

# 2019

## 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. Wb.

Dear Respected College Community,

Before I begin sharing details about our accomplishments, I would like to start off by thanking Allah SWT for enabling us to be part of a wonderful organisation that continues to strive for excellence – educationally and spiritually. It is with His grace and guidance that the College continues in its path of providing quality education. 2019 was another very busy year for the College which saw many improvements, positive changes, and the achievement of exciting milestones.

The College community has been accustomed to expecting positive end of year VCE results; and Alhamdulillah, 2019 was no different. Students exhibited a solid performance by achieving a median score of 31. This implied that 32% of students received an ATAR score above 80, whilst 79% of students received an ATAR score above 60. Our DUX ATAR score of 98.00 came from the boys' campus which has been a cause of celebration for us. The hard work of students, parents and teachers was eventually rewarded, Alhamdulillah. In order to acknowledge their immense efforts, the College introduced an award scheme for high achieving teachers. The incentive is aimed at motivating teachers and rewarding their outstanding dedication and expert knowledge.

As in previous years, our College has produced pleasing NAPLAN results in 2019. Students of Years 3, 5 and 9 performed above the state and national average in reading, writing, spelling, grammar, punctuation, and numeracy. Similarly, our Year 7 students performed above state and national averages in reading, writing, spelling, and grammar; the school numeracy mean was above the national level and was equal to the state level. The trends and data derived from NAPLAN results strongly suggests that the College is providing a highly effective curriculum and producing avid learners.

The College continues to seek alternative and effective ways of catering for students with additional needs. Teachers meet with their respective coordinators in their Professional Learning Teams (PLTs) and they evaluate students' results reported by teachers through on-going assessments. This helps them to identify students who underperform or show unsatisfactory progress on a regular basis. These results are then contrasted with external assessment results coming from NAPLAN and PAT. Once an underperformance is established upon comparing both internal data and external data, these students are referred for further assessment to decipher the underlying causes of their unsatisfactory progress.

Targeted assessments are employed to pin-point possible hinderances for learning. YARC is used in combination with other assessments to identify possible dyslexic profiles; Kbit (screeners) is used to identify possible cognitive capabilities; CELF (screeners) is used to identify possible language deficiencies, Dyscalculia (screeners) is used to identify possible mathematical deficiencies; and CTOPP (Screeners) is used to identify possible phonological deficiencies. Based on the outcome of the results, possible imputed disabilities and the level of adjustments are outlined in an Individual Learning Management Plan in consultation with parents, teachers, and coordinators.

Individual Learning Plans incorporate various intervention strategies and are reviewed on a regular basis to gauge progress, and accordingly, goals and intervention strategies are regularly reviewed and adjusted to meet the students' needs. Instances where in-house interventions do not produce the expected outcomes, students are then referred to external assessments that are conducted by a professional health practitioner. Based on the findings and report recommendations, more intense support programs are introduced.

We have rolled out the use of SchoolBox – a Learning Management System for junior secondary and primary levels. SchoolBox is a common platform for all stakeholders and provides transparency in teaching and learning. It is a system where participation, engagement and effective communication between stakeholders is ensured. SchoolBox incorporates sub-school web pages for general news and is also a resource platform for departments. The subject Course Builder component provides a means for communication between students, parents, and teachers where all involved can track details regarding Unit Pages and Class Pages for student work requirements, submissions and assessment. SchoolBox is also used for professional learning support sessions and provides a platform to engage parents and increase their participation in their child's education.

The School Review by the Victorian Registration & Qualification Authority (VRQA) took place this year. The focus of the auditors visiting the College was primarily based on the following areas: (1) Governance, (2) Financial Management and Viability and Not-For-Profit Status, (3) Care, Safety and Welfare of Students, (4) Anaphylaxis Management and (5) Child Safe Standards. Our documents and practices in these focus areas were carefully reviewed. The auditors were provided with opportunities to evaluate practices from compliance perspectives. Alhamdulillah, the College completed the process with full compliance confirming that our practices are sound and robust.

The amendment to the school's planning permit and review of DUCV's masterplan was also undertaken this year. The College lodged an amendment application to increase student and staff numbers along with an updated masterplan. In order to further expand and upgrade school buildings and develop new facilities, the masterplan was reviewed, and a new 8 stage development program was determined. The new project basically suggested the incorporation of eight school properties within close proximity to the school premises via rezoning, the demolition of old Buildings A & B, construction of three new educational buildings, a new administration building, conversion of current admin building into educational facilities, additional staff carpark and a land swap with Moreland City Council. We also developed a traffic management plan which incorporated staggered dismissal times for primary and secondary students. The new plan proved to improve traffic flow during peak drop off and pick up times.

There have been considerable developments and progress with the new DUCV campus at Mickleham. We settled the purchase of a new school site in October 2019 and appointed Gray Puksand to design the masterplan. We developed a 10-year school development plan with stage 1A of the building program to be constructed in 2021. The school operation is expected to commence in 2022 with the initial phase being from Foundation to Grade 4. The masterplan includes a mosque, multipurpose-hall with netball and basketball courts, a 25-meter indoor heated pool, a dedicated administration building, a resource centre, a childcare and cafeteria.

These developments have propelled the College forward in our goal of providing the very best education for our children. Our students, parents and staff have continued to work in partnership to strengthen our institution,

which the community can be proud of. We thank Allah SWT for our continued success and pray that He continues to bless and guide us in the years to come, Insha'Allah.

**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 2019.



## Organisational Goals Achieved in 2019

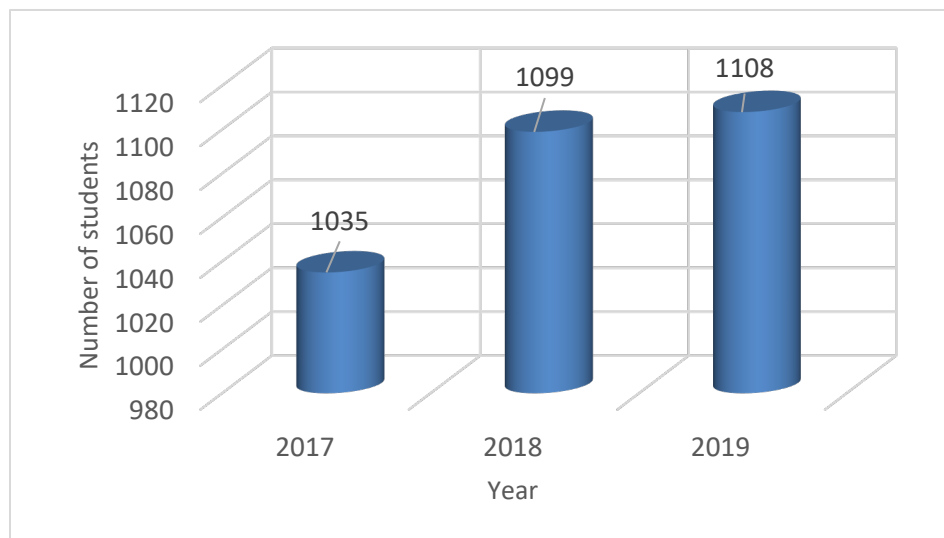
- ✓ Further enhancement and development of the College's ICT infrastructure (hardware and software).
- ✓ Upgrading senior secondary classes with state-of-the-art technology and infrastructure.
- ✓ Setting up and providing access to the Learning Management System (Schoolbox) for students and parents from Foundation to Year 12.
- ✓ Effective implementation of the VCE Action Plan enabling the College to achieve a marked competitive VCE median score compared to other like schools and compared to the College's performance in previous years.
- ✓ Maximising students' learning and consolidating a systematic approach pertaining to the College's Pyramid Response to Intervention. The outcomes are evident in the 2019 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.
- ✓ Further consolidation of the Student Wellbeing Department.

## Common Goal for 2020

In an attempt to cater for the diverse needs of students, the College's common goal has continued from the previous year with the main focus for 2020 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:

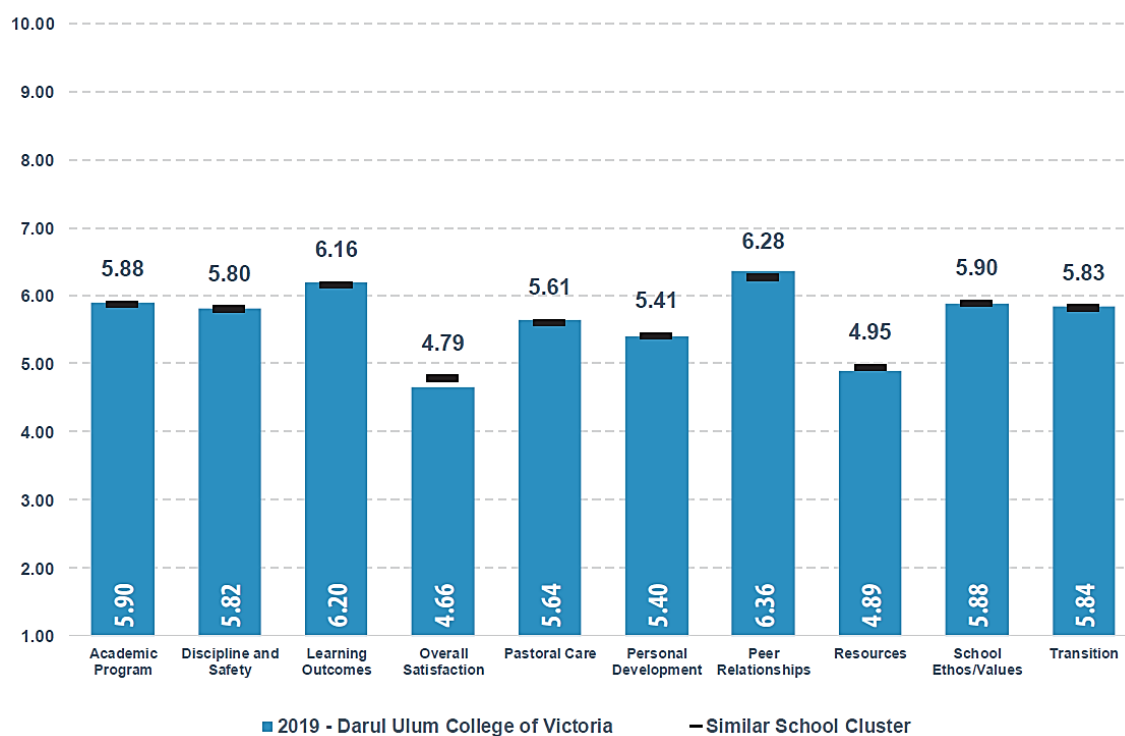
### General Satisfaction

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

### Quality of Teaching

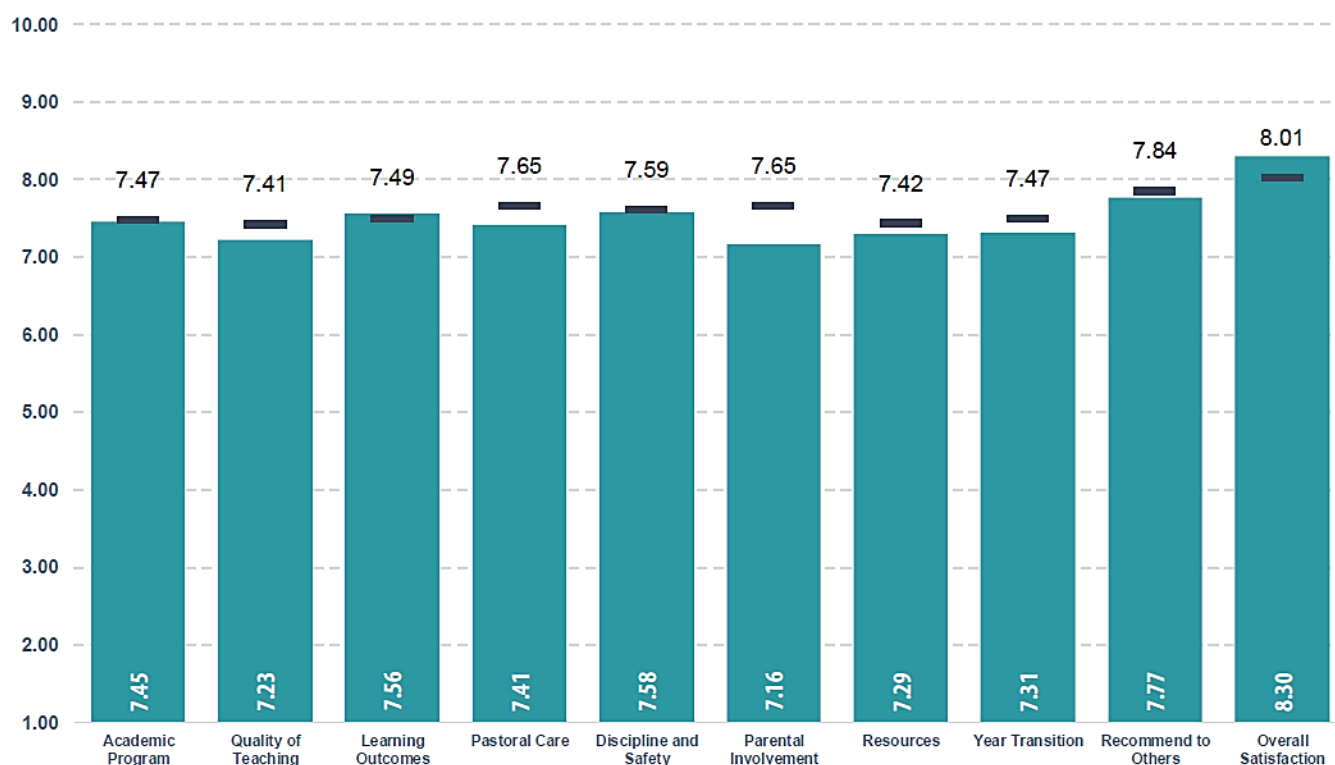
- Academic Rigour
- Feedback
- Teacher Knowledge
- Teacher Practice
- Teacher/Student Rapport
- Satisfaction with the Quality of Teaching

### Overall Means Per Domain: Student Satisfaction Survey

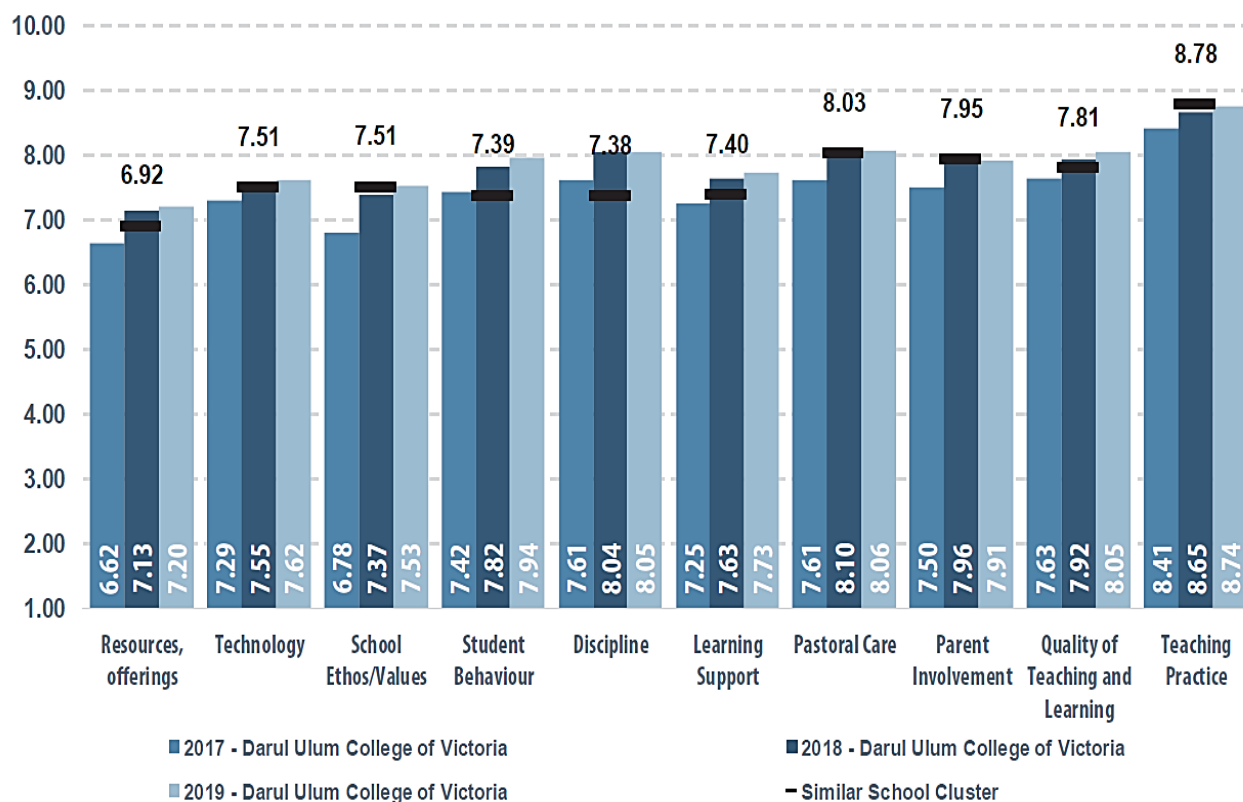


*Figure 1 This graph displays student satisfaction with the Quality of Teaching per domain at Darul Ulum College of Victoria against the ISV benchmark.*

### Overall Means Per Domain: Parent Satisfaction Survey



## Overall Means Per Domain: Teacher Satisfaction Survey



## Teacher Absence

The average number of days a teacher was absent for in 2019 was 7.62 days.

## Teacher Retention

The retention rate of teachers in 2019 was 96%.

## Teacher participation in professional learning

In 2019 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. Thinking Tools: Independent Schools Consultant Aynur Simsirel conducted workshops and demonstrated the application of thinking tools in primary as well as secondary classes.

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

External and in-house PD training in total	\$48,120
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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: A whole school approach was used to ease the communication with parents. Lower primary teachers were introduced to creating class pages and giving feedback using the tool. Secondary Sub School had in-house regular trainings on how to use Schoolbox in terms of creating quizzes, tasks and uploading resources into unit pages.
3. Thinking Tools: Independent Schools of Victoria Consultant Aynur Simsirel conducted workshops during curriculum days and demonstrated the application of thinking tools in primary and secondary classroom settings. During these workshops she shared and went through various thinking tools. Teachers applied one tool in their class and shared with their department samples of students work using that thinking tool during PLT sessions.
4. Islamic Studies department members participated in a project on Islamic pedagogy where various ideas were obtained on how to further develop the Portfolio task. The main aim was to encourage students to become critical thinkers and have the reflective tools in upholding their Islamic identity. The Consultant Aynur Simsirel was part of the project who was leading it and further trained our staff by having follow up sessions only with Islamic studies department members.

## 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](http://www.vit.vic.edu.au/content.asp?Document_ID=241).

Qualification	Number of Staff
Graduate Diploma of Education	39
Bachelor of Education	26
Master of Education	22

## 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 tutorials was offered by our dedicated VCE teachers to aide VCE students acquire the much need support as they pursue their goals for tertiary entrance. With a marked improvement in the College VCE Median score and ATAR scores in general, our students proved modifications of our programs were proven to be fruitful. The results of our VCE graduates was a reflection of the hard work and tailor-made programs offered to them. A contributing factor to student improvement is the introduction of full scholarships to students, in year 9 and onwards, who excel in their academic studies. With the added initiative of a Scholarship night, aimed at commemorating the hard work and celebrating the continuous improvement, students' motivation towards achieving success in all areas of their learning was evidently observed.

The commencement of a mentoring program for the seniors in the boys' campus has been effective in developing positive relationship between the teachers and students and 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 wellbeing 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 wellbeing, 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. Team Leader role has been assigned for each of the Foundation to Year 3 teams to ensure focused monitoring of any interventions required for the four cores-English, Maths, Humanities and Science. Streaming of classes based on numeracy and literacy results has been trialled to better cater for different ability groups. Targeted Aide support is allocated dependent on identified students' needs within the various classrooms, whilst the increased challenge and expectation for the advanced stream classes contribute to the improvement in student outcomes. Specialised staff for Speech Therapy are contracted to support the development of identified speech needs. Our Volunteer Reading Support Parents program continues to provide an opportunity for daily reading sessions to targeted Foundation and Year 1 students with limited home reading experiences. The Student wellbeing program has extended out to the primary campus where referred social - emotional, behavioural and learning issues are addressed with students, parents and teachers for ongoing review and feedback. Behaviour management includes reformative practice to ensure development of positive behaviours via positive reinforcement and counselling.

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.
- Numeracy & Literacy Week.

A strong emphasis and value are 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. In the primary sub-school, the Student Progress Monitoring process facilitates for focussed team discussions around identified issues within existing support structure for recommendations of referral to the next level of support in our Pyramid Response to Intervention. 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
2017	Literacy	100%	98%	100%	98%
	Numeracy	100%	100%	100%	99%
2018	Literacy	100%	99%	100%	97%
	Numeracy	100%	99%	100%	99%
2019	Literacy	100%	100%	99%	99%
	Numeracy	100%	100%	100%	100%

Percentage point change:

Reporting Year		Year 3	Year 5	Year 7	Year 9
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%
2018 to 2019	Literacy	+0%	+1%	-1%	+2%
	Numeracy	+0%	+1%	0%	+1%

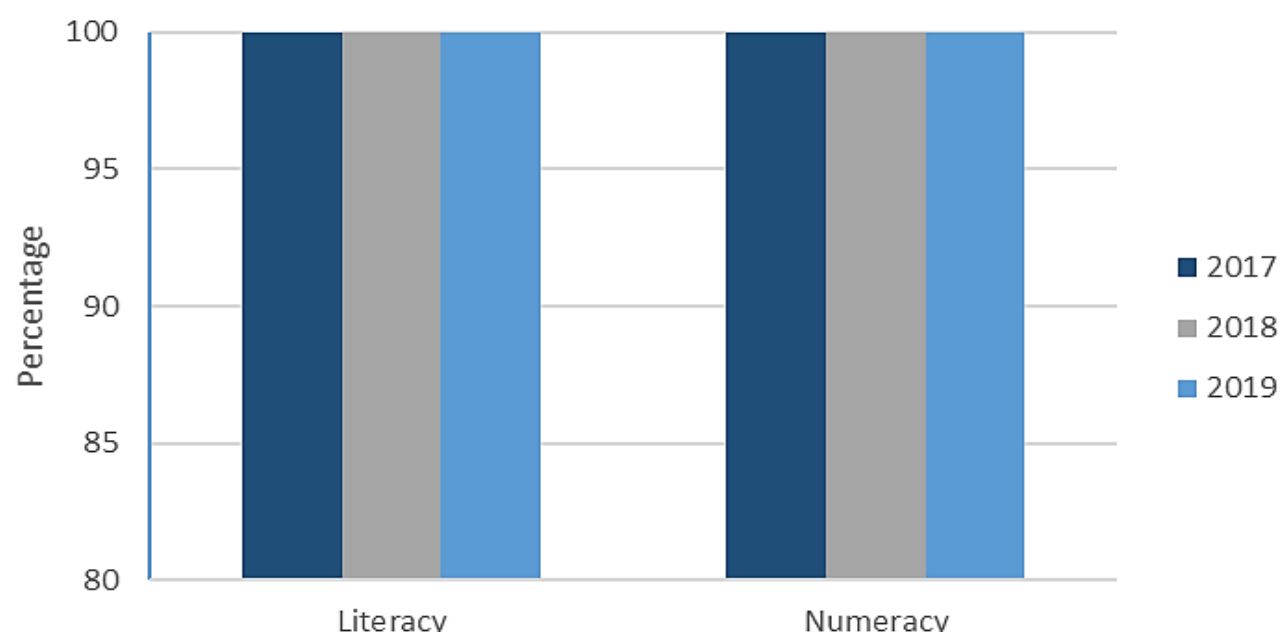
The following tables depict the percentage of Darul Ulum College students who achieved at or above the National minimum standards for the literacy divisions and numeracy over the last three years:

% At or Above National Minimum Standard						
2019	Literacy					Numeracy
	Reading	Writing	Spelling	Grammar and punctuation	Literacy average	
Grade 3	100	100	100	100	100	100
Grade 5	100	98	100	100	100	100
Grade 7	100	99	100	98	99	100
Grade 9	100	99	100	98	99	100

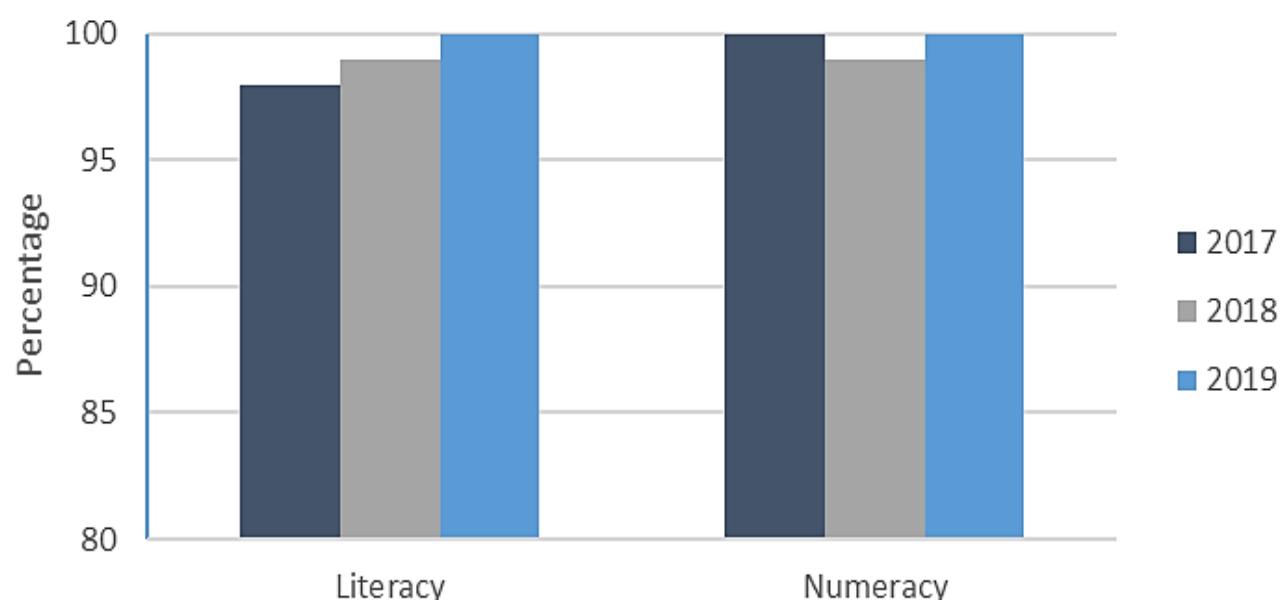
% At or Above National Minimum Standard						
2018	Literacy					Numeracy
	Reading	Writing	Spelling	Grammar and punctuation	Literacy average	
Grade 3	100	100	100	100	100	100
Grade 5	99	99	100	98	99	99
Grade 7	100	99	99	100	100	100
Grade 9	98	95	96	99	97	99

% 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

### Year 3: Percentage achieving at or above National Benchmarks

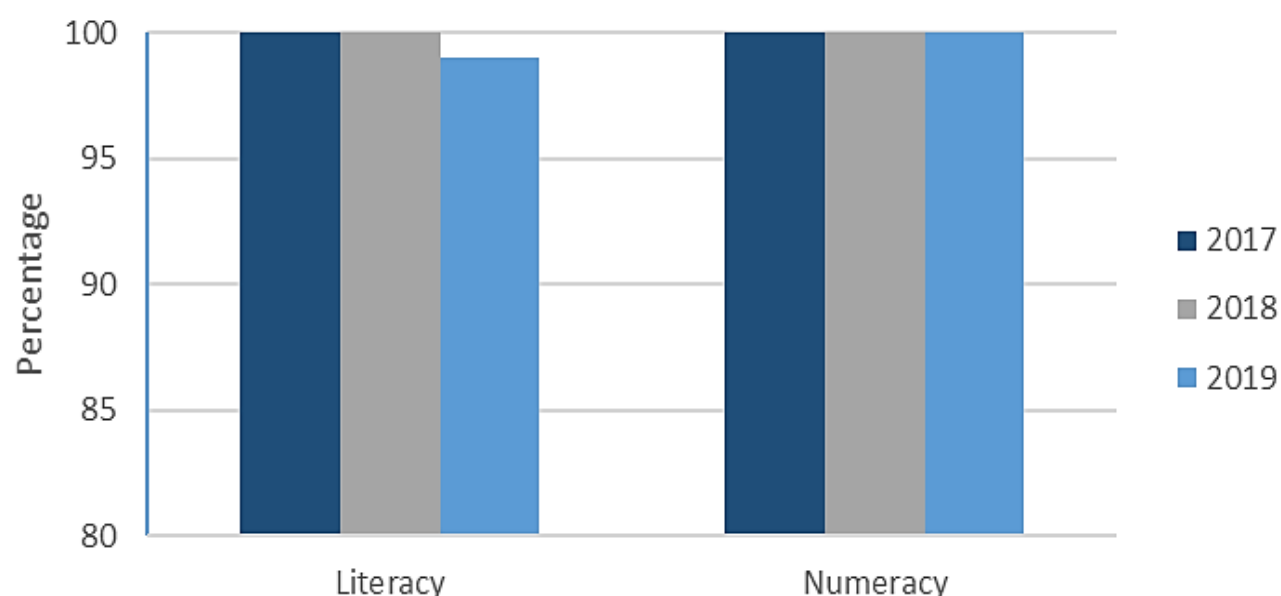


### Year 5: Percentage achieving at or above National Benchmarks

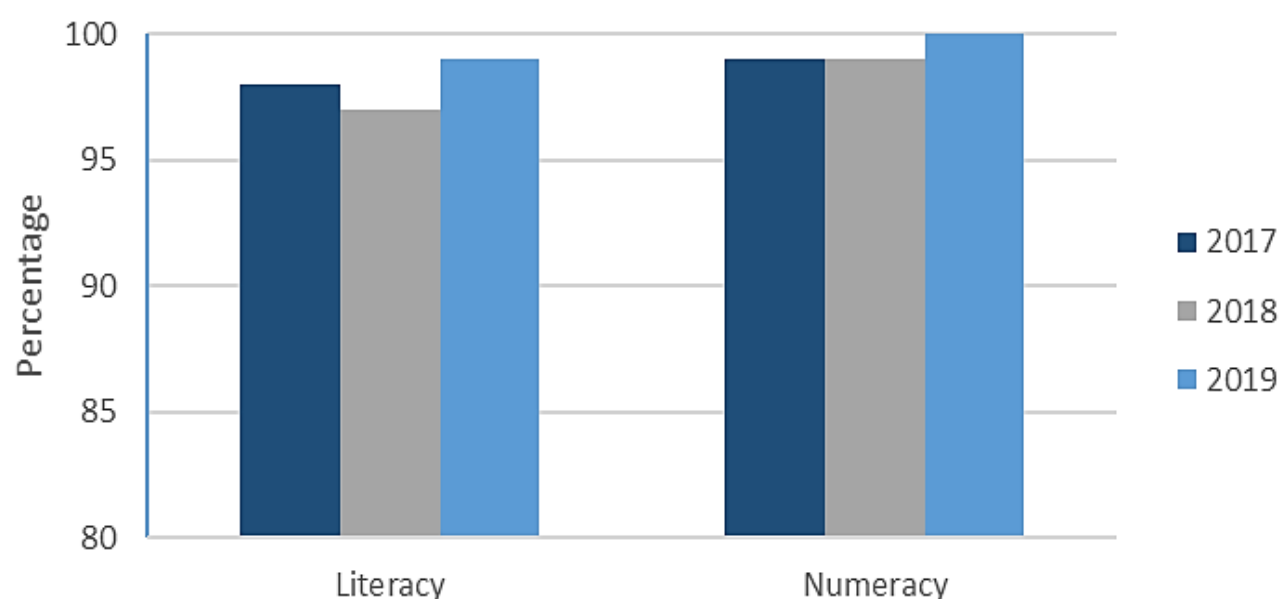




## Year 7: Percentage achieving at or above National Benchmarks



## 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 2019 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.

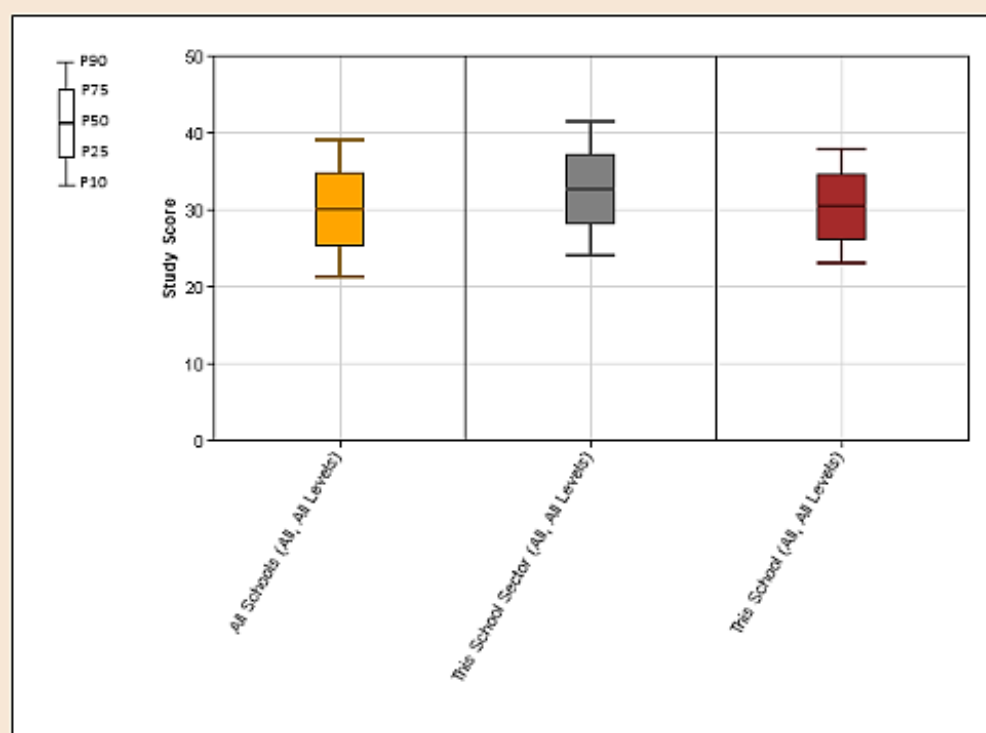


Notwithstanding the amount of resources and academic measures that have been put in place to maximise students' achievements ranging from additional weekend tuition classes to term holiday classes, VCE students were also encouraged to take on leadership roles including the nomination of many senior students 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 always employed. The following is an expanding list of VCE subjects that were offered at Darul Ulum College of Victoria in 2019:

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

All VCE Studies (VCAA Study Score)  
2019 DARUL ULUM COLLEGE OF VICTORIA Home School Data



All VCE Studies (VCAA Study Score) 2019 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)	249359	122	3.0	21.2	25.4	30.1	34.8	39.0	50.0
This School Sector (All Gender, All Levels)	60460	106	4.0	24.1	28.2	32.7	37.2	41.3	50.0
This School (All Gender, All Levels)	184	14	14.0	23.1	28.3	30.5	34.6	37.8	50.0

## 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 our students participate in ongoing anti-bullying presentations facilitated by the student well-being department. Teachers actively re-enforce 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 'upstanders' rather than 'bystanders', thus working together with students to create a safe, nurturing environment.

Students' well-being is 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.

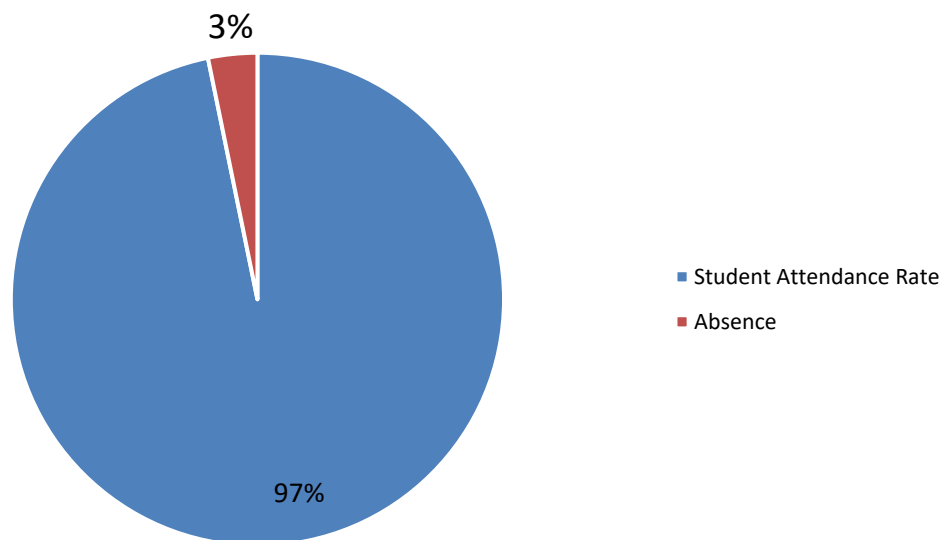
Over the years, the college has developed many in-house programs that address the core areas of well-being. The college promotes inclusiveness, tolerance, acceptance, appreciation, and respect for each other by celebrating Eid festivals, Harmony Day, Earth Day and Teacher and Student Appreciation Day. 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 were 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 religion of Islam and to the home we call Australia.



## Student Attendance

STUDENT ATTENDANCE DATA From 31/1/19 to 7/12/19 Year Level	Semester 1 31/1/19 to 20/6/19 %	Semester 2 12/7/19 to 7/12/19 %	Year 2019 Averages %
Prep	96.79	97.26	97.03
Year 1	97.06	97.83	97.44
Year 2	97.09	97.36	97.22
Year 3	97.60	95.99	96.80
Year 4	97.83	96.93	97.38
Year 5	96.76	96.58	96.67
Year 6	97.18	95.30	96.24
<b>Primary Averages</b>	<b>97.19</b>	<b>96.75</b>	<b>96.97</b>
Year 7	96.84	96.14	96.49
Year 8	97.08	95.59	96.34
Year 9	97.02	96.07	96.54
Year 10	96.54	95.59	96.07
Year 11	97.08	95.82	96.45
Year 12	97.27	97.85	97.56
<b>Secondary Averages</b>	<b>96.97</b>	<b>96.18</b>	<b>96.57</b>
<b>DUCV Averages</b>	<b>97.08</b>	<b>96.49</b>	<b>96.78</b>

Student Attendance Rate - 2019

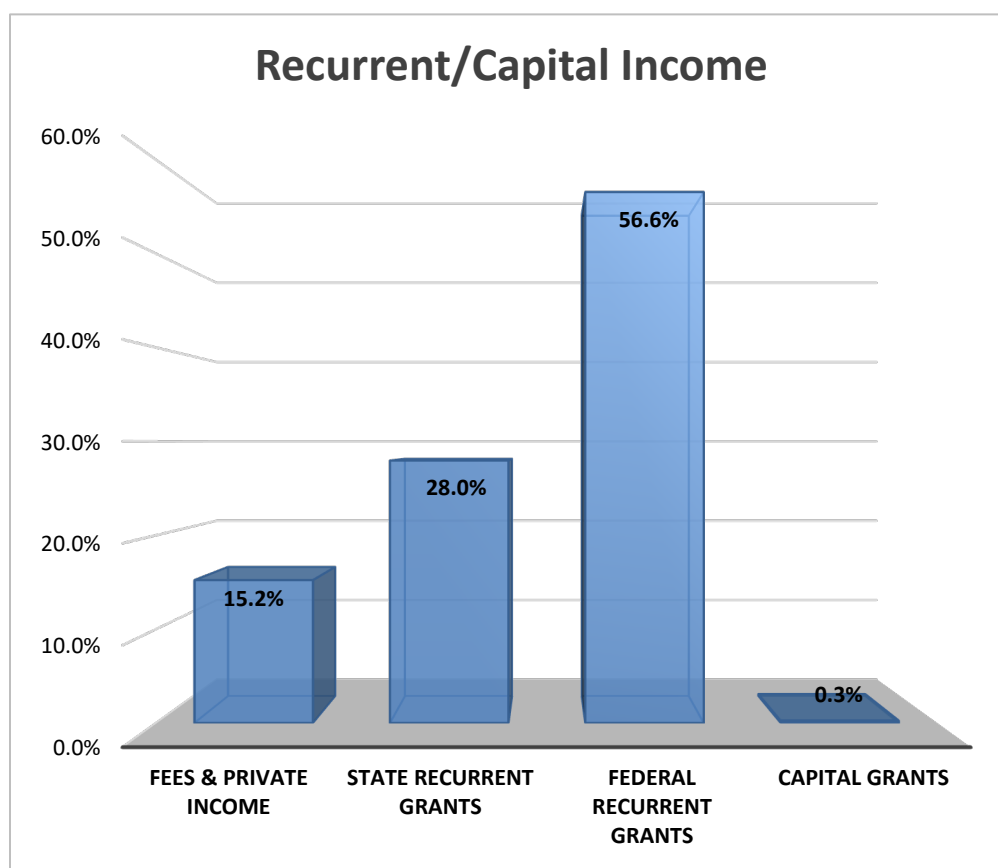
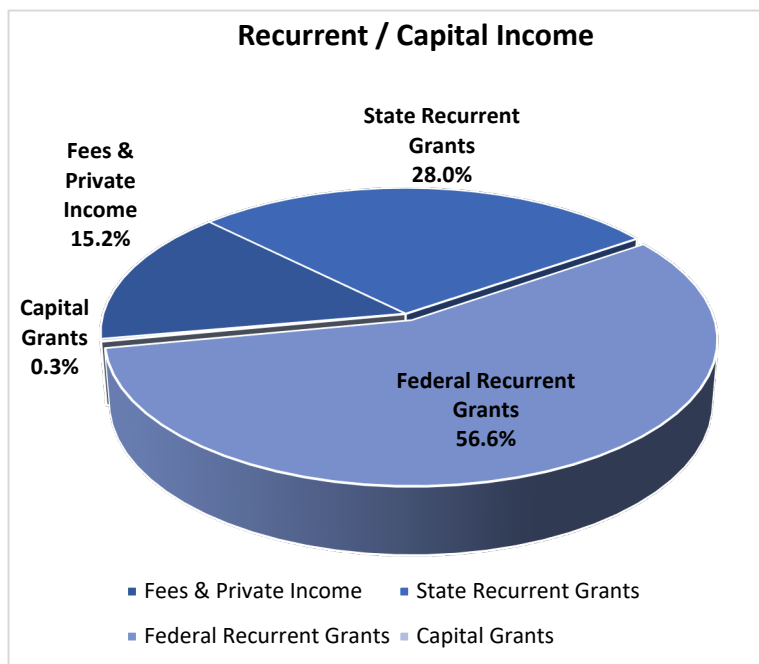


The overall attendance of students at Darul Ulum College of Victoria is excellent with an attendance rate of 96.78% in 2019. We recognise the strong link between school attendance and learning outcomes and continue to encourage parents to reduce late arrivals and absences. Most students' absences were 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.

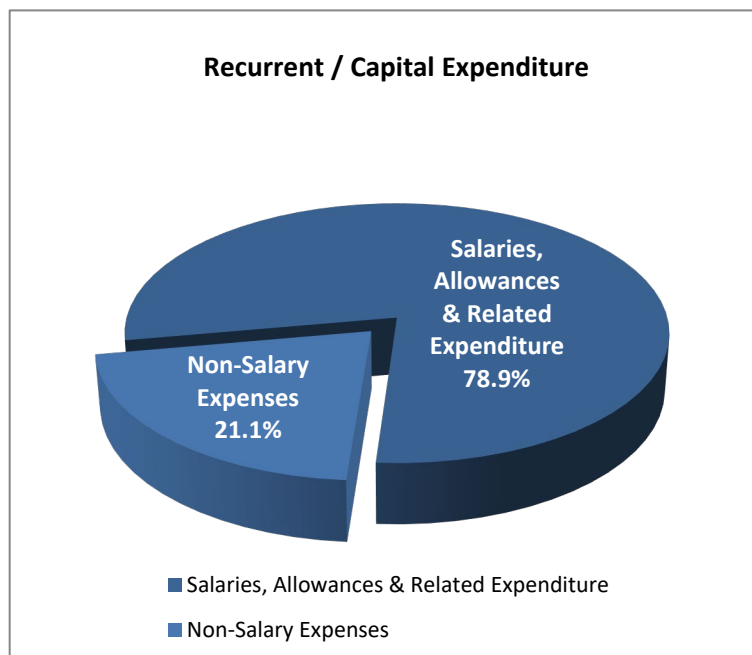


## Financial Report

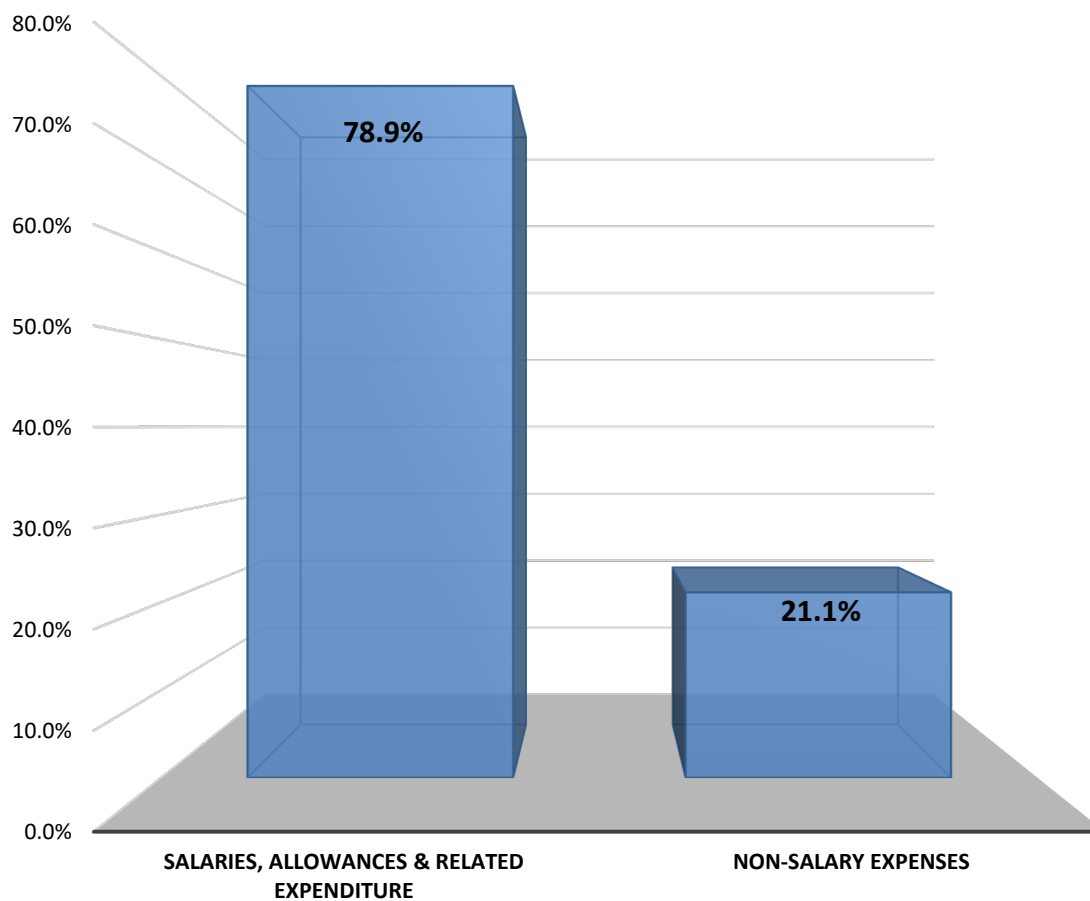
Recurrent/Capital Income	Percentage
Fees & Private Income	15.2%
State Recurrent Grants	28.0%
Federal Recurrent Grants	56.6%
Capital Grants	0.3%
<b>Total</b>	<b>100%</b>



Recurrent/Capital Expenditure	Percentage
Salaries, Allowances & Related Expenditure	78.9%
Non-Salary Expenses	21.1%
<b>Total</b>	<b>100%</b>



### Recurrent/Capital Expenditure





## School Contact Information

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