

2023 Annual Report



**Australian International
Academy of Education Ltd
KELLYVILLE**

Table Of Content

Theme 1: Context

Theme 2: Outcome and Results

Theme 3: Staffing

Theme 4: Attendance

Theme 5: School Policies

Theme 6: Stakeholder Satisfaction

Theme 7: Summary Financial Information

Theme 1: Context

Board Chairman Message

Messages from Key School Bodies

As another school year comes to its end, we reflect on what has been a very busy year and a year with a significant change as well. After 38 years of dedication, hard work, sacrifice, and relentless efforts to advance the Islamic education in Australia and within the AIA brand; our dearest Academic Head, Mrs Mona Abdel-Fattah, has decided it is time to pursue the next chapter of life and has retired. She leaves behind a legacy that is difficult to summarize in a few lines but certainly many generations of Australian Muslims will remember her as a visionary, a strong leader, and a very passionate teacher and the Board has decided to name the Kellyville school library, Mona Abdel-Fattah library in her honor. Following the retirement of our Academy Head, the board has decided to replace the role with chief executive officer (CEO) role. The CEO oversees the financial, corporate, and business aspects of the schools (both Kellyville and Strathfield) and is the link between the school executive team, the school principals, and the board. The school has also welcomed a new Principal who is very experienced in both NESA and IB curriculum which aligns with the school's resumption of the IB Diploma (IB DP) program to complement our existing primary year program (PYP) and middle year program (MYP). The IB DP program will resume for our year 11 students in 2024 in Kellyville.

We have also seen unprecedented growth with student enrolments, which are almost at capacity for both Primary and Secondary school. Over the past 12 months, the school has been working closely with an architect and team of consultants to deliver Stage 4; a 4 storey high school building that will encompass well-designed classrooms, versatile multi-purpose areas, library over 2 floors, outdoor learning spaces, staff study and lounge and a senior students' hub. This development marks a significant milestone in the school's efforts to provide the ideal learning environment for our school community. These works are due to commence by July 2024.

The safety and well-being of our students and staff are of utmost importance to AIA. We are pleased to announce that we will be carrying out a securities infrastructure installation commencing from mid 2024 to improve school security, lighting, fencing and access controls. The school will also be installing solar panels throughout the premises in about mid 2024 to ensure that we play a part in minimising our carbon footprint and align our actions with our school values of sustainability.

The school's ongoing growth and resumption of the IB Diploma in 2024 sees an exciting time ahead for our AIA community.

Details of our school's financials are contained within Theme 7 via the Academy Accountant.

I trust that the information contained in this Annual Report will be an informative look into our school's achievements, growth and plans ahead.

Dr Ihab El-Sokkari
Board Chairman

Theme 1: Context

Academic Head's Message (Retired 2023)

Messages from Key School Bodies

The AIA schools exist for two intertwined threads that cannot be separated: the education thread and the personal development thread. The education thread is all about knowledge, understanding, skills development and academic achievement. The personal development thread is all about character building, values, attitudes and the type of people AIA want to develop and produce. These two intertwined threads help us realise our Vision and Mission which is to “have graduates who are well prepared and self-motivated to advance Australia and to participate effectively as world citizens with Muslim values.” This is what AIA schools are about. Supporting our Australian Muslim children, giving them a safe space and opportunities where they can build their character, intellectually, spiritually, socially and academically so that they are prepared for the outside world.

I commenced with AIA in 1985, two years after the school opened in 1983 in Melbourne and it has been an absolute blessing, privilege and honour to have been a part of AIA's journey since then.

As I retire from my position as Academy Head at the end of 2023, I want to sincerely thank everyone who has been a part of my AIA Journey and for being a part of the growth and success of our school.

Mrs Mona Abdel-Fattah
Retired Academy Head, 2023



Theme 1: Context

Principal's Message

Messages from Key School Bodies

This year has marked my inaugural year as the Principal of our esteemed institution, and I am honoured to be a part of the AIA community as it experiences ongoing and extensive growth, of its student population and its facilities.

My vision for our school is one of leadership within the Islamic education sphere, characterized by a commitment to seizing opportunities, providing dedicated service, and being in pursuit of academic and Islamic excellence (Advancement, determination, and Faith). In line with this vision, this year has seen the introduction of a range of commendable initiatives within our AIA community. These include the school Taraweeh program led by our School Chaplain and our students, an enlightening talk by an esteemed religious and motivational scholar, a remarkable student presentation at the IFAM event, and many more. These activities and initiatives have played a pivotal role in transforming our school into a vibrant Muslim community that benefits from the wisdom shared by esteemed Islamic leaders. In addition to our internal growth, we have also served the broader community through various fundraising events for causes like Morocco's earthquake, prevention of child slavery, coral reef protection, Afghanistan and Palestine Humanitarian Aid, and other global causes. We have encouraged community participation through events such as Faith in Action prayer nights, Chores for a Cause event, Eid prayers, and many more in partnership with prominent organizations like Human Appeal and MATW.

Turning our attention to the academic aspect, we've witnessed significant achievements among our students. By introducing targeted support programs such as MacLit and Mini Lit, we've successfully enhanced the literacy fluency of our junior students. Over the years, our dedicated teaching staff have relentlessly striven to improve our students' numeracy and literacy skills, yielding outstanding NAPLAN results, with over 75% of our students ranking in the top 2 bands.

In our senior years, our gifted and talented program has opened doors for students to participate in prestigious events such as the Olympiads, the Duke of Edinburgh awards, the Da Vinci Decathlon, ACER global championships, the Tournament of Minds, and many more. It is a source of pride to report that our students have excelled in these endeavours, with one student achieving a top 2% ranking across all of Australia and New Zealand. We have also resumed the IB Diploma for Year 11 from 2024 and have been preparing for this in the lead-up to its recommencement.

Our teachers, too, have remained actively engaged in their professional development through various training events, including targeted HSC result analysis workshops, subject-specific IB training, NESA workshops, and a multitude of collaborative trainings. Simultaneously, our parents have participated in workshops conducted throughout the academic terms, equipping themselves to better support their children's educational journey. These collective efforts are instrumental in shaping our institution into a community of lifelong learners and are aligned with our school's overarching mission.

As our school continues to grow, we are excited about what lies ahead.

Lubna Sayed
Principal

Theme 1: Context

| Our School

The Australian International Academy of Education Limited, Kellyville, opened in 2013 with 20 students in Kindergarten to Year 6 and has grown to 650 students in 2023 from Kindergarten to Year 12. The school is largely comprised of students from Islamic background with a mix of high and low household incomes who have recently moved to the area either locally or from overseas. The dynamic staff stems from Muslim and non-Muslim backgrounds with both local and international experience. The school community continues to rapidly grow with a richness of diversity, cultures, customs, and traditions. Students come from at least 25 different backgrounds, with the majority having been born in Australia. The Academy's population is made up of students from a wide range of ethnic and cultural backgrounds including Australian, Middle Eastern, Turkish, Indian sub-content, Pakistani, Bangladeshi, Indonesian, Malaysian, Somali, British, European, South African, and others.

The Australian International Academy of Education is the only Independent Islamic IB school in the Hills District. It offers a broad and balanced curriculum to the students. It provides opportunities to discuss and reflect on students; holistic growth: academically, pastorally, socially, and spiritually. Whilst it is not a selective school, the campus promotes the highest achievement in both academics and spiritual life. The curriculum provides children with a strong sense of community and values through the incorporation of the International Baccalaureate program and religious studies helping them develop and embrace their own personal identity.

AIA is a company limited by guarantee and is governed by a highly professional and dedicated Board. The Board is responsible for the financial and property management side and also sets the strategic direction of the Academy and its schools (Kellyville and Strathfield). The Board is also responsible for overseeing the management and financial operation of its Schools, the safety and welfare of students and staff through its risk management and complaints handling frameworks and governance policies. The Operational matters of the school are delegated to the Principal and CEO, assisted by the Deputy Principal and a Senior Executive Team.



Theme 1: Context

Priority areas for improvement: The Tradition of Excellence.

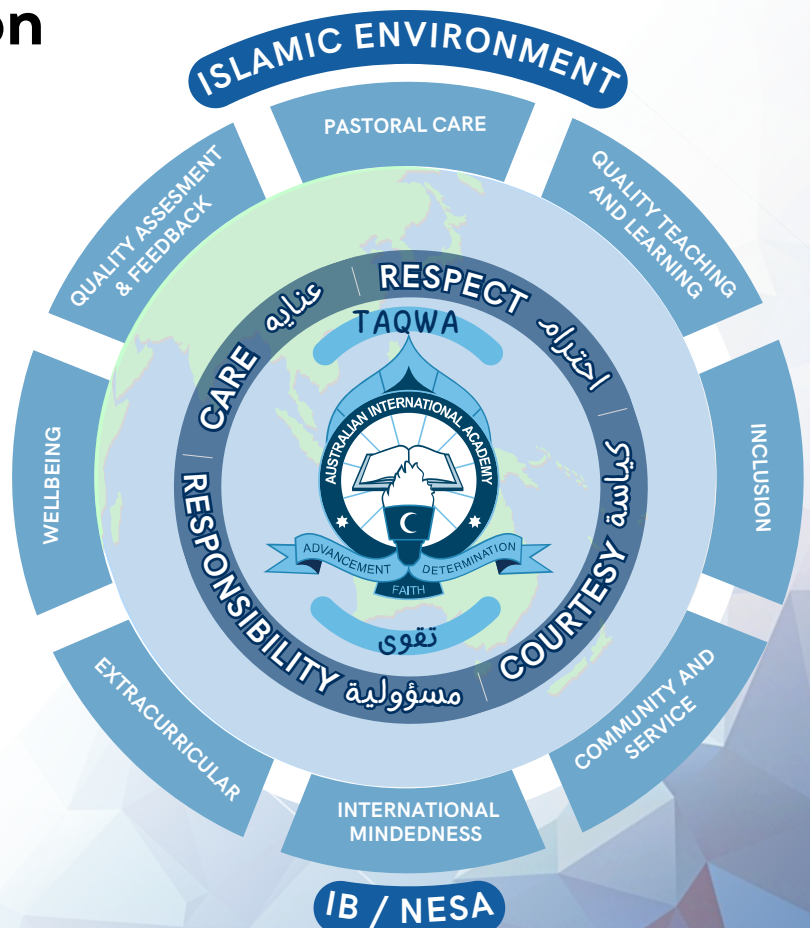
The Academy has maintained its tradition of Excellence throughout the years and achieves this through three big ideas:

1. A culture of collaboration
2. Learning at high levels for all students
3. A focus on results

2023 marked the sixth cohort of Year 12 students to undertake their final studies of the NSW Higher School Certificate (HSC). As we did in previous years, the School held the final Graduation Assembly and Ceremony with all the 2023 High School students, teachers, and parents in attendance to bid these amazing young men and women all the best with their future studies and endeavours. AIA is an IB World school offering the International Baccalaureate Primary Years Programme (IBPYP), the Middle Years Program (IB MYP) for Junior High School students and the New South Wales HSC for years 11 and 12 and the IB Diploma from year 11 from 2024. The IB programmes are a student-centred approach enabling students to develop important attributes and skills necessary for success at all levels of education. At the same time, its focus on internationalism and community service allows students to prepare themselves to be active, thinking, caring and involved world citizens.

Vision and Mission

Our aim is to provide quality education in a caring and supportive Islamic faith environment. We encourage our students to aim for personal excellence and to develop skills for independent learning and critical thinking. We utilise a variety of programs to promote self-esteem, self-discipline, responsibility and leadership. We aim to foster in our graduates, an awareness of interdependence as members of a multicultural community and the world, and to develop in them a sense of service as well as a commitment to act with justice and compassion.



Theme 2: Outcome and Results

| HSC Results 2023

BAND SUMMARY FOR HSC RESULTS FOR AUSTRALIAN INTERNATIONAL ACADEMY – KELLYVILLE

In 2023, we had 20 students sit for the NSW Higher School Certificate in 12 courses.

In total, 95% of candidates across all courses achieved marks of 50 or more (Band 2 or higher).

In general, student achievement was at or above state level. This has been a consistent trend over the past six years that the school has conducted HSC exams. The students also chose a wide range of HSC courses across multiple disciplines. None of the students at the school completed vocational certificate courses in 2023.

SUBJECT	NO. OF STUDENTS	% of Students in Bands 3-6	% of Students in Bands 1-2
English Standard	20	100	
English Advanced	4	100	
Economics	5	100	
Business Studies	10	100	
Legal Studies	4	100	
Chemistry	8	75	25
Biology	12	100	
IPT	5	80	20
Maths Standard	19	90	10
Maths Advanced	5	100	
PDHPE	15	100	
Studies of Religion II	7	100	



Theme 2: Outcome and Results

| HSC Results 2023

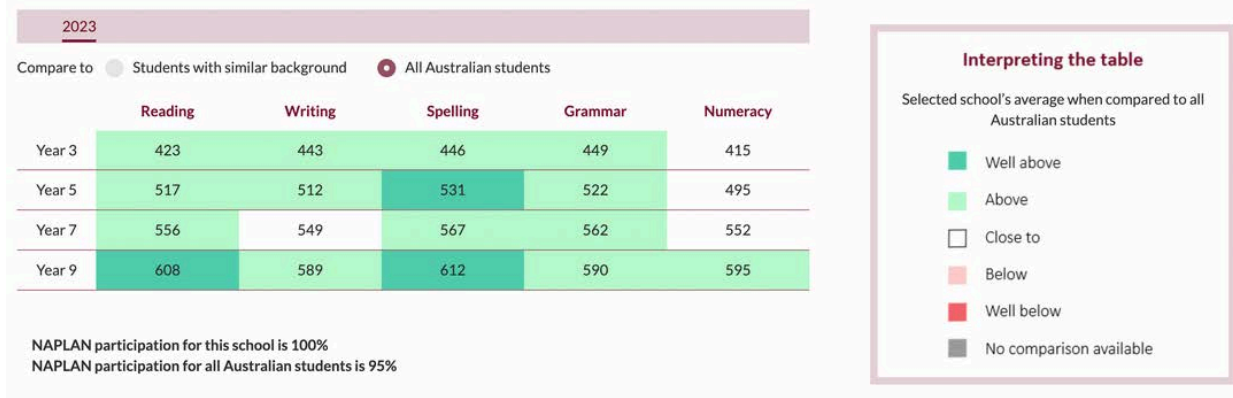
Year 12 Qualification/Certificate	Percentage of Students
2023 HSC	100%
2023 Vocational Certificate	0%

Course code	Course title	Institution name
728169	B Science	Western Sydney University
483750	B Oral Health Therapy (Ou)	UNSW
300568	B Cyber Security	Macquarie University
729060	B Sc (Prim/Sec)	Western Sydney University
729004	B Arts/M Teach (Prim)	Western Sydney University
300154	B Media & Communications	Macquarie University
300428	B Speech & Hearing Scs	Macquarie University
483800	B Pharmacy (Hons)	University of Newcastle
722538	B Construction Mgt (Hons)	Western Sydney University
300205	B Business	Macquarie University
300540	B Information Technology	Macquarie University
728147	B Medical Sciences	Western Sydney University
300428	B Speech & Hearing Scs	Macquarie University
302437	B MedScs/B Cognitive&Brain Scs	Macquarie University
300583	B Eng (Hons) (Mechatronic)	Macquarie University
300416	B Psychology	Macquarie University
300676	B Clinical Sc	Macquarie University

Theme 2: Outcome and Results

| NAPLAN Results 2023

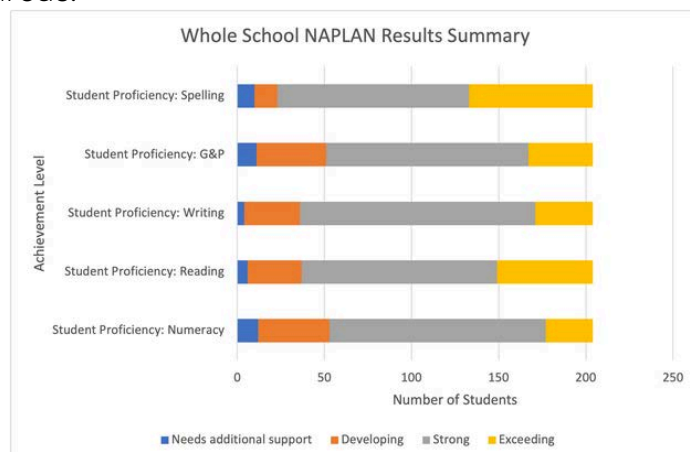
In 2023 the students in Year 3, 5, 7 and 9 participated in the National Assessment Program Literacy and Numeracy (NAPLAN). This testing was introduced by the federal government in 2008 so that parents have an indication of how their child is performing nationally in these crucial areas of education. Performance in NAPLAN is documented on the my school website www.myschool.edu.au



The NAPLAN results provide the school with a wealth of data showing strengths and weaknesses of students across the different components of Reading, Writing, Spelling, Grammar and Numeracy. In 2023 the NAPLAN exam was brought forward to be conducted in March. This meant that results were available to schools earlier in the year to inform school and system teaching and learning programs. The NAPLAN proficiency standards include 4 proficiency levels for each assessment area at each year level:

- Exceeding: the student's result exceeds expectations at the time of testing.
- Strong: the student's result meets challenging but reasonable expectations at the time of testing.
- Developing: the student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: the student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.
-

I am pleased to report that over 70% of all our students achieved in the top 2 bands for NAPLAN in 2023 for all areas.



Theme 3: Staffing

| Accreditation and Workforce Composition

At our school, we embrace staff from all different backgrounds and our staff are a diverse blend of a variety of ethnicities and faiths. Whilst we currently do not have any staff members who identify as Aboriginal or Torres Strait Islander, we encourage such applications.

We frequently encourage staff to participate in professional development workshops through the network, AIS, NESA and IBO. We also provide support and encouragement for staff to gain higher levels of accreditation.

Teacher Accreditation

Level of Accreditation	Number of Staff
Conditional	8
Provisional	3
Proficient	35
Experienced	2
Non-Accredited – Islamic Studies & Junior School Arabic Studies Teachers (non-NESA subjects)	5

Full Time Equivalent Workforce

Position	Number of Staff
Full-Time Equivalent Teaching staff	54
Full-Time Equivalent Non-Teaching Staff	18
Female Staff	56
Male Staff	16



Theme 4: Attendance

Attendance Results and Management of Student Non-Attendance

Introduction:

At AIA, we employ specific processes to maximise learning opportunities by ensuring absenteeism of students is kept to a minimum. Procedures for managing absenteeism within the School are managed by the Head of School and the Student Registrar. The relevant Policy is the Student Attendance Policy and Procedure.

	Justified Absences	Unjustified Absences	Full Day Attendance Rate
Whole School	3.3%	5.3%	90.40%
Boys	3.3%	5.0%	90.70%
Girls	3.3%	5.5%	90%
Year KI	2.7%	4.4%	92%
Year 1	6.9%	2.0%	91%
Year 2	3.8%	4.9%	91%
Year 3	2.1%	2.1%	95%
Year 4	4.2%	3.0%	92%
Year 5	4.9%	5.3%	89%
Year 6	2.4%	6.5%	91%
Year 7	2.1%	6.4%	91%
Year 8	3.4%	6.0%	90%
Year 9	2.5%	8.8%	88%
Year 10	2.4%	10.5%	85%
Year 11	2.0%	8.4%	88%
Year 12	1.8%	5.7%	88%

In 2023, AIA had an average daily attendance rate of 90.40%, being an improvement on the previous year 2022's average daily attendance rate of 89.20%.

Theme 4: Attendance

| Daily Attendance Register

AIA keeps a register of daily attendance of all students at the School. Attendance Registers are in a form approved by the Minister for Education and record daily attendance or absence, reason for absences and evidence to support the reason for absences.

Monitoring Student Attendance

Where a student is unsatisfactorily absent from school, the School will contact the parents directly to seek an explanation and to remind parents of their child's obligation to attend school. Where parents repeatedly fail to inform the School of absences, they will be contacted directly seeking an explanation and to remind them of their obligation to report absences.

Specific processes are detailed below:

- Where a reason for absence has not been provided within 2 days, the Student Registrar will contact the parent of the absence to seek a reason and request that they complete a Notice of Absence Form which attaches an Absence Record for the parent to complete and return.
- Where an absence has continued for more than 2 consecutive days without any notification to the School, the Student is issued a Written Warning which is sent to the student's parent and the student's Form Teacher is informed via email by the Student Registrar who in turn updates the School Management System.
- If there are any underlying concerns associated with the absence, the student is referred to the School Counsellor and the Principal and Form Teacher is informed.
- All short-term, long-term and overseas travel absences require prior written approval via the Principal before taking that absence. All such absences are recorded via the Student Management System.



Theme 5: School Policies

| Policies and Procedures

At AIA, we manage student safety and duty of care through a combination of policies, staff learning, assurance and reporting. These processes and procedures are adopted to meet our Student Duty of Care obligations, including defining roles and responsibilities.

Policy	Details	Access
Student Enrolment Policy and Procedures	Admissions and enrolments of students from Kindergarten to Year 12 are governed by this Policy.	<u>Student Enrolment Policy and Procedures</u>
Child Safe Program	All children and young people who come to AIA have a right to feel and be safe. We are committed to the safety and wellbeing of all children and young people.	<u>Statement of Commitment to Child Safety</u> <u>Child Safety Code of Conduct</u> <u>Procedures for Managing Child Safety Incidents or Concerns – Parents and Students</u>
Anti-Bullying	AIA is committed to meeting its student duty of care obligations.	<u>Bullying Prevention and Intervention Policy and Procedures</u>
Complaints Handling Program	School leadership are committed to handling complaints effectively and efficiently through its established Complaints Handling Program and online Complaint Form process.	<u>Parent and Student Complaints Handling Policy and Guide</u>
Student Discipline	AIA has student discipline policies in place that are based on principles of procedural fairness and that do not permit corporal punishment of students and based on Student Code of Conduct.	<u>Student Management and Discipline Policy</u> <u>Student Code of Conduct</u>

Theme 6: Stakeholder Satisfaction

| Parent Satisfaction

Parent satisfaction is measured in several ways:

- At every parent information session, held once a term, the Agenda includes an opportunity for parents to ask questions regarding any concerns they have and express opinions in relation to decisions made by the school in relation to the management of students and School programs.
- We also gain parent feedback at various stages – through surveys, focus groups, and meetings (academic and wellbeing) – to better understand their concerns and address them where possible in the interest of the students.
- The School has a complaint-handling policy and an online lodgment of feedback form that is available to parents and the public community through the school website. There is also a dedicated email access available to parents so that they may ask any questions they have or update the school about any help or support they may need.
- All members of the School Leadership Team (including the Principal) are always prepared to meet with parents regarding matters of concern.

The results of the latest survey conducted indicate:

- Parents find the school leadership team approachable and able to answer any concerns they may have
- Parents find that the school fulfils its mission of being a holistic and academically strong Islamic school
- Parents value the opportunity to come together as a community through new events introduced such as community iftar, and Eid Prayers
- Parents requested a review of booklist deliveries to expedite the delivery process.

Action:

- The school continues to provide more opportunities for the school to come together as a community.
- The school changed its approach for booklist delivery by working with the supplier and getting resources directly delivered to the school. This has been well received and accepted by the parents.



Theme 6: Stakeholder Satisfaction

| Student Satisfaction

Student satisfaction is measured in several ways:

- The school has a Student representative council and a captaincy team that acts as a link between students and school leadership. They liaise with the SRC coordinator at the school to communicate the grievances of the students. They also assist the school leadership in implementing new initiatives at the school to enhance student voice.
- Student surveys assist in determining the students' level of satisfaction with School programs. Students are typically surveyed at the end of each year on an annual basis. All Year 12 students meet with the Principal and deputy in small groups to give feedback on what they have valued about their experience of the School and what we can do better.
- All Teaching and Learning staff, the School Leadership Team, Programme Coordinators, the Wellbeing coordinators and Form teachers are always prepared to meet with students regarding matters of concern.

The results of the latest survey indicate:

- The majority of students expressed strong satisfaction across all areas, including: Teaching and Learning, Wellbeing, Co-curricular Activities, and Personal Development, with particularly good results in development of independent learning skills.
- Students need further support with study skills for HSC to understand how they can use their time better and how they can use teacher feedback to improve results.

Action:

- A series of study skills workshops have been planned for students using Alumni to support them and provide them with guidance on identified areas.



Theme 6: Stakeholder Satisfaction

| Staff Satisfaction

Staff satisfaction is measured in several ways:

Teachers have a number of avenues for raising matters with the School Leadership Team. They can raise matters in faculty meetings and wellbeing team meetings. They may also request an individual meeting with a member of the School Leadership Team, including the Principal. Members of the School Leadership Team maintain an open-door approach and always make themselves available to meet with staff. Staff also have available to them an online complaints and feedback lodgement form whereby they can lodge feedback and this is managed via our Complaints Handling Policy.

- Teaching staff who leave the School are offered 'exit interviews' with the principal and HR. This allows teachers to share their feedback regarding their experience at the school and offer any suggestions for improvements.
- Staff provide informal feedback during staff meetings, which are held each week.
- New teachers at the School are invited to meet with a member of the Human Resources Department for regular staff check-ins. They are invited to comment on their experience of the School to date. This gives us valuable insights into strengths, weaknesses and possible areas for improvement at the School. They also participate in a new teacher induction program to help them understand the culture and practices at the school.
- Staff surveys are also carried out at regular intervals each year with the intention of getting feedback on the various processes and practices introduced at the school.

The results of the latest survey indicate:

- The staff generally value the leadership team and consider them approachable
- The staff requested additional resourcing for specific areas like more laptops for upper primary and Arabic teaching resources

Action:

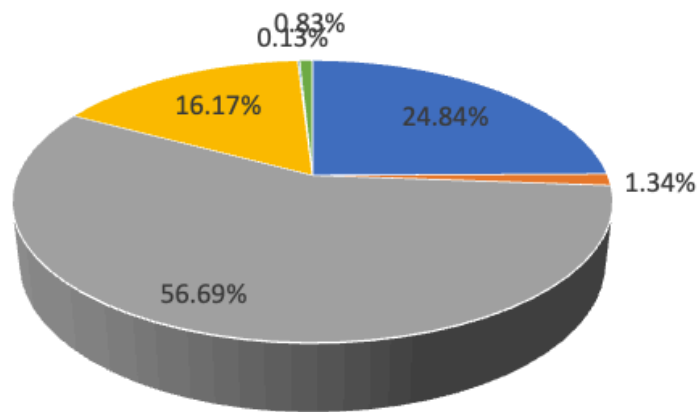
- The school purchased 100 additional devices based on the teacher request to cater for the growth of the school and based on the feedback received from the staff.
- Additionally, the school has purchased access to more resources for Arabic as requested by the teachers in the form of access to an Arabic adaptive learning platform.



Theme 7: Summary Financial Information

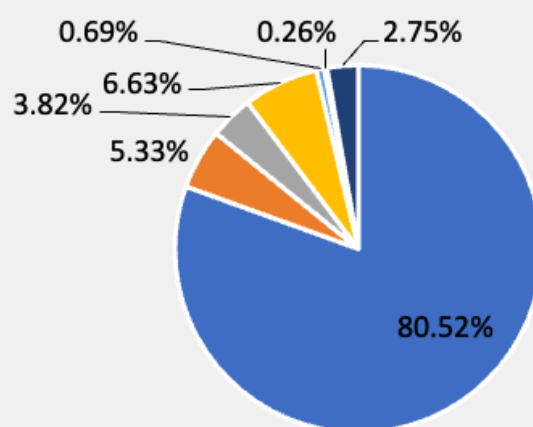
The 2023 Academic year brought many challenges as well as opportunities for learning and growth for the school. The below financial analysis shows how the Academy is progressing and developing as a school and outlines what it has achieved.

2023 SOURCES OF FUND



- TUITION FEES
- COMMONWEALTH GRANT
- AIS GRANT
- OTHER RECEIPTS FROM STUDENTS
- STATE GRANT
- OTHER INCOME

2023 SOURCES OF FUND



- Employee benefits expense
- Teaching and school activities expenses
- Occupancy expenses
- Finance costs
- Depreciation and amortisation expense
- Administration expenses
- Other expenses

Theme 7: Summary Financial Information

Capital Expenditure comprises:

- \$ 126k Computers and IT Equipment
- \$ 34k Furniture & equipment
- \$62k Building improvements

Currently, the Academy operates two schools in Sydney; Kellyville School and Strathfield School. Each School operates independently and is responsible for the school's financial budget and performance. Each school has independent income, expenditure, budgets and targets. The income that each school receives from tuition fees, private income and government grants is used entirely for the operations of the school. There is a School Board which along with the CEO, principals and accountant, control the financial accounts at each School. Each year, the financial accounts are audited by external auditors in accordance with the Australian Accounting Standards and they present their independent report on the internal and financial controls.

The following is 2023 Audited Financial Statement for Kellyville:

Kellyville School Statement of Profit or Loss and Other Comprehensive Income		
	2023	2022
Revenue and other income		
Gross tuition fees	2,841,726	2,580,187
Commonwealth grants	6,486,611	5,835,476
State government grants and other grants	1,850,345	1,691,063
AIS Grant	15,053	15,053
Other receipts from students	153,391	140,365
Other income	94,500	82,474
Total income	11,441,626	10,344,618
Expenses		
Employee benefits expense	8,131,653	7,231,349
Depreciation and amortisation expense	538,585	532,950
Teaching and school activities expenses	385,732	178,866
Administration expenses	669,345	727,253
Occupancy expenses	70,101	55,239
Other expenses	26,191	89,272
Finance costs	277,548	401,348
	10,099,155	9,216,277
Surplus for the year	1,342,471	1,128,341
Other comprehensive income for the year	-	-
Total comprehensive loss / (income) for the year	1,342,471	1,128,341

Theme 7: Summary Financial Information

Kellyville School		
Statement of financial position		
	2023	2022
Assets		
Current assets		
Cash and cash equivalents	3,831,618	498,602
Trade and other receivables	101,497	34,068
Other assets	174,326	151,613
Total current assets	4,107,441	684,283
Non-current assets		
Property, plant and equipment	18,683,794	18,151,824
Total non-current assets	18,683,794	18,151,824
Total assets	22,791,235	18,836,107
Liabilities		
Current Liabilities		
Trade and other payables	720,815	1,599,606
Contract liabilities	2,502,033	2,218,660
Borrowings	8,246,548	774,397
Employee benefits	730,254	764,247
Total current liabilities	12,199,650	5,356,910
Non-current liabilities		
Borrowings	67,671	4,365,777
Employee benefits	171,876	103,853
Total non-current liabilities	239,547	4,469,630
Total liabilities	12,439,197	9,826,540
Net assets	10,352,038	9,009,567
Equity		
Accumulated funds	10,352,038	9,009,567
Total equity	10,352,038	9,009,567

Theme 7: Summary Financial Information

AIA Kellyville Enrolment Numbers		
Year	Total	%age
2013	19	N/A
2014	142	647%
2015	226	59%
2016	298	32%
2017	369	24%
2018	403	9%
2019	448	11%
2020	478	7%
2021	558	17%
2022	594	6%
2023	634	14%

Kellyville Growth Chart from 2013 - 2023

