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Celebrating the VCE Class of 2023

We are thrilled to share the exceptional achievements of our Class of 2023 in the recent VCE results. Their hard work and dedication have truly paid off, and we are very pleased with their accomplishments.

Top Achievers:

- DUX (Boys): Yusuf Isitan with an outstanding ATAR of 98.25
- DUX (Girls): Filzah Sateh, achieving an impressive ATAR of 94.60

Noteworthy Statistics:

- 23% of our students achieved an ATAR above 90
- 54% of our students achieved an ATAR above 80
- An impressive 77% of our students achieved an ATAR above 70

Median Scores:

- Median study score: 32
- Median ATAR: 80.90

Subject Excellence:

A special congratulations to our student who achieved a perfect score in General Mathematics.


Additionally, 23 students attained study scores of 40 and above.



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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.

Narrated Ibn 'Abbas (may Allah be pleased with him) that the Messenger of Allah (peace be upon him) said: "For whomever Allah wants good, he gives him understanding in the religion."

[At-Tirmidhi]

Commendable Contribution:

Beyond academic excellence, the Class of 2023 has actively participated in student life, fostering a positive culture within the school. We commend their commitment to both personal and collective growth.

As the Class of 2023 steps into the next chapter of their lives, we extend our heartfelt wishes for continued success and prosperity. May their journey ahead be as bright as their accomplishments this year.

[DUCV VCE Team]

ISSAV Futsal Tournament

The Grade 5 and 6 boys participated in the ISSAV futsal tournament. In the first four games the students put on an amazing performance and conceded the least goals in our group and put on a stunning attacking display with the highest scoring game ending in 9-1 and leaving the group stage with one defeat.

Our strong run came to an end in the semifinals as we lost 2-0 to the winners of the tournament, Ilim College. With many missed chances the DUCV students showed great courage and determination throughout the whole game.

The 7 and 8 boys were also very successful in the ISSAV futsal tournament. Our students came out of the group stage undefeated with a total of 17 goals scored. Unfortunately, the boys were knocked out against the tournament winners, Mt Hira. However, they were able to finish 3rd in the tournament after a great victory against Minaret College - Officer showing their amazing skill and courage.

On another note, Grades 4-6 students were privileged to participate in the Usman Khawaja Cricket Foundation. Our students are thrilled with the training that they are receiving from experienced coaches to improve their cricket skills.

[Burak Okcum - PE coordinator/teacher]

Upcoming Dates

January and February

26 January:

Public Holiday

29 January:

First day of Term 1, 2024 for teachers

31 January:

First day of Term 1, 2024 for students

6 February:

Safer Internet Day

6 February:

VCE Parent Information session Years 10 – 12

21 February:

International Mother Language Day

Sunnah Corner

On the authority of Abu Hamzah Anas bin Malik (may Allah be pleased with him) — the servant of the Messenger of Allah (peace and blessings of Allah be upon him) — that the Prophet (peace and blessings of Allah be upon him) said: None of you [truly] believes until he loves for his brother that which he loves for himself. [Al-Bukhari and Muslim]

DUA Quran Competition

Alhamdulillah, we are thrilled to announce that the recent Quran Competition at the Darul Ulum Academy (DUA) Mickleham Campus was a resounding success. It is with utmost humility and gratitude to Allah that we recognise the exceptional achievements of our talented participants. Their unwavering dedication and commitment to the study of the Holy Quran have left us with a sense of honour and fulfilment. We extend our heartfelt congratulations to the winners below:

Category 1:	Category 5:
Zachariyya Muhammad Year 1 - 1st Place	Ayesha Fatima Sayyada Year 2 - 1st Place
Muhammad Kashif Year 1 - 2nd Place	Rayan Hussein Year 1 - 2nd Place
Juairiya Ahmed Year 1 - 3rd Place	Enayah Faisal Year 1 - 3rd Place
Category 2:	Category 6:
Hassan Mustafa Hussein Foundation - 1st Place	Abdul Hadi Year 3 - 1st Place
Aamena Muhammad Foundation - 2nd Place	Umer Taha Year 3 - 2nd Place
Anaya Mughal Year 1 - 3rd Place	Hareem Usman Year 1 - 3rd Place
Category 3:	Category 7:
Laibah Fawad Year 1 - 1st Place	Fatima Binte Zakaria Year 3 - 1st Place
Muhammad Umair Ali Year 2 - 2nd Place	Maryam Faisal Year 3 - 2nd Place
Umar Abdul Malik Syed Year 1 - 3rd Place	Rayyan Muhammad Abu Nashir Year 3 - 3rd Place
Category 4:	Category 8:
Abdul Hadi Fahad Year 1 - 1st Place	Solahin Ehsan Year 3 - 1st Place
Isa Zayyan Muhammad Fahmy Year 2 - 2nd Place	Rahma Usman Year 3 - 2nd Place
Ayaan Amjath Year 2 - 3rd Place	Hoorain Khan Year 3 - 3rd Place

We extend our sincere appreciation to all participants for their efforts in making this competition a truly inspiring experience for everyone involved.

May the blessings of the Holy Quran continue to guide and inspire us all. Amin.

[DUA Team]



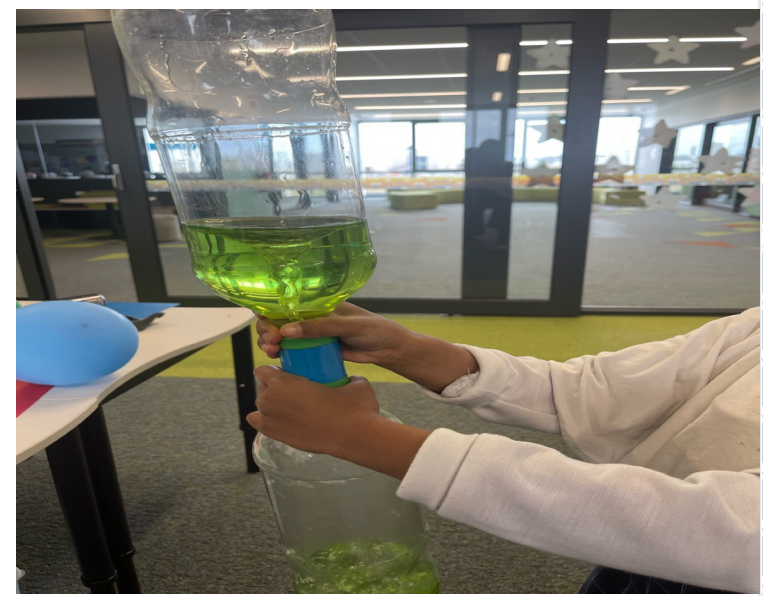
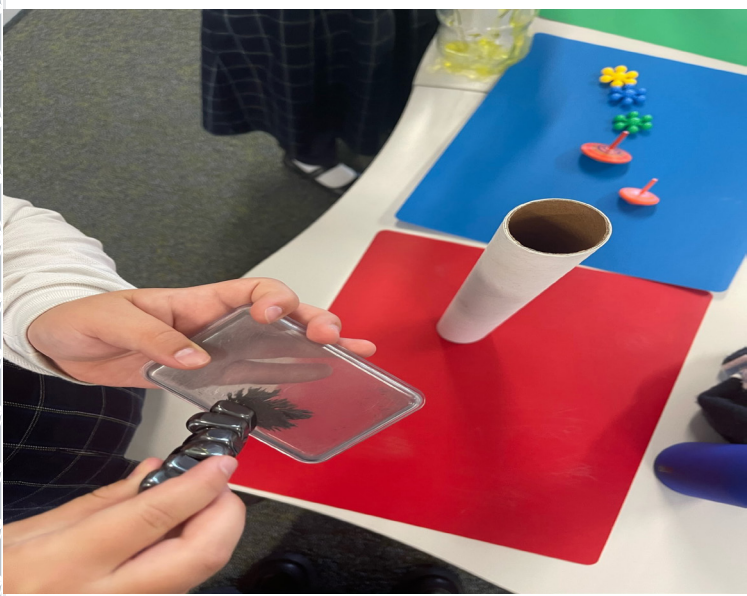
Grade 1 Science Incursion

In Science, Grade 1 students have been learning about the different types of forces. We recently had a very enjoyable and interactive incursion where students were able to reinforce their learning through hands on activities.

The 'Push, Pull & Motion' workshop started with the students defining the term 'force' and exploring how we use 'push' or 'pull' to make things move. There were a few whole class demonstrations to consolidate some of the learning. One example, students were given mini spinners and were asked to make a prediction about whether it will spin longer on the carpet or on a slippery mat surface. Students tested their prediction and learnt that there are external factors that can impact the force we put on an object. The rougher a surface, the harder they will have to push.

The students were further amazed to see the use of a hair-dryer to show how push forces can make ping pong balls float in the air. The excitement grew even more as they watched a rocket balloon exert force by zooming all around the room.

Then students formed groups and were able to complete a few activities showing push and pull on their own. The students really enjoyed making tornados using bottles, moving magnets through a tunnel using a pull force, pushing mini balls on the air using a catapult and playing a marble maze game.



[Ms. Rabia Sarikaya - Grade 1 teacher]

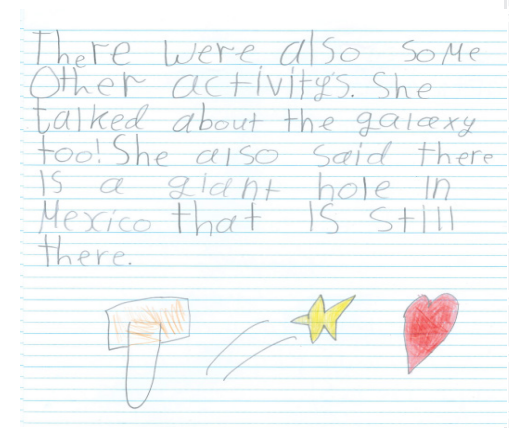
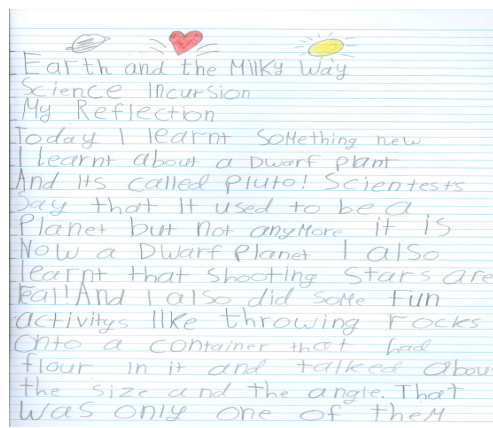
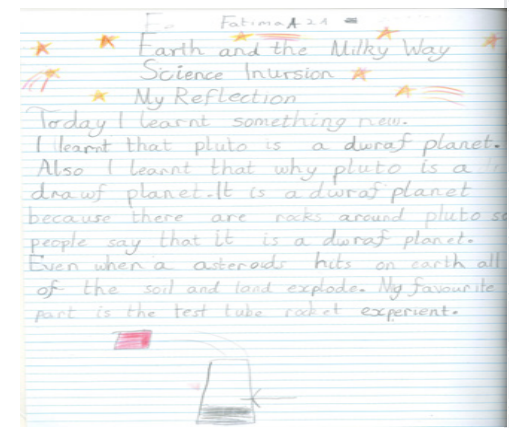
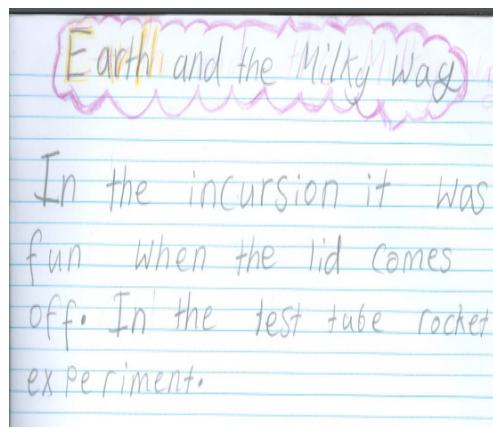
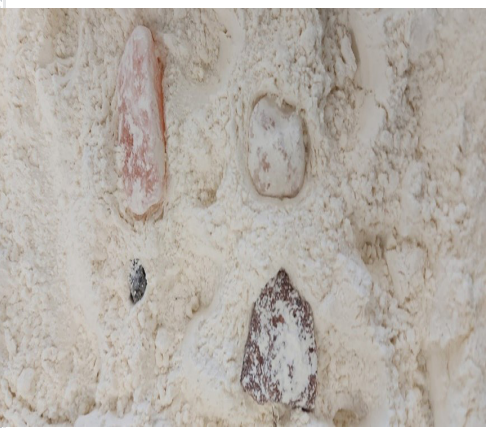
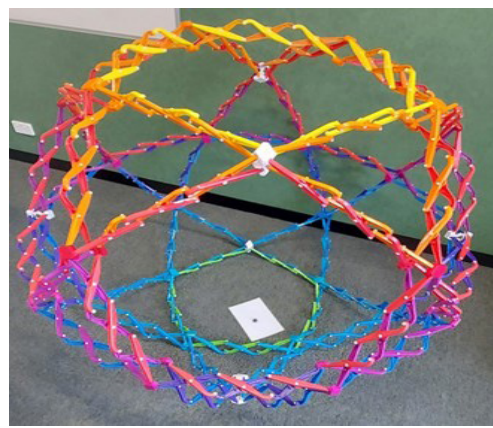
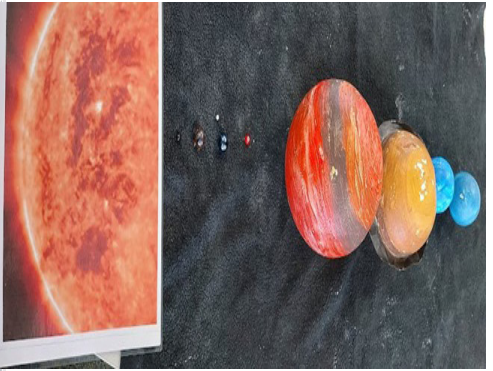
Grade 2 Science Incursion

The last science incursion in which the Grade 2 DUA students participated was titled "Earth and the Milky Way".

Students got the opportunity to share some facts from their prior learning and learn new and exciting information, which they found eye opening! For example, Earth is tiny compared to the Sun. Many would think it is large. Pluto is a dwarf planet and has been as such since 2006 because it no longer qualifies as part of our Milky Way. Also, planets which are the furthest from the Sun are the coldest. Then came the fun stuff! Students worked in groups to order the planets.

They learnt that lots of pressure is required to send rockets into space. Using a test tube stopper and half a tablet of Alka seltzer (not to mention lots of shaking manpower), students made their own mini rocket shooter. Students practiced teamwork and consideration by taking turns to trap the gas within the tube for as long as possible.

Students tried to learn about the impacts of asteroids hitting the Earth by dropping different sized rocks into a tray of flour and checking the depth and width of the crater made and the debris caused by their impact ... no doubt ending with flour covering their hands, uniforms, and tables in the process.



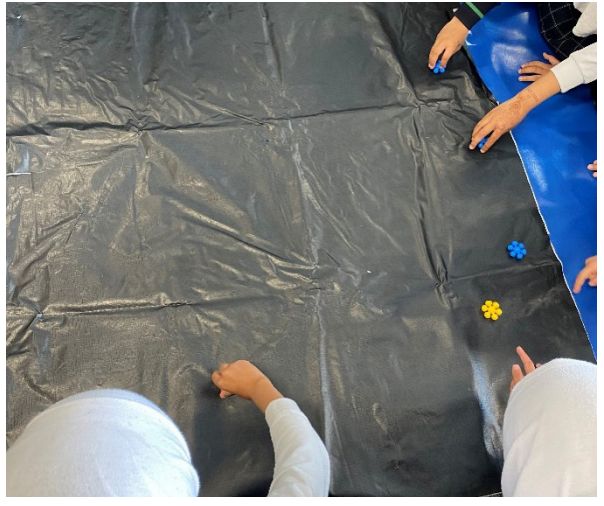
[Ms. Lamis Rafei - Grade 2 teacher]

Push and Pull Motion Incursion

Grades 1 students were doing physical science on forces, specifically around strength and direction of pushes and pulls.

In Term 4, students at Dural Ulum Academy got an opportunity to do some fun-filled activities to help them on this subject matter.

As you can see from the images below, the set up was well-organized, there was a variety of activities, and best of all, the materials are not expensive, meaning some of these activities will no doubt be a favourite pass time to do with a sibling at home during the school break!

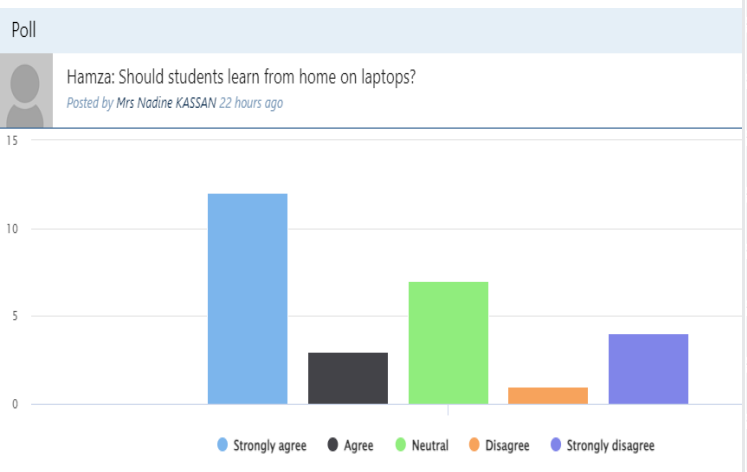
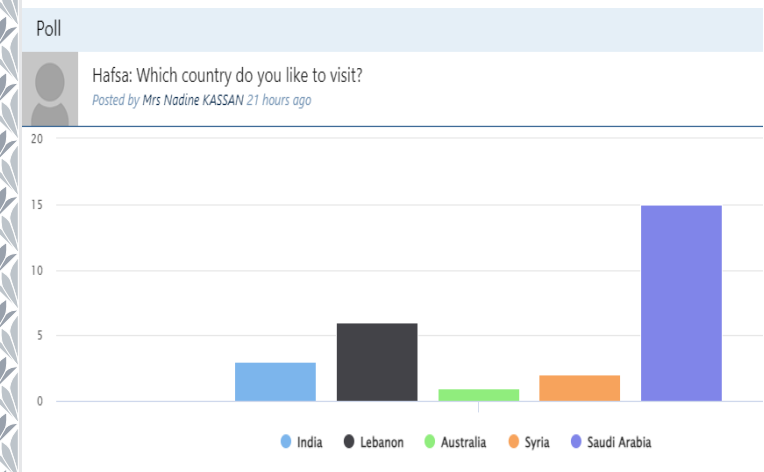
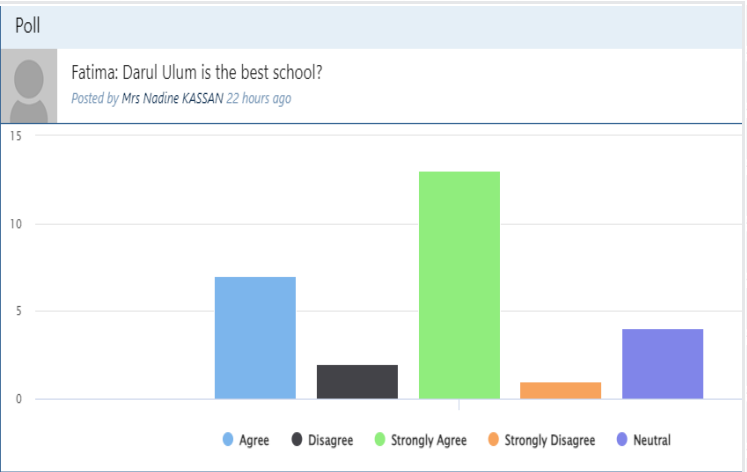
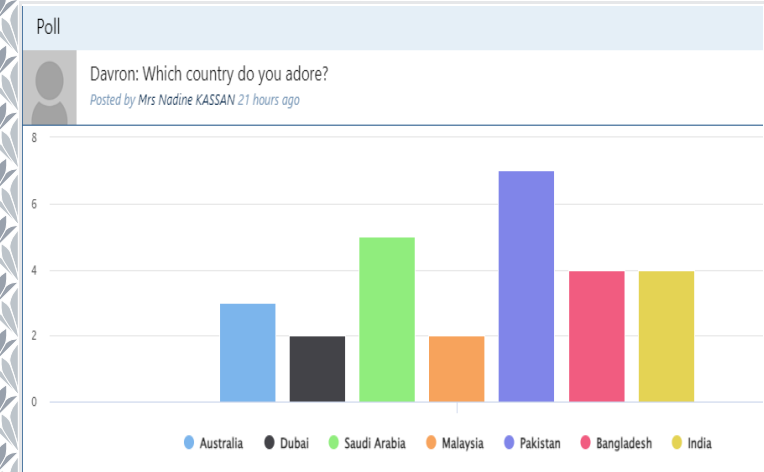


[Ms. Letfeah Neshabe - Grade 2 teacher]

Representing Survey Results

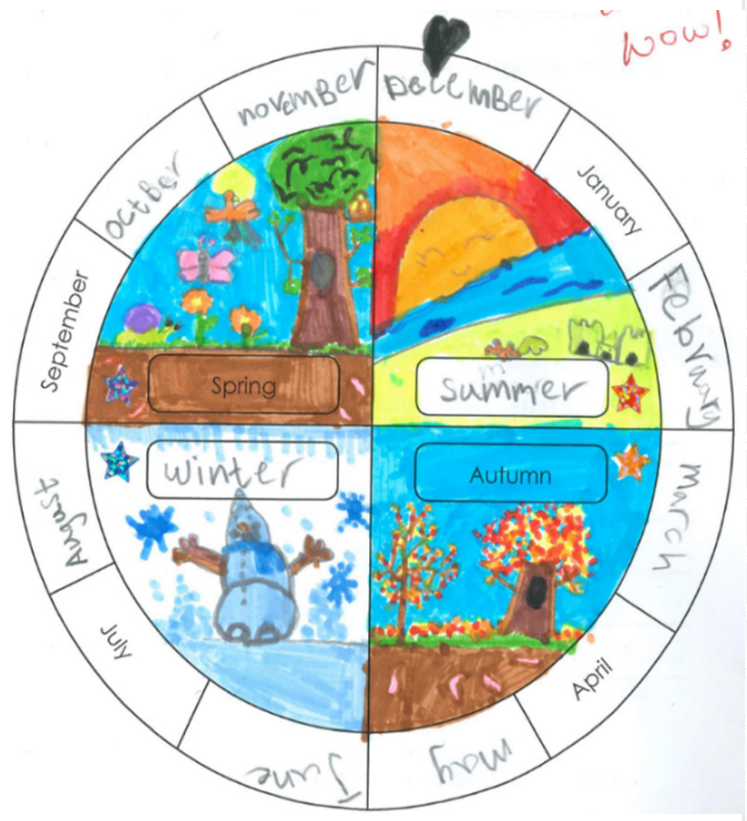
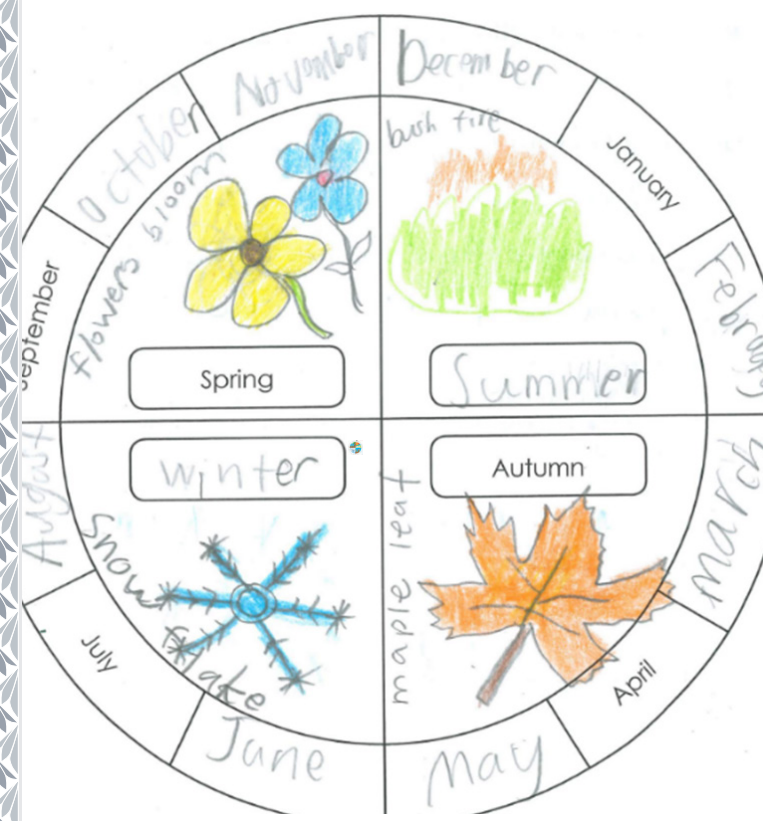
In Term 4, Grade 3 students delved into various methods of representing survey results, such as pie charts. They explored popular survey topics related to the classroom and school environment. Students had the opportunity to select a relevant topic, discuss intriguing questioning techniques for surveys, and formulate a set of questions for a poll. They successfully answered their classmates' surveys and analysed the results of their own surveys.

[Ms. Nadine Kassan - 3D form teacher]



Months and Seasons by Grade 2 students

It was nice to see some Grade 2A DUA students put time and effort into their homework. In their maths homework about Months and Seasons of the Year, some students produced very artistic maths work, making me wonder if this was a Numeracy homework or an Art homework. [Ms. Lamis Rafei - Grade 2 teacher]





Playgrounds by the Technology class of Foundation

In Term 4 Technology classes, Foundation have been learning about playgrounds. They discussed their favourite playground equipment, how to play safely and how to look after playgrounds. They researched and explored playgrounds from around the world, which they found to be out of this world! They then planned their dream playgrounds, inspired by all the outlandish playgrounds that they learnt about. Here are some inspiring playground designs from Foundation B class. [Ms. Lamis Rafei - Grade 2 teacher]



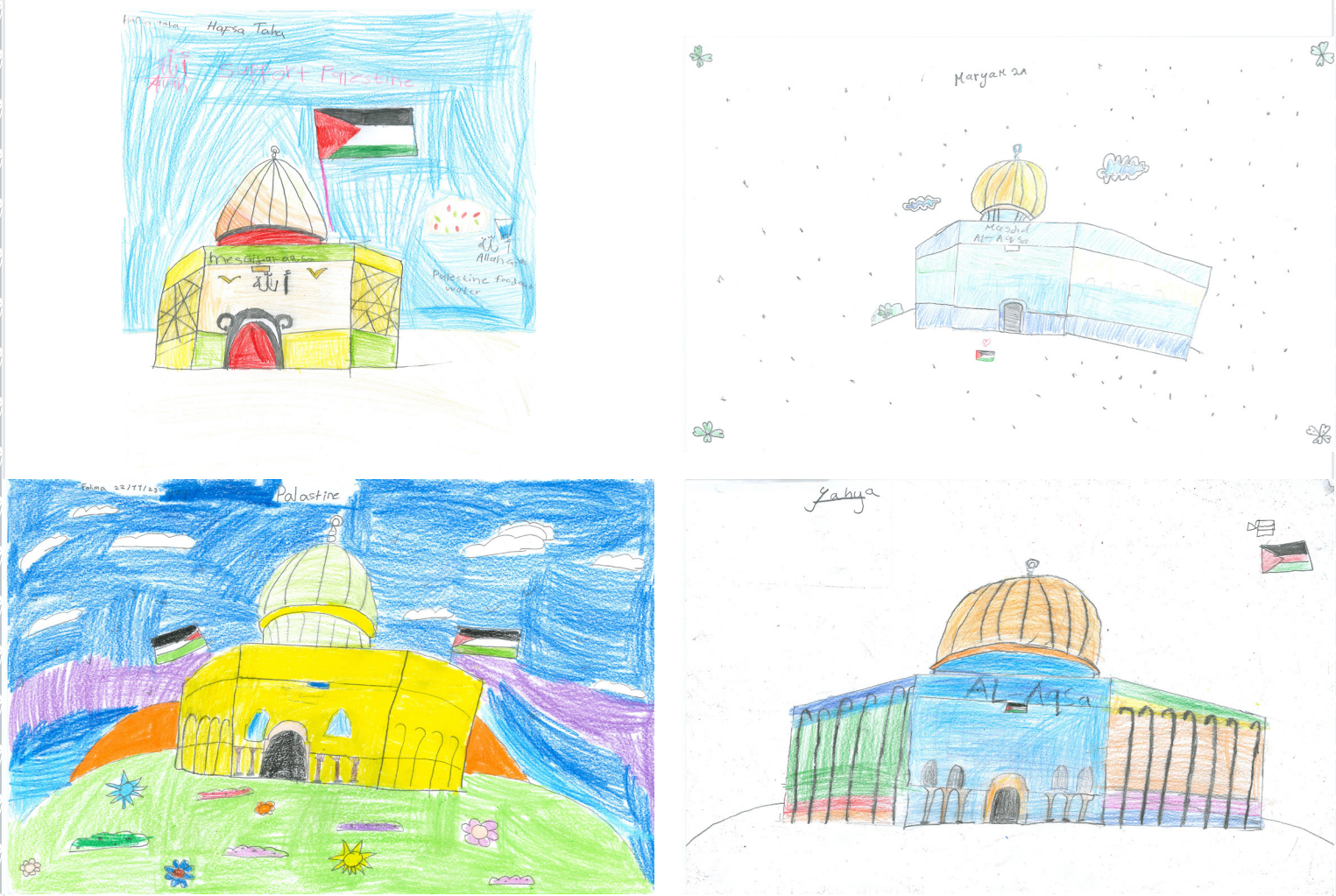
Drawings of Al-Aqsa in support of Palestine

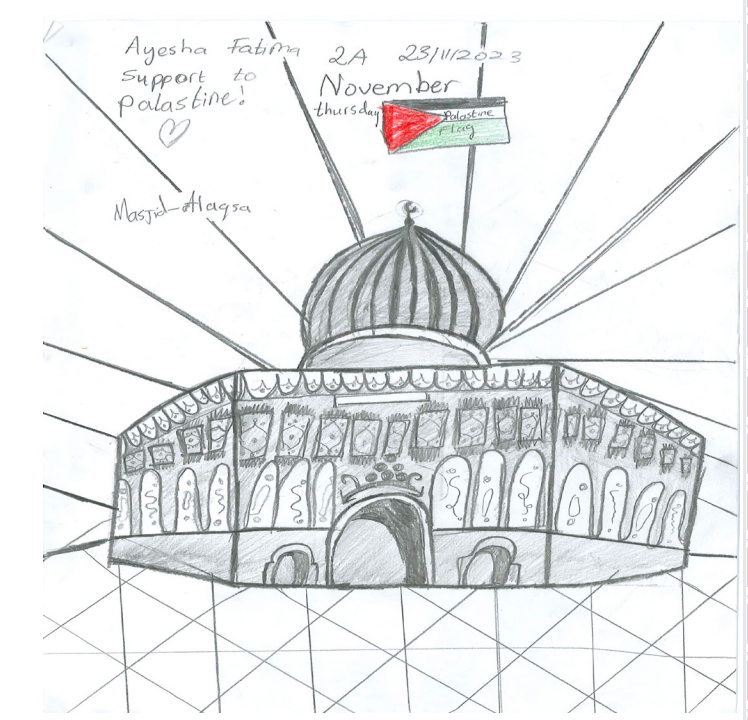
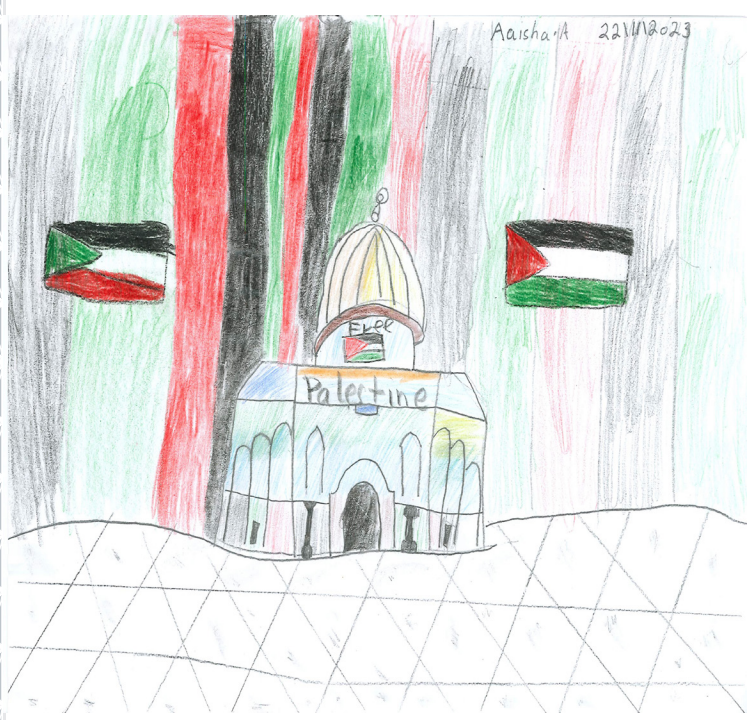
Some students brought Palestinian flags to class and said that they went to the city with their parents, marching in support of Palestine. They were very sad to know that so many Palestinians, especially children, are getting killed in Gaza. They were chanting "Free, Free Palestine!" They were asking so many questions, one of them being about Al-Aqsa Masjid.

They watched a children's video about the history of Al-Aqsa and why it's so sacred and special to us. They also watched the story of Israa and Miiraj and found out that Al-Aqsa is even more special than they thought as it is there that our Prophet Muhammad (peace be upon him) performed the first prayers with all the prophets and he was their Imam!

One of the students decided to write his own summary of Palestine's history. The children drew and coloured Al-Aqsa. It was a very special awareness day in class and a strong bonding experience.

[Ms. Lamis Rafei - Grade 2 teacher]

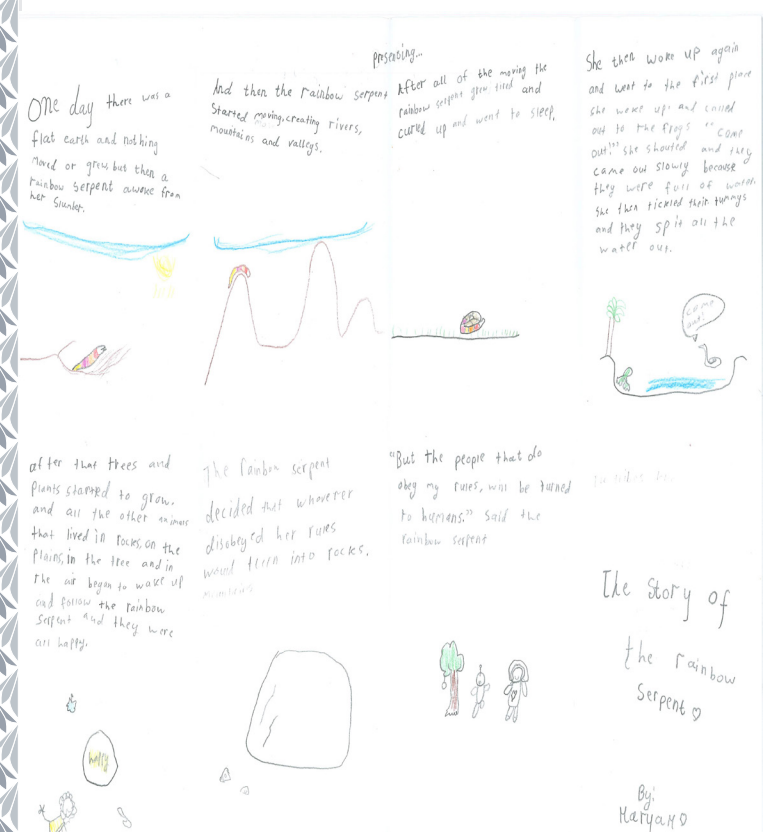




First Nations Australians

In Term 4, Grade 2A students learnt about First Nations Australians and their interconnections through land, language, law, kinship, and ceremony. They learnt that to them, country is everything. It is family, culture, spirituality, creation, connection, and home. They understood that to First Nations Australians, Dreamtime stories are used to pass traditions, values, knowledge and indigenous law to their children and future generations. The children chose different dreamtime stories to read and present. They summarized these stories in storyboards, retold in their own illustrated ways.

Here is a sample of DUA students' storyboards, namely "The Rainbow Serpent" and "How Kangaroo Got Her Pouch".

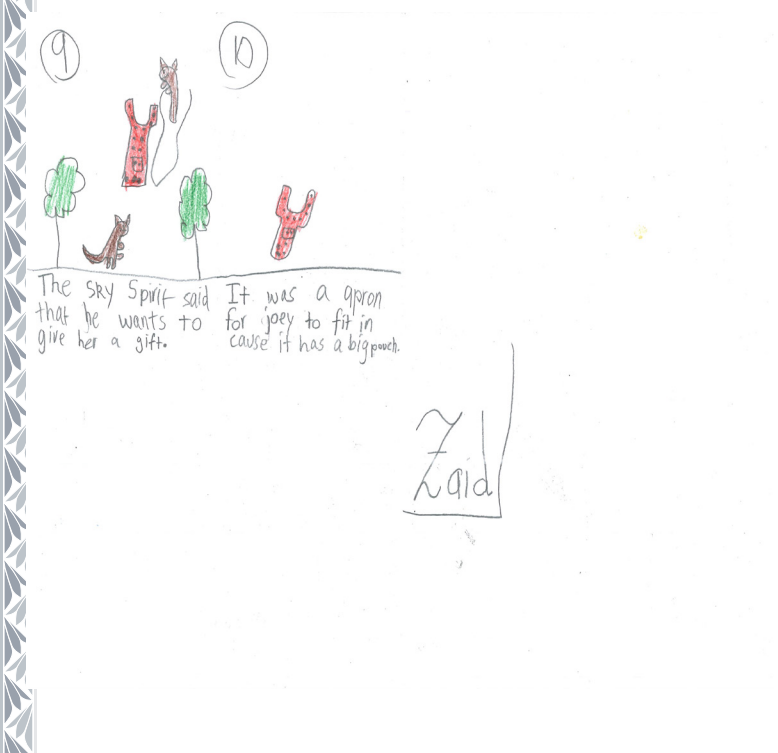
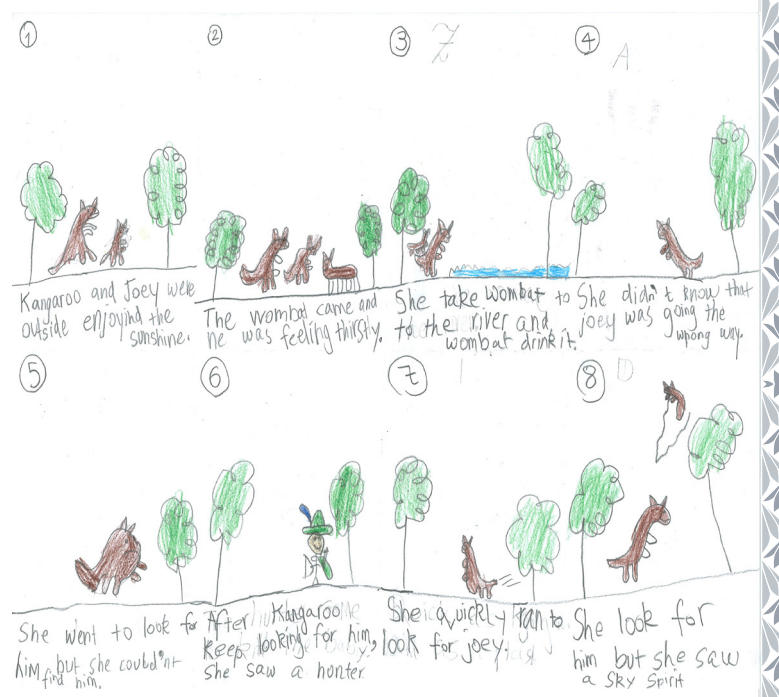
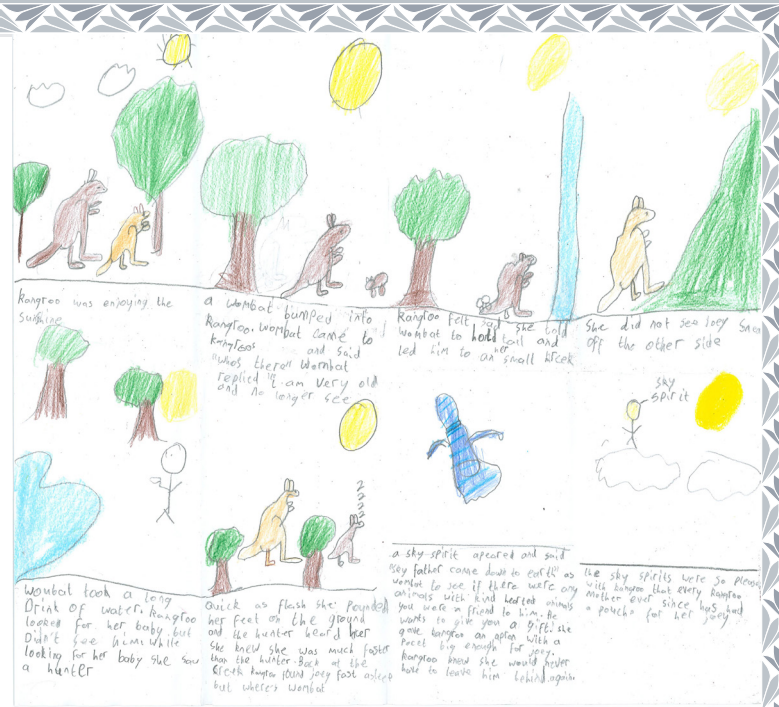
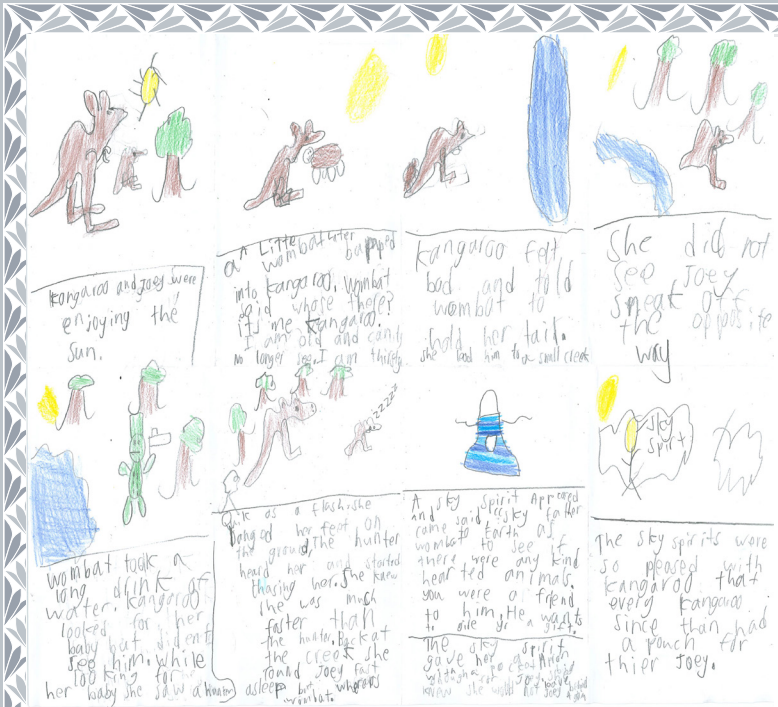


Aboriginal and Torres Strait Islander Art

In Term 4, DUA Grade 2 students have been very busy learning about Aboriginal and Torres Strait Islander art. They have been learning about how art is used in those communities as a means of telling stories of creation, daily living, ceremonies and overall connection to their families and ancestors. Students familiarised themselves with Aboriginal symbols, then chose their symbols when planning and producing their dot paintings.

Students' work included decorating and putting together 3D turtles as well as painting wooden boomerangs.

[Ms. Lamis Rafei - Grade 2 teacher]



[Ms. Lamis Rafei - Grade 2 teacher]

NAPLAN Information for parents and carers

2024

Why do students do NAPLAN?

The National Assessment Program – Literacy and Numeracy (NAPLAN) is a 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 is 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 proficiency standards.

NAPLAN is just one aspect of a school's assessment and reporting process. It does not 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

Online NAPLAN tests are designed to provide precise results and are engaging for students. The tests are tailored (or adaptive) which means that each test presents questions that may be more or less difficult depending on a student's responses. This helps students remain engaged with the assessment.

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.

All Year 3 students will continue to complete the writing assessment on paper.

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 all Year 3, 5, 7 and 9 students. 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](#), and 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 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 explanation of NAPLAN is useful to help students understand and be comfortable with the format of the tests; however, it is not necessary for parents/carers to do this. 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 - Public demonstration site](#).

How is my child's performance reported?

From 2023, NAPLAN results are reported against proficiency standards. There is a standard for each assessment area at each year level. Proficiency standards provide clear information on student achievement. They are set at a challenging but reasonable level expected for the child at the time of NAPLAN testing, based mainly on what has been taught in previous years of schooling. Student achievement is shown against 4 levels of proficiency: Exceeding, Strong, Developing and Needs additional support.

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.

What if my child is absent from school on NAPLAN test 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.

How are NAPLAN results used?

- Students and parents/carers 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 manages personal information for NAPLAN, visit nap.edu.au/naplan/privacy.

NAPLAN timetable

The NAPLAN test window is 9 days. This is to accommodate schools that may not have the capacity to complete the tests in a shorter time frame.

The NAPLAN test window starts on Wednesday 13 March 2024 and finishes on Monday 25 March 2024. Schools will schedule the tests as soon as possible within the testing window, prioritising the first week.

Test	Scheduling requirements	Duration	Test description
Writing	<ul style="list-style-type: none"> • Year 3 students do the writing test on paper and 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, 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 an idea or topic called a "writing stimulus" or "prompt" 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 	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	Students are assessed on 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	Students are assessed on number and algebra, measurement and geometry, and statistics and probability.

NAPLAN 2024 and Ramadan

In 2024, NAPLAN testing starts on 13 March and ends on 25 March. This overlaps with the Islamic holy month of Ramadan, which is expected to begin on 11 March 2024. Muslims may observe the period by fasting from food and drink from sunrise to sunset, with a focus on devotion and spiritual contemplation.

NAPLAN testing dates are established in consultation with state, territory and federal authorities, accommodating different term dates in all states and territories. As Ramadan's commencement date changes each year and has a duration of one month, it may at times fall during NAPLAN.

During the NAPLAN testing period, what support can schools, parents and carers provide for students who are observing Ramadan?

Following consultation with Islamic schools' representatives, the following information and guidance is provided for schools, parents and carers in offering support to students observing Ramadan and undertaking NAPLAN:

- Parents and carers should discuss any concerns with their child's school to identify what support measures are available, including with scheduling tests.
- At the beginning of Ramadan, many families and students may be getting into the rhythm of fasting, as well as rising before dawn, and may be more tired than usual. Schools are encouraged to schedule NAPLAN tests first thing in the morning to ensure fasting students' energy levels are at their highest.

What happens if a child is absent from school on test days?

All students are encouraged to participate in NAPLAN tests. Where possible, schools will organise 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 happens if a school is closed on test days?

Schools that will be closed during testing days and who need to vary their NAPLAN test schedule must request permission from their local [test administration authority](#). Schools have the flexibility of the 9-day test window and, if required, the 3-day security period to schedule NAPLAN tests.

The National Assessment Program – Literacy and Numeracy (NAPLAN) is a nationwide measure to see whether or not young Australians are developing the literacy and numeracy skills that provide the critical foundation for other learning, and for their productive and rewarding participation in the community.

2024 NAPLAN test window

13–25 March

Further information

For more information about NAPLAN visit the NAP website at nap.edu.au or contact your child's school or your [state or territory test administration authority](#)