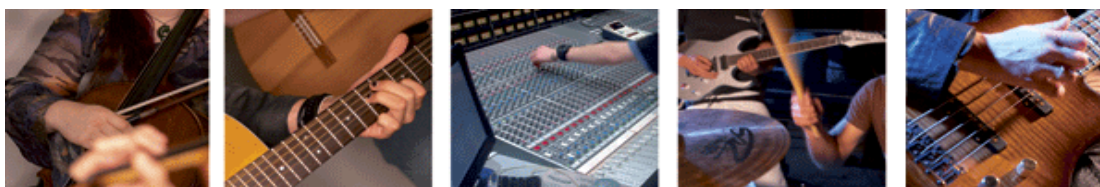


**AUSTRALIAN INSTITUTE OF MUSIC**  
**AIM HIGH SENIOR SECONDARY SCHOOL**  
**ANNUAL REPORT 2008 - 2009**



**[WWW.AIM.EDU.AU](http://WWW.AIM.EDU.AU)**



## PREAMBLE

Study at the Australian Institute of Music provides intensive senior secondary education within a uniquely musical environment. AIM Senior Secondary College, a department of AIM, continues to attract committed and unique musicians who value the professional atmosphere of an adult learning environment and urban campus.

AIM High students qualify for the NSW Higher School Certificate by selecting one of two modes of study either:

- i. UAI MODE - a minimum of five Board-developed HSC subjects with an additional vocational program; or
- ii. VOCATIONAL MODE - a minimum of four Board-developed HSC subjects combined with a Certificate II in Music (performance or production).

This represents a shift from the mode of study in 2007 where students could choose 3 subjects from the UAI mode and still complete an HSC.

In 2009 The Australian Institute of Music will receive Commonwealth Government assistance, Investing in Our Schools programme, to develop AIM High's learning capabilities. The grant monies will enable the installation of multi media capabilities. These improvements are a significant benefit to AIM High students.

AIM High students are provided with clear pathways to higher education including undergraduate study at AIM through either a Diploma or Bachelor of Music (Contemporary and Classical Performance, Music Theatre, Arts Management, Audio Engineering or Composition and Music Production), or a Bachelor of Performance for actors. These studies provide pathways to the music industry, teacher training and arts and entertainment management.

AIM has developed a strong self-evaluation protocol to ensure quality standards are met and maintained. A committed and professional staff of dedicated teachers lead by the Head of AIM High, Julian Gough, works to achieve best practice in all areas of education.

## SCHOOL PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

### *Higher School Certificate Results*

The only statewide testing AIM High students engage in is the Higher School Certificate. In 2008, 23 students sat for the NSW Higher School Certificate in 14 courses (12 Board of Studies developed courses and 2 Board endorsed certificate courses). In the HSC, students are grouped into “bands” of marks: Band 6 = marks from 90 to 100, Band 5 = 80 to 90 and so on, with Band 1 representing marks under 50.

In 2008, the percentage of students who fell into each band across all developed courses is as follows:

#### **Business Studies 2008**

Band	number in class	AIM Percentage	number in state	state percentile
6	0	0	997	6.13
5	0	0	4158	25.59
4	1	100	4711	28.99
3	0	0	4967	25.03
2	0	0	1718	10.57
1	0	0	530	3.26
None	0	0	64	.39

#### **Dance**

Band	number in class	AIM Percentage	number in state	state percentile
6	0	0	54	7.98
5	0	0	152	22.48
4	0	0	275	40.68
3	2	100	162	23.96
2	0	0	27	3.99
1	0	0	5	.73
None	0	0	1	.14

#### **Drama**

Band	number in class	AIM Percentage	number in state	state percentile
6	0	0	552	11.12
5	0	0	1852	37.3
4	4	40	1751	35.27
3	5	50	697	14.04
2	1	10	104	2.09
1	0	0	5	.1
None	0	0	3	.06

### English Standard

Band	number in class	AIM Percentage	number in state	state percentile
6	0	0	77	.23
5	0	0	1851	5.72
4	0	0	10328	31.94
3	7	70	13303	41.14
2	3	30	4775	14.75
1	0	0	1857	5.74
None	0	0	143	.44

### English Advanced

Band	number in class	AIM Percentage	number in state	state percentile
6	0	0	2974	10.83
5	0	0	10590	38.56
4	8	80	10918	39.76
3	1	10	2699	9.82
2	1	10	223	.81
1	0	0	34	.12
None	0	0	21	.07

### English as a second language

Band	number in class	AIM Percentage	number in state	state percentile
6	0	0	93	3.25
5	0	0	707	24.72
4	0	0	899	31.43
3	1	33.33	737	25.76
2	2	66.66	282	9.86
1	0	0	119	4.16
None	0	0	23	.8

### Information Processes and Technology

Band	number in class	AIM Percentage	number in state	state percentile
6	0	0	332	6.4
5	2	28.57	1275	24.59
4	1	14.28	1598	30.82
3	1	14.28	1086	20.94
2	1	14.28	445	8.58
1	1	14.28	372	7.17
None	1	14.28	76	1.46

## General Mathematics

Band	number in class	AIM Percentage	number in state	state percentile
6	0	0	1454	4.81
5	2	18.18	6296	20.86
4	7	63.63	9134	30.27
3	1	9.09	7926	26.26
2	0	0	3328	11.02
1	0	0	1839	6.09
None	1	9.09	196	.65

## Mathematics

Band	number in class	AIM Percentage	number in state	state percentile
6	0	0	2903	16.77
5	0	0	4854	28.04
4	1	100	4695	27.12
3	0	0	2716	15.69
2	0	0	1531	8.84
1	0	0	548	3.16
None	0	0	61	.35

## Music 1

Band	number in class	AIM Percentage	number in state	state percentile
6	3	15	724	14.76
5	9	45	1921	39.18
4	3	15	1528	31.16
3	5	25	584	11.91
2	0	0	97	1.97
1	0	0	32	.65
None	0	0	17	.34

## Music 2

Band	number in class	AIM Percentage	number in state	state percentile
6	0	0	227	30.34
5	1	33.33	361	48.26
4	2	66.66	139	18.58
3	0	0	21	2.8

## Music Extension

Band	number in class	AIM Percentage	number in state	state percentile
E4	1	50	229	51.8
E3	1	50	184	41.62
E2	0	0	27	6.1
E1	0	0	1	.22
None	0	0	1	.22

## Society and Culture

Band	number in class	AIM Percentage	number in state	state percentile
6	0	0	286	6.87
5	0	0	1233	29.63
4	1	9.09	1189	28.57
3	2	18.18	871	20.93
2	6	54.54	422	10.14
1	2	18.18	149	3.58
None	0	0	11	.26

### Trends 2007-2008

In Music 1 the results were better with 60% of all candidates achieving Band 5 or 6. In 2008 3 students achieved Band 6 whereas no students achieved this in 2007. This is on par with the state average. AIM's band 5 percentile is above the state average.

In Music 2 the results trended downwards slightly although the small number of candidates (3) makes this trend insignificant. In Music Extension both candidates received a very pleasing E4 or E3.

In Dance and Drama the results are similar to 2007. Dance has statistically insignificant results. AIM's Drama results are slightly below the state average.

English Standard - These results trended downwards slightly and were below the state average.

English Advanced - 80% of students achieved band 4. This represents an improvement on 2007 where only 50% of candidates achieved this result or better.

Mathematics - As in 2007, AIM students achieved pleasing results in 2008. In General Mathematics over 80% of students achieved band 4 or higher. In Mathematics there was only one candidate, achieving Band 4.

## PRINCIPAL'S REPORT

A summary of the overall results for 2008 as they compare to the NSW state mean are listed below-

- Dance 2 unit -school mean - 64.3/ state mean - 74.68
- Drama 2 unit - school mean - 68.7/ state mean - 78.27
- English standard - school mean - 62.14 state mean - 65.55
- English Advanced 2 unit- school mean - 74.78 state mean - 79.03
- ESL- school mean -58.33/ state mean - 71.11
- IPT - school mean -67.23/ state mean - 71.13
- General Mathematics - school mean - 75.24/ state mean - 70.13
- Mathematics 2 unit - school mean - 77/ state mean - 75.69
- Music 1 2 unit -77.63/ state mean - 79.15
- Music 2 -school mean 80.53/ state mean - 84.85
- Music Extension- school mean 49/ state mean - 43.05
- Society and Culture -school mean56.6/ state mean - 73

## **COMMUNICATION**

At AIM High, communication between teachers and parents is a priority. Regular contact with parents via email, phone calls and scheduled Parent/Teacher meetings has assisted in determining parent needs. Parents are provided with opportunities to meet all teachers and discuss their child's progress and satisfaction twice per year, in addition to a 'meet and greet' evening at the beginning of the year, and at Showcase performances. Parents are given direct access to the Head of AIM High school and regularly contact the office via phone or email.

### **Reporting**

Parents receive detailed reports on their child's progress and current rank twice per year and a summary report twice per year (marks only).

### **Teachers**

An increase in overall student numbers and the introduction of new subjects (Business Studies and Modern History) has resulted in a restructuring of teaching positions at AIM. A new full time HSIE teacher was appointed in 2009. A full time Music 1 teacher was appointed in October 2008. A new drama appointment was also made in 2008.

Teacher satisfaction and information dissemination is carried out through weekly staff meetings (Mondays 10.30-11:00 am), informal sessions and regular one on one meetings with the Head of AIM High. Informal feedback from teachers and discussions with the Head of AIM High indicates that during 2008, staff were generally very satisfied in all areas of our school.

Students have the opportunity to voice concerns through regular contact with the Head of AIM High and through forum discussions. They also have two representatives on the AIM Student Council. They have access via email and phone directly to the principal's office (although this is not to be used flippantly). The principal interviews most students individually at least once per term. The VET process under which the Certificate program is delivered requires student feedback and surveys in all certificate units.

## **PASTORAL CARE**

AIM believes that through respect of one's teachers and peers the accumulation of knowledge becomes an easier and more enjoyable process. All classes are conducted with this core principle in mind. Music performance practice sessions are conducted in such a way as to encourage and praise before criticism. Regular classes require students to listen to and respect alternative points of view. Students are expected to listen to the teacher at all times, not to play or talk over the teacher or a fellow student and to always attempt to put into practice constructive criticism and comment.

There is greater responsibility on students generally at AIM as the environment is influenced by the large number of adult undergraduates on campus. Students are encouraged to engage one another as young adults. Most students respond extremely positively to this learning environment.

The school currently has 57 students of whom are 26 female, and 31 are male. As it is a comprehensive school, the students come from a wide range of backgrounds, including language background other than English. AIM High accepts applications for enrolment in either Year 11 or Year 12 of the NSW secondary school curriculum, provided they have completed the NSW School Certificate or equivalent. While most students apply to continue their education directly from Year 10, we accept some applications from individuals wishing to return to secondary education in a school setting.

As AIM is a music oriented learning environment all students from 2009 onwards must audition on their chosen instrument.

## ***Retention Rates & Attendance***

Student retention rates tend to be high and most withdrawals occur early in the year or because of a change in student's accommodation circumstances. In 2008 the withdrawal rate was particularly low. Preliminary had a retention rate of 97.3% and HSC a retention rate of 92%.

<b>End of year</b>	<b>Preliminary</b>	<b>Prelim. withdrawn</b>	<b>total prelim</b>	<b>HSC</b>	<b>HSC withdrawn</b>	<b>total HSC</b>	<b>total Students</b>
2004	27	1	26	24	2	22	48
2005	32	0	32	28	3	25	57
2006	27	0	27	26	1	25	52
2007	27	1	26	25	0	25	51
2008	37	1	36	25	2	23	59

Student attendance for 2008 averaged 91%. A new system for monitoring attendance has been introduced and refined throughout 2009 to provide up to date information for parents and guardians.

## ***Enrolment policy***

All applications are processed in order of receipt and consideration will be given to the applicant's musical ability, siblings already attending the school and other criteria determined by the school from time to time. Once enrolled, students are expected to support the school's ethos and comply with the school rules to maintain the enrolment. The general principles for enrolment are:

1. A student is considered to be enrolled when he or she is placed in the admission register of the AIM;
2. A student is considered to have ceased his or her enrolment when either the school is notified in writing by the parent/care-giver or when, after a significant period of non-attendance, no response is received to enquiries concerning attendance/enrolment; and
3. AIM rejects any discrimination in enrolment on grounds of age, race, religion, ethnicity, sexuality or physical disability (provided that AIM has sufficient support services to deal effectively with the particular disability).

Students are normally enrolled in the school on a full-time basis. In exceptional circumstances, however, part-time enrolments may occur. These circumstances might include:

- Students in Years 11 and 12 who choose the HSC Pathway Option to accumulate units towards their HSC over several years;
- Students who undertake some of their studies external to the school; and
- Students with medical conditions enrolling in distance education.

Care-givers/Parents are required to attend an interview at the school prior to any enrolment being considered. At this interview, it may be necessary for parents to produce previous school reports and other related documents. Should a student be accepted into the school, information will be required concerning student details, which will be submitted to the Administration Office for entering onto the database. All students must undertake an audition on their chosen instrument before entry is granted.

AIM's *Register of Enrolment* is maintained through the records on the database (Paradigm) and with the Registrars office. Enrolment procedures are detailed in Appendix 1 at the end of this report.

## **SCHOOL POLICIES AND PROCEDURES**

Whilst AIM Senior Secondary College operates within an adult learning environment, it is important to recognise that high school age students require separate and distinct pastoral care. An AIM High Student Handbook exists to help the student through the orientation process, understand all policies and procedures relating to them in a clear and straightforward manner. The AIM High Handbook is available to all students and is updated yearly. It is available to all students and can be accessed online at [http://www.aim.edu.au/current\\_students/student\\_handbooks.html](http://www.aim.edu.au/current_students/student_handbooks.html)

### ***Pastoral Care Policy***

Students are monitored closely by teachers and those deemed at risk are identified quickly and appropriate action taken.

The policy for dealing with students at risk is:

- 1) Initial meeting between the student and Principal to determine the nature of the problem. Asking the student for his/her comments and opinions.
- 2) Offering a meeting/s with the school counselor.
- 3) Informing the student of the need to include parents/guardians when it is deemed necessary.
- 4) Determining the appropriate course of action. This may include disciplinary action, ongoing dialogue with parents, ongoing counseling, informing staff members, probation or suspension or other action deemed appropriate.
- 5) Two reviews are conducted. One week after the initial meeting and one month thereafter.

### ***Safe Environment Policy***

AIM High seeks to provide a safe and supportive environment which:

- minimises risk of harm and ensures students feel secure;
- supports the physical, social, academic, spiritual and emotional development of students;
- provides student welfare policies and programs that develop a sense of self-worth and foster personal development.

To ensure that all aspects of the school's mission for providing for a student's welfare are implemented the following policies and procedures were in place (or developed) during 2004. The Child Protection Policy encompasses:

- definitions and concepts;
- legislative requirements;
- preventative strategies;
- reporting and investigating "reportable conduct";
- investigation processes; and
- documentation.

### ***Complaints and Grievances Resolution***

The school's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness. The full text of the school's policy and processes for complaints and grievances resolution is provided in the Student and Staff Handbooks.

## STAFFING

In 2008 the Australian Institute of Music established a professional development policy that supports approved courses including higher degrees. All teachers are actively encouraged to engage in professional development and training including workshops, external marking, seminars and VET certificate training in TAA40104. AIM High staff attend regular weekly staff meetings addressing operational details, pastoral care and issues for professional development such as content development and assessment strategies. Professional development funding is available to all teachers upon application and it is a requirement of AIM policy that all staff undertake professional development.

In 2008, AIM High had 1 full time staff members and 7 part time staff members. 7 teachers undertake teaching at HSC level teaching Board of Studies subjects.

### Staff attendance

In 2008 this stood at a very healthy 98%.

### Staff retention

In 2008 two members of staff were replaced at the beginning of the year and one was replaced mid-year. Retention rate in 2008 was 62.5%. This is high but we have a very small number of staff and any change is going to change the statistics measurably.

### Staff qualifications

Julian Gough, Head	- Bachelor of Music, TAA40104 Cert IV in training and Assessment
Adrian Legg	- Bachelor of Music Education, Bachelor of Music-Jazz studies
Christine Carroll	- BMus performance major, Diploma of Education
Kirsty McCrudden	- Bachelor of Education
Milan Lasic	- Bachelor of Education (mathematics)
Derek Vuong	- Bachelor of Business, Masters in teaching
Alison Darling	- Bachelor of Arts, teaching and learning certificate
Natalia Belovukovic	- Bachelor of Arts w' Honours, Bachelor of Education
Melinda Hole	- Bachelor of Education

## Staff Development

AIM believes in constantly improving our teaching and learning processes and as such we encourage all our teachers to engage in professional development. In 2008 our teachers undertook the following activities:

- Christine Carroll - Marker HSC music 1, Music 2 2008/2009
- Julian Gough - AQTF quality workshops, Cert IV training 2008. Undertaking Graduate Diploma in Education 2008/09 University of New England
- Kirsty McCrudden - undertaking Master's in Education University of Sydney
- Adrian Legg - professional bass workshops and Masterclass attendances

## Head of AIM High

The Head of AIM High oversees the administration of the school as well as assessing and supervising training of Board of Studies endorsed (VET) subjects including Music Industry Certificate II CUS20101 and Certificate III CUS 30101. The Head is accountable to the Dean and the Academic Board.

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEINOOSR) guidelines, or	7
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	1
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0

## 2008/9 PRIORITIES AREAS FOR IMPROVEMENT

The Institute undertook to achieve a set of goals in priority areas for AIM High. The table below demonstrates the progress on these goals.

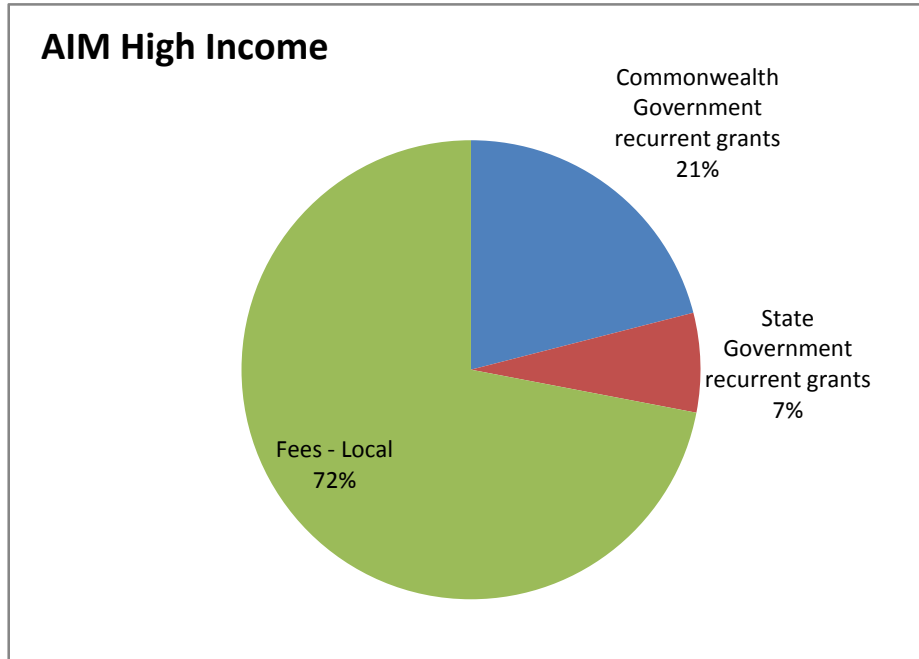
<b>Area</b>	<b>Priorities</b>	<b>Achievement</b>
<b>FACILITIES</b>	New studio facilities completed January 2009	Completed
<b>RESOURCES</b>	Increased purchase of resources to support new subjects.  New whiteboards, tablet chairs purchased 2009.	Trial underway; full implementation Jan 2009
<b>CURRICULUM</b>	Introduction of new units -Modern History, Business Studies	Commenced 2009
<b>COMMUNICATION</b>	New absentee system underway 2009. Further refinement continuing.	

## ***Appendix 1: Enrolment Procedures***

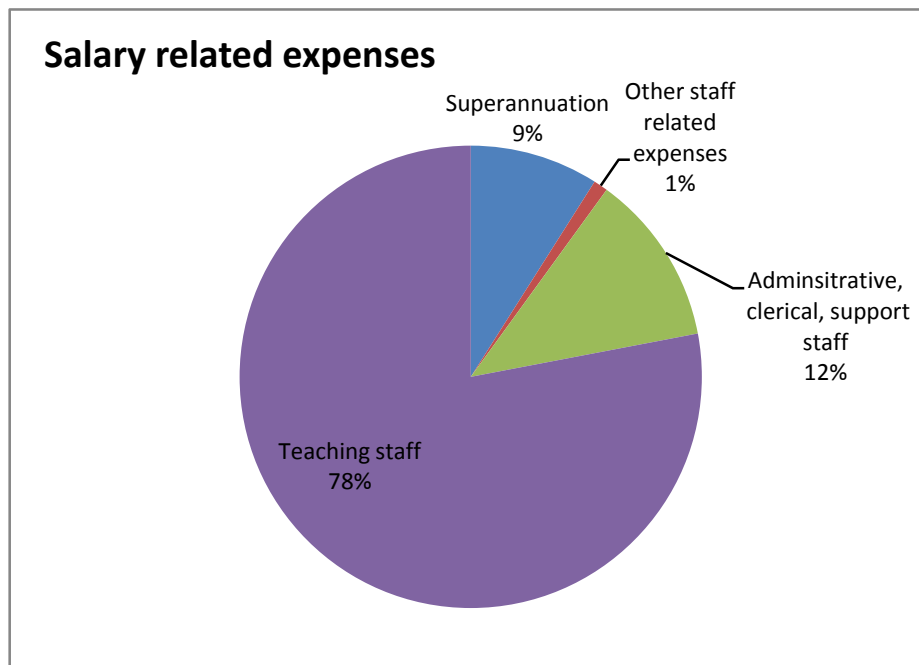
1. All applications are processed according to AIM's enrolment policy, and prospective students meet with the Head of AIM High for an interview
2. Consider each applicant's musical ability through an audition.
3. Consider each applicant's educational needs. To do this, the school will need to gather information, specifically the Year 10 Certificate and consult with the parents/family and other relevant persons.
4. Identify any strategies which need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
5. Inform the applicant of the outcome.

## Appendix 2: Summary Financial Information

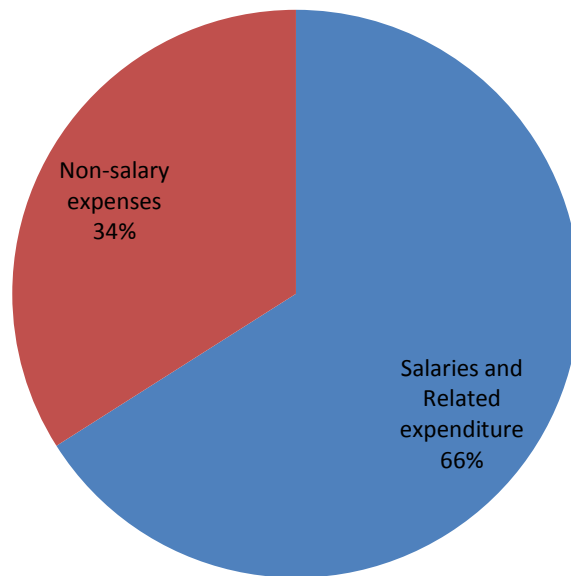
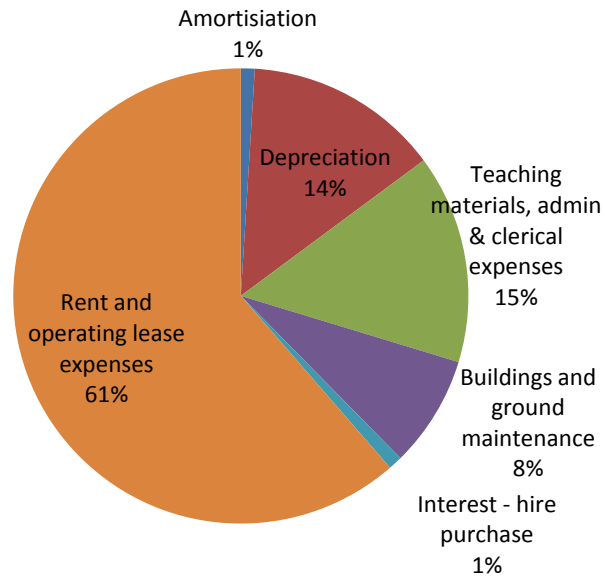
### INCOME:



### EXPENDITURE:



## Non-salary expenses





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