



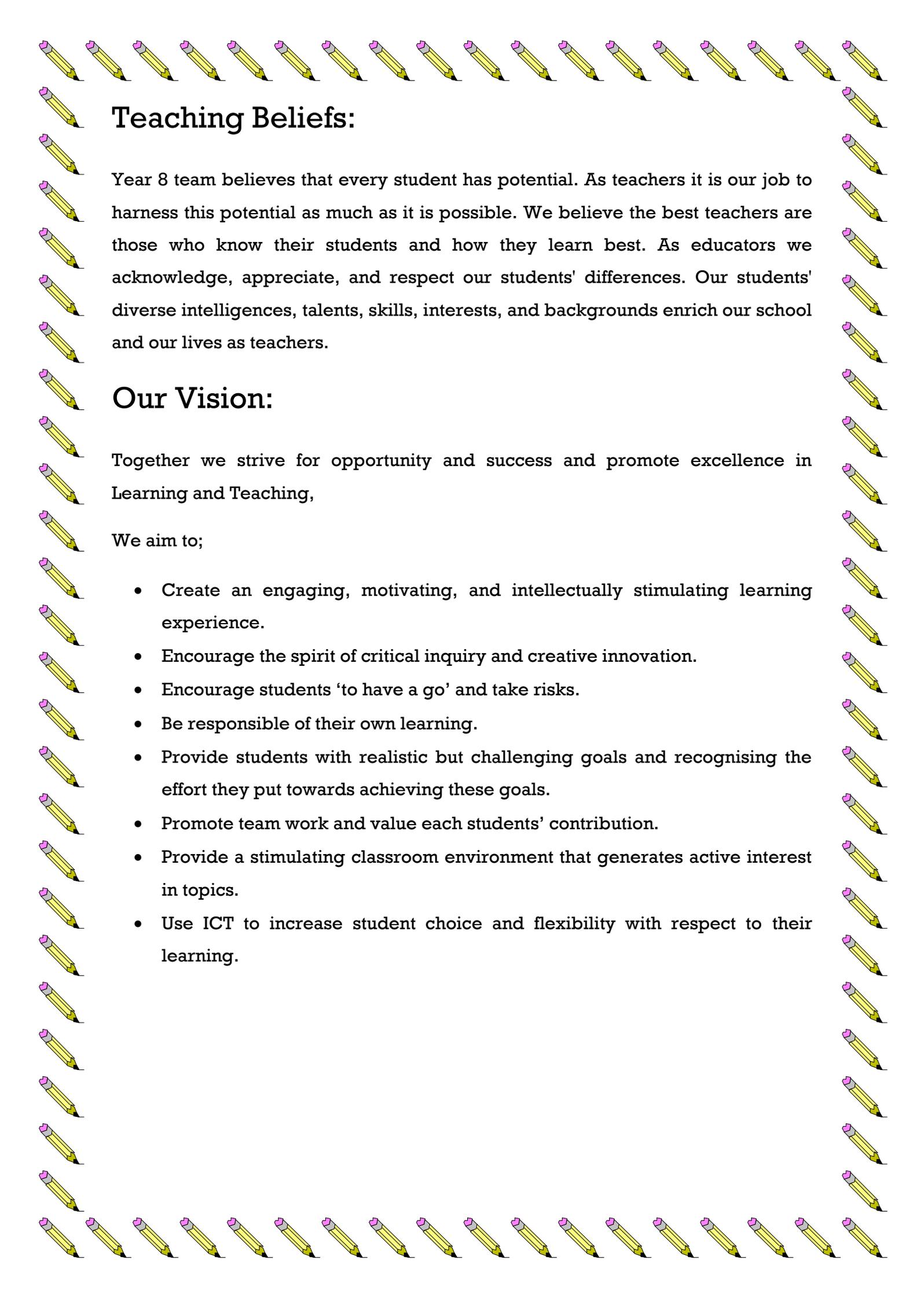
Islamic School of Canberra

Information Pack

Year 8

Term 3

2021



Teaching Beliefs:

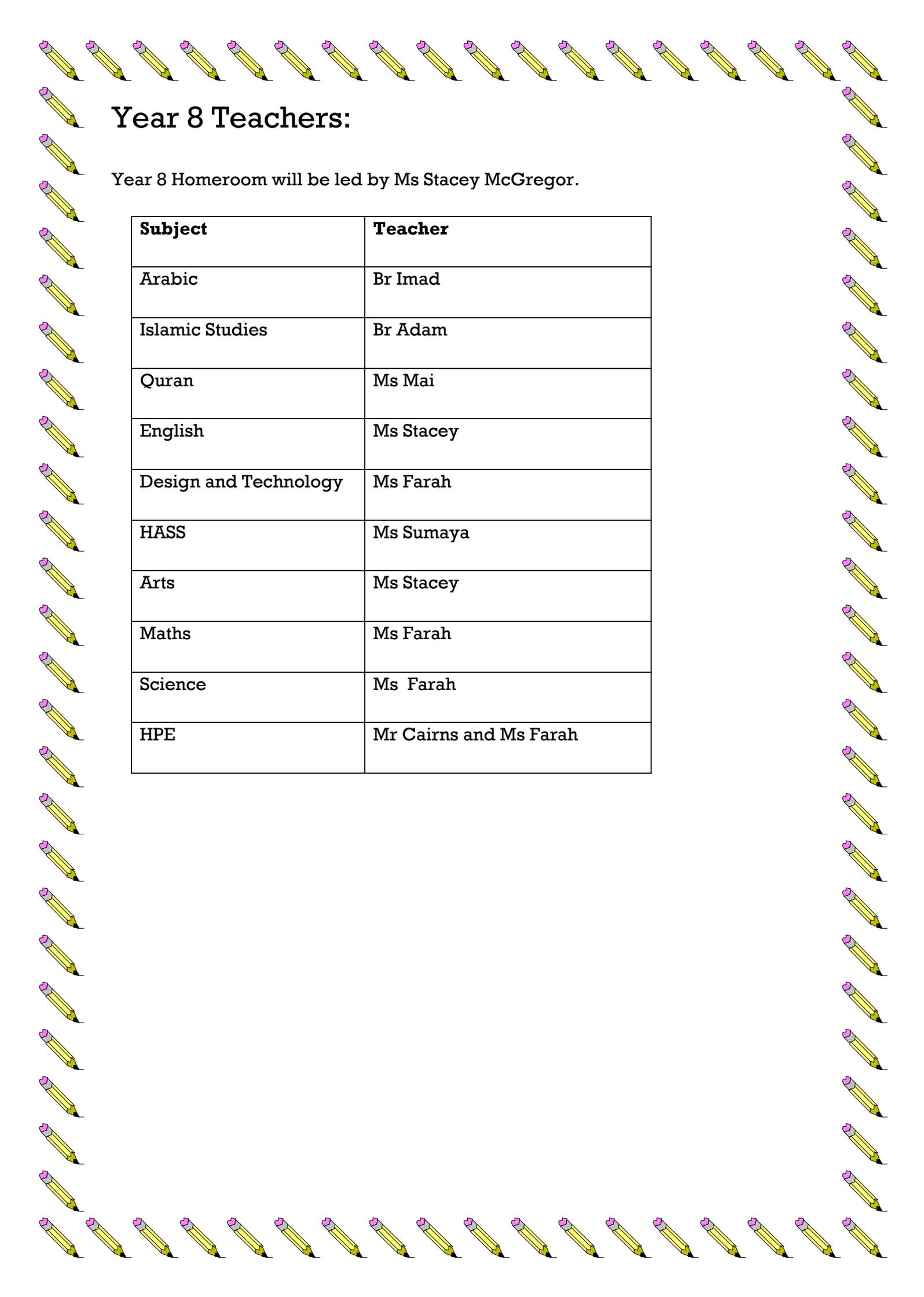
Year 8 team believes that every student has potential. As teachers it is our job to harness this potential as much as it is possible. We believe the best teachers are those who know their students and how they learn best. As educators we acknowledge, appreciate, and respect our students' differences. 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;

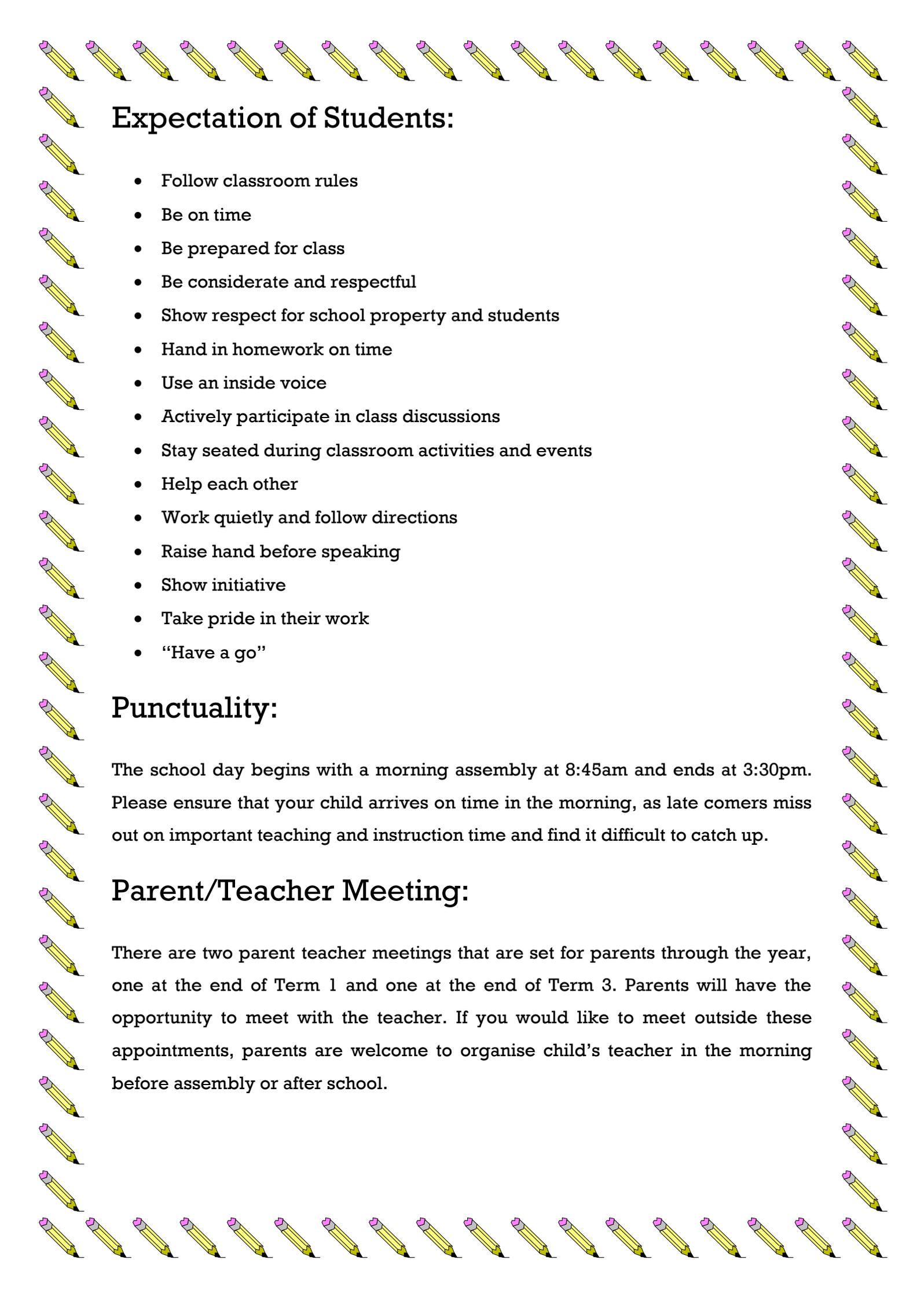
- Create an engaging, motivating, and intellectually stimulating learning experience.
- Encourage the spirit of critical inquiry and creative innovation.
- Encourage students 'to have a go' and take risks.
- Be responsible of their own learning.
- Provide students with realistic but challenging goals and recognising the effort they put towards achieving these goals.
- Promote team work 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.



Year 8 Teachers:

Year 8 Homeroom will be led by Ms Stacey McGregor.

| Subject | Teacher |
|-----------------------|------------------------|
| Arabic | Br Imad |
| Islamic Studies | Br Adam |
| Quran | Ms Mai |
| English | Ms Stacey |
| Design and Technology | Ms Farah |
| HASS | Ms Sumaya |
| Arts | Ms Stacey |
| Maths | Ms Farah |
| Science | Ms Farah |
| HPE | Mr Cairns and Ms Farah |



Expectation of Students:

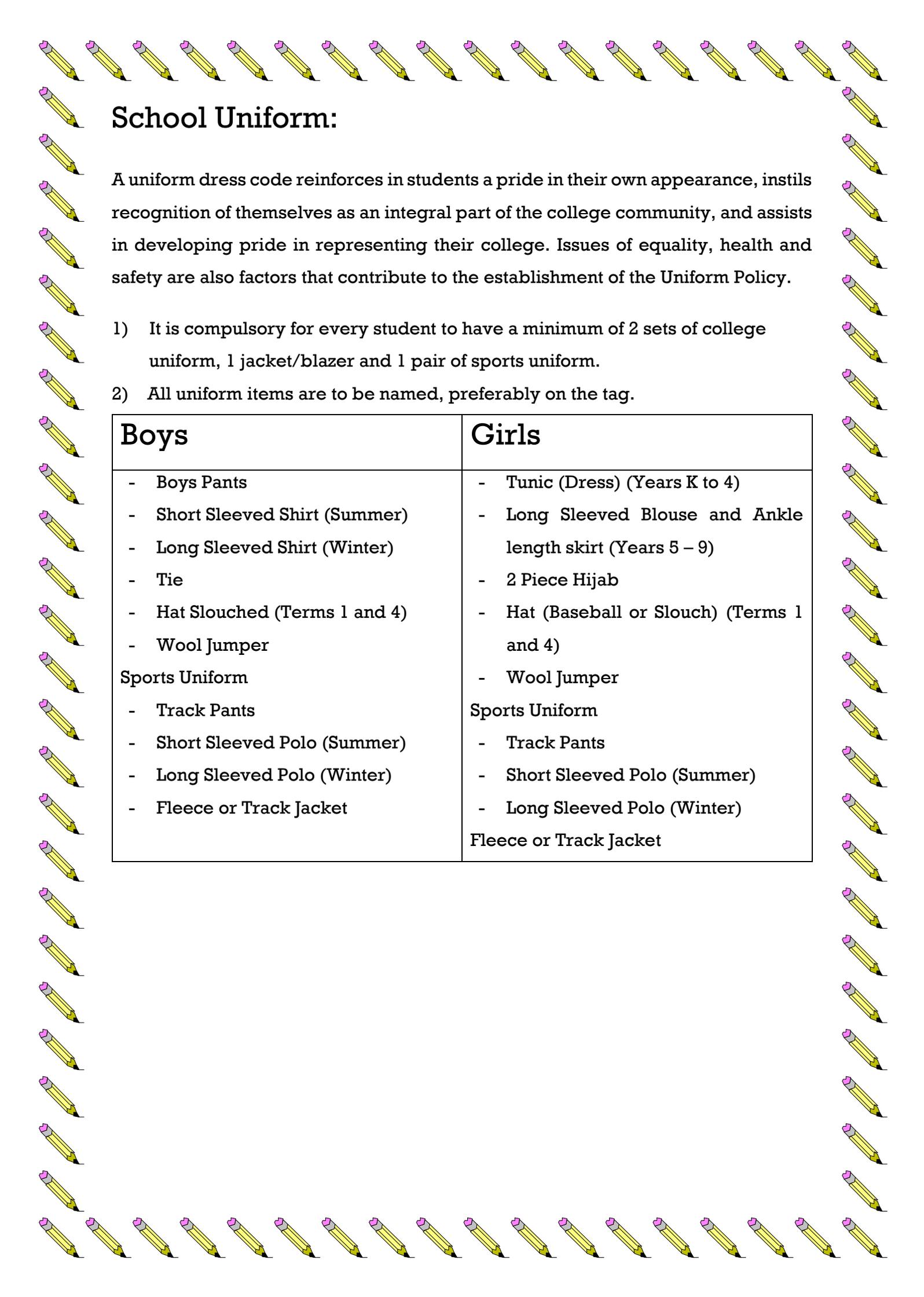
- Follow classroom rules
- Be on time
- Be prepared for class
- Be considerate and respectful
- Show respect for school property and students
- Hand in homework on time
- Use an inside voice
- Actively participate in class discussions
- Stay seated during classroom activities and events
- Help each other
- 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.

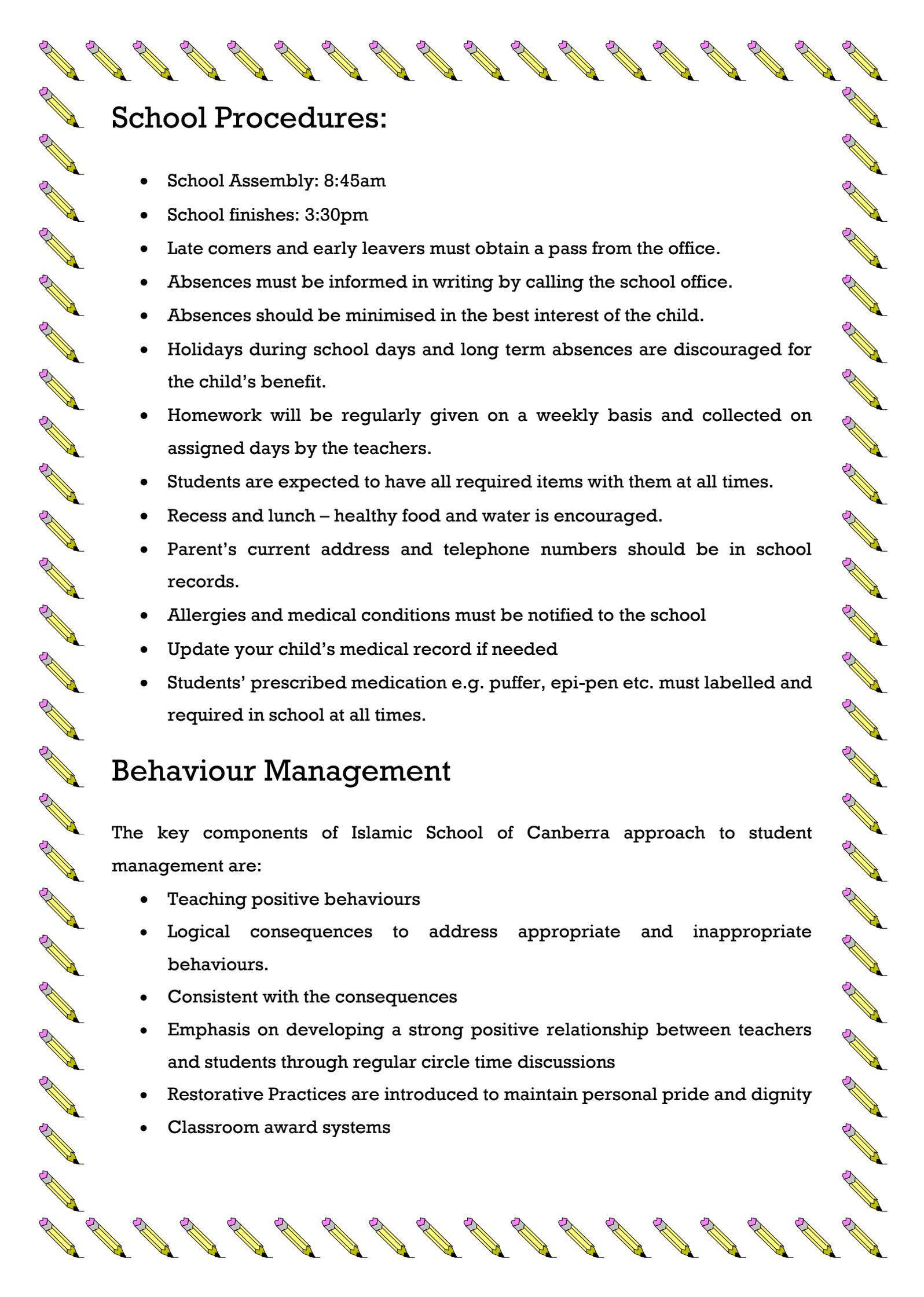


School Uniform:

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



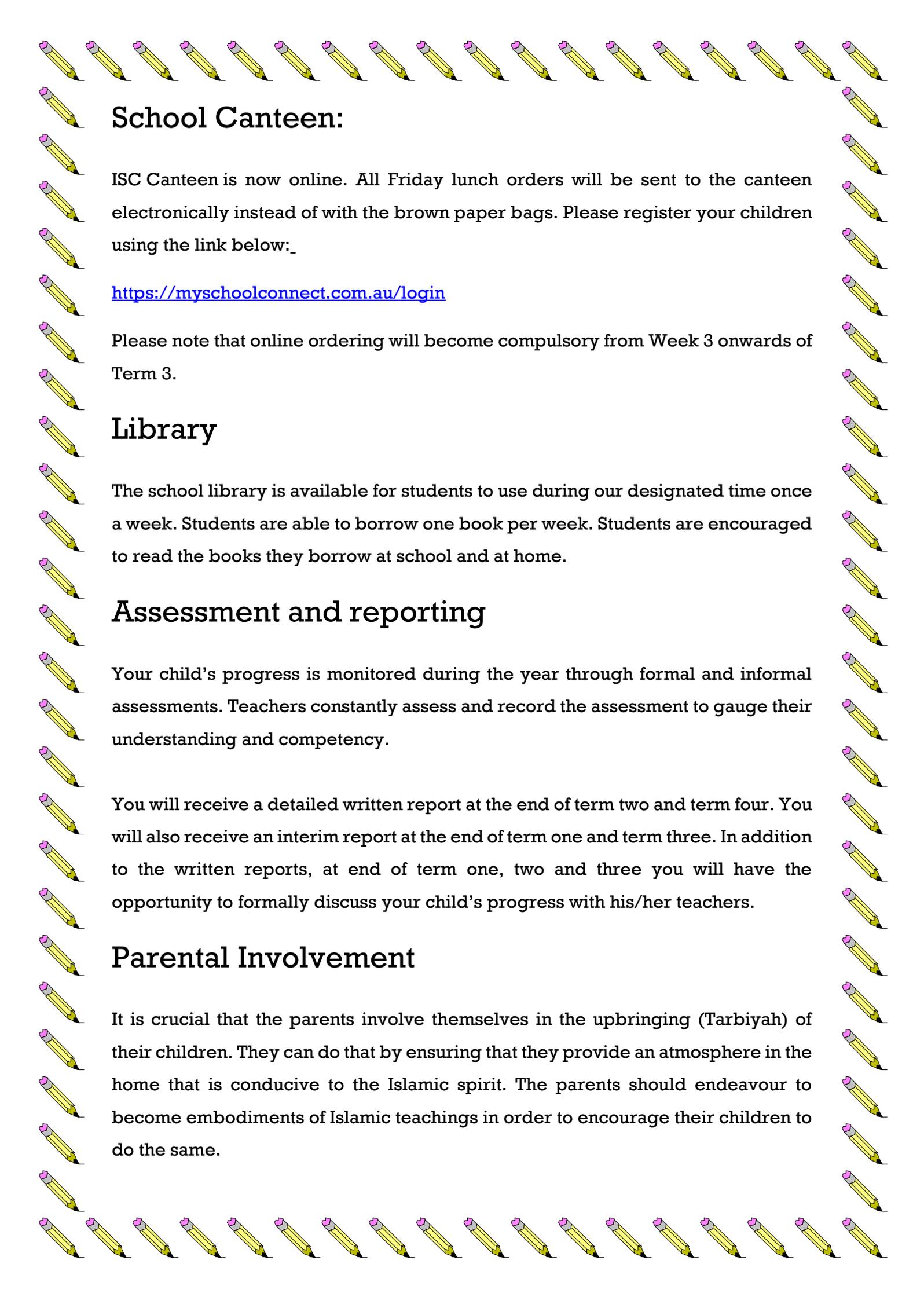
School Procedures:

- 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



School Canteen:

ISC Canteen is now online. All Friday lunch orders will be sent to the canteen electronically instead of with the brown paper bags. Please register your children using the link below:

<https://myschoolconnect.com.au/login>

Please note that online ordering will become compulsory from Week 3 onwards of Term 3.

Library

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

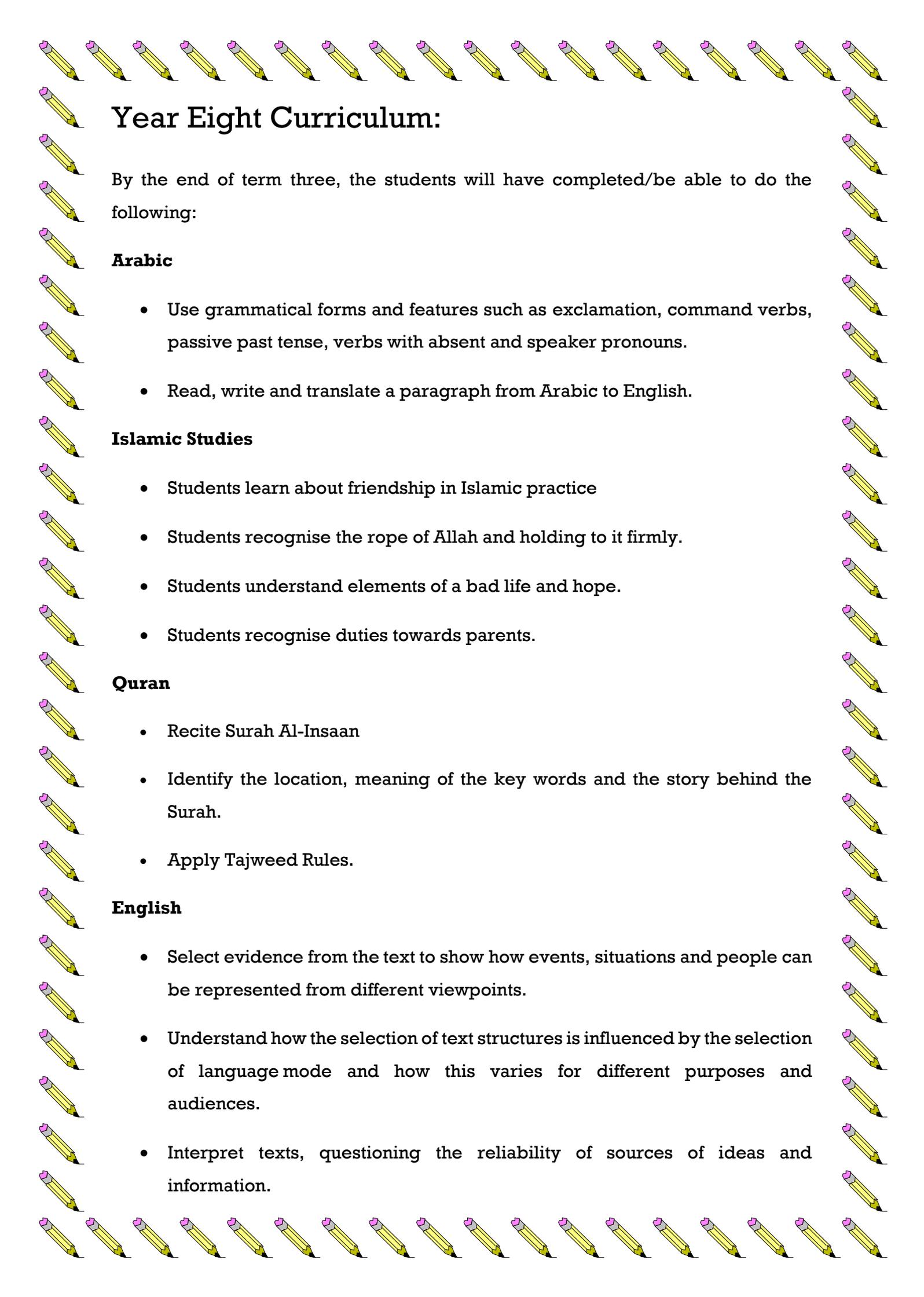
Assessment and reporting

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 Eight Curriculum:

By the end of term three, the students will have completed/be able to do the following:

Arabic

- Use grammatical forms and features such as exclamation, command verbs, passive past tense, verbs with absent and speaker pronouns.
- Read, write and translate a paragraph from Arabic to English.

Islamic Studies

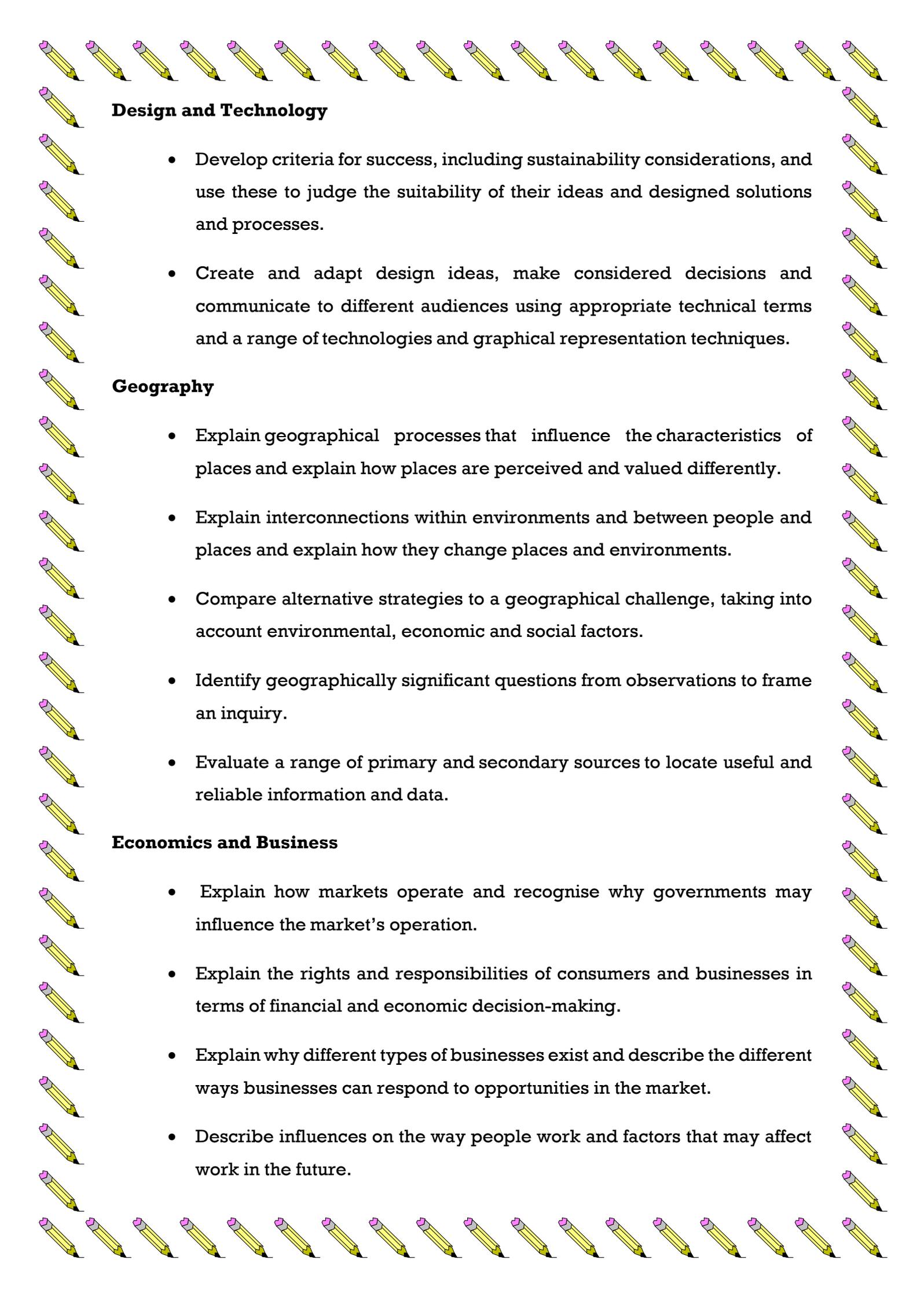
- Students learn about friendship in Islamic practice
- Students recognise the rope of Allah and holding to it firmly.
- Students understand elements of a bad life and hope.
- Students recognise duties towards parents.

Quran

- Recite Surah Al-Insaan
- Identify the location, meaning of the key words and the story behind the Surah.
- Apply Tajweed Rules.

English

- Select evidence from the text to show how events, situations and people can be represented from different viewpoints.
- Understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences.
- Interpret texts, questioning the reliability of sources of ideas and information.



Design and Technology

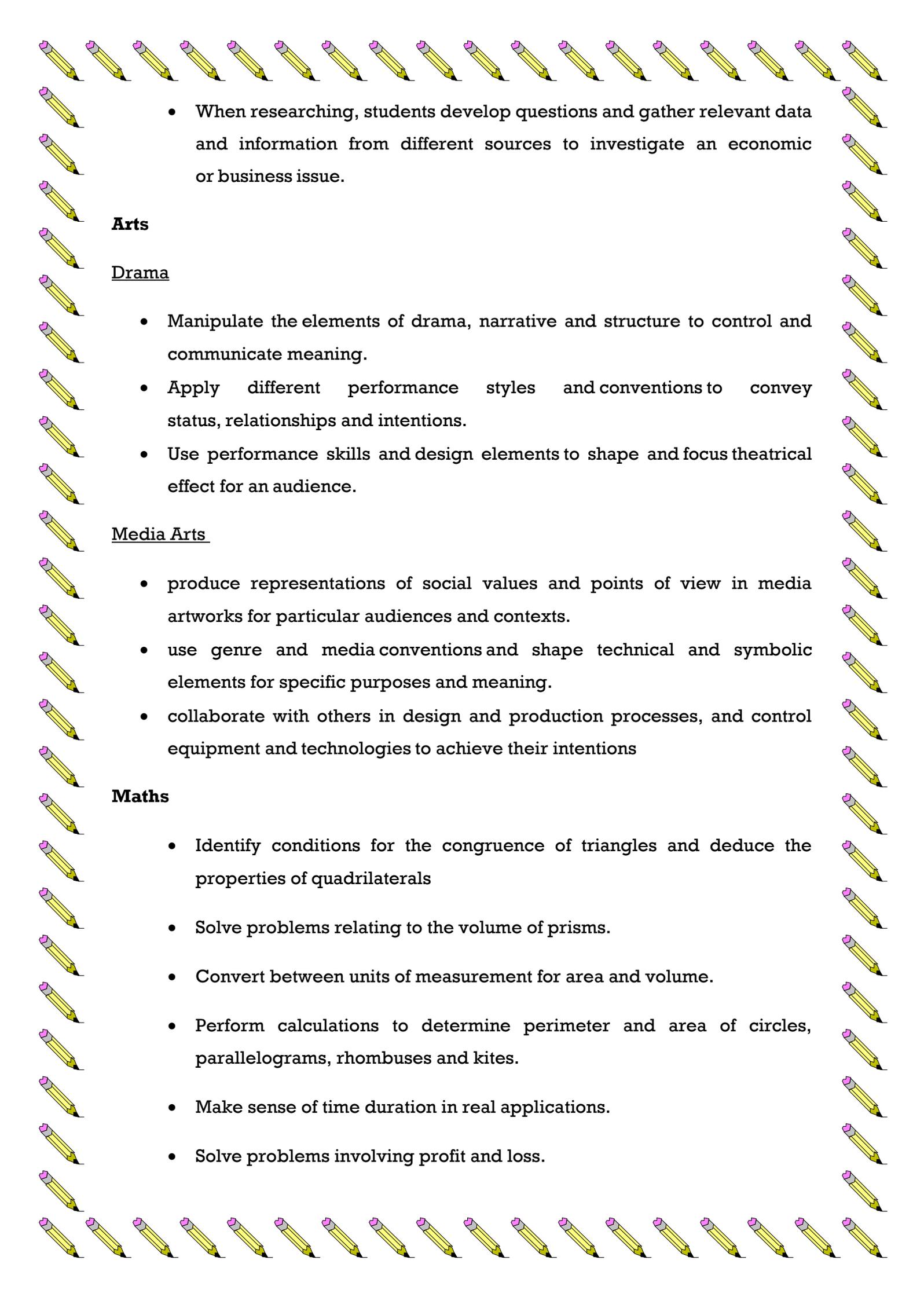
- Develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes.
- Create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques.

Geography

- Explain geographical processes that influence the characteristics of places and explain how places are perceived and valued differently.
- Explain interconnections within environments and between people and places and explain how they change places and environments.
- Compare alternative strategies to a geographical challenge, taking into account environmental, economic and social factors.
- Identify geographically significant questions from observations to frame an inquiry.
- Evaluate a range of primary and secondary sources to locate useful and reliable information and data.

Economics and Business

- Explain how markets operate and recognise why governments may influence the market's operation.
- Explain the rights and responsibilities of consumers and businesses in terms of financial and economic decision-making.
- Explain why different types of businesses exist and describe the different ways businesses can respond to opportunities in the market.
- Describe influences on the way people work and factors that may affect work in the future.

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- When researching, students develop questions and gather relevant data and information from different sources to investigate an economic or business issue.

Arts

Drama

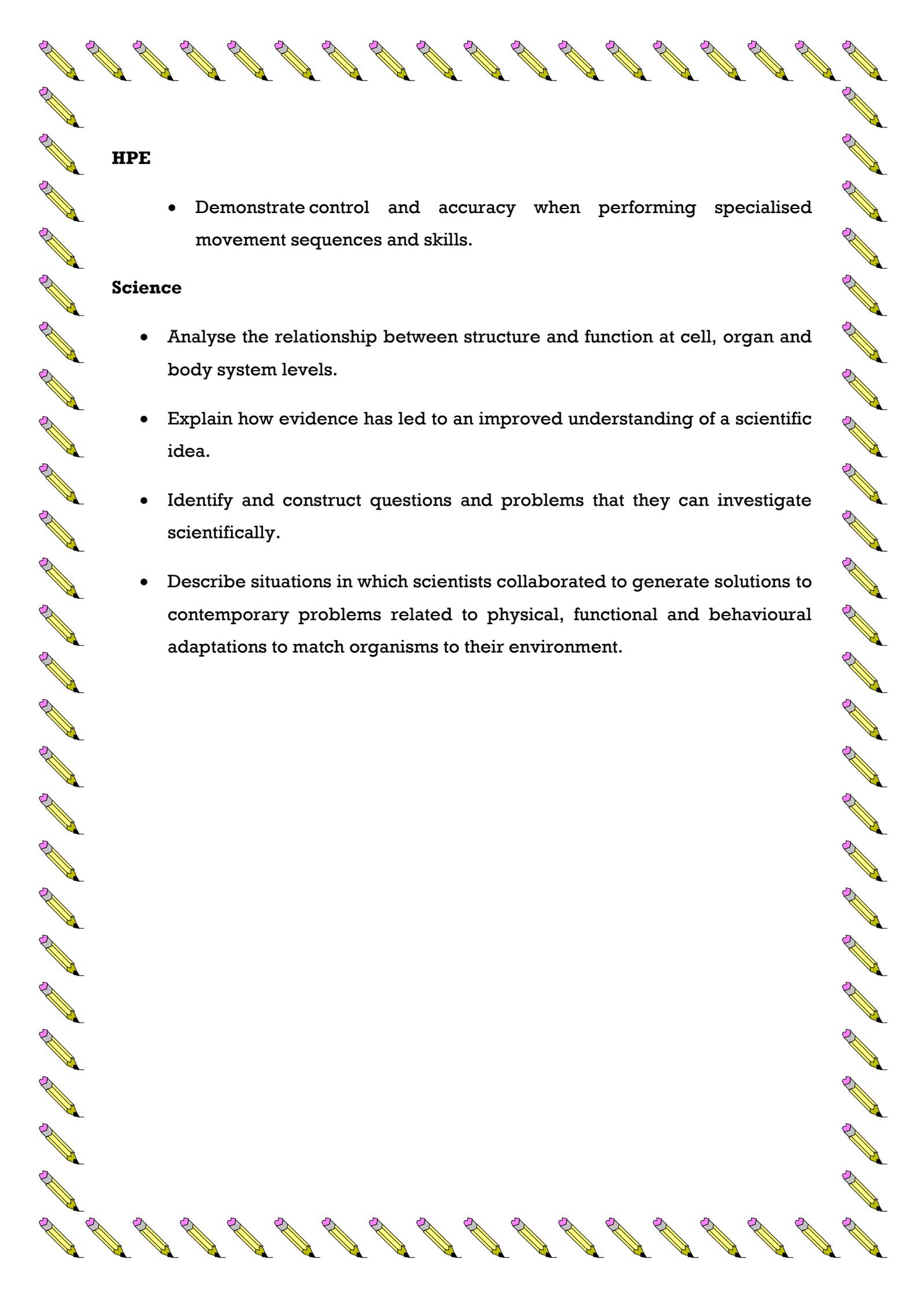
- Manipulate the elements of drama, narrative and structure to control and communicate meaning.
- Apply different performance styles and conventions to convey status, relationships and intentions.
- Use performance skills and design elements to shape and focus theatrical effect for an audience.

Media Arts

- produce representations of social values and points of view in media artworks for particular audiences and contexts.
- use genre and media conventions and shape technical and symbolic elements for specific purposes and meaning.
- collaborate with others in design and production processes, and control equipment and technologies to achieve their intentions

Maths

- Identify conditions for the congruence of triangles and deduce the properties of quadrilaterals
- Solve problems relating to the volume of prisms.
- Convert between units of measurement for area and volume.
- Perform calculations to determine perimeter and area of circles, parallelograms, rhombuses and kites.
- Make sense of time duration in real applications.
- Solve problems involving profit and loss.



HPE

- Demonstrate control and accuracy when performing specialised movement sequences and skills.

Science

- Analyse the relationship between structure and function at cell, organ and body system levels.
- Explain how evidence has led to an improved understanding of a scientific idea.
- Identify and construct questions and problems that they can investigate scientifically.
- Describe situations in which scientists collaborated to generate solutions to contemporary problems related to physical, functional and behavioural adaptations to match organisms to their environment.