

ANNUAL SCHOOL REPORT 2016

Introduction

Australian International High School nurtures the talents and interests of its students and provide programmes and experiences that ensure every child has the opportunity to realize their potential.

The 2016 Annual Report is provided as an account of the School's operations and achievements, a detailed account of the progress the school has made to provide quality education to Year 11 and 12 students and outlines the findings that reflect the impact of key school strategies for improved learning.

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School Context

Australian International High School (AIHS) is wholly owned by Academies Australasia Group Limited. Established in 1908, Academies Australasia has been operating for more than 108 years. It was listed on the Australian Securities Exchange 39 years ago. Academies Australasia has a long and successful experience in providing quality education in Australia and overseas. There are 18 colleges in the group, each with its own license to operate as an education institution. Apart from having to meet the well regarded and carefully supervised standards of the education sector, Academies Australasia colleges must also comply with the strict financial and reporting regulations of Australian Securities Exchange.

AIHS is a very small school, offering only Year 11 and Year 12. It focuses on international students looking to further their studies at another Academies Australasia college.

Message from the Principal

Through the year under review, we have endeavored to provide a school and class environment that is intellectually and physically supportive of learning. The School community is comprised of students from different ethnic backgrounds and a variety of countries. We embrace the diversity that this brings to the learning experiences.

We continue to work with parents and guardians to improve student attendance in order for our students to reach their full potential.

During the year under review, there was a consolidation of the strategies initiated in the previous years. The additional focus on ongoing professional development of

academic staff has contributed to effective classroom practice as well as the use of student performance data and student feedback to evaluate the effectiveness of teaching practices.

7 students started Year 11 in 2015 and were expected to continue into Year 12 in 2016. However 2 students completed their Year 11 course and transferred to other colleges to pursue studies in vocational courses. 2 students transferred to other providers before completing their Year 11 studies. 1 student advised that he was returning to his home country for personal reasons, 2 students were reported to Department of Immigration and Border Protection (DIBP) for unsatisfactory course progress.

As a result there were no students who sat for the HSC in 2016.

The Annual Report provides a detailed account of the progress the School has made to provide educational opportunities for all students, as set out in our policies and procedures.

I certify that information in this report is a balanced and genuine account of the School's achievement and areas for development.

Prasad Menon, Principal

Professional Learning and Teacher Standards

To enable our students to better cope with the issues that may arise in their daily lives, we have continued to implement a consistent whole school approach to well-being which is underscored by our school values and promotes social and emotional well being of our students. We have improved on our ability to provide a learning culture that is built upon strong, caring relationships, high expectations for student behavior and achievement and programmes that reflect the explicit need of our students. Over the course of the year, we have spent time and resources into fostering positive relationships with parents and guardians.

At AIHS, quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development.

The attainment of professional learning goals and teaching requirements are part of the School's performance and development processes. Staff are supported in their learning and professional accreditation processes. The School seeks to attract, retain and support intelligent, inspiring and motivating teachers and to provide them with opportunities to refine their capabilities and to pursue their passion and love of learning. Teachers are committed to their ongoing development as members of the teaching profession.

All teachers at AIHS hold university degrees and teaching qualifications from a higher education institution in Australia and/or as recognized by the National Office of Overseas Skills Recognition guidelines and by the NSW Institute of Teachers.

During 2016, AIHS teachers met regularly to discuss the best approaches to teaching students. Teachers undertook a range of external professional learning opportunities to ensure that the professional growth of staff remains a focus at AIHS. Some of the courses attended were the Association of Independent Schools (AIS) professional development seminars in 2016, such as, Familiarisation: Revised stage 6 English syllabuses, Unpacking the complexities, Familiarisation: revised stage 6 mathematics syllabuses.

The week after attending training, the teacher who attended the seminar conducted an information and feedback session to share what they learned with other teachers. Participation in such external training and then sharing internally, facilitates engagement with teacher and other professionals from other schools and also improves collaboration and staff development amongst colleagues.

Teachers participate in professional learning targeted to school priorities and their professional needs. Teachers are actively engaged in planning their own professional development to improve their performance. The school evaluates professional activities to identify and systemically promote the most effective strategies.

Each term, teachers meet to discuss student progress, attendance, term requirements and scheduling. Overall there was a strong focus on professional learning that examined methodology and how to plan for and implement effective teaching and learning. Assessment of learning continued to be an ongoing focus for staff professional learning.

Work Force Composition

Four Teachers are employed on a full time basis and they have been with the School for a number of years.

Ms Helen Zarich – Proficient Teacher (226789) – ESL and FOE.

Mr Edward Ly – Proficient Teacher (226789) – IPT and Maths.

Ms Fibi Youssef – Proficient Teacher (226789) – Business Studies and CAFS.

Ms June Zheng – Provisional (245354) Chinese for Background Speakers.

Student attendance profile.

		School		
Year	2014	2015	2016	
11	82.6	86.5	89.6	
12	86.2	87.5	No Students	
All Years	84.4	86.5	89.6	
		State DoE		
11	88.8	88.2	88.2	
12	90.3	89.9	90.1	
All Years	89.5	89	89.1	

There were no students who sat for the HSC in 2016

Student attendance and management of non-attendance

The Principal is responsible for keeping accurate records of attendance, for deciding if the reason given for absence is justified and can request medical certificates or other documentation for long or frequent absences explained by the student or parent/guardian as being due to illness. Therefore, all absences require an explanation. It is a condition of enrolment that students achieve a minimum of 80% attendance throughout the course of their study.

Absence without permission is viewed seriously. The School Liaison Officer contacts the student and parent/guardian to ascertain the reason for the absence with a Counseling Report placed in the student file.

Class attendance and academic records of all students are retained by the School and monitored to ensure that students meet the relevant school policies and the statutory and regulatory requirements.

Student attendance is monitored on a daily basis in the class rolls, which are marked for each subject by the relevant teacher. The Student Services Officer in charge of maintaining attendance records monitors the attendance of each student. Students whose attendance falls below 80% are called to advise them of their unsatisfactory attendance. Reasons provided by the student are recorded in the counseling report and placed in the student's file. The Student Services Officer then issues a Non-Compliant Rate of Attendance letter which is sent to the student and guardian where applicable. The letter advises the student that unsatisfactory attendance is serious and continued failure to comply with their visa conditions would require the school to report the matter to the Department of Immigration and Border Protection (DIBP).

During the monitoring process, if student attendance does not meet the 80% requirement of the scheduled course contact hours for the term, an Intention to Report

Notice is issued. The student is given 20 working days from the date specified on the letter to access the Complaints and Appeals process.

In order to improve student attendance the School has a Student Liaison Officer to monitor attendance and performance of the students and contacts the parents/guardians of the students directly where there are signs that the student might have some issues. The Student Liaison Officer contacts the parents and or guardian every Friday and records the details of the conversation. This contact is made before attendance falls substantially or performance falls too far.

The appointed Student Liaison Officer is a native Chinese speaker, who can effectively communicate with the parents or guardian of the Chinese students at AIHS. This has proven to be effective also with students who are over 18 and not living with a guardian, especially when their parents live in China.

The School conducted regular counseling sessions with students, at least once a month or as needed, to monitor course progress and attendance. The counseling sessions were conducted by the teachers, the Student Liaison Officer and the Principal.

An Attendance Certificate is issued to students on completion of their course, to confirm their rate of attendance during the course undertaken. The attendance certificate will list the attendance percentage without the inclusion of medical absence as well as the percentage with the inclusion of medical absence.

Applications for exemption from School attendance must be made in writing on the Application for Exemption from Attendance at School form, with supporting documents. Where the reasons for application for exemption includes long term travel, arrangements of more than 20 school days, copies of travel itinerary, medical certificates and other relevant documentation should be included with the application. This application must be submitted at least 2 weeks in advance to the Principal, who will inform the student of the outcome of the application within 3 working days.

Assessment and Reporting

Students are given individual progress reports, a mid-term and the end of the year report. The reports include descriptions of the student's strengths and areas of growth. Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation. Student reports contain detailed information about individual learning achievement and areas for growth, which provide the basis for discussion with parents and guardians. Students are encouraged to use assessment and reporting processes to reflect on their learning.

Post-school destinations

In 2016, twelve students were enrolled for Year 11. During the course of the year, four students transferred to another provider and one student left for personal reasons. Two students was reported for unsatisfactory attendance and course progress.

There were no students enrolled in Year 12 2016.

Enrolment policies and characteristics of the School Body

Australian International High School (AIHS), is a co-educational High School for International students, operating in accordance with the guidelines set by NSW Education Standards Authority (NESA), the NSW Department of Education and the Department of Immigration and Border Protection DIBP).

Students seeking to enroll in Year 11 and/or Year 12 are required to complete the AIHS Application for Enrolment form and must meet the following requirements:

- Successful completion of Year 10 or equivalent
- IELTS 5.0 or equivalent

Applicants who are under 18 years of age must also satisfy DIBP that suitable welfare and accommodation arrangements have been made for them.

Students, except exchange students, must meet additional academic and age requirements when applying for a Student Visa to study at AIHS.

Students are required to submit the completed AIHS Application form and supporting documents (IELTS certificate, copy of the passport, Academic Certificate, etc.).

New Enrolments:

Students must meet current NESA entry requirements (completion of Year 10 or equivalent).

Students must submit an IELTS certificate of 5.0 or equivalent

Continuing Enrolment:

Is subject to the student's adherence to school rules and regulations, including satisfactory attendance, course progress and payment of all school fees as part of the enrolment contract.

Continuing students must successfully complete Year 11 according to current NESA requirements before entering Year 12.

(The full text of the School's Enrolment Policy and Procedure is attached as an appendix at the end of this report).

Student welfare

The provision of student welfare is central to our School community. Effective student care is essential to the core of learning and it is fundamental to the sense of community. Student welfare is valued and implemented through a range of policies, which provide guidance to ensure that students are individually valued. An understanding of the value of developing compassion for others underpins student welfare. The School endeavours to provide a culturally engaging and academically rigorous education, where students have effective learning experiences.

The School has in place a fair and effective discipline system which encourages good behaviour and seeks to improve the behaviour of students who do not behave well. Creating an environment in which it is clear that bullying, violence and aggression are unacceptable.

The School Student Protection policies and procedures ensure that staff appointed are fit and proper persons to occupy those positions through interviews and employment screening and requiring staff to commit to a Code of Conduct which is actively monitored.

The School implements procedures to identify when a student is at risk of harm and to notify this to the proper authorities. The School also has in place, procedures to notify and investigate complaints of improper conduct by staff, recognising that dealing with harassment is the shared responsibility of parents, staff and students and are dealt with fairly and consistently.

The School rejects all forms of bullying and no student, employee, parent, caregiver or community member should experience bullying within the learning or working environments of the School. The School has in place strategies, which include maintaining a positive climate of respectful relationships, where bullying is less likely to occur.

The School implements early intervention support for students who are identified as being at risk of developing long-term difficulties with social relationships. The School has clear procedures, to report incidents of bullying and respond to incidents of bullying that have been reported to the School. Procedures are also in place for monitoring and evaluating the effectiveness of the anti-bullying plan.

STUDENT COUNSELLING AND SUPPORT SERVICES

Student Counseling

Student counseling seeks to improve and extend teaching outcomes. While this can be achieved on a one-to-one basis with teachers, the Principal also monitors learner progress and takes immediate appropriate action when the student's progress demonstrates poor performance. Teachers are also available for advice if students have difficulties in completing homework.

Personal Counseling Services

These services are available to all students and staff and may take the form of advice or referral to other services. Personal counselling services that the School uses must meet the School's code of practice and confidentiality policy.

Personal counseling services include but are not limited to:

- ♦ grievance or conflict resolution;
- ♦ stress management;
- ♦ access and equity issues;
- ♦ financial and welfare support; and
- ♦ serious incidents and emergencies.

Summary of Welfare Related School Policies

Australian International High provides a safe and supportive environment that minimizes risk of harm and ensures that students feel secure, supporting the physical, social, academic and emotional development of students. The School provides student welfare policies and programs that develop a sense of self-worth and personal development.

At AIHS, we ensure that provisions are made for students requiring additional support, advice or assistance. Student counselling and support services include language, literacy and numeracy support, personal counselling and post-program support to ensure access and equity principles provide the best possible outcomes for the student. The following policies are in place to ensure student's welfare is safeguarded.

Anti-Bullying :

The policy provides for responding and managing allegations of any form of bullying.

AIHS Anti-Bullying Policy outlines the processes for preventing and responding to student bullying. The Policy states that any behaviour such as bullying, harassing, cyber bullying or violent behaviour will not be tolerated at the School

AIHS rejects all forms of bullying and no student, parent, caregiver or community member should experience bullying within the learning or working environment of the School.

Welfare and Counselling Support

This procedure is in place to ensure that provisions are made for students requiring additional support, advice or assistance. Student counselling and support services include language, literacy and numeracy support, personal counselling and post-program support to ensure access and equity principles provide the best possible outcomes for the student.

Pastoral Care (Welfare) at Australian International High School (AIHS) covers the moral, intellectual, physical, mental and social well-being of students. All staff members are involved in the pastoral care of students. We seek to provide quality education for all students, taking account of their age, background, ability and interests.

Younger Students

The purpose of this policy and procedure is to ensure that students under the age of 18 has appropriate accommodation, support and general welfare arrangements while he/she resides in Australia and to make sure the student is being well cared for by checking and monitoring the suitability of the arrangements on a regular basis.

This policy and procedure also ensures that the College complies with various reporting requirements imposed by legislation.

Complaints and Grievances

Australian International High School encourages all parents to contact the school and/or principal regarding to any feedback and concerns. Concerns may include any aspects of the services that the school provides, behavior or decision by staff and practices, policies and procedures. Sometimes students may have a complaint or be unhappy about a particular decision or action of the School or of a teacher or other School staff member. For Academic complaints students are encouraged to approach the teacher, Head Teacher (HT) or the Principal. For any other issues, students should contact Student Services. The policy is detailed in the student handbook which is given to all students.

To describe a formal policy and procedure for dealing fairly and consistently with feedback, complaints and appeals received. This policy and procedure also describes how the feedback is monitored and resolved.

To inform students, parents or guardians, visitors and interested parties the route by which they can express a complaint and appeal or provide feedback.

To inform staff of this policy and procedure so that they know what to do if a student complaint, appeal or feedback is given.

All School Welfare policies are available to members of the public at the front office, Student Services, Level 6 505 George Street, Sydney 2000.

School determined improvements

Strategies implemented in 2016

During 2016 the School implemented the following strategies to enhance student performance.

With strengthened parental engagement, enhanced well being, more productive policies in place, our direction is now centered on translating our improved learning culture into improved student outcomes.

Throughout the year, we have endeavored to provide a school and class environment that is intellectually, socially and physically supportive of learning. Our students have had access to a variety of learning opportunities that enable them to build on their existing experiences and personal strengths and work in their preferred ways.

Contacting Parents/Guardians

Parents and Guardians were contacted through emails informing them of the Schools complaints and grievances policy. A copy of the student handbook was also sent to parents/guardians, so that they were kept informed of the School's policies and procedures that could affect their child and they were encouraged to contact the Principal, if they had any concerns.

Allocation of new classrooms

Classes were allocated to larger classrooms with better seating arrangements, including allocation to a computer room with internet access for each student and access to a printer

Ongoing strategies reinforced in 2016

Warning letters

Student class attendance was monitored closely and when attendance fell below 80%, warning letters were sent to both the student and parent/guardian. Meetings were scheduled with students and parents/guardians in regards to unsatisfactory attendance and course progress.

Student Liaison Officer

In order to improve student attendance and course progress the School has a Student Liaison Officer to monitor the performance and attendance of students and contact parents/guardians directly where there were signs that students may have some issues. The contact was made before attendance dropped substantially or performance fell too far. The Student Liaison Officer is fluent in mandarin which allowed for better communication with the parents/guardians of Chinese students. This has proved to be more effective, for students who are over 18 and are not living with a guardian. In addition, we believe that parents have a greater influence than their guardian.

Counseling

Counseling from both teachers and Principal took place in order to understand reasons why students were not attending class or had unsatisfactory results. Counseling sessions were also conducted with every student after mid-term and year end examinations to discuss their academic progress.

Extra- curricular activities

The School organised social and cultural activities for students to participate to enable them to better understand living in Australia and to engage with the wider community. Activities in 2016 included picnics in the park, excursion to the museum, and art gallery.

Results of the strategies

The parent/guardian community appreciated the level of engagement provided by the School Principal to ensure parents/guardians were well informed and involved in their child's education.

Students were appreciative of the bigger classrooms provided and the availability of computers for each student. This has contributed to better learning outcomes in a more conducive environment.

All students interviewed expressed high levels of satisfaction with the quality of teaching and the effort made by the teachers to provide the best educational outcomes.

The Student Liaison Officer's role has proven effective as student attendance improved substantially over the previous year. The average attendance for 2016 was 87%.

Feedback from students suggested that they were appreciative of the extra-curricular activities organised. Similar activities have been planned for 2016.

Financial information

AIHS is wholly owned by Academies Australasia Group Limited. A copy of the Annual Report of the group is at <http://www.academies.edu.au/Annual-Reports.html>.

As expected from its very small student population, the AIHS numbers are not significant.

This annual report is available to members of the public at the front office, Student Services, Level 6 505 George Street, Sydney 2000.

Appendix 1 [AIHS Enrolment Policy and Procedure](#)

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