

Al-Muazzin

A CALLER TOWARDS SUCCESS

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Darul Ulum College Monthly Newsletter

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July, August & September Events

15th of July:

Curriculum Day (No students)

16th of July:

First Day of Term 3 for students

30th of July:

Australian National Chemistry Quiz

12th & 13th of August:

Eid-ul-Adha holidays

21st of August:

Public Speaking Competition (Boys)

21st of August:

Public Speaking Competition (Girls)

2nd to 6th of September:

Science Week (Secondary)

19th of September:

Last day of Term 3 for students

20th of September:

Reporting Day

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.

'Aishah (May Allah be pleased with her) reported: The Messenger of Allah (peace be upon him) said, "There is no day on which Allah sets free more slaves from Hell than He does on the Day of 'Arafah." [Muslim].



Sunnah Corner

Virtues of Hajj

Abu Hurairah (May Allah be pleased with him) reported: The Messenger of Allah (peace be upon him) said, "(The performance of) 'Umrah is an expiation for the sins committed between it and the previous 'Umrah; and the reward of Hajj Mabroor (i.e., one accepted) is nothing but Jannah." [Al-Bukhari and Muslim]

Nationally Consistent Collection of Data on School Students with Disability (NCCD)

Every year, all schools in Australia participate in the Nationally Consistent Collection of Data on School Students with Disability (NCCD). The NCCD process requires schools to identify information already available in the school about supports provided to students with disability. These relate to legislative requirements under the Disability Discrimination Act 1992 and the Disability Standards for Education 2005, in line with the NCCD guidelines (2019).

Information provided about students to the Australian Government for the NCCD includes:

- year of schooling
- category of disability: physical, cognitive, sensory or social/emotional
- level of adjustment provided: support provided within quality differentiated teaching practice, supplementary, substantial or extensive.

This information assists schools to:

- formally recognise the supports and adjustments provided to students with disability in schools
- consider how they can strengthen the support of students with disability in schools
- develop shared practices so that they can review their learning programs in order to improve educational outcomes for students with disability.

The NCCD provides state and federal governments with the information they need to plan more broadly for the support of students with disability.

The NCCD will have no direct impact on your child and your child will not be involved in any testing process. The school will provide data to the Australian Government in such a way that no individual student will be able to be identified - the privacy and confidentiality of all students is ensured. All information is protected by privacy laws that regulate the collection, storage and disclosure of personal information. To find out more about these matters, please refer to the Australian Government's Privacy Policy (<https://www.education.gov.au/privacy-policy>).

Further information about the NCCD can be found on the NCCD Portal (<https://www.nccd.edu.au>).

If you have any questions about the NCCD, please contact the College.

Kind regards

Abdurrahman Gokler
Principal

Anaphylaxis Management

Anaphylaxis is a severe, rapidly progressive allergic reaction that is potentially life threatening. The most common allergens in school aged children are peanuts, eggs, tree nuts (e.g. cashews), cow's milk, fish and shellfish, wheat, soy, sesame, latex, certain insect stings and medication.

Some children at Darul Ulum College have been diagnosed as being at risk of anaphylaxis. The key to preventing anaphylactic reactions is awareness of those children who have been diagnosed as being at risk; awareness of triggers (allergens), and preventing exposure to these triggers. Partnership between the school and parents is important in ensuring that certain foods or items are kept away from the school.

Adrenaline given through an Adrenaline Auto-injector to the muscle of the outer mid-thigh is the most effective first aid treatment for anaphylaxis.

The College is supporting children at risk of anaphylaxis by:

- training staff,
- encouraging children to wash their hands before and after eating,
- educating children about food allergies, and
- choosing not to sell foods in the school canteen which have peanuts or tree nuts (e.g. hazelnuts, cashews, almonds etc.) in the ingredients list.

We ask you to support children at risk of anaphylaxis by:

- not sending your child with foods which have peanuts or tree nuts (e.g. hazelnuts, cashews, almonds etc.) in the ingredients list.
- teaching your child not to share food with friends that have food an allergy,
- encouraging your child to wash their hands before and after eating,
- asking your child to get help immediately if their allergic schoolmate gets sick, and
- explaining to your child that teasing a child with an allergy or tampering with their medication is bullying and could be life threatening.

The safety and well-being of children who are at risk of anaphylaxis is a whole community responsibility. Therefore, at Darul Ulum College of Victoria, we will as far as practicable, provide a safe and healthy environment in which children at risk of anaphylaxis can participate equally in all aspects of the school's programs and activities.

Darul Ulum College is committed to fully comply with *Ministerial Order 706* and all associated guidelines on anaphylaxis management as published and amended by the Department.

For further information please refer to the College's detailed policy regarding anaphylaxis management on the College website (<http://www.dulum.vic.edu.au/publications/policies>) and Schoolbox (<https://schoolbox.dulum.vic.edu.au/homepage/2645>).

With your help we can provide a safe environment that meets the needs of all our children.

Thank you.

Grade 2 Problem Solving Competition



In an endeavour to develop a positive attitude towards mathematics, the Maths Department held its most awaited annual Problem Solving Competition in Term 2. Students were challenged to utilise their mathematical competency and problem solving skills in a different context as they had to compete against the entire Grade 2. The top 5 students from each class were triumphed to participate in round 2 for a position in the final round. The final round allowed top students to compete for the prized trophy. Congratulations to all the participants and winners!



[Ms. Hufsa Huma
Grade 2 teacher]

Grade 2 Humanities Incursion

The Grade 2s participated in an Orienteering incursion this term. The incursion related to their Geography unit and focussed on direction, orientation and using compasses. Students took part in a treasure hunt around the school using iPads which was a lot of fun for them. It was important for them to learn how to use a compass as teams would be able to score more points if they used it. Overall, it was an enjoyable experience for all.



[Ms. Nafisa Muhamad
Grade 2 Humanities Teacher]

Ramadan Awareness Week

During Ramadan Awareness Week this term, teachers aimed to build anticipation and excitement prior to the commencement of the month of Ramadan. Many students were looking forward to this auspicious month and were very enthusiastic about its arrival. Numerous activities were undertaken in all the classes to prepare students for the fasting, prayers and dua in this month. In order to form good habits in young children, Ramadan homework was given for the duration of this month so children could self-evaluate their own progress in worship, manners and inner-reflection. Students from the Foundation level through to Grade 6

participated in Ramadan Awareness Week and completed many activities some of which are provided below. Many students expressed their verbal excitement and love of this month.



[Mrs. Caran - Tarbiyah teacher]

Foundation

Foundation students produced 3-dimensional models of boys and girls reading the Quran. Students were taught about the historical significance of the Quran during the holy month of Ramadan. The importance of engaging with this divine book was emphasised. Other activities were also conducted to reinforce the idea of reading the Quran.



[Ms. Sohad Qashou
Foundation Tarbiyah Teacher]

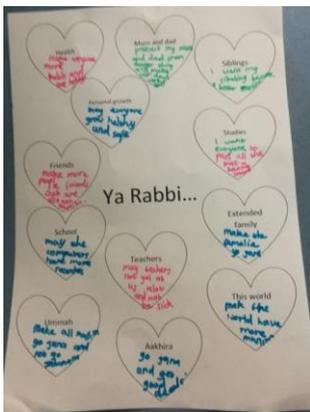
Grade 2

Students of 2A, 2B and 2C completed their paper collage activity of the mosque. Students learned about the importance of Ramadan and some actions that can be undertaken in this special month. They discussed the importance of visiting the mosque during the month of

Ramadan as well as the significance of reading the Quran. Below are the works of Grade 2A, 2B and 2C students demonstrating their learning.

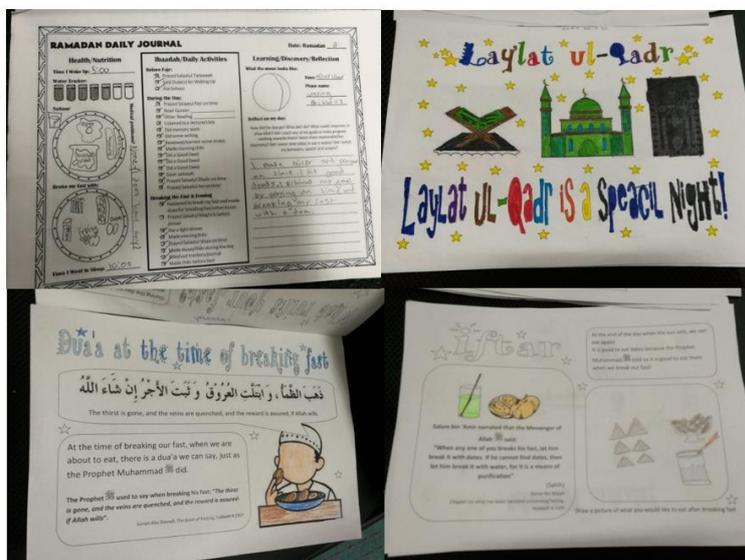


[Ms. Urfi Syed & Ms. Sohad Qashou
Grade 2 Tarbiyah teachers]



Grade 4

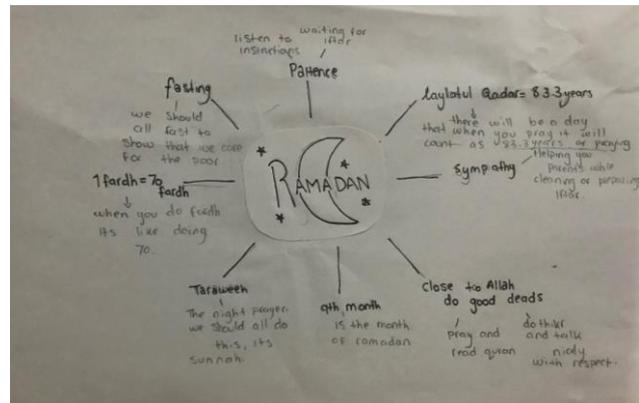
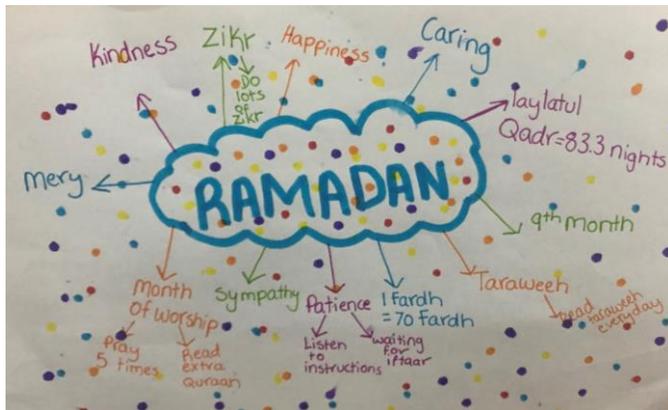
Grade 4A students came up with a dua list for themselves that they will use throughout Ramadan during Iftar and Suhur times. Students also had time to reflect on a day of Ramadan. 4C students also learned about the promises of Allah for Ramadan through a presentation and answered a question, "Why is Ramadan special to me?" Both classes also made a Ramadan booklet.



[Grade 4 Tarbiyah teachers]

Grades 5 and 6

During Ramadan Awareness Week, the Grade 5s and 6s read through *ahaadith* about Ramadan, its virtues and *amaal* (actions) that they can perform. They summarised their learning on a mind map.



[Ms. Shehnaaz Shaheed
Grade 5 & 6 Tarbiyah Teacher]

Grades 4-6 Ramadan Program

Last Term during Ramadan the Grade 4-6 girls conducted their annual Ramadan Program. The night was not just about having iftar together, but included activities that were strategically aimed at creating unity and reinforcing the purpose of fasting in Ramadan.

- The program included:
- Candle Holder Activity
 - Pass the parcel
 - An Islamic Quiz
 - Ta'alim, Dua and Iftar

The students thoroughly enjoyed themselves.



Building A Corridor decorated in anticipation of the Ramadan program.



Iftar night

- I was the best time ever
- I loved the food and the games
- It was so fun when we made our candle glasses
- I loved the Part when we sat all together and prayed.

The positive feedback received from both teachers and students about the program was overwhelming. Some are as follows:

I think that the Iftar night was fun and joyful. I liked the candle holding activity the best. [5A student]

I think the Iftar night was fun the candle holder was a nice idea and pass the parcel was exciting. The Islamic quiz was really nice. [5A student]

I think the Iftaar night was really entertaining and a good use of time. The idea of the candle holder was really good and the twist on pass the

parcel was making it more entertaining and exciting. It was really peaceful when Haafizah read Quran. I really wish we can do the same next year. [5A student]

Reflection: 6A

On thursday 23/05/19 we had our 4-6 iftaar night. we did three special activities that we all enjoyed happily. the first activity we done was decordating and designing our candle holders. It was really fun being creative and trying new things. we played parcel parcel as well as the islamic quiz. we broke our fast and prayed magrib. this night was one to remember!

[Ms. Letfeah Neshabe & Ms. Kamile Duzgun]

Grade 6 Humanities Incursion

Students of Grade 6 are learnt about Migration last term. They recently had an incursion on this topic. They watched a drama show which celebrated the cultural diversity of Australia. In the show they met eight different women from eight different places which told a story about their migration experience. Students found the performance engaging and it was enjoyed by all.



Below are some reflections from the students about the incursion:

The Humanities incursion included a performer named Tiffany came to perform a play that she wrote 13 years ago and performed at over 200 schools. It was a play about Migration. Everyone really enjoyed it. She played many different characters from many different countries, including Russia, Lebanon, China, Italy and Britain. She acted out their life before coming to Australia and how it was when they arrived. She talked about how bad it was on the boat coming to Australia. Many of their stories were sad and many had happy endings. Tiffany said that these were true stories. I had a lot of fun and learnt a lot.

I really enjoyed the Humanities Incursion because I learnt many new things that I didn't know before. I learnt that many migrants moved to Australia after World War II because of the bombings and many migrants had a very difficult life after migrating to Australia.

[Ms. Hatice Duzgun
Grade 6 teacher]

Grade 6 Girls' Science Incursion

Students of Grade 6 are learning about energy and electricity last term. They recently had an incursion on this topic. They learnt different types of energy and their uses. They also learnt about how energy transfers and transforms. They had a very rich learning experience which was practical and insightful. The aim of this incursion was to provide an opportunity to have hands on learning with electricity and its uses and to gain a deeper understanding on how uses of energy has to be efficient and sustainable for the wellbeing of our planet.

The following are some reflections from Grade 6 students about what they have learnt.

In the science incursion, we made different types of circuits. A series circuit and a parallel circuit. We also made our own little light bulb. We used a battery and a thin steel which burnt once the light turned on because of the chemical energy from the battery. We also learned about conductors and insulators. Conductors are materials that let electricity flow through them. Insulators on the other hand are the materials that don't let electricity run through them. We all got in a huge circle and held hands and electricity was running through us and made the light turn on in a bright way. We had so much fun. Thank you so much for teaching us Angela (Presenter).

In the science incursion, we learnt about the different types of circuits like series and parallel. We also learnt about conductors and insulators. Some types of conductors are a metal cap, copper, a washer, a metal nail and so on while some insulators are foam, paper, and cardboard. We experimented with an electric circuit and we figured out many ways, using one wire, two wires and so on. We even made a propeller work by using two wires of the propeller and connecting those wires to the battery. We learnt that our main source of energy is coal and coal is at risk of running out soon.

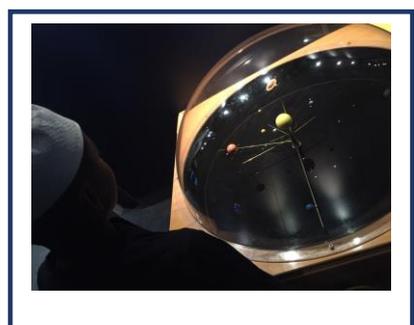
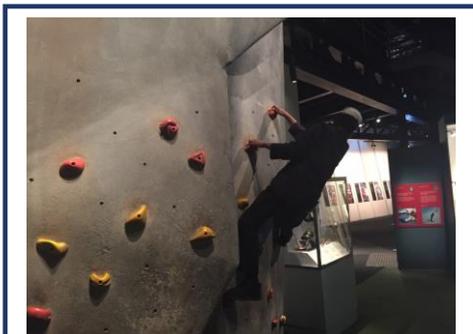
On the science incursion, we learnt about different types of energy. She showed us different types of energy. She showed us different ways to light up a light bulb using different materials. At one point, we stood in a circle and held hands. We touched a metal thing with a light in it and it lit up. That showed us that we are a good conductor of electricity. She also showed us different kind of lights, different bulbs and LED lights. One of my favorite parts was when we had silver wool and we used a battery to burn it. It was so hot that it melted holes in the container. Overall, it was a good incursion.

[Ms. Saba Hyder Quraishi
Grade 6 teacher]

Grade 6 Boys Science Incursion

The Grade 6 students went on an excursion to Science Works. The aims of the excursion were as follows:

1. Promote learning outside the classroom.
2. Explore how electrical motors transform electrical energy into movement energy.
3. Enhance learning on how current electricity is produced using magnets.



[Ustaz Risan Bhuiyan - Grade 6 teacher]

Physical Education – a new approach

Your body has a right over you!

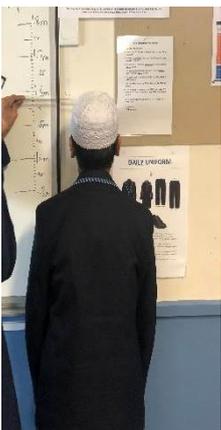
At a time when our children are increasingly absorbed into their screens, the need for robust physical education (PE) is paramount. It is crucial that our students learn about the importance of physical fitness, how to achieve it, and how to maintain it. At the College we are working to help students achieve the fitness goals that they have set for themselves. Some students aimed for weight loss, muscle gain, or an increase in their overall fitness levels.



Students are given the opportunity to experience different types of sports in PE classes. Each student has shown different interests, passions and hidden skills. With the correct coaching, we aim to unlock their passions, developing meaningful relationships and fostering a sense of belonging.

A healthy diet is a lifestyle that is attained by physical education that keeps students moving and motivated, building on their competence and confidence to create active and healthy individuals.

Pre-test were conducted in PE classes. They involved weighing and measuring students' heights and the corresponding Body Mass Index (BMI), and documenting what each student would like to achieve, both in the short term as well as the long term. Students will revisit their recorded notes and their BMI results by the end of the year and see whether or not they have met their goals.



The Prophet Muhammad peace be upon him said, "A strong believer is better than a weak believer".

Let's make a positive change in our students' health and assist them in achieving their goals.

[Ustaz Mohammed Helal
Physical Education teacher]

Tarbiyah Portfolio Updates

By the grace of the Allah we were blessed with the month of Ramadhan last term. Alongside the close relationship it has with the Qur'an, it was also a month to develop and gain the quality of Taqwa as mentioned in the Qur'an,

"O you who believe! Fasting has been made obligatory for you just as it was made obligatory for those before you so that you may develop Taqwa".

It was heart-warming to hear and see students busy with their Qur'an recitation. Students from different classes took turns to share their reflections on their portfolio goals and journey during morning assemblies daily throughout the month of Ramadhan. Many inspiring and motivational reminders for both students and staff were provided by students. They were also given the opportunity to learn and recite together the prescribed (masnoon) duas to assist in gaining the quality of Taqwa. This activity also helped students gain confidence in enjoining good (daawah) to one another which will be the focus of Term 3.

We would like to take the opportunity to congratulate all students that took part on their efforts and contributions. May Allah accept it from them and assist them towards achieving their goals. Hopefully these activities will help us all increase in our spiritual connection with our Creator into the future.

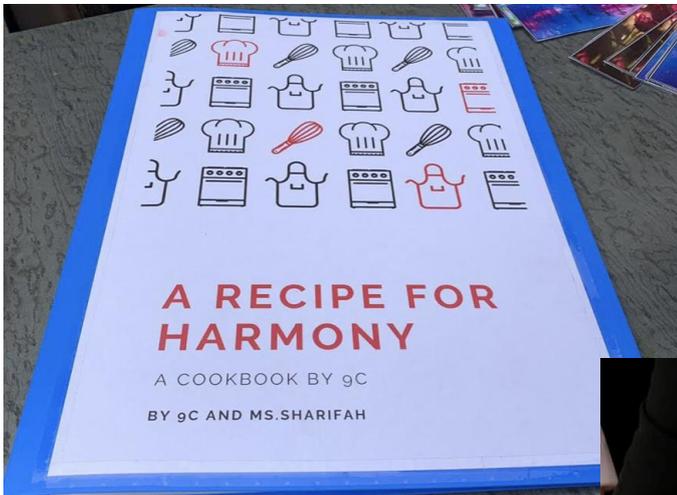
[Ms. Aniza Baharin
Tarbiyah Coordinator]

Harmony Day

The secondary girls came together to celebrate Harmony Day in a sea of colours by dressing in their national costumes. Each class from Years 7-10 worked tirelessly through-out the term to organise Harmony Day stalls that brought the schooling community together. This was an opportunity to learn about other cultures in an engaging, interactive way as students embarked on treasure hunts, participated in an array of cultural art, calligraphy workshops, badge making, traditional sporting games, quizzes and many other cultural oriented activities. The underlying message of Harmony Day that 'Everyone Belongs' was evident on the day. The stalls not only show cased the girls' creativity and collaborative skills but the sense of inclusiveness,



diversity, respect and unity were heightened as we were reminded about the values that are central to us all as Australian Muslimahs. Thank you to all the students for their hard work. Also, congratulations to 7C students who were nominated as the winning class for the best harmony day stall. Well done!



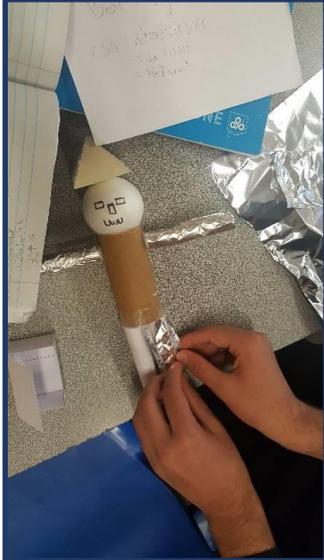
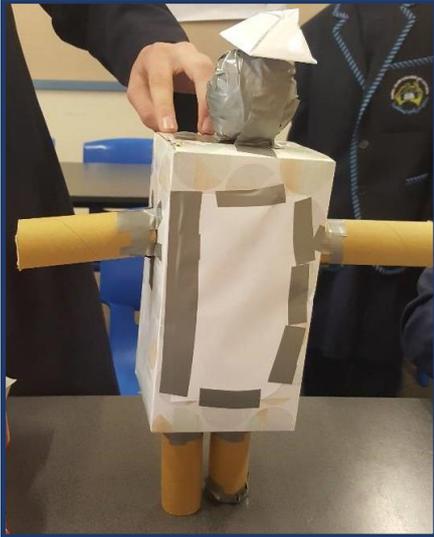
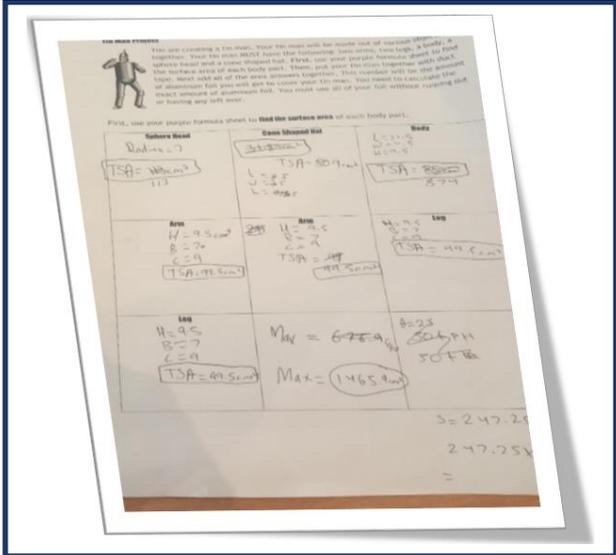
[Ms. Aishah Baharin
YCDI Coodinator]

Year 9B Advanced Maths Measurement Projects

While studying the unit of Measurements, Year 9 Advanced Maths students were assigned to make a tin man putting together recyclable objects around the house. It was required that the tin man have the following: two arms, two legs, a body, a spherical head and a cone shaped hat. First, they used a formula sheet to find the surface area of each body part. Then they put their tin man together with duct tape. Next they calculated the area of the all the components and added them together. This number will be the amount of aluminium foil they will get to cover their tin man in the class. They needed to calculate the exact amount of aluminium foil. The target was that they must use their aluminium foil completely without running out or having any left over.



Students were handed out this worksheet to complete and bring their connected objects man to the class to be foiled:



A written reflection was conducted at the end of this task and students' responses were noted. They loved the whole project while wrapping foil around their tin man was voted to be the most enjoyable part. It enabled them to develop a conceptual understanding of surface area of various shapes. This task involved calculating areas of spheres, pyramids and cones which is part of Year 10 content.

[Ustaz Muhammed Omer
Year 9 Maths teacher]

Grade 2 Science Incursion - Billy Carts

The Grade 2s had a Billy Carts incursion that related to their Science topic of simple machines and push and pull. The students had an opportunity to learn what a Billy cart is, build one and actually have a go at riding it. They learnt that different factors influence the way that the Billy cart can move. Overall, it was a really successful incursion and the students thoroughly enjoyed it.



[Ms. Nafisa Muhamad
Grade 2 teacher]

Public Speaking Contest

The English department at Darul Ulum College is proud to announce that the 3rd Annual Public Speaking Contest will be held towards the end of Term 3, the 21st of August.

The contest will be a great opportunity for students to showcase their knowledge and public speaking skills. With prizes ranging from gift vouchers to trophies, competition between the contestants is bound to be fierce!

[Ustaz Hasan Farhat
English teacher]

