

DARUL ULUM COLLEGE OF VICTORIA
1965

**Annual Report
to the School Community**



Year 2008

School Overview

A fresh BREEZE - Providing a Balanced Education for this century

At Darul Ulum College of Victoria, we are committed in providing quality education in an Islamic environment that teaches responsibility, best moral values and respect for others.

In 2007, we embarked on an expansion program to offer secondary education up to VCE.

At the same time, we unveiled our “fresh BREEZE” – six strategic ventures that will set the foundations to re-shape education. We want to enable our students to be creative thinkers, positive contributors and future leaders who will improve the world. We want to prepare them for tertiary education and also for day to day life.

We have set the following targets and we are continually working towards achieving them:

1. Outstanding facilities and a vigorous infrastructure

- ✚ We are committed to continually improving our school to offer an inspiring, purposeful, secure, congenial and engaging educational environment for students and staff.

2. Building partnership with the wider community

- ✚ We are committed in developing a partnership between school, family and community mainly to help all students succeed in school and in later life. As educators, we recognise that both the family and the community are partners with the school in children’s education and development. We believe that when all stakeholders view one another as partners in education, a caring community forms around students and begins its work. We are also encouraging greater community engagement in order to help the community to benefit from our school’s utilities and services.

3. Enhancing capabilities and performance of individuals and 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 a dynamic educational

support. We are committed in providing opportunities for staff to be duly recognised and rewarded.

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

- ✚ 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 student 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 boost student behaviour, support their personal well being and encourage academic achievement. 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 realize that there are usually multiple paths that lead to understanding. Students are encouraged to seek out and experiment with new things or ideas. We are committed to providing educational facilities that support creativity, constructive innovation and high quality thinking.

This report shall provide an overview of our performance in the year ending December 2008.



Student Enrolments:

School Year	No of Students
2006	543
2007	630
2008	711

Parent Satisfaction:

At DUCV, we are proud of our relationship with parents and we are working in collaboration to improve all facets of schooling for their children. Parent surveys and opinions are taken into consideration in improving all aspects of schooling for the students. School/Parent communication is a continuous effort made by the teaching and non-teaching staff and the school administration. School and parent communication is achieved through several means and modes such as the schools newsletter, webpage, community announcement, parent forums, information evenings, individual parent and or family meetings and surveys.

This year's parents' forum through information evening, "Success for Boys" gathering and Reporting Day indicated a high satisfaction rate amongst parents for what the school was offering to their children. Such communication will intensify in the future as well.

Teacher Satisfaction:

The average score for teacher satisfaction (morale) at this school was 79 on a scale from 0 to 100 where 100 is the best possible score.

Teacher Absence:

The average number of days that a teacher was absent was 10.8.

Teacher Retention:

Of the 60 teaching staff at Darul Ulum College at June 2007, 52 or 87% were still at the school at June 2008. This figure across all Government schools was 87%.

Teacher participation in professional learning:

All the teachers at DUCV have participated in a variety of professional development activities throughout the year. The school's induction and mentoring program for teachers was a success in the last year which aimed to ensure that the newly appointed teachers make a smooth start. Some senior team members have participated in the Australian Government Quality Teacher Program such as forming professional reading teams and integrating ICT in the curriculum to improve the quality of teaching and learning at the College. Level 2 First Aid training course was conducted and the majority of the teaching staff participated in the training in 2008.

Professional Development - 2008	Expenditure
Semester 1	\$ 10645.48
Semester 2	\$ 10327.22
In House Professional Development	\$ 12040.00
Total PD Expenditure	\$ 33012.70

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
Diploma of Education/Grad. Diploma of Education	30
Bachelor of Education	8
Masters of Education	2
Bachelor of Teaching	4

Student Progress and Achievements

Student Learning:

At Darul Ulum College, we ensure students access the necessary skills, knowledge and understandings and become educated individuals; they need to be quality producers, effective communicators, leaders and collaborators, designers and initiators, community contributors, active investigators and most importantly self-directed learners.

Under our 'Continuous Improvement' plan, student learning has been the focus of our curriculum design and implementation. Staff Professional Learning has also been a major focus where attending external and in-house PD sessions has become a requirement for every staff member.

We also take the opportunity to utilise the standardised assessment data obtained from the NAPLAN and PAT Tests to our advantage. The data is analysed and discussed in detail with all teachers. The Student Perception and Student Self Evaluation surveys under PoLT are taken into consideration when planning and implementing the curriculum.

Our recent inquiry and investment into the Corrective Reading program has been worthwhile as it has made a great impact on student performance in English in a very short period of time. We hope for and expect higher levels of student achievement, especially as the teachers become more proficient in the implementation and assessment of this program.

We are also offering other support programs such as ESL to the New Arrivals and other relevant students, integration aide support for students receiving funding and maths intervention programs such as the EMU (Extending Mathematical Understanding) and the EMM (Elementary Maths Mastery) to targeted groups of students.

NAPLAN Data: Students performing at or above the National Minimum Standard:

<i>% At or Above National Minimum standard</i>	<i>READING</i>	<i>WRITING</i>	<i>SPELLING</i>	<i>GRAMMAR & PUNCTUATION</i>	<i>NUMERACY</i>
Grade 3	94%	100%	100%	93%	97%
Grade 5	85%	88%	86%	81%	88%
Grade 7	69%	80%	91%	71%	82%
Grade 9	26%	24%	19%	21%	21%

Percentage of students achieving the national literacy & numeracy benchmarks for their years

Reporting Year		Y3	Y5	Y7	Y9
2006	Literacy	100%	83%	90%	Benchmark Data is Not Available
	Numeracy	100%	95%	83%	Benchmark Data is Not Available
2007	Literacy	94%	87%	87%	Benchmark Data is Not Available
	Numeracy	97%	91%	87%	Benchmark Data is Not Available
2008	Literacy	93.5%	85%	78%	77%
	Numeracy	97%	88%	82%	79%

Percentage point change

Reporting Year		Y3	Y5	Y7	Y9
2006	Literacy	100%	83%	90%	Benchmark Data is Not Available
	Numeracy	100%	95%	83%	Benchmark Data is Not Available
2006 to 2007	Literacy	-6%	4%	-3%	Benchmark Data is Not Available
	Numeracy	-3%	-4%	4%	Benchmark Data is Not Available
2007 to 2008	Literacy	-0.5%	-2%	-9%	Cannot calculate this column due to unavailability of data
	Numeracy	0%	-3%	-5%	-

Year 9 & 10 median study score:

Reporting Year	Median score		
		Median raw score	Median PATM score
2006	PAT MATHS	NO PAT ASSESSMENTS	
	PAT READING		
2007	PAT MATHS	19	63
	PAT READING	23	66
2008	PAT MATHS	17	61
	PAT READING	20	63

AIM

Student Achievement was measured under the Achievement Improvement Monitor (AIM) program from 2006 – 2007.

NAPLAN 2008

In 2008, AIM was replaced by the National Assessment Program for Literacy & Numeracy (NAPLAN)

- A. The NAPLAN Scale, maps student outcomes on a one- to- ten band continuum.
 - Year 3 - results is displayed in band 1 to band 6
 - Year 5 - results is displayed in band 3 to band 8
 - Year 7 - results is displayed in band 4 to band 9
 - Year 9 - results is displayed in band 5 to band 10

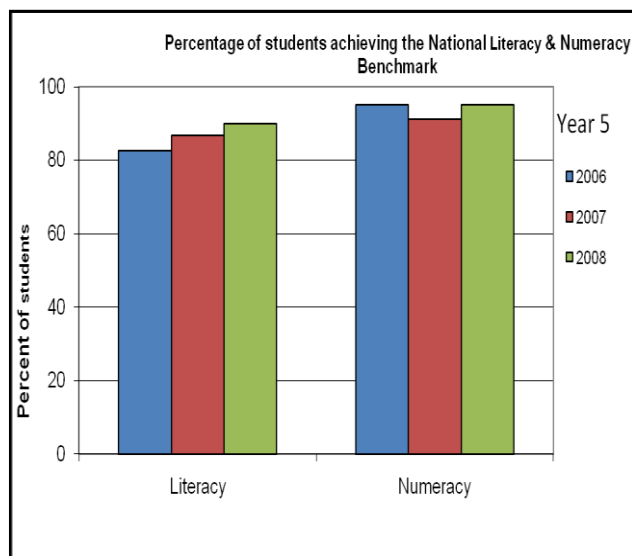
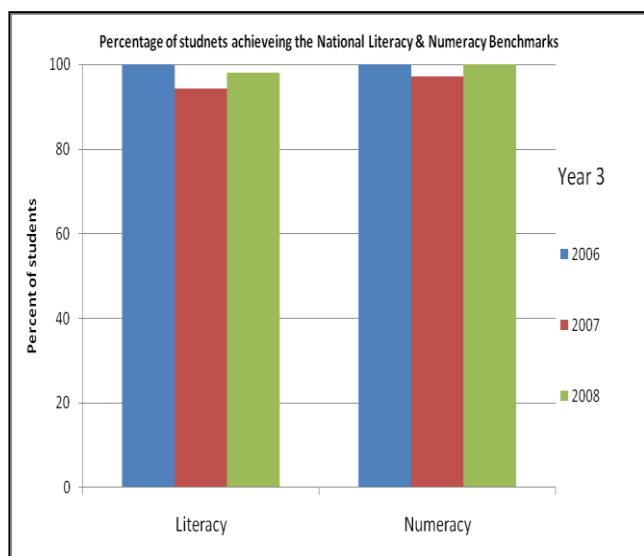
- B. Due to the introduction of NAPLAN in 2008, the Single Point National Minimum Benchmarks were replaced with the concept of a National Minimum Standard, defined by a particular band at each year level. For example,
 - For year 3, the National Minimum Standard is band 2
 - For year 5, the National Minimum Standard is band 4
 - For year 7, the National Minimum Standard is band 5
 - For year 9, the National Minimum Standard is band 6

Students who are performing **above** these bands are identified as "performing **at or above** the National Minimum Standards.

At DUCV, student achievement in Literacy and Numeracy in 2008 and 2009 was measured through the National Assessment Program for Literacy and Numeracy (NAPLAN) at Years 3, 5, 7 & 9 levels.

In 2006 and 2007, the same was measured through the Achievement Improvement Monitor (AIM) testing program.

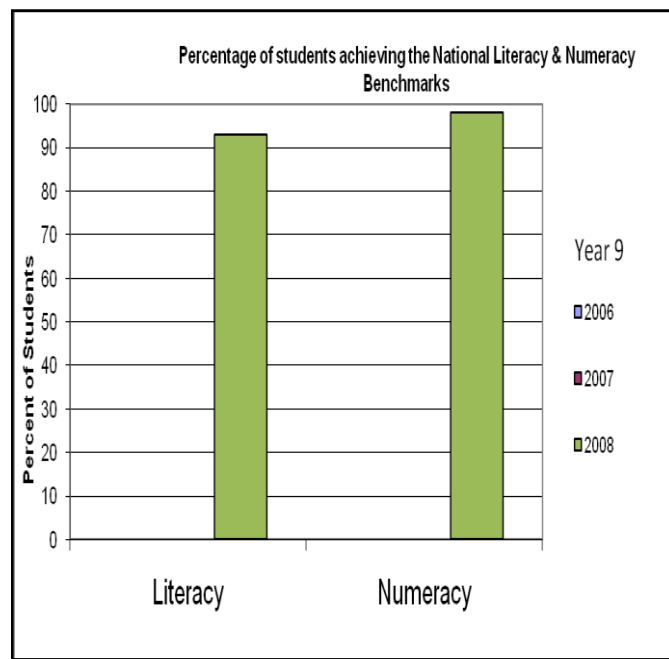
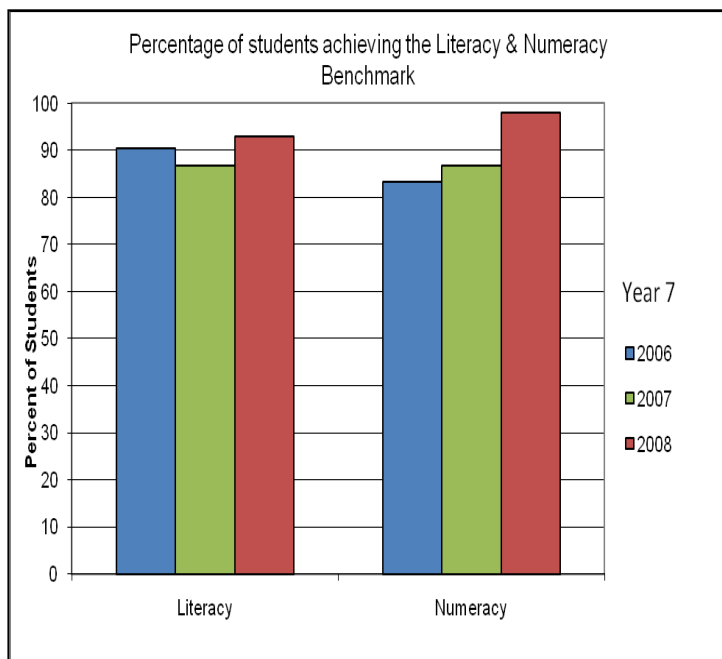
The following graphs show the percentage of student achievement AT or ABOVE the expected levels in 2006, 2007 and 2008.



In 2006, ALL grade 3 students performed AT or ABOVE the expected level (the National Literacy and Numeracy Benchmarks). In that year all special education students were exempted from the AIM testing program where as from 2007 onwards, the school decided to include all special education students in the testing program in order to evaluate their performances against the nation standards. Therefore in 2007, with the special education students in the cohort, we have a 6% decrement in literacy & 3% decrement in Numeracy in year 3. Although there has been significant improvement in student achievement in Numeracy with 100% of the students performing AT or ABOVE the National Benchmarks in 2008, the trend remains similar in 2007 with a 0.5% decrement in literacy.

Although the year 5 results are not very high compared to year 3, we have seen steady improvement in literacy and numeracy levels in year 5 over the past three years and this trend is quite healthy and encouraging. The improvement is due to the implementation of the specialist programs such as Corrective Reading, Decoding and Comprehension and Elementary Maths Mastery. Students receive instruction in both settings, class level as well as withdrawal sessions with a specialist teacher.

The following graphs show the percentage of student achievement **AT** or **ABOVE** the expected levels in 2006, 2007 and 2008 for years 7 and 9.



In year 7, 2006, 90% of the students performed AT or ABOVE the expected level. In that year all special education students were exempted from the AIM testing program where as from 2007 onwards, the school decided to include all special education students in the testing program in order to evaluate their performances against the nation standards. Therefore in 2007, with the special education students in the cohort, we have a 3% decrement in literacy, however a 4% increment in Numeracy.

There has been a great improvement in the literacy and numeracy levels in year 7, in 2008. The trend is showing a steady incline in the levels of student achievement over the past three years. This result is continuing in year 9, in both literacy and numeracy.

VCE/VET median study score:

VCE, at DUCV was established in 2008 and the first group of our VCE students is expected to graduate in 2010, therefore, we do not have a VCE median study score. As VCE is in its initial stages of establishment and the number of students is very few so we are offering a limited number of subjects. Before the commencement of VCE studies, students would have generally left DUCV at Year 8 level and this would leave us with very small numbers in Years 9 and 10. Such will not be the case any longer due to the commencement of VCE studies at DUCV.

We are also encouraging students to consider doing some of the subjects of their choice through Distance Education and we currently do have a few students taking this option.

We are hoping that with the provision of VCE and continuous improvement of facilities at school, our retention rate would increase in the foreseeable future.

Reporting on PSD students:

The aim of the PSD in our school is to provide extra assistance, adapted programmes or learning environments, special equipment or materials to support students in accessing the curriculum in a range of settings.

Our internally and externally marked assessment data such as the PAT Reading, PAT Maths, NAPLAN, the DIBELS (Dynamic Indicators of Basic Early Literacy Skills), Mastery Tests, Fluency Checklist and teacher anecdotes indicate a fair improvement of these students and we are hoping for better results as staff expertise increase, especially with our Corrective Reading and Comprehension programs (CARS and STARS).

Students have also developed higher self-confidence and are willingly participating in class work, the extra-curricular activities and state/national and international competitions.



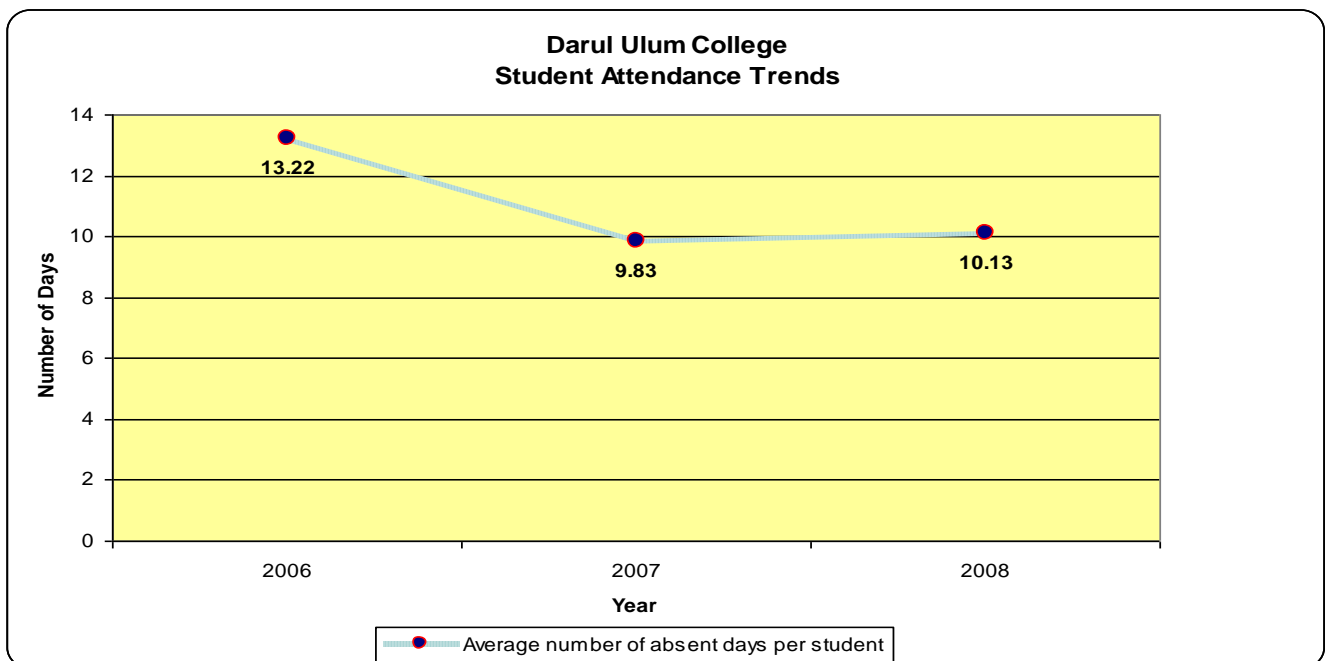
Student Engagement and Wellbeing

Our ultimate aim for student wellbeing is to promote a healthy, supportive and secure environment for all students and to develop students 'resilience. Student Welfare at DUCV is regarded as a shared responsibility between school, home and the community. Parents/teacher interviews, information nights, parent forums and other numerous modes of communications between home and school provide a great platform for ensuring and improving schooling for the students.

Again, as part of our Strategic and Continuous Improvement plan, student engagement has been the focus of our curriculum design and implementation. Great emphasis has been placed upon student engagement and participation through the introduction of programs and projects that are appealing to boys and girls. Student engagement has been the pinnacle of our staff Professional Learning through whole school specialist consultancy programs, external and in-house PD sessions.

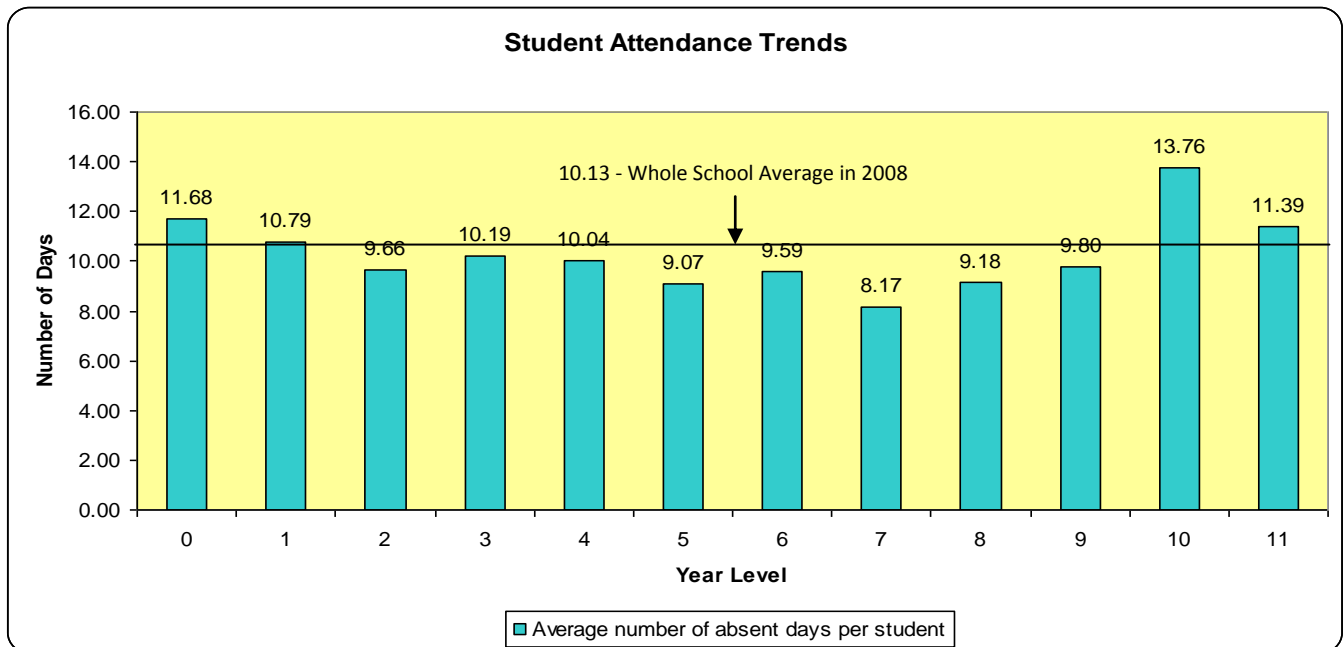
We also have in place a buddy system where older students work with younger students in a supportive and guided manner. Success 4 Boys project, not only provides the teachers with a great insight into the teaching and learning of young boys, it also provides the parents with skills and strategies to assist and understand their children, sons in particular. Under the Success 4 Boys Project, we have planned to extend the forum provided to fathers, to the mothers as well and hopefully give them direction and some guidance on how to deal with difficult situations in regards to their children.

Average number of absent days per student:



The above graph indicates that in 2006, the rate of absences showed an average of 13.22 (which means that on average each student was absent from the school for 13.22 days in the whole year) that was fairly high, but in 2007, there was a remarkable improvement in the average and it came down to 9.83.

In 2008 this average remained steady, except that there was a meagre increase in the average and it changed to 10.13. This increase was mainly due to the increase of absences in the lower primary grades, as shown by the graph below.



In the above graph, the year level 0 represents Prep class.

The lower primary grades PREP & 1 had a high number of absences recorded in 2008. This was caused by a record number of hot days where the temperatures rose above 40 degrees and several parents decided to keep their children at home.

The overall attendance of students at Darul Ulum College of Victoria is reasonably good and we had an attendance rate of 94.47% in 2008. We recognize the strong link between school attendance and learning outcomes and continue to encourage parents to reduce late arrivals and absences. Most of the absences were due to illness and truancy issues that are recorded and documented. The school reports student absence to parents in their child's school report.

Student engagement and connectedness to school rate very highly in the annual student response to school surveys, which support our high attendance rates. The introduction of daily periodic electronic roll marking system by the form teachers has increased the monitoring of student attendance. The Year level Co-ordinators and the Administration team spend considerable time and effort in consulting the student individually and their respective families in an attempt to address attendance issues. These consultations are also used to ascertain the content of the curriculum that a student misses and the level of work required during this time to ensure a smooth transition upon the student's return.

Students' school connectedness:

To address the needs and concerns of students in response to the PoLT Student Attitude Survey, we have put in place some support structures and continue to improve and refine them to address the needs of individual students. The internal and external support structures are as follows:

- Trauma Management Plan
- Protocol for Mandatory Reporting
- Student Support Groups for children in need
- Bullying Survey of students and school environment.
- Parent Forums
- Mentors – providing support for students
- Social Worker to provide services such as counselling, social skills and anger management programs.
- Motivational Talks
- Effective Study Skills
- Careers Education
- Transition Programs
- Improvement of the grounds sporting facilities
- Canteen improvement
- Change of School Uniform



Financial Performance and Position

Financial Performance- Operating Statement Summary for the year ending 31st December, 2008	
Revenue	2008 Actual
DE&T Grants	\$0.00
Commonwealth Government Grants	\$4,882,591.00
State Government Grants	\$1,864,089.09
Other	\$351,698.03
Locally Raised Funds	\$819,250.18
Total Operating Revenue	\$7,917,628.30
Expenditure	
Salaries and Allowances	\$4,849,942.26
Bank Charges	\$3,607.47
Consumables	\$140,311.68
Books and Publications	\$30,031.59
Communication Costs	\$22,582.02
Furniture and Equipment	\$0.00
Utilities	\$74,240.11
Property Services	\$327,572.37
Travel and Subsistence	\$27,860.08
Motor Vehicle Expenses	\$4,032.42
Administration	\$45,094.71
Health and Personal Development	\$1,800.49
Professional Development	\$25,865.12
Trading and Fundraising	\$1,394.98
Support/Service	\$126,673.99
Miscellaneous	\$49,997.73
Total Operating Expenditure	\$5,731,007.02
Net Operating Surplus/-Deficit	\$2,186,621.28
Capital Expenditure	
Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package	

Financial Position as at 31st December, 2008	
Funds Available	2008 Actual
High Yield Investment Account	\$0.00
Official Account	\$0.00
Mosque Account	\$22,455.56
ANZ General Account	\$529,367.63
Debtors - Tuition Fees	\$0.00
Total Funds Available	\$551,823.19
Financial Commitments	2008 Actual
School Operating Reserve	
Co-operative Bank Account	
Assets or Equipment Replacement < 12 months	\$105,000.00
Revenue Receipted in Advance	\$298,632.50
Building/Grounds including SMS < 12 months	\$2,622,349.00
Region /Clusters Funds/School Based Programs < 12 months	
Provision Accounts < 12 months	
Repayable to DEECD	
Other Recurrent Expenditure (Accounts Payable)	\$273,601.82
Assets or Equipment Replacement > 12 months	\$250,000.00
Building/Grounds including SMS > 12 months	\$1,795,041.00
Region /Clusters Funds/School Based Programs > 12 months	
Provision Accounts > 12 months	\$143,729.54
Co-operative loan > 12 months	
Loans > 12 months	\$899,064.66
Beneficiary/Memorial Accounts	
Total Financial Commitments	\$6,387,418.52

School Contact Information

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