



Issue Term 2, 2023

## Dr Mahmoud Eid, ISC Principal's message

Dear Parents, Staff and Students,

Assalamu Alaikum Wa Rahmatullahi Wa Barakatahu

Alhamdulillah, another busy term has passed from 2023 academic year. The school was engaged in many activities and events in term 2:

- The school's covered outdoor learning area (COLA) was formally opened on Tuesday 2<sup>nd</sup> May. It provides shelter to our students and staff from hot weather and rain. Besides using it as an outdoor learning space, we also use it as a pick-up area at home time.
- We had our first Umrah trip to Saudi Arabia. The school offered one full scholarship and two half scholarships for this purpose. The full scholarship was offered to Haneen Salousa and the two half scholarships went to Samia Farhana and Shuayb Abrar. Three students were from year 9 when selected for this trip. Two staff members accompanied them: Sh Adam Konda and Sr Farah Gondal. Due to the positive feedback, we received inshallah we will increase the number of students to two full scholarships and two half scholarships in 2024.

*In Knowledge Lies Strength*  
القوة تكمن في العلم

وَقُلْ رَبِّ زِدْنِي عِلْمًا



*Dr Mahmoud Eid*  
*ISC Principal*

33 Heysen Street, Weston ACT 2611.

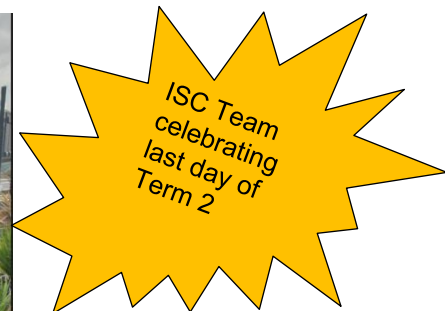
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- The school organised Eid fun day on Wednesday 17<sup>th</sup> May. Alhamdulillah, staff and students enjoyed the day and next year, we will organise a bigger Eid event inshallah.
- We organised a staff PD on Child safe standards and reportable conduct to keep the teachers updated with legislation and to remind them of the expectations and what is acceptable/unacceptable behaviour and how to handle students' challenging behaviour.
- We had a new class opened (years 1 & 2 combined) which reduced our waiting list by 30 students. We still have a big waiting list and inshallah we are trying our best to accommodate everyone.
- We are still waiting for the release of NAPLAN results for 2023. Inshallah we will send the students' individual reports home once they are made available and we will keep you updated.
- We are renovating the Block E roof and painting it from outside. Inshallah we are expecting that to finish in 2 – 3 weeks' time.
- The work on our Food Technology and Art Centre is still going on. The completion date is around 15<sup>th</sup> September inshallah. This is part of our preparation to have years 11 and 12 in 2025 inshallah.



- Alhamdulillah, despite the shortage in teachers which is a great challenge, our school is able to secure the required number of teachers for this year. Some schools are combining classes or teach some classes online to overcome the issue of teacher shortage. Inshallah we will not need to do that as we are adjusting our salaries and our school is offering competitive salaries in order to retain our staff and attract others to join. If you know any teachers, please encourage them to join our school.
- I would like to conclude by informing you that we will start applying for years 11 and 12 as of term 3 inshallah. If plans go ahead as we wish, inshallah the current year 9 will be our first group to start year 11 in 2025. More details and updates will be shared with you in the term 3 newsletter inshallah.





**Renovating Block E roof and painting it from outside ready for Yr 11 and 12 in 2025 insha Allah.**

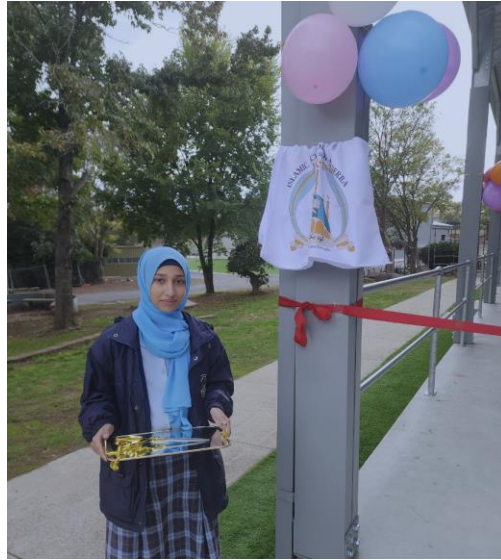


**Secondary Student PD on secondary behaviour expectations and behaviour chart given by Dr Eid – School Principal**





**The school's covered outdoor learning area (COLA) was formally opened on Tuesday 2<sup>nd</sup> May 2023 by David Smith MP – Member for Bean**

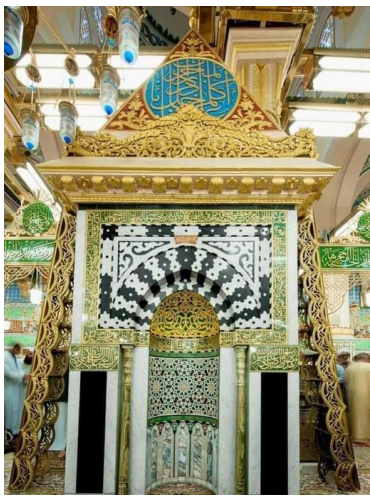




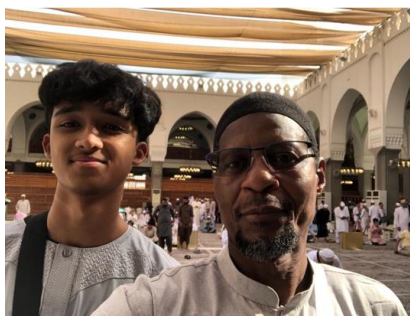
**First Umrah trip to Saudi Arabia. The school offered one full scholarship and two half scholarships offered to Haneen (full), Shuayb and Samia (half), accompanied by Sh Adama Konda and Sr Farah Gondal.**













# Eid fun day on Wednesday 17th May 2023









## **Behaviour Coordinator's message**



Asalamu Alaikum dear parents, carers, and families,

I would like to officially introduce myself as the Child Safety/Behaviour Coordinator of the Islamic School of Canberra from Kindergarten to Year 10, beginning from Term 4 of 2022 and proceeding with the role for the Year of 2023.

I would like to thank you all for your continued support in my role and your dedication to work with me as we implement the best strategies to help your child/children.

I do believe that behaviour support and student management are key aspects of teaching and learning. The interventions, behavioural plans, and contracts I create are designed to improve the developmental, communicative, and educational level of the students. As you all know by now, the behavioural police's and behavioural chart has been updated for the Year of 2023, Alhamdulillah

I strongly believe that every student has a capability. They are special and beautiful in their own way. Yes, there are times when they make mistakes, sometimes, a bit too many as well, but I am here to work alongside the child and the parent(s) or carer(s), to ensure the best possible outcome and improvement.

Our children are a priceless treasure from Allah (SWT), a blessing and an endless joy that never leaves our hearts despite their mistakes, as they are born into this world gifted and entrusted to us so that we can raise the inspired generation of tomorrow.

Through my eyes, I see them as unique individuals. I have lost count of how many conversations I had with students and how much they approached me to seek motivation and advice. It takes a big heart to listen and even a bigger heart to guide. All of it requires energy, time, and patience, to motivate, inspire, and encourage students to be the best versions of themselves with given valuable tips to deal with certain circumstances.

The road is endless. The doors are still opened. The wings are still soaring. I know that at times it seems like everything has shattered, but believe me, by the grace and blessing of Allah (SWT), to Him we only seek, there is no end. No giving up. Together we will walk by the grave of Allah (SWT) to reach the highest levels and empower the young generations.

May Allah (SWT) protect our children and guide them at all times to the righteous behaviours and path.

Wishing you all a safe, beautiful, and prosperous Holiday!

**Warmest Regards,**

**Miss. Maryyam Harara**



# Kindergarten Newsletter

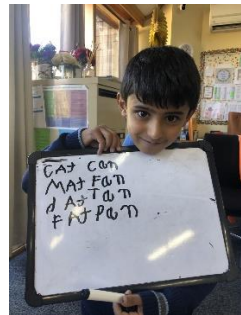
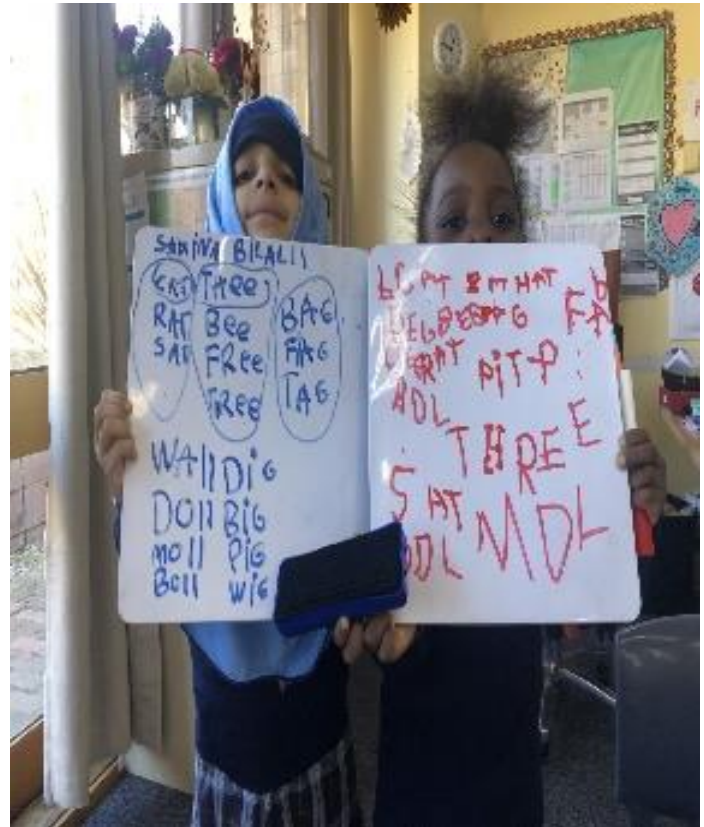


Assalamualaikum

Dearest Kindy Koalas,

Our journey began just two terms ago. We know we have a long way to go but within this short period of time, we have gathered quite a few things in our bag of knowledge. Alhamdulillah.

We have been learning about Narratives this term in Literacy. We have learnt about settings, characters, problems, actions, solutions. We loved reading *The Very Cranky Bear*, and the *Rainbow Fish!* We loved the characters so much that we all wanted to be the little sheep and the rainbow fish! We also have been learning rhyming words which helped us know about words, sounds and language formation.





Math has simply been so fun-filled! We now know that Math is part of our everyday lives. Koalas have been actively engaged in hands-on activities. We learnt Addition, subtraction and part-part-whole. We have also acquired knowledge about equal sharing and grouping with physical and virtual materials. Music Sessions: We had such a fun time during our music sessions! We have been so excited to design and create our own guitars, drums, shakers and so on.

This term the best ever day has been the Eid Funday!

I am sure that this school year will be jam-packed with excitement, lots of learning, and new wonderings, inshAllah. Happy school holidays everyone! Stay safe and have fun!

“Be like a diamond, precious and rare, not like a stone, found everywhere.” – Anonymous

Mrs. Shahreen Rahman





# Year 1 Newsletter



**Assalamualaikum**

**Dear Parents and Carers**

It has been a term where we worked hard to accomplish great things together. This term students were actively involved in being investigators in areas such as science and HASS. It has been a great term where students worked together towards achieving their learning goals.

## **English**

This term we commenced reading rotations where students read their books and did some activities related to the book and completed a writing activity. Myself and our learning support assistant worked hard in our small group reading activities. Students also undertook a read to someone activity where they read took turns in reading to each other. This was a very important moment where we focused on students' comprehension and tricky words. Students also took home their books to read with their parents. The aim was to improve reading abilities and finding where the area of need was for each student.

## **Math**

In Math this term we learnt about patterns. Students were required to learning about patterns through using counters, worksheets, games and number sequences. In groups students created a pattern using shapes and their classmate needed to continue the pattern. The students overall did very well with this activity and I liked seeing the look on their faces when they challenged each other.





### Students using counters to create equal groups

After completing sequences, we commenced looking at the early stages of division. Students learnt a lot about equal groups. This was done through getting students to create four equal groups, two equal groups and five equal groups. It was a little hectic but the students enjoyed it. We also looked worksheets where students were instructed to identify the how many in each group and how many groups there were.

### Science

In science we explored the phenomenon of the weather and how weather changes what we do and how we do things. Students participated in a two-week activity where they had to fill in a table and wrote about how activities changed according to the weather or if it was day/night.

### HASS

Students continued to explore the past and the present in regards to their families and themselves. Students were instructed to complete worksheets in order to identify the differences between themselves, parents and grandparents. Students then moved on to looking at objects from the past and the present and compared how things have changed. The term learning concluded with an exciting excursion to the National Museum of Australia. It was a privilege to attend a Then and Now program that was directly linked to our learning this term.





## Year 1/2 B Newsletter



Assalam Alaikum  
Parents/Carers,

It is a pleasure to welcome all of you in our class. For us, this term was all about settling in, knowing each other, following our routines, and feeling happy and comfortable in our new class room. I am glad to say that we have now adjusted quite well to our surroundings and have started our learning journey with a lot of enthusiasm and willingness to learn.

In English we have been learning about informative and narrative texts, focusing on their structure and content. We learned how to plan and write an informative text and arrange its content accordingly. We have also been focusing on using the right punctuation in our writing and editing our work after we finish it. We also focus on our spelling words every day and revise them daily.

In Math we have been learning about skip counting starting from any given number. We are also learning how to arrange numbers in different groups.

In our science unit, we are learning about weather and seasons and what impact do they have on our lives. We also looked at different weather symbols and what do they represent.

In History we learned about past and present and how life has changed over years on all different levels. We were really amazed to see how people used to live hundreds of years ago and how the quality of life has improved with so many gadgets to use. We also studied about different inventions and how they have helped us on different levels.

They love doing PE every Friday and enjoy reading books in the library choosing from a variety of genres.





The students had great fun on Eid Day and enjoyed all the activities along with enjoying yummy food. They loved pony rides the most and had beautiful face painting on their faces. The jumping castle was a constant amusement and they kept coming back to it.







## Year 2 Newsletter

Assalamu Alaykom my dear students

السلام عليكم طلبتي الأعزاء

Well done to all Year 2 students who have always been keen to learn new concepts!

In **English**, our Year 2 students have been doing daily reading in class as well as having daily home readers. This term, we have been focusing on writing informative reports. The Year 2 have done lots of writing workshops and English integrated lessons.

In **Mathematics**, our Year 2 students have been learning concepts of multiplication, division, fractions, number facts and money transactions!

In **Health**, the students have reflecting on their cultures and identity and how emotions and feelings form human's identity.

In the world of knowledge (**Science**), our Year 2 pupils have been discovering the concepts of Sound as an energy and how it is produced! They have also done some musical and sound activities to recognise the elements of volumes and pitches.

Every Wednesday we see the Year 2 young learners bursting with energy and enthusiasm. It is the **Softball Clinic** time! This softball clinic has added more to the school life of our young sport champs. They have enjoyed the field of Softball, learned new sport skills and tried a variety of sport activities.

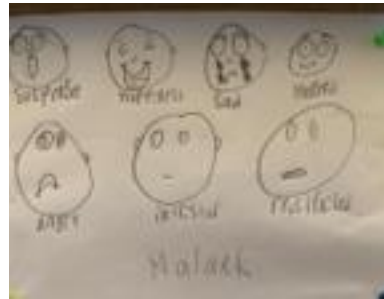
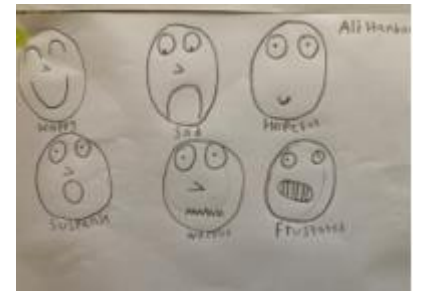
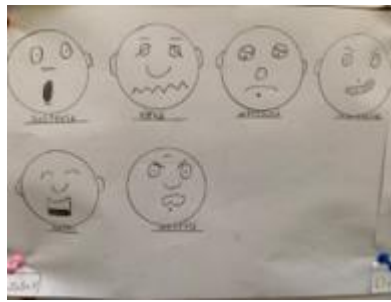
In **Music**, it is worth mentioning, that our Year 2 pupils have worked hard to present such a wonderful performance during the weekly assembly. They have practised Islamic Nasheed at which they recognised the main elements of music.

**Mr. Kayis Ablahd**

**Year 2 Classroom Teacher**











## Year 3 Newsletter

**“Learning is a treasure that will follow its owner everywhere.”**

**– Chinese Proverb**

Year 3 classroom is always bustling with activities and learning experiences.

We started the term organizing an assembly for lower primary students. We based our assembly around the theme of Anzac Day integrated with music as we were learning about these concepts in class. We made poppies to wear in the assembly and did a brilliant performance. To celebrate our hard work, we gave ourselves a big pat on the back and enjoyed some Anzac cookies in class.

For **English**, we have been exploring different texts, spellings, and grammar rules. We have been focusing on usage of past tense in recount writing and how to retell something that has already happened. We also brushed up on our writing styles to persuade others of our opinions. We learnt how to use language features including topic-specific vocabulary, visual features, and features of voice. We also got a chance to visit the computer lab to transform our written texts into multimodal form by typing it into a word document, inserting some relevant pictures, printing them, and presenting them to our classmates.

For **Mathematics**, we extended our learning to concepts like multiplication, symmetry, angles, polygons, 3-D shapes, positions, and direction. We used our bodies to make angles and found various angles in our classroom. We worked on our fine motor skills and made various 3-D shaped animals. We enjoyed keeping the 3-D shapes on our desks as pets.





For **Science**, we explored earth science and did some rock and soil investigations. We learnt that rocks can be natural or man-made and they can be further classified as igneous, sedimentary, or metamorphic rocks. We went to the junior oval to find some rocks and recorded their appearance and properties. We learnt that soil is made up of different organic and inorganic matter varying in size. We also had a go at growing our own crystal using a store-bought kit.



The biggest highlight of the term was **'Eid Fun Day**. We enjoyed petting the animals, jumping in the bouncy castles, magic show, face painting and many more activities.

We have been enjoying doing daily 10 challenges and finding the mystery countries in Flagle and Wordle each morning. It helps us get a sense of direction and get familiar with different countries of the world. We try to squeeze in some play time to keep our bodies moving and listen to a story each day while eating fruit. We had a 4-week training session in softball, where we worked on our gross motor skills like running, catching and throwing the ball.



For **arts**, we rehearsed and performed various nasheeds, aboriginal and Australian songs. For **health**, we have been focusing on being kind, considerate and respectful towards others to build a stronger classroom community.



Hope you all have a much-needed break during the holidays after all the hard work you have put in this term. See you all next term! Enjoy!



**“Let us remember: One book, one pen, one child and one teacher can change the world.”**

**– Malala Yousafzai**

**Mrs Pavel Bajwa**

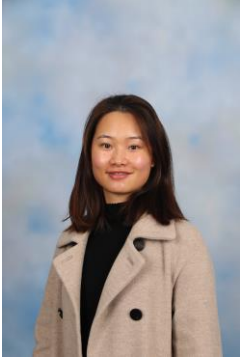
**Year Three Titans Teacher**







## Year 4 Newsletter



Assalamu Alaikum

In Term 1 this year, we learned how to write a story with some important elements, such as characters, setting, plot, time and location of the story. As the students immersed themselves in their narratives, they learned essential literacy skills along the way. They practiced constructing coherent sentences, using descriptive language, and organising their thoughts into a logical sequence. In this picture, Inaam is reading his very well-written story. He is one of the best writers in that week.

The children discovered the transformative power of their words. They realized that narratives were not just stories; they were bridges that connected them to the world. Through their storytelling, they could express their ideas, share experiences, and inspire others.

Year 4 students have been occupied with a wide range of hands-on activities to learn water cycle. These hands-on experiences ignited a spark within the students, nurturing their curiosity and fostering a deep appreciation for the scientific method. They developed critical thinking skills as they formulated hypotheses, conducted experiments, and analysed data. They learned to communicate their findings through engaging presentations and lively discussions.

In the first picture, Omar and Hamza were observing the water droplets on the glass. They were very excited to use the equipment and conduct the experiment by themselves. In the second picture, Abdurrahman, Inaam, Abdullah and Ali taking turns to observe evaporation of the water.





In Health, Year 4 have been learning what diversity means. Australia is a very diverse country with people from all over the world. Australians identify with more than 300 ancestries, speak more than 400 languages. Our Year 4 students are from different countries, including Lebanon, Indonesia, Pakistan, Iran, Egypt etc. In this picture, Abdulmuhaymen, Parsa and Zuhair displayed their anti-racial discrimination poster as a group.



For HASS, we have been learning about the First Fleet. James Cook started his trip from England on 13<sup>th</sup> May, 1787. One of the History outcomes this term is ranking events according to the chronological order. In this picture, Abdullah is trying to rank the relevant First Fleet events according to its chronological order. Children need to comprehend the relevant historic information before they can do the ranking.



Nuaiser is showing his history recount of James Cook's first journey. There are many features of a historic narrative, including historical terms, pronoun referencing, text connectives and tense of verbs to represent time etc. History recounts often involve complex texts, requiring readers to understand and analyse information. Engaging with historical accounts helps develop critical reading skills, including extracting key details, identifying main ideas, making inferences, and understanding the context.



Animal interactions can stimulate cognitive development in children. Observing and interacting with animals can foster curiosity, inquiry, and a desire to learn about different species, their behaviours, and habitats. Children can develop their observation and problem-solving skills as they analyse and interpret animal behaviour and make connections between cause and effect.

**Ms Renee, Year 4 Teacher**





## Year 5 Newsletter



### **Assalam Alaikum**

In term two, for HASS students learnt about the economic, political and social causes of the establishment of British colonies in Australia after 1800, the impact of the development of British colonies in Australia on the lives of First Nations Australians, the colonists, convicts, and on the natural environment.

They learnt about the role of a significant individual or group, including First Nations Australians and those who migrated to Australia in the development of events in an Australian colony.

Students also learnt how citizens (members of communities) with shared beliefs and values work together to achieve a civic goal.

The Arts focus this term was Music. Students explored the ways that the elements of nasheeds are combined in nasheeds across cultures, times, places and other contexts. They developed listening/aural skills and skills for manipulating elements of nasheed to achieve expressive effects when composing, singing and playing instruments.

In class, students created their own musical instrument using recycled materials and sang nasheeds.





For English, students studied the elements of persuasive writing. An exposition is a piece of writing used to persuade or convince a reader of a writer's point of view or opinion. When we read these texts, we often see an argument being presented. The argument is either for or against a particular topic or theme. These types of texts are not used for entertainment. They are a persuasive type of text and are used to persuade or convince the audience. In Mathematics, students learnt to **use** their proficiency with multiplication facts and efficient calculation strategies to multiply large numbers by one and two-digit numbers, divide by single-digit numbers and check the reasonableness of calculations using estimation. They also learnt to solve problems involving division, choosing efficient strategies and express results as a whole number, decimal or fraction.



Students used mathematical modelling to solve financial and other practical problems, formulating and solving problems and choosing arithmetic operations. They also applied properties of numbers and operations to find unknown values in numerical equations involving multiplication and division.

Students created and used algorithms to identify and explain patterns in the factors and multiples of numbers.

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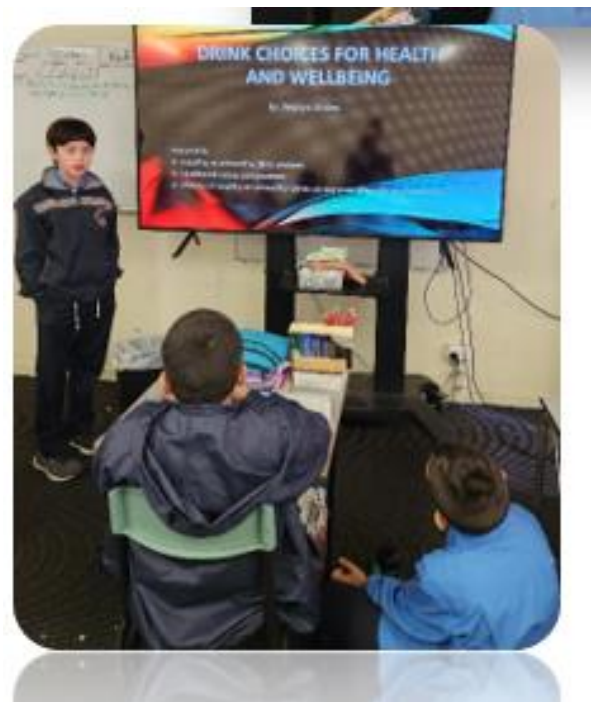
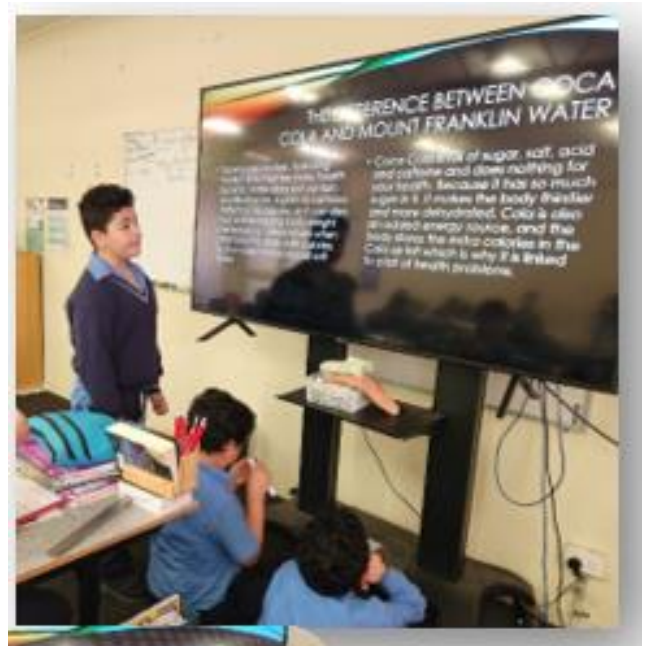


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Students created and used algorithms to identify and explain patterns in the factors and multiples of numbers.

This term Science focused on Earth as a component within a solar system and used models for investigating systems at astronomical scales. Students learnt that Earth is part of a system of planets and other celestial bodies, orbiting around a star. They researched Aboriginal and Torres Strait Islander Peoples' understanding of the night sky and how scientists were able to develop ideas about the solar system through the gathering of evidence through space exploration. Students also recognised how technologies developed to aid space exploration and have changed the way people live, work and communicate.

**Ms Gowri, Year 5 Teacher**



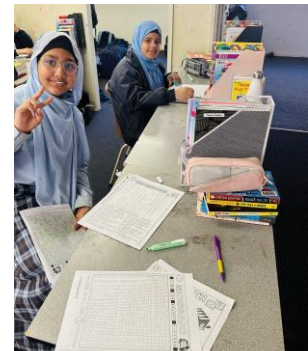
## Year 6 Newsletter



Assalamu Alaikum dear parents/carers of Year 6,

I would like to firstly thank you sincerely for all your support and cooperation in Term 2. In the issue of this Newsletter, I would like to acknowledge the students hard work and their commitment to improve in their behaviour, in addition to their dedication to show me that indeed, they can be the best versions of themselves, and that they finally understand the true value of respect to each other and their school environment. We this term, have gone through many hardships together, from tears to laughs, to silly giggles and mini fights, we proved to ourselves and to each other that no matter what obstacles come in our way and encounter, together we work together to stand tall and understand that nothing beats respect, kindness, and friendship.

From an educational perspective and an Islamic perspective, I have helped my students shape who they are to bring out their inner self and learn self-expression efficiently. Yes, sometimes the circumstances have been tough at times, but more beautiful as we created the best of memories. My care, love and dedication for my students empowers me to wake up daily and remind myself that my students are the reason why I became a teacher, educator, mentor, and experienced life coach. Together we strive, together we will be, and together we become. Together we reach beyond the stars to touch the glimpse of light and form a bond that then shimmers its beauty to the world and showers it with warmth and everlasting bloom!















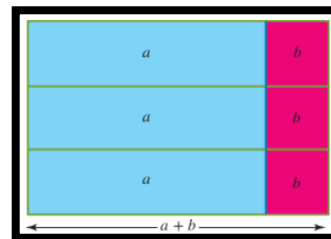
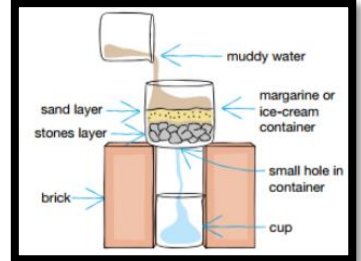
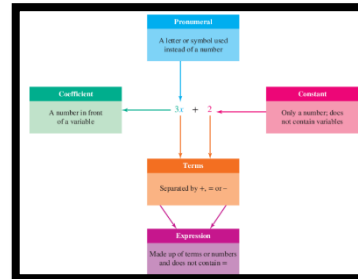
# Maths & Science Newsletter Ms Farah

Rounding guidelines for cash transactions	
Final cash amount	Round to:
1 and 2 cents	nearest 10
3 and 4 cents	nearest 5
6 and 7 cents	nearest 5
8 and 9 cents	nearest 10

Source: [www.accc.gov.au](http://www.accc.gov.au)

$$\begin{array}{r} 3.825 \\ 4 \overline{)15.31020} \end{array}$$

In term 2, the students explored the topics of Decimals and Algebra. Decimals are used not only with money but also with time and measurement. They are also used as another way of expressing a fraction or percentage of something. Did you know that Cathy Freeman won the gold medal in the 400-meter event at the 2000 Sydney Olympics in a time of 49.11 seconds, a winning margin of just 0.02 seconds? Usain Bolt set the men's 100-meter world record in 2009 with a time of just 9.58 seconds. Every person will use decimals in some aspect of their lives, including when checking their pay or their bank balance. Understanding and using decimals is vital in retail, hospitality, design, commerce, construction, the health industry, and all areas of business.



**The Commutative Law for addition**

- $a + b = b + a$
- For example,  $5 + 3 = 8$  and  $3 + 5 = 8$ ;  $x + y = y + x$ .
- This law does not hold for subtraction.

For example,  $5 - 3 \neq 3 - 5$ ;  $x - y \neq y - x$ .

**The Commutative Law for multiplication**

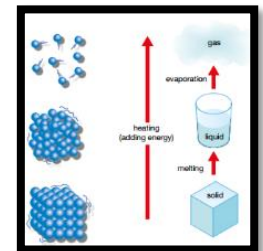
- $a \times b = b \times a$
- For example,  $2 \times 3 = 6$  and  $3 \times 2 = 6$ ;  $x \times y = y \times x$ .
- This law does not hold for division. For example,  $6 \div 2 \neq 2 \div 6$ ;  $x \div y \neq y \div x$ .

Algebra is a fundamental building block of mathematics. Algebra is, in fact, a mathematical language in which basic operations of addition, subtraction, multiplication, and division are used. Using algebra, a problem or a puzzle can be broken down into smaller parts and then find the solution or answer. Sometimes it is hard to imagine how algebra can be applied in our everyday lives, but it is used frequently without even realising it. The methods used to solve problems and the reasoning skills learned will be useful no matter what is done in life.

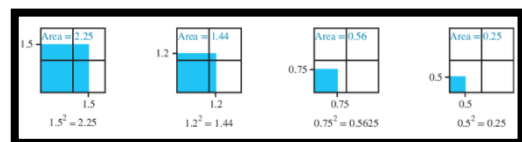
**SciFile**

**Water breaks the rules**

Whereas most substances contract when they freeze, water expands when it freezes to form ice. This is why containers of water and soft drink will often pop their top or split their sides if placed in the freezer.



Number	Ones	.	Tenths	Hundredths
0.3	0	.	3	0
1.25	1	.	2	5



Statisticians use algebraic techniques to interpret the information, which can then be used in policymaking and to make predictions about future requirements for such things as schools, hospitals and aged care services. Scientists, architects, accountants and engineers all use algebra frequently in their work.



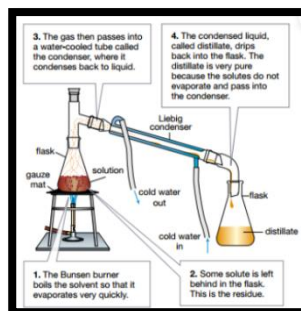
Without algebra there would be no space travel, no electrical appliances, no television, no smartphones, no iPads, no computers and no computer games.

In Science, this term students have explored chemical sciences. There are millions of different substances in the world which can be identified by their properties. Each of the states of matter has its own characteristic properties that can be explained using a simple model called the particle model.

Density is the physical property. Some materials like gold, granite, and steel are very heavy for their sizes, and some materials like foam, balsa wood, and feather are light. The reason behind this is their density. Density determines whether the thing is going to float or sink in the water.

Most of the substances dealt on an everyday basis are not pure, they are mixtures. Sometimes the soluble substances are far too small to be trapped in filter papers. Different methods are therefore needed to separate them from the solvent they are dissolved in. chromatography is used to separate pigments in black dyes.

In Mathematics, this term the students have explored the topics of 'Application of Percentages' and 'Algebra'. Percentages are used to describe many different aspects of information and even have their own symbol: %. One percent means one-hundredth; therefore 1% means one per hundred, 10% means ten per hundred and 50% means 50 per hundred. Percentages can be used as an alternative to decimals and fractions. We can write *one-half* as a decimal 0.5, a fraction  $\frac{1}{2}$ , and a percentage (50%)



**Calculating a percentage change**

$$\text{percentage change} = \frac{\text{increase or decrease in quantity}}{\text{original quantity}} \times \frac{100}{1}$$

**Calculating percentage error**

- If the approximate value (or estimate) is greater than the exact value, then:

$$\text{percentage error} = \frac{\text{approximate value} - \text{exact value}}{\text{exact value}} \times \frac{100}{1}$$

- If the approximate value (or estimate) is less than the exact value, then:

$$\text{percentage error} = \frac{\text{exact value} - \text{approximate value}}{\text{exact value}} \times \frac{100}{1}$$





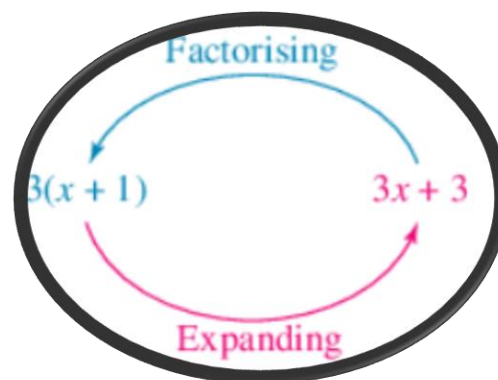
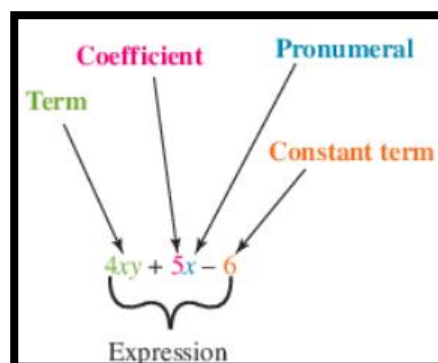
Why there are so many ways of writing the same number? Depending on the context, it may be easier to use a certain form. Percentages are commonly used in finance and shopping. It is easier to express an interest rate as 5% rather than 0.05 or 120, and easier to say that items are discounted by 70% rather than by 0.7 or 7/10. When you see an interest rate of 5% (5 per hundred), you can easily calculate that for every \$100 you will earn \$5 in interest.

Percentages are used for discounts at shops, interest rates for bank accounts and loans, rates of property growth or loss, statistics for sports matches, data used in the media, and company statements about profit and loss. Understanding percentages will help you deal with your own finances and make decisions regarding your income once you are working.

Algebra is a fundamental building block of mathematics, used to create many of the things we use every day. Without algebra there would be no television, no smartphones and no internet — it would not be possible to have anything electrical at all. In its simplest form, algebra involves solving problems and working out unknown values. It is a systematic way of expressing and solving equations and is used to make problems easier. Studies of the Babylonians show that algebra has been used for over 4000 years. Imagine you have \$50 to spend at a bookstore and you select a book that costs \$20. How much do you have left to spend on something else? Or you have a room that is 5 metres long in which you need to fit 1010 chairs, all of which are 70 cm wide. It is possible? You may not realise it, but solving problems such as these involves using algebra.

Algebra is also used in many fields such as medicine, engineering, science, architecture, and economics. If you wish to use geometry to build structures, modeling to study financial markets, or create new groundbreaking technology, algebra will be at the heart of the work.

Like terms	Unlike terms
$3x$ and $4x$ are like terms.	$3x$ and $3y$ are unlike terms.
$3ab$ and $7ab$ are like terms.	$7ab$ and $8a$ are unlike terms.
$2bc$ and $4cb$ are like terms.	$8a$ and $3a^2$ are unlike terms.
$3g^2$ and $45g^2$ are like terms.	



**The Distributive Law**

The Distributive Law can be used to expand brackets and states that

$$a(b + c) = a \times b + a \times c$$

$$= ab + ac$$

For example,  $3(x + y) = 3 \times x + 3 \times y$

$$= 3x + 3y$$

## Maths & Science Newsletter Br Duncan



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.

Well, here we are at the end of another semester. It has been a lot of hard work for students and staff alike, and a lot of fun! Everyone deserves a well-earned break.

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 8 mathematics – energy + matter.
- Year 9 mathematics – congruence and similarity + Pythagoras and trigonometry + linear and non-linear graphs.
- Year 9 science – heat, sound, and light + electromagnetic radiation + electricity.
- Year 10 mathematics – trigonometry + surface area and volume + quadratic expressions + quadratic equations.
- Year 10 science – genetics + geological time + natural selection + biology extension.

It's time for photos ...





Let's finish with a brain teaser; a sugary prize to anyone who can bring me the solution! A small number of cards has been lost from a complete pack (of 52 cards). If I deal among four people, three cards remain. If I deal among three people, two remain. And if I deal among five people, two cards remain. How many cards are there?





## HASS Newsletter

### Br Khan

In the name of God, the Compassionate, the Merciful

Assalaamu `alaykum

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 history, we studied about Ancient China. Ancient China is a civilisation characterised by its rich and distinctive culture. Isolated from the rest of the world, the Chinese collectively forged their own destiny. By 4000 BCE, their modest farming regions had grown into large settlements. Their disciplined approach to life and their strong work ethic respected the social order and valued the role of education. They believed in the forces of nature and living a balanced, harmonious life. While internal conflicts occurred when various kingdoms fought to assert their rule, the ancient Chinese did not glorify war. Ancient China became a large and powerful civilisation and its significance remains strong to this day.

In Civic and Citizenship students studied about Australian democracy. In a democracy, each citizen has an equal right to influence the political decisions that affect their society. This means that each person may express their opinions to help decide how their society is governed. Australia has a voting system that allows us to elect politicians or political parties to represent us at local, state and national levels. This system of government, as well as our freedoms and responsibilities as citizens, is what defines democracy in Australia.





For year 8 history, we studied about how the Ottoman Empire ruled for over 600 years, from the Middle Ages to the start of the twentieth century. Ottomans controlled the most important trade routes for gold, spices and other goods between Europe, Asia and Africa. This brought them great wealth, which they used to build powerful navies and armies. The Ottomans introduced Islamic faith, law and culture to the lands they conquered, but they also supported religious diversity and a level of self-government in their territories. In Civic and Citizenship students studied about Australians voting legal requirement. Voting is an important civic duty and responsibility. The right to vote provides Australian citizens with the opportunity to have a say in who will run the country. It also helps ensure the views and values of the people are represented in parliament. The right to vote is a key feature that underpins Australia's democratic system of government.



For year 9 history, we studied about Australia between 1750 to 1918. By the middle of the eighteenth century, Aboriginal peoples had been living a life in harmony with the natural environment for more than 65000 years. The arrival of James Cook at Botany Bay in 1770 was to mark one of the most dramatic and long-lasting changes in the history of the continent. In 1901, after more than 100 years of European colonisation, the six separate British colonies across the continent joined to create the Commonwealth of Australia – a process known as Federation. Legislation passed in the early years of the new nation gave all women the right to vote in federal elections and guaranteed a basic wage for all male workers.



In Civic and Citizen, we studied about The Australian Constitution. It is a document that outlines how Australia is to be governed. It came into operation on 1 January 1901. In simple terms, the Constitution can be thought of as a 'rule book' that sets out how our nation is to be run or managed.



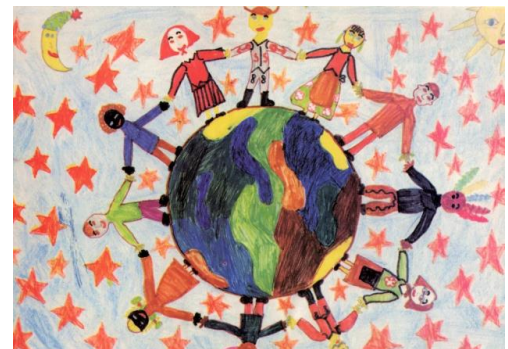
For year 10 history we studied about globalising world .Since the end of World War II in 1945, the world has immensely advances in technology, travel, communication and medicine . Many changes have revolutionised our daily lives. Appliances have replaced back-breaking work in the home, smart phones let us communicate with people all over the world, and aeroplanes make international travel faster and more comfortable. All of these changes, however, come at a cost. The rapid increase in world population and unprecedented growth in the consumption of resources have put our planet under serious strain.



We also studied about Rights and freedoms . An Aboriginal and Torres Strait Islander rights movement emerged in a new form from the 1930s and celebrated major victories in the 1960s, as Aboriginal and Torres Strait Islander peoples gained citizenship and were entitled to vote in federal elections for the first time. By the 1990s, the reconciliation movement was in full swing. A formal apology to the Stolen Generations was sought, but it was not until the Rudd government took office that it was finally delivered, in 2008.



In Civic and citizenship, we studied about how Australian Constitution protects some basic rights of the Australian people, and empowers the High Court of Australia to interpret and resolve disputes involving the meaning of the Australian Constitution itself.



We also studied about Australia’s international legal obligations. All countries need to act together to combat world issues such as poverty, the effects of climate change and human rights abuses. Australia is one of 193 countries that have a shared responsibility to promote security, health and wellbeing in the world.

Thank you and Assalaamu `alaykum.

Muhammad Khan



## English Newsletter

### Mrs Sujata



"It is the supreme art of the teacher to awaken joy in creative expression and knowledge"

Last term like any other has been an adventurous journey, one which encompasses content delivery hand in hand with behaviour management; bound to be an uphill battle. English Language classes are as versatile as the nature of the children since every lesson encompasses either one or a combination of the daily skills of listening and speaking, reading and writing.

The Year 7 Students have done a lot of work but the best part was their Persuasive Speech Assignment. The students went out of their way to research a number of broad topics ranging from sports personalities to climate Change and very persuasively presented their arguments. The class was a hub of excitement when Lionel Messi fans argued that he was better than Cristiano Ronaldo or ordinary students turned into climate change activists. Seeing these young minds act like future politicians really livened up the scenario and was proof enough that these students possess unfathomable talent and must never be underestimated. We also had almost two weeks of fun learning about advertising, studying the features of advertisements, critically analysing them and the most fun part, making our own advertisements. Students were put in random groups, away from their usual company of friends and while they worked together, they not only made new creative advertisements but also created a bond with their new team mates. A quote which is worth mentioning is from Esha Awan's presentation;

*"To persuade our now and future generations about these animals who are taken away from their families, are captured or killed, also to let these animals have their own freedom outside their tight cages." Eshal Awan 7A*

The Year 8 class was not going to stand by and let the other classes have fun, they claimed their share of excitement for term two with a number of creative tasks with especially literature taking the lead. This term they learnt a lot about fiction and film reviews. The movie selected for the class to watch and review was the *Rabbit Proof Fence*, a very condense topic on the life of Aboriginal children.

*"Ironically, the government attempted to "civilise" Indigenous children by tearing them away from their relatives without taking into account the suffering that would result." Fatma 8A*

While we spent a considerable amount of time on film reviews the content selected gave children a very needful opportunity to learn a lot about the history of the First Nations People and how they were displaced, an integrated approach to learning which brought about so much cultural awareness. Another very interesting aspect of the lesson was news reporting. Students were taught crime vocabulary and a wide range of medium used to report newsworthy items, an activity which attracted immense attention from the students. It was indeed worthwhile to see these presenters taking their news live on fake TV channels or making newspaper headlines.

Like they say, still water runs deep, the usually quiet Year 9 students enjoyed the concept of speculative fiction the most. They thoroughly enjoyed the readings on Science Fiction, the World of magic, the Enchanted Forests and finally the Time machine. Their analysis of the provided texts was an eye opener for me to come face to face with the children's viewpoint of how unpredictable the future will be.

Surprisingly, it all didn't stop there and Gothic fiction took the children's minds by storm. They freely shared the type of humour which gave them a frightful edge and sparked up any dull day. It was breathtaking to read their submissions on speculative and gothic fiction, definitely a number of future novelists quietly co-exist in that corner classroom.

*"The text contains personal stories and anecdotes to explain the motivation behind the research of some scientists. For example, Ron Mallett's desire to build a time machine led to his father's death as a child and H.G. Wells' Time Machine." Mohammad Malik Year 9*

Finally, the Year 10 students have had their share of hub-bub enjoying their literature sessions the most, Poetry being the targeted genre. They learnt about features of Poetry, different types of poems and a number of poets. I also provided them with some native poets such as Kath Walker so that they would be aware how such small pieces of intense writing can carry a sea of emotions. It was impressive to be part of the audience when they did their buddy presentations on different features and the Kahoots they designed and rolled out. They were totally in control of their presentations, a visible sign that they are steadily getting ready for the future. An apt analysis done by Hajera Binte Ibrahim of Year 10 shows deep understanding of the literary gene of poetry,

*"In the poem, 'A Dog's Mistake' an example of irony is when the dog is given a bone from the butcher even though the dog had previously bitten him. The dog takes the 'gift', from the kind butcher, in an unappreciative manner."*

The most influential piece of work that I came across as a teacher in term two has been an extract from the Poem, Municipal Gum by Oodgeroo Noonuccal which brought a number of questions to the inquisitive mind of the child.

*Municipal gum, it is dolorous  
To see you thus  
Set in your black grass of bitumen--  
O fellow citizen,  
What have they done to us?*

*'Municipal Gum' by Oodgeroo Noonuccal,*

**Sujata Singh**  
**English Language Teacher- Y7,8,9 &10.**





## Quran, Arabic & Islamic Studies Newsletter

Dear Parents and students,

I would like to share with you the curriculum planning which has taken place in term 2 for the year 4 to year 10 and the upcoming assessments.

### Year 4 – Term 2/2023 Arabic

As you are all aware, in term 2, the year 4 classroom was moved to another building due to the opening of a new year 1 class. Due to this change, the timetables have been impacted and hence changed. I started with the class in week 2.

The class started with unit 2 – greetings and greeting clichés, page 17. Currently the class is working on unit 3 – family and home. Students had the chance to practice oral reading to the texts in both units in small groups. They have studied the Arabic numbers 1-20. Students have already received a booklet to practice writing the numbers in class.

The plan is to finish unit 3 – الاسرة والبيت – page 26 to 34. By the end of semester 1, students should be able to respond orally to basic questions in Arabic (refer to page 30 - exercise 1), use and respond to basic greetings and clichés, read orally a given text with minimum mistakes and be able to write short sentences about themselves and family.

### Year 5 – Term 2/2023 Arabic

Year 5 students started term 2 with unit 10, page 91 to 99 – عالم الطعام والشراب. Beginners were able to practice reading the text on page 92 while those who are more advanced in Arabic were able to read the text on page 92 and work on the translation.

Students in both levels of Arabic also studied the cardinal numbers as given on page 98 of the text book and worked on the spelling of the given numbers.

Currently students are working on unit 11, page 100 to 107. They had an oral reading test in week 5. The intention is to finish this unit and acquire solid knowledge on the vocabulary of the theme “hobbies” and two digits numbers as on page 107.

The final semester 1 exam will take place in week 8. It will cover the topics of hobbies, cultural clichés used when conducting a conversation with an Arab interlocutor, and the numbers in two digits form.

### Year 6 & 7 – Term 2/2023 Arabic

Year 6 and 7 students worked on unit 3, page 19 to 27 – الصداقة والاصدقاء. Students worked on their reading skills and were tested on the pronunciation rules; *harakat, shaddah, madd in all its types*. Students also worked on translation activities, subject and possessive pronouns, the rules of dual form, and the regular plural form for feminine nouns. Students also worked on improving their basic communication in Arabic.

The final semester 1 exam will take place in week 8. It will cover the topics covered during the semester.

### Year 8 – Term 2/2023 Arabic

Year 8 students worked on unit 2, page 15 to page 26 – الاسرة والوطن. In addition to oral reading practice, students worked on verb conjugation in both tenses, past and present. Advanced group practiced all subject pronouns while those in the intermediate level covered the basic subject pronouns: انا – انتَ – انتِ – هو – هي – نحن .

Students also worked on improving their translation and comprehension skills by responding to the teacher's worksheet and the book's activities.

Advanced level had the chance also to work on report texts about Palestine and learn how to summarise paragraphs.

The semester 1 exam will take place in week 8 and it will cover topics and activities from the worksheets given by the teacher in term 2.

#### Year 9 – Term 2/2023 Arabic

Year 9 students continued to work on unit 10, page 113 to page 135 – *The World of Sports* and unit 11 – *Hobbies*. In addition to oral reading practice, students worked on verb conjugation in both tenses, past and present. Advanced group practiced all subject pronouns while those in the intermediate level covered the basic subject pronouns: انا – انتَ – انتِ – هو – هي – نحن. Students also worked on attached possessive and object pronouns. They also worked on improving their translation and comprehension skills by responding to the teacher's worksheet and the book's activities.

Advanced level had the chance also to work on report texts about UAE and Oman. Both levels studied directions on the map of the studied countries and other countries.

The semester 1 exam will take place in week 7. Students received several worksheets in term 2 and have been informed to use them as revision sheets for the semester exam.

#### Year 10 – Term 2/2023 Arabic

Year 10 students continued to work on unit 2, page 15 to page 28 – *Nadia visits Sana in her house* and unit 3, page 29 to page 43 – *Jamal meets Omar at the Airport*. Students worked on the rules of forming dual and regular plural nouns in both genders.

Advanced level studied the interrogative particles.

The semester 1 exam will take place in week 8. Students received several worksheets in term 2 and have been informed to use them as revision sheets for the semester exam.

**Kind regards**

**Sr Rabab Souiedan**





## Ms Mai's classes

### Quran News Letter Term 2 2023

#### Kindergarten to year 3:

Kindergarten students continued their Quran journey with Surah Al-Nas and Surah Al-Falaq. The students are doing a great job Alhamdulillah. Keep up the great work. May Allah reward them abundantly.

Year 1 students memorized Surah AL-Kawthar and Surah Al-Ma'oon. The students are doing a great job in their pronunciation learning. Keep up the great work. May Allah reward them abundantly.

Year 2 students memorized Surah At-Takathur and Surah Al-Qaariah. The students are doing an amazing work in their Tajweed. Keep up the great work. May Allah reward them abundantly.

Year 3 students memorized Surah Al-Teen and Surah Al-Alaq. The students are doing a great job in their learning. Allah reward them abundantly.

#### Year 2 Students practising Surah Al-Takathur

### Arabic News Letter Term 2

#### Kindergarten

Kindergarten students continued their Arabic letters and words learning. We did the letters Raa to Zaa with 2 words each. The students are doing an amazing job Alhamdulillah.





## Ms Nawal's classes

### Quran:

Assalamu Alaikum parents, and students of ISC,

During Term 2, students memorize the surahs and learn about the main themes of each surah. Students were provided with translations of verses, hence the assessment was based on memorization and understanding. Students who memorized the identified surahs have started the memorization of different surahs. Currently, we focus on surahs Al-Bagara, Al-Imran, Al-Kahf and Surat Yassin.

Specifically, Year 4 students memorized Surah Al Balad ; Year 5 students memorized Surah Al-Alaa & Surah Al Tariq; Year 7 students memorized Surah Abasa ; Year 8 students memorized Surah Al-Mursalat ; Year 9 students memorized Surah Al-Mudathir Year 10 students memorized Surah Nooh. All students, as part of their Quran plan, have identified the location, meaning of the key words and the main themes of the Surahs, while applying Tajweed Rules.

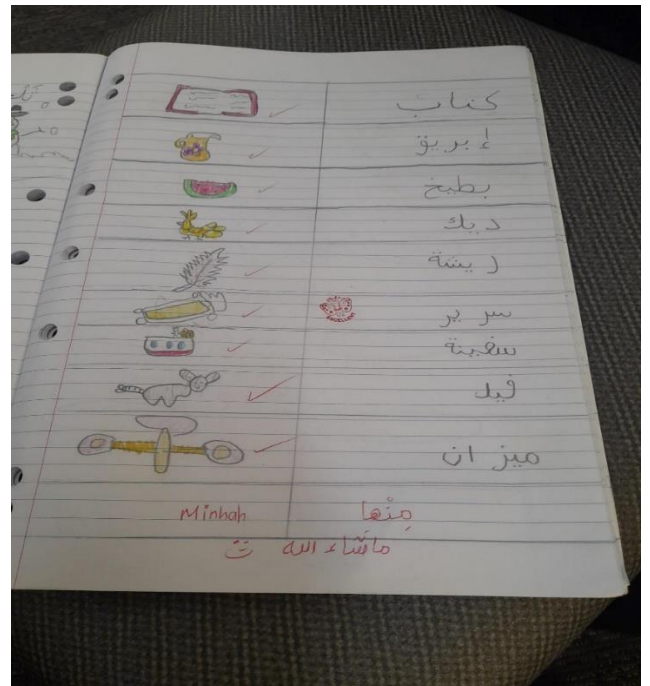




## Arabic :

During term two of this year, for Year 1 we use a Key to Arabic as a textbook and My First Book of Arabic writing. And for Year 2 &3 we continued using the Arabic Reader textbooks. In our classes we have different levels, which require more attention and inputs from both students and the teacher. To cater for all levels, the school provided special support for accelerating the learning of Arabic for students, who need support and we provided students with additional or different materials to work on.

Hence, we started to see remarkable progress, especially among students who follow the plans and complete all required tasks. Specifically, Year 1 students interact with the teacher and peers to exchange information about themselves, and initiate interactions by asking and responding to questions. Year 2 students use vocabulary and simple sentences to communicate information about themselves and classroom, while applying basic rules of word order and gender. Year 3 students use vocabulary related to school, home and everyday routines. The students, in general, accomplished many tasks that enhanced their Arabic language learning skills; reading, writing, and listening. The focus for junior students, in particular, has been on reading and writing skills. For Year 1,2 and Year 3; the students have been working on progressing their knowledge of alphabets, the hand cursive writing and simple vocabulary.





## Sh Adam's classes

All praise is due to Allah the almighty, and peace and prayers upon the prophet Mohammad and his family.

Allah the almighty right at the beginning of the revelation commanded the prophet Mohammad peace be upon him to start the mission of guiding the world by reading: Read in the Name of your Lord Who has created (all that exists)

He has created man from a clot

Read and your Lord is the most Generous

Who has taught (the writing) by the pen

He has taught man that which he knew not.

These early revealed verses are an indication that when we believe and read the signs of Allah in both books the Quran and the universe, Allah almighty will open the doors of knowledge for us, the knowledge that will help us submit to the ultimate truth that there is no deity but Allah and Allah alone.

So read at every wait

Read at all hours

Read within leisure

Read in times of labor

Read as one goes in

Read as one goes out





The task of the educated mind is simply put: Read to lead.

Without reading Islam one won't know Islam

Without knowing Islam one won't be able to embody Islam in real life.

In this term 2 ,  
Students from kindy to year 6 have been learning about general Islamic fact but the focus was on how to perform the Ibaadaat like Salah sawn Zakat and hajj,

And from year 7 to 10  
The focus beside the general facts of being a Muslim in the western atmosphere , the focus was about topics that strengthens our stands and identity like peer pressure,

Friendships with non-Muslims, duties towards parents

Knowing about people of other beliefs

The choices we make,

Status of women,

Overcoming temptations

And similar stories of the prophets.

May Allah the almighty grant success and reward every teacher every mother every father every staff member who embodies Islam and stands out as a role model to help these students and the generations know what it means to be a Muslim since we all know the fact that schools don't produce true believers, true believers are produced by true dedicated parents and true dedicated educators.

Read read read and read to Lead.

Sh Adam Konda  
Islamic studies teacher





## ICT – K to 10 Primary



This term the Kindergarten and Year 1 students have been able to use digital systems to collect familiar data and display them to convey meaning.

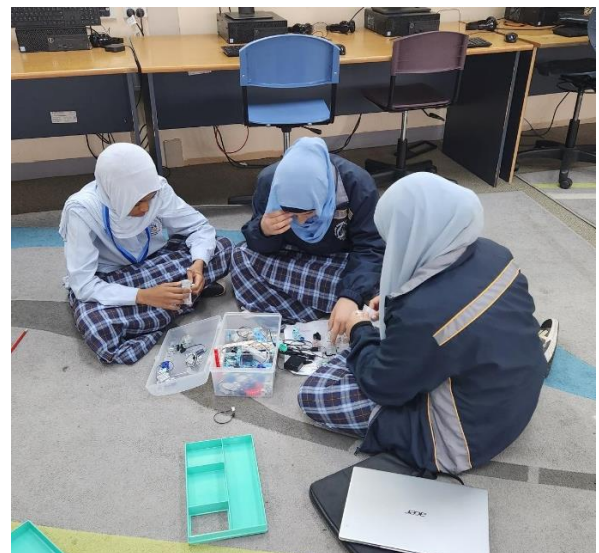
This term the Year 2 students have created information in safe online environments.

This term the Year 3 students can explain how the same data sets can be represented in different ways.

This term the Year 4 students have learnt to collect and manipulate different data when creating information and digital solutions. They can also safely use and manage information systems for identified needs using agreed protocols and describe how information systems are used.



The Year 5 students can define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems. They have incorporated decision-making, repetition and user interface design into their designs and implement their digital solutions, including a visual program.





## Robotics Program

The Year 6 have been looking to explain how information systems and their solutions meet needs and consider sustainability. They have also managed the creation and communication of ideas and information in collaborative digital projects using validated data and agreed protocols.

The Year 7 students have learned to plan and manage digital projects to create interactive information. They needed to define and decompose problems in terms of functional requirements and constraints.

The Year 8 students have been analysing and evaluating data from a range of sources to model and create solutions. They have been adapting to use appropriate protocols when communicating and collaborating their projects online.

The Year 9 students have been working towards

1. Defining and decomposing complex problems in terms of functional and non-functional requirements.
2. They have designed and evaluated user experiences and algorithms.
3. Through the robotics program they have designed and implemented modular programs, including an object-oriented program, using algorithms and data structures involving modular functions that reflect the relationships of real-world data and data entities.

The Year 10 students have been able to evaluate information systems and their solutions in terms of risk, sustainability and potential for innovation and enterprise. They have successfully shared and collaborated online, establishing protocols for the use, transmission and maintenance of data and projects



## Arts and Health

### Newsletter



#### **Arts (Music):**

As a teacher of Arts at the Islamic School of Canberra, teaching music was an exciting experience for me. I personally realised that this is the learning area students enjoy the most. To maintain the dignity of our Islamic religion and culture, we selected 'Nasheed' as a form of music. We researched and analysed this genre to enhance our musical capabilities.

We explored various styles and themes in 'Nasheed' as well as developed our own personal style as an artist. In order to develop their practice, and skills the students *interpreted Nasheed in a variety of forms and styles. They manipulated the elements of music and compositional devices, and using style-specific vocal/instrumental techniques to communicate ideas, perspectives and meanings. They worked collaboratively to develop ensemble skills, such as listening carefully to establish and maintain balance across parts; such as when performing in a duo, trio, acoustic or amplified ensemble.*

The students also investigated the ways that composers and/or performers use the elements of music and compositional devices, and work collaboratively to communicate ideas and create effects to influence or evoke an emotional response in audiences. *They also developed, practised and refined the use of listening/aural skills and style-specific vocal instrumental skills and techniques to interpret Nasheed and communicate expressive effects. The students used Djembe drums and tapping stick as the instruments for the composition of their musical piece. They also did a web quest about the Djembe Drum as a musical instrument, how it is used and which part of the world it is originated from.*





**Health:**

*This term, in Health in Year eight, nine and ten we explored the concept of Relationship with special focus on establishing positive and meaningful relationship. Communication being the key point in establishing and maintaining healthy relationship, we also explored the skills and ways to communicate positively such as positive refusal skills. We also learnt about the importance of rights and responsibilities in the relationship which is crucial in maintaining a good relationship with others.*

*In year nine we investigated how we can prevent violence and abuse in the community by establishing gender equality and challenging assumptions about the pre-established gender roles, which is a vital social issue in the community to be addressed immediately.*

*In Year 7 we explored Changes, Challenges and Influences of Adolescence. We learnt the strategies how to maintain a healthy mindset while going through these changes and help others who are going through hard time. We also learnt about cyber safety and protective behaviours and how to access community resources to seek help for themselves and others. Making good decision and healthy eating were also the topics to explore during this term as these are the most important skills for a healthy development during Adolescence.*





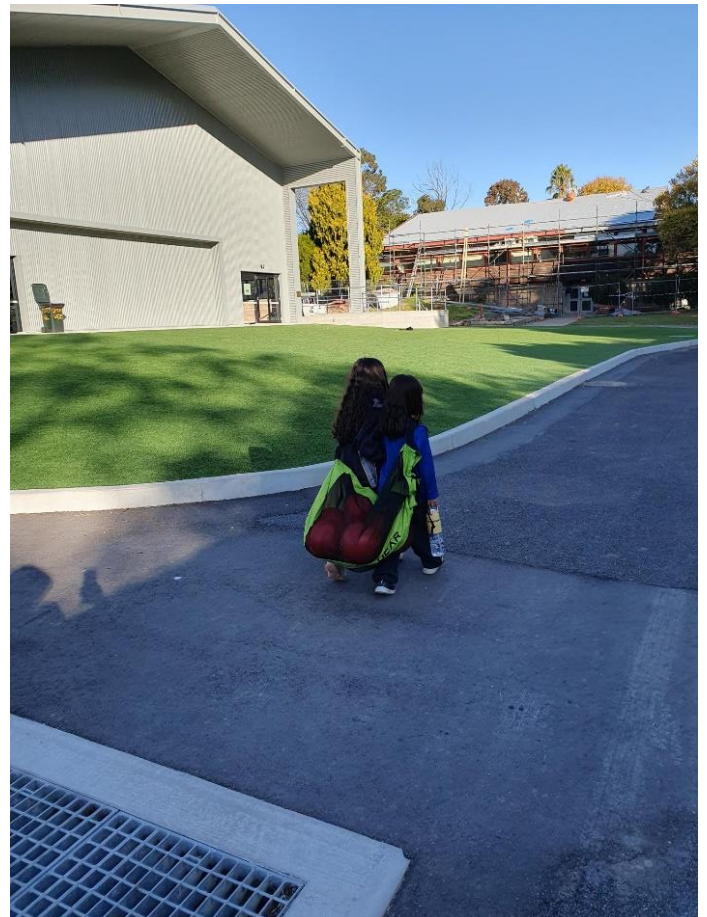
## PDHPE Newsletter



Infant's classes are still developing Fundamental Movement skills with lots of running, changing height and direction. While using some great equipment to assist with the journey....

Kindy Fun in the sun

Omar and company helping with some of our favorite equipment for playing hard without injury. Fine motor skills are great with high bounce balls













## ISC News



**Arshan  
Viaan Khan  
Year 3  
became  
Champion  
International  
Math  
Olympiad**



Health awareness session for women was conducted at the school on Thursday 15<sup>th</sup> May. There were two sessions, both from 1 - 3:30pm. One session in Arabic run by **(Sr Nehad Shaaban)** and another session in Urdu by **(Sr Fouzia Jabeen)**.  
Jazahum Allah Khair.



## ISC Students participated in the Regional Cross Country

