



In this Issue

- Moonlit Sanctuary Excursion Experience **1**
- Upcoming Dates **2**
- Year 2 Science Excursion **3**
- Introducing the new Student Representative Council (SRC): A year of leadership and community Building - 2024 **4**
- National Science Week: 10-18 August- Species Survival **7**
- Uniform Policy **8**
- NCCD Fact Sheet for Parents, Guardians and Carers **11**
- How can families support allergy aware schools? **11**

Moonlit Sanctuary Excursion Experience

The Year 11 Biology class embarked on an exciting journey to the Moonlit Sanctuary in Pearcedale. The day was filled with learning, adventure, and unforgettable moments that brought us closer to understanding Australia's unique wildlife.

Upon arrival, we were warmly welcomed by the friendly team at Moonlit Sanctuary. Their enthusiasm and passion for wildlife conservation set the tone for the rest of our visit. The first part of the day was an interactive session with some of Australia's remarkable reptiles. Students were thrilled to meet and even touch snakes and lizards. This hands-on experience allowed us to appreciate these creatures' beauty and learn about their habitats and behaviours.

Next, we embarked on a guided tour around the sanctuary. Our guide introduced us to various Australian wildlife, including some endangered species. We saw an array of birds, including the critically endangered, Orange-bellied Parrot, and the Tasmanian devil, each with unique adaptations that help them survive in their environments. The guide explained how the sanctuary manages endangered species and combats diseases that affect animal populations, ensuring the survival of these precious creatures.

The tour also highlighted the importance of



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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 Hurairah (May Allah be pleased with him) reported: The Messenger of Allah (peace be upon him) said, "The best month for observing Saum (fasting) after Ramadan is Muharram, and the best Salat after the prescribed Salat is Salat at night." [Muslim]

adaptations in Australian animals. We learned about how these adaptations enable animals to maintain homeostasis and thrive in their natural habitats. This part of the excursion was particularly fascinating, as we delved into the science of how animals regulate their internal conditions despite external changes.

After the educational tour, students had the opportunity to visit the gift shop. It was a fun way to end the day, with some of us purchasing souvenirs to remember our incredible experience.

Overall, the Moonlit Sanctuary excursion was an educational and enjoyable experience. It provided us with a deeper understanding of Australia's wildlife and the importance of conservation efforts. A huge Jazakallahu Khairan to the organizing teacher for this memorable trip that combined learning with fun in the most engaging way possible.

[Abdullah Haque - Year 11B Biology student]



Upcoming Dates

- Term 3, 2024**
- 31 July - 2 August:**
Year 9-12 Girls' Camp
- 6 - 8 August:**
Australian Maths Competition
- 12 - 16 August:**
ICAS English
- National Science Fair Week*
- 16 August:**
F-6 National Day of Action Against Bullying and Violence
- 19 - 21 August:**
Year 9-12 Boys' Camp
- 26 - 30 August:**
Literacy Week
- 29 August - 4 September:**
Premier Reading Challenge
- ICAS Math and Numeracy Week*
- 2 - 6 September:**
F - 6 Sunnah Awareness Week
- 2 - 18 September:**
Quran Competition

Sunnah Corner

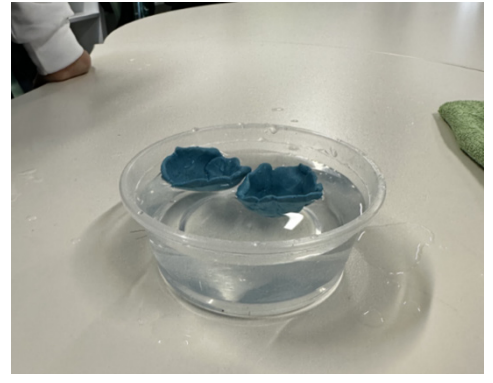
Anas bin Malik (May Allah be pleased with him) reported: The Messenger of Allah (peace be upon him) said, "Allah is pleased with His slave who says: 'Al-hamdulillah (praise be to Allah)' when he takes a morsel of food and drinks a draught of water." [Muslim].

Year 2 Science Excursion

We are delighted to share with you a glimpse into our recent adventures in the world of science! Our second-grade scientists have been hard at work exploring the fascinating world of materials and physical changes.

In the photos below, you'll witness our young scientists fully engaged in hands-on exploration as they delve into the properties of different materials and observe the intriguing transformations that occur through physical changes.

[Ms. Rabiya Ozamdar - Grade 2 Teacher]



Introducing the new Student Representative Council (SRC): A year of leadership and community Building - 2024

We are thrilled to introduce the Student Representative Council (SRC) for the year 2024 at Darul Ulum College of Victoria. The SRC is a dedicated group of student leaders committed to advocating for their peers, organizing school events, and fostering a positive and inclusive school environment.

SRC Objectives and Members

The objectives of the SRC are to:

- Serve as a bridge between students and the school administration.
- Represent the student body's perspectives, needs, and interests.
- Organize events to enrich school life and enhance the sense of community.
- Promote good manners, responsibility, and leadership among students.

This year's SRC Team

- Head of SRC: Saad Shaheed
- Deputy Head of SRC: Haadi Barakat
- Executive Members: Ubaidullah Badaloo, Muhammad Elleissy, Muhammad Ibn Zaman, and Hamza Naser.

Primary Members

- Year 4B: Muhammad Furqan Waedaramae, Ahmad Hoblos
- Year 4BE: Hammad Ali Mohammad
- Year 5B: Mohammad Farhat, Bilal Khaled
- Year 5BE: Saad Hossain
- Year 6B: Adam Taha, Ahmad Houssein
- Year 6BE: Ibrahim Jeewody

Secondary Members

- Year 7B/7BE: Zayed Zunnoon, Zayed Muhammad
- Year 8B/8BE: Ahmad Manjoo, Muaaz Elleissy
- Year 9B/9BE1: Noah Taleb, Abdullah Abdurahman
- Year 10B/10BE2: Khaled Halwani, Abdullah Abdussami
- Year 11BE3/11BE4: Saad Badaloo, Luqmaan Waedaramae

Upcoming Events

The SRC has an exciting lineup of events planned for the year, including:

- Cleanliness Competition: Encouraging classes to maintain cleanliness and order, promoting a healthy and pleasant learning environment.
- Soccer Tournament: Planned for Term 3, providing a fun and competitive activity for students.
- Cricket Tournament: Scheduled for Term 4, adding to the sports excitement for the year.
- Soccer Match for Teachers: An exciting match planned towards the end of the term, fostering camaraderie and teamwork among the teaching staff.
- First Aid Training for the Executive Team: Ensuring our leaders are prepared for emergencies.
- A fun and educational trip planned for Term 4, featuring tree surfing and other activities.
- Celebrating the achievements and contributions of SRC members at the end of the year.

The SRC is a vital part of our school community, embodying the values of leadership, responsibility, and good manners. We look forward to a productive and impactful year ahead.



STUDENT REPRESENTATIVE COUNCIL (SRC)

What is SRC?

The Student Representative Council (SRC) is a group of elected student leaders who advocate for the student body, organize events, and foster a positive school community. They act as a bridge between students and school administration, ensuring student voices are heard.



why is an SRC member needed ?

An SRC member is essential for ensuring that the student body's perspectives, needs, and interests are effectively communicated and represented to the school administration. They serve as a voice for students, organize events to enrich school life, and contribute to creating a positive and inclusive school environment.



Who is an SRC member?

Any student from grades 4 to 12 is eligible to apply for SRC membership. Candidates should exhibit traits like leadership, responsibility, strong communication skills, and a sincere dedication to representing their fellow students.



The Pillars of a Muslim SRC

Manners

A Muslim SRC should have good manners (Akhlāq). Good manners are not only about being polite but also about showing respect, kindness, and fairness to everyone. An SRC member should always act with honesty and integrity, being truthful in their words and actions. They should listen to others with patience and speak with wisdom. By displaying good manners, they create a welcoming environment amongst students.

- "And speak to people good [words]..." (Surah Al-Baqarah 2:83).
- The Prophet Muhammad (PBUH) said, "The best among you are those who have the best manners and character" (Sahih Bukhari). This hadith emphasizes the importance of good character and manners.

Responsibility

A Muslim SRC should have responsibility towards their fellow students. They must ensure that they do their duties. An SRC member should be reliable and trustworthy, always keeping their promises and commitments. They should work hard to voice the concerns of students allowing their problems to be solved. By taking their responsibilities seriously, you can develop leadership building trust and respect among students.

- "O you who have believed, fulfill [all] contracts..." (Surah Al-Ma'idah 5:1).
- The Prophet Muhammad (PBUH) said, "Every one of you is a shepherd and is responsible for his flock..." (Sahih Bukhari).

Role Model

A Muslim SRC should serve as a role model for other students. This means living according to Islamic principles, showing leadership, and inspiring others to do good. As role models, SRC members should show good qualities such as honesty, kindness, fairness. They should strive to follow the example of the Prophet Muhammad (PBUH) in their daily lives. By doing so, they can influence their peers to adopt similar values and behaviours.

- "Indeed in the Messenger of Allah (Muhammad SAW) you have a good example to follow..." (Surah Al-Ahzab 33:21).
- The Prophet Muhammad (PBUH) said, "The believer is not one who eats his fill while his neighbour is hungry" (Sunan Al-Kubra).

[Muhammed Jariwala - SRC Coordinator]

6A Hajj Awareness Week Project

The Grade 6A students engaged in a Hajj Awareness Project to gain a greater understanding of the various Hajj rituals. Here are some images of their projects.

[Ms. Nadia Sheriffi - Grade 6 teacher]



National Science Week: 10-18 August Species Survival

Assalamualaikum w.w

Dear Students of Year 7-10,

During the term 2 break, we invite you to embark on a meaningful journey that combines your love for science with the profound values of our Islamic faith. The National Science week theme for 2024 is "Species Survival" and will be taking place Australia wide from the 10th to 18th of August. This is a great opportunity for us to explore how our Islamic teachings can guide us in protecting endangered species and maintaining the balance of ecosystems. Thus, we challenge you to deliver a visually stunning, powerful message that sheds light on endangered species and how we can protect and preserve the beautiful creatures of Allah – knowing that it is our duty in Islam, to be caretakers of the Earth and its inhabitants.

To successfully embark on this mission, you are to take on the role of an Eco-Muslim(ah) warrior and:

1. **Research:** an endangered creature that fascinates you. Learn about its habitat, role in the ecosystem, and current threats.
2. **Design:** a visually appealing poster or infographic that highlights your findings.
3. **Educate:** Share your work with our community. Help others understand the importance of biodiversity and our role in preserving it.

Grab your research hats and artistic flair to create a super cool infographic that not only informs but inspires everyone to take action and care for Allah swt's creatures. We are excited to see how you will connect your Islamic values with scientific research skills and how you will lead the way in environmental stewardship. Let this project be a reflection of our values and our commitment to a healthier, more sustainable world. We look forward to your creative and insightful contributions. Remember, every small effort counts in making a big difference.

Wishing you all the very best in this exciting endeavour. Let's make it informative, impactful, and most importantly, fun!

Warm regards,

The Secondary Science Department of Darul Ulum College



Join the Movement to Promote species survival!
Small Changes, Big Impact!



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.

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.

FACT SHEET FOR PARENTS, GUARDIANS AND CARERS

WHAT IS THE NCCD?

The Nationally Consistent Collection of Data on School Students with Disability (NCCD) takes place every year.

The NCCD is a collection that counts:

- the number of school students receiving an adjustment or 'help' due to disability
- the level of adjustment they are receiving to access education on the same basis as other students.

Students are counted in the NCCD if they receive ongoing adjustments at school due to disability. This 'help' allows them to access education on the same basis as a child without disability. The NCCD uses the definition of disability in the [Disability Discrimination Act 1992](#).

Schools provide this information to education authorities.

Go to *What is a reasonable adjustment?* below to learn about adjustments.

WHY IS THIS DATA BEING COLLECTED?

All schools in Australia must collect information about students with disability.

The NCCD:

- ensures that the information collected is transparent, consistent and reliable
- provides better information that improves understanding of students with disability
- allows parents, guardians, carers, teachers, principals, education authorities and government to better support students with disability.

Student with disability loading

Funding from the Australian Government for students with disability is based on the NCCD through the student with disability loading.

Students with disability who are counted in the top three levels of the NCCD (extensive, substantial and supplementary) attract the loading. Funding is based on a per-student amount at each of the three levels of additional support. The amount of the loading reflects the level of support students with disability need to participate fully in school, with higher funding for those who need higher levels of support.

Australian Government recurrent school funding is provided as a lump sum to school authorities including state and territory governments, which can then distribute the funding to their member schools according to their own needs-based arrangements.

The Government expects schools and school systems to consider their funding from all sources (ie Australian Government, state and territory and private) and prioritise their spending to meet the educational needs of all of their students, including students with disability.

WHAT ARE THE BENEFITS OF THE NCCD FOR STUDENTS?

The information collected by the NCCD helps teachers, principals, education authorities and governments to better support students with disability at school.

The NCCD encourages schools to review their learning and support systems and processes. This helps schools to continually improve education outcomes for all students.

WHAT MUST SCHOOLS DO FOR STUDENTS WITH DISABILITY?

All students have the right to a quality learning experience at school.

Students with disability must be able to take part in education without discrimination and on the same basis as other students. To ensure this, schools must make reasonable adjustments if needed for students with disability. Educators, students, parents, guardians, carers and others (eg health professionals) must work together to ensure that students with disability can take part in education.

The *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005* describe schools' responsibilities.

WHAT IS A REASONABLE ADJUSTMENT?

An adjustment is an action to help a student with disability take part in education on the same basis as other students.

Adjustments can be made across the whole school (eg ramps into school buildings). They can be in the classroom (eg adapting teaching methods). They can also be for individual student need (eg providing personal care support).

The school assesses the needs of each student with disability. The school provides adjustments in consultation with the student and/or their parents, guardians and carers.

Schools must make reasonable adjustments if needed. The Disability Standards for Education 2005 define 'reasonable adjustment' as an adjustment that balances the interests of all parties affected.

WHO IS INCLUDED IN THE NCCD?

The definition of disability for the NCCD is based on the broad definition under the *Disability Discrimination Act 1992*.

The following students are examples of those who may be included in the NCCD if they need monitoring and adjustments:

- students with learning difficulties (such as dyslexia)
- students with chronic health conditions (such as epilepsy or diabetes).

WHO COLLECTS INFORMATION FOR THE NCCD?

Schools identify which students will be counted in the NCCD. They base their decisions on the following:

- adjustments provided for the student (after consultation with the student and/or their parents, guardians and carers)
- the school team's observations and professional judgements
- any medical or other professional diagnoses
- other relevant information.

School principals must ensure that information for the NCCD is accurate.

WHAT INFORMATION IS COLLECTED?

A student is counted in the NCCD if they receive reasonable adjustments at school due to disability.

Each year, schools collect the following information about the student, including:

- their year of schooling
- the level of adjustment received
- the broad type of disability.

For students who have more than one disability, the school uses professional judgement to choose one category of disability. They choose the category that most affects the student's access to education and for which adjustments are being provided.

A high level summary of the NCCD data is available to all Australian state and territory governments to improve policies and programs for students with disability.

HOW IS THIS DATA USED?

The NCCD data informs funding and work by schools and sectors. It ensures that support for students with disability becomes routine in the day-to-day practice of schools. The NCCD also supports students in the following ways.

- The NCCD helps schools better understand their legislative obligations and the Disability Standards for Education 2005.
- Schools focus on the individual adjustments that support students with disability. This encourages them to reflect on students' needs and to better support students.
- The NCCD facilitates a collaborative and coordinated approach to supporting students with disability. It also encourages improvements in school documentation.
- The NCCD improves communication about students' needs between schools, parents, guardians, carers and the community.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) annually publishes high-level, non-identifying NCCD data.

WHEN DOES THE NCCD TAKE PLACE?

The NCCD takes place in August each year.

IS THE NCCD COMPULSORY?

Yes. All schools must collect and submit information each year for the NCCD. This is detailed in the *Australian Education Regulation 2013*. For more information, ask your school principal or the relevant education authority.

HOW IS STUDENTS' PRIVACY PROTECTED?

Protecting the privacy and confidentiality of all students is an essential part of the NCCD.

Data is collected within each school. Personal details, such as student names or student identifiers, are not provided to federal education authorities. Learn more about privacy in the [Public information notice](#).

FURTHER INFORMATION

Contact your school if you have questions about the NCCD. You can also visit the [NCCD Portal](#).

There is also a free [e-learning resource](#) about the *Disability Discrimination Act 1992* and Disability Standards for Education 2005.

This document must be attributed as *Fact sheet for parents, guardians and carers*.



How can families support allergy aware schools?

If your child has an allergy:



- Tell the school about your child's allergies when you enrol them.



- Work with the school to plan for activities that involve food (such as food technology lessons or social occasions) and talk to the teacher who is organising the activity.
- If your child is attending a school camp, talk to the teacher who is organising the camp or activity. Ask them for the contact details of the camp caterer so that you can talk to them about your child's food allergies.



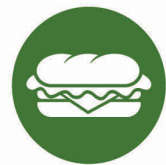
- Before your child starts school, give the school a copy of your child's ASCIA Action Plan.
- The ASCIA Action Plan should be completed by your child's doctor or nurse practitioner.



- Teach your child about their allergy.
- This will depend on your child's age, allergies and abilities.



- Meet with the school to talk about what the school can do to care for your child while at school, at excursions and on camps.



- Children with food allergy need to:
 - Learn about the food they are allergic to.
 - Learn how to talk with others about their allergies.
 - Wash their hands before and after eating.
 - Not share food.
 - Only drink from their own water bottle.
 - Only eat food provided by a trusted adult who knows about their food allergies.
 - Tell a teacher if they feel unwell.



- Give the school one of your child's adrenaline injectors (in date), along with any other medication (such as antihistamine and asthma reliever medication).

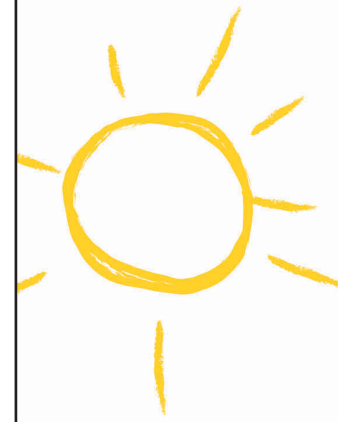


- Children with insect allergy need to:
 - Learn about the insect they are allergic to.
 - Learn how to talk with others about their allergy.
 - Keep their shoes on when playing outside.
 - Be careful when at outdoor swimming events if they do not have shoes on.
 - Drink from a container with a lid and be careful if drinking from cans.



- Let the school know if your child's allergies change and give the school a copy of the updated ASCIA Action Plan.

For more information visit: allergyaware.org.au



If your child does not have an allergy your family can support allergy aware schools in the following ways:



- Help the school look after children with allergies by supporting the ways the school reduces the risk of a child having an allergic reaction.



- Teach your child about how to care for their friends and other children with allergies.



- Talk to your child about how everyone has different health needs and teach them to be respectful of the needs of other children.



- Caring for children with allergies includes:
 - Washing hands before and after eating.
 - Not sharing food.
 - Only drinking from their own water bottle.
 - Telling a teacher if their friend is sick.

