

ANNUAL REPORT 2014



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 93 Daley Street, Glenroy VIC 3046 in the suburb of Glenroy, Victoria. It aims to become a non-selective, co-educational, Islamic, faith-based School 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.

A MESSAGE FROM THE CHAIRMAN

I thank Allah the Lord of the worlds, and May Allāh raise the rank of our Master Muḥammad peace be upon him, and protect his nation from all he feared for it.

2014 saw the School moving into a new site, where students are enjoying the new facilities and resources that support all aspects of their holistic learning. Glenroy Private has come a long way from its humble beginning at the previous premises located at 165 Glenroy Road with only 30 students in 2012. The school has expanded very well and had enrolment of about 200 students in 2014. The new premises at 93 Daley Street provide better school facilities with additional classrooms for both primary and secondary students, larger playgrounds, sport grounds and a large green sports field. This expansion was in response to a growing demand and to accommodate new secondary classes in 2015. This is more than an ordinary expansion in physical capacity. It represents the promise of a brighter future for further expanding the school to reach its objective of becoming a comprehensive school from Prep-Yr12.

All schools in their quest for achievement rely on the leadership exercised by a single individual, the school principal. At the beginning of term 4 - 2014, Glenroy Private has appointed a full time well experienced principal Mr Walid Kamle to manage the school on a daily basis. On this note I would like to thank the former principal Mr Wissam Saad who has become a board member after serving as a part time principal and who played a major role in establishing the school.

Glenroy Private has shown a significant progress with strong emphasis on character building of our students. The school aims to increase the students' aptitude towards learning and to equip them with the competencies of self-management in order for them to be confident and compassionate individuals who are socially aware of their role.

It has been said that, 'a teacher takes a hand, opens a mind, and touches a heart'. While teachers are central to learning in school, Glenroy Private is building a strong dedicated and passionate teaching team to make the school a "place where dreams come true". Other stakeholders such as supportive parents, dedicated partners and members of society also play important roles in our school which extend to nurturing every student to fulfil their dreams. I am inspired by the fact that Glenroy Private has strong partnerships with both corporate and community partners who have provided faithful learning experiences and environments for our students.

Glenroy Private Board of Governors are committed to flexibility and innovation in education to ensure that students are provided with the resources and the environment needed today to be at par with the best in a world of advanced and progressive technology.

On behalf of the School Board I would like to sincerely thank the staff members, students and their parents. I look forward to continue our working partnership with all parents, students, staff and the wider community.

Yours Truly,

Mr Mohamad El Dana
Chairman

STUDENT REPRESENTATIVE COUNCIL

The Glenroy Private Student Representative Council (SRC) is a student-based civic body that is designed to promote school spirit amongst the student population, and teach leadership skills to its members. With a student population of nearly 200 in 2014, and coupled with the fact that the school was in its third year of operation it was very important to ensure that the highest quality of behaviour, academics and leadership were both taught to and displayed by the SRC members.

It was clear that the 2014 SRC members were able to make a difference to the student population in the school by acting as responsible people that all students could look up to. In order to ensure that the SRC members were able to function, meetings were organised where thoughts, ideas and initiatives could be shared. The prefects aided in the coordination of school events and organised assemblies.

Students who participated in the Student Council in 2014 maintained a high standard of personal conduct demonstrating leadership qualities by serving as good examples of behaviour through the duration of the year.

In 2014, the SRC actively canvassed a wide range of issues which affect young people, they did so within a framework which ensured that the advice presented to students was balanced, relating to enhancing the quality of school life for all students.

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

- **Islamic Wear Day:** On the auspicious occasion of the Birthday of Prophet Muḥammad by promoting religious practices and cultural background.
- **Pre-Ramadan Picnic:** SRC members assisted in the promotion and organization of our schools second pre Ramadan picnic. All students P-4 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 were overwhelming orange, with students displaying their sense of commitment and belonging to multicultural Australia. The day was filled with various fun filled activities organised by the SRC.

Future Projects

- **Fundraising Activities:** the SRC plans to run fundraising activities to raise funds for our school.
 - Spider drink sale
 - Candy Crush
 - Yo-Yo Frenzy
 - Teachers against students Oz-tag
- **Sport of the Week:** All playground areas will be allocated with play equipment during lunch in an effort to promote productive play. SRC members will implement 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 will design posters and post them around our 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.

VALUE ADDED INFORMATION

There has been a drive towards curriculum development in the Primary school 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 introduced 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 Multilit, Minilit and THRASS programs have been operating effectively in the Primary School. The programs target specific literacy skills that are necessary for students to succeed

at school. Where possible, these programs are integrated seamlessly into teaching programs to allow the skills learnt to be used in the units that students are studying at the time.

The partnership between teachers and the Additional Needs 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.

The school's open communication with parents has continued to improve. Parents have been attending workshops and 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 and Year 5 sat the National Assessment Program in Literacy and Numeracy (NAPLAN) at Glenroy Private. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy.

Overall analysis of the NAPLAN data from 2012 to 2014, highlights the need to work on improving the school's curriculum to ensure that there is a steady decrease in the number of students below the National Minimum Standards and a gradual increase of the percentage of students in the top 2 bands. In conclusion, the trends in the pattern of data across the three years demonstrates that our curriculum is developing effectively and will need further improvement. This will be achieved through professional learning, team teaching and coaching, quality teaching and learning practices.

School Performance in National Assessment Program - Literacy and Numeracy

Table 1: 2014 NAPLAN results – School Summary of Percentages

GRADE	YEAR 3			YEAR 5		
Aspects	% of students below NMS	% of students at or below NMS	% at proficiency	% of students below NMS	% of students at or below NMS	% at proficiency
Reading	5%	15%	80%	3%	29%	68%
Writing	15%	0%	85%	0%	21%	79%
Spelling	5%	20%	75%	0%	14%	86%
Grammar & Punctuation	5%	15%	80%	0%	7%	93%
Numeracy	5%	15%	80%	0%	50%	50%

REPORTING REQUIREMENTS

STUDENT ENROLMENT

The school total enrolment figure in 2014 was 176 students. There were 89 girls and 87 boys enrolled at Glenroy Private. From a percentage perspective, there were 50% girls and 50 % boys in Prep to Year 6. Most of the students come from NESB background.

EDUCATION LEVEL	YEAR	MALE	%	FEMALE	%	TOTAL
Primary	Prep	20	23	21	24	41
	Year 1	25	29	19	21	44
	Year 2	13	15	18	20	31
	Year 3	10	11	12	13	22
	Year 4	9	10	8	9	17
	Year 5	6	7	6	7	12
	Year 6	4	5	5	6	9
Primary Total		87		89		176
SCHOOL TOTAL						176

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 91% attendance rate in 2014.

EDUCATION LEVEL	OVERALL ATTENDANCE %
Prep	90.90%
Year 1	90.90%
Year 2	91.10%
Year 3	91.79%
Year 4	92.11%
Year 5	88.92%
Year 6	89.94%
TOTAL	91%

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 2014 was 10 days.

The retention rate of staff between the start of 2014 and the end of 2014 is 95 %.

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 2014, 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
- Child protection training
- RBM Restorative Behavior Management
- THRASS
- Peer training to improve overall skills
- Multilit
- Minilit

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 and 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 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 2014 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 general values and belief of the school community. The 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 reasons for dissatisfaction are removed and that opportunities for satisfaction are increased. Informal feedback from teachers and discussions with the Curriculum Coordinator and the principal indicate that during 2014 staff were generally very satisfied in all areas of our school.

SUMMARY FINANCIAL REPORT

The members of the board at Glenroy Private have adopted sound principles of corporate governance to guide their 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 2014.

