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Term Four Schooling Arrangements

The official starting date for Term 4 is Monday 5 October. Schooling arrangements for students are as follows:

- Year 11 and 12 students will resume **onsite** learning from Monday 5 October.
- All primary classes (Foundation – Grade 6), Year 7 and Year 10 will resume **onsite** learning from Monday 12 October. **Remote** learning will continue for these year levels from Monday 5 October to Friday 9 October.
- Year 8 and Year 9 classes will continue with **remote** learning in Term 4 from Monday 5 October until the week ending Friday 23 October as per the current government advice. Year 8 and Year 9 students will return to onsite learning on Monday 26 October.

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:

[Remote Learning and Latest Updates on Covid-19](#)

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

Further details can also be found on the Victorian Government [Department of Education and Training 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.

Ibn 'Umar reported Allah's messenger as saying, "Islam is based on five things: the testimony that there is no one worthy of worship except Allah and that Muhammad is His servant and messenger, the observance of the prayer, the payment of Zakat, the pilgrimage, and the fast during Ramadan." [Bukhari and Muslim]

E-safety resources

With some students returning to remote and flexible learning this term, it is imperative that parents/guardians familiarise themselves with issues regarding e-safety.

Accordingly, the Student Well-being Team will be uploading resources relating to e-safety weekly at the locations linked below:

[Primary E-safety Resources](#)

[Secondary E-Safety Resources](#)

Expression of interest for upper primary and secondary grades

The College is now accepting expression of interest for upper primary and secondary grades. Please click and submit your expression of interest for 2021 enrolments using the link below:

[Expression of Interest Form](#)

VCE Update

On 6 September, the Premier announced a staged return for students to onsite learning from Term Four.

All VCE students will attend onsite for the General Achievement Test (GAT) and other essential assessments from 5 October.

The GAT will be held on Wednesday, 7 October, from 10:00am to 1:15pm.

For further information, please visit the following:

[VCAA Advice for VCE students](#)

[Guidance for students completing the 2020 GAT](#)

Science Fair 2020: Famous Muslim Scientists

The Annual Science Week took place in September. Students had been working on an exciting new project entitled 'Famous Muslim Scientists'.

The best submissions of the various science classes can be accessed using the following:

[Science Fair 2020: Famous Muslim Scientists](#)

[Muddasser Dhedhy - Science Coordinator]

Upcoming Dates

October and November

5th of October:

First Day of Term 4

6th of October:

VCE student-free day (GAT preparation)

7th of October:

General Achievement Test (GAT) for VCE students

20th of October - 26th of November:

VCE examination period

30th of October:

Last day for Year 12 students

30th of October:

Teachers and Students Appreciation Day

3rd of November:

Melbourne Cup Day Public Holiday

23rd of November:

Year 7 Immunisation Day

Sunnah Corner

Abu Huraira reported God's messenger as saying, "Faith has over seventy branches, the most excellent of which is the declaration that there is no god but God, and the humblest of which is the removal of what is injurious from the road. And modesty is a branch of faith." [Bukhari and Muslim]

A Message from the Management Committee

Assalamu Alaikum Wr. Wb.

Dear Darul Ulum College Community,

Term 3 was another term in which remote learning took place with all the challenges it brought to teachers and parents alike. With the term's passing, we pray to The Almighty for your wellbeing, that of our students and humanity as a whole.

In this rather stressful climate along with challenges of the prevalent restrictions, there is a pressing need for us to take a few moments to reflect and to reassess our state of spiritual wellbeing. Such moments can assist us in reforming our perspectives as well as our general conduct so what emanates from us is consistent with what trialling situations demand from the servants of Allah The Almighty.

Servitude in Context

Our servitude to Allah The Almighty implies that we respond to His orders and that we embrace and accept the surrounding circumstances, whether these circumstances appear to be in our favour or otherwise. This is achieved by surrendering to our Creator and wholeheartedly accepting what has been decreed for us.

Servitude is not only expressed through lip service. In every prayer we recite Suratul Fatihah in which we start by praising Allah The Almighty and by declaring our servitude:

"All praise and thanks be to Allah, the Lord of the 'Al-amin.'" (1:1) "You (Alone) we worship, and You (Alone) we ask for help (for each and everything)." (1:5)

One of the manifestations of our Creator's wisdom is that this world was never intended to be a place void from calamities and difficulties. To the contrary, our worldly life is nothing but a test. It is a test during times of ease and satisfaction as it is also a test during times of tribulations and hardship. In all situations, the slave of Allah The Almighty is consciously translating his verbal declarations (such as those made in Suratul Fatihah) into actions, irrespective of the situation one is in.

The renowned pious scholar, Al-Hasan Albasri, is

quoted to have said:

"Iman is not wishful thinking or outward appearances but a matter rooted in the heart and confirmed by actions."

The believer recognises that both, ease and hardship, are from the Creator:

"And We test you with evil and with good as trial; and to Us you will be returned." (21:35)

The 'apparent good' and the 'apparent bad'

The 'good' and the 'bad' is not based on mankind's limited understanding or interpretation as Allah Ta'ala has ascertained this fact by revealing:

"..but perhaps you hate a thing and it is good for you; and perhaps you love a thing and it is bad for you. And Allah Knows, while you know not." (2:216)

"..perhaps you dislike a thing and Allah makes therein much good." (4:19)

Moreover, a comforting reassurance and glad tidings delivered to us by our beloved Prophet peace be upon him is when he said:

"Wondrous is the affair of the believer for there is good for him in every matter and this is not the case with anyone except the believer. If good befalls him and he is happy, then he thanks Allah and thus there is good for him, and if he is harmed, then he shows patience and thus there is good for him." (Sahih Muslim)

Why the 'apparent bad'?

Undoubtedly, as humans, we are sinful, enshrouded with shortcomings and are prone to fall in error. We know that sins lead to misery in this world and misfortune in the hereafter. In contrast to this, our Creator is appealing to us to be spared from such punishment when He invites us to the eternal abode:

"And Allah invites to the Home of Peace and guides whom He wills to a straight path. (10:25)

When mankind fails to respond to the Creator, he will eventually encounter wake-up calls:

"Whatever strikes you of disaster, it is for what your

hands have earned, but He pardons much.” (42:30)

Allah Ta’ala afflicts us with such calamities and hardship because of our sins, and He intends for us to learn lessons from these events and to turn in repentance to Him so that we can secure our eternal abode:

“We tried them with both good and evil that they might return.” (7:168)

“Do they not see that they are tried every year once or twice but then they do not repent nor do they remember?” (9:126)

The Way Forward

It is needless to state the gravity of this pandemic and its impact on our lives. But the pressing questions that require some reflection on our part are perhaps summarised in the following:

- How have we responded to this trial before our Creator?
- Have we genuinely repented and rectified our interactions with Him and His creation – as this is what He expects of us when tribulations surface, or have we chosen to remain oblivious to this trial?
- Have we embraced this calamity by utilising it as a tool to straighten the direction of our heart’s compass by connecting it with Allah Ta’ala and reinforcing this connection?

Scholars advise us that by attending to the rituals below, one can at least start demonstrating before Allah Ta’ala his servitude and repentance.

Seclusion – not a ‘bad thing’ after all

As humans, we are social beings and in need of one another. However, our faith has taught us that whilst there are acts of worship and practices that must be performed on a communal basis, there is equal merit and importance in periodical seclusion and solitude.

“Say, I only advise you of one [thing] - that you stand for Allah, [seeking truth] in pairs and individually, and then give thought. There is not in your companion any madness. He is only a warner to you before a severe punishment”. (34:46)

Our beloved Prophet peace be upon him used to se-

clude himself in the cave of Hira and spend night after night devoting himself to worship prior to receiving revelation.

The wisdom in such practice is that our souls are afflicted with a range of maladies and disorders that tend to take control of our hearts, some of which include pride, arrogance, envy and the like. Seclusion coupled with supplication, shedding tears before Allah, prayer, recitation of the Qur’an, remembrance of Allah and mere contemplation about the greatness of the divine mercy and the severity of divine retribution, will inevitably cultivate the pathway for a passionate love of the divine to be rooted into the heart.

Such love is the source and origin to succeed in our worldly sacrifices. Most importantly, this love can never be achieved through mere ‘*intellectual faith*’ as the mind does not necessarily influence the emotions and the heart.

Rather, it is through such retreats that the heart is captured by its Creator to the extent whereby this love will lead the person to perceive the most significant events of this world as matters of insignificance.

Imam Al-Shatibi, may he rest in peace, is quoted to have said when comparing between ordinary Muslims who perform what is required of them and not doing anything extra based on their mere knowledge, and between those who are driven in this world by something more powerful:

“The first group are those who labour by virtue of the covenant of Islam and the obligations imposed by faith but who do no more than this; the second are those who labour under the incentive of fear and hope, or love. Fear is the slave driver’s whip, as it were, while hope may be likened to a camel driver who leads the camels forward with a song. Love of Allah on the other hand, is a current that carries one away with it!”

Ultimately, short daily seclusions, far from the roaring distractions of this world, can do wonders when spent in the correct manner.

Tahajjud – The Night Prayer

We all have our individual aspirations, desires, worries

and concerns. As an outcome of Allah's infinite mercy, He has gifted us with a magnificent ritual that is powerful enough to account for all our worldly needs and those of the hereafter. This ritual is none other than *Tahajjud*, otherwise known as the Night Prayer.

There could be no honour higher than the honour and privilege revealed by Allah Ta'alaah when He describes the righteous servants in saying:

"They arise from [their] beds; they supplicate their Lord in fear and aspiration, and from what We have provided them, they spend." (32:16)

When we actually strive to rise from our beds during the cold winter nights or the short summer nights, let us remember the praise delivered to us by our Master. Who knows, perhaps they are those few footsteps that we take when walking out of our beds that may warrant our forgiveness and success?

The qualities of sincere believers are:

"They used to sleep but little of the night, and in the hours before dawn they would ask forgiveness." (51:17-18)

Abu Huraira, may Allah be pleased with him reported: The Messenger of Allah (peace be upon him), peace and blessings be upon him, said, *"Our Lord descends to the lowest heaven in the last third of every night, and he says: Who is calling upon me that I may answer him? Who is asking from me that I may give him? Who is seeking my forgiveness that I may forgive him?"* (Sahih Muslim)

The Prophet peace be upon him has also said: *"Be keen on night prayer as it is the habit of the righteous, it's your mean of proximity to your Lord, expiation of sins and a barrier against sinning."* (Ibn Khuzaymah)

One can only begin to imagine the endless doors of blessings and goodness that will be showered upon a person attending to such rituals and practices. It does take some little effort (albeit such effort diminishes in front of the outcome) to revive these rituals in our lives with steadfastness, but let us show Allah Ta'alaah that we have sincerely taken the first step and leave the next to Him!..

May Allah enable us to apply ourselves and spend the little time we have in this world in a manner that pleases Him! Aameen.

Tarbiyah: Student Portfolios

In Tarbiyah, Year 7 to 9 students have been working on their Spiritual growth through a portfolio whereby they set a goal every term on aspects of their deen that they would like to improve on. Students also try to link the themes that they learn every term to their goals.

In Term 3, the theme was Daawah and it was pleasing to see students not only work towards their own spiritual advancements but also by reaching out to other members of their family and friends within the current restrictions in order to share knowledge of ahadith and Qur'anic verses relevant to the goals they are working on. We hope this have helped strengthen the family connections further despite the lockdown we are in.

Students also have learnt to develop critical thinking skills as evident through the weekly reflections they made of their goals. I am also pleased to see parents getting involved in the learning process as well as supporting, encouraging and monitoring the progress of their child. We very much appreciate your support and hope you would continue to support your child's spiritual growth next term and in the coming years.

Below are some extracts of the portfolio that I would like to share with you from the different year levels.

GOAL DRAFT BASED ON IDENTIFICATION OF SPIRITUAL NEEDS:

_____ I am going to make more dua by the end of this term.

_My goal is to start making dua by the end of the term. I am going to track my progress by using a tracker/ table. I chose this goal because I see a lot of people getting what they wanted with dua. My goal is relevant to me because I want a lot of things like good marks on my tests and to have good health and for me to be good at Quran, but I can't get them unless I make dua. My goal is important in Islam because Allah likes it when we make dua. I hope to achieve my goal by the end of this term.

Parent Feedback for Midterm:

I see that ayah has improved in making dua I never used to see her make dua then I realised that it was from this goal that she started to make dua.

EVIDENCE

Make duas for others

Hadith: "Whenever you make a dua for another believer and he is not present, an angel will say 'and the same to you.'"

Angels will pray for you if you pray for others!!

Reference:

WHY HAVE I CHOSEN THIS AS MY EVIDENCE? HOW DOES IT RELATE TO MY GOAL?

_my goal was to make more dua but even though I am improving I realized that I am only making dua for myself and I should try making for others aswel.

GOAL DRAFT BASED ON IDENTIFICATION OF SPIRITUAL NEEDS:

By the end of this term, I will constantly remind myself and my family to stop listening to music and do some dhikr or anything else instead

Parent Feedback for Midterm:

She has done a very good job at educating herself and others and has implemented what she has learnt into her lives and helped others do the same with theirs.

O Allah! I seek refuge in You from the decline of Your blessings, the removal of your safety, the sudden onset of Your punishment, and from all that displeases you.

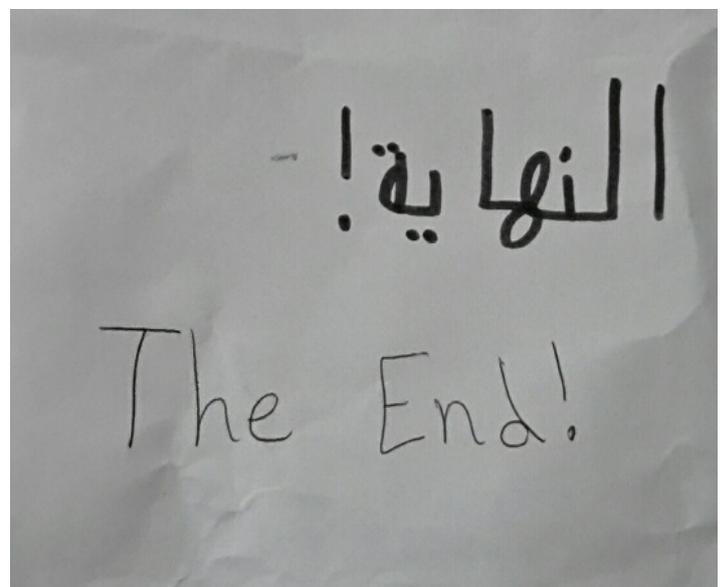
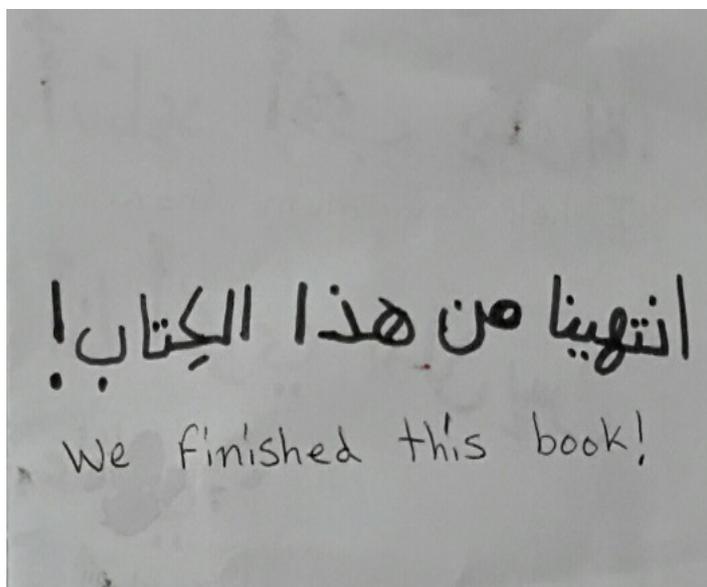
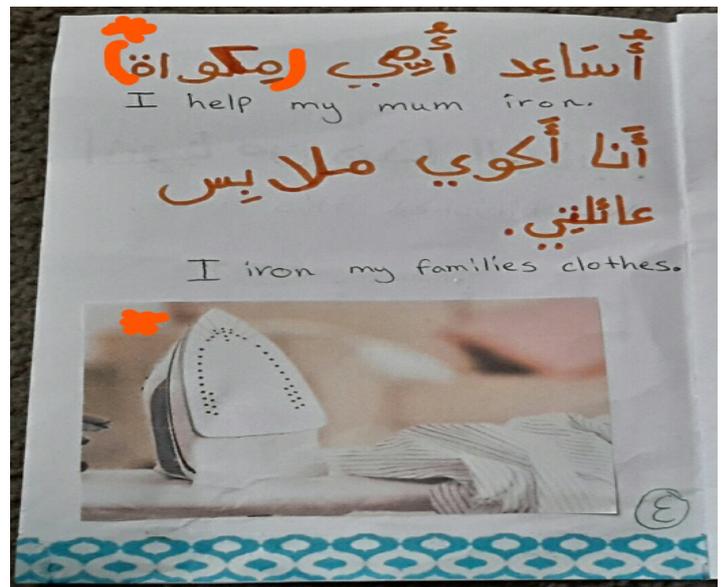
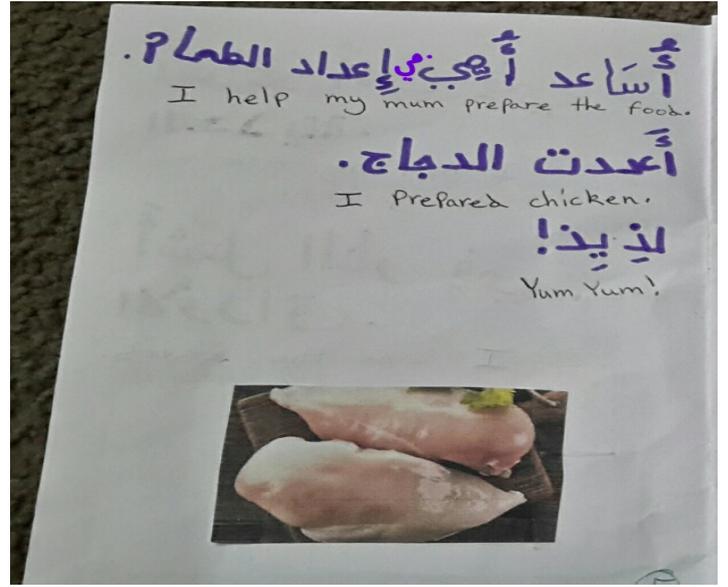
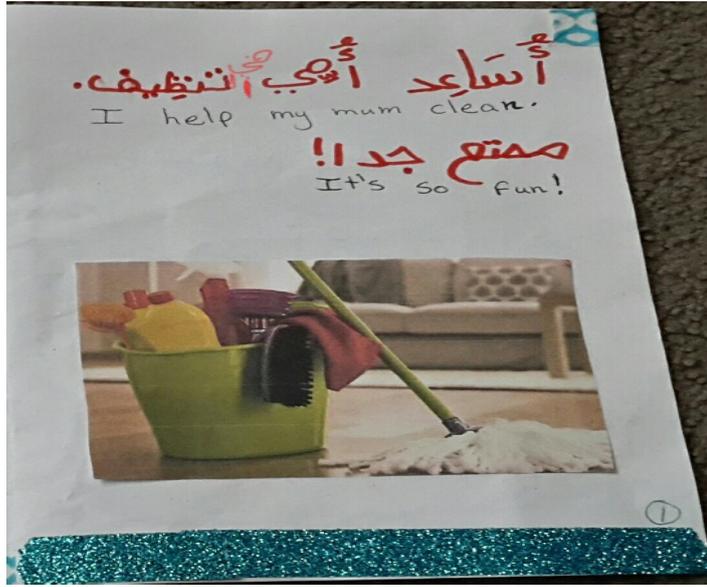
DAWAH (EVIDENCE OF SHARING THE KNOWLEDGE I ACQUIRED SO FAR)

Father- The dua above, Shatha got me to read it and it was very helpful. I now read it after every prayer to protect me from the different things that I do that displeases Allah, not just relating to music. So overall, very helpful.

[Ms. Aniza Baharin -
Tarbiyah Coordinator]

Grade 4 Arabic: 'I help my mum'

The Grade 4 students have been learning about the topic of 'my mother' in Arabic. A student created the following booklet on ways people can help their mothers.



Grade 3 Term 3 Activities

National Sorry Day: Grade 3 students learnt about the history of the stolen generations and found out the reason behind National Sorry Day. They were very empathetic towards the indigenous people of Australia after becoming aware of their plight through discussions of and reflections on readings, videos and a story book. They couldn't help wondering how they would have felt (the looks on their little faces said it all) if anyone forcibly removed them from their loving families to live with total strangers, forced to dress differently, changed their names, forbade them speaking their language or practicing their religion.

National Sorry Day is observed annually on the 26th of May by Australian and indigenous people. It acknowledges the mistreatment of Aboriginal and Torres Strait Islander people who were forcibly removed from their families and communities, which we now know as 'The Stolen Generations'.



Science: During Term 3's science topic 'heating up', Grade 3 students have been learning about a lot of things such as: What living things do to stay warm, items that produce heat, things that are heated by something else, how heat is produced using electricity, friction and burning, and finally how heat transfers from warmer to colder objects through materials that are conductors of heat.

These days especially, with all our children at home due to the lockdown, they must be very careful when around hot objects such as heaters, the stove and oven, kettles, and so on.

Grade 3C students enjoyed learning about heat transfer and showed that they are aware of the dangers of touching hot objects:

Electricity	Burning	Friction or motion
Kettle Stove Light BBQ	candle flame Rubbing hands	Skate board walking

SCIENCE JOURNAL

DANGERS OF TOUCHING HOT OBJECTS

Touching a car on a sunny day is painful.

If you touch your car on a hot sunny day, your hand will burn.

Dangers of touching hot objects.

Heat moves from the hot cup of tea to the spoon.

Objects can heat things like a cup of tea, microwave and a oven.

SCIENCE!!!

Heat moves from the microwave to the food.

Heat moves from the stove to the saucepan.

Heat moves from the rocks to the lizard.

Heat moves from the cup of tea to the spoon.

Heat moves from the stove to the frying pan.

Heat moves from the hot sand to the foot.

Writing: Students have been doing remote learning since the end of Term One this year, courtesy of Covid 19, 'Corona' being the more popular name for it amongst our children. Gradually and increasingly, they have learnt to rely more and more on technology. Little faces glued to screens, hours on end little fingers trying to find their way around the keyboards... Typed 'Information' Writing pieces submitted, evidence of hours of struggling with research, planning, writing and word processing all at the same time! Hats off to you kids! But let us stop and think. What if technology were to take over? What if writing and drawing on paper were to become a thing of the past? Would that mean that good old paper and pencils will be a thing of the past? How many of us would shudder at that bleak prospect? Let us then feast our eyes on very few "old fashioned" writing production by some 3C students who refused to give up the joy of handwritten pieces, illustrations and colouring in the subjects of English and Humanities:

Turtles	Both	Tortoises
they like mostly in water.	They both are reptiles	like mostly on land.
they have webbed feet for swimming.	and they both have hard shells.	have big round stumpy feet.

Red Pandas

classification: These lovely creatures are mammals, they're also herbivores which mean they eat plants, height is head and body: 20-26 inches; tail 12 to inches, weight: 12-20 pounds.

family: Red Pandas and giant pandas share a similar name - and love for bamboo - but they aren't close related. Scientists that red Pandas are more closely to weasels, racoons and skunks.

family: red Pandas spend 90% of their time in the trees in the misty mountains of Nepal, Myanmar and central China where they live.

skills: in fact red Pandas have adapted so well to life in trees that they're famous for their incredible acrobatic skills. They even have a special thumb like wrist bone that help them grip when climbing, while they can't exactly extend their arms like an acrobat to keep its balance, they can use their tails.

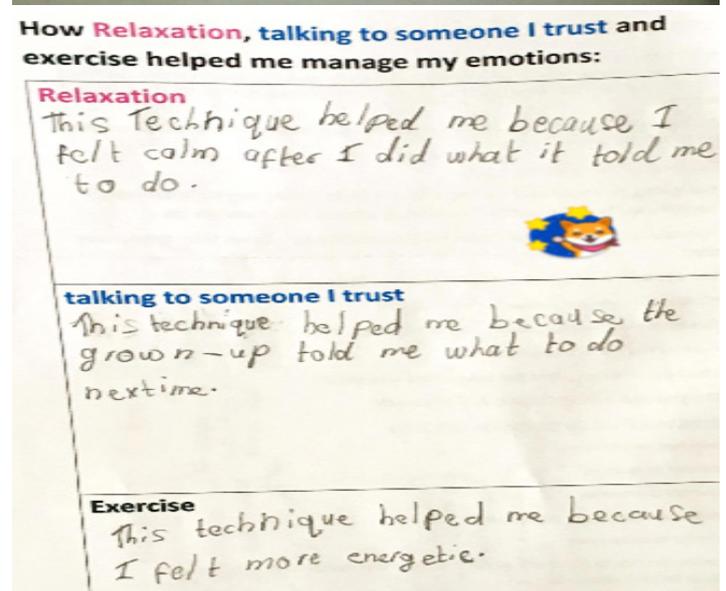
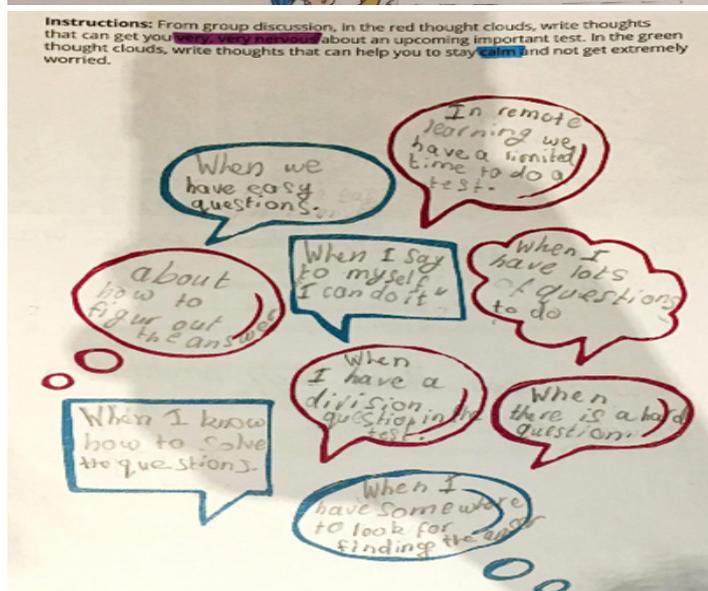
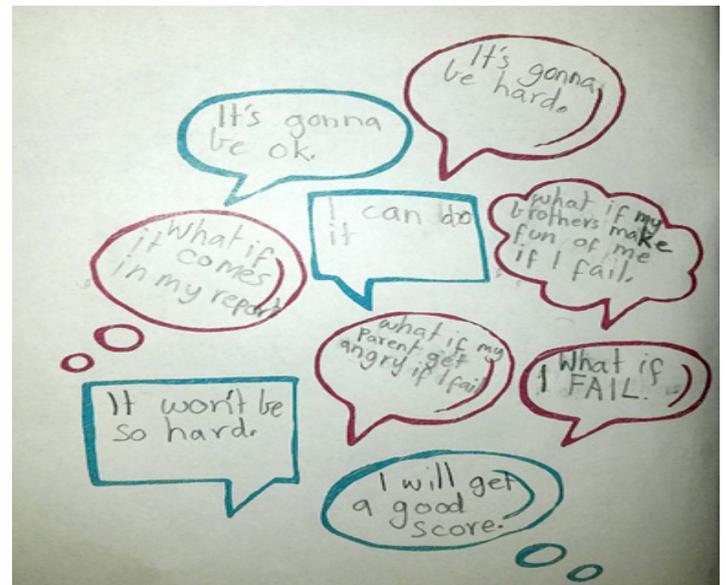
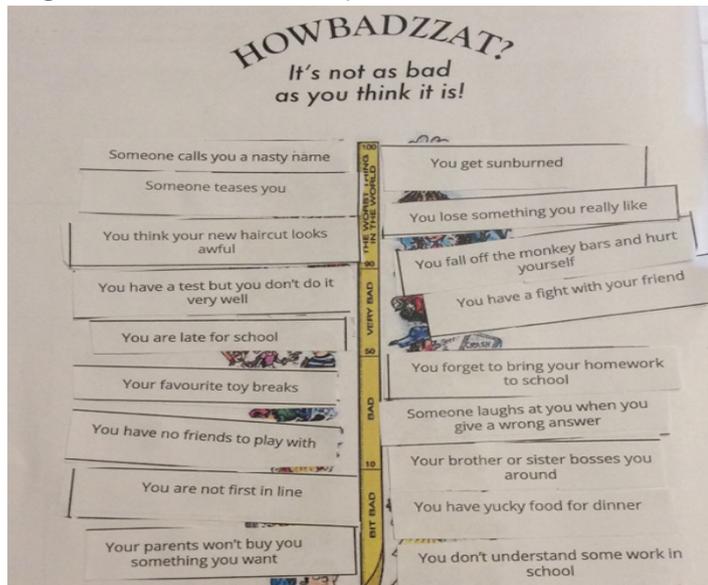
You Can Do It (YCDI): It is a very curious thing that the YCDI Topic in Term 3 was all about Well-being, Resilience and Happiness! Just as we have all just about had enough with the frustrations associated with prolonged lockdown, curfews, social isolation, and so on, this most essential and needed topic gets put on the shelf as all schools in Melbourne have had to downsize and teach only the most essential subjects.

It is refreshing and comforting to see that a small number of 3C students found the activities in their YCDI booklets comforting and felt the need to share their thoughts and feelings through their submissions.

It is interesting to see that different children value different things...What makes one excited and happy is not necessarily the same thing that makes another child feel the same way. However, when the question came up about what makes them very nervous about an upcoming test, the common answer revolved around the fear of failing and report results...It's good to see that they thought out some ways of coping with the situation.

Looking at the bright side, we can see that some children are learning how to manage their emotions through Relaxation, Talking to someone they trust, and exercise.

The Catastrophe scale is a great visual tool that shows whatever we consider as catastrophes are not always the case! Whatever seems to be catastrophic to someone may be less so to another. It seems to be that the best thing to do is to learn how to manage our emotions and deal with all our catastrophes, no matter where they might fall on the Catastrophe Scale!



ANZAC Day: In Term 3 Humanities, 3C students have learn a lot about the history of ANZAC day and Remembrance Day. They know that While the former is a recognised Australian holiday and the latter is not, they are both nonetheless important reminders of how wars cause terrible losses and that all courageous soldiers put their lives on the line to keep our countries safe. The children were impressed with the meaning behind the poppy used as an ANZAC and Remembrance Day emblem:

Once WWI was over, the poppy was one of the only plants to grow on the otherwise barren battlefields. This is how it came to represent the sacrifice made by the soldiers and quickly became a lasting memorial to those who died in World War One and later conflicts.

Despite the challenges that they are facing, isolated from school, 3C children, with the support of their very patient parents produced some amazing red poppy crafts as well as Remembrance Day posters:



[Ms. Lamis Rafei - Grade 3 teacher]

Grade 5 Covid Diaries

The following are some reflections from students on how Covid-19 has affected their lives:

Student 1: Covid has made a permanent change in my life. I don't think it's possible to recover from this virus. I lost my hobbies like tennis and swimming because I don't have a swimming pool and my garden is too small to play tennis (the ball always goes over the fence). I did develop a new hobby of writing, which I really enjoy. At the start of covid I was excited to stay home but I don't think that flows anymore. Sometimes I feel like screaming, I feel like I've gone completely crazy. But when I think about how the homeless and autistic people are coping. I feel thankful and calm down. Now I don't feel like doing anything but sleeping. I stay up secretly half the night feeling something I can't explain. Every day I feel like I can't cope anymore but, in the end, I have to.

Student 2:

Life at weekends: I have been in an isolation for almost 6 months I have been spending some of my time with my family and some I went crazy. I am happy I went out and had some air and went to the park. I had fun with my friend the most fun I had ever had during covid-19. My dad bought me an art set and I paint now-a-days even though I like to paint, I also bought a stuffed avocado.

Life during school: I like school much better this term because we have live classes and we get to see our friends. The downside I have not been focusing much because of the distractions. Sometimes I have fun like right now and I am also going to have fun on Thursday when we going to do kahoot.

Extra: Only some time I am cool and collected the rest I am happy or sad or mad most of the time I am crazy. And hangout in the biggest room in our house where my whole family sits. I sit there because it has I most nature and I think I am outside I also play in my massive garden.

What I do: I play with my family and I do some painting also and sometimes I play with my iPad, I also play

with my Nintendo switch.

Student 3: COVID is a very serious thing and everyone should take it seriously. It might be a little boring at home during lockdown for 6 months! but here is what I do to keep myself busy during lockdown, most of the time I would be on my iPad search for any online lessons or activity's I can do at home, like... painting, working out, gymnastics, drawing, baking, and even making slime. But the most important part is spending time with my family. Well... if I am being honest, I do go on my iPad to play games, I mean... doesn't everyone? Overall lockdown isn't that boring now that I know I can do SO many actives because of how much time I have, it's like I have a million years of time to do whatever I like. Well... I still have to clean around the house which isn't too bad, oh and my favourite part is helping my mum! Well... you know what? I change my mind; lockdown isn't too bad after all.

Does COVID-19 give you some time to be productive..? hmm.

I feel like coronavirus was just sitting down but then a sudden touch and it came into our life now we have to stay at Home and if I were living in a different state then I wouldn't be at home right now. I would be at school not being lazy but ready to learn but although COVID-19 is scary. But I'm at home now and I have been given time to do thing like play with family or make thing or buy things, LEARN NEW THINGS, all those productive things. I do feel scared but not too much because my family always keeps me busy in something like cleaning or making something delicious.

Student 4: When I first heard about the covid-19 / coronavirus, I didn't worry too much and so didn't my family but when it came all over the news, we all started to panic!! After a couple of days, it was as normal as it used to be but just that we did not have school or any activities to do as the government said us to stay home. Soon we were going to school with 2 or 3 people the rest had to do all the tasks at home. As a kid I felt very sad. It was all difficult the work load we had to do all by ourselves not blaming my school just

saying in my perspective so obviously our school had online remote learning sessions which was a little better. Then we got to spend a lot of time with our family but there was a tiny problem. As we all know if we eat too much and don't exercise, we will have multiple problems, we just ate and watched movies we get fat and I didn't wanted that. So me and my mum after we wake up on Saturdays or when we find time we go to the park whoops forgot about my sister. Nah my sister is never interested playing outside with me as she is lot more interested in publishing books and communicating with people in our community. Trust me she loves books like crazy, her friends are her books!

Student 5: I feel a little bit depressed because of Covid 19 but the good thing about at staying home in this lockdown is you get to spend more time with your family get new ideas and get creative like doing art at home or chatting with your friends and playing with your siblings in the backyard and I think we should always think positive that one day (InshaAllah), Covid 19 will finish.

I in the lockdown I played a little bit of video games or go to my neighbours (friends) house to play with her baby sister for a while or I would help my mum and of course school kept me busy.

[Ms. Nahida Khan - Grade 5 teacher]

A Mathletics Star

A huge congratulations to Sawda Mohammadi of 5C for her fantastic effort and achievement in Mathletics. Not only she was able to complete all the Year 5 Mathletics activities in Term 3, but she also succeeded in completing the whole Year 6 activities within only a few weeks, soon after completing the Year 5. She is now starting the Year 7 Mathletics. And to add some icing on the cake, she has managed to put DUCV again on the Live Mathletics map by being on the 2nd place of the 'Mathletics Hall of Fame – World Top 100 students'.

A few months ago my students showed me a Mathletics Hall of Fame with another DUCV student's name on it, and I told them that it would be my dream to have my own student's name on the Hall of Fame. So Jazakillah khayr Sawda for making my dream come true.

When asked how she achieved all these, Sawda said, "I did lots of live mathletics, and my assigned math activities and then, I had gained lots of points."

I would like to encourage all students to spend a bit more time to do their best to complete their Mathletics year level activities before the end of the year. I'd like to thank my other students for their excellent effort, Nursafiyah for completing the Year 5 within a semester, and Renad and Ayesha – you nearly there, and all the other students who are taking up the challenge.

The screenshot shows the 'Mathletics Hall of Fame World Top 100 students' leaderboard. At the top, it says 'MATHLETICS HALL OF FAME' and 'World Top 100 students'. Below this, there are navigation options for 'CLASSES' and 'STUDENTS', and a 'Time remaining 06:40:51' with 'Previous' and 'Current' buttons. The main table lists the top students:

Position	Country	Name	School	Points
1	United Kingdom	Kieran D	Aldro School, Godalming, United Kingdom	11190
2	Australia	Sawda M	Darul Ulum College of Victoria, VIC, Australia	8711
3	Australia	Chloe H	Cathedral School - Bathurst, NSW, Australia	8640
4	Hong Kong	Rocky Z	Shanghai United International School (SUIS) Hong-	7406

As was in the past, the Year 4-6 Maths Department rewards the completion of Mathletics year level activities with trophies.

[Ms. Pancawati Syamsu - Grade 5 teacher]

Raising Children with Kindness and Mercy

One of the qualities of a great leader is that you care for those who are under your care. Prophet Muhammad (peace be upon him) possessed this quality. He treated everyone with kindness and mercy (even to his enemies). Our Prophet (peace be upon him) was kinder to children, whom he would let climb over him while in prostration.

It was narrated from 'Abdullah bin Shaddad (May Allah be pleased with him) that his father said: "The Messenger of Allah (peace be upon him) (peace be upon him) came out to us for one of the night-time prayers, and he was carrying Hasan or Husain. The Messenger of Allah (peace be upon him) came forward and put him down, then he said the Takbir and started to pray. He prostrated during his prayer, and made the prostration lengthy." My father said: "I raised my head and saw the child on the back of the Messenger of Allah (peace be upon him) while he was prostrating so I went back to my prostration. When the Messenger of Allah (peace be upon him) finished praying, the people said: "O Messenger of Allah, you prostrated during the prayer for so long that we thought that something had happened or that you were receiving a revelation.' He said: 'No such thing happened. But my son was riding on my back and I did not like to disturb him until he had enough.'" [Sunan an-Nasa'i]

How many parents do you know would let their child climb all over them while praying? As it is one of the pillars of Islam, you may become angry with your child for climbing on your back and sitting on your head. However, the Prophet Muhammad (peace be upon him) understood that it is in a child's nature to play, and therefore he did not stop them. We must understand that playing and 'kidding' are vital for the proper development of a child, as they benefit his physical, emotional, cognitive and social development.

In another hadith narrated by 'Aisha, a bedouin came to the Prophet (peace be upon him) and said, "You (people) kiss the boys! We don't kiss them." The Prophet Muhammad (peace be upon him) said, "I cannot put mercy in your heart after Allah has taken it away from it." [Sahih al-Bukhari]

We know how important cuddles are for infants to make them feel safe and happy. Physical affection should not be stopped when your child grows up. Of course, you can limit it as your child gets older, but never put an end to it.

Action Step:

When your child does mischief, instead of getting angry and blaming your child, show understanding and hug him and say, 'I forgive you. Let's fix it!' and then, explain his mistake in a nice manner and suggest a way to rectify it. It can also be saying an apology to you or someone else. An additional habit to teach your child would be that a good deed wipes away a bad deed! Moreover, if your child does disturb you while praying, don't get angry, but discourage them from this after your salah by explaining the importance of our five daily prayers.

[Mr. Khaled Mansoor]