



2015 ANNUAL REPORT TO THE SCHOOL COMMUNITY

East Preston Islamic College



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Cover Photograph

East Preston Islamic College won the Most Outstanding School Award. The Honourable James Merlino (Victorian Education Minister) presented the Centre for Multicultural Youth Award to Ms. Shanthi Antony and Ms. Azemina Becar-Premtic.

Page 2 Photograph

Arial view of East Preston Islamic College displaying the construction of a new two storey primary school building.

Contact Details

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Minimum Standards Attestation

I, Ekrem Ozyurek OAM, attest that East Preston Islamic College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.

1st June 2016



Chairman & Managing Director Introduction



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.

Mr. Esad Alagic
Chairman and Managing Director

I am pleased to introduce to you the College's Annual Report for 2015. I write this introduction on behalf of the Board of East Preston Islamic College.

The College Board pays stringent attention to managing the need to provide the best educational service possible and balancing the school budget. East Preston Islamic College has a low fee structure so that it is possible for all interested families to attend. The School is primarily funded through Recurrent Government Grants (83.0%) and School fees (15.7%). Our expenditure is directed to providing the best possible educational staff, programs and facilities.

I pray to Allah (swt) to guide us to serve his cause.



Adnan Hafda (2016 Captain), Abdullahi Abdulrahman (2015 Captain), Esad Alagic (Chairman & Managing Director), Seynab Farah (2015 Captain), Hon. James Merlino MP (Education Minister), Sarah Saadat (2016 Captain)

College Overview

East Preston Islamic College (EPIC) is an independent non for profit school offering the Victorian & Australian Curriculum. Our students range from Foundation to Year 12 with diverse backgrounds. The College's aims for our students is to achieve excellence in academic performance and to embrace Islamic values.

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'**

Our Vision

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

Our Mission

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

Student Body Characteristics

We have 555 students (386 in Primary and 169 in Secondary) ranging from Foundation to Year 12 with diverse backgrounds whom have 24 different languages spoken at home. Many students arrive in our school from overseas without functional English.



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.

Mr. Ekrem Ozyurek OAM
Principal

The 2015 school year started with great excitement due to the 2014 VCE results. The College Community was celebrating the successes of the 2014 results, as well as putting plans together to continue the improvements with the new set of goals for 2015. As promised, our top VCE student was rewarded with a brand new car at a special assembly.



Omar Nachabe received a car for his 2014 ATAR score.

Our 2015 ATAR scores were may not have been as high as 2014 however, we were proud of the efforts displayed by our students both in the VCE and the VCAL programs. They were all able gain entry to courses they preferred as their first choices. These results once again highlighted the great importance of the different pathways available to students to achieve positive outcomes in their future endeavours to succeed in their chosen careers.

I would certainly say that 2015 has also been a very successful, exciting and a rewarding year for the East Preston Islamic College Community. The College Community, teachers, parents and the students; they all worked tirelessly and continually towards making sure that the EPIC is one of the best school which we are all proud of. The Staff put all their efforts together to meet the needs of our students and provide them the best possible education that they all deserve.

We were very happy to welcome Aziz Helou back at school in a good health on a special visit. The main reason for his visit, of course, was to mainly thank the College Community for the

financial support provided through fundraising held at school for his Multiple Sclerosis treatment. Another exciting visit to EPIC was by The Honourable James Merlino, Deputy Premier and Minister of Education. He toured the College and met with our student leaders. He also took some time to visit individual classes and spoke to the students and the teachers. We were very proud to receive the, "Centre for Multicultural Youth Award for The Most Outstanding Metropolitan School" award which was presented by Mr. Merlino himself at a special ceremony (front cover picture).

We were also pleased to receive a special visit from the Honourable David Feeney, Federal Member for Batman. He also was very interested in our school and complimented the school for the progress shown throughout the years.



Neil Hasankolli (Vice Principal), Hon. David Feeney MP (Federal Member for Batman), Ekrem Ozyurek OAM (Principal)

We successfully hosted the first World Halal Food Council Meeting in May which was attended by large number of Halal Certifiers from all around the world. Our School Captains hosted the event with full confidence and pride over two days on the weekend. We were complimented about our facilities and the way the whole event was organised and run as scheduled.

It was with a lot of excitement and utmost pleasure that I signed the contract with the Haddara Constructions to build the two storey Primary Building which will be ready by August, 2016. This new state of the art building will provide 16 new classrooms for our students.

Another very exciting milestone we have achieved at EPIC is that we are the first Islamic College to sign an Enterprise Bargaining Agreement which gives assurances to staff about

their pay and working conditions. We have continued with a second agreement and ensured that EPIC staff are equal to the Victorian Government Schools Award.

I am pleased to inform the College Community that the Annual Goals set by the Curriculum Team were reviewed each term to evaluate progress and analyse gaps and make necessary adjustments where needed to get better results. Overall, the year has been rewarding as most of the goals set at the beginning of the year were accomplished. We congratulated our students who have worked to their capacities and shown progress and achievement by acknowledging them at our regular College Assemblies.

The implementation of the Early Years Literacy and Numeracy Program in our Primary Department is a solid foundation for the students. Students with limited English are provided with English as an Additional Language (EAL) classes at all levels. The school recognises individual differences within its community and celebrates diversity. It offers its students many opportunities including; excellent academic and Islamic programs, sporting opportunities, student leadership, an Accelerated and Enhanced Learning Program, Out of School Hours Learning Support Program, extensive extra-curricular activities and a wide range of VCE / VCAL / VET courses aligned to future pathways in their senior years. I am pleased to inform the College Community that the VCAL program conducted at our school proved to be very successful and we are proud of our students who achieved excellent results and moved on to tertiary education.

At East Preston Islamic College we, as always, encourage the active participation of parents/guardians in what is happening at the school and we welcome assistance from parents/guardians with school programs where needed. The College also offers support to students and their families through a dynamic Well-Being team. We strongly believe that we have a joint responsibility in assisting our young to grow into a responsible, honest, trustworthy and reliable citizens, capable of working hard to contribute positively and productively to the Australian Society.

The philosophy for the College students at East Preston Islamic College requires that the College provide a rich, useful and stimulating educational and Islamic experience, and one that provides for the development of their skills and aptitudes while preparing them to have “SUCCESS HERE” in whatever their choice might be according to their ability, and “SUCCESS HEREAFTER”.

I urge you to read the report provided for you under the heading of “Teaching and Learning Report” which covers the overall programs in more detail. Once again, I thank you all for the support you have given to the College and most importantly, taking interest in your child’s education and well-being throughout 2015.

Teaching & Learning Report



Mrs. Shanthi Antony
Head of Teaching & Learning

Student Learning

The annual goals set for 2015 were:

1. To work collaboratively towards improving student learning outcomes.
2. To improve assessments, reporting and feedback.
3. To have a whole school approach for e-learning.
4. To offer structured support, intervention and extension sessions for students.
5. To provide opportunities for students to gain more social and emotional awareness.
6. To broaden the scope of future career pathways for our students.

The progress towards the goals at the end of the year were as follows:

1. To work collaboratively towards improving student learning outcomes:

Teams followed protocols and the template for meeting agenda included the annual goals, Professional Learning Community (PLC) protocols, discussion time for agenda items, due dates and actions to be completed to remind team members of the shared vision and targets. There was regular sharing of information across the F-12 departments during common curriculum meetings. The Head of Teaching and Learning had individual meetings with teachers at the end of the year to review the Australian Professional Standards for Teachers and to discuss about their personal professional learning goals.

Progressive Achievement Tests (PAT) in English and Mathematics were conducted across the school to identify high and under achievers. Referrals for cognitive and language assessments were followed up by the Special Education team and students' needs were catered through intervention and support. High achievers were encouraged to participate in external competitions and national level tests. Students were given opportunities to participate in several activities and school level competitions to exhibit their skills and talents.

The student improvement plans were related to the annual goals and individual teams set their SMART goals to work towards these common goals. The progress with these annual goals were reviewed from time to time and finally evaluated at the end of the year to rate progress and accomplishments.

2. To improve assessments, reporting and feedback

Teachers were encouraged to follow the Bloom's Taxonomy for their formative and summative assessments. The Head of Teaching and Learning conducted workshops on Bloom's Taxonomy, Developing Rich Assessment Tasks and Rubrics for Inquiry Units. Year Level Curriculum Coordinators and Faculty Heads have provided assistance to teachers to develop questions that enhance Higher Order Thinking Skills. High School Teachers developed marking guides for the semester exams. Primary Teachers and Secondary Science Teachers had professional learning on Science Inquiry Learning and Assessments Using Rubrics by an expert curriculum consultant. Senior teachers and coordinators have proofread the semester reports and provided feedback to teachers in order to improve the quality of reports. Feedback was given for semester exam papers set by teachers by the Curriculum Coordinators and Head of Teaching and Learning. Slight modifications were made to the interim report template and the semester report template for students with additional learning needs, the latter change aimed at alignment with the Individual Learning Plans (ILP's). The Head of Teaching and Learning has also provided feedback to individual teams for their term planners and assessments.

3. To have a whole school approach for e-learning

Teachers had professional learning on iPad applications at the beginning of the year. One to One iPad and Laptop Program for Year 6 and Year 10 students implemented in 2014 was continued. Classroom sets of iPads were provided to teachers, five per Primary class and ten per High School class. The eLearning Committee had an Information Session for teachers about Safe User Policy and Maintenance of Equipment prior to the iPad sets being distributed. The Electronic Usage and eSmart Policies were reviewed. Teachers were directed for workshops on iPad applications based on their personal professional learning needs to enhance their technological skills. Students were introduced to new iPad applications by teachers. All students attended workshops on Cyber Safety during the Well-being Week organised by the Student Well-being Coordinators.

4. To offer structured support, intervention and extension sessions for students

Literacy and Numeracy sessions were commonly timetabled for most year levels on Thursday afternoons for two periods. It was decided that through streamed sessions, small group withdrawal and team teaching, teachers would focus on revision, intervention and

extension for students of middle, low and high ability groups respectively during these periods. This was followed in some classes and not in all. Teachers had to cover regular lessons during those periods to make up for time lost due to other activities at school and to complete their weekly plans. However, they have catered for the needs of these students through differentiation within the class. Individual Learning Plans were developed for students with Learning Disabilities. Regular support from Integration Aides was provided to these students. Parents of these students were given feedback about intervention and support provided by the teachers and the Special Education team. Thirty one students were referred for cognitive assessments this year and out of these some were also directed for language assessments. Test results were communicated to their parents by the School Psychologist and Speech Pathologist. Students who regularly attended the Out of School Hours Learning Support Program showed improved academic progress.

5. To provide opportunities for students to gain more social and emotional awareness

The Student Well-being Coordinators developed term planners to include Values Education and resiliency programs within the school curriculum. Primary teachers incorporated activities based on the weekly well-being focus during their lessons. Pastoral care sessions were held in the first and the third term for all High School classes. Mediation and counselling support were provided to the students by the Well-being Coordinators and School Counsellor when required.

6. To broaden the scope of future career pathways for our students

The VCE / VCAL / VET Information Sessions were held in the first and the third term to inform parents about the Senior Secondary programs and pathways. Two VET subjects, Business and Sport and Recreation have been offered for the Year 10 students. Students with Learning Disabilities enrolled in VCAL and VET courses have displayed improved confidence and engagement. The Careers Advisor had interviews with the Year 10 students to assist them with their subject selections. The Careers Advisor also provided information about University and TAFE courses to the Year 12 students and assisted them in completing their VTAC applications. Upper Primary and High School students were given a booklet with activities to enable them to identify their skills, set goals and gain awareness about different career pathways.

2015 Achievements:

The school won a state award for the Out of School Hours Learning Support Program on the 8th of September. The Head of Teaching & Learning represented EPIC as the coordinator of the program to receive the award from the Deputy Premier and Minister for Education the Hon. James Merlino. With almost one hundred and sixty five students tutored by thirty one

staff members, the program was at a very successful phase during that period of the year and benefited many families. Mr. Merlino visited EPIC on the 19th November.

The Kaaba activity organised prior to EID by the Religious Education (RE) teachers was a good experience to students and non-Muslim teachers at school. The video post about the activity on the school Facebook received more than ten thousand views. An Islamic Week was organised at EPIC for the first time. Islamic education has been strengthened.



Kaaba activity

Implementation of Australian Curriculum:

Teachers were informed of changes and inclusions in the Australian Curriculum (Version 7.5 and 8.00) and feedback was provided in the first term on curriculum planners by the Head of Teaching and Learning for Foundation to Year 12 teams. The EAL teachers were guided to follow the Learning Progressions in the Australian Curriculum. The Arabic Language team was encouraged to follow the Australian Curriculum. The Arabic Language teachers have viewed the Australian Curriculum Arabic Scope and Sequence charts and made comparisons with their existing curriculum planners. Support was provided to the Arts, LOTE and Humanities teachers by an expert curriculum consultant to follow through Australian Curriculum updates. Foundation to Year 10 teachers audited their curriculum at the end of the first semester to check for alignment with the Australian Curriculum and to identify repetitions and gaps. This helped teachers to gain clarity on essential curriculum contents to be focused for the second semester. An end of year curriculum audit was also held to check on completion of mandatory curriculum contents.

Staff Professional Development:

All teachers had professional learning on iPad applications to enhance their ICT skills and knowledge. A workshop on Refugee Education was presented from Foundation House to all teachers and non-teaching staff at the beginning of the year. Teachers in the Gifted and Talented Education Committee had a planning session with a Special Education Consultant. Workshops were conducted by the Head of Teaching and Learning in the areas of Special Education and Assessments. All teachers and Integration Aides completed online professional learning modules on Special Education required for the Nationally Consistent Collection of Data (NCCD) process. Teachers and support staff were directed to external professional learning sessions based on their personal professional learning requirements and departmental needs. Resources collected and strategies learnt during these seminars were shared by teachers to their fellow colleagues.

Resources Purchased:

According to needs, departmental heads made orders for several books and hard copy resources to be purchased. Newly published text books and teacher resource books in line with the Australian Curriculum have been added to the existing library collection. Manga High, a digital game-based Mathematics resource was purchased by the school and made available to students in Foundation to Year 10 classes. Classroom sets of iPads were provided to teachers.

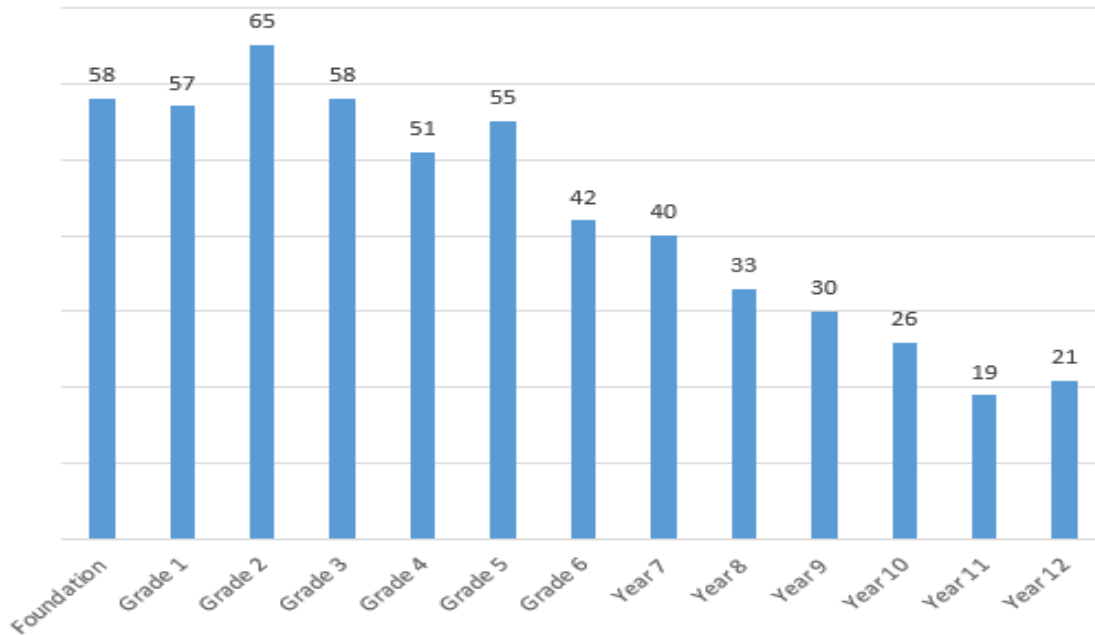
New Programs and Processes:

The new EAL Immersion Program was started this year. Three EAL teachers along with one Mathematics/Arabic and RE teacher provided extended EAL support to the students who have newly arrived in Australia, those at school mainly from Saudi Arabia. The teachers in the team have worked together collaboratively. Guidance has been given by the Head of Teaching & Learning to the team for planning, preparing a transition form and reporting. Regular meetings were held with the team. The program will be improved next year.

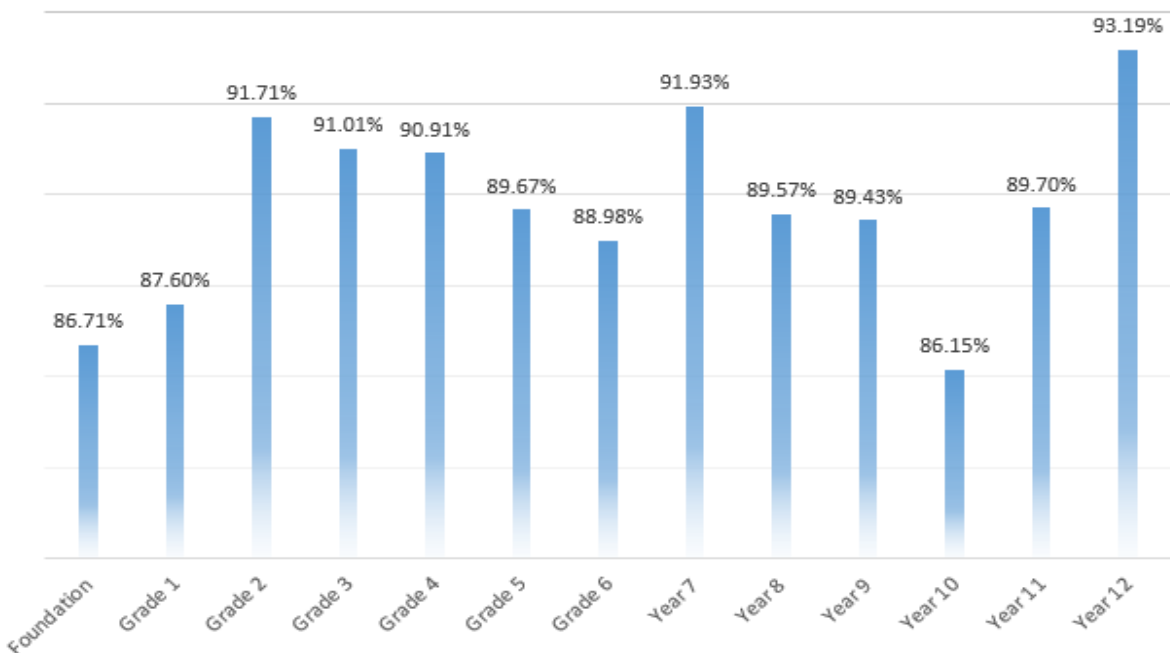
The new Nationally Consistent Collection of Data – School Students with Disability was successfully completed. Teachers and Integration Aides completed online professional learning modules on Special Education. The Head of Teaching and Learning collated the data collected and created a spread sheet with information of students with special needs. Required data was sent to the Independent Schools Victoria (ISV).

The Foundation teachers participated in the Australian Early Development Census. The Head of Teaching and Learning provided required information and guidance to the team to complete the process.

Student Enrolment



Student Attendance



Student attendance is collected at the beginning of each period throughout the school day both in Primary and Secondary Classes. The attendance is recorded electronically with the use of either: desktop computer, iPad or Mobile Phone. When a child is marked absent during morning or afternoon homeroom an SMS is generated and sent to the parents to obtain the reason of the students absence, if a reply is not received from the parent the homeroom teachers will contact the parents.

2015 NAPLAN

Year 3

89% of students met the national reading benchmark.

88% of students met the national writing benchmark.

82% of students met the national spelling benchmark.

83% of students met the national grammar & punctuation benchmark.

80% of students met the national numeracy benchmark.

Year 5

73% of students met the national reading benchmark.

84% of students met the national writing benchmark.

81% of students met the national spelling benchmark.

74% of students met the national grammar & punctuation benchmark.

68% of students met the national numeracy benchmark.

Year 7

60% of students met the national reading benchmark.

48% of students met the national writing benchmark.

70% of students met the national spelling benchmark.

75% of students met the national grammar & punctuation benchmark.

69% of students met the national numeracy benchmark.

Year 9

52% of students met the national reading benchmark.

59% of students met the national writing benchmark.

76% of students met the national spelling benchmark.

59% of students met the national grammar & punctuation benchmark.

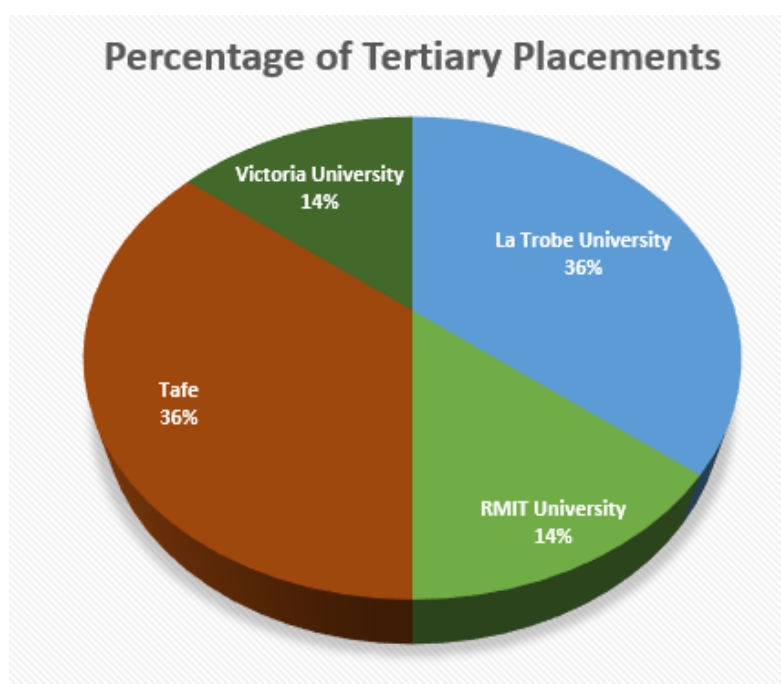
66% of students met the national numeracy benchmark.

One of the greatest challenges is to meet the on-going demand of English as Another Language (EAL) students in our college. Many students arrive in our school from overseas without even functional English. Our EAL department works very hard to develop these students' language abilities to enable them join the mainstream classrooms.

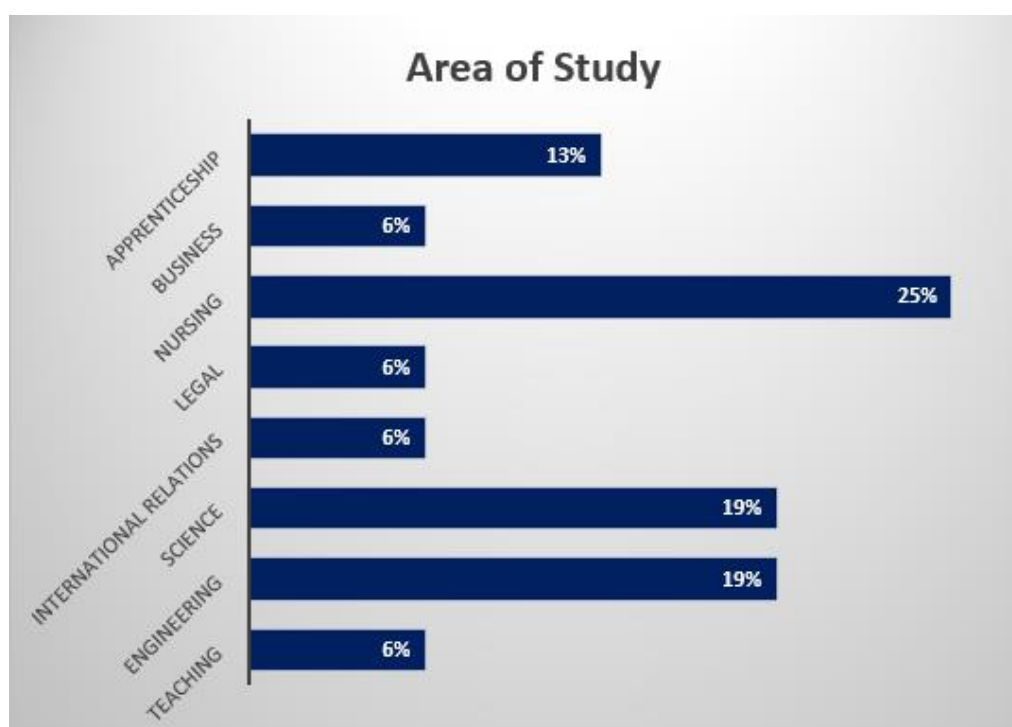
Senior Students Outcomes

100% of students successfully completed VCE - 100% of students successfully completed VCAL. The following is list of 2015 graduate's percentage of enrolments and area of study at Universities and TAFEs.

Tertiary Enrolments



Courses



Staff

Teaching Staff Attendance Rate **95.52%**

Teaching Staff Retention Rate **91.00%**

Four teachers departed EPIC by the end of 2015. One on maternity leave, one teacher retired and two found teaching positions elsewhere.

Teacher Qualifications

All teachers at East Preston Islamic College are registered with the Victorian Institute of Teaching (V.I.T.). The College conducts an annual census of registrations.

Workforce Composition

The workforce composition consists of employees from diverse backgrounds to cater for the needs of our students from many different ethnic backgrounds.

Male Teaching Staff: **9**

Female Teaching Staff: **45**

Male Non-Teaching Staff: **14**

Female Non-Teaching Staff: **12**

Total Staff **80**

Whole School Community Satisfaction

East Preston Islamic College previously participated in the Independent Schools of Victoria Satisfaction Lead Survey where the College sat on par with all other like independent school in the state of Victoria. Our parents, teachers and students have found the Lead Survey to be too time consuming and therefore in 2015 the college developed its own surveys.

For the first time in our history, that we have had four foundation (prep) classes enrolled before the November. This displayed faith from the Muslim community that East Preston Islamic College is there school of choice in the Northern region of Melbourne.



2015 Audited Financial Report

Mrs. Amela Asceric
Business Manager

Income & Expenditure Statement

Year to date: 1st January 2015 to 31st December 2015

Financial Report	2015	%
Recurrent Income		
Fee Income	\$ 1,326,347	15.7%
State Government Recurrent Grants & Other Grants	\$ 2,598,336	30.7%
Commonwealth Government Recurrent Grants & Other Grants	\$ 4,419,430	52.3%
Other Income	\$ 107,913	1.3%
Total Recurrent Income	\$ 8,452,026	100.0%
Recurrent Expenditure		
Salaries	\$ 5,133,497	62.0%
Superannuation & Workcover, Staff Training & Amenities	\$ 554,488	6.7%
Building & Rent	\$ 469,439	5.7%
Depreciation	\$ 641,320	7.7%
Operational & Other Expenses	\$ 1,487,152	17.9%
Total Recurrent Expenditure	\$ 8,285,896	100.0%

Note:

- There was \$313,098 incurred in the purchase of new Capital items for the year ended 31st December 2015.
- In addition to this, \$417,604 of existing Capital items were written off during the year thus resulting in a Depreciation Expense of \$641,320 for the year.
- Enterprise Bargaining Agreement October 2015 - 2018 - Overall Salaries increased by 14%.

