



Est. 1997

ANNUAL REPORT

2024



ADVANCEMENT

THROUGH HEART AND MIND

Darul Uloom College of Victoria was established in 1997 on the premises of the ex-Fawkner North Primary School.

**AN AUSTRALIAN
INDEPENDENT SCHOOL
WITH UNDERLYING
ISLAMIC VALUES**





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STATEMENT OF COMMITMENT TO CHILD SAFETY

Darul Ulum College is committed to promoting the wellbeing of students and protecting them from abuse by fostering and creating environments where children feel safe and welcomed.

We promote the virtue of maintaining respectful relationships between students and their peers and between students and adults. This is reinforced when all parties are informed of their rights and equally conscious of their duties and obligations towards others.

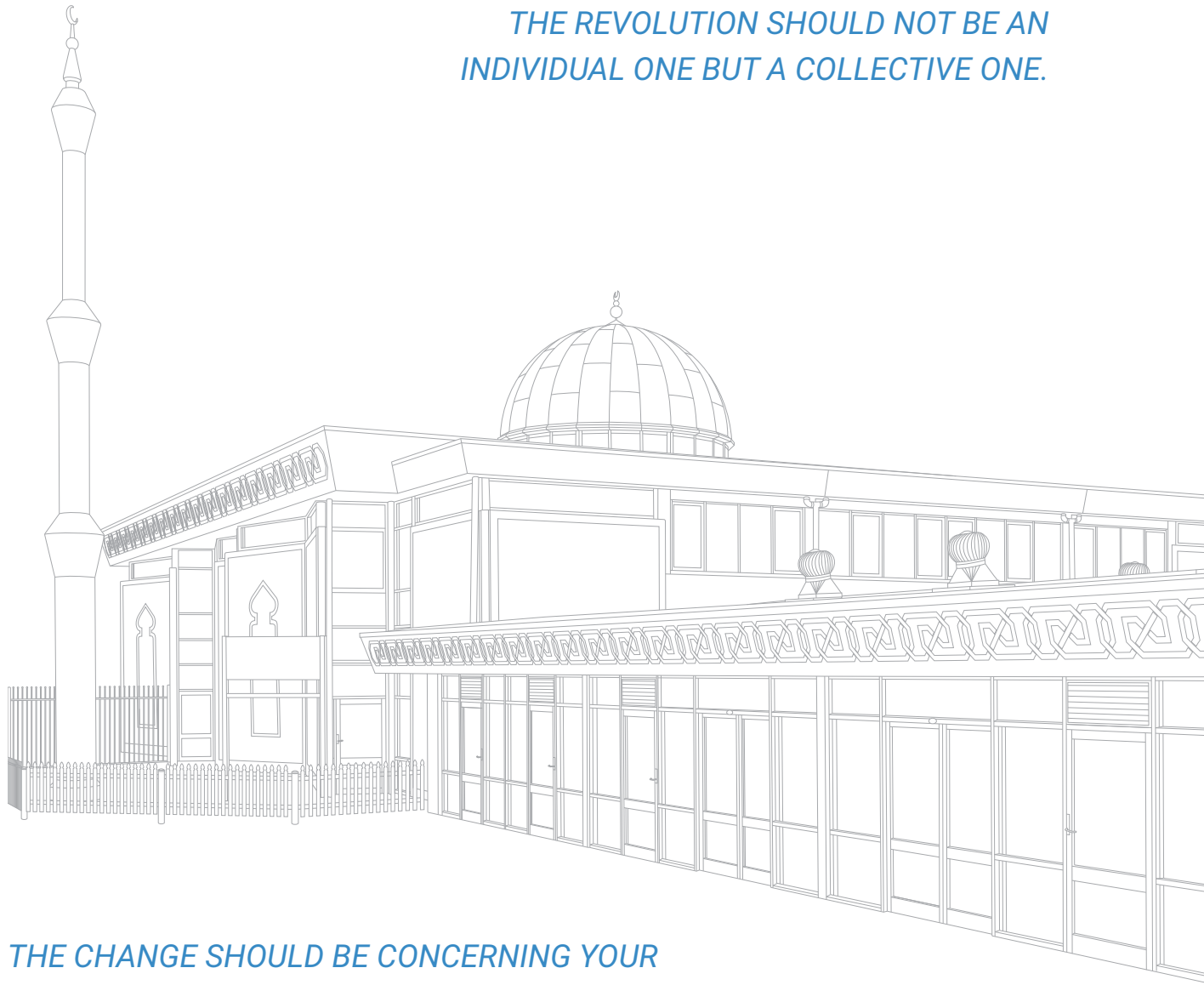
We have no tolerance of child abuse or discrimination and are committed to apply measures to identify and manage risks of harm to our students in the school environment.

Students are informed about the various means available for them to voice their concerns and when a concern is raised, it is taken seriously and responded to accordingly.

Promotion of student wellbeing and protecting children from harm is a shared responsibility between the community and staff of the school as all children have a right to feel safe and protected from all forms of abuse and is inherent to our faith and tradition. All members of the school community, including staff, parents, guardians, volunteers, students on placements and contractors share a legal and moral responsibility to protect children from abuse and to respond to incidents involving the abuse and/or neglect of children.

*"THE NEED OF THE HOUR IS THAT YOUR
LIFE SHOULD BE REVOLUTIONISED.*

*THE REVOLUTION SHOULD NOT BE AN
INDIVIDUAL ONE BUT A COLLECTIVE ONE.*



*THE CHANGE SHOULD BE CONCERNING YOUR
BELIEF, YOUR MORALS, YOUR ACTIONS, YOUR
DEALINGS, YOUR DECISIONS, AND YOUR EFFORTS.*

*YOUR LIFE IN EVERY WAY SHOULD BECOME A
BEACON OF GUIDANCE AND IT SHOULD BECOME
A MEANS FOR D'AWAH."*

Abul Hasan Ali Hasani Nadwi



OUR PHILOSOPHY

In light of Divine Revelation manifested in the teaching pedagogies of Prophet Muhammad (peace be upon him) and based on consistent contemporary research, Darul Ulum College's educational philosophy affirms that every student is capable of achieving their potential given a holistic approach is applied towards their personal development and wellbeing.

Students develop a sense of their identity when they are nurtured in an environment that encourages virtue, promotes love and upholds the importance of cultivating the cognizance of Allah The Almighty. This in return facilitates for the development of sound morals and attributes.

By crafting educational programs and initiatives that aim at developing inquisitive learners and fostering academic excellence, Darul Ulum College expects students to acquire the necessary skills to become successful lifelong learners.

OUR VISION

Vision Statement

Our contemporary curriculum and religious values facilitate for the development of academic excellence and spiritual growth in a safe school environment that prepares students to actively contribute to the broader society.

OUR MISSION

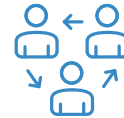
Mission Statement

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



PROVIDING

education through contemporary curriculum in a safe school environment which incorporates the development of religious and ethical consciousness in students.



ESTABLISHING

a faithful learning community which embraces both religious 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.



INTEGRATING

academic and personal skills with principles inspired by the Quran, Sunnah and Australian values that can empower students to make positive contributions to the wider community.



PROMOTING

intellectual, social, emotional, physical and spiritual development through programs that cater for a broad range of abilities and interests in a safe school environment for all children, including students of culturally and/or linguistically diverse communities and students with disabilities.

OUR MISSION

Mission Statement Continued



SUPPORTING

participation and the achievement of 'personal best' to boost self-esteem and personal wellbeing.



OFFERING

students a diversity of enriching activities and stimulating challenges outside the central academic program.



CREATING AND ENHANCING

a culture of continuous improvement.



ENABLING

students to pursue higher education and vocational endeavours as confident and active members of the Australian multicultural society.



AN INTRODUCTION

A message
from the Principal

Bismillahir-Rahmanir-Rahim

In the name of Allah, the Most Gracious,
the Most Merciful

*As-salamu Alaikum Wa Rahmatullahi Wa
Barakatuhu*

Alhamdulillah, 2024 has been a year of
significant growth, development, and
reflection for Darul Ulum College and Darul
Ulum Academy. Despite challenges,
Alhamdulillah, our community
has made remarkable

progress in infrastructure, curriculum,
student wellbeing, and
educational outcomes.

“ The Stage 14 Senior VCE and
Administration Building was
one of the year's most
significant projects. ”



*New Entry Gate and Landscaping
(to Access C.B. Smith Reserve)*

At Darul Ulum Academy, Stage 1B of the Junior Primary School was successfully completed with the occupancy permit issued in the first half of the year. Although delays were experienced due to weather and material shortages, part of the ground floor was commissioned with staged occupancy from the beginning of 2024. Considerable effort was also invested in the design development of Stages 2A, 2B and 3, which together comprise the Middle School, Technology Centre and Senior School. These stages were designed cohesively to ensure consistency across facilities. The Middle School will provide reception, staff offices, student amenities and 15 classrooms, while the Technology Centre will include an Arts room, Science laboratory, high and low technology spaces, a library, open learning areas, an auditorium and a rooftop courtyard. By the end of the year, this project was ready to progress to tender.

The College was blessed to secure a \$3 million State Government Capital Improvement Grant to support the construction of Stages 2A and 2B. This announcement, delivered by the Honourable Ros Spence MP during the official opening of Stage 1B, brought great excitement to the community. Construction is expected to begin in 2025. The Prayer Hall project, however, faced complications. While designs were prepared and submitted, regulatory processes became complex as

both local Council and the Minister's office were involved in approving the town planning permit. Significant advocacy was undertaken to emphasise that the Prayer Hall was primarily a school facility while still being accessible to the community. After months of negotiation, the application returned to the Minister's office and the College remains hopeful that approval will be secured in 2025.

Within Darul Ulum College, progress was made on the land swap deal with Council. The Council lodged an application to the Department of Transport and Planning for an exemption from Windfall Tax liability, though this process took longer than anticipated. Strategic planning for growth was also a major focus of the College Board. With student demand continuing to rise, an application to amend the existing permit was submitted. With the new Senior VCE building well underway and strong infrastructure in place, the College is confident in its ability to accommodate growth, Insha'Allah.

The Stage 14 Senior VCE and Administration Building was one of the year's most significant projects. Having secured planning and building permits, construction began in May 2024, with completion expected in the second half of 2025. Rising costs in labour and materials meant tender prices were higher than expected, and the project will be entirely funded by the College as government subsidies were unavailable for this site.

Early concept work also began on Stage 15, which will replace the current old Building B next to the Multi-Purpose Hall. The proposed three-storey development will feature 12 classrooms, a girls' library, two science labs and four specialised technology rooms. Preliminary Council discussions are planned once designs are finalised.

The Baird Street property purchased in 2023 continued to support College operations, initially serving as a contractor car park for the Stage 14 project. The College intends to develop it as a car park for childcare before seeking a kindergarten permit. Considerable progress was also made on security infrastructure with the College securing a \$320,000 Safe Faith-Based Schools Program grant to implement a new Access Control Security System. This will automate vehicle and pedestrian gates, integrate 40 exit doors and replace the existing alarm system. The project, costing an estimated \$450,000, will be completed in 2025.

Re-opening the Northwest Gate provided much safer access for families and beautification of the surrounding area created a welcoming space for parents and the community.

Several other facility upgrades were undertaken in 2024, including the redevelopment of the prayer hall back area with 36 bicycle racks and a cantilever shelter, construction and beautification of the Northwest Gate, installation of a curved cantilever courtyard structure, and the

addition of a new six-meter pylon sign with LED screen at the Baird Street entrance. Collectively, these upgrades enhanced both the functionality and presentation of College facilities.

Academically, 2024 was marked by significant initiatives. The College continued to deliver the Diploma of Islamic Studies to VCE students as part of its Registered Training Organisation program, with the first cohort set to graduate in 2025. Plans are underway to introduce a new Arabic-focused diploma with potential progression into degree-level study.

The College also strengthened its approach to student learning through comprehensive data collection and screening. This informed the development of Individual Learning Plans for students with additional needs, supported by education personnel and closely monitored for progress and effectiveness.

Student wellbeing remained a priority. The Mental Health and Wellbeing Leader role, funded by the Government, was extended and continued to provide invaluable support across the school by promoting a whole-school approach to mental health. This initiative enhanced staff capacity to embed wellbeing practices and provided students and families with meaningful support.

Curriculum review was another major achievement, with all documents aligned to Australian Curriculum Version 9. Updated

AN INTRODUCTION

A message
from the Principal

“ The year was also
marked by exceptional
academic outcomes. ”

unit planners, scope-and-sequence frameworks, and revised teaching and assessment policies ensured that the College continues to maintain high standards of educational delivery. Significant investments in technology also supported this work. Approximately \$1.4 million was spent on ICT equipment, including 620 laptops, 110 CCTV cameras, wireless switches, 32 large integrated screens and 25 new PCs. These investments enhanced teaching capacity, data collection and reporting systems across the College.

The year was also marked by exceptional academic outcomes. Once again, VCE students achieved outstanding results, demonstrating the effectiveness of the College's extensive support programs such as private tutoring, afterschool tutorials and study retreats. The 2024 VCE results were as follows: the Dux achieved an ATAR of 99.65, with 19.4% of students achieving above 90, 38.8% above 80, 58.2% above 70, 80.5%

above 60, and 95.5% above 50. The College's VCE state-scaled median was 31, reflecting consistent achievement over many years.

In closing, 2024 was a year of growth, resilience and achievement for Darul Ulum College and Darul Ulum Academy. With major infrastructure projects progressing, government grants secured, curriculum and wellbeing initiatives thriving, and student outcomes excelling, the College continues to serve as a beacon of academic excellence and spiritual development. As we look ahead to 2025, we remain committed to nurturing future generations with the values of knowledge, faith and community.

Jazaka Allahu Khaira.



Mr Abdurrahman Gokler
Principal



SCHOOL OVERVIEW

At Darul Ulum College of Victoria, our mission is to deliver a high-quality education within an Islamic framework that instills responsibility, moral integrity, and respect for others. We are committed to nurturing creative thinkers, active contributors to Australian society, and principled leaders of tomorrow.

Our strategic direction in 2024 has focused on strengthening teaching excellence, enhancing student engagement, and building a safe, inclusive environment that promotes holistic growth.

Provision of Outstanding Teaching Facilities and Robust Infrastructure

We remain dedicated to continually improving our facilities to provide an inspiring, safe, and purposeful learning environment for students and staff alike. The opening of DUA's new buildings in 2024 stands as a testament to our commitment to outstanding facilities. This state-of-the-art space, along with upgrades to classrooms and specialist learning areas, integrates modern technologies that support interactive and collaborative learning. These advancements enrich the learning experience and equip our students with the skills and tools to thrive in a rapidly changing world.

Building Extensive Partnerships with the Wider Community

Our success is built on strong, enduring partnerships between the school, families, and the broader community. By recognising parents and community members as essential partners in the educational journey, we have fostered a culture of shared responsibility for student success. Communication remains a cornerstone of these relationships, with regular updates provided through newsletters, our school website, and parent information sessions.

We actively monitor student learning experiences and use parent feedback to refine teaching practices, minimise

disruptions, and support attendance and academic progress.

Community engagement has been further strengthened through parent sessions on parenting strategies, effective learning habits, and wellbeing initiatives—all of which have been warmly received..

Enhancing the Capabilities and Performance of School Staff and Professional Learning Teams

We recognise that the quality of our education is directly linked to the capability of our staff. In 2024, professional learning has been carefully targeted to build teacher expertise in technology integration, student engagement strategies, and evidence-based teaching practices.

Regular professional forums provide opportunities for staff to share classroom successes, reflect on practice, and collaboratively address challenges. Sessions addressing the Australian Professional Standards for Teachers (AITSL) ensure alignment with best practice, while targeted training in behaviour management, inclusive education, and curriculum differentiation equips staff to meet the diverse needs of our learners.

Focusing on Individuals – Personalised Learning and Educational Achievement

We place the learner at the heart of all planning and instruction. Individualised learning plans are embedded into teacher practice, recognising the strengths, aspirations, and needs of each student. Our continually evolving curriculum and integration of digital tools ensure that teaching is responsive to diversity. School policies, structures, and targeted interventions are in place to maximise student success, ensuring that every learner receives the personalised attention required to reach their full potential.

Commitment to Learning

A commitment to learning at Darul Ulum College means cultivating an inclusive, aspirational culture where every student is encouraged to aim high. We promote active, differentiated teaching strategies that engage and challenge learners, supported by an environment rich in resources and strong home–school partnerships.

Our approach recognises and celebrates student achievement across academic and cultural domains. By investing in staff development, using data to guide decisions, and offering a broad range of extracurricular opportunities, we ensure students are well-prepared for the challenges and opportunities that lie ahead.

Encouraging Creativity and Commitment to Growth

Creativity is central to our educational philosophy. We encourage students to experiment with new ideas, explore multiple approaches to problem-solving, and embrace innovation. Our facilities are designed to foster imagination and higher-order thinking, supported by a culture where curiosity is valued. Teachers are guided by our Teacher Growth and Development

Coordinator, who works closely with staff to enhance pedagogical approaches that promote critical and creative thinking. This sustained focus ensures our learners are equipped to apply their knowledge in inventive, impactful ways.

By building on these strategic priorities, Darul Ulum College of Victoria continues to deliver a rich, balanced, and future-focused education—one that prepares students not only for academic success but also for meaningful contributions to society.





COMMON GOALS FOR 2025

In 2025, the school's goals reflect a clear progression from the successes of the previous year, with a deliberate focus on weaving together academic rigor, personal wellbeing, and spiritual development into a single, holistic educational experience. By recognising that these domains are deeply interconnected, the school is working towards ensuring that excellence in one area enhances and supports growth in other areas.

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Page 19*

In 2024, the school successfully translated its organisational goals into meaningful outcomes that were evident across both academic and pastoral domains. By implementing extra curricula programs and integrating inquiry-based learning particularly in senior levels, teachers were able to challenge students intellectually

Achieved in 2024

ORGANISATIONAL GOALS

and encourage deeper critical thinking. Students with additional learning needs were supported through tailored interventions and dedicated learning support staff, ensuring that every student was working towards progress at their own level.

Alongside academic excellence, student wellbeing remained a central focus. The school ran a number of wellness programs and initiatives that promoted not only physical health but also emotional resilience and social growth. Counselling services were strengthened, providing safe

and supportive spaces for students to access guidance and personal support. Extracurricular activities, ranging from sports and recreational programs, were well received and gave students opportunities to cultivate talents, build confidence, and strengthen peer relationships outside the classroom setting.

Equally important was the successful promotion of spiritual growth and religious values throughout the school year. The Tarbiyah sessions provided consistent opportunities for reflective learning, moral development, and the reinforcement of faith-based principles.

ORGANISATIONAL GOALS

for 2025

Personal wellbeing continues to hold a prominent place in the school's vision, with a range of programs supporting students' emotional, social, and physical health. These initiatives are understood not as add-ons but as essential foundations that directly contribute to academic success and spiritual growth. Whether through structured wellness sessions, counselling or extracurricular opportunities, the school aims to create an environment where students feel empowered, balanced, and supported in all aspects of their development.

At the same time, spiritual growth remains integral, providing students with a moral compass and a sense of identity that underpins both their academic learning and personal wellbeing. The Tarbiyah sessions and broader school programs will continue to encourage reflection, empathy, and ethical responsibility, with the aim that students carry these guiding principles into their studies, relationships, and wider community involvement.





FEEDBACK

From the Wider
School Community

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

These surveys were administered by
the research team at

Independent Schools Victoria. They provide powerful insights into stakeholder views of the school that can lead to informed action and planning.

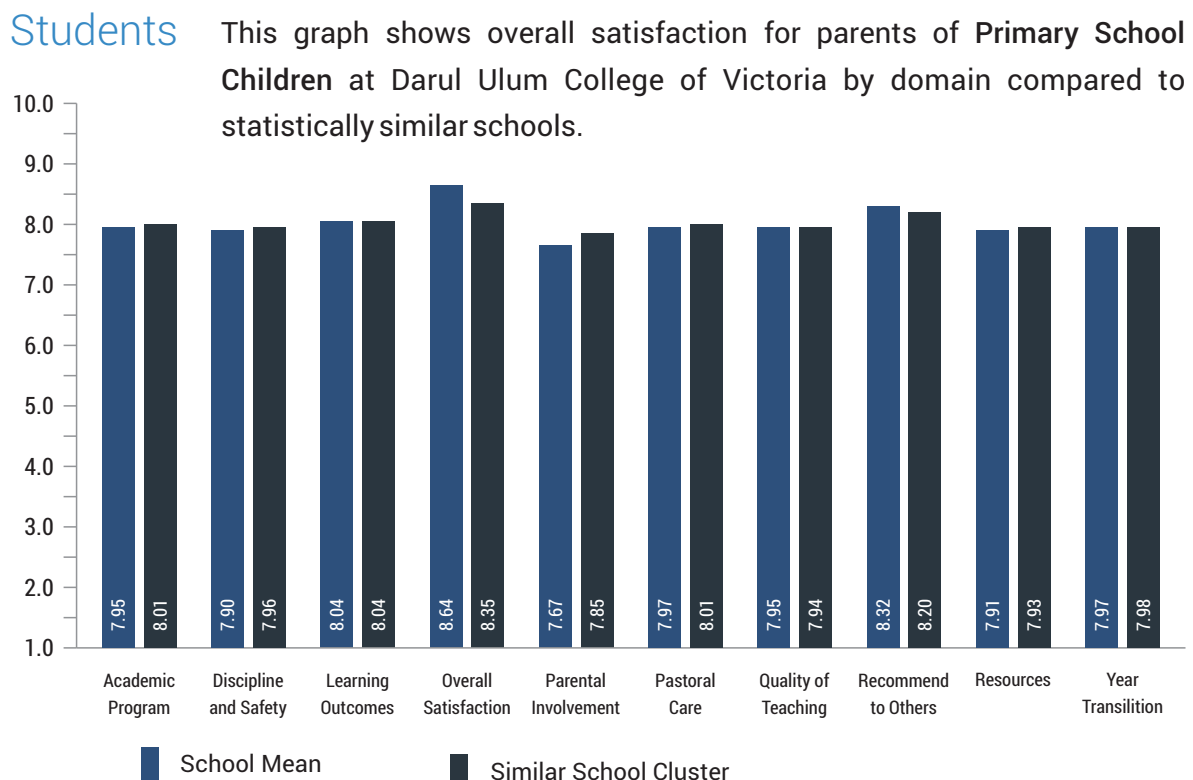
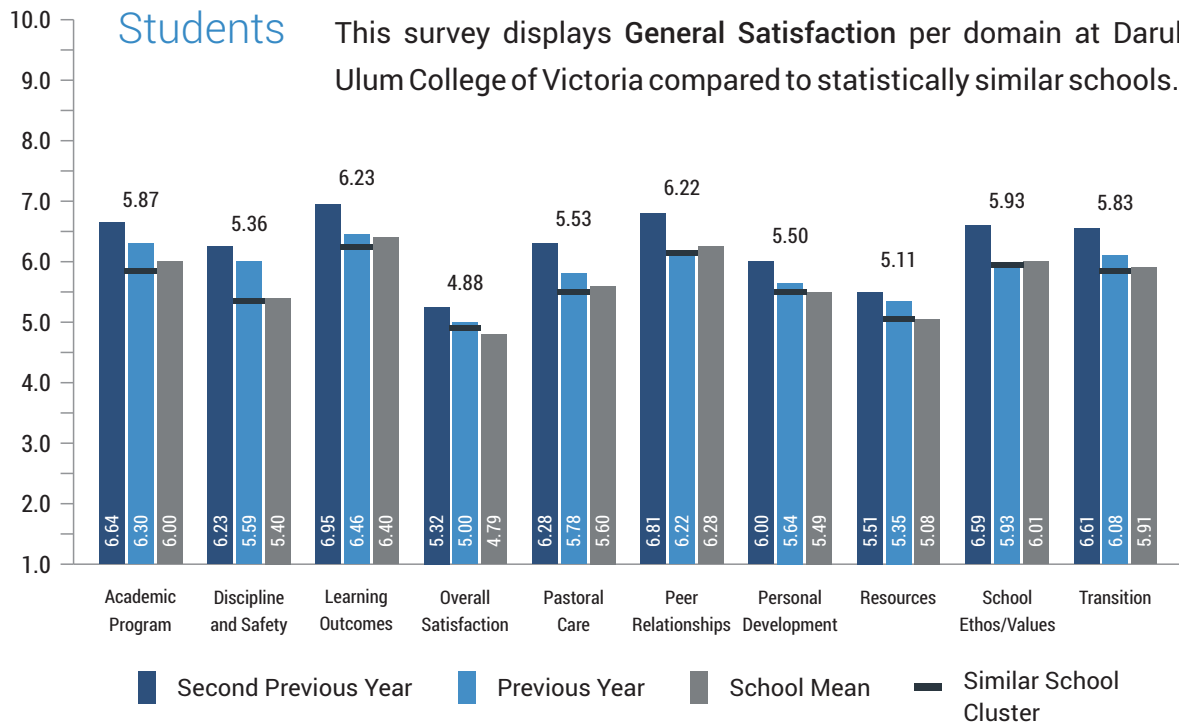
“ ALLAH (SWT) LOVES IF ANY
OF YOU HAS DONE A DEED
TO PERFECT IT.” ”

*Prophet Muhammad
(peace be upon him)*



STUDENT SATISFACTION SURVEY

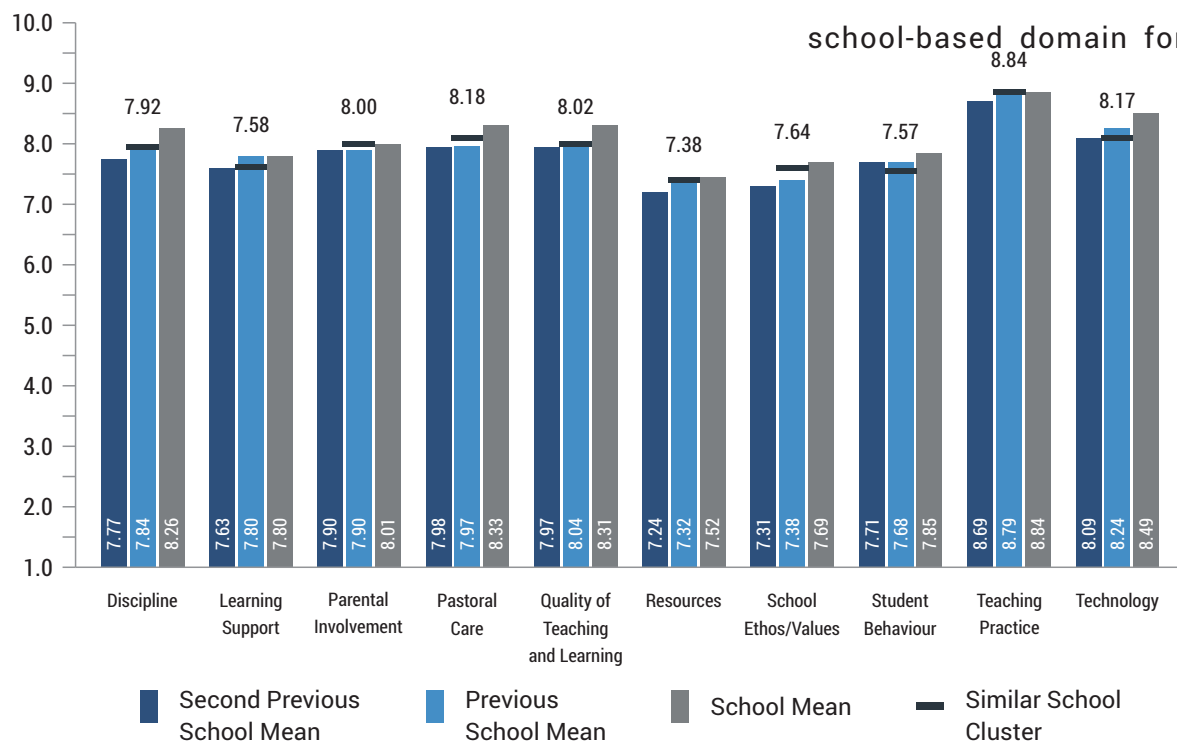
The Student Satisfaction Survey measures satisfaction levels of current students with important aspects of schooling. The surveys aim to gather recommendations for improving the quality of education in the school from the most important stakeholders, namely the students.



OVERALL SATISFACTION SURVEY

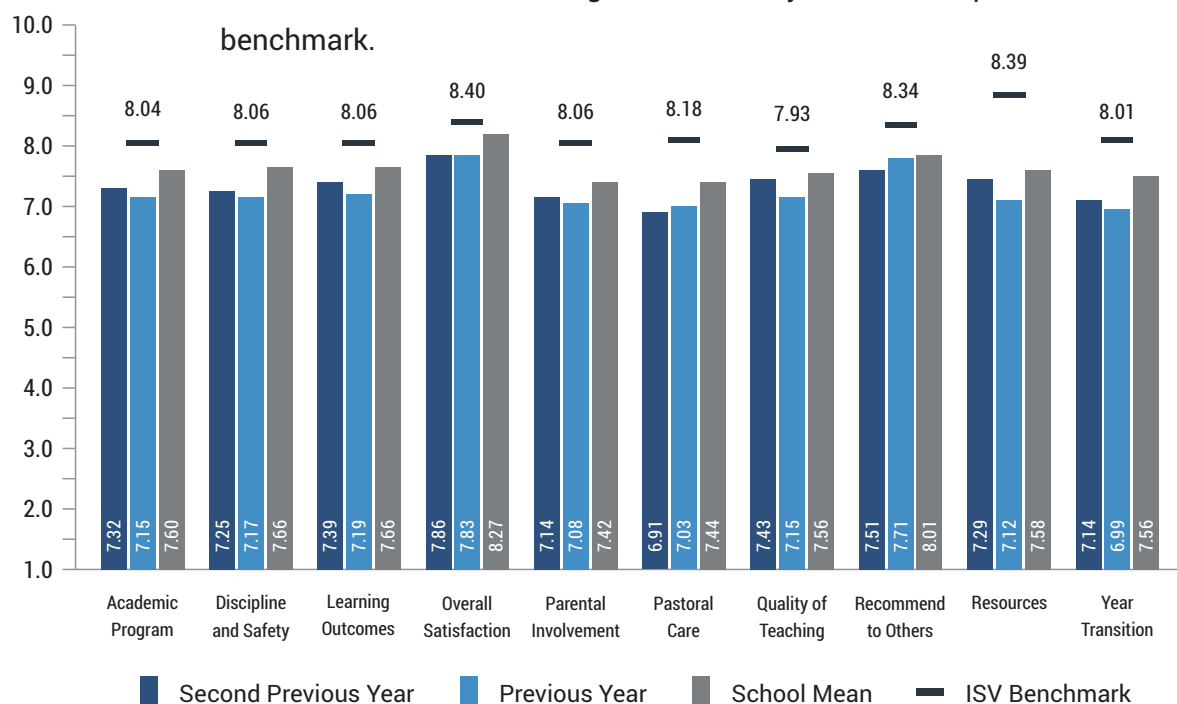
Staff

The graph below displays
**Overall Satisfaction per
school-based domain for**



Parents

This graph shows **Overall Satisfaction** for parents of secondary school children at Darul Ulum College of Victoria by domain compared to the ISV benchmark.



SPIRITUAL DOMAIN BREAKDOWN

The breakdown below shows the averages for each question in the spiritual domain for Darul Ulum College of Victoria based on parental feedback. Results are shown by primary and secondary level and against the ISV benchmark.

| Question | 2024 Primary | ISV Primary | 2024 Secondary | ISV Secondary |
|--|-----------------|----------------|-------------------|------------------|
| Spiritual needs are well catered for at this school | 9.07 | 8.41 | 8.52 | 8.06 |
| Students are able to participate in mission or service projects | 8.69 | 8.35 | 7.67 | 8.33 |
| Students are given opportunities to express their faith | 9.01 | 8.50 | 8.73 | 8.20 |
| Students develop a good set of spiritual values at this school | 8.93 | 8.43 | 8.24 | 8.01 |
| Teachers and staff demonstrate a faith consistent with the school's ethos | 9.00 | 8.49 | 8.43 | 8.05 |
| The religious program is integrated into the curriculum | 9.09 | 8.47 | 8.62 | 8.07 |
| The school's symbols, rituals and actions are consistent with its religious/spiritual tradition | 8.98 | 8.55 | 8.58 | 8.22 |
| There is consistency in values expressed in publications and the daily experience of families and students | 8.60 | 8.35 | 7.86 | 8.17 |
| This school teaches students appropriate spiritual values | 9.06 | 8.47 | 8.66 | 8.12 |

The maximum value for each question was 10

OUR TEACHERS

"ALLAH, HIS ANGELS, THE
INHABITANTS OF THE HEAVENS
AND THE EARTH, EVEN THE ANT
IN ITS HOLE AND EVEN THE FISH
INVOKE BLESSINGS ON THE ONE
WHO TEACHES PEOPLE WHAT IS
GOOD."

*Prophet Muhammad
(peace be upon him)*

TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

In 2024, the main focus areas for professional learning at Darul Ulum College of Victoria included:

1. **Safety First Personal Safety and Development Project:** The College continued its collaboration with Independent Schools Victoria (ISV) on the Safety First Personal Safety and Development Project for Muslim students in Victorian Islamic schools.
2. **Mental Health in Primary Schools (MHIPS) Program:** The College continued to run the MHIPS Program and appointed a senior staff member attended required professional session delivered findings with teacher and students.
3. Several in-house professional development sessions were conducted for teachers, focusing on:
4. Additionally, several in-house professional development sessions were conducted for teachers, focusing on:
 - High Impact Wellbeing Strategies
 - High Impact Teaching Strategies
 - Behaviour Management Strategies
 - Phonic program implementation

- Review of primary writing teaching program

The table below outlines the training expenses associated with staff training at Darul Ulum College:

| | |
|--|-------------------|
| In-house Staff Coaching/ Mentoring Expenditure | \$ 153,712 |
| External Providers-based PD Expenditure | \$ 38,829 |
| TOTAL | \$ 192,541 |

TEACHER ABSENCE


The average percentage of teacher absence in 2024 was 7.68%.

TEACHER QUALIFICATIONS

All teachers in Victorian Government schools are registered with the Victorian Institute of Teaching .

| Qualification | Number of Staff |
|-------------------------------|-----------------|
| Graduate Diploma of Education | 35 |
| Bachelor of Education | 47 |
| Master of Education | 54 |

OUR STUDENTS



"ALLAH MAKES THE WAY TO
PARADISE EASY FOR THE ONE
WHO TREADS A PATH IN SEARCH
OF KNOWLEDGE."

*Prophet Muhammad
(peace be upon him)*

STUDENT PROGRESS AND ACHIEVEMENTS

In alignment with the College's overarching goals, we remain steadfast in our commitment to supporting students and providing them with the opportunities necessary to realise their full potential. Our 2024 efforts continued to focus on enhancing learning experiences, addressing challenges, and fostering both academic excellence and personal growth.

Class Streaming and Performance Analysis

Drawing on literacy and numeracy assessment data, our approach to class streaming continued to distinguish between mainstream and advanced classes. Student progress and support needs were regularly reviewed in Professional Learning Committee (PLC) and Professional Learning Team (PLT) meetings, enabling the refinement of teaching strategies to ensure all students receive targeted support.

Enhanced Support and Academic Challenges

The inclusion of education support staff in mainstream classes has strengthened our capacity to meet diverse learning needs, while advanced class programs have

maintained a high level of challenge and engagement. This dual approach allowed us to provide individualised learning opportunities while promoting academic rigour.

VCE Results

The Class of 2024 achieved commendable outcomes in the Victorian Certificate of Education (VCE). ATAR scores ranged from the high 90s to the mid-60s, with the school's median score exceeding the state average. Several students distinguished themselves with study scores above 40, placing them in the top 8% of students across Victoria. Notably, College Dux achieved an exceptional ATAR of 99.65. The 2024 graduates pursued a wide range of tertiary pathways, with a strong focus on health and allied health sciences. Many students were accepted into competitive programs like Oral Health, Optometry, Pharmacy, Psychology, and Biomedical Science, reflecting both academic excellence and interest in patient-centered careers. Law and Education were also chosen, showcasing diverse interests. Most students gained admission to top Victorian universities, highlighting both their preparedness and the school's culture of aspiration and achievement.

High Achievement Recognition

Throughout 2024, the College proudly celebrated numerous student successes across a range of academic areas. Students received recognition through national awards in mathematics and science, as well as internal academic excellence awards. A growing number of students from Years 9 to 12 were awarded college scholarships in acknowledgment of their outstanding academic achievements. In addition, many graduating students secured offers from leading universities across Australia, reflecting the strength of their results and aspirations.

Literacy and Numeracy Intervention Programs

Targeted tutoring programs were implemented to provide additional support for students identified through diagnostic testing and teacher feedback. These programs were delivered through small group and one-on-one sessions, designed to complement mainstream classroom instruction. The focus areas included literacy supports aimed at improving comprehension, expanding vocabulary, and developing structured writing skills, while numeracy programs concentrated on enhancing problem-solving abilities and mathematical reasoning.

Student Leadership Programs

The Student Leadership Programs, led by the Student Representative Council (SRC), played a key role in promoting a positive and inclusive school culture in 2024. Initiatives such as Diversity Day, the Active Me campaign, and various student-led events encouraged community engagement, healthy lifestyles, and school spirit. Through these opportunities, students developed valuable skills in communication, teamwork, and problem-solving, with the College proudly supporting and celebrating their growth as confident and capable young leaders.

Personal Development and Extracurricular Engagement

In 2024, the College offered a broad and enriching range of co-curricular activities designed to support students' personal growth, learning beyond the classroom, and overall wellbeing. Students actively participated in annual camps, study retreats, subject-based excursions, and a variety of academic and sporting competitions, all of which fostered resilience, independence, and teamwork. To further support personal development and future planning, the College enhanced its career education program through alumni visits and industry guest speakers, providing students with real-world insights.

and inspiration for their post-school pathways. Additionally, targeted study sessions for Year 7 students played a key role in supporting their successful transition into secondary schooling, helping them build strong study habits, confidence, and a sense of belonging early in their high school journey.

Professional Development and Teacher Training

In 2024, professional development initiatives were strategically aligned with our priorities in student support, safety, and inclusion. Training focused on the Nationally Consistent Collection of Data (NCCD) to strengthen support for students with diverse learning needs, evidence-based strategies for managing student behaviour, and a deepened understanding of the Child Safe Standards. Staff engaged in workshops and scenario-based training to enhance their capacity to identify and respond to student safety and wellbeing concerns. These targeted programs have ensured our teachers are well-equipped to foster safe, respectful, and inclusive learning environments. Dedicated PLT time ensured regular analysis of student data and the sharing of high-impact teaching strategies.

Curriculum Planning and Feedback

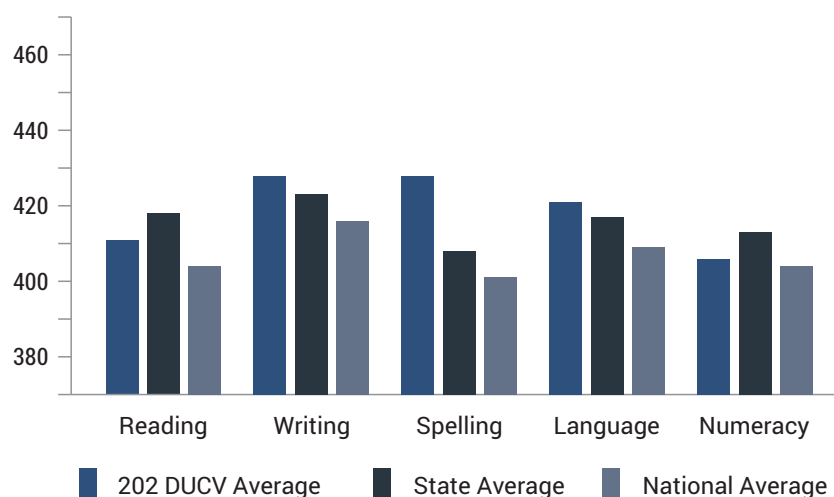
Throughout 2024, teachers focused on designing lessons that emphasised the acquisition, application, and deep understanding of knowledge. This work was supported by ongoing formative feedback provided to teachers by their peers and lead teachers, fostering a culture of professional reflection and growth. The use of shared assessment strategies across subject areas further promoted consistency in planning and delivery, while also enabling more responsive and targeted teaching practices to support student learning outcomes.

Through a blend of targeted academic support, leadership opportunities, and enrichment activities, 2024 was marked by sustained student progress and notable achievements. Our commitment to continuous improvement ensures that every student is supported to reach their full potential and contribute meaningfully to the wider community.

NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual national assessment for

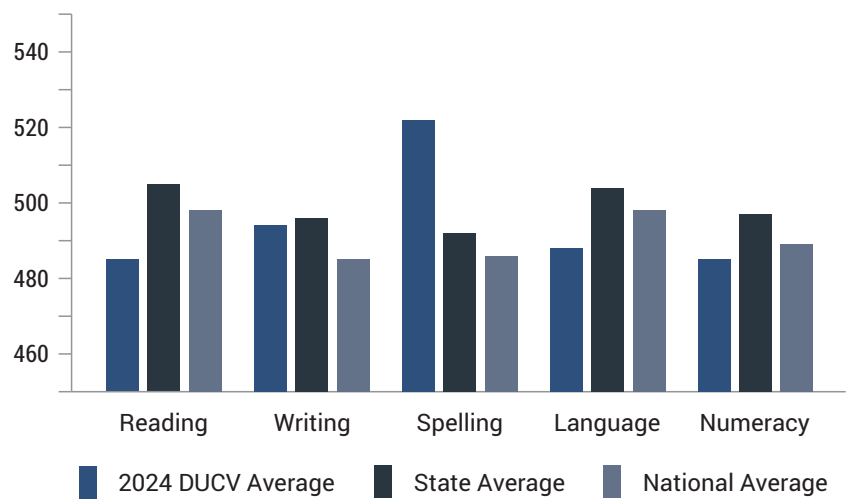
Year 3 NAPLAN Data



| | 2024 DUCV Average | State Average | National Average |
|----------|-------------------|---------------|------------------|
| Reading | 411 | 418 | 404 |
| Writing | 428 | 423 | 416 |
| Spelling | 428 | 408 | 401 |
| Language | 421 | 417 | 409 |
| Numeracy | 406 | 413 | 404 |

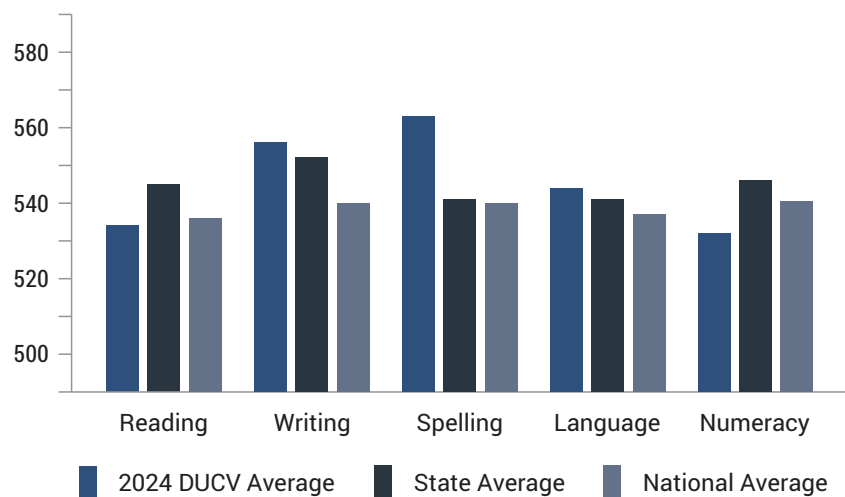


Year 5 NAPLAN Data



| | 2024 DUCV Average | State Average | National Average |
|----------|----------------------|------------------|---------------------|
| Reading | 485 | 505 | 492 |
| Writing | 494 | 496 | 485 |
| Spelling | 522 | 492 | 486 |
| Language | 488 | 504 | 498 |
| Numeracy | 485 | 497 | 489 |

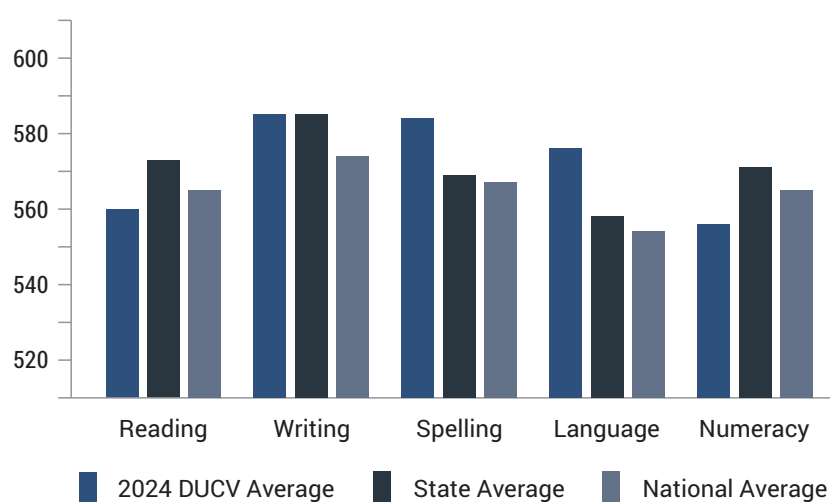
Year 7 NAPLAN Data



Year 7 NAPLAN Data

| | 2024 DUCV Average | State Average | National Average |
|----------|-------------------|---------------|------------------|
| Reading | 534 | 545 | 535 |
| Writing | 556 | 552 | 540 |
| Spelling | 563 | 541 | 540 |
| Language | 544 | 541 | 537 |
| Numeracy | 533 | 546 | 540 |

Year 9 NAPLAN Data



| | 2024 DUCV Average | State Average | National Average |
|----------|-------------------|---------------|------------------|
| Reading | 560 | 573 | 565 |
| Writing | 585 | 585 | 574 |
| Spelling | 584 | 569 | 567 |
| Language | 576 | 558 | 555 |
| Numeracy | 556 | 571 | 565 |



SENIOR SECONDARY OUTCOMES - VCE

In acknowledging that the VCE program can be considerably demanding and a challenging experience if not structured adequately for all stakeholders ranging from students, parents and teachers, the College has taken the initiative to introduce the VCE program from Year 10 to allow for some flexibility and to spread the course requirements over three-year

period instead of two.

Thus, students were given firsthand exposure to the VCE course from Year 10 whereby they were given the opportunity to enroll in a Unit 1 and 2 VCE subject. This also enabled parents and teachers to gauge the students' overall aptitude and to address any potential concerns at an early stage.

Moreover, a Year 12 Head Start Program also took place in 2024 in an attempt to provide students with ample opportunities to cover the rather crowded content in due

time and then to spend approximately six weeks towards the end of the course doing practice exams, revision and timely application of skills. The Head Start Program also enabled teachers to provide students with a guideline of reading tasks and the like to better prepare themselves during the summer break.

Notwithstanding the amount of resources and academic measures that have been put in place to maximise students' achievements ranging from additional weekend tuition classes to term holiday classes, VCE students were also encouraged to take on leadership roles including the nomination of many senior students to become executive members of the Student Representative Council and its Head.



Most importantly, the College acknowledges the hard work and effort that its VCE teachers are exerting and ensures that frequent and on-going communication and feedback to students and parents is employed at all times. Below is an expanding list of VCE subjects that were offered at Darul Ulum College of Victoria in 2024:

Year 11 Subjects

1. Arabic
2. Biology
3. Business Management
4. Chemistry
5. English
6. General Maths 1&2
7. Maths Methods 1&2 (CAS)
8. Psychology
9. Texts & Traditions
10. Legal Studies

Year 12 Subjects

1. Arabic
2. Biology
3. Business Management
4. Chemistry
5. English
6. Texts & Traditions
7. General Mathematics 3&4
8. Maths Methods 3&4 (CAS)
9. Foundation Maths
10. Psychology
11. Health and Human Development

OUTCOMES FOR THE YEAR 12 COHORT OF 2024

| | |
|---|-------|
| Number of students awarded a Senior Education Profile | 62 |
| DUX of 2024 (ATAR) | 99.65 |
| Number of students who achieved above 90 ATAR | 19.4% |
| Number of students who achieved above 80 ATAR | 38.8% |
| Number of students who achieved above 60 ATAR | 80.5% |
| Number of students who achieved a perfect study score (50/50) | N/A |
| Percentage of students awarded VCE qualification | 100% |
| Percentage of Victorian Tertiary Admissions Centre (VTAC) applicants receiving a tertiary offer | 100% |

STUDENT ENROLMENTS

Student enrolment at Darul Ulum College of Victoria shows a steady growth of student intake, especially with our new Campus in Mickleham. This will further accommodate the community's expectations to provide quality education in an Islamic environment .

| Year | Total Number of Students |
|------|--------------------------|
| 2021 | 1260 |
| 2022 | 1321 |
| 2023 | 1423 |
| 2024 | 1535 |

STUDENT ATTENDANCE DATA

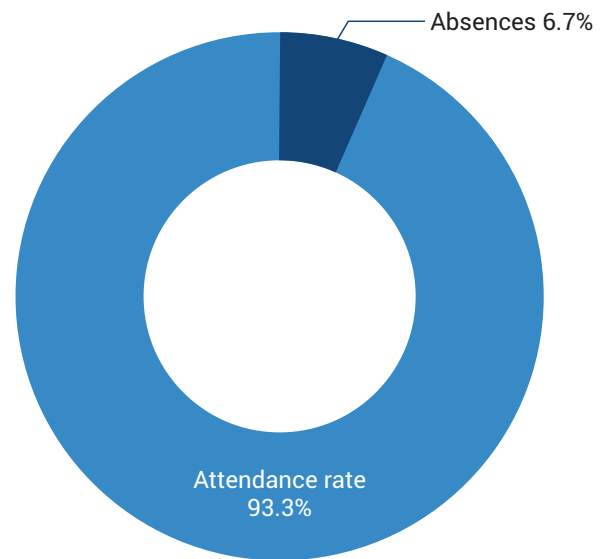
From 31/1/24
to 7/12/24

| Year Level | Semester 1 31/1/24 to 25/6/24 | Semester 2 16/7/24 to 5/12/24 | Year 2024 Averages |
|---------------------------|----------------------------------|----------------------------------|-----------------------|
| Prep (Foundation) | 93.78 % | 92.14 % | 92.96 % |
| Year 1 | 93.35 % | 93.54 % | 93.45 % |
| Year 2 | 93.94 % | 93.17 % | 93.56 % |
| Year 3 | 94.62 % | 94.01 % | 94.31 % |
| Year 4 | 95.05 % | 95.19 % | 95.12 % |
| Year 5 | 95.03 % | 94.60 % | 94.82 % |
| Year 6 | 94.64 % | 94.71 % | 94.67 % |
| Primary Averages | 94.34 % | 93.91 % | 94.13 % |
| Year 7 | 96.13 % | 93.34 % | 94.73 % |
| Year 8 | 94.52 % | 93.88 % | 94.20 % |
| Year 9 | 94.74 % | 91.03 % | 92.89 % |
| Year 10 | 93.17 % | 92.09 % | 92.63 % |
| Year 11 | 94.84 % | 87.91 % | 91.38 % |
| Year 12 | 95.09 % | 91.71 % | 93.40 % |
| Secondary Averages | 94.75 % | 91.66 % | 93.21 % |
| DUCV Averages | 94.55 % | 92.79 % | 93.67 % |

STUDENT ATTENDANCE DATA

The overall attendance of students at Darul Ulum College of Victoria is excellent with an attendance rate of 93.3% in 2023. We recognise the strong link between school attendance and learning outcomes and continue to encourage parents to reduce late arrivals and absences.

Most students' absences were due to illness and other truancy issues that are recorded and documented. The school reports student absence to parents in their child's school reports.



STUDENT ENGAGEMENT AND WELLBEING

At Darul Ulum College of Victoria, we appreciate and value the uniqueness of each student and member of our community. Our aim is to promote a positive, supportive, and secure environment that enables students to achieve their full potential. Our whole-school approach to student well-being, aligned with the 'Child Safe Standards' and the College's mission and vision, addresses the social, emotional, psychological, spiritual, physical, and academic needs of our students.

Mental Health in Primary Schools (MHiPS) Program

In 2023, Darul Ulum College signed up for the Mental Health in Primary Schools (MHiPS) program to enhance our capacity to identify and support children's mental health. This program involves training a qualified teacher as a Mental Health Wellbeing Leader (MHWL) to implement a whole-school approach to mental health and well-being, aiming to build the capacity of the entire school to support students' mental health and improve outcomes.

As part of this initiative, the College conducted workshops and professional development sessions on a termly basis, led by the MHWL. These sessions incorporated evidence-based well-being strategies and



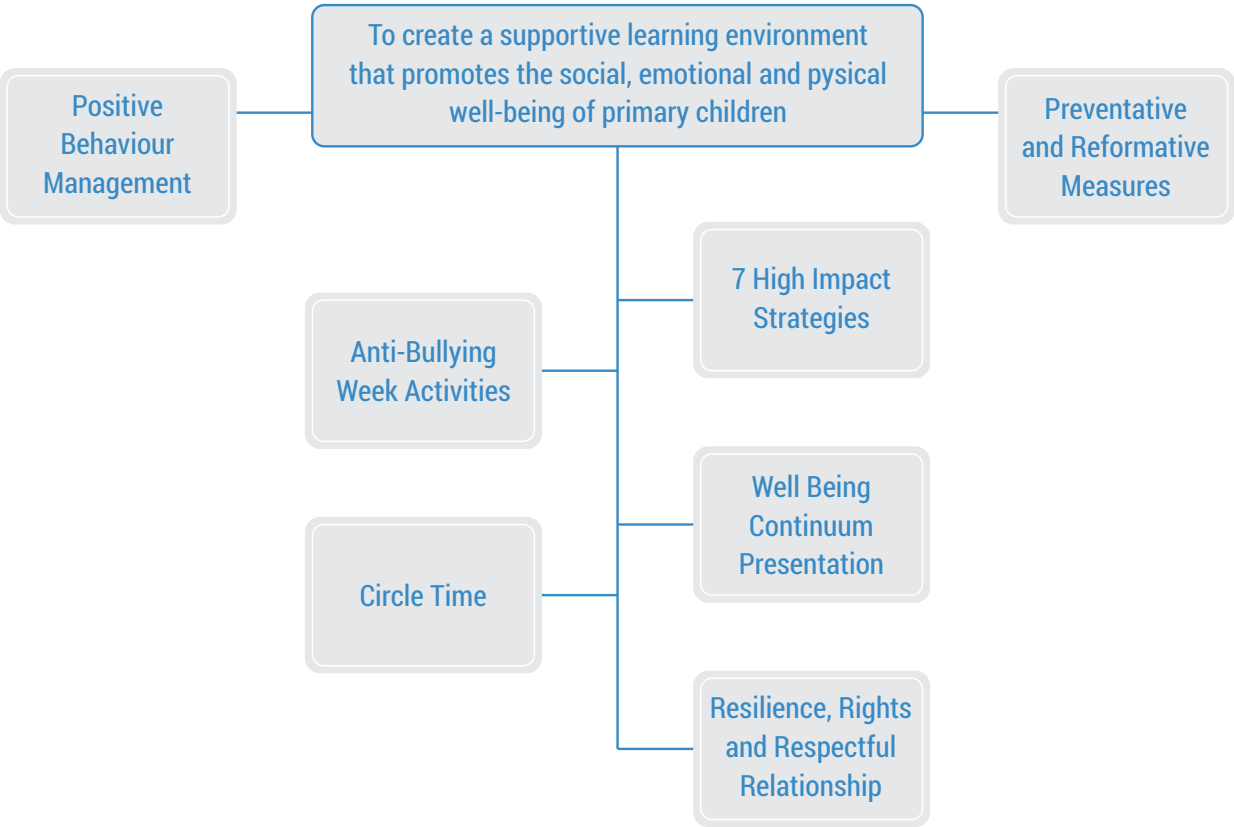
tools for use in classrooms, addressing well-being-related matters at the teacher level. Programs such as High Impact Strategies, Resilience, Rights and Respectful Relationships (4R), and circle time activities were integral to this effort.

In 2024, the MHWL continued to work with Primary teachers in Darul Ulum Campus on the Resilience, Rights and Respectful Relationships programs as well as training Primary teachers on incorporating the SEL framework within the daily teaching and learning activities.

Teachers across different subschool were also trained on recognising the 5 CASEL domains of the SEL framework. Furthermore, targeted SEL classroom

activities were introduced to address specific well-being concerns. These activities focused on developing key social and emotional skills aimed at improving students' behaviour, emotional regulation, and overall well-being.

The *Well-being Continuum* program provided teachers with a clear framework (image below) —supported by training—to identify students' emotions and well-being levels. This enabled staff to consistently apply appropriate strategies across all tiers to support student needs. Staff also received training in preventative and reformative measures, along with positive behaviour management.



Streamlined Data Entry and Reporting Process

The streamlined data entry and reporting process introduced in 2023 continue to facilitate staff to have a uniform approach to data entry process and reporting well-being concerns and issues, facilitating more effective identification and referral for further support. We created a comprehensive list of well-being concerns observed within the classroom, categorised into Tier 1 (universal), Tier 2 (targeted), and Tier 3 (intensive) levels. This allowed us to better understand the range and severity of student needs and to differentiate our responses accordingly. (We created this document when we were creating the schoolbox entries for well being)

Student issues are referred to the Student Well-being Department for appropriate interventions, which may include academic support, counselling sessions, or external referrals to allied health services for further intervention and funding eligibility assessment. Cases requiring mandatory reporting are promptly directed to the relevant authorities.

Appointment of Uniform Officers

The College has employed dedicated uniform officers across all subschools to encourage and ensure greater compliance with the school uniform application. This has made significant impact on uniform

compliance which ultimately leads to student having greater sense of responsibility, belonging, pride and feeling of connection with the school.

Behavioural Management and Anti-Bullying Initiatives

Our behavioural management procedures are regularly reviewed and updated, emphasising the promotion of positive behaviours and the use of preventative and reformative approaches before resorting to punitive measures. We continuously review anti-bullying policies and actively reinforce positive behaviours in classrooms, incorporating anti-bullying messages to create a safe, nurturing environment.

Termly workshops activities especially across Primary classes are carried out to teach students and make them aware of the actions required to become responsible citizens. The College generates a weekly Cyberedge report to monitor concerning online searches by students, followed by necessary interventions and counselling.

Wellbeing presentation by Australian Federal Police

In 2024, we managed to invite members from the Australian Federal Police to run a few sessions on cyberbullying and digital footprints with students from lower and Upper secondary class. Students were very engaged and had lots of queries on how to keep themselves as well as their parents safe when they are online.

Learning Management System and Attendance Monitoring

Teachers continued to use the Learning Management System (LMS) to upload weekly schedules and necessary resources for student access. This system allows students who are absent to follow the scheduled tasks. Absences are monitored through daily SMS notifications to parents, with recurrent unexplained absences prompting further action, including meetings with the Head of School to develop an action plan.

Small Size Support Class for Students with Additional Needs for Literacy and Numeracy

In 2024 for the subject of numeracy, a split class for Numeracy was trialled. Students with additional learning needs are placed in a small group with a qualified teacher to support the students learning with more opportunities for one on one support

Daily Well-being Focus

Students' well-being is addressed daily during assemblies through selected value themes, further emphasised during home group time for secondary students and throughout the day by staff. Primary class have circle times session daily for students to discuss on selected topics and wellbeing



focus of the week as well as raising concerns in a safe and supportive environment. The merit points system, introduced in 2022, continued in 2023 to acknowledge and reward exemplary behaviours.

Safety First Project Curriculum Development

Based on surveys and data collected in 2022 and 2023, the school launched a pilot safety first session with senior students on various topics dealing with safety and wellbeing to better prepare the students who will be graduating from school tools and strategies to navigate the challenges they may be facing once they graduated from a safe school environment to an open world. Students were seen engaged in the sessions and feel supported to be able to have a safe platform to discuss topics that may be seen as taboo within some cultures.

Promoting Inclusiveness and Engagement

The College promotes inclusiveness, tolerance, acceptance, appreciation, and respect. Recognizing the need for balanced student development, a variety of activities were organised in 2024. The Student Representative Council (SRC) led lunchtime sports activities, fostering engagement and competition. Other activities included camp activities for secondary students, Iftar night sessions, after-school sports, the annual festival, career sessions, study retreats, literacy week, science week, and the Qur'an Competition. Students also participated in national competitions such as ICAS and the Science Competition.

Collaborative Responsibility for Student Well-being

Student well-being is a joint responsibility of staff, parents/carers, and students. Parents were briefed on pertinent well-being matters, such as child safety standards and cyber safety, during information sessions. Online safety policies were regularly reviewed to ensure safe device use by students, with resources and updates made available on the parent portal and through the College newsletter.

Through these initiatives, Darul Ulum College of Victoria remains committed to fostering an environment where every student can thrive, both academically and personally.





PROGRAMS FOR STUDENTS WITH DISABILITIES

Darul Ulum College of Victoria remains committed to providing equitable access to education for students with disabilities. The PSD program focuses on supporting students academically, socially, and emotionally by implementing tailored strategies and adjustments that address individual learning needs.

Screening for At-Risk Students

The College employs a range of screening tools and data sources to identify students who may be at risk of falling behind. Initial identification is based on teacher observations, anecdotal records, and school data such as PAT Mathematics, PAT Reading, On Demand Testing, and NAPLAN results.

Students exhibiting concerning outcomes are further assessed using diagnostic tools such as YARC (York Assessment of Reading Comprehension), RAVEN, KBIT, and CELF screeners. Where required, students may be referred for formal psychological evaluations. These assessments help identify specific learning needs and guide the development of targeted classroom strategies.

The college utilises the service of a visiting psychologist who would visit the college on needs basis to conduct assessments or

counselling services. The psychologist works closely with families to share assessment outcomes and plan for appropriate supports. Collaborative meetings with all relevant stakeholders are held to review reports and implement recommendations. Where necessary, additional assessments such as behaviour screeners, sensory profiles, and ASD or ADHD evaluations are conducted.

Support and Adjustments for Students with Disabilities

Students formally diagnosed or imputed to have a disability receive classroom support either from the teacher directly or in most cases through the Education Learning Support (ELS) personnel. The (ELS) would usually be assigned to support students within the core subject areas. Support is allocated based on the level of adjustment required, as determined by information and assessment data made available in student profiles.

Both Primary and Secondary students benefit from ELS, particularly those requiring substantial or extensive adjustments. Class streaming is used to optimise the deployment of support staff and resources across literacy, numeracy, and other core subjects. In some cases,

students may also access smaller class settings with a teacher for more intensive instruction.

Adjustments to curriculum content, assessment formats, or teaching methods are made as needed to align with individual learning styles, fostering engagement and achievement. In 2024, speech therapy support continued for eligible students. An on-site Speech Pathology Assistant, under the guidance of an external speech pathologist, facilitated these sessions. Eligibility is determined using CELF screeners, with further assessment used to secure eligible state funding through Independent Schools Victoria (ISV).

Nationally Consistent Collection of Data on School Students with Disability (NCCDSSD)

The College continues its participation in the Nationally Consistent Collection of Data on School Students with Disability (NCCD), which involves identifying eligible students, determining the level of adjustment provided, and categorising the disability type in line with the Disability Discrimination Act 1992 and the Disability Standards for Education 2005.

To streamline this process, the school has enhanced its NCCD portal, which now serves as a centralised platform for documentation and uploading evidences of adjustments plan and provided to students. This digital consolidation reduces the

administrative load on teachers, allowing more time for direct student support. Teachers also receive guidance on the development of Individual Learning Plans (ILPs), particularly for students requiring supplementary or higher levels of support.

Quality Assurance and Program Effectiveness

In 2023, the College introduced Lead Coordinators to oversee and evaluate the effectiveness of classroom strategies and adjustments. This initiative has been well received, providing teachers with tailored feedback, support, and professional learning to help meet the needs of students with disabilities.

In 2024, Lead Coordinators continue to conduct regular reviews of students' Individual Learning Plans and observe classroom implementation to ensure strategies are being effectively applied. They also analyses students results to see the effectiveness of support and adjustments provided to students. Their feedback informs continuous improvement in teaching practices and ensures students remain on track with their learning goals.

By investing in structured identification processes, tailored support strategies, and ongoing staff development, Darul Ulum College of Victoria remains steadfast in its mission to provide inclusive education and promote the academic and personal success of all students with disabilities.

FINANCIAL REPORT

A financial summary
from the School Board

PRINCIPAL

Mr. Abdurrahman Gokler

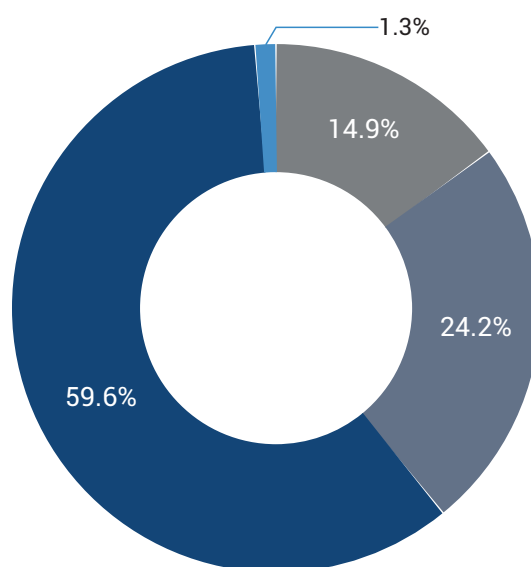
SCHOOL BOARD PRESIDENT

Mr. Muhammad Munir



INCOME

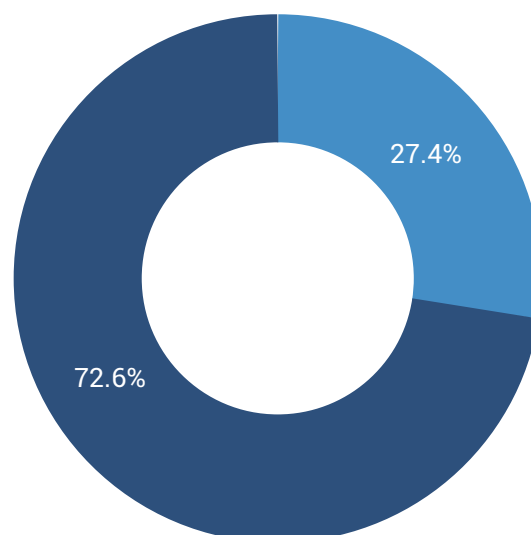
| Recurrent/Capital Income | Percentage |
|--------------------------|-------------|
| Fees & Private Income | 14.9% |
| State Recurrent Grants | 24.2% |
| Federal Recurrent Grants | 59.6% |
| Capital Grants | 1.3% |
| TOTAL | 100% |



- Fees & Private Income
- State Recurrent Grants
- Federal Recurrent Grants
- Capital Grants

EXPENDITURE

| Recurrent/Capital Expenditure | Percentage |
|--|-------------|
| Salaries, Allowances & Related Expenditure | 72.6% |
| Non-Salary Expenses | 27.4% |
| TOTAL | 100% |



- Salaries, Allowances & Related Expenditure
- Non-Salary Expenses

ADVANCEMENT

THROUGH HEART AND MIND

www.dulum.vic.edu.au

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