

ANNUAL REPORT 2016



GLENROY PRIVATE



VISION

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 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

In the name of Allah, the most merciful. Praise be to Allah the Lord of the worlds and may Allah raise the rank of our beloved Prophet Muhammad peace be upon him, and protect his nation from that which he fears for it.

2016 has been both challenging and rewarding, it is a year I believe that has truly defined us as one learning community. A year when we have been tested both as individuals and as a whole and a year when we have truly come together, supported each other and moved beyond the school gates to make real connections and links with the wider community.

A whole school focus for 2016 has been the continuation in developing the School's curriculum to provide greater student learning which is in accordance with the Australian curriculum. Curriculum Frameworks have been updated across the school and targeted Literacy, Numeracy and ICT strategies have been embedded within the curriculum.

Student learning data and student engagement have continued to show improvement both through the NAPLAN results and the student Attitudes to School. Growth data is strong showing that students are learning and developing their skills at the expected rate.

Glenroy Private's vision commits to providing an environment where "every student can learn and achieve success". This is something the School Board, the School Leaders and all staff work very hard to achieve each year.

Our vision empowers us to realise our mission and challenges to reflect critically on the quality of the education we provide. We strive for excellence and committed to improving our school. Strengthened by our Islamic principles and values, we strive to provide rich and relevant environments that promote and sustain a culture of lifelong learning.

The operation of the school has been well supported again by the school's community, parents, devoted school leaders and committed staff. Our dedicated teachers have worked tirelessly to enrich the lives of young people and engage them in their learning. Thanks and

recognition must also be given to the large number of non-teaching staff who play a vital role in the efficient running of the school.

Our Aim is to keep working collectively to fully achieve our goals, fulfil a promise and deliver to our Community what it deserves; adequate educational facilities, a dynamic learning community and an educational hub that, together with its feeder primary and Secondary schools, provides a broad range of learning opportunities for all.

I take this opportunity to thank our students for doing their 'best' in all they do, our staff for their hard work and remarkable commitment, our parents for their strong support in assisting us to shape the learning pathways for the students in our care.

I look forward to us working together towards a more successful, productive and enriching academic year for our children.

Yours Truly,
Mr Mohamad El Dana
Chairman

STUDENT REPRESENTATIVE COUNCIL

At Glenroy Private the Student Representative Council is run as a student-based civic body designed to help promote school spirit and leadership among students. Student Council had a lot ahead of them thus the representative body was only in its second year of operation coupled with the task of representing over 210 students. SRC members and staff were stringent in clarifying the roles and responsibilities of members in 2016.

Grades 3-9 students who participated in the Student Council in 2016 maintained a high standard of personal conduct demonstrating leadership qualities by serving as good examples of behaviour through the duration of the year. Hence in 2016 the Prefects were 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 Student Council was involved in many community minded projects throughout the year which included:

- **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 hang around our school to help promote the importance of recycling.

- **Fundraising:** Throughout the year SRC representatives ran a variety of fundraisers including;
 - Cake sale
 - Sausage sizzle day (annual)
 - Chocolate Drive (annual)
- **Organised Sports Activities:** SRC representative's modified popular sports games such as soccer, Aussie - Rules and the like, by simplifying rules so sports games like these could be played and refereed by students during lunch. The objective of promoting physical activity and good sportsmanship was established through the organisation of these games.
- **Pre Ramadan School Assembly and Celebration:** SRC members assisted in the promotion and organisation of our schools second pre Ramadan picnic. All students Prep-8 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 was overwhelming orange, with students displaying their sense of commitment and belonging to multicultural Australia. The day was filled with various fun filled activities like art and craft which was organised by the SRC. A bake stall was also organised for students to enjoy something sweet on the day.

Future Projects

- **Fundraising Activities:** We plan to run more fundraising activities to raise funds for our school.
 - Lolly drive
 - Craft Sales
 - Tile, art and craft workshop
 - Raffles
 - Read-a-thon
- **Sport of the Week:** All playground areas will be allocated with play equipment during lunch in an effort to promote productive play. Seniors will have a sport of the week, where sporting events like cricket, soccer and football will be played on the sports oval. SRC members will implement this program via organising and setting up equipment on a daily basis.

- **Charity Projects:** Students at Glenroy Private will participate in raising much needed funds for the Royal Children's Hospital. SRC members will actively be involved in this operation via organising and promoting the fundraising event.
- **School Environment:** 'Put your rubbish in the bin, let's keep Glenroy clean'. SRC representatives will design posters and post them around our school in an effort to promote a cleaner school environment.
- **Social & Emotional Wellbeing:** At Glenroy Private our priority is to formulate our own understanding of our students in order to produce and protect their social and emotional needs within the school boundaries. We aim at implementing the "Kids Matter" program alongside the "mindfulness" program for a strong and healthy start.

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 Multilit, Minilit and THRASS programs have been operating effectively in the Primary School since the inception of the 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 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.

The school's open communication with parents has continued to improve. Parents have been informed 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, Year 5, Year 5, Year 7 and Year 9 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.

The 2015-16 NAPLAN results provide a benchmark of our school performance to be used as comparative data across the future years. The 2015-16 NAPLAN results for literacy and numeracy demonstrate that students are trying hard to meet educational standards of achievements.

Table 1: 2015-16 NAPLAN results – Year 3 Summary of Percentages

93% of Year 3 students participated in the 2015 NAPLAN test.

94% of Year 3 students participated in the 2016 NAPLAN test.

GRADE	YEAR 3					
YEAR	2015			2016		
Aspects	% of students below NMS	% of students at NMS	% of students above NMS	% of students below NMS	% of students at NMS	% of students above NMS
Reading	11 %	25 %	64%	7%	10%	83%
Writing	7 %	7 %	86 %	0%	3%	97%
Spelling	11 %	29 %	60 %	10%	10%	80%
Grammar & Punctuation	29 %	18 %	53 %	7%	0%	93%
Numeracy	11 %	25 %	64%	3%	28%	69%

Table 2: 2015-16 NAPLAN results – Year 5 Summary of Percentages

100% of Year 5 students participated in the 2015 NAPLAN test.

96% of Year 5 students participated in the 2016 NAPLAN test.

GRADE	YEAR 5					
YEAR	2015			2016		
Aspects	% of students below NMS	% of students at NMS	% of students above NMS	% of students below NMS	% of students at NMS	% of students above NMS
Reading	8 %	50 %	42 %	17%	43%	40%
Writing	8 %	8 %	75 %	13%	17%	70%
Spelling	8 %	17 %	66 %	17%	17%	66%
Grammar & Punctuation	8 %	33 %	59 %	13%	26%	61%
Numeracy	17 %	25 %	50 %	22%	35%	43%

Table 3: 2015-16 NAPLAN results – Year 7 Summary of Percentages

83% of Year 7 students participated in the 2015 NAPLAN test.

100% of Year 7 students participated in the 2016 NAPLAN test.

GRADE	YEAR 7					
YEAR	2015			2016		
Aspects	% of students below NMS	% of students at NMS	% of students above NMS	% of students below NMS	% of students at NMS	% of students above NMS
Reading	9 %	36 %	55 %	20%	50%	30%
Writing	9 %	55 %	36 %	5%	35%	60%
Spelling	18 %	9 %	73 %	25%	40%	35%
Grammar & Punctuation	27 %	9 %	64 %	35%	25%	40%
Numeracy	0 %	40 %	60 %	5%	50%	45%

Table 4: 2016 NAPLAN results – Year 9 Summary of Percentages

100% of Year 9 students participated in the 2016 NAPLAN test.

GRADE	YEAR 9					
YEAR	2015			2016		
Aspects	% of students below NMS	% of students at NMS	% of students above NMS	% of students below NMS	% of students at NMS	% of students above NMS
Reading				20%	40%	40%
Writing				0%	60%	40%
Spelling				40%	40%	20%
Grammar & Punctuation				40%	0%	60%
Numeracy				0%	60%	40%

REPORTING REQUIREMENTS

STUDENT ENROLMENT

The school total enrolment figure in 2016 was 227 students. There were 100 females and 127 males enrolled at Glenroy Private. From a percentage perspective, there were 44 % females and 56 % males from Prep to Year 9. 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 2016. Each grade level also had attendance rates within that range being 88% for Grade 1, 90% for Grade 2, 90% for Grade 3, 92% for Grade 4, 92% for Grade 5 and 92% for Grade 6. Our High School attendance rates were 88% for year 7, 76% for year 8 and 79% for year 9.

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 2016 was 9 days.

The retention rate of staff between the start of 2016 and the end of 2016 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 ongoing Professional Development is vital for building teacher capacity and enhancing teacher skills. In 2016, our teaching staff participated in and presented a range of Teacher Professional Learning workshops throughout the year. Professional Development courses and Teacher Professional Training workshops whereas the school executives participated in leadership seminars organised by the Association of Independent Schools. The list of Professional Development courses attended by Glenroy Private are as follows:

Primary Staff Professional Development 2016

PD Courses	Facilitator
Child Protection	School based
Grade One Literacy Project (Michelle Hutchison)	School based
Prelit/Minillit/Multilit	MiniLit Victoria

Prep Literacy Project (2 years Ongoing) Provided by Independent Schools Victoria Presented By Michelle Hutchison	Independent Schools Vicotria
PM Benchmarking	School based
Developmental Play (early Years Team)	Early Life Foundation (Kathy Walker)
Study Ladder	School based
Scootle	School based
Effective Communication for Parent/Teacher Interviews	School based
Writing Meaningful Report Comments	School based
Purpose of Student Progress Portfolios	School based
iWise Training	School based
Introduction to Restorative Behaviour Management (RBM)	School based
Team Teaching	School based
Australian Curriculum Inquiry-Based Learning (Presented By Helen Shielle) ISV	School based
Grade Prep Literacy Project (Michelle Hutchison)	School based
English as an Additional Language or Dialect Australian Curriculum	School based
Differentiation in the Classroom	School based
Smart Ways to improve student learning and reduce teachers stress (Sally Leary)	School based
Victorian Hand Writing (Roula El-Massri and Sumeyye Borova)	School based
Student Workbook – “How to correct meaningfully”	School based
Student Engagement PD	AIS
P-6 Effective Assessments PD (Online demand Testing)	School based
Familiarisation of the Mathematics Australian Curriculum	AIS

Southern Cross Professional development - ISV	School Based
Mindfulness - Sandra	School Based
Practical strategies to meet the needs of students with disabilities and learning difficulties (Radmila Harding)	School Based
Additional needs Within the classroom. Identifying and reporting	School Based
What is Autism?	School Based
How to write an ILP	School based
THRASS Literacy Training	Thrass Australia
Mathletics	
Study Ladder	
Running Records	
Guided Reading P-6	
VCAA On-Demand Assessment	School Based
Kids Matter	

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. 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 2015 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 Coordinator indicates that during 2015 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 2015.

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

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