

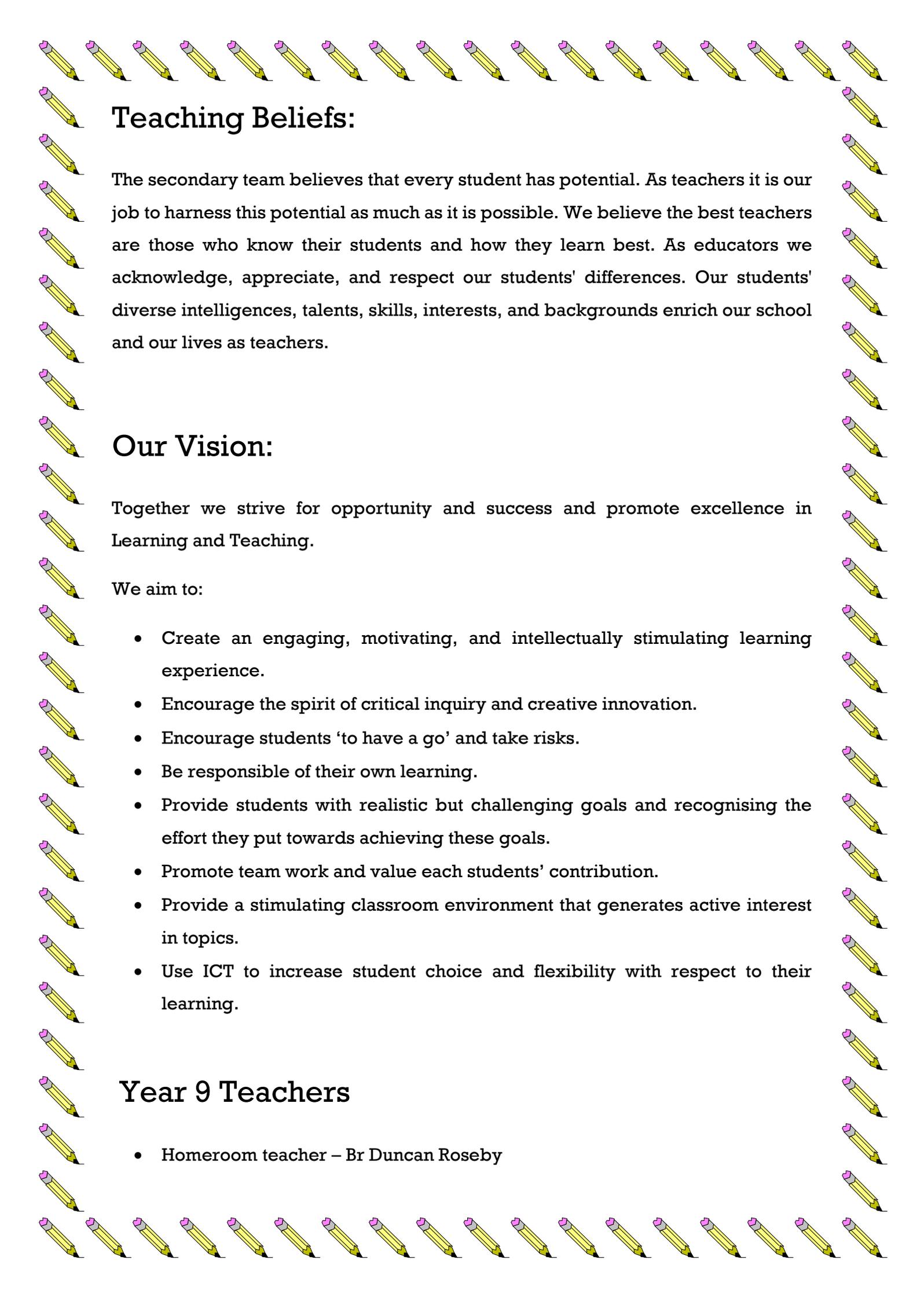


Islamic School of Canberra

Information Pack

Year 9

Term 3



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:

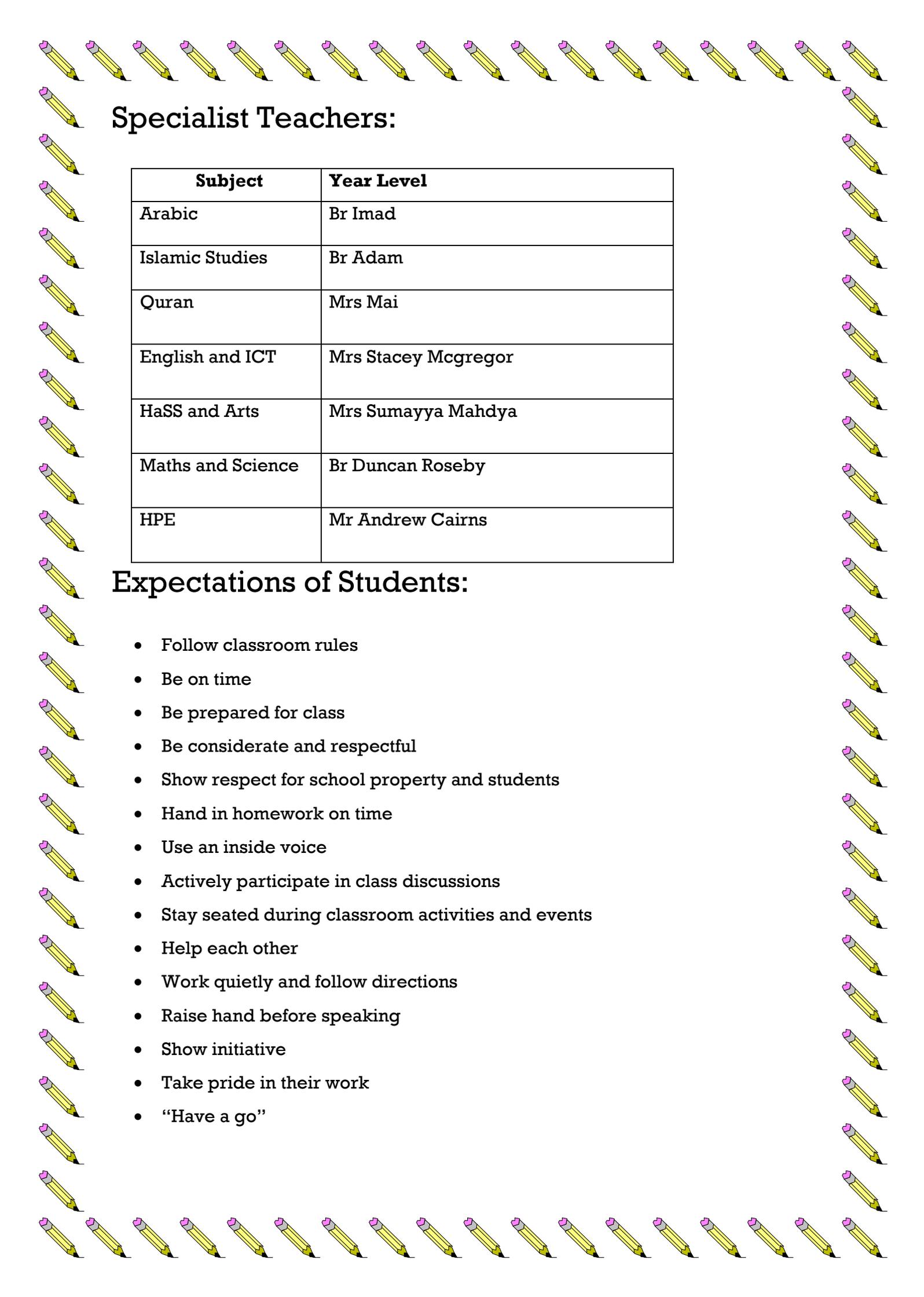
Together we strive for opportunity and success and promote excellence in Learning and Teaching.

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 team work and value each students' contribution.
- Provide a stimulating classroom environment that generates active interest in topics.
- Use ICT to increase student choice and flexibility with respect to their learning.

Year 9 Teachers

- Homeroom teacher – Br Duncan Roseby

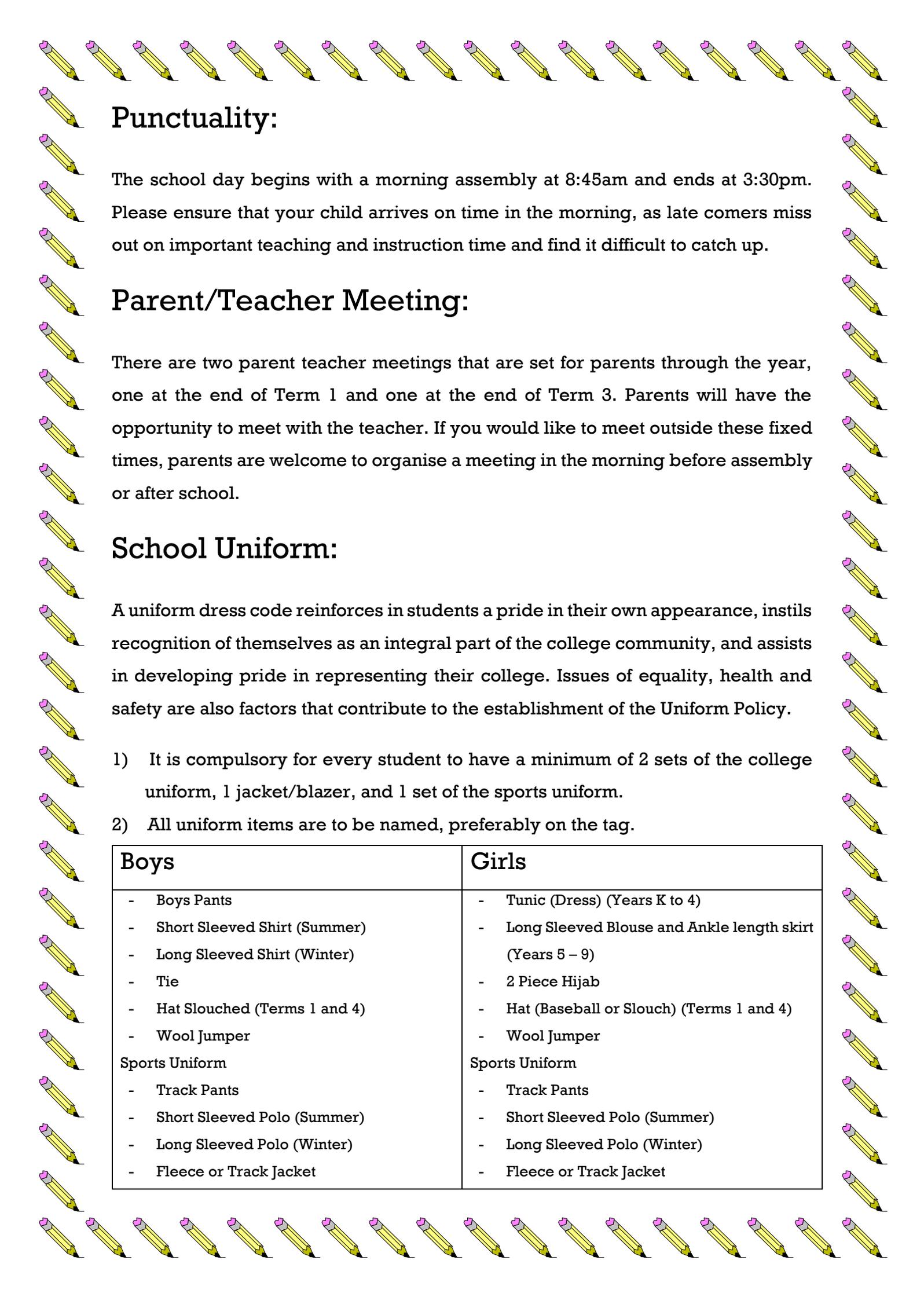


Specialist Teachers:

Subject	Year Level
Arabic	Br Imad
Islamic Studies	Br Adam
Quran	Mrs Mai
English and ICT	Mrs Stacey Mcgregor
HaSS and Arts	Mrs Sumayya Mahdya
Maths and Science	Br Duncan Roseby
HPE	Mr Andrew Cairns

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:

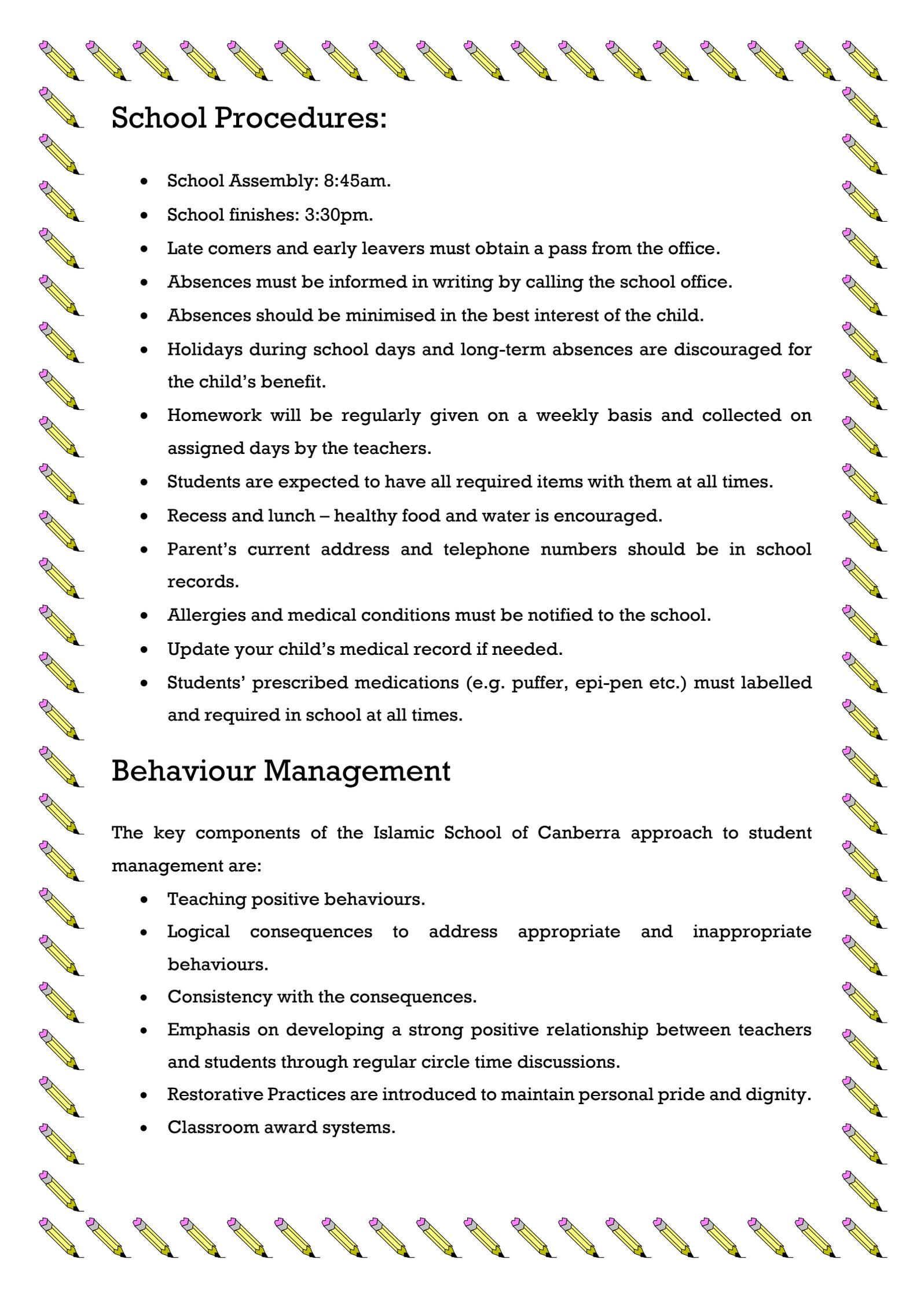
There are two parent teacher meetings that are set for parents through the year, one at the end of Term 1 and one at the end of Term 3. Parents will have the opportunity to meet with the teacher. If you would like to meet outside these fixed times, parents are welcome to organise a meeting in the morning 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">- Boys Pants- Short Sleeved Shirt (Summer)- Long Sleeved Shirt (Winter)- Tie- Hat Slouched (Terms 1 and 4)- Wool Jumper	<ul style="list-style-type: none">- Tunic (Dress) (Years K to 4)- Long Sleeved Blouse and Ankle length skirt (Years 5 – 9)- 2 Piece Hijab- Hat (Baseball or Slouch) (Terms 1 and 4)- Wool Jumper
Sports Uniform <ul style="list-style-type: none">- Track Pants- Short Sleeved Polo (Summer)- Long Sleeved Polo (Winter)- Fleece or Track Jacket	Sports Uniform <ul style="list-style-type: none">- Track Pants- Short Sleeved Polo (Summer)- Long Sleeved Polo (Winter)- Fleece or Track Jacket



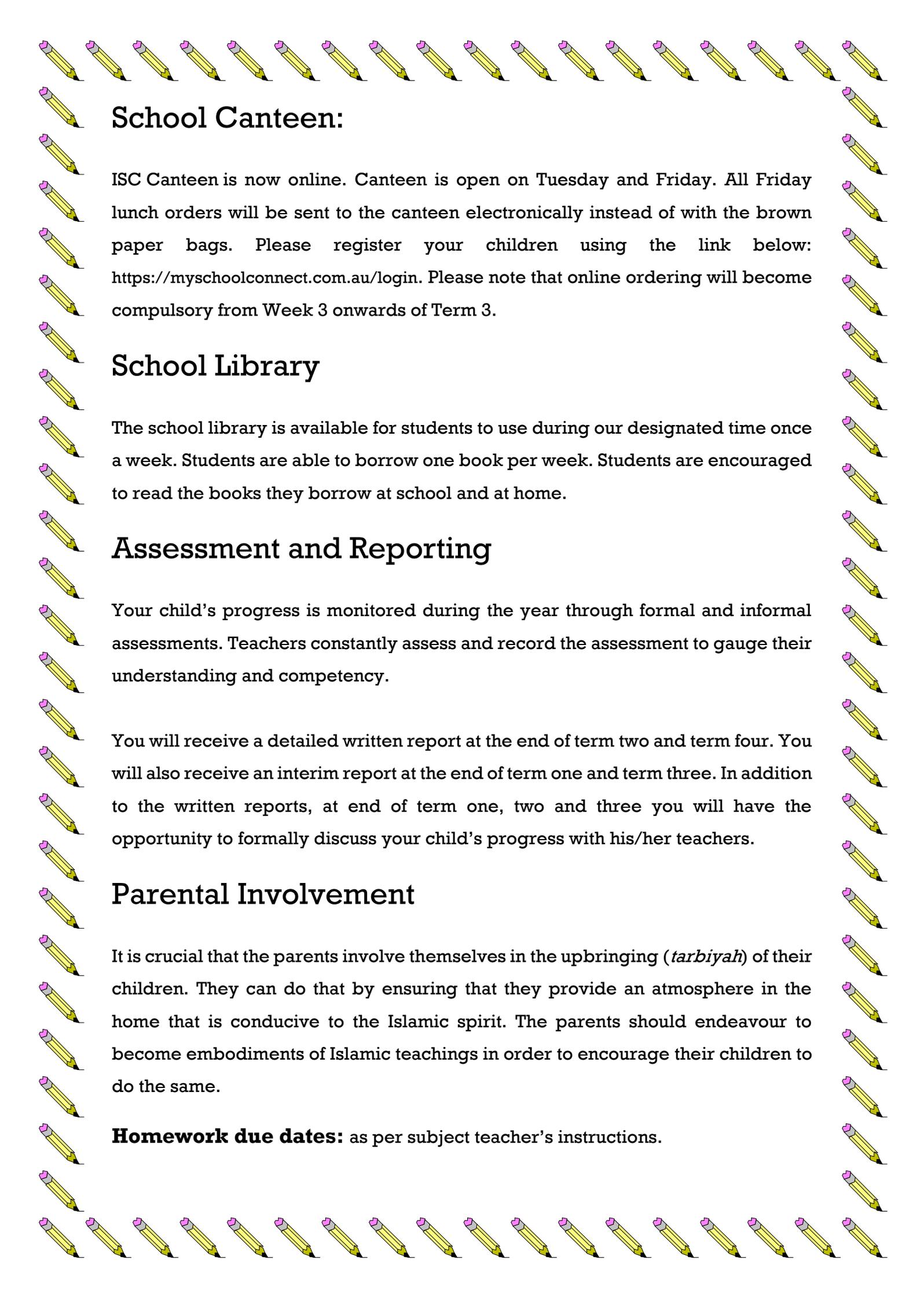
School Procedures:

- School Assembly: 8:45am.
- School finishes: 3:30pm.
- Late comers and early leavers must obtain a pass from the office.
- Absences must be informed in writing by calling the school office.
- Absences should be minimised in the best interest of the child.
- Holidays during school days and long-term absences are discouraged for the child's benefit.
- Homework will be regularly given on a weekly basis and collected on assigned days by the teachers.
- Students are expected to have all required items with them at all times.
- Recess and lunch – healthy food and water is encouraged.
- Parent's current address and telephone numbers should be in school records.
- Allergies and medical conditions must be notified to the school.
- Update your child's medical record if needed.
- Students' prescribed 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.
- Emphasis on developing a strong positive relationship between teachers and students through regular circle time discussions.
- Restorative Practices are introduced to maintain personal pride and dignity.
- Classroom award systems.



School Canteen:

ISC Canteen is now online. Canteen is open on Tuesday and Friday. All Friday lunch orders will be sent to the canteen electronically instead of with the brown paper bags. Please register your children using the link below: <https://myschoolconnect.com.au/login>. Please note that online ordering will become compulsory from Week 3 onwards of Term 3.

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

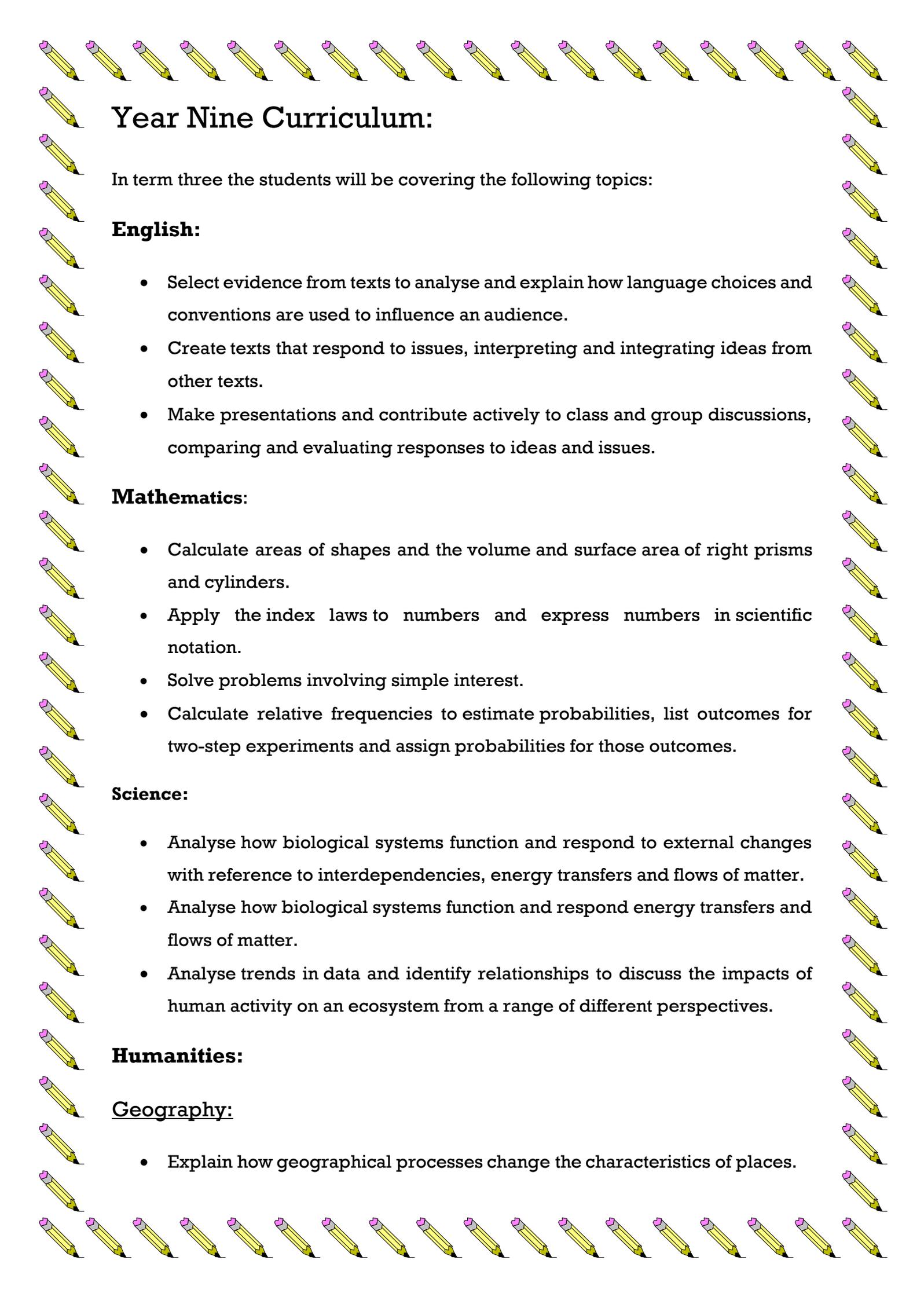
Your child's progress is monitored during the year through formal and informal assessments. Teachers constantly assess and record the assessment to gauge their understanding and competency.

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 three the students will be covering the following topics:

English:

- Select evidence from texts to analyse and explain how language choices and conventions are used to influence an audience.
- Create texts that respond to issues, interpreting and integrating ideas from other texts.
- Make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues.

Mathematics:

- Calculate areas of shapes and the volume and surface area of right prisms and cylinders.
- Apply the index laws to numbers and express numbers in scientific notation.
- Solve problems involving simple interest.
- Calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes.

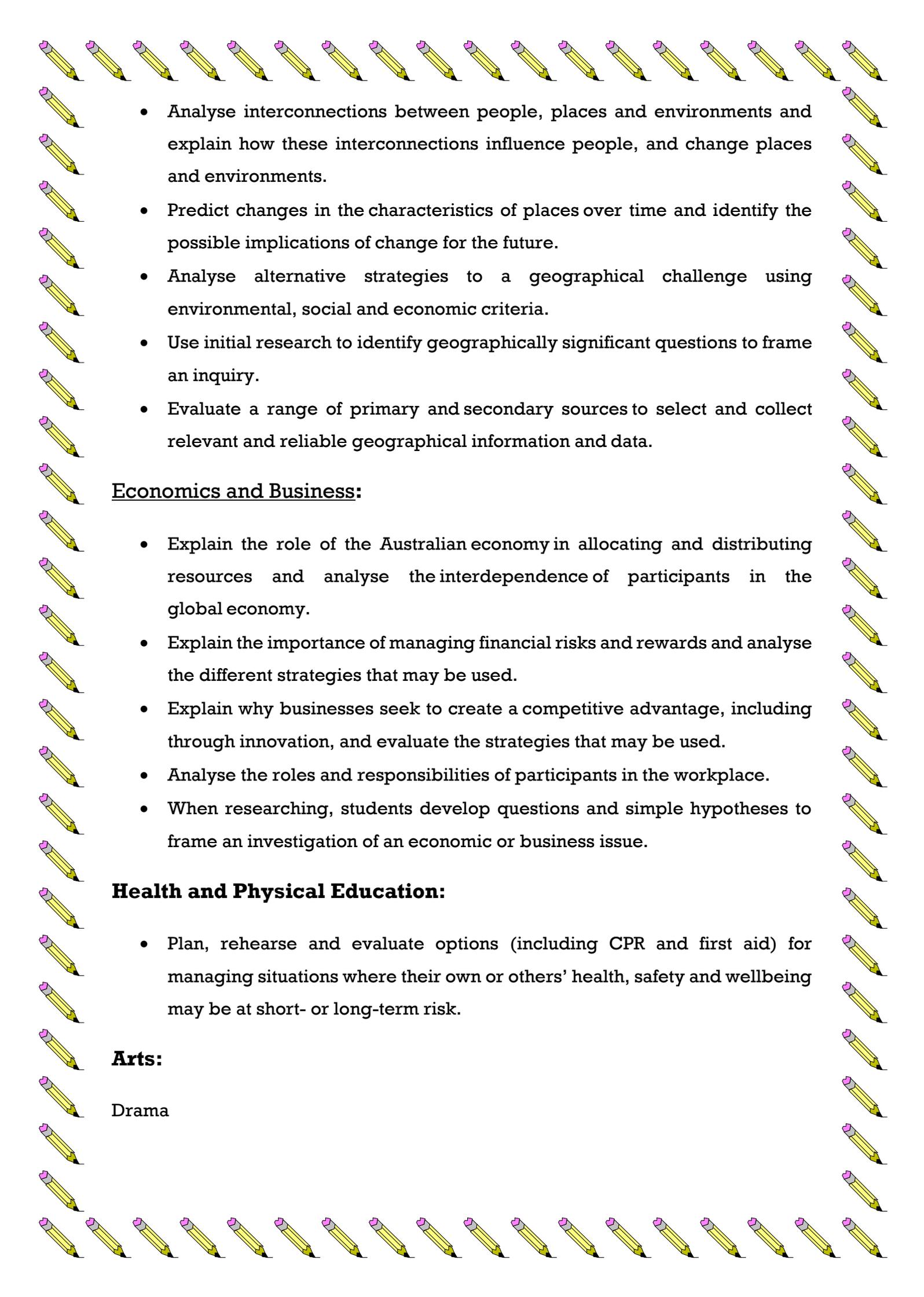
Science:

- Analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter.
- Analyse how biological systems function and respond energy transfers and flows of matter.
- Analyse trends in data and identify relationships to discuss the impacts of human activity on an ecosystem from a range of different perspectives.

Humanities:

Geography:

- Explain how geographical processes change the characteristics of places.

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- Analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments.
 - Predict changes in the characteristics of places over time and identify the possible implications of change for the future.
 - Analyse alternative strategies to a geographical challenge using environmental, social and economic criteria.
 - Use initial research to identify geographically significant questions to frame an inquiry.
 - Evaluate a range of primary and secondary sources to select and collect relevant and reliable geographical information and data.

Economics and Business:

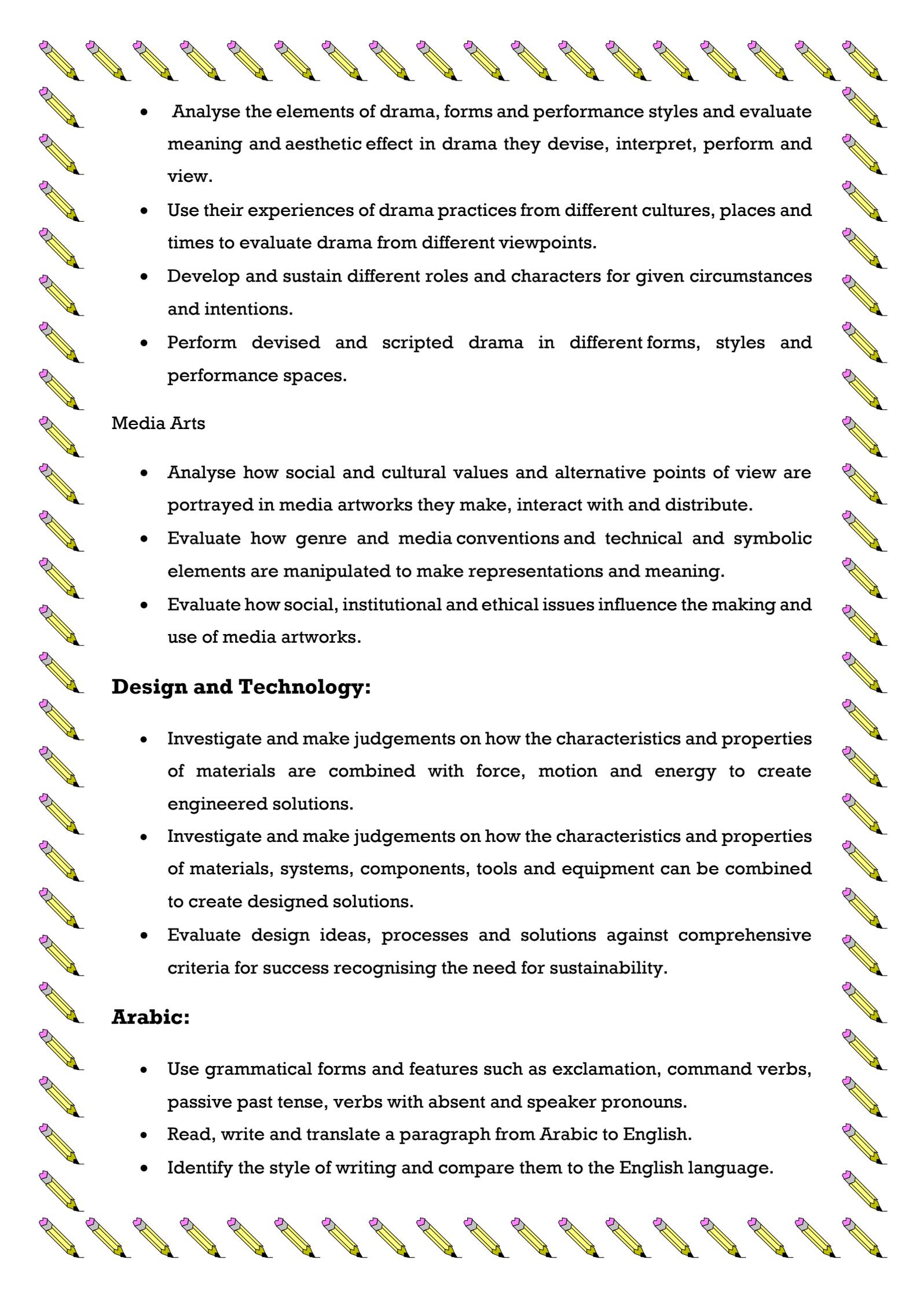
- Explain the role of the Australian economy in allocating and distributing resources and analyse the interdependence of participants in the global economy.
- Explain the importance of managing financial risks and rewards and analyse the different strategies that may be used.
- Explain why businesses seek to create a competitive advantage, including through innovation, and evaluate the strategies that may be used.
- Analyse the roles and responsibilities of participants in the workplace.
- When researching, students develop questions and simple hypotheses to frame an investigation of an economic or business issue.

Health and Physical Education:

- Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at short- or long-term risk.

Arts:

Drama

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- Analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view.
 - Use their experiences of drama practices from different cultures, places and times to evaluate drama from different viewpoints.
 - Develop and sustain different roles and characters for given circumstances and intentions.
 - Perform devised and scripted drama in different forms, styles and performance spaces.

Media Arts

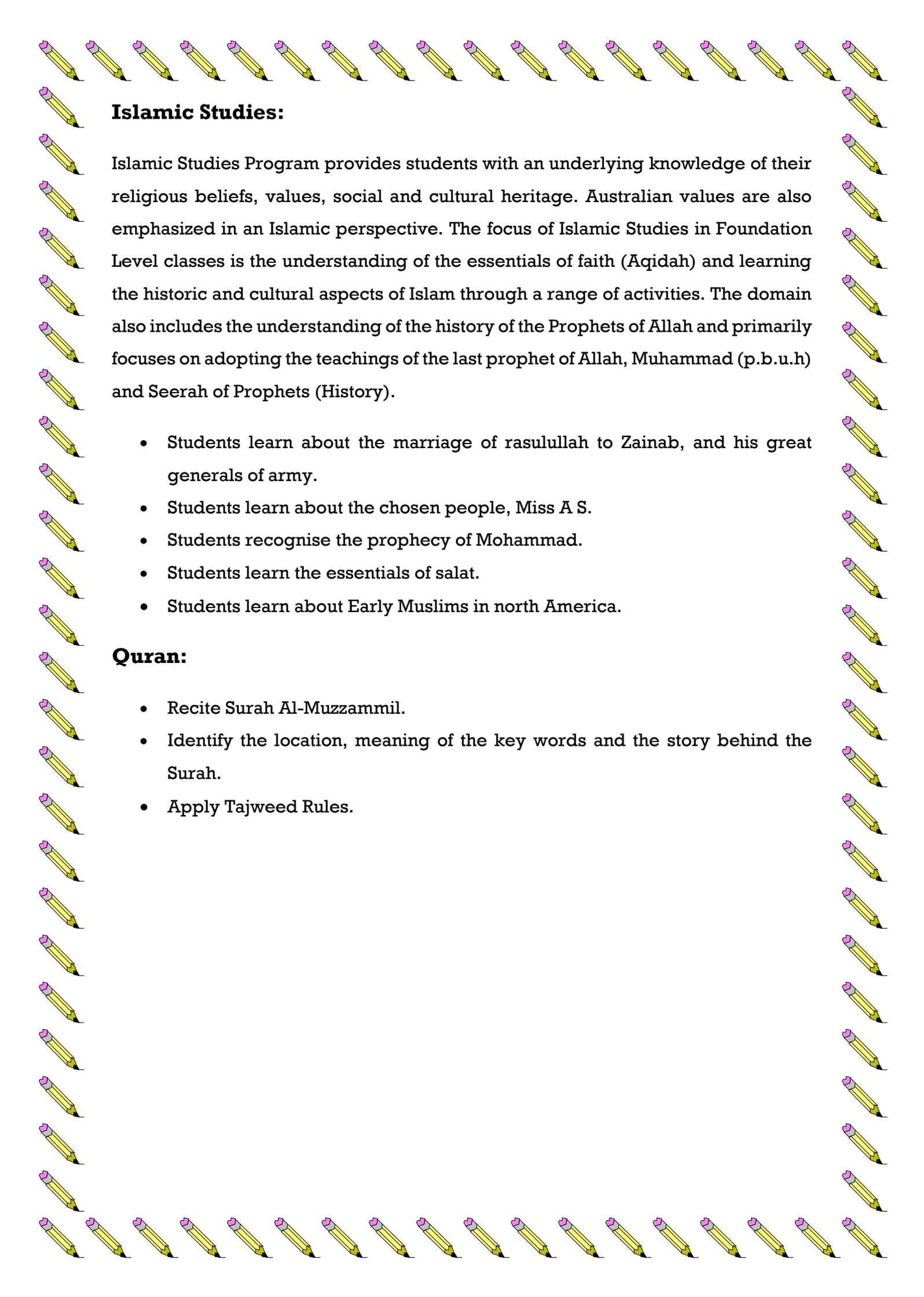
- Analyse how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute.
- Evaluate how genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning.
- Evaluate how social, institutional and ethical issues influence the making and use of media artworks.

Design and Technology:

- Investigate and make judgements on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions.
- Investigate and make judgements on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions.
- Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability.

Arabic:

- Use grammatical forms and features such as exclamation, command verbs, passive past tense, verbs with absent and speaker pronouns.
- Read, write and translate a paragraph from Arabic to English.
- Identify the style of writing and compare them to the English language.



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 the marriage of rasulullah to Zainab, and his great generals of army.
- Students learn about the chosen people, Miss A S.
- Students recognise the prophecy of Mohammad.
- Students learn the essentials of salat.
- Students learn about Early Muslims in north America.

Quran:

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