



Al-Muazzin

A CALLER TOWARDS SUCCESS

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Darul Ulum College Monthly Newsletter

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March and April Events

15th of March:

Bullying No Way Day

15th of March:

Sports Day (Girls)

18th to 20th March:

Year 9 - 12 Boys Camp

20th to 22nd March:

Year 9 - 12 Girls Camp

21st of March:

Harmony Day

25th to 29th March:

History Week

25th of March to 4th of April:

NAPLAN Online Practice tests

31st of March:

Last day for Prep 2020 applications

4th of April:

Last Day of Term 1 for students

5th of April:

Reporting Day

23rd of April:

First Day of Term 2 for students

25th of April:

Anzac Day Public Holiday

26th of April:

Curriculum Day (No students)

29th of April to 3rd of May:

Ramadan Awareness Week

Hadith of the month

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

Narrated Abu Huraira (may Allah be pleased with him) I heard Allah's Messenger (peace be upon him) saying, "The rights of a Muslim on the Muslims are five: to respond to the salaam, visiting the sick, to follow the funeral processions, to accept an invitation, and to reply to those who sneeze. [Sahih al-Bukhari]



Sunnah Corner

Virtues of good manners

'Adi bin Hatim (may Allah be pleased with him) reported: Messenger of Allah (peace be upon him) said, "Guard yourselves against the Fire (of Hell) even if it be only with half a date (given in charity); and if you cannot afford even that, you should at least say a good word." [Al-Bukhari and Muslim].

Message from the College Administration

On behalf of Darul Ulum College, we express our utmost sympathy and pay our condolences to all those who have been impacted by the horrific attacks in Christchurch.

The College reassures the community that all safety measures and procedures are in place to accommodate for a safe & secure environment for students and staff, Insha'Allah.

The administration along with the Student Wellbeing Department will be determining strategies to address this topic with students in the most sensitive manner. Please contact the school should you have any concerns about your child's emotional wellbeing.

The support and empathy displayed by the surrounding neighbourhood has been overwhelming and humbling. Such events will only further strengthen the ties of humanity in this beautiful country of ours and across the globe, Insha'Allah.

Darul Ulum College - Second Campus

The College is pleased to announce that it will be opening a second campus in Mickleham soon. This campus will have the same vision and education as the current Fawkner campus. Initially, Foundation to Grade 3 will be offered and then gradually the remaining Primary levels followed by Secondary year levels will be introduced. Facilities other than school infrastructure include a child care centre.



Sunnah Week

Assalaamu Alaykum wr wb
Respected Parents,

At Darul Ulum College of Victoria, we value teaching the Quran as well as the practices of the Sunnah. We aim to encourage our students to implement the principles established in these guidelines into their daily lives, in the hope of producing a humble, religiously talented and motivated generation who will have a lasting beneficial impact on their community, nation and the world.

As reported by Malik ibn Anas: The Messenger of Allah, peace and blessings be upon him, said, "I have left among you two matters which will never lead you astray as long as you hold to them: the Book of Allah and the teachings (*sunnah*) of His Prophet (peace be upon him)."

Therefore, I would like to proudly announce that the female Primary Tarbiyah Department has fully designated one week (Term 1, Week 9) to the teaching and practicing of the Sunnah of our beloved Prophet. During this event, your child will be exposed to a variety of different practices observed in the Sunnah. We encourage you to assist us in our efforts to educate your child on the norms established by our prophet, by reinforcing the Sunnah taught at school in your conversations and actions.

Jazakumallahukhayran
Wasalam

[Ms. Sohad Qashou
Primary Tarbiyah Coordinator]

Ready Set Prep Program

Assalamu Alaykum Wr Wb
Dear Respected Parents,

A warm welcome into the new year!

It has been a pleasure to see all involved parents during our morning assemblies, Parent Information and Curriculum at Work sessions.

Our involvement in the Merri Health Ready Set Prep Program has been a great initiative in supporting the smooth transition of our 2019 Foundation students into their first year at DUCV.

It's been two years into the Ready Set Prep initiative at DUCV with yearly developments. 2018 involved three sessions at school as follows:

Sessions		Some of what the parents had to say!
1 st	An information session for mothers/female guardians & child in class session with foundation teachers	<ul style="list-style-type: none"> • Very informative session • Show bags were very useful • Thanks for Reading eggs logins • Detailed booklet listing information and expectations. • I got a better idea of how to prepare child for next year • Given a lot of helpful information.

2 nd	Mother/female guardian & child sit in to Foundation Guided Reading classes	<ul style="list-style-type: none"> • Good for the students to get an insight into the classroom/ how it runs. • Day 2 was the best because they learned class experience. • Allowed kids to interact with the preps.
3 rd	Mother/female guardian morning tea Learning Partnerships session with current foundation mothers/female guardian & child in class session with Foundation teachers	<ul style="list-style-type: none"> • JZK for all the useful information. • It was a good reminder. • We enjoyed meeting the other parents and teachers. • Interactive learning. • Students get to meet their teachers and classroom • Teachers so friendly and accommodating to students. • See children in learning environment. • Great experience. • Lots of important information. • More social. • Room was nice and organised.

Here's a snap shot of what parents had learnt from the year's Ready Step Prep experience in how to have a successful year!

- Having a routine at home.
- Daily reading to and with child.
- Communication. Talk more to our children.
- Praise them for every good little thing to build their confidence.
- Give one on one attention/ quality time.
- Don't push your child too hard.
- Don't compare your child with siblings or other children.
- Encourage them to do their best.
- Make learning fun.
- Sleep early & encourage healthy eating.
- Be positive about school.
- Teach social skills and to share.
- Having consistent behaviour expectations with child, as parents.
- Knowing your child's weakness. Acknowledge your child's strengths.
- Good communication with teacher.
- Patience & Persistence with child.
- Emotional support. Make them feel loved & that they are missed.
- Hygiene awareness.
- Removing distractions from the environment.
- Label your kids belonging.

To further enrich the program, in 2019 we are working towards adding:

- ✓ Foundation teacher kindergarten visits,
- ✓ Opportunity for numeracy class visits
- ✓ A year for buddy support session

We are looking forward to keeping all our primary parents updated with current events & easier access to their child's teachers and learning via School box which will be rolled out to all levels in due time. Kindly contact the office for your unique parent user name & password if misplaced or not yet received.

Please note female primary campus has just begun its journey in transferring details to School Box, so for any information required which you may not have yet located on the School Box, kindly make contact with your child's respective teacher or coordinator, inshallah.

Wassalam
[Ms. Rakia Chebib
Head of Primary (Girls)]

Foundation Year Activities

This Term, foundation students were exposed to a range of curricular activities and tasks pertaining to Iman. This includes establishing Allah S.W.T as the Ultimate Creator, and belief in His Oneness. During Tarbiyah classes, we aim to engage students in an interactive and creative manner to establish the love for religion, while providing them with a comprehensive religious education.

Below are some examples of work produced by our students during these classes:



[Ms. Sohad Qashou
Primary Tarbiyah Coordinator]

Grade 2 Humanities Incursion



In Term 1, Grade 2 students are learning about past and present in Humanities. To enhance their understanding about what life was like in the past, they participated in "Life-Then and Now Incursion". Students were immersed in the experiences that taught them about how children attended schools in the past and how life was so different from now. They played Aboriginal games and explored objects that were commonly used in the olden times.

Students' Reflections:

"I liked feeling the stuff on the bench. I never knew teachers would hit the students if they did something wrong."

"I liked the most when the other students got dressed up into olden day clothes."

"I loved playing Nacka Nacka game and I never knew that there were tent schools."

Name: _____
 Class: 2D

What was the incursion about?
olden days

What did you like most about the incursion?
touching all the stuff on the Table

What is it that you never knew before?
that the people went to tent school

Draw something that you really liked.

Name: _____
 Class: 2D

What was the incursion about?
past and present.

What did you like most about the incursion?
WAHT I like about the incursion is we touch the olden day stuff.

What is it that you never knew before?
That they never wear school uniform.

Draw something that you really liked.

Name: _____
 Class: 2-D

What was the incursion about?
past and present

What did you like most about the incursion?

the theliphon because the phon is on top of the nubres

What is it that you never knew before?
the nacka nacka it's a Brenrel g

Draw something that you really liked.

Name: _____
 Class: 2 D

What was the incursion about?
Past and Presnt

What did you like most about the incursion?
Desining my sets/cross and testing olden day stuff

What is it that you never knew before?
In the olden they played more games

Draw something that you really liked.

[Ms. Hufsa Huma
 Grade 2 teacher]

Grade 2 Science Incursion

The Grade 2s attended a science incursion about life cycles to consolidate their understanding of the biological sciences this term. During the incursion students gained a deeper insight into the differences between living and nonliving things and explored the lifecycles of different living insects and plants. They observed various life stages of plants and mealworms and identified characteristics displayed at different stages.



[Ms. Hufsa Huma
Grade 2 teacher]

Exploring the past @ Bundoora Park Farm



Figure 1 School building from the 20th Century

Our Grade 3 students attended the Heritage Village Educational Program, held at Bundoora Park Farm during weeks 4 & 5 of this term. They have all stepped into the past and explored the history, the progression of technology and the life of children living on a farm in the 20th century.

The guided program included a tour through its Heritage Village and its buildings which dated back in 1900s. Students had the opportunity to explore houses of the past and participated in household chores.

Students also attended a simulated classroom experience in an early 20th century rural school and engaged in pioneer games such as gumboots and skittles.

They observed printing demonstration using printing press machines and were exposed to rubber printing & typewriters. They also had fun communicating and disseminating news using the traditional method.



Figure 2 Students practiced writing using quill & ink

By the end of the excursion, students

formed different perspectives about changes to life, of people in the past and present. They also witnessed the differences and similarities between their daily lives and perspectives of life during their parents' and grandparents' childhood.

Students explored some of the household items from the past that are displayed in the Heritage Village.

Name: _____ Date: 27/2/19
T1 WK5

Bundoora Park Farm Excursion Reflection (Past and Present)

1. What did I learn at the Bundoora Park Farm about?

- **Printers:** You needed ink and it was very hard but fun to do it. If you did it wrong you had to start it all over again.
- **Horse shoes:** They are made out of metal and are very heavy. There is different shapes and sizes.
- **Houses in the past:** They are very nice but small and to do chores by hand.
- **Schools in the past:** That the desks could open and you can put things in it. They had to write fancy.

2. What was the most interesting thing at the farm? The Kangaroos and how we can actually see the pouch.

3. What do you want to know more about?
About the printers.



Figure 3 Students observed how the printing press machine was used to print newspapers in the 19th century.



Figure 4 Laundry in the 19th century



Bundoora Park Farm Excursion Reflection (Past and Present)



1. What did I learn at the Bundoora Park Farm about?

- **Printers:** It was hard to print you needed to put the letter's backwards in a chaise then you need to read the whole thing if there is a mistake you need to do it all over again.
- **Horse Shoes:** A person would get metal, he will light a fire to keep it going he will use a pump when it is very hot he will get it and he will bang it with a hammer and make the shoe.
- **Houses in the past:** The doors where bars you could see the rain they used candles instead of lights, they used to have a fire place in all the rooms, they put ice in it and used it as a fridge they also used it as a aircon.
- **Schools in the past:** They had really strict teachers they sat on benches there normal writing was really fancy and it had a lot of loop's and swills.

2. What was the most interesting thing at the farm?

The toy's, because there where horse shoes at the farm and boot's, they made there own toy's that was creative and I like being creative it's fun.

3. What do you want to know more about?

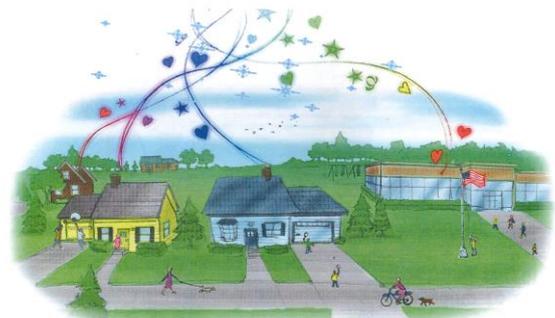
The printing because, it interesting in many ways and here's an example why, there's lots of letter's big and small it's all so fun just finding the letter's.

[Ms. Nurhidayati Ali
Grade 3 teacher]

Have You Filled a Bucket Today?

4C girls read the book *Have You Filled a Bucket Today? A guide to Daily Happiness for kids during YCDI lesson*. They then wrote their own reflections on what fills their buckets, meaning what makes their day and makes them happy.

Here is a page from the book:



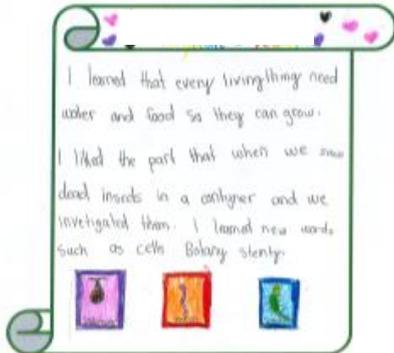
When you're a bucket filler, you make your home, your school, and your neighborhood better places to be. Bucket filling makes everyone feel good.



[Ms. Lamis Rafei
Grade 4 Teacher]

Mad About Science Incursion

Living things Science Incursion reflection



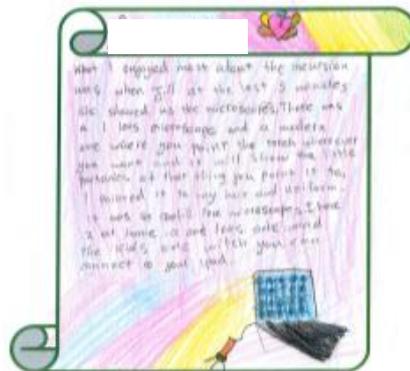
Mad About Science presented another exciting incursion to apply students' learning and widen their understanding about this term's science topic "Living Things". Grade 4 students enjoyed a wide variety of hands on experiments. It was a joy to see their wide eyes and high energy, excitement and enthusiasm during the whole 90 minute session! The balloon inflating over the tight necked bottle due to the living yeast which was mixed with sugar and warm water was a winner!

To further apply their learning after the incursion, all students are now growing their own broad beans and observing their growth stages, learning the whole way from all the delightful mistakes that children make in good faith.

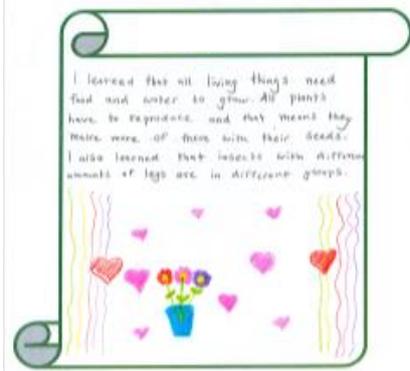
Living things Science Incursion reflection



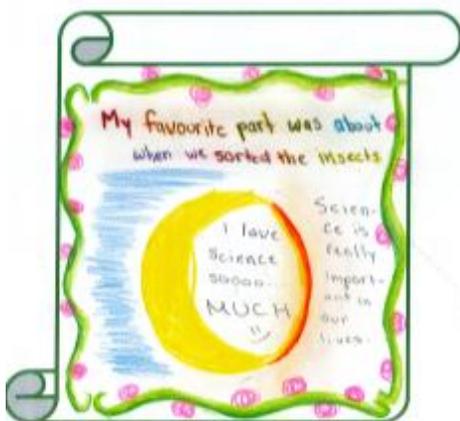
Living things Science Incursion reflection



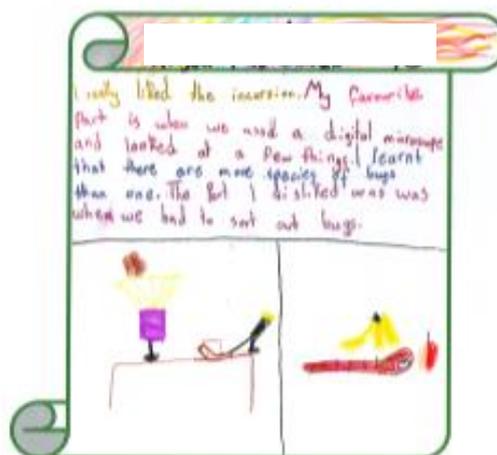
Living things Science Incursion reflection



Living things Science Incursion reflection



Living things Science Incursion reflection



[Ms. Lamis Rafei
Grade 4 Teacher]

Grade 5 and Grade 6 Humanities Incursion



To reconsolidate the Humanities topic of Democracy and Federation, grade 5 and 6 students had a firsthand experience of a parliament session in school through their incursion of Parliament process.

Students were engaged in an interactive federal election and were able to learn about preferential voting and absolute majorities. They participated in a federal parliament role play, with costumes and props, to illustrate how bills become laws. Students also formed political parties and were able to add their own opinions to the debate, allowing their creativity to flourish.

[Ms. Nahida Khan
4-6 English & Humanities Coordinator]

Student Reflections:

Our Humanities incursion was about Parliament House. There were six parties. The six candidates gave speeches about their party. Later on, we went to vote and all voters were asked three questions. We placed our ballot papers into a box. After voting, the candidate with the most votes won - the Peace Party. The candidate became Prime Minister. The Equality Party had the second most votes so it became the opposition. We then went to Parliament House where there was a sergeant, who dressed differently, a speaker and a clerk. In the end, the Prime Minister won the bill which would then go to the senate. We all had so much fun.

[6A students]

Today at the humanities incursion, I got to be the head of the environmental party where people have to vote for me. It was really fun but sadly I did not win I got third highest votes. We had a role play how the House of Reps works and had a debate. My team won the debate. Everyone had a say.

[5A student]

Today we had an incursion on our humanities topic. We learned about the different types of government, we also learned about the elections in Australia. I had a lot of fun choosing different candidate. At the end my government team won!

[5A student]



Australian Animal Adaptions Incursion

Wild Action has again provided an exciting and engaging incursion by 'bringing the zoo' to us. It was held on Friday, 15th February 2019 at the Gym. There was a blue tongue stumpy tailed lizard, goanna, frill neck lizard, green tree frog, woylie (brush-tailed bettong), kangaroo, owl, tawny frogmouth, long neck turtle, black headed python, diamond python and crocodile. Students learned about the amazing adaptations of these Australian native animals and had a rare opportunity to touch and handle the animals.

Students' Reflections

'Allah created animals and protects them with adaptations.'

'Allah is the greatest and the best because He created them and gave them special features.'



Blue tongue
stumpy tail
Lizard



Diamond Python



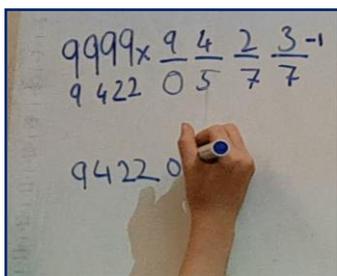
Woylie



Tawny Frogmouth

[Ms. Pancawati Syamsu
Primary teacher]

Math Club - Grades 5A and 5C

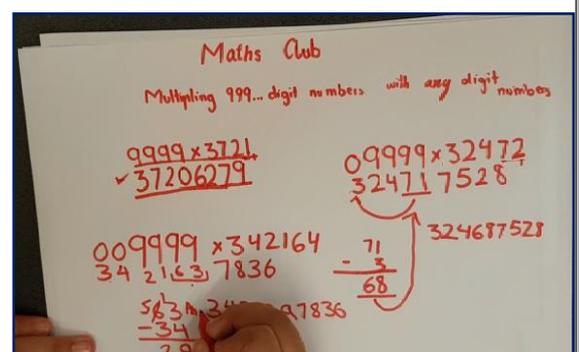


From solving difficult NAPLAN and ICAS questions, to fun and tricky Maths teasers, to developing generic formulas to solve advanced multiplication questions, students were challenged to reach their potentials. At the end of the year, the students had a chance to present their amazing maths skills in front of the Primary Speaker's Corner.

'It was hosted by Ms. Pancawati and it was the best club ever. We learnt lots of new things and I wish we have it next year.'

'It was fun. We learned something.'

'The teacher taught us a lot of stuff. We even challenged other students.'



'I made a breakthrough and worked out a new way to multiply 99999... number by any (multiple digit) number within 1 minute. I also learned how to multiply 11 by any number in less than 10 seconds.'

Also, congratulations to all the Grade 4-6 students who completed their year level curriculum in Mathletics last year and those who were placed on an accelerated program. Keep up the great effort.



[Ms. Pancawati Syamsu
Primary teacher]

Student Wellbeing Department

Welcome back to all current students, staff and parents. To those who newly joined the DUCV community we warmly welcome you to the family and look forward to support you in making your child's learning at DUCV a safe, pleasant and fruitful experience.

We have Br Ibrahim Merhi joining our team this year as Student Wellbeing Coordinator for the Boys' Campus.

There are a range of support services we offer at DUCV when dealing with students' academic, behaviour and social emotional issues. One of them is Speech Therapy for eligible students. Parents are crucial in supporting us developing growth mindset in our students. It is important that we are mindful of our thinking and the messages we send to our kids through our words and actions.

The Role of a Speech Pathologist

At Darul Ulum College, we have secured the service of a Speech Pathologists who comes in to work with students who have issues in area of language, articulation and fluency.

Language = the ability to understand and express yourself

Articulation = the ability to produce speech sounds

Fluency = stuttering (e.g. repeating sounds/words, lengthening sounds or getting 'stuck' when speaking)

Students that have possible language concerns are usually identified by teachers based on their decline in academic progress and referred for Speech screening and/or formal Speech assessments to assess whether the child requires Speech Therapy Intervention sessions.

Referral Process for Speech Assessment

- **Articulation or Fluency Difficulties**

- Any concerns in these areas will be referred directly to Speech Pathology. Once parental consent has been obtained, your child will be assessed and results will be discussed with the parent/s. If your child is eligible to receive speech therapy at the school, you will be notified via phone/letter correspondence.

Language

- If there are concerns in this area, your child's language skills will be screened by a staff member (who has been trained to administer the screener). The results from the screener will determine if he/she requires a full language assessment, which is completed by the speech pathologist. Once parental consent has been obtained, your child will be assessed and results will be discussed with the parent/s. If your child is eligible to receive speech therapy at the school, you will be notified via phone/letter correspondence.

Speech Therapy Sessions

- If your child is eligible to receive speech therapy at the school, you will be notified via letter correspondence.
- Sessions (each lasts for a period) occur once a week during school hours.
- For students seen for articulation and fluency difficulties, it is vital that parents work closely with the speech pathologist to ensure success.
- Speech therapy homework given should be taken seriously to ensure success and transferring of skills to the classroom.
- Parents will receive Speech Progress Report for students attending the Speech Therapy sessions on a Semester basis together with their academic reports.

PARENT'S GUIDE TO A GROWTH MINDSET

*Your brain is like a muscle. When you learn, your brain grows.
The feeling of it being hard is the feeling of your brain growing!*

Big Life Journal

PRAISE FOR

- EFFORT
- STRATEGIES
- PROGRESS
- HARD WORK
- PERSISTENCE
- RIISING TO A CHALLENGE
- LEARNING FROM A MISTAKE

NOT FOR

- TALENT
- BEING SMART
- BORN GIFTED
- FIXED ABILITIES
- NOT MAKING MISTAKES

THE POWER OF "YET" SAY

"YOU CAN'T DO IT YET."
"YOU DON'T KNOW IT YET."
"IF YOU LEARN AND PRACTICE, YOU WILL!"

BRAINS can GROW

FIXED MINDSET VS **GROWTH MINDSET**

FAILURES AND MISTAKES = LEARNING SAY

"MISTAKES HELP YOU IMPROVE."
"YOU CAN LEARN FROM YOUR MISTAKES."
"LET'S SEE WHAT OTHER STRATEGIES YOU CAN TRY."

RECOGNIZE YOUR OWN MINDSET

BE MINDFUL OF YOUR OWN THINKING AND THE MESSAGES YOU SEND WITH YOUR WORDS AND ACTIONS.

ASK

"WHAT DID YOU DO TODAY THAT MADE YOU THINK HARD?"

"WHAT NEW STRATEGIES DID YOU TRY?"

"WHAT MISTAKE DID YOU MAKE THAT TAUGHT YOU SOMETHING?"

"WHAT DID YOU TRY THAT WAS HARD TODAY?" 11

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[Ms. Aniza Baharin
Student Wellbeing Coordinator]

Say 'No' to Bullying

'National Bullying No Way' took place on the 15th March. DUCV takes a firm stand against bullying of all forms as stated in its Discipline Policy. During Bullying No Way day, activities were carried out to educate and emphasise to students the harm of bullying and the strategies to deal with them along with the role of bystanders. At the same time emphasis was placed on tolerance, unity, kindness and living in harmony. Harmony Day Celebrations also reflected on these values.

DON'T BE A BYSTANDER

WHAT YOU CAN DO TO HELP STOP BULLYING

Ever laughed at a post on facebook and commented ... or forwarded on a hurtful email about someone to your friends? Did you know this can be just as bad as starting it yourself? If you are watching bullying take place and you do not do anything to stop it, you are known as a bystander.

Bystanders are actually what the bullies want. They usually want people to witness the humiliation or embarrassment of the person who is being bullied. Without an audience bullies often don't see the point in continuing.

When it comes to cyber bullying, bystanders might forward messages, contribute to the discussions, or take part in an online poll. So even though they may not have started the bullying or think of themselves as bullying, they are active participants, making the situation worse and intensifying the distress for the person being bullied.

If you do nothing — the bullying will continue. If you step in you can help to limit or stop the bullying.

STEPPING IN MEANS:

- Recognising when someone is being bullied;
- Walking away — turning off your msn or getting offline so the bully doesn't have an immediate audience;
- Getting together with other bystanders to let the bully know that what they are doing is not acceptable;
- Keeping track or a record of the bullying so you can show a teacher, adult or someone you trust;
- Helping the person who has been bullied — how would you feel if it was you in that situation? What would help you feel supported if you were feeling bullied?

Cyber bullying can happen to anyone. It can be upsetting and stressful, impacting on different areas of your life, including; self-esteem, relationships, work or study. But there is help available. Talking to someone is a good starting point, particularly if you are feeling unsafe or frightened. See www.headspace.org.au to find help and support.

WHAT ELSE YOU CAN DO

- Encourage the person being bullied to report the cyber bullying to an adult and/or to the social networking site / provider;
- Encourage them to 'block' the person where possible (i.e. on facebook, msn etc.);
- Identify when and where the bullying is happening and see if you (or someone else) can be with them or online at these times;
- If you are online at the same time and see the cyber bullying, don't cyber bully or attack back — rather let your friend know you support them. Perhaps send them a note asking them what you can do to help;
- Dealing with bullies is one thing, dealing with emotions is another. Keep offering your support — if they are finding it hard to move forward encourage them to seek help and support from a professional (like a counsellor or someone at headspace) or for them to talk to someone at Kids Helpline (1800 55 1800).



Want to help others who are experiencing cyber bullying and don't know what to do? Send us your stories to encourage and provide hope to others who may be going through a similar situation by sharing what you did and how you sought help. Go to <http://www.headspace.org.au/home/my-headspace/your-stories/>

THE **spress** &  **headspace** **CYBER BULLYING** INITIATIVE
National Youth Mental Health Foundation

Bullying: Tips for Students

This checklist provides suggestions for what kids can do when bullying occurs - written for students being bullied, students who witness bullying and the bullies themselves.

If you are being bullied... Reach Out

Tell an adult. Sometimes you may have to tell more than one trusted adult. Ask your friends to help you. There is safety in numbers. Practice what to say the next time you are bullied with your parents, teachers or friends.

Be Cool in the Moment

Stay calm and confident. Don't show the bully that you're sad or mad. Ignore the bully and walk away. Remember: Fighting back can make bullying worse.

Change the School Community

Work with others to stop bully behavior; your whole school will benefit. Remember: A lot of kids have to cope with bullying. You are not alone. No one deserves to be bullied.

If you witness bullying... Interrupt It

Stand next to, or speak up for, the person being bullied. Ask the bully to stop. Comfort the person being bullied and offer friendship.

Get Help

Walk away and get help. Find an adult who can intervene.

If you are the bully... Make a Commitment to Change

Talk to an adult, like a teacher or parent, about how to get along with others. Ask a friend to help you stop your bully behavior. Apologize to the kids you have bullied.

Focus on Empathy and Responsibility

Think about what it feels like to be bullied -- would you want to be treated that way? Before you speak, think about whether your words will help or hurt another student.

[Ms. Aniza Baharin
Student Wellbeing Coordinator]

Secondary Tarbiyah Department Updates

This year we have introduced a new Tarbiyah Textbook for Secondary students. It is hoped to engage students more with the subject and helps them to be equipped with the knowledge and skills to apply them practically in their life. It will also help our student to be confident Muslim in discussing and dealing with contemporary issues they may face in the ever challenging world we live in.

Alongside the new textbooks introduced we started a new initiative for Secondary Tarbiyah classes from Year 7 to 10 whereby students take responsibility of their spiritual growth through their chosen goals for each term guided by their Tarbiyah teachers. Currently piloted on the Secondary Girls Campus with Secondary Boys Campus to roll them out in Term 2 Insha Allah.

For the portfolio, students work on 4 spiritual goals they have personally chosen for the year. Term 1 focuses on acts that they would like to perform/improve on, Term 2 on acts they would like to refrain from, Term 3 on taking the initiative to convey to others and Term 4 on Inner

purification. We hope this will encourage our students to bring a more holistic and practical application of the Islamic teachings in their life alongside consolidating the topics, etiquettes and themes learnt during their Tarbiyah lessons.

As parents we encourage you to support us by taking an interest and helping the students to monitor the progress of their goals or even provide constructive feedback or reflections to be included in their portfolios.

[Ms. Aniza Baharin
Student Wellbeing Coordinator]

Year 10 Kokoda Excursion

Our Year 10B and 10BK classes went on a wonderful excursion to Dandenong Ranges where we conquered the challenging 1000 steps. The boys had an amazing time and also learnt about mate ship, sacrifice, endurance and courage. It was a time for us boys to reflect and contemplate about the challenges that we come across in our lives. We remembered the sacrifice that our soldiers made for us which enabled us to comprehend the sacrifices our loved ones make for us.

On behalf of all the year 10 students I'd like to thank the college and specifically the Humanities Department Coordinator Ustaz Cem and the teachers, Ustaz Izhan, Ustaz Khodr, Ustaz Anas and the organizer of the entire excursion Ustaz Selim.

[10B student]



[Ustaz Selim Kayikci
English and Humanities Teacher]

Year 10-12 Elevate Education Workshop



The Year 10-12 secondary girls participated in a study session workshop conducted by Elevate Education. Students developed an insight into effective strategies associated with note taking and gained a repertoire of research-based strategies for exam

preparation.

Students learnt the importance of using mind-maps and selective colour coding as a visual tool for learning, retaining and consolidating information. The study session also highlighted the benefits of preparing for assessments well in advance and the importance of studying 'smart' and efficiently to achieve academic success.

Overall, our secondary girls found the elevate study session a worthwhile seminar, that was not only engaging but also provided them with necessary skills to improve their study habits. May Allah enable our students to implement these skills consistently in their studies to achieve the best outcome insha Allah.

Name: _____ Year level: 12A
 School: Darul Ulum College of Victoria

We value your feedback. This form is used by your school to understand what you enjoyed about the seminar as well as the areas where Elevate's programs and presenters can continue to improve.

Would you recommend this program to other students? Yes No

Do you believe this program was time well spent? Yes No

Did you find it useful to have a young presenter? Yes No

How would you rate the overall program? I would rate it a 10.
It was really good and informative.
It made us understand ways to study more efficiently.

What was the most important thing you learned today? To study/read over notes every week or month before the exam.

Can you suggest any improvements? NO, as it was really good.

Other comments keep up the great work!

Name: _____ Year level: 11
 School: DUUV

We value your feedback. This form is used by your school to understand what you enjoyed about the seminar as well as the areas where Elevate's programs and presenters can continue to improve.

Would you recommend this program to other students? Yes No

Do you believe this program was time well spent? Yes No

Did you find it useful to have a young presenter? Yes No

How would you rate the overall program? I would rate this presentation a 10/10.

What was the most important thing you learned today? The most important thing I learnt today was how to effectively process information for exams/sacs.

[Ms. Aishah Baharin
VCE Teacher]

Book Club

Assalamu Alaikum
Dear respected Parents,

On behalf of the English Department, I am pleased to inform you that we have formed a 'Book Club'.

The purpose of this club is to promote reading and encourage students to explore the world of books in a variety of engaging ways.

A few details of this initiative are given below.

- Students will meet once a month in the library to discuss the book(s) they have read.
- Students need to be a member of this club to take part in any of its activities.
- Membership forms are located in front of the Coordinators' staff room.
- The club is open to all students on the boys' side.
- Ustaz Selim is in charge of this club and he will be assisted by the Club President.



You are kindly requested to encourage your child to be a part of this club. We appreciate your support and assistance.

Darul Ulum College of Victoria
Book Club
MEMBERSHIP FORM
Tick the relevant Box below

Membership Application **Membership Renewal** **DATE:** ___/___/___

APPLICANT'S DETAILS: (PLEASE PRINT CLEARLY)

Surname:

Name(s):

Year Level:

List your three favourites books

1.

2.

3.

When: Members will meet the first Thursday of each month
Venue: School Library
Time: Lunch Time

“Book it in for life”

NAME AND SIGNATURE

NAME (print) _____ **SIGNATURE** _____

Once you have completed this form please pass it on to Ustaz Selim or to the Book Club President Musa Aydinli from 10BK.

(Admin Use)

Approved

Not Approved MEMBERSHIP NUMBER:

[Ustaz Selim Kayikci
English Department]

NAPLAN Online – information for parents and carers



2019

Why do students do NAPLAN?

The National Assessment Program – Literacy and Numeracy (NAPLAN) assesses literacy and numeracy skills that are essential for every child to progress through school and life. Students in Years 3, 5, 7 and 9 participate in the annual NAPLAN tests in reading, writing, conventions of language (spelling, grammar and punctuation) and numeracy.

The assessment provides parents and schools with an understanding of how individual students are performing at the time of the tests. 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.

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

What is assessed?

NAPLAN assesses literacy and numeracy skills that students are learning through their regular school curriculum. All government and non-government education authorities have contributed to the development of NAPLAN materials.

In 2019 most students across Australia will sit NAPLAN online.

Feedback in the first year of NAPLAN Online showed that students engaged well with online assessments. One of the main benefits of NAPLAN Online is tailored (or adaptive) testing, where the test automatically adapts to a student's test performance. The test presents questions of higher or lower complexity, depending on a student's performance.

Tailored (or adaptive) testing is designed to assess a wider range of student abilities and to measure student achievement more precisely. Your child should not be concerned if they find questions more challenging than usual; they may be taking a more complex test pathway. A student's overall NAPLAN score is based on the number and complexity of questions they answer correctly.

NAPLAN Online is not a test of keyboard skills.

There are variations in how fast and well a student can type – just as there are variations in how fast and well a student can write by hand. Year 3 students will complete the writing test on paper.

To get an idea of what the online assessment looks like, visit the public demonstration site at nap.edu.au

How can I help my child prepare?

Help your child prepare by reassuring them that NAPLAN is just one part of their school program, and by reminding them on the day to simply try their best. Teachers will ensure students are familiar with the types of questions in the tests and will provide appropriate support and guidance. Ensuring students are familiar with using devices, typing on them and navigating through programs are a part of student learning and a requirement of the Australian Curriculum from the first year at school.

ACARA does not recommend excessive preparation for NAPLAN or the use of coaching providers. NAPLAN is about assessing learning progress in literacy and numeracy.

Will my child sit NAPLAN on paper or online?

In 2019, your child will sit the NAPLAN online tests. However, children in some other schools across Australia will sit the NAPLAN paper tests this year. Federal, state and territory education ministers have agreed that all schools will move online by 2020. State and territory education authorities will determine when their schools move online.

As students are assessed on the same literacy and numeracy curriculum content, regardless of whether they complete the test online or on paper, results for both formats can be reported on the same NAPLAN assessment scale. To find out more about NAPLAN Online, visit nap.edu.au

Participation in NAPLAN

All students in Years 3, 5, 7 and 9 are expected to participate in the annual NAPLAN assessment.

Students with disability may qualify for adjustments that reflect the support normally provided for classroom assessments. You should first discuss the use of any disability adjustments for your child with your child's teacher.

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

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

NAPLAN Online 2019 timetable

The assessment window for NAPLAN Online is extended from three days provided for the paper test to nine days. This is to give schools more flexibility in scheduling and accommodate schools that may have fewer devices. The NAPLAN Online assessment window starts on Tuesday 14 May and finishes on Friday 24 May 2019.

The online tests must be taken in the following order:

Test	Duration	Order	Details
Writing	Year 3: 40 min. Year 5: 40 min. Year 7: 40 min. Year 9: 40 min.	To be completed in the first two days	Year 3 students do a paper-based writing test on day one only
Reading	Year 3: 45 min. Year 5: 50 min. Year 7: 65 min. Year 9: 65 min.	To be completed after the writing test	Students read a range of informative, imaginative and persuasive texts
Conventions of language	Year 3: 45 min. Year 5: 45 min. Year 7: 45 min. Year 9: 45 min.	To be completed after the reading test	This test includes spelling, grammar and punctuation
Numeracy	Year 3: 45 min. Year 5: 50 min. Year 7: 65 min. Year 9: 65 min.	To be completed after the conventions of language test	This test includes number and algebra; measurement and geometry; and statistics and probability

What if my child is absent from school on assessment 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. Individual students are not permitted to sit NAPLAN online tests after Friday 24 May 2019.

How is my child's performance measured?

Individual student performance is shown on a national achievement scale for each assessment. A result at the national minimum standard indicates that the student has demonstrated the basic literacy and numeracy skills needed to participate fully in that year level.

A NAPLAN individual student report will be issued 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 may use individual results to discuss progress with teachers.
- Teachers use results to better identify students who would benefit from greater challenges or extra support.
- Schools use results to identify strengths and areas to improve in teaching programs, and to set goals in literacy and numeracy.
- School systems use results to review programs and support offered to schools.
- The community can see average school NAPLAN results 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

For information about how personal information for NAPLAN is handled by ACARA, visit nap.edu.au/naplanprivacy