



Est. 1997

ANNUAL REPORT

2023



ADVANCEMENT THROUGH HEART AND MIND

Darul Ulum College of Victoria was established in 1997 on the premises of the ex-Fawkner North Primary School.

**AN AUSTRALIAN
INDEPENDENT SCHOOL
WITH UNDERLYING
ISLAMIC VALUES**



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STATEMENT OF COMMITMENT TO CHILD SAFETY

Darul Ulum College is committed to promoting the wellbeing of students and protecting them from abuse by fostering and creating environments where children feel safe and welcomed.

We promote the virtue of maintaining respectful relationships between students and their peers and between students and adults. This is reinforced when all parties are informed of their rights and equally conscious of their duties and obligations towards others.

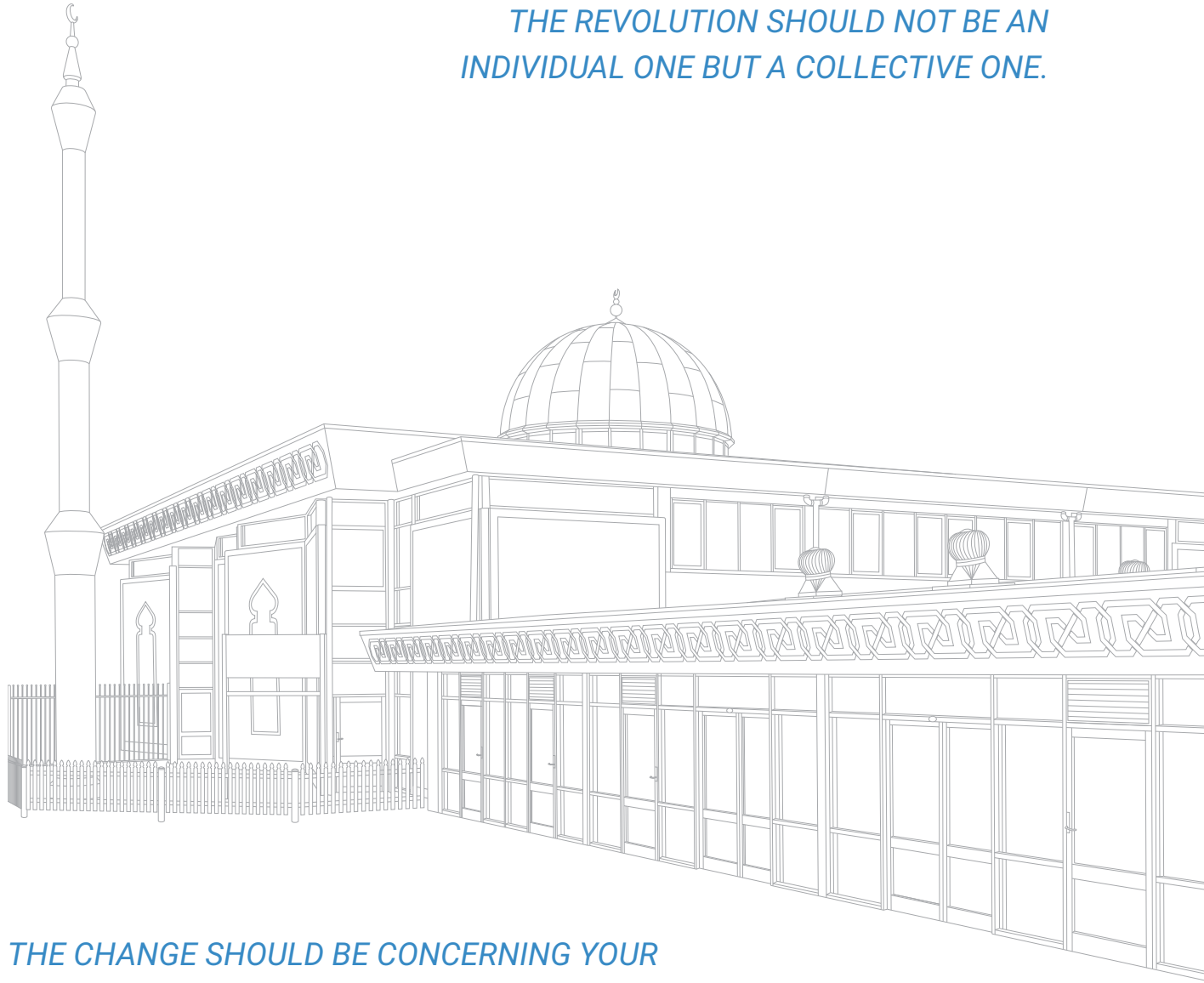
We have no tolerance of child abuse or discrimination and are committed to apply measures to identify and manage risks of harm to our students in the school environment.

Students are informed about the various means available for them to voice their concerns and when a concern is raised, it is taken seriously and responded to accordingly.

Promotion of student wellbeing and protecting children from harm is a shared responsibility between the community and staff of the school as all children have a right to feel safe and protected from all forms of abuse and is inherent to our faith and tradition. All members of the school community, including staff, parents, guardians, volunteers, students on placements and contractors share a legal and moral responsibility to protect children from abuse and to respond to incidents involving the abuse and/or neglect of children.

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

*THE REVOLUTION SHOULD NOT BE AN
INDIVIDUAL ONE BUT A COLLECTIVE ONE.*



*THE CHANGE SHOULD BE CONCERNING YOUR
BELIEF, YOUR MORALS, YOUR ACTIONS, YOUR
DEALINGS, YOUR DECISIONS, AND YOUR EFFORTS.*

*YOUR LIFE IN EVERY WAY SHOULD BECOME A
BEACON OF GUIDANCE AND IT SHOULD BECOME
A MEANS FOR D'AWAH."*

Abul Hasan Ali Hasani Nadwi



OUR PHILOSOPHY

In light of Divine Revelation manifested in the teaching pedagogies of Prophet Muhammad (peace be upon him) and based on consistent contemporary research, Darul Ulum College's educational philosophy affirms that every student is capable of achieving their potential given a holistic approach is applied towards their personal development and wellbeing.

Students develop a sense of their identity when they are nurtured in an environment that encourages virtue, promotes love and upholds the importance of cultivating the cognizance of Allah The Almighty. This in return facilitates for the development of sound morals and attributes.

By crafting educational programs and initiatives that aim at developing inquisitive learners and fostering academic excellence, Darul Ulum College expects students to acquire the necessary skills to become successful lifelong learners.

OUR VISION

Vision
Statement

Our contemporary curriculum and religious values facilitate for the development of academic excellence and spiritual growth in a safe school environment that prepares students to actively contribute to the broader society.

OUR MISSION

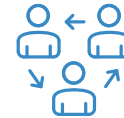
Mission
Statement

Darul Ulum College of Victoria is an Islamic independent school which is committed to:



PROVIDING

education through contemporary curriculum in a safe school environment which incorporates the development of religious and ethical consciousness in students.



ESTABLISHING

a faithful learning community which embraces both religious and Australian values of freedom of speech and religion; openness and tolerance to difference and diversity and the equality of civil rights, through excellence in teaching and learning.



INTEGRATING

academic and personal skills with principles inspired by the Quran, Sunnah and Australian values that can empower students to make positive contributions to the wider community.



PROMOTING

intellectual, social, emotional, physical and spiritual development through programs that cater for a broad range of abilities and interests in a safe school environment for all children, including students of culturally and/or linguistically diverse communities and students with disabilities.

OUR MISSION

Mission Statement
Continued



SUPPORTING

participation and the achievement of 'personal best' to boost self-esteem and personal wellbeing.



OFFERING

students a diversity of enriching activities and stimulating challenges outside the central academic program.



CREATING AND ENHANCING

a culture of continuous improvement.



ENABLING

students to pursue higher education and vocational endeavours as confident and active members of the Australian multicultural society.



AN INTRODUCTION

A message
from the Principal

Bismillahir-Rahmanir-Rahim

In the name of Allah, the Most Gracious, the Most Merciful

As-salamu Alaikum Wa Rahmatullahi Wa Barakatuhu

May the Peace and Blessings of Allah (SWT) be upon you

Alhamdulillah, 2023 has been a year of tremendous growth, achievement, and reflection for

Darul Ulum College of Victoria. As we move forward with our mission of providing holistic education rooted in Islamic values, we continue to witness the fruits of our collective efforts.

“ The opening of [our new] campus marks a significant milestone in our journey to expand educational opportunities within our community... ”



We are delighted to announce the successful commencement of our new campus, Darul Ulum Academy. The opening of this campus marks a significant milestone in our journey to expand educational opportunities within our community. The first year saw six classes, ranging from Foundation to Grade 3 – all of which have been thriving in the new facilities. Despite delays due to Covid-19, the construction of Stage 1A of the Junior Primary School was completed, followed by Stage 1B, which was nearly finished by the end of the year. These developments set a strong foundation for further growth in 2024.

The Board of Directors, with their unwavering commitment to our strategic goals, initiated the Prayer Hall project. After extensive consultations, we secured a concept design from a distinguished architect in Turkey, which has been endorsed by the Board. Moving forward, a local firm has been engaged for the next stage of design development. This project is a testament to our dedication to providing spaces that nurture both spiritual and academic growth.

In addition, we have made significant progress on the schematic design plans for the Middle School, Technology Centre, and Senior School Buildings for male students. These include state-of-the-art facilities such as science laboratories, high technology, low technology, arts room, auditorium, and a rooftop courtyard which have all received

planning permits. We have also applied for a government funding through Block Grant Authority (BGA) under the State Government Capital Improvement Grants program, and we are hopeful that our application for a \$3 million grant will be successful, Insha'Allah.

Our land swap deal at our Fawkner campus with the Council faced complications due to the introduction of the Wind Fall Tax (WFT). However, our legal team is working diligently to seek exemption, ensuring that the agreement proceeds smoothly.

Alhamdulillah, we also made significant strides with the Stage 14 Senior School and Administration Building. Although the volatile building sector delayed the tendering process, we are grateful that the construction has commenced. Despite challenges, our careful financial planning ensures that we can navigate the increased costs and continue to provide the best facilities for our students.

2023 saw numerous upgrades and improvements across our Fawkner campus. From the refurbishment of the Prayer Hall with custom-designed carpets and marble renderings to the installation of new digital clocks and synchronised display boards, we have enhanced the spiritual and educational environment for our students and staff.

The library also received a major facelift with new carpet tiles, furniture, and outdoor learning areas. We expanded our CCTV system to ensure the safety and security of

our community, and we upgraded our PA system to enhance communication throughout the campus.

At Darul Ulum College, we prioritise data-driven decision-making to enhance our educational practices. The transition to Synergetic software has streamlined our processes, enabling us to better analyse student outcomes and continuously improve our educational policies.

Our Registered Training Organisation (RTO) status, achieved in 2022, allowed us to introduce the 10873NAT Diploma of Islamic Studies Instruction to our Year 11 students in 2023. This program, recognised by a major Australian university, offers our students the opportunity to earn a degree with an additional year of study, reflecting our commitment to providing pathways for academic and spiritual growth.

We also made significant investments in technology, upgrading laptops for students and teachers, and enhancing our network infrastructure.

Our curriculum documentation was reviewed and aligned with the Australian Curriculum Version 9, ensuring that our educational offerings remain current and rigorous.

Student wellbeing remains a core focus at Darul Ulum College. The introduction of the Mental Health and Wellbeing Leader role has strengthened our whole-school approach to mental health, providing vital support to

students, staff, and families.

Our online after-hours tutoring program, introduced during the Covid-19 pandemic, continued to offer invaluable support to our Year 12 VCE students, helping them achieve outstanding results.

The exceptional accomplishments of our senior secondary students have given us yet another opportunity to celebrate. The Dux of the College achieved an ATAR of 98.25, and 23% of our students scored above 90. Over 66% achieved an ATAR above 70, and every student achieved an ATAR above 50. These results are a testament to the hard work of our students, the dedication of teachers and the commitment of parents.

As we reflect on the past year, we are filled with gratitude for the progress we have made. None of this would have been possible without the support of our dedicated staff, the commitment of our students, and the trust of our parents and community. We look forward to 2024 with renewed hope and determination, confident that, with the help of Allah (SWT), Darul Ulum College of Victoria will continue to thrive and inspire.

May Allah (SWT) continue to guide us on this journey of knowledge and faith. Ameen.



Mr Abdurrahman Gokler
Principal

SCHOOL OVERVIEW

At Darul Ulum College of Victoria, our mission is to provide a high-quality education within an Islamic environment that emphasizes responsibility, moral values, and respect for others. Our goal is to cultivate creative thinkers, positive contributors to the Australian community, and future leaders. Our commitments are outlined below.

Provision of Outstanding Teaching Facilities and Robust Infrastructure

We are dedicated to continuously enhancing our school facilities to offer an inspiring, purposeful, secure, and engaging educational environment for all students and staff. Recent refurbishments have incorporated state-of-the-art classrooms equipped with advanced learning technologies and resources, significantly enriching the learning experience for our students.

Building Extensive Partnerships with the Wider Community

We are dedicated to cultivating robust partnerships among the school, students' families, and the wider community to support student success both during their time at school and beyond. By acknowledging the vital role of students' families and the community as essential

partners, we foster a nurturing environment that promotes student growth and development.

Effective communication with parents is maintained through regular updates on policies and school operations, facilitated via newsletters, websites, social media, and parent-teacher meetings. This engagement with all stakeholders is crucial in addressing issues related to attendance and academic progress. Monitoring student learning experiences and incorporating parental feedback allows us to tailor our practices to minimise educational disruptions.

Workshops on parenting, educational strategies, and other relevant topics for parents and community members have been positively received, further strengthening our community partnerships.

Enhancing the Capabilities and Performance of School Staff and Professional Learning Teams

Professional development is essential for building the capacity, capability, and sustainability of our College. A highly skilled workforce is vital for delivering a robust education. We provide our teachers with opportunities to upskill in technology and enhance student engagement. We also facilitate forums for teachers to share and reflect on classroom practices, addressing strategies for improving student outcomes. Regular workshops are conducted to address AITSL standards, focusing on integrating them into classroom practices.

Focusing on Individuals – Personalised Learning and Educational Achievement

Individualised learning plans are central to all teacher planning and implementation phases. We recognise and utilise the unique values and skills of every student. Our curriculum programs and technology are continually expanded to cater to individual diversity and requirements. Structures, policies, and processes are in place to improve learner success rates, ensuring that each student receives a tailored educational experience.

Commitment to Learning

Promoting commitment to learning in Darul Ulum College implies fostering a positive and inclusive culture, setting high expectations, and engaging students through active and differentiated teaching. It includes creating a supportive environment with necessary resources, maintaining strong communication and partnerships with parents, and recognising student achievements. Additionally, providing diverse extracurricular activities, investing in teacher development, using data to drive improvements has been a common approach for enhancing growth and development. Our comprehensive approach ensures that students are well-rounded and prepared for future challenges.

Encouraging Creativity

We take pride in enabling students to explore multiple paths to understanding. Encouraging experimentation with new concepts and ideas is central to our educational philosophy. We provide facilities that support creativity, constructive innovation, and high-quality thinking. Teachers receive support and training through an assigned Teacher Growth and Development Coordinator, who explores pedagogical improvements that enhance and encourage higher-order thinking in learners.

COMMON GOAL FOR 2024

In 2024, the College aims to foster a culture of academic excellence by implementing advanced curricula, promoting critical thinking, supporting high achievers and catering for students with additional learning needs.

This year, the school is also ensuring students' holistic development is also a priority, with a focus on emotional, social, and physical health through wellness programs, counselling services, and extracurricular activities. Spiritual growth and religious values will be promoted through the

Tarbiyah sessions and a range of school programs.

In 2023, the College continued to uphold its vision, dedicating efforts to exploring and enhancing various facets that align with this vision. The initiatives that were implemented were not only aimed to boost students' academic performance but also to offer ongoing training and professional development opportunities for educators. These

Achieved in 2023

ORGANISATIONAL GOALS

opportunities ensured that teachers engaged with current and effective practices, such as High Impact Teaching and well-being strategies. Furthermore, there was a strong focus on nurturing students' spiritual development and overall well-being, recognising the importance of a holistic approach to education.

In addition to these core goals, the College also sought to create a collaborative and inclusive environment that supports both students and teachers. By fostering a culture of continuous improvement and innovation, the school encouraged educators to share

their insights and best practices with their peers. This collaborative approach not only enhanced the quality of teaching but also contributed to a more cohesive and supportive school community. Moreover, the school prioritised the integration of technology in the classroom, providing students with access to cutting-edge resources and tools that enriched their learning experiences. Through these comprehensive efforts, the College aimed to prepare students not just for academic success, but for lifelong personal and professional growth.

FEEDBACK

From the Wider
School Community

In 2024, the wider school community expressed overwhelmingly positive feedback in our annual survey, highlighting several key areas of satisfaction and opportunities for growth. Parents and guardians appreciated the school's commitment to academic excellence, noting the positive impact of advanced curricula and innovative teaching practices on student performance. Students reported feeling well-supported not only

academically but also emotionally and socially, thanks to the school's comprehensive wellness programs and extra-curricular offerings.

“ ALLAH (SWT) LOVES IF ANY OF YOU HAS DONE A DEED TO PERFECT IT.” ”

*Prophet Muhammad
(peace be upon him)*



Teachers valued the continuous professional development opportunities and the emphasis on collaboration and community building. Additionally, community members praised the school's efforts in fostering inclusivity, promoting cultural awareness, and integrating environmental stewardship into the curriculum. However, some feedback indicated a desire for even more technological integration and increased opportunities for parental involvement. Overall, the feedback underscores the school's successful implementation of its vision and goals, while also providing valuable insights for future improvements.

Feedback from the wider school community has been gathered through various channels such as parent-teacher meetings, community forums, and regular interactions with students, parents, and staff. Overall, the community has conveyed a strong appreciation for the school's commitment to academic rigor and holistic development. This was particularly evident when the 2023 school VCE median was released, and student achievements were celebrated. Parents have frequently shared positive remarks about the school's culture and overall performance, resulting in a long waiting list of prospective applicants.

Teachers have expressed satisfaction with the in-house professional development opportunities and the collaborative environment that fosters a shared commitment to educational excellence. This is evidenced by the school's outstanding employee retention rate.

Additionally, anecdotal feedback from community events has highlighted the school's successful efforts in promoting a holistic approach in catering for students' academic needs and spiritual growth.



OUR TEACHERS



*"ALLAH, HIS ANGELS, THE
INHABITANTS OF THE HEAVENS
AND THE EARTH, EVEN THE ANT
IN ITS HOLE AND EVEN THE FISH
INVOKE BLESSINGS ON THE ONE
WHO TEACHES PEOPLE WHAT IS
GOOD."*

*Prophet Muhammad
(peace be upon him)*

TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

In 2023, the main focus areas for professional learning at Darul Ulum College of Victoria included:

1. **Nationally Consistent Collection of Data on School Students with Disability (NCCD) Sessions:** All teachers participated in professional learning sessions to better understand the needs of students with disabilities and to collaborate effectively with education support staff.
2. **Safety First Personal Safety and Development Project:** The College continued its collaboration with Independent Schools Victoria (ISV) on the Safety First Personal Safety and Development Project for Muslim students in Victorian Islamic schools.
3. **Mental Health in Primary Schools (MHIPS) Program:** The College joined the MHIPS Program and appointed a senior staff member to oversee this initiative.

4. **Victorian Academy of Teaching and Leadership's Teaching Excellence Program (TEP):** Several staff members were nominated to participate in this year-long program, which aims to enhance the professional knowledge and practice of teachers from Victorian Independent, Government, and Catholic schools.

Additionally, several in-house professional development sessions were conducted for teachers, focusing on:

- High Impact Wellbeing Strategies
- Managing Emotions in the Classroom
- High Impact Teaching Strategies
- Behaviour Management Strategies

The table below outlines the training expenses associated with staff training at Darul Ulum College:

In-house Staff Coaching/ Mentoring Expenditure	\$ 125,469
External Providers-based PD Expenditure	\$ 43,369
TOTAL	\$ 168,838

OUR TEACHERS

TEACHER ABSENCE

The average number of days a teacher was absent for in 2023 was **7.65 days**.

TEACHER RETENTION

The retention rate of teachers in 2023 was **90%**.

TEACHER QUALIFICATIONS


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

Qualification	Number of Staff
Graduate Diploma of Education	33
Bachelor of Education	32
Master of Education	35





OUR STUDENTS



"ALLAH MAKES THE WAY TO
PARADISE EASY FOR THE ONE
WHO TREADS A PATH IN SEARCH
OF KNOWLEDGE."

*Prophet Muhammad
(peace be upon him)*

STUDENT PROGRESS AND ACHIEVEMENTS

In alignment with the College's overarching goals, we remain steadfast in our commitment to supporting our students and providing them with the opportunities necessary to realise their full potential. Our efforts span various strategic initiatives aimed at enhancing student learning experiences, addressing challenges, and fostering academic excellence.

Class Streaming and Performance Analysis

Utilising data from numeracy and literacy assessments, we have refined our approach to class streaming, distinguishing between mainstream and advanced classes. Student progress and support needs are meticulously analysed during Professional Learning Committee (PLC) and Professional Learning Team (PLT) meetings. These analyses enable us to tailor our educational strategies, ensuring that all students receive the support they need to succeed.

Enhanced Support and Academic Challenges

The inclusion of teacher aides in mainstream classes has significantly enhanced our ability to cater to the diverse needs of our students. Educators assigned to advanced classes consistently raise the

bar, ensuring that students are sufficiently challenged and engaged. This dual approach allows us to address individual learning needs effectively while promoting academic rigor.

Differentiated Curriculum

Our commitment to a differentiated curriculum – tailoring content, processes, products, and learning environments – ensures that students gain the essential knowledge and skills required for success. This approach enables students to leverage their strengths while identifying and addressing areas for improvement. By customising learning experiences, we foster an environment where every student can thrive.

VCE Improvement and Student Success

The ongoing review of our VCE Improvement Plan and the introduction of the Year 10 Accelerated Program in 2021 have laid a robust foundation for VCE success. The VCE Committee's continuous evaluation and enhancements have allowed students to begin their VCE journey in Year 10, reaping significant benefits. The perseverance and hard work of our VCE students culminated in 2023 with numerous students securing their preferred university placements, a testament to the relentless support and dedication of our teachers.

Personal Development and Extracurricular Engagement

In addition to its academic pursuits, the College is dedicated to supporting students in their personal development. The Student Representatives Council (SRC) has introduced initiatives aimed at engaging students in extracurricular activities, including regular excursions designed to provide enriching experiences that reinforce their understanding. Participation in various school-based and national competitions further enhances students' learning. The annual camp and study retreats, which foster teamwork, camaraderie, and spiritual growth, are the highlights of the year for senior students. Career guidance is enriched by visits from alumni and guest speakers from various professional fields. Additionally, frequent study sessions for Year 7 students have proven beneficial in assisting their transition into secondary education routines.

Professional Development and Teacher Training

Recognizing the pivotal role of teachers in influencing academic outcomes, we have invested heavily in professional development focused on curriculum and

assessment pedagogy. Key professional activities in 2023 continue to be centred on differentiation and delivering constructive feedback, essential for teacher development and student growth. These initiatives ensure that our educators are well-equipped to drive student achievement.

Professional Learning Teams (PLTs)

We have prioritised protected time for Professional Learning Teams (PLTs) to discuss and enhance student learning and achievement. Regular analysis of student performance during these sessions allows for the strategic refinement of teaching methods and support strategies. This collaborative approach is instrumental in fostering a culture of continuous improvement and academic excellence.

Curriculum Planning and Feedback

During curriculum planning, teachers emphasise activities that facilitate the acquisition, understanding, and application of knowledge throughout the lesson delivery process. Providing ongoing, formative feedback on student progress has been a central focus of our professional learning sessions. Shared strategies for quick and effective assessments have significantly

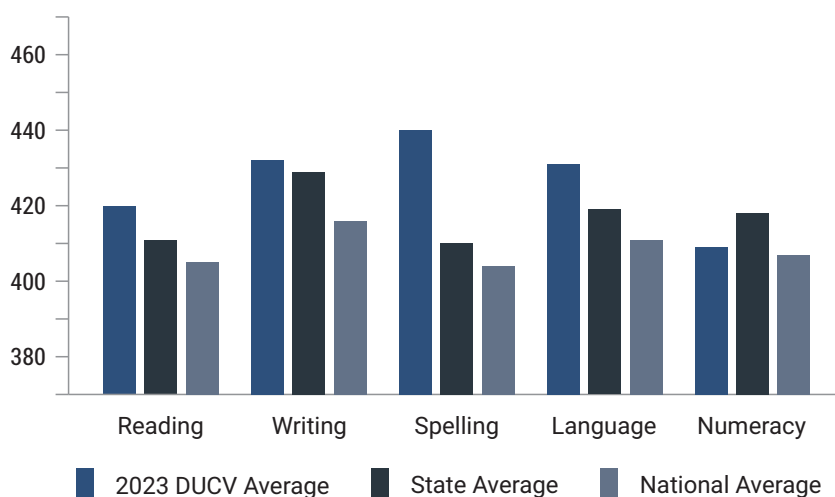
enriched the educational experience for our students. By integrating these elements, we ensure that our curriculum is dynamic, responsive, and conducive to student success.

Our comprehensive approach to student progress and achievement reflects our dedication to nurturing a supportive and challenging educational environment. Through continuous evaluation, strategic

NAPLAN

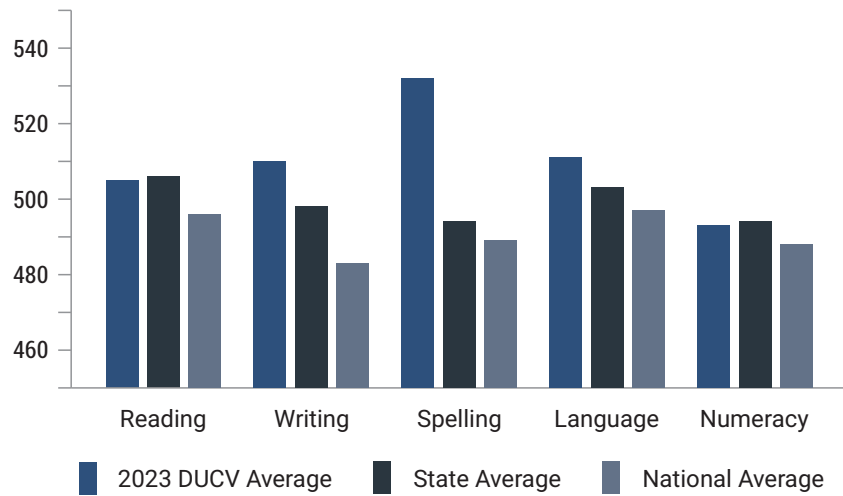
The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual national assessment for all students in Years 3, 5, 7 and 9. The following data depicts the Darul Ulum College averages for each assessment area, as compared to all other Victorian schools.

Year 3 NAPLAN Data



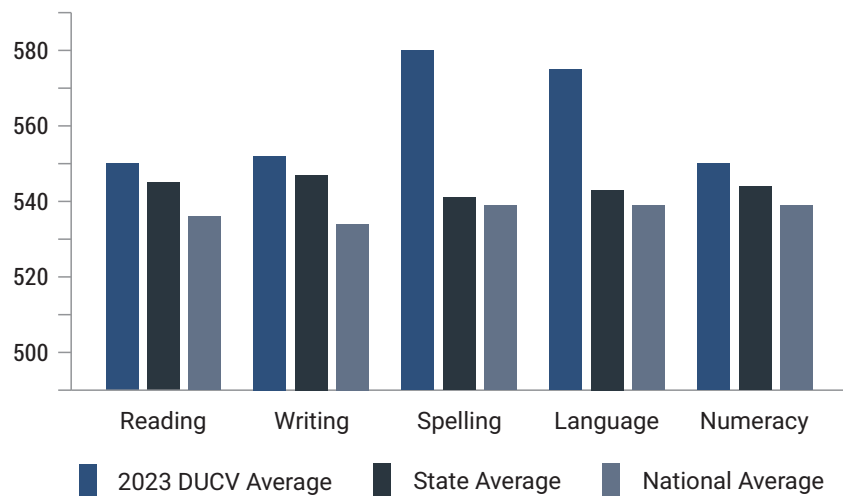
	2023 DUCV Average	State Average	National Average
Reading	420	416	405
Writing	432	424	416
Spelling	440	410	404
Language	431	419	411
Numeracy	409	418	407

Year 5 NAPLAN Data



	2023 DUCV Average	State Average	National Average
Reading	506	507	496
Writing	510	498	483
Spelling	532	494	489
Language	511	503	497
Numeracy	493	494	488

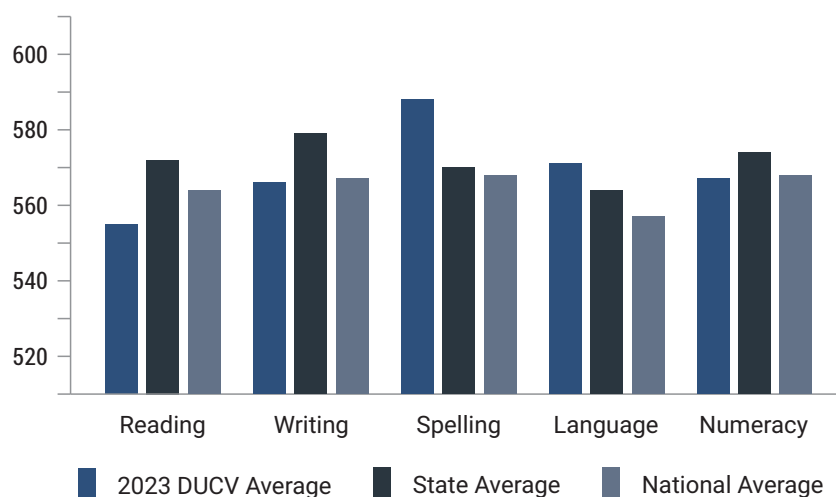
Year 7 NAPLAN Data



Year 7 NAPLAN Data

	2023 DUCV Average	State Average	National Average
Reading	550	545	536
Writing	552	547	534
Spelling	580	541	539
Language	575	543	539
Numeracy	550	544	538

Year 9 NAPLAN Data



	2023 DUCV Average	State Average	National Average
Reading	555	572	564
Writing	566	579	567
Spelling	588	570	568
Language	571	564	557
Numeracy	567	574	568

SENIOR SECONDARY OUTCOMES - VCE

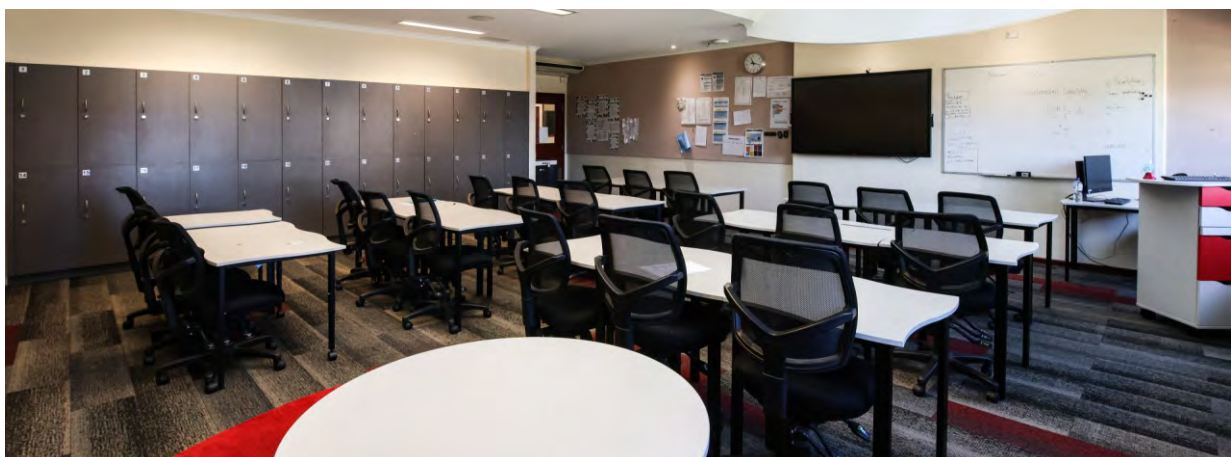
In acknowledging that the VCE program can be considerably demanding and a challenging experience if not structured adequately for all stakeholders ranging from students, parents and teachers, the College has taken the initiative to introduce the VCE program from Year 10 to allow for some flexibility and to spread the course requirements over a

three-year period instead of two. Thus, students were given firsthand exposure to the VCE course from Year 10 whereby they were given the opportunity to enroll in a Unit 1 and 2 VCE subject. This also enabled parents and teachers to gauge the students' overall aptitude and to address any potential concerns at an early stage.

Moreover, a Year 12 Head Start Program also took place in 2023 in an attempt to provide students with ample opportunities to cover the rather crowded content in due

time and then to spend approximately six weeks towards the end of the course doing practice exams, revision and timely application of skills. The Head Start Program also enabled teachers to provide students with a guideline of reading tasks and the like to better prepare themselves during the summer break.

Notwithstanding the amount of resources and academic measures that have been put in place to maximise students' achievements ranging from additional weekend tuition classes to term holiday classes, VCE students were also encouraged to take on leadership roles including the nomination of many senior students to become executive members of the Student Representative Council and its Head.



Most importantly, the College acknowledges the hard work and effort that its VCE teachers are exerting and ensures that frequent and on-going communication and feedback to students and parents is employed at all times. Below is an expanding list of VCE subjects that were offered at Darul Ulum College of Victoria in 2023:

Year 11 Subjects

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

Year 12 Subjects

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

OUTCOMES FOR THE YEAR 12 COHORT OF 2023

Number of students awarded a Senior Education Profile	50
DUX of 2023 (ATAR)	98.25
Number of students who achieved above 90 ATAR	23%
Number of students who achieved above 80 ATAR	53.8%
Number of students who achieved above 60 ATAR	92.3%
Number of students who achieved a perfect study score (50/50)	N/A
Percentage of students awarded VCE qualification	100%
Percentage of Victorian Tertiary Admissions Centre (VTAC) applicants receiving a tertiary offer	98%

STUDENT ENROLMENTS

Student enrolment at Darul Ulum College of Victoria shows a steady growth of student intake, especially with our new Campus in Mickleham. This will further accommodate the community's expectations to provide quality education in an Islamic environment.

Year	Total Number of Students
2020	1189
2021	1260
2022	1321
2023	1423

STUDENT ATTENDANCE DATA

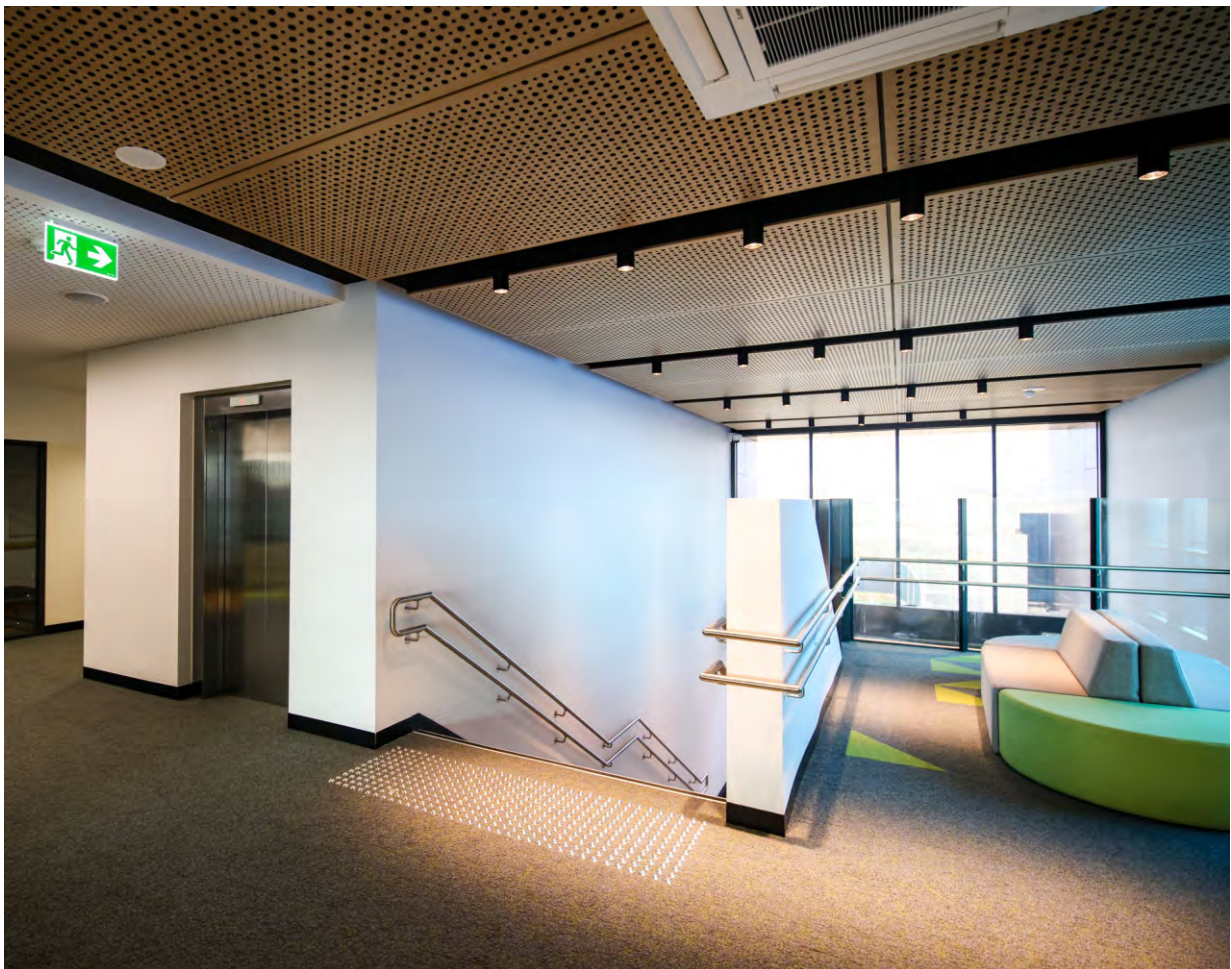
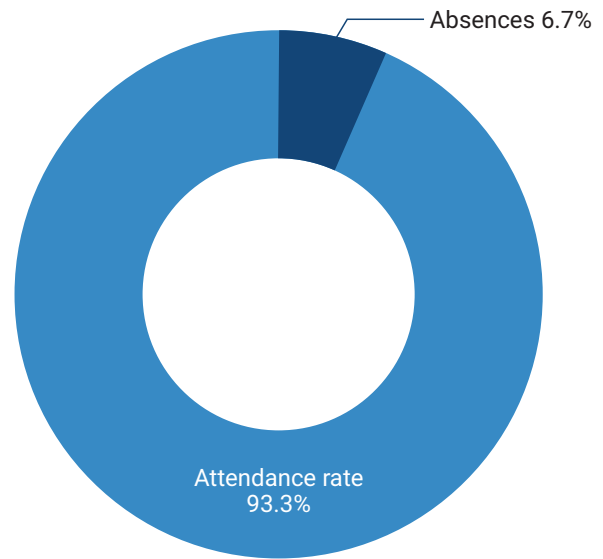
From 31/1/23
to 7/12/23

Year Level	Semester 1 31/1/23 to 20/6/23	Semester 2 11/7/23 to 7/12/23	Year 2023 Averages
Prep (Foundation)	90.7 %	92.4 %	91.6 %
Year 1	93.2 %	93.1 %	93.2 %
Year 2	93.4 %	93.4 %	93.4 %
Year 3	93.6 %	93.4 %	93.5 %
Year 4	94.7 %	93.5 %	94.1 %
Year 5	93.5 %	94.1 %	93.8 %
Year 6	93.3 %	92.9 %	93.1 %
Primary Averages	93.1 %	93.2 %	93.2 %
Year 7	94.4 %	94.8 %	94.6 %
Year 8	94.3 %	93.4 %	93.8 %
Year 9	94.3 %	92.2 %	93.2 %
Year 10	94.3 %	92.5 %	93.3 %
Year 11	95.4 %	89.8 %	92.5 %
Year 12	95.0 %	92.5 %	93.7 %
Secondary Averages	94.6%	92.6 %	93.6 %
DUCV Averages	93.6 %	93.0 %	93.3 %

STUDENT ATTENDANCE DATA

The overall attendance of students at Darul Ulum College of Victoria is excellent with an attendance rate of 93.3% in 2023. We recognise the strong link between school attendance and learning outcomes and continue to encourage parents to reduce late arrivals and absences.

Most students' absences were due to illness and other truancy issues that are recorded and documented. The school reports student absence to parents in their child's school reports.



STUDENT ENGAGEMENT AND WELLBEING

At Darul Ulum College of Victoria, we appreciate and value the uniqueness of each student and member of our community. Our aim is to promote a positive, supportive, and secure environment that enables students to achieve their full potential. Our whole-school approach to student well-being, aligned with the 'Child Safe Standards' and the College's mission and vision, addresses the social, emotional, psychological, spiritual, physical, and academic needs of our students. Key Initiatives and Achievements in 2023 are outlined below.

Mental Health in Primary Schools (MHiPS) Program

In 2023, Darul Ulum College signed up for the Mental Health in Primary Schools (MHiPS) program to enhance our capacity to identify

and support children's mental health. This program involves training a qualified teacher as a Mental Health Wellbeing Leader (MHWL) to implement a whole-school approach to mental health and well-being, aiming to build the capacity of the entire school to support students' mental health and improve outcomes.

As part of this initiative, the College conducted workshops and professional development sessions on a termly basis, led by the MHWL. These sessions incorporated evidence-based well-being strategies and tools for use in classrooms, addressing well-being-related matters at the teacher level. Programs such as High Impact Strategies, Resilience, Rights and Respectful Relationships (4R), and circle time activities were integral to this effort.



Streamlined Data Entry and Reporting Process

We implemented a more streamlined and uniform data entry process to report well-being concerns and issues, facilitating more effective identification and referral for further support. Student issues are referred to the Student Well-being Department for appropriate interventions, which may include academic support, counselling sessions, or external referrals to allied health services for further intervention and funding eligibility assessment. Cases requiring mandatory reporting are promptly directed to the relevant authorities.

Mental Health First Aid Training

At the secondary level, the College provided Mental Health First Aid training to most of our staff at the Secondary Girls campus. This training equips staff with the knowledge and skills to handle mental health-related issues and concerns among secondary students. This effort complements our holistic approach to student engagement and well-being, from teacher-level support to targeted referrals for specialised intervention.

Behavioural Management and Anti-Bullying Initiatives

Our behavioural management procedures are regularly reviewed and updated, emphasizing the promotion of positive behaviours and the use of preventative and reformative approaches before resorting to punitive measures. We continuously review anti-bullying policies and actively reinforce positive behaviours in classrooms, incorporating anti-bullying messages to create a safe, nurturing environment. The College generates a weekly Cyberedge report to monitor concerning online searches by students, followed by necessary interventions and counselling.

Learning Management System and Attendance Monitoring

Teachers continued to use the Learning Management System (LMS) to upload weekly schedules and necessary resources for student access. This system allows students who are absent to follow the scheduled tasks. Absences are monitored through daily SMS notifications to parents, with recurrent unexplained absences prompting further action, including meetings with the Head of School to develop an action plan.



Daily Well-being Focus

Students' well-being is addressed daily during assemblies through selected value themes, further emphasised during home group time for secondary students and throughout the day by staff. The merit points system, introduced in 2022, continued in 2023 to acknowledge and reward exemplary behaviours.

Well-being Surveys and Curriculum Development

At the end of 2022 and early 2023, senior students and their parents participated in surveys on well-being and safety matters. Collaborating with the Independent Schools of Victoria (ISV), we are part of the Safety-First Project, designing a curriculum to address well-being and safety for our senior VCE cohort. Discussions and meetings throughout 2023 prepared materials based on collected data for implementation in 2024.

Promoting Inclusiveness and Engagement

The College promotes inclusiveness, tolerance, acceptance, appreciation, and respect. Recognising the need for balanced student development, a variety of activities were organised in 2023. The Student Representative Council (SRC) led lunchtime sports activities, fostering engagement and competition. Other activities included camp activities for secondary students, Iftar night sessions, after-school sports, the annual festival, career sessions, study retreats, literacy week, science week, and the Qur'an Competition. Students also participated in national competitions such as ICAS and the Science Competition.

Collaborative Responsibility for Student Well-being

Student well-being is a joint responsibility of staff, parents/carers, and students. Parents were briefed on pertinent well-being matters, such as child safety standards and cyber safety, during information sessions. Online safety policies were regularly reviewed to ensure safe device use by students, with resources and updates made available on the parent portal and through the College newsletter.

Through these initiatives, Darul Ulum College of Victoria remains committed to fostering an environment where every student can thrive, both academically and personally.



PROGRAMS FOR STUDENTS WITH DISABILITIES

The primary aim of the Programs for Students with Disabilities (PSD) at Darul Ulum College of Victoria is to provide equitable and additional support to students with disabilities, helping them cope with the academic, social, and emotional demands of schooling.

Screening for At-Risk Students

A variety of tools and data sources are utilised to identify students at risk of falling behind in their learning. These include teacher observations, anecdotal records, and school data, On Demand tests, and NAPLAN results. Students identified with concerning results undergo further screening using tools like YARC (York Assessment for Reading Comprehension), RAVEN, KBIT, and CELF screeners to determine the need for formal psychological assessments.

When indicated, students may be referred for cognitive assessments to identify areas of concern and develop classroom strategies. Psychologists engage with parents to discuss outcomes and strategies for broader implementation. Meetings with all stakeholders, including psychologists, are held to review reports and recommenda-

tions. Further assessments, such as behaviour screeners, sensory profiles, ASD, or ADHD evaluations, may be recommended as needed.

Support and Adjustments for Students with Disabilities

Students identified as having a disability receive additional Education Learning Support (ELS) in the classroom, tailored to their level of need and frequency of support required. Both Primary and Secondary students benefit from these supports, especially those requiring extensive assistance. Class streaming is employed to maximise the availability of ELS within classrooms.

In addition to classroom support, some students have their curriculum, assessments, or lesson delivery modified to suit their learning styles, enabling them to achieve a sense of accomplishment. In 2023, speech therapy sessions continued for students needing such support, facilitated by an on-site Speech Pathology Assistant who works with an external speech pathologist. CELF screeners are used to determine eligibility for speech

therapy, with subsequent assessments deciding eligibility for State funding through ISV.

Nationally Consistent Collection of Data on School Students with Disability (NCCDSSD)

The College continues to participate in the Nationally Consistent Collection of Data on School Students with Disability (NCCDSSD), submitting data to the government in August. This process involves identifying students with disabilities, determining the level of adjustment needed, and categorising the disability, all in accordance with the Disability Discrimination Act 1992 and Disability Standards for Education 2005.

The school has refined its NCCD portal to centralise information and evidence of adjustments made to support students with

special needs. This standardisation helps reduce paperwork for teachers and allows more time for direct student support. Continuous reviews of student progress, results, and achievements measure the effectiveness of implemented programs.

Quality Assurance and Program Effectiveness

In 2023, Lead Coordinators were appointed to monitor and evaluate the effectiveness of adjustments and strategies employed by teachers. These coordinators provide feedback and recommendations to enhance support for students with disabilities, ensuring progress towards learning goals in Individual Learning Plans.

By focusing on these initiatives, Darul Ulum College of Victoria strives to ensure that students with disabilities receive the support they need to succeed academically and personally.



FINANCIAL REPORT

A financial summary
from the School Board

PRINCIPAL

Mr. Abdurrahman Gokler

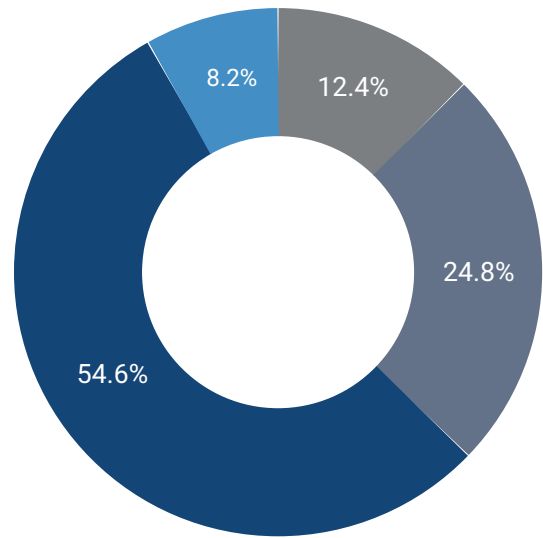
SCHOOL BOARD PRESIDENT

Mr. Muhammad Munir



INCOME

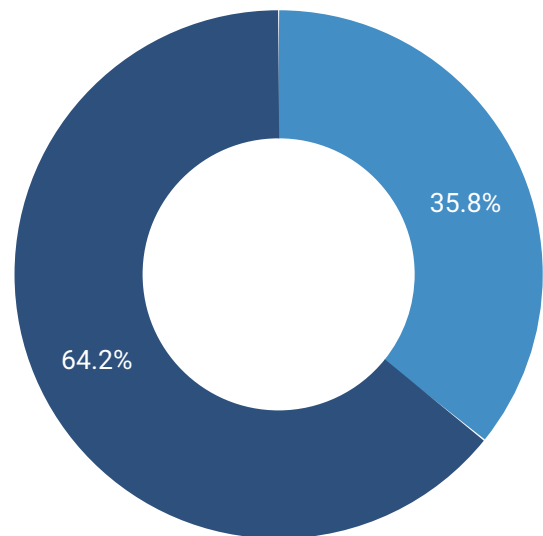
Recurrent/Capital Income	Percentage
Fees & Private Income	12.4%
State Recurrent Grants	24.8%
Federal Recurrent Grants	54.6%
Capital Grants	8.2%
TOTAL	100%



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

EXPENDITURE

Recurrent/Capital Expenditure	Percentage
Salaries, Allowances & Related Expenditure	64.2%
Non-Salary Expenses	35.8%
TOTAL	100%



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

ADVANCEMENT

THROUGH HEART AND MIND

www.dulum.vic.edu.au

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