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Annual Report 2019



School Annual Report 2019

Australian International High School (AIHS) is a co-educational high school for international students located in the Central Business District of Sydney, New South Wales.

This Report addresses the School's operations and achievements in 2019. It provides a comprehensive account of the progress the School has made to provide quality education opportunities to its students in Years 11 and 12. It outlines the findings that reflect the impact of key School strategies for improved learning and the benefit to all students. Our purpose is to create a learning environment where students from diverse backgrounds are nurtured to succeed and to experience a sense of belonging.

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School Context

At AIHS, we endeavor to equip students with tools to be successful, confident and creative.

We are committed to developing confident learners based on individual strengths and goals.

We have experienced and dedicated staff, with a strong culture of collaboration and professional learning in the pursuit of excellence.

AIHS is a small school, offering only Year 11 and Year 12 courses. It has been operating for 17 years and is part of Academies Australasia Group Limited, a company listed on the Australian Securities Exchange, that has been operating for more than 112 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 must also comply with the strict financial and reporting regulations of the Australian Securities Exchange.

Message from the Principal

In 2019, our students came from 6 countries: Vietnam, China, India, Pakistan, Bangladesh, and the Philippines. Through the year under review, we have endeavored to provide an environment that is intellectually and physically supportive. As the School

community is comprised of students from different ethnic backgrounds and countries, we embrace the diversity that this brings to the learning experience.

We continue to work with parents and guardians to improve student attendance 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 the 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.

In 2019, 28 students started Year 11, but 9 students continued into Year 12 in 2020. Nine students completed their Year 11 course and transferred to another provider to pursue studies in vocational courses. One student withdrew to enrol in a foundation course at the University of New South Wales. Two students returned to their home country for personal reasons. One student, transferred to Academy of English, as she needed to improve her English before continuing with her Year 11 course. Four Students were reported for unsatisfactory attendance and two students were reported for non-payment of fees.

Seventeen students were enrolled for the HSC in 2019. All these students successfully completed the Preliminary course. At the beginning of Term 2 2019 students were counselled about their performance in the previous term and their forth coming HSC exams. At that time all students enrolled indicated their commitment to complete the HSC course. However, towards the middle of Term 3, five students advised the School of their intention to withdraw from the HSC course as they felt that they were not able to cope with their HSC studies and it would be better for their future to undertake a foundation or vocational course. Each of the five students had a cogent reason for withdrawal. They were genuine students. They just decided against sitting the HSC. Three students were reported to the Department of Home Affairs for unsatisfactory attendance.

Nine students sat for the HSC. Notwithstanding the fact that we had to run a class for nine 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 nine students.

The 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

HSC results 2019

Nine students sat for the tests; all students passed the HSC. One student achieved a band six in Chinese Literature. Overall, there were one Band 6 four band 5s, 22 band 4s, and 20 band 3s. In the previous year, only 4 students sat for the HSC.

Professional Learning and Teacher Standards

Professional learning ensured all staff were familiar with consistent classroom management practices. The wellbeing of all students and staff remained a priority to ensure every student is cared for.

Teacher quality can be identified as one of the most important factors in student achievement. Committed and skilled teachers who are rigorous in their use of evidence-based methods contribute to a collaborative learning culture.

In 2019, 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 wellbeing 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 programs 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.

We have continued to spend time and resources to foster positive relationships with parents and guardians.

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. 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 2019, 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 2019, which included Business Studies through the eyes of the student, Cultural Crossroads – enhancing student learning in society and culture, Texts and Human Experiences – The Year 12 Common Module.

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 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

AIHS employs four teachers, who have been with the School for an average of 7 years per teacher.

Name	Proficient Teacher	Subjects
Mr Edward Ly	226789	IPT and Maths
Ms Fibi Youssef	226789	Business Studies, CAFS and Society and Culture
Ms Helen Zarich	226789	EAL/D
Ms June Zheng	245354	Chinese for Background Speakers and Society and Culture

Student attendance and management of non-attendance

Attendance at school has a big impact on longer term outcomes for students. When a student is not at school, they miss important opportunities to learn. Regular attendance at school is a shared responsibility between the School, parents, and guardians.

Teachers promote and monitor regular attendance and the School has effective measures in place to record attendance and follow up student absences promptly daily.

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

Under 18 students are monitored daily. If they are not in class in the first half hour, they are contacted by phone and their parent/guardian informed.

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 daily 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 Home Affairs.

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 appointed a Student Services Officer to monitor attendance and performance of the students and to contact the parents/guardians of the students directly where there are signs that the student might have some issues. The Student Services Officer contacts the parents and or guardian and records the details of the conversation on the Student Management System (Paradigm). This contact is made before attendance falls substantially or academic performance falls too far. 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 conducts 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, 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 lists 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 and/or, arrangements for absence of more than 20 school days, copies of travel itinerary, medical certificates and other relevant documentation must d 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.

Student attendance profile

		School		
Year	2016	2017	2018	2019
11	89.6%	84.2%	83.4 %	84.0 %
12	No Students	86.8%	84.7%	85.3%
All Years	89.6	85.5	84.5	84.5
		State DoE		
11	88.2%	88.2%	85.9%	86.6%
12	90.1%	90.1%	86.3%	88.6%
All Years	89.1%	89.6%	89.2%	87.6%

Assessment/Reporting and Senior Secondary outcomes

The School's policies and procedures were reviewed in 2019, No changes were required.

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.

Students are given individual progress reports, a mid-term, and an 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 halfway 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 are discussed with the student and documented in the Student Counselling Report form.

At the end of the term, students previously identified as being at risk of unsatisfactory 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 unsatisfactory course progress to the 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 2019 HSC the subjects offered were Mathematics, English as an additional language or Dialect education (EAL/D), Business Studies, Community and Family Services, Information Processes and Technology (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 2019, 28 students enrolled for the Year 11 course. However, nine students completed their Year 11 course and transferred to another provider to pursue studies in vocational courses. One student withdrew to enrol in a foundation course at the University of New South Wales. Two students returned to their home country for personal reasons. One student, transferred to Academy of English, as she felt required to improve her before continuing with the Year 11 course. Four Students were reported for unsatisfactory attendance and two students were reported for nonpayment of fees.

In Term 4 2018, nine students enrolled for the Year 12 course. All nine students passed the HSC exams. Three of the students enrolled in an Arts Degree at the University of New South Wales one student enrolled at the University of Adelaide, and five students enrolled at TAFE for vocational courses.

Enrolment policies and characteristics of the School Body

AIHS is a co-educational High School comprised of international students, operating in accordance with the guidelines set by NESAs and the Department of Education.

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

- proof of successful completion of Year 10 from their country of origin or equivalent
- IELTS 5.0 or equivalent

Applicants who are under 18 years of age must also satisfy Department of Home Affairs 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.).

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.

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

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 bullying, violence and aggression are unacceptable.

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, recognizing that dealing with harassment is the shared responsibility of parents, staff and students and are dealt with fairly and consistently.

AIHS 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.

The School rejects all forms of bullying and no student, employee, parent, guardian, 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.

The Student Support policy and its 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 and personal counselling to ensure access and equity principles provide the best possible outcomes for the student.

Student counseling seeks to improve and extend teaching outcomes. While this can be achieved on a one-on-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.

Anti-Bullying

This 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, guardian, or community member should experience bullying within the learning or working environment of the School.

Multicultural Education Policy

Teachers address the specific wellbeing and learning needs of students from culturally diverse backgrounds through learning programs. AIHS ensures that policies, programs, and practices respond to the cultural, linguistic and religious diversity of our School community and provide opportunities that enable our students to achieve equitable education opportunities and social outcomes.

Younger Students

The purpose of the Younger Students policy and procedure is to ensure that students under the age of 18 have appropriate accommodation, support and general welfare

arrangements while they resided in Australia and to make sure students are being well cared for by checking and monitoring the suitability of the arrangements on a regular basis.

The policy and procedure also ensure that AIHS complies with various reporting requirements imposed by legislation.

Complaints and Grievances

AIHS encourages all parents and guardians 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 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 and is also emailed to parents and guardians.

The policy describes how AIHS deals fairly and consistently with feedback, complaints and appeals received. This policy and procedure also describe how the feedback is monitored and resolved.

Staff is trained on this policy and procedure so that they know what to do if a student complaint, appeal, or feedback is received.

School determined improvements

Strategies implemented in 2019

New strategies implemented:

- A Student Services Officer was appointed to coordinate the administrative functions of the School, including monitoring attendance of under 18 students.
- A Literacy and Numeracy Team consisting of two teachers was established to coordinate and meet literacy and numeracy requirements.
- Teachers uploaded videos on YouTube, during the term breaks to assist students with their homework and to complete their tasks before the start of term.
- For underachieving students, greater monitoring of HSC subjects as well as increased awareness of the School reports allowed for greater support to be provided by the teachers.

Existing strategies were reinforced to enhance student performance in 2019. We continue with the following strategies implemented in 2018:

- 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 were conducted via Skype while onshore interviews are in person.

- The Principal continues conducting one-on-one counselling sessions with current students in Year 11 and 12 to reinforce the importance of completing their HSC.

With continued parental engagement, enhanced wellbeing, more productive policies in place, our direction is still centered on translating our improved learning culture into improved student outcomes.

Throughout the year, we 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.

Parents and guardians continued to be 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.

In 2019, for the first time, a graduation ceremony was held for students who completed the Higher School Certificate. This was organized by the students themselves. We will continue to have the graduation ceremony each year.

School Achievement and Improvement targets reinforced in 2019

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 extracurricular activities highlight the varied nature of the school culture and as a result impacts on the learning culture.

The School has in place a wellbeing framework to support the emotional, social, and general wellbeing of students.

As our students are from non – English speaking backgrounds, students were supported in the classroom and were 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 programs.

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 outcome

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 about 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 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 Services Officer

To improve student attendance and course progress, the Student Services Officer monitored the performance and attendance of students and contacted 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 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 2019 included excursions to Luna Park, Harbour cruise, laser tag and bowling.

Cultural Diversity

As we have students from various cultural backgrounds, they were encouraged to celebrate the multi-cultural diversity of the School. Students were encouraged to participate in each other's cultural festivities, like Chinese New Year and Eid. The School arranged for students to participate in these activities

Results of the strategies

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

The Student Services Officer's role has proven effective as students' attendance was monitored frequently and guardians/parents were informed when necessary.

Feedback from students suggested that they were appreciative of activities that were implemented in 2019.

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

Parent, Student, Teacher satisfaction

All correspondence with students is copied to parents/guardians, including for students who are above 18 years. As a result, parents/ guardians have been more forthcoming in appreciating student results and have been actively participating in meeting with the Principal and teachers to discuss student outcomes.

Students are encouraged to participate in the learning process, 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 always encourage parent/guardian participation and endeavour to keep them informed of the student's progress.

We are indeed proud that our teachers played an important part in the results achieved by the nine students who sat for the HSC in 2019. All nine students who sat for the HSC passed.

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>.

The AIHS student numbers are very small, and they are not significant to the Group.

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