



East Preston Islamic College

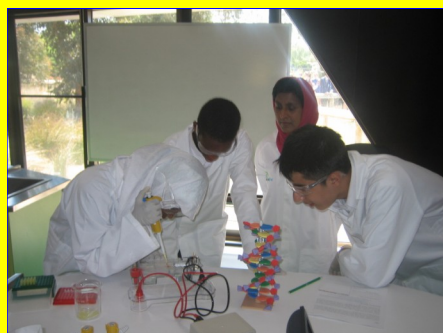
# ANNUAL REPORT 2011

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## ANNUAL REPORT FROM CHAIRMAN & MANAGING DIRECTOR

*Assalamu Alaikum Warahmatullahi Wabarakatuhu*

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

Dear Friends of East Preston Islamic College,

I am very pleased to introduce to you the School's Annual Report for 2011. As Chairman and Managing Director of the College Board, we the Board have purposely created a low fee structure at East Preston Islamic College so that it is possible for all interested families to attend our school. We welcome staff and students from all religious, ethnic and cultural backgrounds and are endeavoring to consolidate on what we are doing well, and are placing improvements in areas where we are wanting and innovations aimed at building our capabilities for the future.

The new buildings currently under construction are aimed at enhancing the sense of community including the enrichment of relationships between students, parents, staff and School Council as each has supported the other through very difficult times. Students are at the centre of all that we do and parents, staff and School Council in their various roles are dedicated to each student's development and wellbeing.

In conclusion, I would like to emphasize that East Preston Islamic College is not just a school; it is a Muslim Community Centre which serves the North Eastern Region of Melbourne. I pray to Allah (swt) to guide us to serve his cause.

Mr. Esad Alagic  
Chairman and Managing Director.



## Governance

East Preston Islamic College is a company limited by guarantee formed by a Memorandum and Articles of Association under the Corporations Act. This is the "Founding Document" as referred to within. East Preston Islamic College was incorporated on 28th September 2005. Its registered address is at 55-57 Tyler Street, East Preston, Victoria 3072

### The Board

The Board is established pursuant to the School constitution of East Preston Islamic College Limited (the "Founding Document"). The Principal is an ex officio (non-voting) member of the Board.

The Board of Directors of East Preston Islamic College is the School's governing body. It is accountable to the School's broad community of stakeholders for the good governance of the School. It is to ensure that the School's fundamental principles embodied in its Key Values and Ethos are carried out and implemented. The Board of Directors of the School have established the School Council and delegates to it many of the powers for the general management of the College.

### Board Members

Mr. Esad Alagic - Chairman & Managing Director

Mr. Samir El-Mohandis - Secretary

Mr. Sidki Guzel MBA - Treasurer

Mr. Ekrem Ozyurek OAM (non-voting) - Principal

### The School Council

The Council is constituted by the Board. The Council's role is to govern the School and not to be involved in its day-to-day management. It is senior management's role to manage the School in accordance with the strategic goals set by the Council and under its direction. The Council does not have a management function.

### School Council Members

Mr. Esad Alagic - Board Chairman & Managing Director

Mr. Samir El-Mohandis - Board Secretary

Mr. Sidki Guzel MBA - Board Treasurer

Mr. Ekrem Ozyurek OAM - Principal

Mrs. Shanthi Antony - Teaching & Learning Coordinator

Ms. Duoaa Taleb - Teacher representative

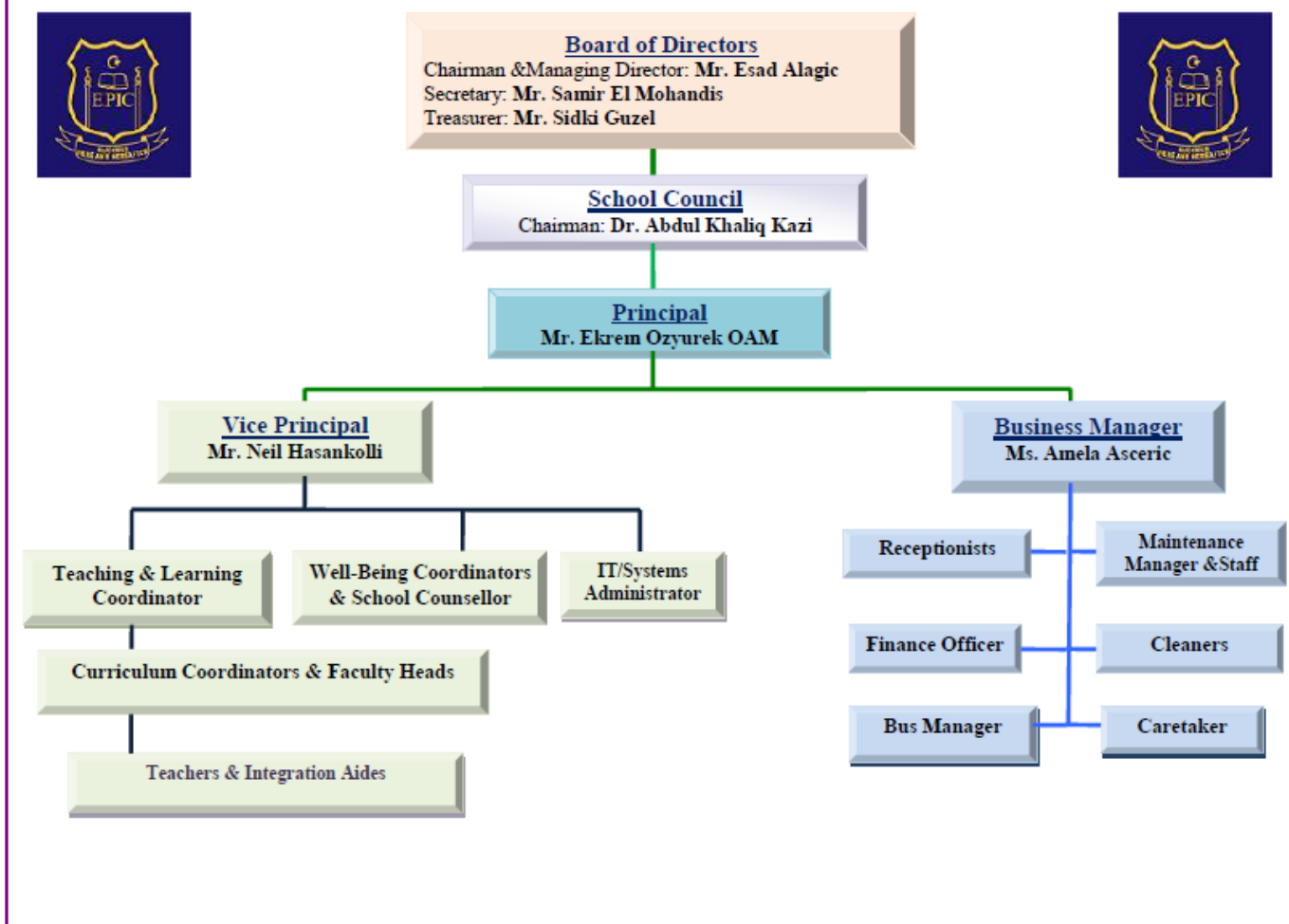
Mr. Ahmed Allouche - Community representative

Mr. Abdillah Husain - Parent representative

Mrs. Amela Asceric - Business Manager

Dr. Abdul Khaliq Kazi - Council Chairman

## EPIC ORGANISATIONAL CHART





## Our Mission

### School Statement

East Preston Islamic college is a non-for-profit independent school. We are co-educational ranging from Foundation (formerly Prep) to Year 12 with approximately 500 students. The School follows the Victorian Essential Learning and Standards (VELS) curriculum across all key Learning Areas and offers teachings and practices of the Islamic faith. We have a low fee structure so that it is possible for all interested families to attend and we welcome staff and students from all religious, ethnic and cultural backgrounds. Special curriculum features include an extensive English as 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 memorization and after school tutoring and support class 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 generation of Muslims who are committed, compassionate and hard working citizens, and they are ready to contribute positively to the Australian 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 2011

### Understanding Tolerance and Inclusion

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

### 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.

### Doing Your Best

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

### Freedom

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

### 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.

### Honesty and Truthfulness

Be honest, Sincere and seek the Truth

### Integrity

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

### Care for Compassion

Care for Self and Others



## Principal's Overview

*Assalamu Alaikum Warahmatullahi Wabarakatuhu*

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

What a year it has been! We had many challenges that were demanding and trying on the College. Out of these challenges, the School and its community have witnessed an extraordinary development in both School life and community unity and I am very proud and humbled to be able to say that our school is steadfast moving into a new era. I would like to extend many sincere thanks to everyone, staff, students and parents for their continued support throughout the year and have made sure that we have achieved the best possible outcomes for our students and the College.

This new era is best demonstrated by the schools changing physical environment. Construction and completion of state of the art Under-cover Sporting Facility and the near completion of the current buildings, which we are excited about moving in early 2012, are excellent examples of these changes. This is a great achievement for the College Community and I would like to thank everyone who believed in the College and kept their support right to the end. With the continued support of the committed parents and supporters of the College, we are confident that we will reach our goal of establishing an excellent educational centre for this region. I would like to, once again, extend my sincere gratitude, to everyone who stood by the College this year and hope that the level of support will continue to grow as years to come.

Over the past few 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 provided by the Federal Government.

Under the NSP (National Schools Pride) Program from the Federal Government, the School received \$200,000 and the Under-cover Outdoor Learning Area design was approved. The construction began in mid 2009 and was completed in Term 2, 2010, costing the College over \$700,000. The College had to put the extra funding needed to complete project. 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.

Under the Federal Government's P21 BER (Building Education Revolution) Program the College received \$3 Million as part of this stimulus plan. After much negotiation, approval was received to construct 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.



Our new website, which was updated in 2010, 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. I encourage all our College community to visit the website regularly for updated information. Please let us know if you want improvements in our website.

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. We were invited by the visiting school and they were so excited to host our students, but it was so disappointing that we were unable to get enough students to organize a visit so that our students could also experience the Indonesian way of life and the culture. We may do this in 2012 Insha'Allah.

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. 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 at their convenience so that they can receive more detailed information about the programs that the school offers as well as experience firsthand the caring community atmosphere that exists at the school.

2011 proved to be a busy and productive year, with 2012 looking to be much the same. Over the past few years we have achieved a lot as a school community. Growth has been a strong focus of ours, and I would like to thank the staff, students and parents who have endeavored to maintain this focus and have tirelessly worked to ensure continuous improvement, thus providing the community with a quality educational institution.

### ***Future Projects/ New Building***

Have a look at our new buildings which are under construction. Approval was received to construct 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 Term 1, 2012. 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 the age groups as appropriate.

A modern gymnasium, will allow us to provide a better rounded education to students which 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.

Mr. Ekrem Ozyurek OAM  
Principal



## Vice Principal's Overview

*Assalamu Alaikum Warahmatullahi Wabarakatuhu*

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It has been a privilege to be offered the role of Vice Principal at East Preston Islamic College in 2011. I thank the Board of Directors led by Mr. Esad Alagic and our Principal Mr. Ekrem Ozyurek for putting faith in me and giving me this opportunity. I come to EPIC with a background in both the independent and government sectors of teaching and education and hope to use my experience and skills to improve our College.

It is not a secret that EPIC has underperformed in both the VCE and NAPLAN in the past years and Insha'Allah the programs that we are implementing beginning in 2011 will grow to fruition in the coming years to make our college the best Islamic College in the state of Victoria.

A holistic approach was taken with our primary children by moving grades 1 to 6 into Multi-Aging classes. This may not accelerate all of our children's academic performances but it will fast track their maturity and ability to associate and get along with children of different ages which will create a harmonious environment in the upcoming years.

Continuing on the holistic approach, a non-teaching School Counselor was employed. Growing up in an Australian society with Islamic beliefs can be difficult for some of our students and parents. It was evident that this support is needed.

Special Needs was the next focus. Too many children were not being supported in the early years of primary school and as the students moved up the year levels into secondary, the gaps in their education are obvious. Language disabilities can be corrected and overcome in the early years (lower primary) but if left untreated they will impede student learning and ability and can cause behavioural problems. Students were tested in 2011 with over 40 primary students eligible for government funding, this funding will enable the College to employ a Speech Pathologist in 2012 on a ongoing basis to work with these children. The College retained the services of a Psychologist who also assists our children with learning and behavioural skills.

The THRASS program was implemented in 2011 with classes from Prep to Year 7 using this language program. The secondary school has been accepted into the Victorian Schools Sports Association for the very first time enabling our secondary students in 2012 to play against neighbouring schools. With the assistance of Independent Schools of Victoria through the National Partnerships Program our teaching staff have been on numerous training sessions in 2011 with a focus of being a pilot school for the new Australian Curriculum in 2012.

I have worked at five schools previously and have found that a school is only as good as its staff members. At the end of 2010 there was only one change to teaching staff members from EPIC. At the end of 2011 there has been eleven changes to teaching staff members. We make no apologies for these changes but we will assure the College Community, Parents and the Students that East Preston Islamic College is moving to a team of teaching staff that are committed and compassionate about becoming the best Islamic School in Victoria.

Mr. Neil Hysni Hasankolli  
Vice Principal

## LIBRARY

The EPIC library plays a central role in providing the information needs of the school community. It is actively involved in supporting the teaching and learning programs of the school. It offers up to date resources and excellent facilities for students to learn and teachers to teach.

All Primary classes attend a Library skills program once a week in the library, where they learn inquiry based Library Skills and get to know the various collections by locating the information or books in the library.

### *Library Activities*

Students are actively engaged with library activities throughout the year. It includes at least one planned event each term. i.e. Book Week, Diversity Week, drama etc...

### *Reading Challenge*

EPIC library us a strong promoter of Readings, so the students are encouraged to take part in the Reading Challenge every year. EPIC is the participant of this challenge since the challenge started. Every year more and more students are participating and receiving the certificate from Premier.

### *Book Week*

EPIC Library celebrates Book Week, by organizing a Scholastic and Islamic Book Fair in the library. During this week different activities are planned in the library. Drama and Book character parade and writing competitions are some of the highlights of the week.

### *Character Parade*

Students participate in the Book character Dress parade during the book week. It is the happiest occasion in the library. The staff and children both make an effort to make this day a memorable. It is the kind of team effort where everyone's enthusiasm makes the occasion even more special. Well done all the students and teachers who participated in this parade!

### *Harmony Day at EPIC*

Students enjoy Harmony day at EPIC. We are fortunate enough to receive some funding from Multicultural Commission of Victoria to help celebrate this day. Students feel proud culture, language, food and their heritage. It brings friendly atmosphere at school and it helps them to assimilate and understand other communities in the school and society. EPIC Library is at the forefront to celebrate the rich cultural diversity of the school staff, students and their extended families get together and share their rich culture, traditions and food together.





## Our Staff

### Staff Attendance

The staff absence rate was high during 2011. With a high amount of overseas trained staff employed at East Preston Islamic College, much of these staff members do not have a support network in Australia and found it difficult to find carers when members of their household became ill and therefore had to take it upon themselves to care for loved ones. The high rate of absence was also enhanced when nine staff members did not have their contracts renewed for 2012 and used time in Term 4 to find employment for 2012. At the end 2011 school year, the college employed 60 teaching and non teaching staff. The average number of personal leave days ( sick and care's leave) taken per staff member in 2011 were 9.0 days.

### Staff Retention

There was only one staff member who left the College at the end of 2011 to seek either promotion or employment at another school. By contrast there was a large turnover of staff at the end of 2011 school year. Eleven members of staff left the College. Nine did not have their contracts renewed, one took 12 months unpaid leave and one left to seek either promotions or employment at other schools.

### Teacher Qualification

All teachers in the College are registered with the Victorian Institute of Teaching (VIT). Most teachers have full registrations, with six teachers in the LOTE and Religious Education departments being on Permission To Teach registration. No teachers are or will be employed unless they are registered with VIT and have completed a full Criminal History Check.

### Staff Professional Learning

As part of whole school planning, school based professional learning was provided using expertise from external experts. All staff members participated in the National Partnerships Program on Professional Learning activities. EPIC received the Australian Government Quality Teacher Program (AGQTP) funding and consultant support from Independent Schools Victoria for professional learning.

There were seminars and workshops for Primary and Secondary School teachers on Differentiated Instruction from a perspective of Australian Curriculum. Professional learning sessions on Teaching in Multi-aged Classes enabled Primary Teachers to plan and implement effective lessons for students in composite classes. Teachers had two days of professional development to implement THRASS, a Literacy Program. Writers Workshop sessions were held to provide teachers with better strategies for teaching different genres to students. Coordinators had leadership training. Some senior teachers were trained for Evidence Based Observation for supporting teachers to shift to discursive ways of teaching.

The Teaching and Learning Coordinator worked with teachers to improve their planning and teaching. She modelled lessons and advised teachers on the best ways to improve students' learning outcomes. There was positive feedback from the teaching staff.



## Our Students

### Student Attendance

At EPIC there is a fluctuation in student enrolment throughout the year because students leave to go overseas and then they come back within a 6 months to 2 years time period. Since 2009, there is a slight increase in students enrolment every year. In 2010, we had three classes per year level in primary and 2 classes per year level in secondary with exception of year 11 and 12, having to combined class for girls and boys for both the year levels.

**Year 2011 Attendance Rate/Year Level**

<b>Year</b>	<b>Attendance</b>	<b>Year</b>	<b>Attendance</b>	<b>Year</b>	<b>Attendance</b>
<b>Prep</b>	50%	<b>5</b>	53%	<b>10</b>	55%
<b>1</b>	43%	<b>6</b>	36%		
<b>2</b>	45%	<b>7</b>	40%	<b>11</b>	46%
<b>3</b>	34%	<b>8</b>	42%		
<b>4</b>	59%	<b>9</b>	42%	<b>12</b>	52%

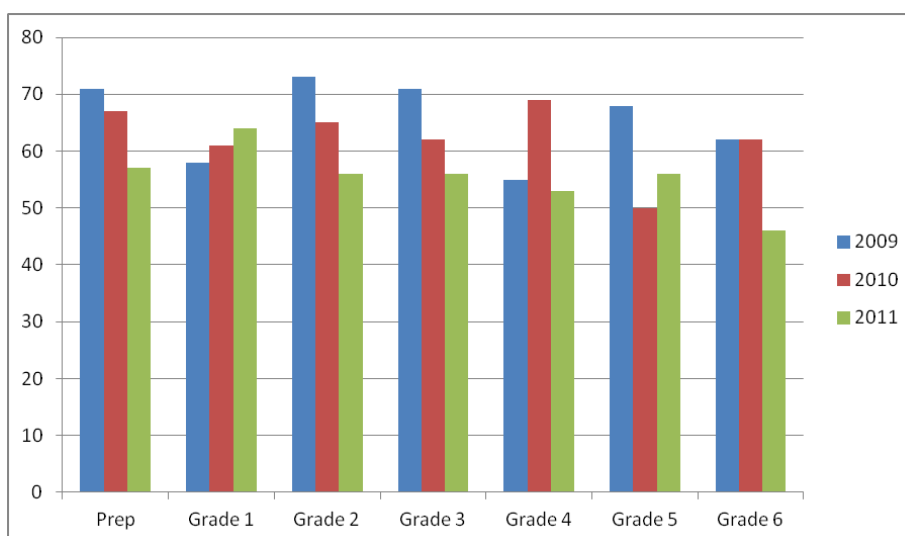
The average student attendance rate during 2011 was 45% which is once again a very high incidence of student absence rate. The most significance category of absence was identified as students going overseas on holidays. All students at EPIC are either first or second generation migrants in Australia. 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 student who arrive late for school. This issue continues to be addressed in partnership with parents and guardian via Newsletters, Parent information sessions, Parent Teacher Interview 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 encouraged to arrange medical and other necessary appointments outside school hours. Unexplained absences are followed up promptly by the Coordinators.

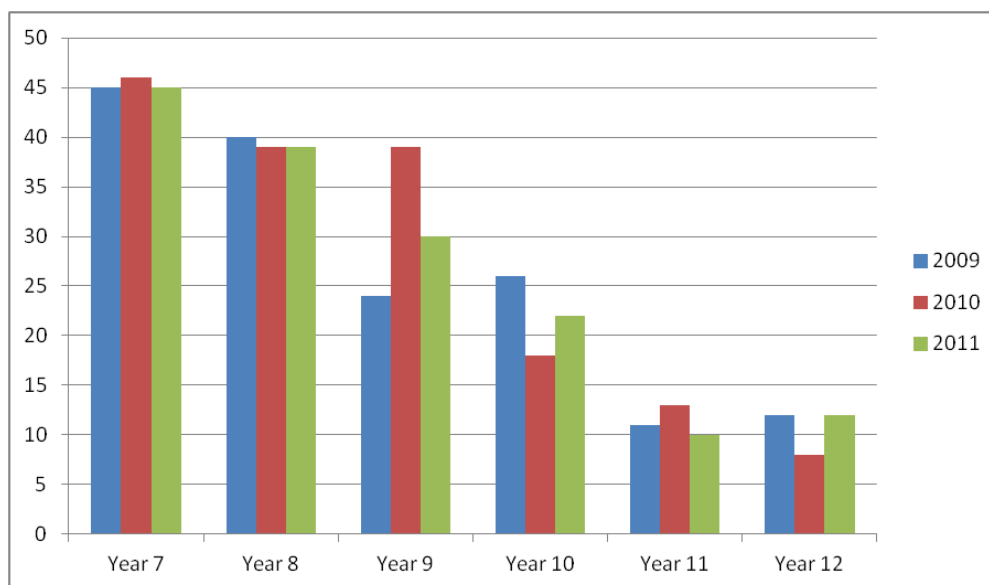
## Our Students

### Student Enrolment

**Student Enrolment from Prep– Grade 6**



**Student Enrolment from Year 7– Year 12**



The enrolment census statistics for the last 3 year are:

Year	Total No. of student
2009	616
2010	599
2011	546

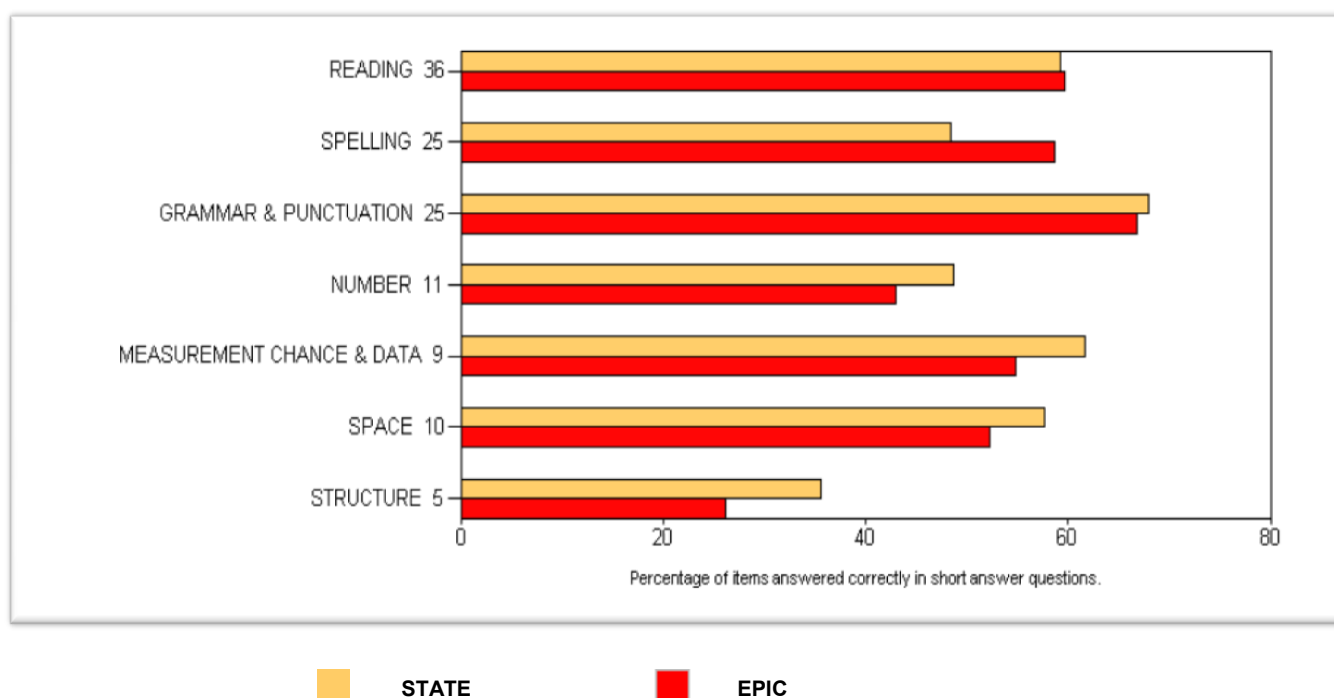
## Our Students

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

In 2011, 56 students in year 3, 56 in year 5, 45 in year 7 and 30 in year 9 sat the NAPLAN test. This program assessed year 3,5,7 and 9 across the nation in literacy and numeracy.

### Grade 3 2011 NAPLAN Results

**Assessment Area Report Analysis:** The assessment Area Report shows the average number of correct answers in the assessment area of *Reading, spelling, Grammar and Punctuation, Number and Measurement, Chance and Data, Space and Structure*. EPIC student's performance is above the in Spelling and Reading. Whereas it is significantly below the State average in Measurement chance and Data, Space and Structure.



### Recommendations/Improvement Plans for 2012

- A. Support classes in Literacy and Numeracy
- B. Appointing a Teaching and Learning Coordinator
- C. Initiating Out of School Hours Learning Support Program (OSHLSP) which will be the extension of Homework club developed in 2010
- D. Purchasing more Literacy and Numeracy Resources
  - Mathletics
  - Corrective Reading for literacy
  - C.A.M.S. Program for Numeracy
  - C.A.R.S. and S.T.A.R.S.
  - P.A.T. MATHS
  - P.A.T. READING

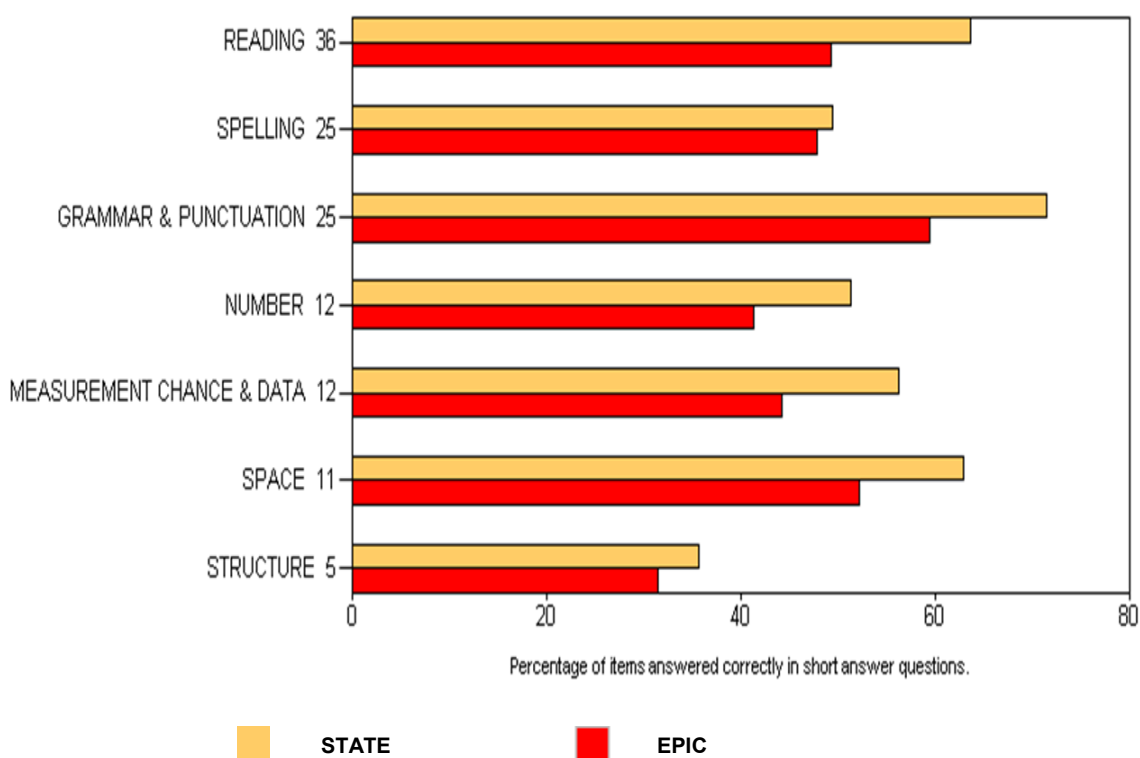


## Our Students

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

#### Grade 5 2011 NAPLAN Results

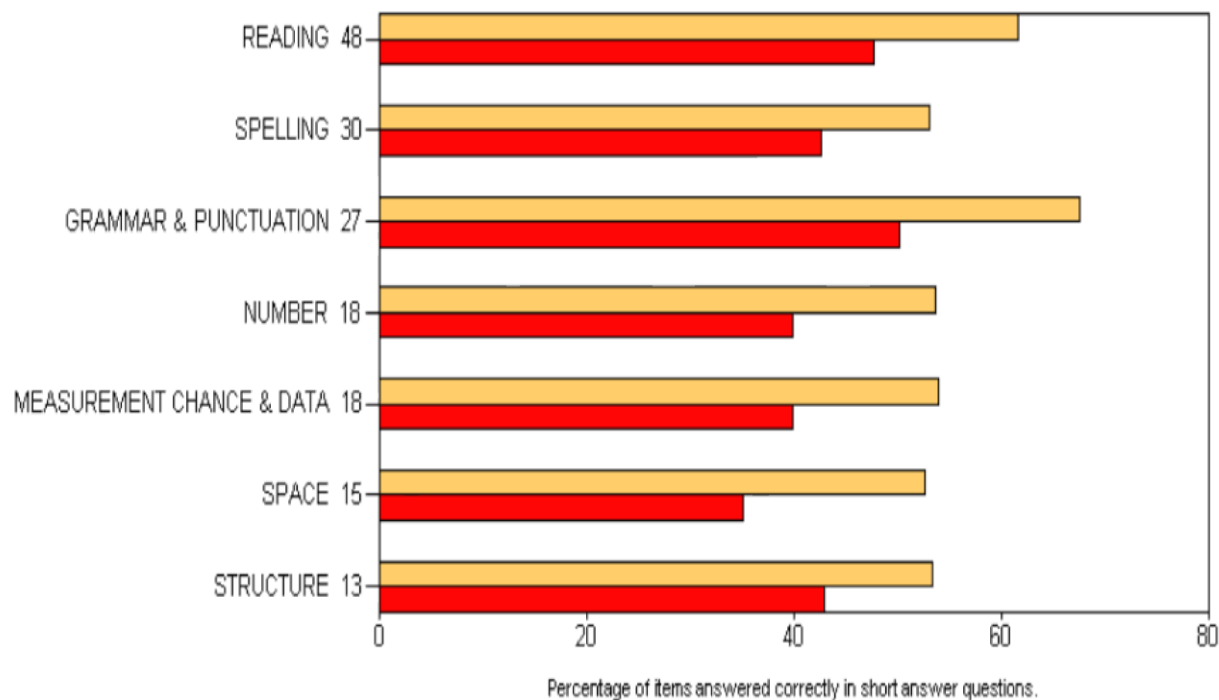
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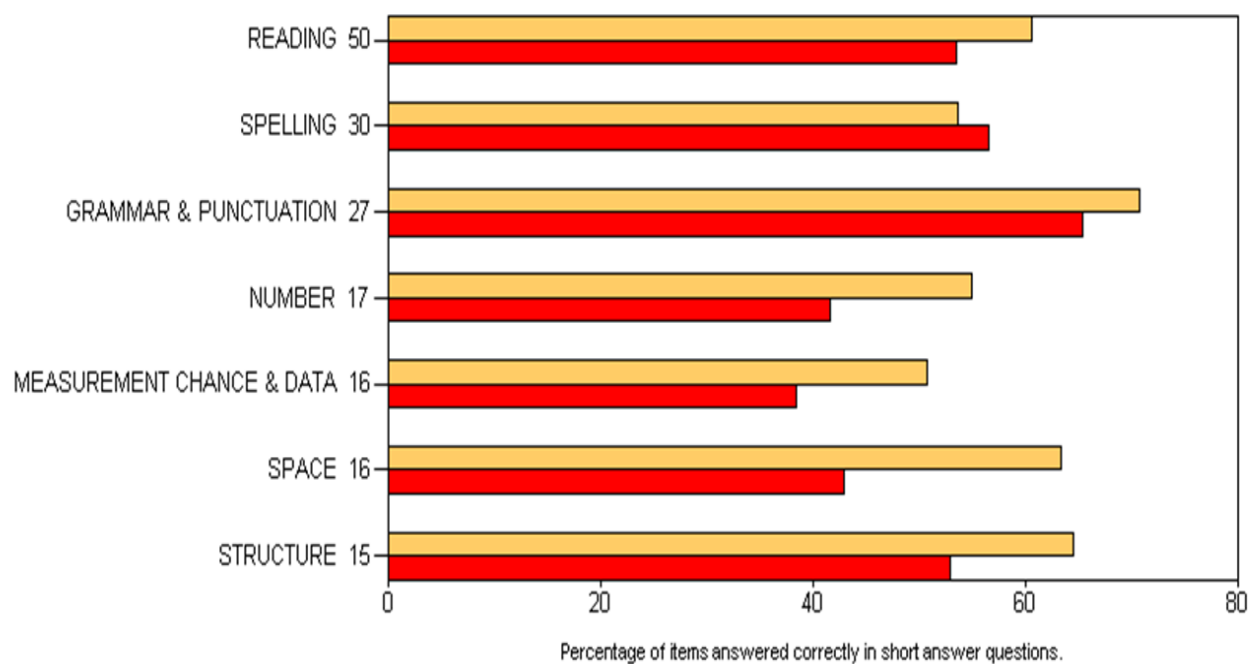
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  - C.A.M.S. Program for Numeracy
  - C.A.R.S. and S.T.A.R.S.
  - P.A.T. MATHS
  - P.A.T. READING

## Year 7 2011 NAPLAN Results



## Year 9 2011 NAPLAN Results





## Our Students

### VCE ( Victoria Certificate Of Education) Results 2011

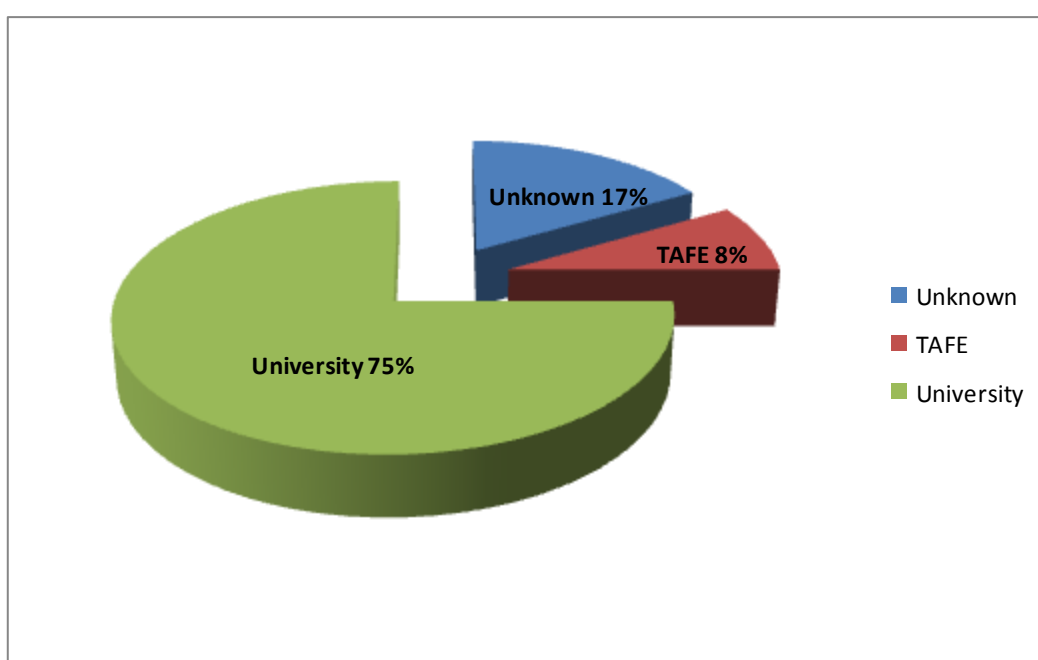
In 2011, twelve students were enrolled in Year 12 VCE. A further eight Year 11 students also completed a Unit 3/4 subject in 2011. There was a range of ENTER/ATAR scores with the highest being 79.70. The average ENTER/ATAR score was 37.97. Within this, ten students had ENTER/ATAR scores below 50. The median study score remained at 21 which is the same median score in 2010.

In 2011 at East Preston Islamic College 12 out of 12 students received their VCE certificate.

- 2 students enrolled at La Trobe University in Bachelor of Science
- 1 student is enrolled at Australian College of Applied Psychology in Counseling
- 1 student is enrolled at Victoria University in Bachelor of Science (Psychology)
- 1 student is enrolled at Victoria University in Wildlife Husbandry & Rehabilitation Nursing
- 1 student is enrolled at Australia Catholic University in Nursing
- 1 student is enrolled at NMIT TAFE in Pathology
- 1 student is enrolled at RMIT University in Accounting
- 1 student is enrolled at Swinburne TAFE in Liberal Arts
- 1 student is enrolled at Swinburne TAFE in Legal Practice
- 2 Unknown

### 2011 Tertiary Destinations

In year 2011, 12 students were enrolled in year 12 at EPIC. All students have received their VCE certificate.





## Our Students

### VCE ( Victoria Certificate Of Education)

Steps to be taken to improve VCE results in 2012

- 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 details.
- 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 extra preparation seminars will be organized and teachers will be encouraged to gain these seminar to ensure students gain further understanding from these sessions
- A separate VCE room in a quite area will be provided for students where they can utilize their study skills period effectively.
- Celebrating VCE student's achievements
- Rigorous implementation of SAC due dates
- Rigorous implementation of the work completion policy
- Teacher professional Training focused on VCE Pedagogy

Goals for 2013

- Develop and implement appropriate programs for VCAL/VCE students
- Develop and implement Careers program
- Improve VCE results and outcomes for all students
- Improve parent school partnership and communication
- Improve student attendance
- Continue to set standard 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 teacher
- Improve staff student relationship by providing greater opportunities for student-teacher interaction for eg. Via Tutorial group
- Clear and consistent behavioral expectation
- Improve motivation and achievement through consistent curriculum structure



## Our Students

### Socio Economic Background

East Preston Islamic College school ( Prep- 12) has a very large population of disadvantaged students from a diverse range of cultural backgrounds. The educational level of parents and subsequent socio economic status is low with large number of students coming from families with 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.

### **Co-Curricular Activities**

#### *Aman Club*

This Year Religious Education department introduced a new program called the Aman Club, which is directed towards high school students. Some of the aims of this program are the follow:

- To increase our students Islamic knowledge.
- To enrich students with skills and knowledge to become influential leaders in society
- To integrate academic, personal and religious skills and Australian values in order to nurture active, responsible and positive citizens to benefit the Muslim and Australian community.
- To instil students with a strong ethical mind.
- To nurture high self-esteem and positive image in our student and
- To work intensively with everyone in our school in and around our community.

The program is running every Monday and Wednesday during lunch time and is optional for both male and female students to attend. Although optional, the attendance has been great success with mainly year 7, 8 & 9 girls attending. As a result, these students have worked hard altogether to present an enjoyable Eid presentation.

#### *Building Bridge Program*

The Building Bridge through Interfaith Dialogue project aims to help secondary students of different faiths, religions, culture and values in Year 10 and 12 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 futures.

Throughout the year, the year 10 and 11 students involved in the Building Bridges program visited various different school 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 Bridge once a year.



## Our Students

### *Co-Curricular Activities*

#### *Out of School Hours Learning Support Program*

The EPIC OSHLSP was established in 2011 as an extension of the EPIC Homework Club developed in 2010. Apart from free Literacy and Numeracy tutoring support, Quran, sport, art and cooking sessions are also held for students every Tuesday after school for an hour. The main objectives of the program are:

- To provide additional educational support to students especially in the areas of Literacy and Numeracy
- To ensure that all children are extended in their learning to improve their academic achievements
- To improve students' social, resilient and cooperative skills through a range of activities
- To foster Islamic and Australian values through religious and cultural activities
- To support families in the education of their children by offering a service that's free of charge
- To encourage participation of parents and volunteers by involving them in a useful and enjoyable manner
- To strengthen community partnerships and extend support to the wider community

By involving pre-service teachers from universities and other volunteers as tutors, the program aims at connecting students to the wider community. Sustainability of the program is ensured by having EPIC teachers on roster to provide tutoring support. Parental participation is encouraged in the program to prove that education is a partnership between students, teachers and parents. Healthy snacks provided during the sessions promote good eating habits.

Victoria University and Darebin Information, Volunteer and Resource Service (DIVRS) are our potential partners for OSHLSP. Learning beyond the Bell provides volunteer training and program management support. There is ongoing guidance and consultation given by the Senior Advisors from Independent Schools Victoria through the National Partnerships Program for the development and enrichment of the program.

Information about EPIC OSHLSP was shared to delegates from other organizations during the 'My School to Our School' forum held by the Inner Northern Local Learning and Employment Network (INLLEN) on 17<sup>th</sup> August 2011 and at the Northern Regional Meeting of Out of School Hours Learning Support Programs held by Learning Beyond the Bell (CMY) on 16<sup>th</sup> November 2011.

Victoria University awarded the EPIC OSHLSP Coordinator with the Exemplary Teacher and Leader of Practice Award in recognition of the support given to their pre service teachers during their participation in the EPIC OSHLSP.

#### *Play Group*

Play group sessions organised by the Darebin Council were held every Monday at the school library for two hours. A facilitator was employed by the Council to oversee the program.



## Our Students

### ***Co-Curricular Activities***

#### *Multicultural Day*

The school place 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 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 2011, 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.

#### *Breakfast Club*

The EPIC breakfast Club gives students and teachers the opportunity to enjoy a healthy breakfast together. It is integral part of our healthy school policy, teaching the children the importance of starting the day with a good breakfast and healthy eating habits. It is also important for social development as children get the chance to 'dine' together in a relaxed environment. It is also a way in which the school support the school support under-privileged children in the community

Breakfast is considered to be one of the most important meals of the providing a significant proportion of the day's total nutrient intake. To support our students in nutrition and learning, EPIC breakfast club operates once a week every Monday, from 8:15am to 8:45am. We serve a breakfast consisting of toast with spreads, cereal, milk and juice.

Breakfast helps learning as you are better able to pay attention and are more interested in learning. Eating high fibre breakfast cereals also reduces fatigue. It is also well researched that skipping breakfast can diminish mental performance.

#### *SRC ( Student Representative Council )*

Two students from each class in Year 7-12 were nominated by their peers to be the class student Representative council members. These students attended once weekly 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.



## ***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 draw-ing 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.

## **THRASS**

*The Handwriting Reading And Spelling System* is a multi-sensory whole school program in the second year of implementation at EPIC. It is used for teaching the English Language in ESL and Literacy in classrooms to meet the requirements of the Australian Curriculum.

After learning the names, sequence and handwriting of the Alphabet, the focus of the program is on learning the 44 phonemes (sounds) made in English and the corresponding graphemes (spellings). Each picture and keyword represents a phoneme/grapheme spelling choice. Each phoneme has a box cluster of these pictures and words. An \* signifies other graphemes that may be discovered during teaching and learning. Students are expected to acquire knowledge of the charts as a reference point for working with all aspects of language.

All students are expected to purchase a copy of the individual desk chart to support learning. Photocopies of key pictures and handwriting proformas are available in the Teachers Manual to support practice towards excellence.

NAPLAN results last year showed a significant improvement in Spelling which demonstrates the excellent possibilities for Literacy through **THRASS**.



## East Preston Islamic College 2011 Audited Financial Report Income & Expenditure Statement

Year to Date 1st January 2011 to 31st December 2011

Enrolments		2011
	Primary	388
	Secondary	158
	Total	546

\$

%

### Recurrent Income

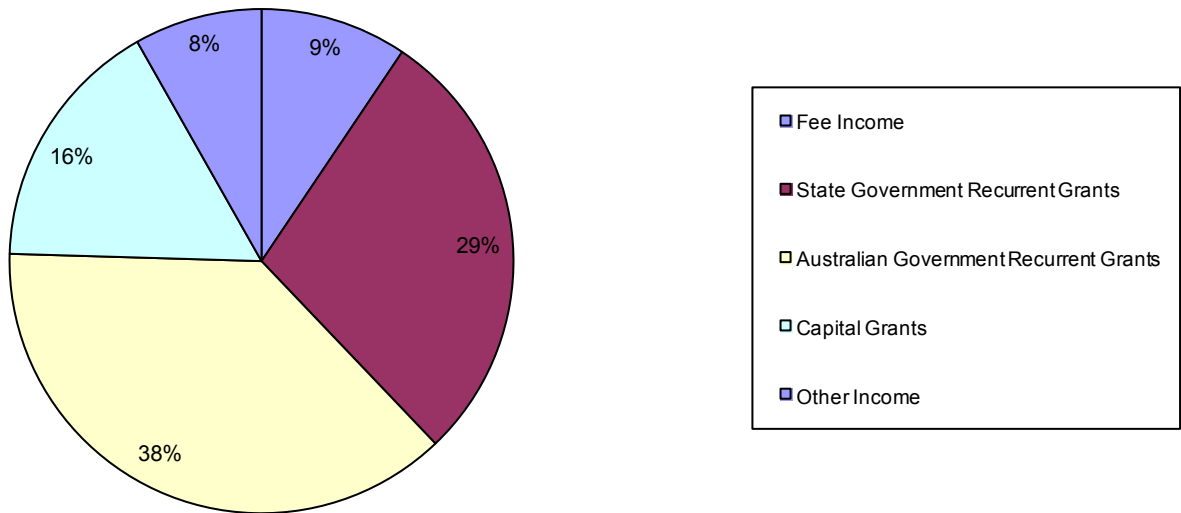
Fee Income	821,852	9.4 %
State Government Recurrent Grants	2,480,360	28.5 %
Australian Government Recurrent Grants	3,276,890	37.6 %
Capital Grants	1,423,751	16.3 %
Other Income	715,439	8.2 %
<b>Total Recurrent Income</b>	<b>8,718,292</b>	<b>100.0%</b>

### Recurrent Expenditure

Salaries	3,730,126	62.2 %
Superannuation & Workcover, Staff Training & Amenities	425,507	7.1 %
Building & Rent	912,394	15.2 %
Depreciation	272,493	4.5 %
Operational and Other Expenses	661,263	11.0%
<b>Total Recurrent Expenditure</b>	<b>5,846,246</b>	<b>100.0%</b>

## Financial Report

Recurrent Income



Recurrent Expenditure

