



Islamic School of Canberra

Information Pack

Year 10

Term 1

2022



Teaching Beliefs:

Year 5 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

- Mathematics and Science teacher – Mr. Duncan
- English and ICT teacher – Stacey Mcgregor
- Humanities and Arts teacher – Sumayya Mahdya



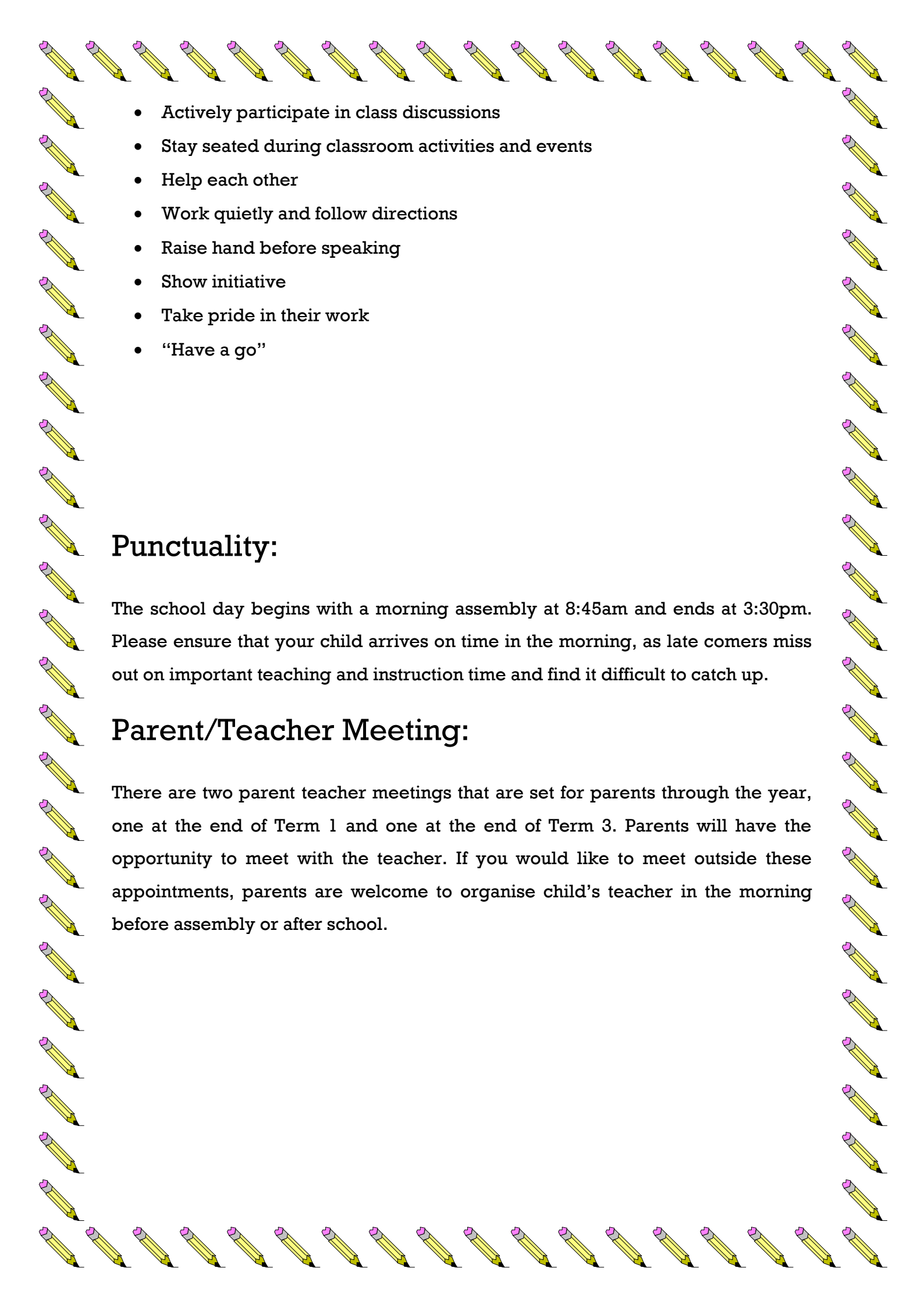
Specialist Teachers:

Year 10 Homeroom will be led by Mr Muhammad Khan.

Subject	Teacher
Arabic	Ms.Nawal El-Gack
Islamic Studies	Br Adam
Quran	Br.Adam
English	Mr Colin Mcgregor
ICT	Ms Neha Sultana
HASS	Mr Muhammad Khan
Arts	Ms Mariam Haider
Maths	Mr Duncan roseby
Science	Mr Duncan Roseby
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

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- 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">- 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)	Sports Uniform <ul style="list-style-type: none">- Track Pants

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| <ul style="list-style-type: none">- Long Sleeved Polo (Winter)- Fleece or Track Jacket | <ul style="list-style-type: none">- Short Sleeved Polo (Summer)- Long Sleeved Polo (Winter)Fleece or Track Jacket |
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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 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:

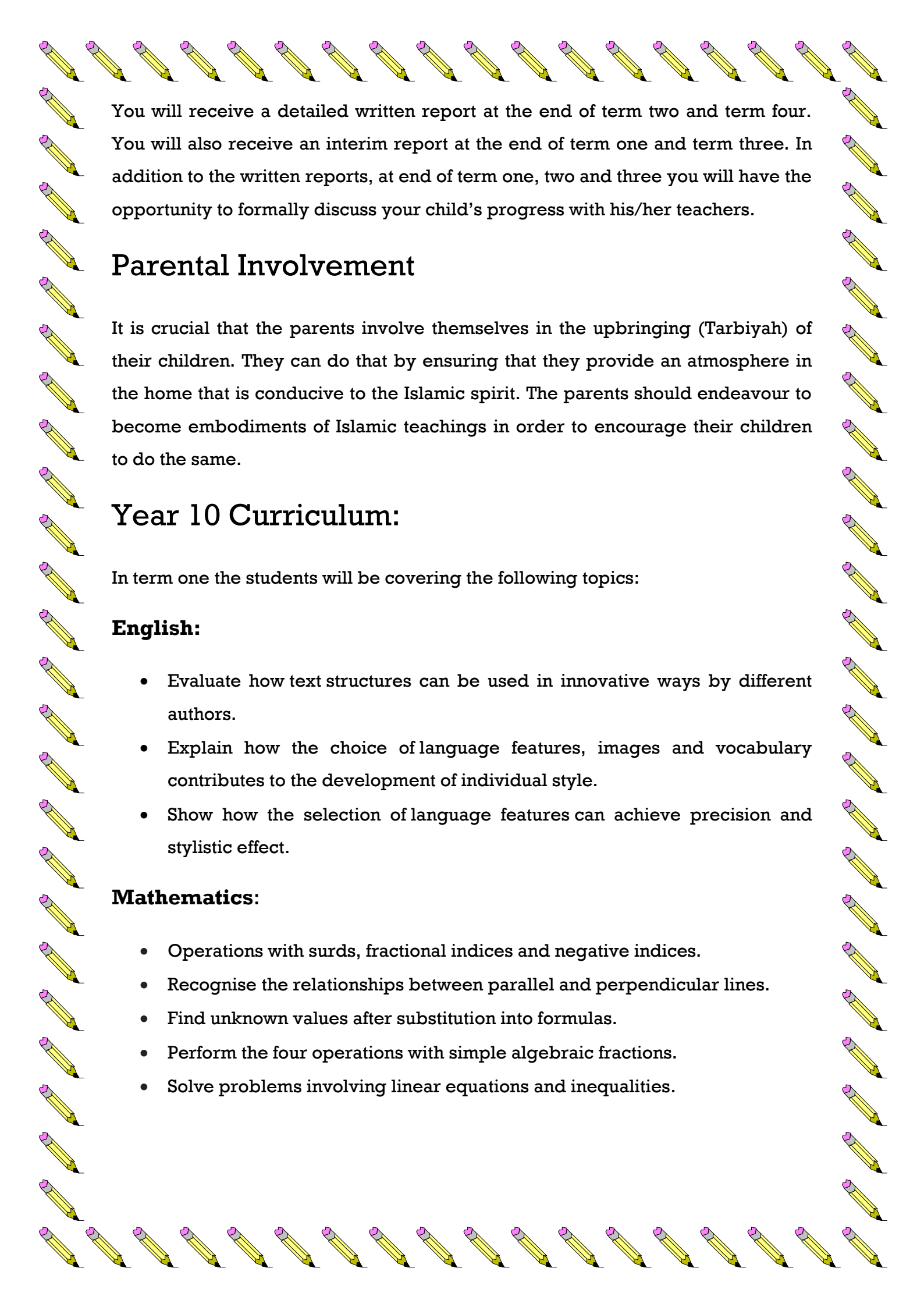
The canteen is open this year. A canteen list has been sent home. If your child would like to order food from the canteen, please clearly write the items you want to order and send it in a secure bag. If they would like to order food for recess and/or lunch send the orders in separate bags.

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 10 Curriculum:

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

English:

- Evaluate how text structures can be used in innovative ways by different authors.
- Explain how the choice of language features, images and vocabulary contributes to the development of individual style.
- Show how the selection of language features can achieve precision and stylistic effect.

Mathematics:

- Operations with surds, fractional indices and negative indices.
- Recognise the relationships between parallel and perpendicular lines.
- Find unknown values after substitution into formulas.
- Perform the four operations with simple algebraic fractions.
- Solve problems involving linear equations and inequalities.



Science:

- Analyse how the periodic table organises elements and use it to make predictions about the properties of elements.
- Explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions.
- Develop questions and hypotheses and independently design and improve appropriate methods of investigation, including field work and laboratory experimentation.

Arts:

Visual arts

- Analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas.
- identify influences of other artists on their own artworks
- manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.

Health and Physical Education:

- Apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances.

Design and Digital Technology

- Take account of privacy and security requirements when selecting and validating data.
- Students test and predict results and implement digital solutions.



Humanities:

Civics and Citizenship:

- Compare and evaluate the key features and values of systems of government, and analyse the Australian Government's global roles and responsibilities.
- Analyse the role of the High Court and explain how Australia's international legal obligations influence law and government policy.
- Evaluate a range of factors that sustain democratic societies.
- When researching, students evaluate a range of questions to investigate Australia's political and legal systems and critically analyse information gathered from different sources for relevance, reliability and omission.
- Account for and evaluate different interpretations and points of view on civics and citizenship issues

History:

- refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time.
- Analyse the causes and effects of events and developments and explain their relative importance.
- Explain the context for people's actions in the past.
- Explain the significance of events and developments from a range of perspectives.
- Explain different interpretations of the past and recognise the evidence used to support these interpretations.
- Sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time.
- Researching, students develop, evaluate and modify questions to frame a historical inquiry.



Arabic:

- Maintain basic conversation to greet, introduce people and use gentle words in Arabic.
- Use grammatical forms and features such as parts of speech, types of verbs and prepositions to produce meaningful sentences.
- Read and write a short paragraph.

Islamic Studies:

- Understand the Word Allah and its origin in its deeper dimension.
- Recognise the deep meaning of Al-Fatimah and its importance.
- Know the Lord's Prayer and its similarities to Al-Fatiha.
- Understand the meaning and differences between Muhkam and Mutashabih verses.
- Understand and recognise the origin of Calligraphy and how Islam contributed in it.
- Understand the similarities between the Quran and the bible and their different points.
- Understand and memorise the Ten Commandments and their roots in the Quran
- Students learn about women in the Quran
- Students understand a Muslim family
- Students recognise the status of women in Islam

Quran:

- Recite Surah Al-Jinn
- 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.

