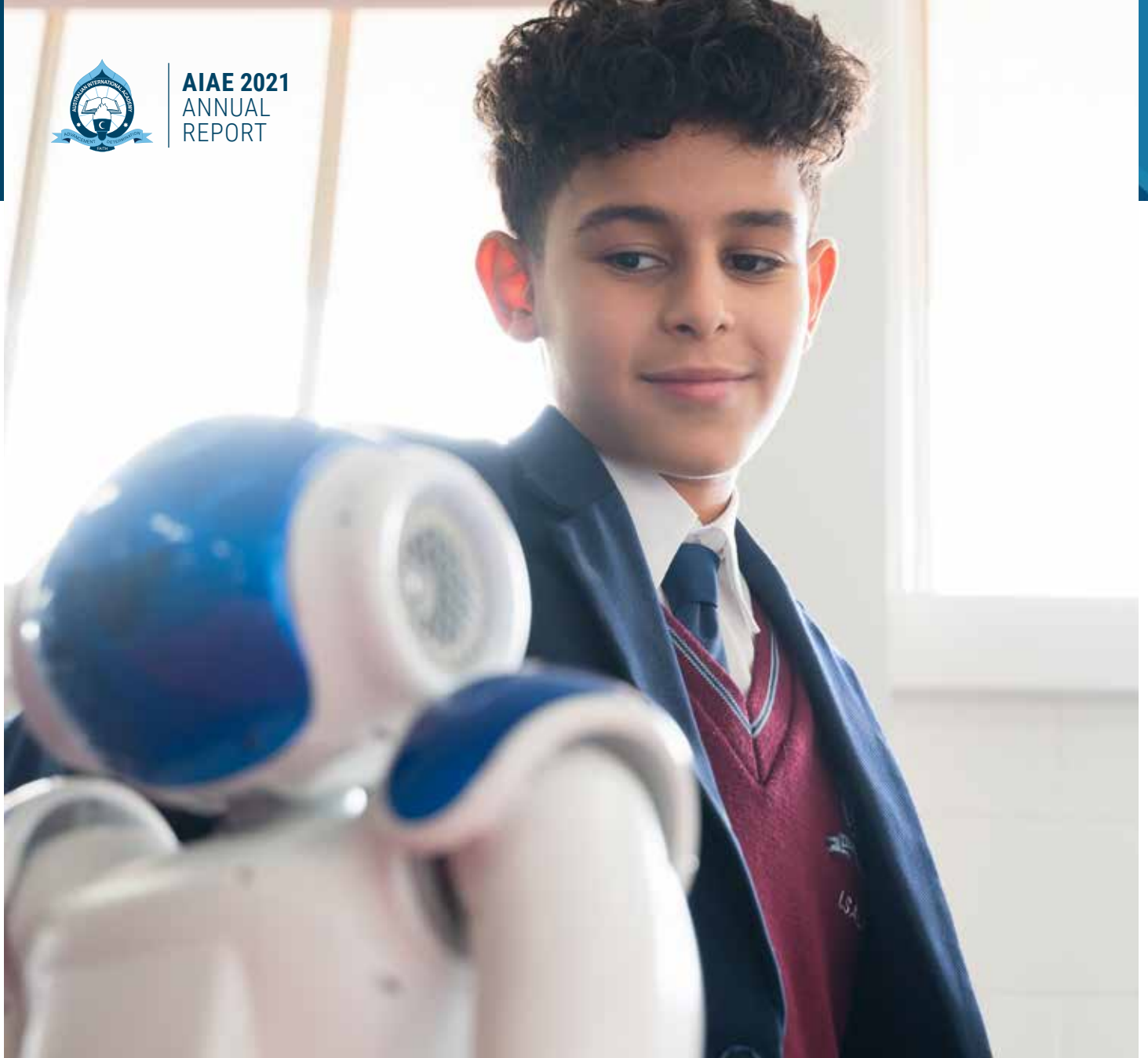


ANNUAL REPORT

# 20 21





## AIAE 2021 ANNUAL REPORT CONTENTS

Mission, Vision, Philosophy	02	Enrolment Data	19	Middle Years Programme	33
Core Values	03	Attendance Data	21	IB Diploma Programme	34
Introduction	04	Human Resources	23	VCE	35
Child Safe Statement	05	Professional Engagement	24	The Arts	36
Board Chair Introduction	06	Community Feedback	25	Co. Curricular Activities	39
Board / Committee Attendance	07	Finance	26	Sports	40
Caroline Springs Campus	09	Staff Survey	28	Strategic Priorities 2021 - 2025	41
Melbourne Senior Campus	10	Parent Survey	29		
King Khalid Coburg Campus	11	Student Survey	30		
Commonwealth Reporting Requirements	12	Programs and Activities	31		
- NAPLAN	13	Primary Years Programme	32		
- Year 12 Destination	16				



WHO WE ARE, WHAT WE DO

## OUR MISSION

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



WHAT WE STAND FOR

## OUR VISION

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



HOW WE THINK

## OUR PHILOSOPHY

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



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

ADVANCEMENT | DETERMINATION | FAITH

# Core Values



- God Consciousness – Taqwa
- Care and Compassion
- Doing Your Best
- Fair Go
- Freedom
- Integrity
- Respect
- Responsibility
- Understanding, Acceptance and Inclusion
- Honesty, Trustworthiness and Sincerity





# Introduction

It is with pleasure that I present the 2021 Annual Report to our school community.

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. As the first Islamic School in Australia and nearing its fortieth year of establishment, AIA continues to provide education for the future. Our vision is to inspire character and leadership, where our values are central to the students' learning experiences.

AIA's five-year Strategic Plan for 2021 to 2025 is unfolding steadily and 2021 was the first year of unpacking our Strategic Targets for the five-year plan. We have seen financial stability and increase in our student population exceeding the anticipated target for 2021. Students and teachers were able to enjoy the opportunities at hand to explore the best moments in face-to-face teaching and learning as we slowly emerged from the remote learning environment.

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.

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 would like to express my sincere appreciation and thank the school board members for their ongoing 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 numerous opportunities ahead with gratitude.

**Ms Gafiah Dickinson**

*Gafiah Dickinson*

**Executive Principal**

# Child Safe Statement

## Statement Of Commitment To Child Safety

AIAE is a child-safe organisation which welcomes all children, young people, and their families.

- AIAE is committed to providing environments where our students are safe and feel safe, where their participation is valued, their views respected, and their voices are heard about decisions that affect their lives.
- We have ZERO tolerance for child abuse and take proactive steps to identify and manage any risks of harm to students in our school environments.
- We promote positive relationships between students and adults and between students and their peers. These relationships are based on trust and respect.
- We take proactive steps to identify and manage any risk of harm to students in our school environment. When child safety concerns are raised or identified, we treat these seriously and respond promptly and thoroughly.

Particular attention is given to the child safety needs of Aboriginal students, those from culturally and linguistically diverse backgrounds, international students, students with disabilities, those unable to live at home, students with diverse sexual orientations, and students experiencing risk or vulnerability.

Child safety is a shared responsibility.

All members of the AIAE community have an essential role in promoting child safety and wellbeing and promptly raising any issues or concerns about a child's safety.

Our child safe policies, strategies and practices are inclusive of the needs of all children and students. We are committed to regularly reviewing our child safe practices and seeking input from our students, families, staff, and volunteers to inform our ongoing strategies that underpin AIAE's Child Safe commitment.



# Board Chair Introduction

It's been an extraordinary year to reflect and summarize the achievements of the 2021 school year. We began our year briefing on the declared health pandemic to ensure that we established an efficient decision-making structure. The Executive Principal, Gafiah Dickinson alongside with the Campus Heads, Michelle Shears, Ali Harba, Angela Florio and Leyla Hammoud, prioritized the health and wellbeing of our students and staff, by strictly following all orders of the Health Department. As a result, the precautions taken by the Academy ensured that all families were able to remain at the Campus and that we had minimal disruption to the school year.

With the pandemic still looming, the Board of Directors, needed to strategically plan for the financial viability of the Academy. Keeping this in mind the Board prioritized its financial decision making, through the early announcement of the fee schedule for 2021 highlighted by a zero fee increase for tuition.

During the initial response to the pandemic, the Board limited all major capital works projects to enable a more complete financial analysis and response to the changed circumstances. By the end of the calendar year, our major projects were back on track.

In 2021, the Board has approved a significant investment in the network and information technology capacity of the Academy, to ensure that we were able to deliver a hybrid learning platform, for our students. The upgrades to computer equipment and IT totalled \$1,077,775.

#### Other Capital work expenditure were:

- The school purchased portable classrooms for Caroline Springs Senior Campus at the cost of \$518,442.
- Building Improvements for the school cost was \$766,590.
- Purchasing of furniture, fixture and fittings to the value of \$172,775.

This year has also seen the Board of Directors looking at ways in which we are able to improve the Multipurpose Learning Centre at Melbourne Senior Campus after it was deemed unsafe. As a result, the Board and Executive team have been in deliberation with Architects to format a concept design and costings to get the project underway. We anticipate by the 2022 financial year we see movement on this project, which will commence construction after all plans and permits have been approved. We ask that the wider community helps support this significant project.

The Board of Directors would like to thank the community in advance for all your support in raising the necessary funds to see this project come to fruition.

I would also like to acknowledge and thank the following Board of Directors for their tireless efforts and support that they provide to the school community:

- Melinda Baarini: **BOARD CHAIR**
- Mohamed Elzanty: **DEPUTY CHAIR**
- Salim Boyaci
- Fida Sandjakdar
- Graham Marshall: **SECRETARY**
- Angela Florio
- Iman Mojaled
- Kimani Adel Bodon
- Murat Gumas: **TREASURER**
- Mohammed Thoufeek Farook
- Denise Tamer
- Dr Zoya Naveed.

#### AND OUR EXECUTIVE TEAM:

- EXECUTIVE PRINCIPAL: **Gafiah Dickinson**
- KKCC PRINCIPAL: **Leyla Hammoud**
- CSC PRINCIPAL: **Ali Harba**
- MSC PRINCIPAL: **Michelle Shears**
- FINANCE MANAGER: **Hatem Awad**

The Board would also like to thank outgoing Head of Campus, Ms Leyla Hammoud for her outstanding dedication to the Coburg Primary Campus. Over the past 21 years, Ms Leyla has been a wonderful contributor to the school and has been integral to the development of its values and ethos. She has sported many roles in her time with the Academy and on behalf of the Academy Board, I specifically thank her for her service in this role and wish her all the very best in what lies ahead.

Finally, we would like to thank the AIAE Inc staff, students and families for all their support over the year. We would also like to congratulate all our 2021 students on their significant achievement during what has been an extraordinary year. We wish you all the best that life can offer, may Allah (swt) bless you all and shower his mercy, protection and guidance in our everyday decision making.

## BOARD ACTIVITIES

Board Members	Meetings eligible to attend	Meetings attended
Melinda Baarini - Chairperson	10	10
Mohamed El Zanaty - Deputy Chair	10	10
Murat Gumus - Treasurer	10	7
Graham Marshall - Secretary	10	10
Kimani Adil Boden	6	4
Salim Boyaci	10	8
Mohammed Farouk	10	7
Angela Florio	10	10
Iman Mojaled	10	9
Denise Temer	10	9
Fida Sanjakdar	10	8

## EXECUTIVE COMMITTEE

Committee Members	Meetings eligible to attend	Meetings attended
Gafiah Dickinson	3	3
Melinda Baarini - Board Member Chairperson	3	3
Mohamed El Zanaty - Board Member Deputy Chair	3	3
Leyla Mahmoud - KKCC	3	3
Ali Harba - CSC	3	3
Michelle Shears - MSC	3	3
Hatem Awad - Finance Manager	3	3

## PROPERTY AND FACILITY COMMITTEE

Committee Members	Meetings eligible to attend	Meetings attended
Mohamed Elzanaty - Board Member Deputy Chair	4	4
Salim Boyaci - Board Member	4	4
Murat Gumus - Board Member	4	2
George Hatzimihalis	4	3

## PASTORAL CARE COMMITTEE

Committee Members	Meetings eligible to attend	Meetings attended
Sheikh Belal Assaad	4	3
Sheikh Abdul Nasser	4	1
Dr Esmat Kurt	4	4
Denise Temer - Board Member	4	3
Imam Mohamed Khalissi - Board Member	4	1
Derya Onder	4	1
Mahmoud Sammak	4	1







## Caroline Springs Campus

“When the crisis comes, we all pull together naturally. It’s easy then. It’s when things drag on too long that we have to make the effort. We need to make sure everyone sees we’re all in this together.”

– JAMES S.A COREY –

After a dramatic 2020, just when we thought the pandemic was over and life was getting back to normal, once again, lockdowns were announced and disruptions to students’ learning took place throughout the 2021 school year in a bid to curb the growing coronavirus outbreaks.

Online learning replaced face-to-face learning once again and teachers had to resort back and forth between face to face and online teaching. Despite the constant disruptions throughout the year, AIAE’s mission to “deliver quality education where students are nurtured in an enriching, comfortable and safe learning environment in pursuit of academic and spiritual excellence” had to be achieved and students’ learning had to go on. I can proudly say that 2021 was a productive year, in terms of students’ learning. This was a defining testimony to the professionalism, adaptability and fundamentally, the care provided for students and their learning from our professional teaching staff.

2021 also highlighted the strength and cohesiveness of our school community

as we navigated our way forward in an ever-changing landscape of regulations, limitations and uncertainties. This experience would have been very different, had our school community not been as strong, supportive, agile and cohesive. This led to an increase in student enrolments, forcing us to pursue the idea of separating our Primary and Secondary campuses. By the end of 2021, our application to separate was successful and we were able to relocate our Year prep to Year 5 students to our newly refurbished Campus on Stevenson Crescent, Caroline Springs by the start of 2022.

In 2021 we were ecstatic to be able to officially offer the Primary Years Programme (PYP) after successfully fulfilling all requirements by the International Baccalaureate Organisation. In addition to this, we also saw the need to follow in the footsteps of our Coburg Senior Campus in pursuit of becoming an IB world school. We had previously applied for accreditation of IB DP for Years 11 and 12. We managed to fulfil all requirements by the end of 2021 and received the good news that we have been accredited to offer the IB diploma to our students in 2022.

It is full steam ahead now looking forward to greater and more exciting and innovative practices to cater for the growing needs of our students. It is our objective to develop and optimise educational opportunities, resources, and facilities to cope with all challenges brought about by the technology age. We have purchased a robot for our

students to program and Virtual Reality headsets which are being incorporated into the subject curriculum areas. It’s not all technology however, we have also planned for real life city experiences, camps and renewed and improved our facilities for the wellbeing and best education of our students. Everything works well together.

AIAE’s success stems from our professional staff members, the advancement and determination of our students and the faith our parent community has in us. The continuous development in an ever-evolving world will allow us to successfully shape the future leaders and role models of society.

**Mr Ali Harba**  
**CSC Campus Head**

“Strength and growth come only through continuous effort and struggle.”

– NAPOLEON HILL –



## Melbourne Senior Campus

2021 saw many challenges as the world battled with the COVID pandemic for the second year. This again was a very challenging time for schools, teachers, students and parents as leaning moved from face to face to online many times. I congratulate all of our staff students and families who have who have responded to the unique challenge we face during the year in particular, the enormous task of moving to a remote learning setting for the second year. 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 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 goals 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, the MYP Portfolio 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 the academy make

every effort to ensure that they become inquirers into their learning experiences. We encourage our students to be determined to advance and to have the drive and passion that will lead to a lifetime of 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.

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





## King Khalid Coburg Campus

In 2021 KKCC was once again challenged with a very contagious and dangerous COVID-19 virus that has affected the whole world. Families across the world were adapting to the evolving changes in daily life caused by a very 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.

KKCC and generally speaking 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 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 the 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.

**Ms Leyla Mohamoud**  
**KKCC Campus Head**



# Commonwealth Reporting Requirements





## NAPLAN

---

Congratulations to all of you for the dedicated efforts to improve our results.

The performance of Years 3, 5, 7 and 9 students are measured in a point-in-time assessment, the National Assessment Program in Literacy and Numeracy (NAPLAN), that demonstrates student progress in literacy and numeracy individually, as part of their school community, and against national standards.

Federal, state and territory education ministers agreed to gradually transition NAPLAN online by 2022. NAPLAN online is a tailored test presenting students with questions that may be more or less difficult. The online tests adapt to student responses, providing better assessment and more precise results.

Every raw score for a test is converted into a NAPLAN scaled score out of 1,000. For example, an average Year 3 student's score is around 400, while an average Year 9 score would be around 580. This is a vertical scale and a student's score in 2019 can be compared to their 2021 score to gauge progress.

NAPLAN Data shown below is:

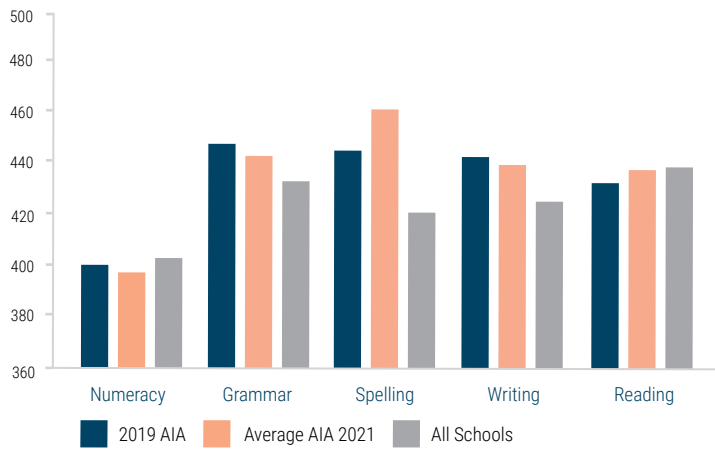
a) representative of 2019 and 2021 as well as the State mean for 2021

There are few aspects to consider-

- The cohort results vary slightly from year to year due to differences in student composition.
- The cohort has been affected for the last two years by the lockdown measures of Covid-19
- In 2020 education ministers decided that NAPLAN testing would not proceed that year due to the COVID-19 pandemic.
- NAPLAN test are one aspect of each school's assessment and reporting process and do not replace the extensive, ongoing assessments.

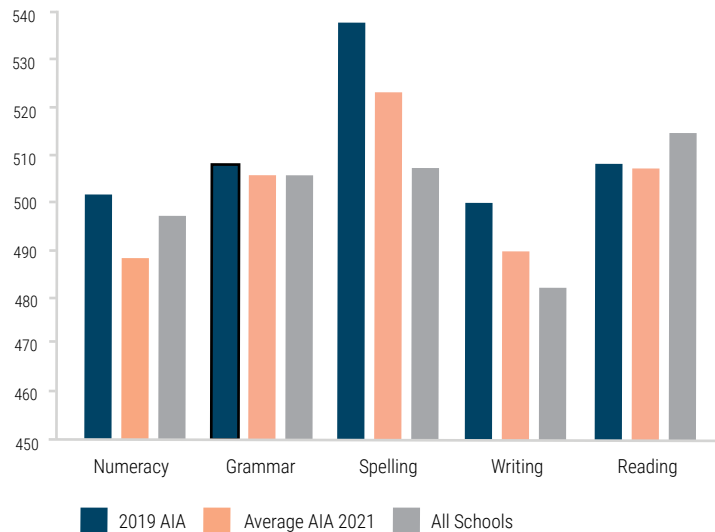


### Year 3 NAPLAN Comparisons 2021



	2019 AIA	2021 AIA Average	AIA Min	AIA Max	Similar Schools	State
Numeracy	400	397	385	408	416	403
Grammar	447	443	429	457	450	433
Spelling	445	461	449	473	438	421
Writing	442	439	428	450	439	425
Reading	432	437	424	449	454	438

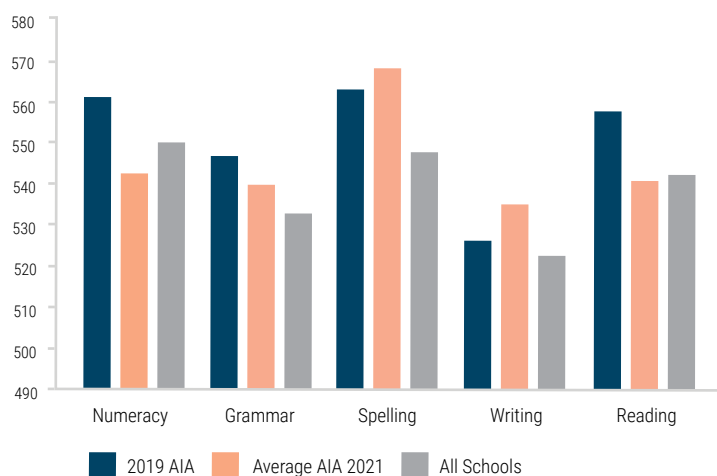
### Year 5 NAPLAN Comparisons 2021



	2019 AIA	2021 AIA Average	AIA Min	AIA Max	Similar Schools	State
Numeracy	499	486	475	497	508	495
Grammar	505	503	490	516	518	503
Spelling	533	519	509	530	518	504
Writing	497	486	474	497	494	480
Reading	505	504	497	512	525	511

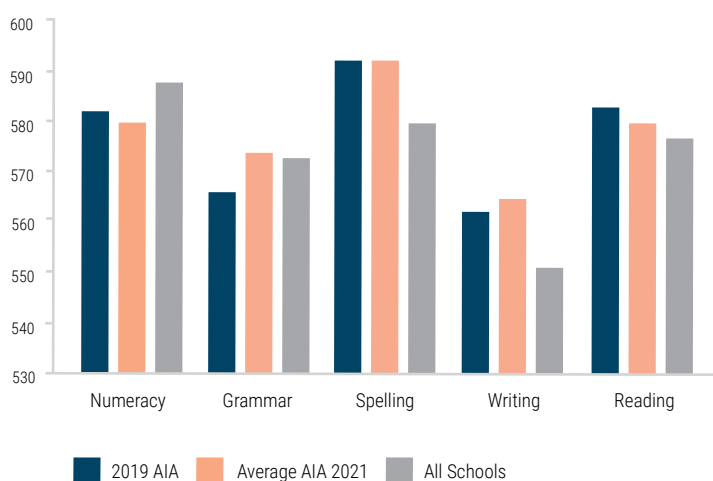
## NAPLAN

### Year 7 NAPLAN Comparisons 2021



	2019 AIA	2021 AIA Average	AIA Min	AIA Max	Similar Schools	State
Numeracy	561	543	532	554	563	550
Grammar	547	540	528	552	547	533
Spelling	563	568	557	579	560	548
Writing	526	535	523	547	536	522
Reading	558	541	531	552	553	542

### Year 9 NAPLAN Comparisons 2021



	2019 AIA	2021 AIA Average	AIA Min	AIA Max	Similar Schools	State
Numeracy	582	580	570	589	596	588
Grammar	566	574	562	585	585	573
Spelling	592	592	581	603	589	580
Writing	562	565	551	579	564	551
Reading	583	580	569	590	587	577



## YEAR 12 DESTINATION

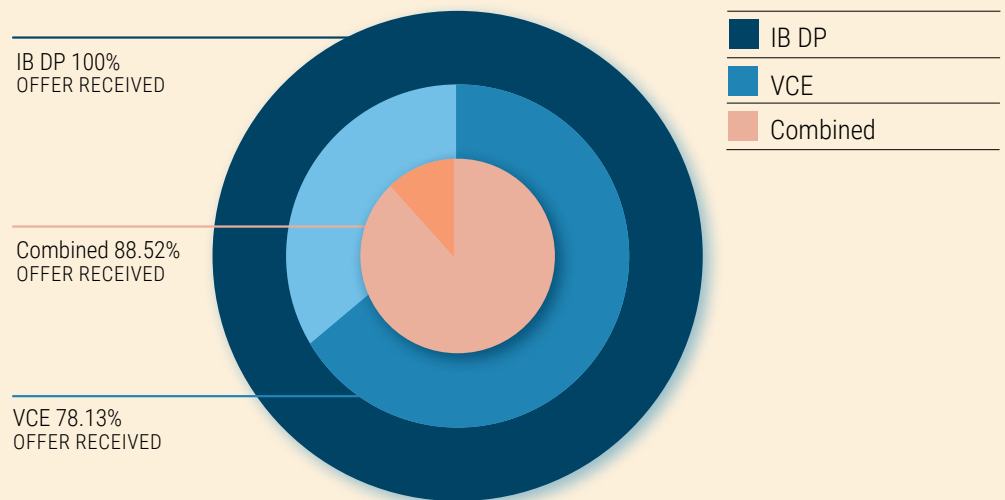
Our Academy mission to deliver quality education to students in a nurturing, enriching, comfortable and safe learning environment was challenging in 2021, with 108 days spent in lockdown. Despite the trials of remote learning in 2021, the ATAR median for the graduating class was 74.55, while thirty-nine percent of the graduating class scored an ATAR over 80.

A pleasing fifty-three percent of our students received their top VTAC preference in Round One. Eighty-eight percent of our 2021 graduates received a first-round offer. Eighty-three percent of these offers were concentrated in four post-secondary destinations consisting of the University of Melbourne, Monash University, RMIT or La Trobe University.

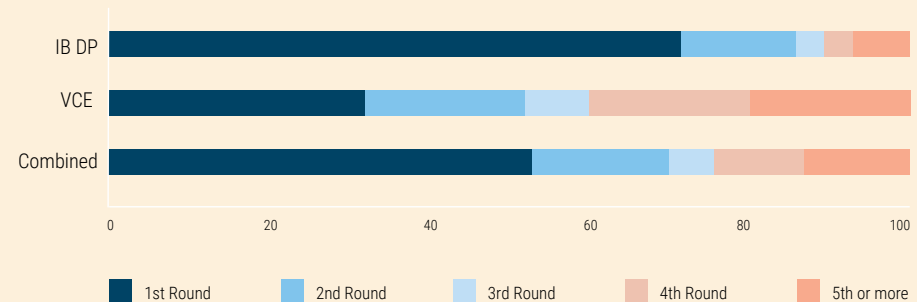
The most popular post-secondary study proved to be Science and Mathematics with one in five students from the class of 2021 choosing a course in this field, followed closely by Health Care and Building and Construction.

The joint Duxes for 2021 were Susan Hamad and Aiesha Khoder who both scored an ATAR of 97.9. The result put them in the top 2.1 per cent of the state's highest achievers.

### VTAC Round 1 Offer Received

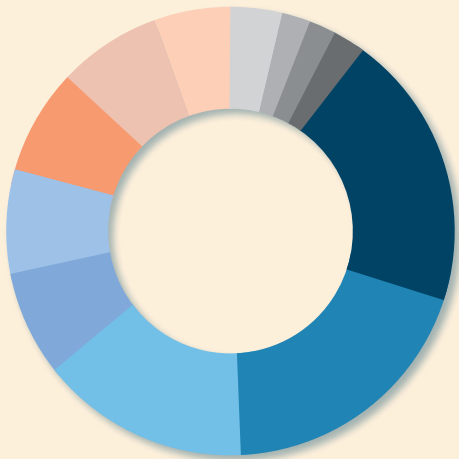


### VTAC Preference Obtained in Round 1



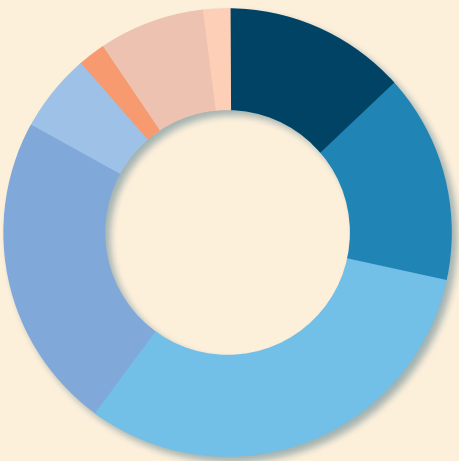
## YEAR 12 DESTINATION

### Categories of Post-Secondary Further Study



Science & Mathematics	20.7%
Health Care	18.9%
Construction & Building	15.1%
Administration & BM	7.5%
Social Sciences	7.5%
Financial Services	7.5%
Design & Arts	7.5%
Engineering	5.7%
Media & Journalism	3.8%
Sport & Leisure	1.9%
Computing & ICT	1.9%
Law	1.9%

### Post-Secondary Destinations



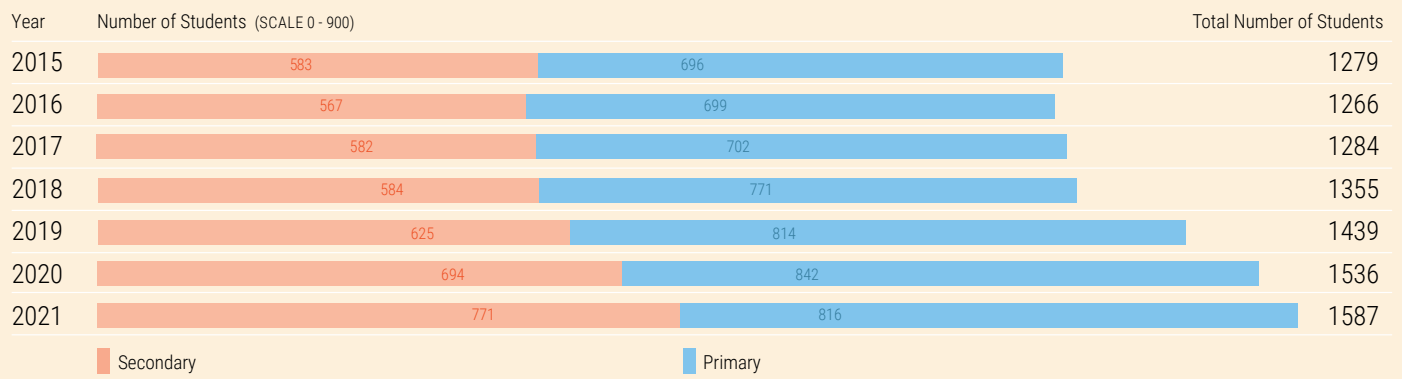
RMIT	32.1%
La Trobe University	22.6%
Monash University	15.1%
University of Melbourne	13.2%
Victorian University	7.5%
Deakin	5.7%
Melbourne Polytechnic	7.5%
Australian Catholic University	1.9%



# Enrolment Data

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.

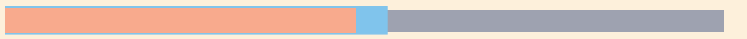




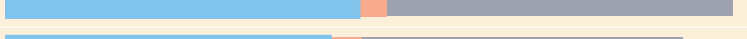
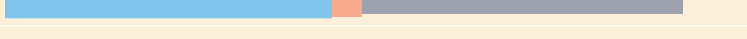
## AIAE Melbourne Campuses Student Enrolment Data 2015 - 2021



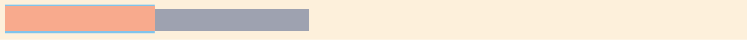

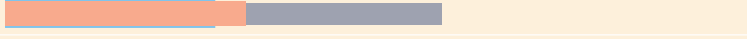
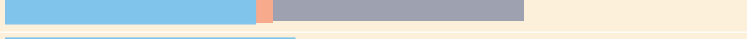
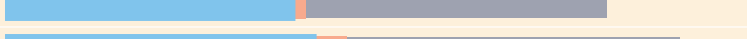
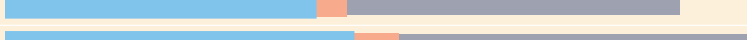
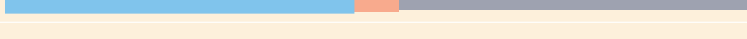


# Enrolment Data







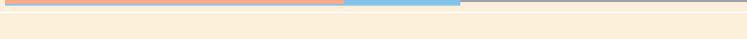
## AIAE King Khalid Coburg Campus Student Enrolment Data 2015 - 2021

Year	Number of Students (SCALE 0- 600)	Female	Male	Total Number of Students
2015		261	303	564
2016		245	302	547
2017		260	302	562
2018		271	298	569
2019		295	290	585
2020		304	279	583
2021		286	255	541

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

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

## AIAE Melbourne Senior Campus Student Enrolment Data 2015 - 2021

Year	Number of Students (SCALE 0- 638)	Female	Male	Total Number of Students
2015		263	282	545
2016		241	277	518
2017		197	278	475
2018		217	288	505
2019		225	309	534
2020		243	340	583
2021		258	361	619

# Attendance Data

## King Khalid Coburg Campus Student Attendance Data 2021

Year Level	Gender	Possible School Days	Attendance Days	Attendance Rate
Year 1	Male	1665	1492.50	89.64%
Year 1	Female	2100	1969.00	93.76%
Year 2	Male	1755	1581.50	90.11%
Year 2	Female	2475	2273.50	91.86%
Year 3	Male	2047	1862.00	90.96%
Year 3	Female	2160	1996.00	92.41%
Year 4	Male	2115	1944.00	91.91%
Year 4	Female	1935	1841.00	95.14%
Year 5	Male	2160	2033.00	94.12%
Year 5	Female	1575	1449.50	92.03%

## Melbourne Senior Campus Student Attendance Data 2021

Year Level	Gender	Possible School Days	Attendance Days	Attendance Rate
Year 6	Male	2136	1963.00	91.05%
Year 6	Female	2464	2366.00	96.02%
Year 7	Male	2508	2345.00	93.50%
Year 7	Female	1628	1546.00	94.96%
Year 8	Male	2772	2604.00	93.94%
Year 8	Female	1716	1564.50	91.17%
Year 9	Male	2420	2287.50	94.52%
Year 9	Female	1853	1677.00	90.50%
Year 10	Male	2508	2420.00	96.49%
Year 10	Female	1320	1271.00	96.29%



# Attendance Data

## Caroline Springs Campus Student Attendance Data 2021

Year Level	Gender	Possible School Days	Attendance Days	Attendance Rate
Year 1	Male	1408	1398.00	99.33%
Year 1	Female	1188	1184.00	99.66%
Year 2	Male	968	956.00	98.76%
Year 2	Female	1276	1272.00	99.69%
Year 3	Male	968	967.00	99.90%
Year 3	Female	1012	1004.50	99.26%
Year 4	Male	924	918.00	99.35%
Year 4	Female	748	741.00	99.06%
Year 5	Male	792	779.00	98.36%
Year 5	Female	880	876.00	99.55%
Year 6	Male	880	860.00	97.73%
Year 6	Female	704	683.50	97.09%
Year 7	Male	836	817.00	97.73%
Year 7	Female	704	679.00	96.45%
Year 8	Male	440	397.00	90.23%
Year 8	Female	704	628.50	89.28%
Year 9	Male	440	410.00	93.18%
Year 9	Female	748	712.00	95.19%
Year 10	Male	113	112.00	99.12%
Year 10	Female	396	386.00	97.47%

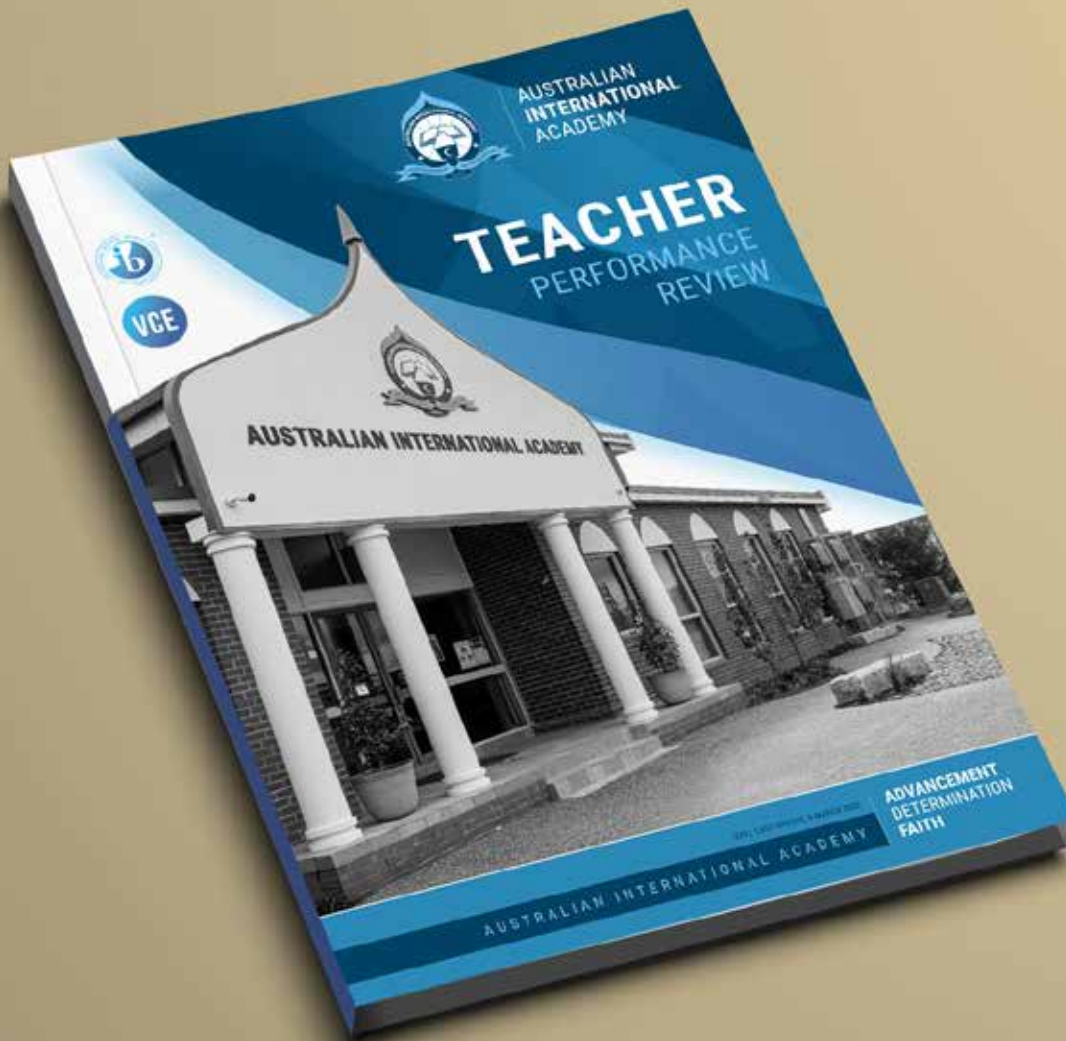
# Human Resources

AIAE's teacher Performance review is designed to enable individual accountability and collective responsibility, support collaborative professional learning, improve the quality of teaching in every classroom and enhance the leadership abilities of staff members.

Our teacher Performance Review is a continuous yearly process for identifying and developing the work-performance of teachers, so that the goals and objectives of AIAE are more effectively achieved. At the same time, staff will benefit in terms of professional development and career guidance.

The Teacher Performance Review creates an environment where the efforts of all staff are concentrated on the shared goal of school improvement, and that each person understands their role in working towards the strategic priorities.

Through the objectives and unbiased application of this process, performance strengths and areas for improvement are identified.











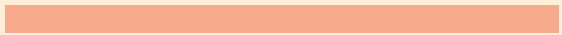





# Professional Engagement

---


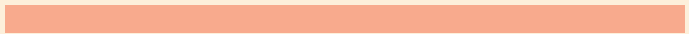

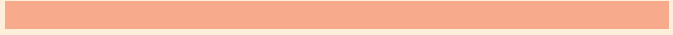


## Number of Staff

Year	(SCALE 0 - 230)	Staff Numbers
2016		195
2017		184
2018		165
2019		189
2020		190
2021		217

## Staff Retention

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

## Staff Attendance

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

# Community Feedback

---

In 2021 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. Due to the lockdown this was done via zoom. 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 2021, 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 2021 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.



# Finance

## Executive Summary

The Academy generated \$33,057,895 of profit in 2021. This includes a \$32,030,455 gain on non-current assets as a result of acquiring land and buildings from AIA Foundation Ltd below fair value.

As noted above, the Academy recorded a circa \$32m net gain on non-current assets. As part of the consideration, AIA took on \$10.07m of external debt in relation to these non-current assets.

Overall enrolments continued to grow in 2021, totalling 1,584 compared to 1,437 in 2020. Operating results for the year exceeded forecasted expectations as a result of higher than anticipated government funding. Overseas Students remained lower than forecast for 2021 due to ongoing COVID/19 restrictions impacting student numbers.

The main capital projects completed during 2021 for all campuses - King Khalid Coburg Campus (\$228,575); Melbourne Senior Campus (\$301,940); Caroline Springs Campus (\$408,847). The Academy also spent (\$1,077,775) on Information and Technology upgrades for all campuses and acquired five portable classrooms for Caroline Spring Campus at the cost of (\$518,442).

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 in the financial details, Salary and Wages represents the single largest item of expenditure. Salary cost as a percentage of total net revenue in 2021 is 73.58%. In 2020 this 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	\$	6,783,368
Government grants	\$	21,693,279
Other grants	\$	266,666
Other income*	\$	32,661,563
<b>TOTAL</b>	<b>\$</b>	<b>61,404,876</b>

\*\$32,030,455 of this amount relates to the gain on property acquired at below fair value.

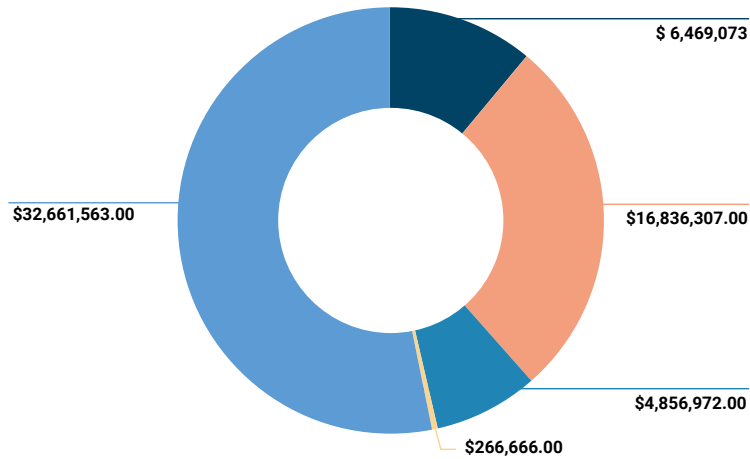
## Expenditure



Salaries	\$	21,150,047
Property maintenance	\$	714,277
Finance costs	\$	520,265
Cleaning expenses	\$	460,202
Curriculum expenditure	\$	1,466,487
Depreciation	\$	2,729,633
Other expenses	\$	1,306,070
<b>TOTAL</b>	<b>\$</b>	<b>28,346,981</b>

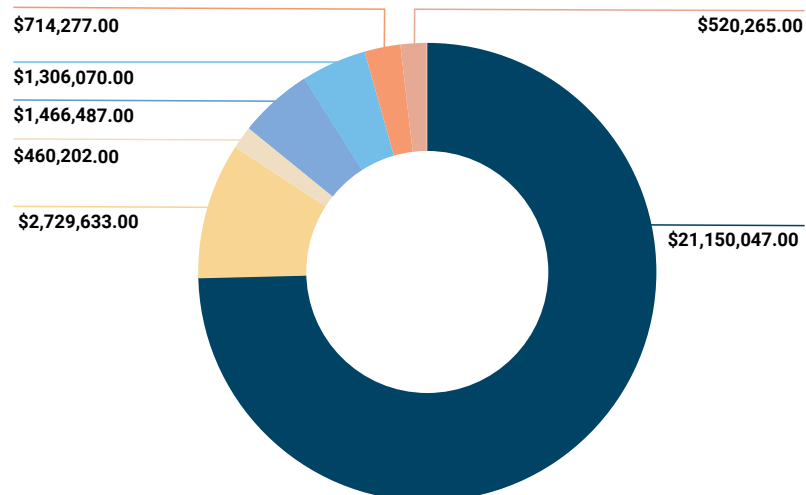
# Finance

## Income Breakdown



<span style="color: #003366;">■</span> Tuition, Levies and Other Fees	<span style="color: #003366;">■</span> Other Grants
<span style="color: #0070C0;">■</span> Commonwealth Government Recurrent Grants	<span style="color: #FFC000;">■</span> Other Income
<span style="color: #E67E22;">■</span> State Government Recurrent Grants	

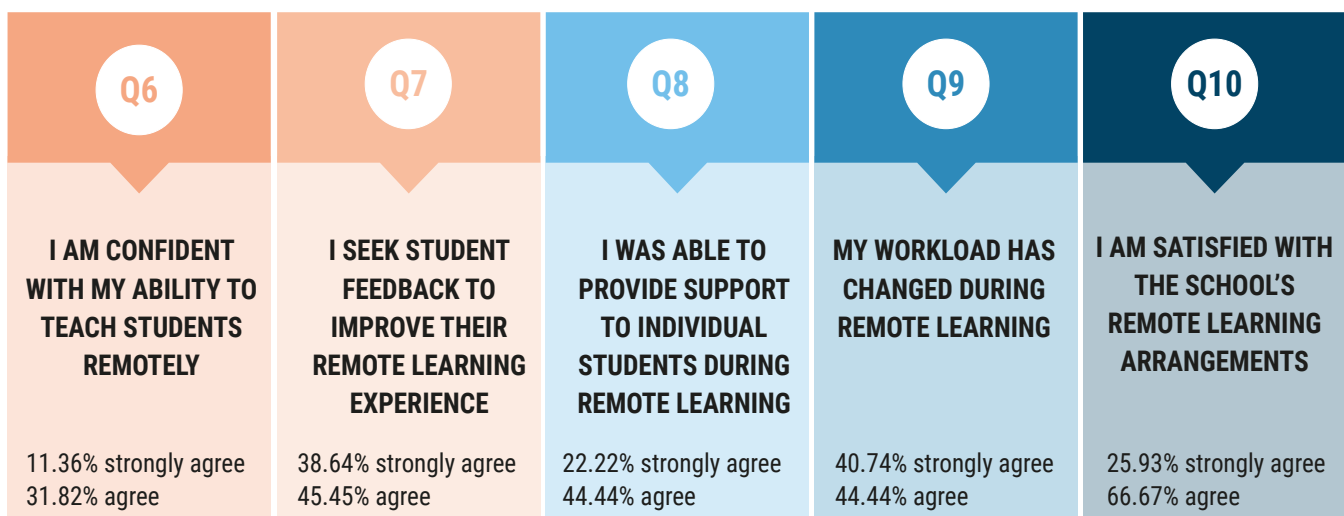
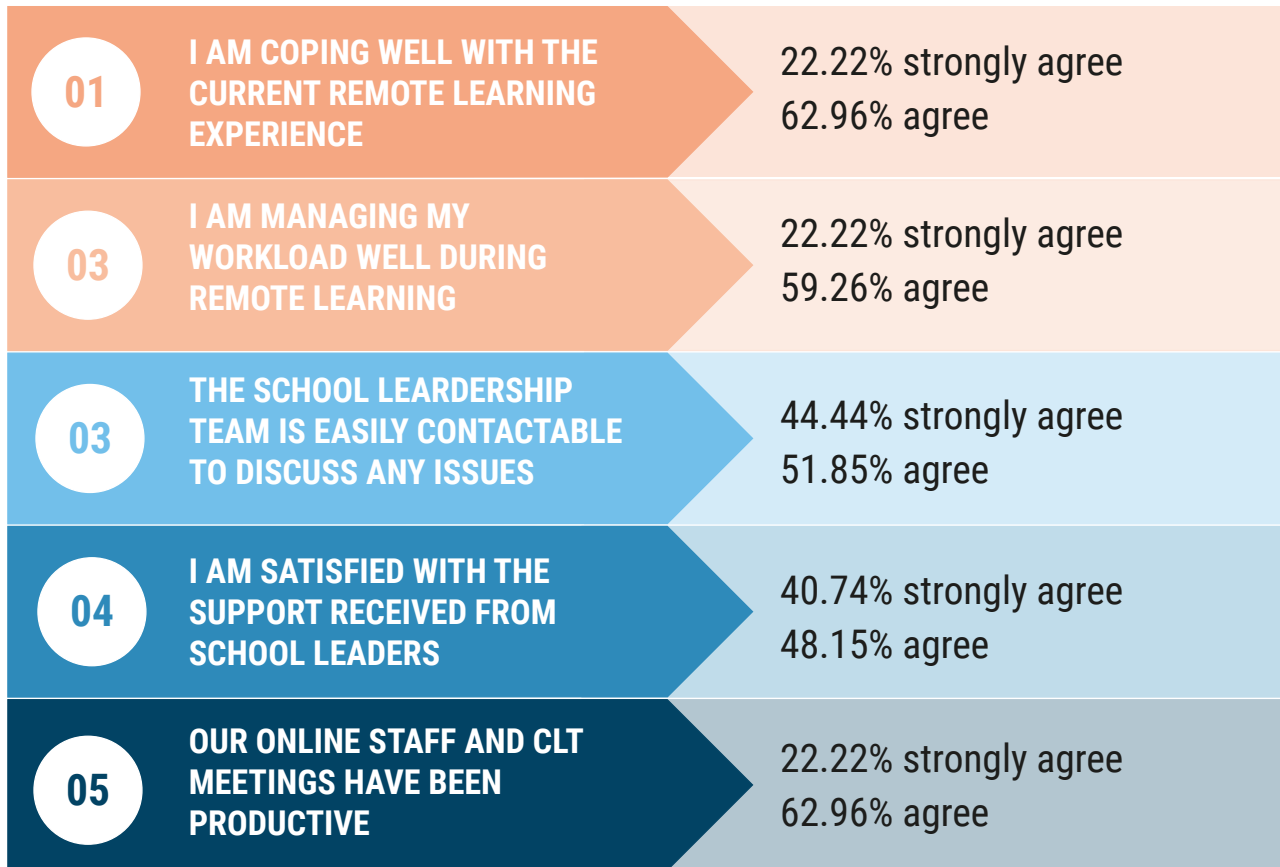
## Expense Breakdown



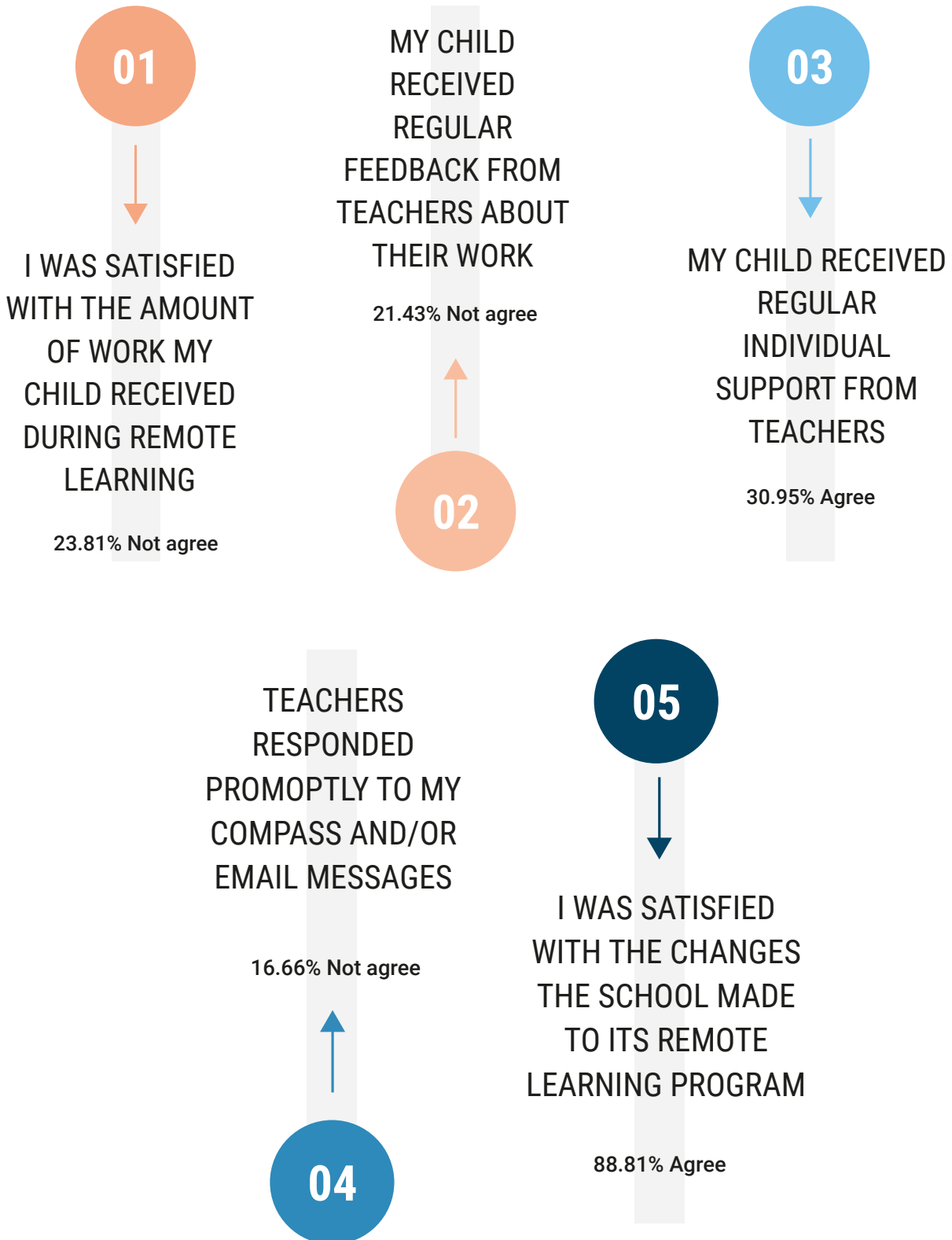
<span style="color: #003366;">■</span> Employee Benefits Expense	<span style="color: #0070C0;">■</span> Impairment of receivables
<span style="color: #FFC000;">■</span> Other Expenses	<span style="color: #E67E22;">■</span> Property Maintenance
<span style="color: #D9EAD3;">■</span> Curriculum Expenditure	<span style="color: #A52A2A;">■</span> Financial Costs
<span style="color: #4F81BD;">■</span> Depreciation and Amorisation Expense	



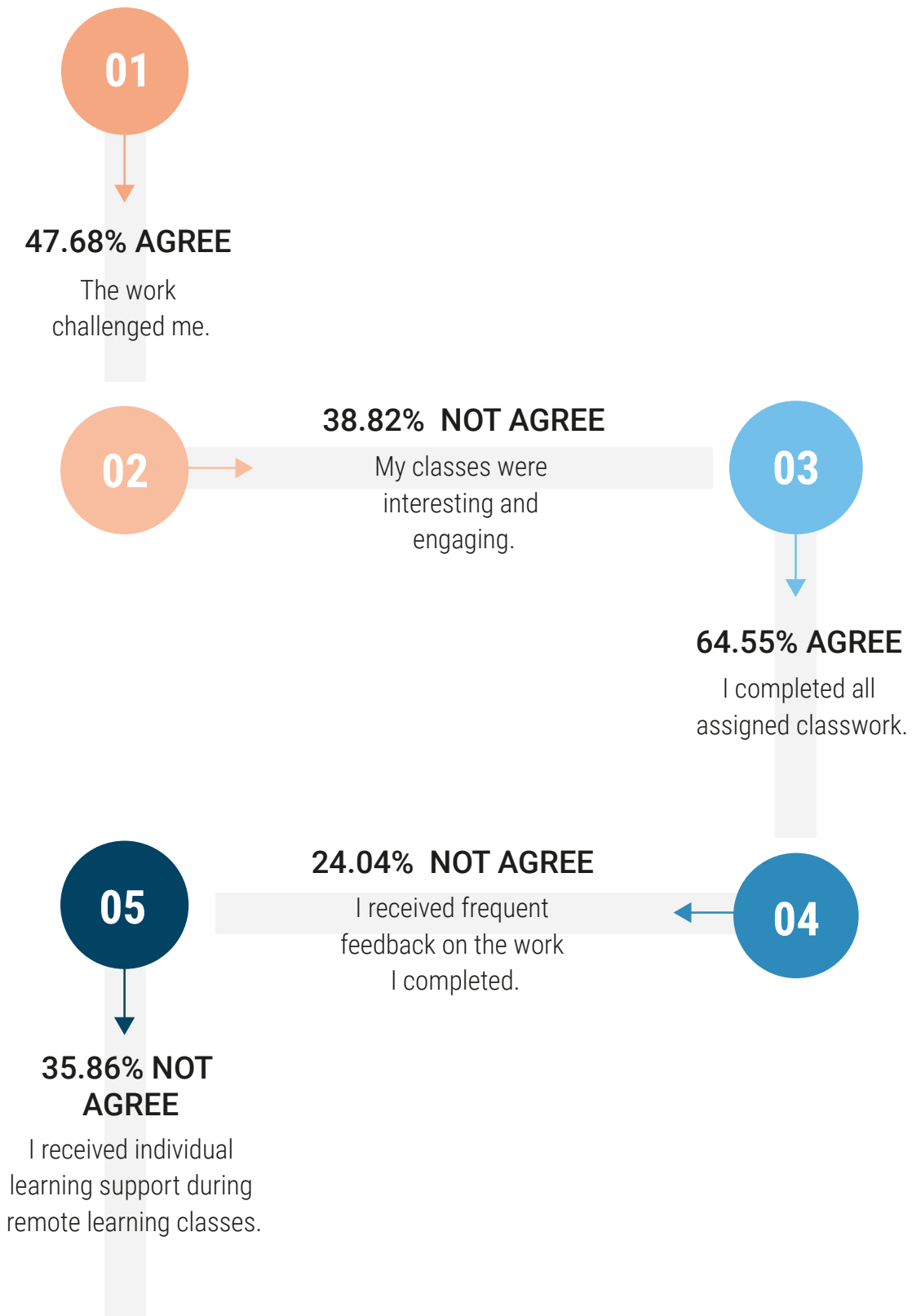
# Staff Survey



# Parent Survey



# Student Survey







# Primary Years Programme

2021 welcomed the news of AIA Caroline Springs Campus achieving PYP authorisation. This milestone signified an important accomplishment for the academy as the IB philosophy is an integral part of the school's mission and identity. The article 'The Journey to Becoming an Authorised IB School in the Midst of the COVID-19 Pandemic' was published on the website 'IB Schools Australasia'. The article offers an insight into the impact of Covid-19 on the process of becoming an authorised PYP school.

Throughout the year, the students explored units of inquiry across the six transdisciplinary themes. The units of inquiry provided meaningful and purposeful experiences that were engaging, significant, challenging and relevant. With the shift to the Enhanced PYP, student agency was at the forefront. Teachers facilitated student agency by giving them ownership of their learning and taking action as a result of their learning. Examples of student agency and action were the Year 5 students organising Clean Up Australia Day to raise awareness on the importance of caring for the environment and raising money for the World Wide Fund for Nature, demonstrating their ability to be active citizens in our community.

Over the year, the teachers engaged in professional learning for continuous improvement in the quality of teaching and learning in classrooms and to build the capacity of educators to meet the

PYP principles. The teachers took part in several professional developments, such as IB workshops, PYP Nano PD, PYP Playlist and TeachMeets. These offered teachers an opportunity to discover innovative strategies and approaches, resources, powerful tools, in order to infuse the principles of the PYP in their teaching and learning.

The PYP aimed to develop holistic learners by weaving in the learner profiles into the fabric of the teaching and learning and ultimately becoming ingrained in the culture of the school. Leading to achieving internationally minded people who create a better and more peaceful world.

The year's highlight was the Year 5 Exhibition, a culminating experience showcasing the students as learners and their knowledge, skills, and understanding in the primary years. The Year 5 students demonstrated resilience to overcome the changing circumstances and embraced the digital process with remote learning. Their open-mindedness and innovation to adapt to the virtual format allowed them to carry out an in-depth, collaborative inquiry through Zoom and document their journey on Padlet. This celebration of learning was shared with parents/carers, teachers and students.



# Middle Years Programme

The 2021 school year was one of the most challenging due to the difficult conditions of COVID and continued lock downs.

The main event of the year within IB MYP was the five year evaluation which occurred online during the month of May. AIA was one of the first schools in the southern hemisphere to experience a remote evaluation. This important and compulsory process which we undergo every five years in order to maintain our accreditation as an IB school, examines the different areas of the programme's implementation. Most importantly, this process provides schools with an opportunity to take a big step back and undergo a thorough and critical review of how the IB programmes are implemented at our School.

As part of the process we undertook:

- a review of the MYP curriculum
- involved representatives of the different stakeholders in the MYP, including students, teachers, leaders, parents, and School Board.
- held a three-day visit involving leaders and educators in IB schools, who spent three days remotely talking to the different stakeholders of our school and sitting in on classes.
- an evaluation of how we support student learning and wellbeing, and how we grow as a learning community.

A final report, highlighting some great commendations and some recommendations were made, allowing the academy to take into consideration how better to grow the programme and the direction it will take in future years.



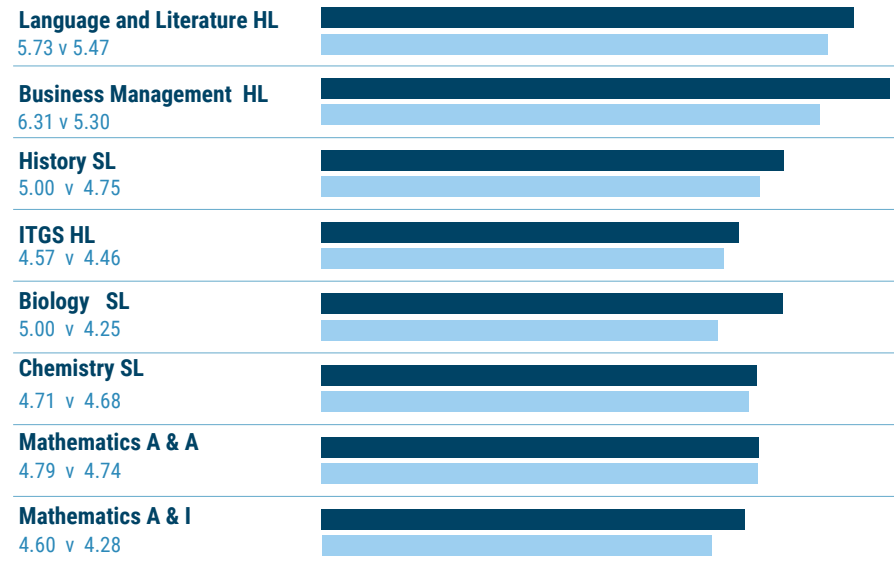
# IB Diploma Programme



## School and World Statistics

School and World Statistics - each subject aims to achieve performance on par with or above the world-wide average. The following subjects achieved above the world-wide average grade:

(SCALE 0 - 6.3)



## Extended Essay

The extended essay is a core component of the IB Diploma Programme. In 2021 students chose to complete their extended essay in the following subjects: English Language and Literature, Business Management, ITGS, History, Psychology, Biology and Visual Arts. The final results awarded for the extended essay were: 18% of AIA students received an A grade; 38% a B grade; 41% a grade C; 3% a grade D.

## Theory of Knowledge

All IB Diploma students must also be assessed in the core component Theory of Knowledge (TOK). The summary of 2021 TOK results were 10% of our cohort were rewarded a grade A; 34% a grade B; 45% a grade C and 10% a grade D



## VCE

The academic performance of the class of 2021, highlights the ongoing success of the VCE program during another extraordinary year impacted by the effects of the COVID pandemic, over the past two years.

In 2021, the Academy was able to maintain the continuity of learning for all VCE students throughout the continued lockdowns, with a combination of onsite and remote learning.

The academic year saw students face similar obstacles to their learning, as they had done in the previous COVID impacted year. Many were forced to isolate due to COVID, work for extended periods from home, while many suffered heightened anxiety at the prospect of contracting COVID during the all important assessment periods.

Information about internal and external wellbeing, supports for students, parents and careers as well as staff, were integrated into the normal teaching and learning program.

Despite the obstacles, a pleasing seventy-eight percent of VCE students were placed in the first round of VTAC placements, while thirty-five percent of the graduating class received their first post-secondary preference.

VCE



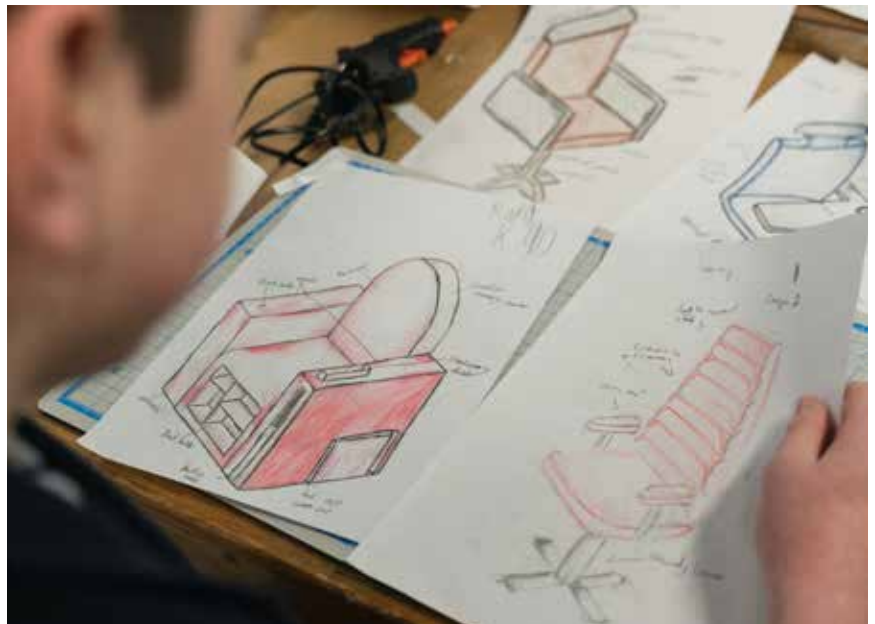


# The Arts

The 2021 school year was punctuated with Covid19 lockdowns that necessitated, once again, many weeks of on-line learning for our students at all year levels. The Arts Team at AIA MSC, fully prepared and experienced in the challenges and opportunities of teaching on-line, employed a variety of digital strategies to engage Arts students in their creative learning and exploration. Performing arts students explored stop motion to create responses to the pandemic that they shared in on-line groups. We explored the flipped classroom to turn visual arts students into the experts. On-line visual arts lessons had students demonstrating techniques to each other and making use of break-out-groups to complete tasks in buddy groups. Education Perfect was utilized more than ever in the Arts to replace criterion A assessments that would usually be completed in students' Arts Process Journals.

It was our agreed goal that when in the classroom the Arts team would facilitate as much hands on performing and visual arts experiences as possible, including Covid-safe group work, pair-and share, peer assessment and student presentations. When back at school, students demonstrated a real keenness to get their hands in the clay, so to speak and play with materials and processes. We kept the exploration open-ended and student-directed.

The IB review in May gave the Arts Team the opportunity to gather and re-examine teaching and planning documentation and reflect on our teaching practices. Many hours were spent in on-line collaboration and preparation. The use of the Arts Process Journal at each year level in both performing and visual arts is now routine for our students and explicitly follows IB MYP guidelines for The Arts.







## Celebrate the Arts 2021

In fourth term, the Arts team promoted a Celebrate the Arts 2021 initiative where students from all year levels were encouraged to submit their original Visual or Performing Arts pieces created while at home during 2021. This was designed to celebrate the diversity in artistic expression that we saw in our students throughout the year. The work submitted was showcased on the school website, in conjunction with the MYP exhibition.





# Co Curricular Activities

## E-Sport

The overall goal of the esports club is to: model acceptable and productive online behavior, allowing students to become conscientious, digital citizens; promote a safe and open environment for students with similar interests to form new friendships, learn valuable interpersonal skills – overall



promoting social interaction with the club & personal growth; use video games as a medium to teach sportsmanship qualities and MYP values to students; incorporate effective pedagogical strategies such as gamification and game-based learning to promote students' engagement and spatial skill development; introduce virtual reality based applications to help students conduct investigations such as learn dissections and encourage students to interact with the online world in a safe manner.

The E-Sport club continued to provide a safe environment for creating cross-year level collaboration and friendship and gives students an active way to de-stress from the everyday pressures and expectations placed on students.

## Harmony Day

Harmony Day, which is observed each year on March 21, celebrates this diversity, aiming to foster inclusiveness, respect and the idea that people of all different cultures can make a valuable contribution to society.



Harmony Day was celebrated differently to comply with COVID restrictions in 2021. While we could not gather in the hall, students were still encouraged to dress up in orange and enjoyed an extended lunch time outdoor which was safer.

## Chess

At AIA we believe that chess is one of the most powerful education 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. The chess club trained hard in 2021. Due to covid – 19 students were limited in their competition play however took advantage of their online options.

## Student Leadership

Students were involved in a number of leadership activities in 2021 such as: the Youth Leadership Toastmasters; the AIA environment ambassadors, parents and staff participated in 'Clean Up Australia Day' on a Sunday at Coburg Lake; the Environment ambassadors were also taking care of recycling projects such as collecting used clothing for our clothing container and recycling pens and textas at Officeworks Coburg; Students were involved in collecting non-perishable foods and personal hygiene needs for the Asylum Seeker Resource Centre.



# Sports

**“They told me I couldn’t  
that’s why I did.”**

– MICHEAL JORDAN –

This year saw many exciting programs resume with great outcomes and participation across the academy.

Term one, AIA hosted and ran the ISSAV Sports Carnival Year 9/10 category. Boys won Basketball and Seven a Side Soccer, and Girls teams finished runner up in Basketball and Seven a Side Soccer.

The Primary Boys Football team contested semi finals for a place in the Bachar Houli Schools Cup Grand Final. The team scoring 402 points for in total to 8 points kicked against, performing very well.

The Academy also saw 90 students across the academy participate in the Academy Holiday Football Camp, comprising girls and boys engaged in structured sessions and game play.

The Academy selected students represented Essendon against St Kilda in a talent identification match for the World Team that will play against the Indigenous team Boomerangs.

Intermediate Girls Soccer won Division Pennant beating Pascoe Vale Girls College 7-2 in the deciding match.

Grade Six Summer and Winter Sports resumed again with teams playing: Bat Tennis, Softball and Basketball in term one and Football, Soccer and Netball term two.

“This Girl Can” week included boxing fitness classes for middle school girls. A joint initiative run by the PHE Department and the well being team.

Academy boys and girls Tennis teams played off for a spot in SSV Northern Region Finals with some very good results. Our Year 7 Girls, Year 7 Boys and Year 8 Boys all won pennants!

Thirty students participated the Umpire Academy, with a Junior Umpire Coordinator at the EDFL, introducing the basic fundamentals of umpiring.



# Strategic Priorities 2021 - 2025

01

## Contemporary and innovative teaching and learning

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.



02

## Character building

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

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

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



03

## Contemporary and innovative teaching and learning

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.



04

## Providing for a sustainable future environment

It is our vision to create high quality learning spaces that foster creativity, playfulness, critical thinking and ingenuity to STEAM learning. 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.



05

## Community relations

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).







**ADVANCEMENT  
DETERMINATION  
FAITH**

[aia.vic.edu.au](http://aia.vic.edu.au)

**Australian International Academy of Education**

**AIA HEAD OFFICE | MELBOURNE SENIOR CAMPUS** | 56 Bakers Road, Coburg North, VIC 3058.  
Phone + (613) 9350 4533 | Email [msc@aia.vic.edu.au](mailto:msc@aia.vic.edu.au)

**KING KHALID COBURG CAMPUS** | 653 Sydney Road, Coburg, VIC 3058.  
Phone + (613) 9354 0833 | Email [aia@kkcc.vic.edu.au](mailto:aia@kkcc.vic.edu.au)

**CAROLINE SPRINGS SENIOR CAMPUS** | 183 - 191 Caroline Springs Boulevard, Caroline Springs, VIC 3023.  
Phone + (613) 8372 5446 | Email [cssc@aia.vic.edu.au](mailto:cssc@aia.vic.edu.au)

**CAROLINE SPRINGS PRIMARY CAMPUS** | 5 Stevenson Crescent, Caroline Springs, VIC 3023.  
Phone + (613) 9117 9252 | Email [cspc@aia.vic.edu.au](mailto:cspc@aia.vic.edu.au)