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Annual Primary Tarbiyah Competition

Motivated! Excited! Awesome! That's how the primary Tarbiyah Department described the Darul Ulum students during this year's Annual Tarbiyah Speech Competition. Competitors were required to choose from one of the following topics:

1. Why is Allah so great?
2. Why do I love the Prophet (peace be upon him)?
3. How will my manners allow me to enter Jannah?

During the speeches, students presented Ayat of Quran, discussed Hadiths and presented real life stories pertaining to their selected topics. Some students were initially hesitant, but soon enough, they became unstoppable talking about why they believe Allah is so great and how they wish they could be like their beloved Prophet (peace be upon him). Some students overcame their fear of public speaking while others exhibited admirable sportsmanship and the ability to support their fellow class members. Despite awards only being distributed to those who qualified for the final round. The primary Tarbiyah teachers and school are grateful and proud of all our students who have displayed immense passion and love for their religion, its notable figures and its teachings.



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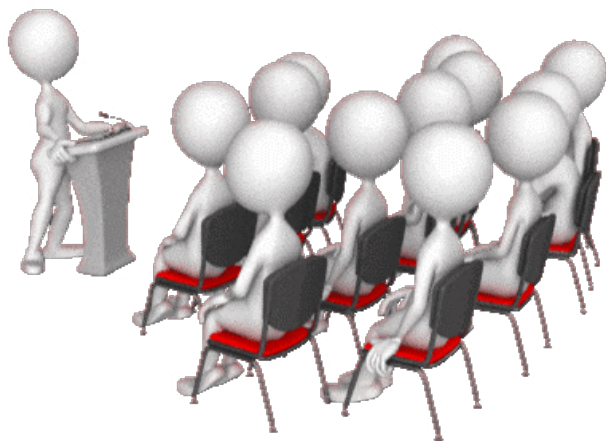
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Hadith of the Month

[Important] Honour and respect for the words of Allah (SWT) and His Messenger (peace be upon him) is obligatory on us. Hence, due consideration needs to be given in the manner in which we dispose of such material.

Abu Dharr (May Allah be pleased with him) reported: the Messenger of Allah (peace be upon him) said, "Do not disdain a good deed, (no matter how small it may seem) even if it is meeting your brother with a cheerful face." [Muslim].

They were all winners in our hearts!

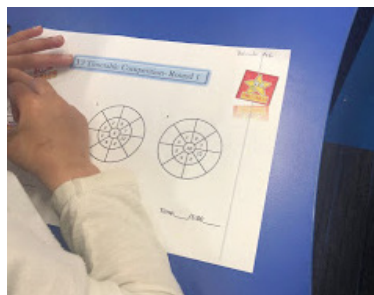
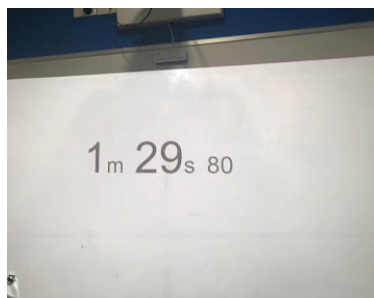
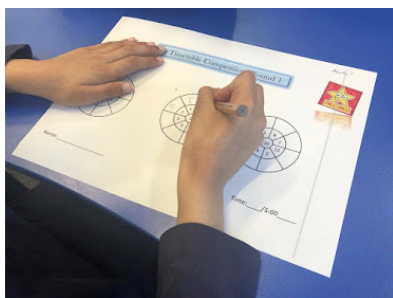


We are excited to see students and teachers alike continue to develop their love for Allah and His Prophet (peace be upon him). Let us not forget that our ultimate responsibility is to make Da'wa to the people - whoever they may be. We encourage our students to persist in their desire to spread the message of Islam to their families, friends and those they encounter through their good manners and knowledge of our religion. Congratulations to all our winners and participants!

[Ms. Sohad Qashou - Primary Tarbiyah Coordinator]

Grade 2 Timetables Competition

During Term 4 the Grade 2 students participated in the Annual Timetables competition. The students had a total of three rounds. They were tested on their knowledge of the 2, 5 and 10 timetables.



[Ms. Eva Alderini - Grade 2 teacher]

Upcoming Dates

January and February

27th of January:

Australia Day (Public Holiday)

28th and 29th of January:

Curriculum Days (students do not attend school)

30th of January:

First Day of Term 1, 2020 for students

10th and 11th of February:

Years 9 – 12 Girls Camp

11th and 12th of February:

Years 9 – 12 Boys Camp

Sunnah Corner

Abdullah bin 'Amr bin Al-'as (May Allah be pleased with them) reported: A man asked the Messenger of Allah (peace be upon him): "Which act in Islam is the best?" He (peace be upon him) replied, "To give food, and to greet everyone, whether you know them or you do not." [Al-Bukhari and Muslim].

Persuasive Writing by the Grade 4s

This Term the Grade 4 students learnt how to write persuasively.

One student from 4C chose a very interesting topic to write about: The Exchange Students Program! She put great effort into her planning and writing, went online for some research, edited and published her work and paid attention to a pleasant presentation, all in around 3 periods. Well done!



All students should study abroad

Some schools send their students to study abroad.

This is called the exchange students program. They think that if they send students to study in other places, this can help them reinforce their learning.

I strongly believe that all schools should send most of their students to study abroad. I would like to present my reasons and supporting evidences.

First of all, I'm sure that you can agree with me that we send our children to school to educate them. We should send students to study abroad, that is also part of learning. They could learn their cultures. They could learn many things including the clothes people wear' their food, their celebrations and religions.

Secondly, I believe that students will be able to get new experiences, like living with families that they don't know or looking after their own selves without their mums, going to different schools with different rules and enjoying different entertainment.

Finally, we have education, the most important thing. When you study abroad, you get more education, such as learning things you have not learnt yet or learning different languages. You can also become smarter and you may get more help while learning new things.

In summary, I would like to advise students to study abroad and to learn about different countries.

[Ms. Lamis Rafei - Grade 4 teacher]

Grade 5 Excursion to The Dandenong Ranges

The Grade 5 students went to an excursion to The Dandenong Ranges in Term 4. The purpose of this excursion was to give students a first-hand experience of the biodiversity in Victoria and understand what bushfires are. Students had a great time exploring the ranges and learnt to value the native species and understood the importance of protecting them. Follow up activities were conducted in the classroom such as writing an information report on Parks Victoria: National Parks, State Parks, Alpine Parks and Marine Parks.

Student Reflections

I enjoyed everything including the bus ride, I looked out the window and saw lots of interesting things. Besides the activities, we saw a lot of native taxidermy animals and also animals in the park like the kookaburra, cockatoo, echidna and crimson rosella. [5A student]

The best part of the excursion was bush walking. We walked into the bushes, saw a stream of water and climbed over fallen trees. We also learnt about Victoria's biodiversity and the different native animals that live in The Dandenong Ranges. [5A student]

In this excursion I learnt a lot like not to feed animals because they can get sick. I also learnt that it's important to protect our parks by not littering. We also went for walk and saw many birds and different trees and plants. [5A student]

I learnt to take care of the endangered animals, not to throw rubbish and not to feed animals. We did lots of activities like mapping, fire path, presentation and bush walking. I also learnt that cats and dogs kill lot of native animals which really surprised me. I enjoyed my day out. [Grade 5 student]

Ranger Julia was amazing at explaining all about biodiversity and bushfires that occurred in 1997. I

freaked out for a second while touching the taxidermy animals, but it was fantastic of how they preserve the animals. I also climbed between two logs to get through on the walking path and enjoyed touching and feeling the water running down the creek. I also enjoyed the treasure hunt on the fire path and looked at lots of bricks with their stories on them. [5A student]

Dandenong Ranges was an amazing place to learn about the native animals. I learnt a new word "Biodiversity". One thing that touched my heart was the fire path built to commemorate the loss of life in Bushfires. I can't wait to go again. "Thanks Dandenong Ranges". [5C student]

I learnt that all animals are unique and special which means they need different food and habitat and we need to learn to protect them as human activity is putting native lives in danger. I enjoyed feeling the animals in Taxidermy, felt the skin and fur of native animals and they were all unique, I thought it was amazing. [5C student]

I had lot of fun listening to Julia the education officer and her job responsibilities. It was hard to uncover the mystery of the bricks on the fire path but we succeeded. The bridge walk was amazing and I enjoyed the lush green surroundings. [5C student]





Top left: Victoria's Biodiversity presentation by the education officer. **Top right:** Taxidermy – getting a feel of different furs of the native Australian animals. **Bottom left:** Bush walking near the 1000 steps, looking out for some native animals. **Bottom right:** Looking for clues on the fire path that was built to commemorate the 1997 bushfires in The Dandenong Ranges.

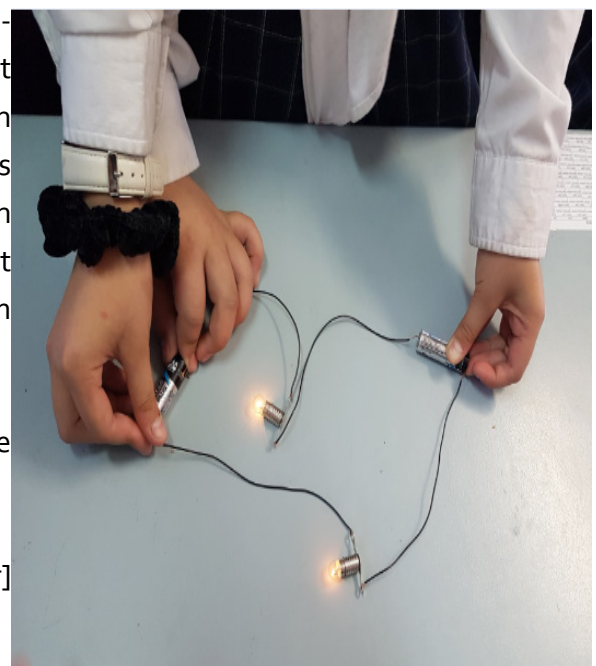
[Ms. Nahida Khan - Grade 5 teacher]

Grade 5 Science Incursion about Light

The Grade 5s had an engaging incursion about Light in Term 4. It covered a range of topics such as the reflection and refraction of light with mirrors, lenses and prisms using a light box; a range of optical instruments and lenses such as a microscope, telescope, fresnel lens, praxinoscope and periscope; observing how the primary colours of light are mixed to form other colours; how energy can change from kinetic energy to electricity to light energy and vice versa; ways to construct electrical circuits to light up a number of bulbs with one, two or three batteries; and learning about types of light rays, and in particular, UV rays. That's a lot of learning! They even created a human, whole-class circuit to light up LEDs!

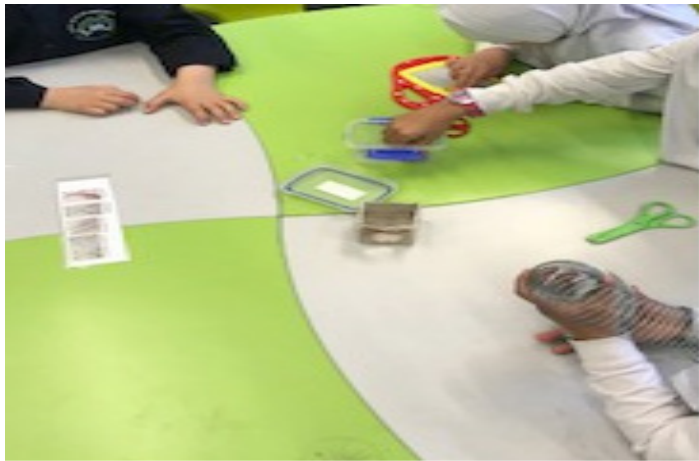
At the end, the girls were given UV-detecting beads to take home.

[Ms. Pancawati Syamsu - Grade 5 teacher]



Foundation Students Science Incursion

In Term 4 the Foundation students were immersed in the wonderful Science of Toys incursion. The students explored energies, materials, movement and sound. They were able to spin some colours, use magnets to draw, and even make their very own balancing toy to take home. Students enjoyed the demonstrations, discussions and the investigations in the incursion.



[Foundation teachers]

Maths Education at DUCV has Reached a New Zenith

As Mathematics educators in the 21st century, we at DUCV are concerned about our future generations' experiences & feelings towards the important discipline of Mathematics. Students often say to their Maths educators: "When am I ever going to use this in real life???", "What's the point of learning this?", "Why do we have to learn this?". All these questions mean the same thing! In other words students are demanding better teaching methodologies that connects their abstract learning of concepts, formulas and methods from textbooks in traditional classrooms to making new connections, understanding, reasoning and problem solving to make sense of the world around them using the 21st century tools in modern day classrooms. We have embarked on a journey to create experiences in our classrooms for students that will enable deep rooted conceptual learning to take place rather than mere memorisation of a few steps or pressing of a few buttons on their calculators to get to the answer.

Maths Coordinators, namely Muhammed Omer and Nusrath Begum, have led the way on this journey and have been the pillars for their amazing Maths educators team. Following are the initiatives taken to ensure meaningful and purposeful learning experiences take place in classes across secondary year levels:

1. Team Work: There are 8 well-articulated teams working coherently and synergistically. Each year level from Y7-Y10 has been streamlined into mainstream and advance. This way Y7 Maths educators will be either in Y7 Mainstream Maths team or Y7 Advance Maths team, depending on which cohort they are assigned to teach. The same setup is in place for Y8, Y9 and Y10. This setup has allowed us to plan together even for topics and concepts which has improved our ways of learning and teaching whilst reducing the load on individual educators. There has been lots of sharing of resources amongst teams and the overall

energy levels are really high.

2. Assessments:

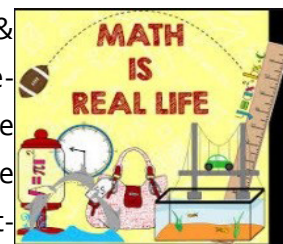
Common Assessment Tasks (CATs): Maths team members plan, devise and collaborate in designing the termly CAT to ensure consistency of assessment therefore establishing consistency in depth of learning taking place in classrooms across the two sub-schools (Male & Female sides). Each team devises their own CATs in consultation with their team members and coordinators oversee the whole process.

Performance Tasks (PTs): The second common assessment task during each term is called a PT. These assessments are prepared by the coordinators to test students' level of understanding of the topic(s) plus to gauge their level of reasoning and problem solving skills. This initiative was piloted in 2018 and is still in its infancy yet it has proven to be a massive success. It provides authentic data of the students' levels of understanding of the content, it ensures that curriculum codes as stipulated in the National Australian Curriculum are followed to the dot, it eases the pressure off the back of educators to design the assessment which is being used to expose

students to as many reasoning and problem solving problems as they can, it has an element of surprise for educators and students alike which is reflective of their actual exams in senior school and post schooling academic studies (namely VCE and University), (and the list of how many birds are being hit by one stone (so to speak) goes on and on and on..).

3. Resurrecting Maths Education to Life! One

of the most exhilarating & breathtaking thing about being a Maths educator in the 21st century is to appreciate that Maths is everywhere! Literally, it is everywhere. For a student to realise that, appreciate it, engage with it, get curious about things around them and then to research it to get the answers is so powerful. Our Star team members at DUCV have been designing activities (in and outside classrooms) that resurrects Maths back to life so students are able to make real life connections while engaging with the content in their Maths classes. Some of these are showcased and described below which only represents the tip of the ice berg:





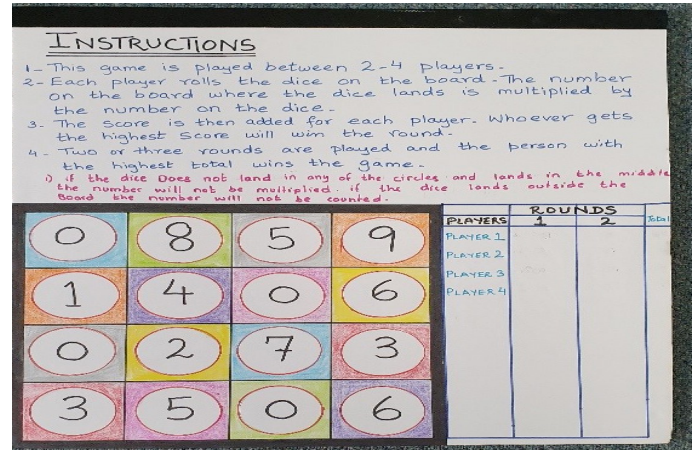
Probability Fun Carnival Game Project - Y9B(Main-stream & Advance)

Short description and reflection on the project:

While learning Probability, Y9B students designed a probability game that is played in carnival or amusement parks. Students were split into small groups of 3 to 4 students. They worked as a team and came up with the concept of the game and eventually built it. Each student had to contribute equally during the process. More importantly, the students were able to apply the knowledge they have acquired in class where they calculated the probability of winning the game. They also worked on the game description, individual reflection and probability analysis. Their reflection was mostly based on if the game they designed was fair and the concept of what is fair and what is unfair. Students then analysed if having establishments like casinos are fair as these establishments are rigged to make people lose their money. Thereafter they concluded with compelling evidence why Allah SWT has forbidden gambling.

Once the games were ready, students had a chance to present it in class on a Game Day and play each other's games. Other teachers were also invited to the Game Day, where they played and marked the games. In conclusion, it was a fun day for both the students and teachers, that would perhaps be remembered for a long time.

[Ustaz Nodirbek Sultonov & Ustaz Muhammed Omer]

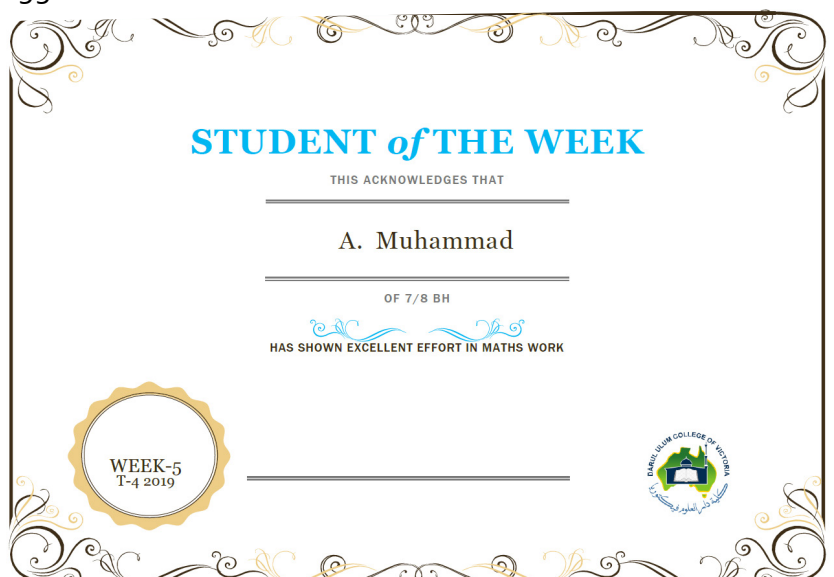


3 Act Math Activities

The 3 act methodology of engaging students in Maths learning is the 21st century approach of promoting growth mindset and enabling deep rooted conceptual understanding of concepts via an authentic real life problem situation. With Ustaz Muhammed Omer, the Y9B Advance Maths class engaged with the following 3 act tasks:

1. Harvard graduation video – Linear functions
2. Giant gummy bear video– Proportions and rates
3. Covering the cupboard with sticky notes video – Measurements
4. Size of the bridge video – Trigonometry

[Ustaz Jamil Kazi - Y7/8 Maths]



Statistics Data Collection Project

Collect data and estimate the price of each car. (15 minutes)

Serial Number	Car Brand	Estimated price
1		
2		
3		
4		
5		

(30 minutes)

1. Explain whether these data would be classed as primary or secondary data.

2. Fill up the table and draw an appropriate plot. Choose any 5 brands

Brand	Frequency

[Ustaz Jamil Kazi - Y7/8 Maths]

Student Reflections

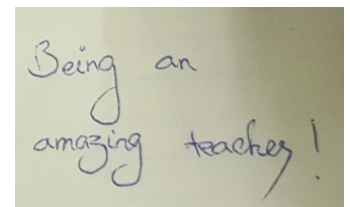
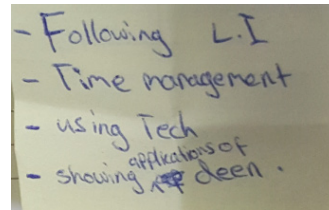
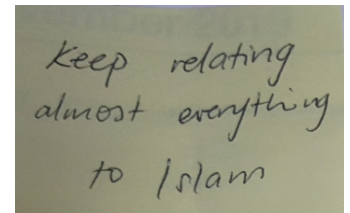
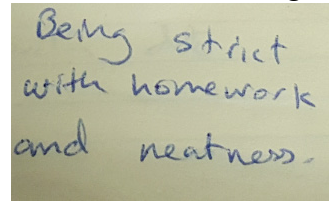
Mathematics has been enjoyable throughout this year with Miss Halabia as our teacher. Her creative activities were always something to look forward to. Sometimes it would be a class discussion and other times it would be an outdoor lesson where we would use chalk to solve maths questions on the floor of the school yard. We even had worksheets which we would solve and join to create a puzzle. All in all, Miss Halabia has constantly encouraged us to do our best in everything we try. Thank You Miss, for a wonderful experience.

Maths class is a period which we all look forward to due to its positive and comforting environment. One of our most memorable and enjoyable lesson was when we took our learning experience

outside and solved our maths equations with chalk on the school grounds. Miss Halabia's teaching methods make the most complicated problems much easier. So Thank You, Miss Halabia for making maths the highlight of our day.

[Y9AK & Y10AK students reflections about their teacher Ms. Halabia Merhi]

Y9B Advance, Y12 Maths Methods & Y12 Specialist Maths students' reflections about what Ustaz Muhammed Omer has done well during the year and should continue doing:



We would like to thank our hardworking STAR team for their tireless efforts in making Maths moments for our beloved students.

Females		Males	
TEACHER	CLASS	TEACHER	CLASS
Year 7			
Zarina Yasmin	7A	Fahri Balci	7B Adv
Zarina Yasmin	7C	Ibrahim Azzam	7B (Mainstream)
Year 7 & 8 H			
Avustralya Kip (Ms Zuleyha)	7A/8A H	Kazi Jamil	7B/8B H
Year 8			
Sadaf Baig	8A	Nodirbek Sultonov	8B (Adv)
Sadaf Baig	8C	Ibrahim Azzam	8B (Mainstream)
Year 9			
Mariyam Fazeela	9A	Muhammed Omer	9B (Adv)
Adilah Rahman	9C	Nodirbek Sultonov	9B (Mainstream)
Halabia Merhi	9AK	Fahri Balci	9BK
Zarina Yasmin	9A/9C Maths Intervention		
Mouna Abdelhay	9A/9C Maths Advanced		
Year 10			
Hajra Ahmad	10A	Kazi Jamil	10B (Adv)
Mariam Fazeela	10C	Mukhtar Umar	10B (Mainstream)
Halabia Merhi	10K	Fahri Balci	10BK

Sadaqah Jaariyah to Envision Hands



Our first Sadaqah Jaariyah (continuous charity) to Envision Hands – from plastic bottle caps to prosthetic hands.

Alhamdulillah last term, the DUCV Primary students collected 4730 bottle caps and they have been dropped off at a collection point in Preston. Jazakumullah khayran katheera to all DUCV students, staff, families and friends who participated in this Sadaqah Jaariyah. Envision Hands was very happy with our fantastic job and asked to share it on their Facebook page. Here is what they posted:



Envision

1 week ago

Thank you to those at Darul Ulum College who have been collecting caps for us and will forward them to Lids4Kids Volunteers for storage.

When we were contacted by the college we were told a couple of stories about how the project has evolved with students, staff and their families collecting. I'd like to share one with you today because it blew me away:

"One of our students' mother went on Hajj (a Muslim pilgrimage to Mecca) in Saudi Arabia in August. While she was there, she continued collecting bottle lids for her son, knowing that he had been a very enthusiastic bottle lid collector. So some of the lids collected actually have travelled half way around the world for this great cause."

Thank you so much for all your support! 😊 See less

We are continuing with the collection. So please do not stop sending your used bottle lids. This time though, Envision Hands will only take lids with recycling symbols 2, 02, 4 and 04. Please do wash the lids before donating as mould and germs can grow easily if not rinsed off.



Happy collecting and earning hasanaat (good deeds).

[Ms. Pancawati Syamsu - Primary teacher]

Year 11 Chemistry Water Analysis Workshop at La Trobe University

Last Term, the Year 11 Chemistry class from the Girls' Campus visited La Trobe University. The purpose of their visit was to analyse various substances in water using a variety of analytical instruments. The students completed three experiments using a variety of analytical instruments.

Experiment 1: The Colorimetric Determination of Surfactant (detergent) in Water.

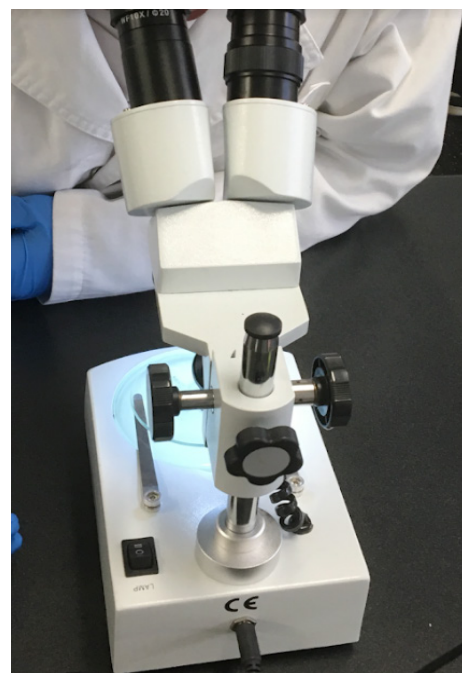
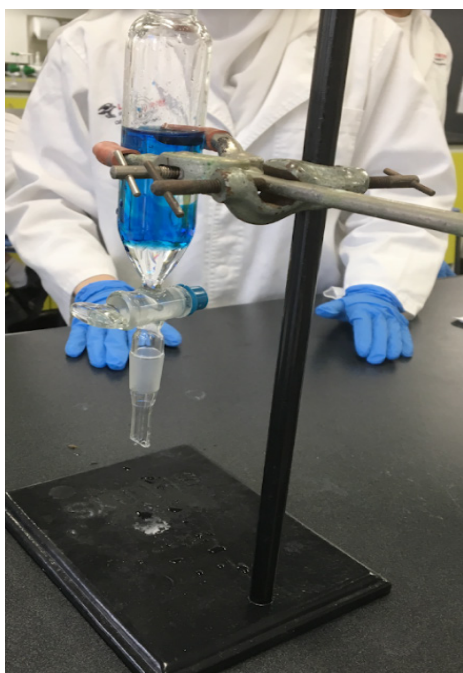
Experiment 2: The Qualitative and Quantitative Characteristics of Hard Water Using Ion Exchange and Atomic Absorption Spectroscopy.

Experiment 3: The Separation and Identification of Phenols in Water Using High Performance Liquid

Chromatography.

The Year 11 Chemistry Class from the Boys' Campus attended the workshop earlier in the Term.

The students completed all set tasks and demonstrated excellent laboratory skills. Well done to all of our Year 11 Chemistry students!



[Ms. Adele Agha-Masri - VCE Chemistry Teacher]



Primary School Health and Physical Education Excursion

Alhamdulillah our Primary students had the opportunity to partake in some new intriguing activities as part of their Health and Physical Education classes.

They had an excursion to "Go Climb" last term and enjoyed challenging activities such as rock climbing, obstacle courses and agility tests.

They demonstrated leadership, fair play and cooperation across a range of movement and health contexts. They applied decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing.

Students found it to be a beneficial, engaging and an entertaining experience.

InshaAllah students will continue to partake in safe, educational and fun activities.

[Ustaz Mohammed Helal - PE Assistant Coordinator]



Year 10 Chemistry Excursion to La Trobe University to Synthesise and Analyse Aspirin

Last Term, the Year 10 Chemistry class from the Girls' Campus visited La Trobe University (Bundoora Campus). The purpose of their visit was to synthesise aspirin and analyse the purity of their sample.

The students first synthesised aspirin from salicylic acid and then tested its purity by performing a chemical test with ferric chloride solution as well as a melting point determination.

The staff at La Trobe University were very impressed with our student's knowledge and experimental technique. Well done girls!

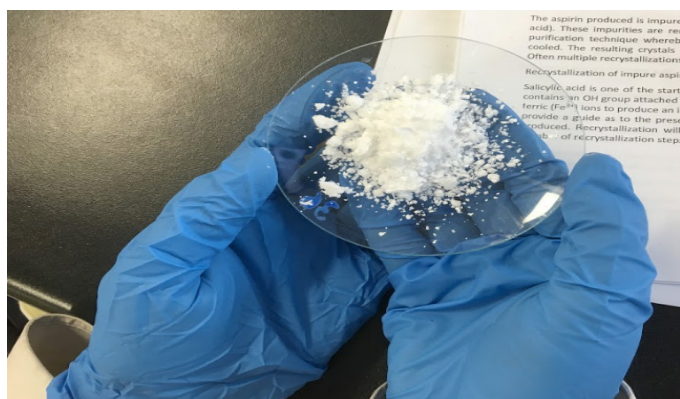
Student Reflections

"The excursion to La Trobe was an extremely enjoyable one. I learned a lot about how to work in a laboratory. I felt like a real Chemist! The best part of the excursion was definitely our visit to Nuts-about-tella, their desserts are amazing. Overall the excursion was 10/10." [10C student]

"The excursion to La Trobe was indeed a great experience in which I learned new things and definitely felt like a professional Chemist. La Trobe University staff made me feel very welcome. The excursion was even better as we went to Nuts-about-tella at the end." [10C student]

"I enjoyed the excursion to La Trobe a lot. It taught me how to work in a University Laboratory setting. It has provided me with a valuable laboratory experience and made me interested in working in a laboratory in the future." [10C student]

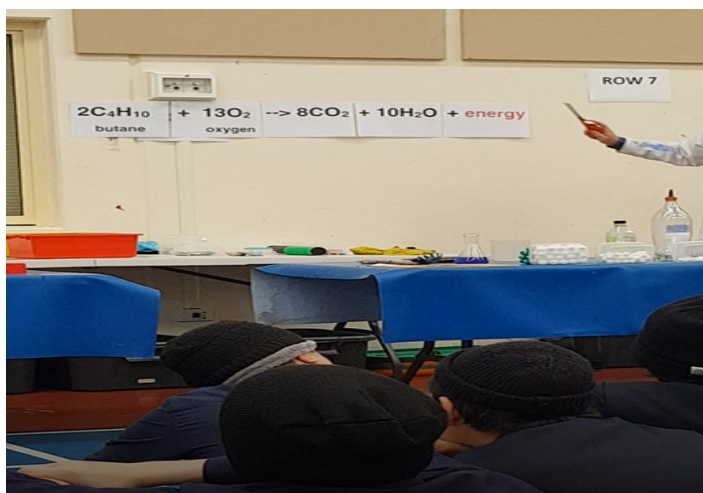
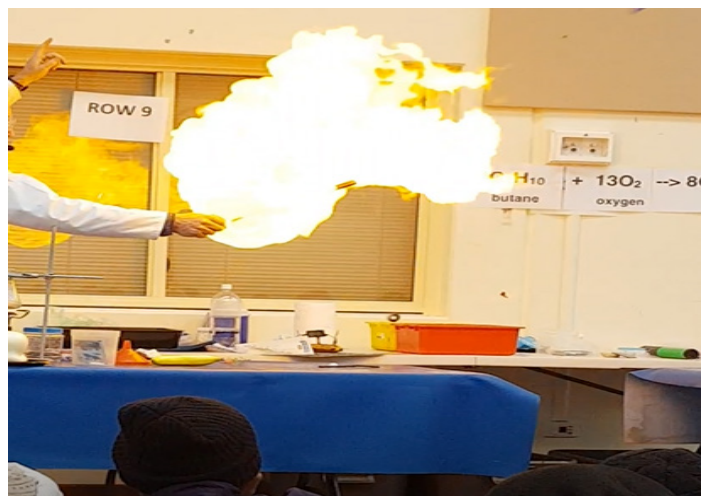
[Ms. Adele Agha-Masri - VCE Chemistry Teacher]



Secondary Science Incursion with Professor Bunsen

The Secondary students enjoyed an incursion involving some amazing science with Professor Bunsen. The Professor, well known for his ability to present scientific concepts in interesting and engaging ways, had students captivated in a plethora of explosions. Concepts discussed included the properties and difference between solids, liquids and gases, sources of heat (friction, electricity, chemical, sun) and the effects of heat as well as looking at why some chemicals explode and why rocket fuel can be made from plants and how?

The students found the incursion to be highly informative. Here are some pictures from the day:



[Muddasser Dhedy - Science Coordinator]