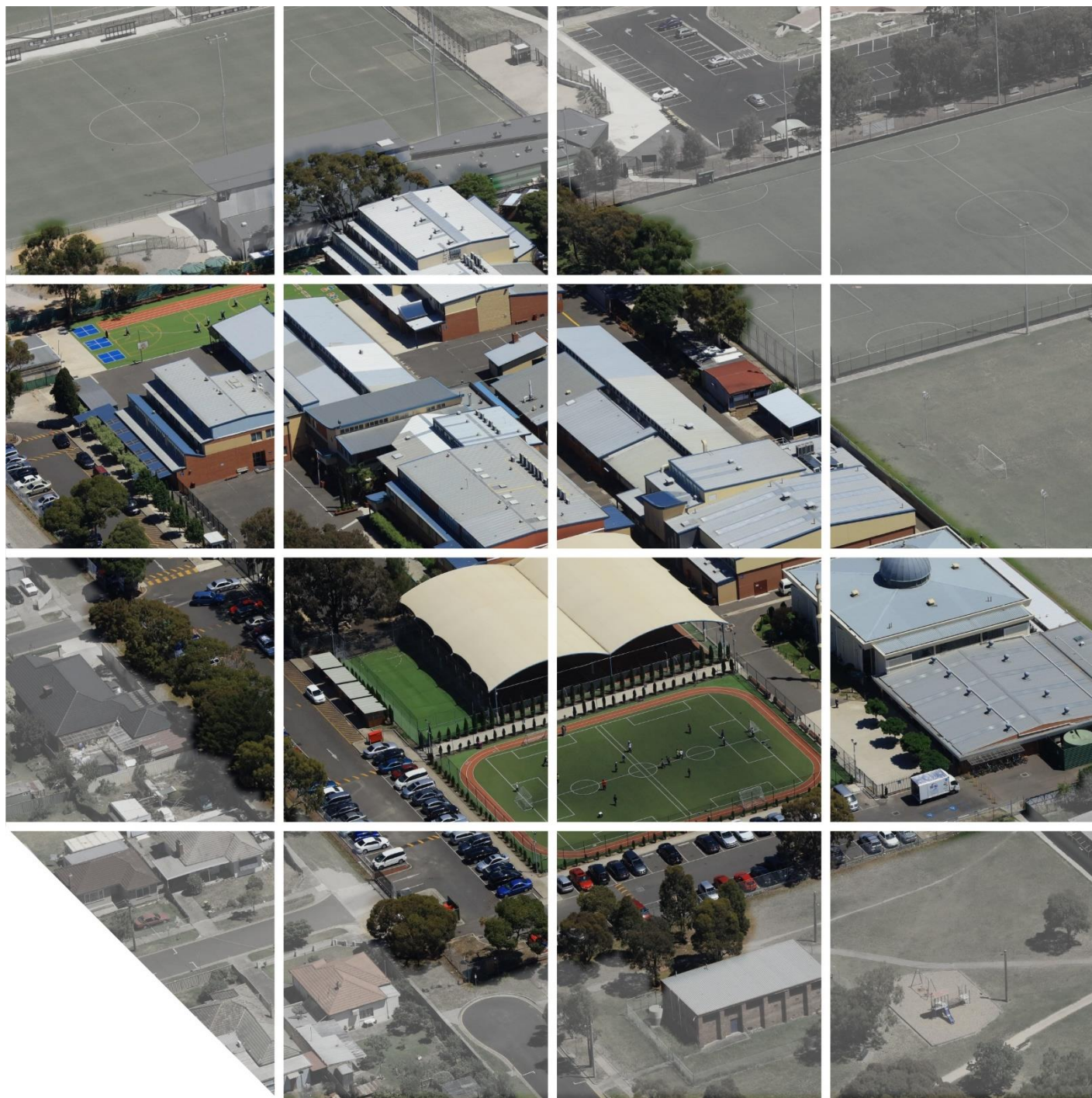


2017

Annual Report to the School Community



Darul Ulum College of
Victoria
1996



VISION

OUR CONTEMPORARY CURRICULUM AND RELIGIOUS VALUES FACILITATE
FOR THE DEVELOPMENT OF ACADEMIC EXCELLENCE AND SPIRITUAL
GROWTH IN A SAFE LEARNING ENVIRONMENT THAT PREPARES STUDENTS
TO ACTIVELY CONTRIBUTE TO THE BROADER SOCIETY.

AN ISLAMIC SCHOOL

DARUL ULUM COLLEGE OF VICTORIA IS AN ISLAMIC INDEPENDENT SCHOOL WHICH IS COMMITTED TO:

1. Providing quality education in an Islamic atmosphere which prioritises the development of religious and ethical consciousness in students.
2. Establishing a faithful learning community which embraces both Islamic and Australian values of freedom of speech and religion; openness and tolerance to difference and diversity and the equality of civil rights, through excellence in teaching and learning.
3. Integrating academic and personal skills with principles inspired by the Quran, Sunnah and Australian values that can empower students to make positive contributions to the wider community.
4. Enabling students to pursue higher education and vocational endeavours as confident and active members of the Australian multicultural society.
5. Promoting intellectual, social, emotional, physical and spiritual development through programs that cater for a broad range of abilities and interests.
6. Supporting participation and the achievement of 'personal best' to boost self-esteem and personal wellbeing.
7. Offering students a diversity of enriching activities and stimulating challenges outside the central academic program.
8. Creating and enhancing a culture of continuous improvement.

Table of Contents

A Message from the Principal	3
School Overview	7
Organisational Goals Achieved in 2017	9
Common Goals for 2018	9
Student Enrolments	10
Wider School Community Feedback	11
Teacher Absence	14
Teacher Retention.....	14
Teacher Qualifications	14
Student Progress and Achievements	15
Student outcomes - NAPLAN.....	16
Senior Secondary Outcomes: VCE.....	20
Reporting on PSD (Program for Students with Disabilities)	22
Student Attendance	25
Financial Report	27

A Message from the Principal

Assalamu Alaikum Wr. Wbr.

Respected Darul Ulum College Community,

Darul Ulum College of Victoria is an organisation which prides itself in nurturing children to become Islamically conscious and active members of the Australian community. Educationally and spiritually, we hold ourselves to a high standard and as we achieve new sets of goals with each passing year, we raise the bar higher, Alhamdulillah. We are delighted to present the 2017 Annual Report to the school community, which details the excellent progress the College has achieved.

As part of our Learning Management Policy, the College launched Schoolbox (a learning management system) for secondary students; an interactive online tool that will boost student learning outcomes. Schoolbox enables communication and collaboration between the school, teachers, students and parents. The tool is being rolled out after extensive planning, external training of the leadership team and internal training of all staff. Teachers have been developing course pages, unit pages and class pages. It is anticipated that by Term 3 2018, parents will have access to Schoolbox in order for them to view students' work requirements and commitment, so that they are constantly up-to-date with their children's learning. Schoolbox will be launched for the primary campus in 2019.

The College has been taking numerous steps in a bid to further strengthen students' learning experiences. Teachers have been preparing Individual Learning Plans (ILPs) for all students who require adjustments in their learning at supplementary, substantial and extensive levels as part of the Nationally Consistent Collection of Data (NCCD) scheme. The College curriculum has been updated along with the Assessment and Reporting policies to incorporate recommendations set by the NCCD guidelines and to ensure that students of all needs are being catered for. Our Academic Progress Monitoring Policy is now specifically addressed towards the requirements of students who are part of the NCCD scheme. We have increased communication between all stakeholders to ensure personalised learning plans are implemented and regularly reviewed. Furthermore, we have introduced the ongoing presence of support/aide for classrooms in order to provide targeted intervention programs. We continue to take steady steps to improve our implementation of the Pyramid Response to Intervention (PRTI) Tracker; a profile that assists teachers, coordinators and administrators in determining students with individual needs and their progress.

A major review of the Islamic Studies curriculum and resources was planned. The review was necessary to make the subject more engaging and relevant for students and to better equip them to be confident practising Muslims in their daily lives; especially when they are faced with contemporary issues within the community they may find challenging. We hope that students become more connected to their Islamic identity and heritage and see their importance and relevance in their lives. A part from advancing students' appreciation of their Islamic identity and guiding them in being comfortable in practising Islam, we endeavour to help students to acknowledge and accept cultural diversity and differences respectfully in line with Islamic teachings when mixing with the broader community at large. The involvement of parents and the community is important to ensure continuity and similarity of what students are taught at school, so learning can be followed up and supported at home.

The College has introduced the Performance Review Program for the secondary school teachers. This is to ensure that staff members are performing to the College's expectations in terms of productivity, efficiency and attitude over the course of their employment. Performance Review also aims to look at how and what a teacher is doing compared with earlier reviews of their skills set, knowledge, initiatives and participation in the College's vision. Fifty staff members have been involved in this review in 2017 which was administered by the senior coordinators. The Performance Review is conducted via a set procedure, which has been updated in 2017 to ensure the improved running of the review in the future.

As part of the Teacher Performance and Development Framework, teachers are also involved in the evidence-based observation program (EBO), which has been running smoothly in 2017. The program involves teachers being assisted in setting goals to improve student learning and being observed and guided by their assigned coaches in order to discern whether their goals have been met. The program also assists teachers in developing their discursive teaching practices. Feedback regarding the EBO program in 2017 suggests that:

- 89% of coaches are very comfortable with the program, whilst 11% describe themselves as being comfortable;
- 67% of coaches find the program effective, whereas 33% of coaches state that they find the program very effective;
- 56% of students are engaged with lessons 80-99% of the time, whilst 44% of students report that they are engaged with lessons 100% of the time;
- 56% of teachers have been found to exhibit discursive teaching 60%-89% of the time, whereas 63% of teachers have been found to be engaged in traditional modes of teaching <40% of the time;
- 39% of students completed work to a medium standard and 33% of students completed work to a high standard; students also displayed an impressive understanding of the lessons;
- teacher interaction was found to be focused on the whole class 37% of the time, individual students 43% of the time and groups of students 20% of the time; and
- lessons exhibited evidence of strong teacher/student relationships such as caring for students and caring for the performance of students. Teachers had appropriate behaviour expectations, displayed appropriate management of the class and presented culturally appropriate and responsive contexts in their teaching.

We have also been implementing our VCE Improvement Plan; teachers are involved in after-school and weekend additional classes with no extra cost to parents. We introduced an Accelerated Program for the current year 10 students to start their VCE course if they opt for it; a majority of them have taken up this option. Teachers who achieved a scaled score of the state mean were rewarded a bonus pay of \$3000 this year and there are plans to increase this to \$4000 in 2018.

The College has also witnessed numerous exciting developments to its physical environment in 2017. The design and contract of a state of the art playground on the girls' campus is in its final stages. The equipment has been chosen meticulously to cater for primary school aged children and soft-rubber grounds will be installed as the safety of our students is our top priority. The construction of the playground is planned for Term 2 of 2018 and will cost around \$200,000. Our car park project is also underway; so far, the boys pick up area and the visitors parking area has been completed. We aim to alleviate the congestion caused by cars queuing on Link Parade and Baird Street during dismissal time. The two major construction projects, Stage 12 and Stage 13, have been

completed; classes have moved into the new building and the portables which were once in use have been removed. The year 10, 11 and 12 rooms have been refurbished with new paint, furniture and equipment; these spaces now have an aura of professionalism and formality which students have been very appreciative of. The girls' uniforms are also currently under review as we are considering a new design, along with new jacket designs for the boys. A new supplier has been contacted and we are now negotiating the proposed contractual agreements.

As with previous years, the College's NAPLAN performance remains a source of pride and encouragement for staff, students and parents in 2017 as well. We continue to perform well above the standard when compared to similar schools and government schools in all levels for language conventions, writing, reading and numeracy. It is with Allah's (SWT) permission, and the collective efforts of our parents, staff and students that our College continues to prosper, Alhamdulillah. We at Darul Ulum College of Victoria, are entrusted with the most valuable gift – namely our children. The College's permanent objective is to ensure that the very best of learning opportunities are provided for them, so that their future is bright and secure in this world and the hereafter, InshaAllah.

Abdurrahman Gokler
Principal





School Overview

At Darul Ulum College of Victoria we are committed to providing quality education in an Islamic environment that teaches students responsibility, the best of moral values and respect for others. We want to enable our students to be creative thinkers, positive contributors to the wider Australian community and future leaders. We are committed to and are continually working towards achieving the following:

1. Provision of outstanding teaching facilities and a vigorous school infrastructure

- ❖ We are committed to continually improving our school to offer an inspiring, purposeful, secure and engaging educational environment for all students and staff. Future building ideas incorporate quality classrooms that are fully equipped with technologically advanced learning devices and resources enabling students to enhance their learning experiences.

2. Building extensive partnerships with the wider community

- ❖ We are committed to developing extensive partnerships between school, students' families and the wider community in order to help all students succeed while at school and in their later lives. As educators, we recognise that both the students' families and the community are partners with the school in ensuring every child's education and development. Thus, we believe that when all stakeholders view one another as partners in education, a caring community forms around students allowing them to blossom and flourish. We have invited parents to a number of events to encourage their involvement in their children's education. We have engaged community members to conduct motivational speeches to our senior students, to take part in events such as competitions judging and to creating opportunities to link with other schools.

3. Enhancing the capabilities and performance of individual school staff and professional learning teams

- ❖ We believe that professional development is critical in building the capacity, capability and sustainability of our school. Only when a workforce is highly skilled, can it deliver a robust education that incorporates a good training program and dynamic educational support. Providing our teachers with opportunities to meet with Coaches and Senior staff to reflect on their classroom practices and ways to improve student outcomes is a common strategy employed to enhance staff capabilities.

4. Focusing on the individuals – Personalised learning and educational achievement

- ❖ Individualised learning plans are an integral part of all teacher planning and implementation phases. We recognise the values and skills of each individual and attempt to utilise them within our teaching context. Structures, policies and processes are well in place to actively contribute to the success of our learners. Our curriculum programs and technology will be expanded to cater for individual diversity and requirements.

5. Commitment to Learning

- ❖ We are dedicated in developing programs and processes that improve student behaviour, support their personal well-being and encourage academic achievement. The College initiated a Learning Club in which students were invited to take part in a safe and productive learning environment. We are committed to researching the best methods and practices for students to think, learn and grow. As a result, we share this information with each other through workshops, presentations and consultations.

6. Encouraging Creativity

- ❖ We take pride in enabling students to realise that there are usually multiple paths that lead to understanding. Students are encouraged to seek out and experiment with new concepts and ideas. We are committed to providing educational facilities that support creativity, constructive innovation and high quality thinking. Teachers are given support and training via an assigned school coach to improve and encourage higher order thinking.

This report provides an overview of our performance for the year ending December 2017.



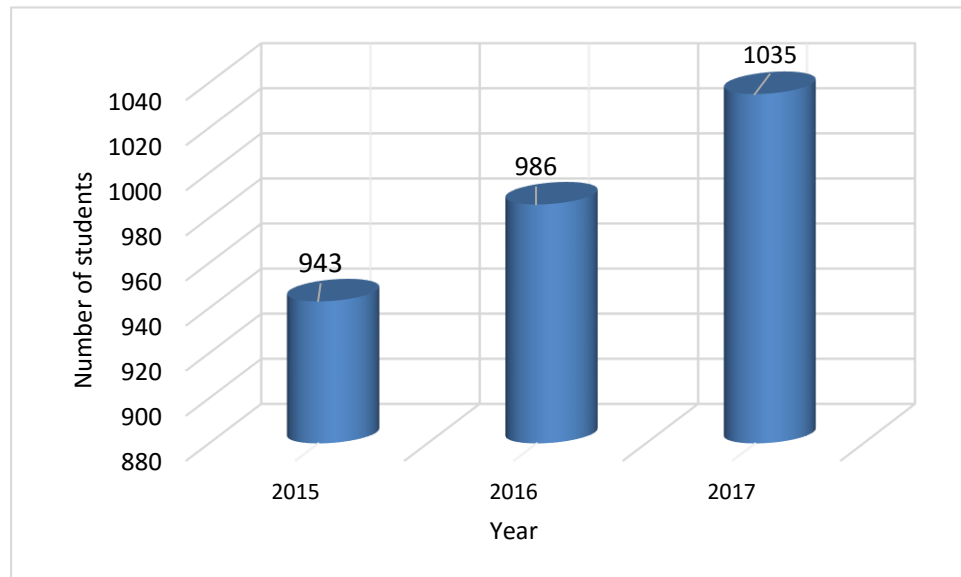
Organisational Goals Achieved in 2017

- ✓ Updating and reviewing existing policies pertaining to Child Safe Standards;
- ✓ engaging with the community by conducting a variety of information sessions;
- ✓ extending our educational programs beyond the classroom by engaging specialised consultants to address relevant and contemporary topics and issues with senior secondary students and teachers;
- ✓ providing the school community access to an online course pertaining to safe internet use;
- ✓ preparing the ground work for the launch of a learning management system (Schoolbox) to facilitate for effective communication between all stakeholders;
- ✓ enhancement of the VCE Department's Action Plan and acknowledging VCE teachers' performance;
- ✓ updating the senior secondary classrooms with state of the art accessories, furniture and technology;
- ✓ introduction of staff recreational and professional programs; and
- ✓ construction of stage 12 and 13 consisting of a major extension to Building C.

Common Goals for 2018

1. Apply differentiation strategies / interventions to facilitate for the growth of students with additional learning needs as per the four levels of adjustment:
 - a) Quality Differentiated Teacher Practice
 - b) Supplementary
 - c) Substantial
 - d) Extensive
2. Apply differentiation strategies / initiatives to facilitate for the growth of high achieving students.
3. Collaborate and build upon opportunities that engage parents/carers in the progress of their children's learning.

Student Enrolments



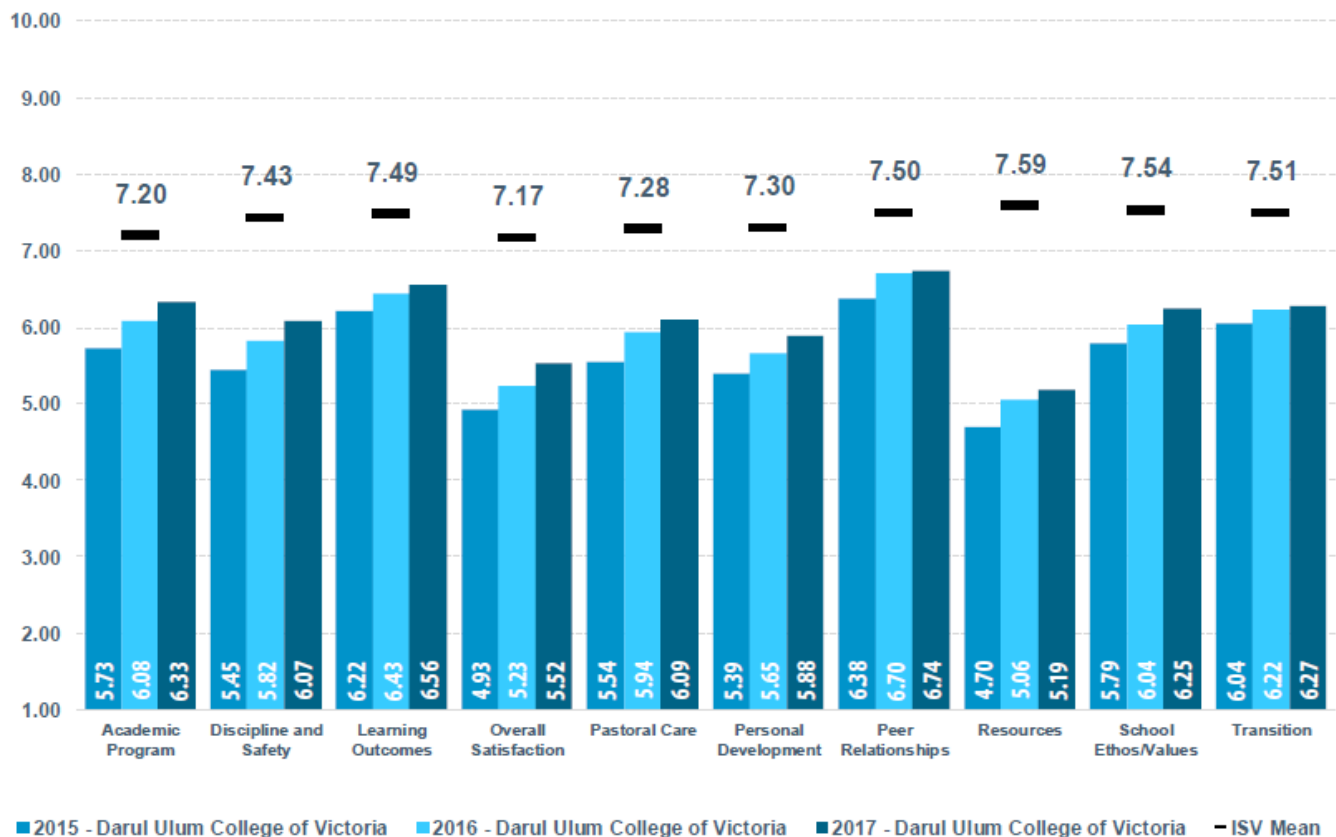
Wider School Community Feedback

In order to obtain an effective assessment of its performance in the key elements of schooling, Darul Ulum College participates annually in the LEAD survey. LEAD stands for *Listen* to stakeholders, *Evaluate* what is said, *Act* on this knowledge and *Deliver* better outcomes. This mirrors the College's aims of participating in this survey.

With 122 schools and over 115, 000 students participating in the Student Satisfaction Survey, students were asked to evaluate the extent to which they believe effective school practices are apparent across the school. In all the three survey findings outlined below, questions follow an 11-point satisfaction scale where 0 = complete disagreement and 10 = complete agreement with the statement.

The general satisfaction domains for the student survey comprised of the following:

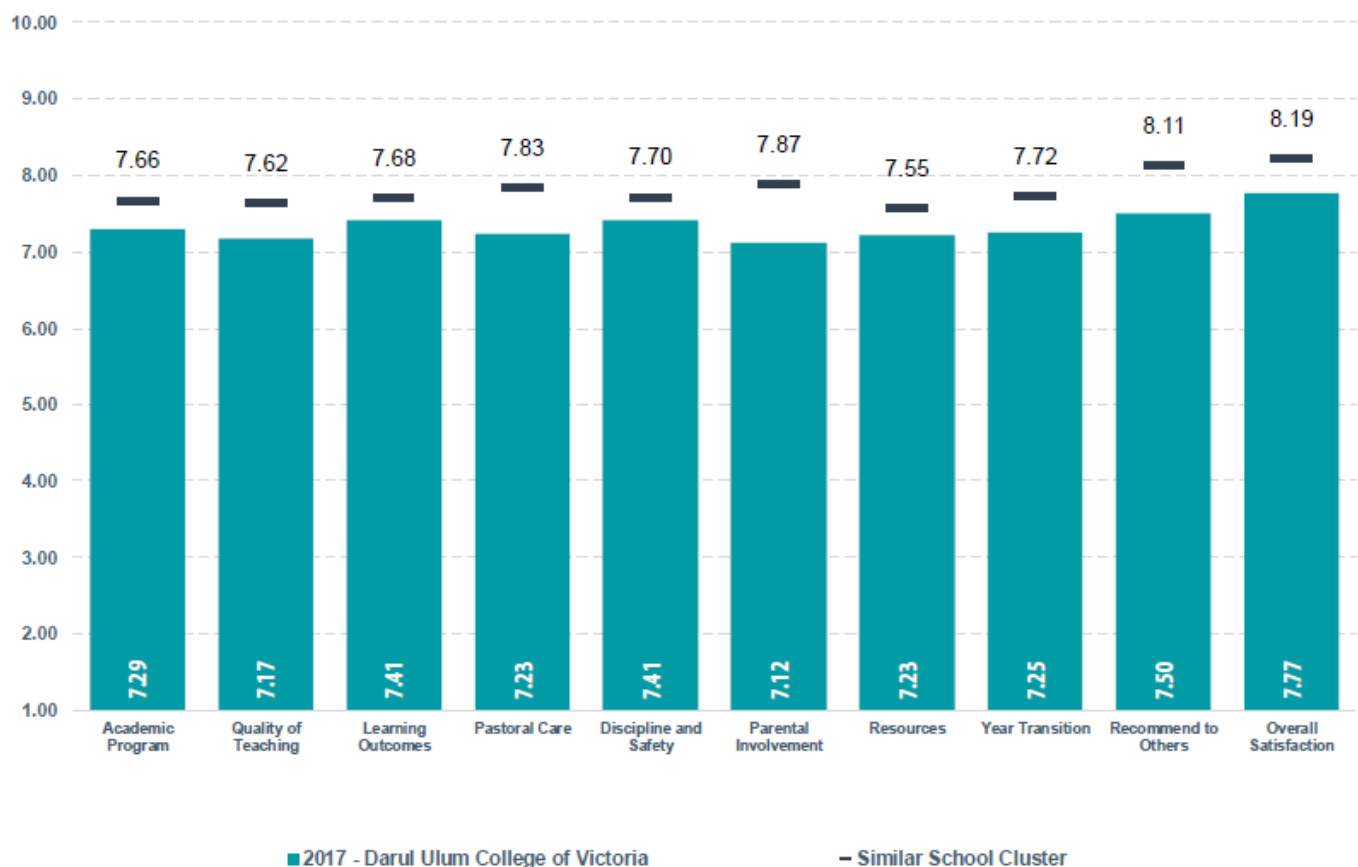
- Academic Program
- Discipline and Safety
- Learning Outcomes
- Pastoral Care
- Personal Development
- Peer Relationships
- Resources
- School Ethos / Values
- Transition



Parent Satisfaction Survey: Overall parent satisfaction per domain for Darul Ulum College of Victoria compared to statistically similar schools.

As for the Parent Satisfaction Survey, 141 school participated in this survey and over 88,500 parents. In this survey, the 10 domains of school effectiveness are:

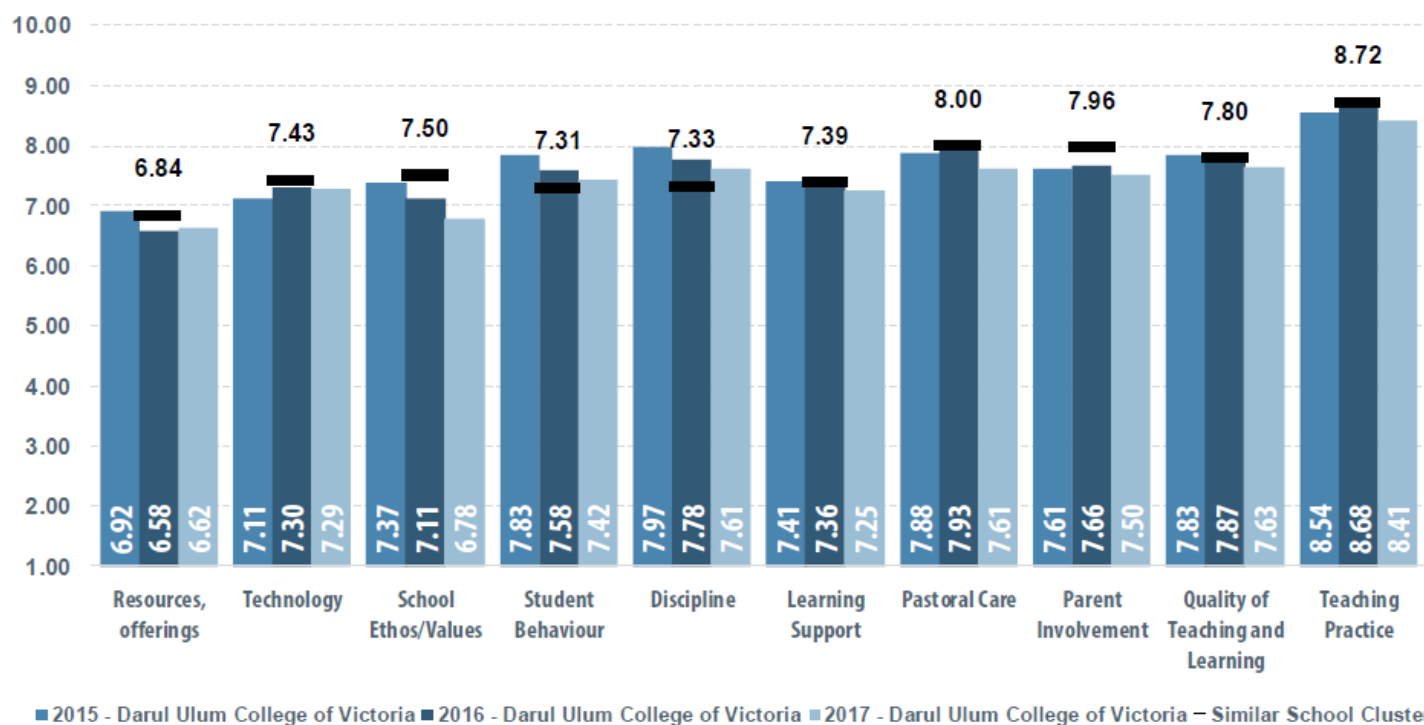
- Academic Program
- Teaching Quality
- Learning Outcomes
- Pastoral Care
- Discipline and Safety
- Parental Involvement
- Resources
- Transition
- Recommend to Others
- Overall Satisfaction



Teaching Staff Satisfaction Survey: Overall satisfaction per school-based domain for teaching staff at Darul Ulum College of Victoria compared to statistically similar schools.

In terms of the Staff Satisfaction Survey, there was a total number of 122 schools participating and over 31,000 staff members. In this particular overall satisfaction survey, the following domains were addressed:

- Resources
- Technology
- School Ethos / Values
- Student Behaviour
- Learning Support
- Pastoral Care
- Parent Involvement
- Quality of Teaching and Learning
- Teaching Practice



Teacher Absence

The average number of days a teacher was absent for in 2017 was 11.7 days.

Teacher Retention

The retention rate of teachers in 2017 was 98%.

Teacher participation in professional learning

In 2017 the main foci for professional learning for DUCV staff were:

1. Revisiting differentiation concept in classrooms
2. Catering for students at risk and with additional learning needs.
3. Staff was introduced to new learning management system: Schoolbox

The following table shows the training expenses for all costs that relate to staff training at Darul Ulum College:

External PDs	\$24 759
In-House training	\$2 500

1. Differentiation in classrooms: In house PD sessions by consultants organised during curriculum days to revisit the concept of differentiation in classes.
2. NCCD awareness sessions: All teachers were provided several professional learning sessions to understand the requirements for NCCD.
3. Schoolbox: All Secondary teachers were introduced to Schoolbox software and how to use it. Teachers were given several sessions to set up their course and unit pages as well as class pages.

Teacher Qualifications

All teachers in Victorian Government schools are registered with the Victorian Institute of Teaching. The requirements for registration with the Victorian Institute of Teaching can be found at: http://www.vit.vic.edu.au/content.asp?Document_ID=241.

Qualification	Number of Staff
Graduate Diploma of Education	54
Bachelor of Education	17
Master of Education	15

Student Progress and Achievements

In keeping with the College's common goals, the secondary section of the College has a strong commitment to providing support and giving opportunities to students to reach their full potential. Based on numeracy and literacy results the College is exploring the streaming of classes into mainstream and advanced classes. With the added advantage of having a teacher aide to support mainstream students we anticipate an improvement in academic outcomes. Increased challenge and expectation for the advanced stream classes will contribute also to a marked improvement in student outcomes.

In the primary school the emphasis is to provide students with balanced academic, religious, social and emotional growth through various delivery modes. These include a balance of traditional & discursive practices. Hands-on experiences to facilitate stronger connections in learning is a common and essential practice. The primary assessment practice involves a unique number grading system which enables systematic and early identification of students at risk, as well as high achievers and their individual termly ongoing growth. At risk students are offered various intervention programs and teacher aide support where they are re-taught content they struggled to absorb and comprehend in their learning. Opportunities are also provided to extend capable students. Social and academic achievements are acknowledged during the year through a school-based rewarding scheme.

At Darul Ulum College, teachers, being the key influential factor in bringing improvement in academic outcomes and growth, have been the recipient of numerous professional development training in the area of curriculum pedagogy. Professional activities on differentiation and giving rich feedback have been central to staff training and engagement. An emphasis into planning of a differentiated curriculum based on adjustment of content, process, product or environment will facilitate acquisition of knowledge and skills in students.

Students have the potential to succeed in various areas, with strengths and areas of improvement to work on. In the quest to continuously explore student areas of interest and potential, the College provides opportunities to enable students to stay motivated in pursuing their learning. Students explore their creativity to represent a theme of their choice and explore independent learning in the process. Such opportunities include students being involved in:

- national and departmental competitions;
- science fair projects;
- history and art exhibitions;
- incursions and excursions;
- high achievers events; and
- public speaking competitions.

A strong emphasis and value is placed on professional learning teams (PLT), as protected time is allocated for teachers to discuss student learning and achievement. During those sessions, students' results are analysed periodically to identify and evaluate strategies by which students can be further assisted to improve on their academic performance. The Pyramid Response to Intervention Program (PRTI) data is utilised in those meetings to identify and celebrate growth or to work collaboratively towards effective mechanisms that can be used to

bring-about growth in students' different phases of learning. Providing on going feedback on student learning progress has been the foci for a number of professional learning sessions. Shared strategies for providing students with quick and effective formative assessments helped enrich the learning experiences of students. PLTs have also been the focus to gain a shared understanding on how to cater for students with disability and those who are specifically included on the National Consistent Collection of data.

In the teacher's planning phase, secondary sub school's emphasis has been to include activities that would facilitate the acquisition, meaning making and transfer of knowledge at different stages of lesson delivery. In doing so students will be able to link the knowledge gained to more engaging and meaningful experiences. In the primary sub school emphasis has been to plan for varying needs of the classroom to ensure all have the opportunity to access, understand & apply knowledge and skills presented.

Student outcomes - NAPLAN

Percentage of students achieving the national literacy & numeracy benchmarks for their years (at or above National Minimum Standard):

Reporting Year		Year 3	Year 5	Year 7	Year 9
2015	Literacy	98%	100%	99%	94%
	Numeracy	99%	100%	100%	100%
2016	Literacy	99%	100%	100%	98%
	Numeracy	96%	100%	100%	98%
2017	Literacy	100%	98%	100%	98%
	Numeracy	100%	100%	100%	99%

Percentage point change:

Reporting Year		Year 3	Year 5	Year 7	Year 9
2014 to 2015	Literacy	-2%	+2%	0%	0%
	Numeracy	-1%	+5%	0%	0%
2015 to 2016	Literacy	+1%	0%	+1%	+4%
	Numeracy	-3%	0%	0%	-4%
2016 to 2017	Literacy	+1%	-2%	0%	0%
	Numeracy	+4%	0%	0%	+1%

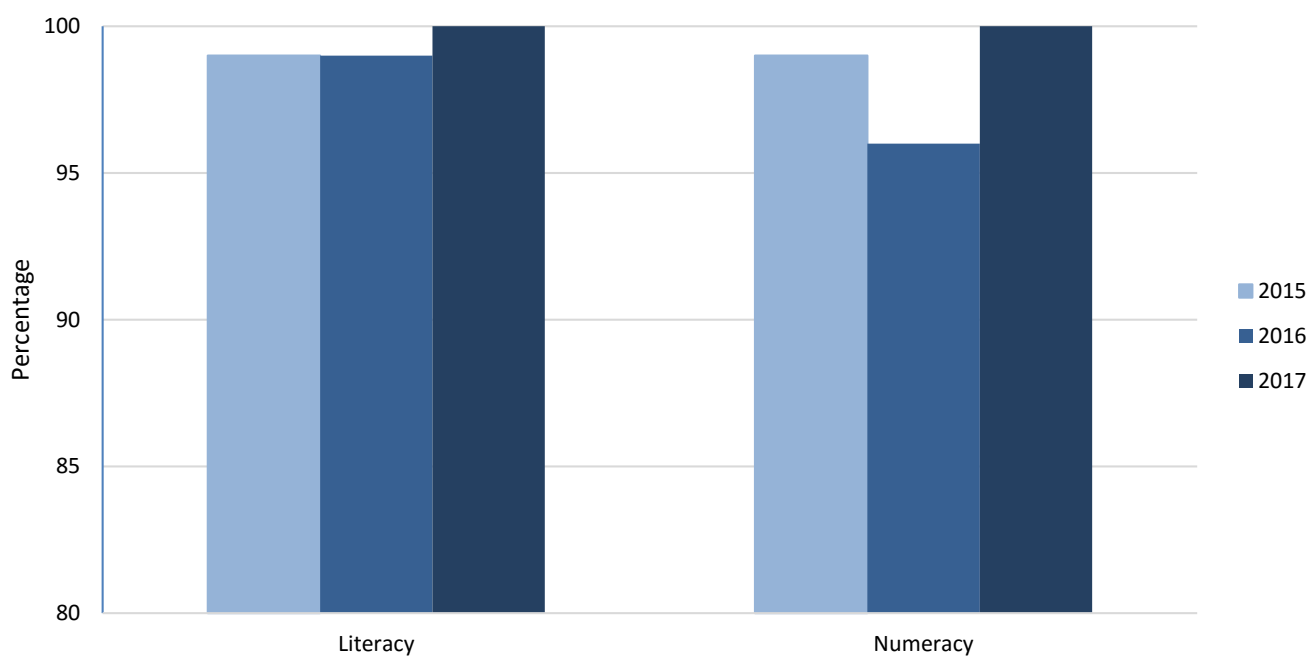
The following tables depict the percentage of Darul Ulum College students who achieved at or above the National minimum standards for the literacy divisions and numeracy over the last three years:

% At or above National Minimum Standard						
2017	Literacy					Numeracy
	Reading	Writing	Spelling	Grammar and punctuation	Literacy average	
Grade 3	99	100	100	99	100	100
Grade 5	100	99	98	96	98	100
Grade 7	100	100	99	99	100	100
Grade 9	99	99	100	94	98	99

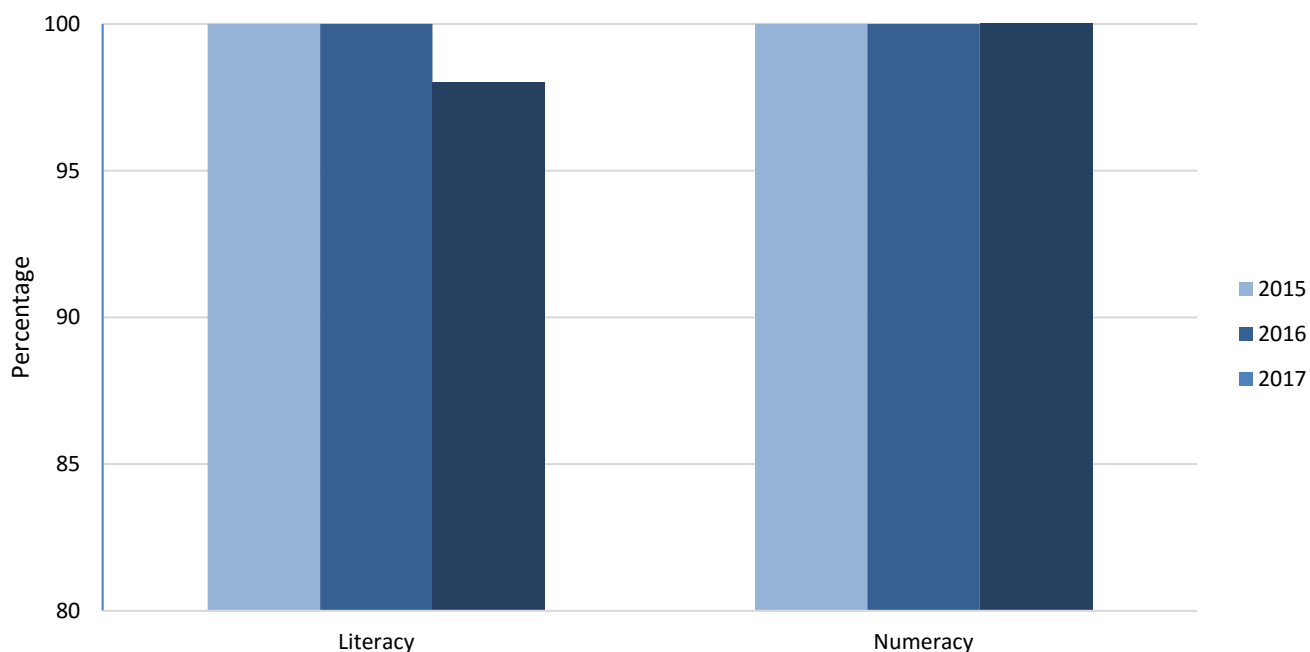
% At or above National Minimum Standard						
2016	Literacy					Numeracy
	Reading	Writing	Spelling	Grammar and punctuation	Literacy average	
Grade 3	97	99	99	100	99	96
Grade 5	100	100	100	99	100	100
Grade 7	99	100	99	100	10	100
Grade 9	99	94	100	99	98	98

% At or above National Minimum Standard						
2015	Literacy					Numeracy
	Reading	Writing	Spelling	Grammar and punctuation	Literacy average	
Grade 3	100	100	97	100	99	99
Grade 5	100	100	100	100	100	100
Grade 7	99	100	99	98	99	100
Grade 9	94	85	100	96	94	100

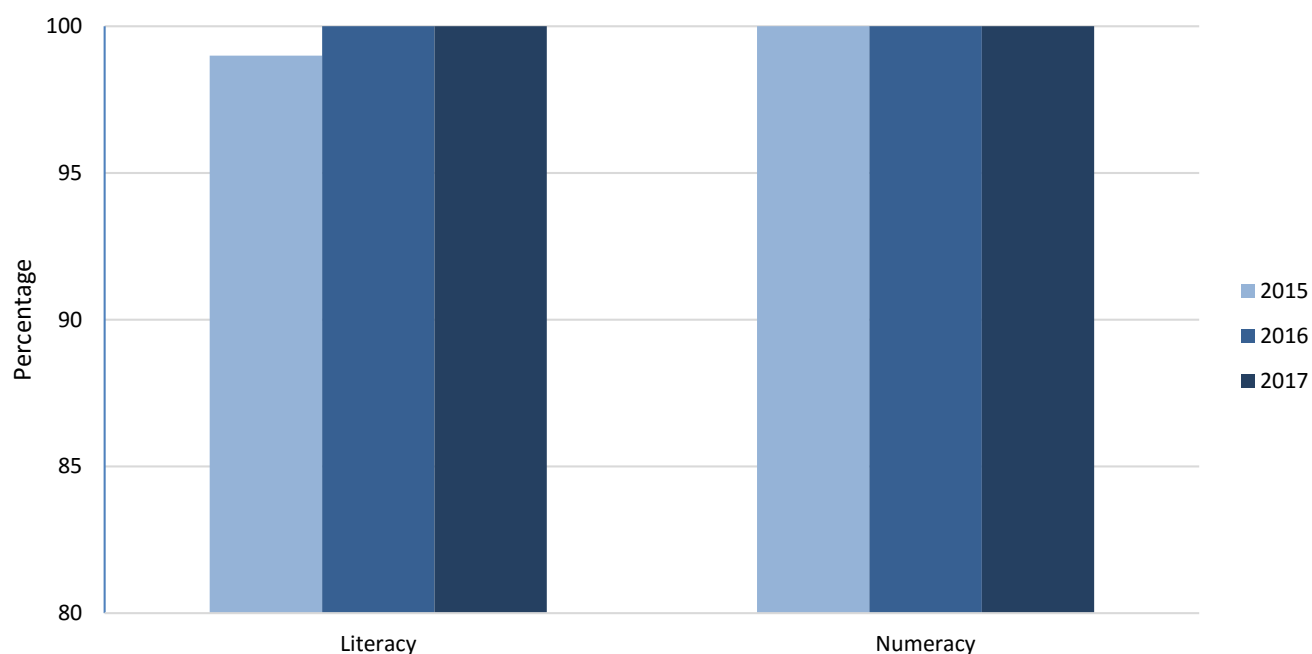
Year 3: Percentage achieving at or above National Benchmarks



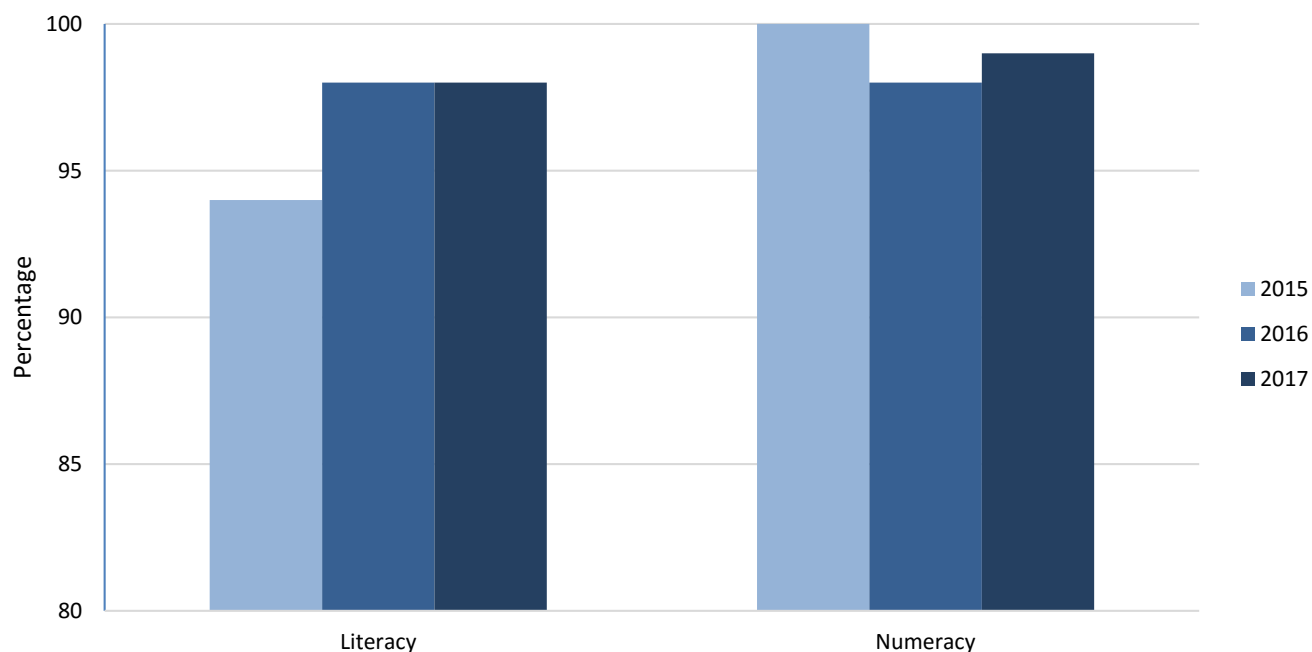
Year 5: Percentage achieving at or above National Benchmarks



Year 7: Percentage achieving at or above National Benchmarks



Year 9: Percentage achieving at or above National Benchmarks



Senior Secondary Outcomes: VCE

In acknowledging that the VCE program can be considerably demanding and a challenging experience if not structured adequately for all stakeholders ranging from students, parents and teachers, the College has taken the initiative to introduce the VCE program from Year 10 to allow for some flexibility and to spread the course requirements over a three-year period instead of two. Thus, students were given firsthand exposure to the VCE course from Year 10 whereby they were given the opportunity to enrol in a Unit 1 and 2 VCE subject. This also enabled parents and teachers to gauge the students' overall aptitude and to address any potential concerns at an early stage.

Moreover, a Year 12 Head Start Program also took place in 2017 in an attempt to provide students with ample opportunities to cover the rather crowded content in due time and then to spend approximately six weeks towards the end of the course undertaking practice exams, revision and timely application of skills. The Head Start Program also enabled teachers to provide students with a guideline of reading tasks and the like to better prepare themselves during the summer break.



Notwithstanding the amount of resources and academic measures that have been put in place to maximise students' achievements ranging from additional weekend tuition classes to term holiday classes, VCE students were also encouraged to take on leadership roles including the nomination of senior students to become executive members of the Student Representative Council and its Head.

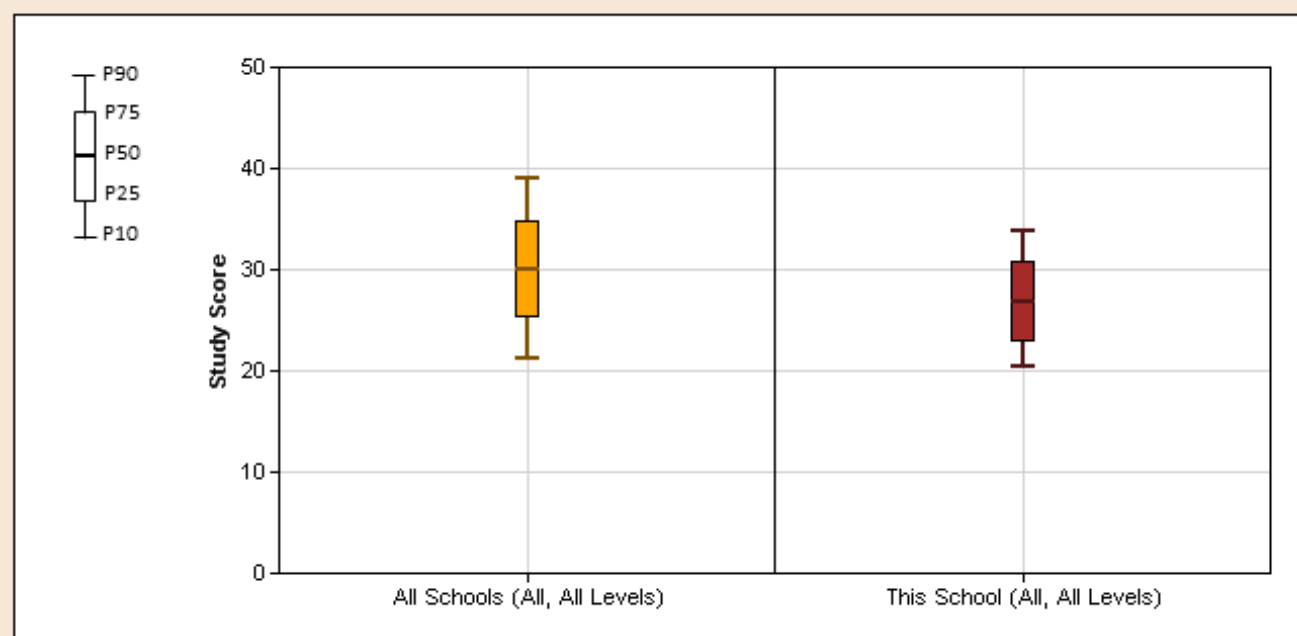
To extend students' experiences beyond the classroom, university representatives were also invited at different intervals to debrief students on career related topics and on university life.

Most importantly, the College acknowledges the hard work and effort that its VCE teachers are exerting and ensures that frequent and on-going communication and feedback to students and parents is employed at all times. Below is an expanding list of VCE subjects that were offered at Darul Ulum College of Victoria in 2017:

Year 11 Subjects	Year 12 Subjects
1. Arabic	1. Arabic
2. Biology	2. Biology
3. Business Management	3. Business Management
4. Chemistry	4. Chemistry
5. English	5. English
6. General Maths	6. Further Mathematics
7. History	7. Health and Human Development
8. Legal studies	8. Maths Methods CAS
9. Maths Methods (CAS)	9. Physics
10. Physics	10. Psychology
11. Psychology	11. Specialist Mathematics
12. Texts & Traditions	12. Texts & Traditions

All VCE Studies (VCAA Study Score)

2017 DARUL ULUM COLLEGE OF VICTORIA Home School Data



All VCE Studies (VCAA Study Score) 2017 DARUL ULUM COLLEGE OF VICTORIA Home School Data

Description	No of Study Scores	No of Studies	Min	10th Percentile	25th Percentile	50th Percentile	75th Percentile	90th Percentile	Max
All Schools (All Gender, All Levels)	259848	120	4.0	21.2	25.4	30.1	34.8	39.0	50.0
This School (All Gender, All Levels)	230	13	10.0	20.4	22.9	26.8	30.8	33.8	41.0

Reporting on PSD (Program for Students with Disabilities)



The main objective of the paradigm 'Program for Students with Disabilities' is to provide the concerning students with extra assistance in accessing the curriculum in an equitable manner as well as to help them cope with the academic, social and emotional demands of schooling. We endeavour to create and adapt programs that enhance their learning environment through the provision of special equipment, materials and other resources.

A variety of assessment tools are used to identify students' needs which include the PAT Reading, PAT Maths, the DIBELS (Dynamic Indicators of Basic Early Literacy Skills), Fluency Checklist and teacher anecdotes. NAPLAN data is also used to measure student progress in comparison to the National Benchmarks.

Students currently on the list of Students with a Disability receive ongoing integration support. Students in Primary level benefit from being withdrawn from class and receiving individual attention in areas of concern.

Secondary students who require an aide for extra support are catered for within the classroom, where lessons may be modified to suit their learning styles and thus, enable students to achieve a sense of accomplishment among their peers.

In 2018, students who require speech therapy are receiving individual or group therapy from a qualified speech therapist working at the College three days a week.

Therapy aims to focus on the areas of learning difficulty and devise strategies to overcome those difficulties and enhance the education of the students.

Positive teacher feedback and improved assessment results are indicative of the effectiveness of the programs. The process of collecting data to be included in the Nationally Consistent Collection of Data School Students with Disability (NCCDSSD) is continuing at a whole school level. This data will be collected and submitted to the government in August. The Nationally Consistent Collection of Data on School Students with Disability represents a new approach to understanding students with disability across all Australian schools. The model for the NCCD relies on the professional judgements of teachers about their students. It requires teachers and schools to make evidence-based decisions about:

- students with disability who are receiving reasonable adjustments to access education because of disability, consistent with definitions and obligations under the Disability Discrimination Act 1992 (DDA) and Disability Standards for Education 2005;
- the level of adjustment being provided for each student with disability, in both classroom and whole school contexts; and
- the broad category of disability the student best falls within.

Individual teacher judgement in making these decisions will reflect the school's context. Robust school systems and practices will provide principals and teachers with a vehicle to develop and support common understandings in their school about the NCCD and the important role of teachers within it. Robust school processes also support and promote shared and consistent decision making around each of the steps in the national data collection.



Student Engagement and Well-being

Darul Ulum College of Victoria recognises that students are better prepared for learning when they are healthy, safe and happy. All children and young people need care and support as they grow towards adulthood.

It is fundamental to acknowledge that student wellbeing is the responsibility of all staff working in a whole school context. Each staff member has a vital role as a source of support and determinant of success for students. The most significant amount of students' time, a part from family, is spent with school staff who are often the most important adult connection – the first contact point for many issues and services. Therefore, the aspect of student well-being is at the very core of the vision and mission of our College. We have a holistic approach to pastoral care from teacher level through promotion of positive behaviours and reformative approaches prior to resorting to punitive measures which is further supported with restorative practices.

The College appreciates and values the uniqueness of each student and member of the College community. Our spirit is to promote a positive, supportive and secure environment for all students that facilitate students achieving their full potential. A whole school approach to student well-being emanating from the 'Child Safe Standards' and in light of the College's mission and vision, incorporates the social, emotional, psychological, spiritual, physical and academic needs of the students.

We provide a centralised avenue for staff members to collaborate with regard to student's pastoral needs who are deemed at risk academically, socially or emotionally. Part of our on-going commitment to eradicate bullying there were regular sessions with the teachers and students about recent updates to Anti Bullying Policy and how to tackle such issues in class and on school grounds. Student sessions encouraged them to report such behaviour immediately to their class teacher, level coordinator, wellbeing coordinator, head of school or any other trusted adult.

There are 4 core areas of 'Well-being Components' derived from research findings by Prof. Donna Cross that will be addressed through the Student Well-being Program:

- a) Promoting Health and Safety
- b) Building Resilience
- c) Enhancing Academic Care
- d) Strengthening Relationships

Students' Well-being are addressed through school embedded curriculum for social emotional learning in the form of 'You Can Do It' (YCDI) Programs, daily prayers and values reminders alongside meditation practices, protected home group time for secondary level, careers advices, Student Representative Council for students to voice their needs and concerns and scheduled regular meetings to discuss students' academic as well as social emotional progress.

More pertinent students' issues are referred to the Student Well-being Department for appropriate referrals, interventions and advice. This may include academic support and intervention, counselling sessions as well as

the need for external referrals to allied health through the Special Education Department for further intervention and assessing funding eligibility.

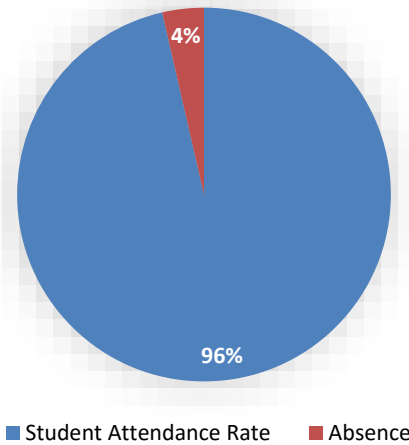
Over the years, the College has developed many in-house programs that address the core areas of well-being as well inviting external agencies, e.g. AFP to address cyber safety issues, specialist doctors to raise awareness regarding healthy eating and drinking habits. The College has also collaborated with universities around Australia, like University of South Australia's director of Centre for Islamic Thought and Education, Professor Mohamad Abdalla. He has visited the College and conducted sessions about 'Islam, Culture and Identity' with students, staff and parents which were very beneficial in fulfilment of our goal of nurturing spiritual well-being.

The College promotes inclusiveness, tolerance, acceptance and respect for each other by celebrating Eid Festivals, Harmony Day and Earth Day. During Harmony Day, creative stalls and exhibitions were setup by students that provided both staff and students insight into different cultures. A variety of interactive games and quizzes about the practices, languages and artefacts of different countries kept both students and staff engaged and were reminded about our rich diversity, the importance of inclusivity, getting along and respecting one another. Although we come from different cultural backgrounds; every member of the school belongs to the beautiful religion of Islam and to the home we call Australia.

Student Attendance

STUDENT ATTENDANCE DATA From 30/1/17 to 7/12/17 Year Level	Semester 1 30/1/17 to 15/6/17 %	Semester 2 12/7/17 to 7/12/17 %	Year 2017 Averages %
Prep	96.41	94.09	95.25
Year 1	97.40	95.36	96.38
Year 2	97.33	95.50	96.42
Year 3	97.26	96.16	96.71
Year 4	97.81	96.16	96.98
Year 5	98.13	96.38	97.26
Year 6	98.07	96.70	97.39
Primary Averages	97.49	95.76	96.63
Year 7	97.62	95.36	96.49
Year 8	97.69	95.14	96.42
Year 9	96.83	94.61	95.72
Year 10	97.42	94.08	95.75
Year 11	98.10	95.54	96.82
Year 12	97.52	94.33	95.92
Secondary Averages	97.53	94.84	96.19
DUCV Averages	97.51	95.30	96.41

Student Attendance Rate - 2017

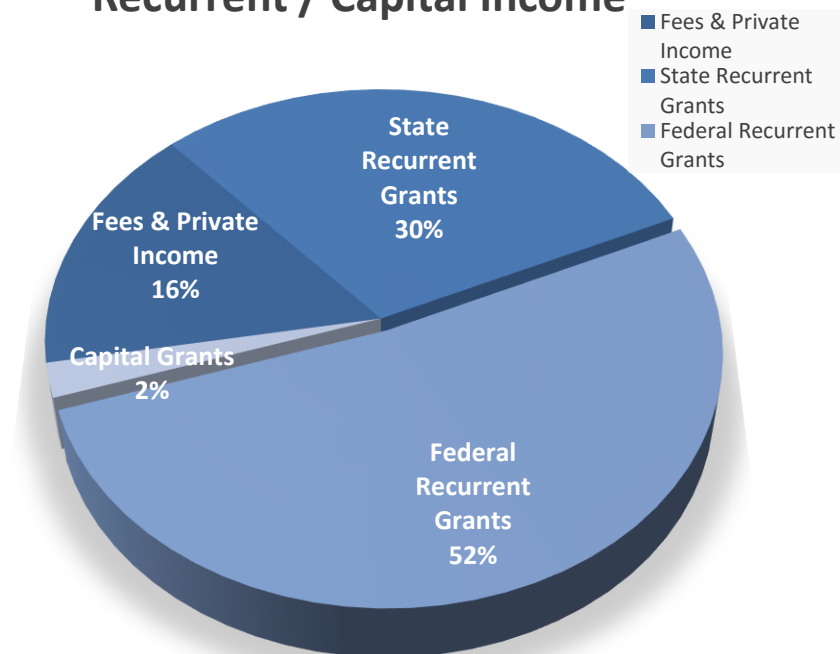


The overall attendance of students at Darul Ulum College of Victoria is excellent with an attendance rate of 96.41% in 2017. We recognise the strong link between school attendance and learning outcomes and continue to encourage parents to reduce late arrivals and absences. Most students' absences were due to illness and other truancy issues that are recorded and documented. The school reports student absence to parents in their child's school reports.

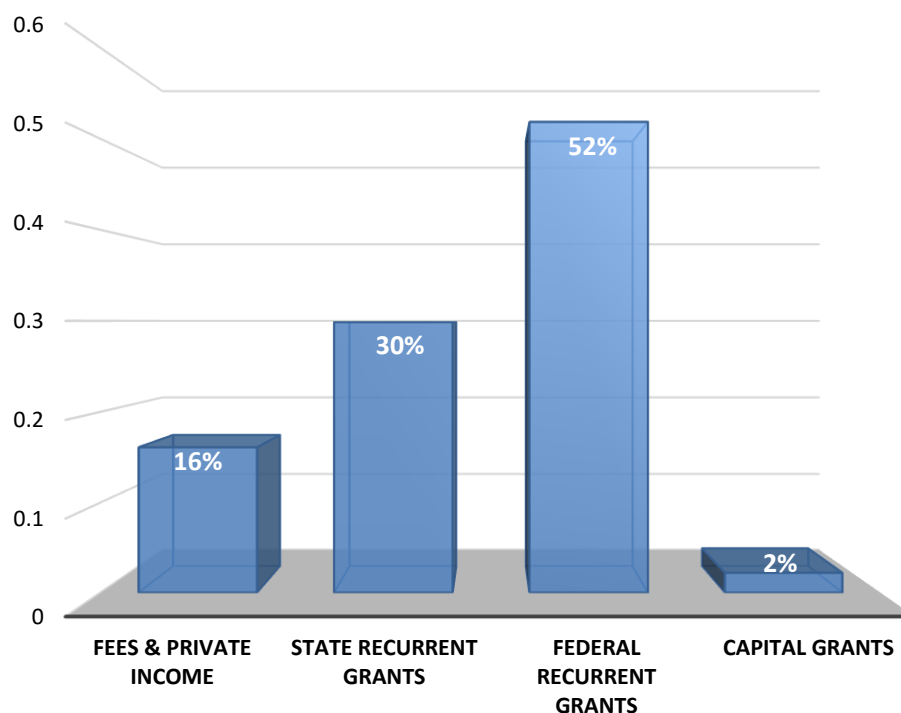


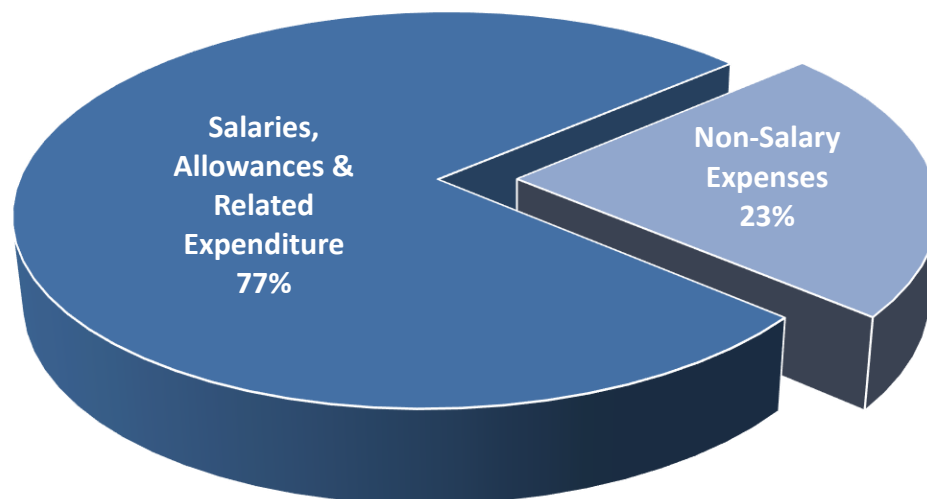
Financial Report

Recurrent / Capital Income

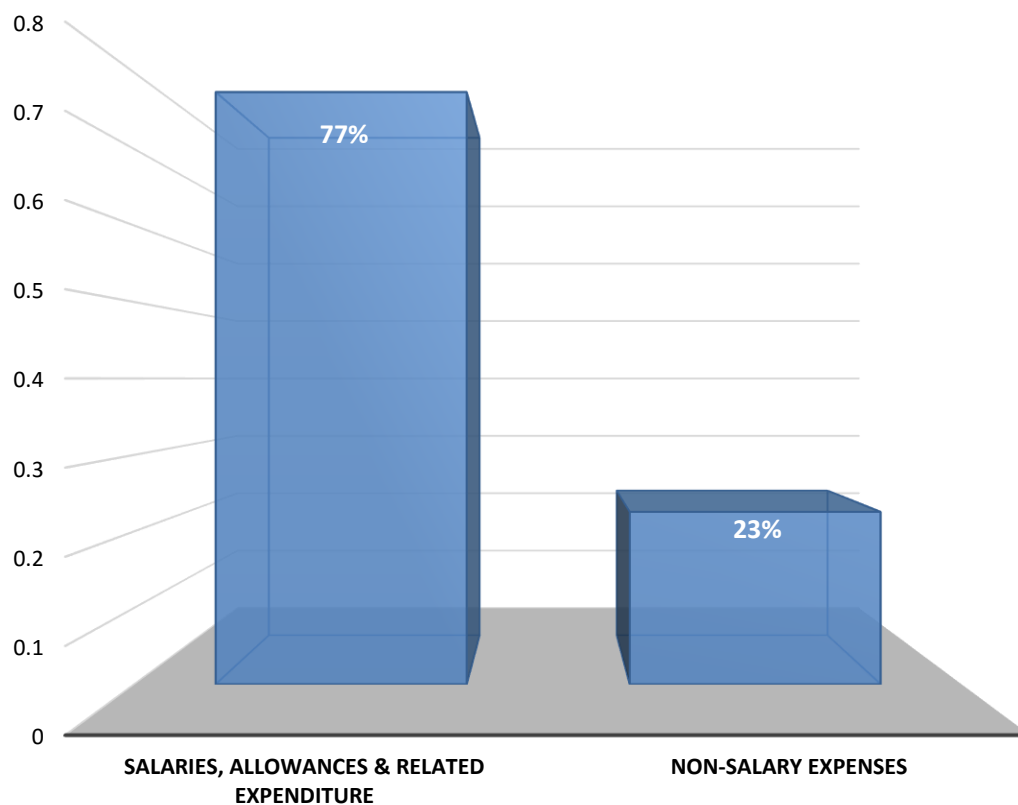


Recurrent/Capital Income



Recurrent/Capital Expenditure

■ Salaries, Allowances & Related Expenditure ■ Non-Salary Expenses

Recurrent/Capital Expenditure

School Contact Information

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