



Al-Muazzin

A CALLER TOWARDS SUCCESS

17 Baird Street, P.O.Box 130, Fawkner, Victoria 3060, Australia.
Phone: 61 3 9355 6800 Fax: 61 3 9359 0692 E-mail: info@dulum.vic.edu.au Website: dulum.vic.edu.au

Darul Ulum College Monthly Newsletter

Edition 152

Wednesday, March 24 2019

18 Sha'ban 1440

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April and May Events

23rd of April:

First Day of Term 2 for students

25th of April:

Anzac Day (Public Holiday)

26th of April:

Curriculum Day (No students)

29th of April to 3rd of May:

Ramadan Awareness Week

2nd of May:

VCE Careers Expo (Boys)

3rd of May:

VCE Careers Expo (Girls)

6th of May:

Ramadan timetable commences

14th of May:

NAPLAN Online tests commence

15th of May:

Iftaar Night (Girls)

20th to 24th May:

Arabic Week

Hadith of the month

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

Narrated Abu Huraira (ra) I heard Allah's Messenger (pbuh) saying, "The rights of a Muslim on the Muslims are five: to respond to the salaam, visiting the sick, to follow the funeral processions, to accept an invitation, and to reply to those who sneeze. [Sahih al-Bukhari]



Sunnah Corner

Virtues of the month of Ramadan

Abu Huraira (ra) reported Allah's Messenger (pbuh) as saying: When there comes the month of Ramadan, the gates of mercy are opened, and the gates of Hell are locked and the devils are chained. [Sahih Muslim]

Ramadan School Timings

Assalaamu Alaikum

Dear Parent / Guardian,

Ramadhan Mubarak!

Darul Ulum College's family would like to wish the community a blessed month of Ramadhan! We hope that this month will be a means for us to further strengthen our connection with The Almighty and that we attempt to maximise the spiritual benefits of this blessed season.

Please be informed that student attendance and dismissal timings will change during the month of Ramadhan, starting from **Monday 6 May** and ending on **Tuesday 4 June**.

Please take note of the variable student starting and dismissal timings, as outlined below.

STUDENT YEAR LEVELS / DEPARTMENTS	STARTING TIME	DISMISSAL TIME
FOUNDATION - GRADE 5 STUDENTS <u>without</u> siblings in upper levels	8:20am	1:25pm
FOUNDATION - GRADE 5 STUDENTS <u>with</u> siblings in upper levels	8:20am	1:50pm
GRADE 6 - YEAR 12 STUDENTS	8:20am	1:50pm
HIFZ & KITAB STUDENTS	8:00am	1:50pm

A courtesy reminder that the canteen will be closed during the month of Ramadhan.

We thank you for your cooperation in this regard.

Wassalam,

College Administration

Sunnah Week

Sunnah Week was an exciting week for our students in Primary. They learnt about different Sunnahs that they can practice in their daily lives. Students had a 'hands on' experience, during which they had the opportunity to act and practice the Sunnah. Although Week 9 was Sunnah Week, it was emphasized that the observance of Sunnah was not exclusive to this week. We emphasized that Sunnah is for life, meaning that we should strive to implement it in every aspect of our existence. Some of the Sunnahs that students have been learning about across primary are:

- Sunnah of eating and drinking
- Importance of keeping your surroundings clean
- Sunnah of using the Miswak
- Sunnah of using the toilet
- Sunnah of travelling
- Sunnah of sleeping

The Tarbiyyah Department would like to share the spiritual experiences afforded to our students and the activities they have participated in, throughout the week.

Foundation and Grade 1 had a practical lesson on how the Sunnah of eating and drinking should look and feel like.



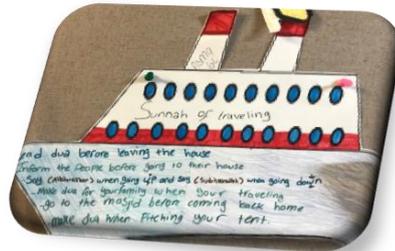
Foundation participated in another activity, whereby they illustrated the correct sequence for drinking in accordance with the Sunnah.



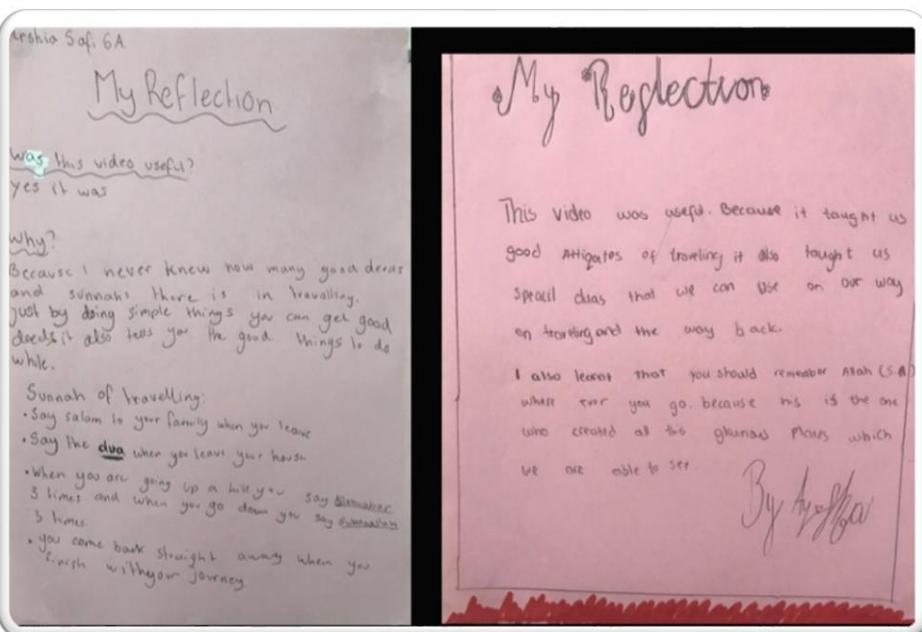


And who doesn't love 'Sleeping'? Sleeping is a big blessing from Allah. The Grade 5s have been learning about the importance of having a good night's sleep as well as the Sunnah etiquette of sleeping.

The Grade 6s learnt about the Sunnah of travelling. They also got an insight into the difficulties and issues faced by the people travelling during the time of the Prophet Muhammad (peace be upon him).



Students also had the opportunity to learn the origins of the Sunnah and what the virtues of practicing it are. Parents can support their children's learning by having discussions about Sunnah and encouraging them to practice Sunnah in their daily lives.

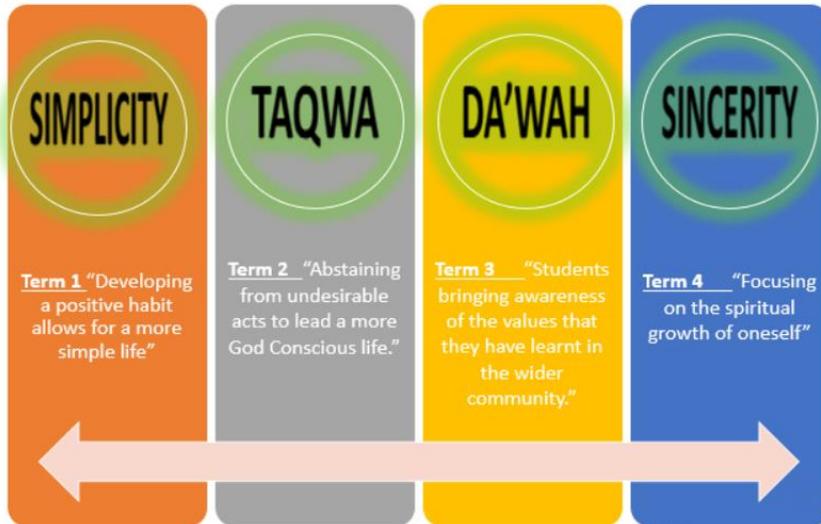


[Ms. Shehnaaz Shaheed Grade 5 and 6 Tarbiyyah teacher]

Tarbiyah Portfolio Initiative

GOALS

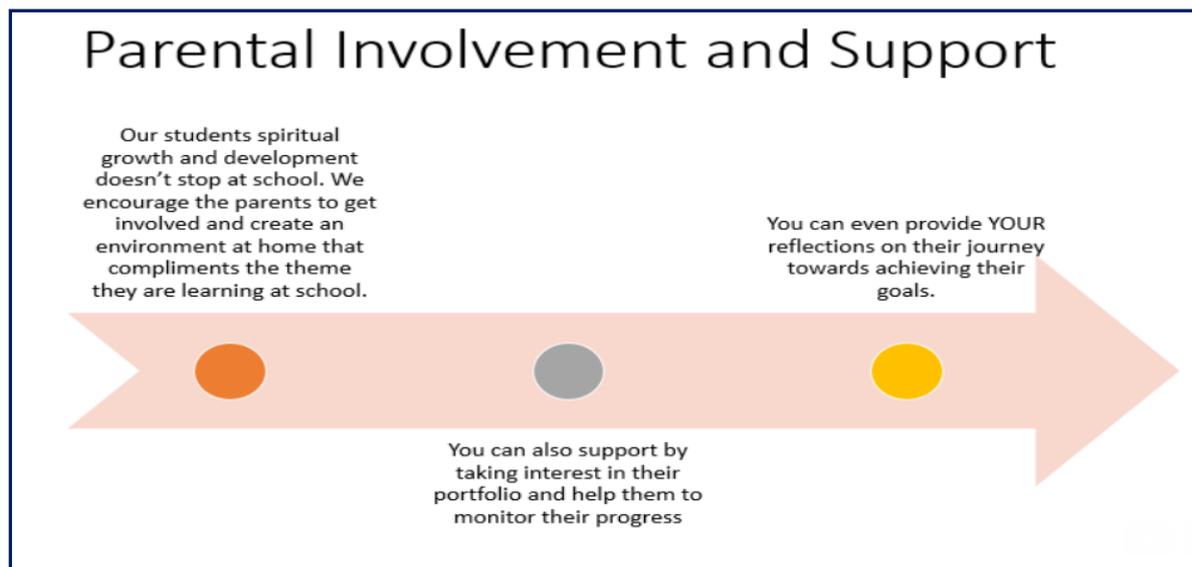
A Holistic View of Our Vision



As part of this year's Tarbiyah initiative, our learners will continue to work on their goals to promote spiritual growth using their Tarbiyah Portfolio. Our learners will be encouraged and supported to work on a spiritual SMART goal that would help them acquire the quality of Taqwa during Term two as it coincides with the blessed month of Ramadan, whereby Allah mentions in the Holy Qur'an "O you who believe! Fasting has been made obligatory for you just as it was made obligatory for those before you so that you may develop Taqwa". We encourage parents to take

interest in and support our learners by helping them to continue to work on their chosen goals and together reflecting on their portfolio journey.

Through this initiative, we hope to inculcate within our learners the skills of organisation, critical thinking, taking responsibility of their learning and ultimately transferring their Islamic knowledge into practice. It is our goal that as they develop these qualities and through sharing what they learn with others they will ultimately develop the quality of *Muhasabah* (self-reflection) and *Muraqabah* (cognizance of the Creator) within themselves.



[Ms. Aniza Baharin
Tarbiyah Coordinator]

Take Action! Say NO to Littering!



Over the last couple of years, DUCV has undergone a dramatic facelift, including building additional classrooms to accommodate for the increase in the number of students. Undoubtedly with this increase comes challenges including littering issues.

The level coordinators have been trialling a few initiatives this term, and have seen a reduction in the amount of rubbish in the school yard.

The students are regularly informed at assembly to throw waste into rubbish bins and teachers have been supportive in ensuring that lunch is

eaten in class, and only snacks are taken outside.

There is a roster system in place for classes to pick up rubbish after recess and lunch with the buckets and tongs situated in clearly labelled convenient areas.

Furthermore, signage has been stuck to bins to reinforce the need to keep the school yard clean.

We ask that parents support the school in maintaining a litter free environment, by limiting the amount of packaging used for school lunches and reminding your children the correct way to dispose of waste.

Our beloved Prophet (peace be upon him) said about cleanliness: "Cleanliness is half the faith (Emaan)". (Sahih Muslim)



Healthy Lunch Boxes- Pick'n'Mix 1-6

Looking for information on how to pack a healthy school lunchbox that kids will love? Look no more! Use the colourful Pick'n'Mix poster attached.

For a healthy lunchbox pick & mix something from each food group 1 - 6!

The Department of Health and Human Services' *Pick & Mix 1-6* poster provides a range of ideas and practical tips to inspire families to create healthy school lunchboxes.

Pick and mix one tasty option from each of the five core food groups to create a healthy lunchbox every day:

1. Fruit (e.g. fresh, frozen, pureed and canned in natural juice)	2. Lean meats and poultry, fish, eggs, tofu, nuts and seeds, and legumes/beans
3. Vegetables, legumes and beans	4. Grain (cereal) foods
5. Milk, yoghurt, cheese and alternatives	6. Plain water

[Ms. Sonia Khan, Ms. Kayenath Shah & Ms. Letfeah Neshabe
F-6 Level Coordination Team]

Bullying No Way

The following are some student reflections regarding the Bullying No Way activities that were carried out this term.

Sports day was really fun, especially the parade!
[8A student]

The anti-bullying program was very beneficial and it was informative. The presentations were all unique, the rap was a very different and cool idea to show or convey something. The speech was also amazing. Overall, it was very good for everyone. [9AK student]

My reflection of the anti-bullying presentation was that it was interesting. I really like how they didn't do boring presentations but rather raps. I was intrigued. I really liked the Kitaab student's speech. It was clear and understandable. [9AK student]

Sports day was sooo FUN! We played different types of sports and activities. The thing I liked the most was the basketball shoot out, it was so challenging. [8A student]

It was nice how bullying was addressed in our school. [9AK student]

This year's sports day was ok, but the thing I liked was the bike n blend because it was a smart way to save electricity and also the basketball shootout was a cool game. [8A student]

I really liked the idea of the anti-bullying campaign. The posters outside and the reflections were appealing to look at and made me think of the bad side of bullying. The parade on Sports Day was a fun idea and promoted peace successfully. [10AK student]

I enjoyed the anti-bullying campaign on sports day. The posters were very motivational and positive as well as appealing to look at. The campaign was a unique way to make people realise the negative effects of bullying. The parade and anti-bullying wall was very interesting and I think they were also effective. [10AK student]



[Ms. Aniza Baharin and Ms. Hafsa Ahmad
Student Wellbeing Coordinator and SRC Coordinator]

Grade 4 Excursion to State Library

On Wednesday the 3rd of April, the Grade 4 students went on an excursion to the State Library of Victoria.

Throughout the term, the students have been learning about colonisation and exploration of Australia.

The aim of the excursion was to provide students with an opportunity to see artefacts, and to gain a deeper insight into the pre-colonisation era.



An image of a hilly Melbourne on the banks of the Yarra River. It shows the Europeans making themselves comfortable by erecting tents and houses surrounded by fences; segregation between them and the indigenous Australians.

"I learned that John Batman traded stuff for land, like axes, blankets and scissors." [Grade 4 student]

Artworks on display at the State Library of Victoria as seen through the eyes of an artist.



Students got to listen to stories and look at pictures taken during the early days of colonisation.



"I loved it when we were looking at pictures and she was explaining. I loved the last picture because it was huge enough for everyone to see it properly. We learnt about one particular woman who wanted to go to sea with her husband, but it was illegal at that time. So, she dressed as a man and went along!" [Grade 4 student]

"I liked it because it was fun, and it had a lot of information. The thing I liked the most was when we went on the balcony." [Grade 4 student]

[Ms. Letfeah Neshabe - Grade 4 teacher]

Grade 4 Humanities First Fleet

During this term, Grade 4 students learnt about the first fleet as part of our Unit on **European Exploration and Colonisation of Australia**. One of their tasks involved writing a letter as a child convict on one of the convict ships sailing to Australia. Below are the coversheet and two samples from the 4C girls:

Humanities - First Fleet - Term One



Imagine that you are a child who stole a watch from a rich Englishman. You sold it to buy food for your poor family, to survive in those tough times. You have been convicted and sent to Australia on the First Fleet.

Write a letter to your mother, informing her of what has happened to you. Describe what you saw, heard and felt on that ship, during that long sea voyage.

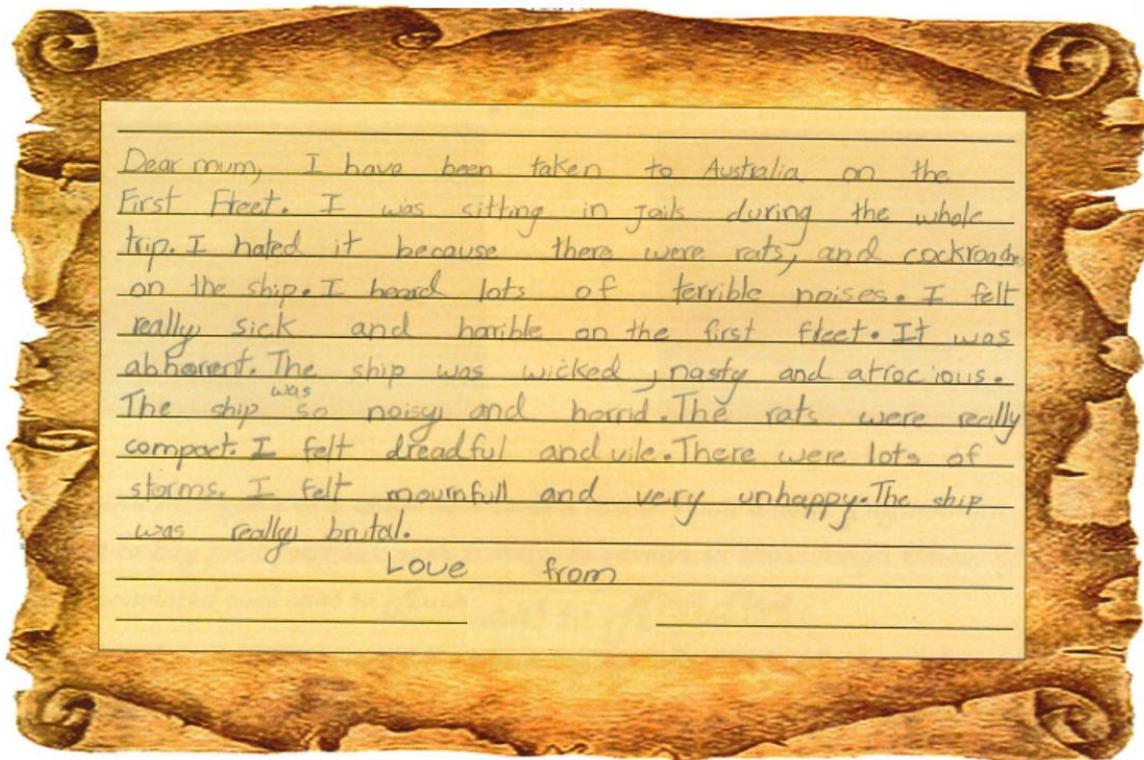
Sample Convict Letters

Dear Mama

I have stolona watch from a Rich Englishman. I got caught and I was sent to jail. The jails were to full so some people were sentenced to death and some people were convicted to Australia for 7 years. I was part of them. on the boat it is stinky There was Rats, cockroaches and Lots of dangerous insects and animals that spread lots of diseases. This is really unfair. we are starving and we are all sick we have to work 24/7. I hate it here. Please pray for me mum! Everyone whodied was thrown out to sea.

Love from

Stacy



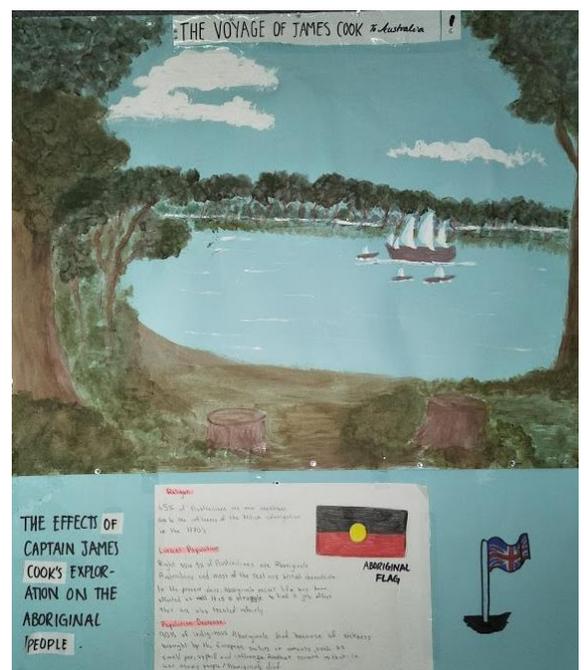
[Ms. Lamis Rafei
Grade 4 teacher]

Voyage of Captain James Cook

The Grade 4C girls have been very busy and creative when working on The Voyage of Captain James Cook project this term. It was a real struggle picking the best project as they have all excelled and we were spoilt for choice! The following are chosen projects, with the first place winner voted by the class being: Shahad Abubaker! What impressed her class was her painting of Botany Bay. Here is the story behind its name:

On 29 April in 1770, Lieutenant (later Captain) James Cook, botanist Joseph Banks and the crew of their tall sailing ship "HMS Endeavour" made their first landing on Australian soil - at (now) Kurnell Peninsula in Botany Bay, NSW.

Cook first named the bay "Stingrays Harbour" but later renamed it "Botany Bay" after Banks retrieved an incredible range of unique botanical specimens from the area.





[Ms. Lamis Rafei
Grade 4 teacher]

F/5 Buddy Program 2019



In Term 1 we started our F/5 Buddy program. It was very interesting to meet and welcome our new preps at DUCV. All students involved had the chance to celebrate Harmony Day by creating paper chains that represent their own cultures. The Grade 5s took the time getting to know the preps



during the activities.

The following are a few reflections from the Grade 5 students:

The kids were very cute and also needed some help. I think everyone LOVED it. I'm very sure that all the cute kids were happy with their harmony day! [5A student]

The kids were very cute and they needed some help. I think everyone loved it, I think all the kids loved it so much! We all learnt how to be responsible! [5C students]

The preps were very creative and they learnt what harmony means. [5A students]



[Ms. Reijeh Ouaida
Grade 5 teacher]

Ramadan Awareness Week

As you are all aware, the month of Ramadan is fast approaching. We have been blessed with the opportunity to observe this holy occasion for yet another year; and we should praise our Creator for this favour. We must make the most of this chance and commit fully to the observance of our religion - for we cannot be certain this privilege will be afforded to us next year.

Allah SWT said in the Quran: "O you who have believed, decreed upon you is fasting as it was decreed upon those before you that you may become righteous" [Surah Al-Baqarah: 183]

As part of the Tarbiyah Department's ongoing commitment to your child's religious education, Week 2 this term has been designated as "Ramadan Awareness Week". It will aim to educate the students about the significance of this month and prepare them to undertake the prescribed acts of worship.

Primary Islamic Studies Activities



This semester Foundation students were exposed to a range of curricular activities relating of their belief. One of these activities pertained to the importance of believing in angels. Students were familiarized with their existence as well as their responsibilities. Here is an example of work produced by our Foundation students:

Also, the Grade 2 students learnt about various attributes of Allah SWT, including Him being the ultimate Creator (Al-Khaliq), the ultimate Provider (Al-Razaq), the ultimate Helper (Al-Nasir) and the ultimate Protector (Al-Hafiz). 2A Students were required to make an A4 poster and find the Ayaat (Verses) from the Quran that corresponded with Allah SWT being the Provider, the Helper, the Protector and the Creator. Students were excited to accomplish this task, as effort was rewarded with small gifts. We thank parents and guardians for the assistance they provided their children with during the duration of this task. Students who have the support of their family in their religious education often take a greater and keener interest in learning about their religion.

I will take this opportunity to thank those students who have participated and submitted their completed work. Well Done To You All!



[Ms. Sohad Qashou - Primary Female Tarbiyah Coordinator]

Harmony Day 2019



This year, we celebrated Harmony Day in an amazing fashion. We thank both Parents and staff who helped make Harmony Day a success through the Art Exhibition and cultural dress. Students were amazed to see the range of artefacts on display. We really took the time to appreciate the beauty that diversity brings to DUCV. We thank all the parents who attended the Art Exhibition, and all the families that created amazing pieces of art.

Congratulations to Foundation D and 5A, voted the best Multicultural Display 2019.

The following are a few reflections from students:

"I think that was the best Harmony Day ever, it was amazing to see all of working together, even the teachers were happy on that day!"

"It was so interesting to talk about the special things that we have in our own cultures. It was even better to show them!" [students of 5C]



[Ms. Reijeh Ouaida
Grade 5 teacher]

Grade 6B and 6BH Yakult Factory Tour



The Grade 6B and 6BH students went on an excursion to the Yakult factory. They learnt about micro-organisms, good bacteria / bad bacteria, how the factory works, factory to shop delivery system etc. Student were well behaved and very much involved.



[Ustaz Risan Uddin Bhuiyan
Grade 6 Form teacher]

NAPLAN Online 2019

This year students in Years 3, 5, 7 and 9 will participate in the annual NAPLAN tests in reading, writing, conventions of language (spelling, grammar and punctuation) and numeracy **online**.

One of the main benefits of NAPLAN Online is tailored (or adaptive) testing, where the test automatically adapts to a student's test performance. The test presents questions of higher or lower complexity, depending on a student's performance.

Tailored (or adaptive) testing is designed to assess a wider range of student abilities and to measure student achievement more precisely. Your child should not be concerned if they find questions more challenging than usual; they may be taking a more complex test pathway. A student's overall NAPLAN score is based on the number and complexity of questions they answer correctly.

The NAPLAN Online assessment window starts on Tuesday 14 May and finishes on Friday 24 May 2019. The College will be informing of the exact schedule of your child(ren)'s NAPLAN tests early in Term 2.

How can you help your child prepare?

Help your child prepare by reassuring them that NAPLAN is just one part of their school program, and by reminding them on the day to simply try their best. Teachers will ensure students are familiar with the types of questions in the tests and will provide appropriate support and guidance. Ensuring students are familiar with using devices, typing on them and navigating through programs are a part of student learning and a requirement of the Australian Curriculum from the first year at school.

Please refer to the attached NAPLAN Online 2019 Information Sheet for further details.

[Muddasser Dhedhy - NAPLAN Coordinator (Boys Campus)]

DUCV History week

MONDAY 25TH MARCH - 29TH MARCH

Amazing Race
Hands on activities
Competitions
Excursions
Islamic Art
Games

2019 was another year of a successful and exciting History week for many students as it was full of events that had interactive and engaging activities for our secondary students. This was organized by the 7-10 Female Humanities Department. Each year level had planned activities to further challenge and enhance their skills to learn in an exciting and fun way. We had students who participated in amazing race games to encourage teamwork, scavenger hunts, some watched a movie relating to battles that occurred during World War 2, some had to solve puzzles using playing the



different types of clues online using technology, many had organised incursions relating to Ebru marbling- an Islamic art, archery, role playing the different types of crimes & punishments in medieval period and the use of weapons as warriors. Outside in the schoolyard, a Historical fact wall based on 'Did you Know' facts were also displayed for all students from year 4-12 to read and develop their knowledge. Recess quizzes were held based on these facts displayed where there were 2 categories prize winner for; one for Primary, one secondary to encourage students to read the facts displayed. You can read the students reflections to get an insight of the various activities. We also had a History project competition from years 7-10 where 1st and 2nd place winners from each class were chosen by their Humanities teachers. Congratulations

to all winners who did a fantastic job as there were some great

projects produced that ranged from art pieces such as paintings, drawings, models to use of technology such as websites, videos and Prezi. This shows the great range of creativity and artistic nature evident in our students.

ACTIVITIES

7A **AMAZING RACE QUEST**
WED. 27TH MARCH
PERIOD 7 & 8



7C **AMAZING RACE QUEST**
THUR. 8TH MARCH
PERIOD 7 & 8:



8A **SCAVENGER HUNT CHALLENGE**
FRI. 29TH MARCH
P 1 & 2



8C **SCAVENGER HUNT CHALLENGE**
TUES. 26TH MARCH
P 7 & 8:



EBRU MARBLING ISLAMIC ART
FRI. 29TH MARCH
P 1 & 2



9A **AMAZING RACE**
WED. 27TH MARCH
PERIOD 7 & 8



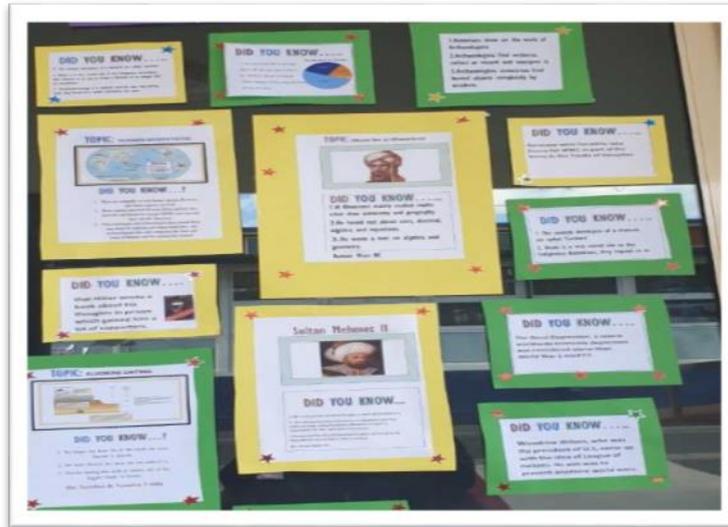
10A **BATTLE OF DUNKIRK MOVIE**
WED. 27TH MARCH
PERIOD 1 & 2



10C **BATTLE OF DUNKIRK MOVIE**
THURS. 28TH MARCH
PERIOD 5 & 6



[Ms. Karam Barakat
7-10 Humanities Coordinator]



Year 7 Incursion - 'Warriors & Warfare'

An incursion for the Year 7 was organised for Humanities as part of History week on 'Warriors and Warfare'. All students thoroughly enjoyed it as they learnt about fighting for land, the different weaponry used, battle strategies and techniques. Students found it engaging and fun as they had the opportunity to dress up as soldiers and farmers and use the weapons.



Year 7 Incursion Student Reflections

"It was fun because we learned how and what people wore" - 7C student

"I liked the teacher, she explained everything thoroughly and it was very engaging" - 7C student

"I liked the clothes that were displayed from the olden days. The teacher was very respectful and she explained everything clearly" - 7C student

"I learned about nomads and farmers and when it came to fighting, the farmers won. They had a good understanding on how to use the tools they dug up" - 7A student

"I like playing rock, paper, scissors and dressing up" - 7A student

"I liked how we imagined being farmers and nomads" - 7A student



Year 8 Scavenger Hunt Student Reflections

It was a fun and challenging game, as we had to find the answers for the clues given to us by the teacher. We felt connected with our classmates and it gave us an opportunity to work in teams.

The game involved us trying to express our knowledge to teachers. It was fun running around looking for teachers and reading out the clues.

The best part of this game was working as a team. We all took turns running around and searching for the clues.

The scavenger hunt was great revision and a means of much needed exercise! My team consisting of Jana, Malak, Amirah, Aminah, Amal N & Dareen won 1st Place and we really loved it. I would love this activity to happen only once a year so we can look forward to it.

Year 8 Ebru Marbling IncurSION

As part of History week, the Year 8 girls have enhanced their knowledge and artistic skills on Ebru Traditional Turkish Marbling. This form of art involves creating colourful patterns and flowers on the surface of a viscous solution and transferring this pattern onto paper. This art dates back to the 13th century which was introduced in Europe by the Ottoman Turks. Hence students had the perfect opportunity to learn about the Ottoman Art as part of their humanities as well as being integrated in their Art lessons so that they can create their own flowered patterns. Students enjoyed this incurSION immensely as they each had the opportunity to develop their own piece of art using their own choice of colours and pattern design. Their facilitator, Oznur Ates, is a well-known expert in this field who has received 'Artist of the Year' Award in 2014.





The Year 9 Amazing Race was a teamwork competition involving both 9A & 9C during Humanities and PE class which incorporated topics from Humanities and as well as sports activities. We were able to enhance our time management skills, develop our creative thinking, work as a team in our allocated groups. It was thoroughly prepared with great activities spread around the school which made it even more exciting and challenging as we had to use our brains quickly.

It was very exciting competing against the other teams, as the game was not about finishing first, but on which team gained the most points. Everyone was looking forward to the end to find out who that winner will be as no one could tell throughout the game. Overall, it was an amazing activity and we would like to participate in many more in the future.

[By Year 9 Team Winners]

Students' Reflections:

"I had a great time and it was fun to do this rather than our normal humanities lesson" [9C student]

"It was a very educational activity and it allowed us to think about our work from a different perspective" [9C student]

"I had a lot of fun during the race and liked heads up-charades, the best" [9A student]



[Ms. Karam Barakat
7-10 Humanities Coordinator]

FOR A HEALTHY LUNCHBOX

PICK & MIX

SOMETHING FROM EACH GROUP 1-6!



FRUIT 1

FRESH FRUIT

- Apple
- Banana
- Mandarin
- Orange quarters
- Passionfruit halves (with spoon)
- Watermelon, honeydew, rockmelon chunks
- Pineapple chunks
- Grapes
- Plums
- Nectarines, peaches, Apricots
- Strawberries
- Cherries
- Kiwifruit halves (with spoon)
- Pear

MIXED FRUIT

- Fruit salad
- Fruit kebabs

DRIED FRUIT

- Dried fruit, nut, popcorn mixes*

TINNED FRUIT/SNACK PACKS/CUPS

- In natural juice (not syrup)



VEGETABLES 2

FRESH CRUNCHY VEGIES

- Corn cobs
- Carrot sticks
- Capsicum sticks
- Green beans
- Cucumber sticks
- Celery sticks
- Snow peas
- Tomatoes (e.g. cherry and Roma tomatoes)
- Mushroom pieces

Can serve with either:

- Hommus
- Tomato salsa
- Tatziki
- Beetroot dip
- Natural yoghurt

SALADS

- Coleslaw and potato salad (reduced fat dressing)
- Mexican bean, tomato, lettuce and cheese salad
- Pesto pasta salad*

BAKED ITEMS

- Grilled or roasted vegetables
- Wholemeal vegetable muffins or scones
- Vegetable slice (with grated zucchini and carrot)
- Popcorn

SOUP (In small thermos)

- Pumpkin soup
- Potato and leek soup
- Chicken and corn soup

MILK, YOGHURT AND CHEESE 3

- Milk
- Calcium-enriched soy and other plant-based milks
- Yoghurt (frozen overnight)
- Custard

Tip:

- Freeze the night before to keep cool during the day

- Cheese cubes, sticks or slices
- Cottage or ricotta cheese
- Cream cheese
- Tatziki dip

Can serve with either:

- Fruit
- Wholegrain cereal, low in sugar
- Vegetable sticks
- Rice and corn cakes
- Wholegrain wheat crackers

MEAT OR MEAT ALTERNATIVE 4

- Tinned tuna or salmon in springwater
- Lean roast or grilled meats (e.g. beef, chicken, kangaroo)
- Falafel balls
- Lean meat or chicken patties
- Tinned tuna or salmon patties
- Lentil patties
- Lean deli meats (e.g. silverside, chicken)
- Boiled eggs
- Baked beans (canned)
- Tofu cubes
- Hommus dip
- Lean meat or chicken kebab sticks
- Peanut butter*

Can serve with:

- Wholegrain sandwich, roll, pita or wrap bread with salad
- Rice and corn cakes
- Wholegrain wheat crackers
- Side salad

- Vegetable frittata
- Skinless chicken drumsticks
- Savoury muffins or scones (e.g. cheese and shallots)
- Homemade pizzas with lean roast or deli meats and vegetables

Can serve with:

- Side salad
- Steamed or roasted vegetables

GRAIN AND CEREAL FOOD 5

MAINS

- Wraps
- Sandwiches
- Rolls
- Toasted sandwiches

Tip: Use breads such as wholemeal, multigrain, rye, sourdough, pita, flat, corn, mountain, lavash, white fibre-enriched, soy and linseed, herb, naan, bagels, foccacias, fruit bread and English muffins.

- Pasta dishes
- Rice, quinoa or cous cous dishes
- Noodle dishes
- Sushi

SAVORY BAKED ITEMS

- Homemade pizzas
- Wholemeal savoury muffins or scones (e.g. cheese and corn muffins)
- Vegetable based muffins
- Pasta or noodle bake

SWEET BAKED ITEMS

- Fruit loaf
- Wholemeal fruit based muffins

SNACKS

- High fibre, low sugar cereal (e.g. muesli)
- English muffins
- Crackers
- Crispbreads
- Rice cakes
- Corn thins
- Wholemeal scones
- Pikelets
- Crumpets
- Hot cross buns (no icing)

WATER 6

- Take a water bottle (for refilling throughout the day)

Tip:

- Freeze overnight to keep foods cool in lunchboxes

Sweet and savoury snack foods (e.g. muesli/fruit/nut bars, biscuits, crisps, cakes, muffins, slices) should be limited in lunchboxes. They can lead to excess energy intake if consumed in large amounts.

Sugar sweetened drinks and confectionery should not be provided in lunchboxes. They can lead to excess energy intake and tooth decay.



*Check your school's policy regarding the use of nuts and products containing nuts.

NAPLAN Online – information for parents and carers



2019

Why do students do NAPLAN?

The National Assessment Program – Literacy and Numeracy (NAPLAN) assesses literacy and numeracy skills that are essential for every child to progress through school and life. Students in Years 3, 5, 7 and 9 participate in the annual NAPLAN tests in reading, writing, conventions of language (spelling, grammar and punctuation) and numeracy.

The assessment provides parents and schools with an understanding of how individual students are performing at the time of the tests. NAPLAN is just one aspect of a school's assessment and reporting process - it does not replace ongoing assessments made by teachers about student performance.

NAPLAN also provides schools, education authorities and governments with information about how education programs are working and whether young Australians are meeting important educational outcomes in literacy and numeracy.

What is assessed?

NAPLAN assesses literacy and numeracy skills that students are learning through their regular school curriculum. All government and non-government education authorities have contributed to the development of NAPLAN materials.

In 2019 most students across Australia will sit NAPLAN online.

Feedback in the first year of NAPLAN Online showed that students engaged well with online assessments. One of the main benefits of NAPLAN Online is tailored (or adaptive) testing, where the test automatically adapts to a student's test performance. The test presents questions of higher or lower complexity, depending on a student's performance.

Tailored (or adaptive) testing is designed to assess a wider range of student abilities and to measure student achievement more precisely. Your child should not be concerned if they find questions more challenging than usual; they may be taking a more complex test pathway. A student's overall NAPLAN score is based on the number and complexity of questions they answer correctly.

NAPLAN Online is not a test of keyboard skills.

There are variations in how fast and well a student can type – just as there are variations in how fast and well a student can write by hand. Year 3 students will complete the writing test on paper.

To get an idea of what the online assessment looks like, visit the public demonstration site at nap.edu.au

How can I help my child prepare?

Help your child prepare by reassuring them that NAPLAN is just one part of their school program, and by reminding them on the day to simply try their best. Teachers will ensure students are familiar with the types of questions in the tests and will provide appropriate support and guidance. Ensuring students are familiar with using devices, typing on them and navigating through programs are a part of student learning and a requirement of the Australian Curriculum from the first year at school.

ACARA does not recommend excessive preparation for NAPLAN or the use of coaching providers. NAPLAN is about assessing learning progress in literacy and numeracy.

Will my child sit NAPLAN on paper or online?

In 2019, your child will sit the NAPLAN online tests. However, children in some other schools across Australia will sit the NAPLAN paper tests this year. Federal, state and territory education ministers have agreed that all schools will move online by 2020. State and territory education authorities will determine when their schools move online.

As students are assessed on the same literacy and numeracy curriculum content, regardless of whether they complete the test online or on paper, results for both formats can be reported on the same NAPLAN assessment scale. To find out more about NAPLAN Online, visit nap.edu.au

Participation in NAPLAN

All students in Years 3, 5, 7 and 9 are expected to participate in the annual NAPLAN assessment.

Students with disability may qualify for adjustments that reflect the support normally provided for classroom assessments. You should first discuss the use of any disability adjustments for your child with your child's teacher.

A formal exemption may be granted for a student with disability that severely limits their capacity to participate in the assessment, or for a student who has recently arrived in Australia and has a non-English speaking background.

Your school principal and your local test administration authority can give you more information on NAPLAN Online disability adjustments or the process required to gain a formal exemption.

NAPLAN Online 2019 timetable

The assessment window for NAPLAN Online is extended from three days provided for the paper test to nine days. This is to give schools more flexibility in scheduling and accommodate schools that may have fewer devices. The NAPLAN Online assessment window starts on Tuesday 14 May and finishes on Friday 24 May 2019.

The online tests must be taken in the following order:

Test	Duration	Order	Details
Writing	Year 3: 40 min. Year 5: 40 min. Year 7: 40 min. Year 9: 40 min.	To be completed in the first two days	Year 3 students do a paper-based writing test on day one only
Reading	Year 3: 45 min. Year 5: 50 min. Year 7: 65 min. Year 9: 65 min.	To be completed after the writing test	Students read a range of informative, imaginative and persuasive texts
Conventions of language	Year 3: 45 min. Year 5: 45 min. Year 7: 45 min. Year 9: 45 min.	To be completed after the reading test	This test includes spelling, grammar and punctuation
Numeracy	Year 3: 45 min. Year 5: 50 min. Year 7: 65 min. Year 9: 65 min.	To be completed after the conventions of language test	This test includes number and algebra; measurement and geometry; and statistics and probability

What if my child is absent from school on assessment days?

Where possible, schools may arrange for individual students who are absent at the time of testing to complete missed tests at another time during the school's test schedule. Individual students are not permitted to sit NAPLAN online tests after Friday 24 May 2019.

How is my child's performance measured?

Individual student performance is shown on a national achievement scale for each assessment. A result at the national minimum standard indicates that the student has demonstrated the basic literacy and numeracy skills needed to participate fully in that year level.

A NAPLAN individual student report will be issued by your child's school later in the year. If you do not receive a report, you should contact your child's school.

How are NAPLAN results used?

- Students and parents may use individual results to discuss progress with teachers.
- Teachers use results to better identify students who would benefit from greater challenges or extra support.
- Schools use results to identify strengths and areas to improve in teaching programs, and to set goals in literacy and numeracy.
- School systems use results to review programs and support offered to schools.
- The community can see average school NAPLAN results at myschool.edu.au

Where can I get more information?

For more information about NAPLAN:

- contact your child's school
- contact your local test administration authority at nap.edu.au/TAA
- visit nap.edu.au

For information about how personal information for NAPLAN is handled by ACARA, visit nap.edu.au/naplanprivacy