

Annual Report - 2025



Introduction

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.

The 2025 Annual Report is an account of the school's operations, performance and achievements during the year. It provides an account of the progress the school has made to provide quality education opportunities to international students in Years 11 and 12. This report also outlines the findings that reflect the impact of key school strategies for improved learning and the benefit to all students.

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School Context

AIHS is a small school with a long history, having been running since 2002. AIHS offers only Year 11 and Year 12 courses. It caters to international students and is part of the Academies Australasia Group Limited, a company listed on the Australian Securities Exchange that has been operating for more than 118 years. Academies Australasia Group Limited wholly owns AIHS.

Academies Australasia has a long and successful history in providing quality education in Australia and overseas. There are 18 colleges in the group (17 Colleges in Australia and 1 in Singapore), each with its own license to operate as an educational 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.

AIHS purpose is to create a learning environment where students from diverse backgrounds and nationalities can be nurtured and experience a sense of wellbeing to complete the Higher School Certificate (HSC).

At AIHS, we are committed to ensuring our students receive a wealth of support and diverse experiences, exemplified through extensive academic support, including extra classes and tuition to prepare for the HSC exams, as well as social opportunities such as end-of-term excursions. The extra support assists students in realising their academic potential, and the extracurricular activities allow international students to have diverse Australian experiences to build confidence and develop leadership skills

Message from the Principal

In 2025, the school continued to focus on improving academic performance. Teachers provided individual attention to students who were struggling as well as those who were more able, so that everyone could realise their academic potential. This involved extra lessons, where necessary, and various differentiated materials to help struggling students learn and understand, and to extend and challenge the more abled students. This assistance helped our students to excel.

Students were counselled from the start of the course by their teachers on a regular basis to ensure that they were committed to completing the HSC course. Parents and guardians were also contacted to inform them of the need and benefit of completing the HSC course. Teachers also used group work to allow students to collaborate and learn from each other. To engage students, and where possible and relevant, teachers encouraged students to express themselves and tell their story. This made learning more interesting and relevant to them.

The school caters primarily for international students. In 2025, students came from China, Pakistan, Nepal, Vietnam, India, Bangladesh and Fiji.

In 2025, the school welcomed Ms. Sophie Liu to the teaching team. As a former international student herself, Sophie is able to relate to the experiences and challenges of international students, especially those from China. She teaches Chinese and Mathematics.

This Annual Report provides a detailed account of the progress the school has made in providing educational opportunities for all students, as set out in our policies and procedures.

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

Edward Ly
Principal

Renewal of CRICOS and high school accreditation

In 2025, the school's accreditation for CRICOS and high school was up for renewal. I would like to thank everyone who helped in the process. I would like to thank the Principal Executive Officer for her guidance and the Compliance team for their assistance and NESAs Inspector Dave Kermode for his kind professionalism.

The renewal was successful and the school is accredited for CRICOS and Year 11 and Year 12 until 31 December 2030.

Results of the Higher School Certificate

HSC results 2025

In 2025, 14 students sat for the HSC, with a total of 70 candidates across all subjects. There were 5 students who withdrew before sitting the HSC. The school achieved the following results:

Band 6	0
Band 5	1
Band 4	22
Band 3	24
Band 2	18
Band 1	5

Results in 2025 are lower than in 2024. There were no Band 6 results, and 67% of candidates achieved Band 3 or higher, compared with 74% in 2024. Nevertheless, teachers are to be commended for all the work they have done in bringing some of the struggling students through the rigorous courses. It has been challenging but very rewarding to see the students achieve something many of them did not think they could do.

Professional Learning and Teacher Standards

Professional learning ensured all staff were familiar with their responsibilities and could provide a safe and effective learning environment.

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 and engaging learning culture.

In 2025, the focus remained on enabling our students to better cope with the issues that may arise in their daily lives. The school continued to implement a consistent approach to wellbeing, which is underscored by our school values and promotes the social and emotional wellbeing of our students.

Our top priority continued to be the implementation of explicit teaching methods and effective systems for collaboration and feedback. This approach aims to sustain high-quality teaching practices and create opportunities for teachers to engage in purposeful discussions to improve teaching and learning.

The attainment of professional learning goals and teaching requirements is 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 by the NSW Education Standards Authority (NESA).

During the year, teachers meet at the beginning of the term to discuss student progress, attendance, term requirements and scheduling. Overall, there was a strong focus on professional learning that examined student engagement and how to plan for and implement effective teaching and learning. Examples include seating plans, checking homework, and providing constant feedback.

Work Force Composition

In 2025, AIHS employed four teachers, with Ms Jessy Huang being replaced by Ms Sophie Liu.

Name	NESA number	Subjects
Mr Edward Ly	230163	Enterprise Computing (YR11 and YR12) / Mathematics Advanced (YR11 and YR12) / Business Studies (YR12)
Ms Fibi Youssef	235139	Business Studies (YR11) / CAFS (YR11 and YR12) / Society and Culture (YR11 and YR12)
Ms Aleksandra Sarovic	952433	EALD (YR11 and YR12) / CAFS (YR11) / Society and Culture (YR11)
Ms Sophie Liu	245354	Chinese Literature (YR11 and YR12) / Mathematics Advanced (YR11)

Student attendance and management of non-attendance

Student attendance profile

	2022	2023	2024	2025
Year 11	82.0	88.9	83.8	88.2
Year 12	85.0	84.0	82.7	88.8
All Years	80.1	86.5	83.3	88.4

The focus of the school on attendance in 2025 has yielded positive results. There has been a substantial improvement in attendance, with overall attendance improving from 83.3% in 2024 to 88.4% in 2025.

Student attendance is outlined in the school policies and procedures. Unexplained absence is followed up with the parents and guardians. The school's Student Services staff phones the parent/guardian of the student who is absent on the day. Absences are monitored, and meetings with parents or guardians are arranged to address any issues related to non-attendance.

Regular attendance is a shared responsibility between the school and all parents and guardians. Teachers maintain regular contact with students to monitor attendance during face-to-face classes.

Attendance is recorded by the teacher every hour. If a student is 15 minutes late, the hour is marked as a “Partial” attendance and counted as half an hour. If the student is not in class after 15 minutes, then the student is marked absent.

The school has effective measures in place to record attendance and promptly follow up student absences. Unauthorised absences are taken seriously. The designated Student Services Officer contacts the student and parent/guardian to ascertain the reason for the absence.

Any student who has a pattern of absence is counselled, with the Counseling Report placed in the student file, and the parent/guardian notified (where applicable).

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 is informed.

Class attendance and academic records of all students are retained and monitored to ensure that students meet the relevant policies and 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 is in charge of maintaining attendance records and monitors the attendance of each student. Students whose attendance falls below 80% are contacted to advise them that their attendance is unsatisfactory. For students under-18, their parents/guardians are also notified. Reasons provided by the student are recorded in the counseling report and placed in the student’s file.

If the attendance remains unsatisfactory, 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 students 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 a student’s 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 then given 20 working days from the date specified on the letter to access the Complaints and Appeals process.

The Student Services Officer monitors the attendance and performance of the students and contacts the parents/guardians of the students directly when 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 in the Student Management System (Paradigm). This contact is made before attendance falls substantially or academic performance falls too far behind.

The school conducts regular counselling sessions with students, at least once a month or as needed, to monitor students’ course progress and attendance. The counselling sessions are conducted in person by the teachers and the Principal.

Applications for exemption from school attendance must be made in writing with supporting documents. Where the reasons for application for exemption include 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

Each student completing Year 11 was awarded a grade (A, B, C, D or E). These grades were reported to the NSW Education Standards Authority (NESA) by the Principal.

AIHS maintains records of student marks in each assessment task. The assessment tasks assess syllabus outcomes as prescribed by NESA for each subject.

Students are given individual progress reports, a mid-term, and an end-of-year report. The reports include descriptions of the students' 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 were given three to four formal assessment tasks for each subject. Each assessment task type and weight was made according to the requirements for each subject as stated in the NESA syllabus for that subject.

The school provides students with written advice about the requirements for assessment tasks in each course. This notice of written advice is given at least two weeks before the task is due and 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 task 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 homework 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 checked students' work regularly. Performance in these tasks assists in determining the extent to which a student has achieved the outcomes of the course and the grade they will receive on the school report.

The level of involvement in class work and homework is also monitored to assist the Principal in determining if there is sufficient evidence to support a student's appeal against an 'N' determination. The Principal evaluates each student's participation to ensure that they have demonstrated diligence and sustained effort in completing the set tasks provided in the course.

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's academic performance in each subject of enrolment. Progress is assessed throughout each subject, and results are collected every term. Students receive 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 were 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 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 are issued an Intention to Report Notice informing them of the school's intention to report their breach 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. For the cohort of 2025 HSC the subjects offered were Advanced Mathematics, EAL/D, Business Studies, Community and Family Services, Enterprise Computing, Chinese and Literature, and Society and Culture.

The Principal ensures that students achieve the course outcomes in the Preliminary course before they are allowed to proceed to Year 12.

Post-school destinations

In 2025:

- 35 students commenced year 11, where:
 - 1 student transferred to another high school,
 - 3 student transferred to an ELICOS course,
 - 12 students transferred to a VET provider, and
 - 19 continued onto study year 12.
- 19 students started Year 12 where:
 - 5 students withdrew to study VET
 - 14 completed the HSC;
 - 1 went overseas to study
 - 2 went back home
 - 9 moved on to study VET
 - 2 moved on to study at university

Enrolment policies and characteristics of the school body

AIHS is a co-educational high school for international students, operating in accordance with the guidelines set by NESA and the Department of Education.

Students seeking to enroll in year 11 and 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 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 students are committed to completing the HSC course, the school conducts a rigorous assessment process. This includes a genuine student evaluation and a scheduled interview with the Principal involving both the student and their parent or guardian. These interviews are conducted in person for onshore applicants or via online video call platforms for offshore applicants, to ascertain their suitability and commitment to the course. Early in the application process, we emphasise the importance of and encourage parents and guardians to actively participate in our student support interventions and counselling sessions whenever needed.

Additionally, we collaborate with our agents to establish partnerships and underscore the significance of completing the 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 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, 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 for reporting incidents of bullying and responding 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.

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 students' welfare is safeguarded.

Student interventions were also conducted in person. Teachers participated in the intervention process, especially for unsatisfactory course progress.

Student Counseling

The Principal monitors learner progress and takes immediate and appropriate action when the student's progress demonstrates poor performance. Teachers are also available for advice if students have difficulties in completing assessments and homework.

Personal Counselling Services

Students are informed about the availability of counselling services, which are accessible to all. The College ensures this information is prominently displayed and announced during orientation, included in the Student Handbook, School Bulletin, and on the website. The Principal may refer students to the organisation's counselors for advice, appropriate actions, or referrals as necessary. Ensuring utmost privacy and confidentiality, staff and counsellors handle personal and sensitive matters with the highest respect and discretion.

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 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 into account their age, background, ability, and interests.

Younger Students

The Younger Students Policy has undergone a rigorous review aimed at strengthening the procedure, as well as expanding its scope to enhance the overall welfare of our students. This comprehensive review included specific processes related to student welfare and child protection.

The updated policy ensures that the school not only has robust policies and procedures to oversee the appropriate accommodation, support, and general welfare of students under the age of 18 residing in Australia, but also regularly checks and monitors the suitability of these arrangements. It emphasises that all staff understand their responsibilities and obligations towards younger students. The policy now encompasses not only welfare and accommodation arrangements, but also addresses aspects such as attendance and course monitoring, management of excursions and critical incidents, communication updates, and adherence to specific rules and guidelines mandated by national and state regulations.

Furthermore, the review extended to ensuring that our third-party partners, such as Homestay Providers, maintain rigorous processes and documentation to guarantee the welfare and safety of our students and ensure that the school receives required reports on a regular and timely basis supported by evidence.

The review of the policy served as a catalyst for a collaborative in-person meeting with key school staff and Homestay Providers officers. This proactive approach was initiated to enhance our welfare arrangement processes, particularly in ensuring timely communication, especially concerning younger students. The outcome of this meeting instils confidence in our ongoing efforts to prioritise the welfare of all students.

Complaints and Grievances

AIHS is committed to continuous improvement and values feedback from all stakeholders. If students, parents or guardians have any concerns or wish to provide feedback regarding any aspect of the school's services, the behaviour or decision by staff members, or the school's policies and procedures, we encourage them to contact the school or the Principal directly.

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 emailed to parents and guardians.

The complaints and grievance process are easily accessible through our friendly teachers and staff, or by directly contacting the Principal. Alternatively, stakeholders may visit our website or email the designated address provided on our website. We strive to address feedback promptly and ensure a responsive approach to resolving concerns.

The policy outlines how AIHS handles feedback, complaints, and appeals fairly and consistently, ensuring timely resolution. It also describes how feedback is monitored and resolved.

All staff are informed of this policy and procedure, so they know how to respond effectively to student complaints, appeals, or feedback.

Anti-Bullying

AIHS's Anti-bullying Policy includes measures for responding to and managing allegations of bullying, outlining clear processes for prevention and intervention. The School unequivocally prohibits bullying, harassment, cyberbullying, or any form of violent behaviour.

AIHS is committed to creating a safe and respectful learning and working environment where all forms of bullying are rejected. No student, parent, guardian, or community member should experience bullying within the school.

All teachers and staff are entrusted with the responsibility to promptly recognise and address safety, welfare, or wellbeing concerns for students and are required to promptly report such concerns to the Principal or the Principal Executive Officer.

AIHS expects staff to uphold ethical standards in their interactions with students and to refrain from abusing their authority. Similar expectations are extended to students, parents or guardians.

Parents and guardians have a responsibility and are encouraged to notify the Principal or the Principal Executive Officer of any reportable allegations concerning AIHS employees.

The policy and procedure ensure that AIHS maintains a vigilant stance against bullying and fosters a supportive environment conducive to the wellbeing and success of all members of the school community.

Discipline

The discipline policy applies to all students and staff. AIHS is committed to creating a fair and productive environment for all stakeholders. The policy and procedure ensure that guidelines are established based on principles of procedural fairness.

The policy explicitly prohibits corporal punishment, defined as the use of physical force to punish or correct students. The School do not condone the administration of corporal punishment by non-school individuals, including parents or guardians, to enforce discipline within the school.

Any form of misbehaviour or undesired behaviour, including criminal behaviour, and all types of bullying is strictly prohibited at AIHS.

For disciplinary issues, a disputes committee (comprising of the Director, the Principal and Head Teacher) will evaluate the evidence, in accordance with procedural fairness, described as the 'hearing rule' and the right to an unbiased decision.

Anti-Racism

At AIHS, all teachers bear the responsibility of actively addressing and combating incidents of racism. They are committed to supporting students to develop an understanding of racism and discrimination and the impact that these may have on individuals and the broader community.

School determined improvements

Strategies implemented during 2025

The Student Services Officer continued to coordinate the administrative functions of the school, including monitoring attendance of under-18 students.

The school maintained its policy of offering additional support to students. During term breaks, teachers utilised online platforms to upload videos, aiding students with their homework and task completion before the start of term. For students needing additional assistance, there was enhanced monitoring of HSC subjects as well as increased focus on interpreting School reports to provide targeted support.

Teachers expanded their support by creating a monitored online group using a secure social media platform, fostering communication to address student questions and help students with homework during the holidays.

Existing strategies that were reinforced to enhance student performance during 2025

The Principal continued 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/guardian engagement, enhanced wellbeing, and more productive policies in place, our direction is still centred on translating our improved learning culture into improved student outcomes.

With a friendly learning environment, students adapted easily and were glad that they could interact with their teachers and peers.

Graduation Ceremony

Seeing the profound impact of previous years' graduation ceremonies, AIHS continues its tradition of hosting a simple yet heartfelt graduation ceremony for students who completed Year 12 and are preparing for the HSC exams.

In 2025, we held a graduation ceremony for students who completed the HSC. The graduation ceremony was held in September, before the start of the HSC exams.

This event holds significant importance as students, parents, guardians, and teachers eagerly anticipate and prepare for this special day. It serves as a moment of celebration, marking the culmination of students' efforts throughout their academic journey. This occasion underscores the collective dedication of students, families, and educators, creating lasting memories.

Reflecting on the highlights from past graduation ceremonies, students are inspired to strive for academic excellence and eagerly look forward to the culmination of their hard work and dedication. This ceremony provides students with the confidence and motivation needed to face their HSC exams with determination.

School Achievement and Improvement targets reinforced in 2025

Learning

In order to help Year 11 students achieve the requirements of the Literacy and Numeracy test, four periods of class each week was set aside in Term 4 for teachers to assist students; two periods for Literacy and two periods for Numeracy.

Similarly for Year 12 students, two periods of class each week were set aside in Term 1 for teachers to assist students in Numeracy. As our students are from non-English speaking backgrounds, additional support was needed for Literacy, and two hours each week was set aside from Term 1 through to Term 3 for teachers to help students.

PowerPoint presentations and movies were introduced during classes to engage students and enhance students' access to a wide range of educational experiences in the classroom. More varied lessons incorporating more visual aids and group work helped increase student participation, leading to an improvement in learning outcomes.

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.

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

Student Services Officer

To improve student attendance and course progress, the Student Services Officer continually monitored the performance and attendance of students during the year and contacted parents/guardians via email where there were signs that students may have some issues. The contact was made before attendance dropped substantially or performance fell too far.

At the end of each day, the Student Services Officer enters the Minister's attendance register codes in the attendance role after determining the reason for the student's absence.

Counseling

Counseling, online and face-to-face, from both teachers and the 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

Teachers organised excursions at the end of the term to provide them with different learning experiences. These are relaxed events that allow students to develop communication and interpersonal skills in a different environment. Activities included climbing trees in a controlled and supervised environment (TreeTop Adventures) as well as Lazer Tag.

Results of the strategies

Parents/guardians appreciated the level of engagement provided by the Principal to ensure they were well informed about the operation of the school and the progress of the students.

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

Feedback from students to the teachers indicated that they were appreciative of the extra lessons and support provided by the school. In particular, the extra tuition and attention given to the struggling students were very helpful and enabled them to complete the HSC.

In 2025, the school continued to use online platforms such as Google Classroom and WhatsApp to keep in contact with students and be available to discuss subject issues when required. This online support helped students clarify any doubts they may have when they were studying during out-of-class hours, such as the weekend. In particular, this communication was helpful during the HSC exam period when the students had left the school.

All students interviewed expressed satisfaction with the quality of teaching and the effort made by the teachers during the year.

Parent, Student, Teacher satisfaction

Parents/guardians were encouraged to engage with the School and discuss with the teachers and Principal if they had any concerns with the learning outcomes, attendance or wellbeing issues. All correspondence with students are copied to parents/guardians. As a result, parents/guardians have been more forthcoming in appreciating student results and have been actively participating in meetings with the Principal and teachers to discuss student outcomes.

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

Financial information

AIHS is wholly owned by Academies Australasia Group Limited. A copy of the Annual Report of the group is at <https://academies.edu.au/corporate/annual-reports/>.

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.