

ANNUAL REPORT

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WHO WE ARE, WHAT WE DO

OUR MISSION

Delivery of 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

AIAE's 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 (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.



AIAE 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

I am pleased to share the 2022 Annual Report of the Australian International Academy of Education (AIAE). Looking back on our journey, we are proud of our achievements, progress, and dedication to providing excellent education.

AIAE has spent the past four decades influencing the future to foster character and leadership and to ensure that our fundamental principles serve as the foundation for our students' educational experiences. Although four decades have passed since the inception of Islamic education in Australia and the establishment of AIAE as a leader in Islamic instruction, our commitment to our faith and the Islamic principles that form the basis of AIAE's philosophy remains constant.

Based on the premise that each pupil is unique, it is our mission to foster a sense of moral and social responsibility. Therefore, we actively encourage our students to embrace the concept of purpose in everything we do, cultivate a love of learning, and recognise their responsibility to serve others and their communities.

The fact that we have made progress despite previous obstacles demonstrates both our cohesion and our direction. We have recently reassessed and revised our strategic plan for the next five years to support our growth and advancement in 2022–2026. Providing our students with an outstanding education and the skills they need to thrive in today's dynamic and ever-changing world remains our top priority. Moreover, we have recognised the need to invest in new technologies and infrastructure to modernise our instructional methods and learning environment. As a result, our students will have more opportunities to gain practical experience and forge meaningful connections.

AIAE prides itself on a dynamic learning environment that benefits our students, teachers, support staff, parents, and the community. Our comprehensive and diverse curriculum guarantees that our students receive an excellent education. Our programme opportunities include the International Baccalaureate (IB) and the Victorian Certificate of Education (VCE). Our approach is based on moral and spiritual principles, and education is our foremost concern. We seek to integrate academic requirements and spiritual values to facilitate our students' development into well-rounded and caring citizens.

King Khalid Coburg Campus will soon boast improved canteen facilities incorporating a state-of-the-art, architecturally designed all-weather canopy for student recreation and relaxation. On the Melbourne Senior Campus, the exterior facade of the heritage wing, gardens, and student outdoor facilities, such as a wellness garden and auxiliary outdoor learning spaces, have been upgraded. The 2022 student enrolment at Caroline Springs Primary Campus has exceeded our projections, resulting in four additional classes. Demand for student enrolment at Caroline Springs Secondary Campus has also exceeded projections for 2022, and three classes have been formed for Years Six, Seven, and Eight. This report also demonstrates the success of our strategy to attain financial stability in line with our objectives for the next five years.

I want to express my gratitude to all those who have contributed to the ongoing support and steadfast efforts that have helped shape the future of AIAE. Our staff's hard work and leadership have played a significant role in the consistency of our achievements. Additionally, I want to thank our families, community, and our staff for their significant contributions and support.

Our students who have completed the academic year 2022 and attained exceptional success deserve congratulations. Their success results from their dedication, hard work, and our teachers' remarkable guidance, direction, and leadership. Through active preparation, our students are now well-equipped to seize the many opportunities that await them.

We will continue to build on our past achievements, investigate future growth, and take advantage of educational opportunities to improve our programs with the support and assistance of the AIAE community.

Gafiah Dickinson

Executive Principal
Australian International Academy of Education



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

As the Chair of the Australian International Academy of Education (AIAE), I am proud to present the Academy's 2022 Annual Report to our school community. This report allows you to gain an insight into what it means to be apart of AIAE community.

Although we have had a few challenging years due to the pandemic I am pleased to be reminded of the AIAE community spirit and the important role that it plays to ensure that we work together to support teachers, staff and students and to encourage them to embrace challenge and opportunity. This was clearly noted in the 2022 student outcomes. These positive results should make all of us proud to be associated with the Academy.

All of this would not be possible without the hard work and dedication that goes on behind the scenes, from our Board Members and the Executive Team. As a result, I would like to thank the following people:

Current board members:

- Mohamed Elzanty Vice Chair
- Graham Marshall Secretary
- Salim Boyaci
- Iman Mojaled
- Denise Tamer
- Fida Sanjakdar
- Dr Zoya Mughal
- Celal Sahin
- Mohamed Farrok
- Mohmaned Thoufeek Treasurer
- Ameer Hussain

Outgoing members:

- Murat Gumas
- Kimani Adel Boden

Executive Team:

- Gafiah Dickinson Executive Principal
- Hatem Awad Finance Manager
- Michelle Shears Campus Head MSC
- Ken Erdal Campus Head KKCC
- Ali Harba Campus Head CSSC
- Angela Florio Campus Head CSCP

for devoting their time and effort to ensuring that the Academy meets its educational, legal and financial obligations.

Without the constant hard work and diligence of the above mentioned the Academy would not be where it is today. The faith and trust we share in each other; alongside the culture and Academy's ethos define the decisions we all make on a daily basis to better the Academy. This certainly makes AIAE a wonderful place to be a part of.

Although we had tightened our spending during the pandemic, 2022 has seen positive results: with the increase of student numbers throughout all our campuses. This has allowed the Academy to continue with the capital works outlined in our strategic plan. The expansion in infrastructure throughout our campuses will continue to allow for that growth. In 2022, The Academy committed to the following Capital Expenditure:

1. Purchase of Ross St property \$1,340,00
2. Portable Canteen for Caroline Springs Primary Campus \$48,600
3. Building Improvements \$1,505,898 compared to \$766,590 in 2021
4. Purchasing of furniture, fixture and fittings \$492,365 compared to \$172,775 in 2021
5. Computer and IT upgrades \$267,273.

As we look forward to 2023, the Board will continue to meet its legal, financial and educational commitments as well as our commitment to the expansion projects across the Academy as we endeavor to deliver the goals set in the strategic plan.

The year ahead will continue to be positive for the Academy as we will look forward to seeing movement on the Multipurpose project at MSC. At this stage the plans have been designed and submitted to council for approval. As soon as approval has been granted we will commence works on this exciting project. None of this would be possible without the generosity of our AIAE community. We ask that you continue to donate to this worthy cause, so our children can continue to embrace their religion and pray their prayers in the mosque.

Once again, I would like to thank each and everyone for the contribution that you make to AIAE.

Ms Melinda Baarini
AIAE Chair



Board /Committee Attendance

Board Activities

Board Members	Meetings eligible to attend	Meetings attended
Melinda Baarini (Chair)	10	10
Mohamed ElZanaty (Deputy Chair)	10	10
Graham Marshall (Secretary)	10	10
M.F. Mohamed Thoufeek (Treasurer)	10	8
Mohammad Abu Hijleh	8	6
Salim Boyaci	10	7
Ameer Jhingoor	8	8
Iman Mojaled	10	8
Celal Sahin	8	6
Dr Fida Sanjakdar	10	7
Dr Zoya Seeyar	10	3
Denise Temer	10	6

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
Angela Florio - CSPC	3	3
Ali Harba - CSSC	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	5	5
Salim Boyaci - Board Member	5	5
Mohammad Abuhijleh	5	5

AIAE Board Member Summary

1. MELINDA BAARINI

Ms. Melinda Baarini's qualifications include a Certificate 3 in Children's Services (Thompson Direct Education), Certificate 3 in Computer Studies (Victoria University) and a Retail Management Degree (Monash University). She is currently enrolled in a Diploma of Education at Victoria University. Melinda is a highly 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. Ms. Baarini joined the AIAE Inc Board in 2016, as a parent representative and is currently the Chairperson of the AIAE Board.

2. 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 is the Deputy Chairperson of the AIAE Board.

3. MOHAMED FAROOK MOHAMED THOUFEEK

Mr. Mohamed Farook Mohamed Thoufeek has extensive experience working in the Banking and Islamic finance sector in Dubai, United Arab Emirates and Australia for the past 30 years. He holds a Bachelor Degree in Business (Accountancy) from RMIT University. Looking

forward to completing CPA. He currently provides financial solutions to the local Muslim community in Australia. He joined the Board in 2018 and currently holds the title of Treasurer of the AIAE Board.

4. GRAHAM MARSHALL

Mr. Graham Marshall completed a Bachelor of Education degree in 1996 at the University of Melbourne. He was employed by AIA in 1999. During his time with the Academy, Mr. Marshall has been 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. He is the Secretary of the AIAE Board.

5. 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 and is its Child Safe Champion.



AIAE Board Member Summary

6. 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.

7. 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.

8. 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 interdisciplinary 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.

9. AMEER JHINGOOR

Ameer Jhingoor holds a Bachelor of Business (Accountancy) from RMIT University. He is a Chartered Accountant, an ASIC Registered Company Auditor, a CAANZ Forensic Accounting Specialist and a Certified Fraud Examiner. Ameer specialises in audit and assurance, and financial reporting of a diverse range of organization from private companies, public companies and not-for-profit organizations. He is passionate about fraud and presents on fraud and fraud risk management. He joined the Board in June 2022.

10. DR ZOYA MUSTAFA SEEHAR

Mrs. Zoya Mustafa Seehar acquired a Fellowship from the Royal Australian College of General Practitioners 2021 (FRACGP), a Diploma in Child Health from the University of Sydney in 2015 (DCH) Bachelor of Medicine Bachelor of Surgery (MBBS-Pakistan) Bachelor of Arts with a Major in Economics from Pakistan. Started her working career by Volunteering at The Northern Hospital Emergency Department in 2014, after completing the Australian Medical Council Exams. Eventually acquired her Medical License 2015 in the field of General Practice 2015. Since then serving the community by providing General practice services to the Australian Community in the Northern suburbs of Melbourne. Dr. Seehar joined the AIAE Board from 2017 until 2019. Took a brief break due to illness in 2020 and joined again in 2021, currently serving as a Professional (Doctor) and as a Parent Board Member.





Caroline Springs Senior Campus

“Verily, with hardship comes ease.”

– THE HOLY QURAN 94:5

In 2022, School life was finally back to normal after a dramatic 2 years of lockdowns, online learning and disruptions to students’ learning. We were able to learn from the pandemic and we made sure that we continued to provide a safe, welcoming, inclusive and supportive learning environment where our students were able to thrive academically, socially, and emotionally. Our commitment to our students and their well-being remained steadfast, we worked tirelessly to provide them with the education and support they needed to succeed.

2022 highlighted the strength and cohesiveness of our school community as we adapted to the ever-changing landscape of regulations, limitations and uncertainties. This experience was made easy, by the continuous support of our school community and the professionalism of our wonderful teachers. This led to an increase in student enrolments, across all year levels. Our enrolment growth over the year has been very pleasing.

After successfully fulfilling all requirements of the International Baccalaureate (IB) Organisation to run the Primary Years Programme (PYP) at our Caroline Springs Primary Campus (CSPC), we aspired to becoming an IB world school and successfully received accreditation to offer the IB Diploma Programme (DP) for Years 11 and 12. We managed to fulfill 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. Our first cohort began their IB journey and will be graduating in 2023 with an IB diploma.

I am proud of the successes we have achieved throughout 2022. As a school community we were able to come together and make it a very successful year. Contributing to this success was the many events that took place throughout the year. The Year 9 students explored the City of Melbourne through the City Cite experience where they did a week of learning away from the classroom setting. Our Year 6 students were able to visit Canberra after 2 years of restrictions due to COVID. Our inaugural exhibition allowed us to showcase to our wonderful community our students’ amazing efforts and work. Awards night

was celebrated on campus with parents and students and our Year 12 students celebrated their final year by attending their graduation with their parents. These were just a few of the exciting highlights that took place in 2022.

As the Head of Campus at CSSC, I will continue to pursue our vision “to have graduates who are well prepared and self-motivated to advance Australia and to participate as world citizens with Muslim values” and strive to improve the school in all areas, in order to continue to provide high quality education that serve the needs of our students to pursue success in everything they do.

Mr Ali Harba
CSSC Head of Campus

Caroline Springs Primary Campus

At AIAE Caroline Springs Primary Campus, we endeavour to use Australian and International research, which acknowledges the strong links between academic success, flourishing mental health and physical activity.

Student well-being is integral to teaching and learning in the Primary Years Programme and the Australian Curriculum. It is exemplified in the PYP Learner Profile, which permeates the programme and represents the qualities of internationally-minded students and effective lifelong learners, thereby equipping students for a challenging world.

The IB Learner Profile complements our School's values and focuses on developing resilient young children with the skills to manage change and adversity. Empathy and purpose go hand in hand when considering how we help our young people flourish. Students with well-developed social and emotional skills find it easier to manage themselves, relate to others, collaborate, develop empathy, set goals and resolve conflict. They feel positive about themselves and the world around them.

Student well-being underpins every aspect of a student's schooling, from their ability to learn in class to building positive relationships. At Caroline Springs Primary Campus, student well-being is the foundation of all school activities and programs. Our goal is to provide a safe and engaging environment that supports and promotes all our students' behavioural, emotional and cognitive well-being. Teaching and learning are more than a transaction of knowledge, concepts and skills between teacher

and student. Learning is influenced by relationships, belonging and how a student feels in the learning environment.

Students have the opportunity to develop social and emotional skills across all areas of the CSPC Curriculum. Every challenge they encounter in their learning is a chance to develop new skills that will help them thrive and succeed.

Our teachers regularly analyse student learning and identify potential difficulties. The teachers use our assessment schedule to monitor each child's progress and enable us to track learning goals. We know that children learn at different rates and have different abilities and experiences. Teachers provide a differentiated curriculum that meets the needs of all students, designing a curriculum to ensure every student learns to their full potential.

Adjustment and Personalised Learning Plans for students are essential to our Caroline Springs Primary Campus practice. Teachers continued to design and implement these, specifically to develop the skills and knowledge of those students experiencing some challenges with their learning and to meet and exceed their individual needs.

The School uses various services and approaches to support students deemed "at risk". These include additional assistance programs in literacy, where children work individually or in small groups selected in consultation with the class teachers. Educational psychologists and speech pathologists visit the School as required and offer further insight into student learning concerns.

Throughout 2022, the Executive Principal, Head of School, Board, and staff continued to actively support professional learning by Victorian Institute of Teaching requirements and the overall educational objectives of the School. The School provides opportunities for all staff to update and improve their knowledge and qualifications and develop deeper understandings of their subject areas and teaching practice to achieve these goals.

This year, all teaching staff participated in professional learning, specifically in the model of Explicit Direct Teaching. Explicit and Direct Instruction is an evidence-based approach to teaching based on the premise that all children can learn and helps teachers deliver effective lessons that can significantly improve achievement in literacy and numeracy for all learners. Explicit instruction is characterised by carefully planned and sequenced lessons, clear and detailed instructions and modelling, and frequent and systematic monitoring of student progress and feedback to students.

I am grateful to be leading this extraordinary campus, and my first year as Head of Campus has already provided me with a lifetime of memories. I look forward eagerly to the coming years.

Ms Angela Florio
CSPC Head of Campus



Melbourne Senior Campus

As Head of Campus, it is my privilege to oversee a talented and dedicated team of educators who are committed to providing the best possible education for our students. The school continued to promote our vision and values and support our teacher's commitment to providing a high-quality education for all.

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 thinking. 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 the MYP, Portfolio and Personal Project Exhibitions, 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 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.

At Australian International Academy of Education Melbourne Senior Campus, we believe that learning and excellence are not just about academic achievement, but also about character development and personal growth. We encourage our students to become responsible, respectful, and compassionate individuals who are committed to making a positive impact in their communities. We also recognise the importance of celebrating our students' achievements, and we regularly recognize their accomplishments in academics, sports, and extracurricular activities.

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.

Finally, I would like to highlight our commitment to creating a safe and inclusive learning environment. We believe that every student has the right to feel valued and respected, and we work hard to create a culture of kindness and respect in our school. We have implemented a number of initiatives to educate students about cyber safety, bullying and racism, and we are constantly seeking ways to improve.

At Australian International Academy of Education, we are committed to providing a learning environment that fosters excellence in all aspects of our students' lives. We believe that by offering a challenging and inspiring curriculum, combined with opportunities for hands-on learning and extracurricular activities, we can prepare our students for success at AIAE and beyond. We are proud of our students' achievements and are excited to see what they will accomplish in the future.

Ms Michelle Shears
MSC Head of Campus

King Khalid Coburg Campus

Schools by nature are dynamic places with many moving parts influencing standards and culture. We believe that high standards can only be maintained when all staff and students are part of a well thought out positive journey to succeed. In order to maintain our high standards, our staff have worked diligently to regularly plan their lessons so that all students are able to achieve either at their year level's standard or at a higher level. We have a dedicated team of leaders to make certain that this is occurring. Regular visits to classes by senior teachers is to make certain that students were learning at an optimal level. Other factors influencing student outcomes was engagement and conduct. We allocated each Deputy Head of Campus a section of the school along with a student counsellor to work efficiently to support teachers and students to make sure that all students are safe and able to learn effectively and without unnecessary disruptions.

We believe that our most important resource are teachers and general staff. We believe that the changing world with ever increasing demands on schools require our staff to have the latest skills and knowledge to be able to effectively plan and deliver teaching material. This is the main reason why all staff were supported with regular internal and

external professional development on curriculum, student management and teaching strategies.

Staff at AIAE regularly go through an appraisal program to assist them in their development. This year the appraisal program was adjusted to address the needs of all staff and all teaching staff were reviewed. The review process involved class and work area visits by myself and the Deputies, and throughout the year each member of staff received feedback and a report regarding commendations and areas which require improvement.

We regularly have formal and informal conversations about improving student wellbeing and educational outcomes. Student outcomes were measured and reported to students and parents. We have reported to the parents or carers four times this year and encourage parents to work with teachers to continually make improvements in student wellbeing and outcomes.

Throughout this year our staff were able to organise many events and activities. In summary, these were various excursions and incursions, general and year level specific assemblies, school captains & SRC leader meetings, information sessions, library activities, Islamic Book Fair, Prep and Year 1

Picnic, various physical education and sports programs, Year 5 Dinner, National Simultaneous Story Reading activity, special Quran classes, Ramadan activities, Environmental projects – Local clean up days, Art activities, Eid festival, Arabic Language and Religion studies activities, Clean up Australia day, Reconciliation week, Harmony day activities, camps, NAPLAN, Graduation ceremony, Concert and Nasheed presentations, student conferences, sports days, etc.

Throughout the year we received lot of positive feedback. I thank you and appreciate your thoughts and comments. I should acknowledge the fact that all the improvements and good work are due to the significant effort and time dedicated by our wonderful staff. I also want to thank our parents, volunteers and carers for the support.

I hope that we will continue the journey to enable students to become leading members of the world community and contribute positively to advancement of humanity.

Mr Kenan Erdal
KKCC Head of Campus



AIAE 2022
ANNUAL
REPORT

Commonwealth Reporting Requirements





NAPLAN

Congratulations to all Year 3, 5, 7 and 9 students for their dedicated efforts to improve AIAE results.

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

Student results are reported against the NAPLAN achievement bands. There are 5 separate scales: one for reading, writing, spelling, grammar and punctuation, and numeracy. A score in one assessed area is not comparable with a score in another test domain. The scale for each domain is divided into 10 bands to cover the full range of student achievement in the tests. The bands map the increasing complexity of the skills assessed by NAPLAN. Six of the bands are used for reporting student performance at each year level. The Year 3 report shows bands 1 to 6, the Year 5 report shows bands 3 to 8, the Year 7 report shows bands 4 to 9, and the Year 9 report shows bands 5 to 10. This allows for tracking and monitoring of student progress over time.

NAPLAN Data shown in the forms of a graph representative of 2021 and 2022. A snap shot representative of how AIAE performed against schools in 2021 - 2022 AIAE and 2022 similar schools.

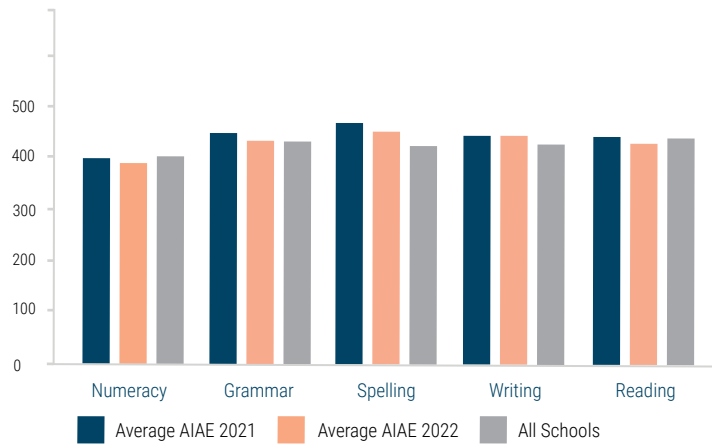
There are few aspects to consider-

- The cohort results vary from year to year due to differences in student composition.
- NAPLAN online test question change each year, along with general trends areas that are useful for school improvement targets.



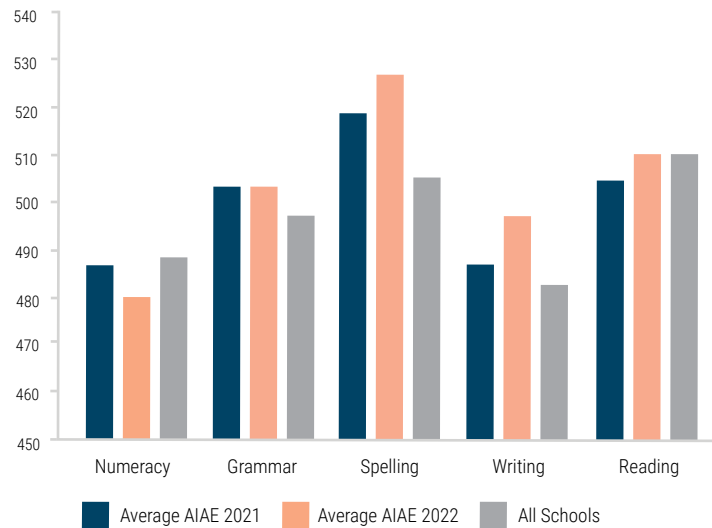
NAPLAN

Year 3 NAPLAN Comparisons 2022



	2021 AIAE Average	2022 AIAE Average	All Schools
Numeracy	397	386	400
Grammar	443	433	433
Spelling	467	447	418
Writing	439	439	422
Reading	437	428	438

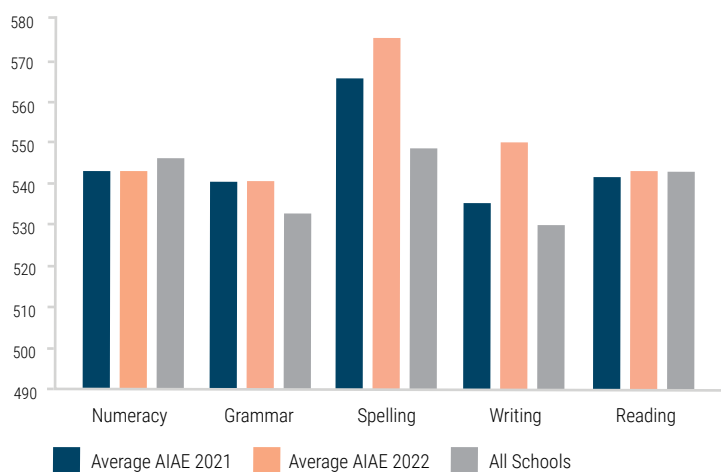
Year 5 NAPLAN Comparisons 2022



	2021 AIAE Average	2022 AIAE Average	All Schools
Numeracy	486	480	488
Grammar	503	503	497
Spelling	519	526	505
Writing	486	497	484
Reading	504	510	510

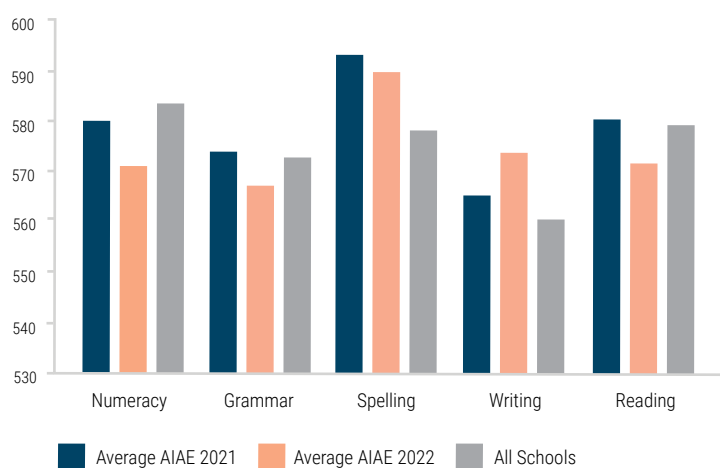
NAPLAN

Year 7 NAPLAN Comparisons 2022



	2021 AIAE Average	2022 AIAE Average	All Schools
Numeracy	543	543	546
Grammar	540	540	533
Spelling	568	576	547
Writing	535	550	530
Reading	541	543	543

Year 9 NAPLAN Comparisons 2022



	2021 AIAE Average	2022 AIAE Average	All Schools
Numeracy	580	571	584
Grammar	574	567	573
Spelling	592	590	577
Writing	565	574	560
Reading	580	572	578



Year 12 Destination

It is with great pleasure that I congratulate the class of 2022 Year 12 VCE and IB students on their wonderful achievements.

We are proud that our graduates have upheld AIAE's vision of academic achievement, attaining some of the best ATARs the school has had in recent years. The academic results of the Class of 2022 were impressive with 9 percent of our students receiving an ATAR of 99 or more and our Dux achieving a perfect 99.95. This is an outstanding achievement given that these students were the first to complete Year 12 without recognition of the COVID lockdowns that riddled much of their Year 10 and 11 studies.

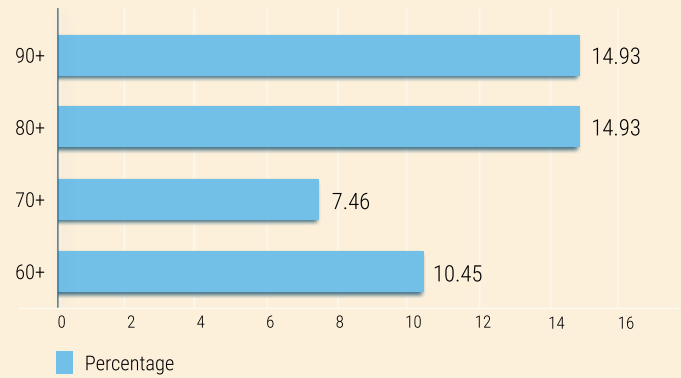
Their achievements show that they remained focused and committed, supporting one another through their personal journeys of growth, setbacks and success.

The Class of 2022 leave AIAE well-prepared and self-motivated to participate effectively as world citizens with Muslim values. As we celebrate their remarkable achievements, we must acknowledge and appreciate the extraordinary support of their families and their teachers who have walked beside them during their time at AIAE.

We wish them every success in their journey ahead.

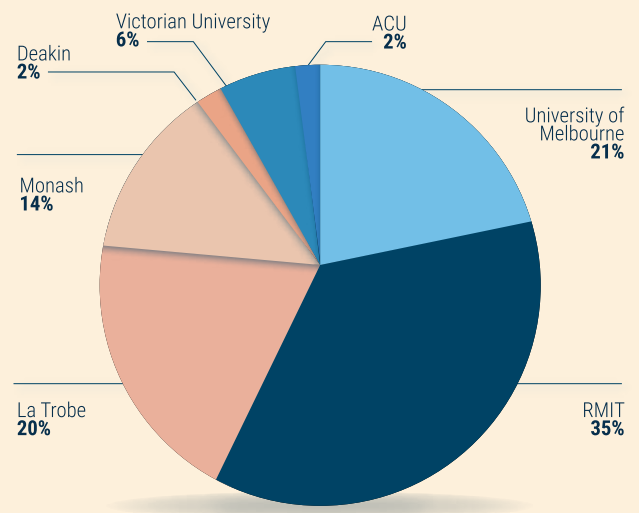
2022 ATAR Results

In 2022, 67 students completed their Year 12 studies; 64% of our Year 12 students studied the VCE, and 36% studied the IB DP.



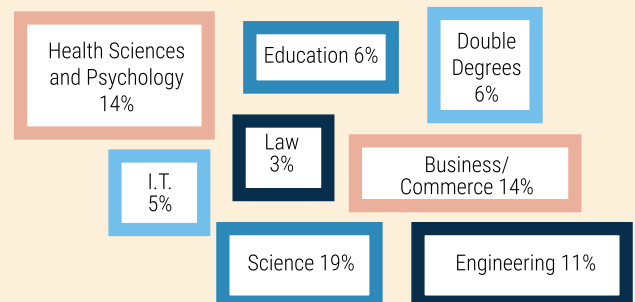
Tertiary Destinations

Thirty-three percent of our Year 12 students received their first preference from Melbourne universities, while seventy percent of students accepted offers from the University of Melbourne, Monash University and RMIT. All of our IB students were placed in the first round of offers, while eighty-four percent of our VCE students were placed.



Fields of Study

The Class of 2022 graduates are pursuing further study in a diverse range of fields, reflecting their unique interests and capabilities.



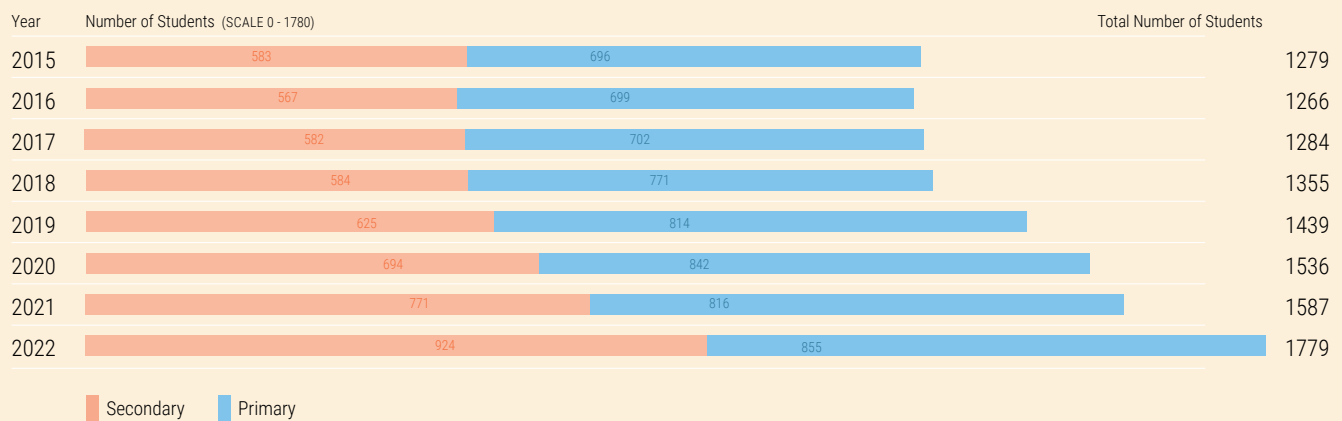




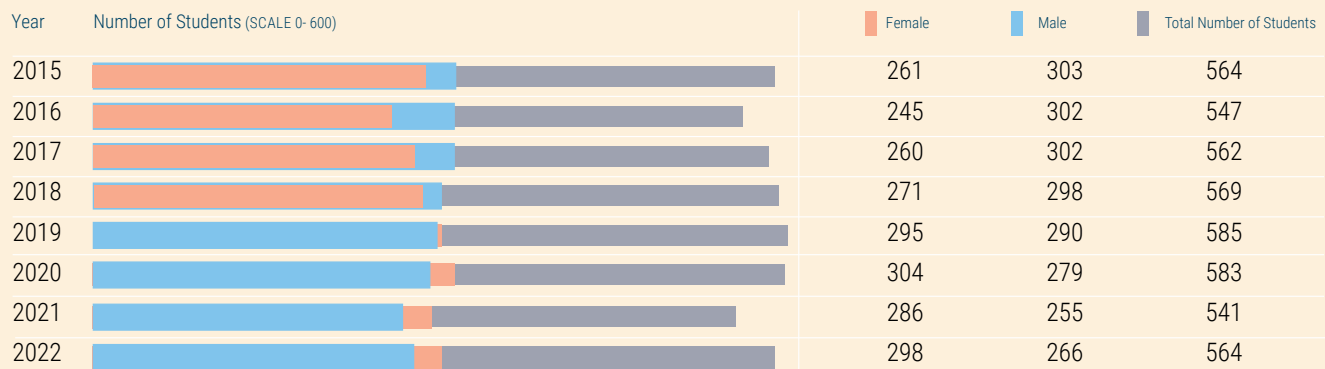
Enrolment Data

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

AIAE Melbourne Campuses Student Enrolment Data 2015 - 2022



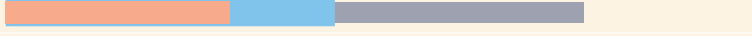
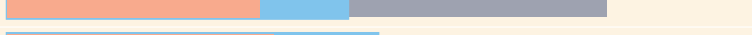






AIAE King Khalid Coburg Campus Student Enrolment Data 2015 - 2022



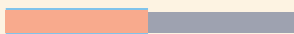

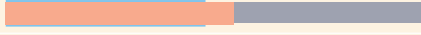



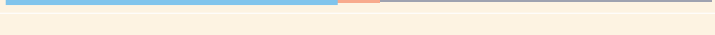
Enrolment Data

AIAE Melbourne Senior Campus Student Enrolment Data 2015 - 2022

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
2022		258	376	634


AIAE Caroline Springs Joint Campus Student Enrolment Data 2015 - 2021

** Caroline Springs Campuses data when Campuses where combine.

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


AIAE Caroline Springs Senior Student Enrolment Data 2022

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

Year	Number of Students (SCALE 0- 450)	Female	Male	Total Number of Students
2022		112	109	221

AIAE Caroline Springs Primary Student Enrolment Data 2022

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

Year	Number of Students Year 6 to Year 12 (SCALE 0- 450)	Female	Male	Total Number of Students
2022		178	182	360



Attendance Data

King Khalid Coburg Campus Student Attendance Data 2022

Year Level	Gender	Possible School Days	Attendance Days	Attendance Rate
Year 1	Male	3932	3479.50	88.49%
Year 1	Female	5721	5105.00	89.23%
Year 2	Male	3750	3339.50	89.05%
Year 2	Female	4202	3813.00	90.74%
Year 3	Male	3999	3648.00	91.22%
Year 3	Female	5222	4867.50	93.21%
Year 4	Male	4464	3996.50	89.53%
Year 4	Female	4695	4191.50	89.28%
Year 5	Male	4185	3719.50	88.88%
Year 5	Female	3779	3407.50	90.17%

Melbourne Senior Campus Student Attendance Data 2022

Year Level	Gender	Possible School Days	Attendance Days	Attendance Rate
Year 6	Male	4400	3988.50	90.65%
Year 6	Female	3432	2974.00	86.66%
Year 7	Male	5016	4549.50	90.70%
Year 7	Female	5016	4604.00	91.79%
Year 8	Male	5104	4421.50	86.63%
Year 8	Female	3168	2734.50	86.32%
Year 9	Male	5368	4665.00	86.90%
Year 9	Female	3080	2679.50	87.00%
Year 10	Male	4752	4205.50	88.50%
Year 10	Female	3608	3259.00	90.33%

Attendance Data

Caroline Springs Primary Campus Student Attendance Data 2022

Year Level	Gender	Possible School Days	Attendance Days	Attendance Rate
Year 1	Male	2540	2283.50	89.90%
Year 1	Female	1949	1773.50	91.00%
Year 2	Male	2821	2503.00	88.73%
Year 2	Female	3003	2767.50	92.16%
Year 3	Male	2678	2376.50	88.74%
Year 3	Female	3185	2878.50	90.36%
Year 4	Male	2184	1955.50	89.54%
Year 4	Female	2457	2173.00	88.44%
Year 5	Male	2457	2245.50	91.39%
Year 5	Female	1766	1618.50	91.65%

Caroline Springs Senior Campus Student Attendance Data 2022

Year Level	Gender	Possible School Days	Attendance Days	Attendance Rate
Year 6	Male	2250	4178.00	94.71%
Year 6	Female	2160	2047.00	94.77%
Year 7	Male	3420	3231.50	94.49%
Year 7	Female	1890	1799.50	95.21%
Year 8	Male	1530	1449.00	94.71%
Year 8	Female	1440	1365.00	94.79%
Year 9	Male	720	652.00	90.56%
Year 9	Female	1483	1371.50	92.48%
Year 10	Male	720	686.50	95.35%
Year 10	Female	1663	1588.50	95.52%



Teacher Development

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

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

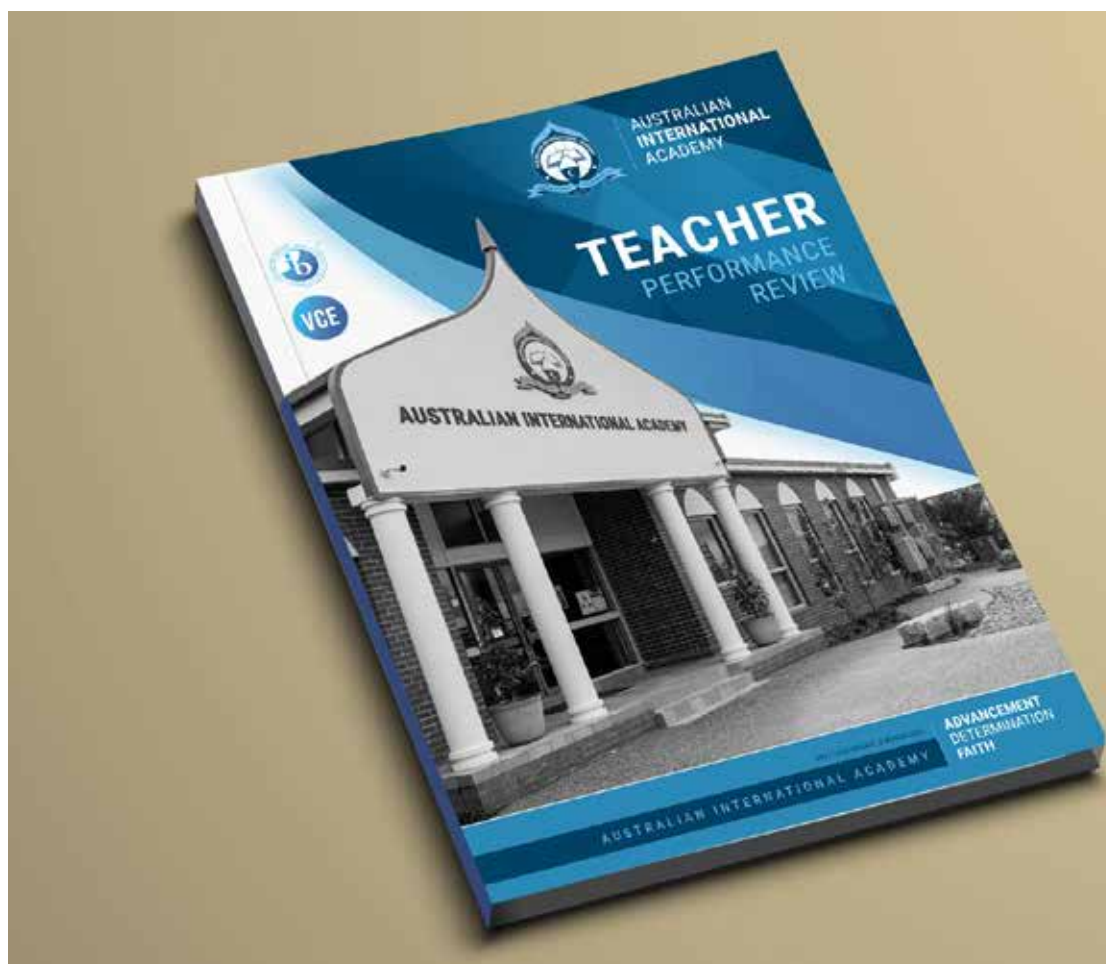
All teachers at all four AIAE campuses are assigned a Senior Staff member to help them achieve these focus areas. The Senior Staff member is expected to provide regular advice and feedback to the teacher during their TPR journey as they seek to fulfil their focus areas, and strengthen their teaching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

reflection on classroom practice and leadership abilities.

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




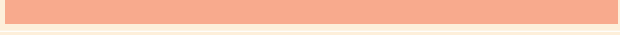

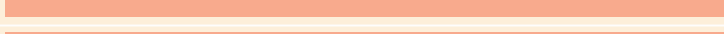
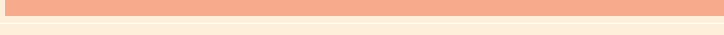
We believe this innovative approach will:

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

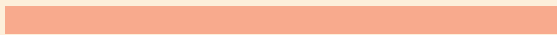




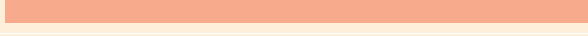



Professional Engagement

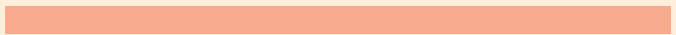




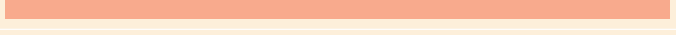

Number of Staff

Year	(SCALE 0 - 230)	Staff Numbers
2016		195
2017		184
2018		165
2019		189
2020		190
2021		217
2022		219

Staff Retention

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

Staff Attendance

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



Community Feedback

In 2022 parent feedback and information sessions were held at the beginning of the 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, these interviews were conducted online. Parent teacher conference days run throughout the whole day and are pupil-free days to encourage maximum participation by parents. Student progress in all learning areas is discussed and recommendations are made to students and parents in order to maximise student achievement. Parents are also encouraged to raise any welfare issue with Year Level Coordinators or senior staff on the day.

In term 3, 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.

As part of the Middle Years assessment requirements all students prepare a Portfolio of work showcasing their achievements for the year. In their final MYP year, they engage in a Personal Project. All Portfolios and Personal Projects are put on display and there is an exhibition for both the personal project and the Portfolios. Parents and the community are invited to view this exhibition.



Finance

Executive Summary

The Academy generated \$2,000,092 of profit in 2022.

Overall enrolments continued to grow in 2022, totaling 1,986 compared to 1,584 in 2021.

The main capital projects completed during 2022 for all campuses.

1. Purchase of Ross St property \$1,340,00.
2. Portable Canteen for Caroline Springs Primary Campus \$48,600.
3. Building Improvements \$1,505,898 compared to \$766,590 in 2021.
4. Purchasing of furniture, fixture, and fittings \$492,365 compared to \$172,775 in 2021.
5. Computer and IT upgrades \$267,273.

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. Employees Benefits Expense as a percentage of total net revenue in 2022 is 72.65%. In 2021 this was 73.58%.

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 2022



Tuition	\$	7,868,921
Government grants	\$	25,543,921
Other grants	\$	340,445
Other income	\$	744,559
TOTAL	\$	34,497,848

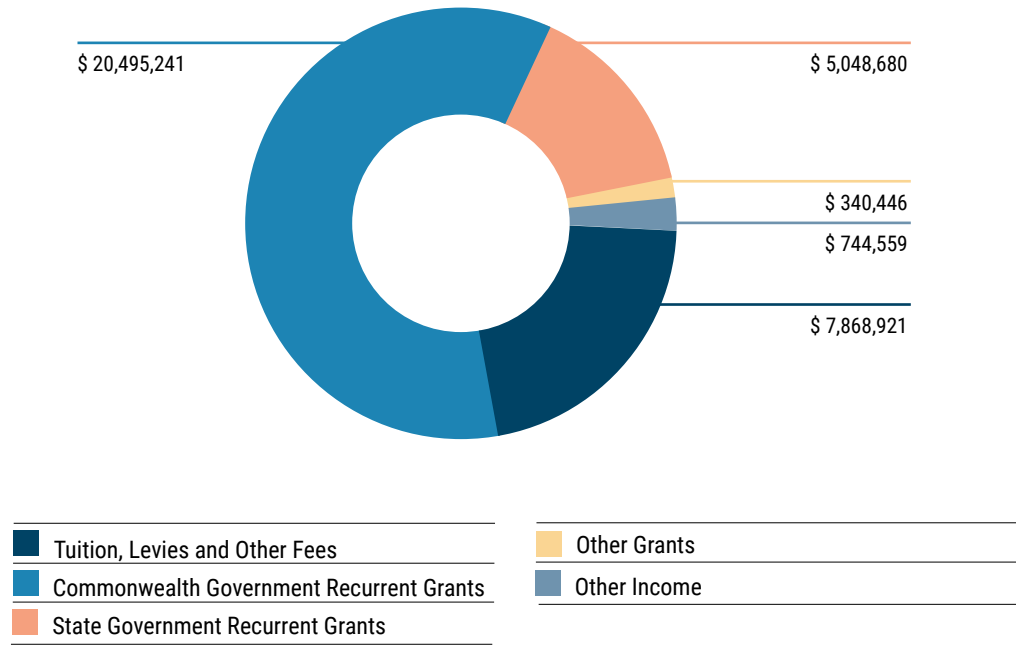
Expenditure 2022



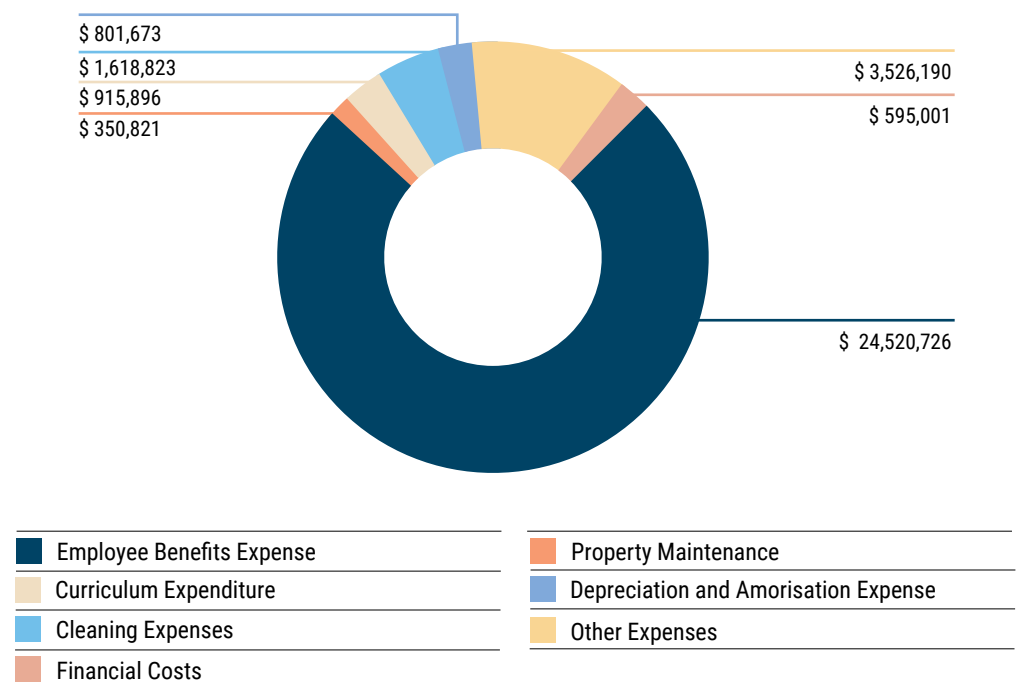
Employee benefits expense	\$	24,520,726
Property maintenance	\$	350,821
Curriculum expenditure	\$	915,896
Depreciation & Amortisation	\$	1,618,823
Cleaning expenses	\$	801,673
Other expenses	\$	3,526,190
Finance costs	\$	595,001
TOTAL	\$	32,497,754

Finance

Income Breakdown



Expense Breakdown

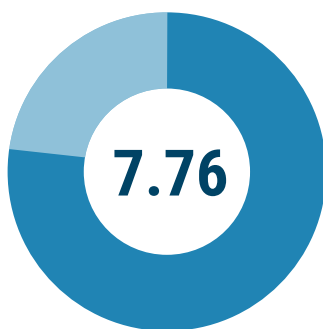


Staff Survey

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

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

Australian International Academy of Education headline indicators



I am happy to recommend the school to people.



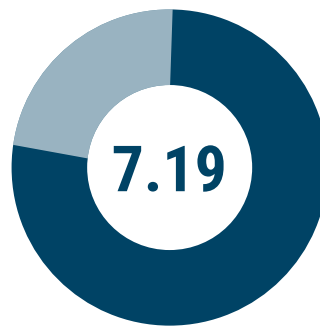
There is open communication between staff and parents at this school.



I use a variety of teaching strategies and learning activities to help students learn.



Students are well supported to help them improve the standard of their learning.



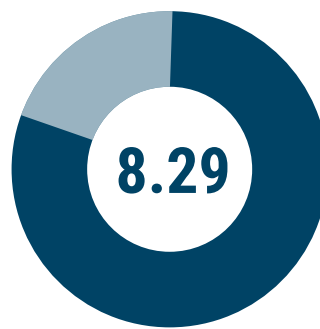
The school provides an excellent environment in which to learn.



Staff at this school are dedicated to improving student learning outcomes.



Staff have positive relationships with the school leadership team.



Staff in this school are dedicated to improving student learning outcomes.



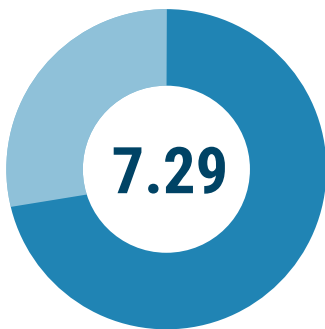
Students have positive relationships with staff.

Parent Survey

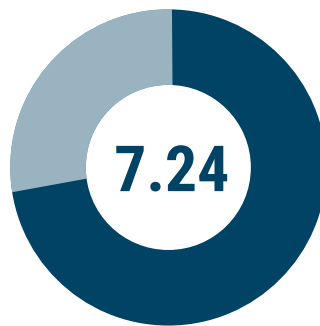
LEAD Parent Satisfaction Survey evaluates parents' satisfaction levels with important aspects of schooling. The survey's purpose is to understand parent perceptions regarding the quality of their child's educational experience, to gather recommendations for improving the quality of their child's education.

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

Australian International Academy of Education headline indicators



The school provides an excellent environment in which to learn.



My child is motivated to learn at this school.



The learning program offered at this school meets the needs of Individual students.



The range of learning areas offered at this school is excellent.



Students have access to high quality materials and resources that help them learn.



Students are well prepared for the next stage in their education.



The school is a safe place to learn.



Teachers in this school know and care about my child.



Parents are kept well informed about the learning programs undertaken by students.

Student Survey

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

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

Australian International Academy of Education headline indicators



My school provides a learning environment which stimulates me to learn.



Students are encouraged to help each other.



My teachers make time to help me when I am having trouble with my learning.



Students are motivated to learn at this school.



I have been well supported and prepared as I have moved from year level to year level.



Students are well prepared for the next stage in their education.



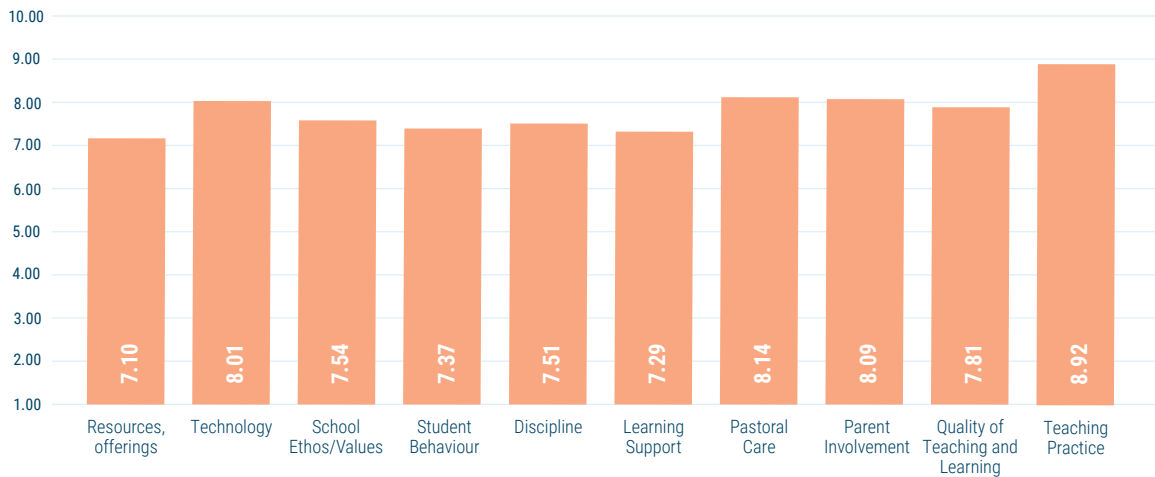
My school is a safe place in which to learn.



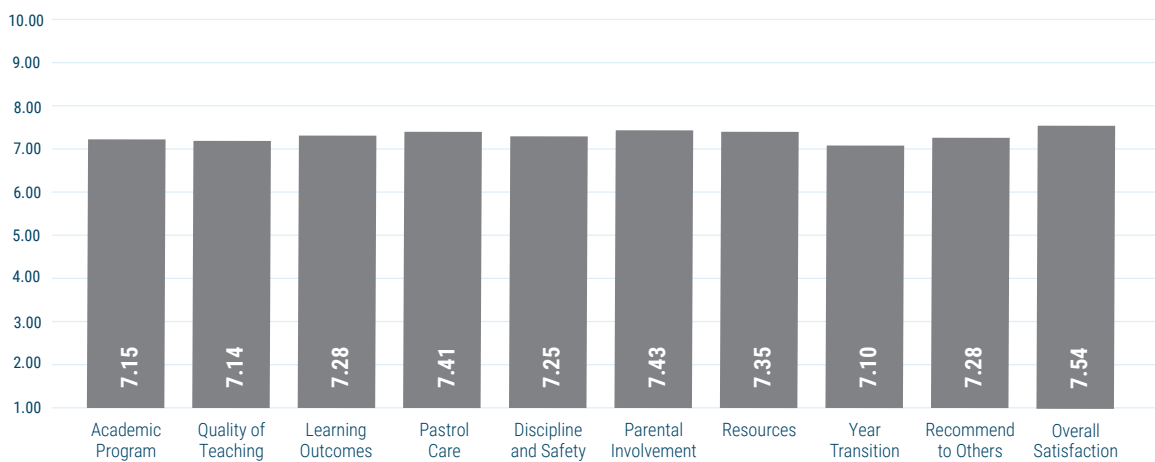
My teachers expect high standards of learning from me.

Overall Survey Satisfaction

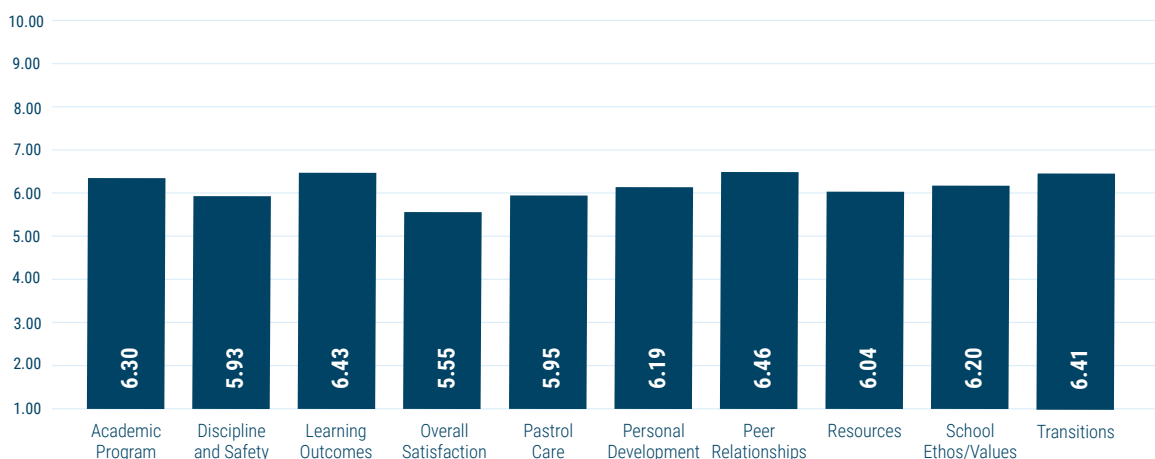
Staff Displays overall satisfaction for teaching staff at Australian International Academy of Education.



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



Student Displays general Satisfaction at Australian International Academy of Education.



Programs and Activities



AIAE 2022
ANNUAL
REPORT



Primary Years Programme

2022 was the beginning of a new campus for AIAE Caroline Springs Primary Campus (CSPC), and a new programme that we welcomed with excitement in the new learning environment.

Student agency of voice, choice and ownership plays an essential role in the inquiry approach in the PYP. In 2022, we hosted the first Year 4 Mini-Exhibition. The Year 4 students were given the opportunity to collaborate in groups, make decisions and take responsibility for their learning, creating independent learners while developing their skills. The Year 4 students showed great pride when presenting their achievements to their parents/guardians and the learning community. This learning experience is a stepping stone for the students to develop their skills for the Year 5 Exhibition.

Through the PYP Exhibition, the Year 5 students demonstrated their ability to take responsibility for their learning and their capacity to take action, as they were actively engaged in planning, presenting and assessing of learning. During the week of the PYP Exhibition, enthusiasm filled the school as the students presented to their peers and celebrated with the school community. This culminating learning experience generated internationally-minded students who can make a positive difference in their lives and the lives of others.

The teachers at AIAE engaged in professional learning to bolster confidence and knowledge, honing existing skills and learning new ones whilst investing in cultivating staff advancement. Staff were involved in professional learning such as:

- 'Making the PYP Happen, Implementing Agency- Category 1', 'Reading Pedagogy by Debbie Draper webinar series', and 'Classroom Management by Tarun Stevenson', to name a few.
- Hosting a professional reading club, exploring the 'Power of Inquiry by Kath Murdoch', to expand professional knowledge and practice to support student learning in implementing a conceptual inquiry approach.

Term 3 saw the Student Led Conference (SLC) reintroduced onsite. This learning experience offered emerging learners agency over their learning journey and gave teachers and parents a great insight into their education. The three-way conference with the parent, teacher and student further supported the student's academic goals while understanding the student's point of view of their learning. The SLC:

- Promoted student engagement.
- Developed their strong senses of self.
- Taught students how to advocate for themselves through self-advocacy effectively.
- Created a level of accountability as they reported their progress to their parents/guardians and students.

In 2022, AIAE hosted events from celebrating awareness days to students showcasing learning. Some of the new events hosted were:

- International Women's Day: Students engaged in learning experiences to learn about inspirational women locally (including Aboriginal) and internationally and explored important women in Islam and their contributions.
- National Action Against Bullying and Violence Day: This event created a shared understanding of bullying and outlined bullying prevention policies.
- Day for Daniel: This awareness event encouraged the conversation with students about personal safety.
- Eid Fun Day, Islamic New Year, and 'Milad Unnabi' (Prophet Muhammed's birthday) are some new Islamic events celebrated.

As the academic year ended, we had much to celebrate. We are thankful to the learning community for building shared understandings and agreements for the highest quality of learning and teaching.



Middle Years Programme

The 2022 academic year allowed for a reflection post the 2021 IB MYP 5-Year Evaluation with respect to the strengths and areas of improvement for the program. The results of this evaluation alongside an analysis of the practical implementation of the MYP led to the development of a Plan of Action across the short, medium and long terms.

Throughout the year, semesterly review of Units of Work was completed and delivered to teachers, faculty leaders and school leaders to ensure that the basis of the MYP, that are Units of Work, are planned and documented correctly according to the given IB MYP Guidelines. This process is ongoing and is expected to continue on an annual basis.

Several days of Professional Development Workshop led by the MYP Coordinator were also effectively delivered on the topics of InterDisciplinary Unit Development, Services as Action, Portfolios and Standard Unit of Work Development. Feedback given from teachers and faculty leaders validated their appreciation for these professional development workshops.

The 2022 academic year also saw a return to full-time face-to-face teaching. This return allowed for the reinvigoration of many MYP programs and activities including after-school sports and clubs, excursions and incursions, guest speaker visits, intercultural days and many more.

In addition to this, 2022 also allowed for the on-site return of both the Personal Project Exhibition in Term 3 and the culmination of the academic year with the MYP Exhibition in Term 4. Students across MYP Years 1 - 5 (Years 6 - 10) made full use of this opportunity and displayed their hard work and effort with pride to their schoolmates, teachers, parents, community members and guests on these exhibition days.

Overall, this year proved to be a great re-start to face-to-face teaching and learning in the MYP and we look forward to improving on this God Willing.

AIAE MSC MYP Coordinator





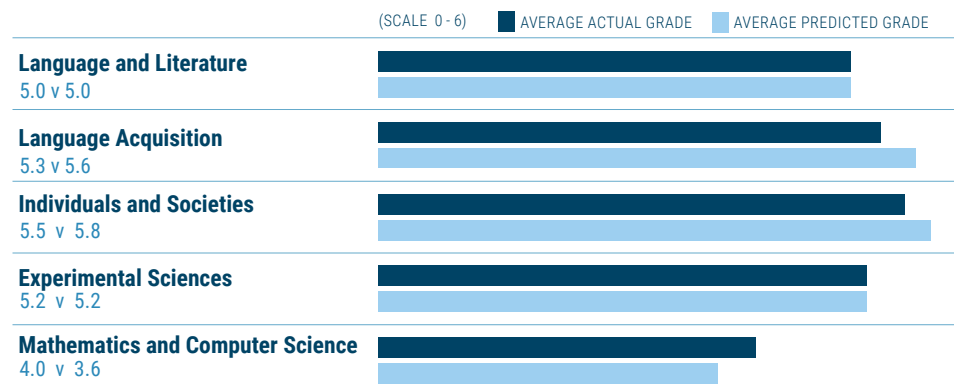
IB Programme



2022 was a pleasing year for Diploma students at AIAE. It was their first full year of face-to-face learning after the COVID pandemic and as such students were provided with new resources such as Revision Village for Mathematics, Papers Plainz for Physics to help them achieve better outcomes.

2022 was a year that saw a record number of students achieve a score of 99 or more and forty-six percent of our DP students score an ATAR of 90 or more. The median ATAR for the DP class of 2022 was 94.55

The Class of 2022 graduates went on to pursue further study in a diverse range of fields, ranging from the more traditional to the more unique reflecting their interests and capabilities.



VCE

Introducing VCE Units at Year 10

Year 10 students have been given the opportunity to undertake one VCE study during Year 10. This has been completed throughout Semesters One and Two. Thus, the students were given the opportunity to experience the learning conditions which apply to VCE studies, and were also provided with an opportunity for very successful students to undertake Units 3 and 4 studies whilst in Year 11. Upon completion of Unit 1 & 2, students were permitted to undertake a Unit 3 and 4 sequence in Year 11 in addition to five VCE subjects and Religion.

Year 11

At AIAE Year 11 VCE students studied 6 studies as part of their VCE Year 11 program. Assessment in Unit 1 and 2 in general had replicated the form of Year 12 assessment, where students are required to demonstrate achievement of set outcomes.

Year 12

At AIAE all Year 12 VCE students have studied 5 studies in their final year of schooling.



The Arts

The aims and objectives of the AIAE Arts Faculties in 2022 was to facilitate the creative development, teach explicitly the PYP, MYP, VCE and IB arts programs on offer. The programs and projects are ever changing and energetic palette of activities that embrace, celebrate, extend and enhance the development of the Visual Arts and the Performing Arts at each campus.

The Visual Art showcased our student's commitment and dedication to a number of projects. To highlight some of these Visual Arts achievements, students from MSC displayed works at the Victorian and Tasmanian Schools IBDP Visual Art exhibition held in Feb – March 2022 at Glen Eira Gallery. It was a great celebration and showcase of IBVA student work over their IBDP in the Visual Arts, highlighting resilience and creativity. Students from CSPS presented their PYP Year 5 Exhibition. This demonstrated their responsibility and independence in their learning as they engaged in collaborative and student led investigation, exploring local and global issues in real life context. Students from CSSC contributed to the Kaya Literacy magazine. This magazine uses language and art to express their insight and perceptions of the world around them. At the senior level students have undertaken the VCE Studio arts component, learning about artists past and present, art styles and have worked on their own individual artworks exploring this in their art journals, as well as showcasing their work during the MYP Exhibition that was held in Term 4 and open to the whole school community to view.

In conjunction with our **Performing Arts** achievements, the Drama Toolbox held a day of drama workshops titled "Terra Australis Oi, Oi, Oi" with grade six students in November. Excited grade six students recreated major Australian historical events from the First Fleet to Federation. During this incursion students used mime, slow motion, improvisation, props and dialogue. Our students experienced the challenges of building our national identity while having lots of fun. Events covered included the hardships of the goldfields, Eureka Stockade, early explorers and the capture of Ned Kelly. The year seven students at MSC and performing arts staff were spellbound by the visiting mime artist Dennis Clare who held a day of workshops in the drama room. Dennis learned his craft from one of mime's true masters and teachers, Reid Gilbert. Reid and fellow student, Marcel Marceau, studied with the founding father of mime Eitienne Decroux. Dennis worked one-on-one with a number of students on their mime skills and one student perfected the "moon walk" much to everyone's enjoyment.

In line with our Strategic Action Planning, the Arts Departments across all campuses aim to continue to strengthen the school vision to have graduates who are well prepared and self-motivated to advance and to participate effectively as a world citizen with Muslim values.



Raweehah Bint Hamad IBVA - A timeline of Depression 54.5cm x 53cm



Year 6 Students fully immersed in the Terra Australis Oi, Oi, Oi experience (Drama Room)





Leyaan kapisiz, AIAE Year 11

Co Curricular Activities

E-Sport

The overall goal of the E-Sport club is to model acceptable and productive online behaviour. Playing video games allows AIAE students to become conscientious, digital citizens; promoting a safe and open environment for students with similar interests to form new friendships through multiplayer games. Students learn how to hone their skills of verbal communications, teamwork, determination, coordination, delegation, critical thinking, multitasking, resilience and social perceptiveness. These are just some interpersonal and social skills that members of E-Sports can foster.

The use of video games as a medium can teach sportsmanship qualities and MYP values to students which incorporate effective pedagogical strategies such as gamification and game-based learning.

By introducing Virtual Reality (VR) to the club, we aim to introduce subject based learning for our visual learners such as dissections or viewing magnified cells in Science.

The E-Sport club continued to provide a safe environment for creating cross-year level collaboration. It created friendships and allowed students an active way to de-stress from the everyday pressures and expectations placed on students while having fun.



Harmony Day

Harmony Day was celebrated with a dynamic twist, combining forces with 'National Day of Action Against Bullying and Violence' to spread the message of harmony and anti-bullying. Various activities were carried out, each targeting particular year levels and most notable was the focus on a competition aptly themed 'Bee Kind'. Entries showcased great skills in designing artworks and creativity in composing poems. Year 6s and 7s also engaged in an activity in writing as many 'Bee Kind' notes for their classmates and winners were awarded 'bee stickers'. And of course staff and students came decked in orange items to support the national day of HARMONY.

Debating

Throughout 2022, students were involved in a variety of debating programs. Our debating schedule included: Galway Debating, cross campus debating, Islamic debating and Model United Nations debating. All interested students were encouraged to take part in debating. We had over 45 students between years 7 - 11 participate. The students explored concepts, ideas and issues that have local and global significance. In so doing, the students acquired in-depth knowledge and developed understanding across a broad and balanced range of disciplines. During round two of the Galway Debating Event, our junior and senior debating teams were declared the winners in both divisions. The students also participated in the inaugural cross campus Islamic debate, debating relevant Islamic topics such as prioritising the reversal of climate change and the responsibility of Muslim leaders. The Islamic debate required students to research and analyse a variety of traditional Islamic texts to support their arguments. Senior students also participated in a Model United Nations debate, hosted by UN Youth Victoria.

We are looking forward to continuing to support our students to participate in debating and to nurture their personal growth in this area.

Student Leadership

Students were involved in a number of leadership activities in 2022 such as: the Youth Leadership Toastmasters; the AIAE 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

The theme of the year was securing of the Academy's ongoing reputation for sporting supremacy. The opening Islamic Schools Sports Carnival in Term One saw our Year 9/10 Girls shine, winning their tournaments which helped push the Academy's ranking to first place in that carnival.

Many of our Girl's teams were also successful in Moreland Division Soccer and Futsal tournaments in Term Two, finishing in either first, or second place.

Our Boys soccer teams performed exceptionally well qualifying for Northern Metropolitan Finals in both the Year 8 and the 9/10 categories.

The AIAE Football teams once again delivered a very consistent results finishing in either first or second place from year 6 -12 categories in the SSV Moreland Division.

The tradition of our student Umpire's representing the school at both the MCG and Marvel Stadium umpiring Auskick matches at half time. All umpire's performed very well and were great ambassadors for the Academy.

In the Semester break, the Sports Department held our annual Academy Football Camp at Windy Hill, the historical home of the Essendon Football club, in preparation for the Bachar Houli Cup with approximately sixty students.

Also during this break, selected Academy students were treated to a High Performance Session at Richmond Football Club, delivered by Mark Williams, the former premiership coach at Port Adelaide and current development coach at the Melbourne Football Club.



Strategic Priorities 2022 - 2026

01

Contemporary and innovative teaching and learning

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



02

Character building

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

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

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



03

Dedicated and committed staff

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

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



04

Providing for a sustainable future environment

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



05

Community relations

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





**ADVANCEMENT
DETERMINATION
FAITH**

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Australian International Academy of Education

AIAE HEAD OFFICE | MELBOURNE SENIOR CAMPUS | 56 Bakers Road, Coburg North, VIC 3058.
Phone + (613) 9350 4533 | Email 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

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

CAROLINE SPRINGS PRIMARY CAMPUS | 5 Stevenson Crescent, Caroline Springs, VIC 3023.
Phone + (613) 9117 9252 | Email cspsc@aia.vic.edu.au