

2015

Annual report to the school community



Darul Ulum College of
Victoria
1996

Vision

Darul Ulum College envisions and works towards achieving success in an Islamic environment by drawing its strength and guidance from the Holy Quran and teachings of the Prophet Mohammad (may the peace and blessings of Allah be bestowed upon him).

Mission statements

Darul Ulum College of Victoria is an Islamic independent school which is committed to:

1. Fostering the development and growth of quality education in an Islamic environment whilst ensuring that the school's Islamic ambience takes precedence over all other considerations.
2. Becoming an outstanding Australian school which provides an Islamic environment wherein students are educated to a very high standard both academically and spiritually.
3. Striving to become a faithful and a 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.
4. Developing in each student a positive identity as a Muslim, who is committed to his/her country's elected government and who is prepared to succeed in this world and the hereafter.
5. Integrating academic and personal skills with principles based on Quran, Sunnah and Australian values in order to make positive contributions to the wider community.
6. Successfully moving our students forward into higher education and vocational endeavours so they can ultimately take their place as an integral part of the diverse multicultural society in Australia, as confident, law abiding and contributing Muslims.
7. Providing a happy, inclusive, nurturing, caring and safe environment for students and staff.
8. Encouraging individuals to develop a broad range of competencies by offering programs across a wide spectrum of personal abilities and interests which are based on intellectual, social, emotional, physical and spiritual development.
9. Emphasising on participation and achievement of 'personal best' to increase self-esteem and personal wellbeing.
10. Facilitating for students avenues to experience a diversity of activities and challenges outside the central academic program.
11. Building strong supportive partnerships between home, school and the community.
12. Creating and enhancing a culture of continuous improvement.

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A Message from the Principal

Respected parents and school community members,

On behalf of Darul Ulum College of Victoria, I offer greetings to the wider school community and present this Annual Report to you. 2015 has indeed been an exciting year, witnessing many advances in aspects such as academics, infrastructure, teacher performance and development as well as community partnerships and involvements. My appointment as the new principal of Darul Ulum College set a new direction in my career with challenges I never anticipated before.

2015 was again another exciting year with many initiatives and developments. SchoolBox, a new learning management software was planned to be introduced. This new program provides a common educational platform, where all stakeholders collaborate, communicate and work in a transparent online environment.

With regards to academics, the College is very pleased with its NAPLAN results. Over the past years, students have consistently performed above the national literacy and numeracy average, with comparative analysis showing that the College ranks very highly amongst other like schools. Such strong performance reflects the College's concerted efforts on enhancing students' literacy and numeracy skills amongst other areas of the Australian Curriculum.

While high performing students are rewarded with initiatives such as the High Achievers Dinner (which is a bi-annual dinner night), weaker students are being assisted through a myriad of approaches including in-class intervention strategies and extra classes (both after-school and on the weekends). Once these approaches have been implemented for a term, their efficacy is reviewed and then strategies for the following term are planned accordingly. Professional Learning Teams (PLT) have been the key driving force on monitoring student performance through data analysis. Students' development is monitored and supported by a systematic approach at three levels: level 1 being the teacher level, where strategies employed are targeted by the teacher. At level 2, however, Student Service Department support is sought and specialised interventions are implemented through individual learning plans. At level 3, support is provided under Special Education Program. This is a holistic approach called Pyramid Response to Intervention (PRTI).

The College places great importance on its teaching staff and thus, 2015 once again focused on teacher performance and development. Initiatives such as the Educator Impact system as well as teacher performance reviews were introduced. Educator Impact is an evidence-based 360-degree feedback tool that provides teachers with individualised professional development plans to help improve teaching practice and enhance student outcomes. Most importantly the teachers not only receive feedback from their seniors and colleagues, but also from their students. Seeing one's own performance through the eyes of the student is a very powerful reflection. Students know exactly what aspects of teacher practice affect their learning. Hence student feedback is an essential part of teacher performance and development

practice at the College. Teachers have also been focusing on compiling evidences to demonstrate their compliance with the Australian Profession Standards for Teachers (AITSL) through portfolio work.

The College's infrastructural developments include the approval of Stage 12 and 13 building and construction program. The College applied for government funding for both stages. Stage 12 was approved by the State Government with 50% subsidy. These two projects amount to 3.2 million in total with stage 12 being approximately 1.5 million and stage 13 2.2 million. We expect the first project to begin at the end of term 1, 2017.

2015 has been yet another successful year for the College. We take pride in our achievements in the avenues of: academics, teacher performance and development, community partnerships and infrastructure. It has been very heartening to see the school community working closely together to achieve new milestones. We greet the upcoming year with an increased sense of confidence and excitement in continuing to provide high quality academic and spiritual education.

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.

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.

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.

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 improve 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 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 on and encourage higher order thinking.

This report provides an overview of our performance for the year ending December 2015.



Organisational Goals Achieved in 2015

Provision of outstanding teaching facilities and a vigorous school infrastructure

- ✓ Improved sports programs
- ✓ Increased teacher resources
- ✓ An upgrade of the school's IT facilities for both staff and students
- ✓ Installation of projectors in all classrooms
- ✓ The comprehensive and effective use of the school's new Multi-Purpose Hall (MPH) for school-wide ceremonies and examinations
- ✓ An upgrade of the school's security surveillance systems
- ✓ The introduction of a team of security personnel for school protection

Building extensive partnerships with the wider community

- ✓ Increased parent information evenings
- ✓ Increased parent-teacher meetings and conferences
- ✓ An increased number of student leaders through Student Representative Council (SRC) initiative
- ✓ Eid festival celebrations
- ✓ Extra Quran Classes for students in the wider Muslim community
- ✓ Islamic Studies classes for adults
- ✓ Annual Quran & Islamic quiz competitions
- ✓ Participation of our school in inter-school sports tournaments
- ✓ Active after school sports program
- ✓ 'You Can Do It' initiative underway in all classes
- ✓ Newsletter for students and parents
- ✓ Additional information on our web-page for parents and students

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

- ✓ Establishment of Professional Learning Communities (PLCs) at school
- ✓ Promotion of student focused meetings
- ✓ Individualised Learning Plans (ILPs) for students
- ✓ Scheduled professional development sessions for teachers at school to evidence compliance with the Australian Professional Standards for Teachers
- ✓ Support services for teachers, casual relief staff and students
- ✓ Pyramid Response to Intervention program
- ✓ Targeted meetings to discuss class and students' progress
- ✓ Consultancy services intensified
- ✓ Teachers are given designated time to work on collating evidences to meet the AITSL requirements

- ✓ Training on how to formulate SMART Goals and the ways of providing evidences to meet the set goals

Commitment to Learning

- ✓ Special tuition for students below the 60% benchmark
- ✓ VCE tuition on weekends and holidays
- ✓ Professional learning teams
- ✓ Career counselling for students
- ✓ Establishment of Student Well-being Coordinator and team
- ✓ More excursions and incursions for students
- ✓ Corrective reading initiatives
- ✓ Literacy and numeracy support increased
- ✓ Introduction of Essential Reading as a subject in Years 7 – 10
- ✓ Teacher coaches/trainers to assist new teachers
- ✓ Differentiated instruction/curriculum efforts

Encouraging Creativity

- ✓ Information Technology classes as part of all subject initiatives for students
- ✓ Effective use of available curriculum-based teaching resources
- ✓ Additional positions created for teachers' input in various facets of school improvement



Common Goals for 2016

After having reviewed and assessed the achievements that were witnessed by the College since its establishment in 1996, considerable amount of time and thought have been employed by the College's key school bodies in the preparation of long-term and short-term strategic plans.

The 2016 Common Goals were an outcome of the short-term plans, whereby these goals were driven by the vision of further enhancing our young generation's capacities and equipping them with life skills. This is only achievable when contemporary curriculum is delivered by sound and well-informed pedagogy and by creating learning experiences beyond the classroom environment.

Furthermore, the 2016 Common Goals were identified with the point of view that all students can succeed. Based on the research that suggests a strong correlation between a teacher's belief about students' chances of success and the influence that this belief has on the teacher's performance and interaction with students, professional learning teams have been established as a forum for teachers to explore and identify strategies to facilitate success for all.

Whilst the College focus in past years was to cater for the individual learning needs of 'lower' performing students, 2015 has been a year where equal attention has been given to catering for the needs of gifted students also; hence, the establishment of accelerated learning programs and the like.

A summary of the 2016 Common Goals include the following:

1. Academic improvement: All students are to show academic growth for all subjects.

- Those achieving less than 60% to show minimum of 20 % growth.
- Those achieving above 60% to show minimum of 5% to 10% growth.
- Authentication process: All CATs (Common Assessment Tasks) & exams are to be statistically moderated using the Markbook data by the Assessment Coordinator for each term and sent to coordinators to be used for growth measure.
- Support students by running Weekend Study Halls (WSHs) for the duration of 6 weeks and evaluate the effectiveness of such programs in improving student performance.
- Review CATs for updates recommended by teachers and assessment coordinator.

2. Apply effective differentiation to cater for individual needs.

- Ongoing analysis and evaluation of student understanding of content, identify and implement suitable interventions by modifying teaching practice.
- Incorporate a variety of teaching strategies to cater for student learning needs.

3. Monitor students' commitment for 100% work completion.

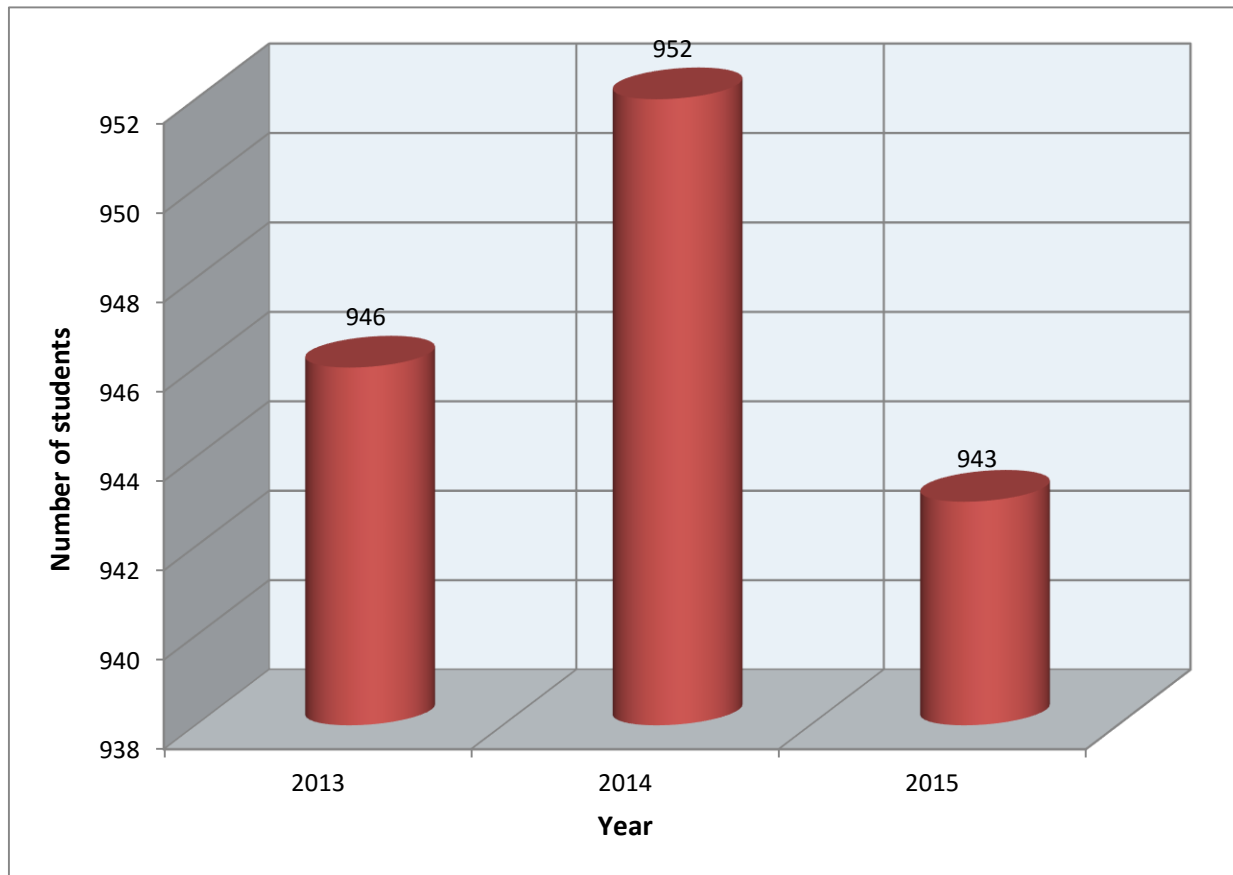
- Student Work Monitor.
- Weekend Study Halls / Afternoon Tutorials.
- Send parents a Course Overview per term to involve parents in the learning process of their children.

4. Celebrate above 80% achievement and acknowledge all stakeholders.

- High Achievers Club
- Accelerated programs
- National competitions
- Gifts & awards
- Scholarships
- Principal's Reading and Writing Challenge
- Conducting 'Subject Week' activities
- Acknowledging student achievement through newsletters

5. To promote the culture of professional learning communities among staff with focus on collegial work and professional learning along with the celebration of accomplishments through presentations at the end of the year.**6. Identify, initiate and build on opportunities that engage parents/carers in the progress of their children's learning.****7. Developing a Student Services Department to address all matters related to student well-being.**

Student Enrolments



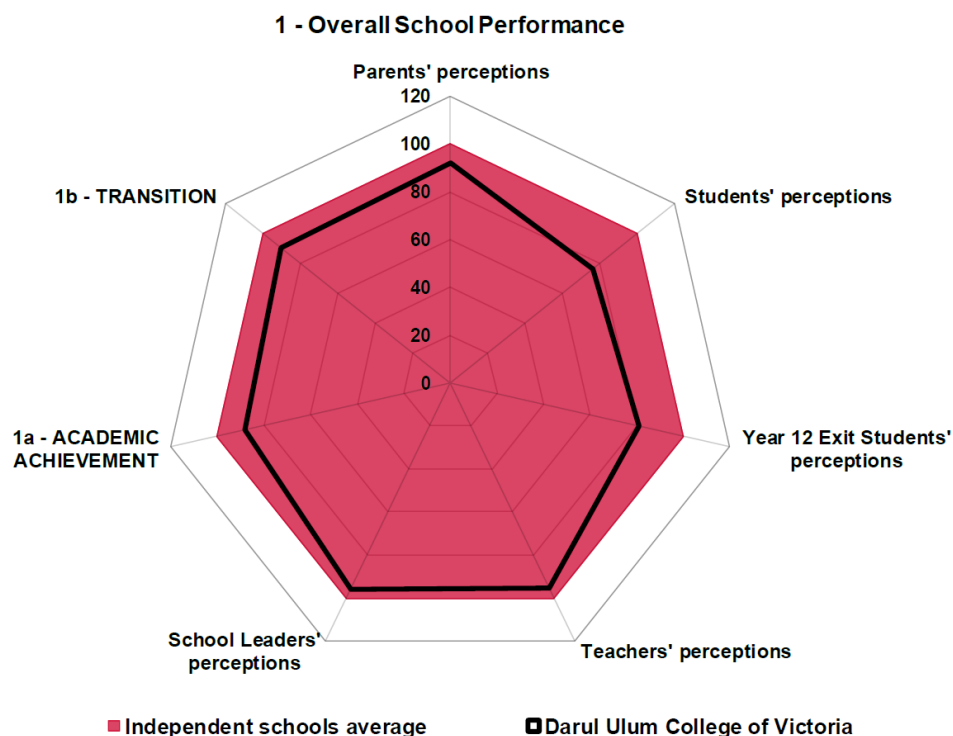
Wider School Community Feedback

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.

The LEAD survey measures performance against research-based indicators of effective schooling and brings together a range of objective and subjective data. Independent schools around Victoria take part in this survey with a total of 109 schools having participated in the full LEAD report.

The following radar chart depicts the College's overall performance for the year 2014. Subjective data is presented in lower case while objective data is presented in UPPER CASE. Subjective data are perceptions-based data, including: the student satisfaction survey, the parent satisfaction survey and the staff satisfaction survey. Objective data are 'hard' data drawn from various sources such as the Australian Government Department of Education and Training (Aus DET) Financial Questionnaire, the National Assessment Program - Literacy and Numeracy (NAPLAN) results, the Victorian Curriculum and Assessment Authority (VCAA) and the Victorian Tertiary Admissions Centre (VTAC).

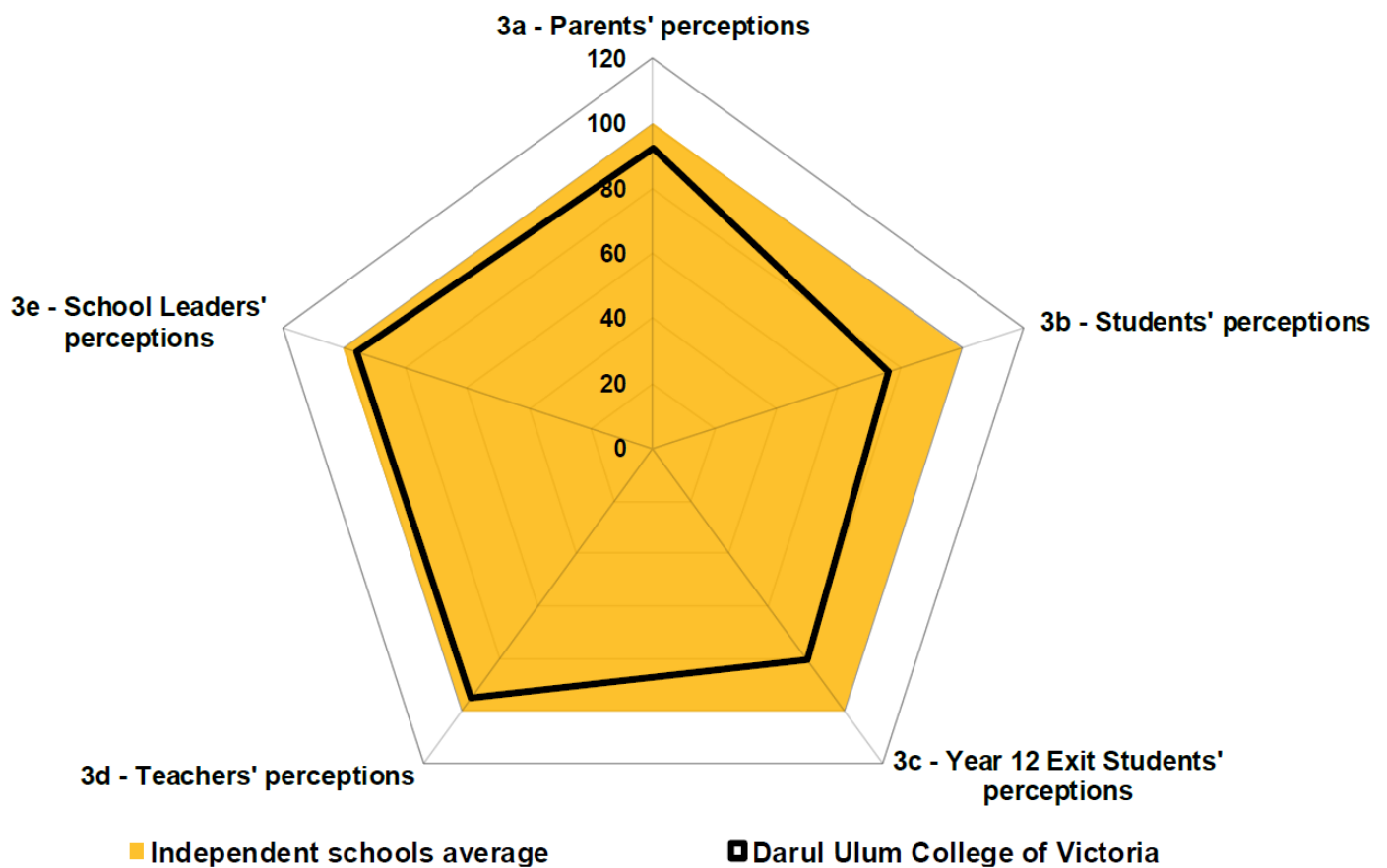
The 'Transition' indicator provided below is a score for post-school 'Transition' which is an objective measure drawn from the Real Retention Rate (the proportion of Year 10 students who were still enrolled in Year 12 at the end of last year) as well as the University Offer Rate for Year 12 students (according to the 2014 Victorian Department of Education and Training (Vic DET) On Track Destination Survey).



Overall stakeholder satisfaction is summarised in the following chart from the perspectives of the five groups of stakeholders: Parents, Students, Year 12 Exit Students, Teachers and School Leaders.

- Parents were asked two questions about their overall satisfaction, namely whether they are happy to recommend the school to other parents; and their overall satisfaction with their decision to send their children to this school.
- Students' satisfaction uses the mean of all 50 questions asked in the Student Satisfaction Survey which include students' perception of academic achievement, teacher quality, morale, goal alignment, facilities/resources, parent and community involvement, personal and social development as well as health and safety.
- Year 12 Exit students are asked if they were satisfied with their overall experience at the school.
- Teachers and School Leaders are asked if they are proud to work at the school and whether they are happy to recommend the school to people.

3 - Stakeholder Overall Satisfaction



Teacher Absence

The average number of days that a teacher was absent for in 2015 was 9.7 days.

Teacher Retention

The retention rate of teachers in 2015 was 88%.

Teacher participation in professional learning

The ongoing professional development of the staff at Darul Ulum College is actively promoted and encouraged through Subject Faculty Heads, School Coaches as well as the Senior Management Team. Each staff member is required to pass on the information received during the professional learning attended to their team members or to the Sub-School depending on the relevancy of the information.

All teaching and non-teaching staff participated in professional learning activities in 2015, provided both internally and externally. The school has a significant Professional Development budget to provide opportunities for staff to attend professional development programmes and for professional development on designated student-free days throughout the year. Each staff is allocated \$500 budget per annum.

Total expenditure on professional development was \$75 360 in 2015 for purchase of/participation in external courses/resources – including consultancy services.

A number of training programs were conducted by Independent Schools Victoria (ISV) consultants.

They provided support for:

- the Senior Management Team, working on the structure of how to conduct walkthroughs;
- Coaches during Evidence Based Observation sessions;
- the Senior Management Team on the strategic planning for school improvement; and
- auditing the English curriculum.

The school also received support by the speech pathologist and psychologist. They reviewed the implementation of the special education program and provided training for the integration aide and teacher aide team in order to acquaint them with working and supporting students with additional needs.

Due to curriculum updates to 2016 VCE subjects, all VCE teachers have attended the relevant study design update briefing or workshop sessions provided by VCAA.

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	28
Bachelor of Education	10
Master of Education	18

Student Progress and Achievements

We believe in the concept of life-long learning and the notion that both adults and students learn new concepts every day. We maintain through our vision that learning should be a rewarding and enjoyable experience for everyone.

Planning for learning - Planning involves:

- A balanced approach of learning strategies used within the learning spaces.
- Mutually respectful working relationships were the teacher's in-depth knowledge of the students learning styles; needs and individual characteristics are known, appreciated and accommodated. (Blooms Taxonomy and Multiple Intelligences (Howard Gardner)).
- Tracking the previous achievements of students to encourage further academic growth.
- Sound knowledge of the developmental cognitive stages of students.
- Protecting time to identify a student's prior knowledge and level of attainment.
- Consideration and the use of varied resources, multi-modal and multi-media.
- Consolidating, and working towards the Achievement Standards of the Australian Curriculum – Australian Curriculum Assessment and Reporting Authority (ACARA) (as per each academic level).

Learning Styles

- People learn in different ways. When an individual's learning style is identified, that has implications for the best ways in which to present and process information.
- Teaching is most effective when it matches the students' learning style preferences.
- For life-long learning, it is important that students come to understand what their learning preferences are and learn strategies for building self-regulation and self-advancement.
- Identifying learning styles can be of particular importance in catering for students with learning difficulties. Time and data are used to ensure that a student is known, valued and understood for their type and level of need at given point in time.
- Gender has an important bearing on learning styles: for example, boys are more likely to have a kinaesthetic preference.

- We remain committed to providing ongoing professional learning for teachers about gender as an educational issue.
- Cultural and environmental factors can influence an individual's learning preferences.
- A teacher's own learning style may influence how he/she teaches and this may not be readily compatible with some students' learning styles. (AITSL Standards of Teaching Continuum of Practice).

Student Achievement

The enhancement of the Literacy and Numeracy skills of all students has been the goal of our 2014 and 2015 departments. In addition to focused differentiated teacher groups and timely monitoring of progress, the College has included ongoing literacy and numeracy support programs in the curriculum.

- The Volunteer Reading Support Parents (VRSP) aims to provide additional reading experiences for students who require more exposure to texts.
- The Speech Therapy Assistant (STA) program aims to develop core literacy and numeracy skills for our identified at risk students.
- The Open Tutorial (OT) program is an ongoing practice aimed at supporting students who are struggling to achieve satisfactory results for Common Assessment Tasks (CATs).
- The Essential Reading (ER) program which is being implemented for Years 7- 9 students to enhance students' reading, comprehension and vocabulary skills. During weekly sessions, students are encouraged to read as many texts as they can. Students reading and comprehension is regularly measured by using standardised assessment (PROBE) and school based assessments to closely monitor their literacy growth.
- The Mathematics Intervention support programs for year 9 and 10 students are offered in order to improve and enhance numeracy skills. Year 7 and 8 students, who are struggling to achieve the benchmark set by the College, are offered tutorials/support classes after school in order to bring their academic performance in line with the rest of the students. Weekend Study Halls (WSHs) have been established to support students who are struggling to keep up.

The College's main target for all departments in 2015 was to create Common Assessment Tasks to evaluate student performance in order to improve student learning, assist in establishing future direction, and help to identify areas of exemplary performance, as well as those in need of support. In order to acknowledge exemplary performance by students, the 'High Achievers Club' initiative has been launched this year and the College intends to continue to acknowledge students on a semestral basis. Student's progress is regularly monitored to ensure growth in all key learning areas.

Student Well-being and Engagement

'You Can Do It' program is running at the College. Students are given scheduled times to complete activities aiming at developing traits such as persistence and resilience. In order to cater for the well-being and productivity of students, the College continues to offer Personal Development and Careers as an

ongoing subject for Year 9 and 10 students. During Personal Development, students are explicitly taught about topics such as self-awareness, self-understanding and self-motivating skills whilst Careers sessions focus on their strengths and weaknesses and by assisting them in making decisions about their futures. A development that has taken place this year has been the employment of a welfare officer who provides support for students who are going through personal struggles. In order to improve the productivity of students, the College introduced extra-curricular activities such as after-school sports to encourage a healthy lifestyle in students. Students are also encouraged to take part in school-centred competitions to strengthen their capabilities in their chosen domains.

Through the Evidence Based Observation (EBO) program and walkthroughs implemented school-wide, student engagement is closely monitored in lessons and ongoing relevant feedback is provided to the teachers. Through this feedback, teachers work with coaches appointed by the College to create differentiated and discursive teaching strategies to improve student learning as well as engagement strategies. Teachers are also given opportunities to work closely in teams to set SMART goals as part of the College's teacher performance and development policy, which requires teachers to compile an AITSL portfolio evidencing their professional development.

School's Commitment

At Darul Ulum College, we are committed to ensure that student learning becomes the first priority in our curriculum discussions. The College has adopted Professional Learning Communities and restructured the professional learning program for teachers. The College has been working on a strategic plan for using differentiated curriculum and instructional time in class to prevent students falling below the benchmark.

The student data obtained from standard assessments such as NAPLAN, PAT and Common Assessment Tasks (CATs) are analysed and discussed in detail with all teachers, in order to improve teaching and learning at the College. The Intervention and Support classes conducted weekly are found to be very beneficial for the students.

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
2013	Literacy	100%	99%	97%	94%
	Numeracy	98%	97%	100%	96%
2014	Literacy	100%	98%	99%	94%
	Numeracy	100%	95%	100%	100%
2015	Literacy	98%	100%	99%	94%
	Numeracy	99%	100%	100%	100%

Percentage point change:

Reporting Year		Year 3	Year 5	Year 7	Year 9
2012 to 2013	Literacy	0%	+1%	-1%	-4%
	Numeracy	-2%	-3%	0%	-6%
2013 to 2014	Literacy	0%	-1%	+2%	0%
	Numeracy	+2%	-2%	0%	+4%
2014 to 2015	Literacy	-2%	+2%	0%	0%
	Numeracy	-1%	+5%	0%	0%

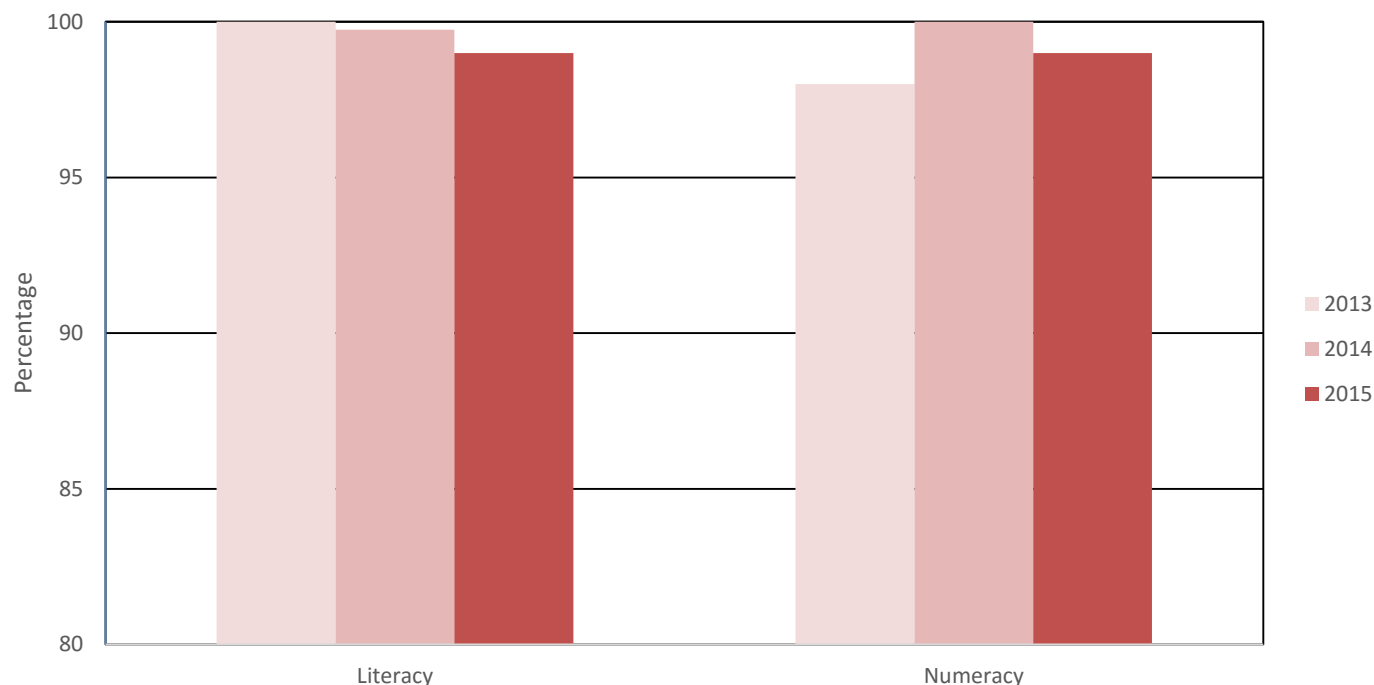
The following tables depict the percentage of Darul Uloom College students who achieved at or above the National minimum standards for the literacy divisions and numeracy over the last three years:

% At or above National Minimum Standard						
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

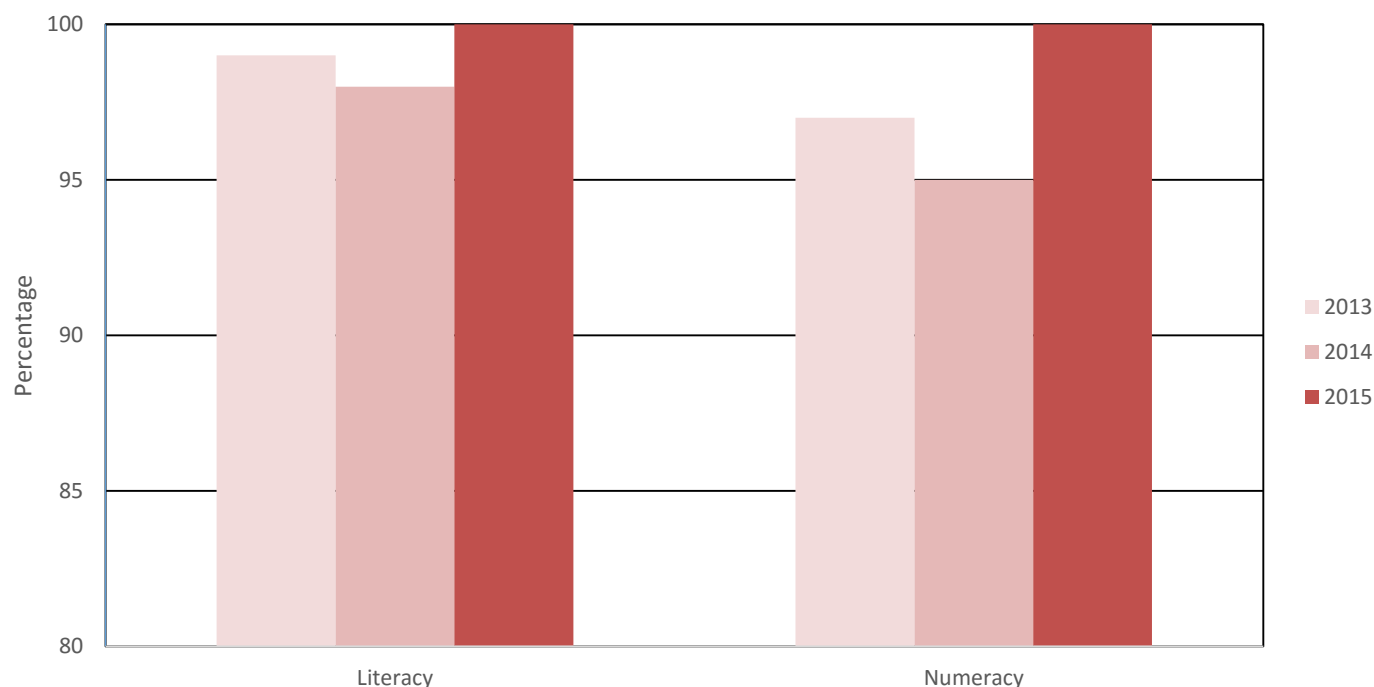
% At or above National Minimum Standard						
2014	Literacy					Numeracy
	Reading	Writing	Spelling	Grammar and punctuation	Literacy average	
Grade 3	100	99	100	100	100	100
Grade 5	98	100	99	95	98	95
Grade 7	100	96	100	99	99	100
Grade 9	97	83	100	97	94	100

% At or above National Minimum Standard						
2013	Literacy					Numeracy
	Reading	Writing	Spelling	Grammar and punctuation	Literacy average	
Grade 3	99	100	100	100	100	98
Grade 5	100	99	98	99	99	97
Grade 7	98	94	100	97	97	100
Grade 9	97	90	100	87	94	96

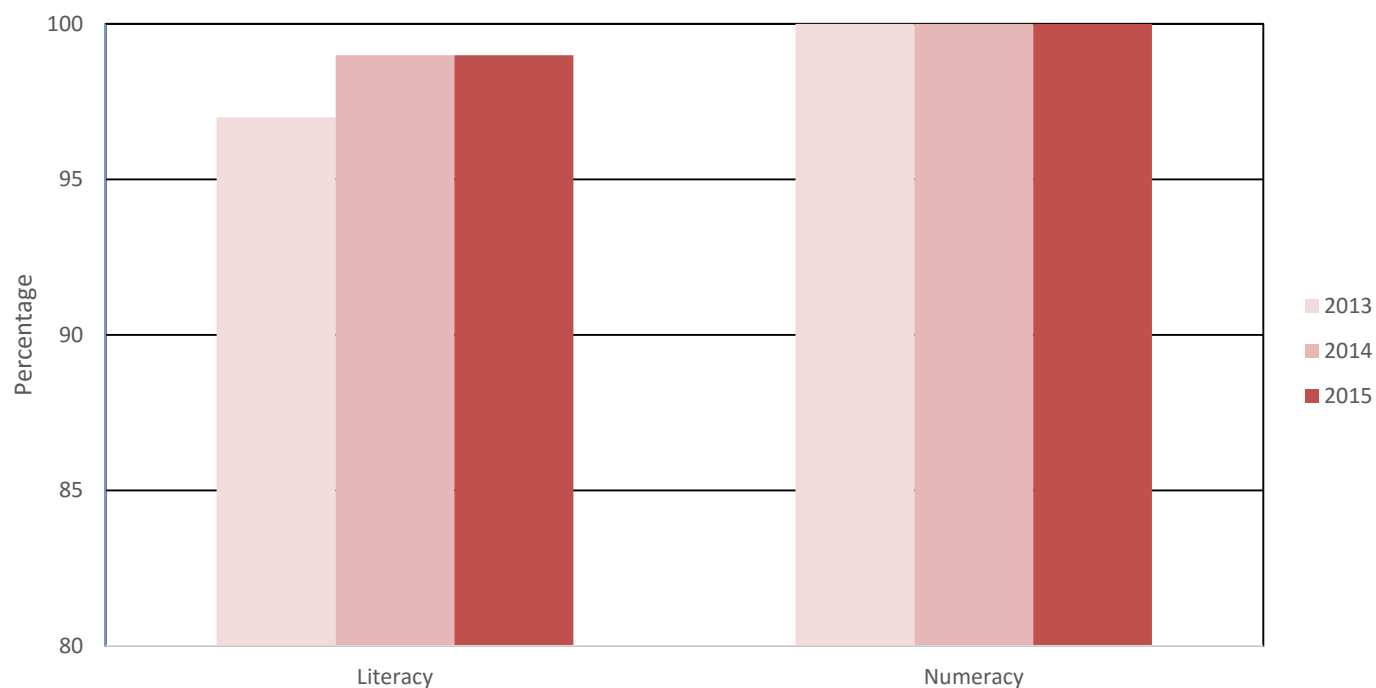
Year 3: Percentage achieving at or above National Benchmarks



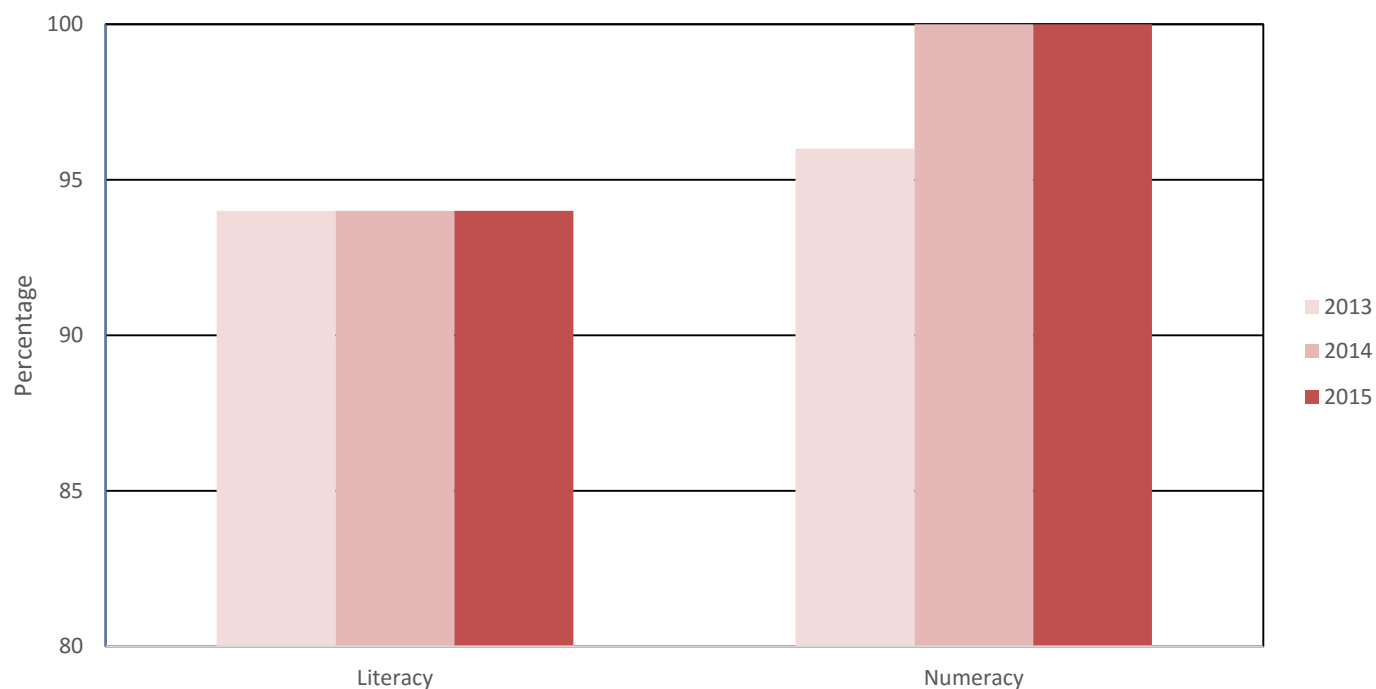
Year 5: Percentage achieving at or above National Benchmarks



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.

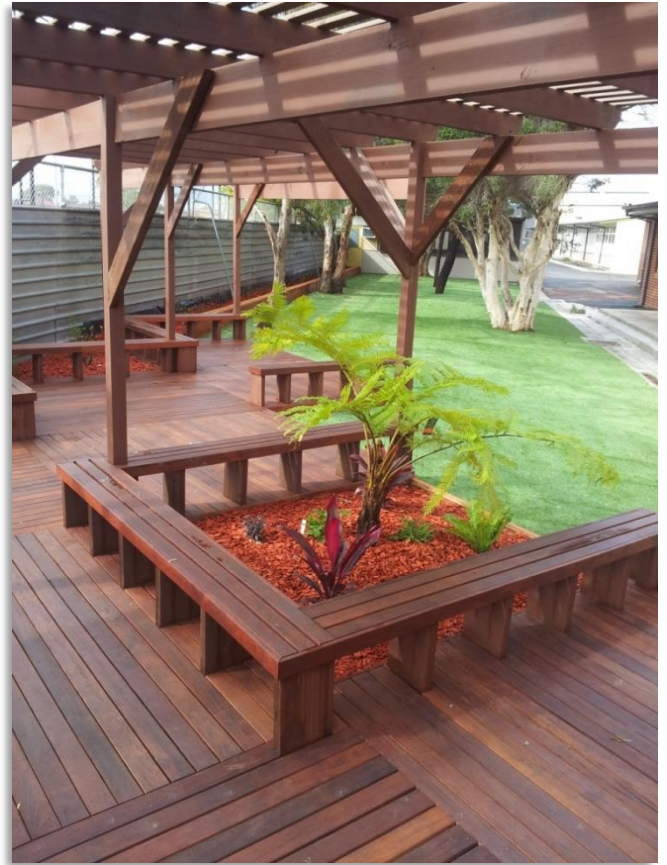
Moreover, a Year 12 Head Start Program also took place in 2015 in an attempt to provide students with ample opportunities to cover the rather crowded content in due time and then to spend approximately six weeks towards the end of the course doing practice exams, revision and timely application of skills. 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 many senior students to become executive members of the Student Representative Council and its Head.

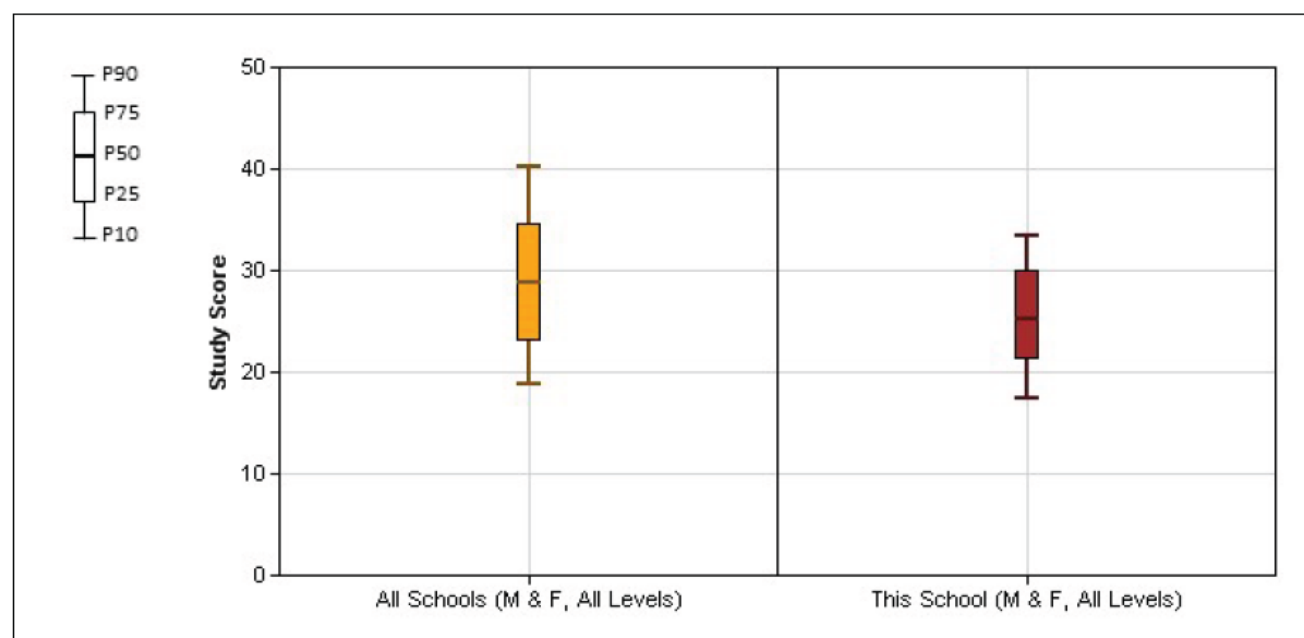
To extend students' experiences beyond the classroom, university representatives were also invited at different intervals to debrief students on career related topics and on university life.

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 2015:



Year 11 Subject	Year 12 Subjects
1. Arabic 2. Biology 3. Business Management 4. Chemistry 5. English 6. General Maths 7. Maths Methods (CAS) 8. Physics 9. Psychology 10. Texts & Traditions	1. Arabic 2. Biology 3. Business Management 4. Chemistry 5. English 6. Food and Technology 7. Further Mathematics 8. Health and Human Development 9. Maths Methods CAS 10. Physics 11. Psychology 12. Specialist Mathematics 13. Texts & Traditions

Report 1**All VCE Studies (ATAR Subject Score)****2015 DARUL ULUM COLLEGE OF VICTORIA Home School Data**

All VCE Studies (ATAR Subject Score)
2015 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)	258467	107	2.9	18.7	23.2	28.8	34.5	40.3	55.0
This School (All Gender, All Levels)	170	15	7.5	17.3	21.5	25.3	30.1	33.4	45.0

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 2014 Darul Ulum has commenced the Speech Therapy Assistant (STA) program to deliver targeted and intensive therapy to students that are identified as having speech and language difficulties. Six aides have been trained to deliver this program. The program focuses on year levels from foundation to grade six. The program is monitored by well experienced speech pathologists. The main goal of the program is to deliver focused therapy to students who have language and speech difficulties and thereby enhance their abilities to access the curriculum.

Speech pathologists also continue to work with secondary students who have been diagnosed with a severe language disorder. These students receive individual therapy on a weekly basis. Therapy aims to focus on the areas of learning difficulty and devise strategies to overcome those difficulties and enhance the education of the students.

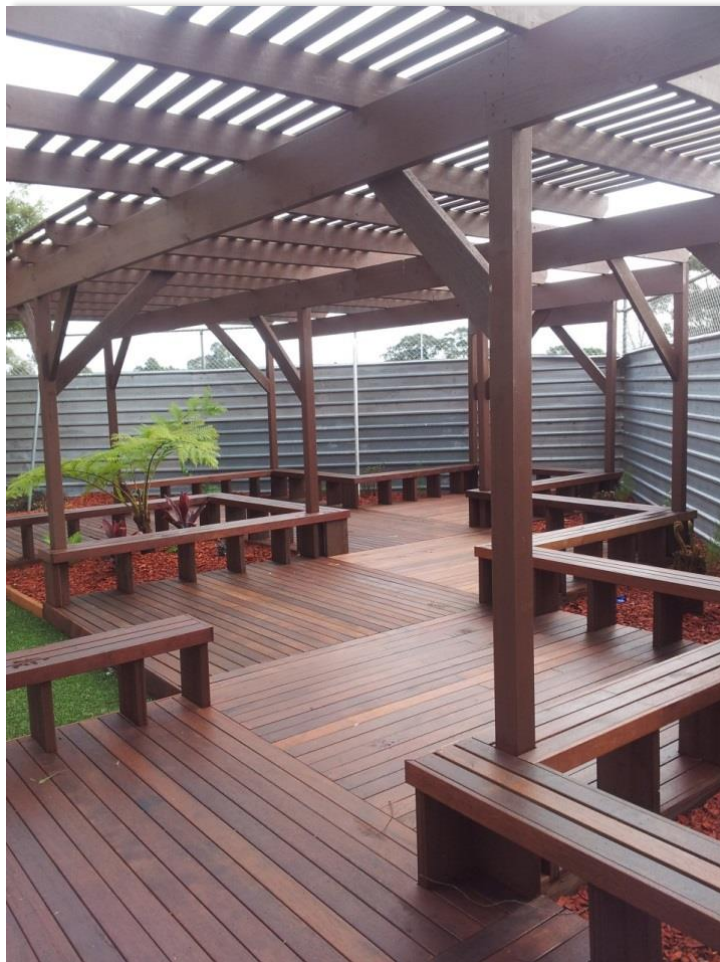
Positive teacher feedback and improved assessment results are indicative of the effectiveness of the programs.

We are in the process of collecting data to be included in the Nationally Consistent Collection of Data School Students with Disability (NCCD). 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

Our school is committed to providing a safe, secure and stimulating learning environment so that all students can reach their full educational potential. We are trying to do our best to ensure that students at DUCV are happy, healthy and safe through our efforts at building a positive school culture to engage and support them in their learning and overall development.

The following initiatives have been undertaken for the period under review: -

1. Mentoring initiatives for students
2. Student retreats and camps
3. Leadership camps and workshops
4. Anti-bullying campaigns and programs
5. Cyber safety initiatives
6. Student voice through the Student Representative Council (SRC)
7. Discipline Policy based on restorative practices
8. Encouraging school attendance and following up on absenteeism
9. Discipline Awards system
10. Academic Achievement Awards for semesters 1 and 2
11. Student mentoring through SRC
12. Surveys and evaluations on bullying, discipline, learning and interests of students
13. Counselling and guidance services for students
14. 'You Can Do It' program across all classes
15. Classroom orderliness competition
16. Clean Up Australia Day activities
17. Elimination of racism – Harmony Day activities
18. Eid festivals
19. Interschool sports
20. Healthy eating breakfast

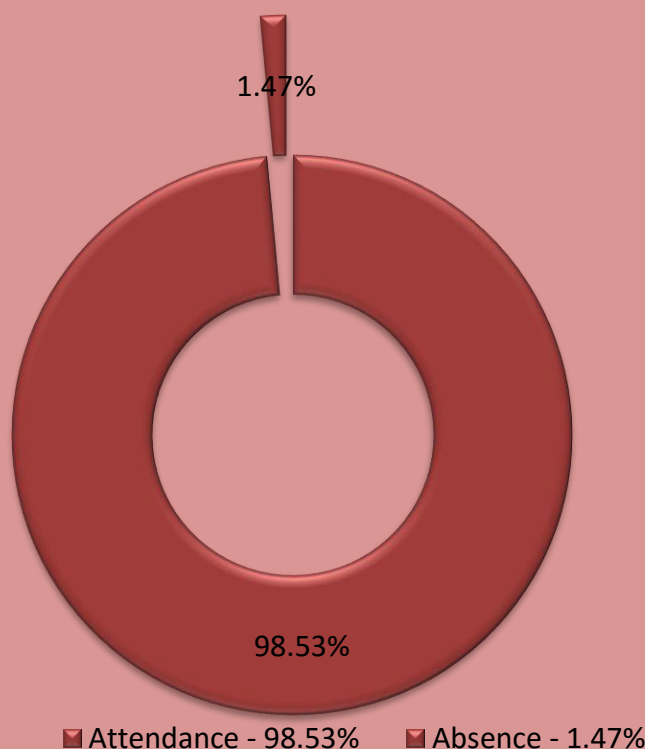
Student well-being and student learning outcomes are inextricably linked, and DUCV is striving to promote an understanding of this link in both the school environment and in the classroom. It is fundamental to acknowledge that each teacher is a vital source of support and a determinant in the success of their students. That is why, we at DUCV are investing a lot in teachers and students so that we achieve the goals we have set for our school as reflected in our vision and mission statements.



Student Attendance

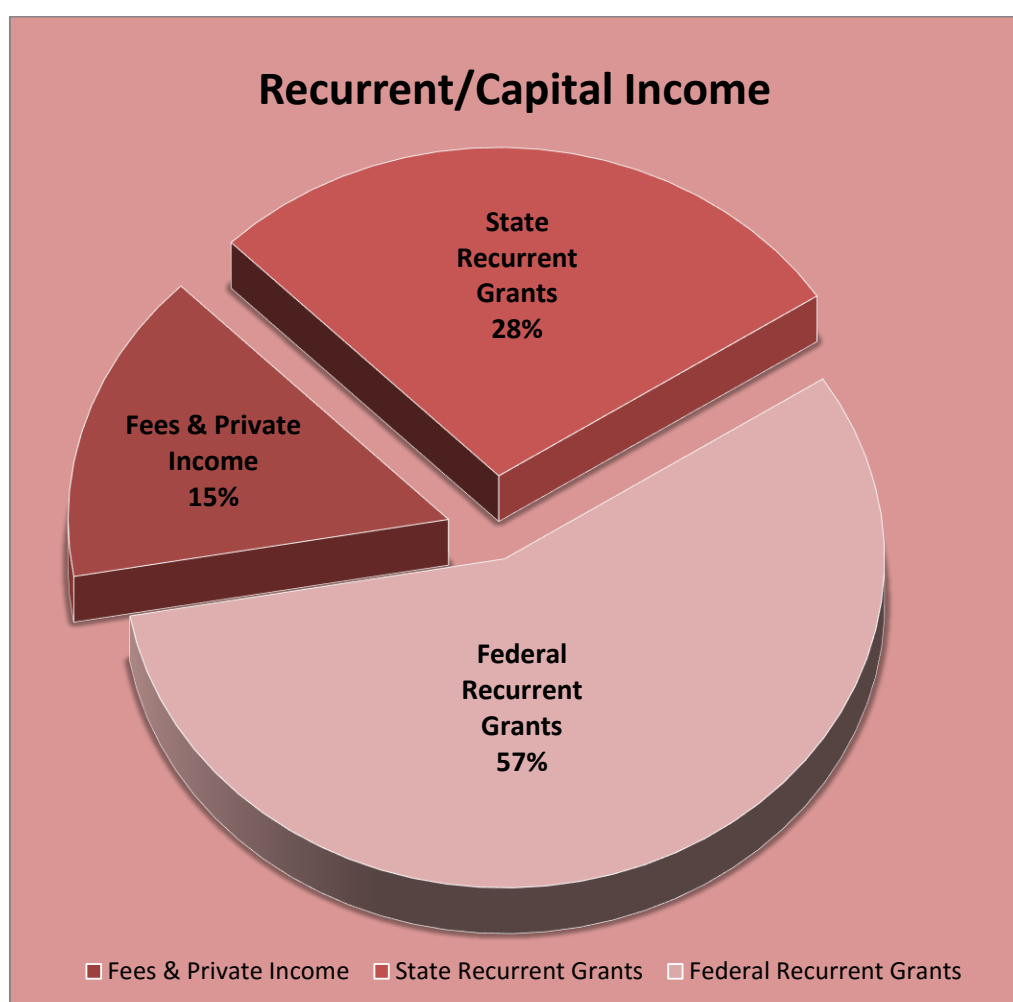
STUDENT ATTENDANCE DATA From 29/1/15 to 4/12/15 Year Level	Semester 1 29/1/15 to 26/6/15 %	Semester 2 22/7/15 to 4/12/15 %	Year 2015 % Averages %
Prep	98.65	97.78	98.21
Year 1	98.46	97.89	98.17
Year 2	98.66	98.23	98.45
Year 3	98.38	98.37	98.38
Year 4	98.85	98.69	98.77
Year 5	98.81	98.70	98.75
Year 6	98.83	98.69	98.76
Primary Averages	98.66	98.33	98.50
Year 7	98.26	98.40	98.33
Year 8	98.72	98.56	98.64
Year 9	98.59	98.42	98.51
Year 10	98.49	98.23	98.36
Year 11	98.86	98.77	98.81
Year 12	99.24	98.30	98.77
Secondary Averages	97.69	98.45	98.57
DUCV Averages	98.68	98.39	98.53

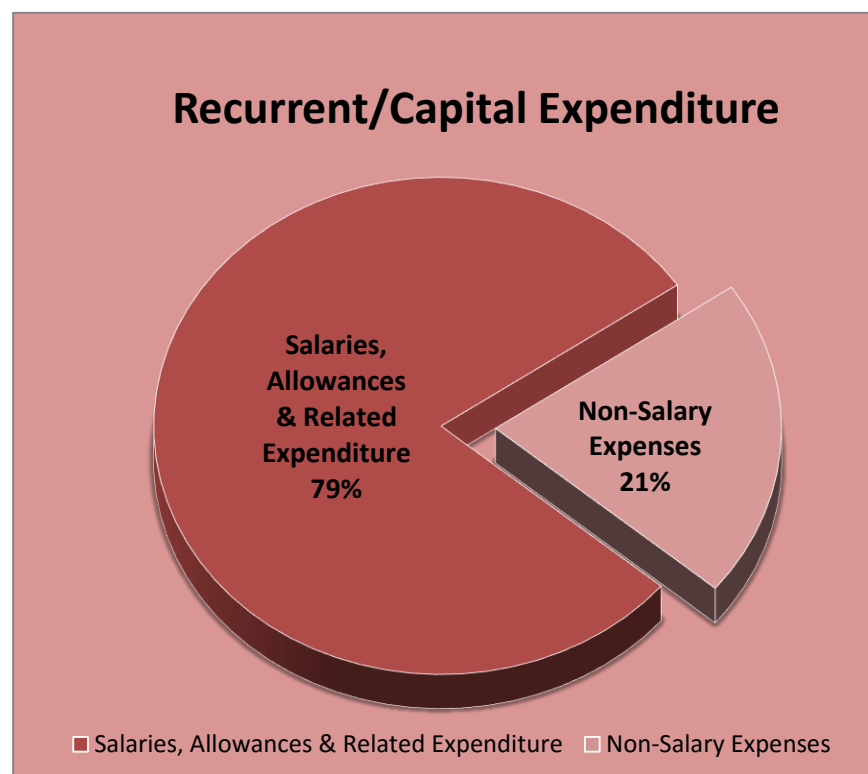
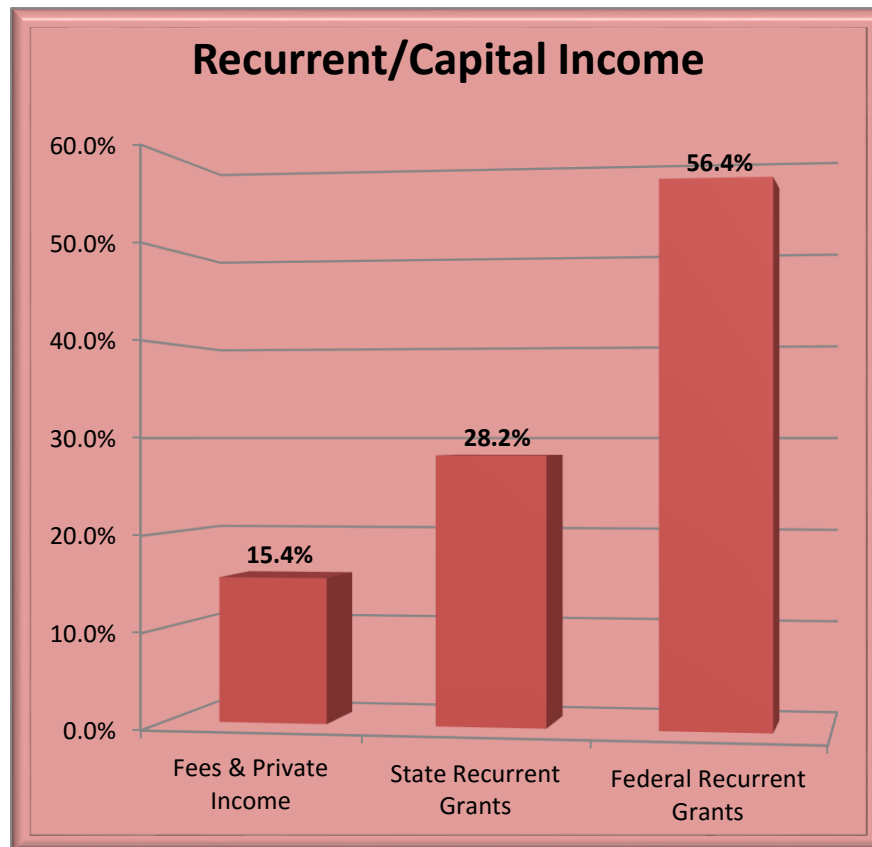
Student Attendance Rate - 2015

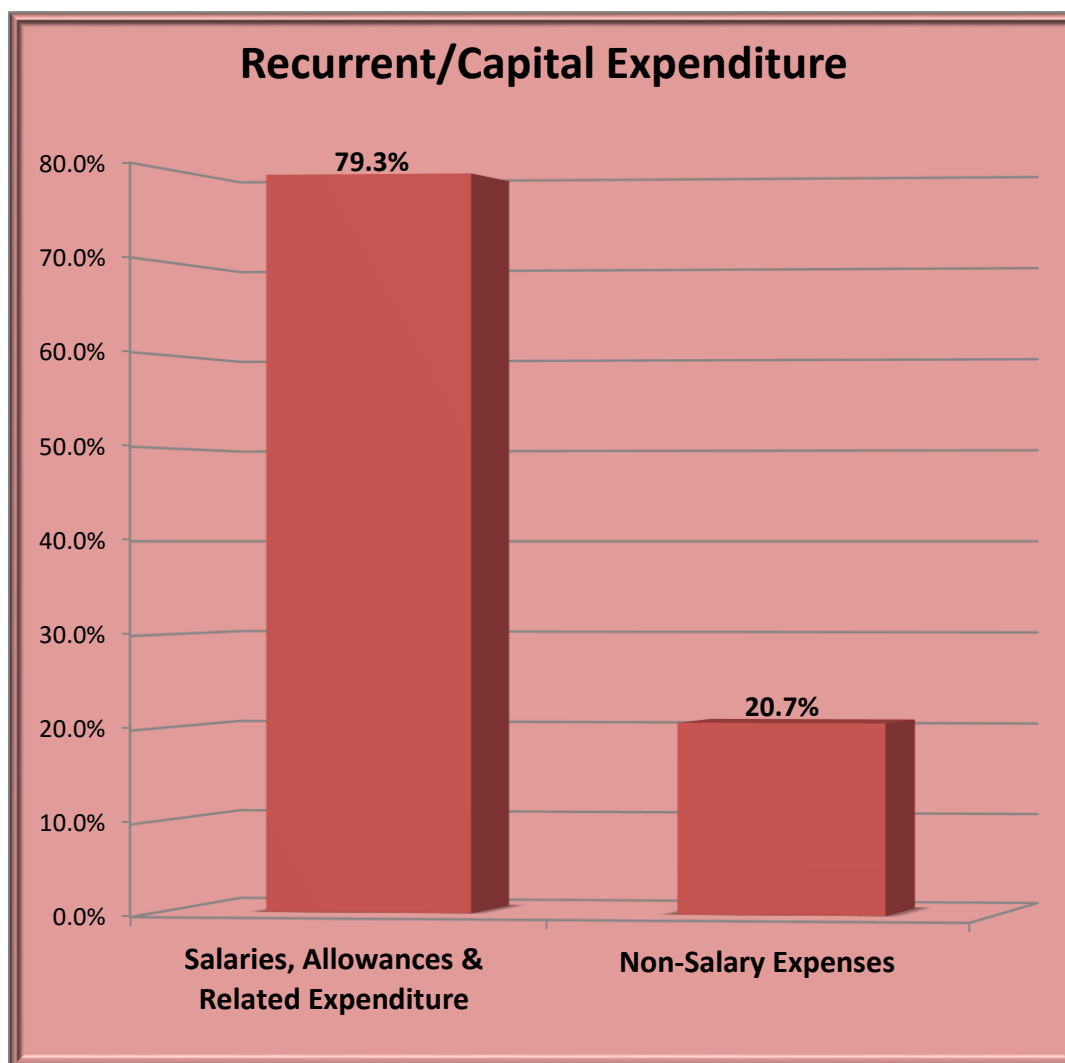


The overall attendance of students at Darul Ulum College of Victoria is excellent with an attendance rate of 98.53% in 2015. We recognise the strong link between school attendance and learning outcomes and continue to encourage parents to reduce late arrivals and absences. Most students' absences were 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







School Contact Information

Address	17 Baird Street Fawkner
Principal	Mr Abdurrahman Gokler
School Board President	Mr Muhammad Munir
Telephone	+61 (03) 9355 6800
FAX	+61 (03) 9359 0692
Email	info@dulum.vic.edu.au
Website	www.dulum.vic.edu.au
Postal Address	PO Box 130 Fawkner 3060

