

2016

Annual Report to the School Community



Darul Ulum College of
Victoria
1996



VISION

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

AN ISLAMIC SCHOOL

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

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

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A Message from the Principal

Assalamu Alaikum Wr. Wbr.

Respected Darul Ulum College Community,

It is with great pleasure and pride that we share the 2016 College Annual Report with you all. It is always a source of satisfaction for us to see the remarkable headway we continue to make with each passing year. The Darul Ulum College family is working hard to offer outstanding education and learning experiences for students and it is heartening to see outcomes being fulfilled as a result.

The College has introduced new educational programs and initiatives targeting all of our students. We have provided iPads to all primary students to ensure easy access to online learning programs which has been very successful. These iPads are delivered to classes when students are working on programs such as Reading Eggs, Mathletics, etc. Similarly, a unique computer laboratory has been established for primary students in order to enhance their learning. Apart from making technology accessible to students, the College has extended its co-curricular programs. These include subject based exhibitions such as the Humanities Exhibition and Science Fair, inter-school sports such as the Bachar Houli Cup and quizzes such as the Interschool Islamic Quiz Competition (IIQC). In addition, students participate in nationwide competitions such as the Australian Mathematics Competition (AMC) and ICAS Science, amongst others.

We have also made an extensive overhaul of the College's Pyramid Response to Intervention (PRTI) program. This program provides a complete and comprehensive approach to learning, identifying key steps for teachers, coordinators, senior coordinators, the standard responses and intervention strategies available for consideration when a student does not respond to teaching and learning. It also establishes the coordination and cooperation between all parties who are involved in students' learning in a timely and systematic way to ensure no student is left behind. The student's progress is tracked using a learning tracker, and all staff involved can view at a glance what action is being taken by the teacher, subject coordinator, intervention coordinator, special education coordinator and senior coordinator and how effective the strategies have been.

Measures have been put in place to strengthen our assessment and data analysis practices. The appointment of a Standardised Assessment Coordinator who reviews all formal assessment tasks to ensure authenticity of Common Assessment Tasks (CATs) provides teachers with statistical moderation reports based on students' performances. These reports provide clear direction in terms of suitability of the CATs and pinpoints which questions can be improved and the types of questions to be enhanced. All teachers are provided with Universal Screening Data (USD) which shows every student's past two year's growth history term by term in each subject area. This information informs teachers' decision regarding which tier the student should be supported, in terms of additional assistance and the type of intervention to be planned for steady acceptable progress, as well as identifying high achievers and the extension programs for them.

We also firmly believe that an aesthetically appealing and functional learning environment is essential in boosting learning outcomes, and we are continuing to develop our facilities to meet this purpose. We have erected new sun-shades between Buildings B and D to provide more space for students' outdoor activities. The two major projects, Stage 12 and Stage 13 are scheduled to be completed in early 2018. They will consist of 10 classrooms, a main reception office, 4 specialised work offices for the leadership team, a staff recreational room, speech therapist clinic, conference room, fully equipped medical clinic, as well as wudu and toilet facilities. We have also reviewed the school's traffic pick up and drop off management plans after engaging an independent traffic engineer to redesign our car park. A new plan has been submitted to the Moreland Council for a building permit and we are currently waiting for their response. Once this is approved, a new dedicated car park will be built for staff which will open up more car park space for parents.

To better facilitate for the College's growth, three new senior positions were created by dividing the College into three sub-schools: Head of Primary Girls, Head of Secondary Girls, Head of Boys' Section and a senior coordinator role for each Sub-school. The three Heads of School work directly under the Principal. Each senior coordinator in addition to their general education roles specialises in a specific area: Standardised Assessment, Teacher Performance Review and Student Learning Management System. Each area is very important in its own scope in ensuring successful student learning.

We have taken a number of important steps to enhance our teacher development and training practices. These include the implementation of a comprehensive framework that revolves around teacher building capacity which requires teachers to compile and present professional portfolios at the end of the school year. We have engaged a professional service provider to roll out and conduct a three dimensional survey to gauge individual teacher's performance and to provide individualised professional development plans. We are also piloting a Teacher Performance Review program which targets student learning outcomes.

Community engagement is an important priority for the College. We have touched base with the community by conducting a variety of information sessions to communicate the College policies and regulatory requirements pertaining to Child Safe Standards and the like and formed and revised existing policies pertaining to Child Safe Standards. The College has also engaged specialised external service providers to address the topic of cyber safety with students. We have also conducted a specialised workshop for parents of secondary students under the banner of 'Parenting Challenges and Strategies.'

Our students' NAPLAN performance shows that the College has been achieving exceptional results when compared to state school standards and other like schools. This is a remarkable feat and we congratulate everyone involved in this amazing accomplishment.

Our success would not be possible without the blessings of the Almighty Allah (SWA) and the hard work and commitment of our staff, students and parents. May we continue to embark on and achieve positive new milestones together and continue to take steps to strengthen our wonderful school.

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 2016.



Organisational Goals Achieved in 2016

- ✓ Introduction of iPads to all primary students for easy access to on-line learning programs.
- ✓ Establishing a unique Computer Lab for primary students under the context of enhancing learning.
- ✓ Forming and revising existing policies pertaining to Child Safe Standards.
- ✓ Engaging with the community by conducting a variety of Information Sessions to communicate the College's policies and regulatory requirements pertaining to Child Safe Standards and the like.
- ✓ Extending our educational programs beyond the classroom by engaging specialised consultants to address relevant and contemporary topics and issues with senior secondary students.
- ✓ Conducting a specialised workshop for parents of secondary students under the banner of 'Parenting Challenges and Strategies'.
- ✓ Engaging specialised external service providers to address the topic of cyber safety with students.
- ✓ Erecting new sun-shades to provide more space for students' outdoor activities.
- ✓ To better facilitate for the College's growth, three new senior positions were created by dividing the College into three sub-schools: Head of Primary Girls, Head of Secondary Girls, Head of Boys' Section. The three Heads of School work directly under the Principal.
- ✓ Extension of the Student Representative Council to include representatives from the primary school.
- ✓ An extensive overhaul of the College's Pyramid Response to Intervention Program.
- ✓ The appointment of a Standardised Assessment Coordinator who reviewed all formal assessment tasks to ensure authenticity of Common Assessment Tasks provided teachers with statistical moderation reports based on students' performance.
- ✓ Extension of the College's co-curricular programs which include subject based exhibitions, inter-school sports and quizzes and participation in nationwide competitions.
- ✓ Implementation of a comprehensive framework that revolves around teacher building capacity which requires teachers to compile and present professional portfolios at the end of the school year.
- ✓ Piloting a Teacher Performance Review program which targets student learning outcomes.
- ✓ Engaging a professional service provider to roll out and conduct a three dimensional survey to gauge individual teachers' performance and to provide individualised professional development plans.

Common Goals for 2017

Strange as it may sound to many key stakeholders, including parents, students, educators and policy makers, contemporary research confirms the single most influential component of an effective school is none other than the teachers within that school. The influence of ethnicity, gender, socioeconomic status and the like on students' achievement are insignificant when compared to teacher performance.

Therefore, Darul Ulum College has devised numerous teacher building capacity programs and frameworks over the past several years. These programs are revised and enhanced periodically to ensure teachers keep abreast with contemporary research and teaching pedagogy.

As the College is running several parallel programs to better equip teachers with a variety of skills and strategies, the College administration has identified four core areas in 2017 that will guide teachers in facilitating for students' learning and achievement effectively. These four core areas will serve as the College's goals for 2017.

Goal 1: Implementation of a Comprehensive Intervention Framework under the Pyramid Response to Intervention Program:

- Timely identification of students' needs on both ends of the achievement spectrum.
- Identifying staff involved with academic progression process and the scope and responsibilities of each person.
- Closely monitoring the student learning process based on the identified tiers and identifying factors causing learning difficulties.
- Providing adequate opportunities for high achieving students.
- Establishing mechanisms whereby identified factors causing learning difficulties are dealt with in a systematic manner.

Goal 2: Maximising Class Instructional Time by Providing Time for Acquisition, Meaning Making and Transfer:

- Teacher specifies the knowledge and skill(s) that they intend students to acquire.
- Teacher identifies the main ideas s/he want students to understand and develop questions to help students make meaning of those main ideas.
- Teacher develops performance tasks requiring students to transfer their knowledge as evidence of their understanding and ability to apply knowledge in authentic contexts.

Goal 3: Providing Students with Rich and Formative Feedback:

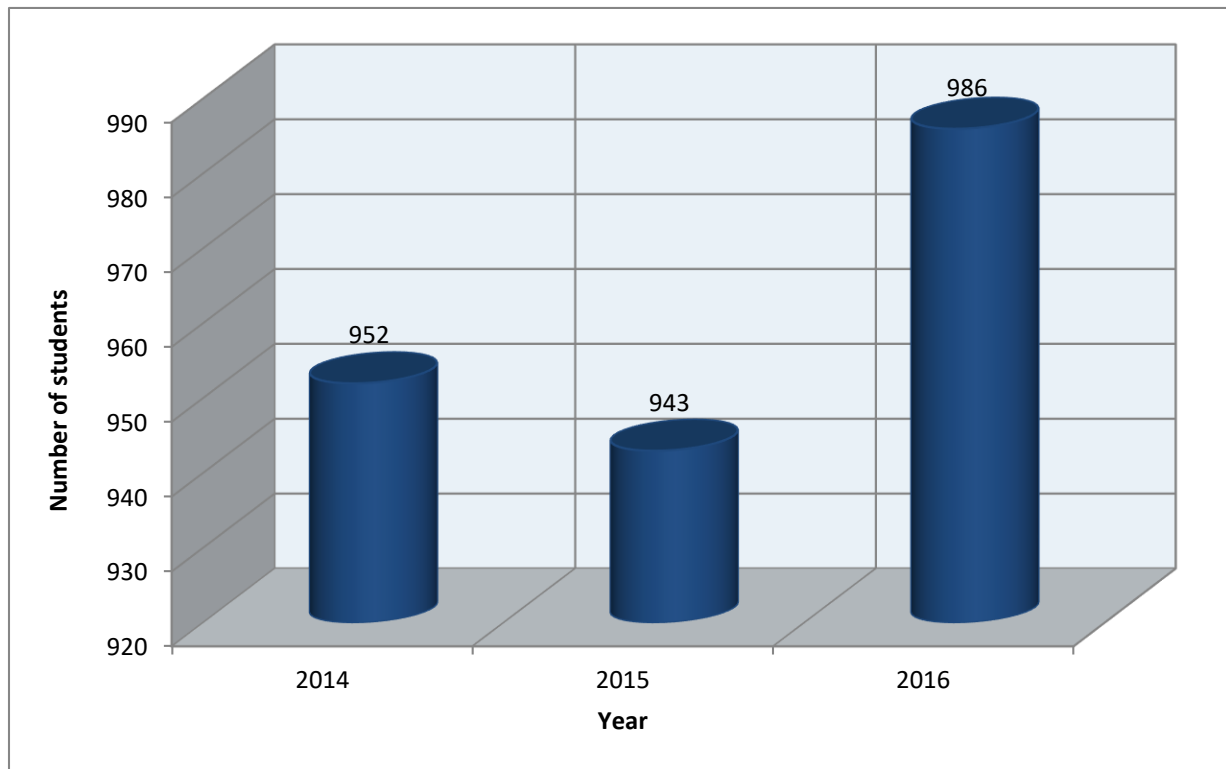
- Rich feedback can only serve its purpose if the information provided to the student can be used to improve future performance.
- Provision of ongoing formative as well as summative feedback.
- Specialised workshops will be provided for all teachers to improve understanding of this area.

Goal 4: Students' Adequate and Timely Completion of Work:

- Launching the Learning Management System (Schoolbox) as a pilot program for secondary students to monitor adequate completion of work and for teachers to communicate with parents efficiently.
- Establishment of the Homework Club to facilitate for students struggling to complete work at home.

- Employing reformatory measures and communication with parents when required.

Student Enrolments



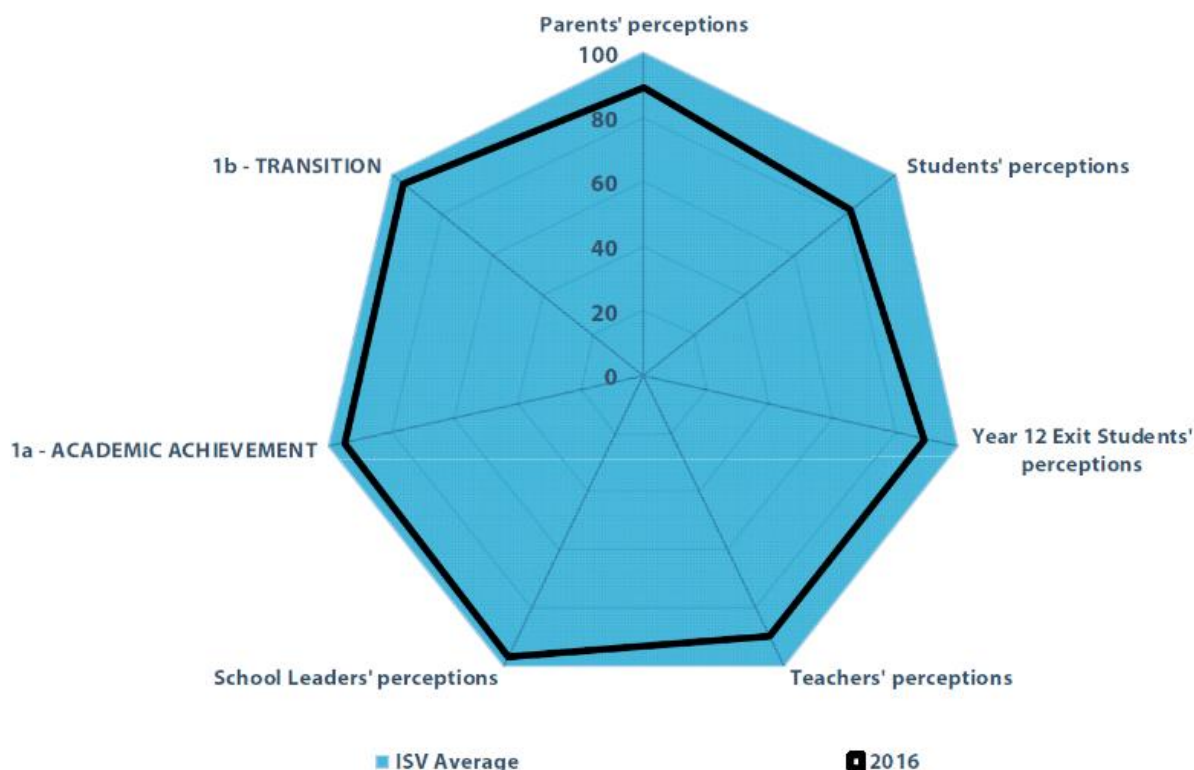
Wider School Community Feedback

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.

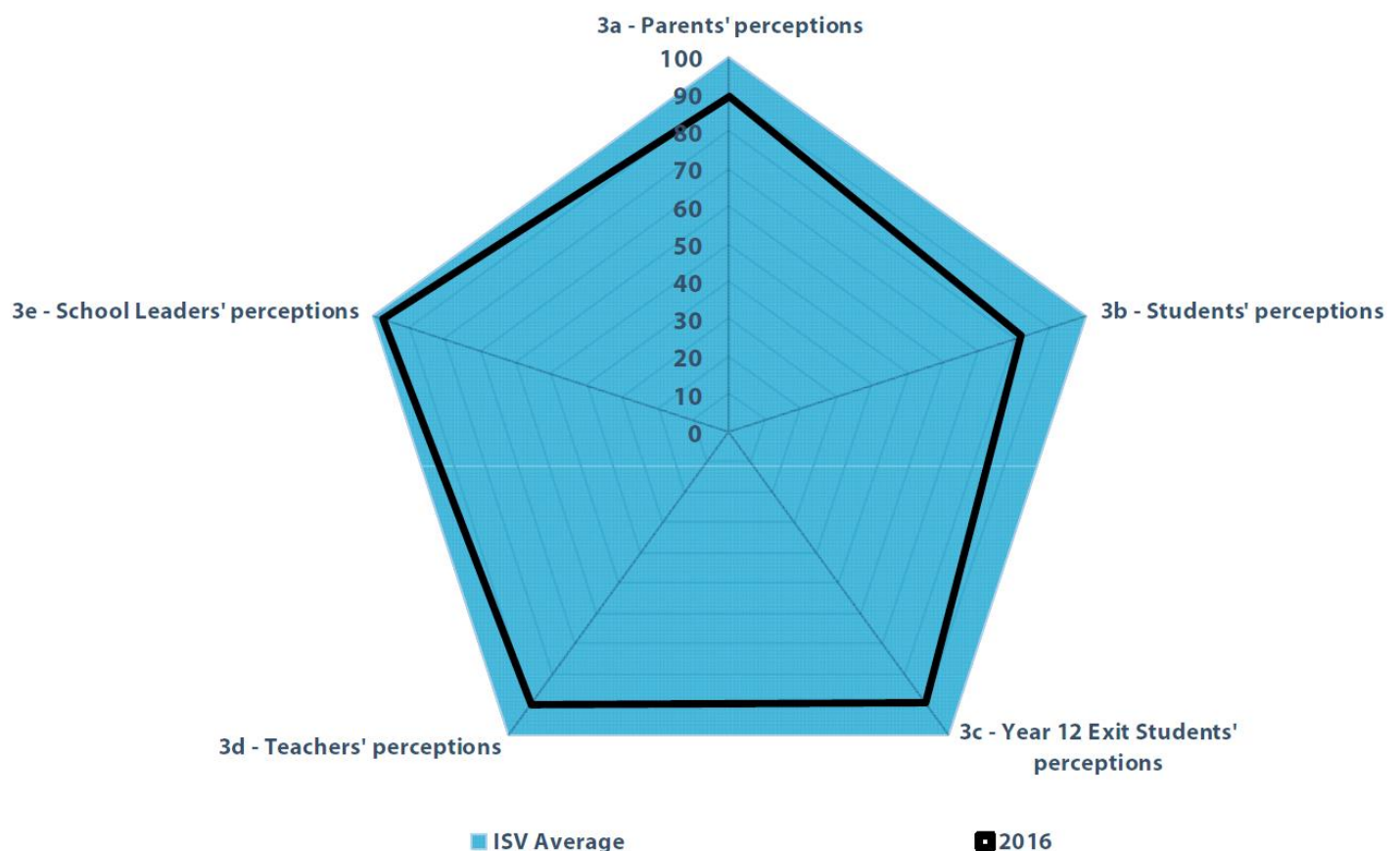
The following radar chart depicts the College's overall performance for the year 2016. Subjective data is presented in lower case while objective data is presented in UPPER CASE. Subjective data are perceptions-based data, including: the student satisfaction survey, the parent satisfaction survey and 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 2016 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.



Teacher Absence

The average number of days a teacher was absent for in 2016 was 9.0 days.

Teacher Retention

The retention rate of teachers in 2016 was 88%.

Teacher participation in professional learning

Darul Ulum College of Victoria recognises the significance of ongoing professional development for its employees. All staff are encouraged to attend training sessions provided by external professional organisations. Experienced senior teachers are also assigned roles of staff coaches in order to train new teachers. Following table shows the training expenses for all costs that relate to staff training at Darul Ulum College:

External Providers Based Training	\$ 57,070.00
In-House Staff Coaches *	\$ 96,004.00

DUCV is committed to recognise the professional learning needs of its teaching staff and providing systematic support through individual SMART GOAL plans. The purpose is to improve student outcomes.

Darul Ulum College has set goals for each year. One of the ongoing goals for the College is to build teacher capacity to have improved student results. The school believes that teachers need to improve their teaching and learning strategies to cater for the students in the class. It is also expected that all teachers go through some training to update their skills.

The professional activity summaries:

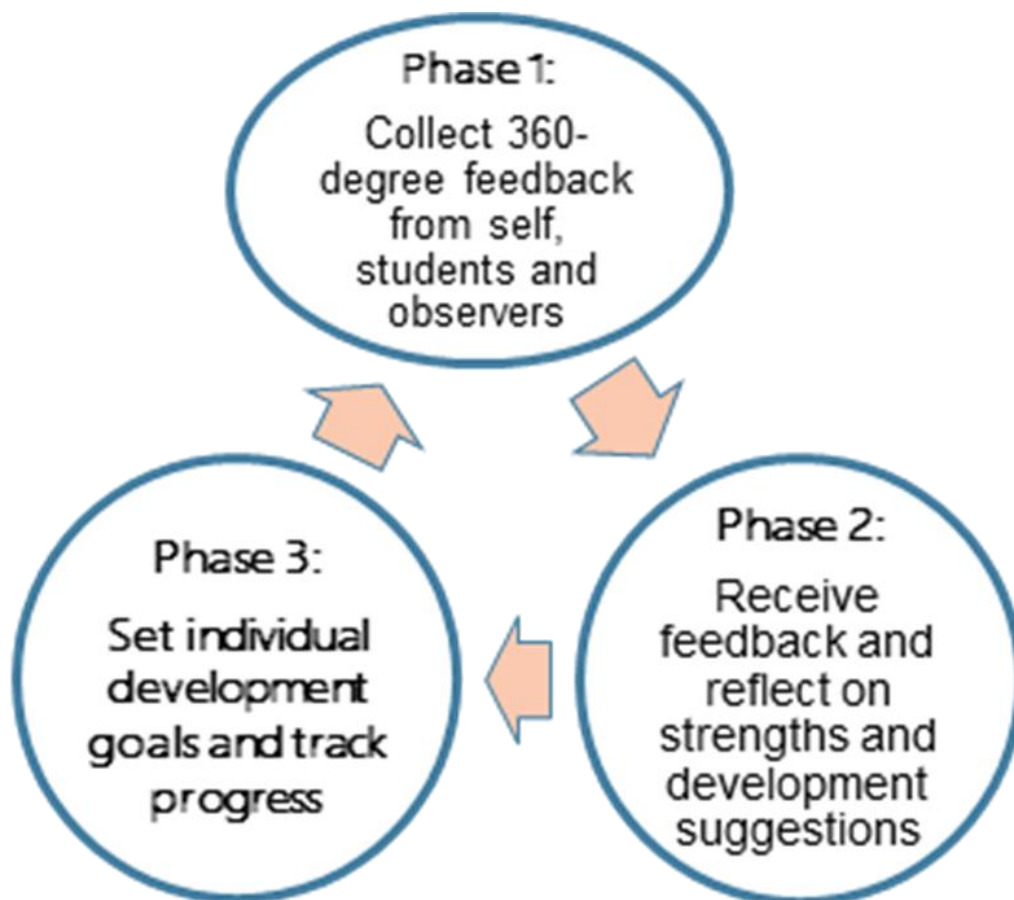
1. Walk Through Process: An ISV consultant, Helen Scheile worked as a consultant to provide further support leadership team to develop Walk Through implementation. She had weekly meetings with the leadership team and supported management team while having individual feedback sessions with teacher regarding their classroom visits. These observations typically involve looking at how well teachers are implementing a particular program or set of practices that the school has adopted.
2. Professional Learning Teams and Communities: To improve teacher support for one - another, an ISV consultant Karen Milkins was invited on curriculum days to train staff on how to effectively conduct Professional Learning Teams and Communities.
3. The Coaching and Evidence Based Observation Program: In addition to the external training program, 7 trained Coaches are allocated to have class visits to support teaching staff. The coaches also support the new and returning teachers to the teaching profession. The coaches conduct class observations and provide feedback for improvement using a common standard observation tool named Evidence Based

Observation. On average five teachers are worked with and supported by each coach throughout the semester. In 2016, 27 teachers were involved in Evidence Based Observation program.

4. Educator Impact

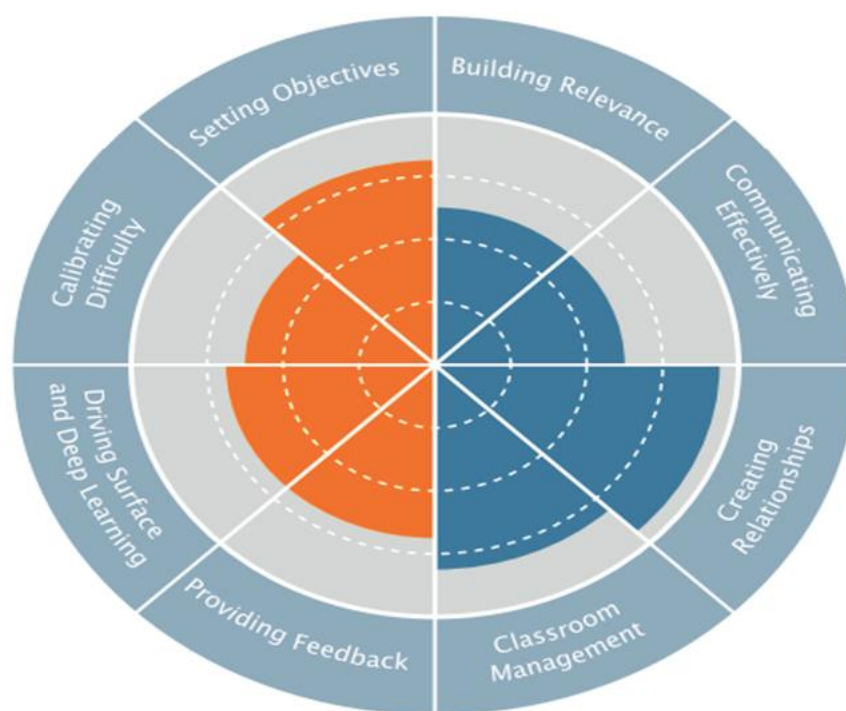
- EI is an integral part of Teacher Performance and Development Program at Darul Ulum College that supports ongoing teacher growth.
- EI is a tool to measure teacher growth.
- As an outcome of EI teacher capacity building activity, teacher growth is to be maintained and enhanced throughout the course of their professional practice.
- The purpose of the EI program is to provide teachers with feedback on their performance from their personal perspective, that of their students and colleagues.
- Educator impact is an evidence-based 360-degree feedback tool that uses insight from feedback to provide teachers with an individualised PD Plan to help improve their teaching practice and positively affect student outcomes.
- EI encourages growth involving seeking feedback and regularly taking action.

In 2016, there were 63 female and 27 male teachers who participated in the Educator Impact training program.



Eight competencies linked to the AITSL Standards

1. Setting Objectives
2. Calibrating Difficulty
3. Driving Surface and Deep Learning
4. Providing Feedback
5. Building Relevance
6. Communicating Effectively
7. Creating Relationships
8. Classroom Management



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	30
Bachelor of Education	10
Master of Education	18

Student Progress and Achievements

In keeping with the College's common goals, the secondary section of the College has a strong commitment to providing support and giving opportunities to students to reach their full potential. Teachers, being the key influential factor in bringing improvement in academic outcomes and growth, have been the recipient of numerous professional development training in the area of curriculum pedagogy. Professional activities on differentiation and giving rich feedback have been central to staff training and engagement. An emphasis into planning of a differentiated curriculum based on adjustment of content, process, product or environment will facilitate acquisition of knowledge and skills in students.

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

- national and departmental competitions;
- Science fair projects;
- History and Art exhibitions;
- incursions and excursions; and
- High Achievers events.

Students explore their creativity to represent a theme of their choice and explore independent learning in the process.

A strong emphasis and value is placed on professional learning teams (PLT), as protected time is allocated for teachers to discuss student learning and achievement. During those sessions, students' results are analysed periodically to identify and evaluate strategies by which students can be further assisted to improve on their academic performance. The Pyramid Response to Intervention Program (PRTI) data is utilised in those meetings to identify and celebrate growth or to work collaboratively towards effective mechanisms that can be used to bring-about growth in students' different phases of learning. In the teacher's planning phase, an emphasis has been placed, in 2017, to include activities that would facilitate the acquisition, meaning making and transfer of knowledge at different stages of lesson delivery. In doing so students will be able to link the knowledge gained to more engaging and meaningful experiences. Providing on going feedback on student learning progress has been the foci for a number of professional learning sessions. Shared strategies for proving students with quick and effective formative assessments helped enrich the learning experiences of students.

In the Primary school the emphasis is to provide students with balanced academic, religious, social and emotional growth through various delivery modes. These include a balance of traditional & discursive practices. Hands-on experiences to facilitate stronger connections in learning is a common and essential practice. The primary assessment practice involves a unique number grading system which enables systematic and early identification of students at risk as well as high achievers and their individual termly ongoing growth. At risk

students are offered various intervention programs whereby they are re-taught content they struggled to absorb and comprehend in their learning. Opportunities are also provided to extend capable students.

Social and academic achievements are acknowledged during the year through a school-based rewarding scheme.

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
2014	Literacy	100%	98%	99%	94%
	Numeracy	100%	95%	100%	100%
2015	Literacy	98%	100%	99%	94%
	Numeracy	99%	100%	100%	100%
2016	Literacy	99%	100%	100%	98%
	Numeracy	96%	100%	100%	98%

Percentage point change:

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

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

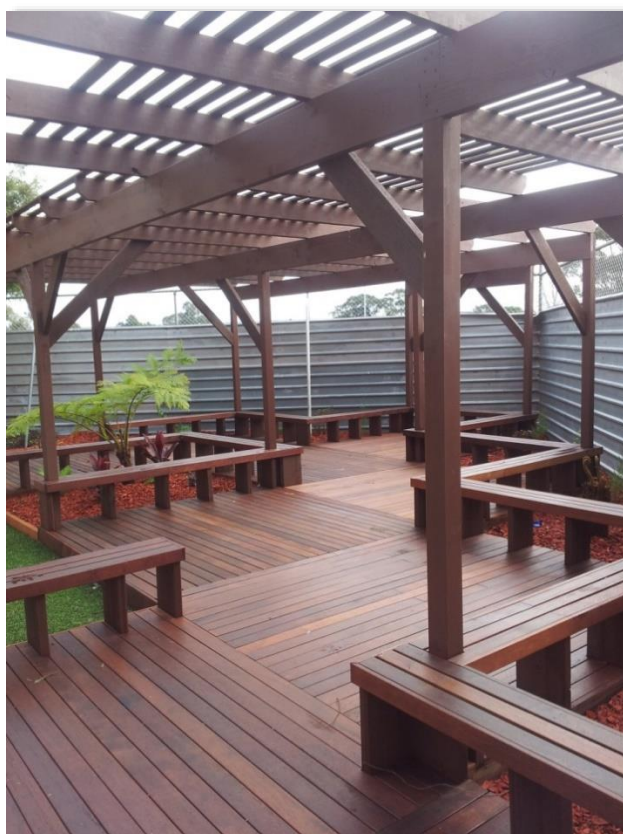
% At or above National Minimum Standard						
2016	Literacy					Numeracy
	Reading	Writing	Spelling	Grammar and punctuation	Literacy average	
Grade 3	97	99	99	100	99	96
Grade 5	100	100	100	99	100	100
Grade 7	99	100	99	100	100	100
Grade 9	99	94	100	99	98	98

% At or above National Minimum Standard

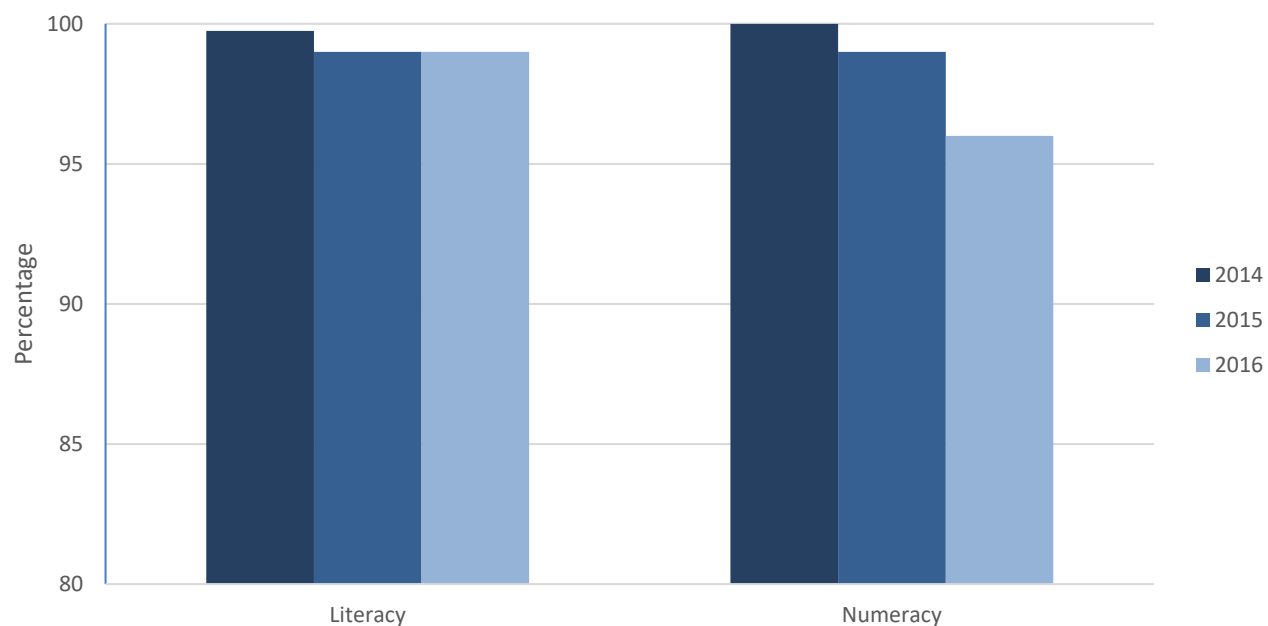
2015	Literacy					Numeracy
	Reading	Writing	Spelling	Grammar and punctuation	Literacy average	
Grade 3	100	100	97	100	99	99
Grade 5	100	100	100	100	100	100
Grade 7	99	100	99	98	99	100
Grade 9	94	85	100	96	94	100

% At or above National Minimum Standard

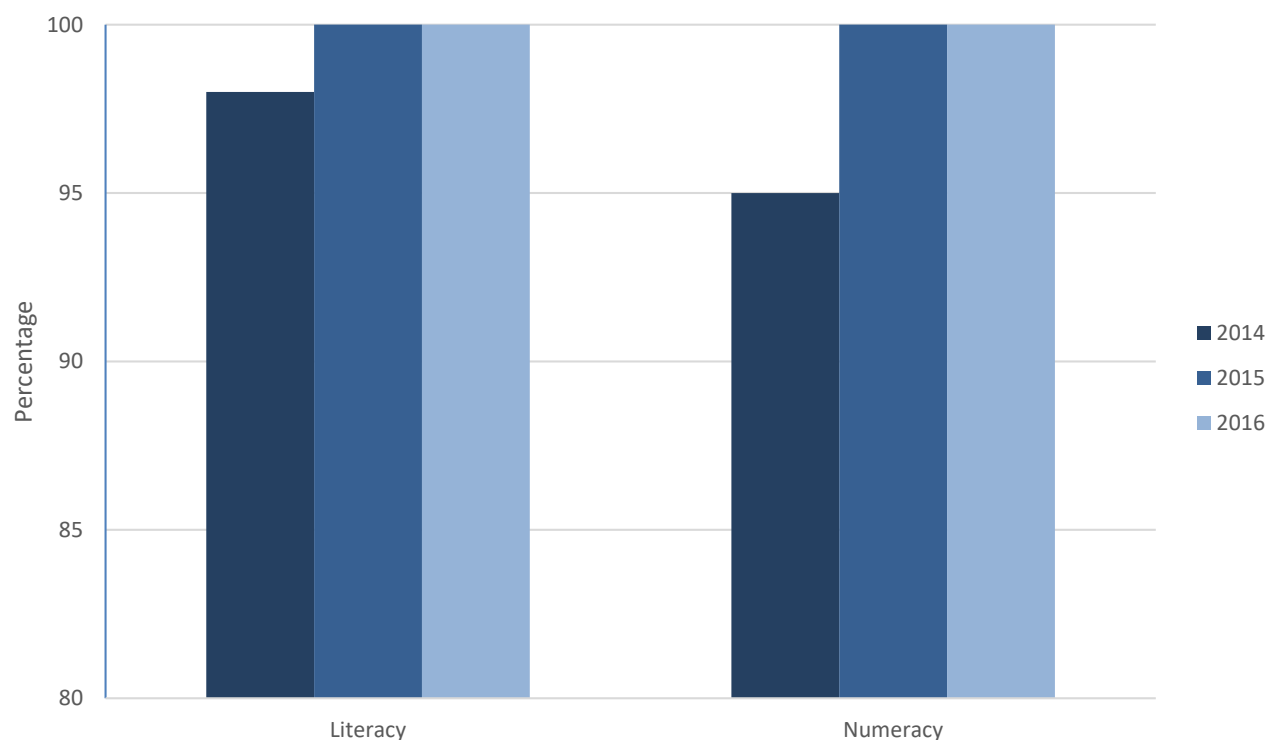
2014	Literacy					Numeracy
	Reading	Writing	Spelling	Grammar and punctuation	Literacy average	
Grade 3	100	99	100	100	100	100
Grade 5	98	100	99	95	98	95
Grade 7	100	96	100	99	99	100
Grade 9	97	83	100	97	94	100



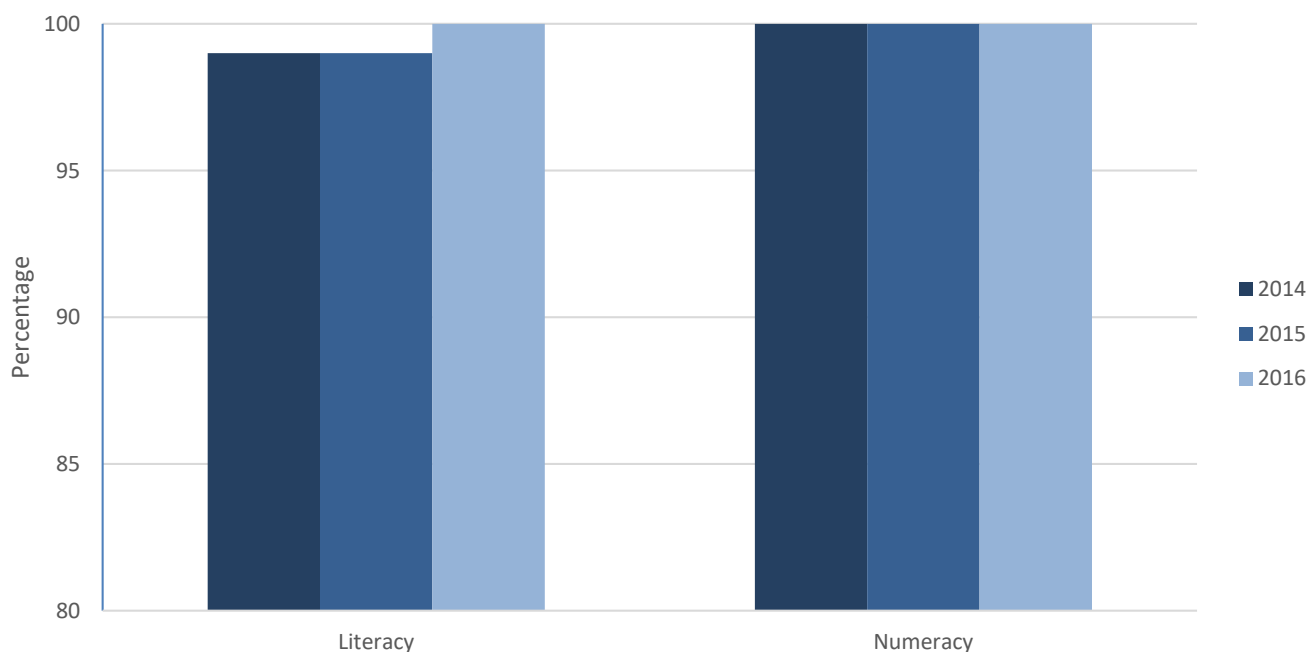
Year 3: Percentage achieving at or above National Benchmarks



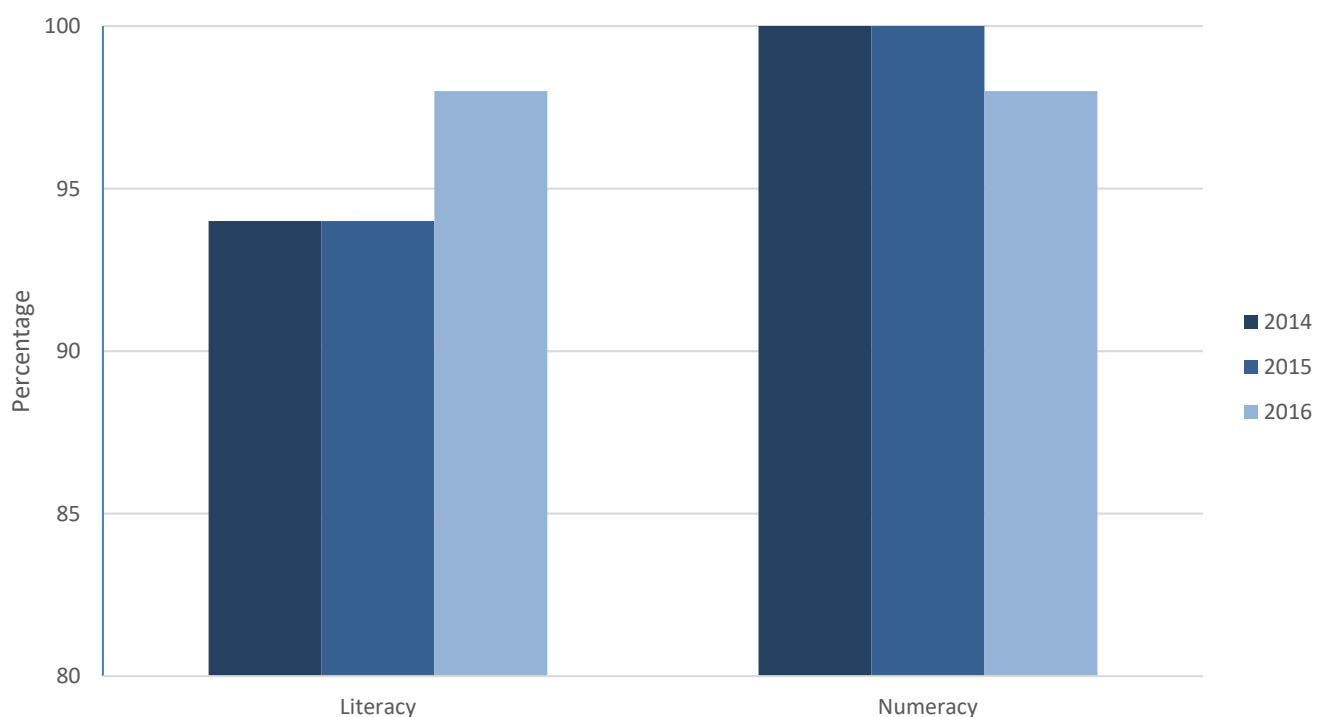
Year 5: Percentage achieving at or above National Benchmarks



Year 7: Percentage achieving at or above National Benchmarks



Year 9: Percentage achieving at or above National Benchmarks



Senior Secondary Outcomes: VCE

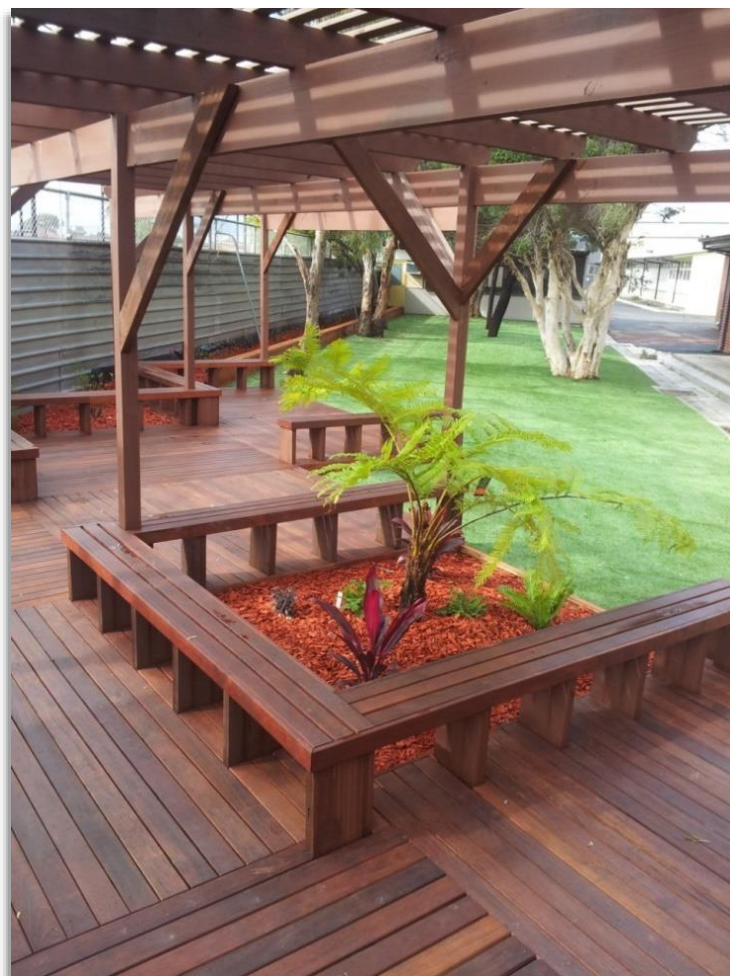
In acknowledging that the VCE program can be considerably demanding and a challenging experience if not structured adequately for all stakeholders ranging from students, parents and teachers, the College has taken the initiative to introduce the VCE program from Year 10 to allow for some flexibility 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 2016 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.

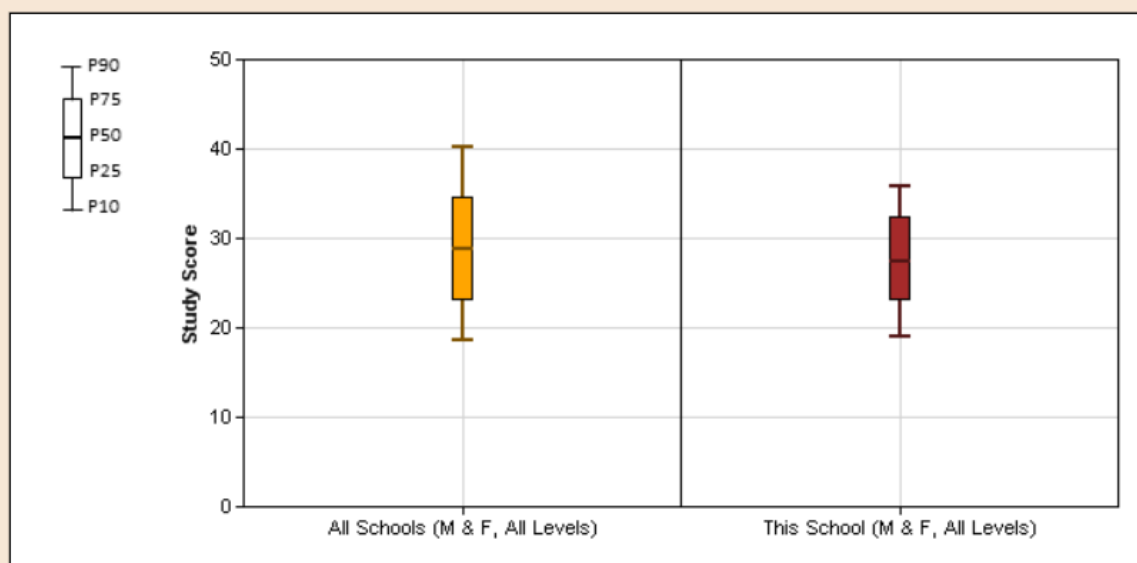
Notwithstanding the amount of resources and academic measures that have been put in place to maximise students' achievements ranging from additional weekend tuition classes to term holiday classes, VCE students were also encouraged to take on leadership roles including the nomination of many senior students 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 2016:



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

All VCE Studies (ATAR Subject Score)**2016 DARUL ULUM COLLEGE OF VICTORIA Home School Data**

All VCE Studies (ATAR Subject Score)
2016 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)	257065	110	1.9	18.7	23.3	28.9	34.7	40.2	55.0
This School (All Gender, All Levels)	241	14	11.3	19.0	23.2	27.4	32.3	35.7	44.5

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. Five 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

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

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

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

We provide a centralised avenue for staff members to collaborate with regard to student's pastoral needs who are deemed at risk academically, socially or emotionally. There are 4 core areas of 'Well-being Components' derived from research findings by Prof. Donna Cross that will be addressed through the Student Well-being Program:

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

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

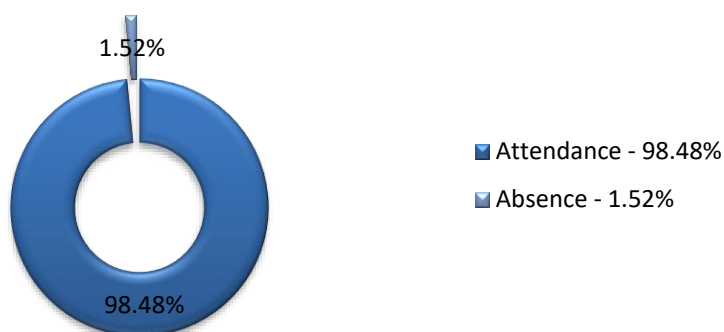
More pertinent students' issues are referred to the Student Well-being Department for appropriate referrals, interventions and advice. This may include academic support and intervention, counselling sessions as well as the need for external referrals to allied health through the Special Education Department for further intervention and assessing funding eligibility.

Over the years, the College has developed many in-house programs that address the core areas of well-being as well inviting external agencies, e.g. AFP to address cyber safety issues, specialist doctors to raise awareness regarding healthy eating and drinking habits. The College has also collaborated with universities around Australia, most recently with University of South Australia's director of Centre for Islamic Thought and Education, Professor Mohamad Abdalla. He visited the College towards the end of 2016 and his sessions about 'Islam, Culture and Identity' with students, staff and parents were very beneficial in fulfilment of our goal of nurturing spiritual well-being.

Student Attendance

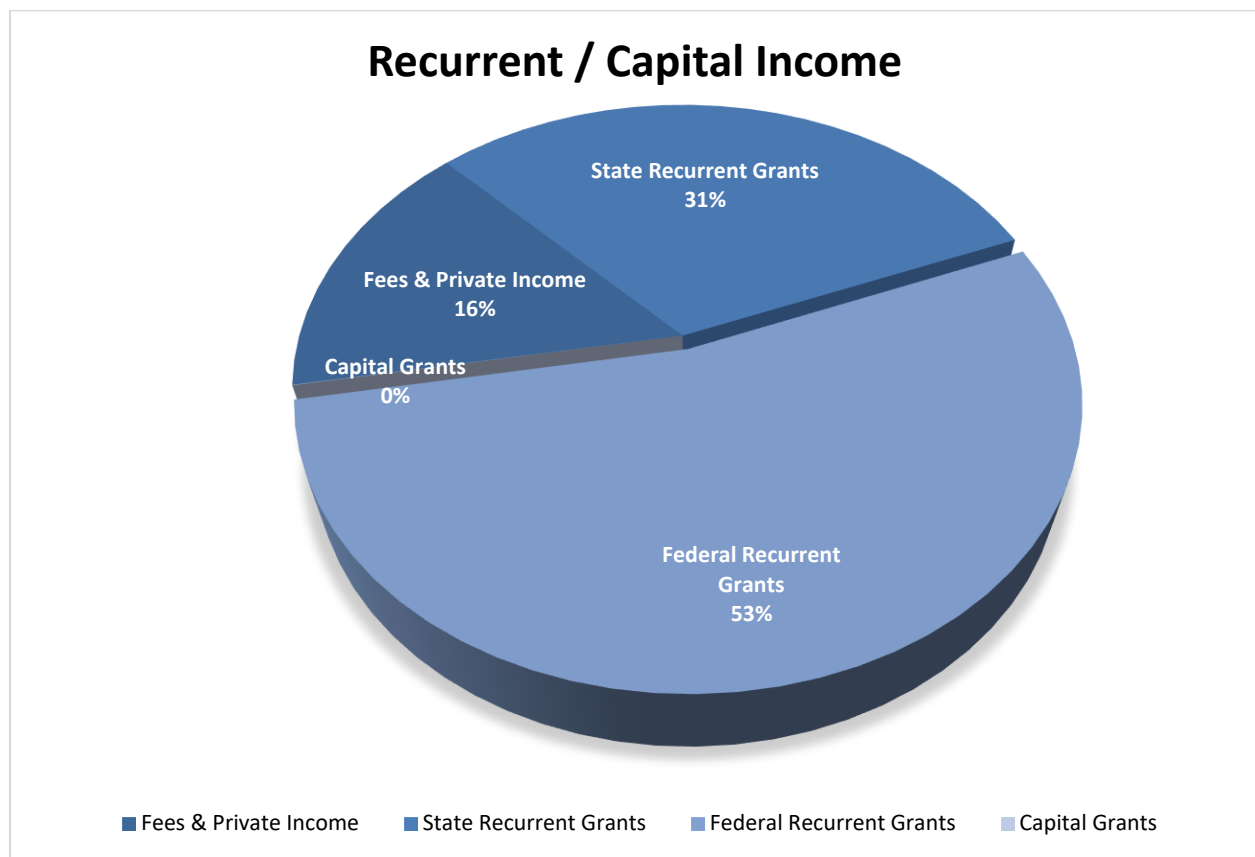
STUDENT ATTENDANCE DATA From 29/1/16 to 7/12/16 Year Level	Semester 1 29/1/16 to 16/6/16 %	Semester 2 12/7/16 to 7/12/16 %	Year 2016 % Averages %
Prep	98.17	97.96	98.06
Year 1	98.37	98.13	98.25
Year 2	98.13	98.44	98.28
Year 3	98.56	98.27	98.41
Year 4	98.55	98.55	98.55
Year 5	98.81	98.58	98.69
Year 6	99.00	98.72	98.86
Primary Averages	98.51	98.38	98.44
Year 7	99.01	98.25	98.63
Year 8	99.08	98.20	98.64
Year 9	98.98	98.01	98.49
Year 10	98.75	98.00	98.38
Year 11	98.82	97.87	98.34
Year 12	99.01	98.23	98.62
Secondary Averages	98.94	98.09	98.52
DUCV Averages	98.71	98.25	98.48

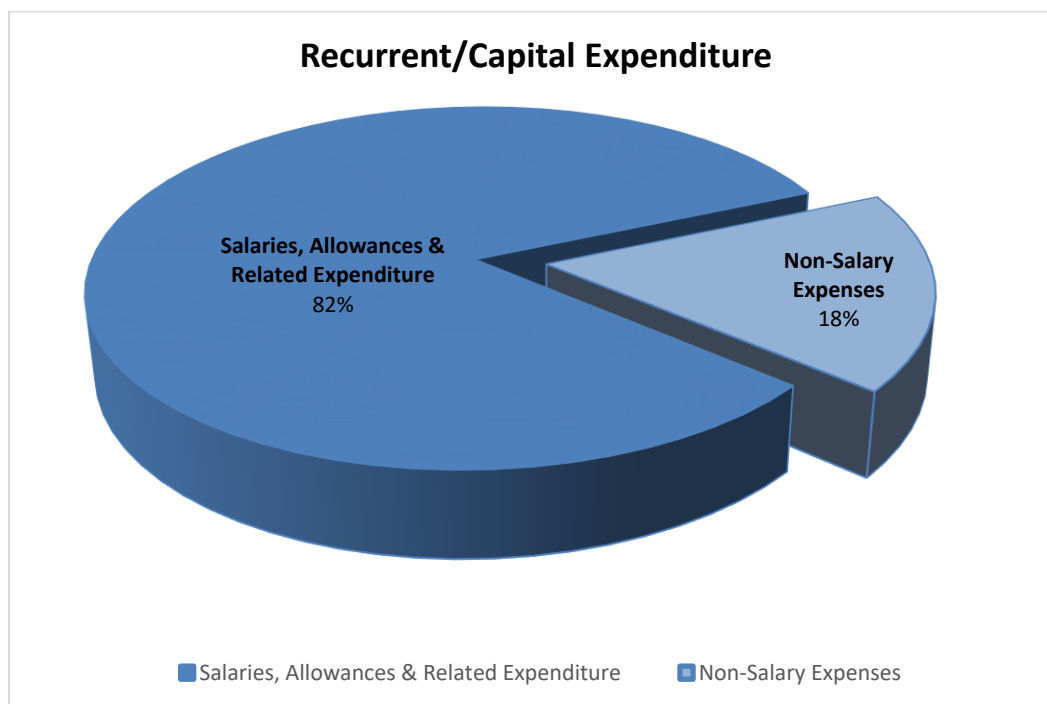
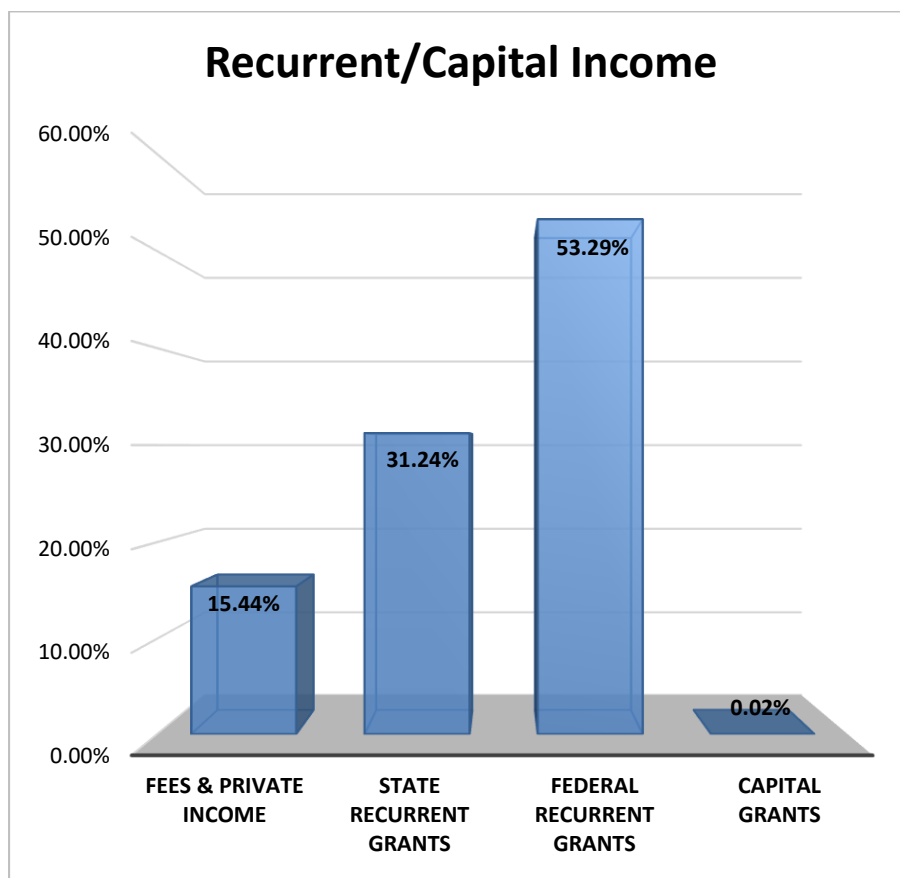
Student Attendance Rate - 2016

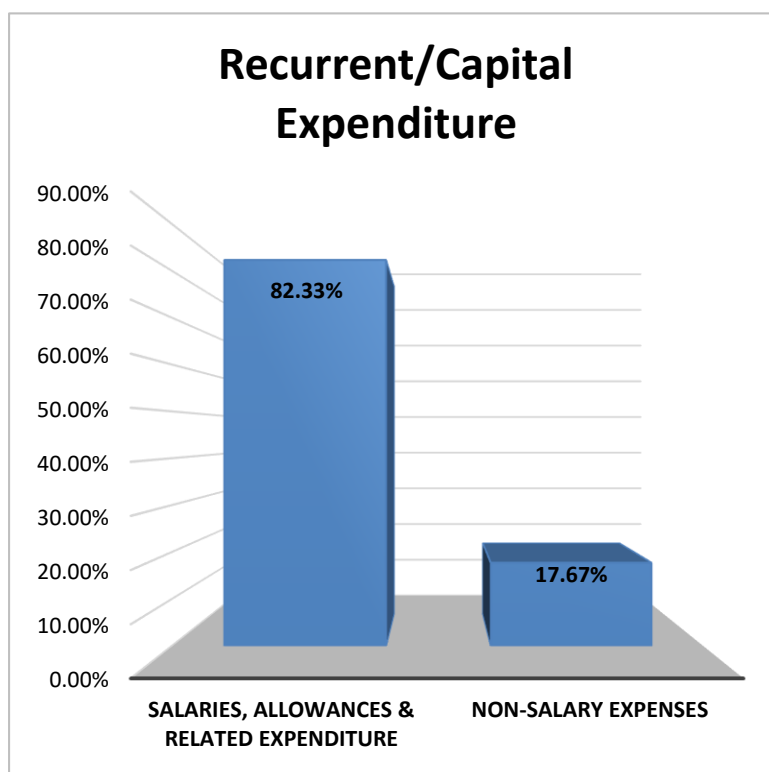


The overall attendance of students at Darul Ulum College of Victoria is excellent with an attendance rate of 98.48% in 2016. We recognise the strong link between school attendance and learning outcomes and continue to encourage parents to reduce late arrivals and absences. Most students' absences were 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

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