

ANNUAL SCHOOL REPORT 2018

Introduction

The 2018 Annual Report is provided as an account of the School's operations and achievements throughout the year. It provides a comprehensive account of the progress the school has made to provide quality education opportunities to International students in Years 11 and 12 and outlines the findings that reflect the impact of key school strategies for improved learning.

Prasad Menon
Principal

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School Context

Australian International High School (AIHS) is a small school, offering only Year 11 and Year 12 courses. It has been operating for 16 years and is part of the Academies Australasia Group Limited, a listed company that has been operating for more than 111 years

AIHS is wholly owned by Academies Australasia Group Limited. 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.

Message from the Principal

Our students are international students with most of them coming from China, Vietnam, India, Pakistan and Bangladesh and recently from Colombia. Through the year under review, we have endeavored to provide a school and class environment that is intellectually and physically supportive of learning. As 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.

Students are counselled on a regular basis by their teachers from the start of the course to ensure that they are committed to completing their HSC course. Parents and Guardians are also contacted to inform them of the need and benefit of completing the HSC course.

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.

In 2018 18 students started Year 11 and were expected to continue into Year 12 in 2018. However 5 students completed their Year 11 course and transferred to other colleges to pursue studies in vocational courses.

12 students were enrolled for the HSC in 2018. All these students successfully completed the Preliminary course. At the beginning of term 3 2018 students were counselled about their performance in the previous term and their forthcoming HSC exams. At that point of time all students enrolled indicated their commitment to complete the HSC course. However towards the middle of term 3, 6 students advised the School of their intention to withdraw from the HSC course as they felt that it would be better for their future to undertake a foundation or vocational course. 2 students were 'N'determined. Each of the six students had a cogent reason for withdrawal. All six were genuine students. They just decided against sitting the HSC.

As a result we had 4 students who sat for the HSC. Notwithstanding the fact that we had to run a class for four students, teachers ensured consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement and were committed to identifying, understanding and implementing the most effective teaching methods for the 4 students.

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

Results of the Higher School Certificate

In the HSC results 2018, we had 4 students, who sat for the tests. Three of them achieved band 5 in all their subjects and one student achieved band five in one subject, band 3 in 3 subjects and band 2 in one subject. One of the students, who achieved band 5 in all his subjects, Minh Hien Ngo, has been awarded an ASEAN

Scholarship to do a Bachelor of Arts in Secondary Teaching at Macquarie University, Sydney. The results for 2018 also showed an improvement over the results for 2017. In 2017 one student sat for the HSC and achieved band 4 in 5 subjects and band 3 in 1 subject.

In 2018, the results were much better than the previous year. In 2017, there were 5 band 5 results as compared to 2018, with 16 band 5 results.

The 2018 HSC results are, we believe, the best results the School has achieved. A result we are all proud of.

Professional Learning and Teacher Standards

In 2018, a continued focus has remained to enable our students to better cope with the issues that may arise in their daily lives, the school has continued to implement a consistent 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. The focus has remained on ensuring explicit systems for collaboration and feedback to sustain good teaching practice and create opportunities for teachers to engage in purposeful discussions to improve teaching and learning.

In 2018 we have continued to spend 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 2018, 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 2018, such as, Familiarization: Stage 6 Mathematics Advanced, The Sydney Morning Herald Schools Summit, Mandatory Child Protection Training, Planning and Programming the Stage 6 EAL/D, Embedded Cultural

understanding in society and Culture, Encountering Real world Learning through Business Studies Case studies and Enriching CAFS.

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) – EAL/D

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

Ms Fibi Youssef – Proficient Teacher (226789) – Business Studies, CAFS and Society and Culture

Ms June Zheng – Proficient Teacher (245354) Chinese and Literature, Society and Culture.

Student attendance profile.

	School			
Year	2015	2016	2017	2018
11	86.5	89.6	84.2	83.4
12	87.5	No Students	86.8	84.7
All Years	86.5	89.6	85.5	84.5
	State DoE			
11	88.2	88.2	88.2	85.9
12	89.9	90.1	90.1	86.3
All Years	89.0	89.1	89.6	89.23

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 continues to have 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 teacher, who can effectively communicate with the parents or guardian of the 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 overseas.

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/Reporting and Senior Secondary outcomes

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.

Students are given three to five formal assessment tasks, including examinations, to complete for each subject of the Preliminary and HSC courses. Each assessment task is weighted according to the relative importance of each task. Where possible, greater weight is given to tasks completed towards the end of the course to provide the most accurate information of a student's achievement.

The school provides students with written advice about the requirements for assessment in each course. This includes:

- a. The components and their weightings as specified in the syllabus;
- b. The general nature of each assessment task;
- c. A schedule of when the assessment tasks will take place; and
- d. The weight of each task in relation to the total weighted mark for the course.

Students are also required to complete a range of other tasks, including home and class work, throughout their course of study. These tasks are designed to help the student prepare for formal assessment tasks and the HSC itself.

Teachers check students' work regularly in class. Performance in these tasks assist in determining the extent to which a student has achieved the outcomes of the course and the level of achievement on the school report.

The level of involvement in class work and homework assist the Principal to determine if there is sufficient evidence to support a student's appeal against an 'N' determination. The Principal decides if there is sufficient evidence that each student has applied with diligence and sustained effort to the set tasks provided in the course by the School.

Procedures for determining satisfactory completion of the Preliminary course and subsequent progression to the HSC course.

AIHS checks that the student's course progress is satisfactory by monitoring student academic performance in each subject of enrolment. Progress is assessed throughout each subject and results are collected every term. Students are issued with two reports a Mid course and Final Report. The Mid course report is issued half way through the course, at the end of Term 2 for Preliminary students. The Final Report is issued at the end of the academic year. A copy of the Report is also sent to the parent/guardian of underage students.

Students who are identified by their teachers as not progressing in any given subject are notified and assisted with intervention programs such as homework revision classes, tutorials, and additional tuition from their teachers. Details of the intervention strategy is discussed with the student and documented using the Student Counselling Report form.

At the end of the term, students previously identified as being at risk of unsatisfactorily course progress are assessed on their performance after the implementation of the Intervention Strategy. Students identified as still not making satisfactory course progress after the implementation of the intervention strategies may be issued an Intention to Report Notice informing them of the School's intention to report their breach to Department of Home Affairs via PRISMS.

Students are deemed to have satisfactorily completed the Preliminary course when they complete the Preliminary pattern of study comprising at least 12 units. Students are expected to obtain a 50% or more in the subjects offered in that

year. For the cohort of 2018 HSC the subjects offered were Maths, EAL/D, Business Studies, Community and Family Services, IPT, Chinese Literature and Society and Culture.

The Principal ensures that there is sufficient evidence that the student has applied themselves with diligence and sustained effort to the set tasks and experiences provided in the Preliminary course and achieved the course outcomes before they are allowed to proceed to Year 12.

Post-school destinations

In 2018, eighteen students were enrolled for Year 11. However 5 students completed their Year 11 course and transferred to other colleges to pursue studies in vocational courses 2 students were reported to Department of Home Affairs for unsatisfactory attendance and course progress.

Twelve students were enrolled in Year 12 2018.

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), and the Department of Education.

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:

As our students are international students and have therefore not attained the Record of School Achievement, they are required to provide proof of completion of Year 10 from their country of origin

- 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).

Students are counselled on a regular basis, by their teachers and the Principal, from the start of the course to ensure that they are committed to completing their HSC course. Parents and guardians are also contacted to inform them of the need and benefit of completing the HSC course.

Students are also counselled on a regular basis, to assess their course progress and areas of concern. Students are requested to provide feedback on their study progress, so that the teachers can assist when areas of concern arise.

In order to ensure that students commit to the completion of the HSC course we implemented the following measures in March 2018 for all potential students wishing to enrol for Year 11:

- a. Completion by all potential students and their parent/guardians of a Statement of Purpose (SOP) indicating the reasons for enrolling in Year 11 and 12 and the benefit of completing the course for their future.
- b. Interview of potential students and their parent/guardians by the Principal to ascertain their suitability and commitment to completing the HSC course. Offshore interviews are conducted via Skype while onshore interviews are in person.

Additionally, we have reinforced to our agents the importance of students completing the HSC. The Principal also continues conducting one on one counselling sessions with current students in Year 11 and 12 to reinforce the importance of completing their HSC.

School Policies

STUDENT COUNSELLING AND WELFARE SERVICES

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 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 behavior such as bullying, harassing, cyber bullying or violent behavior 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 2018

During 2018 the School implemented the following strategies to enhance student performance.

Completion by all potential students and their parent/guardians of a Statement of Purpose (SOP) indicating the reasons for enrolling in Year 11 and 12 and the benefit of completing the course for their future.

Interview of potential students and their parent/guardians by the Principal to ascertain their suitability and commitment to completing the HSC course. Offshore interviews are conducted via Skype while onshore interviews are in person.

Additionally, we have reinforced to our agents the importance of students completing the HSC. The Principal also continues conducting one on one counselling sessions with current students in Year 11 and 12 to reinforce the importance of completing their HSC.

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.

Bigger classrooms

Students were allocated to larger classrooms with better seating arrangements, including allocation to a computer room with internet access. Classes were also fitted with heaters and fans.

School Achievement and Improvement targets reinforced in 2018

Learning

The School is a diverse and dedicated learning community, where students are encouraged to be creative and innovative, who are challenged to achieve their academic potential. Student involvement in extra curricular activities highlight the varied nature of the school culture and as a result impacts on the learning culture.

The School has in place a comprehensive **Wellbeing** framework to support the emotional, social and general wellbeing of students. This is reflected increasing student awareness and capacity in relation to talks on mental health and support to react to students requiring additional support.

As our students are from non – English speaking backgrounds. Students were supported in the classroom are provided with extra resources to enhance their attainment of the English Language.

Students who are identified as requiring adjustments and learning support are catered for within class programmes.

Enhancing student access to a wide range of educational experiences, interacting with the community at large, through excursions and other activities, resulted in increased student participation, leading to an improvement in learning outcomes.

Warning letters

Attendance

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.

Course Progress

AIHS maintains records of student marks in each assessment task. The assessment tasks assess syllabus outcomes as prescribed by the NSW Education Standards Authority (NESA) for each subject. This demonstrates the student achievement in each subject. Where a student has not achieved the prescribed outcome, a Warning Letter is issued to notify the student that they are not achieving the necessary standards to complete the course and that they are at risk of an N-determination for that subject. The Warning Letters are kept in the Student Management System

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.

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 2018 included excursions to Luna Park, barbeque at Bondi Beach, visits to the art gallery and a picnic at Hyde park.

Cultural Diversity

As we have students from various language and cultural backgrounds, they are encouraged to celebrate the multu cultural diversity of the School. Students are encouraged to participate in each others cultural festivities, like Chinese New Year, and Eid. The School arranges for students to participate in these activities

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 better facilities in the 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 2018 was 85%%.

Feedback from students suggested that they were appreciative of activities that were planned in 2018.

Parent, Student, Teacher initiatives

Parents/ Guardians have been more forthcoming in appreciating student results and have been actively participating in meeting with the Principal to discuss student outcomes .

Students are encouraged to participate in the learning process, in order to create independent, confident, self-regulated learners. We have created an environment which teaches critical thinking, and engages students as creative and resourceful learners. Teachers provide appropriate learning activities to meet individual student needs. Parents/guardians are invited to actively participate to discuss the future directions of the school in respect student learning to meet the student's needs.

Teachers are encouraged to provide specific and timely feedback to students on how to improve their performance in their studies. We believe that every student deserves quality education, that provides equal opportunities for all students. They are treated fairly in a learning environment that is supportive, safe and caring. We encourage parent/guardian participation and endeavor to keep them informed of the student's progress at all times.

We are indeed proud that our teachers played an important part in the results achieved by the 4 students who sat for the HSC in 2018. We are working towards having all our students in the top 3 bands.

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](#)