



# Islamic School of Canberra

## Information Pack

### Year 9

#### Term 1

#### **Teaching Beliefs:**

Year Senior School 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.

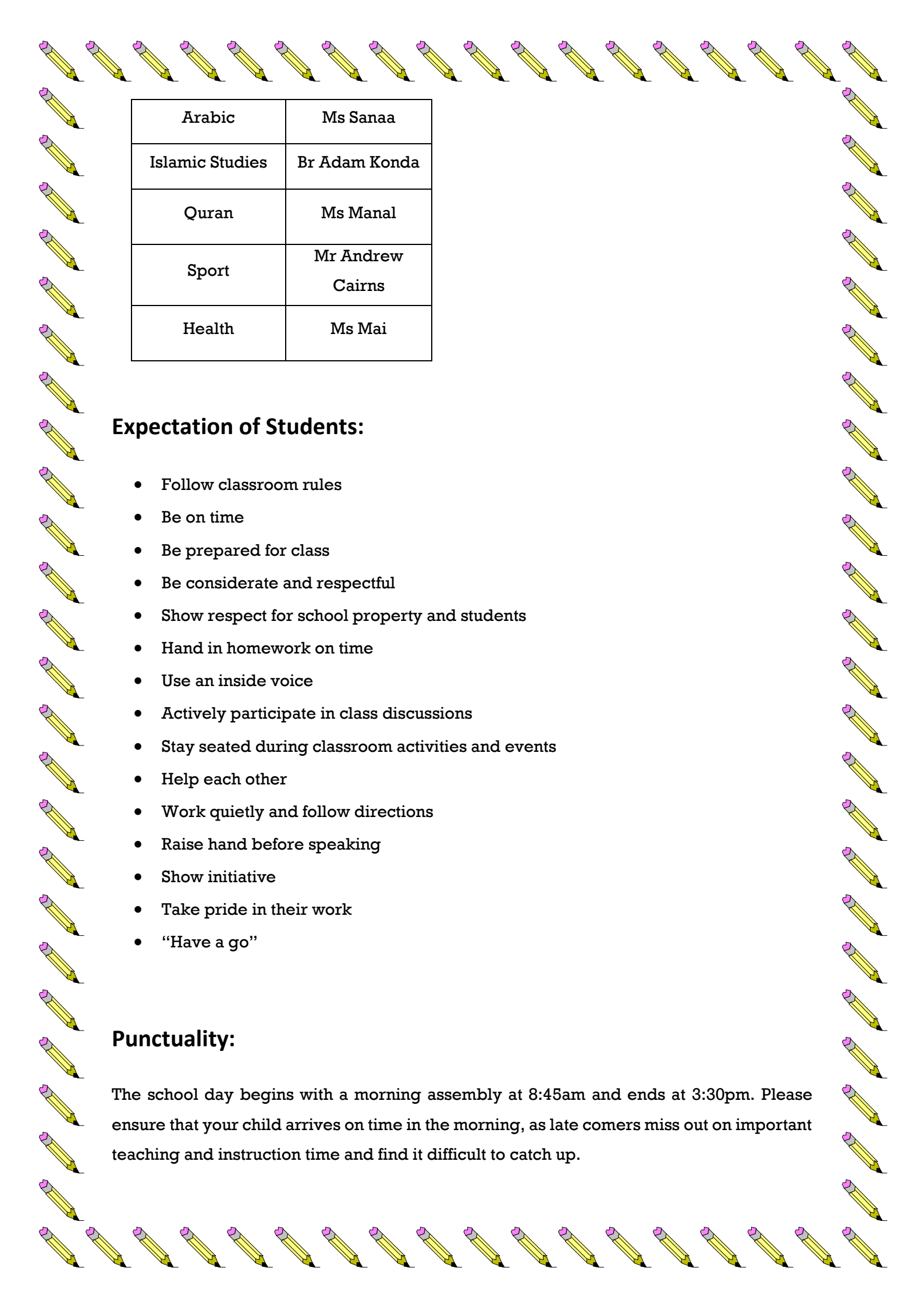
## Form teacher

Ms Denise Macdonald

Ms Tahseem Banu

## Specialist Teachers

Subject	Year Level
English	Ms Denise Macdonald
Maths	Ms Tahseem
Science	Ms Pavel
HASS	Ms Rabab
ICT	Dr Nyma
Arts	Ms Jiayi



Arabic	Ms Sanaa
Islamic Studies	Br Adam Konda
Quran	Ms Manal
Sport	Mr Andrew Cairns
Health	Ms Mai

### 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:

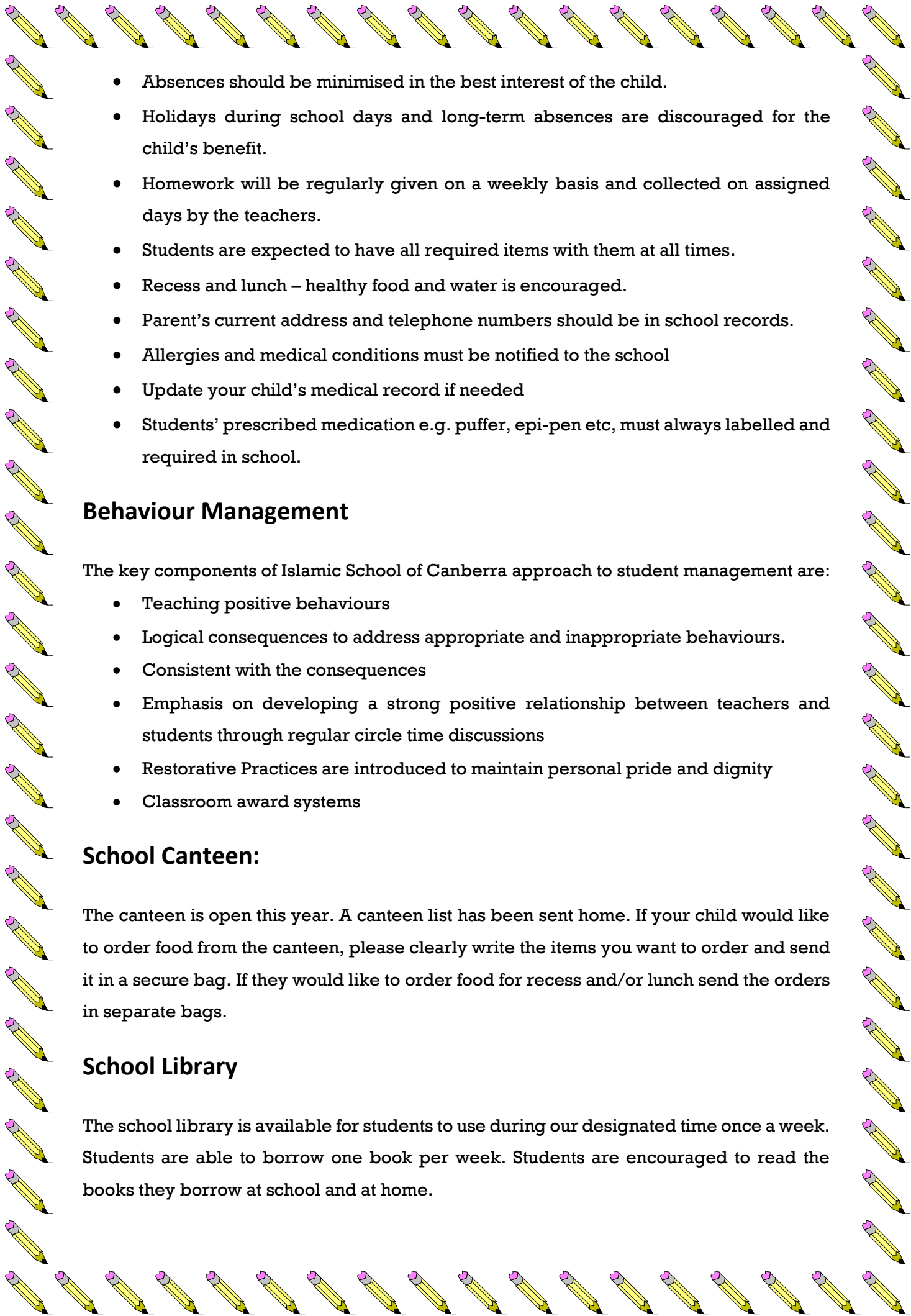
A uniform dress code reinforces in students a pride in their own appearance, instils recognition of themselves as an integral part of the college community, and assists in developing pride in representing their college. Issues of equality, health and safety are also factors that contribute to the establishment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

## 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 always labelled and required in school.

## 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 9 Curriculum:

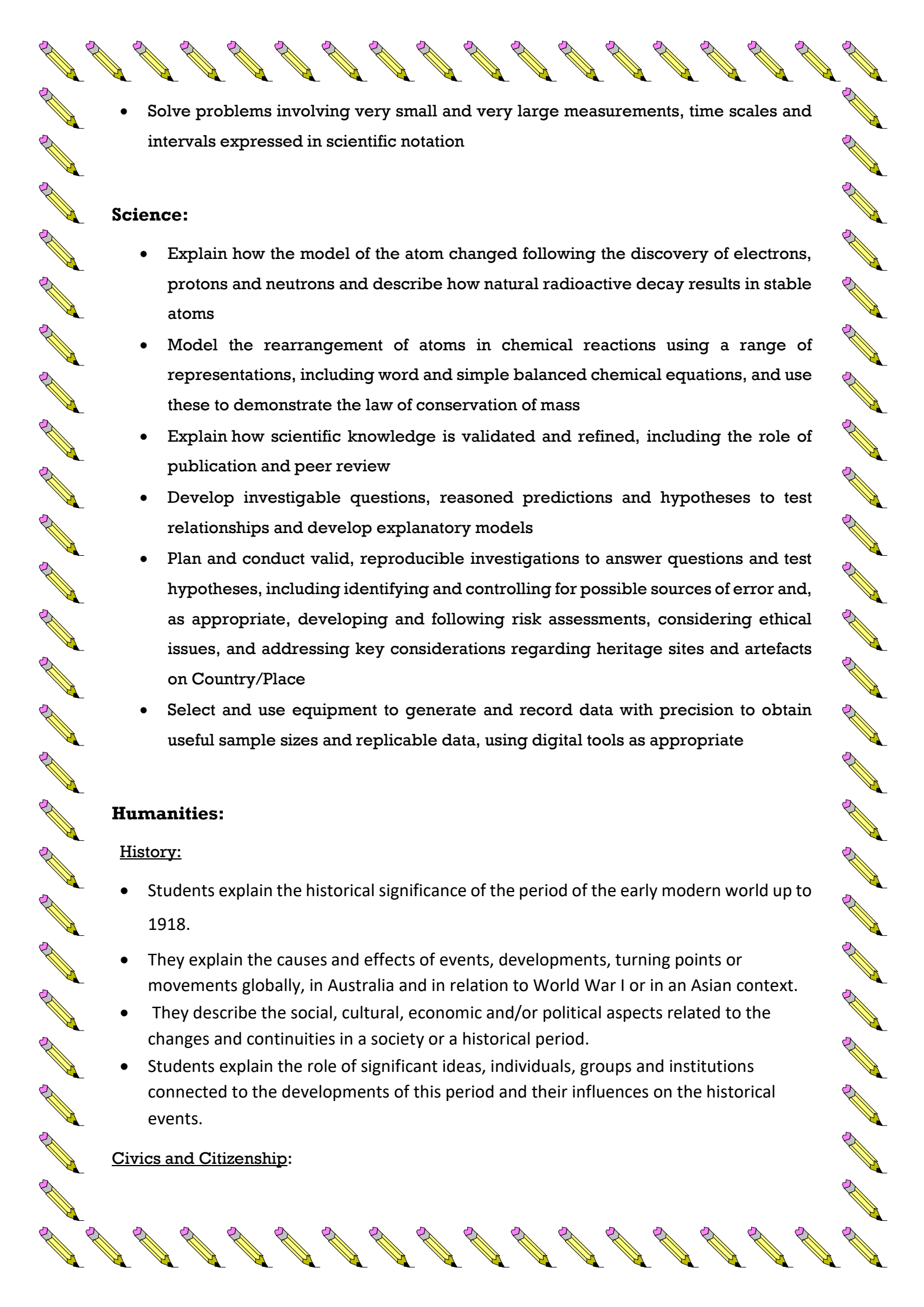
In term one the students will be covering the following topics:

### English:

- Students interact with others and listen to and create spoken and multimodal texts including literary texts.
- With a range of purposes and for audiences, they discuss and expand on ideas, shaping meaning and providing substantiation.
- They select and experiment with text structures to organise and develop ideas

### Mathematics:

- Recognise that the real number system includes the rational numbers and the irrational numbers, and solve problems involving real numbers using digital tools
- Apply the exponent laws to numerical expressions with integer exponents and extend to variables
- Simplify algebraic expressions, expand binomial products and factorise monic quadratic expressions

- 
- Solve problems involving very small and very large measurements, time scales and intervals expressed in scientific notation

### **Science:**

- Explain how the model of the atom changed following the discovery of electrons, protons and neutrons and describe how natural radioactive decay results in stable atoms
- Model the rearrangement of atoms in chemical reactions using a range of representations, including word and simple balanced chemical equations, and use these to demonstrate the law of conservation of mass
- Explain how scientific knowledge is validated and refined, including the role of publication and peer review
- Develop investigable questions, reasoned predictions and hypotheses to test relationships and develop explanatory models
- Plan and conduct valid, reproducible investigations to answer questions and test hypotheses, including identifying and controlling for possible sources of error and, as appropriate, developing and following risk assessments, considering ethical issues, and addressing key considerations regarding heritage sites and artefacts on Country/Place
- Select and use equipment to generate and record data with precision to obtain useful sample sizes and replicable data, using digital tools as appropriate

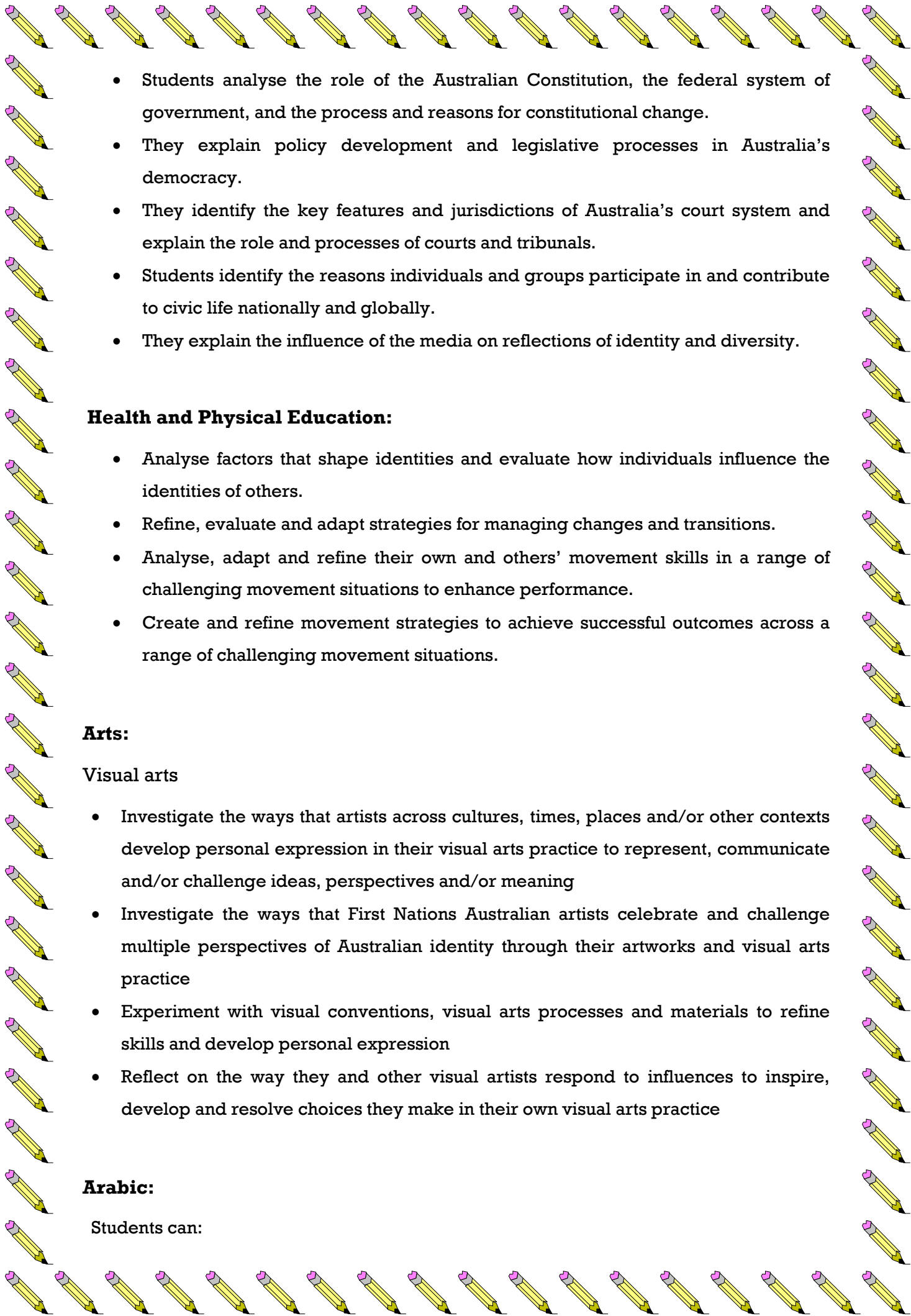
### **Humanities:**

#### History:

- Students explain the historical significance of the period of the early modern world up to 1918.
- They explain the causes and effects of events, developments, turning points or movements globally, in Australia and in relation to World War I or in an Asian context.
- They describe the social, cultural, economic and/or political aspects related to the changes and continuities in a society or a historical period.
- Students explain the role of significant ideas, individuals, groups and institutions connected to the developments of this period and their influences on the historical events.

#### Civics and Citizenship:



- 
- Students analyse the role of the Australian Constitution, the federal system of government, and the process and reasons for constitutional change.
  - They explain policy development and legislative processes in Australia's democracy.
  - They identify the key features and jurisdictions of Australia's court system and explain the role and processes of courts and tribunals.
  - Students identify the reasons individuals and groups participate in and contribute to civic life nationally and globally.
  - They explain the influence of the media on reflections of identity and diversity.

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

- Analyse factors that shape identities and evaluate how individuals influence the identities of others.
- Refine, evaluate and adapt strategies for managing changes and transitions.
- Analyse, adapt and refine their own and others' movement skills in a range of challenging movement situations to enhance performance.
- Create and refine movement strategies to achieve successful outcomes across a range of challenging movement situations.

### **Arts:**

#### **Visual arts**

- Investigate the ways that artists across cultures, times, places and/or other contexts develop personal expression in their visual arts practice to represent, communicate and/or challenge ideas, perspectives and/or meaning
- Investigate the ways that First Nations Australian artists celebrate and challenge multiple perspectives of Australian identity through their artworks and visual arts practice
- Experiment with visual conventions, visual arts processes and materials to refine skills and develop personal expression
- Reflect on the way they and other visual artists respond to influences to inspire, develop and resolve choices they make in their own visual arts practice

### **Arabic:**

Students can:



- Understand grammatical rules and sentence structures such as parts of speech, word root and verb gerund.
- Use written and spoken Arabic to exchange greeting and phatic communication.
  - Use written and spoken Arabic to exchange greeting and phatic communication

### **Digital Technology**

- Investigate how hardware and software manage, control and secure access to data in networked digital systems
- Represent documents online as content (text), structure (markup) and presentation (styling) and explain why such representations are important
- Investigate simple data compression techniques
- Develop techniques to acquire, store and validate data from a range of sources using software, including spreadsheets and databases
- Analyse and visualise data interactively using a range of software, including spreadsheets and databases, to draw conclusions and make predictions by identifying trends and outliers

### **Islamic Studies:**

- Students will recognise the signs of Allah in nature.
- Students will know the pondering of the Quran, the compilation and the preservation of the Quran.
- Students understand the importance of Ibadat
- Students know about Islam and violence and peer pressure
- Students understand alcohol and gambling in Islam
- Students recognise permitted and prohibited foods
- Students learn about food of the people of the book
- Students learn about Khadijah
- 

### **Quran:**

Students can:

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



### Homework due dates:

- Homework will be given by the subject teachers on regular basis, this could be in the form of unfinished class work, projects or revision for tests.