

ANNUAL REPORT 2012



GLENROY PRIVATE



Glenroy Private believes that education fosters the skills and attitudes required for lifelong learning and that the learning process can only be successful with good preparation.

The school's philosophy is drawn from the teachings of Islam and the belief that every student has the ability to learn. It stresses the development of initiative, integrity, self-discipline, Islamic values and piety in an environment that promotes positive interactions between individuals and where all members are considerate and courteous to each other.

The school also advocates living in harmony with other communities while providing the children with the skills that are required to understand the social make up of Multicultural Australia.

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SCHOOL OVERVIEW

Glenroy Private is located at 163-165 Glenroy Road in the suburb of Glenroy, Victoria. It aims to become a non-selective, co-educational, Islamic, faith-based college for Prep to Year 12, initially providing a service to its community in the northern suburbs of Melbourne. Glenroy Private is currently operating under the approved authority of Glenroy Private Limited by guarantee. The school has also secured a site on Daley Street in the suburb of Glenroy to accommodate the future anticipated growth of its students population.

MESSAGE FROM CHAIRMAN

Praise be to *Allāh*, the Lord of the Worlds. To Him belong the endowments and proper commendations. May *Allāh* raise the honour of Prophet *Muhammad*, peace be upon him, and protect his nation from that which he fears for it.

In its first year of operation, Glenroy Private has drawn on the tradition of its sister school, Al Amanah College to continue building upon their successes and provide an educational framework that has proven successful since 1998. At Glenroy Private, we recognise the need to act as a bridge between the pillowed life of the home and the hard edges of the real world. We continue to be a vibrant, well managed, effective school with strong Islamic, academic, social, cultural and sporting programs through which we seek to prepare students with positive attitudes, sound values and skills for the future. We devote ourselves not just to the task of preparing students for success at school but also for preparing them for a life of changing situations and equip them with the knowledge to operate in an environment which is continually changing.

Glenroy Private has continued to meet the demands of growth and has built a respectable reputation for providing a caring environment, maintaining discipline and offering quality education across all key learning areas including Arabic and Islamic studies.

Glenroy Private is committed to accomplish successful transformations and sustainability by applying the notion of leading to learn in order to build a harmonious professional community that values learning. I am proud of the way we run our educational programs which result in the production of a holistic pedagogy for a resilient and cohesive community. Our personnel are committed to continue working with the college community for a brighter future of our community and the nation.

The high standards set by Glenroy Private were reflected in the commitment to curriculum excellence with the enhancement of Arabic and Islamic programs. High quality teaching standards this year ties with the standard of achievement revealed in the student results. I am delighted to see our students perform well and congratulate them on their success, an outcome which in principle is a way of life we aspire to at Glenroy Private.

I would like to acknowledge the dedication and hard work of all school staff, which are evidenced every day in the success and character building of the students they teach and for whom they care.

Mohammad El Dana
Chairman

STUDENT ENROLMENT

The school total enrolment figure in 2012 was 34 students. There were 15 girls and 19 boys enrolled at Glenroy Private. From a percentage perspective, there were 44 % girls and 56 % boys in Prep to Year 2. Most of the students come from NESB background.

STUDENT ATTENDANCE

The school aims to encourage a positive and supportive learning environment for all the students by following the attendance policy which students along with parents and school staff work together to make sure that all enrolled students attend their classes and other scheduled educational activities.

Overall the school had a 96% attendance rate in 2012. Each grade level also had attendance rates within that range being 95% for preps, 97% year 1 and 96% year 2. In general attendance at Glenroy Private is always high which reflects the positive attitude the children have about attending the school and also the parents' commitment to our programs.

Parents are requested to phone the office before 8:45am or send a note with another member of the family if a child is to be absent from school. Any unexplained absences will be investigated after this time. Parents are required to inform the class teacher in writing of reasons for their child's absence the first day the child returns to school and requested to notify the school immediately if it is known that a child's absence is likely to exceed one week.

TEACHING STANDARDS

STAFF ATTENDANCE AND RETENTION

The average number of personal leave days taken by staff members at Glenroy Private in 2012 was 7 days.

The retention rate of staff between the start of 2012 and the end of 2012 is 100 %. The school could not draw on 2011 staff numbers as it started in 2012.

PROFESSIONAL QUALIFICATIONS

All teaching staff of Glenroy Private have tertiary qualifications in education and all are the registered members of the Victorian Institute of Teaching.

PROFESSIONAL DEVELOPMENT

At Glenroy Private, we regard Professional Development as an ongoing training requirement. In 2012, our teaching staff attended various Professional Development courses and Teacher Professional Training workshops during Curriculum Days. The Professional Development courses attended are as follows:

- Pupil-free days for staff before the start of the new academic year and new terms
- Peer training to improve overall skills
- Child protection training
- RBM Restorative Behaviour Management
- THRASS
- Reading to Learn
- Multilit
- Minilit
- LIN - Numeracy

VALUE ADDED INFORMATION

There has been a drive towards curriculum in the Primary and this drive has seen an increase in results and an improvement in student motivation and attitude. The general culture of the school has been very positive as students and teachers alike are focused on the same goals.

The Reading to Learn, Multilit and Minilit, and LIN programs have allowed for quality teaching. The programs target specific literacy and numeracy skills of students at any level. These programs are being carefully integrated into the system so as not to lose the core teaching in the classroom. Teachers have also worked tirelessly on implementing strategies to engage students in the tasks at hand.

The Restorative Behaviour Management (RBM) System is a great success with the students as they are encouraged to compete in presenting the proper behaviour. Through RBM we focus on restoring relationships and working on building students' values to address wrong behaviour at a grassroots level which in time would lead to the students acquiring the ability to making the right choices driven by an outstanding set of values away from fear tactics. The students also learn under the RBM to recognize their actions and accept consequences as part of their responsibility towards themselves, others and the community at large, all in a caring environment.

The partnership between teachers and the Learning Support Team in the school has allowed for targeted study skills. These study skills programs are catered for each class and are based on the needs of students. Many students have benefited from the study of timetabling skills as well as specific study skills needed in order for them to be able to study independently without teacher assistance.

PARENT, STUDENT AND TEACHER SATISFACTION

Glenroy Private has an “open door policy” with parent involvement welcomed. The school strives to maintain and strengthen links with parents and the community, sharing educational and social responsibilities. The school relationship with parents is very productive meeting many objectives due to a close understanding of their concern. Working together in partnership with parents and the community to identify the needs and the priorities helped the school to plan for a better future. The level of parents’ involvement in the school activities is high, discussion with parents throughout the year indicated that parent satisfaction is extremely positive.

The school treats students and others with professionalism and fairness empowering them with positive attitudes, catering for their needs, stimulating and inspiring them while maintaining order and discipline in their proper perspective. The key issue is to maintain the vision and build a good rapport with students with firm and positive attitude. Glenroy Private operates a Social Skills program which provides the students with opportunities to develop skills for life, resilience, effective communication, and conflict resolution. In 2012 throughout many school activities Glenroy Private has continued to collect data from the students and the data showed high level of student satisfaction that they felt safe and happy.

Glenroy Private works with people and through people to achieve goals that are consistent with the generalized belief system to which the school community has contributed. The level of commitment is generally related to the degree of contribution. Success and effectiveness of the school depends on the quality, commitment and performance of the staff. The school continues to employ suitable and quality staff, recognizing quality individuals whose enthusiasm for school oriented tasks is very crucial. However an induction program for new staff with a planned professional development program is in place to enhance and further develop staff skills. It is obvious that the school management focused on raising the level of staff commitment by increasing their level of motivation, involvement and satisfaction. Thus in times of limited resources, commitment will depend on involving staff to ensure that causes of dissatisfaction are removed and that opportunities for

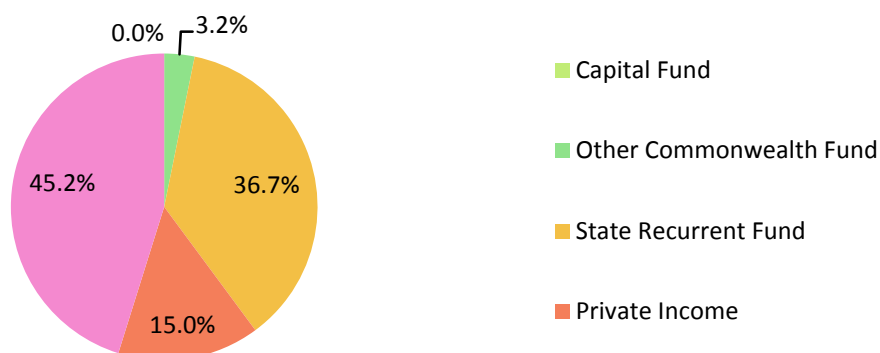
satisfaction are increased. Informal feedback from teachers and discussions with the Curriculum Coordinators indicates that during 2012 staff were generally very satisfied in all areas of our school.

The board of Glenroy Private has adopted sound principles of corporate governance to guide its work and to ensure the long term strength and viability of the school. The school has extensively planned and prioritised the expenditure in relation to building project, equipment, maintenance, office procedures and fixed asset purchases. The school is committed to a responsive and accountable management system. Cost analysis will be ongoing in a number of other areas including utilities, capital acquisitions, security and general purchasing. The following financial information represented by graphical representation using percentages of income and expenditure recapitulate the financial status of Glenroy Private in 2012.

SUMMARY FINANCIAL REPORT

The board of Glenroy Private has adopted sound principles of corporate governance to guide its work and to ensure the long term strength and viability of the school. Glenroy Private has extensively planned and prioritised the expenditure in relation to building project, equipment, maintenance, office procedures and fixed asset purchases. The school is committed to a responsive and accountable management system. Cost analysis will be ongoing in a number of other areas including utilities, capital acquisitions, security and general purchasing. The following financial information represented by graphical representation using percentages of income and expenditure recapitulate the financial status of Glenroy Private in 2012.

Recurrent / Current Income



Recurrent / Current Expenditure

