



Est. 1997

ANNUAL REPORT

2021



ADVANCEMENT

THROUGH HEART AND MIND

Darul Uloom College of Victoria was established in 1997 on the premises of the ex-Fawkner North Primary School.

**AN AUSTRALIAN
INDEPENDENT SCHOOL
WITH UNDERLYING
ISLAMIC VALUES**



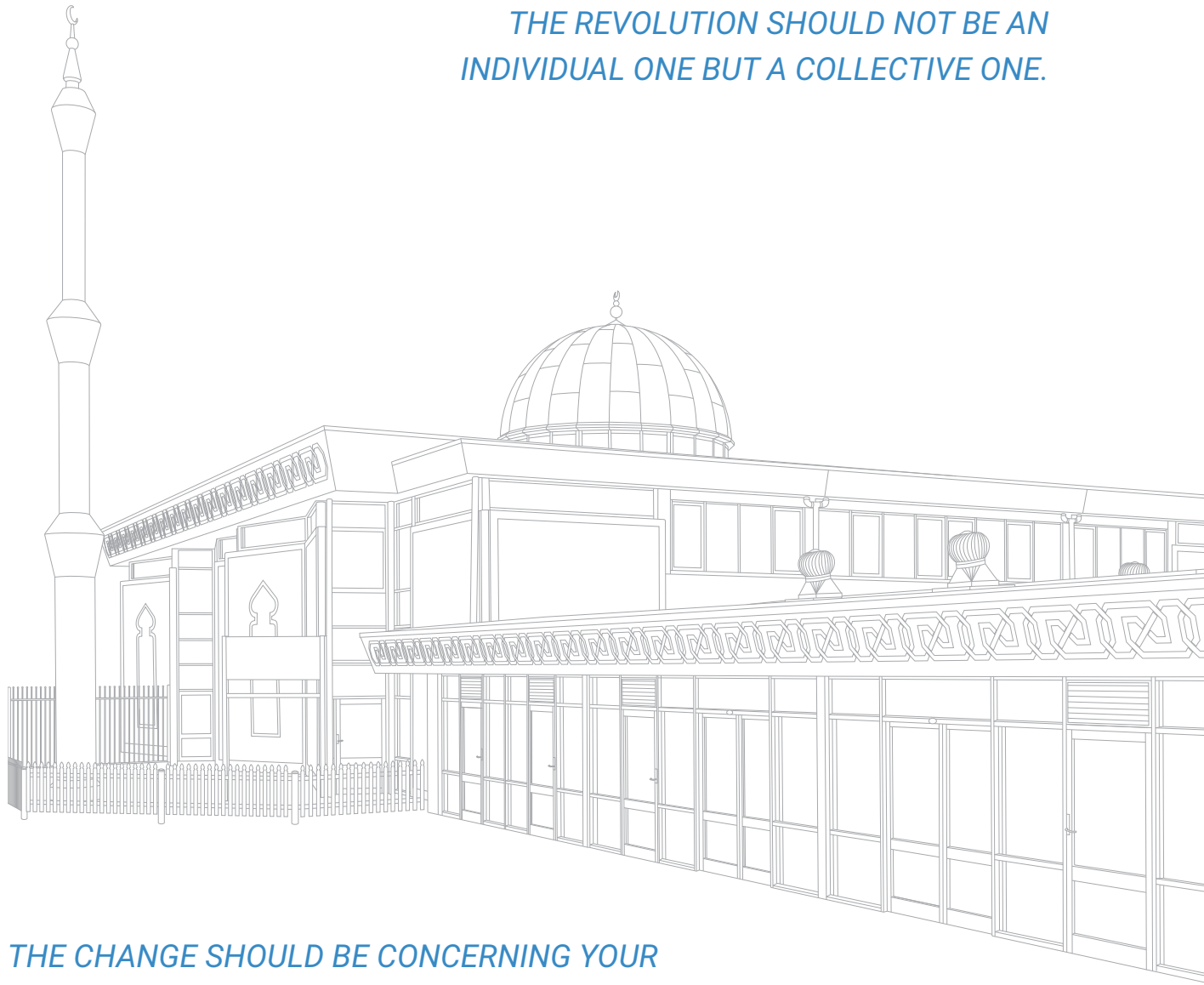


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*"THE NEED OF THE HOUR IS THAT YOUR
LIFE SHOULD BE REVOLUTIONISED.*

*THE REVOLUTION SHOULD NOT BE AN
INDIVIDUAL ONE BUT A COLLECTIVE ONE.*



*THE CHANGE SHOULD BE CONCERNING YOUR
BELIEF, YOUR MORALS, YOUR ACTIONS, YOUR
DEALINGS, YOUR DECISIONS, AND YOUR EFFORTS.*

*YOUR LIFE IN EVERY WAY SHOULD BECOME A
BEACON OF GUIDANCE AND IT SHOULD BECOME
A MEANS FOR D'AWAH."*

Abul Hasan Ali Hasani Nadwi



OUR PHILOSOPHY

In light of Divine Revelation manifested in the teaching pedagogies of Prophet Muhammad (peace be upon him) and based on consistent contemporary research, Darul Ulum College's educational philosophy affirms that every student is capable of achieving their potential given a holistic approach is applied towards their personal development and wellbeing.

Students develop a sense of their identity when they are nurtured in an environment that encourages virtue, promotes love and upholds the importance of cultivating the cognizance of Allah The Almighty. This in return facilitates for the development of sound morals and attributes.

By crafting educational programs and initiatives that aim at developing inquisitive learners and fostering academic excellence, Darul Ulum College expects students to acquire the necessary skills to become successful lifelong learners.

OUR VISION

Vision Statement

Our contemporary curriculum and religious values facilitate for the development of academic excellence and spiritual growth in a safe school environment that prepares students to actively contribute to the broader society.

OUR MISSION

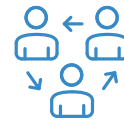
Mission Statement

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



PROVIDING

education through contemporary curriculum in a safe school environment which incorporates the development of religious and ethical consciousness in students.



ESTABLISHING

a faithful learning community which embraces both religious 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.



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.



PROMOTING

intellectual, social, emotional, physical and spiritual development through programs that cater for a broad range of abilities and interests in a safe school environment for all children, including students of culturally and/or linguistically diverse communities and students with disabilities.

OUR MISSION

Mission Statement
Continued



SUPPORTING

participation and the achievement of
'personal best' to boost self-esteem and
personal wellbeing.



OFFERING

students a diversity of enriching activities and
stimulating challenges outside the central
academic program.



CREATING AND ENHANCING

a culture of continuous improvement.



ENABLING

students to pursue higher education and
vocational endeavours as confident and
active members of the Australian
multicultural society.



AN INTRODUCTION

A message
from the Principal

Alaikum Wr. Wb.

May the Peace and Blessings of Allah SWT
be Upon You.

Respected Darul Ulum Community

Praise be to Allah SWT for gracing us with
another rewarding year, *Alhamdulillah*. It is
with great delight that I present our 2021
Annual Report – highlighting our
successes and achievements and

detailing our future aspirations. We
remain steadfast in upholding
our duty towards the
community by being

“ We thank all teachers,
students and parents who
have worked tirelessly under
stressful Covid-19 lockdown
conditions, for producing
outstanding results. ”



committed to continual growth and improvement.

The future launch of our new Darul Ulum Academy continues to be a source of excitement for us. Unfortunately, the Covid-19 sector lock down, reduction in workforce to 25% capacity in building and construction, and shortage in materials, delayed the building program completion to 2022. Therefore, classes for years foundation to grade 2 is expected to begin during the second semester in 2022 at Darul Ulum Academy premises. Stage 1A construction commenced in April 2021 with the initial handover date being in December 2021. Stage 1A consists of 10 classrooms, an administration office, amenities for students and staff, specialist rooms, a sickbay, and a staffroom. Stage 1B of the project included the submission of a grant application to Block Grant Authority (BGA) which was successful in partially funding this stage of the project through the State Government. An agreement has been signed for a contribution of 3.5 million dollars by the State Government. Construction is planned for commencement in 2022 and the completion is expected to take place by the end of 2023.

We also have exiting updates regarding our Darul Ulum College of Victoria (DUCV) building program. There has been an

amendment to the DUCV Planning Permit application which entails a land swap deal agreement with the local council. The College is engaging a planner to make a submission for rezoning of the properties and the rezoning of the Council's land along with an amendment to the planning scheme to have an integrated planning overlay with a 15 – 20 year school development plan. Further to this, Stage 3 of the updated DUCV Master Plan is coming into effect as per the following developments: Building E (administration and VCE boys campus building) design development has been completed after extended discussions and deliberations with architects and consultants, and a submission to the Minister's office has been made for the building approval. The building program for DUCV has this project scheduled to commence construction in late 2023. The project includes new administration offices, 10 classrooms, specialized offices, amenities, a new reception, a sickbay, a conference room and staff recreation facilities.

In terms of the Elizabeth Street and Miller Street carparks, our building approval submission has been made to Moreland City Council for carpark development and a notice of decision was issued. However, due to an objection from one of the neighbors, the matter went to VCAT and eventually the

building permit was issued much later than expected. This caused the project construction to roll over to 2022. The Miller Street carpark application has been successful, and the building permit was issued for 22 carpark spaces. This entails we will have access to 72 carpark spaces – 50 being located at the Elizabeth Street properties and 22 at the Miller Street property. Completion dates for both projects were revised and rolled over to 2023 in the school's building program schedule.

Darul Ulum College facility upgrades and improvements have also been underway. A new playground and equipment for primary boys from years 4 to 6 has been built in a section adjacent to the basketball courts. Synthetic grass in the soccer field has been laid and the synthetic grass in the girls' play area has been replaced. Asphalt near the male office front play area and the shades area between Buildings B and D on the girls' section have been surfaced with synthetic grass. The mesh fence around the basketball court has been rebuilt to 4.5 meters in height along with the relevant access gates. The mesh around the soccer field fence has been replaced and the height extended to 6.5 meters with Oxley nets. Moreover, the parents' carpark area from Baird Street to Miller Street section has been resurfaced with new asphalt. Renovation of primary classrooms in Building A included the installation of new screens, new tables, new chairs, new pinboards and whiteboards. Fresh paint and the refurbishment of the

Building B computer lab into a classroom has also been accomplished and the redesign and development of Building D staffroom, staff workrooms and prayer room have also been completed.

DUCV Covid-19 management arrangements have been further strengthened in 2021. This year continued to present challenges created by Covid-19 in managing education. We updated our Covid-19 management plan in line with the operations guidelines as made available by the Department of Education and the recommendations of Independent Schools Victoria (ISV), whilst also complying with both State and Federal Governments' requirements. We developed pre-determined management plans for various scenarios and educated our staff in adapting to changing situations. The acquisition of equipment such as hand sanitisers, masks, thermometers, provision of cleaning products etc. has been a priority. We ensured daily spot cleaning of public spaces was attended to diligently, displayed safety and hygiene posters and organised timely development of policies and directives. We continued with our working from home arrangements and liaised closely with the Department of Health to ensure staff and student safety. We also provided flexible learning arrangements of remote learning and on-site learning for vulnerable students.

Supporting staff with technology and further training has been a key focus for us. The

College allocated 1.6 million dollars to upgrade and improve technology requirements to effectively manage constant changes associated with onsite and remote learning. We extended the scope of our laptop borrowing scheme to all staff if they had to work from home. The school provided all teaching staff a dedicated personal laptop to conduct remote and flexible teaching. In addition to the above, the budget was reviewed and increased to further enhance our ICT infrastructure and for the acquisition of technology resources. This includes the installation of interactive touch screens with an inbuilt computer in all classes from foundation to year 12. All students from foundation to year 12 were also provided with a personal laptop to be used both at school and at home during remote teaching and learning. The school has also supported parents during the flexible learning period. In addition to providing every student with a laptop to access remote learning where required, the school provided fees discounts to parents who have been experiencing financial difficulties, or offered payment plans to help them get through this challenging phase. The excursion/incursion levy was waived along with other relevant levies.

Darul Ulum College's educational progress has been considerably encouraging and promising. We have moved onto a new data base operating system from SAS to Synergetic. The new system is more compatible with other educational software

for effective technology use. These include SchoolBox, Markbook, Timetabler, accounting and human resourcing software as well as many other software used for various educational purposes. We have established effective use of the Learning Management System (Schoolbox) to make learning more interactive, which features videos, recorded lessons and live streaming lessons if and when required. Further development of SchoolBox is underway considering the major policy reviews in curriculum, reporting and assessment. A major review of the Student Academic Reports Policy has taken place to facilitate a new student report design, format and legend to make it more reader friendly. A major review of the Assessment Policy has been accounted for to categorically differentiate between school assessed tasks and teacher assessed tasks across all year levels and subjects and facilitate a consistent and coherent approach in reporting. Private online tutoring for year 12 VCE classes during weekends and after hours were delivered effectively. Additional afterschool VCE tutorials were conducted to consolidate students' learning through practice and application. Behavior management through positive reinforcement and reformative practice strategies ensured enriched learning experiences for students.

With the will of Allah (glorified and exalted may He be), our Darul Ulum College senior school education progress continues to be a source of pride for us:

- Dux Award- 94.15 ATAR
- 14% of students achieved above 90 ATAR
- 34% of Students achieved above 80 ATAR
- 66% of Students achieved above 70 ATAR
- 84% of Students achieved above 60 ATAR
- School VCE State Scaled Median: 31

We thank all teachers, students and parents who have worked tirelessly under stressful Covid-19 lockdown conditions, for producing outstanding results.

On a sombre note, I would also like to take this opportunity to reflect upon on a loss which greatly saddened us all. Our beloved student, Alisha Hussein from year 9 passed away after suffering a severe asthma attack on the evening of the 27th of October. This heart-breaking event affected our community deeply and demonstrated how time in this world (*dunya*) can be so fleeting for us all – young and old. Our wonderful

school community was able to band together to grieve over this loss and to also offer Alisha's family support. Alisha will always be remembered fondly by all who knew her. May Allah (glorified and exalted may He be) grant her *paradise (Jannat-ul Firdaws)* and bestow lasting patience to her loved ones. *Ameen*.

The Darul Ulum team endeavours to keep working in strong partnership with all stakeholders of the school, as we continue to look optimistically towards the future, *Insha'Allah*.



Mr Abdurrahman Gokler
Principal

SCHOOL OVERVIEW

Darul Ulum College of Victoria endeavours to deliver a contemporary curriculum alongside religious values that enable the development of students' academic excellence and spiritual growth. Our practices provide an education in a safe school environment that holds high the importance of having a vision for our youth to become positive contributors to the Australian society.

Our students, originating from diverse cultural backgrounds, are encouraged to capitalise on their diversity and use opportunities offered to them to bloom into wholesome individuals.

Our College is committed to and is continuously working towards achieving the following goals:

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. In 2022, alongside the installation of data projectors and LED Screens in every classroom, the college has provided technologically advanced devices in all classrooms. With a ratio of one device per student, which enabled students to enhance their learning experiences.

Building extensive partnerships with the wider community

Darul Ulum College values the importance of collaboration between all stakeholders directly involved in the development and growth of its students. The importance of this collaboration was never more predominantly evident than during the pandemic, as schools were trying to adjust to the challenges of remote learning. Regular communication with all stakeholders has helped overcome issues related to the transition between flexible and remote modes of teaching and learning. Regular monitoring of student learning experiences and capitalising on feedback provided by parents assisted in tailoring our practices to ensure minimum interruption to teaching and learning. Amongst the key activities conducted to encourage collaboration was the engagement of Dr.

Micheal Carr Gregg, a leading psychologist, to deliver sessions for students, staff, and parents on the following topics:

- Mental Health Issues for Young people (for teaching staff),
- The Five Greatest Challenges for Parents
- Helping Manage our Wellbeing, and that of our Family, in the Coronavirus Era.

Further, the school community was kept abreast with updates related to Covid Directives for independent schools and developments related to new policies, such as the Child Safe Standards.

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

Following the numerous interruptions to schooling due to the pandemic, professional learning sessions were targeted towards increasing student re-engagement with school. In collaboration, teachers were encouraged to share strategies that enhance student engagement with remote learning hence improve student outcome. An emphasis was placed on providing our teachers with opportunities to upskill

themselves in the use of technology to further enhance the experience and engagement of students with their schooling. Various opportunities were also created for staff to partake in professional learning activities including completion of NCCD e-learning modules, Disability Standards, Infection Prevention and Control During Coronavirus and Mandatory reporting.

Focusing on the individuals – Personalised learning and educational achievement

Individualised educational plans are an integral part of lesson planning and implementation phases. With the provision of support staff, the College was able to support students who were impacted by the remote and flexible learning experiences as it proved to be a challenge for some students. The College also conducted several professional development sessions to encourage better collaboration between teachers and support staff to better cater for students with additional needs. Along with regular check-ins conducted by the well-being staff, it was important for teachers to prepare modified weekly work schedules for students who were struggling with remote learning and attendance requirements.

Further, to combat the limitations presented by remote learning, senior students were invited to engage via Zoom with young professionals from all walks of life. Invited

guests were able to share their educational journeys, leading up to their current careers, inspiring their young audience to pursue similar career pathways. Words of encouragement and motivational speeches were the highlight of the sessions, igniting the flame of hope in our students who were eager for that.

Commitment to learning

Darul Ulum College continues to dedicate resources to develop programs and processes that improve student behaviour, support their personal well-being, and encourage academic achievement. With the shortage of staff, the College employed onsite casual relief teachers (CRTs) to reduce interruptions to teaching and learning due to Covid. Teachers were trained to plan opportunities for acquisition, meaning making and transfer of knowledge in all subjects. This process aimed to enable students to gain a firm grasp of the content taught. With the various interruptions experienced in 2020, it was important to

closely guide and support students through detailed weekly work schedules that facilitated for an independent learning experience.

Encouraging creativity

Darul Ulum College takes 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 and training that support creativity, constructive innovation, and high-quality thinking. Newly assigned teachers are given guidance and training via an assigned Teacher Growth and Development Coordinator who explores pedagogical strategies that enhance and encourage higher order thinking in learners.

This report provides an overview of our performance for the year ending December 2021.



ORGANISATIONAL GOALS

Organisational Goals Achieved in 2021

Whilst the year 2021 continued to provide us with challenging circumstances due to the pandemic, it has also offered us as a school community a wide range of opportunities to review and adapt our practices to make them more conducive to students' learning and well-being.

TEACHING, LEARNING AND STUDENT WELLBEING

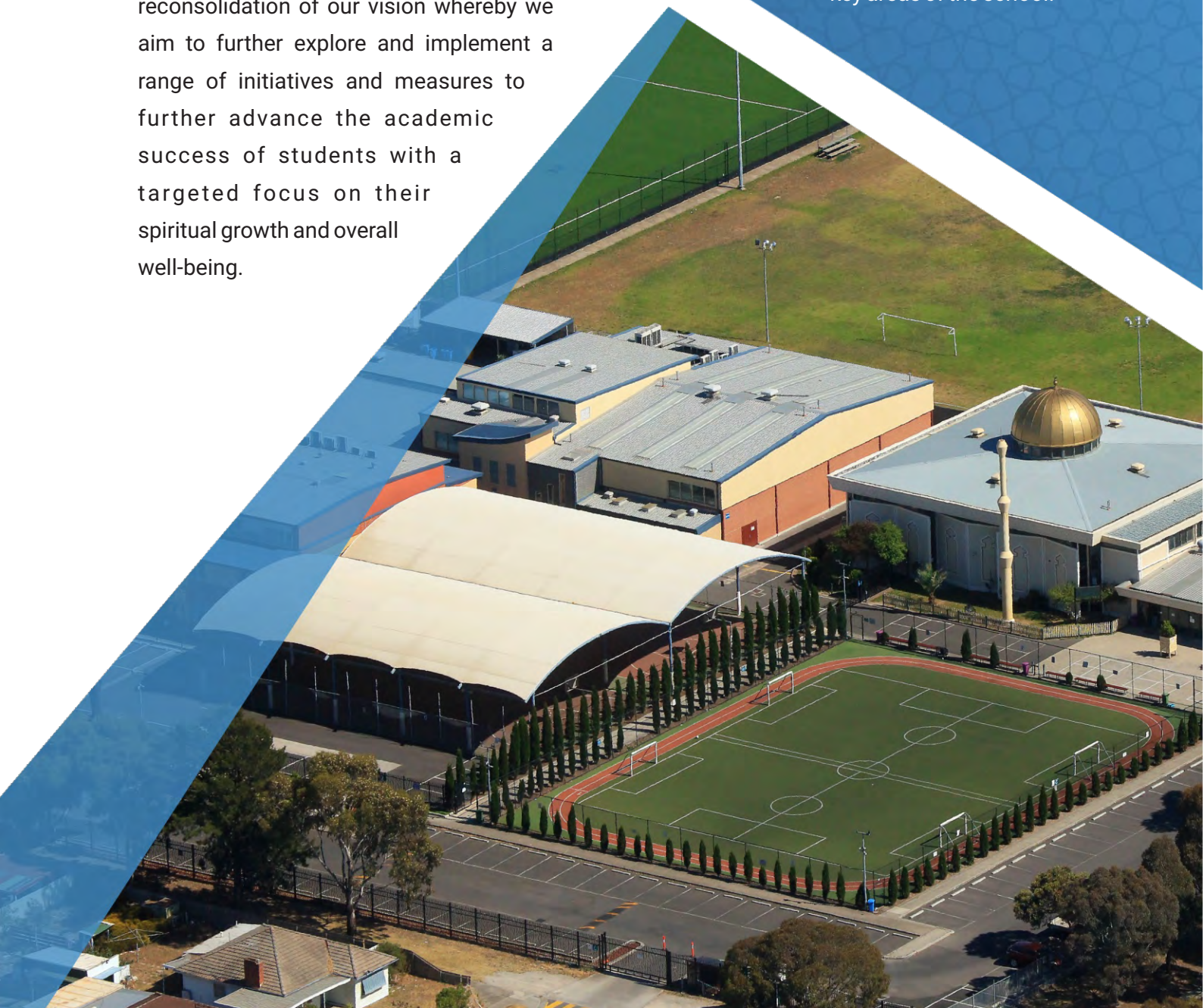
- Conducting hands on workshops and professional development sessions in areas relevant to maximising student engagement, outcomes, and achievements.
- Delivering closing the gap programs and specialised tuition for students identified with learning gaps due to the remote learning period.
- Upskilling staff in the space of respectful relationships, child safe standards and student wellbeing.
- Incorporating religious practices and routines to facilitate for the spiritual growth of staff and students.
- Updating pertinent school policies to cater for student engagement and empowerment.
- Further upgrading the Learning Management System (Schoolbox) to facilitate for effective student engagement inside and outside the school.
- Effective implementation of the VCE Action Plan enabling the College to maintain a marked competitive VCE median score compared to other like schools and compared to the College's performance in previous years.
- Maximising students' learning and consolidating a systematic approach pertaining to the College's Pyramid Response to Intervention.
- Advancement of teacher practice and performance through the implementation of accredited surveys conducted by external service providers and by the support provided to teachers by the Teacher Growth and Development Coordinator.
- Standardising assessments with a focus on higher order thinking tools to stimulate students' learning and achievement by incorporating such elements in School-Assessed Tasks.

LEARNING ENVIRONMENTS, INFRASTRUCTURE AND DESIGN

- Endorsement of the reviewed master plan for the new Mickleham campus. ●
- Commencing the construction of Stage 1A for the campus to cater for the lower primary levels. ●
- Resurfacing of DUCV's carpark. ●
- Construction of a shade structure adjacent to Building MK to provide shade for students on rainy and hot days. ●
- Upgrading all classes of the three sub-schools with state-of-the-art technology and teaching / learning devices, including large LED screens in key areas of the school. ●

COMMON GOAL FOR 2022

Our common goal for 2022 is a reconsolidation of our vision whereby we aim to further explore and implement a range of initiatives and measures to further advance the academic success of students with a targeted focus on their spiritual growth and overall well-being.



FEEDBACK

From the Wider
School Community

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 school performance against research-based indicators of effective schooling.

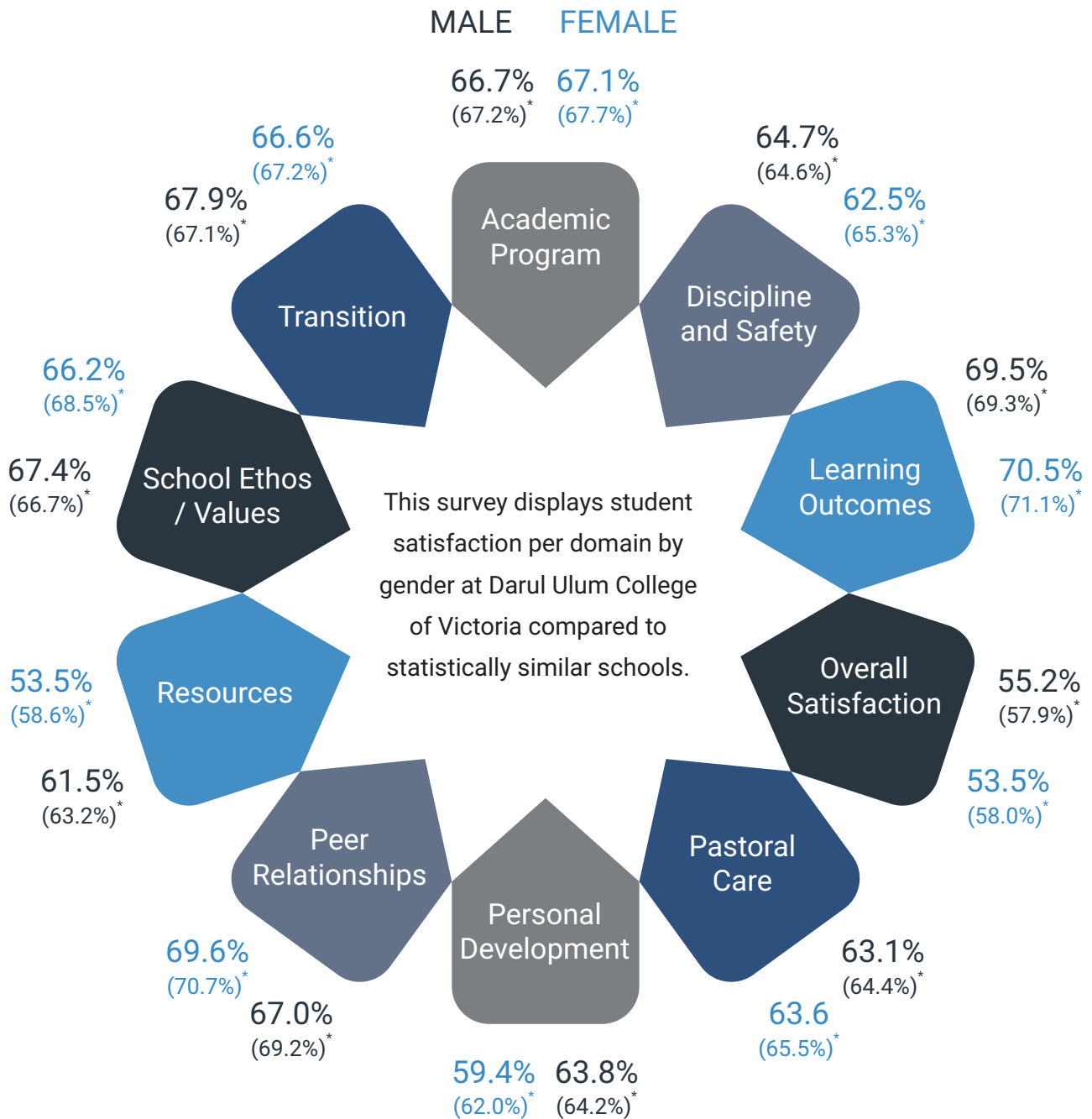
It combines a range of objective and subjective data to determine whether stakeholder perceptions of the school match reality.

“ ALLAH (SWT) LOVES IF ANY
OF YOU HAS DONE A DEED
TO PERFECT IT.” ”

*Prophet Muhammad
(peace be upon him)*

STUDENT SATISFACTION SURVEY

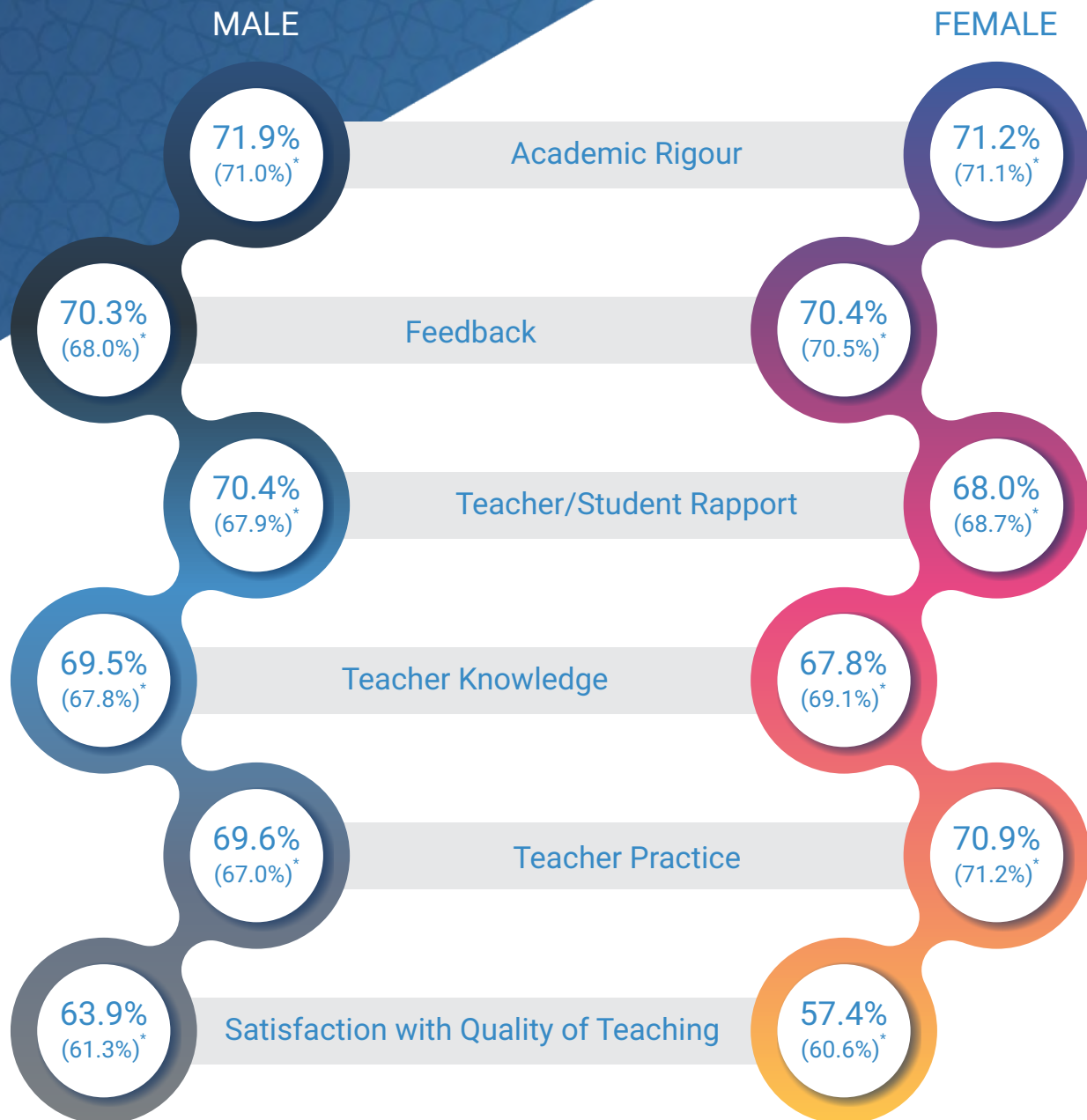
The Student Satisfaction Survey measures satisfaction levels of current students with important aspects of schooling. The surveys aim to gather recommendations for improving the quality of education in the school from the most important stakeholders, namely the students.



*(Statistically Similar Schools)

STUDENT SATISFACTION SURVEY

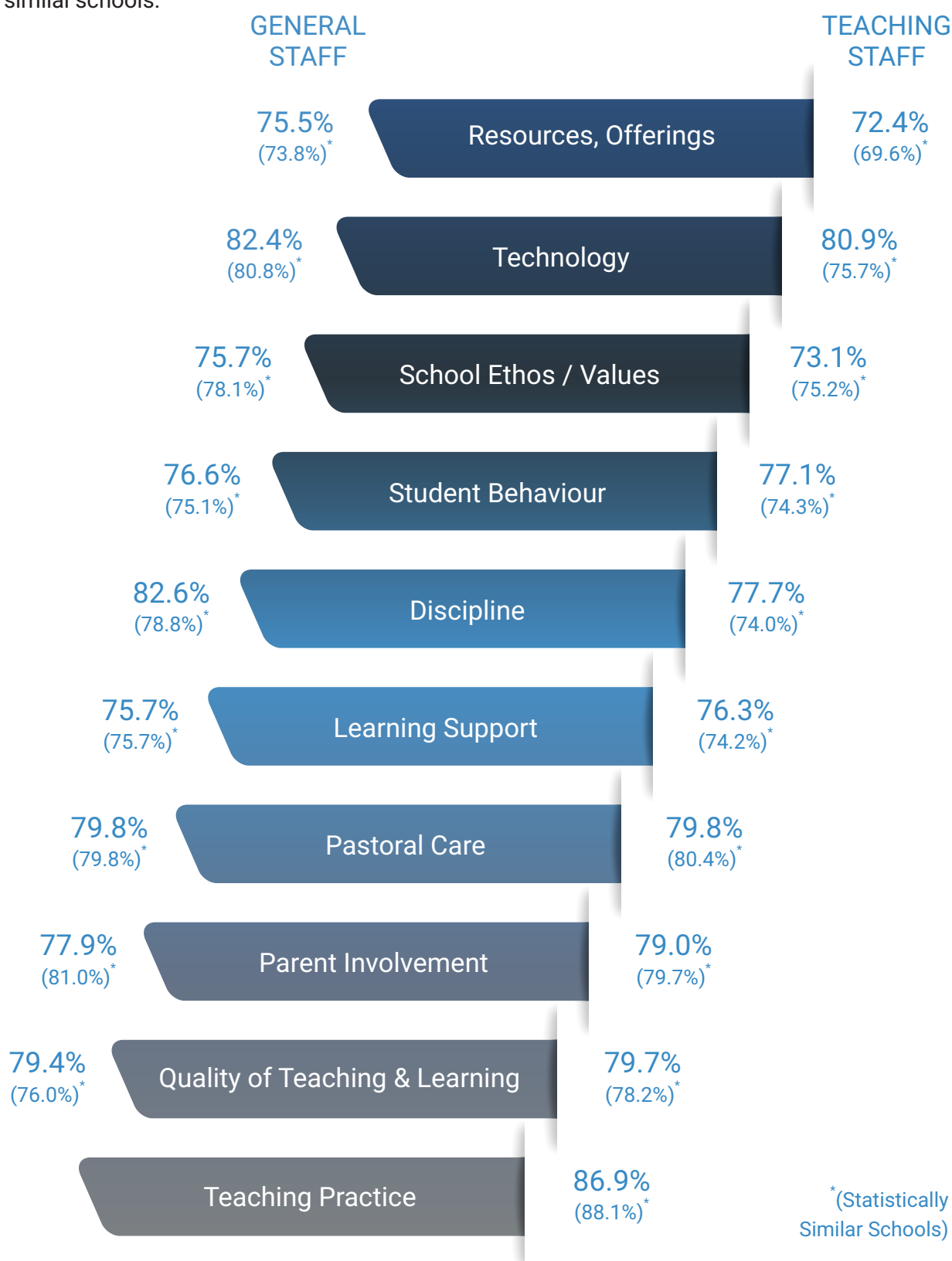
This survey displays student satisfaction with the Quality of Teaching per domain by gender at Darul Ulum College of Victoria compared to statistically similar schools.



*(Statistically Similar Schools)

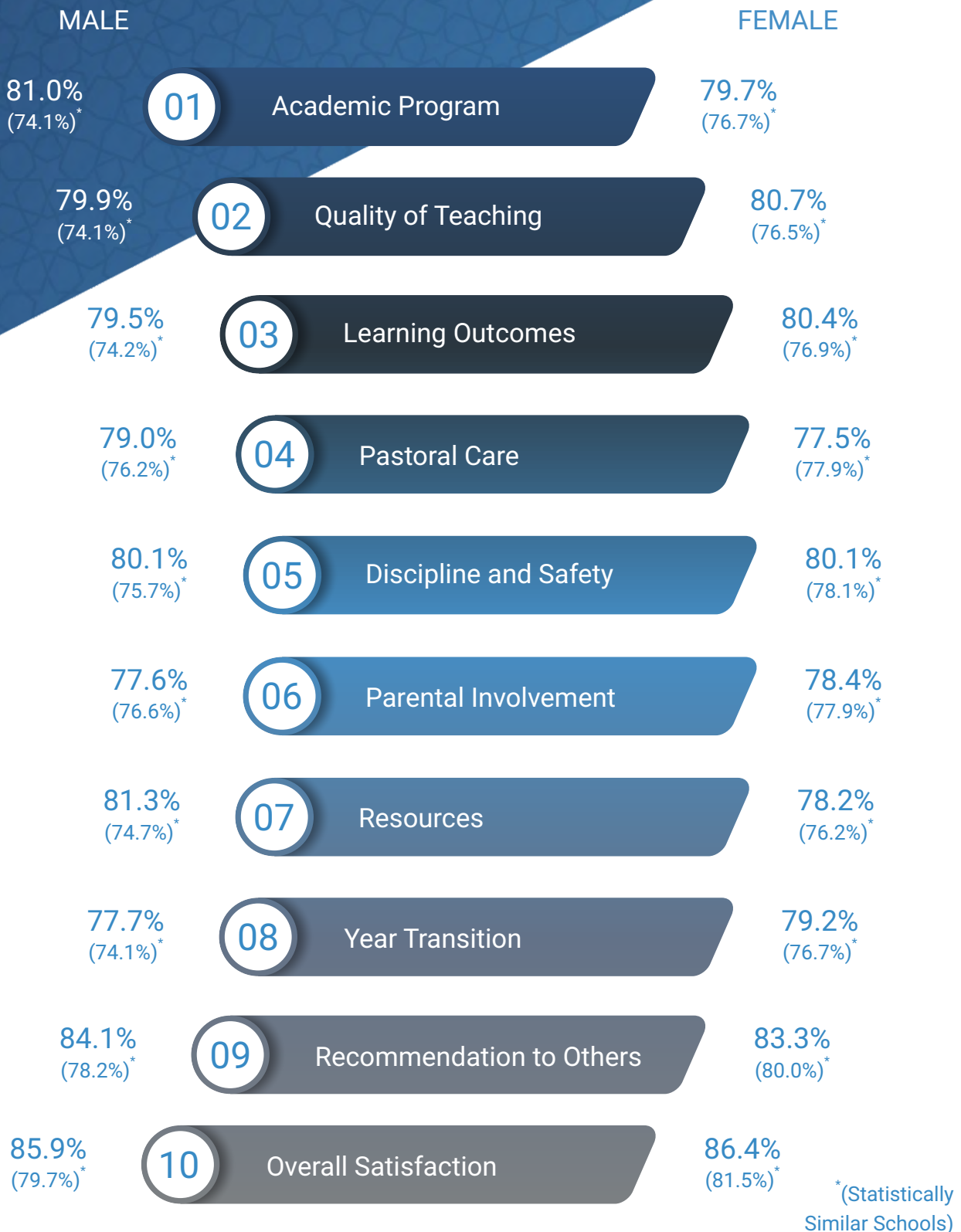
STAFF SATISFACTION SURVEY

This survey compares teaching and general staff satisfaction for school-based domains at Darul Ulum College of Victoria against statistically similar schools.




PARENT SATISFACTION SURVEY

This graph displays overall parent satisfaction per domain for Darul Ulum College of Victoria compared to statistically similar schools.





OUR TEACHERS



"ALLAH, HIS ANGELS, THE
INHABITANTS OF THE HEAVENS
AND THE EARTH, EVEN THE ANT
IN ITS HOLE AND EVEN THE FISH
INVOKE BLESSINGS ON THE ONE
WHO TEACHES PEOPLE WHAT IS
GOOD."

*Prophet Muhammad
(peace be upon him)*

TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

In 2021 the main foci for professional learning for staff at Darul Ulum College of Victoria were:

1. Catering for students at risk and students with additional learning needs.
2. Senior teachers training new staff as well as casual relief teachers (CRTs) who were covering for the staff on leave or absent due to Covid leave.
3. Nationally Consistent Collection of Data on School Students with Disability (NCCD) sessions. All teachers were provided several professional learning sessions to understand the needs of the students they are supporting and how to cater for them.
4. Senior teachers spend time mentoring, coaching onsite CRTs as well as short term replacement teachers via reciprocal observation, professional learning team (PLT) session and curriculum day sessions.
5. Improvement of student engagement in class.

Some in-house professional development sessions conducted for teachers focused on the following:

- Classroom management

- Teaching resources
- Time management
- Effective goal setting
- How to improve students' school attendance

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

External Providers-based PD Expenditure	\$	27,762
In-house Staff Coaching/ Mentoring Expenditure	\$	27,762
TOTAL	\$	42,762

TEACHER ABSENCE

The average number of days a teacher was absent for in 2021 was 7.25 days.

TEACHER RETENTION


The retention rate of teachers in 2021 was 94%.

TEACHER QUALIFICATIONS

All teachers in Victorian Government schools are registered with the Victorian Institute of Teaching.

Qualification	Number of Staff
Graduate Diploma of Education	35
Bachelor of Education	37
Master of Education	30

OUR STUDENTS



"ALLAH MAKES THE WAY TO
PARADISE EASY FOR THE ONE
WHO TREADS A PATH IN SEARCH
OF KNOWLEDGE."

*Prophet Muhammad
(peace be upon him)*

STUDENT PROGRESS AND ACHIEVEMENTS

In keeping with the College's common goals, 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 continues to explore the streaming of classes into mainstream and advanced classes. Students' progress and need for support is analysed periodically in forums such as professional learning committees (PLCs) and professional learning teams (PLTs). With the added advantage of having a teacher aid to support mainstream students, teachers are better able to cater for the needs of all students. Furthermore, teachers allocated the advance stream are also working towards increasing the challenge for students in their classes. Likewise, the College is striving to minimise the effects of the numerous interruptions caused by the Covid pandemic.

Further, through the introduction of the Tuition program in 2021 for students who showed regression in their results we were able to sustain their engagement with their learning past the Covid phase. With the requirement of planning for a differentiated curriculum, based on adjustment of content, process, product, or environment teachers facilitate for the acquisition of knowledge and skills in students. Students have the potential to succeed in various areas, with a solid understanding for the need to

capitalise on their strengths and an awareness of areas of improvement.

In 2021, the ongoing review of our VCE Improvement Plan and the introduction of the year 10 accelerated program, continues to set the foundation of success in VCE. An improvement and evaluation of the program by the VCE Committee, ensured students can capitalise on the added benefit of starting their VCE journey in year 10. Once again VCE students' hard work has come to realisation in 2021 despite all the hurdles faced. The College celebrated the success of the cohort in securing university offers of their choice. Their achievement was testimony to the hard work and tireless contribution invested by teachers to support and enhance the performance of students. Teachers, being the key influential factor in bringing improvement in academic outcomes and growth, have been the recipient of numerous professional development training in curriculum and assessment pedagogy.

Professional activities on differentiation and giving rich feedback have been central to staff training and engagement in 2021. A strong emphasis is given and valuable time is invested in ensuring professional learning teams (PLT), have protected time 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. During teacher's planning phase, prominence is placed to include activities that would facilitate the acquisition, meaning making and transfer of knowledge at different stages of lesson delivery. In doing so students can link the knowledge gained to more engaging and meaningful experiences. Providing on going feedback on student learning progress has been the foci for several professional learning sessions. Shared strategies for proving students with quick and effective formative assessments helped enrich the learning experiences of students.

NAPLAN

The following table depicts the percentage of students achieving the national literacy & numeracy benchmarks for their years (at or above National Minimum Standard):

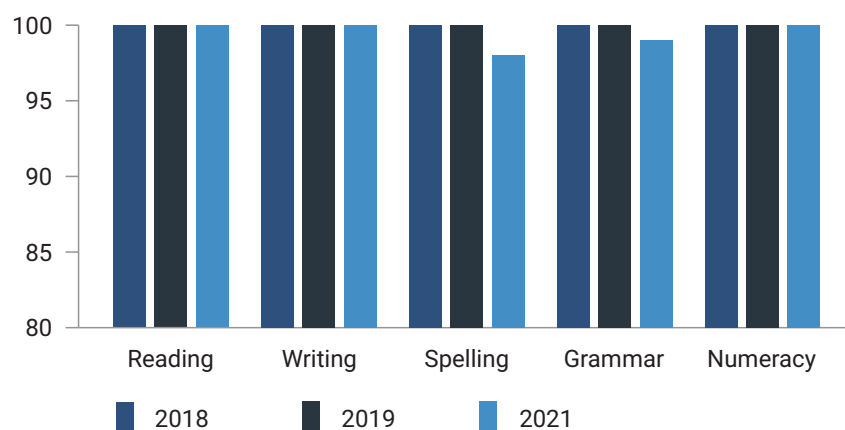
Reporting Year		Year 3	Year 5	Year 7	Year 9
2018	Literacy	100 %	99 %	100 %	97 %
	Numeracy	100 %	99 %	100 %	99 %
2019	Literacy	100 %	100 %	99 %	99 %
	Numeracy	100 %	100 %	100 %	100 %
2021	Literacy	99 %	100 %	98 %	99 %
	Numeracy	100 %	99 %	100 %	100 %

The following table depicts the percentage point change:

Reporting Year		Year 3	Year 5	Year 7	Year 9
2017 to 2018	Literacy	0 %	+1 %	0 %	-1 %
	Numeracy	0 %	-1 %	0 %	0 %
2018 to 2019	Literacy	0 %	+1 %	-1 %	+2 %
	Numeracy	0 %	+1 %	0 %	+1 %
2019 to 2021	Literacy	-1 %	0 %	-1 %	0 %
	Numeracy	0 %	-1 %	0 %	0 %

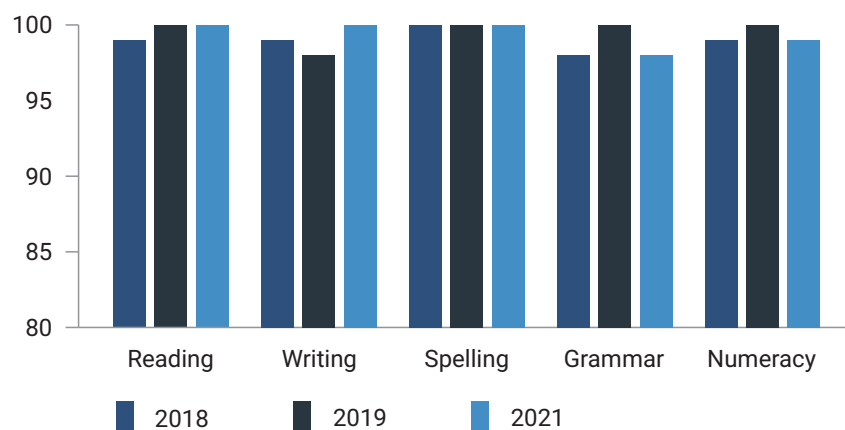
The following tables depict the percentage of Darul Ulum College students who achieved at or above the National minimum standards for the literacy divisions and numeracy over the last three years.

Year 3



	% At or Above National Minimum Standard		
	2018	2019	2021
Reading	100	100	100
Writing	100	100	100
Spelling	100	100	98
Grammar & Punctuation	100	100	99
Literacy Average	100	100	99
Numeracy	100	100	100

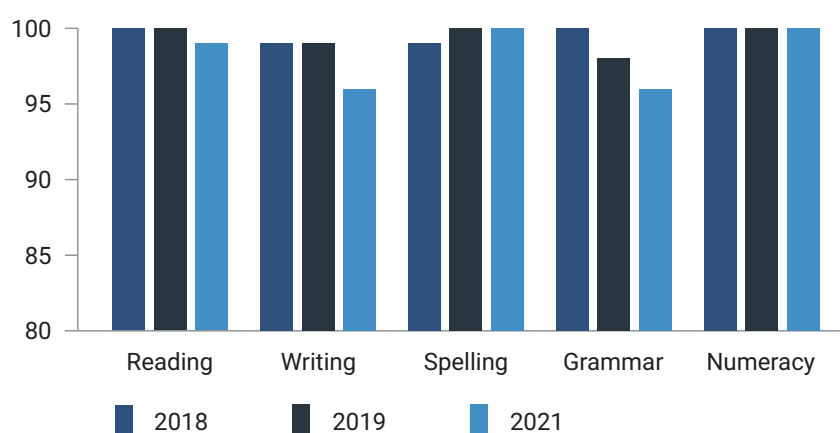
Year 5



Year 5

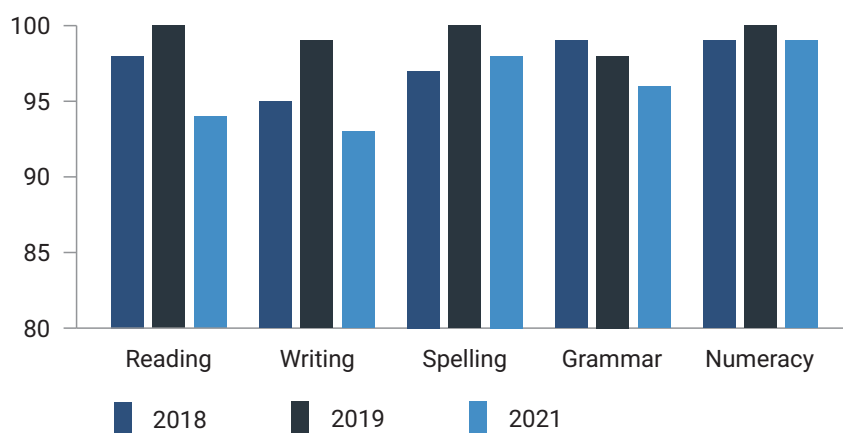
	% At or Above National Minimum Standard		
	2018	2019	2021
Reading	99	100	100
Writing	99	98	100
Spelling	100	100	100
Grammar & Punctuation	98	100	98
Literacy Average	99	100	100
Numeracy	99	100	99

Year 7



	% At or Above National Minimum Standard		
	2018	2019	2021
Reading	100	100	99
Writing	99	99	96
Spelling	99	100	100
Grammar & Punctuation	100	98	96
Literacy Average	100	99	98
Numeracy	100	100	100

Year 9



	% At or Above National Minimum Standard		
	2018	2019	2021
Reading	98	100	94
Writing	95	99	93
Spelling	96	100	98
Grammar & Punctuation	99	98	96
Literacy Average	97	99	95
Numeracy	99	100	99



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 enroll 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 2021 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.



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 2021:

Year 11 Subjects

1. Arabic
2. Biology
3. Business Management
4. Chemistry
5. English
6. General Maths
7. Mathematical Methods (CAS)
8. Psychology
9. Texts & Traditions
10. Legal Studies

Year 12 Subjects

1. Arabic
2. Biology
3. Business Management
4. Chemistry
5. English
6. Texts & Traditions
7. Further Mathematics
8. Mathematical Methods (CAS)
9. Psychology
10. Texts & Traditions
11. Health and Human Development
12. Visual Communication

OUTCOMES FOR THE YEAR 12 COHORT OF 2021

Number of students awarded a Senior Education Profile	21 Boys 35 Girls Total: 65
DUX of 2021 (ATAR)	94.15
Number of students who achieved above 90 ATAR	14%
Number of students who achieved above 80 ATAR	34%
Number of students who achieved above 60 ATAR	84%
Number of students who achieved a perfect study score (50/50)	N/A
Number of students awarded a Victorian Certificate of Education at the end of Year 12	21 Boys 35 Girls Total: 65
Percentage of students awarded VCE qualification	100%
Percentage of Victorian Tertiary Admissions Centre (VTAC) applicants receiving a tertiary offer	95%

STUDENT ENROLMENTS

Student enrolment at Darul Ulum College of Victoria shows a steady growth of student intake. We aim that our new Campus in Mickleham, expected to open by the Will of Allah in 2022, will further accommodate the community's expectations to provide quality education in an Islamic environment .

Year	Total Number of Students
2018	1099
2019	1108
2020	1189
2021	1260

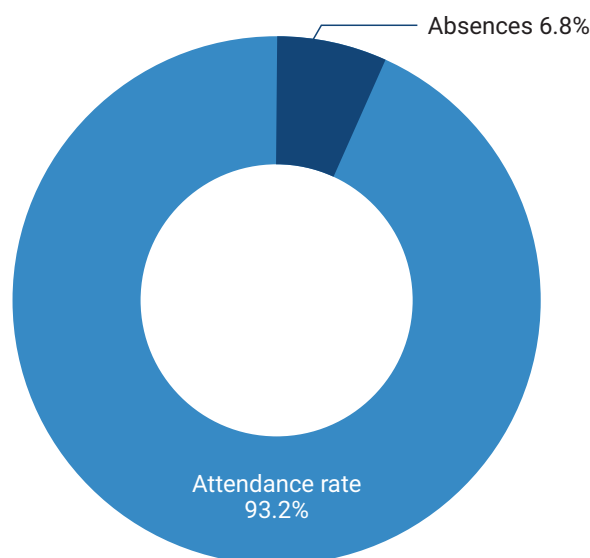
STUDENT ATTENDANCE DATA

From 28/1/21
to 9/12/21

Year Level	Semester 1 28/1/21 to 17/6/21	Semester 2 13/7/21 to 9/12/21	Year 2021 Averages
Prep	95.6 %	89.9 %	92.6 %
Year 1	97.2 %	90.7 %	93.8 %
Year 2	96.3 %	86.4 %	91.1 %
Year 3	97.5 %	89.3 %	93.2 %
Year 4	97.1 %	93.4 %	95.2 %
Year 5	97.3 %	88.7 %	92.8 %
Year 6	97.2 %	90.6 %	93.7 %
Primary Averages	96.9 %	89.9 %	93.2 %
Year 7	96.1 %	82.0 %	88.8 %
Year 8	95.1 %	84.2 %	89.4 %
Year 9	96.5 %	88.1 %	92.1 %
Year 10	95.9 %	84.8 %	90.1 %
Year 11	97.0 %	87.9 %	92.3 %
Year 12	96.5 %	97.2 %	96.9 %
Secondary Averages	96.2 %	87.4 %	91.6 %
DUCV Averages	97.7 %	88.7 %	93.2 %

STUDENT ATTENDANCE DATA

The overall attendance of students at Darul Ulum College of Victoria is excellent with an attendance rate of 93.2% in 2021. 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.



STUDENT ENGAGEMENT AND WELLBEING

At Darul Ulum College of Victoria we recognise 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 well-being is the joint responsibility of staff, parents/carers and students.

2021 had continued to be a challenging year for all as lockdowns continued as well as the ongoing challenges faced with remote learning, staff and student absences as well as the fear of the unknown. Students at Darul Ulum College College especially our Year 12 cohort did find it challenging to maintain interest, engagement during learning be it onsite or online whilst trying to stay safe and healthy.

Each staff member has been instrumental in continuing to provide ongoing support to continue engaging students with their learning and having a vital role as a source of support and determinant of success for students. Teachers continue to share and brainstorm ideas on how to expand their resources using the online platforms and resources to further engage the students with their learning. The Learning Management System, Schoolbox, continued to play an important role as a tool for teachers to deliver their teaching during remote learning alongside sharing relevant resources online for students to access. Online safety policy with the use of ICT were also regularly reviewed to ensure safe use of devices during remote learning with resources and information uploaded

through the Learning Management System for parents to access. Additional resources were also uploaded onto parent portal on Schoolbox on how to monitor and encourage safe online behaviour for the students whilst engaging in remote learning. At risks students were also allowed to continue with onsite attendance during lockdowns to enable better engagement with their learning.

Students' attendance continued to be monitored period by period during remote learning and any unexplained absenteeism and concerning behaviours were reported to the relevant staff members for follow up with the students and/ or parents. The school well-being team continued to check in with students who were at risk with online

Microsoft Teams sessions organised when required for counselling.

We continue to 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. As part of our on-going commitment to eradicate bullying, we regularly review all anti-bullying and bullying related policies. Teachers actively re-enforce positive behaviours in their classes and whenever possible incorporate anti-bullying messages, thus working together with students to create a safe, nurturing environment. Students' well-being is addressed during protected home group time for secondary levels and careers advice. More pertinent student 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.

Regarding Covid safety measures, the College had continued to review the health directives in line with the government advice and have safety precautions measures put in place to ensure the onsite learning environment is safe and within the guidelines and prescribed by the health directives at all times. Alongside the hand

sanitisers stations that was installed in 2020, every classroom was also provided with air purifiers. Regular updates were also sent to parents on health and safety measures to help ensure the school community are kept safe. Staff were also mandated to be fully vaccinated as per health regulations. Students and staff were also provided with free Rapid Antigen Test kits.

The College also organised virtual well-being sessions for students, staff and parents delivered by Dr Michael Carr; one of Australia's highest profile psychologist to address issues related to mental well-being that may be affecting the school community and students specifically and recommendations on how to go about addressing concerns with regard to students' learning and engagements and challenges faced by parents and staff alike.

The excellent VCE results that were achieved at the end of 2021 was a testimony that despite the disruptions throughout 2020 and 2021, the support provided to students helped to ensure ongoing engagement in their learning and well-being.

PROGRAMS FOR STUDENTS WITH DISABILITIES

2021 had continued to be a challenging year for all with the extended lockdowns and remote learning. At Darul Ulum College of Victoria, we have continued to provide the relevant 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.

Students who were identified to be at risk were allowed to come onsite to learn as well as having their learning supplemented with additional online tutorials after school.

Students that are deemed at risk from teacher's observation and anecdotes and school data which include PAT Mathematics and PAT Reading testing are further assessed through a variety of assessment tools used to further identify students' needs. This includes the use of YARC (York Assessment for Reading Comprehension), Kaufman Brief Intelligence Test (KBIT), and On-Demand Testing. Students may also be referred for a formal cognitive assessment if indicated from the combined results of teachers' observations, school data and screening tools' results. These assessments are used to best determine areas of concern and classroom strategies for the teachers to achieve the desired outcome. The psychologist also contacts

the parents to inform them of the outcomes and strategies to implement at a broader level. This form of assessment will also define if the child has an identified learning disability. Students currently on the list of 'Students with a Disability' receive ongoing integration support. Those students who require an aide for extra support are catered for within the classroom according to their Level of Adjustment, where lessons may be modified to suit their learning styles and thus enabling students to achieve a sense of accomplishment among their peers. In 2021, speech therapy sessions resumed for students who require speech therapy support. We had an onsite speech pathologist assistant who provides speech therapy to students. The speech pathologist assistant also assists with administering Clinical Evaluation of Language Fundamentals (CELF) screeners and assessments for students who have difficulty in language, articulation, and fluency. CELF screeners are conducted to determine whether a student may be eligible for this program. Subsequent formal assessments are used to conclude if the student is eligible for State funding through Independent Schools Victoria (ISV).

The process of collecting data to be included in the Nationally Consistent Collection of Data School Students with Disability (NCCD) is continuing at a whole school level. This data is collected and submitted to the government in August. The Nationally Consistent Collection of Data on School Students with Disability represents an original 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:

- Identifying students with a disability (diagnosed or imputed) who require 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.
- The broad category of disability the student best falls within.

The school continued to further refine their NCCD portal on the website to provide a central place for teachers to have access to relevant information regarding students with special needs who are on the NCCD list as well as upload evidences of the adjustments that have been carried out to support the needs of the students. We continued to standardise the evidence required for data collection using templates adopted from the NCCD website and evidences stored as soft copies at a central location on the NCCD portal. This helped to minimise paperwork requirements for teachers and maximise time towards teaching and supporting the students.



FINANCIAL REPORT

A financial summary
from the School Board

PRINCIPAL

Mr. Abdurrahman Gokler

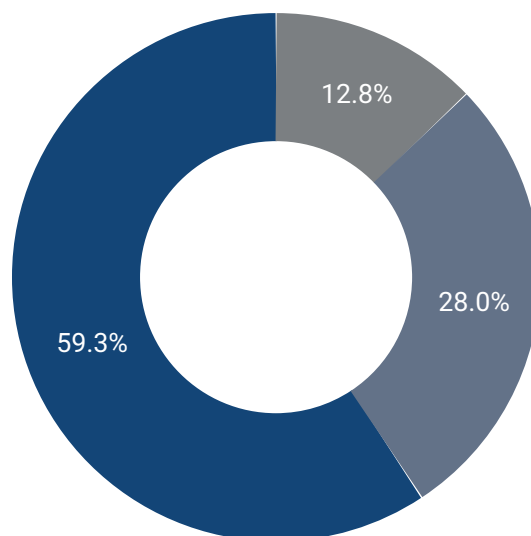
SCHOOL BOARD PRESIDENT

Mr. Muhammad Munir



INCOME

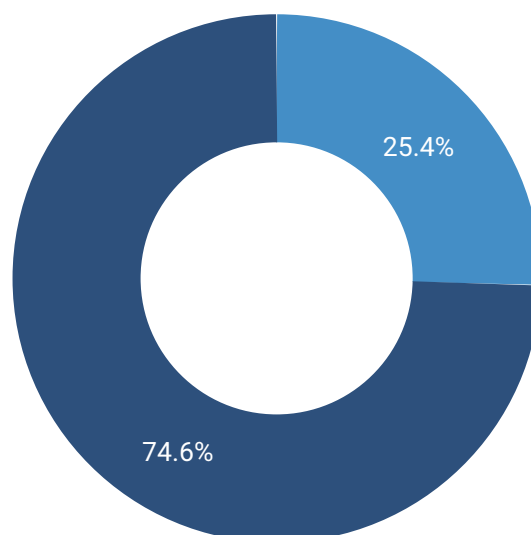
Recurrent/Capital Income	Percentage
Fees & Private Income	12.8%
State Recurrent Grants	28.0%
Federal Recurrent Grants	59.3%
TOTAL	100%



- Fees & Private Income
- State Recurrent Grants
- Federal Recurrent Grants

EXPENDITURE

Recurrent/Capital Expenditure	Percentage
Salaries, Allowances & Related Expenditure	74.6%
Non-Salary Expenses	25.4%
TOTAL	100%



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

ADVANCEMENT

THROUGH HEART AND MIND

www.dulum.vic.edu.au

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