



**Islamic School of Canberra**

**Information Pack**

**Year 7**

**Term 4**

**2021**



## Teaching Beliefs:

Year 7 team believes that every student has potential. As teachers it is our job to harness this potential as much as it is possible. We believe the best teachers are those who know their students and how they learn best. As educators we acknowledge, appreciate, and respect our students' differences. Our students' diverse intelligences, talents, skills, interests, and backgrounds enrich our school and our lives as teachers.

## Our Vision:

Together we strive for opportunity and success and promote excellence in Learning and Teaching,

We aim to;

- Create an engaging, motivating, and intellectually stimulating learning experience.
- Encourage the spirit of critical inquiry and creative innovation.
- Encourage students 'to have a go' and take risks.
- Be responsible of their own learning.
- Provide students with realistic but challenging goals and recognising the effort they put towards achieving these goals.
- Promote team work and value each students' contribution.
- Provide a stimulating classroom environment that generates active interest in topics.
- Use ICT to increase student choice and flexibility with respect to their learning.

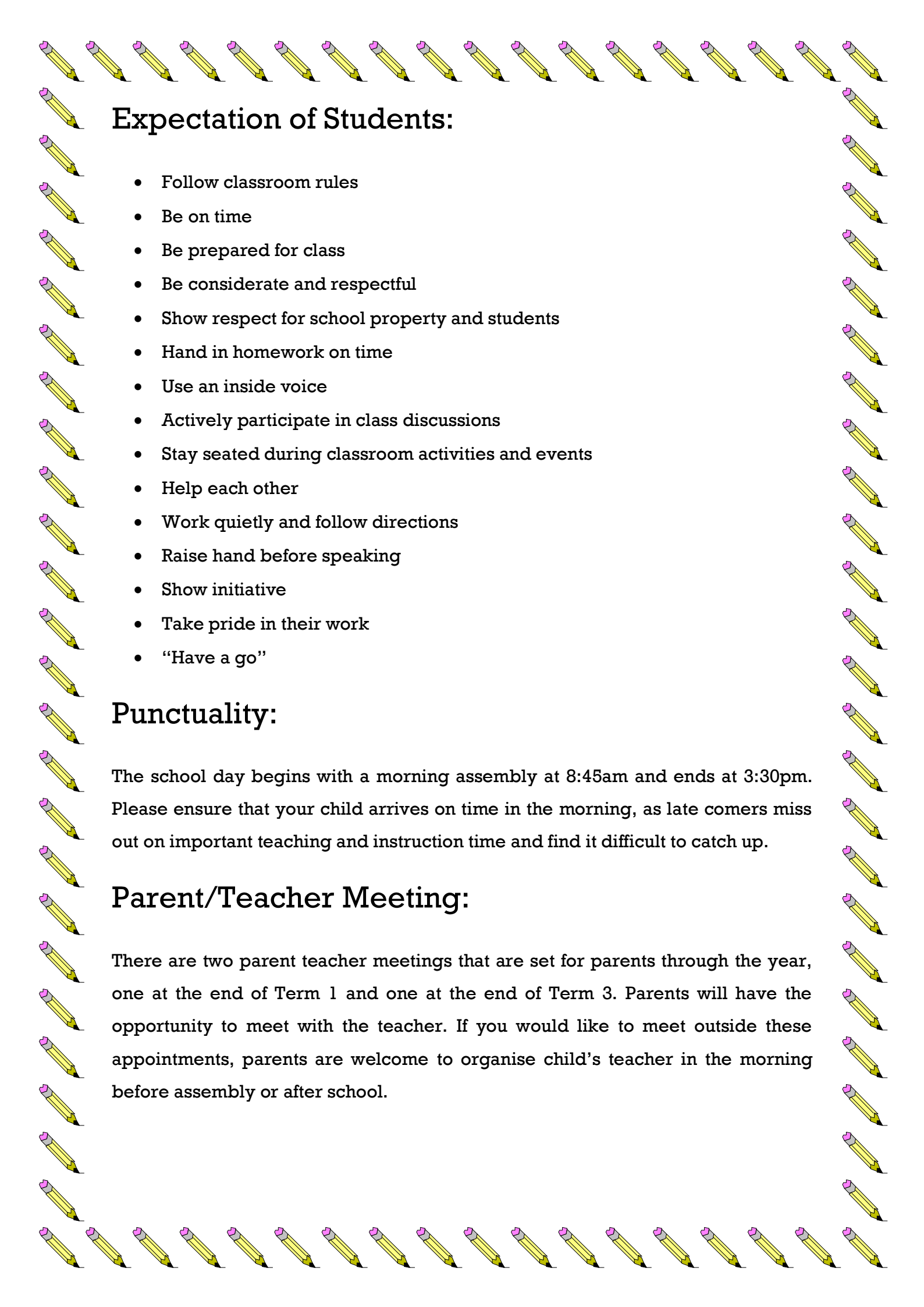


# Year 7 Teachers

- Year 7 Homeroom: Stacey McGregor

## Specialist Teachers:

Subject	7
Arabic	Br Imad
Islamic Studies	Br Adam
Quran	Ms Mai
English	Ms Stacey
ICT	Ms Stacey
HPE	Mr. Cairns
Science	Ms. Farah
Maths	Ms. Farah
HASS	Ms Sumayya
Arts	Ms Sumayya



## Expectation of Students:

- Follow classroom rules
- Be on time
- Be prepared for class
- Be considerate and respectful
- Show respect for school property and students
- Hand in homework on time
- Use an inside voice
- Actively participate in class discussions
- Stay seated during classroom activities and events
- Help each other
- Work quietly and follow directions
- Raise hand before speaking
- Show initiative
- Take pride in their work
- “Have a go”

## Punctuality:

The school day begins with a morning assembly at 8:45am and ends at 3:30pm. Please ensure that your child arrives on time in the morning, as late comers miss out on important teaching and instruction time and find it difficult to catch up.

## Parent/Teacher Meeting:

There are two parent teacher meetings that are set for parents through the year, one at the end of Term 1 and one at the end of Term 3. Parents will have the opportunity to meet with the teacher. If you would like to meet outside these appointments, parents are welcome to organise child's teacher in the morning before assembly or after school.



# School Uniform:

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

- 1) It is compulsory for every student to have a minimum of 2 sets of college uniform, 1 jacket/blazer and 1 pair of sports uniform.
- 2) All uniform items are to be named, preferably on the tag.

Boys	Girls
<ul style="list-style-type: none"><li>- Boys Pants</li><li>- Short Sleeved Shirt (Summer)</li><li>- Long Sleeved Shirt (Winter)</li><li>- Tie</li><li>- Hat Slouched (Terms 1 and 4)</li><li>- Wool Jumper</li></ul>	<ul style="list-style-type: none"><li>- Tunic (Dress) (Years K to 4)</li><li>- Long Sleeved Blouse and Ankle length skirt (Years 5 – 9)</li><li>- 2 Piece Hijab</li><li>- Hat (Baseball or Slouch) (Terms 1 and 4)</li><li>- Wool Jumper</li></ul>
<p>Sports Uniform</p> <ul style="list-style-type: none"><li>- Track Pants</li><li>- Short Sleeved Polo (Summer)</li><li>- Long Sleeved Polo (Winter)</li><li>- Fleece or Track Jacket</li></ul>	<p>Sports Uniform</p> <ul style="list-style-type: none"><li>- Track Pants</li><li>- Short Sleeved Polo (Summer)</li><li>- Long Sleeved Polo (Winter)</li></ul> <p>Fleece or Track Jacket</p>



## 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
- Classroom award systems



## 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>.

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 are able to borrow one book per week. Students are encouraged to read the books they borrow at school and at home.

## Assessment and Reporting

Your child's progress is monitored during the year through formal and informal assessments. Teachers constantly assess and record the assessment to gauge their understanding and competency.

You will receive a detailed written report at the end of term two and term four. You will also receive an interim report at the end of term one and term three. In addition to the written reports, at end of term one, two and three you will have the opportunity to formally discuss your child's progress with his/her teachers.

## Parental Involvement

It is crucial that the parents involve themselves in the upbringing (Tarbiyah) of their children. They can do that by ensuring that they provide an atmosphere in the home that is conducive to the Islamic spirit. The parents should endeavour to become embodiments of Islamic teachings in order to encourage their children to do the same.



# Year Seven Curriculum:

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

## **English:**

Students can:

1. Create structured and coherent texts for a range of purposes and audiences.
2. Make presentations and contribute actively to class and group discussions, using language features to engage the audience.

## **Mathematics:**

Students can:

1. Carry out the four operations with rational numbers and integers, using efficient mental and written strategies
2. Solve simple linear equations and evaluate algebraic expressions after numerical substitution.
3. Determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes.
4. Calculate mean, mode, median and range for data sets.
5. Construct stem-and-leaf plots and dot-plots.

## **Science:**

Students can:

1. Predict the effect of human and environmental changes on interactions between organisms
2. Classify and organise diverse organisms based on observable differences.





## **Humanities:**

## **Geography:**

Students can:

1. record and represent data and the location and distribution of geographical phenomena in a range of forms, including large-scale and small-scale maps that conform to cartographic conventions.
2. interpret and analyse geographical maps, data and other information to propose simple explanations for spatial distributions, patterns, trends and relationships, and draw conclusions.
3. present findings and arguments using relevant geographical terminology and digital technologies in a range of communication forms.
4. propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and describe the expected effects of their proposal.

## **Economics and Business:**

Students can:

1. interpret data to identify trends.
2. propose alternative responses to an issue and assess the costs and benefits of each alternative.
3. apply economics and business knowledge, skills and concepts to familiar problems.
4. develop and present conclusions using appropriate texts, terms and concepts.
5. identify the effects of their decisions and the possible effects of alternative actions.

## **Health and Physical Education:**

Students can:

1. demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing.



## **Design and Digital Technologies:**

Students can:

1. explain how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts.
2. create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities.

## **Arts:**

Students can:

1. Create a visual representation of a famous quote across a series of artworks.
2. Explain their reasoning behind selections of visual representations.

## **Arabic:**

Students can:

1. Create texts with imagined places, events, people and experiences.
2. Recognise different grammatical structures of Arabic such as conjugation of past tense, command verbs, broken plural and attached pronouns.
3. Analyse words by finding their roots.

## **Islamic Studies:**

Students can:

1. Students learn of Ramadan and Laylatul Qadr,
2. Students learn about Al-Amru Bilmaaruf and how to guard your tongue.
3. Students learn about lessons of past civilisations and Science in the Quran.

## **Quran:**

Students can:

1. Recite Surah An-Naazi'at to An-Nas
2. Identify the location, meaning of the key words and the story behind the Surah.
3. Apply Tajweed Rules.