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**2012 ANNUAL REPORT TO THE SCHOOL COMMUNITY**

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# East Preston Islamic College



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|                |  |
|----------------|--|
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## 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 Brothers & Sisters of East Preston Islamic College,

I am very pleased to introduce to you the College's Annual Report for 2012. This year is marked by strong financial management and the completion of outstanding facilities. It is also a year in which the College could begin to think about long-term strategic planning, bringing together the academic planning work and other initiatives that we have engaged in over the last few years. This work is especially important as the College focuses on the future we want for East Preston Islamic College, and as we increase our understanding of the resources that will be required to reach our planning goals.

Students are at the centre of all that we do and Parents, Staff and the School Council in their various roles are dedicated to each student's development and wellbeing. The College has had to manage in the face of financial pressures, but diligence and planning will enable us to move forward.

In conclusion, I would like to express my grateful appreciation to my fellow Board and Committee members for their tireless dedication. I acknowledge and commend the staff of the College, especially the Principal of the College Mr Ekrem Ozyurek OAM and the Vice Principal Mr Neil Hasankolli. I emphasise 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.

## School Overview

East Preston Islamic College (EPIC) is an independent school offering the Victorian & Australian Curriculum from Foundation to Year 12 and operates in an Islamic cultural and religious tradition, under the direction of the EPIC School Council. The School is open to boys and girls as it is coeducational. While the vast majority of students are of the Islamic faith, the school is open to students and staff of all faiths.

The School, is determined to establish an educational environment based on excellence and the development of sound character so that its graduates will exemplify the School motto - **‘Success Here and Hereafter’**

The mission of EPIC is to provide a positive, safe, caring, challenging and supportive Islamic learning environment where staff and students work co-operatively to achieve both academic and spiritual excellence and to develop a commitment to continuous learning and effective participation within the wider community.

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 hardworking citizens, and they are ready to contribute positively and productively to the society.

### Our Goals:

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





## Principal's Report

*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.*

Reflecting on the achievements of 2012, there is much to celebrate with the wonderful stories of learning and development of our students along with the completion of our new gymnasium, administration building and the primary classroom block. The Honourable Martin Ferguson AM MP (Federal Member for Batman) officially opened the new buildings on the 16<sup>th</sup> June. Our state of the art gymnasium will cater for our student population and deliver the highest possible standards of facilities and resources for the benefit of our students and the broader community.



*Mr Ekrem Ozyurek and the Hon. Martin Ferguson.*

The College has endeavoured to build a strong community profile and increase parent participation and to support the Islamic communities by introducing **Parent Committee Meetings**, **Family Day** and **Ladies Night** to our calendar. These events were hugely successful and we are committed to develop strategic educational partnerships which will benefit students, staff, parents and the community as a whole. Many other special programs and days, sporting activities, incursions and excursions were organised to give students range experiences and opportunities.

**VRQA REVIEW** - 2012 came with a notification of a review and evaluation of East Preston Islamic College from the Victorian Registration & Qualifications Authority (VRQA). The review is to conduct an audit to review and evaluate the operations of East Preston Islamic College to ensure that the required standard is attained for registration. A detailed review was conducted, and after all the requirements were fully documented to the satisfaction of the VRQA, they were happy to report that East Preston Islamic College is compliant at this time with the minimum standards for school registration under the *Education and Training Reform Act 2006 (VIC)*.

**VCAL** - 2012 we also introduced the Victorian Certificate of Applied Learning (VCAL) which is an alternative to the VCE for the very first time at EPIC. Like the VCE, the VCAL is a recognised senior secondary qualification. Students who complete VCAL are more likely to be interested in going on to training at TAFE, doing an apprenticeship, or getting a job after completing Year 12 and it is wonderful to have this certificate at our College.

**NATIONAL CURRICULUM** – In 2011 EPIC was part of a pilot program implementing the National Curriculum and now in 2012 we have implemented it in English, Mathematics, Science and Humanities.

**INTER-FAITH BUILDING BRIDGES PROGRAM** – Building bridges is a program that runs across Victoria building understanding and deeper relationships with fellow students from Muslim, Christian and Jewish schools. The College once again took part in this very valuable program. The visits between schools from different faiths and cultures provided students with a better understanding of the similarities and the differences they may have and provided them the opportunity to discuss these in a very friendly and understanding atmosphere.

I am very pleased and proud to inform the College Community that all throughout 2012, the students and the staff at the College have involved in many programs and professional developments to improve the Learning and Teaching at EPIC. I urge you to read the information provided below, under the heading “Learning & Teaching” for more detail.

Thank you for all your support and taking interest in your children’s education and wellbeing throughout 2012 and look forward to working with you in 2013.

Mr. Ekrem Ozyurek OAM  
Principal

## Learning & Teaching

### 2012 GOALS

The goals set for 2012 by teachers were:

- Successful transition to Australian Curriculum
- Improving teaching strategies used for students with special needs
- Establishing Kids Matters & Mind Matters framework at school
- Use of digital resources

#### Goal 1: Successful Transition to Australian Curriculum:

The new National Curriculum has been introduced to teachers from last year and updates from VCAA have been notified. EPIC participated in the Australian Curriculum Trial and Validation Project held for ACARA by VCAA in 2011. Teachers were given in-services by external consultants last year. They have implemented the curriculum this year in four key learning areas: English, Mathematics, Science and Humanities. Most teachers are familiar with the structure of the National Curriculum and are trying to adapt lesson planning according to required expectation. They are trying to embed the Cross Curriculum Priorities in the units planned and have successfully attempted to link to General Capabilities in a manner that these can be assessed. LOTE, ICT, Art and PE lessons were planned in conjunction with VELS this year. Possible links have been made to AusVELS. Secondary teachers received support from Dr Mauri Hamilton (Educational Consultant) and Helen Schiele (Senior Advisor, National Partnership Program) once every term. They were guided by these consultants in planning according to the e5 Instructional Method, linking assessments to standards and developing rubrics.

The end of year planning will focused on analysing NAPLAN reports to identify gaps, weaknesses and strengths in learning areas and further developing a whole school scope & sequence that addresses and caters for the needs of our students. More insight will be given to assessment, moderation and feedback next year.

The transition to Australian Curriculum has been successful.

### **Goal 2: Improving Teaching Strategies Used for Students with Special Needs:**

A considerable amount of grant money was received from ISV as funds to support students with Special Needs and for related programs. Fifty six students were screened for Special Needs this year. Out of these, twelve students have been identified as having learning disabilities and four requiring speech therapy intervention. Including students who were assessed last year, twenty one students with learning disabilities have to be catered for next year. Twelve students will receive speech therapy intervention. The Support Services will be further developed next year. External professionals like the Educational Psychologist and Speech Pathologist will continue to support these students. Possibly, a Special Education teacher will be providing services to these students on a casual basis. Further arrangements will be made based on needs and approval from the Management. Teachers will receive ongoing support for differentiating the curriculum for these students from coordinators, external professionals and consultants. A Gifted Education Committee has been formed. One of next year's goals will be to establish a Gifted Education Program at school. Professional Development sessions were held by Radmila Harding (ISV Consultant), Christopher Duffy (Educational Psychologist) and Michelle Lynch (Speech Pathologist) on strategies to cater for students with disabilities this year. EPIC participated in the 'Nationally Consistent Data Collection - Students with Disability 2012 Trial' conducted by DEEWR. Teachers completed an on-line professional learning module covering contents like the Standards of Education and legalities involved in catering for students with disabilities. Two teachers have been directed for Feuerstein Training which is aimed at catering for students with disabilities. Establishing effective Program Support Groups (PSG) to plan and review support for these students will be of major focus next year. An internal register for Students with Special Needs and 'borderline' students will be worked out by the Special Education Coordinator with support from an external consultant. This will include basic information about needs and support provided for these students. The register will be distributed to students so that they plan and cater for individual needs of students.

Overall, teachers have improved their teaching strategies for students with Special Needs. This is evident from feedback collected from teachers, students and parents.



### **Goal 3: Establishing Kids Matters & Mind Matters framework at school**

The first component of Kids Matters which is 'Creating Positive Communities' has been established at school. The Well being Coordinators are working towards implementing other components of Kids Matter and the Mind Matters frameworks. The first two domains of the 'Planning' phase of eSmart have been implemented and the school's electronic usage policy has been reviewed and edited to address eSmart principles. Implementing eSmart principles in the curriculum will be focused for next year.



### **Goal 4: Use of Digital Resources:**

The digital resources used by Primary teachers and students are Bug Club (Reading), Mathletics (Numeracy) and Stretch Science (Science Teacher Resource). Secondary teachers and students are using Mathletics. Many teachers are using Interactive White Boards. There is a plan to purchase more IWB, iPads and laptops. Year 1 & 2 classrooms have got interactive white boards. It is aimed that there is at least one IWB to use for each year level for next year. On Demand Testing, a free online Literacy & Numeracy testing tool has been installed at school. Most teachers have tried to use it. Some teachers are not confident about using ICT and digital resources. Teachers' technological skills have to be developed. Professional learning sessions will be held in 2013 to improve and enhance their technological skills. This goal has been achieved.

### **Staff Professional Learning:**

Following last year's intense professional learning on Differentiation from the Perspective of Australian Curriculum, the Australian Government Quality Teachers Program funding was sought for Review of Programs for Students with Additional Learning Needs to further enhance skills acquired by teachers on differentiating instruction to suit learners' needs. A consultant from Independent Schools Victoria was involved in reviewing the existing Special Needs Program this year and providing advice on further improvement.

Professional Development sessions were held by Radmila Harding (ISV Consultant), Christopher Duffy (Educational Psychologist) and Michelle Lynch (Speech Pathologist) on strategies to cater for students with disabilities.



Cluster group support was provided to teachers by one of the National Partnership Senior Advisors and an Educational Consultant once a term to assist with implementation of the Australian Curriculum.

EPIC also received funds for the Secondary Schools Language Consultancy Program from Independent Schools Victoria. During Semester 2, six High School teachers underwent professional learning from a speech pathologist. They nominated students with language related concerns to be observed by the speech pathologist during their classes. Strategies to cater for these students' needs were discussed and workshops conducted.

Other in-services were on:

- John Munro's Reading Strategies for Primary School teachers
- 'Tactical Teaching Reading' for Secondary teachers.
- 'Reflective Journals' for all teachers

All staff members received First Aid training in Term 2

Teachers and coordinators have attended external PD based on needs and requirements.

### Out of School Hours Learning Support Program:

The Out of School Hours Learning Support Program caters for Primary and Secondary students who are able to stay back after school on Tuesdays and participate in the program. Free Literacy, Numeracy sessions, RE, Sport, Art and Cooking sessions are held for small groups of students. Victoria University Student Teachers and volunteers are involved in tutoring students in the program apart from EPIC teachers. Literacy and Numeracy activities done by students in the program are related to their year level topics done in class. Teachers on roster tutor students in their year level/subject classes.



The Teaching & Learning Coordinator presented at DEECD in Term 2 about the strategies used by school to improve parental involvement, one of it being the OSHLSP. Leaders from several State and Catholic Schools were present at the meeting.

Although the program was very successful last year, there is reluctance among some staff to stay back after school when they are on roster for the program. There is a need to make the program more effective to students. Changes to the program are under discussion. Better arrangements will be made next year to encourage more number of students to participate and benefit from the program.

**Volunteer Program:**

EPIC's Volunteer Program has been successful. There are volunteers working in different areas of the school like library, Science Lab and classrooms. The partnership with Darebin Information, Volunteer and Resource Services has been beneficial. EPIC has extended its support to the external community. Migrants and those wanting to experience work at a school setting prior to deciding career opportunities are working as volunteers. News about EPIC's Volunteer Program was published in Preston and Northcote Leader papers in the November 27<sup>th</sup> edition.

**Students on Placement:**

There has been support from students on placement and research students from Victoria University. Teachers participated in a research project on Digital Story Telling. A research student provided them with resources and assisted with getting students do digital stories. Student Teachers have participated in OSHLSP as volunteer tutors. They have also conducted sessions for parents and helped in developing their ICT skills and involvement at school.

**Resources:**

The following curriculum resources have been purchased:

- Oxford Literacy & Numeracy Kits for Lower Primary
- Key Links Writing Kits for Lower Primary
- Envision Mathematics Kits for Primary Classes
- Oxford Writing Kits for Upper Primary
- Guided Reading Books
- High School Teacher Resources

Digital Resources available for teachers and students are:

- Mathletics
- Bug Club
- Stretch Science

### Support from National Partnership:

Support from National Partnership continues as it was during previous two years. Senior Advisors from Independent Schools Victoria have been providing support in curriculum and well-being areas. These Advisors provide individual and cluster group support to EPIC teachers and Coordinators. They also conduct professional learning sessions based on needs and request. EPIC has been linked to external organizations for partnerships and services through the initiative of National Partnership Senior Advisors.

Senior advisors conducted in-services to EPIC staff on:

- Standards of Professional Practice
- John Munro's Reading Strategies
- Reflective Journal
- Behaviour Management
- Evidence Based Observation (EBO) & Cognitive Coaching
- Professional Learning Communities (PLC)

There has been ongoing support from the senior advisors for the curriculum and well being coordinators. The well being coordinators were supported by Ms. Julie Christopoulos in the establishment of Kids Matter. Sessions on Evidence based Observation and Professional Learning Communities to coordinators will continue next year. Some coordinators attended EBO and Cognitive Coaching training sessions organized by ISV and Hawker Brownlow this year. Two more coordinators have been directed to attend the training sessions next year. Senior Advisors will meta-coach trained staff to do EBO for their colleagues. The aim of EBO is to shift teachers from traditional ways of teaching to discursive student centred methods of teaching.





**Identified Needs and Future Plans:**

1. Data collected on students' abilities indicate that there is a need to provide individual support for a number of students who have low Literacy and Numeracy skills. The current screening for Special Needs also indicates that a number of 'borderline students' have to be catered for. Support programs will be organized for these students.
2. Gifted Education Program will be implemented for students who exhibit 'giftedness'.
3. Teachers will receive professional learning to improve their technological skills.
4. Through Evidence Based Observations, it is aimed that teachers move from traditional ways of teaching to discursive ways which are more student centered.
5. Better makeover of classrooms will be aimed at to provide stimulating learning environments to students.
6. Standardised tests (PAT Maths & English) will be conducted for all students early next year to enable early intervention for struggling students and extended support for high achievers.

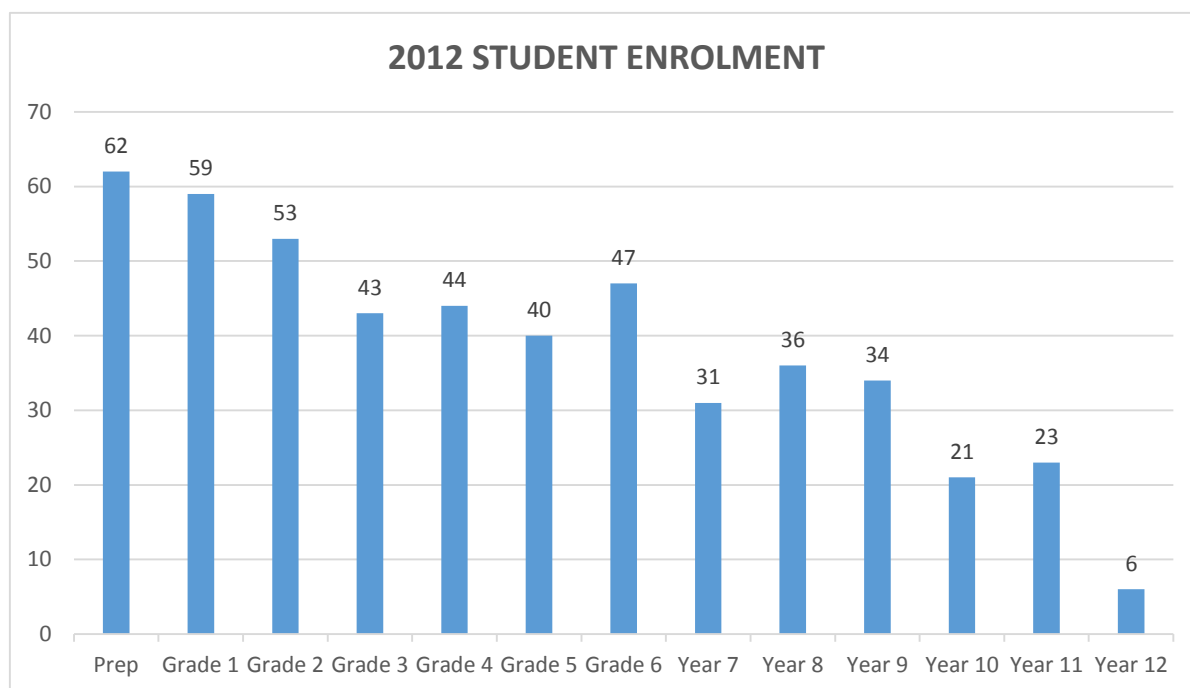
By improving our curriculum programs and pedagogical approaches we aim for better results in future.



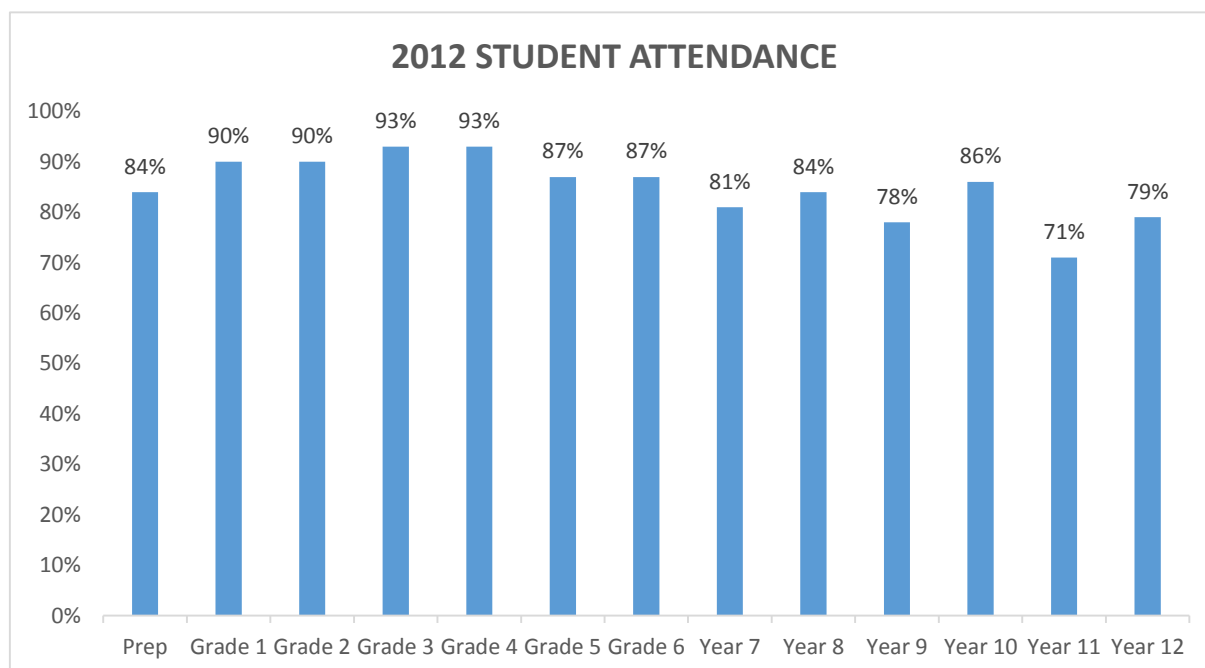
Ms. Shanthi Antony  
Teaching & Learning Coordinator

## Students

### Enrolment



### Attendance

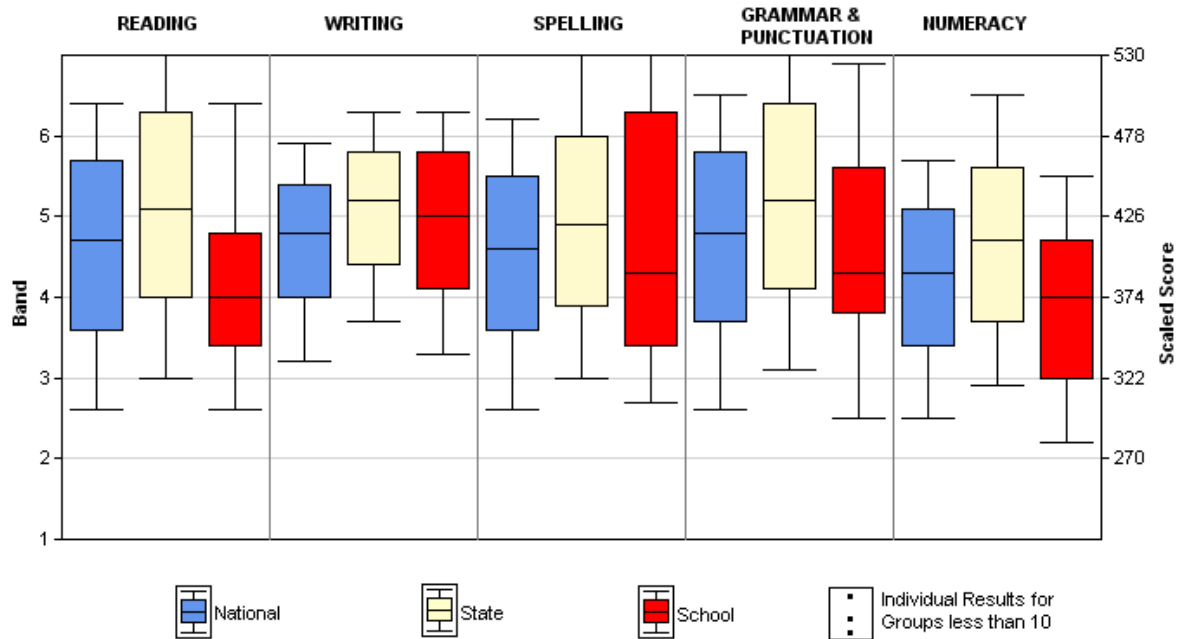


The College purchased and implemented an SMS system to notify parents/guardians of lateness and absences. This system has greatly improved the student attendance rate.

## NAPLAN

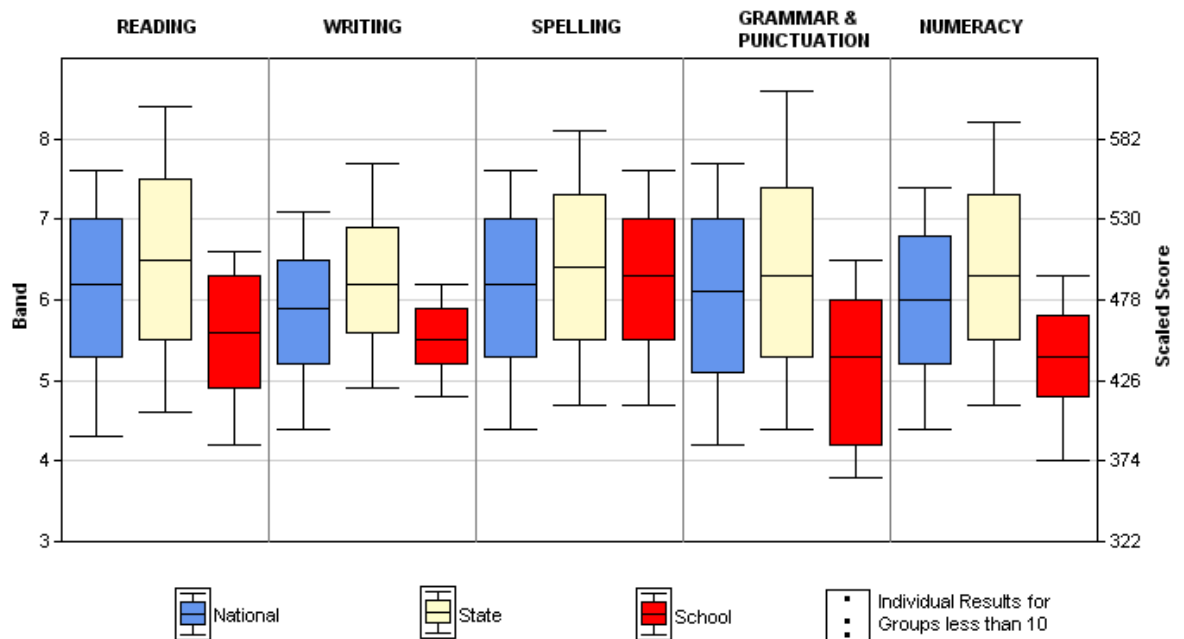
### School Summary Report

Year 3 - Gender: All, LBOTE: All, ATSI: All



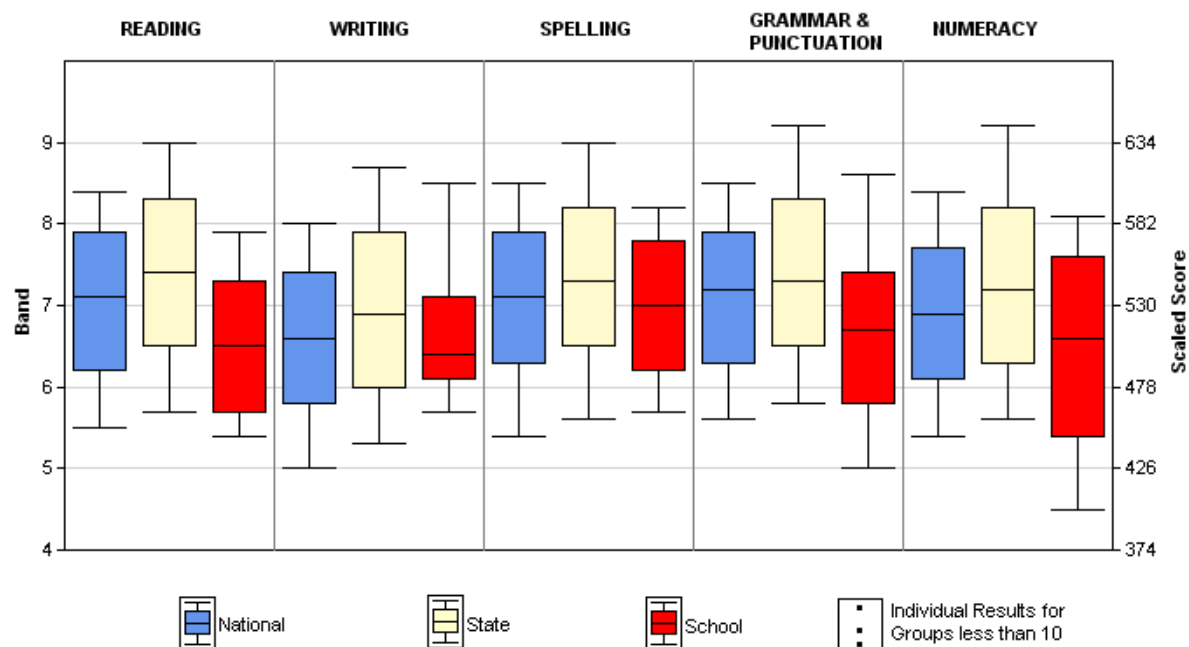
### School Summary Report

Year 5 - Gender: All, LBOTE: All, ATSI: All



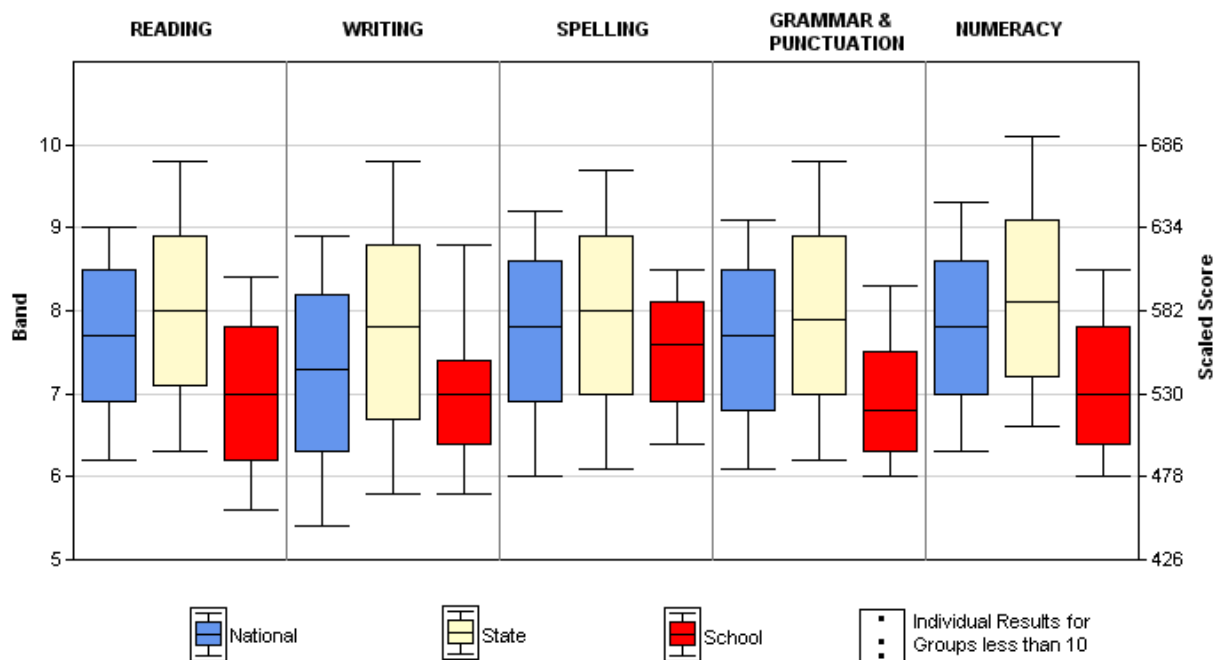
## School Summary Report

Year 7 - Gender: All, LBOTE: All, ATSI: All



## School Summary Report

Year 9 - Gender: All, LBOTE: All, ATSI: All



## VCE (Victorian Certificate of Education)

In 2012, six students were enrolled in Year 12 VCE. A further twenty five Year 11 students also completed a Unit 3/4 subject in 2012. All Year 12 students successfully completed the VCE. There was a range of ENTER/ATAR scores with the highest being 82.20. The median study score was 23.

The 2012 VCE year began with the shock resignation of the VCE Coordinator with the Vice Principal taking on the position during the interim period. A new VCE Coordinator Ms Ayeenun Ahmed began introducing new policies of ongoing support and monitoring of student progress throughout the year by provision of clear expectations increased face to face teaching and frequent assessments so that they successfully complete 24 VCE units



## VCAL (Victorian Certificate of Applied Learning)

VCAL was introduced to EPIC in 2012 for the very first time to EPIC with four students (3 males and 1 female) enrolling into the program. The Victorian Certificate of Applied Learning (VCAL) is a 'hands-on' option for students in Years 11 and 12. Like the VCE, the VCAL is a recognised senior secondary qualification. Unlike the VCE, which is widely used by students as a pathway to university, the VCAL focuses on 'hands-on learning'. Students who do the VCAL are more likely to be interested in going on to training at TAFE, doing an apprenticeship, or getting a job after completing Year 12.

There were two students from Year 12 and two from Year 11. Three students chose plumbing with the fourth choosing retail. The students spend four days per week at EPIC completing VCE subjects Foundation English and Foundation Mathematics and VCAL subjects Personal Development Skills and Work Related Skills. They then spend one day per week at the Northern College of Arts and Technology (NCAT) where they all completed their Certificate II in training.

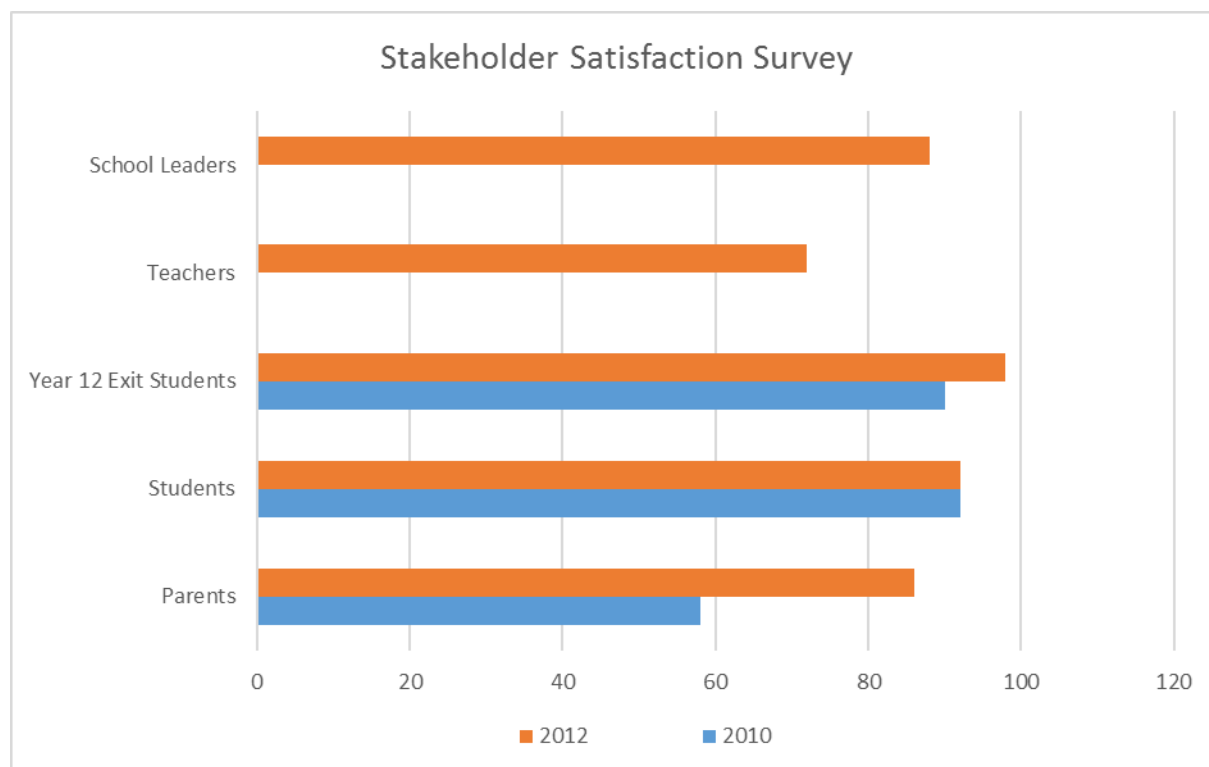


## Staff

|                                       |              |
|---------------------------------------|--------------|
| <b>TEACHING STAFF ATTENDANCE RATE</b> | <b>92.5%</b> |
| <b>STAFF RETENTION RATE</b>           | <b>80%</b>   |

Ten teachers departed EPIC by the end of 2012. Three moved interstate, two moved overseas, three found teaching positions near their home, one resigned due to ill health and one took maternity leave.

| <b>TEACHER QUALIFICATIONS</b>   |           |
|---------------------------------|-----------|
| <b>DOCTORATE</b>                | <b>0</b>  |
| <b>MASTERS</b>                  | <b>23</b> |
| <b>DEGREE BACHELOR</b>          | <b>59</b> |
| <b>CERTIFICATE GRADUATE</b>     | <b>13</b> |
| <b>NO QUALIFICATIONS LISTED</b> | <b>0</b>  |



*Results taken from Independent Schools Victoria LEAD Report East Preston Islamic College page 35*

## East Preston Islamic College 2012 Audited Financial Report

### Income & Expenditure Statement

Year to date: 1<sup>st</sup> January 2012 to 31<sup>st</sup> December 2012

|  |                  |
|--|------------------|
| <b>Recurrent income</b>                                | <b>\$</b>        |
| School fees  | 743,673          |
| Other income   | 16,848           |
| School Building Fund                                   | 600,000          |
| State government recurrent grants                      | 2,208,631        |
| Australian government recurrent grants                 | 3,823,690        |
| <b>Total recurrent income</b>                          | <b>7,392,842</b> |
|  |                  |
| <b>Recurrent Expenditure</b>                           |                  |
| Salaries; allowances and related expenses              | 3,697,938        |
| Superannuation & WorkCover, Staff Training & Amenities | 532,871          |
| Building & Rent  | 928,414          |
| Depreciation   | 256,008          |
| Operational & Other Expenses                           | 776,370          |
| <b>Total recurrent expenditure</b>                     | <b>6,191,601</b> |
|  |                  |

**Note:**

- Capital Building Costs incurred for the year ended 31<sup>st</sup> December 2012 totalled \$1,579,637.
- Fee Income includes prepaid fees of \$67,064 and discounts of (\$130,282), but not Bad Debts of \$59,493.

## Future Directions

- Develop a new school Vision through consultation with staff, students, parents and community
- Ensure that there is an agreed, consistent whole school approach to contemporary Learning and Teaching
- To improve Literacy standards in Years F to 10
- Whole school focus on Oral Language – student talk and teacher talk
- Strengthen the capacity of all teachers for planned, purposeful and explicit teaching which focuses on effective differentiated curriculum
- To build student engagement within an effective learning environment
- Professional learning for all staff in managing challenging behaviours and in dealing with strong emotions
- Family School Partnership will continue to build community partnerships that support families
- Build the capacity of families to support their children's learning
- Strengthen the connection and communication with the school's community
- Strengthen links with the wider community
- Continue to provide information to parents regarding educational programs and student learning
- Provide parent sessions each term particularly around contemporary learning issues and other parental concerns
- Provide and encourage parent access to participate in the life of the school in a variety of ways
- Strengthen links with the wider community.
- Continue to be a voice in the wider community around student and family learning and wellbeing
- Continue to offer early childhood developmental learning opportunities for all families.