



2016 ANNUAL REPORT TO THE SCHOOL COMMUNITY

East Preston Islamic College



Contents

Contact Details	3
Minimum Standards Assesation.....	3
Chairman & Managing Director Introduction	4
College Overview	5
Our Vision	5
Our Mission.....	5
Student Body Characteristics	5
Principal’s Report	6
Teaching & Learning Report	10
Wellbeing Report	16
Student Enrolment.....	20
Student Attendance	20
NAPLAN	21
Senior Students Outcomest.....	22
Staff	23
Satisfaction Surveys	23
Financial Report	24

Cover Photograph

East Preston Islamic College Principal Mr. Ekrem Ozyurek OAM along with grade 4 student Ya-Qub Ramadan enjoy the EPIC Family Day photo booth.

Page 3 Photograph

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

Contact Details

ADDRESS	55-57 Tyler Street, East Preston, Victoria, 3072
POSTAL ADDRESS	P.O. Box 8217, Northland Centre, Preston, Victoria, 3072
PRINCIPAL	Mr. Ekrem Ozyurek OAM
TELEPHONE	(03) 9478 3323
FAX	(03) 9470 1255
EMAIL	admin@epic.vic.edu.au
WEBSITE	www.epic.vic.edu.au

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 2017



Chairman & Managing Director's 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 2016. 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 (85.5%) and School fees (12.8%). 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.



2016 NAPLAN

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 617 students (436 in Primary and 181 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.



Grade 4 Students

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

2016 has been another very successful, pleasing and a rewarding year for the East Preston Islamic College Community. The College Community, teachers, parents and the students, all worked tirelessly and continually towards making sure that we meet the needs of our students and provide them the best possible education that they all deserve.

We celebrated once again one of the best VCE result for EPIC this year. We have also improved on our NAPLAN results and this was acknowledged by the Chief Executive Officer of ACARA. We received this communication from ACARA (Australian Curriculum, Assessment and Reporting Authority):

"I am pleased to advise that ACARA has identified your school (EPIC) as having demonstrated substantially above average gain in NAPLAN results. On behalf of ACARA, I would like to extend my congratulations to you and your school community on this achievement. Gains of this magnitude are significant and worthy of highlighting and acknowledgement".

Robert Randall, Chief Executive Officer.

One of the main excitement of 2016 was also about the completion of our two storey primary school building. The new two storey primary building with 16 new classrooms catering from grade one to grade six. This has allowed us to finally have separate buildings for primary and secondary students. This was very much of an indication for an exciting 2017 school year ahead for the EPIC community.



Aerial photograph of construction of the new primary building

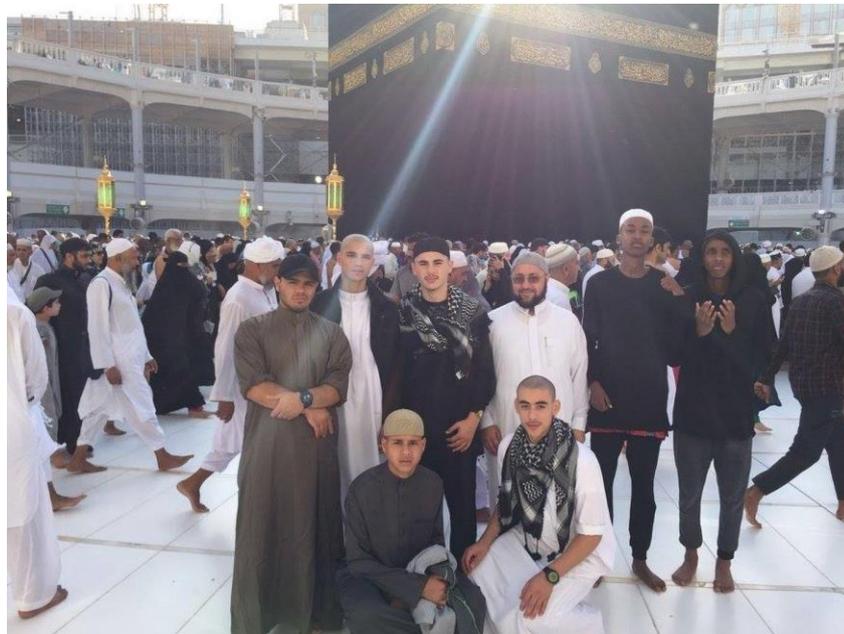
East Preston Islamic College joined the Primary Darebin District Sports for the very first time this year. The Grades 5 and 6 competed against local primary schools each Friday morning during Terms 1 & 2.



Primary students first occasion of competing in the Primary Darebin District Sports

Year 8 students from our sister school in Jakarta, P.B. Soedirman International Islamic Junior High School, visited us again this year. They were looked after by host families during their two weeks stay with us.

This year, also for the first time, our Year 10 students travelled, over the school holidays, to perform the Umrah. Sheik Anas Shehnaah accompanied the Year 10 boys to Saudi Arabia along with a parent Mr Saddallah Kassar. It was an experience that left an indelible mark in all the students who went. The college is planning to make this an annual event for the Year 10 students.



Year 10 students in front of the Kabaa.

EPIC along with the Victoria Police Muslim Association successfully held an Inaugural Iftar on Tuesday the 21st of June at our school during the Holy Month of Ramadan. Guests attended the Iftar were the Federal member for Batman David Feeney MP, Victoria Police Deputy Commissioner Andrew Crisps and Elsedeaq Mosque Imam Sheik Alaa Elzokm. The theme was 'togetherness and family bonds', a panel of police, parents and students discussed current issues. Also the winner of the Islamic Schools' Quran Competition was announced and awarded their prizes at the event. Our students and parents met Muslim Police Officers and also local and federal politicians. We are also planning to make this an annual event during the Holy Month of Ramadan.



Inaugural Victorian Police Muslim Association Iftar

Teaching and Learning Curriculum at East Preston Islamic College has been developed to meet the needs of our students in all levels. A lot of hard work and effort has been put forth by the teachers and coordinators to plan and implement the required programs to meet the standards set by the National Curriculum Authority. 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. Students have been offered 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.

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 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” 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 wellbeing throughout 2016.



Ramla Elmi awarded for her photography at the Royal Melbourne Show

Teaching & Learning Report



Mrs. Shanthi Antony
Head of Teaching & Learning

This is an annual report about teaching and learning at East Preston Islamic College (EPIC) for the year 2016. The annual goals set for 2016 were:

- 1. To improve the National Assessment Program – Literacy and Numeracy (NAPLAN) and Victorian Certificate of Education (VCE) results**
- 2. To review alignment of all aspects of the school curriculum with the Australian Curriculum (AC) framework and check for compliance to Victorian Registration and Qualifications Authority (VRQA) standards**
- 3. To have a whole school approach to Science learning**
- 4. To review Arts and Physical Education (PE) teaching across the school and bridge gaps in skill development**
- 5. To have a sequential approach to Information and Communications Technology (ICT) skill development across all year levels**
- 6. To include 'Islamic Connections' as one of the Cross Curriculum Priorities in the curriculum**
- 7. To provide opportunities for students to gain more social emotional awareness**
- 8. 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 improve the NAPLAN and VCE results:

Curriculum plans made for 2016 included focus areas based on 2015 NAPLAN Data Analysis – the identified weaknesses and strengths of students were considered for making plans to bridge academic gaps and offer extension.

Teachers had professional learning at the beginning of the year to enhance their pedagogical approaches in teaching English and Mathematics. A refresher session in Teaching Handwriting, Reading and Spelling Skills (THRASS - a phonetics teaching tool) was arranged for all English/EAL teachers and Integration Aides. Workshops on Mathematics teaching strategies were organised for Primary and Secondary teachers to learn new and effective ways of teaching the subject. Workshop Presenters were from the Mathematical Association of Victoria (MAV).

Students' Literacy and Numeracy skills were identified at the beginning of the year through teacher assessments and standardised tests. Progressive Achievement Tests (PAT) in

English and Mathematics from the Australian Council for Educational Research (ACER) were conducted for students in Year 1 to Year 10 classes. Apart from PAT Mathematics and PAT Reading and Comprehension, students from Year 4 onwards sat a writing test eWrite from ACER. Results were analysed and students were grouped according to their abilities. Teachers focused on differentiated instruction to cater for the diverse needs of students.

Underachievers were supported through more individual attention and activities suitable to their abilities and learning styles. They were nominated to the College's Out of School Hours Learning Support Program (OSHLSP) to receive extra support. High achievers were given activities within the class to extend and advance their skills. They were nominated to attend the English and Mathematics Master Classes offered in the OSHLSP. They were also encouraged to participate in external competitions and national level tests. High School students were given the opportunity to approach teachers for extra help after school once a week. Through a partnership agreement with Victoria University, students in OSHLSP were also helped by pre-service teachers who participated as volunteer tutors. Many volunteers, some being qualified teachers assisted as classroom helpers to offer extra support to small groups of students during school hours.



Grade 3 students

Exams were conducted for students in Year 3 to Year 11 in Term 2 and Year 2 to Year 10 in Term 4. The advantages of learning the skills of organisation and time management were considered by the curriculum leaders while making this decision for the younger students.

More reading materials (home readers guided reading resources) were purchased by the school. The use of iPad applications to play Literacy and Numeracy based games were also beneficial in getting some of the underachievers motivated towards learning.

The academic progress of VCE students were monitored throughout the year by provision of clear expectations, increased face to face teaching through after school classes and frequent assessments. Teachers had review meetings with the VCE students in the presence of their parents to discuss about progress with their academic skills and results.

EPIC saw improved NAPLAN results in 2016.

With a top VCE Australian Tertiary Admissions Rank (ATAR) of 90.15, 33% of our students' ATAR's were above 70.

The improved NAPLAN and VCE scores indicated that the steps taken by teachers to improve the results were effective.

2. To review alignment of all aspects of the school curriculum with the AC framework and check for compliance to VRQA standards.

The school has implemented the Australian Curriculum since 2012 and the process has been reviewed on a regular basis through information updates and curriculum audits. In 2016 two formal curriculum audits were conducted involving all teachers to check the alignment of assessments with respective year level achievement standards and to ensure the completion of mandatory contents.

In order to review the path taken to influence student outcomes, the school participated in the 'Benchmark of Excellence for Improved Student Achievement' project offered by the Victorian Registrations and Qualifications Authority (VRQA) in the first term. The project was aimed at documenting the extent to which schools engage with data to plan for school improvements and EPIC was one among the five schools that expressed interest in participation.

The VRQA engaged Valad Solutions, a company with significant experience in school review, curriculum and assessment and student outcomes to undertake a case study of the participating schools examining how the schools used a range of data to analyze their performance in a number of critical domains related to the minimum standards for curriculum and student learning. These domains were in the documentation and review of curriculum, instructional method, assessment of student outcomes, and teacher culture and professional learning. The school received a report from the project officers later in the year highlighting the examples of best practices and recommendations for improving the domains focused. Some of the recommendations were for the College to:

- have a teacher directed internal process through Professional Learning Team (PLT) meetings to review, verify and share best practice in relation to curriculum documentation;
- work towards formally assessing the General Capabilities;
- develop a whole-of- College curriculum map;
- have common templates for assessment criteria/rubrics including templates for identifying explicit assessment criteria for General Capabilities;
- develop a set of overarching general principles of instruction based on how students learn;
- adopt a system of peer review/classroom observations and formal accountability to ensure the ongoing 'honing' in the implementation of a whole school instructional model;
- collate a marking guide for teachers with annotation of responses to assist in effective and consistent assessments;
- have agreed formative assessments explicitly related to 'fine grained' developmental trajectories for each course to assist effective differentiation;
- have a formal whole-of-College collegial system of written and individual professional development and performance plans related to the College's current priorities and the teacher's specific role description to assist in clarifying and focusing the effort of professional staff;

- train leaders in the running of PLT meetings, relating the work of the PLT to identified College priorities, having related 'take-away' tasks for every teacher to apply in the classroom and to report back for discussion, reviewing the effectiveness of current meetings and meeting protocols, and increasing the regularity of meeting;
- extend the use of evidence to inform discussion like including an item analysis of NAPLAN results at a level over a number of years to identify possible areas where instruction could be improved, or an analysis of relative gain by band to identify which cohort within a class is being improved the most/least.

These recommendations will be keenly considered and followed up in 2017.

3. To have a whole school approach to Science learning.

Primary and Secondary Science curriculum was reviewed. Additional resources were purchased for Science Master Classes. A team of Primary and Secondary Science Teachers were directed to a professional learning seminar at Independent Schools Victoria (ISV) to enhance their pedagogical approaches in teaching Science. Students were encouraged to participate in Science competitions like the Australian National Chemistry Quiz and Big Science Competition. A Science Day was organized with various activities for students in all year levels to motivate their interest in Science learning. Science Master Classes were offered in OSHLSP for students nominated by teachers and those that expressed interest.



Students learning how to paper-mache

4. To review Arts and PE teaching across the school and bridge gaps in skill development.

The whole school Arts curriculum was reviewed. An Arts Day was organised with a range of activities for the students. Students in Primary and Secondary School were taken out to watch theatrical plays. Some of our High School students participated in a theatrical drama along with students in Reservoir High School. The Arts Coordinator conducted workshops for Primary Teachers to give them a range of ideas and strategies for teaching Arts.

The whole school Health and Physical Education (HPE) curriculum was reviewed. The HPE teachers conducted workshops for Primary Teachers to provide a range of ideas and strategies for teaching PE and assessing students' skills. A HPE Day was organised to promote and emphasise the importance of Health & Physical Education to students. Our students were involved in various sport activities throughout the year. They competed with other school students during the Darebin Interschool Sports and Islamic Schools Sports. All Primary classes had swimming lessons.

The Arts and HPE Coordinators closely worked with the Primary Teachers coaching and assisting them with their Arts and PE lessons.

5. To have a sequential approach to ICT skill development across all year levels.

Teachers were encouraged to incorporate ICT in all subject areas. All year levels received class sets of laptops. ICT Master Classes were conducted once a week in OSHLSP.

Teachers were introduced to the AC Digital Technologies as a preparation for implementation in 2017. End of year planning for 2017 included preparation of a Scope and Sequence Chart for F-9 Digital Technologies. It was decided that VET ICT will be offered for Year 10 in 2017.

6. To include 'Islamic Connections' as one of the Cross Curriculum Priorities in the curriculum.

In order to incorporate Islamic Studies in all subject areas, a decision was made to include Islamic Connections as a fourth Cross Curriculum Priority at EPIC in 2017. In 2016, Grade One and High School Humanities teams were chosen as target groups for incorporating Islamic Connections within their unit topics. The Religious Education (RE) Coordinator and teachers supported the two focus groups in finding topic related links to Islamic history, values, understandings and practices. The focus groups shared their experiences and suggestions to the rest of the Primary and Secondary Teachers. All teachers will be encouraged to incorporate Islamic Connections as a Cross Curriculum Priority in 2017.

7: To provide opportunities for students to gain more social emotional awareness.

Wellbeing activities planned by the Student Well-being Coordinators were incorporated within subject teachings. Pastoral care sessions were held for Secondary School students once a fortnight. Counseling support and mediation sessions were provided to students as required. Students with disabilities and special educational needs were provided with additional support from the Integration Aides, Psychologist and Speech Pathologist. Workshops were held for Secondary School students to develop their leadership skills. School captains and interested students were involved in organising school events and fundraisers. Students were encouraged to participate in community based activities arranged by the Darebin Council.

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

Information sessions were held for students and parents to inform about the Victorian Certificate of Learning (VCE), Victorian Certificate of Applied Learning and Vocational Educational Training (VET) programs. The Senior Secondary students were facilitated with their subject selections through personal interviews with the Careers Advisor. During the third term, students in Year 9 to 12 participated in the Careers Week activities. The Year 11 and 12 Study room was set with various resources to assist students with selection of subjects and information about pathways for tertiary studies and career pathways. Senior Secondary students were taken on tours to various universities during the second semester to access information about tertiary courses.

Participation in ISV's Facilitation Program:

EPIC participated in ISV's Facilitation Program during the second semester. Support was provided by a Senior Advisor from ISV to strengthen the Professional Learning Teams (PLT's). Senior leaders attended a seminar on PLT's at ISV. A team of coordinators participated in the Southern Cross Program offered by ISV and focused on improving student learning outcomes. Teachers were directed to free professional learning seminars offered at ISV depending on school needs.

End of Year 2016:

Teachers planned for 2017 curriculum implementation and developed Scope and Sequence Charts during the last week of the fourth term. Annual goals were set for 2017.

The year ended with the news of improved VCE results and approval of Department of Education and Training's (DET) Children's Facilities Capital Program Grant for establishing an Early Learning Centre at EPIC.

Annual Goals for 2017:

1. To provide an inclusive learning environment in which students feel equally valued
2. To improve teaching strategies to suit the diverse needs of students
3. To improve our students' Literacy and Numeracy skills
4. To lay a better foundation for Science and Humanities studies and improve students' skill development in these learning areas
5. To improve Arts and PE teaching across the school
6. To implement Digital Technologies Curriculum
7. To incorporate Islamic themes within units in other learning areas
8. To provide opportunities for students to gain more social emotional awareness
9. To broaden the scope of future career pathways for our students

Wellbeing Report



Ms. Natasha De Cruze
Head of Discipline & Wellbeing

With the start of the 2016 academic year, in the area of Wellbeing and Discipline it was visible to see that policy and procedures that were set in motion in 2015, reflected well in 2016. The wellbeing goals and initiatives for the 2016 academic year was:

1. Involve all staff in the implementation of student wellbeing programs and structures to support student learning and wellbeing through training and development to develop staff awareness, commitment, confidence and skills to support student wellbeing.
2. Develop and promote activities and promote structures which promote cooperation, participation and college identity building community through college celebrations.
3. Consolidate clear and consistently applied monitoring and response to student attendance, absenteeism, lateness and uniform
4. Establish action plans and review discipline policy to cater to students with students at risk and special needs students.

The EPIC healthy eating initiative was a major focus for the college in 2016, where one of the major focus for the year was to establish and implement ongoing various wellbeing programs and workshops at the college as part of the college's commitment to health, wellbeing and nutrition.

The following wellbeing initiatives were implemented in semester 1

1. **EPIC healthy eating initiative-** The College, as part of its healthy eating policy: the EPIC canteen policy was developed and the canteen menu was reorganised to include healthier eating options.
2. **EPIC school canteen project-** In association with Darebin council there was also an investigation project conducted to investigate the eating habits of our students. The report found that most students are buying and making unhealthy choices at the school canteen. The recommendations stated that the food selling at the canteen must include healthier options for students.



Foundation gardening activity

3. **EPIC healthy Knowledge and development parent program** – The parent program was first of its kind at EPIC. The program consisted of 10 sessions. An external nutritionist was employed for the program to deliver sessions on health and nutrition. Parents had the opportunity to learn about making healthy lunches for their children and also making healthy lifestyle choices for their families. The program was conducted with the support of Darebin council and was guided by the Darebin Health promotion Officer Bhensri Naemiratch.



Grade 1 healthy knowledge program

4. **EPIC Values education-** The primary school has integrated values education into the curriculum. Students are offered wellbeing sessions and circle of trust program by their classroom teachers.
5. **Wellbeing Incident report data collection-** primary and secondary incident reports were analysed and feedback was shared.
6. **Student leadership program- GRIP leadership program:** all primary and secondary school captains were sent to the GRIP leadership training program.
7. **Student leadership-** primary and secondary school captains and student leaders were involved in running whole school assembly and various school duties i.e. wudu and prayer duty etc.

The following wellbeing initiatives were implemented in semester 2

- **Year 9 girls Peer leadership training workshop:** The Darebin youth services head by Fowzia Ahmed conducted a one-day training program for the year 9 girls. The training program taught the student's leadership skills and gave them strategies on how to help and support each other when faced with difficult situations.
- **Whole Staff information session about Female Genital Circumcision (FGC- Female genital circumcision)** was presented by Darebin Council Youth Services and Women in the North. The information session was held to give staff information regarding a popular cultural practise.
- **The Department of Education survey: About you** survey conducted by Department of Education was aimed at collecting information from students in year 5 and year 8. Students from these year levels participated in completing an online survey.
- **EPIC Walk to School day-** Walk to school day an annual EPIC event took place in October. Students who travelled to school by bus were offloaded at the end of the street and teachers escorted and walked with students to school. This annual EPIC event was sponsored by the Darebin Council and a mini breakfast of fruit and muffins were provided for all students and teachers.



Walk to School Day

- **Respectful relationship workshop:** The respectful relationship workshops consisted of four hands on interactive sessions that touched up on aggression, being respectful, respectful relationships etc. The workshops were conducted by SPECTRUM, Darebin youth services and Victoria Police.

- **High ropes course training course for year 9 boys:** As part of the respectful relationships program the year 9 boys had the opportunity to train at the Victoria Police training centre.



Year 9 boys high ropes training course and the secondary girls camp.

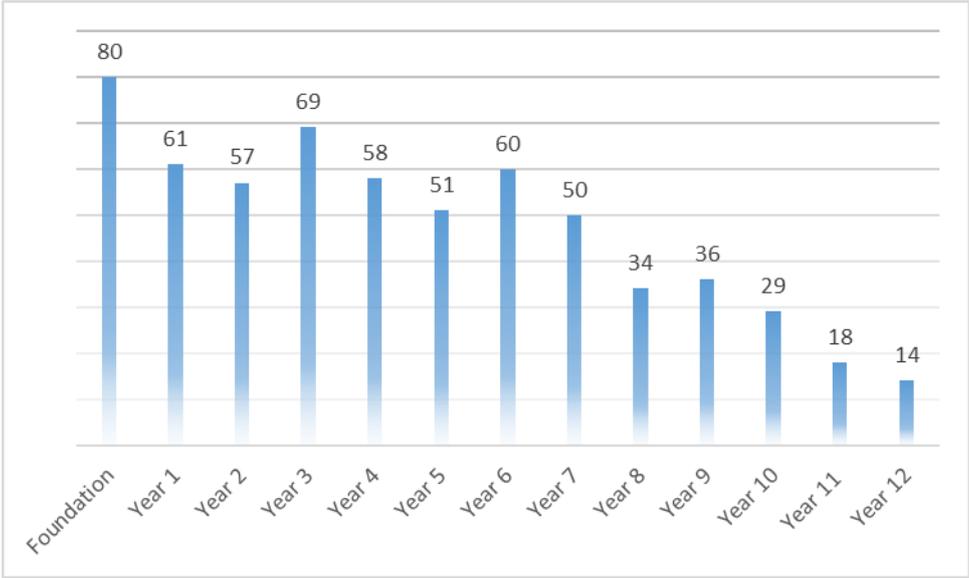
- **Wellbeing Week-** The theme for this year's wellbeing week was: Health and Nutrition
- **The Keys please training session** for young drivers where year 10 students attended an information session regarding road safety, learning to drive, driving safely, Learner drivers etc.
- **Wellbeing week 10th of October-14th October (whole school event):** Theme: Health, nutrition and wellness- all students from F - year 10 participated in health and nutrition workshops
- **Child safe standards:** As part of the college's commitment to child safety, The College completed the child safety audit. The college conducted an information session for teachers to inform about the new standards. The college made a declaration on our website stating we have zero tolerance for child abuse. The school community was informed via the newsletter and college website.

Data from incident reports were analysed by the wellbeing coordinators, feedback have been reported back to teachers, and an analysis report, annual goals and further action to be planned by the wellbeing team for 2017.

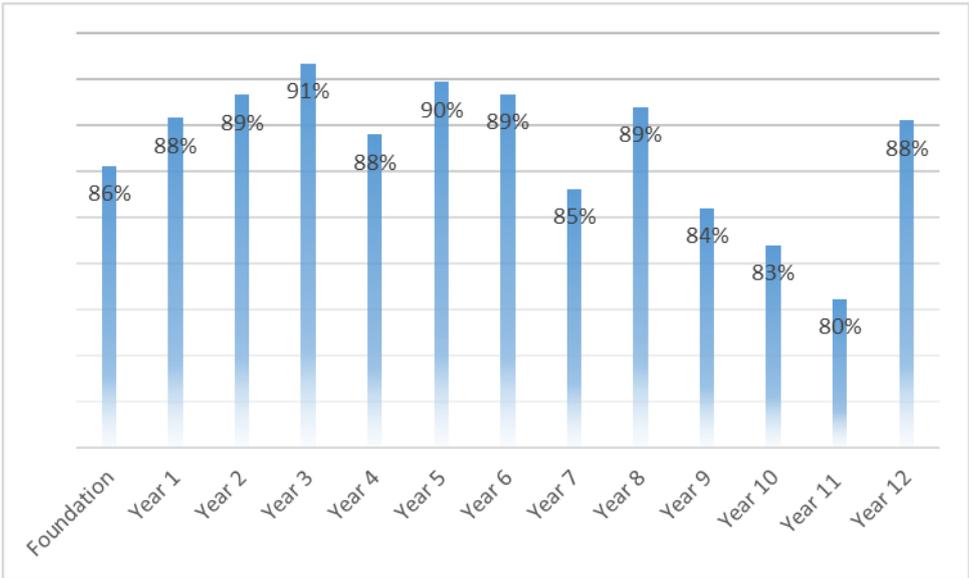


Al Siraat College played EPIC in a friendly soccer match.

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.

2016 NAPLAN

Year 3

87% of students met the national reading benchmark.

91% of students met the national writing benchmark.

88% of students met the national spelling benchmark.

91% of students met the national grammar & punctuation benchmark.

78% of students met the national numeracy benchmark.

Year 5

64% of students met the national reading benchmark.

80% of students met the national writing benchmark.

77% of students met the national spelling benchmark.

68% of students met the national grammar & punctuation benchmark.

70% of students met the national numeracy benchmark.

Year 7

51% of students met the national reading benchmark.

78% of students met the national writing benchmark.

73% of students met the national spelling benchmark.

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

67% of students met the national numeracy benchmark.

Year 9

52% of students met the national reading benchmark.

58% of students met the national writing benchmark.

62% of students met the national spelling benchmark.

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

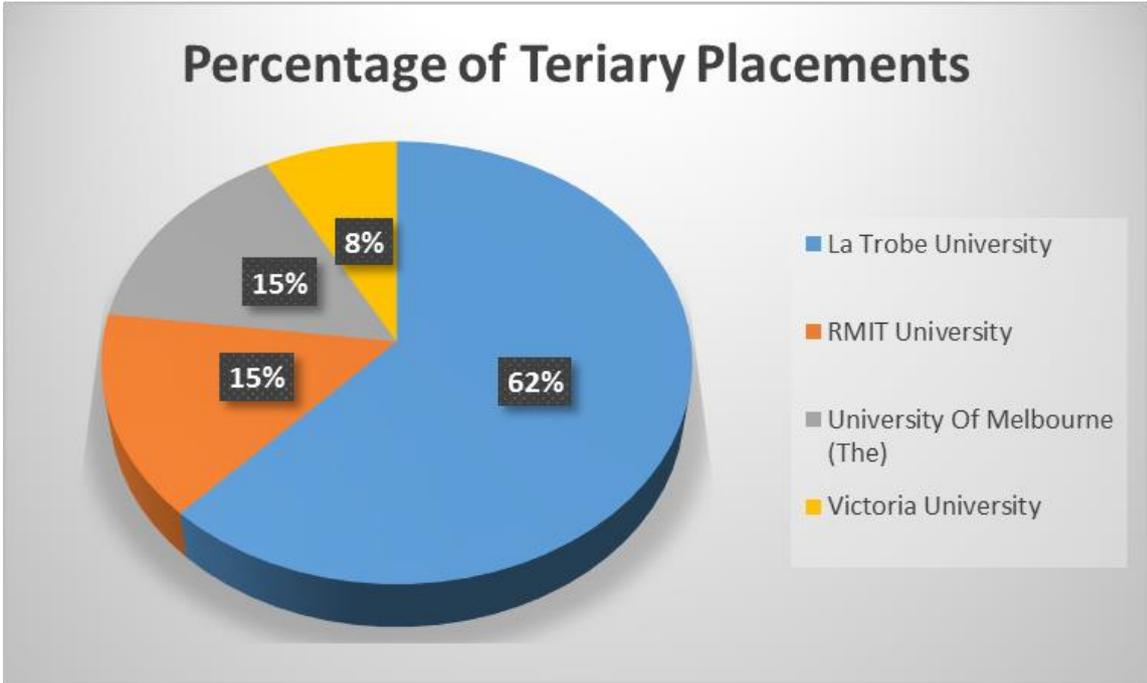
70% of students met the national numeracy benchmark.

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.

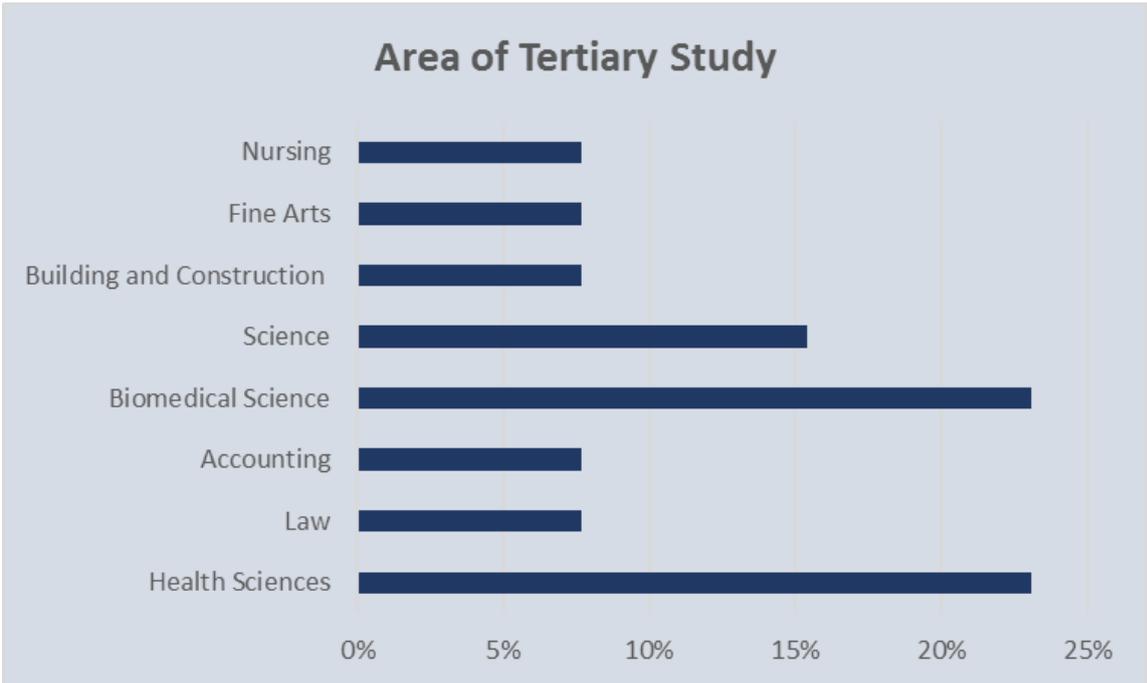
Senior Students Outcomes

100% of students successfully completed VCE - 100% of students successfully completed VCAL. The following is list of 2016 graduate's percentage of enrolments and area of study at Universities and TAFEs.

Tertiary Enrolments



Courses



Staff

Teaching Staff Attendance Rate	94.32%
Teaching Staff Retention Rate	93.40%

Six teachers departed EPIC by the end of 2016. Four on maternity leave (returning in 2017), one found a teaching position closer to their home and one chose to become a full time carer for her infant child.

Teacher Qualifications

All teachers at East Preston Islamic College are registered with the Victorian Institute of Teaching (V.I.T.) and all non-teachers must be registered with a Working With Children Check (WWCC). The College conducts a monthly audit 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:	11
Female Teaching Staff:	41
Male Non-Teaching Staff:	12
Female Non-Teaching Staff:	16
Total Staff	80

Whole School Community Satisfaction

East Preston Islamic College 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.

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

2016 Audited Financial Report



Mrs. Amela Asceric
Business Manager

Income & Expenditure Statement

Year to date: 1st January 2016 to 31st December 2016

Financial Report	2016	%
Recurrent Income		
Fee Income	\$ 1,229,904	12.8%
State Government Recurrent Grants & Other Grants	\$ 3,069,928	31.9%
Commonwealth Government Recurrent Grants & Other Grants	\$ 5,161,278	53.6%
Other Income	\$ 167,423	1.7%
Total Recurrent Income	\$ 9,628,533	100.0%
Recurrent Expenditure		
Salaries	\$ 5,951,695	61.8%
Superannuation & Workcover, Staff Training & Amenities	\$ 618,447	6.4%
Building Repairs & Maintenance & Rent	\$ 475,684	4.9%
Depreciation	\$ 515,380	5.4%
Operational & Other Expenses	\$ 2,068,057	21.5%
Total Recurrent Expenditure	\$ 9,629,263	100.0%

Note:

- There was \$471,573 incurred in the purchase of new Capital items for the year ended 31st December 2016.
- Enterprise Bargaining Agreement October 2015 - 2018 - Overall Salaries increased by 16%.

