



Islamic School of Canberra

Information Pack

Year 10

Term 4

2021



Teaching Beliefs:

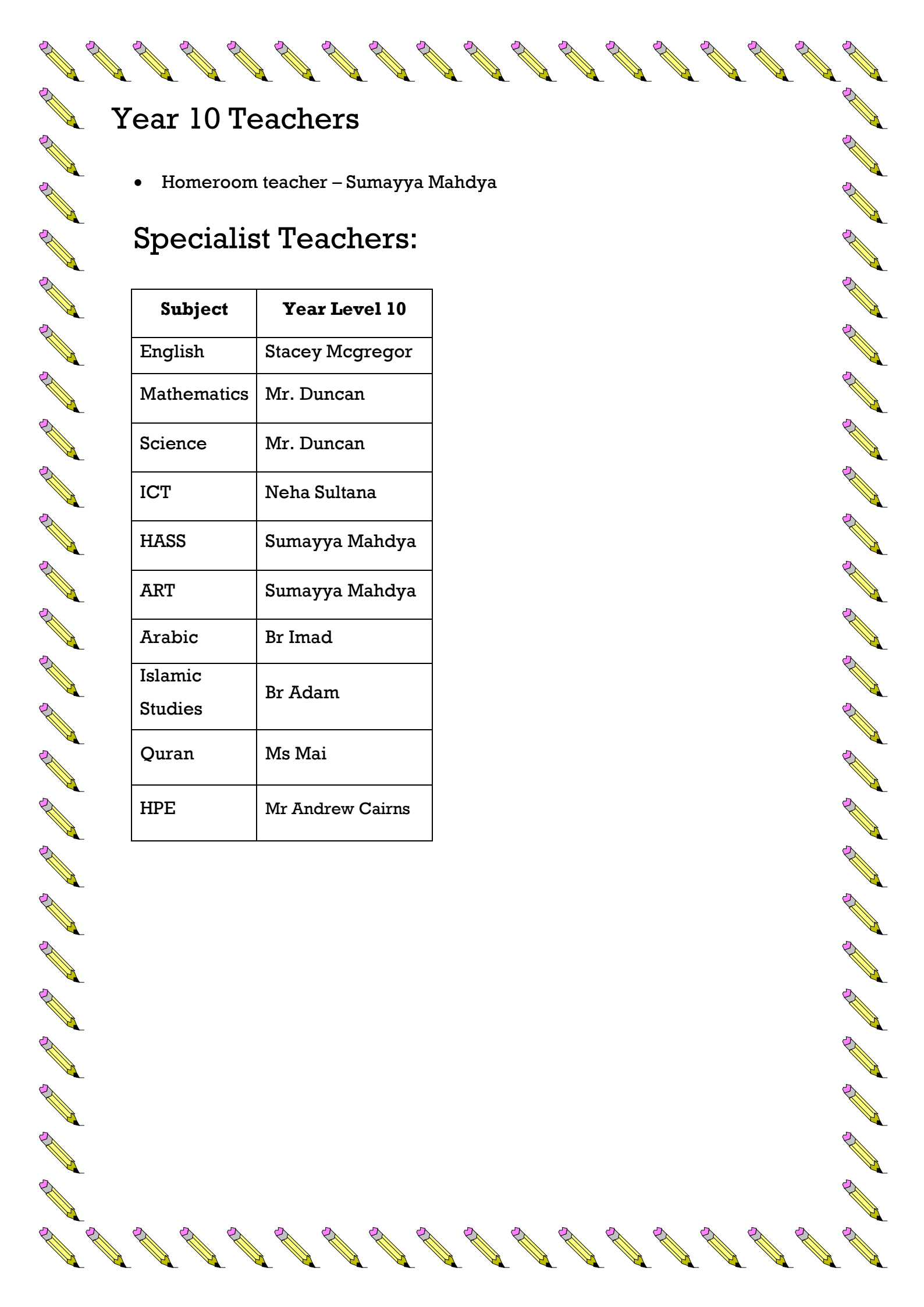
Year 10 team believes that every student has potential. As teachers it is our job to harness this potential as much as it is possible. We believe the best teachers are those who know their students and how they learn best. As educators we acknowledge, appreciate, and respect our students' differences. 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.

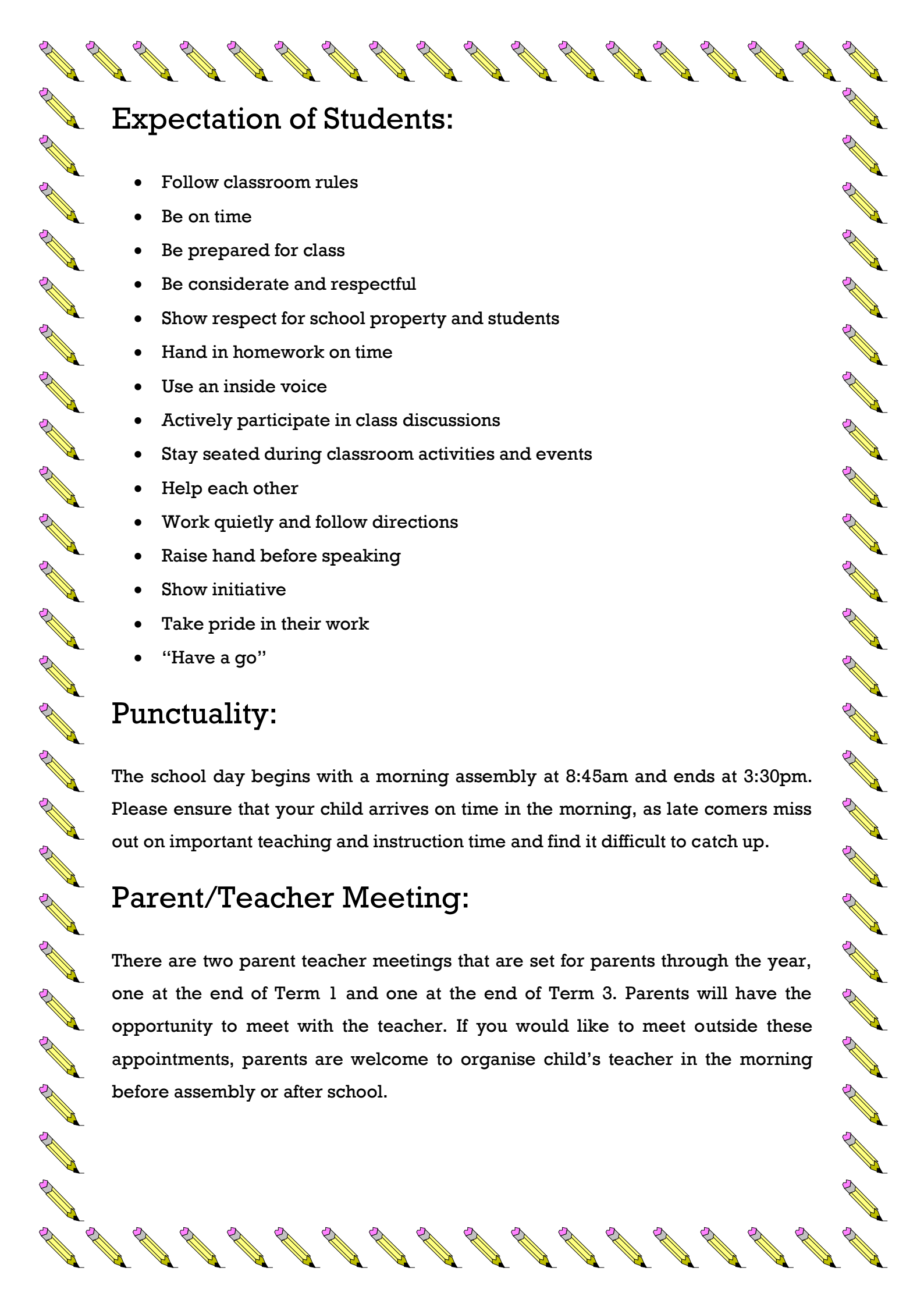


Year 10 Teachers

- Homeroom teacher – Sumayya Mahdya

Specialist Teachers:

| Subject | Year Level 10 |
|-----------------|------------------|
| English | Stacey Mcgregor |
| Mathematics | Mr. Duncan |
| Science | Mr. Duncan |
| ICT | Neha Sultana |
| HASS | Sumayya Mahdya |
| ART | Sumayya Mahdya |
| Arabic | Br Imad |
| Islamic Studies | Br Adam |
| Quran | Ms Mai |
| 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
- 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 uniforms.
- 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 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:

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.



Year 10 Curriculum:

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

English:

1. Listen for ways features within texts can be manipulated to achieve effects.
2. Make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments.
3. Demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

Mathematics:

1. Angles in a circle and cyclic quadrilaterals.
2. Operations with surds, fractional indices and negative indices.

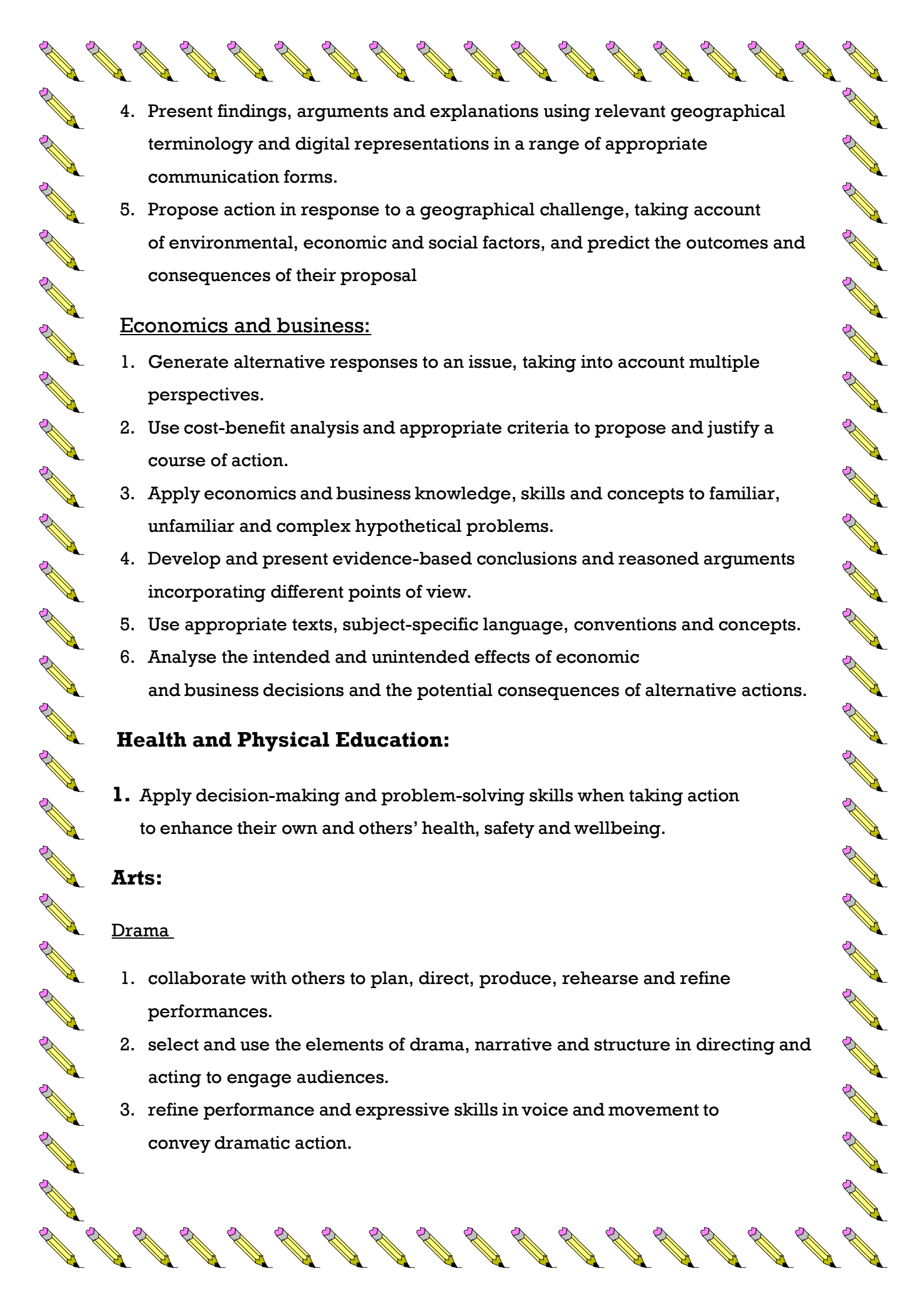
Science:

1. analysing data, selecting evidence and developing and justifying conclusions, they identify alternative explanations for findings and explain any sources of uncertainty.
2. construct evidence-based arguments and select appropriate representations and text types to communicate science ideas for specific purposes.

Humanities and Social Science:

Geography:

1. 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.
2. 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.
3. Synthesise data and information to draw reasoned conclusions.

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4. Present findings, arguments and explanations using relevant geographical terminology and digital representations in a range of appropriate communication forms.
 5. 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:

1. Generate alternative responses to an issue, taking into account multiple perspectives.
2. Use cost-benefit analysis and appropriate criteria to propose and justify a course of action.
3. Apply economics and business knowledge, skills and concepts to familiar, unfamiliar and complex hypothetical problems.
4. Develop and present evidence-based conclusions and reasoned arguments incorporating different points of view.
5. Use appropriate texts, subject-specific language, conventions and concepts.
6. Analyse the intended and unintended effects of economic and business decisions and the potential consequences of alternative actions.

Health and Physical Education:

1. Apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing.

Arts:

Drama

1. collaborate with others to plan, direct, produce, rehearse and refine performances.
2. select and use the elements of drama, narrative and structure in directing and acting to engage audiences.
3. refine performance and expressive skills in voice and movement to convey dramatic action.



Arabic:

1. write and translate a short paragraph.
2. Use key grammatical forms such as subject, object, personal pronouns, and verbs.
3. use the names of jobs and professions in Arabic to form meaningful sentences.

Design and Digital Technology:

1. Test and predict results and implement digital solutions.
2. Evaluate information systems and their solutions in terms of risk, sustainability and potential for innovation and enterprise.
3. Share and collaborate online, establishing protocols for the use, transmission and maintenance of data and projects

Islamic Studies:

1. Students recognise principles of an Islamic Economy, public finance in early Islam and Islamic Architecture, and Islam in Spain and Portugal.
2. Students know more about Salat, the compulsory acts in Salat and praying behind an imam.

Quran:

1. Revision Surah Al-Ma'aarij to An-Nas
2. Identify the location, meaning of the key words and the story behind the Surah.
3. Apply Tajweed Rules.