



East Preston Islamic College

S T R A T E G I C

P L A N

2022 – 2026



School Strategic Plan for East Preston Islamic College 2022-2026

Endorsement by School	<p>Mr. Neil Hasankolli</p> <p>Date: 27/01/2022</p>
Endorsement by School Board	<p>Mr. Amad Kazi Chairman & Managing Director</p> <p>Date: 27/01/2022</p> <p>EPIC Board Chairman & Managing Director signs indicating that the School Strategic Plan has been endorsed by School Board</p>

School Profile

Purpose	<p>The mission of East Preston Islamic College is to provide a positive learning environment where staff and students work cooperatively to achieve their best, developing a commitment to continuous learning.</p> <p>We are committed to building students' potential for success and wellbeing. Students are encouraged to employ effective habits of the mind based upon the foundations of our College Values of Learning, Achievement, Respect, Commitment and Fairness and guide our principles of action across all areas of the school.</p> <p>The school philosophy can best be summarised as follows:</p> <p>EPIC is an independent school offering the Victorian Curriculum from Foundation to Year 12 and operates in an Islamic cultural and religious tradition, under the direction of the EPIC School Board. The college is open to boys and girls and is coeducational. Staff and students are expected to follow the principles of the Islamic faith.</p> <p>EPIC has a low fee structure so that it is possible for all interested families to attend. The College's aims for our students are to achieve excellence in academic performance and to embrace Islamic values so that our graduates will exemplify the School motto – 'Success Here and Hereafter'</p> <p>Lifting accountability of all staff to enact school improvement priorities</p>
Values	<p>The school community is underpinned by the following Goals, Mission and Vision:</p> <p>GOALS</p> <p>East Preston Islamic College promotes high achievement by developing the learning capacities of all students, enabling them to:</p> <ul style="list-style-type: none"> • 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.

	<p>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.</p> <p>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 hardworking citizens, and who are ready to contribute positively and productively to the Australian society.</p>
<p>Environmental Context</p>	<p>Community and Demographics</p> <ul style="list-style-type: none"> • K-12 College situated in a well-established inner northern part of Melbourne. • 60% student population live in outlying suburbs of the College. • A significant number of students receive the Education Maintenance Allowance/Camps, Sports, Excursions Fund (EMA/CSEF). • Strong and supportive College Board & Council and parent involvement. • Enthusiastic, professional staff team. • Productive partnerships with local community groups, local schools and cluster groups, local councils, business organisations and government institutions. <p>Educational</p> <ul style="list-style-type: none"> • Provision of a rigorous, productive child-centred curriculum, P- 12. • Extensive VCE, and Senior Vocational pathways, as well as VET • Further education pathways established and successful tertiary placements for students. • Enrichment opportunities for students in the fields of the Arts, Student Leadership, Sport and Literature. <p>Technological</p> <ul style="list-style-type: none"> • An extensive laptop and computer access program to facilitate rich ICT student learning. • High speed Internet and intranet wireless availability across the campus. • Interactive Whiteboards in all learning areas <p>Environmental – grounds and facilities</p> <ul style="list-style-type: none"> • Classrooms are conducive to effective learning • Grounds are well established • Upgrades to facilities across the college • Soon to be built Secondary School Building

EAST PRESTON ISLAMIC COLLEGE STRATEGIC PLAN 2022- 2026

1. IMPROVE OVERALL ACADEMIC OUTCOMES		
Key Improvement Strategies	Actions	Achievement Milestones
1. All staff engage in ongoing, appropriate professional learning	<ul style="list-style-type: none"> Staff seek feedback from students The school provides opportunities for professional development All staff teaching new subjects or new study design will attend appropriate external PD When VCAA update Study Designs, teachers engage in appropriate PD Leaders and teachers share expertise with and learn from other schools in networking. Provisionally Registered Teachers are paired with a Mentor trained in the VIT New staff are paired (or 'buddied') with a colleague to ensure they are supported Role clarity for all leaders and coaching and mentoring for all new leaders. 	<ul style="list-style-type: none"> Teachers use a survey to seek feedback from students after each unit of work Teachers implement measures to improve practice based on student feedback or assessment outcome Evidence of professional learning embedded within planning documents and/or practice The school staff are actively involved in network meetings with other schools 100% of teachers undertaking new subjects have engaged in appropriate PD
2. Teachers observe each other's practice and share expertise	<ul style="list-style-type: none"> Staff reflect on their own practice, establish termly professional goals that reflect the AISTL standards Teachers establish semesterly evidence-based practice goals based on their own professional needs Termly structured peer-observations overseen by Faculty leaders, and Head of Curriculum focusing on their professional goals Each teacher participates in delivering professional development to their relevant team during PLT 	<ul style="list-style-type: none"> Teachers demonstrate implementation of the goal/s in their practice Teachers share their learning in PLT Each faculty in secondary and each year level team in primary are working collaboratively towards a shared goal

1. IMPROVE OVERALL ACADEMIC OUTCOMES		
Key Improvement Strategies	Actions	Achievement Milestones
3. Better equipping students and teachers to achieve overall school performance in: <ul style="list-style-type: none"> - QIP - PAT - NAPLAN - VCE ATAR Scores 	<ul style="list-style-type: none"> • Leaders and teachers use student data to construct rigorous learning plans for all students • Teachers explicitly teach students strategies and processes that enable them to plan, monitor and evaluate their own learning • Model assessment conditions of exams or NAPLAN • Improve general knowledge amongst students by exposing them to a variety of texts, learning materials and experiences. • Extra holiday and afternoon/evening classes • Provision of 1:1 or small group tutoring • Implement rigorous Senior School Head Start program • Provide students with overview of all assessment in student handbook during Head Start program • Make ongoing adjustments for students requiring special provisions for a disability • Explicit teaching of study skills, strong focus on demonstrating key skills in practice tasks • Teachers demonstrate effective use of assessment to inform planning of teaching • Teachers provide timely feedback • There is a culture of high expectations for all learners 	<ul style="list-style-type: none"> • 70% of students achieve high or medium growth in all NAPLAN tests • 75% of subjects will achieve a one-point increase in median study score (based on the 2021-2022 average as a baseline) • 50% of scaled study scores are over 30 in English. • 90% of our students will receive an offer to one of their top 3 tertiary preferences. • Achieve Exceeding rating in QIP in all elements of the 4-year of kinder program • Student self and peer assessment is common practice • An alumni speakers program will be incorporated into the subject selection process for students and parents

1. IMPROVE OVERALL ACADEMIC OUTCOMES		
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4. All staff monitor the curriculum plan to ensure it fully integrates learning areas and capabilities and pedagogies and assessment into a coherent, sequential and development program of learning	<ul style="list-style-type: none"> Each term, Faculty and Team Leaders meet the Head of Curriculum and share strategies for successful implementation of the Victorian Curriculum/VCAL/VCE Study designs. Teachers work individually and in groups to engage in reflective cycle of planning, teaching and assessment using evidence-based strategies Teachers work in teams to analyse student data and assess the need to adapt teaching practice Use of Compass Document centrally – term planners, mapping and learning tasks, rubrics, showing how learning is differentiated. 	<ul style="list-style-type: none"> All teaching staff will ensure curriculum is documented on the curriculum mapping template in a consistent format Professional learning will be focused on appropriate pre and post assessment and differentiation
5. Whole school adoption and implementation of Inclusive Practice	<ul style="list-style-type: none"> Appoint one staff to oversee the Inclusive Education department (formerly known as Learning Support) to ensure consistency whole school adoption of person-first language (e.g., instead of saying “a dyslexic child”, we say “a child with dyslexia”) 1:1 staff coaching on making adjustments Emphasis on parent consultation and parent partnership through twice a year SSG meetings Changes to student needs are proactively evaluated in partnership with their families and responded to within IEPs Refinement of record keeping processes for parent consultation and Individual Education Plans (IEPs) Through in-class adjustments, the Universal Design for Learning and Berry Street Education Model, the school adopts an Inclusion model for teaching student with disabilities. Ongoing special provisions made for students with disability in senior years. All health professionals, i.e., counsellor, nurse, speech pathologist operate within the College using a Response to Intervention model. Build teacher self-efficacy to respond to the needs of students with disability 	<ul style="list-style-type: none"> Annual completion of Disability Standards for Education online learning modules Establishment of Gifted & Talented program

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Key Improvement Strategies	Actions	Achievement Milestones
6. Student learning engagement is strengthened across the whole school	<p>Attendance</p> <ul style="list-style-type: none"> Address regular student late arrivals School sets high expectations for school attendance and implements early intervention strategies to address absences <p>Engagement</p> <ul style="list-style-type: none"> Leaders, teachers and student support services team, work in partnership with families to address the needs of students at risk of disengaging with learning Staff use Berry Street Education Model (BSEM) strategies to engage students and sustain effort and efficacy Engagement strategies are embedded in planning Teachers use student feedback to evaluate the extent to which their practices motivate and engage students Teachers support students in developing a growth mindset to their learning and life Ongoing lunch time activities 	<ul style="list-style-type: none"> An attendance policy will be in place which sets guidelines for expectations, procurers and consequences and that enables students to achieve a minimum of 90% attendance across all subjects Year Level Coordinators will incorporate a focus on attendance monitoring into their professional development plans Regular student late arrivals is reduced by 90% 80% of students have attendance of 90% or more Student survey reflect use of BSEM strategies in classrooms and across the college Teachers share successful engagement strategies in PLT/meetings and peer observations. A shared growth mindset language and approach is established amongst staff and students (e.g., instead "I can't do this", we say "I can't do this yet")

EAST PRESTON ISLAMIC COLLEGE STRATEGIC PLAN 2022- 2026

2. ENHANCE WHOLE SCHOOL PRACTICES TO SUPPORT THE SOCIAL AND EMOTIONAL DEVELOPMENT OF STUDENTS		
Key Improvement Strategies	Actions	Achievement Milestones
<p>1. Enhance whole school approach to physical and mental health and wellbeing</p> <p>Implement a whole school wellbeing, pastoral care/student management system with agreed protocols and procedures that are consistently enacted.</p>	<ul style="list-style-type: none"> • Staff have consistent understanding of the college's health and wellbeing processes • Ongoing embedding of BSEM across the college • The school implements programs to reinforce healthy lifestyle messages. • Development of Student Support Services team which includes Coordinator, Nure, Counsellor, Speech Pathologist, Careers, Imam • Annual delivery of Women's health education to Year 5-12 • Youth Mental Health First Aid training of staff to deliver sessions to groups of students • Maintenance of records and responsiveness to student medical conditions • Regular/updated Staff First Aid, CPR and Anaphylaxis training • Support students in help-seeking behaviours (i.e., self-refer) to counselling • The school ensures that every student has at least one ongoing relationship with a staff member they are comfortable with, i.e., homeroom teacher, year level coordinator, specialist or subject teacher etc. • The school takes a whole school approach to working with external organisation that support mental health • Students are empowered to express and propose wellbeing program 	<ul style="list-style-type: none"> • By the start of 2023, all staff are embedding the College's relevant health and wellbeing processes, e.g., Nurse guidelines. • By Semester 2, 2022, the Student Support Services team adopt the EPIC Counselling Structure • Incorporate school adjustments for students with physical or social/emotional disabilities in the classroom and outside the classroom
<p>2. Student wellbeing programs across the College are sustainable and connected to the College's Islamic ethos</p>	<ul style="list-style-type: none"> • Wellbeing leaders develop an annual plan for wellbeing program implementation to ensure consistency with delivery and implementation. This plan includes rationale, camps, retreats, leadership summits, • Adopt a Positive Youth Mentoring program 	<ul style="list-style-type: none"> • All students will complete a student wellbeing survey at the end of each term, providing feedback on matters impacting on their wellbeing

2. ENHANCE WHOLE SCHOOL PRACTICES TO SUPPORT THE SOCIAL AND EMOTIONAL DEVELOPMENT OF STUDENTS		
Key Improvement Strategies	Actions	Achievement Milestones
3. School strengthens a culture of anti-bullying	<p>Preventative approaches</p> <ul style="list-style-type: none"> Staff and students generate meaningful discussion on behalf of students whose voices are less likely to be heard, who lack the confidence or ability to express their views and opinions or who are not engaged in college life Protective factors are built into programs, e.g., buddies, peer support, classroom leaders responsibilities etc. Annual anti-bullying incursions Education around anti-racism <p>Interventions</p> <ul style="list-style-type: none"> Supporting students with counselling services Opportunities to engage in ongoing anti-bullying workshops and programs 	<ul style="list-style-type: none"> Monitor levels of bullying by giving students an anonymous 'school wide bullying' survey Student reflection and evaluation of effectiveness of anti-bullying programs Determine whether a correlation between the results of bullying surveys and reports of bullying exists
4. Promote student voice, agency, and decision making in all areas of school life	<ul style="list-style-type: none"> Students, teachers and leaders evaluate and modify the curriculum based on ongoing processes of review Students, teachers and leaders evaluate and modify the wellbeing programs based on ongoing processes of review Appoint a teacher to be responsible for fostering student voice and supporting students in developing their leadership skills Students have many opportunities to engage in leadership roles Staff are responsive to and create conditions for student leaders to represent the student body with confidence Student leaders will play an active role in the running of events each term Twice a year, school leaders use surveys to monitor student perception on student voice, engagement and school culture Provide explicit leadership skill training to Senior Student Leaders, who will then train their sub-teams 	<ul style="list-style-type: none"> Carefully selected student focus groups to accurately representative whole student body (e.g., students with disability, gifted and talented, behaviorally supported etc..) for the following areas: curriculum & wellbeing School leaders (staff and students) annually review opportunities for student leadership to make them more meaningful and effective Primary: House Captains, SRC, Class and Vice Captains, Prefects Secondary: SRC, Class and Vice Captains, School captains, House Captains (debating, sport, House, social justice, environment, faith etc.) Student representatives in junior year levels receive training from senior student leaders A range of local, interstate, international trips will be place giving students opportunity to engage in volunteer work

3. CULTIVATE GENUINE UNDERSTANDING AND PRIDE IN STUDENTS' ISLAMIC IDENTITY

Key Improvement Strategies	Actions	Achievement Milestones
1. Empower learners to engage with, connect to, and thrive within the broader community	<ul style="list-style-type: none"> All programs and events offered by the college are relevant to and empower young Muslims All staff and community members engage with established school events, and Islamic traditions that are highly valued by leadership and the community (e.g., Alumni Iftar, Eid festival, Family Day, annual year level retreats etc.) Students are given regular opportunities to celebrate their culture and their Islamic identity and reflect and speak to their own experiences (E.g., English / Art 'Celebrating my Cultures' project) Students are provided with opportunities to actively engage with and learn about global issues through an Islamic lens The school cultivates ongoing relationships with a network of Muslim role models and organizations (Archery Ascension, The Australian Muslim Women's Centre for Human Rights, Islamic Centre of Australia in Newport Mosque, the college's Alumni) 	<ul style="list-style-type: none"> All school programs reflect the College's Islamic ethos Students regularly contribute to social media posts, newsletter, assemblies. Students organise regular events to fundraise or raise awareness for local and global issues Funds raised increases by 10% annually Education around current issues Students are confident to speak on global issues from an Islamic perspective in inter-school events
2. United approach to embedding EPIC's Islamic ethos within the College	<ul style="list-style-type: none"> Refine College's Vision, Mission & Philosophy Staff use College's values in restorative conversations with students Staff use College's values in communication with students, colleagues and the wider community All new staff in the school are supported through a comprehensive induction program F Appoint Islamic pedagogy leader At a classroom level, teachers celebrate students' Islamic identity A whole-school community commitment to the school's vision, values and high expectations supports a learning environment that maximizes success for all students 	<ul style="list-style-type: none"> Restorative reflection sheets reviewed and updated to incorporate College's values Staff and students and families adopt shared language of school vision, mission and values All school events connect to the College's vision, mission and values
3. Engaging parents/carers as partners	<ul style="list-style-type: none"> Involve parents and carers in all facets of college life A well-established parent engagement committee will coordinate regular social events, be collaborated with on student wellbeing and curriculum programs Parent with professional expertise will be invited into the school careers program as guest speakers 	<ul style="list-style-type: none"> Hold annual year level parent information sessions, such as "meet the teachers" evening and carers expo Organise special events and invite wider community Attendance of parent/guardians at parent teacher interviews will increase by 10%. Social media will be used on a regular basis to inform the community about events at the school

4. PROVIDE STATE-OF-THE-ART LEARNING RESOURCES AND SPACES THAT PROMOTE A HIGH STANDARD OF EDUCATION FOR A GROWING STUDENT POPULATION		
Key Improvement Strategies	Actions	Achievement Milestones
Apply a wide range of ICT as a learning resource	<ul style="list-style-type: none"> - Establish laptop agreement with Years 3- Year 12 primary and secondary students - All current iPads and laptops upgraded - Appoint an external e-learning consultant to ensure all classrooms across the college integrate the best practices in the use of ICT - All data and files for students and staff to move to a shared cloud system permanently - Hold yearly training sessions for staff to equip them with essential ICT skills 	<ul style="list-style-type: none"> - 80% of textbooks in primary and secondary to go fully digital - Track assignments on Compass' learning tasks and track effective use of Compass' calendar and diary - Increased online collaboration on Microsoft Teams and Compass with peers and teachers - 50% reduction of IT tickets
Implementation of College's masterplan which includes secondary building and upgrades to carpark	<ul style="list-style-type: none"> - Appoint a Project Manager to oversee the Master Plan. - Completion of the Master Plan by finalising the facilities of the Master Plans for the Secondary Building in 2023. 	<ul style="list-style-type: none"> - Completion of the Secondary Building by 2023
Design, build and maintain sensory gardens around the school	<ul style="list-style-type: none"> - Establish vegetable garden around the school which will promote communication and language skills, sensory development, engagement with the environment, and cognitive development, for ELC, primary and secondary students. 	<ul style="list-style-type: none"> - Completion of sensory garden by 2023
Resource management	<ul style="list-style-type: none"> - Department and faculty Budgeting - Embed a culture of review, responsibility and shared accountability to achieve school goals - The leadership structure and leadership roles ensure whole school capacity for ongoing improvement by holding semesterly meetings with POR holders - New and beginning teachers build their capacity to support student learning and their feedback shapes the school induction processes - Annually evaluate leadership structure - Performance measures are established to assess the impact of resource allocation on priorities and goals - The annual implementation goals are in line with the school wide improvement strategies - The principal engages the Board to ensure that long term financial planning is aligned with strategic direction - 	<ul style="list-style-type: none"> - Faculty and departmental budgeting established and finalized by end of 2022 - Increased retention of new and beginning teachers - Increased retention of staff in leadership roles - Decreased need to conduct performance management reviews