ANNUAL REPORT TO THE SCHOOL COMMUNITY

Darul Ulum College of Victoria

1965

2013

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 blessings of Allah be bestowed upon him)

Mission statements

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 whilst ensuring that the school's Islamic ambience takes precedence over all other considerations.

2. Becoming an outstanding Australian school which provides an Islamic environment wherein students are educated to a very high standard both academically and spiritually.

3. Striving in becoming a faithful and 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.

4. Developing in each student a positive identity as a Muslim committed to his/her country's elected government 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 to ultimately take their place as an integral part of the diverse multicultural society in Australia, as confident, law abiding 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 are 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.

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A message from the principal

Dear respected parents and school community members,

Assalam O Alaikum,

Once again 2013 was a very fruitful and productive year for the school by the mercy and grace of Allah (SWT). This annual report which I am presenting encapsulates the year's accomplishments. I am thus very pleased to announce that the college has continued with its display of excellence in the education sphere as demonstrated in this report.

Alhamdulillah we are a great school where great things constantly occur. By sending your child to Darul Ulum College of Victoria, not only will you ensure they receive a well-balanced and quality academic education with a focus on improved literacy and numeracy outcomes, you will also ensure that they will be educated in a happy and caring environment founded upon Islamic teachings and practices.

With our ongoing commitment of improved numeracy and literacy outcomes, we are now implementing the new Australian Curriculum in most teaching areas. We have also introduced the 'You Can Do It' program which aims to build the social, emotional and motivational capacity of young people rather than focus on their problems and deficits alone.

All of these exciting learning opportunities and experiences for our students have only been made possible through the enduring commitment of our dedicated staff members, 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 and deeply appreciate their efforts. I also extend my warm appreciation to our SRC members for their invaluable work.

We look forward to an exciting and engaging year in 2014 welcoming our new staff members, families and wider community members.

May Allah (SWT) guide us in the right direction and help us as we endeavor to attain our goal of becoming excellent educators for Australia's Muslim community.

Wassalam

Zulfiquar Ali
Principal

School overview

A fresh BREEZE - Providing a balanced education for the century

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.

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 set the foundations to re-shape education. We want to enable our students to be creative thinkers, positive contributors to the wider Australian community and future leaders who will improve the world. We want to prepare them for tertiary education and also for the struggles of day to day life.

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

1. **Provision of outstanding teaching facilities and a vigorous school infrastructure**

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

2. **Building extensive partnerships with the wider community**

   ❖ We are committed to developing extensive partnerships between school, students' families and the wider community in order to help all students succeed while at school and in their later lives. As educators, we recognise that both the students' families and the community are partners with the school in ensuring every child's education and development. Thus, we believe that when all stakeholders view one another as partners in education, a caring community forms around students allowing them to flourish and blossom. We are also encouraging greater community engagement in order to help the community benefit from our school's utilities and services.

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. We are committed to 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 2013.

Organisational Goals achieved in 2013

Under the 'fresh breeze' strategic plan, the school had set six targets to work towards and in the year 2013, the following initiatives were undertaken under each of those target areas: -

Provision of outstanding teaching facilities and a vigorous school infrastructure

- ✓ Improved sports facilities
- ✓ Increased teacher resources
- ✓ An upgrade of the school's IT facilities for both staff and students
- ✓ Installation of additional interactive whiteboards in classrooms
- ✓ An upgrade of classroom furniture and facilities
- ✓ Construction of several new classrooms with state-of-the-art facilities
- ✓ The comprehensive and effective use of the school's new Multi-Purpose Hall (MPH) for school wide ceremonies and examinations
- ✓ The introduction of a new function room for all major school functions and receptions
- ✓ Additional conference/meeting rooms for staff discussions
- ✓ An upgrade of the school's security surveillance systems
- ✓ The introduction of a team of security personnel for school protection
- ✓ The provision of additional outdoor recreation areas for students

Building extensive partnerships with the wider community

- ✓ Increased parent information evenings
- ✓ Increased parent-teacher meetings and conferences
- ✓ Success4Boys Initiatives
- ✓ An increased number of student leaders through Student Representative Council initiative
- ✓ The involvement of school students in community wide projects and activities
- ✓ Bi-annual Eid festival celebrations
- ✓ Extra Quran Classes for students in the wider Muslim community
- ✓ Islamic Studies classes for adults
- ✓ 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 the capabilities and performance of individual school staff and professional learning 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 2014

In the year 2014, 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
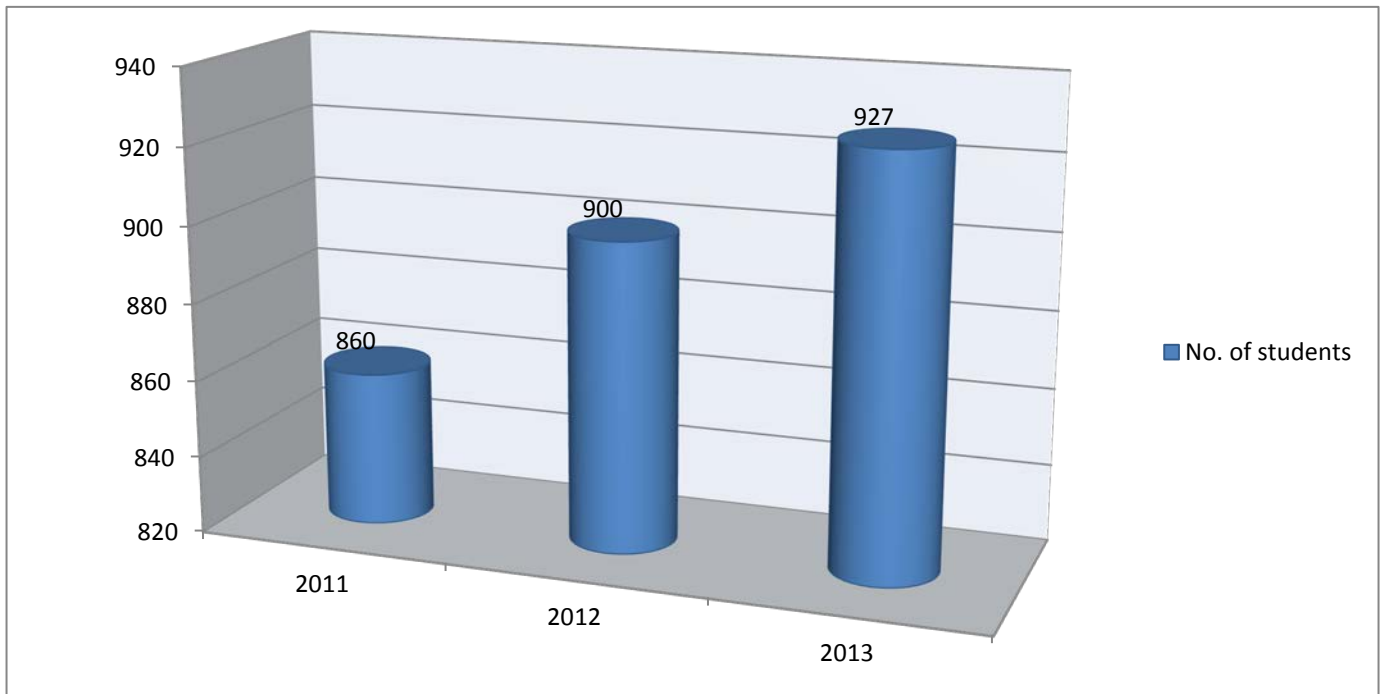
Wider School Community Feedback

Student Satisfaction

Students at the school are relatively satisfied with the school's focus on their health and wellbeing. As the survey data reveals below, students are particularly pleased with the following areas:

- Academic achievement
- Teacher quality
- Goal alignment
- Personal and social development

3b - Students' Perceptions of Each Domain
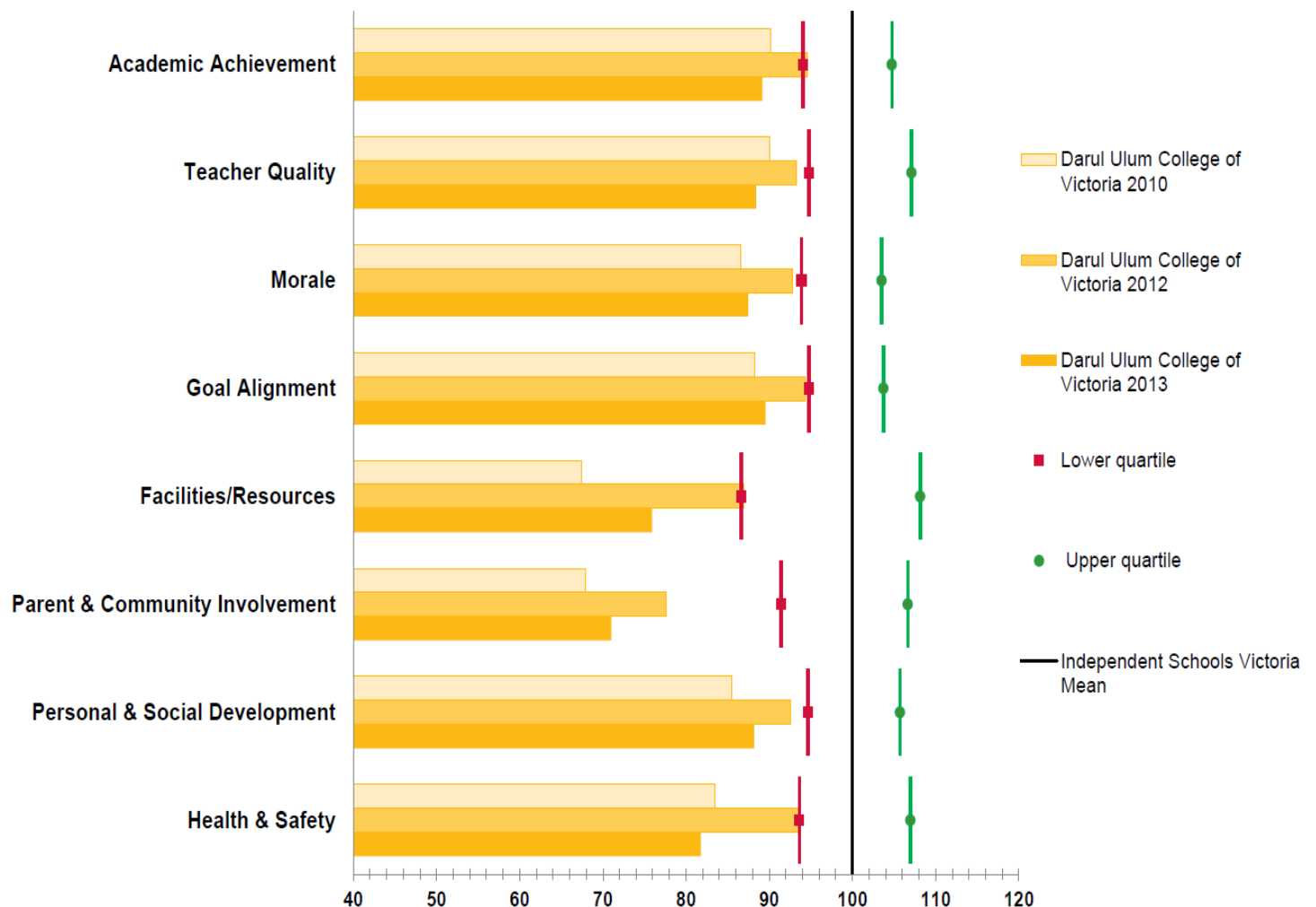
Parent Satisfaction

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 its commitment school towards the education of their children and also in providing a safe and secure learning environment for their children.

3a - Parents' Perceptions of Each Domain
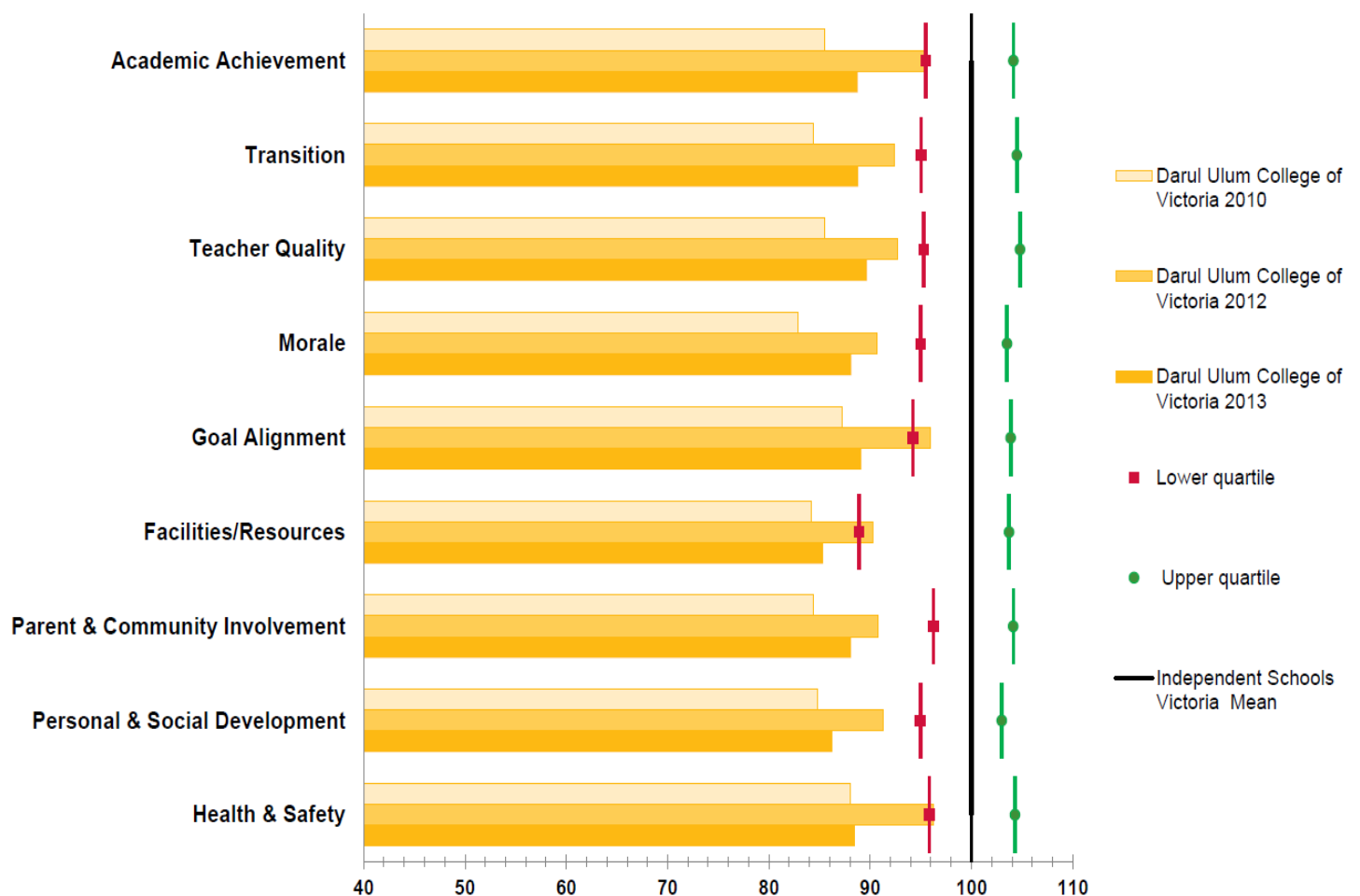
Teacher Satisfaction

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 2013 LEAD Survey of staff in participating schools.
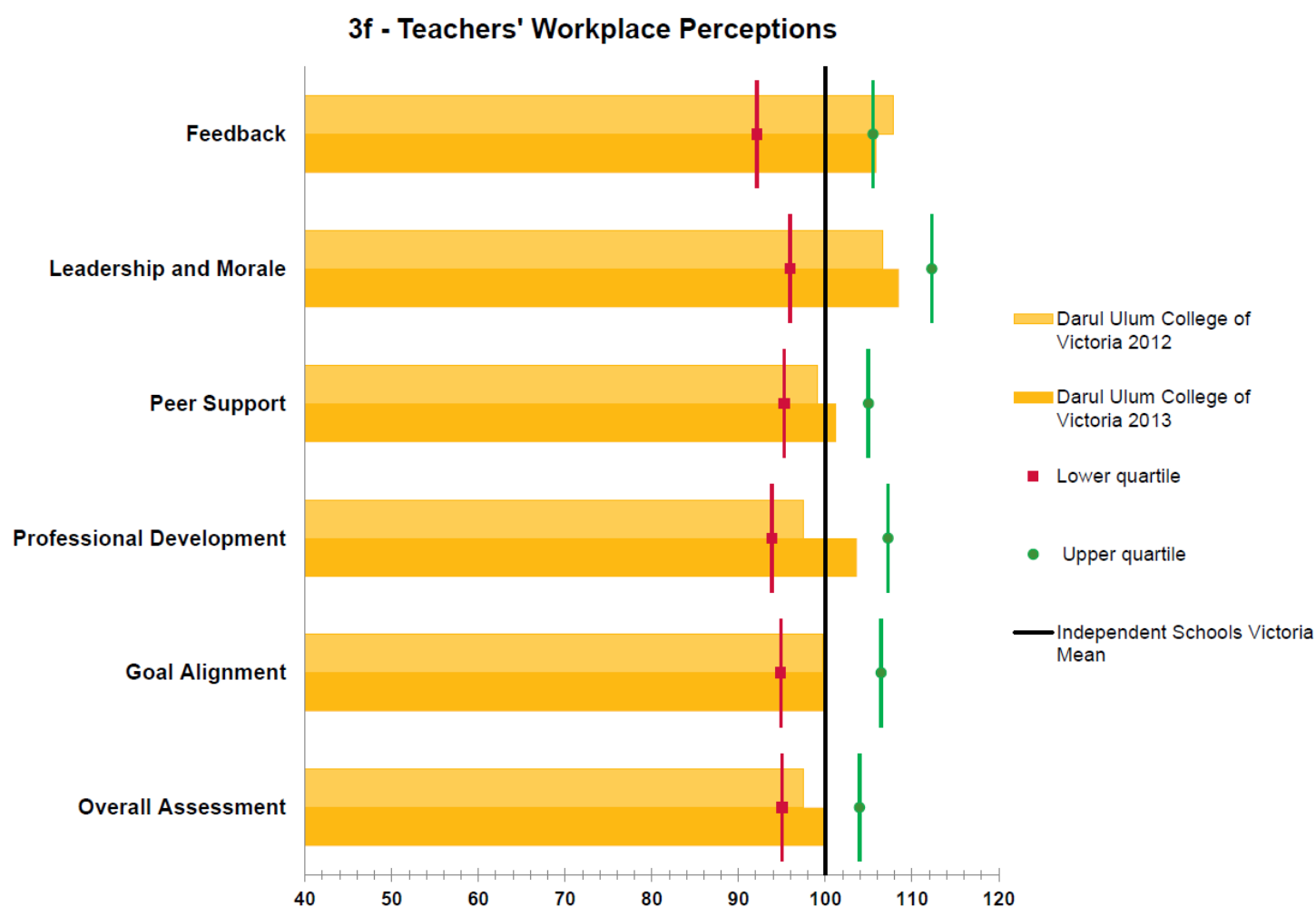
Comparing the 2013 results of Darul Ulum College of Victoria with participating *L E A D* schools

- The 'Feedback' indicator was in the upper quartile.

Teachers' Absence

The average number of days that a teacher was absent was 5.7. This was significantly lower than last year's rate of 7.45 days.

Teacher Retention

The retention rate of teachers in 2013 was 88%. Thus, 75 out of 85 of the school's staff employed at the school in 2012 were still at the school in 2013.

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 familiarise 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 outcomes are on the rise.

Professional Development and Training- 2013	Expenditure
External PDs	$27,780.56
In House PDs	$0.00
Total PD Expenditure	**$27,780.56**

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/Graduate Diploma of Education	32
Bachelor of Education	12
Masters of Education	7

Student Progress and Achievements

Student Learning

The enhancement of the Literacy and Numeracy skills of our secondary students has been the goal of our 2013 and 2014 secondary departments. The College has included literacy and numeracy ongoing advancement and support programs in the curriculum.

For Literacy;

- ❖ The Essential Reading program is being implemented for Years 7- 9 students to enhance students' reading, comprehension and vocabulary skills. During weekly sessions, students are encouraged to read as many texts as they could. Students reading and comprehension is regularly measured by using standardized assessment (PROBE) and school based assessment to closely monitor their literacy growth.

For Numeracy;

- ❖ Year 9 and 10 students are offered additional Mathematics Intervention support programs weekly to be able to improve and enhance their numeracy skills

The College has started offering Professional Development and Careers as an ongoing subject for Year 9 and 10 students. Students during professional development are explicitly taught about topics such as self-awareness, self-understanding, self-motivating skills whilst careers sessions focus on their strengths and weaknesses and making decisions about their future.

The main focus for all teachers of 2013 was to provide appropriate feedback to students to enhance student learning. Students are given opportunities to voice up about their own learning through surveys, discussions, conferences and interviews.

Through the Evidence Based Observation (EBO) program implemented in the whole school, student engagement is closely monitored in lessons and ongoing relevant feedback is provided to the teachers. Through this feedback, teachers work with coaches appointed in the school to improve student learning as well as engagement strategies.

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 program 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 a '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, 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
2011	Literacy	100%	98%	98%	98%
	Numeracy	97%	98%	100%	100%
2012	Literacy	100%	98%	98%	98%
	Numeracy	100%	100%	100%	100%
2013	Literacy	100%	99%	97%	94%
	Numeracy	98%	97%	100%	96%

Percentage point change

Reporting Year		Year 3	Year 5	Year 7	Year 9
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%
2012 to 2013	Literacy	0%	+1%	-1%	-4%
	Numeracy	-2%	-3%	0%	-6%

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
2011	100	97	98	98	98	100	98	100
	100	100	98	100	98	100	98	100
2012	100	98	99	97	97	100	94	96
	100	97	98	98	98	100	98	100
2013	100	100	98	100	98	100	98	100
	100	98	99	97	97	100	94	96

2013	Literacy					Numeracy
% At or above National Minimum Standard	READING	WRITING	SPELLING	GRAMMAR AND PUNCTUATION	LITERACY AVERAGE	
Grade 3	99%	100%	100%	100%	99.75%	98%
Grade 5	100%	99%	98%	99%	99.00%	97%
Grade 7	98%	94%	100%	97%	97.25%	100%
Grade 9	97%	90%	100%	87%	93.50%	96%

| 2012	Literacy					Numeracy
% At or above National Minimum Standard	READING	WRITING	SPELLING	GRAMMAR AND 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%

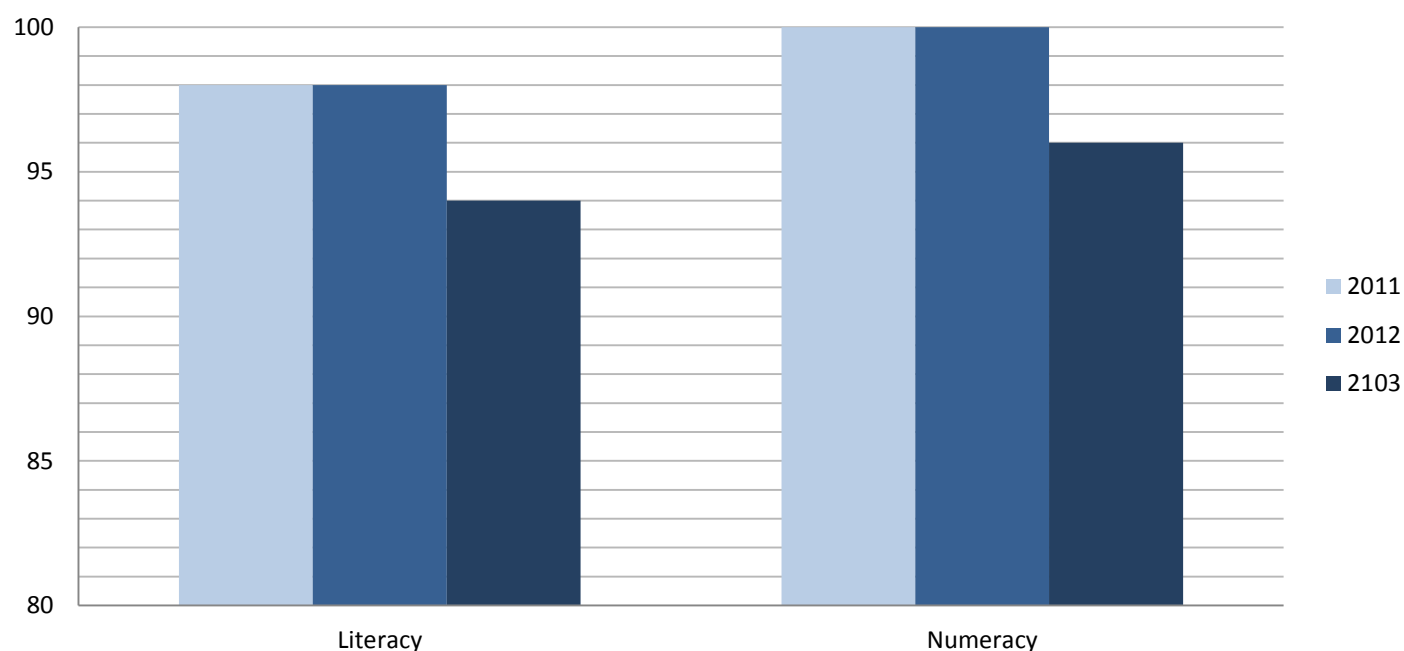| 2011	Literacy					Numeracy
% At or above National Minimum Standard	READING	WRITING	SPELLING	GRAMMAR AND PUNCTUATION	LITERACY AVERAGE	
Grade 3	99%	100%	99%	100%	100%	97%
Grade 5	96%	97%	99%	99%	98%	98%
Grade 7	98%	97%	100%	97%	98%	100%
Grade 9	96%	100%	98%	98%	98%	100%

Year 3: Percentage Achieving At OR Above National Benchmarks
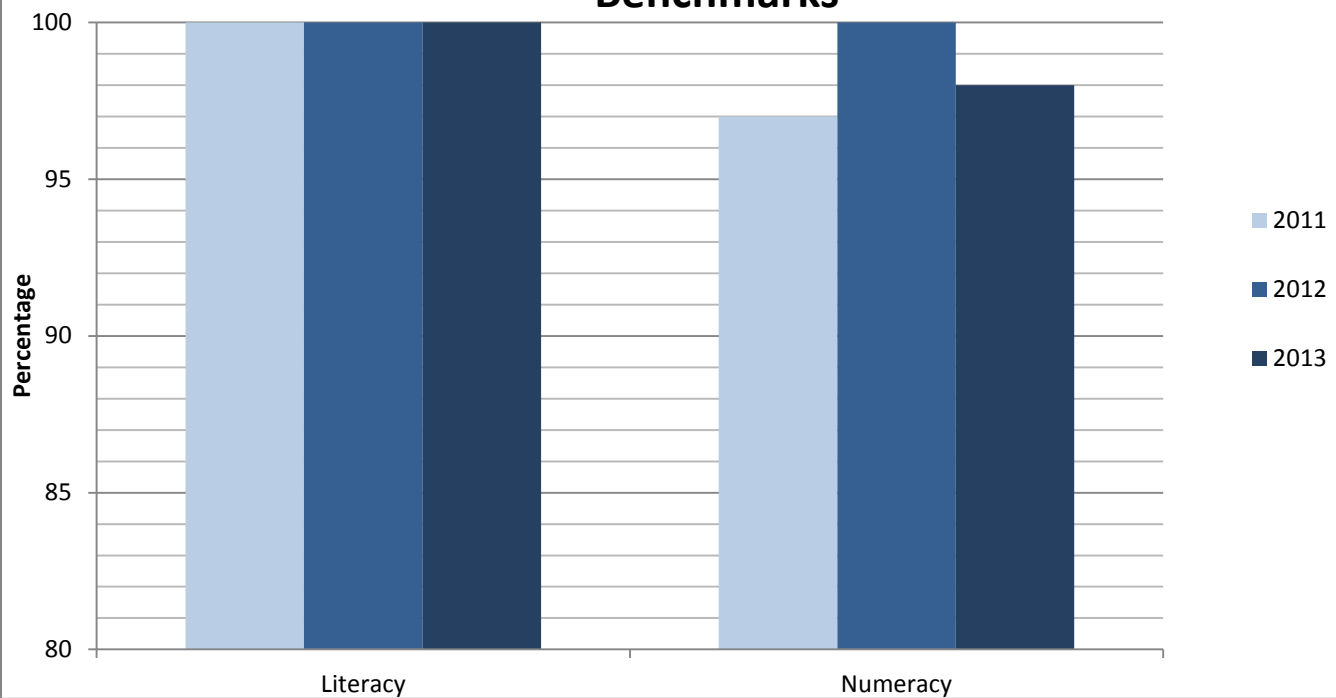
Year 5: Percentage Achieving At or Above National Benchmarks

Year 7: Percentage Achieving At or Above National Benchmarks

Legend: 2011, 2012, 2013
Categories: Literacy, Numeracy
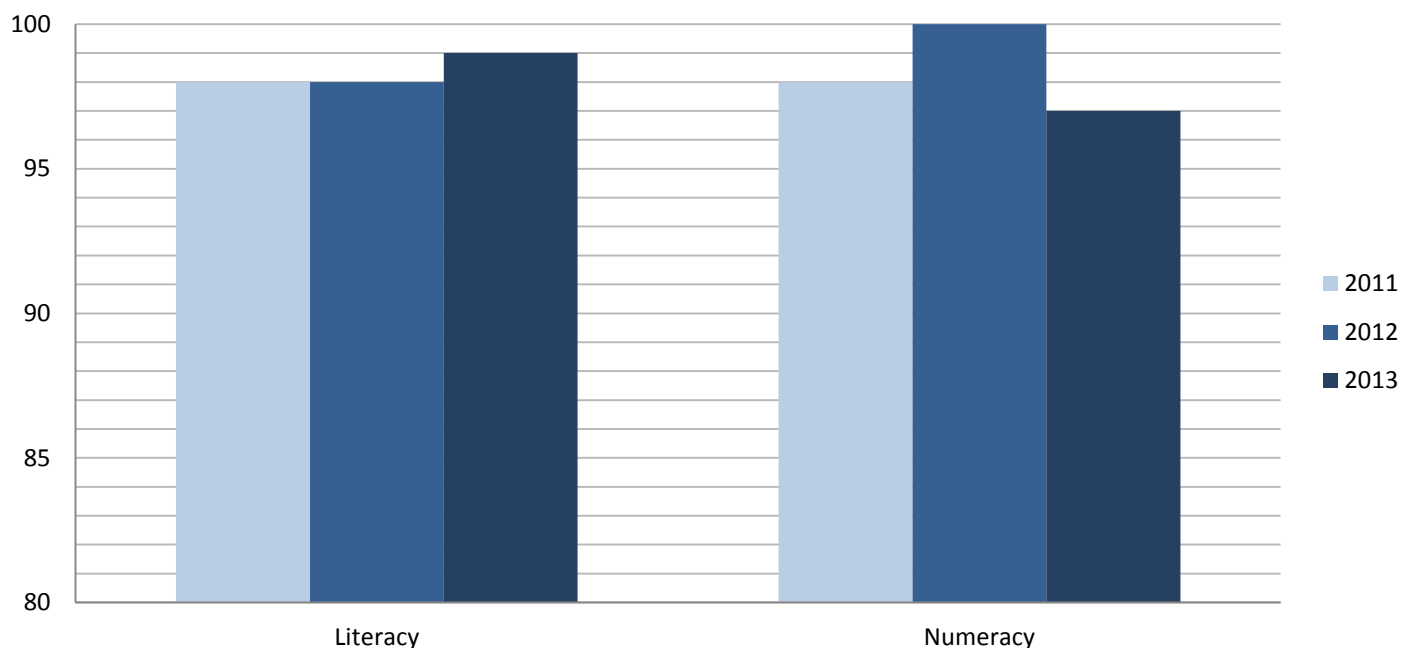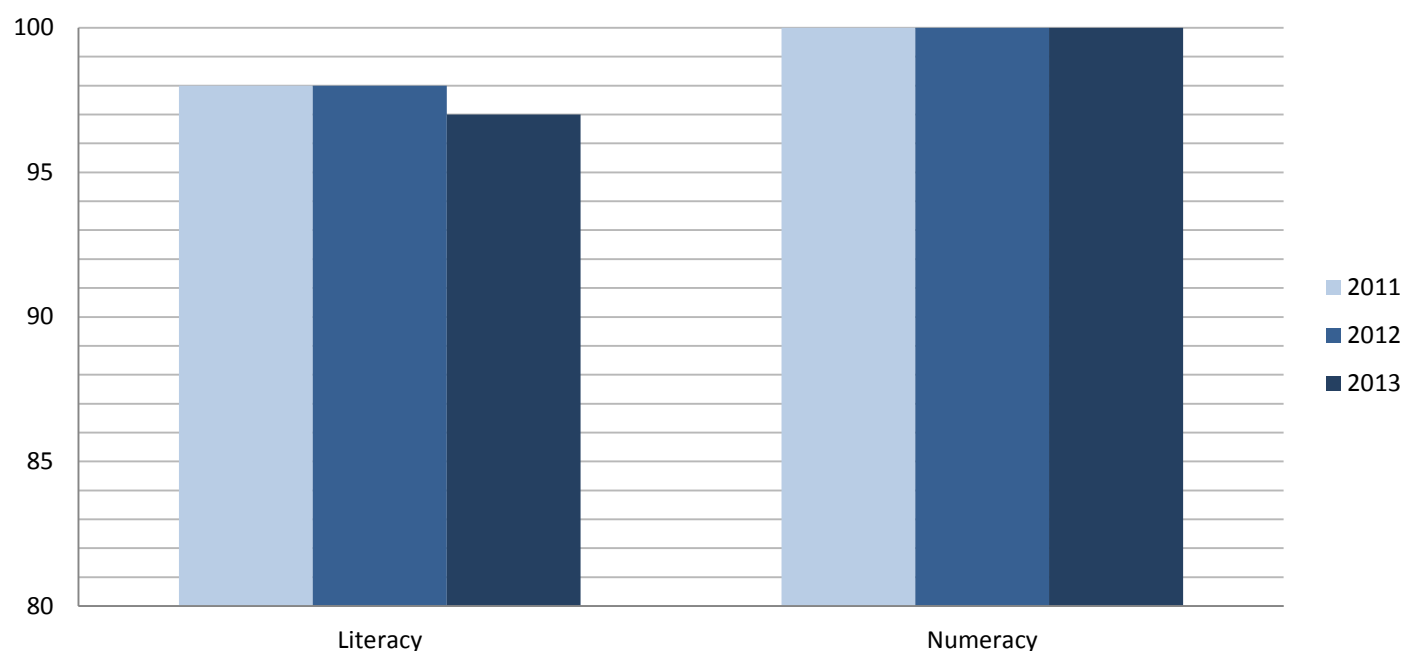
Year 9: Percentage Achieving above National Benchmarks

Legend: 2011, 2012, 2103
Categories: Literacy, Numeracy

Senior Secondary Outcome: VCE

There is no doubt that 2013 was a challenging yet exciting year for the VCE students and teachers at Darul Ulum College. Given the increasing number of students entering into the College's VCE program, the administration has supported the VCE department by increasing the number of VCE subjects offered at the College to satisfy the broad range of students' requirements. The administration's support was also manifested in acknowledging the efforts of teachers who offered their expertise and assistance to students beyond the normal school hours. In addition, the support was evident by increasing the instructional time in making the total number of face to face teaching hours per subject substantially exceeding the suggested hours stipulated in the Study Designs by more than double.

As educators, we are all keen to make a difference in our students' lives particularly during the most critical phase of schooling, namely, Years 11 and 12, which can be an overwhelming experience to students as well as teachers. However, in an attempt to simplify the process of acquainting the VCE teachers - particularly new members – with all what is affiliated with teaching a VCE subject, all teachers were provided with a Handbook outlining the requisites of teaching at this level. Similarly, Student Handbooks were also compiled to better prepare the Year 10 students for the VCE and to enable them to make informed decisions with regards to their respective career pathways along with the support and advice of the appointed careers advisors.

As much as there is great emphasis and effort exerted by the VCE department on academic excellence and achievement, nevertheless, the department members are not oblivious to the fact that students' overall social well-being is just as vital. Consequently, study retreats were scheduled on a termly basis during the weekends whereby matters and issues pertinent to students' interests were addressed.

Given the fact that 'shared teaching and learning practices' is one of the College's main goals, several VCE teachers had collaborated with colleagues at other schools to further enhance their teaching capacities by comparing, sharing and evaluating their teaching practices. This is an exercise which inevitably had an impact on the respective teachers' performance and in turn, it was translated into the classroom.
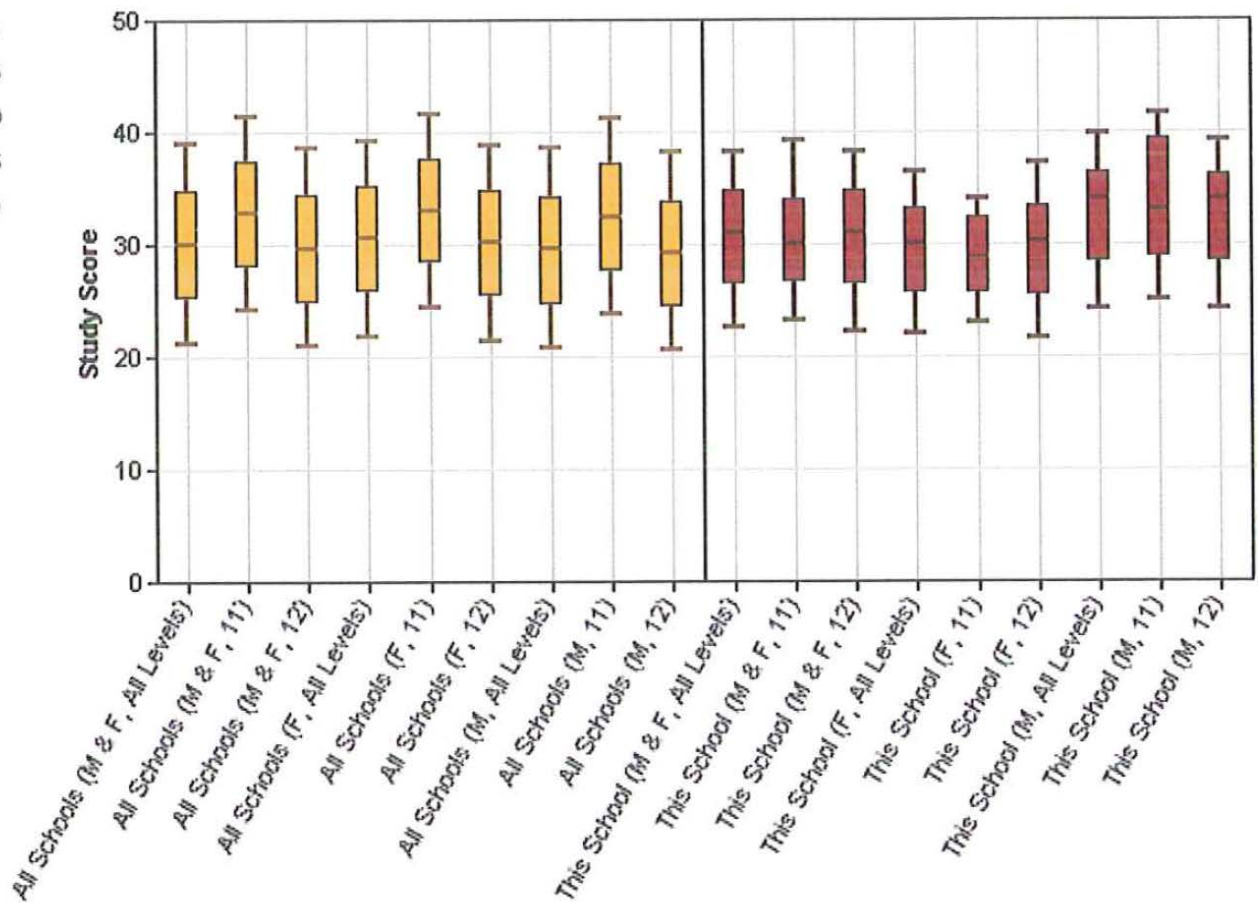
Summary of 2013:	
Total number of Year 11 students	28
Total number of Year 12 students	45
Total number of students who sat the General Achievement Test (GAT)	73
Median study score (out of 50)	31 (+2 trend from 2012)
Median ATAR for all students	70.63
Top ATAR (DUX)	94.50

Report 1
All VCE Studies (VCAA Study Score)
2013 DARUL ULUM COLLEGE OF VICTORIA Home School Data

All VCE Studies (VCAA Study Score)
2013 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)	257924	107	3.0	21.3	25.4	30.1	34.8	39.0	50.0
All Schools (All Gender, Year 11)	30939	104	6.0	24.1	28.2	32.8	37.4	41.4	50.0
All Schools (All Gender, Year 12)	226575	106	3.0	21.0	25.1	29.7	34.3	38.5	50.0
All Schools (Females, All Levels)	138216	106	3.0	21.7	25.9	30.5	35.1	39.3	50.0
All Schools (Females, Year 11)	17172	101	9.0	24.5	28.6	33.1	37.6	41.6	50.0
All Schools (Females, Year 12)	120821	105	3.0	21.5	25.6	30.2	34.7	38.8	50.0
All Schools (Males, All Levels)	119708	107	4.0	20.8	24.9	29.5	34.3	38.7	50.0
All Schools (Males, Year 11)	13767	103	6.0	23.7	27.8	32.5	37.1	41.2	50.0
All Schools (Males, Year 12)	105754	105	4.0	20.5	24.6	29.1	33.8	38.2	50.0
This School (All Gender, All Levels)	187	14	16.0	22.6	26.6	30.9	34.8	38.2	44.0
This School (All Gender, Year 11)	26	2	22.0	23.3	26.8	30.0	34.0	39.3	42.0
This School (All Gender Year 12)	161	13	16.0	22.3	26.6	31.1	34.9	38.2	44.0
This School (Females, All Levels)	121	10	16.0	22.0	25.7	30.0	33.3	36.5	43.0
This School (Females, Year 11)	16	2	23.0	23.0	25.8	28.8	32.5	34.1	36.0
This School (Females, Year 12)	105	9	16.0	21.6	25.6	30.2	33.5	37.3	43.0
This School (Males, All Levels)	66	9	20.0	24.3	28.7	34.0	36.4	39.9	44.0
This School (Males, Year 11)	10	1	22.0	25.0	29.0	33.0	39.5	41.5	42.0
This School (Males, Year 12)	56	9	20.0	24.3	28.5	34.0	36.2	39.2	44.0

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), Fluency Checklist and teacher anecdotes. NAPLAN data is also used to measure student progress in comparison to the National Benchmarks.

Previously to get funding for students, a systematic process was followed to determine whether a student had a learning disability. This process has since been discontinued in 2014. We are in the process of collecting data to be included in the Nationally Consistent Collection of Data School Students with Disability. This data will be collected and submitted to the government in August. Darul Ulum has opted to run a trial program this year. It will be compulsory for all schools to collect and report on new data on Students with Disability in 2015. It is likely that this new data collection will be linked to Australian Government recurrent funding under the Students First funding model.

In 2014 Darul Ulum has commenced the Speech Pathology Assistant (STA) program to deliver targeted and intensive therapy to students that are identified as having speech and language difficulties. Six aides have been trained to deliver this program. The program focuses from grades Prep to Six. The program is monitored by well experienced speech pathologists. The main goal of the program is to deliver focused therapy to students who have language and speech difficulties and thereby enhance their abilities to access the curriculum.

Speech pathologists also continue to work with secondary students who have been diagnosed with a severe language disorder. These students receive individual therapy on a weekly basis. Therapy aims to focus on the areas of learning difficulty and devise strategies to overcome those difficulties and enhance the education of the students.

Secondary students who require an aide for extra support 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.

Positive teacher feedback and improved assessment results are indicative of the effectiveness of the programs.

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 - 2013

3.47%

96.53%

- Attendance - 96.53%
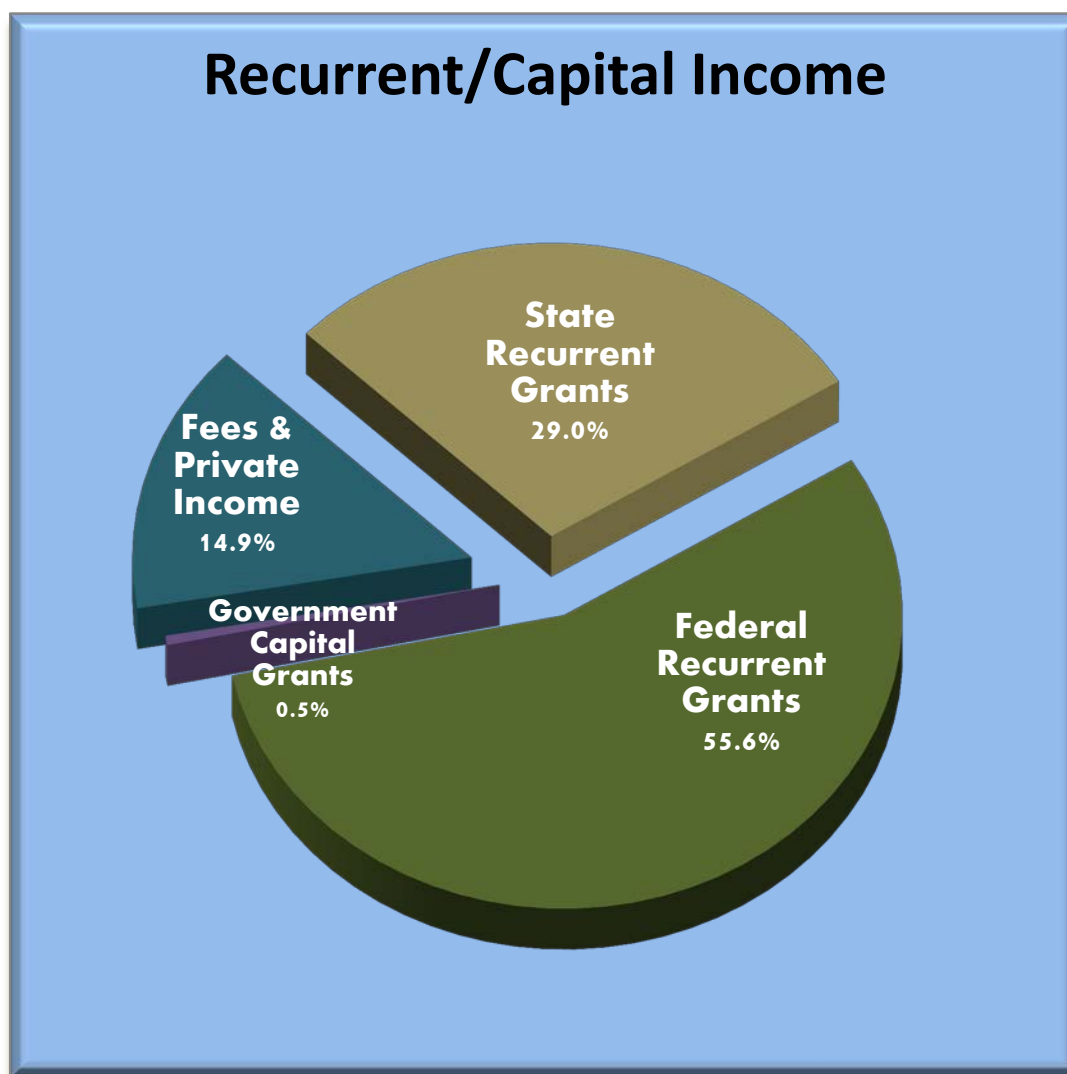- Absence - 3.47%
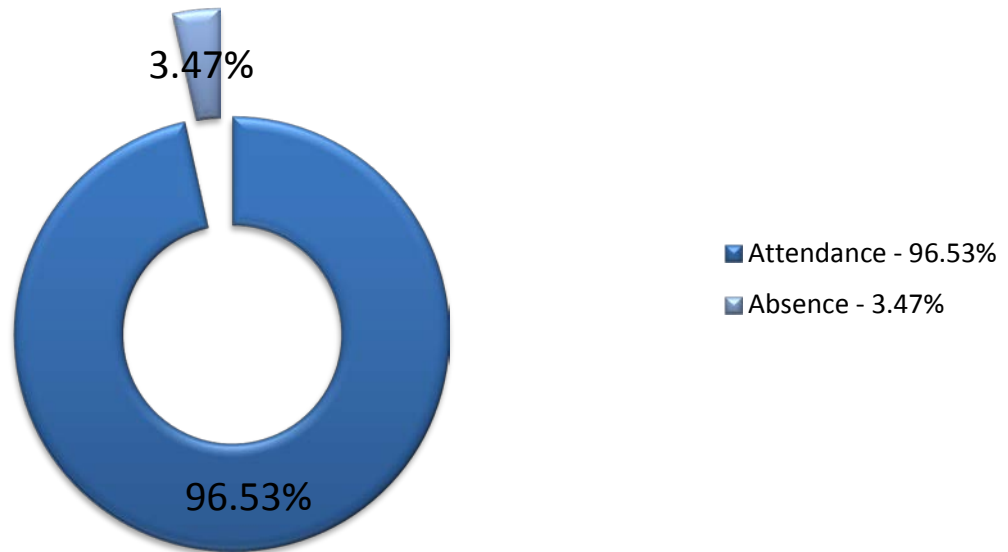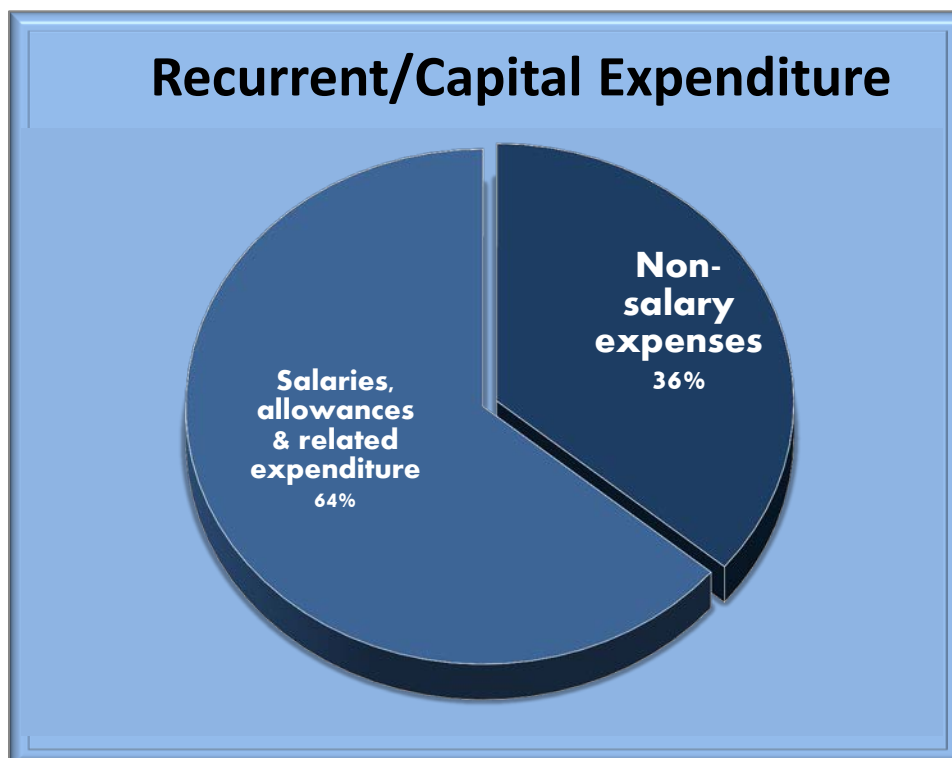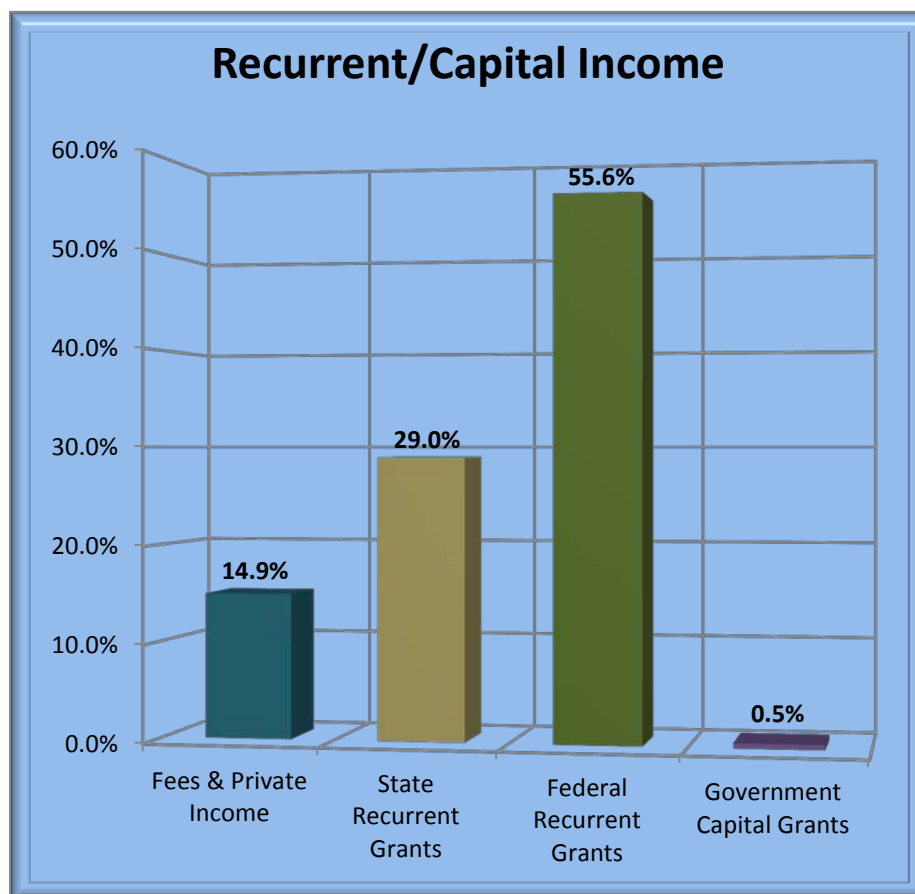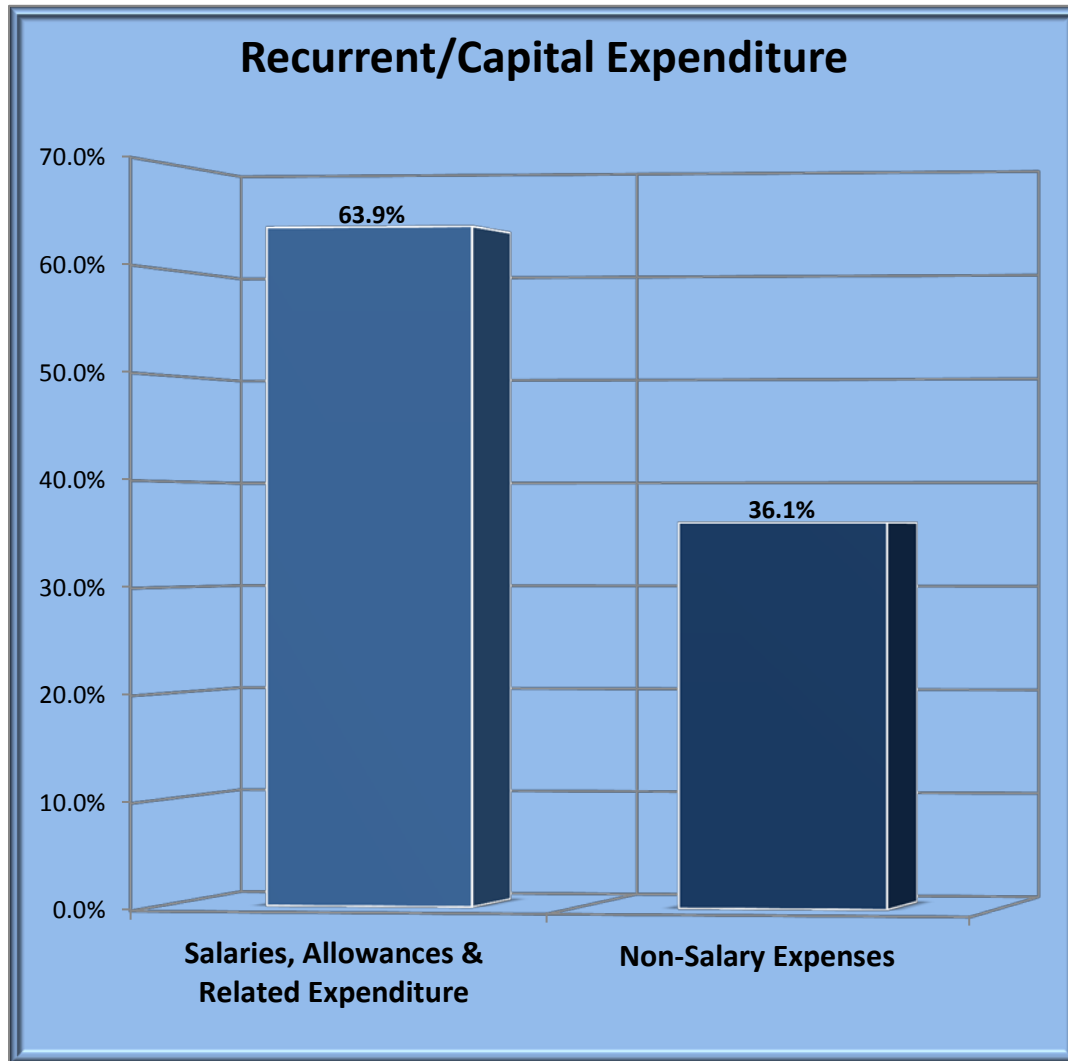
Absent Days

- Absent Days
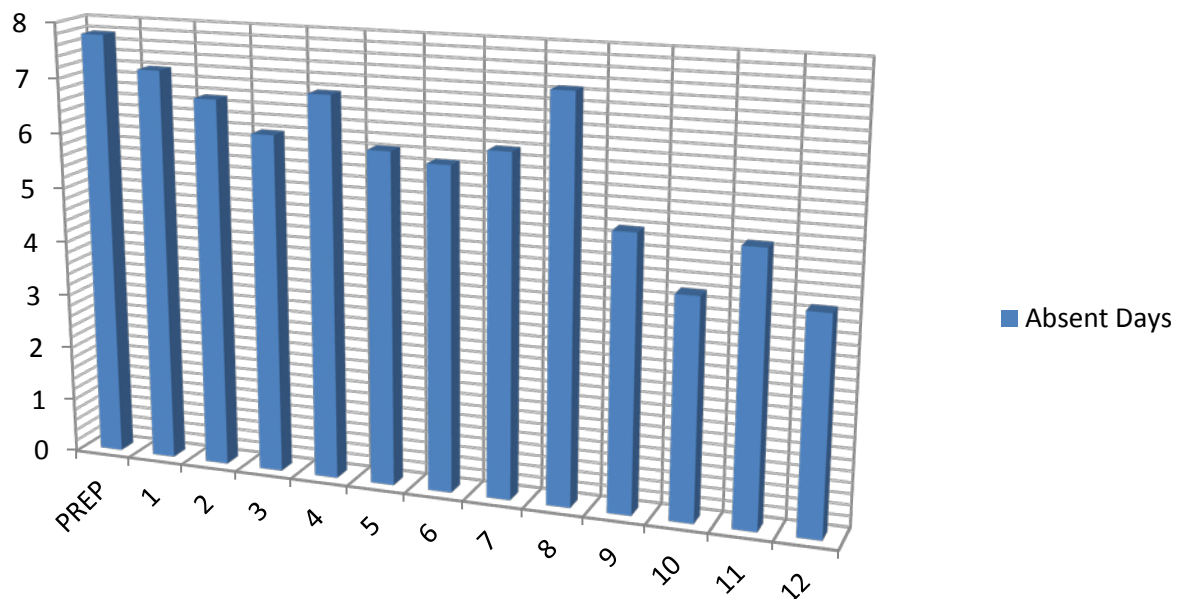
The overall attendance of students at Darul Ulum College of Victoria is reasonably good and we had an attendance rate of 96.53% in 2013. We recognize the strong link between school attendance and learning outcomes and continue to encourage parents to reduce late arrivals and absences. Most of the absences 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 coordinators 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

State Recurrent Grants 29.0%

Fees & Private Income 14.9%

Government Capital Grants 0.5%

Federal Recurrent Grants 55.6%

Recurrent/Capital Income

Recurrent/Capital Expenditure

Recurrent/Capital Expenditure

Bar chart showing expenditure percentages: Salaries, Allowances & Related Expenditure 63.9%; Non-Salary Expenses 36.1%. Y-axis ranges from 0.0% to 70.0% in 10.0% increments.

School Contact Information

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