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Mickleham Campus Opening

The School Management is pleased to announce that an Occupancy Permit for the Mickleham Campus was received late last year after which staff were given a tour of the new campus.

This week the Mickleham Campus has opened its doors to its first ever batch of students and teachers.

Opening a new school campus in the current construction industry crisis has certainly been an exhaustive and a prolonged journey, but with perseverance, we can only express our gratitude to Allah for enabling us to reach this milestone.



CONTACT

17 Baird Street,
Fawkner VIC 3060

T: 03 9355 6800

F: 03 9359 0692

E: info@dulum.vic.edu.au

www.dulum.vic.edu.au

SOCIAL

[dulum.vic.edu.au](https://www.facebook.com/dulum.vic.edu.au)

Hadith of the Month

[Important] Honour and respect for the words of Allah (glorified be He) 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.

Jabir (may Allah be pleased with him) reported Allah's messenger (peace be upon him) as saying: "There is a medicine for every disease, and when the medicine is applied to the disease it is cured by Allah's permission." [Muslim]

Child Exploitation

Information for families

The Australian Federal Police (AFP) through the [Australian Centre to Counter Child Exploitation](#) is seeing a concerning global trend of teenage males being targeted to send explicit images of themselves and then blackmailed.

The AFP is urging families to have important safety conversations ahead of the school holidays to prevent young people from becoming victim. This crime can have serious wellbeing and psychological impacts.

How does this start?

- Unsolicited friend and follow requests on social media
- Direct messages on one app and then being asked to keep chatting on a secondary app
- Conversations suddenly and quickly becoming sexualised
- Requests for sexualised images or content.

What can families do?

- Have open and regular conversations about your child's online activities and interactions
- Know what platforms, apps and games they are using and who they are interacting with
- Remain open and approachable, victims will be reluctant to come forward if they feel they will be punished or blamed
- Ensure your child knows that it is okay to leave conversations if they feel uncomfortable or unsafe
- Support your child and know how to respond. The online blackmail and child sexual exploitation response kit attached has been created to recognise this matters and get help.

The Australian Centre to Counter Child Exploitation is here to keep young people safe from online sexual exploitation and abuse.

You can make a report via [Report abuse](#)

For further information, resources and advice visit [ThinkUKnow Australia](#)

Upcoming Dates

January, February and March

30 January:

First day of school for teachers

31 January:

First day of school for students

7 February:

Safer Internet Day

20 February:

VCE Parent Information session

21 February:

International Mother Language Day

13 March:

Labour Day Public Holiday

14 - 17 March:

Ramadan Awareness Week

15 - 27 March:

NAPLAN 2023

20 - 26 March:

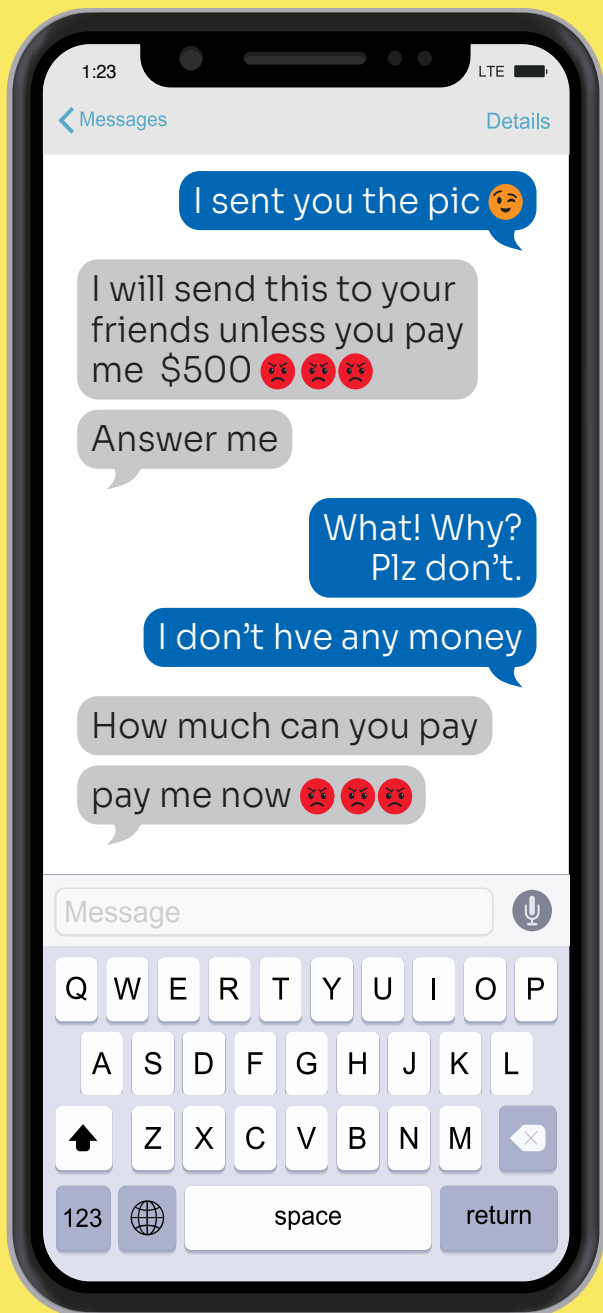
Harmony Week

27 - 31 March:

Spelling Bee

Sunnah Corner

Abu Sa'id Al-Khudri and Abu Huraira (may Allah be pleased with them) narrate that the Prophet (peace be upon him) said, "No fatigue, nor disease, nor sorrow, nor sadness, nor hurt, nor distress befalls a Muslim, even if it were the prick he receives from a thorn, but that Allah expiates some of his sins for that." [Sahih al-Bukhari]



**It's a scam.
And it's trending.
You can make it stop.**

- ✓ **Do** stop the chat
- ✓ **Do** take screenshots of the text and profile
- ✓ **Do** block the account and report it to the platform
- ✓ **Do** report to the ACCCE
- ✓ **Do** get support

- ✗ **Don't** send more images
- ✗ **Don't** pay
- ✗ **Don't** respond to demands
- ✗ **Don't** enter into further communication
- ✗ **Don't** think you're alone

If you're under 18, we can help.

The Australian Centre to Counter Child Exploitation is here to keep children and young people safe from online sexual exploitation and abuse.



To report or get help:
accce.gov.au



If you're in a life-threatening situation, **call Triple Zero (000).**

The eSafety Commissioner can help to remove explicit images shared online without your consent: eSafety.gov.au



2022 VCE Results

On behalf of Darul Ulum College, congratulations to the amazing VCE cohort of 2022 for their outstanding achievements!

The school's median score was 32, rendering it to have the highest VCE median score compared to other like Victorian Islamic schools based on the percentage of 40+ results. This implies half of the students achieved a Study Score of 32 or above out 50. The DUX for 2022, Maryam Abbasi, achieved an ATAR of 97.55, followed by Mozzammel Khan, who achieved an ATAR of 96.70.

Other statistics of note include:

- There was one perfect score in Health and Human Development
- 18% of students achieved an ATAR of 90 or above
- 41% of students achieved an ATAR of 80 or above
- 59% of students achieved an ATAR of 70 or above
- 80% of students achieved an ATAR of 60 or above
- 19 Study Scores were 40+

We would like to congratulate the dedicated teachers, diligent students, and their leading parents for navigating their ways through the challenges of Year 12.

DARUL ULUM COLLEGE CONGRATULATES THE AMAZING YEAR 12 COHORT OF 2022 FOR THEIR OUTSTANDING ACHIEVEMENTS

19 STUDY SCORES 40+
MEDIAN SCORE 32

96.70	94.05	93.65	93.05	93.00	92.10	91.10	90.80
MOZZAMMEL KHAN	ZAYNAB DENIZ	LABIBA HAQUE	IBRAHIM SOYLAMIS	ZAYNEB BALHAJ	SAFA NAINAR	ANSHRAH KHAN	OMAIR AHMAD
89.15	87.75	85.90	85.80	85.70	84.85	84.50	83.65
SUMAYYA SALIH	SEEFAT FATIMA	SAAJIDA SIDDIQUE	USMAN MAJOO	MUHAMMAD AQEEL HAFEEZ	AYACHE TALEB	RUQAYAH MIA	TAMANAH RAHIM

MARYAM ABBASI
DUX 97.55

PLUS ONE PERFECT SCORE
IN HEALTH & HUMAN DEVELOPMENT

18% ABOVE 90 ATAR | 41% ABOVE 80 ATAR
59% ABOVE 70 ATAR | 80% ABOVE 60 ATAR

Child Safe Standards

Victorian organisations that provide services or facilities for children are required by law to implement Child Safe Standards to protect children from harm.

All organisations working with children must take steps to prevent child abuse. They cannot assume that child abuse does not, and cannot, happen within their organisation.

At Darul Ulum College, we all have an obligation to do the best we can to keep children safe from harm and abuse.

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.

In line with the **Ministerial Order No 1359 - Implementing the Child Safety Standards - Managing the risk of child abuse in schools and school boarding premises** which details how the Victorian Child Safe Standards apply in school environments Darul Ulum College has an updated Child Safe policy which can be accessed through the schoolbox parent portal which addresses the School's Child Safety policy. This policy provides an overview of our school's approach in implementing Child Safe Standards.

The Child Safe Standards aim to:

- promote the safety of children
- prevent child abuse
- ensure organisations and businesses have effective processes in place to respond to and report all allegations of child abuse.

Child Safe Standards work by:

- driving changes in organisational culture – embedding child safety in everyday thinking and practice
- providing a minimum standard of child safety across all organisations
- highlighting that we all have a role to keep children safe from abuse.

The Child Safe Standards

There are 11 Child Safe Standards updated and enforced since 1st July 2022:

- Standard 1: Organisations establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued
- Standard 2: Child safety and wellbeing is embedded in organisational leadership, governance and culture
- Standard 3: Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously
- Standard 4: Families and communities are informed, and involved in promoting child safety and wellbeing
- Standard 5: Equity is upheld and diverse needs respected in policy and practice

- Standard 6: People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice
- Standard 7: Processes for complaints and concerns are child focused
- Standard 8: Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training
- Standard 9: Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed
- Standard 10: Implementation of the Child Safe Standards is regularly reviewed and improved
- Standard 11: Policies and procedures document how the organisation is safe for children and young people

[Ms. Aniza Baharin - Student Wellbeing Coordinator]

Action Plans for Allergies and Asthma Now Available

Parents can now use Qoctor to get an action plan for their child by just following a few simple steps.

1. Log on to the website <https://www.qoctor.com.au/asthma-action-plan/>
2. Click on to the link 'Get an Action Plan' and choose whether the action plan is for asthma, allergies or anaphylaxis.
3. Answer a few simple questions.
4. Pay the consultation fee (\$31.99 – \$36.99 depending on service).
5. Have a video consultation with a doctor.
6. Download your action plan.

Why Use Qoctor

- There's no need to wait for an appointment at your local GP's clinic. Same day appointments are usually available.
- Qoctor provides ASCIA action plans for children of 3 years and plus.
- The action plan will be available to download after a brief video consultation with a doctor.
- During the video consultation, the patient will speak to an experienced Australian doctor.

Disclaimer

Darul Ulum College of Victoria undertakes no accountability or health / legal responsibility for any inaccuracies or oversights in the content of this site. The information contained in this site is supplied on an "as is" basis with no assurances of completeness, precision, effectiveness, or suitability. The description provided on the site is for information purposes only and does not replace for professional medical advice. Please consult a medical professional for medical advice, diagnoses, or treatment of your child.

[Mr. Mohammad Asif Sami - Nurse]

Secondary Art Competition

In Term 4, the Secondary Female Art Department held a spectacular Art Competition which showcased DUCV's outstanding artistic talent within the 7-10 student cohort. The Art Competition was advertised in the school corridors and promoted by the Secondary Female Art Coordinator at the end of Term 3, giving students the time to properly plan and produce their masterpiece. Students were required to adhere to the theme of "Nature's Beauty" but were given the flexibility to create their artwork with the art mediums they desired. Participants were provided with the rubric they were required to follow with the assigned criteria. Contestants demonstrated remarkable effort and artistic ability, producing phenomenal works of art challenging secondary teachers to vote for the winners. First to fifth place winners were selected from Years 7 & 8 as well as Years 9 & 10. Winners were recognised and gifted with premium art resources in the secondary morning assembly and their artworks were framed to be put on display around the school. Congratulations once again to the winners of the Art Competition, we look forward to seeing more enthusiasm and students contributing next year Insha'Allah.

Winners of the art competition have been listed below:

Year 7 & 8	Position	Symbol in image below	Year 9 & 10	Position	Symbol in image below
Amal	1st	A	Nur Thaqifah Hassan	1st	F
Attika Ahmed	2nd	B	Khadija Siddiqui	2nd	G
Saaliha Rifkaz	3rd	C	Esra Mian	3rd	H
Alia Momin	4th	D	Sumaya Tasneem	4th	I
Sarah Aasar	5th	E	Maryam El-Ghattis	5th	J



[Ms. Rayan Moubarak - Secondary Art Coordinator]

SMART Spelling Incursion

Primary Staff were trying very hard not to spill the beans about a special surprise organised by the F-6 Literacy Department for our lower and upper primary students: On Friday the second of December, Michelle Hutchinson from Smart Spelling visited the school!

Students were very eager to meet the SMART Spelling guru face to face! The MPH was abuzz with whispers and expectations! Lower primary kids were over the moon and some were in disbelief! Muhammad from Foundation B Mickleham said, with all the adorable innocence of a six-year old: "Michelle is real! I can't believe it, she's real life!"

As soon as Michelle made her appearance in front of the children, the looks on their faces said it all! There was a cocktail of admiration, excitement and wonder to see the Spelling teacher in 3D after years of on-screen teaching.

All children learnt that 'vacation' is another word for 'holidays' and were very engaged when Michelle discussed and taught the spelling of December and Vacation, clapping their hands to the syllables and sounds.

[Ms. Lamis Rafei, Mickleham Campus, Foundation B class]

Quran Competition for Primary

After two years in which the Quran Competition had to be cancelled due to Covid-19, the event was a great success this year. Congratulation to all the winners! Here are a few images providing a glimpse of the event.

[Ms. Jobaida Ali - Primary Quran Coordinator]



Can too much love spoil a child

Can too much love spoil a child? I don't believe so...The parents of Foundation B Mickleham kids have been placing loving and encouraging notes in their children's lunchboxes. The delighted looks on their little faces as they ran to me holding up their little notes are priceless! Good on you mums!

[Ms. Lamis Rafei, Mickleham Campus, Foundation B class]

Year 8 Excursion to Dirdar Exhibition

Last year we were grateful to have the opportunity to be the first school to go on an excursion to the University of Melbourne and participate in the Dirdar Exhibition. All Year 8 classes from the Secondary Girls Department attended the excursion at the start of Term 4.

Students had the opportunity to view more than sixty manuscripts on display from the University's collection, including Quranic manuscripts. The collection dates covered period from the 14th to 19th centuries in many different languages (mostly Arabic and Persian) and subjects (including histories, marriage certificates, poetries, grammar and much more). Students also got to learn about the conservation of the manuscripts, history of paper making and looked at the material and artistic practices needed to create the manuscripts such as the inks, papers, paper decoration, calligraphy, illumination and illustrations.

Students also got to see samples of old Qur'anic manuscripts and see the progression evolution of the writing and fonts used in Qur'anic manuscripts throughout the years. Students also got to try their artistic skills by engaging in calligraphic workshops using the different types of ink that had been specially formulated.

Below is further information regarding the collections and some collections that have been digitalised:

[Didar - Stories of Middle Eastern Manuscripts](#)

[Middle Eastern Manuscripts - Grimwade Center - Faculty of Arts](#)

[Miniature Qurans and Travelling](#)

[Digitalised Collections](#)

[Ms. Aniza Baharin - Quran Coordinator]

Grade 6 Transition Program

During Term 4, the Grade 6s had their Transition Program whereby they were given the opportunity to experience a day in the secondary department to provide them with some information as to what to expect next year when they commence high school at DUCV. The Grade 6s met some of the high school teachers who were running different session of the transition program, some of which will be their own subject teachers in 2023 Insha'Allah. Students were introduced and welcomed by the Secondary Female Head of School, Ms. Mouna Abdelhay, as well as the Secondary Discipline Coordinators (Ms. Rayan Moubarak and Ms. Nergiz Koch). Along with student policies and expectations, students also viewed the Secondary 2022 Event Highlights to gain fur-

ther insight and anticipation for the activities and proceedings that they will take part in throughout their high school years Insha'Allah. During the Transition Program, students participated in a range of subject activities including (English, Maths and Science) as well as wellbeing. At the end of the day, the Grade 6s and Year 7s combined and took part in one of four miscellaneous activities to develop new bonds and friendships with one another. The miscellaneous games included a game of basketball, a game of dodgeball, a friendship bracelet making session and a series of team bonding activities. Alhamdulillah the program was a success, students displayed great enthusiasm with the secondary teachers running the activities and connected with them. They displayed optimism with their eagerness to learn new things and achieve "good grades" that make them proud of themselves in high school. Once again, we'd like to thank the teachers who contributed to the transition program from both the primary and secondary departments. Your contributions aided with the smooth facilitation of the program and your efforts are much appreciated. Wishing the 2022 Grade 6 students all the best with their transition into high-school next year Insha'Allah. We look forward to having them enlighten our secondary department!

[Ms. Rayan Moubarak - Level Coordinator]

DUCV's Gardening Initiative

Primary students and teachers have taken a great gardening initiative. They are directly involved in this project under the banner and guidance of DUCV beautification team. Spring crops harvest festival is under process and will be much awaited!

[Mr. Zaman Bhuiyan - Primary Teacher]



Spring Crops in progress

Bean, Cucumber, Capsicum, Sweetcorn, Rockmelon, Tomato...

Winter Crop Harvest Festival

Beautification Team, DUCV



Cough, wheeze, gasp, rattle, or difficulty breathing?

Summer is a momentous time for school children. Amidst all the events, BBQs, and camping etc., please do not neglect to keep up your child's asthma management plan handy. Use your child's asthma medications as prescribed. Great asthma management over the summer also lead to less time off school.

To make sure your child stays as healthy as possible during the summer, you are recommended to follow the Asthma Australia guidelines, including:

- Make sure your child's asthma medication are still in-date.
- Use your child's preventer drug as directed, even if they are feeling perfectly fine.
- When you are going away on outings, pack your child's asthma medicine and a spacer.

Please book an Asthma Review with your medical practitioner to get an updated written Asthma Action Plan for the new school year.

[Mr. Mohammad Asif Sami - Nurse]



NAPLAN Information for parents and carers

2023

Why do students do NAPLAN?

NAPLAN is a national literacy and numeracy assessment that students in Years 3, 5, 7 and 9 sit each year. It is the only national assessment all Australian students have the opportunity to undertake.

As students progress through their school years, it's important to check how well they are learning the essential skills of reading, writing and numeracy.

NAPLAN assesses the literacy and numeracy skills that students are learning through the school curriculum and allows parents/carers to see how their child is progressing against national standards and over time.

NAPLAN is just one aspect of a school's assessment and reporting process. It doesn't replace ongoing assessments made by teachers about student performance, but it can provide teachers with additional information about students' educational progress.

NAPLAN also provides schools, education authorities and governments with information about how education programs are working and whether young Australians are achieving important educational outcomes in literacy and numeracy.

Your child will do the NAPLAN tests online

Schools have transitioned from paper-based to computer-based assessments. All Year 3 students will continue to complete the writing assessment on paper.

Online NAPLAN tests provide more precise results and are more engaging for students. One of the main benefits is tailored (or adaptive) testing, where the test presents questions which may be more or less difficult depending on a student's responses.

Tailored testing allows a wider range of student abilities to be assessed and measures student achievement more precisely. A student's overall NAPLAN result is based on both the number and complexity of questions they answer correctly. Your child should not be concerned if they find questions challenging; they may be taking a more complex test pathway.

What does NAPLAN assess?

NAPLAN assesses literacy and numeracy skills that students are learning through their regular school curriculum.

Students sit assessments in writing, reading, conventions of language (spelling, grammar and punctuation) and numeracy. The questions assess content linked to the Australian Curriculum: English and Mathematics.

All government and non-government education authorities contribute to the development of NAPLAN test materials.

To find out more about NAPLAN, visit nap.edu.au.

Participation in NAPLAN

NAPLAN is for everyone. ACARA supports inclusive testing so all students have the opportunity to participate in the national assessment program.

Adjustments are available for students with disability who have diverse functional abilities and needs.

Schools should work with parents/carers and students to identify, on a case-by-case basis, reasonable adjustments required for individual students with disability to access NAPLAN. Adjustments should reflect the support normally provided for classroom assessments.

To help inform these decisions, you may consult the [NAPLAN public demonstration site](#), the [Guide for schools to assist students with disability to access NAPLAN](#), or our [series of videos](#) where parents/carers, teachers and students share their experiences in using NAPLAN adjustments.

In exceptional circumstances, a student with a disability that severely limits their capacity to participate in the assessment, or a student who has recently arrived in Australia and has a non-English speaking background, may be granted a formal exemption.

Your school principal and your local test administration authority can give you more information on adjustments for students with disability or the process required to gain a formal exemption.

What if my child is absent from school on NAPLAN days?

Where possible, schools may arrange for individual students who are absent at the time of testing to complete missed tests at another time during the school's test schedule.

What if my school is closed on NAPLAN days?

Schools with compelling reasons may be given permission to schedule tests after the 9-day test window.

What can I do to support my child?

Students are not expected to study for NAPLAN. You can support your child by reassuring them that NAPLAN is a part of their school program and reminding them to simply do their best. Some familiarisation and explanation of NAPLAN is useful to help students understand and be comfortable with the format of the tests. Teachers will ensure students are familiar with the types of questions in the tests and will provide appropriate support and guidance.

ACARA does not recommend excessive preparation for NAPLAN or the use of services by coaching providers.

See the types of questions and tools available in the online NAPLAN assessments at nap.edu.au/online-assessment/public-demonstration-site.

NAPLAN timetable

The NAPLAN test window is 9 days. This is to accommodate schools that may have fewer devices.

The NAPLAN test window starts on Wednesday 15 March and finishes on Monday 27 March 2023. Schools are advised to schedule the tests as soon as possible within the testing window, prioritising the first week.

How is my child's performance reported?

Individual student performance is shown on a national achievement scale for each assessment. This scale indicates whether the student is meeting expectations for the literacy and numeracy skills needed to participate fully in that year level.

A NAPLAN individual student report will be provided by your child's school later in the year. If you do not receive a report, you should contact your child's school.

How are NAPLAN results used?

- Students and parents/carers may use individual results to discuss progress with teachers.
- Teachers use results to help identify students who need greater challenges or extra support.
- Schools use results to identify strengths and areas of need to improve teaching programs, and to set goals in literacy and numeracy.
- School systems use results to review the effectiveness of programs and support offered to schools.
- The community can see information about the performance of schools over time at myschool.edu.au.

Where can I get more information?

For more information about NAPLAN:

- contact your child's school
- contact your local test administration authority at nap.edu.au/TAA
- visit nap.edu.au

To learn how ACARA handles personal information for NAPLAN, visit nap.edu.au/naplan/privacy.

Test	Scheduling requirements	Duration	Test description
Writing	<ul style="list-style-type: none"> • Year 3 students do the writing test on paper (on day 1 only) • Years 5, 7 and 9 writing must start on day 1 (schools must prioritise completion of writing across days 1 and 2 only, with day 2 only used where there are technical/logistical limitations) 	Year 3: 40 min Year 5: 42 min Year 7: 42 min Year 9: 42 min	Students are provided with a 'writing stimulus' (sometimes called a 'prompt' – an idea or topic) and asked to write a response in a particular genre (narrative or persuasive writing)
Reading	<ul style="list-style-type: none"> • To be completed after the writing test • To be completed before the conventions of language test 	Year 3: 45 min Year 5: 50 min Year 7: 65 min Year 9: 65 min	Students read a range of informative, imaginative and persuasive texts and then answer related questions
Conventions of language	<ul style="list-style-type: none"> • To be completed after the reading test 	Year 3: 45 min Year 5: 45 min Year 7: 45 min Year 9: 45 min	Assesses spelling, grammar and punctuation
Numeracy	<ul style="list-style-type: none"> • To be completed after the conventions of language test 	Year 3: 45 min Year 5: 50 min Year 7: 65 min Year 9: 65 min	Assesses number and algebra, measurement and geometry, and statistics and probability