In this Issue

Ramadan: Celebrating Creativity and Dedication

During the month of Ramadan the secondary noticeboard transformed into a focal point of admiration for both students and teachers alike. Adorning the expansive canvas outside Building D was a resplendent Ramadan Calendar, bedecked in hues of deep navy and shimmering gold.

The magnificence of this display owed itself to the diligent efforts of two remarkable Year 12A students, Nada Halimi and Nur Thaqifah Hasan. Amidst the bustling rhythm of recess and lunch breaks, these two students dedicated themselves over the course of two weeks to meticulously craft every detail of this awe-inspiring calendar.

Their commitment and creativity shone through every inch of the display, serving as a testament to their passion and dedication. Let us all extend our heartfelt appreciation to Nada and Nur for their outstanding contribution. Well done!

DARUL ULUM COLLEGE OF VICTORIA

CONTACT

SOCIAL

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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.

Abu Ayub (may Allah be pleased with him) narrated that the Messenger of Allah (peace be upon him) said: "Whoever fasts Ramadan, then follows it with six from Shawwal, then that is (equal in reward) to fasting everyday of the year."[At-Tirmidhi]

[Ms. Hajra Ahmad - VCE Coordinator]

Wet weather free choice creativity

During one of the indoor play times during lunchtime wet weather, a group of DUA 4A girls demonstrated a keen penchant for architecture and teamwork. They patiently built the castle shown below using items available in class. Unfortunately, the building was accidentally knocked down and the girls became utterly disappointed as their teacher had not taken a photo of it yet. They demonstrated resilience and rebuilt their castle over time to look even better than the initial one. These are great qualities which will surely come in handy throughout their lives!   [Ms. Lamis Rafei - Primary teacher]

Upcoming Dates

April and May

29 April - 3 May:

Spelling Bee Competition

29 April - 17 May:

Year 1-6 Problem Solving Competition

6 May - 24 May:

F - 6 Spelling Bee Competition

8 May:

Cybersafety Well-being Presentation for Year 10 to 12 students

10 May:

Walk safe to School & Healthy Breakfast

13 - 17 May:

Tarbiyah Competition Grand finals

13 - 17 May:

National Careers Week

20 - 24 May:

Math Week

Sunnah Corner

On the authority of Abu Hurayrah (may Allah be pleased with him) who said: The Messenger of Allah (peace and blessings of Allah be upon him) said, "Part of the perfection of one's Islam is his leaving that which does not concern him." [At-Tirmidhi]

Darul Ulum College of Victoria

UNIFORM POLICY

Darul Ulum College requires all students to wear the College assigned uniform correctly. There are two types of uniforms for primary and secondary students which are defined as:
1) Daily Uniform; and
2) Sports Uniform

Students must present themselves in a neat and tidy manner at all times. The College expects that uniforms are clean and in good condition and that uniforms are of an appropriate size for the student.

The policy is categorised into two sections: **1) Foundations - Year Four** and **2) Year Five - Year Twelve**. Details for each category are outlined below.

FOUNDATION – YEAR 4 BOYS & GIRLS	
Boys' Daily Uniform comprises of:	**Girls' Daily Uniform comprises of:**
Tunic Shirt (Jalabiya)	Tunic with Pleated Skirt (mid-calf length)
Elastic Waist Pants / Pleated Trouser	Long Sleeve White Polo (worn with Tunic)
Sports Zip Jacket (Winter Season)	Sports Zip Jacket (Winter Season)
White Cap	Foundation and Year 1 only: Leggings (full length) Year 2 – Year 4: Elastic Waist Pants
White Socks	Junior Hijab
Black School Shoes / Black Runners	White Socks
School Beanie (for winter season – strictly DUCV beanie brand)	Black School Shoes / Black Runners
Boys' Sports Uniform comprises of:	**Girls' Sports Uniform comprises of:**
Long Sleeve Sports Polo	Long Sleeve Sports Polo
Track Pants	Track Pants
Black Runners	Black Runners
White Cap (same as above)	Junior Hijab (same as above)

POLICY GUIDELINES

1. Students must wear the complete Daily Uniform on all days except on days when PE is timetabled.
2. Students must come to school wearing the complete Sports Uniform on PE days.
3. Students must wear black school shoes or black runners on all days. Black runners must be worn for PE classes.
4. Black or navy gloves, shawl/neck scarf may be worn on cold days.
5. Parents are advised to label all uniform items with their child's name.
6. Make-up, nail polish and jewellery are not allowed to be worn.
7. Hairstyles must be simple, not coloured and of one size all around. Boys' hair must not exceed the earlobe from the back.

1

YEAR 5 – YEAR 12 BOYS & GIRLS	
Boys' Daily Uniform comprises of:	**Girls' Daily Uniform comprises of:**
Tunic Shirt (Jalabiya)	Tunic with Pleated Skirt (ankle length)
Elastic Waist Pants / Pleated Trouser	Long Sleeve White Shirt (worn with Tunic)
Blazer	Elastic Waist Pants
Jumper	Jumper
White Cap	Blazer
White Socks	Long White Socks
Black School Shoes / Black Runners	Black School Shoes / Black Runners
School Beanie (for winter season – strictly DUCV beanie brand)	Senior Hijab
	White Under-scarf cap
Boys' Sports Uniform comprises of:	**Girls' Sports Uniform comprises of:**
Long Sleeve Sports Polo	Long Sleeve Sports Polo
Track Pants	Track Pants
White Cap (as above)	Senior Hijab (as above)

POLICY GUIDELINES

1. The blazer* is a **compulsory** item that must be worn to school every day of the week. Students may remove the blazer after the morning assembly.
2. Students must wear the complete Daily Uniform every day of the week.
3. Students must wear the complete Daily Uniform for formal College events as required by the College.
4. Black school shoes or black runners must be worn every day of the week.
5. Students who do not have white socks and/or a white under-scarf cap may buy these items from the reception if they are available and if the student possesses the money. Purchasing these items before reporting to class will not result in any consequence.
6. The Hijab has to be appropriately worn by Year 5 girls and above whereby the material is not transparent and correctly pinned ensuring the hair, neck, ears and chest areas are fully covered.
7. Sports Uniform must be worn during PE periods and sporting events along with black runners.
8. Students must bring their Sports Uniforms in their bags to change for their PE classes. Black runners must be worn during PE classes. Daily Uniforms must be worn after the PE classes immediately.
9. Black or navy gloves, shawl/neck scarf may be worn on cold days.
10. Hairstyles must be simple, not coloured and of one size all around. Boys' hair must not exceed the earlobe from the back.
11. Make-up, nail polish and jewellery are not allowed to be worn.

NOTE: ALL UNIFORM ITEMS MUST BE MANUFACTURED BY THE COLLEGE'S SERVICE PROVIDER, PSW, EXCEPT FOR THE ELASTIC WAIST SCHOOL PANTS (PROVIDED THEY ARE NAVY BLUE IN COLOUR*), BAGS, SHOES AND SOCKS.
*Tracksuits, jeans and traditional pants are not approved school pants.

UNIFORM FOLLOW-UP PROCEDURE

1. The Uniform Officer identifies students who are not wearing the complete and approved school uniform.
2. The Uniform Officer documents each incident by making an entry into the Pastoral Care on Schoolbox.
3. The following consequences will be implemented as per the following sequence:
   - **First offence**: Parents will receive an automated pastoral care notification. Additionally, a letter addressing the issue is sent home with the student to ensure parental awareness.
   - **Second offence:** Parents receive another automated pastoral care notification and a follow-up letter through the student. Within 24 hours, a phone call is made by the Uniform Officer to discuss the matter with the parent.
   - **Third offence:** The issue is escalated to the level coordinator for suspension* processing in consultation with the Head of School, adhering to the standard suspension protocol outlined in the Student Behaviour Management Policy. Parents of Foundation to Year 2 students will be called in for a meeting to address the concern in a timely and effective manner. Unresolved cases will be referred to the principal / deputy principal.

Important Notes:

Subsequent to each offence, a student will be permitted to remain at school for the day provided they are issued with a Uniform Pass. A student who does not wear / display the pass will be subjected to a consequence as per the Behaviour Management Policy guidelines.

*Uniform-related suspensions are not categorised as Level 3 offenses. This type of suspension is a standalone consequence unrelated to the Behaviour Management Policy. However, the accumulative number of suspensions (behavioural and uniform related) must be accounted for.
*Uniform-related suspensions are not applicable to students in Foundation to Year 2 levels.

Disclaimer: The Head of School possesses the authority to prohibit a student from attending class if the uniform / attire is deemed to be unacceptable. In such situations, the student will wait at the reception to be picked up by the parent / carer.

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

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

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

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

This information assists schools to:

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

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

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

Further information about the NCCD can be found on the [NCCD Portal](#).

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

Spiritual growth activity for the school's community

Alhamdulillah, by the grace of Allah, we are extremely fortunate to be part of a community which places Allah Almighty and His Messenger (peace be upon Him) in the forefront of everything that we do because we believe that complete and genuine success lies in the divine way of Islam. Spiritual growth is part of our vision statement. To further enhance this reality amongst our students and staff alike, we have developed several programs and activities to enhance their spiritual growth and well-being as well as instilling the traits of a mindful and successful Muslim in the minds and hearts of our students and staff at large and set the lifelong spiritual direction for our learners.

One of the activities taking place is the weekly Qur'an *Khatam* (complete recitation of the Quran) by staff members. We currently have 4 *khatam* cycles combined running on a weekly basis from the female, male and DUA campus for

staff with *Khatam dua* being read every Thursday. This has greatly enhanced our staff's engagement with the Qur'an recitation especially during the month of Ramadhan, the month of the Qur'an.

This has led to Qur'an learning activities of various modalities ranging from Iqra, *Naathirah*, Qur'an Memorisation, Tafseer and Arabic classes taking place for staff to further enhance and strengthen their relationship with the book of Allah. This in turn will have a positive impact on the students as well.

As for the students, once they have completed the Iqra reading, the focus is for the students to work at making *Khatam* of the Qur'an and increasing the fluency of recitation. By Year 9, it is anticipated that students would have completed 1 *khatam* of the Qur'an per term alongside memorisation a minimum of Juz 30 and basic *surahs* from the Qur'an.

Another activity that is running alongside is the termly themes activity- a focus on training and awakening Mindful Muslims. Students from Year 7 to 9 work on a portfolio every term based on the themes discussed to track their spiritual progress on a goal chosen at the beginning of every term. Some examples of the portfolio the girls were working on are attached below.
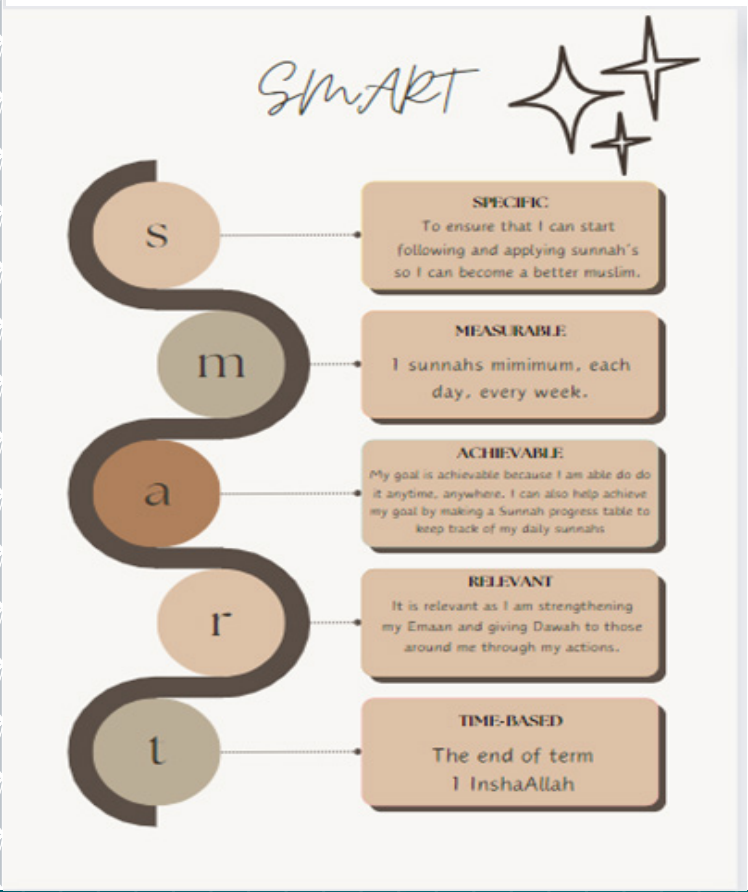
The theme topics are further discussed daily during the morning assembly with relevant *duas* read and shared during the week for students to learn. Amongst the topics that were discussed this term in Secondary Girls campus are:

1. My Muslim Identity- my faith, my *salaah*, my *hijab*, my pursuits for knowledge and my dealings with others.
2. *Ramadhan* - Preparation for *Ramadhan*, Virtues of *Ramadhan*, *Ramadhan* and *Taqwa* and *Laylatul Qadr*.

Multiple *duas* were learnt during assembly this term also. We asked parents to support us in reminding and encouraging the students to make these *duas* and *azkar* as part of their routine and a means of their spiritual growth and enhancement.

Some sample portfolio goals the students have worked on during Term 1 are as follows:

[Ms. Aniza Baharin - Senior Coordinator]

S.m.a.r.t Goal

In Term 1, I will show my gratitude for everything Allah (swt) has given me by spending an extra 5 to 10 minutes after each prayer to make dua and do dhikr because I don't spend enough time being grateful to Allah (SWT).

Experiences

I have been feeling more grateful these four weeks than before I started spending so much time on being grateful. It made me count all the infinite blessings that Allah (SWT) had given us, but it was impossible because he gave us a lot to be grateful. I never get anything I don't need, even if I want it. When I started being grateful, it got me wondering what people did with these blessings. Do they use it in a way to please Allah (SWT) by giving to charity or buy unnecessary stuff with it, like a 2000-dollar football shirt. We should spend on ourselves, but not unnecessary stuff. We should try to live a simple life, with not too much stuff that isn't important or even distract us from our religion, like sometimes I did when I was. Living a simple life is necessary, otherwise we might go crazy and forget to be grateful. (Also happened with me.)

Self-Evaluation

I think I did well in trying my best to try and be more grateful. What other people don't understand is that even if we don't achieve our goal, our efforts will never be in vain. Even if you know that it won't work, we should try our best and not give up. I think its something people forget. I have learnt how push myself to something, even if there are plenty of distractions that are trying to stop me For example, this essay is due in 50 minutes, so instead of sleeping, I am trying my best to finish it off and I have gotten better at it since now it is easier to block of distractions. I think I should improve on my memory, since I forget very easily which effects the result of my goal. I also need to improve on not procrastinating a lot. The most difficult thing I found was making dua and dhikr after fajr. I was very sleepy. Sometimes wudu doesn't wake me up and I end up going to sleep instead of making dua. I came across the common problem. Forgetting to make dua. My mum reminded me to ake dua and I remember. I also get distracted, but then I remember that this is for my creator, and he has given me all these things which love to distract me. If I were to do this another time I want to stop procrastinating. That is the main problem that really drives me crazy but I think I might make the goal a bit easier for me. For example, 2-3 minutes. This work shows how I like to be organised and I think it shows me that I like writing a lot of words even though they might not get me a lot of marks. I put A LOT of effort in this PowerPoint. I tried my best to do my weekly reflections accurately, but I might have done some of them wrong since I have a hard time remembering. This is my Term 1 work and I think it isn't as good as I thought but it still is good. I think my Eman and Amal have gone up since I am being more grateful to Allah (SWT) I think I would get an 80 because my layout is good just my information is probably a lot of useless stuff I just wrote. I think the layout is ok, even if it would be better.

SMART GOAL

S To read Surah Mulk every night

m Every single day of the week

a Achievable if I'm not busy or tired/sleepy

r Relevant because the Prophet SAW used to do it and its a sunnah

t Start from week 2 till week 6

WHY DID I CHOOSE THIS GOAL

ON THE DAY OF JUDGMENT, THE PERSON WHO RECITES THE SURAH MULK WILL RECEIVE A RECOMPENSE. IT IS THE GUARDIAN OF ITS RECITER BOTH IN THIS LIFE AND THE NEXT.

IN ADDITION TO OFFERING PROTECTION IN THIS LIFE AND THE NEXT, SURAH MULK WILL SHIELD YOU IN THE INTERIM. THE PROPHET MUHAMMAD (ﷺ) WAS REPORTED TO HAVE ADVISED READING SURAH MULK EACH NIGHT BEFORE BED IN A HADITH. IT IS SAID THAT IF YOU DID THIS, YOU WOULD BE SPARED THE AGONY OF THE AFTERLIFE.

"WHOEVER RECITES SURAH AL-MULK EVERY NIGHT, ALLAH WILL PREVENT THE PUNISHMENT OF GRAVE BY THIS SURAH." ACCORDING TO ABDULLAH BIN MAS'UD'S NARRATION. ANOTHER LEGEND STATES THAT AN ANGEL DESCENDS TO GUARD A PERSON WHO READS SURAH AL-MULK BEFORE GOING TO BED BECAUSE HE IS UNABLE TO

SURAH MULK CAN SAVE ME FROM THE PUNISHMENT FROM THE GRAVE WHICH IS HORRIFYING TO EVEN THINK ABOUT THIS IS WHY I CHOSE TO DO THIS SO I CAN MAKE IT A PRACTICE AND HAVE IT IN MY DAILY LIFE.

W5 VERY BUSY WEEK SINCE WE WERE STARTING TO BEGIN OUR CATS AND WE ALSO HAD LOTS OF PROJECTS DUE IN THIS WEEK. THIS WEEK I COULDNT REALLY LISTEN TO SURAH MULK BECAUSE OF HOW BUSY I WAS BUT I KNOW THAT ITS NOT EXCUSE BUT I FELT VERY DRAINED AND TIRED THAT I STOPPED DOING MY WORK AND EVERYTHING FOR A STRAIGHT 3 DAYS. LATER ON WHEN I STARTED PRAYING AGAIN I FELT A BIT LESS ENTHUSIASTIC OF READING SURAH MULK UNTIL I LOOKED BACK ON TO THE HADITHS I HEAD WROTE IN THE PREVIOUS WEEK AND THAT HELPED ME GET BACK ON TRACK! THIS SURAH IS 'BLESSED IS HE IN WHOSE HAND IS THE DOMINION. ' (SURAT AL-MULK 67)." THIS HADITH EMPHASIZES THAT SURAH MULK BENEFITS US BEING A MEANS OF FORGIVENESS, FOR THOSE THAT RECITE IT, IT WILL INTERCEDE ON THEIR BEHALF UNTIL THEY ARE FORGIVEN.

W6 EVEN MORE CATS THIS WEEK, INCLUDING QUIZZES AND I ALSO HAD GUESTS OVER SO I WAS CLEANING FOR 2 DAYS BECAUSE MY MUM WAS SAYING ITS GOOD TO KNOW HOW TO BE ORGANIZED WHEN BALANCING HOME LIFE AND SCHOOL LIFE, OBVIOUSLY I WAS ABOUT TO CRY BECAUSE I HAD TO CLEAN SO MUCH AND I SLEPT SO EARLY TOO AND SOME NIGHTS OF THIS WEEK I WOULD FORGET TO READ SURAH MULK BUT ALLHAMDULILLAH I REMEMBERED MOST OF THE NIGHTS.
SOMETIMES ALLAH DOESN'T CHANGE OUR SITUATION BECAUSE. HE IS TRYING TO CHANGE OUR HEART TO HAVE SABR AND SHUKR. IN EVERY SITUATION.

PARENT FEEDBACK

Over the past weeks, it has been amazing to witness _____ engage and fulfill the Sunnah acts on a daily basis. I have seen her pray the Sunnah prayers consistantly, and also the prayers of Tahiyatul Masjid during our regular visits to the Masjid. Laila also performed fasting on a Monday. I am very proud of _____ effort and commitment over the past weeks, MashaAllah. May Allah reward her and keep her committed. Ameen

Letizia

WEEKS-6
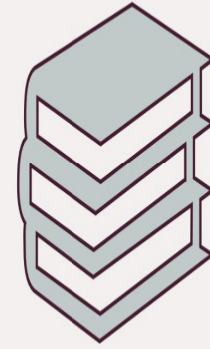
GOAL

My goal is to increase the amount of Quran I read in a day so that I don't forget everything I have memorized and it is relevant as it is Allah's words and I should use my free time to gain rewards.

Background information

It is important to make the maximum benefit of your free time. I need to revise daily as It took me 4 years to memorize the whole Quran and I need to make sure I don't forget it as there is a severe punishment for those who forget the Quran they have memorized

The Hadith reported by Anas Ibn Malik (may Allah be pleased with him) quotes the Messenger of Allah (peace be upon him) as saying, "The sins of my Ummah were shown to me and there is no sin greater than that of a man who was given or was helped to memorize a Surah or an Ayah of the Quran and then he forgot it."

Rasulullah (sallallahu 'alayhi wa sallam) said: "No man recites the Quran and then forgets it, except that he will meet Allah on the Day of Qiyamah with his hands cut off/with no excuse" (Sunan Abi Dawud, Hadith: 1469 with a weak chain. Refer: Fathul Bari, Hadith: 5038. Also see footnotes of Shaykh Muhammad 'Awwamah in Musannaf Ibn Abi Shaybah, Hadith: 30617)

Action plan

- I am going to read 2 ajuza to my mum every day After Asr and after maghrib
- My mum will support me by testing me 2 ajuza and reminding me to read
- I can put alarms on my phone to remind me when to read
- I can write reminders on my calendar
- I can read 1 juz in the morning and 1 juz at night.
- I can practice reading the juz in prayer

BACKGROUND INFO

I chose this goal because I want to get into habit of praying tahajjud especially now that Ramadan is coming up.

"And from [part of] the night, pray with it as extra[worship] for you; it is anticipated that your Lord will revive you to a praised position." (Quran, 17: 79)

BACKGROUND INFO hadith 1

- Concerning the benefits of sunna prayers, Prophet Muhammad (peace and blessings of Allah be upon him) said:
- "Whoever prays twelve rak'ahs during the night and day, a house will be built for him in Paradise: four before Zhuhr and two after, two rak'ahs after Maghrib, two rak'ahs after 'Isha and two rak'ahs before Fajr prayer."
- And im focusing on the isha prayer.

S.M.A.R.T GOAL

- My goal for this term is to read Quran. my mum and siblings and I would set alarms that will remind me 30 minutes each day because im getting close to Allah swt by reading his book.

What Influenced Me To Keep Reading

What influenced me to keep reading was the hadiths. I kept the hadiths in mind so I can read even though I didn't want to. The hadiths were very inspiring and kept me going.

- A hadith states that: Abu Musa Al-Ash'ari (May Allah be pleased with him) reported: The Prophet (🕌 said, "Read the Quran regularly. By the One in Whose Hand Muhammad's soul is, it escapes from memory faster than a camel does from its tying ropes." [Riyad as-Salihin 1002.]

- Abu Umamah (may Allah be pleased with him) narrated that the Prophet (peace and blessings be upon him) said:

"Recite the Qur'an, for it will come as an intercessor for its reciters on the Day of Resurrection." (Muslim)

- `Abdullah ibn `Abbas (may Allah be pleased with him) narrated that the Prophet (peace and blessings be upon him) said:

"A person who has nothing of the Qur'an in his heart is like a ruined house." (At-Tirmidhi)

FUTURE PLANNING:

- My plan in the future is to continue adding on more pages and continuing to read surah Yaseen daily and to read surah khaf on Fridays because I want to be protected by reading these surahs and I want to make a goal to complete a full khatam this year and maybe start to read the translation of the Quran so that I can really know the true meaning of whatever I am reciting.

- WHY DID I CHOSE THIS GOAL?

I chose this goal because reading 4 pages daily connecting with the Quran and its meaning is important for life and I can learn more about my religion and the words of Allah (S.W.T) and surah Yaseen and khaf will protect me.

- WHAT IS THE GOAL?

My goal is to accomplish reading 4 pages of the Quran and its meaning everyday and surah Yaseen daily except Friday then I will read surah khaf.

- WHEN AM I GOING TO DO MY GOAL?

I will do it daily during Quran class at school and after Asr on weekends.

HOW WILL I GET IT DONE?

I will put up visual reminders in my room and use alarms to remind me to do it and I can put the Quran in my room so when I see it I will remember and I will ask my friends to keep encouraging me and help me remember.

Grade 4 Science Excursion

This Term, DUA Grade 4A students had the opportunity to attend a Science excursion at one of the most exciting venues in Melbourne: SEALIFE! Melbourne Aquarium Education.

Students have been learning about Food Webs and Life Cycles. In a nutshell, they observed and discussed the life cycles of different marine animals and how they fit into the food web of their environment. They also explored the different species in food and how humans impact them. All students gained a wealth of information and had an unforgettable experience! The most exciting event was the feeding of the old salt-water crocodile (65 years old measuring around 6 metres and weighing 750kg, whose First Peoples' inspired name is Pinjarra)

Grade 4 A reflections

Today I had a wonderful excursion! We saw fish, an old crocodile, frogs, snakes, sharks, turtles, yabbies, jellyfish and other marine animals. Then we walked to Batman Park and had our lunch by the river. (Fatima Zakariya)

Sharks are older than trees or dinosaurs. They have been in this world for about 450 million years ago. The largest shark in the world is a whale shark and the smallest one is the dwarf lantern shark. It can be smaller than a human hand. Did you know that there are more teeth on shark skin than in its mouth? And that their skin feels like sandpaper? Port Jackson sharks have a mouth full of teeth and they eat crabs, lobsters, sea urchins and fish. Sharks can lose more than 30,000 teeth in a lifetime. Most sharks live 20 to 30 years in the wild, but some species live much longer than that. The rarest shark is the spear tooth shark. More than 2 million sharks get killed every year by humans! Sharks are very important in the food web. If sharks disappear from the food web, the whole food web structure will be destroyed. (Maryam Faisal)

Sharks have 5 to 7 gills. Shark bones are made of cartilage. Seven gill sharks eat turtles, shrimp, other sharks, and stingray. They are slow and not very smart. They eat anything that has died, this is why they are nicknamed the rubbish bins of the ocean! (Nur Idris)   [Ms. Lamis Rafei - Primary teacher]
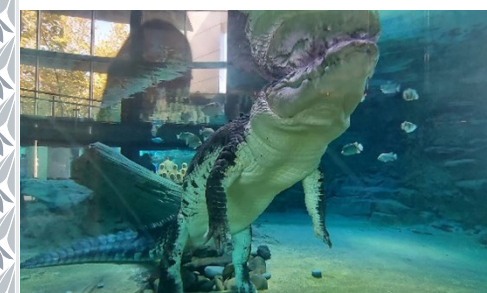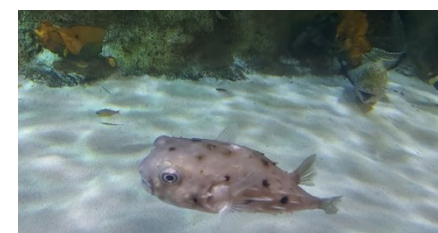
Primary Campus: Circle Time and Respectful Relationship Program

Circle time – Fostering emotional growth for young minds

Circle time has been introduced to Primary this year and it is conducted on a weekly basis. This is a time when our young learners come together to share and connect with others.

Grade	Theme
Foundation – Grade 1	Responsibility
Grade 2 – 3	Calm
Grade 4 – 6	Honesty

During these engaging sessions, children sit in a circle, forming a supportive environment where they can share thoughts, listen to one another, and participate in various activities. Circle time serves as a transition between daily activities, providing predictability and comfort. It nurtures a sense of belonging and encourages empathy.

Our teachers lead the circle, ensuring a safe space for children to express themselves. The themes that were covered during circle time this term are summarised in the table. Sometimes, we tackle specific issues affecting the class or individual students.

This activity nurtures the growth of our children by cultivating friendships, enhancing social competencies, and creating an encouraging learning environment.

Resilience, Rights & Respectful Relationships

Another program was also introduced and centred on fostering resilience, upholding rights, and nurturing respectful relationships.

This program's objective is to promote resilience, ensure rights are respected, and encourage respectful behaviour within the educational environment. The sessions took place in small group settings, separate from regular class hours.

This term's focal point was emotional literacy, which involves the capacity to comprehend one's own emotions as well as those of others.

The implemented activities were designed to help our students acquire skills in:

- Understanding, expressing, and regulating their emotions
- Developing empathy
- Respond appropriately to the emotions of others

[Ms. Adiilah Raheman - Coordinator]

Covid Safe Directives
Version 01/2024
[Updated: February 2024]

Health and safety measures will be regularly reviewed in line with the updated advice from the Department of Health and Independent Schools Victoria. All staff, parents and carers are required to read and implement the content of this Directive for their safety and the safety of others.

Student Attendance

Students who are required to isolate should be supported in the same way as students with an extended absence due to illness or injury, with learning materials provided to support their continued learning through **Schoolbox** and the **Weekly Work Schedule**.

Online Classes for Students Enrolled in VCE Units 1-4 While in Isolation

A student who is in isolation <u>and</u> is enrolled in a Unit 1, 2, 3 or 4 subject will be permitted to join live-streamed classes for these units remotely if the student is well enough to participate. This includes Year 10 students who are enrolled in the Year 10 VCE Accelerated Program. Teachers of these units are requested to run their classes in a hybrid manner via MS Teams, only if they are informed of a student in their class who is in **isolation**. No other levels / reasons are approved to run classes remotely.

Rapid Antigen Testing

It is recommended that rapid antigen tests (RATs) are used by students and staff:

- If you have symptoms of COVID-19 infection, no matter how mild
- If you are a household or close contact of someone who has COVID-19
- If you are a social contact of someone who has COVID-19.

Where a student displays symptoms, they will be referred to the school nurse or their representative to have a rapid antigen test administered.

Reporting a positive test result

Students (or their parents) are advised to email the relevant Form Teacher to inform them about the positive test result. This is necessary to include the reason of the student's absence in the school's attendance register.

Staff must report a positive result to the school's Daily Organisor on the day they receive a positive test result.

Positive Case Isolation Requirement as per School Policy & Government Recommendations

<u>Students</u>

As per the school's policy and the Department of Health guidelines, a student who tests positive must isolate at home for a minimum period of 5 days.

If they are asymptomatic on day 6, they may return to school, otherwise they should remain at home until symptoms are resolved.

Parents of students who are symptomatic will be asked to collect their child from school and to keep them home until they are no longer symptomatic.

<u>Staff</u>

A staff member who tests positive must isolate for 5 days. However, if the staff member is <u>asymptomatic</u> and is fit to work, they may attend to school provided the following conditions are adhered to:

1. Inform the Daily Organiser on the day they test positive.
2. Wear a K95 facemask on school premises during teaching and non-teaching periods for a minimum period of 5 days from the date they tested positive.
3. Always maintain physical distance between students and staff.
4. Avoid public spaces, including staff tea rooms, PDs / meetings, the mosque, etc.

Teaching staff who test positive to COVID-19 will be able to access 5 days paid leave from their Other Purpose Leave [OPL] without a medical certificate. This is in addition to their 10 days of Personal Leave.

Management of Suspected Cases of Covid-19 in Schools

A 'suspected' or 'symptomatic' case means a person who displays any <u>COVID-19 symptoms</u>.

The staff member or student who is symptomatic will be asked to undergo testing for COVID-19. Parents of students who are symptomatic will be asked to collect their child from school and to keep them home until they are no longer symptomatic.

A staff member who tests positive will be asked to return home immediately.

Isolation

A staff member who observes an ill student or is informed by a student about their symptoms must contact the school nurse to accompany the student to the Sick Bay and to contact their parent for immediate pick up. If the nurse is not available, the staff member attending to the ill student must observe all PPE protocols.

Face Masks

In accordance with our school's risk management plan and as per the recommendation received from the Department of Health, staff and students who wish to wear a face mask will be supported to do so.

The Department of Health recommends that masks should be worn by a person who is a close contact of someone who has tested positive for COVID-19 when leaving home.

Additionally, the Department of Health recommends that masks should be worn by a person who has COVID-19 for 7 days after a positive test when they need to leave home.

Infection prevention and control

- All staff, students and visitors to schools should practise good hand hygiene, particularly on arrival to school, before and after eating, after blowing their nose, coughing, sneezing or using the toilet. Staff should direct or supervise young students where required.

Air Purifiers

All classrooms have been fitted with air-purifiers.

Form teachers are responsible to:

1. switch the air-purifiers on in the morning during form time; and
2. open the windows of the classroom.

The last period teacher is responsible to switch the purifiers off after student dismissal and close the windows.

For information about maximising ventilation in schools, including the appropriate use and placement of air purifiers, please see the <u>Department's Ventilation and Air Purification policy</u> and the How to use an air purifier fact sheet.

Hand Hygiene

- Hand sanitisers are located around the school buildings for the easy access of students and staff.
- Posters have been placed around the school reminding students and staff of recommended hygiene practices.
- Sharing of food is not permitted.
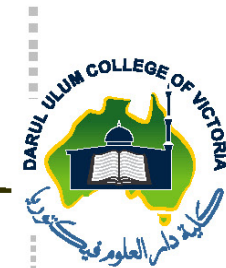
Darul Ulum College of Victoria

CHILD SAFETY POLICY

Statement of Commitment to Child Safety

Darul Ulum College is committed to promoting the wellbeing of students and protecting them from abuse by fostering and creating environments where children feel safe and welcomed.

We promote the virtue of maintaining respectful relationships between students and their peers and between students and adults. This is reinforced when all parties are informed of their rights and equally conscious of their duties and obligations towards others.

We have no tolerance of child abuse or discrimination and are committed to apply measures to identify and manage risks of harm to our students in the school environment.

Students are informed about the various means available for them to voice their concerns and when a concern is raised, it is taken seriously and responded to accordingly.

Promotion of student wellbeing and protecting children from harm is a shared responsibility between the community and staff of the school as all children have a right to feel safe and protected from all forms of abuse and is inherent to our faith and tradition. All members of the school community, including staff, parents, guardians, volunteers, students on placements and contractors share a legal and moral responsibility to protect children from abuse and to respond to incidents involving the abuse and/or neglect of children.

This policy must be read in conjunction with the Complaints Management and Procedures Policy, Code of Conduct for Staff and Others Who Interact with Students, Child Safety Risk Management Policy, Critical Incident Policy, Duty of Care Policy, Protecting Children: Mandatory Reporting of Child Abuse Policy, Staff Guidelines for Safe and Responsible Use of Web Tools and Electronic Publishing and Virtual Classes Staff Code of Conduct Policy.

In line with the College's vision which promotes a child safe school environment, these policies demonstrate our commitment to creating and maintaining a child safe school.

This policy provides an overview of our school's approach in implementing **Ministerial Order No 1359 - Implementing the Child Safety Standards - Managing the risk of child abuse in schools and school boarding premises** which details out how the Victorian Child Safe Standards apply in school environments.

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In summary, the new Victorian Child Safe Standards are:

Child Safe Standard 1: Organisations establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.

Child Safe Standard 2: Child safety and wellbeing is embedded in organisational leadership, governance and culture.

Child Safe Standard 3: Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously.

Child Safe Standard 4: Families and communities are informed and involved in promoting child safety and wellbeing.

Child Safe Standard 5: Equity is upheld and diverse needs respected in policy and practice.

Child Safe Standard 6: People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.

Child Safe Standard 7: Processes for complaints and concerns are child focused.

Child Safe Standard 8: Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.

Child Safe Standard 9: Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.

Child Safe Standard 10: Implementation of the Child Safe Standards is regularly reviewed and improved.

Child Safe Standard 11: Policies and procedures document how the organisation is safe for children and young people.

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Roles and Responsibilities

Board of Directors

Consistent with school's Risk Management Matrix and child safe policies, members of the Board of Directors will:

- ensure that child safe standards and student wellbeing will be one of the core agenda items discussed in the Board's Annual General Meeting and meetings of the Management Committee as deemed necessary;
- undertake annual training on child safety matters and student wellbeing at the school;
- review the school's Child Safe Matrix annually at a minimum or as deemed necessary to identify and mitigate child safety and wellbeing risks based on the feedback provided by the Secretary to the Board / Executive Principal and/or Principal;
- ensure sufficient resource are in place to facilitate the effective implementation of child safe policies;
- promote and champion a child safe culture within the school (where applicable) and with the broader school community;
- approve relevant updates to all child safe policies, including the Code of Conduct for Staff and Others who Interact with Students; and
- ensure all recruitment procedures and processes are consistent with child safe measures and policies.

School Leadership Team

Our senior leadership staff comprising of the Executive Principal, Principal, Heads of School (where applicable) and members of the Policy Committee, are responsible to develop and update all policies pertaining to child safety, and to ensure complete implementation of policies is maintained and reviewed in accordance with Ministerial Order 1359.

The Executive Principal, Principal and Heads of School are responsible to ensure that the Child Safety Policy, including the mandatory reporting requirements and Code of Conduct for Staff and Others who Interact with Students are effectively implemented in the school and that adequate response to a disclosure of suspected child abuse takes place in a timely manner as per the procedures outlined in the Protecting Children: Mandatory Reporting of Child Abuse Policy.

To achieve the above outcome, the leadership team will:

- develop, update and review child safe policies and practices as deemed necessary;
- monitor the implementation of policies and procedures and address any shortcomings in a timely manner;
- be positive role models by facilitating and promoting participation of all stake holders and by ensuring the diverse needs of students are attended to;
- conduct or facilitate termly professional learning opportunities for staff to keep abreast with child safe and wellbeing policies and ensure staff are not discouraged from reporting an allegation of child abuse to relevant authorities;

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- address child safe issues and topics with the broader community during the annual parent information sessions;
- facilitate the publication of child safe policies to the school's website;
- facilitate appropriate strategies and platforms that promote student empowerment and participation;
- facilitate for child safe topics to be included in the school's newsletter on a regular basis;
- facilitate for the delivery of child safe topics / policies and respectful relationships during student orientation sessions;
- display child safety posters and material in prominent locations around the school and in age-appropriate language; and
- facilitate the means and resources for students to raise any concerns, complaints and/or suggestions in a student friendly / age-appropriate manner.

School Staff and Volunteers

Our staff members and volunteers are expected to be proactive in ensuring child safety requirements are met by:

- adhering to the Code of Conduct for Staff and Others who Interact with Students, with special consideration given to the section titled Relationship with Students, along in addition to other child safe school policies;
- attending regular professional development sessions and training to gain a better understanding of the child safe requirements and policies; and learning about how to identify signs / symptoms of abuse, the key risk indicators of abuse and how to raise concerns with the senior leadership team as per the Protecting Children: Mandatory Reporting of Child Abuse Policy; and
- by following the Four Critical Actions for Schools.

Child Safety Risk Management

In accordance with our school's Child Safety Risk Management Policy, we attempt to identify and manage child safety in our physical and online environments. This includes identifying and managing risks in the school, during excursions, incursions, camps and the online environment.

This process is managed through our Child Safety Risk Management Matrix which identifies the risk causes and consequences, existing controls, current risk assessment with current controls and actions to be taken for risks requiring further treatment. The senior leadership team comprising of the Executive Principal, Principal and Heads of School are responsible for reviewing the Child Safety Risk Management Matrix at least once annually and will update the risk management strategies as deemed necessary.

Creating a Culturally Safe Environment

Consistent with our school's Vision Statement, we are committed to creating a culturally safe environment in which all students, and particularly students of an Aboriginal background feel safe, respected and valued.

In acknowledging the importance of being acquainted with the Aboriginal culture, our annual staff induction programs will address this topic to create awareness and appreciation towards the Aboriginal culture and its relevance to the safety of Aboriginal children and young people. Students will also be educated about the Aboriginal culture through the designed curriculum to appreciate their strengths and wellbeing.

The school will create opportunities for First Nations Australian students and their families by encouraging their participation in the school and enabling them to voice their opinions.

As a school comprising of students who come from a wide range of cultural backgrounds, we celebrate our cultural diversity by training students and staff about the importance of respecting one another and appreciating our cultural differences. This is reinforced by the many sacred texts and traditions that establish this concept.

The school has zero tolerance towards any form of racism. This is stipulated in the Code of Conduct for Staff and Others who Interact with Students, the Code of Conduct for Students, the Student Behaviour Management Policy and the Bullying Prevention Policy.

Our Student Behaviour Management Policy is based on four primary domains:

1. Fostering and Cultivating Ethical and Positive Behaviours and Relationships
2. Identification of Unacceptable Behaviours
3. Measures and Strategies for Restorative Practices
4. Consequences and Subsequent Responsive Measures

The school also adopts a four- phase approach to bullying which includes primary prevention, early intervention, intervention and post violation. Consequences for inappropriate behaviour will be issued as per the guidelines stipulated in the Student Behaviour Management Policy and as deemed appropriate by the Discipline Committee.

Empowerment of Students

As a college, we recognise the importance of gauging students' interests and parental involvement during the students' educational journey at the school. To create a sense of belongingness and to promote student wellbeing, we create opportunities for students and their parents to participate and contribute to our school's child safety measures and practices.

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This is achieved by:

- training staff on themes and concepts pertaining to respectful relationships and restorative practices;
- encouraging students to establish friendships with each other and facilitating this by expecting teachers and year level coordinators to identify and intervene when a student is often observed on their own;
- establishing a Student Representative Council as a body to voice students' concerns and suggestions;
- encouraging students to provide suggestions to relevant school personnel in-person or by using the Suggestion Boxes;
- seeking students' feedback on child safety through school surveys;
- educating students about their rights and responsibilities that are outlined in the Student Code of Conduct;
- educating students on how to report any concerns through student orientation sessions and through posters displayed in prominent locations across the school;
- senior leadership and staff are trained to prioritise attending to cases related to child safety; and
- senior leadership holds student forums to listen to their concerns or suggestions periodically or on a need basis.

Family Engagement

Our school recognises the importance of parental engagement and affirms that families partner in the shared privilege and responsibility for children and young people's faith formation, learning, safety and wellbeing.

This is achieved by:
- creating opportunities to ensure that members of the school community are adequately informed about the school's operations and governance relating to child safety and wellbeing;
- publishing our child safe policies on the school's website;
- providing parents the option of seeking translated policies if and when required;
- addressing child safe policies in parent information sessions;
- alerting parents of any updates to child safe policies through the school's newsletter;
- seeking parents' feedback and input on child safety through school surveys;
- informing parents on how to raise concerns or report abuse in reference to the child safe policies available on our website, or by attending the school in person, by seeking a meeting with senior leadership or by emailing info@dulum.vic.edu.au

Diversity and Equity

As a school, we are committed to ensuring that equity is upheld and that students are not discriminated against.

Our Code of Conduct for Staff and Others wo Interact with Students stipulates the requirement of knowing our learners and how they learn, respect individual differences and cater for individual abilities.

There is no tolerance for any form of labelling of children or use of discrimination or acts of prejudice based on colour, origin, background, ethnicity, gender, appearance or disability.

This implies paying due attention and care to the needs of all students, especially students identified as being vulnerable or requiring additional needs.

This is achieved by ensuring that we communicate that discrimination and bullying are not tolerated – if incidents of bullying or discrimination occur, the incident will be addressed in line with school's Code of Conduct for Staff and Others who Interact with Student and the Student Behaviour Management Policy.

While all staff are required to cater for vulnerable students, members of the school's Student Wellbeing Department will frequently check in with vulnerable students and their families to confirm their needs are being met. Students who are at risk of social isolation will be offered buddying and/or mentoring by nominated students.

Recruitment: Suitable Staff and Volunteers

Our recruitment process is underpinned by practices and protocols that ensure utmost importance and attention is given to child safety.

This process includes seeking the applicant's Working with Children clearance, or the Victorian Institute of teaching registration.

Thereafter, we collect and record the following:
- proof of applicant's identity;
- proof of professional qualifications; and
- references that confirm the applicant's suitability to the role

All records are retained by the HR Department in a secure location.

Staff Induction

Successful applicants are required to attend the Staff Induction Program to acquaint themselves with school policies and expectations.

The focal points of the Staff Induction Program include the following:

- Code of Conduct for Staff and Others who Interact with Students;
- Staff Guidelines for Safe and Responsible Use of Web Tools and Electronic Publishing;
- Child Safety Policy;
- Protecting Children: Mandatory Reporting of Child Abuse Policy;
- overview of the Student Behaviour Management Policy;
- Duty of Care Policy;
- Critical Incident Policy;
- Teacher Duties and Responsibilities Policy; and
- other pertinent policies as deemed appropriate by management.

Ongoing Supervision and Staff Management

Newly appointed staff will be assigned a mentor for a period of one school year to guide them with pertinent policies school expectations, with particular attention give to child safety.

The leadership team will closely monitor the performance of staff in relation to child safety matters and will in intervene in a timely manner if any concern is raised or observed in this regard. The consequence will be determined in accordance with the nature of the breach by the Executive Principal.

Performance Reviews will be initiated by the relevant Heads of School and/or Principal as deemed appropriate or necessary.

Complaints Processes

All individuals associated with the school, including Board of Directors, staff, parents, students and the school community are frequently reminded and encouraged about the importance of raising a concern or a complaint and the consequences of failing to report. Reporters are assured that no adverse action will be held against them in any way or form and are informed about the consequences of failing to report cases of child abuse.

Students are educated about the processes to raise a concern or lodge a complaint during the annual student orientation sessions, the posters displayed in prominent locations across the school with visuals and age-appropriate language, the ongoing reminders during morning assemblies and the periodical reminders delivered in class by the form teachers.

Staff, parents, volunteers and the community are informed about and required to follow the procedures outlined in the Protecting Children: Mandatory Reporting of Child Abuse Policy. All school staff have been informed about the course of action to be taken upon receiving any immediate concerns pertaining to the safety of children and the school will implement the Four Critical Actions for complaints and concerns relating to adult behaviour towards a child and the Four Critical Actions: Student Sexual Offending for complaints and concerns relating to sexual offending.

Child Safety Knowledge, Skills and Awareness

In order to build a deeper understanding of the child safe policies and expectations, the Board of Directors, all staff, including non-teaching staff, will at least attend an annual training session which addresses the roles and responsibilities of all personnel associated with the school in relation to child safety and their legal obligations in accordance with the Child Safe Standards and Ministerial Order No. 1359.

The Board of Directors will receive appropriate and training and guidance about:

- individual and collective obligations and responsibilities for implementing the Child Safe Standards and managing the risk of child abuse;
- child safety and wellbeing risks in the school environment; and
- the child safety policies, procedures and practices of the school.

Staff and all individuals engaged with child-connected work will receive annual training and guidance on child safety that includes:

- the Child Safety and Wellbeing Policy;
- the Code of Conduct for Staff and Others who Interact with Children;
- the school's procedures for responding to complaints and concerns relating to child abuse;
- recognising indicators of child harm including harm caused by other children, students, or adults (including family violence);
- responding effectively to issues of child safety and wellbeing and supporting colleagues who disclose harm;
- building culturally safe environments;
- information sharing and recordkeeping processes and obligations; and
- how to identify and mitigate child safety and wellbeing risks in physical and online environments without compromising a child or student's right to privacy, access to information, social connections and learning opportunities.

To eliminate any ambiguity of obligations with respect to child safety, the Board of Directors, all staff, including volunteers, casual staff and student teachers will be required to read and sign the Code of Conduct for Staff and Others who Interact with Students annually. This will usually take place in the beginning of term one or upon employment of new staff members or placement of a student.

Review of Child Safety Practices

The school has processes in place to ensure child safety policies are drafted, reviewed, and endorsed by the governing authority.

The school's Policy Committee will:

- review and evaluate child safe policies every two years, unless an earlier review is required, based on relevant input received from staff, students and families;

- initiate a review of child safety and wellbeing policies and practices subsequent to any child safety incident and improvements are put in place where applicable;
- analyse complaints and safety incidents to better inform policy and practice; and
- share relevant findings of analysed incidents and review outcomes with staff, students and the school's community.

Note: If you require this policy in a language other than English, please contact the school reception.