



EAST PRESTON ISLAMIC COLLEGE SCHOOL NO. 1972

ANNUAL REPORT 2008



INTRODUCTION

For the College, 2008 has not only been another demanding, busy and hectic year, but more importantly it has been a very fulfilling year. Our College community has once again grown in numbers and more excitingly, our future, with a large number of enrolments, looks very promising indeed.

2009 is going to be another exciting year. Secondary students will be introduced to VET and VCAL courses as well as doing their VCE and all Year 10 students will be enrolled into one Year 11 VCE subject while they are studying in Year 10. This will certainly give them experience of what is expected of them when they start their full VCE courses.

An important aspect of school life that has come into fruition this year was the new found enthusiasm and pride of representing the East Preston Islamic College family. It can be seen in the way our students act and talk about our school. With this instilled culture, we at the College feel confident that this culture will stream down to the younger students and eventually create an unbreakable College-student bond that will last for the ages.

2008 has been full of many memorable moments, events and successes. Installation of brand new computers for both computer rooms, launch of the College Website, a very pleasing and promising NAPLAN test results, debating, participation in the Building Bridges Program, participation in the Premier's Reading Challenge, incursions and excursions and the list goes on. One thing that stands out in my mind out of all this is the ongoing commitment of our responsible students. They all, as a proud student of East Preston Islamic College, demonstrated the true spirit of competition, they have all entered, and were great role models for the rest of the College. I, on behalf of the College community want to once again thank and applaud their efforts this year and wish them all the best and continued success in the future.

Another aspect of College life that came out of this year was the reinforcement of the great support and commitment shown by all the parents. It is, after all the parents who hold the key in their children's education and therefore to see such support by them is truly an encouraging sign. On behalf of everyone at the College I would like to extend all of our best wishes to the parents and would encourage them to keep supporting their children's education.

I would also like to take this opportunity to mention and acknowledge all the hard work, commitment, devotion and outright love our teachers have not only for the students but also for this institution. They are the ones who keep the ball rolling and encourage our kids to learn.

Ekrem Ozyurek

Principal

LOCATION AND PROFILE

East Preston Islamic College, established in 1998, is a successful Year Prep- Year 12 school located in East Preston, Melbourne. It provides an excellent foundation for a wide range of academic and vocational futures for its students via a comprehensive curriculum.

The College is located right next to Northland Shopping Centre and Preston North East Primary School, Northland Secondary College and Preston Special Development School are its closest neighboring schools. It can no doubt be identified as a school with the low to very low socio-economic status and with the highest levels of ethnic diversity. The student population at EPIC reflects this cultural diversity. EPIC mainly attracts students with Islamic background. The school attracts considerable enrolments in all levels through word of mouth and its bus service which covers a wide area of Melbourne. The College is also registered to accept fee paying overseas students. There is an apparent retention rate in all year levels. The College is the first choice for new arrivals because of its ESL (English as a Second Language) and support program. Overall student performance is constrained by the high proportion of students from ethnic backgrounds for whom English is a second language.

East Preston Islamic College has highly qualified staff members who are motivated, dedicated, experienced, supportive and hard working. In providing a comprehensive education, teachers offer a carefully planned core and elective programs from Prep to Year 10. The aim is to include all, allowing and encouraging students to develop their thinking and enquiry skills as autonomous, self-directed learners in each of the eight key learning areas.

STRATEGIC DIRECTIONS

STUDENT WELL BEING

Context

EPIC is committed to provide a positive, safe, caring, challenging and supportive environment where staff and students work co-operatively to achieve both academic and spiritual excellence and to develop a commitment to continuous learning and effective participation within the wider community.

Objective

To provide a safe and supportive environment that encourages positive relationships between students, their peers and teachers.

Action Taken:

- Anti bullying policy was developed and displayed in each classroom

- Australian core values were explained to students and displayed in each classroom
- A psychologist visiting school once a week to work along with the School Counselor to support students with special needs
- ‘Sticks and Stones’ incursion, by a production group, focusing on anti bullying for Primary School
- Life Education for P-6 classes
- Islamic activities and competitions held during Ramadan
- JSC (Junior School Council) established in Primary School
- (Senior)SRC students have been actively participating and helping in school events and fundraisers
- SRC members meet every week to discuss about student issues and how we can improve the school
- Regular incursions and excursions for students for practical experiences and learning
- Year 10 & Year 11 students interacted with Bialik College (Hawthorne) students through the ‘Building Bridges’ Program to develop friendship through dialogue
- Islamic studies curriculum has been designed to include the character education program, which weaves universal moral values of compassion, honesty, truthfulness, courage, tolerance and forgiveness into daily activities.

Outcomes

- Students are fully aware of the anti bullying policy, therefore decreased conflict between peers and increased self esteem
- Improvement in students’ general behaviour both inside and outside the classroom
- More respectful attitude towards teachers

RECOMMENDATIONS/IMPROVEMENT PLANS FOR 2009:

- Whole School professional development training with expert help for teachers will be put in place to develop a Behavior Management Plan based on students’ needs.

LIBRARY

Context

The mission of EPIC library is to support and enhance the reading research and informational needs of the staff and students to support the school curriculum frameworks. The library meets these needs by acquiring, processing and providing a wide range of quality resources in a variety of formats.

Objective

- equip students for life-long learning skills and develop the passion and imagination, so they become knowledge seekers and responsible citizens
- foster a love for reading. The library is central in implementing the school's goals for excellence in education and learning
- establish Library practices designed to promote student success
- provide guidance to students in their reading interests and research needs
- provide a courteous environment conducive to learning

Action Taken:

- Additional resources to cater for students' educational needs and VELS linked Teacher Resource Books were purchased
- EPIC library has an on-line database of more than 20,000 items including access to The Age
- Schools Archive and ANZ Reference Center

Outcomes:

- 66 students from Primary and High School received the Premier's Reading Challenge Certificates

RECOMMENDATIONS/IMPROVEMENT PLANS FOR 2009:

- A bigger and spacious library
- Develop a comprehensive library program which supports the school curriculum
- Expand the library with a multimedia room and a quiet study area for research where teachers and students can work and research cooperatively
- Invite an author for a Creative Writing workshop
- More activities for Book Week and Multicultural Day

ICT (INFORMATION COMMUNICATION TECHNOLOGY) A TEACHING AND LEARNING TOOL

Context

With the introduction of VELs in 2006, ICT has become an integral part of the curriculum in both, Primary and Secondary schools throughout the Victorian state. VELs focuses on ICT resources as tools that are part of the learning and teaching environment for the students and the teachers. These tools should exist in a School environment to make teaching more effective and learning more exciting, creative, challenging, dynamic and beneficial in terms of achieving an improved level of understanding for the student.

During 2008 EPIC has continued to expose students to a technology based educational setting, where College facilitates the use of ICT in teaching and learning.

Objective 1

To provide all students with the experience and skills of ICT that they will use in a rapidly changing technological world.

Action Taken

- ICT strategic planning was written and implemented
- Installation of brand new computers in both the IT Labs with the support of Federal Funding
- First College website was created and launched
- An interactive whiteboard was introduced which is readily available for classroom use
- The Secondary School laboratory and the Library were equipped with data projectors and screens to use for day to day teaching and learning presentations.
- Every primary School classroom has two IBM desktop computers to work with a range of software applications.

Objective 2

Teachers have a curricular that fully integrates Information and Communication Technology.

Action Taken

- Staff attended a PD on "Incorporating VELs into Whole School Curriculum" delivered by Dr. Mauri Hamilton
- Kahootz 3 was purchased and installed on each machine in both IT labs
- Mavis Beacon Teaches Typing was purchased and installed on each computer
- Two ESL programs were purchased and installed on 5 computers in each lab

- MS office suite 2007 was installed on each computer in each lab
- Paint shop pro was purchased and installed on each computer
- Students used technology to research topics and develop issues
- Students used paint shop pro to edit pictures for the School publications

Outcomes

- Staff competence increased on basic computer operations
- Students indicated much greater confidence in using computers
- Students demonstrated improved skills in computer applications

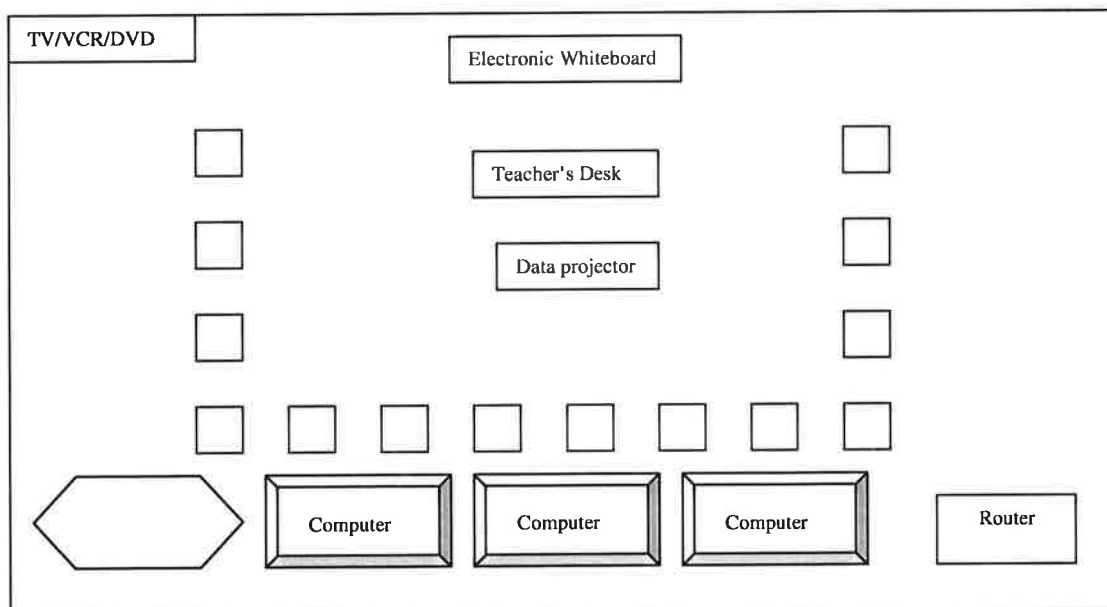
Gender was not a significant issue in displaying the above skills

In 2007, a survey was done about the availability of computers and Internet at home for EPIC students and results showed that only 50% Students had access to a computer at home and only 30% had access to the Internet.

RECOMMENDATIONS/IMPROVEMENT PLANS FOR 2009:

- More ICT professional development training for staff

Future classroom Scenario



LITERACY

Context

At East Preston Islamic College Most of our students are from non English speaking background whose parents have no or less developed literacy skills. The Literacy Curriculum is designed considering our students' needs, background, interests, strengths, weaknesses and ways of learning thus placing the learner at the centre of curriculum planning. There is connectedness between the strands, domains and dimensions of the Victorian Essential Learning Standards across the levels to ensure coherence, continuity and balance. The pedagogy, assessment and reporting are linked to the standards. We aim to reduce the level of disparity in student achievement between and within classes through a coordinated approach to learning and teaching across different year levels. Teachers are encouraged to build knowledge and expertise together as they share responsibility for improving student learning outcomes.

Objective

To improve student performance in the ESL and Literacy for all children in early years.

Action Taken

We have brought in changes in year 2008 to develop the literacy teaching strategies deeply considering the learning needs of our students and are aiming at future advancements. A report of the changes, plans and development are as follows:

- **The Time Table**
Changes were made to the structure of the Timetable in 2008. Earlier with the Traditional Approach, we had 8 Literacy blocks per week. The number has been increased to 13 since Term 2 this year. The number of Specialist periods has been reduced to aid this. We had uninterrupted Literacy blocks during mornings for Prep -4 classes.
- **SRA Reading Lab**
SRA Reading Lab was introduced to improve comprehensive skills according to NAPLAN expectations and encourage independent learning
- literacy strengths and weaknesses of our students were identified **and achieved the following outcomes for most of the students by the end of the year:**

End of Prep Year:

- Gain knowledge of initial sounds
- Listen to and follow simple instructions
- Write the alphabets
- Recognise 2 to 3 letter words e.g., am, can, etc.
- Draw a picture and write a simple sentence using correct punctuation e.g., I am a boy.
- Respond to and ask /answer simple questions e.g., what is your name? etc.
- Listening to a story, retelling and illustrating
- Establish a firm pencil grip while writing
- Reading pictures using basic words
- Recognise at least 50 Most Commonly Used Words

End of Year 1:

- Know the 100 Most Commonly Used basic Words
- Know the initial sounds and write the alphabets correctly using capital and small letters
- Writing 5 to 8 sentences using correct punctuation and grammar
- Retell a story in their own words
- Able to link oral activity with written work

End of Year 2:

- Able to write a page of diary entry
- Able to retell and write a story in their own words using correct punctuation and grammar
- Write a story in 1 to 2 pages of story following the correct structure of narratives
- Read a page of story fluently and answer simple questions
- Talk about, describe and share information with their peers and adults using correct spoken language

End of Year 3:

- Read and retell a couple of pages of story using correct spoken language
- Write 2 to 3 pages of story following the correct structure and language features of narratives
- Learn structure and language features of recounts, reports, procedures
- Able to use skimming and scanning techniques
- Able to transfer oral language in written form
- Gain knowledge of grammar usage e.g., Parts of Speech, Direct to Indirect

- Gain knowledge of punctuation like speech marks, apostrophes

End of Year 4:

- Read fiction and non-fiction books and summarize the content orally and through writing
- Interpret purpose and main ideas of texts and make inferences from a variety of texts
- Locate, select and record key information from texts
- Learn to spell most one – and two- syllable words with regular spelling patterns and use sound and visual patterns when attempting to spell unfamiliar words
- Learn the basic Spelling Rules e.g., adding ‘ed’ and ‘ing’, spelling rules for plurals
- Write a variety of simple and compound sentences using the correct verb tenses
- Use punctuation to support meaning, including exclamation marks, quotation marks, and accurately use full stops, commas and question marks
- Write narratives, recounts, reports, procedures, autobiographies, biographies, formal and informal letters following the structure and language features of the genres
- Write in logically ordered paragraphs, using different sentence beginnings
- Rewrite Fairy Tales including imaginary characters and create sequels
- Use the dictionary to correct spellings of their own written drafts
- Plan, Compose, Record, Revise and Publish various text types
- Learn to use MS Word to publish written text
- Develop grammar knowledge on Parts of Speech, Direct /Indirect, Tenses, Degrees of Comparison

End of Year 5:

- Plan, rehearse and make presentations in front of the class for different purposes
- Adjust speaking according to context, purpose and audience, vary tone, volume and pace of speech to create or emphasize meanings
- Identify the main idea and supporting details of spoken texts and summarise them for others
- Read and comprehend a wide range of texts
- Read, interpret and respond to everyday and media texts in prints
- Use spelling rules, phonic and letter patterns to spell words
- Plan, write and produce in print a range of texts using the appropriate structure and language features
- Use MS Word and MS PowerPoint techniques to present information on topics being learnt
- Learn research skills using library resources like encyclopedias and websites
- Develop prior grammar knowledge and further learn about idioms, similes, active and passive sentences

End of Year 6:

- Research, plan, rehearse and make presentations in front of class for different purposes using OHP, Slide Shows, created posters, books and brochures
- Develop speaking according to context, purpose and audience, varying tone, volume and pace of speech to create and emphasize meanings
- Identify the main idea and supporting details of spoken/ written texts and summarise them for others orally and through writing
- Understand and write about audio /video segments
- Read and comprehend a wide range of texts
- Read, interpret and respond to everyday and media texts in prints
- Use spelling rules, phonic and letter patterns to spell words
- Plan, write and produce in print a range of texts using the appropriate structure and language features
- Use MS Word, MS Power Point and Publisher to create texts, slide shows, invitation and brochures
- Develop research skills using library resources and search engines
- Develop prior grammar knowledge and effectively use it in writing

ESL

Two ESL classrooms were set up for ESL teaching by 4 qualified ESL teachers. They teach 30 periods of ESL a week in P-6 and 25/week for 7-12. The New Arrival students and other students rated as ESL students attended these sessions.

PROFESSIONAL DEVELOPMENT:

Teachers attended PD seminars conducted by AISV and Scholastic, the recent ones attended /registered being:

- a. Comprehension – Developing a thoughtful Literacy
- b. Literacy – Reading to Learn
- c. Literacy – Students with Language Difficulty in Primary School
- d. Literacy Strategies for Group Work
- e. First steps – Speaking and Listening
- f. Comprehension for Reluctant Readers
- g. Developing Effective ESL programs
- h. Literacy Assessment and Teaching
- i. First steps - Writing
- j. Literacy – Guided Reading
- k. Literacy – Reciprocal Reading
- l. Reading Recovery

m. Understanding Oral Language

The school participated in the Reading 2 Learn Literacy Research Project for Upper Primary organized by AISV. Student Samples would be reviewed each term and the progress in writing monitored until end of the year for a group of Grade 6 students. Upon success of the project, the information would be passed on to the rest of the Primary teachers in order to implement the suggested teaching methods to the rest of the school.

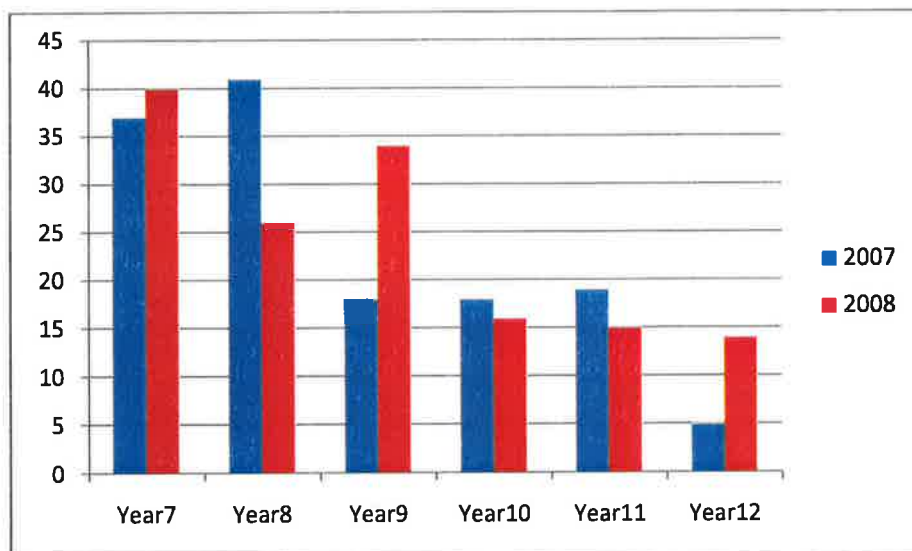
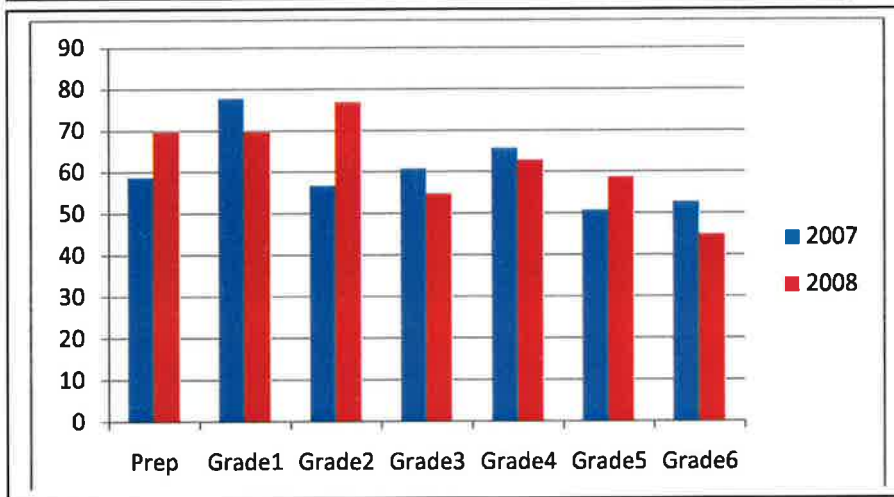
In addition Dr. Peta Heywood of La Trobe conducted on going Literacy PD sessions and Workshops this year (first session being conducted on 14th of May) besides acting as a consultant for improving the Literacy levels of Primary students.

RECOMMENDATIONS/IMPROVEMENT PLANS FOR 2009:

- More Professional Learning for teachers
- To Introduce the THRASS language program into junior classes
- All students from P-6 would use 'Everyday Grammar' books which includes Teacher resource to cater for mixed abilities
- More number of ESL teachers to support our ESL students
- Additional resources for 'hands on' Literacy activities would be purchased
- Literacy Resource Room to be developed
- P-6 students would use 'Homework Contract' Books
- ESL students encouraged to develop community links and interact with other schools

STUDENT ENROLMENT

Student Enrolment by Year Level (2007-2008)



The Enrolment census statistics for the last two years are:

Year	Total No. of Students
2007	563
2008	584

At EPIC there is a fluctuation in student enrolment throughout the year because of students leave to go overseas and then they come back within 6 months to 2 years time period. In 2008, there is a slight increase in student enrolments.

KEY STUDENT OUTCOMES

ACADEMIC ACHIEVEMENT VCE

At EPIC a limited number of VCE subjects were offered due to a small number of students enrolled in VCE. In 2008, a total of 14 students were enrolled and 13 graduated with average results. The median enter for VCE in 2008 was 50.

POST SCHOOL DESTINATIONS

YEAR 12 ACADEMIC RESULTS – 2008

Median Enter for class of 2008 – 50 (14 Students)

9 students secured places in the university

2 students secured places with NMIT

2 unknown

RECOMMENDATIONS/IMPROVEMENT PLANS FOR 2009:

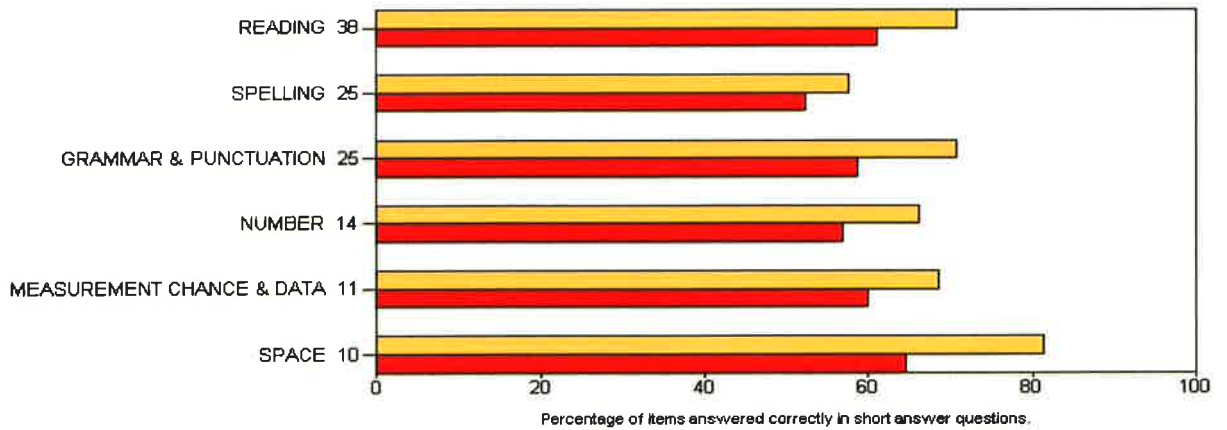
- Introduce VET and VCAL courses
- Introduce more VCE subjects depending upon the number of students
- Form partnerships with neighbouring Schools
- Introduce lunch time or after school classes to meet the needs
- Offer extra assistance after school or on the weekend

NATIONAL ASSESSMENT PROGRAM- LITERACY AND NUMERACY

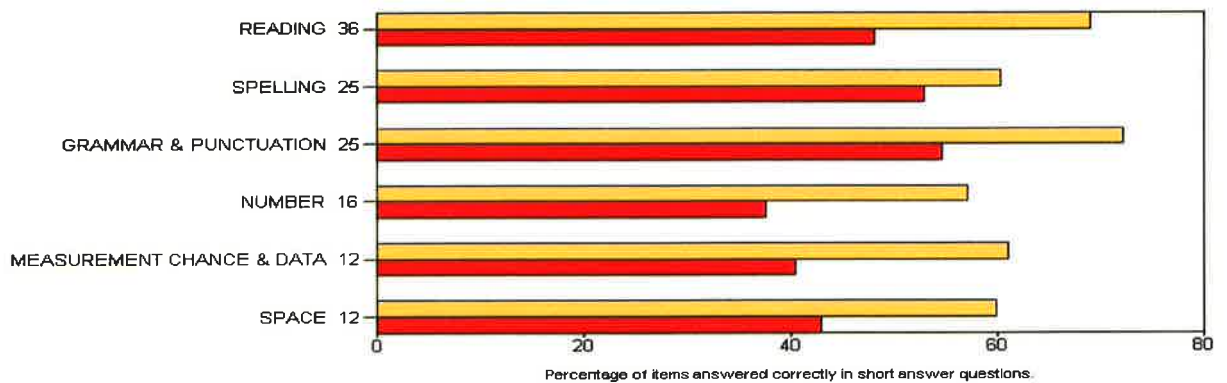
During 2008, all students in Years 3, 5, 7 and 9 participated in the National Assessment Program – Literacy and Numeracy.

In Reading, Writing, Spelling, Grammar and Punctuation and Numeracy and in each year level, some of the EPIC results were quite pleasing.

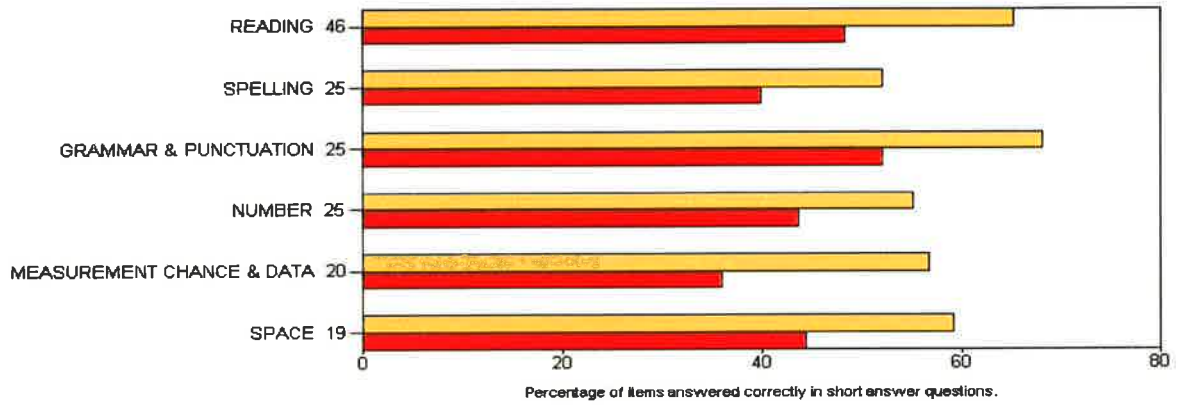
Year 3



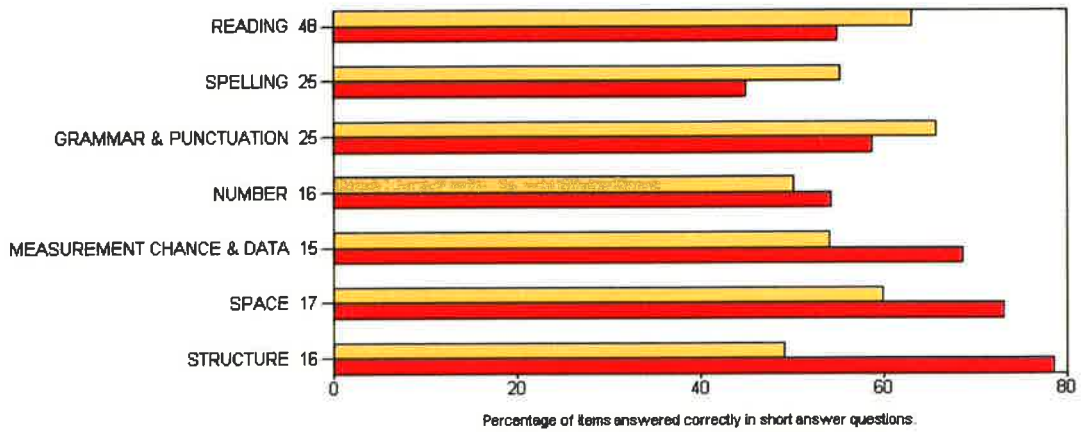
Year 5



Year 7



Year 9



Student Attendance

The most significance category of absence was identified as students going on holidays overseas. In 2008, the student attendance was 89%.

RECOMMENDATIONS/IMPROVEMENT PLAN FOR 2009

- Unexplained absences will be considered unacceptable
- Lateness will be defined and monitored
- Advising parents on parent information evenings to plan their overseas holidays in such a way that their child/children's education is not interrupted.

Proportion of year 9 Students retained to year 12

In 2005, 29 students entered Year 9 at the College and 14 of them completed Year 12 in 2008. This represents a retention rate of 48.2%.

RECOMMENDATIONS/IMPROVEMENT PLAN FOR 2009

- The School will continue to develop programs to improve retention in year 12 for e.g. by offering more VCE subjects and VET/VCAL courses through partnership with neighbouring schools.

Staff Attendance

At the end of 2008 School year, the College employed 54 teaching and non teaching staff. The average number of personal leave days (sick and carer's leave) taken per staff member in 2008 were 8.7.

Teacher Qualifications

All teaching staff have tertiary qualifications and are registered members of the Victorian Institute of Teaching. Approximately 50% hold a higher degree such as Masters or Doctorate.

FINANCIAL REPORT

EPIC INCOME	2008(\$M)	2007(\$M)
Recurrent Income -Tuition	524,764	491,793
Recurrent Grants – State Government	1,760,918	1,436,180
Recurrent Grant- Commonwealth Government	3,003,229	2,785,873
Other Income	121,631	548,464
Total Income	5,410,542	5,385,774

EPIC EXPENDITURE	2008(\$M)	2007(\$M)
Staffing Expenses-salary related	3,759,612	3,291,129
Non-Salary expenses	443,420	650,158
Buildings and Building Occupancy Expenses	1,726,261	219,367
Depreciation	98,331	80,513
Total Expenditure	6,027,624	4,241,167