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NAPLAN 2022

The National Assessment Program – Literacy and Numeracy (NAPLAN) 2022 tests have will take place in Term 2. They will be held on-line for Years 3, 5, 7 and 9 students from Tuesday 10 May to Friday 20 May.

NAPLAN tests assess student knowledge and skills in writing, reading, language conventions (spelling, grammar and punctuation) and numeracy.

Students have also been given an opportunity to become familiar with the question types contained in the NAPLAN Online tests and the functionality of the online platform.

For further familiarisation, students may access the [ACARA public demonstration site](#).

Later in the year you will receive your child's personal NAPLAN report. The report will describe your child's particular skills in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy.

The report will also show how your child performed in relation to national minimum standards. These describe the minimum acceptable standards for students across Australia.

For more information about the tests, please visit the [VCAA website](#) or the [NAP website](#).

Thank you.



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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 Abu Ayyub (may Allah be pleased with him) the Prophet (peace be upon him) as saying: If anyone fasts during Ramadan, then follows it with six days in Shawwal, it will be like a perpetual fast.

[Sunan Abi Dawud]

Child Safe Standards

With child safety being an important topic frequently addressed through a range of school forums and platforms, it is worth noting that protecting children and catering for their needs is a well-established concept that stems from the very core teachings of our blessed faith.

In recognizing that our faith is a way of life and that it is not confined to the acts of worship, rather it delves into all walks of life, we draw ample comfort and a great deal of pleasure when we realise that we are actually rewarded by simply attending to our daily responsibilities and chores, provided they are attended to with the correct intention, which otherwise would have been considered as mere expectations.

Undoubtedly, one of the most esteemed levels of piety and righteousness is earned through striving to nurture our families and children by facilitating for their physical, spiritual, educational, emotional and financial growth and needs.

The role of protecting children, empowering them and catering for their wide array of needs is a shared responsibility upon all stakeholders ranging from government agencies, educational institutions, society and most importantly, the very household in which children are raised in. Therefore, a variety of frameworks, policies and standards have been developed in recent times to guide all those who play a role in a child's life.

We all recognize the complexities and challenges affiliated with nurturing and upbringing children in this era. Moreover, it is of paramount importance that child safety is not limited to acquainting ourselves with policies, mantras and slogans in isolation from practical implementation.

Our faith has not only placed the onus of protecting our children and families from the harms of this world but has also made it equally incumbent upon on us to strive in attempting to safeguard them from the punishment of the hereafter!

“O you who believe, save yourselves and your families from a fire, the fuel of which is human beings and stones, appointed on which are angels, stern and severe, who do not disobey Allah in what He orders them, and do whatever they are ordered to do.” [66:6]

Our beloved Prophet Muhammad peace be upon him has said: **“It is sufficient sin for a person to forsake / neglect those who are dependent on him.”** [Imam Ahmad and Abu Dawud]

A profound attribute that dominated the nature of interaction our Prophet had with those who came in contact with him was that of mercy. This was

Upcoming Dates

May and June 2022

10 - 20 May:

NAPLAN tests

16 - 20 May:

National Careers Week

16 May - 3 June:

*Problem Solving Competition
Grades 1 - 6*

20th of May:

Walk safely to school day

30 May - 3 June:

Tarbiyah Competition

13th of June:

Queen's Birthday Public Holiday

16 - 21 June:

Semester 1 Exams for Secondary students

22 - 24 June:

Year 9 - 12 Boys' Camp

22nd of June:

*Last day of Term 2 for students
[Year 9 – 12 boys returning
from camp on 24 June]*

Sunnah Corner

Abu Hurayrah (may Allah be pleased with him) reported that a man said to the Prophet (peace be upon him), “Counsel me,” so he (peace be upon him) said, “Do not become angry.” The man repeated [his request for counsel] several times, and [each time] he (peace be upon him) said, “Do not become angry.” [Al-Bukhari]

true when the Prophet interacted with the old, the young, the rich, the destitute, the friend or the enemy.

“So by mercy from Allah , [O Muhammad], you were lenient with them. And if you had been rude [in speech] and harsh in heart, they would have disbanded from about you”..[3:159]

Child safety is a broad terminology encompassing many areas, but most importantly, it implies that we protect children from neglect, all forms of physical, emotional, and sexual abuse.

“And We have certainly honoured the children of Adam and carried them on the land and sea and provided for them of the good things and preferred them over much of what We have created, with [definite] preference.”

This God-given status of honouring the children of Adam necessitates that we do not tamper with it and to abstain from any conduct that has the potential to compromise such privilege. We are expected to avoid any such behaviour that may jeopardise the integrity of others. This includes, but is not limited to, scolding, humiliating, comparing or belittling others. This is particularly true and important when interacting with children who are still developing.

Honouring our children implies we **respect** them and accept that every child is distinct in their needs, strengths and weaknesses. For example, this entails that when a child is implicated with an offence, we separate between the offence and the offender. We assist the child in getting him/her to realise the offence and its impact but without aggression or abuse. Consequently, when respect is not compromised despite the negative behaviour that surfaced, the instinct of *Hayaa* and consciousness will come into play.

We endeavour to further address this topic in the forthcoming newsletters. In the meantime, we are fortunate to have a wealth of information accessible throughout the extensive Islamic literature, predominantly in the Prophet’s biography, which we ought to learn to better inform our practices and approach with those whom we have been entrusted with.

Brief Description of Child Safe Standards 1 and 2

1. Strategies to embed an organisational culture of child safety, including through effective leadership arrangements
2. A Child Safe Policy or Statement of Commitment to Child Safety

At Darul Ulum College of Victoria, our vision and mission emphasize strongly on facilitating the development of academic excellence coupled with spiritual growth in a safe school environment. The college has robust policies to create and maintain this conducive atmosphere. It includes Behaviour Management, Antibullying, Mandatory Reporting, Risk Management, Duty of Care, Staff Code of Conduct, Safe and Responsible use of web and various other ICT tools, Conflict Resolution in addition to several other policies. These policies and guidelines are regularly reviewed by the relevant committees to ensure they are up-to-date and fulfill statutory obligations.

Staff are frequently briefed and reminded about their responsibilities and ‘duty of care’ towards students through various workshops, presentations, Curriculum Day events along with ongoing staff meetings which runs throughout the year.

The college has zero tolerance towards child abuse and any concerns raised or identified by the staff, students, or parents, are strictly followed up with the relevant authorities as per the school policy and legal requirements.

Darul Ulum College acknowledges that each student is unique and embraces diversity in their entirety. All staff members at all levels liaise and work in association with parents and students to provide support and intervention that may assist students to feel safe, have sense of belonging, enjoy their time at school and at the same time achieve academic growth and education at their level. Parents' active participation through the Parent Information Sessions, in addition to the Parent Portal on Schoolbox supports them to be informed and updated with all the relevant policies and their children's academic journey at school.

All the above measures contribute towards supporting and maintaining a safe and nurturing learning environment for students at school as well as at home.

[Student Wellbeing Department]



Scholarship Policy

Rationale

Darul Ulum College of Victoria Scholarship Program aims to encourage and recognise students in their pursuit of excellence. The Scholarship Program at the College is intended to provide students with the financial support to further their education as well as reward achievement and effort.

Eligibility Criteria

- All eligible students must be of Year 9 to Year 12 levels.
- No form of modified assessment can be provided to an eligible student. Results reflecting a modified assessment will forfeit the scholarship eligibility.
- A student who seeks an approved leave during Semester One Examinations or Year 11 Examinations will forfeit their scholarship eligibility.
- The scholarship awards are applicable in 2023 based on student results in 2022.

Implementation

1. All applicants must fall under the above-mentioned eligibility criteria.
2. The scholarship entitles the holder to the remission (via exemption / subsidy) of tuition fees only, dependent on the category of scholarship.
3. All scholarships are valid for one school calendar year.
4. Scholarship recipients are only eligible to the benefits of the scholarship scheme while they remain enrolled.
5. Students will only qualify for the scholarship program based on the results of the identified subjects in Term 1, Term 2 and Term 3.
6. Data used to determine qualifying students will be ready by the end of Term 3 and parents will be informed of scholarship eligibility for the subsequent year in Term 4.
7. Scholarship benefits will be applied in the subsequent year to the year of assessment.
8. The College will deal with the assessment results in a confidential manner.
9. The College reserves the right to offer scholarships, review and / or amend the scholarship procedures and protocols as deemed appropriate.
10. Families with overdue fees/levies (current and previous) will be ineligible to redeem the benefits of the scholarship entitlements.
11. Families who fail to pay their school fees by the due date will forfeit their scholarship entitlements.
12. Names of qualifying students may be advertised on an annual basis through various publications, including the College newsletter and website.
13. Darul Ulum College reserves the right to change, amend or cancel this scholarship scheme at the College's sole discretion without prior notice.

14. Parents who are not willing to participate in the scheme as per the outlined Policy must notify the College in writing.
15. Parents / guardians are not permitted to underpay a given school fee invoice in anticipation of qualifying for a scholarship.

New Student Scholarship Entrance Exam

16. All logistics and arrangements will be overseen by the Standardised Assessment Coordinator.
17. Subject to the management's instructions, a scholarship entrance exam will be conducted in Term 2 of each year to recruit new students of high academic standards.
18. The entrance exam will target prospective students of Year 9 – 12 levels.
19. Eligible students will commence enrolment in the subsequent year of assessment. However, the Principal may approve commencement in the same year of assessment.
20. The scholarship entrance exam date and time must be advertised in Term 1 each year.
21. The New Student Scholarship scheme entitles the student for full scholarship for the entire duration of their enrolment in the College.
22. The scholarship entrance exam results will be provided to the Principal who will decide on the following:
 - the eligibility of applicants; and
 - the percentage of scholarship offered to the student.

YEAR 9 SCHOLARSHIP CRITERIA	AWARD
<p>Average of 85% or above in the following subjects:</p> <ul style="list-style-type: none"> • English • Mathematics • Science • Humanities 	100% scholarship
<p>Average between 80% – 84.99% in the following subjects:</p> <ul style="list-style-type: none"> • English • Mathematics • Science • Humanities 	50% scholarship
YEAR 10 SCHOLARSHIP CRITERIA	AWARD
<p>Average of 85% or above in Year 10 subjects, which include:</p> <ul style="list-style-type: none"> • English • Year 10 Mathematics • History • Science <p style="text-align: center;"><u>OR</u></p>	100% scholarship
<p>Average of 85% or above in Year 10 subjects, which include:</p> <ul style="list-style-type: none"> • English • Year 10 Mathematics • History <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> • An average of 80% or above in Unit 1 and 2 of one Year 11 enrolled subject. 	

YEAR 10 SCHOLARSHIP CRITERIA	AWARD
<p>Average between 80% - 84.99% or above in Year 10 subjects, which include:</p> <ul style="list-style-type: none"> • English • Year 10 Mathematics • History • Science <p style="text-align: center;"><u>OR</u></p>	50% scholarship
<p>Average between 80% - 84.99% in Year 10 subjects, which include:</p> <ul style="list-style-type: none"> • English • Year 10 Mathematics • History <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> • An average between 75% - 79.99% in Unit 1 and 2 of one Year 11 enrolled subject. 	50% scholarship
YEAR 11 SCHOLARSHIP CRITERIA (Units 1 and 2)	AWARD
<p>Average of 85% in all Year 11 subjects</p> <p>(Enrolment in 6 Year 11 units in a single year)</p>	100% scholarship
<p>Average between 80% - 84.99% in all Year 11 subjects</p> <p>(Enrolment in 6 Year 11 units in a single year)</p>	50% Scholarship

YEAR 12 SCHOLARSHIP CRITERIA	
ATAR Score	AWARD
85 – 89.95	<ul style="list-style-type: none"> • 50% scholarship
90 – 94.95	<ul style="list-style-type: none"> • 100% scholarship; and • Single Umrah package to the maximum value of \$4,000
95 – 98.95	<ul style="list-style-type: none"> • 100% scholarship; • Single Umrah package to the maximum value of \$4,000; and a • School cheque to the value at \$4,000
99 – 99.95	<ul style="list-style-type: none"> • 100% scholarship; • Single Umrah package to the maximum value of \$4,000; and a • School cheque to the value of \$10,000

Career's News

UCAT 2022

If your child is interested to enrol in the following courses outlined below it is compulsory that they sit the UCAT Test.

- Medicine
- Dental Surgery
- Oral Health
- Dental Health Science
- Clinical Sciences

The UCAT ANZ test is only available to a candidate whose educational level at the time of sitting the test is that they are undertaking Year 12 in the 2022 academic year.

Bookings for the UCAT Test opened on the 1st of March 2022.

You can visit the [UCAT website](#) for further information regarding registrations, scheduling tests and fees etc.

We have also provided a link to the UCAT website through the College Schoolbox Careers page.

National Careers Week
16 - 22 MAY 2022
"CAREER. IT'S MORE THAN JUST A JOB"

Career Counselling
Whatever your future goals and dreams may be, we are here to support you along the way.

COVER LETTERS Resumes

YEAR 11

CLASS OF 2021

VTAC

SEAS

SCHOLARSHIPS

COURSE SEARCH

PREREQUISITE AND COURSE EXPLORER

KEY DATES

National Careers Week



16 - 22 MAY 2022

"CAREER. IT'S MORE THAN JUST A JOB."



Book Club

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 Book Club President.

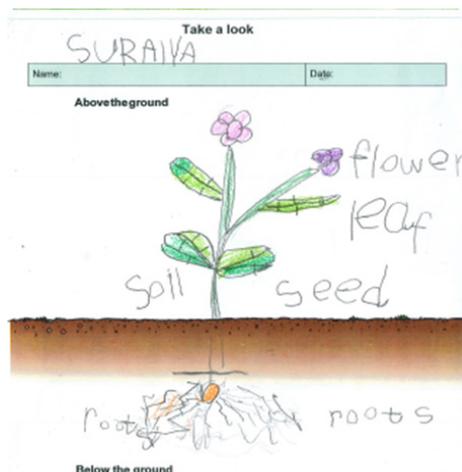
You are kindly requested to encourage your child to be a part of this club. We Appreciate your support and assistance.



[English Department]

Foundation Science

In Science, Foundation kids are finding their way around how plants grow. They are learning that plants need soil, water, sun and air to grow. They are also learning about the parts of a plant. All students are observing the growth of a pre-soaked and early germinated broad bean in their own little terracotta pots that they decorated so nicely! Suraiya from Foundation M said that plants need space to grow or else the roots will get squashed because there is no room for them! Great observation as Ms. Lamis's bean grew much faster and better in her large glass mug! There is also the case of the mysterious sweet potato that decided to sprout in the pantry! The kids are guessing that its leaves will be purple. The children will also be learning about how roots work and observing how water makes its way up a plant by placing a white flower in water with added food dye and watching the petals change colour!





[Ms. Lamis Rafei - Foundation teacher]

Buddy Program

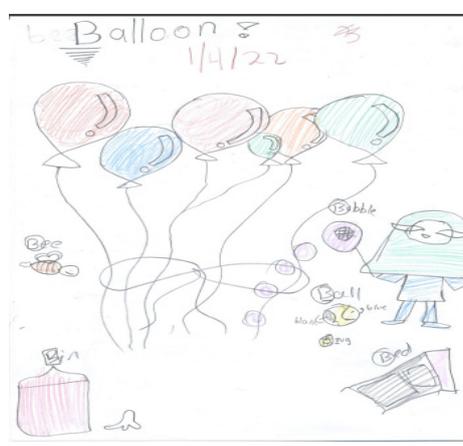
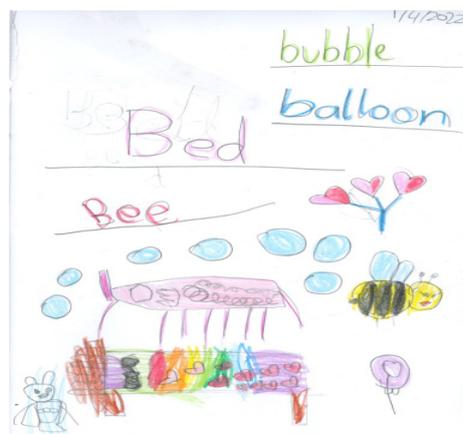
All of the Foundation children had a wonderful time with their Grade 6 buddies last term! This program was initiated by the Head of School with the Level Coordinators, who in turn ensured its smooth running. The aim of this program is to build the confidence and have someone for all Foundation kids to look up to. They also did not feel all alone in the playground and were very excited to see their buddies during their breaks. Not to mention the unique Grade 5 and 6 girls' learning experience! The exciting get together kept taking place Period 2 on Fridays. The buddies and the children first got to know each other through a buddies activity where they drew themselves and exchanged age, favourite colours, food and activities. Another day they did buddy reading at the library. The children were spoilt for choice with the large variety of quality picture books available to feed their hungry minds! On other occasions, the children listened to picture books being read on VOOKS and drew their reflections in their buddy books with the help of their buddies. They also worked together on reading and illustrating words learnt in class! This whole affair has been a huge success and most rewarding to everyone involved.



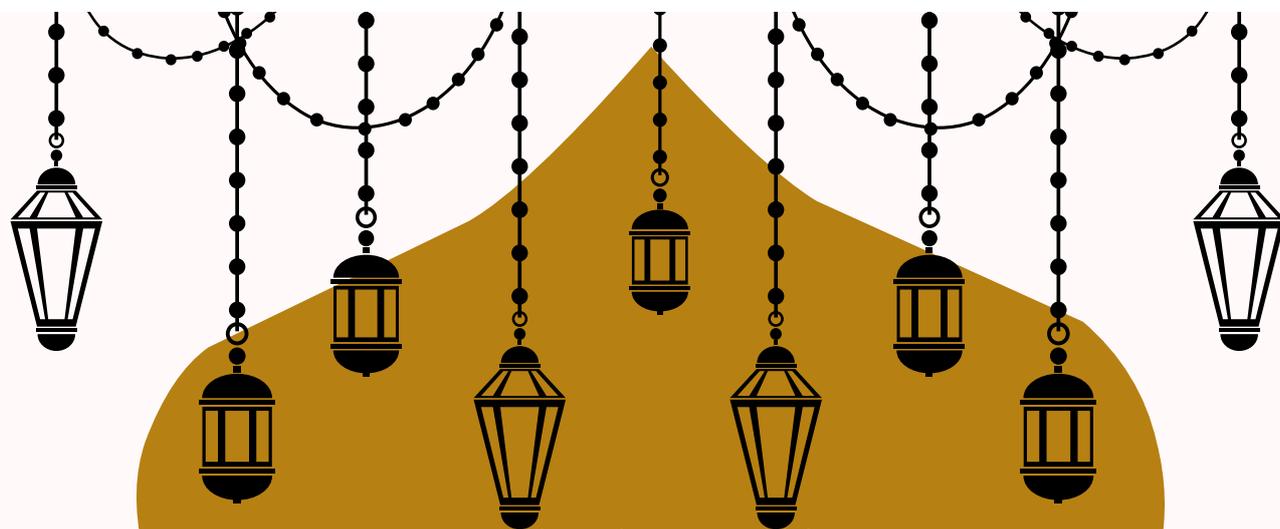
bee ball Bubbles



Little sock 28/7/22



[Ms. Lamis Rafei - Foundation teacher]



Darul Ulum College

TARBIYAH COMPETITION

YEARS 7-10 (INCLUDING HIFZ AND KITAB
STUDENTS)

**PRELIMINARY ROUNDS
WILL BE HELD IN CLASS**
TERM 1 WEEK 8

2 students from each class will qualify to
compete in the semi-finals

SEMI-FINALS
START OF TERM 2

GRAND FINALS
TERM 2 WEEK 4



Information for parents and carers about the Child Safe Standards

Child safe organisations

When your child is in the care of an organisation you want to know that they will be safe from abuse. The Child Safe Standards are designed to prevent child abuse in organisations.

The Child Safe Standards apply to over 50,000 Victorian organisations that provide services or facilities for children. These include:

- schools and outside school hours care
- kindergartens and early learning centres
- sporting clubs and recreational groups
- coaching or tuition services
- out of home care services
- local councils
- religious and faith-based organisations
- hospitals, health and disability services
- professional babysitting services
- overnight camps for children.

You can find a full list of the types of organisations that must meet the Child Safe Standards at www.cyp.vic.gov.au/who-do-the-standards-apply-to-page

How do the Child Safe Standards protect my child?

The Standards require organisations to take actions in a range of areas, including:

- background and suitability checks of staff and volunteers
- codes of conduct for staff and volunteers
- training and supervision of staff and volunteers
- documented risk assessments for activities
- clear procedures for reporting and acting on any concerns or allegations
- commitment to listening to children and encouraging them to speak up if they don't feel safe.

Children have a right to be safe. Organisations have a responsibility to protect children from harm.



COMMISSION FOR CHILDREN
AND YOUNG PEOPLE

How do I know if an organisation is meeting the Child Safe Standards?

You can look on their website or talk to the staff. The organisation should have documents like:

- Child Safe Policy or Statement of Commitment to Child Safety
- Code of Conduct for workers and volunteers
- information about how to raise safety concerns.

Some questions you could ask include:

- What are you doing to meet the Child Safe Standards?
- Do you have risk assessments for activities?
- Do your staff and volunteers have appropriate checks, training and supervision?
- What are you doing to encourage children to speak up if they feel unsafe?
- Who can I talk to in the organisation if I have a concern or complaint?
- What is the process if I raise a concern or complaint about child safety?

You have a right to talk to organisations about how they are keeping your child safe from abuse. If you are concerned that an organisation is not keeping all children safe or is not meeting the Child Safe Standards, take action.

What can I do if I am not sure my child is safe?

Take action if you are concerned that an organisation is not keeping your child or other children safe.

Talk to someone senior at the organisation. Tell them what you are worried about and try to find a solution together.

If the organisation does not address your concerns, contact their regulator. If you are unsure who the regulator is, you can contact the Commission. The Commission has information about regulators because we work with them to ensure compliance by all organisations with the Standards.

How do I ask my child if they feel safe?

Below are some examples of questions you can ask your child, changing the wording depending on your child's age.

- Do you know that you should always feel safe, no matter where you are?
- What do you like about *[the organisation]*? Is there anything you don't like?
- Have you ever felt uncomfortable, worried or not safe? Who would you talk to if you feel unsafe?
- Has anyone at *[the organisation]* ever talked to you about what they can do to make you feel safe?
- Do the staff listen to you and the other children?
- What do you hope will happen if you tell someone you don't feel safe?

Contact the Commission for further information or to talk about the Child Safe Standards:

- Telephone us on **1300 782 978** or **(03) 8601 5281**
- Email us at contact@ccyp.vic.gov.au
- Visit the Commission's website: www.ccyp.vic.gov.au

If you need an interpreter, please call the Translating and Interpreting Service on **13 14 50** and ask them to contact the Commission for Children and Young People on **(03) 8601 5281**.

Loot boxes: how children are being exposed to gambling-like harm in video games

Many video games these days involve 'loot boxes' or chance-based transactions where the outcome is unknown before purchasing. Recent research suggests loot boxes are likely to cause harm similar to gambling harm and have the potential to be addictive.¹ Children and teens make up a large proportion of gamers which means they are increasingly likely to be exposed to loot boxes. Despite their potential risks to children, loot boxes are not currently regulated in Australia.

With gaming now a normal part of life for most children and teens, it is more important than ever for parents and children to understand loot boxes.

What are loot boxes?

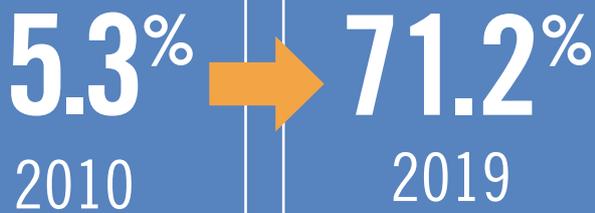
Loot boxes, treasure chests or mystery boxes are items that players purchase within a game. The content of these boxes is unknown before purchase, but players are generally hoping for items or rewards such as weapons, accessories or tokens. Loot boxes can be earned through skilful play or purchased with real world money.

In countries such as Belgium and the Netherlands, loot boxes are regulated as a form of gambling. They are currently not regulated in Australia.²



How common are loot boxes?

Loot boxes are becoming more and more common in video games that are popular with children and teens. A study of the most popular games on the online streaming platform, Steam, found that the proportion of gamers exposed to loot boxes rose from just 5.3% in 2010 to 71.2% by 2019.³



of the 82 best-selling video games incorporated loot boxes.⁵



of these loot boxes could be purchased with real-world money.⁵

How are loot boxes like gambling?



Loot boxes can be purchased with real-world money.



Winning a prize is a game of chance.



Prizes can vary greatly in value.



Prizes can be directly exchanged for cash or gambled as currency.



Loot boxes expose people to gambling-like harms.



They have the potential to be addictive.

Loot boxes: how children are being exposed to gambling-like harm in video games

Is my child being exposed to loot boxes?

The short answer is most likely 'yes'. If your child is one of the 93% of adolescents and young people who played at least one video game containing loot boxes in the last 12 months, they may be one of the 69% who opened a loot box.⁵



1 in 3

adolescents and young people who played games containing loot boxes in the last 12 months purchased a loot box.⁵



\$50

is the median monthly spend on loot boxes for adolescents who purchase them. It is \$72 for young adults.⁵



14%

of adolescents used in-game items for gambling such as for esports or skin betting*.⁴

* Skin betting is the use of virtual goods, often cosmetic in-game items such as 'skins', as virtual currency to bet on the outcome of other games of chance.

Loot boxes and gambling harm

Emerging research suggests loot boxes may cause harm similar to gambling harm and have the potential to be addictive. Buying loot boxes can seem 'exciting' or seem necessary to progress in a game. Children may not realise they are spending real money or be aware that small purchases can add up.

Research also shows that exposure to loot boxes can affect a young person's likelihood of experiencing gambling harm later in life.

Young people who purchased or used loot boxes in the last 12 months were more likely to have:⁵

- gambled in the last 12 months
- gambled more frequently
- spent more money gambling
- experienced more gambling problems and harm
- endorsed more positive attitudes towards gambling.

REFERENCES

¹ Soichiro Ide et al. (2021) Adolescent Problem Gaming and Loot Box Purchasing in Video Games: Cross-sectional Observational Study Using Population-Based Cohort Data (JMIR Serious Games 2021; 9 February)

Drummond A et al (2019 The relationship between problem gambling, excessive gaming, psychological distress and spending on loot boxes in Aotearoa New Zealand, Australia, and the United States—a cross-national survey, PLoS ONE 15(3))

² Russell, AMT, Armstrong, T, Rockloff, M, Greer, N, Hing, N & Browne, M 2020, Exploring the changing landscape of gambling in childhood, adolescence and young adulthood, NSW Responsible Gambling Fund, Sydney.

³ Zentle, D, Meyer, R & Ballou, N 2020, 'The changing face of desktop video game monetisation: An exploration of trends in loot boxes, pay to win, and cosmetic microtransactions in the most-played Steam games of 2010-2019', PLoS ONE, vol. 15, no.5, pp. 1-13.

⁴ Hing, N, Russell, AMT, King, D, Rockloff, M, Browne, M, Greer, N, Newall, P, Sproston, K, Chen, L & Coughlin, S 2020, NSW Youth Gambling Study 2020, NSW Responsible Gambling Fund, Sydney.

⁵ Rockloff, M, Russell, AMT, Greer, N, Lolé, L, Hing, N, & Browne, M 2020, Loot boxes: are they grooming youth for gambling? NSW Responsible Gambling Fund, Sydney.