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ANNUAL REPORT





2020





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WHO WE ARE, WHAT WE DO

OUR MISSION



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

WHAT WE STAND FOR

OUR VISION



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

HOW WE THINK

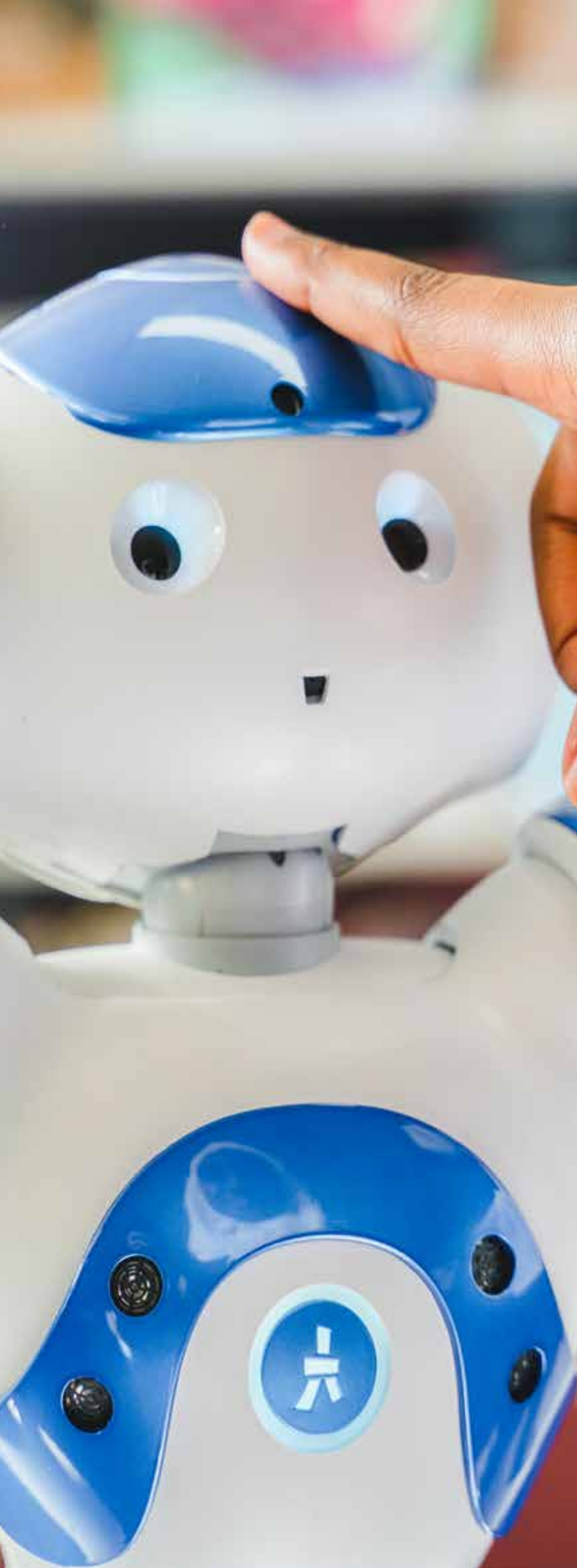
OUR PHILOSOPHY



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

The Academy enjoys 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.

ADVANCEMENT | DETERMINATION | FAITH



Welcome to Australian International Academy

It is with pleasure that I present the Annual Report to our school community. The following report provides information and data on a range of key indicators within the school. It serves a dual role in meeting the 2017 Education and Training Reform Regulations (ETR) and providing the wider school community with a snapshot of our school achievements in 2020.

The Australian International Academy of Education (AIAE) is an equal opportunity educational institution providing student instruction in an Islamic environment. The school has steadily grown and earned its place in the community as an educational provider. With focused direction, the AIAE created a rich learning environment amongst staff, parents and students. The IB and VCE programmes allow AIAE to embrace a broad curriculum that is academically rigorous. In addition, the programs foster opportunities for our students to grow in their personal, moral, and spiritual awareness and understanding.

At the Australian International Academy of Education, we believe that each child is unique. We particularly encourage students to develop a love of learning, understand their purpose of service to others and their immediate communities, and further their understanding of investing purposefully to give back to the community and country of Australia.

I want to express my sincere appreciation to the school board members for their dedicated efforts and commitment. Additionally, it is a pleasure to witness the contributions and support from our parents and the community. Finally, I would like to thank our students for their achievements and our staff for nurturing and educating our students to embrace the many opportunities ahead with gratitude.

Ms Gafiah Dickinson

Gafiah Dickinson

Executive Principal

Academy Governance and Finance



School Board

As the Chair of the Australian International Academy of Education (AIAE), it is a privilege to present the 2020 Annual Report.

The ongoing priorities of the School Board are to continue to strive for good financial governance, ensure positive student outcomes and support our scholarship programs and any other projects endorsed by the Board.

The quality deliberations and decision making by the Board would not be possible without the voluntary commitment and tireless efforts of our members.

I would like to take this opportunity to express my sincere gratitude and appreciation for their hard work, enthusiasm and pursuit of excellence during the academic year. Our current Board members are:

- VICE CHAIR** ● Mohamed ElZanaty
- TREASURER** ● Murat Gumus
- COMPLIANCE OFFICER** ● Kimani Adel Boden
- SECRETARY** ● Graham Marshall
- DIRECTORS**
 - Iman Mojaled
 - Mohamed Farook
 - Mohamed Thoufeek
 - Denise Temer
 - Fida Sanjakdar
 - Angela Florio
 - Salim Boyaci

I would also like to acknowledge the extraordinary contribution of our retiring Board Member, Dr. Zoya Mughal, who provided instrumental support over the years. Her expertise and hands on approach have helped to shape the strategic focus of the Board.

In recent times the Board commenced the process of separating the NSW and Victorian AIAE campuses to ensure good governance practices as outlined by the VRQA. I am

pleased to announce that the two entities have now been separated. The investigation by the VRQA has also been successfully completed, Alhumdulillah. The Academy is continuing to navigate the pathway towards a Limited by Guarantee School Board structure. This is a significant change for the Academy and will enable us to better transact and respond to governance obligations. This model will be enacted in 2021.

The core theme that dominated the Board's thinking during 2020 was providing a safe and caring environment for students, staff and parents. The COVID pandemic disrupted the school year, creating many challenges for all of us. We survived, and are determined to thrive in the years to come. Therefore, we have embarked on an unprecedented capital works campaign to improve our art facilities for our students and staff.

The major projects undertaken in 2020 were:

- renovations to the MSC Library,
- upgrading the air conditioning systems at MSC,
- renovations in the C building at MSC,
- the purchase of portable classrooms and buildings at CSC, to accommodate student growth,
- upgrading the toilets at KKCC,
- purchasing a financial management system called Synergetic,
- computer upgrades at all campuses.

In terms of future projects, the Board is in the process of developing a master plan for the Melbourne Secondary Campus, which will see the development of a sports pavilion, additional classrooms and a new Mosque. With donations from our generous community, we will endeavour to get this project underway as soon as possible.

To conclude I would like to thank all involved

at AIAE for an outstanding 2020.

- To the Board, I personally thank you, for all your wisdom, support and guidance as we continue to build AIAE history and traditions for the next generation.
- To all our students and parents, thank you for your continued support and contribution throughout 2020.
- To the staff, for your dedication, hard work, commitment and contribution you have shown throughout the year.
- Lastly, to the Executive Principal, Ms. Gafiah Dickinson, and the Executive Team, Ms. Leyla Mahmoud, Ms. Michelle Shears and Mr. Ali Harba (Heads of Campus), Hatem Awad (Senior Accountant) and Mohamed ElZanaty (Deputy Chair), for your dedicated professionalism and leading AIAE through a difficult academic year. Without your continued support and guidance, we would not have seen such wonderful progress throughout 2020.

Mrs Melinda Baarini
Chairperson of the
AIAE Board

AIAE Board Member Summary

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 is a self-motivated, well organised, conscientious person and team player with over 20 years in various management, sales and training roles. She has experience in coaching and mentoring, with highly developed communication skills, strong leadership and compliance with ethics. Mrs. Baarini joined the AIAE Board in 2016, as a parent representative and is currently the Chairperson.

DENISE TEMER

Mrs. Denise Temer has a Bachelor of Social Work from Latrobe University (2004), Bachelor of Arts in Criminal Justice (2000), Certificate I-IV in Investigative Services - Operative, Supervisor and Management levels from the Australian Institute of Public Safety (2002) and Diploma of Security Management (1999). She has extensive experience delivering Health & Wellbeing services to members of the Victorian community; performing casework services and psycho-social assessments, case management, counselling, crisis casework, conducting family meetings and discharge planning. Mrs. Temer has worked at the Box Hill Hospital and 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.

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 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. Dr. Sanjakdar's current projects investigate effective teaching pedagogies in the primary, secondary and early childhood educational settings. She joined the Board in June 2020.

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 AIAE school community for a number of years. She has been a Board member since 2016.

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. He has been involved in a number of landmark cases since establishing Starnet Legal. Mr. Kimani Adil Boden joined the AIAE Board in 2018 and has since been actively involved as a member, assisting and guiding the Board to meet its legal obligations.

SALIM BOYACI

Mr. Salim Boyaci has worked at the Australian International Academy of Education (AIAE) 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 is an asset to the Board.

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 at 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.

AIAE Board Member Summary

MURAT GUMUS

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 Board.

GRAHAM MARSHALL

Mr. Graham Marshall completed a Bachelor of Education degree in 1996 at the University of Melbourne. He was employed by AIAE in 1999. During his time with the Academy, Mr. Marshall has been a Student Management Coordinator, Faculty Head, Learning Programme Coordinator, Daily Organiser and Timetabler, Assistant Head of the Senior School, Head of Senior School, Deputy Campus Head and the Assistant Head of the Academic Affairs and Quality Assurance team. Currently, he is the Head of Teacher Innovation and Development. Mr. Marshall brings extensive educational and people management experience to the AIAE Board.

MOHAMED ELZANATY

Mr. Mohamed Elzanaty is currently employed at The Australian International Academy of Education. He is the Procurement, Human Resources and Facilities Manager at AIAE. His role helps to support the strategic and tactical development of AIAE. Mr. Elzanaty's management background includes working as a senior executive with multi international companies in Australia and overseas. He also owned and managed his own business enterprise that was involved in outsourcing services in the healthcare and aged care industry. Mr. Mohamed Elzanaty was 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.

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. Her roles included team leading and mentoring, Art Coordinator, History Coordinator, Literary Coordinator, IB PYP Coordinator, Professional Development & VIT Coordinator, Student Management Coordinator, Support Teacher Coordinator, Special Needs Coordinator, Pre- Service Teacher Coordinator, Timetabler and Daily Organiser, Assistant Head of Campus and Naplan Coordinator. 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 Board.

Board Meetings Attended

Board Member	Date appointed	Board meetings attended	Eligible Board meetings to attend	Percentage of Board meetings attended	Special meetings attended	Eligible special meetings to attend	Percentage of special meetings attended
Melinda Baarini - Chairperson	2016	11	11	100%	9	9	100%
Mohamed El Zanaty - Deputy Chair	2018	11	11	100%	9	9	100%
Murat Gumus - Treasurer	Jun-20	7	7	100%	7	7	100%
Graham Marshall - Secretary	Jan-20	10	10	100%	8	8	100%
Kimani Adil Boden	2018	9	10	90%	4	6	67%
Salim Boyaci	Jan-20	11	11	100%	7	9	78%
Mohammed Farouk	2018	9	11	82%	4	5	80%
Angela Florio	Jun-20	7	7	100%	7	7	100%
Iman Mojaled	2016	9	11	82%	4	5	80%
Denise Temer	Jun-20	6	7	86%	6	7	86%
Fida Sanjakdar	Jun-20	6	7	86%	6	7	86%







Caroline Springs Campus Report

“Although no one can go back and make a brand-new start, anyone can start from now and make a brand-new ending.”
– Carl Bard

One thing is certain: schools do not want another year like 2020.

At AIAE, 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 our teachers' commitment because they continued to provide a high standard of work and quality education, despite the difficulties and challenges of 2020. Our community supported all of our efforts and they gave us the courage and determination to continue bringing a range of learning experiences, that provided our students with purpose and normality. High-quality interactions, including strategic intervention, substantive conversations, use of action research approaches and co-constructed learning between teachers and students, maximised our students' learning skills. This was evident in our engagement with online and remote learning for 2020.

COVID-19 stretched our minds and presented endless challenges. We were

challenged to make sacrifices, slow down, work on our weaknesses, heighten our strengths, reflect on and appreciate life, school and learning. This year should have been a better time for students to do their best without distractions and influences; and to see what they are capable of. We felt that the pandemic took away our fundamental rights of teaching, learning and sharing in a spirit of much-loved communities; as well as, feeling the buzz from these experiences. These are genuinely part of the sense of learning in caring communities.

I firmly believe that our students needed the encouragement to see how vital their contributions will be in shaping the world. They have made small sacrifices for a more significant outcome.

We persevered and we trusted our collective efforts to bring hope, success and change to the lives of our students. So that they, in turn, could embark on a prosperous future when they graduate from AIAE.

As we move forward, our community can feel confident that improvements will continue with the dedication and hard work of administrators, teachers, students and parents who continue to provide their excellent support. We thank our parents and school community for their support, patience, and courage.

“Coming together is a beginning. Keeping together is progress. Working together is a success.”

– HENRY FORD –



Melbourne Senior Campus Report

2020 saw many challenges as the world battled with the COVID pandemic. This was a very difficult time for schools, teachers, students and parents as leaning moved from face to face to online. Online learning became the new norm and our committed teachers and students tried to support each other on online platforms. The school continued to promote our vision and our values and support our teacher's commitment to providing a high-quality education for all under challenging circumstances.

The vision at Australian International Academy of Education is one that focuses on students being well prepared, and 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. The goal is to prepare our students for the challenging future ahead.

Our students experience regular inquiry to develop creative thinking and awareness of the importance we hold as global citizens. For this reason, they are encouraged to develop community relationships where individuals will interact in such a way that it will lead to a deeper understanding of human needs and a desire to actively engage in the community, locally, nationally and where

necessary on an international level. The inquiry-based classrooms, our students experience and show increased emphasis in real-life situations, decision-making, problem-solving, research and action. These skills are demonstrated to the wider community through PYP Exhibition, the MYP Portfolio and Personal Project Exhibition, and the Visual Arts Exhibition.

We plan a well-balanced broad curriculum that is academically rigorous, to incorporate, moral and spiritual awareness and understanding, as well as balancing essential knowledge with a choice of pathways in the final years of schooling, including VCE or the IB.

Students are encouraged to develop an understanding of how they learn and the staff at AIAE make every effort to ensure that they become inquirers in their learning experiences. We encourage our students to have the drive and passion that will lead to lifelong learning.

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.



King Khalid Coburg Campus Report

This year, we have been tested with a dangerous and challenging COVID-19 pandemic that has affected the whole world. Families across the world were adapting to the evolving changes in daily life caused by a tiny but serious virus.

Schools, places of public gathering, and non-essential businesses were closed, and parents and other caregivers were faced with helping their families adjust to the new normal. This includes trying to keep children occupied, feeling safe, and attempting to keep up with schoolwork as best as possible.

None of this was easy, but it helps to stay focused on what is possible in order to reinforce a sense of control and to reassure children that they are okay, and that the situation will get better. This brings us to the fact that schools are not just places where students acquire academic skills, they also help students become more resilient in the face of adversity, feel more connected with the people around them, and aim higher in their aspirations for their future. However, there are some key building blocks that strengthen the ability to be resilient, to bounce back from the bumps and bruises of life.

When students at school are taught positive preventive measures, talking with them about their fears, and giving them a sense of some control over their risk of what is dangerous and not appropriate can help reduce anxiety.

This time of the year where parents have been bombarded with many demands it could also be a tremendous opportunity for adults to model for children problem-solving, flexibility, and compassion as we all work through adjusting daily schedules, balancing work and other activities, getting creative about how we spend time, processing new information from authorities, and connecting and supporting friends and family members in new ways.

It is very important to also remember that children look to adults for guidance on how to react to stressful events. Acknowledging some level of concern, without panicking, is appropriate and can result in taking the necessary actions that reduce the risk of illness.

These building blocks create vital protective factors that strengthen one's capacity to cope and especially to overcome adversity.

Parents need to be constantly reviewing what is happening in each of their children's lives. This act of reflection with the other parent or family member or other person deeply involved in their child's life is very helpful to stay in tune with an individual child's development.

Children need to experience disappointment, challenge, failure and boundaries to fully develop the interpersonal and personal skills that allow people to live in society. They also need to

have a voice, and age-dependent moments of autonomy where they get to have a sense of control over their life.

However, too much will lead to overindulgent, permissive and unpleasantly challenging behaviour that will create conflict and distress.

Young children need help to manage strong negative feelings and learn how to communicate their needs to significant adults.

Everyone has a toolkit of life skills that they have accumulated throughout their life. Children have an imaginary toolkit hanging off their shoulder. A simple metaphor to remember in building resilience in children is the more tools in their toolkit, the more resilient they will be.

Finance

The Academy generated \$5.34 million profit during 2020; a significant increase (\$2.24m) from the previous year. The boost in net profit stems from the strong student enrolment profile across the Melbourne campuses.

Whilst a challenging year due to the COVID-19 lockdown, 2020 has still presented an opportunity for growth. All families were given a Covid -19 discount for the 2020 year, with the total discount being \$1.5 million. Overall student numbers have continued to grow, with numbers at the Coburg-based campuses posting an uplift of 32 students and the Caroline Springs based campus posting a student uplift of 50. With major capital programs completed and some currently in the works, a focus on delivering exceptional facilities to all students continues to be the forefront of priority.

The main capital projects completed during 2020 for all campuses included King Khalid Coburg Campus; (renovations to student toilets and classrooms, replacement of external signs and IT server and infrastructure upgrades); Melbourne Senior Campus (renovations to building C and the main office, IT server and infrastructure upgrades and replacement of external signs, library renovation, outdoor seating upgrades); Caroline Springs Campus (building commencement of two classrooms to be completed in 2021).

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 and 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 2020, this percentage was 76.74%.

The Academy would like to extend their expression of gratitude to the community, as the continued support of the families, is vital to the Academy's success.

Income



Tuition	\$	6,469,073
Government grants	\$	19,350,659
Other grants	\$	81,075
Other income	\$	5,038,525
TOTAL	\$	30,939,333

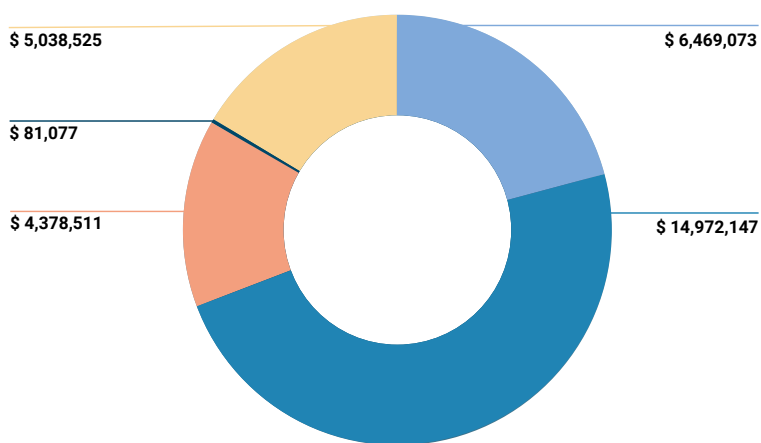
Expenditure



Salaries	\$	19,674,854
Property maintenance	\$	300,874
Finance costs	\$	237,188
Cleaning expenses	\$	346,889
Curriculum expenditure	\$	511,251
Depreciation	\$	1,179,199
Other expenses	\$	3,388,594
TOTAL	\$	25,638,849

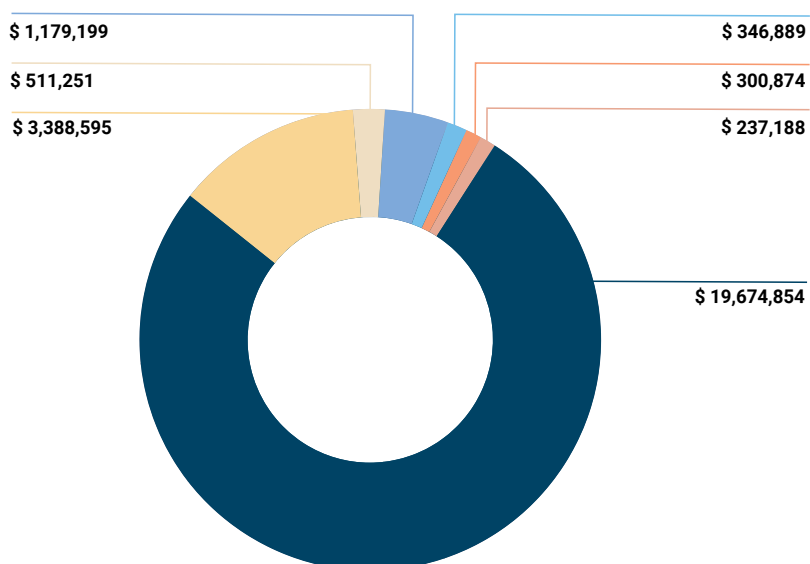
Finance

Revenue



■ Tuition, Levies and Other Fees	■ Other Grants
■ Commonwealth Government Recurrent Grants	■ Other Income
■ State Government Recurrent Grants	

Expense Breakdown



■ Employee Benefits Expense	■ Cleaning Expenses
■ Other Expenses	■ Property Maintenance
■ Curriculum Expenditure	■ Financial Costs
■ Depreciation and Amorisatation Expense	








Strategic Priorities 2019 – 2020

AIAE Six Strategic Priorities for 2019 – 2020



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 assets 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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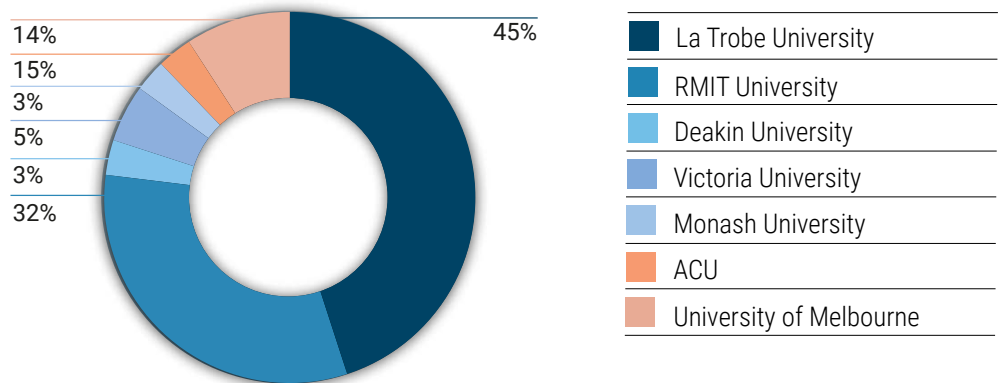
Year 12 Destination

Our mission to deliver quality education to students in a nurturing, enriching and safe learning environment was never more crucial than it was in 2020. In the midst of a global pandemic our senior students and staff worked doubly hard in their pursuit of academic success. This unprecedented effort, resulted in the graduating class of 2020 completing yet another successful year, at Melbourne Senior Campus despite the additional challenges presented by COVID-19.

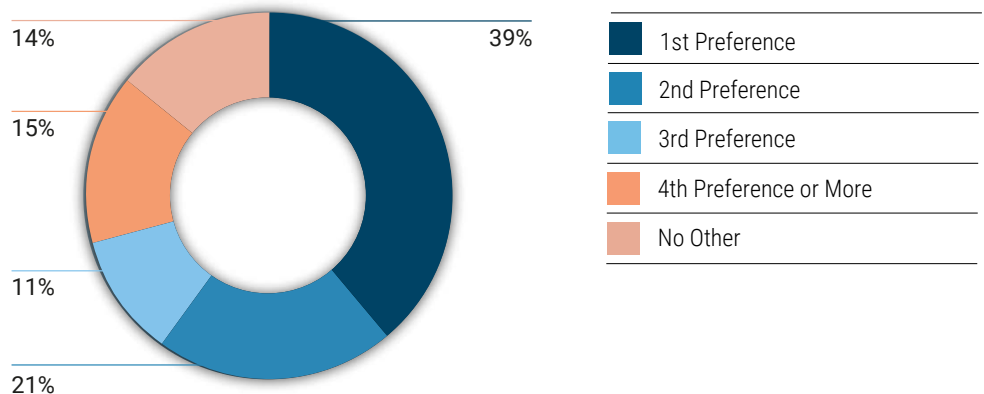
Our joint Duxes for 2020 were Sohaila Elnahrawy and Jibrael Abbouchie, who both scored ATARs of 99.2. An astounding 40% of our students received their top VTAC preference in Round One, while 96% of our students had been placed in a post-secondary placement by round two. Our median ATAR for 2020 was 73.55. Thirteen percent of our students received an ATAR in excess of 90 while thirty-five per cent received ATARs of 80 and above.

This year Science and science related fields again dominated as the most preferred field of post-secondary study with 49% of our students choosing to enter fields like nursing, biomedicine, optometry, podiatry, orthotics, speech pathology and biomedical science.

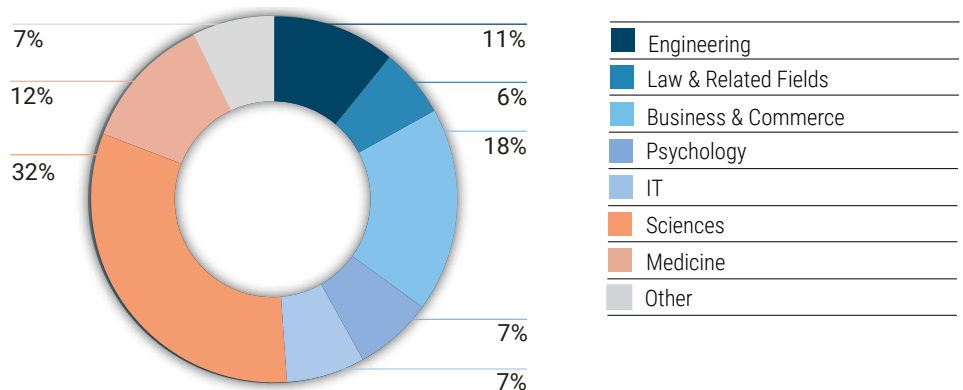
Student Destination Placement



Round 1 Offers According to Preferences



Field of Post-Secondary Study





NAPLAN

The National Assessment Program has been an eminent part of Australian education system since 2008. 2020 education school year was an exception to the long practice of implementing the NAPLAN test in May 12-22.

During March 20 Education Ministers reiterated the closure of schools and the decision to not proceed with the 2020 NAPLAN as a priority to focus on wellbeing of students and not to further burden them with NAPLAN testing in May including the scheduled Coordinator's Practice Test (CPT). The Australian International Academy of Education has been a long supporter of the NAPLAN testing platform unfortunately we were unable to pursue our long lasting practice in 2020 due to restriction set against the spread of COVID 19.

With the closure to our schools within a matter of days we were required to find and implement viable alternatives to the traditional model of teaching in a physical classroom. Along with our teachers our students and parents needed to rapidly adjust to new modes of learning.

Adjusting to the new teaching and learning environment was not as easy as first thought. Our school community took every precaution to stay safe and focus on mental health / wellbeing of all stakeholders. Although national benchmark testing program was not implemented every teacher endeavored to assess student's achievements on array of platforms e.g. Education Perfect, Stile, Assess On, Learn On, Mangahigh etc.

Staff Annual Appraisal Program

The staff annual appraisal program was adjusted for the year 2020 due to COVID-19 restrictions and online remote learning. The appraisal reviewers observed teaching and learning which occurred via ZOOM. Teachers were provided with ongoing advice regarding their teaching performance. Throughout the year staff were provided with ongoing information regarding remote learning and some were also provided with additional professional development especially in the area of effective teaching with the use of ICT resources.

The Academy is in the process of reviewing the Appraisal program for the purpose of making improvements. Currently the senior staff are researching and consulting with the Independent Schools Victoria about the Staff Performance Review models.

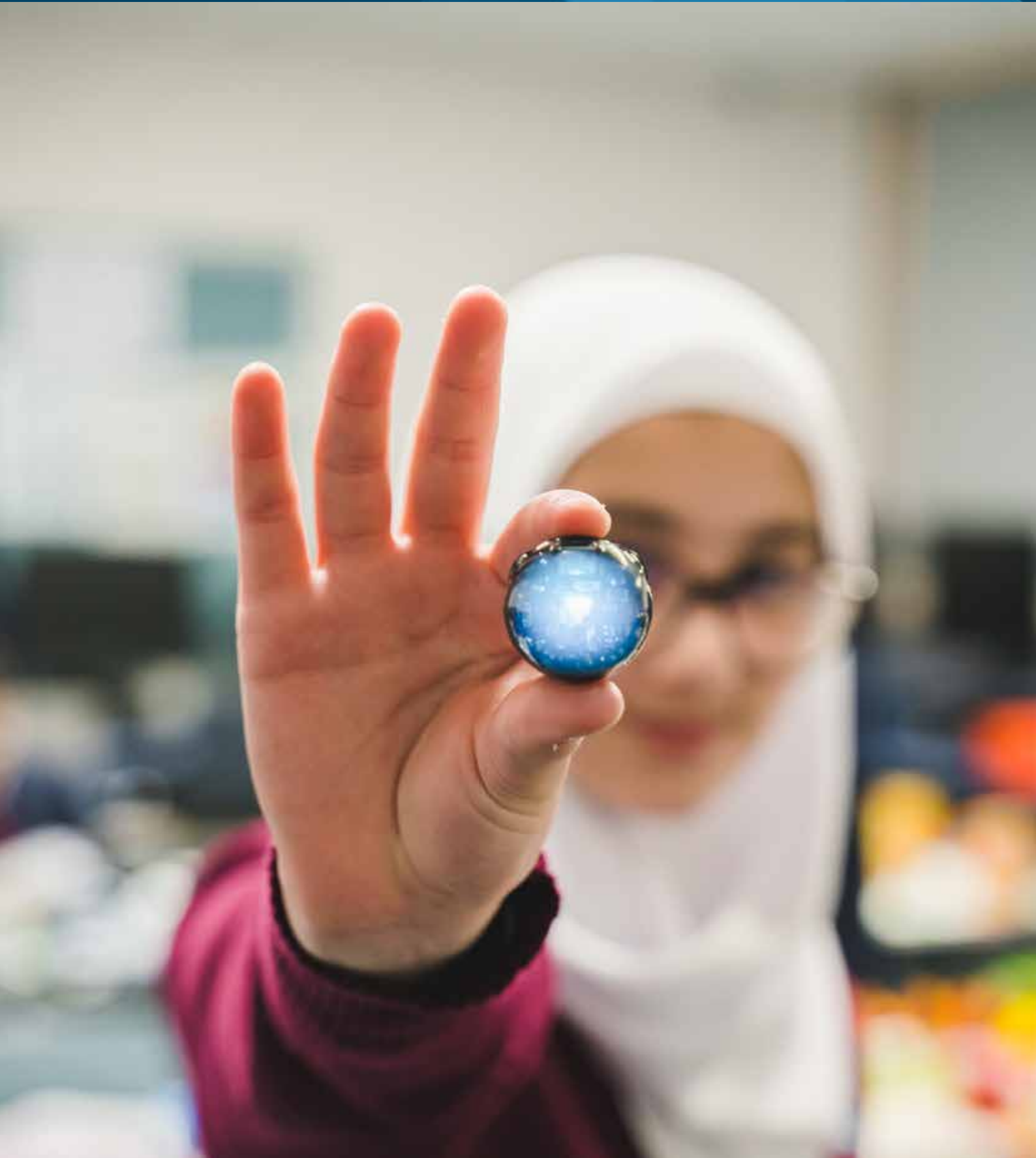
The Academy believes that 2021 will be used to research, consult and eventually establish a different Staff Performance Review model. The new Teacher performance review model along with General Staff review model will commence from the beginning of 2022.

The Staff review process will be designed to review performance, support and improve professional practice as well as teaching and learning at the Academy and improvement in the performance of the General staff.

Following are the objectives of the Staff Performance Review:

- Develop and improve teacher skills and performance.
- Develop and improve general staff skills and performance.
- Review teacher performance to meet Australian Professional Standards for teachers.
- Address goals set out in the AIAE strategic plan 2021-2025
- Through Teacher Performance Reviews improve student outcomes.
- Identify and recommend professional development programs.





Primary Years Programme

Last year was a journey and a challenge indeed! It was a year of teaching and learning like no other.

At the core of the PYP program, the student is front and centre, with their voice, choice, and agency driving an inquiry mindset forward. This philosophical approach to learning undoubtedly aided the students in managing their time and taking agency with their learning. Skills which are usually developed over time were suddenly paramount and essential, notably self management and communication skills and digital literacy, whilst independence and commitment were enduring attributes of the learner.

Last year a lot of progression was made in regards to teacher Professional Learning and creating innovative ideas. As PYP coordinators we provided support to teachers in both group settings and one on one. We helped to brainstorm different and innovative best practices for teaching and learning in a remote environment. We introduced a myriad of OCT technologies including the use of Padlet to showcase the amazing inquiries that were happening in classrooms. We attended and presented at online teach meets, three times last year. When back in a school setting we were able to support, observe and demonstrate lessons with staff, in particular our newer staff. We focused on classroom visits and driving inquiry in the classroom.

We also attended PYP Network and Western Network Meetings and collaborated with other coordinators in our region to share and learn new strategies and pedagogy to complement and integrate into our UOI. Whilst all this was happening we were also busy in the background working on the upcoming evaluation and documentation that needed to be completed.

2020 demonstrated a team can overcome many challenges, and each individual in the Australian International Academy of Education family contributed to its success.

Student in Caroline Springs Campus Playground



Middle Years Programme

2020 was a year where students and parents faced immense challenges. COVID-19 impacted our teaching and learning and resulted in content delivery being via remote learning platforms. I applaud everyone's dedication, commitment and patience, during this time. Furthermore, students showed resilience and adaptability during this extended period of time of uncertainty. It was very impressive and encouraging to witness how all our students remained both positive and energised.

Our online resources (Education Perfect, Style & JACPLUS) were widely used, allowing teaching and learning to continue smoothly.

In June, we organised a Zoom meeting session for parents of students in the Middle School, where we presented information regarding the MYP and answered parent questions. At the Australian International Academy of Education, the MYP reinforces the school's mission of academic excellence to support and encourage student growth. This means teachers are constantly gathering and analysing information on student performance and continually encouraging students to be active and reflective learners. In doing so, students continue to develop a wider range of critical-thinking and self-assessment skills. The information session was organised so parents could become familiar about the assessment process of IB MYP.

We would like to thank all our students, parents and teachers who demonstrated the very best of what they have to offer in order to keep enhancing knowledge, skills and creating new habits of resilience and self-regulation.



The Arts

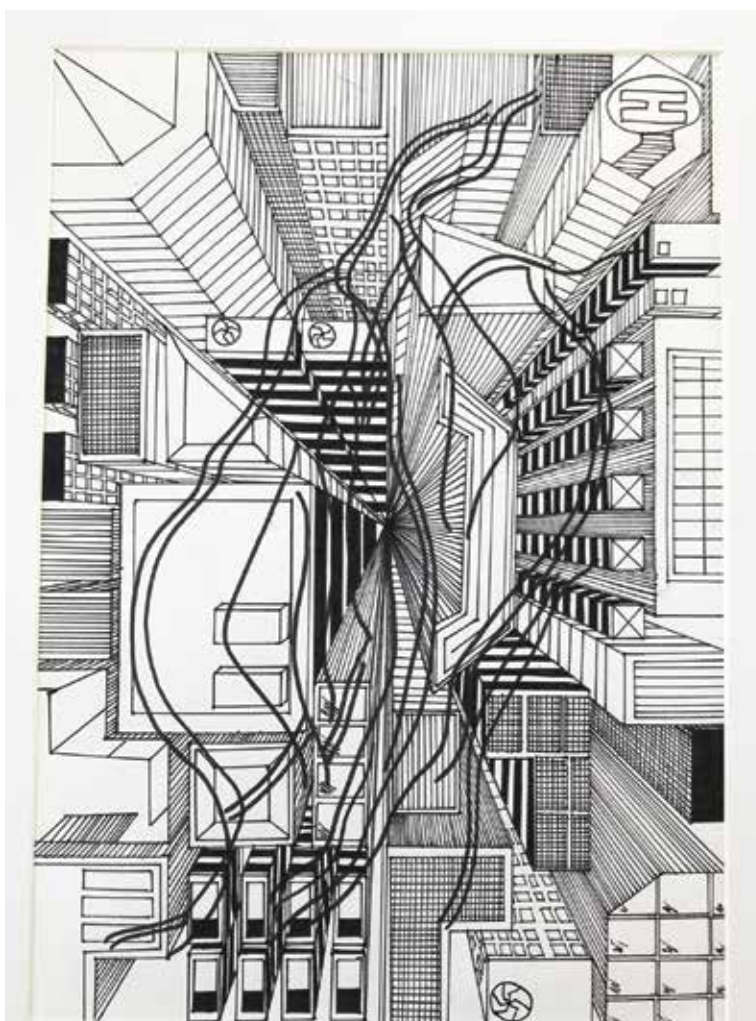
The Covid-19 lockdown in 2020 impacted the Arts greatly at AIAE MSC, as students were limited in their ability to access equipment and materials at home. Visual and performing art classes for MYP years 6 – 10 were limited to 35- 45 minutes of Zoom instruction of art theory, art vocab and art appreciation was explored while remainder of the allocated time was spent engaging in activities that supported and demonstrated student understanding of the unit of work topics.

Middle years Performing arts students were able to view performances on-line, record and share their own performances with their teacher and peers, which proved to be very valuable. It was noticed that those students that regularly attended the zoom lessons covered a great deal more theory than in the classroom as there were less distractions.

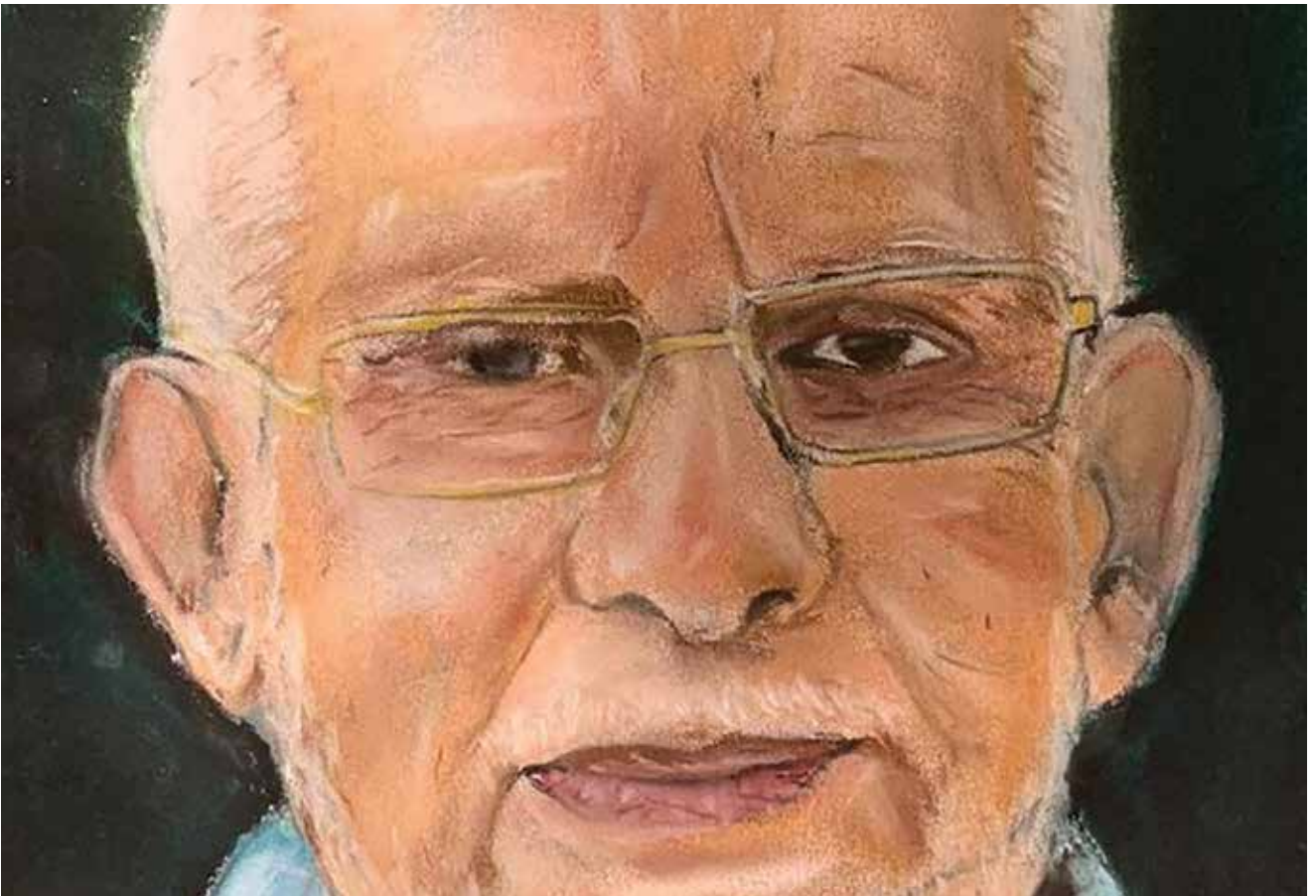
Senior arts students faced the greatest challenges, having to demonstrate sustained focus away from the classroom. Independently motivated students fared the best in 2020, while those who required teacher assistance with skill-based issues were impacted more significantly. For those students who could maintain focus while working from home many valuable opportunities became available to them; greater numbers of MYP, Studio Arts and VCD students made use of online learning platforms like Edrolo and Education Perfect to support their theoretical understanding. There was also a myriad of on-line resources available from virtual galleries and museum visits, free talks with designers and artists, open access to digital resources from all around the world, in addition to library books made freely available that our students were encouraged to access.

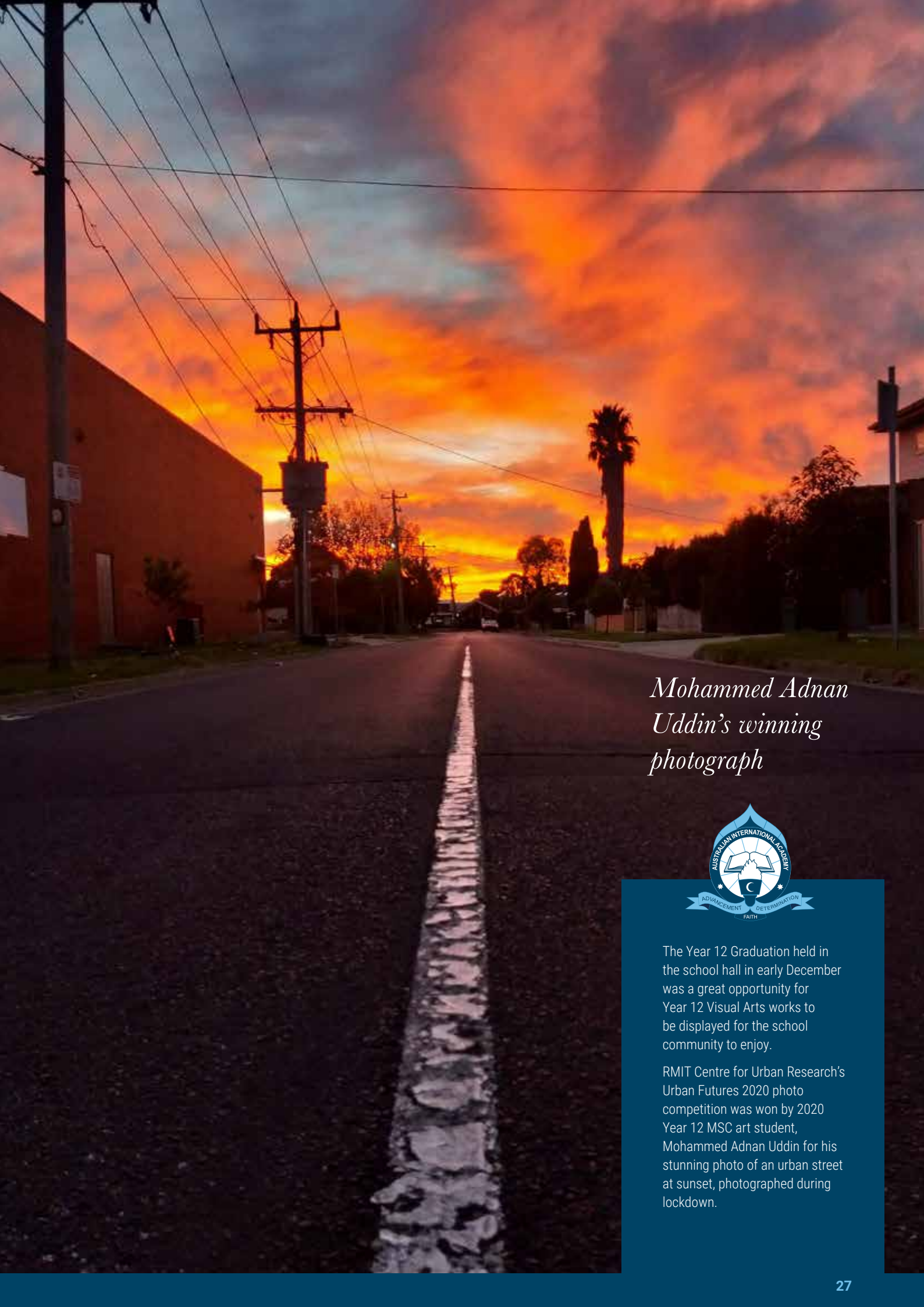
Prior to each lock down the art dept organised materials and equipment for students to take home.

Students were expected to be resourceful and ingenious under the circumstances and several of them took that challenge and made the best use of it. All art teachers spent many hours devising new ways to engage and provide enriching on-line arts experiences. All art students were able to use the on-line Zoom classes to show the progress they were making with their folio work at home.



The Arts





*Mohammed Adnan
Uddin's winning
photograph*



The Year 12 Graduation held in the school hall in early December was a great opportunity for Year 12 Visual Arts works to be displayed for the school community to enjoy.

RMIT Centre for Urban Research's Urban Futures 2020 photo competition was won by 2020 Year 12 MSC art student, Mohammed Adnan Uddin for his stunning photo of an urban street at sunset, photographed during lockdown.

Student Leadership Activities

Despite the COVID-19 restrictions, which impeded many 2020 student leadership activities, students were still able to participate in the following student leadership programs in 2020.

Toastmasters Youth Leadership program, is a renowned public speaking course, whereby participants learn communication skills. This was run remotely online due to pandemic restrictions.

Our Environment ambassadors participated in the 'Moreland Youth Environment Summit' via zoom. Our action plan for a more environmentally friendly school was well received and students won a trip to CERES.

A Book writing and publishing camp was run via Zoom for AIAE's aspiring authors. Students gained tips about how to write and publish a book during the book camp. This amazing event was facilitated by Blaise van Hecke, author and publisher at Busybird Publishing Company. This year our students and parents participated in Clean Up Australia Day at Coburg Lake. This activity was completed in conjunction with the Student Representative Council coordinator and linked to the Islamic concept of conservation and preservation of environment. Without the dedication from the volunteers, the parks, waterways, nature reserves and bushland across our beautiful country would not be in the condition they are today.



Health, Physical Education and Sport



In a year that saw constant day to day and uncertainty, a deep glance and thorough reflection was required to remember many of the successful outcomes achieved. And as usual, in the area of AIAE Health Physical Education and Sport, there were still many successes to celebrate and proud of. A pandemic was not going to stop the Department with it's great staff across all campuses from using innovative ideas to continue to deliver education to our cohort. On behalf of the AIAE Health Physical Education and Sport.

This year saw the Academy remain the proven front runner in the Islamic Schools Sports Association Victoria for the fourth consecutive year. Some of the key events since our previous publication are to be celebrated. Please enjoy our annual report to you the school community.

ISSAV Secondary Carnival - Futsal Boys March 2nd 2020

AIAE MSC A-Side went through the tournament winning all their matches, including a hard fought semi-final victory (5-2) over Ilim and the Grand Final (3-0) over Mt. Hira.

The boys put on a classy display, exhibiting great skills, team work and strategy to kick goals when needed. The B-team got off to a slow start but powered home putting on some clinical performances but unfortunately fell just short of clinching a semi-final birth.

ISSAV Secondary Carnival - Futsal Girls March 3rd 2020

The girls' A team managed to make it through to the Final, losing only one game along the way, which was against, ICOM. ICOM went through to the Final

undefeated. In hard fought even contest, ICOM won the match in the last minute of the game to take out the trophy with a 2-1 score-line in a see-sawing contest. The team well coached by Ms Saja Khodr had to push what was a flatter than usual team. And did a great of doing this.

ISSAV Secondary Carnival – Basketball March 4th 2020

The boys won the tournament and the girls lost the Final to finish runners-up. The girls won all their games on their way through to the final but, unfortunately, came up against a very strong ICOM side who were just too good. Ms Saja Khodr used varied tactics that aided the girls a competitive second place. The boys went through the tournament undefeated, winning the final against ICOM. The boys had to dig deep in the semi-final against ILIM after being jumped early but managed to get themselves back in the game and on top.



SSV Moreland Division Year 7-8 Girls and Boys Cricket

The Year 8 girls were successful winning all their matches. Our Year 8 boys narrowly missed out, losing the deciding match by 4 runs. And our Year 7 girls played in the year 8 competition as the AIAE B team due to no entries in the year 7 girls cricket.



SSV Coburg District Summer Sports Grade 6

The season ran for five weeks in Term One every Friday morning. We competed in three different sports against Coburg Primary School. Students compete in Basketball boys and girls, Softball Boys and girls, Bat Tennis Boys and Girls.

Chess

“You may learn much more from a game you lose, than from a game you win. You will have to lose hundreds of games, before becoming a good player.”

– José Raúl Capablanca

At AIAE we believe that chess is one of the most powerful education tools available to strengthen a student'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, are skills students regularly develop while playing chess. At AIAE Chess provides students the exhilaration of competition in a non-sporting field and enables students to be recognized intellectually.

In a turbulent year of social distancing, mass lockdowns, personal challenges and a global pandemic, Chess brought social interaction to students where other opportunities for interaction were limited.



INTERSCHOOL CHESS EVENT

eSports

2020 was a difficult year for our school and community. The esports club felt the quake of the pandemic like other extra curricula activities. Many esports organisations were delayed events cancelled due to the pandemic.

- Hazel Glen -

Before the isolation period hit us, our school was invited to Hazel Glen College to compete in League of Legends and Super Smash Bros tournament. Dedicated students invested their Saturday morning to join their classmates in an awesome day of competition and laughs.



ESPORT CLUB

Staff and Student Statistics



Community Feedback

In 2020 parent feedback and information sessions were held at the beginning of school year. Priorities for the year are set and parents are briefed on new courses and policies. Guest presenters are invited in order to provide information about new initiatives, as well as ways in which parents can get involved in their children's learning journey. All relevant staff are in attendance during these sessions so that parents have the opportunity to ask questions, and comment on issues that they wish to raise. After each session, all teachers make themselves available to answer questions and take feedback from parents.


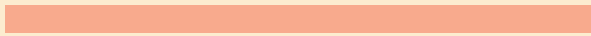
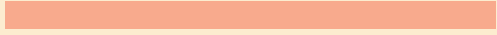


Parent/teacher interviews were held at the end of Term 1 and Term 3 after students' reports were published on Compass. Due to the COVID lockdown in place, these interviews were conducted via an online platform. Parent teacher conference days run throughout the whole day and are pupil-free days to encourage maximum participation by parents. Students' progress in all learning areas is discussed and recommendations are made to students and parents in order to maximise students' achievement. 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 Year 10 information session is held to inform parents about options available in Year 11 and 12. The IB Diploma and VCE Program is examined in detail, and this aims to assist parents to work with their children in making informed choices in relation to course and subject selections the following year. 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. In 2020, the Year 10 information session and Q&A was conducted remotely due to the COVID-19 lockdown.

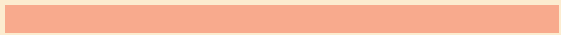




As part of the Middle Years assessment requirements of the IB MYP Program, all students prepare a Portfolio of work showcasing their achievements for the year. In their final MYP year, they engage in a Personal Project as part of their final year in the MYP. All Portfolios and Personal Projects are put on display and there is an exhibition for both the personal project and the Portfolios. In 2020 this was filmed and presented via zoom to the parents, as we could not have guests on campus due to the lockdown which was in place.

Professional Engagement

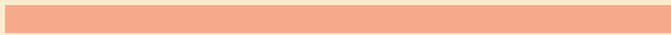




Number of Staff

Year	(SCALE 0 - 200)	Staff Numbers
2016		195
2017		184
2018		165
2019		189
2020		190

Staff Retention

Year	(SCALE 0 - 100)	Percentage
2016		82.0
2017		90.2
2018		86.0
2019		92.6
2020		92.7

Staff Attendance

Year	(SCALE 0 - 100)	Percentage
2016		88.55
2017		89.71
2018		88.79
2019		88.01
2020		92.36

Student Enrolment Data 2014 - 2020

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








AIAE Melbourne Campuses Student Enrolment Data 2014 - 2020

Year	Number of Students (SCALE 0 - 900)	Secondary	Primary	Total Number of Students
2014		612	653	1265
2015		583	696	1279
2016		567	699	1266
2017		582	702	1284
2018		584	771	1355
2019		625	814	1439
2020		694	842	1536


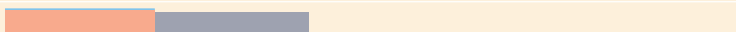
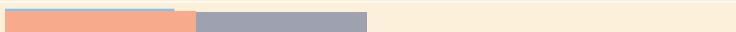






Student Enrolment Data 2014 - 2020




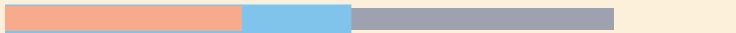


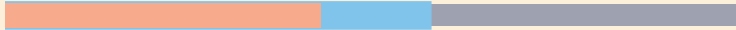
AIAE KKCC Student Enrolment Data 2014 - 2020

Year	Number of Students (SCALE 0 - 600)	Female	Male	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
2020		304	279	583

AIAE CSC Student Enrolment Data 2014 - 2020

Year	Number of Students (SCALE 0 - 400)	Female	Male	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
2020		192	178	370

AIAE MSC Student Enrolment Data 2014 - 2020

Year	Number of Students (SCALE 0 - 600)	Female	Male	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
2020		243	340	583

AIAE Student Attendance Data

KKCC Student Attendance Data 2020

Year Level	Gender	Possible School Days	Attendance Days	Attendance Rate	Students with Attendance Rates <90%	Students with Attendance Rates >90%	Number of Students	Possible School Days for Students with >90% Attendance	School Days in the Reference Period	Days Absent	Possible School Days for Students with <90% Attendance
Year 1	Male	2025	2021.50	99.83%	0	45	45	2025	45	4	0
Year 1	Female	2430	2424.00	99.75%	0	54	54	2430	45	6	0
Year 2	Male	2160	2142.50	99.19%	1	47	48	2115	45	18	45
Year 2	Female	2385	2379.00	99.75%	0	53	53	2385	45	6	0
Year 3	Male	2295	2294.00	99.96%	0	51	51	2295	45	1	0
Year 3	Female	2250	2248.00	99.91%	0	50	50	2250	45	2	0
Year 4	Male	2119	2115.00	99.81%	0	48	48	2119	45	4	0
Year 4	Female	1759	1753.00	99.66%	0	40	40	1759	45	6	0
Year 5	Male	2077	2077.00	100.00%	0	47	47	2077	45	0	0
Year 5	Female	2560	2558.00	99.92%	0	57	57	2560	45	2	10

MSC Student Attendance Data 2020

Year Level	Gender	Possible School Days	Attendance Days	Attendance Rate	Students with Attendance Rates <90%	Students with Attendance Rates >90%	Number of Students	Possible School Days for Students with >90% Attendance	School Days in the Reference Period	Days Absent	Possible School Days for Students with <90% Attendance
Year 6	Male	2160	2030.00	93.98%	9	39	48	1755	45	130	405
Year 6	Female	1575	1476.50	93.75%	9	26	35	1170	45	99	405
Year 7	Male	2790	2691.00	96.45%	9	53	62	2385	45	99	405
Year 7	Female	2070	1952.00	94.30%	5	41	46	1845	45	118	225
Year 8	Male	2295	2160.00	94.12%	10	41	51	1845	45	135	450
Year 8	Female	2070	1946.00	94.01%	9	37	46	1665	45	124	405
Year 9	Male	2475	2409.00	97.33%	4	51	55	2295	45	66	180
Year 9	Female	1305	1250.50	95.82%	4	25	29	1125	45	55	180
Year 10	Male	2430	2355.50	96.93%	7	47	54	2115	45	75	315
Year 10	Female	1035	1016.50	98.21%	1	22	23	990	45	19	45

AIAE Student Attendance Data

CSC Student Attendance Data

Year Level	Gender	Possible School Days	Attendance Days	Attendance Rate	Students with Attendance Rates <90%	Students with Attendance Rates >90%	Number of Students	Possible School Days for Students with >90% Attendance	School Days in the Reference Period	Days Absent	Possible School Days for Students with <90% Attendance
Year 1	Male	880	879.00	99.89%	0	20	20	880	44	1	0
Year 2	Male	1056	1056.00	100.00%	0	24	24	1056	44	0	0
Year 3	Male	694	689.50	99.35%	0	16	16	694	44	5	0
Year 4	Male	792	792.00	100.00%	0	18	18	792	44	0	0
Year 5	Male	836	836.00	100.00%	0	19	19	836	44	0	0
Year 6	Male	616	616.00	100.00%	0	14	14	616	44	0	0
Year 7	Male	528	528.00	100.00%	0	12	12	528	44	0	0
Year 8	Male	484	483.00	99.79%	0	11	11	484	44	1	0
Year 9	Male	88	88.00	100.00%	0	2	2	88	44	0	0
Year 10	Male	342	283.50	82.89%	4	4	8	176	44	59	166

AIAE staff survey on remote learning

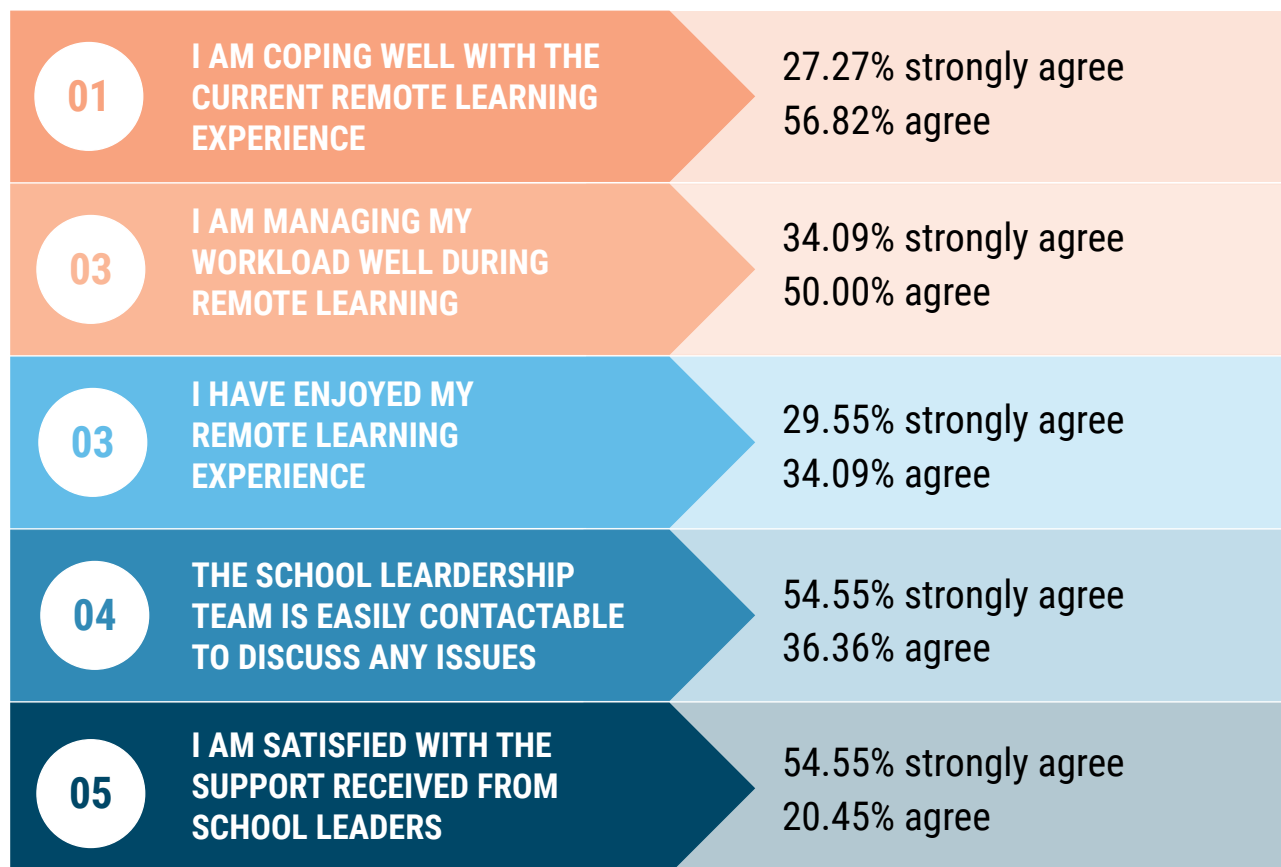
In 2020 the corona virus affected every aspect of lives, including education. We moved from onsite learning to remote learning.

This move to remote learning changed the way our teachers taught and drastically altered the way our students learnt.

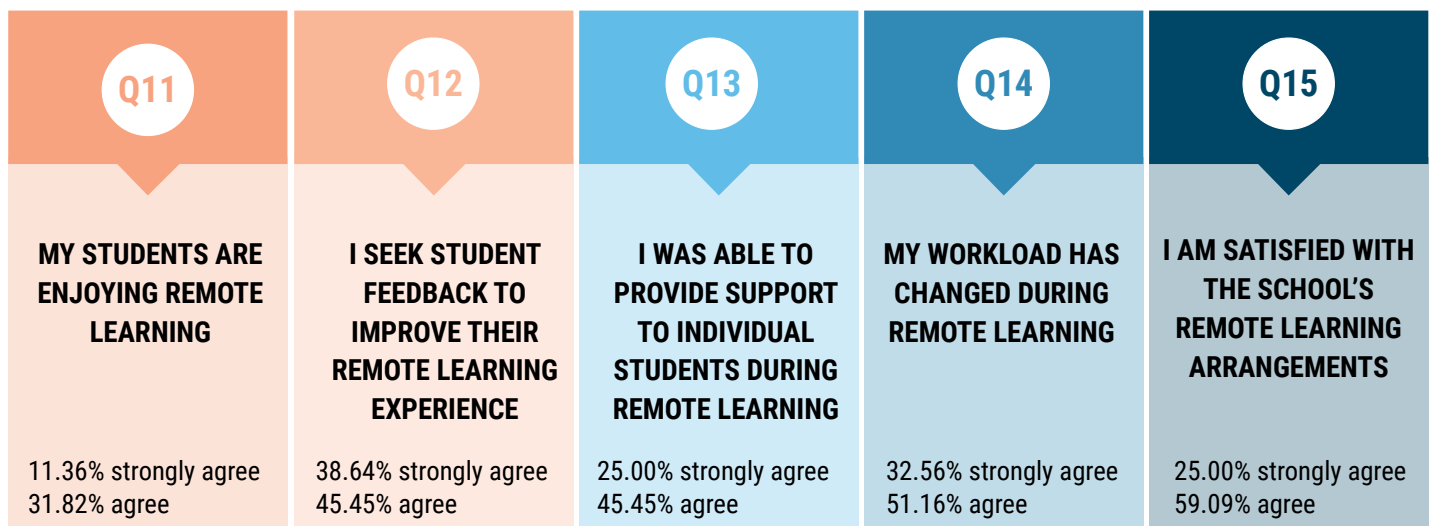
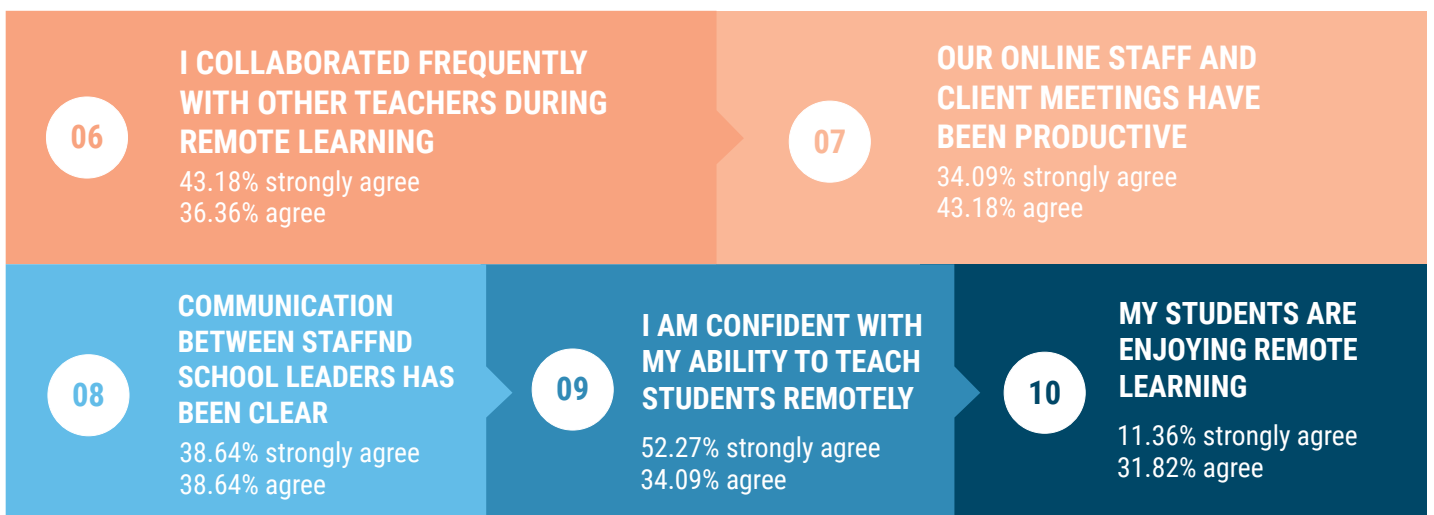
Paramount in our thoughts during this difficult time was understanding the impact of remote learning on our staff, students and parents.

As such, in July we commissioned a survey using survey monkey to gauge the effectiveness of our remote learning program and to comprehend how the move to remote learning impacted on the well-being of staff, students and parents.

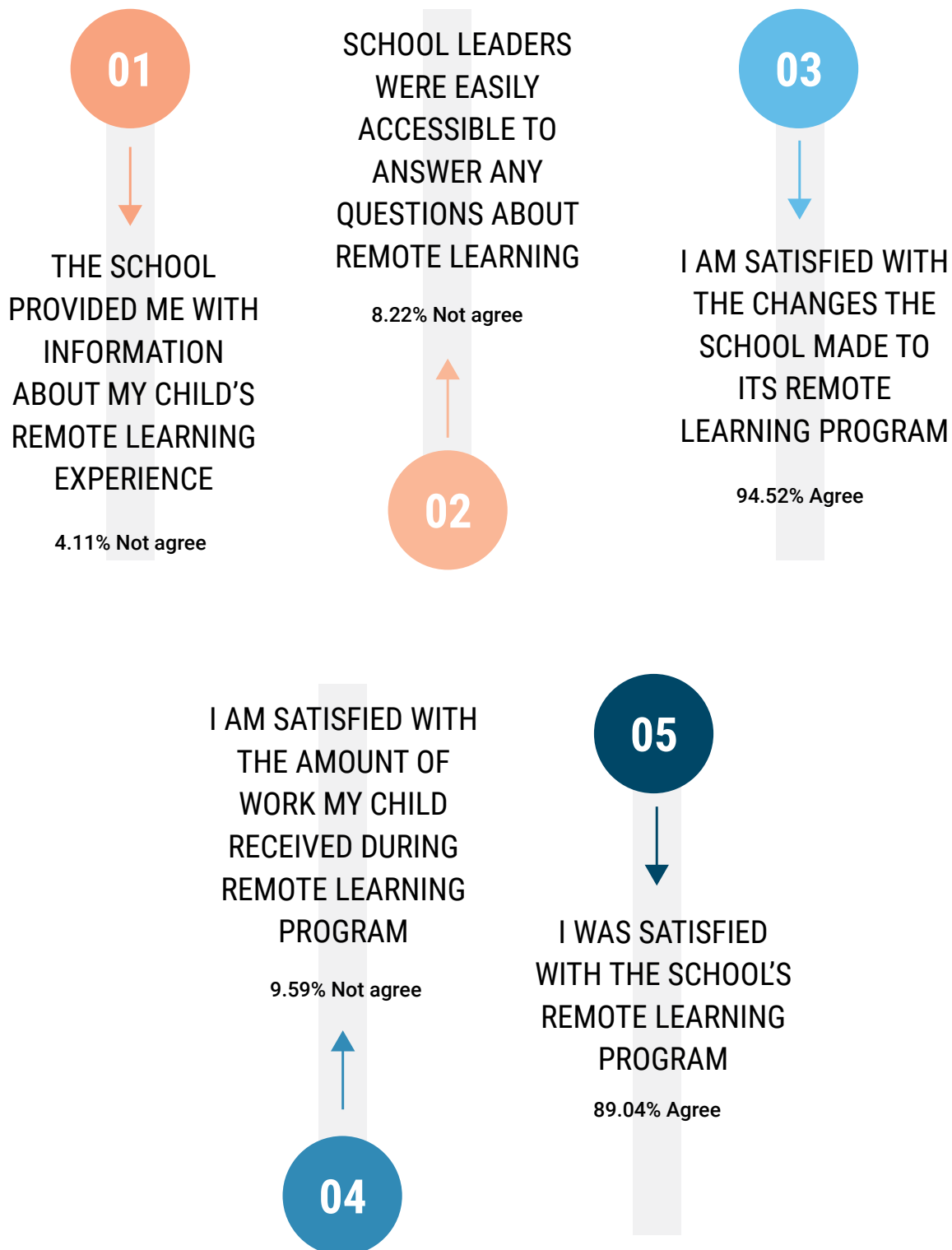
We used these results (summarised below) to make improvements to the Academy's remote learning program and increase the emotional welfare of our most important stakeholders.



AIAE staff survey on remote learning



AIAE Parent Survey on Remote Learning



**ADVANCEMENT
DETERMINATION
FAITH**

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