

ISLAMIC SCHOOL OF CANBERRA

Term 3, 2022 Newsletter

إِنَّمَا الْمُؤْمِنُونَ إِخْوَةٌ فَأَصْلِحُوا بَيْنَ أَخَوَيْكُمْ وَاتَّقُوا اللَّهَ لَعَلَّكُمْ تُرْحَمُونَ ﴿١٠﴾

The believers are but brethren, therefore make peace between your brethren and be careful of (your duty to) Allah that mercy may be had on you" [Quran, 49:10]

In Knowledge Lies Strength



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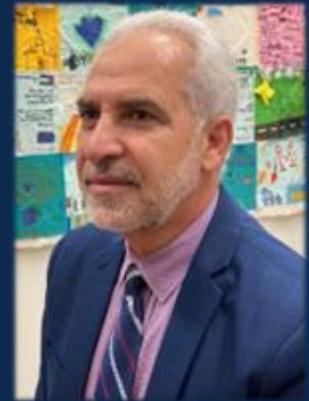
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Assalamu Alaikum,
Dear parents and carers,

Welcome to our Term 3 Newsletter. It has been a very busy term. Many activities and events took place during this term:

- **PISA tests** (Program for International Students Assessment) were organised for selected students from Years 9 and 10 based on their age groups. We are waiting for their results.
- **Community Work Experience:** Year 10 students are given the opportunity to do 20 hours of community service at school so that they can have that on their CVs which will be of help for them to find some paid work later. They will be issued with a certificate as a proof for that.
- The school applied for a grant to renovate the admin building in 2023. If approved, the cost will be around \$1.2M
- **Covered Outdoor Learning Area** (\$200,000) will be installed in October this year.
- **Food Technology and Art Centre:** The project will start in October this year; the cost is almost \$1.3m
- **Junior Playground:** there is a delay on installing a junior playground. Hopefully, it will be installed in October.
- In 2023, **NAPLAN** tests will be in March 2023, our teachers are preparing the even years for NAPLAN from term 3 this year. We need to maintain our excellent results in NAPLAN.
- **Re-enrolments for 2023:** We received more than 110 new enrolments for 2023. Unfortunately, we are unable to accept most of them due to space issue as well as the teacher shortage.
- **Robotics Competition:** Our year 7 students were part of a national Robotics competition in term 3. Number of schools participated in this competition were 52. Our students were very creative and participated with two teams. Their rank was 6 & 7 and we are among the top 10 schools. Well done our Year 7s. The top 10 schools are invited to Sydney to celebrate this excellent achievement. This will take place in Term 4.
- **School Camps:** We have been very busy planning for both our secondary and primary camps which are taking place in October and November, 2022. This is the first time the school is organising camps for its students.
- **Umrah Trip:** We have tested Year 9 students for Umrah trip which will take place in January 2023. The school is offering 3 year 9 students to perform Umrah: one full cost and half cost for the second and third. Parents are welcome to pay for their children if they wish to send them with us.
- **Scholarships for 2023:** we are working on the secondary scholarships for 2023. The results will be announced in term 4. We are offering one full scholarship and two half scholarships per secondary year level 7 – 9.
- **Opening of MPH:** finally, we received confirmation that a representative of the Australian government will formally open the MPH on 19th October.

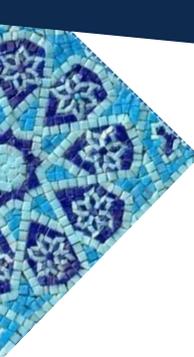


Dr Mahmoud Eid
ISC - PRINCIPAL

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SCHOOL VALUES

- Respect
- Honesty and Trustworthiness
- Responsibility
- Acceptance



It will be a big event for the whole school and community and we thank the Australian Government for their generous contribution of \$1M towards this project. The project did cost us \$2.5M. Our IPDC contributed 1.34M and our respected parents and community members donated \$160,000. May Allah reward everyone contributed towards this project.

- **Opening of Science Lab:** Minister Yvette Berry opened the new refurbished Science lab in term 3. This is in preparation for having Years 11 and 12 in the near future inshallah. The project cost around \$165,000 all was covered by the ACT government for which we sincerely thank them.
- **Jump Rope for Heart Program** was organised in term 3 for the whole school. This is one of the most popular and fun programs that our students love
- Term 3 **students' reports** are now available for the parents to access through the parents' portal.
- In term 3 we accommodated many **student teachers** to do their placement at our school. This is part of our school's commitment to serve its larger community. We are committed to accommodate 2-3 students each term.
- **Parent Teacher Interviews** will be conducted online this Friday on 23rd September.

Finally, this is a kind reminder that the end of this term for the students will be Wednesday 21st as Thursday is a public holiday and for the staff, it will be Friday the 23rd September.

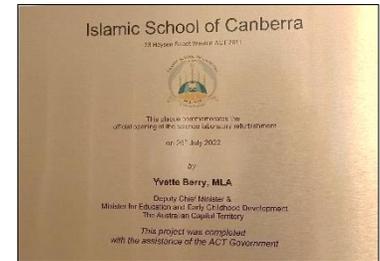
Dr Mahmoud Eid
Principal

SCHOOL PROJECTS

Minister Yvette Berry MLA Visited the School



The Islamic School of Canberra (ISC) celebrated the opening ceremony of its newly refurbished Science Lab funded by the ACT Government under the Better Schools for Our Kids (BSK) 2021 Round Program. The ACT's Deputy Chief Minister and Minister for Education Yvette Berry MLA visited our school on Tuesday 26th July 2022 to officially open the Science Lab.



In fact, the ISC refurbished the Science Lab as a priority project in preparation for launching Years 11 and 12 in near future. The Honourable Minister and several distinguished guests with high social standings and professional profiles graced the occasion by their kind presence including Ms Lynda Tooth, Director Non-government Education, a team from the AISACT consisting of Ms Serita Cordeira, Ms Kath Morwitch and Ms Sue Frawley, Mr Graham Humphries, Board Chair of the ACTBGA, Dr Majharul Talukder, School's Board Secretary. The event was also attended by a couple of parents of the school students, members of school's staff leadership team, and members of school's student leadership team. The program was gracefully anchored by two student representatives of Year 10.

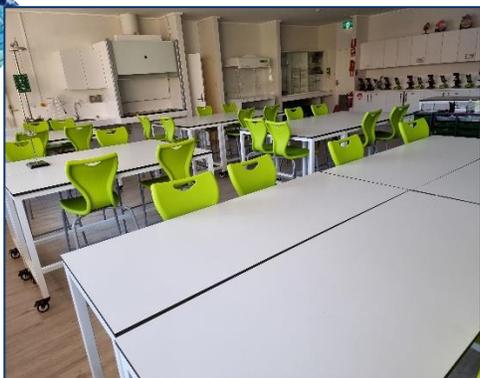
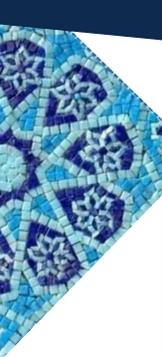


The Hon Minister, unveiled the plaque of the Science Lab and cut the ribbon to formally inaugurate the BSK grant funded project. After the ceremonial opening of the Science Lab, the Hon Minister cut a cake decorated with scientific themes and colours, and then he gave an important speech to the audience referring to the history of great contributions of the Muslim scholars of the past in various branches of knowledge especially in modern science, mathematics, medicine, social science etc. The School Principal Dr. Mahmoud Eid briefly highlighted his strategic vision about the school and expressed his gratitude and thanks to the Hon Minister and other guests



present at the event. In the end, the august gathering socialised among themselves while enjoying delicious food and drinks, remarkably, the Hon Minister talked to the students one to one and the students were highly inspired and delighted to find the Hon Minister socialising with them.

It was a great day for the school and the Hon Minister and the distinguished guests were very impressed with the school, Alhamdulillah.





SCHOOL CALENDAR 2022

Term 3

21st Sept (Wed)	Last day for students
22nd Sept (Thu)	Public Holiday (National Day of Mourning for the Queen)
23rd Sept (Fri)	P/T Interviews Last day teachers
26th – 30th Sept	School closed

Term 4

10th Oct (Mon)	First day for teachers
11th Oct (Tue)	Students Return
10th – 12th Oct (Mon – Wed)	Secondary Camp
28th Oct (Fri)	World's Teachers Day
7th – 9th Nov (Mon – Wed)	Primary Camp
11th Nov (Fri)	Remembrance Day
28th Nov (Mon)	Kindergarten Graduation
29th Nov (Tue)	Year 6 Graduation
29th Nov (Tue)	Year 10 Graduation
30th Nov (Wed)	Year 7 Immunisation
2nd Dec (Fri)	Awards Ceremony
9th Dec (Fri)	Last day for students
16th Dec (Fri)	Last day for teachers
8th Dec (Thu)	Kindergarten Orientation 2023

SCHOOL EVENTS

CHARACTER DAY



"The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you'll go."
- Dr. Seuss



WOW!





JUMP ROPE for HEART

SCHOOL EVENTS

JUMP ROPE FOR HEART DAY



3rd

MECCA



MEDINA

2nd



AL-AQSA

2nd



HIRAA

1st

Students and teachers were involved in competitions and challenges throughout that day! Points were awarded towards Houses to those who gave it a go and won! Hira House had the most points awarded on the Jump Off Day. Well done to all who demonstrated excellent sportsmanship and collaborative skills!



MESSAGE FROM THE STUDENT LEADERSHIP TEAM

JUMP ROPE FOR HEART DAY

Student Leadership Team have been very busy this term in assisting to organise the Jump Rope for Heart Jump Off Day! MashaAllah, the day was a great success. The students lead various activities across Junior, Middle and Senior areas. They demonstrated great leadership, guidance and sportsmanship on the day.

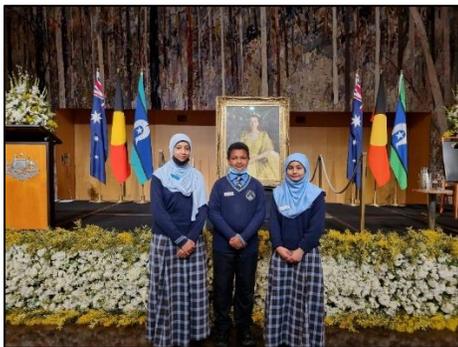
I would also like to thank them for their dedication in conducting regular Jumping Sessions with the students at recess times. The sessions were run with great diligence and enthusiasm! Well done to the team!



MEMORIAL SERVICE FOR HER MAJESTY THE QUEEN ELIZABETH II

On 22nd September (Thursday), Souleiman Ould Mohameden (*School Vice-Captain*), Zainab Al Ismaeel (*Medina House Captain*) and Hira Khan (*Al-Aqsa House Captain*) attended the Memorial Service for the Queen Elizabeth II at the Parliament House.

These students represented the Islamic School of Canberra and it was a great experience for them to take part in this ceremony and sit in the Great Hall amongst many of Australia's leaders and citizens.



SCREENTIME – FINDING THE BALANCE

School Counsellor's Message

We now live in a digital age where imagining a life without smartphones, tablets, computers, video game consoles and internet is impossible – for us and our children!



While screen time can offer fun activities and important educational content, excessive or unlimited screen time can be harmful for the overall wellbeing of our children. Evidence suggests that excessive screen time is directly linked to a range of problems in children such as difficulty in sleeping, obesity, behaviour issues, anxiety and depression, cyber bullying amongst others. The advances in technology mean that a vast array of electronic devices are easily available to our children and today's parents are the first generation who have to figure out healthy screen time arrangements - all while trying to keep up with new technology!

Some of the strategies to build healthy screen time habits are:

Family rules can help set expectations and encourage limitations around screen use. This can be done by involving all the family members including your children in decision making around when, where and for how long can children use devices. For example, in the family room once your child has finished homework and for an hour and/or no screens allowed in bedrooms. Household chores may have to be done prior to screens being allowed on.

Routines give clarity around expectations. They help family members to stick to family rules while building screen time into your family life. Routines are helpful in minimising family conflict. For example, if a certain day has been agreed as a screen-free day, there need not be an argument whether you or your children can use the screen on that day. Also, screen-free days can promote exploration of non-screen-based activities and entertainment that fosters family bonding.

Screen time session promotes agreement on the length of the screen time and gives a definite endpoint that can help your child to finish using the screen and can support them to transition to the next activity.

Giving choice often promotes cooperation. Your children will be more willing to follow the screen time rules if they are given choices and are active participants in making the family's screen time rules. You can have a chat around screen time quality and what makes a good quality app, game, TV show or movie. Encourage your child to make choices that support learning, prompt imagination and enhance understanding of real-world issues. You can ask your child if they think they are making good choices.

Parental control are tools that help parents keep their child safe online while allowing parents to manage what their child can or can't see. These tools include website and content filtering, screen time management and more. Most importantly they teach your child about internet safety such as not giving any personal information online or not uploading/downloading any photos or files before speaking to you. Keeping open lines of communication is critical so that your child can speak to you about his/her online activity, and you can guide them towards good screen habits.



Resources

For more information on screen time use and online safety please visit the following websites. Alternatively, feel free to reach out to your school counsellor in case you need further clarification or have any concerns regarding your child's behaviour around screen time.

[Recommended screen time limits | Health \(act.gov.au\)](#)

[Pre-teens entertainment & technology | Raising Children Network](#)

[Teens entertainment & technology | Raising Children Network](#)

[Good apps, TV, movies & YouTube: teens | Raising Children Network](#)

[Parental controls | Keep your child safe on the internet | McAfee](#)

Rebecca Russell
School Counsellor

QURA'N



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

Year 1 students memorised Surah Quraish and Surah Fil. The students are doing a great job in their pronunciation learning. Keep up the great work. May Allah reward them abundantly.



Kindergarten students celebrating their success in memorising Surah Al-Ikhlās.

Year 2 students memorised Surah Al-Adiyāt and Surah Al-Zalzalah. The students are doing an amazing work in their Tajweed. Keep up the great work. May Allah reward them abundantly.

Year 3 students memorised Surah Al-Dhuhā and Surah Ash-Sharh. The students are doing a great job in their learning. Keep up the great work. May Allah reward them abundantly.

Year 4 students memorised Surah Al-Fajr. The students are doing an amazing work in their Tajweed. Keep up the great work. May Allah reward them abundantly.

Year 5 students memorised Surah Al-Burooj. The students are doing a great job in their learning. Keep up the great work. May Allah reward them abundantly.



Year 3 students celebrating their success in memorising Surah Ad-Dhuhā.

Year 6 students have learned to memorise Surah Al-Infītar. They have identified the location, meaning of the key words and the story behind the Surah. They have also learned to read and write using Iqra Books 1 – 6.

Year 7 students have learned to memorise Surah An-Nāzi'āt. They have identified the location, meaning of the key words and the story behind the Surah. They have also learned to apply Tajweed rules when reciting Quran.





Year 8 students have learned to memorise Surah Al-Insaan. They have identified the location, meaning of the key words and the story behind the Surah. They have also learned to apply Tajweed rules when reciting Quran.

Year 9 students have been learning to memorise Surah Al-Muzzammil. They have identified the location, meaning of the key words and the story behind the Surah. They have also learned to apply Tajweed rules when reciting Quran.

Year 10 students have learned to memorise Surah Al-Ma'aarij. They have identified the location, meaning of the key words and the story behind the Surah. They have also learned to apply Tajweed rules when reciting Quran.

Ms Mai and Ms Nashwa
K – 5 Quran

Br Adam
6 – 10 Quran

ISLAMIC STUDIES

Kindergarten students discussed wudu and prayer. They memorised Salah Al-Taheyat and Salah Ibrahimiyah. Keep up the great work.

Year 1 students discussed prophet Adam, Nuh, and Ibrahim. The students explored about the angels. Keep up the great work. May Allah reward them abundantly.

Year 2 students discussed prophet Yunus and Mohammad. They also discussed obeying Allah and the day of judgement. Keep up the great work. May Allah reward them abundantly.



Year 1 students presenting their Islamic Studies Project.



Year 3 students discussed Prophet Ismail and Ishaq, Shu'aib, and Dawud. They also explored understanding about the Kabah and Masjid- Al-Nabawi. May Allah reward them abundantly.

Year 2 students presenting their Islamic Studies Project.

Year 4 students learned about the following topics:

- Uthman Ibn Affan (R)
- Ali Ibn Abu Talib (R)
- Prophet Hud (A)
- Prophet Salih (A)
- Prophet Musa (A)
- Prophet Sulaiman (A) and the Performance of Salat

Year 5 students learned about the following:

- Prophet Yusuf (A)
- Prophet Ayyub (A)
- Prophet Zakaria (A) and Prophet Yahya (A)
- Major Masjid in the World
- Upholding Truth
- Responsibility and Punctuality and My Mind and my body

Year 6 students learned about the following topics:

- Khadija, Aisha, Fatimah
- Al-qiyamah.
- Ruh and Nafs,
- Recognising the Angels, the Jinn and Shaitan

Year 7 students learned about the following topics:

- Abu Sufyan and Khalid Bin Waleed,
- How to achieve success, character of prophets
- The prophet's marriage
- Understanding halal and haram, and purification.

Year 8 students learned about the following topics:

- Friendship and dating in Islamic practice
- Recognise the rope of Allah and holding to it firmly.
- Understanding elements of a bad life and hope.
- Recognising duties towards parents.

Year 9 students learned about the following topics:

- The marriage of rasulullah to Zainab, and his great generals of army
- The chosen people, Miss A S.
- The prophecy of Mohammad,
- Learn the essentials of salat
- Learn about Early Muslims in north America.

Year 10 students learned about the following topics:

- Recognising questions on marriage
- Recognising who is a Khalifa, goose piety and superstitious
- Learning about not transgressing the limits
- Understanding secular and religious duties
- Recognising the Islamic views on racism

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 continued their Arabic journey with learning the Arabic letters. They read and wrote the Arabic letters Alif to Yaa and words for them. The students are doing a great job Alhamdulillah.



Kindergarten students learning Arabic

Year 1 students recognised, read, and wrote the vegetables and family members words in Arabic. Students practised presenting a speech about their family members' favourite vegetables. Keep up the great work. May Allah reward them abundantly.

Year 3 students reading Arabic sentences



Year 2 students recognised and used the letters Haa to Zaal with all their forms within words. They wrote simple sentences with masculine and feminine in Arabic. Students practiced sentences with masculine and feminine adjectives words. Keep up the great work.

Year 3 students recognised and used the letters Ain to Qaaf with all their forms within words. They wrote 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 continued covering various topics related to family and home. Students learned about simple Arabic grammar through conversation, role-playing and designing posters. Students are able to talk and write about family members and home contents.



Year 5 students started to learn about Hobbies and Activities. They learned many related vocabularies and were able to talk about their own hobbies inside the classroom. They were engaged in writing texts, learning about formation of sentences that include verbs, subjects and objects. More focus was directed to Arabic grammar and translation of simple texts. Students have made great improvement



in differentiating between feminine and masculine as well as singular, dual and plural when we read Arabic texts.

Year 6 students have focused on improving our students' vocabulary and spelling as well as negations and tenses. They spared no efforts to improve their Arabic Language skills to learn new concepts of present and past tense and to reflect that on their daily life in school. They finally had the opportunity to use their Arabic Workbooks and books. Targeted Educational Worksheets have also been created for the Year 6 students to assist students' skills and help them in understanding the Arabic language.



While it is understandable that students are at different levels in Arabic, our goal is to balance those levels and ensure that the content and lessons are broken down into simplified language and context through curriculum adjustments.

Assessments are a comprehensive summary of what we study on a daily basis and an extensive review is completed before any exam to establish the foundation of the Arabic language. Students are encouraged to ask questions and seek help when necessary. Alhamdulillah, students have been enjoying their Arabic sessions, and have been engaging in collaborative peer work throughout the term. Keep it up Year 6s!

For Secondary, students continued using Reader Arabic books as well as completing activities from Gateway Arabic and some electronic sources. We created google classroom for all secondary classes. We uploaded diverse materials for those who showed more interest in exploring diverse challenging tasks. The uploaded materials include Arabic textbook, poem, stories, Arabic videos and electronic lessons about Arabic grammar.

Specifically, **Year 7** students learned about parts of human body and their functions. They engaged in different tasks to learn about this topic, which include grammar, conversation, writing, translation and comprehension.

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, **Year 9** students learned more vocabularies related to Hobbies and activities. They used more advanced text and engaged in working in more complex texts while learning about these topics. Similar to other secondary classes they used a textbook and additional resources.

Year 10 students learned about family and home, using more advanced and complex texts related to this topic. Some students used diverse resources and additional materials and engaged in individual writing

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

We had a busy term with our focus on reading and writing and improving our mental strategies for addition and subtraction.

I am very pleased to see my little students improve in their literacy and numeracy skills. They have demonstrated good progress in their reading and writing levels. In Mathematics, we have had many opportunities to develop our addition and subtraction skills. In Science, we explored the world around us by reflecting on the materials that different objects are made from and identifying their properties. In HASS, we identified special places and how we can care for them. We also learnt how to create maps of our special places.



100 Days of Kindy

Students in Kindergarten celebrated 100 days of Kindy by dressing up like a 100 year old and collecting 100 different objects.



Character Day Parade



Ms. Khanam
Kindergarten Teacher

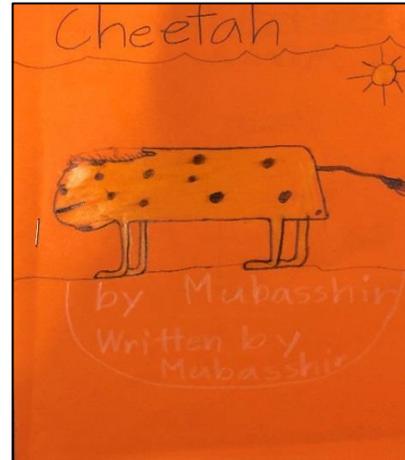
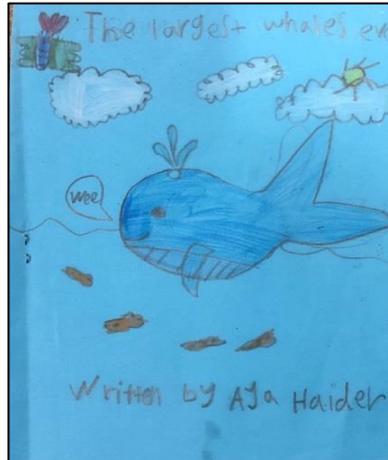
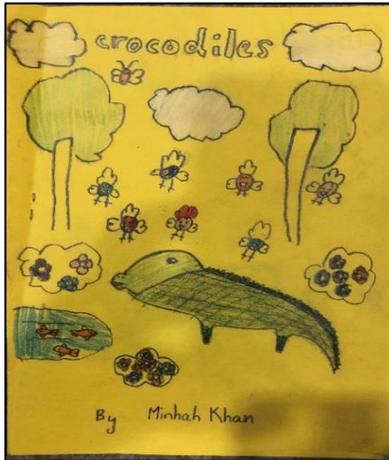
YEAR 1 WALLABIES

Assalamualaikum Dear Parents,

I am so happy to say that my Wallabies have been working very hard to write information reports under Literacy. We have been learning to research and organise information on various amazing facts about octopuses, koalas, gorillas and dinosaurs, to name a few to write information reports.



I am so proud of the effort the little researchers put in creating engaging reports and producing the picture books on some awesome animals! Now we all know amazing facts about many animals, as for example, the scientific name for gorilla is Gorilla Gorilla Gorilla!



Mathematics has been another fun filled journey for our class. We have learnt various strategies for addition and subtraction. We have learnt about measurement using informal units. It was great fun measuring our classroom, our friends, our tiny feet and hands using foot spans, hand spans, blocks, paper rings and so on. By the way, we made our own picture rulers too! We also loved our lessons on capacity - we got to compare the capacities of various containers and objects using water and blocks. These are the reasons why mathematics is our most favourite subject!



Learning about stretching with gummy snakes in **Chemical Sciences** was one of the best. First, we had our experiments with gummy snakes and then we ended up eating them! We made a mud slide with a bar of chocolate.

We used a hair dryer to melt the chocolate bar and spread the melted chocolate. It formed long runs of chocolate lines which looked just like a chocolate mudslide! I still can hear the excited screams of my Wallabies.



We went on an excursion to the Fetherston Gardens for acquiring first-hand knowledge in natural, managed and constructed features in **Geography**. We had had the most fascinating experiences of our lives.



I look forward to more happy days of learning with my precious Wallabies!

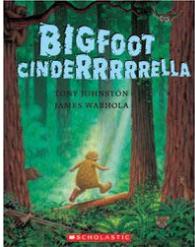
Ms. Shahreen
Year 1 Teacher

YEAR 2 WOLVES

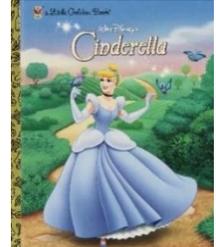
Assalamualaikum Dear Parents and Carers,

It's an absolute honour teaching Year Two. Over the past three terms I have seen students grow in maturity and respect.

Their team work and eagerness to learn from each other has been the highlight of Term Three. What an amazing third semester with many hands-on activities. Students used their communication skills and team work skills to produce some quality work.



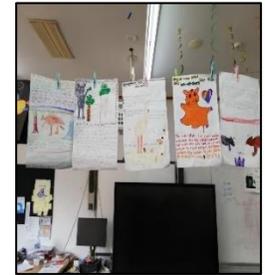
In **English** students explored how there are similarities and differences between two books. The semester we been focusing on the original Cinderella story and the alternative version of the Cinderella story called Big Foot Cinderella story. Students listened to the story and made comparison between the characters. They also worked on expanding vocabulary by adding adjectives to describe the characters.



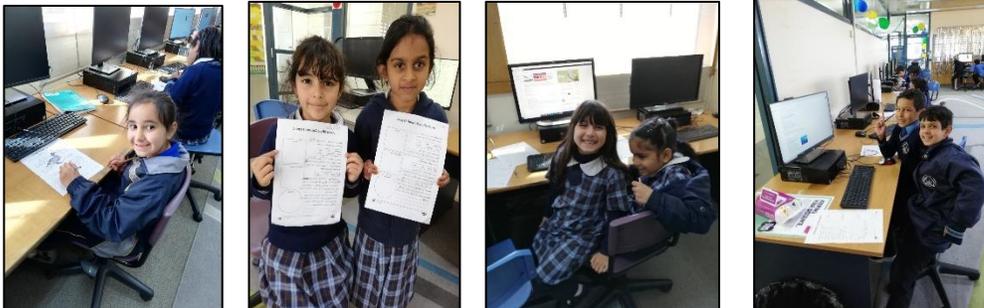
Students loved pairing and sharing with other classmates to discuss the books.



Students also explored how to write informative text by listening to information about animals. They took on the task of working in groups by taking turns in reading and creating an informative text. As this is published students are working towards creating an informative text of the animal of their choosing. They will create posters and present to the class their discovery.



As a challenge students read articles on animals and created posters about what they have learnt. It was so amazing to see all students fully engaged in the writing. They took turns in reading the articles and writing/drawing for their posters.



Every morning students participated in reading on their own. This was a daily 15min session to work on their reading skills. I would like to congratulate the students for continually staying focused on their reading during these sessions.

In **Mathematics** this term, students worked on Addition and Subtraction strategies. They were introduced to mental strategies such as split strategy, jump strategy and arithmetic. They gained a further understanding of the importance of understanding place value. They found it challenging but with dedication they did well.





They worked on fractions and took the challenge of not only breaking up a digital pizza into $\frac{1}{2}$ s $\frac{1}{4}$ s and $\frac{1}{8}$ s but also looking at objects and finding the fractions.

Students had some counters and decided to break these counters up in halves, quarters and eights.



We also completed activities on measurement. Students began to learn about measurement by using a tape measure to measure each other. The children focused on the importance of starting to measure from 0 to get an accurate result. Students measured each other in groups of two or three. There was a great conversation on who was the tallest in the group, tallest out of the boys, tallest girls and tallest out of the whole class.



Science was filled with many hands-on activities this semester. We predicted what would happen if we mixed certain materials together. We learnt about materials and how mixing different materials make different things. As I am writing this, we are covering the importance of using the right materials for the right things. We also classified materials according to their properties.



During **Health** students are learning about being safe in numerous situations. We discussed who could we trust when we are feeling unsafe. We role played some situations to explore situations and the safest options.

Thank you for a great term, Year 2!

Mr Vega
Year 2 Teacher

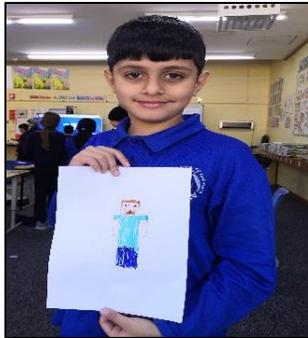


YEAR 3

Time flies when you are having fun!
– Albert Einstein



Indeed, we have been having so much fun that we did not realise how quickly the time has been passing. How is it already end of Term 3 and we are almost into Term 4! Each term brings new learning experiences and new memories are made.



For **Mathematics**, we investigated the conditions required for a number to be odd or even and recognise odd and even numbers. We, also, described, continued, and created number patterns resulting from performing addition or subtracting. We investigated between units of time and can now tell time to the minute.



This term for **English**, we kept extending on rules of grammar and strengthened our concepts of word morphology. We understand that verbs represent different processes and that these processes are anchored in time through tense. We learnt extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs. We discussed the difference between facts and opinions and progressed to writing information reports about various topic like wild animals, under water animals, solar system, countries and vehicles used for transportation. We, now, understand how different types of texts vary in use of language choices, depending on their purpose and context and that paragraphs are a key organizational feature of written text.

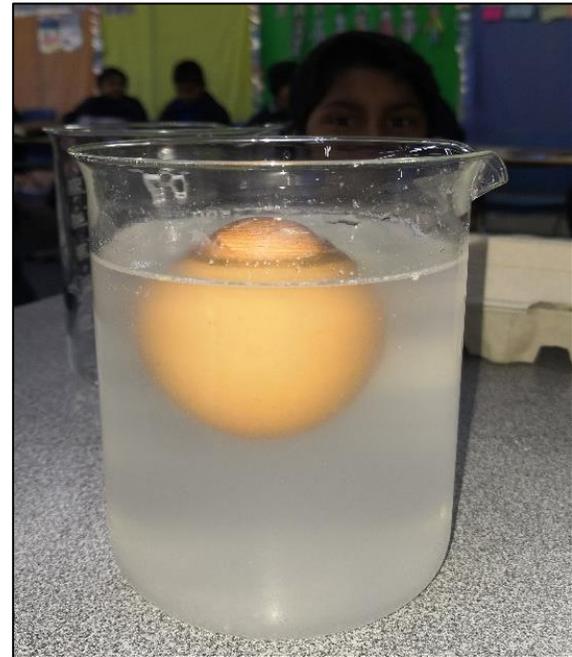


For **HASS**, we explored the location of the states and territories of Australia, the location of selected Aboriginal and Torres Strait Islander communities and selected countries neighbouring Australia. We also learnt to describe the characteristics of different places at local scale and identify similarities and differences between the characteristics of these places. We practiced to record and represent data in tables and simple graphs and the location of places and their characteristics on labelled maps that use the cartographic conventions of legend, title, and north point. We can now illustrate the location of places and their features using simple grid references and cardinal compass points.

For **Science**, we have been learning states of matter under chemical sciences. We explored that a change of state between solid and liquid can be caused by adding or removing heat. We can use science investigations to respond to questions. We have been following procedures to collect and record observations and suggest possible reasons for their findings, based on patterns in the data.

Solids	Liquids	Gases
aluminium foil	blood	carbon dioxide
ice cream	orange juice	helium
wood	vinegar	oxygen
sugar		
paper		

For **STEAM**, we conducted experiment to investigate if the particles move quickly in hot or cold environment. We poured few drops of food colour in hot and cold water and observed that the colour diffuses quickly in hot water compared to the cold water. We also tested the phenomenon that occurs naturally in 'Dead Sea' and makes people float. We made a salt water solution and dropped an egg in it. We observed that the egg floated in high concentration of salt and learnt how density makes something sink or float.



As Albert Einstein once said, "Play is the highest form of research".

Keep on researching little scientists!

Ms Pavel
Year 3 Teacher



In a **Health** class, Yahya created an advertisement to sell a drink. Before students embarked on their creative advertisement design activity, I showed them a video called *Top 10 Creative Drinks Commercial Product Ad 2021*. Children learnt that using colourful images is a good strategy to create eye-catching advertisements, such as a red apple. Also, we learnt that customers would think the drinks are healthy if we include pictures of fruits in the advertisement.

Therefore, Yahya drew a red apple in the centre of his advertisement to show that his *Two Power Drink* is healthy. Yahya put in a lot of efforts and thought in creating this powerful commercial advertisement for the soft drink. Great work, Yahya!

For Term 3 **Science**, we have been learning about properties of different materials. Rania, Anoush and Adeena were in the same science investigation small group. They were experiencing the magnetic forces created among magnets. Also, they tested whether a plastic ruler and the stainless water bottle will stick on the magnets.

They found that magnets will attract most metals, but not the stainless water bottle.



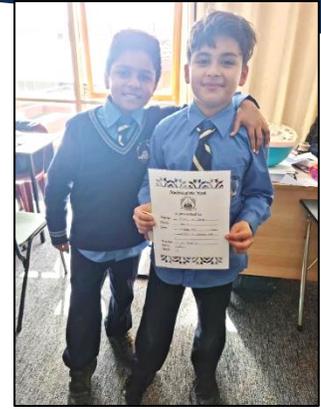
Furthermore, in Science, we investigated whether some materials are biodegradable or not, including paper, strawberry, sponge, orange skin, leaf etc. We buried our samples in plastic boxes and wet the soil.

After one week, we dug them out and studied them carefully. We found that the strawberry biodegraded at the fastest rate whilst the sponge did not biodegrade at all.



After Hassaan's holiday in Pakistan, he has worked hard in his studies and also towards his social goals!

Hassaan was welcomed back with open arms by his peers. Year 4 classroom is a space where all students have a sense of belonging. He has also put a lot of efforts towards his studies, specifically in persuasive writing during Literacy lessons. He was one of the best writers in Week 5 and 6. In the picture on the left side, Hassaan was holding his certificate of being the Student of the Week in week 5.



Ayat was one of the best writers in Week 6. She wrote a persuasive text with the title "I should be allowed to stay at home by myself". We learnt eight persuasive devices in Term 3. She used four persuasive devices in her text, including rhetorical question, personal pronoun, exaggeration and modality words. She came up with three great reasons for letting children staying at home.

For example, parents can leave food on the bench for children. So, children do not have to cook for themselves.

Overall, Ayat's writing is convincing because of three good reasons. Great job, Ayat!



In Week 6, we celebrated Book Day by dressing up as our favourite characters in a book. Maaz dressed up as Stick Man. His costume was carefully made and maintained. He was also holding the book Stick Man which is written by Julia Donaldson. Maaz's costume was nominated as one of best costumes on the primary school level.



Ms Renee
Year 4 Teacher

YEAR 5

Another busy term has come and gone with new topics learned, experiments conducted, books read, and sports played.

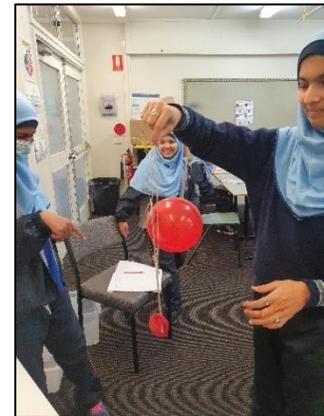
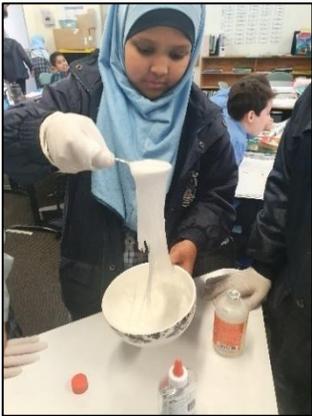


Students have had the chance this term to learn different AFL (Australian Football League) skills through AFL clinics that ran from Weeks 4-8.



Science

In Science this term, we have been learning about States of Matter. This includes gas, liquid, and solids, the weight of different types of matter, and how they can transform from one, to another, and back again. To further investigate these concepts, students completed a range of different experiments. One of these experiments was to create slime. Another was to determine if gas has any mass.



English

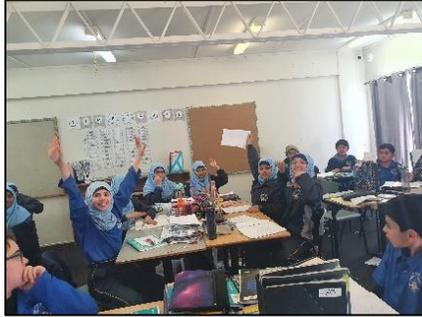
In English this term, we have largely focused on the novel *Harry Potter and the Philosopher's Stone* by J.K Rowling. As a class, we have read the novel, chapter-by-chapter, and completed comprehension tasks.

We have also done different activities such as receiving our Hogwarts Letters, receiving our tickets to take the Hogwarts Express, and being sorted into our Hogwarts Houses (although we had no Slytherin students!).



Economics and Business

In Economics and Business (HASS) this term, students have learned about wants and needs and how there are several different factors that influence what a consumer buys. One activity the students participated in was being assigned a 'job' within their groups, such as farmer, and having to determine what needs and wants that the job came with. After this was determined, students participated in an auction to bid on items that their group would need.



Geography

In Geography (HASS) this term, students have learned about natural disasters and how they impact people and the environment. They were assessed on developing plans and prevention strategies for different types of disasters including bushfires, floods, and cyclones.



This term has been bitter-sweet for me as it is my last *full* term with the Year 5 class before going on Maternity Leave. I have greatly enjoyed my time with the class and have learned a large amount from them, and I hope they have learned – and retained – new information and skills from me.

I hope you have a happy, safe, and healthy school holidays, enjoy your time together, and, inshAllah, I will see you for a little while next term.

Ms Stacey
Year 5 Teacher

YEAR 6A

Assalamu Alaikum

"Are those who know equal to those who do not know?"

(Surah Az-Zamar-Ayah 9)

السلام عليكم



Term 3 has been a busy and productive term with many events happening for our students.

The **Character Day** has been fun and colourful. Our amazing students have been creatively presented in their characters' costumes.

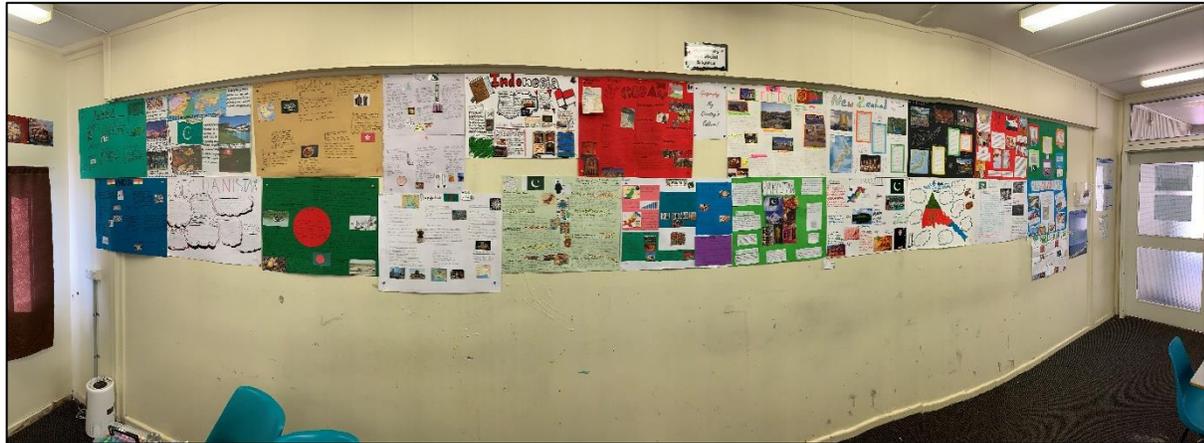


In **Science**, the Y6A students have tested States of Matter hypothesis of chemical phenomenon. They have conducted fun and engaging experiments of balloons, lava lamp and sugar snakes.





In **HASS**, our creative students have depicted the concept of Diversity throughout their colourful and detailed posters. They have presented their countries' cultures, demographical aspects and developmental attributes.



In **Mathematics**, the Y6A students have built apparent conceptual understanding of challenging concepts of Angles, Financial problems of rates and percentages, Cartesian Plains, Order of Operation and Exponents of numbers.



May Allah bless you all.

Mr Kayis
Year 6A Teacher

YEAR 6B

Asalamu Alaikum dear parents and students,
Well, what a Term 3 it has been! We dreamed with eyes wide open, and we sailed through the seas of education and learning, never once stopping.



Our journey is endless. Through differentiated methods and instructional learning and adjustments, our daily learning involves around me engaging students through creative activities of learning and enjoyment, while at the same time, balancing it with extensive content material. Each student to me matters, and that is why throughout my classes, it is essential for me to get to every student either through classroom instruction or one-on-one instruction as each child is my top priority. Alhamdulillah, through my instruction, many students in my class attained great results and supercharged progress. This all goes back to effective classroom management strategies; however, it takes pure dedication, patience, love and care to reach that level, and Alhamdulillah, that is what I am able to currently offer my students.

Throughout this semester students:

- **Memorised an Arabic Nasheed:** I am proud that my students were able to memorise the Nasheed Mash'Allah! This just shows that they are capable and unique individuals with the ability to excel and go beyond their comfort zones. It is my mission to bring out the best of them!
- **Escape Room Game:** I have created an Indoor and Outdoor Escape Room session with my students where they worked in groups to read, decode, and used their detective skills to Escape physically through set-up stations in the classroom, which lead to the outdoor environment. There were instances where they also had to focus on literacy riddles and unscrambling misspelled words in paragraphs to successfully escape and find the hidden treasure in the field. Students loved this activity as it involved them in their learning interests and encouraged them to work together as a team. The differentiated teaching method was implemented to evaluate and maximise the learning of all student's needs by employing collaborative learning and multimedia approaches through the same concepts, but at a variety of levels of activity levels. The Escape Room experience was a wonderful opportunity filled with enjoyment and surprises!
- **Engaged in a Spelling Competition for the First time:** To challenge students, they were to compete against each other to memorise the famous Mary Poppins word: **"Supercalifragilisticexpialidocious."** The challenge was further enhanced: Students whom won the First Major round were to be asked in any of the Spelling Conventions Words Units 1-20 to determine Final winners. Congratulations to all the WINNERS MASHA'ALLAH! You did amazing and I am proud of each and every single one of you. To all students whom entered the competition, I am proud of you as well for even just trying and giving it all your best!

The winners Masha'Allah:

First Round	
✓	Abdulrahman
✓	Amir
✓	Leena
✓	Hilal
✓	Mohammed
✓	Maha
✓	Sufiyan
✓	Malik
✓	Hamza
✓	Basam
✓	Jarir

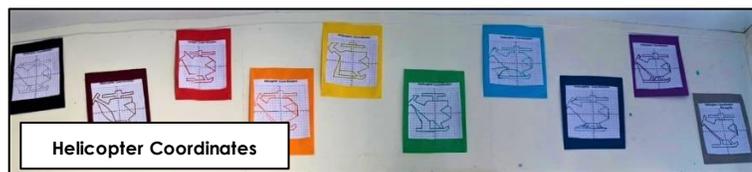
Finalists	
First Place: Jarir	
Second Place: Hilal	
Third Place: Sufiyan	



Winner!



Helping Hand



Helicopter Coordinates



Skiiiiills

Physical Education:

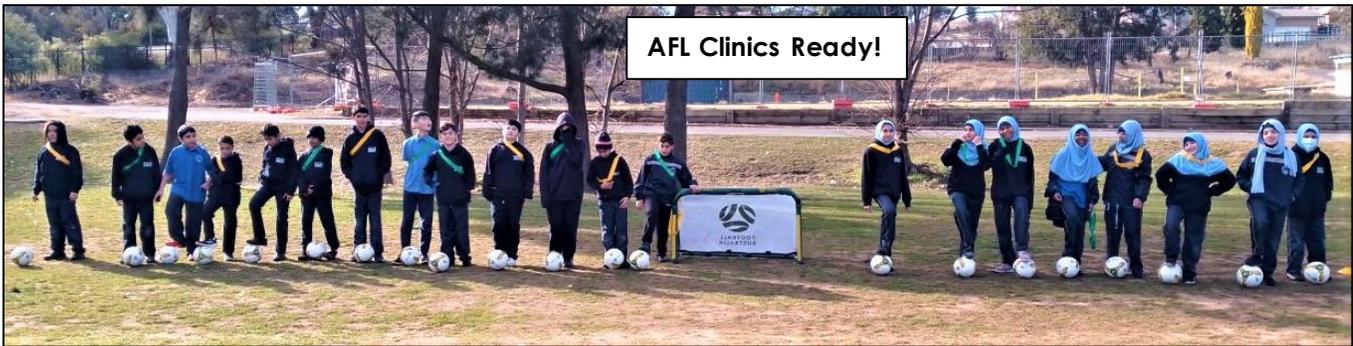
- Sports and fun with Ms. Maryiam
- AFL Clinics
- Jump rope for Heart



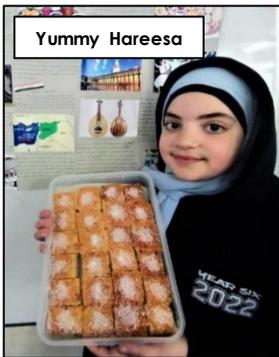
After a million tries...we got the perfect shot all thanks to #Aaliyah



Walking like cool bodyguards



AFL Clinics Ready!



Yummy Hareesa



Coolioo Girlies



Together we help each other Soar High!



Flexin



Young Gentleman



Beautiful Girls



Jordanian Princess



The Three Muskateers!



Character Day Fun!



Reading takes us places...



Sharing our thoughts



Recalling memories



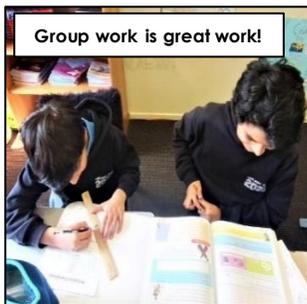
Too Focused



Peace & Work



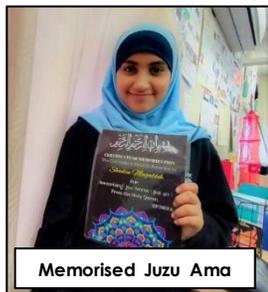
States of Matter!



Group work is great work!



Hiraa House!



Memorised Juzu Ama

I can't thank the parents of Year 6B enough for their ongoing support, kindness and dedication. Every step we take together paves the pathway of success and enlightens our children to open the door to a promising future. Finally, all students in Year 6B now have their Year 6B Graduation Jumpers after making three orders!

Therefore, I am excited to announce that the preparation for the Graduation has already begun and I can't wait to surprise my students on what I am organising for them!

Dear parents, we have made it through another term of ups and downs, but our bond and connectiveness made us go through it. May Allah (SWT) bless you all!

Ms Maryiam
Year 6B Teacher

Secondary English

This term, I'm handing over to the students to share their experiences of English.



Year 7 English:

Photos show Year 7s during a weekly *Reading for Pleasure* session.

I like learning about Shakespeare. Mahnoor

I like learning how to write biographies. Sofia

I have learned so many new words. I have also learned about biographies and memoirs. Zahra

English made me appreciate reading more. Ibrahim

I love reading random stuff and when it makes sense, I add that to my work. Fariha.



Year 8 English:

Photos show Year 8s during their exam-based assessment task.



This term we've been analysing the TV series "Nowhere Boys" and this has helped us become more experienced in the language features and structures that impact the audience and it allows us to understand a more in-depth and detailed understanding of what the series is about. Jenanne.



This term we have been analysing the Drama TV series "Nowhere Boys." This has not only given us an understanding of the TV series, but it has taught us how to analyse TV shows....We have also been focusing on journal writing because it brings our imagination to the paper and helps to increase our writing ability.

I have recently joined this school and from the first day I came, Mr Colin has made me feel welcome and has explained everything going on this term. I have already learned many new skills and concepts in English and have had a lot of fun! I am excited to continue my journey through reading and writing with the help of my kind teacher and peers. Inaaya





Year 9 English:

Pictures show students working collaboratively on their analysis of "The Outsiders".

This term we studied a book called "The Outsiders" which is about youth gangs. We have also finished some assessment and Exams for English. We have progressed very well and have improved our interviewing skills. A wonderful term!! Hajera



This term In English we studied a book called "The Outsiders". It's a young adult novel published by S. E. Hinton in 1967. This story was like the writer's way of showing what life was really like rather than what she read at the time. Samia



Year 10 English:

Photos show the students preparing for and performing Shakespeare's Macbeth.



This term in English we've covered many new things including analysing the world-renowned Shakespeare and his play, Macbeth. We broke down the play and analysed some hidden aspects along with the main underlying themes of power, corruption and ambition. We also looked at the characters and how they



represented historical issues related to relationships and society back then. We had an opportunity to create, direct and present our own version and interpretation of the play, costumes, accents and impressions to help us express ourselves outside the realms of pen and paper, to display our hidden talents. I enjoyed this term's tasks - it was more interactive and innovative and helped us build confidence in our work, take pride in what we do in class, share with others and just enjoy the learning process. It helped us realise that English is more than we see it, it's a way to express ourselves, so I thank Mr Colin for providing us with opportunities. Zaiyeb Y.



English has been a very fun experience so far in which the students were able to bring out their creativity through not only writing, but also acting out scenes from Shakespeare's Macbeth. It felt very realistic as everyone was in character using accents, costumes and props. Manaal K.

This term in English we did lots of new and creative activities such as performing the Macbeth play. I really appreciate Mr Colin for giving us the opportunity to do this. Siddra T.



Mr Colin
Secondary English Teacher

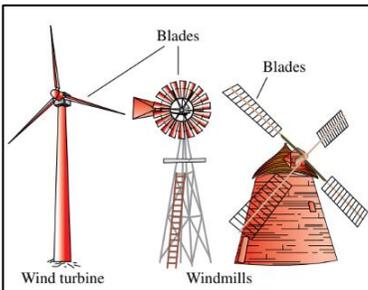


Year 7 & 8 Mathematics & Science

Super Sevens



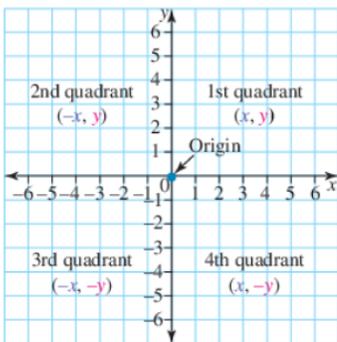
The most important natural resources on Earth, the distinction between renewable and non-renewable resources, and how to conserve non-renewable resources have all been covered in term 3 lessons for year seven students. Students have been taught that if appropriate attention has not been taken, there would be a lack of renewable resources. If they are consumed more quickly than they are created, even renewable resources can become scarce.



The water cycle was yet another crucial idea. Since the planet's formation, water has been recycled several times. Water is now a renewable resource as a result. The understanding of astronomy and its relevance to modern science opens up new frontiers for investigation. The students discovered how the positions of the earth, the sun, and the moon in space affect solar eclipses, lunar eclipses, and lunar phases. The students also

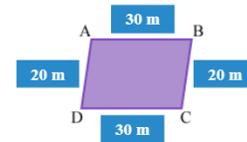


investigated how the Sun and Earth's relative positions in a solar system affect how the seasons fluctuate throughout the year or how distinct seasons might occur simultaneously in various locations throughout the globe.



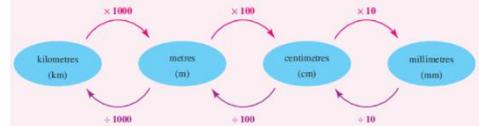
In Mathematics, this term the year 7s have studied geometry, measurement, and the Cartesian plane. The word geometry comes from the Greek terms geo- (meaning earth) and metron (meaning measurement). Geometry is one of the oldest areas of mathematics, and it allows us to explore our world in a very precise way. Measurement, together with geometry, is important in our everyday

Perimeter is the total distance around a two-dimensional shape.



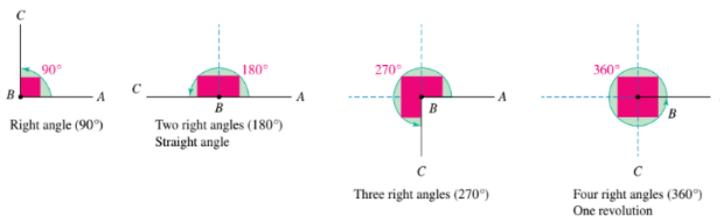
Unit conversion

Units of length can be converted as shown in the following diagram. The numbers next to each arrow are called conversion factors.



lives. Many professionals use measurement in their day-to-day work. Among these are property developers, builders, engineers, designers, dressmakers, chefs, architects, and construction workers. Using a coordinate system enables us to pinpoint locations in different settings. Computer programmers use coordinates when creating artwork. A computer screen is made up of tiny points of light called pixels. Programmers use coordinates to identify which pixels to light up when creating art. Understanding coordinates, and maps, assists you in many of your everyday activities.

- There are four important angles: 90° , 180° , 270° and 360° , used in estimating angles.

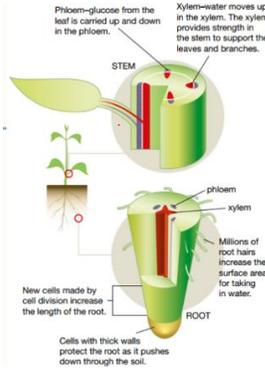


Enthusiastic Eights

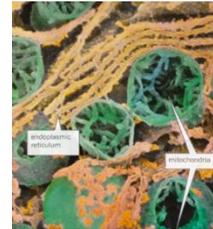


Year 8 students have studied biological sciences throughout term 3. They are aware of the idea of a cell and how it serves as the basis for all living things. They recognised the cellular structures and their roles. They were aware of the distinction between an animal cell and a plant cell. The elements needed for respiration and photosynthesis were also

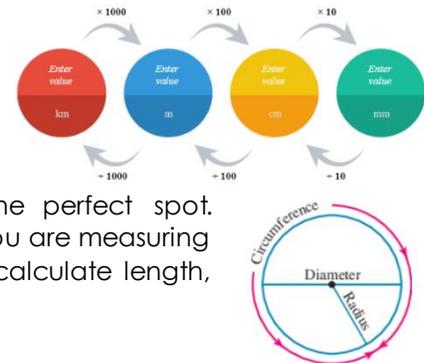
identified by the students.



In addition, the students studied the function of the many body systems, how they cooperate, and how interdependent they are. The food ingested provides energy to the body. If digestion has been improper, the body won't be able to absorb the nutrients it needs from the food.



In Mathematics, students explored the topics of measurement, coordinates and linear graphs and congruence. Without measurement it would be difficult for scientists to conduct experiments and draw conclusions. Professional athletes use measurement to estimate the distance needed to make a pass or goal, or to determine which club to use to land the golf ball in the perfect spot. Measurements are used so often that you may not even realise when you are measuring something. A good understanding of measurement and being able to calculate length, area, volume and time is crucial for everyday life.



Linear relationships form part of algebra and are used to model many real-life situations. Things that change at a constant rate over time produce a straight-line graph and are known as a linear relationship. A car travelling at a constant speed, the interest earned by a simple-interest bank account, and a wage based on hours worked are all linear relationships. Understanding the principles of congruence and how

to create shapes that are congruent is important for all elements of building and design. Occupations such as construction, architecture, landscape design, interior design, engineering and building surveying all use congruence. All structures that are built are based on the principles of congruence. Buildings such as the Melbourne Cricket Ground, the Sydney Opera House or Parliament House in Canberra all use congruence in their building design.

Ms Farah
Year 7 & 8 Mathematics and Science

Year 9 & 10 Mathematics & Science

سَمِ اللّٰهُ الرَّحْمٰنِ الرَّحِیْمِ



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

Back into it for term three! Plenty of rain around, the days are starting to lengthen, and the weather is warming as we head into spring.

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 – proportion and rates + financial mathematics + measurement.
- Year 9 science – body coordination + disease + geography extension + ecology + astronomy extension.
- Year 10 mathematics – non-linear relationships + probability + univariate statistics + bivariate statistics.
- Year 10 science – ecology + global systems + astronomy + motion and energy.

Memories from National Museum of Australia, National Gallery and Zone 3 Laser Tag





Let's finish with a brain teaser; a sugary prize to anyone who can bring me the solution! There are two cards in a bag – one red on both sides and the other red on one side and black on the other. You reach into the bag, grab a card, pull it out, and look only at one side of the card ... it is red! What is the probability that when you turn it over the other side is black?

Br Duncan
Year 9 & 10 Mathematics and 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.



YEAR 7



In this term for **Geography**, we studied about how geography helps us understand the Earth works. This includes natural processes (such as volcanoes, floods, and the weather) as well as human activities (such as mining, tourism and building cities).



Students also studied about various resources. The water we drink, the sun we depend on for light and warmth, the soil we use to grow our crops, and the trees we rely on to produce the oxygen we breathe are all environmental resources. As the world's population grows, we continue to place more and more pressure on these resources. Student have also studied about valuing and managing water. Water is one of the most precious resources that the Earth provides Learning to manage our precious, fragile, and unpredictable water resources has become one of our most important challenges.

In **Economics and Business** subject, we studied how people choose to use the limited resources on Earth to satisfy their needs and wants. Economics is the study of human behaviour – how people interact with one another locally and globally.

YEAR 8

In **Geography**, we studied about the world around us. This includes natural processes (such as volcanic eruptions, floods and the weather) as well as human activities (such as mining, tourism and building cities.)



We also studied about landscapes and landforms. The Earth's surface is made up of a vast number of elements that together create amazing shapes and formations. There are many different types of natural landscapes on Earth, including mountain, coastal, river and desert landscapes. Landscapes created by people are called human landscapes. The students studied about Mountain landscapes the forces that shape them, both natural and human.

In **Economics and Business** subject students studied about world of business. We all deal with businesses every day - Businesses are responsible for the majority of goods and services produced around the world. The main goal of a business is to earn money by selling goods and services that consumers want.



YEAR 9

For **Geography**, we studied about Biomes. From the frozen ice caps at the poles to the lush rainforests on the equator, the natural world contains many different landscapes. Three types of plants – wheat, rice and corn – make up more than half of all food eaten each year and they are all types of grass.



Students also studied about food security. Compared to many people around the world, Australians have reliable access to a wide variety of foods. Food experts are warning that famines are likely to become more severe and widespread as the Earth's climate crisis worsens, and the human population continues to grow. Some argue that food security is the greatest single issue facing the world today.

In **Economics and Business** subject students studied about how people producing goods and services to be consumed, used, and shared. It is about maximising the goods and services that can be produced with limited resources. Business is about producing goods or providing services in exchange for money. Australia has a mixed economic system: most of the goods and services consumed are made by private enterprises and some are provided by the government.

YEAR 10

For **Geography** we studied about Changing and managing the environment The Earth supports 7.8 billion people every day, supplying us with the water, air and food we need to survive. However, many human activities are threatening the planet's ability to support life. Forests are disappearing, deserts are growing, water is being polluted, sea levels are rising, and the climate is getting warmer, bringing more frequent and larger disasters such as bushfires and cyclones. In many places environmental damage is being addressed and, in some cases, even reversed.



Students also studied about Coastal change and management. Coasts are areas where the land meets the sea. Coasts are one of the Earth's most threatened environments. Coasts are critically important – not only to the people who live along them, but also to the health of the planet. Around the world, geographers are playing a vital role in developing strategies to manage these problems and protect coasts for future generations.

In **Economics and Business** subjects we studied about the connections between people, business and government, both here in Australia and globally. It is about how we produce goods and services to satisfy the needs and wants of everyone using the limited resources available, and how we can manage these resources in a way that is sustainable.

We also studied about Measuring the performance of Australia's economy. Economists study the relationships between the resources that an area has and what it is able to produce. The performance of an economy can be measured in many ways. For example, rates of production and employment levels, as well as the price of goods and services, can be signs of how well an economy is performing.

Mr Khan
Secondary Humanities & Social Sciences



ICT

Kindergarten – Yr 2: Ms Gowri Dissanayake
Yr 3 – 10: Ms Neha Sultana



PRIMARY

This term the **Kindergarten** students have:

1. Described the purpose of familiar products, services and how they meet the needs of users and affect others and environments.
2. Demonstrated safe use of tools and equipment when producing designed solutions.



The **Year 1** students will for Semester 2 work on creating and evaluating their ideas and designed solutions based on personal preferences.

This term the **Year 2** students have been:

1. With guidance, able create designed solutions for each of the prescribed technologies contexts.
2. Able to follow sequenced steps, demonstrate safe use of tools and equipment when producing designed solutions.

This term the **Year 3** students have been:

1. Able to explain how products are designed to best meet needs of communities and their environments.
2. Able to develop and expand design ideas and communicate these using models and drawings including annotations and symbols.

This term the **Year 4** students have been able to:

1. Describe how the features of technologies can be used to produce designed solutions for each of the prescribed technologies contexts.
2. Create designed solutions for each of the prescribed technologies contexts.

The **Year 5** students have been able to:

1. Describe competing considerations in the design of products, services and environments, taking into account sustainability.
2. Describe how design and technologies contribute to meeting present and future needs.

The **Year 6** students have been able to:

1. Suggest criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions.
2. Combine design ideas and communicate these to audiences using graphical representation techniques and technical terms.

Secondary

The **Year 7** students have been able to:

1. Explain factors that influence the design of products, services and environments to meet present and future needs.
2. Explain the contribution of design and technology innovations and enterprise to society.

The **Year 8** students have been able to:

1. Develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes.
2. Create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques.

The **Year 9** students have been able to:

1. Explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments.
2. Identify the changes necessary to designed solutions to realise preferred futures they have described.

The **Year 10** students have been able to:

1. Establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes.
2. Create and connect design ideas and processes of increasing complexity and justify decisions
3. Communicate and document projects, including marketing for a range of audiences.

EduTech Robotics Competition

The concept of this theme was about Road Safety. We have two groups participating in this competition from our school.

Group A created and designed a Robot that stops when it sees an incoming object. You can see that on the link below: Link: <https://www.youtube.com/watch?v=A0sA5yK8nfl>

Group B created and designed a crossing controlled by a push button and buzzer. You can see that on the link below: Link: <https://www.youtube.com/watch?v=wfSZZu9V6xo>



The results for the top 50 schools in Australia will be revealed on the 30th of October. The top 50 schools will be invited to attend a ceremony in Sydney. There is a great opportunity for the winners to go to. JAPAN!



Ms Gowri
Year K – 2 ICT Teacher

Ms Neha
Year 3 – 10 ICT Teacher

PHYSICAL EDUCATION

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



While keeping our beautiful campus lush and groundwater, surface water abundant.

Junior classes have been examining our bodies response to exercise, sprinting, skipping and two handed striking. With continued emphasis on developing fundamental motor skills and social skills through individual and team activities. Kindergarten students develop so much through this first year at school, I am always amazed at how quickly they adapt and learn. For these young people, they have aged by 25% in just this year!



Year 3-6 have been participating in sports such as Basketball, Cricket and Football. 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.





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 venturing into unknown and interesting movement through Kung Fu, Yoga, European Handball, Orienteering and Personal Training tasks.



The development of students participating in PE at ISC in term 3 has been very heartening. The mechanical movements that are a feature of many “beginners” starting new movement activities have developed into much more fluid actions that can accommodate more changes in various environments when executed. This is evidence of the improved confidence and robustness of increasingly dynamic abilities growing within our students.



Spot what is wrong with the picture on the left?
Hint: It's not Asma with her eyes shut?

Mr Cairns
K – 10 Physical Education Teacher



ARTS – Music

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



Year 1 and Year 9 Performance 'Forgotten Promises'

Kindergarten to Year 2 students have been busy in practicing to perform various Nasheeds. They have worked hard to use their aural skills to stay in tune and keeping in time when singing Nasheeds.



Year 2 Performance 'Medina Medina'

Year 3 - 4 students have described and discussed similarities and differences between Nasheeds and how elements Nasheed Artists have used elements in the performance and composition. Students have collaborated to improvise, compose and arrange sound, tempo and volume in Nasheeds they have performed. They have also learned to play instruments (drums, rhythm sticks, and tambourines) with accurate pitch, rhythm and expression.



Year 3 Performance 'One Big Family'



Year 4 Performance 'Mawlaya and Ya Nabi'





Year 5 – 6 have explained how Nasheeds are used to communicate meaning and how they have been influenced by Islamic Nasheeds from different cultures, times and places. Students have sang Nasheeds in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expressions for an audience.



Year 5 Performance 'Arabic Nasheed Medley'

Year 7 – 8 students have interpreted, rehearsed and performed Nasheeds with instruments in unison and in parts. They have also used aural skills and symbols to recognise, memorise and notate features, such as melodic patterns in a Nasheed they have performed.



Year 9 – 10 students have evaluated how the use of elements define characteristics of a Nasheed. They have used their understanding of Islamic Nasheeds to inform and shape their performances and compositions.



Ms Gowri
Kindergarten Arts Teacher

Ms Haider
Yr 1 – 10 Arts Teacher



Some Information for Parents...



Dear Parents/Guardians and cricket lovers!

Cricket season is fast approaching and the Weston Creek Molonglo Cricket Club is your local club!

We began life as a junior club with nine teams in season 1972-73, and for our fiftieth season we had nine teams across the men's and women's senior grade competitions, over 20 junior teams and over 150 junior cricket blasters running around Stirling oval – it's been an amazing journey.

This season we will again have teams for girls and boys aged from 5 years to 18 years, teams in the senior women's competition and men's teams across all senior grades, including veterans. So no matter your age or ability, we have a team for you!

Junior cricket is fast and fun, and WCMCC will have girls and boys teams in all age groups from under 10 to under 18, and the popular Junior Blaster and Master blaster programs for children 5 to 10 years old starting their cricket career.

Registration for all junior teams is closing soon, so use the codes below to register or visit our junior and senior Facebook pages for more information!

- Club website – www.wcmcc.org.au
- Junior Facebook – www.facebook.com/wcmcc.juniors
- Senior Facebook – www.facebook.com/wcmcricketclub



We hope to see you on the cricket field this season!

#GoodToBeGreen

JUNIOR CRICKET 1

AGES UNDER 10-11
2 HOURS

- ✦ Short, action-packed games played in under two hours.
- ✦ Smaller team sizes offer everyone more opportunities to bat, bowl and field.
- ✦ Play on a shorter pitch for more consistent ball delivery and skill development.
- ✦ A fun, welcoming and inclusive environment.



7 PLAYERS



20 OVERS



16M PITCH

JUNIOR CRICKET 2

AGES UNDER 12-13
2-3 HOURS

- ✦ Short, action-packed games played in under three hours.
- ✦ Improve your technical cricket skills with a longer pitch & wider boundaries.
- ✦ Develop your teamwork in a friendly competition.
- ✦ Smaller team sizes offer everyone more opportunities to bat, bowl, field.
- ✦ A fun, welcoming and inclusive environment.



9 PLAYERS



20/30 OVERS



18M PITCH

JUNIOR CRICKET 3

AGES UNDER 14-18
2.5-4 HOURS

- ✦ Short, action-packed games played in under four hours.
- ✦ Refine your technical cricket skills with a full length pitch and wider boundaries.
- ✦ Develop your teamwork in a friendly competition.
- ✦ A fun, welcoming and inclusive environment.



11 PLAYERS



20/40 OVERS



20.1M PITCH

JUNIOR BLASTERS

AGES 5-7 | 60 MINS | 6+ WEEKS

- Learn ball skills, including catching, throwing and teamwork, through fun game-based activities.
- Sign up now for your Starter Kit.
- Returning Junior Blasters score a Returner Kit with a ball, a backpack + one free add-on.



STARTER KIT



RETURNER KIT

MASTER BLASTERS

AGES 7-10 | 90 MINS | 6+ WEEKS

- Everyone gets a chance to bat, bowl and field in short, modified games of cricket.
- For kids with basic cricket skills.
- Sign up now for your Master Blasters Kit featuring a drink bottle and cap!



MASTER BLASTERS KIT



Come and Try Baseball



Sep 18

Viking Park
Amsinck St Wanniassa
0830-1030
(02)61475520 Ages 7-17

HOLIDAY HAPPENINGS™



The next Holiday Happenings edition is now available online.

To see the Programs, Activities & Events happening these holidays go to:

www.holidayhappenings.com.au/online-booklet

ParentlineACT

I NEED SOME SUPPORT BUT I DONT KNOW WHO TO CALL

HAVE YOU TRIED PARENTLINE ACT?

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Call 02-6287 3833 for more information

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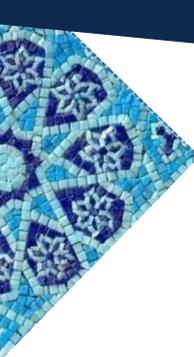
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WWW.PARENTLINEACT.ORG.AU

ParentlineACT
FREE PHONE COUNSELLING MONDAY TO FRIDAY 9 TO 4





WESTON INDOOR SPORTS 2022-23 SUMMER REBOUND SOCCER

Boys, girls and mixed teams

For players of all skill levels

Girls divisions for 9 years and older

Register as an individual or as a team
we'll find you a team for you and your friends

Season: 5-15 years and all girls teams

Sat 22 Oct 2022 to Late March 2023

Season: 16-20 years (Youth)

Sun 30 Oct 2022 to late March 2023

Break over school holidays and long weekends

Not affected by weather—we're indoor

FOR PLAYERS AGED
5 YEARS TO 20 YEARS

Come and join the most fun indoor soccer competition, the non-stop game where the ball doesn't go out. We have 20 years of experience in running sports for children and with over 115 teams playing Summer Rebound Soccer we can offer games to enjoy for players of all ages and skills.



WHAT IS REBOUND SOCCER?

- * five-a-side game
- * played with a futsal ball
- * played on indoor courts with nets

APPROX AGE GROUPS & KICK-OFF TIMES

Rooball	5 to 8 years	1:00pm – 4:00pm
Juniors	9 to 15 years	8:00am – 12:30pm
Girls	8 to 18 years	10am – 1:30pm
Youth	16 to 20 years	Sun 4pm – 7:00pm

Season Fees: \$195. \$10 discount per person if two or more from the same family register.

Teams are placed in divisions based on suitability (age, size, skill level and intensity of play). Game start time can vary depending on the number of teams within each group. If you have a time you can't play, let us know and we will do our best to work around it.

REGISTER AT: <https://westonis.com.au/kids-rebound-soccer/>

For Further Information – Contact Weston Indoor Sports

Phone: 6288 0444 Email: soccer@westonis.com.au Website: westonis.com.au

Now available at Weston Indoor Sports



Parties

