

ANNUAL REPORT | 2019



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**ACADEMY
GOVERNANCE
AND FINANCE**



School Board



As the Chair of the Australian International Academy, I am honoured to deliver the 2019-2020 Annual Report. The report is an important document which highlights significant occasions in the cycle of the academic year. It showcases student experiences, reflects on the highlights of the year

while it acknowledges distinguished service and contributions.

This year has seen significant developments within the Australian International Academy of Education Incorporated (AIAE Inc), in our attempt to bring about good governance. As a result, the Academy is in negotiations with the Australian International Academy's Trust to transfer all Victorian properties back to the Academy. This will ensure that the AIAE Inc will be able to make decisions in its own right.

At a time of transition and independence from the Trust, our objective is to ensure we continue the legacy of the past 37 years, but look forward to the future, in our quest for autonomy. The separation will ensure that we meet statutory requirements and strengthen our governance position.

The role of the governing Board is to assist the school's leadership to achieve positive educational experiences and outcomes for our students. More specifically, it provides additional guidance in setting the long-term strategic direction of the Academy, ensuring it is consistent with its vision, mission and objectives. In addition, it oversees the diligent stewardship of financial and physical resources, compliance, risk management and child safety.

In June 2020 we welcomed four new council members, Angela Florio, Murat Gumus, Denise Temer and Fida Sanjakdar. Each Committee Member brings specialised expertise and professional experience to the Board and all make selfless and valuable contributions to the Academy, by attending monthly Board and sub Board committee meetings. The Heads of Campus and Finance Manager attend Board Meetings and Sub Committee meetings in an ex-officio capacity.

The contribution of all Board members in 2019 - 2020 has been significant in terms of their involvement in assisting with the restructure of the Academy. This has allowed for a more independent Board, which will ensure we meet compliance requirements as documented in the 2017 Grant Thornton report.

The Board has engaged with external governance and compliance professionals, in our quest to improve reporting functions by centralising all data management and finance.

Nexia will facilitate the Academy's existing finance team, to achieve a better working function in the delivery of meaningful and timely information to facilitate good financial governance in line with the minimum quality standards expected under the Act.

Nexia will also train the existing Finance Department on best practices and establish accurate reporting procedures of good governance and business practices. They will ensure the team prepare a 3-way forecast comprising of forecasts, Profit and Loss, Balance Sheets and Cash Flow Statements.

The Academy continues to prioritise the extensive capital projects, such as the implementation of Synergetic and the refurbishment of space to suit contemporary learning. In the past year, we have been able create additional classrooms to accommodate the growth of Prep students, at the Caroline Springs Campus, as well as the construction of a new playground and shade sales, the introduction of Solar Panels at the Melbourne Secondary Campus, the completion of the camera security system, electronic gates and the purchases of new air-conditioning systems at the Melbourne Senior Campus and the Coburg Primary Campus.

At the end of 2019 we saw the retirement of our Managing Director, Mr Salah Salman. His service and contribution to the school over the past 35 years has been outstanding. Mr Salman was responsible for founding the first Islamic School in Australia, and introducing the IB programme to the Academy. In May 2020 we also saw the retirement of our Finance Manager, Ms Fayzah Salah, another long-standing member of staff.

We also welcome Ms Gafiah Dickinson to her newly appointed role of Executive Principal. Although Ms Dickinson has been serving the Academy for over 20 years, this well deserved promotion will assist the Academy to achieve its long-term goals. The Board has already noticed significant change since her appointment, in her pursuit of achieving good governance practices and assisting with the restructure of the Academy.

At the conclusion of 2019 academic year, we received the final results in the IB and VCE programs for the graduating class. The results were exceptional and we congratulate all the students on the conclusion of their educational journey at AIAE Inc and acknowledge the support and care that our dedicated staff provide all our students. The 2019 cohort have continued in a variety of post-secondary studies and we look forward to learning of their adventures beyond AIAE Inc. We also acknowledge the wonderful Naplan results achieved at the King Khalid Coburg Campus, Melbourne Senior Campus and the Caroline Springs Campus. Their performance is a great testament, not only to the students and their families, but also to the dynamic leadership and management of the Academy by Heads of Campus, Senior Administration, teachers, and support staff as a whole. This success has enhanced the reputation of the Australian International Academy of Education (Melbourne Campuses) within both the education and

general community. The Board also commends student participation in artistic pursuits, sporting endeavours, social justice and local community activities. The active involvement of our students in these extracurricular activities, helps to contribute to their development as young adults.

I would also like to congratulate, the Melbourne Senior Campus for the second year in a row as it was nominated as a finalist in the “Best Secondary School: Non-Government” category in the Australian Education Awards for 2019.

A sincere thankyou to all in our community for the continued support you provide to AIAE Inc, especially during our exciting year of transition.

As an Independent School, the Australian International Academy of Education Inc is registered with the Victorian Registration and Qualifications Authority (VRQA).

Melinda Baarini
AIAE Inc Chairperson

COLLEGE COUNCIL		Executive Committee			
		MEETINGS ATTENDED	MEETINGS ELIGIBLE TO ATTEND	MEETINGS ATTENDED	MEETINGS ELIGIBLE TO ATTEND
MELINDA BAARINI – President	Joined the board in 2016	14	14	6	6
MOHAMED EL ZANATY – Vice President	Joined the board in 2018	14	14	6	6
SALIM BOYACI	Appointed Jan 2020	7	7		
GRAHAM MARSHALL - Secretary	Appointed Jan 2020	5	7	2	2
KIMANI ADIL BODEN	Joined the board in 2018	12	14		
MOHAMMED FAROUK – Treasurer	Joined the board in 2018	12	14		
ZOYA MUGHAL	(Retired May 2020)	8	14		
IMAN MOJALED	Joined the board in 2016	12	14		
DENISE TEMER	(Appointed June 2020)	1	1		
ANGELA FLORIO	(Appointed June 2020)	1	1		
FIDA SANJAKDAR	(Appointed June 2020)	1	1		
MURAT GUMES	(Appointed June 2020)	1	1		
GUESTS		MEETINGS ATTENDED	MEETINGS ELIGIBLE TO ATTEND		
GAFIHA DICKINSON, Executive Principal		5	5	6	6
LEYLA MAHMOUD, Head Of KKIC		5	5	6	6
MICHELLE SHEARS, Head of MSC		5	5	6	6
HATEM AWAD, Finance Manager		5	5	2	2

Committees are in the process of being established. These include

- Remuneration, Nomination and Succession
- Audit and Finance committee
- Property and Assets committee
- Risk Management committee
- Marketing and Branding committee
- Pastoral care committee
- Educational Improvements committee
- Fundraising and Grant applications committee

Academy Board Members



1. MELINDA BAARINI

Mrs. Melinda Baarini's qualifications include a Certificate 3 in Children's Services (Thompson Direct Education), Certificate 3 in Computer Studies (Victoria University) Retail Management Degree (Monash

University) and is currently enrolled in a Diploma of Education at Victoria University. She has experience in coaching and mentoring, with highly developed communication skills, strong leadership and compliance with ethics. Mrs. Baarini joined the AIAE Inc Board in 2016, as a parent representative and is currently the Chairperson.



2. DENISE TEMER

Mrs. Denise Temer has a Bachelor of Social Work from Latrobe University (2004), Bachelor of Arts in Criminal Justice (2000), She has

extensive experience delivering Health & Wellbeing services to members of the Victorian community; performing casework services and psycho-social assessments, case management, counselling, Mrs. Temer currently works at the Royal Melbourne Hospital. She is currently completing the Orton Gillingham Multisensory Learning Certificate with the Australia Dyslexia Association. Mrs. Temer joined the Board in June 2020.

3. DR. FIDA SANJAKDAR



Dr. Fida Sanjakdar holds a Doctor of Philosophy (PhD) from the University of Melbourne. She is a Senior Lecturer in Curriculum and Pedagogy in the Faculty of Education at Monash University. Dr. Sanjakdar is a twice recipient of the prestigious 'Advancing Women in

Research Grants' and is on the editorial review boards of four Q1 international journals. Her work is widely published in leading journals which span disciplinary fields such as education, culture, religion, psychology, sociology, youth studies and health. She joined the Board in June 2020.



4. IMAN MOJALED

Mrs. Iman Mojaled holds a Diploma of Childcare (Early Childhood Education and Care) and currently holds a leadership role in childcare. She is a highly committed,

passionate, enthusiastic and motivated individual with good communication and teamwork skills. Mrs. Mojaled has been an active member of the AIA school community and a Board member since 2016.

5. KIMANI ADIL BODEN

Mr. Kimani Adil Boden completed a law degree from Monash University in 1996. He previously worked for Victorian Legal Aid before establishing his own legal practice called Starnet Legal. Mr. Boden has been serving the community for over 20 years by striving for just and fair outcomes for all clients. Mr. Kimani Adil Boden joined the AIA Board in 2018 and has since been actively involved as a member, assisting and guiding the Board to meet its legal obligations.

Academy Board Members (cont'd)



6. SALIM BOYACI

Mr. Salim Boyaci has worked at the Australian International Academy (AIA) since March 1991. He completed a Bachelor of Arts (Multicultural Studies) in May 1993. Mr.

Boyaci previously performed the role of Personnel Manager at the Academy before assuming the role of Business Manager. He also volunteers as a Social Worker at the Turkish Welfare Association of Victoria. Mr. Boyaci's extensive experience in human resource management and business administration. Salim joined the Board in January 2020.

7. MOHAMED FAROOK MOHAMED THOUFEEK

Mr. Mohamed Farook Mohamed Thoufeek has extensive experience working in the Banking and Islamic finance sector. He gained his Higher National Diploma in Business and Finance from Edexcel UK and worked for 18 years in Dubai Islamic Bank, the world's first bank in the United Arab Emirates. Since then Mr. Mohamed Farook continues to study in the field and work in the sector. He currently provides financial solutions to the local Muslim community in Australia. Mr. Mohamed Farook is currently pursuing higher studies in Accounting at RMIT. He joined the Board in 2018.

8. MURAT GUMES

Mr. Murat Gumus has had extensive experience in management related roles since the early 1990s. He is currently working as a Managing Director for a logistics company in Melbourne. Mr. Gumus has extensive experience in procurement, supply chain, warehouse management, business management and strategic financial planning. He has experience in top level senior stakeholder negotiator roles both locally and internationally. Mr. Murat Gumus also works as a volunteer assisting Turkish Media Limited, and his leadership and management experience will be beneficial to the AIAE Inc Board. Murat joined the Board in June 2020.



9. GRAHAM MARSHALL

Mr. Graham Marshall completed a Bachelor of Education degree in 1996 at the University of Melbourne. He was employed by AIA in 1999. During his time with the Academy, Mr. Marshall has been in a number of leadership roles. Currently, he is the

Assistant Head of the Academic Affairs and Quality Assurance team. Mr. Marshall brings extensive educational and people management experience to the AIAE Inc. Board. Graham commenced his tenure on the Board in January 2020.



10. MOHAMED ELZANATY

Mr. Mohamed Elzanaty is currently employed at The Australian International Academy. He is the Procurement, Human Resources and Facilities Manager at AIA. His role helps to support the strategic and tactical development of AIAE

Inc. Mr. Elzanaty's management background includes working as a senior executive with multi international companies in Australia and overseas. Mr. Mohamed Elzanaty was previously involved in the education sector as a Chief Operating Officer for a Registered Training Organisation company in Melbourne. He is also a member of the Australian Institute of Company Directors. Mohamed has been an active member of the Board since 2018.



11. ANGELA FLORIO

Mrs. Angela Florio graduated in 1983 from the University of Melbourne with a Bachelor of Education. In 1986, Ms. Florio joined the King Khalid Coburg Campus.

During her time at the Academy she has held a number of senior management roles. In 2007 she assumed the role of Assistant Principal at King Khalid Coburg Campus. In 2014 Ms. Florio transferred to the Caroline Springs Campus and was appointed Deputy Campus Head and Head of Curriculum & Professional Development. Ms. Angela Florio has extensive experience in curriculum development and brings valuable educational experience to the AIAE Inc Board. Angela joined the Board in June 2020.

AIA Vision and Mission

ACADEMY 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.

Having such a vision in mind, the Academy is offering a broad and a well-balanced curriculum with global perspectives to students in primary, secondary and post-secondary schooling. In a Muslim environment, Islamic Education and extra-curricular components complement the general education program and produce a comprehensive contemporary curriculum that satisfies students' needs and realises the vision of AIA.

ACADEMY MISSION

- To offer quality education where students are nurtured in an enriching, comfortable and safe learning environment in pursuit of academic and spiritual excellence.
- To develop the curriculum to cater for the growing needs of all students,
- To widen the focus and the scope of all programs to go beyond the local or the regional aims to global perspectives,
- To develop extracurricular programs that complement the general curriculum and encourage creativity, innovation, involvement in services for the community, participation in sports, and concern for the environment,
- To develop and maintain a school environment where every student has the opportunity to learn to his/her fullest potential and to enjoy his/ her school days without discrimination or undue pressures,
- To develop appropriate teaching practices and promote contemporary approaches to learning that encourage students to build self-confidence and develop their talents and inner personal skills,
- To build in students the Muslim character that exemplifies Islamic manners and shows respect and tolerance to other opinions and appreciation to differing cultures,
- To develop and optimise educational opportunities, resources, and facilities to cope with all challenges brought about by the technology age,
- To improve and optimise working conditions for College employees and develop effective recruitment and selection procedures to attract and appoint good quality candidates, and
- To develop and improve its administrative and financial systems to deliver services efficiently and effectively and to achieve optimum results.

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 a spirit of tolerance, compassion and co-operation with one another – and with others outside the school.

The Academy aims to prevent any unjust discrimination on the grounds of religion, race and culture. This applies to the classroom, the playground, extra-curricular activities and all other aspects of school life.

The primary and essential distinction among persons which God recognises is that of the degree of piety and knowledge, and the fundamental criteria are spiritual excellence and goodness. It is in that context, that the Academy seeks to be of service.

AIA Motto

Our school **Motto** is: Advancement, Determination and Faith.

Advancement

The Academy aims to:

- educate students for the future by encouraging students to become active, compassionate and life-long learners
- develop and maintain a school environment where every student can learn to his/her fullest potential and to enjoy his/her school days without discrimination or undue pressure
- engage students in contemporary approaches to learning that supports student inquiry
- encourage students to build self-confidence and develop their talents and interpersonal skills

Determination

The Academy is determined to:

- develop good Australian and global citizens
- prepare students for active participation in the wider local and international community
- empower students to make informed decisions
- prepare the student for life with a clear consciousness of his/her role

Faith

The Academy aims to:

- preserve our Islamic culture and identity
- instill a deep sense of belonging to Islam
- provide an environment where students are comfortable and free to practice and enhance their faith
- teach Islamic civilization and Islamic achievements
- develop tolerance and ability to participate effectively in society.
- We practice acceptance to participate effectively in society.

Leadership Team

The Academy's Melbourne campuses; Melbourne Senior Campus, King Khalid Coburg Campus and Caroline Springs Campus, are managed daily by the Academy Senior Management Team are as follows:



MS GAFAH DICKINSON
Executive Principal



MS MICHELLE SHEARS
Head of Melbourne
Senior Campus



MS LEYLA MOHAMOUD
Head of King Khalid Coburg
Campus



MR HATEM AWAD
Finance Manager

Australian International Academy Overview

The Australian International Academy (AIA) is an equal opportunity educational institution established in 1983 as the first Islamic school in Australia. AIA is dedicated to the provision of high-quality education for students from Foundation to Year 12. The Academy has a student population of over 1,543 students, representing a wide range of cultural backgrounds. AIA offers the internationally recognised and highly acclaimed International Baccalaureate (IB Programme) as well as the local Victorian Certificate of Education (VCE).

The 2019 AIA Annual Report provides the Academy's context, vision, values, beliefs, information, and data on a range of key indicators within the school. The vision of the Australian International Academy is one that focuses on students being well-prepared and self-motivated to advance and be active lifelong learners. Our programs focus on changing students' attitudes, building motivation, and inspiring a culture of creative thinkers. The goal is to prepare our students for the challenging future ahead. As a school, we encourage positive relationships, and I recognise and thank our staff, students, and parents, who tirelessly work together in partnership to continually improve our school in all aspects of learning.

At AIA, we promote intercultural understanding and a vision to inspire character and leadership where our values are central to the students' learning experiences. I am proud of the commitment of our teachers to provide a high standard of work and quality education with the support of our community. High-quality interactions, including strategic intervention, substantive

conversations, use of action research approaches, and co-construct learning between teachers and students, have maximised our students' learning skills. This is evident in our 2019–Year 12 and NAPLAN results when compared to previous years and national benchmarks.

Our future strategic plan considers areas of improvement that we have identified as key to our strategic direction for the immediate future: student learning in a contemporary context, student engagement and wellbeing, and community satisfaction. We plan to look ahead and to fully realise our strategic priorities for the benefit of our students and our community.

As we move forward, our community can feel confident that improvements will continue with the dedication and hard work of the school board, school management, teachers, students, and the parents who continue to provide their excellent support. We need to work together, and we should share three goals: to improve the quality of teaching, to ensure that every child benefits, and to mandate transparency and accountability.

The Academy is committed to the realisation of our combined efforts that will bring hope to succeed and hope to change the lives of our students so that they, in turn, can embark on a prosperous future when they graduate from AIA.

Gafiah Dickinson
Executive Principal



Melbourne Senior Campus Report



2019 has been an amazing year of engagement, enrichment and empowerment for our students. It was an exciting and innovative time for the school with many program's and community projects. As a campus, we have really embodied our vision, values and beliefs. We have drawn upon our successes and the future pathways that underpin our school community.

The vision at Australian International Academy is one that focuses on students being well prepared, self-motivated to advance, and be active lifelong learners. Our programs focused on changing students' attitudes, building motivation and the encouragement to inspire a culture of creative thinkers.

Student wellbeing, safety and conduct is very important to us and continues to be a focus. Structured systems and practices have been implemented. These include teachers to coordinators to senior's team members to make certain that students are monitored and issues are dealt with quickly and efficiently, so that students and staff remain in a caring, safe environment, and students continue to be motivated and enthusiastic to attend school and learn.

Teachers have regularly attended professional learning throughout the year which builds on their skills and knowledge and allows them to be able to confidently present engaging lessons.

As a school we encourage positive relationships and I thank the community of staff, students and parents who tirelessly work together in partnership to continually improve our school in all aspects of learning.

As I look to the future I am excited about a number of initiatives happening behind the scenes. As the school progresses through some major changes with governing bodies, I look forward to school improvement plans that may unfold in future years, that will enhance the school and the school environment to improve our already thriving education.

Ms Michelle Shears
Head of Melbourne Senior Campus

King Khalid Coburg Campus Report



The Australian International Academy Vision is one that draws attention to students being lifelong learners. The school has been implementing the Primary Years Programme for the last twenty years and found many benefits. The Primary Years Program is a concept-based curriculum that challenges learners to think more widely and deeply than traditional, topic-based learning.

As an educational institution, we focus on research and evidence based findings that benefit our students and teachers. The school invested in consultants and programs derived from Project Zero to facilitate and support teachers' understanding and professional growth.

The focus this year was 'meaningful learning'. All learning experiences were aimed to instil authenticity into every task, lesson and unit to ensure that our 'students were able to develop problem solving skills and confidence in their own learning abilities.

Another area of focus was developing a healthy mindset. We engaged with our parent, teacher and student communities, having discussions around fixed mindset and growth mindset, with the aim to improve academic and emotional success for our students, especially in the area of numeracy.

Our students participated in several school activities, from our school wide exhibition, Year 5 Graduation and exhibition, Hajj day, Eid festival, School concert, Character parade, sports days, Australia's biggest morning tea, student-initiated activities initiatives, Day for Daniel, Buzzy Bee, Harmony Day, and a farewell to our Scouts.

As a school, we continue to strive to design elements of authentic learning for our students to become lifelong learners.

Ms Leyla Mohamoud
Head of King Khalid Coburg Campus

Caroline Springs Campus Report



The school has been nurturing our students' spiritual and ethical growth and will do so for generations to come. We encourage our students to give back to the future generations and to contribute to society in the future.

One of our priorities for the future is to continue our vision to create technological sound means for effective teaching and learning environments where students will learn to use eLearning platforms with a greater sense of responsibility and accountability for their actions. Times have changed and schools take on bigger responsibilities to ensure students have greater access to current educational reforms.

We already communicate a strong vision to our students (to advance Australia, to participate effectively as a world citizen with a strong identity and moral compass) that will support their thinking and learning for many years to come as future leaders in their communities. We are committed to develop a culture where classrooms come alive with thought provoking discussions, critical thinking and creativity. We want our students to love learning and to look forward to knowing that a brighter future will be within their reach through the inspiration that teachers provide.

Over the years, generations of students and teachers have left their mark on our community and in our schools. Spanning three and a half decades and over 1,242 alumni, AIA has grown from a small community school into a well-established educational institution through the hard work and dedication of the teachers.

In the future, we have yet to face many challenges, but we will embrace the challenges with the concerted efforts of staff and students. The years ahead promise a world of optimism, pride and joy as we continue to provide quality education for generations of graduates that will pass through AIA's doors.

Ms Gafiah Dickinson
Executive Principal

Financial Statement

2019 delivered a strong profit of \$1.5m; a significant increase (\$1.3m) from the previous year. The uplift in net profit stems from the underlying growth in student numbers, with numbers at the Coburg-based campuses posting an uplift of 61 students and the Caroline Springs based campus posting a student uplift of 36.

The academy prides itself on employing an outstanding faculty, with the current teaching force having a fruitful mix of youthful and experienced educators. As can be seen from the financial details, Salary & Wages represents the single largest item of expenditure. A key metric in the academy's financial performance is 'salary cost as a percentage of total net revenue'. In 2019, this percentage was 75.62%, a decrease on 2018 (80.54%). This decrease may be attributable to the increased student numbers in each classroom increasing at a greater rate than the necessity for additional teaching staff.

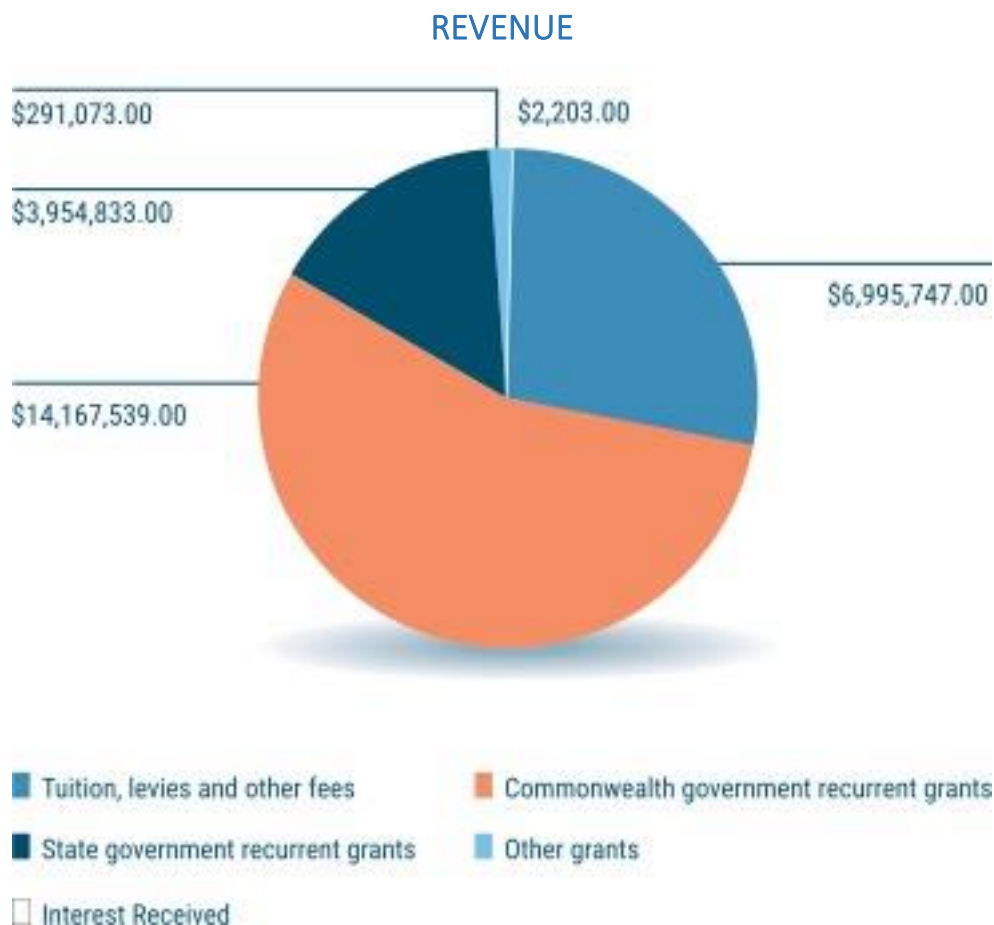
Operating Cash Flow for the 2019 financial year represented \$2.6m, while the overall cash and cash equivalents decreased by \$203k. This decrease may be largely attributable to the purchasing of new

property, plant and equipment as well as the servicing of debt functions for existing land and properties.

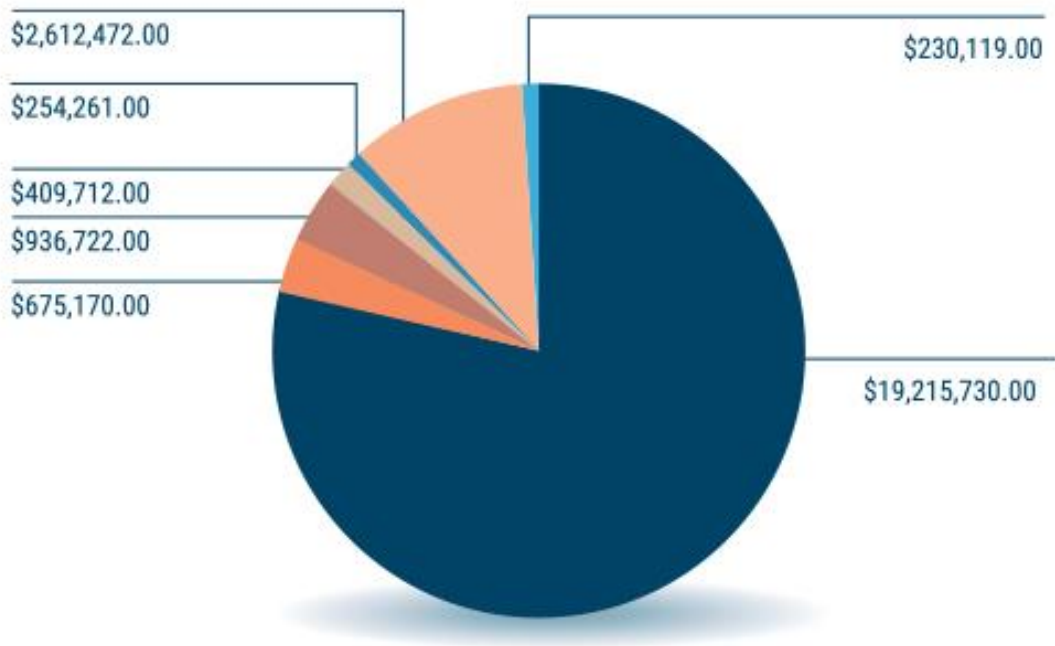
The main capital projects that were completed during the 2019 included, Caroline Springs Campus playground and extra classrooms; Melbourne Secondary Campus camera security system and electronic gates.

Whilst a challenging year due to the state's lockdown laws, arising from the COVID-19 pandemic, 2020 has still presented an opportunity for growth. Overall student numbers have continued to grow, with numbers at the Coburg-based campuses posting an uplift of 59 students and the Caroline Springs based campus posting a student uplift of 48. Major capital programs are currently in the works, with a focus on delivering exceptional facilities to all students at the forefront of priority.

The academy would like to extend their expression of gratitude to the community during this difficult time, as the continued support of the families, is paramount to the academy's success.



EXPENSE BREAKDOWN



- Employee benefits expense
- Depreciation and amortisation expense
- Curriculum expenditure
- Cleaning expenses
- Property maintenance
- Other expenses
- Finance costs



Strategic Priorities 2019 – 2020

AIA Six Strategic Priorities for 2019 – 2020



Strategic Priority 1

To maintain and protect our unique Australian and Islamic principles, practices, values and culture.

- Update Vision and Mission
- Teach students to practice and live Islamic principles in whatever they do.
- Identify strategic partnerships
- Enrich Academy's Islamic Identity

Strategic Priority 2

To train staff to adopt an innovative and progressive approach in teaching and learning. To further improve our curriculum contents and teaching strategies.

- Review and develop Academy's broad curriculum programs.
- Evaluate the current IB program
- Review current extra curriculum activities
- Review existing "Compass" portal
- Assess the introduction of vocational stream
- Formal partnerships with nearby universities

Strategic Priority 3

To maintain our unique practice of "An Open Entry Policy" to all students. Including, admitting students with learning difficulties and special needs students, from Preparatory Year to Year 9. The Academy must develop and upgrade its staff recruitment methods and professional training policies for teaching and non-teaching staff, to sustain our exceptionally high achievement results in Year 12.

- Review Professional Development for teaching and non-teaching staff
- Promote Academy's "Open Entry" policy
- Review staff recruitment and selection methods
- Improving Academy's pro-active approach in measuring students' early performance trends

Strategic Priority 4

To prepare our students with the skills to excel in whatever they choose to do, as contributing global and community members. Addressing the needs of all students in every class, and at all levels by adopting and implementing the differentiation approach in the teacher's daily preparation, planning and teaching practices.

- Maintain and strengthen Academy's global education program
- Attract and maintain high achieving Muslim students
- Formalise a proper Alumni and Friends of the Academy entities
- Implementing the teaching differentiation approach

Strategic Priority 5

To continue developing and improving the Academy's financial means. Through increasing student numbers and other viable methods, including investment projects, and consequently develop and improve human talent and physical resources, to accommodate the needs of all campuses, and to ensure that they are well utilised.

- Financial Capacities: Ensure Academy's financial sustainability and viability (Balance between profitability annual surplus and borrowings.)
- Human Talent: The Academy to be recognised as a caring, engaging and responsible employer
- Physical Resource Management: Prepare a Master Plan that meets all the operational and educational requirements in the Strategic Plan

Strategic Priority 6

To ensure that implementation of all our strategic priorities, practices, general policies are compliant. Including child safety and risk management and as required by the various regulatory and statutory authorities in the relevant States.

- Review all compliance and governance matters and risk mitigation program
- Enhance safety and security risks at all campuses
- Review plans for risk mitigation and disaster recovery

The School has been working towards a new strategic plan and direction that will take effect from 2021 - 2025. The new five-year plan will provide a profile and context of the school whereby the quality of education and program are outlined and unpacked.

Strategic Plan 2021 – 2025: The Way Forward

<p>GOAL 1</p> <p>Contemporary and innovative teaching and learning</p>  <p>At AIA 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 AIA embed the IB character profiles to enhance how we all learn and embrace teaching and learning.</p>	<p>GOAL 2</p> <p>Character building</p>  <p>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.</p> <p>The Five-year plan provides a profile and context of the school whereby the quality of education and programs are outlined and unpacked.</p>	<p>GOAL 3</p> <p>Dedicated and committed staff</p>  <p>Teachers are a very important asset for AIA 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.</p>	<p>GOAL 4</p> <p>Providing for a sustainable future environment</p>  <p>It is our vision to create high quality learning spaces that foster creativity, playfulness, critical thinking and ingenuity to STEAM learning. AIA'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 AIA's long-term goals.</p>	<p>GOAL 5</p> <p>Community relations</p>  <p>Our students are our priority (AIA 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).</p>
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ACADEMIC ACHIEVEMENT

Academic Achievement



Year 12 Academic Achievements

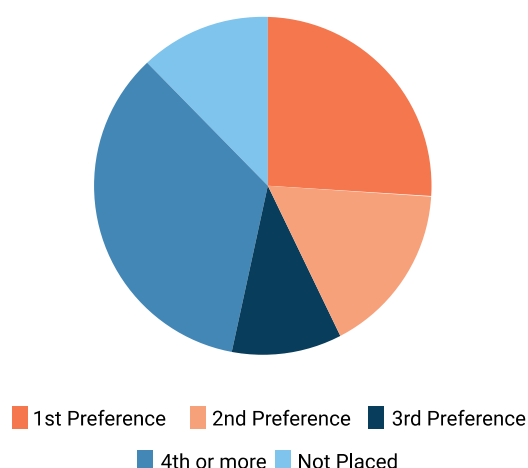
In 2019 a total of 56 students graduated from the Melbourne Senior Campus - 27 VCE students and 31 IB students.

Result Highlights

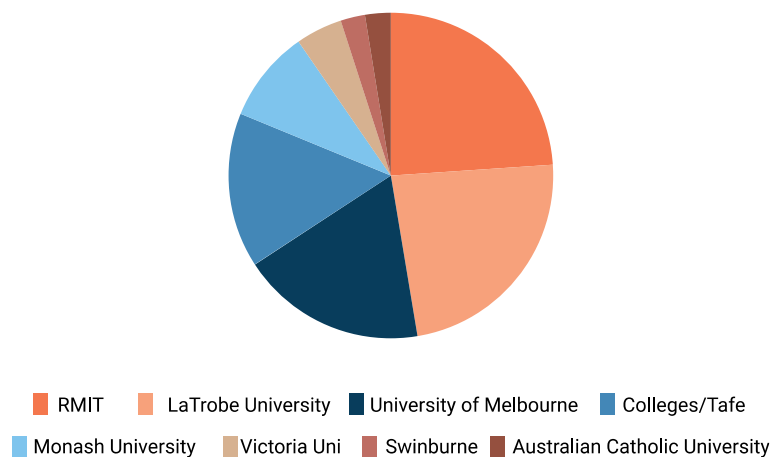
- Median VCE/IB DP ATAR of 76.25
- Our dual Duxes achieved ATARs of 99.25
- 19% of our graduates attained an ATAR of 90 and above.
- 39% of our graduates attained an ATAR of 80 and above.

One-third of AIA MSC graduates received their top VTAC preference in round one, with close to twenty per-cent of our students receiving an ATAR in excess of 90. The mean VCE score in 2019 was 46.8, while the IB mean was 88.05. The bulk of students' first round offers, close to sixty per-cent, came from one of the following tertiary institutions; RMIT, La Trobe University & The University of Melbourne. In 2019 the most dominant fields of study was again Science/Medicine and Engineering while Arts/Design also showed significant interest.

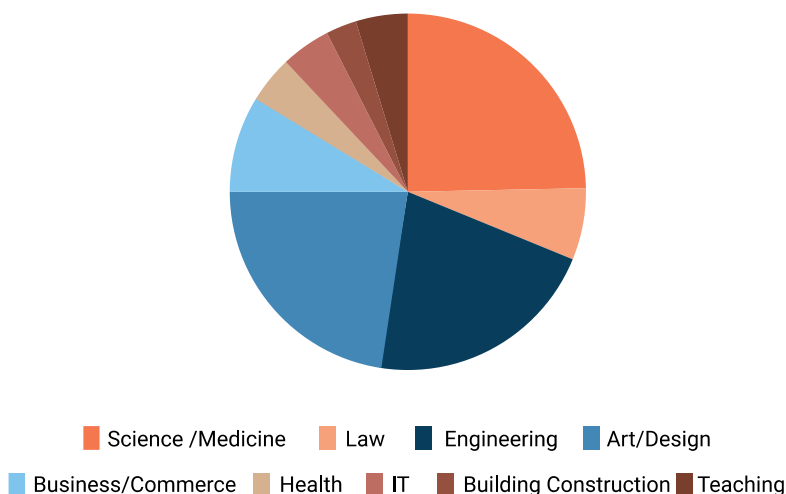
ROUND 1 OFFERS BASED ON STUDENT PREFERENCES:



ROUND 1 OFFERS BASED ON POST-SECONDARY INSTITUTE PLACEMENT:



PLACEMENT BASED ON FIELD OF STUDY



NAPLAN Results

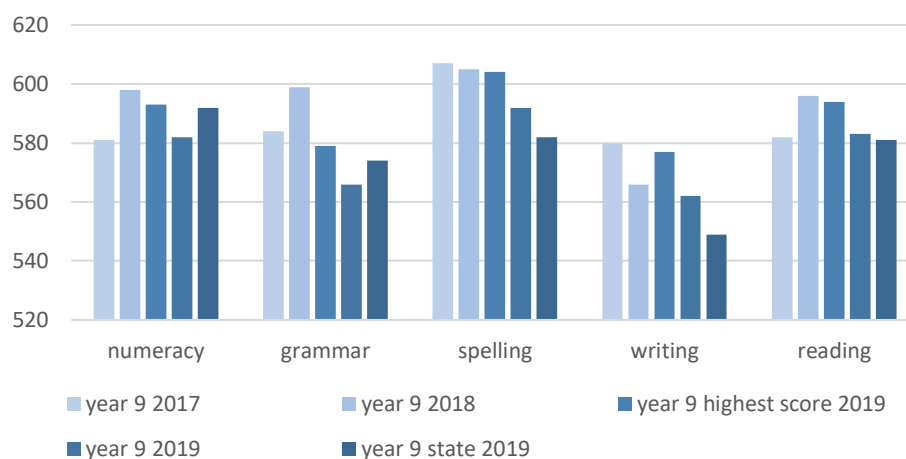
The performance of Years 3, 5, 7 and 9 literacy and numeracy assessment results are on a scale from Band 1 to Band 10 representing increasing demonstrations of proficiency in skills and understandings. This also enables individual achievement to be compared to the national average. Every raw score for a test is converted into a NAPLAN scaled score out of 1,000. For example, an average Year 3 student's score is around 400, while an average Year 9 score would be around 580. This is a vertical scale and a student's score in 2010 can be compared to their 2012 and 2014 scores to gauge progress.

NAPLAN Data shown in the forms of a graph representative of 2016, 2017, 2018 and 2019 as well as the State mean for 2019. A snap shot representative of how AIA performed against other schools in 2019 - 2019 AIA, 2019 state, 2019 similar schools and AIA highest result achieved by an individual.

There are few aspects to consider-

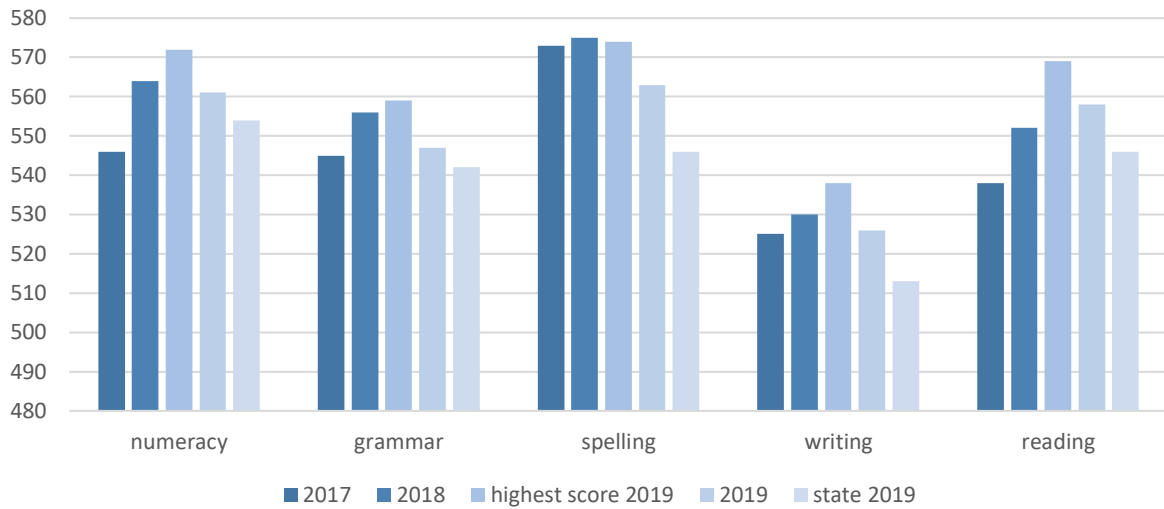
- The cohort results vary from year to year due to differences in student composition.
- NAPLAN test question change each year and 2019 was our first year in participating in the online testing process, but general trend areas are useful for school improvement targets.

Year 9 Naplan 2017-2019 Trend



YEAR 9 , 2019						
Naplan Assessment Areas	AIA 2017	AIA 2018	Highest AIA score 2019	AIA 2019	State 2019	Similar Schools 2019
Numeracy	581	598	593	582	592	595
Grammar	584	599	579	566	574	580
Spelling	607	605	604	592	582	589
Writing	580	566	577	562	549	559
Reading	582	596	594	583	581	587

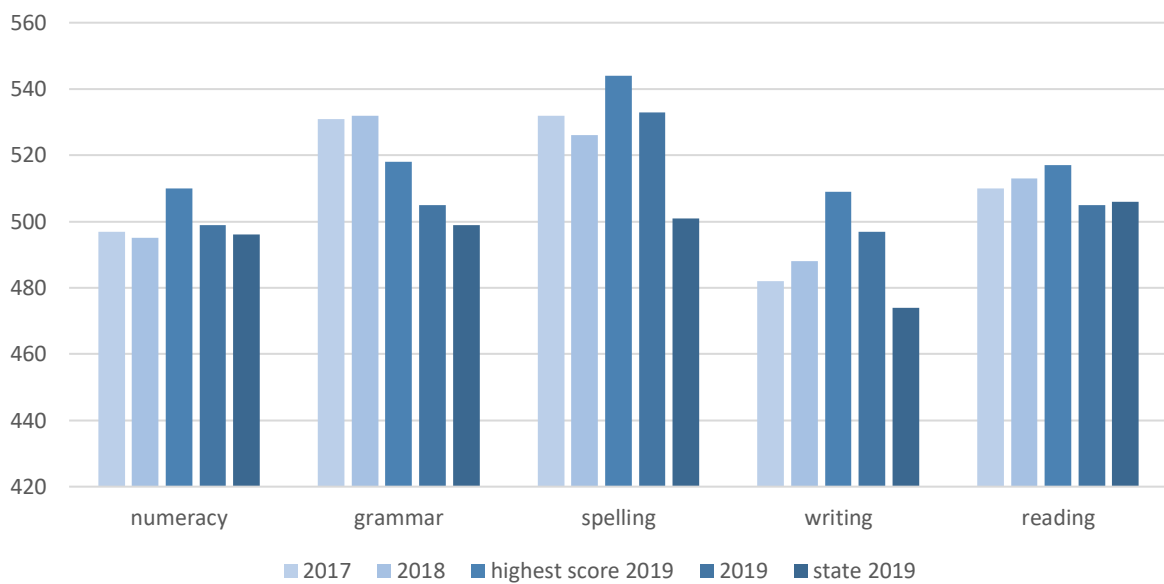
Year 7 Naplan 2017-2019 Trend



YEAR 7, 2019

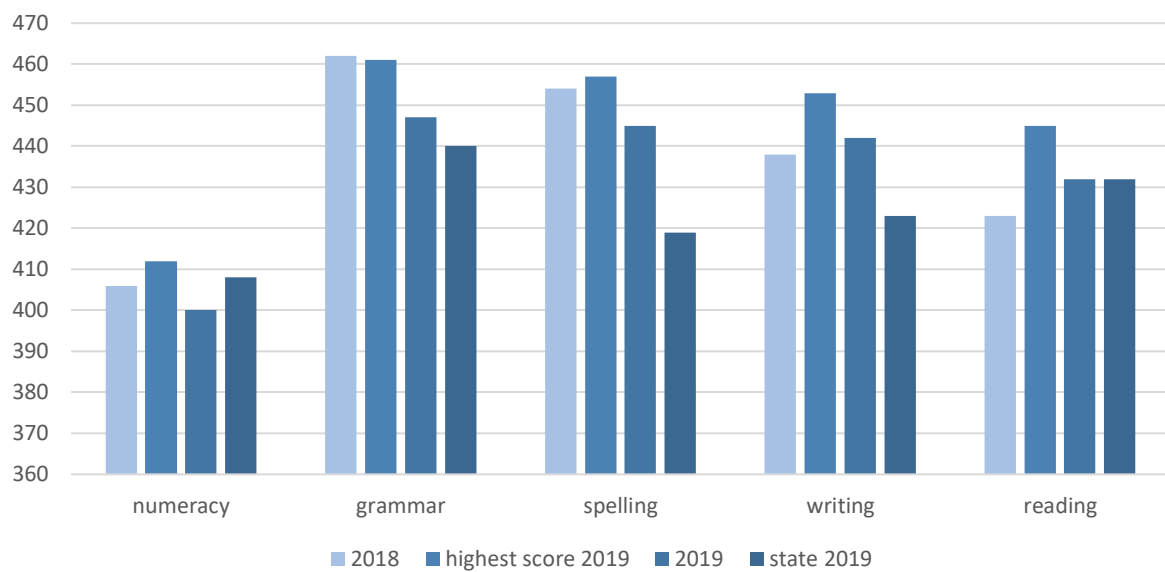
Naplan Assessment Areas	AIA 2017	AIA 2018	Highest AIA score 2019	AIA 2019	State 2019	Similar Schools 2019
Numeracy	546	564	572	561	554	562
Grammar	545	556	559	547	542	552
Spelling	573	575	574	563	546	555
Writing	525	530	538	526	513	524
Reading	538	552	569	558	546	554

Year 5 Naplan 2017-2019 Trend



YEAR 5 , 2019							
Naplan Assessment Areas	AIA 2017	AIA 2018	Highest AIA score 2019	AIA 2019	State 2019	Similar Schools 2019	
Numeracy	497	495	510	499	496	504	
Grammar	531	532	518	505	499	510	
Spelling	532	526	544	533	501	512	
Writing	482	488	509	497	474	485	
Reading	510	513	517	505	506	515	

Year 3 Naplan 2017-2019 Trend



YEAR 3, 2019							
Naplan Assessment Area	AIA 2017	AIA 2018	Highest AIA score 2019	AIA 2019	State 2019	Similar schools 2019	
Numeracy	422	406	412	400	408	422	
Grammar	473	462	461	447	440	458	
Spelling	456	454	457	445	419	435	
Writing	445	438	453	442	423	437	
Reading	442	423	445	432	432	448	

Staff Annual Appraisal Program



The Appraisal Process is designed to evaluate, support and improve professional practice as well as teaching and learning at the Academy. Staff members are normally appraised in their second year at the Academy, and then subsequently every three years (unless

otherwise stated). Please note that: New teachers in

- Student Survey Form for selected classes for every candidate (teachers).

The self-Appraisal Report, Coordinator's Report, and the Academy Head/ Senior Assessor's Report Rubrics are all identical.

The Range of Assessors

The Academy in the Staff Appraisal Program includes an external Senior Assessors to add fairness and balance. The external Assessors are selected from ex Principals or Senior Education Officers. The Appraisal Panel is formed from:

- A Senior Assessor Chair
- An Officer from the Academy Coordinator
- Another Supervisor from the Academy Area Supervisor

The Appraisal rubrics are based on a seven-point scale, then translated into five proficiency levels that define quality performance.

- Areas of Exemplary Performance.
- Areas of High Performance.
- Areas of Satisfactory Performance.
- Areas Requiring more attention.

their first year at the Academy are supported and monitored by their faculty coordinator(s), Deputy Heads and by the Campus Head. The new teachers will only go through the formal appraisal process in their second year).

Appraisal Documents

Candidate will be appraised using the following documents:

- Self-Appraisal Report,
- Coordinator's Report,
- Area Supervisor's Report,
- Academy Head/ Senior Assessor's Report.

- Areas Requiring Immediate Attention.

Appraisal Through Evidence

The onus is on the candidate to present required proof/evidence for each Criterion to assessors

Feedback Report

The main purpose of the Appraisal is to achieve improved performance. At the end of the process each candidate will receive a feedback report, which will indicate each criterion against the five proficiency levels that define quality performance, as well as a report highlighting areas of observed strength, and recommendations for further improvement.

The feedback Report scores are divided into two main areas:

- Essential Skills will be displayed as a percentage.
- Leadership Qualities & Skills were reported as a percentage score.

Mr Ken Erdal – AAAC

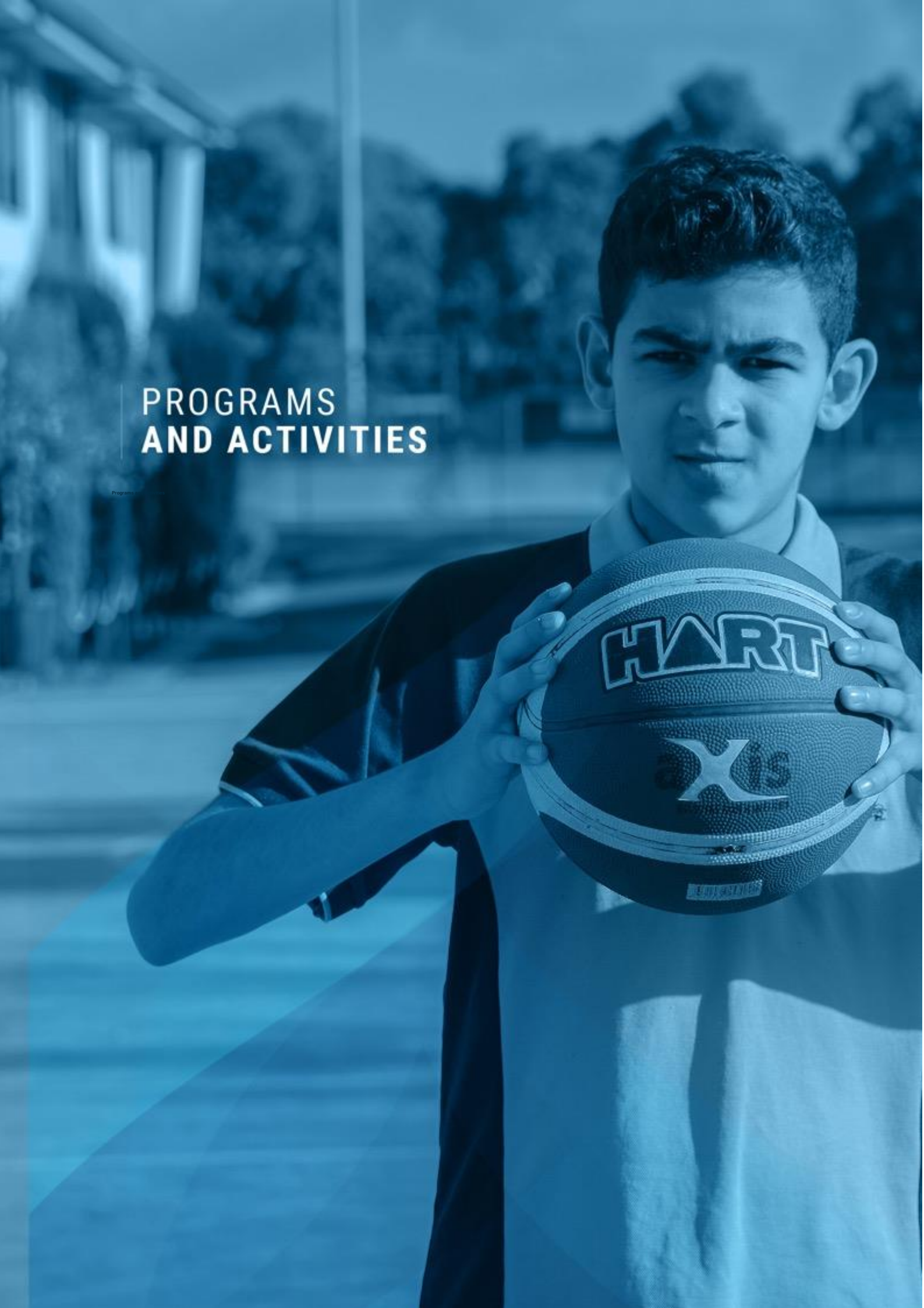
Academic Affairs and Quality Assurance

Professional Engagement

At the end of 2019, AIA employed 125 full time equivalent (FTE) teachers and 64 (FTE) General Personnel; a total of 189 members across three Melbourne campuses. The average number of personal sick leave days (including Carer's Leave and Other Purpose Leave) taken per member in 2019 was 11.99 days. The 2018 average per staff member was 11.21 days, 2017 10.29 days, 2016 was 11.45 days and 2015 was 11.91 days. Staff turnover rate for 2019 was 7.4%.

**PROGRAMS
AND ACTIVITIES**

Programs



The Arts



MYP Artworks, AIA MSC School Hall, Oct 2019

In 2019, AIA presented its annual MYP exhibition in the school hall. The Arts Department displayed 2D and 3D finished artworks representing year levels 6 – 11 from 2019. These included displays from the visual arts, performing arts and product design classes. Artworks covered a range of media including collage, drawing, painting, printmaking, stencil art, photography and mixed media. The exhibition design centred around the IB Global Context that informed the study for each unit of work displayed.

In conjunction to the MYP exhibition, our 11 IB Visual Arts students prepared a display of finished artworks in preparation for their Year 12 exhibition to be held in the following year. The students hung and curated their own work which provided them the opportunity to formulate their curatorial rationale.



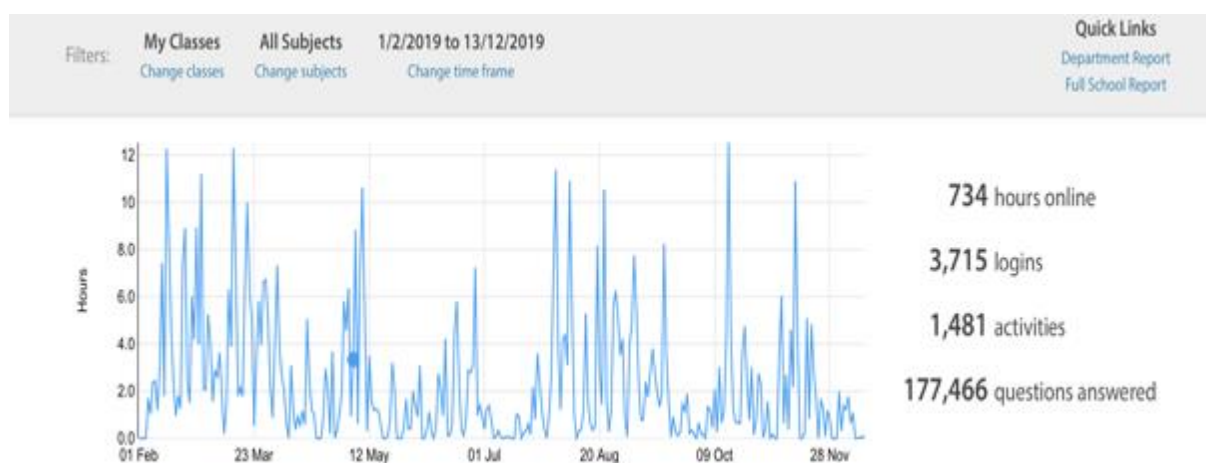
Middle Years Programme (IBMYP)

At AIA our IB Middle Years Programme aims to allow students to experience a range of learning outcomes which encourage excellence in academics, co-curricular activities, personal development in well-resourced classrooms, where students are encouraged to become active and informed global citizens. Through a holistic education, AIA students are encouraged to take responsibility for their own learning and to look beyond their own immediate community to determine how they may be of help to others, both local and globally.

AIA provides a stimulating learning environment, where students are challenged to become the best people they

can be. Our aim is to educate creative, lateral thinkers who value learning and are risk takers, with the critical thinking skills to understand diversity.

In conjunction to this, AIA partners with the online learning platform, EducationPerfect which offers flexibility to learn both in and out of the classroom. Since our partnership with EP in 2017, usage of the platform for remote learning has steadily increased as can be seen in Graph 1. In 2019, students spent 734 hours learning on EP and answered 177,466 questions in core areas of study.



Graph 1: AIA usage 2019

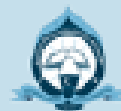
On the 17th of September, our year 10 students proudly presented the results of a long journey of hard work with the completion of the Personal Project. The PP is a major milestone in the MYP program, which requires students to undertake a study of their own choice. Some of the topics from 2019 included: Saving Pandas, How to gain Muscle Mass, A study into the Evolution of Hip Hop, The Impact of World Events on cinema and Plastic pollution, among many more other topics studied.

The exhibition was the culmination of a milestone achievement in students' International Baccalaureate program. The Personal Project showcased the unique skills students developed throughout their five years in the MYP and is a significant piece of work, borne entirely of each student's own initiative and creativity.





Our annual MYP exhibition held on the 24th of October displayed the diversity and the creativity of our students in the different areas of study from year 6 to year 10. Students and teachers organised a MYP gallery walk divided in six domains .



AUSTRALIAN
INTERNATIONAL
ACADEMY

You are cordially invited
to attend Australian
International Academy's

17TH ANNUAL MYP EXHIBITION

at the Melbourne Senior
Campus Years 6 - 10

The exhibition will display the
diverse range of skills, knowledge, and
talents, not to mention the hard work
and dedication of our students.



Date: Thursday 24 October, 2019

Time: 9:30am - 10:00am

Location: Melbourne Secondary
Campus Academy Hall



Primary Years Programme (IBPYP)



Woolworth Supermarket

Students had the opportunity to visit our local Woolworth Supermarket. The students explored the different departments in the store such as; bakery, fresh produce, grocery and deli. Students were fascinated by the procedures the workers followed and the importance of their responsibility for their community. Students learnt about healthy eating whilst learning about fruits and vegetables from different cultures.

Werribee Open Range Zoo

During our unit of inquiry, Sharing the Planet, the Year Ones went on an excursion to Werribee Open Range Zoo. They went on a safari tour around the zoo, and saw lots of animals in their natural habitats such as zebras, giraffes, rhinoceroses and camels. They especially enjoyed the Wild Lab, where they learnt many interesting facts about tiny creatures and explored their surroundings.



Student Leadership

Captains/Vice-Captains/SRC

In 2019 The student leadership program was managed by the captaincy team, consisting of students in Years 11 and 12 and the Student Representative Council - SRC – team consisting of representatives from each class in Years 6 to Year 11.

Each of the Captains and Vice-Captains works within their own portfolio consisting of the following: Faith, Environment, Community Awareness, Sports and Debating. The team in 2019 was led by the School Captains Elaa Mustapha and Mohammed Ali. Their role was to organise students activities and functions.

The Captaincy Team and SRC members worked as advocates for the needs of the school community, and as a point of contact between the student body and the school's administrative team. Relevant issues were addressed and several achievable goals

supporting the school were set. The aim for the SRC was to develop leadership skills, empower students to contribute to a positive school culture, and to strengthen the school community through active participation.

The Leadership Team had a strong social justice focus, and most of the projects they undertook had an underlying theme of helping others and promoting equality in the school and the wider community such as: The World Greatest Shave for the Leukaemia Foundation, Jump Rope For Heart Foundation, Eid Toy Drive for the Royal Children's hospital, Friday Congregational Speech (Khutba) by Senior Students, Ramadan Iftar Night and the Trash to Treasure art and Creativity Competition for the environment.

Captaincy Team



In 2019, the Student Leadership portfolio endeavoured to bring to students a number of leadership programs. Some of the highlights of 2019 students leadership programs were;

- Toastmasters Youth Leadership program. TM is a structured internationally renowned public speaking course.
- Select students attended the GRIP leadership conference. Generosity, Responsibility, Integrity and People.
- Public speaking workshops were held over the school holiday period.
- Entrepreneurial workshop by Sitrv8, ran a *How to Develop A Business Idea*, as part of a leadership school holiday program.
- 'Plastic Pollution Solutions (PPS)'. PPS was a highly engaging and interactive awareness program about the growing problem of plastic debris in our oceans.
- 'Bin Not Bay' by the Marine Mammal Foundation, educated our environment ambassadors about the impact of plastic and litter on marine life.
- 'When Balloons Fly, Seabirds Die', highlighted the harmful effects of rubbish on marine life who ingest balloons. This program encouraged our student environment ambassadors to clean Edwardes Park Lake once a term.
- In 2019 AIA's ran it's first clothing recycling program via Southern Cross Recycling (SCR). This program involved placing a clothing hub at school to divert clothes from landfill.
- Select students participated in the 2019 Moreland Youth Summit – Enhancing Voice and Participation to explore 'Enhancing Voice and Participation'. The aim was to provide leadership opportunities and avenues for young people to participate in Council and community decision-making.



SRC

The SRC students came together to celebrate Iftar at school with their peers and staff. It was a great bonding experience where the students also took part in the Taraweeh Prayer. The night was filled with laughter and joy and the spirit of Ramadan was definitely felt by all who participated.



Youth in Philanthropy

The Lord Mayor's Charitable Foundation's Youth in Philanthropy (YiP) program was established in 2002. The program aims to help secondary school students learn about philanthropy, social issues and community leadership. It has grown to include 19 schools.

These include government, Catholic, and independent schools. The Academy has participated in this prestigious program since 2012. It targets students from year 10. The students involved in 2019 were Heba ALI, Mouna Dib, Zahir Ali, Leen Kattoua'h and Adam Mouabbi.

Each school involved in the program must decide how to allocate \$10,000 amongst three charities. The charities selected by the AIA YiP student committee members were Western

Chances, e.motion 21 and Careertrackers Indigenous Internship Program. These charities aligned with the impact area the team had picked; Education and Employment.

The Foundation appointed an experienced mentor to guide students through the grant-making process including assessments of funding applications, interviewing potential grant recipients and making funding recommendations.

In 2019, the AIA YiP team agreed to grant \$5000 to Western Chances, \$4000 to Career Trackers and \$1000 to e.motion 21. At the end of it all, it can be said that the AIA YiP student committee helped to allocate \$10,000 to three well deserving charities.

In 2019, it was rewarding to work with organisations that align themselves with the very values that uphold the Islamic faith. Charity to the less fortunate is something that connects people across countries, languages and religions, and we are thankful that organisations such as the Lord Mayor's Charitable Fund continue to uphold these values in our society today.



Health, Physical Education and Sports

AIA consolidated its status as the most consistent and successful team in the Bachar Houli Cup and Islamic School Sports Association Victoria Inc. dominating the ISSAV Sports Carnivals Primary and Secondary and also qualifying in four Bachar Houli Cup Grand Finals in 2019 out of five age groups.

A feature in 2019 was the Academy's consolidating itself as the decade's most successful school amongst the Islamic school, having won the most the Bachar Houli Cups.

The school has won nine state Bachar Houli Cups and won the only contested National Bachar Houli Cup in 2016. The Primary girls have been runners up in 2018 and 2019. A total of ten cups have been won and the Academy has been placed second in six finals. Thirteen students have made the Bachar Houli High Performance Academy.

In 2019, the AIA boys played in three Grand Finals, but the AIA senior boys beat Al-Taqwa by a commanding 53 points.

Other highlights in 2019 were the Year 7 and 8 Girls Futsal Teams qualifying for the SSV Northern Metropolitan Finals with the girls finishing second in the region losing on penalties.

On the August 23, 2018 at the MCG, five talented academy students represented the Adam Saad Squad against Collingwood: Mohamed Yassine, Ahmed Dabdoub, Ahmed Zahraman, Romy Nourredine and Mohamed Saad.

Year 8 Boys finish second in Group A - SSV Northern Metropolitan Semi Finals July 30th. AIA conceded the first match to St. Helena by a close 9 points and, defeated Gladstone Park SC by 20 points. St. Helena went on the win the state title in Ballarat.

Late in term 4 our Primary teams competed in the ISSAV Carnival successfully adding to the Campuses standing as the champion ISSAV school in 2019. In 2017 we cleared the ladder by 10 points, 2018 by 11 and once again a consistent 10 points.





MELBOURNE SENIOR CAMPUS

SPORT RESULTS 2019

SCHOOL SPORT VICTORIA

Moreland Division and Northern Metropolitan Results

SUMMER SPORTS

Year 9/10 Boys Tennis	1st place
Year 7 Boys Tennis	2nd place
Year 7 Girls Tennis	2nd place
Year 8 Girls Tennis	2nd place
Year 9/10 Girls Cricket	2nd place
Year 8 Boys Cricket	2nd place
Year 7 Girls Cricket	2nd place
Year 7 Boys Cricket	2nd place

WINTER SPORTS

Year 8 Boys Football (Northern Metropolitan Finals)	2nd place
Year 9/10 Boys Football	1st place
Year 11/12 Boys Football	1st place
Year 8 Boys Football	1st place
Year 8 Boys Soccer	2nd place
Year 8 Girls Soccer	2nd place
Year 7 Girls Soccer	1st place
Year 11/12 Girls Futsal	2nd place
Year 8 Boys Basketball	1st place
Year 9/10 Boys Basketball	1st place
Year 9/10 Girls Basketball	3rd place
Year 8 Girls Basketball	3rd place
Year 7 Girls Basketball	2nd place
Year 7 Girls Futsal	2nd place
Year 8 Girls Futsal	1st place
Year 8 Girls SSV Northern Metropolitan Finals	2nd place



MELBOURNE SENIOR CAMPUS

SPORT RESULTS 2019

SCHOOL SPORT VICTORIA

Coburg District (Grade 6)

SUMMER SPORTS

Basketball Boys	1st place
Basketball girls	1st place

WINTER SPORTS

Boys Football	1st place
Girls Soccer	2nd place

ISLAMIC SPORTS

Islamic Schools Sport Association Victoria Inc.

Year 7 - 9 Boys Basketball	1st place
Year 7 - 9 Girls basketball	2nd place
Year 7 - 9 Boys Futsal	1st place
Year 7 - 9 Girls Futsal	1st place
Year 6 Boys Futsal	1st place
Year 6 Girls Futsal	3rd place
Year 6 Boys Basketball	3rd place
Year 6 Girls Basketball	2nd place

BACHAR HOULI CUP GRAND FINALS

Year 9/10 Boys	2nd place
Year 11/12 Boys	1st place
Grade 6 Girls	2nd place
Grade 6 Boys	2nd place

ESSENDON FOOTBALL CLUB NEXT GENERATION ACADEMY TOURNAMENT

Grade 6 boys	2nd place
Grade 6 girls	3rd place



AIA students participated in the Sporting for Schools Program wherein the Year 2 students developed their forehand striking by playing various tennis activities and the Year 3 – 5 students developed their two handed striking by playing modified hockey games.

The goal of this unit for students was to refine their fundamental motor skills as well as have a basic understanding of the laws of motion

Each year level had an opportunity to develop various transdisciplinary skills. These included;

- Self-management skills – gross motor skills and spatial awareness
- Thinking skills – application, analysis, evaluation of their skill.



AIA Ummrah Trip

Our Umrah excursion is one of the school's signature programs, which started in 2011.

In Term 1, 2019, 33 students combined from the Melbourne, Caroline Springs, Strathfield and Kellyville Secondary campuses accompanied by 4 teachers for the pilgrimage.

The program involved the following:

- Abu Dhabi – Student exchange program with our AIA campus in Abu Dhabi.
- Madinah – 4 nights which involved highlights such as prayers at the Prophet's Mosque (Masjid

An-Nabawi) and tours to significant historic sites such as; Uhud, Quba Mosque and other places.

- Makkah – 4 nights which involved students performing multiple Umrahs with teacher's attendance, prayers at the Haram (around the Ka'bah) and tours to significant historic sites such as; Arafat, Mt. Hira, Cave of Thawr and other places.

May Allah accept the Umrah of our students and make it a mark of righteousness in this life and an intercession for them, their parents and family in the hereafter, Ameen.





Interfaith and Harmony Program

The Interfaith and Harmony team consists of Mr. Belal Assad, Sheikh Abdel Nasser, Mr. Adam Kakembo and Ms Im Yeoh. Traditionally, Year 10 students are the core cohort of the interfaith program although sometimes Year 11 or Yr 12 students are also chosen to participate in specific events.

AIA Year 10 students have always enjoyed and benefited from the interfaith experience both as a platform in understanding key Islamic values of hospitality, kindness, multiculturalism as well as appreciation of the concept of good Australian citizenship. Interfaith is integral to the education of AIA students as good Muslims and good Australians. The Interfaith and Harmony Program is guided by the Quranic injunction in Surah Al-Hujarat, verse 13 “O mankind! We have created you from a male and a female, and made you into nations and tribes, that you may know one another.” It is also in line with the AIA Mission Statement “To develop graduates who are well aware and self-motivated to advance Australia and to participate effectively as world citizens with Muslim values”.

The chart below is a brief description of all the events for interfaith and promotion of harmony that were carried out in 2019:

DATE	ACTIVITY	DETAILS
Mar 21st	Harmony Day and Multicultural Food Day at AIA	The guest of honour was Sheikh Alaa El Zokm, a well-known figure in interfaith programs around Australia. Sheikh Alaa addressed the whole school assembly and was invited to the multicultural food fair. Teachers and students of the school wore orange items to commemorate the day and enjoyed the food fair.
March 14th	Hosting Camberwell Girls Grammar School	AIA Yr 10 girls hosted Yr 10 Camberwell Girls Grammar School in an interfaith session. Selected AIA Year 10 students presented a powerpoint on “Introduction to Islam”. The students participated in a friendly game of netball. A visit to the school mosque was conducted for the CGGS visitors.
1st May	Excursion to Camberwell Girls Grammar School	CGGS Yr 10 girls hosted AIA Yr 10 girls in an interfaith session. The program on the day consisted of ice-breaker activities, powerpoint presentation on Christianity by CGGS and a visit to the nearby St Mark’s Anglican Church.
17th May	St Bernard’s College Diversity Day	Selected Yr 11 students invited as guests of honour at St Bernard’s Diversity Day where the students spoke in front of the school assembly.
26th June	Hosting Friends’ School Tasmania	Selected AIA Year 12 students hosted the Tasmanian visitors (Yr 12 students) in the hall. Students formed small get-to-know-you and discussion groups. Some students presented a powerpoint on “Introduction to Islam”. The visitors also toured the school mosque.
3rd Sep	Hosting Mt Evelyn Christian College	AIA Yr 10 students hosted Yr 10 students from Mt Evelyn Christian College in an interfaith session. Selected AIA Year 10 students presented a powerpoint on “Introduction to Islam”. The students participated in a friendly game of netball. A visit to the school mosque was conducted for the CGGS visitors.



Chess Club

“Chess helps any human being to elaborate exact methods of thinking. It would be particularly useful to start playing chess from the early school days.” (Dr. Hans Klaus, Dean of the School of Philosophy)

At AIA Chess has been a long standing extracurricular activity. It is one of the most powerful education tools available to strengthen a child's mind, enhancing concentration, patience and perseverance as well as developing creativity, intuition, memory and most importantly, the ability to analyse. Chess enables all students to shine and be recognised intellectually.

In 2019 AIA Chess Club played regularly through their lunchtimes and inter school tournaments, and we had the privilege to enter five Inter School competitions along with the State Middle Years Final tournaments this Year-2019. In 2019 we were privileged to host three Inter School chess competitions and the State Middle Years Final competition.



Debating

With over two hundred and fifty schools, fifteen hundred teams, four grades, twenty regions, five rounds and a seven-night finals series, the DAV Schools Competition is the largest English-language debating competition in the world. The Australian International Academy has the privilege of participating in this competition on a yearly basis. The year 2019 was a very successful year for debaters at the Australian International Academy. The Debating Association of Victoria acknowledged the outstanding achievements of two students: Leen Kattoua'h and Zahir Ali of Year 10. Both students consistently achieved high marks in their debates and were therefore extended personal invitations to trial for the Victorian Schools Team (VST). The DAV conducted these trials at the St Kilda Road Campus of Wesley College. This was an exciting opportunity for the Academy, as entry into the VST team meant that students would represent the Academy at national debates. Both Leen and Zahir are to be commended on completing debates of a very high calibre. Their

debates were articulate and confidently presented, and although they did not make it to the VST team, this is an outstanding achievement for two very diligent and passionate debaters.

The Galway Debating programme is a yearly competition, hosted by Sacred Heart College in Kyneton. It is an all-day event, and a valuable opportunity for younger students of the Academy to further develop their debating skills. Students travel to Kyneton by school bus, and upon arrival, they are escorted to their respective debates. Every team participates in two debates on the day, which is a fantastic way to develop their oratory skills. In 2019, 6 teams participated in the Galway competition across three rounds. Students successfully won many of their debates. Students worked collaboratively and collegially with one another and displayed the outstanding qualities of leadership.



Adventure Club

In 2019 the boys adventure club of the Melbourne Secondary School Coburg campus welcomed 11 new, year 6, club participants. The club acted as a welcoming guide of the new culture the students were going to be exposed to. It also acted as a bridge between older students and newer students forming new friendships. To integrate the club Members into the culture of their new school, members participated in sporting activities (Self Defence, basketball, football), cooking and baking activities and even digital activities such as virtual reality gaming. Students took a particular shine to sessions based on self-defence and the growth in their skills week to week was evident. The idea was that through these activities, students would learn to move about the school with more confidence, independence and pick up new skills on the way.

Furthermore, there was participation from senior students and this was a great source inspiration for our Boy's club members as it demonstrated to them the active role a senior student can have in guiding and helping a junior student in their schooling life.



The Girls Adventure Club had a very successful first year in 2019. The group size of 16 students was large enough to reflect healthy interest and small enough to allow learning experiences that were intimate and bonding.

At the initial meeting for the Club, all members sat together and expressed their personal and collective interests in the experiences that they wished to be a part of. This allowed for a program tailored to the girls' needs and preferences.

Club members partook in weekly afterschool sessions, as well as out-of-school outings. There was a well-rounded balance of physical activity and sports; cooking and experimenting together; wellbeing and mindfulness sessions.

Some of the great experiences that we were a part of included – professional coaching, team sports, making pannacotta and ice-cream, baking muffins, origami, yoga and candle making, CPR training and First Aid, Coburg Cycling Club training, as well as weekend excursions, including the Darebin Kite Festival, Kemizo Centre Indoor Skating and Rock Climbing and Airborn Trampoline Centre excursions, concluded with restauranting together.

2019 was an exhilarating and extremely rewarding year for the Girls Adventure Club. A space where the girls could meet and spend valuable time together as they grew and learnt from one another, while remaining individual and part of a caring whole.



A photograph of three young men in school jackets standing in front of a building with large windows. The image has a blue color cast. The man in the center is looking towards the other two. The jacket he is wearing has 'AIA' on the left chest and a crest on the right chest. The man on the left is seen in profile, and the man on the right is also in profile, facing the center man.

**STAFF AND
STUDENT
STATISTICS**

Community Feedback

PARENT INFORMATION SESSIONS

Parent Feedback Information Sessions are held for all year levels at the beginning of each school year. Priorities for the year are set and new courses and policies are fully explained. Child Safety and Mandatory Reporting policies are also explained. Guest presenters are invited in order to provide more detailed explanations to parents about new initiatives or ways to get involved in their children's learning journey. All relevant staff are in attendance during those 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.

Parent/teacher interviews are held at the end of Term 1 and Term 3 after students' reports have been published on Compass. The whole day is a pupil-free day to encourage maximum participation by parents. Students' progress in all learning areas is discussed and recommendations are given to parents in order to maximise students' achievement and discuss any concerns that parents might have. Parents are also encouraged to raise any welfare issue with year level coordinators or senior staff on that day.

Towards the end of the year, a senior school information session is held to inform parents about the IB Diploma and VCE Programs so that parents can help work with their children in making informed choices in relation to course and subject selections that will affect their career choices. The school's on-line course and subject selection process transfers the selection process from the school to the home so that the whole family can be involved.

As part of the Middle Years assessment requirements of the IB MYP Program, all students prepare a Portfolio of work showcasing their work and achievements for the year, and in their final MYP year, they engage in a Personal Project as part of their final year MYP assessment. All Portfolios and Personal Projects are put on display and there is an exhibition for both the personal project and the Portfolios. This is combined with an exhibition of art works

produced by Year 12 IB and VCE students as part of their assessments. Parents are invited to examine the displays and students present their work and outline programs they have been engaged with in a parent presentation hosted by the students themselves.

PARENT AND STUDENT SURVEYS

The focus of the Academy's self-review audit for the 2018/2019 financial year was;

1. the extent of parental satisfaction with the literacy (including Arabic) and numeracy programs at AIA), and
2. the level of parent attendance at information nights.

Parents were surveyed using Google Forms.

81.8% of respondents were either "satisfied" or "very satisfied" with the literacy programs utilised at the Academy, whilst this approval rating dropped slightly to 77.8% when parental opinion was sought about the school's Arabic program. These results were critically analysed by Senior Administration and Learning Programme Coordinators to highlight and identify new future strategic directions to improve student outcomes and address perceived areas in need of development for 2019/2020.

The numeracy program at AIA has been continuously researched as the Academy seeks to implement best practices and improve both internal and external mathematical results. Therefore, it was extremely satisfying to discover that 100% of respondents were either "satisfied" or "very satisfied" with the numeracy programs at the Academy.

The final area of interest was the level of parent attendance at information nights. Survey results indicated that 88.9% of parents always attended these sessions. An area Senior Management will evaluate in 2019/2020 is how beneficial parents find information nights.

Student enrolment data 2014 - 2019

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

AIA Melbourne Campuses student enrolment data 2014 - 2019

Year	Number of primary students	Number of secondary students	Total number of students
2014	653	612	1265
2015	696	583	1279
2016	699	567	1266
2017	702	582	1284
2018	771	584	1355
2019	814	625	1439

AIA

KKCC student enrolment data 2014 - 2019

Year	Number of female students	Number of male students	Total number of students
2014	259	312	571
2015	261	303	564
2016	245	302	547
2017	260	302	562
2018	271	298	569
2019	295	290	585

AIA CSC student enrolment data 2014 - 2019

Year	Number of female students	Number of male students	Total number of students
2014	50	48	98
2015	85	85	170
2016	103	98	201
2017	130	117	247
2018	145	136	281
2019	161	159	320

AIA MSC student enrolment data 2014 - 2019

Year	Number of female students	Number of male students	Total number of students
2014	296	300	596
2015	263	282	545
2016	241	277	518
2017	197	278	475
2018	217	288	505
2019	225	309	534

Student Attendance data 2014 - 2019

AIA KKCC student attendance data, semester one 2019

Number of students in years 1 - 5	Possible school days	Attendance days	Attendance rate (%)	Count of students with attendance rates less than 90%	Count of students with attendance rates greater than 90%	Possible school days for students with greater than 90% attendance
586	42216	39451	93.45%	198	477	32769.00

AIA CSC student attendance data, semester one 2019

Number of students in years 1 – 10	Possible school days	Attendance days	Attendance rate (%)	Count of students with attendance rates less than 90%	Count of students with attendance rates greater than 90%	Possible school days for students with greater than 90% attendance
286	23722	21882.00	92.24%	81	205	17118.00

AIA MSC student attendance data, semester one 2019

Number of students in years 1 – 10	Possible school days	Attendance days	Attendance rate (%)	Count of students with attendance rates less than 90%	Count of students with attendance rates greater than 90%	Possible school days for students with greater than 90% attendance
411	36995	34769.50	93.98%	66	345	31485.00





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