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Coronavirus & Rapid Antigen Tests

While many restrictions have been lifted Alhamdulillah, we are still required by the authorities and as per our duty of care to students and staff to continue with risk mitigation strategies. We must all remain vigilant as case numbers remain to be considerably high. Insha'Allah, if we all adopt a precautious and considerate approach towards one another, we can safely continue with the school operations without interruptions.

As such, it is of paramount importance for parents and carers to ensure that if their child is displaying flu-like symptoms, they avoid attending school until symptoms have subsided.

While face masks are no longer mandatory in school settings but are strongly recommended, the school may still require staff and students to wear a face mask if the school experiences high levels of transmission. This will be communicated to staff and students on a need basis.

Rapid antigen tests will be distributed to students during term 3 in three separate cycles or on a need basis.

Further details can be found [here](#).



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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 Hurayrah (may Allah be pleased with him) reported Allah's messenger as saying, "An 'umrah is an expiation for the sins committed between it and the next ('umrah), and a hajj which is accepted will receive no less a reward than paradise." [Al-Bukhari and Muslim]

Semester One Academic Reports

Kindly note your child's semester one academic reports are now available on Schoolbox under the student's profile tab titled: Academic Reports. Please see the image below. Hard copy reports will also be provided by the form teachers during Parent Teacher Interviews which is scheduled for the 12th of July.



Reopening of School Canteen

We are delighted to inform you that the school canteen will commence its operations as of Wednesday 13 July Insha'Allah, with a newly appointed service provider who will be running it. The updated canteen menu can be accessed [here](#).

Uniform Policy

A reminder about the College Uniform Policy which stipulates the attire students are expected to wear to school.

The Policy can be found [here](#).

The College uniform can be purchased from the PSW store in Campbellfield.

Upcoming Dates

July and August 2022

19 July:

Year 9 Parent Orientation to the Year 10 Accelerated Program

26 - 29 July:

Semester 1 Growth Awards

1 - 5 August:

Australian Math Competition

8 - 12 August:

Foundation's 100 days of school

8 - 12 August:

Science Week

15 - 19 August:

ICAS English Competition Grades 3 - 6

22 - 26 August:

Literacy Book Week

22 - 26 August:

Arabic Week Grades 2 - 6

29 August - 2 September:

ICAS Math Competition Grades 3 - 6

Sunnah Corner

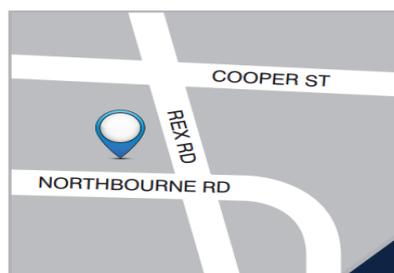
Anas bin Malik (may Allah be pleased with him) reported Allah's Messenger (peace be upon him) as saying: Three things follow the bier of a dead person. Two of them come back and one is left with him: the members of his family, wealth and his good deeds. The members of his family and wealth come back and the deeds alone are left with him. [Muslim]

Your uniform will be available at the PSW STORE IN CAMPBELLFIELD

Unit 2, 283 Rex Road,
Campbellfield VIC 3061
Phone: (03) 9768 0337

REGULAR TRADING HOURS**
Tues to Fri: 9:00am - 5:00pm
Sat: 10:00am - 1:00pm

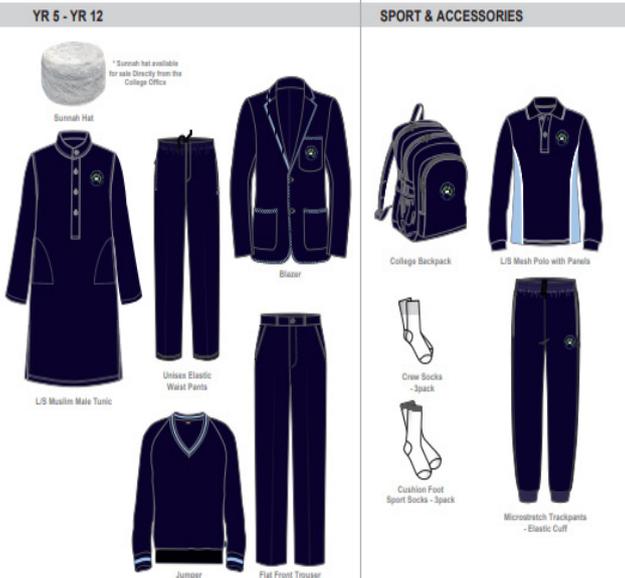
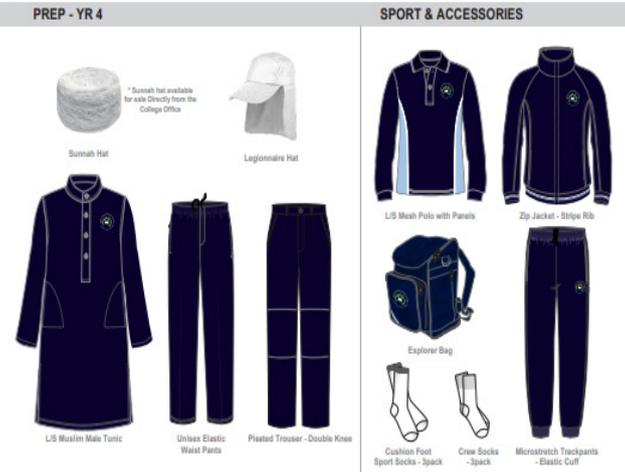
EXTENDED TRADING HOURS**
Mon to Fri: 9:00am - 5:00pm
Sat: 9:00am - 2:00pm



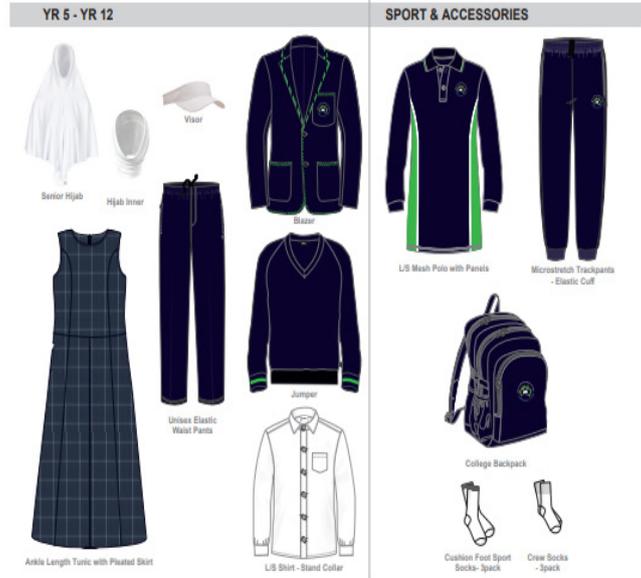
psw.com.au Save Time, Shop Online!



BOYS



GIRLS



[Ustadh Hassan Ul Hoque - Kitab Level Coordinator]

Merit Award System

Alhamdulillah, Darul Ulum College has initiated a Merit Awards System to highlight and focus on a positive approach to behaviour management. Points are awarded based upon a student's adherence to classroom rules and procedures, good Islamic *akhlaaq* (manners and conduct) as well as effort. All subject teachers enter merit points during the week, which are tallied up for termly winners to be decided. Students, as encouragement, receive merit certificates and a gift voucher, as well as recognition. Here is the list of winners for Term 1 from the Male Campus.

| Grade/Year | Number of winners | Names |
|------------|-------------------|--|
| 4B | 3 | Saad Kazi, Yusuf Atheek, Aboud Saad |
| 5B | 3 | Ibrahim Nasse, Kab Ali, Muhammad Aftab |
| 5BE | 2 | Mahmood Shaikh, Zayed Mohammed |
| 6B | 3 | Anas Hussain, Mohammad Ahmed Anwar, Saad Ibnul Haque |
| 6BE | 2 | Imaad Al Masum, Mubashir Hossain |
| 7B | 3 | Adam Hussien, Maaz Munir, Muhammad Ahmed Asif |
| 7BE | 2 | Rayyan Nasir, Zaidh Aboothahir |
| 8B | 3 | Sufyan Syed Ali, Khawaja Ayan Amir, Ahmed Omer |
| 8BE | 2 | Saughat Nader Hussain, Muhammad Musab Adeel |
| 9B | 3 | Omar Hadbah, Ismail Soylamis, Musa Mohamad |
| 9BE1 | 2 | Sufyaan Kazi, Mutasim Bir Rahman |
| 10B | 3 | Haadi Barakat, Muhammad El-Leissy, Jawda Setijawan |

| | | |
|-------|---|---|
| 10BE2 | 2 | Jibreel Ibnu Shakeel Tariq, Abdul-Rehman Khan |
| 11B | 1 | Ali Khalifa |
| 11BE3 | 1 | Abdullah Syed |
| 12B | 1 | Ibrahim Soylamis |
| 11BE4 | 1 | Mohammed Shaheed |
| 12BE5 | 1 | Yahya Hussien |

[Ustadh Cem Huseyin - Senior Coordinator]

University Open Days



Melbourne Campus

Sunday 7 Aug 2022

10am-4pm

▶ [Pre-Open Day tour](#)

Open Day Digital Hub

Sunday 7 Aug 2022

Always on

Coming Soon!

Mildura Campus

Wednesday 10 Aug 2022

4-7pm

▶ [Pre-Open Day tour](#)

Shepparton Campus

Saturday 13 Aug 2022

10am-1pm

▶ [Pre-Open Day tour](#)

Albury-Wodonga Campus

Sunday 21 Aug 2022

9:30am-1pm

▶ [Pre-Open Day tour](#)

Bendigo Campus

Sunday 28 Aug 2022

10am-3pm

▶ [Pre-Open Day tour](#)



OPEN DAY

6, 7 and 21 August 2022



On campus

Open Day

Sunday 21 August 2022

VU OPEN DAY

21 AUGUST 2022

Register to be the first to know about Open Day events, competitions and activities in 2022.

REGISTER NOW

RMIT Open Day is coming in August 2022

Experience RMIT across our state-of-the-art campuses and facilities, with online and in-person events throughout August.

SWINBURNE UNIVERSITY

Sunday 31 July 2022

10am - 4pm, Hawthorn campus



**Melbourne Burwood
Campus**

Sunday 28 August, 9am-2pm

[Careers Department]

Annual Qur'an Competition (Girls' Campus) - Expression of Interest

Alhamdulillah we will be having our annual Qur'an competition again this year after a 2 year gap. It will take place in the second week of Term 4 (to be confirmed). This year, the categories on offer will be based on specific year level bands to allow students to work within and beyond their expected curriculum level coverage. Students may place their expression of interest by selecting ONE category to participate in by clicking on the relevant link below.

For regular classes from Years 7 - 12, including VCE and Kitab, students can place their expression of interest [here](#).

For Years 4 - 8 Hifz girls, students can place their expression of interest [here](#).

The last date for applications is the 25th of July, 2022.

We hope to see much participation in the Competition this year and we wish you all the best.

[Ms. Aniza Baharin - Quran Coordinator]

Term 2 Grade 3 Science Incursion on "Reptile Encounters"

On 3rd June, Grade 3s had an amazing opportunity to have a thrilling hands-on experience of exploring various reptiles in live action.

Turtles, snakes, pythons, frilled neck lizards and green tree frogs were some of the many animals that captured our students' attention and excitement. Each student had one chance to hold an animal. Students described the animals' characteristics such as warm or cold blooded, type of body covering, live birth or hatch from egg, has a skeleton etc. The presenter provided details and interesting facts about the fascinating reptiles.

The presenter taught the students to take care of the animals and it was interesting to note how fondly she tended to the animals' needs and fears in a new environment, a classroom as compared to their natural habitat. Our students understood these tactics from her and held the animals very carefully and gracefully as you can notice from the various pictures.

Overall, the grade 3s had a wonderful time experiencing the reptiles in our incursion. Hope you will have a turn too!!





[Ms. Saman Dhedhy - Grade 3 Coordinator]

Tarbiyah Quiz Competition

Alhamdulillah by the grace of the Almighty, we were able to have the Tarbiyah Quiz Competition running this year. Students from Years 7 to 10 including Hifz and Kitab competed at various level before the Grand Final that was held in the MPH during Term 2 week 5. It was a fierce, close and well fought competition. Students were excited to be part of the event, the first that was held in an open gathering involving students across 7-10 Year levels this year before an audience after 2 years of restriction due to the pandemic.

Questions were vast and varied ranging from Fiqh, Seerah and Aqaaid questions to naming of great Islamic personalities and identifying Islamic countries based on clues that are given. It was great to see all the winners from the various semi-finals collaborate across the different Year levels within their assigned Grand Final teams to give their team the best chance of winning. Audiences were also engaged with questions in between the rounds.

In the end it was only 10 marks that separated between the first and second place Team with Team C crowned the winner of 2022 Tarbiyah Quiz Competition Finals.

I would like to take this opportunity to thank all those that have contributed directly and indirectly towards the successful running of the competition and their participation. We hope that everyone benefited from it and were able to learn valuable information regarding the richness of our religion and are able to put it into practice and share it with others.



Grand Final Tarbiyah Quiz Competition 7-10



And Say: My Lord, increase me in knowledge (Quran 20:114)

[Ms. Aniza Baharin - Tarbiyah Coordinator]

Hajj Awareness

On the last day of Term 2, the Secondary girls from Year 7-10 had a presentation on Hajj Awareness, in light of the blessed months of Hajj and the approach of the blessed 10 days of the month of Dhul Hijjah.

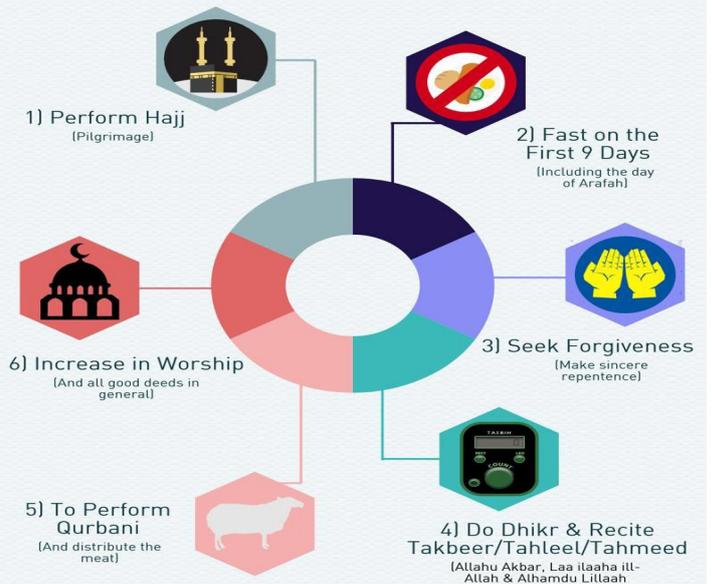
It was a great opportunity for us as the school community to reflect and be reminded on the deeper meanings of Hajj and the sacrifices made by Prophet Ibrahim (peace be upon him) and his family that was engraved in the rituals performed by the Hujjaj during the Hajj activities.

It also provides a reminder for us about the Islamic teachings of tolerance, equality and unity and that the virtue of an individual is not related to their skin colour, position, wealth or nationality but based on their piety to the All Mighty.

The virtues of the first 10 days of Dhul Hijjah with recommended deeds to be performed during this blessed period were also shared.

May the All Mighty give us the strength and ability to appreciate these sacrifices and bless us with the opportunity to perform these good deeds and accept them from US.

6 ACTS OF WORSHIP DURING THE FIRST 10 DAYS OF DHUL HIJJAH



First 10 days of Dhul-Hijjah

There are no days on which righteous deeds are more beloved to Allah than these ten days of Bukhari.

Start these days with sincere repentance to Allaah, then do a lot of righteous deeds in general

| Recommended acts to do in the First Ten Days of Dhul-Hijjah | | | | |
|---|--------------|-------------------|--------------------|-----------------|
| Hajj & Umrah | Zikr | Fasting | Fasting Arafah Day | Days of Eid |
| Takbeer | Qiyamul Lail | Taubah | Istighfar | Return to Quran |
| Reward of not cutting hair/nails | Day of Adha | 3 days after Adha | Sacrifice | Charity |
| Shukr to Allah | | Shukr to people | | |

Deeds that will bring you closer to Allah in these days:

- Fasting**
Fasting is one of the **BEST DEEDS**
It is Sunnah for the Muslim to fast on the first nine days of Dhul-Hijjah
- Recite**
Takbeer: Allahu akbar
Tahmeed: Alhamdu Lillah
Tahleel: Laa ilaaha ill-Allah
Tasbeeh: Subhaan-Allah
Say these words out loud in the mosques, homes, streets and every place in which it is permissible to remember Allaah, to perform this act of worship openly and proclaim the greatness of Allaah.
- Hajj & Umrah**
Perform Hajj & Umrah to the sacred House of Allah.
"An accepted Hajj brings no less a reward than Paradise."
- Udhiyah**
Slaughter the sacrifice and look for a good fat animal and spend money on it for the sake of Allaah.

The Messenger of Allah said, "There are no days during which the righteous action is so pleasing to Allah than these days (i.e., the first ten days of Dhul-Hijjah)." -[Al- Bukhari].

The first 10 days of Dhul-Hijjah

Read Quran
Make dua
Praying
Fasting
Sadaka
Takbeer

Dhul-Hijjah ذو الحجة

| | | | | |
|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 |

Spending the first 10 DAYS OF DHUL-HIJJAH

- Not cutting or trimming hair and nails**
Those intending to offer sacrifice, after sighting the moon of Zul-Hijjah, they should not cut or trim their hair and nails until after having offered the sacrifice.
Prophet SAW said "One fast during these days is equal to the fasting of one complete year, and the worship of one night during this period is equal to the worship in the Laylatul-Qadr"
- Fast Everyday**
One of the wives of the Prophet SAW said: "Allah's Messenger used to fast the (first) 9 days of Dhul Hijjah, the day of 'Ashurah, and 3 days following it." (Abu Dawud).
The Prophet SAW said: "Fasting on the day of 'Arafah is an expiation (of sins) for 2 years, the year preceding it and the year following it." (Ibn Majah)
- Fast of 9th Dhul Hijjah**
Being more Focused
Cash in on these days by performing extra ibadah such as: Tiawat-e-Quran, nawafil (of Tauba, Haajjat, Istikhara etc), du'a, istighfar, duaa, dhikr, giving extra charity
- Dhikr of Allah SWT**
Allah SWT says Surah Baqarah "Remember Allah during the well known days" (2:203)
Tasbeeh, Tahleel, Takbeer, Tahmeed
Prophet SAW said "There are no days that are greater before Allah or in which good deeds are more beloved to Him than these 10 days, so recite a great deal of tahleel (La ilah ill-Allah), takbeer (Allahu Akbar) and istighneed (Allahumma Salli) during them" *scholars advise recitation of 3rd & 4th kalimah to act upon this hadith.
- Takbeerat-e-Tashreeq**
From the Faqr of 9th Dhul Hijjah to 'Asr of 13th, one should recite the Takbeerat-e-Tashreeq after every farsh salah: Allahu Akbar, Allahu Akbar, Laa ilaaha illallah, Waalahu Akbar Allahu Akbar Wallillahil Hamd

[Ms. Aniza Baharin - Tarbiyyah Coordinator]

Grade 1 Creative Writing

Students in Year 1 have been learning about writing narratives using seven steps. They discovered different ways of hooking the reader using sizzling starts such as using a sound or a dialogue to begin their story. Students practiced building tension using the Pebble, Rock and Boulder technique and created excited endings. They also acknowledged that it is important to build an empathy with the characters using Character Resolution. Some exemplary narratives written by the students have been proudly shared with you to enjoy!

[Ms. Hufsa Huma - Grade 1 teacher]

THE LOST MAGIC HAT

"Oh no! Where is my magic hat," said the witch. If I don't have my hat, I won't be able to make magic potion!

So, the witch went flying with her magic broom, from mountain to mountain in the hope of finding her hat, but sadly, she didn't find the magic hat.

Suddenly, the witch came across a magic fly, the magic fly nipped the witch. The witch started to get bigger and bigger, so she flew so far away to escape the fly. Then, she came across a fire breathing dragon who was firing fire towards her, so the witch ran as fast as she could to escape the fire. The heat of the fire had made the witch get back to her usual size. She was not big anymore.

Later, the witch had gone to a witch party, as she was having her cake and tea, a friendly witch came and gave her a magic hat. The witch was so happy.

[Written by Duaa, 1A]

THE GRUMPY OLD WITCH AND THE POOR OLD BLACK CAT

"ARGH! I want something to eat," said the old witch.

"I am a grumpy old witch, who isn't nice. I even have a black ugly cat".

"I am going to sit down on my chair and you cat are not allowed to go anywhere!" said the grumpy witch.

Suddenly, the witch fell off the chair, but the cat did not help the witch, instead the cat was thinking of how to escape!!!

The cat ran towards the front door and left the witch all alone on the floor.

The cat was found by a friendly family, who loved him and fed him and played with him all day long.

[Written by EMAAN, 1A]

THE HAUNTED SCHOOL

"THUMP! There we go," said the man. "Oh no, where is the school?" said the old, crooked teacher.

"Look around you, it looks like someone has dug up our school!" said Ella.

The ten kids who go to the school feared the broken building. "How are we supposed to go into our classrooms? We are so cold and hungry!" said the kids. The kids were very cold and hungry, they had nowhere to go.

So, the old, crooked teacher came up with an idea.... She decided to make a new school, all the kids were happy with their new school. They weren't cold or hungry anymore.

[Written by Fatima, 1A]

THE ELEPHANT AND THE MOUSE

THUMP!!! An Elephant thumped from the forest towards the mouse. "What are you doing?" The mouse said to the Elephant. "Nothing!" said the elephant. So, the elephant and the mouse decided to play together in the forest. They wanted to see who is bigger, the

elephant or the mouse. As they were walking along, the elephant stepped on the mouse, "OOPS!" said the elephant "I'm sorry, hope you're, ok?" the mouse was ok. All the mouse wanted, was to get bigger.

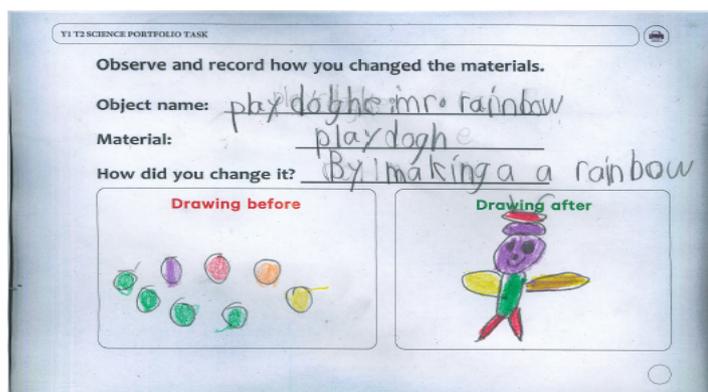
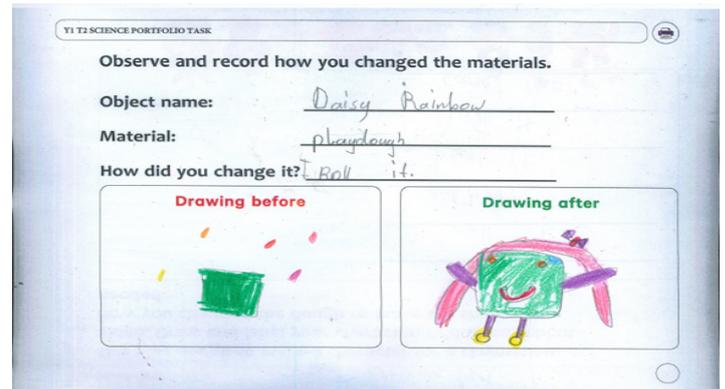
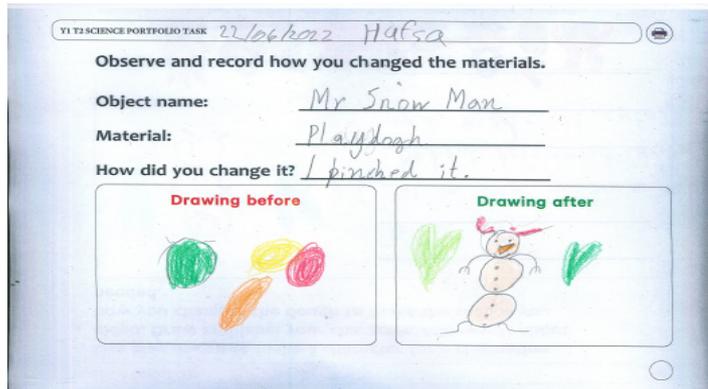
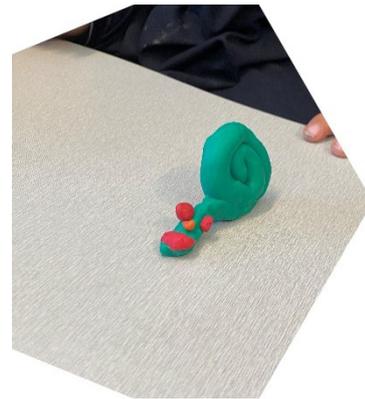
The next morning, mouse and elephant went back to the forest, elephant put mouse on his back and went for a walk. Mouse was so happy! She felt big for a day.

[Written by Hafsa, 1A]

Grade 1 Science

In Term 2, students have been learning that everyday materials can be physically changed in a variety of ways. They used their senses to observe and explore changes to everyday materials, such as spaghetti strands, play dough, frozen fruits etc. Students also investigated and compared how different types of chocolate melt at different rates. They enjoyed describing the effect of heating and cooling on the properties of different types of everyday foods. Below are some of the characters that have been created by Year 1 students using play dough. They later wrote reflections on their experiences how they made the dough change to create the shapes for their characters.

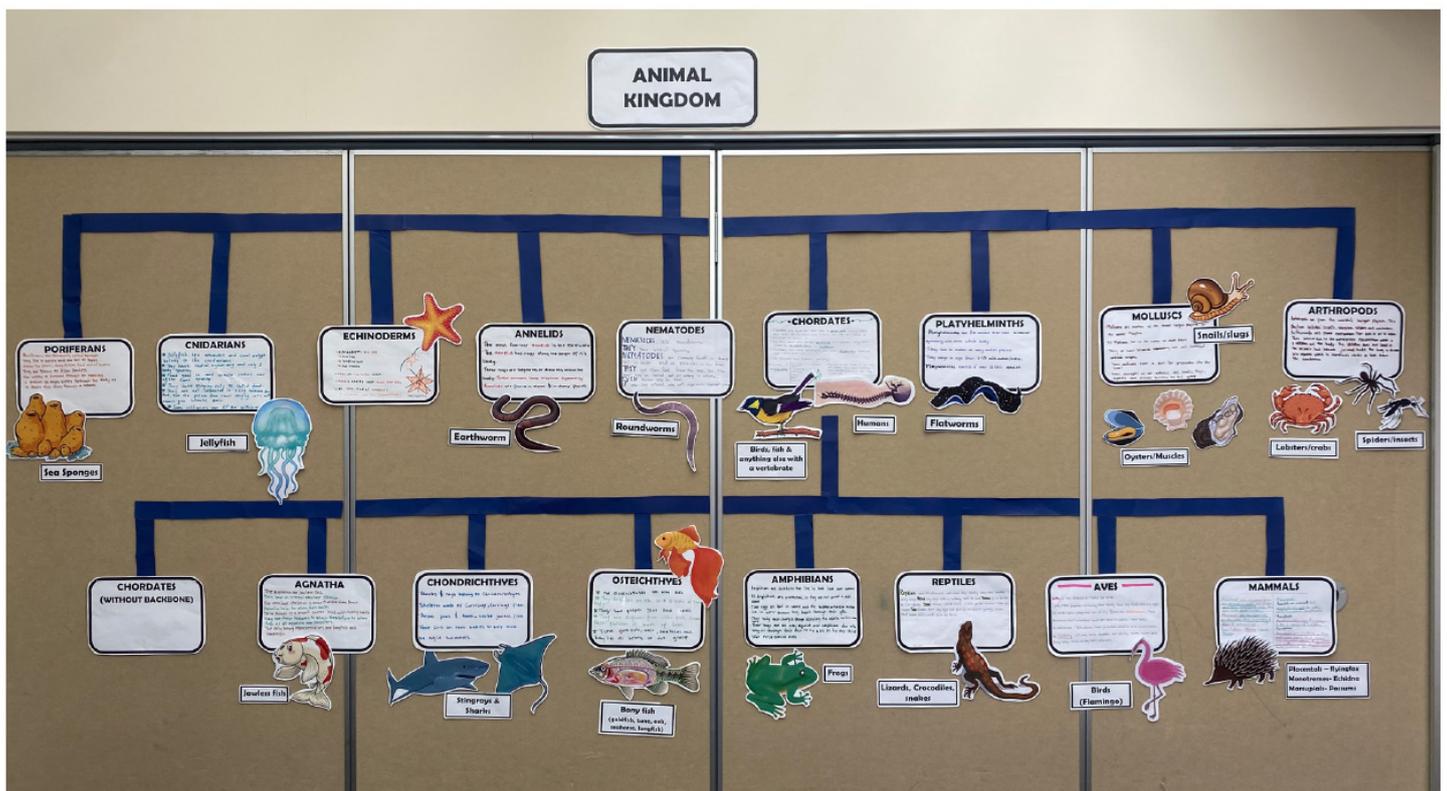
[Ms. Hufsa Huma - Grade 1 Teacher]



Year 7 Science

During Term 2, the Year 7C science students were learning about classifications and how different things can be categorised into groups according to similar characteristics they share. Students learnt that the science of grouping and naming things is called taxonomy, while the scientists who specialise in the grouping and naming of living things are called taxonomists. Taxonomists sort all living things into five kingdoms. One kingdom is the animal kingdom. It is estimated that there are about 8 million different types of animals on earth. To assist in the communication and identification of these animals, taxonomists have classified them into smaller groups using the characteristics they have in common.

Pictured in the photograph is the Animal Kingdom Key. Using the similarities and differences, taxonomists have grouped all the known members of the animal kingdom into 9 smaller groups which are called phyla. Each of the smaller groups is known as a phylum. The 'chordates' phylum has been further classified into 8 classes of chordates. The Year 7s were divided into groups to summarise the characteristics of each phylum which they then put together with their teacher to display the animal kingdom key. Students really enjoyed the process of working and displaying the Animal Kingdom Key together. They were very proud of the outcome and pleased that they were able to constantly view their work as they entered the classroom which helped them in retaining the important information in their memories.



[Ms. Rayan Moubarak - Year 7 Science Teacher]

Grade 2 Arts

In Term 2, lower primary students studied dramatical arts. They learned the elements of drama; the parts to a drama play, before familiarising themselves with a popular children's story to rehearse.

Every year level revised a script as part of their drama art studies. Class 2 AM was fortunate enough to be invited by Ms. Lamis to view Class 1 AM perform Goldilocks and the Three Bears. We would like to take

the opportunity to thank Ms. Lamis for this opportunity and all Class 1 AM students for a job well done.

Let me say, Emaan Isha did an outstanding job as Goldilocks. She projected her voice well. She exuded confidence that shone throughout the performance. Class 2AM walked away following the performance, having learned a thing or two and in awe of the whole experience.

Below is a compilation of some reflections and images from the Goldilocks performance.

Class 2AM Reflections

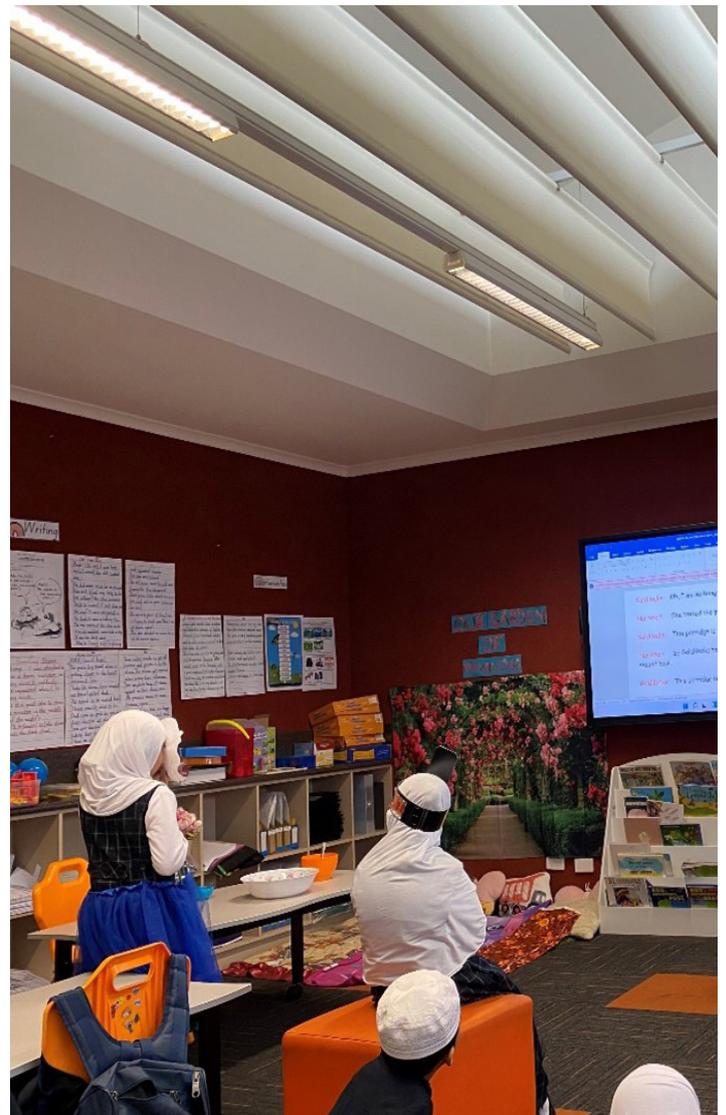
"I am the wolf, and I am going to do funny things just like Goldilocks". [Hebattallah Ibrahim]

"I learned that you must be loud and confident, and you should be facing the audience. I enjoyed it when Goldilocks fell from the chair. She showed an expression on her face. Also, I learned that you shouldn't be shy". [Hanaan Rasif]

"I enjoyed it when Goldilocks fell off the chair. I will sleep and have an old blanket and snore when I play the role of grandma". [Aisha Ajmeri]

"I had lots of fun watching Goldilocks run away". [Solahin Ehsan]

[Ms. Letfeah Neshabe - Grade 2 teacher]



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*.