

ANNUAL REPORT 2013



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.

CONTENTS

Glenroy Private Vision Statement	1
Contents Page	2
School Overview	3
Chairman's Report	3
Student Representative Council	4
Value Added Information	6
School Performance in State-wide Tests and Examination	7
Reporting Requirements	8
School Enrolments	
Student Attendance	
Teaching Standards	9
Staff Attendance and Retention	
Professional Qualifications	
Professional Development	
Parent, Student and Teacher Satisfaction	10
Summary Financial Report	12

SCHOOL OVERVIEW

Glenroy Private is located at 93 Daley Street, Glenroy, VIC 3046 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.

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 *Muḥammad*, peace be upon him, and protect his nation from that which he fears for it.

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.

In its second year of operation, Glenroy Private has developed into a Prep to Year 4 school which is an 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 to preparing them for a life of changing situations and to provide them with the knowledge to operate in an environment which is continually changing. Glenroy Private has continued to meet the demands imposed by the extensive growth and has built a respectable reputation in just two short years for providing a caring environment, maintaining discipline and offering quality education across all key learning areas including Arabic and Islamic studies.

The high standards set by Glenroy Private were reflected in the commitment to curriculum excellence with the enhancement of extra – curricular Arabic and Islamic programs. High quality teaching standards this year ties in 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 and one which is deeply rooted in our Vision Statement.

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 REPRESENTATIVE COUNCIL

At Glenroy Private the Student Representative Council runs as a student-based civic body designed to help promote school spirit and leadership among students.

Grades 3-4 students who participated in the Student Council in 2013 maintained a high standard of personal conduct, demonstrating leadership qualities by serving as good examples of behaviour throughout the year. Hence, in 2013 the prefects are now a visible force within the school, acting as positive role models for their younger peers. The prefects aided in the coordination of the annual Parent/Teacher meetings, school events and organised assemblies.

All SRC representatives participated in approved activities, which served to enhance the quality of both the physical and behavioural environment of our school.

The first official function for the SRC student of 2013 was the Glenroy Private SRC Induction Ceremony. It was a pleasing day attended by teachers, peers, parents, friends and local community members. The SRC students worked collaboratively to initiate a positive change for the school. Below are some of the important initiatives implemented by the SRC students throughout the year.

The Student Council was involved in many community focused projects throughout the year which included:

- **Islamic Wear Day:** On the auspicious occasion of the Birthday of Prophet Mohammad's

birth, by promoting religious practices and cultural background.

- **Recycling:** SRC members devised a student awareness forum regarding the importance of recycling during National Clean Up Australia Day. SRC members all prepared speeches about the topic at hand and presented it to their peers within their grades. Posters were also designed and hung around our school to help promote the importance of recycling.
- **Pre Ramadan Picnic:** SRC members assisted in the promotion and organization of our schools' second pre-Ramadan picnic. All students brought a variety of food to share with their peers and teachers to mark the beginning of the fasting month.
- **Harmony Day:** Harmony Day festivities, with students displaying their sense of commitment and belonging to multicultural Australia. The day was filled with various fun filled activities like the bungee run which was organised by the SRC.

Future Projects

- **Fundraising Activities:** Some of the fundraising initiatives held to raise funds for our school.
 - Spider drink sale
 - Candy Crush
 - Yo-Yo Frenzy
 - Teachers against students Oz-tag and Newcomb challenge
- **Sport of the Week:** All playground areas were equipped with sports equipment during lunch in an effort to promote productive play. SRC members implemented this program via organizing and setting up equipment on a daily basis.
- **School Environment:** 'Put Your Rubbish In The Bin, Let's Keep Glenroy Private Clean'. SRC representatives designed posters and displayed them around the school in an effort to promote a cleaner school environment.

The SRC is a great asset to the school, representing and communicating the diverse needs of their peers. Glenroy Private looks forward to working with the SRC students next year. They are outstanding role models for the student body.

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 Restorative Behavior Management System (RBM) which was implemented in 2012 at Glenroy Private has shown itself to be a very successful model for student behavior and wellbeing. All staff are enthusiastic followers of this Positive Behavior Management System. Whilst the system has been working very well, Glenroy Private has been tireless in its efforts to ensure any minor modifications deemed necessary are implemented. This has been made possible by a continued review process where any areas that are not working at peak efficiency are adjusted. We will continue this process in order to make the learning environment as enjoyable as possible for all teachers and students.

The partnership between teachers and the Additional Needs Department in the school has allowed for targeted study skills. These study skills programs are catered for each student in need.

The school's open communication with parents has continued to improve. Parents have been attending meetings in order to remain up to date with the latest changes such as the school's building development progress. Also, teachers are in regular phone and email contact with parents so as to update them on the progress of their children.

SCHOOL PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATION

School Performance in National Assessment Program - Literacy and Numeracy

Students in Year 3 participated in the National Assessment Program in Literacy and Numeracy (NAPLAN) for the first time at Glenroy Private. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. The 2013 NAPLAN results provide a benchmark of our school performance to be used as comparative data across the future years. The 2013 NAPLAN results for literacy and numeracy demonstrate that students who all came from different schools and joined Glenroy Private in its first year are trying hard to meet its educational standards of achievements.

Year 3 – National Assessment Program – Literacy and Numeracy (NAPLAN)

School Performance in National Assessment Program - Literacy and Numeracy

79% of Year 3 students participated in the 2013 NAPLAN test.

Table 1: 2013 NAPLAN results – School Summary of Percentages

GRADE	YEAR 3		
Aspects	% of students below NMS	% of students at NMS	% above the NMS
Reading	0%	9%	90%
Writing	0%	9%	90%
Spelling	0%	0%	90%
Grammar & Punctuation	0%	27%	72%
Numeracy	0%	18%	81%

There are no students in any of the domains below NMS. In spelling, Year 3 students are all above the NMS, whereas in all other domains there is a small percentage of student at NMS. Strengths are Reading, Writing, and Spelling. Areas for further development are Grammar and Punctuation and Numeracy.

REPORTING REQUIREMENTS

STUDENT ENROLMENT

The school total enrolment figure in 2013 was 101 students. There were 48 girls and 53 boys enrolled at Glenroy Private. From a percentage perspective, there were 48 % girls and 53 % boys in Prep to Year 4. 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 89% attendance rate in 2013. Each grade also had attendance rates within that range being 89% for Year 1, 90% for Year 2, 84% for Year 3 and 92% for Year 4.

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 2013 was 7 days.

The retention rate of staff between the start of 2013 and the end of 2013 is 100 %.

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 2013, our teaching staff attended various Professional Development courses and Teacher Professional Training workshops during Curriculum Days. The Professional Development courses attended are as follows:

- Child protection training
- Reading to Learn
- RBM Restorative Behavior Management
- Peer training to improve overall skills
- THRASS
- Multilit

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 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 school’s vision and build a good rapport with students while promoting a 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 2013 throughout many school activities, Glenroy Private has continued to collect data from the students and the data shows a high level of student satisfaction and that they felt safe and happy.

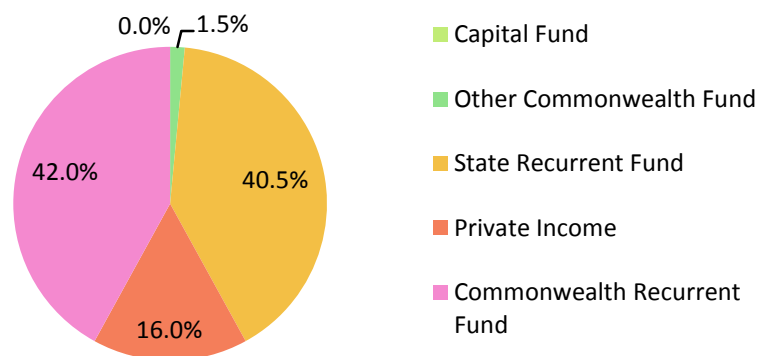
Glenroy Private works with people and through people to achieve goals that are consistent with the generalized belief system to which the school community has contributed. The level of commitment is generally related to the degree of contribution. Success and effectiveness of the school depends on the 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 Co-ordinators of the School indicates that during 2013 staff were generally very satisfied in all areas of our school.

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. The school has extensively planned and prioritised the expenditure in relation to building projects, equipment, maintenance, office procedures and fixed asset purchases. The school is committed to a responsible and accountable management system. Cost analysis will be ongoing in a number of areas to ensure proper future planning. The following financial information represented by graphical representation using percentages of income and expenditure recapitulate the financial status of Glenroy Private in 2013.

Recurrent / Current Income



Recurrent / Current Expenditure

