



**GLENROY PRIVATE**

# Annual Report

## 2024



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## VISION

**Glenroy Private believes that good education fosters the skills and attitudes required for lifelong learning and that the learning process can only be successful with excellent preparation.**

**The school's philosophy is drawn from the teachings of Islam and the belief that every student can flourish. It nurtures knowledge, faith and honesty.**

**The school also advocates living in harmony with other communities by providing learners with the skills that are required to be considerate and courteous to each other in 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 2024 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 Year 2024 has been a very special year with our secondary school stage 1 construction completion. The number of students enrolled at GP has progressed to 519 students. Many officials in the education sector and community leaders alike have praised this amazing and rapid growth of Glenroy Private (GP). In fact, this is a testament to the trust and loyalty of the community in the uniquely balanced product that we present to our students at GP.

Glenroy Private provides an education that encompasses many disciplines including very solid Arabic and Religion programs. To provide a curriculum that covers all key learning areas alongside a robust Arabic and Religious curriculum at the same time, is where the uniqueness lies in our educational product at Glenroy Private. In 2024 we have added more classes to the Primary School and the Secondary School to cater for increased demand of parents to enrol their children at the school.

Academically we are continuing to improve our teaching programs and providing our teaching staff with professional development opportunities to enhance their teaching skills and achieve better students' results. This is evidenced in the yearly progress in our NAPLAN results, ongoing school assessments, mid-year and end of year exams. This year, we have continued to embed the explicit teaching model across all Primary and Secondary classes. To support this, every teacher has been guided and trained by their instructional leaders, mentors, coordinators, and specialist consultants from the industry. In closing, I would like to thank our whole Glenroy Private staff, parents and students and wish best of luck to our year 12 students who will be the third Year 12 graduates in 2024.

Ayman Alwan  
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.

Glenroy Private School (GP) opened its doors in 2012 with 3 pillars encompassed in its motto: Knowledge, Faith and Honesty. It is enlightened by the true knowledge and blessed with the purity of faith, certainty and devotion to the Lord of the Worlds. Since its establishment, it has staunchly retained the sincerity of conduct with parents and students regardless of colour, race and social status.

The school follows the path of the best of Prophets (may Allah raise his rank and protect his nation from that which he fears for it) and adheres to his Sunna. Prophet Muhammad (peace be upon him) did not ask his Lord for an increase in money and children, but rather an increase in knowledge (^Ilm). The love of knowledge and the pursuit of education is the focus of the school's administrators and dedicated teachers who work to achieve this goal by instilling it in the hearts of young learners.

The school recognises the many challenges and responsibilities faced by both our community and the wider Australian society. The school board deeply values the dedication and sacrifices of staff, parents, and students in maintaining a positive learning environment and striving for academic excellence. At all times Glenroy Private continues to foster the love of the true religious knowledge to protect its students and community from hateful extremism.

Overall, I take this opportunity to note that Glenroy Private maintains to be in an excellent position in delivering pure Islamic education and persists to be in front line in pursuing academic excellence. I wish all Glenroy Private family all the best and we promise to continue growing and flourishing serving our community.

Wissam Saad  
Principal

## SCHOOL CONTEXT

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

The school is committed to pursuing academic excellence and to fostering individual abilities in a caring and inspiring educational environment. Glenroy Private's motto 'Knowledge - Faith - Honesty' 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 Victoria, where classes commenced with 34 students Prep – Year Three in 2012 and from there the school expanded and grew rapidly. We have reached 519 students from Prep to Year 12 in 2024.

The school is multicultural, with almost 100% of students coming 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. It also serves as a bridge between teachers and students, as well as the wider community.

The Student Representative Council (SRC), in its eleventh year of operation, had a lot of tasks to fulfil and expectations ahead of them. SRC members and staff were stringent in clarifying the roles and responsibilities of members in 2024 who had the responsibility of representing 519 students.

Year 3-12 students who participated in the Student Representative Council in 2024 maintained a high standard of personal conduct demonstrating leadership qualities by serving as good examples of behaviour throughout the year.

In 2024, 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 Awareness:** 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 grade groups. Posters were also designed and hung around our school to help promote the importance of recycling.
- **Promoting Active Play:** SRC representatives 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 were overwhelmingly 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 were organised by the SRC. A bake stall was also organised for students to enjoy something sweet on the day.

### **Future Projects**

- **Fundraising Activities:** The SRC plans to run more fundraising activities to raise funds for the school. Such as:
  - Lolly drive
  - Sausage Sizzle
  - Craft Sales
  - Tile, art and craft workshop
  - Raffles
  - Read-a-thon
  - Spelling Bee
  
- **Intra school 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 the required equipment on a daily basis to be used by their fellow students.
  
- **Clean School Initiative:** ‘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 will engage students with a “Pick Up Rubbish” motto and will give out 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 enhancing the 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 first 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.

This year, we strengthened student learning with a clear focus on literacy and numeracy. In Maths, explicit teaching and structured lessons helped students master key skills and apply them in real-world situations. In Literacy, the new *Initialit* program provided systematic instruction in phonics, vocabulary, fluency, and comprehension, ensuring consistency across classrooms. Regular progress checks allowed us to support students effectively and celebrate their success. These initiatives have lifted confidence, engagement, and achievement, while building strong foundations for future learning.

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 informed of the most up-to-date changes. Additionally, 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 and to answer any queries from the parents.

# SCHOOL PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATION

## School Performance in National Assessment Program - Literacy and Numeracy

Total number of students who participated in the 2024 NAPLAN:

Year 3: 68 students	Year 7: 61 students
Year 5: 61 students	Year 9: 34 students

	Year 3							
	% Of students Need Additional Support		% Of students Developing		% Of students Strong		% Of students Exceeding	
	School	State	School	State	School	State	School	State
Reading	23.5%	7.7%	38.2%	18.6%	33.8%	47.7%	4.4%	23.5%
Writing	11.8%	3.5%	23.5%	13.8%	64.7%	71.8%	0.0%	8.3%
Spelling	19.4%	8.8%	31.3%	26%	46.3%	46.7%	3.0%	16.1%
Grammar and Punctuation	28.4%	12.8%	44.8%	28.1%	25.4%	45%	1.5%	11.5%
Numeracy	22.1%	7.1%	39.7%	22.9%	35.3%	55.1%	2.9%	12.5%

	Year 5							
	% Of students Need Additional Support		% Of students Developing		% Of students Strong		% Of students Exceeding	
	School	State	School	State	School	State	School	State
Reading	23.0%	5.6%	39.3%	15.6%	36.1%	51.3%	1.6%	25.2%
Writing	19.7%	5.1%	39.3%	19.1%	37.7%	60.8%	3.3%	12.6%
Spelling	14.8%	7.8%	31.1%	20.7%	44.3%	47.9%	9.8%	21.3%
Grammar and Punctuation	26.2%	8%	34.4%	22.8%	39.3%	52.1%	0.0%	14.7%
Numeracy	18.3%	6.3%	41.7%	20.3%	40.0%	56.8%	0.0%	14.3%

	Year 7							
	% Of students Need Additional Support		% Of students Developing		% Of students Strong		% Of students Exceeding	
	School	State	School	State	School	State	School	State
Reading	18.0%	7.1%	24.6%	19.1%	50.8%	49.7%	6.6%	22.3%
Writing	9.8%	6.4%	37.7%	20.5%	47.5%	51.7%	4.9%	19.6%
Spelling	13.1%	7.1%	14.8%	18.4%	55.7%	49.6%	16.4%	23.1%
Grammar and Punctuation	23.0%	11%	31.1%	23.9%	41.0%	47.2%	4.9%	16.2%
Numeracy	26.2%	7.3%	34.4%	21.3%	37.7%	55.2%	1.6%	14.5%

	Year 9							
	% Of students Need Additional Support		% Of students Developing		% Of students Strong		% Of students Exceeding	
	School	State	School	State	School	State	School	State
Reading	5.9%	8.5%	52.9%	22.8%	41.2%	46.5%	0.0%	19.9%
Writing	11.8%	7.9%	38.2%	23.9%	44.1%	43.6%	5.9%	22.5%
Spelling	11.8%	6.2%	26.5%	19.1%	52.9%	56.5%	8.8%	16.1%
Grammar and Punctuation	20.6%	12.8%	50.0%	29.5%	23.5%	40.4%	5.9%	15.1%
Numeracy	14.7%	8.5%	44.1%	23.9%	41.2%	55.4%	0.0%	10%

## REPORTING REQUIREMENTS

### STUDENT ENROLMENT

The school total enrolment figure in 2024 was 519 students. There were 256 females, and 263 males enrolled at Glenroy Private. From a percentage perspective, there were 49% females and 51 % males from Prep to Year 12. 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.

2024 STUDENT ATTENDANCE RATE	
EDUCATIONAL LEVEL	ATTENDANCE RATE
Foundation	90%
Year 1	90%
Year 2	88%
Year 3	86%
Year 4	89%
Year 5	86%
Year 6	85%
Year 7	86%
Year 8	84%
Year 9	84%
Year 10	79%
Year 11	90%
Year 12	95%
School Average	87%

Parents are requested to phone the office before 8:40am or notify school using Sentral Parent Portal if a child is to be absent from school. Any unexplained absences will be investigated after this time. Parents are required to inform the admin office 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 and sick days taken by staff members at Glenroy Private in 2024 was 8.53 days.

The retention rate of staff between the start of 2024 and the end of 2024 was 95 %.

### 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 2024, 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:

#### Staff Professional Development 2024

PD Courses	Facilitator
Child Protection and Mandatory Reporting	School Based
Duty of care and Code of Conduct	School Based
Islamic awareness policy	School Based
Maths Mastery Series Programs	Maths Mastery

School Policies and Procedures	School Based
Windows 11 and Office 365 training	ASI Solutions
Sentral LMS Training	Sentral
First Aid course	CPR First Aid
Explicit Teaching (Modules 1 – 8)	External Consultant
Differentiating Curriculum and Assessments	School Based
VCE Teaching and Resources	Child Wise
Mathematics Conferences	Maths Assoc of VIC
SAC designing	MLTAV
Using AI	MLTAV
Biology, Psychology Conference	STAV
Surviving to thriving	VASS
VCE Day	DLTV
Mathletics PD	Mathletics
Sentral (Attendance and Report Writing)	School based
Restorative Behaviour Management	School Based

## SENIOR SECONDARY OUTCOME

At Glenroy Private, the Senior School is dedicated to providing a well-rounded education that supports both academic success and personal growth. We offer a broad range of subjects to meet the diverse interests and pathways of our students, helping them reach their full potential. In 2024, we proudly celebrated the graduation of our third Year 12 cohort, with students completing 8 VCE subjects and achieving an increase in the average study score. All our graduates secured a place in a tertiary course of their choice, reflecting their hard work and commitment.

The destination courses include Bachelor of Architectural Design, Bachelor of Teacher Education, Bachelor of Law.

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

### **Aim**

The aim of the welfare program 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 his role in pastoral care, has the responsibility of developing working relationships with external agencies including access to counselling 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

**At 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 others 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](http://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 have been reviewed during 2024. Most policies are available on the school's website at [www.glenroyprivate.vic.edu.au](http://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. 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

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.

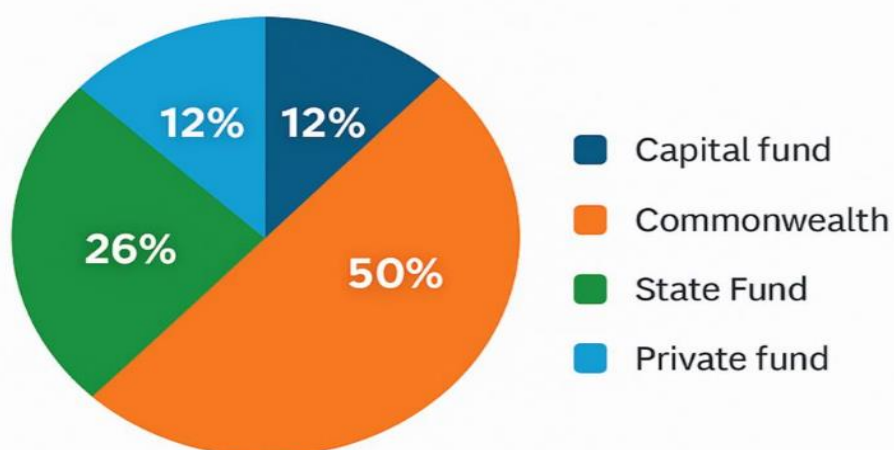
The school treats students and others with professionalism and fairness empowering them with positive attitudes, catering for their needs, stimulating and inspiring them while maintaining order and discipline in their proper perspective. The key issue is to maintain the vision and build a good rapport 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 2024 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 Coordinators indicates that during 2024 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 new 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 2024.

## Income 2024



## Expenses 2024

