



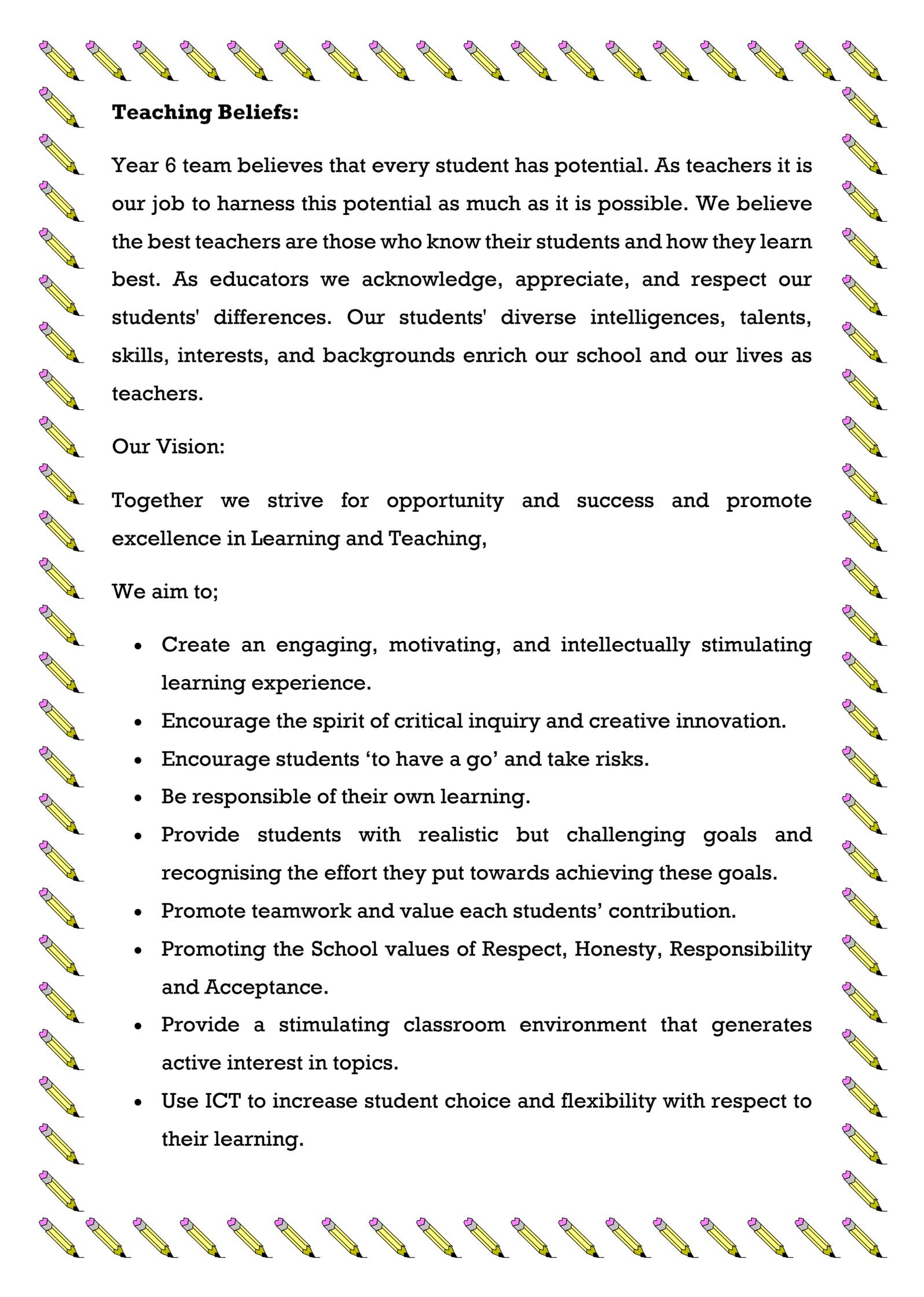
Islamic School of Canberra

Information Pack

Year 6

Term 1

2021



Teaching Beliefs:

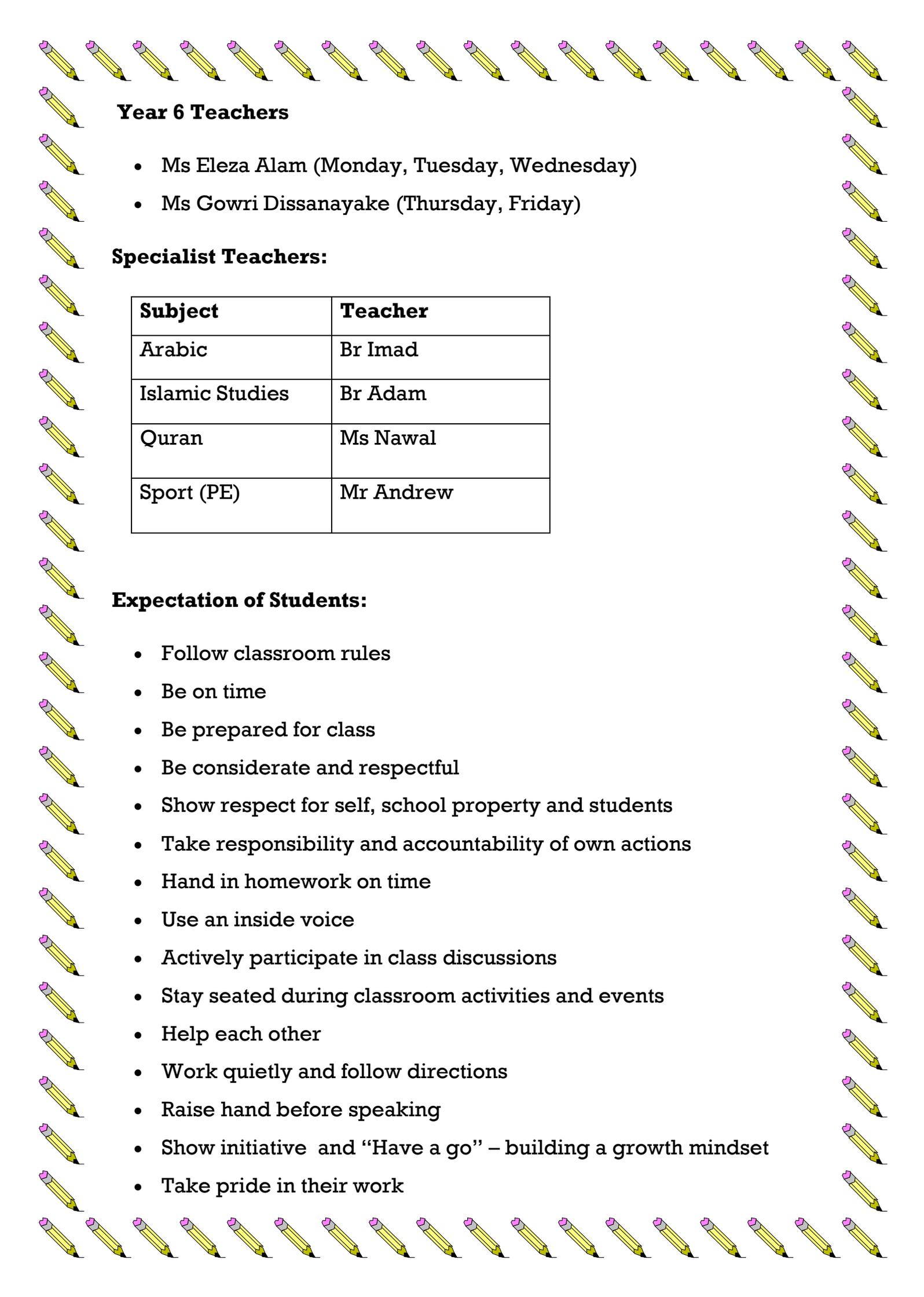
Year 6 team believes that every student has potential. As teachers it is our job to harness this potential as much as it is possible. We believe the best teachers are those who know their students and how they learn best. As educators we acknowledge, appreciate, and respect our students' differences. 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.
- Promoting the School values of Respect, Honesty, Responsibility and Acceptance.
- 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 6 Teachers

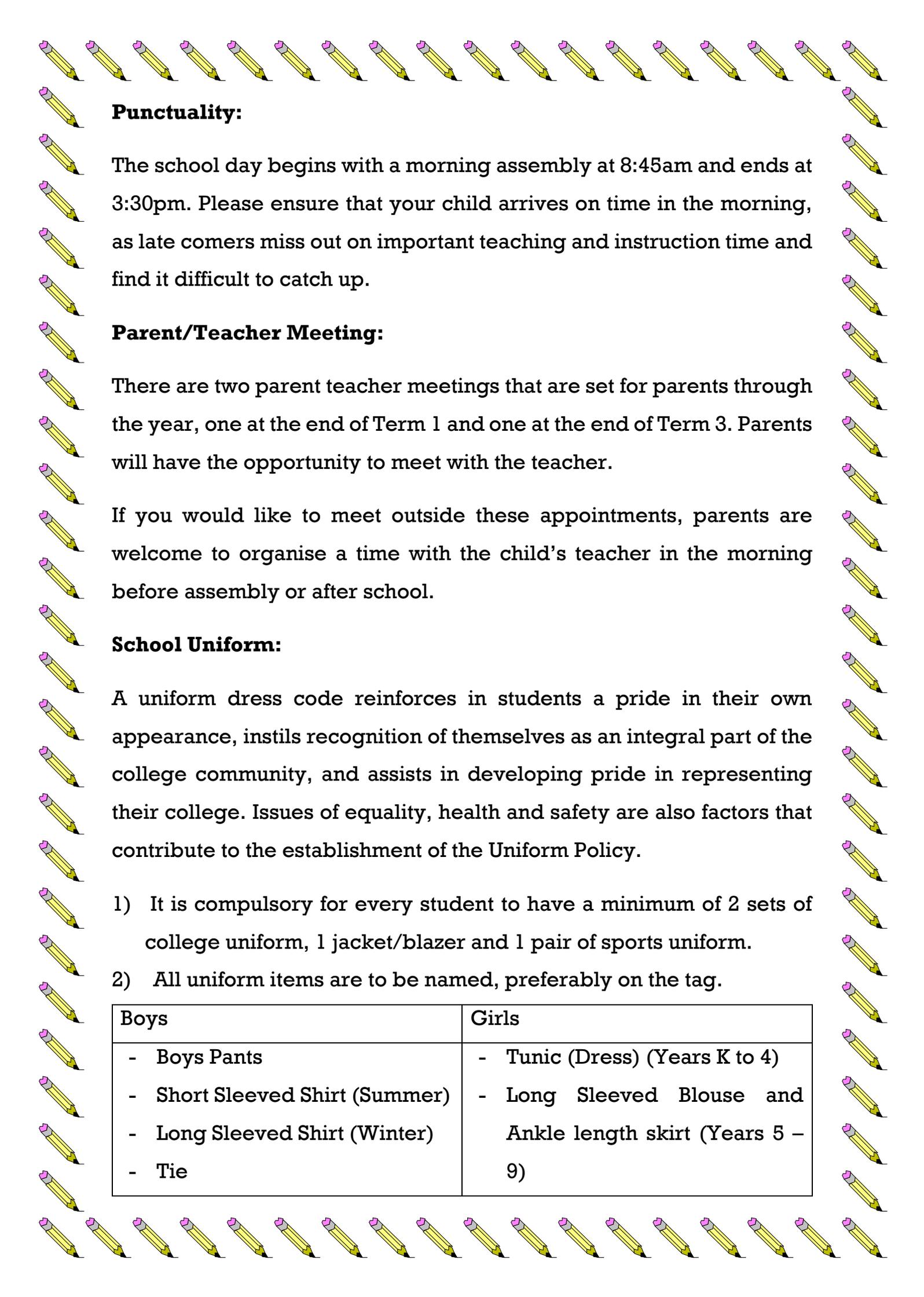
- Ms Eleza Alam (Monday, Tuesday, Wednesday)
- Ms Gowri Dissanayake (Thursday, Friday)

Specialist Teachers:

Subject	Teacher
Arabic	Br Imad
Islamic Studies	Br Adam
Quran	Ms Nawal
Sport (PE)	Mr Andrew

Expectation of Students:

- Follow classroom rules
- Be on time
- Be prepared for class
- Be considerate and respectful
- Show respect for self, school property and students
- Take responsibility and accountability of own actions
- 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 and “Have a go” – building a growth mindset
- Take pride in their work



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.

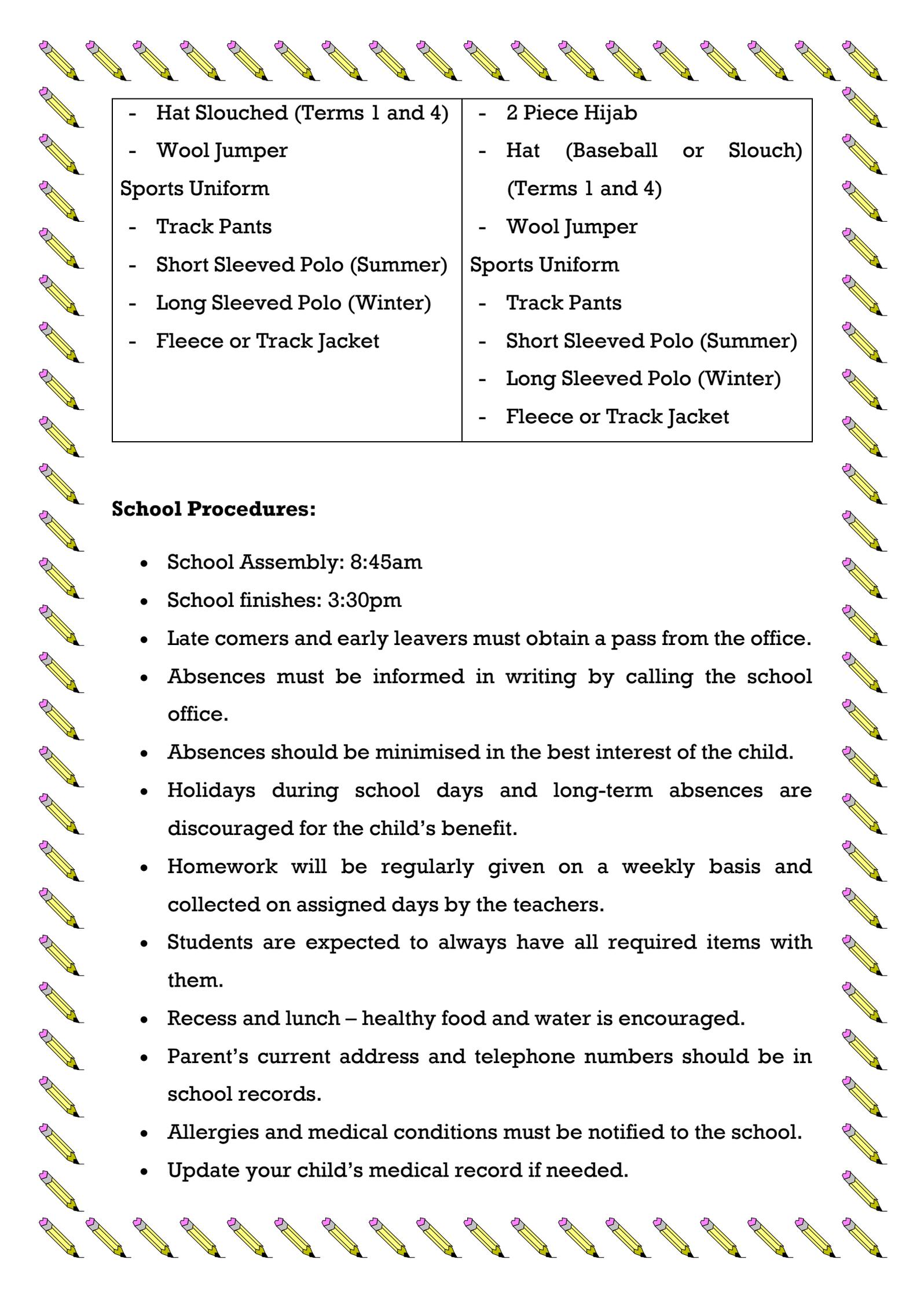
If you would like to meet outside these appointments, parents are welcome to organise a time with the child's teacher in the morning before assembly or after school.

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	<ul style="list-style-type: none">- Tunic (Dress) (Years K to 4)- Long Sleeved Blouse and Ankle length skirt (Years 5 – 9)



- Hat Slouched (Terms 1 and 4)

- Wool Jumper

Sports Uniform

- Track Pants

- Short Sleeved Polo (Summer)

- Long Sleeved Polo (Winter)

- Fleece or Track Jacket

- 2 Piece Hijab

- Hat (Baseball or Slouch)
(Terms 1 and 4)

- Wool Jumper

Sports Uniform

- Track Pants

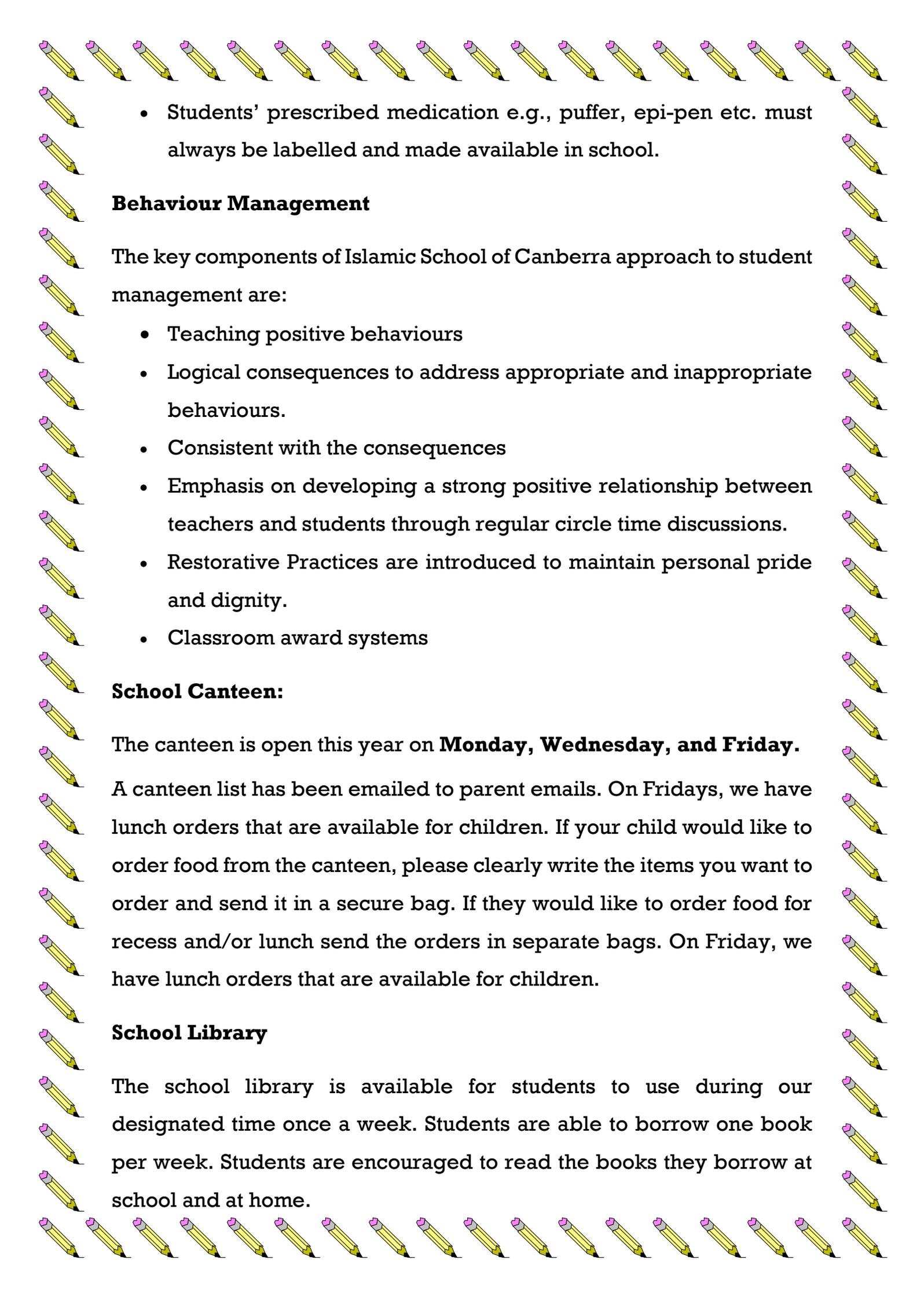
- Short Sleeved Polo (Summer)

- 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 always have all required items with them.
- 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.

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- Students' prescribed medication e.g., puffer, epi-pen etc. must always be labelled and made available in school.

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

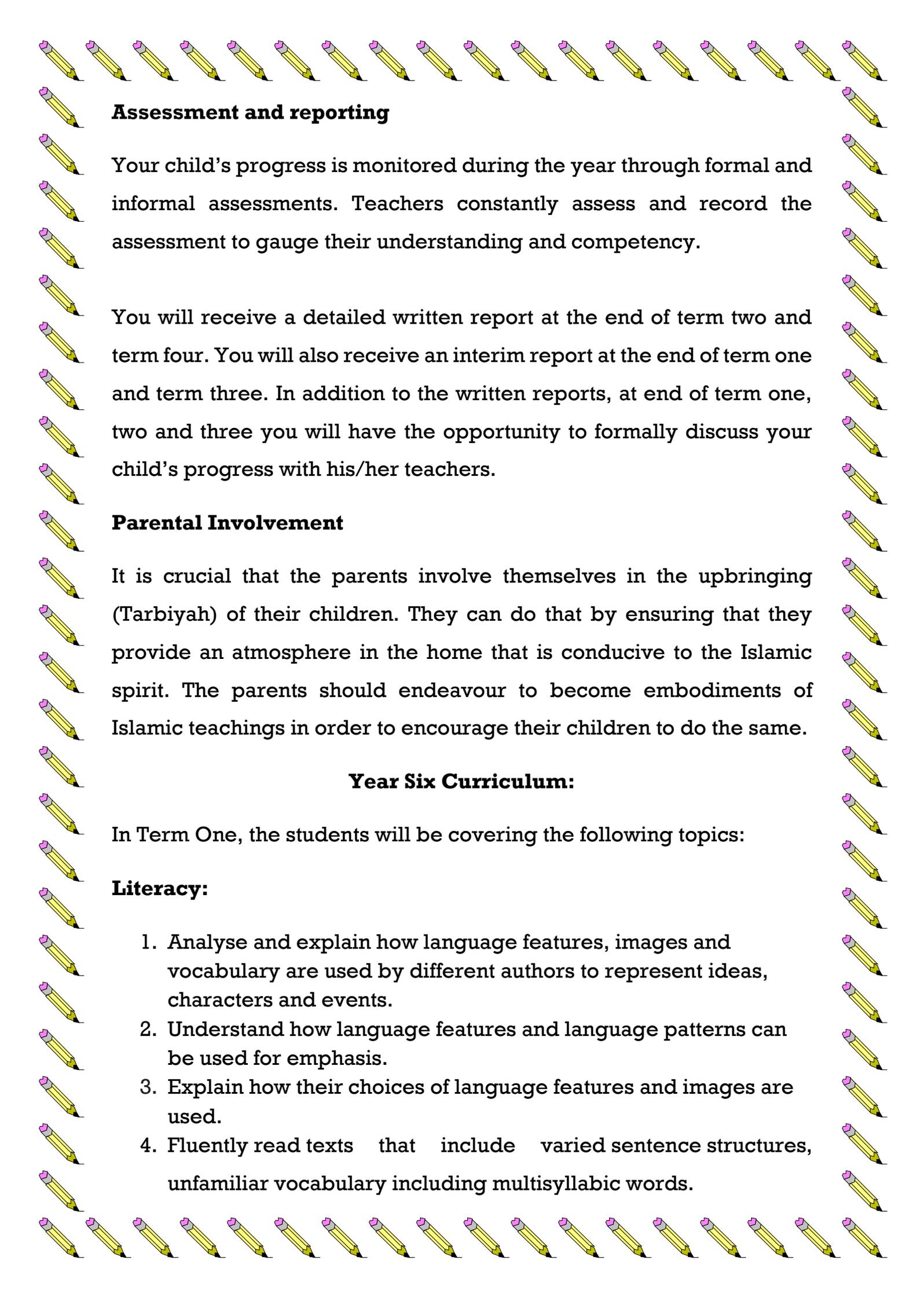
School Canteen:

The canteen is open this year on **Monday, Wednesday, and Friday.**

A canteen list has been emailed to parent emails. On Fridays, we have lunch orders that are available for children. If your child would like to order food from the canteen, please clearly write the items you want to order and send it in a secure bag. If they would like to order food for recess and/or lunch send the orders in separate bags. On Friday, we have lunch orders that are available for children.

School 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

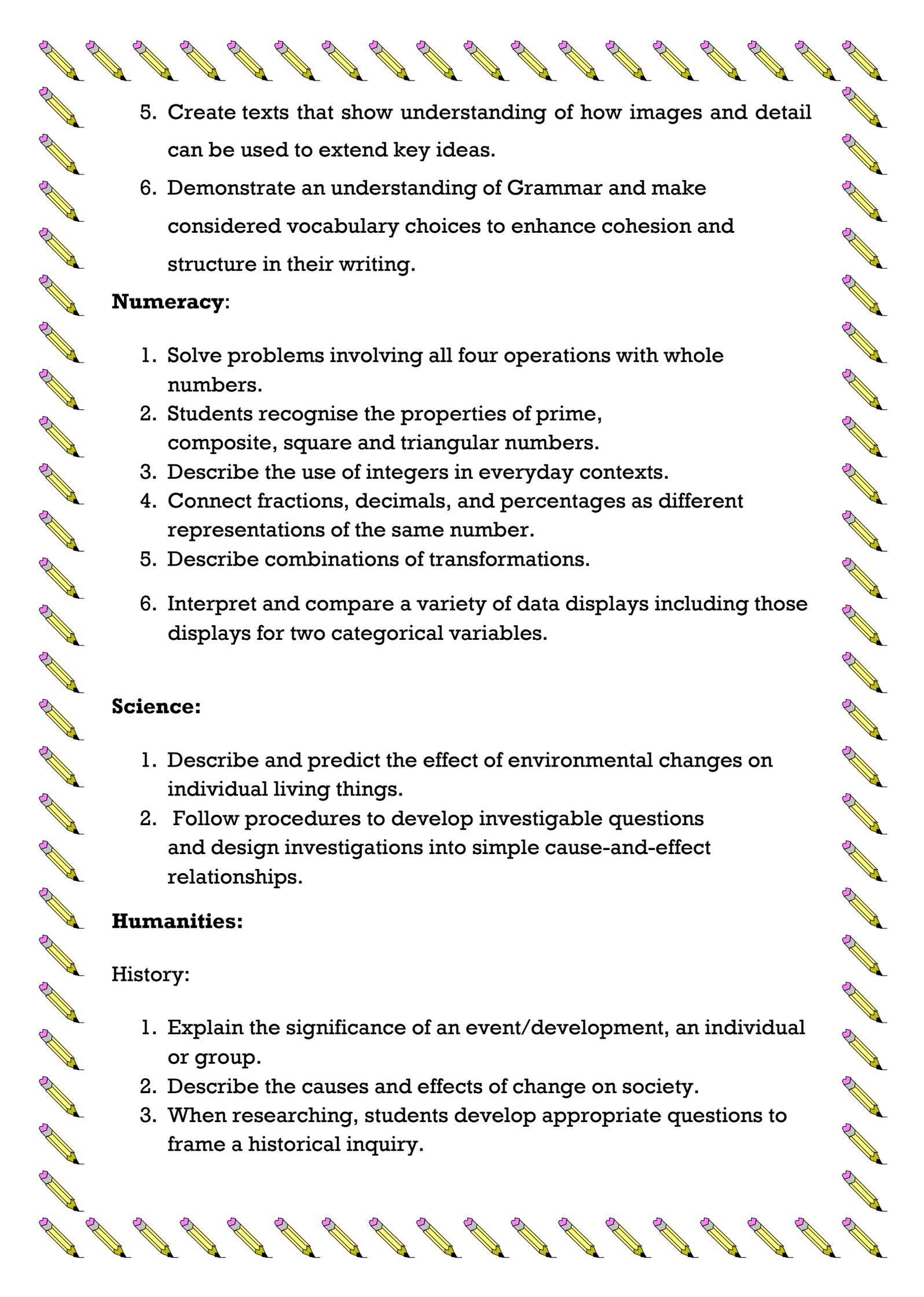
It is crucial that the parents involve themselves in the upbringing (Tarbiyah) of their children. They can do that by ensuring that they provide an atmosphere in the home that is conducive to the Islamic spirit. The parents should endeavour to become embodiments of Islamic teachings in order to encourage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

Year Six Curriculum:

In Term One, the students will be covering the following topics:

Literacy:

1. Analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.
2. Understand how language features and language patterns can be used for emphasis.
3. Explain how their choices of language features and images are used.
4. Fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words.



5. Create texts that show understanding of how images and detail can be used to extend key ideas.

6. Demonstrate an understanding of Grammar and make considered vocabulary choices to enhance cohesion and structure in their writing.

Numeracy:

1. Solve problems involving all four operations with whole numbers.
2. Students recognise the properties of prime, composite, square and triangular numbers.
3. Describe the use of integers in everyday contexts.
4. Connect fractions, decimals, and percentages as different representations of the same number.
5. Describe combinations of transformations.
6. Interpret and compare a variety of data displays including those displays for two categorical variables.

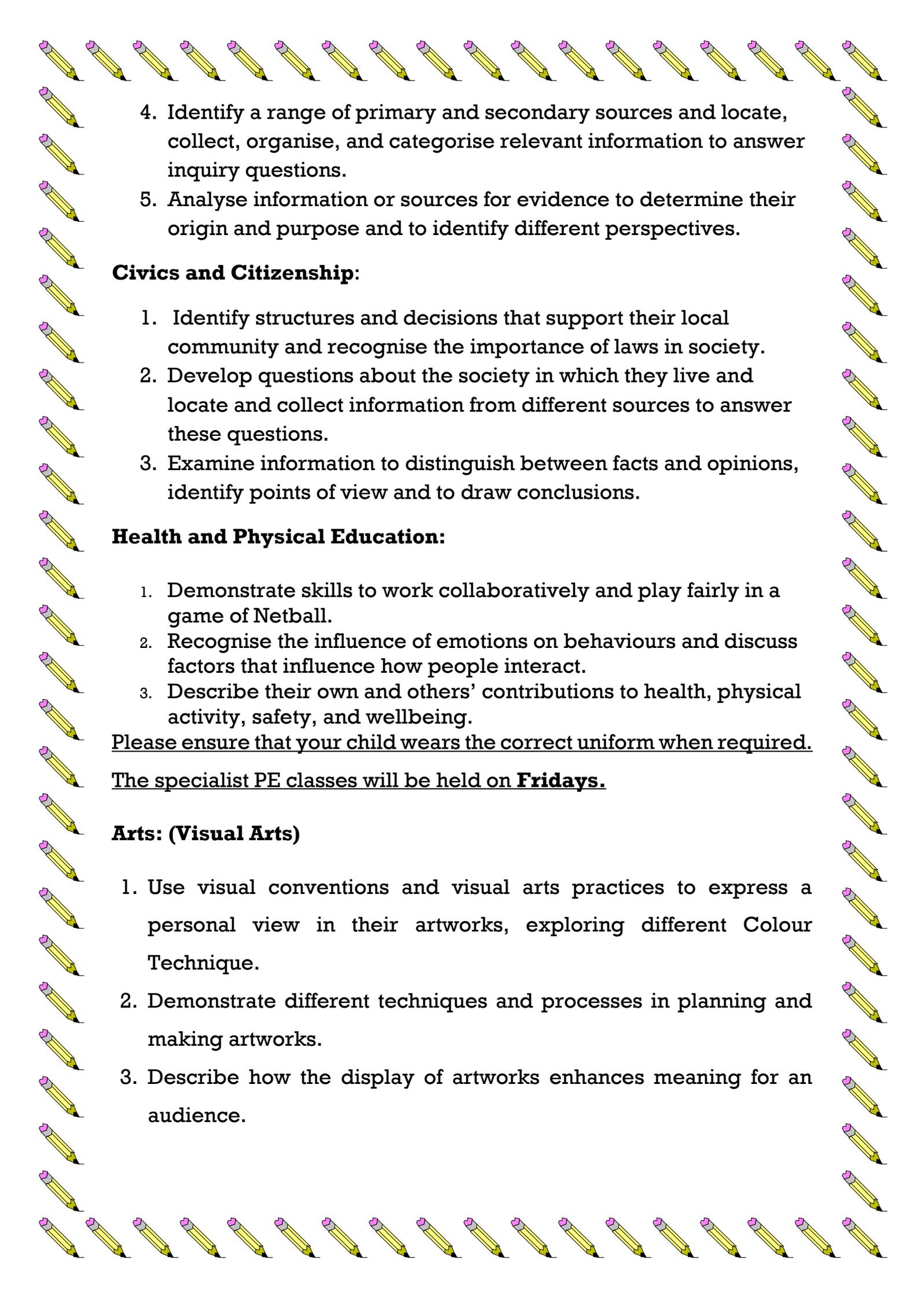
Science:

1. Describe and predict the effect of environmental changes on individual living things.
2. Follow procedures to develop investigable questions and design investigations into simple cause-and-effect relationships.

Humanities:

History:

1. Explain the significance of an event/development, an individual or group.
2. Describe the causes and effects of change on society.
3. When researching, students develop appropriate questions to frame a historical inquiry.

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4. Identify a range of primary and secondary sources and locate, collect, organise, and categorise relevant information to answer inquiry questions.
 5. Analyse information or sources for evidence to determine their origin and purpose and to identify different perspectives.

Civics and Citizenship:

1. Identify structures and decisions that support their local community and recognise the importance of laws in society.
2. Develop questions about the society in which they live and locate and collect information from different sources to answer these questions.
3. Examine information to distinguish between facts and opinions, identify points of view and to draw conclusions.

Health and Physical Education:

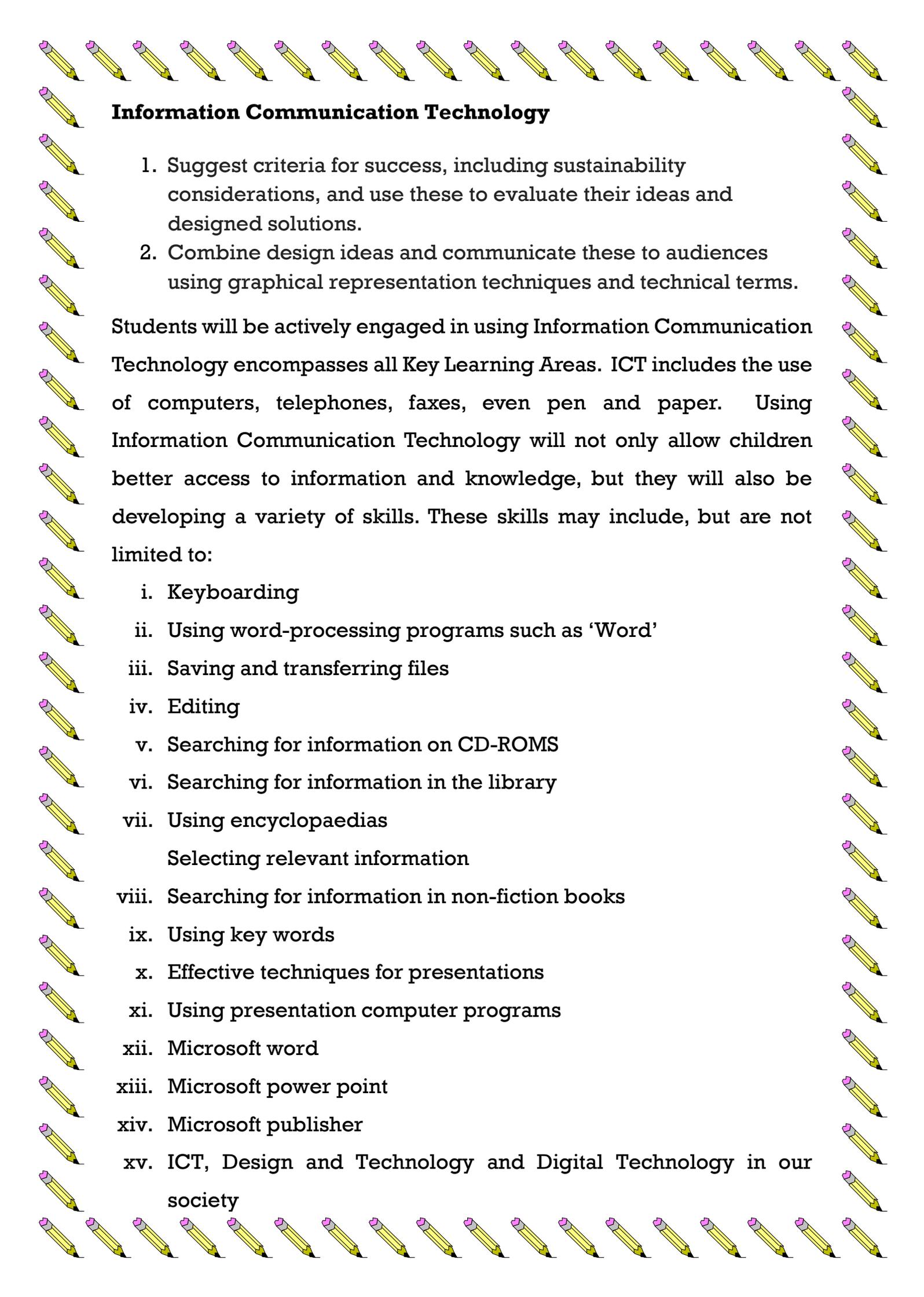
1. Demonstrate skills to work collaboratively and play fairly in a game of Netball.
2. Recognise the influence of emotions on behaviours and discuss factors that influence how people interact.
3. Describe their own and others' contributions to health, physical activity, safety, and wellbeing.

Please ensure that your child wears the correct uniform when required.

The specialist PE classes will be held on **Fridays**.

Arts: (Visual Arts)

1. Use visual conventions and visual arts practices to express a personal view in their artworks, exploring different Colour Technique.
2. Demonstrate different techniques and processes in planning and making artworks.
3. Describe how the display of artworks enhances meaning for an audience.

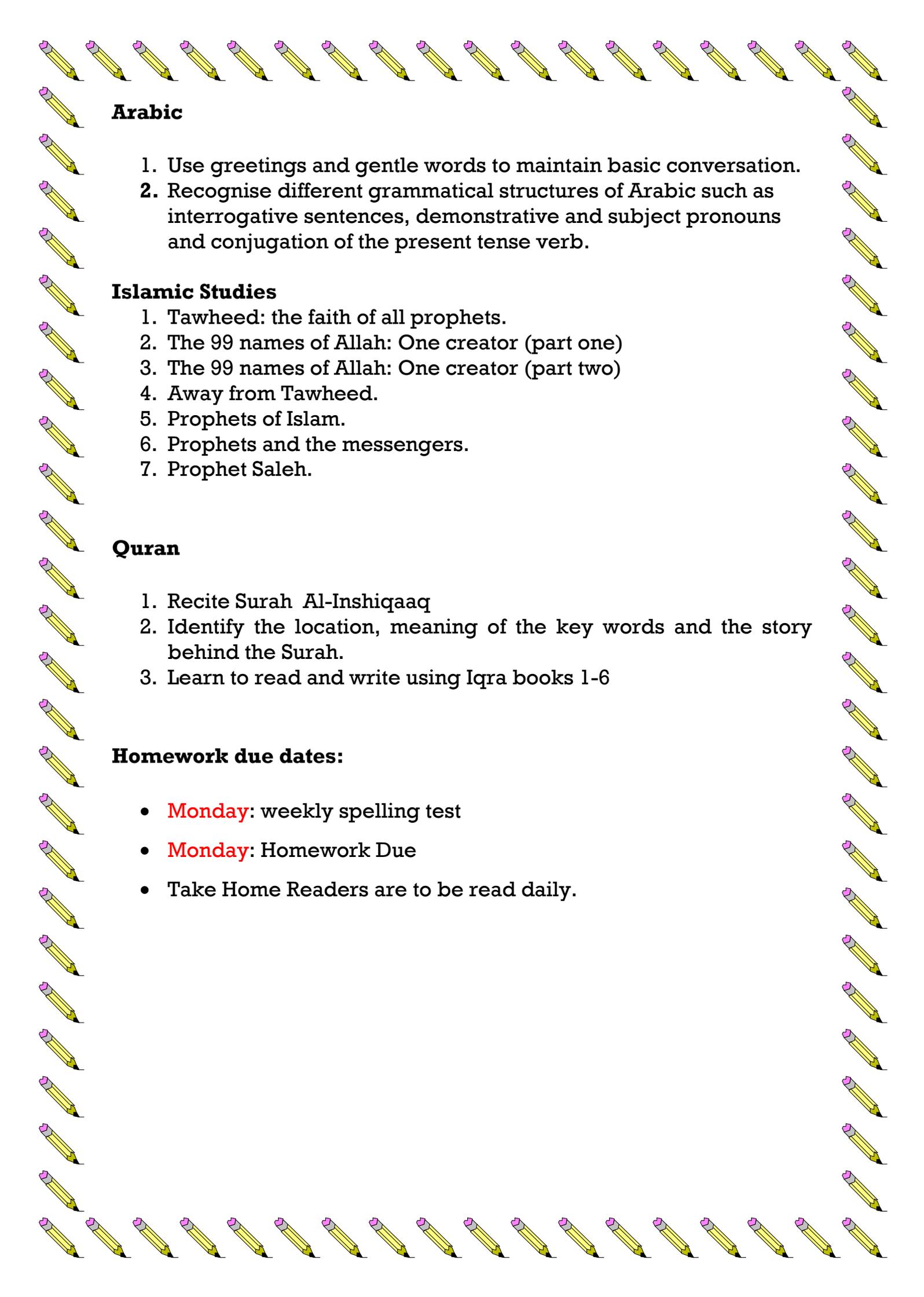


Information Communication Technology

1. Suggest criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions.
2. Combine design ideas and communicate these to audiences using graphical representation techniques and technical terms.

Students will be actively engaged in using Information Communication Technology encompasses all Key Learning Areas. ICT includes the use of computers, telephones, faxes, even pen and paper. Using Information Communication Technology will not only allow children better access to information and knowledge, but they will also be developing a variety of skills. These skills may include, but are not limited to:

- i. Keyboarding
- ii. Using word-processing programs such as 'Word'
- iii. Saving and transferring files
- iv. Editing
- v. Searching for information on CD-ROMS
- vi. Searching for information in the library
- vii. Using encyclopaedias
Selecting relevant information
- viii. Searching for information in non-fiction books
- ix. Using key words
- x. Effective techniques for presentations
- xi. Using presentation computer programs
- xii. Microsoft word
- xiii. Microsoft power point
- xiv. Microsoft publisher
- xv. ICT, Design and Technology and Digital Technology in our society



Arabic

1. Use greetings and gentle words to maintain basic conversation.
2. Recognise different grammatical structures of Arabic such as interrogative sentences, demonstrative and subject pronouns and conjugation of the present tense verb.

Islamic Studies

1. Tawheed: the faith of all prophets.
2. The 99 names of Allah: One creator (part one)
3. The 99 names of Allah: One creator (part two)
4. Away from Tawheed.
5. Prophets of Islam.
6. Prophets and the messengers.
7. Prophet Saleh.

Quran

1. Recite Surah Al-Inshiqaaq
2. Identify the location, meaning of the key words and the story behind the Surah.
3. Learn to read and write using Iqra books 1-6

Homework due dates:

- **Monday:** weekly spelling test
- **Monday:** Homework Due
- Take Home Readers are to be read daily.