

ANNUAL REPORT 2017



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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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.

The 2017 Glenroy Private Annual Report articulates and demonstrates the dynamic nature of our school, our commitment for improvements and our relentless pursuit of achieving Our Best. Our teachers are reflective and responsive to student needs, and there is quality commitment from our school community.

Glenroy private has a clear vision and purpose, focused on excellence in teaching and learning. Through our motto, knowledge faith and honesty, we aim to provide the best possible education for each student, ensuring they develop a broad range of skills to enable them to take responsibility for their own learning, and to adapt to a changing world. 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.

A whole school focus for 2017 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 academic achievements and student Attitudes towards learning. Growth data is strong showing that students are learning and developing their skills at the expected rate.

As a school, and as a Board that represents parents in the school, it is important that we keep reminding ourselves of what we really want this school to do for our children – to equip them

with proper Islamic knowledge and - to provide them with quality education – and we must push on to make sure that is what the school's focus is.

In practical terms we can acknowledge and appreciate our community by the wonderful work of so many people giving devotedly in their particular areas of responsibility. I am very thankful again for the staff of Glenroy private for their example and commitment in their desire to bring dedication to 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, and our parents for their strong support in assisting us to shape the learning pathways for the students in our care.

I remain faithful to our school's advancement in the future, Insha'Allah.

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 and create a bridge between teachers and students and the community as well.

Student Council had a lot of tasks to fulfil the expectations ahead of them thus the representative body was only in its third year of operation coupled with the task of representing 277 students. SRC members and staff were stringent in clarifying the roles and responsibilities of members in 2017.

Grades 3-10 students who participated in the Student Council in 2017 maintained a high standard of personal conduct demonstrating leadership qualities by serving as good examples of behaviour throughout the year.

In 2017 the Prefects were now a visible force within the school providing effective leadership and 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)
- **Organized 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 organization of our schools second pre Ramadan picnic. All students Prep-10 brought a variety of food to share with their peers and teachers to mark the beginning of the fasting month. Classes were decorated accordingly and the best decorative design were chosen.
- **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 organized by the SRC. A bake stall was also organized 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
 - Spelling Bee
- **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 organizing 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 organizing 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. SRC representatives engaged students with a "Pick Up Rubbish" motto and were given tokens for their Dojo points as a reward.
- **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 2016-17 NAPLAN results provide a benchmark of our school performance to be used as comparative data across the future years. The 2016-17 NAPLAN results for literacy and numeracy demonstrate that students are trying hard to meet educational standards of achievements.

Table 1: 2016-17 NAPLAN results – Year 3 Summary of Percentages

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

91% of Year 3 students participated in the 2017 NAPLAN test.

GRADE	YEAR 3					
YEAR	2016			2017		
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	7%	10%	83%	34%	56%	10%
Writing	0%	3%	97%	12%	50%	32%
Spelling	10%	10%	80%	28%	53%	16%
Grammar & Punctuation	7%	0%	93%	31%	50%	16%
Numeracy	3%	28%	69%	40%	47%	13%

Table 2: 2016-17 NAPLAN results – Year 5 Summary of Percentages

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

83% of Year 5 students participated in the 2017 NAPLAN test.

GRADE	YEAR 5					
YEAR	2016			2017		
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	17%	43%	40%	42%	35%	8%
Writing	13%	17%	70%	11%	77%	4%
Spelling	17%	17%	66%	34%	50%	8%
Grammar & Punctuation	13%	26%	61%	38%	50%	4%
Numeracy	22%	35%	43%	46%	42%	4%

Table 3: 2016-17 NAPLAN results – Year 7 Summary of Percentages

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

100% of Year 7 students participated in the 2017 NAPLAN test.

GRADE	YEAR 7					
YEAR	2016			2017		
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%	50%	30%	57%	37%	6%
Writing	5%	35%	60%	22%	67%	11%
Spelling	25%	40%	35%	16%	73%	11%
Grammar & Punctuation	35%	25%	40%	50%	39%	11%
Numeracy	5%	50%	45%	38%	56%	6%

Table 4: 2017 NAPLAN results – Year 9 Summary of Percentages

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

100% of Year 9 students participated in the 2017 NAPLAN test.

GRADE	YEAR 9					
YEAR	2016			2017		
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%	66%	17%	17%
Writing	0%	60%	40%	33%	50%	17%
Spelling	40%	40%	20%	50%	33%	17%
Grammar & Punctuation	40%	0%	60%	66%	17%	17%
Numeracy	0%	60%	40%	50%	33%	17%

REPORTING REQUIREMENTS

STUDENT ENROLMENT

The school total enrolment figure in 2017 was 277 students. There were 134 females and 143 males enrolled at Glenroy Private. From a percentage perspective, there were 48 % females and 52 % males from Prep to Year 10. 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 88% attendance rate in 2017. Each grade level also had attendance rates within that range being 87% for Grade 1, 90% for Grade 2, 89% for Grade 3, 87% for Grade 4, 90% for Grade 5, 86% for Grade 6 and 87% for Prep. Our High School attendance rates were 90% for year 7, 87% for year 8, 83% for year 9 and 91% for year 10.

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 2017 was 7.5 days.

The retention rate of staff between the start of 2017 and the end of 2017 is 79 %.

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 2017, 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 2017

PD Courses	Facilitator
PLO (practical strategies to meet students with disabilities and learning difficulties	Radmila Harding
First Aid course for management in Anaphylaxis	School based
First Aid course for Asthma and emergencies in the workplace	School Based
On Demand Testing PD	School Based
Mathletics PD	School based

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.

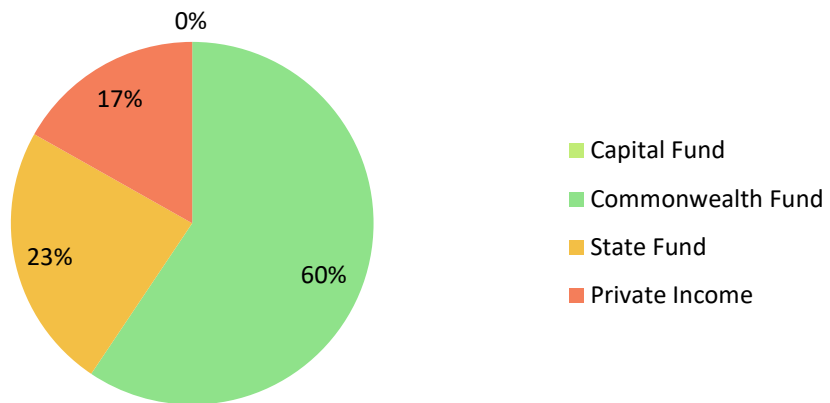
The school treats students and others with professionalism and fairness empowering them with positive attitudes, catering for their needs, stimulating and inspiring them while maintaining order and discipline in their proper perspective. The key issue is to maintain the vision and build a good rapport 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 2017 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. 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 2017.

Income - 2017



Expenses - 2017

