

# Islamic School of Canberra



## ISC Principal's message

Assalamu Alaikum

I would like to welcome you to Term 3 newsletter.

Just to keep you updated on events and activities that took place during term three, below is a summary of them:

- NAIDOC Week: we celebrated NAIDOC week during the month of July to recognise the history, culture and achievements of Aboriginal and Torres Strait Islander peoples.
- Fire Drill: a fire drill was conducted in term 3 as part of our readiness and training for our students and staff just in case serious incidents take place. Staff and students need to be constantly reminded of our policies and procedures in this regard for the safety of everyone.
- ACER Testing: ACER diagnosing tests are conducted twice a year (in terms 1 and 3) so that we can monitor the learning outcomes of our students. We also compare our results in ACER tests with those of NAPLAN results for years 3, 5, 7 and 9 in order to identify students who need to be on ILPs and also to identify any gaps in our teaching programs. Our students are doing very well in this regard, mashallah.
- Character Day: celebrating this day is a chance for students and teachers to bring their favourite characters to life. Staff and students were encouraged to dress up as their favourite characters as part of celebrating this occasion. However, we encourage everyone to adhere to Islamic values and modesty when they copy any character. We hope many families will encourage their children to choose a Muslim role model and dress up like them.

Issue Term 3, 2023

## In Knowledge Lies Strength

القوة تكمن في العلم

وَقُلْ رَبِّ زِدْنِي عِلْمًا



Dr Mahmoud Eid

ISC Principal

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- Child Safety Professional Development: some of our staff members attended a half-day PD on Child Safety as part of our compliance in this regard. We will organise workshops for the staff, parents and students in term 4 as part of our commitment to increase the awareness regarding child safety matters.
- NRMA Online Young Drivers Road Safety Program was delivered to our secondary students.
- JRFH: as part of the students' wellbeing and to keep them fit, we organised 'Jump Rope for Heart' activities for our students. Alhamdulillah, our students loved this program and they were fully engaged with the activities.
- ICAS ASSESSMENTS - Digital Technologies: Alhamdulillah three of our students got DISTINCTION results in these assessments. They are: Javed Iyaz from year 2, Ramin Azam from year 2 and Taha Imran from year 7. Also, one student got a Merit Result: Mohsin Ibrahim from year 3. Congratulations to these students, their teacher, the school and their parents. Mashallah, tabarakallah to all of them.
- ACT ATHLETICS CHAMPIONSHIP: alhamdulillah, two of our students are qualified to participate in the ACT Athletics Championship: Husana from year 6, and Amar from year 10. They are representing our school in this championship.
- Quran Competition (Surah Yusuf): The early morning Quran memorisation class have completed memorising Surah Yusuf. The following students are in this class:

**Abdullah Bouhafs – Year 10:** He completed Surah Yusuf, Al – Kahf and he is now in page 15 of Surah Al Baqarah

**Mousa Bouhafs – Year 9:** He completed Surah Yusuf and 3 pages from Surah Al Kahf

**Hamza Ukash – Year 4:** He completed Surah Yusuf and one page of surah Al Kahf

**Malik Jabal – Year 6:** He is left with 3 pages to memorise Surah Yusuf

**Sajid Jabal – Year 7:** He is left with 4 pages to memorise surah Yusuf

**Maimuna Abduljabbar:** She completed surah Yusuf and one page of Surh Alkahf. All of them participated in Quran competition (Surah Yusuf). Well done and congratulations to all of them. Mashallah, tabarakallah.

- Parent Teacher Interviews: alhamdulillah we completed the term with parent - teacher interviews which is necessary to keep the parents updated on the progress and achievements of their children and to maintain strong ties between the school and the parents to achieve the best possible outcomes for our students.
- School Projects: alhamdulillah we have completed painting Block E from outside. On another issue, we will install an electronic school bell during term 3 break. This will be very important to mark the beginning and end of each period across the school as well as beginning and end of school recess and lunch time for uniformity. Inshallah I will write to you again at the end of term 4.



## Quran Competition – Thursday 21 September 2023

The school has conducted on Thursday 21 September a Quran competition for the early morning Quran memorisation class run by the principal. The students completed memorising Surah Yusuf and the judges were Sheikh Hamza Abujarbou and Sheikh Adama Konda. The winners are Abdullah Bouhafs came first place, Hamza Ukash and Musa Bouhafs in second place. Maimuna Abduljabbar was the third. Below are some photos of the Quran Competition.





## Character Day - 2023

Character Day: celebrating this day is a chance for students and teachers to bring their favourite characters to life. Staff and students were encouraged to dress up as their favourite characters as part of celebrating this occasion.







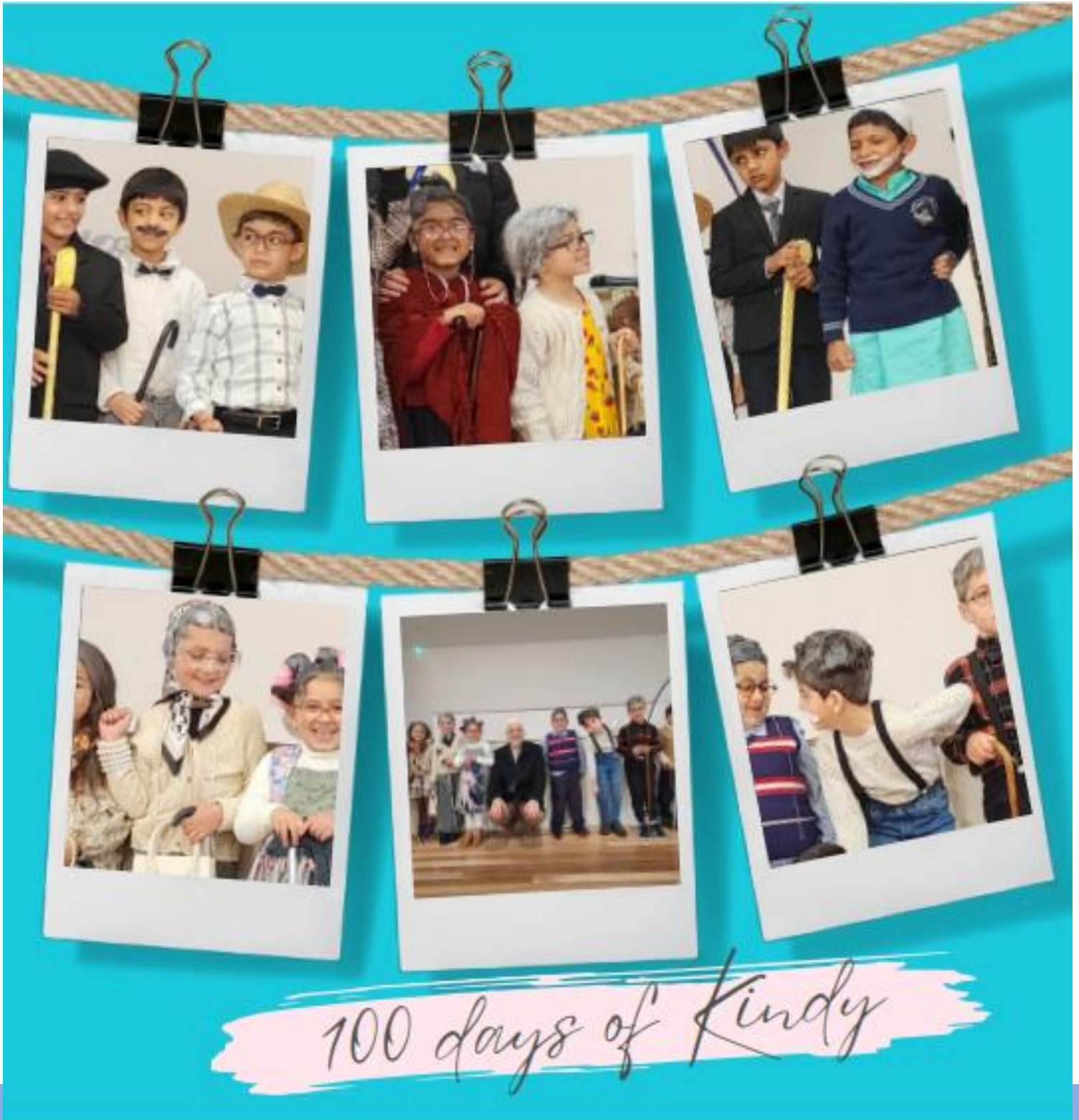






## 100 Days of Kindy - 2023

Kindergarten students celebrated their 100 days at the Kindy class dressed as old grandmothers and grandfathers. They looked amazing and they had lots of fun.



## Order of Australia 2023 – Student awards given to Haneen, Samia Yr 10 & Al Haitham Yr 9

On the 24<sup>th</sup> of August we had the pleasure of attending the OAA awards Ceremony.

The Order of Australia Association states that “One of our most important goals is to encourage young Australians in service to the nation. To this end, the ACT Branch of the Association presents annual student citizenship awards that recognise the wonderful contribution our school students make through their community service and other acts of good citizenship. The awards are endorsed by the ACT Minister for Education and supported by government and non-government school authorities. Three students from our school are recipients of the a Highly Commended Award: Haneen Salousa, Samia Farhana and Alhaitham AlAsfi. We would like to congratulate the students on their accomplishments. Kind Regards Neha Sultana







## Aussie of the Month- Visit to Parliament House

On Monday, 11th of September, six of our wonderful Aussies of the Month recipients had the opportunity to attend a Citizenship ceremony at the Parliament house.

The students attended a performance by Aboriginal cultural group Wurundjeri Echoes, heard from the Immigration Minister as well as heard the many New Australian Citizens take the pledge of country.

Students were invited to take photos with the Ministers as well as enjoy some light refreshments. We even had the opportunity to meet Senator Fatima Payman.

I congratulate the wonderful students on their pleasant attendance, hard-work and effort. It was a wonderful ceremony to attend for us all.

Kind Regards  
Neha Sultana





# Kindergarten Newsletter

Assalamualaikum

Dearest Kindy Koalas,

I started in kindergarten this term; it is a pleasure to be part of Kindy koalas as they continue their learning journey.

We have had a busy term, for English we focused on sentence writing following 5 star writing guidelines. They demonstrated good progress with their writing. We also worked on reading comprehension strategies, that is, prediction, inference, and vocabulary. In addition, we learnt about story retell and the structure that we follow when retelling a story. We have learnt about settings, characters, problems, sequence of event and solutions.

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.

In Maths, we compared attributes of objects, including mass, time duration and sequence of days of the week and times of the day including morning, lunchtime, afternoon, and night time and connect them to familiar events and actions.

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

## 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.

**Mrs Sara Suleiman**  
**Kindergarten Teachers**







# Year 1A Newsletter

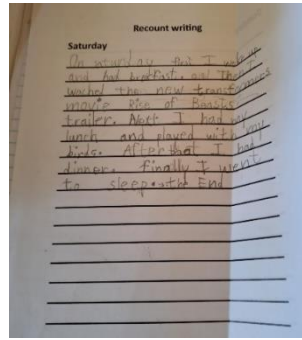
Assalamualaikum Dear Parents and Carers

This term has been filled with hands on learning experiences. Children at this age tend to learn by doing which really helps them in understanding learning outcomes. I am extremely proud of the growth I have seen in all students. They have had moments where they were unsure and almost gave up but with my guidance and their perseverance, they have been able to rise the challenges.

## English

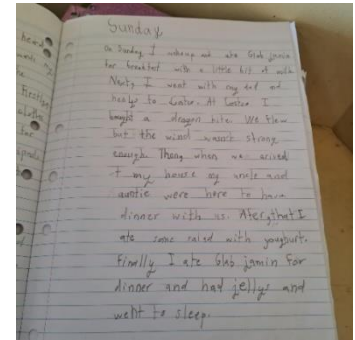
During English students focussed on learning two text structures such as recount writing and opinion writing. It was great to see students being able to learn quickly recount writing and reading about their weekend as part of homework. This term students underwent a spelling assessment to identify their letter sound knowledge. The students participated in some spelling games to improve their letter sound knowledge. This term we also focussed on our reading rotations. It was great to see so many students bringing their home readers to school every day to participate in this activity. The reading activities included read to self, read to other and comprehension activities. This term I also increased the difficulty in the spelling tests to make it a little more challenging and it was great to see many students working hard to increase their spelling results.

## Sharing our writing with others



reading/spelling games

## Reading to each other



## Recount writing samples

## Mathematics

In maths we have been working on measurement. At this age the students focus on informal measurement. Students use different sized objects as a measuring tool such as counters, paperclips, cubes and other items to measure. These activities were fun and very hands-on and students enjoyed the experience. This term we also looked at capacity and learnt about how even though a bottle may look different, it may hold the same liquid. I showed the difference between a 2-litre soft drink bottle from Spain and a soft drink bottle from Australia, and how even though the capacity was the same the bottles looked very different. We also looked at weight and how different objects are heavier or lighter. This was done by experimenting by lifting each object and explaining verbally and in writing the different weights.



## Pushing and pulling a ball

### Toys pushing and pulling



### HASS

HASS students have been learning about constructed and natural objects. Students also discovered that features in a place can be both also by human intervention. Students investigated the constructed and natural objects at ISC. Students also discovered feature and why features are placed in certain places. Students designed their own theme park and verbally explained the features and why these features were important to the theme park and why the location was important. There were discussions as to why restaurants should be placed on the same street for convenience. Students debated the location of other attractions and it was great to see students so enthusiastic about the design of their theme park. Below are some photos of the lesson we

Looking forward to the final term 😊

had.

### Character day

Character Day is a special day at ISC to celebrate reading. Students were creative in their costumes. It was a great day which involved learning about characters. Students shared some of the books with their class and talked about the characters and their books.







Assalam O Alaikum Parents/Carers,

Time flies when one is having a great time. We are already halfway through Term 3. It has been a busy term for Dragonflies. The students have been engaged in meaningful learning activities every day.

Alongside doing spelling and writing, the students have been learning to write a recount using specific vocabulary. They also explored various features of a personal narrative.

In Math they learned about measurement using different informal units. They also measured their feet using things like paperclips, small cubes and counters.

In our science unit, the students have been investigating the use of different materials and how they are used for different purposes. They are also learning about reversible and irreversible changes.

In Geography, they are learning about the constructed and managed features of places and how people are connected to different places through out the world.

They also went out for a walk in the Fetherston Gardens and loved exploring different parts of it. The students had great fun on Book Week Parade and displayed their costumes with great joy and enthusiasm. It was an absolute pleasure to see them dressed up as their favourite characters.







*Year 1/2 B*

Mrs Somia Malik  
Year One/Two B  
Teacher





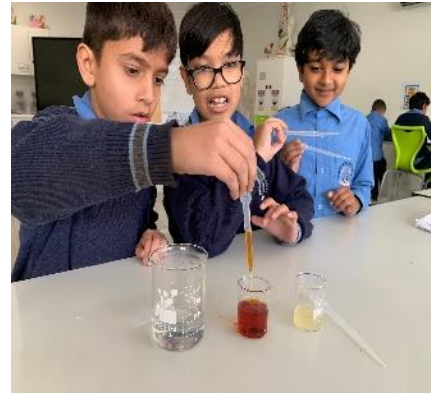
## Year 2 Newsletter

Assalamu Alaykom my dear students

السلام عليكم طلبتي الأعزاء

As Term Three comes to the end, I would like to share with you what our wonderful students have achieved!

In **Maths**, students have been learning about different concepts such as Capacity & Volume, Mass, Fractions & Time...They have used a variety of resources to conduct hands-on activities



In **Science**, our Year 2 students have been investigating the concepts of Physical & Chemical changes in matter... They have had a fun-based learning time at ISC Science lab! The students have enjoyed using these safe materials such as Iodine, lemon juice, boiled water and eakers!

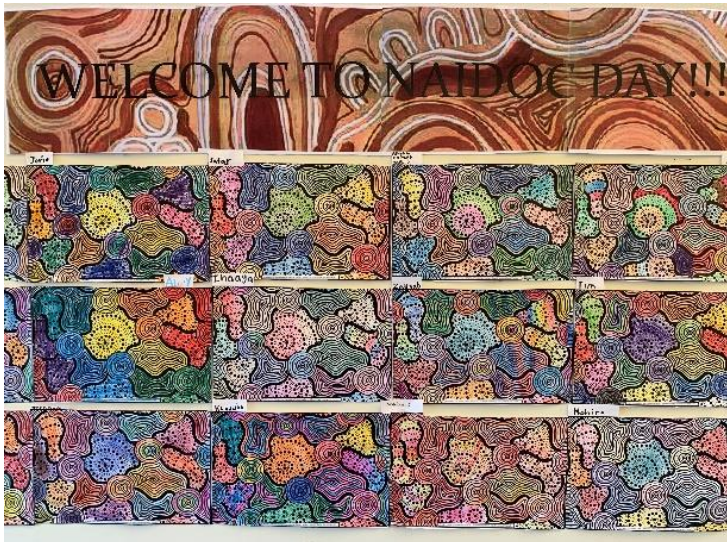




The year 2 pupils have carried out a wonderful collection of **Meida Arts** work! They have been learning about different meida arts such as products logos, media signs and symbols, optical illusion that are used in media arts and collaging shapes and colours!



It has been a wonderful time for our Year 2 students to learn more about The Indigenous People of Australia while they were celebrating **NAIDOC Week!**



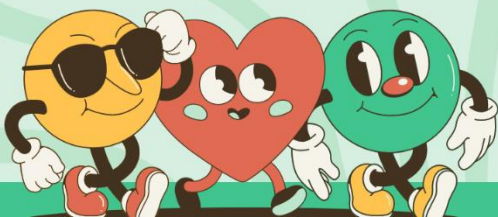


During **Football Clinic** which has occurred every Wednesday across this term, our Year 2 students have learned different Footy techniques as well as developed some motor skills.



## Meet Our Team

YEAR 2S



Mr Kayis Ablahd  
Year Two Teacher



## Year 3 Newsletter

*"Time flies like an arrow; fruit flies like a banana."*  
– Anthony G. Oettinger

Year Three classroom is always bustling with action that it is hard to keep track of time. Every day, we read, we count, we write, we play and most importantly we learn and grow. We celebrated various events this term like NAIDOC week and character day and did various activities relating to the themes. During sports clinic, we worked on our football skills and played various games.



For **literacy**, we read, viewed, and comprehended texts, recognising their purpose and audience. We also described how stories are developed through characters and events.

We learnt how texts are structured and presented and explored the language features of texts including topic-specific vocabulary and literary devices, and how visual features extend meaning.

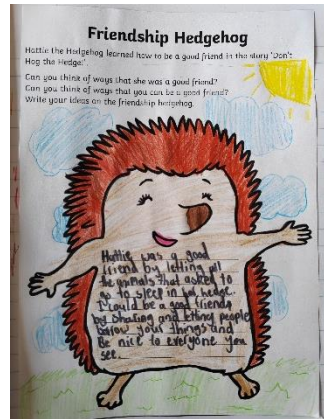
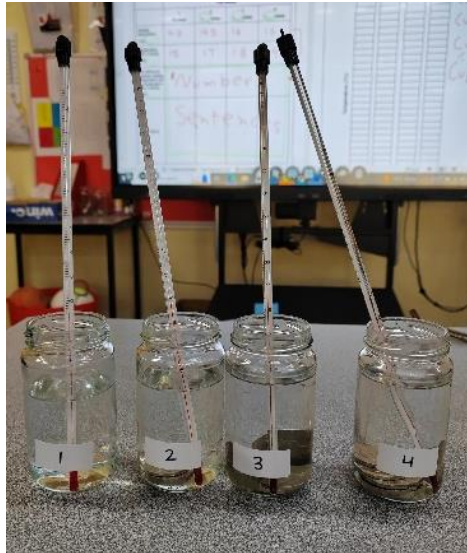
For **numeracy**, we learnt to order and represent natural numbers beyond 10,000 and create algorithms to investigate numbers and explore simple patterns. We used single-digit addition and related subtraction facts to model and solve problems involving two- and three-digit numbers. We also made estimates

and compared measures of duration using formal units of time.





For **science**, we identified sources of heat energy and examples of heat transfer and explained changes in temperature of objects. We used familiar classroom instruments to make measurements. We also organised data and information using provided scaffolds and identified patterns and relationships.



For **health**, we selected, used, and refined personal and social skills to establish, manage and strengthen relationships.

For **STEAM**, we conducted an experiment to investigate if the particles move quickly in hot or cold environments. We poured a 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 saltwater 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. We worked on our fine motor skills and learnt how to make paper planes and paper butterflies.

For **media arts**, we explored where, why, and how media arts is created and distributed across cultures, times, places, and other contexts. We investigated how First Nation Australians use media arts to communicate their connection to and responsibility for country. We developed media production skills by exploring ways of sharing ideas using media technologies, images, sounds, texts, and interactive elements.







Several children received 'Student of the Week' award for their hard work and continued dedication towards their learning.

We even had the winners of 'Aussie of the month' and 'character day parade' from our class.



For HASS,

We learnt how to describe the location of the states and territories of Australia, the location of selected Aboriginal and Torres Strait Islander Countries and selected countries neighbouring Australia. We explored the characteristics of different places at local scale and identified and described similarities and differences between the characteristics of these places. We recorded and represented 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.

On character day, we all dressed up as our favourite characters from books and movies.



*Three things in human life are important: the first is to be kind; the second is to be kind, and the third is to be kind.*

- Henry James

Enjoy your holidays, cannot wait to see you all in term 4 to resume this beautiful journey of learning together.

**Mrs Pavel Bajwa  
Three Titans Teachers**



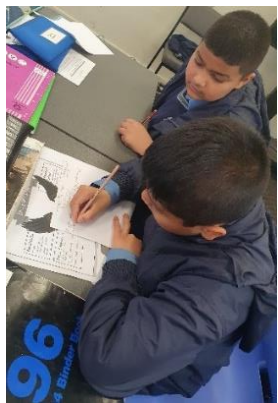


## Year 4 Newsletter

### Assalam-o-Alaikum from Year 4!

What a fun term this has been with football clinics, book week, NAIDOC celebrations and exciting new topics in class.

In English, we have been learning about fact and opinions, and how each are used in different types of text (e.g., Information Reports and Persuasive Texts). One task the students were asked to complete in pairs was to use facts to write an information report. The Year 4 class worked very well together to complete this task!



This term ISC also celebrated NAIDOC Week. NAIDOC Week is a time to celebrate the histories, cultures and achievements of Aboriginal and Torres Strait Islander people.

### Character Day/Football Clinic Crossover

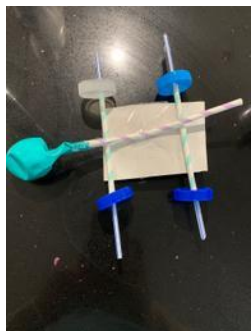
This year, the Year 4s participated in a class colouring activity, as well as some face painting where we painted the Aboriginal flag or dotted across our faces with the Aboriginal colours. This term, students at ISC participated in Football Clinics to advance their skills and knowledge about football. The Year 4 Class participated in clinics every Thursday, and this term, Character Day happened to fall on a Thursday! Hilarity has ensued with different characters coming together to participate in football!

In **Science** this term, the Year 4 class learned about forces – specifically push and pull forces. As part of their learning, students conducted an experiment at home that investigated how to use thrust force to increase the speed of a model car (student-made). Look at the great results!

The Year 4 class have also been learning about the forces of magnets and how metal reacts to it. In class, the students viewed demonstrations of how iron filings reacted to different size and strengths of magnets. (The magnets are placed under the paper in the images.)









## Year 5 Newsletter

In term three for **HASS**, students learnt about types of resources, including natural, human and capital and how they satisfy needs and wants. They also learnt to locate, collect and organise information and data from primary and secondary sources in a range of formats.

For **Geography**, students investigated the influence of people, including First Nations Australians and people in other countries, on the characteristics of a place.

They evaluate information and data in a range of formats to identify and describe patterns and trends or to infer relationships.

The **Arts** focus this term was Media Arts. Students explored ways that media languages and media technologies are used in media art works and practices across cultures, times, places and other contexts. They explored ways First Nations Australians use media arts to continue and revitalise cultures.

The students developed their media production skills to communicate ideas, perspectives and meaning through manipulation of media languages, including images, sounds, texts and interactive elements and media technologies. They individually planned and produced an interview based mini documentary about a person in the school or outside community.

For **English**, students studied the elements of informational report writing. An information report is a type of non-fiction text that aims to give the reader lots of information about a topic.

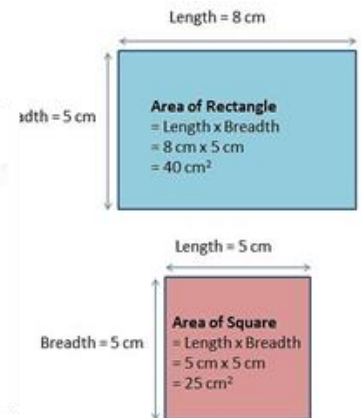
This topic could be a person, an event or a place.

While these reports are often blocks of text, they can also take other forms such as display posters, book reviews or power point presentations.





In Mathematics, students learnt to choose and use appropriate metric units to measure the attributes of length, mass and capacity and to solve problems involving perimeter and area. They also learnt to solve practical problems involving perimeter and area of regular and irregular shapes using appropriate metric units. The students learnt to convert between 12- and 24-hour time and estimate, construct and measure angles in degrees, list possible outcomes of chance experiments involving equally likely outcomes and compare to those which are not equally likely. They conducted repeated chance experiments including those with and without equally likely outcomes, observed and recorded the results. They used frequency to compare outcomes and estimate their likelihoods.



This term Science focused on particulate arrangement of solids, liquids and gases to their observable properties and to identify variables to be changed and measured.

The students used equipment to generate data with appropriate precision, constructed representations to organise data and information and described patterns, trends and relationships.



In Health, students investigated practices that help promote and maintain health and wellbeing, such as eating a diet reflecting “The Australian Guide to Healthy Eating”, meeting recommendations for daily physical activity and creating connections with others to enhance social health and mental wellbeing.





## Year 6 Newsletter

Asalamu Alaikum dear parents,

Time surely flies- and I don't think I will ever stop thinking about it. There are times where our days seem slow, but then with the blink of an eye, we end the term and I honestly don't know how. Being with the kids is rewarding even if we have our arguments. When I look at them at times, I remember my childhood experiences and the days I spent being a student and then I smile. All the moments spent together in class will become memories that they will look back at when they are older, and they will forever remember the sweet and bitter moments. The students spend most of their time at school, it becomes a second home. They learn to "be," and are taught right from wrong and halal from haram. At the end, there is nothing precious and beautiful than being together and creating those valuable memories.

### Focus Term 3

This term I focused on teaching the students different approaches to deal with certain circumstances that may bother them or frustrate them, especially when it comes to friendships. So, instead of lashing out in anger, target, gossip and form groups, I am teaching them appropriate communicative styles, which emphasizes on appropriate interactions such as:



- Honesty is key
- Appropriate and respectful verbal Communication
- Become a patient active listener
- Respect other people's concerns
- Improvement of self in regards to those concerns
- Don't justify your mistakes in conversation
- Clarify what needs to be clarified
- Appropriate attitude in discussions

### Curriculum Topic Hits:

**Math:** Equations! It took the students a while to get the hang of the Order of Operations, but through efforts and much practice, they finally got it!

**Science:** Forces and Motion as well as the Solar System! Many extensive details, activities and fun interactive videos used to educate them. A great experience!

**HASS/Civics & Citizenship:** Understanding different culture and values and identifying them as well as knowing the differences between scarcity, trade-offs, and opportunity cost.

**English:** Writing two sentences each from the spelling units. Explanation of how to write correct complete sentences with grammatical rules in place. So many redoes until they got the sentences right!

**Ms Maryiam Harara**  
**Year 6 Teachers**



**School Events:**

- Anzac Day
- Character Day
- South West Regional Athletics (Shout out to Zayn, Husana and Zahra for representing ISC!)

Wrapping up the term Alhamdulillah, with more fond memories and one more term to go!

Stay blessed!

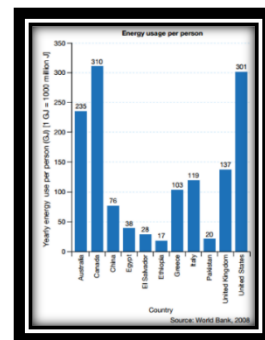
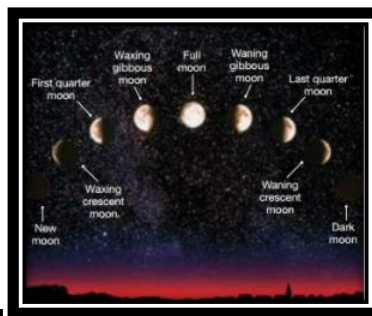




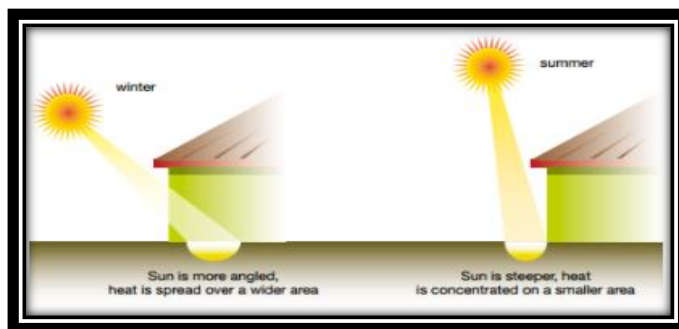
# Year 7 science



This term the year 7s have explored the topic of Earth resources and Earth in space. Humans need many things to stay alive, like food, air, water, and shelter. Other living things have similar needs. These needs are met by the natural resources on Earth. There are a range of renewable and non-renewable sources around us and they are used on a daily basis. In Australia, most of the electricity



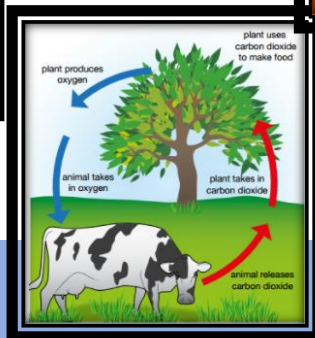
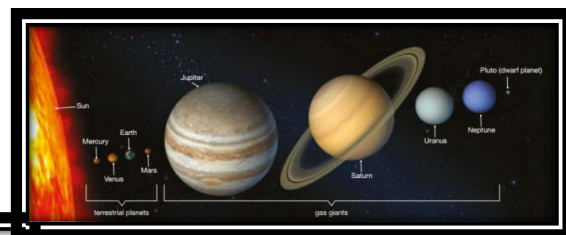
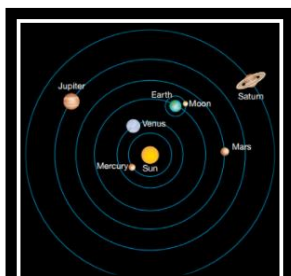
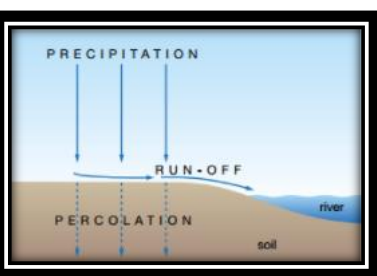
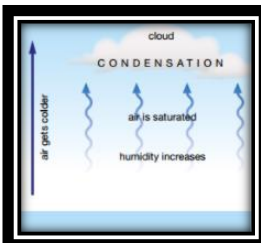
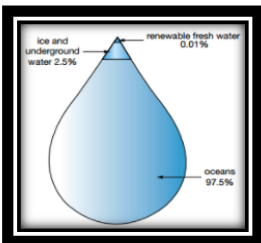
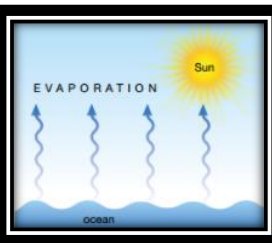
Gravity causes the planets of the solar system to orbit the Sun, the Moon to orbit the Earth, and spectacular rings to orbit Saturn. Earth's atmosphere and distance from the Sun give it the perfect conditions for life, allowing it to sustain millions of different species on its surface and under its seas. Earth rotates on its own



axis, making the Sun appear to rise daily in the East and set in the West. Earth tilts on its axis and also orbits the Sun, giving the planet its different seasons.

comes from burning coal in power plants. Coal is a fossil fuel and all fossil fuels produce large amounts of the greenhouse gas carbon dioxide when burnt. This gives Australia one of the highest levels of greenhouse gas emissions per person in the world. Renewable resources like wind, solar, tidal, hydroelectricity, and biomass provide sustainable and clean alternatives.

The planet Earth is part of the solar system. The Earth and other planets revolve around the Sun. Before coming to this theory changes happened because of the ideas, discoveries, and new inventions of scientists from different countries and diverse cultures.



**Mrs Farah Gondal**  
**Year 7/8 Maths and**  
**Science Teacher**



# Year 7 Mathematics

This term the year 7 students have covered the topics on Geometry, Measurement, and 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 to explore the world in a very precise way. The famous Greek philosopher Thales of Miletus, who lived around 600 BC, used geometry to calculate the height of the pyramids in Egypt.

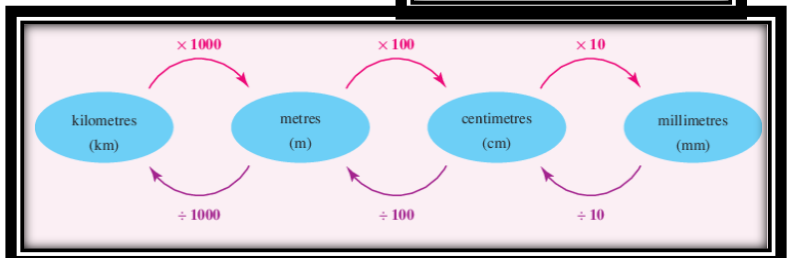
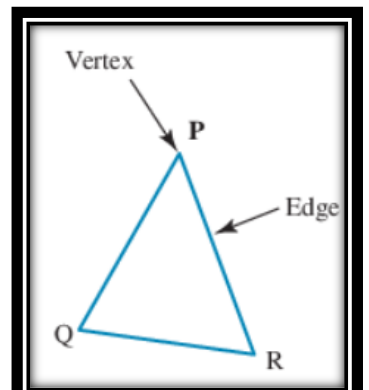
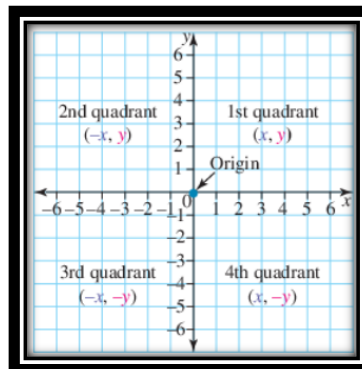
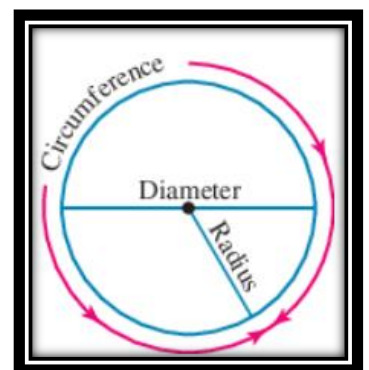
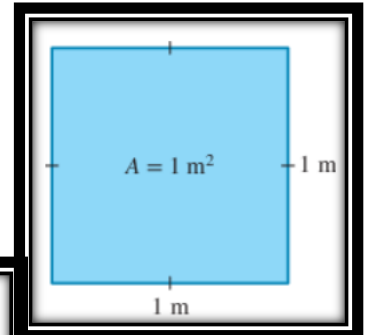
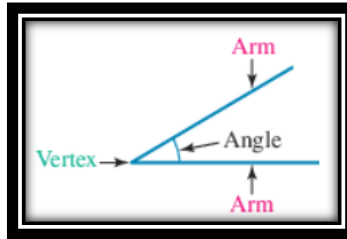
Measurement, together with geometry, is important in our everyday lives. The objects can be described using numbers and units of measurement, such as millimetres, centimetres, grams and kilograms.

Olympic swimming pools need to be 50 metres long and 25 metres wide. Builders must know these dimensions before constructing a pool. Before anything can be made, it needs to be decided how small or large it will be — that is, its dimensions or measurements. Measurement can be used to describe length, perimeter, area, volume and capacity every day. 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 to pinpoint locations in different settings. Going to the movies, a musical, a concert or a sporting grand final, the ticket shows the location of the seat. For example, a ticket to a concert may give the location of the seat as Section 47, Row GG, Seat 55.

In coordinate geometry, a point is defined by how far it is horizontally and vertically from the centre point. Scientists and geographers often use coordinates when they analyse data. Reading and interpreting maps involves knowing about coordinates. 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.





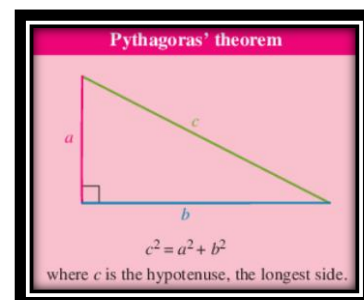
# Year 8 Mathematics

In term 3, the year 8s studied the topics of Measurement and Pythagoras's theorem. Measurement is used in many aspects of everyday life. To buy new shoes the measurement of the feet is necessary. The area of the backyard to lay new grass on, or the correct amount of flour and sugar to bake a cake all need measurement. Being able to measure and having a good understanding of length, area, volume and time is particularly important and helpful. Many professions rely on measurement. Imagine being a dressmaker, designer, architect, or builder without a good understanding of measurement. 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.

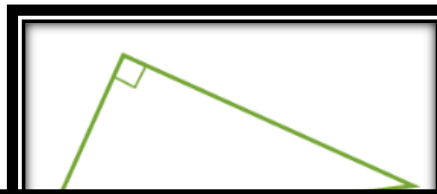
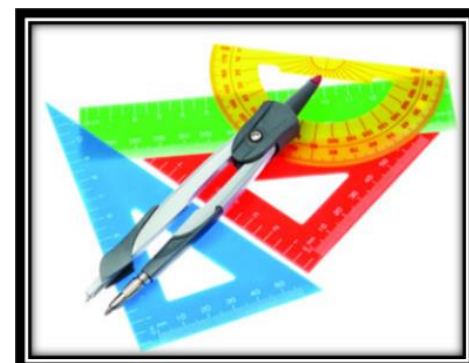
Pythagoras was a famous mathematician and Greek philosopher who lived about 2500 years ago. He is particularly well known for investigating right-angled triangles and proving that there is a special relationship between the lengths of the three sides. Think about where right-angled triangles are used and where it might be helpful to know whether a particular angle is a right angle or not. Think about angles in architecture, construction, navigation, design and woodwork. In all these fields, it is important that people know how to calculate right angles.

It might not always be possible to measure angles using a measuring device such as a protractor, so understanding the theorem relating to side lengths will be helpful here. Being able to apply Pythagoras' theorem will allow you to determine whether an angle is a right angle just from measuring the three side lengths of the triangle. Pythagoras' theorem is one of the great geometrical theorems and you'll explore his findings in this topic.

• A Pythagorean triad is a group of three integers that satisfy Pythagoras' theorem  
e.g. 3, 4, 5  
5, 12, 13  
7, 24, 25



Congruence test	Example
Side-side-side (SSS)	
Side-angle-side (SAS)	
Angle-side-angle (ASA)	
Right angle-hypotenuse-side (RHS)	



- The circumference is the distance around a circle.
- $C = 2\pi r$  or  $C = \pi d$
- Arc length  $l = \frac{\theta}{360} \times 2\pi r$

$$V = \text{area of cross-section} \times \text{height}$$

- Congruent figures**
- Congruent figures are identical in size and shape.
  - Transformations such as reflections, translations and rotations do not change shape and size.
  - Once figures have been identified as congruent, unknown values can be found.
  - Tessellations are patterns created by repeated transformations of a shape or a group of shapes so that an entire surface is covered.



## Year 8 & 9 Maths and Science Newsletter

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. Back into it for term three! 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 8 science – physical and chemical change + geology.
- 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.







Let's finish with a riddle; a sugary prize to anyone who can bring me the solution! Old Granny Adams left half her money to her granddaughter and half that amount to her grandson. She left a sixth to her brother, and the remainder, \$1 000, to charity. How much did she leave altogether?



Br Duncan Roseby  
Year 9 and 10  
Maths and Science





### Primary ICT – K to 6

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 ICT – 7 to 10

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.









### Arts and Health

#### Media Arts:

In Term 3, the students explored the concept of Media Arts. We investigated the ways that media arts concepts are used in media arts works and practices across cultures, times, places. The students develop media production skills throughout the production process to construct representations using media languages and media technologies. The students learnt how to design and structure media arts works to communicate ideas, perspectives and meaning for an intended audience. The students analysed the movies produced by other producers and developed their own style as Media Artist, which included planning, producing and reflecting on their Media Arts.

The students also learnt how to present media arts works, using responsible media practices and considered how to create relationships with their potential audience.



#### NAIDOC Day:

On the 9<sup>th</sup> of August we celebrated NAIDOC Day. The students reflected about the importance of NAIDOC Day and its importance in the Australian Society. They created beautiful pieces of Indigenous Arts and put them for display to show their respect and acknowledgement of Australian culture.

#### Health:



In Health this term, Year seven and nine explored the concept of Relationship with special focus on establishing positive and meaningful relationship. They researched about the effect of Empathy, power and coercion on our relationship and how to apply or avoid these behaviour choices in our relationship.

In year eight, we investigated the of impact of Media and in influential people on the society. We explored how these factors impact different aspects of people's lives.

In year 10 the students completed a basic First-aid course and developed their confidence in dealing with common injuries and illnesses. During the course, they created scenarios of various emergency situations and exhibited their understanding how to deal with them. It was a fun unit and students enjoyed it.





Mrs Zakia Aziz  
Year 6-10 Arts Teacher



## Year 7-10 English Newsletter

As Salaam-o-Alaikum

Term three has been a whirlwind of learning and activity, a true testament to the exceptional abilities and interests of our students. As a team, the students and I tackled a diverse and stimulating curriculum that has truly shown the students' potential, both in independent work and in group collaborations with of course the usual classroom dynamics always into play.

### Year 7

For year 7A and 7B, our focus primarily revolved around developing a strong foundation in English grammar and the associated conventions. Not only did we dive deep into the exploration of parts of speech and sentence types but also we navigated through the complex labyrinth of the 12 verb tenses. Through engaging activities and comprehensive worksheets spanning a variety of text types, the students demonstrated a solid grasp of these essential linguistic elements, something which we have been struggling with from term 2.

One of the term's highlights was certainly the group assignments, where students took on roles in hypothetical companies. The young entrepreneurs were tasked with designing, developing and marketing an original product. Remarkably, they worked on both manual and electronic designs, displaying not only their technical skills but also strong group dynamics. The class buzzed with energy, creativity and collaboration, serving as a microcosm of a real-world professional setting. Some inspiring pictures of the activities are shared with you to feel the classroom atmosphere.

Presently, our Year 7 classroom has transformed into a critique hub where we analyse cartoons together. Concurrently, students are actively involved in designing and naming their own characters, merging their analytical and creative abilities. This movement away from books and gadgets pays off its weight in gold as children clamber for paper, scissors, colour and glue, it gives

me immense satisfaction to see their levels of creativity blossom.. Their ongoing projects on comic strips, crafted using dialogues generated from various topical themes, showcase their versatility and a well-rounded understanding of language.

To assess the application of these diverse learning experiences, students have successfully completed two short tests this term, the results of which have been overwhelmingly positive. They have displayed strong comprehension skills using a holistic language approach, which bodes well for their future studies. It has been a rewarding experience to see our Year 7 students mature as budding linguists, thinkers, and creators. I'm looking forward to term 4 with year 7.





## Year 8

Our Year 8 English students have embarked upon a sojourn that's been intellectually invigorating and creatively stimulating, our program has woven together a rich tapestry of linguistic, analytical, and artistic endeavours.

With a keen focus on fortifying their language skills, the students have vigorously tackled the conventions of grammar. To solidify this knowledge, they engaged with a series of eight comprehensive worksheets that spanned an eclectic array of text types, each worksheet designed to challenge and augment their growing expertise. While majority of the students have displayed a genuine interest some students are yet to discover the benefits of worksheets which have a multi-faceted approach, tiresome as some worksheets may be, they all yield timely skill benefits.

One of this term's zeniths undoubtedly was the innovative group assignments, every presentation with complete infotainment where our young scholars metamorphosed into seasoned television journalists. In this live newsroom simulation, they effortlessly slipped into roles as anchors, correspondents, and various types of specialists, each one embodying their character with veracity. The classroom was, quite literally, buzzing with the electrifying atmosphere typical of a news studio and I looked forward to every lesson. I would definitely agree that the entire process was quite draining but definitely satiable. You would definitely share my sentiments after going through the pics I've shared.

As we pivot our gaze to the more esoteric aspects of literature, the students are currently engrossed in the exploration and critique of gothic fiction. Simultaneously, they are manifesting their imaginative flair by designing their own gothic character. Complementing this, I've enriched their vocabulary pool by diving into crime-related

lexicon, and engaging with videos to elucidate technical terms. This was probably a part where the children felt challenged and we had to slow down a little, add a few more hands on activities so that finally the students have a more positive approach towards new or trying vocabulary.

Throughout the term, the students have also honed their skills in textual comprehension. Using a scaffolding approach, they've tackled a myriad of comprehension passages, demonstrating their ability to glean deeper meanings and insights. And although the two assessments conducted affirm their mastery over a portion of the covered material, I still feel that more can be achieved in term 4 by harnessing the dynamism and innovation that have become hallmarks of this group of budding learners.



## Year 9

As we conclude an action-packed term, the myriad accomplishments touched upon advanced topics like phrases and clauses in addition to parts of speech, sentence types, and the complex domain of the 12 verb tenses already under their belts, students have soared to new proficiency heights.

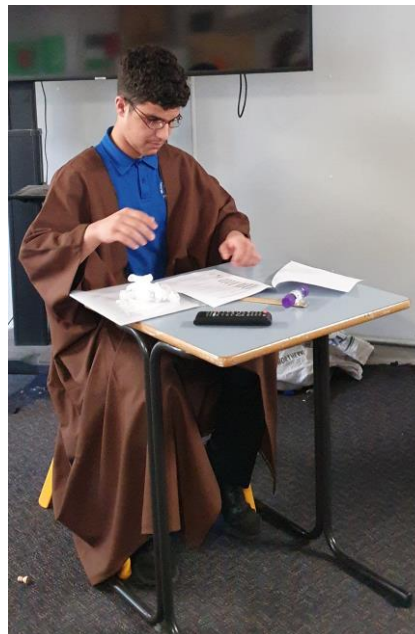
My Learning programme this term engaged the students in a variety of activities, blending hands-on experiential learning with conceptual mastery. Building upon their grammatical foundation, the students delved into a gamut of text types through a series of eight enriching worksheets. These weekly exercises not only enriched their grammatical prowess but also provided an opportunity to apply these skills in practical settings.

Diverging from the conventional, the students dipped their toes into the fascinating world of digital literacy by learning the art of blog writing. Their creative blogs were indeed a spectacle, reflecting their nuanced understanding of language and online media. Before we started the writing process we studied a few blogs written on Australia so we found an integrated approach to learning a little about the country.

One of the term's highlights involved a dramatized courtroom session, where students assumed various roles which included but was not limited to judge, jury members, defendant, plaintiff, and public prosecutor to execute compelling presentations. The vivacity in the classroom was akin to a bustling courthouse where debates and legal intricacies unfurled. These lessons were my termly favourite and will be etched in my mind for a substantive time. Currently, the focus has shifted toward honing digital literacy skills, where students are learning to adeptly navigate Wikipedia pages. Parallel to this, they are engaged in crafting Q&A dialogues with classroom buddies, which they will present in the weeks to come.

To complement their courtroom activities, we also delved into specialized vocabulary through informative videos, broadening their usage substantially.

Assessment-wise, two tests were administered, and while the results corroborate the successful absorption of the material, there is always room for better results, which I will explore in term four with renewed vigour and ambition.





## Year 10

As this term comes to a close, it's time to give an overview of the many achievements and exciting activities undertaken by our Year 10 English students. Our students have tackled their usual Grammarly demons when they successfully completed six diverse grammar-based worksheets that examined their understanding across multiple text types.

Beyond grammar, my students creatively expressed their views by writing letters to the Editor of a local newspaper. They also stepped into the world of politics by giving group presentations where they took on roles like voters, political party members, and parliamentarians. This exercise was further enriched by videos exploring the language used in politics, making our classroom a lively hub of debate and learning. We watched a number of powerful speakers such as Martin Luther King Junior and Barack Obama.

Currently, the class is immersed in autobiographical studies. Each student is reading and critiquing an autobiography, which serves as an excellent complement to our ongoing comprehension work. This term, the students have honed their reading comprehension skills through a series of scaffolded exercises, allowing them to dissect complex passages effectively.

I also feel that the class needed a strong focus on vocabulary expansion, an area where the students' creativity really shined. To wrap up the term, two tests were administered, affirming the successful application of what they've learned so far. While some students have shown extreme seriousness there is a genuine need for others to realise that this is a crucial journey and term four is the final preparation phase for college, therefore a sincere need to harness a sense of urgency.

As the adage goes, "time flies when you're having fun," indeed, the term has been an exhilarating odyssey brimming with adventures.

Our curriculum, a tapestry of linguistic endeavours, has been meticulously curated to foster an ambiance of creativity. I can't wait for term 4, unfolding of the next chapter in this riveting academic narrative.

Have an enjoyable break- Jazakallah Khair



Dear Parents and students,

I would like to share with you the curriculum planning which has taken place in term 3 for year 4 to year 10 and the undertaken assessments.

### Year 4 – Term 3/2023 Arabic

This term the students were able to finish unit 3 – الاسرة والبيت. They have acquired new language integrated skills in the studied theme. The weekly oral reading practice has covered the madd in “alif”, “waw”, and “ya”. The students had their unit test in week 7 and they were also tested on their oral reading skills.

The advanced students were challenged with poem recitation and memorisation. They had in class practice. Students should be soon ready to present their achievements in the morning assembly.

### Year 5 – Term 3/2023 Arabic

This term, the students were able to finish the theme النشاطات والهوايات and have started the theme فصول السنة / الطبيعة. They have revised the colours and numbers, and were able to acquire new language integrated skills in the studied themes. The weekly oral reading practice has covered the madd in “alif”, “waw”, and “ya” and the *tanween*. Students had their test on the studied unit in week 6 and majority of students did pretty well. The class average was 74.5%.

The advanced students were challenged with poem recitation and memorisation. They had in class practice and they should be ready to present their achievements in the morning assembly soon.

### Year 6 & 7 – Term 3/2023 Arabic

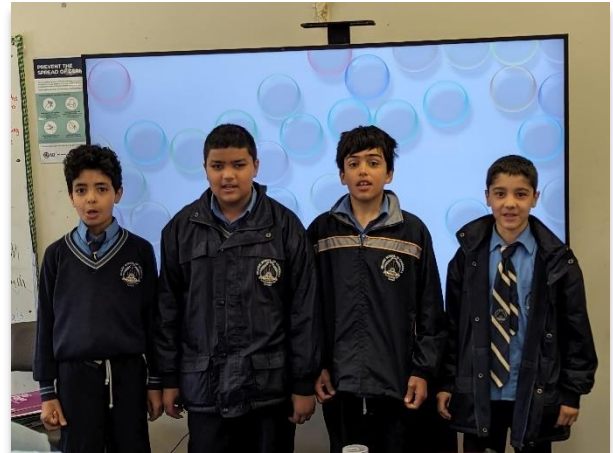
This term the students were able to finish theme 5- المدرسة والدراسات. They undertook their unit test in week 7. The oral reading test took place in week 8.

Students learnt about adjectives and nouns and the dual form.

### Year 8 & 9 – Term 3/2023 Arabic

Year 8 and 9 students finished on unit 3, الصداقة والاصدقاء. In addition to oral reading practice, students worked on grammatical concepts such as the dual in nominative and accusative forms, forming plurals, and future tense with time phrases. Unit test took-place in week 6 and the students' results were satisfactory.

Advanced group has the extend their grammar learning to involve more إعراب ونحو.



Sr Rabab Soueidan

Arabic/Quran Teacher







Arabic News Letter

Kindergarten to year 3:

Kindergarten students continued their Quran journey with Al-Ikhlaas and Al-Masad. They also finished their book 1 reading and can read simple words. The students are doing a great job Alhamdulillah. Keep up the great work. May Allah reward them abundantly.

Year 1 students memorized Surah Quraish and Al-Fil. The students are doing a great job in their reading learning. They can now read words with Fatha, Kasra and Damma as well as Maad. I am super proud of them. Keep up the great work. May Allah reward them abundantly.

Year 2 students memorized Surah Al-Aadiyaat and Az-Zalzala. The students can also now read the Ella letters as well as the Laam shamsiyya and Qamaria. The students are doing an amazing work in their reading skills. Keep up the great work. May Allah reward them abundantly.

Year 3 students memorized Surah Al-Bayyina and Al-Qadr. The students are doing a great job in their learning. The students can also now read the Ella letters as well as the Laam shamsiyya and Qamaria. The students are doing an amazing work in their reading skills. Keep up the great work. Allah reward them abundantly.

Sr Mai Shouman  
Arabic/Quran Teacher  
Year 2 and 3 Students creating mosaic for Ella letters

Kindergarten

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



Kindergarten students practising their reading skills





## Sr Nawal's Newsletter

### Quran:

All the students, while memorizing the planned surahs, were focused on understanding the main themes, reasons of revelation of the Surahs and continued to build their Quranic vocabulary, which focused on understanding and memorising the meaning of key words in these surahs. Students worked on improving their Quran reading, using IQRA Books and the Quran for advanced students. Students made great progress in reading. Students were provided with various supporting materials that helped in achieving their learning goals. During this term, secondary students have done and completed research related to the surah and presented their work in front of the class. Specifically, Year 4 students memorized surah Al-Fajer, Year 5 students memorize Surah Al-Bruj, Year 7 students memorized Surah An-Nazarat Year 8 students memorized Surah Al-Insaan, Year 9 students memorized Surah Al-Muzamil and Year 10 students memorized Surah Al-Maarij. Students who already memorized the planned Surahs were provided with support for memorization of other surahs such as Surat Al-Bagara, Surat Al-Kahf and Surat Yassin.

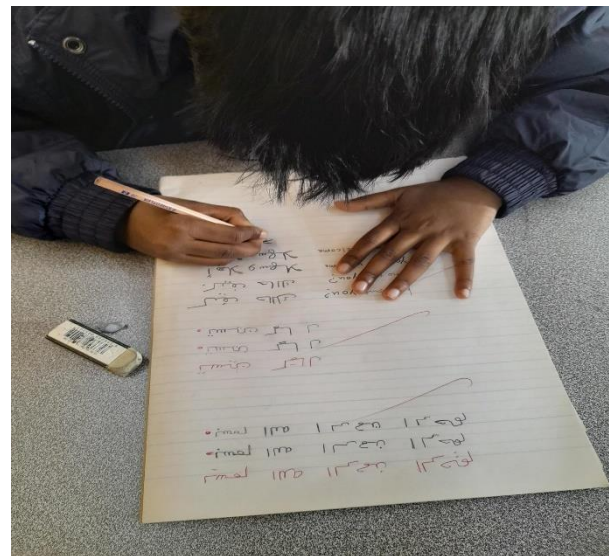




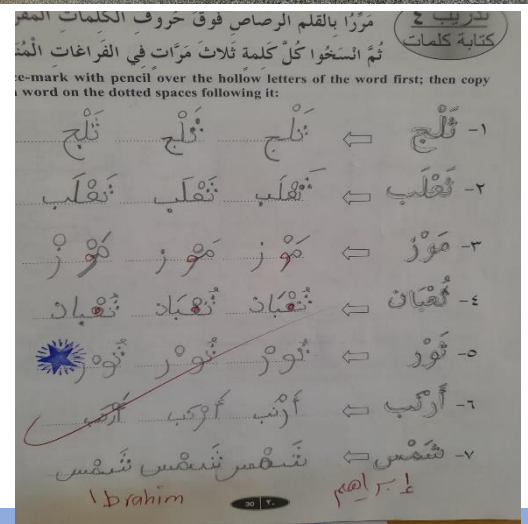
## Arabic :

For Year 1 we use a Key to Arabic as a textbook and My First Book of Arabic writing. Based on their level of reading Arabic we divided the class into two groups the beginners and advanced group. In relation to the Arabic Alphabet, they have learned all the letters and many of them practiced reading and writing simple words. During this term we introduced short common Arabic sentences and students enjoyed saying and writing them. They showed interest in writing their names in Arabic and shared that with classmates.

Year 2 & 3 we continued using the Arabic Reader textbooks. The students, in general, accomplished many tasks that enhance their Arabic language learning skills; especially reading, and writing. We have done many activities related to speaking and listening. Overall, for year 1, year 2 and year 3, the students have progressed well with the alphabets, the hand cursive writing, new vocabulary and basic grammar.



Sr Nawal El-Gack  
Arabic/Quran Teacher





**“All praise is due to Allah the almighty,  
and peace and prayers upon...”**

In this term 3 of semester 2, the students from kindy to year six have been learning subjects that focuses on the messengers of Allah, the Rightly Guided Khalifahs, and Prominent Muslims. Students were learning about the importance and role of the chosen messengers of Allah the almighty and the sacrifices they made and the dedication of the Khulafa in shaping the religious world of Islam.

For the high school level from year seven to ten, the focus was in their learning about stories from the Quran and its objectives, the life of the Companions, Islamic Ethical Framework, Ethical standard in Islam, and marriage and family in Islam

Allah the almighty right in 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.

I can't pinpoint exactly what I taught level 7B due to the educational traffic jam in my head by teaching many different groups of youth but,

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 the 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.

### **Adam Konda**

Islamic studies teacher







## ISC South West Regional Athletics Representatives

### Primary

Yusef Isheish, Inaam Akbari, Yasin Abdelbari, Zayne Isheish, Habiba Mossad, Marram Mossad, Zahra Pirzad, Husana Keodsangsuriyong

### Secondary

Ammar Memon, Adnan Al-Ismaeel, Yahya Zuaiter, Musa Bouhaf, Hamza Elmir, Abdullah Bouhaf, Yasmin Almashraqi, Maimuna Abduljabbar, Rimas Mustafa, Amar Chmait, Arwa Radwan

Middle primary have been consolidating both fine and gross motor skills with Basketball, Circus skills, Soccer and All Codes demanding hand eye, foot eye, locomotor and core development. Along with the resulting team skills and confidence.

Senior classes have enjoyed the MPH on frosty mornings with Kung Fu/Yoga, European Handball. Year Nine have learned to read a map and compass, Orienteering in Featherstone Gardens. While Year Ten have designed a fitness session appropriate for maintenance of fitness and good health.

### ACT Athletics Championship ISC Representatives

Husana Keodsangsuriyong  
(Long Jump)

Amar Chmait (200m)

### Physical Education

Infants PE is busting with energy and new skills ready for the light of spring and less slippery surfaces to navigate. Although proprioception ability has been improved with the reduced traction on winter environmental surfaces.

Infants have been developing efficient running skills and whole of body fundamental movement skills. Showing excellent gross motor development with skipping challenges as well as soccer and Smaka hockey skills coming along nicely.









*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.

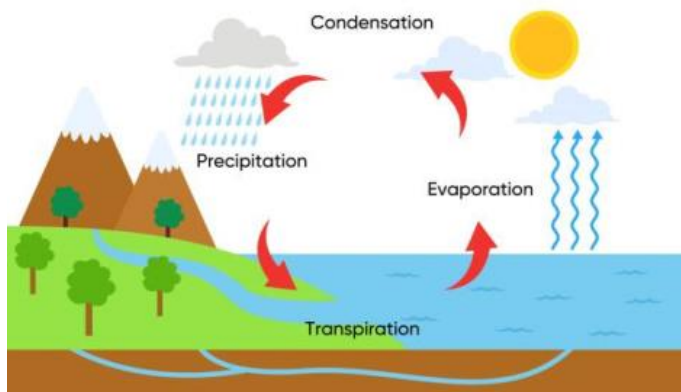
In Term 3, we embarked on an exciting journey of exploration and learning in both Geography and Economics & Business classes.

This term, Year 7 Geography students delved into the vital topic of "Water as a Resource." They explored the environmental significance of water resources, understanding their sources and availability. They also examined how water interconnects and influences various locations, encompassing its environmental, economic, social, and cultural importance. Furthermore, students investigated global water resources and grappled with the challenges posed by factors such as drought and rainfall.

In the realm of "Valuing and Managing Water," they learned about the importance of water in food production, the complexities of managing water resources, strategies to combat water scarcity, and preparedness for tropical cyclones and their water-related impacts.

In Economics and Business class, Year 7 students dived into the world of decision-making, exploring the fundamental reasons for the existence of businesses, different business types, and the entrepreneurial characteristics that contribute to their success. Additionally, they inquired into individuals' choices regarding work, income generation, and the rights and responsibilities of both individuals and businesses concerning products and services.

## Water Cycle



Year 8 Geography classes students have studied about Landscapes and Landforms. This term they are on a journey to define and value these natural features while also delving into the human impacts on these precious environments. Moreover, they explored the world of mountain landscapes, investigating their formation, utilization, management, and the hazards that come with them.

Year 9 Geography classes students have studied Biomes. There, they explored various biomes across the globe and discovered their unique relationships with climate and biomass production. They also investigated the impacts of food production, including critical issues such as palm oil plantations. Additionally, they have learned about "Food Security," gaining insights into its levels, challenges,

In Economics and Business classes, Year 9 students have studied Australia's financial sector, the complex web of interdependence in the global market, trade patterns, and the strategies that businesses employ to maintain a competitive advantage. They also began to unravel the art of managing consumer and financial risks and rewards.

In Year 10 Geography classes, students have studied "Changing and Managing the Environment," delving into the dynamics of environmental change, degradation of land, atmosphere, and water. They also grappled with concepts like ecosystem services, biodiversity loss, and pollution. Moreover, they ventured into "Coastal Change and Management," investigating coastal environmental changes, natural processes, climate change impacts, and the role of geographers in managing coastal transformations.

In Economics and Business classes, Year 10 students dived into measuring Australia's economic performance, understanding living standards, and the intricate connection between economic performance and living standards. As we conclude Term 3, thanks to all my students for their dedication and enthusiasm for learning. Remember, knowledge is a journey, and you are on the path to greatness. Keep asking questions, stay curious, and look forward to the adventures that Term 4 holds for you!

In Year 8 Economics and Business class, students studied the understanding of how markets allocate resources, how businesses adapt to opportunities, and the profound influence of Australia's taxation system.

