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Supporting Every Child's Learning – NCCD Update

At Darul Ulum, we're committed to ensuring that every student receives the support they need to thrive.

Each year, schools across Australia take part in a government initiative called the Nationally Consistent Collection of Data (NCCD). This involves identifying students who are receiving ongoing adjustments or learning supports to help them access the curriculum on the same basis as their peers.

These supports may be provided for a range of health, learning, emotional or developmental needs — whether diagnosed or not — and could include changes in teaching strategies, classroom arrangements, or specialist services.

The purpose of the NCCD is to:

- better understand the learning needs of all students,
- improve the way schools support students, and
- ensure that appropriate funding is provided where needed.

Rest assured, no personal or identifying information about your child is shared in this process. The data is used at a broad level to help schools and education departments provide the right kind of support for students.



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Hadith of the Month

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

Anas bin Malik (may Allah be pleased with him) narrates that the Prophet (peace and blessings of Allah be upon him) said:

None of you [truly] believes until he loves for his brother that which he loves for himself. [Al-Bukhari and Muslim]

You can find out more in the attached Parent Fact Sheet or visit the official [NCCD website](#).

If you have any questions, feel free to contact the relevant NCCD coordinator.

[Ms. Aniza Baharin and Mr. Riyasat Azim - NCCD Coordinators]

Annual Quran Competition

Alhamdulillah! We're thrilled to announce that the Annual Quran Competition for the DUCV campus will be held in Term 3 and Term 4 for Darul Ulum Academy.

This prestigious event celebrates and encourages the recitation and memorisation of the Holy Quran amongst our students. Our goal is to foster a strong connection with the Quran, promote its values, and provide an opportunity for students to showcase their talents and dedication.

The competition will feature various levels to accommodate for the different sub-schools. For Secondary and Hifz girls, including Grade M4AE at the Mickleham campus, parents have already been sent an SMS and email with a link to submit an expression of interest and consent for their child's participation.

The initial rounds were scheduled for the beginning of Term 3, and students' eligibility will be based on set criteria. Please refer to the competition posters for specific dates for the different rounds taking place throughout Term 3.

[Ms. Aniza Baharin]

Medical Action Plans and Medication Updates

A kind reminder to all parents of students with medical conditions to ensure that their child's medical action plan is updated annually. Please also check and replace any expired medication that may be required at school.

Keeping these records and medications up to date is essential in ensuring the health, safety, and wellbeing of our students.

We thank you for your cooperation.

[Ms. Mutahira Arab]

Upcoming Dates

Term 3, 2025

9 - 12 September

Quran Competition (Primary)

15 - 17 September

Quran Competition (Secondary Girls)

18 September

Last day of Term 3 for students

19 September

Parent and Teacher Inter-views

Term 4, 2025

6 October

Curriculum Day (no school for students)

7 October

First day of Term 4 for students

14 October

Athletics Day for Secondary Boys

16 October

Athletics Day for Primary Boys

Sunnah Corner

Abu Hurayrah (may Allah be pleased with him) said:

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

Business Market Stall Sale - A Sweet Success!

Last term's Business Market wasn't just a fun and flavourful celebration of creativity, it also doubled as a major SAC for our Year 11 VCE Business Management students, as part of their Unit 2: Marketing a business coursework held on June 26th. In fact, 20% of all profits were proudly donated to charity, a meaningful reflection of their commitment to giving back while doing business.

The atmosphere was buzzing with energy as six student-run stalls came to life, each one showcasing the entrepreneurial spirit, teamwork, and creativity of our students. From planning and budgeting to branding and customer service, the students put their learning into action in the most delicious way possible!

There was something for everyone, from refreshing mocktails and cheesy mini pizzas to sweet gulab jamun, crispy spiral potatoes, and rich, indulgent brookies. Best of all, every item was prepared and sold with a strict nut-free policy to ensure the safety of our school community.

It was wonderful to see how students not only applied their business knowledge but also embraced cultural diversity and worked together to create something truly special. Well done to all our young entrepreneurs!

We sincerely thank all parents, teachers, and volunteers who supported the day. Your involvement helped transform this SAC into a memorable learning experience, where our young entrepreneurs shone with confidence, leadership, and vision.

[Ms. Fathima Azeem]

Spelling Bee Competition

Students in years 7-12 took part in the 9th Annual Spelling Bee.

Congratulations to all students who participated in this year's competition! After a series of challenging rounds, we're proud to announce our top spellers:

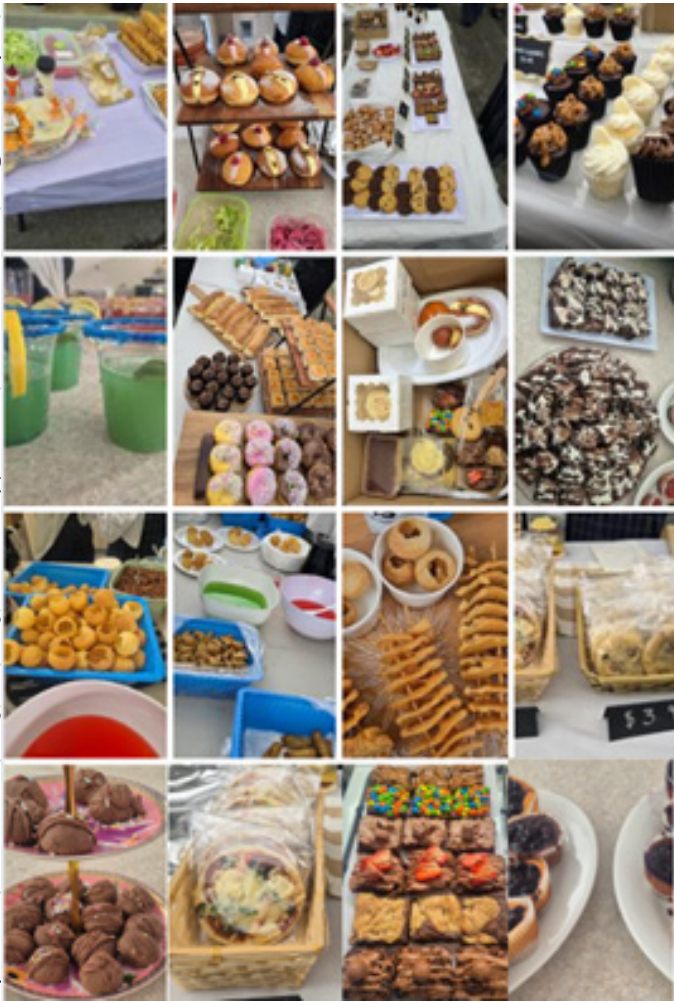
1st place: Samara Mahdiya (7C)

2nd place: Sabina Kholmatova (7C)

3rd place: Sawda Mohammadi (10AK)

A huge thank you to our dedicated teachers for their support in preparing students and helping run the event so smoothly. Your time, encouragement, and enthusiasm made it a memorable experience for all involved!

[English Department]



Year 9 Work Studies – Real-World Learning in Action

Last term, our Year 9 Work Studies students had the opportunity to explore real-world skills through two hands-on experiences , Market Day and Primary Classroom visits.

For Market Day, students planned and ran their own small business stalls, selling everything from jewellery and stickers to sweets, candles and surprise packs. They worked in teams to create products, manage money, set up displays, and interact with customers. The event was a great success and full of entrepreneurial energy!

In another exciting first for our school, the same group also spent time supporting primary classrooms from Years 1 to 6. Over three weeks, they visited for one or two periods each week, helping with reading, writing in home readers, marking work, and even preparing and running their own activities. Many students said they especially enjoyed engaging with the younger children and getting a feel for what it's like to work in an educational setting.

These experiences helped students build confidence, communication skills, teamwork and responsibility — all while having fun and learning in a meaningful way. Well done, Year 9!

[Ms. Nilofer Maniar]

Year 9 Visual Arts – There's No Place Like Home

Last term, our Year 9 students created some amazing mixed media artworks as part of a project called There's No Place Like Home. Using found objects like buttons, fabric, magazine clippings and everyday items, students explored what "home" means to them. Inspired by artist James Powditch, they learned how to turn simple materials into meaningful art. Their creative and thoughtful pieces were on display in the Art room, and reflected their hard work and creativity, Masha Allah!

[Ms. Nilofer Maniar]



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*.

Annual Darul Ulum College Musabaqatul-Qur'an Al-Kareem

1447

2025

"One who is well versed in the Qur'an will be in the company of those angels who are scribes, noble and righteous" Hadeeth

Hifz Girls Categories:



Category 3: Most Proficient Memorisation of Juz 1,2,3 (5 Finalists)

-Open to Grade 4AE students only *

1 st PRIZE:\$400	2 nd Prize:\$300	3 rd Prize:\$150
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Category 4: Most Proficient Memorisation of Juz 1-5 (5 Finalists)

-Open to Grade 5AE students only *

1 st PRIZE:\$500	2 nd Prize: \$350	3 rd Prize:\$200
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Category 5: Most Proficient Memorisation of Juz 1-10 (5 Finalists)

-Open to Grade 6AE students only *

1 st PRIZE:\$600	2 nd Prize: \$450	3 rd Prize:\$300
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Category 6: Most Proficient Memorisation of Juz 1-15 (5 Finalists)

-Open to Year 7AE and 8AE students only *

1 st PRIZE:\$1000	2 nd Prize: \$750	3 rd Prize:\$500
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Category 7: Most Proficient Memorisation of Whole Qur'an (5 Finalists)

-Open to all students

1 st PRIZE:\$3000	2 nd Prize: \$2000	3 rd Prize:\$1500	Runner Up (4 th and 5 th place \$500)
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ENTRY ROUND*

Term 3 WEEK 1

SEMI FINALS

TERM 3 WEEK 4 UNTIL
WEEK 7

GRAND FINALS
TERM 3 WEEKS 9
15th-17th September 2025

1. 1st place winners are not eligible to participate in the same category the following year. Participants in the Whole Quran Memorisation category will not be eligible to participate in this category for 5 consecutive years.
2. Grand finalists will not be eligible to compete in a category lower than the category they competed in subsequent years.
3. The eligibility of the Hifz graduates [current DUCV students] participating in a category other than Memorisation of the Whole Quran category will be determined on case by case basis.



Annual

Darul Ulum College

1447

Musabaqatul-Qur'an Al-Kareem

2025

"One who is well versed in the Qur'an will be in the company of those angels who are scribes, noble and righteous" Hadeeth

Secondary Girls Categories:



Category 1a: Naathirah Reading of Juz 1-30 (5 Finalists)

-Open to Year 7 and 8 students only*

1 st PRIZE: \$200	2 nd Prize: \$160	3 rd Prize: \$130
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Category 1b: Most Proficient Memorisation of Juz 30, Surah Al- Mulk (5 Finalists)

-Open to Year 7 and 8 students only*

1 st PRIZE: \$250	2 nd Prize: \$180	3 rd Prize: \$150
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Category 2a: Most Proficient Memorisation of Juz 30, Surah Al-Mulk, As-Sajdah and Yasin (5 Finalists)

-Open to Year 9 to 12 Students including Year 9-12 Kitab*

1 st PRIZE: \$300	2 nd Prize: \$200	3 rd Prize: \$170
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Category 2b: Most Proficient Memorisation of Juz 30, Surah Ad-Dukhan, Ar-Rahman, Al-Waqiah and Al-Hadeed (5 Finalists)

-Open to Year 9 to 12 Students including Year 9-12 Kitab*

1 st PRIZE: \$350	2 nd Prize: \$250	3 rd Prize: \$200
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ENTRY ROUND*

Term 3 WEEK 1

QUALIFIERS

TERM 3 WEEK 2-3

SEMI FINALS

TERM 3 WEEK 4 UNTIL
WEEK 7

GRAND FINALS

TERM 3 WEEK 8

FRIDAY 12th SEPTEMBER 2025

*CONDITION FOR ENTRY

- 1st place winners are not eligible to participate in the same category the following year. Participants in the Whole Quran Memorisation category will not be eligible to participate in this category for 5 consecutive years.
- Grand finalists will not be eligible to compete in a category lower than the category they competed in subsequent years.
- *The eligibility of the Hifz graduates [current DUCV students] participating in a category other than Memorisation of the Whole Quran category will be determined on case by case basis.

