



AUSTRALIAN INTERNATIONAL SCHOOL HONG KONG
Annual Review 2014

Our Vision

AISHK will be recognised world-wide as an outstanding and innovative international school delivering quality education based on Australian Curriculum and values.

Inspirational staff will create a learning environment that actively promotes a global perspective and a sense of individual and collective responsibility.

Our Mission

To provide a world-class international school where students, through active participation, achieve their personal best to become skilled, healthy, influential and responsible international citizens.

Board Chairman's Message

The 2014 school year was, yet again, a very successful year at AISHK.

Comprising key members of the Australian Community in Hong Kong, your Board of Governors, on a volunteer basis, convene to discuss, forecast and facilitate action on a range of long and short term strategic initiatives which guide the direction of the school.

The Committees and sub-Committees which exist under the Board are made up of Governors, School Executive Members and other volunteers who are recruited for their experience and knowledge within relevant fields.

The Committees include:

The Management Committee that guide the School Executive on the activation of Board strategies and on school and staff management and administration.

The Governance Committee led by Mr Andrew Macintosh, who review and renew school policy, and ensure prudent and transparent management.

The Finance Committee led by Professor Richard Petty, which has ultimate responsibility for the school's finances.

The Facilities Committee led by Mr Ian Whitton, that looks at the school building's ongoing maintenance, expansion and capital projects.

The Development Committee led by Dr Joseph Lee, supports the Development Office and considers marketing, communications and major fundraising strategies.

In 2014, the Parent Survey again revealed the high level of regard in which the school is held, with overall satisfaction ranking in the very high range (80%+). The quality of the school's Academic Program and Extra-curricular efforts were also rated highly. This emphasises a unique balance achieved by the school, between maintaining both academic rigour and a sound engagement in wider school activities. In all, the



Back row (L-R): Mr Andrew Steadson, Mr Stephen Yap, Dr Joseph Lee, Ms Janaline Oh, Mr Gautam Dev
Front row (L-R): Dr Dan Hooley, Mr Tom Corkhill, Mr Cliff Sun
Absent: Prof Richard Petty, Mr David Chan, Ms Carolyn Bickerton, Mr Ian Whitton, Mr Andrew Macintosh, Mr Ian Carroll

school continues to lead as a world-class educational institution.

The school prides itself year after year on the outstanding academic results of our students across the Higher School Certificate, International Baccalaureate, NAPLAN and various other benchmark examinations. 2014 was no exception.

Looking forward and as we enter the 20th

anniversary of the school, we will strive for greater development, new challenges, even better results – with the welfare of our students at the heart of every decision we make.

As such, the year 2014 also focused on the commencement of the search for a new Head of School with the retirement of our current Co Heads of School occurring in 2015.

On behalf of the Board, I would like to take this opportunity to thank and congratulate Co Heads of School Mr Phillip Waugh and Mrs Leonie Drew, who have done a tremendous job of running the school over the past 11 years.

We thank them for their commitment and dedication to leading AISHK in the spirit of a unified school community, and for leading us into our 20th year so well. Our students, our support staff, teachers and leaders, under the guidance of the Co Heads of School, have ensured academic excellence and world class teaching and learning on a daily basis.



Tom Corkhill
Board Chairman

Co Head's Message

As Co Heads of School we are very pleased to present the Annual Review for 2014, the year where AISHK focused upon the theme "Celebrating Identity and Diversity- embracing difference, achieving together".

For our students and staff alike this meant we would endeavour to:

- Recognise the unique characteristics that constitute the AISHK community
- Take opportunities to celebrate those characteristics that bring us together and which make us stronger
- Seek to achieve even higher benchmarks in all aspects related to the AISHK learning environment

By focusing on this theme our school was better able to accomplish its mission which is "to provide a world class school where students through active participation, achieve their personal best and graduate as skilled, influential and responsible citizens."

In practical terms 2014 saw AISHK realise a range of achievements, some personal, some school-wide, some in terms of the learning environment itself and some which provided further support to the students in our care.

Achievements include the:

- Implementation of a formal coaching program for all teachers which reflected Australian Professional Teaching Standards
- Refurbishment of the staff centre on the 9th floor for school and community use
- Application of an anti-slip paint to coat tiles

that become slippery during periods of high humidity

- Refurbishment of the toilet blocks on the 3rd floor, the Uniform Shop and the 9F Aquatic Centre change rooms
- Updating of the electronic display boards installed in the auditorium and cafe
- Provision of new Furnware furniture for all Preparatory classrooms
- Building a new PE Staffroom in the 6th floor gymnasium
- Roll out of the new trans seasonal school uniform
- Redesign and refurbishment of the tuck-shop area
- Greening of the field and open space area
- Staging the highly successful Mad Hatters Fair
- Hosting three very well attended Alumni events in Australia; Melbourne, Sydney and Brisbane
- Presentation of the school production of "13: The Musical"
- Updating of school policies so as to align them with the goals outlined in the school strategic plan
- Provision of new signage at entrance to the school
- Upgrading and enhancement of the School Network and Server systems
- Hosting of AISA and ACAMIS interschool sporting competitions

Financial information regarding the school's expenditure has also been included in this year's review.



Co Head's Message



This data provides parents with a greater understanding of the school's operational and ongoing costs. AISHK is a nonprofit school with all operating surpluses being reinvested back into the school itself. Our school relies on donations and support from corporations and individuals to fund most of our additional projects.

“2014 saw AISHK realise a range of achievements, some personal, some school wide, some in terms of the learning environment itself and some which provided further support to the students in our care”

Thank you to everyone who gave so generously to our school during 2014. Whether financially, in time or resources, your ongoing support is greatly appreciated.

We wish to also acknowledge and thank the School Board and Parent Association for their guidance and support during 2014. Each of the Board Governors, Board subcommittee members and Parent Association members and parent helpers give so generously of their own time to support the school in a voluntary capacity. Our school is indebted to you all.

In 2015 we will celebrate the school's 20th anniversary and we can all be very proud of this school's remarkable achievements over the past two decades. It will be our pleasure to publicly recognise the collective effort of the entire school community both past and present, who together have provided such a solid pathway to learning here in Hong Kong for the generations of students yet to come.



Phillip Waugh
*Principal Secondary,
Co Head of School*

Leonie Drew
*Principal Primary,
Co Head of School*

School Reports - Primary Reports

Primary Curriculum

In 2014 we have continued to work on improving teaching and learning experiences. One of our main focuses has been the ongoing implementation of the Australian Curriculum.

Integrated Studies units which consist of History, Geography and Science have been modified to give the students opportunities to develop vital life skills of problem

solving, inquiring, researching and investigating. Using the guided inquiry model students have been actively involved in setting the direction of their learning based on the Australian Curriculum and modified to meet their level of instruction.

In the first half of the year the staff were involved in Professional Development which explored the process of writing. The teachers were taught how to incorporate the 7 Steps of Writing into daily practice. There was an immediate effect with students writing "Sizzling Starts" and teachers "Banning the Boring". Students were reminded that their writing is for a particular audience and that by adopting a few simple strategies it became more interesting and enjoyable for the reader. Ongoing commitment to SHARP Reading has played a significant role in the development of decoding and comprehension achieved by our students. The phrase "I think that means" became common language at AISHK.

"Children learn best when they are actively involved, interested and interacting within a safe and supportive environment"

Within every classroom we continued to develop our students as collaborators, communicators, self-managers, thinkers, creators and innovators.



These TOOLS of learning have been used for students to understand what the rights and responsibilities of each learner are. Another area of focus has been to review and update our policy documentation.

These are the basis for teaching and learning and guide teachers to ensure that they are covering essential content and skills.

Within the specialist areas we have continued to refine and build. The Physical Education Department coordinated 3 very successful carnivals. Our Music teachers ventured into

videoing student learning and placing it on the Online Learning Platform and the results were both informative and outstanding. This has given parents the opportunity to see their students create and perform musically.



Having a specialist Art teacher has made a significant difference to the quality of creations as well as given the students a greater understanding of art appreciation. Within the library we have had numerous author and illustrator visits and Mrs O'Connor developed an AISHK reading challenge, which is an essential component of what is a very strong cultural component of AISHK.

Public Speaking Competitions gave our very best speakers an opportunity to ply their wares and the Mathematics Problem solving and Creativity days

School Reports - Primary Reports



have also given the students opportunities to think laterally and develop team building skills. Students in middle and upper primary were again actively involved in overnight camps which also enabled them to build important life skills.

Early Childhood teachers developed an Early Years learning philosophy which outlines many of the important theories and practices relevant to Reception to Year 2. This gave teachers the opportunity to share their knowledge and create a combined understanding which was enormously valuable.

Many of the principles from this learning philosophy are relevant to any age of learning. Some of these include:

- Children learn best when they are actively involved, interested and interacting within a safe and supportive environment.
- The learning environment must be stimulating and allow children to take risks. This requires meticulous planning and knowledge of each individual child.
- Parents play an integral part in the learning process. Early Childhood education at AISHK is accomplished and enriched through a collaborative partnership with children, parents and educators.
- Children develop at different rates and in different ways - emotionally, intellectually, socially, physically and spiritually. All aspects are important and each is interwoven with the other. We provide a differentiated curriculum to meet these individual needs and allow each child to experience progress and success in their own unique way.

Within our very busy Reception classes we continued to explore the Early Years Framework and the IT application Kinderloop which enabled



us to track and record learning and give parents valuable information.

In 2014 teaching staff were involved in the formalisation of a coaching and mentoring project. In line with the Australian Teaching Standards our teachers identified areas for further development. Each teacher then worked through a formal project with a coach to achieve improved skills, knowledge and understanding.

Teachers have both a personal and professional commitment to being the best teacher they can be. AISHK has a culture of success where it is an expectation that our staff and students work to the best of their ability. 2014 has been a highly productive and successful year.



Cameron Reed
Dean of Studies, Primary

School Reports - Primary Reports

Primary Pastoral Care

The 2014 school year was very rewarding, with students in the Primary Division embracing a year that celebrated Identity and Diversity. The Primary Division at Australian International School Hong Kong has encouraged a happy and healthy social climate by utilising a Pastoral Care Program which was child-centred with an emphasis on school, house and class spirit.



The core foundation behind our Pastoral Care Program is always the classroom teacher. AISHK is blessed with dedicated and professionally developed educators who work as a team to not only support their students academically, but to also guide them through the emotional journey that builds each child's social capabilities. We are also fortunate to have a highly proficient Primary Pastoral Care Committee. This committee is comprised of Year Level Leaders and school counsellors. This support network has enabled the school to plan proactively and reflect on our current practice.

School counsellors once again provided individual and group support for Primary students and families. Working alongside classroom teachers, an educational environment that is warm and



responsive to student's needs is created. In particular, Early Childhood counselling services helped develop empathy and emotions through the Kimochi program, awareness of the importance of gratitude and social skills for the classroom and playground. The Middle and Upper Primary counselling services helped monitor and support the wellbeing of all new students that entered the school throughout the school year and coordinated the lunch time games program that allowed students to meet new friends and enjoy a quiet and enjoyable social time when the students did not want to play on the field.

"House Patrons and students coordinated awareness events and raised much needed funds for many families and students that are less fortunate than ourselves"

In 2014 AISHK also placed a strong emphasis on promoting and celebrating Identity and Diversity, particularly through the 2014 Peer Support Program.

A Peer Support working committee was established to plan and implement the Primary Division Peer Support Program. It was constructive, purposeful and valuable to all students and adults involved. This program aimed to embrace the differences we all have and celebrated the way we all live, learn and achieve together. This program also enabled Year 6 leaders to establish many new leadership skills that will hold them in good stead as they transition into secondary school. Some of the subjects covered in the 2014 Peer Support Program included: I am



Unique, You are Unique,

School Reports - Primary Reports



My Family and Belonging, Us as a Community and How are we Different?

The Primary Student Representative Council once again took an active role within the school. They organised Primary Division functions, managed class meetings and helped in making a notable difference. This is another key vehicle that will continue to promote student growth, development and leadership.



Student leadership was also a focus for the Primary Division, with many students enjoying opportunities to experience different leadership roles within their classrooms and in the wider school community. The Year Five cohort worked extremely hard to prepare for the many opportunities that will be available next year.

In the last term of 2014, Year 5 students reflected on their school life and participated in a Year 5 leadership day, whereby their own personal goals

were set and they worked as a team in preparation for 2015.

The Primary Classroom Energy Managers monitored the energy usage of the Primary school, recording the ways in which different classes consumed and saved energy. During the year they also coordinated Earth Hour activities. Awareness raised through these initiatives has made a positive impact and has helped the school conserve energy. Congratulations to all involved. Finally I would like to recognise all the support given to our core charities by school Houses (Eucalypt, Waratah, Wattle and Jacaranda). House Patrons and students coordinated awareness events and raised much needed funds for many families and students that are less fortunate than ourselves. This generosity is something that can change lives and makes us all better people.



David Shirley
Assistant Principal, Primary

School Reports - Secondary Reports

Secondary Curriculum

The AISHK Secondary Division continues to aspire to be an environment where our teachers continually strive to be the very best they can be, providing educational experiences which enable students to achieve personal best results.

An important practice across all Secondary Key Learning Areas in 2014 was the ongoing review of teaching content and methods, analysis based on data and the desire to better cater for individual needs of all our students. Students preparing for senior examinations were offered out-of-class support in a range of subject areas to ensure they were given every opportunity to perform at their very best. Others in need of additional learning support to build their skills were offered in-class support as well as one-on-one and group support outside of lessons. Online programs were being trialled in some subjects to further support students and to build independence with their learning.

All students were encouraged to broaden their knowledge of English and enjoyment of literature through wide reading. This has been most successful at AISHK, resulting in a well-developed reading culture amongst our students. The Reading Group, chaired and directed by students, continues to inspire the student body.

2014 saw the introduction of the Australian Curriculum courses in Mathematics, Science, English and History in Year 7 and Year 9. Many hours were spent implementing the Australian Curriculum as students continued to be challenged, stimulated and actively engaged in their learning. Programs are now in place for the second phase of implementation of the Australian Curriculum in Years 8 and Year 10 in 2015.



Our first cohort of students enrolled in the HSC Chinese Extension course completed their studies in 2014, achieving outstanding academic

outcomes. The HSC Heritage Chinese course was also offered for the first time in Year 11 in 2014, with students progressing to studies in the HSC course in 2015. Positive feedback on the course has been provided by both the students and their parents.



In line with the Australian Quality Teaching Standards, teaching staff across all Key Learning Areas continued to develop their skills in the use of ICTs, peer mentoring and collaboration, underpinning a collective mind-set focused on continual improvement and the pursuit of excellence.

Professional Development initiatives offered within each Key Learning Area continued to focus on catering to individual learning styles, implementing differentiated approaches to teaching and learning, adopting a more student centred classroom. Under the leadership of Learning Technologies Leader Ms Judith Chilton, teachers continued to embrace technology as a vital aid to effective teaching and learning.

In PDHPE, an upgrade of the 6th floor gymnasium commenced while the use of iPads to review and analyse student performance was introduced. The LEAP and KELY programs continued to provide up-to-date information on student pastoral care and health education. The PDHPE faculty also engaged external experts in the Year 9 dance and Year 7 and Year 8 swimming programs respectively.

The Year 10 Chinese Beijing Language Immersion Program continued in 2014 and for the first time included a combined group of both background and non-background students. Our students continue to build an excellent rapport with our sister school, Beijing Number 2 Middle School. Further initiatives in Chinese in 2014 included the Year 7 to 9 Speaking Assignment Video Show and the AISHK Chinese Speech Competition.

School Reports - Secondary Reports

French students continued their involvement in the online Language Perfect program. As in 2013, students performed exceptionally, ranking first amongst participating Hong Kong schools and 251st globally out of 1,151 schools which participated in the program.

An undoubted highlight of 2014 was the school production of "13:The Musical" which involved students and staff across all divisions of the school and showcased the talent, energy and creativity that characterises the performing arts at AISHK. The cast featured 65 students on stage singing, dancing and acting, with the show band featuring an additional five secondary students. The production also featured alumni student Thomas Chiu who took on the role of musical director and he conducted all performances.

The Year 12 HSC Music and Drama Night has become a much-anticipated annual event and once again provided an opportunity for our senior students to demonstrate their passion for the performing arts through music, drama and film. The IB Music Recital, a new initiative, featured the Year 12 IB Music class who presented 15 minute solo performance programs on their selected instrument/voice. The Year 9, 10 and 11 Drama Night also featured the Drama classes performing three different group plays.

In conjunction with the school fair, a display took place to showcase the year's production from

students in Design Technology and Visual Arts. Year 9 Design Technology classes also worked on the Primary School Graduation. Students supplied menu options, undertook food preparation, table and venue decoration design and provided assistance on the night, all as part of their core course work. Junior Design and Technology students in 2014 also created menu items which became a part of the Chartwell's Cafeteria menu specials for the entire school.

"Secondary students at AISHK continue to excel in external examinations and competitions"

Secondary students at AISHK continue to excel in external examinations and competitions. In the Australian

Mathematics Competition, Year 10 student Geraldine Le was awarded a prize in recognition of her being placed in the top 0.3% of students in the region. Temana Short (Year 7) and Raphael Chang (Year 9) were awarded High Distinctions in the same competition while Year 8 student Adeline Chuah was awarded Distinction in the Australian Mathematics Challenge.

In the Australian History Competition 46% of AISHK students achieved Distinction or above. In the Australian Geography Competition 65% of students achieved Distinction or above. Year 8 students Wendy Liang and Nisarg Prasad were both presented with a special medallion to acknowledge their outstanding achievement in gaining above 92%. AISHK students again performed above the state mean in every year level in the ICAS Science competition



School Reports - Secondary Reports

with five students, Raphael Chang, Karl Cheng, Benedict Hu, Jenkin Lai and Geraldine Le, receiving High Distinction awards, placing them in the top 1% of all entrants. Geraldine Le was a featured soloist with the AISHK Orchestra at the Orchestra Soiree in June. She gave an outstanding performance on piano of Schumann's Piano Concerto.

Year 12 student Kristie Ho, a sectional leader in the orchestra since 2010, appeared in this year's AISHK production of "13: The Musical" as a singer and dancer. Year 12 student Joel Wilson is an outstanding young guitarist who has been an integral part of the Rock Band program at AISHK since 2006. In 2014 he was a key member of the show band for the production of "13: The Musical". Joel also performed with distinction in international master classes with Grammy award winning artists.

Year 12 student Kelly Hebestreit was a dedicated performing artist in both music and drama. She performed a lead role in the production of "13: The Musical" and was invited to sing with a specially selected vocal quartet to present the national anthem for AustCham and at the Australian Chinese Association Ball.

2014 was also the year in which AISHK was reaccredited to offer the NSW Curriculum in the Secondary Division. The Board of Studies, after detailed analysis of the school's teaching programs and curricular structure, strongly endorsed the education pathway provided at AISHK for a further 5 years.



Chris McCorkell
Dean of Studies, Secondary

Secondary Pastoral Care

In 2014, there was a focus on aligning Pastoral Care Program aims with actual student outcomes. This review process brought greater cohesion to the delivery of the Pastoral Care curriculum, as well as an enhancement to the value of student feedback to their teachers.

Year Advisors continued to evaluate the areas of pastoral care designed to meet the changing developmental needs of students, particularly in relation to drug and alcohol education and cyber on-line social network issues. There was an increased emphasis on mental health issues and personal well-being particularly in the senior years. Survey feedback mechanisms were extensively used by the Student Representative Council (SRC) with their class groups as well as by Homeroom teachers in gauging the level of appreciation, relevance and value of their pastoral care lessons.



Significant work was done in Careers Advice, especially with Year 12 in planning and then tracking their progress to pathways outside of school. Meetings with students and parents to monitor predicted ATAR outcomes were also a useful part of the process. Careers advice meetings and university and colleges visits to AISHK were numerous throughout the year. Further progress was achieved in developing the senior students' ePortfolios.

School Reports - Secondary Reports



Charity fundraising and events were very successful with our key charities receiving ample support through a range of house mufti day activities and other specific events. The Tan Nghia Kindergarten building project, which was sponsored by the school through the Christina Noble

Children's Foundation (CNCF), was completed and the school's commitment of USD\$26,000 was paid in full.

Student fundraising initiatives successfully raised all the funds required to complete this project.

"Prefect leadership training was focused, practical and fun in preparing the prefects for their important work in the final year of school"

Prefect leadership training was focused, practical and fun in preparing the prefects for their important work in the final year of school. The zeal with which they embraced their roles and went about supporting Homerooms and Houses in student activities was exciting to see and rewarding for the school.

Prizes and awards were again distributed at events such as assemblies and the 2014

Speech Day and served as a good indicator of the extent of student endeavour and the good working environment of the Secondary School.



School Counselling was reorganised to accommodate the pattern of student needs in both primary and secondary and it was evident that the counselling work for secondary was effective and in demand. The AISHK Online Learning Platform (OLP) was used extensively to message important concepts about student well-being.



Howard West
Assistant Principal

Academic Results

Academic Results

2014 HSC Results (46 Students)

Note: Comparative HSC Results with other NSW Schools does not include IB student outcomes.

- AISHK HSC cohort ranked in the top 100 schools in the Sydney Morning Herald Merit List for English.
- Sian Pannach placed first overall in HSC for Chinese Continuers.

Subject	AISHK Percentage (%)	State Percentage (%)
Bands 5 or 6 (or the top two results possible)		
Biology	81.81	28.23
Business Studies	61.90	36.95
Chemistry	23.07	46.09
Chinese Beginners	100	49.99
Chinese Continuers	85.71	67.46
Chinese Extension 1	100	88.46
Design and Technology	90.90	37.22
Drama	0	42.11
Economics	28.57	44.53
English Advanced	90.00	59.30
English Standard	0	8.16
English Extension 1	100	92.99
English Extension 2	100	77.44
Geography	73.68	43.63
French Beginners	66.66	46.42
French Continuers	0	65.70
History Extension	100	77.70
IPT	80	28.43
Legal Studies	55.55	39.63
Mathematics	76.92	53.74
Mathematics General	52.62	25.00
Mathematics Extension 1	100	84.40
Mathematics Extension 2	100	87.17
Modern History	88.88	42.28
Music 1	75.00	59.58
Music 2	100	87.51
Music Extension 1	100	98.93
PDHPE	0	30.49
Physics	28.56	31.09
Visual Arts	66.66	48.60

Academic Results

Academic Results

2014 IB Results (31 Students)

- 41% of students scored 40 points or more (maximum 45)
- 58% of students scored 35 points or more
- 9 students received Bilingual Diplomas
- AISHK Average Score 36 (Median 37)
- Australian Schools Average Score 33.96
- Global Schools Average 29.94

Subject	AISHK Percentage (%)	Average Grade	
		School	World**
Grades 6 or 7 (or the top two results possible)			
Biology HL	85.71	6.14	4.81
Biology SL	100.00	6.67	4.11
Business and Management HL	70.00	5.90	4.59
Business and Management SL	40.00	5.40	4.91
Chemistry HL	70.00	6.00	5.23
Chemistry SL	100.00	6.00	4.67
Chinese A SL	87.50	5.88	5.84
Chinese B HL	100.00	6.63	6.57
Design Technology HL	40.00	5.20	4.92
Design Technology SL	0.00	4.50	4.47
Economics HL	60.00	5.93	5.25
Economics SL	0.00	4.00	5.07
English A HL	70.00	6.20	4.89
English A SL	60.00	5.60	5.40
French B SL	66.66	5.67	5.39
French ab initio SL	50.00	5.25	5.27
History HL	100.00	6.50	5.01
Mandarin ab initio SL	75.00	6.50	6.21
Mathematics HL	66.66	5.67	4.88
Mathematics SL	59.25	5.52	4.51
Music SL	66.66	5.67	5.08
Physics HL	45.45	5.27	5.11
Physics SL	33.33	4.67	4.52
Psychology HL	77.78	6.00	5.24
Psychology SL	0.00	5.00	5.13
Visual Arts HL	20.00	5.20	5.13

*Results subject to the outcomes from remark appeals

**1-7 May Session 2014

University Entrance - HSC and IB

ATARS

- 27% of AISHK students received an Australian Universities Admission Rank (ATAR) of 95 or above
- 36% of AISHK students received an ATAR of 90 or above
- 66% of AISHK students received an ATAR of 80 or above

Academic Results

NAPLAN - Percentage in Bands

AISHK - Year 3, 2014								
		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data Measurement, Space & Geometry	Number, Patterns & Algebra
Band 6	State	29.7	11.5	26.3	32.5	17.7	17.3	17.2
	School	72.5	29.7	53.8	74.7	34.1	28.6	35.2
Band 5	State	19.6	36.3	24.5	22.0	24.7	26.0	19.3
	School	16.5	46.2	33.0	15.4	36.3	41.8	16.5
Band 4	State	22.9	22.5	22.8	20.7	23.5	19.6	25.4
	School	9.9	13.2	12.1	7.7	25.3	19.8	33.0
Band 3	State	14.3	19.3	11.7	14.0	19.7	24.8	22.4
	School	1.1	11.0	1.1	1.1	4.4	9.9	14.3
Band 2	State	8.5	7.1	11.2	7.0	11.1	8.9	11.7
	School	0.0	0.0	0.0	1.1	0.0	0.0	1.1
Band 1	State	4.9	3.3	3.4	3.8	3.2	3.3	4.1
	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0

In Year 3, 75.9% to 90.1% of our students achieved in the top two bands (Bands 5 and 6) for areas assessed in English, and 51.7% to 70.4% in Mathematics. State Range: English 47.8% to 54.5%, Mathematics 36.5% to 43.3%

AISHK - Year 5, 2014								
		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data Measurement, Space & Geometry	Number, Patterns & Algebra
Band 8	State	16.9	5.6	14.7	22.7	13.8	10.5	17.5
	School	42.7	21.4	37.9	54.4	36.9	26.2	51.5
Band 7	State	18.3	12.0	28.1	21.8	14.7	13.0	13.7
	School	27.2	20.4	31.1	21.4	24.3	23.3	13.6
Band 6	State	25.7	28.3	25.6	21.5	29.8	29.4	26.1
	School	16.5	32.0	21.4	16.5	28.2	35.0	23.3
Band 5	State	21.3	36.7	18.3	17.4	22.9	27.3	17.8
	School	10.7	23.3	8.7	6.8	9.7	11.7	8.7
Band 4	State	12.4	9.7	8.1	10.8	13.8	15.0	18.5
	School	2.9	2.9	1.0	1.0	1.0	3.9	2.9
Band 3	State	5.4	7.8	5.2	5.7	5.1	4.8	6.5
	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0

In Year 5, 41.8% to 75.8% of our students achieved in the top two bands (Bands 7 and 8) for areas assessed in English, and 49.5% to 65.1% in Mathematics. State Range: English 17.6% to 44.5%, Mathematics 23.5% to 31.2%

Academic Results

AISHK - Year 7, 2014

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data Measurement, Space & Geometry	Number, Patterns & Algebra
Band 9	State	12.9	4.9	14.7	14.9	14.8	14.8	17.4
	School	30.0	5.6	33.3	23.3	30.0	27.8	40.0
Band 8	State	18.5	13.9	23.4	18.7	16.6	16.6	17.1
	School	21.1	18.9	27.8	34.4	33.3	22.2	28.9
Band 7	State	27.2	21.1	26.3	27.3	24.5	27.6	21.4
	School	31.1	34.4	20.0	27.8	22.2	32.2	18.9
Band 6	State	25.1	28.5	18.9	17.5	26.2	25.4	24.4
	School	15.6	31.1	17.8	13.3	11.1	14.4	10.0
Band 5	State	12.8	23.0	11.2	15.4	15.0	13.6	16.2
	School	2.2	10.0	1.1	1.1	3.3	3.3	1.1
Band 4	State	3.5	8.6	5.4	6.2	2.8	2.0	3.5
	School	0.0	0.0	0.0	0.0	0.0	0.0	1.1

In Year 7, 24.5% to 61.1% of students achieved in the top two bands (Band 8 and 9) for areas assessed in English and 50.0% to 68.9% in Mathematics. State Range: English 18.8% to 38.1%; Mathematics 31.4% to 34.5%.

AISHK - Year 9, 2014

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data Measurement, Space & Geometry	Number, Patterns & Algebra
Band 10	State	7.9	6.5	12.2	7.5	14.1	13.2	17.6
	School	23.1	25.6	38.5	23.1	36.4	31.2	42.9
Band 9	State	19.3	9.7	14.3	16.7	15.1	13.8	12.3
	School	32.1	19.2	21.8	28.2	23.4	24.7	16.9
Band 8	State	26.4	22.7	28.5	19.9	24.6	25.3	22.9
	School	33.3	28.2	21.8	19.2	24.7	24.7	26.0
Band 7	State	23.3	21.6	25.9	26.2	26.0	26.0	25.2
	School	10.3	14.1	16.7	20.5	14.3	16.9	13.0
Band 6	State	15.6	20.2	11.5	19.1	17.2	17.6	17.0
	School	1.3	10.3	1.3	9.0	1.3	1.3	1.3
Band 5	State	7.5	19.3	7.6	10.5	2.9	4.2	5.0
	School	0.0	2.6	0.0	0.0	0.0	1.3	0.0

In Year 9, 44.8% to 60.3% of students achieved in the top two bands (Band 9 and 10) for areas assessed in English and 55.9% to 59.8% in Mathematics. State Range: English 16.2% to 27.2%; Mathematics 27.0% to 29.9%.

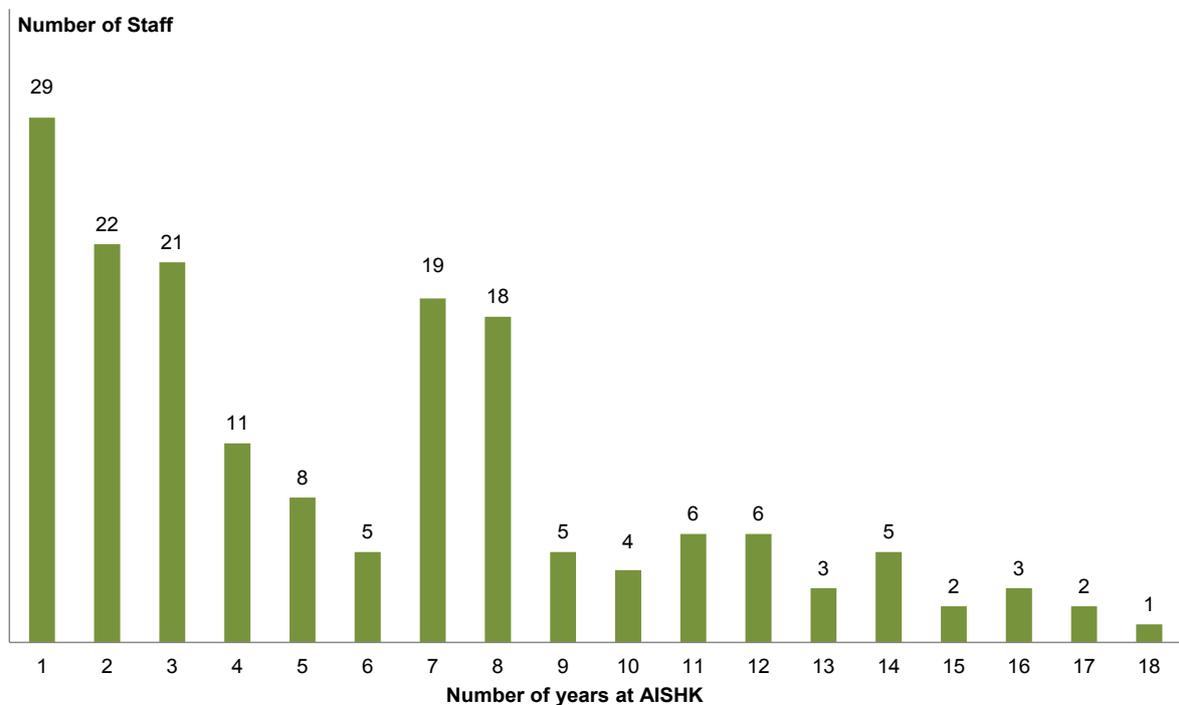
Staff & Student Demographics

Staff

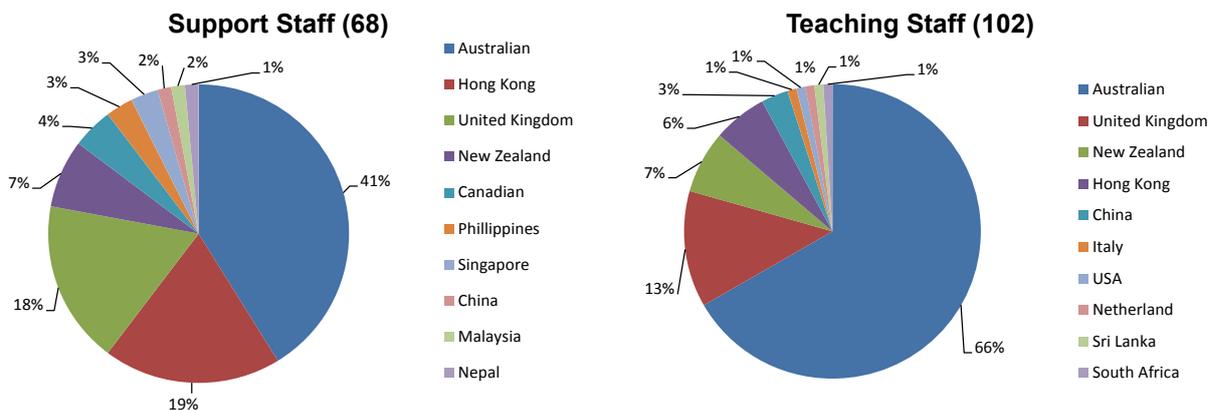
Qualifications

Support Staff (68 support staff including all non-teaching administration staff as well as Teaching Assistants and Learning Enrichment Centre Staff)		Teaching Staff (102 teaching staff)	
Qualification		Qualification	
Graduate Certificate	24	Graduate Certificate	45
Graduate Diplomas	21	Graduate Diplomas	80
Bachelor Degrees	36	Bachelor Degrees	116
Masters Degrees	10	Masters Degrees	54

Staff Years of Service (Including all 170 staff members)



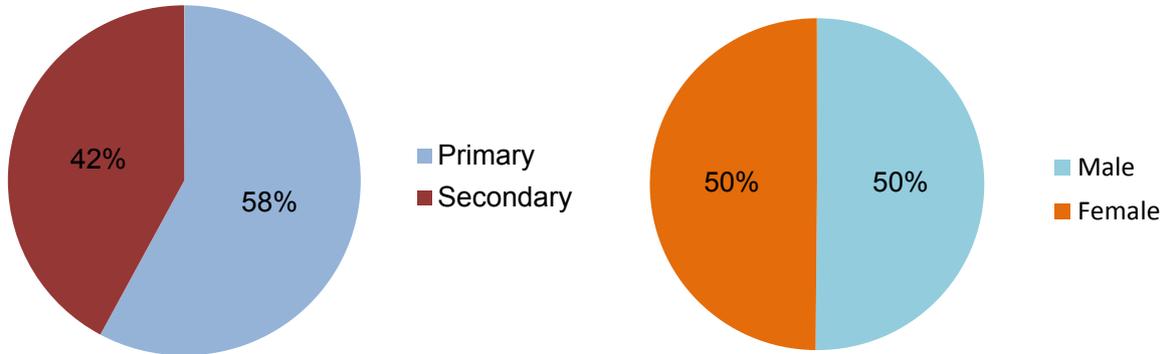
Nationalities of Staff (According to Passport)



Staff & Student Demographics

Students

2014 Student Population (Total: 1073)



Student Nationalities

Nationality	Percentage (%)	Nationality	Percentage (%)
Australia	80.68	Indian	0.38
British Hong Kong	0.38	Indonesian	0.09
British	4.13	Japanese	0.09
Canadian	0.75	Malaysian	0.38
Chinese	0.38	New Zealand	6.66
French	0.47	Singaporean	0.28
German	0.09	South African	0.28
Hong Kong	4.69		



Parent Survey

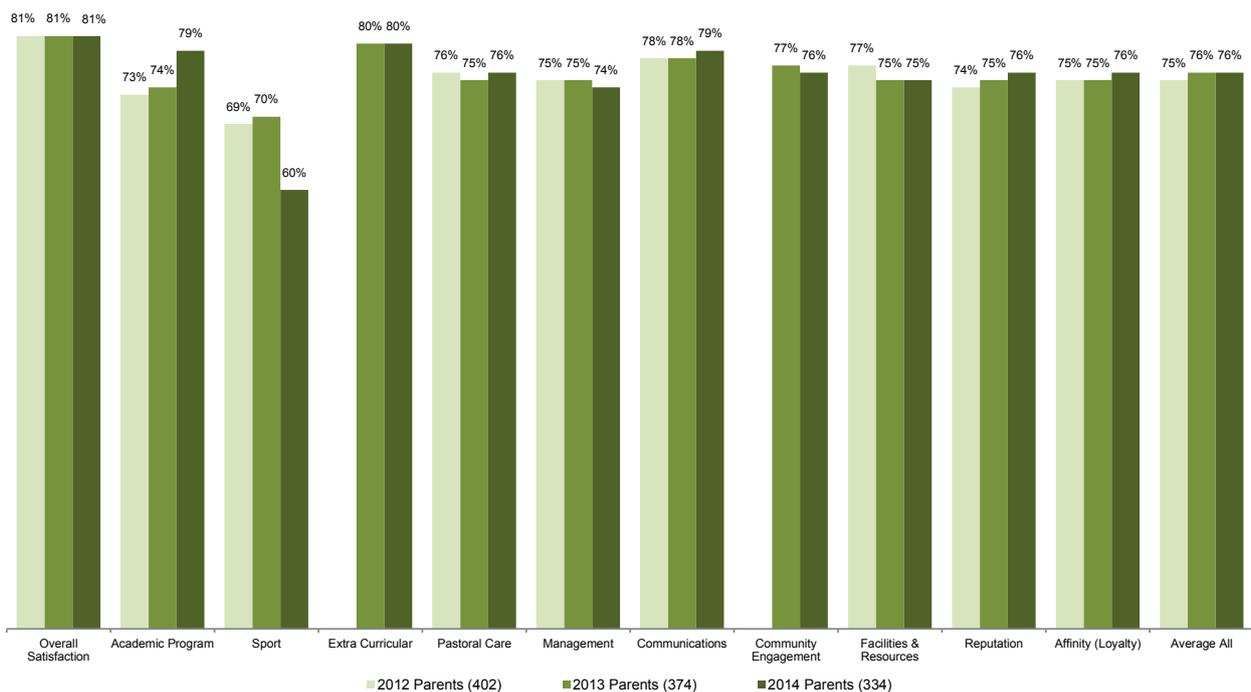
Parent Survey		Overall Levels of Satisfaction/Agreement (%)				
		Very Low (<50%)	Low (50%-<60%)	Moderate (60-<70%)	High (70-<80%)	Very High (80% Plus)
OVERALL SATISFACTION						
Overall Satisfaction with Experience at AISHK	Primary					84
	Secondary				78	
	All					81
Attitudes to life at AISHK	Primary					86
	Secondary				79	
	All					83
EARLY CHILDHOOD YEARS						
Overall Satisfaction with Early Childhood Years Program	Years R-2					83
Early Childhood Years Learning Environment	Years R-2					81
Aspects of Early Childhood Years	Years R-2					81
Staff, Parent & Student Working Relationship	Years R-2					82
Early Childhood Teachers	Years R-2					87
ACADEMIC PROGRAM						
Overall Satisfaction with the Academic Program	Years 3-6					81
	Years 7-12				76	
	All				79	
Emphasis Placed on Academic Achievement ('About Right' Percent)	Years 3-6					85
	Years 7-12				74	
	All					80
Assisting Students to Achieve Academic Potential	Years 3-6				76	
	Years 7-12				71	
	All				74	
Learning Environment	Years 3-6				78	
	Years 7-12				73	
	All				76	
Staff, Parent and Student Working Relationship	Years 3-6				79	
	Years 7-12				70	
	All				75	
AISHK's Teachers	Years 3-6					85
	Years 7-12				77	
	All					81
Homework	Years 3-6				74	
	Years 7-12				71	
	All				73	
NSW HSC Program	Years 11&12				73	
IB DP	Years 11&12					82
LEARNING ENRICHMENT CENTRE (LEC)						
Learning Enrichment Centre	All					82
INFORMATION COMMUNICATIONS & TECHNOLOGY						
ICT Services	Years 3-12				72	
Accessing Technology Through Laptops	Years 3-12			66		
REPRESENTATIVE SPORT						
Emphasis Placed on Representative Sport Activities ('About Right' Percent)	Years 5-12			65		
Overall Satisfaction with Representative Sport Program	Years 5-12			60		
Breadth and Choice of Sporting Activities ('About Right' Percent)	Years 5-12				71	
EXTRA CURRICULAR ACTIVITIES						
Emphasis Placed on Extra Curricular Activities ('About Right' Percent)	All					80

Parent Survey

Parent Survey		Overall Levels of Satisfaction/Agreement (%)				
		Very Low (<50%)	Low (50%-<60%)	Moderate (60-<70%)	High (70-<80%)	Very High (80% Plus)
EXTRA CURRICULAR ACTIVITIES (CONT.)						
Overall Satisfaction with Experience with Extra Curricular Activities	Primary				72	
	Secondary			68		
	All				70	
Breadth and Choice of Extra Curricular Activities ('About Right' Percent)	Primary					81
	Secondary				77	
	All					80
PASTORAL CARE						
Overall Satisfaction with Pastoral Care	Primary				79	
	Secondary				73	
	All				76	
Providing a Caring & Safe Environment	Primary					82
	Secondary				77	
	All					80
Aspects of Pastoral Care	Primary				77	
	Secondary				72	
	All				75	
Student Development	Primary				79	
	Secondary				78	
	All				79	
Bullying	Primary				73	
	Secondary				73	
	All				73	
LEADERSHIP AND MANAGEMENT						
Overall Satisfaction with School Management	Primary				76	
	Secondary				72	
	All				74	
The Principal - Primary	Primary					82
The Principal - Secondary	Secondary				76	
The School Board	All			63		
Administration Team	All					85
Other Staff	All					84
PARENT INVOLVEMENT						
The Parent Association	Primary				76	
	Secondary				75	
	All				76	
PUBLICATIONS AND COMMUNICATIONS						
Overall Satisfaction with School Communication	Primary					81
	Secondary				76	
	All				79	
School Publications	Primary					82
	Secondary					80
	All					81
Forms of Communication	Primary				78	
	Secondary				75	
	All				77	
School Communications	Primary				77	
	Secondary				75	
	All				76	
Feedback Opportunities	Primary				74	
	Secondary				72	
	All				73	

Parent Survey

Parent Survey		Overall Levels of Satisfaction/Agreement (%)				
		Very Low (<50%)	Low (50%-<60%)	Moderate (60-<70%)	High (70-<80%)	Very High (80% Plus)
COMMUNITY ENGAGEMENT						
Overall Satisfaction with Community Engagement	Primary				77	
	Secondary				75	
	All				76	
Satisfaction with Community Engagement Events	Primary					82
	Secondary					
	All					80
SCHOOL FEES AND OTHER INCOME						
Agreement with Aspects of School Fees	All				73	
Other Sources of Income	All				77	
FACILITIES AND RESOURCES						
Satisfaction with Facilities & Resources	All				75	
STUDENT SERVICES						
Satisfaction with Student Services	Primary				71	
	Secondary				70	
	All				71	
PARENTS NEW TO THE SCHOOL IN 2014						
Parent Agreement with Statements about Starting at AISHK in 2014	All					84
REPUTATION						
The School's Reputation	All					84
SCHOOL MISSION AND PRINCIPLES						
AISHK's Mission Statement	All				78	
AISHK's Principles	All				77	
NEXT STAGE OF LIFE						
AISHK's Preparation for your Child's Next Stage of Life	Year 12			68		
AFFINITY (LOYALTY)						
Affinity (Loyalty)	Primary				77	
	Secondary				74	
	All				76	



Finance Committee Report

Finance Committee

AISHK's Finance Committee oversees financial planning and management for the school. The Committee meets several times each year. The Committee offers advice on financial matters. It also makes recommendations regarding matters such as fees, salary and wage increases, capital expenditures, the use of debentures and other sources of funding, the development and management of operating budgets (and other budgets as needed), and a range of other matters.

The Committee also meets with the school's external auditors and works to ensure that the school complies with a range of reporting requirements. We also consider recommendations that may be made by the auditors regarding how the financial management of the school might be improved.

The Committee seeks to ensure that AISHK operates in a financial setting that enables academic excellence and excellence in co-curricular activities in a manner that primarily benefits students, but which also benefits the greater school community.

The Committee has a range of imperatives including ensuring that adequate investments in both hard and soft infrastructure are made to create a dynamic and vibrant teaching and learning environment both now and into the future, to ensure that the best talent is attracted to the school and is retained, to ensure that the school fairly and competitively rewards its hard working and dedicated staff, and to remove to the extent possible financial constraints on the growth and development of the school. This is done in the context of a challenging financial environment. AISHK does not receive financial support from the Hong Kong Government in the way that some schools in Hong Kong do, and AISHK is not supported financially by the Australian Government in the way that some international schools in Hong Kong are supported by their "home country" government. There is an ever-present need to balance considerations of affordability with the cost of providing a high quality education and the Committee spends considerable time each year working to find the right balance.

Finance Committee Members:

Prof Richard Petty, Mr Tom Corkhill, Dr Dan Hooley, Mr Richard Ho, Mr Andrew Macintosh, Mr Phillip Waugh, Mrs Leonie Drew and Mr David Christmas

The Committee regularly benchmarks AISHK against other schools in terms of a range of financial indicators, and it works with the School Executive, the Board, and other key stakeholders to identify ways in which the school might operate more effectively and efficiently.

Ultimately, the management and governance of the school is a team effort with important contributions made by a wide range of stakeholders. Beyond the dedication of staff, the school also benefits financially and otherwise from having lots of volunteers including parents and friends of the school, members of the Parent Association, committee members, and members of the board – all of whom do a lot of work in the spirit of building a vibrant school community. They do this willingly and happily and without receiving or expecting any personal financial reward.

As Chair of the Finance Committee and on behalf of the Board, I thank all who have helped the Committee, and the school, this past year. In particular, I thank my fellow Committee members during the past year – Tom Corkhill, Dan Hooley, Andrew Macintosh and Richard Ho. I also offer thanks to AISHK's Co Heads Leonie Drew and Phillip Waugh, with special thanks to AISHK's Business Administrator, David Christmas, for the fantastic work he did to support the work of the Finance Committee.

AISHK is in good financial shape and there is every reason to look forward to a bright future for the school.

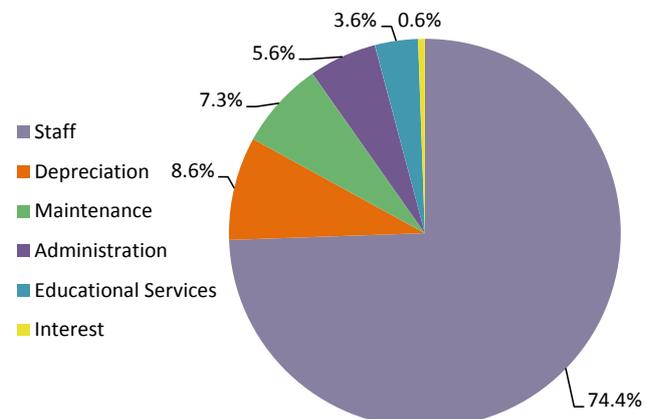
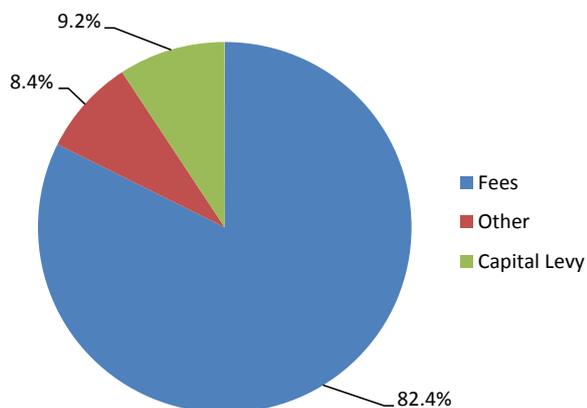


Professor Richard Petty, FCPA (Aust.)
*Board Member and Chair of Finance Committee,
AISHK*

Financial Statements

Australian International School Foundation Limited Financial Summary

Preliminary summary of income and expenditure Year Ended 31st December 2014		
	2014	2013
	\$000's	\$000's
Income		
Fees	134,139	130,172
Capital Levy	13,629	11,530
Other	14,782	14,675
	162,550	156,377
Expenditure		
Staff	111,604	104,844
Educational Services	5,596	5,604
Administration	8,736	10,720
Maintenance	11,256	10,897
Interest	838	1,351
Depreciation & Other	12,871	12,664
	150,901	146,080
Surplus for the Year	11,649	10,297
Funds Movement		
Net interest costs	614	1,169
Amortised income from depreciable debentures	(5,130)	(3,755)
Non Cash item - Depreciation	12,690	12,011
Working Capital Changes	(3,389)	(6,165)
Net Capital Income and Expenditure	4,785	3,260
Cash Generated from Operations	16,434	13,557



Financial Statements

Australian International School Foundation Limited Financial Summary

Preliminary Summary of Financial Position for the period ended 31 December 2014		
	2014	2013
	\$000's	\$000's
Current Assets:		
Cash at Bank and in Hand	45,545	45,677
Stock on Hand	1,453	932
<i>Receivables -</i>		
Fees (Net of provision for doubtful debts)	2,998	2,712
Other debtors and prepayments	5,253	3,276
	55,249	52,597
Non Current Assets:		
Buildings	175,848	182,132
Leasehold Improvements, Plant, Equipment	16,148	16,722
	191,996	198,854
Total Assets	247,245	251,451
Current Liabilities:		
Admissions Fees Transferable	1,650	1,656
Accounts payable and accruals	2,607	3,857
Provision for Gratuities	7,861	7,210
	12,118	12,723
Non Current Liabilities:		
Debentures	54,132	60,382
Loans	10,000	19,000
	64,132	79,382
Total Liabilities	76,250	92,105
Net Assets	170,995	159,346

Preliminary Statement of Cash Flows for the Year Ended 31 December 2014		
	2014	2013
	\$000's	\$000's
Cash Flows from Operating Activities		
Cash generated from operations	16,434	13,557
Net Cash Inflow from Operating Activities	16,434	13,557
Cash Flows from Investing and Financing Activities:		
Interest Received	224	182
Purchases of property, plant and equipment	(5,832)	(5,635)
Repayment of debt & issuance of debentures	(10,958)	(2,776)
Net Cash Outflow from Investing and Financing Activities	(16,566)	(8,229)
Net (Decrease) Increase in Cash Held	(132)	5,328
Cash at Beginning of Financial Year	45,677	40,349
Cash at End of Financial Year	45,545	45,677

Governance Committee Report

Governance Committee

The Governance Committee is responsible for reviewing and renewing school policies, as well as ensuring prudent and transparent leadership of the school.

The Governance Committee's primary focus this year has been the search for a new Head of School. The Committee conducted a global search and received around 27 expressions of interest from candidates.

Last year, we surveyed parents and staff about the qualities you wanted to see in a new Head of School. We applied this feedback, along with the school's values, against the list to compile a short list of candidates for interview.

Candidates came from Australia, New Zealand, Switzerland, The US, Malaysia, and China to name a few. I want to thank the Committee personally for the tireless hours they spent interviewing each shortlisted candidate twice.

With the list whittled down to a few finalists, we invited the finalists to visit the school so they could get to understand the school and its values, aspirations, and direction. We also wanted to ensure we had a good look, and get to know them personally, their values, and what drives them to want to achieve excellence in education.

As I write this, we have just completed the final rounds of interviews, psychometric testing and reference checking. The Committee is now wrestling with its final deliberations as it prepares to make a recommendation to the Board. An announcement of a new Head of School appointment will be made in Semester 1, 2015.

This has been an amazing journey. The calibre of candidates has been exceptional, and it has made selection a challenging process. The Board's decision is not about the "best" candidate; it is about the best candidate for our school. Together, we feel that every minute and hour invested in this has been worthwhile. We feel this will be one of the key decisions for the school over the coming years



– and we want to ensure the right candidate for our school is appointed.

We look forward to working with the current Co Heads as they enter the final year of their time serving the school admirably – they will leave big shoes to fill. And we look forward as the school enters a new era with new leadership.



Andrew Macintosh
Board Member and Chair of Governance Committee, AISHK

Governance Committee Members:

Mr Andrew Macintosh, Mr Tom Corkhill, Mr Dan Hooley, Mr David Chan, Mr Andrew Steadson, Ms Janaline Oh, Ms Carolyn Bickerton, Mrs Leonie Drew, Mr Phillip Waugh, Mr David Christmas

Facilities Committee Report

Facilities Committee

The Facilities Committee is comprised of passionate school staff and volunteers who convene on a regular basis to identify and develop ideas relating to the safe and efficient operation and maintenance of all facilities of the AISHK campus. All aspects of the campus are taken into account, classrooms, bathrooms, gymnasiums, the aquatic centre, to mention but a few. The committee is tasked with ensuring the entire facility is run smoothly, safely and efficiently, all to serve the school community as best as possible. A 10-year schedule of maintenance and capital works projects for AISHK was developed by the Committee to assist with current and future planning.



Working closely with the Finance committee, Development committee, and the Parent Association, the Facilities committee continues to focus on three main areas of interest, namely, Development Projects, General Maintenance and the Aquatic Centre.

The committee reviews a rolling schedule of future maintenance and capital works projects for AISHK, along with areas requiring immediate action, in order to plan and budget for the current and future needs of the school. The committee is also responsible for reviewing and advising the board regarding technical and contractual issues, cost estimates and the procurement and tender processes for all major capital works projects.

The Facilities Committee is happy to report that the following capital works projects carried out during 2014 included:

- Anti-slip coating applied to areas with a high level of foot traffic
- Uniform shop remodeling
- Renovation of the toilets from the ground floor to the 4th floor
- Re-painting and re-flooring of the 4th floor gymnasium
- A new storage and display area outside the 4th floor gymnasium
- Repainting all hand railings throughout the campus

Operational Health and Safety (OH&S) for all who enter the campus remains an important consideration of the committee. The installation of the aforementioned anti-slip coating on high traffic areas around the school was a good step towards a safer environment for all.

Future projects under consideration include: more refinements for the gymnasium facilities; improvements to the performing arts area, and; further bathroom upgrades, amongst other projects.

As the school continues to grow and change, ongoing development, improvement and maintenance of the campus is a continual process. The Facilities Committee is always open to ideas and suggestions. Community members are always welcome to join the committee should they wish to get involved.

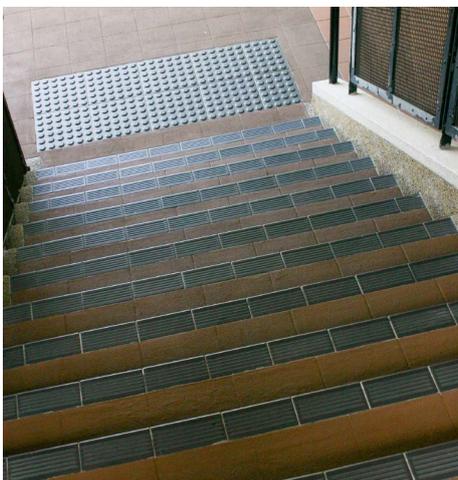


Ian Whitton
Board Member and Chair of Facilities Committee

Facilities Committee Members:

Mr Ian Whitton, Mr Ben Coxon, Mr David Pannach, Mr Toby Brown, Mrs Leonie Drew, Mr Phillip Waugh and Mr David Christmas

Facilities Committee Report



Development Committee Report

Development Committee

2014 was another successful year at AISHK, and was met with a certain level of anticipation, being the penultimate year before the 20th anniversary of the school. The Development Committee continued to support the Development Office, with a focus on marketing, communications and fundraising strategies. In light of the upcoming milestone of the school, a 20th Anniversary Committee was established through the Development Office to oversee all commemorative activities, events and initiatives to be held throughout 2015.



A major achievement in 2014 was the establishment of Parent Focus Groups to strengthen the link between the insights, expertise and ideas of parents and the school's development initiatives. The Development Committee also considered ways in which an Annual Fund could be launched. This would enable the school to undertake a broader range of funding initiatives, primarily, campus enhancements, scholarship and awards programs, professional development and technology.

A capital works fundraising campaign was launched through the Development Office in late 2013, which had continued results in 2014, managing to complete the tuckshop renovation and greening of the field. Looking forward, further projects that are under consideration include renovation of the auditorium and 2/F performing arts area.

A joint effort between the school and Parent Association saw the culmination of 2014's major

school event – the Mad Hatter's Fair, held on campus in November. It was a hugely successful day, enjoyed by all who attended. Income raised through the event and via sponsors enabled the school to direct funds to further enhancement of both the Primary and Secondary gymnasiums. As the year drew closer to the school's 20th anniversary, the Development Office updated the look of the school's key communications and publications to reflect the new era the school would enter.

Looking beyond the school walls, the engagement of not only alumni but the wider community has also been strengthened. Our objective is to continue to provide forums to keep the school's alumni in touch with each other, to unite classmates, to inform potential future students, and to share the successes of our past and present school community.

The Development Committee acknowledged how important engagement and cultivation of alumni is for annual giving. Past examples of how alumni were being recognised through major anniversaries encouraged the Committee and the school to look to the 20th anniversary for an opportunity to bring alumni to the forefront of promotional and engagement opportunities.

AISHK continues to be a leading school in Hong Kong, and a resilient community which we are fortunate to be a part of. We look forward to the path ahead, maintaining our ambitions and aiming for greater development and ongoing improvements across all areas.



Dr Joseph Lee,
Board Member and Chair of Development Committee

Development Committee Members:

Dr Joseph Lee, Ms Carolyn Bickerton, Mrs Leonie Drew, Mr Phillip Waugh, Mr Mark Leonard and Ms Kathy Chan





