DARUL ULUM
COLLEGE OF VICTORIA
STRATEGIC PLAN
2015+
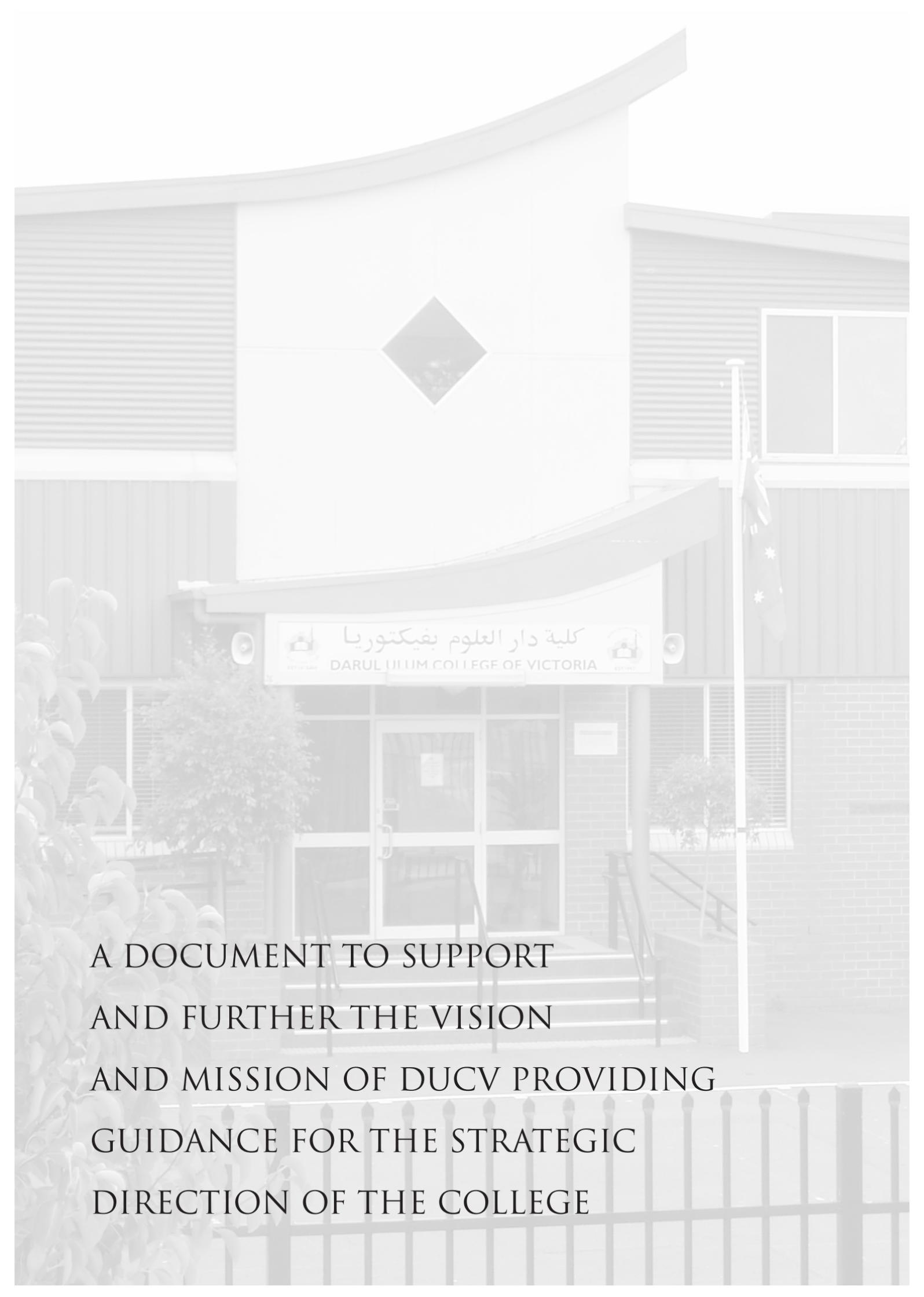
A DOCUMENT TO SUPPORT
AND FURTHER THE VISION
AND MISSION OF DUCV PROVIDING
GUIDANCE FOR THE STRATEGIC
DIRECTION OF THE COLLEGE

كلية دار العلوم بفيكتوريا
DARUL ULUM COLLEGE OF VICTORIA

VISION

DARUL ULUM COLLEGE ENVISIONS AND STRIVES TOWARDS ACHIEVING ACADEMIC EXCELLENCE AND SPIRITUAL ASCENDANCE BY NURTURING WELL ROUNDED INDIVIDUALS WHO CAN ACTIVELY CONTRIBUTE TO THE BROADER SOCIETY. THIS IS ACCOMPLISHED BY IMPLEMENTING A COMPREHENSIVE CURRICULUM AND BY ENGAGING IN RELIGIOUS TEACHINGS DERIVED FROM THE HOLY QUR'AN AND TEACHINGS OF THE PROPHET MUHAMMAD peace be upon him.

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.

'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.
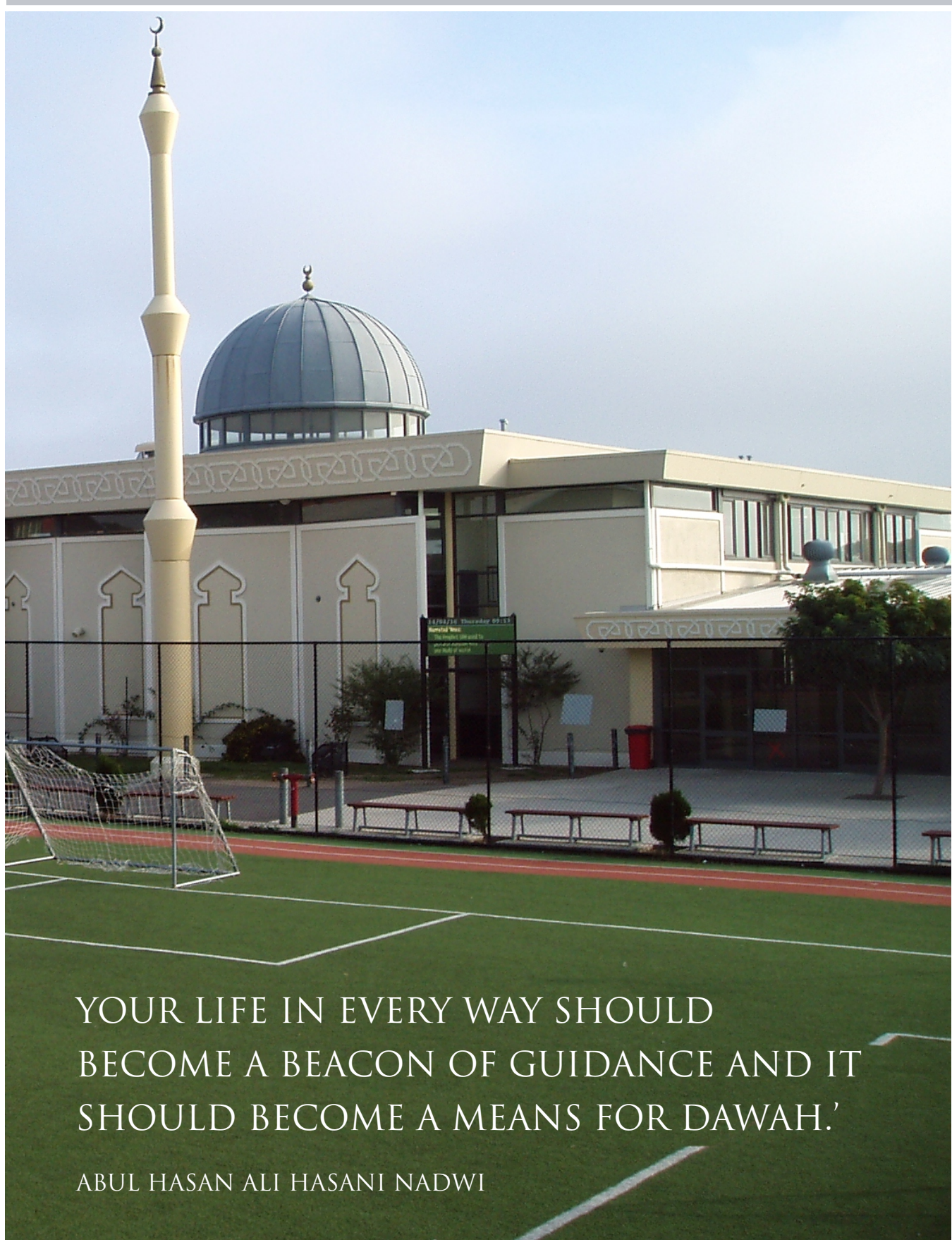
YOUR LIFE IN EVERY WAY SHOULD BECOME A BEACON OF GUIDANCE AND IT SHOULD BECOME A MEANS FOR DAWAH.'

ABUL HASAN ALI HASANI NADWI

STRATEGIC PLAN

CORE STRATEGIC PRIORITIES

- Area One: Quality Leaning
- Area Two: Quality Teaching
- Area Three: Community Engagement

ENABLING STRATEGIC PRIORITIES

Area Four: Resources

- Human Resources
- Building and Construction
- Operations
- Financing

STRATEGIC AREA 1

1 Quality Leaning

Darul Ulum College will provide an environment in which students feel safe, engaged, and able to learn. The physical, emotional, social, and spiritual wellbeing of students is fostered through the Principles of Islam of respect, acceptance, and understanding catering to the individual needs of students, as they grow and mature.

OBJECTIVE GOALS

1.1 Student Achievement:

1.1.1 Provide an engaging curriculum from Foundation to Year 12.

1.1.2 To provide a curriculum that caters for and acknowledges academic rigor and individual success.

1.1.3 Develops a curriculum that allows students to develop their higher order and critical thinking skills and capabilities.

1.1.4 Students are given opportunities to explore leadership opportunities throughout the school such as the SRC, debating and sporting endeavours.

1.2 Student Wellbeing:

1.2.1 Develop a Common Student Wellbeing Framework that takes into account the social and emotional milestones of young people.

1.2.2 Review existing policies, structures, and programs related to student wellbeing, according to the new framework.

1.2.3 All stakeholders have the opportunity to contribute and review key aspects of the framework

1.2.4 Write the Student Wellbeing Policy and submit it for approval from the Board.

1.2.5 Develop a set of recommendations for full implementation of the new policy.

1.2.6 Implement the policy according to the recommendations and set procedures.

1.2.7 Develop programs with staff that identifies - pastoral care, personal development, and the spirituality of student needs.
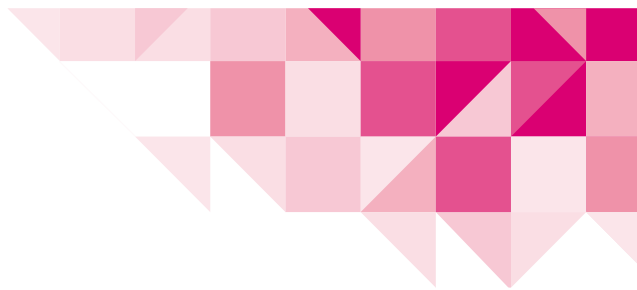
1.3 Student Engagement:

1.3.1 Complete a gap analysis of current practice in regards to use of the Australian Curriculum.

1.3.2 Enabling staff to use tools that individualises and differentiates a curriculum to ensure that students at Darul Ulum are actively encouraged to engage at their point of entry into the delivered curriculum.

1.3.3 Improve student transition programs across the college.

1.3.4 Develop an in-depth co-curricular opportunities that focuses of personal growth and development.

1.3.5 Develop and implement a careers preparation curriculum incorporating the Australian Curriculum.

1.3.6 Promote and deliver a holistic educational experience based upon the Principles of Islam.

1.3.7 All students have the opportunity to have an ILP catered for them based on their point of need.

Therefore, we intend to implement strategies that make progress towards achieving the objectives in each component of Strategic Area 1:

MEASUREMENT OF SUCCESS

1.1 Student Achievement:

1.1.1 Students are able to travel through the curriculum delivered as a seamless learning continuum.

1.1.2 All students are able to experience success based upon and honours their point of entry and exit within the Australian Curriculum.

1.1.3 Students become critical analytical problem solvers able to negotiate their position within the local and international communities.

1.1.4 VCE Results compared to other like schools.

1.1.5 NAPLAN results compared to other like schools.

1.1.6 Student and Parent feedback is sought, valued and enacted upon.

1.2 Student Wellbeing:

1.2.1 A Student Wellbeing policy is adopted by the teaching community, in which all staff model and implement the desired outcomes.

1.2.2 Students are aware of the protocols and norms in place.

1.2.3 Students and parent communities are aware of the process and frameworks used within the school (such as Mind Matters, Bounce Back etc.).

1.2.4 Students are well rounded, sound of mind, and supported throughout their academic and personal learning journeys.

1.3 Student Engagement:

1.3.1 Staff are able to deliver, review and adapt the Australian Curriculum to ensure students are able to meet the set Achievement Standards.

1.3.2 Students are respected and valued as individual learners.

1.3.3 Students are able to clearly articulate the type of learner they are and how best they learn.

1.3.4 Students are able to effectively use IC Technologies to support their individual learning styles.

1.3.5 Student and Parent feedback is sought, valued and enacted upon.

STRATEGIC AREA 2

2 QUALITY TEACHING

Darul Ulum College is committed to continuous improvement and maintaining a high achieving learning environment based upon the Principles of Islam. An expert and passionate staff implement a rigorous engaging curriculum, which enables and equips students to achieve academic success.

OBJECTIVE GOALS

2.1 Improve Student-Learning Outcomes:

2.1.1 Develop a set of protocols to ensure a consistent approach to the collection and storage of student assessment pieces.

2.1.2 Use the Australian curriculum to define expected standards for Reading, Writing and Spelling from Foundation to Year Ten.

2.1.3 Allocate funding for the appointment of part-time Special Education teachers / Aides.

2.1.4 Use formative and summative assessment data to determine content of teaching and individual directions for students.

2.1.5 Enhance student engagement through a variety of technologies.

2.1.6 Whole school practice (Relationships between students and staff; between staff and community; respect amongst staff).

2.1.7 Maintaining and enhancing the functioning of PLTs (Understanding and facilitating individual learning pathways leading to success; moderation; feedback; data analysis; review and purpose of assessment schedules; quality of reporting.

2.2 Create a High Achieving Learning Environment:

2.2.1 Deliver an effective differentiated curriculum

2.2.2 Set Excellence as a Priority

2.2.3 Develop a set of staff and student expectations

2.2.4 Develop a Term by Term Implementation plan

2.2.5 Provide regular opportunities for staff to review the implementation strategies

2.2.6 Communicate strategies with the School Community on a regular basis

2.3 Ensure High Quality Teaching Practice:

2.3.1 Building teacher capacity.

2.3.2 Transparency and accountability: Walk-throughs; EBOs; RO's; AITSL portfolios.

2.3.3 Teacher well-being (Spiritual growth; pastoral care; incentives).

2.3.4 Establishment of a performance review scheme.

2.3.5 Formalise the Staff Induction Process.

2.3.6 Review the Professional Team structure.

2.3.7 Continue to provide Professional Learning opportunities to improve teacher practice.

2.4 Staff Wellbeing

2.4.1 Ensure all teaching staff have opportunities to share highlights and successes.

2.4.2 Institute a Staff Recognition and Encouragement Processes.

2.4.3 Create a Staff Strengths profile that includes; passions, strengths and areas of expertise.

Therefore, we intend to implement strategies that make progress towards achieving the objectives in each component of Strategic Area 2:

MEASUREMENT OF SUCCESS

2.1 Improve Student-Learning Outcomes:

2.1.1 Student data is tracked, moderated, and annotated within a timely fashion and feedback is actively given to key stakeholders.

2.1.2 Students are able to embed and apply what has been taught by staff accordingly to the Achievement standards of the Australian Curriculum.

2.1.3 Leadership is aware of the importance of supporting the areas of student inventions both in the areas of below and above proficiencies.

2.1.4 The College's Assessment Schedule is reviewed and ensures that the collation, sharing, and purpose of data collection remains relevant and informative to the student's progress.

2.1.5 The use of Professional Learning Communities becomes commonplace and valued as a core principle of teaching practice.
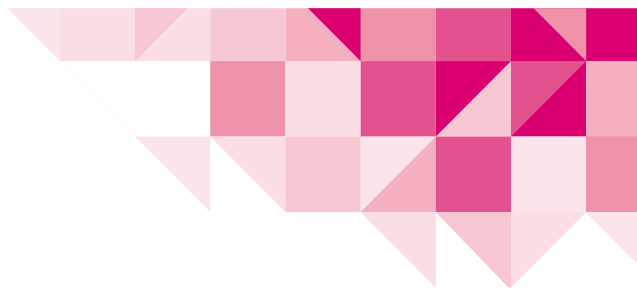
2.2 Create a High Achieving Learning Environment:

2.2.1 Continue to develop ILP documentation and refine processes to ensure learning goals are achieved.

2.2.2 Explore a range of teaching models, which support the delivery of a differentiated curriculum.

2.3 Ensure High Quality Teaching Practice:

2.3.1 Staff are immersed in the sound practice and values of the Professional Learning Communities.

2.3.2 Staff actively seeks to improve their teaching practice as a matter of professional development and growth.

2.3.3 Leadership offers and reviews a series of frameworks supported by current best practices to encourage staff to move through their levels of practice as set within the ATSIL Standards of Practice.

2.3.4 Staff are provided with opportunities for personal growth within their profession.

2.3.5 Staff appraisal processes are continuality reviewed.

2.3.6 Expand the process to include public recognition.

2.3.7 Incorporate the AISTL guidelines are held as core operational principles of practice.

2.3.8 Leadership notes the potential and provides the appropriate opportunities for professional growth.

2.4 Staff Wellbeing

2.4.1 A collaborative, cohesive team is developed.

2.4.2 Staff morale and unity is valued and sought.

2.4.3 Acknowledge and celebrate staff success, achievements and gifting's / bonuses.

STRATEGIC AREA 3

3 Community Engagement

Successful learning and positive student outcomes cannot be achieved if they are limited to the classroom environment between the student and the teacher. In light of the Colleges vision, Darul Ulum recognises the importance of establishing networks and strong relations with a wide range of community based bodies and organisations. In order for the culture of effective learning to prevail and for students to gain experience and lifelong skills from what they are taught, reaching out to the broader community is one of the Management's main key objectives.

In appreciating the fact that learning is not confined to the students' experience within the classroom, the College has identified the following areas to establish and further enhance its engagement with the broader community:

OBJECTIVE GOALS

3.1 Parent Community:

3.1.1 Ensure that parents are provided with a wide range of opportunities to participate in their children's learning and achievements, extra curricula activities and school events.

3.1.2 To understand and assess the feasibility of parental participation in certain areas.

3.1.3 Surveying parents about their views, perceptions of school progress and satisfaction.

3.2 Student Community:

3.2.1 Provide opportunities for students to express their views and empower them to contribute in the decision making process where applicable. participate in sharing their input.

3.2.2 Maintain contact and communication with graduate students and school leavers to enable them to contribute to the school community and to sustain the relation between the college and its graduates.

3.3 Neighbours:

3.3.1 Establish and maintain a positive relation with all neighbours by being mindful of their amenities and rights.

3.4 Wider Community:

3.4.1   Establish networks with the wider community to understand their potential services that may be of benefit to the College.

3.4.2   To ensure that the community is familiar with the College's role and it's vision and mission.

Therefore, we intend to implement strategies that make progress towards achieving the objectives in each component of Strategic Area 3:

MEASUREMENT OF SUCCESS

3.1 Parent Community:

3.1.1   Information Nights.

3.1.2   Parent / Teacher interviews.

3.1.3   Competitions; Quizzes.

3.1.4   High Achievers' dinner nights.

3.1.5   Familiarise and actively use parental portal and the Student Learning Management System.

3.1.6   Develop a data base of parents to identify the wide range of parent backgrounds and credentials to assist in facilitating school based initiatives.

3.1.7   Conduct external surveys to gauge parents' feedback and views.

3.2 Student Community:

3.2.1   Establish and run the Student Representative Council as per the College's policy.

3.2.2   Review and enhance the norms and protocols of the Student Representative Council.

3.2.3   Establish a formal and accessible database for tracking graduates and school leavers.

3.2.4   Create opportunities such as Iftaar nights, graduation ceremonies and the like for selective Alumni members to conduct presentations as guest speakers for students.

3.3 Neighbours:

3.3.1   School administration to facilitate periodical informative / consultative sessions with neighbours to create awareness about the School's activities and events to eliminate any negativity and ambiguity about the prevalent cultural and religious practices.

3.4 Wider Community:

3.4.1 To create opportunities with peak organisations who can assist and support the College in various forms

3.4.2 Local Council
- Invite key council representatives to certain school based activities such as the annual Eid Fesitval.
- Appoint school representatives to participate in Moreland's North East Ward meetings.

3.4.3 Local Police Services
- Build networks with Fawkner police to incorporate police services that support students and administration in various areas including cyber safety, emergency management plans and the like.

3.4.4 Board of Imams / Religious organisations
- Identify events and opportunities for key religious organisations to participate and contribute as guest speakers.
- Prepare flyers outlining the College's religious ethos and vision to share with key religious members of the community.

STRATEGIC AREA 4

4 RESOURCES

Resourcing and effective use of resources are fundamental to viable school operations. Darul Ulum College intends to optimise the output of its resources by prioritising and maintaining a balance across all school departments.

OBJECTIVE GOALS

4.1 Human Resources:

4.1.1 Ensuring that all staff members hold the adequate qualifications and relevant credentials.

4.1.2 Establishing and maintaining staff profiles.

4.1.3 Enhancing skills and upgrading qualifications where needed.

4.2 Building and Construction:

4.2.1 Provision of adequate facilities as per the College's current and future growth.

4.3 Operations:

4.3.1 Identify services the College requires to maintain smooth operations and functionality.

4.4 Financing:

4.4.1 Fees and levy.

4.4.2 Government grants.

4.4.3 Donations.

Therefore, we intend to implement strategies that make progress towards achieving the objectives in each component of Strategic Area 4:

MEASUREMENT OF SUCCESS

4.1 Human Resources:

4.1.1 The recruitment process ensures that the newly appointed personnel possess relevant qualifications and adequate skills to perform the assigned duties effectively.

4.1.2 The HR department to conduct annual surveys to update staff profiles consisting of all personal and relevant details.

4.1.3 School provides sufficient funds to further develop / train staff in their areas of expertise by prioritising funds as per the areas of need.

4.2 Building and Construction:

4.2.1 Project future growth in terms of student population and staffing in light of the school population charter.

4.2.2 Review and update the College's master plan and provide a clear vision of the School's growth needs for the next 10 years, which includes replacement of the College's old, outdated buildings (including existing portable buildings) with new, modern facilities.

4.2.3 Implementation of the College's master plan, which include the following:

- Upgrading of the existing storm-water drainage system.
- Implementation of the College's traffic management plan by alteration of existing car parks and foot paths to enhance safety of pedestrians and increasing efficiency of traffic flow.
- Construction of shade structures over student play areas to minimise exposure to the sun.
- Construction of shade sails over student waiting areas in the front car park.
- Installation of outdoor play equipment for primary school students.

4.2.4 As per the master plan, the administration plans and phases the building requirements over stages.
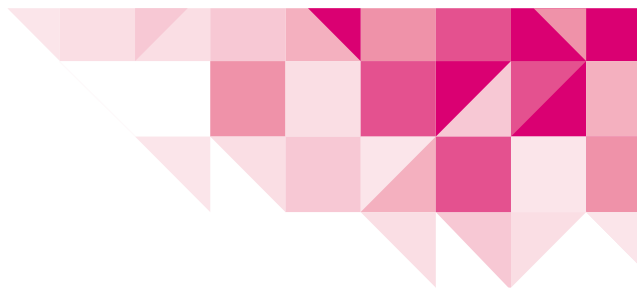
4.3 Operations:

4.3.1 Develop the relevant documentations including specific service needs and requirements of the College in the following service areas:

    a)   Canteen Operation

    b)   Cleaning Services

    c)   Security Services

    d)   Transport

    e)   Traffic management

    f)   Maintenance such as routine, preventative, reactive, corrective and call-out

    g)   Emergency management services.

4.4 Financing:

4.4.1 Forecasting the College's 5-year income to plan and determine budgeting for school operations and capital works.