

ANNUAL REPORT

# 20 23





AIAE Board Executives

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WHO WE ARE, WHAT WE DO

## OUR MISSION

Deliver quality education to students in a nurturing, enriching, comfortable and safe learning environment in pursuit of academic and spiritual excellence.



WHAT WE STAND FOR

## OUR VISION

The Academy vision is to have graduates who are well prepared and self-motivated to advance Australia and to participate effectively as world citizens with Muslim Values.



HOW WE THINK

## OUR PHILOSOPHY

At the Australian International Academy of Education Inc (AIAE) we believe that each child is a unique individual. Every student needs a secure, caring and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically and socially.



The Academy enjoins its students to cultivate a global perspective and a universalist outlook on life. We encourage our students to constantly seek to broaden their horizons in spirit of acceptance, compassion and co-operation with one another - and with others outside the school.

ADVANCEMENT | DETERMINATION | FAITH

# Core Values





# Introduction

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As we look back on 2023, it is my privilege to share the Annual Report of the Australian International Academy of Education (AIAE) in Melbourne, Victoria. This year stands as a showcase, celebrating our fortieth year of commitment to educational excellence, deeply anchored in our faith and the progressive ethos AIAE.

Although it feels joyous in celebrating forty years, we closed the book on 2023 amidst a veil of sadness knowing that several of our communities are displaced and mourning the losses of large numbers of families in Palestine, amongst them are the young, the newly married members and the elderly. We are reminded by their struggles, their resilience, their pain, and their dreams for a better and safer future.

For over four decades, AIAE has been at the forefront of Islamic education in Australia, setting benchmarks in academic excellence, character building, and leadership. Our foundation, grounded in the timeless principles of our faith, fuels our mission to unlock the distinctive potential of each student. We remain committed to the holistic development of our students—intellectually, spiritually, and socially.

At the heart of AIAE is our conviction in the unique potential and responsibility of each student. We foster an environment that encourages purposeful learning, a thirst for knowledge, and a dedication to community service. This year, our students have truly embodied these values, demonstrating resilience, innovation, and a deep sense of community spirit.

Despite challenges, we have emerged stronger and more unified, with a sharp vision for the future. Our strategic plan for 2022-2026 is ambitious, centered on enhancing our educational services and capitalising on the opportunities presented by a rapidly evolving global landscape. A crucial part of this vision is our investment in technologies to support learning and innovation to equipping our students for future opportunities.

Our strategic initiatives have not only fuelled our growth but also ensured our financial stability, aligning with our future goals. This success reflects the dedicated support and trust our community places in our mission.

The achievements of this year have been made possible by the dedication of our staff, the support of our families and community, and the inspiring accomplishments of our students. Their hard work, leadership, and commitment to excellence drive AIAE forward.

We extend our congratulations to all students who have excelled academically in 2023. Their achievements are a testament to their perseverance, the guidance of our resolute teachers, and our collective commitment to excellence. The median Year 12 Australian Tertiary Admission Rank (ATAR) score in 2023 was 73.86, with over twenty-three percent of our students receiving an ATAR of 90 or more. Details of their achievements can be found on pages 18 and 19. Our students also demonstrated a remarkable improvement in their ATAR scores in 2023 compared to the previous year. This improvement reflects the effectiveness of AIAE's educational programs and teaching methodologies in preparing students for their final exams and future academic pursuits.

Our students also excelled in the National Assessment Program - Literacy and Numeracy (NAPLAN), with scores surpassing national averages. This achievement underscores the school's strong focus on foundational skills in reading, writing, and numeracy.

As we look ahead, we are excited by the opportunities that await us. With the continued support from the AIAE community, we are committed to building on our past successes, exploring new growth opportunities, and enhancing our programs to meet the evolving needs of our students and the world.

The 2023 Annual Report is not just a record of our past achievements but also a commitment to our continued pursuit of excellence, innovation, and community service. It celebrates our successes, inspires future aspirations, and serves as a source of information and motivation for everyone involved with AIAE. Thank you for being part of our journey towards a bright and promising future for all our students..

**Ms Gafiah Dickinson**

**Executive Principal**  
**Australian International Academy**  
**of Education Inc.**

## 1983 - 1993 1ST DECADE

### 1983

A period of Experimentation in the History of Australian Muslims

Students Enrolment 64 | Staff 5

- School closed on Eid Ul-Fitr for the very first time in Australia marking a significant moment for the Islamic community.



### 1984

Students 145 | Staff 8

- Yusuf Islam visits the school
- Merri-bek, previously known as (Moreland) councillor Peter Gavin visits the school

### 1985 - 1986

Students 144 | Staff 10

- School name change: Coburg Islamic School
- Sheikh Fehmi Imam (OA) appointed as a religion teacher

### 1987 - 1988

Students 247 | Staff 15

- School name change: King Khalid Coburg Islamic School
- Saudi Arabian Ambassador Sheikh Abdul Rahman Al Ohaly donates generously towards the building program



### 1989 - 1990

Students 320 | Staff 22

- School name change: King Khalid Islamic College of Victoria, Inc.
- The first school camp for Years 5 and 6
- Computers and computer programs introduced
- First School Magazine - ('Al-Risaalah' - The Message)



### 1991 - 1992

Students 350 | Staff 28

- Secondary classes opened for Years 7-9
- Large marquee served as a temporary Mosque for congregational prayers



## 1993 - 2003 2ND DECADE

### 1993 - 1994

Students 537 | Staff 49

- Merlynston Primary School was purchased to become the permanent home of AIAE MSC
- Scholarship Program introduced
- AIAE MSC receives accreditation for the IB Diploma Programme
- The official opening of the school's 'Abdullah Haram Mosque' at King Khalid Coburg Campus
- Salah Salman initiates the establishment of ACIES now known as ISAA (Islamic Schools Association of Australia)

### 1995 - 1996

Students 774 | Staff 74

- First Year 12 VCE and IB Graduates - 24
- International student exchange program with Indonesia

### 1997 - 1998

Students 815 | Staff 79

- 60 » Year 12 Graduates

The following years were the years of academic excellence

- Girl's boarding house opened in North Coburg
- AIAE maintained its position amongst the top 10 ranking schools in Victoria

### 1999 - 2000

Students 906 | Staff 91

- 87 » Year 12 Graduates
- AIAE MSC receives accreditation for the IB MYP and the IB PYP
- Building Improvements: facilities include library, offices, seminar rooms, computer rooms, classrooms, and storerooms
- 2000 Olympic Games Torch Relay comes to AIAE, Sheik Fehmi Imam (OA) carries the Olympic Torch

### 2001 - 2002

Students 1,003 | Staff 106

- 96 » Year 12 Graduates
- Establishment of the Information, Education & Training Centre at Melbourne Senior Campus (MSC)
- The Director General of UNESCO, Mr. Koichiro Mutsuura, and officials from the United Nations and the Australian Government visit MSC



#### Principals over 1st decade;

- Mr Mohammed El Sayed
- Mr Abdul Karim Galea
- Mr Salah Salman



#### Principals over 2nd decade;

- Mr Salah Salman
- Mr Abdul Karim Galea
- Ms Mona Abdel-Fattah
- Ms Gafiah Dickinson

## 2003 - 2013 3RD DECADE

### 2003 - 2004

**Students 1,184 | Staff 124**

- **82 »** Year 12 Graduates

The celebration of AIAE's 20th Anniversary

- The Academy participated in the Education Exhibition in Dubai, Abu Dhabi. A proposal was made to open an Academy branch in the UAE
- Celebrated 20th Anniversary

### 2005 - 2006

**Students 1,226 | Staff 135**

- **116 »** Year 12 Graduates
- Australian School of Abu Dhabi (ASAD) was opened in the United Arab Emirates
- AIAE acquired the Noor Al Houda Islamic College in Sydney, and it is now known as: AIAE Strathfield Campus



### 2007 - 2008

**Students 1,239 | Staff 144**

- **112 »** Year 12 Graduates
- AIAE hosts the Victorian Judges Conference on Islam
- AIAE community participates in the SBS Insight Program featuring faith-based schools



### 2009 - 2010

**Students 1,256 | Staff 144**

- **120 »** Year 12 Graduates
- The Australian School of Abu Dhabi, UAE, celebrates its 5th Anniversary
- Facility upgrades of the Coburg campus library and classrooms
- Dr Tarek Mohammed Al-Suwaidan, a highly regarded Islamic author visits AIAE



### 2011 - 2012

**Students 1,234 | Staff 156**

- **144 »** Year 12 Graduates
- Year 10 Boys Umrah Program is introduced
- Digital Revolution Technology in the Learning Program (iPads & Laptops)



## 2013 - 2023 4TH DECADE

### 2013 - 2014

**Students 1,259 | Staff 156**

- **137 »** Year 12 Graduates
- AIA Sydney Kellyville Campus opens
- AIAE's third Melbourne Campus opens - Caroline Springs Campus
- AIAE wins the Victorian Chess Championships

### 2015 - 2016

**Students 1,290 | Staff 150**

- **138 »** Year 12 Graduates
- AIA Sydney Kellyville Campus opens
- Mr. Abdul-Karim Galea retires
- AIAE is nominated for 'Best Education Program' by 'Inside Sport Magazine'



### 2017 - 2018

**Students 1,288 | Staff 167**

- **120 »** Year 12 Graduates
- KKCC received the "Blues Foundation Community Award"
- The Melbourne Sports Institute names KKCC 'Sporting School of the Year'
- AIAE Senior Debating team wins the Debaters Association of Victoria Trophy

### 2019 - 2020

**Students 1,522 | Staff 222**

- **124 »** Year 12 Graduates
- KKCC received the "Blues Foundation Community Award"
- Mr. Salah Salman retires
- 10th Anniversary of the year 10 Boys Umrah program
- AIAE Caroline Springs Campus graduates its first VCE group of four students
- AIAE CSPC receives accreditation for the International Baccalaureate Primary Years Programme (IBPYP)

### 2021 - 2022

**Students 1,784 | Staff 270**

- **128 »** Year 12 Graduates
- AIAE Executive Principal: Ms. Gafiah Dickinson
- The inaugural Islamic Schools' Careers Expo launches at AIAE MSC
- AIAE CSSC receives accreditation for the International Baccalaureate Diploma Programme (IBDP)
- AIAE opens the fourth campus - AIAE (CSPC) - Caroline Springs Primary Campus



### 2023

**Students 1,994 | Staff 277**

- **91 students have graduated, the most in a single year**
- Facility upgrades
- AIAE hosts the 1st Podium High School Conference
- Ms. Mona Abdel Fattah retires



#### Principals over 3rd decade:

- Mr Salah Salman
- Mr Abdul Karim Galea
- Ms Mona Abdel-Fattah
- Ms Gafiah Dickinson
- Mr Abdul Rahman Najmeddine
- Mr Ronald Mitrovski
- Ms Leyla Mohamoud
- Ms Rabia Jones



#### Principals over 4th decade:

- Mr Salah Salman
- Mr Abdul Karim Galea
- Ms Mona Abdel-Fattah
- Ms Gafiah Dickinson
- Ms Leyla Mohamoud
- Mr Kenan Erdal
- Ms Maffaz Al-Safi
- Ms Michelle Shears
- Mr Ali Harba
- Ms Angela Florio
- Mr Moustafa Elakkoumi



## Statement of Commitment to Child Safety

Australian International Academy of Education (AIAE) is a child safe organisation that is committed to providing an environment where all our students are safe and feel safe, where their participation is valued, their views respected, and they are empowered.

We have zero tolerance for child abuse and have strategies and systems to protect children from abuse and harm. We will take all allegations and concerns very seriously and respond to them consistently and in line with our policies and procedures. Furthermore, AIAE is committed to promoting cultural safety for Aboriginal and Torres Strait Islander children, cultural safety for children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.



# Board Chair Introduction

As we farewelled the year that was, 2023 has brought about significant changes to us all. With the challenges we see our brothers enduring on the other side of the globe, praise be to Allah for the blessings that he provides. Although we may only see hardship, Allah has a better plan, as he is the best of planners. And it is with his divine will that we have be able to continue to educate our children and continue with our academy's values: "to have graduates who are well prepared and self-motivated to advance Australia and to participate effectively as world citizens with Muslim values". Just as our graduates strive for excellence in all their endeavours, the AIAE Board is committed to achieving excellence in governance, ensuring stability, and fostering future growth.

This growth would not be possible without the dedication of our staff and management teams at each campus, as well as the Board of Directors who dedicate their time to ensure AIAE continues to prosper. I would like to thank the Executive Team and Board for their assistance in 2023:

## The Executive Team:

- Melinda Baarini Board Chair
- Gafiah Dickinson Executive Principal
- Hatem Awad Chief Financial Officer
- Michelle Shears MSC Head of Campus
- Moustafa El Koummi KKCC Head of Campus
- Ali Harba CSSC Head of Campus
- Angela Florio CSPS Head of Campus

## Board Members:

- Melinda Baarini Board Chair
- Mohamed Elzanaty Deputy Chair
- Celal Sahin Secretary
- Ameer Hussain Treasurer
- Salim Boyaci Member
- Iman Mojaled Member
- Dr Fida Sanjakdar Member
- Dr Zoya Mustafa Seehar Member
- Denise Tamer Member
- Mohamed Thoufeek Member
- Mohammed AbuHijleh Member

The support over the last 12 months has enabled the growth and vision of the Academy to continue. With collective insight we can work well as a team to continue to make the hard decisions to allow the Academy and its community to come together and flourish. Although the decision-making process, we go through at times are difficult, we have been able to make continued head way to sustain future growth and capital works throughout our four campuses.

I thank the leadership teams, staff, parents and students for their support and commitment to the values and ethos of the Academy.

May our communities prosper in a safe and more peaceful world, including our extended communities in Palestine.

## Board Activities

Board Members	Meetings eligible to attend	Meetings attended
Melinda Baarini (Chair)	7	7
Mohamed ElZanaty (Deputy Chair)	7	7
Celal Sahin (Secretary)	7	7
M.F. Mohamed Thoufeek (Treasurer)	7	5
Mohammad Abu Hijleh	7	2
Salim Boyaci (Business Manager)	7	5
Ameer Jhingoore	7	5
Iman Mojaled	7	5
Dr Fida Sanjakdar	7	4
Dr Zoya Seeyar	7	5
Denise Temer	7	2

## Executive Committee

Committee Members	Meetings eligible to attend	Meetings attended
Gafiah Dickinson	3	3
Melinda Baarini - Board Member Chairperson	3	3
Mohamed ElZanaty - Board Member Deputy Chair	3	3
Angela Florio - CSPC	3	3
Ali Harba - CSSC	3	3
Michelle Shears - MSC	3	3
Moustafa Elakkoumi - KKCC	3	3
Hatem Awad - Finance Manager	3	3

## Property and Facility Committee

Committee Members	Meetings eligible to attend	Meetings attended
Mohamed ElZanaty - Board Member Deputy Chair	5	5
Salim Boyaci - Board Member	5	5
Hatem Awad	5	5
Mohamed Abuhijleh	5	2



## AIAE Board Executives

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The governance authority for the AIAE campuses is under the capable management of a Board of dedicated volunteers as follows:

- Melinda Baarini  
Board Chair
- Mohamed Elzanaty  
Deputy Chair
- Salim Boyaci  
Business Manager
- Ameer Jhingoor  
Treasurer
- Celal Sahin  
Secretary
- Mohamad AbuHijleh
- Iman Mojaled
- Mohamed Thoufeek
- Dr. Fida Sanjakdar
- Dr. Zoya Mustafa Seehar



# Caroline Springs Senior Campus

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## “Embracing the Spirit of Unity: A Journey of Learning and Empowerment at AIAE-CSSC.”

As we gather the reflections of yet another remarkable year, the halls of Australian International Academy’s Caroline Springs Senior Campus (CSSC) echo with the resounding spirit of unity, growth, and empowerment. It is with immense joy and gratitude that we commemorate the successes and challenges that defined 2023—a year that underscored the transformative power of education.

At the heart of our journey lies the profound quote by Sydney J. Harris, “The purpose of education is to turn mirrors into windows.” Throughout this year, we witnessed countless instances where our students transformed from mere reflections of their surroundings into visionaries, peering through the windows of knowledge and discovery.

Amidst the backdrop of an ever-changing world, CSSC embraced new beginnings and forged ahead. Unity, the cornerstone of our community, was instrumental in nurturing an environment of belonging and collaboration. Together, we journeyed forward, facing obstacles with resilience and determination.

The expansion of our Senior Campus to its full capacity brought forth a blossoming of opportunities. With open arms, we welcomed more young minds into our family, fostering an inclusive space where each student could embark on their unique educational expedition.

We united in safeguarding the well-being of our community, upholding the values of care and compassion. Amid challenges, our bond only grew stronger, proving that together, we can conquer any storm.

After securing full accreditation to administer the International Baccalaureate (IB) Diploma Programme for our year 11 and 12 students in 2022, we see our Year 12 students moving into the phase of completing 2 years of IB Diploma studies in 2023. This milestone solidifies our commitment to empowering young minds with creativity, critical thinking, and global perspectives. With the combined strength of the IB and VCE programs, our students were well equipped to face the uncharted horizons of the future.

Gratitude fills our hearts as we extend our thanks to every stakeholder of CSSC—our esteemed management, dedicated staff, supportive parents, and visionary students—for entrusting us with the privilege of education. With Allah’s (SWT) guidance, we remain steadfast in our pursuit of excellence, embodying our school motto: ‘Advancement,

Determination, and Faith.’

As we look forward to 2024, we are filled with hope and anticipation. Together, we shall nurture the seeds of curiosity, discovery, and transformation. May the journey ahead empower each student to step through the windows of knowledge and become agents of change and leaders of tomorrow.

**Mr Ali Harba**  
**CSSC Head of Campus**

# Caroline Springs Primary Campus

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AIA Caroline Springs Primary Campus strives to provide a relevant, engaging and differentiated teaching and learning program in a supportive environment that fosters deep thinking, creativity, collaboration and independence. We aim to nurture and develop individuals to become resilient and adaptable.

As a community, we understand that we are responsible for ensuring that we try our best to impact the learning of others so that a safe learning environment is provided for everyone and that we treat others fairly and with respect.

Teachers inspire students to take charge of their learning by offering regular feedback and opportunities for independent decision-making. In 2023, our staff prioritised Student Voice and Agency. We offered a variety of curriculum challenges, inspiration programs, support programs, and optional extracurricular activities for students. These included our Year 5 camping program, Sports carnivals, Maths competition, World Maths Day, Reading Intervention, Buddy programs, Harmony Week, National Simultaneous Storytime, Science Week, and swimming lessons.

Our Literacy program is aligned with the Science of Learning (Reading). It focuses on the five essential components of the Simple View of Reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Our writing instruction is currently being reviewed to follow the

principles of the Hochman Method (The Writing Revolution), which emphasises explicit instruction, sentences as building blocks of all writing, teaching embedded within curriculum content, grammar taught in the context of student writing and the importance of planning and revising in the writing process.

We are currently developing an evidence-based instructional model for our entire school. The process started by examining our current Literacy and Numeracy models and comparing them with the HITS (High Impact Teaching Strategies) model and current practices. Our goal is to create a model that will establish a consistent and high standard of teaching across all curriculum areas, ranging from Foundation to Year 5.

To have a rich and thorough understanding of our student's progress, we ensure that data from various assessment types and methods is obtained consistently over time. We are also working to prioritise students having the opportunity to reflect on their learning and part of this is ensuring that their learning goals are clear and that students are aware of the success criteria for different tasks.

Our passionate and dedicated staff believe in the value of each child and are committed to their growth. Our collaborative culture empowers our staff to work in teams that share information and the latest research to identify areas for improvement and innovation. Year-level teams are allocated

weekly blocks within the school timetable to collaboratively plan for Literacy, Numeracy, Islamic Studies, Arabic, and Inquiry Curriculum. During Collaborative Planning Time, year-level teams follow a common framework, discussing the best ways to maximise student learning and well-being.

This year, we introduced The Smiling Mind Primary School Program, an evidence-based approach to supporting children's mental health and well-being from 5 to 12 years old in the classroom, school, and home environments. We have also introduced the Zones of Regulation as a cognitive behaviour approach across our school. Zones of Regulation help students recognise when they are in different emotional states called "zones". The Zones help students visually and verbally self-identify how they are functioning at a given moment. We have also developed a whole school behaviour matrix and are reviewing our student code of conduct policy.

We are proud of our achievements so far and look forward to continuing to improve and innovate in the years to come.

**Ms Angela Florio**  
**CSPC Head of Campus**

# Melbourne Senior Campus

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As the principal, I have the honour of leading an exceptional team of educators devoted to delivering top-tier education to our students. Throughout the year, our school has remained steadfast in championing our vision and values, supporting our teachers in their unwavering dedication to providing a high-quality education for every student.

The vision we uphold at the Australian International Academy revolves around cultivating students who are not only well-prepared but also self-motivated to progress as lifelong learners. Our programs are meticulously designed to instigate shifts in students' mindsets, fostering motivation and nurturing a culture that celebrates creativity and innovation. Our primary aim is to equip our students with the skills and mindset necessary to navigate the complex challenges of the future.

Our educational approach fosters regular inquiry among our students, nurturing their creative thinking and cultivating a profound sense of global citizenship. Encouraging active community engagement, we strive to develop relationships that deepen

understanding of human needs and prompt proactive involvement at a local, national, and international level. In our inquiry-based classrooms, students actively engage in real-life scenarios, honing their decision-making, problem-solving, research, and actionable skills. These competencies are showcased to the wider community through platforms such as the MYP Portfolio, Personal Project Exhibitions, and the Visual Arts Exhibition, allowing students to demonstrate their growth and learning.

Our curriculum is meticulously crafted to maintain a well-balanced and academically rigorous framework. It emphasises not only essential knowledge but also moral, spiritual awareness, and understanding. Furthermore, in the later years of schooling, students are provided with diverse pathways, including the option of VCE or the IB, ensuring a tailored and comprehensive educational journey aligned with their aspirations. We take immense pride in the achievements of our students and are genuinely excited to witness the remarkable accomplishments they will achieve in the future

Our school values positive relationships and thrives on the collaborative efforts of our dedicated community—comprising staff, students, and parents. Together, we forge partnerships that continually enhance our school across all facets of learning, and I extend my heartfelt gratitude to everyone involved for their unwavering commitment.

Striving for continuous improvement and innovation is key to sustained success and we look forward to continued improvement in future years. May the journey ahead be filled with opportunities for growth and empowerment, guiding each student toward becoming impactful agents of change and the leaders of tomorrow. Here's to a future filled with promise and endless possibilities!

**Ms Michelle Shears**  
**MSC Head of Campus**

## King Khalid Coburg Campus

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Schools are very diverse in their reduced parts and fit together as a whole to function brilliantly. Each member of staff played a vital role in maintaining a positive learning environment for all. As the first Islamic school in Australia, King Khalid Coburg Campus (KKCC) celebrated 40 years of outstanding innovation and practice. The efforts of all staff at KKCC added to the success of our students cognitively, emotionally and socially. The turnover of teachers at KKCC was very low, testament to the culture of the school.

Student and staff well-being are at the forefront of decision-making at KKCC. Student wellbeing was paramount as primary school students need help with emotional and social regulation, empathy, purpose and resilience strategies. The process of restorative practice helps students define themselves and their actions in a positive view. Our school counselor, along with a clinical psychologist, were instrumental in creating individual strategies to move forward in the student's development. Students were encouraged through voice, choice and ownership as part of the PYP initiative.

Many activities have occurred during the school year such as the Eid Festival, an abundance of incursions and excursions, Year 5 Camp, Iftar, Exhibition

and Graduation, NAIDOC week, Mini-Exhibition, Twilight events, National Simultaneous Story Reading, Biggest Morning Tea, Buzzy Bee, Zoo Snooze, Concert and Nasheed presentations, Student-Led Conferences, Day for Daniel, School Sports Day, Teddy bear functions and Parents Picnics are just a few of the events we had during the year.

The most important asset in a school are staff members as they integral in setting and maintaining school culture. Staff at KKCC are highly driven and dedicated towards the success of their students. Many well-being events, staff appreciation and acknowledgement initiatives were conducted. Staff were also highly encouraged to seek professional development to remain up to date with the latest research on curriculum, student management, explicit teaching practices and inquiry-based learning. Some teachers were exclusively selected for the teaching excellence and the HALT programs. Many staff members were highly encouraged to complete leadership development sessions as the job of the Heads is to create more leaders.

Staff were consistently asked for feedback through formal and informal conversations around improvement in relation to the vision, mission and values of the school. Staff also played an active

role in decisions around well-being and school direction. Parents were also encouraged to give feedback and many opportunities were granted to parents to volunteer at school to foster stronger community relations.

Data driven and evidence-based strategies were used to advance explicit teaching through an inquiry-based learning approach. The delicate intricacies combining two seemingly polar teaching styles into a functional process was taken on board by all staff at school. During the year, student progress, learning goals and strategies of improvement were reported to parents. A priceless partnership between parents and teachers is vital for student success.

I would like to thank all those involved in KKCC for their tremendous output and outstanding commitment in contributing to creating life-long learners and embodying the statement 'The standards you walk past are the standards you accept' in their everyday efforts. I look forward to continued improvement as we create the next generation of leaders.

**Mr Moustafa Elakkoumi**  
**KKCC Head of Campus**



# Commonwealth Reporting Requirements





## NAPLAN

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NAPLAN (National Assessment Program – Literacy and Numeracy) is the only national assessment that all Australian children undertake. It provides comparable data about student performance in literacy and numeracy nationally and over time.

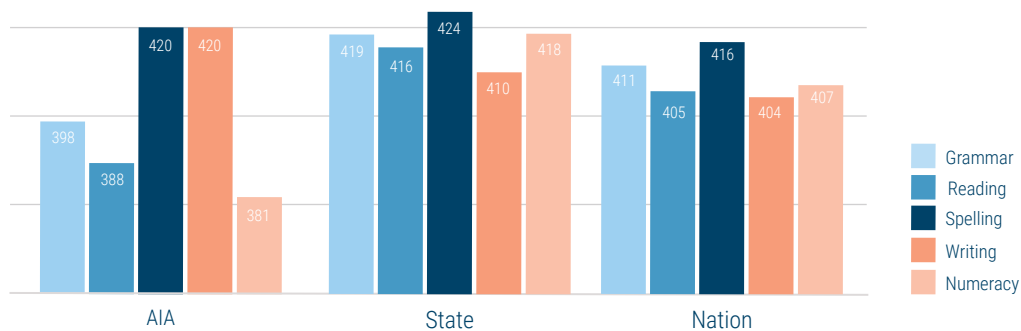
The proficiency standards represent a challenging but reasonable expectation of student achievement at the time of testing to deliver better information for teachers, parents and carers. Achievement in NAPLAN is now reported against proficiency levels instead of the previous numerical NAPLAN bands. Students' results show how they performed in each of the NAPLAN assessment areas against 4 new proficiency levels:

- 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.

NAPLAN data shown in the forms of a graph representative of 2023. A snap shot representative of how AIAE performed against the state and nationally.

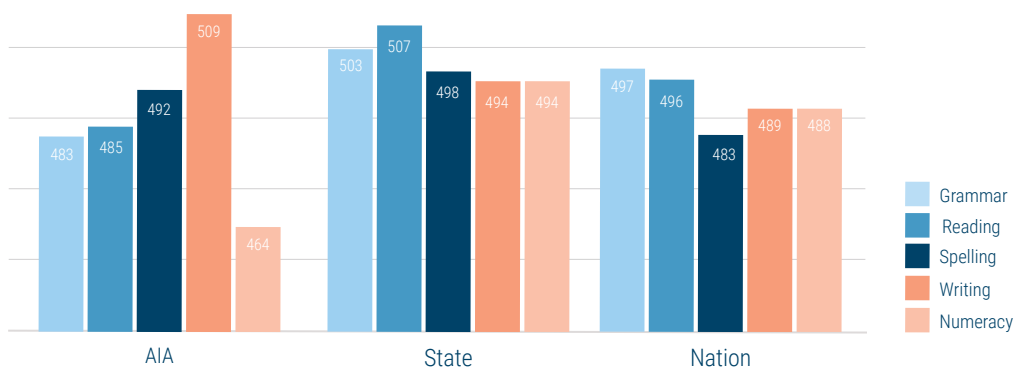
## NAPLAN

### Year 3 NAPLAN Comparisons 2023



	Grammar	Reading	Writing	Spelling	Numeracy
AIA	398	388	420	420	381
State	419	416	424	410	418
Nation	411	405	416	404	407

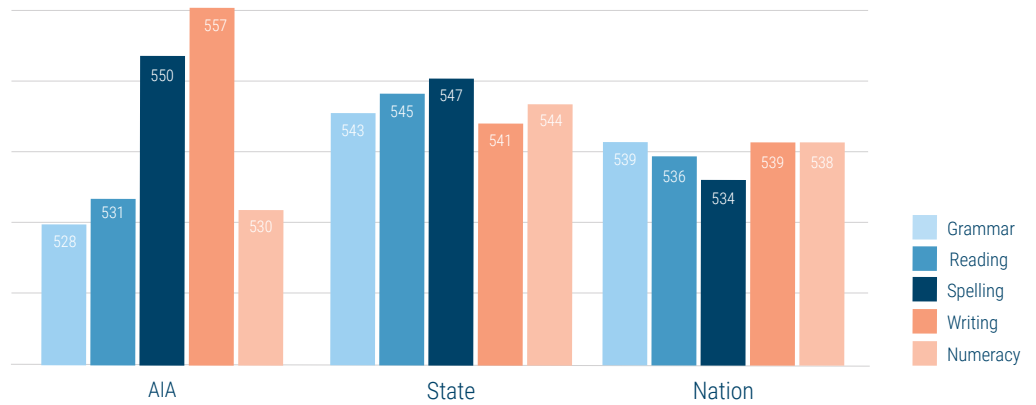
### Year 5 NAPLAN Comparisons 2021



	Grammar	Reading	Writing	Spelling	Numeracy
AIA	483	485	492	509	464
State	503	507	498	494	494
Nation	497	496	483	489	488

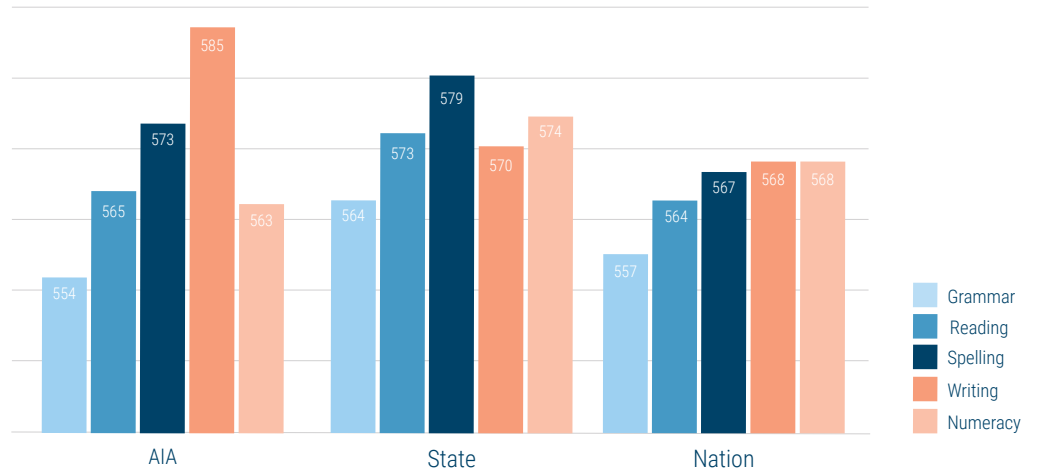
## NAPLAN

### Year 7 NAPLAN Comparisons 2023



	Grammar	Reading	Writing	Spelling	Numeracy
AIA	528	531	550	557	530
State	543	545	547	541	544
Nation	539	536	534	539	538

### Year 9 NAPLAN Comparisons 2023



	Grammar	Reading	Writing	Spelling	Numeracy
AIA	554	565	573	585	563
State	564	572	579	570	574
Nation	557	564	567	568	568

## Year 12 Destination

Our Academy vision to have well prepared and self-motivated graduates who are prepared to participate effectively as world citizens was a mission our graduating cohort fulfilled in the 2023 academic year.

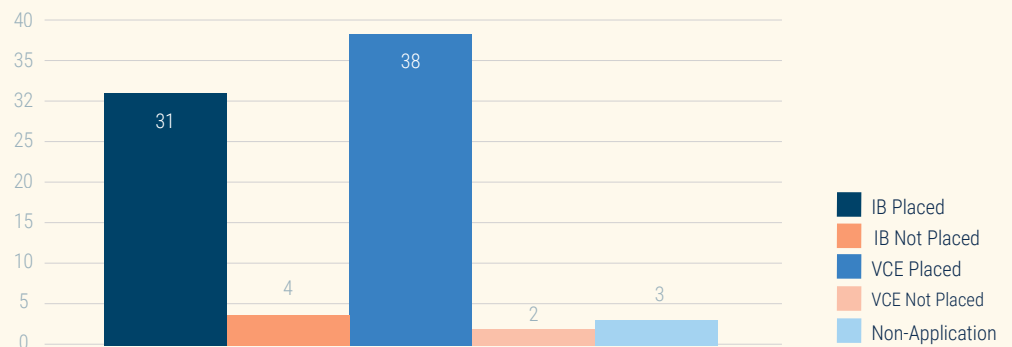
We are proud to announce that our graduates were able to uphold the Academy's mission of academic excellence, attaining some of the best results the school has had in recent years. The median ATAR in 2023 was 73.86, with over twenty-three percent of our students receiving an ATAR of 90 or more. Our Dux - Ihram Muzayen received an ATAR of 98.8, an outstanding achievement putting him in the top 1.15 percent of the state.

Twenty-two per cent of our students received their first preference in the VTAC Round One offers, with the overwhelming post-secondary field of study being in STEM.

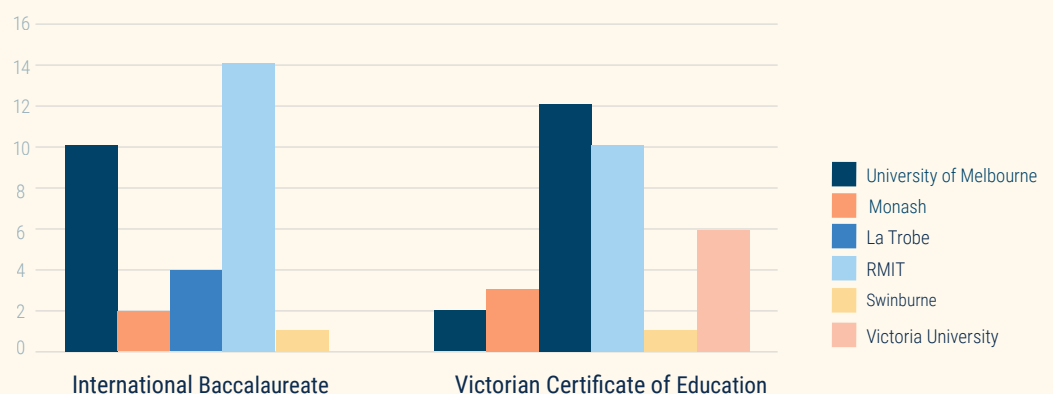
The class of 2023 leave AIAE well-prepared and we encourage them to constantly seek to broaden their horizons in the spirit of acceptance, compassion and co-operation. As we celebrate their remarkable achievements, we also acknowledge and appreciate the extraordinary support of their families and their teachers in making this success a reality.

We wish them every success in the journey ahead.

### VTAC Round One Offers

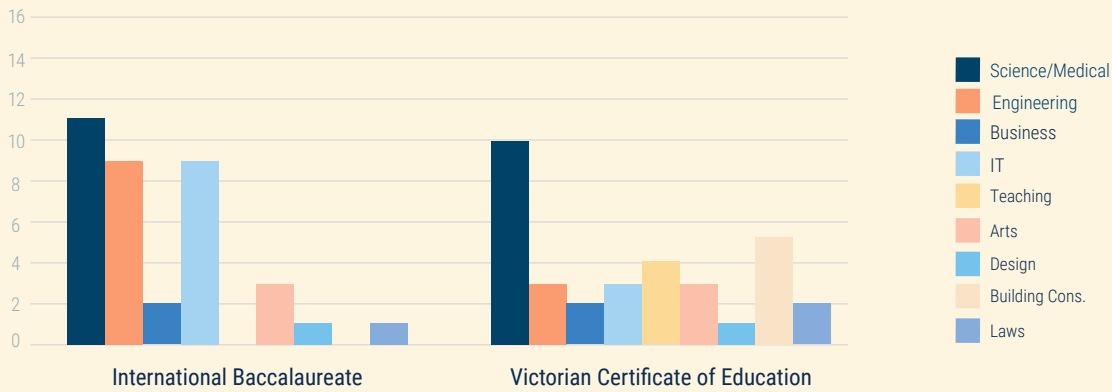


### University Placement

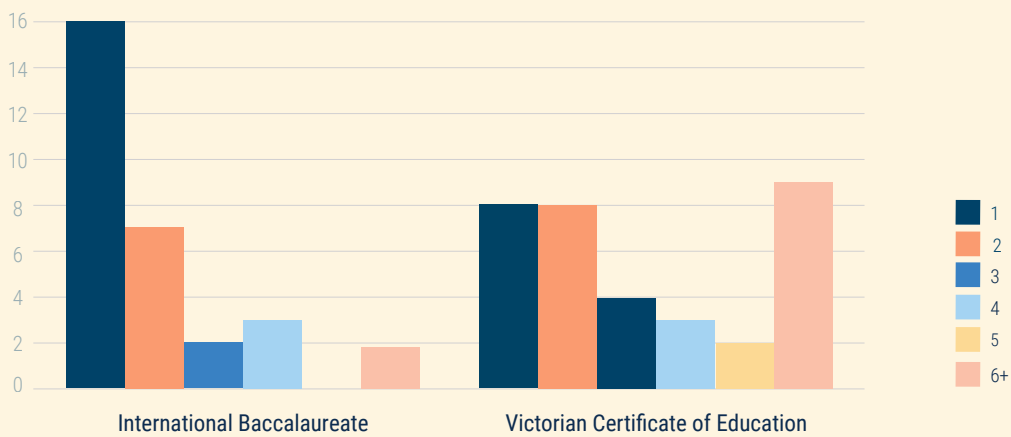


## Year 12 Destination

### Fields of Study



### Placement Based on Preference

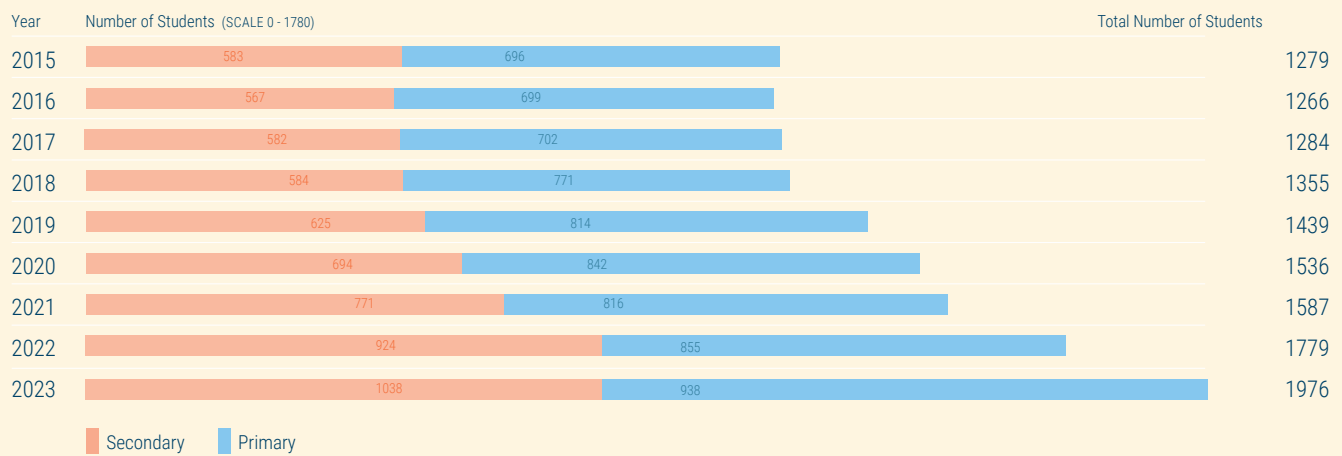




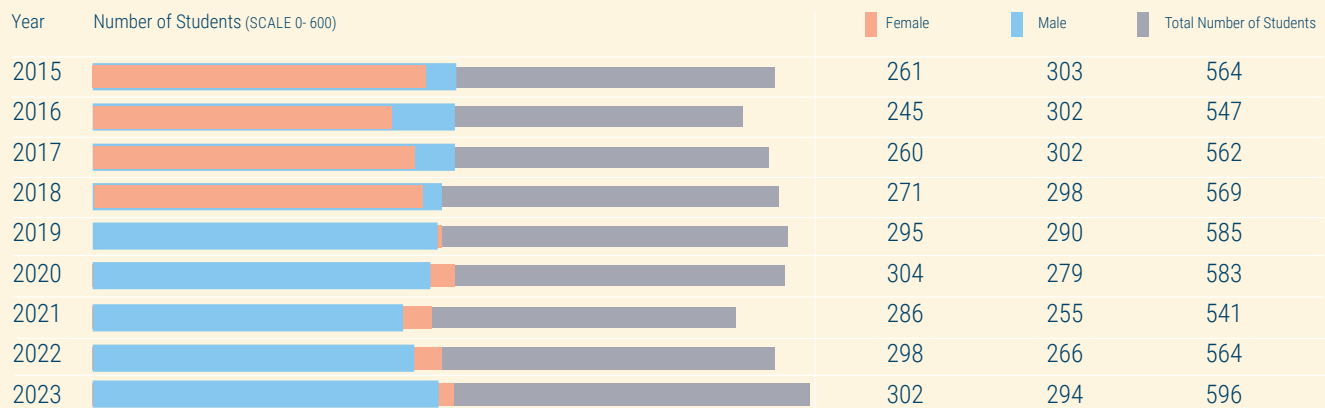
# Enrolment Data

Student enrolment at AIAE is showing growth of the students' intake. AIAE is looking forward to accommodating the community's need for education nationally and internationally.

## AIAE Melbourne Campuses Student Enrolment Data 2015 - 2023





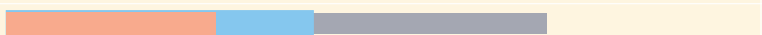
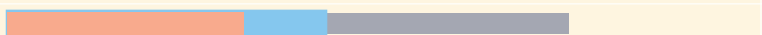
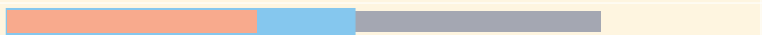


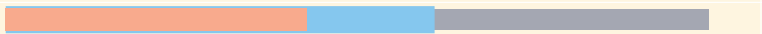

## AIAE King Khalid Coburg Campus Student Enrolment Data 2015 - 2023





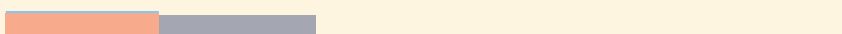

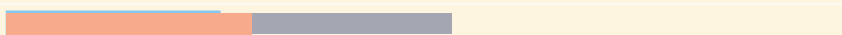


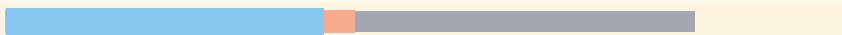
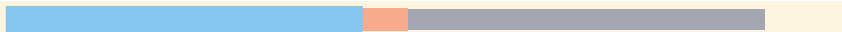
# Enrolment Data

## AIAE Melbourne Senior Campus Student Enrolment Data 2015 - 2023

Year	Number of Students (SCALE 0- 700)	Female	Male	Total Number of Students
2015		263	282	545
2016		241	277	518
2017		197	278	475
2018		217	288	505
2019		225	309	534
2020		243	340	583
2021		258	361	619
2022		258	376	634
2023		284	387	671



## AIAE Caroline Springs Joint Campus Student Enrolment Data 2015 - 2021

\*\* Caroline Springs Campuses data when Campuses where combine.

Year	Number of Students (Scale 0- 450)	Female	Male	Total Number of Students
2015		85	85	170
2016		103	98	201
2017		130	117	247
2018		145	136	281
2019		161	159	320
2020		192	178	370
2021		221	206	427

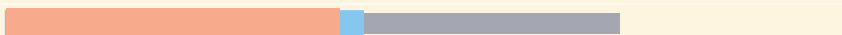

## AIAE Caroline Springs Senior Student Enrolment Data 2022 - 2023

\*\* In 2022 Caroline Springs was split into two campuses, Senior Campus and Primary Campus.

Year	Number of Students (Scale 0- 450)	Female	Male	Total Number of Students
2022		112	109	221
2023		146	157	303

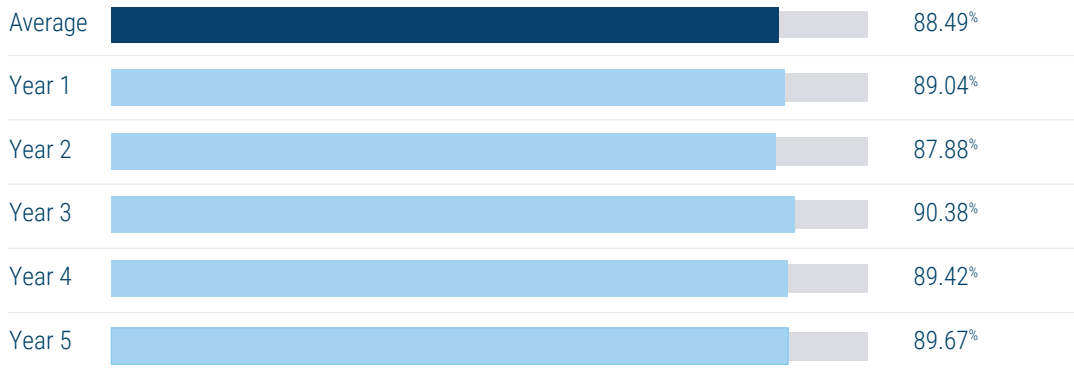
## AIAE Caroline Springs Primary Student Enrolment Data 2022 - 2023

\*\* In 2022 Caroline Springs was split into two campuses, Senior Campus and Primary Campus.

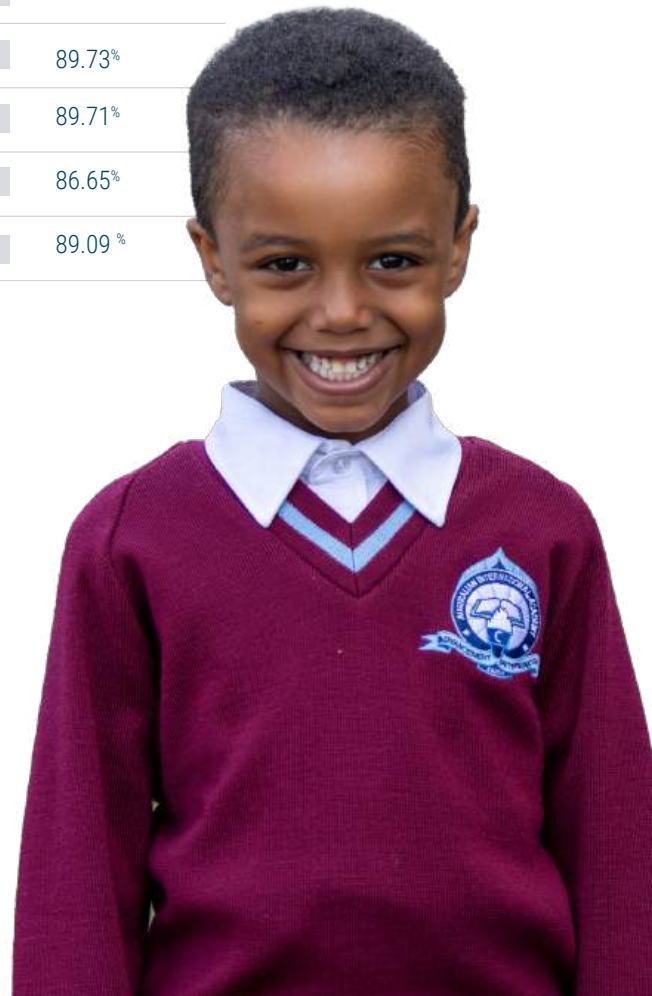
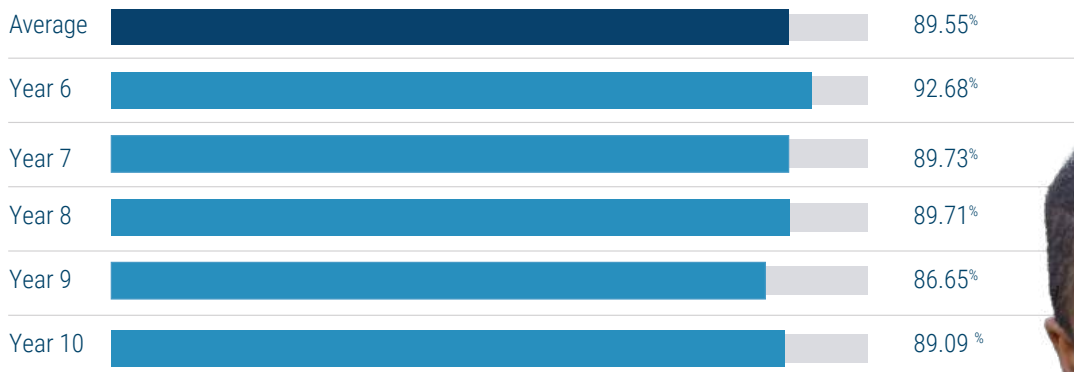
Year	Number of Students (Scale 0- 450)	Female	Male	Total Number of Students
2022		178	182	360
2023		206	200	406

# Attendance Data

## King Khalid Coburg Campus Student Attendance Data 2023

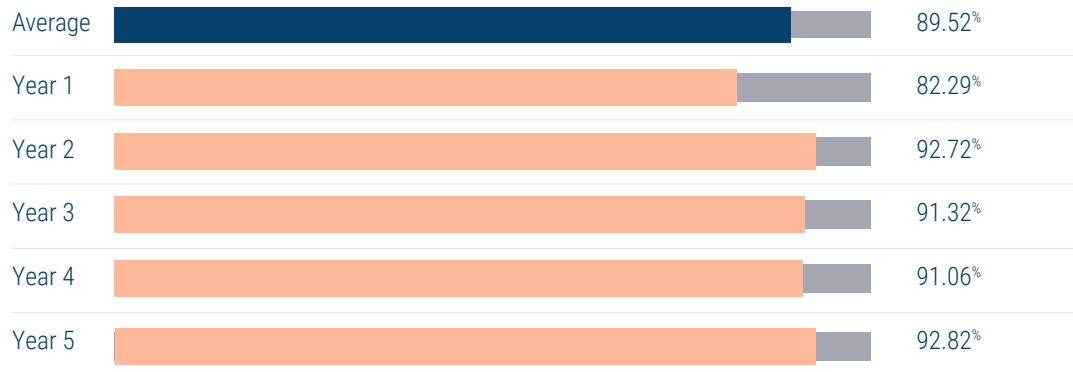


## Melbourne Senior Campus Student Attendance Data 2023

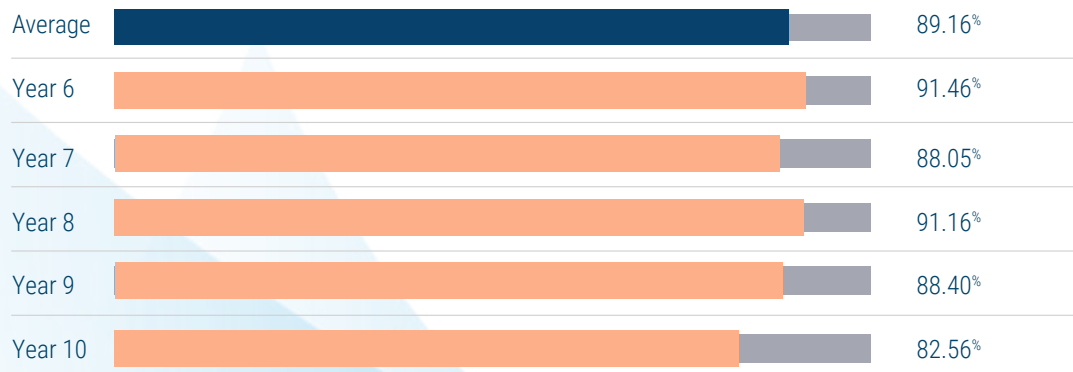


# Attendance Data

## Caroline Springs Primary Campus Student Attendance Data 2023



## Caroline Springs Senior Campus Student Attendance Data 2023



# Human Resources

High-quality teaching and leadership at the Australian International Academy of Education (AIAE) are essential to improve student achievement, wellbeing and engagement. To achieve this, we empower and support our leaders, teachers and support staff at every stage of their career to be the best they can.

The AIAE Teacher Performance Review (TPR), conducted annually, uses the Australian Professional Standards for Teachers as an external benchmark to assist in the professional growth of its staff and achievement of its strategic priorities. Every teacher selects three focus areas from the Australian Professional Standards for Teachers; an additional focus area is also selected for each teacher by the Head of Campus, or their representative.

All teachers at all four AIAE campuses are assigned a Senior Staff member to help them achieve these focus areas. The Senior Staff member is expected to provide regular advice and feedback to the teacher during their TPR journey as they seek to fulfil their focus areas, and strengthen their teaching and leadership skillsets. The feedback is ongoing, timely and improvement focused; it is designed to encourage and support continuous reflection on classroom practice and leadership abilities.

The yearly program will identify areas of strength and development for staff members. This information is communicated to each staff member and an individualised professional development plan is designed to support and enhance their growth as educators and leaders.






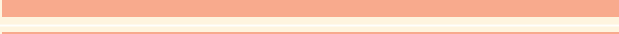
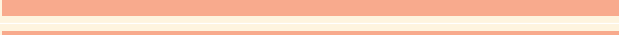
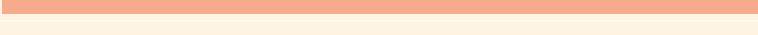
We believe this innovative approach will:

- promote the development of a thriving school culture where the continuous development of professional skills, knowledge and engagement are the norm, and are based on a collaborative and mutually supportive workplace,
- encourage teachers and school leaders to set high expectations and establish clear accountabilities for professional practice in a collaborative environment which values high quality, meaningful, and development focused feedback, and
- build on the excellent practices that already exist in our campus and across the AIA community.



# Professional Engagement






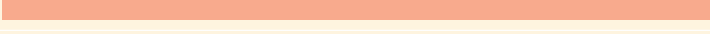
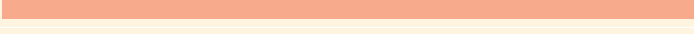

## Number of Staff

Year	(SCALE 0 - 270)	Staff Numbers
2016		195
2017		184
2018		165
2019		189
2020		190
2021		217
2022		219
2023		269

## Staff Retention

Year	(SCALE 0 - 100)	Percentage
2016		82.0
2017		90.2
2018		86.0
2019		92.6
2020		92.7
2021		86.4
2022		90.41
2023		87.36

## Staff Attendance

Year	(SCALE 0 - 100)	Percentage
2016		88.55
2017		89.71
2018		88.79
2019		88.01
2020		92.36
2021		88.17
2022		83.20
2023		82.91



# Community Feedback

In 2023 parent feedback and information sessions were held at the beginning of school year. During these sessions, the school outlined the focal points for the year, introduced new courses and policies, and welcomed guest presenters to share insights into fresh initiatives and avenues for parental involvement in their children's educational journey. All relevant staff are in attendance during these sessions so that parents have the opportunity to ask questions, and comment on issues that they wish to raise. After each session, all teachers make themselves available to answer questions and take feedback from parents.

Furthermore, parent-teacher interviews were scheduled at the conclusion of Term 1 and Term 3, aligned with the publication of students' reports on Compass. Discussions centred around students' progress across various learning domains, accompanied by recommendations aimed at maximising their academic achievements. Importantly, these sessions also served as a platform for parents to discuss any welfare issues with Year Level Coordinators or senior staff members, fostering a comprehensive approach to supporting students both academically and personally. This commitment to open communication and collaboration between parents and educators remains integral to our ethos.

As the academic year draws to a close, our school conducts a crucial Year 10 information session. This session is specifically designed to enlighten parents about the array of subject

elective options offered in Years 11 and 12. We delve into a comprehensive examination of both the IB Diploma and VCE Program, aiming to equip parents with detailed insights to collaborate effectively with their children in making informed decisions regarding course and subject selections for the following academic year. Our school employs an online course and subject selection process intentionally designed to involve the entire family. This approach transfers the selection process from the school environment to the home, fostering an environment where the whole family can actively engage in these critical decisions alongside their children. By empowering families with comprehensive information and involving them in the decision-making process, we aim to support students in selecting pathways aligned with their aspirations and potentials.

As an integral component of the Middle Years assessment within the IB MYP Program, students are tasked with creating a comprehensive Portfolio that encapsulates their achievements throughout the academic year. In their final MYP year, they engage in a Personal Project as part of their final year in the MYP. To celebrate and honour the dedication and accomplishments of our students, we organise an exhibition showcasing both the Portfolios and Personal Projects. This exhibition serves as a platform for students to display their growth, creativity, and scholarly endeavours. We extend an invitation to parents, the community, and esteemed guests to join us in witnessing the remarkable work of our students.



# Finance

## Executive Summary

The Academy generated \$2,530,836 of profit in 2023.

Overall enrolments continued to grow in 2023, totalling 1,975 compared to 1,786 in 2022.

The main capital projects completed during 2023 for all campuses

1. Harmony Garden and Landscape upgrades at MSC Campus.
2. Commencing construction of the new Multi-Purpose Hall at MSC.
3. New Canteen and Canopy Canteen for King Khalid Campus.
4. Atrium Upgrade at King Khalid Campus.
5. Building Improvements \$1,721,211 compared to \$1,505,898 in 2022.
6. Purchasing of furniture, fixture, and fittings \$565,051 compared to \$492,365 in 2022.
7. Computer and IT upgrades \$223,524.

The Academy takes great pride in its exceptional faculty, which is a dynamic blend of both vibrant, young educators and seasoned professionals. A glance at our financial records reveals that the largest expenditure is attributed to Salaries and Wages. In 2023, the Employee Benefits Expense accounted for 71.57% of the total net revenue, a slight decrease from 72.65% in the previous year, 2022.


The Academy wishes to express its heartfelt appreciation to the community. The support from our families plays a crucial role in the Academy's ongoing success. We are deeply grateful for their commitment and contribution.

## Income 2023



Tuition	\$	<b>8,957,853</b>
Government grants	\$	30,906,294
Other grants	\$	151,085
Other income	\$	894,731
<b>TOTAL</b>	<b>\$</b>	<b>40,909,963</b>

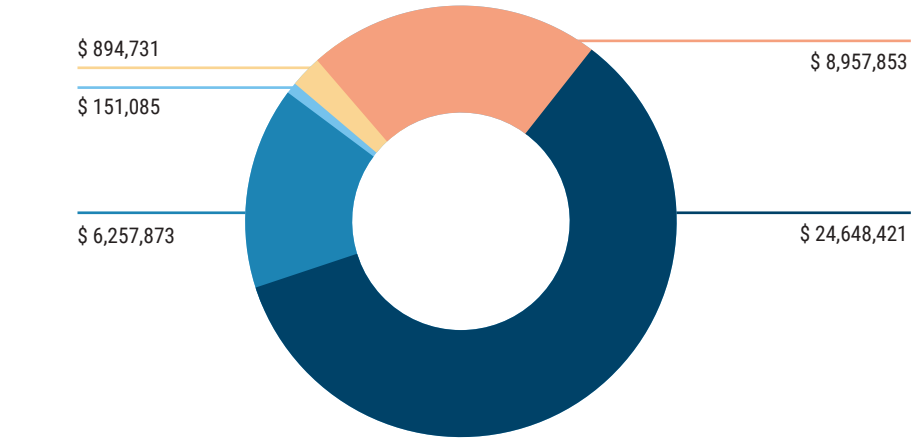
## Expenditure 2023



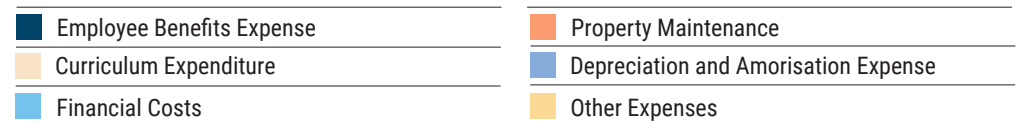
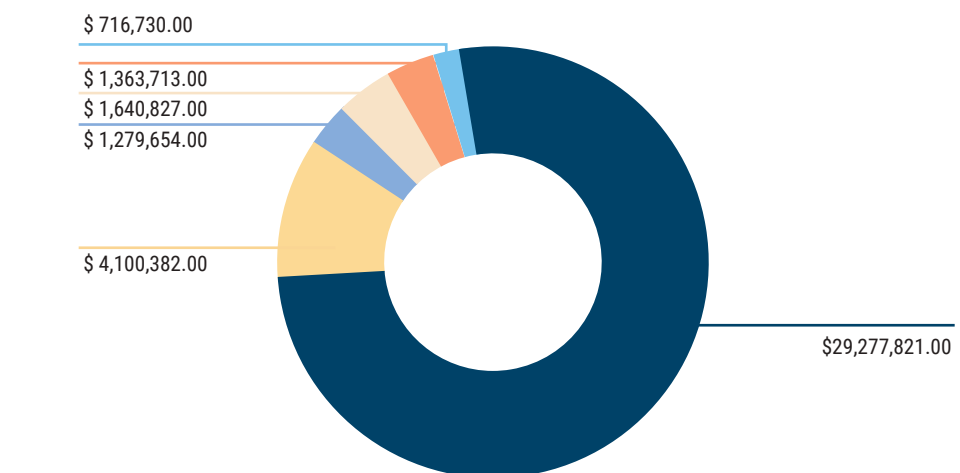
Employee benefits expense	\$	29,277,821
Property maintenance	\$	1,363,713
Curriculum expenditure	\$	1,279,654
Depreciation & Amortisation	\$	1,640,827
Other expenses	\$	4,100,382
Finance costs	\$	716,730
<b>TOTAL</b>	<b>\$</b>	<b>38,379,127</b>

# Finance

## Income Breakdown



## Expense Breakdown



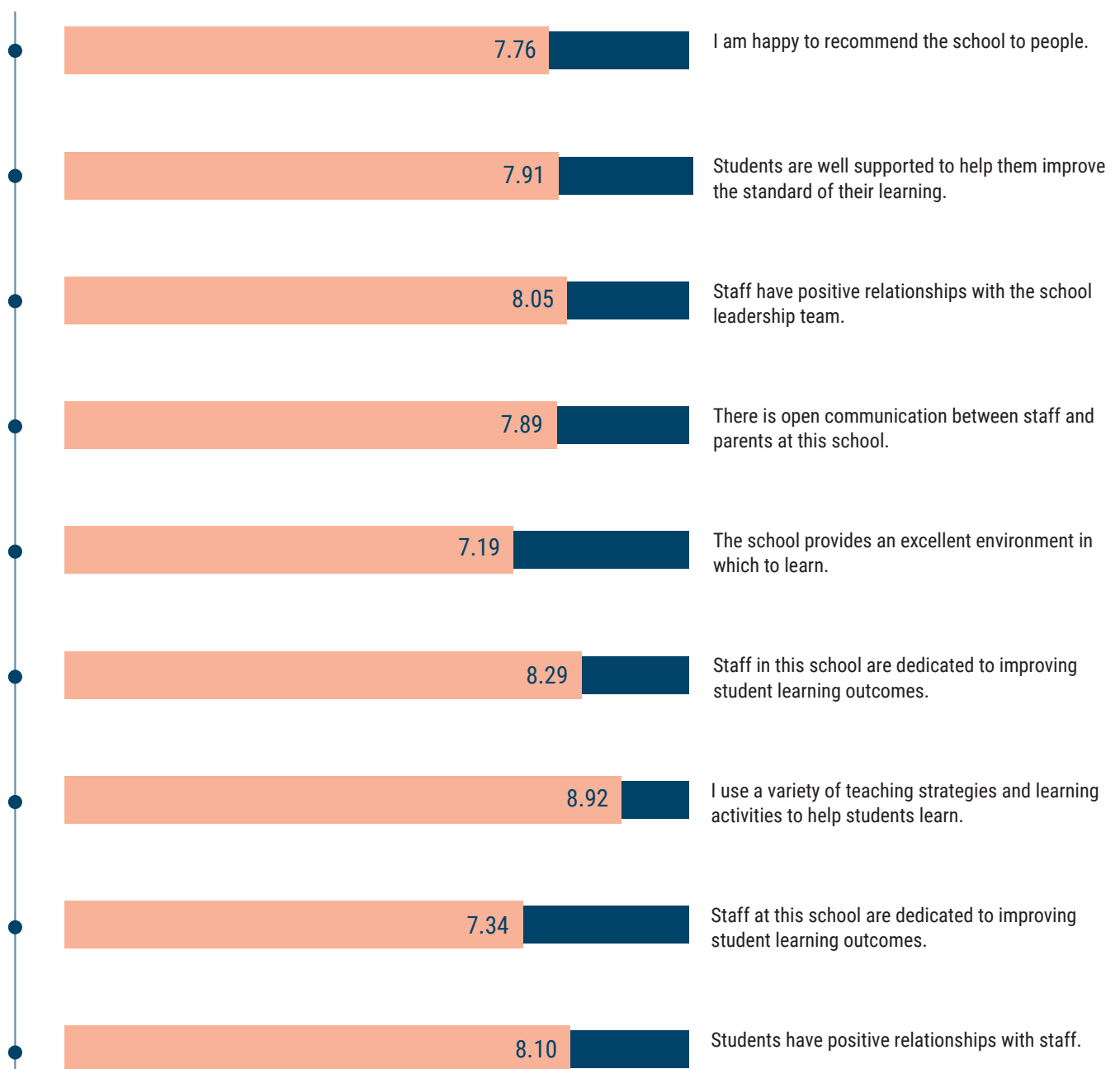


# Staff Survey

The LEAD Staff Satisfaction Survey evaluates employee satisfaction levels with important aspects of schooling and their work environment. The survey's purpose is to measure the satisfaction of a school's most valuable resources - its teachers and general staff members.

This data provides an immediate overview of the school's current performance across a number of headline indicators.

## Australian International Academy of Education headline indicators

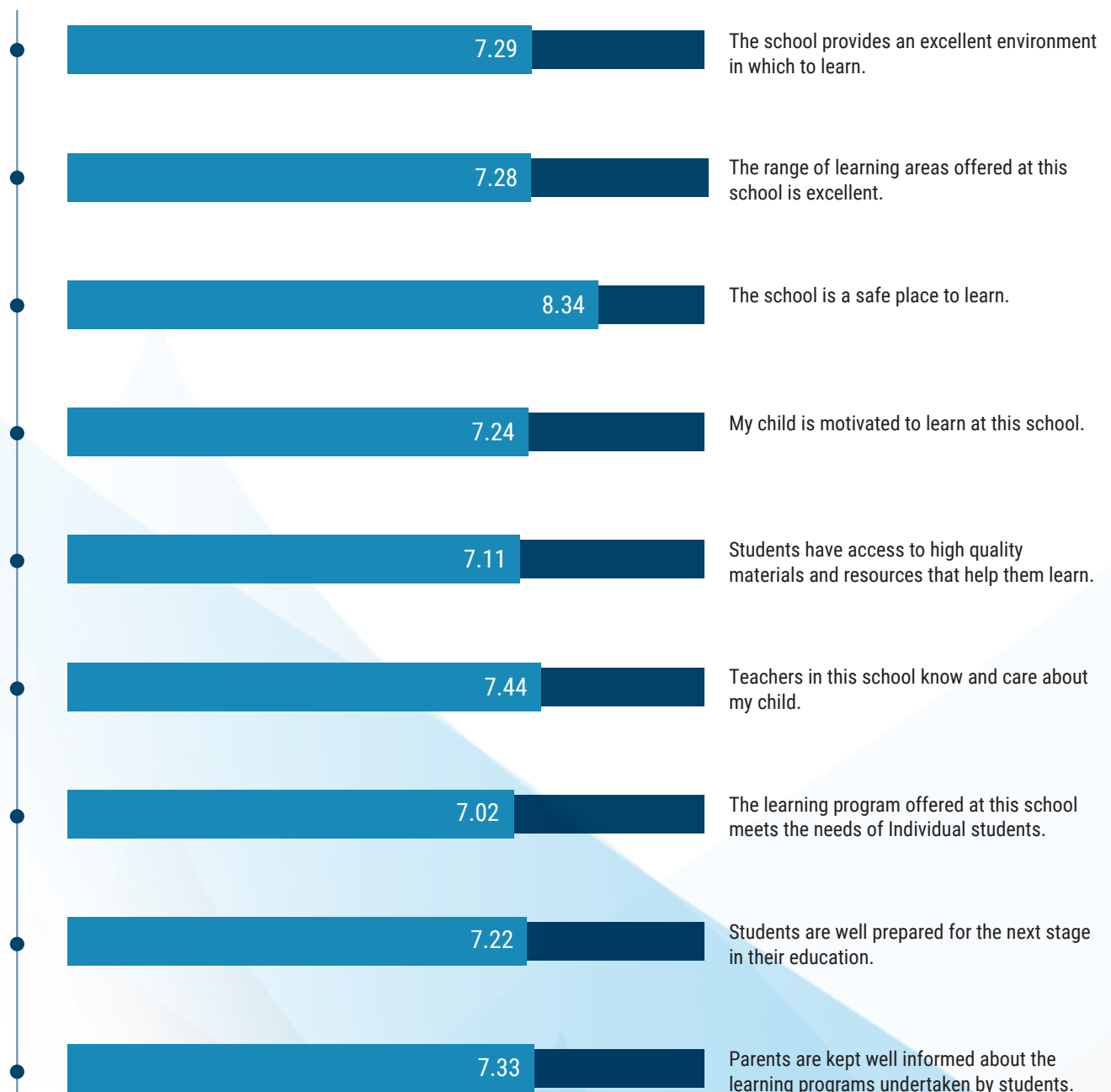


# Parent Survey

LEAD Parent Satisfaction Survey evaluates parents' satisfaction levels with important aspects of schooling. The survey's purpose is to understand parent perceptions regarding the quality of their child's educational experience, to gather recommendations for improving the quality of their child's education.

This section provides an immediate overview of the school's current performance across a number of headline indicators.

## Australian International Academy of Education headline indicators

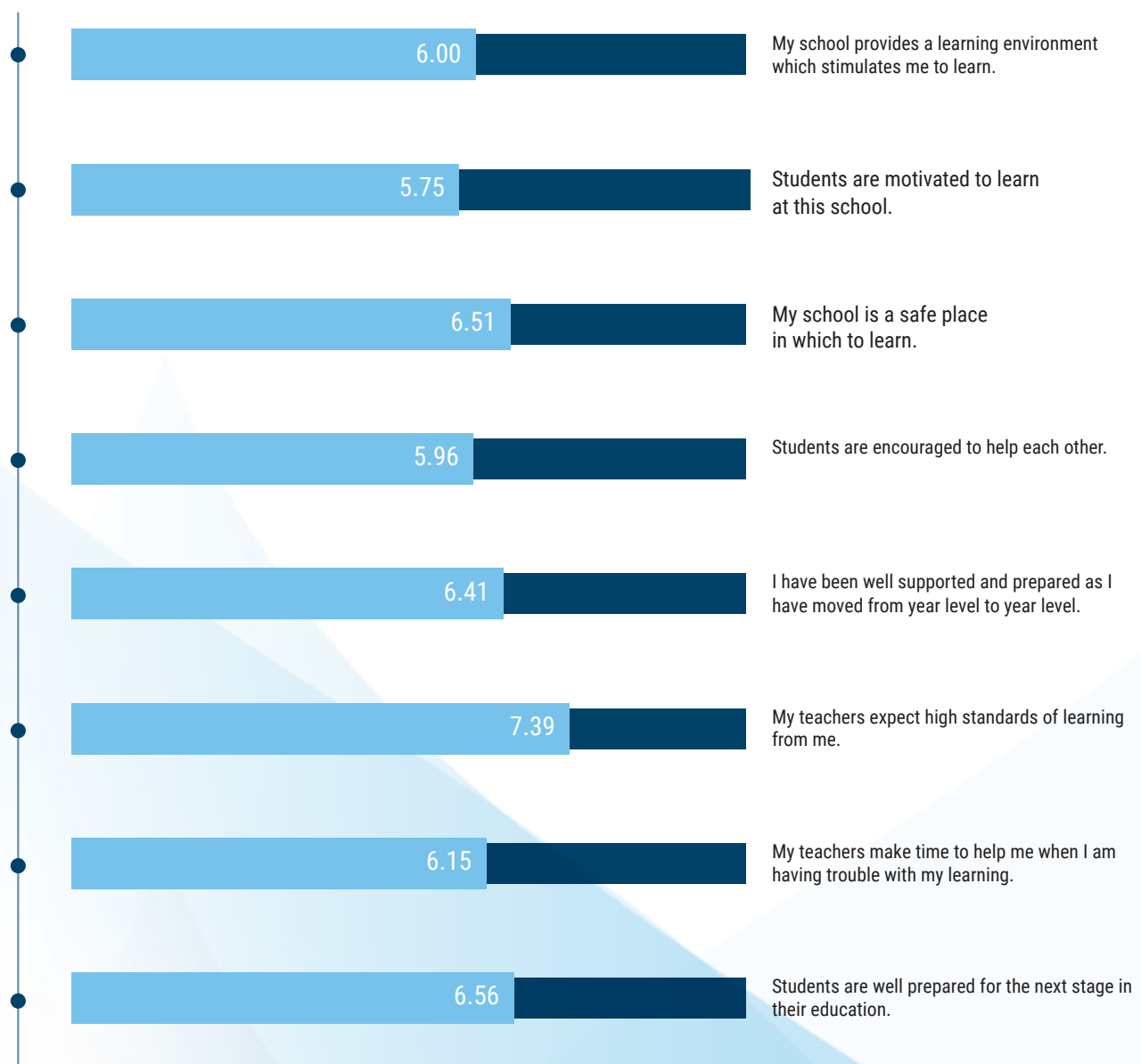


# Student Survey

This LEAD Student Satisfaction Survey measures satisfaction levels of current students with important aspects of schooling. The surveys aim to gather recommendations for improving the quality of their education from arguably the most important stakeholders in a school, its students. Insights from students can inform future planning, resource allocation and provide valuable information to support the cycle of continuous improvement.

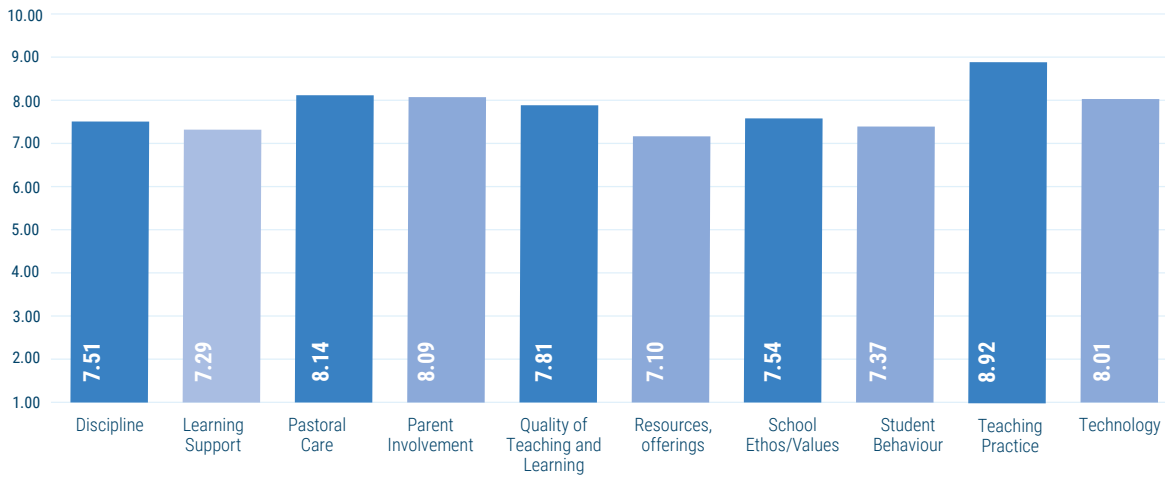
This section provides an immediate overview of the school's current performance across a number of headline indicators.

## Australian International Academy of Education headline indicators

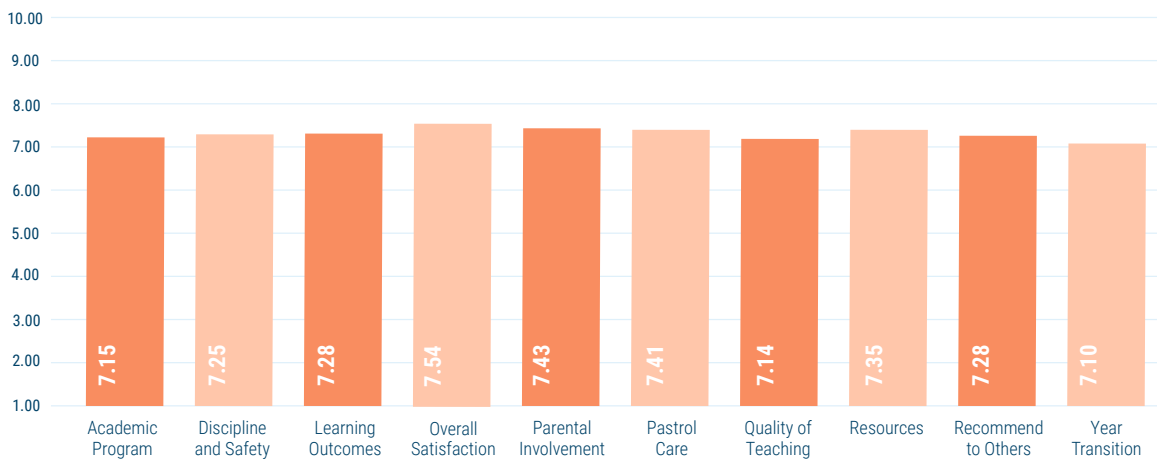


# Overall Survey Satisfaction

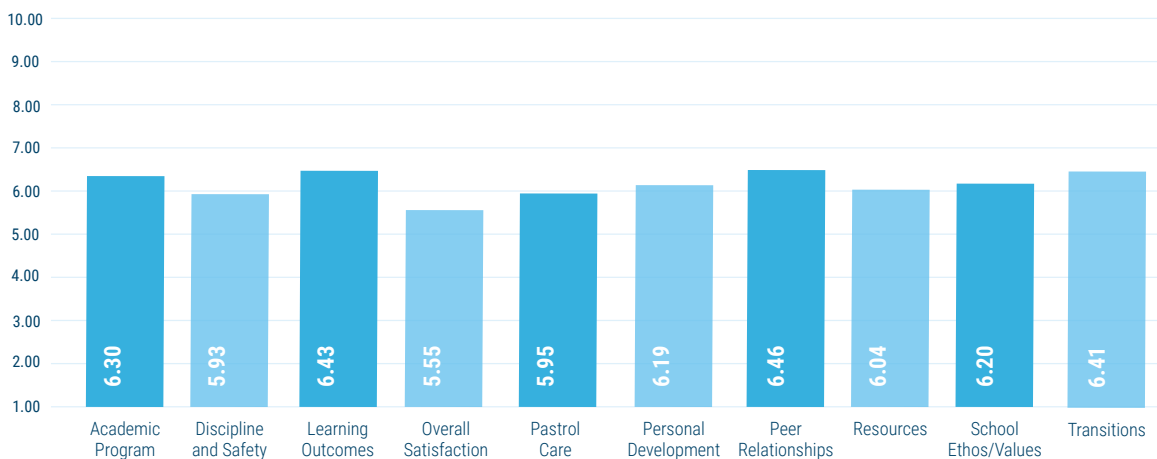
**Staff** Displays overall satisfaction for teaching staff at Australian International Academy of Education.



**Parent** Displays overall parent satisfaction at Australian International Academy of Education.



**Student** Displays general Satisfaction at Australian International Academy of Education.





# Primary Years Programme

At AIAE, the Primary Years Programme (PYP) equips students with the necessary skills and knowledge for academic excellence and personal development. Through inquiry-based learning, critical thinking, and creativity, the PYP framework fosters a holistic approach to education that encourages students to become lifelong learners.

Throughout the year, the teachers focus on developing the Programme of Inquiry (POI) based on the updated Australian Curriculum Version 9. This updated curriculum recognises the importance of providing young Australians with the knowledge, understanding, and skills necessary to become confident, creative individuals, successful lifelong learners, and active, informed community members.

To develop the POI, teachers collaborated in learning teams to share innovative ideas and design inquiry-based units across various subject areas. This process helps them to develop conceptual understanding and creates the most up-to-date and relevant education possible.

The PYP empowers students by giving them a say, a selection, and ownership in the inquiry process. In Term 2, the Year 4 Mini Exhibition was a notable instance of how students work together in groups, make choices and take accountability for their learning. This learning experience assisted in developing their skills and made them more self-sufficient learners. The Year 4 students displayed great pride and confidence while presenting their accomplishments to their families, guardians, and the learning community. This experience prepares the students for the Year 5 Exhibition and enhances their skills and capabilities.

In Term 3, schools host the Student Led Conference (SLC). The SLC was a great opportunity for the school community to come together and reflect on the learning progress of their child/ren.

Students take ownership of their learning journey, and parents and teachers gain insight into their education. The conference involves the parent, teacher, and student, which helps the student achieve their academic goals while understanding their learning perspective. The SLC promotes student engagement, develops their sense of self, teaches them how to advocate for themselves effectively, and creates accountability by reporting their progress to their parents and teachers.

The Year 5 Exhibition is an event that marks the end of the year and serves as a culmination of the Year 5 students' learning experience. Through the PYP Exhibition, the Year 5 students showcase their ability to take responsibility for their learning and their capacity to take action. They actively engage in planning, presenting, and assessing their knowledge and understanding.

During the week of the PYP Exhibition, the students present their in-depth inquiries to their peers and celebrate with the school community. This culminating experience generates internationally-minded students equipped to make a positive difference in their own lives and the lives of others.

AIAE provides students with educational awareness programs that address complex social issues such as equality, peace, cultural diversity and inclusion, environmental sustainability, child safety and protection, and more. In 2023, AIAE hosted several events across its campuses, including International Women's Day, Harmony Day, R U OK, Day for Daniel, Anti-Bullying Day, National Sorry Day and the Cyber Awareness Program. These events provide a framework for meaningful conversations and a stronger sense of purpose while raising awareness of the student's responsibility to their community and the world. The programs offer an educational perspective on these social issues, promoting awareness and understanding of their importance.



# Middle Years Programme

The trajectory of the MYP at our MSC campus in 2023 continued and improved upon the strong foundational work that was set during the 2022 academic year.

Units of Work audits, in accordance with IB MYP guidelines, were conducted each term and the results and feedback; including for Summative Assessments, were delivered to all subject teachers for corrections where necessary. This is a follow through process from the previous academic year with the aim of having perfected planning, teaching and delivery of Units of Work within the next 2-years prior to the 2026 IB MYP Evaluation for our MSC Campus.

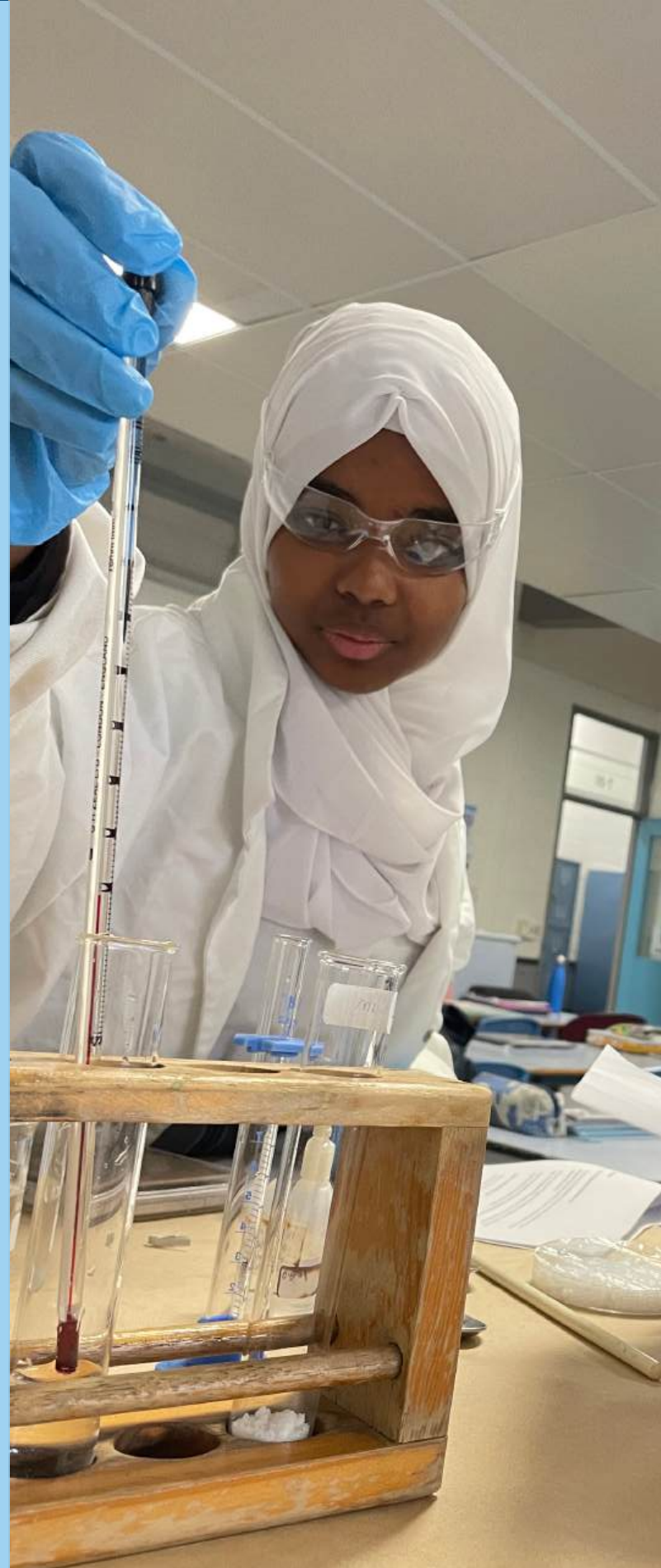
MYP specific professional development in 2023 kicked off at the end of Term 1, 2023 with the Arts Department completing a Cat. 1: Implementing the Arts Workshop led by an experienced IB Arts Workshop leader/MYP Coordinator that substantially helped the Arts faculty members to improve their understanding of and implementing the IB MYP. This continued on with in-house workshops for all MYP teachers every term that was led by the MSC MYP Coordinator covering topics such as Interdisciplinary Units (IDUs), Summative Assessment Objectives Analysis, Understanding Services as Actions and Portfolios etc.

Throughout the year, the students in MYP 1 - 3 (Years 6 - 8) engaged actively with their personal development class every week where they explored the meaning and underlying benefits of the MYP; specifically the Services as Action and Portfolio. Students had the opportunity to complete and experience the impact that service has on both their local and wider community.

Term 3 and 4 of 2023 saw the planning and successful delivery of the Interdisciplinary Units of Work across MYP 1 - 4 (Years 6 - 9) after a long period of pause during the COVID pandemic. Among the IDUs included the year 6 students exploring the connections between bees and their environment and attempting to solve the challenge that is the lack of awareness about this topic by creating a series of visual comic strips that attempt to both educate and attract the attention of the reader; common public. This was an IDU that was completed as a collaborative effort by the Arts and Language and Literature teachers in year 6.

Term 4 also saw the culmination of the 2023 IB MYP through the combined Personal Project and MYP Display; a layout of the students' and teachers academic journey over the year which exhibited the output products of our MYP students including the 2023 personal projects, the MYP Subjects Summative Assessments and the Interdisciplinary Units' Summative Assessments.

We hope that the 2024 academic year will prove to be a great and grand one in improving the teaching and learning within the AIA MSC Middle Years Program in continuance with the trajectory thus far.





## IB Diploma Programme

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The Diploma Programme at AIAE is designed to provide students with a rigorous and well-rounded education that encourages critical thinking, research skills, and a global perspective. The Diploma Programme is renowned for its challenging curriculum, which includes six subject groups, the Theory of Knowledge, Creativity, Activity, Service, and the Extended Essay.

The 2023 academic year witnessed exceptional achievements by our Diploma Programme students. The average points obtained by candidates who passed the Diploma was 35, equivalent to an ATAR of 92.50. The highest IB score was 42 points which was equivalent to 98.80. Students who received an ATAR of 80 or more were 86.66% of the IB cohort. These results are a testament to the hard work, dedication, and commitment of both students and educators. AIAE continues to uphold its commitment to academic excellence, and our students' accomplishments reflect the effectiveness of our approach to education.

Statistics shown in Tables 1 and 2 (on the following pages) show that AIAE students achieved an average grade higher than the average grade world-wide in almost all the subjects taught at AIAE from group 1 to 6.

The Extended Essay and Creativity, Activity, Service components are integral parts of the Diploma Programme. In 2023, AIAE students produced remarkable Extended Essays, displaying a high level of research, analysis, and critical thinking skills. Furthermore, our students actively engaged in a diverse range of Creativity, Activity, Service activities, contributing positively to both the school and local community.





# IB Diploma Programme

**Table 1**

International Baccalaureate Organization	Session	November 2023
	School	030760 - Australian International Academy of Education
School Statistics	Number of candidates registered in the session:	35
	Number of diploma and retake candidates registered in the session:	35
	Number of subject entries in the session:	272
	Number of candidates who successfully passed the diploma:	30
	Average points obtained by candidates who passed the diploma:	35
	Highest diploma points awarded to a candidate:	42
	Average grade obtained at the school by candidates who passed the diploma:	5.47
	Total number of candidates excluded from above statistics:	0

Subject	Number of Candidates	Grade										Average Grade (School)	Average Grade (World-Wide)	Highest Grade	Lowest Grade
		7	6	5	4	3	2	1	P	N					
English A: Lang and Literature HL	33	2	12	14	5	0	0	0	0	0	0	5.33	4.82	7	4
English A: Lang and Literature SL	2	0	1	0	1	0	0	0	0	0	0	5.00	4.99	6	4
French AB SL	11	2	2	3	3	1	0	0	0	0	0	5.09	4.94	7	3
Indonesian AB SL	16	0	5	5	3	3	0	0	0	0	0	4.75	5.19	6	3
Indonesian B HL	1	1	0	0	0	0	0	0	0	0	0	7.00	6.56	7	7
Business Management HL in English	23	4	11	3	5	0	0	0	0	0	0	5.61	4.81	7	4
Business Management SL in English	3	0	2	0	0	1	0	0	0	0	0	5.00	4.37	6	3
ITGS HL in English	12	0	2	4	4	2	0	0	0	0	0	4.50	4.36	6	3
Psychology HL in English	9	0	4	3	2	0	0	0	0	0	0	5.22	5.30	6	4
Biology HL in English	9	0	3	3	0	3	0	0	0	0	0	4.67	4.55	6	3
Biology SL in English	19	3	2	4	5	5	0	0	0	0	0	4.63	3.73	7	3
Chemistry HL in English	10	2	4	1	2	1	0	0	0	0	0	5.40	5.25	7	3
Chemistry SL in English	10	2	2	2	1	3	0	0	0	0	0	4.90	3.93	7	3
Physics HL in English	1	1	0	0	0	0	0	0	0	0	0	7.00	5.06	7	7
Physics SL in English	6	2	1	1	1	1	0	0	0	0	0	5.33	3.80	7	3
Mathematics Analysis and Approaches HL in English	1	1	0	0	0	0	0	0	0	0	0	7.00	5.10	7	7
Mathematics Analysis and Approaches SL in English	18	6	5	3	2	2	0	0	0	0	0	5.61	3.84	7	3
Mathematics Applications and Interp SL in English	16	0	8	5	2	1	0	0	0	0	0	5.25	3.74	6	3
Visual Arts HL in English	3	1	2	0	0	0	0	0	0	0	0	6.33	4.60	7	6

# IB Diploma Programme

Table 2

Subject	Number of Candidates	Grade										Average Grade (School)	Average Grade (World-Wide)	Highest Grade	Lowest Grade
		7	6	5	4	3	2	1	P	N					
<b>Subject Group 1</b>															
English A: Lang and Literature HL	33	2	12	14	5	0	0	0	0	0	0	5.33	4.82	7	4
English A: Lang and Literature SL	2	0	1	0	1	0	0	0	0	0	0	5.00	4.99	6	4
<b>Subject Group 2</b>															
French AB SL	11	2	2	3	3	1	0	0	0	0	0	5.09	4.94	7	3
Indonesian AB SL	16	0	5	5	3	3	0	0	0	0	0	4.75	5.19	6	3
Indonesian B HL	1	1	0	0	0	0	0	0	0	0	0	7.00	6.56	7	7
<b>Subject Group 3</b>															
Business Management HI English	23	4	11	3	5	0	0	0	0	0	0	5.61	4.81	7	4
Business Management SI English	3	0	2	0	0	1	0	0	0	0	0	5.00	4.27	6	3
ITGS HL English	12	0	2	4	4	2	0	0	0	0	0	4.50	4.36	6	3
Psychology HL English	9	0	4	3	2	0	0	0	0	0	0	5.22	5.30	6	4
<b>Subject Group 4</b>															
Biology HL English	9	0	3	3	0	3	0	0	0	0	0	4.67	4.55	6	3
Biology SL English	19	3	2	4	5	5	0	0	0	0	0	4.63	3.73	7	3
Chemistry HL English	10	2	4	1	2	1	0	0	0	0	0	5.40	5.25	7	3
Chemistry SL English	10	2	2	2	1	3	0	0	0	0	0	4.90	3.93	7	3
Physics HL English	1	1	0	0	0	0	0	0	0	0	0	7.00	5.06	7	7
Physics SL English	6	2	1	1	1	1	0	0	0	0	0	5.33	3.80	7	3
<b>Subject Group 5</b>															
Mathematics Analysis And Approaches HL English	1	1	0	0	0	0	0	0	0	0	0	7.00	5.10	7	7
Mathematics Analysis And Approaches SL English	18	6	5	3	2	2	0	0	0	0	0	5.61	3.84	7	3
Mathematics Applications And Interp. SL English	16	0	8	5	2	1	0	0	0	0	0	5.25	3.74	6	3
<b>Subject Group 6</b>															
Visual Arts HL English	3	1	2	0	0	0	0	0	0	0	0	6.33	4.60	7	6

# VCE

The Victorian Certificate of Education (VCE) is the certificate that the majority of students in Victoria receive on satisfactory completion of their secondary education. The VCE provides diverse pathways to further study or training at university or TAFE and to employment.

AIAE saw a total of 42 students graduate from the VCE programme in the 2023 academic year. The highest VCE ATAR scored was 86.3, with 28.5 percent of students scoring an ATAR of 70 or more. The median VCE ATAR was 58. Two students achieved study scores of 40 in Business Management and Human and Health Development in a five subject block model that was used in 2023. 90.4 percent of the VCE cohort received a post-secondary Round One offer by the Victorian Tertiary Admissions Centre, while the most popular field of study for VCE students was STEM, with a quarter of the student cohort opting for further study in this field.

At Year 11 a new subject was introduced in 2023 – Accounting which has not been offered at AIAE for the past five five years. A six subject block model was used with students completing one Units 3 and 4 in either Business Management, Human and Health Development, Psychology and Biology.

The Year 10 cohort was given the opportunity to undertake one Unit 1 and 2 VCE subject (Biology, Business Management, Psychology and Human and Health Development). This accelerated program allows students to be better equipped with VCE expectations for years 11 and 12. Students were able to gain great insights into their chosen subject fields and make better decisions.



## The Arts

The Arts at AIAE nurtured and embraced creativity across a range of disciplines including Visual Arts, Media and Performing Arts, throughout the PYP, MYP, DP and VCE programs. Students participated in a huge breadth of experiences that inspired, challenged and developed their thinking about the Arts, and how they connect to our understanding of ourselves and the world.

In 2023, all campuses participated in a collaborative Visual Arts exhibition celebrating the 40th Anniversary of the Academy, bringing together incredible artworks across all four Melbourne campuses and students past and present. With beautiful displays of paintings, collages, prints, and more, this acted as a wonderful showcase of the exceptional arts program that AIAE offers.

Year 11 and 12 DP students had the opportunity to showcase their inspiring artworks in the Islamic Museum as well as the Victorian and Tasmanian Schools IBDP Visual Art Exhibition, experiencing the challenges and excitement of sharing their work in a gallery setting, as well as practicing their public speaking skills when presenting artists' talks, taking responsibility for the way their work was displayed and organised within the space.

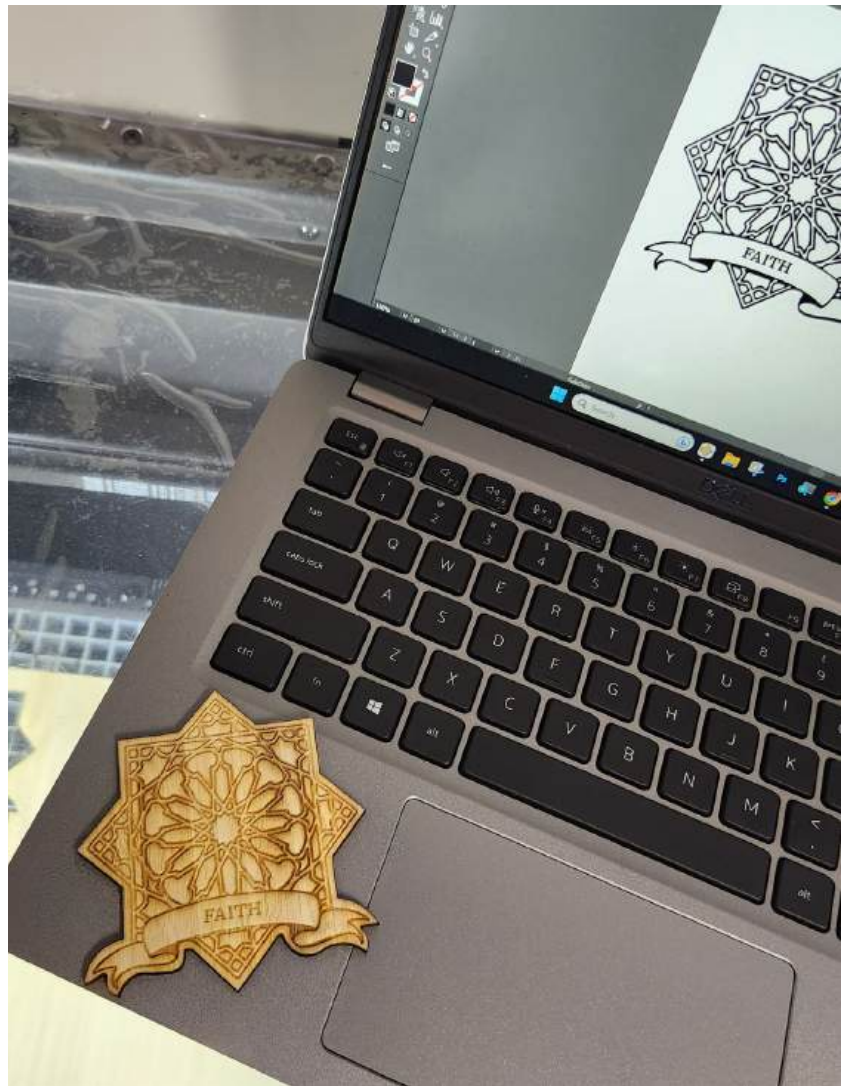
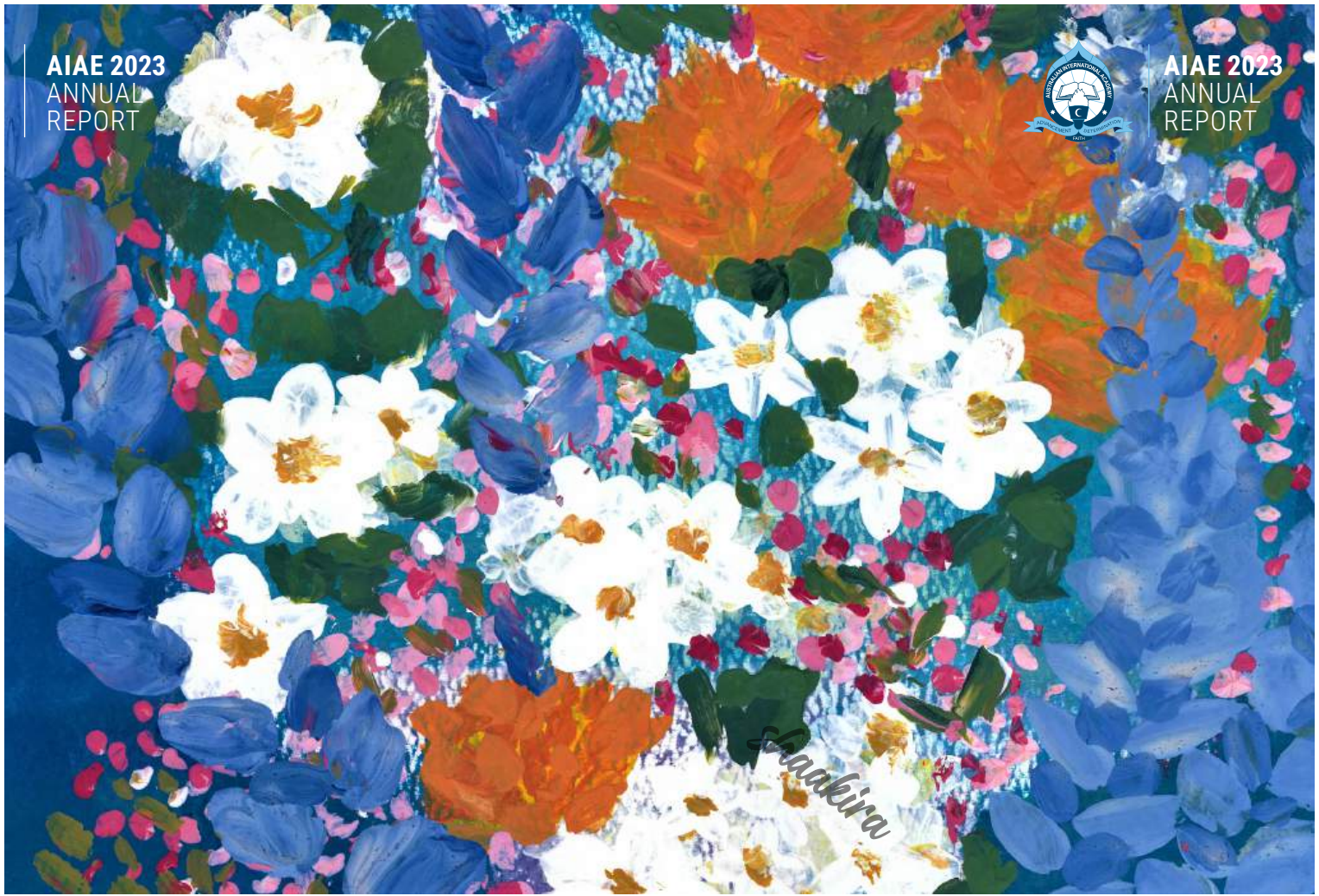
Senior students explored the world of screen-printing with an excursion to a local screen-printing studio, where they were able to produce their own screens, and print onto canvas bags or t-shirts, broadening their experience with new and exciting materials and techniques.

Students from across campuses experienced the wonder of the Lume on excursions that connected with their visual arts education, exploring Monet's Garden and the art of First Nations Australians in an immersive and interactive environment.

Other excursions organised in 2023 included a captivating performances from Commedia dell'arte, as part of their Performing Arts studies, a theatre style hailing from Italy and focusing on characterisation and ensemble performance.

The Arts at AIAE continues to pursue strategic priorities through exemplary teaching and learning from committed and dedicated staff, who aim to be contemporary, innovative and informed in their approach to creating an engaging, and enjoyable arts program for students.







# Co-Curricular Activities

## Debating

Throughout 2023, students were involved in a variety of debating programs in different capacities including DAV Debating Competition at Coburg High School, Galway Debating Competition at Sacred Heart College, Kyneton, Model UN Debate at Ivanhoe Grammar and Coburg High School. We had over 50 students between years 7 – 11 who participated in the student debating club in 2023.

The students explored concepts, ideas and issues that have local and global significance during their debating meets. In so doing, the students acquired in-depth knowledge and developed understanding across a broad and balanced range of disciplines.

With training and participating through the AIAE Student Debating Club, students were provided with various learning and development opportunities. Students learned how to conduct research and gather evidence, form and defend arguments, think critically and creatively, present their ideas effectively and work collaboratively with others.

## Chess



2023 was an exciting and successful year for the AIAE Chess Club. AIAE enjoyed record representation from Chess Club students across a number of inter-school tournaments throughout the year, including the hosting of one event at the King Khalid Primary Campus. Students also had the opportunity to participate in an intra-school tournament where they could practise new strategies in a non-competitive environment. For the first time in 2023, an all-girls intra-school tournament was

held to help drive female participation and representation in the club and future inter-school tournaments. The library continued to host chess students at lunchtime where they could meet, practise and discuss new game strategies. The improvement in our students' skills and strategy was evident as many students received credit and distinction awards across a variety of tournaments. Furthermore, an impressive 14 students qualified for the state final, with the school falling just short of a top 5 finish in the final.

## Esports



With the world of technology growing more and developing beyond what we thought of as possible, the Esports club has been placed in a unique position of attempting to navigate this new technology in the safest and most responsible way possible for students.

We have introduced more clearly defined roles of leadership for senior students, who guide and help the younger students participating in the program, and have introduced a more immersive Virtual Reality feature.

Students can now operate a driving simulation game in Virtual Reality with a steering wheel, giving them an incredible experience, which mimics driving simulation.

We look to further exciting growth and opportunities for the students in the coming years.

# Co-Curricular Activities

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## Student Leadership

This year students were engaged in a variety of leadership activities, including two new initiatives; feeding the homeless and connections with senior residents at Northern Gardens Aged Care (NGAC). Socks donated by AIAE families, as well as scarves and beanies made by our parent group were gifted to the homeless.

Students engaged with the residents of NGAC at our school and at NGAC. Students chatted with the elderly over morning tea and gifted them scarves, pot plants in terracotta pots painted by the students and book marks made by students.

The youth leadership Toastmasters program was also a great success in 2023 with numbers reaching full capacity. A shorter version of this youth program, Speech Craft, was also offered to students. Students gained important communication skills in both of these public speaking programs. Some students also attended a leadership conference at the Melbourne Convention Centre. This was organised by the Youth Leadership Academy.

The Girls Adventure Club and Boys Adventure Club had an exciting year in 2023. Apart from the activities held at school, at least one activity was organised out of school each term. Students learnt basic first aid skills, made key rings, painted mugs and canvass and terracotta pots. These groups were immersed in AIAE's cooking room and made delectable pastries, cakes, muffins, a tuna bake, chocolate balls, ice cream and gained cake decorating skills.

Some students also showed leadership skills in their kitchen with their parent/s. Parents and their child/ren enjoyed cooking sessions, to raise money for good causes such as Deaf Children Australia and Vision Australia.

This year, students collected donations of non-perishable foods and personal hygiene needs for the Asylum Seekers Resource Centre.

## Interfaith

Harmony Day was celebrated on 21 March and we had the privilege of inviting Dr. Kirsty Sword-Gusmao, the former First Lady of Timor-Leste, as our guest of honour. She mesmerized our students and staff with stories of her incredible journey and courageous role in the creation of the nation of Timor-Leste. Staff and students enjoyed dressing up in orange and Dr. Sword-Gusmao also presented two beautiful handwoven tais ceremonial clothes to the school. An art competition and also a design activity were organized in conjunction with the day.

Mt Evelyn Christian School and also Camberwell Girls Grammar School visited AIAE students in Term 2 and in Term 3, and the visit was reciprocated by visiting Camberwell Grammar. It was wonderful to see our students enjoying the experience of interfaith.



# Sports

In the AIAE Physical and Health Education program we encourage students to embody the attributes of the IB learner profile and most prominently the attribute of being a risk taker, encouraging students to step out of their comfort zone and embrace new experiences.

The AIAE Physical and Health Education department held many events in 2023, such as the Year 5-8 football camp at Windy Hill during the school holidays; a most exhilarating and purposeful experience which aimed to prepare students for the Bachar Houli Schools Cup where 60 enthusiastic students showcased their talents.

In Term Two of 2023, inter schools' sports concluded with pleasing and consistent results in the Coburg District Primary Winter Sport Finals. Teams played in a week to week tournament on Fridays finishing on top of their groups to win pennants and qualify for finals – an impressive feat given the Coburg District comprises of twelve schools.

Year Eight Boys Football team competed in the Moreland Division tournament winning all matches to qualify for Northern Metropolitan Finals. Year 8 Boys Soccer also had consistent results finishing third overall in a tough eight team tournament.

Intermediate and Senior Academy Girls continue to rise to the occasion with outstanding results in 2023, winning pennants in both sports. Year 9/10 Girls competed in the Division Soccer winning all games. Senior Girls were outstanding winning all matches in the Division Futsal competition with the Senior Boys narrowly missing out on the pennant.



# Strategic Priorities 2022 - 2026

01

## Contemporary and innovative teaching and learning

At AIAE we promote teaching and learning to the highest level of achievement to reach individual potential. We are committed to ensuring our student needs and requirements are met through common understandings. Our students are encouraged and empowered to satisfy their curiosity and to build independent learning attitudes. Students and teachers at AIAE embed the IB character profiles to enhance how we all learn and embrace teaching and learning.



02

## Character building

We foster a safe and supportive learning environment where Islamic and spiritual wellness is enhanced for all students.

It is important that we transcend our values into responsible action and that we utilise the support of our community.

The Five-year plan provides a profile and context of the school whereby the quality of education and programs are outlined and unpacked.



03

## Dedicated and committed staff

Teachers are a very important assets for AIAE and they contribute meaningfully to the success of our students, our community and our organisation. Our teachers are key players in ensuring student outcomes are reached and maintained.

We encourage our staff to maintain a collegial culture where everyone feels safe, cared for and encouraged to achieve to the expected standard.



04

## Providing for a sustainable future environment

It is our vision to create high quality learning spaces that foster creativity, playfulness, critical thinking and ingenuity to STEAM learning. AIAE's governing authority is working towards an enhanced skill set for the school board to help their role and need for sustainable financial planning and the development of AIAE's long-term goals.



05

## Community relations

Our students are our priority (AIAE is their home away from home) and we place great importance on the need for their successful achievement at school. We understand the importance of mutual partnerships where others within the community can add value to our school programs. We will continue to harness opportunities to work harmoniously with students, staff, parents and the wider community (making real world connections).





**ADVANCEMENT  
DETERMINATION  
FAITH**

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