

# ISLAMIC SCHOOL OF CANBERRA

Term 4, 2022 Newsletter

وَقُلْ رَبِّ زِدْنِي عِلْمًا ۝١١٤

*"My Lord! Increase me in knowledge." [Quran, 20:114]*

In Knowledge Lies Strength



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Assalamu Alaikum,  
Dear parents and carers,

Term four was extremely busy and witnessed very important events. For the first time in the history of the school since it was established, we organised two camps for primary and secondary students. The secondary camp for students in years 7 -10 was organised at Kianinny Camp, Tathra from 10th – 12th October. Alhamdulillah, the feedback was amazing and all students and staff were extremely happy. Also, the primary Camp for years 4 – 6 was organised on 7th – 9th November. They went to COOBA camp and it was a very successful one and everyone was happy with the outcomes, alhamdulillah. That encouraged us to book the camps for 2023 from now and we will communicate with you in due time in this regard. We would like to see every student participating in the school's future camps. The students deserve a chance to explore themselves and develop their life skills.

To acknowledge our amazing teachers for their hard work, our school celebrated the World teachers Day on Friday 4th November. It was so kind to see the students acknowledging their teachers in this special occasion.

The school also organised a fire drill on 10th November, to provide the students and staff with the necessary skills necessary to be able to handle should there be a real-life situation of that nature. It was a successful event and all were evacuated in less than 3 minutes – well done staff and students.

We also organised an orientation program for the new kindy students to familiarise them and their families with the school's curriculum, facilities and policies as well as the teachers' classroom rules and routines.

Finally, we had three other major events that took place in Term 4:

- Kindy Graduation on 28th November
- Years 6 and 10 Graduation on 29th November
- Awards, 2023 Scholarships, and Umrah Ceremony

Alhamdulillah, we feel happiness in our hearts to see our children growing and progressing in their school journey. It was pleasure to see the parents participating in these events to celebrate with their children those special moments.

One unique thing that the school has approved for the first time since it was established besides the camps was the umrah scholarships for three of the year 9 students to perform Umrah. One of the three students is fully paid by the school and the cost of the other two students was half covered by the school. Inshallah, the trip will start in January 2023 and we will keep you updated on our new experience. The students are really excited for that – wonderful feelings no doubt.



**Dr Mahmoud Eid**  
**ISC - PRINCIPAL**



#### SCHOOL VALUES

- Respect
- Honesty and Trustworthiness
- Responsibility
- Acceptance



Finally, we had our multi-purpose hall officially opened by Mr David Smith MP, he was representing the Australian Government. It was a great event and we had a wonderful time with Mr Smith. I would like to sincerely thank and acknowledge the Australian Government for their generous grant of \$1M, and also our school's IPDC who contributed almost \$1.4M.

A special thank you and acknowledgement is for our lovely community and school parents who contributed more than \$150,000 in donations. Thanks to the brothers who gave us \$400,000 as short loans but they did not wish for their names to be mentioned. These loans helped the school to meet its financial obligations on time.

Alhamdulillah, we are having three more projects still under construction in Term 4 and we expect them to be ready by February / March 2023: a new playground and landscaping, Covered outdoor learning area in the school's middle area and a new technology and art centre building.

These projects will certainly transform our school into a different phase. Inshallah we will get in touch again at the beginning of 2023. Jazakumullah khair for your support and cooperation with the school

Dr Mahmoud Eid  
Principal







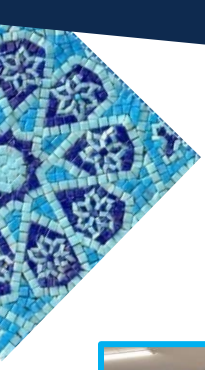
# SCHOOL CALENDAR 2022/2023

## Term 4 2022

9th Dec (Fri) Last day for students  
14th Dec (Wed) Kindergarten  
Orientation 2023  
16th Dec (Fri) Last day for teachers

## Term 1 2023

16<sup>th</sup> Jan (Mon) Admin Return  
26<sup>th</sup> Jan (Thu) Australia Day  
30<sup>th</sup> Jan (Mon) Staff PD  
31<sup>st</sup> Jan (Tue) Staff PD  
1<sup>st</sup> Feb (Mon) Students Return  
1<sup>st</sup> – 3<sup>rd</sup> Feb Kindergarten Half Days  
6<sup>th</sup> Feb (Mon) Photo Day  
9<sup>th</sup> Mar (Thu) Cross Country  
13<sup>th</sup> Mar (Mon) Canberra Day  
14<sup>th</sup> Mar (Tue) Harmony Day  
23<sup>rd</sup> Mar (Wed) Ramadan Start TBC  
5<sup>th</sup> Apr (Wed) Last day for students  
6<sup>th</sup> Apr (Thu) Last day for teachers  
6<sup>th</sup> Apr (Thu) P/T Interviews Day  
7<sup>th</sup> Apr (Fri) Good Friday



# SCHOOL EVENTS

## Kindergarten Graduation



## Year 6 Grad





# Year 10 Graduation & Farewell Dinner



# QURA'N



**Kindergarten** students revised their Quran memorization from Surah Al-Masad to Surah Al-Nas and Surah Al-Fatiha. The students are doing a great job Alhamdulillah. Keep up the great work. May Allah reward them abundantly.

**Year 1** students revised their Quran memorization from Surah Al-Al- Fil to Surah Al-Nas. The students are doing a great job in their pronunciation learning.

Year 1 students celebrating their success in Quran memorising.

Keep up the great work. May Allah reward them abundantly.

**Year 2** students revised their Quran memorization from Surah Al-Zalzalah to Surah Al-Nas. The students are doing an amazing work in their Tajweed. Keep up the great work. May Allah reward them abundantly.

**Year 3** students revised their Quran memorization from Surah Al-Duha to Surah Al-Nas. The students are doing a great job in their learning. Keep up the great work. May Allah reward them abundantly.



Year 4 students celebrating their success in Quran memorising.

**Year 4** students revised their Quran memorization from Surah Al-Fajr to Surah Al-Nas. The students are doing an amazing work in their Tajweed. Keep up the great work. May Allah reward them abundantly.

**Year 5** students revised their Quran memorization from Surah Al-Burooj to Surah Al-Nas. The students are doing a great job in their learning. Keep up the great work. May Allah reward them abundantly.

**Year 6** students revised their Quran memorization from Surah Al-Infitar to An-Nas. They identified the location, meaning of the key words and the story behind the Surah.

**Year 7** students revised their Quran memorization from Surah An-Naaziat to An-Nas.

**Year 8** students revised their Quran memorization from Surah Al-Insaan to An-Nas.

**Year 9** students revised their Quran memorization from Surah Al-Muzammil to An-Nas.

**Year 10** students revised their Quran memorization from Surah Al-Ma'arij to An-Nas.

Ms Mai and Ms Nashwa  
K – 5 Quran

Br Adam  
6 – 10 Quran



# ISLAMIC STUDIES



Kindy students presenting their Islamic Studies Project.

**Kindergarten** students discussed Prophet Yunus & Prophet Mohammad. The students explored Islamic Festivals and Saying Alhamdulillah. Keep up the great work.

**Year 1** students discussed Good Manners and Kindness. The students explored Forgiveness and Thanking Allah keep up the great work. May Allah reward them abundantly.

**Year 2** students discussed Kindness and Respect. They also discussed Cleanliness and Honesty. Keep up the great work. May Allah reward them abundantly.



Year 2 students presenting their Islamic Studies Project.

**Year 3** students discussed Ways to be a Good Person and Kindness: A Virtue of the Believers. They also explored Perseverance: Never Give up and Punctuality: Doing things on Time. May Allah reward them abundantly.

**Year 4** students learned about the following topics:

- Preparation of Salat
- How to Pray Behind an Imam
- Compilers of Hadith
- Shitan's mode of operations
- Day of judgement
- Eid significance of the festivities
- Truthfulness and important quality of Muslims

**Year 5** students learned about the following:

- Responsibility and punctuality
- My mind and my body
- Reflection on Kindness and Forgiveness
- The Middle Path
- Salat and its significance
- Fasting and its significance
- Zakat and Sadaqa
- And Steps of Salat

**Year 6** students learned about the following topics:

- Taqwa, friendship and how to deal with a new Muslim friend.
- Steps of performing salat.
- People of other faith.

**Year 7** students learned about the following topics:

- Ramadan and laylatul qadr,
- Al-amru bilmaaruf and how to guard your tongue.
- Lessons of past civilisations and Science in the Quran.

**Year 8** students learned about the following topics:

- Halal and Haram in food.
- Performance of Hajj and more of salat steps
- Parables in the Quran
- Early history of Shiah Muslims.
- Umayyah and Abbasi Dynasty.

**Year 9** students learned about the following topics:

- The marriage of rasulullah to Zainab, and his great generals of army
- Life cycle of truth, Ramadan, and indecency.
- Aallegations against our prophet (SAW).
- Family values, Shariah, and justice in Islam.

**Year 10** students learned about the following topics:

- Questions on marriage
- Recognise who is a Khalifa
- Identify and learn about not disregarding the limits
- Understand secular and religious duties
- Recognise the Islamic views on racism
- Principles of an Islamic Economy, public finance in early Islam and Islamic Architecture
- Salat, the compulsory acts in Salat and praying behind an imam

Ms Mai & Ms Nashwa  
Year K – 3 Islamic Studies

Ms Nawal  
Year 4 – 5 Islamic Studies

Br Adam  
Yr 6 – 10 Islamic Studies



# ARABIC



Kindergarten students learning Arabic words

**Year 1** students practiced writing complex Arabic words with all the Arabic letters. Students practiced presenting themselves with family members. Keep up the great work. May Allah reward them abundantly.

**Year 2** students recognise and use the letters Raa to Sheen with all their forms within words. They write simple sentences with masculine and feminine in Arabic. Students will practice sentences with masculine and Feminine adjectives words. Keep up the great work.



Year 2 students learning Arabic sentences

**Year 3** students recognise and use the letters Kaaf to Yaa with all their forms within words. They write simple sentences with masculine and feminine in Arabic. Students will practice sentences with masculine and Feminine adjectives words. The students are doing a great job in their learning.


**Year 4** students advanced their Arabic reading, writing and speaking skills while focusing on family and home related topics. They use key grammatical forms and structures in simple spoken and written texts, such as word order, singular and plural forms of regular nouns and adjectives, personal and possessive pronouns Students continued to improve their Arabic grammar through conversation. Students started to learn some of common Arabic -Islamic vocabulary.

**Year 5** students completed tasks and texts related to Hobbies and Activities. They started learning about weather and nature in Arabic language. They learned many related vocabularies and were able to transferred that into posters. They continue to focus on Arabic grammar and translation of simple texts. Students continued to enhance their knowledge about feminine and masculine as well as singular, dual and plural when we read Arabic texts.

## Year 7 to Year 10

For secondary; students continued using Google Classroom to work in different topics. For each class we uploaded various Arabic texts, posters, Arabic poem, stories and information about assessments. For all levels we prepared simple texts about some special topics, such as school, mosque, family. The aim of this is to develop the skills of talking about these topics in Arabic.

**Year 7** students apply their knowledge of writing conventions, such as punctuation, to convey specific meaning in a range of texts. Specifically, during this term, students learned about sports and morals in Arabic language. They engaged in different activities and using various resources to enhance related vocabulary and grammar.



**Year 8** students learned about School and studying. They engaged in different tasks related to school and studying through conversation, learning of related vocabularies and applying grammar when forming sentences and translating related texts.

Building on what they learned during previous terms, **Year 9** students learned more vocabularies related to Hobbies and activities. They covered topics about cooperation, courtesy and community. Students were able to differentiate between singular, dual and plural.

**Year 10** apply pronunciation and intonation rules to convey emotions and enhance expression. They obtain information from multiple sources on a range of issues and analyse and evaluate meaning and purpose. Specifically, they learned about studying, schools and professions in Arabic, using more advance and complex texts related to this topic. Some students continued to use various and additional resources and enjoy writing about various issues.

Ms Mai & Ms Nashwa  
K – 3 Arabic

Ms Nawal  
Year 4 & 5, Year 7 – 10 Arabic

Mr Kayis & Ms Maryiam  
Yr 6 Arabic



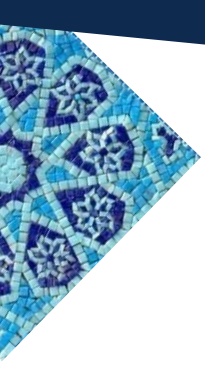
# KINDERGARTEN KANGAROOS

Term 4 has been an amazing term with so many fun and engaging activities. We wrapped the year with our much-awaited graduation ceremony and awards ceremony.

I am very proud of the achievements our little students have made throughout the year and I am pleased to see their progress in their first year of learning. I feel really blessed to have the opportunity to guide them and assist them in their learning journey. I wish them all the best for their future and pray to Allah to always guide them towards the right path.







Ms. Khanam  
Kindergarten Teacher





# YEAR 1 WALLABIES

*Time flies but memories last forever*



Assalamualaikum Dearest Year Ones,

Memories with YOU are so dear that I will treasure them forever. We have shared many laughter and many tears together. We have shared experiences and ideas and I love each and every moment we spent together. You have taught me the most beautiful life skills one can ever expect. You taught me to see the best in everyone and there's something special in everyone! Thank you!!



Remember how excited you were when you chose the class captains based on your persuasive texts during one of our English sessions? I laughed out loud when you tried to persuade your friends to have weekends for three days and no homework of any kind!! We loved the way you tried to convince your friends to donate the Eid presents to charity.

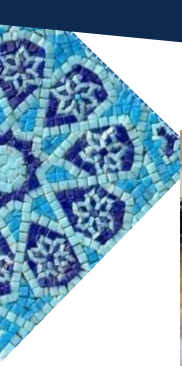


Mathematics is one of the most popular subjects for my class. Gathering data about each of our family members, their favourite colours, number of rooms in their houses in Math has simply been so exciting! We interviewed our friends and collected important data which were later represented on colourful bar graphs.



We learnt about caring for special places in geography and changes in landscapes in science. We have been overwhelmed with joy when we created our own wetlands, natural and constructed features with recyclable items!! Learning is so much fun when its hands on!





I would like to take this opportunity to show my earnest gratitude to each and every parent of my Wallabies. Without your help, our learning journey could never be so enjoyable. Your encouragement and constructive feedback throughout the year has been nothing but the blessings of Allah Subhanahuata'ala and I am extremely indebted to Him for that. Thank you for all your support in making the journey smooth both for your child and myself. May Allah reward you all in the most befitting ways. Ameen

My awesome Wallabies, always remember no matter how old you grow or how much distance we have between us, you will always remain in Miss Shahreen's heart.

Miss Shahreen Rahman  
Year One Class Teacher





# YEAR 2 WOLVES

Assalamualaikum Dear Parents and Carers



My first year at this school has been an amazing learning experience. I have learnt so much about the Islamic culture and started to even speak some words in Arabic. I couldn't have asked for a better class as my first year at this school. Each child brought something special to the class. Each child brought in their own strengths and weaknesses. Over the year I have seen the children become more independent in their learning.

## English



In English we continued with our weekly spelling tests. Children practiced these spelling words at home. We also continued with learning about the difference between fact and opinion in order to prepare us for our persuasive writing task. We worked in groups in sorting out the difference and reporting back on our findings. We had some well organised debates whether something was a fact or an opinion.



We played games in reading and matching words according to their rhyming words. This term we also focused on poetry. We read many poems out loud and practice writing our own poem. Students learnt about the difference between an acrostic poem, rhyming poem and alliteration poem. Here are some examples of the acrostic poems children did with their names.



## HASS

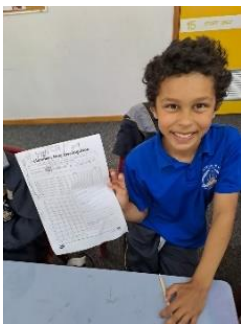
In Geography we focused on learning about the world and how we and others are connected to the world. They interviewed parents and other family members to understand how people are connected to others. They enthusiastically shared with the class their findings and the children learn t so much from their peers.



## Cricket Clinic

This term students participated in Cricket clinic.





### Mathematics

In Math, we covered chance and probability. This is where students worked out the difference between impossible, unlikely, likely, very likely and certain. The students got into groups and sorted out the chances. There were discussions on the differences which led to great discussion on the definitions. We revisited data collection this term and practiced looking at data a little more in detail such as collecting data, creating a tally chart, creating a bar chart from that information and then answering some questions. Students were able to create their own questions and ask a partner to answer them. It was a job well done where students were able to enthusiastically answer questions. From this learning we began to understand the importance of responding to the questions in an honest way to ensure the data stays consistent. Below are photos of the data activity we did in class.



### Science

In science we did some research on the Earth and its natural resources. Students learnt about what natural resources are and how important they are to all living things. Students enthusiastically participated in the compost homework activity. I would like to thank all parents for their assistance in setting up these compost projects for children to reflect on. Below you will see some photos from the activity. The students reflected well on the process and what they saw each week as the compost was developing.



### Health

In health we worked hard on strategies to ask for help. Students created a theme park with the assistance of a classmate. Each classmate provided suggestions on what to include in the theme park.

### Farewell Message

I would like to take this opportunity to thank all the parents and carers that assisted the students in their learning this year. Together we worked hard to ensure that all students had the opportunity to shine whether it be at home or at school. It was a great year full of fun activities that engaged the children. My first year at this school couldn't have been more amazing and rewarding. I'm looking forward to the future years ahead at this school.

Mr Vega  
Year 2 Teacher





# YEAR 3

*Time flies when you are having fun!*

– Albert Einstein

**“What feels like the end is often the beginning.”** – Unknown



And just like that another year has passed, children have completed the Grade 3 and moved on. We often had conversations in classroom “How is it already home-time or Term 4 or end of the year!” It seemed unreal, but it is finally here. I always replied “Time passes quickly when we are having fun!” It was a busy school year, but we had heaps of fun together. We explored and learnt new concepts, became resilient and confident and most important of all, we built strong relations and friendships that will last for years to come.

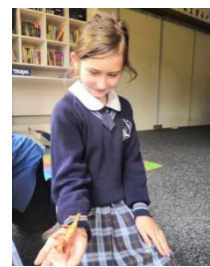
For English, we had been working on writing using joined letters that are accurately formed and consistent in size and use knowledge of letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately. We focussed on Dreamtime stories and learnt that not all stories are written for fun and entertainment, some also have hidden lessons to be learnt.



For **Mathematics**, we have been practising our mental maths every morning. We can now confidently recall multiplication and division facts of two, three, five and ten. We explored 2-D and 3-D shapes and extended our learning to polygons and different types of lines. While doing this, we made several 3-D shaped objects and worked on our fine motor skills. We revised the concepts of mass and capacity by measuring masses of various objects in class and trying to fill 1 litre bottles using different sized cups. We also conducted chance experiment and listed all possible outcomes of rolling a 6-sided die and recording what numbers got rolled how many times.







For **HASS**, we learnt to pose geographical questions and then, locate and collect information from different sources to answer these questions. We focussed on Royal Australian Mint as the place of significance for our research task and asked our classmates if they thought this place should be protect and how. After conducting the interviews and collating the data we reflected on our learning to suggest individual action in response to the geographical challenge.







For **science**, we focussed on Earth Sciences this term and we explored about Earth, Moon, Sun and the outer space. We established that Pluto is not a planet anymore, but a dwarf planet and that Sun is a medium sized star, but only looks big as it is much closer than the other stars. We used our understanding of the movement of Earth to suggest explanations for everyday observations and activities. Some of us were lucky enough to see the lunar eclipse named '**Blood Moon**', but other missed out as it was a very cloudy night, regardless, it was a hot topic of discussion and learning for a good few days.



For **design and technology**, we explored various materials and their unconventional uses. During this, we had to do a lot of fine motor skill work that made our fingers hurt but muscles stronger. We also made insect enclosures as part of our assessment reusing the items available in our homes and being sustainable about our choices.



**“How lucky am I to have something that makes saying goodbye so hard.”**

– A.A. Milne



Good Bye 2022 Year 3s

Shine Bright with your **Quality** Work.

Ms Pavel Bajwa  
Year 3 Teacher





Paper Recycling Questionnaire

One of the most important concepts in Term 4 Geography has been sustainability. In terms of what students can do to improve sustainability, we had a whole-class discussion first. Then, we decided to focus on recycling paper in our Year 4 classroom. To find out how we can save paper, we did an interview about other classmates' view on the importance of recycling paper and whether they recycle waste paper in the classroom. As our result, we found out that some children think recycling paper is important while others do not.



Measuring Unit One Square Meter

The Outcome 2 for Term 4 Math is using scaled instruments to measure temperature, lengths, shapes and objects. I divided Year 4 students into groups of 4, asking them to create a one square meter square. They were provided with tapes and measuring rulers. And they used the square to measure other things they can find in junior playground. They needed to find five other shapes which are also one square meter. By doing this activity, children can grasp how big an object's area is by measuring it with a standard unit.



Zayan is giving a presentation of his story

For English in Term 4, we concentrate on improving children's presentation skills. There are several criteria for a great presentation, including having a loud volume, great gestures, clear content, appropriate tone and facial expressions. Zayan had great content in his writing. And he was trying to give an engaging presentation by having a loud voice. Like Zayan, every student in Year 4 is given an opportunity to practise their presentation skills in front of all Year 4 students on a weekly basis.







*Science Investigation Small Group*

For Science in Term 4, we studied the components of soil. Soil is made of rocks and minerals. Also, because of the biodegradability, we can also find some fruits peels in the process of biodegradation. Children investigated the components of the soil and made notes on their books.

They were practising one of the most practical Science investigation skills, observing and measuring.



*Two Beautiful Sundials made by students*

For Mathematics in Term 4, the outcome 3 is converting units of time. To spark children's interest about this topic, I asked each student to make a sundial. They observed how the sundial change as time pass in a day. As time is an obscure concept. It is easier for children to observe the changes of sundial while counting how many periods of classes they have had.

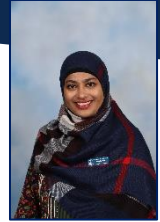


*Inquiry-based Geography Assessment*

For Geography assessment in Term 4, it is composed of research and questionnaires. Children can ask questions about question to create better waste recycling solutions. For example, children can ask a more specific question about a question, like "how can individuals manage waste more sustainably". The process of inquiry involves with critical and creative thinking.

Ms Renee  
Year 4 Teacher

# YEAR 5



As Salaam U Alaikum Parents, Students and Teachers,

The year 2022 has come to a close. I will miss all the students and wish them all the very best in the year 2023.

In English this term, we have focused on biography writing. Students have improved their creative writing skills. I have read some amazing biographies written on Malala Yousufzai, Nelson Mandela and Florence Nightingale. All students are to be commended on their learning. We have also read the novel Harry Potter and the Chamber of Secrets and enjoyed reading it.

In Mathematics, we have revised 24-hour time conversion and noted that it is still used around the world today. We have also studied chance and made predictions about the chance of weather and free time! In Science we have been looking at Earth Sciences and how the space is so vast. We have learnt to describe the key features of our solar system.

In Geography, we have learned about the North American Continent and how it is majorly covered with snow. In Economics and Business, we have looked at the reasons advertisements have certain strategies to make us want to buy the product. I enjoyed going on the camp with the Year 4, 5 and 6 students. The children grew outside of their comfort zone.

Overall, this year has been an amazing and I am so proud of the Year 5 students.

Wishing you a safe and happy holiday.

Mrs Neha Sultana  
Year 5 Teacher





# YEAR 6A

Assalamu Alaykom my dear students,

السلام عليكم طلبتي الأعزاء



The journey of Term 4 has reached its end; however, the train of learning would keep squealing!

Let's take this opportunity to celebrate our students' achievements across this academic term.

In **Mathematics**, we have been learning different concepts of decimals, fractions, timetables, pyramids and prisms, observed and expected frequencies and probability.



In **Science**, our Y6A have conducted very interesting experiments. They have enjoyed the idea of investigating different volcanoes and natural disasters.





In **Design**, the Y6A students have designed and made products that support wildlife and address sustainability and environmental issues.



This term has been quite eventful as our students have been involved in creative activities such as Cricket Clinics and School Camp. They have demonstrated high level of commitments and dedications.



All the best in your learning journey next year.

Mr. Kayis Ablahd  
Year 6A Class Teacher



## YEAR 6B

Wrapping yet another term of excitement, education and everlasting learning. While it seems like the end, the road never comes to an end, and as long as we are able to proceed together, hand by hand and heart to heart, we are unstoppable. Yes, I will miss my wonderful Year 6B students and greatly so.



We have gone through so much together. Even if I were to write a hundred pages, words won't even express the connectivity that perished and the best of days we cherished. Along the road we ran and walked, and along the road we stopped at destinations. Some were sweeter than the others and some were bitter, despite it all, we did it. YOU DID IT! Yes, Year 6 students whom carried on the year with me, even our little arguments seem like nothing now as all the memories are embedded in the core of sweetness.

We spent so many hours together on a journey that uplifted the Islamic values and ethos and on a journey that enlightened you with knowledge. Much is yet to be learned and you have a long life ahead of you. Until you reach the age past a million like me, then you will understand that there is much more that you will offer to the world, to the people, and to the community as a whole. Remember our valuable lessons and lectures always, and don't forget to remind each other what is right and what is wrong, as true friendship lies between those who truly advise, care and love one another.

The dear parents of year 6B, you were not physically present with us, but you were present from afar. Through every step of the way, you were there, knowing, praying, appreciating, understanding and collaborating. By the grace of Allah (SWT), you have brought beautiful children to this world and I ask Allah (SWT) to bless and protect them all. Together, we have made it through Year 5 and Year 6, together, we are all graduating! I truly thank you for your ongoing kindness and dedication.

Now, let's skip to the educational part!

Semester 2 revolved around many learning opportunities:

- **Science:** Learning about the many types of natural disasters present in the world
- **Math:** Learning about Converting 12–24-hour times, Capacity, Calculating Decimals, Frequency, and 3D Shapes
- **HASS/Eco:** Understanding the trade links between different countries and alternative ways resources benefit the community, people and the environment
- **English:** Focusing on different reading, writing and grammar contexts
- **ICT:** Learning about sustainability and how to keep the environment safe
- **Arabic:** Learning the Art of words and Nasheed

In the Name of Allah (SWT), we begin our mornings every day, and with His guidance, we seek the knowledge, and as the Arabic wisdom says, "Education is the best investment to your future." May Allah (SWT) guide our children to be those who possess the aim of education and its virtue. Keep going, keep learning, and sharpen your wisdom (kiddos).



Ms Maryyam Harara  
Year 6B Teacher

# Secondary English

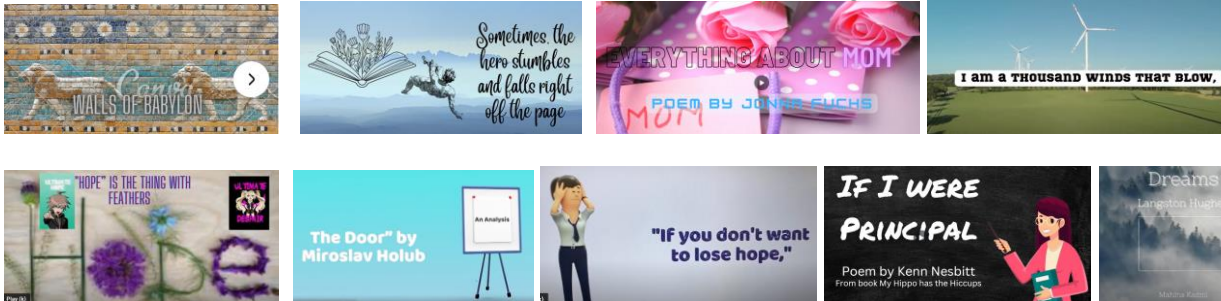
Once again, students have impressed with their dedication and hard work in English in Term Four. Students in all year levels have continued their weekly commitment to develop their literacy skills through practising low-stakes writing in journals and by fostering the habit of reading for pleasure.



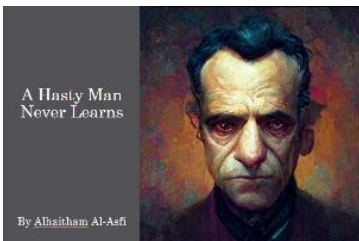
I urge all secondary English students to continue reading regularly over the Summer holidays and take this opportunity to wish all students and their families a safe and relaxing break.

## Year 7 English:

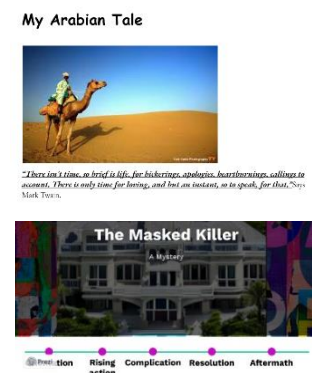
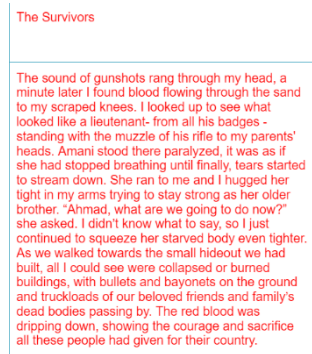
In Term Four the class finalised their novel study by writing an *Imaginative Recount* in which they wrote a creative account about an actual event in the novel, from the perspective of a minor character. Through this task, students showcased their understanding of the novel, their creative writing skills and their ability to utilise a range of narrative techniques including dialogue. We also studied poetry and, after learning about a wide range of poetic devices, students were able to identify how writers used poetic techniques in a selection of poems. The unit culminated with students creating a multimodal transformation of a poem of their choice, employing a range of visual, sound and film techniques to interpret and enhance the original poem. When Year 7 students presented their multimodal poems to the class and justified their choice of elements, the results were impressive (samples below) and highlighted students' knowledge of poetry and their ability to capture the "mood" of the poem through their technology skills.



## Year 8 English:



In Term Four, Year 8 explored the structure and language features of the short story genre. Taking the traditional narrative structure of *orientation*, *complication*, *resolution* a step further, students learnt about how *rising action* develops the crisis leading to the *climax* which is followed by *falling action* to eventually reach a *resolution*. Sophisticated short stories follow this more complex plot structure and students were challenged to apply their new learning by creating their own original short stories and then presenting them to the class with illustrations to enhance the narrative. Whilst some students tended to use the *recount* genre, most of the Year 8 class were able to rise to this challenge and create an original, illustrated short story using the plot structure outlined above. Short story titles included: *A Hasty Man Never Learns*, *The Masked Killer*, *Perfect Beauty*, *Just Add Time Travel*, *The Survivors*, *My Arabian Tale*, *The Pirate's Adventure*, *Clock's Ticking* and *Brilliant Bolt*. I really commend the students on their willingness to embrace this challenge and strive for excellence.





**Sport**

Australian Football is definitely the most popular spectator sport in Australia, yet more males participate in golf, cricket, and tennis. Rugby league is another popular sport, but not one that can be played.

**Landmarks**

The Great Barrier Reef is the world's biggest coral reef system and is regarded as one of the seven natural wonders, alongside Mount Everest and the Grand Canyon.

**Year 9 English:**

The theme of Australian Identity was explored by Year 9 during Term Four by looking critically and analytically at some of the ways our nation's culture and people are represented in music, film, advertisements and images. Students developed a healthy cynicism towards some of the ways our culture is



**Australian Identity**

**Appearance and stereotypes**

**History of Australia**

**Diversity**

represented, particularly in relation to our First Nations peoples, and wrote persuasive speeches that challenged misrepresentations and argued for more realistic ways to recognise and promote Australian identity. Next, they created illustrated stories about Australian Identity – in some cases students tapped into their own experiences of being Australian while others used the narrative genre to explore controversial issues about our cultural identity. Finally, Year 9 created Multimodal Presentations based on their persuasive speech topic and presented these to the class. Their incorporation of a range of multimodal elements to enhance the presentation was most impressive – using music, visuals and various film



techniques the students highlighted Australia's peoples, histories and cultures in a more authentic way. This was a complex unit of study and I was impressed with the way the Year 9s rose to the challenge and with the sophistication of their interpretations and justification of the multimodal techniques employed. Topics included: *Anzac Day, Multiculturalism, How People shape our Culture, Stereotypes, The British Influence, Holden-AFL-Colonisation, The Australian Flag Needs Changing, The Lucky Country, Sports Preoccupation and The Stolen Generations.*

**Year 10 English:**

Following their brilliant work on Shakespeare in Term Three, for the first two weeks of Term 4, Year 10s explored the poetic form of *Sonnets*. Shakespearean sonnets follow a very strict structure, rhyming pattern and rhythmic arrangement called *iambic pentameter* or 10 beats per line. The meaning of the sonnet also follows a strict pattern in the way the story unfolds. Students were challenged to create an original sonnet that adhered to all of these rules and regulations. The results were extraordinary (see below). For most of Term 4, the class investigated news media and compared the genres of broadcast, print and online news. The unit culminated in students selecting a news story and contrasting how the same news item is conveyed across two genres, determining which format told the story most effectively. They presented their work as multimodal presentations that embedded the news item with an emphasis on justifying the multimodal elements that were included and explaining why one news media format was preferred. I want to take this opportunity to farewell my Year 10 English class, to thank them for their dedication and to wish this talented group of people all the very best for the future.

As the winds shake the lush work of nature,  
And as light makes fresh things illuminate,  
Work to emphasise a verdant picture.  
Unveil what's dyed green for us to admire.

We can then experience inner peace.  
Which shall make us reflect on what's present.  
But do all accept its peaceful display?  
Or do they focus on its unpleasants?

It's only blindness that veils such beauty.  
How could they compare the colour to waste?  
While blindness drives to envision things vile,  
It'll grasp its beauty no matter their taste.

It's time to admire the charm that it brings.  
That's refreshing, like the first spurt of spring.

**You will never be forgotten**

O, J'aimerais que vous soyez ici  
There wasn't much time for you in this world  
Wish I held your small hand and wrist tightly  
You went through the pain, with your body curled

I want you to return to this planet  
But then I accept, that's impossible  
Thinking about you is now a habit  
Your jolly glance is unforgettable

Your delightful eyes shined like the bright sun  
What could be more awful than losing you?  
Your warm face was the joy for everyone  
So, what is there to not like about you?

Know that: 'you will never be forgotten'  
My dear brother, my light: Abdulrahman

**Jealousy. the state or feeling of being jealous.**

It ignites within you like a green flame,  
Enclosed by a blanket of resistance.  
To cool off the envy, hiding the shame,  
Now I've lost every last bit of patience.

No matter how hard I try to succeed,  
Everyone seems to be one step ahead.  
My jealousy stuck to me like a weed,  
Seeing others where I should be instead.

My self esteem slowly diminishes,  
I simply mask my feelings with a smile.  
To hide away my ugly blemishes,  
Hoping this all will only last a while.

Will I ever be good enough for me?  
I wonder if that day will come to be...

- By Zaiyneb Yamin

**Topic: A time that seemed too good to be true**

Was there really a time when all was glee?  
When it was not possessions that mattered,  
Just the beauty of youth, setting you free  
No troubling trials leaving you shattered

When each day would keep you warmly embraced  
Welcoming, like Spring's beautiful flowers  
And ignorance had you safely encased  
When we could fly without wings, laugh for hours

But now I think, was it all just a daze?  
Fragments of my own imagination?  
Was there some peace before this stressful phase?  
Hope, before this current desperation?

That time may be gone, but should be kept close  
To try to make those dreams come true, at most.

**A Second Chance**

Finding our way back from the broad beachside  
And into the still, deep, dark, cloudy night  
We slept soundly during the long, slow ride  
Sleeping, dreaming about bright fairy lights

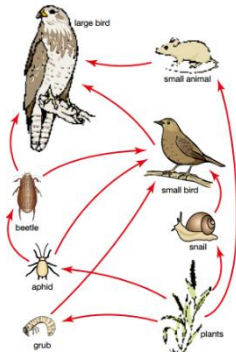
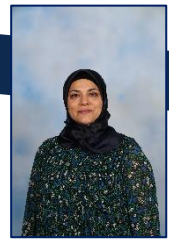
Now as we slept ever so peacefully  
A haywire gear sprang and lept back and forth  
The car skidded, slid, and stopped gracefully  
Stuck over the edge of a deep hole, caught

The others helped us to make our way back  
We were to leave the vehicle and go  
Heavy heartedly we were sent off track  
A trailer was sent for the car to tow

Life is too short and we all must move on  
One tumbling fall, and we all could be gone

# Year 7 & 8 Mathematics & Science

## Super Sevens



In Term 4, the students reviewed their understanding of food webs in order to identify how human activity can impact food webs in the marine environment. They have summarised and analysed data and consider how science and technology contributed to finding solutions to issues related to marine-resource management. Students explored native food webs and how these are understood and used by Indigenous Australians. They also learned to classify organisms based on their physical characteristics. They applied scientific conventions to construct and use dichotomous keys to assist and describe classification. They explored the improvements in microscope technology that led to changes in classification systems.

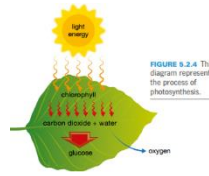
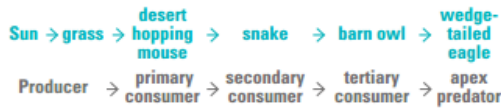
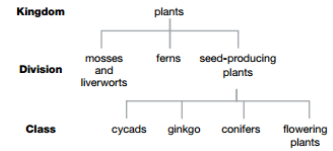
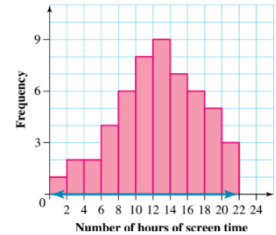


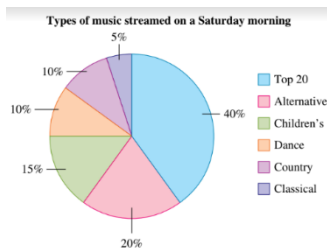
FIGURE 9.2.4 This diagram represents the process of photosynthesis.



In **Mathematics**, Students explored the topics of Probability, data Representation and Equations. Probability describes the chances of different events occurring. As with many different areas of mathematics, probability has its own terminology or language. To understand the chances of an event happening, it is important to understand the language of probability. Probability is also widely used in the finance industry. Insurance brokers look at the chance, or likelihood, of an event occurring, and set their rates accordingly. Many different professions require knowledge of probability, including science, market research analysis, meteorology, financial analysis, statistics and many others.



Every day we see graphs, charts and statistics in the media. These graphs, charts and statistics all serve to condense massive amounts of information into a few simple numerical facts. This is the beauty of statistics. It turns complicated data into simpler forms that, with the knowledge gained throughout this topic, you will be able to interpret and understand. Understanding how to solve equations is one of the most useful skills you will learn in algebra. To work out which mobile phone plan gives the best value requires you to solve equations. Equations are also put to use in traffic control systems, space programs, aircraft, medicine and in many other areas. Scientists, architects, engineers and accountants are just some of the people who use algebra and equations frequently in their work.



Key: 0|1 = 0.1

Stem	Leaf
0	8 7 1
1	6 2 9 6
2	3 8 1 9 6
3	1 7
4	3

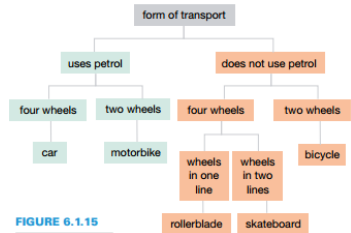
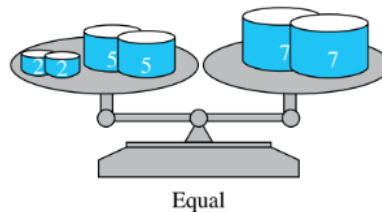
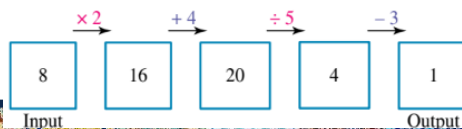


FIGURE 6.1.15





# Enthusiastic Eights

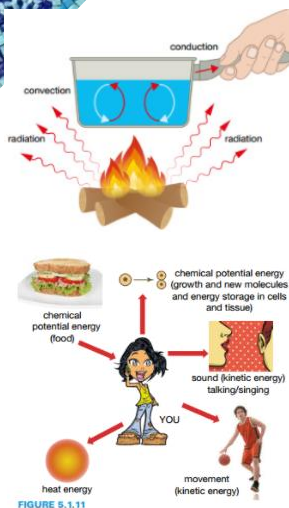
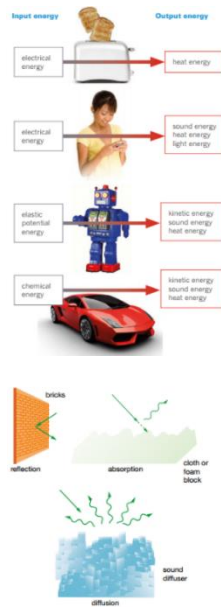


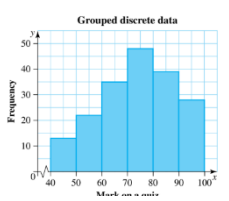
FIGURE 5.1.11

In Term 4, the year 8s have learned about the classification of energy forms. They investigated different forms of potential energy, made predictions, and conducted fair and safe experimental tasks. method used. They used models and representations to examine kinetic energy and its relationship with potential energy and heat. Students communicated how energy is transferred and transformed through systems. They recognised that energy can be transformed into usable and unusable forms and considered how this can impact on the efficiency of a system. They discussed the use and influence of science on the utilization of energy sources and consider how the efficiency of these sources in the production of energy could influence their use by society.



1	2	Outcomes
H	1	H1
	2	H2
	3	H3
	4	H4
	5	H5
	6	H6
T	1	T1
	2	T2
	3	T3
	4	T4
	5	T5
	6	T6

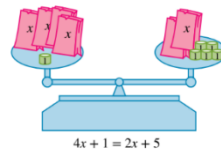
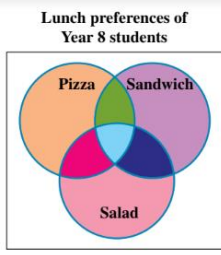
In **Mathematics** this term, the students have explored the topics of Probability, Data and linear Equations. Understanding probability is a vital skill that allows students to understand and consider risk and make decisions accordingly. If the weather report shows an 80% chance of rain, you might consider taking an umbrella with you, whereas if the report shows a 10% chance of rain, you might not. Probability is widely used to describe everyday events. Probability can be measured with a number between 0 and 1, or 0% to 100%, or with words such as impossible, not likely, even chance, highly likely and certain. Think about the question 'What is the chance that the sun will rise tomorrow?' The answer could be 100% or 1 or certain.



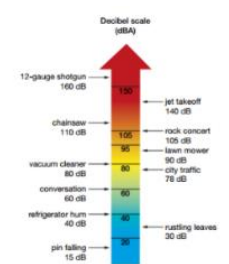
Key: 24 | 7 = 247

Stem	Leaf
24	27
25	24668
26	01359
28	5668

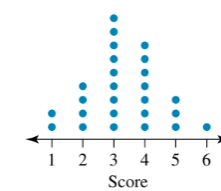
Statistics are used by most professions. Sporting organisations use statistics to analyse game data, advertising agencies to try to make us buy certain products, the media in reporting, economists to analyse share markets, and organisations to describe their performance. In any occupation, you would need to read and interpret statistics at some point, so it is important you can do this easily.



**Inverse operations**  
 + and - are inverses of each other.  
 × and ÷ are inverses of each other.



Equations are a mathematical tool stating that two things are equal. Linear equations form part of algebra and are used to describe everyday situations using mathematics. Equations are used widely in many aspects of life, including science, engineering, business and economics.



Meteorologists use equations with many variables to predict the weather for days into the future. Equations are also used in mathematical modelling that helps us determine and predict trends such as investments, house prices or the spread of COVID-19. One of the most useful things you will learn in algebra is how to solve equations. Solving equations will allow you to find the answers to problems that contain unknown values.

The algebraic techniques you learn will be used throughout your future schooling and beyond.

Ms Farah  
 Year 7 & 8 Mathematics and Science



# Year 9 & 10 Mathematics & Science

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



Assalaamu 'alaykum wa rahmatullaah.  
Dear parents and friends of the Islamic School of Canberra,  
I hope this message finds you all well.

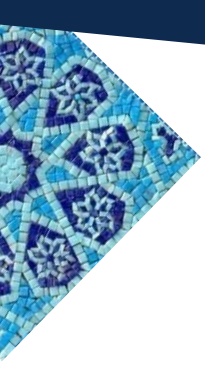
The end of the year is upon us! What a wonderful year it has been. Lots of learning, lots of work, and plenty of fun. I am really looking forward to doing it all again next year, God willing.  
A brief summary of learning content is provided below, and then I'll devote as much space as possible for photos and recollections of the term.

- Year 9 mathematics – probability + statistics + quadratic equations and graphs.
- Year 9 science – geology + mechanics + psychology.
- Year 10 mathematics – polynomials + functions and relations + trigonometry extension.
- Year 10 science – physics extension + forensic science.

It's time for photos ...







Let's finish with two Mathematics problems; a sugary prize to anyone who can bring me the solutions to both!

Find how many three-digit numbers are possible if only the digits 0, 1, 2, 3, 4, and 5 may be used, the number must be a multiple of 5, and no digit may be used more than twice in the same number.

Ahmad answered all 50 questions in a Mathematics competition in which he received 4 marks for each correct answer but lost one mark for each incorrect answer. How many answers did he get right if his score was 135?

Mr Duncan  
Year 9 & 10 Mathematics & Science



# Humanities & Social Sciences

Assalaamu 'alaykum wa rahmatullaah.

Dear parents and friends of the Islamic School of Canberra, I hope this message from HASS teacher finds you all well.



In this term for year 7 Geography, we studied about how Aboriginal peoples and early European settlers to Australia both made decisions about where to live based on the availability of resources they needed to survive, such as water, food and shelter. Now a days also people needing access to food, water and shelter, people also choose where to live based on access to services (such as hospitals and schools), environmental quality (such as access to clean air and parklands) and safety. Connections to family, friends and places also influence where we live. Where we choose to live can also change over time due to a range of factors, such as work and property prices. In retirement, many people opt for a sea change or tree change to enjoy a more relaxed lifestyle.

Students also studied about liveable cities. There are a range of factors that make places more or less liveable. Liveability is generally measured by factors that provide quality of life, such as access to fresh water, food, housing, transport, health care, education and a safe and stable environment.



In Economics and business subject's study about finance and consumers. In Australia's economy, we are all consumers. That means we all buy goods and services for our own personal use. As consumers, we make decisions about what to spend our money on. Our goal is to buy those things that will best satisfy our needs and wants.

For year 8 Geography, we studied about urban life. One of the greatest changes to the way in which people live has been the growth of the world's cities. There are now more people living in urban areas (cities) than living in rural areas (the countryside). As cities have grown, many people have moved out of a life of rural poverty and into one of urban prosperity. Australia is one of the most urbanised countries in the world. In fact, around 90 per cent of all Australians live in cities. We also studied about migration. There are many different reasons why we move – for work, for family, for love, to escape persecution, or for the chance of a better life. There are also different ways in which we move – we move across the street, to the next town, to a different state, or even to the other side of the world. Geographers refer to this movement of people as migration. In Australia, most people are voluntary migrants; and within a five-year period, about one-third of Australians will change their home address at least once.



In Economics and business subject students studied about the world of work. People work in many different occupations. Some people work in an office, some people work from home, others work in a factory or shop and still others work outdoors. Work is an important part of the way people live. People work for material reasons, such as to earn money, as well as for non-material reasons, such as self-esteem and sense of community. As we go through life, we need to earn money in order to afford basic things such as food and clothing, as well as luxuries

such as holidays or a new phone. For year 9 geography, we studied about how every person is connected to someone else. This is as true today as it was nearly 400 years ago. The more we learn about our amazing planet and the people who live here, the more we come to realise that everyone and everything is connected to everyone and everything else.





We are connected to people and places all around the world in many ways. These connections have consequences. They have helped to improve the lives of millions of people, but they have also been responsible for ruining the lives of many others. Many natural environments, too, have been negatively impacted by the links between people and places.

We also studied about Global connectivity. The increased movement of goods, services, people and ideas across the world has the potential to improve the lives of millions of people and bring cultures closer together. It also has the potential to degrade natural environments and to deepen the divide between the wealthy and the poor. Many millions of lives have been improved because of the increased access that people have to goods and services. The increased demand for consumer goods has also resulted in changes to natural environments and the loss of habitat for many species of plants and animals.

In Economics and business students studied about The changing work environment. Australian work environments are influenced by both domestic and global conditions. For example, the COVID-19 pandemic impacted ways of working, as many people were required to work from home, and businesses had to adapt to the challenges suddenly presented by the global pandemic. This adaptation may see remote work, among other new practices, becoming more popular in the future.



For Year 10 Geography we studied about an unequal world. Human wellbeing is an overall measure of the ability of human beings to access the things they need to live happy and healthy lives. There are many reasons for the inequalities in wellbeing that exist between and within countries. The environment and climate can make a difference, affecting access to fresh water and the ability to grow food. In addition, the presence of natural resources such as oil and minerals is an important source of wealth for countries that influences levels of wellbeing. The political, economic and social organisation of a country can also have a big impact on its wellbeing. All over the world, the wellbeing of millions of people is slowly improving. From local projects to global initiatives, inequalities between rich and poor in many areas are being addressed. More than a billion people have moved above the poverty line in the past 25 years and the same number have gained access to safe drinking water. Millions of girls have attended school for the first time, millions more babies have survived beyond their first year of life, and the rates of infection for many deadly diseases have fallen.

In economics and business subjects we studied about the business environment. Successful businesses must change and adapt in order to survive and remain competitive in the global environment. Sometimes in business, it is a case of trial and error.



Mr Muhammad Khan  
Secondary HASS

# PHYSICAL EDUCATION

PE classes have again been significantly affected by a persistent La Nina weather pattern. So, many classes have been run indoors, altering appropriate activities for students.



**Kindergarten – Year 2** classes have been examining our bodies response to exercise, jumping, hopping, catching, kicking and throwing. With continued emphasis on developing fundamental motor skills and social skills. Kindergarten students have developed so much through this year and are developing into bright, energy filled competent youngsters.

**Year 3-6** have been also been further developing fundamental movement skills. And participating in sports such as Basketball, Soccer and even Circus skills. The slippery fields and courts making safety and development of skills, a constant consideration and very challenging to manage. When we actually were able to get out, the children relished the opportunity to stretch their legs and play Bullrush and Capture the Flag!

**Senior classes** have been busy with a variety of activities intended to stretch and develop their abilities and inform themselves of the plethora of movement opportunities we can pursue. Students have been engaged in Slap Hockey, Badminton and La Crosse.

The development of students participating in PE at ISC in term 4 has maintained momentum. Interest in new activities and the skills that have been learnt and performed have made for a motivated close to our ISC PE year.

Well done ISC PE students!



Mr Cairns  
K – 10 PE Teacher





# ARTS – Drama

Kindergarten: Ms Gowri Dissanayake  
Yr 1 – 10: Ms Mariam Haider



Students across Kindergarten to Year 10 worked collaboratively as they used the elements of drama to shape character, voice and movement in improvisation, play building and performances of devised and scripted drama for audiences. Students developed and sustained different roles and characters for given circumstances and intentions.

They performed, devised and scripted drama in different forms, styles and performance spaces. They collaborated with others to plan, direct, produce, rehearse and refine performances. They selected and used the elements of drama, narrative and structure in directing and acting to engage audiences. They refined performance and expressive skills in voice and movement to convey dramatic action.



Ms Gowri  
Kindergarten Arts Teacher

Ms Haider  
Yr 1 – 10 Arts Teacher