



# **Islamic School of Canberra**

## **Information Pack**

### **Year 5**

**Term 4**

**2022**



## Teaching Beliefs:

Year 5 team believes that every student has potential. As teachers it is our job to harness this potential as much as it is possible. We believe the best teachers are those who know their students and how they learn best. As educators we acknowledge, appreciate, and respect our students' differences. Our students' diverse intelligences, talents, skills, interests, and backgrounds enrich our school and our lives as teachers.

## Our Vision:

Together we strive for opportunity and success and promote excellence in Learning and Teaching,

We aim to;

- Create an engaging, motivating, and intellectually stimulating learning experience.
- Encourage the spirit of critical inquiry and creative innovation.
- Encourage students 'to have a go' and take risks.
- Be responsible of their own learning.
- Provide students with realistic but challenging goals and recognising the effort they put towards achieving these goals.
- Promote teamwork and value each students' contribution.
- Provide a stimulating classroom environment that generates active interest in topics.
- Use ICT to increase student choice and flexibility with respect to their learning.

## Teachers

Stacey McGregor



## Specialist Teachers:

Arabic	Sr Nawal
Islamic Studies	Sr Nawal
Quran	Sr Mai and Sr Nashwa
HPE	Mr Cairns
Arts	Sr Haider
ICT	Sr Neha

## Expectation of Students:

- Follow classroom rules
- Be on time
- Be prepared for class
- Be considerate and respectful
- Show respect for school property and students
- Hand in homework on time
- Use an inside voice
- Actively participate in class discussions
- Stay seated during classroom activities and events
- Help each other
- Work quietly and follow directions
- Raise hand before speaking
- Show initiative
- Take pride in their work
- “Have a go”



## Punctuality:

The school day begins with a morning assembly at 8:45am and ends at 3:30pm. Please ensure that your child arrives on time in the morning, as late comers miss out on important teaching and instruction time and find it difficult to catch up.

## Parent/Teacher Meeting:

There are two parent teacher meetings that are set for parents through the year, one at the end of Term 1 and one at the end of Term 3. Parents will have the opportunity to meet with the teacher. If you would like to meet outside these appointments, parents are welcome to organise child's teacher in the morning before assembly or after school.



# School Uniform:

A uniform dress code reinforces in students a pride in their own appearance, instils recognition of themselves as an integral part of the college community, and assists in developing pride in representing their college. Issues of equality, health and safety are also factors that contribute to the establishment of the Uniform Policy.

- 1) It is compulsory for every student to have a minimum of 2 sets of college uniform, 1 jacket/blazer and 1 pair of sports uniform.
- 2) All uniform items are to be named, preferably on the tag.

Boys	Girls
<ul style="list-style-type: none"><li>- Boys Pants</li><li>- Short Sleeved Shirt (Summer)</li><li>- Long Sleeved Shirt (Winter)</li><li>- Tie</li><li>- Hat Slouched (Terms 1 and 4)</li><li>- Wool Jumper</li></ul>	<ul style="list-style-type: none"><li>- Tunic (Dress) (Years K to 4)</li><li>- Long Sleeved Blouse and Ankle length skirt (Years 5 – 9)</li><li>- 2 Piece Hijab</li><li>- Hat (Baseball or Slouch) (Terms 1 and 4)</li><li>- Wool Jumper</li></ul>
<b>Sports Uniform</b> <ul style="list-style-type: none"><li>- Track Pants</li><li>- Short Sleeved Polo (Summer)</li><li>- Long Sleeved Polo (Winter)</li><li>- Fleece or Track Jacket</li></ul>	<b>Sports Uniform</b> <ul style="list-style-type: none"><li>- Track Pants</li><li>- Short Sleeved Polo (Summer)</li><li>- Long Sleeved Polo (Winter)</li></ul> Fleece or Track Jacket



## School Procedures:

- School Assembly: 8:45am
- School finishes: 3:30pm
- Late comers and early leavers must obtain a pass from the office.
- Absences must be informed in writing by calling the school office.
- Absences should be minimised in the best interest of the child.
- Holidays during school days and long-term absences are discouraged for the child's benefit.
- Homework will be regularly given on a weekly basis and collected on assigned days by the teachers.
- Students are expected to have all required items with them at all times.
- Recess and lunch – healthy food and water is encouraged.
- Parent's current address and telephone numbers should be in school records.
- Allergies and medical conditions must be notified to the school
- Update your child's medical record if needed
- Students' prescribed medication e.g. puffer, epi-pen etc. must be labelled and required in school at all times.

## Behaviour Management

The key components of Islamic School of Canberra approach to student management are:

- Teaching positive behaviours
- Logical consequences to address appropriate and inappropriate behaviours.
- Consistent with the consequences
- Emphasis on developing a strong positive relationship between teachers and students through regular circle time discussions
- Restorative Practices are introduced to maintain personal pride and dignity
- Classroom award systems
- Please refer to the behaviour chart (on the school website)



## School Canteen:

Canteen is open on Mondays, Wednesdays and Fridays. All Friday lunch orders to be submitted with the class in the morning.

## School Library

The school library is available for students to use during our designated time once a week. Students can borrow two books per week. Students are encouraged to read the books they borrow at school and at home.

## Assessment and Reporting

Your child's progress is monitored during the year through formal and informal assessments. Teachers constantly assess and record the assessment to gauge their understanding and competency.

You will receive a detailed written report at the end of term two and term four. You will also receive an interim report at the end of term one and term three. In addition to the written reports, at end of term one, two and three you will have the opportunity to formally discuss your child's progress with his/her teachers.

## Parental Involvement

It is crucial that the parents involve themselves in the upbringing (Tarbiyah) of their children. They can do that by ensuring that they provide an atmosphere in the home that is conducive to the Islamic spirit. The parents should endeavour to become embodiments of Islamic teachings in order to encourage their children to do the same.





# Year 5 Curriculum:

In Term Four the students will be covering the following topics.

## English:

Students can:

1. Create imaginative, informative and persuasive texts for different purposes and audiences.
2. Listen and ask questions to clarify content.
3. Make presentations which include multimodal elements for defined purposes.

## Mathematics:

Students can:

1. Convert between 12- and 24-hour time.
2. List outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1.
3. Pose questions to gather data, and construct data displays appropriate for the data.

## Science:

### Earth and Space Science

Students can:

1. Describe the key features of our solar system.
2. Discuss how scientific developments have affected people's lives, help us solve problems and how science knowledge develops from many people's contributions.

## Health and Physical Education:

Students can:

1. Investigate developmental changes and transitions.
2. Describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing.





## **Humanities & Social Sciences:**

### **Geography**

Students can:

1. Describe the location of selected countries in relative terms.
2. Explain the characteristics of places in different locations at local to national scales.
3. Represent data and the location of places and their characteristics in graphic forms, including large-scale and small-scale maps that use the cartographic conventions of border, scale, legend, title and north point.
4. Describe the location of places and their characteristics using compass direction and distance.
5. Interpret maps, geographical data and other information to identify and describe spatial distributions, simple patterns and trends, and suggest conclusions.
6. Present findings and ideas using geographical terminology in a range of communication forms.

### **Business & Economics**

Students can:

1. Identify individual strategies that can be used to make informed consumer and financial choices.
2. Generate alternative responses to an issue or challenge and reflect on their learning to propose action, describing the possible effects of their decision
3. Apply economics and business skills to everyday problems.
4. Present their ideas, findings and conclusions in a range of communication forms using economics and business terms.

## **Arts**

### **Drama**

Students can:

1. Explain how dramatic action and meaning is communicated in drama they make, perform and view.
2. Explain how drama from different cultures, times and places influences their own drama making.



# **Design and Digital Technology**

## **Design Technology**

Students can:

1. Explain how the features of technologies impact on designed solutions for each of the prescribed technologies contexts.
2. Create designed solutions for each of the prescribed technologies contexts suitable for identified needs or opportunities.

## **Arabic**

Students can:

1. recognize and use noun-adjectives phrases that include masculine and feminine nouns
2. make short questions and answers.
3. Write a short paragraph using verbs, subjects and objects.

## **Islamic Studies**

Students can:

1. Understand kindnesses, forgiveness,
2. Learn about the middle path.
3. Learn more about Salat and its steps, Sawm, Zakat and Sadaqah.

## **Quran**

Students can:

1. Recite Surah Al-Burooj to An-Nas
2. Identify the location, meaning of the key words and the story behind the Surah.
3. Read and write using Iqra books 1-6.