

2018

Annual Report to the School Community



Darul Ulum College of
Victoria
1996



VISION

OUR CONTEMPORARY CURRICULUM AND RELIGIOUS VALUES FACILITATE
FOR THE DEVELOPMENT OF ACADEMIC EXCELLENCE AND SPIRITUAL
GROWTH IN A SAFE LEARNING ENVIRONMENT THAT PREPARES STUDENTS
TO ACTIVELY CONTRIBUTE TO THE BROADER SOCIETY.

AN ISLAMIC SCHOOL

DARUL ULUM COLLEGE OF VICTORIA IS AN ISLAMIC INDEPENDENT SCHOOL WHICH IS COMMITTED TO:

1. Providing quality education in an Islamic atmosphere which prioritises the development of religious and ethical consciousness in students.
2. Establishing a faithful learning community which embraces both Islamic and Australian values of freedom of speech and religion; openness and tolerance to difference and diversity and the equality of civil rights, through excellence in teaching and learning.
3. 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.
4. Enabling students to pursue higher education and vocational endeavours as confident and active members of the Australian multicultural society.
5. Promoting intellectual, social, emotional, physical and spiritual development through programs that cater for a broad range of abilities and interests.
6. Supporting participation and the achievement of 'personal best' to boost self-esteem and personal wellbeing.
7. Offering students a diversity of enriching activities and stimulating challenges outside the central academic program.
8. Creating and enhancing a culture of continuous improvement.

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A Message from the Principal

Assalamu Alaikum Wr. Wbr.

Respected Darul Ulum College Community,

It is with great pride that I present to you the College's Annual Report for the year 2018. Alhamdulillah, the year proved to be another successful one for the College where previous goals were met and new goals set. The strong partnerships between the stakeholders of the school, namely, the College administration, teachers, students and parents, continue to be the cornerstone for our success. The continued commitment and hard work demonstrated by stakeholders ensures that we can look forward to realising new achievements in the future.

Providing quality education and tailoring learning to suit our students' needs is of utmost importance to the College. We have introduced an accelerated VCE program whereby students are given the opportunity to attempt science and mathematics subjects from year 10 level in a bid to better prepare them for senior studies. Furthermore, the College set goals on differentiation and rich feedback as main focus, and our staff training and professional development programs are very much guided by these concepts. Major curriculum reviews have been conducted and additional requirements on lesson planning have been incorporated such as the inclusion of specific planning on acquisition, meaning-making and transfer, to better facilitate for and ensure student learning.

The school uniform represents the College and our values. In addition to all the updates and reviews associated with education, our school uniform has also been reviewed and duly invigorated. The new uniform designed for students includes a completely new design for female students comprising of a white shirt, tunic, pants, sports uniform and a blazer; as for the boys, the uniform's previous design was maintained but a better quality material and a blazer have been introduced. As a good-will gesture, the blazers were subsidised 50% by the school when they were initially launched. Our uniforms are both comfortable and presentable and are a source of pride to our students in displaying their affiliation with the DUCV community.

The College has witnessed exciting developments on-site. The completion of stages 11 & 12 building program has seen upper primary students relocate from portables to Building A classrooms, and junior classes from Foundation to grade 4 relocated to new classrooms in the new wing of Building C. The renovation of year 11 & 12 VCE classrooms with new design and furniture including tiled carpet, interactive white boards, contemporary projectors, recreation corners, in-built cupboard lockers and a technology centre has meant that the environment has become more conducive to learning. The formal learning environment has captured the ambience of a university setting. As for our primary students, the construction of the new exciting playground which caters for 5 to 12-year-olds has cost approximately \$250K.

The carpark project was recently completed with dedicated enclosed car parking areas for female staff as it also accommodates for parking and pick-up spaces for parents in order to ease student drop-off and pick-up. Significant alleviation of traffic congestion has been observed in neighbouring streets during pick-up times. This improvement is further enforced by the staggered dismissal bell times for primary and secondary students. For better traffic management during drop-off and pick-up, additional bays have been provided for parents. The

updated master plan incorporates a potential land swap with Moreland City Council, subject to further agreements and processes to be considered.

The success of the College as a quality education provider is further supported by overwhelming community demand for more student intake. This has motivated the administration to establish a new DUCV campus. We have signed a purchase contract to acquire a new school site of 6.5 acres in Mickleham, which is due to begin operation in 2021 as a primary school and in time gradually develop into a secondary school. The settlement is in October 2019. As such, the management has commenced developing the master plan for this new site.

With each passing year, we are very pleased and humbled by the support and hard work of the DUCV community in their efforts to keep improving our school in every facet. Above all, we thank Allah SWT for allowing us to serve Him and His deen through the College and pray that He aids us in continuing to serve His cause.

Abdurrahman Gokler
Principal





School Overview

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

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

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

- ❖ We are committed to continually improving our school to offer an inspiring, purposeful, secure and engaging educational environment for all students and staff. Future building ideas incorporate quality classrooms that are fully equipped with technologically advanced learning devices and resources enabling students to enhance their learning experiences.

2. Building extensive partnerships with the wider community

- ❖ We are committed to developing extensive partnerships between school, students' families and the wider community in order to help all students succeed while at school and in their later lives. As educators, we recognise that both the students' families and the community are partners with the school in ensuring every child's education and development. Thus, we believe that when all stakeholders view one another as partners in education, a caring community forms around students allowing them to blossom and flourish. We have invited parents to a number of events to encourage their involvement in their children's education. We have engaged community members to conduct motivational speeches to our senior students, to take part in events such as competition judging and to creating opportunities to link with other schools.

3. Enhancing the capabilities and performance of individual school staff and professional learning teams

- ❖ We believe that professional development is critical in building the capacity, capability and sustainability of our school. Only when a workforce is highly skilled, can it deliver a robust education that incorporates a good training program and dynamic educational support. Providing our teachers with opportunities to meet with Coaches and Senior staff to reflect on their classroom practices and ways to improve student outcomes is a common strategy employed to enhance staff capabilities.

4. Focusing on the individuals – Personalised learning and educational achievement

- ❖ Individualised learning plans are an integral part of all teacher planning and implementation phases. We recognise the values and skills of each individual and attempt to utilise them within our teaching context. Structures, policies and processes are well in place to actively contribute to the success of our learners. Our curriculum programs and technology will be expanded to cater for individual diversity and requirements.

5. Commitment to Learning

- ❖ We are dedicated in developing programs and processes that improve student behaviour, support their personal well-being and encourage academic achievement. The College initiated a Learning Club in which students were invited to take part in a safe and productive learning environment. We are committed to researching the best methods and practices for students to think, learn and grow. As a result, we share this information with each other through workshops, presentations and consultations.

6. Encouraging Creativity

- ❖ We take pride in enabling students to realise that there are usually multiple paths that lead to understanding. Students are encouraged to seek out and experiment with new concepts and ideas. We are committed to providing educational facilities that support creativity, constructive innovation and high-quality thinking. Teachers are given support and training via an assigned school coach to improve and encourage higher order thinking.

This report provides an overview of our performance for the year ending December 2018.



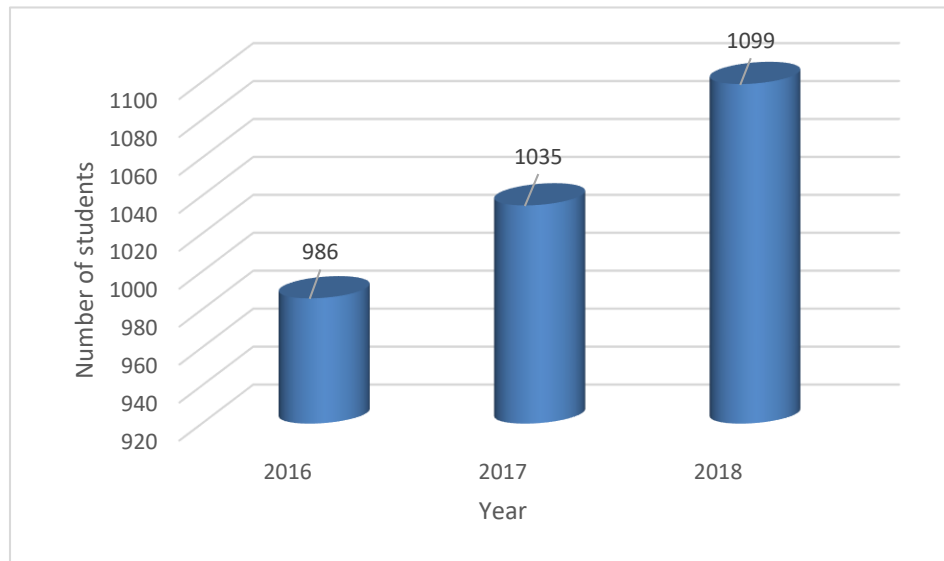
Organisational Goals Achieved in 2018

- ✓ Further enhancement and development of the College's ICT infrastructure
- ✓ Setting up and providing access to the Learning Management System (Schoolbox) for students and parents
- ✓ Refurbishment and extension of the College's carpark to accommodate for safer traffic movement conditions
- ✓ Effective implementation of the VCE Action Plan enabling the College to achieve a marked competitive VCE median score compared to other like schools
- ✓ Maximising students' learning and consolidating a systematic approach pertaining to the College's Pyramid Response to Intervention. The outcomes are evident in the 2018 standardised assessment results – NAPLAN
- ✓ Promotion of teacher practice and performance through the implementation of accredited surveys and professional learning programs
- ✓ Embedding the concept of differentiation in teacher planning and practices through a variety of workshops and seminars
- ✓ Greater focus on higher order thinking tools to stimulate students' learning and achievement
- ✓ Launching the Student Mentoring Pilot Program targeting students' well-being and general performance
- ✓ Consolidation of the Student Well-being Department
- ✓ Initiating a Homework Club and Sports Clubs

Common Goal for 2019

In an attempt to cater for the diverse needs of students, the College's common goal for 2019 is to apply differentiation strategies that facilitate for the growth of students with additional learning needs, including high achievers.

Student Enrolments



Wider School Community Feedback

In order to obtain an effective assessment of its performance in the key elements of schooling, Darul Ulum College participates annually in the LEAD survey. LEAD stands for *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.

This LEAD 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 from the most important stakeholders in the school, namely our students.

Within the LEAD Student Satisfaction Survey, these domains are split into two related, but separate streams: general satisfaction and quality of teaching. The domains of school effectiveness used in this survey for both streams are:

General Satisfaction

- Academic Program
- Discipline and Safety
- General Satisfaction
- Learning Outcomes
- Parental Involvement
- Pastoral Care
- Peer Relationships
- Personal Development
- Resources
- School Ethos
- Transition

Quality of Teaching

- Academic Rigour
- Feedback
- Teacher Knowledge
- Teacher Practice
- Teacher/Student Rapport
- Satisfaction with the Quality of Teaching

Overall Means Per Domain: Student Satisfaction Survey

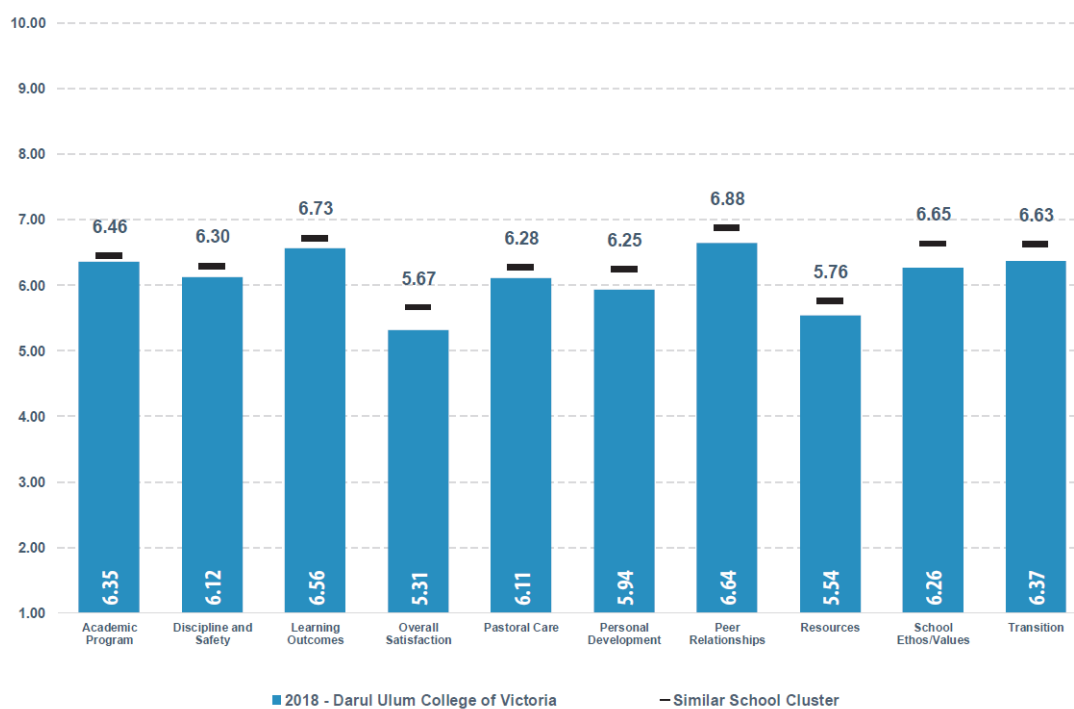


Figure 5: displays **General Satisfaction** per domain at **Darul Ulum College of Victoria** compared to statistically similar schools.

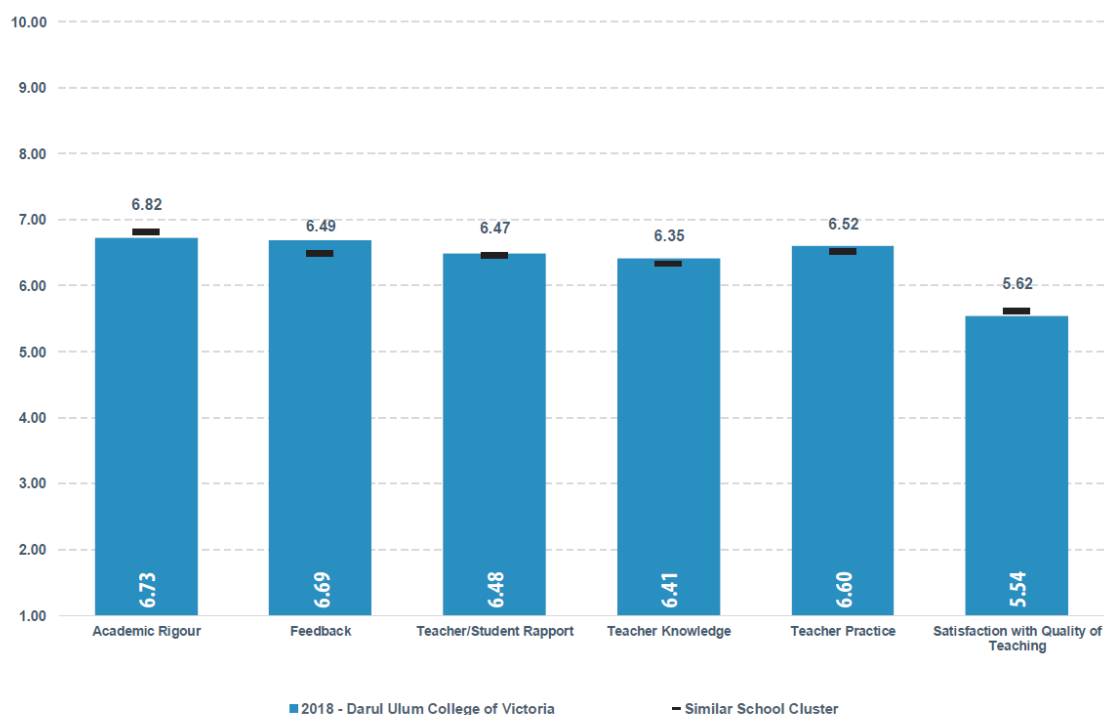


Figure 6: displays student satisfaction with the **Quality of Teaching** per domain at **Darul Ulum College of Victoria** compared to statistically similar schools.

Overall Means Per Domain: Parent Satisfaction Survey

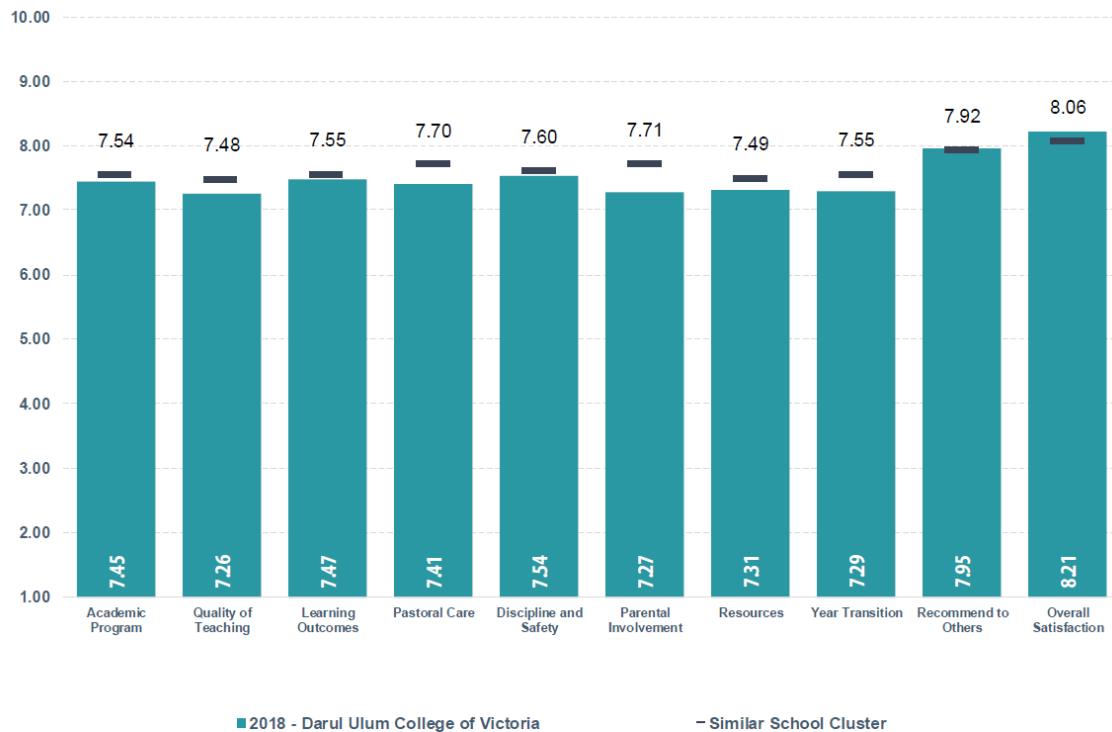


Figure 4: displays overall parent satisfaction per domain for **Darul Ulum College of Victoria** compared to statistically similar schools.

Overall Means Per Domain: Teacher Satisfaction Survey

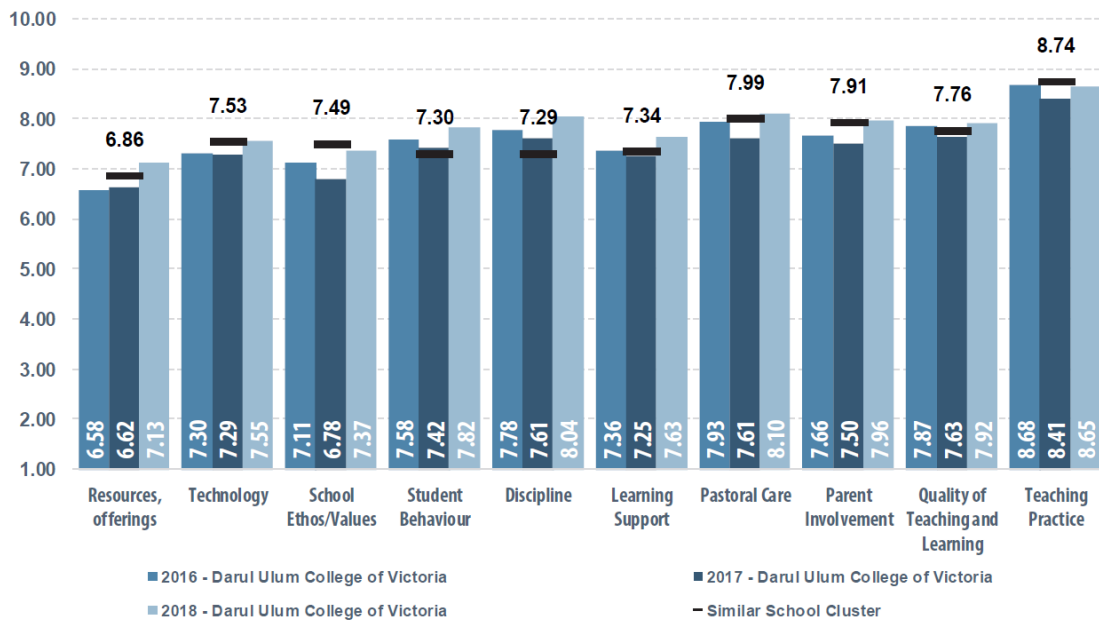


Figure 4: displays overall satisfaction per **school-based domain** for **teaching staff** at **Darul Ulum College of Victoria** compared to statistically similar schools.

Teacher Absence

The average number of days a teacher was absent for in 2018 was 8.96 days.

Teacher Retention

The retention rate of teachers in 2018 was 98%.

Teacher participation in professional learning

In 2018 the main foci for professional learning for DUCV staff were:

1. Catering for students at risk and students with additional learning needs.
2. Learning Management System: Schoolbox.
3. Implementation of Educator Impact.

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

External PDs	\$28 812
In-House training	\$21 300

1. Nationally Consistent Collection of Data on School Students with Disability (NCCD) awareness sessions: All teachers were provided several professional learning sessions to understand the requirements of NCCD.
2. Schoolbox: All upper primary teachers were introduced to Schoolbox software and how to use it.
3. Educator Impact: All teachers at the College were part of the implementation. Teachers conducted peer observations to provide feedback to their peers, evaluated themselves and also collected feedback from students. Upon completion of all the feedback surveys, teachers were provided with an individualised Professional Development Plan to help improve their teaching practice and positively affect student outcomes.

Teacher Qualifications

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

Qualification	Number of Staff
Graduate Diploma of Education	46
Bachelor of Education	22
Master of Education	18

Student Progress and Achievements

In keeping with the DUCV overarching goals, the secondary sub-schools are committed to continue with our academic endeavour and achievement, supporting and giving opportunities to our students to reach their full potential. The streaming of classes based on numeracy and literacy results continues to take place in the quest to better cater for different ability groups. The provision of an aide continues to be a support to mainstream classes while the increased challenge and expectation for the advanced stream classes continues to contribute to the improvement in student outcomes. For the junior classes Learning Club is still being offered twice a week to help students who require additional support with their class or homework. Further, in the senior classes extensive tutorial assistance was offered by our dedicated VCE teachers to aide VCE students acquire the much need support as they pursue their goals for tertiary entrance.

The commencement of a mentoring program for the seniors in the boys' campus has been effective in developing a positive relationship between teachers and students; consequently, improving students' commitment and potential for success. Emphasis on setting SMART academic and spiritual goals and tracking their personal growth was a strategy pursued to encourage self-reflection. The student services department has actively embarked on well-being activities to encourage healthy relationships and student contribution in all facets of the College operation.

Extra-curricular activities such the afterschool and interschool sports programs continue to provide students with opportunities to improve and promote well-being, fitness and enjoyment. The public speaking competitions continue to provide a forum for students, who have a passion for public speaking, to grow confidence and shine in the field. Awards such as trophies, gift vouchers and certificates are distributed to encourage pursue of personal best.

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 & 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 offered various intervention programs and teacher aide support where they are re-taught content they struggled to absorb and comprehend in their learning. Opportunities are also provided to extend capable students. Social and academic achievements are acknowledged during the year through a school-based rewarding scheme.

At Darul Ulum College, teachers, being the key influential factor in bringing improvement in academic outcomes and growth, have been the recipient of numerous professional development training in the area of curriculum pedagogy. Professional activities on differentiation and giving rich feedback have been central to staff training and engagement. An emphasis into planning of a differentiated curriculum based on adjustment of content, process, product or environment will facilitate acquisition of knowledge and skills in students.

Students have the potential to succeed in various areas, with strengths and areas of improvement to work on. In the quest to continuously explore student areas of interest and potential, the College provides opportunities to enable students to stay motivated in pursuing their learning. Students explore their creativity to represent a

theme of their choice and explore independent learning in the process. Such opportunities include students being involved in:

- national and departmental competitions;
- science fair projects;
- history and art exhibitions;
- incursions and excursions;
- public speaking competitions.

A strong emphasis and value is placed on professional learning teams (PLT), as protected time is allocated for teachers 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. The Pyramid Response to Intervention Program (PRTI) data is utilised in those meetings to identify and celebrate growth or to work collaboratively towards effective mechanisms that can be used to bring-about growth in students' different phases of learning. Providing on going feedback on student learning progress has been the foci for a number of professional learning sessions. Shared strategies for providing students with quick and effective formative assessments helped enrich the learning experiences of students. PLTs have also been the focus to gain a shared understanding on how to cater for students with disability and those who are specifically included on the National Consistent Collection of data.

In the teacher's planning phase, secondary sub school's emphasis has been to include activities that would facilitate the acquisition, meaning making and transfer of knowledge at different stages of lesson delivery. In doing so students will be able to link the knowledge gained to more engaging and meaningful experiences. In the primary sub school emphasis has been to plan for varying needs of the classroom to ensure all have the opportunity to access, understand & apply knowledge and skills presented.



Student outcomes - NAPLAN

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

Reporting Year		Year 3	Year 5	Year 7	Year 9
2016	Literacy	99%	100%	100%	98%
	Numeracy	96%	100%	100%	98%
2017	Literacy	100%	98%	100%	98%
	Numeracy	100%	100%	100%	99%
2018	Literacy	100%	99%	100%	97%
	Numeracy	100%	99%	100%	99%

Percentage point change:

Reporting Year		Year 3	Year 5	Year 7	Year 9
2015 to 2016	Literacy	+1%	0%	+1%	+4%
	Numeracy	-3%	0%	0%	-4%
2016 to 2017	Literacy	+1%	-2%	0%	0%
	Numeracy	+4%	0%	0%	+1%
2017 to 2018	Literacy	0%	+1%	0%	-1%
	Numeracy	0%	-1%	0%	0%

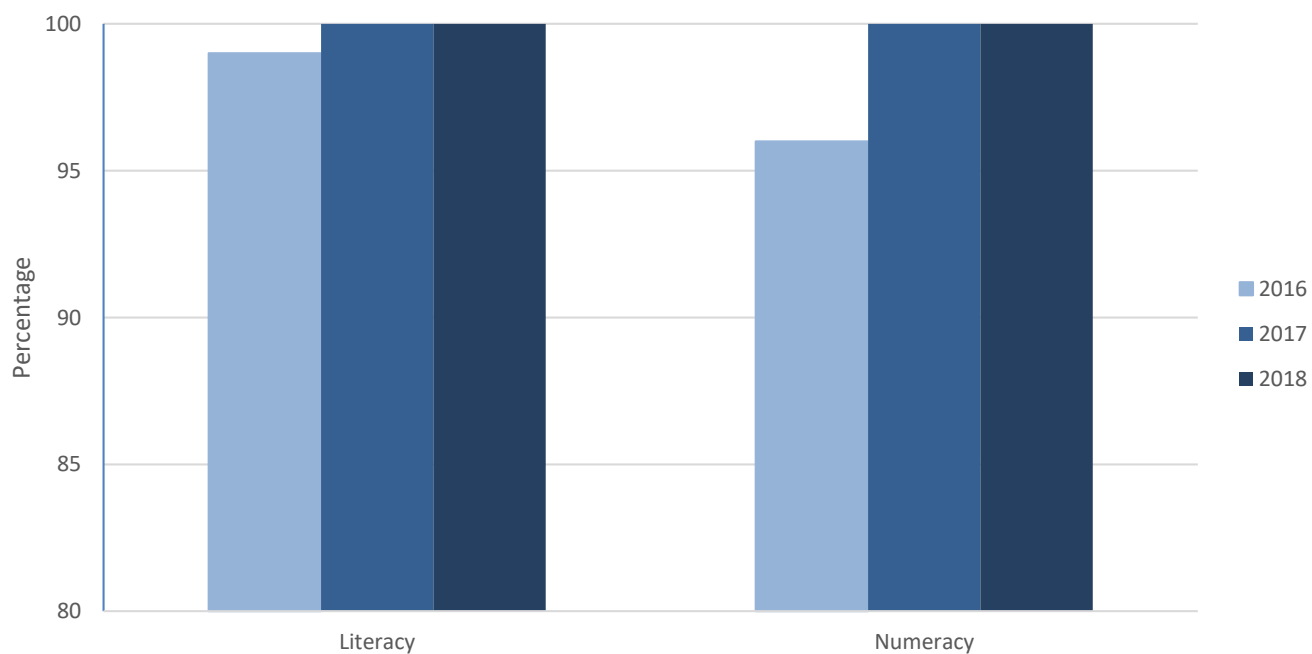
The following tables depict the percentage of Darul Ulum College students who achieved at or above the National minimum standards for the literacy divisions and numeracy over the last three years:

% At or above National Minimum Standard						
2018	Literacy					Numeracy
	Reading	Writing	Spelling	Grammar and punctuation	Literacy average	
Grade 3	100	100	100	100	100	100
Grade 5	99	99	100	98	99	99
Grade 7	100	99	99	100	100	100
Grade 9	98	95	96	99	97	99

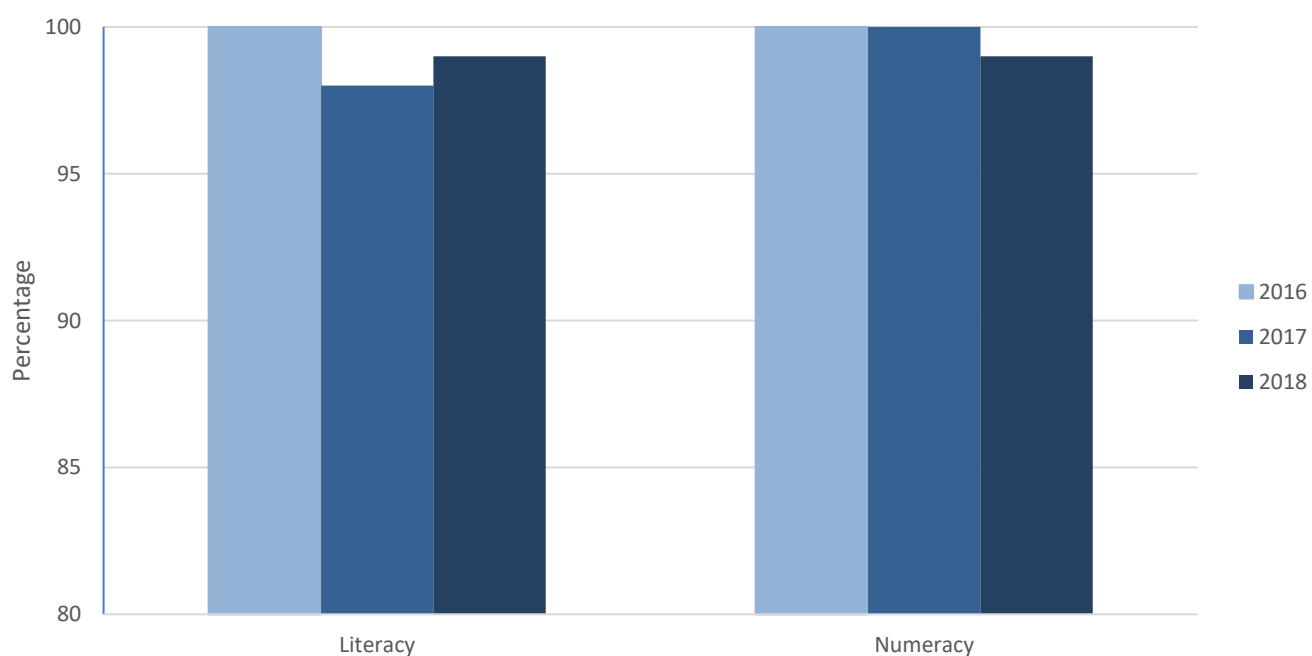
% At or above National Minimum Standard						
2017	Literacy					Numeracy
	Reading	Writing	Spelling	Grammar and punctuation	Literacy average	
Grade 3	99	100	100	99	100	100
Grade 5	100	99	98	96	98	100
Grade 7	100	100	99	99	100	100
Grade 9	99	99	100	94	98	99

% At or above National Minimum Standard						
2016	Literacy					Numeracy
	Reading	Writing	Spelling	Grammar and punctuation	Literacy average	
Grade 3	97	99	99	100	99	96
Grade 5	100	100	100	99	100	100
Grade 7	99	100	99	100	10	100
Grade 9	99	94	100	99	98	98

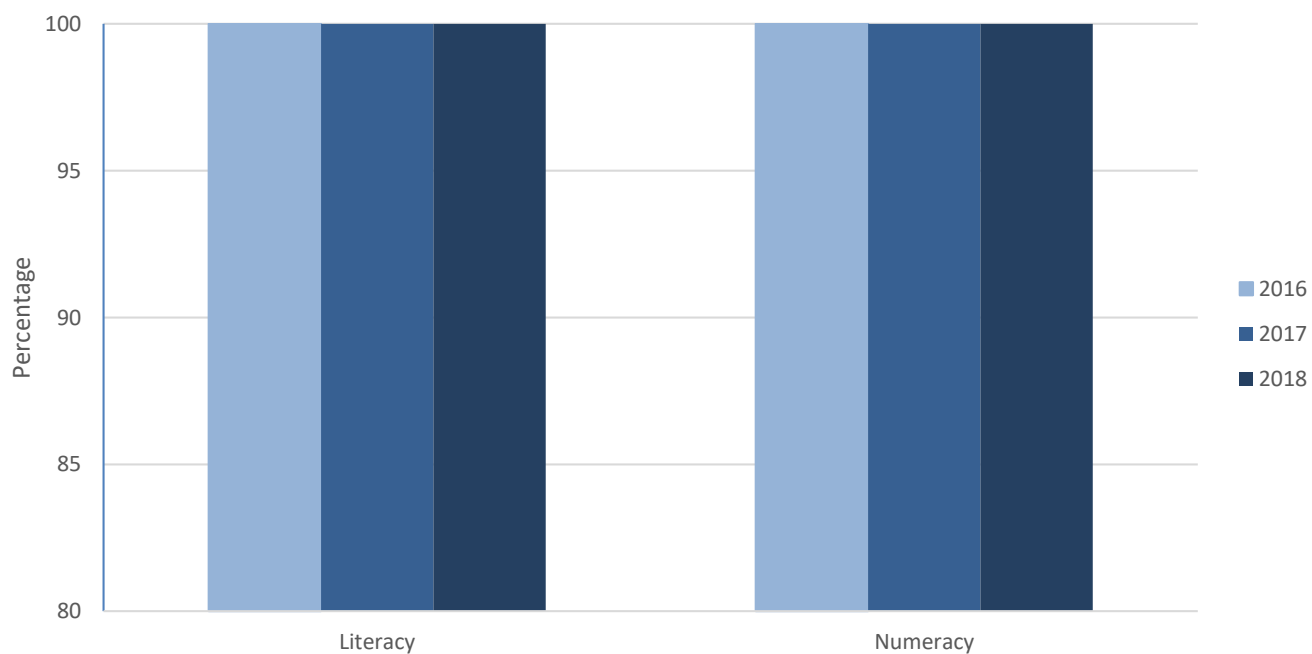
Year 3: Percentage achieving at or above National Benchmarks



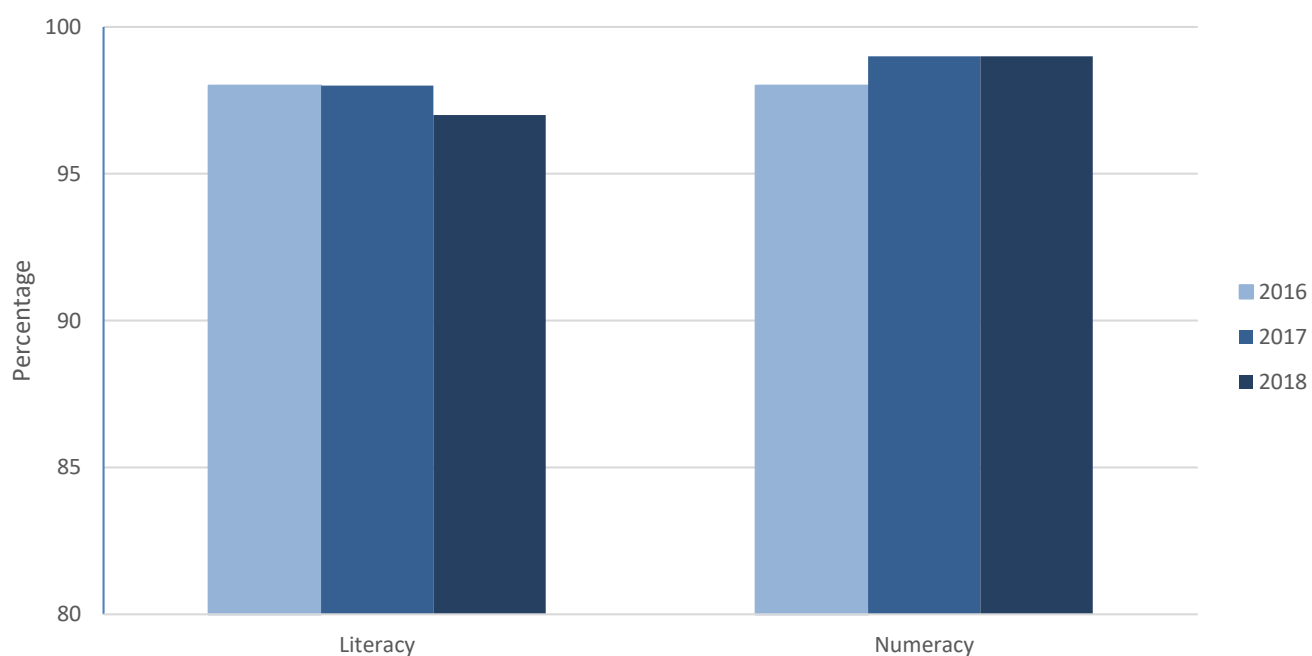
Year 5: Percentage achieving at or above National Benchmarks



Year 7: Percentage achieving at or above National Benchmarks



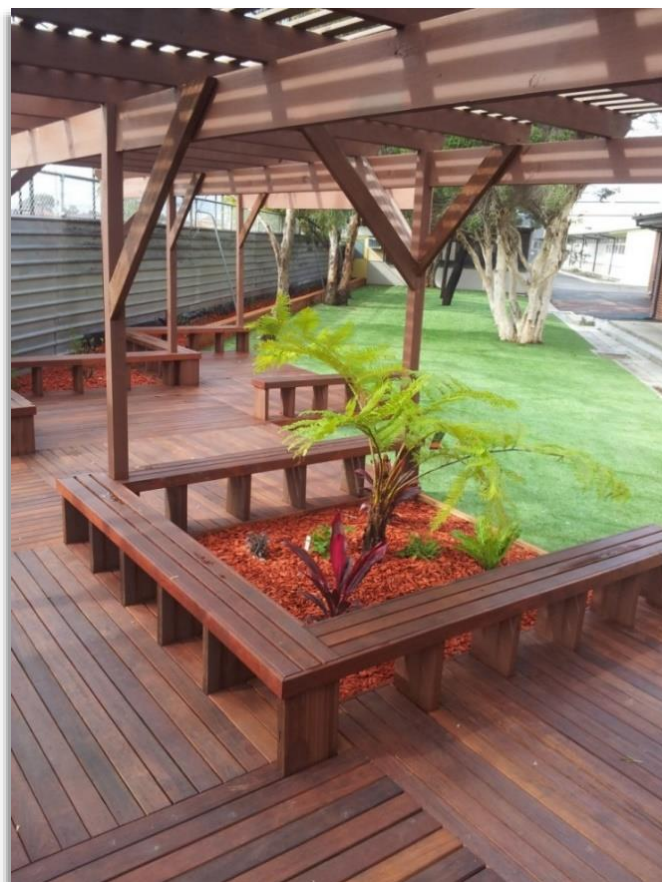
Year 9: Percentage achieving at or above National Benchmarks



Senior Secondary 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 enrol 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 2018 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.

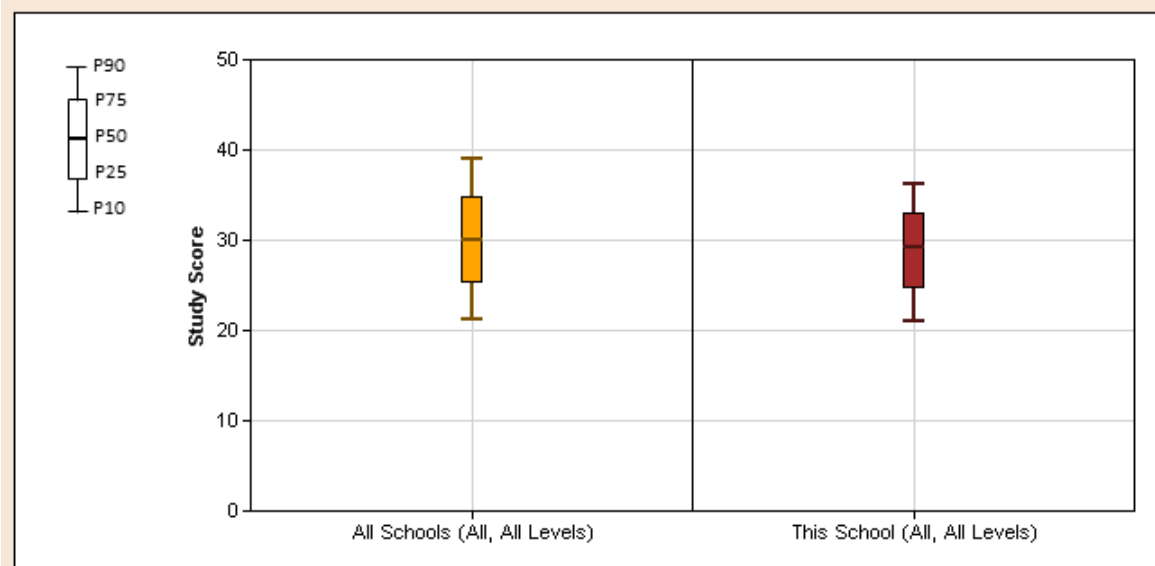
To extend students' experiences beyond the classroom, university representatives were also invited at different intervals to debrief students on career related topics and on university life.

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 2018:

Year 11 Subjects	Year 12 Subjects
<ol style="list-style-type: none"> 1. Arabic 2. Biology 3. Business Management 4. Chemistry 5. English 6. Food Technology 7. General Mathematics 8. Mathematical Methods (CAS) 9. Physics 10. Psychology 11. Texts & Traditions 	<ol style="list-style-type: none"> 1. Arabic 2. Biology 3. Business Management 4. Chemistry 5. English 6. Environmental Science 7. Further Mathematics 8. Health and Human Development 9. History 10. Legal Studies 11. Mathematical Methods (CAS) 12. Physics 13. Psychology 14. Specialist Mathematics 15. Texts & Traditions

All VCE Studies (VCAA Study Score)

2018 DARUL ULUM COLLEGE OF VICTORIA Home School Data



All VCE Studies (VCAA Study Score) 2018 DARUL ULUM COLLEGE OF VICTORIA Home School Data									
Description	No of Study Scores	No of Studies	Min	10th Percentile	25th Percentile	50th Percentile	75th Percentile	90th Percentile	Max
All Schools (All Gender, All Levels)	259161	124	3.0	21.2	25.4	30.1	34.8	39.0	50.0
This School (All Gender, All Levels)	226	14	15.0	21.0	24.8	29.3	33.0	36.2	46.0

Reporting on PSD (Program for Students with Disabilities)



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

A variety of assessment tools are used to identify students' needs which include the PAT Reading, PAT Maths, YARC (York Assessment for Reading Comprehension), KBIT, On Demand Testing and

teacher anecdotes. NAPLAN data is also used to measure student progress in comparison to the National Benchmarks.

Students may also be referred for a formal cognitive assessment. These assessments are used to best determine student areas of concern and classroom strategies for the teachers in order 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 learning disability.

Students currently on the list of 'Students with a Disability' receive ongoing integration support. These 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 2018/19, students who require speech therapy are receiving individual or group therapy from a qualified speech therapist working at the College. Both male and female campuses have their own speech therapist who works with students on a regular ongoing basis. Speech therapists assist students who have difficulty in the area of 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.

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

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

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

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



Student Engagement and Well-being

Darul Ulum College of Victoria recognises that students are better prepared for learning when they are healthy, safe and happy. All children and young people need care and support as they grow towards adulthood.

It is fundamental to acknowledge that student well-being is the responsibility of all staff working in a whole school context. Each staff member has a vital role as a source of support and determinant of success for students. The most significant amount of students' time, apart from family, is spent with school staff who are often the most important adult connection – the first contact point for many issues and services. Therefore, the aspect of student well-being is at the very core of the vision and mission of our College. We have a holistic approach to pastoral care from teacher level through promotion of positive behaviours 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.

We provide a centralised avenue for staff members to collaborate with regard to students' pastoral needs who are deemed at risk academically, socially or emotionally.

As part of our on-going commitment to eradicate bullying, we regularly review all anti-bullying and bullying related policies. We also take part in the nationwide 'Bullying No Way' day. In addition to this, all of our students participate in ongoing anti-bullying presentations facilitated by the student well-being department. Teachers actively reinforce positive behaviours in their classes and whenever possible incorporate anti-bullying messages through a variety of methods, which include but are not limited to: role plays, raps/poems, speeches, slogans, graffiti wall messages etc.

Anti-bullying posters are widely displayed to encourage students to report such behaviour immediately to their class teacher, level coordinator, well-being coordinator, head of school or any other trusted adult. All teaching staff strongly encourage students to become 'up standers' rather than 'bystanders', thus working together with students to create a safe, nurturing environment.

There are 4 core areas of 'Well-being Components' derived from research findings by Professor Donna Cross that will be addressed through the Student Well-being Program:

- a) Promoting Health and Safety
- b) Building Resilience
- c) Enhancing Academic Care
- d) Strengthening Relationships

Students' Well-being are addressed through school embedded curriculum for social emotional learning in the form of 'You Can Do It' (YCDI) Programs, daily prayers and values reminders alongside meditation practices,

protected home group time for secondary level and careers advice. In addition to this, we have a well-established Student Representative Council, a student led program for students to voice their needs and concerns through regular meetings; issues discussed during these meetings range from academic progress to social emotional progress.

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 through the Special Education Department for further intervention and assessing funding eligibility.

Over the years, the College has developed many in-house programs that address the core areas of well-being as well as inviting external agencies, e.g. AFP to address cyber safety issues, specialist doctors to raise awareness regarding healthy eating and drinking habits. The College has also collaborated with universities around Australia, like University of South Australia's director of Centre for Islamic Thought and Education, Professor Mohamad Abdalla. He has visited the College and conducted sessions about 'Islam, Culture and Identity' with students, staff and parents which were very beneficial in the fulfilment of our goal of nurturing spiritual well-being.

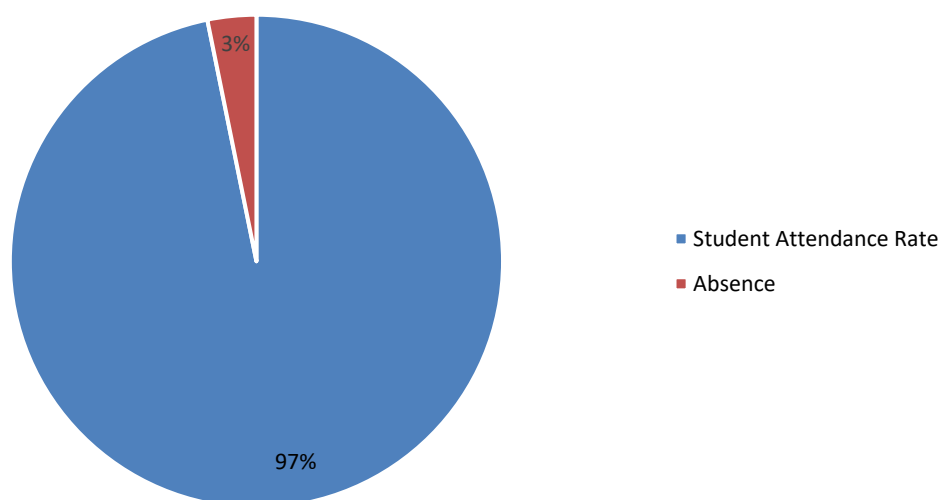
The College promotes inclusiveness, tolerance, acceptance, appreciation and respect for each other by celebrating Eid festivals, Harmony Day, Earth Day and Teacher and Student Appreciation Day. During Harmony Day, creative stalls and exhibitions were setup by students that provide both staff and students' insight into different cultures. A variety of interactive games and quizzes about the practices, languages and artefacts of different countries keep both students and staff engaged and all involved are reminded about our rich diversity, the importance of inclusivity, getting along and respecting one another. Although we come from different cultural backgrounds, every member of the school belongs to the beautiful deen of Islam and to the home we call Australia.

The 19th of October was filled with mixed emotions as the DUCV schooling community appreciated the contribution and hard work of our students and teachers, while bidding farewell to our Year 12 students. Each secondary student received a personalised card from the school thanking their efforts and appreciating their unique qualities. Students in turn prepared and created cards as a symbol of their gratitude and appreciation of their teachers! Overall it was a lovely atmosphere that helped students engage with staff members and build a sense of unity and love amongst the school community.

Student Attendance

STUDENT ATTENDANCE DATA From 31/1/18 to 6/12/18 Year Level	Semester 1 31/1/18 to 21/6/18 %	Semester 2 17/7/18 to 6/12/18 %	Year 2018 Averages %
Prep	97.12	95.81	96.46
Year 1	96.89	95.64	96.27
Year 2	97.55	96.38	96.97
Year 3	97.44	96.82	97.13
Year 4	97.42	96.82	97.12
Year 5	97.58	96.00	96.79
Year 6	97.61	96.55	97.08
Primary Averages	97.37	96.29	96.83
Year 7	97.54	96.75	97.15
Year 8	96.97	96.38	96.67
Year 9	96.73	96.49	96.61
Year 10	96.75	93.62	95.18
Year 11	98.01	95.80	96.91
Year 12	97.02	96.57	96.79
Secondary Averages	97.17	95.93	96.55
DUCV Averages	97.27	96.11	96.69

Student Attendance Rate - 2018



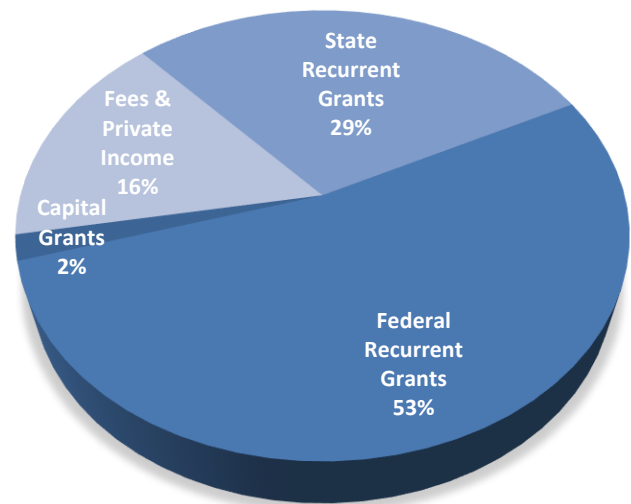
The overall attendance of students at Darul Ulum College of Victoria is excellent with an attendance rate of 96.81% in 2018. We recognise the strong link between school attendance and learning outcomes and continue to encourage parents to reduce late arrivals and absences. Most students' absences were 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.



Financial Report

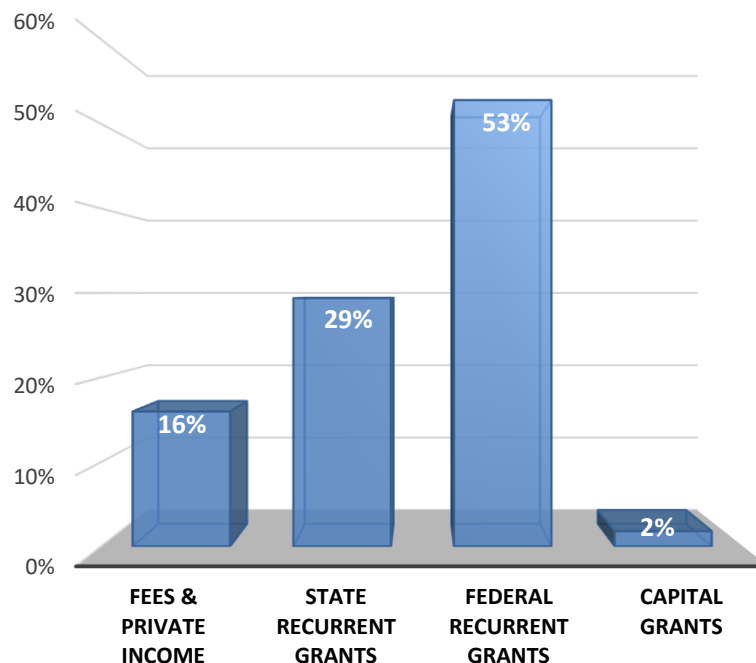
Recurrent/Capital Income	Amount
Fees & Private Income	\$3,016,061
State Recurrent Grants	\$5,548,011
Federal Recurrent Grants	\$9,971,955
Capital Grants	\$345,392
Total	\$18,881,419

Recurrent / Capital Income



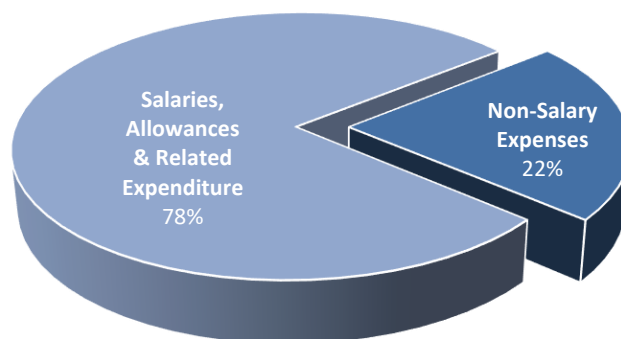
■ Fees & Private Income ■ State Recurrent Grants
■ Federal Recurrent Grants ■ Capital Grants

Recurrent/Capital Income



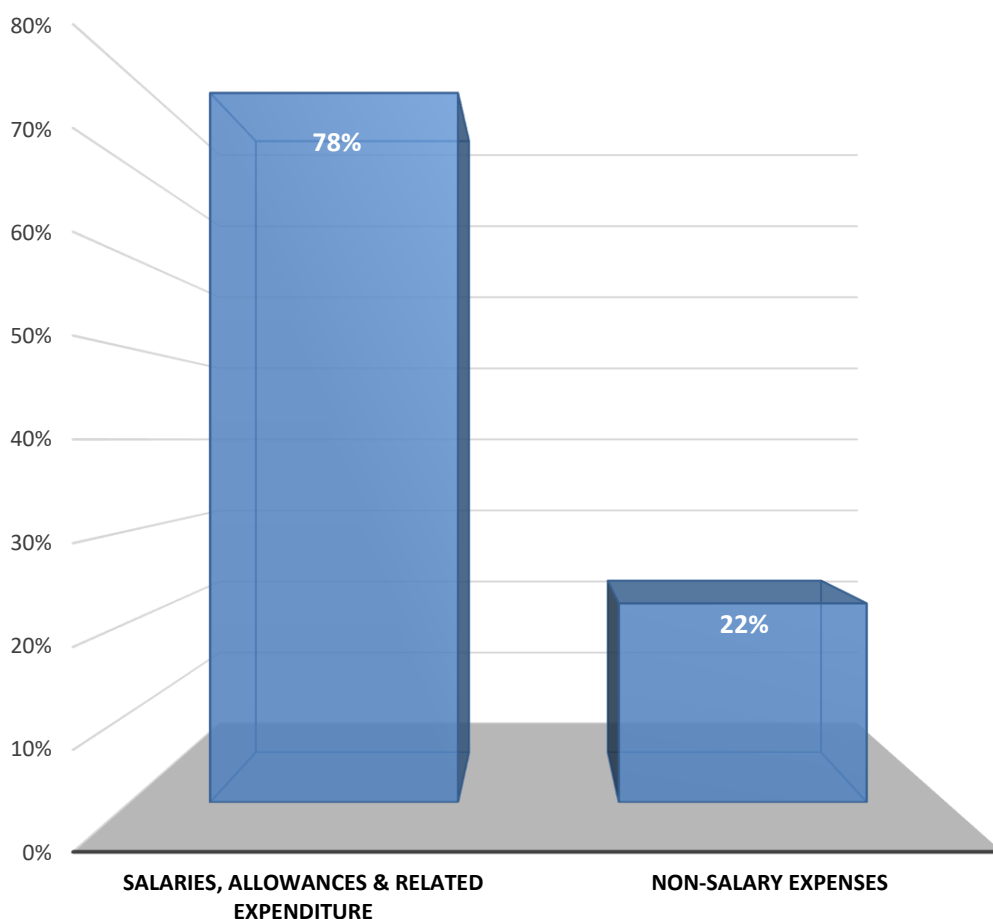
Recurrent/Capital Expenditure	Amount
Salaries, Allowances & Related Expenditure	\$13,853,344
Non-Salary Expenses	\$3,908,343
Total	\$17,761,687

Recurrent/Capital Expenditure



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

Recurrent/Capital Expenditure



School Contact Information

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