

DARUL ULUM COLLEGE OF VICTORIA

1965

**ANNUAL REPORT
TO THE SCHOOL COMMUNITY**



YEAR 2011

Message from the Principal

Dear parents and school community members

Assalam-o-Alaikum

By the Divine Blessing of Allah سبحانه وتعالى, 2011 has been a very successful year based on the consolidation of what we are doing well, improvements in areas where we are wanting and innovation aimed at building our capabilities for the future. It has been an extraordinary year in terms of building a sense of community including the enrichment of relationships between students, parents and staff as each has provided full support to the other in order to achieve excellence in various aspects of schooling.

I would like to truly appreciate the strength and resilience of our school community through the qualities exhibited by those who belong to it and the shared values we hold together.

As an Islamic learning community, Darul Ulum College of Victoria is focused on authentic student learning in the context of the development of the person as a whole – academically and spiritually. Students are at the centre of all that we do and all the staff members in their various roles are dedicated to each student's development and wellbeing.

We had set five smart goals for 2011 with an aim to achieve all of them by 2012 and Alhamdulillah we have made extensive progress towards achieving these goals. These five goals are derived from the 'fresh breeze' strategic plan and give everyone a clear focus and direction in delivering the best education to our students in 2011 and beyond.

The new Multi-Purpose hall has been a great addition to our building structure. The Ladies side has benefited a lot from this exciting sports venue. Stage 10 of our building structure and other related work on the Ladies side is underway and is due for completion by the end of March.

I invite us all to be ambassadors and advocates of Islam and our School and in doing so we follow our Beautiful Islam which encourages us to strive for excellence in both the worlds (in this life and in the life hereafter) and live out the values that underpin our Muslim way of life.

This report is aimed at providing information about our progress for the year 2011.

May Allah سبحانه وتعالى Guide us in the right direction and Help us with the best of opportunities and resources in educating our children.

Wassalam

Zulfiqar Ali
Principal

Vision

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

Mission Statement

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

1. Fostering the development and growth of quality education in an Islamic environment ensuring that the Islamic nature of the School takes precedence over all other considerations.
2. Becoming an outstanding School which provides an Islamic environment where students are educated in Islam and State Curriculum to the highest standards.
3. Striving in becoming a faithful and learning community which embraces both Islamic and Australian values through excellence in teaching and learning.
4. Developing in each student a positive identity as a Muslim who is prepared to succeed in this world and the hereafter.
5. Integrating academic and personal skills with principles based on Quran, Sunnah, and Australian values in order to make positive contribution to the wider community.
6. Moving our students forward successfully into higher education and vocational endeavours and ultimately take their place as an integral part of the diverse multicultural society that is Australia, as confident and contributing Muslims.
7. Providing a happy, inclusive, nurturing, caring and safe environment for students and staff.
8. Encouraging individuals to develop a broad range of competencies by offering programs across a wide spectrum of personal abilities and interests which is based on intellectual, social, emotional, physical and spiritual development.
9. Emphasising on participation, and achievement of "personal best" to increase self-esteem and personal wellbeing.
10. Facilitating for students avenues to experience a diversity of activities and challenges outside the central academic program.
11. Building strong supportive partnerships between home, school and the community.
12. Creating and enhancing a culture of continuous improvement.

School Overview

A fresh BREEZE - Providing a Balanced Education for this century

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

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

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

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

1. Outstanding facilities and a vigorous infrastructure

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

2. Building partnership with the wider community

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

3. Enhancing capabilities and performance of individuals and teams

- ✚ We believe that professional development is critical in building the capacity, capability and sustainability of our school. Only when a workforce is highly skilled, can it deliver a robust education that incorporates a good training program and a dynamic educational support. We are committed in providing opportunities for staff to be duly recognised and rewarded.

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

- ✚ We recognise the values and skills of each individual and attempt to utilise them within our teaching context. Structures, policies and processes are well in place to actively contribute to the success of our student learners. Our curriculum programs and technology will be expanded to cater for individual diversity and requirements.

5. Commitment to Learning

- ✚ We are dedicated in developing programs and processes that boost student behaviour, support their personal wellbeing and encourage academic achievement. We are committed to researching the best methods and practices for students to think, learn and grow. As a result, we share this information with each other through workshops, presentations and consultations.

6. Encouraging Creativity

- ✚ We take pride in enabling students to realize that there are usually multiple paths that lead to understanding. Students are encouraged to seek out and experiment with new things or ideas. We are committed in providing educational facilities that support creativity, constructive innovation and high quality thinking.

This report provides an overview of our performance for the year ending December 2011.



Organisational Goals achieved in 2010:

Under the 'fresh breeze' strategic plan, the school had set six targets to work towards and in the year 2011, the following initiatives were undertaken under each of those target areas:-

Outstanding facilities and a vigorous infrastructure

- Completion of the Multi-purpose Hall
- New Building for Girls' section with state of art learning facilities
- Clean and spacious classrooms
- Improved sporting facilities
- Interactive whiteboards in secondary classes and now extended to primary classes
- Projectors connected to computers in classes
- Cameras in the school yard and in the corridors
- Learning areas in classrooms due to our 'classroom makeover' initiatives

Building partnership with the wider community

- Parents Information Night
- Success4Boys Forums
- Special Tuition for At-Risk students
- VCE Tuition on weekends and holidays
- Establishment of an effective Student Representative Council with 25 student leaders
- Eid Festival @ DUCV
- Quran Classes for Community Children
- Annual Islamic/General Knowledge Quiz Competition
- Participating in Inter-School Sports Tournaments
- Active After School Sports Program

Enhancing capabilities and performance of individuals and teams

- Student-focussed/Data-driven meetings
- Goal Setting Initiatives
- Individualised Learning Plans
- Professional Learning and Development programmes for teachers
- Support service for teachers and students
- National Partnership Project with Independent Schools Victoria consultants
- Outside consultancy for Intervention Program @ DUCV

Commitment to Learning

- Professional Learning Teams and Communities @ DUCV
- Corrective Reading Initiatives
- Career Counselling for Senior Students
- Teacher Coaches/Trainers appointed
- Special Intervention Initiatives for students lagging behind with their essential learning in key subject areas

Encouraging Creativity

- IT/Technology Classes for Students
- Learning Circles
- Implementation of POLT – Principles of learning and teaching
- Adoption of e5 teaching instructional model at DUCV
- Classroom Makeover Project
- Competitions in all key learning areas for students' talents to be recognised

Common Goals for 2012:

In the year 2012, we have set for ourselves the following goals:-

A. Guaranteed Curriculum:

1. Standardise identified essentials between sub schools
2. Essentials will be 100% implemented in all subjects
3. Revising and finalising common assessment tasks
4. Finalise e-assessment record for all departments

B. Guaranteed learning

1. Passing benchmark is 60%.
2. All students (other than special ed.) would be given special remedial intervention program
3. Ongoing data analysis for all student by teachers/sub-schools and addressing under performance and negotiating for improvement
4. Provide systematic feedback to individual student on their performance
5. Authenticity and Moderation in assessment (Prep - 12)

C. PLC infrastructure

1. The college will support all PLC and PLT needs and provide necessary resources

D. Shared Teaching and Learning

1. Reciprocal observation practices would be upheld
2. Teaching and learning practice (TLP) reflections
3. Demonstrate the use of e5 in teaching

E. Capacity Building

1. Provide ongoing support and training through EBO findings where necessary
2. All staff will maintain and update their PPLPs
3. Personalised coaching and mentoring for new teachers will be readily available.

Initiatives under National Partnership Program

Professional Learning

The leadership team and leading teachers are involved in a wide range of initiatives in the National Partnerships Program as a Low SES school. Those initiatives are:

Evidence Based Observation

A team of leading teachers have been involved in the training of Evidence Based Observation which focuses on the evaluation and improvement of the classroom teaching practice.

Coaching

A team of leading teachers who had attended special training sessions is now supporting and assisting teachers in their teaching practice and with classroom management skills.

Professional Learning Communities

A whole school approach is used for the commitment of building professional learning communities in the school. This is our second year of being a PLC school and we are endeavouring to get all teachers on board with PLC approach towards learning. The administration team and the subject coordinators have attended all PLC related external learning institutes and are now taking special sessions for all teachers to embrace the PLC concept. The school also intends on sending more teachers for the next round of PLC Learning Institute.

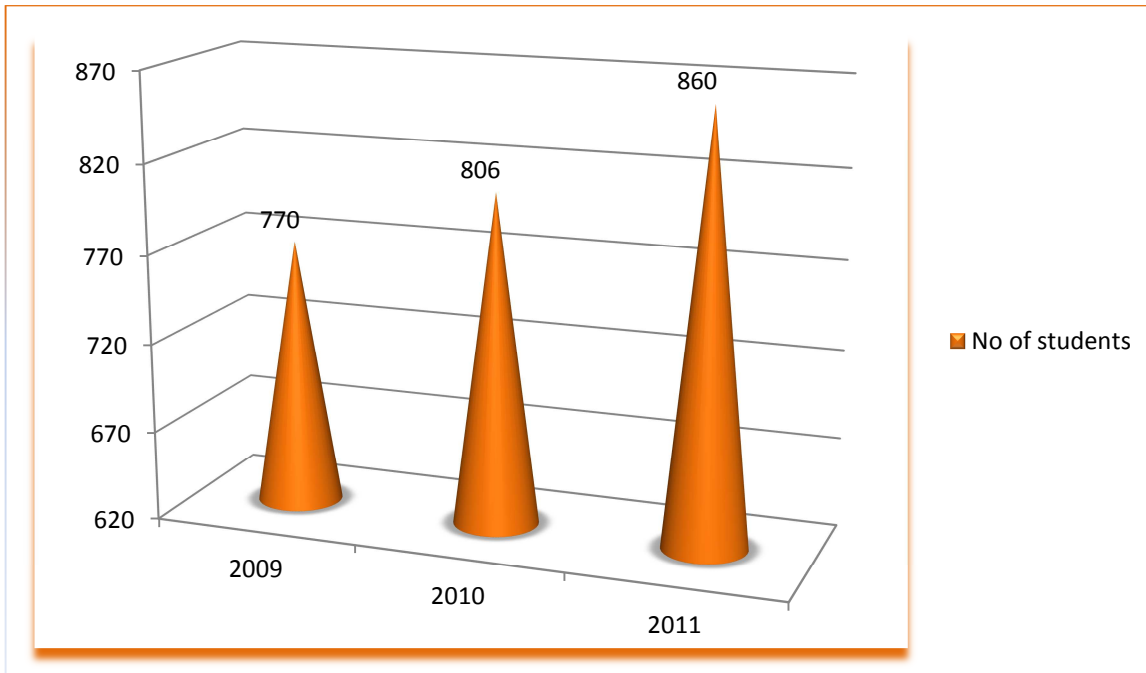
E5 Framework

A team of leading teachers who had attended the training sessions for the e5 framework have successfully delivered the E5 concept to all staff at school. With the help of two consultants from ISV, all the teachers in the school now are well acquainted with the e5 model and are using that with their instructional practices in class.

Meeting with Administration Team and Senior Coordinators

Briefing and consultation sessions with the ISV consultants under the National Partnership have been really beneficial for the administration team as they were able to fine tune many policies and practices at school. The administration, with the help of the consultants, was able to bring about improvement initiatives to make substantial changes in its operations and rapport with the wider school community.

Student Enrolments:



The total number of students at DUCV peaked at 860 in 2011.

Student Satisfaction:

Students at Darul Ulum College of Victoria have shown satisfaction in teachers providing them with extra help, safety considerations in the school, teachers clearly explaining them the concepts, class activities and their participation in these activities.

Parent Satisfaction:

Parents have expressed their satisfaction in all aspects of schooling at Darul Ulum College of Victoria. They have acknowledged the strengths of the school as being the commitment of this school towards the education of their children and also in school providing a safe and secure learning environment for their children.

They have displayed satisfaction about the helpful information about their child's progress and achievements. They have also appreciated that the teachers at Darul Ulum College of Victoria are doing their best for building their child's moral and social skills.

Teacher Satisfaction:

Teachers have recognized that the school is providing a safe and secure working environment. They have appreciated the support that school has provided them in terms of coaching and professional development and have also shown high levels of comfort in the fact that they can approach the administration regarding any of their issues.

Teacher Absence:

The average number of days that a teacher was absent was 9.14.

Teacher Retention:

Of the 54 teaching staff at Darul Ulum College in December 2010, 47 or 87% were still at the school in 2011.

Teacher participation in professional learning:

Teachers at DUCV participate in a variety of professional development activities throughout the year. The school's induction, mentoring and coaching programs for teachers have had a great impact on the success of our teachers in self-improvement, professional knowledge and enhanced student outcomes. We at DUCV, try our best to give priority to student and staff safety, therefore the Level 2 First Aide training renewal course was provided to most of the teaching as well as the ancillary staff.

Since VCE is a fairly new area in our school, most of the VCE teachers have and will continue to attend VCE subject workshops and seminars to gain better understanding of the relevant study designs and familiarising themselves with the assessment tasks.

At DUCV, we have a 'whole school' approach to Professional Learning Communities (PLC) and the staff are provided with seminars, information and discussions on a continuous basis. It is with great pleasure to say that our teachers are embracing the concept of 'working together, growing together and assisting each other' and as a result, student outcome is on the rise.

Professional Development & Training – 2011		Expenditure
External PDs		\$ 9,584-00
In House PDs		\$ 4,560-00
Teacher Training & Coaching		\$ 81,209-00
Total PD Expenditure		\$ 95,353-00

Teacher Qualifications:

All teachers in Victorian Government schools are registered with the Victorian Institute of Teaching. The requirements for registration with the Victorian Institute of Teaching can be found at; http://www.vit.vic.edu.au/content.asp?Document_ID=241.

Qualification	Number of Staff
Diploma of Education/Grad. Diploma of Education	32
Bachelor of Education	11
Masters of Education	7



Student Progress and Achievements

Student Learning:

At Darul Ulum College, we ensure that students achieve the necessary skills, knowledge and understanding in all spheres of education in order for them to become quality producers, effective communicators, leaders and collaborators, designers and initiators, community contributors, active investigators and most importantly self-directed learners.

Under our “A fresh BREEZE” strategic plan, student learning has been the focus of our curriculum design and implementation. At DUCV, we put great emphasis on staff professional learning to ensure student learning is taking place at its optimum level.

Our commitment to (PLC) Professional Learning Community process where the focus is not only on teaching, but on student learning has been a major focus at DUCV. We believe that for effective learning to take place, a collective commitment by the students, teachers, school administration and the families is imperative. In our PLCs, decisions are made based on evidence and results rather than programs and for students who are not performing at the expected levels, intervention in various forms is provided.

To adopt the process of PLC, the school has taken many steps to ensure the infrastructure is ready and one that supports and sustains it. Based on this vision we set and reviewed our School Smart Goals and this information was communicated to students, staff and parents in a variety of modes. We believe in setting clear and achievable goals and maintain that it is ‘the single most powerful motivational tool ... which provides purpose, challenge and meaning in an organisation’. (Blanchard, 2007, p.150)

The school is also committed to timely and continuous review of the Common Essentials in curriculum, Common Assessments and data analysis in various settings.

We also take the opportunity to utilise the standardised assessment data obtained from the NAPLAN (certain levels) and PAT Tests (all year levels) to our advantage. The data is analysed and discussed in detail with all teachers to improve teaching and learning. The Student Perception and Student Self-Evaluation surveys are taken into consideration when planning and implementing the curriculum.

Intervention is a high priority where students are identified and the support is provided till mastery is gained. Our Corrective Reading program for the younger levels is in its fifth year of implementation and the higher success rate for student at risk is testimony to its effectiveness in a fairly short span of time. Teacher expertise has also made a great contribution in student success and it is projected that the number of students needing intervention should dramatically decrease in the foreseeable future.

The college is continuing its offer of support in the area of ESL to the New Arrivals and other relevant students, integration aide support for students receiving funding and maths intervention programs such as the CMC (Connecting Maths Concepts) and the EMM (Elementary Maths Mastery) to targeted groups of students. Our intervention by teacher aides in the area of mathematics has also been brilliant and fruitful.

NAPLAN ANALYSIS for percentages

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
2009	Literacy	100%	96%	98%	88%
	Numeracy	97%	99%	98%	100%
2010	Literacy	98%	96%	95%	96%
	Numeracy	100%	99%	100%	96%
2011	Literacy	100%	98%	98%	98%
	Numeracy	97%	98%	100%	100%

Percentage point change

Reporting Year		Year 3	Year 5	Year 7	Year 9
2008 to 2009	Literacy	2%	6%	5%	-5%
	Numeracy	-3%	4%	0%	2%
2009 to 2010	Literacy	-2%	0%	-3%	-4%
	Numeracy	3%	0%	2	12%
2010 to 2011	Literacy	+2%	+2%	+3%	+2%
	Numeracy	-3%	-1%	0%	+4%

* From 2007 special education students also participated in AIM & NAPLAN exam.
The percentage point change reflects their participation.

Information is collected by the end of the year through Standardised Assessment Program. Tests are conducted by the test supervisors and papers are marked by an Independent body (ACER).

Standardised Assessment Coordinator analyses data for class performances.

Percentage of students achieving the national literacy & numeracy benchmarks for their years
(different way of organizing)

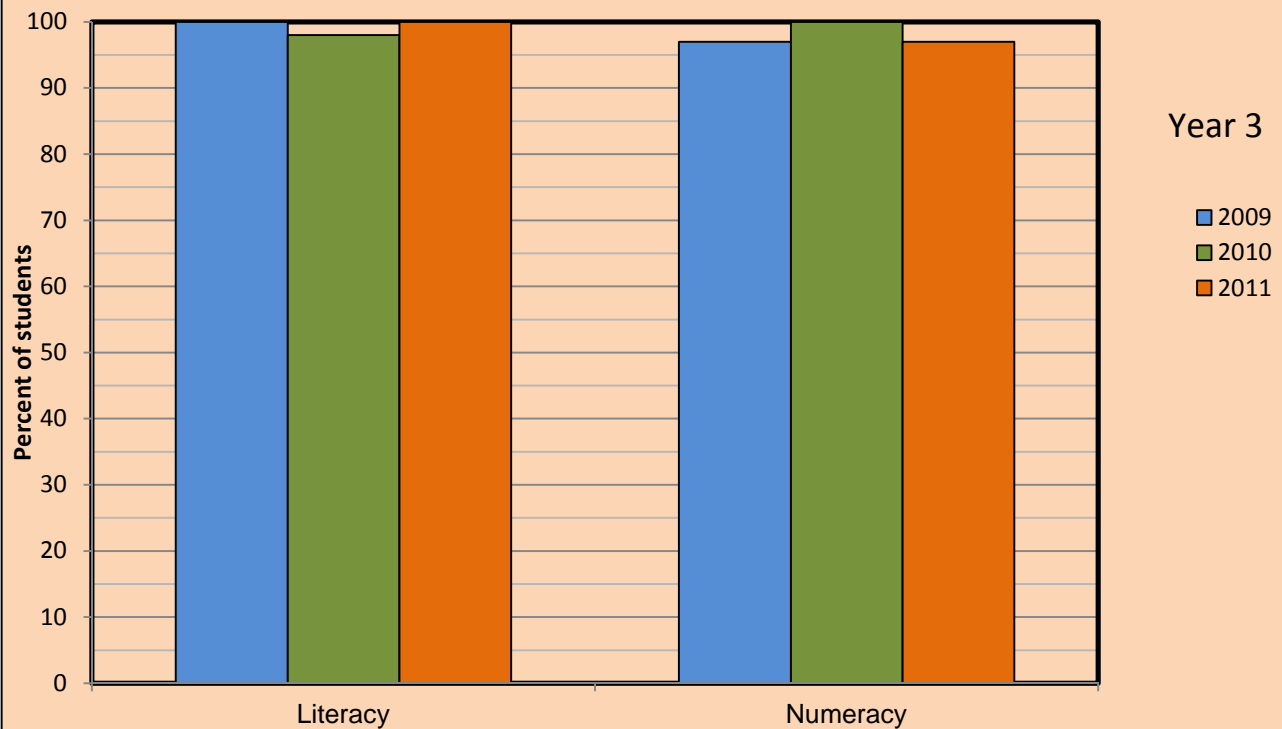
Year	Year 3		Year 5		Year 7		Year 9	
	Literacy	Numeracy	Literacy	Numeracy	Literacy	Numeracy	Literacy	Numeracy
2009	100	97	96	99	98	98	88	100
2010	98	100	96	96	95	100	96	96
2011	100	97	98	98	98	100	98	100

2011	Literacy					Numeracy
% At or Above National Minimum standard	READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	Literacy Average	
Grade 3	99%	100%	99%	100%	100%	97%
Grade 5	96%	97%	99%	100%	98%	98%
Grade 7	98%	97%	100%	95%	98%	100%
Grade 9	96%	100%	98%	96%	98%	100%

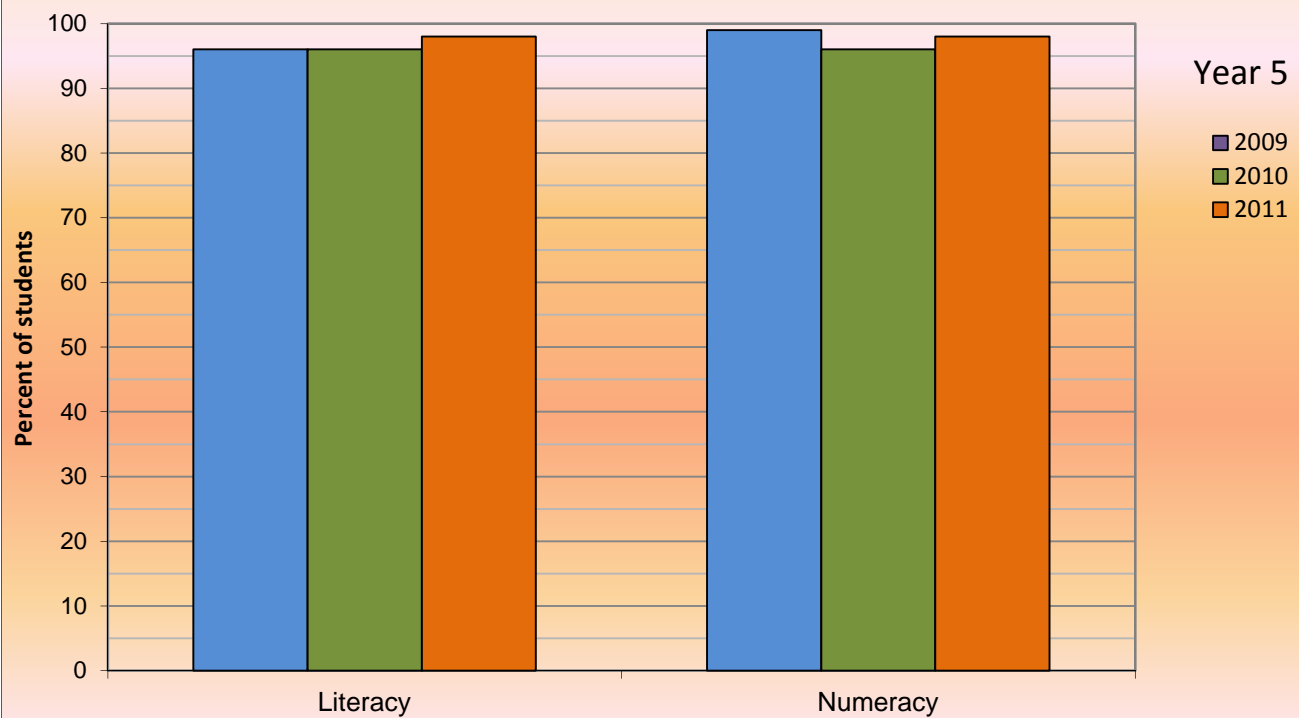
2010	Literacy					Numeracy
% At or Above National Minimum standard	READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	Literacy Average	
Grade 3	98%	100%	100%	100%	100%	100%
Grade 5	96%	100%	100%	100%	99%	99%
Grade 7	95%	95%	95%	95%	95%	100%
Grade 9	88%	96%	98%	96%	95%	96%

2009	Literacy					Numeracy
% At or Above National Minimum standard	READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	Literacy Average	
Grade 3	100%	100%	100%	99%	100%	97%
Grade 5	96%	98%	100%	99%	98%	99%
Grade 7	99%	95%	99%	97%	98%	98%
Grade 9	88%	94%	85%	91%	90%	100%

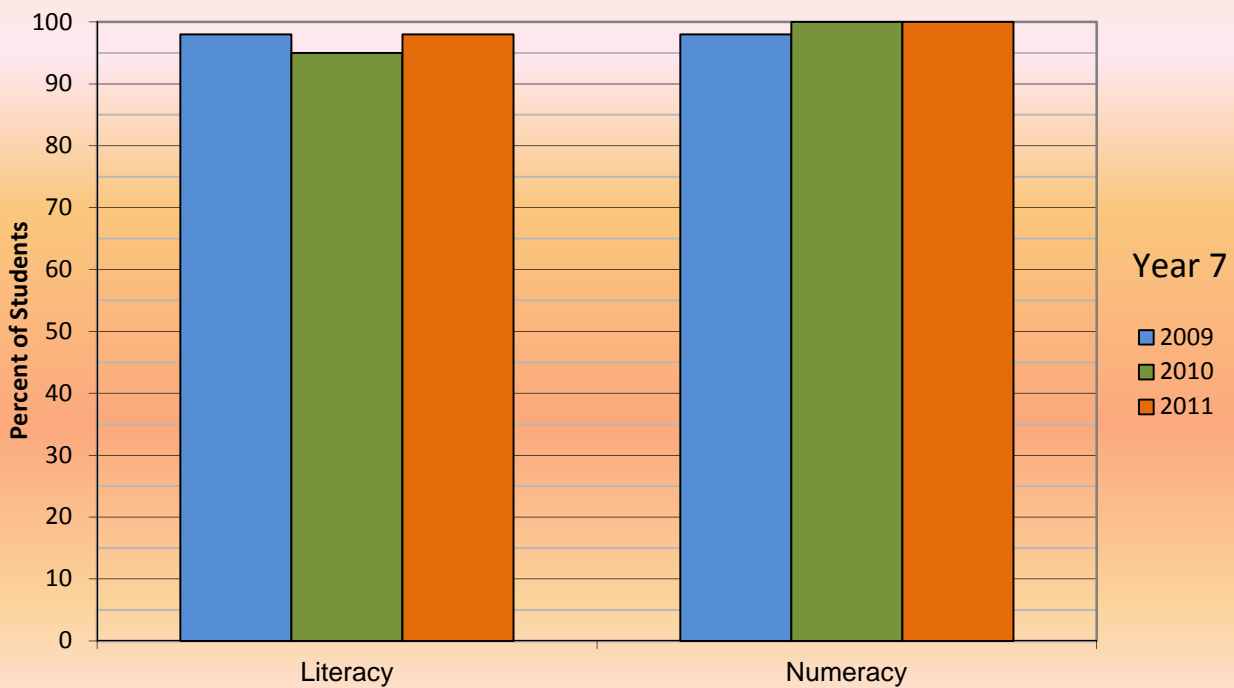
Percentage of students achieving the National Literacy & Numeracy Benchmarks



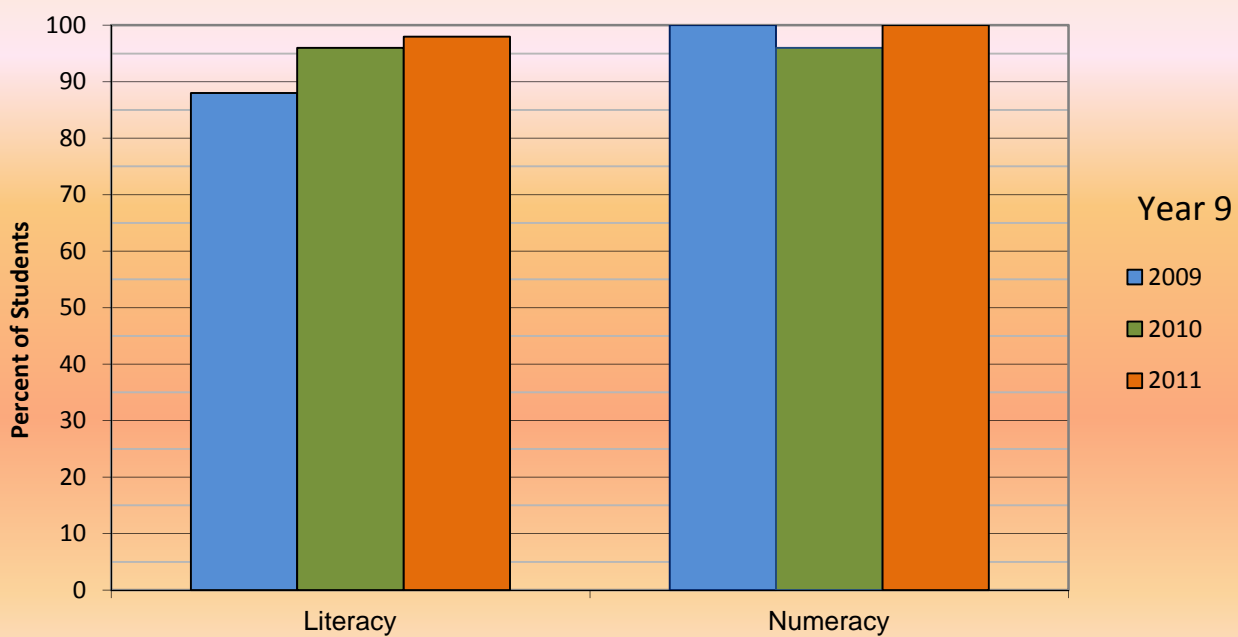
Percentage of students achieving the National Literacy & Numeracy Benchmark



Percentage of students achieving the Literacy & Numeracy Benchmark



Percentage of students achieving the Literacy & Numeracy Benchmark



VCE median study score:

VCE median ATAR score: 65.15%

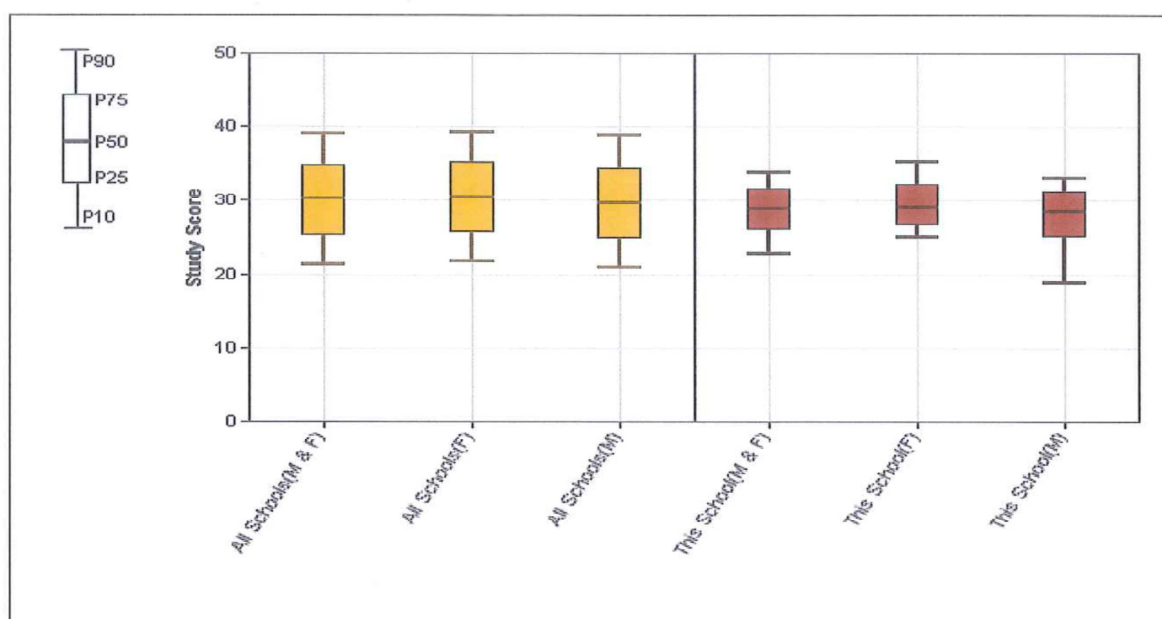
VCE median study score: 29/50 (+ 1 trend from 2010)

It is with great pleasure and honour one asserts that despite the relatively new VCE program at Darul Ulum, yet the College's performance, dedication and support to the VCE program has been of great success. Consequently, **100% of the 2011 graduates have obtained tertiary entrance** and are all currently pursuing their studies in a wide range of courses.

Report 1

All VCE Studies (VCAA Study Score)

2011 DARUL ULUM COLLEGE OF VICTORIA Home School Data



All VCE Studies (VCAA Study Score) 2011 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)	260962	109	3.0	21.4	25.5	30.1	34.8	39.0	50.0
All Schools (Females, All Levels)	140471	109	3.0	21.8	25.9	30.5	35.1	39.2	50.0
All Schools (Males, All Levels)	120491	107	5.0	20.9	25.0	29.7	34.4	38.8	50.0
This School (All Gender, All Levels)	79	12	15.0	22.8	26.2	28.8	31.7	33.8	40.0
This School (Females, All Levels)	34	9	21.0	25.0	26.8	29.0	32.1	35.1	40.0
This School (Males, All Levels)	45	10	15.0	18.8	25.1	28.3	31.2	33.0	35.0

As a result of the newly established VCE program, the College has been able to maintain student numbers in the upper secondary sector. Moreover, in an attempt to broaden the scope of the VCE program and to cater for students of different backgrounds and learning needs, the College has been committed in offering a range of Science based and Humanities based subjects, despite the small number of enrolments in a given subject.

In order to identify students' interests and to have a strategic VCE plan in place, there has been considerable amount of work in the careers area whereby career workshops, surveys, individual consultations, conferences and professional advice took place and this continues to be a major focus of the VCE department.

As a means to gauge parental involvement and support, numerous sessions have been scheduled throughout the year to address areas such as study habits, parental contribution, the College's expectation, only to mention a few.

Our periodical VCE meetings mainly focus on student results, building teacher capacity through professional development sessions and improving strategies and practices that shall enhance student achievements and warrant an overall exceptional performance.



Reporting on PSD (Program for Students with Disabilities)

The main objectives 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 in coping 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), Mastery Tests, Fluency Checklist and teacher anecdotes. NAPLAN data is also used to measure student progress in comparison to the National Benchmarks.

A systematic process is followed to determine whether a student has a learning difficulty. Results of common assessments and teacher referrals are the initial indicators for this process. The students are then assessed by a psychologist who identifies students having learning difficulty, whether intellectual disability or language disorder, and the severity of the disability. Language disorders require further testing. Two Language Assessments are conducted by a Speech therapist to determine the presence of impairment and the severity. A hearing test is also required to rule out any hearing loss which may affect their learning capacity.

Once the tests are completed and the student is deemed eligible, all results are compiled and submitted to Independent Schools Victoria to be processed. The school is then sent a list of approved applications for students with learning disability and the amount of funding each child is entitled to. The funds are used to employ integration aides to work with these students and give them the extra support they require. The aides commence working with the identified students at the beginning of the new academic year.

The aides liaise with the class teachers to devise a plan best suited to the needs of the students.

The younger students may be withdrawn from class to work in a one-on-one situation with the aide in order to have a concentrated focus on an area/s of difficulty. Older students are catered for within the classroom, where lessons may be modified to suit their learning style and enable the student to achieve a sense of accomplishment among their peers.

Student participation, engagement and results are indicative of their success in terms of academic performance and social interaction. Students have developed great confidence and willingness to participate, not only in class work, but also in the extra-curricular activities, working bees and state, national and international competitions.

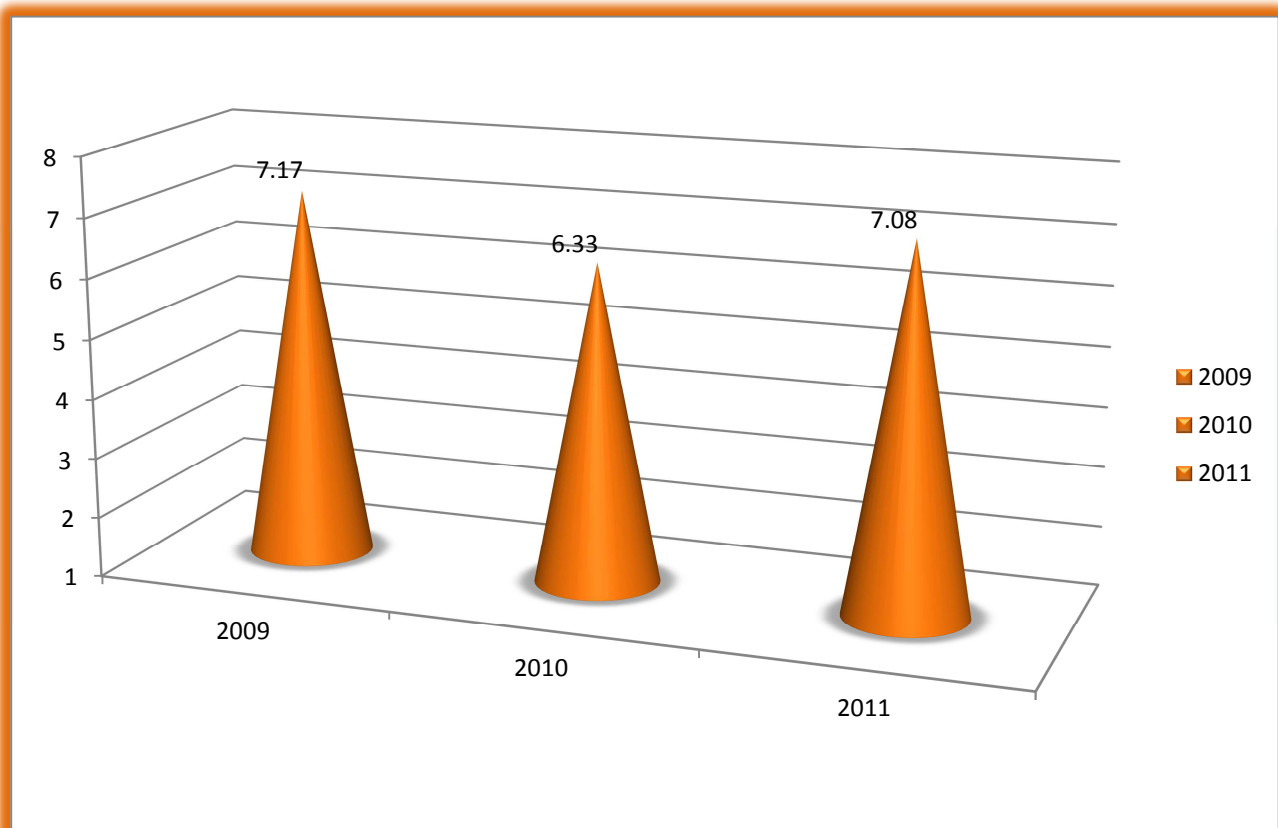
Another component of Children with Disabilities is Speech Therapy. Speech Therapy is available to students from Grade Prep to Grade Four. Students who need and are approved for Speech Therapy are given regular therapy sessions. A speech pathologist is employed by the school to provide ongoing and individual assistance to these students. Speech therapy offers young students the chance to improve their communication skills and build up their confidence to participate in the classroom and to better interact with their peers.

Student Engagement and Wellbeing

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

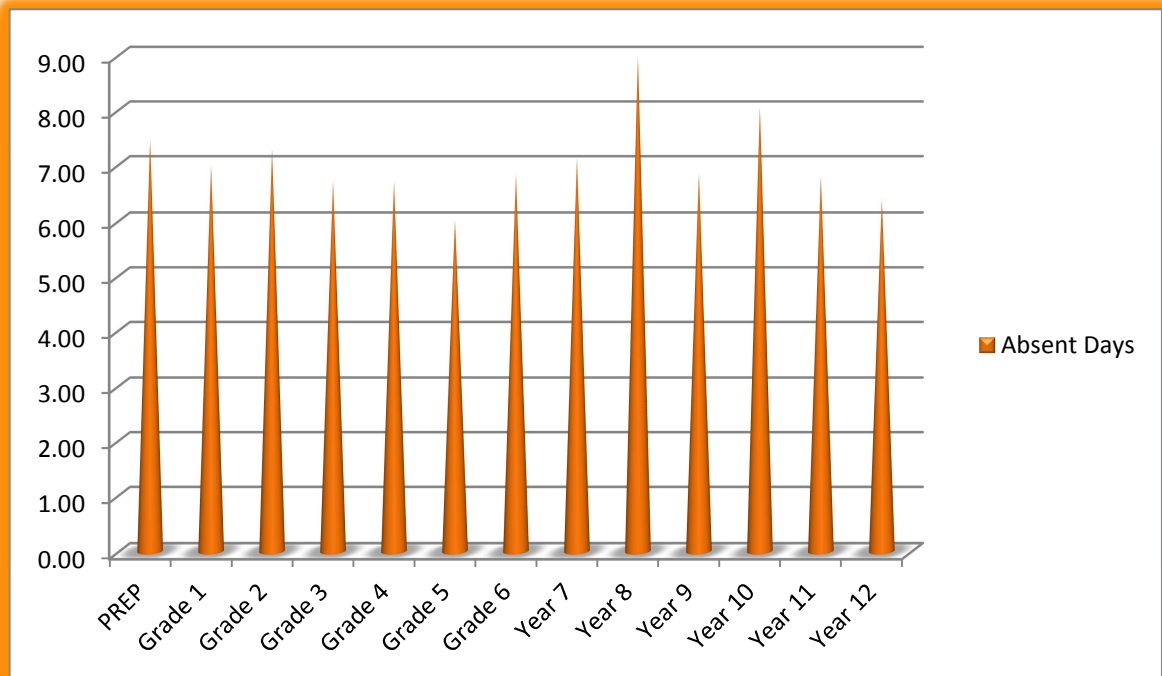
Again, as part of our Strategic and Continuous Improvement plan, student engagement has been the focus of our curriculum design and implementation. Great emphasis has been placed upon student engagement and participation through the introduction of programs and projects that are appealing to boys and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

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

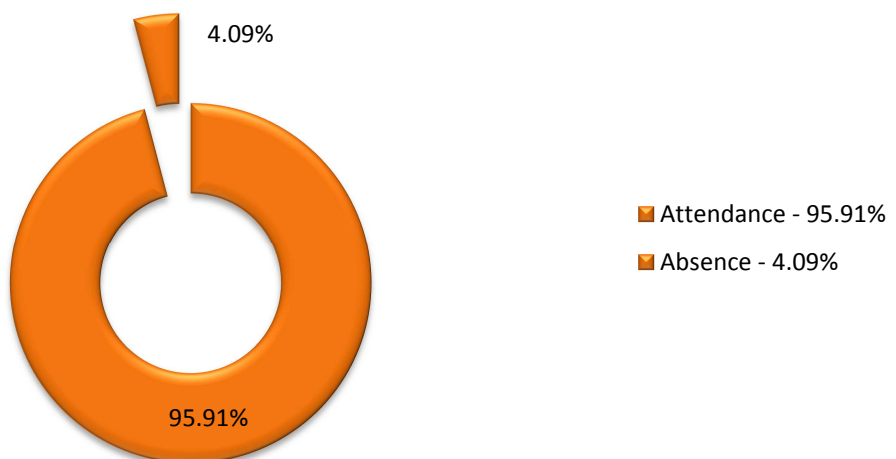


The above graph indicates that in 2011, the absences showed an average of 7.08 (which means that on average each student was absent from the school for 7.08 days in the whole year).

It can be noted that over the past 3 years, there has been a steady drop in the number of absent days per student. The drop in student absence can be partly attributed to better communication channels between the school and families.



Student Attendance Rate - 2011



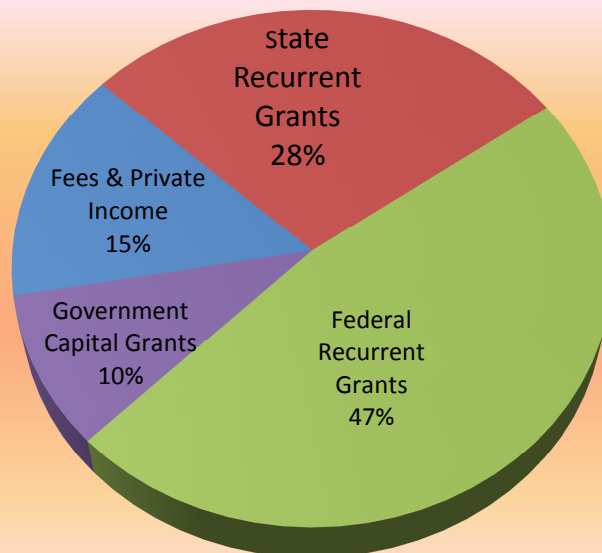
The overall attendance of students at Darul Ulum College of Victoria is reasonably good and we had an attendance rate of 95.91% in 2011. We recognize the strong link between school attendance and learning outcomes and continue to encourage parents to reduce late arrivals and absences. Most of the absences were due to illness and truancy issues that are recorded and documented. The school reports student absence to parents in their child's school report.

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

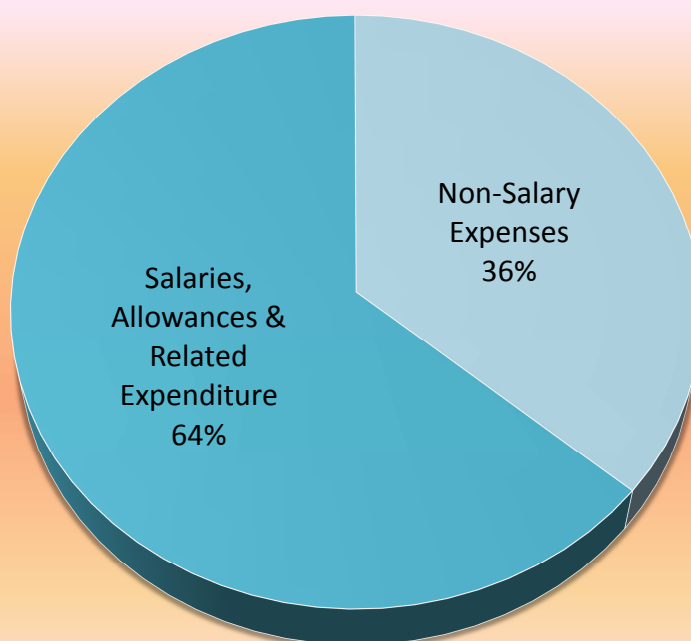


Financial Report

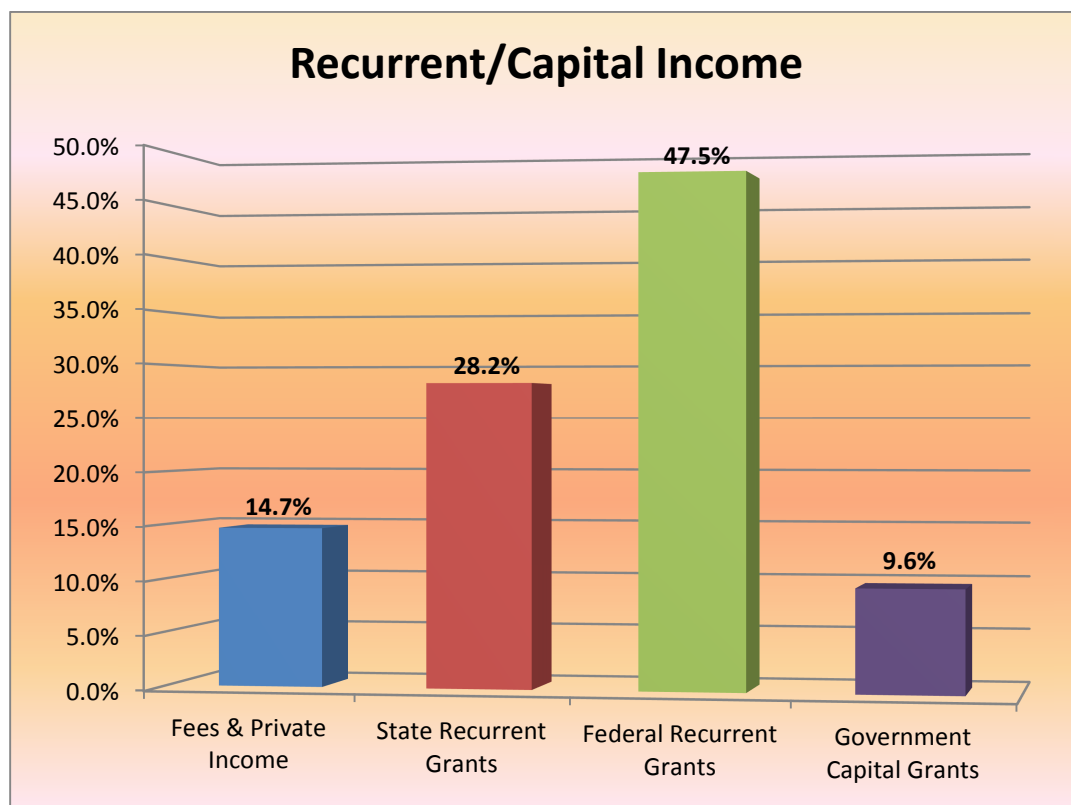
Recurrent/Capital Income



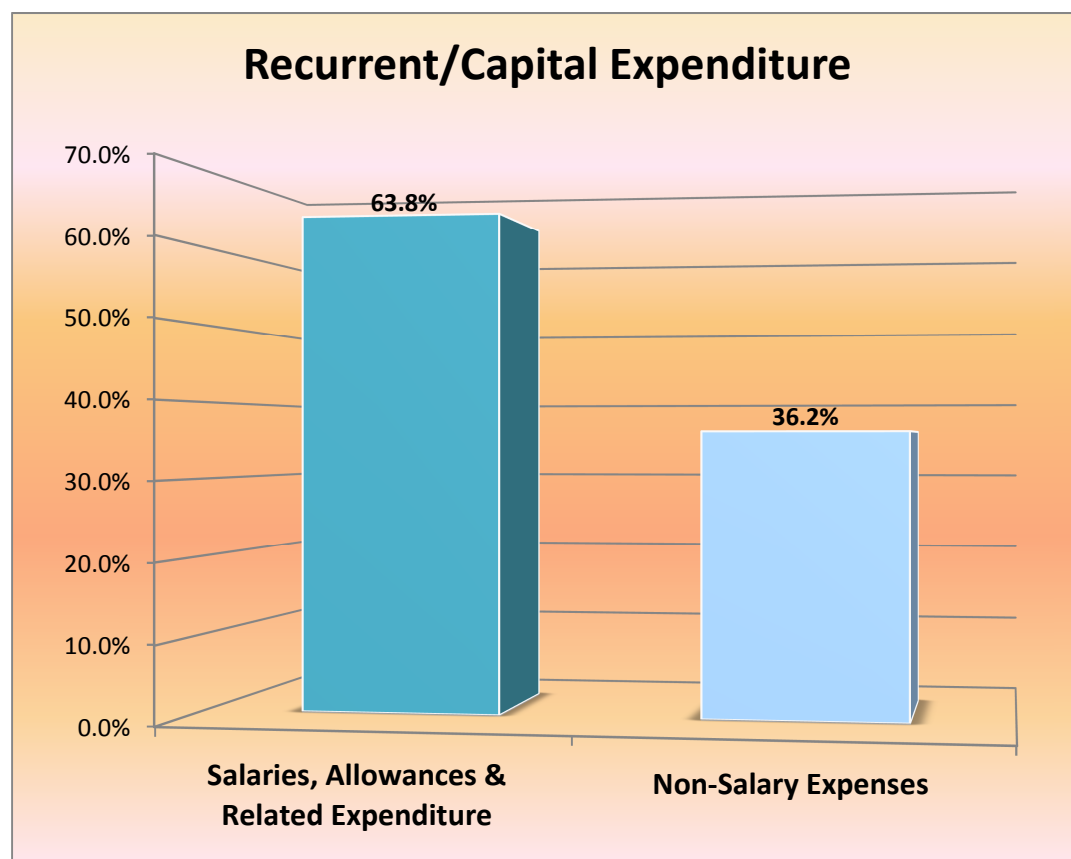
Recurrent/Capital Expenditure



Recurrent/Capital Income



Recurrent/Capital Expenditure



School Contact Information

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