

**DARUL ULUM COLLEGE OF VICTORIA**

**1965**

**ANNUAL REPORT  
TO THE SCHOOL COMMUNITY**



**YEAR 2012**

## Message from the Principal

Dear parents and school community members

Assalam-o-Alaikum

The 2012 year was very busy and at the same time very rewarding by the Divine Blessing of Allah سبحانه وتعالى. I am proud to present this Annual Report, which celebrates our achievements and gives a snapshot of all that has happened throughout the year. During the year there were many exciting events and we should be rightly proud of our achievements. The school has continued to display excellence in many areas – as demonstrated in this report.

We're a great school where great things happen. In sending your child to Darul Ulum College of Victoria, not only will you ensure they receive a well-balanced curriculum with a focus on improved Literacy and Numeracy outcomes, you also ensure they will be educated in a happy and caring environment.

We have installed Interactive Whiteboards in all teaching spaces. A combination of e-resources and easy access to computers allows our staff and students to expand their learning through the wide use of ICT to support the curriculum. In addition, our Staff provides your children with a range of meaningful activities which allow them to broaden and deepen their experiences to facilitate their learning.

We have continued to implement the Department of Education priorities and focused on ongoing improvements in Literacy and Numeracy. We also began the implementation of the Australian Curriculum in English, Mathematics and History and over the coming years we will be further implementing other aspects of the new Australian Curriculum.

All of these exciting learning opportunities and experiences have been made possible only because of the professional commitment of our dedicated staff members, partnerships with parents, the School Board and the wider community. On behalf of the school, I acknowledge the parents' ongoing support and contributions towards their children's progress. I also extend my warm appreciation to our SRC members for their invaluable work.

We look forward to an exciting and engaging year in 2013 welcoming new staff, families and community members.

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 2012:*

*Under the 'fresh breeze' strategic plan, the school had set six targets to work towards and in the year 2012, the following initiatives were undertaken under each of those target areas:-*

### *Outstanding facilities and a vigorous infrastructure*

- ✓ Improved sports facilities
- ✓ Increased teacher resources
- ✓ Upgrading of our IT facilities for staff and students
- ✓ More Interactive whiteboards in classrooms
- ✓ Furniture Upgrades in classrooms
- ✓ New classrooms with state of art facilities
- ✓ Effective use of our new Multi-Purpose Hall
- ✓ New Function Room up in running for all our major functions/activities
- ✓ More conference/meeting rooms for staff
- ✓ Security Camera upgrades
- ✓ Security Service provided for our school
- ✓ More benches and outdoor spaces created for our students

*Building partnership with the wider community*

- ✓ More Parents Information Evenings
- ✓ Parents-Teachers Meetings/Conferences
- ✓ Success4Boys Initiatives
- ✓ Increased number in our Student Leaders through Student Representative Council
- ✓ Involvement of our students in community projects and activities
- ✓ Eid Festival Celebrations
- ✓ Extra Quran Classes for students in the community
- ✓ Adult Classes in Islamic Studies
- ✓ Annual Quran & Quiz Competitions
- ✓ Participation of our school in Inter-Schools' Sports Tournaments
- ✓ Active after school sports program
- ✓ 'You Can Do It' initiative started in primary classes
- ✓ Newsletter for students and parents
- ✓ More information added on our web page for parents and students

*Enhancing capabilities and performance of individuals and teams*

- ✓ Establishment of Professional Learning Communities at school
- ✓ Promotion of Student-Focussed Meetings
- ✓ Individualised Learning Plans for students
- ✓ More Professional Development Sessions for Teachers at school
- ✓ Support Service for teachers, casual relief staff and students
- ✓ Pyramid Response to Intervention Program introduced
- ✓ Targeted Meetings to discuss class & students' progress
- ✓ Smarter Schools National Partnership Initiative through Independent Schools Victoria
- ✓ Improving Teacher Quality Initiatives
- ✓ More evaluation effort made to strengthen efficiency and accountability
- ✓ Enhancing of team work for student success
- ✓ Consultancy services intensified



### Commitment to Learning

- ✓ Special Tuition for students below the 60% benchmark
- ✓ VCE Tuition on weekends and holidays
- ✓ School's 'Success Planner Project' introduced for students
- ✓ Professional Learning Teams and Communities formed
- ✓ Career Counselling for students
- ✓ Establishment of Student Well Being Coordinator and Team
- ✓ More Excursions and Incursions for students
- ✓ Corrective Reading Initiatives
- ✓ Literacy and Numeracy Support increased
- ✓ Introduction of Essential Reading as a subject in Years 7 – 10
- ✓ Teacher Coaches/Trainers to assist new teachers
- ✓ Differentiated Instruction/Curriculum efforts underway at DUCV
- ✓ Follow up initiatives intensified on students lagging behind

### Encouraging Creativity

- ✓ Collaborative Learning Circles encouraged
- ✓ IT/Technology Classes as part of all subject initiatives for students
- ✓ E5 instructional model used by teachers @ DUCV
- ✓ Adoption of Australian National Curriculum by teachers
- ✓ Effective use of curriculum-based teaching resources
- ✓ More positions created for teachers' input in various facets of school improvement
- ✓ Mentoring4Success initiatives started

### Common Goals for 2013:

In the year 2013, we have set for ourselves the following goals:-

#### A. **Guaranteed Curriculum:**

- *Essentials of National Curriculum to be taught to all students*
- *Power Standards of National Curriculum should be fully implemented by all subject departments*
- *Common Assessment Tasks to be realised*
- *Finalisation of the e-assessment record for all departments*
- *Standardised Assessments and Examinations*



**B. Guaranteed learning**

- *Passing benchmark is 60%- those below need to be given additional support*
- *Pyramid Response to Intervention as the way to go for all support programs*
- *Exam data analysis to form part of discussion for improvement*
- *All departments must have Tier 1 strategy for intervention for at- risk students*
- *Timely and systematic feedback to students should become norm at DUCV*
- *Moderation to be used in testing and assessment by teachers and teams*

**C. Providing PLC infrastructure**

- *School timetabling to allow for Professional Learning Communities & Professional Learning Teams to function effectively*
- *Promoting of projects and initiatives through PLC & PLT groups*
- *Professional Development to be provided from time to time in regards to the way PLC concepts work*

**D. Shared Teaching and Learning**

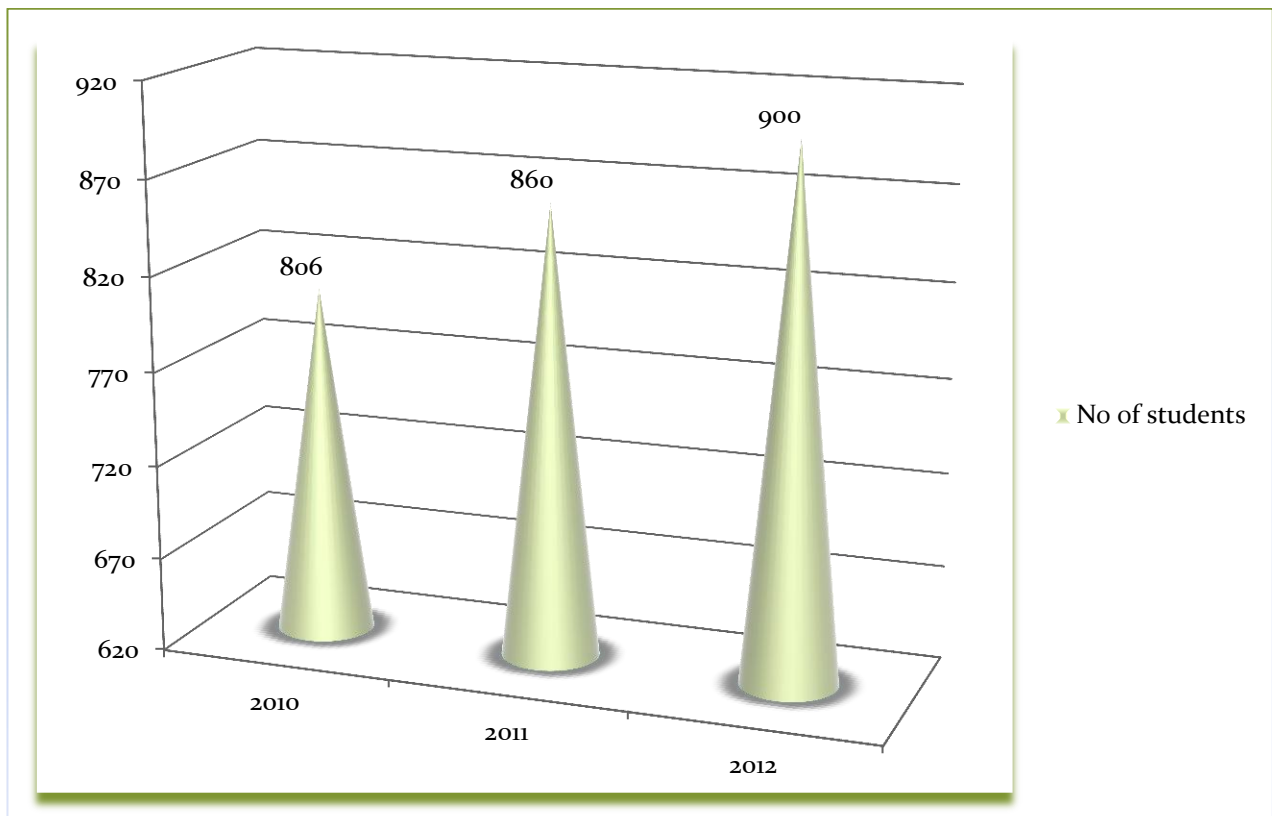
- *Reciprocal Observation Practices encouraged and supported at DUCV*
- *Teaching and Learning Practice promoted based on VIT's code of professional standards for teachers*
- *E5 instructional practice model promoted at DUCV*
- *Teachers encouraged to run in house PDs to share new learning*
- *More handbooks and resources made available for teachers*

**E. Capacity Building**

- *Provide on-going support and training to teachers through Evidence Based Observations*
- *Classroom Walk Throughs encouraged and supported*
- *Personalised Coaching and Mentoring for new teachers*
- *Friday exclusive PDs at school to upgrade teachers' understanding of the latest knowledge in the field of teaching and learning*
- *More Collaboration through PLCs and PLTs*
- *Working in alliance with National Partnerships Consultants to bring about improvement in our teaching practices*



## Student Enrolments:

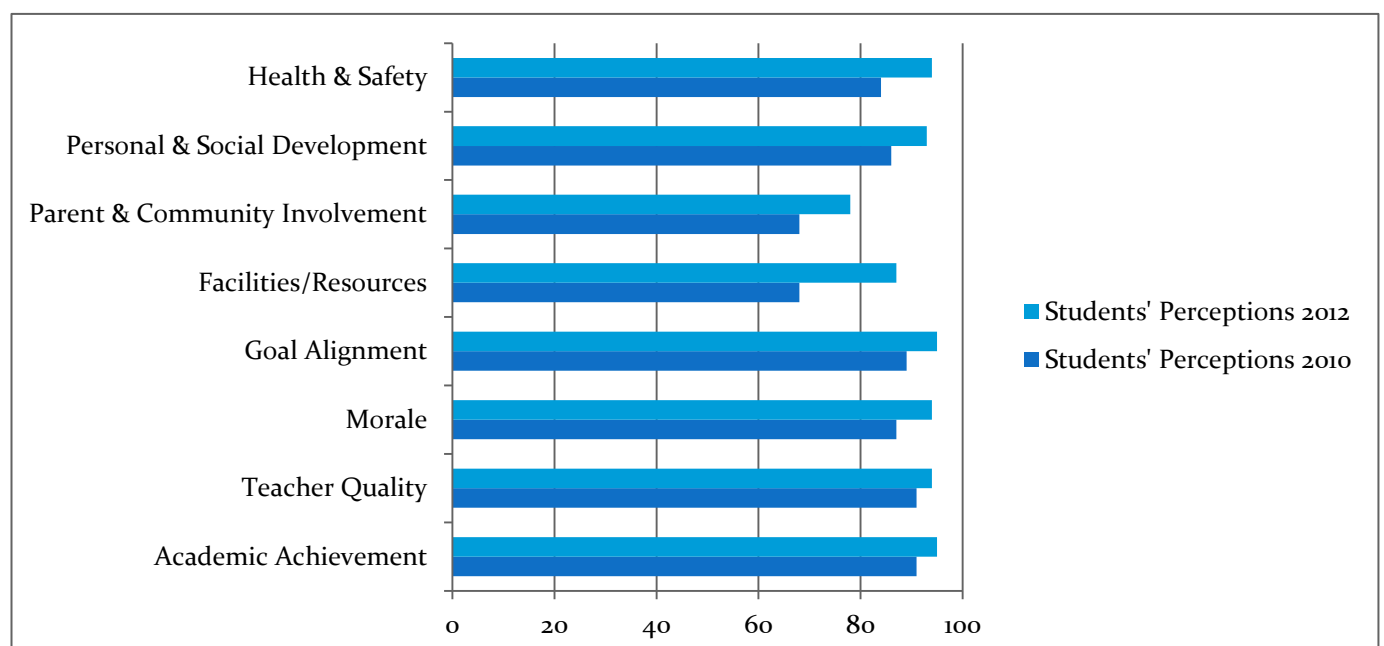


The total number of students at DUCV peaked at 900 in 2012.



### Student Satisfaction:

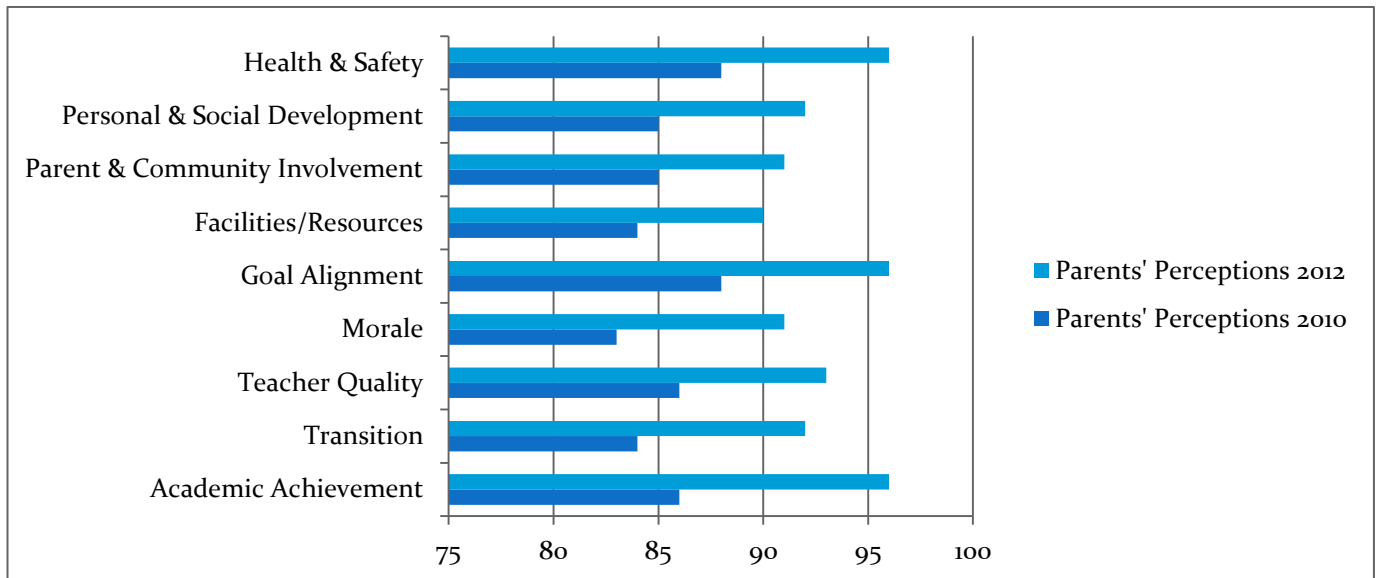
Students at the school are largely satisfied with the school's focus on their health and wellbeing. As the survey data reveals below, the school rates higher than previous years in all categories. Students are especially pleased with their Academic Achievement, Teacher Quality and Health & Safety on campus.



## Parent Satisfaction:

Parents have expressed their satisfaction in all aspects of schooling at Darul Ulum College of Victoria. Survey data collected over the past two years has revealed that the school has come a long way in improving parents' perceptions.

Parents have acknowledged the strengths of the school as being the commitment of this school towards the education of their children and also in providing a safe and secure learning environment for their children.

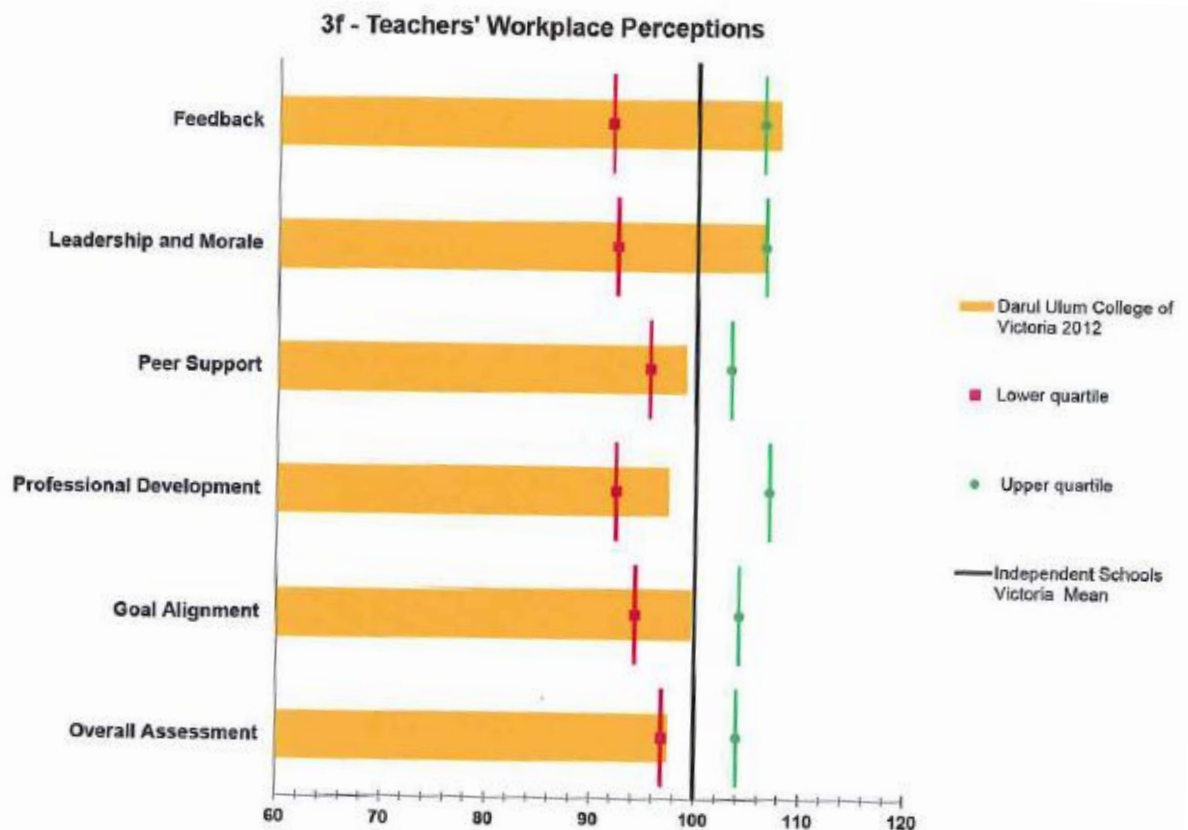




## Teacher Satisfaction:

Teachers have recognized that the school is providing a safe and secure working environment. They have appreciated the support that the 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.

The school performed highly against other Victorian schools in a recent survey on staff satisfaction. The results are shown in the chart below, taken from the 2012 LEAD Survey of staff in participating schools.



Comparing the 2012 results of Darul Ulum College of Victoria with participating *LEAD* schools:

- The 'Feedback' indicator was in the upper quartile.
- The 'Leadership and Morale' indicator was in the upper quartile.

## Teacher Absence:

The average number of days that a teacher was absent was 7.45.

## Teacher Retention:

The retention rate of teachers in 2012 was 89%.

### 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.

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 is 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.

<b>Professional Development &amp; Training – 2012</b>	<b>Expenditure</b>
External PDs	\$ 17,200-00
In House PDs	\$ 0-00
Teacher Training & Coaching	\$ 19,440-00
<b>Total PD Expenditure</b>	<b>\$ 36,640-00</b>

### 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](http://www.vit.vic.edu.au/content.asp?Document_ID=241).

<b>Qualification</b>	<b>Number of Staff</b>
Diploma of Education/Grad. Diploma of Education	32
Bachelor of Education	12
Masters of Education	7

## Student Progress and Achievements

### Student Learning:

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 PLC (Professional Learning Community) meetings, decisions for class content & delivery are made based on evidence and student results both for students who are not performing at the expected levels, and those who are excelling.

Intervention, in various forms, is decided upon and 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. The school is also committed to timely and continuous review of the Common Essentials in curriculum, Common Assessments and Data Analysis in various settings.

### School's Commitment:

At Darul Ulum College, we are committed to ensure that student learning becomes the first priority in our curriculum discussions. The College has adopted Professional Learning Communities and restructured the professional learning for teachers. The College has been working on a strategic plan for using differentiated curriculum and instructional time in class to prevent student falling below the benchmark. Under this strategic plan, the College invested on "Success planner program" in which students are learning to set goals and be responsible for their own learning.

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

The College is also focusing on student engagement where Coaches visit teachers' classrooms to measure the student engagement and provide support to the teacher for improvement.

### 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
2010	Literacy	98%	96%	95%	96%
	Numeracy	100%	99%	100%	96%
2011	Literacy	100%	98%	98%	98%
	Numeracy	97%	98%	100%	100%
2012	Literacy	100%	98%	98%	98%
	Numeracy	100%	100%	100%	100%

### Percentage point change

Reporting Year		Year 3	Year 5	Year 7	Year 9
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%
2011 to 2012	Literacy	0%	0%	0%	0%
	Numeracy	+3%	+2%	0%	0%

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)

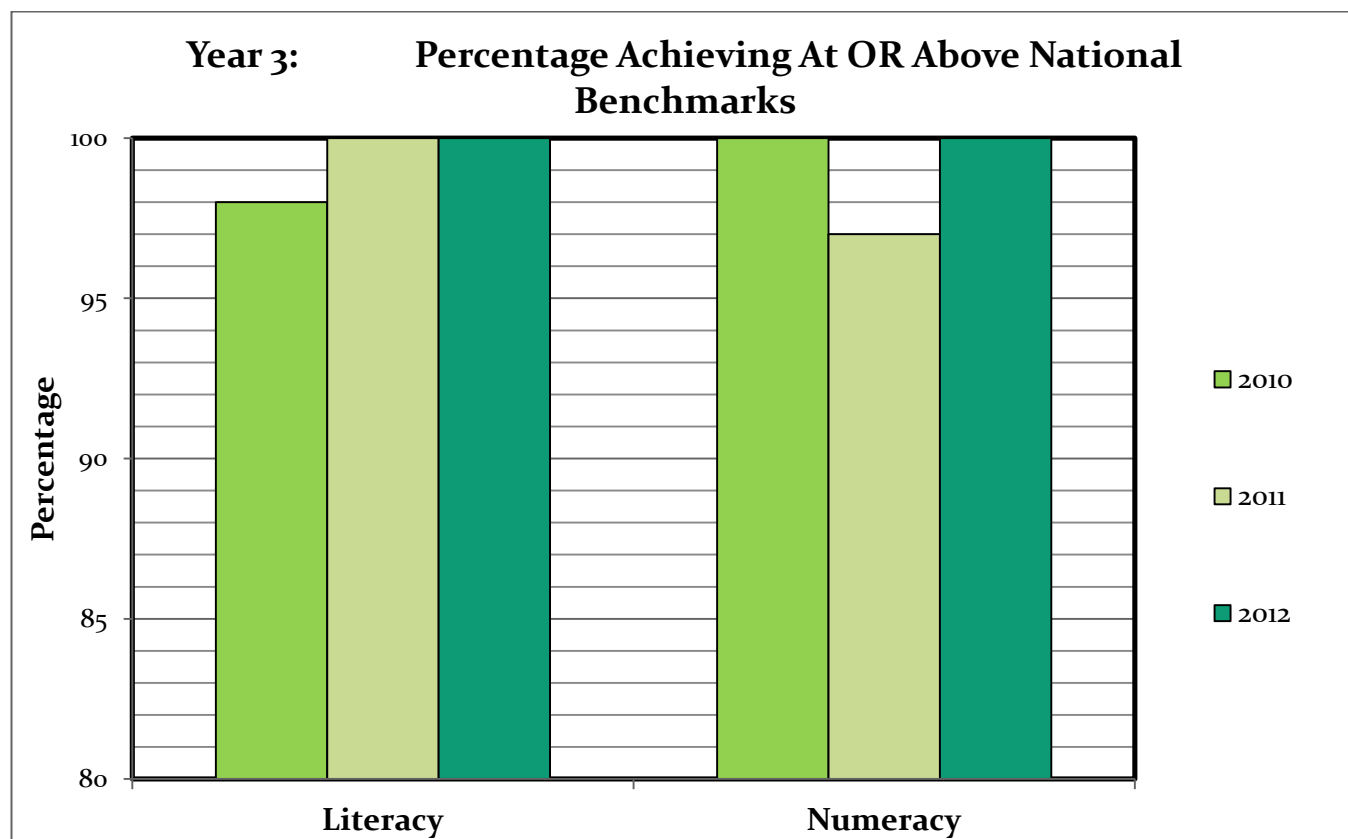
Year	Year 3		Year 5		Year 7		Year 9	
	Literacy	Numeracy	Literacy	Numeracy	Literacy	Numeracy	Literacy	Numeracy
2010	98	100	96	96	95	100	96	96
2011	100	97	98	98	98	100	98	100
2012	100	100	98	100	98	100	98	100

2012	Literacy					Numeracy
% At or Above National Minimum standard	READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	Literacy Average	
Grade 3	100%	100%	100%	100%	100%	100%
Grade 5	95%	99%	100%	97%	98%	100%
Grade 7	99%	96%	100%	97%	98%	100%
Grade 9	98%	96%	98%	100%	98%	100%

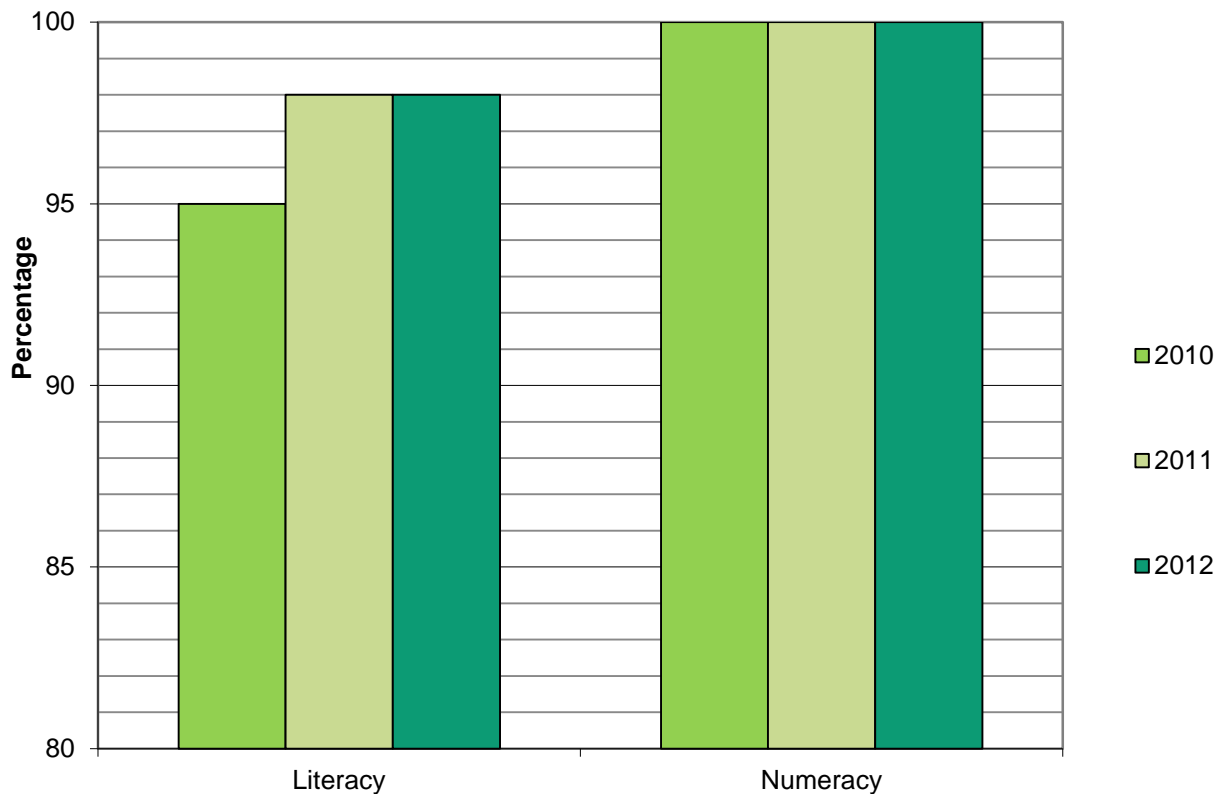


2011	Literacy					Numeracy
% At or Above National Minimum standard	READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	Literacy Average	
Grade 3	99%	100%	99%	100%	100%	97%
Grade 5	96%	97%	99%	100%	98%	98%
Grade 7	98%	97%	100%	95%	98%	100%
Grade 9	96%	100%	98%	96%	98%	100%

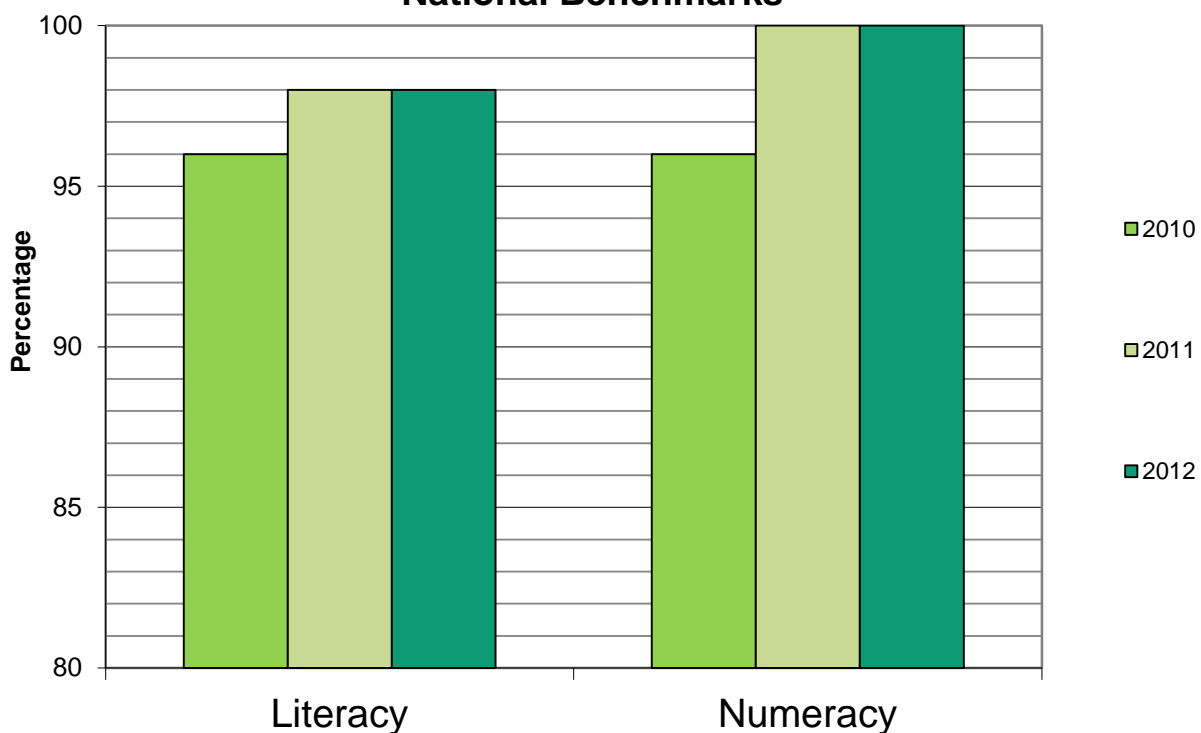
2010	Literacy					Numeracy
% At or Above National Minimum standard	READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	Literacy Average	
Grade 3	98%	100%	100%	100%	100%	100%
Grade 5	96%	100%	100%	100%	99%	99%
Grade 7	95%	95%	95%	95%	95%	100%
Grade 9	88%	96%	98%	96%	95%	96%



### Year 7: Percentage Achieving At or Above National Benchmarks



### Year 9: Percentage Achieving at or above National Benchmarks



## VCE median study score:

VCE median ATAR score: 65.15%

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

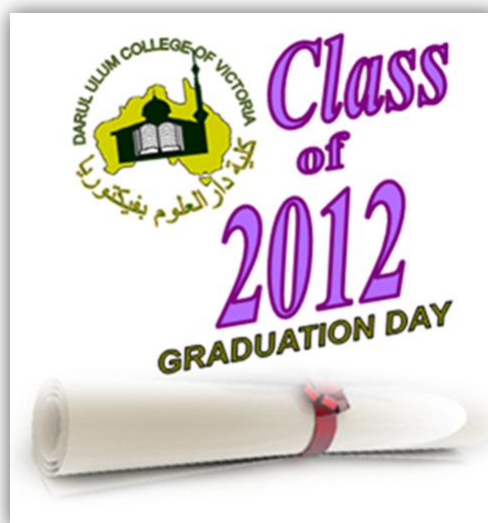
It is with great pleasure and honour one asserts that despite the relatively new VCE program at Darul Ulum, yet the College's performance, dedication and support to the VCE program has been of great success. Consequently, **100% of the 2011 graduates have obtained tertiary entrance** and are all currently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

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.

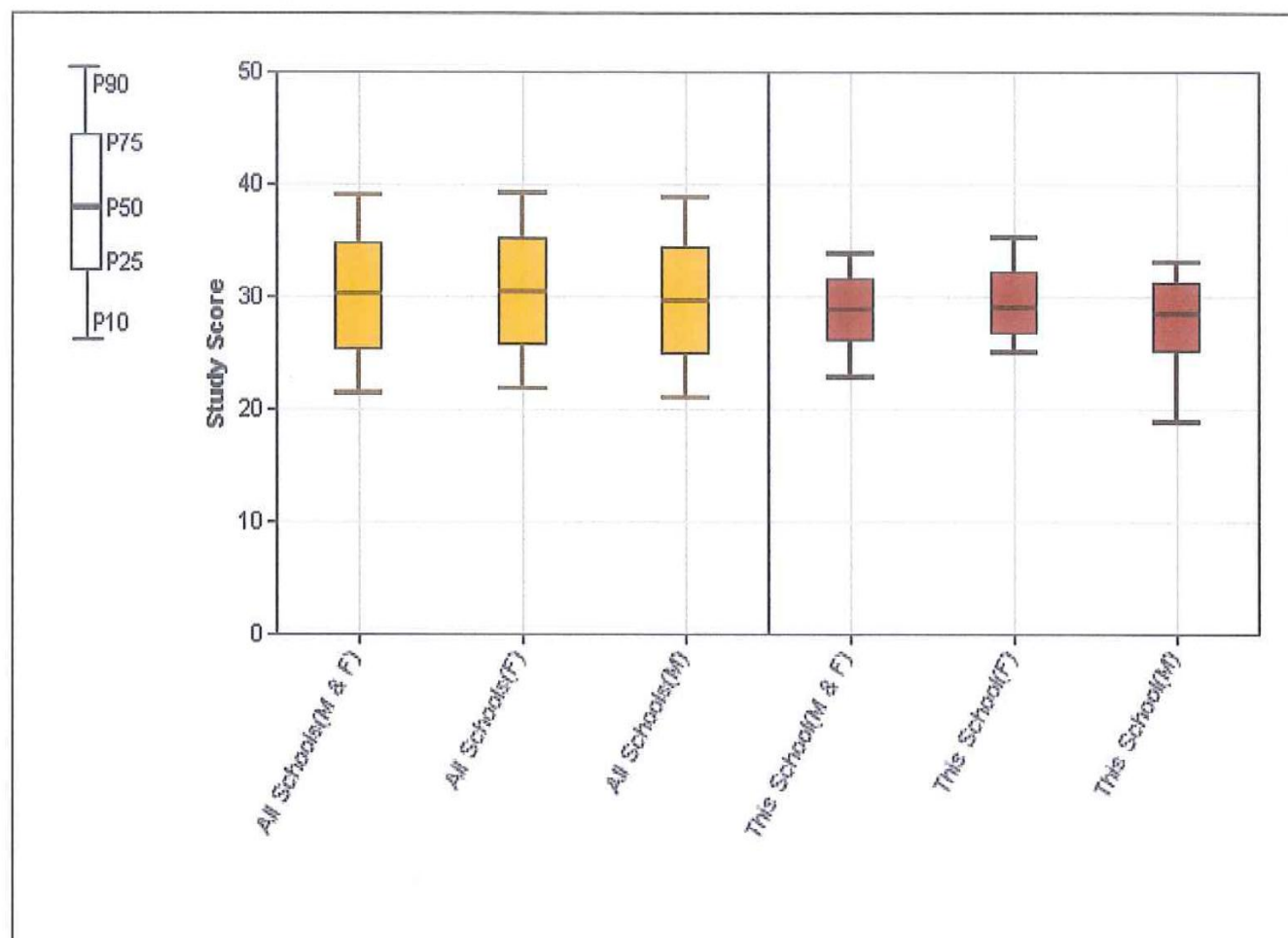
Our periodical VCE meetings mainly focus on student results, building teacher capacity through professional development sessions and improving strategies and practices that shall enhance student achievements and warrant an overall exceptional performance.



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



## 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 *severe 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.

Darul Ulum has recently employed a speech pathologist to work with secondary students who have shown to have a *severe language disorder*. These students receive regular, 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 program.

In addition to this, another speech pathologist is employed to work with the younger students from Prep to Grade Four. These students have been deemed to have a *language delay* and the pathologist works with these students to improve their language skills in order for them to fully integrate within the classroom. Early identification of students requiring speech therapy is essential for its effectiveness. Students are screened as early as the prep assessments prior to enrolment and subsequent assessments are conducted as soon as they commence the school

year. This gives the students the best opportunity to receive the support essential for their growth and development. The teachers also liaise with the therapist to concentrate on areas of concern. Parents likewise may be contacted and given strategies to assist the child at home for the best efficacy of the program. Speech therapy improves the overall communication of the student and builds their confidence both within the classroom and when interacting with their peers in the playground.

Student participation, engagement and results are suggestive 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.

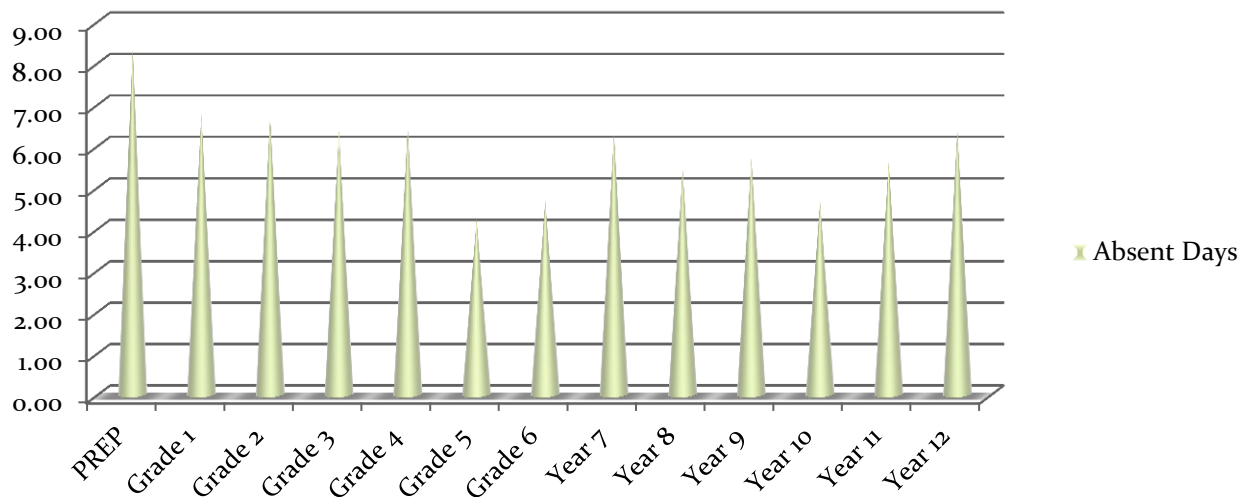
## Student Engagement and Wellbeing

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

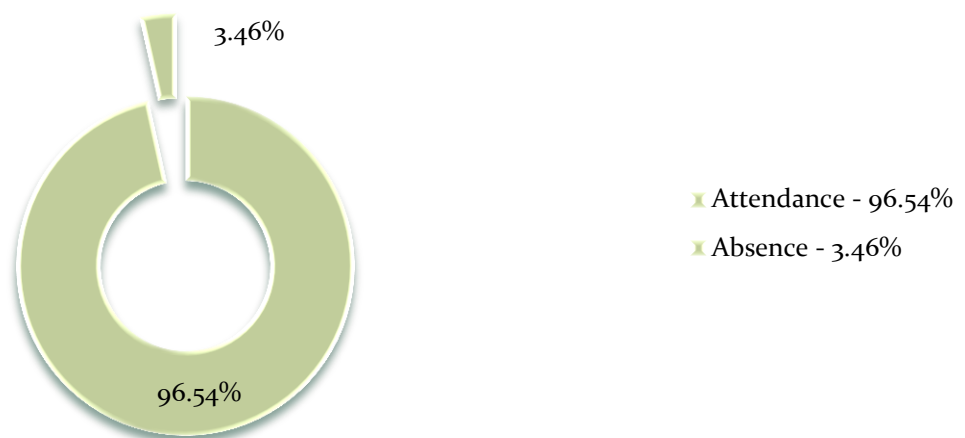
The following initiatives have been undertaken for the period under review:-

1. Appointment of Student Welfare Coordinator and Team
2. Mentoring Initiatives for Students
3. Student Retreats & Camps
4. Leadership Camps and Workshops
5. Anti-Bullying Campaigns and Programs at School
6. E Smart Initiatives
7. Student Voice through Student Representative Council (SRC)
8. Discipline Policy based on Restorative Practices
9. Encouraging school attendance and following up with absentees
10. Discipline Awards twice a term
11. Academic Achievement awards for semester 1 & 2
12. Student Mentoring through SRC
13. Surveys and Evaluation on bullying, discipline, learning and interests of students
14. Counselling and Guidance services for students
15. Student Success Planner for Years 7 – 12 launched
16. 'You Can Do It' program planned for the coming year for primary classes

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



### Student Attendance Rate - 2012

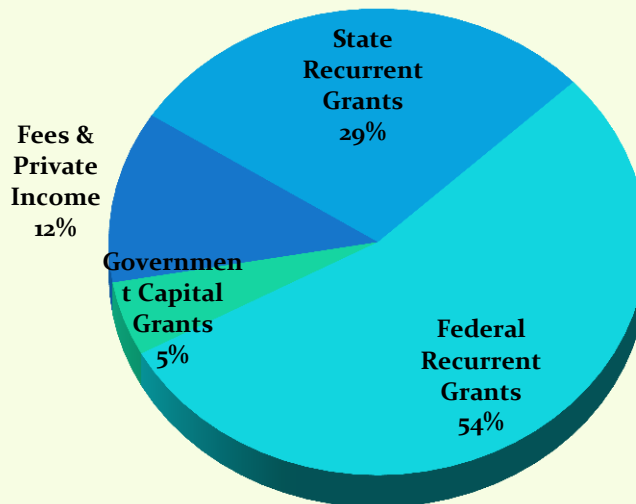


The overall attendance of students at Darul Ulum College of Victoria is reasonably good and we had an attendance rate of 96.54% in 2012. We recognize the strong link between school attendance and learning outcomes and continue to encourage parents to reduce late arrivals and absences. Most of the absences 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.

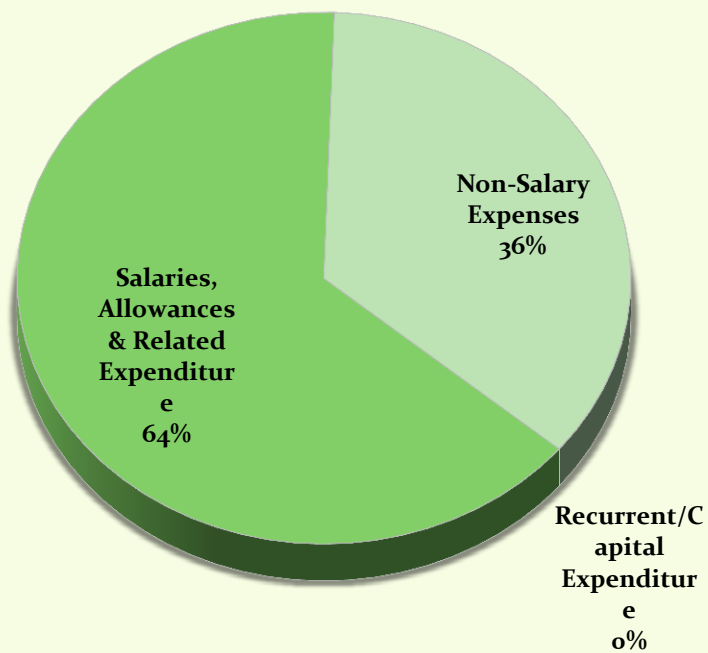
Student engagement and connectedness to school rate very highly in the annual student response to school surveys, which support our high attendance rates. The introduction of daily periodic electronic roll marking system by the form teachers has increased the monitoring of student attendance. The Year 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

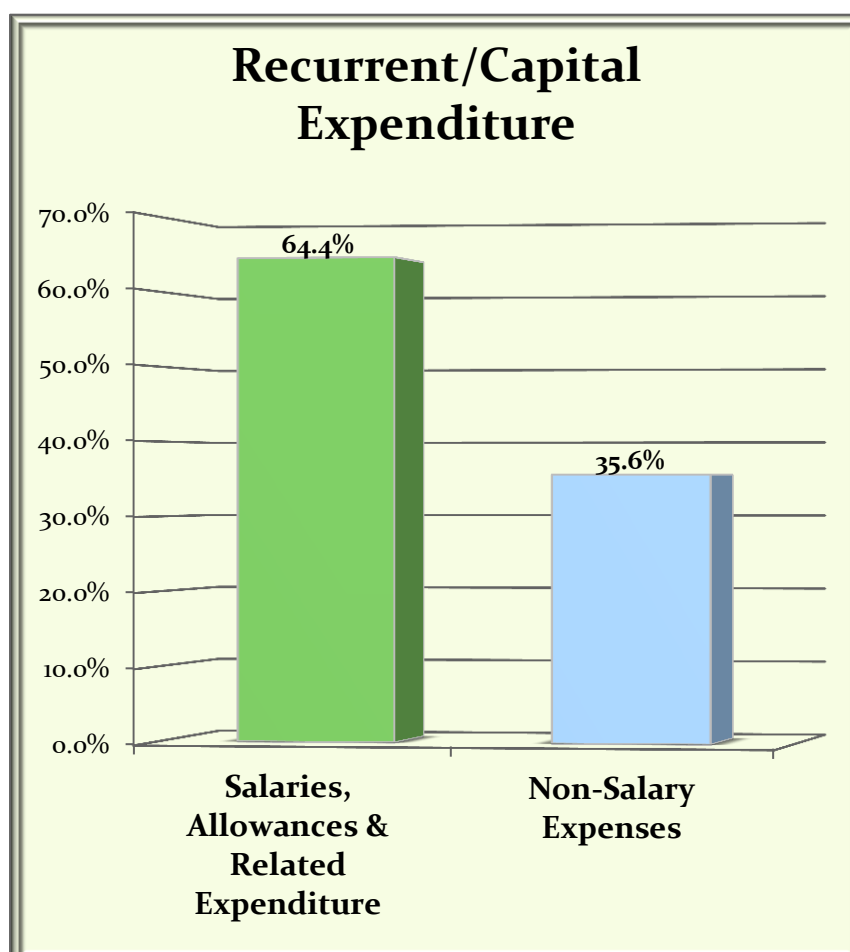
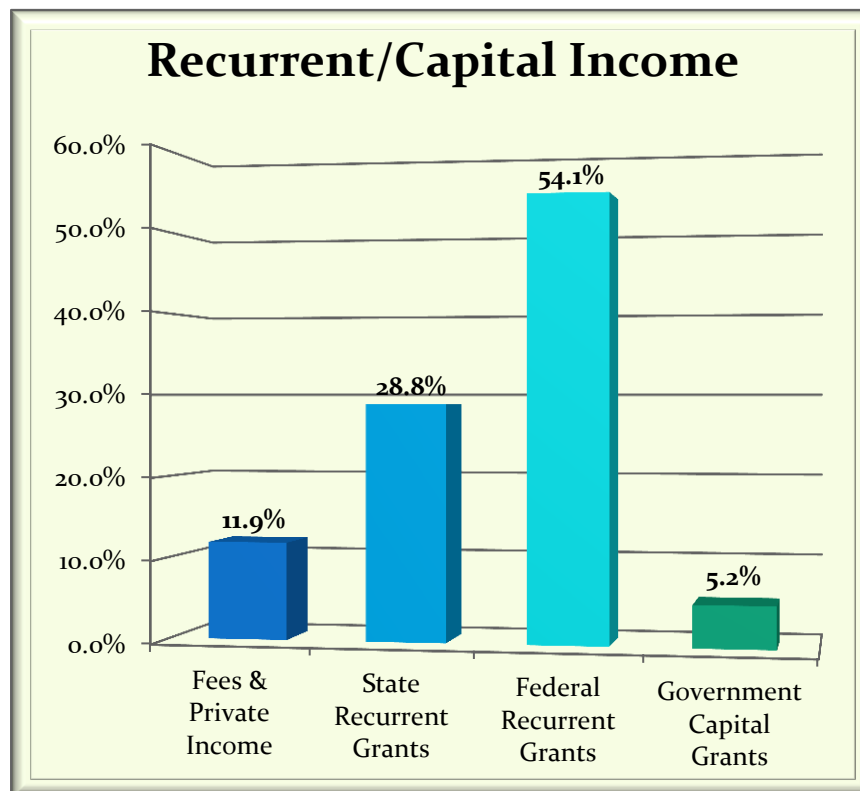
### Recurrent/Capital Income



### Recurrent/Capital Expenditure







## School Contact Information

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