2014

Annual report to the school community

Darul Ulum College of Victoria
1996

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 to become a faithful and a 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, who is committed to his/her country's elected government and 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 contributions to the wider community.

6. Successfully moving our students forward into higher education and vocational endeavours so they can 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

Respected parents and school community members,

It is with pleasure that I present this report to you with the support of my team at Darul Ulum College. I have taken over the role of Acting Principal from March this year. My association with the College stems back to the early days of the school's establishment; I worked at the College as the Vice Principal for over 17 years. Of course, the new role comes with its challenges – which I enjoy; my experiences continue to take me to new heights and insights. The challenges in particular, kept me going for 25 years strong; it is the learning that results from challenges which has enabled me to enjoy my journey in the profession.

2014 was a tremendous year with many initiatives and developments happening at the College. Some of the initiatives include: analysis of school performance, formulation of Teacher Performance and Development Policy and its roll out, mapping teacher performance against the Australian Professional Standards for Teachers, Walkthroughs, Markbook, Common Assessment Tasks, Data Analysis for Improvement, Student Work Monitor (SWM) Professional Learning Communities, Community Partnership Projects, and many more.

The school's performance was mapped out by a thorough analysis using the National School Improvement tool across nine key areas of education. This was to identify and focus on practices that are most directly related to improvements across the College. Our ultimate goal through this exercise was to improve outcomes for students, including both academic achievement and wellbeing. In light of this, we reviewed our school's annual goals and set new directions for departments and individual teachers to plan out their own SMART goals. This activity tied up well with the development and implementation of Teacher Performance and Development Policy to improve teacher capacity to teach at a higher level. The aim is to establish a systematic process to provide a structure for: reflection and goal setting, developing and refining teaching practice and receiving feedback and support to ensure that the teachers and the teaching practices at Darul Ulum College are in line with the Australian Professional Standards for Teachers at the proficient level as the benchmark. Teachers' progress in this regard is supported with evidence in a professional practice work portfolio. Walkthroughs, which is an integral part of Teacher Performance and Development Program, facilitates formal classroom observation in order to provide teachers with the chance to get professional feedback on teacher practice.

Introduction of Markbook was another important step towards improving student outcomes - data collection and analysis for measuring student growth and planning for differentiation and extension has been the focus of Professional Learning Teams. In order to plan for effective intervention strategies to support students' whose progress is below 60% margin, we had to make sure that the ongoing data fed into Professional Learning Teams (PLTs) had to be valid and authentic. This led to the need to formulate

Common Assessment Tasks (CATs) policy, which guides teachers in preparing Standard Summative and Formative CATs. Using the statistical moderation (bell curve concept) we further analyse and revise CATs to ensure that standardised CATs are used as assessment tools across all levels and subjects. At PLCs we analyse three sets of independent data; NAPLAN, PAT and school data to measure individual student growth, subject performance and class performance.

Another important scheme, which was developed and rolled out in 2014, was the implementation of Student Work Monitor (SWM). It was intended to establish a link between the teacher, the student, the parent and the Coordinator in order to give greater insight to the learning process. SWM provides information on the schedule of topics, concepts, work requirements and the assessment types on a weekly basis for each unit of work so that the student's progress can be monitored and the stakeholders can find a common ground to liaise effectively. We are currently in the process of trialling an on-line Learning Management System (Schoolbox) with the years 10 to 12. If proven successful, it will serve as SWM and provide a common online platform with many functions that will inspire greater communication and participation of all stakeholders in the student's learning progress.

The College advanced further in the area of social and emotional education. 'You Can Do It' education program has now been embedded into the core curriculum with specific time allocation. Through the program we target emotional well-being, success in school and life, positive relationships and social responsibility. Social and emotional outcomes along with achievement outcomes are central to schooling at Darul Ulum. Student wellbeing is further supported with the introduction of the chaplaincy program. Besides the provision of professional counselling, we aim to further enhance social and emotional capacities of students through the program.

Darul Ulum College of Victoria has continued to move from strength to strength with each passing year. Overseeing the progress of the above mentioned initiatives and witnessing their benefits come into fruition has been extremely rewarding. Our ultimate aim of offering high quality education – both in the spiritual and academic spheres will always inspire us to seek out and implement practises that advance learning and personal growth.

Abdurrahman Gokler
Principal (Acting)

School overview

At Darul Ulum College of Victoria we are committed to providing quality education in an Islamic environment that teaches students responsibility, the best of moral values and respect for others. We want to enable our students to be creative thinkers, positive contributors to the wider Australian community and future leaders.

We are committed to and are continually working towards achieving the following:

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

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

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

   ❖ We are committed to developing extensive partnerships between school, students' families and the wider community in order to help all students succeed while at school and in their later lives. As educators, we recognise that both the students' families and the community are partners with the school in ensuring every child's education and development. Thus, we believe that when all stakeholders view one another as partners in education, a caring community forms around students allowing them to blossom and flourish. We 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 improve 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 concepts and ideas. We are committed to 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 2014.

Organisational Goals achieved in 2014

Provision of outstanding teaching facilities and a vigorous school infrastructure

- ✓ Improved sports programs
- ✓ Increased teacher resources
- ✓ An upgrade of the school's IT facilities for both staff and students
- ✓ Installation of projectors in all classrooms
- ✓ Construction of several new secondary 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
- ✓ 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

Building extensive partnerships with the wider community

- ✓ Increased parent information evenings
- ✓ Increased parent-teacher meetings and conferences
- ✓ An increased number of student leaders through Student Representative Council (SRC) initiative
- ✓ Bi-annual Eid festival celebrations
- ✓ Extra Quran Classes for students in the wider Muslim community
- ✓ Islamic Studies classes for adults
- ✓ Annual Quran & Islamic quiz competitions
- ✓ Participation of our school in inter-school sports tournaments
- ✓ Active after school sports program
- ✓ 'You Can Do It' initiative underway in all classes
- ✓ Newsletter for students and parents
- ✓ Additional information 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 (PLCs) at school
- ✓ Promotion of student focused meetings
- ✓ Individualised Learning Plans (ILPs) for students
- ✓ Scheduled professional development sessions for teachers at school to evidence compliance with the Australian Professional Standards for Teachers
- ✓ Support services for teachers, casual relief staff and students
- ✓ Pyramid Response to Intervention program
- ✓ Targeted meetings to discuss class and students' progress
- ✓ Consultancy services intensified

Commitment to Learning

- ✓ Special tuition for students below the 60% benchmark
- ✓ VCE tuition on weekends and holidays
- ✓ Professional learning teams and communities formed
- ✓ Career counselling for students
- ✓ Establishment of Student Wellbeing 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
- ✓ Additional out of school tuition and support to ensure all students a guaranteed curriculum

Encouraging Creativity

- ✓ Information Technology classes as part of all subject initiatives for students
- ✓ Effective use of available curriculum-based teaching resources
- ✓ Additional positions created for teachers' input in various facets of school improvement

Common Goals for 2015

After having reviewed and assessed the achievements that were witnessed by College since its establishment in 1996, considerable amount of time and thought have been employed by the College's key school bodies in the preparation of long term and short term strategic plans.

The 2015 Common Goals were an outcome of the short-term plans whereby these Goals were driven by the vision of further enhancing our young generation's capacities and equipping them with life skills. This is only achievable when contemporary curriculum is delivered by sound and well-informed pedagogy and by creating learning experiences beyond the classroom environment.

Furthermore, the 2015 Common Goals were identified with the point of view that all students can succeed. Based on the research that suggests a strong correlation between a teacher's belief about students' chances of success and the influence that this belief has on the teacher's performance and interaction with students, professional learning teams have been established as a forum for teachers to explore and identify strategies to facilitate success for all.

Whilst the College focus in past years was to cater for the individual learning needs of 'lower' performing students, 2015 has been a year where equal attention has been given to facilitating for the needs of gifted students also, hence, the establishment of accelerated learning programs and the like.

A summary of the 2015 Common Goals include the following:

1. **Academic improvement: All students are to show academic growth for all subjects.**

    - Those achieving less than 60% to show minimum of 20 % growth.

    - Those achieving above 60% to show minimum of 5% to 10% growth.

    - Authentication process: All CATs (Common Assessment Tasks) & exam are to be statistically moderated using the Markbook data by the Assessment Coordinator for each term and sent to coordinators to be used for growth measure.

2. **Apply effective differentiation to cater for individual needs.**

    - Ongoing analysis and evaluation of student understanding of content, identify and implement suitable interventions by modifying teaching practice.

    - Incorporate a variety of teaching strategies to cater for student learning needs.

3. **Monitor students' commitment for 100% work completion.**

    - Student Work Monitor

    - Weekend Study Halls / Afternoon Tutorials

4. **Celebrate above 80% achievement and acknowledge all stakeholders.**

    - High Achievers Club

    - Accelerated programs

    - National competitions

    - Gifts & awards

    - Scholarships

5. **To promote the culture of professional learning communities among staff with focus on collegial work and professional learning.**

6. **Identify, initiate and build on opportunities that engage parents/carers in the progress of their children's learning.**

Student Enrolments
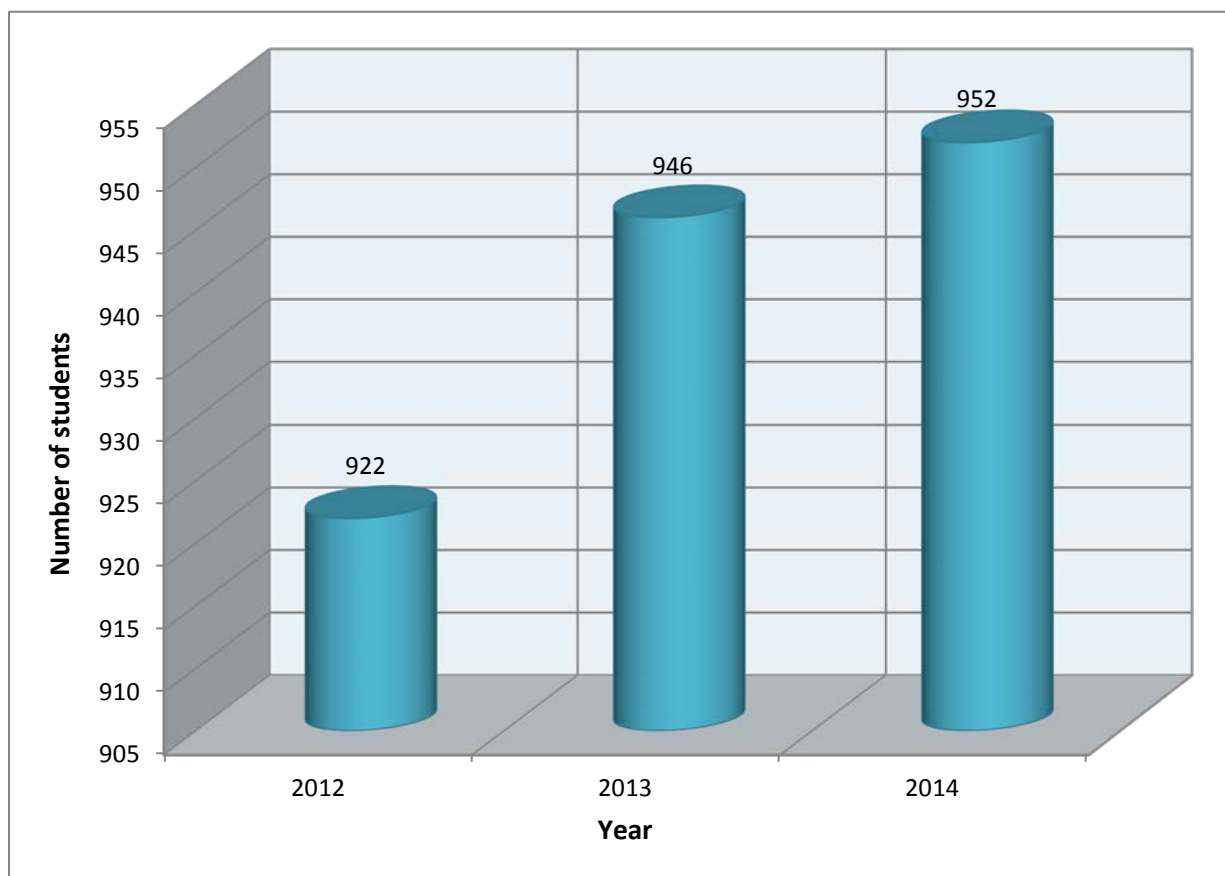
Wider School Community Feedback

In order to obtain an effective assessment of its performance in the key elements of schooling, Darul Ulum College participates annually in the LEAD survey. LEAD stands for *L*isten to stakeholders, *E*valuate what is said, *A*ct on this knowledge and *D*eliver better outcomes. This mirrors the College's aims of participating in this survey.

The LEAD survey measures performance against research-based indicators of effective schooling and brings together a range of objective and subjective data. Independent schools around Victoria take part in this survey with a total of 109 schools having participated in the full LEAD report.

The following radar chart depicts the College's overall performance for the year 2014. Subjective data is presented in lower case while objective data is presented in UPPER CASE. Subjective data are perceptions-based data including: the student satisfaction survey, the parent satisfaction survey and the staff satisfaction survey. Objective data are 'hard' data drawn from various sources such as the Australian Government Department of Education and Training (Aus DET) Financial Questionnaire, the National Assessment Program - Literacy and Numeracy (NAPLAN) Results, the Victorian Curriculum and Assessment Authority (VCAA) and the Victorian Tertiary Admissions Centre (VTAC).

The 'Transition' indictor provided below is a score for post-school 'Transition' which is an objective measure drawn from the Real Retention Rate (the proportion of Year 10 students who were still enrolled in Year 12 at the end of last year) as well as the University Offer Rate for Year 12 students (according to the 2014 Victorian Department of Education and Training (Vic DET) On Track Destination Survey).

1 - Overall School Performance
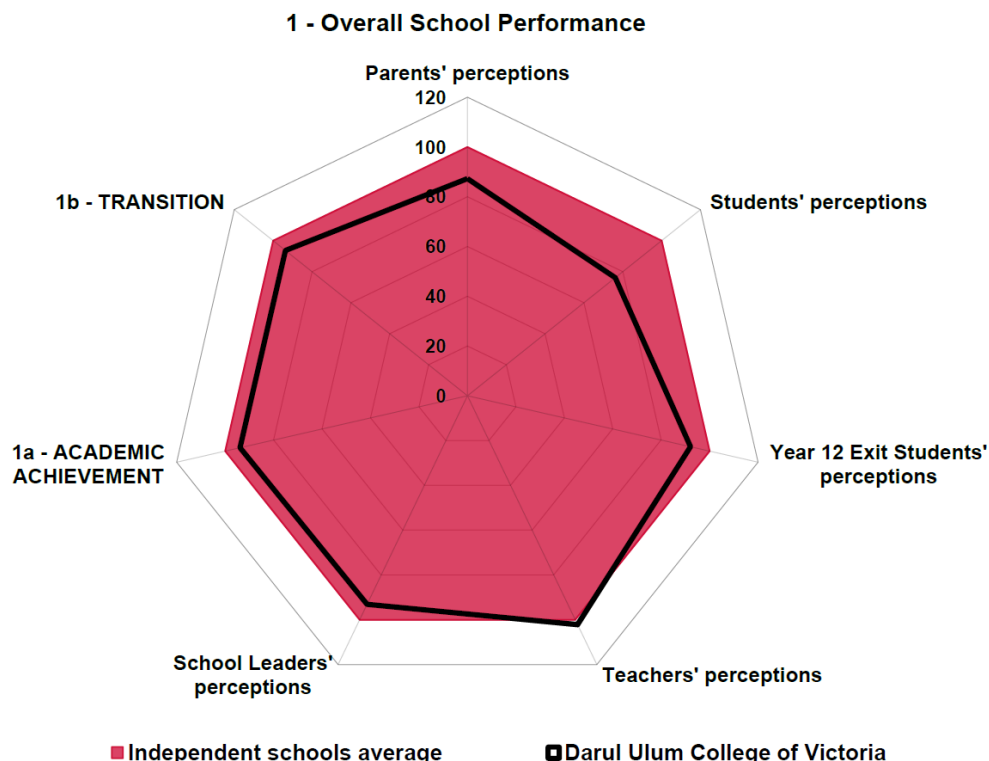
Overall stakeholder satisfaction is summarised in the following chart from the perspectives of the five groups of stakeholders: Parents, Students, Year 12 Exit Students, Teachers and School Leaders.

- Parents were asked two questions about their overall satisfaction, namely whether they are happy to recommend the school to other parents; and their overall satisfaction with their decision to send their children to this school.
- Students' satisfaction uses the mean of all 50 questions asked in the Student Satisfaction Survey which include students' perception of academic achievement, teacher quality, morale, goal alignment, facilities/resources, parent and community involvement, personal and social development as well as health and safety.
- Year 12 Exit students are asked if they were satisfied with their overall experience at the school.
- Teachers and School Leaders are asked if they are proud to work at the school and whether they are happy to recommend the school to people.

3 - Stakeholder Overall Satisfaction
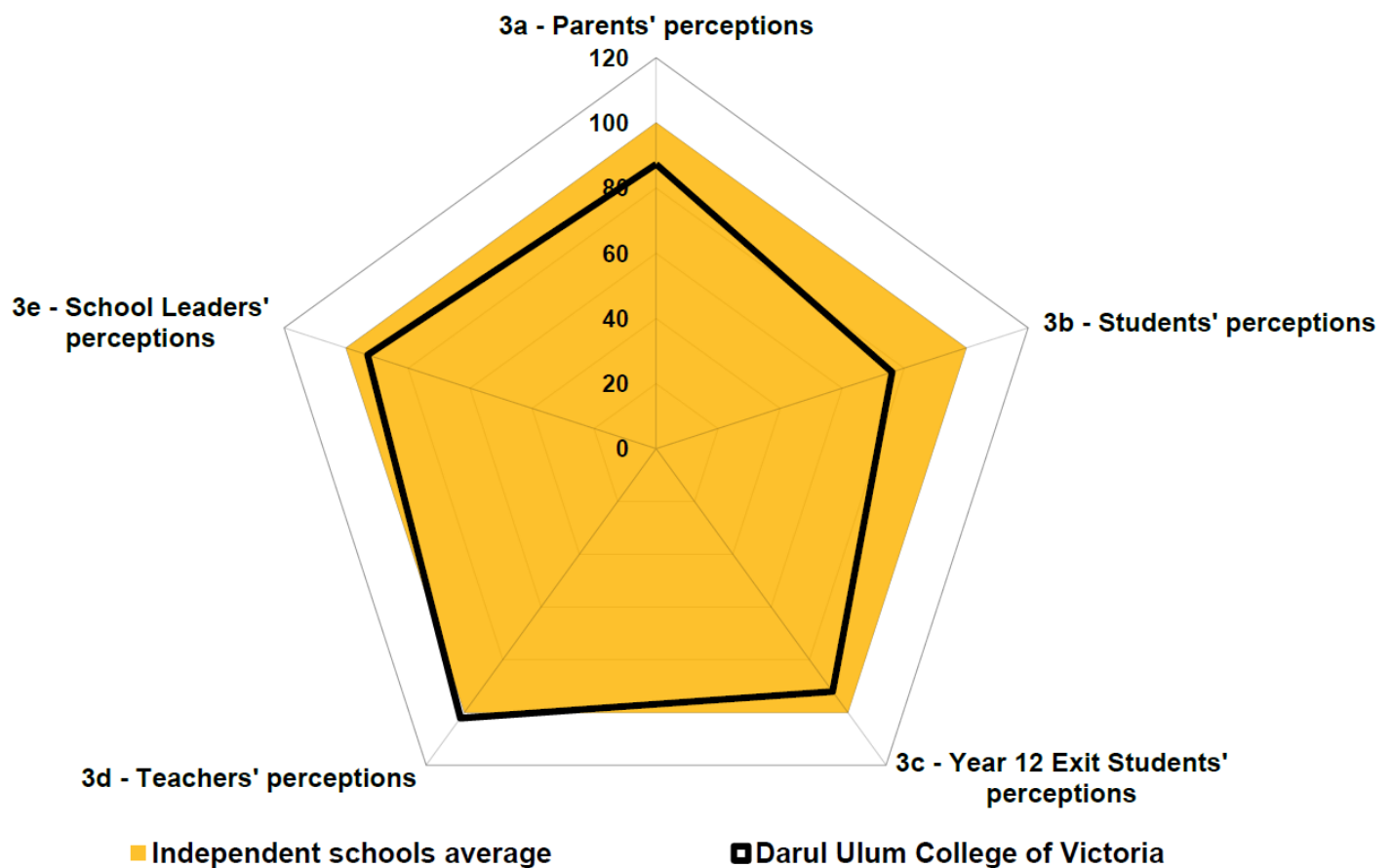
Teacher Absence

The average number of days that a teacher was absent for was 5.9. This was on par with last year's average of 5.7 days.

Teacher Retention

The retention rate of teachers in 2014 was 85%.

Teacher participation in professional learning

Teachers at Darul Ulum College of Victoria 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 providing self-improvement and professional knowledge which lead to 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	$39,429.47
In House PDs	$0.00
Total PD Expenditure	**$39,429.47**

Teacher Qualifications

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

Qualification	Number of Staff
Graduate Diploma of Education	32
Bachelors of Education	8
Masters of Education	9

Student Progress and Achievements

We believe in the concept of lifelong learning and the notion that both adults and students learn new concepts every day. We maintain through our vision that learning should be a rewarding and enjoyable experience for everyone.

Planning for learning

Planning involves:

- A balanced approach of learning strategies used within the learning spaces.
- Mutually respectful working relationships were the teacher's in-depth knowledge of the students learning styles; needs and individual characteristics are known, appreciated and accommodated. (Blooms Taxonomy and Multiple Intelligences (Howard Gardner)).
- Tracking the previous achievements of students to encourage further academic growth.
- Sound knowledge of the developmental cognitive stages of students.
- Protecting time to identify a student's prior knowledge and level of attainment.
- Consideration and the use of varied resources, multi-modal and multi-media.
- Consolidating, and working towards the Achievement Standards of the Australian Curriculum – Australian Curriculum Assessment and Reporting Authority (ACARA) (as per each academic level).

Learning Styles

- People learn in different ways. When an individual's learning style is identified, that has implications for the best ways in which to present and process information.
- Teaching is most effective when it matches the students' learning style preferences.
- For lifelong learning, it is important that students come to understand what their learning preferences are and learn strategies for building self-regulation and self-advancement.
- Identifying learning styles can be of particular importance in catering for students with learning difficulties. Time and data are used to ensure that a student is known, valued and understood for their type and level of need at given point in time.
- Gender has an important bearing on learning styles: for example, boys are more likely to have a kinaesthetic preference.
- We remain committed to providing ongoing professional learning for teachers about gender as an educational issue.
- Cultural and environmental factors can influence an individual's learning preferences.
- A teacher's own learning style may influence how he/she teaches and this may not be readily compatible with some students' learning styles. (AITSL Standards of Teaching Continuum of Practice).

Student Achievement

The enhancement of the Literacy and Numeracy skills of all students has been the goal of our 2014 and 2015 departments. In addition to focused differentiated teacher groups and timely monitoring of progress, the College has included ongoing literacy and numeracy support programs in the curriculum.

- The Volunteer Reading Support Parents (VRSP) aims to provide additional reading experiences for students who require more exposure to texts.
- The Speech Therapy Assistant (STA) program aims to develop core literacy and numeracy skills for our identified at risk students.
- The Open Tutorial (OT) program is an ongoing practice aimed at supporting students who are struggling to achieve satisfactory results for Common Assessment Tasks (CATs).
- The Essential Reading (ER) program which 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 can. Students reading and comprehension is regularly measured by using standardized assessment (PROBE) and school based assessments to closely monitor their literacy growth.
- The Mathematics Intervention support programs for year 9 and 10 students are offered in order to improve and enhance numeracy skills. Year 7 and 8 students, who are struggling to achieve the benchmark set by the College, are offered tutorials/support classes after school in order to bring their academic performance in line with the rest of the students.

The College's main target for all departments in 2015 was to create Common Assessment Tasks to evaluate student performance in order to improve student learning, assist in establishing future direction, and help to identify areas of exemplary performance, as well as those in need of support. In order to acknowledge exemplary performance by students, the 'High Achievers Club' initiative has been launched this year and the College intends to continue to acknowledge students on a semestral basis. Student's progress is regularly monitored to ensure growth in all key learning areas.

Student Wellbeing and Engagement

'You Can Do It' program is running in its second year at the College. Students are given scheduled times to complete activities aiming at developing traits such as persistence and resilience. In order to cater for the wellbeing and productivity of students, the College continues to offer Personal Development and Careers as an ongoing subject for Year 9 and 10 students. During Personal Development, students are explicitly taught about topics such as self-awareness, self-understanding and self-motivating skills whilst Careers sessions focus on their strengths and weaknesses and by assisting them in making decisions about their futures. A development that has taken place this year has been the employment of a welfare officer who provides support for students who are going through personal struggles. In order to improve the productivity of students, the College introduced extra-curricular activities such as after schools sports to

encourage a healthy lifestyle in students. Students are also encouraged to take part in school-centred competitions to strengthen their capabilities in their chosen domains.

Through the Evidence Based Observation (EBO) program and walkthroughs implemented school-wide, student engagement is closely monitored in lessons and ongoing relevant feedback is provided to the teachers. Through this feedback, teachers work with coaches appointed by the College to create differentiated and discursive teaching strategies to improve student learning as well as engagement strategies. Teachers are also given opportunities to work closely in teams to set SMART goals as part of the College's teacher performance and development policy, which requires teachers to compile an AITSL portfolio evidencing their professional development.

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 students falling below the benchmark.

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

Student outcomes - NAPLAN

Percentage of students achieving the national literacy & numeracy benchmarks for their years (at or above National Minimum Standard):

Reporting Year		Year 3	Year 5	Year 7	Year 9
2012	**Literacy**	100%	98%	98%	98%
	Numeracy	100%	100%	100%	100%
2013	**Literacy**	100%	99%	97%	94%
	Numeracy	98%	97%	100%	96%
2014	**Literacy**	100%	98%	99%	94%
	Numeracy	100%	95%	100%	100%

Percentage point change:

Reporting Year		Year 3	Year 5	Year 7	Year 9
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%
2013 to 2014	**Literacy**	0%	-1%	+2%	0%
	Numeracy	+2%	-2%	0%	+4%

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

% At or above National Minimum Standard						
2014	Literacy					Numeracy
	Reading	Writing	Spelling	Grammar and punctuation	Literacy average	
Grade 3	100	99	100	100	100	100
Grade 5	98	100	99	95	98	95
Grade 7	100	96	100	99	99	100
Grade 9	97	83	100	97	94	100

% At or above National Minimum Standard						
2013	Literacy					Numeracy
	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

| **% At or above National Minimum Standard**						
2012	Literacy					Numeracy
	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

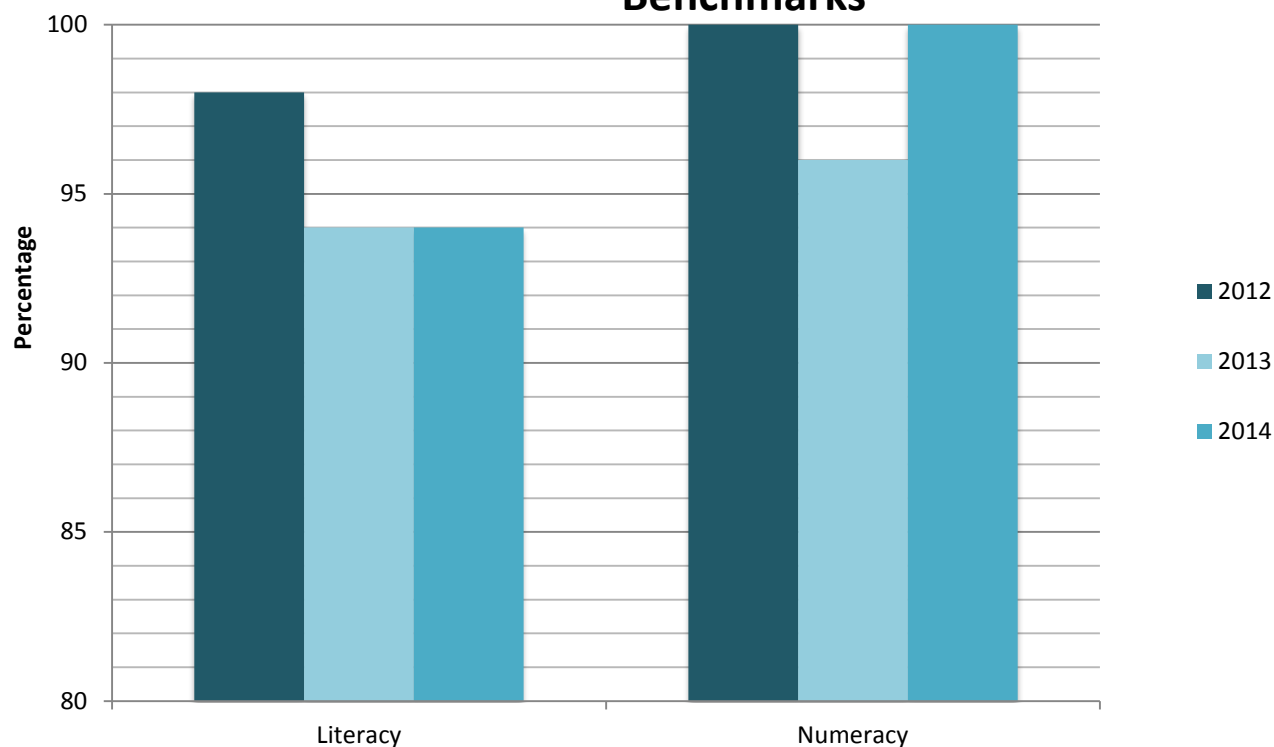## Year 3: Percentage achieving at or above National Benchmarks
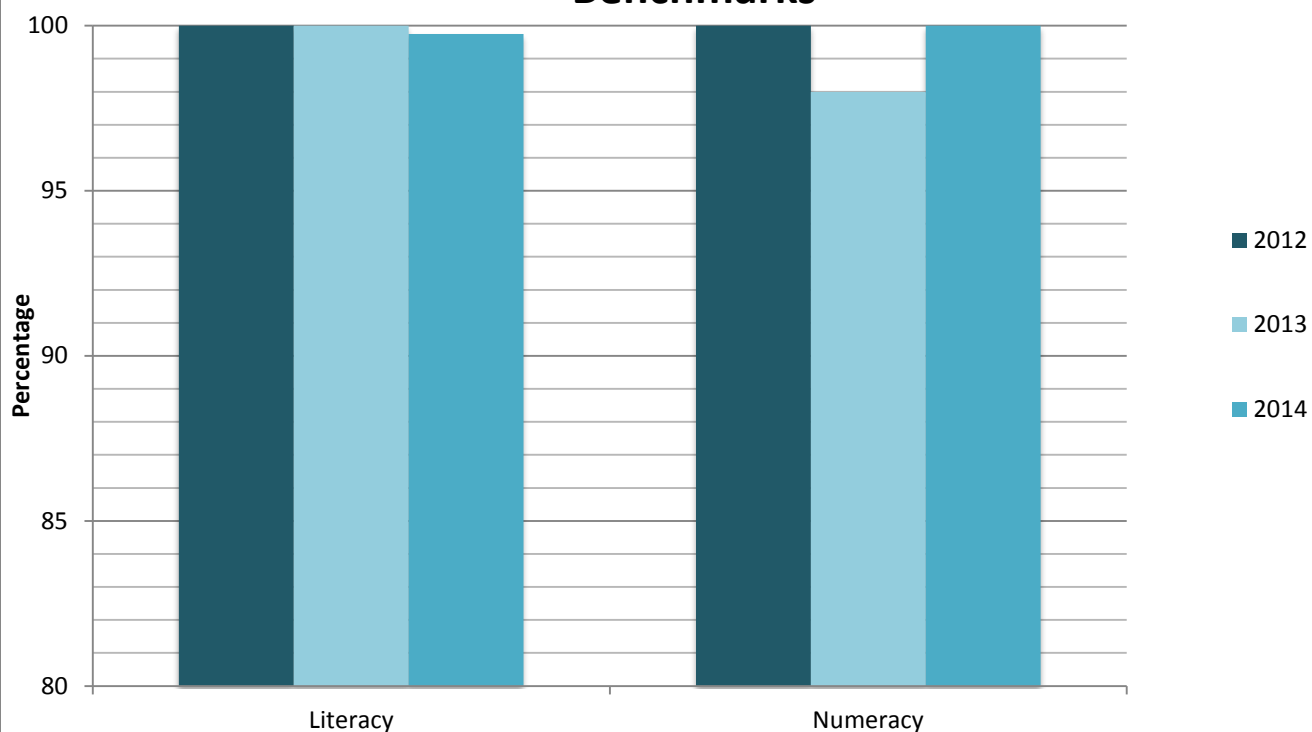
Year 5: Percentage achieving at or above National Benchmarks
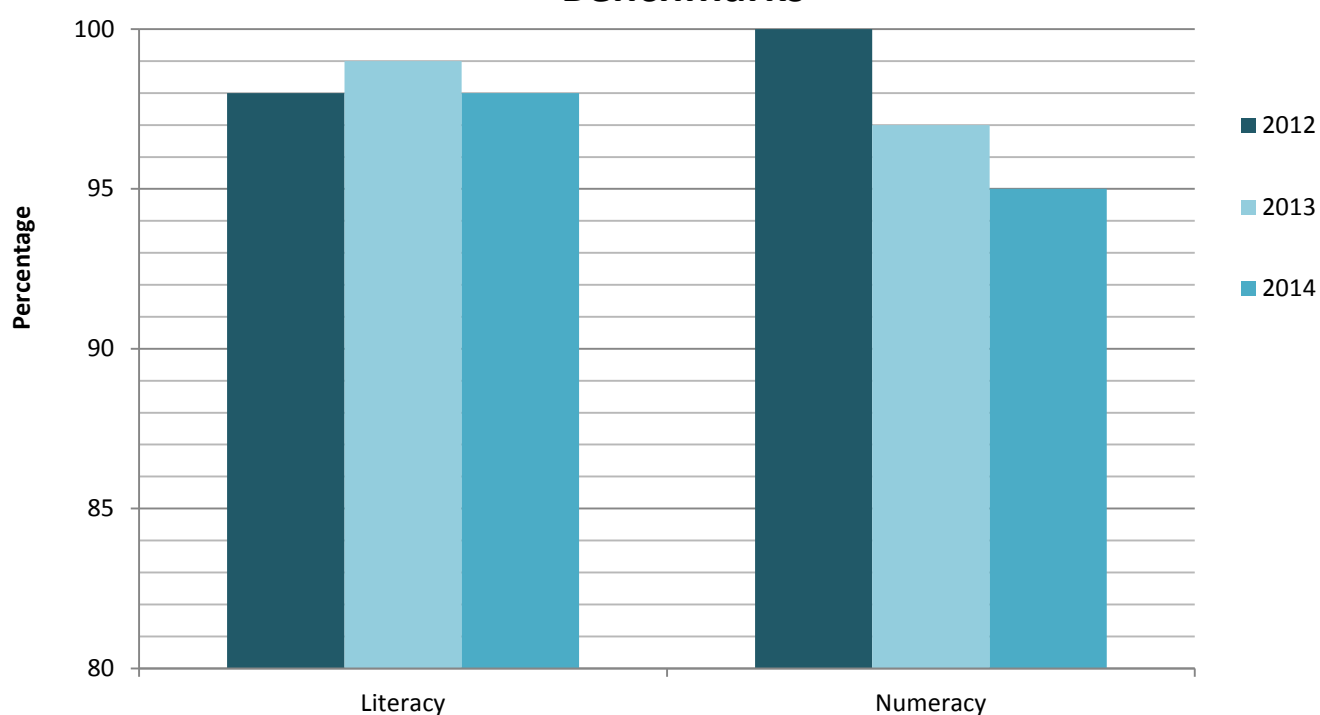
Year 7: Percentage achieving at or above National Benchmarks
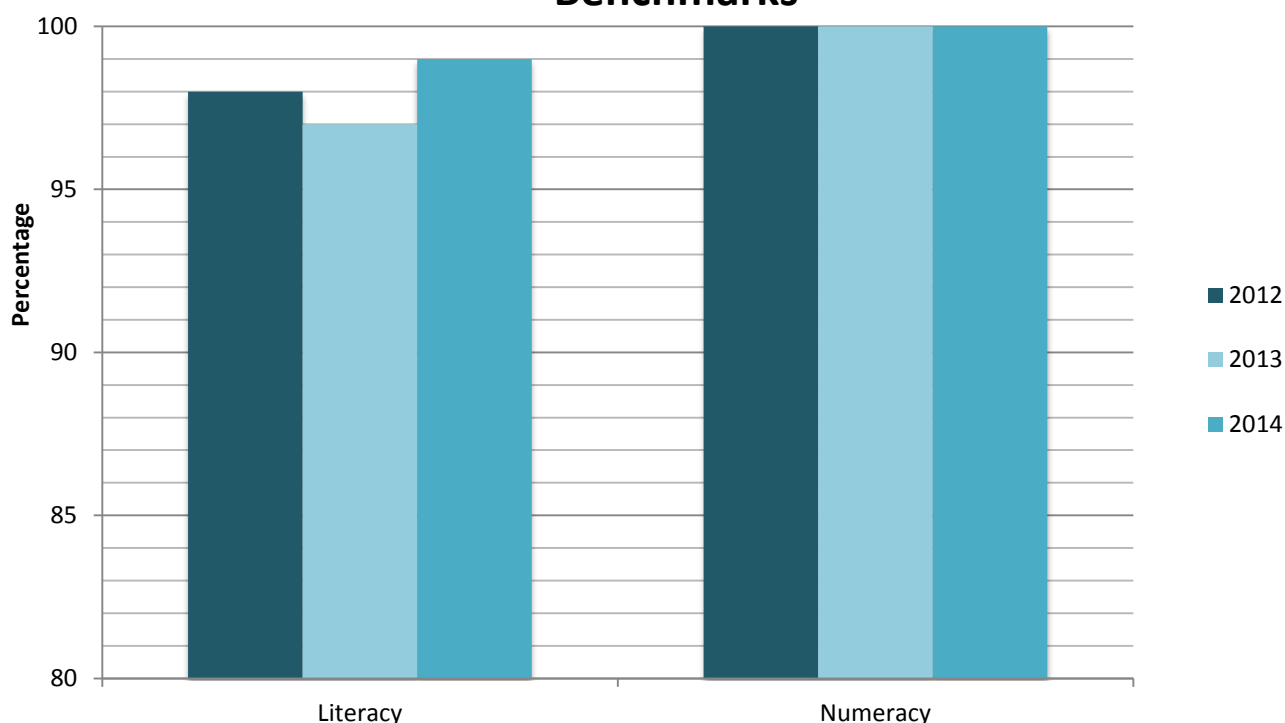
Year 9: Percentage achieving at or above National Benchmarks

Senior Secondary Outcome: VCE

Given the fact that VCE is a challenging experience for students, teachers and parents alike, the College had employed all measures and strategies to ensure that students are provided with the best opportunities to yield maximum benefits.

All VCE teachers were given extra time allowance to facilitate for the academic needs of individual students in all subject areas. Moreover, VCE teachers had committed themselves to participate in a wide range of professional development seminars to further enhance their pedagogical practices in the classroom and beyond.

Despite the predominant focus tends to be captured within the realm of academic performance and achievement at this phase, the overall well-being of students is of paramount importance also. Consequently, study retreat sessions and seminars were scheduled periodically to address concepts such as study habits, gauging students' motivation, enhancing spiritual, mental and social awareness, whereby the students' experiences were not confined to the acquisition of the subject matter; rather they are exposed to the ever evolving demands and requisites of the twenty first century.

Furthermore, to enable the process of parental involvement and engagement, in addition to reporting against students' performances and achievements on a termly basis, mid-term progress reports were also prepared for all subject areas as a strategy to provide students and parents with timely feedback.

Summary of 2014	
Total number of Year 11 students	42
Total number of Year 12 students	41
Total number of students who sat the GAT (General Achievement Test)	65
ATAR above 90	3% of graduates
ATAR above 80	18% of graduates
ATAR above 70	42% of graduates
ATAR above 60	67% of graduates
Highest ATAR (DUX)	94.4

Report 1
All VCE Studies (VCAA Study Score)
2014 DARUL ULUM COLLEGE OF VICTORIA Home School Data
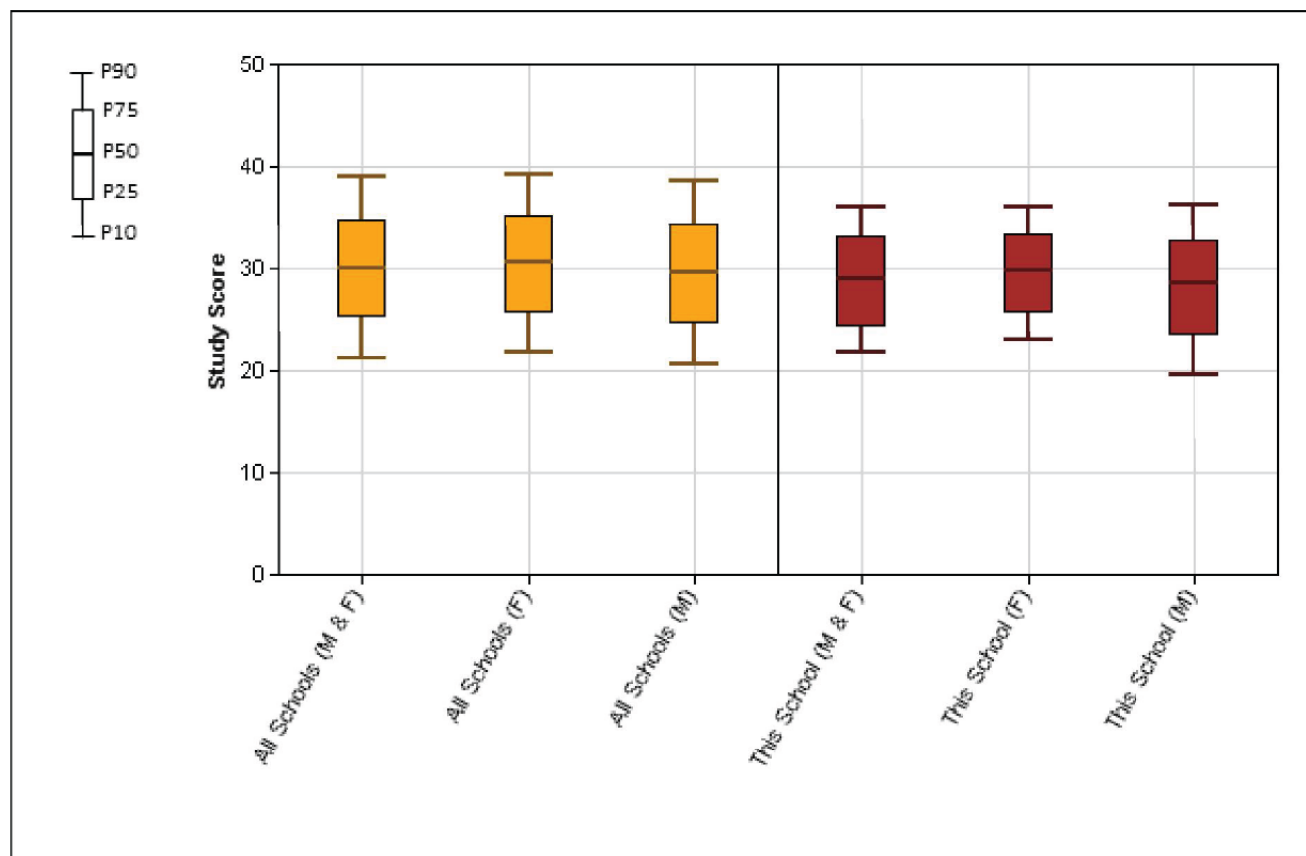
All VCE Studies (VCAA Study Score)								
2014 DARUL ULUM COLLEGE OF VICTORIA Home School Data								
Description	**No of Study Scores**	**No of Studies**	**Min**	**10th Percentile**	**25th Percentile**	**50th Percentile**	**75th Percentile**	**90th Percentile**	**Max**
All Schools (All Gender, All Levels)	258808	108	3.0	21.2	25.4	30.1	34.8	39.0	50.0
All Schools (Females, All Levels)	138723	108	3.0	21.8	25.9	30.5	35.1	39.3	50.0
All Schools (Males, All Levels)	120085	108	3.0	20.7	24.8	29.5	34.3	38.7	50.0
This School (All Gender, All Levels)	181	14	11.0	21.7	24.4	29.0	33.1	36.0	41.0
This School (Females, All Levels)	89	11	19.0	23.0	25.8	29.8	33.5	35.9	41.0
This School (Males, All Levels)	92	12	11.0	19.7	23.7	28.5	32.9	36.3	40.0

Reporting on PSD (Program for Students with Disabilities)

The main objective of the paradigm 'Program for Students with Disabilities' is to provide the concerning students with extra assistance in accessing the curriculum in an equitable manner as well as to help them cope with the academic, social and emotional demands of schooling. We endeavour to create and adapt programs that enhance their learning environment through the provision of special equipment, materials and other resources.

A variety of assessment tools are used to identify students' needs which include the PAT Reading, PAT Maths, the DIBELS (Dynamic Indicators of Basic Early Literacy Skills), Fluency Checklist and teacher anecdotes. NAPLAN data is also used to measure student progress in comparison to the National Benchmarks.

Students currently on the list of Students with a Disability receive ongoing integration support. Students in Primary level benefit from being withdrawn from class and receiving individual attention in areas of concern.

Secondary students who require an aide for extra support are catered for within the classroom, where lessons may be modified to suit their learning style and thus, enable the student to achieve a sense of accomplishment among their peers.

In 2014 Darul Ulum has commenced the Speech Therapy Assistant (STA) program to deliver targeted and intensive therapy to students that are identified as having speech and language difficulties. 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.

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

We are in the process of collecting data to be included in the Nationally Consistent Collection of Data School Students with Disability (NCCD). This data will be collected and submitted to the government in

August. The Nationally Consistent Collection of Data on School Students with Disability represents a new approach to understanding students with disability across all Australian schools. The model for the NCCD relies on the professional judgements of teachers about their students. It requires teachers and schools to make evidence-based decisions about:

- students with disability who are receiving reasonable adjustments to access education because of disability, consistent with definitions and obligations under the Disability Discrimination Act 1992 (DDA) and Disability Standards for Education 2005;
- the level of adjustment being provided for each student with disability, in both classroom and whole of school contexts; and
- the broad category of disability the student best falls within.

Individual teacher judgement in making these decisions will reflect the school's context. Robust school systems and practices will provide principals and teachers with a vehicle to develop and support common understandings in their school about the NCCD and the important role of teachers within it. Robust school processes also support and promote shared and consistent decision making around each of the steps in the national data collection.

Student Engagement and 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. Mentoring initiatives for students
2. Student retreats and camps
3. Leadership camps and workshops
4. Anti-bullying campaigns and programs
5. Cyber safety initiatives
6. Student voice through the Student Representative Council (SRC)
7. Discipline Policy based on restorative practices
8. Encouraging school attendance and following up on absenteeism
9. Discipline Awards system
10. Academic achievement awards for semesters 1 and 2
11. Student mentoring through SRC
12. Surveys and evaluations on bullying, discipline, learning and interests of students
13. Counselling and guidance services for students
14. 'You Can Do It' program across all classes
15. Classroom orderliness competition
16. Clean Up Australia Day activities
17. Elimination of racism – Harmony Day activities
18. Eid festivals
19. Interschool sports
20. Healthy eating breakfast

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.
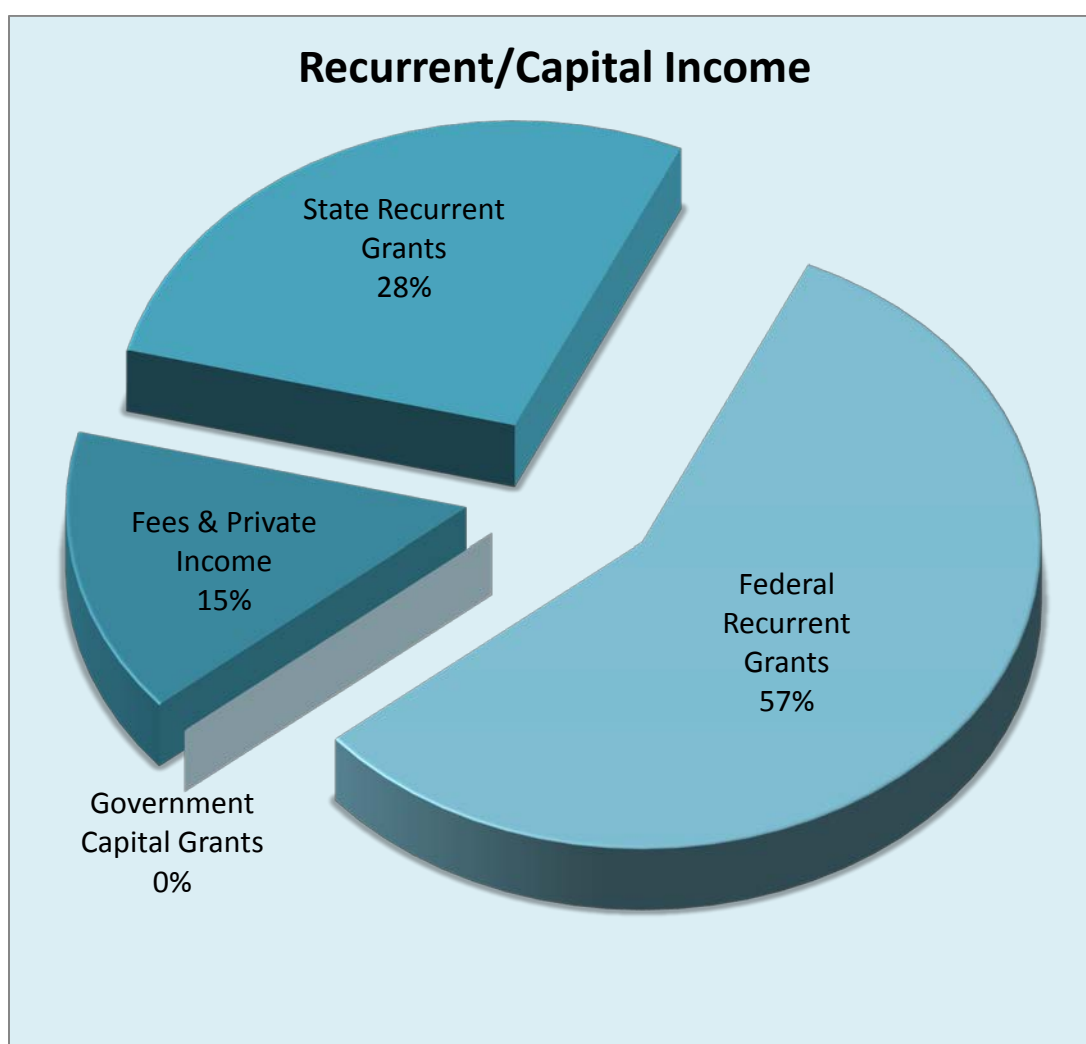
Student Attendance

STUDENT ATTENDANCE DATA From 30/1/14 to 4/12/14 Year Level	Semester 1 30/1/14 to 27/6/14 %	Semester 2 21/7/14 to 4/12/14 %	Year 2014 % Averages %
Prep	98.22	98.22	96.51
Year 1	98.17	98.13	96.32
Year 2	97.84	97.84	95.73
Year 3	98.42	98.01	96.49
Year 4	98.66	98.29	97.00
Year 5	98.73	98.53	97.30
Year 6	98.08	97.80	96.05
Primary Averages	**98.30**	**98.12**	**96.49**
Year 7	97.77	98.18	96.14
Year 8	96.51	98.59	97.03
Year 9	97.88	97.76	95.78
Year 10	98.18	97.72	96.13
Year 11	98.84	98.22	97.15
Year 12	98.61	98.20	97.08
Secondary Averages	**97.96**	**98.11**	**96.55**
DUCV Averages	**98.16**	**98.12**	**96.52**

Student Attendance Rate - 2014

Attendance - 96.52%

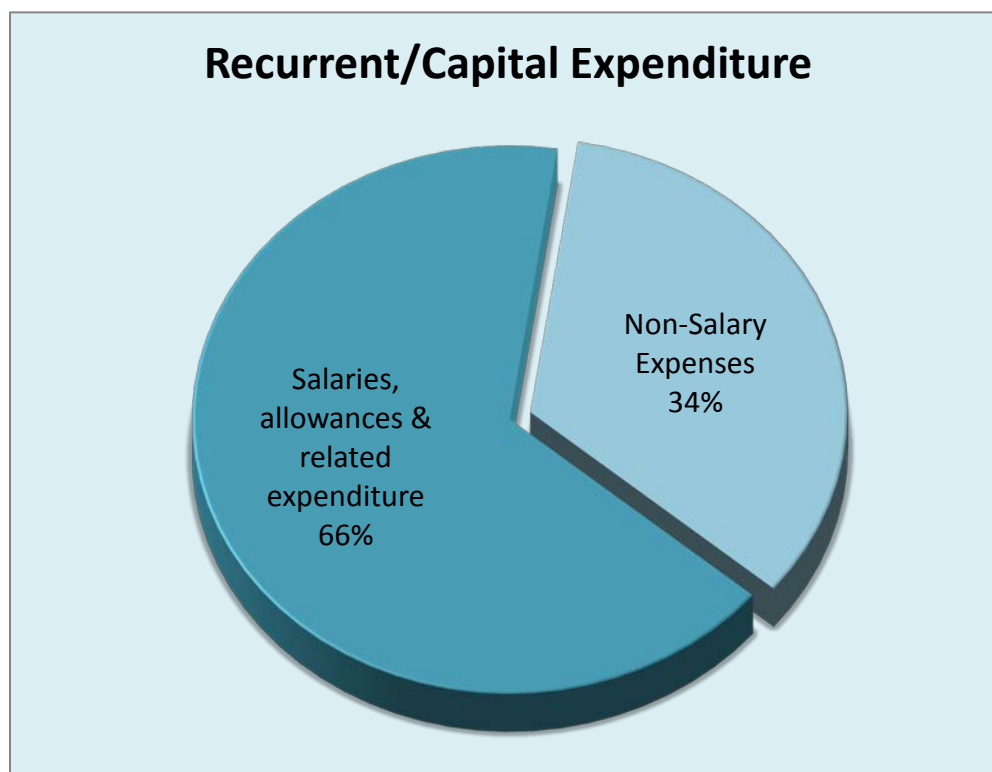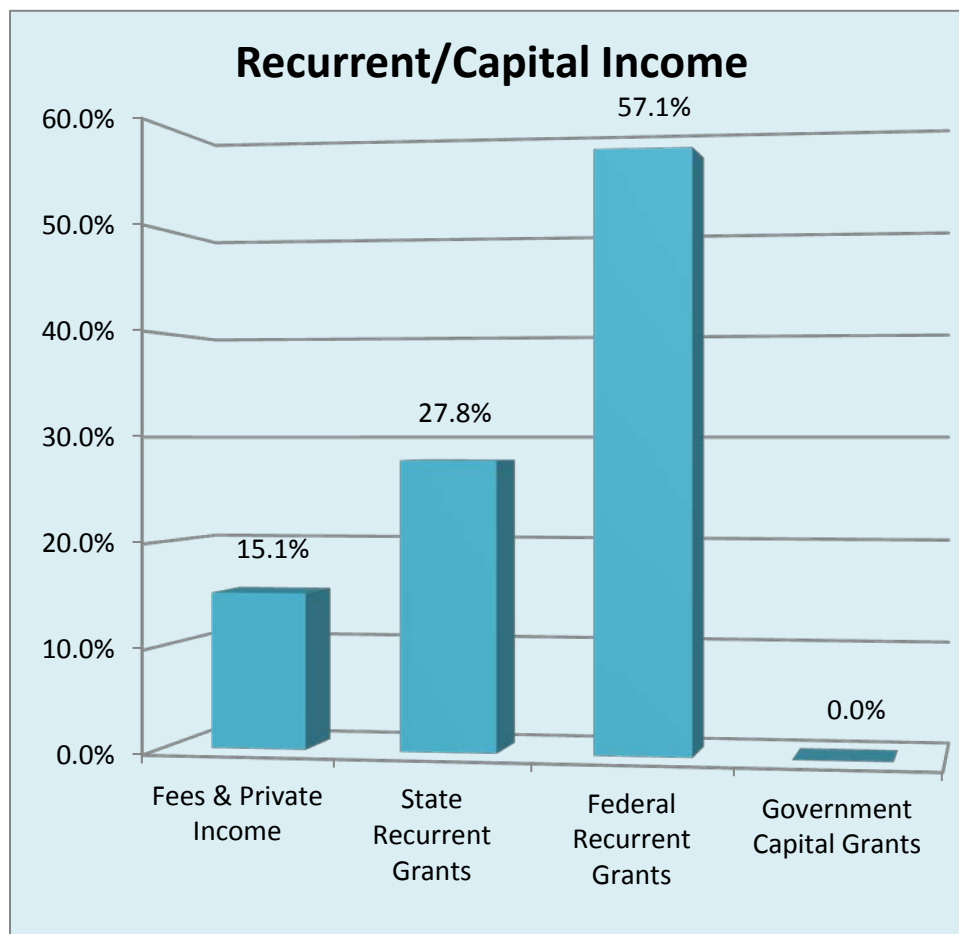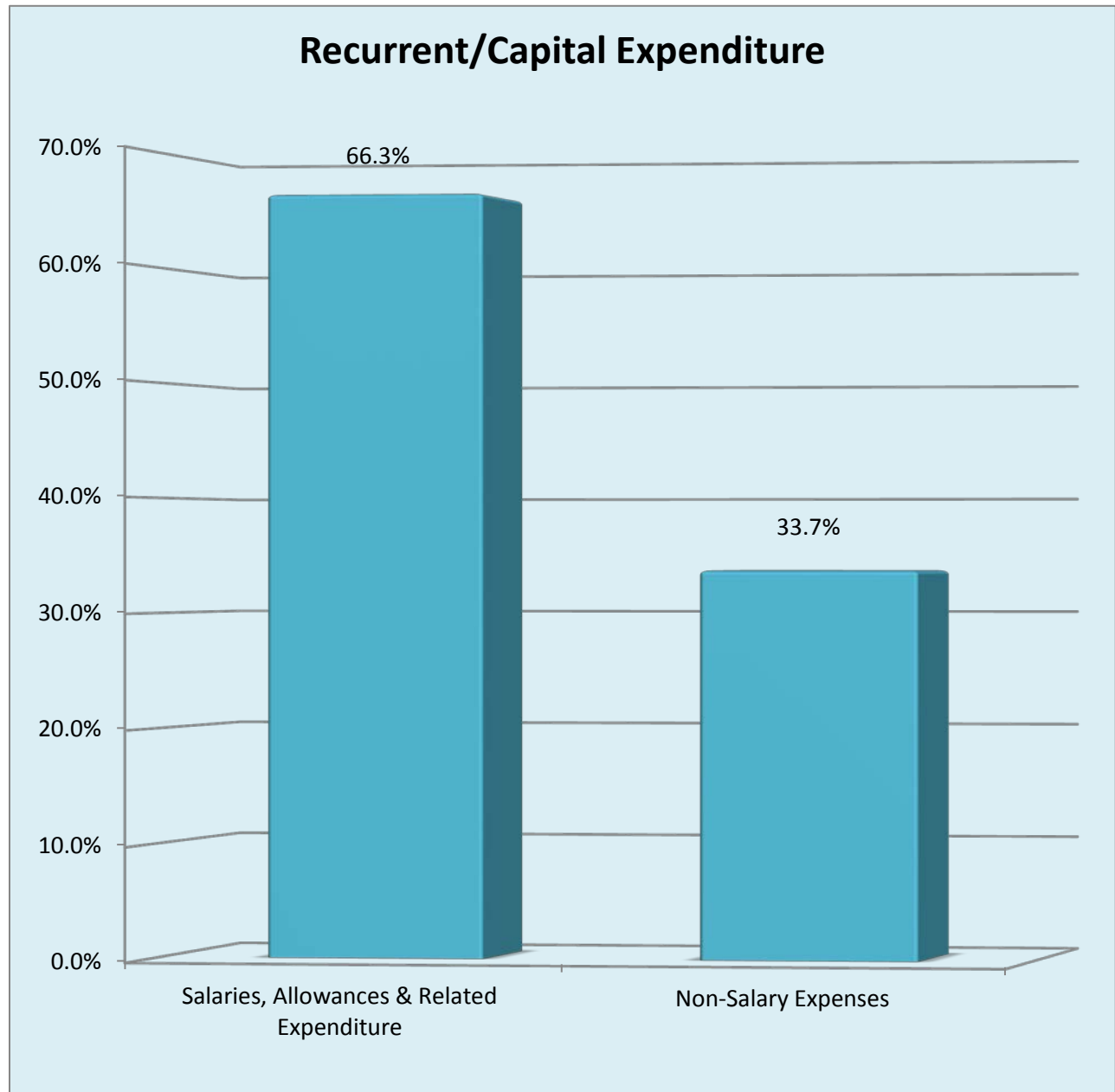Absence - 3.48%
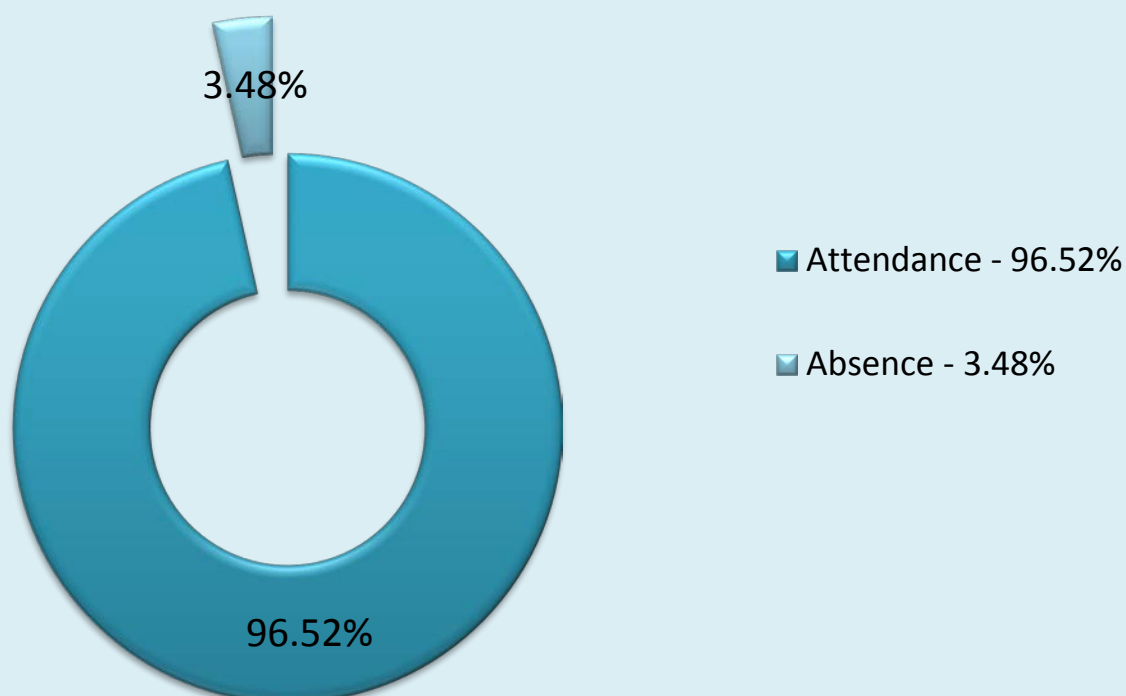
The overall attendance of students at Darul Ulum College of Victoria is very good with an attendance rate of 96.52% in 2014. We recognize the strong link between school attendance and learning outcomes and continue to encourage parents to reduce late arrivals and absences. Most students' absences were due to illness and other truancy issues that are recorded and documented. The school reports student absence to parents in their child's school reports.

Financial Report

Recurrent/Capital Income

State Recurrent Grants
28%

Fees & Private Income
15%

Government Capital Grants
0%

Federal Recurrent Grants
57%

Recurrent/Capital Income

Recurrent/Capital Expenditure

Recurrent/Capital Expenditure

School Contact Information

Address	17 Baird Street Fawkner
Principal (Acting)	Mr Abdurrahman Gokler
School Board President	Mr Muhammad Munir
Telephone	+61 (03) 9355 6800
FAX	+61 (03) 9359 0692
Email	info@dulum.vic.edu.au
Website	www.dulum.vic.edu.au
Postal Address	PO Box 130 Fawkner 3060