



In this Issue

Latest School Updates On Covid-19	1
VCE Update	2
Iron deficiency spike in children a concern but doctors say public health measures work	2
Upcoming Dates	2
DUCV Career Development Department	4
VCE Legal Studies Virtual Learning Program	5
Big Science Competition Results 2021	5
8C Science	6
Foundation Activities	7-13
A Helpful and A Deadly Creature: Frogs!	14
Frogs-Those Slimy Amphibians	15
Grade 6 Poems and Lockdown Activities	16

Latest School Updates On Covid-19

Consistent with the recent government directives, all students, excluding VCE students, will continue with remote learning for the first few weeks of the term. Thereafter, a staggered return to onsite learning will eventuate from Monday 18 October and Tuesday 26 October, subject to students' year levels.

Please refer to the [Students' Onsite Attendance Schedule](#) for the exact dates outlining the return of students based on their year levels. This schedule has been issued by the Department of Education in consultation with DHHS, and therefore, we do not have any flexibility in amending the schedule. This implies that when there is more than one child attending school, the onsite attendance days may vary between one child and the other.

On days where certain year levels are not scheduled to attend school, students will not be approved for onsite learning.

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](#)

Further details can also be found on the Victorian Government [Department of Education and Training website](#).



CONTACT

17 Baird Street,
Fawkner VIC 3060

T: 03 9355 6800

F: 03 9359 0692

E: info@dulum.vic.edu.au

www.dulum.vic.edu.au

SOCIAL

[dulum.vic.edu.au](https://www.facebook.com/dulum.vic.edu.au)

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.

Jabir (may Allah be pleased with him) reported Allah's messenger (peace be upon him) as saying: "There is a medicine for every disease, and when the medicine is applied to the disease it is cured by Allah's permission." [Muslim]

VCE Update

The GAT will be held on **Tuesday 5 October from 10.00am – 1.15pm**. This is subject to public health advice and epidemiological conditions.

VCAA will again use the Consideration of Educational Disadvantage (CED) process to finalise VCE results. The CED process accounts for the disruption to student learning caused by the coronavirus (COVID-19) pandemic. It applies to every student completing one or more VCE or scored VCE VET Unit 3–4 sequences in 2021, including Year 10 and 11 students. It restores a student's results to where they would have been without the disruptions that have occurred throughout the year and makes sure that final VCE results are valid and fair for all students.

The VCE results release date is 16 December 2021. This is to allow the time needed to complete the CED process and the additional statistical analysis required to support it.

VCAA has released the [2021 VCE examination timetable](#). All students must read the [VCAA examination rules](#) for VCE and the GAT. It is also their responsibility to be familiar with [materials and equipment authorised for use in the GAT and VCE written examinations](#).

For further details regarding VCE, please visit the [VCAA Covid-19 Advice](#) page.

Iron deficiency spike in children a concern but doctors say public health measures work

Shortly after Gold Coast student Daisy Webber turned 13 she noticed her energy levels plummet.

The talented young netball player was constantly tired and often needed three-hour naps during the day.

"I would play a game of netball on Saturday and I'd get home and I'd fall asleep," Daisy said. "I just had run out of energy."

The teenager had a busy training schedule but still felt something wasn't quite right.

"I found it really hard to concentrate. I would just always be tired at school.

"[After] every game, my muscles would just feel like they've collapsed, they just went to sleep." I'd get really emotional because I was so tired."

A blood test revealed Daisy was iron-deficient, an issue some doctors say is becoming increasingly common.

Symptoms of iron deficiency

General Practitioner Tanya Unni said a growing number of young patients were being diagnosed with low iron stores.

Other symptoms of iron deficiency in children can include paleness, de-

Upcoming Dates

October and November 2021

4th of October:

Curriculum Day

5th of October:

General Achievement Test (GAT) for VCE students

5th of October:

First day of Term 4 for students

15th of October:

Last day of school for Year 12 students

19th of October - 11th of November:

VCE external examinations

2nd of November:

Public Holiday (Melbourne Cup Day)

Sunnah Corner

Abu Sa'id Al-Khudri and Abu Huraira (may Allah be pleased with them) narrate that the Prophet (peace be upon him) said, "No fatigue, nor disease, nor sorrow, nor sadness, nor hurt, nor distress befalls a Muslim, even if it were the prick he receives from a thorn, but that Allah expiates some of his sins for that." [Sahih al-Bukhari]

layed growth, learning difficulties or behavioural problems.

"They get recurrent infections, they become tired, lethargic, sometimes behavioural problems, then loss of appetite," Dr Unni said.

Sometimes children also have pica, which is when they start chewing or eating non-food stuffs such as soil, wood or paper.

"I've seen children eating ... mud or peeling paint, which obviously isn't normal," Dr Unni said.

"Any abnormal food craving should raise an alarm."

Data from the Australian Bureau of Statistics (ABS) shows that 40 per cent of females aged 14 to 18 do not consume enough iron.

Nearly 15 per cent of girls aged two to three years of age have inadequate iron intakes, while 8.5 per cent of young boys have low levels.

Daisy says she's not alone.

"I've spoken to plenty of my school friends and teammates and lots of them have been going through something similar," she said.

Is prevalence of anaemia increasing?

Iron deficiency has been identified as a common cause of anaemia.

The World Health Organisation (WHO) says the prevalence of anaemia in the under five years age group in Australia is 13.3 per cent, up from 11.6 per cent in 2010.

WHO's department of nutrition and food safety expert, Dr Maria Nieves Garcia-Casal, said the problem in Australia was classified as a mild public health issue.

"It's not a clear trend, saying anaemia is increasing in Australia," Dr Garcia-Casal said.

"The global prevalence of anaemia in children under five is 39.8 per cent. It's 36.5 per cent in pregnant women and 30 per cent in women of reproductive age.

"Almost 40 per cent of children around the world have anaemia when they are less than five years of age, compared to 13.3 per cent in Australia.

"I'm not saying it's not a problem, I'm saying compared to the rest of the world it is less severe."

Dr Garcia-Casal says research suggests Australia's public health measures including the fortification of food are effective.

"They could improve but they are working," she said.

Focus on dietary intake

Possible causes of iron deficiency can include low meat consumption, gastrointestinal diseases, a high intake of cows milk or breastmilk or being exclusively breastfed for longer than six months.

"If you don't introduce solids for the baby at the appropriate right time, like four to six months onwards and if you're exclusively giving them breastmilk and nothing else, they're going to end up having low iron," Dr Unni said.

"There's so much confusion regarding, 'Is meat good for you?', 'Is it inflammatory?'. It's really confusing as a young parent."

General practitioner and medical adviser at NPS MedicineWise Anna Samecki said there had been a trend toward greater diagnosis of iron deficiency for a few reasons, including increasing awareness.

"Iron deficiency in young children [infants and toddlers] is usually nutritional, for example, dietary restriction by choice [vegan/vegetarian diet], fussy eating resulting in not enough iron in the diet or too much milk in the diet which can impair iron absorption," Dr Samecki said.

"Sometimes it's due to an underlying medical condition such as malabsorption.

"Iron is important for growth and development, so it can be a cause for concern if iron is low, but the good news is that it can be identified and treated appropriately."

Dr Samecki said she would like to see increased awareness about the condition among parents and carers, so they would be able to look out for the signs of low iron and know when to seek help.

"So, the focus here should be on improving health literacy and the take-home message is, 'If you are worried about your child, please speak to your doctor.'"

[Published on abc.net.au/news]

DUCV Career Development Department

During term 3 the Careers Department hosted a series of virtual career sessions over 3 days. The session was a chance to connect our students with professionals and students from various fields. The students were able to interactively engage with professionals working and studying in many fields such as law, medicine, health, education and design. Students were able to gain an insight on how different careers look and were able to have any questions answered by our guest speakers. Our guest speakers all came with an abundance of knowledge and advice for our students, which was much appreciated. I would like to thank all the students and mothers for attending and hope that insha'Allah it was beneficial in your own career planning. A big thank you to Ms. Mouna, Ms. Hajra and Ms. Bushra for all their help organising the events. Please keep an eye out for more sessions in Term 4 insha'Allah.

Ask your career questions anonymously

Whether you're a parent/guardian of a Year 7 student or a Year 12 student, it's never too early to support your child to build the future they want - you are the most important influence for your child's career success.

To do this, you should have access to the most accurate information you need. Starting in Term 4, the Career Development Department will be helping in a new way with this. Operating through the Careers department Schoolbox page, we're offering a new 'Ask the Practitioner' service.

By simply being curious & wanting to support your daughters and son's career ambitions, you'll be able to ask the 2 Career Development Practitioners of Darul Ulum College any question to do with career dreams and goals confidentially. We'll respond to these questions through the Careers Schoolbox page once a fortnight to begin with; more frequently if needed.

This can include thoughts like:

- What is university? What is TAFE?
- Subject advice
- Learning about a specific job/jobs
- Course information
- And more!

This is your chance to ask us what is on your mind for your child's future, and to ask both Practitioners rather than just 1!

To ask a question, please go to the 'Careers' page on Schoolbox, and go to the 'Ask us a question' tile which is located near the folders for each year level. There you will find an option to complete a survey, which is anonymous, so please feel comfortable to ask any question you have no matter how big or small!

The first Q&A feedback will be in early Term 4; to ensure that you receive the feedback, make sure you & your child are checking the Schoolbox Career page!

[Ms. Halabia Merhi & Br. Selim Kayikci - Career Development Practitioners]

VCE Legal Studies Virtual Learning Program

On Tuesday the 7th of September, the VCE Legal Studies students partook in a virtual learning program conducted by the County Court. It was an interactive session whereby the year 11 and 12 students had the opportunity to engage with and ask questions to the judge and associates in the Civil division of the County Court. They heard about their roles in the court room as well as their journey into the law field. Overall, the students really enjoyed the session and I would like wish you all a safe and relaxing break.

Student reflections:

The session was remarkable, and it was nice hearing the back story of the judge in how she attained the role of becoming a judge. This virtual meeting was inspirational for me, since it talked about their approach to getting a law degree, and what circumstances they were put in place. There weren't any negatives that the session was held virtually, as they humbly answered each question without any hesitation. I quite loved the dress code of the judge and others who work for the judge in civil cases. I have learnt that nobody is perfect, and things may get challenging when you want to accomplish something, or a certain career- there may be ups and downs and you must work hard to achieve what you have set out to achieve. [Sufiya K]

The County Court session was a great way for us to learn and understand the ways of the law, speaking to a judge and her associates helped me personally gain an understanding of what it's like to work in law enforcement. Hearing about the difficulties and the different processes was really interesting. As an aspiring lawyer, speaking to the judge and asking questions gave me an insight of what life could possibly look like when I finish high school. During the session I really enjoyed when the judge and associates were telling us their stories and how their lives consisted of many careers paths. [Houda Khaled]

[Ms. Halabia Merhi - VCE Teacher]

Big Science Competition Results 2021

The Big Science Competition is a 50 minute, multiple choice competition testing science knowledge, critical-thinking and problem-solving skills. Questions are set in real-life, contemporary contexts. The competition is open to all Australian and international schools.

Darul Ulum College of Victoria would like to congratulate the following students for their amazing results in The Big Science Competition this year.

Year 7	
Name	Award
Shakeb, Nabeelah	High Distinction
Al-Mahmood, Raffhed	Distinction
Mohamed, Haafiza	Distinction
Abdussami, Abdullah	Credit
Ali, Sufyan Syed	Credit
Bint Aftab, Ayisha	Credit
Chaudhary, Abdullah	Credit
Elgendy, Taqwa	Credit
Hajoonah, Fatima	Credit
Haseeb, Aysha	Credit
Iqbal, Ayesha	Credit
Rahman, Khawla	Credit

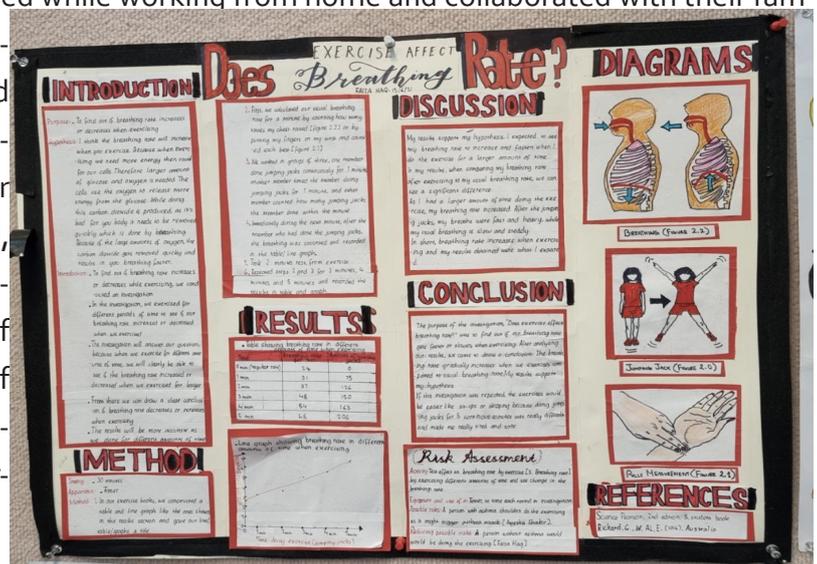
Year 8		Year 9	
Name	Award	Name	Award
Shuja, Aalishba	High Distinction	Halimi, Nada	High Distinction
Aygun, Muhammad	Distinction	Aboothahir, Shatha	Credit
Abdussami, Atiqa	Credit	Barakat, Haadi	Credit
Aden, Asma	Credit	El-Leissy, Muhammad	Credit
Alam, Tahmid	Credit	Mian, Muhammad	Credit
Arslan, Haaniah	Credit	Year 10	
Hadbah, Omar	Credit	Name	Award
Kanaan, Ayesha Ghada	Credit	Mohammed, Shaistha	Credit
Maricar, Hana	Credit	Nasir, Eman	Credit

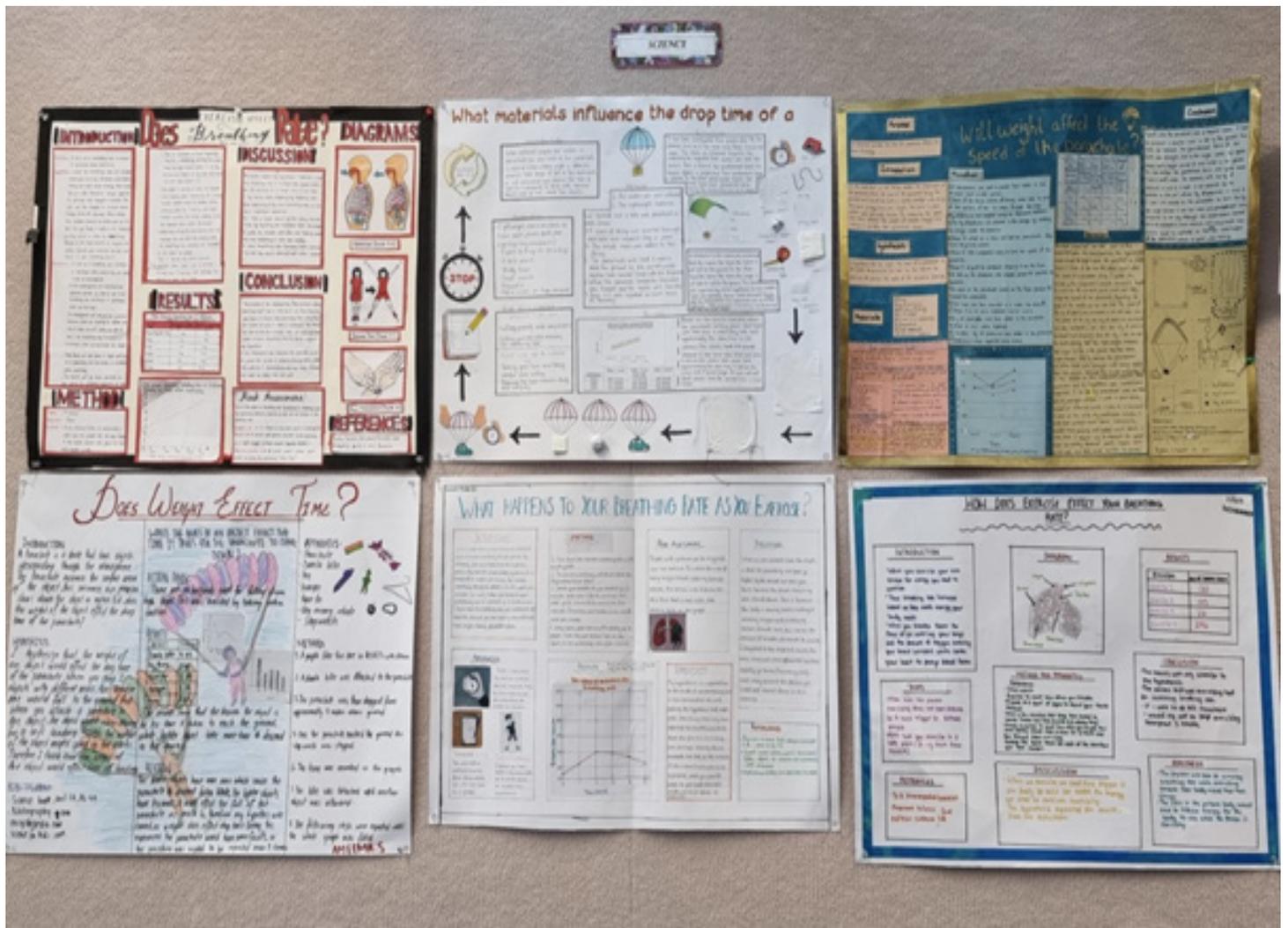
[Ms. Adele Agha-Masri and Muddasser Dhedhy - Secondary Science Coordinators]

8C Science

In Year 8C Science during Term 3, students were required to create a scientific poster based on a practical experiment they investigated in Term 2 as part of their assessment project for the term. These experiments were student designed and take a more inquiry-based approach. This approach to learning allows students to take their pre-existing knowledge to new/deeper levels of understanding by collaborating with others and making connections, leading to the creation and testing of theories. Students were encouraged to come up with their own experiment design to test facts/theories based on a topic they learnt in science class. They were required to formulate their own enquiry question for their experiment and then explore it. But the most important aspect of it all, is that students had to try their best to communicate their results by analysing and evaluating their findings and then drawing conclusions on the basis of the evidence they collected.

Even though the students were in lockdown when undertaking their experiments, they were still able to investigate their inquiry as they did not require laboratory equipment and could conduct their investigations from home. Students conducted either the “Breathing Rate” practical where they were required to test the effects of exercise on the rate of breathing, or “Parachute drop time” where students explored what influences the drop time of a parachute. Despite not having their science teacher and lab technician and the resources handed to them, students improvised while working from home and collaborated with their families doing a phenomenal job at communicating their findings which they then transferred remarkably onto A2 sized posters. This conscientious bunch have not only shown their ability to solve problems and make informed, evidence-based decisions about their application in the subject but were also capable of considering ethical and social implications of the decisions they made throughout their investigations. Take a look at some of their marvellous posters below!





[Ms. Rayan Moubarak - Science Teacher]

Foundation Activities

Foundation E children listened to Sam's Pet *Temper* in Term 3. It was about a boy who had a bad temper and, in the end, he managed to tame it.

The children shared what made them angry and

how they dealt with their fiery emotions to cool down. Very precious answers and illustrations were provided.

SAM'S *Pet* TEMPER

I feel angry when my little sister steal my toys. but I love my little sister alot. so I share my toys and I feel happy

I fell angry when my brothers takes my toys away, so I sit down and drink water.

I feel angry when my little sister snatches my toys so I take a deep breath.

I feel angry when someone annoys me. I take a deep breath and pray.

I feel angry when there is lock down So I play with my sister and baby brother.



I feel angry when there is lock down. so I play in the back yard with my Dad.

Foundation Activities - Technology

In Term 3 Technology, Foundation students learnt about Materials. They learnt about the life cycle of hens and where eggs come from. They learnt about cage, barn laid and free-range eggs. They learnt that a happy and healthy hen lays healthy nutritious eggs. They found out that we can use chicken feathers in many ways such as the making of plastic, cleaning of ocean oil spills, upholstery stuffing, wall art decorations, earrings, craft, etc.

Here is a sample of Foundation E kids' answers to the following questions: How do you prefer to eat your eggs? How would you use chicken feathers?

16/8/2021
One way I eat my eggs:
Fried eggs with bread toast.



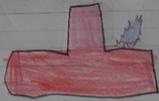

One way I use chicken feathers:
I paint and make a wall hanger



One way I eat my eggs:
Boiled eggs



One way I use chicken feathers:
I use them to make a comb



One way I eat my eggs
is fried eggs




One way I use chicken feathers:
I use them to make a pillow



16/8/2021
One way I eat my eggs
is ommelte.



One way I use chicken feathers, I make a crown

Foundation Activities - Descriptive Writing

Foundation E kids are experimenting with descriptive writing. They use their five senses when discussing a picture prompt. What do I see, hear, smell and taste? How does it feel to the touch? They are also learning to empathise with the characters. A big change from their weekly recount writing! Enjoy reading through the following creative samples.

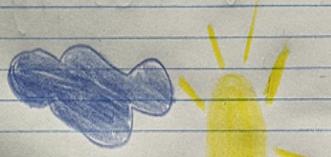
This is a teddy bear.
He is sleeping in a
box. He is touching the
grass and also looking
at it. I also have a
teddy bear. I like it
because it has a bow.

Teddy Bear
I can see a big brown teddy bear
is laying in the suitcase in the garden.
The teddy bear feels fluffy and soft.
The teddy bear looks sad and is
trying to get out of the suitcase.
But the teddy bear is stuck.

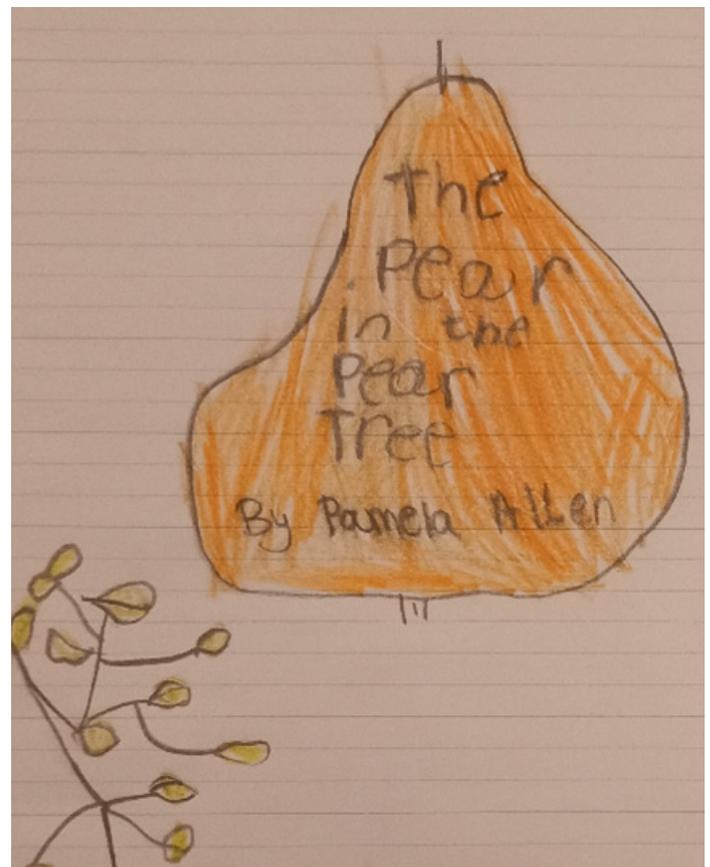
Foundation Activities - Literature Reflections

Foundation kids enjoy whole class reading of quality literature books. It is a very relaxing and enjoyable session. They learn to appreciate quality literature and illustrations and they reflect on the aspect of the story that most appeals to them. This term we are covering some books written by the acclaimed author Pamela Allen. Enjoy going through the following Foundation E kids' reflections. We appreciate the efforts of all parents helping their children during remote learning. We couldn't have done it without you!

Belinda was a cow that
did not like old Tom.
She would kick him and
run away.

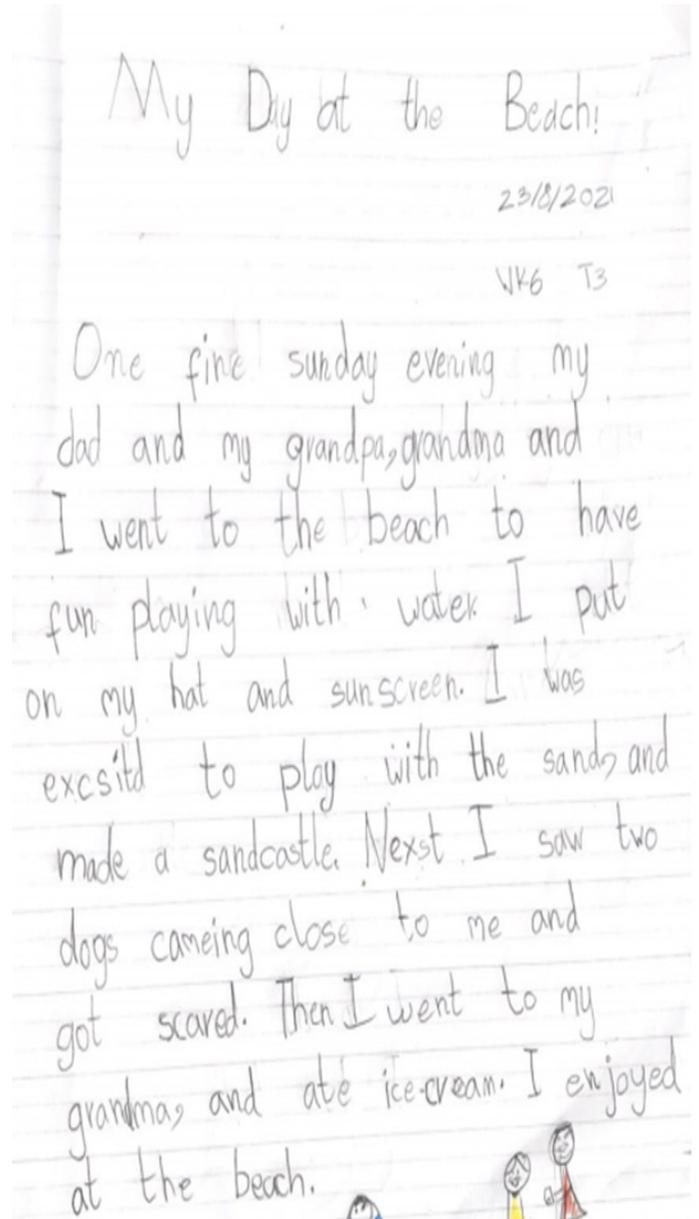
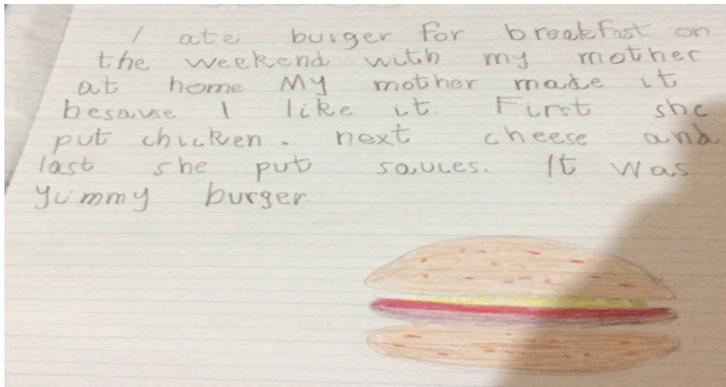
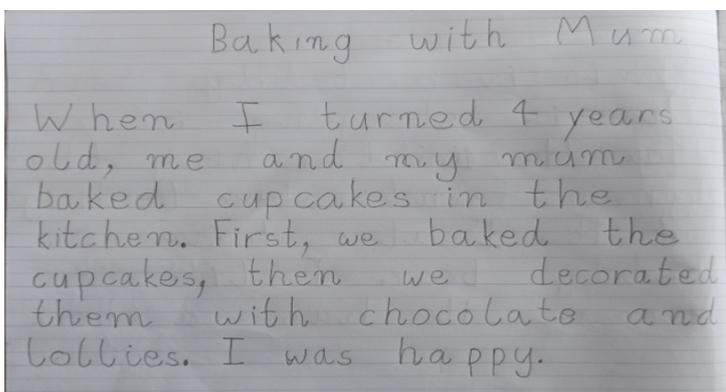
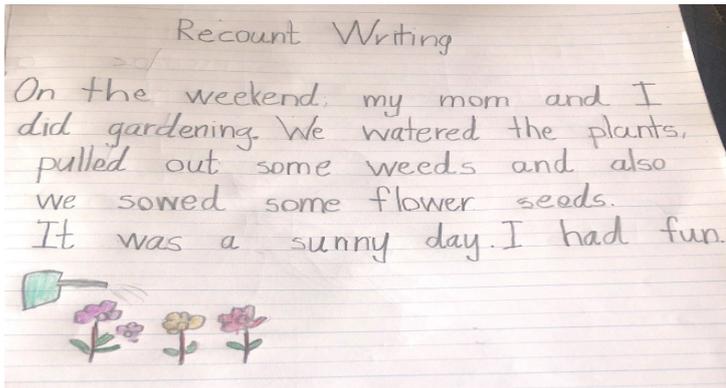


The Pear in the
Pear Tree
Pamela Allen
My favorite part is when
John and Jane eat
pear together.



Foundation Activities - Recount Writing

The following are samples of Foundation E students' recount writing during remote teaching. The children are trying their best and we are all so very proud of them! Some have made remarkable improvements.



Foundation Activities - Healthy Eating

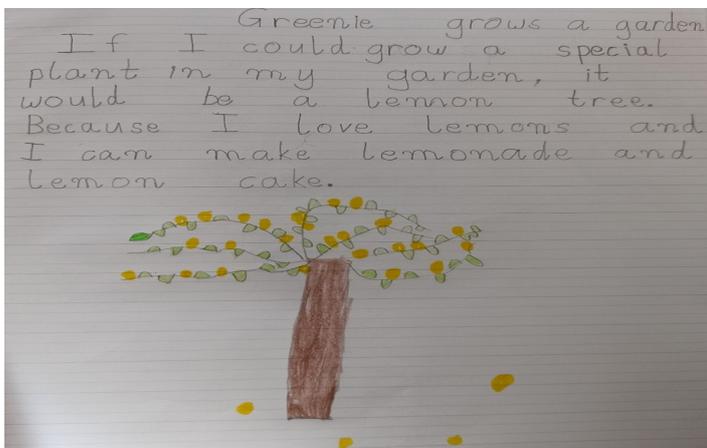
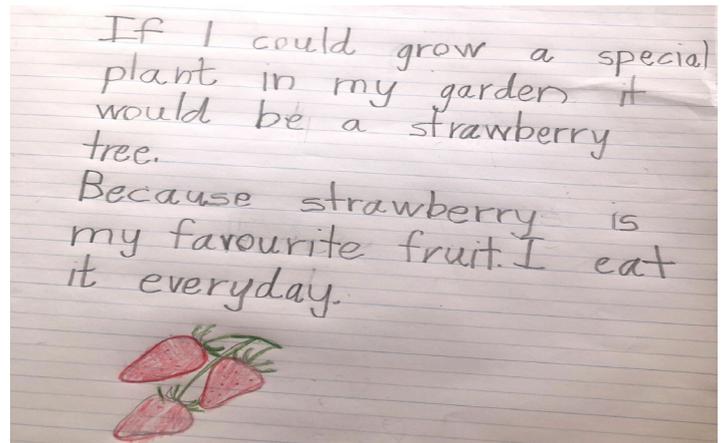
Foundations kids are reviewing their food choices. They are learning about the benefits of healthy food. They know that the colours in food means that they have certain vitamins that are good for different parts of the body. For example, the orange-coloured foods such as carrots are good for the eyes and red coloured ones such as strawberries, red capsicum and watermelon are good for the heart. Foundations were asked to make a healthy plate of food and here are some samples from Foundation A and Foundation E.





Foundation Activities - Greenie Grows a Garden

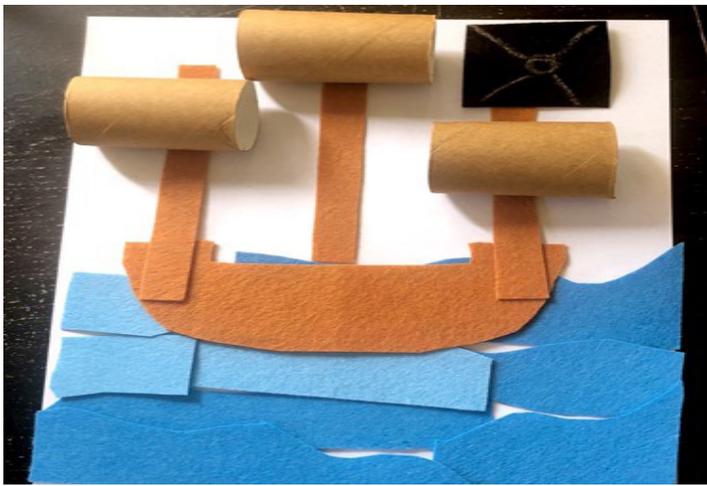
The following is a sample of Foundation E students' reflections after a whole class reading of "Greenie Grows a Garden". They shared which plants they would like to grow in their gardens and why.



Foundation Activities - Materials in Technology

Foundation E children used their imagination and artistic talents to produce a variety of very creative collages! Those collages are a culmination of Term's 3 learning about Materials in Technology. Here are some chosen samples of the children's work.





[Foundation Activities inserts were contributed by Ms. Lamis Rafei - Foundation Teacher]

A Helpful and A Deadly Creature: Frogs!

[An exemplary information report using Seven Steps of Writing]

Splash! Splotch! Run! It is time to get the little tadpole eggs! The female jumps and hops to her safe pond and settles down. Plop! Jop! Cop! She lays a frog spawn with about 300 – 400 little, tadpole eggs. The eggs have a white backdrop and a little black ball in the middle that keeps on moving. This is the “eye” of the little tadpoles. The white backdrop is the “white bit” in every living creature’s eye. The black ball is the “eyeball” in the eye. That is why the black ball always moves. Because the little tadpole is looking everywhere for its safety.

“Do you know which animal group I am from? Yes, I am from the “Amphibians” animal group. I am born under water, and I am still not ready to go on land. I go through a process in my water world called metamorphosis. This process helps me become an adult frog. When I am just hatched, I am still under water and my name is also different, I am called a tadpole. As a tadpole, I don’t have lungs yet, I have gills to breathe under water. I also don’t have legs to jump and hop all around. I have fins to swim under water. All I could say is I can’t wait to be an adult frog! Creatures on land (scientists) call me “Anura” when I am a frog (which means the scientific name for frogs is Anura).

I am a froglet now, so I look a lot like my regular, normal, good looking me! Slowly, slowly my tail will shrink, and I’ll be a frog!! As a froglet, I have lungs and I have legs for jumping. I am on land! Wait, can I tell you that I already got my lungs before I turned into a froglet? Well, that is certainly true. My life cycle is very cool!! After days, I enjoy my life as a froglet, but I’ll enjoy it more when I am a real frog! Soon my tail shrinks to my bottom, and I am a.... FROG!!! I can’t believe it; my wish came true!! Well obviously, it will come true because this every frog’s life cycle and what is it called? Metamorphosis! I just went through the

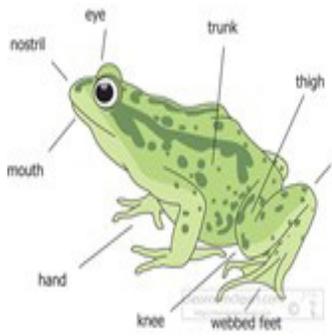
process metamorphosis!

“I think I am lost. Since I was a little tadpole, I couldn’t find my poor parents. I was like an orphan frog. But it was fine to me because I don’t need my parents for anything and anywhere! I do my metamorphosis myself. Wait, I smell it, the smell of a predator. It is very snappy with a long jaw. That’s it, I hear a swoop of huge, thick and strong feet on the sand. I hear the splash of water in my pond. I see something like a medium sized log in my pond. Am I thinking right for what it is? Is it..... A MEDIUM SIZED CROCODILE? Wait, there is...totally.....MORE? Angry crocodiles! Hungry crocodiles! Medium crocodiles! I taste the piece of salt in my tongue and..... RUNNN!!! I hop, I jump, I hop left, I jump right. Oh no, I forgot that crocodiles can also go on land! I try my best to escape quick. I finally reached a puddle and camouflage my slimy body. I am safe at last!”

“You didn’t see a poisonous frog, did you? If you did see it in cartoons, movies or even in real life then you’d better know how poisonous they are! If you don’t know how poisonous they are then me, Sir David Attenborough will tell you! Watch out... if you see a poisonous frog then you should walk away so slowly that the frog doesn’t even pay any attention towards you. I am saying this because these frogs are so dangerous that they are going to only touch you and you get poisoned in that exact same second! The Poison Dart Frog can do that and The Golden Poison Frog (also known as The Golden Poison Dart Frog) can do that too!”

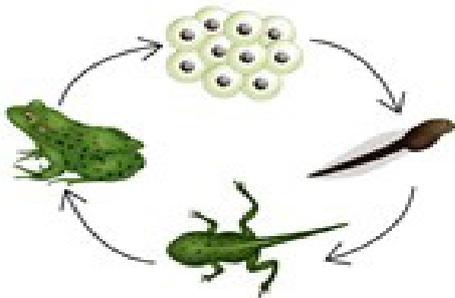
Do you know the difference between frogs and toads? Well, you may know! Frogs: All frogs need to live near water to survive. Frogs have a smooth, moist skin and that is exactly why they are called ‘slimy’! They also have higher, rounder and bulgier eyes. They have hind feet and legs for jumping. Frogs also have lots and lots of predators. Toads don’t need to live near water to survive. They only go to a pond to drink or something else rather than surviving! Toads also have a rough, dry and bumpy skin. Differ, toads have a wider body than frogs. They have a lower, football shaped eyes.

Toads also have shorter and less powered hind feet and legs. Toads actually don't have that many predators, but they do have quit a few threats!



A frog's eyeball is very important. It assists them in swallowing food – to push food down their throat, they push their eyeballs down to swallow their food. Their eyeballs are important because with-

out there eyeballs, they will not be able to swallow there food properly! As humans, we don't have to do that! We just swallow it normally.



- By Hajira Islam 3D

Frogs-Those Slimy Amphibians

[An exemplary information report using Seven Steps of Writing]

"...You look into the leaves of the lush rainforest. You see a glimmering pond with those lovely cute fish. The beautiful birds sing. Then, as you look closer, 'RIBBIT RIBBIT.' Why did a disgusting frog have to ruin you peaceful vacation?! Well, frogs are much more interesting then they seem! "

Habitat and Diet

Don't change your holiday place! No matter where you go, frogs. They have adapted to live in many climates, even deserts!!! No wonder there are 5000 of

them! But most of the time, they live in damp places. They can only live in fresh water. The desert frogs need much less water. Frogs use their long tongue covered in sticky saliva to catch prey. They eat many small bugs like flies. Animals like ocelots, lizards and birds of prey eat frogs.

Appearance and Reproduction

Hey, do you want to see the eggs? They are covered in a special jelly. But do NOT touch the frogs for your own safety. Their brightly coloured skin means they are poisonous. Most of them.

They are sticky, with a distinctive croak. Most of the time, the eggs are fertilised after they are laid. Mums lay it in water. As I told you before, frogs catch prey using their sticky tongue. How? Their tongue is $\frac{1}{3}$ of their whole body length!!!

Why We Need Frogs and How They Are Declining

Frog population is starting to decline. They eat many harmful pests. They also play a huge part in the ecosystem and the food chain. Why? We are to blame. In many parts of the world, frog legs are considered a delicacy. I'm just glad we aren't contributing to frog loss!!!

"Croak Croak!" I told you not to change your holiday!! Wait, there are sooo many frogs!! You like frogs that much!!!!? Ahh! One jumped over my head! How? They jump 20 times their own body length! It is like a average adult human jumping 30 metres! Wow!!

- By Samar Mahadiya 3D

[Ms. Hufsa Huma - Grade 3 Teacher]

