

**Islamic School of Canberra**

**Information Pack**

**Year 8**

**Term 4, 2022**



## Teaching Beliefs:

Year 8 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.



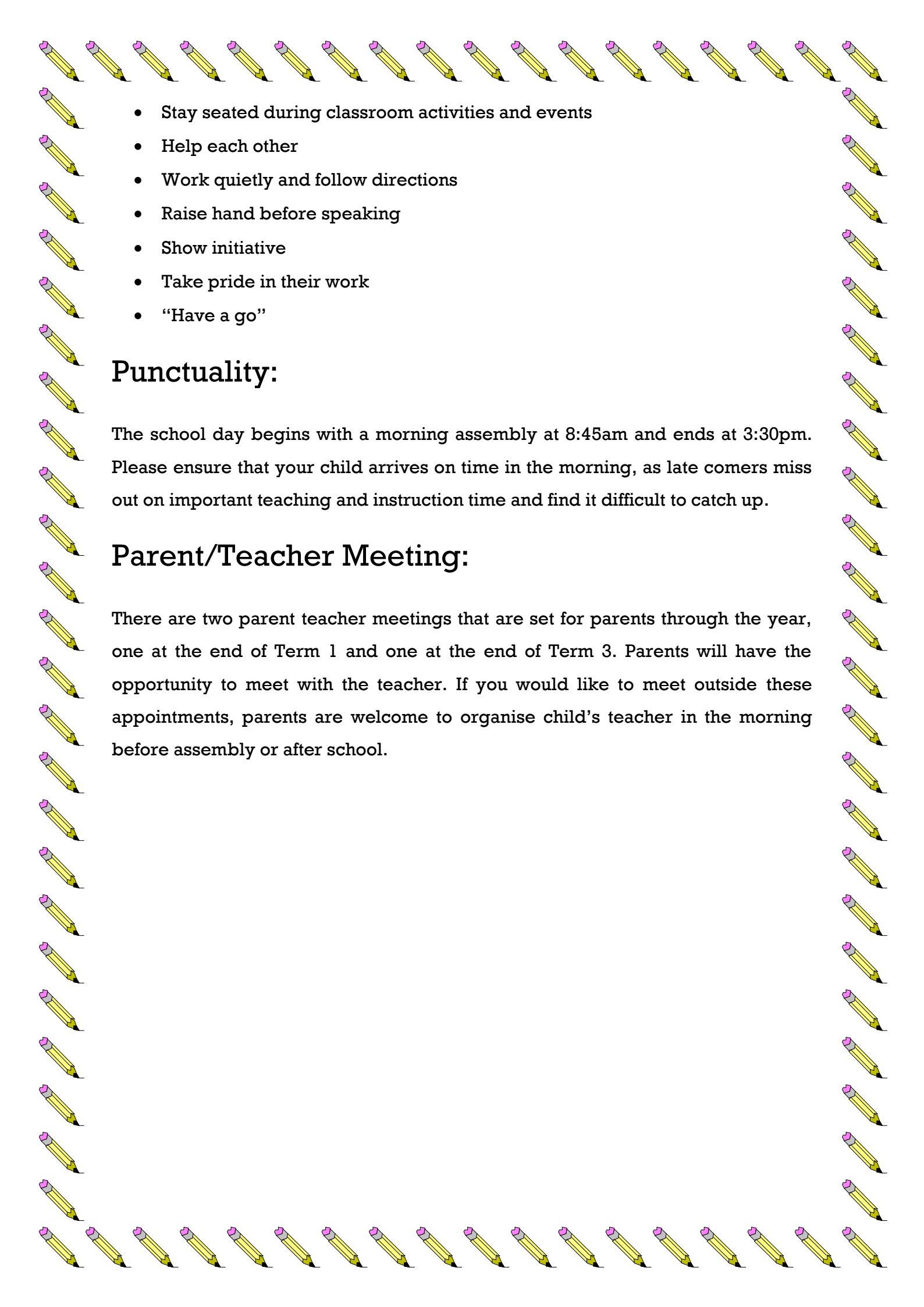
## Year 8 Teachers:

Year 8 Homeroom will be led by Ms Farah Gondal

<b>Subject</b>	<b>Teacher</b>
Arabic	Ms. Nawal
Islamic Studies	Br Adam
Quran	Br Adam
English	Mr Colin McGregor
ICT	Ms Neha Sultana
HASS	Mr Muhammad Khan
Arts	Ms Mariam Haider
Maths	Ms Farah Gondal
Science	Ms Farah Gondal
HPE	Mr Andrew Cairns

## Expectation 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

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- 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 appointments, parents are welcome to organise child’s teacher in the morning before assembly or after school.



## School Uniform:

A uniform dress code reinforces in students a pride in their own appearance, instils recognition of themselves as an integral part of the college community, and assists in developing pride in representing their college. Issues of equality, health and safety are also factors that contribute to the establishment of the Uniform Policy.

- 1) It is compulsory for every student to have a minimum of 2 sets of college uniform, 1 jacket/blazer and 1 pair of sports uniform.
- 2) All uniform items are to be named, preferably on the tag.

Boys	Girls
<ul style="list-style-type: none"><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><li>- Short Sleeved Polo (Summer)</li><li>- Long Sleeved Polo (Winter)</li><li>- Fleece or Track Jacket</li></ul>	<b>Sports Uniform</b> <ul style="list-style-type: none"><li>- Track Pants</li><li>- Short Sleeved Polo (Summer)</li><li>- Long Sleeved Polo (Winter)</li></ul> 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 medication e.g. puffer, epi-pen etc. must be labelled and required in school at all times.

## Behaviour Management

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

- Teaching positive behaviours
- Logical consequences to address appropriate and inappropriate behaviours.
- Consistent with the consequences
- Emphasis on developing a strong positive relationship between teachers and students through regular circle time discussions
- Restorative Practices are introduced to maintain personal pride and dignity
- Classroom award systems



## School Canteen:

The canteen is open this year. 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.



# Year Eight Curriculum

By the end of term four, the students will have completed/be able to do the following:

## 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

- Students learn about Halal and Haram in food.
- Students recognise performance of Hajj and more of salat steps
- Students understand Parables in the Quran
- Students learn early history of Shiah Muslims.
- Students learn about Umayyah and Abbasi Dynasty.

## Quran

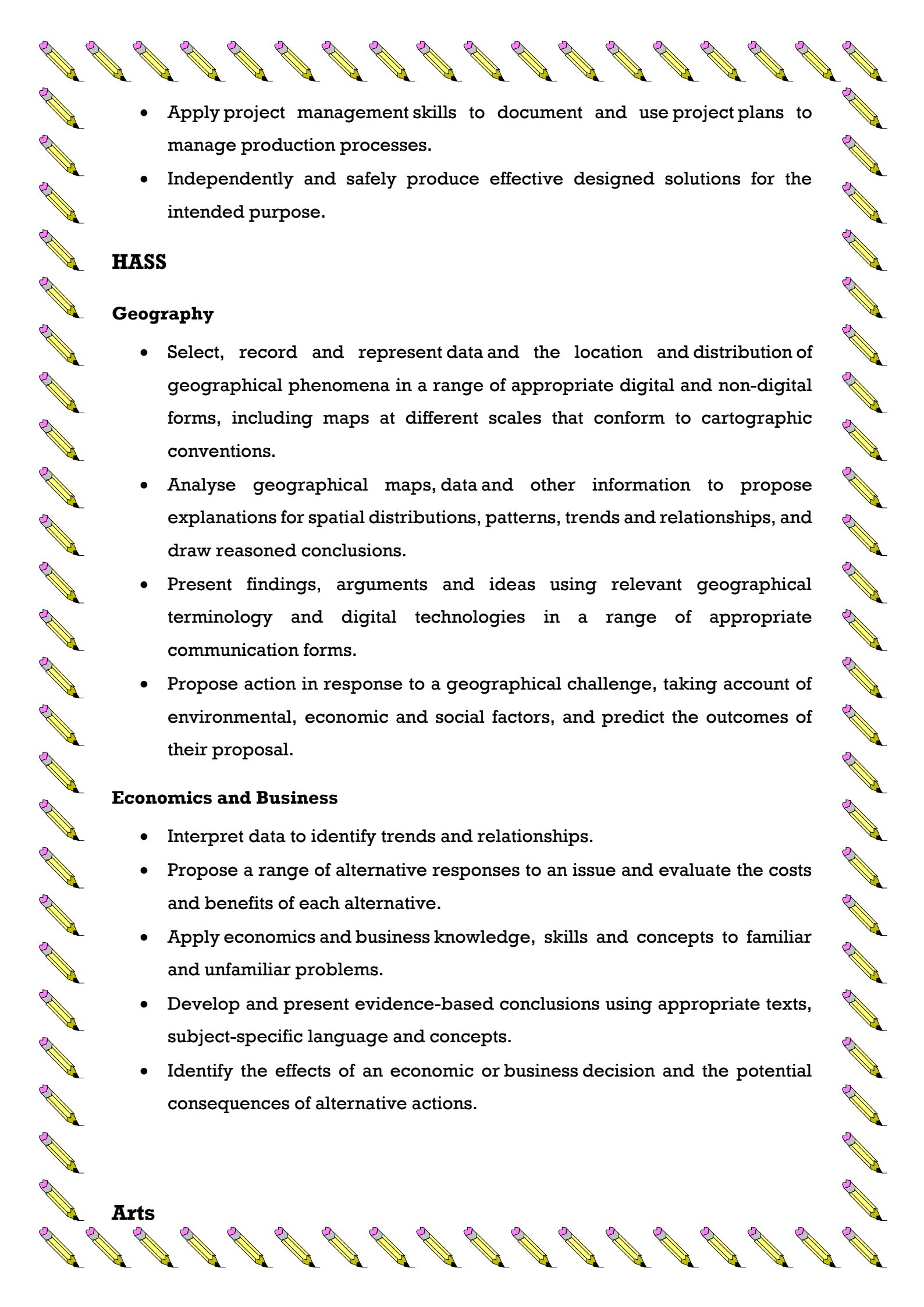
- Recite Surah Al-Insaan to An-Nas
- Identify the location, meaning of the key words and the story behind the Surah.
- Apply Tajweed Rules.

## English

- Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways.
- Create texts for different purposes, selecting language to influence audience response.
- Demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

## Design technology



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- Apply project management skills to document and use project plans to manage production processes.
  - Independently and safely produce effective designed solutions for the intended purpose.

## **HASS**

### **Geography**

- Select, record and represent data and the location and distribution of geographical phenomena in a range of appropriate digital and non-digital forms, including maps at different scales that conform to cartographic conventions.
- Analyse geographical maps, data and other information to propose explanations for spatial distributions, patterns, trends and relationships, and draw reasoned conclusions.
- Present findings, arguments and ideas using relevant geographical terminology and digital technologies 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 of their proposal.

### **Economics and Business**

- Interpret data to identify trends and relationships.
- Propose a range of alternative responses to an issue and evaluate the costs and benefits of each alternative.
- Apply economics and business knowledge, skills and concepts to familiar and unfamiliar problems.
- Develop and present evidence-based conclusions using appropriate texts, subject-specific language and concepts.
- Identify the effects of an economic or business decision and the potential consequences of alternative actions.

### **Arts**



## **Drama**

- Manipulate the elements of drama, narrative and structure to control and communicate meaning.
- Apply different performance styles and conventions to convey status, relationships and intentions.
- Use performance skills and design elements to shape and focus theatrical effect for an audience.

## **Maths**

- Determine the probabilities of complementary events and choose appropriate language to describe events and experiments.
- Model authentic situations with two-way tables and Venn diagrams.
- Explain issues related to the collection of data and the effect of outliers on means and medians in that data.
- Develop the understanding of Pythagoras theorem and how to use it to find the hypotenuse and other side.

## **Science**

- Identify different forms of energy and describe how energy transfers and transformations cause change in simple systems.
- Reflect on energy efficiency for different groups in society.
- Explain how modifications to methods could improve the quality of data and apply scientific knowledge and investigation findings to evaluate electrical energy and its conversion
- Use appropriate language and representations to communicate the measured properties of sound, wave length and frequency.

## **HPE**

- Apply movement concepts and refine strategies to suit different movement situations. While applying the elements of movement to compose and perform the movement sequences.