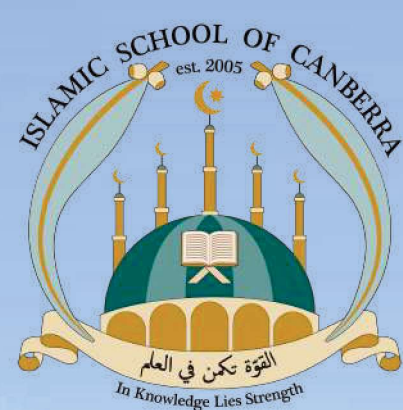


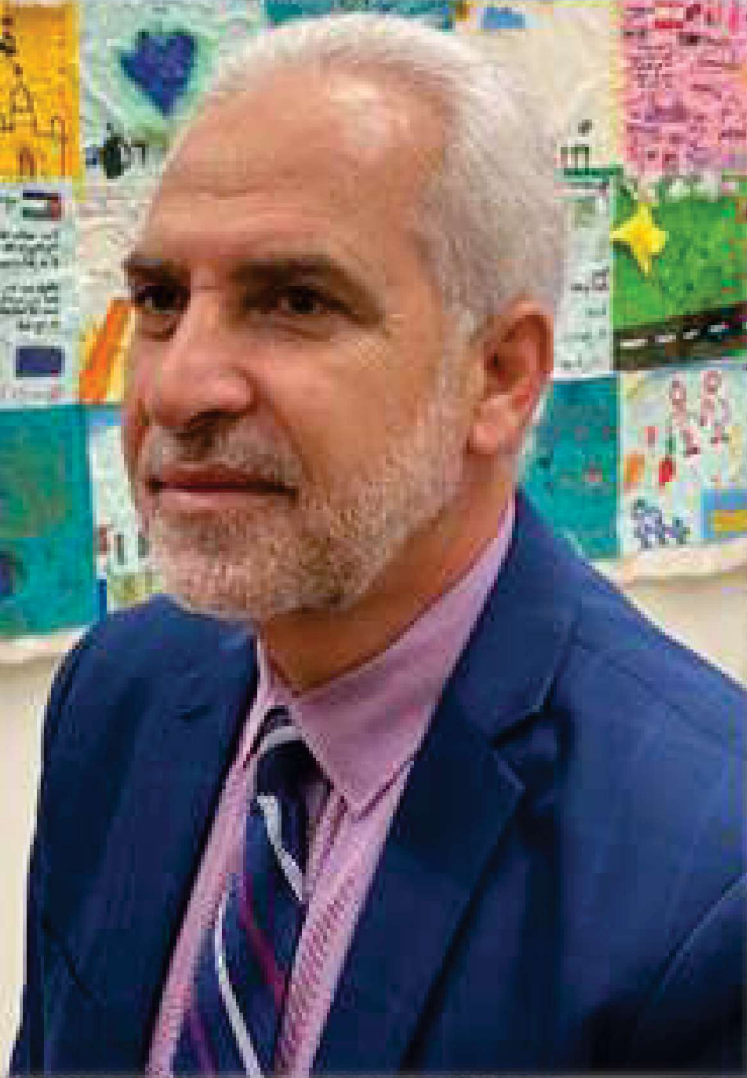
**TERM 3-2025
NEWSLETTER**

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



Islamic School of Canberra

In Knowledge Lies Strength



DR MAHMOUD EID
ISC PRINCIPAL

SCHOOL VALUES

- **Respect**
- **Honesty and Trustworthiness**
- **Responsibility**
- **Acceptance**

33 Heysen Street
Weston ACT 2611
Ph: 02 62887358
Email: reception@isc.act.edu.au

PRINCIPAL'S MESSAGE

As Term 3 draws to a close, we take a moment to reflect on the many milestones that have shaped our journey this term:

Census Day: we had the school's census day at the beginning of August. This is a kind reminder that all students should be present at school on this day. Families should avoid applying for leave for their children on the census day. If for any reason, a student can not make it to school on the census day, the parents need to formally notify the school either in writing or by calling school office to notify school of the absence of their child.

Character Day: annually, we celebrate the character day. This event brings colour, creativity, and joy to our school, as students embraced the spirit of imagination and self-expression.

Moderation Day: This is a yearly event. It is of great help to highlight school's commitment to academic excellence and collaboration, ensuring consistency and quality across our teaching practices.

The Dentist Visit: it was a valuable opportunity to reinforce healthy habits and wellbeing, with students engaging positively in their dental checks. The dentist spent three days in our school this year. Inshallah we will maintain the dentist visit to our school on yearly basis.

Think You Presentation inspired our Year 7 – 9 students to reflect on identity, resilience, and the power of positive thinking. It was a moment of insight and empowerment. Also they had the chance to discuss issue related to social media and young people as well as cyber safety related issues.

School Registration Review for our senior secondary: it was a proud affirmation of our standards and dedication. Thank you to our senior secondary teachers and school staff for their hard work until the review is over.

Umrah Visit: it is a deeply meaningful experience for students, staff and families who participate in this program on annual basis. Inshallah our Umrah trip will be for two weeks from 23rd September to 6th October

Parent-Teacher Interviews: it offers meaningful conversations and strengthens partnerships between home and school—thank you for your continued engagement. It was a good chance for the parents to be engaged with the school and listen to the parents' feedback as well as for the parents to be updated on their children's achievements.

As we look ahead to Term 4, we carry forward the momentum of these achievements with gratitude and renewed purpose. Thank you for being part of this vibrant and caring school community.

Assalamu Alaikum.

Dr Eid - Principal

SPECIAL VISIT ISA ACT



Special guests visited our school from ISA (Independent Schools Australia - Emily, Brendan and Tracey). They did a tour around the school with Dr Eid (Principal), Br Mannan (Business Manager) and Sr Saba (Executive Assistant to the Principal).

TERM 4 REMINDERS



OCTOBER EVENTS

- 07/10/2025 Admin return
- 13/10/2025 Teachers return Term 4
- 14/10/2025 Students return Term 4

NOVEMBER EVENTS

- 21/11/2025 Yr 7 Immunisation

DECEMBER EVENTS

- 8/12/2025 Kindy graduation
- 9/12/2025 Yr 6 graduation
- 9/12/2025 Yr 10 graduation
- 10/12/2025 Awards ceremony
- 10/12/2025 Last day for students
- 11/12/2025 Kindy 2026 orientation day

JANUARY EVENTS

- 15/01/2026 Admin return
- 28/01/2026 Teachers return Term 1
- 03/02/2026 Students return Term 1

CHARACTER DAY



Character day was on 20th August. All students were dressed in their favorite book character. They looked tremendously beautiful which made it really difficult for the judges to choose the winners. Well done everyone!

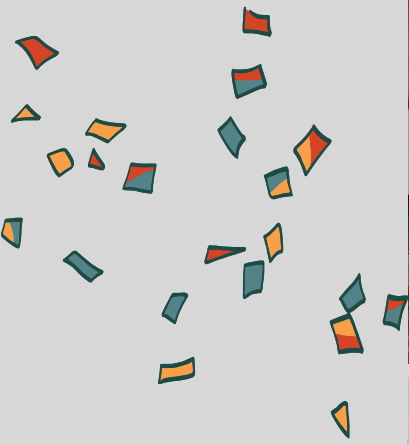








And the Winner is...



KINDY 100 DAYS

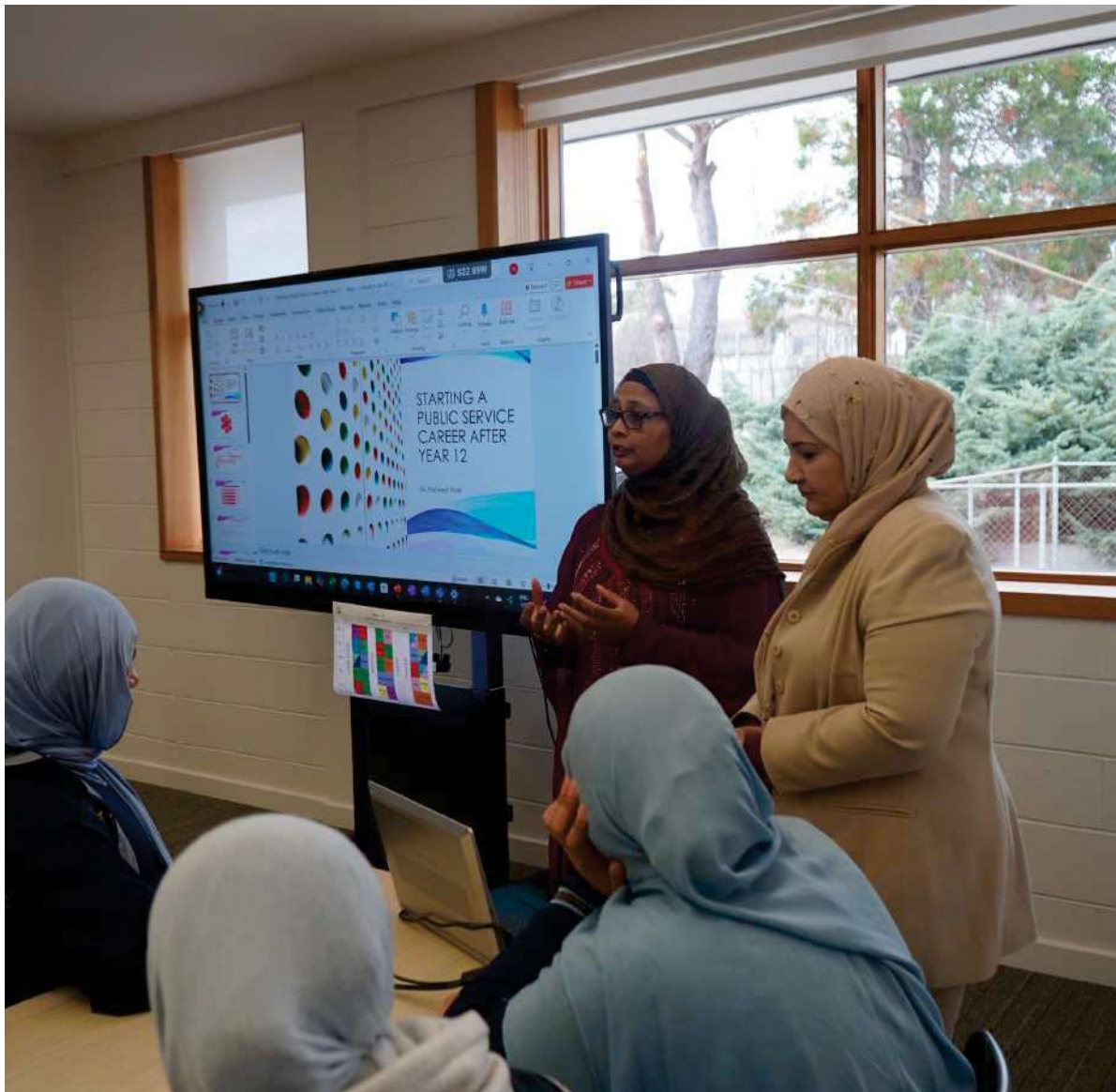


Kindergarten celebrated their 100 days in Kindergarten with amazing outfits and spectacular creativity
Masha Allah!!





DR NAHEED VISIT FOR SENIOR SECONDARY STUDENTS





MOTHER AND DAUGHTER YR 3-6







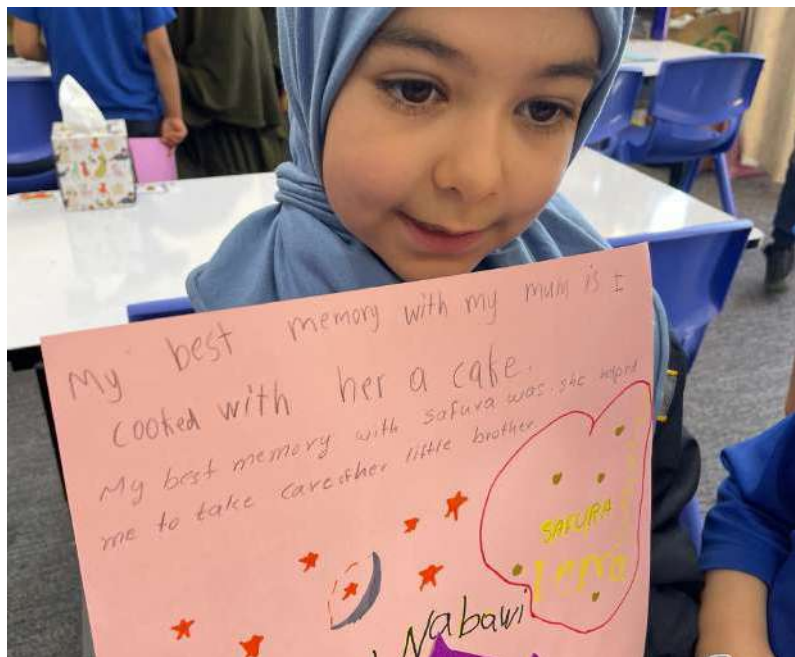
ME AND YOU FOR EVER YR 1



Secondary girl's and mum's night on Friday 28/6/2025. This lovely event was organised by Sr Tahseem and Ms Mai. THANK YOU!!







ME AND YOU FOR EVER YR 2



Secondary girl's and mum's night on Friday 28/6/2025. This lovely event was organised by Sr Tahseem and Ms Mai, along with the class teachers.





AUSSIE OF THE MONTH PROGRAM FOR HOSTING A SCHOOL VISIT WITH HANNAH COSTELLO



Hannah Costello from the Aussie of the Month Program visited the school on 23/9/2025 to thank the school for conducting Aussie of the Month.





KINDERGARTEN

Assalamualaikum Dear Parents,

Alhamdulillah, we have reached three-fourths of our journey together this year. Please bear with us just a little more, as every step is worth it. We truly appreciate your patience, support, and help throughout this term. By the grace of Allah, we have reached the end of the term, becoming more knowledgeable, smarter, and brighter each day. I am so proud to say that my Koalas are doing an incredible job in their learning – MashAllah Tabara Allah!

In English, we turned into little authors and illustrators. We learnt that Goldilocks is the main character of the story, which takes place in the Bear's house in a forest! Many of us were able to connect with the story too! One Koala even said, "I take breakfast with my family just like the Bear Family!" Koalas are now writing our own sentences independently, without any help from the teachers. I couldn't be prouder of their achievements!

In Maths, we explored patterns like AB, ABB, AAB, and ABC. We became so good at them that all of us shone brightly in our learning. We also learnt about length, capacity, volume, and time duration. Making patterned bracelets and necklaces with Froot Loops was one of the yummiest activities of the term!

MS SHAHREEN
Kindy Teacher

YEAR KINDY MESSAGE



In Science, we explored materials and their properties. We discovered that metal is strong (that's why swings and slides are made of it!), cloth is soft (perfect for clothes and blankets), paper can fold (that's why we can make airplanes), and feathers are light and fluffy (so birds can fly with them). SubhanAllah, how amazing Allah's creation is!

In HaSS, we created dioramas of the most beautiful parts of our homes as for example, our backyards, bedrooms, living rooms, and more. They were fascinating to see! We also learnt why some places are important in our lives and how we must take care of them.

One of the highlights this term was celebrating our 100 Days of Kindy. Suddenly, all of us became "100 years old"! We looked absolutely adorable, and everyone rejoiced with us, making dua for our bright futures. InshAllah, with your continuous dua, we will shine even brighter.

From the bottom of my heart, I thank all my lovely parents for always being there for us with your support, kindness, and encouragement. May Allah shower His endless blessings upon you and your families.

I look forward to seeing you all next term, where even more laughter, learning, and beautiful moments await us, InshAllah.

Jazakumullahu Khairan



YEAR KINDY MESSAGE



YEAR 1A MESSAGE



Term 3 Newsletter – Class 1A

"Learning is a journey, and this term has taken us far!"

Dear 1A Families,

What a wonderful whirlwind Term 3 has been! From exciting lessons inside the classroom to important learning moments in the playground, our students have grown in leaps and bounds—academically, socially, and emotionally.

☀ Focusing on Soft Skills

This term, we placed a strong emphasis on developing students' soft skills, which are just as important as academic success. Every day, our 1A students have been encouraged to:

- Solve conflicts calmly and respectfully.
- Make smart choices, especially during Recess and Lunch.
- Be reliable and responsible by following class rules, submitting homework on time, and taking care of their belongings.
- Strengthen their social skills, by being inclusive and engaging kindly with everyone.
- Show beautiful manners and mutual respect.

These life skills have been embedded in our everyday routines and it has been inspiring to see the students grow into thoughtful, responsible individuals.

ENGLISH

📖 Morning Reading

Our school days began with a calm and focused morning reading session during Homeroom time. This routine not only set the tone for a productive day but also nurtured a genuine love for reading. Thank you to all families for your continued support and cooperation—it truly makes a difference!

✍ English: Writing and Grammar Adventures

This term in English, we dove deep into writing and grammar. The students worked hard on:



- Personal recounts,
- Story recounts, and
- Opinion writing.

They also explored and improved their use of grammar, including:

- Conjunctions (e.g. and),
- Punctuation (full stops, commas, question marks, and exclamation marks),
- Adjectives, adverbs, and verbs.

It's been so exciting to see their creativity flourish! I've aimed to make learning engaging and student-centered—because we all know, children learn best when they enjoy what they're doing!



1234 Mathematics: Measuring the World Around Us

In Maths, 1A explored practical and hands-on topics such as:

- Length, mass, and capacity
- Time concepts (seconds, minutes, days, weeks, months, years)
- Days of the week, months of the year, and seasons in Australia
- Telling time to the hour (O'clock)



Students especially enjoyed measuring, comparing, and working with real-life examples. I am so proud of how much knowledge they have absorbed this term!

HASS: Maps and Our Environment

In HASS, we learned about:

- Natural, managed, and constructed features
- Reading and creating maps, including using map keys and directional language

Students enjoyed creating their own maps and giving directions—skills that connect learning to the real world in meaningful ways.

Science: Forces in Action!

Science this term was all about Forces, including:

- Push and pull
- Air resistance
- Gravity

We used the 5Es inquiry-based model to explore fun and interactive experiments such as:

- Sink or float
- Paper airplanes
- Paper helicopters
- Ramp experiments

Each experiment sparked curiosity and joy—we truly had a blast during each hands-on investigation!



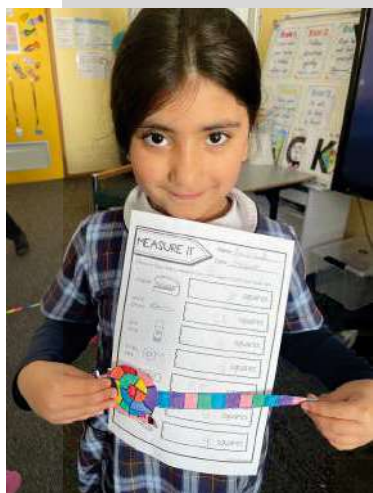
Wrapping Up Term 3

To all of our 1A students—well done! You have worked hard, supported one another, and shown incredible growth this term. And to all the parents and carers—thank you again for your ongoing encouragement and partnership. It's been a team effort, and the results speak for themselves.

We're now looking forward to an exciting Term 4 with even more learning, fun, and milestones to celebrate.

Warm regards,
Lucy Li
Year 1A Classroom Teacher





YEAR 1B MESSAGE

We are delighted to share some of the wonderful learning that has been happening in Year 1 this term. Our students have been actively engaged across English, Mathematics, HASS, and Science, showing great enthusiasm, creativity, and persistence in their learning journey.

In English, students have been exploring a wide range of writing and comprehension activities. They have enjoyed crafting stories and personal recounts, learning to include detailed narratives and thoughtful reflections. Alongside this, they have begun developing persuasive writing, where they are learning to express and support opinions with clear arguments.



In grammar, we have focused on commas, homophones, compound sentences, the conjunction 'and', and adverbs to add depth and variety to their writing. Students are also strengthening their comprehension by reading, viewing, and analyzing texts, while making connections between characters, settings, and events and relating them to their own experiences. Phonics lessons have centered on short vowels, long vowels, consonants, and digraphs, giving students strategies to decode and read new words with confidence. In addition, they have been working on improving their handwriting by focusing on legibility and fluency. To support independent growth, students are also making use of the "5 Stars Writing Checklist" to self-assess and refine their work.



**MS KATIE &
MS HIJAZ**

Year 1B Teacher



IN MATHS

In Mathematics, students have been investigating measurement and time, focusing on length, mass, capacity, and duration, as well as learning about the months of the year and the days of the week. They have measured the length of shapes and objects using informal units and discussed the importance of uniform measurement. Students have compared objects and events both directly and indirectly, ordering them according to their attributes such as length, mass, capacity, and duration.

To make this learning meaningful, ICT tools, art and craft activities, and hands-on learning experiences have been incorporated into lessons. The Think-Pair-Share strategy has also been a valuable way for students to share their reasoning. Through these activities, they are further developing their problem-solving skills and becoming more confident in articulating their ideas.



IN HASS

In HASS, our focus has been on geography. Students have been learning to identify natural, managed, and constructed features of landscapes while also developing their knowledge of map elements. They now understand how to use a map key, a border, and a bird's-eye view, and they have begun to practise drawing their own maps. To support their learning, we have integrated ICT by using Google Maps to explore familiar places. Students have also created their own postcards, linking geographical learning with practical, interactive experiences.



WHAT WE LEARN!



In Science, our young scientists have been investigating the forces of push and pull, sink and float, and air pressure. They have been posing thoughtful questions, making predictions, and recording their observations during experiments. Students are learning to describe how different pushes and pulls affect the motion and shape of objects, while also practising how to follow safe procedures. These explorations have helped them to think critically, observe carefully, and communicate their findings clearly.

It has been inspiring to see the growth and enthusiasm of our Year 1 learners this term. We encourage families to continue supporting learning at home through reading, practising writing, and exploring measurement and science concepts in everyday activities. Thank you for your continued support in making this a successful and joyful term for our students.

السلام عليكم ورحمة الله وبركاته

"Together, as a team of parents and teachers, we can help our children build bridges to amazing futures."

Year 2 Teachers Mrs Sara & Mrs Nada

بسم الله الرحمن الرحيم

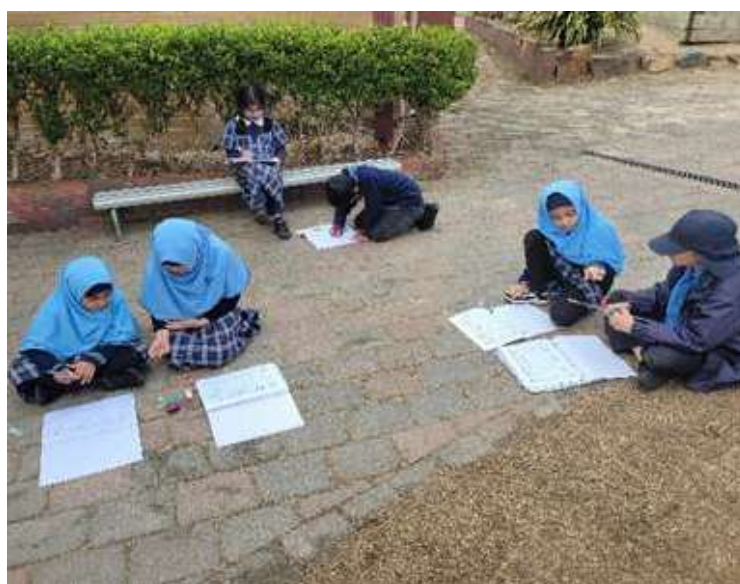
As we come to the end of Term 3, we are proud of all the wonderful learning and growth that has taken place in Year 2. The children have shown resilience, creativity, and enthusiasm as they tackled new challenges and built on their skills. From engaging in classroom learning to collaborative activities, it has been a joy to see their confidence and independence continue to flourish. We thank families for their ongoing support and partnership, and we look forward to another exciting and productive term ahead. Here is a display of our learning in class through photos.

YEAR 2'S MESSAGE

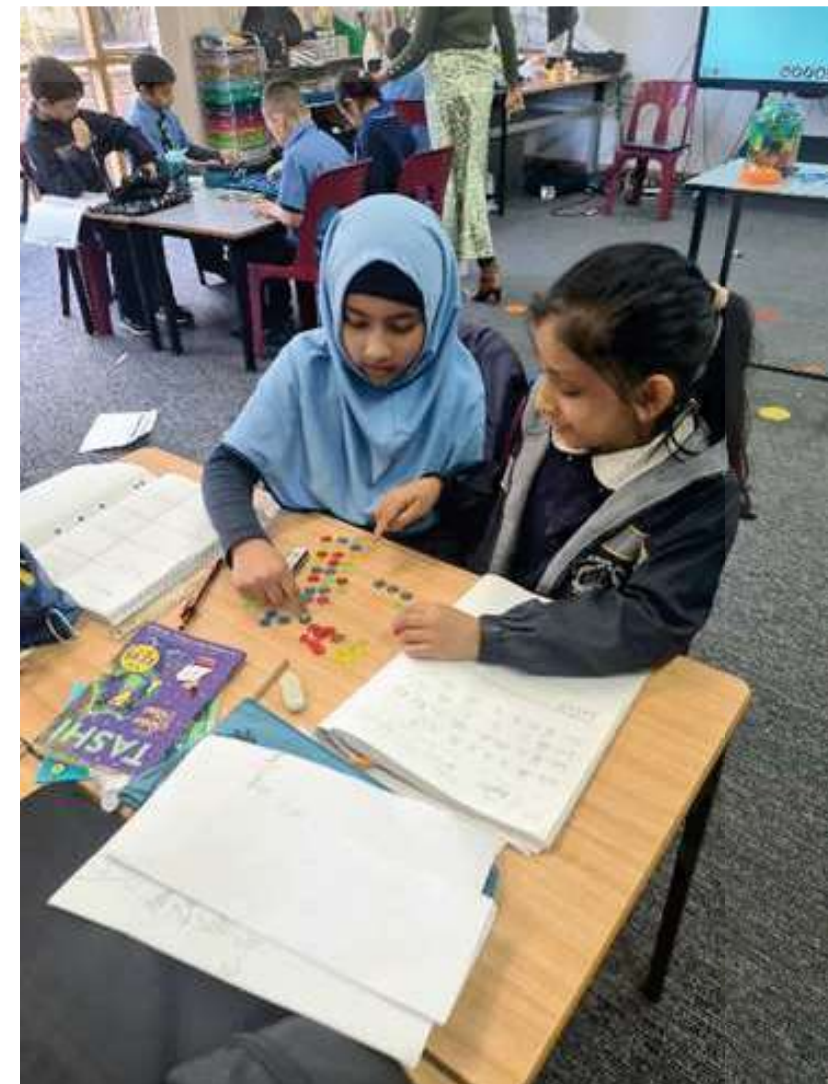


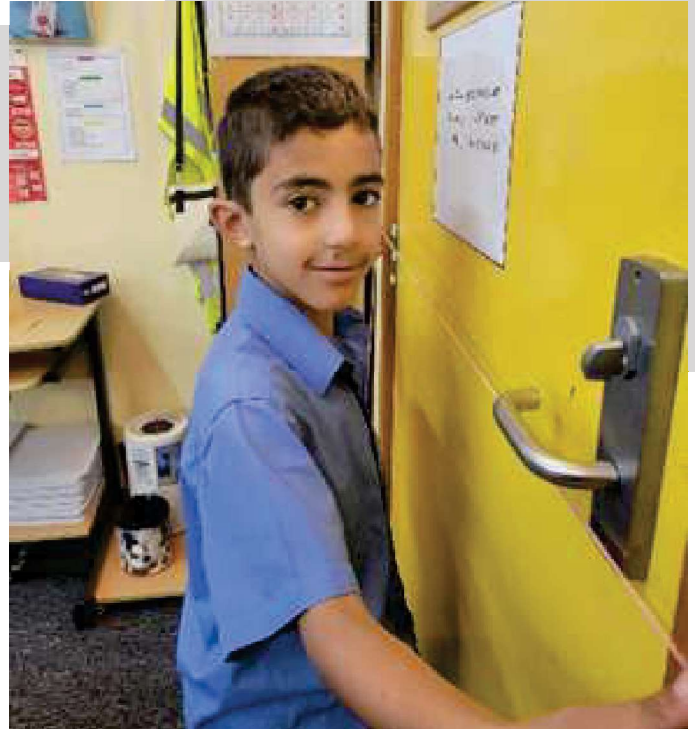
MRS SARA & MRS NADA



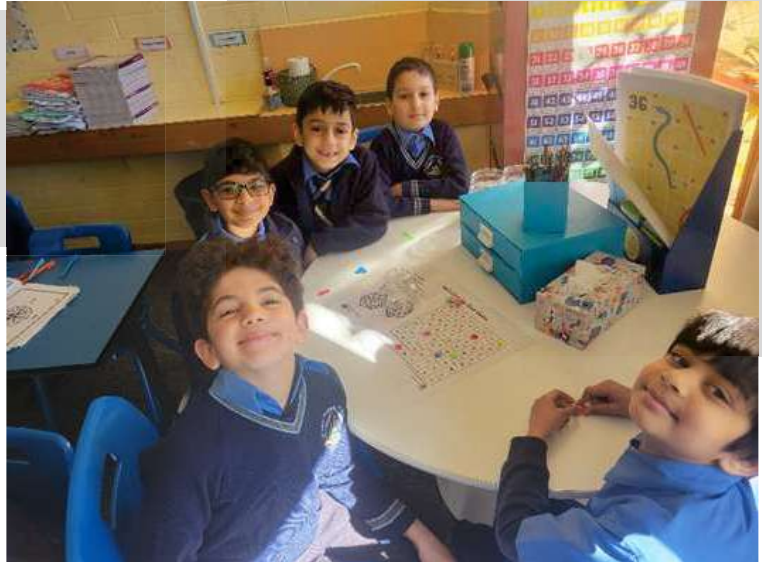














YEAR 3A MESSAGE

It is hard to believe that more than half the school year has already passed! Term 3 has been filled with rich learning and exciting experiences across all subjects.

In Geography, we explored Australia, learning about its states, territories, and important landmarks. Students examined how people connect to places and practised using coordinates, directions, and map symbols to read and create their own maps.

In Science, our focus was on heat. Students investigated different sources of heat energy, such as the sun, fire, and electricity. They explored how heat moves through conduction, convection, and radiation, and carried out experiments to observe temperature changes in different objects.

In English, we developed skills in information report writing, where students researched topics, organised facts into structured paragraphs, and practised editing to improve vocabulary, grammar, and punctuation.

OUR MATHS

In Mathematics, students strengthened their understanding of coordinates and directions, learning to describe positions, follow routes, and solve problems using grids and maps.

In Health, we discussed stereotypes and why it is important to respect differences. Students created posters that showed both their inner and outer selves, highlighting the message that everyone is unique and special.

One of the highlights of the term was Book Week, with the theme "Reading is Magic." Students enjoyed celebrating their love of books through fun activities, storytelling, and dressing up as their favourite characters.

It has been a wonderful term of learning, growth, and creativity, and we look forward to what the rest of the year will bring!



SOMIA MALIK

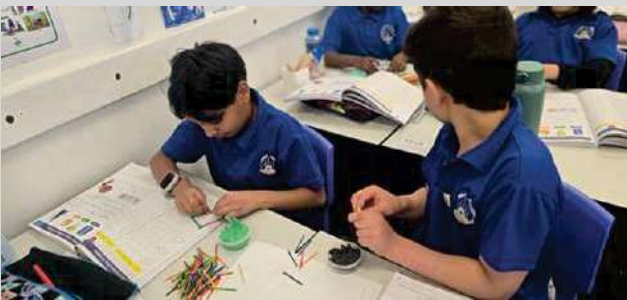
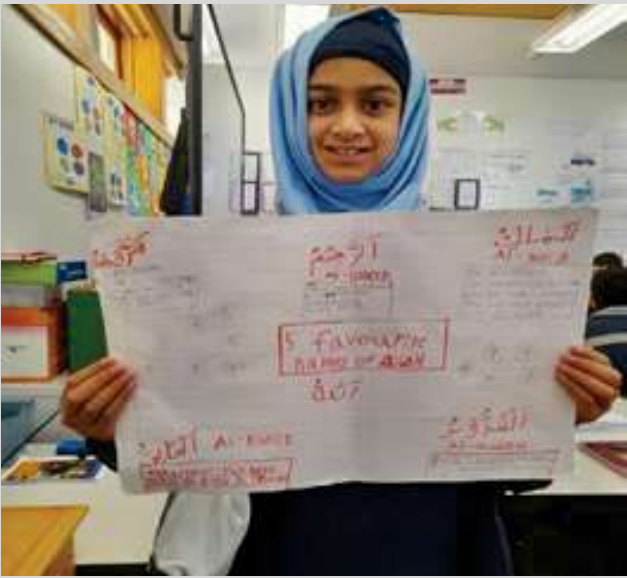
Year 3A Teacher



SR SULTANA

Year 3A Teacher assistant





YEAR 3B MESSAGE



MS LUCY

Yr 3B Teacher assistant

MS JAIMEE

Yr 3B Teacher



IN ENGLISH

Dear Parents and Carers,

What a busy and exciting term it has been in Year 3! The students have worked hard across all subjects, showing curiosity, creativity, and persistence. Here's a look at some of the wonderful learning that has taken place this term.

English

Our major focus in English this term was information report writing. Students learnt how to organise their writing into clear paragraphs, use topic sentences, and support their work with facts and special vocabulary. We read model reports, including one on turtles, and used documentaries and books to build up our knowledge. Reports on bats and Pallas's cats gave the children plenty of opportunities to use new words like nocturnal, predator, conservation, and endangered.



IN MATHS

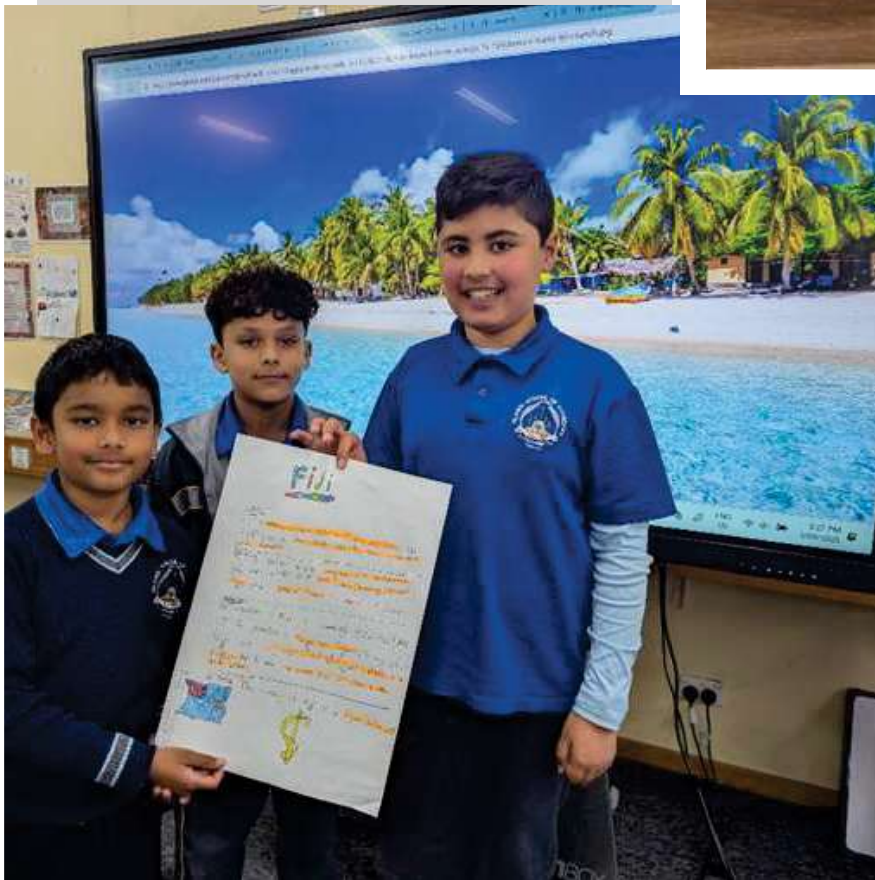
In Maths, we began with 2D and 3D shapes. The students explored prisms and pyramids, identified faces, edges, and vertices, and even built their own models using blu-tac and toothpicks. We extended our knowledge by working with nets of 3D shapes and linking these to real-world objects like jars, tents, and boxes.

Later in the term, we moved into mapping, position, and direction. The children learnt to read maps using rows, columns, and coordinates. They practised compass directions both in class and outside, applying their skills to find and describe locations. We finished the term by revising time, focusing on reading analogue clocks, including "quarter past" and "quarter to". The students enjoyed practising these skills with games and class activities.

HASS

In HASS, our big theme was Australia and its neighbours. We began with a study of Australia's states and territories, their climates, capitals, and landmarks. We then explored our nearby countries, including New Zealand, Indonesia, and Timor Leste, learning about their people, culture, flora, fauna, and traditions. Students worked in groups to create presentations, building their speaking, reading, and writing skills at the same time.

We also revised maps and natural features, and students became confident at identifying locations and comparing similarities and differences between countries.



Science

Science lessons this term focused on heat and climate. We learnt about natural and man-made sources of heat, and explored the ways heat transfers and moves. Students also studied weather and climate, comparing different regions of the world and recognising the important differences between daily weather and long-term climate patterns.

Health

In Health, we held some important discussions about stereotypes and how they can affect the way people feel. The students showed great empathy and maturity in these conversations.

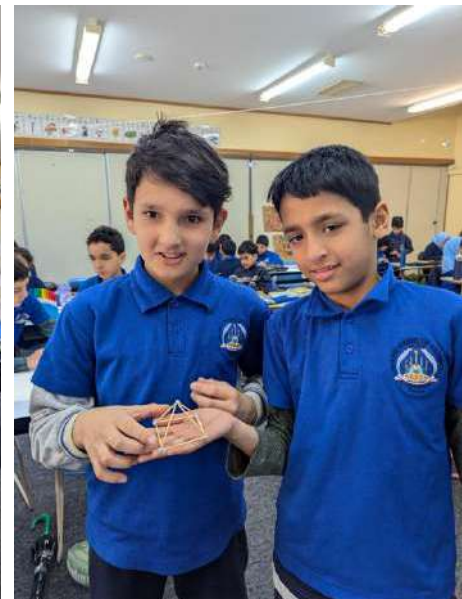
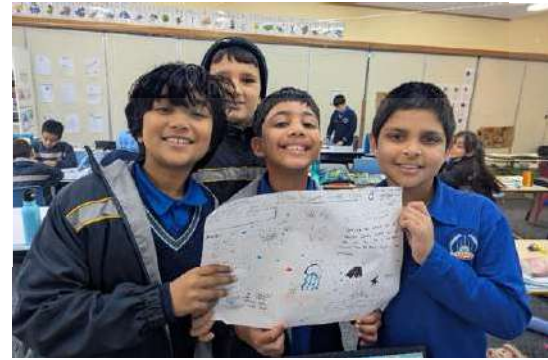
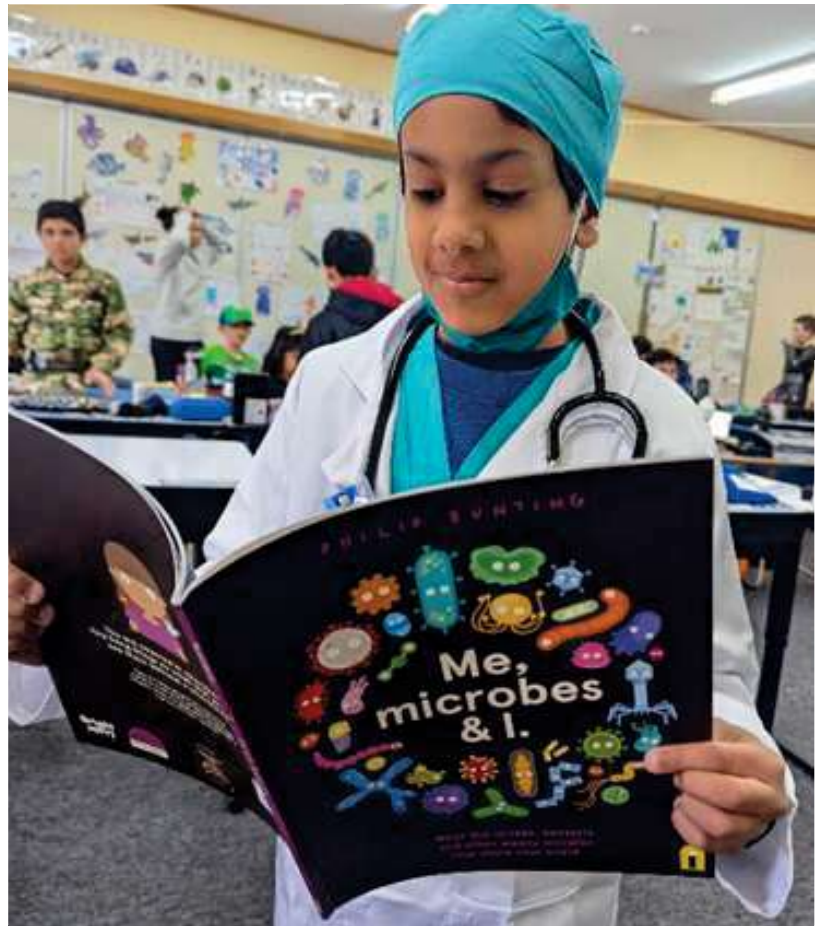
We also worked on the High Five strategy for dealing with unkind behaviour: Talk friendly, Ignore, Walk away, Talk firmly, and Report. Students wrote and performed their own plays to practise these steps and later presented their performances at the Primary Assembly. This was a real highlight—all the groups did a fantastic job remembering their lines and sharing their message with confidence.

Looking Ahead

It has been a wonderful term of growth and achievement. The students should be very proud of their hard work and enthusiasm. Thank you for your ongoing support at home—reading information reports, discussing documentaries, and practising maths skills have all made a real difference.

We look forward to another exciting term of learning ahead.

Regards,





YEAR 4A MESSAGE



MS ANNA LI

Yr 4A Teacher

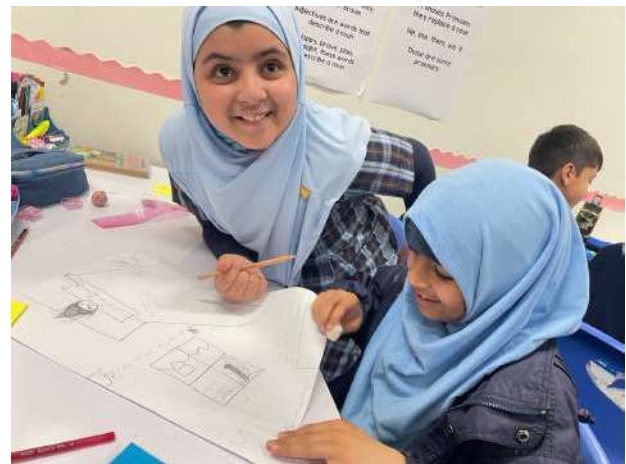
Science

In Science, students investigated different types of forces in action, such as push, pull, gravity, friction, and magnetism. Through hands-on experiments, they were able to see and test how these forces affect movement in everyday life.

Assalamu Alaikum, Dear Parents,
As Term 3 comes to a close, we would like to share an overview of the wonderful learning your children have completed this term.

English

In English, students strengthened their skills in persuasive writing, learning how to present convincing arguments with supporting reasons. They also participated in group shared reading, where each member took on the roles of leader, summariser, predictor, clarifier, and questioner. This encouraged both teamwork and deeper comprehension. In addition, students practised NAPLAN-style activities to build their confidence in reading, writing, spelling, and grammar.



HASS

Our HASS studies focused on the continents of Australia, Africa, and South America. Students examined their natural environments, important features, and how people connect to and rely on these places. They enjoyed comparing similarities and differences across the continents and developing a greater appreciation of the world around them.

Health

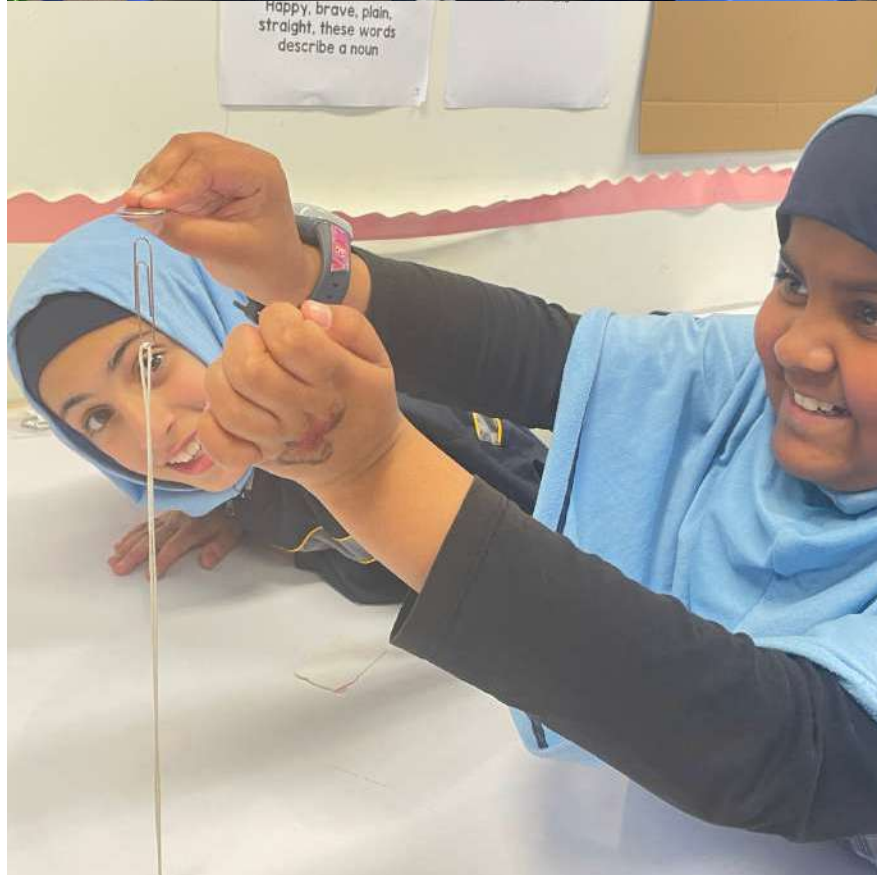
In Health, students learned about emotions, with a focus on recognising and naming different feelings, expressing them in appropriate ways, and developing strategies to manage them. This helped to build social and emotional awareness and encouraged students to reflect on their own wellbeing.

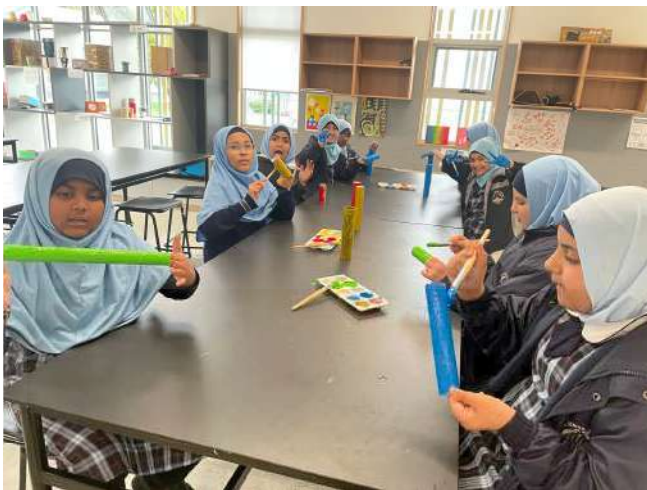
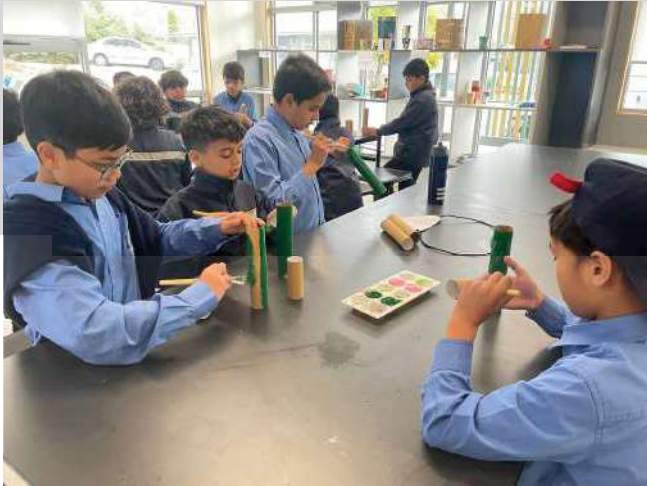
ICT

In Digital Technologies, students worked on an exciting marble run project. This task allowed them to apply coding concepts, problem-solving strategies, and creativity while designing and refining their models to achieve the best results.

We are very proud of the progress students have made in Term 3 and look forward to continuing this journey of learning together in Term 4.

Warm regards,





MATHS

In Mathematics, students explored a wide range of measurement concepts, including length, mass, capacity, and volume. They also developed their understanding of area and perimeter through practical problem-solving activities. Work on time helped students practise reading clocks and converting units, while their study of angles introduced acute, obtuse, right, and straight angles. Students also learned about grid references and began combining different shapes to form composite shapes.



YEAR 4B MESSAGE

Assalam Alaikum Dear Parents and Carers,
We hope this newsletter finds you well. Term 3 has been a busy and rewarding term in Year 4, filled with curiosity, creativity, and plenty of learning across all subjects. We are delighted to share some highlights of the wonderful work the students have achieved.

MS ZAKIA

Yr 4B Teacher



ENGLISH

This term in English, we explored several key areas. Students developed their skills in writing recounts, learning how to sequence events clearly and use time connectives to guide the reader. We also delved into persuasive texts, where students practised constructing strong arguments, supported by convincing reasons and emotive language. It was wonderful to see the children's confidence grow as they learned how to express their opinions in writing and in discussion.

MATHS

In Mathematics, our focus was on developing spatial and measurement skills. We explored angles, where students learned to identify right, acute, and obtuse angles, and even began measuring them using protractors. In our unit on measurement, the class applied their understanding to real-life contexts, such as measuring lengths, perimeters, and areas. We also examined symmetry, which sparked some exciting hands-on activities, including identifying lines of symmetry in shapes and creating symmetrical patterns.

SCIENCE

Our Science unit on forces proved to be both engaging and practical. Students investigated how pushes and pulls affect the movement of objects. The students also explored about gravity, magnetism and electrostatics. Through hands-on experiments, they discovered how friction, gravity, and magnetism influence everyday life.

GEOGRAPHY

In Geography, we turned our attention to climate zones of the world, with a particular focus on Australia and Africa. Students learned how climate influences the environment, animals, and human activities in different regions. This unit encouraged students to think globally, while also appreciating the diversity of climates within our own country.

TECHNOLOGY

Our Technology project was a definite highlight of the term! Students embraced the challenge of designing and building their very own cardboard pinball machines. This project encouraged creativity, problem-solving, and collaboration, as children worked to make their machines both functional and fun.





Pinball Paradise:

The excitement on their faces when they tested their creations was a joy to see, and it gave them a real sense of achievement.



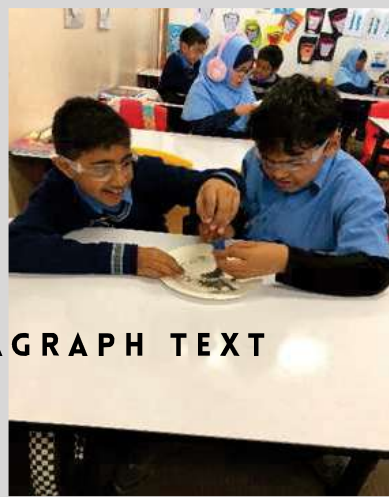
DESIGN & TECHNOLOGY

Media Arts:

In Media Arts, the students became weather reporters! They researched weather patterns, created scripts, and practised presenting confidently in front of their peers. As Term 3 draws to a close, we are proud of the enthusiasm, resilience, and hard work the Year 4 students have shown. Thank you for your ongoing support at home—it makes such a difference to their learning journey. We look forward to another exciting term ahead!

Warm regards,
The Year 4 Teaching Team





YEAR 5A MESSAGE

MS CHARISSE

Yr 5A Teacher



Year 5A Term 3 Newsletter

This term in Year 5A has been full of creativity, discovery, and hands-on learning across all subject areas.

English

Students strengthened their writing skills by exploring their own country and culture through personal pieces. They also created informative reports, comparing two Australian animals, and analysed how text structures, language features, and literary devices shape meaning.

Mathematics

In Maths, students explored time, length, mass, and capacity. A highlight was designing and building their own analogue clocks, which they used as both class tools and manipulatives for assessment. They also investigated perimeter, area, and chance through fun experiments and problem-solving.

Science

Year 5A had a "party of science" as we explored the states of matter. From balloons to study gas and mass, to making slime as a non-Newtonian fluid, to freezing and melting popsicles, students had plenty of hands-on experiences. They also explored variables (dependent, independent, and controlled) by creating and testing paper planes, collecting data, and observing results.





HASS

In Economics and Business, students learned about needs and wants and different types of resources (natural, human, and capital). We went around the school to identify the resources we have. In Geography, they investigated the influence of people, including First Nations Australians, on the characteristics of places, and worked with world and Australian maps to identify patterns and relationships.

Health

Students reflected on the importance of valuing diversity in their communities. Through discussions on discrimination and stereotypes, they explored strategies to build inclusive and respectful relationships.

The Arts

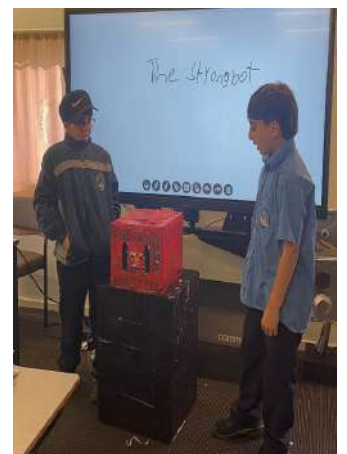
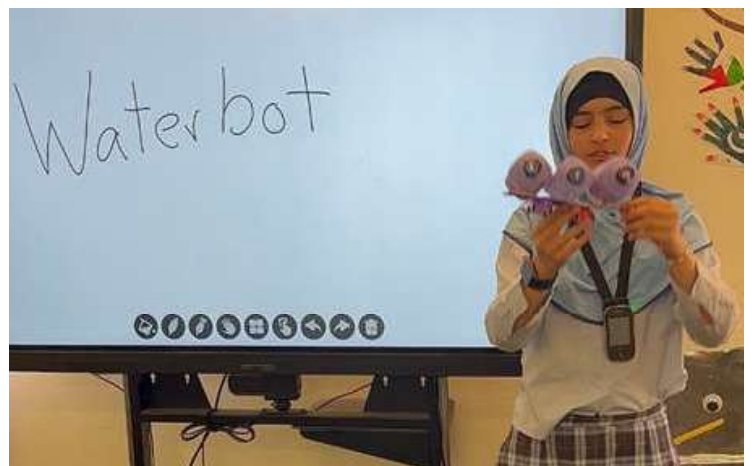
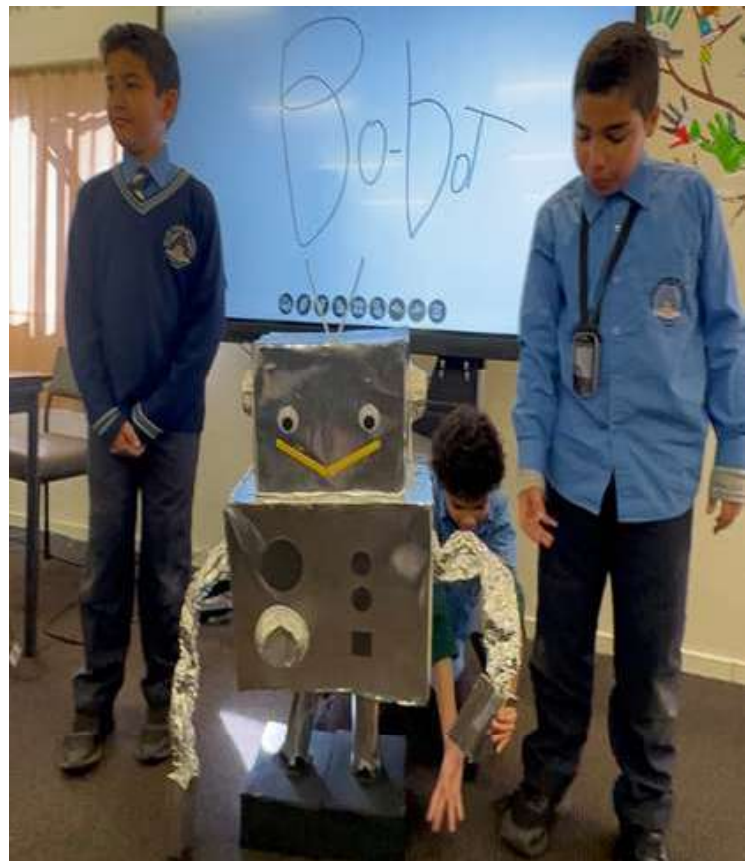
Creativity came alive in our Arts lessons! Students experimented with freeze-frame drawing and created a mini video production, learning how points of view and stories are shaped in media artworks.

ICT (Digital Technologies)

Technology took centre stage as students designed and presented their own farm robots. They applied their design thinking skills to solve real-world problems, considering sustainability and innovation in their creations.







**MS JOOHI**

Yr 5B Teacher

Salaamalaikum dear parents and my amazing students,

Had a slow start to the term due to the weather and sicknesses. We picked up the speed and Alhamdulillah accomplished it with flying colours. Hats off to my dedicated students.

What an incredible term.

In English, the following areas were focused:

Writing- Students revised the three main purposes of writing and established the understanding of how structure and language features form a crucial part of each writing piece.

They were introduced to Information report and learnt about the following:

Purpose: to organize and store factual information mainly on living and non-living things.

Types of reports:

Scientific (the way the world is): ex- plants and animals (discuss its classification, appearance, habitat, lifecycle etc)

Technological: ex- different forms of machinery-space shuttles, computers etc (discuss its type, appearance, how its powered, important parts their function, interesting features etc)

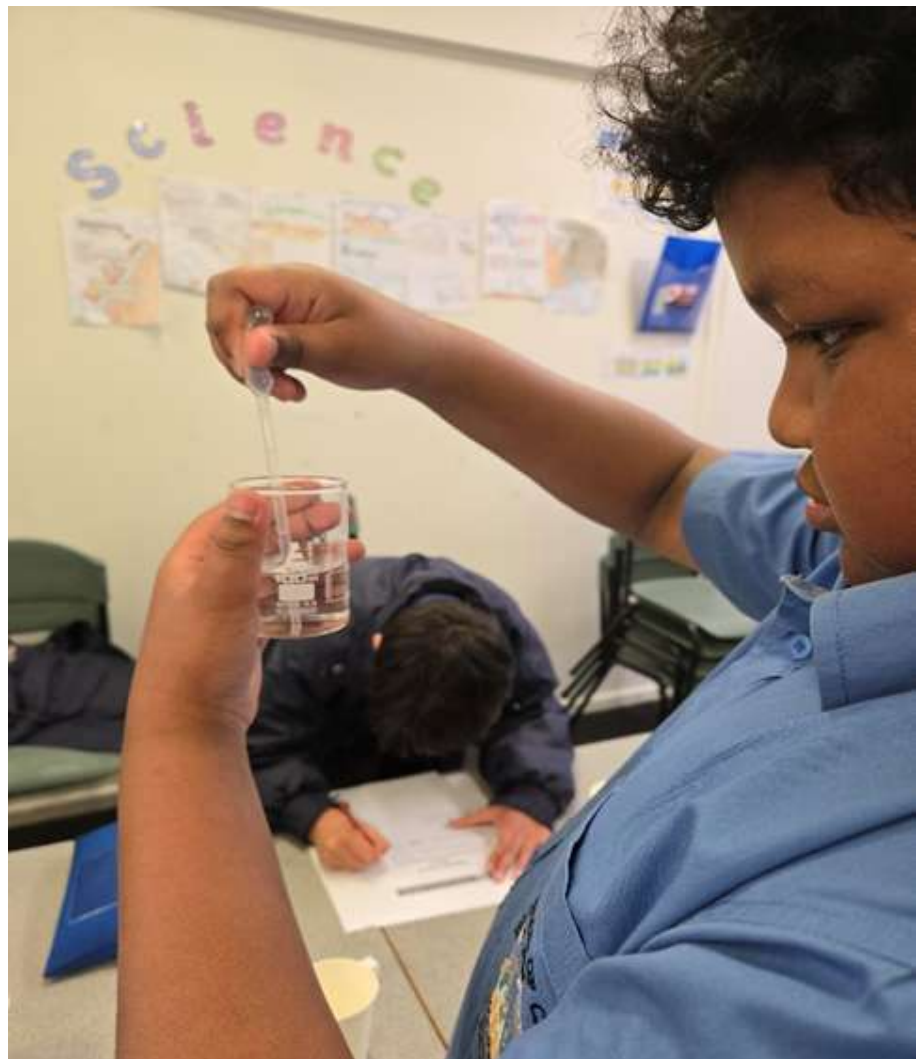
Sociological: Ex- aspects of people/country/culture. (discuss, cultural differences such as in living, homes, work, language, family activities etc)

YEAR 5B MESSAGE

Reading- Students read varied levelled text types especially Information reports to exposition-narratives-procedures etc. suitable to their reading level to answer literal, inference, vocabulary, evaluative and text organization/reaction questions. They also practiced reading strategies and identified language features in relation to the text type.

They used the strategies taught- looking for key words, images, annotating highlighting and elimination to answer questions.

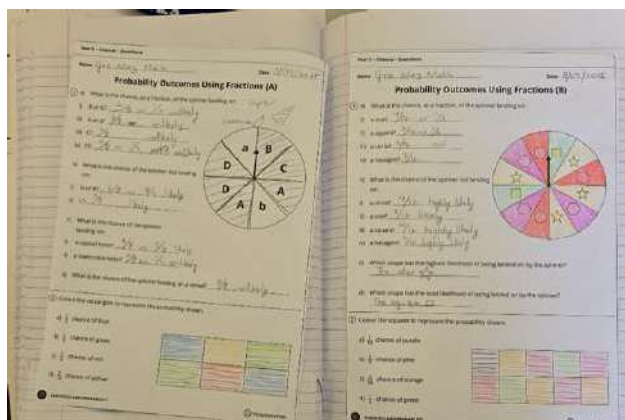
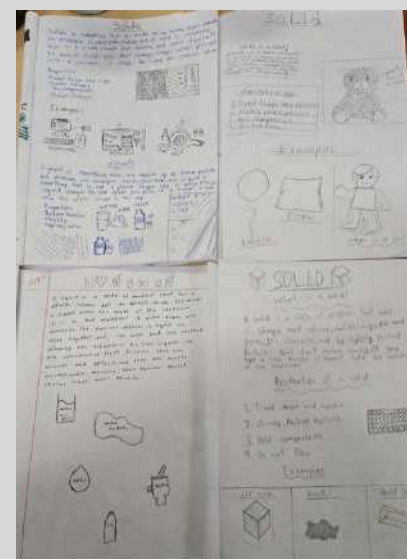
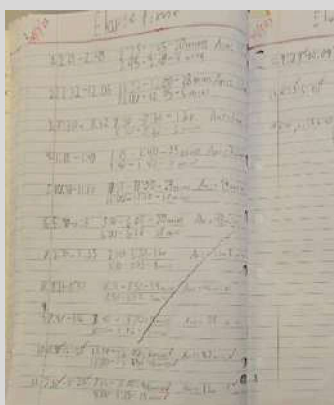
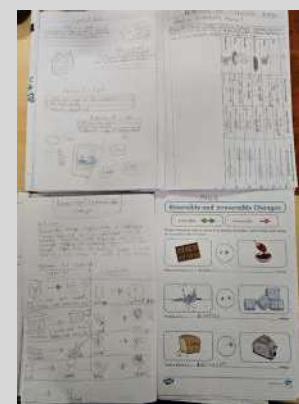
Spelling and Grammar: This area was focused through writing tasks where students while writing information reports incorporated its relevant language features: Technical nouns, pronouns, conjunctions, verbs, comparative and superlative adjectives etc. Through re-reading each paragraph/proof-reading/conferencing with teacher they focused on spelling errors.



In Math we covered Measurement and Probability strands.

Measurement: Students learnt about time which is an important concept, they learnt to read a clock, draw time, convert between 12-to-24-hour time and elapsed time. They learnt about 0-2 dimensions to understand length and width. They learnt how to measure length and calculate perimeter and area from given sides of a regular shape. They also used the metric system of measurements to convert between different units of length, Mass and Capacity.

In probability they listed the possible outcomes of chance experiments involving equally likely outcomes and compare them to those which are not equally likely. They learnt how to replace chance words with fraction and decimals.





HASS:

In HASS we covered Economics/Business and Geography. The students learnt about the various types of resources, including natural, human and capital, and learnt to identify the difference between needs and wants.

In Geography the students learnt about the influence of people, including First Nations Australians and people in other countries, on the characteristics of a place.

The Arts:

Students learnt how points of view, ideas and stories are shaped and portrayed in media artworks. They discussed how purposes and audiences for media artworks made in different cultures, times and places differ.

Students used tablets to make-film short videos and edit with sound and voice affects using the APP Capcut. Example: how to-shoot a goal, fill a bottle, tie shoe lace, solve rubrics cube, draw a house etc...



Science: Students investigated to learn the properties of solids, liquids and gases. They learnt how everything around us is made of matter. They conducted and watched simple experiments and learnt how a fair test is crucial for measurable and reliable results where all variables should be constant and only one can be independent.

ICT:

They learnt how people in design and technologies occupations consider competing factors including sustainability in the design of products, services and environments: Students became futuristic Architects to design a modern classroom using Minecraft.

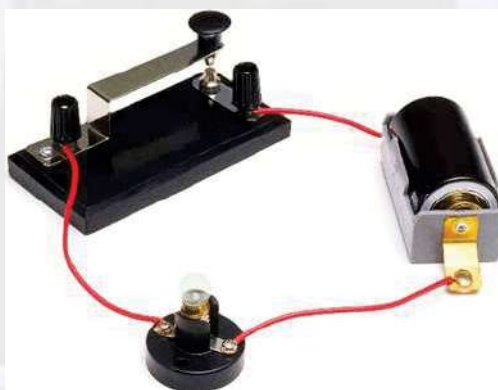
Alhamdulillah we had a great term. Have a restful break my dear students. Enjoy!

YEAR 6 MESSAGE

Dear Parents and Guardians,
 "A good teacher can inspire hope, ignite the imagination, and instil a love of learning" – Brad Henry.

Another term down and only one more to go for the class of Year 6! This term has brought us new challenges, knowledge, fun, and another term closer to the students finishing their primary schooling.

In English, students have furthered their comprehension skills through reading the novel *Thai-Riffic!*, and have learned how to compare aspects of different texts. As part of their comprehension tasks, students used information from the novel to re-create the front cover. In our comparison lessons, students learned how to analyse specific aspects of the text, take notes, and write individual responses before using these responses to help write comparisons.



MRS NEHA & MS ANDERSON
 Year 6 Teachers

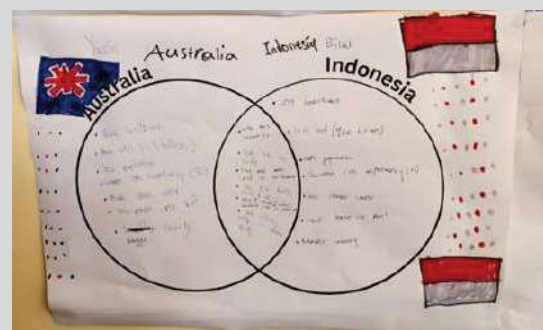
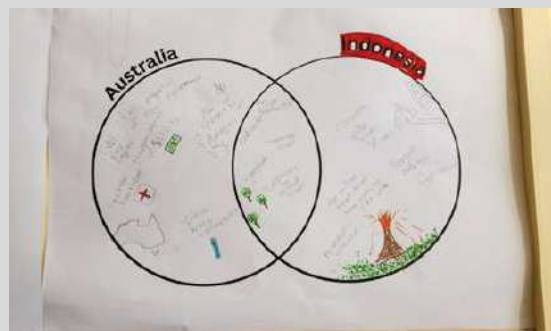


This term, the students of Year 6 have been focusing on Energy Science, specifically focusing on understanding energy types and their sources, learning and understanding how to draw circuits, and explaining energy transformations. Students have also completed experiments to learn how circuits work. In their first experiment, students used different electrical components to create circuits to turn on a light bulb. Students worked in small groups to complete this task.

HASS this term has focused on Geography. Students have learned about exploring a diverse world, focusing largely on the continents Asia and Australia. Year 6 has specifically looked at demographic, economic, and social characteristics and how they differ between places, along with comparing those characteristics within the same countries, and across continents. One of the tasks students were to complete was to create a mind map of the different elements of particular environmental and human characteristics of places.

Maths this term has re-enforced several key mathematical concepts for the students, along with learning new skills. Students have used BODMAS and patterns and rules to solve equations. They have re-enforced the concept of measurement, including converting between units, measuring, and ordering different weights, lengths, and capacity. The class of Year 6 has interpreted and used timetables, as well as practiced and applied the formulas for area and angle properties. As part of the term learning, Year 6 also ran one an assembly and shared how BODMAS works.

We are looking forward to our final term of learning with the Class of Year 6. Have a happy and safe holiday!



ICT MESSAGE

Term 3 Secondary Design and Technologies
In classrooms alive with tools and delight,
Our students have worked with all their might.
Here's a quick tale of the journeys they've made,
In Term 3's projects, where ideas played.

Year 7 – The Bridge Builders

Year 7 built bridges, sturdy and tall,
Testing which structures could carry it all.
Truss, beam, or arch – each one had its say,
As students explored how forces obey.

Year 8 – The Inventors' Guild

Year 8 imagined inventions galore,
Theme parks and bridges, machines and much more!
A vending machine, a house powered by air,
Ideas kept spinning, inventions to share.

Year 9 – The Dream Park Designers
With global perspectives and futures in sight,
They planned out attractions that sparkle with light.
One group took culture to guide their design,
A Japanese theme park – creative, divine!



MS NYMA

ICT Teacher

Beautiful

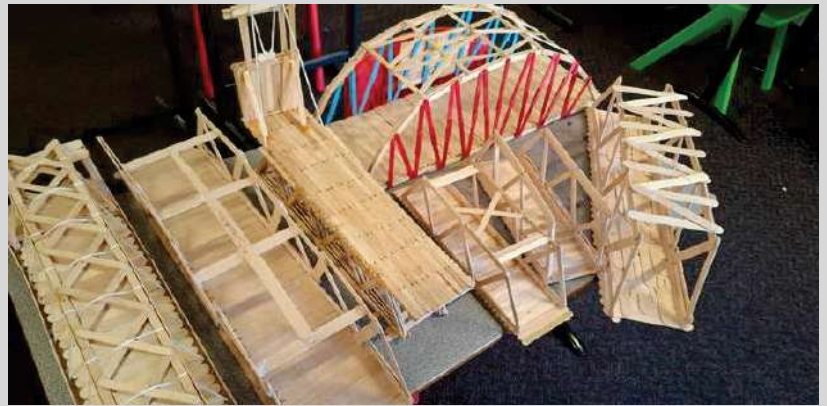
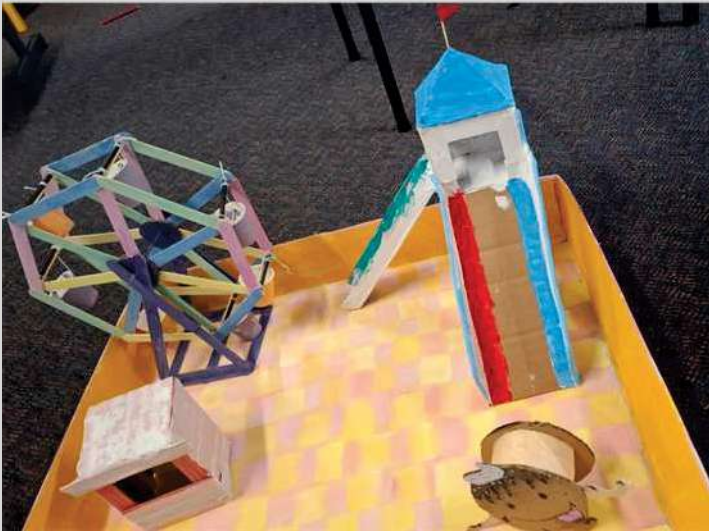


Galaxy A55 5G
22 September 2025 3:21 pm

Galaxy A55 5G

Year 10 – The Master Planners

They mapped every detail, from budget to ride,
Managing projects with teamwork as guide.
With safety and care, their designs took shape,
They thought like designers and they're ready to make.
So, here's to our students, inventive and bright,
Who've built and imagined with all of their might.
We're proud of their effort, the skills they've displayed,
And can't wait to share the solutions they've made.
Warm regards,
Dr Nyma and her awesome design & technologies
students



ENGLISH MESSAGE

Year 8 English

This term in Year 8 English, we've been working on responding to texts—exploring how evidence can be interpreted and represented from different perspectives.

Our focus has been mastering the TEEL method, a powerful technique for crafting strong analytical paragraphs. Each response includes a Topic sentence, Explanation, Evidence, and a Link back to the question or topic—helping students build clarity, structure, and confidence in their writing.

To bring this to life, we held a TEEL Paper Plane Competition, where students launched their best paragraphs to hit the target of “Best Paragraph.” Congratulations to Boys Team 1 and Girls Team 5 & 6 who tied for their winning entries! The creativity and resourcefulness shown in the plane designs were outstanding—every team brought flair and imagination to the challenge.



To support our studies, we've also journeyed through Bear Grylls' survival guide, *Never Give Up*. This text is rich with emotion, reflection, and storytelling finesse. Students have explored how the structure and language shift depending on the author's purpose—whether to inform, entertain, persuade, or reflect. Bear's epic tales invite us to consider how truth is shaped and shared.

Please enjoy the posters created by our Year 8 students, celebrating the theme of perseverance and resilience. They're a vibrant reminder that failure isn't the end—it's part of the journey. A message we can all carry with us.



MS DENISE

English Teacher



Year 9A & B English

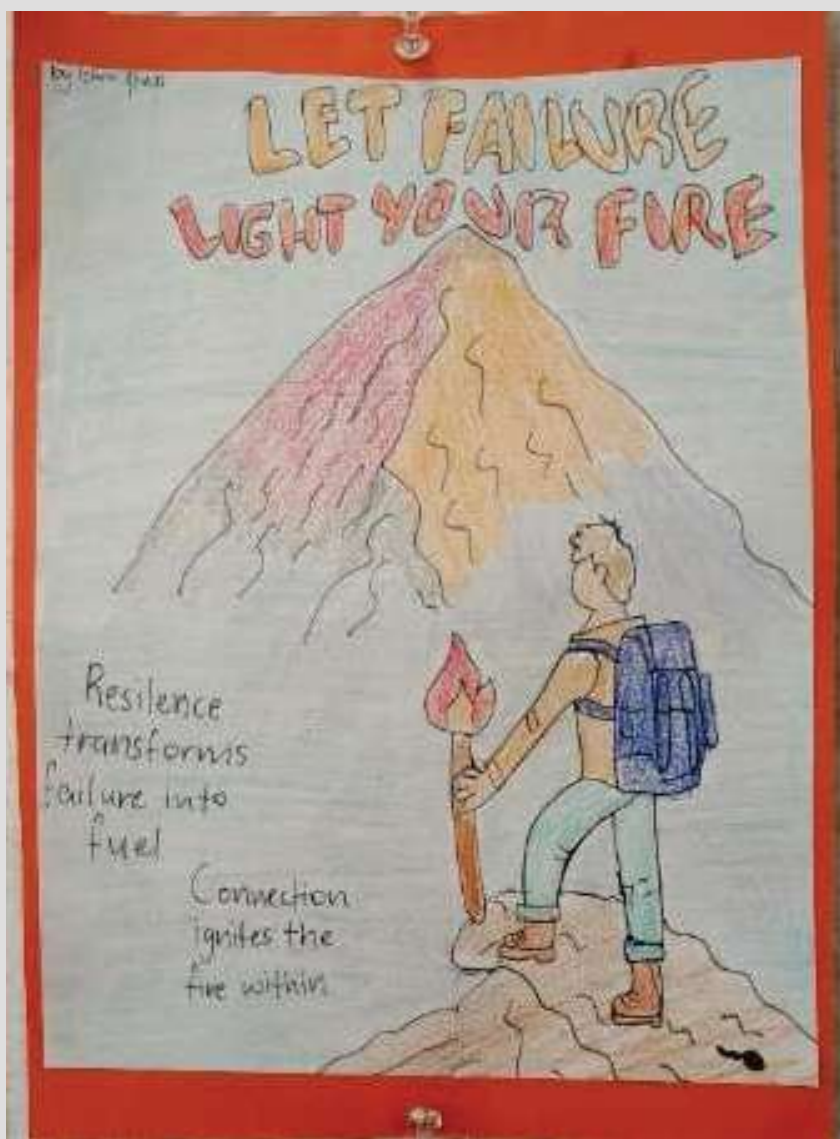
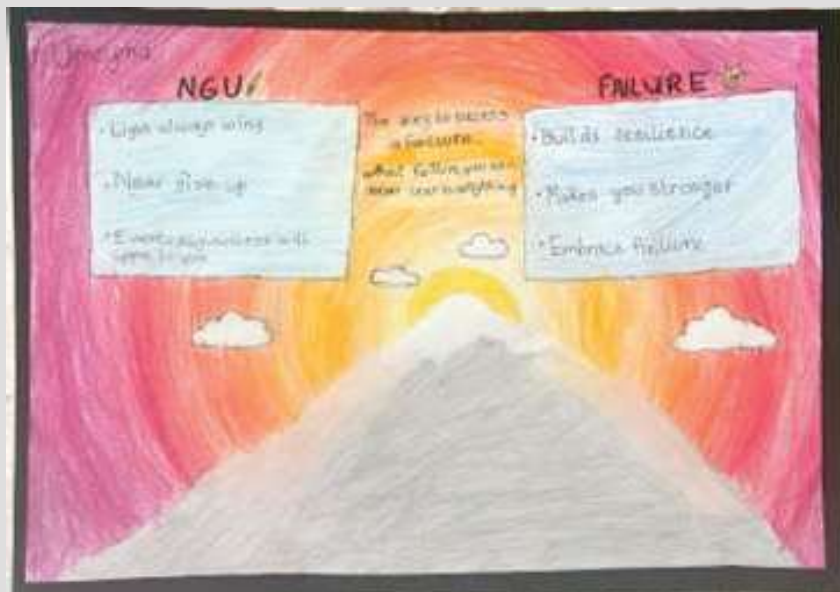
This term in Year 9 English, we've been studying how texts work—not just reading them but really unpacking how authors use language to shape meaning and influence their audience. Whether it's a powerful metaphor in a short story, or how to write poetry - they've been learning to use techniques and explain their impact.

Their focus this term has been on preparing for a Poetry Slam—writing original poems that respond to real-world issues and preparing their poetry to be read aloud to an audience. It's not just about rhyme and rhythm; it's about using voice, emotion, and evidence from other texts to make their message land. Yr 10's have also been interpreting ideas from African short stories, which opened their eyes to many different cultures, values, and storytelling traditions. These stories helped them think about how language reflects identity and community.

Yr 10's have also explored Transformations—how stories evolve when they shift from one format to another. They have had to think about books becoming movies, graphic novels turning into video games. Each transformation involves complex decisions: What gets kept? What changes? How do the demands of a new medium affect the story? They've been analysing these shifts and discussing them in class, comparing different group video's and evaluating the creative choices made.

Creating Stop Motion Animation, brought ideas to life visually. It's another way they've been learning to communicate creatively and collaboratively making presentations, sharing ideas, and building on each other's thinking.

So, whether they were writing, performing, analysing, or animating, this term has been all about understanding how texts work, responding to big ideas, and expressing themselves with confidence and creativity.

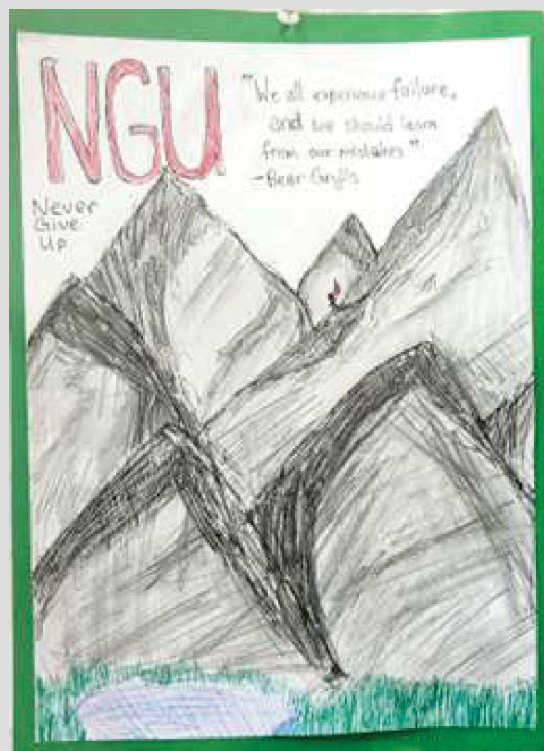


Year 10 English

This term, Yr 10's have been enjoying stories that seem worlds apart—O. Henry's cheeky short story *The Ransom of Red Chief* and Shakespeare's tragic *Romeo and Juliet*. But there was a twist, both texts are packed with clever language choices and dramatic conventions that shape how the authors saw the characters, the conflict, and the message. The Yr 10's have been learning to spot those techniques and explain how they're used to influence readers.

But it's not just about reading—it's about responding. They have also been creating their own texts that tackle real-world issues, weaving in ideas from the classics and making them speak to today's world. Why do they need to study a centuries-old play? Because *Romeo and Juliet* still hits hard when it comes to love, loyalty, impulsive decisions, and family pressure. The Yr 10's have explored how those timeless themes show up in modern life—and how language can make those connections powerful.

And the classroom has been buzzing with discussion. Students have been presenting their ideas, comparing interpretations, and challenging each other's thinking. Whether it's discussing the reliability of a narrator or unpacking the emotional punch of poetic lines, our Yr 10's have been learning to think critically, speak confidently, and write with purpose. Enjoy the pics of our Yr 10's cleverly reconfigured through a modern lens – do you recognise



Year 11 English – Dystopia in Text and Film

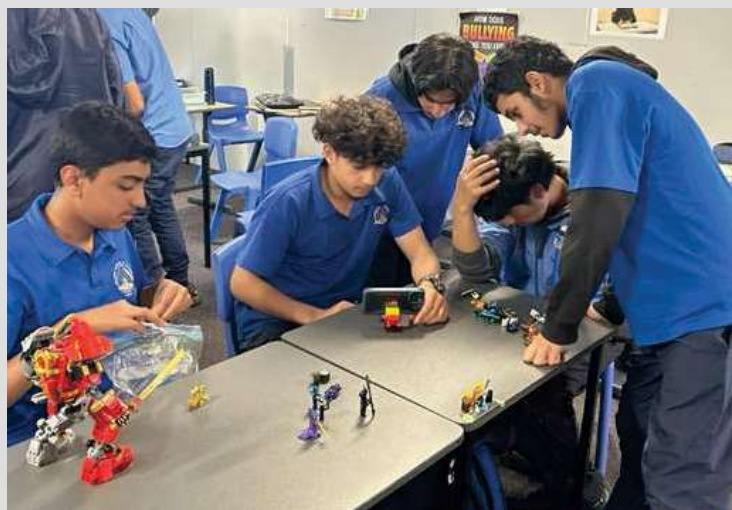
The Yr 11's have been analysing how George Orwell's novel 1984 explores control, surveillance, and ideological manipulation. They made links with Orwell's dystopian warnings to real historical shifts after WWI by using quotes and sources to show how fears of totalitarianism and authoritarian regimes have shaped our public consciousness, political discourse, and cultural anxieties even today.

In contrast, our YR 11's are now analysing Dune (Film) through a postmodern lens—looking at scenes that challenge traditional storytelling, explore fractured identity, and raise big philosophical questions. The focus is on how Dune mixes sci-fi spectacle with deeper dystopian critiques of power, truth, and culture.

Please enjoy the picture below of a reimagined scene in full colour, with our students proudly featured in the square beneath the towering "1984" structure.

It's got that perfect blend of Orwellian grandeur and real-world warmth: the brutalist tower looming above, the sunlight casting soft shadows, and our class standing/sitting together with smiles and casual flair. It feels like a moment of reflection and unity—students confronting big ideas, literally and figuratively.

The second is a picture of how Dune imagines our future. It will be fascinating to see how they analyse these predictions in their up-coming Oral presentations.





**MR TONY**

English and HASS Teacher

**7 ENGLISH**

We began the term with persuasive arguments, where students learned to craft compelling speeches and even delivered their speech in their graded assessment. It was fantastic to see their confidence grow as they spoke their minds to a room full of peers.

Throughout the term, we explored a variety of text types, from creating factual descriptions and advertisements to analysing sports articles and song lyrics. Students had the chance to get creative and apply what they learned about different writing styles. We also tackled several units that encouraged critical thinking, including "Reading the News," "What is Australia?", and "Enemy Aliens." These units sparked some thoughtful discussions and helped students develop a better understanding of the world around them.

A core focus this term (and every term) was strengthening our grammar and punctuation skills. We systematically worked through rules for commas, apostrophes, capital letters, and a host of other punctuation marks. We also spent time on tricky concepts like homophones, prefixes, and suffixes, which prepared us for our second major assessment on text types. The students' hard work paid off, and their progress was evident in their final assessment.

11 BUSINESS

In term three our class examined the world of business marketing. We began with an overview of marketing fundamentals and explored how establishing a strong customer base is crucial for achieving business objectives. We then delved into the various internal and external factors that influence a business's brand identity, and learned about the essential practices of market research.

A key focus of our studies was understanding target markets. We explored different market dimensions and segments, and analysed consumer trends and behaviours to understand what motivates purchasing decisions. Our learning was brought to life through a variety of activities and discussions, and even the movie *Super Size Me*, which provided a fun and engaging look at the product element of the marketing mix.

We thoroughly explored the 7 P's of marketing, covering product, price, place, and promotion, and concluded with the final three P's: people, physical evidence, and process. The hard work and dedication of the students culminated in a successful written exam, demonstrating a solid grasp of these complex concepts. The students showed great enthusiasm and it was a pleasure to witness their growth and understanding of how businesses effectively sell their products/services.



11 LEGAL

This term, our class examined the fascinating world of civil law. We began by clearly establishing the differences between civil law and criminal law, laying the foundation for understanding how non-criminal disputes are managed. We then investigated the various sources of civil law, identifying where these legal principles originate.

A significant portion of the term was dedicated to the practical elements of justice. We explored the procedures for resolving a civil dispute, from initial steps through to detailed analysis of civil trial procedures. The concept of equitable access to the civil law system sparked vital discussions about fairness and barriers to justice. Students were particularly engaged by the topic of class actions and their practical application, which was excellently illustrated by viewing the Erin Brockovich movie.

The latter half of the term shifted focus to contract law. We started with the foundational need for contract law and the essential elements involved in forming a contract. We scrutinized the various terms of a contract and the concept of performance of a contract. Complex areas such as vitiated contracts and breach of a contract were thoroughly examined, alongside the various remedies available. Finally we examined the Australian Consumer Law and the role of industry codes.



MATHS & SCIENCE MESSAGE



BR DUNCAN

Maths & Science teacher
Senior Secondary Coordinator



Assalaamu 'alaykum.

Dear parents and friends of the Islamic School of Canberra,

I hope this message finds you all well. Back into it for term three! The days are starting to lengthen, and the weather is warming as we head into spring.

A brief summary of learning content is provided below, and then I'll devote as much space as possible for photos and recollections of the term.

- Year 8 science – physical and chemical change + geology.
- Year 10 science – ecology + global systems + astronomy + motion and energy.
- Year 11 physics – thermodynamics + nuclear physics + electrical physics.
- Year 11 biology – biodiversity + ecology.
- Year 11 mathematical applications – linear equations and graphs + trigonometry + statistics.

It's time for photos. Unfortunately, my phone met its demise a few weeks ago, taking all my photos with it. I only have a few photos on my new phone from our recent trip to the National Botanic Gardens.

The remaining space I'll have to fill with some of the learning content from this term.

Here are a few questions to ponder. They go to the heart of some of the topics we've been studying.

- If you pick up a hammer on a cold day, why does the handle feel warmer than the head, even though both have the same temperature?
- Why do you feel hotter when the humidity is high?
- Why is there far more plant biomass than animal biomass? Or, put differently, why are there so few wedge-tailed eagles?
- How are rocks formed? And how do they 'die'?
- If you are pushing your shopping trolley and let go, it will eventually come to rest. This is because you've stopped applying a 'push' force, right? Galileo thought otherwise. What was his profound insight?
- How are heavy elements synthesised, and why can't they be fused in the core of living stars?
- How dense is a neutron star? A black hole?
- If the Ancient Egyptians had launched a space craft, capable of travelling at the speed of light, at the time the Great Pyramid of Giza was being constructed, what percentage of the total distance across our galaxy (the Milky Way) would it have travelled by now?
- You've all seen food dye spreading out to colour a container of water. Why don't you ever see the food dye particles coalesce into one place and return the coloured water back to its original colourless state?
- Why are decomposers so essential to the health of our planet? Why should we care about the global productivity of producers (plants, algae, and cyanobacteria)? Why is a planet like Terminus (from Asimov's Foundation series) impossible?

If anyone can come to me with an answer or two, I may or may not have a sugary prize on offer.

Here's a joke for the Y8 students. Two chemists, Dr. Lewis and Dr. Carter, walked into their favourite café after a long day at the lab. They often joked about chemistry, challenging each other with clever wordplay. Feeling particularly witty, Dr. Lewis decided to order in a scientific manner.

"I will have some H₂O," he said, smirking.

Not wanting to be outdone, Dr. Carter confidently replied, "I will have some H₂O too."

The waiter, overhearing the order, raised an eyebrow but served them both. Dr. Lewis enjoyed his refreshing drink, but within moments, Dr. Carter clutched his throat and collapsed.

Let's finish with a riddle. A car travels around a 1 km race track at a speed of 30 km/h. How fast must it travel on the second lap so that the average speed for both laps is 60 km/h?



SECONDARY CURRICULUM COORDINATOR'S MESSAGE

Dear Parents and Guardians,

As we come to the close of Term 3, I would like to take a moment to reflect on the many engaging learning opportunities and experiences that our students have enjoyed this term.

We were privileged to welcome a guest speaker who delivered an inspiring talk on the variety of career pathways available in Public Service and APS positions. This session encouraged students to think about future job options and the importance of developing skills that align with community-focused careers. Also; There was Professional development that the teachers attended to enhance their skills in teaching mathematics.

Our Year 9A, 9B, and Year 11 classes also brought their learning to life with an exciting Cook-Off activity, applying their knowledge of Measurement concepts in a practical and collaborative way. The enthusiasm and creativity displayed by our students was truly commendable.



MS TAHSEEM



In Mathematics, students enjoyed a range of activities and quizzes on quadratic equations and related concepts, thoughtfully designed and delivered by our visiting student teachers from Indonesia. Their creativity, energy, and commitment to engaging our learners have enriched the classroom experience, making Mathematics both fun and meaningful.

To further enhance learning across all subjects, the school continues to invest in innovative digital platforms, including OneNote, MathsOnline, ClickView, Turnitin, and SEQTA. These tools support teaching and learning at every level, offering resources, feedback, and structured learning pathways. In particular, SEQTA Engage provides parents with direct access to daily and weekly work, homework, and assessments. We strongly encourage you to log in regularly to stay up to date with your child's learning journey.

Thank you for your ongoing support throughout this term. We look forward to an exciting Term 4, filled with more opportunities for growth and success.





MATHEMATICS MESSAGE

Islamic School of Canberra – Mathematics Department

End of Term 3 Newsletter

Assalamu Alaikum dear parents, caregivers, and students,

Alhamdulillah, Term 3 has been a productive and engaging term in Mathematics. Students across all year levels have been working hard to deepen their understanding of mathematical concepts and apply them in meaningful and practical ways. Below is an overview of our learning journey this term:

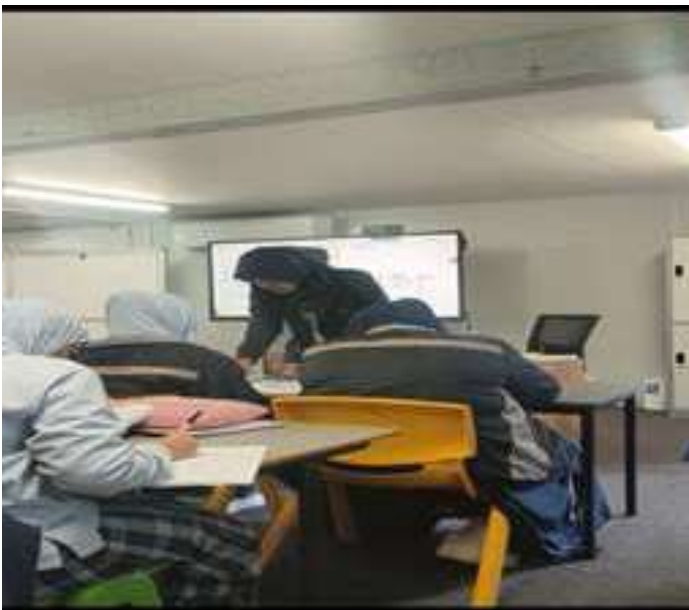
Year 9 Highlights

- Measurement: Students participated in a Maths Cook-Off, using recipes and measurements to see how mathematics is applied in everyday life.

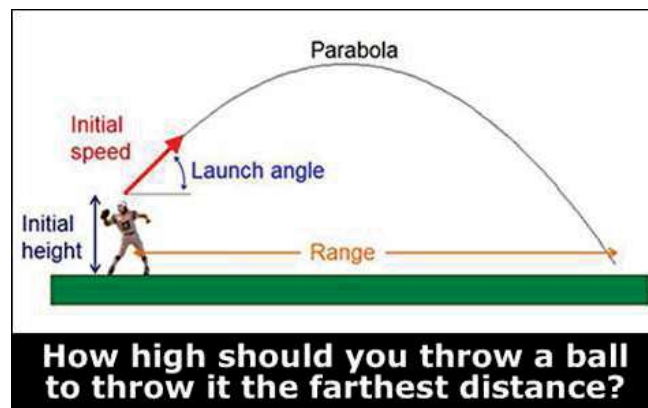
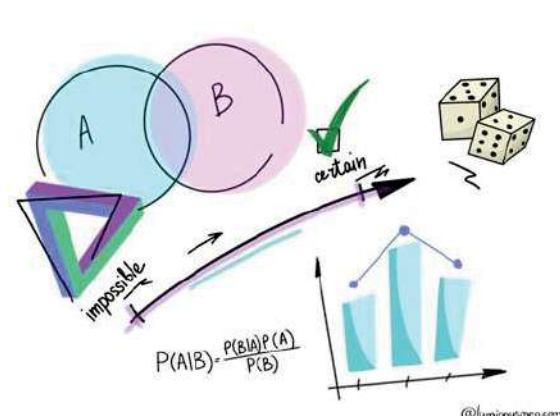
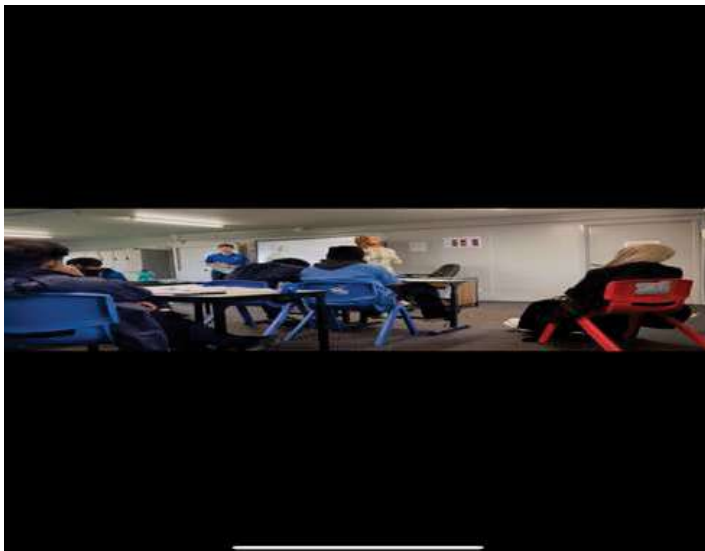
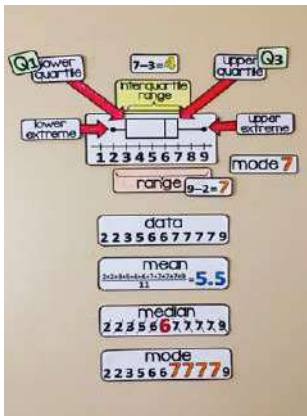
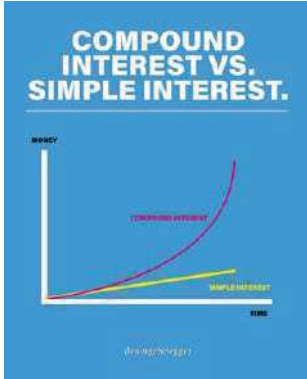


MS TAHSEEM

Mathematics Teacher and
Secondary Curriculum Coordinator

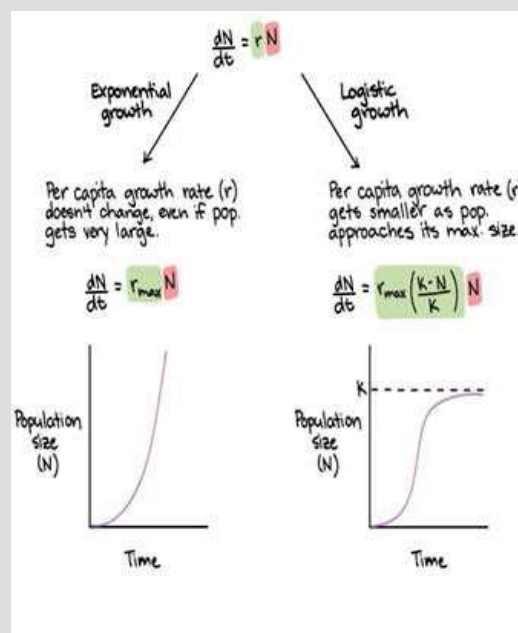
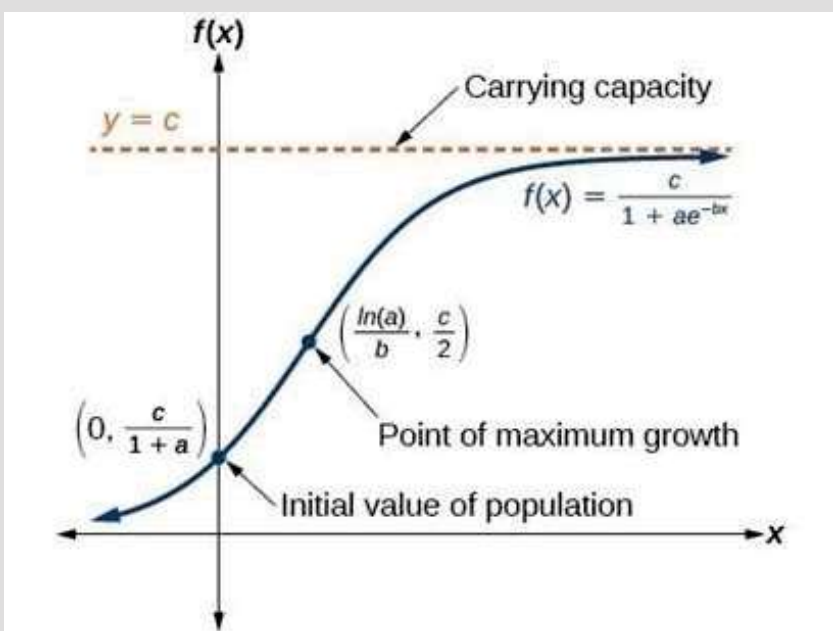
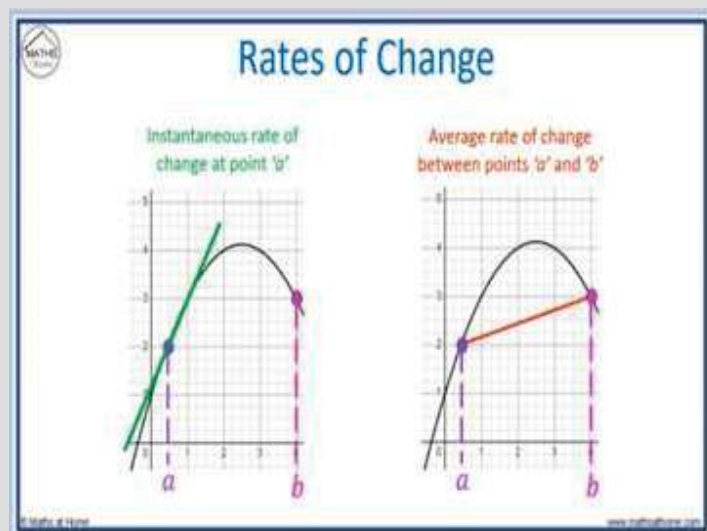
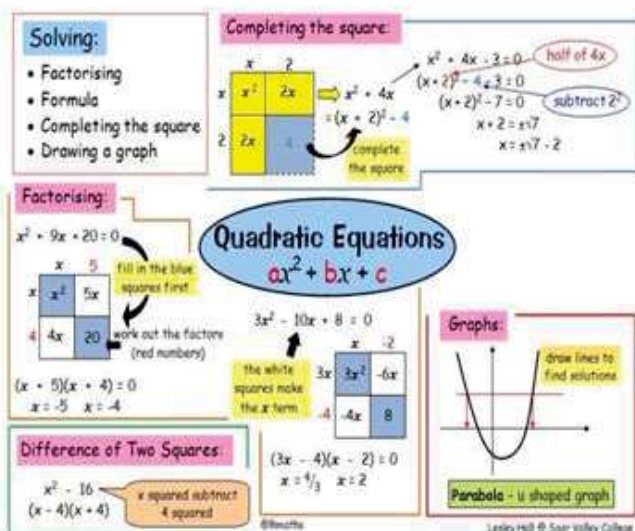
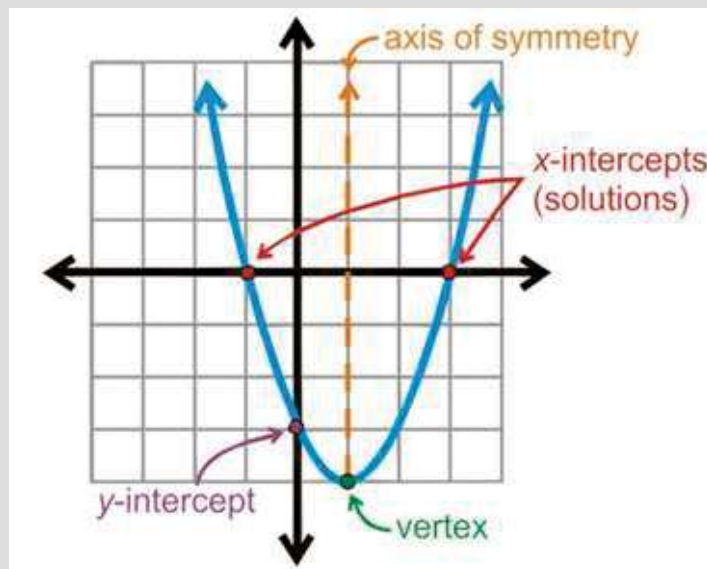


- Financial Mathematics: Students learned budgeting skills, explored financial decision-making, and applied their knowledge through practical exercises.



How high should you throw a ball to throw it the farthest distance?

- Quadratic Equations: Students explored parabolas, graphing quadratic equations, and connecting algebraic forms to their visual representations.



Year 10 Highlights

- **Statistics & Probability:** Students developed their data analysis skills and used probability tools such as dice and spinners to understand chance and variation.
- **Quadratic Equations:** Students examined where linear and quadratic models apply in real life, such as comparing business growth or predicting motion.

Year 11 – Mathematics Methods & Specialist

- Covered Sequences & Series, Exponential Functions, and Rates of Change.
- Explored how these abstract concepts can be applied to real-life contexts, including population growth, investments, and physical sciences.

🎓 Contribution of Student Teachers

This term, we were blessed to have three student teachers from Indonesia—Luthfia, Venus, and Taza—who contributed greatly to the learning of our students. With their creative and enthusiastic way of delivering content, they designed quizzes and games that made learning fun and engaging. They also worked closely with students, providing valuable one-on-one support where needed. Their presence has enriched the learning environment and inspired students to enjoy the subject even more. We thank them for all their valuable contributions.

🔍 Looking Ahead to Term 4

- Year 9: Probability, Statistics, Congruence & Similarity.
- Year 10: Cubic Functions, Exponential Functions, Circles, Hyperbolas & Graphing techniques.
- Year 11: Differentiation & Anti-differentiation of polynomial functions.

JazakAllahu Khairan to all students and families for their continued support and dedication. We look forward to another exciting term of learning and growth in Mathematics.

Wassalamu Alaikum,
Tahseem
Islamic School of Canberra

Sequence Vs Series	
Sequence Example 5, 10, 15, 20, 25 A sequence is an ordered list of numbers following a particular pattern or rule.	Series Example $5 + 10 + 15 + 20 + 25$ A series is formed by adding the terms of a sequence.

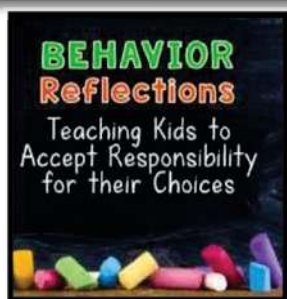


SECONDARY BEHAVIOUR COORDINATOR MESSAGE



MS FARAH

Maths & Science Teacher
Secondary Behaviour Coordinator



As the Secondary Behaviour Coordinator, the focus this term has been on fostering a culture of respect, accountability, and consistency across the school. I've worked closely with students to reinforce positive behaviours, encourage respectful communication, and guide them through restorative conversations when challenges arise. The approach is grounded in the belief that every student can grow through reflection and support, and that behaviour is best shaped through clear expectations and meaningful relationships. By partnering with families and staff, it is ensured that the responses are fair, firm, and empathetic and always aiming to restore trust and promote personal development. Whether in classrooms, corridors, or the wider community, we continue to uphold the standards that make our school a safe and respectful place for all. The approach is grounded in restorative practice. When behavioural challenges arise, the students are guided through structured conversations that help them reflect on their actions, understand the impact on others, and take meaningful steps toward repair. These moments are not about punishment, they're about learning, accountability, and rebuilding trust. The students respond with maturity and insight when given the opportunity to be heard and to make amends.

Importantly, open communication allows to support students holistically, ensuring that behavioural guidance is aligned both at school and at home. We're grateful for the ongoing collaboration and trust from our parent community, which plays a vital role in reinforcing the values we uphold.

InshAllah we remain committed to nurturing a culture where every student feels seen, supported, and empowered to make positive choices. Behaviour is not just a reflection of discipline, it's a reflection of character. And together, we're shaping a school community built on empathy, fairness, and mutual respect.

MATHEMATICS & SCIENCE MESSAGE



MS FARAH

Maths & Science Teacher
Secondary Behaviour Coordinator

This term, our Year 7 students have been diving into the fascinating world of Biological Sciences, diversity of living organisms, their classification, and the essential processes that sustain life. Their studies have focused on how living things are classified, how ecosystems function, and the important role that science plays in understanding and protecting our planet. It's a year of discovery, where students begin to understand how scientists organise life and explore the relationships between organisms and their environments.

Students began by investigating the incredible diversity of life on Earth. They explored how scientists classify organisms into groups to help us better understand the relationships between species. Using tools such as dichotomous keys, students practised sorting and identifying living things – from plants in the school grounds to imaginary creatures they designed themselves.

The unit has also introduced students to ecosystems and how matter and energy flow through them. Through hands-on activities, such as constructing food webs and modelling interactions between organisms, they discovered how both living (biotic) and non-living (abiotic) factors affect the survival of populations. These investigations showed how even small changes in the environment can ripple through an ecosystem. In line with the Australian Curriculum, Year 7 students have also considered how scientific knowledge impacts society. By discussing topics such as habitat destruction, sustainable farming, and the importance of biodiversity, students are beginning to see how science helps us make informed decisions about real-world issues.

As the term progressed, students will continue to develop their inquiry skills by planning and conducting their own small investigations. These experiences not only build their scientific knowledge but also encourage curiosity, critical thinking, and problem-solving skills – all vital for their learning journey.

This term, our Year 7 students have been developing their skills in Geometry and Measurement, two important areas of mathematics that help us make sense of the world around us.

Students have been exploring the properties of 2D shapes and 3D solids, learning how to calculate perimeter, area, and volume. By using diagrams, grids, and hands-on models, they have investigated how shapes can be transformed, combined, and represented in different ways.

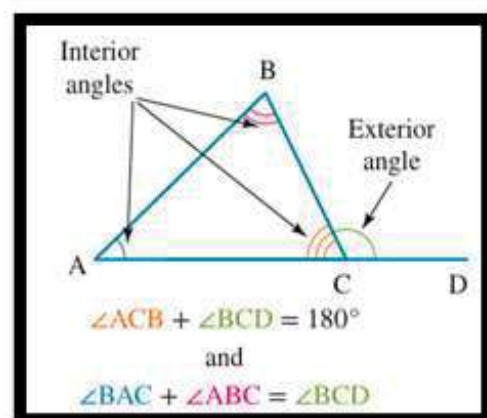
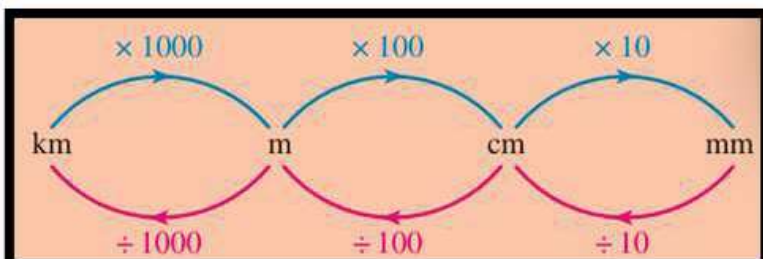
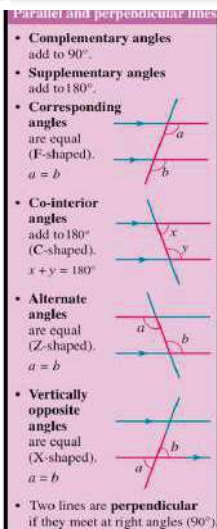
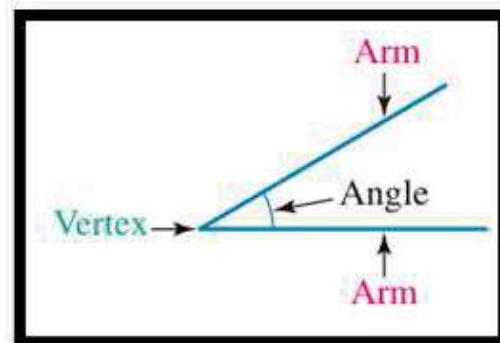
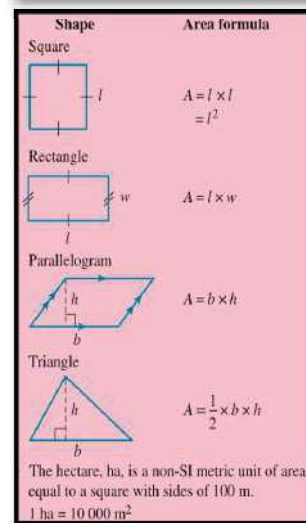
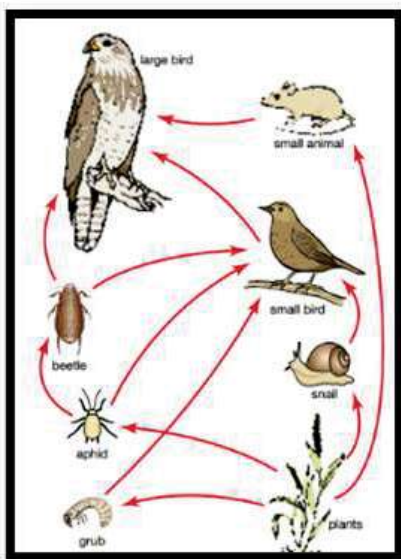
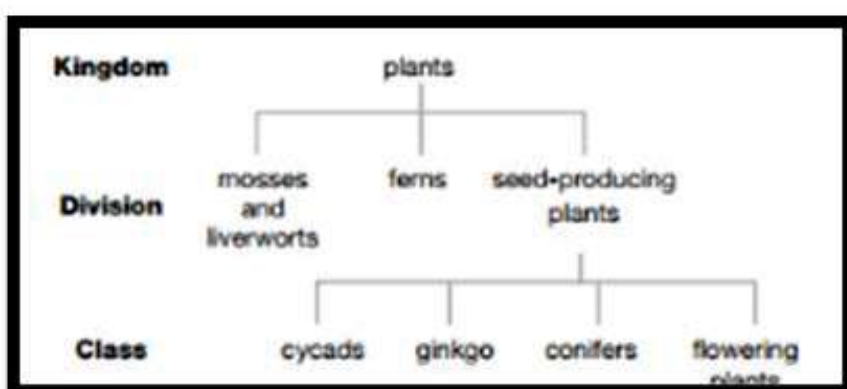
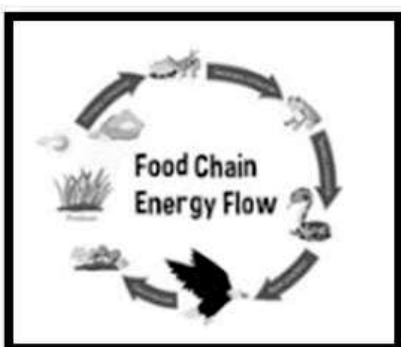
A highlight of the unit has been applying geometry to real-life contexts, such as planning the layout of a garden bed, designing floor plans, or visualising how packaging is created for everyday products.

In measurement, students have been practising metric conversions and choosing the most appropriate units when working with length, area, capacity, and mass. They have also explored how different units connect for example, how centimetres relate to metres, and how square metres connect to hectares when describing land areas.

By combining geometry and measurement, Year 7 students are developing not only their number skills but also their ability to think logically, work accurately, and solve practical problems. These are skills that will support them across all areas of learning and beyond the classroom.

The enthusiasm of students is commendable in bringing their mathematical investigations and look forward to seeing them apply these concepts in more complex problem-solving as the year progresses.

Table key		
1a	has a round shape	go to 2
b	has straight sides	go to 6
2a	has four holes	go to 3
b	has two holes	go to 4
3a	striped	
b	plain coloured	
4a	striped	
b	plain coloured	go to 5
5a	blue	
b	red	
6a	three sided	
b	four sided	go to 7
7a	two holes	
b	four holes	



ART MESSAGE

Media Arts Newsletter

This term in Media Arts, students across all year levels have been busy exploring the exciting world of film, sound, and storytelling. From video production to animation and sound design, our students have shown incredible creativity and teamwork. Here's a glimpse of what each year level has been up to:

Year 2 – School Introduction Videos

Our youngest Media Arts learners worked in small groups to create videos introducing different areas of our school. They went through the full process of grouping, planning, practising, and filming on location. In their videos, they highlighted places such as the Library, ICT Lab, Multi-Purpose Hall, and playground, explaining their functions and facilities. Each student had the chance to hold the camera and take on the role of presenter. This project not only developed their technical skills but also improved their confidence in speaking, teamwork, and creative planning.



Year 3 – Stop Motion Animation

Year 3 students stepped into the world of stop-motion animation! Working in groups, they planned their stories through storyboards, brought toys from home, and used the Stop Motion Studio app on school tablets to bring their stories to life. Students explored patience, sequencing, and collaboration while discovering the magic of turning still images into moving animations.



Year 6 – Stop Motion with Sound Effects

Year 6 students created stop-motion animations with interesting sound effects. Using the same app, they learned how sound can enhance storytelling, creating richer and more engaging films. They record their voice to match the videos they created. Their projects combined visuals and audio, giving them an appreciation of how professional animations come together.



MS ZHU

Art Teacher

Years 7–8 – Foley: Sounds Behind the Screen

Students explored the fascinating world of Foley – the art of creating everyday sound effects to enhance films. For example, the sound of footsteps on gravel, doors creaking, or glass breaking are often recorded separately and added in during editing. In small groups, students selected short clips from films and recreated the sound effects using everyday objects. They then recorded and edited their audio to sync with the visuals, learning how much sound contributes to mood, realism, and storytelling.

Years 9–10 – Foley and Voice Acting

Our senior students extended their skills further by combining Foley sound effects with voice acting. After recreating soundscapes for their clips, they recorded character voices to bring scenes fully to life. This advanced project gave them experience in sound layering, timing, and performance, providing a deeper understanding of how film and media productions are crafted behind the scenes.

It has been an exciting and creative term in Media Arts. Students across the school not only developed technical skills in filming, animation, and sound design, but also built confidence, teamwork, and imagination. We look forward to seeing how they will continue to grow as media creators next term!



QURAN & ARABIC MESSAGE



MRS MAI

Quran and Arabic Teacher



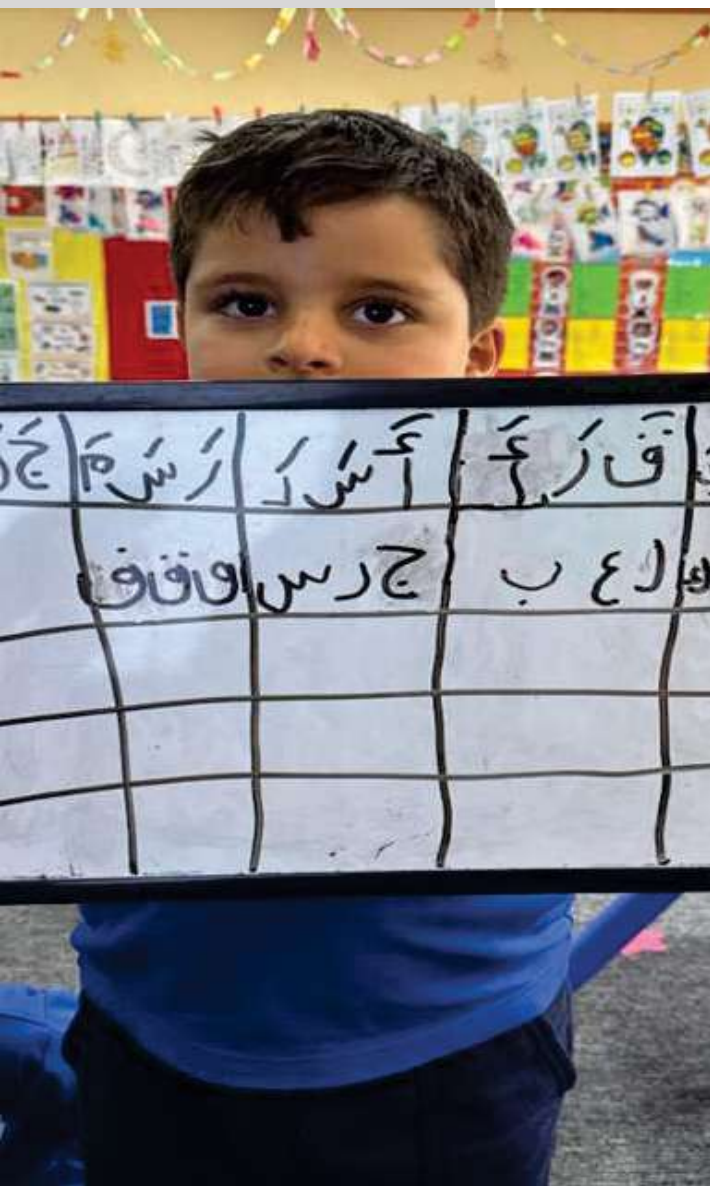
Kindergarten to year 3:

Kindergarten students continued their Quran journey with Al-Ikhlaas and Al-Masad. They also finished their book 1 reading and can read simple words. The students are doing a great job Alhamdulillah. Keep up the great work. May Allah reward them abundantly.

Year 1 students memorized Surah Quraish and Al-Fil. The students are doing a great job in their reading learning. They can now read words with Fatha, Kasra and Damma as well as Maad. I am super proud of them. Keep up the great work. May Allah reward them abundantly.

Year 2 students memorized Surah Al-Aadiyaat and Az-Zalzala. The students can also now read the Ella letters as well as the Laam shamsiyya and Qamaria. The students are doing an amazing work in their reading skills. Keep up the great work. May Allah reward them abundantly.

Year 3 students memorized Surah Al-Bayyina and Al-Qadr. The students are doing a great job in their learning. The students can also now read the Ella letters as well as the Laam shamsiyya and Qamaria. The students are doing an amazing work in their reading skills. Keep up the great work. Allah reward them abundantly.



Kindergarten

Kindergarten students continued their Arabic letters and words learning. We finished the Arabic letters with one word each. The students are doing an amazing job Alhamdulillah.



MS MALAK
Teacher assistant

QURAN MESSAGE



MRS MANAL

Quran Teacher



Dear parents and students,

السلام عليكم ورحمة الله وبركاته

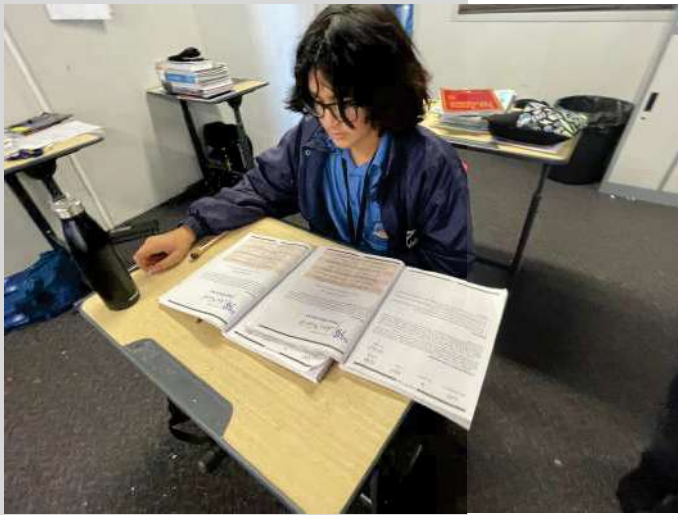
This term has been filled with dedication, effort, and visible progress across all classes, from Year 3 through to Year 10. Each student has shown commitment to improving their Quranic studies, particularly in Makharij Al-huruf (the correct articulation of the Arabic letters).

Throughout the term, students were reminded that reading the Qur'an is not only about fluency but also about accuracy and respect for the words of Allah ﷻ. The results have been very encouraging: students are now reading more clearly, pronouncing letters correctly, and reciting with increased confidence.

In addition, we are pleased with the progress of the students who are still learning to read from the Iqra books. These students are steadily building their foundation, step by step. Every lesson brings improvement, and their hard work and perseverance will, in sha Allah allow them to progress into fluent and confident recitation.

Finally remember that every page you read brings you closer to reading the Qur'an with ease and every effort you make is rewarded by Allah ﷻ.

We are very proud of the progress our students have made this term and look forward to what they will achieve in term 3.



SR KHADIZA
Teacher assistant



QURAN & ARABIC MESSAGE

Arabic term 3done

For Year 1, Year 2 and Year 3 we use the Sanabil Arabic language series. We also use My First Book of Arabic writing as well as many electronic resources. Based on students' level of reading Arabic we divided the class into two groups the beginners and advanced group. For Year 1, in relation to the Arabic Alphabet, students have learned all the letters and many of them practiced reading and writing simple words. During this term we introduced short common Arabic sentences and students enjoyed saying and writing them. They showed interest in writing their names in Arabic and shared that with classmates.

Year 2 & 3 we continued using the same textbooks. The students, in general, accomplished many tasks that enhance their Arabic language learning skills; especially reading, and writing. We have done many activities related to speaking and listening. Overall, for year 1, year 2 and year 3, the students have progressed well with the alphabets, the hand cursive writing, new vocabulary and basic grammar. Students across levels have learned Arabic/Islamic phrases which we keep using during the classes such as greetings and dua'a. During this term we introduced short common Arabic sentences and students enjoyed saying and writing them.

Term 3 Religion

In this term, our students have covered and lived up to the following topics.

Kindergarten have learned about the Books of Allah, the last day, Prophet Muhammad and his family, the Pillars of Islam, Salat and wudu, Zakat, Fasting and Hajj. Alhamdulillah Kindy students have memorized A-tashahud and started the memorization of Ayat Al-Kursee.

Year 1 have covered the Fasting, the fourth pillar of Islam and Hajj the fifth pillar. They also learned about Prophet Adam, Prophet Nuh, Prophet Ibrahim, Prophet Musa and Prophet Isa.

Year 2 went through understanding the meaning of the Prophets Musa and Harun, Prophet Yunus and Prophet Muhammad Peace be upon them all. Students also learned about obeying Allah, the Day of judgement, Our Masjid as well as some Islamic phrases.

Year 3 has been introduced to the Prophets Ismail and Ishaq, Prophet Shuaib, Prophet Dawud and Prophet Isa. They also learned about the Kabah, the Masjid an Nabawi and Bilal ibn Rabah.

Year 4 in this term have covered very informative information about Prophet Hud, Prophet Salih, Prophet Musa and Prophet Suliman. Students learned about Salat and how to pray behind an Imam.



MRS NAWAL

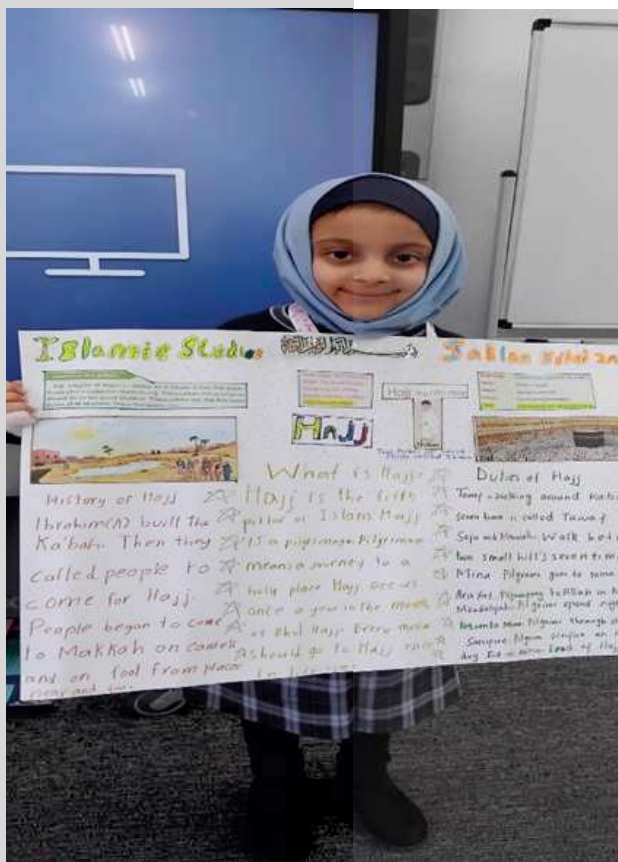
Quran & Arabic Teacher



MRS REEM

Quran & Arabic Teacher Assistant





ARABIC MESSAGE

Assalamu Alaikum Warahmatu Allahi wabarakatu.

“Education is the most powerful weapon which you can use to change the world”. Nelson Mandela.

Dear parents & careers,

As we approach the end of term 3. I'm delighted to share with you the fantastic progress and achievements of our students in Arabic. It has been a productive term. It's a pleasure for me to see them working together in the classroom to build strong bonds & lasting friendship, which have made their learning experience even more enjoyable and meaningful.

Next, we worked on building students self-confidence by having them memorise a song, which they performed in the assembly such as the song (قلبي في المدينة), after that, we use technology in the learning like (Aljazeera learn Arabic).

In addition, we use the easy Quran reading book with new students who have not yet learned the Arabic letters & reading. Among those strategies is also learning through play using (Kahoot).

During this term, Students have:-

- Developed their Arabic reading and writing skills.
- Focused on spelling skills through weekly practice and regular revision.
- Read and discuss short texts related to [food, family, school].
- Outdoor lessons where students were encouraged to read in Arabic.

Also, I'm so proud of how everyone persevered and finished this term strongly.

Finally,

How can you support your child at home?

Encourage your child to read Arabic books and Quran daily.

Kind regards,

Mrs. Sanaa Abu Jarbou

Arabic teacher



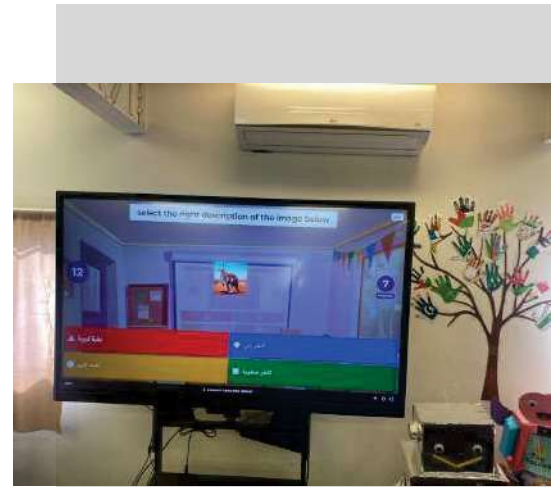
MS SANAA

Arabic Teacher



MS HEBA

Arabic Teacher Assistant



ISC South West Regional Athletics Representatives

Primary

Maiwand Katawazai, Zaina Khaja

Safaa Rana, Deema Ward

Secondary

Riadh Islam(2nd Discus, 1st 200m), Abdul Baqer, Ayman, Hijazi, Yahya Zuater (2nd 1500m), Yasin Abdelbari, Zaynedin Ihsheish, Nusaiba Majeda, Sarah Malik, Kawsar Seddiqi

ACT Athletics Championship ISC Representatives

Muhammed Islam (100m,200m, Discus) Yehyah Zuaiter (1500m)

Physical Education

Physical Education Term Wrap-Up

Infants (Kindergarten – Year 2)

Our Infants students have been full of energy, developing new physical skills. While we look forward to the warmer and drier grounds of spring, the challenge of navigating slippery winter surfaces has successfully enhanced awareness. Students have focused on developing efficient running techniques and all other fundamental movement skills. They have shown excellent gross motor development through skipping challenges, as well as progressing well in soccer and Smaka hockey.

Middle Primary (Years 3 – 6) In Middle Primary, the focus has been on consolidating both fine and gross motor skills. Through diverse activities such as Move to the Beat Football, Circus Skills, Soccer, and All Codes, students have been developing their hand-eye coordination, foot-eye coordination, locomotor abilities, and core strength. These programs have also been instrumental in fostering teamwork and building self-confidence.

Seniors (Years 7 – 10) Senior classes have made excellent use of our Multi-Purpose Hall on frosty mornings, participating in units on Kung Fu, Yoga, European Handball, Pickleball, and Volleyball. Additionally, year groups undertook specialised programs:

- Year 9 developed practical life skills by learning to read a map and compass. Completing an orienteering unit in Featherstone Gardens.
- Year 10 applied their knowledge to understand fitness and fitness testing. Aiming to maintain improved levels of lifelong health and well-being.

SPORTS MESSAGE



MR CAIRNS

Sports Teacher







CHEMISTRY & PSYCHOLOGY MESSAGE

🔬 Year 9 Science – Term 3 Highlights

"From Potatoes to Petri Dishes: Science in Action!"

This term in science, our year 9 students explored the fascinating connections between body systems, disease, and ecosystems. We began with body coordination, where students investigated how enzymes act as biological catalysts. A class favourite was the hands-on practical exploring the breakdown of hydrogen peroxide by the enzyme catalase in potato, visually demonstrating how living systems speed up chemical reactions.

Our focus then shifted to diseases, where students examined how pathogens spread and how our immune system defends us. Students tested bread samples rubbed on different classroom surfaces, observing how mould formation varies across environments. This sparked lively discussions on hygiene, disease prevention, and the unseen microbial world around us.

Finally, we turned our attention to ecosystems, uncovering how living and non-living factors interact to shape environments. Students reflected on human impacts on ecosystems and the delicate balance required for sustainability. 🌱 As part of our unit, students also designed and built their own terrariums – mini self-sustaining worlds that brought ecological concepts to life in the classroom.

From bubbling test tubes to growing mouldy bread, term 3 has been a journey of discovery, curiosity, and plenty of "aha!" moments. Year 9 students are building not just scientific knowledge, but also the skills to think critically about the living world and their role in it.

"Science is like mould on bread—once it starts growing, it spreads everywhere!" 🍞🔬



MRS PAVEL

Science, chemistry & psychology
Teacher



Year 11 Chemistry – Term 3 Highlights

“From Bubbling Beakers to Precipitating Powders: Reactions in Action!”

This term, our year 11 chemistry students explored the fascinating world of reactive chemistry, diving into how and why chemical reactions occur at different rates and under different conditions.

We began by investigating rates of reaction, applying collision theory to explain how surface area, temperature, and concentration affect the speed of chemical change. A highlight was the practical comparing whole chalk with powdered chalk in vinegar, where students directly observed how increasing surface area leads to faster reactions. Students also examined the decomposition of hydrogen peroxide, linking bubbling oxygen gas to catalysis and activation energy.

Next, we turned our focus to the reactivity of metals with oxygen. Through burning metal ribbons and observing their reactions, students learned how reactivity trends can be used to build an activity series of metals. This gave them powerful predictive tools for understanding both everyday corrosion and the spectacular flashes of combustion.

We finished the term by experimenting with precipitation reactions, where mixing solutions of different cations and anions produced colourful insoluble solids. This hands-on activity reinforced the rules of solubility and showcased the visual drama of ionic chemistry in action.

Across bubbling test tubes, fizzing reactions, and colourful precipitates, this term challenged students to think critically about the invisible world of particles and collisions that underpin the reactions we see.

“Chemistry is just like cooking... but don’t lick the spoon!”  



🧠 Year 11 Psychology – Term 3 Highlights

“Reading Minds (Well... Almost!): Exploring Social Cognition”

This term, our year 11 psychology students dove into the fascinating world of social cognition – how we perceive, judge, and interact with others. We unpacked key concepts such as person perception, stereotypes, and the powerful influence of social groups and culture.

In our personal space investigation, students measured invisible boundaries by testing how close classmates could approach before it felt uncomfortable, linking their findings to Hall’s theory of interpersonal distances. When exploring stereotypes, students analysed drawings of scientists to reveal how media and culture often shape our “default” images of professions. Finally, in our person perception activity, students reflected on how quickly we form first impressions from physical appearance and body language – and how surprisingly persistent these judgments can be.

These activities challenged students to reflect on their own assumptions, biases, and behaviours while deepening their understanding of psychological theory. By linking everyday experiences to concepts like the halo effect, social categorisation, and group influence, students gained insight into the subtle but powerful forces shaping human behaviour.

“Psychology teaches us that first impressions count... but second impressions often prove them wrong!” 🧠👁️

