



MELBOURNE
SENIOR
CAMPUS

Year 6 Information Handbook



VCE

2025
Information
Handbook



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.



Contents

| | | | |
|--|-----------|---|-----------|
| AIAE Mission, Vision and Philosophy | 2 | IB Philosophy & IB Learner Profile | 23 |
| Statement of Commitment to Child Safety | 4 | The MYP Assessment Criteria | 24 |
| AIAE School Motto | 6 | Curriculum and Assessment | 25 |
| Muslim School Charter | 7 | Language and Literature | 25 |
| Affirmation of Democratic Principles | | Language Acquisition | 25 |
| & Practices | 8 | Individuals and Societies | 26 |
| Introduction | 8 | Religious Studies | 26 |
| The Australian International Academy of | | Physical and Health Education | 27 |
| Educaion Profile | 9 | Design | 27 |
| Australian International Academy of | | Arts | 28 |
| Educaion Objective..... | 10 | Sciences | 28 |
| Refusal to Comply | 13 | Mathematics | 29 |
| Exceptions | 13 | Assessment and Reporting | 30 |
| Attendance and Punctuality | 14 | General Grade Descriptors | 30 |
| Student Absences | 14 | Service As Action | 31 |
| Early Dismissal | 14 | MYP learning outcomes for service | 31 |
| Lateness | 14 | Student requirements | 31 |
| Keep our Academy Clean Policy | 14 | What is a short-term Service Activity? | 31 |
| Uniform Policy..... | 15 | Student Portfolio | 31 |
| Uniform and Appearance: | 15 | Portfolio assessment objectives | 31 |
| Hijab/Headscarf (Female Students) | 15 | In-Class Programs and Extra-Curricular | 32 |
| Hair (Male Students) | 15 | Reading Plus | 32 |
| Make Up, Jewellery, Piercings, Tattoos: | 15 | Mathspace | 32 |
| Communication: | 16 | SMART Spelling | 32 |
| Breach of Uniform Policy: | 16 | Seven Steps Writing Program | 32 |
| Uniform Shop: | 16 | HOTmaths | 33 |
| AIAE Year 6 - 9 Girls Uniforms | 17 | Education Prefect | 33 |
| AIAE Year 6 - 9 Boys Uniforms | 18 | Oxford Grammer Year 6 | 33 |
| Homework and Study Plan | 19 | The Physical and Health Education and Sports | 33 |
| Year 6 Subject Time Allocation..... | 20 | Oxford Maths Year 6 | 33 |
| The MYP Curriculum | 21 | After School Quran, Mathematics and | |
| Criteria and Achievement Levels | 21 | Language Acquisition Homework Support .. | 34 |
| IB Philosophy in the MYP | 22 | Art & Craft Club | 34 |
| | | Science Club | 34 |
| | | Boys Adventure Club | 34 |
| | | Girls Adventure Club | 34 |
| | | Chess | 34 |



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.





AIAE School Motto

Advancement, Determination and Faith

Advancement

- 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 and encourages them to build self-confidence, develop their talents and interpersonal skills

Determination

- 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

- preserve our Islamic culture and identity
- instil 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.



Muslim School Charter

Based on the Holy Quran and the teachings of the Prophet Muhammad (PBUH), our Academy together with other Islamic School/Colleges in Australia, declare and affirm the following:

We promote peace and understanding through interfaith and intercultural interactions.

We teach the children in our schools to be proud Australians and be model citizens, to participate positively in building a prosperous, harmonious and safe society in Australia.

We teach the children in our schools to respect the rights of others and to understand the different backgrounds and religions of Australia's multicultural society.

We teach our children about the rights of their neighbours and their entitlement to respect, to care and to protect their property and persons.

We are committed to follow the example of the Prophet Muhammad (PBUH) in approaching one another in love and understanding, humility and self-criticism, rationality and reasonability, with open hearts and open minds in the pursuit of peace.

We stand against those who preach violence and hatred in the name of any religion, including Islam.

We do not condone the taking of innocent life or the threat of such in order to promote a cause.

We reject and condemn all violent acts that target civilians, children, and old people in order to promote a cause because it is against Islamic principles.

As Australian citizens or residents of Australia, we stand to defend our country Australia from any form of aggression at all times.

We believe that the interest of the Muslim community in Australia can be met through the existing democratic systems of governance.



Affirmation of Democratic Principles & Practices

The Australian International Academy of Education declares and affirms that school programs and teaching practices embrace the following important principles:

- The promotion of peace, harmony and understanding through intercultural interactions.
- All Australians have equal rights before the law. We reject any form(s) of discrimination based on race, religion or sex.
- The rule of law and the respect of the rights of others.
- The values of fairness, openness, sharing and giving a hand, looking after neighbours, tolerance, understanding and acceptance.
- People are free to choose and practice their religions. But we reject those who preach violence and hatred in the name of any religion.
- The right of individuals to enjoy the freedom of speech, expression and association. But we reject verbal and written abuses and transgressions against others under the cover of freedom of speech and expression.
- The Australian system of democratically elected governments and councils is the best that serve the interest of all Australians.

Introduction

The curriculum for AIAE is provided by the International Baccalaureate Organisation (IBO). The Middle Years Programme (MYP) was adopted in 2000 as the curriculum framework for students Years 6 to Year 10 at AIAE. It is undertaken by all students in the Middle School. At the end of Year 10, students who meet all the requirements of the MYP will be awarded an MYP completion certificate by AIAE and/or also a completion certificate by the IBO.

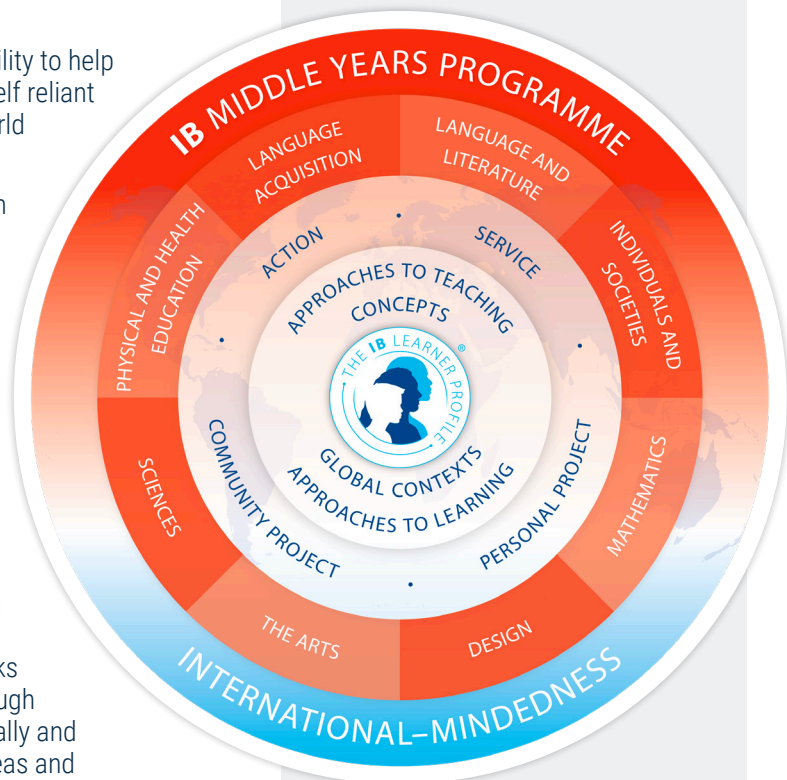
The International Baccalaureate Middle Years Programme Curriculum Guidelines (Years 6-10) is designed to give you an overview of the curriculum and learning opportunities that are available at AIAE over the five years of the programme.

The MYP provides a common framework that is consistent across all levels and areas of study. It is a student centred programme based on the unique needs and characteristics of adolescence. The programme engages and motivates students to reach their highest potential and helps shape their character. It is a programme that provides discipline, challenging standards, skills development,

creativity and flexibility to help students become self reliant and responsible world citizens.

The MYP curriculum model places the student at the centre and has a philosophy that promotes the education of the whole person and the "connectedness" of learning.

The MYP places a strong emphasis on the individual areas of study and the links between these through thinking, both critically and creatively, about ideas and behaviours. It includes problem solving and analysing, clarification and discussion of personal beliefs and standards on which decisions are made. It also leads to deeper thinking and action.



The Australian International Academy of Eductaion Profile

- The Australian International Academy (AIAE) is an equal opportunity educational institution dedicated to the provision of high quality education for students from Prep to Year 12 matriculation in Australia and internationally. The head office of the AIAE is in Melbourne, Australia.
- The AIAE grew out of the establishment of the first school in Australia tailored to the needs of Muslim students in Coburg, Melbourne in 1983. Since its initial buildings in Coburg (a suburb about 10km north of Melbourne CBD) had been purchased in 1982 through a donation from the late King Khalid of Saudi Arabia, it was named the King Khalid Islamic College of Victoria. The secondary component of the school started in 1991 at the Coburg site, and in 1995 a second campus was opened in the nearby suburb of Merlynston (about 12km north of Melbourne).
- The first Year 12 VCE (Victorian Certificate of Education) class graduated in 1995, and the first Year 12 IB (International Baccalaureate) Diploma class graduated in 1996.
- The Academy's population is made of students from a wide range of ethnic and cultural backgrounds including Arab, Turkish, Indian, Pakistani, Bangladeshi, Indonesian, Malaysian, Somali, British, European, South African and others. Overseas students are accepted as well as local residents. The Academy staff is likewise composed of a rich international mixture which includes Muslim and non-Muslim staff.



Australian International Academy of Education Objective

OBJECTIVES



TO REALISE THIS VISION, THE ACADEMY IS WORKING TO ACHIEVE THE FOLLOWING NINE OBJECTIVES:

- 1 To develop the curriculum to cater for the growing needs of all students,
- 2 To widen the focus and the scope of all programs to go beyond the local or the regional aims to global perspectives,
- 3 To develop extra curricular programs that complement the general curriculum and encourage creativity, innovation, involvement in services for the community, participation in sports, and concern for the environment,
- 4 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,
- 5 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,
- 6 To build in students the Muslim character that exemplifies Islamic manners and shows respect and tolerance to other opinions and appreciation to differing cultures,
- 7 To develop and optimise educational opportunities, resources, and facilities to cope with all challenges brought about by the technology age,
- 8 To improve and optimise working conditions for College employees and develop effective recruitment and selection procedures to attract and appoint good quality candidates, and
- 9 To develop and improve its administrative and financial systems to deliver services efficiently and effectively and to achieve optimum results.



Student Code of Conduct

Student behaviour within the school is regulated by a Student Code of Conduct which establishes acceptable behaviour and actions. Every student at AIAE has a responsibility to abide by the following Code of Conduct:

1. All AIAE policies including the Uniform Policy, Attendance and Punctuality Policy, Homework Policy, Deadlines Policy, Student Management and Conduct Policy, etc., must be followed in full.
2. Students must arrive to all classes on time and must respond to all bells promptly.
3. Students must present themselves wearing correct uniform, be neatly groomed.
4. Excessive absences from school are unacceptable and students are required to provide a written/Compass explanation signed by a parent or guardian after each absence.
5. Valuable items, such as music players, cameras and electronic items should not be brought to the school, and the School takes no responsibility for stolen, lost or damaged items.
6. Mobile phones should not be brought to school, but if they must, their use is defined by the Mobile Phone Policy.
7. Students are required to ensure classrooms are in good order at the end of each period and at the end of the day. All areas of the school are to be kept clean and tidy.
8. Chewing gum, littering, graffiti and/or vandalism is prohibited.
9. Students are not allowed indoors until the bell rings for the morning form assembly.
10. Students are not permitted in School buildings during breaks without an approved reason.
11. Students should not play indoors in classrooms or corridors.
12. Students should observe silence and conduct themselves appropriately in the Mosque/prayer, during assemblies and at any other time when required.
13. Behaviour in Mosque/prayer, Library, Science laboratories and other specialist areas is to conform to the particular rules specified for those areas.
14. Climbing of buildings, fences, and trees is prohibited.
15. Students should use the school crossing when crossing roads.
16. Drinks are not to be brought to school in glass containers.
17. Eating is not permitted in classrooms.
18. The staff car parking areas are out of bounds.
19. For safety reasons, the kicking of balls within the school grounds is not permitted at any time.
20. Computer and internet usage are regulated by appropriate policies and these must be strictly observed.
21. Bags are to be left in lockers and not taken to class or left outside classrooms.
22. Students must line up for service at the Canteen, and only two students are permitted at the counter at any time.
23. Students are not permitted to take disposable food or drink containers onto the oval.

Mobile Phone Policy

Purpose

Australian International Academy of Education, Mobile Phone Policy aims to provide clear guidelines and expectations relating to students use of mobile phones during school hours and school activities on and off campus.

Rationale

Australian International Academy of Education commits to safe and responsible use of digital technologies. AIAE does not encourage students to bring mobile phones to school but recognises that there are legitimate reasons for students to do so, particularly for personal security reasons if they are travelling independently to and from school and for the purpose of communication with parents. However, unregulated use of mobile phones by students during school hours can compromise student safety, security and privacy. Smartphones in particular, have many additional functions which can be misused or used inappropriately.

Scope

This policy applies to:

- all students at Australian International Academy of Education;
- students' personal mobile phones brought onto school grounds during school hours, including recess and lunchtime and during any school sanctioned activity on or off campus.

Definitions

A mobile phone is a telephone with access to a cellular (telecommunication) system, with or without a physical connection to a network. For the purpose of this policy, "mobile phone" also refers to smartphones and any device that may connect to or have a similar functionality to a mobile phone, including devices that have their own cellular or mobile connectivity such as smart watches.

Secure Storage

Mobile phones owned by students at Australian International Academy of Education are considered valuable items and are brought to school at the owner's (student's or parent/carers') risk. Students are encouraged not to bring a mobile phone to school unless there is a compelling reason to do so. Please note that AIAE does not take any legal responsibility for replacing lost, stolen or damaged mobile phones brought to school by students.

Where students bring a mobile phone to school, AIAE will provide secure storage. Secure storage is storage that cannot be readily accessed by those without permission to do so. At AIAE students are required to store their phones in their lockers, that should be locked with school issued padlocks.

Policy

It is the responsibility of all students who bring mobile phones to school to adhere to the following rules and regulations at AIAE:

1. All provisions contained in other policies regarding the use of digital devices and digital technology in the school applies to mobile phone/smartphone use also.
2. Students who choose to bring mobile phones to school must have them switched off and securely stored in their locker during school hours.
3. Smart watches are not allowed at school as stipulated in the Student Uniform Policy.
4. Mobile phones should not be used to capture images, photograph, video or record other students, staff or members of the school community, otherwise students may be in breach of Privacy Laws.enable inclusive practices where the diverse needs of all students are considered
5. Students are not permitted to make or receive calls, messages or other communication on their mobile phone during school hours.
6. Students are not permitted to engage with social media in any form during school hours.
7. Mobile phones must not contain any prohibited material or be used to access prohibited material.
8. Mobile phones are not to be used to make payments at the School canteen. Only cash or cards will be accepted.
9. In an emergency, parents, guardians or carers are able to contact their child by contacting the AIAE Student Office.
10. If a student needs to use a phone during the school day they may do so via the School Student Office.
11. Exceptions to this policy may be applied if certain conditions are met (see below for further information).

Implementation

At AIAE, we anticipate that our students will conduct themselves in accordance with our expectations for the use of mobile phones. However, on the occasion that students breach the Mobile Phone Policy, consequences will apply consistent with our school's existing Student Management and Code of Conduct Policy and any other relevant policy. Lack of awareness of the AIAE Mobile Phone Policy will not be an acceptable excuse.

First Breach:

A student who has not been given an 'exception' and who is in possession of, or seen using a mobile phone, will have their phone confiscated and given to the Student Management Coordinator (SMC). Warning and Advice/Counseling will be given by the SMC. The incident will be recorded on Compass, and the phone will be returned to the student at the end of the SAME day.



Second Breach:

The mobile phone will be confiscated and given to the Student Management Coordinator (SMC). SMC/Student Office to keep the mobile phone during school hours for 1(ONE) week. The phone will be returned to the student at the end of EACH day. The student has a responsibility to hand the mobile phone in every morning for the duration of 1 (ONE) week to SMC/Student Office. A demerit will be issued and the incident will be recorded on Compass. Parents will also be notified.

Third & Consequent Breaches:

The mobile phone to be confiscated by the SMC during school hours for 1 (ONE) week. The mobile phone will be returned to the student at the end of EACH day. The student has a responsibility to have the mobile phone in every morning for the duration of ONE week to the SMC/Student Office. Two demerits will be issued and the incident will be recorded on Compass. A parent interview will be organised by the relevant SMC.

Refusal to Comply

A student who refuses to comply with a teacher's instruction (to hand over the phone) or with any of the consequences of breaches listed above, will be warned that they risk more serious sanctions.

If the student continues to refuse:

- The teacher will notify the SMC or Head of School to come and collect the mobile phone.
- The SMC or Head of School will make the chronicle entry on Compass.
- A further sanction will be applied for refusing to follow a teacher's instruction and legislation.
- This may be a detention or suspension consistent with the school's Student Management & Code of Conduct Policy.

Exceptions

Exceptions to the Mobile Phone Policy may be granted during school hours if certain conditions are met. Exceptions for individual students can only be granted by the Head of Campus for the following three categories:

- Learning related exceptions- for students for whom a reasonable adjustment to a learning program is needed because of a disability or learning difficulty (Personal Learning Plan);
- Health exceptions; and
- Exceptions related to managing risk when students are offsite.

Where an exception is granted, the student can only use the mobile phone for the purpose for which it was granted. Parents who wish to seek an exception to the Mobile Phone Policy for their child must first apply in writing to the Head of Campus and provide evidence for documentation.

Camps, Excursions and Extracurricular Activities

- AIAE will provide students and their parents, guardians and carers with information about items that can or cannot be brought to camps, excursions, special activities and events, including personal mobile phones.
- Teachers will have a mobile phone that students may be allowed to use in an emergency situation.

Exclusions

This policy does not apply to:

- out-of-school-hours events,
- travelling to and from school,
- laptop devices, and
- students undertaking workplace learning activities, e.g. Work Experience.

Attendance and Punctuality

Student Absences

It is preferred that parents fill in absences via the Compass portal explaining any absence from the Academy immediately upon return. In addition, we would appreciate a phone call concerning any absence longer than two days.

All students are not to exceed the Academy policy regarding absences. Senior students may not exceed absences of 5 days/semester.

Early Dismissal

In cases where a student is to be dismissed before the official end of day assembly, a written note signed by a parent must be provided to the Student Management Coordinator at the beginning of the day.

Students are required to report to the Campus Office and sign out via the Compass Kiosk before leaving the Academy grounds. If a student is to be collected from the Academy, parents must inform their child of the collection time. Students should be waiting for parents on their arrival at the student office. Early

dismissal should be organised for recess and lunchtime, so as not to disrupt class time.

Lateness

Students are expected to be at the Academy by 8:30am.

Students arriving after form assembly are required to report to the Student Office and sign in on the Compass Kiosk.

Where a valid reason exists for a student not being able to attend school at the required time, the parent should inform the Student Management Coordinator via a signed note, telephone call or via Compass.

Students who breach the punctuality policy will:

- Be issued with a late pass for the first breach providing there is an acceptable reason provided.
- Be issued with an after-school detention for the second breach.

Frequent breaches of the punctuality/attendance policies will require a parent interview.

Keep our Academy Clean Policy

The Academy prides itself in promoting a clean environment for all members of the Academy community.

1. The 'Keep Our Academy Clean Policy' prohibits the following:
2. Chewing gum of any kind is not permitted within Academy grounds.
3. Graffiti is not to appear on any of the Academy property.
4. Littering of the Academy grounds is not permitted.

Students seen breaching any of the above conditions will be issued with an after school detention.

The policy applies to students who litter and graffiti, and students who witness such acts and do not take steps to prevent such acts or remove litter around them.

In addition to the detention, penalties will be imposed for the cost of cleaning areas or the replacement of the damaged areas. Students breaching the policy on four or more occasions will have their enrolment at the Academy reviewed by the Head of Campus. The Head of Campus may terminate the enrolment of a student as a result of this policy.

The 'Keep Our Academy Clean Policy' is displayed on notice boards across the Academy.

Students should familiarise themselves with the details of the policy.



COMPASS
School Manager



Uniform Policy

Uniform and Appearance:

- Uniforms must be kept neat, clean and in good condition at all times. Damaged items of uniform are to be replaced. The uniform is to be properly presented and worn correctly at all times.
- The School uniform should not be mixed with casual or other clothing.
- Garments are to be size appropriate.
- All uniform items, especially trousers and skirts are to be fully hemmed without slits, splits and tears.
- All uniform items must have the AIAE logo.
- The blazer must be worn to and from school and kept on until the end of morning assembly. The blazer must be worn home in the afternoon. This arrangement may only be varied by an official announcement.
- The School blazer must be worn for all official school functions, including general assemblies, excursions, incursions, whether on or off campus. This arrangement may only be varied by an official announcement.
- Boys must wear long, grey school trousers at ankle length. Trousers must be fully hemmed, without slits.
- Boys' trousers must be identical in style and colour to those purchased from the uniform shop. Other colours or styles are not acceptable.
- Girls dress/skirt needs to be ankle length. Skirts need to be fully hemmed, without splits.
- No slacks/track suit pants to be worn under the skirt. Any leggings worn must not be visible.
- Shirts must be kept tucked in at all times, even when worn under the jumper. (This is not enforced when students are engaged in sporting activities at recess and lunchtime).
- Jumpers are not to be tied around the waist.
- Only a white singlet or tee-shirt, excluding any print or image may be worn under the shirt.
- No undergarments should be seen below the sleeves of shirts or at neckline of

shirts.

- No long-sleeved items to be worn under short sleeved items.
- Navy blue scarves and gloves may be worn during the winter months but are not permitted in the classroom. Fingerless (cut off) gloves are not acceptable.
- Plain navy-blue beanies may be worn outside during winter, but not in classrooms.
- The School tie is to be worn at all times unless varied by an official announcement. The collar button on the shirt should be done up and the tie should cover the top button.
- Full PE uniform can be worn to school on PE class days only.
- Only the official AIAE Sports/PE uniform and Sport Bag is acceptable for sporting activities and PE classes.
- Runners must be black or white.
- The Sports bag must be used for all school excursions.
- As part of our SunSmart policy, AIAE bucket hats are to be worn for sporting activities and outside in the yard.
- Only the official AIAE navy blue backpack with logo is to be used as a school bag.
- Smart watches are not permitted at school and if seen will be confiscated.

Hijab/Headscarf (Female Students)

- All female students must wear a square white hijab which is folded into a triangle and pinned under the chin.
- The scarf should drape over the chest and the two ends must be secured to the shoulder. For Health & Safety reasons it is paramount that the scarf ends are not to hang loosely around the neck and must be secured by a pin on the shoulders.
- The scarf needs to be secured to ensure that the neck and hair are not visible.
- All underscarves must be plain white.
- See-through scarves are not permitted.
- Rectangular scarves/shawls are not permitted.
- Navy blue sports scarf must be worn

during PE and sport (once it becomes available at the uniform shop.)

Hair (Male Students)

- Facial hair must be neat and tidy.
- Irrespective of the hairstyle worn, the student's hair must be well groomed, clean and neatly styled so as to compliment and look appropriate with AIAE uniform and in doing does not draw attention to the student.
- Extremes in hair style, colour or length are not permitted.
- Hairstyles should be short and simple. Hair must not reach the collar at the back. Ears should be visible and a fringe should not reach the eyebrows.
- Hair must not obscure the student's vision, cover the student's face, or fall forwards over the student's work at any time.
- Extreme hairstyles which may include, but are not limited to; tails, ponytails, man buns, mullets, spikes, undercuts, skin fades, dreadlocks, mohawks and long hair are not permitted.
- Tracts, lines, shapes or any other patterns cut into the hair is not permitted.
- Hair should be kept in its natural colour. Variations to or extreme changes to natural hair colour is not permitted.
- Any ultimate judgement on the appropriateness of hairstyles must rest with the relevant Head of School and/or Head of Campus and their Deputies.
- Any other matters relating to and/or disagreements on interpretation of Student Uniform Policy - Hair, are to be resolved at the discretion of the relevant Head of School, Head of Campus or their delegate.

Make Up, Jewellery, Piercings, Tattoos:

- No jewellery, except an unobtrusive wrist watch is allowed.
- Smart watches are not permitted at school and if seen will be confiscated.
- Facial piercing and stud jewellery are not permitted.

Uniform Policy (con'td)

- Make-up, including permanent make-up, false eyelashes or eyelash extensions are not permitted.
- Nail polish (including clear nail polish), gel nails, fake nails and acrylics are not permitted.

Communication:

- Australian International Academy of Education will ensure that this Student Uniform Policy is communicated to all families and students through our website, student/parent portal - Compass, student diaries, through Form Classes and in the School Enrolment Packs. A hard copy of this policy can also be obtained from the AIAE Student Office. We will assist students who may be experiencing difficulties complying with this policy where possible. Please see the 'Exemption' section of this policy.
- Furthermore, to ensure all staff uphold this policy, it will be included in staff induction processes and staff training, in AIAE staff handbook and discussed at staff briefings/meetings, as required.
- If a student is out of school uniform or otherwise breaches the Student Uniform Policy on a recurring basis, the parent or guardian will be informed via Compass. If non-compliance with the Student Uniform Policy becomes a continued occurrence, the Head of School and/or Head of Campus will be informed and an interview with the students' parents, guardians or carers may be required. In this event, the School will continue to work with the student and family to support compliance.

Breach of Uniform Policy:

- Student uniforms will be checked regularly by the Form Teachers and Student Management Coordinators. A student who attends the school without a full, correct uniform must report immediately to their Student Management Coordinator to obtain a Compass/Uniform pass.

- Students in breach of the Uniform and Appearance – Hair (male students), will be informed of the hair breach. A Compass entry and/or telephone call to parents/guardians will follow to ensure the breach and policy guidelines are clearly communicated. A grace period, determined by the Head of Campus, Head of School, of a reasonable period of time will be provided to correct the hair breach in line with guidelines published.
- Students in breach of the school uniform and without a Compass/Uniform pass will be asked to remove the non-uniform item or asked to change into a compliant item of clothing provided by the School. If it cannot be removed or a compliant item of clothing cannot be provided, students will be sent home to change following a phone call to the student's family.
- Where a student is not compliant with the Student Uniform Policy, the following procedures will be followed:
 - A written note signed by the parent or an email/Compass notification signed by a parent is required on the day that the student is out of uniform.
 - Students who breach the AIAE uniform policy will:
 - be issued with a Compass/Uniform pass for the first breach providing they have an acceptable reason.
 - be issued with an after-school detention for the second breach.
 - if a student regularly breaches the uniform policy, the School will contact the parents and ask that the student be collected from school or to bring the correct item of clothing to the school. The student will not be permitted to go into class until they are in full and correct uniform.

Exemptions To The Student Uniform Policy:

- Parents, guardians or carers seeking exemptions to the Student Uniform Policy must first apply in writing to the Head of Campus. The Head of Campus or delegate will then make a determination. Where an exemption is not granted, reasons will be provided in writing to the student and/or parents, guardians or carers. There are no guarantees that an exemption will be granted.

Uniform Shop:

Uniform items can be purchased directly or online from;

PSW 
MAKING YOUR SCHOOL LOOK GREAT
VISIT OUR STORES
TRADING HOURS
Monday-Friday: 9:00am-5:00pm
Saturday: 9:00am-2:00pm



CAMPBELLFIELD
2/283 Rex Road
Campbellfield VIC 3061
(03) 9768 0337
PSW.COM.AU



DEER PARK
Unit 2, 51-53 Westwood Drive
Ravenhall VIC 3023
(03) 9768 0342
PSW.COM.AU



Winter Uniform | TERM 2 & 3



AIA
Blazer



Long Sleeve
Shirt



Winter - Full
Length Skirt



Wool Blend
Jumper



White
Knee Hi Socks



Summer Uniform | TERM 1 & 4



AIA
Blazer



Long Sleeve
Shirt



Summer - Full
Length Skirt



Wool Blend
Jumper



White
Knee Hi Socks

All Year Requirement



AIA School Bag



Black School Shoes



Sport Uniform | ALL YEAR



White or Black Runners ONLY
* no particular brand.



Longline
Bonded Jacket



Long Sleeve
Sports Top



Zip Cuff
Tracksuit Pants



White
Crew Socks



Sports
Bag



Chiffon
Square Head Scarf

Year 6-9_Girls_2121v1c



VISIT OUR STORES
TRADING HOURS
Monday - Friday 9am - 5pm
Saturday 10am - 1pm | Sunday Closed

CRAIGIEBURN
71 Potter Street,
Craigieburn, Vic 3064
(03) 9768 0344

DEER PARK
Unit 2, 51-53 Westwood Drive
Ravenhall VIC 3023
(03) 9768 0342



Boys Uniform | ALL YEAR



AIA
Blazer



Wool Blend
Jumper



Long Sleeve
Shirt



Short Sleeve
Shirt

< OR >



Grey
Trousers



AIA
Tie



White Crew
Socks



Grey
Socks

< OR >

All Year Requirement



AIA School Bag



Black School Shoes



Sports Uniform | ALL YEAR



Soft Shell Polyester
Jacket



Long Sleeve
Polo



Short Sleeve
Polo



Zip Cuff
Tracksuit Pants



White Crew
Socks



Sports
Bag



< OR >



White or Black
Runners ONLY
* no particular brand.



VISIT OUR STORES
TRADING HOURS
Monday - Friday 9am - 5pm
Saturday 10am - 1pm | Sunday Closed

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Homework and Study Plan

It is important for students to realise that learning is not confined within the school environment and homework is able to provide:

- the establishment of self discipline and development of good study habits
- a link between home and school
- the opportunity for students to revise/ complete work at home

Every student is expected to do homework each night, whether it is written work, revision of the day's lessons, memorisation of Quran, wider reading, research, or private study.

Parents are also urged to encourage regular habits of homework and study, and support their children in developing a sensible routine. When set homework has been completed, any unused time should be used for wider reading, revision, exam preparation, etc. It is vital that parents work in collaboration with the Academy to ensure that there is a consistent emphasis placed on the importance of homework and study.



Students

YEARS 6 - 7

1 to 1.5 hours every day, at least 5 sessions per week

- The first part of Home Study should consist of completion of assigned tasks and work required by teachers.
- The second part of Home Study should include revision of work from each of the day's classes.
- Work due over a period of time should be worked on over multiple home study sessions.

It is important that all students appreciate the need to submit their work on time and that work submitted is neat and presentable.

Year 6 Subject Time Allocation

| AREA OF STUDY | SUBJECT | LESSONS PER WEEK |
|---|---|------------------|
| Language and literature | English | 7 |
| Language acquisition | Arabic/Turkish/French | 4 |
| Individuals and society | History/Geography/Civics & Citizenship/ Economics | 3 |
| Islamic Studies & Quran | High level and standard level of Quran memorisation | 4 |
| Mathematics | Number and algebra, measurement and geometry and statistics and probability. | 7 |
| Arts | Visual Arts | 2 |
| Sciences | Physical, Chemical and Biological Sciences | 3 |
| Physical and Health Education and Extra-Curricular Inter-school sports | Physical Education/Health and Well-being/Sports | 3 |
| Design (Technology) | Computer Technology - Coding and Branding | 2 |

The MYP Curriculum

The MYP curriculum model is one based on a thorough involvement in each of the eight subject areas identified in the model below including the study of a second language.

Students in their final year of the MYP (Year 10 at AIAE) complete a major self-directed project called the Project; which is researched and developed in conjunction with a staff member acting as a mentor. The Project carries the same weight as a full subject.



Criteria and Achievement Levels

Each of the nine subject areas detailed on the following pages has a number of criteria specific to the subject, which form the basis of assessment in the subject.

Each of these criteria has levels of achievement and descriptors by which the student's work is assessed.

Teachers will set tasks to address one or more criteria and will assess students against the pertinent criteria by matching the student's performance against the descriptor that best reflects the performance of the student.

IB Philosophy in the MYP

This philosophy, framed in what is an IB education? (2013), is expressed through all aspects of the MYP.

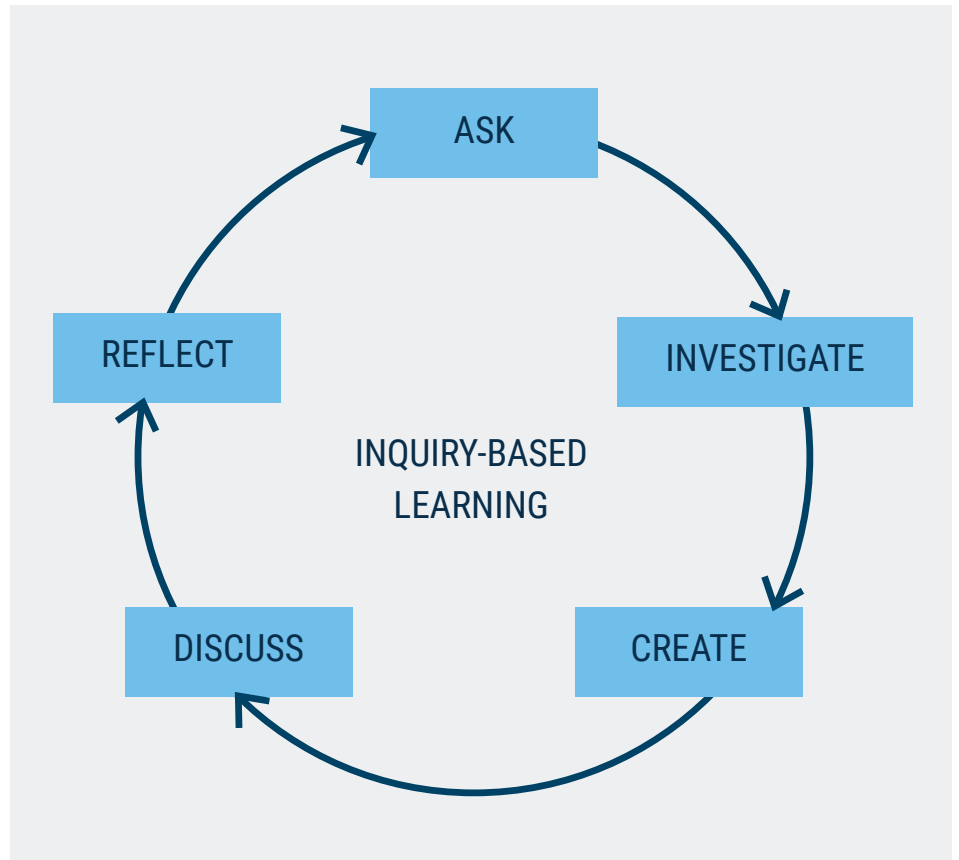
THE PROGRAMME HAS BEEN DEVELOPED WITH DEVELOPMENTALLY APPROPRIATE ATTENTION TO:

- Conceptual understanding
- Teaching and learning in context
- Approaches to learning (ATL)
- Service as action (community service)
- Language and identity
- Learning diversity and inclusion.

Inquiry-based curriculum

Inquiry is a central idea in IB approaches to teaching. Inquiry, interpreted in the broadest sense, is the process initiated by students or the teacher that moves students from their current level of understanding to a new and deeper level of understanding. Teaching and learning through inquiry helps students to grow in their capacity to:

- Make connections between previous learning and current learning
- Experiment and play with various possibilities
- Make predictions and take action to see what happens
- Collect data and report findings
- Clarify existing ideas and reappraise perceptions of events
- Deepen their understanding through the application of a concept
- Make and test theories
- Research and seek information
- Take and defend a position
- Solve problems in a variety of ways.



IB Philosophy & IB Learner Profile

IB programmes promote the education of the whole person, emphasising intellectual, personal, emotional and social growth through all domains of knowledge. By focusing on the dynamic combination of knowledge, skills, independent critical and creative thought and international-mindedness, the IBO espouses the principle of educating the whole person for a life of active, responsible citizenship. Underlying the three programmes is the concept of education of the whole person as a lifelong process. The learner profile is a profile of the whole person as a lifelong learner.

The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

| | |
|----------------------|--|
| INQUIRERS | We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life. |
| KNOWLEDGEABLE | We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance. |
| THINKERS | We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions. |
| COMMUNICATORS | We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups. |
| PRINCIPLED | We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences. |
| OPEN-MINDED | We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience. |
| CARING | We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us. |
| RISK-TAKERS | We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change. |
| BALANCED | We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for others and ourselves. We recognise our interdependence with other people and with the world in which we live. |
| REFLECTIVE | We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development. |

The MYP Assessment Criteria

Across Subject Groups can be summarised as follows;

| AREA OF STUDY | A | B | C | D |
|--------------------------------------|--------------------------------------|---------------------------------------|---------------------------|---|
| LANGUAGE AND LITERATURE | Analysing | Organising | Producing text | Using language |
| LANGUAGE ACQUISITION | Comprehending spoken and visual text | Comprehending written and visual text | Communicating | Using language |
| INDIVIDUALS AND SOCIETIES | Knowing and understanding | Investigating | Communicating | Thinking critically |
| SCIENCES | Knowing and understanding | Inquiring and designing | Processing and evaluating | Reflecting on the impacts of science |
| MATHEMATICS | Knowing and understanding | Investigating patterns | Communicating | Applying mathematics in real-world contexts |
| ARTS | Knowing and understanding | Developing skills | Thinking creatively | Responding |
| PHYSICAL AND HEALTH EDUCATION | Knowing and understanding | Planning for performance | Applying and performing | Reflecting and improving performance |
| DESIGN | Inquiring and analysing | Developing ideas | Creating the solution | Evaluating |
| MYP PROJECTS | Investigating | Planning | Taking action | Reflecting |
| INTERDISCIPLINARY | Disciplinary grounding | Synthesising and applying | Communicating | Reflecting |

Curriculum and Assessment

Language and Literature

The objectives of MYP Language and Literature deal with the various language skills—listening, speaking, reading, writing, viewing and presenting—are all covered by these objectives.

These objectives relate directly to the assessment criteria found in the “Language and Literature assessment criteria” section.

The aims of the teaching and study of **MYP Language and Literature** are to encourage and enable students to:

- Use language as a vehicle for thought, creativity, reflection, learning, self-expression and social interaction.
- Develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts.
- Develop critical, creative and personal approaches to studying and analysing literary and non-literary works.
- Engage in literature from a variety of cultures and representing different historical periods.
- Explore and analyse aspects of personal, host and other cultures through literary and non-literary works
- Engage with information and communication technology in order to explore language.
- Develop a lifelong interest in reading widely
- Apply Language A skills and knowledge in a variety of real-life contexts

LANGUAGE AND LITERATURE

| | | |
|-------------|----------------|-----------|
| CRITERION A | Analysing | Maximum 8 |
| CRITERION B | Organising | Maximum 8 |
| CRITERION C | Producing text | Maximum 8 |
| CRITERION D | Using language | Maximum 8 |

Language Acquisition

The language acquisition subject-group objectives represent some of the essential processes of language and have been organized under four communicative processes. They are as follows:

- **A Listening**
- **B Reading**
- **C Speaking**
- **D Writing**

The aims of the teaching and learning of MYP language acquisition are to:

- **gain** proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- **develop** a respect for, and understanding of, diverse linguistic and cultural heritages
- **develop** the student’s communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- **enable** the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- **enable** the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- **enable** the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- **enable** the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- **offer** insight into the cultural characteristics of the communities where the language is spoken
- **encourage** an awareness and understanding of the perspectives of people from their own and other cultures, leading to involvement and action in their own and other communities
- **foster** curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

Assessment for language acquisition in all years of the program is criterion-related, based on four equally weighted assessment criteria:

LANGUAGE ACQUISITION

| | | |
|-------------|-----------|-----------|
| CRITERION A | Listening | Maximum 8 |
| CRITERION B | Reading | Maximum 8 |
| CRITERION C | Speaking | Maximum 8 |
| CRITERION D | Writing | Maximum 8 |

Curriculum and Assessment (cont'd)

Individuals and Societies

The **aims** of the teaching and learning of **MYP Individuals and Societies** are to encourage and enable the student to:

- Appreciate the range of human and environmental commonalities and diversities.
- Understand the interactions and interdependence of individuals, societies and environments in different contexts.
- Understand how both environmental and human systems operate and evolve over time.
- Identify and develop a concern for human and environmental well-being.
- Act upon opportunities to be a responsible global citizen.
- Develop effective inquiry skills to achieve conceptual understanding in humanities.

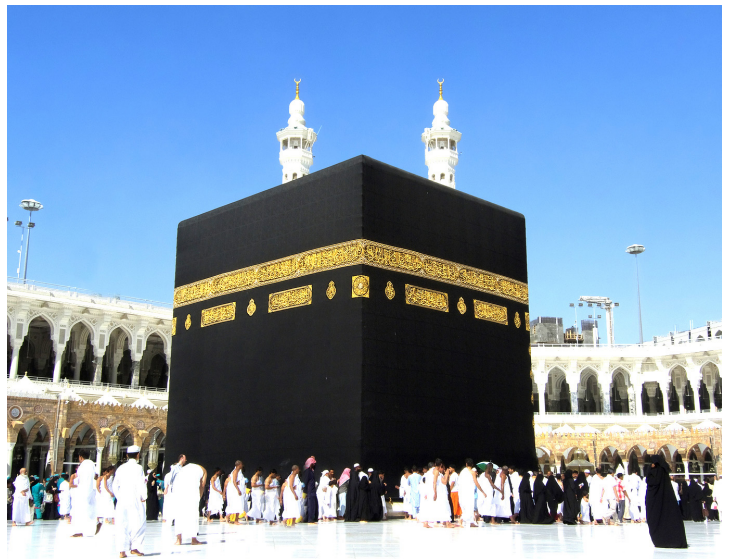
INDIVIDUALS AND SOCIETIES

| | | |
|-------------|---------------------------|-----------|
| CRITERION A | Knowing and understanding | Maximum 8 |
| CRITERION B | Investigating | Maximum 8 |
| CRITERION C | Communicating | Maximum 8 |
| CRITERION D | Thinking critically | Maximum 8 |



Religious Studies

Religious education seeks to transmit the revealed & acquired knowledge to our young generation of Australian Muslims, and to inculcate in them Islamic values that will guide them & lead them into a healthy, well-adjusted life whereby they contribute to the growth of the society in which they live.



The Aim

The need to cater for the education of Australian Muslim children is of utmost importance and by doing so we seek to:

- Preserve our Islamic culture and identity.
- To prepare the student for life with a clear consciousness of his/her role
- To instill a deep sense of belonging to Islam
- Provide an Islamic environment where students are comfortable and free to practice Islam and enhance their faith and Islamic knowledge.
- Teach Islamic civilization, history and Islamic achievements.
- Develop tolerance and ability to participate effectively in society.
- Develop good Australian Muslim citizens.

RELIGIOUS STUDIES

| | | |
|-------------|---------------------------|-----------|
| CRITERION A | Knowing and understanding | Maximum 8 |
| CRITERION B | Investigating | Maximum 8 |
| CRITERION C | Communicating | Maximum 8 |
| CRITERION D | Thinking critically | Maximum 8 |

Curriculum and Assessment (cont'd)

Physical and Health Education (Physical Education)

The aims of the teaching and study of MYP physical education are to encourage and enable students to develop:

- An appreciation and understanding of the value of physical education and its relationship to a healthy, balanced lifestyle.
- An interest in the promotion of health and wellness.
- The motivation to participate fully in all aspects of physical education.
- Their optimal level of physical fitness effective communication strategies, verbal, non-verbal and written.
- The skills and understanding necessary to participate successfully in a variety of physical activities, for example, learning, practising, refining, adapting, thinking, and interacting.
- The ability to reflect critically on all aspects of physical education, including being a critical performer.
- An understanding of international perspectives on physical activity, sport and health education.
- A lifelong interest in and enjoyment of physical activities as a participant.



PHYSICAL AND HEALTH EDUCATION

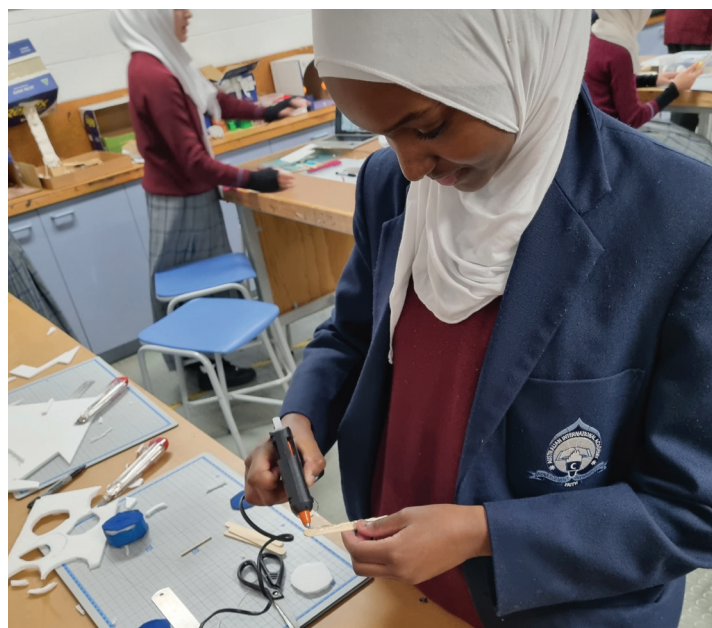
| | | |
|-------------|---------------------------|-----------|
| CRITERION A | Knowing and understanding | Maximum 8 |
| CRITERION B | Investigating | Maximum 8 |
| CRITERION C | Communicating | Maximum 8 |
| CRITERION D | Thinking critically | Maximum 8 |

Design

The **MYP Design cycle** consists of four major stages and these relate to the objectives of the course.

The **aims** of the teaching and study of **Design** are to encourage and enable students to:

- Develop an appreciation of the significance of technology for life, society and the environment.
- Use knowledge, skills and techniques to create products/ solutions of appropriate quality.
- Develop problem solving, critical- and creative thinking skills through the application of the design cycle.
- Develop respect for others' viewpoints and appreciate alternative solutions to problems.
- Use and apply information and communication technology (ICT) effectively as a means to access, process and communicate information, and to solve problems.



DESIGN (TECHNOLOGY)

| | | |
|-------------|-------------------------|-----------|
| CRITERION A | Inquiring and analysing | Maximum 8 |
| CRITERION B | Developing ideas | Maximum 8 |
| CRITERION C | Creating the solution | Maximum 8 |
| CRITERION D | Evaluating | Maximum 8 |

Curriculum and Assessment (cont'd)

Arts

The **Arts objectives** interrelate with each other and form the basis of the student's experience in the arts.

The **aims** of the teaching and study of **MYP Arts** are for students to:

- Understand how the arts play a role in developing and expressing personal and cultural identities.
- Appreciate how the arts innovate and communicate across time and culture.
- Become informed and reflective practitioners of the arts.
- Experience the process of making art in a variety of situations.
- Explore, express and communicate ideas.
- Become more effective learners, inquirers and thinkers.
- Develop self-confidence and self-awareness through art experiences.
- Appreciate lifelong learning in and enjoyment of the arts.



ARTS

| | | |
|-------------|---------------------------|-----------|
| CRITERION A | Knowing and understanding | Maximum 8 |
| CRITERION B | Developing skills | Maximum 8 |
| CRITERION C | Thinking creatively | Maximum 8 |
| CRITERION D | Responding | Maximum 8 |

Sciences

The aims of MYP Sciences are to encourage and enable students to:

- Understand and appreciate science and its implications
- Consider science as a human endeavour with benefits and limitations
- Cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- Develop skills to design and perform investigations, evaluate evidence and reach conclusions
- Build an awareness of the need to effectively collaborate and communicate
- Apply language skills and knowledge in a variety of real-life contexts
- Develop sensitivity towards the living and non-living environments
- Reflect on learning experiences and make informed choices.



SCIENCES

| | | |
|-------------|--------------------------------------|-----------|
| CRITERION A | Knowing and understanding | Maximum 8 |
| CRITERION B | Inquiring and designing | Maximum 8 |
| CRITERION C | Processing and evaluating | Maximum 8 |
| CRITERION D | Reflecting on the impacts of science | Maximum 8 |

Curriculum and Assessment (cont'd)

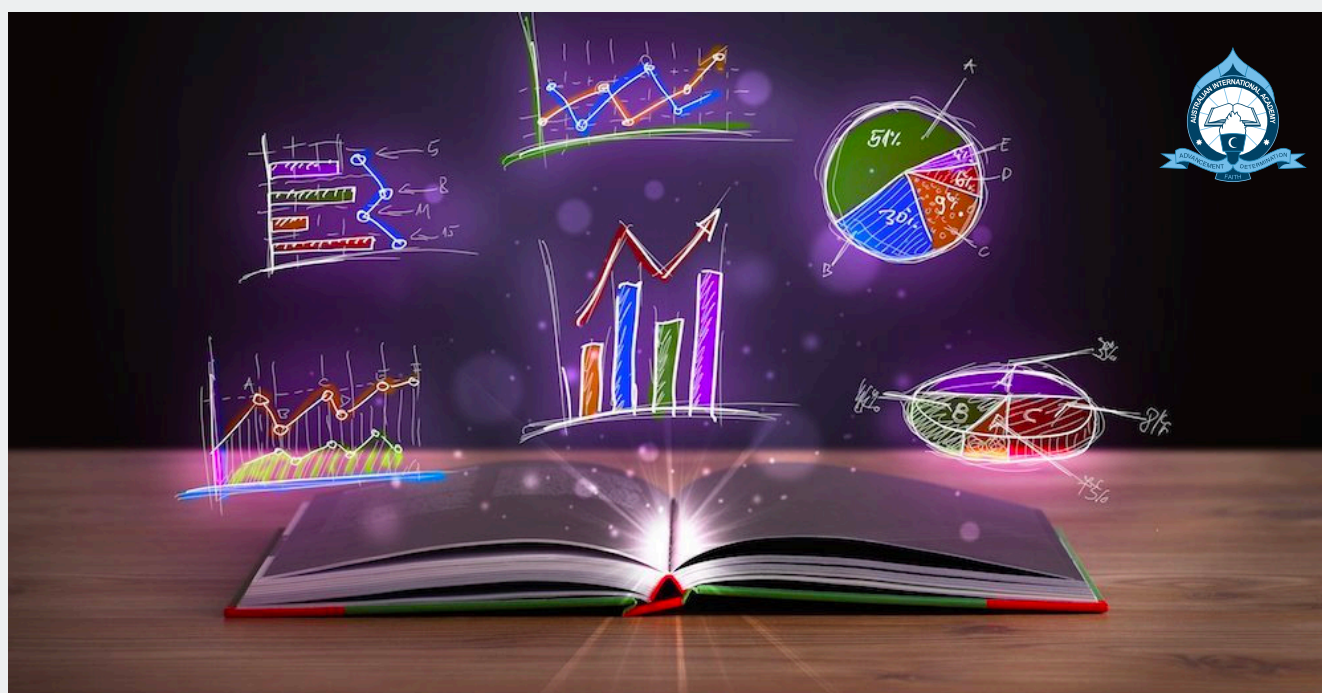
Mathematics

The aims of MYP mathematics are to encourage and enable students to:

- Enjoy mathematics, develop curiosity and begin to appreciate its elegance and power
- Develop an understanding of the principles and nature of mathematics
- Communicate clearly and confidently in a variety of contexts
- Develop logical, critical and creative thinking
- Develop confidence, perseverance, and independence in mathematical thinking and problem-solving
- Develop powers of generalisation and abstraction
- Apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments
- Appreciate how developments in technology and mathematics have influenced each other
- Appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics

- Appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
- Appreciate the contribution of mathematics to other areas of knowledge
- Develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- Develop the ability to reflect critically upon their own work and the work of others.

| MATHEMATICS | | |
|-------------|--|-----------|
| CRITERION A | Knowing and understanding | Maximum 8 |
| CRITERION B | Investigating patterns | Maximum 8 |
| CRITERION C | Communicating | Maximum 8 |
| CRITERION D | Applying mathematics in real-life contexts | Maximum 8 |



Assessment and Reporting

- Where more than one teacher is involved, common standards are set (standardization of internal assessment).
- Student performance is assessed against the published assessment criteria for each subject.
- Criterion levels totals for each subject are established for each student.
- Teachers apply the grade boundaries to establish final grade for the student in each subject.

Please note the following

The **final common assessment task** (research, test, exam, assignment etc.) is part of the continuous MYP assessment process, which should assist in confirming the most consistent level of student achievement in each subject area. Once the most consistent level of achievement for each criteria has been established, these are then added together to arrive at a final MYP mark for each subject. This total is then converted to the **final MYP grade** using the 1-7 scale below.

| GRADE | BOUNDARIES |
|-------|------------|
| 1 | 1-5 |
| 2 | 6-9 |
| 3 | 10-14 |
| 4 | 15-18 |
| 5 | 19-23 |
| 6 | 24-27 |
| 7 | 28-32 |

General Grade Descriptors

| GRADE | DESCRIPTOR |
|---------|--|
| GRADE 1 | Minimal achievement in terms of the objectives. |
| GRADE 2 | Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support . |
| GRADE 3 | Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support . |
| GRADE 4 | A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation. |
| GRADE 5 | A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight. |
| GRADE 6 | A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight. |
| GRADE 7 | A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality . |

Reporting to parents includes progress reports, term reports and detailed semester reports along with parent conferences and information sessions.

Service As Action

IB learners strive to be caring members of the community who demonstrate a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

MYP learning outcomes for service

With appropriate guidance and support, MYP students should, through their engagement with Service as Action (SaA):

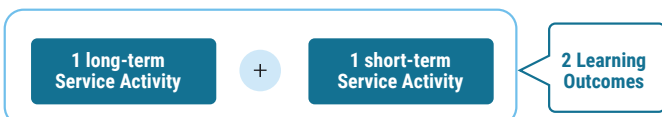
1. Become more aware of their own strengths and areas for growth
2. Undertake challenges that develop new skills
3. Discuss, evaluate and plan student-initiated activities
4. Persevere in action
5. Work collaboratively with others
6. Develop international-mindedness through global engagement, multilingualism and intercultural understanding
7. Consider the ethical implications of their actions.

These learning outcomes identify the substance of students' self-reflection on SaA. All of these learning outcomes are closely associated with IB learner profile attributes and ATL skills. Through their participation in service, students can become more confident and self-regulated learners.

Student requirements

Service experiences are opportunities for students to engage in action.

There are no set hours for the SaA requirement. The aim is to reach actions in a qualitative fashion rather than through a prescribed amount of time. Students at AIAE, in grades 6 to 10 must complete the following each semester (a minimum):



What is a long-term Service Activity?

A long-term Service Activity is one where you participate 1 or 2 times per week over a period of 3 months-or more!

What is a short-term Service Activity?

A short-term Service Activity is one where you participate in a single event over one day or a couple of hours.

Student Portfolio

The portfolio concept itself is not a new concept. Artists, graphic designers, architects etc. have long been using portfolios to organise their work and showcase their skills and talents.

Portfolios are becoming very powerful and popular tools for assessment and evaluation. They provide examples of what students are capable of doing while encouraging students to take charge of their own learning. Portfolios will be presented on Managebac.

Portfolio assessment objectives

- a. To allow students to use creativity & originality in displaying their work
- b. To develop students' organisational skills
- c. To help students become aware of their progress & growth over a period of time
- d. To encourage students to take charge of their own learning
- e. To allow students to demonstrate their learning through a variety of ways & to ensure they experience success
- f. To help students review & reflect on their work & engage in self-assessment
- g. To develop students' critical thinking skills of analysis, synthesis & evaluation by reviewing and reflecting on their work
- h. To help students to set goals to enhance their strengths & to improve their areas of concern

The student portfolios are exhibited during the MYP Exhibition during the year.



In-Class Programs and Extra-Curricular

Reading Plus



Reading Plus helps students establish silent reading fluency, increase comprehension skills, and expand vocabulary while broadening interests and building knowledge. The program includes three instructional components: the Reading component (SeeReader), the Vocabulary component (ReadAround), and the Visual Skills component (iBalance).



Reading Plus simultaneously develops all three domains of reading- physical, cognitive and emotional by integrating them in one personalised reading program.

Reading Plus is used in class three times a week and also once a week for homework.



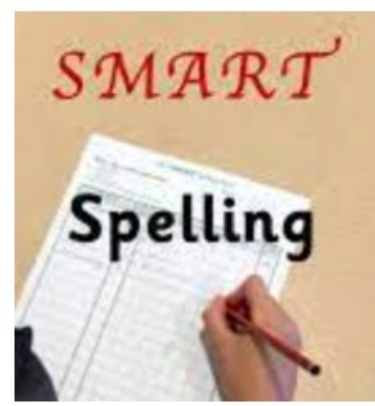
Mathspace



The Mathspace online program was developed with the vision of using technology to replicate the benefits of one-to-one teaching. The step-by-step support helps students at the exact moment of misconception, helping them to learn and ultimately develop a growth mindset.

Mathspace content is mapped to the Australian Curriculum, as well as state-specific curricula for Years 6-12. Students will have access to the online textbooks. Students are provided personalized practice, skill and concept builder lessons tailored to their individual needs and progress.

SMART Spelling



SMART Spelling incorporates the systematic teaching of spelling and personal challenge words. The program organises words in patterns from simple to complex, teaching the meaning of words to expand vocabulary and breaking words into syllables, sounds and letter patterns - graphs, digraphs and trigraphs.

Seven Steps Writing Program



The Seven Steps Writing Program breaks down writing into simple chunks so that students can practice specific skills and techniques rather than write a whole piece straight away. There are seven steps used, incorporating writing skills and techniques that practice and brainstorm in generating ideas, start where the action is, build up momentum, think of dialogue, use character action to show feeling and emotion, review work to ensure every sentence is engaging and important and finally end with the most impact. The Seven Steps thus encompasses complete writing development.

In-Class Programs and Extra-Curricular (cont'd)

HOTmaths

CAMBRIDGE



Cambridge HOTmaths is a comprehensive mathematics learning system – for students to use and support their learning of concepts being taught in class. HOTmaths supports the student workbook Primary Maths. It provides students with lesson notes, quizzes, interactive activities called widgets, walkthroughs which are a range of problems which you go through step by step and the scorcher which is online drill and practice of concepts taught through competition.

Education Perfect

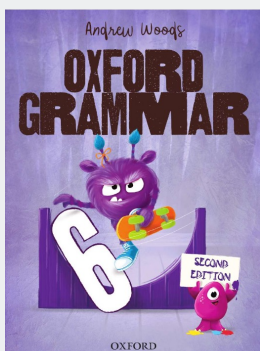


EducationPerfect

Education Perfect is an online platform designed to make learning fun, engaging and effective.

It has been proven to improve learning outcomes and increase student engagement. Students are assigned targeted lessons to consolidate classroom content. Education Perfect can be used across all subject learning areas.

Oxford Grammar Year 6



Oxford Grammar equips students with essential tools for articulating their thoughts effectively. Renowned textbook author Andrew Woods employs engaging stimulus pages and authentic literary texts to demonstrate grammar in context at the word, sentence, and text levels. The accompanying writing activities provide valuable opportunities for practical application.

Physical and Health Education and Sports

The health and physical education and sports department is recognised as a leader in academic, recreational and competition opportunities on the Melbourne Senior Campus. A comprehensive program has been developed in order to supports student learning and lifelong participation and wellness. Student development, respect, and cooperation and student professionalism is valued at AIAE.

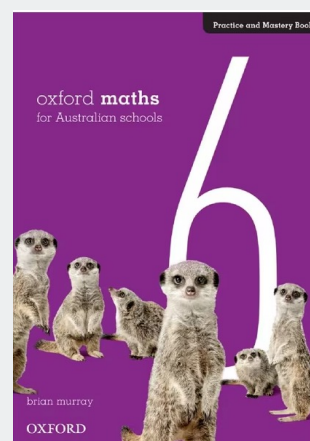
The health and physical education and sports department seek opportunities for a variety of recreational and competitive activities that will contribute to an individual's physical fitness, personal development, respect and maturity through competitive engagement and extend the knowledge they are acquiring in Physical Education Programme.

Competitions:

Coburg district primary schools sports association

| SUMMER SPORT | | WINTER SPORT | |
|-----------------|------------------|---------------|---------------|
| Bat tennis boys | Bat tennis girls | Football boys | Soccer girls |
| Basketball boys | Basketball girls | Soccer boys | Netball girls |
| Softball boys | Softball girls | | |
| Cricket boys | Cricket girls | | |

Oxford Maths Year 6



Oxford Maths advocates for a 'gradual release of responsibility' approach, integrating initial scaffolding that is systematically lessened to empower students to evolve into self-assured and independent mathematicians.

After School Quran, Mathematics and Language Acquisition Homework Support

After school classes run for the duration of each term. Students have the opportunity to grow and build on their skills through the sessions. The sessions generally commence at the end of the school day, allowing children an easy transition from the classroom to their after school class.



Art & Craft Club

Art and craft club is a great way for students to be involved in hands-on activities whether it be origami, 3D models or working on their artistic skills once a week throughout the year during lunch time. When our time with them is limited in the classroom, an art and craft club can serve as a nice supplement for students who can't get enough art. This club also allows more opportunities and freedom to try new things with students.



THE CRAFT CLUB

Science Club

A science club that kids don't want to leave!

Our highly experienced science teachers run fortnightly afterschool classes at our school science labs.

The Science club activities, investigations and experiments, are designed to truly engage children with the scientific method whereby they learn to hypothesise, fairly test experiments, understand and change variables plus explore and communicate results just like in the real world. Specifically the program is designed around hands-on science experiments each section allows the students to gain greater confidence, engage with each concept presented, and have a blast doing so! No fuss, just great science at an accessible club cost.

Boys Adventure Club

The Boys' Adventure Club (BAC) is an initiative that encourages young boys to develop an awareness and understanding about themselves and the environment. The club is also designed to help foster the physical, intellectual, social and emotional development of boys.

Activities which have been undertaken during the sessions include go kart racing, laser tag, rock climbing, pizza making, Science Works Museum, sports activities and life skills

training such as First Aide, building confidence, resilience and leadership.

Girls Adventure Club

The AIAE Girl's Adventure Club provides a nurturing Islamic environment devoted to leadership development for girls. This leadership journey begins in Year 6. Interested girls may continue until Year 12.

Some activities girls have been involved in are: trip to Fun Fields Water Park, roller skating, basic first aid incursion with a female life guard, baking course at Brassiere Bakery, soap making, soy candle making, making ice cream, swimming, cake decorating, maintaining the AIAE GAC vegetable patch, card making, scrap booking, participation in community events, rock climbing and much more...



Chess

Chess is one of the most powerful educational tools available to strengthen a child's mind. It can enhance concentration, patience, and perseverance as well as develop creativity, intuition, memory and most importantly the ability to analyse and deduce from a set of general principles, learning to make tough decisions and solve problems flexibly. At AIAE Chess enables all students to shine and be recognised intellectually.

Playing chess helps students achieve many learning outcomes fast and more effectively. Put simply, chess makes kids smarter.

At AIAE chess is played every Tuesdays in the cafeteria. Once students are familiar with the game, they have the opportunity to play in interschool events against other schools.





**ADVANCEMENT
DETERMINATION
FAITH**

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