

# Islamic School of Canberra



Issue Term 1, 2023

Dear Parents

Assalamu Alaikum

Welcome to term 1 newsletter of 2023. Like any other Australian school, we started the year with a big challenge to secure the school with the required number of teachers due to the teacher shortage which I assume you are aware of.

What a busy term one! We started the term with benchmarking testing for primary children, ACER testing for Years 2-10, cross country, Harmony Day and NAPLAN testing. We ended the term with Ramadan, Islamic Studies competition, the Annual Quran Competition and the parent teacher interviews.

The 2023 Annual Quran Competition and Ramadhan Iftar were sponsored by the Embassy of The Kingdom of Saudi Arabia. Our students participated in this competition under three categories: the last two Juz'z memorization, the last five Juz'u memorization, and the whole Quran memorization. We had five winners from each category; total of 15 winners. The five winners for whole Quran memorization received a laptop for each of them. The five winners of the last 5 Juz'u memorization received an iPad for each of them. The five winners for the last 2 Juz'u memorization received a tablet for each of them. There were also some prizes for the audience.

*In Knowledge Lies Strength*

القوة تكمن في العلم

وَقُلْ رَبِّ زِدْنِي عِلْمًا



*Dr Mahmoud Eid*

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As you know, our school is engaged in a number of projects this year:

Alhamdulillah, we completed the Covered outdoor learning area (COLA) in February.

- We are still working on clearing the bush around the school – out of the 16 acres, we almost cleared 15 acres and it is now safe for everyone to access but more work is still required.

- The work on the TAS building has just started in March and we hope to complete it in July. The cost for this project is \$2,2M.

- We will start renovating the roof of Block E in May and the expected cost is around \$250,000.

We need everyone's support as we are successfully progressing the school from one stage to another. We have plans for more projects over the next 5 years inshallah. We hope for your donations and support. For those who cannot contribute donations, we seek your kind help and support to pay school fees each term on time without the need for reminders

On 4th April, we conducted our Annual Quran Competition for 2023. This important event was sponsored by the Royal Embassy of Saudi Arabia. They provided laptops, iPads and Tablets for the winners (total 15). The embassy also sponsored Ramadhan Iftar at the school yesterday. we are grateful to them for that, may Allah SWT reward them abundantly and we hope for more cooperation with the Embassy in the future inshallah.





It is my pleasure, to share with you the names of the winners in the three categories of the Annual Quran Competition:

**Category A: Whole Quran Memorization**

AlHaitham Al Asfi - Laptop

Arwa Radwan - Laptop

Noor ElFeky - Laptop

Mohammad El Sayed - Laptop

Abdullah Bouhafs - Laptop

**Category B: Last five Juz'u memorization**

Abdurahman Al Khalil - iPad

Yousuf Qael - iPad

Basam El Feky - iPad

Omar Radwan - iPad

Ziad ElSayed - iPad

**Category C: Last two juz'u memorization**

Ahmed Al Sabri - Tablet

Sarah Al Sabri - Tablet

Samah Hijazi - Tablet

Deema Saad - Tablet

Souleiman Ould Mohameden - Tablet

Congratulations to the winner students and their families (total 15 students out of almost 50) Mashallah, tabarakallah.

The top three in the last two categories will be competing in the last two juz'u nationwide against other contestants from all Australian States. They need to be in Sydney for this purpose on the competition day.

I will send you more details later on inshallah on the time, date and the prizes for this competition. Please encourage your children to participate and be ready as it will be in June, I believe. Jazakumullah khair.

Inshallah, I will write to you again in term 2 newsletter to keep you updated on different school matters.

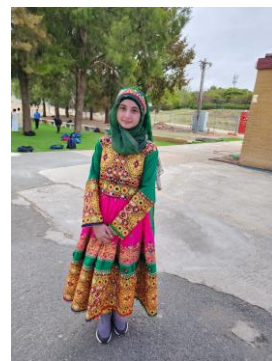
Until then, Assalamu Alaikum.



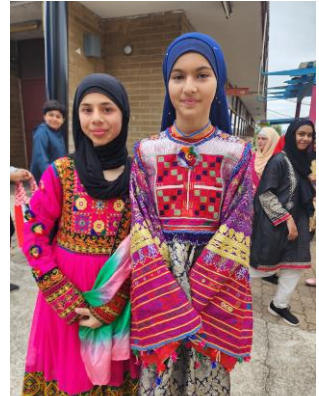




# Harmony Day









# Cross country Day





# Roses garden





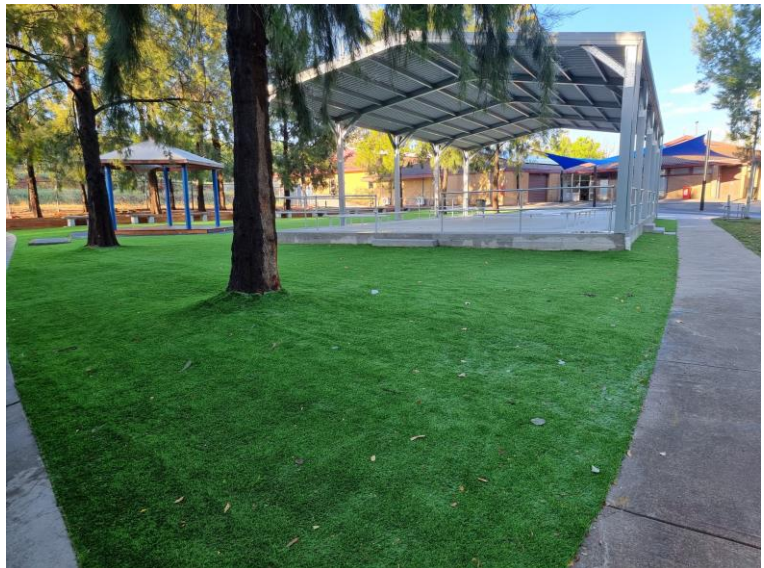
## COLA (Covered Open Learning Area)

### Project Completed

Alhamdulillah, another new project called Covered Outdoor Learning Area (COLA) has recently been completed at the Islamic School of Canberra. It is an open plan shelter building of almost 200m<sup>2</sup> used as a flexible learning space for the students. This structure can shelter students from any inclement weather and be used as a safe space for the home time assembly.

A short flashback is that the project commenced in July 2022 and was completed on in December 2022. The total project cost was \$240,594.55 (Excl. GST) of which \$84,474 was contributed by the School's Board-- Islamic Practice and Dawah Circle (IPDC) while the remaining amount of \$156,120.55 was paid by the Australian Government under its Capital Grants Program (CGP) 2022.

The new metal structure with Colourbond roofing sits well-matched in the green surroundings of the school's middle area. In addition to the original project scope, the school has added handrails for the safety of the children. Furthermore, the school has wisely spent on another quick initiative of almost \$50,000 to landscape and install soft artificial green grass and seating arrangements around the COLA area which has really created a positive vibe among the students, the staff, the parents and the community members reminding that it is a value for money spending for the school. The COLA is ready for official opening by the Federal Minister of Education. We have invited the Minister to book an appointment for the opening ceremony. We do acknowledge the contributions of the Australian Government and the Islamic Practice and Dawah Circle (IPDC) to build this project.





# Kindergarten Newsletter



**Dear Friday, I love you!**

**Sincerely,**

**A Tired Teacher'**

Assalamualaikum Dearest Kindy Koalas,

Yes, there is no doubt that I love Fridays, But I LOVE you all a million times more! Alhamdulillah! I am simply grateful to Allah (subh) for bestowing me with such a wonderful class this year. Each one of you are special and all of you are so close to my heart.

I can happily and proudly say that you worked very hard to learn the names of the letters of alphabet and now you know and use the most common sounds represented by these letters! You can also read words including CVC words. How amazing is that! We will continue to explore more on this next term, InshAllah. It was great fun learning about numbers in Maths! We also loved our lessons on subitising. Our Arts classes were very exciting as we explored the wonderful world of visual arts and without no time, we became awesome artists!

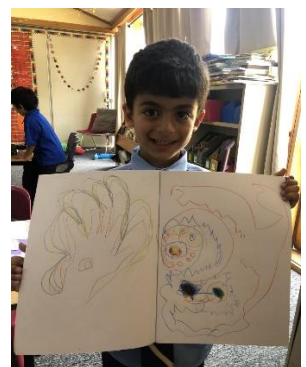




Thank you so much for working so hard for the last 10 weeks. It has been a smooth journey for all of us, Alhamdulillah. Yes, sometimes we struggled, sometimes we slipped, sometimes we stumbled but we never gave up. Together we rose. CONGRATULATIONS!! my Cute Koalas, on the successful completion of Term One.

Warm wishes

Mrs. Shahreen Rahman





# Year 1 Newsletter



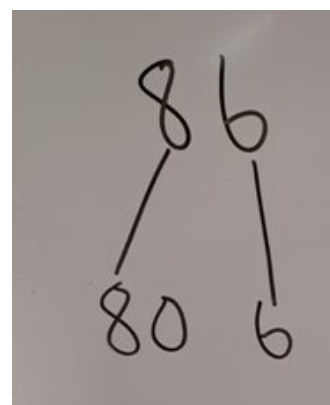
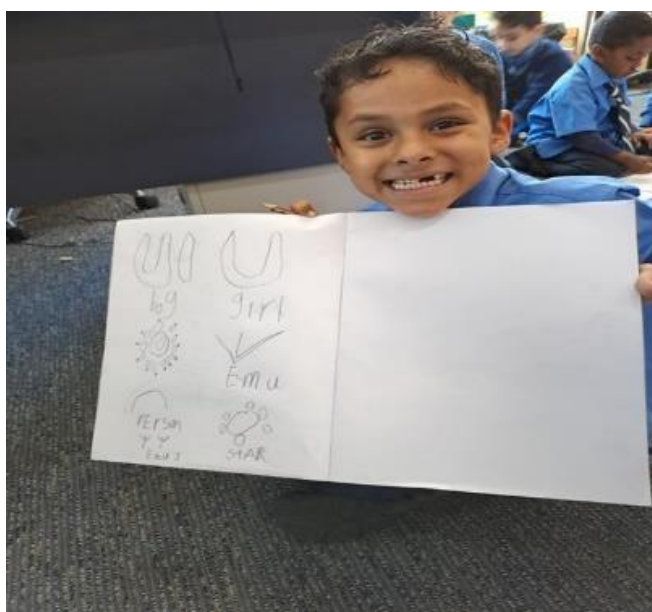
Assalamualaikum

Dear Parents and Carers

It has been a very productive start of the year. The students settled in well after the holiday break. We started the year setting up classroom routines such as our classroom rules such as listening carefully during classroom discussions by having a listening body, hands off feet off to ensure we are focussing on learning and not our classmates, follow teacher instructions to ensure we understand the task we are completing, raising our hands if we have questions to ensure we take turns, respecting others, coming prepared for learning and walking in the building. These rules have been put in place to optimise student learning time.

## English

During English we started off having silent reading sessions to practice our reading skills. It was great to see students improve in their reading skills. We discussed some reading techniques if we come across tricky words such as breaking up the word according to its sounds. The students worked hard on their spelling tests every week. I would like to congratulate the students for some really good results every week. The challenge next term will be to introduce more trickier spelling words. This term we also introduced the students to proper nouns and common nouns. We understood the difference between the two.





## Maths

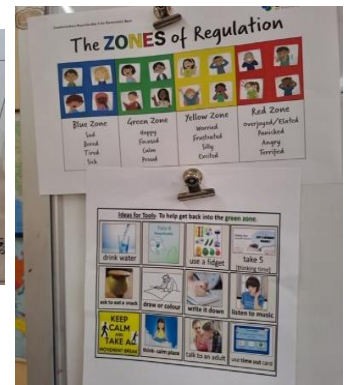
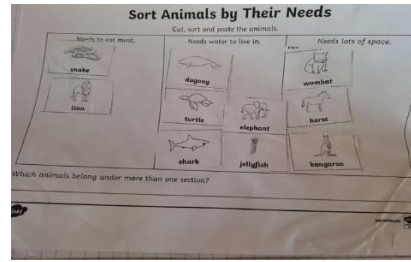
During maths students have been working on place value by working on what number comes before and after within 100. We also challenged ourselves to identify 100s and its place value. Students got into a circle and practiced counting starting at any number within 120 and saying the next number. We also ordered numbers from lowest to highest number and discussed why these numbers are lower or higher. We challenged ourselves to practice ordering numbers in the 100s and this created a discussion about place value. We also worked on addition strategies such as using a number line, pictorial addition and subtraction and word problems.

## Science

Students did some work on living and non-living things. We looked closely at what it takes for something to be a living thing such as the following questions: Does it breathe? Does it need space? Does it reproduce? Does it need food? Students explored these questions to determine if it met the criteria for it to be a living thing. At the time of writing this newsletter students were creating their poster for living things. Posters will be posted on ClassDojo as they finish their poster. Students also sorted animals based on their needs below you will see some examples: This is an example of a student sorting out a living thing and a non-living thing. We had great discussion and brought up the above comments.

### Investigating Plant needs

We are also experimenting with what happens to a plant when a need is taken away. To the left you will see an example of plants we used. The first one on the left has been given all the needs such as water, shade and air. The second plant has been without shade and kept outside for a while. The third one has been without water for a few days and the last one has been without air. As the term ends we will see the overall reaction when the plants are facing needs.



## Art

Students have been learning about aboriginal symbols in art. They started to create a story based on the symbols aboriginal people use. We will be posting out finished artworks on ClassDojo in the coming weeks.

## Humanities and social sciences

During Humanities and social sciences students have been exploring family structures. They have been busy interviewing parents about their family structures and how it has changed overtime. We explored that not every family has the same structure and that the roles each member in the household changes from family to family.

## Health

During Health students have been learning about their feelings. We covered what to do when we are feeling scared, tired, stressed, nervous and frustrated. On a weekly basis we covered the feelings and the strategies we could use to support ourselves when we face challenging situations.





# Year 2 Newsletter



Assalamu Alaykom my dear students

السلام عليكم طلبتي الأعزاء

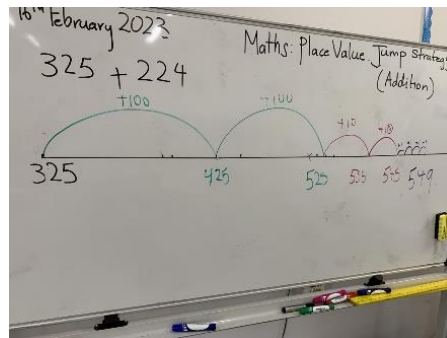
I would like to take this opportunity to welcome our Y2 students to the new school year. Pupils have settled very well, already mastering daily routines in their learning.

In **Mathematics**, Al-Noor Y2 students have been learning the logic of different concepts of mental strategies, place value, fractions, multiplication and division.

In the world of fun where our pupils enjoy Science experiments and outdoor observations. They have been studying and recording what they see, feel, hear, and smell. Our Y2 scientists have been using skills of observation, recording, posing questions and inquiring about how living and non-living things differ.

I would like to express my gratitude to our student- teacher Ms Nada Al-Jobouri who has spared no efforts to educate our junior learners to unpack the challenging concept of simple and compound sentences.

In English, Students have been learning a variety of linguistic concepts. They have been focusing on word formation, parts of speech, sentence structures, reading comprehension, punctuation marks and phonemes.



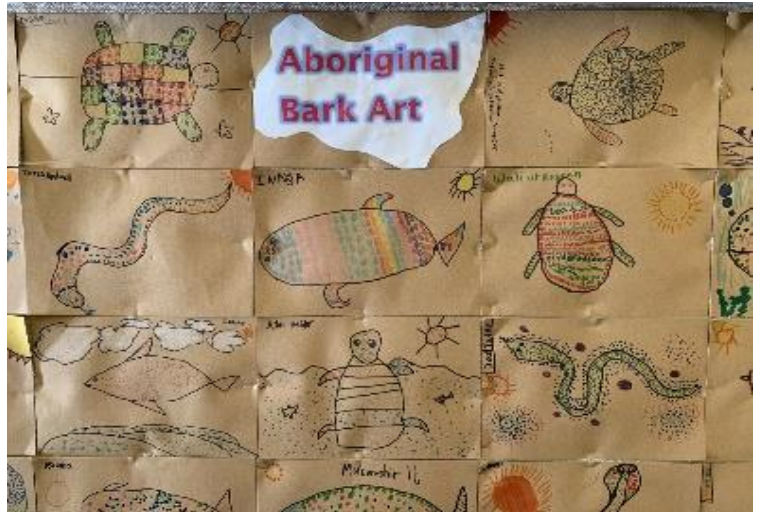


In **Arts**, the Y2 learners have been discovering the different types of visual arts. They have been enjoying to learn about how The Indigenous people of Australia depicted their culture through arts using nature as the forefront in their daily life.

**The weekly Volleyball Clinic!** It was the most enjoyable part across the learning journey of Term One. Students have had friendly volleyball instructors with whom they have developed new sport skills.

**Mr. Kayis Ablahd**

**Year 2 Classroom Teacher**







## Year 3 Newsletter

Welcome everyone to our 2023 'Three Titans' class. We have had a busy term with lots of learning and events happening. We participated in cross country, learnt some volleyball skills, had a Questacon incursion and sat for ACER and NAPLAN test. I am sure everybody will get great results and make our school proud.

For **English**, we have been working on conventions of language and learning new rules about spellings and grammar. We have also been focusing on our reading skills and comprehension strategies. We explored variety of texts while focusing on narrative and persuasive writing, as we were preparing for NAPLAN.

For **Maths**, we started by revising the concepts of place values, skip counting, addition and subtraction and then explored money, data, and fractions. We conducted surveys in class and used our data collection skills to organise the collected data in tables and graphs.

For **Science**, we extended our learning about living, non-living and once living things and explored life cycles of different animals and plants. Children enjoyed listening to 'The Very Hungry Caterpillar' and 'Tidilick – The Frog' as introduction to the life cycles. We studied life cycle of butterfly, frog, numbat, and plants.

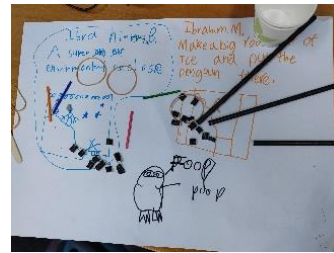
For **History**, we explored the concept of communities and then discussed the local communities we are part of. We also studied how communities have changed over time and what factors influence these changes. This is the first time, children get introduced to the subject of **civics and citizenship**, and we learnt about differences between rules and laws and why are they important.





We have been working towards Year 3 class moto – ‘**OUR CLASS IS ONE BIG FAMILY**’ and children are learning to work as a team towards a common goal of learning with happiness. Finally, we have been able to establish a routine that works for the classroom and give children plenty of opportunities to express themselves in class and the playground.

For **visual arts**, we explored the art of graffiti and aboriginal art forms. We learnt to write our names in graffiti styles and did some aboriginal dot painting with some aboriginal symbols.



“Life is what we make it,  
always has been, always will  
be.”

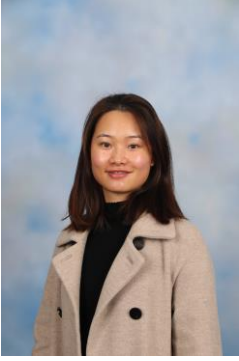
– **Grandma Moses**

Mrs Pavel Bajwa  
Year 3 Teacher





## Year 4 Newsletter

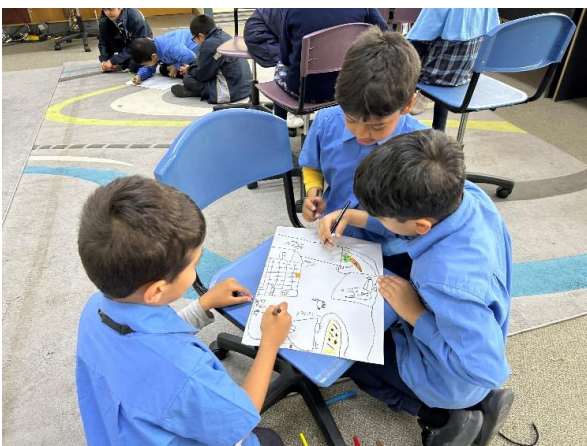


Assalamu Alaikum

One of the English outcomes for Year 4 in Term One is that students read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge. To help children learn this, I divided them into small groups and asked them to read the story The Rabbit, Chung-Ho and The Tiger. The story is one of the best traditional Asian stories. Children also learnt how to write direct speech through reading the story.

Nuaiser had been preparing for his speech competition for SRC election. I was surprised by how enthusiastic he was about potentially becoming a SRC. He was the second person to give a speech to persuade all the students to vote for him. His speech was clear and persuasive. He said that he would help the others to achieve their potential in different subjects.

Persuasive speech can also help children become better leaders. When children learn how to persuade others, they become more confident in their abilities to lead and inspire others. This can translate into success in their personal and professional lives as they grow older

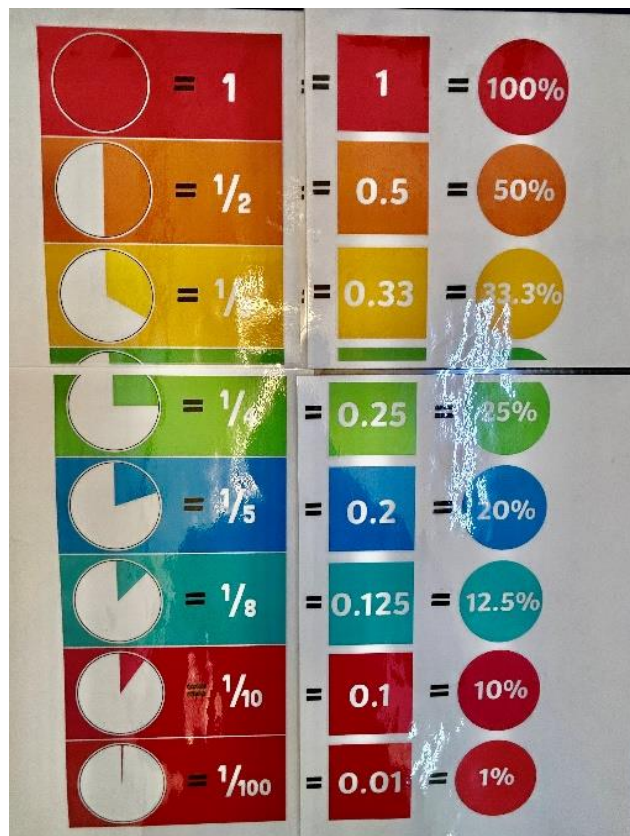




Writing stories requires children to use their imagination and creativity, which can help to develop their critical thinking and problem-solving skills. They must come up with interesting characters, settings, and plotlines, and then write about them in a coherent and engaging way. This kind of creative thinking can be applied to many other areas of life.

On 9<sup>th</sup> March, we had Cross Country which is a whole school running competition. Running competitions are challenging, and children will face obstacles and difficulties during the race. By persevering through these challenges, children learn the value of hard work and determination.

Running competitions can be tough, and not every child will win or achieve their desired outcome. However, by persevering through setbacks and disappointments, children learn to bounce back from adversity and become more resilient.



Posters can be designed in a way that captures the attention of learners and makes the material more memorable. Posters can be a great tool for helping learners to understand mathematical concepts. By presenting information in a visual, organized, and engaging way, posters can make learning math more accessible and enjoyable for all learners, especially visual learners

**Ms Renee You**

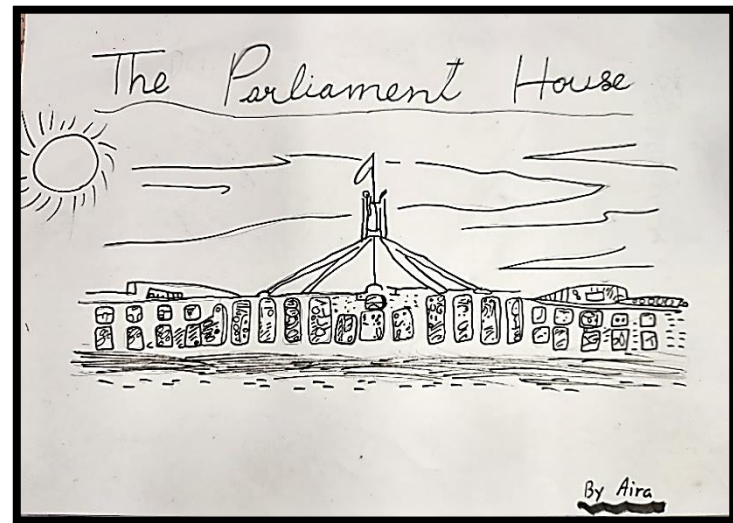
**Year 4 Teacher**





Assalam Alaikum

# Year 5 Newsletter



It has been a wonderful start to the year for Year 5 students. We have been diving into History, Civics and Citizenship and the students have had the opportunity to ask inquiry questions to further their learning. The Arts focus this term was visual arts. Students used their knowledge and understanding of the different Aboriginal art techniques such as:

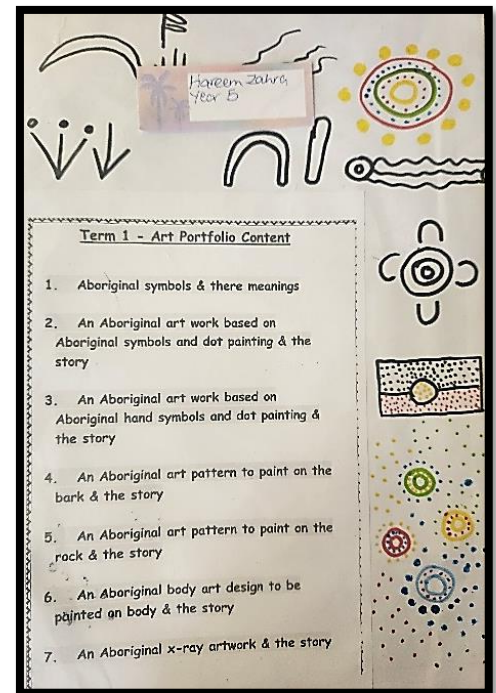
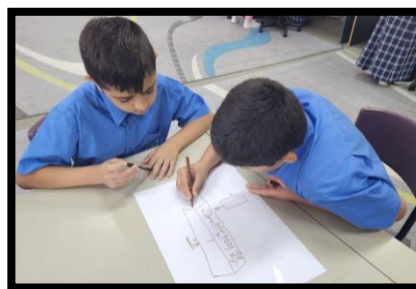
- rock art
- sand drawings
- bark paintings
- body painting
- x-ray art

From these questions the students are showing a determination to

In class, they created their own art pieces using these Aboriginal art techniques. This term Science focused on examining how particular structural features and behaviours of living things enable their survival in specific habitats.

Students researched structural and behavioural adaptations and explained how they enable animals to survive in particular environments.

They predicted the impact of global warming on the survival and future adaptations of animals living in different environments. Understand how our Australian democracy is run.





They predicted the impact of global warming on the survival and future adaptations of animals living in different environments.

In Mathematics, students learnt to use place value to write and order decimals including decimals greater than one, express natural numbers as products of factors and identify multiples.

Also, to order and represent, add and subtract fractions with the same or related denominators and represent common percentages and connect them to their fraction and decimal equivalents.

For English, students studied the elements of fantasy narratives and looked at how character and plot are developed. They created their own fantasy (adventure/quest) stories.

In Health, students learnt to describe and demonstrate how respect and empathy can be expressed to positively influence relationships. Playing volleyball whether you win or lose, created a bond between year 5 students which helped them develop their interpersonal skills. These skills go a long way in life, creating healthy positive relationships with other people. Volleyball also benefits the emotional and mental health of all players.

**Ms Gowri, Year 5 Teacher**





## Year 6 Newsletter



Assalamu Alaikum dear parents/carers of Year 6,

As the Year 6 teacher it is with great pleasure and enthusiasm that I welcome you and your child to the New Year of 2023 in my Year 6 Classroom! Our journey begins now: from the moment the door is entered, and the key unlocks the surprises and learning experiences that are sought within the classroom. A great citadel of learning is acquired within the presence of the educator with the students, and the students within each other.

We live through the Islamic Principals every day, giving my students the true sense of belonging, being, and becoming within their environment. Our curriculum is revolved around the set of interactions, experiences, activities, and routines that are set and unset within the 6 Classroom, planned, and unplanned. We are an inclusive environment, where my pedagogy and professional practices involve the aspects of building, connecting, and nurturing relationships with the families and my students. My students have a voice, they make their own choices, decisions, and they learn through the direction of their educator.

Students are yet to learn the true meaning of rules and regulations. Being young and energetic, sometimes students don't distinguish between seriousness and fun, when to talk and when not too, what to say and what not to say. In order for the Year 6 students to acquire that, they need to understand the advice given, listen to the meaningful stories and lectures and remember that above all that nothing beats respect and kindness in the



classroom setting towards the teacher and one another. I can see improvement, but they still have so much to learn and remember. It will take time for the students to understand that playfulness is not always the case and sometimes following rules matters more.

I have no doubt that with your support parents/carers, we will reach the highest level of education and behaviour.

I pray to Allah (SWT) to give me the strength to help raise the next generation of tomorrow and to help me guide the children on the right path, focusing on their mental development, personalities, and their educational capabilities through the Islamic principles every day.

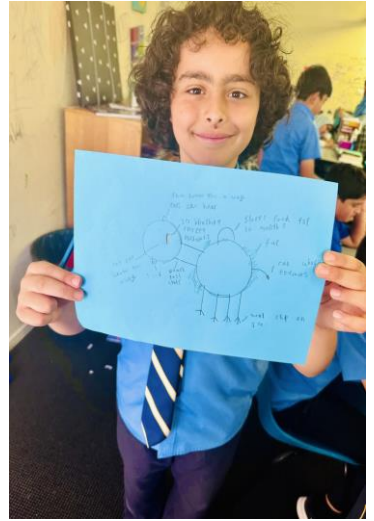
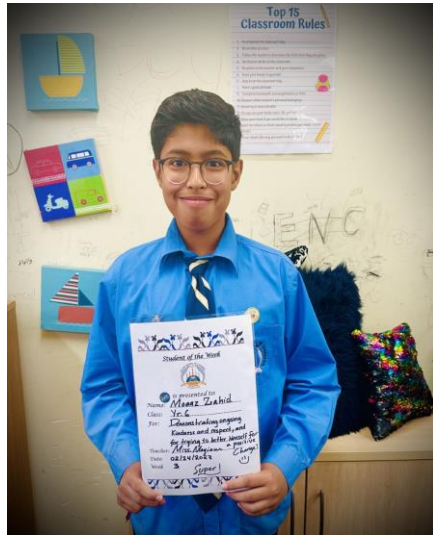
### Classroom

Many concepts are being reinforced in the Year 6 Classroom and it is vital that those concepts are extensively reviewed daily as it will reflect on their overall performance and understanding of topics currently being studied. Students are encouraged to study, complete their tasks on time and ask questions when needed. I have been doing much one-on-one instruction as well as group instruction for students who require additional help. I remind the students that Year 6 is the foundation of Secondary and with attentiveness and staying on track, they are not far from reaching the grade they hope for.

### ClassDojo

All important dates and announcements are uploaded on ClassDojo as well as the Term Content and daily schedule. Communication usually occurs on ClassDojo, so if you have any questions, comments or concerns, please don't hesitate to send me a message.









## Maths & Science Newsletter Ms Farah

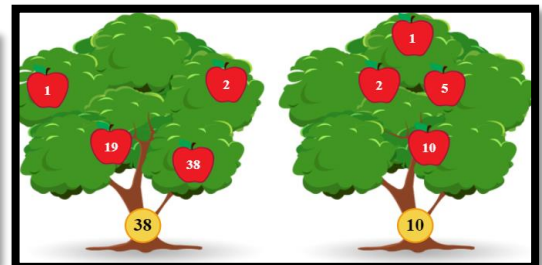
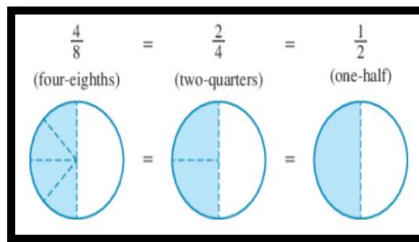
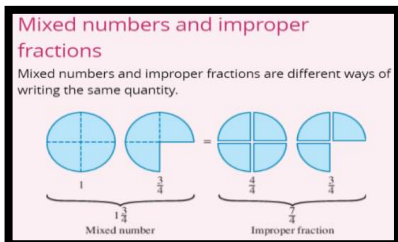
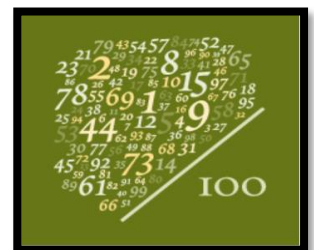
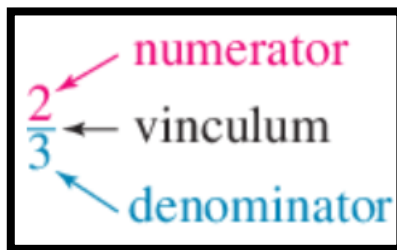
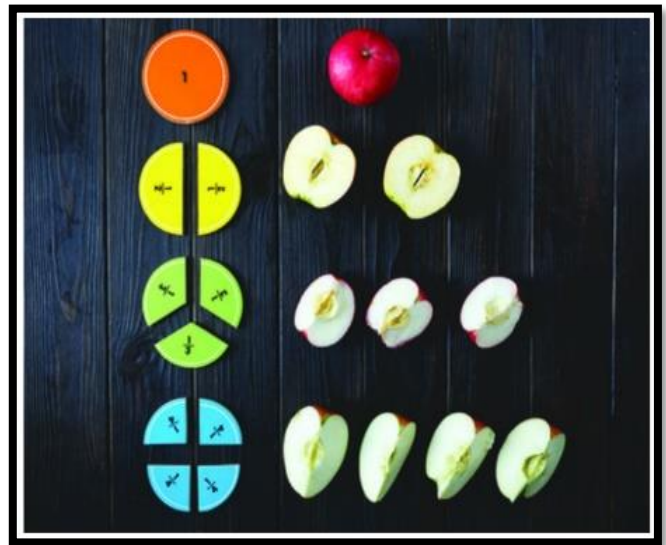
The students also explored the topic of fractions and percentages. There are many everyday situations in which whole numbers are not used. A pizza shared with a friend, can be represented as a part of pizza eaten. Fractions are a way of expressing parts of whole things, amounts or quantities. They are important in many situations, such as cooking, shopping, and telling the time. Percentages, like fractions, are a way of expressing parts of a whole. They are commonly used in advertising, statistics, and shopping. Fractions and percentages can be used interchangeably to represent the same part of a whole. Many different professions use fractions and percentages extensively in their work, including hospitality, finance, statistics, and journalism.

In Term 1, the students have learned about positive integers. Every day the integers are displayed on screens for example when we look at the weather forecast or check our unread messages.



Understanding integers and their addition, subtraction, multiplication and division is important for everyday life and work. Many jobs, including hospitality, banking, construction, design, engineering, nursing, teaching, finance, and medicine all require an understanding of the use of integers. When the number of runs is counted in the game of cricket, integers are used. Adding the runs on an individual to the team score gives a total number of runs as a positive integer. This result is found by the addition of integers.

Next topic covered in this term was Indices. Indices are short ways of writing a repeated multiplication and are very useful in everyday life, because they allow us to write very large and very small numbers more easily. Indices can simplify calculations involving these very large or very small numbers. Astronomy is a branch of science in which very large distances are involved. The stars we see in the Southern Hemisphere night sky are different to the stars people see in the Northern Hemisphere. Alpha Crucis, the brightest and closest star to us in the Southern Cross constellation, is approximately 3000 million billion kilometres from Earth. That is a huge number 33 followed by 1515 zeros! Other scientists and engineers also need to be able to communicate and work with numbers of all sizes.



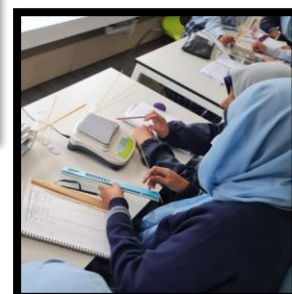


In Science, this term the students have learned about the importance of science and scientists. The world is very complex and is becoming more complex every day. New technology is constantly being developed and new issues are frequently hitting the headlines. For example, HD television, Blu-ray, smart phones and tablet computers were not common ten years ago. Likewise, the issue of climate change was not heard of until recently.

Scientists study the world around them to find out how it works. They investigate the living world of animals, plants, bugs and germs, and they study the planet and environments they live on and in. They investigate the physical world of substances like plastics and metals and chemicals like water and acids. They explore forms of energy such as heat, light and sound. They even study things that are out of this world, like other planets, stars and galaxies.

The students also discovered the aspects of physical sciences. Forces acts on everything all the time. Gravity pulls everything down towards the centre of the planet Earth. While surfing a person can feel many forces pushing and pulling in different directions. The force of gravity can be balanced by the support of the surfboard acting upwards. Forces of the waves push the person towards the shore, and friction from the air and water pulls the person back in the sea. Surfing requires all these forces to be balanced. If they are not balanced, then the person will go down.

There is a magnetic field around the Earth. Earth's magnetic field is strongest, and it protects us by deflecting harmful charged particles from the Sun or channelling them down towards the poles. Magnetic and electrostatic forces are non-contact forces around us.





## Maths & Science Newsletter Br Duncan



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

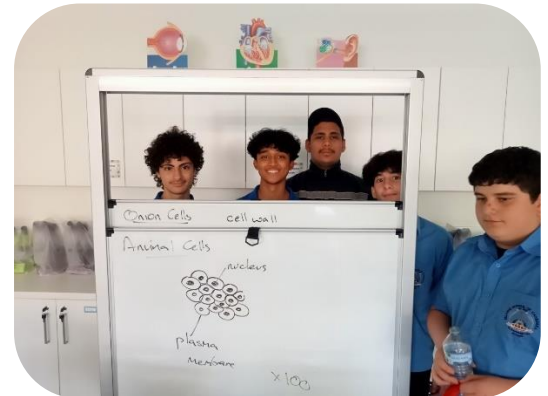
Another year begins: 2023! I hope this year is as fun and full of learning as last year. A brief summary of learning content is provided below, and then I'll devote as much space as possible for photos and recollections of the term.

- Year 8 science – biology.
- Year 9 mathematics – real numbers, algebra, and linear equations.
- Year 9 science – chemistry and scientific inquiry skills.
- Year 10 mathematics – indices, surds, logarithms, algebra, equations, coordinate geometry, and simultaneous equations and inequations.
- Year 10 science – chemistry and extension chemistry.

It's time for photos ...







Thank you everyone!

All the best for Ramāḍan. I'll finish with a challenge to parents and friends; anyone who can bring me the solution will get a sugary prize. If a chook and a half lay an egg and a half in a day and a half, how many eggs will half a dozen chooks lay in half a dozen days?







## HASS Newsletter

### Br Khan



In the name of God, the Compassionate, the Merciful

Assalaamu `alaykum

Dear parents and friends of the Islamic School of Canberra, I hope this message from HASS teacher finds you all well.

In this term for year 7 history, we studied about what is history? What are the historical concept and skills? Students also studied about aboriginal and Torres Strait Islander peoples and cultures. The Creation stories that Aboriginal people pass from generation to generation and how spiritual Ancestors created the landscape and all its living creatures. How Wurundjeri people identified weather, life cycles of plants and animal and the position of stars in the night sky.

In Civic and Citizenship students studied about the rights and responsibilities that all Australians share and how we can promote the values of freedom, respect, compassion, and equality that allow us to live in harmony. The following weeks we will learn more about multicultural nation.

For year 8 history, we studied about how historian uses a range of tools to discover the past. We also studied about the European and Mediterranean world. We studied about how different beliefs and religions, social structures, law, and governments influenced societies across the European and Mediterranean world.

In Civic and Citizenship students studied about the rights and responsibilities that Australians have in society and how our government works. We also studied about democracy in Australia,

equal rights, system of government as well as freedom and responsibilities.





For year 9 history, we studied how historians follow a process of historical inquiry to understand past. Students also studied about the history of industrial Revolution.

How Industrial Revolution brought about an improved standard of living for many, how it also resulted in many negative changes for the poor and working classes.

Students also studied about World War I (1914–1918). World War I is often called 'the Great War'. It was the first war in which modern machine guns, chemical weapons, tanks, fighter aircraft and submarines were used to cause devastation on a global scale. Regardless of what it is called, the events of World War I destroyed entire cities and towns and took the lives of millions of soldiers and civilians. The war also tested Australia's commitment to Great Britain. Today, the sacrifice of those who fought and died in World War I is commemorated in Australia on Anzac Day and Remembrance Day, as well as in many nations around the world.

In Civic and Citizen, we studied about Australian Citizen and their rights and responsibilities. How Australian political systems works, democratic values, freedom of movement, fair trial etc.

The following weeks students will learn about how to vote in the federal election and how election ballots counted for the final Election results.

For year 10 history studied about how historians seek to piece together accurate pictures of what life was like in days gone. Students have learned to differentiate communism, capitalism, and democracy. We also studied in detail about World War II, The treaty of Versailles.

We studied in detail about how World War II was fought from 1939 to 1945 in almost every part of the world. Battles were fought in Europe, Russia, the middle East, northern Africa, Asia and the Pacific-even the city of Darwin in Australia was bombed.

The following weeks, we will cover more about Australia's involvement in World War two.

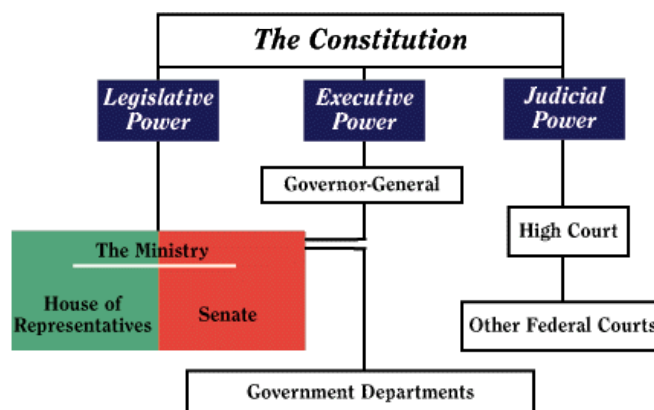
In Civic and citizenship, we studied about democracy, Citizens rights and responsibilities. We also studied about the role of government in Australia, the level of government in Australia, the history of Australia's system of government.

Coming weeks, we will study about Safeguards to Australia's democratic society.

Thank you.

Assalaamu `alaykum.

Muhammad Khan



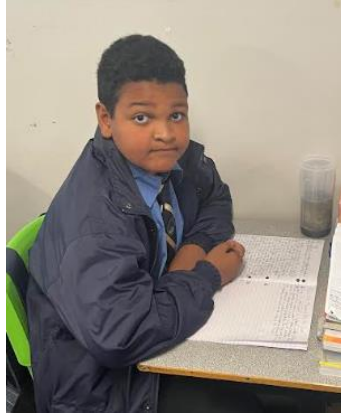


## English Newsletter



### Mr Colin

In English, every class in every year level is required to practice building their literacy skills through weekly journal writing and reading for pleasure. These are priorities in all



English classes. Journal writing happens in the first lesson of the week and involves "low stakes writing" practice. This means that the writing produced in these lessons is never graded or assessed, all that's checked is that one page per week is written. Journal writing is a space for students to experiment with the writing, take risks and try out different voices and genres. Reading for Pleasure happens in the final lesson of the week. Students bring along their current novel and read quietly. There is compelling research evidence proving that students who read regularly and who enjoy reading, perform better academically.

#### **YEAR 7 ENGLISH:**

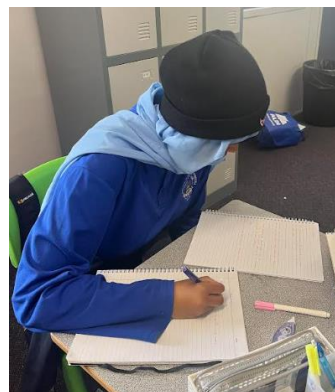
#### ***Photos show students during a journal writing lesson.***

This term we have focussed on the *narrative* genre and learnt about the structure and language features of narrative texts. We've also spent time analysing storytelling techniques. Students selected two stories and compared and contrasted them, using evidence and examples from each text to create an argument about which story they preferred.

The next task was to apply all of their knowledge about narrative texts and create their own, original stories. The students' stories will be read aloud to Grade 5 and 6 because *"every good story deserves an audience."*

This year, NAPLAN came early and, following weekly NAPLAN practice, students put their skills to the test and undertook three English tests – reading, language conventions and writing. While NAPLAN receives its share of criticism, the tests provide an excellent diagnostic tool and a terrific opportunity to reflect on our teaching.

#### ***Photos show students during a journal writing lesson...***





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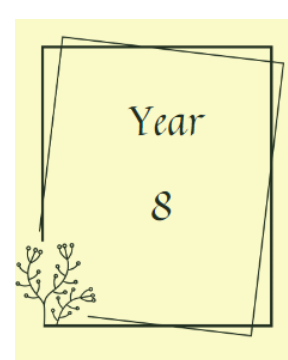
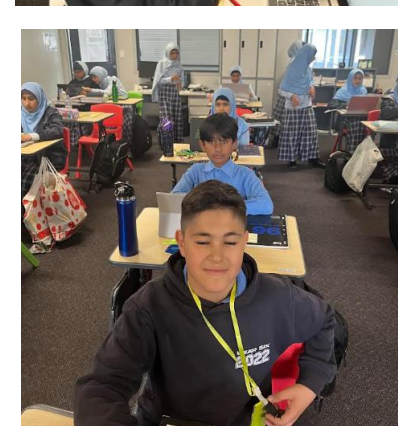
**Photos show students during a journal writing lesson...**

### YEAR 8 ENGLISH:

Year Eight studied *news media texts* in English this term and analysed the way the news is conveyed and how to recognise bias in news reporting. Some of their presentations to the class are pictured below. Students completed a *Multimodal Analysis* in which they compared the way the same news story is told in two different texts. Students analysed the language features used to create an impact on the audience to decide which text was the most *credible*. The resulting multimedia presentations were outstanding and showed the depth of learning that has been undertaken by Year 8 students this term.

**Photos show students presenting their multimodal tasks, about bias in the news.**

Finally, the class studied the novel "Trash" by Andy Mulligan. The novel is set in a rubbish dump in India and charts the life of its poverty-stricken main characters. Year 8 students were required to write a series of diary entries, written in the voice of a character from the novel.





### YEAR 9 ENGLISH:

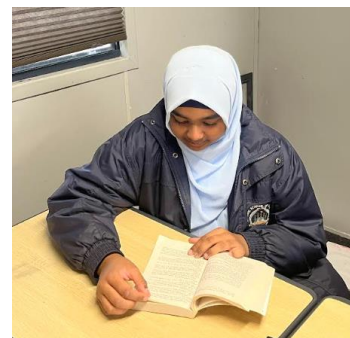
Life Stories was the focus for Year 9 in Term One. After analysing various life stories in class, in both print and multimodal texts, students understood the features of life stories and the various ways that they can be told. Year 9 students chose a life story for analysis and were required to explain how the story was told and the impact of the "telling" on the audience. The next task was for students to present a life story. They chose a subject, interviewed that person and then created a multimodal life story presentation including visuals, music and sound bites from their interviews. NAPLAN also featured heavily for Year 9 this term with testing occurring in Week 7 of Term One, 2023.

Students read aloud the courtroom drama, "Twelve Angry Men" which follows the deliberations of a jury during a murder trial. The text presents snippets of the twelve's jurors' personalities and backgrounds. The students' task was to write the life story of one of the characters from the play, that was true to the shreds of information provided in the play and expanded upon to build a rounded character with a credible life story. The results were impressive!

Photos show Year 9 students participating in the play reading, "Twelve Angry Men".

### YEAR 10 ENGLISH:

This term in English, Year 10 analysed satire and discovered how the meanings of texts can be manipulated to create different dynamics of meaning. We studied a range of texts in class and participated in discussions and debates about the meaning of various satirical texts. The satirical analysis task required students to select a satirical text and delve into the language features that the author used to create satire. They were also required to complete a series of ungraded tasks, analysing this literary genre and how irony, sarcasm and humour can be used to create satire. Year 10 also studied the classic novel, "To Kill a Mockingbird" in class this term (see photos below) and completed a literary analysis of the novel, exploring the rich characters and plot of the novel, and gaining an insight into the inherent racial prejudice of America's deep South.





# Quran, Arabic & Islamic Studies

## Newsletter



Dear Parents and students,

Over the recent years, Arabic has become a highly recognized language at a national and international level. In recent documents published by the government, it was declared that Arabic is a “language that has strategic importance” and it is one of the language that is critical to the foreign policies and relationships of the government.”

At ISC, Arabic has always been of vital importance to the Muslim community of the school. It is the language of the Quran and the prophet’s sunnah (PBUH). Therefore, Arabic is part of the school curriculum and is delivered through our Quranic Arabic in the Quran classes and the Arabic language classes. It is offered from foundation to year 10 for two periods a week. Throughout the teaching of Quranic Arabic and Arabic Fus’ha, students from diverse background are fully supported in their learning with the help of an extra teaching assistant in every class.

At the beginning of 2023, students in year 6 to year 10 had a placement test to give their teachers an informed decision of their levels. Students were notified of their achievement in the placement test and hence their 2023 level within their classes: beginners, intermediate or advanced. The outcome of this streaming was soon evident in improving students’ performance.

As a result of the above classification, teaching has been differentiated and therefore, it has become inclusive. Teaching strategies, where students work in pairs or groups, have also been implemented to make learning engaging and achievable for everyone.

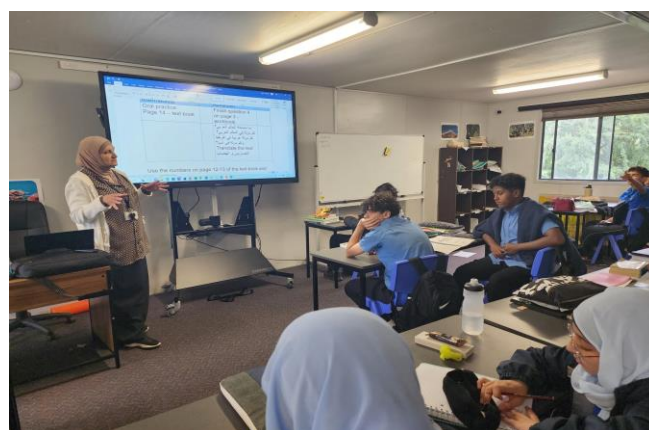
### Ms Rabab’s classes

Throughout their learning, students study the Arabic language through the macro (reading, writing, listening and speaking) and micro (grammar, spelling and vocabulary) language skills. Students apply their learning in hands-on activities and in both receptive and productive forms.

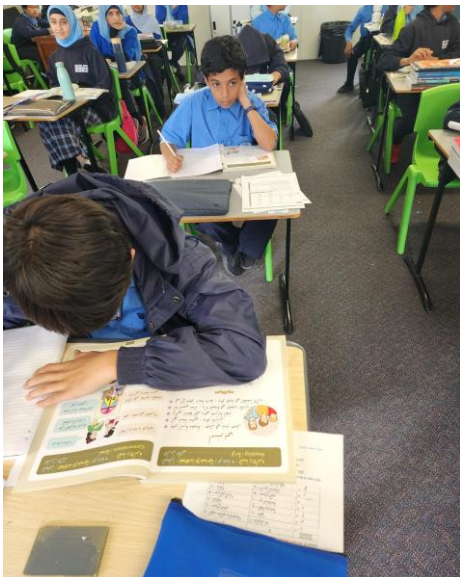
In year 6 and year 7, students were introduced to the cultural greetings and daily clichés and phrases to enable them to use them when conducting a basic conversation in Arabic. They also worked on an online interactive Arabic by Al-Jazeera Arabic.

In year 8, students learnt the language used at work or when making appointments. They also learnt the ordinal and cardinal numbers. The advanced group learnt about the rules of *tanween* and the types of nouns. They also learnt about directions on the map and how to locate the borders of a selected country and write a paragraph about it.

The year 9 learnt in term 1/2023 about the importance of sports and the types of sports whereas the year 10 class is divided into three groups to meet the learning styles of each group.











### **Kindergarten to year 2:**

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

Year 1 students memorized Surah An-Nasr and Surah AL-Kafiron. The students are doing a great job in their pronunciation learning. Keep up the great work. May Allah reward them abundantly.

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

### **Year 3 to year 5:**

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

Year 4 students memorized Surah As-Shams and Surah AL-Layl. The students are doing an amazing work in their Tajweed. Keep up the great work. May Allah reward them abundantly.

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



**Kindergarten Students Memorizing Surah Al-Fatiha**



**Year 1 Students celebrating their success in Memorizing Surah An-Nasr**



**Year 4 Students celebrating their success in Memorizing Surah Ash-Shams**



**Year 5 Students having fun after finishing their assessment.**



## Kindergarten

Kindergarten students started their Arabic letters learning. We did the letters Alif to Zaal with 2 words each. The students are doing an amazing job AlhamduliAllah.



**Kindergarten Students having fun writing Arabic letters with Playdo**





## Ms Nawal's classes

### Quran:

Secondary students learned about 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. Secondary students memorised different surahs and showed great love and respect for Quran. They enjoyed the recitation and worked hard to improve their understanding. Students learned about 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. May Allah (SWT) accept from them and reward them abundantly. Students who memorised the whole or some chapters of the Quran are playing an acknowledgeable role in helping others and sharing knowledge.

Specifically;

**Year 7** students recited Surah A-Takwir , identified the location, meaning of the key words and the story behind the Sura, while applying Tajweed Rules

**Year 8** students recited Surah An-Naba , identified the location, meaning of the key words and the story behind the Sura, while applying Tajweed Rules

**Year 9** students recited Surah Al-Qiama , identified the location, meaning of the key words and the story behind the Sura, while applying Tajweed Rules

**Year 10** students recited Surah Al-Jinn, identified the location, meaning of the key words and the story behind the Sura, while applying Tajweed Rules.





## Arabic :

For Year 1 to Year 5 Arabic classes; we started this term by assessing students' Arabic reading and understanding abilities.. For Year 1 we use Gateway to Arabic book, which contains translation of Arabic terms. Year 2-5 students have continued using the Arabic Reader textbooks. The textbooks do not contain translation of all or most of its contents. To overcome this barrier, we spent some time in translating the text while focusing on new Arabic vocabulary

In our classes we have different levels, which require more attention and inputs from both students and the teacher. To cater for all levels, the School provided assistants for helping students and we provided students with additional or different materials to work on

Al-Hamduli Allah, during Term one of this year, I prepared a diverse resource for enhancing students' learning of this precious language. As we know learning Arabic in a different setting requires a lot of efforts. Hence, I created a Google Classroom for primary classes from Year 1 to Year 5. The G. classroom is optional and made available for you to access and use it at any time. It contains all what you need to improve/advance learning of Arabic. For these classes the students have progressed well with the alphabets, writing, new vocabulary and basic grammar. They loved browsing various material from Google classroom and listening to different Arabic videos and Nasheed. This will also continue during next term in sha'a Allah. Specifically;







## Sh Adam's classes



All praise is due to Allah the almighty, and peace and prayers upon the prophet Mohammad and his family. In this term 1 of semester 1 , the students from kindy to year six have been learning subjects that focuses on Allah the creator and his attributes, what He is and what He is not, what He does and doesn't, Islam and Eeman, the prophet Mohammad and his character, the Quran and other books of Allah and their objectives, rewards of Allah almighty and His promises and discples to everyone.

And they have also learned about tawheed, shirk,Nifaaq , kufr ,kaafir, and their fundamental meanings, the compilation of the Quran and the the stages that took place.

For the high school level from year seven to ten, the focus was deeper in their learning about what is Islam and why Islam, the qualitative names of the Quran and its objectives, the divine names of Allah and His laws that applies to all, what is istighfar and the importance of it, the social discipline from surat Al-Hujutaat, analysis of Ayah Al-kursiy and what is a true piety,



Signs of Allah in nature, pondering the Quran, the true meaning of Ibaadah and the way to do it,

Understanding the word Allah through analysing surah Al-Fatiha and its message vs the Lord's Prayer,

The two different types of verses of the Quran, muhkam and mutashabihat,

And finally Al-asr, the formula of Success.







# ICT – K to 10 Primary



This term the Kindergarten and Year 1 students have been learning to identify how common digital systems (hardware and software) are used to meet specific purposes.

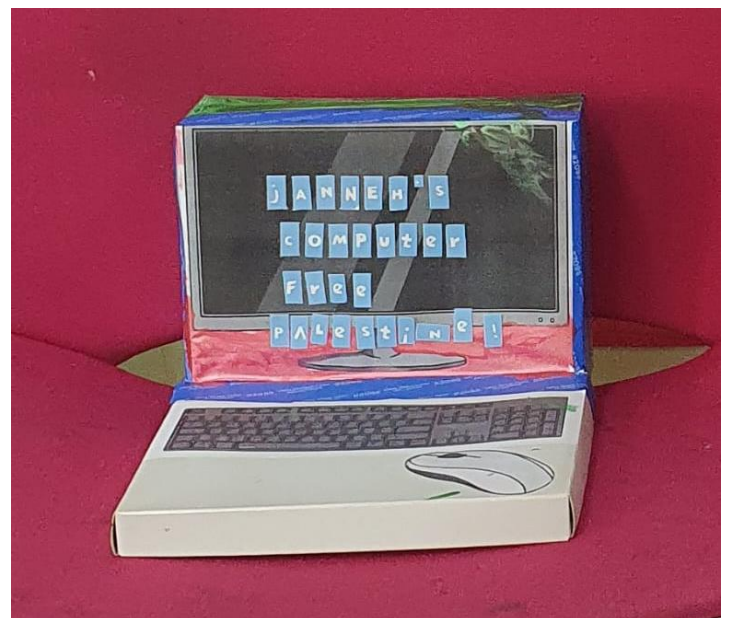
This term the Year 2 students have been learning to create and organise ideas and information using information systems.

This term the Year 3 students have focused on describing how a range of digital systems (hardware and software) and their peripheral devices can be used for different purposes.

This term the Year 4 students have learnt to define simple problems, design and implement digital solutions using algorithms that involve decision-making and user input. They can also explain how the solutions meet their purposes.

The Year 5 students can explain the fundamentals of digital system components (hardware, software and networks) and how digital systems are connected to form networks. They can also explain how digital systems use whole numbers as a basis for representing a variety of data types.

The Year 6 students through experiments can explain how information systems and their solutions meet needs and consider sustainability. They have been able to manage the creation and communication of ideas and information in collaborative digital projects using validated data and agreed protocols





# Secondary ICT

The Year 7 students can distinguish between different types of networks and defined purposes. They can explain how text, image and audio data can be represented, secured and presented in digital systems.

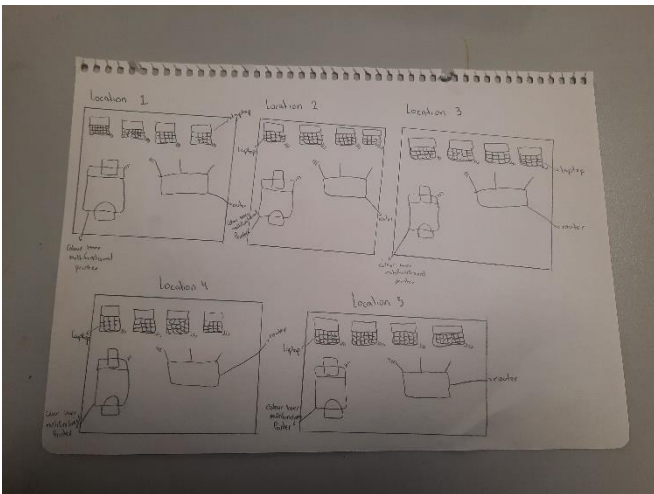
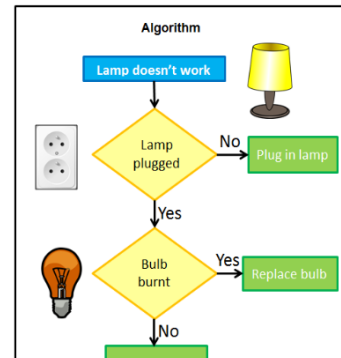
The Year 8 students have designed user experiences and algorithms incorporating branching and iterations, and test, modify and implement digital solutions. They can evaluate information systems and their solutions in terms of meeting needs, innovation and sustainability.

The Year 9 students can explain the control and management of networked digital systems and the security implications of the interaction between hardware, software and users. They can explain simple data compression, and why content data are separated from presentation. They have also planned and managed digital projects using an iterative approach.

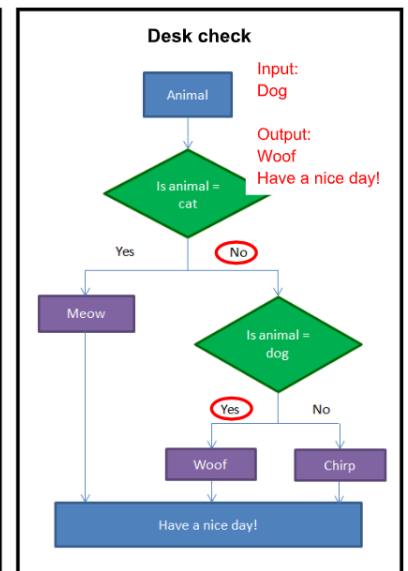
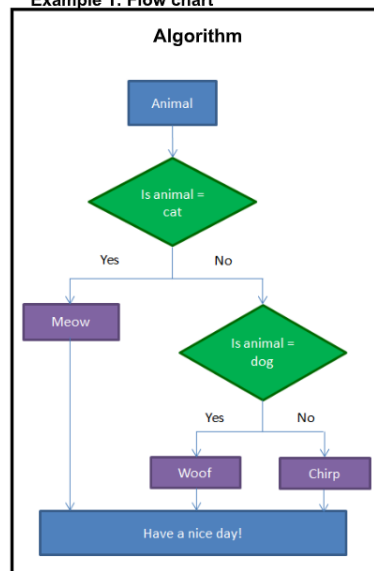
The students in Year 10 have learned through case studies how to take account of privacy and security requirements when selecting and validating data. They have tested and predicted results and implement digital solutions

Time of day:	AM				PM		
	8-9	9-10	10-11	11-12	12-1	1-2	2-3
Task: Fresh produce	■						
Task: Drinks	■	■					
Task: Unpacking		■					
Task: Clean kitchen		■	■				
Task: Cookies		■	■				
Task: Heat food				■			
Task: Serving				■	■		
Task: Salad		■	■			■	
Task: Sandwiches			■	■			
Task: Lunch					■	■	
Task: Clean				■	■		
Task: Count money							■
Task: bank money						■	■

Key: Responsibility  
■ Me ■ Michelle ■ Both



Example 1: Flow chart







## Arts and Health Newsletter



### **Visual Arts:**

It has been a great pleasure to work as an Arts and Health teacher at the Islamic School of Canberra this Term. While working in my role, I personally realised it has been an exciting learning opportunity for me as a teacher. In the Term 1 we lived the experience of Visual Arts in which we explored various styles and themes as well as developed our own personal style as an artist.

**Year 6:** In year 6 we explored to use visual conventions, visual arts processes and materials to plan and create artworks that communicate ideas, perspectives and meaning. We created beautiful Artworks inspired by Howard Arkley. We also learnt how to plan the display of artworks to enhance their meaning for an audience.

### **Year 7:**

In year 7 our focus had been to investigate ways that visual conventions in which visual arts processes and materials are manipulated to represent ideas, perspectives and meanings in artworks created across cultures, times, places. Through our learning journey we investigated the diversity of First Nations Australians' artworks and arts practices. We experimented with dot painting and created some beautiful pieces of artwork.



### **Identity and Diversity**





### Year 8:

In year 8 our learning experience was focused on the idea of 'Making' as well as 'Responding' to the styles and concepts in Visual Arts. During this journey, we generated, documented and developed ideas for artworks.

### Year 9:

In year 9 our focus in the Visual Arts was to investigate the ways that artists across cultures, develop personal expression in their visual arts practices to represent, communicate and challenge ideas and meaning. We experimented with visual conventions, visual arts processes and materials to refine skills and develop our personal expressions through art.

### Year 10:

In year 10 our focus had been to evaluate critical feedback when planning, developing and refining our visual arts practice. We selected and manipulated visual conventions, visual arts processes and materials to create artworks that reflected personal expression, ideas and perspectives.

### Health:

In Health this Term we explored the concepts of Identity and diversity. We also explored emotional health and managing changes and transitions.

### Year 7:

In Year 7 we analysed and reflected on the influence of values and beliefs on the development of identities.

### Year 8:

We explored Diversity and planned strategies to promote inclusion in the community. We also analysed factors that influence emotional responses and devise strategies to self-manage emotions.

### Year 9:

In Year 9 we analysed factors that shape identities and evaluated how individuals influence the identities of others. They also learnt to refine, evaluate and adapt strategies for managing changes and transitions.

### Year 10:

This Term in Year10 we learnt about emotional maturity. We evaluated emotional responses in different situations to refine strategies for managing emotions



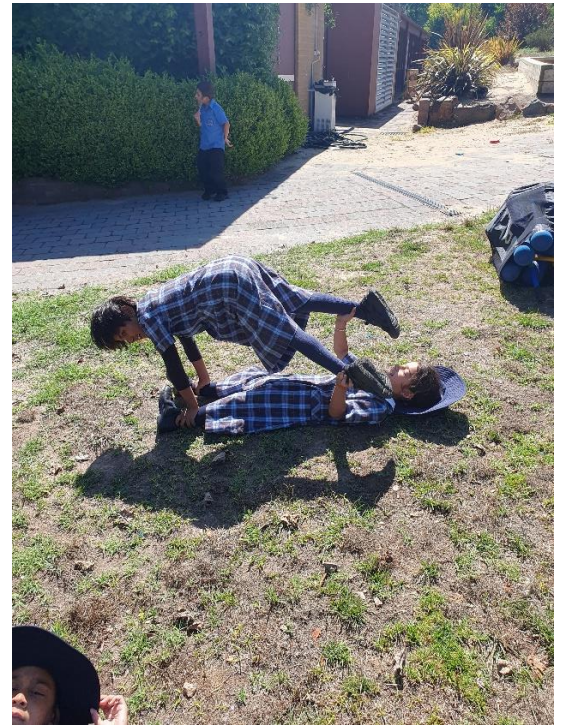


## PDHPE Newsletter



With all students using PE to practice their Cross Country, leading into the ISC Cross Country Day. PE lessons were very draining for all in the warm weather. From Kindergarten to Year 10 students propelled themselves around the school grounds on various courses to suit age levels.

Basketball, Cricket, Fundamental movement skills, Ultimate frisbee and hand eye striking have been just a few experiences for students in PE.









## Counsellor Newsletter



If you have any questions about school counselling and the service, please do not hesitate to contact me through the school. Alternatively, you can get in touch with me via my email [vrushali.bafna@catholiccare.cg.org.au](mailto:vrushali.bafna@catholiccare.cg.org.au)

Kindness is being friendly, generous, and considerate to others and ourselves. By being kind we are spreading happiness and joy to the world around us. Kindness can be as simple as a warm smile, a friendly nod or a word of encouragement. Research suggests that people who give to others even in small ways tend to be happier. We can promote kindness in our children through open conversations, being kind to others in their presence, and engaging in simple everyday actions that will bring joy to the lives of others as well as our own. Here's an interesting monthly plan to foster kindness as a value in our children. You can print this off, put it on your fridge and encourage your child/ren to engage in the activity. Remember to check in with your child/ren to see how they feel after an act of kindness.

If you would like to refer your child to the service this year, please use the link below or contact your child's teacher or the front office for a referral form.

<https://catholiccare.force.com/housing/s/school-referral-form>

Kind regards,  
Vrushali

### **School and Family Counsellor Profile**

Hello Parents and Carers, my name is Vrushali, and I have been appointed as the counsellor at the Islamic School of Canberra this year.

I wanted to take a few moments to tell you about me. I am a qualified Social Worker and have been working with families for over four years in different roles across the sector. I have worked with children and youth to promote social emotional learning, emotional regulation, problem solving skills, self-esteem and resilience to name a few. I have also worked with women and their families experiencing homelessness and/or at the risk of homelessness, domestic violence, family and relationship challenges and separation. Passionate about fostering student and family wellbeing through empathy, shared understanding and unconditional positive regard, I endeavour to work in partnership with students, parents, carers, and teachers while upholding strengths-based, child-centred practices to promote holistic wellbeing.

My hope is that this school year will be a fun year filled with learning, growth and lots of new adventures. I cannot wait to get to know you, your family, and most importantly your child! I will be at school on Fridays between 8:30AM and 2:30PM.





# School holiday camps on sale now!



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