



# **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 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:

<b>Subject</b>	<b>Year Level</b>
Arabic	Br Imad
Islamic Studies	Br Adam
Quran	Mrs Mai
English	Mrs Stacey McGregor
Maths and Science	Br Duncan Roseby
HaSS and Arts	Mrs Sumayya Mahdya
ICT	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"><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>
<p>Sports Uniform</p> <ul style="list-style-type: none"><li>- Track Pants</li><li>- Short Sleeved Polo (Summer)</li><li>- Long Sleeved Polo (Winter)</li><li>- Fleece or Track Jacket</li></ul>	<p>Sports Uniform</p> <ul style="list-style-type: none"><li>- Track Pants</li><li>- Short Sleeved Polo (Summer)</li><li>- Long Sleeved Polo (Winter)</li><li>- Fleece or Track Jacket</li></ul>



## 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. 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 four the students will be covering the following topics:

## **English:**

- Listen for ways texts position an audience.
- Edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

## **Mathematics:**

- Make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data.
- Construct histograms and back-to-back stem-and-leaf plots.
- Interpret measures of central tendency and spread.

## **Science:**

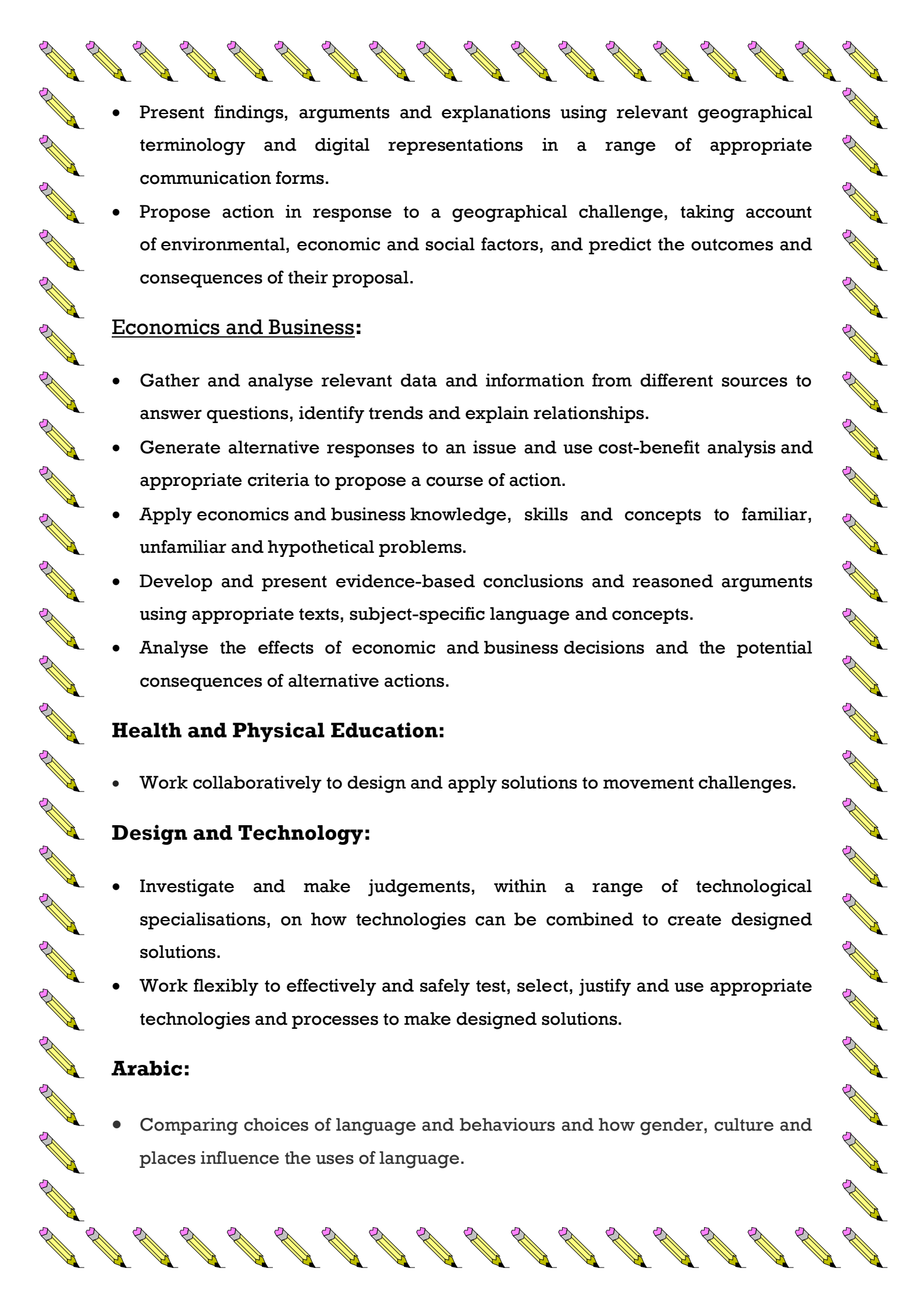
- Explain global features and events in terms of geological processes and timescales.
- Analyse and outline how computer modelling and imaging technologies have improved the ability to predict how tectonic plates move, and explain specific actions to improve the quality of their evidence.

## **Humanities:**

### Geography:

- Record and represent multi-variable data in a range of appropriate digital and non-digital forms, including a range of maps that comply with cartographic conventions.
- Use a range of methods and digital technologies to interpret and analyse maps, data and other information to propose explanations for patterns, trends, relationships and anomalies across time and space, and to predict outcomes.
- Synthesise data and information to draw reasoned conclusions.



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- Present findings, arguments and explanations using relevant geographical terminology and digital representations in a range of appropriate communication forms.
  - Propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and predict the outcomes and consequences of their proposal.

### **Economics and Business:**

- Gather and analyse relevant data and information from different sources to answer questions, identify trends and explain relationships.
- Generate alternative responses to an issue and use cost-benefit analysis and appropriate criteria to propose a course of action.
- Apply economics and business knowledge, skills and concepts to familiar, unfamiliar and hypothetical problems.
- Develop and present evidence-based conclusions and reasoned arguments using appropriate texts, subject-specific language and concepts.
- Analyse the effects of economic and business decisions and the potential consequences of alternative actions.

### **Health and Physical Education:**

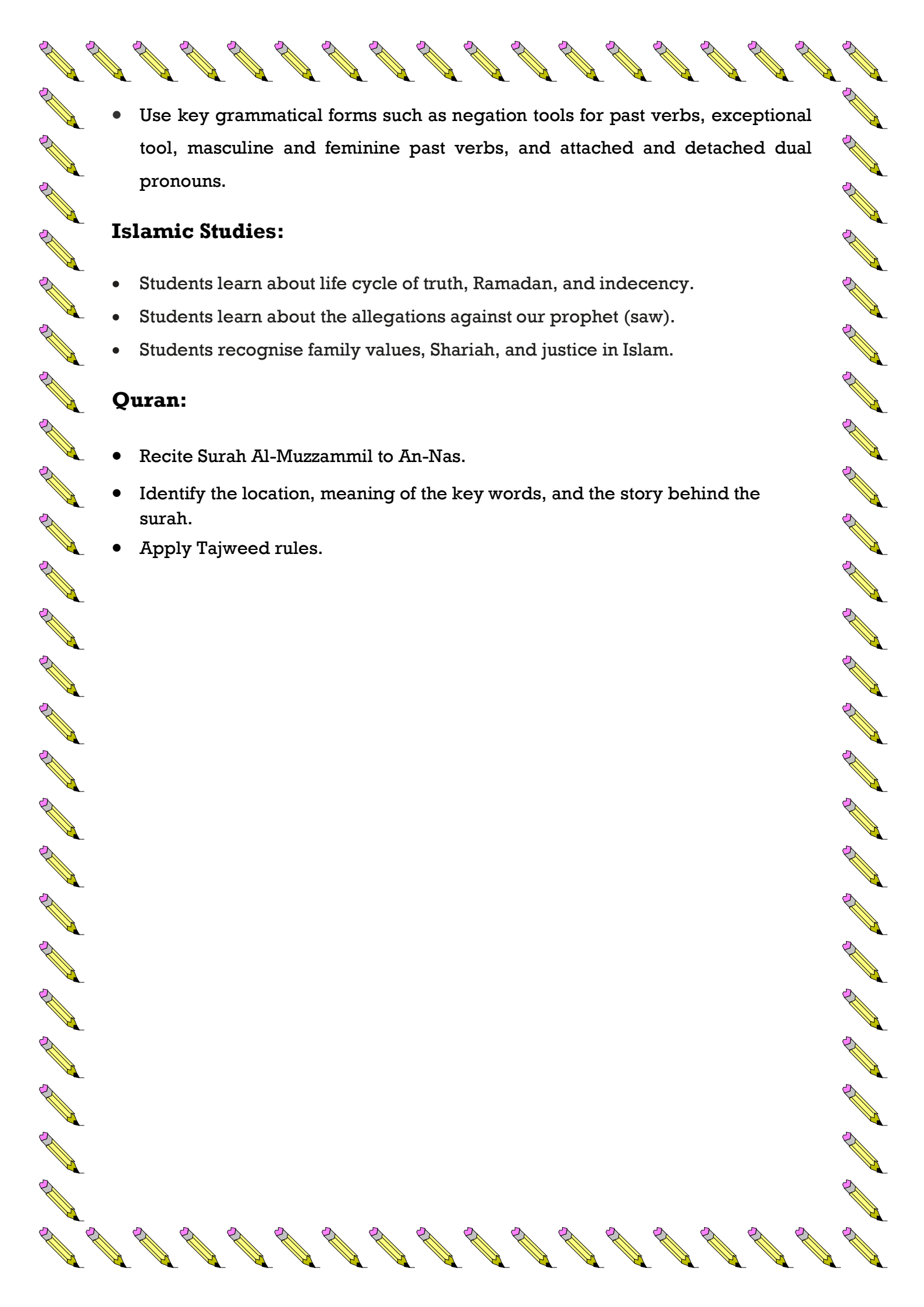
- Work collaboratively to design and apply solutions to movement challenges.

### **Design and Technology:**

- Investigate and make judgements, within a range of technological specialisations, on how technologies can be combined to create designed solutions.
- Work flexibly to effectively and safely test, select, justify and use appropriate technologies and processes to make designed solutions.

### **Arabic:**

- Comparing choices of language and behaviours and how gender, culture and places influence the uses of language.

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- 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:**

- 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.