



Est. 1997

ANNUAL REPORT

2022



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**

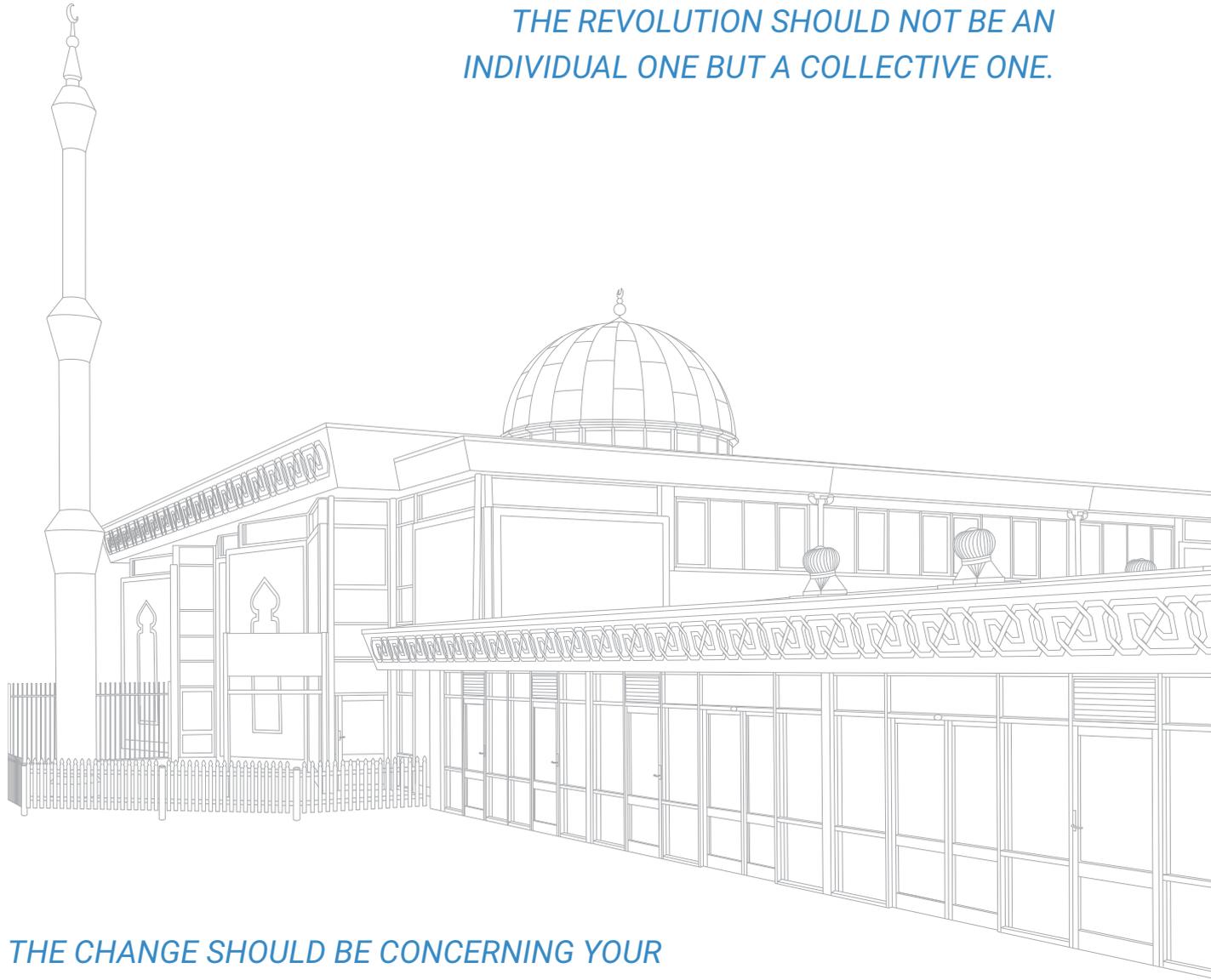


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*"THE NEED OF THE HOUR IS THAT YOUR
LIFE SHOULD BE REVOLUTIONISED.*

*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

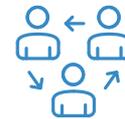
Mission
Statement

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

Assalamu Alaikum wa Rahmatullahi wa Barakatuhu

Respected Darul Ulum Community

On behalf of the Board of Directors, I am pleased to present the 2022 Annual Report for Darul Ulum College of Victoria. This report reflects the dedication, resilience, and achievements of our students, staff, and community, especially in the face of the challenges posed by the Covid-19

pandemic. We remain committed to providing an enriching and holistic educational experience in-line with our Islamic ethos, while adapting to changing circumstances.

“ The past two years brought unprecedented challenges, but by the grace of Allah (SWT), we navigated them successfully. We capitalised on new learnings gained during the Covid era... ”



The year 2022 witnessed significant progress in the development of Darul Ulum Academy. Stage 1A construction was successfully completed and handed over in December, setting the foundation for our educational journey. Through the blessings of Allah (SWT), we obtained both the Occupancy Certificate and the School Registration, allowing us to commence education from the beginning of 2023. We welcomed students from Foundation to Year 3, marking the start of an exciting phase.

Stage 1B project, which encompasses 13 classrooms, offices, amenities, Arts room, Resource Centre, open learning areas, specialist rooms, staff recreation facility, and a staffroom, is on track with scheduled completion by December 2023. Moreover, we accelerated the construction of a prayer hall, originally slated in for later years, in response to the College Board's decision during the AGM. A qualified architect is engaged to design the concept. We also initiated the design development stage for the middle school (years 5 – 8) to be finalised for both male and female campuses, aiming to attain planning permits in 2023.

Our commitment to infrastructure development continues with dedication. Despite delays, the Land Swap agreement with the Council whereby the College will be

swapping a section of the park on the eastern end of our Fawkner campus has made progress as the contamination assessment concluded, and the rezoning phase began.

Stage 14 Senior VCE & Administration Building received planning permit approval, and we are advancing towards finalising drawings for a building permit. We plan to put the project out for tender in the second half of 2023, aiming for construction to commence later in the year. This stage will include administration offices, classrooms, specialised offices, amenities, reception area, sickbay, conference room, and staff recreation facilities.

While the Elizabeth Street carpark's construction began, the Miller Street carpark faced delays due to specialised drainage design requirements. The carpark construction has been rescheduled for 2023.

Amidst the challenges posed by the Covid-19 pandemic, we utilised state government funding to enhance outdoor learning and recreation spaces. The addition of shade structures around the canteen and the extension of cantilever barrel shade structure around the MK building's western end facilitated outdoor activities. We also invested in the replacement of synthetic turf in the soccer field and primary girls' campus play area, enhancing students' physical activities.

To ensure the safety and security of our students, we installed CCTV cameras in all classrooms, yards, and indoor public areas.

The past two years brought unprecedented challenges, but by the grace of Allah (SWT), we navigated them successfully. We capitalised on new learnings gained during the Covid era and harnessed technological advancements to improve education delivery.

The utilisation of the online Learning Management System (SchoolBox) became more streamlined. Teachers underwent rapid professional development, embracing online training and in-house support to effectively engage with students through livestream classes. Parents became active participants in the learning process, engaging more closely with their children's education. The transition to online learning prompted a comprehensive review of educational policies, curriculum planning, lesson structures, and assessment practices.

Investments in technology allowed us to equip all students with laptops and provide teachers with interactive smart boards. This integration significantly transformed the learning experience. Another educational milestone was the introduction of the 10873NAT - Diploma of Islamic Studies Instruction, accredited by ASQA and approved by VCAA as a VET subject, offering credit to students who successfully complete it.

We take immense pride in celebrating the academic achievements of our students:

- Dux Award: 97.55 ATAR
- Students achieving above 90 ATAR: 18.36%
- Students achieving above 80 ATAR: 40.82%
- Students achieving above 70 ATAR: 59.18%
- Students achieving above 60 ATAR: 79.59%
- School VCE State Scaled Median: 32

The year 2022 epitomised Darul Ulum College's commitment to educational excellence, infrastructure development, and the well-being of our students. With the grace to Allah (SWT) and the unwavering support of our community, we look forward to embracing the future with even greater determination and enthusiasm.

May Allah's (SWT) blessings continue to guide us on this journey. Ameen.

Wassalam,



Mr Abdurrahman Gokler
Principal

SCHOOL OVERVIEW

At Darul Ulum College of Victoria comprising of its two campuses, we are not just an educational institution; we are a community united by a shared vision of striving for academic excellence, spiritual growth, and a commitment to making a positive impact. As such, below is an overview of some of the key focus areas.

Rigorous Academic Programs

At the heart of our mission is a dedication to providing rigorous and comprehensive academic programs. We believe in equipping our students with the knowledge, critical thinking skills, and problem-solving abilities necessary to thrive in a dynamic and rapidly evolving world. Our curriculum is designed to challenge and inspire, preparing students to meet the demands of higher education and the professional arena.

Spiritual Growth of Staff and Students

Beyond academics, we recognize the significance of nurturing the spiritual growth of both our students and staff and the direct impact this space has on the wellbeing of an individual. We foster an environment where individuals can consolidate their faith in Allah, the values of Islam, and purpose of life. Our aim is to promote a sense of ethical responsibility, empathy, and compassion that extends beyond the classroom and into the community.

Commitment to Learning

We are deeply committed to lifelong learning, and this commitment extends to every member of our school community. Students, teachers, administrators, and support staff are all encouraged to engage in continuous learning and improvement through internal and external professional learning programs. We believe that education is a collaborative effort that requires ongoing dedication to personal and professional growth.

Professional Learning Teams

Collaboration is the cornerstone of our educational approach. Our school emphasises on the importance of professional learning teams which serve as a platform for sharing best practices, exploring innovative teaching strategies, and collectively addressing challenges. This

collaborative spirit enhances the quality of education we offer and fosters a culture of continued improvement.

Enhancing Teacher Building Capacity

We understand that the success of our students hinges on the expertise and dedication of our educators. As such, we invest in enhancing teacher capacity through ongoing professional development opportunities including pedagogical techniques, integration skills and classroom management strategies.



ORGANISATIONAL GOALS

Organisational Goals Achieved in 2022

The accomplishments of the organisation in 2022 encompassed both academic and spiritual successes, prioritizing the welfare of both staff and students. These achievements include:

1. The continued advancement and execution of the VCE Improvement Plan, resulting in an impressive and competitive median score for VCE.
2. The augmentation of the existing Professional Learning Teams and Communities, involving in-depth analysis of student performance and data. This analysis informed improvements in teaching practices and classroom planning.
3. Involving professionals from the community and various agencies to provide relevant information to students, covering topics related to academic success and overall well-being.
4. Implementation of staff well-being initiatives through the introduction of faith-based rituals and spiritual development workshops.
5. Professional training of teaching staff on mental health and student wellbeing.

COMMON GOAL FOR 2023

In 2023, the school remains committed to its vision and will continue to concentrate on and delve into various aspects aligned with that vision. These endeavours are intended not only to elevate students' academic accomplishments but also to provide continuous training and development avenues for educators. These opportunities will help teachers remain well-informed about effective practices and pioneering teaching methodologies, including those like High Impact Teaching & Wellbeing Strategies. Additionally, a particular emphasis will be placed on fostering students' spiritual growth and holistic well-being.

Organisational Goals Achieved in 2022

6. Evaluation and further enhancement of student well-being frameworks and policies to better address the needs of students. This allowed for early intervention and preventive measures to be effectively incorporated.



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.” ”

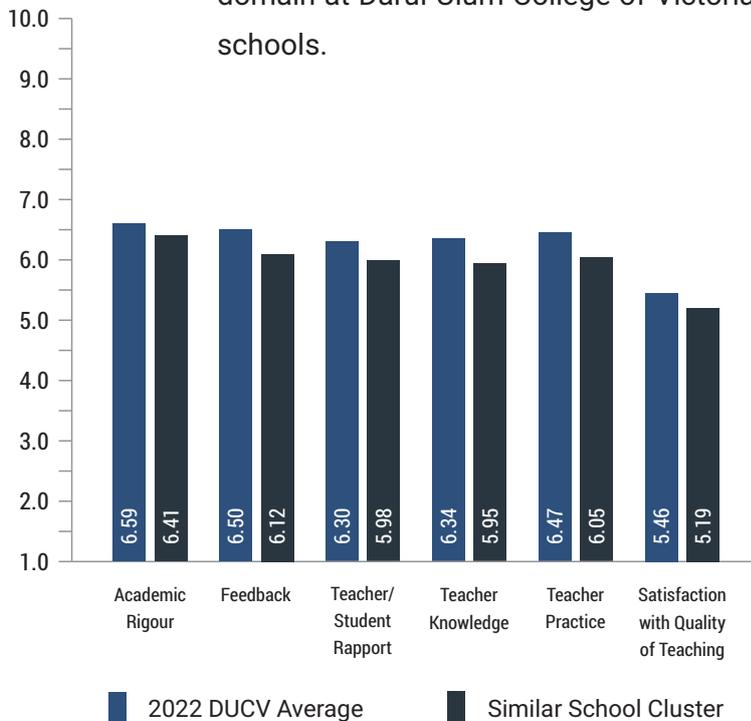
*Prophet Muhammad
(peace be upon him)*



STUDENT SATISFACTION SURVEY

Students

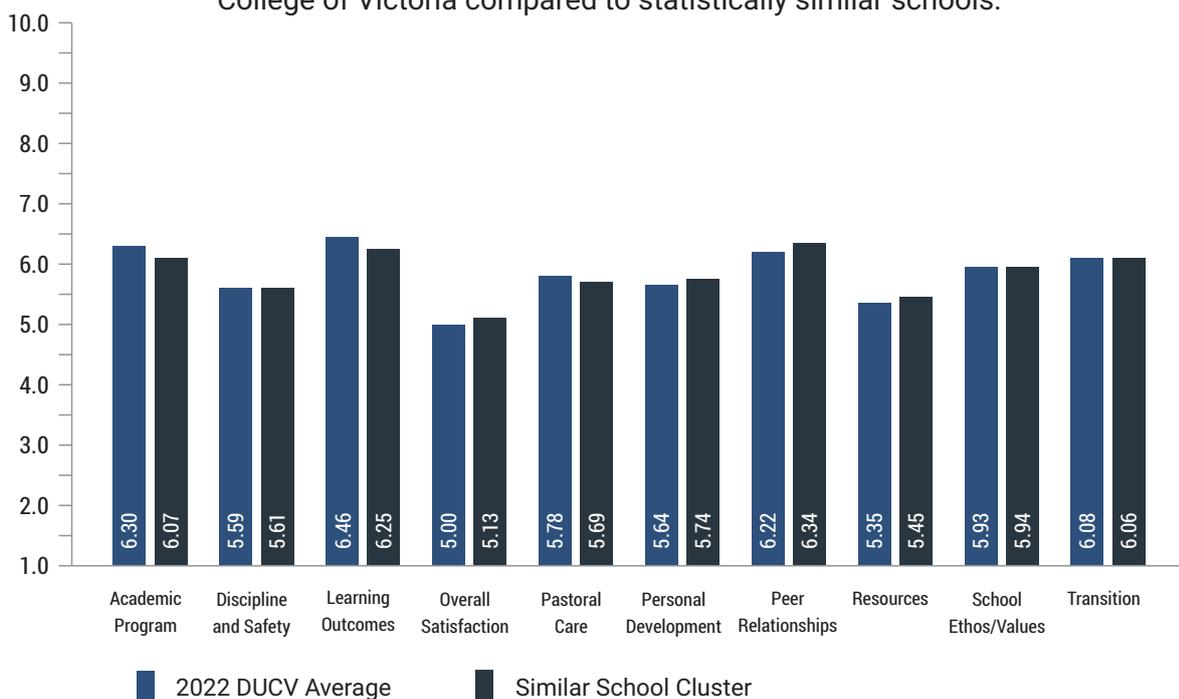
This survey displays student satisfaction with the **Quality of Teaching** per domain at Darul Ulum College of Victoria compared to statistically similar schools.



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.

Students

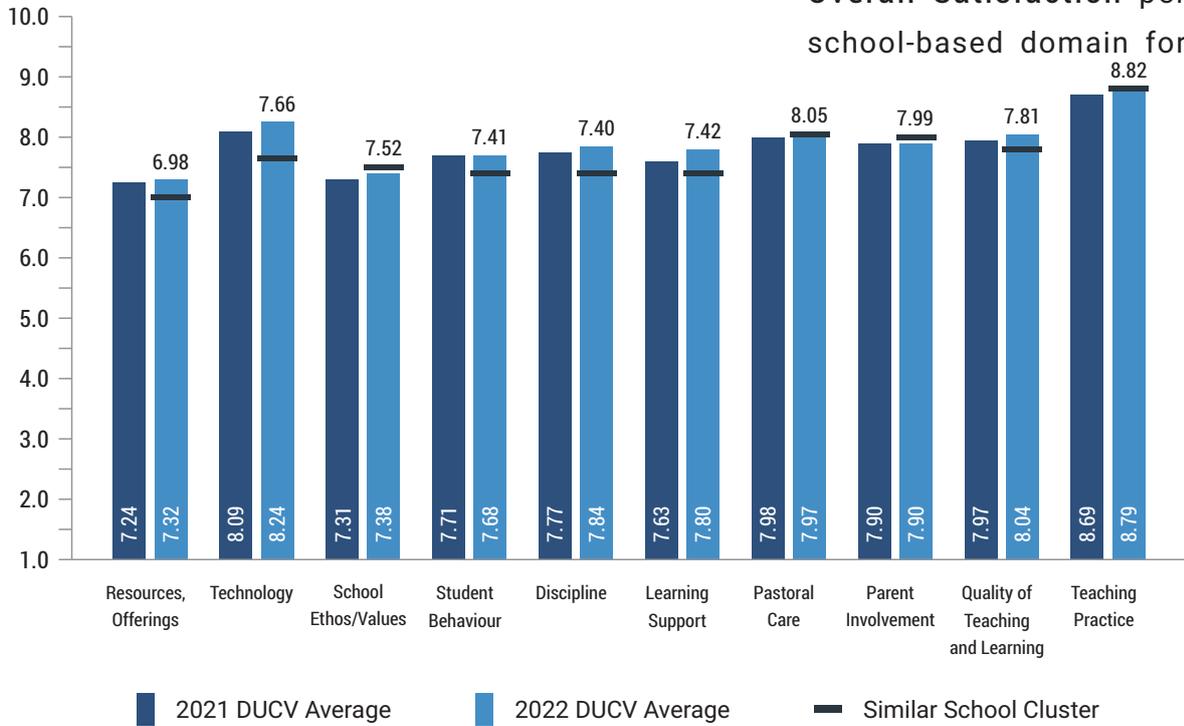
This survey displays **General Satisfaction** per domain at Darul Ulum College of Victoria compared to statistically similar schools.



OVERALL SATISFACTION SURVEY

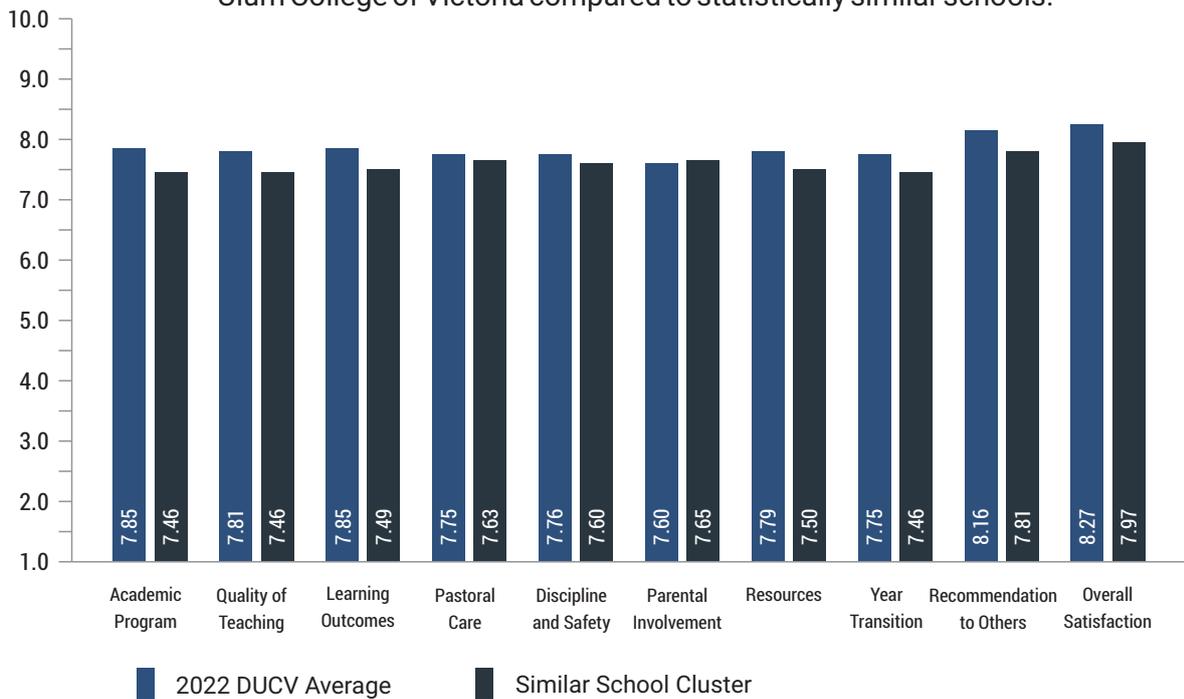
Staff

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



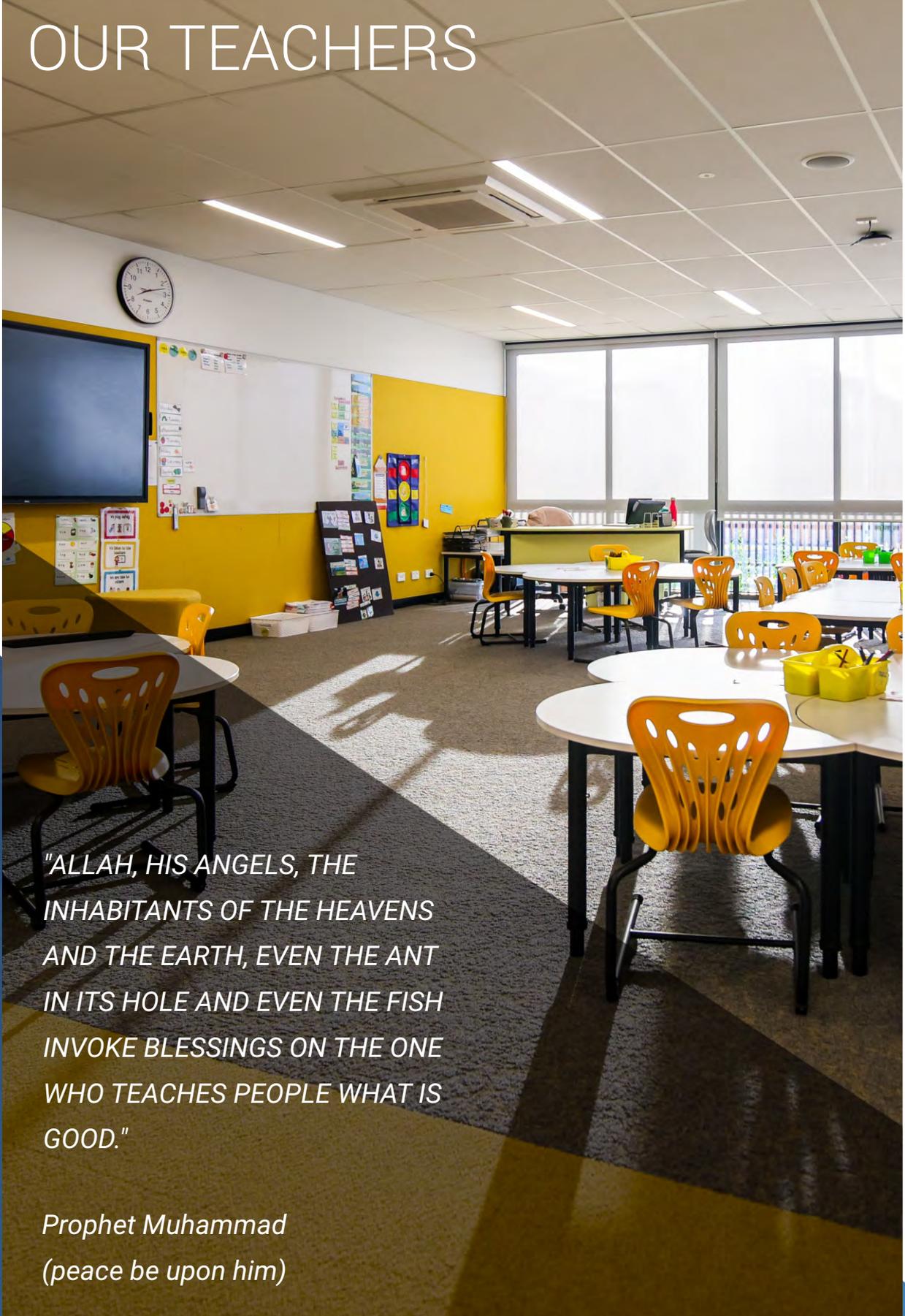
Parents

The graph below shows Overall Parent Satisfaction per domain for Darul Ulum College of Victoria compared to statistically similar schools.





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 2022 the main foci for professional learning for staff at Darul Ulum College of Victoria were:

1. Nationally Consistent Collection of Data on School Students with Disability (NCCD) sessions: All teachers were provided professional learning sessions to understand the needs of the students and how to collaboratively work with the education support staff.
2. Secondary teachers participated in Youth Mental Health First Aid Training.
3. The College was also involved in Safety First Personal Safety and Development Project for Muslim Students in Victorian Islamic schools funded by Independent Schools of Victoria (ISV).

Some in-house professional development sessions conducted for teachers focused on the following:

- How to tackle challenging behaviour.
- Effective goal setting for students.
- How to improve students' school attendance.
- Importance of rich feedback.
- Differentiated Planning Assessment tasks.

The following table shows the training expenses for all costs that relate to staff training at Darul Ulum College:

In-house Staff Coaching/ Mentoring Expenditure	\$ 83,024
External Providers-based PD Expenditure	\$ 21,111
TOTAL	\$ 104,135

TEACHER ABSENCE

The average number of days a teacher was absent for in 2022 was **8.15 days**.

TEACHER RETENTION

The retention rate of teachers in 2022 was **92%**.

TEACHER QUALIFICATIONS

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

Qualification	Number of Staff
Graduate Diploma of Education	34
Bachelor of Education	34
Master of Education	37

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 keeping with the College's common goals, the College has a strong commitment to providing support and giving opportunities to students to reach their full potential. Based on numeracy and literacy results the College continues to explore the streaming of classes into mainstream and advanced classes. Students' progress and need for support is analysed periodically in forums such as professional learning committees (PLCs) and professional learning teams (PLTs). With the added advantage of having a teacher aide to support mainstream students, teachers are better able to cater for the needs of all students. In retrospect, teachers allocated the advance stream are also working towards increasing the challenge for students in their classes by introducing them to a higher-level curriculum through various educational programs offered by the College. Consequently, the College is striving to minimise the effects of the numerous interruptions caused by the pandemic. Further, through the introduction of the tuition program in 2021 for students who showed regression in their results we were able to sustain their engagement with their learning past the Covid phase.

With the structure and requirement into planning for a differentiated curriculum, based on adjustment of content, process, product, or environment teachers facilitate

for the acquisition of knowledge and skills in students. Students have the potential to succeed in various areas, with a solid understanding for the need to capitalise on their strengths and awareness of areas of improvement.

Professional activities on differentiation and giving rich feedback have been central to staff training and engagement in 2022. A strong emphasis and valuable time is invested on ensuring professional learning teams (PLT), have protected time to discuss student learning and achievement. During those sessions, students' results are analysed periodically to identify and evaluate strategies by which students can be further assisted to improve on their academic performance. During teacher's planning phase, prominence is placed to include activities that would facilitate the acquisition, meaning making and transfer of knowledge at different stages of lesson delivery. In doing so students can link the knowledge gained to more engaging and meaningful experiences. Providing on going feedback on student learning progress has been the foci for several professional learning sessions. Shared strategies for proving students with quick and effective formative assessments helped enrich the learning experiences of students.

In the Primary school the emphasis is to provide students with balanced academic, religious, social, and emotional growth through various delivery modes. These

include a balance of traditional and discursive practices. Hands-on experiences to facilitate stronger connections in learning is a common and essential practice. The primary assessment practice involves a unique number grading system which enables systematic and early identification of students at risk as well as high achievers and their individual termly ongoing growth. At risk students are continued to be offered various onsite and online intervention programs whereby they are re-taught content they struggled to absorb and comprehend in their learning. Opportunities are also provided to extend capable students.

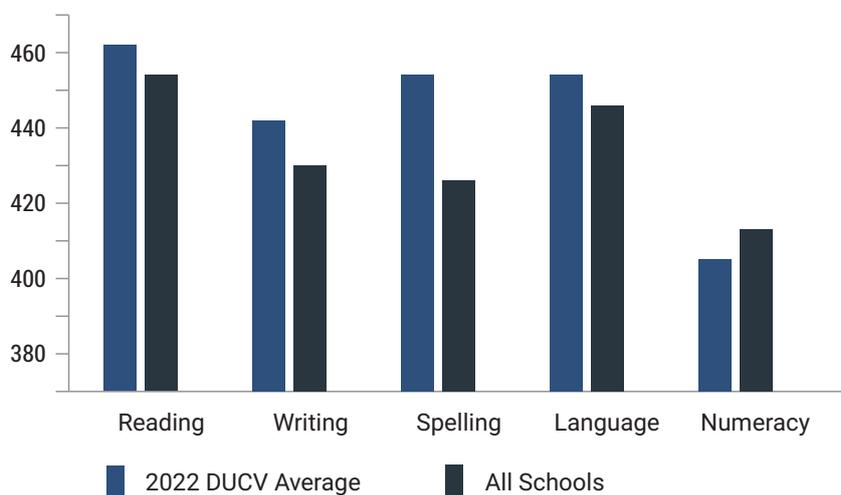
In 2021, the ongoing review of our VCE Improvement Plan and the introduction of

the Year 10 Accelerated Program, continues to set the foundation of success in VCE. An improvement and evaluation of the program by the VCE Committee, ensured students can capitalise on the added benefit of starting their VCE journey in Year 10. Once again VCE students' hard work has come to realisation in 2022 despite all the hurdles faced. The College celebrated the success of the cohort in securing university offers of their choice. Their achievement was testimony to the hard work and tireless contribution invested by teachers to support and enhance the performance of students. Teachers, being the key influential factor in bringing improvement in academic outcomes and growth, have been the recipient of numerous professional development training in curriculum and assessment pedagogy.



The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual national assessment for all students in Years 3, 5, 7 and 9. The following data depicts the Darul Ulum College averages for each assessment area, as compared to all other Victorian schools.

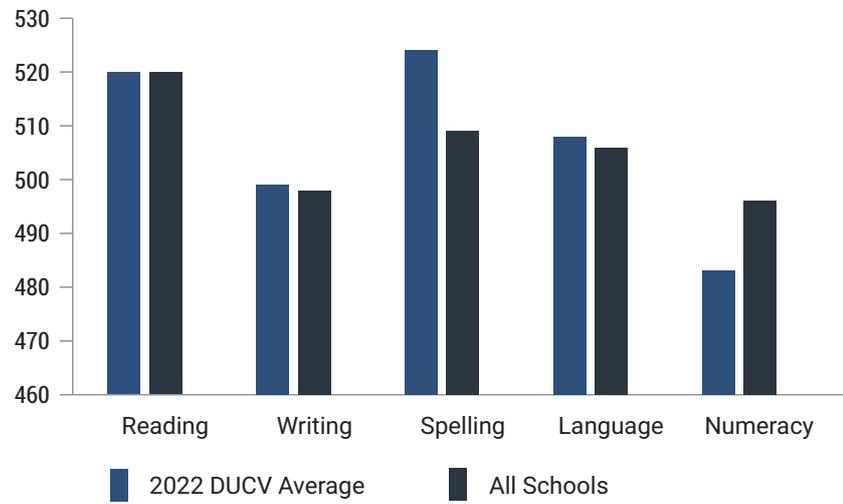
Year 3 NAPLAN Data



	2022 DUCV Average	All Schools
Reading	462	454
Writing	442	430
Spelling	454	426
Language	454	446
Numeracy	405	413

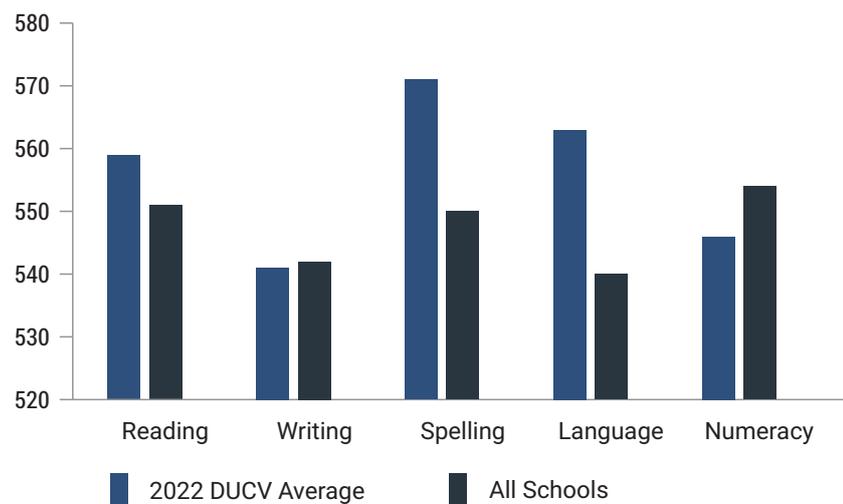


Year 5 NAPLAN Data



	2022 DUCV Average	All Schools
Reading	520	520
Writing	499	498
Spelling	524	509
Language	508	506
Numeracy	483	496

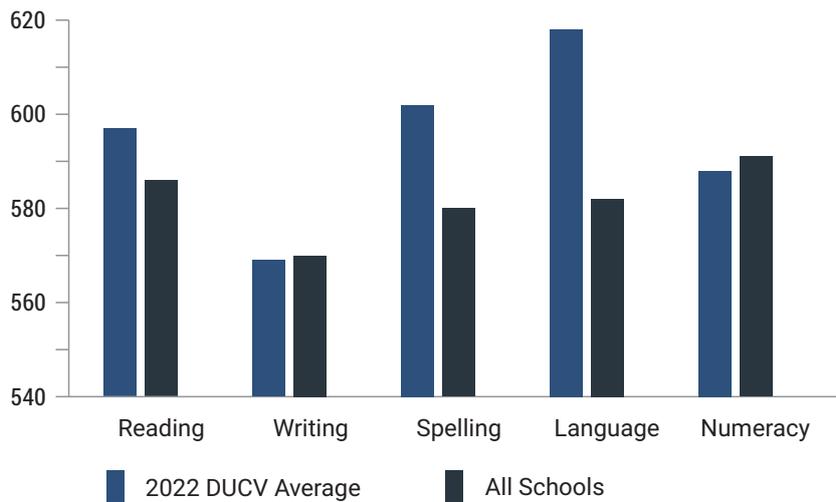
Year 7 NAPLAN Data



Year 7 NAPLAN Data

	2022 DUCV Average	All Schools
Reading	559	551
Writing	541	542
Spelling	571	550
Language	563	540
Numeracy	546	554

Year 9 NAPLAN Data



	2022 DUCV Average	All Schools
Reading	597	586
Writing	569	570
Spelling	602	580
Language	618	582
Numeracy	588	591

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 2022 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 2022:

Year 11 Subjects

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

Year 12 Subjects

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

OUTCOMES FOR THE YEAR 12 COHORT OF 2022

Number of students awarded a Senior Education Profile	24 Boys 32 Girls Total: 56
DUX of 2022 (ATAR)	97.55
Number of students who achieved above 90 ATAR	19%
Number of students who achieved above 80 ATAR	41%
Number of students who achieved above 60 ATAR	79%
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 the opening of 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
2019	1108
2020	1189
2021	1260
2022	1304

STUDENT ATTENDANCE DATA

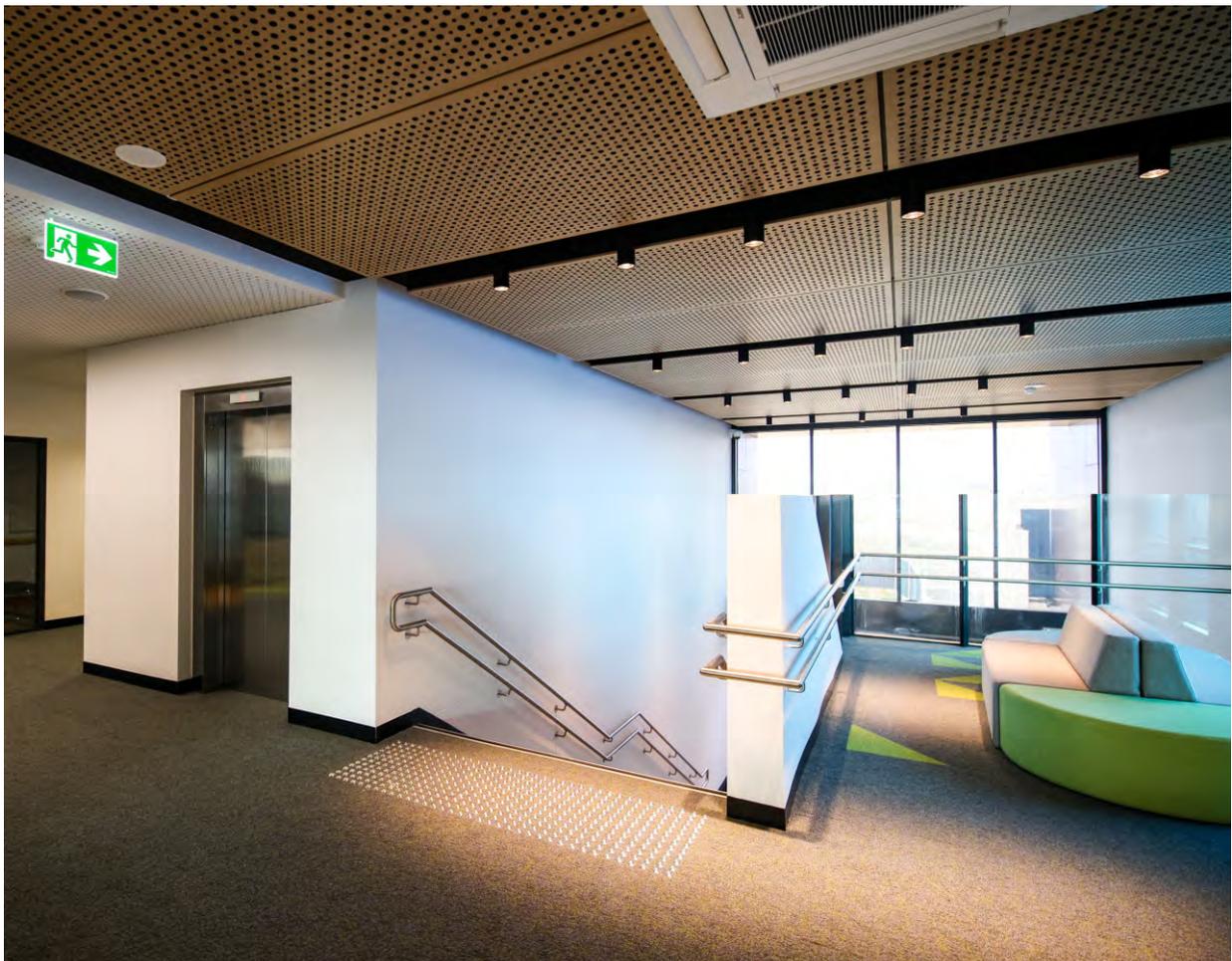
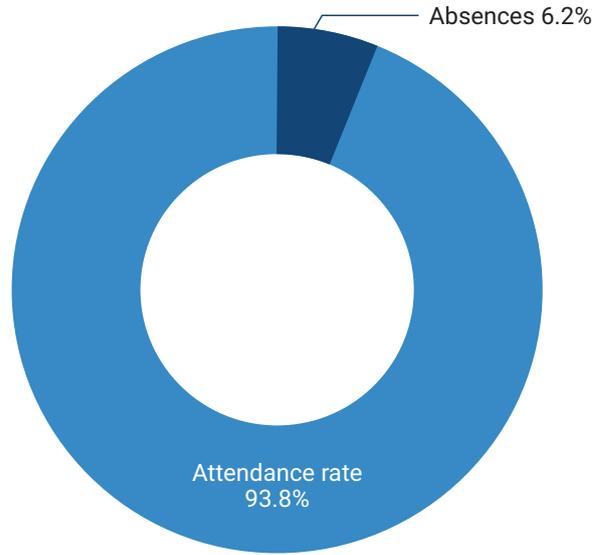
From 31/1/22
to 8/12/22

Year Level	Semester 1 31/1/22 to 22/6/22	Semester 2 13/7/22 to 8/12/22	Year 2022 Averages
Prep	96.6 %	86.4 %	93.6 %
Year 1	96.0 %	80.6 %	92.5 %
Year 2	94.5 %	81.8 %	92.6 %
Year 3	95.0 %	80.9 %	93.0 %
Year 4	97.1 %	80.9 %	93.4 %
Year 5	94.9 %	83.1 %	93.9 %
Year 6	95.8 %	82.9 %	95.0 %
Primary Averages	95.7 %	82.4 %	93.4 %
Year 7	97.2 %	84.4%	90.9 %
Year 8	91.4 %	81.0%	89.2 %
Year 9	91.3 %	76.6%	91.5 %
Year 10	91.7 %	80.1%	91.8 %
Year 11	93.0 %	82.8%	90.6 %
Year 12	91.7 %	79.1%	88.9 %
Secondary Averages	92.7 %	80.7 %	90.5 %
DUCV Averages	94.3 %	81.6 %	87.6 %

STUDENT ATTENDANCE DATA

The overall attendance of students at Darul Ulum College of Victoria is excellent with an attendance rate of 93.8% in 2022. 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

2022 was an important year for Darul Ulum College as we strive to consolidate students' engagement and learning post Covid and lockdown. Understandably, many students' may have had their learning and routines disrupted in the last few years; hence the focus was to get the students back into school routines to enable students to be better focused and engaged with their learning.

Students' attendance at school is one our most important focus area. After a period of online learning within the comfort of their homes, some students may have trouble to get back onto onsite learning. With an aim for 97% attendance for every student, teachers are keeping tabs on students'

attendance and following up with students who are regularly absent from school. Those with regular absences are referred to be followed up by Level Coordinators and Head of Schools with parents called for meetings with an action plan prepared and agreed upon for students to attend school regularly and be engaged with their learning.

We continue to have a holistic approach to pastoral care from the teacher level through to promotion of positive behaviours, preventative and reformative approaches prior to resorting to punitive measures which is further supported with restorative practices. The College appreciates and values the uniqueness of each student and member of the College community. Our



spirit is to promote a positive, supportive and secure environment for all students that facilitate students achieving their full potential. A whole school approach to student well-being emanating from the 'Child Safe Standards' and in light of the College's mission and vision, incorporates the social, emotional, psychological, spiritual, physical and academic needs of the students.

As part of our on-going commitment to eradicate bullying, we regularly review all anti-bullying and bullying related policies. Teachers actively re-enforce positive behaviours in their classes and whenever possible incorporate anti-bullying messages, thus working together with students to create a safe, nurturing environment.

Each staff member has been instrumental in providing ongoing support to engage students with their learning and play a vital role as a source of support and determination for the success of students. Staff members regularly have sessions to discussed and upskill themselves in matters relating to student engagement and well-being on a termly basis. The College has also purchased a series of well-being books on different topics relating to common well-being issues for use during counselling sessions and in class on rotational basis.

We also had our Darul Ulum Academy branch open; initially students were at the Darul Ulum College site due to some construction delays at the new campus. With the added number of students onsite, staff played a vital role in supporting and ensuring the safety of our students in class as well as in the yard with additional staff members rostered in the yard during recess and lunchtime to ensure students safety whilst out during break times.

The College has also invested in ensuring every child has access to their own laptop to be used at the school as well as installing additional LED screens in classrooms to provide better resources for teachers to differentiate lessons and engage students with the learning.

Teachers continue to use the Learning Management system to upload weekly schedules and necessary resources required for students to access their learning. Students who were absent for the day would thus be able to follow through with the task schedule for the day.

Students' well-being is also addressed daily during assembly through selected values theme that are being focused on and discussed throughout each term. This is

further emphasised during protected home group time for secondary levels and throughout the day by all staff members. The introduction of merit points to acknowledge exemplary behaviours and values displayed by students further enhance this. More pertinent students issues are referred to the Student Well-being Department for appropriate referrals, interventions, and advice. This may include academic support and intervention, counselling sessions as well as the need for external referrals to allied health for further intervention and assessing funding eligibility.

The College promotes inclusiveness, tolerance, acceptance appreciation and respect towards each other. As we continue to recognise the need for students to be well balanced, both academically as well as in their social and emotional well-being, a variety of well-being sessions were also run for students. Amongst them are the Internet Safety sessions during student orientation day, VCE study retreats, talk by a leading cardiologist; Dr Uwais Mohamed, Think You Know Presentation by Victoria Police and Be Wise Educational Presentations by the Pat Cronin Foundations and not to forget our Harmony Day activity, Iftaar night sessions and annual festival which is always popular with students.

In addition to this, we also have a Student Representative Council, a student led program for students to voice their needs and concerns through regular meetings.

It is fundamental to acknowledge that student well-being is the joint responsibility of staff, parents/carers and students.

Parents are also briefed on a few pertinent well-being matters such as Child Safe standards and cyber safety during parent information sessions. The online safety policy which guides the use of ICT was also regularly reviewed to ensure safe use of devices by students and information uploaded through the Learning Management System for parents to access. Additional resources in relation to well-being were also uploaded onto parent portal on the Schoolbox.

Post Covid lockdowns, the College had continued to review the health directives in line with the government advice and have safety precaution measures put in place to ensure the environment is safe and within the guidelines as prescribed by the health directives at all times.

As we continue to excel with the VCE results for 2022 it is a testimony that the support provided to students does help to ensure ongoing engagement in their learning and well-being.



PROGRAMS FOR STUDENTS WITH DISABILITIES

The main objective of the paradigm of “Programs with Students with Disability” (PSD) is to provide students of concern with extra assistance in an equitable manner. At Darul Ulum College of Victoria, students are also supported to help them cope with the academic, social and emotional demands of schooling.

A variety of tools and data are being used to identify students' needs. This range from teacher's observation and anecdotes; school data which include PAT Mathematics and PAT Reading alongside On Demand test and NAPLAN results to measure students' performance against national benchmark. Students who are identified with concerning results from these data are then further screened using YARC (York Assessment for Reading Comprehension), KBIT, and CELF screeners to determine whether more formal and thorough assessments with a psychologist would be required.

Students may also be referred for a formal cognitive assessment if indicated from the combined results of teachers' observations, school data and screening tools results. These assessments are used to best determine areas of concern and classroom strategies for the teachers to achieve the

desired outcome. The psychologist also contacts the parents to inform them of the outcomes and strategies to implement at a broader level. This form of assessment will also define if the child has an identified as having a learning disability. Joint meeting with all stakeholders are held with the psychologist to go through the reports and recommendations.

Students currently on the list of 'Students with a Disability' receive ongoing integration support. Students who require an aide for extra support are catered for within the classroom according to their Level of Adjustment, where lessons may be modified to suit their learning styles and thus enabling students to achieve a sense of accomplishment among their peers. In 2022, speech therapy sessions continued for students who require speech therapy support. We have an onsite Speech Pathology assistant who provides the speech therapy to the students. The speech pathologist assistant also assists with administering CELF screeners and assessments for students who have difficulty in language, articulation, and fluency. CELF screeners are conducted to determine whether a student may be

eligible for this program. Subsequent formal assessments are used to conclude if the student is eligible for State funding through ISV (Mainly for those in Foundation upto grade 4).

Aide support are being provided for majority of classes which have students requiring extra support with their learning for literacy and/ or numeracy across Primary and Secondary class especially for students who have been diagnosed and deemed to require extensive level of support for their learning. Streaming of classes also helps to better facilitate and maximise the availability of aide support within the classes.

The process of collecting data to be included in the Nationally Consistent Collection of Data School Students with Disability (NCCDSSD) is continuing at a whole school level. Data collected are submitted to the government in August (numbers only of students requiring adjustments with students being de-identified). The Nationally Consistent Collection of Data on School Students with Disability represents an original approach to understanding students with disability across all Australian schools. The model for the NCCD relies on the professional judgements of teachers about their students. It requires teachers and schools to make evidence-based decisions about:

- Identifying students with a disability (diagnosed or imputed) who require reasonable adjustments to access

education because of disability, consistent with definitions and obligations under the Disability Discrimination Act 1992 (DDA) and Disability Standards for Education 2005.

- The level of adjustment being provided for each student with disability, in both classroom and whole school contexts.
- The broad category of disability the student best falls within.

The College continued to further refine their NCCD portal on Schoolbox to provide a central place for teachers to have access to relevant information regarding students with special needs who are on the NCCD list as well as upload evidence of the adjustments that have been carried out to support the needs of the students. We continued to standardise the evidence required for data collection using templates adopted from the NCCD website and evidences stored as soft copies at a central location on the NCCD portal. This helped to minimise paperwork requirements for teachers and maximise time towards teaching and supporting the students.

Review of students' progress, results and achievements are continuously being made to measure the effectiveness of the program implemented.

FINANCIAL REPORT

A financial summary
from the School Board

PRINCIPAL

Mr. Abdurrahman Gokler

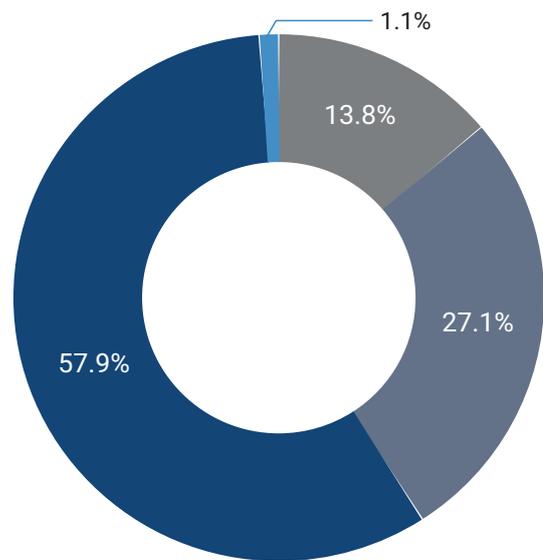
SCHOOL BOARD PRESIDENT

Mr. Muhammad Munir



INCOME

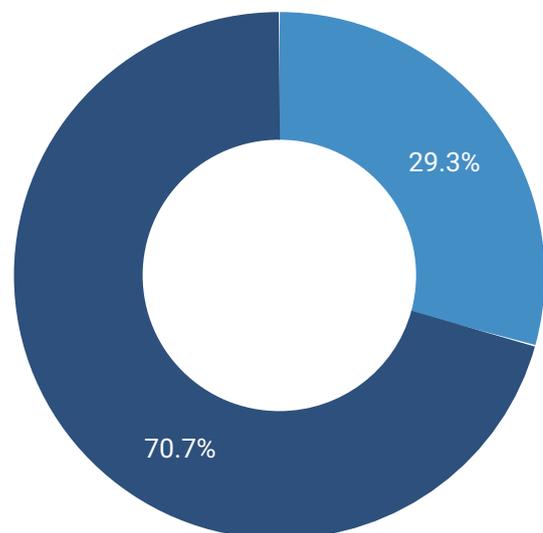
Recurrent/Capital Income	Percentage
Fees & Private Income	13.8%
State Recurrent Grants	27.1%
Federal Recurrent Grants	57.9%
Capital Grants	1.1%
TOTAL	100%



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

EXPENDITURE

Recurrent/Capital Expenditure	Percentage
Salaries, Allowances & Related Expenditure	70.7%
Non-Salary Expenses	29.3%
TOTAL	100%



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

ADVANCEMENT

THROUGH HEART AND MIND

www.dulum.vic.edu.au

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