

DARUL ULUM COLLEGE OF VICTORIA
1965

Annual Report
to the School Community



Year 2009

School Overview

A fresh BREEZE - Providing a Balanced Education for this century

At Darul Ulum College of Victoria, we are committed in providing quality education in an Islamic environment that teaches responsibility, best moral values and respect for others.

In 2007, we embarked on an expansion program to offer secondary education up to VCE.

At the same time, we unveiled our “fresh BREEZE” – six strategic ventures that will set the foundations to re-shape education. We want to enable our students to be creative thinkers, positive contributors and future leaders who will improve the world. We want to prepare them for tertiary education and also for day to day life.

We have set the following targets and we are continually working towards achieving them:

1. Outstanding facilities and a vigorous infrastructure

✚ We are committed to continually improving our school to offer an inspiring, purposeful, secure, congenial and engaging educational environment for students and staff.

2. Building partnership with the wider community

✚ We are committed in developing a partnership between school, family and community mainly to help all students succeed in school and in later life. As educators, we recognise that both the family and the community are partners with the school in children’s education and development. We believe that when all stakeholders view one another as partners in education, a caring community forms around students and begins its work. We are also encouraging greater community engagement in order to help the community to benefit from our school’s utilities and services.

3. Enhancing capabilities and performance of individuals and 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 a dynamic educational support. We are committed in providing opportunities for staff to be duly recognised and rewarded.

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

✚ 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 student 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 boost student behaviour, support their personal well being and encourage academic achievement. 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 realize that there are usually multiple paths that lead to understanding. Students are encouraged to seek out and experiment with new things or ideas. We are committed to providing educational facilities that support creativity, constructive innovation and high quality thinking.

This report shall provide an overview of our performance in the year ending December 2008.

Student Enrolments:

School Year	No of Students
2007	630
2008	711
2009	735

Parent Satisfaction:

At DUCV, we are proud of our relationship with parents and we are working in collaboration to improve all facets of schooling for their children. Parent surveys and opinions are taken into consideration in improving all aspects of schooling for the students. School/Parent communication is a continuous effort made by the teaching and non-teaching staff and the school administration. School and parent communication is achieved through several means and modes such as the schools newsletter, webpage, community announcement, parent forums, information evenings, individual parent and or family meetings and surveys.

This year's parents' forum through information evening, "Success for Boys" gathering and Reporting Day indicated a high satisfaction rate amongst parents for what the school was offering to their children. Such communication will intensify in the future as well.

The parent survey for total (overall) satisfaction reveals higher levels of satisfaction among the parents of primary school students.

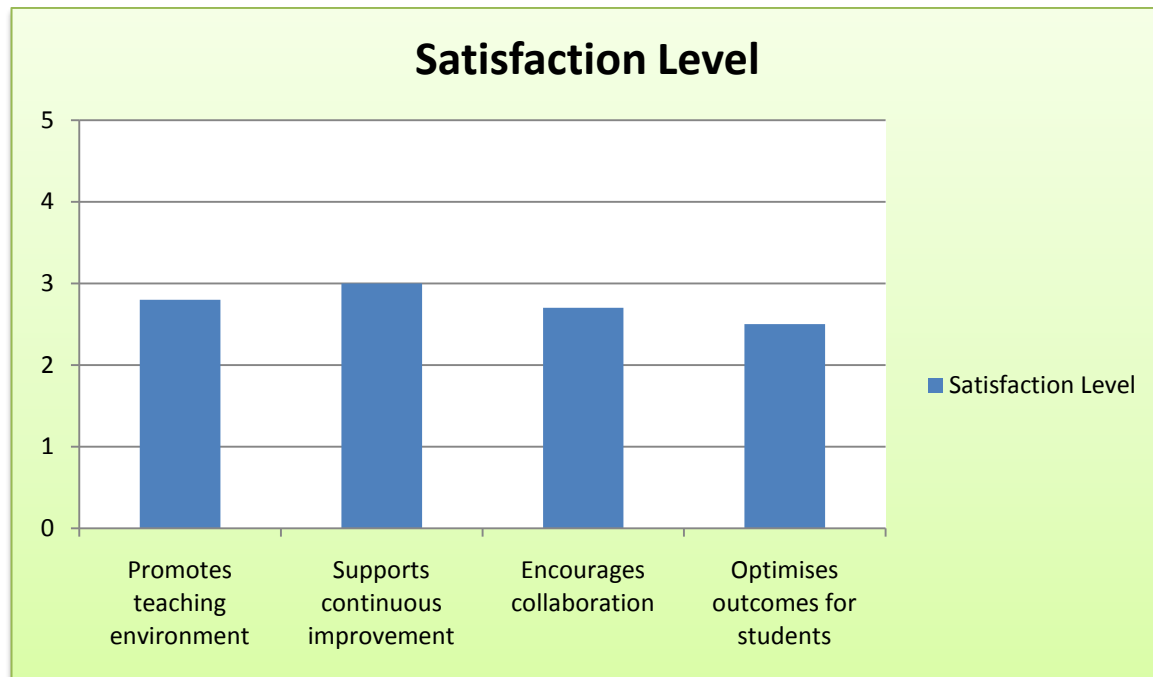
Teacher Satisfaction:

Staff satisfaction survey was carried out by presenting four statements to the teaching staff. Staff members were asked to indicate the extent to which they agreed or disagreed with each of the following statements:

1. The school promotes an excellent teaching and learning environment.
2. The school supports continuous improvement in its teaching and learning practices.
3. The school encourages collaboration between staff to improve teaching and learning practices.
4. The school's learning environment optimises outcomes for students.

The scale on the vertical axis in the graph below represents the level of agreement.

5. Strongly disagree
6. Generally disagree
7. Uncertain
8. Generally agree
9. Strongly agree



Teacher Absence:

The average number of days that a teacher was absent was 14.

Teacher Retention:

Of the 63 teaching staff at Darul Ulum College at the start of 2009, 52 or 82.5% were still at the school at the end of 2009.

Teacher participation in professional learning:

All the teachers at DUCV have participated in a variety of professional development activities throughout the year. The school's induction and mentoring program for teachers was a success in the last year which aimed to ensure that the newly appointed teachers make a smooth start. Some senior team members have participated in the Australian Government Quality Teacher Program such as forming professional reading teams and integrating ICT in the curriculum to improve the quality of teaching and learning at the College.

An Anaphylaxis training course was conducted and the majority of the teaching staff participated in the training in 2009.

Professional Development - 2009		Expenditure
Semester 1 & 2		\$ 37,918.24
In House Professional Development		\$ 6,920.20
Total PD Expenditure		\$ 44,838.44

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
Diploma of Education/Grad. Diploma of Education	30
Bachelor of Education	8
Masters of Education	2
Bachelor of Teaching	4

Student Progress and Achievements

Student Learning:

At Darul Ulum College, we ensure that students achieve the necessary skills, knowledge and understandings and become educated individuals; they need to be quality producers, effective communicators, leaders and collaborators, designers and initiators, community contributors, active investigators and most importantly self-directed learners.

Under our “A fresh BREEZE” strategic plan, student learning has been the focus of our curriculum design and implementation. Staff Professional Learning has also been a major focus where attending external and in-house Professional Learning sessions has become a requirement for every staff member.

We also take the opportunity to utilise the standardised assessment data obtained from the NAPLAN and PAT Tests to our advantage. The data is analysed and discussed in detail with all teachers to improve teaching and learning. The Student Perception and Student Self-Evaluation surveys are taken into consideration when planning and implementing the curriculum.

The Corrective Reading program at DUCV is in the third year of its implantation and the higher success rate for student at risk is testimony to its effectiveness in a fairly short span of time. Teacher expertise has also made a great contribution in student success and it is projected that the number of students needing intervention should dramatically decrease in the foreseeable future.

The college is continuing its offer of support in the area of ESL to the New Arrivals and other relevant students, integration aide support for students receiving funding and maths intervention programs such as the CMC (Connecting Maths Concepts) and the EMM (Elementary Maths Mastery) to targeted groups of students.

2009 NAPLAN Data: Students performing at or above the National Minimum Standard:

<i>% At or Above National Minimum standard</i>	<i>READING</i>	<i>WRITING</i>	<i>SPELLING</i>	<i>GRAMMAR & PUNCTUATION</i>	<i>NUMERACY</i>
Grade 3	100%	100%	100%	99%	97%
Grade 5	96%	98%	100%	99%	99%
Grade 7	99%	95%	99%	97%	98%
Grade 9	88%	94%	85%	91%	100%

Percentage of students achieving the national literacy & numeracy benchmarks for the following years (AT or above National Minimum Standard)

Reporting Year		Y3	Y5	Y7	Y9
2007	Literacy	94%	87%	87%	Benchmark Data is Not Available
	Numeracy	97%	91%	87%	Benchmark Data is Not Available
2008	Literacy	98%	90%	93%	93%
	Numeracy	100%	95%	98%	98%
2009	Literacy	100%	96%	98%	88%
	Numeracy	97%	99%	98%	100%

Percentage Point Change

Reporting Year		Y3	Y5	Y7	Y9
2007	Literacy	-6%	4%	-3%	Benchmark Data is Not Available
	Numeracy	-3%	-4%	4%	Benchmark Data is Not Available
2008	Literacy	4%	3%	-9%	-
	Numeracy	3%	4%	-5%	-
2009	Literacy	2%	6%	5%	-5%
	Numeracy	-3%	4%	0%	2%

*From 2007 special education students also participated in AIM & NAPLAN exam. The percentage point change reflects their participation.

The median Score of Year 9

Reporting Year	Median score		
		Median raw score	Median PATM score
2007	PAT MATHS	19	63
	PAT READING	23	66
2008	PAT MATHS	17	61
	PAT READING	20	63
2009	PAT MATHS	20	64
	PAT READING	25	68

Student Achievement Report

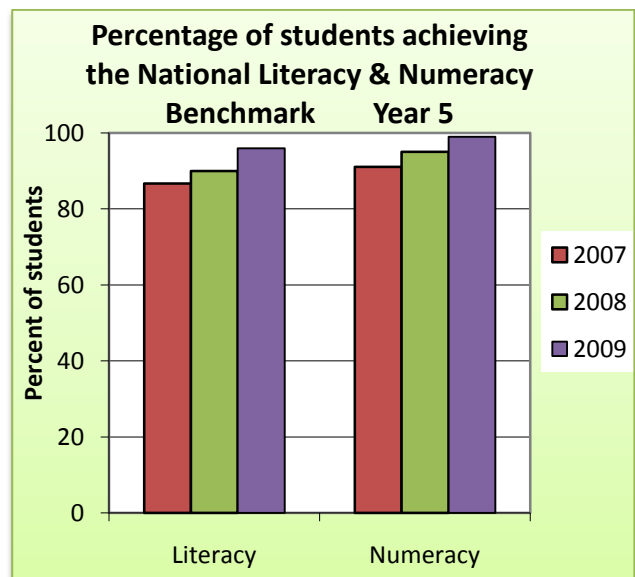
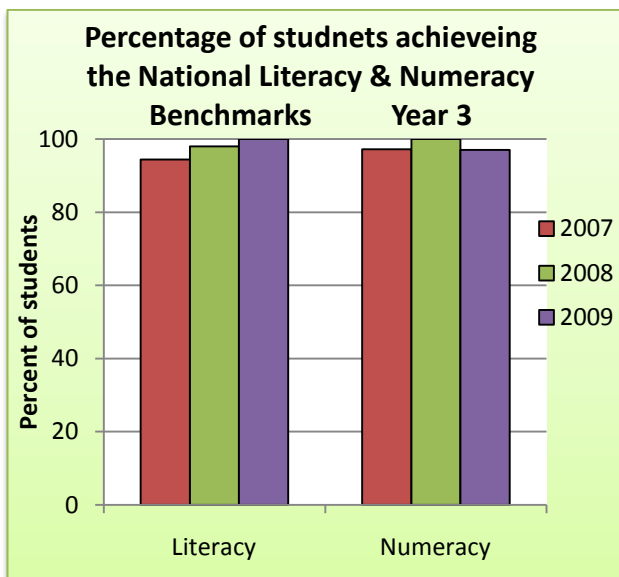
At Darul Ulum College, student achievement in literacy and numeracy has been measured through the Achievement Improvement Monitor (AIM) program in 2006 and 2007 and National Assessment Program for Literacy & Numeracy (NAPLAN) in 2008 and 2009 for years 3, 5, 7 and 9. The school also uses Progressive Assessment Tests (PAT) for both literacy and numeracy as part of the standardised assessment program for each year level from Prep to year 10. The data presented as under, however represents student achievement based on the National Assessment (NAPLAN) only.

National Assessment Program for Literacy & Numeracy (NAPLAN)

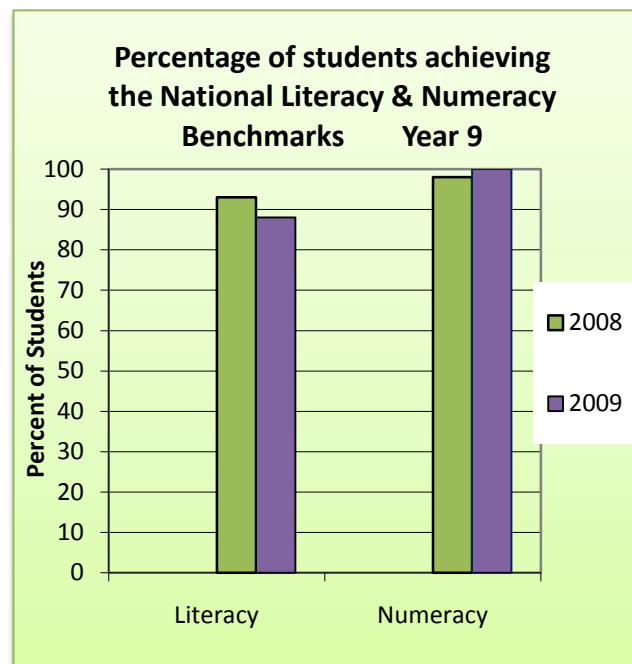
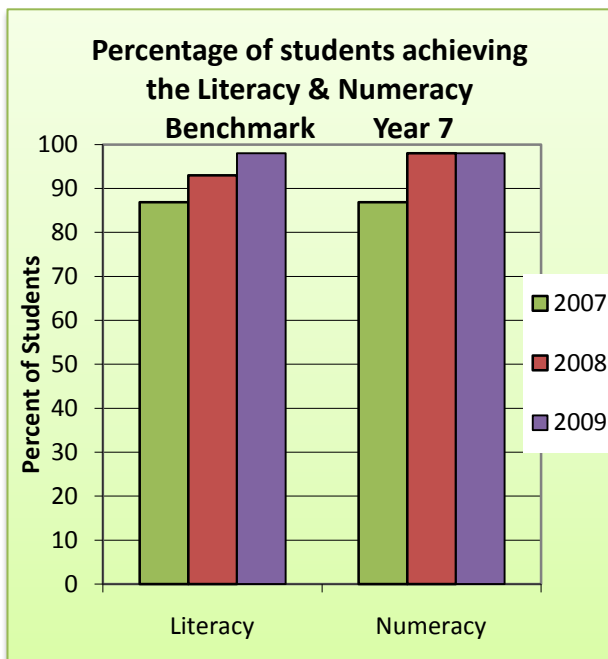
- A. The National Assessment Program scale maps student outcomes onto a ten band continuum and defines a national minimum standard for each year level. The NAPLAN Scale, maps student outcomes on a one- to- ten band continuum.
- Year 3 - results is displayed in band 1 to band 6
 - Year 5 - results is displayed in band 3 to band 8
 - Year 7 - results is displayed in band 4 to band 9
 - Year 9 - results is displayed in band 5 to band 10
- B. The second lowest band on the achievement scale represents the national minimum standard expected of students at each year level. Students whose results are in the minimum standard band have typically demonstrated only the basic elements of literacy and numeracy for the year level. For example:
- For year 3, the National Minimum Standard is band 2
 - For year 5, the National Minimum Standard is band 4
 - For year 7, the National Minimum Standard is band 5
 - For year 9, the National Minimum Standard is band 6

Therefore, students who are performing above these bands at any given level, are identified as performing at or above the National Minimum Standards.

The following graphs show the percentage of student achievement AT or ABOVE the expected levels over last three years.



In 2006, ALL grade 3 students performed AT or ABOVE the expected level of the National Literacy and Numeracy Benchmarks. In that year all special education students were exempted from the AIM testing program where as from 2007 onwards, the results were inclusive of every student, including the special education students. Therefore in 2007, with the special education students in the cohort, we have a 6% decrement in literacy & 3% decrement in Numeracy in year 3 level. Although there has been significant improvement in student achievement in Numeracy with 100% of the students performing AT or ABOVE the National Benchmarks in 2008, the trend remains similar in 2007 with a 0.5% decrement in literacy. The year 5 results are not very high compared to year 3, but we have seen steady improvement in literacy and numeracy levels in year 5 over the past three years and this trend is encouraging. The following graphs show the percentage of student achievement AT or ABOVE the expected levels in 2007, 2008 and 2009 for years 7 and 9.



In year 7, 2006, 90% of the students performed AT or ABOVE the expected level. In that year all special education students were exempted from the AIM testing program where as from 2007 onwards, the school decided to include all special education students in the testing program in order to evaluate their performance against the national standards. Therefore in 2007, with the special education students in the cohort, we have a 3% decline in literacy, however a 4% increase in Numeracy levels.

There has been a great improvement in the literacy and numeracy levels in year 7, in 2008 and 2009. The trend is showing a steady incline in the levels of student achievement over the past three years. This result is continuing in Year 9 numeracy however there is a slight decline in the literacy attainment in this level.

VCE median study score:

VCE, at Darul Ulum College was established in 2008 and the first group of our VCE students is expected to graduate in 2010, therefore, we do not have a VCE median study score at this point in time.

In spite of VCE being a newly established faculty, a great amount of improvement has taken place to make the VCE experience for our students successful and memorable. Although the number of students was quite low last year, there has been a healthy influx in the units 1 and 2 enrolment this year and this trend will hopefully continue to grow once the community becomes aware of our excellent VCE program. The retention rates in years 9 and 10 have improved and more students are looking forward to completing their VCE studies at DUCV.

In 2010, almost 95% of students' first choice of subjects were considered and offered. The class composition is quite small ranging from 3 to 14 students. These fantastic class sizes allow each student to have more one-on-one access to the teacher on a daily basis.

Students have easy access to computers, Interactive White Boards, library and other audio visual resources. Students work in collaboration and dialogic teaching has high focus within the classrooms.

We are also encouraging students to consider doing the subjects of their choice that we cannot offer as yet due to low numbers, through Distance Education. Currently we do have a few students taking this option which has found to be very beneficial to them.

We believe and hope that with the provision of VCE and the continuous improvement of our facilities, our retention rate will increase further in the foreseeable future.

Reporting on PSD (Program for Students with Disabilities):

The main objective of our "Program for Students with Disabilities" is to provide these students with extra assistance in accessing the curriculum in an equitable manner as well as to help them in coping 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 is used to identify student needs which include the PAT Reading, PAT Maths, the DIBELS (Dynamic Indicators of Basic Early Literacy Skills), Mastery Tests, Fluency Checklist and teacher anecdotes. NAPLAN data is also used to measure student progress in comparison to the National Benchmarks.

Student participation, engagement and results are indicative of their success in terms of academic performance and social interactions. Students are confident and willing to participating, not only in class work, but also in the extra-curricular activities, working bees and state, national and international competitions.

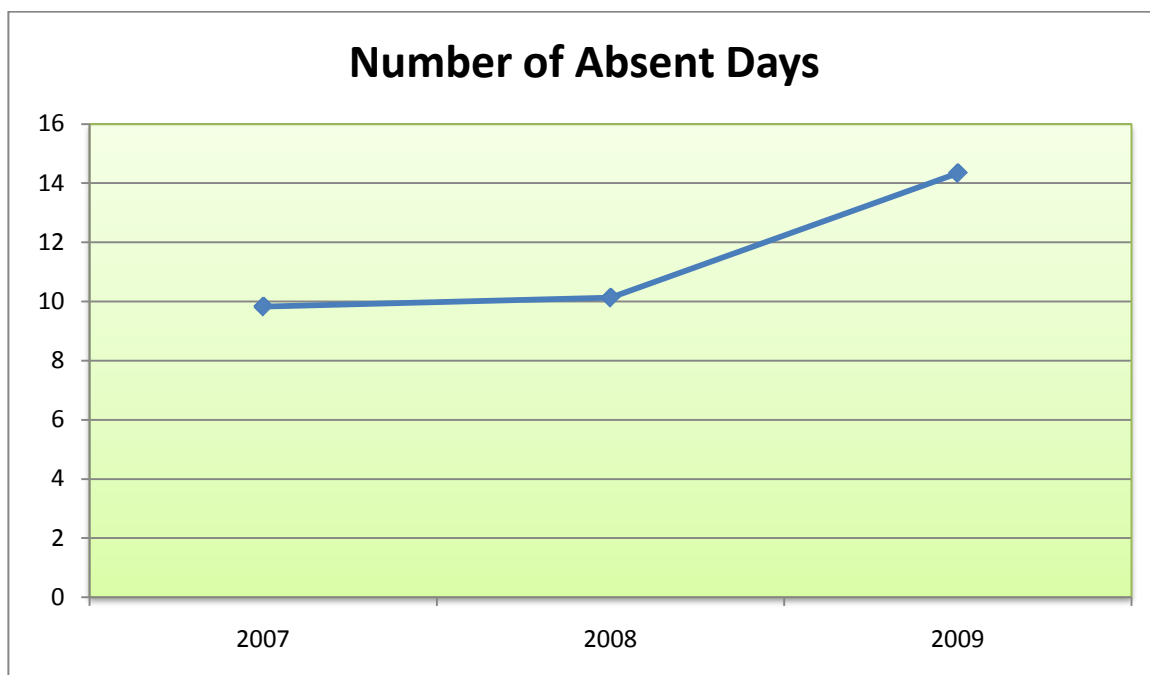
Student Engagement and Wellbeing

Our ultimate aim for student wellbeing is to promote a healthy, supportive and secure environment for all students and to develop students 'resilience. Student Welfare at DUCV is regarded as a shared responsibility between school, home and the community. Parents/teacher interviews, information nights, parent forums and other numerous modes of communication between home and school provide a great platform for ensuring and improving schooling for the students.

Again, as part of our "A fresh BREEZE" strategic plan, student engagement has been the focus of our curriculum design and implementation. Great emphasis has been placed upon student engagement and participation through the introduction of programs and projects that are appealing to boys and girls. Student engagement has been the pinnacle of our staff Professional Learning through whole school specialist consultancy programs, external and in-house PD sessions.

We also have in place a buddy system where older students work with younger students in a supportive and guided manner. Success 4 Boys project, not only provides the teachers with a great insight into the teaching and learning of young boys, it also provides the parents with skills and strategies to assist and understand their children, sons in particular. Under the Success 4 Boys Project, we have planned to extend the forum provided to fathers, to the mothers as well and hopefully give them direction and some guidance on how to deal with difficult situations in regards to their children.

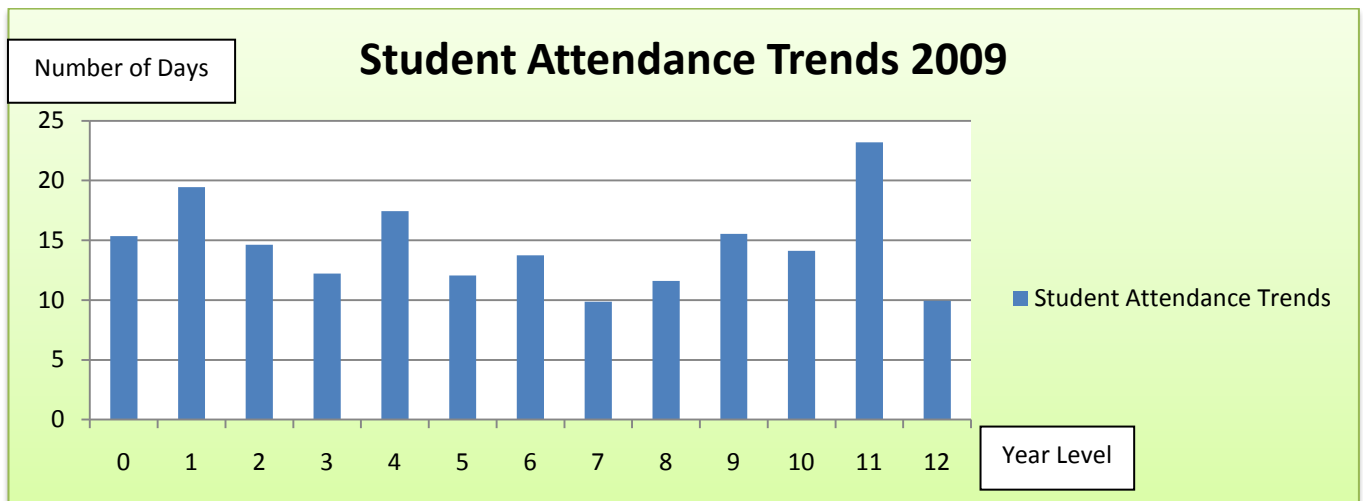
Average number of absent days per student:



The above graph indicates that in 2007, the rate of absences showed an average of 9.83 (which means that on average each student was absent from the school for 9.83 days in the whole year).

In 2008 this average remained steady, except that there was a meagre increase in 2009 average and it changed to 14.34. This increase was mainly due to families travelling overseas, as shown by the graph below.

In 2009, online roll marking facility has been provided in all class rooms. The average no of absent day have increased to 14.34, but school is planning to improve this by SMS facility of informing parents and getting feedback for absence reasons.



In the above graph, the year level 0 represents Prep class.

Our unapproved number of absences per student was reasonable. Total absences per student were 14.34 but unapproved number of absences per student was 10.32.

The overall attendance of students at Darul Ulum College of Victoria is reasonably good and we had an attendance rate of 91.37% in 2009. We recognize the strong link between school attendance and learning outcomes and continue to encourage parents to reduce late arrivals and absences. Most of the absences were due to illness and truancy issues that are recorded and documented. The school reports student absence to parents in their child's school report.

Student engagement and connectedness to school rate very highly in the annual student response to school surveys, which support our high attendance rates. The introduction of daily periodic electronic roll marking system by the form teachers has increased the monitoring of student attendance. The Year level Co-ordinators and the Administration team spend considerable time and effort in consulting the student individually and their respective families in an attempt to address attendance issues. These consultations are also used to ascertain the content of the curriculum that a student misses and the level of work required during this time to ensure a smooth transition upon the student's return.

Students' school connectedness:

To address the needs and concerns of students in response to the Student Attitude Survey, we have put in place some support structures and continue to improve and refine them to address the needs of individual students. The internal and external support structures are as follows:

- Trauma Management Plan
- Protocol for Mandatory Reporting
- Student Support Groups for children in need
- Bullying Survey of students and school environment.
- Parent Forums
- Mentors – providing support for students
- Social Worker to provide services such as counselling, social skills and anger management programs.
- Motivational Talks
- Effective Study Skills
- Careers Education
- Transition Programs
- Improvement of the grounds sporting facilities
- Canteen improvement
- Change of School Uniform

Financial Performance and Position

Financial Performance- Operating Statement Summary for the year ending 31st December, 2009		Financial Position as at 31st December, 2008	
Revenue	2009 Actual	Funds Available	2009 Actual
DE&T Grants	\$0.00	High Yield Investment Account	\$0.00
Commonwealth Government Grants	\$4,967,168.50	Official Account	\$0.00
State Government Grants	\$2,320,852.47	Mosque Account	\$3,916.76
Other	\$334,583.97	ANZ General Account	\$23,170.04
Locally Raised Funds	\$946,995.20	Debtors - Tuition Fees	\$0.00
Total Operating Revenue	\$8,569,600.14	Total Funds Available	\$27,086.80
Expenditure		Financial Commitments	2009 Actual
Salaries and Allowances	\$5,711,118.98	School Operating Reserve	
Bank Charges	\$2,946.32	Co-operative Bank Account	
Consumables	\$261,452.55	Assets or Equipment Replacement < 12 months	\$136,000.00
Books and Publications	\$50,328.56	Revenue Received in Advance	\$200,372.00
Communication Costs	\$21,827.63	Building/Grounds including SMS < 12 months	\$4,105,000.00
Furniture and Equipment	\$0.00	Region /Clusters Funds/School Based Programs < 12 months	
Utilities	\$112,748.01	Provision Accounts < 12 months	
Property Services	\$191,790.47	Repayable to DEECD	
Travel and Subsistence	\$10,953.36	Other Recurrent Expenditure (Accounts Payable)	\$400,385.48
Motor Vehicle Expenses	\$3,831.81	Assets or Equipment Replacement > 12 months	\$144,000.00
Administration	\$74,776.82	Building/Grounds including SMS > 12 months	\$2,482,847.00
Health and Personal Development	\$15,843.13	Region /Clusters Funds/School Based Programs > 12 months	
Professional Development	\$30,181.77	Provision Accounts > 12 months	\$143,730.00
Trading and Fundraising	\$731.75	Co-operative loan > 12 months	
Support/Service	\$332,117.63	Loans > 12 months	\$424,064.66
Miscellaneous	\$76,276.56	Beneficiary/Memorial Accounts	
Total Operating Expenditure	\$6,896,925.35	Total Financial Commitments	\$8,036,399.14
Net Operating Surplus/- Deficit	\$1,672,674.79		
Capital Expenditure			
<p>Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package</p>			

School Contact Information

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