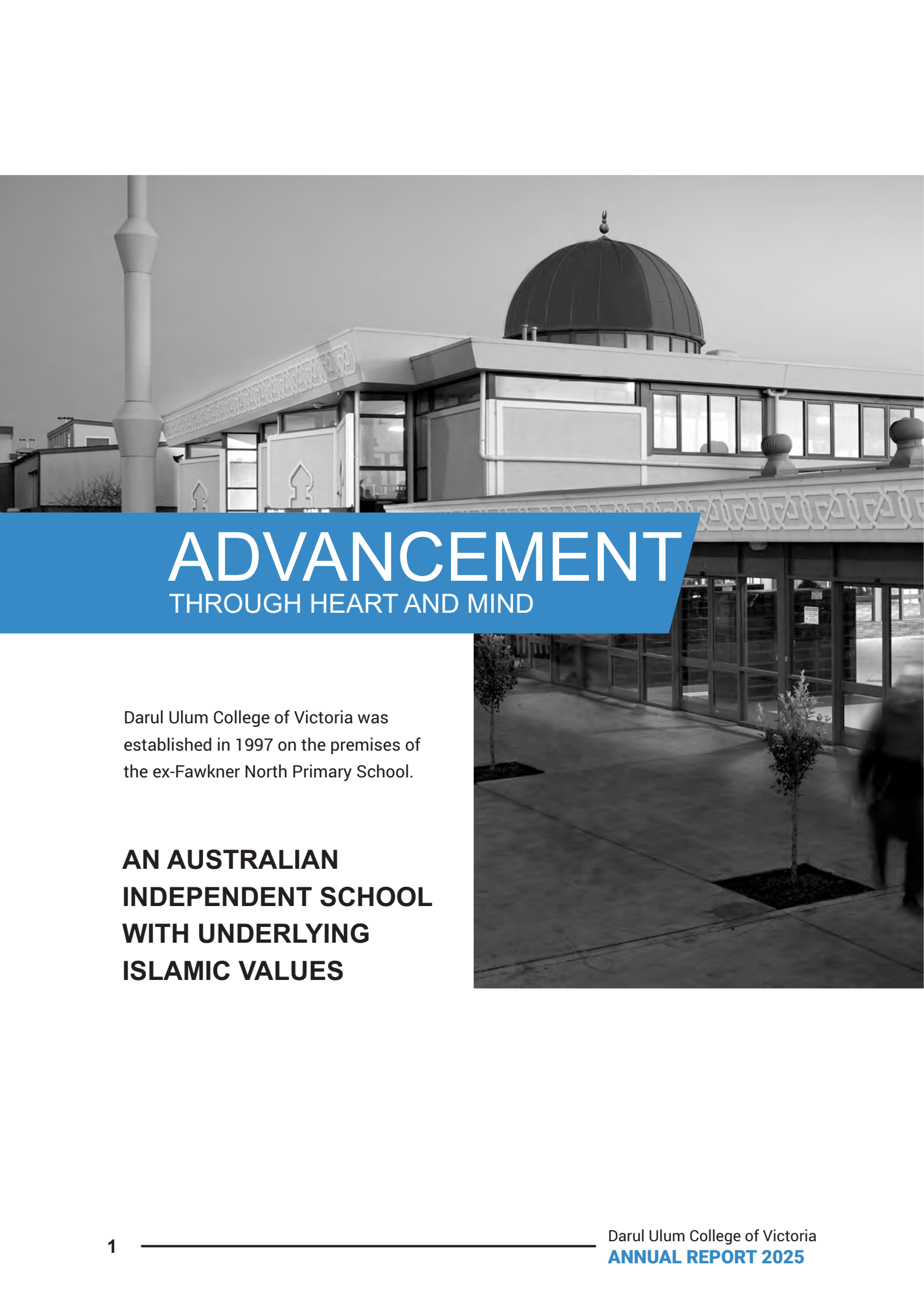




Est. 1997

ANNUAL REPORT

2025



ADVANCEMENT

THROUGH HEART AND MIND

Darul Ulum 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.

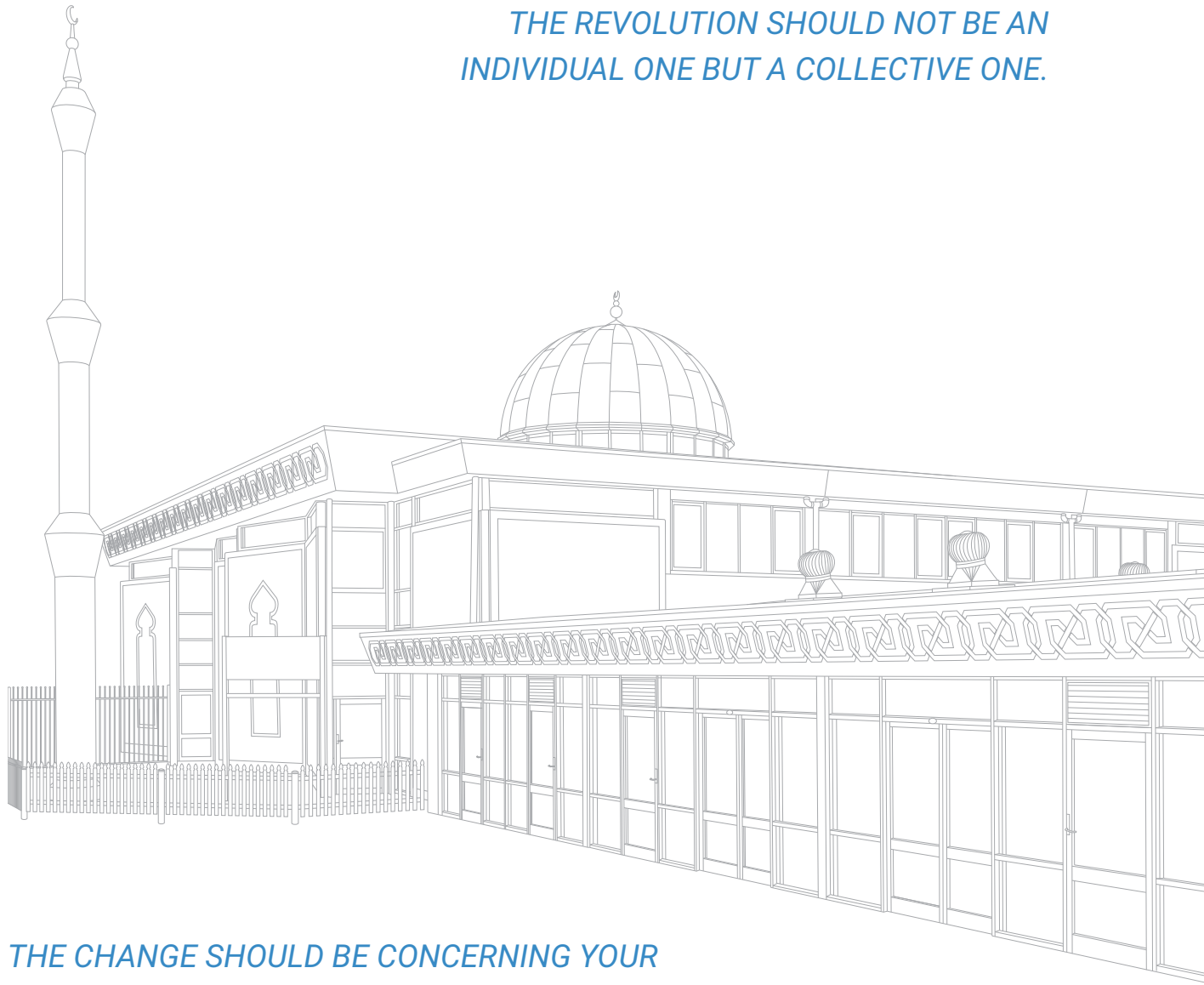
We have no tolerance of child abuse or discrimination and are committed to apply measures to identify and manage risks of harm to our students in the school environment.

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

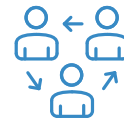
Mission Statement

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, 2025 has been a year of remarkable growth, perseverance, and achievement for Darul Ulum College and Darul Ulum Academy. Across both campuses, the College advanced its strategic plan through major infrastructure development,

strengthened its academic and wellbeing programs, and once again celebrated outstanding student outcomes, all while navigating a number of complex challenges with patience and resolve.

“ As enrolment demand continues to rise, the College Board approved plans to establish a third campus in Melbourne’s northern growth corridor. ”



New Stage 14 - Building E
(Administration and Senior School)

Darul Ulum Academy

At Darul Ulum Academy, strong progress continued in the delivery of the College's strategic plan through the development of its second campus. The Academy now offers classes from Foundation to Year 5, and by the grace of Almighty Allah SWT, Stage 1B has been fully constructed and commissioned, providing additional classrooms, learning spaces, and specialised facilities to support the College's continued growth and expanding student community.

The year marked another significant milestone at the Academy, with construction of Stages 2A and 2B commencing in the second half of 2025. Stage 2B will deliver a new Technology Centre featuring arts facilities, a science laboratory, low- and high-technology learning spaces, a library, open learning areas, and an auditorium. Scheduled for completion by the end of 2026 and expected to be commissioned for use in 2027, the project carries an estimated cost of approximately \$13 million and is being funded through a partnership between the State Government and the College, with the State Government contributing \$3 million towards its delivery. The College is grateful for the support of the Hon. Ros Spence MP, Member for Kalkallo and Minister for Agriculture, Community Sport, and Carers and Volunteers, as well as the Hon. Kathleen Matthews-Ward MP. Their ongoing support is greatly appreciated; Kathleen has consistently championed the College across numerous projects, both large and small.

The Prayer Hall development permit process remained a significant challenge throughout the year. After extensive discussions and requests for additional design information, the Department of Transport and Planning revised its position, advising that the proposed Prayer Hall was not ancillary to the College and therefore fell outside its assessment jurisdiction. The College maintained that the facility is primarily intended to support students, staff, and the wider school community, accommodating a broad range of educational, cultural, and community activities such as presentations, competitions, ceremonies, information sessions, religious classes, roleplays, seminars, professional development training, and workshops during and after school hours, alongside daily prayers. Following submissions supporting this position, the application was referred to Council, which also declined to assess it as the project's value exceeded \$3 million. Consequently, the College sought advice from a property barrister to determine the most appropriate pathway forward.

With enrolments at the Academy continuing to grow, particularly in the upper levels, the need for additional recreational space became increasingly important. To address this demand, the basketball court identified in the master plan adjacent to the Foundation to Year 4 play area was developed as a dedicated outdoor space for football, soccer, and other ball games. The site was prepared for future hardcourt development, covered with synthetic turf, and enclosed with Colourbond fencing to provide a safe and functional play area for students.

Darul Ulum College

Within Darul Ulum College, the year was defined by ambitious planning for the future. As enrolment demand continues to rise, the College Board approved plans to establish a third campus in Melbourne's northern growth corridor. I am pleased to share this exciting development with our community, while recognising that new opportunities also bring new challenges. The College has signed a contract with a developer in the northern suburbs, in close proximity to the Academy, to acquire a 6.5-acre parcel of land designated as a Non-Government School site under the Donnybrook Precinct Structure Plan. Settlement is expected to occur in the second half of 2026, subject to registration of the land title by the developer. This strategic expansion reflects the College's ongoing commitment to meeting the educational needs of our growing community, and the administration remains dedicated to supporting this growth and ensuring that current and future families have access to high-quality educational opportunities in a thriving and well-supported environment.

As part of its strategic planning, and in response to reaching the current enrolment cap, the College resolved to introduce an additional stream from 2026. Following a pre-application meeting with Council, an application was lodged to amend the existing permit and increase student capacity from 1,250 to 1,625 students. The proposal received Council's support and, owing to the positive relationships the College has fostered with neighbouring residents, no objections were received during the public advertising process. By the

grace of Almighty Allah SWT, the College was issued an amended permit for the new student and staff numbers.

The College places great importance on maintaining neighbour amenity by proactively communicating major school events, providing a dedicated hotline for enquiries and concerns, and responding promptly to any issues that arise. Significant effort is also invested in managing school traffic to minimise impacts on surrounding streets during drop-off and pick-up times, including the deployment of seven traffic controllers at key locations and substantial investment in parking infrastructure. In addition to on-site parking, the College has developed two satellite car parks, comprising 52 spaces on Elizabeth Street and 22 spaces on Miller Street. These initiatives have strengthened the College's relationship with both the local community and Council, supporting its ongoing growth and development.

The proposed land swap agreement with Council remained one of the College's most complex and challenging projects. Council sought a private ruling from the Department of Transport and Planning regarding a potential exemption from Windfall Gains Tax that could arise from the rezoning of Council-owned land. The response did not provide a clear pathway forward, indicating that an application would first need to be assessed before any exemption could be considered. This created uncertainty and a potential tax liability, and while Council was unwilling to assume this risk and sought the College's acceptance of any future liability, the College is now seeking legal advice to determine the most appropriate course of action.

By the grace of Allah SWT, the Stage 14 Senior VCE and Administration Building was successfully completed in December 2025. The new facility now accommodates the administration offices and all Year 9 to Year 12 classes, while Building A has been dedicated to Middle School boys in Years 6 to 8. Featuring a modern, state-of-the-art design, the building has become a distinctive landmark, with its ship-like appearance from a distance attracting considerable admiration. The former administration offices have been refurbished and repurposed as classrooms and dedicated facilities for religious instruction.

Another major project now underway at the College campus is a new Senior Girls' School Building incorporating a Technology Centre. The project has progressed significantly through the design phase and will cater for students in Years 9 to 12. The proposed three-storey building will be constructed on the site of the existing John Fawcner Building B, following its demolition, and will connect to the Multi-Purpose Hall. Our team has held pre-application meetings with planners from both the Merri-bek Council and the Department of Transport and Planning, with initial feedback being positive. Architectural plans are being finalised and include 12 classrooms, a dedicated girls' library, two science laboratories, and specialised high-technology and low-technology learning spaces. Specialist consultants have been engaged across various disciplines, and the project is now nearing the planning submission stage.

The 17 Baird Street property, acquired in

2023, was originally intended for development into a car park to support the future conversion of the former childcare centre into a kindergarten. Following further planning considerations, a new design has been commissioned to redevelop the property as a standalone kindergarten with its own dedicated parking facilities. The project is currently in the design phase, with architectural plans being developed.

The Access Control Security System project has now been fully completed and commissioned. This important initiative was largely funded through the Victorian Government's Safe Faith Schools Program, and the College is sincerely grateful to Kathleen Matthews-Ward MP for her support in securing the grant. Valued at approximately \$500,000 and supported by \$350,000 in government funding, the project included the installation of an integrated access control system with card-reader technology built on the Integriti platform, the automation of all external vehicle and pedestrian gates, the integration of 40 main building exit doors, and the replacement of the existing Inception alarm system, significantly enhancing campus security and safety.

Facilities Upgrades & Improvements

Several further upgrades and improvements were undertaken across College facilities during the year. The Baird Street entrance was upgraded to accommodate two-way traffic flow, including the relocation of existing sub-main electrical cabinets, refinement of kerb alignments, installation of a premium fully automated cantilever gate, and enhancement of the surrounding

area with synthetic turf landscaping. The north-western corner of the College property was also developed to provide direct access to the C.B. Smith Reserve car park, improving accessibility for parents dropping off and collecting younger students. Together with the new Integriti security platform, these works have improved both the safety and presentation of the College grounds.

Educational Progress and Use of Technology

Academically, 2025 was a year of continued strength and innovation. The College's Registered Training Organisation continued to attract strong community interest, with enrolments steadily increasing beyond current capacity. The quality and delivery of the course have gained recognition from Islamic schools across Victoria and interstate, with educators from various institutions and organisations seeking to learn from its structure and implement similar programs, and some expressing interest in licensing and delivering the course themselves. Research and development for a second diploma are ongoing, with the goal of securing accreditation for two years of tertiary-level study, enabling graduates to enter an Islamic Studies degree and complete it within one additional year. The College remains optimistic about achieving this important milestone.

Data collection, screening, and analysis remain essential to educational planning and student outcomes. A dedicated team of teachers developed a customised student progress tracker using Microsoft 365 Power Apps, integrating data from NAPLAN, PAT,

school assessments, NCCD records, and pastoral care information into a single platform. Replacing the previously manual spreadsheets, the system provides ready access to comprehensive student profiles and supports evidence-based discussions within Professional Learning Teams and Professional Learning Communities. The tracker continues to evolve, incorporating lesson plans, Individual Learning Plans, and support strategies for students with learning difficulties, enabling more effective identification, monitoring, and intervention.

Student wellbeing remained a key priority across both the College and Academy campuses. The Government-funded Mental Health in Primary Schools program was extended for a further year and continued to achieve positive outcomes, and the College expanded the program to support secondary students using its own resources. Through staff training and professional development, the initiative enhances the capacity of educators to implement evidence-based mental health and wellbeing strategies, promoting a whole-school approach that fosters a supportive environment and strengthens the wellbeing of all students.

The College continued its strong investment in technology throughout 2025, ensuring that every teacher and student had access to a laptop. A total of \$1.1 million was invested in ICT infrastructure and equipment, including the purchase of 650 student laptops and 150 teacher laptops, further enhancing teaching, learning, and digital connectivity across the College.

The year was also a landmark one for the DUCV Alumni. The alumni program

AN INTRODUCTION

A message
from the Principal

underwent a complete revitalisation to strengthen connections with past graduates and establish meaningful engagement channels that will continue to foster lifelong relationships with the College. A new Umrah program was also introduced, providing teachers and selected students with the opportunity to visit Makkah and Madinah. This enriching experience offered significant spiritual, moral, social, and emotional growth at a pivotal stage in their lives, just before embarking on new journeys and transitioning into new environments. The initiative set a valuable precedent for future graduating cohorts, and the outcomes were overwhelmingly positive.

VCE Results

2025 was another highly successful year for VCE. These strong academic outcomes demonstrate the effectiveness of the College's comprehensive support programs, including accelerated learning pathways, after-school tutorials, after-hours online private tutoring, and student retreats. Exceptionally well received by both students and parents, these programs provide valuable academic and wellbeing support and are offered at no additional cost, reflecting the College's commitment to student success and achievement. The 2025 VCE results were as follows: the Dux achieved an ATAR of 95.15, with 11.0% of students achieving above 90, 38.2% above

“ 2025 was another highly successful year for VCE. ”

80, 56.4% above 70, 81.8% above 60, and 94.5% above 50. The College's VCE state-scaled median was 31, reflecting consistent achievement over many years.

In closing, 2025 was a year of growth, resilience, and achievement for Darul Ulum College and Darul Ulum Academy. With major infrastructure projects advancing across all campuses, a third campus secured for the future, academic and wellbeing initiatives thriving, and student outcomes continuing to excel, the College remains a beacon of academic excellence and spiritual development. As we look ahead to 2026, 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 provide a high-quality education within an Islamic framework that nurtures academic excellence, strong moral character, and responsible citizenship.

We are committed to developing confident, resilient, and compassionate young people who contribute positively to Australian society while remaining grounded in Islamic values.

Throughout 2025, the College remained focused on strengthening teaching and learning, enhancing student wellbeing and engagement, investing in contemporary learning environments, and fostering meaningful partnerships with families and the wider community. Our strategic priorities continue to guide school improvement and ensure that every student is supported to achieve their personal best.

Outstanding Learning Facilities and Infrastructure

The College continued to invest significantly in providing safe, modern, and purpose-built learning environments that support excellence in teaching and learning. A major milestone in 2025 was the completion and opening of the Fawkner campus educational facilities, providing students and staff with contemporary learning spaces designed to promote

collaboration, innovation, and engagement.

The completion of Building E at the Fawkner campus provided additional contemporary learning spaces to accommodate the College's expanding student population.

Further enhancements to classrooms and specialist learning areas incorporated modern educational technologies, enabling teachers to deliver dynamic, interactive lessons that cater to diverse learning needs. These ongoing infrastructure improvements reflect the College's commitment to providing an environment that prepares students for success in an increasingly digital and interconnected world.

Strengthening Partnerships with Families & the Community

Darul Ulum College recognises that successful student outcomes are achieved through strong partnerships between the

school, parents, and the broader community. Throughout 2025, the College continued to foster a culture of collaboration, open communication, and shared responsibility for student learning and wellbeing.

Parents were regularly informed through newsletters, the College website, parent information evenings, and ongoing communication with teaching staff. Parent feedback continued to inform school improvement initiatives, supporting enhanced teaching practices, student engagement, attendance, and wellbeing.

The College also delivered a range of parent education sessions focused on effective parenting strategies, supporting learning at home, adolescent wellbeing, and strengthening family-school partnerships. These initiatives further reinforced the important role parents play in their children's educational journey.

Throughout the year, parents were actively engaged in school life through Qur'an competitions, graduation ceremonies and student recognition events. The College continued the Volunteer Reading Program, encouraging parents to support literacy development in the Primary School. Parent information sessions also addressed

adolescent wellbeing, including the responsible use of social media. The College further strengthened community engagement by delivering first aid training sessions through the mosque.

Building Staff Capability and Professional Excellence

The quality of teaching remains the single most significant influence on student achievement. Accordingly, the College maintained a strong commitment to developing the professional capability of all staff through a comprehensive and strategic professional learning program.

Professional learning throughout 2025 focused on evidence-based teaching practices, effective technology integration, curriculum planning, behaviour support, inclusive education, differentiation, and student engagement strategies. Staff also participated in collaborative professional learning communities, reciprocal observations, and regular moderation activities to strengthen consistency of practice across the College.

Provisionally registered teachers were allocated experienced mentors who provided ongoing guidance, coaching and professional support throughout the registration process. Primary teaching staff also participated in professional learning focused on mental health education to equip teachers with evidence-based strategies to foster resilience and wellbeing.

Professional learning was aligned with the Australian Professional Standards for Teachers (AITSL), supporting continual improvement in teaching quality and ensuring staff remain responsive to the diverse academic, social, and emotional needs of students.

Fostering Creativity, Innovation & Continuous Improvement

Creativity, innovation, and reflective practice are embedded within the College's educational philosophy. Students are encouraged to think critically, solve problems creatively, and approach learning with curiosity and confidence.

Teachers are supported by the Teacher Growth and Development Coordinator through coaching, mentoring, classroom observation, and professional feedback that promotes continual improvement in pedagogy. This sustained focus on professional growth ensures that teaching practices remain contemporary, engaging, and responsive to emerging educational research and student needs.

The College continues to cultivate an environment where innovation is embraced, continuous improvement is valued, and both students and staff are empowered to achieve excellence.

Looking Ahead

Darul Ulum College of Victoria remains steadfast in its commitment to continuous improvement and educational excellence. Guided by our Islamic values and strategic vision, we continue to invest in our people, programs, and facilities to ensure every student is equipped with the knowledge, character, and skills required to thrive in an ever-changing world.

Through strong leadership, dedicated staff, engaged families, and a supportive community, the College is well positioned to continue delivering a high-quality education that prepares students not only for academic achievement but also for meaningful service and leadership within the Australian and global community.



COMMON GOALS FOR 2026

Building on the 2025 focus on integrating academic rigour, personal wellbeing, and spiritual development, the College's common goals for 2026 deepen this holistic approach as per the following:

Goal 1: Strengthen student learning growth and achievement

The aim is to further improve student learning outcomes and growth across key learning areas, with particular attention to literacy, numeracy, and senior secondary by strengthening high-impact teaching practices through targeted professional learning, collaborative planning and by using assessment data to identify learning gaps and extension opportunities, and to monitor progress against clear growth targets.

Goal 2: Enhance student wellbeing, engagement and belonging

The aim is to improve student wellbeing outcomes and growth, with a focus on connectedness, attendance, and positive behaviour by expanding restorative and relationship-centred practices across classrooms to strengthen student–teacher relationships and reduce low-level disruption.

Goal 3: Deepen spiritual formation and values-based culture

The aim is to strengthen students' spiritual growth, ethical reasoning, and sense of identity through enhanced programs and whole-school values culture by working towards integrating Islamic values and ethical questions more explicitly into unit planning and expanding student leadership opportunities that model and promote school values.



Achieved in 2025

ORGANISATIONAL GOALS

In 2025, the College advanced its strategic vision by integrating academic rigour, personal wellbeing, and spiritual development into a cohesive, holistic educational experience in multiple areas of the College's operations. Progress across these domains was supported by targeted programs, strengthened systems, and a whole-school commitment to student learning.

The school operationalised its holistic vision by aligning curriculum planning, wellbeing initiatives, and Tarbiyah so that progress in one area reinforced growth in the others. This included:

- Scheduling regular wellbeing sessions and counselling touch-points alongside core learning, treating these as foundational to academic success rather than optional.
- Using student voice mechanisms (e.g., SRC and year-level forums) to facilitate wellbeing and engagement activities, strengthening belonging and agency across the school

The school's focus on academic excellence was pursued in tandem with wellbeing and spiritual goals, recognising that these domains mutually reinforce one another. Notable achievements include:

- Targeted academic improvement plans: Implementation of Individual Learning Plans that contributed to improved learning outcomes and

competitive results compared with like schools.

- Differentiated support and extension: Use of data and teacher judgement to provide intervention for students at risk, ensuring that academic challenge was matched by appropriate support.

Recognising engagement as a key enabler of learning and wellbeing, the school strengthened systems and programs that support attendance, positive behaviour, and connection to the school community. This included active Student Representative Council (SRC) and other structures that enabled genuine student input into school life, from wellbeing initiatives to school events.

Achieved in 2025

ORGANISATIONAL GOALS

Personal wellbeing remained a prominent pillar of the school's work, with a range of initiatives supporting students' emotional, social, and physical health. Key achievements included:

- Structured wellbeing curriculum and support: Delivery of scheduled wellbeing sessions, access to counselling, and targeted interventions for students.
- Policy and practice alignment: Updates to pertinent school policies to better cater for student wellbeing, including clear protocols for referral, follow-up, and communication with families.
- Staff capability building: Professional learning for staff in respectful relationships and student wellbeing, enabling consistent, high-quality support across classrooms and co-curricular settings.

Spiritual growth continued to underpin the school's culture, providing students and staff with a moral compass and a strong sense of identity that informed their learning and relationships. In 2025, the College:

- Integrated values across some areas of the curriculum: Encouraged teachers to connect learning content to Islamic values and ethical questions, so that spiritual principles were actively applied in academic work and community life.
- Strengthened religious practices and routines: Incorporated religious practices and routines to facilitate the spiritual growth of both staff and students, reinforcing a shared ethos across the school day.





FEEDBACK

From the Wider
School Community

Feedback from the wider school community in 2025 was gathered through multiple channels, including parent-teacher meetings, community forums, and regular interactions with students, families, and staff. Overall, the community conveyed strong appreciation for the school's commitment to academic rigour, holistic development, and spiritual growth, and highlighted several areas of satisfaction alongside opportunities for continued improvement.

This positive perception has been reflected in continued strong enrolment interest and a sustained waiting list of prospective families.

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

*Prophet Muhammad
(peace be upon him)*



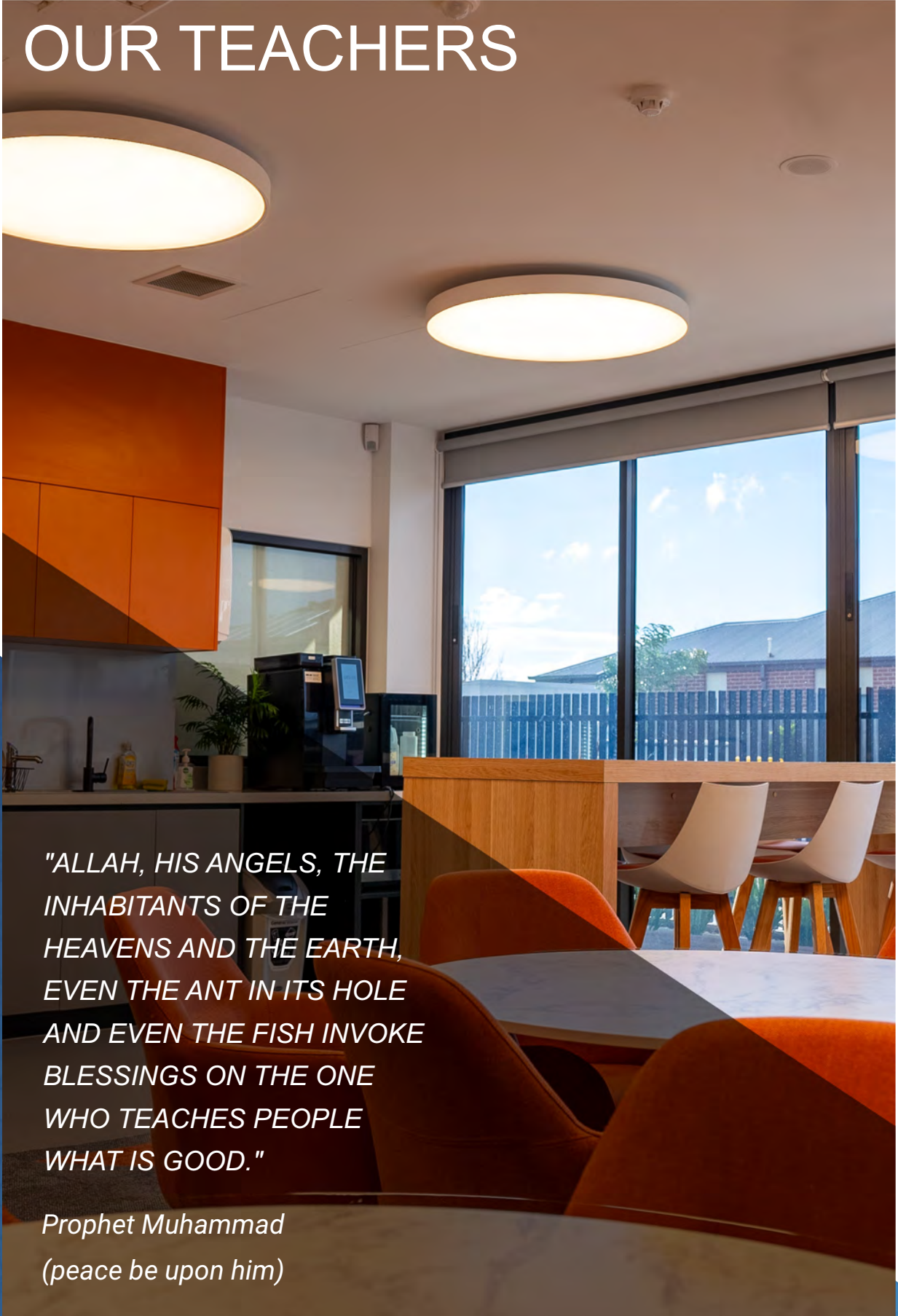
Students reported feeling well supported not only academically but also emotionally and socially. They highlighted the effectiveness of the school's support, and extracurricular offerings in helping them feel safe, connected, and motivated to learn.

Teachers expressed satisfaction with the professional learning opportunities available and the collaborative culture that

supports continuous improvement. In-house professional development, and team-based planning were identified as key strengths that contribute to a shared commitment to educational excellence. Staff also highlighted the positive working environment and strong collegial relationships, which are reflected in high staff retention and stability across key teams.



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 2025, the main focus areas for professional learning at Darul Ulum College of Victoria included:

1. Intervention program -Maclit for lower primary to improve on the coperehnasion.
2. 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.
3. Review of primary numeracy teaching program
4. Additionally, several in-house professional development sessions were conducted for teachers, focusing on:
 - High Impact Wellbeing Strategies
 - Emotional wellbeing and how to cater for students with different needs
 - Behaviour Management Strategies
 - Students' safety
 - Foundation and Grade 1 Phonic program implementation

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

In-House Training Related Payroll Expenses for Teachers/ Lead Coaches	\$ 155,344
External Providers-based PD Expenditure	\$ 54,440
TOTAL	\$ 209,784

TEACHER ABSENCE

The average percentage of teacher absence in 2025 was 7.36%.

TEACHER QUALIFICATIONS

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

Qualification	Number of Staff
Graduate Diploma of Education	41
Bachelor of Education	52
Master of Education	55

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 2025 efforts continued to focus on enhancing learning experiences, addressing challenges, and fostering both academic excellence and personal growth.

Personalised Learning and Student Achievement

The College remains committed to ensuring that every student is known, valued, and supported as an individual learner. Teaching programs are informed by ongoing assessment, student data, and Individual Learning Plans where appropriate, enabling teachers to differentiate instruction and respond effectively to individual learning needs. Comprehensive Foundation and Year 7 Transition Programs supported students and families as they commenced new stages of schooling, promoting confidence, belonging and readiness for learning. Targeted interventions, academic support programs, and responsive teaching practices enabled students to maximise their learning potential while fostering confidence, independence, and resilience. The integration of digital technologies further enhanced opportunities for personalised learning and meaningful student engagement across all curriculum areas.

A Culture of Learning and High Expectations

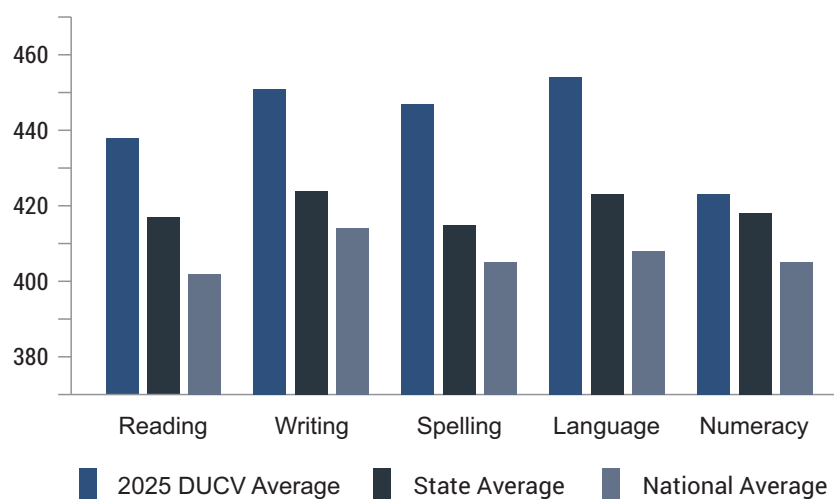
Darul Ulum College promotes a culture of high expectations in which every student is encouraged and supported to strive for excellence. Teaching and learning programs are designed to challenge students academically while fostering curiosity, resilience, and a lifelong love of learning.

Student achievement is recognised across academic, cultural, leadership, and Islamic learning domains, celebrating the diverse talents and strengths of our students. Through data-informed decision making, ongoing curriculum review, and a broad range of co-curricular opportunities, the College continues to provide students with a rich and balanced educational experience that prepares them for future success.

The College continues to recognise and reward excellence through its Scholarship and Merit Award programs, which serve as important incentives for students to strive for academic excellence, exemplary character, leadership, and active participation in school life. These awards foster a culture of high expectations, motivate students to achieve their personal best, and acknowledge sustained effort, improvement, and outstanding achievement across a broad range of learning and co-curricular pursuits.

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

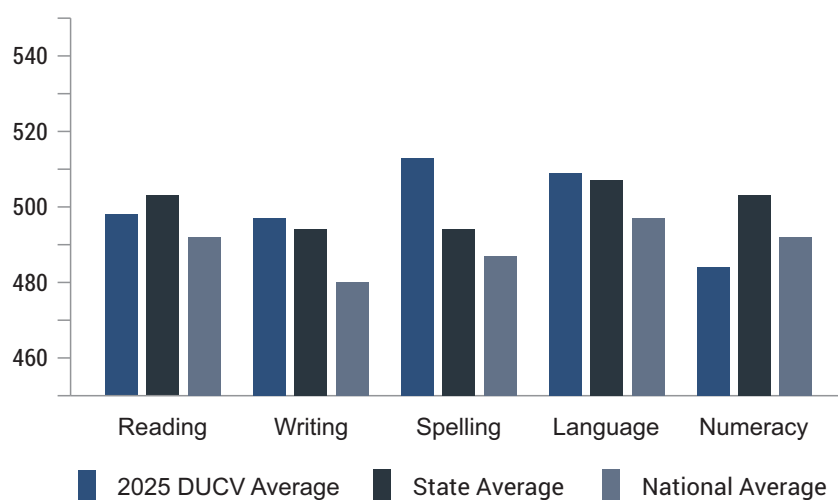
Year 3 NAPLAN Data



	2025 DUCV Average	State Average	National Average
Reading	438	417	402
Writing	451	424	414
Spelling	447	415	405
Language	454	423	408
Numeracy	423	418	405

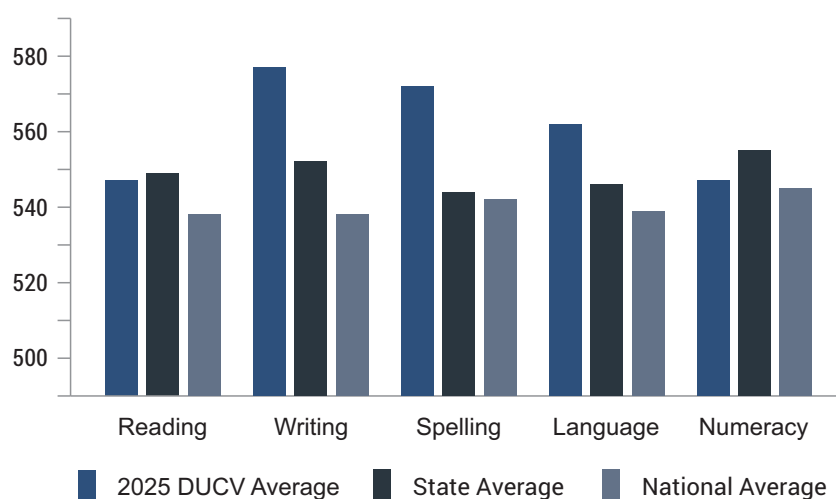


Year 5 NAPLAN Data



	2025 DUCV Average	State Average	National Average
Reading	498	503	492
Writing	497	494	480
Spelling	513	494	487
Language	509	507	497
Numeracy	484	503	492

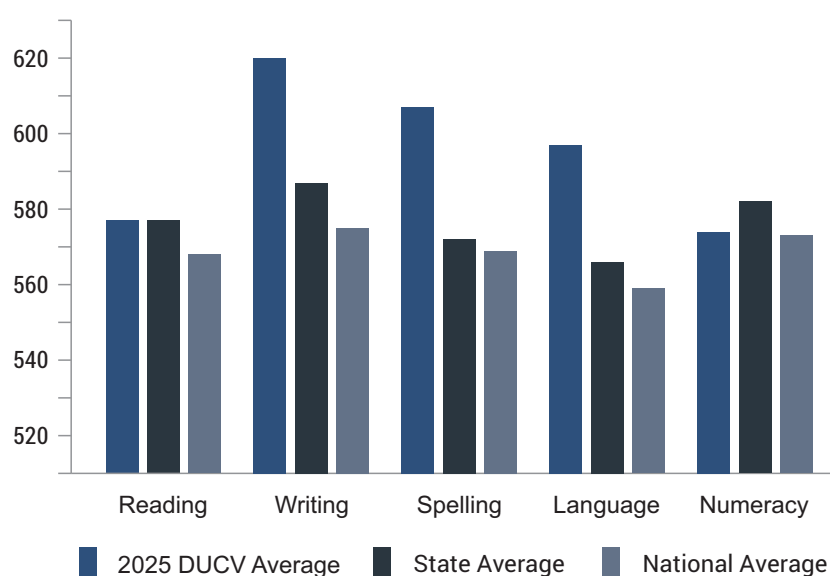
Year 7 NAPLAN Data



Year 7 NAPLAN Data

	2025 DUCV Average	State Average	National Average
Reading	547	549	538
Writing	577	552	538
Spelling	572	544	542
Language	562	546	539
Numeracy	547	555	545

Year 9 NAPLAN Data



	2025 DUCV Average	State Average	National Average
Reading	577	577	568
Writing	620	587	575
Spelling	607	572	569
Language	597	566	559
Numeracy	574	582	573



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 a 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 2025 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 2025:

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. Psychology
10. Health and Human Development

OUTCOMES FOR THE YEAR 12 COHORT OF 2025

Number of students awarded a Senior Education Profile	59
DUX of 2025 (ATAR)	95.15
Number of students who achieved above 90 ATAR	11.0%
Number of students who achieved above 80 ATAR	38.3%
Number of students who achieved above 60 ATAR	82.0%
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	98%

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
2022	1321
2023	1423
2024	1535
2025	1766

STUDENT ATTENDANCE DATA

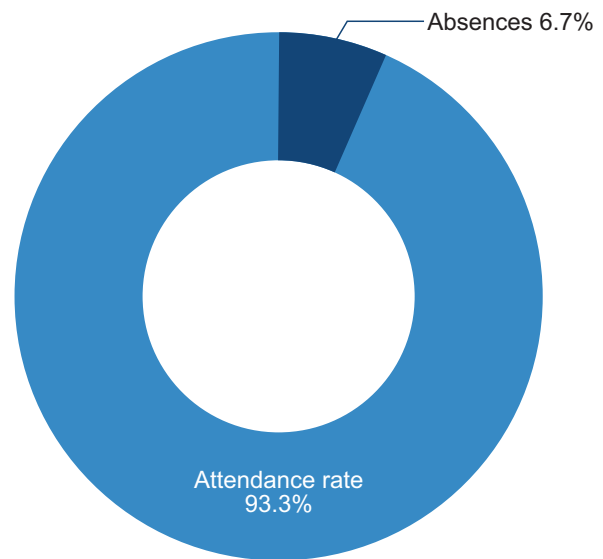
From 29/1/25
to 4/12/25

Year Level	Semester 1 29/01/25 to 01/07/25	Semester 2 22/07/25 to 4/12/25	Year 2025 Averages
Prep (Foundation)	90.47 %	91.98 %	91.23 %
Year 1	91.23 %	91.14 %	91.19 %
Year 2	93.13 %	93.42 %	93.27 %
Year 3	92.51 %	93.66 %	93.08 %
Year 4	93.04 %	95.64 %	94.34 %
Year 5	93.27 %	94.87 %	94.07 %
Year 6	93.78 %	94.96 %	94.37 %
Primary Averages	92.49 %	93.67 %	93.08 %
Year 7	94.01 %	94.35 %	94.18 %
Year 8	91.85 %	92.96 %	92.40 %
Year 9	94.84 %	93.65 %	94.25 %
Year 10	93.69 %	92.63 %	93.16 %
Year 11	92.36 %	90.41 %	91.39 %
Year 12	92.64 %	94.59 %	93.62 %
Secondary Averages	93.23 %	93.10 %	93.17 %
DUCV Averages	92.86 %	93.38 %	93.12 %

STUDENT ATTENDANCE DATA

The overall attendance of students at Darul Ulum College of Victoria is excellent with an attendance rate of 93.3% in 2025. 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 recognise and value the uniqueness of every student and member of our community. We are committed to fostering a positive, inclusive, and safe learning environment where every student is supported to achieve their full potential. Guided by the College's mission and vision, and aligned with the Victorian Child Safe Standards, our whole-school approach to wellbeing addresses the social, emotional, psychological, spiritual, physical, and academic needs of all students.

Mental Health in Primary Schools (MHiPS) Program

In 2025, Darul Ulum College marked its third year of participation in the Mental Health in Primary Schools (MHiPS) initiative. The

program has continued to strengthen the College's capacity to identify, support, and promote positive mental health outcomes for students through a whole-school approach led by the Mental Health and Wellbeing Leader (MHWL).

Throughout the year, the MHWL delivered termly professional learning sessions for teaching staff, focusing on evidence-based wellbeing practices that could be embedded into classroom teaching. Professional learning included High Impact Wellbeing Strategies, Social and Emotional Learning (SEL), the Resilience, Rights and Respectful Relationships (R4R) program, and Circle Time practices.

The MHWL continued to work closely with Primary teachers to support the implementation of the R4R curriculum



and the integration of the SEL framework into everyday teaching and learning. Classroom observations and coaching sessions provided teachers with constructive feedback to strengthen their practice.

The Wellbeing Continuum framework also continued to support staff in identifying students' wellbeing needs and implementing consistent, tiered intervention strategies. Staff received ongoing training in preventative and restorative practices, alongside positive behaviour management approaches.

Streamlined Data Entry and Reporting Process

The College continued to refine its wellbeing data collection and reporting processes, providing staff with a consistent approach to recording and monitoring student wellbeing concerns. This streamlined system has strengthened the early identification of students requiring additional support and facilitated timely referrals to the Student Wellbeing Department.

Students identified as requiring additional assistance were provided with appropriate interventions, including academic support, counselling, wellbeing programs, or referrals to external allied health services where necessary. Mandatory reporting obligations continued to be managed promptly and in accordance with legislative requirements.

The school engages with a visiting psychologist to do assessment of child's wellbeing needs as well as having counselling sessions

Appointment of Uniform Officers

The appointment of dedicated Uniform Officers across all sub-schools has significantly improved student compliance with the College uniform policy. Increased consistency in uniform expectations has strengthened students' sense of responsibility, belonging, school pride, and connection to the College community.

Appointment of Timeout Supervisors

To further improve student engagement and minimise classroom disruptions, the College strengthened its behaviour management procedures in 2025. The 3R Behaviour Management Framework was reviewed and enhanced to reinforce students' right to learn and teachers' right to teach.

Dedicated Timeout Supervisors were introduced to support students whose behaviour significantly disrupted classroom learning. This initiative reduced instructional time lost to behavioural incidents and contributed to a more focused and productive learning environment.

Behaviour Management and Anti-Bullying Initiatives

The College continued to review and strengthen its behaviour management procedures, emphasising positive behaviour support through preventative, restorative, and educational approaches before considering punitive measures.

Anti-bullying education remained a key priority, with classroom programs reinforcing respectful relationships, responsible citizenship, and positive behaviours. Primary students participated in termly wellbeing workshops designed to build social responsibility, empathy, and resilience.

The College also continued to generate weekly CyberEdge reports to identify concerning online activity. Where necessary, students received appropriate follow-up support through counselling, education, and family engagement.

Mobile Phone-Free Learning Environment

The College remains committed to maintaining a mobile phone-free learning environment. Recognising the potential impact of mobile devices on learning, student wellbeing, and online safety, the policy continued to support increased classroom engagement, minimise distractions, and reduce opportunities for cyberbullying during school hours.

Learning Management System and Attendance Monitoring

Teachers continued to utilise the College Learning Management System (LMS) to provide students with weekly learning schedules and curriculum resources. This ensured students who were absent could remain connected with their learning.

Student attendance continued to be closely monitored through daily SMS notifications to parents and carers. Repeated unexplained absences were followed up through meetings with families and Heads of School to develop appropriate attendance support plans.

Small Class Support for Students with Additional Learning Needs

In 2025, the College introduced small support classes for students requiring additional assistance in literacy and numeracy within the lower secondary years. These classes, led by qualified teachers, provided targeted instruction in smaller learning environments, allowing for greater individualised support.

Students requiring extensive curriculum adjustments also received assistance from dedicated Education Support staff working alongside classroom teachers. This collaborative approach enabled more personalised learning programs and enhanced support for students with diverse learning needs.

Daily Wellbeing Focus

Student wellbeing remained a daily priority across the College. Assemblies focused on weekly values and character development themes, which were reinforced during Home Group sessions in Secondary and through daily Circle Time in Primary classrooms.

Circle Time provided students with opportunities to discuss wellbeing topics, reflect on personal development, and raise concerns in a supportive environment. The College's merit point system continued to recognise and celebrate positive behaviour, effort, and contribution to the school community.

Safety First Project

The Safety First Project continued in 2025 following its successful implementation in previous years. Senior secondary students participated in facilitated discussions exploring personal safety, responsible decision-making, respectful relationships, and challenges they may encounter beyond school.

These sessions provided students with a respectful and supportive environment to discuss topics that may not otherwise be openly explored, equipping them with practical knowledge and confidence as they prepare for life beyond school.

Spiritual Wellbeing Portfolio

Secondary students continued to develop their Spiritual Wellbeing Portfolios,



identifying personal goals for spiritual growth based on self-reflection of their strengths and areas for improvement.

Throughout each semester, students researched, monitored, and reflected on their progress before sharing their learning journey through class presentations. This initiative encouraged self-awareness, personal accountability, and ongoing spiritual development.

Extra curricular activities

The College continued to foster an inclusive culture built on respect, acceptance, appreciation, and belonging through a broad range of co-curricular opportunities enriched student engagement throughout the year. These included Student Representative Council (SRC) lunchtime activities, secondary camps, Iftar evenings, after-school sport, the annual College festival, career education sessions, study retreats, Literacy Week, Science Week, the Qur'an Competition, and participation in external competitions including ICAS and Science competitions.

Lunch time club activities ranging from sport activities to art and activities are also being offered to keep students engaged.

A Cultural Inclusion Week was introduced in 2025 to celebrate the rich diversity of the College community. Students from each year level showcased their cultural heritage through displays of traditional artefacts, cultural information, and interactive presentations, promoting intercultural understanding and appreciation.

Collaborative Responsibility for Student Wellbeing

Student wellbeing continues to be a shared responsibility between staff, students, and families. Throughout the year, parents and carers participated in information sessions covering topics including child safety, online safety, and student wellbeing.

The College also regularly reviewed its online safety procedures and continued to provide families with resources and updates through the Parent Portal and College newsletters to strengthen home-school partnerships.

Looking Ahead

Darul Ulum College of Victoria remains committed to providing a safe, inclusive, and nurturing environment where every student is empowered to thrive academically, socially, emotionally, and spiritually. Through continuous improvement and collaborative partnerships with students, staff, and families, the College will continue to strengthen its wellbeing programs to ensure every learner is supported to reach their full potential.





PROGRAMS FOR STUDENTS WITH DISABILITIES

Darul Ulum College of Victoria remains committed to providing equitable access to education for students with disabilities. The Programs for Students with Disabilities (PSD) program supports students' academic, social, and emotional development through

personalised adjustments and evidence-based strategies that address individual learning needs and promote successful participation in school.

Identification and Screening of Students

The College employs a comprehensive range of screening tools and assessment processes to identify students who may be at risk of experiencing learning difficulties. Initial identification is informed by teacher observations, anecdotal records, and student achievement data, including Progressive Achievement Tests (PAT) in Reading and Mathematics, On Demand Testing, and NAPLAN results.

Where concerns are identified, students may undergo further diagnostic assessments using tools such as the York Assessment of Reading for Comprehension (YARC), Raven's Progressive Matrices, the

Kaufman Brief Intelligence Test (KBIT), and the Clinical Evaluation of Language Fundamentals (CELF) screeners. When appropriate, students are referred for comprehensive speech and language assessments and formal psychological evaluations, including cognitive and behavioural assessments. These assessments assist in identifying specific learning needs and inform the development of targeted educational strategies.

The College engages a consultant speech pathologist, supported by speech pathology assistants, to develop and implement speech therapy programs for eligible students. Eligibility is determined through CELF screening and subsequent assessments, which also support applications for relevant funding through Independent Schools Victoria (ISV).

A visiting psychologist provides assessment and counselling services on an as-needed basis. The psychologist works collaboratively with families and College staff to discuss assessment outcomes and recommend appropriate interventions. Where required, additional assessments, including behavioural screeners, sensory

profiles, and Autism Spectrum Disorder (ASD) or Attention-Deficit/Hyperactivity Disorder (ADHD) evaluations, are undertaken to ensure students receive appropriate support.

Support and Adjustments for Students with Disabilities

Students with a diagnosed or imputed disability receive tailored classroom support from classroom teachers and, where appropriate, Education Learning Support (ELS) staff. ELS personnel are primarily allocated to core learning areas, with support determined by each student's level of need as identified through assessment data and individual student profiles.

Students across both the Primary and Secondary Schools benefit from ELS support, particularly those requiring substantial or extensive adjustments. Strategic class grouping assists in the effective allocation of specialist staff and resources across literacy, numeracy, and other key learning areas. Where appropriate, students may also participate in smaller-group instruction to receive more intensive and individualised teaching.

Curriculum content, assessment tasks, and teaching approaches are adjusted where necessary to accommodate individual learning needs, maximise engagement, and support positive educational outcomes.

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

The College continues to participate in the Nationally Consistent Collection of Data on School Students with Disability (NCCD). This process involves identifying eligible students, determining the level of educational adjustment provided, and classifying disability categories in accordance with the *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005*.

To enhance efficiency and consistency, the College has further developed its NCCD portal as a centralised platform for recording evidence of adjustments, Individual Learning Plans (ILPs), and supporting documentation. This streamlined system reduces administrative demands on teachers while improving the quality and consistency of documentation. Staff continue to receive guidance and support in developing and implementing ILPs, particularly for students requiring supplementary, substantial, or extensive adjustments.

Quality Assurance and Program Effectiveness

Lead Coordinators continue to monitor and evaluate the effectiveness of classroom adjustments and intervention strategies provided to students identified through the

NCCD process. Working closely with classroom teachers and Learning Support staff, they provide ongoing feedback, professional guidance, and targeted support to strengthen inclusive teaching practices.

Regular reviews of Individual Learning Plans, classroom observations, and analysis of student achievement data are undertaken to evaluate the impact of implemented strategies and adjustments. Findings from these reviews inform continuous improvement in teaching practice and ensure students remain well

supported in achieving their individual learning goals.

Through comprehensive identification processes, evidence-based intervention strategies, collaborative partnerships, and ongoing professional learning, Darul Ulum College of Victoria remains committed to delivering high-quality inclusive education. The College continues to foster an environment in which all students with disabilities are supported to achieve their academic potential, develop confidence, and actively participate in all aspects of school life.





FINANCIAL REPORT

A financial summary
from the School Board

PRINCIPAL

Mr. Abdurrahman Gokler

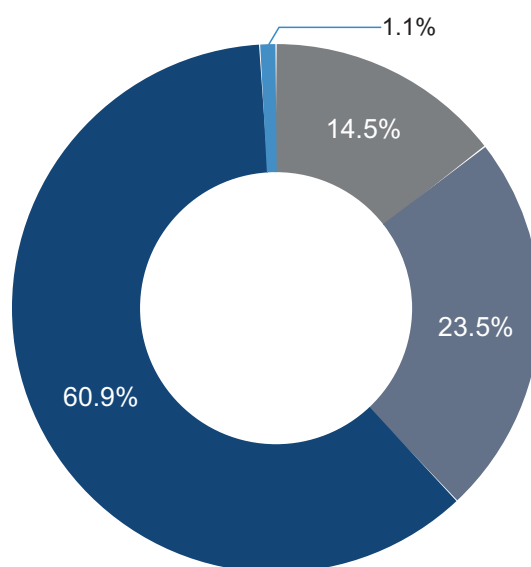
SCHOOL BOARD PRESIDENT

Mr. Muhammad Munir



INCOME

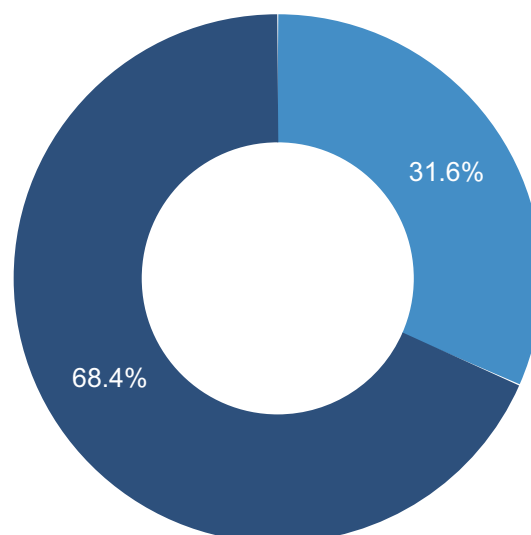
Recurrent/Capital Income	Percentage
Fees & Private Income	14.5%
State Recurrent Grants	23.5%
Federal Recurrent Grants	60.9%
Capital Grants	1.1%
TOTAL	100%



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

EXPENDITURE

Recurrent/Capital Expenditure	Percentage
Salaries, Allowances & Related Expenditure	68.4%
Non-Salary Expenses	31.6%
TOTAL	100%



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

ADVANCEMENT

THROUGH HEART AND MIND

www.dulum.vic.edu.au

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