



## EAST PRESTON ISLAMIC COLLEGE

# Contents

Contents	2
EPIC Mission & Vision	3
Excellence in Education	5
Nurturing Early Learners	8
Nurturing the Whole Child	10
Years Three to Six	12
Years Seven to Nine	14
Encouragement and Commitment	16
Victorian Certificate of Education (VCE)	18
VCAL at EPIC	20
Vocational Education & Training (VET)	22
Health & PE	24
Student Well-Being	26
Healthy Eating at EPIC	28
Learning Support and Additional Educational Needs	30
Enlightening Students	32
Arabic at EPIC	34
English as an Additional Language (EAL)	35
Other Information Enrolment	36
Parent Engagement and Involvement	40
Stimulating Learning Environment	42

# EPIC Mission & Vision

## Our Mission

*Our mission is to provide a positive learning environment where staff and students work cooperatively to achieve their best, developing a commitment to continuous learning. The core values of the school are learning, achievement, respect, commitment and fairness.*

## Our Vision

*The vision of the College is to ensure excellence, in both academic and Islamic development, with continuous progress towards producing a new generation of Muslims who are committed, compassionate and hard working citizens, and who are ready to contribute positively and productively to the Australian society.*



# Excellence in Education

## Principal Message

Assalamu Alaikum Warahmatullahi Wabarakatuhu

In the Name of Allah, the most Gracious, the most Merciful, the Mercy-giving. Praise is to Allah whom we ask for help, protection and forgiveness. We seek the protection of Allah from the sins of ourselves and our deeds. No one can misguide whom He guides and whom He does not guide will never find a guide.

East Preston Islamic College, first established in 1998, is a K-12 co-curricular school which provides an excellent foundation for a wide range of academic, Islamic and vocational and training pathways for its students via a comprehensive curriculum.

Our students are empowered to learn and achieve their goals here and hereafter, in line with our school motto 'Success here and hereafter.' We provide a nurturing Islamic environment where students are taught skills to lead and use their voice to enact positive change through a curriculum driven by values taught by the Prophet Muhammad (s). We aim to foster a lifelong love for learning and a pursuit of excellence in education and in life.

Our vision at East Preston Islamic College is to prepare the next generation of Muslims

to be committed, compassionate and hardworking citizens, who are ready to contribute positively and productively to the Australian society. The College aims to ensure that the diverse needs, achievements and strengths of every individual within our learning community are recognised and celebrated through a supportive environment that builds on the strengths within our unique Islamic community.

We realise the joint responsibility we share in helping your child to grow and develop to their natural and full potential. At East Preston Islamic College, we welcome the active participation and assistance of parents and guardians in our school life.

It is my pleasure to welcome you to our College Community and hope and pray to Allah (swt) that you will be as excited as we are of the opportunities on offer at East Preston Islamic College.

**Neil Hysni Hasankolli**  
*Principal*





## Our Philosophy

The school philosophy can best be summarised as follows:

East Preston Islamic College (EPIC) is a non-for-profit, independent, coeducational school offering the Victorian Curriculum from Kindergarten to Year 12 and operates in an Islamic cultural and religious tradition, under the direction of the EPIC School Board. Our staff and students are expected to follow the principles and values of the Islamic faith.

EPIC has a low fee structure so that it is possible for all interested families to attend. The College's aim

for our students is to achieve excellence in academic performance and to embrace Islamic values so that our graduates will exemplify the College motto:

*Success Here  
& Hereafter*



## Our Goals

- Develop student's ability to think clearly, use intellectual reasoning to solve problems and make rational decisions;
- Inspire and motivate students to learn Islamic values;
- Nurture the individual child's unique potential to allow full development of their creativity and sensitivity, and encourage personal integrity, love of learning and self-fulfillment alongside Islamic Faith and Spirituality;
- Diagnose the learner's needs and abilities, and design instructional strategies that develop skills and competencies in a step-by-step, sequential manner;
- Transmit to young people the basic knowledge, skills, academic concepts and values necessary to interpret, participate in and 'be a contributing citizen in a democracy';
- Create an intense awareness of the critical social and environment issues, and develop a consciousness of responsibility and reform to ensure the survival of society and to maintain a safe and violent free community;
- To encourage the highest level of community and parental involvement.





## Nurturing Early Learners

The Early Learning Centre (ELC) at East Preston Islamic College creates a pathway for each child to discover, learn and grow. In an Islamic environment and through creative programs, children aged three to five get opportunities to acquire the skills to think for themselves and grow in every aspect of their lives. Most importantly, they have fun and play as they learn to make sense of their world during this important time in their development.

We provide experiences that nurture and support each individual child. Our programmes are expansive and educational, recognising that early years is a time of discovery, exploration, investigation questions and learning in meaningful ways. In addition to the Victorian Early Years Development Learning Framework (VEYDLF), we use the Kathy Walker Learning approach which is a holistic approach to teaching and learning that has an emphasis on developing students to become independent learners, critical and creative thinkers, and build

resilience and a sense of self. Furthermore, children engage with developmentally appropriate activities that nurture their Islamic etiquettes, imagination, individuality, relationship building skills, emotional wellbeing and sense of community.

Through these programmes the children gain the necessary skills to make a smooth transition into primary school, they become cooperative, persistent, creative and articulate individuals. Literacy and numeracy are embedded and incorporated with the Specialist Programme, which includes Library, Creative Arts, Physical Education, Arabic, Islamic Studies, and Quran.

The Early Learning Centre uses a digital, play-based language learning program called ELLA (Early Learning Languages Australia) to further enhance children's Arabic skills. Through this additional resource, students get the opportunity to engage with and communicate in the Arabic language.



# Nurturing the Whole Child

## Early Years Programs

The aim of the East Preston Islamic College's Early Years Program is to give every student an encouraging, rewarding and enjoyable experience at school. Our focus is not just on academic development, but the physical, spiritual, emotional and social needs of every child. As such, we offer a multi-faceted curriculum to extensively cover all these dimensions of education. Every child is unique in his or her own way. We encourage all children to strive for excellence in all areas of development.

Literacy and Numeracy skills play a pivotal role in the early years for a student as part of the school curriculum.

### The subjects offered are:

- English
- Mathematics
- Integrated Studies (*Humanities/Science*)
- Digital Technology/Design and Technology
- The Arts
- Physical Education
- Arabic (*Languages Other Than Teaching English*)
- Islamic Studies
- Quran
- Wellbeing Program (*Better Buddies Foundation Students and Year 5s*)

Literacy and Numeracy skills play a pivotal role in the early years for a student as part of the school curriculum. We take pride in our THRASS program, which has proved to be an effective teaching tool to develop literacy skills in students using charts, Interactive Whiteboard and teacher instruction. Individual needs of a student are taken care of by Our Learning Enrichment staff. Activities are centred around the learning areas with a continual emphasis on ICT skills.

A range of structured inquiry topics focus on developing the key inquiry skills of asking questions, finding out and sorting information from a variety of sources. By being aware of the parts that make up the whole, a teacher can help children learn the skills necessary to plan and carry out successful inquiry investigations. Students develop their interpersonal skills and are supported with different strategies through the inquiry process. When learners interact with the world in a scientific way, they find themselves observing, questioning, hypothesising, predicting, investigating, interpreting, and communicating. Interactive experiences like excursions and incursions support the process of Inquiry Learning.

Thinking skills and problem solving activities are essential features of our curriculum. ICT is incorporated into all areas of the curriculum. We are committed to ensure that our students from East Preston Islamic College have every opportunity to develop initiative and independence.

*When education is viewed as inquiry, important things happen. The focus of education becomes learning and the task of teaching becomes one of supporting the inquiry process.*  
- Harste (1993)





# Years Three to Six

## Building Upon Solid Foundations

At East Preston Islamic College, we build a strong foundation for the Year Three to Six students in the crucial Primary years of learning. Students learn to be responsible, to manage and organise their learning to develop work habits. We encourage students to become independent and actively take a part in the learning process. Students learn to become responsible and learn to appreciate different viewpoints. We inculcate the ability of working as a team into the students with planned and meaningful activities that require sustained focus, interaction and decision making. Co-operative learning strategies are followed to develop a better understanding about the learning process. Students learn to become independent and the notion of interdependence is encouraged. Abstract thinking is

promoted into the students to undertake activities for longer periods.

The subjects offered are:

- English
- Mathematics
- Integrated Studies (Humanities/Science)
- Digital Technology/Design and Technology
- The Arts
- Physical Education
- Arabic (Languages Other Than Teaching English)
- Islamic Studies
- Quran

The curriculum emphasises the development of literacy and numeracy competence. We take pride in our THRASS program, which has proved to be an effective teaching tool to develop literacy skills in students using charts, Interactive Whiteboard and teacher instruction. Individual needs of a student are taken care of by Our Learning Enrichment staff. Activities are centred around the learning areas with a continual emphasis on ICT skills.

Students continuously expand their technology skills as each student has an assigned computer to help enhance their knowledge, skills, and concepts in the classroom. The opportunities to explore a wider range of sources of information have helped to cultivate research skills in students. Use of Interactive Whiteboards for whole class or small

group instruction has enabled students to continue to develop their understanding of technology as a powerful learning tool.

Our curriculum activities carried inside and outside the classroom provide our students with opportunities to develop their skills and abilities. Through the use of pastoral care, students are encouraged to respect the rights of others to learn and be safe whilst striving to adhere to our college values.

Parents play an important role in the development and education of their children in the Primary School years as we prepare them for the challenges and exciting opportunities they will encounter during their secondary experiences and beyond.



# Years Seven to Nine



## Secondary School Curriculum

Secondary School embarks a new journey for every student. We undertake a Transition Program for a smoother progression of the Students to Secondary School. The Transition Day is organised in Term 4 prior to the Grade 6 Graduation. The students are put through engaging and exciting activities in key learning areas such as English, Mathematics, Science and Drama. Transition Program helps the students to get familiar with teachers and the Secondary School structure.

### Year 7- 9 Curriculum

Teachers in Secondary School work in collaboration around the goals of the students. The curriculum is devised in such a way that it meets the students' needs and builds up a comfortable environment for the students as well as the teachers. Assessment projects and tasks are designed as per the curriculum framework and design for all the subjects. Teachers take down formative assessment to understand the learning needs of a student. End of semester

examination is undertaken as a formal exam condition to prepare students for senior years.

In the Years 7 – 9, students are required to study the following subjects:

- English
- Mathematics
- Science
- History
- Geography
- Visual Arts
- Drama
- Design Technology
- Health and Physical Education
- Arabic
- Quran (recitation)
- Islamic Studies

An additional Progressive Assessment Test is conducted once a semester to analyse the progress and aptitude of students. This helps to design and modify the curriculum according to the students' potential.

## Co-curricular Activities

### Debating

The Secondary School students are encouraged to participate in the inter school debating competitions conducted by Debaters Association of Victoria (DAV). The competition gives the students an open opportunity to form teams, work together and learn team spirit. They prepare their speeches on current issues in the society, enabling them to improve and display their public speaking skills as well as their literacy skills. Intra- and inter-school competitions give students an opportunity to enhance their skills and excel in areas beyond academia. EPIC students get a platform to interact with students from different schools and exchange their ideas and views on the world they live in. Years 7 and 8 students are encouraged to attend the Junior Secondary Program (JSP) and are given training prior to taking part in the Junior Competition.

### Building Bridges

Building Bridges is an inter faith program that is designed especially for Year 10 and Year 11 students. This program involves meeting with a group of Year 10 and 11 students from predominately Christian, Jewish & Islamic schools on various occasions throughout the year. This program focuses on instilling faith and making a connection through interfaith dialogue. This helps Secondary students of different faiths, religions, cultures and values

in Year 10 and 11 to develop trust and friendship through dialogue and sharing personal experiences. Personal experiences of life play a decisive role in shaping an individual. Such practice builds respect for each other's differences and commonalities. These are important qualities of our country into the future.

### External Competitions

- Literacy
- Public Speaking competition: Students are provided with an opportunity to participate in Junior and Senior Public speaking competitions run by organisations such as Legacy, VCAA and many more.
- Writing
- Geography
- History
- Science
- Leadership Program

The Secondary School students undergo workshops and training in leadership programs. The school runs SRC (School Representative Council) to be able to prepare the students to become future independent leaders in analysing pros and cons of situations in school and extend their skills in decision making.





# Encouragement and Commitment



East Preston Islamic College (EPIC) offers a three-year senior program, providing students with the opportunity to commence their senior year studies in year 10. The program reflects our desire to assist students to have a strong future direction and develop skills that will lead them to a successful life beyond school.

We are proud to be able to offer a comprehensive and stimulating Senior Years program that will meet the diverse needs of students. Our students can complete the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL). A range of Vocational Education and Training (VET) units are also offered, enabling students to combine their VCE studies with vocational training.



## Year 10 Preparation

Year 10 is a time of preparation for Years 11 and 12 studies with a great emphasis on exploring career pathways and developing academic and vocational skills.

In addition to compulsory subjects such as English and Maths, all students will have the opportunity to undertake a VCE/VET study, giving them a valuable insight into the VCE and VCAL process. Extended counselling from within the school will support students in choosing subjects and planning their pathways through the senior years.

All Year 10 students also have access to work education programs that allow full exploration of future career options and development of employability skills.

A special one-week 'Headstart' program further prepares students for Year 11 and 12 studies.

## Year 11 & 12 Aspirations For The Future

In years 11 and 12, students complete either VCE or VCAL. Both are recognised qualifications providing pathways to further study or employment.

Our learning program in years 11 and 12 is designed to develop students' autonomy, commitment and self-reliance. We believe these are crucial skills and dispositions that will help students transition smoothly to tertiary education, further training or employment.

We teach and support senior students on how to set their own learning goals and reflect on their learning. Ongoing feedback is integral to our teaching and learning framework, allowing students to identify their strengths and weaknesses and plan the next learning step.

At EPIC, we cultivate resilience and positivity in our students by showing the value of hard work and encouraging students to adopt growth mindset language.

# Victorian Certificate of Education (VCE)

The Victorian Certificate of Education (VCE) is the main senior secondary certificate in Victoria. It recognises successful completion of secondary education and provides a valuable pathway to tertiary study and employment.

VCE department at East Preston Islamic College is dedicated to delivering a teaching and learning experience that is absorbing, dynamic and empowering to the students.

The interest, skills and aptitude level of a student helps determine the right path for higher education. Thus, the decision is complex as one needs to identify one's true interests

## VCE in Year 11

Year 11 VCE students are required to select five other subjects apart from compulsory English. VET (Vocational Education and Training) course can be chosen as one of the VCE subjects. Students also have the option of selecting any one Year 12 level VCE subject while selecting the five subjects apart from English as a part of their curriculum.

## VCE in Year 12

Year 12 VCE students are required to select five compulsory subjects including English. The students also have the option of choosing a VCE approved VET course as one of the five subjects for the Year 12 VCE curriculum.

It is mandatory for a student to complete Unit 3 (Semester I) and Unit 4 (Semester II) so that the study score can be taken into the calculation of the Australian Tertiary Admission Rank (ATAR).

## VCE Subjects

A VCE program includes a number of different VCE studies (or subjects), with the majority consisting of four units that can be completed over the two years

(a unit represents one semester or half a year of work). Units 1 and 2 are typically taken in Year 11, while Units 3 and 4 are usually completed in Year 12.

While Units 3 and 4 must be taken as a sequence in a single year, Units 1 and 2 can be taken as single units that need not form a sequence and do not need to be continued into Units 3 and 4. Often students are advised to do the full four units of each study, acquiring foundational knowledge before progressing to Units 3 and 4. Likewise, students are encouraged to begin VET studies at the Unit 1 and 2 level in Year 11 before continuing on at Unit 3 and 4 level in Year 12.

## Minimum Requirement to Graduate with VCE

To graduate with the VCE, students must satisfactorily complete a minimum of 16 units, although 20 to 24 units is generally the norm. Regardless of how many units are completed, students must complete a minimum of three units from the English group in order to graduate.

### This includes:

- Foundation English (Units 1 and 2)
- English (Units 1 to 4)
- English as an Additional Language (Units 3 and 4)
- English Language (Units 1 to 4)
- Literature (Units 1 to 4).

At least one of the English units must be a Unit 3 or 4.

Students must also satisfactorily complete at least three other Unit 3 and 4 sequences.

VCE Year 11 students can undertake one Unit 3 and 4 sequence as part of their VCE Year 11 program which enables them to complete six Unit 3 and 4

sequences over a period of two years. Students who complete six Unit 3 and 4 sequences gain extra points for the calculation of the ATAR. ATAR of students who complete six Year 12 subjects (Unit 3 and 4 sequences) includes 10% of the student's sixth subject (lowest study score).

The Careers Coordinator and VCE Coordinator are available by appointment to assist with information and advice on suitable subjects relative to prerequisites, personal interests and academic strengths.

*Vocational education programs build self-confidence and leadership skills by allowing students to utilize their unique gifts and talents.*

- Conrad Burns



# VCAL at EPIC

The Victorian Certificate of Applied Learning (VCAL) is a hands-on option for students in Year 11 and 12. The VCAL gives you practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work. Like the Victorian Certificate of Education (VCE), VCAL is an accredited Secondary Certificate. VCAL has the four standard units. It offers the below units:

## 1. Literacy Skills Units

These units help in the development of literacy skills and incorporation of knowledge allowing an effective participation in the four social contexts that are a part of our function in Australian society.

## 2. Numeracy Skills Units

Numeracy skills provide a significant impact in the knowledge as important as financial and social impact. These help to critically assess, estimate, manage and make well founded judgements. Thus these skills help to become effectively involved in the social contexts.

## 3. Work Related Skills (WRS)

This set of skills is in concern with school based projects that focus on enterprise, imbibing teamwork, communication, resume writing, job application and researching industry areas. This unit may also include work placements. Work related skills give an upper hand over others when looking for a job.

## 4. Personal Development Skills (PDS)

Personal development is a process that continues lifelong. It helps to develop knowledge and skills that help one to assess the potential of oneself. These skills help to realise the social responsibility, building community, civic responsibility and improving self-confidence. They also enhance employment chances.

The employers look for certain characteristic skills in an individual. These include communication, team work, problem solving, initiative and enterprise, self-management and ability to learn technology.

To build an effective workforce, a person should have the above mentioned skills to maintain and advance in the workplace. These skills help to set goals in order making it easy to realise the potential and getting the most of it, thus contributing to the company's developmental process.

*It is the capacity to develop and improve the skills that distinguishes leaders from followers.*

*-Warren G. Bennis*

# Vocational Education & Training (VET)

East Preston Islamic College offers VET that refers to Vocational Education and Training courses. These courses are undertaken by the students as a part of their school curriculum. About one third of Australia's Senior Secondary students undergo VET course in their schools as a part of their curriculum.

VET is valuable to students since it helps them earn credits for VET qualification simultaneously as they undergo their general education curriculum and Senior Secondary Certificate.

There is a variety of industrial fields that are offered in the VET course. It includes electronics, engineering and building to business administration, hospitality and children's services. The VET course thus helps the students to explore different options as an occupation based on their aptitude and interests as a future prospect.

## Structured Workplace Learning (SWL)

Structured Workplace Learning is an important part of the VET program. An employer takes in a student on a one day a week or one or two weeks block to enable the student to demonstrate acquired skills and knowledge in an industry setting.

## Contribution to VCE

VET may contribute to VCE if it is a scored VET course as recognized by Victorian Curriculum and Assessment Authority (VCAA).

EPIC students can undertake VET courses, including the following but not limited to:

- Certificate I Building and Construction (External)
- Certificate II Engineering Studies (External)
- Certificate III Information and Communication Technology (At EPIC)
- Certificate II Business (at EPIC)
- Certificate III Business (at EPIC)
- Certificate II/III Sport and Recreation (at EPIC)
- Certificate I Plumbing (External)
- Certificate I/II in Electrotechnology (external)
- Certificate II Automotive Studies (external)
- Certificate III Children's Services (external)
- Certificate III Justice (external)
- Allied Health (External)
- Media production (External)
- Aged Care (external)

*"If we want them to succeed, we need to bring them back to education by making education relevant to them and bring in more service learning and vocational education."*

*-Michael Gurian*



# Health & PE

Health and Physical Education (H&PE) focuses upon engaging students in participation of physical activity that leads to better peer engagement, improved academic achievement, and better health outcomes in adult life. Students from Foundation to Year 10 complete the H&PE subject, whilst our senior students have the option of doing either Health and Human Development (VCE) or Sports and Recreation (VCAL). School life is hectic for every individual, taking part in physical activities allows students to relieve their academic stress and anxiety. A physically active individual is more likely to be happy and healthy, which makes them a better student in the classroom.

The School has excellent indoor and outdoor facilities for sport, including a gymnasium, outdoor multipurpose courts and a physical training centre. Combined with easy access to community and private fitness spaces such as, football and soccer ovals, basketball stadiums and ice-skating rinks, the school can provide a wide and unique variety of sports experiences.

East Preston Islamic College takes part in the Darebin District School Sports, Islamic Schools Sports Association Victoria and Preston District Primary

Sports Association. These offer a variety of interschool competitions for students to experience including the Year 5s and 6s each year winter, summer and athletics sports programs, the Bachar Houli Cup and Darebin District Basketball, Futsal and Athletic competitions. The college works closely with major sporting bodies to provide coaching equipment and further sporting pathways; these include the AFL, Cricket Australia and Sporting Schools Victoria. As part of the Australian government directive primary students complete the Aus-Swim program through a partnership with Banyule Aquatic. The students have private use of the Olympic Village Swimming Pool, providing water safety education whilst maintaining culturally appropriate environment.

The East Preston Islamic College health content focusses upon positive health outcomes, aiming to enhance wellbeing at the individual, family and community level. Students develop personal strengths with an emphasis on building a capacity to solve health related problems and create positive environments.



# Student Well-Being



## Berry Street Education Model

At East Preston Islamic College, we understand that many children in primary and secondary school face difficulties and challenges that can impact their learning every day. To address students needs for healing, growth and achievement we took on board the Berry Street Education Model and implemented their strategies across both primary and secondary including the ELC.

The Berry Street Education Model (BSEM) is a practical approach to teaching and learning that enables teachers to increase engagement with students with complex, unmet learning

needs and successfully improve all students' self-regulation, growth and academic achievement. The pedagogical strategies incorporate evidence-based trauma-aware teaching, positive education, and wellbeing practices.

At EPIC The explicit teaching of social and emotional learning through the BSEM allowed our students to develop their wellbeing capabilities. We work on equipping our students with strategies that facilitate their cognitive and behavioural change, thereby increasing their engagement to significantly progress their academic achievement.

## Better Buddies

The Better Buddies Program at EPIC is run each year in Term 1 and Term 4. Each Foundation child is assigned with a Grade 5 buddy. The Grade 5 buddy helps the Foundation child settle into school, learn rules and routines and is a friendly face around the school. This helps the senior student to become responsible and accountable. The sessions include fun activities like Teddy Bear Picnic, sport and Buddy Reading.

## Student Leaders

At EPIC students take on a variety of leadership roles, as part of their responsibilities which include- School Faith Captains, prefects, class captains, office monitors etc. Student leaders take on the responsibility for running school assemblies, peer mediation and mentoring other students.

## Transition Programs

The College caters for a successful transition to help students cope with the change e.g. Kinder to Foundation and Grade 6 to High School.

## Bullying

At East Preston Islamic College, we practice an anti-bullying policy. Harassment or bullying in any form is a serious matter. Students can report any form of harassment to any staff member or the teacher on yard duty. If the complaint is considered serious, it will be referred to the well-being coordinators, Heads, Vice Principal and the Principal. We work actively to make the learning environment safe and stand against bullying.

# Healthy Eating at EPIC

At East Preston Islamic College, we want our children to feel good about themselves. To thrive both physically and mentally. The students are educated about making “Healthy Choices” and the benefits of these choices.

Each morning when the Primary students arrive in class, they get their “Brain Food” (Fruits and vegetables) to eat before beginning their first session. This ensures that the children are able to focus and concentrate on their work as they are not hungry. Water is encouraged as the main drink for thirst and students may have a water bottle accessible in the classroom.

The canteen has a major impact on the foods and drinks that students are exposed to and consume. East Preston Islamic College provides a variety of healthy options which are all Halal. Enjoyment of healthy foods and drinks has a wide range of positive benefits for student health and learning outcomes such as:

- Providing important nutrients that students need to be alert and engaged in classroom
- Activities and for healthy physical development and performance
- Supporting the development of healthy eating habits and preferences
- Paving the way for good health and prevention of chronic illness

It is important that parents, teachers and students work together to support a whole-school-approach to healthy eating and build a school culture which supports students to choose nutritious foods and drinks, and a healthy lifestyle.



# Learning Support and Additional Educational Needs



East Preston Islamic College supports the growth and success of every student. We recognise that every student can learn, but students may require additional opportunities and supports to reach their potential.

The College will, in consultation with families, teachers, service providers and other agencies will collaborate to make reasonable adjustments and provide the necessary supports when working with students with additional needs.

## Identifying areas of support needs

The specific educational needs of a student are keenly analysed through a referral process. Referrals occur when teachers have observed that their student is facing challenges accessing the curriculum due to one or more of the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory needs
- Physical condition.

The College administers cognitive and language assessments as required by the Psychologist or Speech Pathologist. Where necessary, the advice of external health professionals such as General Practitioner (GP), paediatrician, behavioural psychologist etc. may be sought.

## Students who require assessment arrangements may present with needs in one or more of the following:

- Speech or Language Impairment (receptive and expressive language disorder)
- Intellectual disability
- Specific learning difficulties, language and communication disorders (e.g. dyslexia, dysphasia)
- Emotional and behavioural difficulties (e.g., ADD/ADHD, depression, anger)
- Physical and sensory conditions (e.g., sensory impairments, physical ability)

- Medical conditions and Physical disability (e.g., congenital heart disease, epilepsy, asthma, diabetes, allergies, leukemia and other cancers)
- Mental health illness (e.g., psychotic conditions such as schizophrenia, manic depression, eating disorders, anxieties and emotional distress)
- Severe Emotional Disorder
- Mental well-being
- Autism Spectrum Disorder
- Gifted and Talented

## Supporting The Needs Of The Child

The College follows a Learning Support Framework that reflect the responsibilities of teachers as outlined in the Disability Discrimination Act (1992) and the Disability Standard for Education (2005).

Individual Learning/Education/Support Plans are developed by teachers in consultation with the Learning Support Team to accommodate for students with additional educational needs. Students with disability are provided with support from Integration Aides in the classroom on a needs basis during timetabled sessions. Students also have intensive weekly sessions with the Psychologist, Speech Pathologist and School Counsellor as required.

## The Learning Support Team comprises of, but not limited to:

- Learning Support Coordinator
- Integration Aide
- Speech Pathologist
- Psychologist
- School Nurse
- School Counsellor
- Welfare Coordinator

EPIC fosters an environment where the rights of all children and young people are paramount so that equitable educational opportunities and outcomes are achieved.



# Enlightening Students

All praise belongs to Allah SWT the Glorious, Majestic, Most Kind and Merciful. May his peace and blessings be upon His last and final Messenger, Muhammad, Peace be upon him.

Islamic Education at EPIC aims to enlighten the students by inculcating in them the love for their faith, love for Allah (s), love for the Prophet (pbuh), and enthusiasm for acquiring knowledge about their Deen. Through the Islamic Studies curriculum and various programs, we aim to equip our students with the necessary and essential Islamic knowledge to be able to contribute to their country without compromising their faith. Our students learn about the importance of engaging with their friends and the wider society as per the advice and practice of the Prophet Muhammad PBUH.

Students develop their knowledge and understanding of their religious beliefs, values, social and cultural heritage. There is also a strong emphasis on Taqwa; becoming God-fearing individuals.

Furthermore, students explore how and why individuals and communities relate to religion through extra-curricular activities and programs such as 'Building Bridges Interfaith Dialogues in Schools'. As they develop the knowledge, understanding, values and skills at EPIC they learn ways to interact and communicate with people about religious beliefs and practices.

We employ Islamic practice in a variety of ways. Every school day students begin with the recitation of the morning prayer, Surat Al-Fatiha, across the whole school. All students participate in Dhuhr prayer (Midday Prayer), in congregation. The Jum'a prayer is also a feature of the school in which the Imam addresses Islamic topics related to the students.

Islamic themes are integrated into curriculum areas throughout the school, this allows the students to draw connections between their faith and what they learn.

They further develop a stronger Islamic identity through Islamic Studies, Quran Recitation, and Pastoral Care:

## Islamic Studies

Students learn Akhlaq (Manners, morals, and ethics), Aqeedah (Tawheed and matters of faith), Fiqh (Essentials and Practices), Islamic History, Ibadah (worship), and meanings of verses from the Quran.

## Quran Recitation

The aim of reciting Quran in East Preston Islamic College is to enable learners to:

- Recite the Quran beautifully and fluently from the book and from memory.
- Memorise Suwar (chapters) of the Quran with correct Tajweed.
- Develop a sense of love of recitation and connect this love to their daily lives.

## Pastoral Care

The main aim for the pastoral care program is to optimize the cultivation of Islamic values within our students while also enriching their general wellbeing. During Pastoral Care time three different types of sessions run simultaneously: a session with the Imam, a wellbeing session with counselor, and inspirational sessions with the pastoral care teachers.



# Arabic at EPIC

Arabic is the language of the Quran and is the second most used written script in the world. The language is spoken by more than 280 million people in more than 22 countries. Moreover, learning Arabic plays a vital role in the lives of Muslims in Australia and around the world. Therefore, Arabic is a noteworthy feature within our schoolwide curriculum.

At our college, students acquire communication skills in Arabic in line with the Victorian Curriculum. They develop awareness of the function of language and culture in communication. Their reflections on language use and language learning are applied in other learning contexts. Furthermore, the study of the language increases familiarity with terms that are relevant to Islamic Studies and Quran.

At EPIC Arabic is offered in both Primary and Secondary. A wide range of texts such as textbooks, teacher-generated materials and online resources are used to develop their skills. Their learning is enriched by exposure to a range of authentic Arabic texts, such as websites, films, stories, Anasheed, television programs, advertisements and magazines. The texts and resources become gradually more varied and rich as students progress through their schooling.

In addition to a variety of online resources throughout the school, our students in the ELC and from Foundation to Year 2 enjoy the use of ELLA apps to develop their capabilities and skills in listening and speaking the Arabic language. Early Learning Languages Australia (ELLA) is a digital, play-based language learning program for children which is funded by the Australian Government. ELLA encourages a love of languages. Children who start learning languages early tend to stay interested in languages later in life.



# English as an Additional Language (EAL)

At East Preston Islamic College, students who do not speak English as their first language can access additional support through our English as an Additional Language (EAL) programme in Primary and Secondary.

English levels are measured by using assessments that link to the Victorian Curriculum so that we can best meet the needs of each student. The students are assessed in their speaking, listening, reading and writing proficiency in English and the scores determine the level of support needed.

The Primary and Secondary EAL Programs are guided by efficient teachers in the amalgamation of Literacy, Language and Literature. To support development of the English language and to empower the learners, a phonographic tool called THRASS is used. The analogy of words helps learners to become aware of the phonemic differences. The division of words into syllables helps to memorise the words and their

spellings with an ease enhancing the vocabulary. The reading process is thus easier, and one can comprehend the text well. Attention is given to Guided Independent Reading to make the studies flexible and provide a deeper understanding with the selection of quality narratives. While going through the texts, students become engrossed discussing the literal, inferential and applied meaning. The focus on the cohesive devices used by the Author helps to understand the versatility of the text. Language input is necessary to help students gain knowledge and enhance their writing skills cognitively.

Students who participate in the EAL programme are assessed at regular, specific points throughout the year. When the agreed level of proficiency is reached in all four areas the student will exit the EAL programme but will then continuously be monitored and supported.



# Other Information

## Enrolment

### Enrolment Procedure

#### Primary and Secondary

1. The following documents should be produced during enrolment.

- Copy Reports from the previous school/ Kindergarten transition report
- Birth certificate or Passport
- Copy of the visa details for International students
- Copy of Financial Guarantee for International students
- Immunisation certificate (for Prep and ELC students) – Children with no Immunisation cannot attend kinder.
- Other reports relevant to academic abilities and learning needs
- Custodial information (if applicable)

2. Information given should be correct.

*If the child has any medical condition, this should be clearly stated in the enrolment form.*

3. The emergency contact telephone number and address should be supplied. When this number changes parents should inform the school.

4. Current address and telephone number should be supplied. When the address and telephone number change the school should be informed immediately.

5. If the child has a single parent, then the copy of

legal custody papers should be provided.

6. All year levels seeking enrolment at this college will be required to sit for an entrance test.

7. A non-refundable enrolment fee shall be paid during enrolment. If the child attends the school, this fee will form part of the school fees.

8. Declaration: Parents shall sign the declaration that they have understood and agree to abide by the school policy and the discipline policy.

9. Our college places great importance upon attendance and punctuality. Parents must ensure their children arrive at school before the first bell to allow them time to get to class on time.

10. Prep: In addition to the enrolment policy numbers 1-9, the following policy matters are applicable:

- The minimum age for the Foundation students shall be no less than 5 years as of 31st of April of the current school year.
- Every child seeking enrolment at this college should have attended Kindergarten. Evidence of such attendance is required.

**NOTE: Letter of confirmation or rejection of enrolment will be sent to the parents. A proportion of the funds raised or fees collected by the College may be used to support the operation of the ELC**





## Enrolment Procedure

### ELC

The following documents should be produced during enrolment.

- Birth certificate or Passport
- Copy of the visa details for International students
- Copy of Financial Guarantee for International students
- Immunisation certificate (No jab No play)
- Other reports (Speech Therapy, ASD diagnosis etc)
- Custodial information (if applicable)
- Health Care Card (if applicable)

ELC: In addition to the enrolment policy numbers 1-9, (Except for 6, 7 & 8) the following policy matters are applicable:

The minimum age for the 4 Year Old students shall be no less than 4 years as of 31st of April of the current school year.

The minimum age for the 3 Year Old students shall be no less than 3 years as of 31st of April of the current school year.

**NOTE: Letter of confirmation or rejection of enrolment will be sent to the parents**

## School Fees

More detailed information can be obtained from the college office.

# Parent Engagement and Involvement

At EPIC parent engagement supports academic achievement and wellbeing. We build partnership with parents to connect learning at home and school. Parents are regularly engaged in their children's learning through communication apps such as ClassDojo and Compass. Teachers listen to and collaborate with parents regarding the students' academic progress and wellbeing.

EPIC parents get involved in school-based activities and they volunteer their time at school. We recognise the cultural and social diversity of families as they participate in events at school and in the community. We regard parents as partners in education and promote home-school partnerships.

# Stimulating Learning Environment





# EAST PRESTON ISLAMIC COLLEGE

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