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2021 VCE Results

On behalf of Darul Ulum College, congratulations to the amazing VCE cohort of 2021 for their outstanding achievements!

The school's median ranking was 31, rendering it to be the highest VCE median score compared to other like Victorian Islamic schools based on the percentage of 40+ results. This implies half of the students achieved a Study Score of 31 or above out 50. The DUX for 2021, Huda Abbasi, achieved an ATAR of 94.15, followed by Omar Haddad, who achieved an ATAR of 93.70.

Other statistics of note include:

- 14% of students achieved an ATAR of 90 or above
- 34% of students achieved an ATAR of 80 or above
- 66% of students achieved an ATAR of 70 or above
- 84% of students achieved an ATAR of 60 or above
- 17 Study Scores were 40+

We would like to congratulate the dedicated teachers, diligent students, and their leading parents for navigating their ways through the hurdles of the pandemic and achieving such success in what was deemed to be a very challenging year.

Immunisation catch up

Immunisation is one of the best and most useful practices to prevent disease.



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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.

Anas bin Malik (may Allah be pleased with him) reported 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]

It also supports to stop the spread of virus and safeguard other children.

This year some students in Grade 7 and Grade 10 were not able to get their school-based vaccines (HPV - Human Papillomavirus and Diphtheria-tetanus-whooping cough - pertussis) due to recurrent lockdowns and remote learning arrangements. All those parents / guardians whose child has missed a vaccine from the school-based vaccine program are strongly urged to consult their GPs or Council Immunisation Services to arrange their pending vaccinations at the earliest possibility.

Vaccine	Eligibility in the school-based program	Eligibility in community setting
HPV (human papillomavirus). Two injections spaced a minimum of 6 months apart.	Year 7	12 – 19 years of age
Diphtheria-tetanus-whooping cough (pertussis). Single injection.	Year 7	12 – 19 years of age
Meningococcal A, C, W, Y. Single injection.	Year 10	15 – 19 years of age

[Mohammad Sami - School Nurse]

Grade 5's Quilling Art

As part of the Year 5's Art curriculum, students learned to create quilling artwork. Quilling is a form of art using strips of paper that are shaped, rolled and glued together to create a decorative design. It was a time-consuming activity and required patience, but the results were worth the effort. Most students took the challenge and created amazing art pieces.

[Ms. Pancawati Syamsu - Grade 5 teacher]



Upcoming Dates

January and February 2022

31st of January:

First day of Term 1 for teachers

1st of February:

First day of Term 1 for students

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]

Latest School Updates On Covid-19

Please be advised that a section on the school's Learning Management System (Schoolbox) has been dedicated to communicate all school updates in relation to the coronavirus. The following is a link to this section:

[Latest School Updates on Covid-19](#)

Parents / guardians are kindly requested to visit this section on Schoolbox for the most current correspondence from the school in this regard.

Thank you.

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T1: 1st Feb - 13th Apr
T2: 5th May - 22nd Jun
T3: 13th July - 15th Sep
T4: 4th Oct - 8th Dec

Email: info@dulum.vic.edu.au | Website: www.dulum.vic.edu.au



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JANUARY						
Mo	Tu	We	Th	Fr	Sa	Su
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1	2	3	4	5	6

FEBRUARY						
Mo	Tu	We	Th	Fr	Sa	Su
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	1	2	3	4	5	6

MARCH						
Mo	Tu	We	Th	Fr	Sa	Su
28	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3

APRIL						
Mo	Tu	We	Th	Fr	Sa	Su
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1

MAY						
Mo	Tu	We	Th	Fr	Sa	Su
25	26	27	28	29	30	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

JUNE						
Mo	Tu	We	Th	Fr	Sa	Su
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	1	2	3

JULY						
Mo	Tu	We	Th	Fr	Sa	Su
27	28	29	30	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUGUST						
Mo	Tu	We	Th	Fr	Sa	Su
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

SEPTEMBER						
Mo	Tu	We	Th	Fr	Sa	Su
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	1	2

OCTOBER						
Mo	Tu	We	Th	Fr	Sa	Su
26	27	28	29	30	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1	2	3	4	5	6

NOVEMBER						
Mo	Tu	We	Th	Fr	Sa	Su
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	1	2	3	4

DECEMBER						
Mo	Tu	We	Th	Fr	Sa	Su
28	29	30	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

Beginning of School Year 2023
* Teachers Start - 30th January * Students Start - 31st January

JANUARY 2023						
Mo	Tu	We	Th	Fr	Sa	Su
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

Exam Week

Reporting Day

Planning & Reporting Days

Curriculum Day

Students Start

Students Finish

Teachers Start

Teachers Finish

Yr 11 & Yr 12

Term Holidays

Public Holidays

Eid Holidays



DARUL ULUM COLLEGE CONGRATULATES THE AMAZING YEAR 12 COHORT OF 2021 FOR THEIR OUTSTANDING ACHIEVEMENTS

93.70
OMAR HADDAD

93.00
EMAAN ALI

92.05
ASHKAR AHAMED MOHAMED IBRAHIM BABU

90.95
SHEEFAT KHONDAKER

90.05
DOUHA MOUBARAK

89.90
AISHAH AWANG LUKMAN

89.75
MUIZA MIAN NAJVA QAZI

89.45
SYED ALI

87.65
ASMA MANSOOR

85.65
RIYAN TANZIL RAHMAN

84.50
SAEED ABDELHAY

83.00
JAMEEL MOHAMMAD

81.50
NURSYAHIRAH HASAN

80.75

HUDA ABBASI DUX **94.15**

14% ABOVE 90 ATAR | 34% ABOVE 80 ATAR
66% ABOVE 70 ATAR | 84% ABOVE 60 ATAR

17 STUDY SCORES 40+

Child Safe Standards

Children have the right to be safe and protected, including at school. Schools have the responsibility to keep children safe and have a legal requirement for the care, safety and welfare of students. Children's safety and well-being is an important and integral part of the school's vision and mission alongside the development of academic excellence and spiritual growth. In order to create and maintain a child safe organisation, all Victorian schools must comply with Ministerial Order No. 870 - Child Safe Standards, which came into effect 1 August 2016. Schools need to meet the child's safe standards to achieve a zero tolerance approach to child abuse. The Child Safe Standards are compulsory minimum standards for all Victorian early childhood services and schools, to ensure they are well prepared to protect children from abuse and neglect.

The Child Safe Standards require schools to consider all aspects of child safety and put measures in place to protect children from all forms of abuse, including:

- Sexual or grooming offences
- Physical violence
- Serious emotional or psychological harm
- Serious neglect

Currently the Child Safe Standards are categorised into 7 different standards with new standards to be included in Victoria starting from 1st July 2022 covering 11 standards that will replace the current 7 standards.

Darul Ulum College as an educational institution is also obliged to ensure all these standards are in place and are being implemented.

The 7 standards that are currently in place are as below:

- Child Safe Standard 1: Strategies to embed an organisational culture of child safety
- Child Safe Standard 2: A child safety policy or a statement of commitment to child safety
- Child Safe Standard 3: A Child Safety Code of Conduct
- Child Safe Standard 4: Screening, supervision, training and other human resource practices that reduce the risk of child abuse
- Child Safe Standard 5: Procedures for responding to and reporting suspected child abuse
- Child Safe Standard 6: Strategies to identify and reduce or remove risks of child abuse
- Child Safe Standard 7: Strategies to promote child participation and empowerment

In subsequent newsletter articles, we will elaborate on the standards and what they entail in a school context.

In the mean time, parents and carers are encouraged to explore the student well-being section on the parent portal on Schoolbox (The school's learning management system) for access to relevant policies pertaining to student well-being.

Thank you.

[Ms. Aniza Baharin - Student Well-being Coordinator]

Science Fair

This year the annual Science Fair took on a slightly different form given the requirements of remote learning. Students conducted their science experiments at school or if they were unable to do so or used a virtual simulator such as PhET Interactive Simulations. Students then captured their findings on a poster which was then judged and the best posters were awarded a prize. Some of the posters awarded a prize are as follows.

What is the effect of different temperatures of water on the rate of diffusion

Aim: To observe the effect of different temperatures of water on the rate of diffusion.

RESULTS	Hot Water (100 degrees)	Cold Water (15 degrees)
Total time taken to diffuse (min)	08:16.69	03:00.51

Hypothesis: If the temperature of the water increases then the speed of diffusion will increase.

Conclusion: Conclusively, the hypothesis formulated that if the temperature of the water increases the diffusion will go faster. Based on the results gathered the hypothesis proposed was supported. This is evident from the results as when the water temperature was 100 degrees it took 3 mins for the color to diffuse in comparison to 15 degrees where it took 8 minutes.

Method:
 1. Pour equal amount of cold and hot water in two glasses.
 2. Drop one drop of food colouring in each glass.
 3. Time the speed of each glass to completely be diffused.
 4. Record the time taken by each to get your results.

Introduction: This experiment will determine weather diffusion is faster in cold water or hot water. Diffusion: the spreading of something widely.

Apparatus:
 2 clear cups.
 Food coloring.
 Different temperatures of water.

Risk: Hot water.
Hazard: It can burn skin.
Precaution: Keep distance and be extra careful.

Discussion: The aim of this experiment was to observe the effect of different temperatures of water on the rate of diffusion. The hypothesis predicted that if the water temperature was higher the diffusion would be faster. The prediction was supported. This happened because the more heat in the water the more kinetic energy the particles would have. In the cold water, the particles diffused slower because there was less kinetic energy. The diffusion might had happened faster if we put 2 drops of food coloring.

Bibliography: I used this link to conduct the experiment: <https://www.stumbleupon.com/notes/how-to-demonstrate-diffusion/>

How does static electricity work??

MATERIALS
 A piece of cloth
 x2 Styrofoam plates

HYPOTHESIS
 I believe that the plates will not stick together because of static electricity

METHOD
 1. Rub the base of a plate with a cloth
 2. put the plate on a flat surface
 3. Try to place the other plate (base-down) on the other plate and watch as they repel.

DIAGRAM

INTRODUCTION
 Static electricity is an electric charge which is made by friction which caused sparks and crackling or with the attraction of dust or hair. Three ways static electricity is generated is by contact, friction and separation.

RISK ASSESSMENT
 A risk involved could be the plates potentially breaking or hitting somebody, the cloth could rip if not handled carefully.

RESULTS
 What will happen is that the plates will repel against each other, because of the friction that was created.

DISCUSSION
 This trick works because of static electricity, which takes place when things are rubbed together. the plate gains electrons from the cloth and therefore becomes negatively charged. these electrons push back the electrons in the other plate.

CONCLUSION
 My hypothesis was correct. this experiment could be improved by making sure that the plate is rubbed for the correct amount of time or the result wont be accurate and therefore the experiment would be fair or accurate

BIBLIOGRAPHY
<https://iswitch.com.sg/fun-static-electricity-home-experiments/>

BY: SAUGHAT NADER HUSSAIN

78E

Does different temperature affect the rate of Diffusion?

AIM: To see which cup of water, at different temperatures, diffuses the food dye the fastest.

Introduction: Diffusion is the movement or act of spreading. Diffusion happens when particles in liquids and gases collide and spread out randomly. Our experiment will test the diffusion of food dye in two different cups of water at different temperature.

Hypothesis: If the time taken for food dye to dissolve in different temperature water (250ml) is quicker in hot water this is because the particles vibrate and expand faster in hot water.

temperature of water	Time taken for food dye to dissolve
Hot water (Boiling (100 degrees))	15 secs
Cold water (Fridge water (cold))	2 minutes and 35 seconds

Discussion: Why did the food dye diffuse faster in hot water than in cold? Because the water molecules in hot water have more energy and move faster than the molecules in cold water, the food dye dissolved faster in the hot water. Cold water molecules have less kinetic energy than hot water molecules, hence the diffusion process is substantially slower. Our results matched our hypothesis and we predicted the outcome of our experiment accurately.

Method
 1. Collect 2 glasses and fill one of the glasses with 250 ml hot (100 degrees) water and the other with 250 ml cold (preferably fridge) water.
 *Be careful when handling hot water.
 2. Carefully level out 2 drop of food dye (about 2 teaspoon) and drop 1 teaspoon into each of the glasses at the exact same time.
 3. Start your timer as soon as you drop the dye into the glasses.
 4. Observe carefully in which glass the dye dissolved first, as soon as the dye diffuses in one glass record the time.

Conclusion: The temperature of the water does affect the time it takes for food dye to dissolve/diffuse in water. The experiment above proves this and our hypothesis was accurate. One thing we could have done better was to have a thermometer. A larger sample size or more water will aid in the verification of the data. The experiment's limitations were performing it online, as it was more difficult to do so.

References:
 Pearson Science, S.B., 2nd edition.
<https://www.pearson.com.au/homepage/offerings/secondary/science/9780130352564/9780130352564.html>
<https://www.pearson.com.au/homepage/offerings/secondary/science/9780130352564/9780130352564.html>
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<https://www.pearson.com.au/homepage/offerings/secondary/science/9780130352564/9780130352564.html>
 School box, writing a science report example.

Dissolving Sugar Experiment

Introduction: In this experiment, our aim is to see how much sugar can dissolve in hot water and cold water. My hypothesis is that more sugar dissolves in hot water than cold water.

Method:
 1. Fill the 2 beakers, one with cold water and the other with hot water.
 2. Place the beakers on a bench top.
 3. Add one teaspoon of sugar to both beakers at a time.
 4. Mix the sugar until it is dissolved.
 5. Keep adding sugar until the water dissolves no more sugar. Keep track of how much teaspoons of sugar the water has dissolved.
 6. Record the results on a table.

Results:

Diagrams:

Conclusion: 2 times as much sugar dissolved in hot water than cold water.

References: Pearson Science textbook

Zoha Adeel 8A

What materials influence the drop time of a parachute?

Introduction:
When different weights are added to parachutes the drop time of the parachute is affected. When a heavy weight is added, the parachute takes longer to fall. In this experiment, we will determine and observe the time it takes for a parachute to drop with various masses, and we will record the results.

Method:
1. All materials were collected.
2. The lightweight material was spread and a hole was punched in each corner.
3. A piece of string was inserted through each hole and taped to stay in place.
4. The small mass was added to the string.
5. The parachute was held 2 metres above the ground by one person, while another person monitored time with the stopwatch.
6. When the parachute landed the stopwatch was stopped and the results were recorded.
7. Steps 4-6 were repeated as many times as necessary.

Results:

Materials	Drop Time
Plastic	0.82 seconds
Paper	1.17 seconds
Tissue	1.21 seconds

Conclusion:
Based on the results recorded, when the parachutes holding paper and tissue were held from 2 metres, they took approximately the same time to fall, whereas the plastic took 0.82 seconds. Because it has more mass. When held from 2 metres, the plastic and paper took approximately the same time to fall but the tissue took 2 seconds longer. It was noticed that plastic took the shortest time in most trials.

Discussion:
It has been investigated that plastic falls to the ground first as it has more mass than tissue and paper. The data we obtained supports my predictions so I suggest that plastic will drop the fastest. This is because the gravitational force on heavier objects is larger, and their acceleration time is shorter. On the other hand, lighter objects like tissue have lesser gravitational force, causing the acceleration time to be longer.

Materials:
Butter 15 grams (divided it equally into 3 parts)
Metal spoon
Wooden spoon
Plastic spoon

Method:
1. 5 grams of butter was placed on each of the spoon
2. The spoons were kept in the bowl the side with butter on it facing on top.
3. Hot water was poured into the bowl. The spoons were not submerged into the water.
4. The results were record based on how long each spoon took to melt the butter.
5. 1 bowls
6. Hot boiling water

Discussion:
It was determined in the experiment that Metal is the best conductor of heat, while wood and plastic are semi-conductors of heat. This was proven because the metal spoon took less than 5 seconds to melt the butter whereas the wooden and plastic spoon took more time. Metals contain free electrons and that is also another reason of it being a good conductor of heat.

Conclusion:
From the experiment it was concluded that Metal is the best conductor of heat compared to Wood and Plastic as it took less time to melt the butter than the other 2 materials.

BEST CONDUCTOR OF HEAT

Introduction:
There are materials that are good conductors of heat and some materials that are poor conductors of heat. Metals are more likely to be good conductors of heat unlike wood, plastic and other materials. In this experiment we are going to find out which material is the best conductor of heat.

Method:
1. 5 grams of butter was placed on each of the spoon
2. The spoons were kept in the bowl the side with butter on it facing on top.
3. Hot water was poured into the bowl. The spoons were not submerged into the water.
4. The results were record based on how long each spoon took to melt the butter.
5. 1 bowls
6. Hot boiling water

Discussion:
It was determined in the experiment that Metal is the best conductor of heat, while wood and plastic are semi-conductors of heat. This was proven because the metal spoon took less than 5 seconds to melt the butter whereas the wooden and plastic spoon took more time. Metals contain free electrons and that is also another reason of it being a good conductor of heat.

Conclusion:
From the experiment it was concluded that Metal is the best conductor of heat compared to Wood and Plastic as it took less time to melt the butter than the other 2 materials.

Materials:
Butter 15 grams (divided it equally into 3 parts)
Metal spoon
Wooden spoon
Plastic spoon

Type of Spoon	Time taken
Plastic spoon	30 sec
Wooden spoon	50 sec
Metal spoon	3 sec

How Can The Type Of Sugar Effect The Dissolving Time

Introduction:
It was hypothesized that the changing of the independent variable would effect the dependent variable as long as the variables remained controlled.

Method:
1. 100ml of cold water was placed in 2 glasses.
2. 10g of white sugar was added to the glasses.
3. Time was recorded as soon as sugar was added.
4. Stirred at a constant speed till fully dissolved and time was recorded.
5. 100ml of cold water was placed in 2 glasses.
6. 10g of brown sugar was added to the glasses.
7. Time was recorded as soon as sugar was added.
8. Stirred at a constant speed till fully dissolved and time was recorded.
9. 100ml of cold water was placed in 2 glasses.
10. 10g of white sugar was added to the glasses.
11. Time was recorded as soon as sugar was added.
12. Stirred at a constant speed till fully dissolved and time was recorded.

Results:
White Sugar: 1.03 minutes
Brown Sugar: 46 seconds

Conclusion:
The results of the practical investigation supported the hypothesis and it was proven that the type of sugar can change the dissolving time as it did in the experiment. It was also proven that the type of sugar can change the dissolving time.

What type of energy is stored in a rubber band?

Introduction:
In a rubber band there is elastic potential energy present. Potential energy is energy that an object has because of its position or structure. Elastic potential energy is a type of potential energy. This type of energy is stored in stretched or compressed materials such as rubber bands or springs, etc. This energy is stored in the material until it is finally removed and then the object springs back to its original shape. If you deform an elastic material, it stores elastic potential energy. The more you deform it, the more energy builds up.

Method:
1. The scissors were used to cut the paper cup in half lengthwise.
2. The rubber band was then placed on the top of one's non-dominant hand and the other hand was used to pull the rubber band.
3. The rubber band was stretched to three different lengths - short stretch, medium stretch, and long stretch. Each length of the rubber band was a "condition" of the experiment.
4. Three trials were conducted for each condition.
5. For the three trials for each condition, the rubber band was made sure to be stretched the same length and that the cup was started in the exact same place.
6. The rubber band was carefully aiming at the same spot on the cup (so the cup would move in the same direction).
7. How far the cup was moved for each trial was recorded. Then the mean distance for each of the three conditions was calculated.

Conclusion:
To conclude, the main investigation was to assess how far a paper cup would travel along a table with different length stretches of a rubber band. As a result, the hypothesis was supported as the longer stretch always lead to the cup moving further and the short stretch led to the cup moving slightly. Some of the limitations to the experiment includes the surface of the table, it was a little rough, and the thickness of the rubber band and also the material of the rubber band was not that strong.

	Condition 1 (Short stretch)	Condition 2 (Medium stretch)	Condition 3 (Long stretch)
First trial	9 cm	22 cm	60 cm
Second trial	12 cm	27 cm	55 cm
Third trial	10 cm	32 cm	58 cm

Humanities: Job Interview

Here is a student's point of view on the topic of job interviews.

This topic was specially selected by our teacher, Ustaz Cem. This activity hadn't happened previously with other Year 9 classes, but our teacher felt as though it could help us boys if we wanted to find jobs during the summer holidays at the end of the year. In the Job Interview task, we had to write our own resume and cover letter following a simple template. Me, obviously being a superb student, I did both to the best of my ability with minor mistakes here and there.

Once we had finished the resume and cover letter, our teacher had booked a meeting for us with Brother Cihan. He had interviewed us for a job at Fresh Plus (stocking the shelves). Marking us on how we conducted ourselves and how we answered the questions. As I first entered the room for the interview, I kept a smile on my face and said Salam. I tried to keep myself from showing any signs of shyness or nervousness by smiling and keeping eye contact. I stuttered a couple times while answering the questions but tried to give my answers with as much detail as possible, pointing out where I got my skills from and how I can utilize them in the area of work. After answering 4 to 5 questions, the meeting ended and he went on to tell me what I was doing right, like how I appeared confident because of my eye contact and smile. After the meeting, I felt relieved because I thought it was going to be much harder, but it turned out to be much easier than expected. Subsequently, two days later we had received our marks - the time we had all been waiting for! This would show if I got the job or not. I opened the file and there it was- the 18.5 out of 20- I was hired for the job! I was happy being one of the two students who got the job.

Things I learnt from these experiences:

- I learnt the structure of the resume (also known as CV) and how if written well, can show a lot of things about a person.

- The cover letter was quite easy as well because I had the right structure and an awesome teacher, Ustaz Cem.
- I found out that interviews can be quite simple if well prepared for them, like preparing some questions yourself that might be asked and answering them.

In the end, I felt as though the resume, cover letter and interview were quite helpful whether I wanted to find a job now or in 1- or 2-years' time. It gave me some experience and it also showed me what I might need to improve the next time I have an interview. Based on feedback, I have to format the resume better and choose better wording, I mostly have to read over my work before submitting.

Jazakumullahu khayra

Wassalam

Ibrahim Ali (9B student)



[Cem Huseyin - Humanities Coordinator]

Grade 1C Art Tiny Town Project

In Term 4 Grade 1C students made a town using 3D shapes. They coloured and made 3D nets of trees, houses, stores, roads as well as a hospital, library, police station, and transport. Students made 3D shapes as well.



[Ms. Sofia Dhedhy - Grade 1 teacher]

Tarbiyah Portfolios

In Tarbiyah students have been setting themselves goals that relate to their spirituality and then documenting their progress in a portfolio. Below are some extracts from a Year 8 student's portfolio.

SMART goal: *Akhlaaq* and *Ikhlāas*

Smart:	I want to clean the kitchen (daily), clean the stove (weekly), and clean my room (weekly). I also want to do the dishes on Saturday or Sunday.
Measurable:	I will keep a record in my diary and ask my mum to remind me.
Achievable:	This goal is achievable because I have the time and ability to complete this goal.
Relevant:	This goal is relevant to the topic of Akhlaaq and Ikhlāas because helping my mum is Akhlaaq, and if I do it with sincerity, and make the intention of helping my mum for the sake of Allah, then it will also give my hasana (rewards). (Ikhlāas)
Timely	I will be able to complete this goal by the end of the term, Insha'Allah. It will be a habit to help my mum with the sincere intention of doing it for the sake of Allah.

Action plan

What will I do?

I'm going to help my mum by cleaning the kitchen every night, cleaning the stove weekly and cleaning my room. I will also do the dishes on Saturday or Sunday. I will do it with the sincere intention of helping her for the sake of Allah.

How to do?

I will research hadith and Quranic verses from authentic sources, and I'll be punctual in doing the housework.

Who will be involved in supporting my journey?

My parents will help me and remind me to do my chores on time.

Where can the information be sourced from?

From trustworthy books and websites: Quran, Bukhari, Tirmidhi and Muslim.

TIMETABLE

Week	Task
Week 1	Smart goal and action plan
Week 2	Background information
Week 3	Evidence, tracker and reflection (1)
Week 4	Evidence, tracker and reflection (2)
Week 5	Catching up
Week 6	Evidence, tracker and reflection (3)
Week 7	Evaluation and submission

Background information

oProphet Muhammad (SAW) said: "Cleanliness is half of faith (Iman)". -Sahih Muslim

oIn Surah Tawbah it comes: **وَاللّٰهُ يَحِبُّ الْمُطَهِّرِينَ**. . . And ALLAH loves those who purify themselves".

oIt comes in Sahih Bukhari that "Nothing is weightier on the scale of deeds than good manners."

oIn Sahih Muslim, there is a hadith saying "The best of deeds or deed is the (observance of) prayer at its proper time and kindness to the parents"

oHelping our parents is a way of showing our good manners and being kind. As we just read in a hadith, cleanliness is half of our faith, so by helping my family in keeping our house clean, I'll be helping us complete this Sunnah. Allah loves those who keep themselves clean and I would like to help my family achieve this.

Evidence: 1



Allah SWT says in the Quran "And do good to your parents."

This ayah teaches me to be kind and loving to my parents. By helping our parents, we are doing good to them. It motivated me to do more *Khidmah* for my mum.

The prophet Muhammad (SAW) said (something to the effect) : "The heaviest thing to be placed in the balance of a believing slave on the Day of Judgement will be good behavior."

This hadith teaches me that good behavior towards our family will be very beneficial to us on the day of judgement. (Insha'Allah)

Tracker 1



Reflection: 1

This week I couldn't clean the kitchen from Monday-Thursday. Insha'Allah, I'll try to be more particular about this from next week.

I noticed that by doing research on the rights of parents I felt very honored to be helping my parents, and I was more enthusiastic to help them.

Insha'Allah, from next week, I'll try to plan my chores in advance so that I can be more particular and do them more punctually.



Evidence 2

The Holy Prophet SAW said (something to the effect) "The best person among you is the one who treats his family members best, and I am the best among you to my family." - Tirmidhi

This Hadith teaches me that we need to be kind and affectionate to our parents and families and being kind towards them will help us and make us better people, Insha'Allah. By helping my mum with chores, in a way, I'm showing affection for her.

Grade 5 Humanities

For this year's humanities economic classes, the Year 5 girls learnt about budgeting. Their task was to make any arts and craft project using only \$10 as their budget. The girls all came up with amazing ideas and when put into action, an outstanding result was achieved. These projects were put on display to be voted for by the teachers. We asked the teachers to vote on creativity, uniqueness and effort and they delivered their verdict.

The winners are as follows:

5A

- 1st Romana Mohammed
- 2nd Sophia Arafah
- 3rd Aala Harrouk

5C

- 1st Maimoona Aziz
- 2nd Safiya Khondaker
- 3rd Ismah Islam

I applaud and congratulate all of the Grade 5 students for their outstanding effort and resilience of not giving up even when they thought, "What else could go wrong." May Allah bless their future studies and make it easy for them.

[Ms. Huriye Sen - 5A & 5C Humanities teacher]



Year 6 Graduation



Students' reflections:

- Graduation is a big accomplishment for me because I completed my primary with my friends.
- Graduation will be a very memorable occasion for me because of all the effort and commitment put in by the teachers so I would like to thank them for it.
- During the COVID-19 restriction the graduation was amazing, because of the decorations and food.
- One thing I wished was that the parents witnessed me graduating Grade 6 as it is an achievement, and it would have been great for them to see their kids.
- Overall, graduation was a memorable occasion, it was the best part of primary.
- Even when there's Covid-19 restrictions, we were still able to have a nice graduation with pretty decorations. If it weren't for the teacher's hard work, we would never have had any of the things we did that day. So, I would just like to thank the teachers for what they've done.
- I just wish that the parents were there to see us graduating since it's such a huge thing. 7 years of our life were gone just like that and we're moving onto the next stage of our life. This event was such a memorable moment and the highlight of our primary years, something I'll never forget.
- The best thing was the graduation ceremony, it was like a dream for all Year 6 students. The teachers decorated the tables with chocolates roses which we had to give to our mums, certificates, and gifts for everyone.
- Our graduation was great, and our class and the teacher did a tremendous job decorating. It was a little too fancy I did not expect so much decoration, but yeah everyone looked great with their black abaya and purple/peach hijab. I don't have a favourite part of the day because everything was my favourite.

Year 6 teachers:

We would like to extend our sincere gratitude to our colleagues, students, and parents for their continuous support throughout this challenging year of the pandemic. It was certainly a very busy and productive year.

It has been a pleasure to watch our students grow as individual learners. They have learnt to work together through challenging tasks and had fun along the way. We make dua that Allah (swt) guides them through their secondary schooling years and they become successful young Muslimahs ready to contribute and become productive members of the broader community.

[Ms.Nahida Khan - Grade 6 teacher]

