



GLENROY PRIVATE

Annual Report

2020



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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.

MESSAGE FROM CHAIRMAN

All Praise is due to Allah, may Allah raise the rank of our beloved prophet and master Muhammad and protect his nation from which he fears for it.

I am pleased to present the 2020 Glenroy Private Report, the year which witnessed robust growth and enhancement of both primary and secondary education and the quality of teaching and learning exercises. The spread of COVID-19 this year has significantly impacted schools and communities. Across the board response was to first and foremost meet the safety, needs and wellbeing of our students, teachers, and parents. During the lockdown, we were forced to replace face to face learning with online teaching, promoting digital learning.

In light of the pandemic, Glenroy Private continued to encourage its staff to become evaluative teachers and focus on its continuous improvement and growth. Teachers were given the opportunity to; evaluate their own weaknesses throughout the pandemic, collect data and information of their practices and triangulate the data to demonstrate an area of improvement in their teaching practices throughout the pandemic.

Many staff members are keen to continue with the skills they have gained, using a variety of modes for curriculum delivery. The expectation is that teachers will now continue with the current practices and be always prepared to deliver curriculum in various forms. I am truly grateful for all the support and effort that went into the preparation of the new online teaching and learning programmes that were adopted by teaching staff and administration. Parents and students have all been very persistent to support remote learning and the benefits it holds. The care given by parents to establish a practical study area at home and to provide the right amount of over-the-shoulder support has truly contributed to this whole process running so well.

We constantly assess how our teachers and families are managing the current situation, and how students are learning and progressing through their academic milestones. To best meet the needs of all our stakeholders, we will continue to adjust the specific needs of the community to ensure we are able to provide the education that is expected on our behalf.

We provide activities for learners that will stimulate, motivate, and challenge them. The school's curriculum is regularly reviewed and refined for today's changing world which encompasses our Vision, Values, and Competencies. We have a shared philosophy towards teaching and learning which sees us identifying individual learning needs and implementing personalised programmes using a range of programmes, teaching styles and e-learning tools.

Our teachers and school leaders are always provided with many important opportunities to give feedback on the continued improvements across the school.

Finally, I would like to acknowledge all board directors, committee members, school leaders, staff, parents, and students who have contributed to the school's success. Parents have been a big part of our journey and their support has enabled us to reach this point of success. May Allah bless and guide us to what is beneficial for us in this life and the hereafter, and may Allah continue to guide us as we proceed into the future.

Mohamad El Dana
Chairman

MESSAGE FROM THE PRINCIPAL

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

As the school year ends, our minds and hearts are filled to the brim. It has been a challenging yet great year! We have learnt and shared experiences together that will long remain with us in the years to come. The strength and passion of our community to make our school, Glenroy Private, a truly special place of learning is not only for our students, but for all involved.

I would like to specially thank our parents who have contributed in ways small, large and

unimaginable! Thank you for getting your children to school on time each day, supporting your children at home during remote learning and helping your children in the learning process; the partnership between home and school is very important and I appreciate all your support.

I would also like to thank our hard working and caring staff members who have made a huge difference to our students by providing rich and engaging well-rounded experiences to our children during on-site and remote learning. Their commitment is outstanding, and our kids are the beneficiaries. Education is about joy, fostering curiosity along with development of social skills needed to succeed. For these, along with a million other things, we are truly grateful.

The 2020 SRC students worked very hard! May Allah reward them for their ongoing commitment towards the betterment of the school community. Amongst the many roles of the SRC committee, is the fundraising activities held throughout the year supporting both the school and much needed non-profit community organisations. The SRC team have set stride and precedent for the years to come. At Glenroy Private, we are consistently working on evolving the great community and culture to leave a legacy for following generations.

Overall, I take this opportunity to wish all those who are leaving for new places all the very best. Congratulations to all students of Glenroy Private for completing another successful year! I wish all our parents, students, and staff a time of happiness and relaxation. I look forward to working with you all in 2022.

Walid Kamle

Principal

SCHOOL CONTEXT

Glenroy Private is a non-selective co-educational, Islamic faith-based school.

The school is committed to pursuing academic excellence and the fostering of individual abilities in a caring and challenging educational environment. Glenroy Private's motto 'Success through Knowledge' has a powerful and continuing message for the school's community to achieve success by acquiring the necessary knowledge and skills.

The school was first established in Glenroy, where classes commenced with 34 students Prep – Year Three in 2012 and from there the school grew rapidly. We have reached 340 students from Prep to Year Ten in 2020.

The school is multicultural, with almost 100% of students from language backgrounds other than English, predominately Arabic. As Arabic and Religious Studies form an integral part of our school curriculum, extra teaching staff for Arabic and Religion are employed for this purpose. Parents and the local community are encouraged to support the school through participation in school programs and ongoing provision of additional school resources.

Glenroy Private is considered to be a major institution catering for the cultural needs of the Muslim community and a school that offers a diverse bilingual teaching curriculum. For this reason, the school has become an attraction to parents who see in it a bright and distinguished future for their children.

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 and expectations ahead of them thus the representative body was only in its seventh year of operation coupled with the task of representing 340 students. SRC members and staff were stringent in clarifying the roles and responsibilities of members in 2020.

Year 3-10 students who participated in the Student Representative Council in 2020 maintained a high standard of personal conduct demonstrating leadership qualities by serving as good examples of behaviour throughout the year.

In 2020, our SRC Team was a visible force within the school providing effective leadership and acting as positive role models for their younger peers. The SRC members 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 hung around our school to help promote the importance of recycling.
- **Organised Sports Activities:** SRC representative's modified popular sports games such as Soccer, AFL 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.
- **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
 - 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 organising and setting up equipment on a daily basis.

- **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 will be 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 to produce and protect their social and emotional needs within the school boundaries.

VALUE ADDED INFORMATION

There has been a drive towards curriculum in the Primary and Secondary departments 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 Behaviour Management System (RBM) which was implemented in 2012 at Glenroy Private has shown itself to be a very successful model for students' behaviour and wellbeing. All staff are enthusiastic followers of this Positive Behaviour 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 THRASS program has been operating effectively in the Primary School since the inception of the school. The program targeted specific literacy skills that are necessary for students to succeed at school. Where possible, this program is 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 continue to be informed in order to remain up to date with the most up-to-date changes. Also, teachers are in regular phone and email contact with parents, as well as via Class Dojo 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

The NAPLAN Assessment Program was cancelled in 2020 due to the COVID-19 pandemic.

REPORTING REQUIREMENTS

STUDENT ENROLMENT

The school total enrolment figure in 2020 was 340 students. There were 161 females and 179 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.

2020 STUDENT ATTENDANCE RATE	
EDUCATIONAL LEVEL	ATTENDANCE RATE
Prep	78%
Year 1	90%
Year 2	86%
Year 3	86%

Year 4	85%
Year 5	88%
Year 6	87%
Year 7	63%
Year 8	62%
Year 9	62%
Year 10	47%
School Average	76%

Parents are requested to phone the office before 8:40am 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 2020 was 3.5 days.

The retention rate of staff between the start of 2020 and the end of 2020 was 90 %.

PROFESSIONAL QUALIFICATIONS

All teaching staff of Glenroy Private are qualified in their specialty field, have appropriate qualifications and are 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 2020, 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 Saff Professional Development 2020

PD Courses	Facilitator
Child Wise – Child Safe Practice	Child Wise
On Demand Testing PD	School Based
Mathletics PD	School based
Iwise (Attendance and Report Writing) PD	School based
Class Dojo PD	School based
NAPLAN Data Analysis	School Based
Restorative Behaviour Management	School Based

SCHOOL POLICIES

Students and parents/guardians are required under the Enrolment Contract to abide by and support the school policies as outlined in the Enrolment Contract. From time to time these policies may change as the need may arise.

Student Welfare Policy

Self-esteem is perhaps the single most important factor in helping a child advance his/her potential. Self-esteem activities are carried out by individual classroom teachers, staff and community at appropriate levels. Therefore, at Glenroy Private all staff members are informed of their legal responsibilities for the care, safety and welfare of the students. In addition, At Glenroy Private we are committed to the welfare of our students through the provision of policies in the areas of:

- Managing complaints or grievances
- Anaphylaxis management plans
- Mandatory reporting procedures
- Emergency management plan
- Critical incident plan
- Accidents and incident register

- First aid policy and procedures,
- Internet use policy and procedures.
- Anti-bullying and harassment
- Drug use policy

Aim:

The aim of the welfare programme is to develop the skills of students in a safe, happy and caring environment to help meet the challenges of the future. At Glenroy Private we believe our school is:

- A safe and happy environment.
- Drug free.
- Well maintained.

Welfare and Pastoral Care:

Glenroy Private provides pastoral care to its students and ensures their welfare through the appointment of a Welfare Coordinator who in addition to their role in pastoral care, has the responsibility of developing working relationships with external agencies, including access to counselling in order to provide the following:

- Identification of and provision of support for students with special needs.
- Monitoring students' health needs and the distribution and monitoring of medication.
- Response to serious incidents and emergencies.
- Provide referrals to external agencies that can assist students and families.
- Organise Student Support Group Meetings.
- Adequate homework.

Glenroy Private will extend and enrich the potential and achievements of our students through:

- Creating an environment that is conducive to learning.
- Providing a wide range of technological resources.
- Fostering individuality.

- Fostering and promoting self-esteem.
- Developing social skills including co-operation.
- Fostering a respect for themselves and others.
- Celebrating student achievements and success.
- Providing a wide subject choice both academic and vocational.
- Providing a wide range of extra-curricular activities.
- Providing consistent discipline and the opportunity to develop self-discipline.
- Providing an adaptable, innovative and professional staff.
- Promoting and strengthening the school's local link.

Anti-Bullying Policy

Bullying is harmful to a child's sense of well-being and self-worth. It is not a normal part of growing up, nor is it part of a "toughening up" process preparing a child for the adult world. Worse still, is the idea that "once a bully, always a bully".

AIM

The aim of this policy is to allow everyone to enjoy a safe, harassment-free school environment and to be treated with respect and equality.

WHOLE-SCHOOL COMMUNITY RIGHTS AND RESPONSIBILITIES

Students, staff, parents, caregivers, and the wider community have the right to a safe and supportive learning environment in schools. For this to occur all school community members have a responsibility to prevent and respond to reports and observations of bullying.

Rights and Responsibilities of School Community Members

All students, teachers, parents, wider school community - Rights

- Are safe and supported in the school environment; and
- Are treated with respect.

All students, teachers, parents, wider school community - Responsibilities

- Establish positive relationships; and
- Respect and accept individual differences.

Administrators - Rights

- Are supported in developing and implementing the school's plan to prevent and effectively manage bullying.

Administrators - Responsibilities

- Provide leadership in resourcing the school's prevention and effective management of bullying.
- Implement the school plan.
- Ensure parents are informed of the school plan; and
- Support staff to implement the school's plan.

Staff - Rights

- Feel safe and supported in the workplace.
- Access to curriculum resources suitable for supporting students in building positive relationships, resiliency, safety, and bullying prevention.
- Are informed of the school's plan on bullying.
- Are treated with respect in the workplace; and
- Access to professional learning in preventing and effectively managing bullying.

Staff - Responsibilities

- Promote and model positive relationships.
- Participate in implementing the school plan to counter bullying.
- Identify and respond to bullying incidents.
- Teach students how to treat other with care and respect.
- Teach students how to respond effectively to bullying.
- Promote social problem solving with students; and
- Respect and accept individual differences.

Students - Rights

- Access to curriculum that supports the building of resiliency and problem-solving strategies.
- Are informed of the school's plan on bullying; and
- If involved, are provided with support to stop bullying.

Students - Responsibilities

- Treat others with care; and
- Respect; and
- Identify and respond effectively to bullying.

Parents - Rights

- Expect children to be safe and provided with a supportive school environment and treated with respect; and
- Are provided with access to information on the prevention and response strategies related to bullying.
- Support and encourage children to treat others with respect and act in accordance with the school plan if they observe bullying.

Parents - Responsibilities

- Encourage children to report bullying incidents; and
- Are aware of school plans and support the school in effectively managing bullying.

Wider community: including other professionals - Rights

- Strategic inclusion in prevention and bullying incident management.

Wider community: including other professionals - Responsibilities

- Provide support and input into the school's approach to preventing and managing bullying.

Student Discipline Policy

At Glenroy Private we believe that a stimulating and positive learning environment will encourage good behaviour by the students. Our Restorative Behaviour Management (RBM) program promotes conflict resolution and encourages students to practice self-discipline which involves responsibility, self-monitoring and students analysing inappropriate behaviour and coming up with solutions.

At Glenroy Private our aim is to focus on positive behaviour rather than inappropriate behaviour by rewarding students with merit awards, class incentives, excursions, and fun days. We believe it is more effective for students to evaluate their own behaviour by using the school behaviour expectations matrices.

School Rules/Discipline Code

We have designed Restorative Behaviour Management (RBM) which has been implemented in the classroom and the playground. The school behaviour expectations matrix will be displayed in the classrooms, office, and the hallways. Parents will obtain a copy of the discipline policy and the Restorative Behaviour Management (RBM).

Corporal punishment is prohibited at Glenroy Private.

Any form of physical and emotional punishment, such as hitting, mocking, degrading, and humiliating is prohibited as well. The school prohibits corporal punishment and clearly and exhaustively has listed the proposed School's discipline methods so as to plainly exclude corporal punishment. Glenroy Private does not explicitly or implicitly sanction the administering of corporal punishment by non-School authorities, including parents, to enforce discipline at the school.

GIFTED AND TALENTED STUDENTS' POLICY

This policy aims to identify gifted and talented students and to maximise their learning outcomes at Glenroy Private.

Students identified as 'gifted and talented' must know that the school values their special ability or abilities and will encourage them to pursue new challenges. Teaching, stimulating,

and facilitating the development of enriching programs which enable students to develop “to the edge of their ability”, will help them reach their potential and maintain their enthusiasm for lifelong growth.

The school will endeavour to provide appropriate support for gifted students as resources permit, taking into account the social, emotional and educational well-being of the students concerned. Families must also recognise their role and responsibility in catering for their gifted children and work cooperatively with the school to provide suitably enriching programs for their children.

At any stage of the planning, development, and implementation of a policy for gifted and talented students there should be evaluation of:

- the policy.
- school management plans.
- faculty plans.
- teacher programs and strategies.
- student experience and outcomes.

COMPLAINTS AND GRIEVANCES RESOLUTION POLICY

Glenroy Private values the feedback it receives from staff, parents, students and the community. Responding to both affirmative and negative feedback demonstrates the school’s commitment to open communication with the School community and general public. Complaints about any aspect of the school’s operations, service or personnel will be handled responsively, openly and in a timely manner, with the aim of resolving any complaint via an articulated process and respecting the confidential nature of such matters. Complaints are treated as constructive suggestions that may be used to improve standards and may prevent cause for further complaint.

The location of the full text of Glenroy Private’s policies can be accessed by request from the Principal or found on our school website at www.glenroyprivate.vic.edu.au. An appropriate outline of the policy and processes is also provided in the Parent information booklet and the student diary.

ACCESSIBILITY OF AND CHANGES TO POLICIES

To ensure that all aspects of the school's mission for providing safe and supportive environment are implemented, all school policies and procedures were in place during 2017 have been reviewed during 2019. Most policies are available on the school's website at www.glenroyprivate.vic.edu.au.

RESPECT AND RESPONSIBILITIES

The culture at Glenroy private is marked by respectful relationships, with everyone taking responsibility for his or her own actions. Many activities within the school foster civic responsibility and give students the opportunity to contribute to the local community and wider society. A wide range of social activities were developed to promote respect and responsibility in students. Glenroy Private asks all students to recognise that they are valued and that they form an integral part of the school community, with parents and staff providing the care and support that engender self-esteem, mutual respect and responsibility. Being an Islamic school, Glenroy Private takes seriously its requirement to develop pro-social skills within its students, including the development of respect and responsibility.

A clear anti-bullying policy is well promoted within the school through various posters and other written and graphical materials. It is summarised in every student's school diary. When bullies and their victims are identified, appropriate counselling and sanctions are used. Respect and responsibility are typical qualities which are embedded in the teaching of Islamic values such as fairness, honesty, compassion, courtesy and good citizenship to develop positive and productive attitudes that young people need.

PUBLICATION REQUIREMENTS

Refer to page 4 of Glenroy Private's Educational and Financial Reporting Policy. The policy includes information covered by these requirements and is outlined in the 'Annual Report

Procedures and Publication Requirements' section of the policy. This includes documented procedures and publication requirements pertaining to:

- Publicly disclosing information. The school's annual report is published, and its availability advertised online on the school's website.
- Providing the school's annual report in an online or appropriate electronic form to the VRQA unless otherwise agreed by the VRQA.
- The school producing a report by no later than 30 June in the year following the reporting year that relates to each school year.

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.

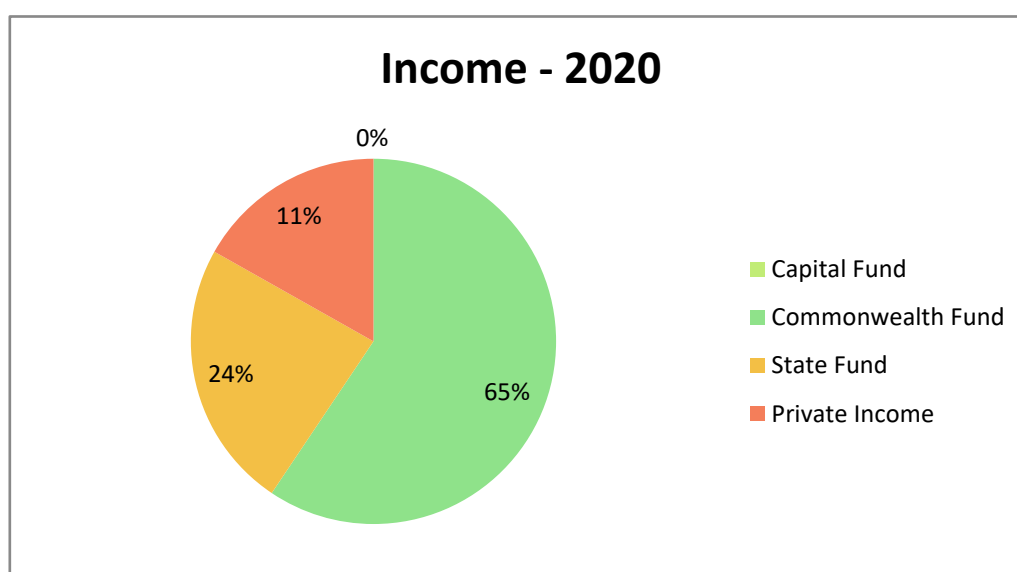
The school treats students and others with professionalism and fairness empowering them with positive attitudes, catering for their needs, stimulating and inspiring them while maintaining order and discipline in their proper perspective. The key issue is to maintain the vision and build a good rapport with students with 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 2020 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 generalised 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, recognising 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 2020 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 2020.



Expenses - 2020

