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Message from the HOS

Welcome to the start of a brand-new school year! It is a joy to see our foyers buzzing with energy and to feel the shared excitement of fresh beginnings.

Every year brings its own unique rhythm, but I truly believe this one is set to be exceptionally memorable. We aren't just returning to classrooms; we are returning to a community dedicated to growth, curiosity, and supporting one another.

This year feels particularly special as we celebrate a significant increase in our enrolment. We are thrilled to welcome so many new families to our school community.

Our focus this year is on creating lasting experiences—both in and out of the classroom—that will stay with our students long after the final bell rings.

As we begin this journey, I would like to wish Ramadan Kareem to all our families. We hope you are feeling the peaceful and reflective spirit of this holy month.

In the spirit of self-improvement and community, we have introduced Ramadan Goals for the month. Each classroom has set its own unique goals to achieve together—whether focusing on acts of kindness, patience, or collaborative learning. It is inspiring to see our students working towards these shared values as a team.

As we step into this new chapter together, let us embrace every opportunity with optimism and gratitude. With unity, dedication and a shared commitment to excellence, there is no limit to what our students can achieve.

Head of School



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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. It was narrated that Abu Hurairah said:

"The Messenger of Allah said: 'There has come to you Ramadan, a blessed month, which Allah, the Mighty and Sublime, has enjoined you to fast. In it the gates of heavens are opened and the gates of Hell are closed, and every devil is chained up. In it Allah has a night which is better than a thousand months; whoever is deprived of its goodness is indeed deprived.'"

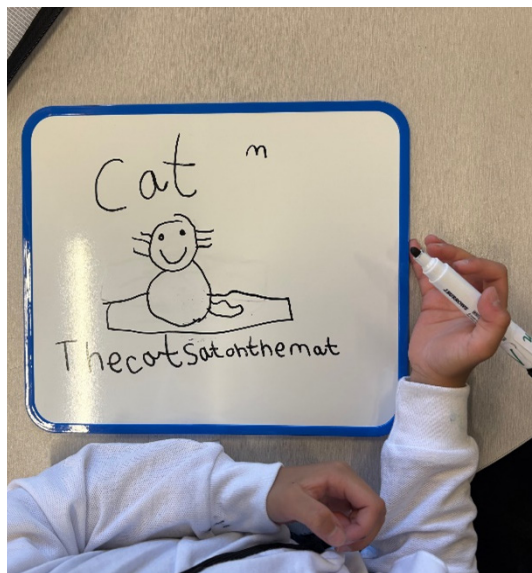
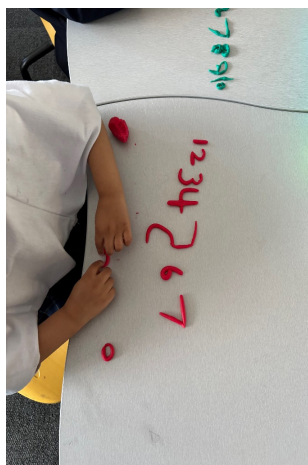
Our Little Learners: A Wonderful Start to School!

Our Foundation students have made a wonderful start to their very first year of school Masha'Allah! It has been a joy to see how confidently they are settling into classroom routines, building friendships and developing independence each day.

Students have been actively engaged in a variety of hands-on learning experiences designed to support early literacy, creativity and fine motor development. Through activities such as forming words with magnetic letters and shaping numbers with playdough, students are learning through play while strengthening important foundational skills.

These interactive experiences help students develop confidence, collaboration skills and a love of learning in a supportive and nurturing environment. We are incredibly proud of how positively our students have embraced school life and look forward to an exciting year of growth and discovery ahead Insha'Allah!

Foundation Teachers



Upcoming Dates

March and April Dates

4th of March:

Grade 4-6 (Girls) Iftar Night

9th of March

Public Holiday

11th-12th of March:

NAPLAN

Writing

Reading

16th-17th of March:

NAPLAN

Conventions of Language

Numeracy

20th-23rd of March:

Eid Holiday

24th of March:

Return to Full School Days

Dismissal 3:30 PM

30th of March - 1st April

Health and Movement Days

1st April

Last day of Term 1 for students

2nd April:

Reporting Day

Sunnah Corner

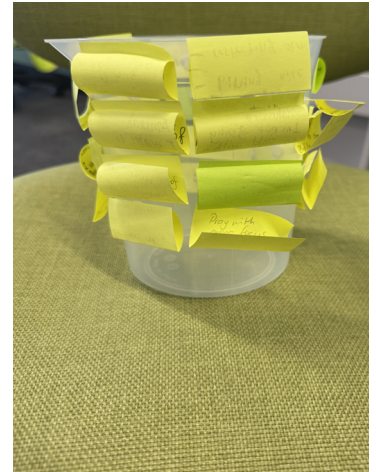
Narrated Abu Huraira:

The Prophet (saw) said, "Whoever established prayers on the night of Qadr out of sincere faith and hoping for a reward from Allah, then all his previous sins will be forgiven; and whoever fasts in the month of Ramadan out of sincere faith, and hoping for a reward from Allah, then all his previous sins will be forgiven."

[Bukhari]

Clearing Our Hearts For Ramadan

In preparation for the blessed month of Ramadan, our Grade 4 students participated in a **meaningful reflection activity** centred around growth and self-improvement. A clear glass beaker was used to symbolise a pure heart and clear consciousness — representing the way we strive to think, speak and act. Each student was given a sticky note and asked to write something they would like to stop doing, improve on, or avoid saying. These notes were placed onto the outside of the glass, visually demonstrating how negative habits and disliked actions can cloud our hearts and prevent us from seeing the right path clearly.



On the day before Ramadan, students removed their notes and placed them into the beaker, symbolically letting go of these habits and making a sincere intention to improve. This powerful visual reminder encouraged students to reflect on their actions and enter Ramadan with a renewed commitment to kindness, self-discipline and positive change!



Grade 4 Teachers

Hands-On Science: Growing Grass Heads!

As part of our Science learning, Foundation students explored how living things grow and change by making their very own **grass heads**.

Students planted grass seeds in pots and carefully decorated them. Through this hands-on experience, they learned about what plants need to grow, including water, sunlight and care. We look forward to watching our grass heads develop alongside our young scientists' understanding Insha'Allah!

Foundation Teachers



Step Into My Shoes! – Grade 3 Exploring Empathy

This term in Health and Physical Education, our Grade 3 students have been exploring the important value of empathy — understanding how others feel and responding with kindness.

As part of their learning, students participated in the activity “*Walking in Someone Else’s Shoes*,” using a simple three-step framework: **Observe, Think, Act**.

Students worked through different scenarios, discussing how someone might feel if they were left out of a game, made a mistake in class, or were new to the school. They practised looking beyond their own perspective and carefully considering the feelings of others before deciding how to respond.

Through thoughtful discussions, students developed a deeper understanding that empathy is not just about recognising emotions — it is about choosing positive actions that build a caring and inclusive community.

Grade 3 PE/Health Teachers

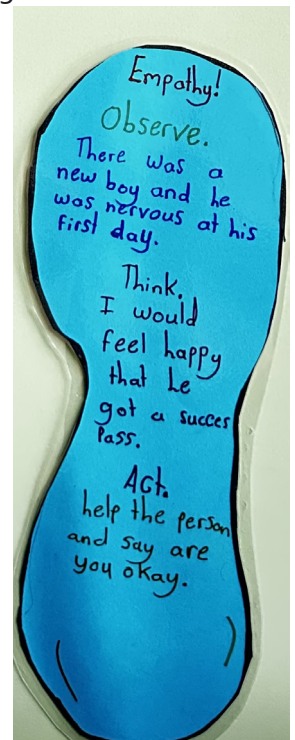
Foundations Colourful Start to Ramadan!

To welcome the blessed month of Ramadan, our Foundation students participated in a special *colour-mixing art activity*.

Students explored colour mixing by combining red and blue to create a beautiful purple night sky, and red and yellow to form warm tones for a glowing crescent moon. Through this process, students reflected on the importance of Ramadan as a time of kindness and gratitude.

This creative experience allowed students to express their excitement for Ramadan while developing their artistic skills through painting and colour exploration. The finished artworks were vibrant and thoughtful Masha’Allah, beautifully capturing the joy of welcoming this blessed month.

Foundation Teachers



Year 5 Explore The Art of Persuasion!

Our 5A and 5AE students recently participated in a dynamic Pobble and Seven Steps workshop, tackling the ultimate debate: *Camping – Love it or hate it?*

Using the Seven Steps to Writing Success framework, students moved away from boring introductions and leaped into *"Sizzling Starts."* From the crunch of toasted marshmallows to the midnight buzz of mosquitoes, our young writers used sensory details to hook their readers instantly.

Through the Pobble platform, students collaborated and shared their work, proving that whether they prefer a tent or a hotel, their ability to persuade is top-tier!

Top 3 Writing Tips to Try at Home

To keep the momentum going from the Pobble and Seven Steps workshop, here are three quick ways you can help your child sharpen their writing:

Ban the "Boring" Start: Challenge your child to tell you about their day without starting with "Today I..." or "First we..." Encourage them to start in the middle of the action!

The "Five Senses" Check: When they describe a scene, ask: What did it smell like? What was the loudest sound? This adds instant depth to their stories.

Tighten the Tension: Use the "Pobble" approach by looking at a photo together and coming up with the most dramatic "Sizzling Start" possible in just two sentences.

By combining creativity with structure, our Year 5 students are learning that powerful writing isn't about filling a page — it's about capturing attention, building tension and leaving a lasting impression. We look forward to seeing their confidence continue to grow as they turn everyday ideas into compelling pieces of writing. Keep an eye out — we may have some future authors in the making!

Grade 5 English Teachers

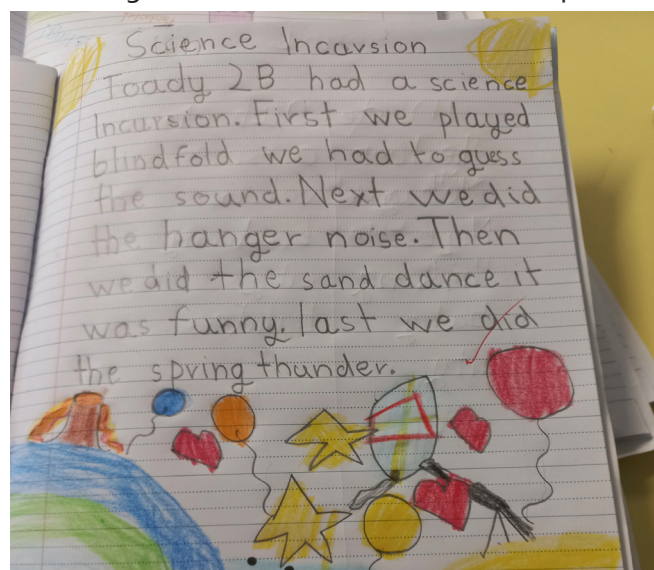


Discovering the Science of Sound – Year 2 Incursion Highlights

We were excited to host a Science incursion for our Year 2 students as part of our Sound unit this term. We welcomed **Mad About Science**, who presented a fun and engaging session that captured students' interest from the beginning. Students learned how sounds are made and explored different types of sounds through hands-on experiments and interactive games, including guessing a variety of sounds. We were pleased to see students working cooperatively, participating enthusiastically in group activities, and thoroughly enjoying the learning experience.

Following the incursion, students reflected on their new knowledge in their science books. We are pleased to share some of these thoughtful reflections in this newsletter.

Grade 2 Form Teachers

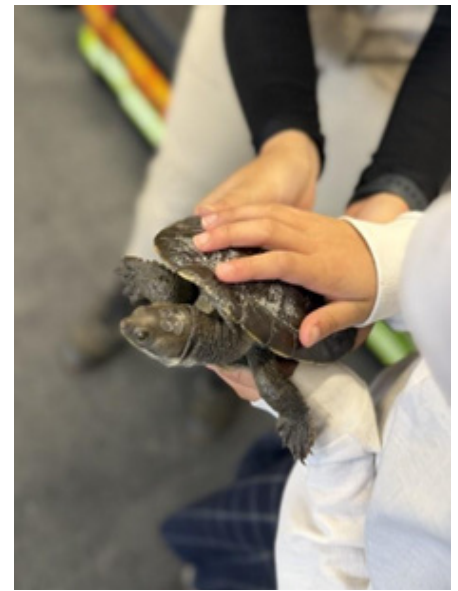


Wild Encounters – Grade 1's Reptile Adventure

Our Grade 1 students recently took part in an exciting Science incursion all about **reptiles and other fascinating creatures**. They learned about different animal features, habitats and behaviours, and were thrilled to have the opportunity to safely touch and hold some of the animals. A big highlight was meeting a very large (and very calm!) snake named Tiny, along with some other animals such as frogs, a leaf insect, lizards, turtles and a crocodile. It was a wonderful hands-on experience that sparked curiosity and enthusiasm for learning about the natural world.

Grade 1 Form Teachers





Year 5 & 6 Scientists in Action: Living Things Come to Life!

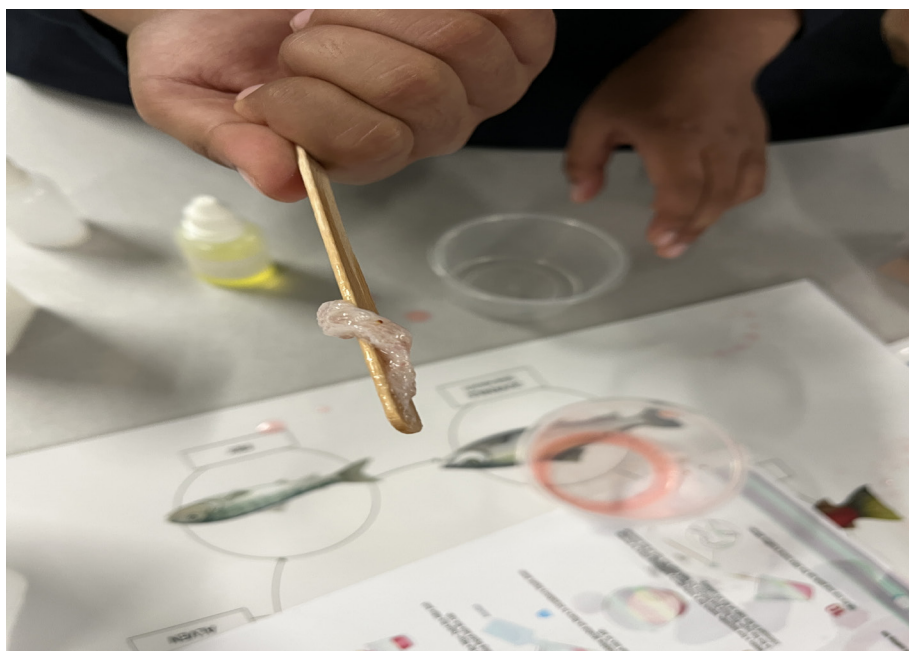
Our Year 5 and 6 students recently experienced an engaging *Living Things* science incursion that brought their classroom learning to life. The session was packed with hands-on experiments that encouraged students to think and act like scientists. One exciting challenge involved matching water levels, temperature, and colour to replicate a sample. Students worked carefully and collaboratively, discovering how precision and observation play an important role in scientific investigations — with plenty of friendly competition along the way!

A highlight of the incursion was observing *live brown stick insects* brought in from Queensland. Students learned that Victorian stick insects are typically green, leading to fascinating discussions about adaptation and how living things develop features suited to their environments. Seeing these insects up close allowed students to explore camouflage and survival strategies in a memorable, real-world context. Students were equally amazed during a strawberry *DNA extraction experiment*, where they followed guided steps to reveal DNA with their own eyes. This activity helped make an abstract scientific concept tangible and sparked genuine curiosity about the building blocks of life.

Overall, the incursion was an exciting and meaningful learning experience. Through interactive activities and real scientific exploration, students deepened their understanding of living things while building curiosity, teamwork, and enthusiasm for science.

Grade 5-6 Teachers





Hands-On Science: Grade 3 Students Explore the States of Matter

This term, Grade 3 students delved into the fascinating world of matter—**solids, liquids, and gases**—and explored their unique properties. They investigated how matter can change from one state to another, such as liquids turning into solids and solids melting into liquids.

A highlight of the term was a hands-on activity where students made their own bouncy balls by mixing powder and water. They also explored viscosity by testing how quickly different liquids flow, discovering that some liquids move more slowly than others.

These interactive experiments allowed students to see science in action, making abstract concepts tangible and sparking curiosity about the world around them.

Grade 3 Teachers



Toy Time Travel: Foundations Explore the Past!

Our Foundation students recently participated in the exciting *Toys Over Time Incursion*, which supported their learning about how toys have changed throughout history.

During this engaging and interactive session, students explored a variety of toys from different time periods and discovered how materials, designs and technology have evolved over time. Students enjoyed comparing toys from the past with the toys they play with today, sparking curiosity and thoughtful discussion.

The incursion provided a hands-on learning experience that helped bring our Humanities learning to life. Students were highly engaged and demonstrated wonderful enthusiasm as they explored history in a fun and meaningful way.

Foundation Teachers



Super Scientists: Year 4 Explore Adaptations & Food Chains!

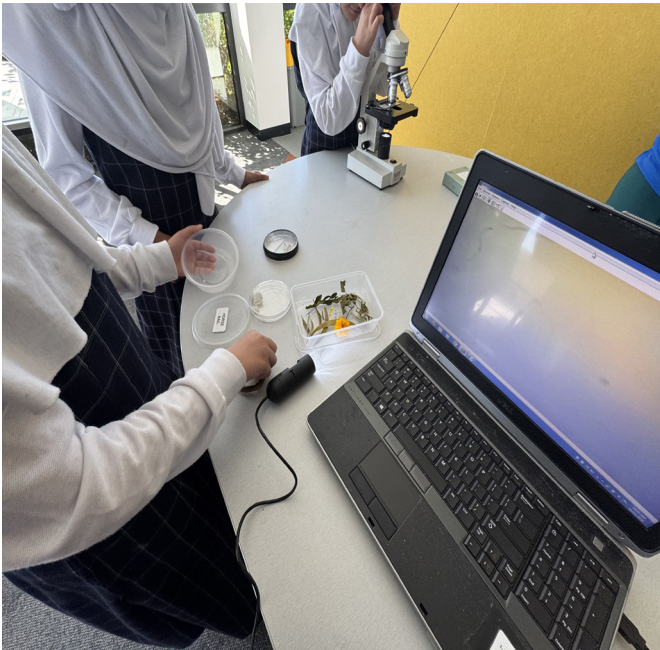
Year 4 students recently participated in an exciting Biological Science incursion focused on **adaptations and food chains**. Throughout the session, students worked collaboratively in groups using a range of fascinating lab materials to deepen their understanding of how living things survive and interact within ecosystems.

A major highlight of the day was extracting DNA from strawberries—an activity that quickly became a class favourite! Students did a wonderful job sharing roles and taking turns carefully to ensure they successfully extracted their very important “specimens.” It was fantastic to see such teamwork and enthusiasm in action.

One fascinating fact students discovered was that stick insects are herbivores and incredibly delicate creatures capable of cloning themselves. That’s right—female stick insects can clone themselves! This sparked lots of curiosity and amazement among the students.

The incursion was a fun, hands-on experience that brought science to life and inspired our budding young scientists.

Grade 4 Teachers



Child Safe Standards

Welcome to a new and exciting school year. We warmly welcome our new parents and look forward to building a strong partnership in supporting and nurturing our children in a safe and engaging environment.

All Victorian schools, including **Darul Ulum Academy**, are required to comply with **Ministerial Order No. 1359**, which mandates adherence to the 11 Victorian Child Safe Standards. These standards are designed to protect children from abuse and ensure safe, inclusive environments. They include strict staff screening, clear reporting procedures, child empowerment, and online safety measures. Parents have the right to expect that their children are safe, respected, and protected at school.

The Child Safe Standards require schools to take proactive steps to prevent all forms of abuse, including sexual or grooming offences, physical violence, serious emotional or psychological harm, and serious neglect.

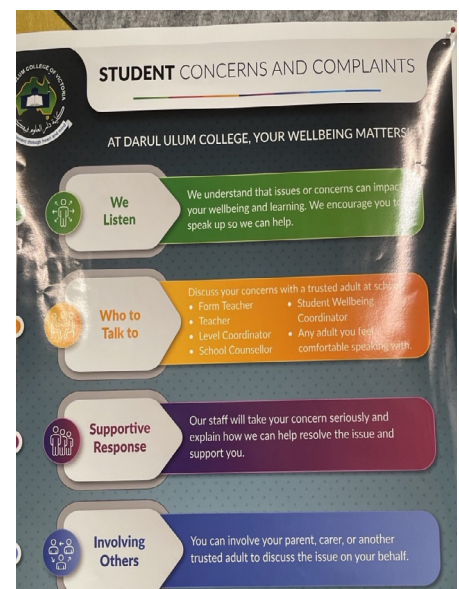
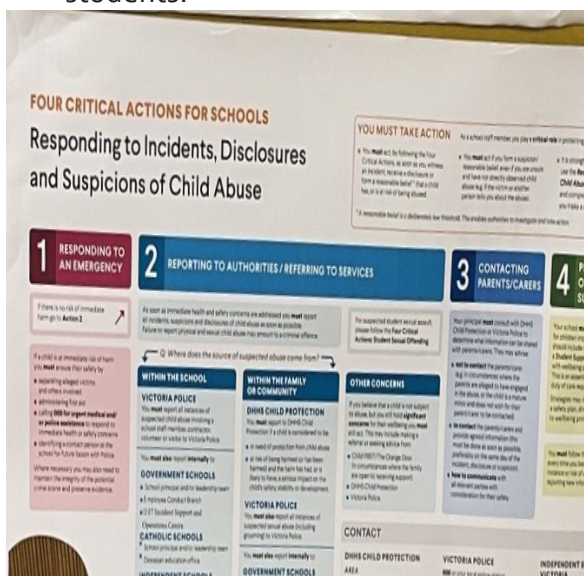
Darul Ulum Academy is committed to promoting the wellbeing of students and protecting them from abuse by fostering and creating environments where children feel safe and welcomed. We promote the virtue of maintaining respectful relationships between students and their peers and between students and adults. This is reinforced when all parties are informed of their rights and equally conscious of their duties and obligations towards others. Child safety and wellbeing are central to our vision, alongside academic excellence and spiritual growth.

The Academy maintains comprehensive policies such as Child Safety Policy, Behaviour Management, Anti-Bullying, Mandatory Reporting, Risk Management, Duty of Care, Staff Code of Conduct, and Safe and Responsible Use of ICT, to name a few. These policies are regularly reviewed to ensure they remain current and meet all legal obligations.

Staff receive ongoing training and reminders about their duty of care through workshops, curriculum days, and regular meetings. The College has zero tolerance for child abuse, and any concerns raised by staff, students, or parents are addressed promptly and in accordance with legal and policy requirements.

We celebrate the uniqueness and diversity of every student and work closely with families to ensure each child feels safe, valued, and supported. Through Parent Information Sessions and the Schoolbox Parent Portal, families are kept informed of the relevant policy updates and reviews in order for them to be kept informed and involved in their child's educational journey.

Together, these measures help us maintain a safe, respectful, and nurturing learning environment for all students.



Information for parents and carers about the Child Safe Standards

Child safe organisations

When your child is in the care of an organisation you want to know that they will be safe from abuse. The Child Safe Standards are designed to prevent child abuse in organisations.

The Child Safe Standards apply to over 50,000 Victorian organisations that provide services or facilities for children. These include:

- schools and outside school hours care
- kindergartens and early learning centres
- sporting clubs and recreational groups
- coaching or tuition services
- out of home care services
- local councils
- religious and faith-based organisations
- hospitals, health and disability services
- professional babysitting services
- overnight camps for children.

You can find a full list of the types of organisations that must meet the Child Safe Standards at www.cryp.vic.gov.au/who-do-the-standards-apply-to-page

How do the Child Safe Standards protect my child?

The Standards require organisations to take actions in a range of areas, including:

- background and suitability checks of staff and volunteers
- codes of conduct for staff and volunteers
- training and supervision of staff and volunteers
- documented risk assessments for activities
- clear procedures for reporting and acting on any concerns or allegations
- commitment to listening to children and encouraging them to speak up if they don't feel safe.

Children have a right to be safe. Organisations have a responsibility to protect children from harm.



COMMISSION FOR CHILDREN
AND YOUNG PEOPLE

How do I know if an organisation is meeting the Child Safe Standards?

You can look on their website or talk to the staff. The organisation should have documents like:

- Child Safe Policy or Statement of Commitment to Child Safety
- Code of Conduct for workers and volunteers
- information about how to raise safety concerns.

Some questions you could ask include:

- What are you doing to meet the Child Safe Standards?
- Do you have risk assessments for activities?
- Do your staff and volunteers have appropriate checks, training and supervision?
- What are you doing to encourage children to speak up if they feel unsafe?
- Who can I talk to in the organisation if I have a concern or complaint?
- What is the process if I raise a concern or complaint about child safety?

You have a right to talk to organisations about how they are keeping your child safe from abuse. If you are concerned that an organisation is not keeping all children safe or is not meeting the Child Safe Standards, take action.

What can I do if I am not sure my child is safe?

Take action if you are concerned that an organisation is not keeping your child or other children safe.

Talk to someone senior at the organisation. Tell them what you are worried about and try to find a solution together.

If the organisation does not address your concerns, contact their regulator. If you are unsure who the regulator is, you can contact the Commission. The Commission has information about regulators because we work with them to ensure compliance by all organisations with the Standards.

How do I ask my child if they feel safe?

Below are some examples of questions you can ask your child, changing the wording depending on your child's age.

- Do you know that you should always feel safe, no matter where you are?
- What do you like about [the organisation]? Is there anything you don't like?
- Have you ever felt uncomfortable, worried or not safe? Who would you talk to if you feel unsafe?
- Has anyone at [the organisation] ever talked to you about what they can do to make you feel safe?
- Do the staff listen to you and the other children?
- What do you hope will happen if you tell someone you don't feel safe?

Contact the Commission for further information or to talk about the Child Safe Standards:

- Telephone us on 1300 782 978 or (03) 8601 5281
- Email us at contact@ccyp.vic.gov.au
- Visit the Commission's website: www.ccyp.vic.gov.au

If you need an interpreter, please call the Translating and Interpreting Service on 13 14 50 and ask them to contact the Commission for Children and Young People on (03) 8601 5281.

Fun Corner!

Brain Teasers

Have a go at the following brain teasers! Answers will be revealed in the next edition.

1. A man is looking at a photograph of someone. His friend asks who it is. The man replies, "Brothers and sisters, I have none. But that man's father is my father's son." Who was in the photograph?
2. What has cities, but no houses; forests, but no trees; and water, but no fish?
3. You're in a dark room with a candle, a wood stove and a gas lamp. You have only one match. What do you light first?

Riddle Time!

Get your thinking caps on! In this edition, we've got some tricky riddles for you to solve. Put your wit and imagination to the test and see if you can figure them out—the answers will be revealed in the upcoming edition!

1. I'm tall when I'm young, and I'm short when I'm old. What am I?
2. What has keys but can't open locks?
3. The more you take, the more you leave behind. What am I?
4. What begins with T, ends with T, and has T in it?
5. I'm not alive, but I can grow. I don't have lungs, but I need air. What am I?

Islamic Trivia

Test your knowledge and see how much you know about Islamic history, teachings, and fun facts! These questions will challenge your memory and curiosity. Don't worry if you're unsure—you'll find the answers revealed in the next edition.

1. What was the relation between Prophet Musa (alayhi as-salaam) & Prophet Haroon (alayhi as-salaam)?
2. Which Prophet (as) had control of the Jinn and was able to talk to animals?
3. What is Abu Bakr (r)'s full name?
4. Which Prophet (as) is mentioned the most in the Quran by name?
5. Which pillar was commanded in the journey of al Isra wal Miraaj?

Student Challenge: Riddle Me This!

The Challenge: Create your own riddle for your classmates to solve!

Make it tricky but fair.

It can be about school, animals, nature, or anything you love.

Keep it short — 2–3 lines is perfect!

Send your riddle to your teacher — the best ones will be featured in the next newsletter!

DUA Office Reminders

Hats Every Day

Protect your child's health and safety.

Label All Belongings

Lost property already contains many items — please clearly name everything.

Keep Contact Details Updated

Ensure your phone numbers, email address, and emergency contact details are current so we can reach someone promptly in case of urgent need.

Early Pick-Up & Changes to Pick-Up

Please email infodua@dulum.vic.edu.au for any early pick-up requests or changes to pick-up arrangements.

Unwell Students

If your child is feeling unwell in the morning, please keep them home.
This helps avoid early leave calls and minimises disruption for staff and students.

No Nut Products

Please be mindful of students with allergies.

Eid Gifts

We kindly request that no gifts be sent for class peers or teachers. Your understanding helps maintain a fair environment for all students.

DUA Contact Procedure

For **general inquiries**, please email: infodua@dulum.vic.edu.au

For **curriculum-related inquiries**, kindly contact your child's class teacher or subject teacher. Teacher email addresses are available on the Schoolbox class page.

If you wish to arrange a meeting with **any teacher including Head of School**, please make a **booking by calling the Front Office** at 03 9355 6890

NAPLAN 2026

Information for parents and carers



Why do students do NAPLAN?

The National Assessment Program – Literacy and Numeracy (NAPLAN) is a literacy and numeracy assessment that students in Years 3, 5, 7 and 9 sit each year. It is the only national assessment all Australian students have the opportunity to undertake.

As students progress through their school years, it is important to check how well they are learning the essential skills of reading, writing and numeracy.

NAPLAN assesses the literacy and numeracy skills that students are learning through the school curriculum, and allows parents and carers to see how their child is progressing against national proficiency standards.

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, but it can provide teachers with more information about students' educational progress.

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

Your child will do the NAPLAN tests online

Online NAPLAN tests are designed to provide precise results and are engaging for students. The tests are tailored (or adaptive), which means that each test presents questions that may be more or less difficult depending on a student's responses. This helps students remain engaged with the assessment.

Tailored testing allows a wider range of student abilities to be assessed and measures student achievement more precisely. A student's overall NAPLAN result is based on both the number and complexity of questions they answer correctly. Your child should not be concerned if they find questions challenging; they may be taking a more complex test pathway.

All Year 3 students will continue to complete the writing assessment on paper.

What does NAPLAN assess?

NAPLAN assesses literacy and numeracy skills that students are learning through their regular school curriculum.

Students sit assessments in writing, reading, conventions of language (spelling, grammar and punctuation) and numeracy. The questions assess content aligned to the Australian Curriculum: English and Mathematics.

All government and non-government education authorities contribute to the development of NAPLAN test materials.

To find out more about NAPLAN, visit nap.edu.au.

Participation in NAPLAN

NAPLAN is for all Year 3, 5, 7 and 9 students. ACARA supports inclusive testing, so all students have the opportunity to participate in the National Assessment Program.

Information on adjustments available for students with disability who have diverse functional abilities and needs is provided in the [National protocols for test administration](#).

Schools should work with parents, carers and students to identify, on a case-by-case basis, reasonable adjustments required for individual students with disability to access NAPLAN.

To help inform these decisions, you may consult the National protocols for test administration (linked above), [NAPLAN public demonstration site](#), the [Guide for schools to assist students with disability to access NAPLAN](#), and our [series of videos](#) where parents, carers, teachers and students share their experiences in using NAPLAN adjustments.

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

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

What if my child is absent from school on NAPLAN test 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.

What can I do to support my child?

Students are not expected to study for NAPLAN. You can support your child by letting them know that NAPLAN is a part of their school program and reminding them to simply do their best. Some explanation of NAPLAN is useful to help students understand and be comfortable with the format of the tests. However, it is not necessary for parents and carers to do this. Teachers will ensure students are familiar with the types of questions in the tests and will provide appropriate support and guidance.

ACARA does not recommend excessive preparation for NAPLAN or the use of services by coaching providers.

See the types of questions and tools available in the online NAPLAN assessments at [NAP – Public demonstration site](#).

How is my child's performance reported?

NAPLAN results are reported against proficiency standards. There is a standard for each assessment area at each year level. Proficiency standards provide clear information on student achievement. They are set at a challenging but reasonable level expected of the child at the time of NAPLAN testing, based mainly on what has been taught in previous years of schooling.

Student achievement is shown against 4 levels of proficiency: Exceeding, Strong, Developing and Needs additional support.

A NAPLAN individual student report will be provided by your child's school later in the year. If you do not receive a report, you should contact your child's school. If further assistance is required, you should contact your relevant state or territory test administration authority. ACARA cannot provide individual student reports.

How are NAPLAN results used?

- Students, parents and carers use individual results to discuss progress with teachers.
- Teachers use results to help identify students who need greater challenges or extra support.
- Schools use results to identify strengths and areas of need to improve teaching programs, and to set goals in literacy and numeracy.
- School systems use results to review the effectiveness of programs and support offered to schools.
- The community can see information about the performance of schools over time 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](#)

To learn how ACARA manages personal information for NAPLAN, visit [nap.edu.au/naplan/privacy](#).

NAPLAN timetable

The NAPLAN test window is 9 days. This is to accommodate schools that may not have the capacity to complete the tests in a shorter time frame. **The NAPLAN test window starts on Wednesday 11 March 2026 and finishes on Monday 23 March 2026.** Schools **must** schedule the tests as soon as possible within the testing window, prioritising the first week.

Test	Scheduling requirements	Duration	Test description
Writing	Year 3 students must do the writing test on paper on day 1 only. Years 5, 7 and 9 writing tests must start on day 1 (schools must prioritise completion of writing on day 1, with day 2 only used where there are technical/logistical limitations).	Year 3: 40 min Year 5: 42 min Year 7: 42 min Year 9: 42 min	Students are given an idea or topic called a writing stimulus (or prompt) and asked to write a response in a particular genre (narrative or persuasive writing).
Reading	To be completed after the writing test.	Year 3: 45 min Year 5: 50 min Year 7: 65 min Year 9: 65 min	Students read a range of informative, imaginative and persuasive texts, and then answer related questions.
Conventions of language	To be completed after the reading test.	Year 3: 45 min Year 5: 45 min Year 7: 45 min Year 9: 45 min	Students are assessed on spelling, grammar and punctuation.
Numeracy	To be completed after the conventions of language test.	Year 3: 45 min Year 5: 50 min Year 7: 65 min Year 9: 65 min	Students are assessed on number and algebra, measurement and geometry, and statistics and probability.