



Islamic School of Canberra

Information Pack

Year 6

Term 4



Teaching Beliefs:

Year 6 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 teamwork 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.



Teachers

Homeroom – Ms Neha Sultana & Ms. Stacey McGregor

Specialist Teachers:

Arabic	Ms Rabab Soueidan
Islamic Studies	Br Adam Konda
Quran	Br Adam Konda
Arts	Ms Sarah Rees
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 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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|------------------------------|-------------------------------|
| - Long Sleeved Polo (Winter) | - Short Sleeved Polo (Summer) |
| - Fleece or Track Jacket | - Long Sleeved Polo (Winter) |
| | Fleece or Track Jacket |
- Long Sleeved Polo (Winter)
 - Fleece or Track Jacket

- Short Sleeved Polo (Summer)
 - Long Sleeved Polo (Winter)
- Fleece or Track Jacket

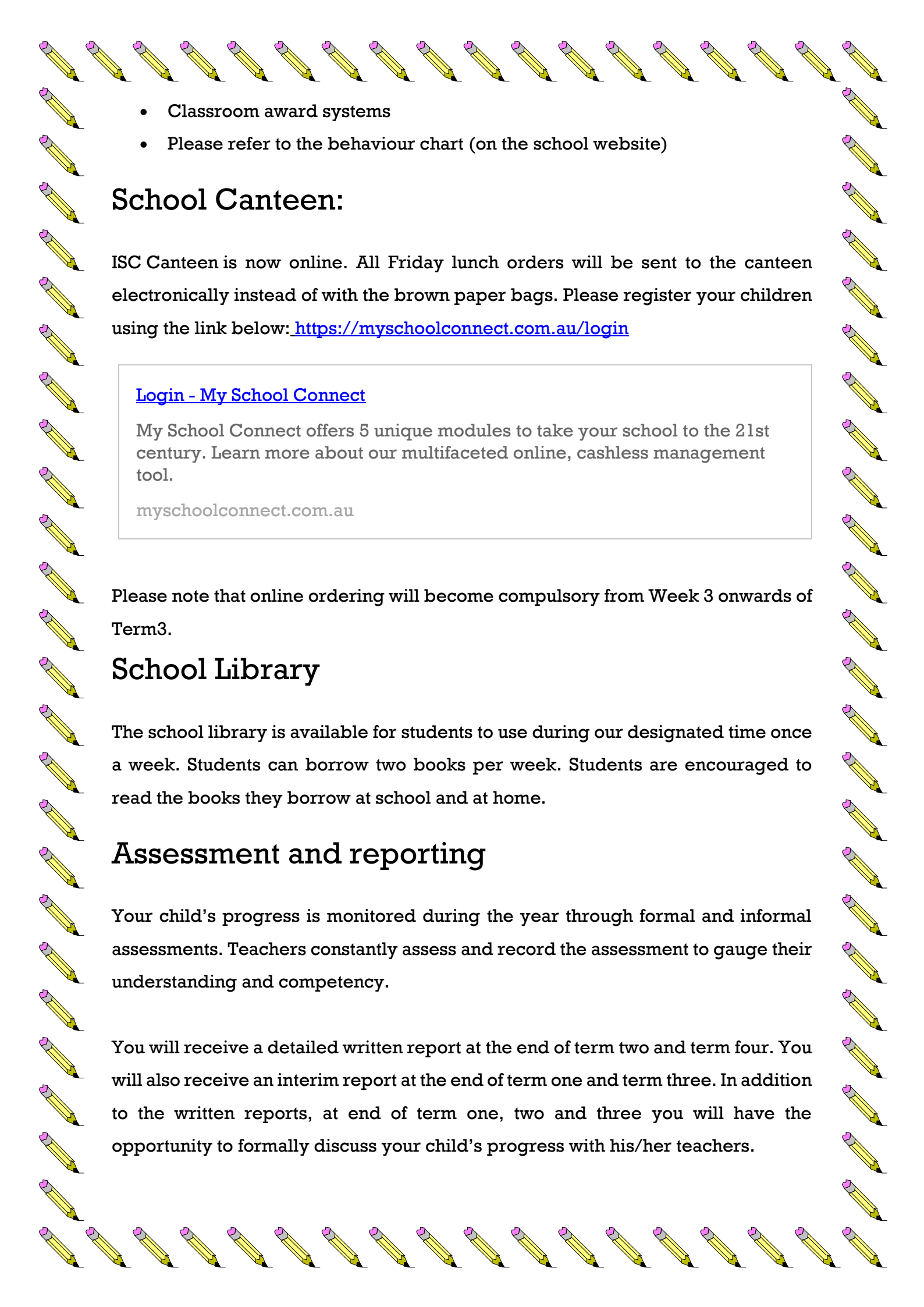
School Procedures:

- 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

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- Classroom award systems
 - Please refer to the behaviour chart (on the school website)

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>

[Login - My School Connect](#)

My School Connect offers 5 unique modules to take your school to the 21st century. Learn more about our multifaceted online, cashless management tool.

myschoolconnect.com.au

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 can borrow two books 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 6 Curriculum:

In Term four the students will be covering the following topics. Students will:

Literacy:

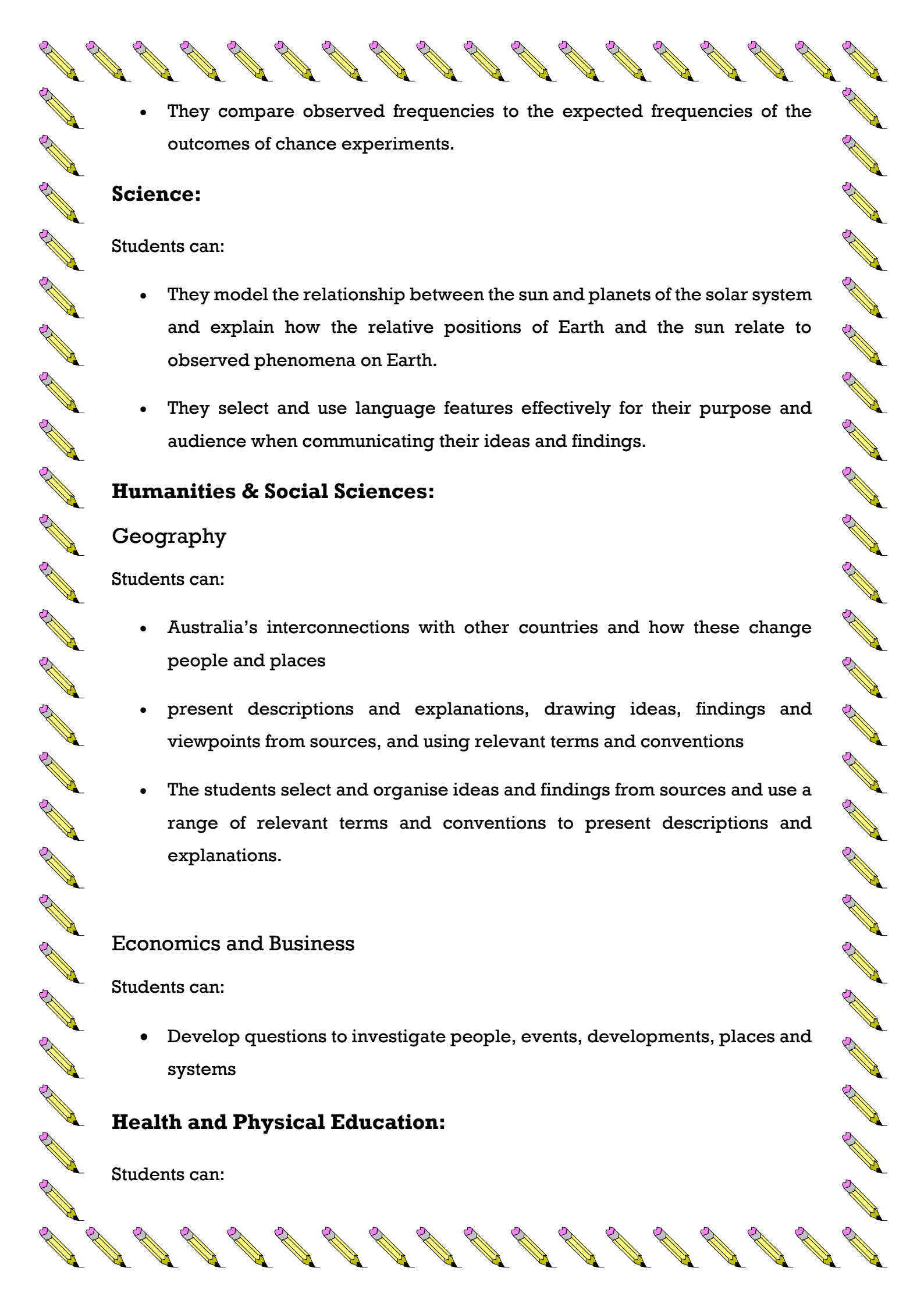
Students can:

- They identify how texts have similar and different text structures to reflect purpose.
- They explain how language features including literary devices, and visual features influence audiences.
- They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing, explaining and elaborating on relevant ideas from topics or texts.

Numeracy:

Students can:

- They compare distributions of discrete and continuous numerical and ordinal categorical data sets as part of their statistical investigations, using digital tools.
- They assign probabilities using common fractions, decimal and percentages.
- Students conduct simulations using digital tools, to generate and record the outcomes from many trials of a chance experiment.

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- They compare observed frequencies to the expected frequencies of the outcomes of chance experiments.

Science:

Students can:

- They model the relationship between the sun and planets of the solar system and explain how the relative positions of Earth and the sun relate to observed phenomena on Earth.
- They select and use language features effectively for their purpose and audience when communicating their ideas and findings.

Humanities & Social Sciences:

Geography

Students can:

- Australia's interconnections with other countries and how these change people and places
- present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions
- The students select and organise ideas and findings from sources and use a range of relevant terms and conventions to present descriptions and explanations.

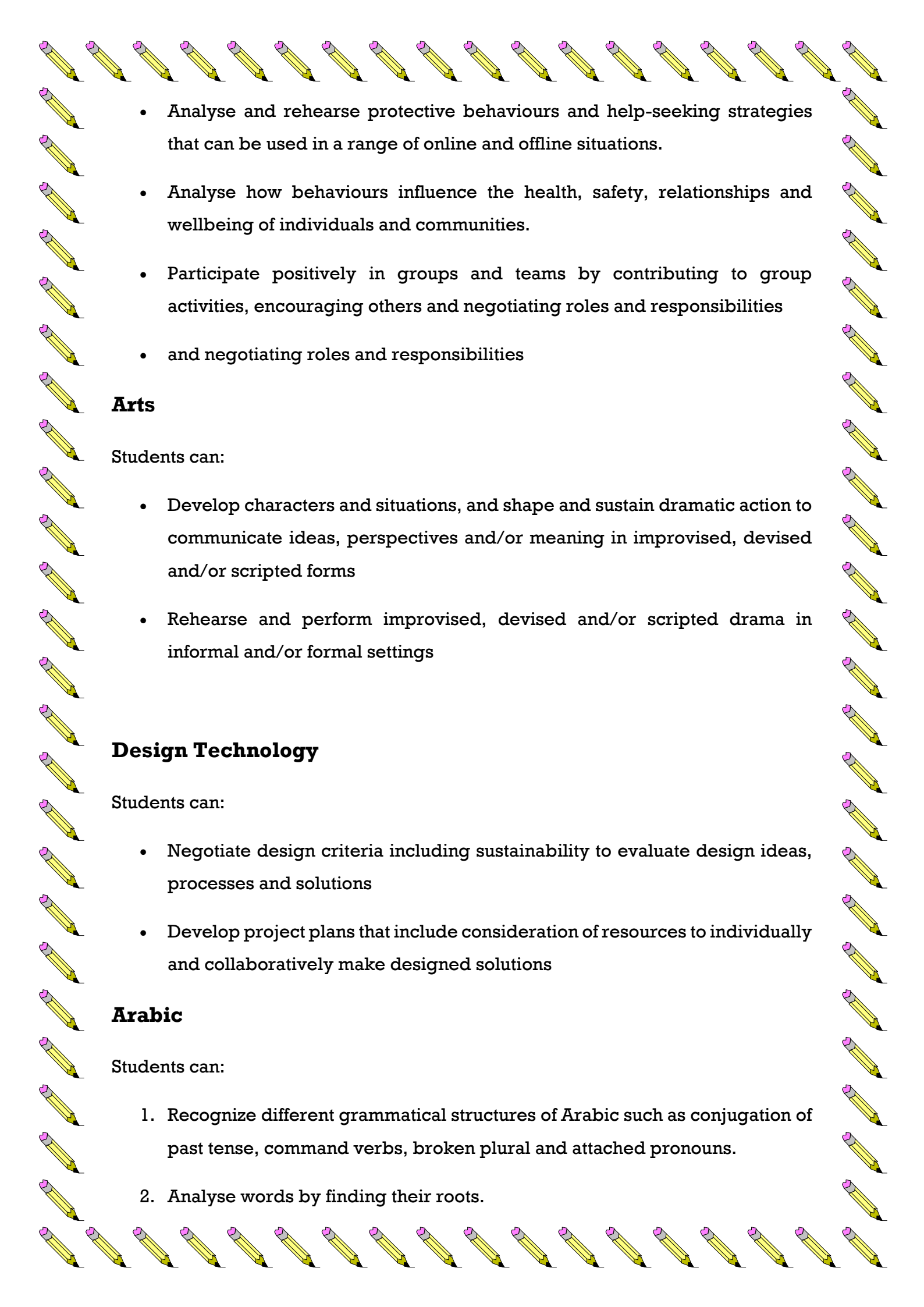
Economics and Business

Students can:

- Develop questions to investigate people, events, developments, places and systems

Health and Physical Education:

Students can:

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- Analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations.
 - Analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities.
 - Participate positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities
 - and negotiating roles and responsibilities

Arts

Students can:

- Develop characters and situations, and shape and sustain dramatic action to communicate ideas, perspectives and/or meaning in improvised, devised and/or scripted forms
- Rehearse and perform improvised, devised and/or scripted drama in informal and/or formal settings

Design Technology

Students can:

- Negotiate design criteria including sustainability to evaluate design ideas, processes and solutions
- Develop project plans that include consideration of resources to individually and collaboratively make designed solutions

Arabic

Students can:

1. Recognize different grammatical structures of Arabic such as conjugation of past tense, command verbs, broken plural and attached pronouns.
2. Analyse words by finding their roots.



Islamic Studies

Islamic Studies Program provides students with an underlying knowledge of their religious beliefs, values, social and cultural heritage. Australian values are also emphasized in an Islamic perspective. The focus of Islamic Studies in Foundation Level classes is the understanding of the essentials of faith (Aqidah) and learning the historic and cultural aspects of Islam through a range of activities. The domain also includes the understanding of the history of the Prophets of Allah and primarily focuses on adopting the teachings of the last prophet of Allah, Muhammad (p.b.u.h) and Seerah of Prophets (History).

- Students learn about Taqwa, friendship and how to deal with a new Muslim friend.
- Students learn about more about steps of performing salat.
- Students learn about people of other faith.

Quran

Students can:

- Recite Surah Al-Infitar to [Al-Inshiqaaq](#)
- Understand Surah Al-Infitar to [Al-Inshiqaaq](#) meaning
- Recite Surah [Al-Burooj](#) to 114 An-Nas

Homework due dates:

- Monday: Weekly Spelling Test
- Tuesday: Library
- Tuesday: Homework Submissions Due Day
- Wednesday: Homework sent home
- Take home readers and books are to be read daily