



2017 ANNUAL REPORT TO THE SCHOOL COMMUNITY

East Preston Islamic College



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Cover Photograph

Our new two storey building and playground.

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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 2018



Construction phases of our new playground in stages.

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

On behalf of the College Board of East Preston Islamic College, it is with great pleasure to introduce to you the College's Annual Report for 2017. It has been a wonderful year for EPIC and we have seen some amazing changes as we continue to grow and prosper. I'm pleased to advise the completion of the two storey primary building which will cater for the increase in our student enrolment numbers.

Infrastructure development will continue in 2018 with a new and exciting project; The establishment of the Early Learning Centre, offering early childhood education program for children aged 3-4 years old.

I would like to thank all the members of the College community as we continue to engage staff and parents as active partners in their children's education.

I also wish to thank Management that contribute towards the ongoing success and commitment to improve our College and thank my fellow Board and Council members for their ongoing services and contribution throughout the year.

We look forward to the continued success at EPIC, building on the achievements of 2016 and moving forward together as a strong Islamic community, committed to excellence in learning and the development of faith-filled, resilient and enthusiastic young people.

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



Arial view of the new primary building and playground.

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 658 students (447 in Primary and 211 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

We had a great and a very exciting start to the 2017 school year with the opening of 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.

A new playground with synthetic grass around it was also constructed between the primary building and the gymnasium for the primary students. We had lots of changes and were ready for an exciting year ahead together.



Our new playground.

A new front gate was installed past the Admin Office which had a new synthetic grass area. This was now the entrance and exit for students. The gate was locked at 8:40 am and opened at 3:30 pm each day for safety reasons. Any student arriving after 8:40am was considered late and needed a late pass from the Admin Office.

Another very exciting news for the 2017 was the signing of Early Learning Centre construction work. After the lengthy tender process, the contract was signed with Haddaraco on 26th December 2017. The work to be completed mid-2018 and the Centre will be ready to operate at the start of 2019 school year once all the formalities completed.

Whole School Assemblies were held on the first Monday of each month rather than every Monday. Students were dismissed on each Friday afternoon, immediately after Juma prayer. The students were still attending eight lessons on Fridays but only shortened periods.

This new arrangement allowed teachers to have the extra time needed for their meetings and planning. With the student's being dismissed after Juma prayer, all parents/guardians were invited to pray with the students in the mosque on Fridays. This was a great Community participation and allowed parents/guardians pray along with their sons and/or daughters.

Once again, we celebrated excellent VCE & VCAL results for EPIC students. Most of our graduates were offered university placements. We congratulated our students at a special assembly and we were also extremely proud of our VCAL students who were offered placements into Universities. Our NAPLAN results were also further improved as it was acknowledged in 2016 by ACARA (Australian Curriculum, Assessment and Responsibility Authority) as "substantially above average gain in NAPLAN results".

We appointed Ms Masiha Rayan as the Learning Support Coordinator. Her role is to work with the school community to provide the best educational opportunities for students with additional needs. We acknowledge that every child has the potential to grow and achieve outstanding results - regardless of their learning needs, and that they should be given an opportunity to succeed. We also understand that every child has strengths and weaknesses and that it is absolutely imperative that we work collectively to tap into and hone the skills of every child. All arrangements were made in the best interest of our students. EPIC will always continue to provide an inclusive and positive learning environment where all students are equally valued.

EPIC was chosen by the Darebin City Council to showcase "Walk to School Day". **The Mayor of Darebin Cr. Kim Le Cerf** visited the college to take part in a photograph shoot with some of our students as promotion for "Walk to School Day".



Mayor of Darebin Kim Le Cerf visiting EPIC.

EPIC senior students, under the supervision of Ms. Busra Altunsoy, participated in the Building Bridges Program. Aquinas College, Melbourne Grammar, Bialik College, Strathcona Babtist Girls Grammar School, Sienna College and Xavier College were also part of this program. Building bridges through interfaith sharing provides an opportunity for young people to share their experiences of faith or life-values with each other. The project aims to assist secondary students of different faiths, religions, cultures and values in Years 10 and 11 to build bridges of trust and friendship. They learn key skills of dialogue and share personal experiences of their lives which have shaped them. These serve as foundations to negotiate, respect and engage with each other's differences and commonalities and are important qualities for leaders of our country into the future.

Family Day which we have been organising in the last few years was a great success once again, it was wonderful to see all the families and friends of EPIC turn up on the day and contribute to its success year after year. It was truly a community feel on the day.

A no cost to students', year 10 leadership camps were held at Holmesglen at Eildon. The boys' camp was held from the 20th- 22nd of March and the girls' camp was held from the 23rd-25th March. The Australian Muslim Women's Centre for Human Rights (AMWCHR) has had a long-standing relationship with the EPIC and along with Darebin Youth Services and the Victoria Police have organised a free camp for our year 10 students to learn leadership skills. The accommodation was similar to a 4-star resort with all rooms comfortably sleeping two and each with an ensuite. A prayer room had also been made available to complete the five daily prayers.

Some of our Year 10 students travelled to Saudi Arabia to perform their Umrah. This was the second year that the students performed their Umrah during their term break. Sheik Anas Shehnah accompanied the boys. This is now becoming an annual event for the Year 10 boys.

Every year a new class of Year 8 Indonesian students come to EPIC to explore the city of Melbourne as a study tour. This year's students have seen many attractions: Phillip Island Penguin Parade, Sovereign Hill, Eureka Skydeck, Capt. Cook's Cottage, Queen Victoria Market, Melbourne Star and Puffing Billy. This was our sister school's sixth visit by students from the P.B. Soedirman International Junior High School.

EPIC along with the Victoria Police Muslim Association held its second Iftar Dinner on Thursday, 8th of June. This Iftar was a ticketed event and only one student along with one parent from each family was invited. Guests attending the Iftar were the Federal member for Wills Peter Khalil MP, Victoria Police Superintendent Tim Hansen, Mayor of Darebin Council Kim LeCerf and Elsedeaq Mosque Imam Sheik. Alaa Elzokm. The theme was 'getting to know each other", also the winners of the EPIC Quran Competition were announced and awarded their prizes at this event.



Victoria Police Community Exemplary Award

East Preston Islamic College won the Victoria Police Community Exemplary Award. This award exemplifies how a school community can demonstrate commitment to social harmony. By hosting annual Victoria Police Muslim Association Iftar Dinners, the college has created a very positive relationship with police, and by extending invitations to other school principals, has contributed greatly to local social cohesion and harmony.' ***Victorian Multicultural Commission.***

EPIC students also attended the Leaders of Change Conference. This was an interactive, educational and fun filled Secondary School Fair Trade Conference which was held at the Darebin Arts & Entertainment Centre, as part of the celebration of the Fairtrade Fortnight Festival. This activity based day was a great chance for students to learn about the values and principles of fair trading, ethical consumerism, and engage with people, groups, and communities.

Students from surrounding schools also attended and entered their names to become the Darebin Mayor for a day. **Abdifnafi Mohamed 8C** was chosen from all the participants to become Mayor for a day.



Abdifnafi Mohamed winning Mayor for the Day



Grade 6 student Ilhaan Abdiwahab is presented the Fred Hollows Humanity Award by former Victorian Premier John Brumby.

We congratulated **Ilhaan Abdiwahab** of Grade 6SA who was nominated for the 2017 Fred Hollows Humanity award for being caring and compassionate towards others. She was one of the selected students who was presented with the 'Fred Hollows Humanity Award 2017' by the former Victorian Premier, The Hon. John Brumby, on 26 October 2017.

The Award recognises Year 6 students who follow in Fred's footsteps by making a positive difference in their community. It celebrates students who show compassion, integrity and kindness in their everyday lives, just as Fred did. Since 2012, the Award has recognised more than 750 primary school students across the ACT, NSW, Victoria and Tasmania. In 2017, the Award expanded nationally for the first time with students from all states and territories eligible for nomination.'

We strongly believe at EPIC that we have a joint responsibility in assisting our young to grow into a responsible, honest, trustworthy and a reliable citizen, capable of working hard to contribute positively and productively to the Australian Society.

We ask Allah (swt) to guide us to provide a rich, useful and stimulating educational and Islamic experience for our students, and one that provides for the development of their skills and aptitudes while preparing them to have "SUCCESS HERE" in whatever their choices might be according to their own abilities, and the "SUCCESS HEREAFTER".

I urge you all to read the other reports provided, along with this report, which will cover 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 2017.



Victoria Police & EPIC Ramadan Iftar Dinner.

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 2017. The annual goals set for 2017 were:

- 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.**

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

- 1. To provide an inclusive learning environment in which students feel equally valued:**

Teachers have catered for students with different abilities including high achievers, under-achievers, EAL students and those with disabilities. Students of different abilities have received differentiated instruction and support as required. Additional support from specialist teachers and integration aides was arranged considering special educational needs of students. High achieving students were encouraged to participate in national and international level tests like the International Competitions and Assessments for Schools (ICAS). All students were given opportunities to participate in school based and external competitions. Students were recognised for their effort and achievement through awards. The Well-being Coordinators reviewed the school policies at the beginning of the year, especially those that relate to child safety and updated them to meet to the new regulations. Respective Relationships Program was implemented in High School.

2. To improve teaching strategies to suit the diverse needs of students.

Students were streamed in Primary School. Each year level had one class with newly arrived EAL students, those with disabilities and students rated as underachieving. Apart from their class teachers, these students were supported by the EAL teacher, Special Education Teacher and Integration Aides. A survey conducted at the end of the year about the teaching and learning approaches at EPIC indicated that 27.87% of the Primary School staff members strongly agreed and 45.90% agreed that the streaming arrangement was beneficial. High School English and Mathematics classes were streamed. EAL Teachers, Maths Support Teacher and Integration Aides assisted the main stream English and Maths teachers in their classes and provided extra support to students. The aim of this arrangement was to increase the support time for the students to bridge the gaps in their skill development. All teachers had professional learning on teaching strategies to be used with EAL students and those with special needs. Experienced professors from Monash University presented the professional development sessions. The EAL teachers and Special Education staff provided extra support to newly arrived EAL students and students with disabilities respectively.



Student Awards Ceremony

3. To improve our students' Literacy and Numeracy skills

Ability streaming in Primary and Secondary School was beneficial in providing extra support in the areas of Literacy and Numeracy. EAL and mainstream teachers planned the teaching activities in English together. This enabled them to share ideas and strategies for teaching English. Support staff who assisted in Maths classes helped with providing modified tasks to the students with special educational needs.

Digital programs like Reading Eggs, Renaissance Reading Program and Mathletics were provided to students to develop and enhance their Literacy and Numeracy skills at their own pace.

Primary School teachers' reading assessments (Running Records) were reviewed by the Head of Teaching and Learning in the first term and feedback was provided to individual teachers.

The Head of Teaching and Learning reviewed the second term's English and Maths curriculum planners of teachers and provided feedback to individual faculties and year level teams.

More guided readers and novels were added to the library to encourage students to read more. The librarian provided guidance to students to complete the Premier's Reading Challenge. Students and teachers were given access to digital books at the Darebin Libraries. The school website was linked to World Book providing parents, teachers and students access to encyclopaedia, newspapers, videos, quizzes and activities on several topics, with an option of reading the information in many different languages apart from English.

Language assessments were conducted by the Speech Pathologist at the school. Speech therapy intervention was given to students having language disorders and delayed development.

Foundation teachers participated in a project focused on improving students' handwriting that was offered by Independent Schools Victoria (ISV).

The High School English teachers and the Special Education Coordinator participated in the Middle Years Language Support Program (MYLSP) offered by ISV. A speech pathologist was involved in conducting workshops, providing consultancy support, observing lessons and giving feedback to the teachers who participated in the program in order to enhance their teaching skills and strategies to effectively cater for students with language delay and disorder.

A group of English teachers were involved in coaching High School students on Public Speaking and taking them for debating competitions conducted by the Debating Association of Victoria.

Free Literacy and Numeracy sessions were offered once a week for students enrolled in the Out of School Hours Learning Support. High School students enrolled in the Homework Club received extra support from their English and Maths teachers.



Zaky the Islamic Bear visiting EPIC

4. To lay a better foundation for Science and Humanities studies and improve students' skill development in these learning areas.

The Head of Teaching and Learning reviewed the second term's Science Inquiry Learning curriculum planners of all Primary Teachers and provided feedback. Kath Murdoch's Inquiry Model was recommended to be followed. Primary teachers were encouraged to provide students with Rich Assessment Tasks that enhanced their critical thinking, creativity and research skills.

Science and Humanities teachers in High School received feedback from the Head of Teaching and Learning on their curriculum planning. Science competitions were for the students by the Science Coordinator.

STEM (Science Technology Engineering and Mathematics) Master Classes were offered to Grade 6 students in the OSHLSP.

5. To improve Arts and PE teaching across the school.

The Head of Teaching & Learning reviewed the Visual Arts, Drama, Physical Education (PE) and Health curriculum planners and provided feedback to the teachers and coordinators in the faculty. The Arts and Health & Physical Education Faculty Heads supported the Primary School Teachers with planning and preparation of PE lessons providing collegial and mentoring support.

PE was given a wider focus. EPIC Primary and Secondary students were involved in several external sport sessions and interschool competitions. Sport clinics were arranged by the PE teachers and external sport coaches were involved in coaching skills for specific games to students.

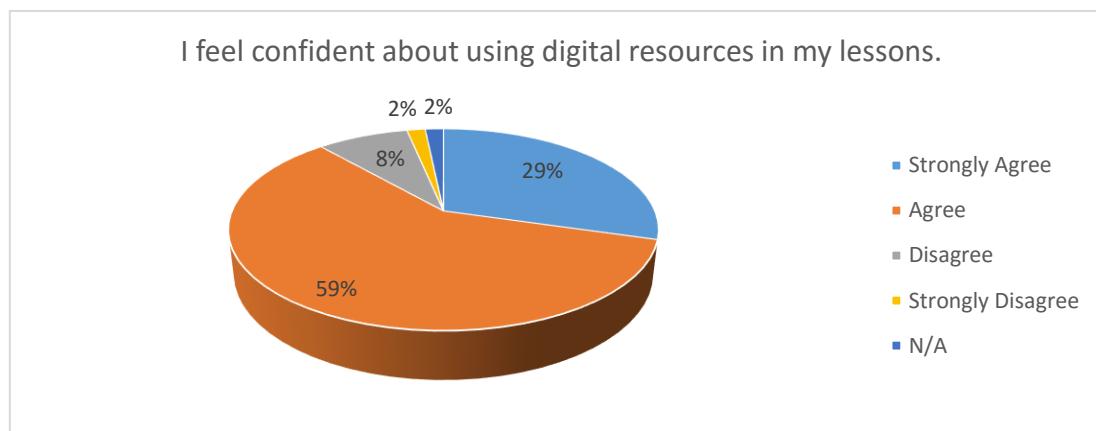


6. To implement Digital Technologies Curriculum.

Digital Technologies, which is a subject of the 'Technologies' Learning Area was implemented at EPIC in 2017. The Secondary School Digital Technologies Teacher provided collegial and mentoring support to the Primary Teachers. Primary School Teachers were provided support to plan and implement the new subject for the first term. The new subject implementation was reviewed from time to time receiving feedback from teachers.

The eLearning Leader worked with year level and subject teams to promote eLearning, use new digital resources that were purchased.

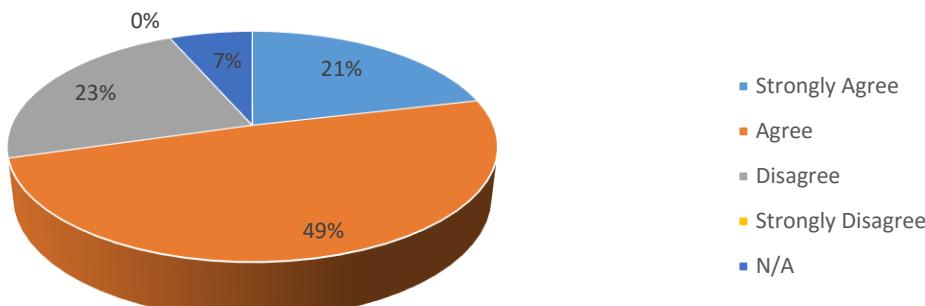
According to the end of the year teaching and learning survey, 29% of teaching and non-teaching staff members strongly agreed and 59% agreed that they were confident about using digital resources in their lessons.



7. To incorporate Islamic themes within units in other learning areas.

'Islamic Connections' was introduced as the fourth Cross Curriculum Priority (CCP) in EPIC along with the other three CCP's of the Australian Curriculum framework. The RE Coordinator conducted information sessions to the Primary and Secondary Teachers giving them suggestions, ideas and links to resources that support incorporation of Islamic themes within other subjects. All teachers were encouraged to incorporate Islamic Connections so that there is a central focus on Islamic Education. The end of year survey indicated that 21% of staff members strongly agreed and 49% agreed that they were able to find links to Islamic themes in the lessons they had planned.

I am able to find links to Islamic themes in most of the lessons I plan.



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

Well-being sessions have been regularly conducted in Primary School.

The Well-being Coordinators have conducted sessions on Respectful Relationships to the High School students. Counselling and mediation sessions have been offered to students by staff in the Well-being Team as required. Year 9 and 10 students have attended the 'Say No to Racism' workshops organised by the Darebin Council.

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

Careers Week activities were arranged to Senior Secondary students in Term 3. Information sessions were organised for parents of students in Year 9-12 in Term 3. Students were taken to the Careers Expo and to different universities to gather information about tertiary courses and pathways. Year 10 students were sent to external organisations to gain work experiences based on their interests.

EPIC's curriculum was aligned with the Australian Curriculum framework from 2012 to 2017. It was decided that the school will plan in line with the Victorian Curriculum as of 2018. Teachers were introduced to the structure of the new curriculum. A consultation forum was organised to decide on the planning templates for 2018. Teachers and non-teaching staff members completed a survey on teaching and learning approaches at EPIC.

Wellbeing Report



Ms. Natasha De Cruze
Head of Discipline & Wellbeing

With the start of the 2017 academic year, in the area of Wellbeing and Discipline it was visible to see that policy and procedures that were set in motion in 2016, reflected well in 2017. The wellbeing goals and initiatives for the 2017 academic year were:

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.
5. Review policies and establish new policies to strengthen and support child safety at the college.

The following wellbeing initiatives were implemented in semester 1

1. **Dental nurse visit- F-6:** The College, as part of EPIC's commitment to health and wellbeing the northern school dental program visited the school in term 1. All students in primary from F-6 were screened for dental health and hygiene.
2. **EPIC Values education-** The primary school continues to integrate values education into the curriculum. Students are offered wellbeing sessions and circle of trust program by their classroom teachers.
3. **Secondary Year 8 girls - Respectful Relationships Program-** The respectful relationships program was conducted with the year 8 girls group. This group was selected due to many social and emotional issues around bullying and relationships. The workshops were conducted by Darebin Council in association with SPECTRUM and VIC police. The workshops explored themes around relationship building, bullying and harassment, Cyberbullying and Team building.

4. Year 10BG- Leadership camp and self-awareness workshops (Islamic Women's Centre): Young Muslims for Peace and Human Rights – Project.

The project aims at exploring the issues that are important to young Muslims, develop strategies for support, and improve self-esteem and positive identity formation, as well as skills to tackle extremist views. The project intends to provide a non-threatening space and opportunity for young Muslim students to voice the issues that are important to them. These issues were explored through the leadership camp and based on the discussions and needs identified by the young people, AMWCHR will designed an ongoing program that consisted of monthly sessions for the students. These included sessions on effective communication, strategies that will increase participants' self-awareness, confidence and positive identity, strategies to support mental health and wellbeing both in school and out of school, and finally, identifying ways to respond to challenges that they face currently or in the future.

The leadership camp was welcomed enthusiastically by the year 10 students and staff alike. Students attended a campsite in Eildon and participated in various wellbeing and outdoor activities

Another crucial aspect to the program was the engagement of teachers and parents. Parents of the students and schools' staff involved were asked to participate in information sessions and discussions in order to facilitate meaningful support for the students and to increase understanding about the issues that young Muslims are faced with.



Year 10 students enjoying breakfast at their leadership camp.

The following wellbeing initiatives were implemented in semester 2

1. 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. The college established and reviewed the following policies to strengthen our ongoing commitment to child safety:

- EPIC Child Safety Policy
- EPIC Anaphylaxis Management Policy
- EPIC Child Safe Code of Conduct
- EPIC Child Safety Policy
- EPIC Complaints, Grievances and concerns policy-
- EPIC Risk Management Policy
- EPIC Welfare and Discipline Policy



Northcote Police Station Head Senior Sergeant Mark Upton and his horse patrol visit the year 10 students.

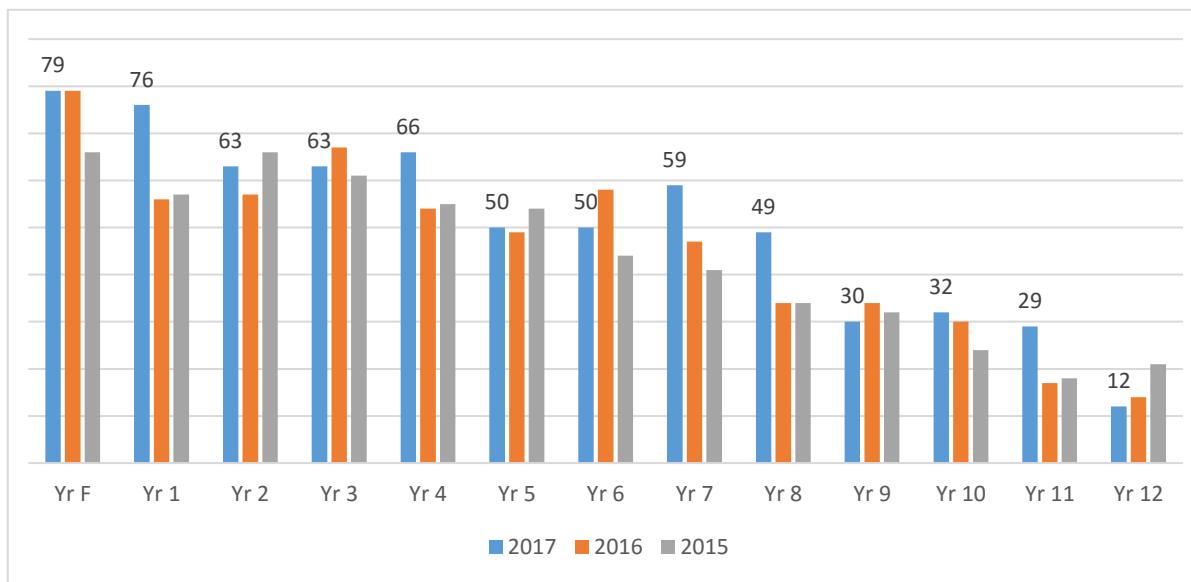
2. **Year 11 RYDA program:** The year 11 students participated in this exciting young driver's learner program in term 2 of this semester. The program emphasised on attitudes and awareness – empowering young people to make good choices. This program also focuses on passengers and their influences in the overall environment in cars.
3. **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.
4. **Wellbeing Incident report data collection-** primary and secondary incident reports are analysed and feedback was shared by the wellbeing team.
5. **Wellbeing week 10th of October-14th October** Theme for 2017: Cyber bullying

The BULLY's Zero foundation presented workshops for primary students and secondary students participated in workshops in their year levels. Secondary students were shown several movies around the theme of Cyberbullying and were given the opportunity to discuss issues raised.

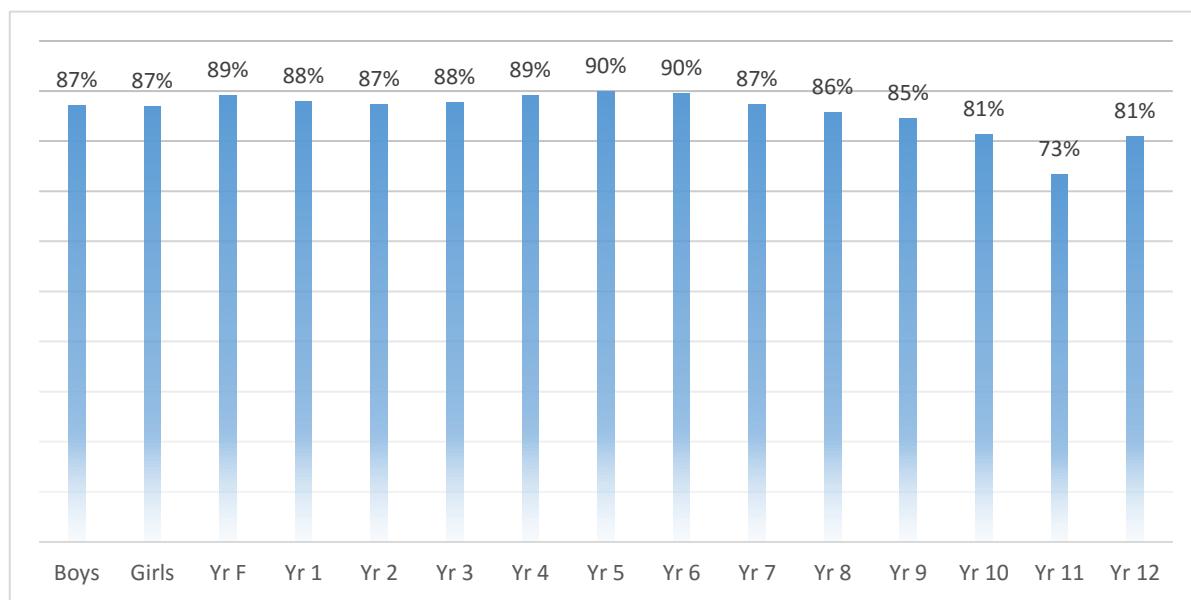
6. **Student leadership-** primary and secondary school captains and student leaders were involved in running whole school assembly and various school duties i.e. wudu and prayer duty etc.
7. **EPIC parent group –** The EPIC parent group was established, and parents of the college community were involved in fundraising activities, volunteering in the library, attending excursions etc. Parents held meeting once a month and discussed various issues concerning the college community.

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 2018.

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.

2017 NAPLAN

Year 3

90% of students met the national reading benchmark.
95% of students met the national writing benchmark.
98% of students met the national spelling benchmark.
89% of students met the national grammar & punctuation benchmark.
93% of students met the national numeracy benchmark.

Year 5

94% of students met the national reading benchmark.
90% of students met the national writing benchmark.
90% of students met the national spelling benchmark.
85% of students met the national grammar & punctuation benchmark.
96% of students met the national numeracy benchmark.

Year 7

91% of students met the national reading benchmark.
93% of students met the national writing benchmark.
91% of students met the national spelling benchmark.
89% of students met the national grammar & punctuation benchmark.
98% of students met the national numeracy benchmark.

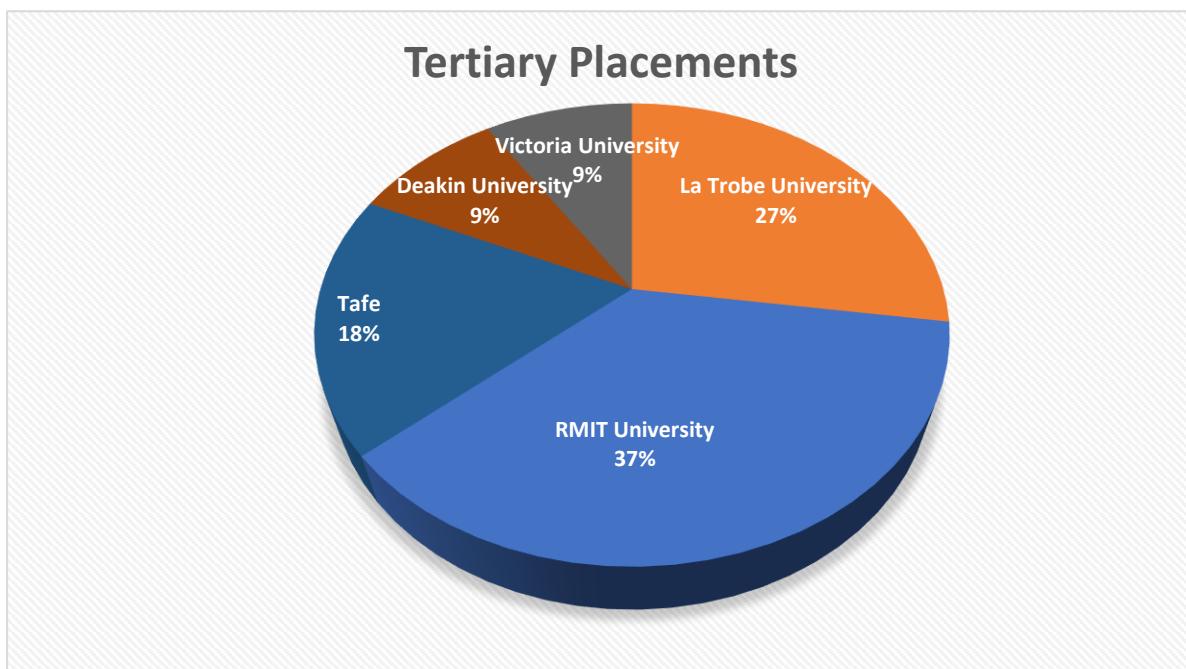
Year 9

88% of students met the national reading benchmark.
85% of students met the national writing benchmark.
70% of students met the national spelling benchmark.
81% of students met the national grammar & punctuation benchmark.
100% of students met the national numeracy benchmark.

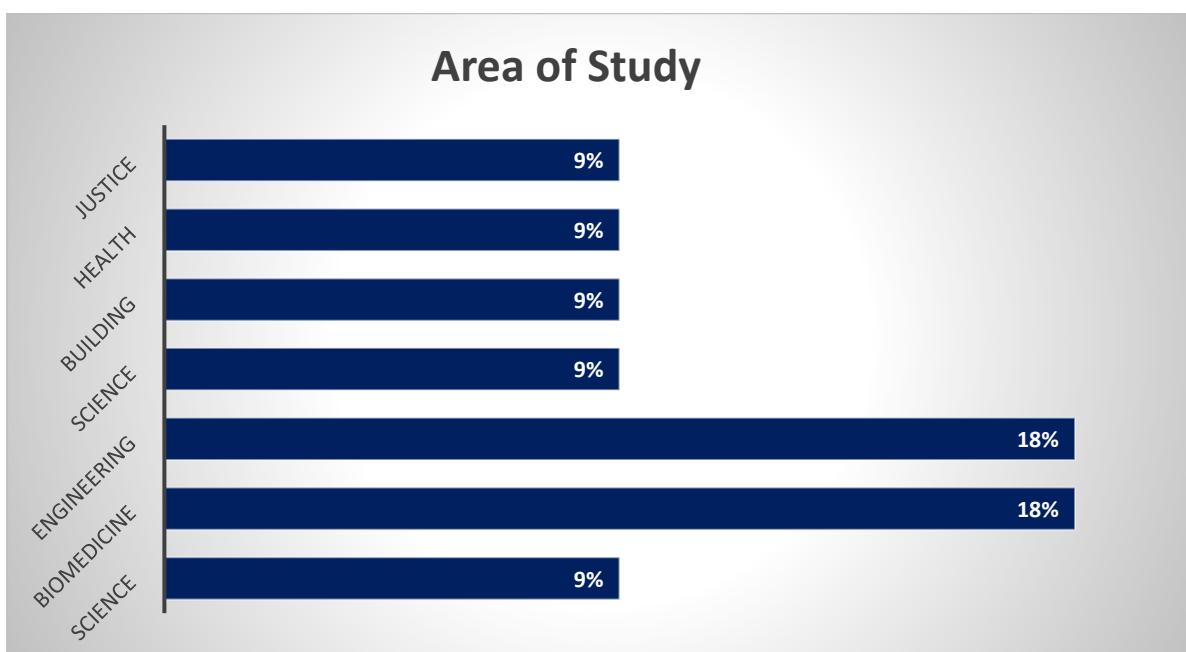
Senior Students Outcomes

100% of students successfully completed VCE - 100% of students successfully completed VCAL. The following is list of 2017 graduate's percentage of enrolments and area of study at Universities and TAFEs.

Tertiary Enrolments



Courses



Staff

Teaching Staff Attendance Rate **94.11%**

Teaching Staff Retention Rate **96.5%**

Three teachers departed EPIC by the end of 2017. Two found a teaching position closer to their homes 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: **13**

Female Teaching Staff: **50**

Male Non-Teaching Staff: **10**

Female Non-Teaching Staff: **14**

Total Staff **87**

Professional Development

Professional Development at East Preston Islamic College is in accordance with V.I.T. registration requirements and is a priority for all teaching staff in terms of maintaining and improving their teaching and learning. In 2018, the College will be committed to training all staff members in the Berry Street Education Model (BSEM).

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.

Audited Financial Report



Mrs. Amela Asceric
Business Manager

Income & Expenditure Statement

Year to date: 1st January 2017 to 31st December 2017

Financial Report	2017	%
Recurrent Income		
Fee Income	\$ 1,081,757	10.3%
State Government Recurrent Grants & Other Grants	\$ 3,524,332	33.5%
Commonwealth Government Recurrent Grants & Other Grants	\$ 5,666,933	53.9%
Other Income	\$ 235,393	2.2%
Total Recurrent Income	\$ 10,508,415	100.0%
Recurrent Expenditure		
Salaries	\$ 6,346,704	63.6%
Superannuation & Workcover, Staff Training & Amenities	\$ 679,167	6.8%
Building Repairs & Maintenance & Rent	\$ 503,611	5.0%
Depreciation	\$ 619,440	6.2%
Operational & Other Expenses	\$ 1,835,740	18.4%
Total Recurrent Expenditure	\$ 9,984,662	100.0%

Note:

- There was \$522,577 incurred in the purchase of new Capital items for the year ended 31st December 2017.
- Enterprise Bargaining Agreement October 2015 - 2018 - Overall Salaries increased by 7%.

