

## EPIC Annual Report 2010



# Contents

Our Mission	3
9 Australian Values	4
Principal's Overview	5
Spiritual life on Campus	7
Library	8
ICT	8
Our Students	
Socio Economic Background	9
VCE (Victorian Certificate of Education)	9
NAPLAN Results	11
THRASS	15
ESL	15
Student Enrolment	16
Student Attendance	17
Proportion of Y9 students retained to Y12	17
LEAD Survey	18
Co-Curricular Activities	21
EPIC Staff	22
Teacher Qualifications	22
Staff Attendance	22
National Partnership	23
Professional development	22
Staff Appraisal	24
Financial Report	25
EPIC Revenue	
EPIC Expenditure	



# School Statement

East Preston Islamic College is a co-educational school ranging from Prep to Year 12, with approximately 600 students. The School follows the VELS curriculum across all key Learning Areas and offers the teachings and practices of the Islamic faith and welcome staff and students from all religious, ethnic and cultural backgrounds. 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 happy and 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





## 9 Australian Values

'9 Australian Values' were implemented across the Curriculum in 2010

### Care for Compassion

Care for Self and Others

### Doing Your Best

Seek to accomplish something worthy and admirable, try hard, pursue excellence.

### Freedom

Enjoy all the Rights and Privilege of Australian citizenship free from unnecessary interference or control, and stand up for the Rights of others

### Honesty and Truthfulness

Be Honest, Sincere and seek the Truth

### Fair Go

Pursue and protect the common good where all people are treated fairly for a just society.

### Respect

Treat others with consideration and regard, respect another person's point of view.

### Integrity

Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds

### Responsibility

Be accountable for one's own actions, resolve differences in constructive, non violent and peaceful ways. Contribute to society and civic life, take care of the environment.

### Understanding Tolerance and Inclusion

Be aware of others and their cultures, accept diversity within a democratic society, being included and including others.



Once again, I am pleased to present the Annual Report of East Preston Islamic College to the entire College Community. It will probably not surprise you to hear that we have had another busy and successful year, once again built on partnerships.

Over the past two years East Preston Islamic College has undergone major changes, not only major changes in the School structure, but also in terms of Physical changes as we received funding as part of the Building the Education Revolution and National Schools Pride program.

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 a 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 the end of 2011. This will enable us to have a new open learning area and new ICT infrastructure in the school. The design of the multipurpose hall will enable staff work in teams when planning, teaching and assessing. The students will have the opportunity to mix with other age groups as appropriate. A modern gymnasium will allow us to provide a better-rounded education to students while helping to attract new families to the East Preston Islamic College. The Gymnasium will also be open to sports, recreational and social activities for students and the wider community.

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 was completed in Term 2, 2010. Now we have better facilities and an increased play space for our students. This new facility includes multipurpose courts that we also use 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 provides flexibility to teachers to present lessons close to the environment.

We also updated our website in 2010. Our new website is very dynamic, more interactive and enables the school to communicate in a meaningful, timely and economical way with our school community. The website has become a constantly changing, up-to-date source of information for all things happening at the school.

We were delighted to host 15 students and 2 teachers from PB Soedirman Islamic Junior School in Indonesia visiting EPIC in 2010. The students were very warmly welcomed into the school and into the homes of their host families. Our EPIC students enjoyed this wonderful opportunity to meet and make friends with other teenagers from a different country. The Indonesian students were here to experience classes in an Australian school, practice their English language and develop a better understanding of Australian life and culture.

I would take this opportunity to thank our host families for providing homes to our Indonesian students. Without the generosity of EPIC families this event was unable to proceed. The relationships that has been forged through this experience can be ongoing and provide wonderful new friendship not only with the visiting students but their families as well. I would advise our EPIC students, Indonesian students and the host families to keep in touch with each other.

EPIC has a dedicated staff and provides students with the best possible opportunities for learning, well being and extra-curricular activities. Curriculum and Teaching and Learning Programs reflect student choice and student needs. 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; after school homework club and support classes and Partnership with neighbouring schools which assists students to choose different career pathways. The Religious education program includes Islamic studies and Qur'anic recitation including memorisation. Our teaching staff includes well qualified educators and Quran tutors to help



students learn to read the Holy Quran in Arabic. 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 include the character education program, which weaves universal moral values of compassion, honesty, truthfulness, courage, tolerance and forgiveness into daily activities.

At EPIC, there is a clear emphasis on the development of a Global Community within a multicultural environment as well as outreach programs within the community. The School delivers programs which promote racial tolerance, dangers of prejudice and discrimination, and promotes multicultural perspective across the curriculum.

The school's multicultural program is very successful and includes our students sharing some of their own culture with others through cultural costumes, Art and Songs in their native language. This is achieved through celebrating harmony and multicultural days. On multicultural day in 2010, we had 24 different nationalities that included students and staff. The enthusiasm and creativity shown by the teachers, parents and the students from different cultural groups on that 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.

Another important objective of EPIC is to create a learning community working together with students, teachers, parents and the wider community to develop and facilitate life-long learners who can be successful here at School and can deal with any situation successfully after school.

To achieve our objectives, parents are encouraged to participate in School activities such as, Parent Teacher Interviews, Parent Information sessions, School Assemblies, Year 12 Valedictory and Formal and are encouraged to support teachers in classrooms. Regular fortnightly Newsletters are sent home to keep parents informed. Staff members are encouraged to contact parents to discuss students' academic progress and behaviour ethics.

I would urge more parents to participate as much as they can in our School's life. We want your ideas, your enthusiasm, your passion and your involvement in helping us build our EPIC community. We invite everyone to be a part of planning of School year 2011. Parents are invited to volunteer for activities like planning and conducting events and celebrations and much more. Remember, it is with only your help we will be able to achieve our goals.

I am delighted to lead the EPIC community and would like to extend an invitation to prospective families to visit the school in 2011 so that they can receive more detailed information about the programs that the school offers as well as experience first-hand the caring community atmosphere that exists at the school.

2010 proved to be a busy and productive year, with 2011 looking to be much the same. Over the past few years we have achieved a lot as a school community, and the 2010 Annual Report will provide you with the relevant data and information outlining those achievements, as well as the goals and priorities that we've identified for 2011. Growth has been a strong focus of ours, and we'd like to thank the staff, students and parents who have endeavoured to maintain this focus and have tirelessly worked to ensure continuous improvement, thus providing the community with a quality educational institution.

*“When I approach a child, he inspires in me two sentiments: tenderness for what he is, and respect for what he may become.”*

*Louis Tauscher*

**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.

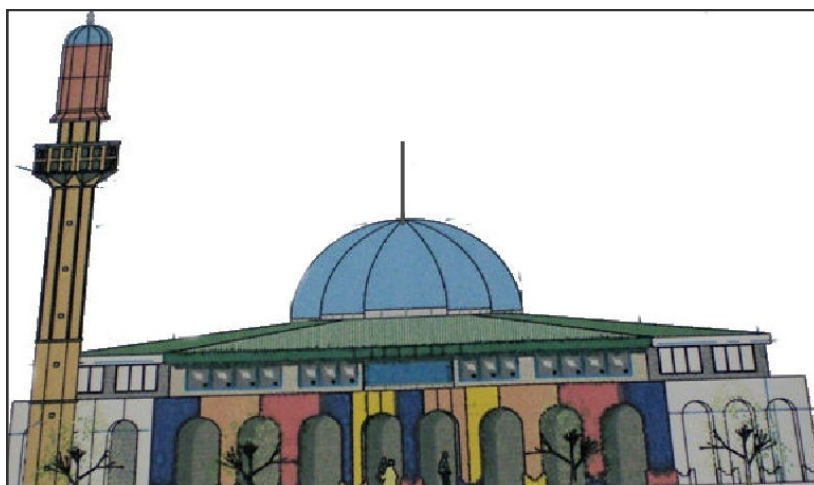
## **SALAH**

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





# Library

The library continues to be a focal point of the school and the integration of technology into the library is a continued focus. Book Week continues to be a highlight of the school's calendar, with almost all students dressing up on the day of the parade. In 2010, the school raised \$600 from the book fair and resources were purchased. We thank all our volunteer parents during Book Week for being a part of this successful event. There was a slight increase in the number of students who participated in the Premiers' Reading Challenge for 2010. 44 students received their certificates. There are 25000 items in the Library.

## RECOMMENDATIONS/IMPROVEMENT PLANS FOR 2011:

- Develop a comprehensive library program which supports the school curriculum
- Expand the library with a multimedia room and a quiet study area for research where teachers and students can work and research cooperatively



## Information Communication Technology

EPIC is well resourced in the area of ICT. There are three separate ICT labs with 25 IBM computers in each for Primary, Secondary and VCE students. Two ICT rooms are equipped with Interactive Whiteboards and data projectors which enable teachers and students to enhance the learning and teaching cycle. Students have easy access to computers including a number of computers in each classroom. ICT is integrated across the curriculum. Teachers plan to use computer technology as a tool to facilitate learning. Students use computers to research, communicate and investigate within the context of classroom and library programs.





# Our Students

## Socio Economic Background



East Preston Islamic school (P – 12) has a very large population of disadvantaged Muslim students from a diverse range of cultural backgrounds i.e. Somali, Arabic and Lebanese. The educational level of parents and subsequent socio economic status is low with approximately 50% of students coming from families with a single parent or shared custody situations. This brings a range of issues and has a significant bearing on their academic potential and their emotional stability. Students are disengaged and find that housework as well as family business or earning money takes priority over their studies. Certain gender cultural practices also inhibit the academic performance of girls as the priority for the family is for them to get married quite young, so traditional schooling is less important. However at the opposite end of the spectrum, some educated parents put a lot of pressure on their child to take VCE Science and Math's subjects, even if the student is not interested or has the ability to cope with these subjects.

## VCE (Victorian Certificate of Education)

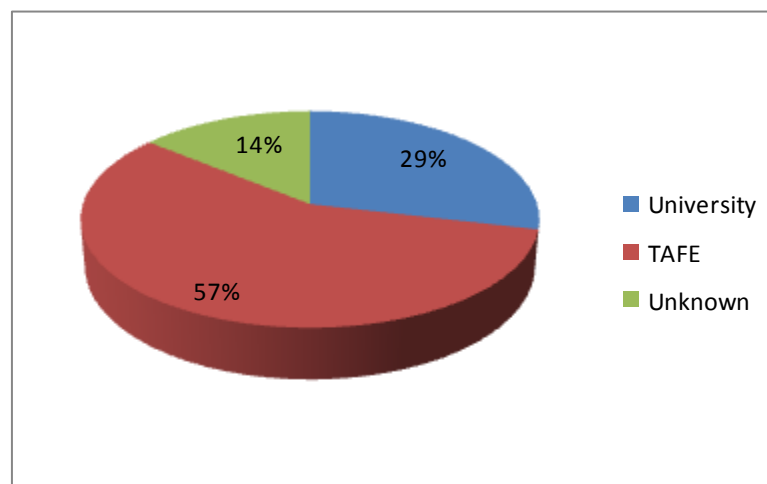
Although students in East Preston Islamic College are not high achievers and are most disadvantaged in terms of their socio economic background, in the past three years they have managed to proceed on to further education at university, training or full time employment after completing Year 12.

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.

There are many factors which influence our student's performance from the home to the school as well as quite different individual needs i.e. poor VCE results, issues re attendance and retention, and lack of engagement for many year 10 and 12 students who are more interested in getting jobs. Affordability is also a major issue as families struggle with the costs of VET programs.

## 2010 Tertiary Destinations

In year 2010, 8 students were enrolled in year 12 at EPIC. 7 of them received their VCE certificates. One student received study scores above 35 in Biology. One student received study score of 39 in Arabic and one student received a study score of 37 in Further Mathematics and 37 in Mathematical Methods.





# Our Students

## VCE (Victorian Certificate of Education)

In 2010, 7 students out of 8 received their VCE certificate. 13 year 11 students also completed one unit 3/4 subject.

- 1 student is enrolled at RMIT university in Bachelor of Architectural Design
- 1 student is enrolled at Victoria University in Bachelor of Civil Engineering
- 1 student is enrolled at Nursing at Institute of Health and Nursing Australia
- 3 students are enrolled in other TAFE courses
- 1 unknown



### Steps taken to improve VCE results in 2011

- A tutorial program will be initiated for the students to develop a better understanding of the year ahead. Timetable will be organized in a way that all VCE students are free once in a week to attend tutorial classes. This program will include mentoring of the students by VCE Coordinator and VCE teachers as well as career counseling to set goals for the future by the Careers Advisor.
- Continue to set standards of high expectations by implementing more rigorous attendance policy
- Continue to provide holiday and after school classes for VCE students to ensure all content is covered in detail.
- VCE teachers will be given extra free time to provide one to one assistance to VCE students
- All trial exams will be held under VCAA exam conditions
- More study skills and exam preparation seminars will be organized and teachers will be encouraged to gain these seminar to ensure students gain further understanding from these sessions
- Introducing one more subject in 2011 – Physical Education
- A separate VCE room in a quiet area will be provided for students where they can utilise their study periods effectively.
- Celebrating VCE students' achievements
- Rigorous implementation of SAC due dates
- Rigorous implementation of the work completion policy
- Teacher professional Training focused on VCE English and VCE Pedagogy

### Goals for 2011

- Improve VCE results and outcomes for all students
- Improve parent school partnership and communication
- Improve student attendance
- Continue to set standards of high expectations
- All VCE students complete a VTAC application
- All students completing year 12 at EPIC go to University, TAFE or Training Courses
- Mentoring of students by VCE teachers
- Improve Staff student relationship by providing greater opportunities for student-teacher interaction for eg. Via Tutorial groups
- Clear and consistent behavioural expectations
- Improve motivation and achievement through consistent curriculum structure



# Our Students

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

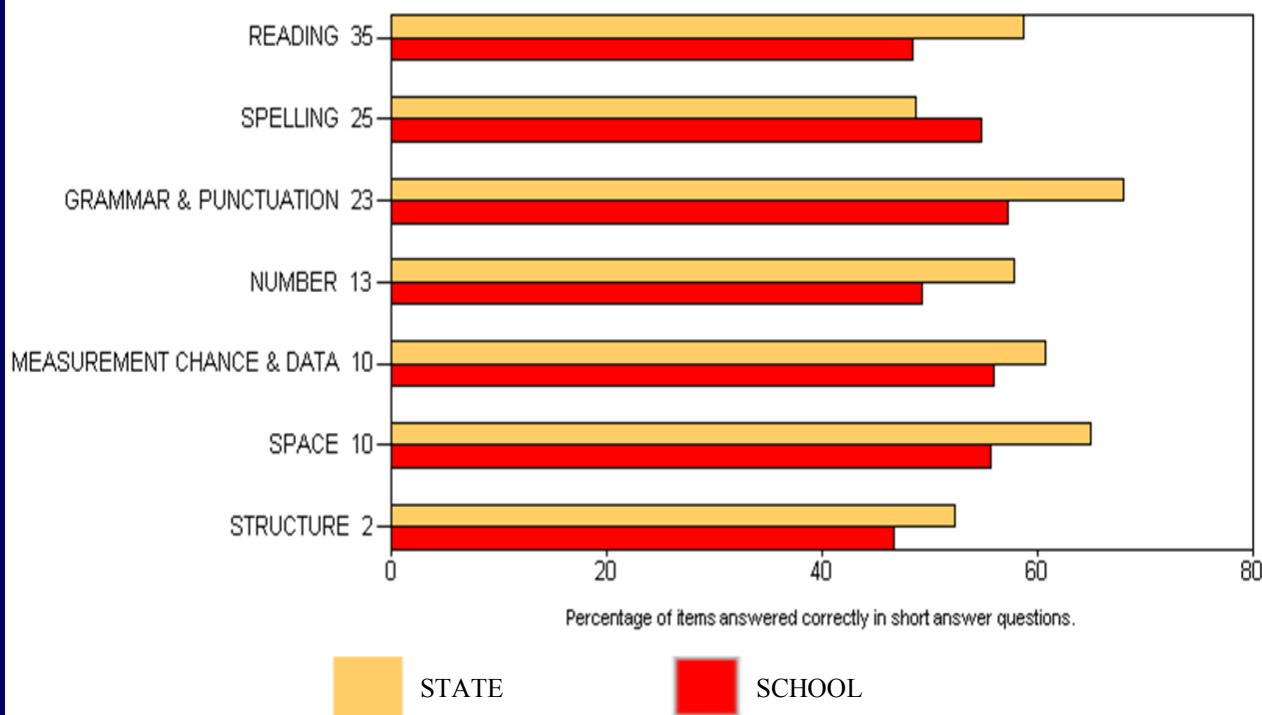


In 2010, 62 students in year 3, 50 in year 5, 45 in year 7 and 40 in year 9 sat the NAPLAN tests. This program assessed years 3, 5, 7 and 9 across the nation in literacy and numeracy.

### 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 spelling, whereas it is significantly below the state average in Grammar& Punctuation and Reading.



### Recommendations/Improvement Plans for 2011

1. Support classes in Literacy and Numeracy
2. Appointing a Teaching and Learning Coordinator
3. Appointing a Literacy Coordinator
4. Appointing a Numeracy coordinator
5. Appointing a NAPLAN Coordinator
6. Appointing 2 full time Integration Aid Teachers
7. Initiating Out of School Hours Learning Support Program (OSHLSP) which will be the extension of Homework club developed in 2010
8. Purchasing more Literacy and Numeracy Resources
  - A. Mathletics
  - B. Corrective Reading for Literacy
  - C. CAMS Program for Numeracy
  - D. CARS and STARS
  - E. PAT MATHS
  - F. PAT READING





# Our Students

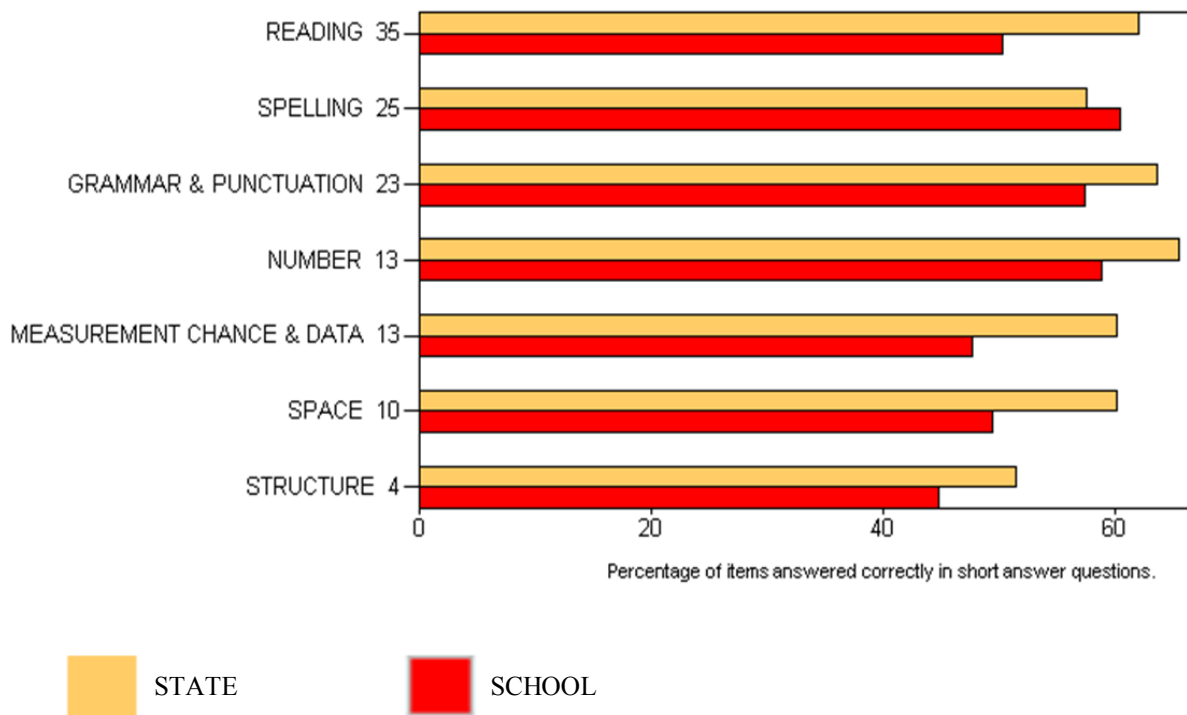
## National Assessment Program– Literacy and Numeracy (NAPLAN)



### 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 above the state average in spelling, whereas it is significantly below the state average in Reading, measurement, chance and data.



### Recommendations/Improvement Plans for 2011

1. Support classes in Literacy and Numeracy
2. Appointing a Teaching and Learning Coordinator
3. Appointing a Literacy Coordinator
4. Appointing a Numeracy coordinator
5. Appointing a NAPLAN Coordinator
6. Appointing 2 full time Integration Aid Teachers
7. Initiating Out of School Hours Learning Support Program (OSHLSP) which will be the extension of Homework club developed in 2010
8. Purchasing more Literacy and Numeracy Resources for eg.
  - A. Mathletics
  - B. Corrective Reading for Literacy
  - C. CAMS Program for Numeracy
  - D. CARS and STARS
  - E. PAT MATHS
  - F. PAT READING

# Our Students

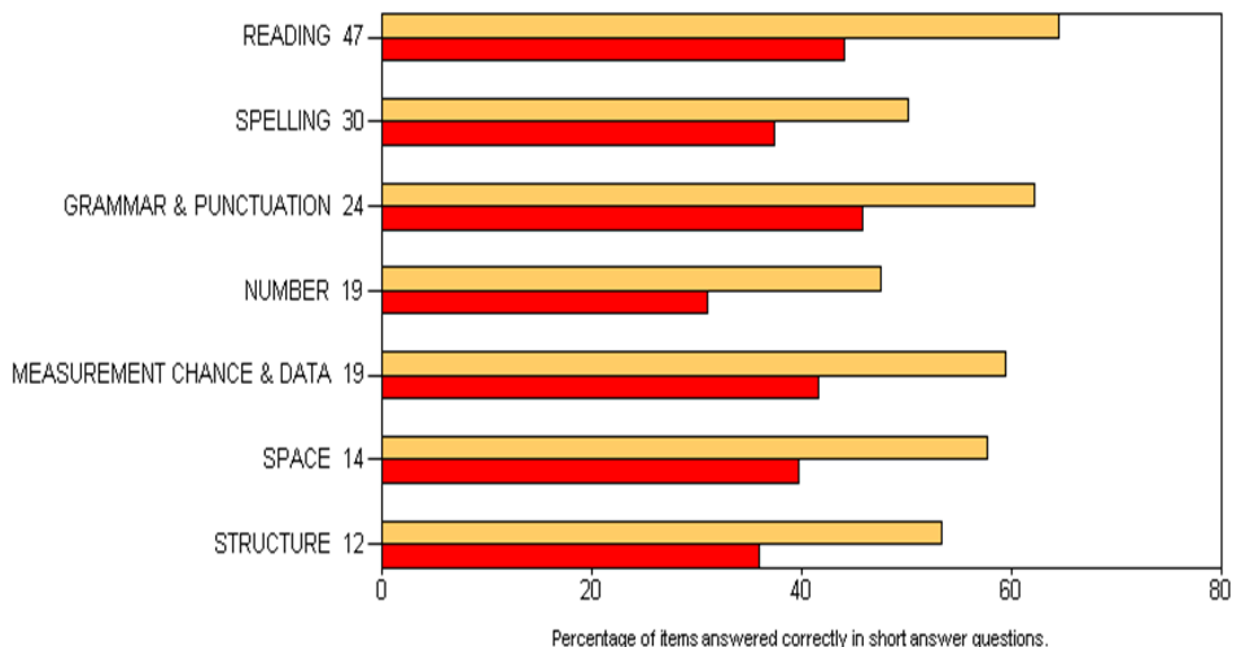
## National Assessment Program– Literacy and Numeracy



### 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 Structure, Space, Measurement, Chance and Number and Grammar and Punctuation.



#### Recommendations/Improvement Plans for 2011

1. Support classes in Literacy and Numeracy
2. Appointing a Teaching and Learning Coordinator
3. Appointing a Literacy Coordinator
4. Appointing a Numeracy coordinator
5. Appointing a NAPLAN Coordinator
6. Appointing 2 full time Integration Aid Teachers
7. Initiating Out of School Hours Learning Support Program (OSHLSP) which will be the extension of homework club developed in 2010
8. Purchasing more Literacy and Numeracy Resources for eg
  - A. Mathletics
  - B. Corrective Reading for Literacy
  - C. CAMS Program for Numeracy



# Our Students

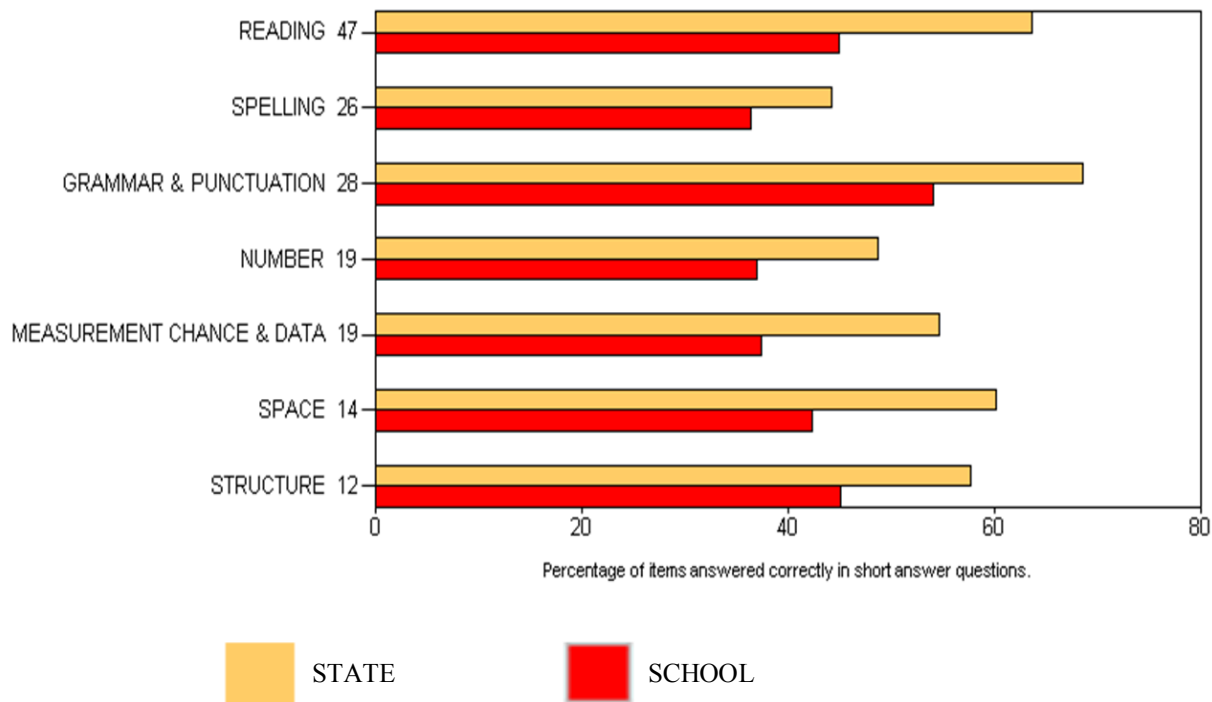
## National Assessment Program– Literacy and Numeracy (NAPLAN)



### 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 Reading, Space, Measurement and Chance and Data.



#### Recommendations/Improvement Plans for 2011

1. Support classes in Literacy and Numeracy
2. Appointing a Teaching and Learning Coordinator
3. Appointing a Literacy Coordinator
4. Appointing a Numeracy coordinator
5. Appointing a NAPLAN Coordinator
6. Appointing 2 full time Integration Aid Teachers
7. Initiating Out of School Hours Learning Support Program (OSHLSP) which will be an extension of homework club developed in 2010
8. Purchasing more Literacy and Numeracy Resources for eg
  - A. Mathletics
  - B. Corrective Reading for Literacy
  - C. CAMS Program for Numeracy



## Our Students

### THRASS

THRASS was implemented across the Junior school in 2010 to complement their Literacy programs. THRASS is an acronym for Teaching Handwriting, Reading And Spelling Skills. It is an explicit phonics teaching tool which teaches the 44 speech sounds of the English Language. It is a unique multi sensory learning model which helps students quickly learn about the structure of English language and to apply this to their reading and spelling.

### ESL (English as a Second Language)

Children for whom English is a second language are withdrawn from their home room and attend ESL classes 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.

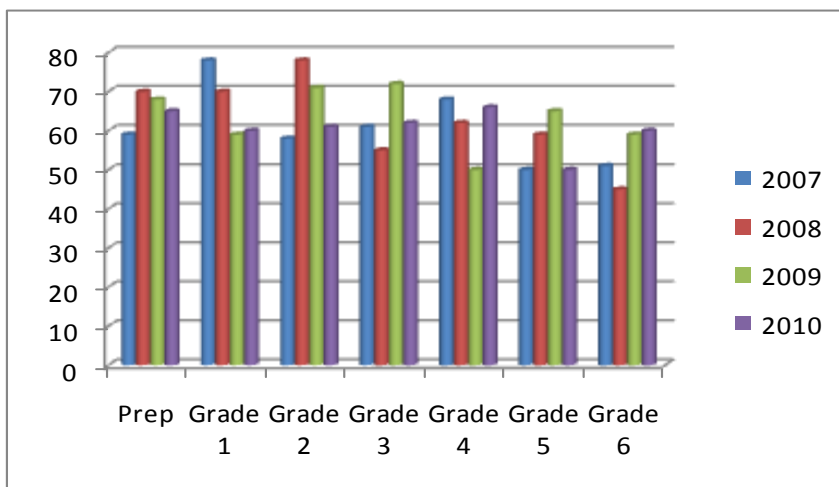
Language learning activities include identifying and sequencing the alphabet or stories in pictures; matching real objects with visuals and keywords that represent the 44 phonemes (consonants and vowels) and spelling choices of the English language system; gap fill, 'hangman', barrier games and listening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



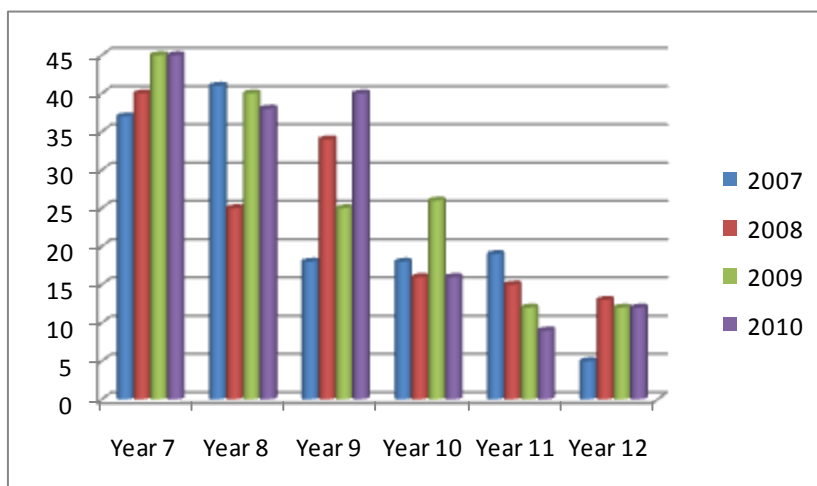
# Our Students

## Student Enrolments

### Student Enrolments from Prep - Grade 6



### Student Enrolments from Year 7 - Year 12



The enrolment census statistics for the last 4 years are:

Year	Total No. of Students
2007	563
2008	584
2009	606
2010	584

# Our Students



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 has not been a significant decline or increase in student enrolments. In 2010, we had three classes per year level in Primary and 2 classes per year level from 7-9 segregating boys and girls. For years 10-12, there were three mixed gender classes per year level.

## Student Attendance

### Year 2010 Attendance Rate/Year Level

Year	Attendance	Year	Attendance	Year	Attendance
Prep	88.4	Year 5	88%	Year 10	80%
Year 1	86%	Year 6	92%		
Year 2	89%	Year 7	83%	Year 11	87.5
Year 3	86%	Year 8	84%		
Year 4	92%	Year 9	79%	Year 12	92%

The average student attendance rate during 2010 was 86.5% which is once again a very high incidence of Student Absence Rate. The most significance category of absence was identified as students going overseas on holidays. All students at EPIC are either first or second generation migrants in Australia. Their extended families live overseas and prolonged period of absence occurs when student travel overseas to visit their families.

Another continuing concern at EPIC is the number of students who arrive late for school. This issue continues to be addressed in partnership with parents and guardian via Newsletters, Parent Information sessions, Parent Teacher Interviews and enquiring about a student's lateness via making a phone call at home. Parents have been given a message that Lateness to School affects children's learning, their friendship and their self esteem and confidence. Special assemblies have been organized for students to understand the importance of being punctual. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Unexplained absences are followed up promptly by the Coordinators.

## Proportion of year 9 Students retained to year 12

In 2007, 18 students entered Year 9 at the College and 8 of them completed Year 12 in 2010. This represents a retention rate of 44%. The students left due to the following reasons:

- 2 International students went back to their own country
- 5 Students chose to attend a State school
- 2 students were asked to leave the School
- 1 student chose to do VCAL at Northland Secondary College







## Our Students

For the past many years, students choose to attend other schools because of the limited choice of subjects EPIC offers at VCE level. Offering VCAL at School and a greater range of VCE subjects should have a positive impact on student retention rate.

### LEAD Survey

EPIC participated in the Listen, Evaluate, Act, Deliver (LEAD) Survey in 2010, which involved Student and Parent Satisfaction Surveys. This survey is designed to provide independent schools with an assessment in the key elements of effective schooling.

### Parent Satisfaction

The purpose of the survey is to gain valuable feedback from parents regarding the quality of their child's educational experience with their school. The survey evaluates the core domains of Curriculum / Academic Program, Quality of Teaching, Learning Outcomes, Pastoral Care, Discipline and Safety, Parental Involvement, Resources, and Transition. The survey asked parents to rate their overall experience, and whether they would recommend the School to others.

In 2010, only 14 parents participated in the survey who have a child attending East Preston Islamic College and the data included:

- 72% mothers
- 21% fathers
- 7% parents together or guardians
- 57% parents of males
- 43% parents of females
- 64% parents of primary students
- 36% parents of secondary students

The results of the survey shows that generally parents of Secondary students rate the school higher than parents of Primary students. Although we were below the Independent Schools Victoria reference group in all areas, but due to small number of data, caution must be taken to draw conclusions.



# Our Students

## Student Satisfaction

In 2010, Student satisfaction data was gathered on the basis of ‘General Satisfaction’ and the ‘Quality of Teaching’ survey. In the General Satisfaction Survey, nine core domains were evaluated including Academic Program, Learning Outcomes, Pastoral Care, Personal Development/Leadership, Discipline and Safety, Resources, School Ethos/Values, Peer Relationships and Transition. In the Quality of Teaching survey, five core domains were evaluated including Academic Rigour, Feedback, Teacher Knowledge, Teacher Practice and Teacher Student Rapport. An overall total of 225 responses were received from students at East Preston Islamic College. 84 students completed the Student Satisfaction survey and 141 students completed the Quality of Teaching survey.

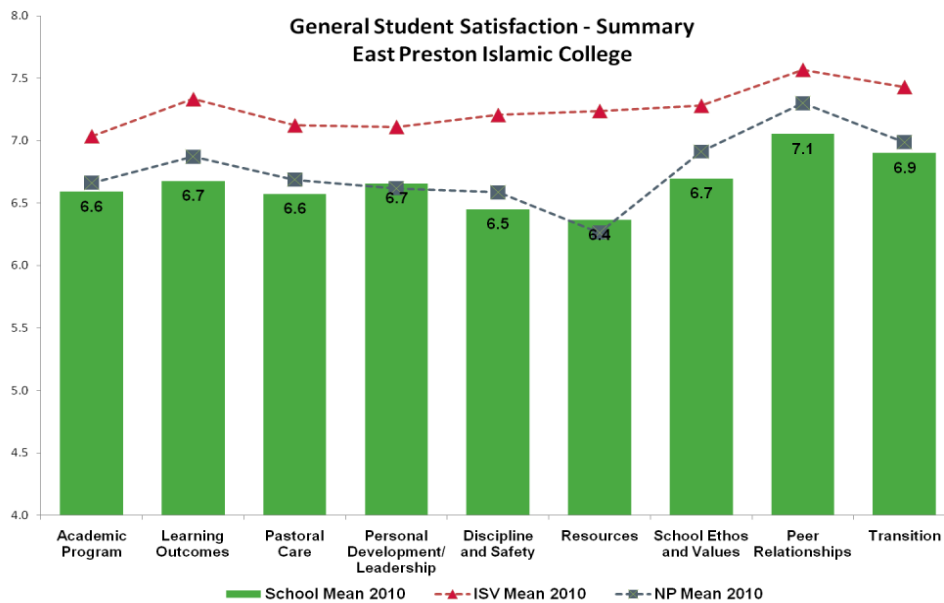
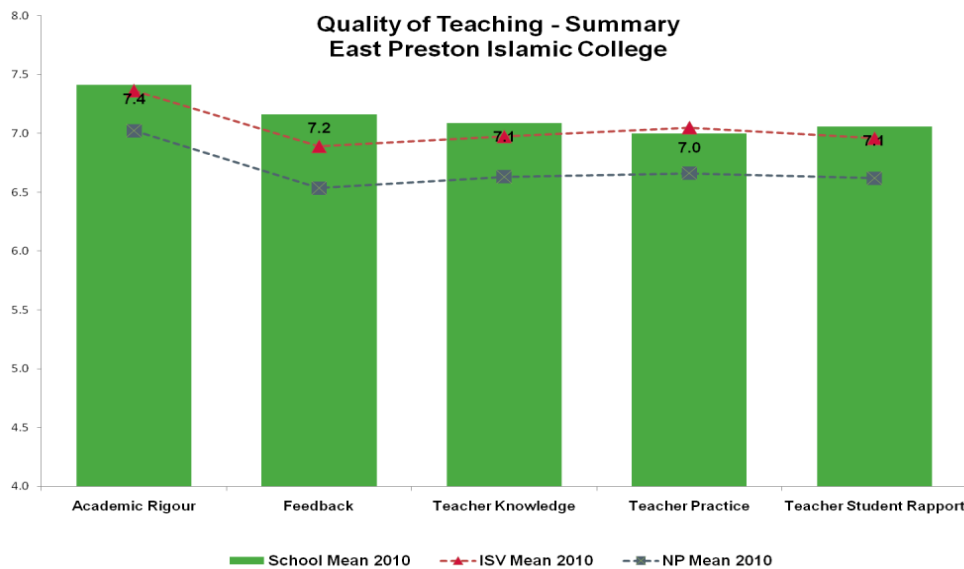


Chart summarizing General Student Satisfaction at East Preston Islamic College, compared to the Independent Schools Victoria reference group.

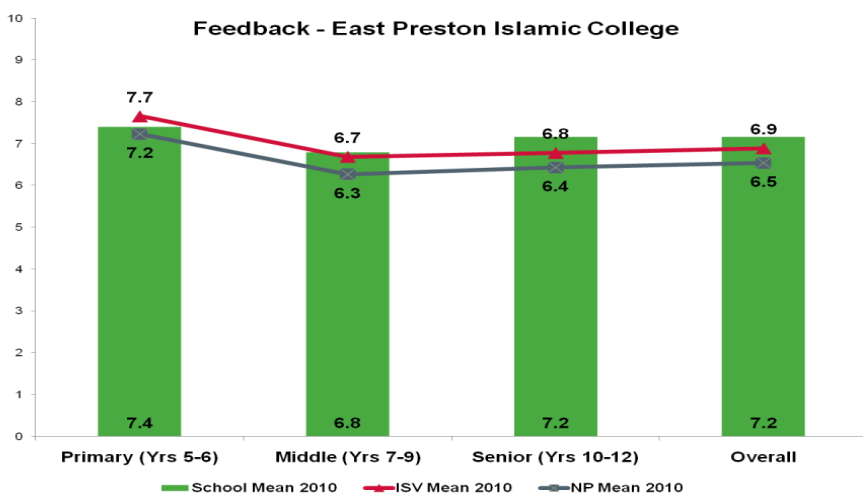
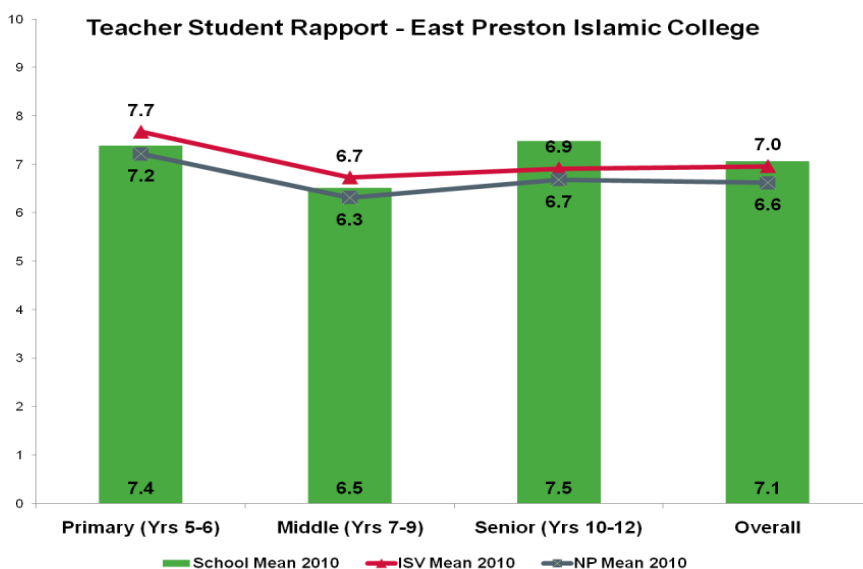
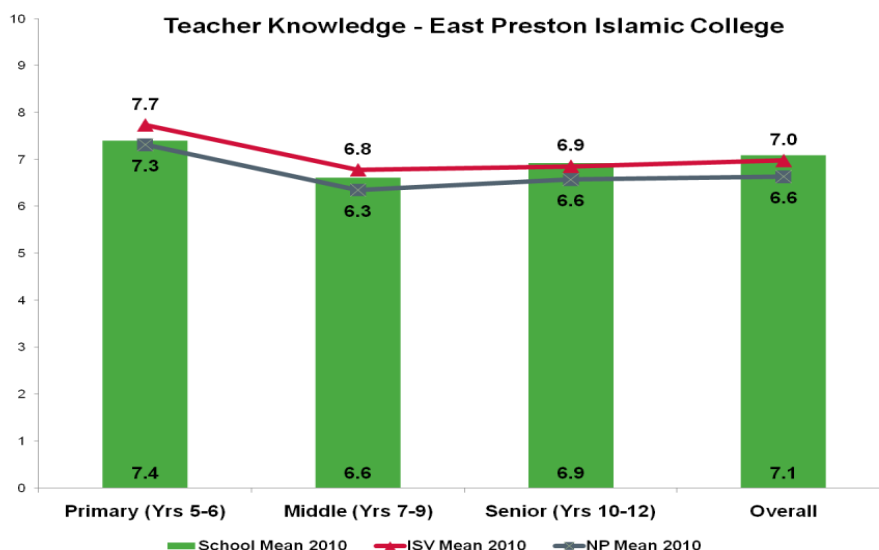


This chart provides a summary of East Preston Islamic College’s results per domain in the Quality of Teaching Survey.



## Our Students

In General Student Satisfaction Survey, there is a significant variation in School's mean and Independent Students Reference Group. Unfortunately, School's mean is much lower than the ISV reference Group. On the contrary, in the 'Quality of Teaching' Survey School's Mean is higher than the ISV Mean. It was pleasing to note that the overall 'Teacher knowledge', 'Teacher student Rapport' and feedback have been rated significantly high by the East Preston Islamic College students and was above the ISV Mean.





# 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 and White Ribbon Day..

### DAV Debating

Our EPIC debating team's continuous victory throughout the year was the highlight of 2010. Year 9 students participated in debating and won most of them.

### 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.

### Multicultural Day

The school places significant emphasis on the delivery of programs which promote racial tolerance and harmony, and promotes multicultural perspectives across the curriculum.

Our own school community is growing in its diversity as we continue to welcome students and families from a range of cultural backgrounds. The school's multicultural and ESL programs are very successful and include our students sharing some of their own culture with students of other schools through dance, art and songs in their native language.

In 2010,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 Days have always been a great success. Many parents. Students and visitors come to see the day and enjoy many different activities organised for them by teachers.





EPIC has hard working, talented and professional teaching and non-teaching staff. All teaching staff are registered teachers by the Victorian Institute of Teaching (VIT). Some teachers even 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.



In 2010, the professional development activities were related to staff requests for professional development arising from their individual appraisal and designed to assist teachers with their VIT requirements for registration. This year the school organized a PD on VIT standards conducted by the VIT. Many experienced teachers have attended PDs on mentoring new teachers for their full registration.

## Staff Attendance

At the end of 2010 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 2010 was 9.4 in 2010.

## Professional Learning

At EPIC we view **Professional Development** as an ongoing professional training requirement. The programme includes training staff in school management, classroom management, subject expertise and other relevant areas. In order to maintain a high quality of teaching staff, EPIC implements a comprehensive Professional Development programme which includes:

- A one hour PD once in a fortnight where guest speakers and professionals share their expertise, knowledge and ideas with staff.
- Staff attends a wide range of external workshops and in-services in their areas.
- Educational Consultants work within the school to improve staff expertise in a number of areas.

In 2010 all teaching and non teaching staff participated in professional learning activities provided by either internal or external providers as well as weekly on campus.

- Anaphylaxis
- First Aid - First Aid Training for 12 teachers from St. Johns
- PD on 'You Can Do It', a Values Education Program
- Inquiry Learning PD by Ms. Jeni Wilson
- PD on VIT Standards by Mr. Max Caruso
- In service on National Curriculum
- In Service on e5 Instructional Model
- Teachers sent on PD sessions based on needs and choice for professional learning



EPIC is participating in the National Partnership for Low Socio-Economic Status School Communities. A part of the Commonwealth funding of \$12,000 was used by the school in 2010, in agreement with our Principal Advisor to support professional development, both externally and in-school, and to engage external consultants. Additional funds are available to support the school for CRT coverage (e.g. for teachers attending professional learning activities).

With guidance and support from the ISV advisors, the following has been done in 2010:

- Data about discipline issues at EPIC was collected and collated using templates provided by Ms. Julie Christopoulos. Some strategies as suggested have been applied at school by Coordinators (like the blue 'Out of Class' pass).
- On Demand Testing has been installed at school. Improving students' writing skills has been opted by Coordinators to be the main language focus to work on.
- Special Needs Team met with Ms. Elspeth (ISV Advisor for Special Needs) to clarify issues related to Special Needs funding application.

In 2011, Ms. Lynda Cutting would start with class visits and PD sessions for teachers.

There will be Leadership PD sessions held by the Principal Advisor for Year Level coordinators.







# EPIC Staff

## Staff Appraisal - 2010

Underpinning all professional development for teaching staff at EPIC was the Appraisal Program this year which aimed to support the professional growth of teachers. Appraisal was not a process for making evaluative judgements about teacher's performance. The purpose of the appraisal program was:

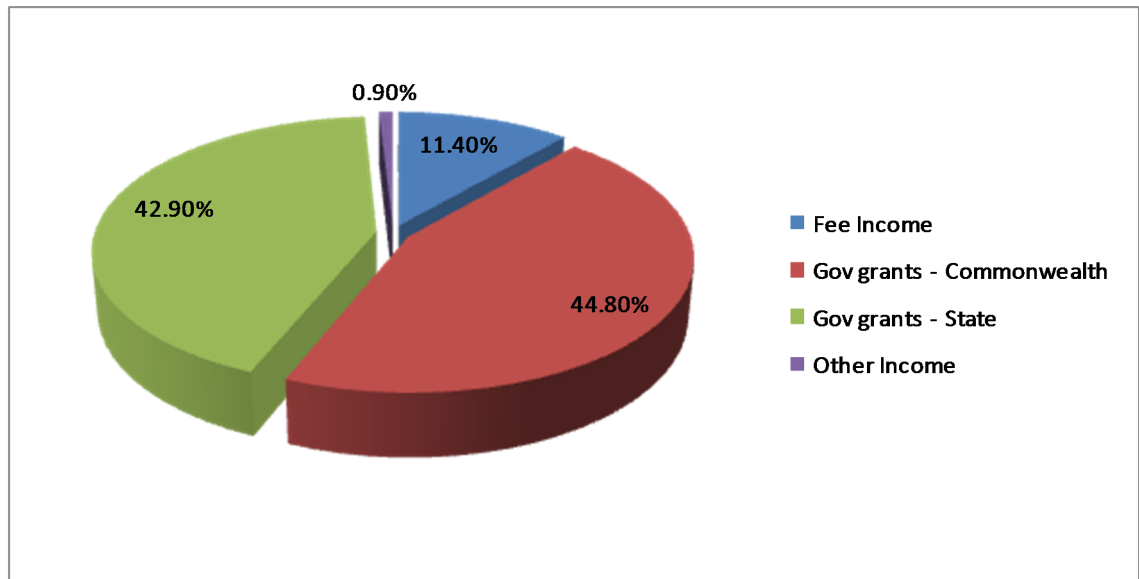
- to recognise strengths and achievements
- provide an opportunity for professional reflection
- set goals to enhance professional practice in terms of:
  - role preferences
  - team work
- identify courses of action to achieve agreed goals
- increase job satisfaction through the identification of positive and negative aspects of work

### **The appraisal was conducted on the following guidelines:**

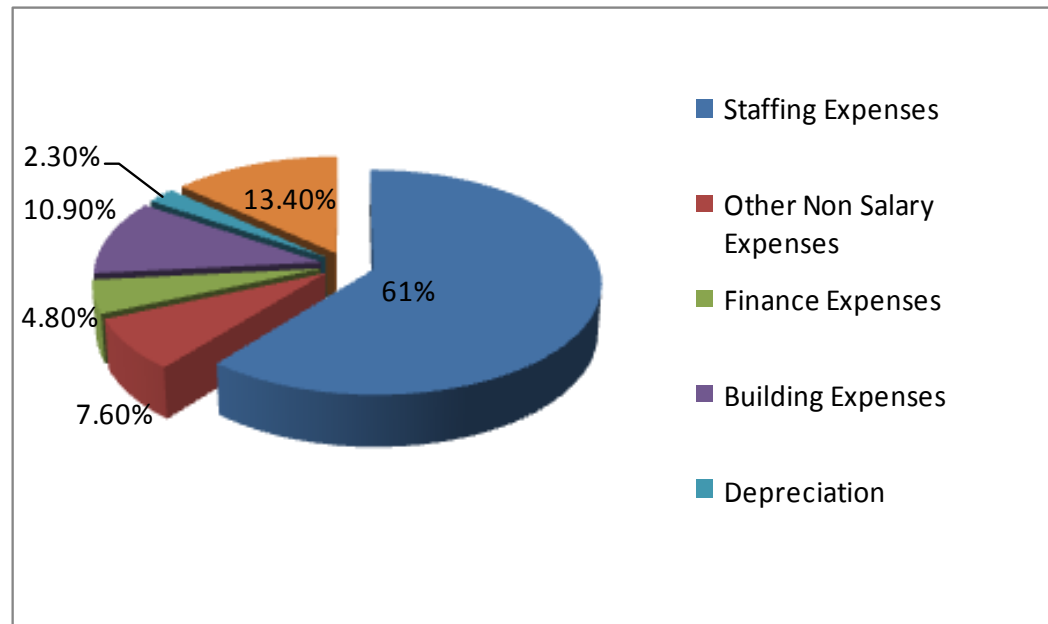
- Appraisal will focus on the role description.
- The appraisee and appraiser will agree on a range of ways to gather useful information.
- All appraisal information will be confidential between appraiser and appraisee.
- Documentation gathered or produced remains the private and confidential property of the appraisee.
- There will be a record kept of an appraisal having been completed. This will indicate the agreed
- courses of action and any human and physical resources required in 2011.
- External consultants were hired and all teaching and non teaching staff participated in the appraisal program. The cost of the appraisal program was funded by the school board.







## 2010 EPIC Expenditure



Reporting Framework		%age
Recurrent Income		
Fee Income	892, 554	11.4%
State Government Recurrent Grants	3,516,025	44.8%
Australian Government Recurrent Grants	3,367,103	42.9%
Other Income	75,984	0.9%
Total Recurrent Income	\$ 7, 851,666	100%
Recurrent Expenditure		
Staffing Expenses	3,677,462	61%
Other Non-Salary Expenses	457,268	7.6%
Finance Expenses	286,855	4.7%
Building	657,433	11%
Depreciation	138,850	2.3%
Communication and Other expenses	806,369	13.4%
Total Recurrent Expenditure	\$ 6,024,237	100%





