



AUSTRALIAN INTERNATIONAL SCHOOL HONG KONG

Annual Review

2017



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Mr Tom Corkhill
Board Chairman

Board Chairman's Message

Comprising key members of the Australian Community in Hong Kong, your Board of Governors, on a volunteer basis, convenes 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 Ben Coxon, which 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, stakeholder engagement and major fundraising strategies.

Your Board of Governors and staff are committed to its mission of providing a world-class international school where students, through active participation, achieve their personal best and graduate as skilled, influential and responsible international citizens.

The Board has worked closely with the School Leadership Team to ensure our School stays true to its values and commitment to an Australian education in an international context. We also remain dedicated to ensuring the daily interactions of our students are engaging, thought-provoking and inspiring - with a focus not only on good academic results for every student within their capabilities, but also a range of sports, arts and cultural opportunities which colourfully enrich and enhance their school lives.

Our assessment of the School continues through external, independent reviews and parent feedback. This year's Parent Survey resulted in a response rate of 49% and key findings of the survey are detailed further on in this publication. We have also introduced an annual staff feedback survey to further strengthen the voice of those with whom we entrust our children's daily care. As we continue to pursue excellence and improved outcomes for our students, these platforms serve as a key conduit between our community's voice and the Board and School Leadership team in our planning.

On behalf of the Board of Governors, I would like to take this opportunity to sincerely congratulate and thank Mr Howard West and Mr David Shirley for their superb leadership of AISHK in 2017 and for their dedication to the unique AISHK community.

As we near 2018, the Board and School Leadership trusts you will join us in welcoming incoming Head of School, Mr Mark Hemphill.

We look forward to a continued dedication to our values and our journey with you as a family community that works together for the betterment of all who attend AISHK.



Our Mission

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

Our commitment is to:

Focus on excellence

Cohesion and diversity

Develop a community of learners

Develop our students intellectually, socially, physically, spiritually and ethically in harmony with Australian culture

Lifelong learning within the international community

Message from School Leadership

Connect, Strive, Flourish: Positive Actions, Positive Relationships, our 2017 theme continued the call to collaborative work which, once again, yielded outstanding results in student learning, student activities, the sporting program and student well-being. The embedded tenets of Positive Education represented in the theme highlight the value of team-work and relationship building for both students and teachers.

This 2017 Annual Review contains reports and data which highlight the school's strengths and areas for improvement. The financial statements for the past year overview the school's financial outcomes, and, as the other reports in this Annual Review testify, help validate the great teaching and learning environment of the School.

Thank you to the Board Governors, subcommittee members and the Parent Association members who give so generously of their own time to support the School. The devotion and diligence of staff and the engagement of students is also the engine of success of the 2017 school year.

As Acting Head of School since 2016, we are grateful for the school based and community support received.

Enjoy this review document.

Primary

As we reflect on the 2017 school year we need to recognise the effort and the work achieved this year. These achievements are significant and highlight the quality of students we have studying here at AISHK. They have all proudly achieved personal bests and have supported their peers to create a unique learning environment which we all share. These achievements are fundamental and help our wonderful school to flourishing and thrive. We also need to identify the quality engagement from our wider school community. This engagement has helped our students to be recognised as a world class, international citizens who demonstrate and showcase our core values of



Mr David Shirley
Head of Primary



Mr Howard West
Head of Secondary

excellence, respect, honesty, diligence, collaboration, trust, responsibility, integrity, equity and creativity. This focus created the platform for a very successful academic year.

Within Early Childhood, we continued to build on and support the philosophy and importance of play. This year our Early Childhood team was committed to providing our students with a range of opportunities to learn through play. These experiences allowed our students to explore the world around them in a safe and challenging environment where they were free to discover, create and be inspired. I would like to recognise Mrs Simone Nielsen, Head of Early Childhood for her passion and commitment in this area. Mrs Nielsen and her team spent many hours of professional learning and planning as they understand that Early Childhood students learn best when they are actively involved and interested and through play, students learn about themselves, others and the world around them.

Life in Year 3-6 in 2017 was engaging, creative and rigorous. Rigor is creating an environment in which each student is expected to learn at high levels, each student is supported so he or she can learn at high levels and each student demonstrates learning at high levels. This year our teachers have established rigor in their classrooms by creating a motivating classroom while giving our students a sense of ownership in a safe and secure learning environment. Finally, our teachers also supported rigor by understanding that a rigorous environment focuses on progress as well as achievement. This ideology is not only seen in the academic program here at AISHK but also in all aspects of school life such as our camping programming, cultural endeavours and sporting achievements.

This year our Environmental Committee has focused on sustainability, energy, and waste reduction in our environment. The students also had the opportunity to go outside the school and contribute to the wider Hong Kong community by participating in a beach cleanup day. I would like to thank Mrs Grevis-James for facilitating and leading the Environmental committee this year. They also highlighted the importance of sustainability and looking after our oceans by hosting a special movie events about the "Plastic Ocean". The committee did a wonderful job in encouraging all students to think about how they are



helping our school, our community and the world live in a more sustainable lifestyle.

The 2017 Peer Support Program once again proved to be an integral part of the school year. The goal of the Peer Support Program this year was to help students understand and develop skill in developing positive relationships with their peers. In the program students discussed topics such as: thinking first, the difference between friendly and unfriendly behaviour, responding to other people in a positive ways and helpful ways to work and play with other classmates. As always, this program gave the Year Six leaders real life experiences in student leadership.

Our primary Division Student Representative Council representatives supported of whole school goal of building positive relationships by continuing to work with our neighboring school, Kowloon Tong Government School. Both schools had a chance to visit each other and worked collaboratively together on several projects. We look forward to developing this relationship in the future. The SRC also initiated a lunch time activity program to encourage students to try different activities during their lunchtimes. This also gave students the chance to meet new friends and play with other people that they would not normally play with.

The SRC also organised Primary Division functions, managed class meetings and helped make a difference. They all need to be commended for their attitude and enthusiasm towards this role.

As we acknowledge our student's achievements it is also vital to recognise our inspiring staff here at AISHK. Our staff are very significant roles models. They continue to develop our students and are responsible for more than academic enrichment. As a school we recruit some of the finest international teachers in the world but we also continue to develop as an organisation. This professional learning was a key goal this year. Our aim for staff professional learning in 2017 was to be more strategic and more cost effective. This saw the delivery of professional learning at AISHK

take on the following forms:

1. In-house, utilising professionals invited to deliver at school;
2. On-line, utilising webinars and internet-based conferencing and workshops;
3. In Hong Kong, combining with other schools;
4. External conferences, workshops and visitations.

Using this more strategic approach, professional learning opportunities targeted and aligned with key academic and student wellbeing objectives. This coordinate approach will continue to add value to the whole school community.

Secondary

Student learning and engagement along with dedicated teacher leadership and pedagogy was a hall mark of the 2017 school year.

The public examination outcomes of the Year 12 class were outstanding and the 100% pass rate in the HSC and IB examinations is a point of school-wide pride. With more than 80% of Year 12 being placed in the highest portion of ATAR ranks, two IB perfect scores of 45 points and 19 HSC distinguished scholars listed, the Class of 2017 deserve commendation for their efforts.

A large number of students participated in international subject competitions and, as well as achieving 18 high distinctions in English, Science, Geography, History and Mathematics competitions, there were three medals awarded for the very top achievers in English and Science.

At Speech Day there were 95 subject prizes given for first place in a subject, 23 Academic Colours awarded for high

achievement across all subjects, five improvement awards, six Parent Association sponsored citizenship awards, and nineteen awards for community service. The further school awards were: School Citizenship, the Philip Day Memorial prize, the School Captains' Award, the International Prize, with the Dux award going to Naveen Shivalingam (HSC) and Deborah Lam (IB). The event was a great celebration of the year.

Community Service saw the YES Club grew under the expert guidance of Year 10 students Kenji Look and Meldrick Ho. They furthered the school's relationship with Kids4Kids and made fresh links with Food Angel, where students serve food to those most in need on a weekly basis. On another front, Community Service Prefects Stephanie Tang and Olivia McDuffie organised the inaugural Community Service Expo during the 'Make a Difference Today' Service week in August.

45 Year 10 & 11 students actively participated in the 24-Hour Race which raises awareness and funds to help alleviate the incidence of child slavery in South East Asia and the students raised \$60,000 for this worthy cause. In total, the school raised \$350,000 for various causes during 2017.

Activity Week was a Term 1 highlight for our secondary students. Senior students travelled within Hong Kong and to India, Japan, Cambodia, Korea, Philippines, Vietnam, Sri Lanka, China and Paris to engage in activity-based learning, cultural experiences and community service. For junior secondary Activity Week entailed the Year 7 or Year 8 camp, the challenging AYP Year 9 hike in the hills around Sai Kung or the more diverse travel and learning experiences of senior students. Overall, the social interactions and expansive learning opportunities inspired the students and underpin a multitude of talking points as well as valuable life-lessons. The reporting back assembly provided well-constructed evidence of the value of the experience.

Regarding sports competitions, AISHK was active in the ACAMIS, SDRG, ISSFHK, and AISA organisations, and often took the lead role in designing and managing events. We also participated in a range of primary school sport with ESF and Hong Kong primary schools. In secondary, we participated in 15 major sporting competitions plus numerous additional school invitational meets. Many of these sports competitions were located outside of Hong Kong which added an extra layer of commitment for all, including teachers and parents. Our sports award assembly in September recognised and celebrated the many achievements of the 2016-2017 sporting year with over 142 awards distributed to students from Year 5 through to Year 12.

Of significance, in November, was the win of the U/19 Hong Kong Schools Premier Cup Final by 29-28 over South Island School. It was AISHK's first appearance in the final and until then the SIS team had been unbeaten in their previous 45 matches spanning five years.

In the context of Student Welfare, Well-Being and Positive Education, quite considerable progress was achieved in embedding practices supporting Positive Education throughout the School, particularly in building knowledge of Character Strengths. These were applied to learning outcomes. And staff members completed specific professional learning programs to support the advance in

the school's Positive Education journey.

Performance events through the year were numerous and the musical showcase titled *The Traveller: Around the World in 80 minutes*, featured over 130 students from Year 3 to Year 12 through instrumental and vocal music, poetry, dramatic performance, puppetry, visual arts, and screen animation. Multiple recitals and a myriad of performance events in-school and out in the community burnished the reputation of the performing arts program. Additionally, the co-curricular music ensemble program continued to provide valuable teaching and learning opportunities to 170 students from Years 1 through to Year 12. In 2017 this program included the following ensembles: Orchestra (Yrs 5-12), Primary Choir (Yrs 3-6), Vocal Ensemble (Yrs 7-12), Wind Band (Yrs 2-11), String Ensemble (Yrs 2-11), Guitar Ensemble (Yrs 6-7), Rock Band Boys (Yr 11), Rock Band Girls (Yrs 8-10).

Adding to this performance agenda was the student lead SEAMS fashion event in June which utilised school talent and promoted student design skills from across Hong Kong. The AISMUN saw success over three days in May and it brought visiting schools from China and Taiwan due to its ongoing reputation as a well-run conference.

Teacher Professional Learning was fostered through supporting teachers to attend conferences, workshops, online seminars (webinars), public examination marking for HSC and IB, sponsoring guest workshop leaders for school-based teams, as well as their own personal learning program. A total of 3,300 hours of learning and engagement was attended by variously by all teachers and support staff.

Staff

Staff movement in 2017 saw five primary teachers, seven secondary teachers leave the school. There were two departures mid-year.

Thanks and good wishes were made to the following teachers for their exemplary service at AISHK:

Mrs Anne Batterham, Mr John Batterham, Mrs Lindsay Bennie, Mrs Shirley Chan, Ms Margaret Fitzpatrick, Mrs Sharlene Hayes, Mrs Samantha Morley, Mr Niall Bennie, Ms Sandy Kiehne, Mr Thomas Spurling, Ms Camilla McDonald, Mrs Simone Nielsen. Mrs Lorraine Kennedy added an additional six months to her service at AISHK by completing a Semester 2 short-term contract.

Seventeen staff reached 10 years of service at AISHK during the year and were awarded the 10-year service pin at the year-end: Mr Paul Ng, Ms Angela Li, Ms Agnes Lam, Mrs Lynette Wong, Ms Daphne Tse, Ms Janice Hoi, Mr Hill Tang, Ms Kala Adhikary, Mr Peter Phillips, Mr Cameron Reed, Mrs Christine Simms, Mr Ian Nelson, Ms Nancy Chiu, Mrs Joanne Reed, Mr Peter Pulsford, Ms Julie Zhu, Ms Winne Yung. Additionally, Mrs Fran Wong, Ms Yuk Fun Po, Mr Howard West and Ms Joy Chung received a pin acknowledging 20 years' service.

In conclusion, we acknowledge there are many deeply embedded and routine aspects to school-life for our students, but through all that they do; we seek for AISHK boys and girls to demonstrate their distinctive personalities be creative, and be resilient to take risks and realise their unique potential.





Mr Cameron Reed
Dean of Studies, Primary

Primary Curriculum

2017 has been another highly productive year. A year where our focus was on Positive Actions and Positive Relationships. I have chosen staff professional learning as the focus of this report, as it represents latest research and a commitment by the school toward continual improvement. The three focus areas in relation to ongoing professional learning within Primary, were:

1. English – Since 2015 we have worked in partnership with the Australian Independent Schools Association in New South Wales. During this time, we have left no stone unturned in reviewing the content, skills and pedagogical practices to ensure that our classrooms mirror Australian classrooms. The Australian curriculum – English has a significant focus on the role Literature plays in learning. As such, many of our English Units have been updated with good literature placed at the centre of each unit of work. We continued to use 7 Steps of Writing, Get Reading Write and Sharp Reading to enhance our students understanding. As a result, we have improved levels of decoding and comprehension, our NAPLAN results were outstanding with over 50% of our Year 3 students achieving the top band in Reading, Spelling and Grammar and Punctuation. Our writing has also become more focussed with students writing engaging pieces around the concepts of inform, entertain and persuade. In 2018 we will move further into Mathematics.

2. Assessment – You may have noticed a gradual change in how we are assessing student learning. Research shows that by breaking the Assessment down into Assessment FOR, AS and OF learning student growth is enhanced. Assessment FOR learning enables us to see what the students already know and are interested in finding out. Assessment AS learning enables students to reflect on their learning experience and give feedback to teachers for future learning. Assessment OF learning shows us what students have learnt and where to go to next. Our Assessment OF learning continues to use the 5-point grading scale aligned with our reports and used in most Australian schools. However, you will see examples in the Portfolio of Assessment AS and FOR which use different criteria for giving feedback. Our Assessment Portfolios are an essential element of communication for parents, in 2018 we will continue to explore more online options, such as those currently being used in Music, which enable evidence of learning to be visual or aural.

3. Peer Observation – Our Teachers develop a Professional Learning Plan. This aligns with the Australian Curriculum, Australian Teaching Standards and the school Strategic Plan. Part of the PLP is Peer Observation where teachers either observe or are observed and are given feedback on the area of their PLP. Part of my role is to liaise with staff to ensure that their PLP focus meets the criteria. Learning from experts within AISHK has been a valuable process which has enable teachers to reflect on their current practices in line with recent relevant research to modify or adapt their teaching styles.

At the risk of forgetting someone or something I wont delve too deeply into the numerous achievements by both students and staff. We are very fortunate at AISHK to have an enormously supportive Parent body, who, like the staff, want nothing but the very best for the students. We also have a culture where students work to the very best of their ability.

It would be remiss of me not to mention the ongoing journey of Positive Education at AISHK, however I am sure that Mr David Shirley will cover this in more depth. In concluding, each year we welcome new staff and students and at the end of the year we farewell others.

Congratulations to all on an extremely successful year, as we look towards a bigger and brighter 2018.





Mr Chris McCorkell
Dean of Studies, Secondary

Secondary Curriculum

AISHK continues to provide an enriching and supportive learning environment for all students. As our youngest students transition to a secondary learning context, they face new structures and practices that are often confronting, especially in the early part of the school year. As we continue to embed positive education principles and practices into every aspect of school life, we need to be mindful of the challenges our students face on a daily basis as they progress through these vital teen years.

Late in the school year, our Secondary teaching staff had the opportunity to attend the Positive Schools Conference held at Renaissance College. Held for the first time in Hong Kong, the conference was a diverse mix of keynote presentations and interactive break-out sessions conducted by leading authorities on mental health, education and wellbeing. Underpinned by the latest evidence and research, the presentations focussed on key issues such as friendships, hope, kindness and forgiveness, the importance of diet and sleep and strategies aimed at preparing our youth for successful transition to adulthood in the twenty-first century.

One of the keynote presenters at the Positive Schools Conference, Mathew White, Director of Positive Education at St Peter's College in Adelaide, Australia, suggested that, traditionally, asking students what they feel and think has been a challenge. His experience of facilitating the introduction of positive education at St Peter's College and the subsequent measurement of its effectiveness over a five-year period, highlights the need for wellbeing to become the 'new normal' where students express their growing sense of responsibility to look out for each other and ask for help. As we continue our own journey of positive education at AISHK, our whole school approach will continue to focus on the promotion of a culture which nurtures positive emotions, engagement, hope, health, meaning and purpose in life.

As the positive education movement gains traction in schools, the research into the links between student wellbeing and academic outcomes becomes more compelling, suggesting that improved wellbeing is indeed a

predictor of academic and life success. Data collected from NAPLAN, HSC and IB results and internal assessments continues to inform programming, pedagogical approaches, assessment and students' individual learning needs.

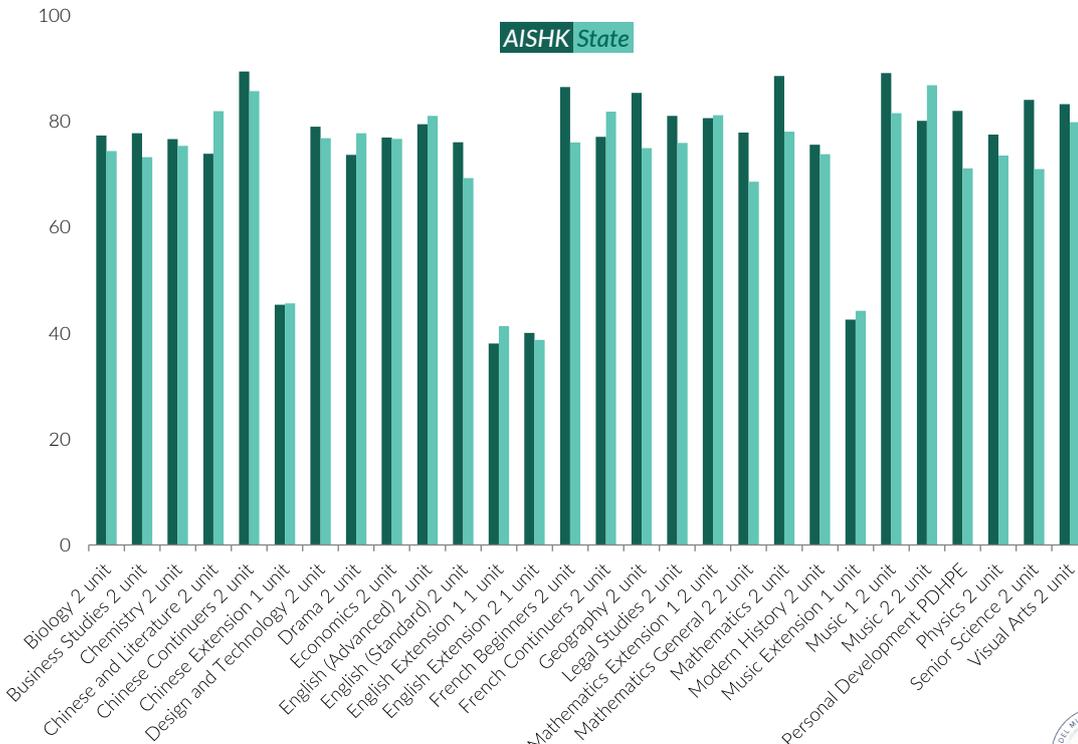
Within the framework of the Australian Quality Teaching Standards, on-going evaluation of curriculum and teaching practice via personal appraisal, coaching and mentoring programs and peer classroom observation continue to underpin a collective mind-set of continual improvement and the pursuit of excellence. Professional learning initiatives offered within each department have continued to focus on the implementation of differentiated approaches to teaching and learning and a more student-centred classroom.

I would like to take this opportunity to sincerely thank all of our partners in our educational journey – parents, students, teachers, my fellow members of the AISHK Executive team and administrative and support staff – for their tireless efforts throughout 2017. In particular, I would like to thank our Co-Heads of School, Mr. David Shirley and Mr Howard West, for their guidance, good counsel and ongoing support.

Finally, I would like to acknowledge the contributions of our departing staff and students and wish them every success in their future endeavours. Regardless of your length of time at AISHK, you have all left your mark on the fabric of the school and are forever members of the AISHK family.

Band	% in Top Two Bands		% in Top Two Bands		% in Top Two Bands	
	AISHK	State	AISHK	State	AISHK	State
Band 10						
Band 9						
Band 8						
Band 7						
Band 6						
Band 5						
Band 4						
Band 3						
Band 2						
Band 1						

Secondary Public Examination Results



100%
pass rate of AISHK's HSC & IB candidates

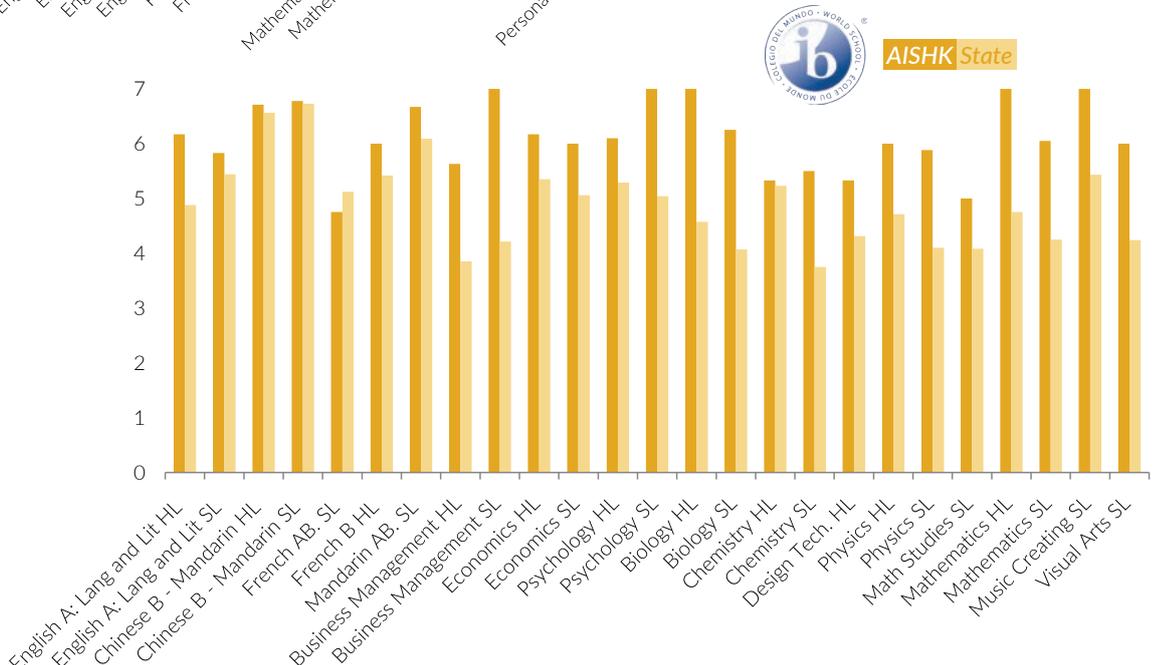
61%
of students scored 80%+ in one or more HSC subjects

81%
of students obtained an Australian university entry rank (ATAR) of 70+

8%
of IB students achieved a perfect score

96%
of IB students scored above the global IB points average

75%
of students scored 7 points in one or more IB subjects





Governance Committee Report



Mr Andrew Macintosh
*Chair of Governance Committee,
Chair of Search Committee*

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

2017 was dominated by the Head of School search, which culminated in the appointment of Mr Mark Hemphill. My thanks to the members of the Search Committee, a subset of the Governance Committee.

After feedback from staff, the Committee sought the advice and support of Dr Bill McKeith throughout the search process. I'm pleased that Dr McKeith will continue to advise the Board from the start of 2018.

The Nomination Committee recommended the appointment of Mr Ben Coxon and Ms Tracy Gliddon to strengthen the Board's skills in facilities and risk. We welcome them and look forward to their service.

The Committee would like to thank Ms Carolyn Bickerton, as she retires, for her years of service on the Board.

On the policy front, I'm pleased that we have reviewed a revised anti-bullying policy proposed by the executive, and strengthened this critical area. Key to the success of the implementation will be educating stakeholders on the difference between bullying and meanness. The Committee will remain vigilant throughout the implementation phase.

In the SCMP, there were reports of government school teachers being overwhelmed by excessive messaging from parents. Thankfully, we haven't experienced systemic excessiveness, however we remain vigilant of communication levels to ensure our teaching staff can remain focused on their primary teaching duties.

I look forward to 2018, welcoming Mark and his wife Barb, and strengthening the governance standards of the School.

The Committee is served by: Mr Tom Corkhill, Dr Dan Hooley, Mr David Chan, Mr Ken Gordon, Mr Andrew Steadson and Mr Gautam Dev.

AUSTRALIAN INTERNATIONAL SCHOOL
HONG KONG
香港澳洲國際學校



Professor Richard Petty
*Board Member and Chair of Finance
Committee*

Finance Committee Report

The Finance Committee oversees financial planning and management for the School. The Committee offers advice to the School Board 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.

The Committee works with other stakeholders in an effort to ensure that adequate investments in both hard and soft infrastructure are made to create a dynamic and vibrant teaching and learning environment; that the best talent is attracted to the School and is retained; and that the School fairly and competitively rewards its hard working and dedicated staff. The Committee aims 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 presently supported financially by the Australian Government in the way that some international schools in Hong Kong are supported by their government(s). 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.

The Committee benchmarks AISHK against other schools in terms of a range of financial indicators, and it works with the School Executive, the Board, and other stakeholders to identify ways in which the School might operate more effectively and efficiently. Noting this, I am pleased to report that AISHK is in good financial shape.

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 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 – Mr Tom Corkhill, Mr Dan Hooley, and Mr Andrew Macintosh. I also offer special thanks to AISHK's Business Administrator, Mr David Christmas, for his work in supporting the Finance Committee.

Australian International School Foundation Limited

Financial Summary
Preliminary Summary of Income and Expenditure
Year Ended 31 December 2017

Figures in \$000's	2017	2016
Turnover	158,668	148,163
Other Income	28,598	28,976
	187,266	177,139
Staff Costs	122,790	121,449
Educational Services	4,633	4,699
Administration Expenses	9,903	11,762
Facilities Management	12,476	12,730
Other Expenses	16,784	14,446
	166,586	165,086
Surplus and Total Comprehensive Income for the Year	20,680	12,053



Facilities Committee Report

Mr Ben Coxon

Board Member and Chair of Facilities Committee

2017 was a busy year for the Facilities Committee with a number of projects on the go. Special thanks goes to Toby Brown who has volunteered his time and worked very closely with the School Executive and other passionate school staff and volunteers to look after all the school facilities.

Thanks also to Debby Ng who has been the face of the ISS Eastpoint team responsible for day to day management of the School.

The Facilities Committee convenes on a regular basis to:

- Review the monthly facilities report from our facility management company ISS Eastpoint
- Planning and review of operations and maintenance for all facilities of the AISHK campus.
- Planning and review of all Operational Health and Safety (OH&S) and security issues relating to the campus facilities.
- Plan for future upgrade projects such as maintenance, renovations, and new facilities.

All aspects of the campus are taken into account, including but not limited to, classrooms, bathrooms, gymnasiums, the aquatic center.

The committee is tasked with ensuring the entire facility runs smoothly, safely and efficiently, all to serve the school community as best as possible.

As the building ages, we recognise that costs relating to maintenance will rise and upgrades will regularly reviewed.

In addition to regular maintenance of the building and facilities, the Facilities Committee is pleased to report that the following larger capital works projects carried out during 2017:

- 7 primary classrooms upgraded
- Renovation of 14 secondary classrooms
- Enhancements to AV and Information Technology equipment
- Large scale replacement of air conditioning units in classrooms
- Classroom light fittings replaced with LED lights, fitted with solar and motion sensors and dimmer controls (complying with the latest Building Energy Efficiency Ordinance)
- Classroom windows updated with clear fire rated glass

It is the school's intention to budget for the renovation of teaching areas throughout the building, in a staged process over several years, so as to maintain the quality of our working and learning environment.

As we look ahead into 2018 we are considering enhancing the DT and Art areas on the 7/F. The facilities committee will liaise with an appointed project manager and the DT Department to conduct a feasibility review. This will inform how best to proceed with the proposed plans to enhance this learning and teaching environment.

The school also recognised that in 2018 there be a requirement to replace the chiller system which controls the air conditioning in the gymnasium areas and auditorium. The Facilities Committee would welcome new members from the parent community who could contribute relevant expertise. Please feel free to contact David Christmas if you would like to volunteer.



Development Committee Report

Dr Joseph Lee
*Board Member and Chair of
Development Committee*

The Development Committee provides a unique perspective of and active, working relationship with the School's multi-faceted community. 2017 was no exception as the committee engaged with myriad stakeholders; from parents, students and staff to AISHK alumni and the wider business and association networks in Hong Kong and beyond.

The landscape of international education in Hong Kong is ever-changing, not least through the recent increase in new international schools opening in the region. As such, the Development Committee's work has been focused largely on strategies to ensure continued and meaningful visibility of our school's unique offering and premier learning environment in Hong Kong.

This includes maintaining the healthy growth of our school admissions with strategies to adapt to the current climate. The committee (members of which are stakeholders themselves) has especially supported this function in 2017, by offering crucial insight from their various perspectives, which directly supported the initiatives of both the school's Admissions and Development Offices. The re-strategised Open Day in June was one such example, as some 100 prospective applicants visited our campus. Based on positive feedback from last year's event, students led guests on by on school tours with both confidence and friendliness, showcasing, from their perspectives, life at AISHK. The Development Committee also continued planning towards renewed ways to secure support for a number of initiatives, including the re-establishment of scholarships, awards, naming and recognition programs.

As the AISHK Alumni Association continues to expand, the committee, which includes alumni parents, provided guidance on how to further engage and strengthen this important network and to increase traction through activities and communications. The 2017 Alumni Reunions in Sydney, Melbourne, Brisbane and Hong Kong were well attended by alumni students, staff and parents.

Much of the Development Committee's initiatives align with and support the function of the School's Development Office, which presented its 2018 Mission to the committee to ensure goal congruence and aligned objectives. The Mission will be carried out by establishing, developing and galvanising the school's understanding of and future approach to three underpinning pillars; Identity, Communications and Relationships. The Development Committee looks forward to continuing this support and implementing initiatives for even greater improvements across these areas.

The Development Committee depends on the integral support of a number of dedicated volunteers; Ms Carolyn Bickerton, Ms Kathy Chan, Mr Mark Leonard and Ms Brigitte McNamara. I take this opportunity to thank all committee members for their invaluable insight and contributions. The committee would especially like to thank Ms Carolyn Bickerton, who has completed her last year on the Development Committee in 2017, for her service and dedication to this team and to the Board over the years.

Parent Survey

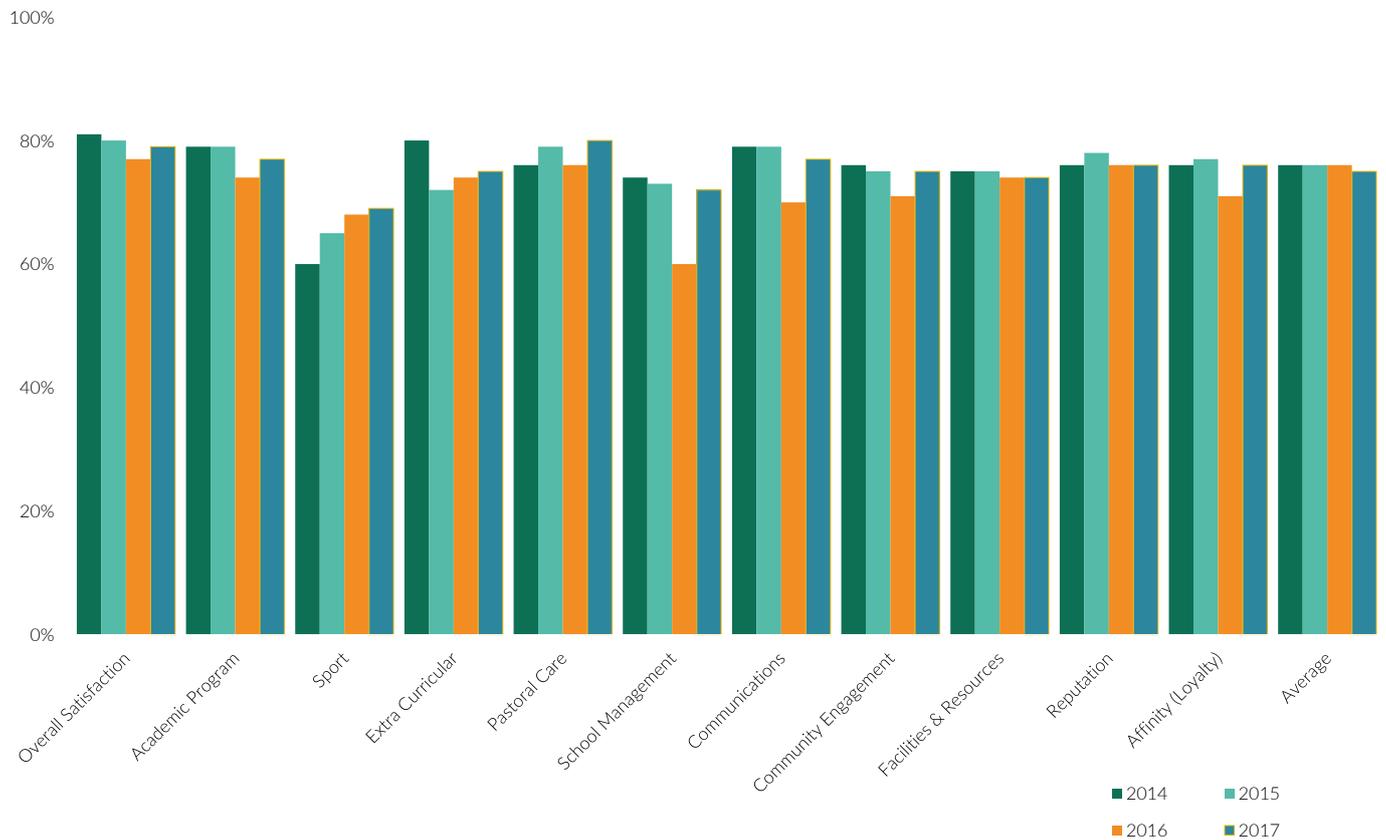
AISHK sees it as imperative to assess, review and improve the quality of education and the learning environment provided to its students. Though it is not a legislated requirement, the School the School has commissioned an independent, confidential 'experience' survey of 2017 parents.

All parents of AISHK were invited to complete the web-based questionnaire which was online for a two week period, commencing on Monday 28th August, 2017. A total of 341 parents completed the questionnaire representing an excellent response rate of 49%.

The overall satisfaction score is 'high' at 75%, suggesting that, from a parent viewpoint, the School is in 'good' overall health. Whilst we are generally pleased with the results, there are areas identified where further attention will be given. These include:

- an ongoing pursuit for academic excellence
- aspects of the extra-curricular activities
- aspects of the sports program

The below chart illustrates longitudinal outcomes based on survey results in top level criteria over the past four years.

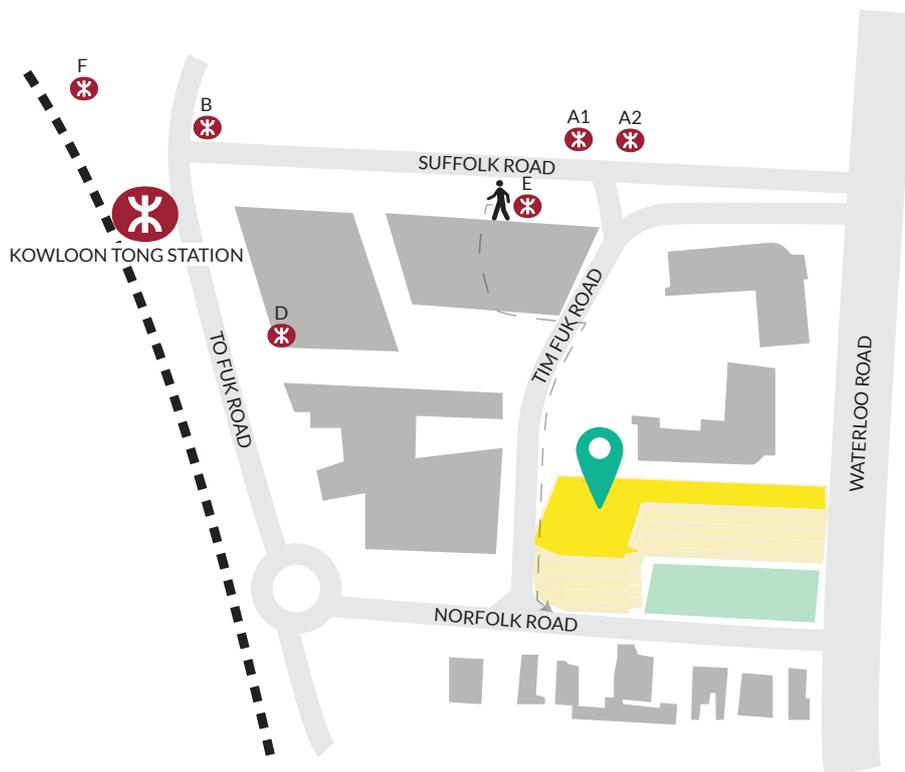


Parents also provided valuable 'open responses' on a number of areas. These responses added greatly to the value of the review. In response to the question about what parents' thought were the important strengths of AISHK, these include:

AISHK's Most Important Strengths According to:	
Primary Parent (R-6)	Secondary Parents (7-12)
Dedicated teaching staff	Dedicated teaching staff
Sense of community	Australian heritage
Australian heritage	Academic standards
Balanced education	Sense of community
Sporting programme	Australian curriculum
Australian Curriculum	Well rounded education
Caring environment	Location
Quality facilities	Pastoral care
Student development	Diversity
High level of student care	Facilities and resources

We sincerely thank all parents for taking the time to provide their feedback, for the extent of information and quality of views expressed. This feedback is most important for the School in its operational and strategic planning, and to endeavour to improve and address any areas of concern where appropriate and in standing with the School's values, mission and aims.





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