



East Preston Islamic College  
*An Islamic School*

Annual Report 2009



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## School Statement

East Preston Islamic College is a co-educational school ranging from Prep to Year 12, with approximately 600 students. It is unique in that it is predominantly an ESL school that offers the teachings and practices of the Islamic faith with a population situated in a low to very low Socio-Economic community. Special curriculum features include an extensive English as a Second Language program through to Year 12; an Arabic foreign language instruction as part of LOTE program; Islamic Studies as part of Religious Education program, including Quran reading and memorisation and after school tutoring and support classes for all students.

## Mission

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

## Vision

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

## Goals

- ◆ To enable students to develop life long love for learning
- ◆ To promote academic excellence alongside Faith and Spirituality
- ◆ To implement various initiatives that will move us forward to develop and improve
  - ◆ To provide adequate and appropriate educational facilities
  - ◆ To work hard to maintain a safe and violence free school
- ◆ To encourage the highest level of community and parental involvement
  - ◆ To provide a positive, caring and supportive environment
  - ◆ To recognise efforts, achievement and success
  - ◆ To work as a team to accomplish our mission







## 2009 - A successful year built on partnerships

It is with great pleasure that I present the Annual Report of East Preston Islamic College for 2009 to the entire College community. At the end of 2008, we worked hard over the summer break, reflecting on positive and negatives of 2008, to guide our preparation for the year 2009, which was an eventful year filled with many positive developments.

On the first day of teacher commencement, we had an informative meeting with the old and new staff. The objective of this meeting was to go through the expectations and the responsibilities of staff as well as to familiarise new teachers with the school ethos and organisation and introducing them to the school community. Every staff member was given a Staff Handbook at this meeting which included most of the information given on the day. School's new Discipline Policy was introduced to staff at a general staff meeting and also emailed to all staff. Several hard copies of the Discipline Policy Handbooks were available in the staff room for quick reference throughout the year.

On the first day of student commencement, 68 new Preps began their school career at East Preston Islamic College. We believe that a student's first years of schooling are vital for shaping their attitude towards learning in later life. Throughout the year, we worked with our students to give them a sense of confidence, a love of learning and a solid educational foundation by nurturing study skills, work habits and attitudes needed to ensure success in later years. Our comprehensive English, Mathematics and ESL program build on the foundation of primary years .

A whole school assembly was held on the first day. Students were advised about the changes in the structure and what is expected of them during their stay at School. Parents were also advised about the changes and student expectations via our first Newsletter of the year 2009, which was sent home in the first week of Term1. The newsletter included a welcoming message for the whole school community and in particular our new Prep students and their families.

The positions of responsibility for primary and secondary school students were announced at a whole school assembly. The students took the Oath and signed the special prefect's register. I was proud to present leadership badges to our students at the assembly. Members of our 2009 student leadership team have demonstrated throughout the year that they have been outstanding ambassadors of our school.

We understand that communication is of utmost importance in establishing a successful home/school partnership. In an effort to inform our parents about School procedures, information evenings for Primary, years 7-9 and 10-12 were organised in the second week of Term1 for year 2009. Student handbooks for Primary, Years 7-9 and years 10-12 were written and distributed on Parent Information evenings.

2009 has been an extremely busy and successful year for East Preston Islamic College, with the School enjoying wonderful success in many different areas. These include the completion of the Preps' synthetic grass area and the construction of our new Cafeteria, Premier's Reading Challenge, Scholastic Book Fair, Star lab Portable Planetarium visit to EPIC, the students participating in the Initiatives of Change Forum and UNIFEM forum, girls participating in the Active Girls Breakfast, the Building Bridges Program hosted by EPIC, EPIC's continuous victory in debating, students' participation in the African Youth Day and fund raising for Bush Fire Appeal, Jeans for Genes day and Daffodil Day, Open Day and Family Day, Multicultural Day, EPIC's first Valedictory service for year 12 and year 12 Graduation and Formal , which have been highly successful activities. These activities reflect much of the positive growth and direction that EPIC characterises at this time.



In terms of physical changes at school, a carpet has been laid over the corridors. All rooms have been installed with the air conditioning and a new carpet has been laid on rooms where needed.

## New Building Project Summary

### Synthetic Grass in Prep Area

The installation of synthetic grass was completed in 2009. The Preps are enjoying this facility during Recess and Lunch time.

### Cafeteria

The Cafeteria was completed last year. Our students are enjoying the cafeteria with a sense of ownership to the new facility.

### New Building in the Oval

In 2009, we worked with the Federal Government's P21 BER (Building Education Revolution) Program. The school received \$3 Million from the Federal Government as part of this stimulus plan. After much negotiation, approval was received to construct new building in the Oval. The development of this area involves the construction of three buildings, the Administration, Gymnasium and the Multi-purpose building. The construction of these three buildings is expected to be finished by 2011.

### Undercover Outdoor learning Area

Under the NSP (National Schools Pride) Program, the School received \$200,000 and the Undercover Outdoor Learning Area's design was approved. The construction began in mid 2009 and it is due to be completed in Term 2, 2010. We look forward to better facilities and increased play space for our students. This new facility includes multipurpose courts that can be used as Basketball Courts, Tennis Courts, Badminton Courts, Volleyball Courts and/or Netball Courts. It also includes 4 lanes of running track around it.

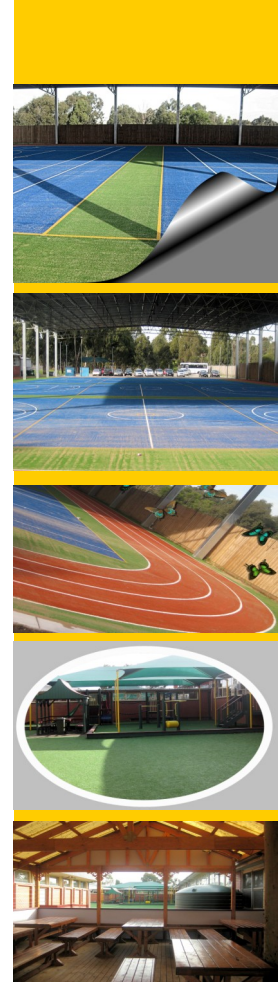
Apart from the sporting activities, this area will provide flexibility to teachers to present lessons close to the environment. Students will also use this area during recess and lunch time to socialise between classes.

Finally I would like to mention here that one of the primary objectives of EPIC is to foster a relationship between home and School that recognises the shared responsibility of the students' education. 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. Truly, 2009 was a successful year built on partnerships.

*"A hundred years from now it will not matter what my bank account was, the sort of house I lived in, or the kind of car I drove . . . but the world maybe different because I was important in the life of a child." - Kathy Davis*

Ekrem Ozyurek OAM  
Principal





One of the important missions of EPIC is to encourage, promote and facilitate opportunities for religious and spiritual growth in every individual. Spiritual life on campus is designed to develop a love for and understanding of God and Islam, to encourage and equip students to exercise greater sensitivity in moral decision-making, and to nurture a confident and faithful Muslim identity in each student.

The Religious education program includes Islamic studies and Qur'anic recitation and memorisation. Our teaching staff includes well qualified educators and Quran tutors to help students learn to read the Holy Quran in Arabic and also, to help students cultivate an understanding of the verses they memorise and recite.

The Islamic studies curriculum provides ample opportunities for students to explore their faith and discover both the practical and profound application of Islam in their young lives. Islamic studies also includes the character education program, which weaves universal moral values of compassion, honesty, truthfulness, courage, tolerance and forgiveness into daily activities.

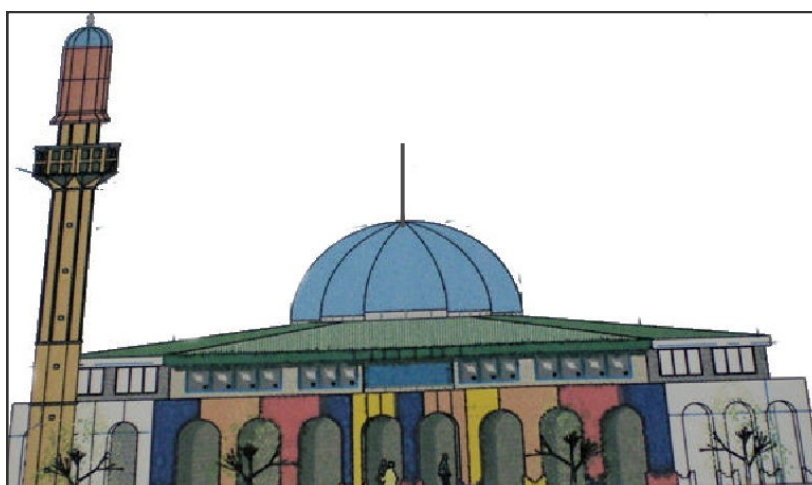
## **SALAH**

Daily Zuhr salah is an important feature of the school's religious and spiritual life. Students and Staff gather in the Mosque for collective prayer in the afternoon while enjoying personal moments of supplication and reflection. Teachers are expected to help.

## **FRIDAY PRAYER**

The congregational prayer of Friday afternoon is a highlight of the week as students, parents and outsiders look forward to the inspiring words of our Imam. The Imam is not a priest nor need to be the same person every time, but considerations of knowledge of the Quran and the religion are exercised in choosing him.

To provide a spiritual education for each child, East Preston Islamic College needs the full cooperation of the parents/guardians. In the spiritual development of the child, the first teacher is the parent/guardian, with the school acting as a re-enforcer of the Faith. For this reason, we expect parents to participate regularly in the Religious and Spiritual life of the School, to share the importance of their Faith with their children, and demonstrate their Muslim values in examples of service to others.



Our Future Mosque



# New Library

In 2009, the Library was moved to our previous mosque. The new library is more than double the size of previous library which means that the new library offers opportunities for students to spend more time over there. The library provides more seating space for staff and students to read, study and use their own computers. It also has a VCE room for VCE students to study and relax during their study periods.

Library is also equipped with a number of computers with a wireless network connection, a data projector and an Interactive whiteboard. EPIC library has an on-line database of more than 20,000 items including access to The Age. Additional resources to cater for students' educational needs and VELS linked Teacher Resource Books were purchased. We developed a comprehensive library program which supported the school curriculum.

## Goals and Objectives of The Library

In 2009, our mission was to support and enhance the reading research and informational needs of the staff and students to support the school curriculum frameworks. The library met these needs throughout the year by acquiring, processing and providing a wide range of quality resources in a variety of formats.

Further, we aimed to:

- 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

The library has a good collection of Fiction, Non-Fiction, Reference, and Teacher support material. The collection also includes Journals and Periodicals, Videos, DVD's and CD's, Maps and Charts, and a wide variety of Readers. We hold an excellent Islamic books collection. We also have a wide range of Arabic readers for the newly arrived children from Arabic speaking countries. Parents are welcome and the Library staff are happy to assist parents with choosing suitable material for their children.

EPIC library is a strong supporter of Literacy. We organized competitions and challenges throughout the year to motivate the students.

### *Newspaper*

Two Newspapers, "The Age" and "Herald Sun" were available in hardcopy on daily basis.

## Recommendations/Improvement Plans for 2010:

- ◆ Continue developing 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
- ◆ Organise more activities for Book Week and Multicultural Day
- ◆ Encouraging students participating in Premier's reading challenge, Scholastic and Islamic Book Fair







# Information Communication Technology



## An Intelligent Tool

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 2009 EPIC has continued to expose students to a technology based educational setting, where College facilitates the use of ICT in teaching and learning.

### Vision:

Our ICT vision for 2009 - 2010 for East Preston Islamic College is:

- To provide all students with the experience and skills of ICT that they will use in a rapidly changing technological world.
- Teachers have a curricular that fully integrates information and communication technology, multimedia product for teaching, and individualised learning and management systems that track and record student progress.
- All ICT resources are networked to make information sources available to everyone who needs them. The communication networks include electronic mail, bulletin boards, electronic conferencing and access to global telecommunications.

### Our ICT Facilities in 2009:

#### The Hardware

The College has two separate computer laboratories for Primary and Secondary School with 25 computers in each, and access to the printers for student use. The Secondary School laboratory and the Library are 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. Two Interactive whiteboard has been introduced and were readily available for classroom use.

#### The Software

All computers in both laboratories and the classrooms have been upgraded with Office 2007. The College introduced Kahootz software this year. Kahootz is a multimedia software program developed by the Australian Children's Television foundation. With Kahootz, students are able to create their own animated 3D stories. The construction of animated movies requires students to visualise, think logically and creatively, thus providing an enjoyable way for our children to practice higher order thinking skills. A Professional Development Learning based on kahootz was organised for primary and Secondary teachers.

Another important software that has been introduced this year is Mavis Beacon Teaches Typing which teaches Touch typing. The students will be learning the important skill of typing without using the sense of sight to find the keys.

Three ESL software programs have also been purchased for ESL students. These software are Interactive, motivational and educational programs to improve speaking, reading, writing, spelling, grammar, comprehension and pronunciation for English as a second Language students.





## The Internet

Access to the internet is available to all students. Guidance is provided in searching strategies and students are encouraged to critically evaluate all material.

### USE OF THE COMPUTERS AND INTERNET AT EPIC:

At EPIC, usually the educational resources used by students are carefully chosen by the teachers. However the use of the Internet, by its nature, will provide access to information which has not been selected by the teacher. In all classes, from time to time, students are directed to sites which provide important educational information, but at times they will be able to move beyond these, to sites unfamiliar to the teacher. This is a genuine reason for concern that students might access unsuitable material either accidentally or deliberately. In order to avoid this problem the School has taken the following measures:

- Filtering or blocking inappropriate websites
- EPIC normally only allows students to use the Internet when there is a responsible adult present to supervise
- All members staff are aware of the potential for misuse and are responsible for explaining to students the expectations that we have of the students

Furthermore, throughout the year students used a range of software such as movie maker for movie editing or Paint Shop Pro to edit pictures for the School publications. Students used kahootz to create animated movies. They also used technology to research and develop issues.

### The Outcomes were:

- 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 2009, once again a survey was done about the availability of computers and Internet at home for EPIC students and results showed that 60% Students had access to a computer at home and only 40% had access to the Internet.

### Recommendations/Improvement Plans for 2010

- More ICT Professional Development Training for Staff
- One more ICT Lab exclusively for VCE students
- Installation of Windows 2007 on each computer
- Introducing web 2.0 to years 7-9
- Introducing Indesign and Photoshop



## A Technology Integrated School

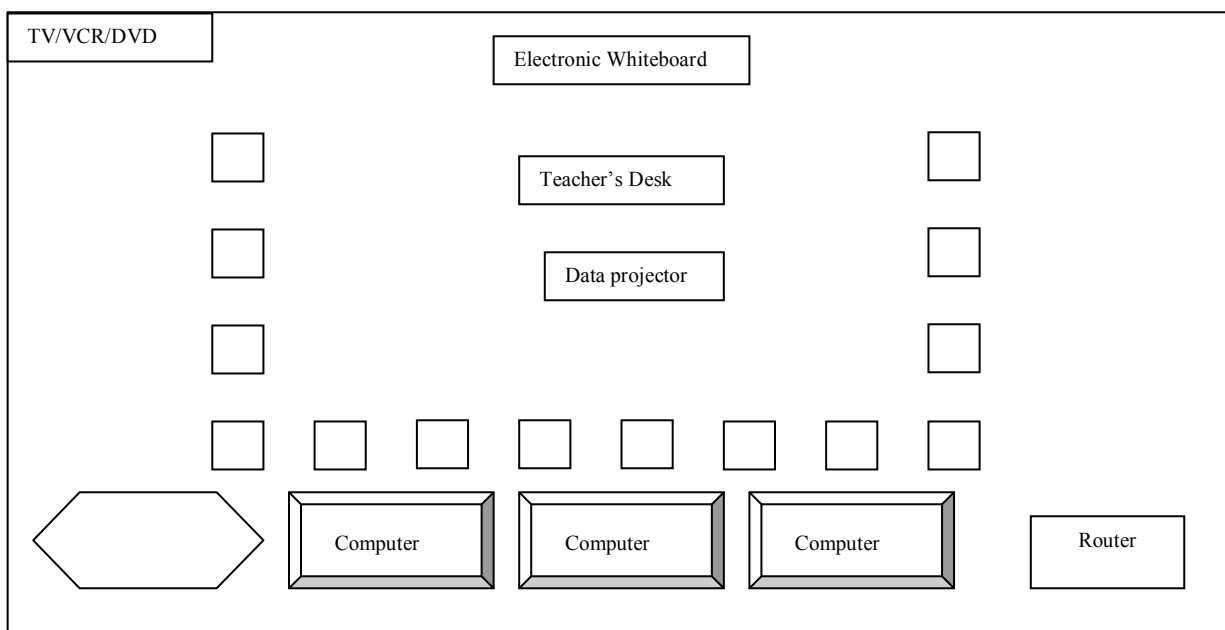
### Diagram of a High Tech school

Our focus will be to achieve a technology integrated school that will resemble the diagram below:

CLASSROOMS	ART ROOM	COMPUTER LAB
Computers Headphones Wireless Internet Printer Data projector Interactive whiteboard TV/VCR/DVD player E-Mail	Computers Scanners Video camera Still camera Digital Camera	Computers Printers Data projector Video camera Digital camera Scanners Headphones Wireless Internet Printer E- Mail
OFFICE	LIBRARY	PUBLISHING
Computers with Internet Connection Scanners Printers Wireless Internet	TV/VCR/DVD player Print material Computers with Internet connection	Computers Data projector Camera Laser Color Printers scanners

As a result of the Technology integrated school, the classrooms, at East Preston Islamic College should look like the diagram below in our new building which is under construction.

### Future Classroom Scenario





# Our Students

## ESL (English as a Second Language)

Children for whom English is a second language are withdrawn from their home room and attend class daily. At the start of the year, the focus is on establishing routines in a visual, non-threatening, consistent educational setting with an integrated program to meet individual needs and learning styles for achievement in Literacy.

The relationship between student and teacher is important for effective learning so various 'getting to know you' activities are engaged:

- Interactive circle ball games develop oral language and interpersonal skills
- Oral prediction and recount of weekend activities
- Scaffolding oral language to build sentences

ESL children are encouraged to verbalise their thoughts before the expectation of writing genre. Modeled writing focuses on structures, formation of letters and use of punctuation. Early drawing and writing attempts indicate prior knowledge as a springboard for learning.

Familiarisation with text features derived through sharing Big Books on relevant themes and comprehensible input. Developing strategies for reading include:

- Predicting unknown words by identifying initial/medial/final graphemes/phonemes
- Graphophonic cues
- Supporting visual cues
- Meaning
- Differentiation between consonants and vowels in syllabification and main word stress for pronunciation

The initial procedure is to assess language skills and prior knowledge to inform **teaching for learning**. Individual assessment of pre-reading skills, knowledge of the Alphabetic Principle (names of letters/phonemic awareness) is Step 1 in the process of Language Acquisition. The collation of data informs teaching targets.

Language learning activities include identifying and sequencing the alphabet or stories in pictures; matching real objects with visuals and keywords that represent the 44 phonemes (consonants and vowels) and spelling choices of the English language system; gap fill, 'hangman', barrier games and listening repeating raps and chants. Repetition assists in consolidating knowledge and for recall to gain meaning.

In 2009:

- Professional Learning for ESL teachers was organised
- THRASS language program was introduced into junior classes
- Additional resources for 'hands on' Literacy activities were purchased
- Literacy Resource Room was set up
- ESL students encouraged to develop community links and interact with other schools
- ESL software programs were purchased

## Recommendations/Improvement Plans for 2010

- More number of ESL teachers to support our ESL students
- Full time MEA to be assigned to Primary ESL
- More ESL Professional development for staff
- More ESL resources





# Our Students

## VCE (Victorian Certificate of Education)



At EPIC the composition of the school is exclusively Muslim students from a low socio-economic family background. Approximately 50% of students come from families with single parent or shared custody situations. This has a significant bearing on the emotional stability of the student, as several students find that housework as well as family business takes priority over their studies. About 30% students travel to school by bus each morning, and the journey time ranges from 20 to 90 minutes one way.

### Factors Influencing Student performance at EPIC

There are various factors that influence student performance at EPIC. Firstly and perhaps most notably would be socio-economic status. Most students from EPIC come from a low socio-economic background. There are many associated issue with students from low socio-economic backgrounds. Firstly, it is noted that there is lack of access to resources at home that are stimulate to learning such as books and other educational resources. There is also pressure on the students to work a casual or part-time job to help support the family, thus taking away time from studying.

Gender also plays a significant role in student performance at EPIC. There are certain cultural practices that can be perceived as inhibiting academic performance. The girls often get married quite young. This is not only distracting for the students concerned, but can also result in the early removal of the student from school. In the past year, in year 12, one girl got married and two got engaged. One of them was a high achiever and College had high expectations from this student. The student had to leave due to this reason.

The educational level of parents also plays a significant role. Many of the students come from families where their parents or guardians aren't educated. This can make it more difficult for the student, either unable to ask for help at home and/or living in an environment where their academic pressures are perhaps not understood. On the contrary, some educated parents put a lot of pressure on students to take Science and Maths subjects, even if the student is not interested in taking these subjects.

**International Students** – Last year we had 3 International students in year 11. The parents of these students were on study visa. The aim of these students was not to complete their VCE, but stay in a school within the Islamic environment. Two of these students left without any notice. One went overseas during the School holidays and came back. He is doing year 12 this year and at the same time completing some online subjects from a university in Saudi Arabia.

However, most of the students at EPIC are undertaking VCE with a view to pursue a trade or technical pathway or to enter full-time employment. For these pathways, a pass in VCE is the main aim, not a high score.

### Steps taken to improve VCE performance at EPIC in 2010

In 2008, EPIC formed a partnership arrangement with Northland Secondary College to provide a Pathways Program, VET/VCAL, for Year 10 students. In 2009, one year 10 student enrolled in VET Engineering and has successfully completed his units 1 and 2 and is continuing his course this year in units 3 and 4. In 2010, 6 Year 10 students are enrolled in Carpentry and 2 year 11 students are enrolled in Automotive at Northland Secondary College.

**Timetabling:** The timetable has been organised in such a way so that students who are enrolled in VET courses don't miss substantial class time while accessing their vocational pathways.

Since 2008, at year 10 level, students are challenged by the introduction of the VCE program at this level, through a selection of subjects. This gives our students the opportunity to complete more VCE subjects during these crucial final years.





# Our Students

## VCE (Victorian Certificate of Education)

Another step taken by EPIC involved the introduction of Foundation Mathematics for students at Year 10 this year. Our aim is to give disengaged students an attainable goal to achieve satisfactory completion of a VCE mathematics subject. They will then be able to access more vocational pathways such as apprenticeships, traineeships and a wider choice of VCE/VCAL subjects. Foundation Mathematics is also available to Year 11 students. In year 2010, 2 year 10 students and 3 year 11 students are enrolled in Foundation Maths.

This year we introduced a teacher mentoring program for years 11 and 12 students where VCE teachers are responsible for 3 students in each of their classes. The focus of the program is the development of a productive and generally positive student-teacher relationship. The responsibility of a mentor teacher includes speaking to students in class one-on-one regularly about issues such as pathways, welfare and school achievement. The teacher also collates and sends out a weekly report to the VCE Coordinator detailing the student's progress, conduct, attitude, attendance and homework for each class the student is enrolled in.

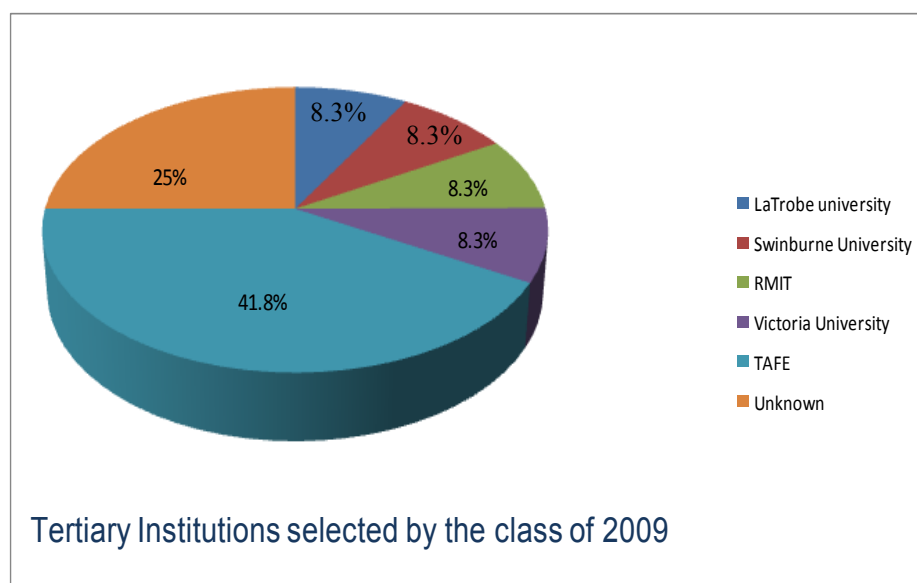
We are also in the process of reviewing our use of ICT and ways of delivering resources available to the students on the network. Two more teachers have recently attended Professional Development on how to use the Interactive Whiteboard.

The Interactive White Board has proven to be particularly useful and a productive learning tool in class. For example, using the board to show and demonstrate the nature of Venn diagrams has been seen to be engaging and interactive. It is a concrete and excellent learning tool for visual learners in Maths classes.

**Although students in East Preston Islamic College are not high achievers and are most disadvantaged in terms of their socio economic background, in the past two years they have managed to proceed on to further education at university, training or full time employment after completing Year 12.**

In year 2009, 12 students were enrolled in year 12 at EPIC. 10 of them received their VCE certificates. Two students received study scores above 35 in Biology. Two students received study scores above 35 in Arabic and one student received a study score of 37 in further Mathematics.

### 2009 Tertiary Destinations



# Our Students

## Year 12 Valedictory Service



### Yasmin

Yasmin considers the friendships she made at EPIC to be the best aspect of school. Her hopes for the future involve going to uni, making a difference in other people's lives and to be successful in her own life. Yasmin believes that her time at EPIC has taught her integrity and to respect others, and to be a good Muslim and to always try your best. She considers her greatest achievements at EPIC to be academic, and will miss her friends and teachers the most once she graduates. We wish her the very best for her future.

### Tamana

Tamana's most memorable moments from school involve her time spent with her friends, sitting and laughing with them for hours. She considers her greatest lessons while at EPIC to be the basic studies of Islam. She believes that the best thing about school was being involved in an environment that was caring and kind. Her hopes for the future involve graduating from University, and successfully pursuing a career in her field of choice. Tamana believes that EPIC has taught her to keep trying no matter what, which she believes is a lesson that has prepared her for life after school. She considers her greatest achievement to be finding a group of friends that she sees as unique from all others at school, and will mostly miss teasing and mucking around with her classmates. We hope that Tamana finds the success in her life and career that she is looking for, and wish her all the best for her future.

### Noura

Noura has many memorable moments from her time at school. She believes that her greatest lesson while at EPIC was to respect others. She considers the best thing about school to be her friends. Her hopes for the future involve being successful in her chosen career, and believes that EPIC has prepared her for the future as it has instilled values such as teamwork, standing up for oneself, respecting others and being a good Muslim. She considers her greatest achievements while at school to be her roles as Vice-School Captain and the President of the SRC. She will miss her friends, teachers and all the good times they shared. We wish her the best in her future endeavours.

### Manal

Manal has several memorable moments while at EPIC, beginning from her first year at the school in year 3, to now as she graduates with the class of 2009. She considers her greatest lesson from school to be that nothing is free and that one has to work hard in order to succeed. Also, she has learnt that you need to be strong in order to survive and in order for people to take you seriously. All of these are true life lessons that I'm sure will serve her well. She believes that the best thing about school was the support she received from her teachers. She wrote that "they are all so great" and that she loved them all. She found them to show that they cared, and she further says that she really appreciated them and everything that they had done. She attributed being so close with everyone to the small size of the school. She believes that it gave everyone the opportunity to be one big family. Her hope for the future is to be successful, and considers her greatest achievements to be graduating from high school and being academically strong in her VCE SACS. She will mostly miss her friends and teachers and the good times she shared with the class of 2009. We wish Manal all the best, and hope that her success from school continues with her in the future.

### Karar

Karar considers his most memorable moment from school to be his time as the Captain of the year 9/10 soccer team in 2007. His greatest lessons while at EPIC involved a greater understanding of his religion, and the way in which to put these lessons into practice. He considers the best thing about school to be his friends. His hopes for the future are to be successful in life, and to implement what he has learnt while at EPIC. Karar believes that EPIC has prepared him for life after school by teaching him the



## Our Students

### Year 12 valedictory service



Importance of tolerating others. He considers his greatest schooling achievement to be his completion of year 12 with confidence. He will miss the Islamic environment and his friends the most when he leaves. We all wish a bright future for Karar, and hope that he achieves the success that he hopes for.

#### Mohammed al Hamdani

Mohammed considered school to be not only a place to learn, but in his words, “it was another life all together”. For him, school was a place where he had the support and trust of all his friends, the teachers and the administration. His greatest lessons while at EPIC were the values of respect and appreciation of people of all races, cultures and religions. His hopes for the future involve tertiary education while also maintaining his friendships from school. Mohammed acknowledges the hard work that his teachers and the administration went through to prepare the class of 2009 in their exams. He wrote that he would like to thank them for that. He perceives his greatest achievement while at school to be academic, particularly regarding math. And after being at EPIC for 9 years, he will miss everything about school – from the students, to the teachers, and even the corridors he walked through for years. We wish Mohammed all the best for the future, and hope that he achieves all of his goals.

#### Hiba Mousslimani

Hiba’s most memorable moments involve her times spent with her friends, sitting around and laughing. She considers her greatest lesson from EPIC to be that there is always room for improvement, which is a great lesson that many people only learn much later in life. The best things about school for Hiba were meeting her friends who she described as “special”, and having good and inspirational teachers. Her hopes for the future are to be an inspiring teacher for young children, and to be the best mother that a child could have. Hiba believes that EPIC has prepared her for life after school by making her confident within herself and emotionally strong. She considers her greatest achievement while at EPIC to be academic, particularly when she worked very hard on an English essay for which she got an A. She will mostly miss her teachers and spending time with her friends. We hope that her future is both successful and full of happiness, and we have no doubt that her students will also describe her as inspirational one day

### Class of 2009



“Don’t be dismayed at goodbyes, a farewell is necessary before you can meet again and meeting again, after moments or lifetimes, is certain for those who are friends.”



# Our Students

## National Assessment Program– Literacy and Numeracy (NAPLAN)

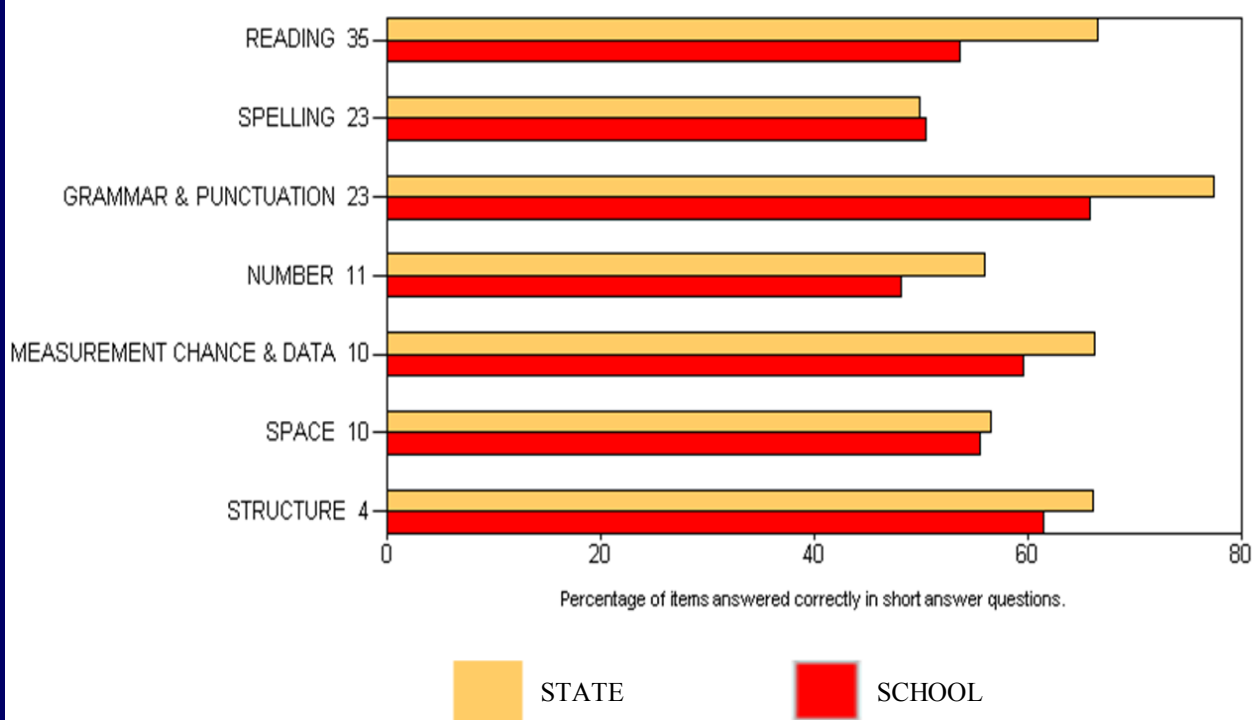


In 2009, 72 students in year 3, 66 in year 5, 45 in year 7 and 25 in year 9 sat the NAPLAN tests. This program assessed years 3, 5, 7 and 9 across the nation in literacy and numeracy.

### Grade 3 NAPLAN Results

#### Assessment Area Report Analysis

The Assessment Area Report shows the average number of correct answers in the assessment areas of *Reading, Spelling, Grammar and Punctuation, Number and Measurement, Chance and Data, Space and Structure*. EPIC students' performance is above the state average in spellings whereas it is significantly below the state average in Grammar& Punctuation and Reading.



#### Recommendations/Improvement Plans for 2010

1. Support classes in Literacy and Numeracy
2. After school Home Work Club
3. Purchasing more Literacy and Numeracy Resources
4. In class teacher support
5. Corrective Reading for Literacy
6. CAMS Program for Numeracy





## Our Students

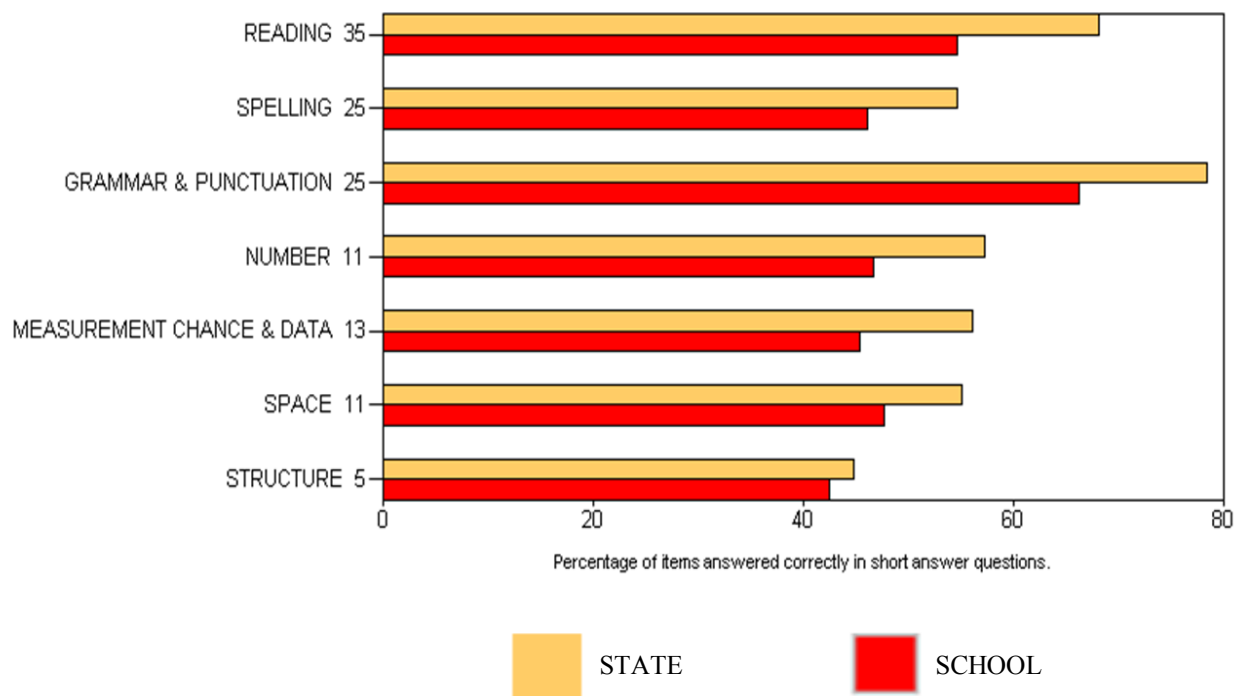
### National Assessment Program– Literacy and Numeracy (NAPLAN)



#### Grade 5 NAPLAN Results

#### Assessment Area Report Analysis

The Assessment Area Report shows the average number of correct answers in the assessment areas of *Reading, Spelling, Grammar and Punctuation, Number and Measurement, Chance and Data, Space and Structure*. EPIC students' performance is significantly below the state average in Grammar & Punctuation and Reading.



#### Recommendations/Improvement Plans for 2010

1. Support classes in Literacy and Numeracy
2. After school Home Work Club
3. Purchasing more Literacy and Numeracy Resources
4. In class teacher support
5. Corrective Reading for Literacy
6. CAMS Program for Numeracy

# Our Students

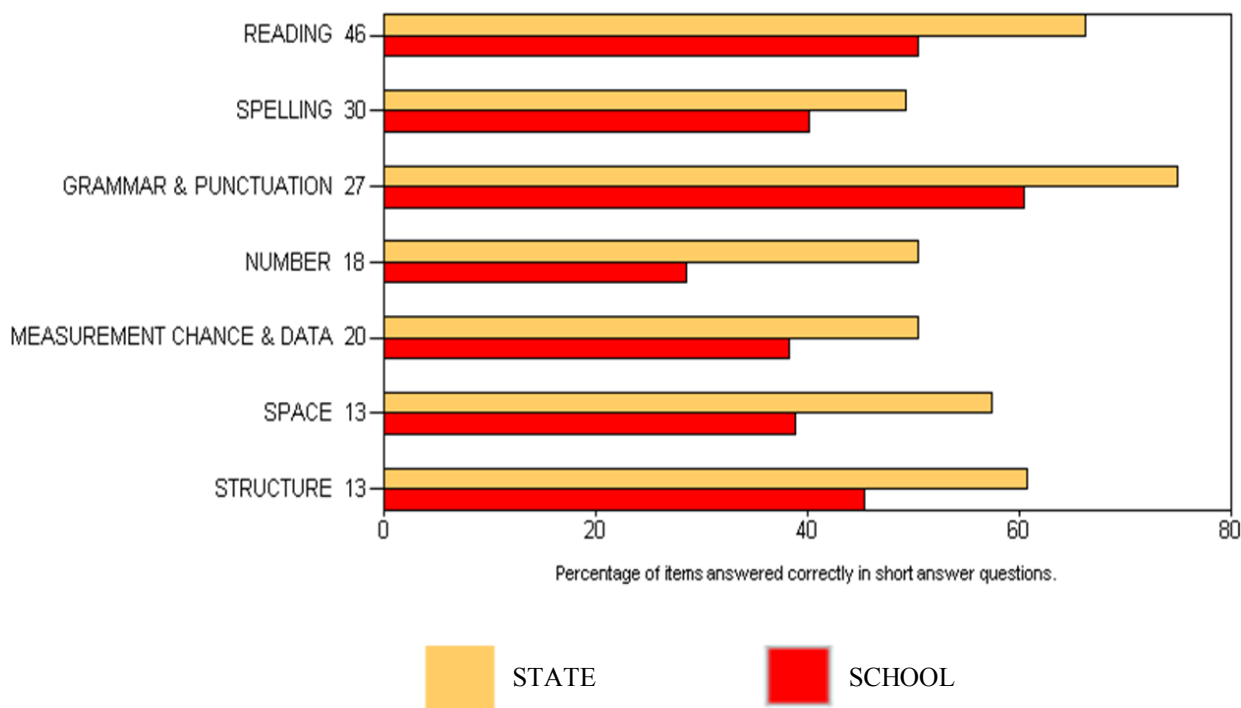
## National Assessment Program– Literacy and Numeracy



### Grade 7 NAPLAN Results

#### Assessment Area Report Analysis

The Assessment Area Report shows the average number of correct answers in the assessment areas of *Reading, Spelling, Grammar and Punctuation, Number and Measurement, Chance and Data, Space and Structure*. EPIC students' performance is significantly below the state average in Grammar& Punctuation and Reading, Structure, Space and Number.



#### Recommendations/Improvement Plans for 2010

1. Support classes in Literacy and Numeracy
2. After school Home Work Club
3. Purchasing more Literacy and Numeracy Resources
4. In class teacher support
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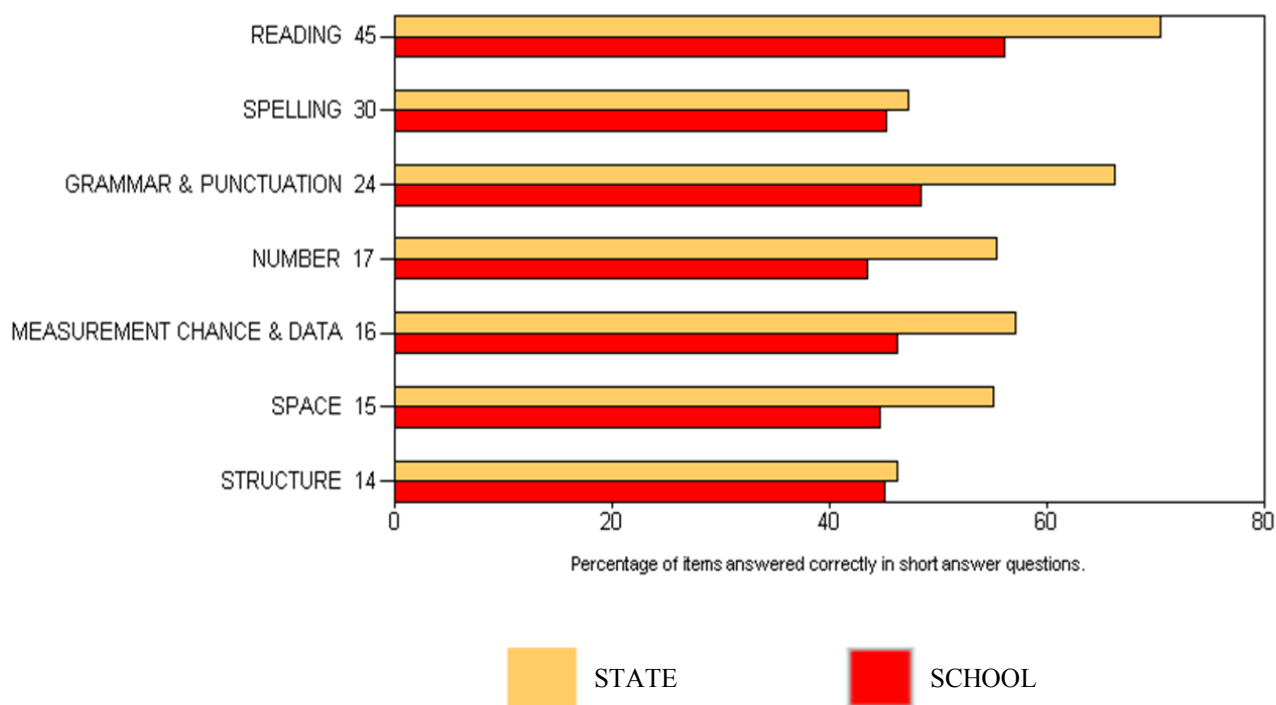
# Our Students

## National Assessment Program– Literacy and Numeracy (NAPLAN)

### Year 9 NAPLAN Results

#### Assessment Area Report Analysis

The Assessment Area Report shows the average number of correct answers in the assessment areas of *Reading, Spelling, Grammar and Punctuation, Number and Measurement, Chance and Data, Space and Structure*. EPIC students' performance is below the state average and it is significantly below the state average in Grammar& Punctuation and Reading.



#### Recommendations/Improvement Plans for 2010

1. Support classes in Literacy and Numeracy
2. After school Home Work Club
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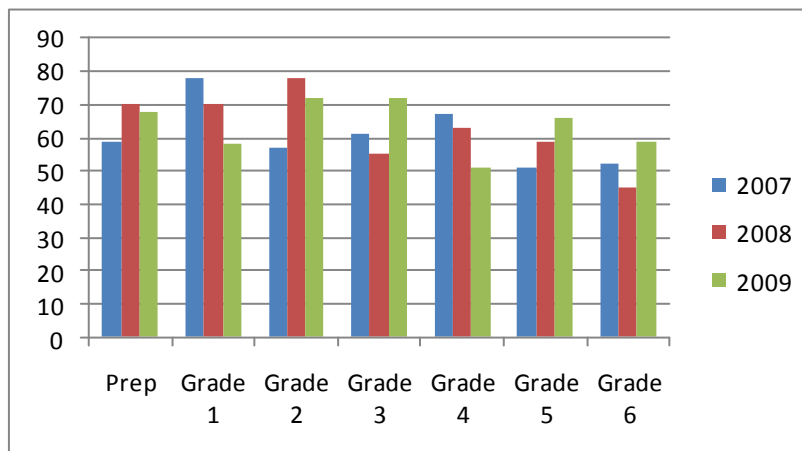


# Our Students

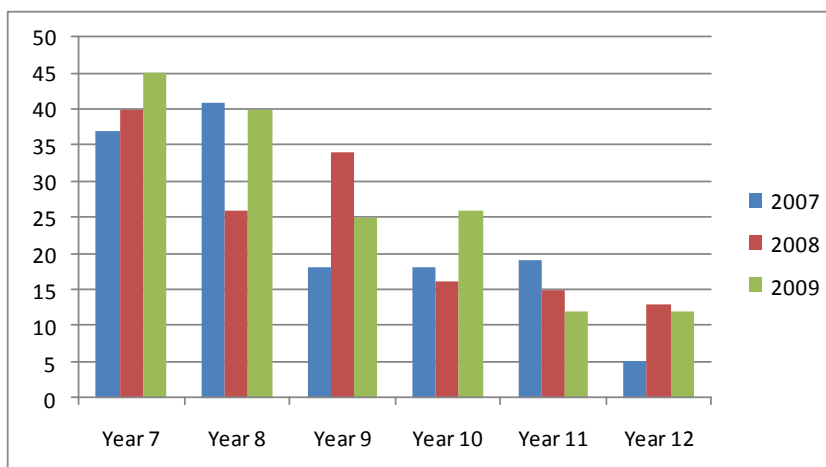
## Student Enrolments



### Student Enrolments from Prep - Grade 6



### Student Enrolments from Year 7 - Year 12



The enrolment census statistics for the last 3 years are:

Year	Total No. of Students
2007	563
2008	584
2009	606

At EPIC there is a fluctuation in student enrolment throughout the year because students leave to go overseas and then they come back within 6 months to 2 years time period. Since 2007, there is a slight increase in student enrolments every year. In 2009, we had three classes per year level in Primary and 2 classes per year level in Secondary with the exception of years 9 and 12, having one combined class for girls and boys for both the year levels.





## Student Attendance

The most significance category of absence was identified as students going on holidays overseas. In 2009, the student attendance was 89%.

## Recommendations/Improvement Plans for 2010

- 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 2006, 26 students entered Year 9 at the College and 12 of them completed Year 12 in 2009. This represents a retention rate of 46%.

## Recommendations/Improvement Plans for 2010

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





# Our Students

## Co-Curricular Activities



### SRC (Student Representative Council)

Two students from each class in Years 7-12 were nominated by their peers to be the class Student Representative council members. These students attended fortnightly meetings where students voted for and against a variety of issues raised by their fellow members. The School Captain and the Vice Captain from year 12 also attended these meetings. Throughout the year, SRC students were involved in coordinating the numerous fundraising activities conducted for various charities for e.g. Jeans for Genes day, Daffodil Day, Bush Fire Appeal etc.

### Donation to Red Cross Bushfire Appeal - Presentation of Cheques

On 30th May 2009, EPIC community has made its first donation, giving \$10,000 to the red Cross Australian Bush Fire Appeal Fund. Two cheques of \$5000 each were presented to Ms Toni Aslett, the Group Manager - Community Services of the Australian Red Cross at Red Cross Office. The \$10,000 are donated with the joint effort of the School and the Islamic Coordinating Council of Victoria (ICCV).



### DAV Debating

Our EPIC debating team's continuous victory throughout the year was the highlight of 2009. The best one was "Parents should design their own babies" Ayan, Nafisa and Fatima were the first, second and the third speakers respectively and worked very well together to form an affirmative team. Nafisa spoke brilliantly and was awarded the best speaker.

### Building Bridges Program

*The Building Bridges through Interfaith Dialogue* project aims to help secondary students of different faiths, religions, cultures and values in Years Ten and Eleven to build bridges of trust and friendship through learning key skills of dialogue and sharing personal experiences of their lives that have shaped them, as a foundation to negotiate, respect and engage with each other's differences and commonalities. These are important qualities for leaders of our country into the future.

Throughout the year, the years 10 and 11 students involved in the Building Bridges program visited various different schools where they had the opportunity to meet and share ideas with students from other schools in a friendly and respectful environment. EPIC also hosted Building Bridges once a year.





# Our Students

## Co-Curricular Activities



### Active Girls' Breakfast

The AGB provides a forum to recognise the achievements of girls in sport and active recreation while giving them an opportunity to meet and share the experiences of elite female athletes and role models, including administrators, coaches, officials and leaders within the sport and active recreation sector. (sports and Recreation Victoria).

In 2009, 10 girls from EPIC participated in Active Girls' Breakfast. This was a great opportunity for them to meet with other students from different schools. The girls had an enjoyable time and they still talk about their visit to Active Girls' Breakfast.

### Bollywood at Active Girls'



### UNIFEM's Melbourne Youth Forum 2009

In June 2009, 10 Girls from EPIC visited UNIFEM's Melbourne youth Forum held at Melbourne Town Hall. UNIFEM is the women's fund at United Nations. It provides financial assistance to innovative approaches aimed at fostering women's empowerment and gender equality.

The students participated in the discussion forum about gender equality, child mortality, domestic violence and improving maternal health. The girls learnt about what it means to be a woman and how to involve men in gender equality. The girls were given chance to present their own point of view and Hayat asked many questions from the volunteers. Rachel Berger, Socially engaged comedian spoke brilliantly about gender equality.

### Science week Celebration: 2009

All over Australia 'Science Week' was celebrated from 15-23 August 2009. This year's theme was "Astronomy: "Science without limits" as it was the 'International Year of Astronomy'. Our students actively participated in the celebration by making models and presentations and also holding discussions on various aspects of space.

Many year 7-10 students researched various aspects of the solar system, aliens, spaceships, comets and the first human visit to the moon, amongst numerous other topics.

The primary aim of the science week was science awareness and the impact of science and technology on our daily lives. Civilisation itself is measured by its advancement in science and technology and thus it is very important for students to study science and technology for the development of our country and the rest of the world.

The final stage of the celebration took place on 25, August 2009 at the library. All secondary school students participated in the event, with students involved in science week presenting their hard work to the school.







# Our Students

## Co-Curricular Activities



### Multicultural Day

The Multicultural Day celebrated on 29th of May was the highlight of the year. The students, teachers and the parents were dressed in traditional costumes. The opening ceremony began with Australian National Anthem sung by the whole School. This was followed by various other National Anthems sung by students from different nationalities.

After the break, the Primary students performed different activities. The traditional costumes were amazing and very much appreciated by the audience. The best dressed prizes were won by teachers, parents and students.

The enthusiasm and creativity shown by the teachers, parents and the students from 24 different cultural groups on Multicultural Day was an indication that learning about different cultures at a young age is a positive step in developing a harmonious society. Our School will always be committed to foster an inclusive and diverse community as **Mahatma Gandhi once said, "No culture can live if it attempts to be exclusive"**.

### College Family & Open Day

The College Family and Open Day which was held on Saturday, 7th November, 2009 was a great success. It was very pleasing and encouraging to see so many parents, students and the visitors who came along to see the College on this day and also enjoyed the many different activities organised for them.



## Sports

### Sport Education Coaching Program

Last year we initiated a Sport Education Coaching Program (SECS) that involved year 9 students providing Soccer training to year 6 students. As a part of this program, the year 9 Students held a sausage sizzle fundraiser to buy medallions and trophies.







## Our Students

Throughout the year the College had sports competitions with other colleges. Below is a news from our sports teacher:

### EPIC 2-1 Victory BRINGS DOWN Illim's Confidence

EPIC won 2-1 to Illim college after Hajar secured her second goal in the dying minutes of the game. A magnificent build up from the defence, Jacqueline precise and composed pass out of defence to the feet of Nafisa on the left wing who controlled the pass effortlessly and turned around couple of Illim's players, to find Hajar making the run into the space in the 18 yard box scoring the victory goal.

EPIC'S skills, team work, confidence and courage over ride Illim's playing formation. Illim struggled to find their feet up until a defensive error from EPIC'S defence allowed them to secure their first and final goal of the game. Luckily EPIC responded extremely well to conceiting the goal by continuing to keep attacking and applying enormous pressure, not giving Illim any space to breath.

As half time approached the girls huddled together, psyching each other up, and complementing each other for their ripper effort during the first half. EPIC intensity in the second half united the team by up lifting their strength and confidence to control the game.

### Magpies visit East Preston Islamic college

In June 2009, Magpies conducted a clinic at East Preston Islamic College. As part of Collingwood's commitment to helping and assisting the development of youths, a host of Magpie stars visited the East Preston Islamic College on Tuesday 16th June 2009 to run clinics with the fifth and sixth grade students.

Over 200 kids piled onto the school field to take part in a two-hour clinic run by the players.

"It's always good to get out and give something back to the schools and the community," **Tobias Thoolen** told [collingwoodfc.com.au](http://collingwoodfc.com.au) during the day.( [www.collingwood.com.au](http://www.collingwood.com.au))

"Hopefully we can convert many of these kids into Magpie members!"  
[www.collingwood.com.au](http://www.collingwood.com.au)

### Futsal Competition

On the 6th of May and the 8th of May students from year 7, 8, 9 and 10 competed in the Victorian Futsal championship. This was the first time our school has been included in the championship and our students represented EPIC in a fantastic way. Our intermediate boys did very well playing against teams who have been playing together for years. Our Junior boys were unlucky not to make it through to the next stage. They won most of their games but the side they lost to went on to win the championship. Our intermediate girls were fantastic as were our Junior girls with our intermediate girls having a win in their last game.

"Champions aren't made in the gyms. Champions are made from something they have deep inside them- a desire, a dream, a vision."  
Muhammad Ali



## Teacher Qualifications

East Preston Islamic College is blessed with talented and professional staff who are always striving to improve their performance.

All teaching staff are registered teachers by the Victorian Institute of Teaching (VIT). Some teachers hold a higher degree such as Masters or Doctorate. The School is also committed to the induction and mentoring of all new staff, especially beginning teachers.

## Staff Attendance

At the end of 2009 School year, the College employed 51 teaching staff. The average number of personal leave days (sick and carer's leave) taken per teaching staff member in 2009 was 6.7 dropped down from 8.7 in 2008.

## Professional development

East Preston Islamic College is committed to encouraging professional learning for the whole staff. This can happen in many different ways: in school and at external programs. In school professional development can be in the form of meetings, workshops or the guest speakers invited to school. All teachers are eligible to attend two external PDs where school pays for that professional learning activity.

In 2009, apart from the individual external PDs attended by teachers, School organized the following three in school PDs for the whole staff.

### Kahootz Training

On the 14th of July, the whole EPIC staff attended professional development training on Kahootz. Kahootz is a multimedia software program developed by the Australian Children's Television Foundation.

With Kahootz, students are able to create their own animated stories within 3D worlds. The construction of working animated stories requires students to visualise, think logically, plan, analyse and construct. This software thus provides an enjoyable way for our children to practice important higher order thinking skills.

Kahootz is a very important part of the Victorian Curriculum and we were very lucky to have Jo kate to provide professional training to our prep to year 12 staff. She has been Victoria's technology teacher of the year twice and presented at many international, national and state wide conferences with a number of international ICT awards to her name. This was a very productive session and teachers and students used Kahootz throughout the year for their teaching and learning.

### VELS (Victorian Essential Learning Standards)

Professor Mauri Hamilton from LaTrobe university, delivered professional development training on VELS in 2008 and 2009 throughout the year. The training covered the following:

- An overview of the contents and skills on all domains and exploration of the learning focus
- Mapping the curriculum



- Assessment for, of and as learning within the interpersonal development, personal learning and thinking processes domain.
- Assessment for, of and as learning within the English, Humanities and Science
- Assessment for, of and as learning within the ICT and dimensions of art and movement and physical activity
- Use of Graphic organisers to enable higher order thinking

## Behaviour Management

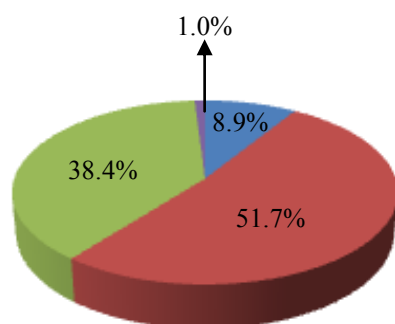
This professional development training was delivered by Jenny Mackay from AISV. The PD was delivered after school throughout the year during 2009. She also visited classes to observe the behaviour of students. The PD was extremely beneficial and helped teachers to deal with behaviour problems and discipline issues.





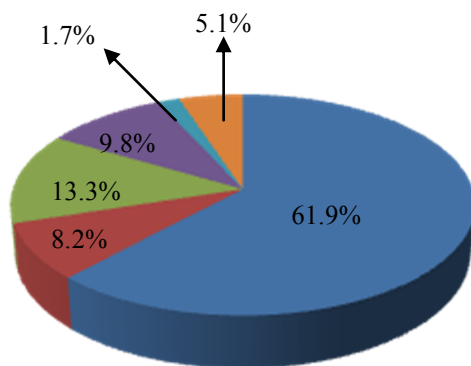
# Financial Report

## 2009 EPIC Revenue



	\$M	% age
Fee Income	535,996	8.9%
Government Grants - Commonwealth	3,119,379	51.7%
Government Grants - State	2,318,172	38.4%
Other Income	64,450	1.0%
	<u>6,037,997</u>	<u>100%</u>

## 2009 EPIC Expenditure



	\$M	% age
Staffing Expenses	3,664,731	61.9%
Other non-salary expenses	483,233	8.2%
Finance expenses	785,289	13.3%
Building	101,380	1.7%
Depreciation	304,000	5.1%
Communication and other expenses	<u>5,917,196</u>	<u>100%</u>







## Our 2009 Publications

- Staff Handbook
- Discipline Policy
- Anti bullying Policy
- Primary Handbook
- Years 7-9 Handbook
- Years 10-12 Handbook
- Year 12 “Year Book”
- Annual Report 2008
- ACARA-Australian Curriculum Assessment and Reporting Authority
- Open Day Information Pack
- Information Brochure
- Regular Fortnightly Newsletters

