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## As the Gentle Breeze of Rabiul Awwal Fills the Air...

The following is a reflection on the month of Rabiul Awwal which we embraced during Term 3.

As we enter the blessed month of Rabiul Awwal, we reflect on the profound significance this time holds for us as Muslims and followers of Rasul Allah.

In Ramadan, we contemplate the victory at Badr, drawing strength from the triumph of faith over adversity. Muharram reminds us of the Prophet's migration, a testament to perseverance and trust in Allah's plan. Rajab calls to mind the miraculous night journey of Isra and Mi'raj, elevating our thoughts to the heavens.

How can our hearts not be rekindled with love and connection to our beloved Prophet Muhammad peace be upon him during Rabiul Awwal, the month of his birth?!

In today's world of challenges and complexities, we find solace in Allah's declaration in the Quran: "And We have sent you (O Muhammad) not but as a mercy for all the worlds" (21:107). This powerful verse encapsulates the encompassing and timeless nature of our beloved Prophet Muhammad's -peace be upon him - mission.

The divine mercy embodied by our beloved Prophet transcends the boundaries of time and space. It is not limited to his worldly life-



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## Hadith of the Month

*[Important] Honour and respect for the words of Allah (glorified be He) and His Messenger (peace be upon him) is obligatory on us. Hence, due consideration needs to be given in the manner in which we dispose of such material.*

Anas bin Malik (May Allah be pleased with him) reported that the Messenger of Allah (peace be upon him) said, "Allah is pleased with His slave who says: 'Al-hamdu lillah (praise be to Allah)' when he takes a morsel of food and drinks a draught of water." [Muslim]

time or to the Arabian Peninsula, but rather an enduring blessing that continues to spread throughout the creation until we meet Allah.

The purpose of this brief dialogue is surely not to provide an exhaustive list of the Prophet’s miracles or biography. Rather, the intention is to pause for a few moments and reflect upon our connection with the master of mankind.

O Rasul Allah, you embodied the highest standards of noble character and virtue. Your Creator’s testimony affirms this, as He declares, "And indeed, you are of a great moral character" (68:4).

Even in the face of cruelty from your enemies, you demonstrated unparalleled mercy and forgiveness. During the conquest of Makkah, as you entered the city in triumph, you humbly bowed your head in gratitude and servitude to Allah. When your former oppressors stood before you, expecting retribution, you instead chose mercy. Upon asking them what they thought you would do, they recognised your noble character and lineage and replied, "You are a generous brother." True to your character, you set them all free, exemplifying forgiveness and compassion even in the most challenging circumstances.

O Rasul Allah, through the lens of your blessed biography, we envisioned you climbing mount Uhud with Abu Bakr, Umar, and Uthman, and it began to quake. You addressed the mountain saying: "Be still, Uhud! It is only a Prophet, a truthful man, and two martyrs upon you."

The majestic Mount Uhud, despite its imposing stature, was moved by your profound presence. If such a mighty mountain trembled at your mere presence, how can our fragile human hearts not be stirred with love and longing to you O beloved Rasul Allah?

One is left in awe, unsure whether to marvel at the sight of a mighty mountain trembling in reverence before you, or to be astounded by its subsequent composure in your presence. The initial quaking of Mount Uhud in recognition of your spiritual magnitude, then finding stability in your proximity - mirrors the profound impact you have on the creation of Allah. It serves as a powerful metaphor for our own spiritual journey: we may initially be shaken by the weight and might of your message, but by embracing your teachings, we too can find a deep, unwavering stability in our faith and worldly life.

O Rasul Allah, it is beyond remarkable to reflect on how even inanimate objects, such as the humble tree trunk that served as your original pulpit, yearned for your presence and the remembrance of Allah. This simple piece of wood, upon being replaced by a new pulpit, cried out in longing for your blessed company and proximity, to the extent that its weeping was heard by all those who were present. The sound of its weeping, likened to that of a grieving camel or child, moved the hearts of your companions and prompted you to descend and comfort it with your embrace.

O Rasul Allah, the heartfelt longing of every loving believer can almost be sensed in the wish to have been that tree trunk, thriving in the warmth of your embrace!

## Upcoming Dates

### Term 4, 2024

**October 29 - 19 November.**

*VCE Examinations*

**1 - 8 November.**

*Arabic Week*

**1 - 8 November.**

*F - 6 Islamic Speech Competition*

**1 - 15 November.**

*F - 1 Skip Counting Competition*

*Year 2-6 Times table Competition*

**18 - 22 November.**

*Skipping Competition*

**16 November.**

*Year 12 Boys' Graduation*

**20 November.**

*Year 12 Girls' Graduation*

**22 November.**

*Year 6 transition to Year 7*

**28 November.**

*Grade 6 Boys' Graduation*

**29 November.**

*Grade 6 Girls' Graduation*

**2 - 5 December.**

*Exam Week*

**5 December.**

*Last day of school for stu-*

## Sunnah Corner

Ibn 'Abbas (May Allah be pleased with them) said that the Messenger of Allah (peace be upon him) said, "If anyone constantly seeks pardon (from Allah), Allah will appoint for him a way out of every distress and a relief from every anxiety, and will provide sustenance for him from where he expects not." [Abu Dawud]

If a piece of wood can demonstrate such profound attachment and spiritual sensitivity to your presence, how then can our living, feeling hearts not be stirred with an even greater longing.

Beyond the inanimate, the natural world, including animals, responded to your presence and teachings in remarkable ways, further illustrating the impact of your message and the depth of your compassion.

While seeking privacy in a date palm grove, you were approached by a camel that was weeping and groaning in distress. You comforted the animal by gently patting its hump and head until it calmed down. Upon inquiring about the camel's owner, a young man from the Ansar identified himself to you. Thereafter, you admonished him, expressing that the camel had complained of being starved and overworked, urging him to fear Allah in his treatment of the animal entrusted to him.

O Rasul Allah, you have shared with us the joyous promise that our eyes will be illuminated by sighting you at your Hawd - the vast lake fed by the waters of Al-Kawthar - before your followers enter Paradise. Just as your compassionate touch soothed distressed animals and even brought comfort to inanimate objects in this world, we beseech Allah that you extend that same gentle mercy to us on the Day of Resurrection. We yearn for the comfort of your tender care, hoping that your blessed hand will calm our fears and bring peace to our hearts in that momentous time, just as it did for the creatures and objects that found comfort in your presence during your worldly life.

O Rasul Allah, you once expressed your yearning to meet your brothers, and when your companions inquired if they were not your brothers, you clarified that they were your companions, while your brothers were those yet to come into this world. Our hearts echo this profound longing for you, and we yearn for your embrace just as the tree trunk wept for your touch. We, who have come after your time, and despite all our shortfalls, feel a deep connection to you and hope to be recognised as the brothers you spoke of with such affection. Our souls tremble with the desire to be in your presence, much like Mount Uhud that found solace in your nearness during your lifetime.

O Rasul Allah, it comes as no surprise in what Anas ibn Malik reported about you. He said that you would visit their home, and your blessed body would be covered in perspiration. His mother, Umm Sulaim, would take a bottle and start collecting your mubarak sweat. When you noticed this, you inquired about her actions. She replied with deep reverence, explaining that she mixed your sweat with their perfumes, resulting in the most exquisite fragrance.

O Rasul Allah, as we immerse ourselves in your blessed life story, our hearts are filled with such profound love and admiration that we temporarily lose ourselves in the beauty of your example. When we return to the reality of our present existence, we are left with a deep yearning to experience your presence more tangibly. We beseech Allah to grant us the ultimate blessing of sighting you with our physical eyes, just as He has allowed us to perceive your essence with our spiritual hearts.

O Rasul Allah, we come before you with nothing in hand other than our deep love for you and for Allah, accompanied by our sincere hope in Allah’s infinite mercy and forgiveness. We acknowledge our endless shortcomings and faults. You have taught us that you will recognise your true followers at the Hawd by their radiant faces, hands, and feet - a testament to their devotion in performing wudu. Yet, you also cautioned that some will be driven away from your Hawd like stray camels. Even in that critical moment, your compassion will prevail, and you will call out to them. But alas, for those who strayed after your time and turned away from your teachings, it will be too late. Only then, with heavy heart, will you bid them to depart. We beseech Allah to be among those whom you welcome, clinging to our love for you and our commitment to your teachings as our most precious offering on that momentous day.

As we commemorate this special month, we are all encouraged to take some time for personal reflection on how we can deepen our connection with our beloved Prophet Muhammad peace be upon him, and how we can better embody his teachings within our innermost selves and outward conduct.



Preventing and managing whooping cough

Whooping cough (pertussis) cases are on the rise across Victoria, especially among school-aged children. This highly contagious respiratory infection spreads primarily through coughing and sneezing, with symptoms that include a blocked or runny nose, tiredness, mild fever, and severe coughing bouts often followed by a "whooping" sound. Whooping cough can lead to life-threatening infections in babies.

How Schools and Families Can Help Prevent the Spread

Vaccination remains the most effective way to prevent whooping cough. The Department of Health advises that all staff and students keep their vaccinations up to date, including booster doses. Students aged 12 to 13 are eligible for a free booster dose under the National Immunisation Program. Additionally, we encourage students and staff to practice good hygiene by washing hands regularly, covering their coughs, and properly disposing of tissues.

Managing Cases in Schools

If a case of whooping cough is confirmed, schools are advised to notify the community to help prevent further spread. Students diagnosed with whooping cough must be excluded from school in accordance with Department of Health guidelines: primary students are required to stay home for 21 days from the onset of symptoms or until they have completed 5 days of antibiotics. Younger students in close contact with a confirmed case who have not received 3 vaccine doses should also be excluded for 14 days or until they complete 5 days of antibiotics.

Secondary schools, while not strictly required to follow the same exclusions, are encouraged to adopt similar measures for student safety. Staff who feel unwell are also advised to stay home and seek medical advice.

Further Resources

For more details, visit the Department of Education's [Policy and Advisory Library](#) or the [Better Health Channel](#),

which offers comprehensive information on symptoms, prevention, and eligibility for free booster immunisations.

By working together, we can help protect our students and community.

Cybersafety

Cybersafety has become an important aspect of our lives with the increasing access, use and exposure children have to electronic devices and social media applications. In light of this and to ensure we all keep abreast with the knowledge regarding cybersafety, Darul Ulum College has organised and continues to organise wellbeing sessions for students to educate them regarding cybersafety matters including dangers with regard to online abuse and child grooming.

In collaboration with Australian Federal Police, wellbeing sessions were held in May 2024 for our senior students from Year 9 to 12 on this topic. This was well received by students and they were very much engaged with the session. A similar session took place in Term 4 2024 for the middle school students from Year 5 to 8.

We have included here some resources taken from e safety website that parents can refer to to keep themselves informed with regard to cybersafety concerns especially in the realm of online abuse and child grooming. It also provides some tips and approach how to have open and honest conversations with your children regarding being safe online so that your child can feel comfortable to confide in you when they are faced with unsafe situations online.

There is also information to help you initiate conversations with your children in a safe manner regarding the dangers of online abuse and how they can make a report if they encounter them.

[Ms. Aniza Baharain - Senior Coordinator]

4 things you need to know about online abuse

Myth 1: My child is safe from online abuse. Abuse can happen to any child. Talking early and often about online safety reduces risks.

Myth 2: Grooming takes time and only happens outside the home. Abusers can quickly trick children into trusting them online. Knowing your child's online activities helps protect them.

Myth 3: Strangers are the only threat online. Abusers can be known to the child or someone they don't know. Review your online connections to protect your child.

Myth 4: My child will tell me what they do online. Fear of punishment may silence them. Regular conversations will encourage them to speak up.

visit us at [eSafety.gov.au/parents](https://eSafety.gov.au/parents)

children safe online

Digital technologies are used in ways that are youth friendly and inclusive.

Young people feel safe and have their privacy protected online, no matter their age, gender or cultural background.

Our online spaces feel inclusive, safe and non-judgemental.

Staff and volunteers follow online safety policies and procedures and are held accountable for their actions.

visit us at [eSafety.gov.au/parents](https://eSafety.gov.au/parents)

Every online safety conversation matters

The eSafety Commissioner (eSafety) and the Australian Federal Police-led Australian Centre to Counter Child Exploitation (ACCCE) have created this resource to help families have important conversations about online safety.

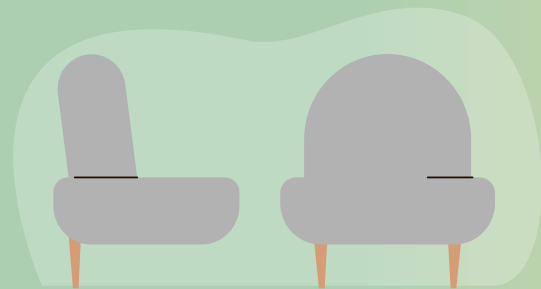
Having open and honest conversations can help your child confide in a trusted adult when they are faced with unsafe situations online. These cards cover topics about online interests, handling uncomfortable or unsafe situations, getting help and reporting abuse.

The cards are numbered and should be asked in order as they build on the previous questions.

To learn more about online safety or reporting abuse, go to:

- [www.accce.gov.au](https://www.accce.gov.au)
- [www.eSafety.gov.au](https://www.eSafety.gov.au)
- [www.thinkuknow.org.au](https://www.thinkuknow.org.au)

visit us at [eSafety.gov.au/parents](https://eSafety.gov.au/parents)



## Every online safety conversation matters

The internet connects us with the world, including family and friends locally and overseas, through messages, live video chat and even playing online games. Being online can be positive and fun and help children and young people learn and connect with others. But sometimes it can expose children and young people to risks.

Together we can help keep all children and young people safe. This advice sheet helps families learn more about online child exploitation and how to get help and support.

The eSafety Commissioner (eSafety) and the Australian Federal Police-led Australian Centre to Counter Child Exploitation have developed conversation starters to help you talk with your child to keep them safe from harm.

### What is online child exploitation?

Online child exploitation is the use of technology or the internet to abuse a child, and to create and share child abuse material online. This type of abuse is a real and growing challenge.

Children or young people can be tricked or blackmailed into sending photos or videos of themselves with no clothes on. Children or young people are blackmailed for money or for more photos or videos with no clothes on.

#### CASE STUDY

A 15-year-old male joined a video call on a messaging app from someone they thought was a person their own age. The boy was tricked into sending images of himself with no clothes on, and the other person started to blackmail the boy for money, threatening to share the images with his family.

*Source: Australian Centre to Counter Child Exploitation*

Experiencing online child exploitation can impact a child and young person's mental health and wellbeing, now and in the future. So, it's important that all children and young people know that if it happens to them, it's not their fault and they can get help and support.

### What is online grooming?

Online grooming is when an adult makes contact online with someone under the age of 16 with the intention of abusing them. The offence happens when the offender is talking to the child or young person, so no physical contact needs to occur for police to step in and investigate.

#### CASE STUDY

A 13-year-old female was playing an online game and was talking to a person in the in-game chat. The person manipulated the girl to continue talking on another platform and then tricked her into performing acts with no clothes on.

*Source: Australian Centre to Counter Child Exploitation*



### Supporting a child if they experience abuse

If you are in Australia and a child is in **immediate danger**, or at risk of harm call Triple Zero (000).

If your child tells you they have experienced abuse try to remain calm and take action to support them:

- Do not blame your child – they have done nothing wrong
- Make sure they are safe
- Listen and believe them
- Collect evidence including screenshots, URLs and usernames
- Make a report to the Australian Centre to Counter Child Exploitation and get support for your child

### Getting help from the Australian Centre to Counter Child Exploitation

To make a report, complete the online form at

[www.accce.gov.au/report](http://www.accce.gov.au/report)

Your report to the Australian Centre to Counter Child Exploitation will be looked at by specialist investigators in the Australian Federal Police. After your report has been assessed, the police will be in contact over email or phone to talk about what has happened and to make sure that your child is safe.

### Support your child to get content taken down and get more help

eSafety can help get content taken down and provide further support and advice. Make a report to eSafety by completing the online form at

[www.eSafety.gov.au/report](http://www.eSafety.gov.au/report)

Search for the 'eSafety Guide' to learn more about how to stay safe on games, apps and social media.

There are many agencies that support children and young people who have experienced online child exploitation or online grooming. These are listed at [accce.gov.au/help-and-support/who-can-help](http://accce.gov.au/help-and-support/who-can-help).

### Reporting online child abuse material

It is illegal to view, share or produce suggestive or explicit images of children. This content can be reported directly to the platform and at

[www.eSafety.gov.au/report](http://www.eSafety.gov.au/report)



### Where to get more information

The AFP's ThinkUKnow program has a range of resources for families and children around preventing online child exploitation. These are available at [www.thinkuknow.org.au](http://www.thinkuknow.org.au).

[www.thinkuknow.org.au](http://www.thinkuknow.org.au)

eSafety has a range of resources and free webinars for families and children around online safety. These are available at

[www.eSafety.gov.au/parents](http://www.eSafety.gov.au/parents)



# We can talk about online child grooming

Talking with children and young people about their online experiences is a powerful way to reduce the risk of them being groomed online.

Here are some conversation tips to get you started:

Let's talk about safe and unsafe situations online.

I will always be on your side and I am here to listen.

You have the right to feel safe.

You're not in trouble, tell me what's worrying you.

There's a lot to like about being online but it can also be a weird or scary place.



## AUSTRALIAN HISTORY COMPETITION



### Congratulations

The Humanities Department is proud to announce the remarkable achievements of our students in the recent Australian History Competition. This year, our students have demonstrated exceptional knowledge and understanding of Australia's rich historical tapestry, resulting in outstanding performance across the board.

### Distinction Awards:

A number of students have distinguished themselves by achieving Distinction status, a testament to their hard work and dedication to the study of Australian history. These students have not only mastered the curriculum but have also shown an ability to engage with complex historical concepts and debates.

### Merit and Credit Recipients:

In addition to those who achieved Distinction, several students have been awarded Merit and Credit recognitions. These awards highlight the strong grasp of historical knowledge and analytical skills that are essential for the study of history. The students who have earned these awards should be commended for their commitment and scholarly approach to learning.

### High Distinction Honors:

Special acknowledgment must be given to the student who achieved High Distinction. This is an extraordinary accomplishment that signifies a level of understanding and engagement that goes above and beyond expectations. This student has not only excelled academically but has also set a benchmark for future participants in the competition.

High Distinction: Muniba Ruqayyah 7C

Distinction: Laila Adan 7C, Naveen Rahmaa 7C, Feysa Kirca 8C, Jana Merhi 8C, Rayan Abdullahi 9C, Sawda Moham-madi 9C

Credit: Mawa Abdulraoof 7C, Fathima Fayha Fusuli 7C, Hajjra Yousaf 7C, Amina Nouredine 8A, Haajar Atheek 8C, Javeria Sateh 8AE, Ayesha Iqbal 10A, Warda Mustafa 10A

Merit: Husnaa Gadafi 7C, Rahma Abbasi 8C, Inaya Atif 8C, Saarah Deniz 8C, Judy Ellahibi 8A, Raina Hajira 8A, Mar-yam Soylamis 8C, Fatima Yousaf 8C, Aysha Haseeb 10A, Ayisha Bint Aftab 10AE

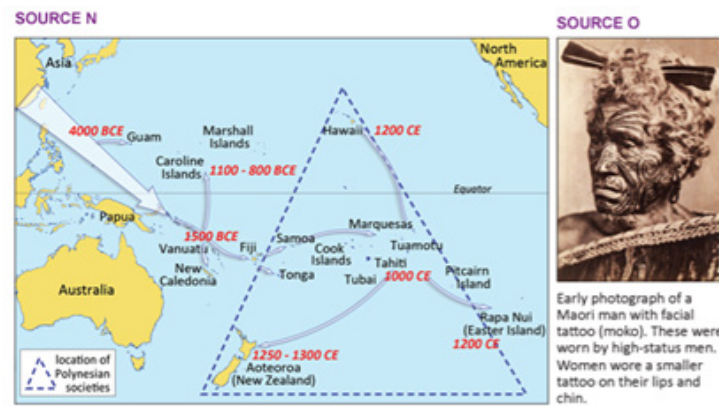
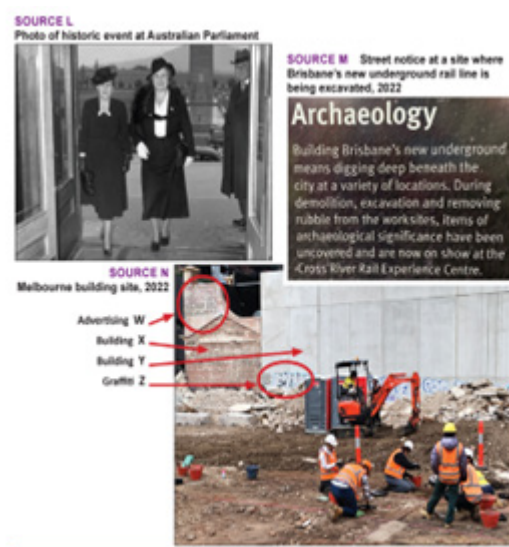
The Humanities Department warmly congratulates all students for their hard work and impressive achievements. Their success reflects their passion for history and dedication to exploring Australia's past. We also extend our deepest appreciation to the Humanities teachers for their hard work, dedication, and motivation, which have greatly contributed to the students' accomplishments. We are confident that the students will continue to build on these lessons, striving for even greater heights in the future and proudly representing our school in the national championship.

SOURCE A: Artefact from Tutankhamun's tomb



Face is made from gold and shaped to look like Tutankhamun.  
Pupils in the eyes are made from obsidian, a black, volcanic glass.  
False beard is made from blue glass, and symbolises that the pharaoh is a god.  
This artefact weighs 10.23 kilos. It was placed over the head and shoulders of Tutankhamun's mummified body.





[Humanities Department]

## Year 11 Biology Excursion to KIOSC - Science: Genetics and Microarrays

Alhamdulillah, in Term 3, our Year 11 Biology class had the opportunity to visit the KIOSC: STEM Discovery and Innovation Centre at Swinburne University of Technology. This was a trip that we had been looking forward to, and it turned out to be both educational and inspiring. As we stepped into the university environment, we felt excited to explore how science works beyond the walls of our classroom.

A major highlight of the day was learning how to use micro-pipettes. Before this, we had only seen these instruments in textbooks and videos, but at Swinburne, we had the chance to use them ourselves. Micro-pipettes are essential tools in modern labs, used to measure and transfer very small, precise volumes of liquid. The Swinburne staff explained that these instruments are crucial in experiments involving DNA, proteins, and other substances at the molecular level.

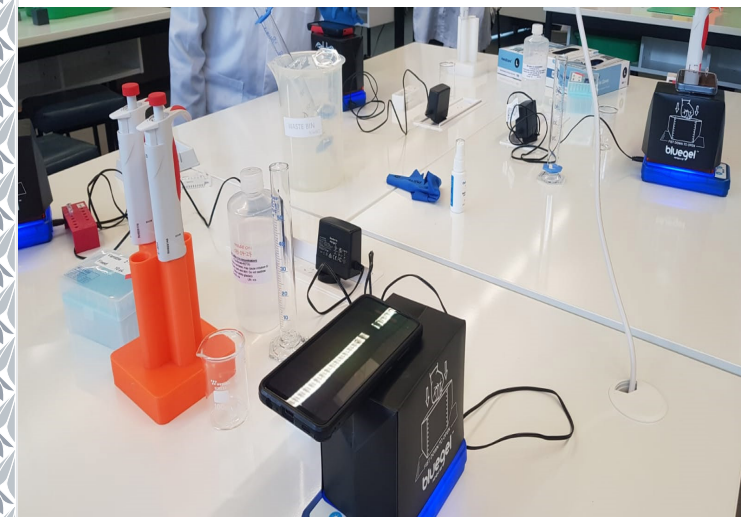
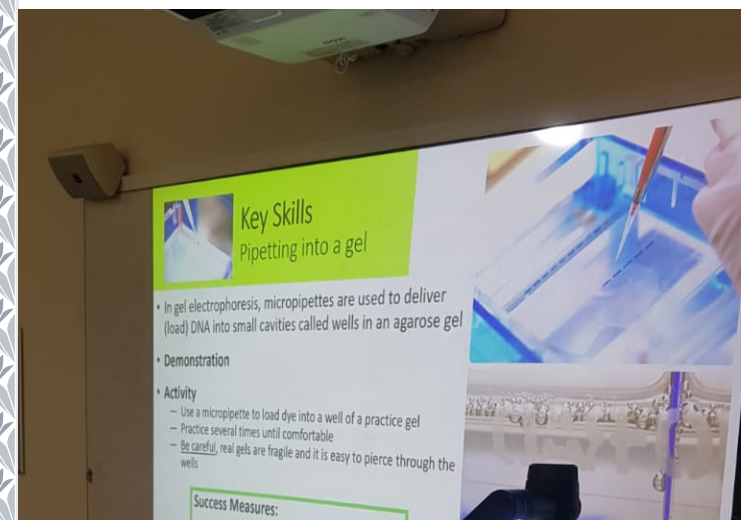
The hands-on experience made us realize the importance of accuracy in scientific research. We learned that even though micro-pipetting looks simple, it requires attention to detail, patience, and a steady hand. By the end of the session, we felt more confident in our abilities to use this equipment, knowing that these skills are not only useful in biology but also in fields like biochemistry and medical research.

Finally, the day reminded us of how important it is to promote learning outside the classroom. It was a completely different experience to engage with science in a real-world context, seeing how it can be applied in various fields like biotechnology and health. This excursion showed us that science is not just something we read about in textbooks; it's alive, constantly evolving, and can have a direct impact on the world we live in.

Our visit to Swinburne University was an eye-opening experience that motivated us to think more deeply about the science we study and how it applies to our lives. We returned to school feeling more inspired and ready to embrace the challenges of Year 11 Biology.

Jazakullah to our teachers for organizing this amazing opportunity and to the staff at Swinburne for their warm welcome and valuable lessons.

[Ismail Soylamis - Year 11B Biology Student]







# Darul Ulum College of Victoria

## Parent Code of Conduct

### Rationale

Darul Ulum College values and welcomes the participation of parents and carers, recognising the crucial role parents play in their children's academic, social, emotional, and physical development.

As members of our school community, parents are expected to conduct themselves in a lawful, ethical, safe, and responsible manner, respecting the rights of others and adhering to school policies and procedures.

All members of our school community, including staff and students, are guided by a comprehensive code of conduct. Recognising the vital role parents play and their partnership with the school, this Parent Code of Conduct has been developed to ensure parents also uphold the same standards of behaviour and respect that contribute to a positive and supportive learning environment for all.

This policy applies to all adults involved in activities or communication related to the school, including parents, guardians, stepparents, grandparents, advocates, and others.

This policy must be read in conjunction with the Enrolment Policy and the Complaints Management Policy and Procedures.

### Implementation

#### Communication

All interactions with members of the school community must be underpinned with respect and courtesy. This is achieved by:

1. The use of courteous and respectful language, both written and spoken, in all communications with staff and members of the school community.
2. Respect the privacy and confidentiality of members of the school community.
3. Respond to any concerns raised by the school about your child by cooperating, providing necessary information, and attending meetings as needed.
4. Provide the school with the necessary and accurate information in relation to your child's continued enrolment in the school, up to date contact details, health and educational needs. It must be noted that the school may not be able to accommodate for every need.
5. Where required, raise a complaint or provide constructive feedback using the correct channels as per the guidelines outlined in the Complaints Management Policy.
6. The primary focus of school staff is the welfare and education of students, which occupies most of the school day. As such, staff members are not expected to respond to emails and

phone calls immediately unless there is an emergency. Responses are not required outside of normal working hours or during school holidays.

### Unacceptable Conduct

7. The use of disrespectful, profane, insulting, harassing, aggressive, or otherwise offensive language, both written and spoken, is strictly prohibited and will not be tolerated.
8. Engage in any malicious or judgemental gossip relevant to the school or members of the school community.
9. Communicate with any student outside of the school, including by email or social media, without the prior consent from the student's parents.
10. Create any online website, forum, or group that features the school's logo or name in its title or implies that it is operated or endorsed by the school.
11. Post any defamatory, offensive, or derogatory comments about the school, students, parents, or staff on social media platforms. Such conduct may result in legal ramifications.

### Visiting School Grounds & Participating in School Events

All parents and visitors must:

1. conduct themselves in a professional, respectful and civilized manner;
2. comply with the Conditions of Entry displayed at the school's main entrance;
3. comply with traffic management and car parking arrangements;
4. observe modest clothing compatible with Islamic teachings;
5. sign the visitors' register at the school reception;
6. show appropriate care and courtesy to the property and people;
7. comply with any reasonable instruction given by a staff member;
8. comply with all safety and emergency procedures in place;
9. obey all signs displayed on school premises (e.g. No smoking & vaping, etc.)

### Unacceptable Conduct

10. No parent or carer is permitted to directly approach another person's child while they are under the school's care to discuss or reprimand them for their actions. Such conduct may infringe on the child's rights and could potentially have legal ramifications. Common sense should be applied if the child is in immediate danger.
11. No parent or visitor is permitted to meet with school staff without an appointment and prior booking. This can be arranged through the reception.
12. No parent or visitor is permitted to enter the school buildings, classroom, staff rooms and play areas without prior approval from the reception.
13. No parent or visitor is permitted to take photos or record videos or other recordings of other students and/or staff during school hours and at school approved activities without the prior consent from the child's parents, the staff member and the school's management.
14. No parent or visitor is permitted entering the school premises while being in the possession of or under the influence of alcohol or drugs.
15. No parent or visitor is permitted to carry or use any object, whether as a weapon or otherwise, to threaten or intimidate another person.

Conflict Resolution

- 1. Parents have the right to raise issues and concerns related to the education and wellbeing of their child or school matters.
- 2. Parents are initially requested to raise the concern with the relevant class teacher or level coordinator. This can take place through email or by seeking to meet the with the staff member, provided the concern is not related to that specific staff member. If the parent is dissatisfied with the outcome or for more serious concerns, then the procedures outlined in the Complaints Management Policy and Procedures must be followed.
- 3. Parents must ensure that they raise their issues and concerns with the right person by following the correct communication channels as per the details outlined in the Complaints Management Policy and Procedures available on the school’s website and on Schoolbox.
- 4. Parents should recognise and respect that the school employs skilled educators and professionals who are trained to make daily decisions regarding academics, discipline, extracurricular activities, and student wellbeing. While the school will always consider the interests of each parent's child, its decisions must ultimately reflect the needs and interests of all students and the broader school community.

Consequences of a Breach to the Parent Code of Conduct

The Principal has absolute discretion in determining how to address concerns regarding a parent's compliance with this Code of Conduct. If the Principal believes a parent has breached this code, they may take one or more of the following actions, not necessarily in any particular order:

- 1. Request that the conduct cease immediately.
- 2. Issue a written warning.
- 3. Ban the parent (or other relevant person) from the school grounds, either temporarily or permanently.
- 4. Exclude the parent (or other relevant person) from school activities or events.
- 5. Require that the parent (or other relevant person) only communicate with a designated school representative.
- 6. Terminate the enrollment of the parent's child(ren) or withdraw the offer for enrolment if deemed necessary.

It must be noted that staff and volunteers are empowered to take steps to protect their own health and wellbeing. If they feel a parent or visitor is conducting themselves inappropriately, they are encouraged to indicate this and request that the behaviour ceases immediately. If it continues, or if a staff member believes a parent's actions are posing a risk to their or others' health and wellbeing, they are authorised to remove themselves from the situation. This may include immediately ending a meeting or phone call or requesting that the parent leave the school grounds or a school activity or event immediately.

Right to Appeal

This policy will apply to any decisions made by the Principal under this Parent Code of Conduct and decisions may be appealed using the school’s procedures for complaints and resolutions.

This Parent Code of Conduct is subject to change and adjustment as deemed necessary by the school Board of Directors.

Date of Review	Next Review
Term 3, 2024	Term 3, 2026
Principal’s Endorsement: <i>A. Cebaluh</i>	



Relocation of College's Uniform Supplier

Please note that the College's uniform supplier will be relocating to Craigieburn. Further details are outlined below.

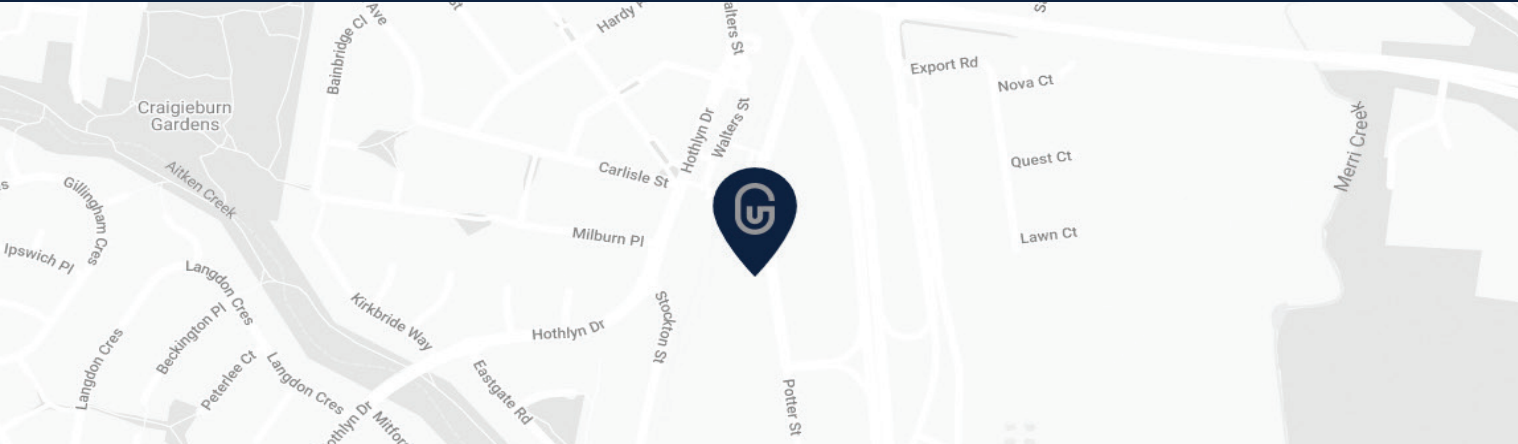
Thank you.



WE ARE MOVING

YOUR SCHOOL WILL BE MOVING  
TO OUR NEW PURPOSE BUILT STORE IN

CRAIGIEBURN



STORE OPENS **WEDNESDAY OCTOBER 1<sup>ST</sup>**  
THE LAST DAY OF TRADE FOR YOUR CURRENT STORE IS **SEPTEMBER 24<sup>TH</sup> AT 5PM**

**STORE ADDRESS:**  
71 POTTER STREET,  
CRAIGIEBURN, VIC 3064  
[03] 9768 0344

**TRADING HOURS:**  
MONDAY - FRIDAY 9AM - 5PM  
SATURDAY 10AM - 1PM  
SUNDAY CLOSED



Darul Ulum College of Victoria

UNIFORM POLICY

At Darul Ulum College, all students must wear the College uniform properly. There are two designated uniforms: the Daily Uniform and the Sports Uniform. Students are expected to maintain a neat and tidy appearance, ensuring that their uniforms are clean, in good condition, and appropriately fitted.

Category	Foundation - Year 4	Year 5 - Year 12
Boys' Daily Uniform	<ul style="list-style-type: none"><li>Tunic Shirt (Jalabiya)</li><li>Elastic Waist Pants / Pleated Trouser</li><li>Sports Zip Jacket (Winter)</li><li>White Cap</li><li>White Socks</li><li>Black School Shoes / Black Runners</li><li>School Beanie (Optional in Winter, DUCV brand only)</li></ul>	<ul style="list-style-type: none"><li>Tunic Shirt (Jalabiya)</li><li>Elastic Waist Pants / Pleated Trouser</li><li>Jumper (Optional)</li><li>Blazer</li><li>White Cap</li><li>White Socks</li><li>Black School Shoes / Black Runners</li><li>School Beanie (Optional in Winter, DUCV brand only)</li></ul>
Girls' Daily Uniform	<ul style="list-style-type: none"><li>Tunic with Pleated Skirt (mid-calf)</li><li>Long Sleeve White Polo</li><li>Sports Zip Jacket (Winter)</li><li>Junior Hijab</li><li>White Socks</li><li>Black School Shoes / Black Runners</li><li>Foundation &amp; Year 1: Leggings.</li><li>Year 2-4: Elastic Waist Pants</li></ul>	<ul style="list-style-type: none"><li>Tunic with Pleated Skirt (ankle)</li><li>Long Sleeve White Shirt</li><li>Elastic Waist Pants</li><li>Jumper (optional)</li><li>Blazer</li><li>Senior Hijab</li><li>White Under-scarf Cap</li><li>Long White Socks</li><li>Black School Shoes / Black Runners</li></ul>

<b>Sports Uniform</b>	<b>Boys &amp; Girls:</b> <ul style="list-style-type: none"><li>▪ Long Sleeve Sports Polo</li><li>▪ Track Pants</li><li>▪ Black Runners</li><li>▪ Boys: White Cap / Girls: Junior Hijab</li></ul>	<b>Boys &amp; Girls:</b> <ul style="list-style-type: none"><li>▪ Long Sleeve Sports Polo</li><li>▪ Track Pants</li><li>▪ Boys: White Cap / Girls: Senior Hijab</li></ul>
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**Elaborations to the Policy**

**1. Daily Uniform:**

- Students must wear the complete Daily Uniform every day, except during PE classes.
- Black school shoes or black runners must be worn daily. The footwear must be a shoe by definition, not a slip-on, sandal, or similar style.
- The shoes must be predominantly black in colour. A minor stripe or accent of a different colour is acceptable, but the overall appearance should be primarily black. Anything more than a stripe or what is equivalent to a stripe is not acceptable.
- The blazer is mandatory for Years 5-12 students and may be removed after morning assembly.
- The jumper is not a replacement for the blazer; rather, it is an optional item that students may wear along with the blazer on colder days.

**2. PE and Sports:**

- Students must wear the complete Sports Uniform for PE classes and sporting events.
- Black runners are required for PE classes.
- Foundation – Year 4 students may come to school wearing their Sports Uniform on scheduled PE days.
- Year 5 & 6 girls may wear their Sports Uniform under their tunic on PE days.
- Year 5 & 6 boys may come to school wearing their Sports Uniform on scheduled PE days.
- Years 7-12 students must arrive at school with their Daily Uniform, change into their Sports Uniform for the PE period, and then return to their Daily Uniform after PE.
- Girls: Long Sleeve Sports Polo must be loose, and the length must reach the knee.

**3. Hijab (Year 5 Girls and Above):**

- Girls are required to wear a properly fitted, non-transparent hijab in a style designated by the school.
- The hijab should be securely pinned and fully cover the hair, neck, ears, and chest areas.

**4. Haircuts (Boys)**

- Hair must not exceed 4cm in length from the earlobe, should be of a single length and style, maintain a natural colour, and be kept clean and well-combed.
- Hair must also be kept at a length that allows the uniform cap to fit comfortably and securely without obstruction.
- Older students are strongly encouraged to grow their beards while ensuring they remain neat and clean.

**5. Cosmetics and Jewellery**

- The use of make-up is not allowed for students at school or during any school-related activities, including camp, excursions or incursions.
- Students are prohibited from wearing nail polish or nail extensions.
- All forms of jewellery, including earrings, nose piercings, and all types of necklaces, bracelets, and rings, are not permitted.

**6. Additional Items:**

- Black or navy gloves, and neck scarves are permitted on cold days.
- The complete Daily Uniform is required for all formal College events, including during Year 12 examination.

**7. Sourcing**

- All uniform items must be from the College's designated provider (PSW), except the elastic waist navy blue school pants, secondary girls' hijab, bags, shoes, and socks.
- Tracksuits, jeans, and traditional pants are not approved as a substitute to school pants.

**8. Clothing during Camp**

- During school camps, students are exempt from wearing their regular uniform. However, all clothing worn must be modest and compliant with Islamic teachings.
- For girls, this includes the following minimum expectation: loose-fitting, ankle-length trousers or skirts, long-sleeved tops that cover the hips, and a hijab as per the requirements outlined in this policy. Jewellery and all forms of cosmetics are not permitted.
- Boys can either wear the traditional Islamic clothing or wear loose trousers and shirts / tops that are of a modest nature.
- Clothing with inappropriate graphics or text are not permitted.



## **Uniform Follow-Up Procedure**

1. The Uniform Officer identifies students not wearing the complete and approved school uniform.
2. Each incident is documented in the Pastoral Care section on Schoolbox.
3. The three offences listed below are cumulative and accounted for on a termly basis.
4. The Uniform Officer will maintain a record of identified students to monitor the number of breaches per student, per term.

### **First Offence:**

- Parents receive an automated pastoral care notification.
- A letter addressing the issue can also be sent home with the student.

### **Second Offence:**

- Parents receive another automated pastoral care notification and a follow-up letter.
- Within 24 hours, the Uniform Officer calls the parent to discuss the matter.

### **Third Offence:**

- The issue is escalated to the level coordinator for suspension processing (Years 3-12). The suspension will occur on a different date, which will be determined through consultation with the parents. The actual suspension is non-negotiable.
- Suspensions do not apply to Foundations - Year 2 students.
- For Foundations to Year 2 students, parents are called to discuss the issue. Unresolved cases can eventually be referred to the principal/deputy principal.

### **Important Notes:**

- Students may remain at school with a Uniform Pass after each offence.
- Failure to display the pass results in a consequence as per the Behaviour Management Policy [Level 1: Failure to follow reasonable instructions.]
- Uniform-related suspensions are standalone and not categorised as Level 3 offences.
- If a uniform item is available from the school, such as a cap or the like, the student will be allowed to purchase it on the same day without facing penalties for that breach.
- The Head of School has the authority to prohibit a student from attending class if their uniform/attire is deemed totally unacceptable. In such cases, the student will wait at the reception for parent/carer pickup.