

2020

Annual Report to the School Community



Darul Ulum College of
Victoria
1996



VISION

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

AN ISLAMIC SCHOOL

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

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

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A message from the Principal

Assalamu Alaikum Wr. Wb.

Dear Darul Ulum College of Victoria Family and Community Member,

We take this opportunity to reflect on the 2020 academic year with complete gratitude to Allah SWT. The year 2020 has been a watershed period for education around the world for both educators and students alike. The Darul Ulum College of Victoria (DUCV) team has met this year's challenges with great faith, perseverance, and hard work; it is through our faith and our passion of serving our community that we have not only met these challenges – but have thrived and reached new heights in fostering learning.

Darul Ulum College has responded to the Covid-19 crisis with utmost diligence in complying to both state and federal government guidelines and requirements as we have been working closely with the Department of Health and Human Services. We have developed a Covid-19 Management Plan which prepares us for various scenarios that may come about during the pandemic and have implemented various strategies to curb the impact of the virus. The College community has been advised to be tested for Covid-19 if they have come in contact with a person who has arrived from overseas. We have acquired equipment such as hand sanitizers, masks, thermometers, and cleaning products. Daily spot cleaning of public spaces is undertaken routinely. Room capacity signage is displayed for all enclosed spaces in all buildings and safety and hygiene posters have been displayed to act as cautionary reminders. We have relocated staff office spaces; working from home arrangements have also been made for staff. We have also provided flexible learning arrangements subject to advice issued by DHHS: remote learning for the majority and on-site learning for our vulnerable students. It is with great relief that we report that there have been no Covid-19 cases identified or diagnosed at DUCV.

In addition to taking practical steps in response to Covid-19, we have achieved significant feats regarding remote learning. We have provided support to staff with technology and training that would further equip them to carry out remote teaching. Smooth transitioning from on-site to remote learning has been achieved by the purchase of software license; training staff of the use of Microsoft Teams and Zoom; training staff on the use of Schoolbox and live streaming lessons; loaning laptops to teachers to conduct remote teaching and the expansion of a salary sacrifice scheme to all staff including ancillary staff for effective working from home arrangements. We have allocated more budget to revamp the ICT infrastructure and acquisition of technology resources such as: purchase of interactive touch screen whiteboards with in-built computers for all secondary classes; replacement of school servers; replacement of routers and replacement of classroom teachers' desktop computers. All in all, 805 laptops have been purchased – one set for each class from year 4 to year 12. We also have a new phone system enabling visual cloud base calls via PCs and mobile phones. Providing support to students and parents during flexible learning has been a major priority. We have provided access to iPads, PCs, and electronic equipment to students to use during remote learning.

The College has also waived the excursion and incursion levy and provided a \$250 Covid-19 fee relief to all parents; further discounts were made for parents based on their individual circumstances such as for those who may have lost their jobs.

In an effort to deliver great learning experiences for our students on-site, we have undertaken several projects. A new pergola has been built which extends from the ladies' office entry to the male side main entry gate along the MK Building. We have renovated the secondary male and female classrooms by painting all walls; installing inbuilt wall lockers; tile carpet, screens; new tables, chairs pinboards and smart whiteboards. The refurbishment of Building D secondary Art Room and Building A Art Room was also a remarkable achievement.

The application to amend the College's planning permit to increase numbers to 1250 students has been approved by the Council. We have also introduced a new Traffic Management Plan along a Prayer Hall Management Plan. A land swap agreement has been signed with the Council in addition to the lodgement of a mosque car park application for 50 cars to gain access from Elizabeth Street.

There are several updates regarding the DUCV Master Plan as well. This plan incorporates an 8-stage development program, with a new carpark for female staff and male staff on Miller Street. New administration offices, senior school classrooms and facilities for the boys' campus are also catered for in the plan along with a new administration building that will house 10 classrooms, specialised offices, amenities, reception, sickbay, a conference room, and staff recreation facilities.

Demolishment of the old Building B will make way for the redevelopment of senior school classrooms for the girls' campus and demolishment of the old Building A to allow for more ground space for students is planned. Building D expansion will make room for new science and art classes. A pick-up and drop-off facility will be constructed with access to Victory Street.

Moreover, the Darul Ulum Academy Master Plan has been approved by Council and Stage 1 Foundation to Year 4 building planning permit has been granted. This plan comprises of 10 classrooms, staff and student amenities, specialized offices, reception, conference room, sickbay, resource centre, staircase, and lift. The Academy will offer five streams for each year level with classroom sizes at a minimum of 70sqm. Each classroom will have a separate tutorial room and each community is to have a large open learning breakout space. Stage 1A construction is expected to be completed in 2021 with the school starting in 2022 for Foundation to Year 3.

Such improvements and expansions are undertaken to promote our promise of facilitating for academic excellence. Darul Ulum College has achieved exciting educational progress this year. Remote tutoring for Year 12 VCE classes during weekends and after hours has been made available. We have rolled out Schoolbox to primary teachers including Quran Instructors and on-line assessment tools have been utilized through Schoolbox. We have targeted assessments and screeners to identify and validate students referred with learning

difficulties. The College has piloted 7 Steps to Writing Program for primary and full implementation of SMART Spelling has been established. In terms of behaviour management, we are guided by positive reinforcement and reformative practice strategies.

Our educational progress within the senior school is a testament to our hard work and determination and is a cause to celebrate our collective efforts. Below is a summary of our 2020 VCE achievements:

- Dux Award: 99.30 ATAR
- 20% of students achieved above 90 ATAR
- 47% of students achieved above 80 ATAR
- 81% of students achieved above 60 ATAR
- School median for VCE is 31 out of 50

We thank Allah SWT for blessing us with such promising results as we continue to seek His guidance whilst we set our sights upon greater academic feats.

Mr. 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 improve our school to offer an inspiring, purposeful, secure, and engaging educational environment for all students and staff. This year, the college buildings has undergone a complete refurbishment to incorporate quality classrooms that are fully equipped with technologically advanced learning devices and resources, enabling students to enhance their learning experiences.

2. Building extensive partnerships with the wider community

- ❖ We are committed to developing extensive partnerships between school, students' families, and the wider community to help all students succeed while at school and in their later lives. The importance of this partnership was never more predominantly than during the pandemic with schools resorting to on/off remote learning setup. 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. Regular communication with all stakeholders has helped overcome issues related to the transition into flexible and remote mode of teaching and learning during this pandemic. Monitoring of student learning experiences and drawing back on collated feedback from our parents assisted in tailoring our practice to provide minimum interruption to teaching and learning.

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

- ❖ We believe that professional development is critical in building the capacity, capability, and sustainability of our school. Only when a workforce is highly skilled, can it deliver a robust education that incorporates a good training program and dynamic educational support. Providing our teachers with opportunities to upskill themselves in the use of technology to enhance the experience and engagement of students with their schooling. With forums created for teachers to share and reflect on their classroom practices and ways to improve student outcomes was one common strategy employed to enhance staff capabilities.

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

- ❖ Individualised learning plans are an integral part of all teacher planning and implementation phases. We recognise the values and skills of everyone and attempt to utilise them within our teaching context. Structures, policies, and processes are well in place to improve the success rate of our learners. Our curriculum programs and technology will be expanded to cater for individual diversity and requirements. Our remote learning mode of delivery was adapted to meet individual learning needs of students requiring alternative work 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.

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 Teacher Growth and Development Coordinator who is exploring pedagogical improvements that enhance and encourage higher order thinking in learners.

This report provides an overview of our performance for the year ending December 2020.



Organisational goals achieved in 2020

Whilst the year 2020 provided us with unprecedented circumstances and daily challenges, it has also offered us as a school community a wide range of opportunities to reflect on our vision and mission. The challenges that were encountered prompted us to unite our efforts and provoked our thoughts to navigate our way through the hurdles of adapting to unparalleled educational contexts and settings.

Teaching, Learning and Student Wellbeing

- Upskilling staff through hands on workshops and professional development sessions with the prerequisites of online teaching and learning.
- Upskilling staff in the space of respectful relationships 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 wellbeing and online learning.
- Upgrading the Learning Management System (Schoolbox) to facilitate for remote learning and onsite learning classes.
- Introduction of systems to gauge students' engagement, participation, and general wellbeing, particularly during remote learning periods.
- Effective implementation of the VCE Action Plan enabling the College to achieve a marked competitive VCE median score compared to other like schools and compared to the College's performance in previous years, with the DUX achieving an ATAR of 99.30.
- 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 appointment of a Teacher Growth and Development Coordinator.
- 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

- Amendment of Planning Permit submitted and approved to cater for the growth in the College's Fawkner campus.
- Introduction of an updated Traffic Management Plan with the expansion of the carpark and to facilitate for a safer dismissal process.
- Overhaul of the College's ICT infrastructure, including software and hardware.
- Upgrading all classes of the three sub-schools with state-of-the-art technology and teaching / learning devices.
- Introduction of mobile class-set laptops for students of all year levels.

- Installation of in-built student lockers, furniture, and carpet in all secondary classrooms.
- Installation of an extended shade structure for students during drop-off / pick up times.
- Refurbishment of two Arts Rooms.
- Acquirement of an additional land in the northern suburbs to facilitate for the College's growth and development as a new campus.
- Completion and submission of a Master Plan for the new campus.

Common goal for 2021

Our common goal for 2021 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 wellbeing.



Feedback from the wider school community

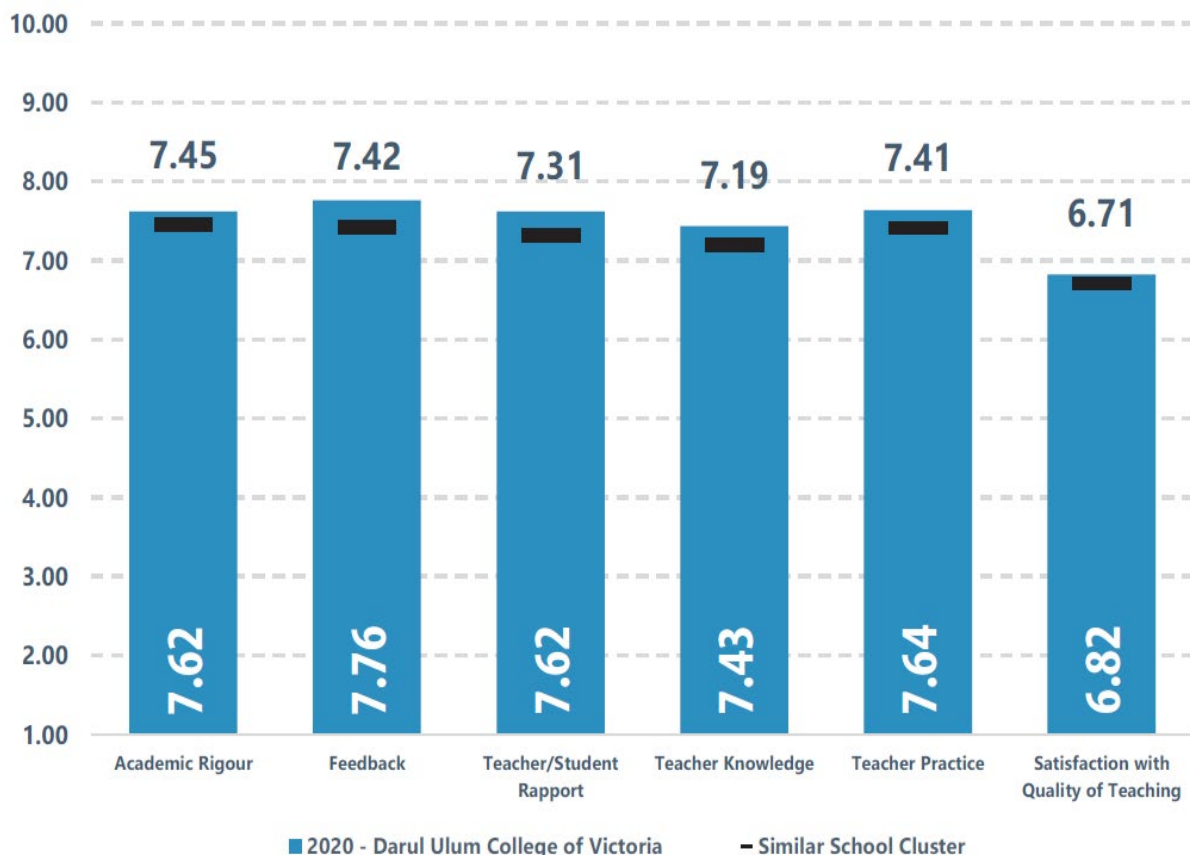
To obtain an effective assessment of its performance in the key elements of schooling, Darul Ulum College participates annually in the LEAD survey. LEAD stands for *Listen* to stakeholders, *Evaluate* what is said, *Act* on this knowledge and *Deliver* better outcomes. This mirrors the College's aims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

Student Satisfaction survey

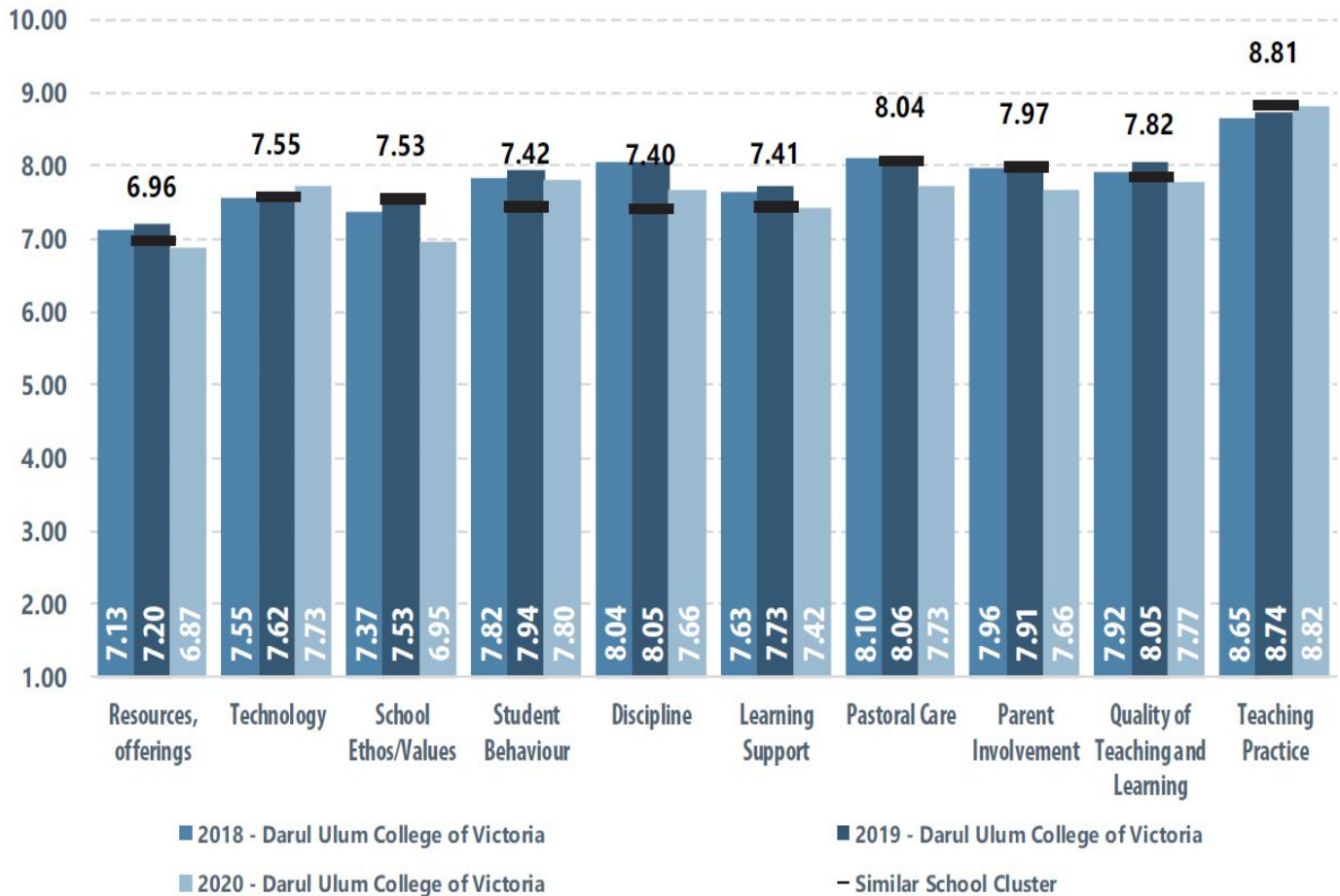
The Student Satisfaction Survey measures satisfaction levels of current students with important aspects of schooling. The surveys aim to gather recommendations for improving the quality of education in the school from the most important stakeholders, namely the students.

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



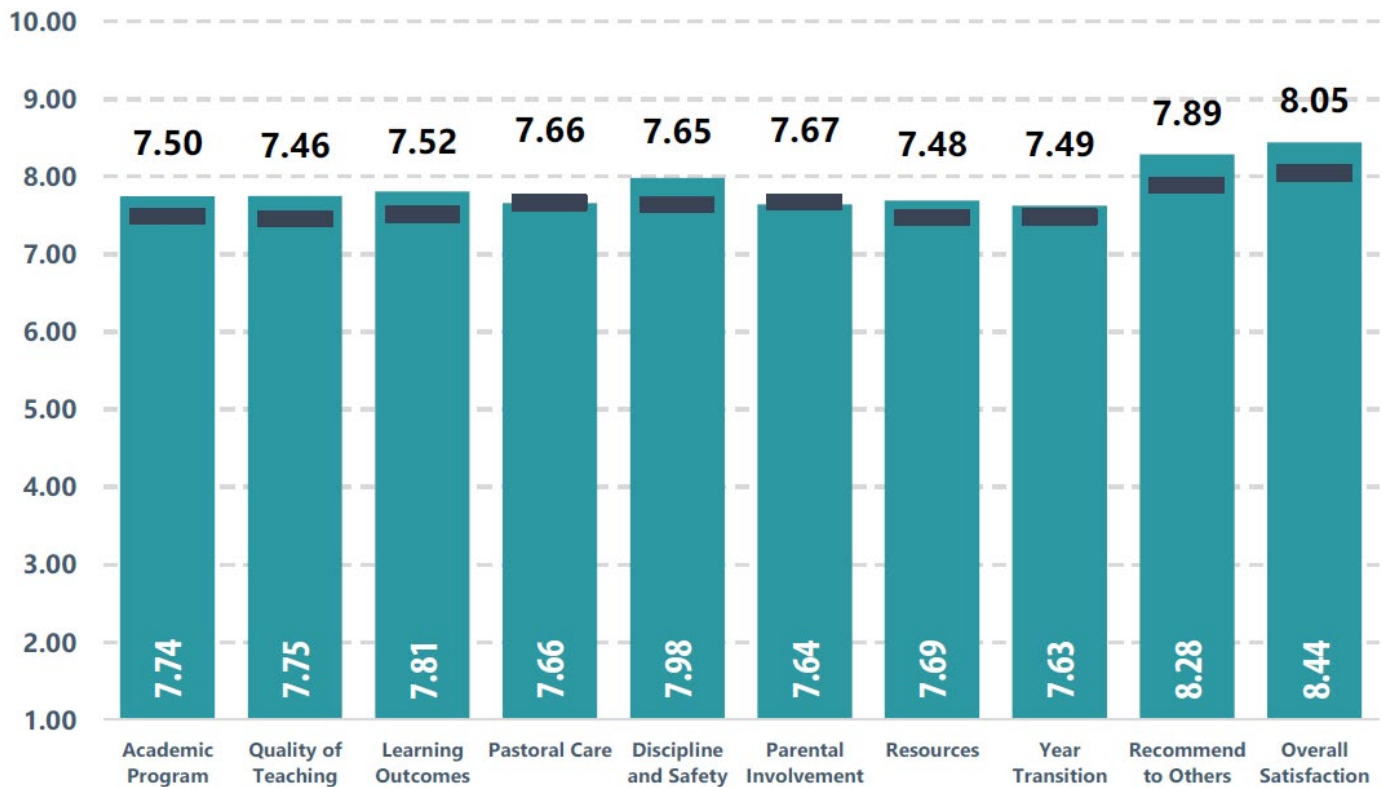
Staff Satisfaction Survey

This graph displays overall satisfaction per school-based domain for teaching staff at Darul Uloom College of Victoria compared to statistically similar schools.



Parent Satisfaction Survey

This graph displays overall parent satisfaction per domain for Darul Uloom College of Victoria compared to statistically similar schools. The numbers in white represent Darul Uloom College of Victoria while the numbers in black represent 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 absence

The average number of days a teacher was absent for in 2020 was 6.25 days.

Teacher retention

The retention rate of teachers in 2020 was 97%.

Teacher participation in professional learning

In 2020 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. Learning Management System: Schoolbox.

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

External PD training	\$27,762
In-house PD training	\$15,000
Total	\$42,762

1. Nationally Consistent Collection of Data on School Students with Disability (NCCD) awareness sessions: All teachers were provided several professional learning sessions to understand the requirements of NCCD.
2. Schoolbox: A whole school approach is used to ease the communication with students and parents.

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	36
Bachelor of Education	33
Master of Education	28

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 secondary section of the College has a strong commitment to providing support and giving opportunities to students to reach their full potential. Based on numeracy and literacy results the college continues to explore the streaming of classes into mainstream and advanced classes. With the added advantage of having a teacher aid to support mainstream students, teachers could improve and increased the challenge for the advanced stream classes. Consequently, we are envisaging a marked improvement in student outcome.

With the ongoing review of our VCE improvement plan and the introduction of the year ten accelerated program, students were able to capitalise on the added advantage of starting their VCE journey in year 10. VCE students' hard work has come to fruition in 2020. As despite the trials and tribulations contributed by the pandemic, the college celebrated the tremendous success rate of the cohort with students' ATAR scores enabling students to secure 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 pedagogy. Professional activities on differentiation and giving rich feedback have been central to staff training and engagement. An emphasis into planning of a differentiated curriculum based on adjustment of content, process, product, or environment will facilitate acquisition of knowledge and skills in students.

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

A strong emphasis and valuable time are invested on professional learning teams (PLT), with protected time 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 continues to be placed, in 2020, 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 several 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

On 20 March 2020 the Education Council met and decided NAPLAN will not proceed in 2020 across the country allowing schools and teachers to focus on the continuity of learning and the health and wellbeing of their students during the Covid-19 pandemic.

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 2020 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.

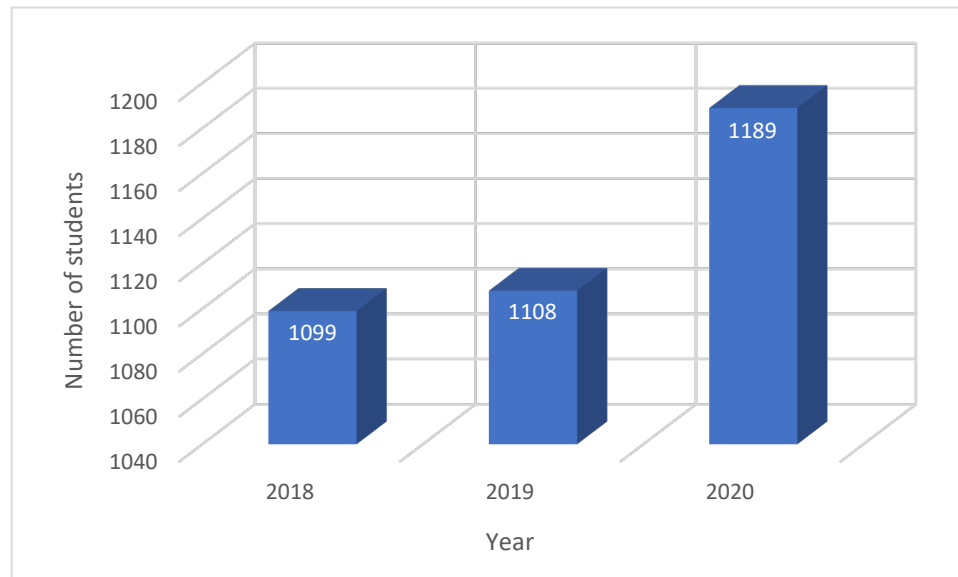
Notwithstanding the number of resources and academic measures that have been put in place to maximise students' achievements ranging from additional weekend tuition classes to term holiday classes, VCE students were also encouraged to take on leadership roles including the nomination of many senior students 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 always employed. Below is an expanding list of VCE subjects that were offered at Darul Ulum College of Victoria in 2020:

Year 11 Subjects	Year 12 Subjects
<ol style="list-style-type: none"> 1. Arabic 2. Biology 3. Business Management 4. Chemistry 5. English 6. Food Studies 7. General Mathematics 8. Legal Studies 9. Mathematical Methods (CAS) 10. Psychology 11. Texts and Traditions 12. Visual Communication Design 	<ol style="list-style-type: none"> 1. Arabic 2. Biology 3. Business Management 4. Chemistry 5. English 6. Further Mathematics 7. Health and Human Development 8. Mathematical Methods (CAS) 9. Psychology 10. Texts and Traditions 11. Visual Communication Design

Outcomes for the Year 12 cohort of 2020	
Number of students awarded a Senior Education Profile	36
DUX of 2020	99.30
Number of students who achieved above 90 ATAR	20%
Number of students who achieved above 80 ATAR	46%
Number of students who achieved above 60 ATAR	78%
Number of students who achieved a perfect study score (50/50)	1 (Biology)
Number of students awarded a Victorian Certificate of Education at the end of Year 12	36
Number of students awarded VCE qualification	100%
Percentage of Victorian Tertiary Admissions Centre (VTAC) applicants receiving a tertiary offer	93%

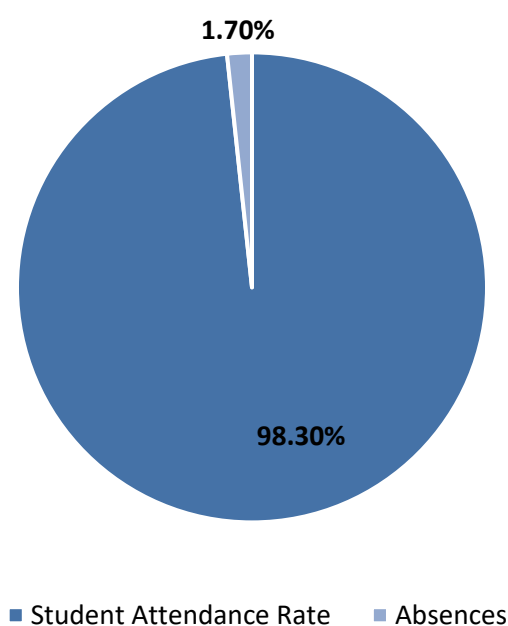
Student enrolments



Student attendance

STUDENT ATTENDANCE DATA From 30/1/20 to 3/12/20 Year Level	Semester 1 30/1/20 to 18/6/20 %	Semester 2 14/7/20 to 3/12/20 %	Year 2020 Averages %
Prep	96.7	97.3	97.0
Year 1	97.6	98.5	98.1
Year 2	97.9	98.7	98.3
Year 3	98.0	98.8	98.4
Year 4	97.5	98.8	98.1
Year 5	98.1	98.9	98.5
Year 6	98.0	98.8	98.4
Primary Averages	97.7	98.5	98.1
Year 7	97.8	99.0	98.4
Year 8	98.2	98.7	98.5
Year 9	97.4	99.0	98.2
Year 10	97.3	99.1	98.2
Year 11	97.9	98.6	98.2
Year 12	98.7	99.3	99.0
Secondary Averages	97.9	98.9	98.4
DUCV Averages	97.8	98.7	98.3

Student Attendance Rate 2020



The overall attendance of students at Darul Ulum College of Victoria is excellent with an attendance rate of 98.3% in 2020. 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 well-being

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 responsibility of all staff working in a whole school context. With 2020 being an unprecedented year with challenges with lockdown, remote learning and living with uncertainty whilst trying to maintain a safe and healthy learning environment whether onsite or online to engage students with their learning, Darul Ulum College of Victoria had a lot going to face these challenges.

Each staff member has been instrumental in providing ongoing support to continue engaging students with their learning and providing vital role as a source of support and determinant of success for students. Teachers had intensive training on how to use Microsoft Teams/ Zoom applications alongside maximising the existing Learning Management Platform using Schoolbox to deliver their teaching during remote learning alongside sharing relevant resources online for students to access. Even though the training was carried out within a short period of time due to the sudden lockdown that took place at the end of Term 3, teachers and students did well to take up this new challenge. Online safety policy with the use of ICT were also updated and renewed to ensure safe use of devices during remote learning. Online safety resources and information were also uploaded through the Learning Management system for parents to access with resources on how to monitor and encourage safe online behaviour for the students whilst engaging in remote learning. Students who may not have access to ICT devices at home were offered devices in the form of desktops, iPads, and laptops to enable them to stay connected and engage with their learning. At risks students were also allowed to continue with onsite attendance during lockdown 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 reported to the relevant staff members for follow up with the students and/ or parents. The school wellbeing Team continued to check in with students who are at risk with online 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 considering 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. We also take part in a smaller scale antibullying Program targeting specific cohorts. Teachers actively re-enforce positive behaviours in their classes and whenever possible incorporate anti-bullying messages All teaching staff strongly encourage

students to become 'upstanders' rather than 'bystanders', thus working together with students to create a safe, nurturing environment. Students' well-being is addressed protected home group time for secondary level and careers advice. In addition to this Student Representative Council, a student led program for students to voice their needs and concerns through regular meetings; issues discussed during these meetings range from academic progress to social emotional progress continued to be running. 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.

Regarding Covid safety measures, the College had taken the initiative to come up with the necessary safety precautions to ensure the onsite learning environment is safe and within the guidelines prescribed by the health directives, always. Installation of hand sanitiser stations within easy access throughout each building, temperature checks during the first wave and regular updates sent to parents for the updates in health and safety measures are amongst the measures to help ensure the school community are kept safe.

Students with approved health issues of concerns also continued to be allowed to learn remotely when onsite learning resumes during Term 4 to ensure that students learning are not compromised. The excellent VCE results that was achieved at the end of 2020 was a testimony that despite the disruptions throughout 2020, students continue to receive the support to ensure ongoing engagement in their learning and wellbeing.



Programs for students with disabilities

2020 had been a challenging year for all with lockdown 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. We endeavour to create



and adapt programs that enhance their learning environment through the provision of special equipment, materials, and other resources. During remote learning that took place during Term 3 2020, students who are identified to be at risk were supplemented with additional online tutorials after school which continued even after classes resumed onsite. Feedback from parental survey conducted during Term 3 had been positive.

Students' that are deemed at risk from teacher's observation and anecdotes and school data which include PAT Mathematics and PAT Reading are further assessed through a variety of assessment tools are used to further identify students' needs. This includes the use of York Assessment for Reading Comprehension (YARC), Kaufman Brief Intelligence Test (KBIT), and On-Demand Testing. NAPLAN data is normally also used but due to the Covid in 2020, NAPLAN data was not available to measure students' progress in comparison to the National Benchmarks. 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 student 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. These 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 2019/20, students who require speech therapy received speech therapy

support at the start of the year, but therapy session had to be discontinued during lockdown as the school ceased to have a speech pathologist working at the school. A new speech pathologist assistant was appointed during Term 4 to resume therapy for the students and assist 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 ISV. The process of collecting data to be included in the Nationally Consistent Collection of Data School Students with Disability (NCCDSSD) is continuing at a whole school level. This data will be collected and submitted to the government in August. The Nationally Consistent Collection of Data on School Students with Disability represents 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.

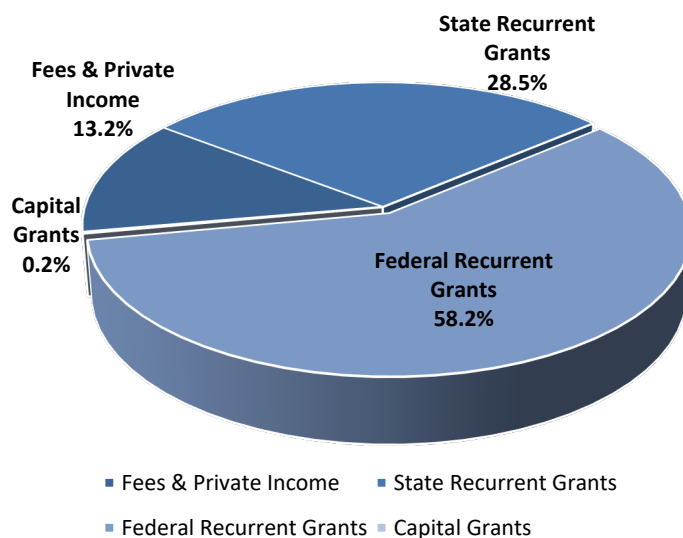
During Term 4 of 2020, the school has started to move towards standardising the evidence required for data collection using templates adopted from the NCCD website and started to collect the evidence as soft copies that are stored at a central location. This helped to minimise paperwork requirements for teachers and maximise time towards teaching and supporting the students.



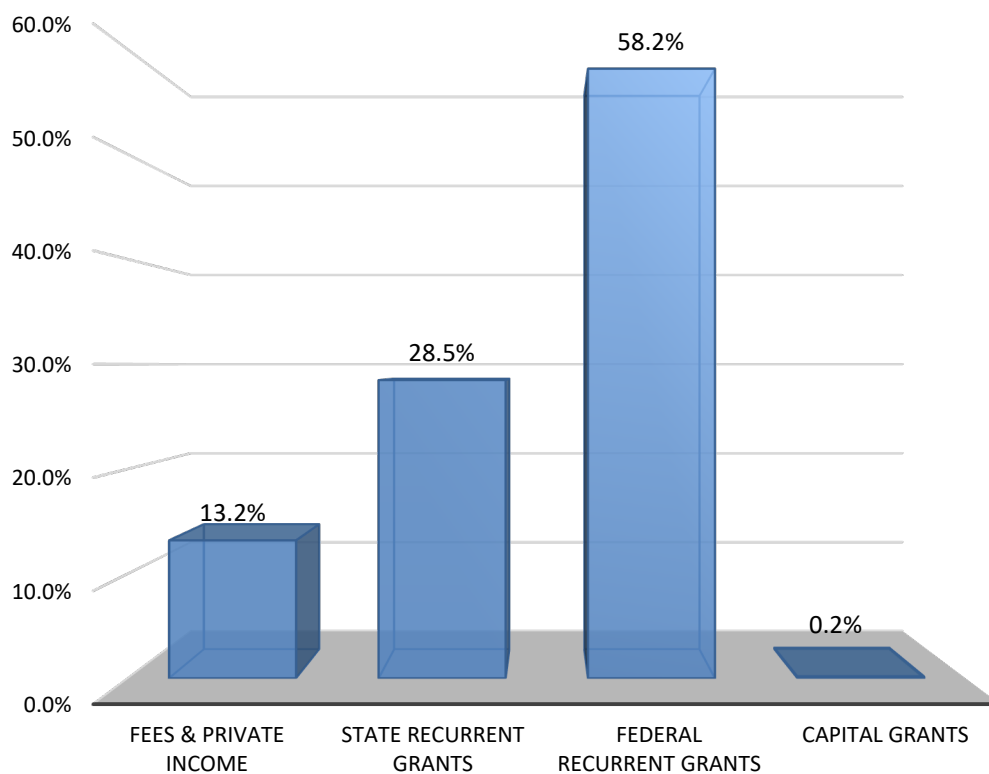
Financial report

Recurrent/Capital Income	Percentage
Fees & Private Income	13.2%
State Recurrent Grants	28.5%
Federal Recurrent Grants	58.2%
Capital Grants	0.2%
Total	100%

Recurrent / Capital Income - Year ended 31 December 2020

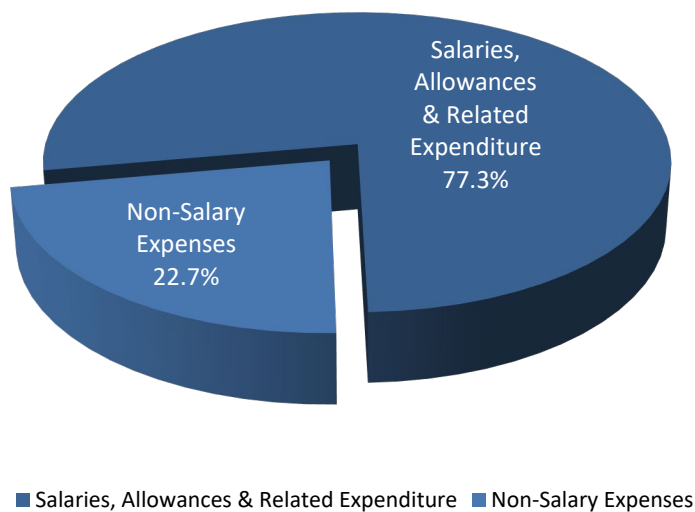


Recurrent/Capital Income

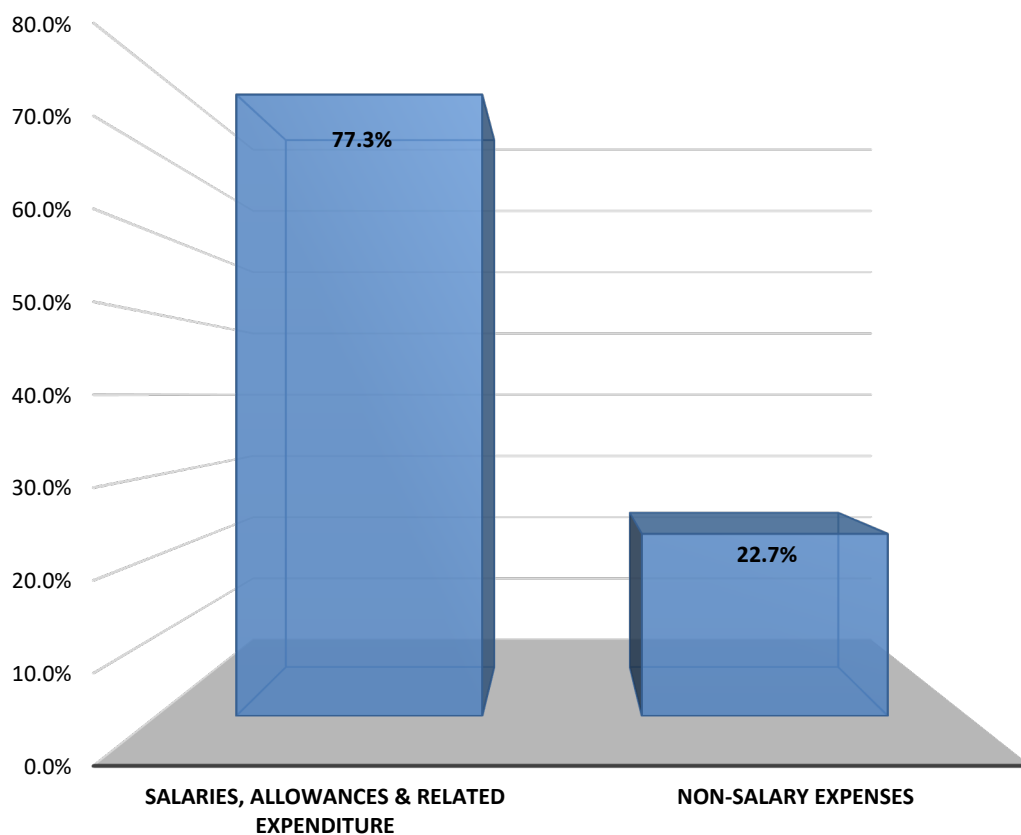


Recurrent/Capital Expenditure	Percentage
Salaries, Allowances & Related Expenditure	77.3%
Non-Salary Expenses	22.7%
Total	100%

Recurrent / Capital Expenditure - Year ended 31 December 2020



Recurrent/Capital Expenditure



School contact information

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