



# **Islamic School of Canberra**

## **Information Pack**

### **Year 9**

#### **Term 4**



## Teaching Beliefs:

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

## Our Vision:

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

We aim to:

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

## Year 9 Teachers

- Homeroom teacher – Mr Duncan Roseby



## Specialist Teachers:

<b>Subject</b>	<b>Year Level</b>
Arabic	Ms Rabab Soueidan
Islamic Studies	Br Adam
Quran	Ms Nawal El Geck
English	Ms Sujatha Singh
HaSS	Mr Muhammad Khan
Maths and Science	Br Duncan Roseby
HPE	Mr Andrew Cairns
ICT	Ms Farah Gondal
Arts	Ms Sarah Rees

## Expectations of Students:

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

- “Have a go”

## Punctuality:

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

## Parent/Teacher Meeting:

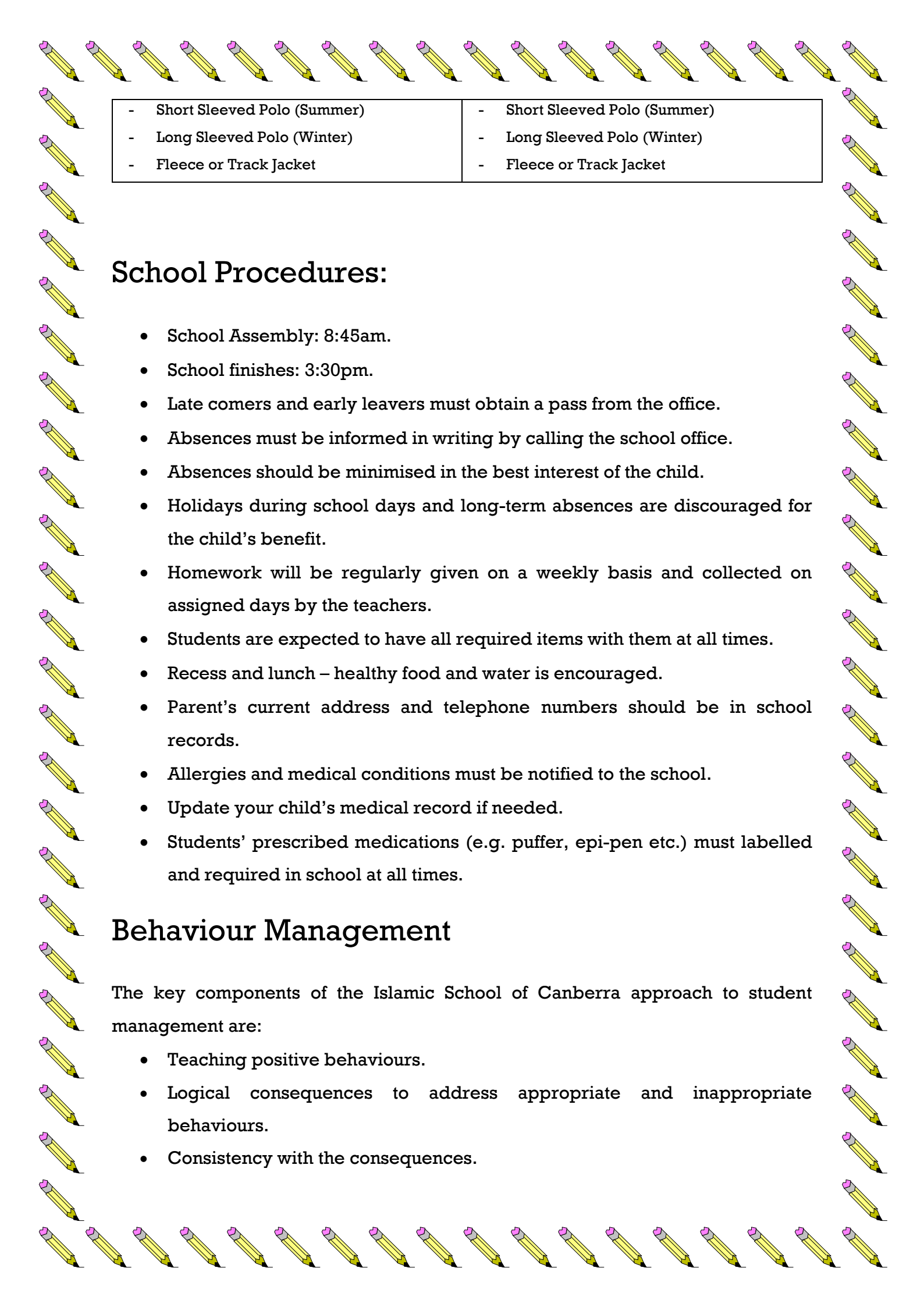
There are two parent teacher meetings that are set for parents through the year, one at the end of Term 1 and one at the end of Term 3. Parents will have the opportunity to meet with the teacher. If you would like to meet outside these fixed times, parents are welcome to organise a meeting in the morning 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 the college uniform, 1 jacket/blazer, and 1 set of the sports uniform.
- 2) All uniform items are to be named, preferably on the tag.

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

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|-------------------------------|-------------------------------|
| - Short Sleeved Polo (Summer) | - Short Sleeved Polo (Summer) |
| - Long Sleeved Polo (Winter)  | - Long Sleeved Polo (Winter)  |
| - Fleece or Track Jacket      | - Fleece or Track Jacket      |



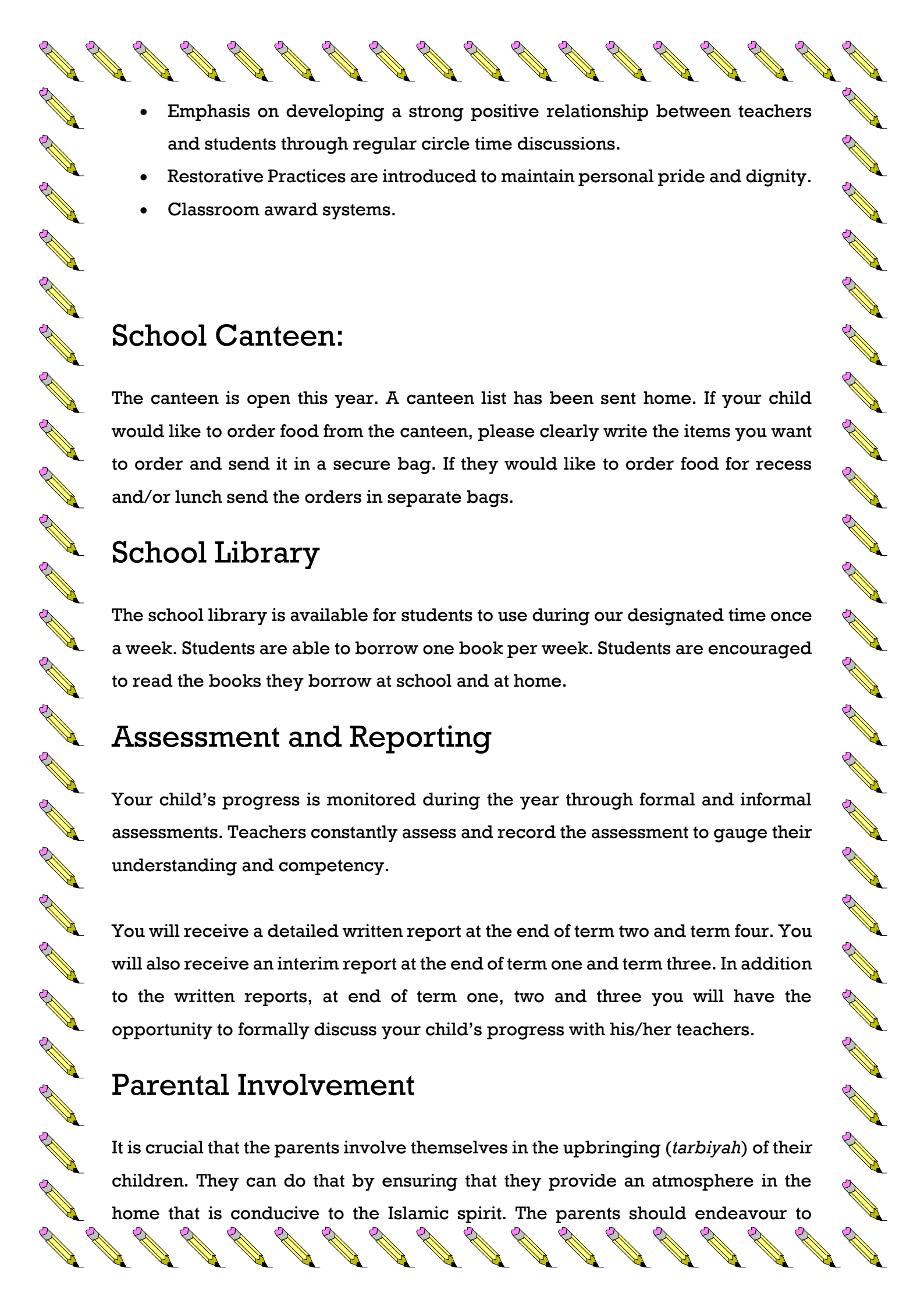
## School Procedures:

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

## Behaviour Management

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

- Teaching positive behaviours.
- Logical consequences to address appropriate and inappropriate behaviours.
- Consistency with the consequences.

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- 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. A canteen list has been sent home. 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.

## 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.

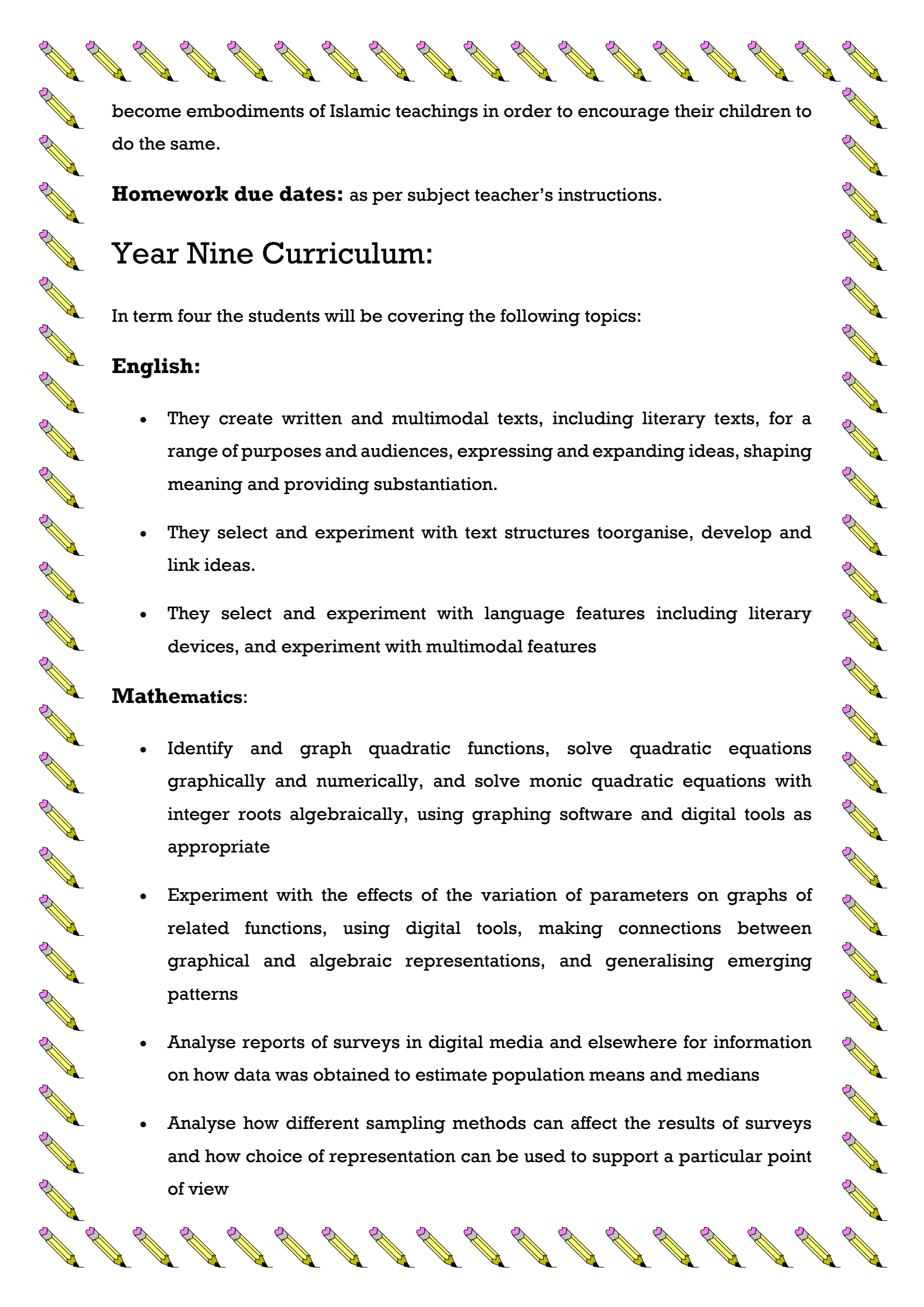
## Assessment and Reporting

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.

**Homework due dates:** as per subject teacher's instructions.

## Year Nine Curriculum:

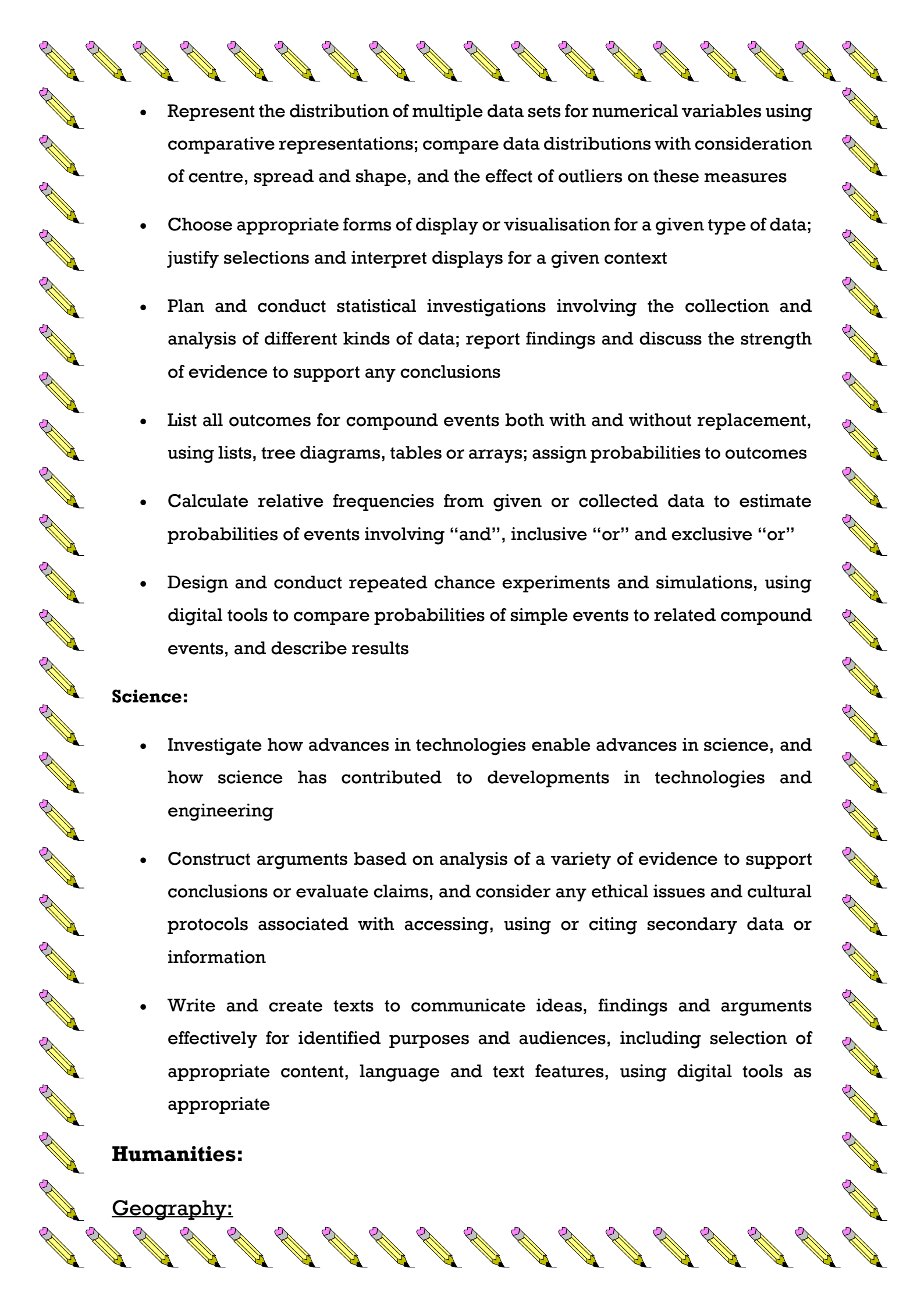
In term four the students will be covering the following topics:

### English:

- They create written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing and expanding ideas, shaping meaning and providing substantiation.
- They select and experiment with text structures to organise, develop and link ideas.
- They select and experiment with language features including literary devices, and experiment with multimodal features

### Mathematics:

- Identify and graph quadratic functions, solve quadratic equations graphically and numerically, and solve monic quadratic equations with integer roots algebraically, using graphing software and digital tools as appropriate
- Experiment with the effects of the variation of parameters on graphs of related functions, using digital tools, making connections between graphical and algebraic representations, and generalising emerging patterns
- Analyse reports of surveys in digital media and elsewhere for information on how data was obtained to estimate population means and medians
- Analyse how different sampling methods can affect the results of surveys and how choice of representation can be used to support a particular point of view

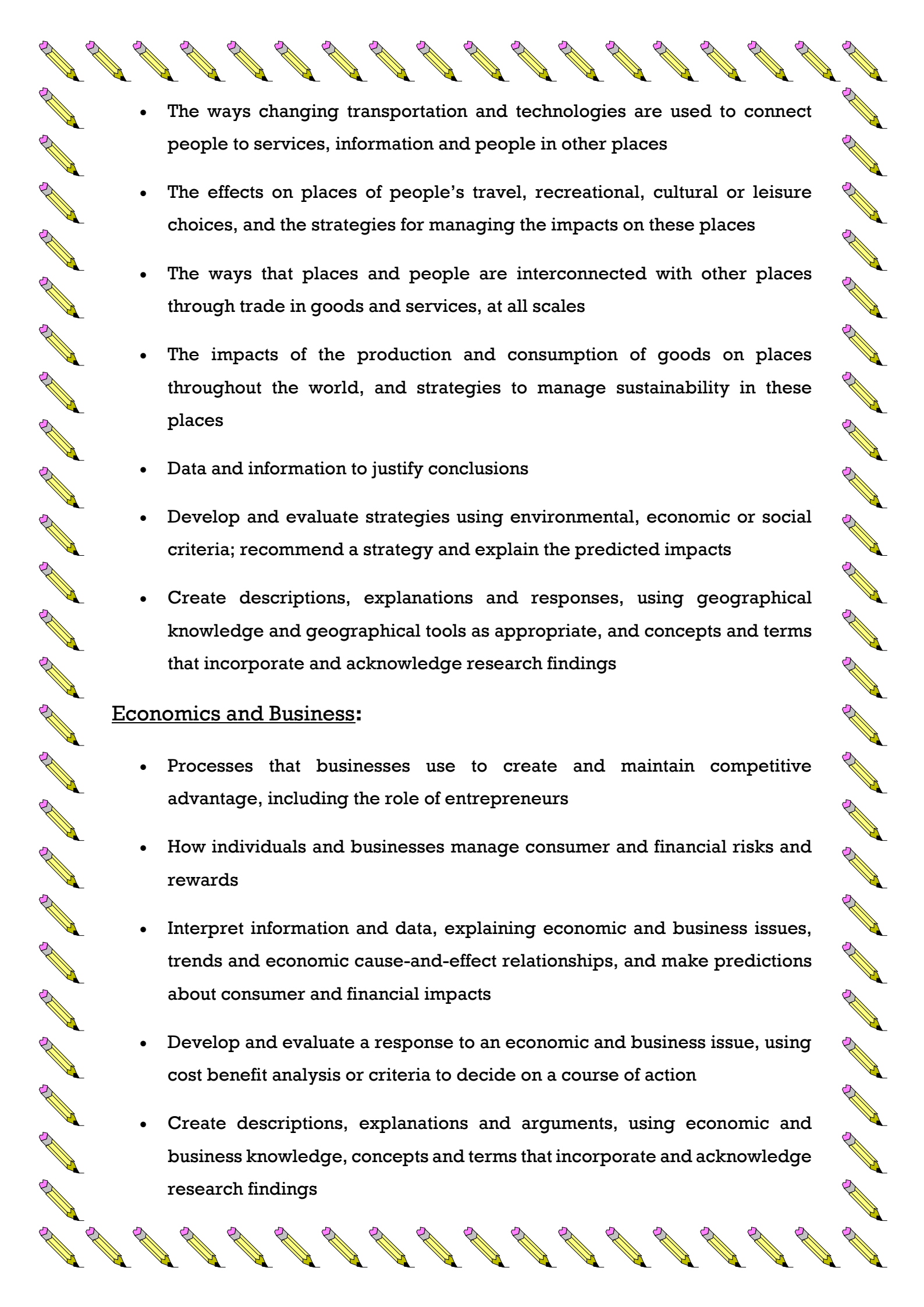
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- Represent the distribution of multiple data sets for numerical variables using comparative representations; compare data distributions with consideration of centre, spread and shape, and the effect of outliers on these measures
  - Choose appropriate forms of display or visualisation for a given type of data; justify selections and interpret displays for a given context
  - Plan and conduct statistical investigations involving the collection and analysis of different kinds of data; report findings and discuss the strength of evidence to support any conclusions
  - List all outcomes for compound events both with and without replacement, using lists, tree diagrams, tables or arrays; assign probabilities to outcomes
  - Calculate relative frequencies from given or collected data to estimate probabilities of events involving “and”, inclusive “or” and exclusive “or”
  - Design and conduct repeated chance experiments and simulations, using digital tools to compare probabilities of simple events to related compound events, and describe results

### **Science:**

- Investigate how advances in technologies enable advances in science, and how science has contributed to developments in technologies and engineering
- Construct arguments based on analysis of a variety of evidence to support conclusions or evaluate claims, and consider any ethical issues and cultural protocols associated with accessing, using or citing secondary data or information
- Write and create texts to communicate ideas, findings and arguments effectively for identified purposes and audiences, including selection of appropriate content, language and text features, using digital tools as appropriate

### **Humanities:**

### **Geography:**

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- The ways changing transportation and technologies are used to connect people to services, information and people in other places
  - The effects on places of people's travel, recreational, cultural or leisure choices, and the strategies for managing the impacts on these places
  - The ways that places and people are interconnected with other places through trade in goods and services, at all scales
  - The impacts of the production and consumption of goods on places throughout the world, and strategies to manage sustainability in these places
  - Data and information to justify conclusions
  - Develop and evaluate strategies using environmental, economic or social criteria; recommend a strategy and explain the predicted impacts
  - Create descriptions, explanations and responses, using geographical knowledge and geographical tools as appropriate, and concepts and terms that incorporate and acknowledge research findings

### Economics and Business:

- Processes that businesses use to create and maintain competitive advantage, including the role of entrepreneurs
- How individuals and businesses manage consumer and financial risks and rewards
- Interpret information and data, explaining economic and business issues, trends and economic cause-and-effect relationships, and make predictions about consumer and financial impacts
- Develop and evaluate a response to an economic and business issue, using cost benefit analysis or criteria to decide on a course of action
- Create descriptions, explanations and arguments, using economic and business knowledge, concepts and terms that incorporate and acknowledge research findings



## Health and Physical Education:

- Propose strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices and discrimination, and promote inclusion in their communities
- Participate in physical activities that promote health and social outcomes to design and evaluate participation strategies for themselves and others

## Arts:

- Investigate use of elements of drama, performance skills and/or conventions to communicate and/or challenge ideas, perspectives and/or meaning in drama across cultures, times, places and/or other contexts
- Investigate the ways that drama created and/or performed by First Nations Australians celebrates and challenges multiple perspectives of Australian identity
- Develop performance skills and/or techniques to manipulate elements of drama and/or use conventions to communicate the physical and psychological aspects of roles and characters consistent with intentions

## Design and Digital Technology:

- Analyse and make judgements on how characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions
- Analyse needs or opportunities for designing; develop design briefs; and investigate, analyse and select materials, systems, components, tools and equipment to create designed solutions
- Apply innovation and enterprise skills to generate, test, iterate and communicate design ideas, processes and solutions, including using digital tools



## Arabic:

- Comparing choices of language and behaviours and how gender, culture and places influence the uses of language.
- Use key grammatical forms such as negation tools for past verbs, exceptional tool, masculine and feminine past verbs, and attached and detached dual pronouns.

## Islamic Studies:

Islamic Studies Program provides students with an underlying knowledge of their religious beliefs, values, social and cultural heritage. Australian values are also emphasized in an Islamic perspective. The focus of Islamic Studies in Foundation Level classes is the understanding of the essentials of faith (Aqidah) and learning the historic and cultural aspects of Islam through a range of activities. The domain also includes the understanding of the history of the Prophets of Allah and primarily focuses on adopting the teachings of the last prophet of Allah, Muhammad (p.b.u.h) and Seerah of Prophets (History).

- Students learn about life cycle of truth, Ramadan, and indecency.
- Students learn about the allegations against our prophet (saw).
- Students recognise family values, Shariah, and justice in Islam.

## Quran:

- Recite Surah Al-Muzzammil to An-Nas.
- Identify the location, meaning of the key words, and the story behind the surah.
- Apply Tajweed rules.