

ISLAMIC SCHOOL OF CANBERRA



**WELCOME TO OUR 2026
NEWSLETTER!!**

SCHOOL MISSION

Islamic School of Canberra aims to promote excellence in learning and academic achievement through developing student curiosity and critical thinking. Islamic principles are embedded throughout the school, inspiring a desire for lifelong learning and the search for knowledge.

By offering a variety of activities both inside and outside of the classroom, and guided by Islamic values and experiences, ISC develops the student's whole personality, empowering each student to become informed decision makers.

Values

- respect
- honesty and trustworthiness
- responsibility
- acceptance



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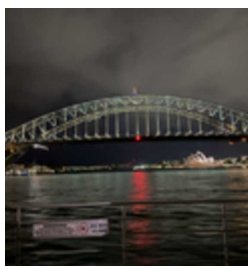
2025 Drone photo!!

IN THIS EDITION:



1- PRINCIPAL'S MESSAGE

Alhamdulillah, we have reached the end of Term 2 2026.
I am grateful to our students, staff, and families for their dedication.



2- YR 12 SYDNEY EXCURSION

Yr 12 had a two days excursion to Sydney. They were accompanied by the teachers (Br Duncan, Ms Farah and Ms Saba)



3- CLASS NEWS & MORE

Homeroom and specialist teachers have shown their teaching and learning

PRINCIPAL'S MESSAGE

As we come to the end of Term 2, we would like to share some of the highlights and important updates for our school community.

This term included the introduction of student teachers from Canberra University and from overseas (Indonesia). We are also in the process of upgrading our school systems, transitioning to SEQTA and Synergetic to enhance our software and online security.

Looking ahead, new college uniform updates have been confirmed for 2027. These include a grey skirt for Year 11-12 girls, as well as a new blazer and tie for senior students. In addition, we are pleased to announce that a new Year 1 class will be opening in Term 3.

Our Year 12 students enjoyed a rewarding trip to Sydney on 21 April, recognising their outstanding effort in fundraising to sponsor orphans. Other key events this term included School Photo Day, the Healthy Harold incursion for our younger students, a lockdown exercise, and our whole-school cross country event.

We also held a Year 10 information session to support subject selection for Year 11 in 2027, and observed Eid Ul Adha from 27-30 May.

Work continues on several important school projects, including the covered basketball area (expected to be ready in September), renovations to Block E, and upgrades to selected rooms in Block A



Dr Mahmoud Eid
Principal

We look forward to seeing these improvements completed in the next two months. Next term, we will start two more projects including new demountable classrooms and renovation of Block B.

The last day of term for the college is 26 June, with the rest of the students finishing on 2 July.

We wish all families a happy, safe, and restful Term 2 break, and we look forward to welcoming everyone back for Term 3, inshallah.

TERM IMPORTANT DATES

May & June 2026

Yr 10 immunisation	1/5/2026
Cross country	14/5/2026
Maths show incursion	20/5/2026
Eid Al-Adha (TBC)	26-28/5/26
Last day for College Term 2	19/6/2026



July 2026

Last day for students	2/7/2026
Last day for teachers	3/7/2026
Office closed	6-10/7/2026
Admin return Term 3	13/7/2026
Teachers return Term 3	20/7/2026
Students return Term 3	21/7/2026



August 2026

Secondary moderation day	13/8/2026
Character day	20/8/2026
AST sessions 1 & 2	25/8/2026
AST sessions 3	26/8/2026
Teachers return	20/4/2026
Students return	21/4/2026
Photo day	23/4/2026
Healthy Harold visit	28-30/4/26



September 2026

Dental visit	1/9 - 4/9/2026
Students last day	24/9/2026
Parent/Teacher Interview	25/9/2026



YR 12 STUDENTS SYDNEY TRIP

Alhamdulillah the school organised a very successful trip for our Yr 12 students to Sydney. They were accompanied by Br Duncan, Sr Farah and Sr Saba and the students had a spectacular time!!









CROSS COUNTRY

Kindy to Yr 12 students participated in the annual cross country day. Everyone enjoyed the day and congratulations to the winners!!





KINDY NEWS!!

Assalamualaikum Dear Kindy Cubs Families,

SubhanAllah, we are almost celebrating 100 wonderful days of learning together. Alhamdulillah! It has been a term full of growth, discovery, and joy, and I am so proud of my Charismatic Kindy Cubs. Alhamdulillah for a beautiful term of learning and growth.

In Literacy, the children have made fantastic progress. They can now blend and segment simple sounds and are confidently retelling stories. Many are reading and writing CVC and rhyming words, and some are even writing their "magic words." I am so proud of their progress!



In Maths, we have explored numbers through real-life play. The children are learning addition and subtraction through sharing and grouping activities, understanding how Maths helps us in everyday situations.

In Science, we investigated forces through fun push-and-pull experiments. The Kindy Cubs designed simple toys, made predictions, tested ideas, and enjoyed learning like real scientists.

In HASS, we learned about important celebrations and commemorations such as ANZAC Day, Eid, Ramadan, and Remembrance Day. Our visit to the War Memorial helped the children understand courage, sacrifice, and remembrance. The red poppy now holds special meaning for us. Thank you to all parents for your continued support and encouragement this term. It is deeply appreciated. I look forward to another exciting term ahead.

A Little Note for My Cubs:

Well done, Kindy Cubs! You make me love being your teacher more and more every day! Thank you for being soo Awesome!

Shahreen Rahman (Kindy Classroom Teacher)



YEAR 1 PIGEONS NEWS!!

"Little by little, a little becomes a lot." –
Tanzanian Proverb

Our Year 1 Pigeons have had a busy and exciting learning journey this term! I am proud of the enthusiasm and effort students continue to demonstrate across all learning areas.

In Mathematics, students have been developing their problem-solving skills by using mathematical modelling to solve real-life addition, sharing, grouping, and simple money problems. They have also been exploring number patterns through skip counting by twos, fives, and tens, as well as creating and extending repeating patterns using numbers, shapes, and objects.

In HASS, students have been learning about continuity and change by comparing aspects of their daily lives with those of their parents and grandparents. They have enjoyed examining objects from the past and present, interpreting information, and drawing conclusions about how life has changed over time.



In Science, students have been investigating daily and seasonal changes and discussing how these changes affect our everyday lives. They have also been learning to sort, organise, and represent data using tables and simple organisers. Our Arts lessons have focused on exploring nasheeds from different cultures and communities. Students have enjoyed listening to examples of nasheeds and developing their singing and simple instrument-playing skills.

We are incredibly proud of the growth, curiosity, and positive attitude our Year 1 Pigeons continue to demonstrate each day. We look forward to another wonderful semester of learning and discovery together inshAllah.

Nazmeen Rahman (Class Teacher: Year 1 Pigeons)

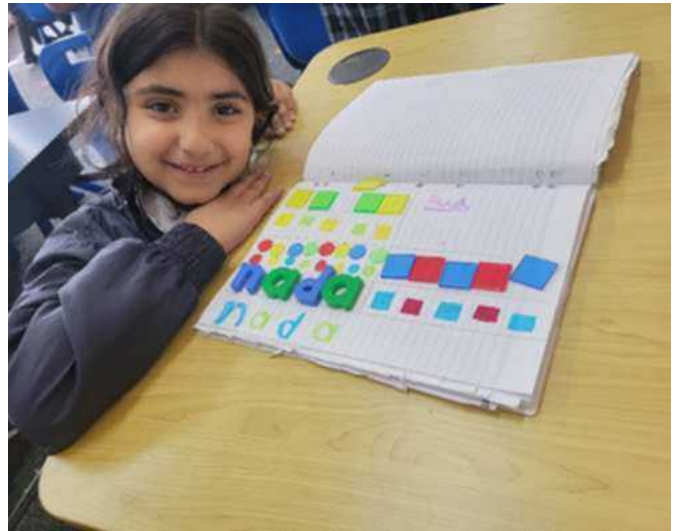
Hijaz Syeda (Learning Support Assistant: Year 1 Pigeons)



YEAR 2A NEWS!!

“Every child is an artist, an explorer, and a storyteller—learning grows when curiosity leads the way.”

Term 2 has been filled with discovery, creativity, and hands-on learning experiences. Throughout the term, students continued to strengthen their friendships and teamwork skills while embracing new challenges across all learning areas. It has been wonderful to see students grow in confidence, share their ideas, support one another, and take pride in their achievements. From becoming authors and mathematicians to scientists and musicians, our Year 2 students have truly enjoyed a term full of exciting learning adventures.



In English, students immersed themselves in the world of narratives and storytelling. They explored the structure and key features of narrative texts and developed their own creative stories. Alongside their writing, students continued to build their understanding of parts of speech, strengthening their grammar skills through a range of engaging activities. Reading and comprehension remained an important focus as students practised finding information, making connections, and responding thoughtfully to a variety of texts. In Mathematics, students investigated additive patterns, identifying, continuing, and creating number sequences. They developed valuable life skills through our money unit, learning to recognise the value of money, add amounts, and calculate change. Students also explored fractions, identifying and representing halves, quarters, and eighths, before finishing the term by collecting, organising, and interpreting information through our data unit.

In Science, students became young scientists as they investigated the fascinating world of sound. They explored how sound is made, how it travels, and how we hear it. Through hands-on experiments and investigations, students observed vibrations and discovered how different materials affect sound. One of the highlights of the term was designing and creating their own musical instruments, which they used to test and investigate how sound can be changed.

In HASS, students learned about significant places and their importance to Australia. They explored natural and built landmarks, discussing why these places are valued and how they contribute to Australia's identity. Working collaboratively with a partner, students researched a significant place and



and created an informative and persuasive brochure, encouraging others to visit and learn more about it.

In The Arts, students explored the elements of music through the beautiful tradition of nasheed. They listened to and discussed different nasheeds, identifying rhythm, beat, and expression. Students enjoyed engaging with music in meaningful ways while developing their appreciation of this important art form.

As we reflect on Term 2, we are incredibly proud of the enthusiasm, perseverance, and growth shown by all students. Their curiosity and willingness to learn have made this term a memorable one, and we look forward to seeing them continue to shine in the term ahead.

Warm Regards,
Nada Al-Jobouri
Year 2A Teacher

YEAR 2B NEWS!!

Dear Parents and Carers,
What a busy and exciting Term 2 we have had in Year 2! Students have worked extremely hard and should be very proud of their learning and growth throughout the term.

In English, students focused on retelling stories using sequencing and time words such as first, next, then, and finally. They explored narrative structure by identifying the beginning, middle, and end of stories, as well as characters, settings, problems, and solutions. Students practised retelling familiar stories both orally and in writing while improving punctuation, sentence structure, and descriptive language.



In Mathematics, students explored additive patterns and fractions. They learnt to identify and continue number patterns using different rules and developed their understanding of halves and quarters through hands-on activities and visual models. Students also enjoyed participating in an engaging Maths Incursion this term.

As part of the Year 2 Mathematics curriculum, students also participated in our in-class money system. Students earn a "salary" for classroom jobs and responsibilities and use this money to pay "rent" and "utilities." This has been a fantastic way for students to develop financial literacy skills, responsibility, and real-world understanding of money.

In Science, students investigated sound and vibrations. They explored how sound is made, how vibrations create sound, and the differences between loud, quiet, high, and low sounds through simple experiments and investigations.

In HASS, students learnt about important Australian landmarks and places including Uluru, the Great Barrier Reef, the Sydney Harbour Bridge, and Tidbinbilla. Students discussed why these places are important and explored natural and cultural features across Australia.

Warm Regards,

Ms Lizandre Anderson

Year 2B Teacher



This term, students also participated in the Healthy Harold Incursion, where they learnt about making healthy choices, wellbeing, and personal safety through engaging activities and discussions.

We also celebrated Mother's Day by creating special cards and gifts to show appreciation for the important people in our lives.

A highlight of the term was participating in Cross Country. Our students demonstrated excellent perseverance, sportsmanship, and enthusiasm throughout the event, and we were very proud of how well they represented our class and school.

Thank you for your ongoing support throughout the term. We hope you all have a safe and restful break and look forward to another exciting term ahead!



YEAR 3A NEWS!!

It has been a wonderful and productive Term 2 in Year 3A. I am incredibly proud of the growth that all students have demonstrated, both academically and personally.

Social and Emotional Learning

Throughout the term, students have become increasingly responsible, kind, and supportive of one another. They consistently show respect to all staff members and visitors they encounter around the school. It has been wonderful to see students developing stronger friendships, demonstrating empathy, and working collaboratively during learning activities. Students have also continued to build important life skills, including problem-solving, communication, and self-management.



Through daily interactions and our News Time sessions, students have become more confident in expressing their thoughts, ideas, and opinions. Additionally, they have shown significant growth in self-resilience, learning how to regulate their emotions more appropriately and respond positively to challenges.

English

This term, students focused on Recount Writing and Reading. They learned how to identify and use the structure of a recount, including the orientation, events, and reflection sections. Students also explored how to change base words into their past tense forms, including both regular and irregular verbs.



In Grammar, students developed their understanding of: constructing complete and meaningful sentences, writing correct compound sentences, prefixes and suffixes, the difference between homophones and homonyms, using "a" and "an" correctly before nouns, expanding simple sentences by adding: adjectives, adverbs, proper nouns and conjunctions (FANBOYS)

It has been pleasing to see students applying these skills to make their writing more detailed, engaging, and accurate.

Mathematics

In Mathematics, students worked on a variety of important concepts, including: Inverse operations, identifying and describing acute, right, and obtuse angles, understanding money values, solving more complex money transactions, calculating change and developing problem-solving skills through word problems

Students were encouraged to explain their mathematical thinking and apply different strategies when solving problems. Their persistence and willingness to challenge themselves have been commendable. Science

In Science, students explored Earth's Resources. They investigated the observable properties of soils, rocks, and minerals and learned about their importance as natural resources.

Students also: Planned safe investigations and fair tests using scaffolds, conducted investigations and observations, compared their findings with those of others, explained how they kept their investigations fair, identified further questions for inquiry and drew evidence-based conclusions

Towards the end of the unit, students also developed their understanding of how people use data to develop explanations and support scientific conclusions.

HASS

In HASS, students explored Australian Celebrations and developed an understanding of the significance of important events, symbols, and emblems that contribute to Australia's identity and diversity.



Students learned about: Australia Day, ANZAC Day, National Sorry Day, NAIDOC Week, Reconciliation Week and religious and cultural celebrations and festivals

Students also developed valuable inquiry skills by creating questions, locating information from different sources, collecting and recording data, and sharing their findings with others.

Thank You

I would like to thank all parents and caregivers for your ongoing support throughout the term. The partnership between home and school plays an important role in each child's success.

I am extremely proud of the effort, persistence, and positive attitude that every student in Year 3A has demonstrated this term. I look forward to seeing their continued growth and achievements throughout the remainder of the year.

Kind regards,

Ms. Lucy

Year 3A Classroom Teacher



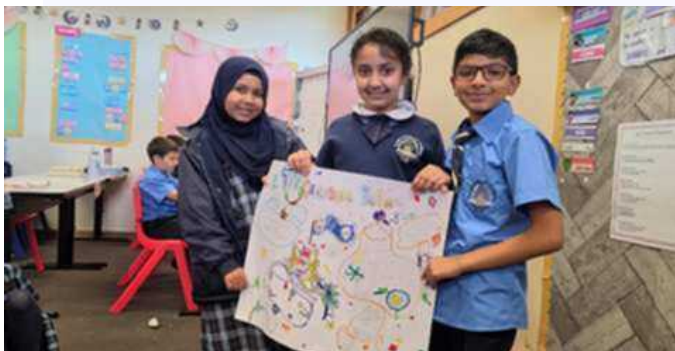
Dear Families,

As we come to the end of Term 2, I would like to take a moment to reflect on what has been a productive and rewarding term for our Year 3 students. It has been wonderful to see their growth, enthusiasm, and commitment to learning across all areas.

English

This term, we began exploring the novel *Matilda*, which has been an exciting and engaging experience for the class. Through this text, students have been developing their understanding of both literal and inferential comprehension, while building vocabulary and improving reading fluency.

YEAR 3B NEWS!!



In writing, students focused on the recount genre, where they explored the key elements of a well-structured recount. We also revised simple and compound sentences and introduced complex sentences. Students have been applying this knowledge through our differentiated "Sentence of the Day" activities, allowing them to practise and consolidate their learning in a meaningful way.

Mathematics

In Mathematics, students have been developing their skills in addition and subtraction, as well as exploring angles and working with money. We have incorporated hands-on materials and outdoor learning experiences to support understanding and provide opportunities to apply concepts in practical and engaging ways.

Science

In Science, students explored the unit on rocks, minerals, and soil. Through hands-on investigations and experiments, they developed their understanding of different types of rocks, their properties, and the importance of soil in supporting life. Students showed great curiosity and enthusiasm during these activities.

HASS

Students recently completed an in-class HASS group project focused on Australian states and territories. They researched key information, including emblems and interesting facts, and worked collaboratively to create and present posters. I was extremely impressed with their teamwork, creativity, and confidence during presentations. It was a wonderful way to conclude our HASS learning for the term.

The Arts

In The Arts, students explored nasheed, focusing on the elements of music and the composition of nasheeds. They engaged creatively in developing rhythm, melody, and expression, and thoroughly enjoyed participating in musical activities.

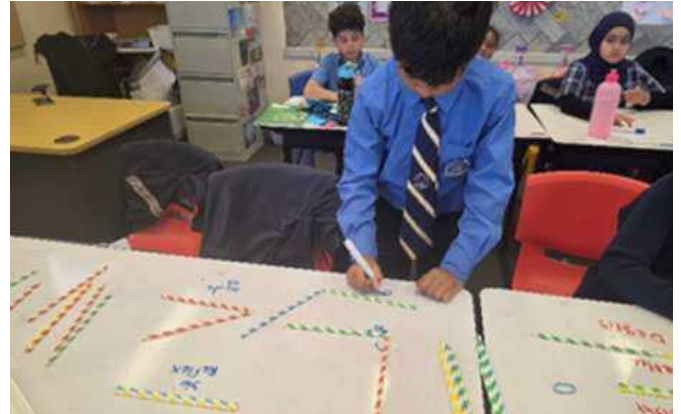


General Class Highlights

Throughout the term, students have demonstrated positive attitudes towards learning and have continued to build their independence and responsibility. Their efforts in class discussions, group work, and daily tasks have been commendable.

Thank you for your continued support throughout the term. I wish all families a safe and restful break, and I look forward to another exciting term ahead.

Regards,
Sara Suleiman

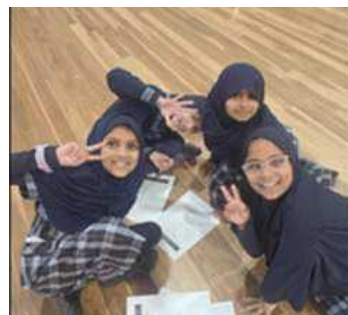


YEAR 4A NEWS!!

It has been a wonderful and busy time in Year 4!

Students have been enjoying learning about information texts, exploring how to organise facts and share their ideas clearly with their readers.

They work on their weekly spelling every day to improve their word knowledge and vocabulary alongside working on grammar and reading skills. In Mathematics, students have been building their understanding of fractions, while also practising rounding and estimation to strengthen their number sense.



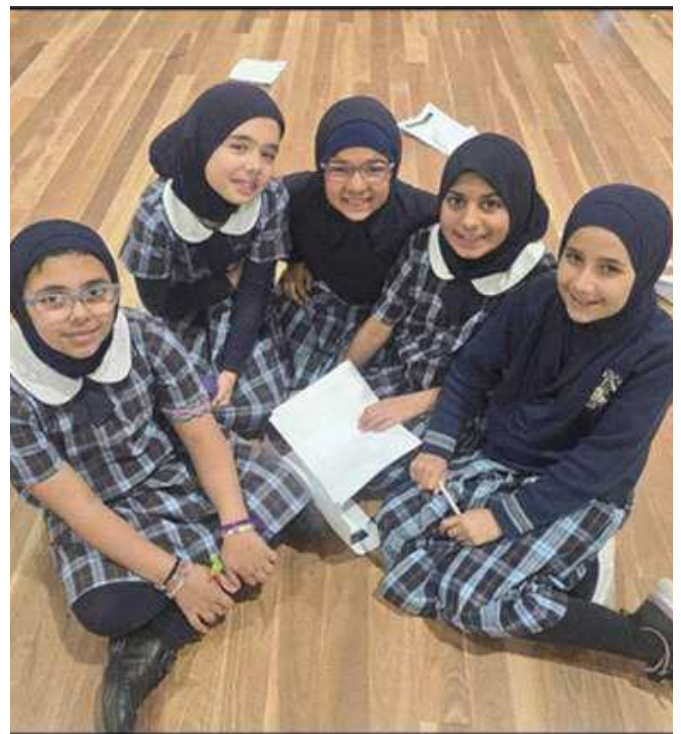
They have been working hard to develop confidence in multiplication and division, and it has been great to see their progress. Students also participated in an exciting Maths incursion, where they engaged in hands-on and interactive activities that made learning Maths fun and meaningful.

Students have been learning about Aboriginal peoples and their deep connection to Country, developing a deeper appreciation for culture, land, and traditions. In Science, we have been exploring the water cycle, and students have shown great curiosity in understanding how water moves through our environment.

Our students had a fantastic time participating in Cross Country, showing wonderful enthusiasm and proudly supporting their houses. We also enjoyed learning about and celebrating Eid, sharing in the joy and significance of this special occasion.

We are very proud of all the effort students have been putting into their learning and look forward to many more exciting experiences ahead!

Ms Somia



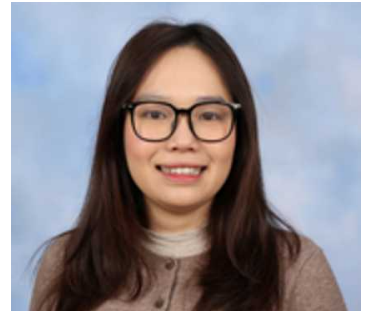
YEAR 4B NEWS!!

Assalam Alaikum Dear Parents and Carers,
As Term 2 draws to a close, we are delighted to reflect on the wonderful learning journey our Year 4B students have experienced this term. It has been a busy and rewarding semester filled with curiosity, creativity, perseverance, and growth. We are incredibly proud of the effort and enthusiasm students have shown across all learning areas.

English – Growing as Readers, Writers and Communicators

This term, students focused on Information Report Writing, learning how to organise facts into clear and logical sections using headings, paragraphs, and topic-specific vocabulary. They strengthened their grammar, punctuation, and sentence structure skills while developing their ability to write informative and engaging texts.

Students also explored a variety of spoken and multimodal communication tasks. Through class discussions, presentations, and collaborative activities, they practised expressing their ideas clearly and confidently.



. They learned how to engage an audience through appropriate volume, expression, eye contact, and visual supports, becoming more effective and confident communicators.

Mathematics – Building Strong Number Sense
In Mathematics, students developed their understanding of key number concepts through problem-solving and real-world applications. They strengthened their skills in the four operations—addition, subtraction, multiplication, and division—while learning to estimate, round, and check the reasonableness of their answers.



Students explored fractions and decimals, including equivalent fractions, comparing and ordering fractions, locating fractions on a number line, and converting fractions to decimals. They also investigated place value and the impact of multiplying and dividing by powers of 10 and 100. Through hands-on activities, games, and visual representations, students demonstrated increasing confidence and fluency in their mathematical thinking.



Science – Exploring the Water Cycle

Our young scientists investigated the fascinating journey of water through the environment. They explored the stages of the water cycle, including evaporation, condensation, precipitation, and collection, and examined how water moves continuously through our world.

Students developed their scientific inquiry skills by making predictions, asking questions, conducting investigations, and recording observations. They also learned about fair testing and safety during practical activities. These hands-on experiences encouraged curiosity, critical thinking, and a deeper appreciation of the natural world.

HASS – Learning About Australia's First Peoples

This term, students explored the rich histories, cultures, and traditions of First Nations Australians. They learned about social organisation, kinship systems, traditions, Songlines, and the enduring connection Aboriginal and Torres Strait Islander Peoples have with Country and Place.

Through discussions and inquiry-based learning, students developed a greater appreciation for the diversity and resilience of First Nations cultures and gained valuable insights into Australia's shared history and heritage.

Civics and Citizenship – Diversity and Belonging

In Civics and Citizenship, students explored the importance of diversity within Australian communities. They investigated how cultural, religious, and social groups contribute to personal identity and strengthen communities. Students discussed the significance of rules and laws in promoting fairness and safety and reflected on how individuals can contribute positively to society.

Through these conversations, they developed a deeper understanding of inclusion, respect, and belonging.

Health – Respecting Diversity and Building Positive Relationships

In Health, students examined how valuing diversity contributes to individual and community wellbeing. They explored strategies for demonstrating kindness, empathy, and inclusion and reflected on the positive impact these actions have on creating supportive environments.

Through class discussions and collaborative activities, students strengthened their understanding of respectful relationships and learned how their choices can help foster a safe and welcoming community for everyone.

Design and Technology – Developing Digital Citizenship

This term, students continued to build their confidence and capability when using digital technologies. Areas of focus included:

- Using digital tools effectively for learning, collaboration, and organisation.
- Practising safe and responsible online behaviours.
- Understanding the importance of strong passwords and secure access to online accounts.
- Learning about personal information and how to protect data in digital environments.

Students demonstrated increasing confidence in using technology responsibly while developing important digital citizenship skills that will support their future learning.

As we conclude another successful term, we would like to thank parents and carers for your ongoing support and partnership. Your encouragement plays an important role in your child's learning journey. We wish all families a safe, restful, and enjoyable break and look forward to another exciting term of learning in Term 3, Insha'Allah.

Kind regards,

Ms Katie

Year 4B Teacher

YEAR 5A NEWS!!

Year 5A has had a busy and exciting term filled with engaging learning experiences across all subject areas.



In English, students explored Persuasive Writing, learning how to structure effective arguments and use persuasive language techniques. They wrote on thought-provoking topics such as whether social media should only be accessed at age 16, whether homework should be compulsory, and why everyone should learn how to cook. Students also strengthened their reading skills through PROBE Reading Comprehension and continued developing their spelling and grammar through Language Conventions lessons.



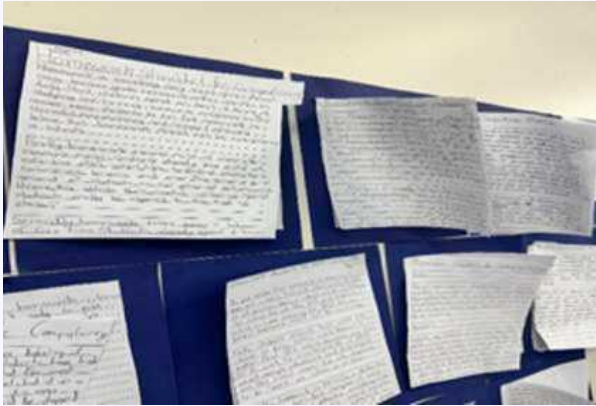
In Mathematics, students worked with fractions, decimals, and percentages. They learned to add and subtract fractions, order and compare decimals, and make connections between fractions, decimals, and percentages through a variety of hands-on and problem-solving activities.



In Science, students investigated weathering, erosion, and deposition through experiments and inquiry-based learning. They showcased their understanding by presenting a science project explaining how these processes shape Earth's surface.

In HASS, students explored the Gold Rush, the Eureka Stockade, and the role of significant individuals in Australia's history. They evaluated primary and secondary sources, researched notable Australians featured on Australian currency, and developed empathy by writing diary entries and letters from the perspective of miners living in the 1800s.





In Digital Technologies, students completed activities on Code.org, designed algorithms, and created their own interactive games or digital stories.

In The Arts, students explored the elements of music and songwriting. They wrote poems on themes such as friendship, sport, food, seasons, and memories, then transformed them into original songs by adding rhythm, melody, and instrumental accompaniment before presenting their compositions to the class.

I am incredibly proud of the enthusiasm, creativity, and effort Year 5A students have shown throughout the term.

Ms. Charisse



YEAR 5B NEWS!!

Salaamalaikum dear parents and my amazing students,

The students came back refreshed. The flabbergasting freezing mornings couldn't affect our dedication for teaching and learning, it was steadfast and several goals were achieved. What a stupefying term. Alhamdolillah.



In English, the following areas were focused:

Writing- Students revised the three main purposes of writing and how structure and language features forms a crucial part of every writing.

They were introduced to Exposition text and learnt how these texts are used in various contexts to convince the audience. They learnt how specific introduction, conclusion and detailed TEEEL paragraphs form the structure of this text.

Reading- Students read varied levelled text types from exposition-narratives-procedures etc. suitable to their reading level to answer literal, inference, vocabulary, evaluative and text organization/reaction questions.

They used the strategies taught- looking for key words, images, annotating highlighting and elimination to answer questions.

Spelling and Grammar: This area was focused through writing tasks where students learnt to incorporate emotive words, high modality words

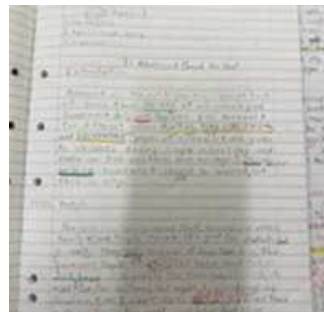
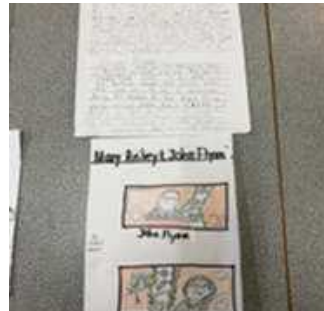


abstract nouns, conjunctions, and paragraph starters suitable for exposition text. Through re-reading each paragraph/proof-reading/conferencing with teacher they focused on spelling errors.

In Math we covered the Number strand. Students learned about Fractions, Decimals, Percentages, Factors and Multiples. Math seemed to be my students FORTE.

Students learnt how the above three topics are interrelated. We started from basics to draw and write a fraction followed by finding equivalent, converting proper to improper and many more sub-topics. They learnt how decimal numbers fall on the right side of place value chart. Problem solving skills were enhanced by applying the knowledge to worded problems. Science: Terms focus was, Weathering, Erosion and Deposition. Students learnt how landforms are created and could be reshaped and destroyed due to them. Through research they identified how water and wind are the major factors. They learnt about the 3 types of weathering-Mechanical, Chemical and Biological. They learnt about the various natural disasters and were surprised to research and identify the ones prevalent in Australia. They found how destructive the bush fires, droughts, floods and cyclones could be on our native land. The learning was enhanced through an experiment about the topic. HASS: This term students build on the knowledge from last term. They learnt about the famous people from Australian history, especially the ones posted on the currency. They learnt in depth about the effects of Gold Rush and Eureka stockade and explored to learn how these significant historical events contributed to the development of laws and early government. They created comic strips to timeline the events that lead to the stockade.

The Arts: students learned about the various elements of Art and how they are incorporated in nasheeds. They wrote creative poems and practiced performing with Tempo, silence,



Dynamics, Texture, Duration and Pitch. They also used some instruments and sounds to enhance their performance.

ICT: Students learn and develop their Coding skills through online programs- Code.org and Scratch. They used the program to create characters, change backgrounds, develop mini-game-using loops, inputting sound effects and use various blocks to run the assigned tasks.

Alhamdulillah we had an exciting term. Have a restful break my dear students. Enjoy! **Joohi**

YEAR 6A NEWS!!

"Somewhere, something incredible is waiting to be known." – Carl Sagan

Another term finished and we are now half way through Year 6! This term has brought a lot of fun and laughter, with the Year 6 classroom constantly full of life.

In English, we have delved further into persuasive writing, specifically practicing writing persuasively in an essay structure. The students have learned how to use emotive language and other persuasive devices to influence their readers' to agree with their opinions. Year 6 have also learned that, in order to write persuasively, you have to be able to understand and analyse other persuasive texts. Students also created their own persuasive speeches with a multimodal focus.

In Technology, students have learned about digital footprints, privacy, and using digital tools effectively to share information online. The students have used Scratch, an online coding site, this term to effectively share digital information.

This term, the students of Year 6 have been studying Chemical Sciences, specifically focussing on reversible and irreversible changes, and soluble solutions, completing several experiments throughout the term to test their knowledge. Year 6 students recently conducted a fascinating experiment to explore reversible and irreversible changes using ice, cheese, wax, and bicarbonate soda. The classroom buzzed with excitement as students eagerly observed and recorded their findings.

They watched ice melt into water and refreeze, understanding it as a reversible change. Melting cheese and wax showed reversible properties, too, though they noted differences in texture and state.



However, bicarbonate soda did not have any melting and reversible reactions at all. Students enjoyed the hands-on experience, engaging enthusiastically while discussing their observations. This experiment not only deepened their understanding of scientific concepts but also sparked a genuine interest in chemistry.

Year 6 have explored Civics and Citizenship in HASS this semester. They have learned about the key institutions of Australia's system of government, and the roles and responsibilities of the 3 levels of government. Part of their learning has been based around elections – as an interactive lesson, students created their own election posters that were to be created to encourage others to 'vote' for them.

Maths this term has brought a new range of skills to the Year 6 students. Students have used all 4 operations with decimals and connected decimal representations of measurements on the metric system. We have learned how to solve problems, including finding a fraction, decimal, or percentage of a quantity. Mathematical modelling has been used to solve financial and other practical problems involving percentages. Students have learned how to identify the parallel cross-section for right prisms and learned how to create tessellating patterns using combinations of transformations of shapes.

I am looking forward to the next semester of learning and watching the students continue to grow. Have a happy and safe holidays, Insha'Allah.

Kind Regards

Mrs Neha 😊



A monkey, a squirrel and a bird are racing to the top of a coconut tree.

Who will get the banana first?



I go around the world but never leave the corner.
What am I?



Answers: 1. Race car, 2. No one, it's a coconut tree, 3. Stamp

YEAR 6B NEWS!!

Assalamu Alaikum Parents and Families, Term 2 has been a productive and rewarding term for the Year 6B boys, with a strong focus on both character development and academic growth.



Throughout the term, students have worked hard to develop important life skills while continuing to build their knowledge and understanding across all learning areas.

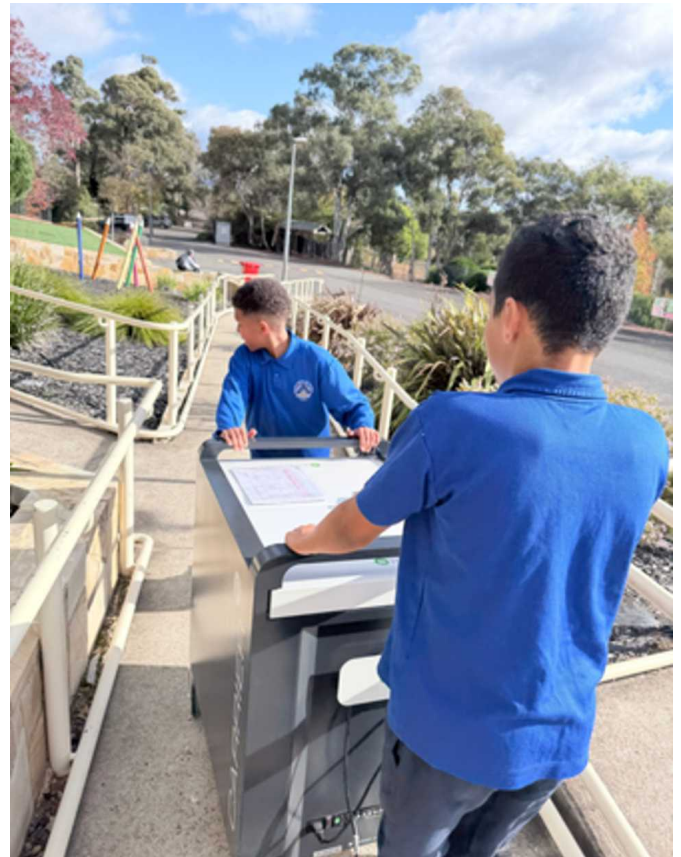
A key focus this term has been the cultivation of positive character traits and soft skills. Students have been encouraged to demonstrate respectful behaviour, practise good manners, and take responsibility for their actions. We have spent time discussing the importance of greeting school staff respectfully, regardless of whether students know them personally, and recognising the value of appreciating the people and opportunities around them.



The boys have been encouraged to consistently use words such as "please" and "thank you", to act with honesty, and to show kindness and integrity in their daily interactions. These lessons have been embedded throughout classroom life and remain an important part of our learning culture.

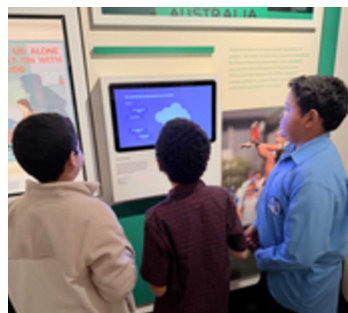
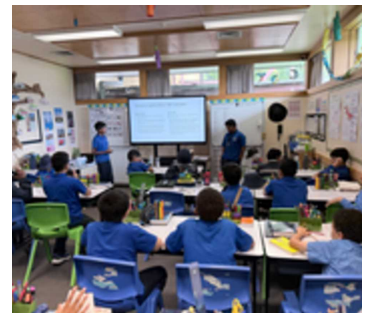
In English, students continued to strengthen their reading comprehension skills through a variety of reading activities, discussions, and text analysis tasks. Grammar concepts were integrated into both reading and writing lessons to help students apply their understanding in meaningful contexts. Students also focused on developing their writing skills through the use of the TEEL structure, learning how to construct clear and well-organised paragraphs supported by evidence and explanation.

In Mathematics, students explored fractions, decimals, percentages, financial mathematics, problem-solving, tessellations, and cross-sections. Learning experiences included individual tasks, partner activities, collaborative discussions, and mathematical investigations designed to deepen understanding. Students were encouraged to explain their thinking, justify their reasoning, and apply their knowledge to solve increasingly complex problems. Science lessons focused on heating and cooling, reversible and irreversible changes, and the solubility of substances. Through investigations, observations, and whole-class discussions, students developed their scientific understanding while strengthening their inquiry, reasoning, and communication skills.



In HASS, particularly History and Civics and Citizenship, learning was delivered through a highly interactive and student-centred approach. Students were encouraged to connect new knowledge with their prior learning, ask questions, share ideas, and contribute to meaningful class discussions. While these sessions were often lively and engaging, they provided valuable opportunities for students to learn from one another while developing their confidence, critical thinking, and communication skills under clear teacher guidance and support. One of the highlights of the term was the students' involvement in planning a proposed excursion to the National Zoo and Aquarium. Students worked collaboratively to organise ideas, prepare documentation, and follow school procedures required for approval. This authentic learning opportunity helped develop leadership, organisation, teamwork, communication, and responsibility skills while allowing students to take ownership of a meaningful project. The boys also demonstrated excellent effort and perseverance during the Cross Country event. Students approached the challenge with determination, resilience, and positive sportsmanship. It was wonderful to see them encouraging one another and striving to do their personal best throughout the event. As we reflect on the term, we are proud of the growth shown by the Year 6B boys, not only in their academic learning but also in their character, confidence, and sense of responsibility. We thank families for their continued support and partnership and look forward to another successful term of learning and achievement ahead.

Thank you
Kind Regards
Ms An



SECONDARY MATHS & SCIENCE NEWS!!

Year 7 Mathematics

During Term 2, Year 7 students continued to strengthen their number skills through fractions, percentages, ratios, rates, decimals, and introductory algebra. Students practised multiplying and dividing fractions, working with mixed numbers, calculating percentages of amounts, comparing best buys, and applying decimal operations.



Later in the term, students began developing their algebraic thinking by substituting values, simplifying expressions, using like terms, expanding brackets, and solving simple equations. Regular revision, practice activities, and assessments helped students build confidence and identify areas for improvement.

Year 7 Science

In Year 7 Science, students explored a range of important scientific concepts, beginning with forces and gravity as a non-contact force.

They then investigated the properties of substances, including physical and chemical properties, states of matter, changes of state, and density. Students also studied mixtures and separation techniques, including separating insoluble and soluble substances and purifying water. Hands-on learning and review questions supported students in connecting scientific ideas to real-life examples. Students also had the opportunity to research how Aboriginal peoples used the physical properties of natural materials, such as ochre, clay, and charcoal, for painting and tools.



Year 8 Science

Throughout Term 2, Year 8 students studied energy in different forms, including energy around us, energy efficiency, sound energy, heat transfer, and light energy. Students participated in practical activities such as the foil spinner experiment and heat conduction investigation to help them understand energy transfer in a more meaningful way. Later in the term, students explored electricity, including electric current, voltage, resistance, and the difference between series and parallel circuits. They also investigated renewable and non-renewable energy sources and considered how cultural perspectives and world views can influence the development of scientific knowledge.

Year 9 Science students engaged with the topics of heat, sound, light, electromagnetic radiation, and electricity during Term 2. They explored heat transfer, sound waves, light, hearing and seeing, and then moved into the electromagnetic spectrum, including visible light, low-frequency radiation, and

high-frequency radiation. Students also completed research work on the electromagnetic spectrum before beginning their study of electricity. In the electricity unit, students learned about simple circuits, measuring electricity, practical circuits, electromagnets, motors, and generators. These topics helped students develop a stronger understanding of how energy and electricity are used in everyday life and modern technology.

Year 7 Arts

During Term 2, Year 7 Arts students explored music through a creative and hands-on assessment task. Students designed and made their own musical instruments using available materials, then used their instruments to create and perform their own instrumental rhythms. This activity encouraged creativity, problem-solving, rhythm awareness, and confidence in performance. Students enjoyed the opportunity to express their ideas in a practical way while developing their understanding of how sound can be created and organised into rhythm.

Student Teacher Support – Ms Annisa

This term, it was very helpful to have Ms Annisa working with our classes as a student teacher. She supported students throughout the term by assisting during lessons, helping students with class activities, answering questions, and providing encouragement when students needed extra guidance. Her support was especially valuable during practical, revision, and assessment tasks, as students were able to receive more individual help. We sincerely appreciate her contribution, positive attitude, and the care she showed towards students' learning and wellbeing throughout the term.

Substitution in Real Life: Footy Scores: AFL Style

AFL teams score Goals (6 pts) and Behinds (1 pt). Formula: $P = 6g + b$ (P =total, g =goals, b =behinds).



5 Goals 8 Behinds

$$P = 6(5) + 8$$

$$P = 30 + 8$$

Total: 38 points

30 + 8 = 38

Goal Pts Behind Pts Total Pts

Step 1: Identify - Team scores 5 goals ($g=5$) and 8 behinds ($b=8$)

Step 2: Substitute - Replace letters: $P = 6(5)$

Step 3: Evaluate - $6 \times 5 = 30$; $30 + 8 = 38$ total



Energy Transfers and Fire Practices of First Nation Aboriginals

Aboriginals used several traditional ways to start fires including the fire drill, fire saw and percussions method. These methods use friction to create heat, the heat produces a small ember that can be added to dry tinder and blown gently until a fire starts.

Aboriginals used cool burns to carefully manage the land, these controlled fires helped reduce dry vegetation and helped prevent larger bushfires. Cool burns were also an important part of maintaining ecological balance in Australian ecosystems.

Fire was very important to Aboriginals because it provided warmth, light, protection, and a way to cook food. Fire was also used in cultural practices such as smoking ceremonies, which are important for spiritual, cultural, and social purposes.

Electrical Safety: Fuses

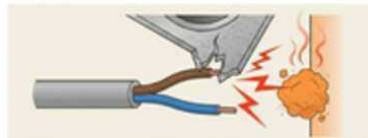


FIGURE 6.3.9 Each colour fuse in this car will melt at a different temperature and current.

- Electricity is lazy, so it always looks for an easier path with less resistance
- If an appliance breaks, a short-circuit creates an unintended, easier path for the massive current to escape
- Massive current will melt fuses, breaks the circuit and stops the current, like in older house, car, and electronic devices.

The Physics of Hearing

Hearing begins as **longitudinal waves** of pressure. Our ears perform a remarkable mechanical translation to turn those waves into something the brain can understand.



The Outer Ear

The **pinna** catches sound waves and funnels them into the ear canal to the **eardrum**, causing it to vibrate.



The Middle Ear

The eardrum moves the **ossicles** (hammer, anvil, stirrup). These three tiny bones act like levers to **amplify** the force of the vibrations.



The Inner Ear

The stirrup pushes against the **cochlea**. Inside this fluid-filled spiral, mechanical vibrations are converted into electrical signals by tiny **hair cells**.

DIGITAL TECHNOLOGIES

Years 8-10 – Cross-Curricular Digital Arts and Technology Project

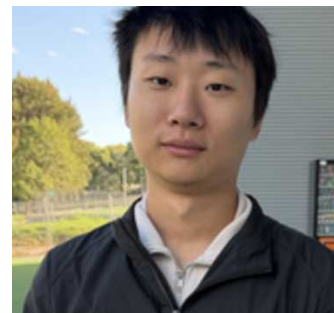
Students in Years 8 to 10 have been working on a cross-curricular project that combines Digital Technologies with creative arts. In this project, students explored how digital tools can be used to create structured creative compositions using patterns, layers, timing, sequencing and digital editing techniques.

Students planned and developed their own digital compositions by arranging different elements into a clear structure. They considered how repetition, contrast, transitions and layering can be used to create an effective final product. Throughout the project, students used technology to edit, refine and improve their work, while also developing their understanding of how digital media can be planned and presented for an audience.

This project also encouraged students to work through the full design process: brainstorming ideas, developing a plan, creating a draft, testing their work, receiving feedback and making improvements. Students demonstrated creativity, patience and problem-solving as they refined their projects over several lessons.

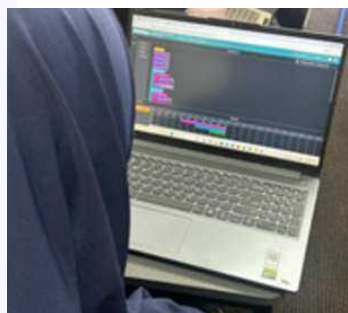
Across all year levels, it has been pleasing to see students growing in confidence as digital creators. They have not only learned how to use technology, but also how to plan, design, test and improve their own digital products. We are proud of the effort students have shown this term and look forward to seeing their continued growth in Digital Technologies.

Mr Dai



This term in Digital Technologies, students have been developing their creativity, problem-solving skills and technical confidence through animation, game design and cross-curricular digital arts projects. Year 7 – Animation and Game Design

Year 7 students have been learning how to design and create simple digital animations and interactive games. They explored how movement, timing, backgrounds, characters and user controls work together to create an engaging digital product. Students practised using sequences of instructions to make objects move, respond to user input and interact with other elements on the screen. As part of their game design work, students planned their ideas, created characters and settings, tested their games, and made improvements based on how well the game worked. Through this process, they developed important computational thinking skills such as sequencing, debugging, problem-solving and evaluating their own work.





As we move through Term 2 and Semester 1 draws to a close, I wanted to take a moment to step back from the day-to-day and reflect on what learning has looked like across the school this year.

This term has been a productive and energising period for our Secondary School as we continue to refine our curriculum, strengthen assessment practices, and ensure that every student experiences high-quality learning. Our focus remains on consistency, clarity, and meaningful progress for all learners.

Over the past weeks, teachers have been engaging deeply with curriculum documentation, reviewing unit plans, aligning assessments, and ensuring that learning intentions and success criteria are explicit and purposeful. This ongoing work supports coherence across year levels and helps students understand not only what they are learning, but why it matters.

Classroom walk-throughs have highlighted strong engagement and a positive learning culture. Students are increasingly confident in articulating their thinking, collaborating with peers, and taking ownership of their learning. Teachers continue to demonstrate professionalism and adaptability, using data and observation to guide instruction and respond to diverse learning needs. Walking through classrooms, I've seen Year 7 students settling into the rhythm of secondary study, other students grappling with the demands of their courses, and a lot of quiet, steady progress happening in between. Curriculum is sometimes thought of as documents and frameworks, but what it really comes down to is the work students do every day and, on that front, there's plenty to be proud of.

A key priority this term has been assessment moderation. Faculty teams have been analysing student work samples to ensure fairness, accuracy, and alignment with achievement standards. These conversations strengthen our shared understanding of quality evidence and support consistent, reliable reporting across subjects.

Professional learning has also played an important role. Staff have participated in targeted sessions focused on instructional strategies, curriculum clarity, and effective use of digital tools. These opportunities reinforce our commitment to continuous improvement and collective efficacy.

As we move forward, our focus will remain on supporting teachers through clear processes, collaborative structures, and access to high-quality resources. Our goal is to ensure that every classroom is a place where students feel challenged, supported, and inspired to achieve their best.

By the end of term, families will receive Semester 1 reports. These reports are designed to give a clear picture of where students are, what they've achieved, the effort they've brought to their learning, and the areas where there's room to grow.

For the students, Semester 2 is a chance to build on solid foundations. The habits formed now organisation, asking for help, keeping on top of assessment are the ones that pay off as the work becomes more demanding in the senior years.

Learning doesn't stop at the school gate, and the partnership between home and school makes a real difference.

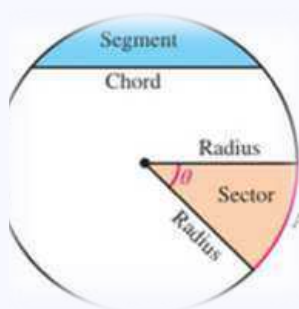
Wishing all our students a strong finish to the semester and a well-earned break to recharge before Term 3.

Farah Gondal

Secondary Curriculum Coordinator



Term 2 is shaping up to be a busy and practical one in mathematics, with both Year 10 and Year 8 working on topics that reach well beyond the textbook and into the everyday world. This is one of my favourite stretches of the year, precisely because so much of the content asks students to use



maths the way it is actually used outside the classroom to measure, to estimate, to navigate, and to make decisions.

In Year 10, the focus this term was firmly on measurement and reasoning in three dimensions. Students learned to find the surface area and volume of composite objects the kinds of shapes made by combining simpler ones, such as a grain silo built from a cylinder and a cone, or a swimming pool that changes depth along its length.

Working out how much material covers an object, or how much it can hold, means breaking it into parts, choosing the right units, and putting the pieces back together carefully. Alongside this, we applied Pythagoras' theorem and the trigonometry of right-angled triangles to genuine problems: finding the height of a tree or a building without leaving the ground, working with angles of elevation and depression, and using direction and bearings to describe and calculate journeys. These are the same techniques used by surveyors, builders, pilots and navigators, and I am keen for students to see that connection.

Area formulas

Square: $A = l^2$

Rectangle: $A = lw$

Triangle: $A = \frac{1}{2}bh$

Parallelogram: $A = bh$

Trapezium: $A = \frac{1}{2}(a + b)h$

- Kite: $A = \frac{1}{2}xy$

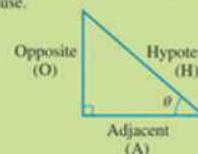
- Circle: $A = \pi r^2$

- Sector: $A = \frac{\theta}{360} \times \pi r^2$

- Ellipse: $A = \pi ab$

Trigonometric ratios (SOHCAHTOA)

In a right-angled triangle, the longest side is called the hypotenuse.



If an acute angle is known, then the trigonometric ratios can be defined as:

$$\sin \theta = \frac{O}{H}, \cos \theta = \frac{A}{H}, \tan \theta = \frac{O}{A}$$

An acute angle can be calculated when two sides are known using the inverse operation of the correct trigonometric ratio.

e.g. Since $\sin(30^\circ) = 0.5$, then $\sin^{-1}(0.5) = 30^\circ$; read as 'inverse sine of 0.5 is 30° '.

In Year 8, mathematical modelling was also front and centre, this time through ratios, percentages and rates in measurement and money. Students were tackling problems they will recognise from daily life comparing "best buys" at the supermarket, working out discounts and unit prices, scaling recipes, and reasoning about speeds and budgets. We also strengthened measurement skills with metric units, finding the perimeter and area of composite shapes such as an L-shaped room, and calculating the volume of right prisms like boxes and tanks. Circles got their turn too, with students using formulas to find the area and circumference of everything from pizzas to bicycle wheels. Rounding out the term is a topic students often enjoy: solving problems about duration across both 12- and 24-hour time, and across multiple time zones perfect for working out flight times, or when it would be reasonable to call a relative overseas.

Farah Gondal
Mathematics Teacher
Year 8B, 10A and 10B

SECONDARY HASS NEWS!!

Exploring the Past, Understanding the Present, Shaping the Future

This term, students across Years 7-10 have been actively engaged in exploring the past and making connections to the present through a range of dynamic and interactive learning experiences in History and Civics and Citizenship. From ancient Australia to modern global issues, students have developed a deeper understanding of how societies change over time and how they can participate as informed citizens.



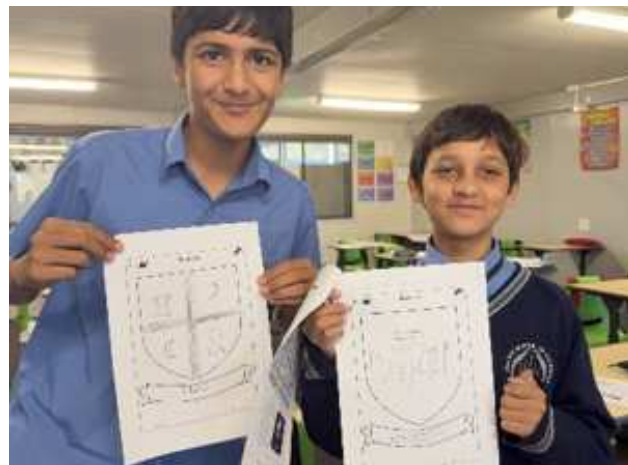
Year 7 – Deep Time & Civics and Citizenship

Year 7 students have explored Australia's deep past, learning about First Nations histories, archaeological evidence such as Lake Mungo, and the importance of kinship and connection to Country.

In Civics and Citizenship, students participated in a mock school captain election, where they practised the preferential voting system. This engaging, hands-on activity helped students understand how voting works in Australia and highlighted the importance of participation in a democratic society.

Year 8 – Medieval Europe

Year 8 students have been investigating life in medieval Europe, including castles, knights and the feudal system. Students completed a creative heraldry task, designing their own coat of arms to represent identity and values, as well as constructing a feudal system pyramid to



understand the social hierarchy of the time. These activities encouraged both historical understanding and creativity.

Year 9 – Making a Nation & World War I

Year 9 students have explored the concept of "Making a Nation", focusing on imperialism and the colonisation of Australia, and how these developments shaped modern Australia.

Students also began their study of World War I, examining key causes such as alliances, the July Crisis, the assassination of Archduke Franz Ferdinand, and the Schlieffen Plan. They investigated Australia's involvement in the war and the significance of the Gallipoli campaign.



Year 10 – World War II & Modern Australia

Year 10 students have studied World War II, analysing its causes, key events and global impact.

They have since transitioned into Modern Australia, exploring migration policies and changing attitudes over time. Students examined the end of the White Australia Policy, the move towards multiculturalism, and ongoing migration debates. As part of this unit, students are currently working collaboratively to research and present on key migration issues and policies.

Building Skills for the Future

Across all year levels, students are developing essential skills in:



- Critical thinking and historical analysis
- Research and use of evidence
- Understanding different perspectives
- Communication and collaboration

These skills support students in becoming thoughtful, informed and active members of society.

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Year 11 Legal Studies

It has been a busy and intellectually stimulating few weeks in Year 11 Legal Studies! Students have dived deep into the mechanics of the justice system, exploring the complexities of criminal law and the intricacies of the trial process. They have actively debated how society balances justice with rehabilitation during the sentencing process. Students completed an oral presentation assessment task this term, where they were required to record a video of themselves delivering an oral presentation on a specific legal case.

Year 11 Business Management

Our Year 11 Business Management students have been analysing what truly makes a business tick. We have wrapped up our exploration of the internal and external environments, mapping out how everything from organisational culture to macro actors like government policy impacts corporate success. This foundational knowledge is crucial as we head straight into exam week. Students completed an oral presentation assessment task this term, where they were required to record a video of themselves delivering an oral presentation on a small business that they researched.

Year 12 Legal Studies

The countdown is on for our Year 12 Legal Studies cohort! Recently, the class have been critically examining the law reform process, evaluating how and why our legal system adapts to changing societal values and technological advancements. Students completed an oral presentation assessment task this term, where they were required to record a video of themselves delivering an oral presentation on a law that has been reformed, introduced or repealed.

Year 12 Business Management

In Year 12 Business Management, the spotlight has been firmly on the human element of commerce. Students have been unpacking the core concepts of Human Resource Management, analysing how businesses effectively manage the employment cycle to maximise employee motivation and achieve strategic objectives. Students completed an oral presentation assessment task this term, where they were required to record a video of themselves delivering an oral presentation on a specific human resource issue at a large company.
10B English

Our 10B English students have been embarking on some fantastic literary journeys! We recently wrapped up our exploration of travel journalism, where students sharpened their critical eye by creating video presentations that compared and contrasted the styles of different travel writers. It was wonderful to see their oral skills and creativity on display.

Now, the focus shifts from the open road to the shadows of mystery as we dive into the world of crime fiction. Students are currently dissecting the classics, beginning with the brilliant mind of Sherlock Holmes. Over the coming weeks, we will analyse how tension is built, clues are dropped, and iconic sleuths are crafted. Keep reading, stay curious, and happy sleuthing 10B.

Mr Tony, Ms Rabab and Ms Betty

SECONDARY ENGLISH NEWS!!

Dear Parents and Carers

Yr 10 A English Persuasive speech /oral presentation

Throughout this semester, our studies—centred on our novel but they also included a range of activities in reading, writing, speaking, and listening—all aimed to immerse students in the richness and versatility of the English language.



A particular highlight has been our exploration of travel writing and communication. While much travel journalism focuses on promoting destinations for commercial purposes, encouraging audiences to explore places experienced by the writer or influencer, we also emphasised the value of engaging with locations closer to home.

Students in Year 10A developed and presented a travel pitch designed to broaden one another's perspectives, incorporating vivid sensory elements such as taste and sound to bring their chosen destinations to life. This task proved to be an engaging and rewarding experience, and the class is to be commended for their creativity and enthusiasm—evident in their thoughtful presentations and the array of cultural offerings, from chocolate treats and pide bites to exotic drinks and delicate shortbread, each reflecting the unique character of their selected locations.



Year 10A students enjoying their Sydney trip

This exciting reward was offered by Dr Eid for the class that collected the most amount of money towards the Gazan Orphans fund.



Yr 11 English – Knowing themselves - The Alchemist and other journeys revealed in oral presentations

Throughout this semester, Year 11 students have engaged deeply with the theme of discovery, exploring enduring truths about life's journeys while strengthening their English skills. Through the study of The Alchemist, a selection of poetry, and films such as The Wonderful Story of Henry Sugar and Catch Me If You Can, students examined how

storytelling reveals the tension between deception and self-determination.

These texts illuminate the ways in which characters navigate challenges and ultimately shape their own pathways, offering powerful insights into resilience, choice, and personal growth. In analysing these narratives, students have not only refined their ability to interpret and use language with sophistication, but have also reflected on the broader lessons literature offers about identity, purpose, and the human experience.



Year 12 English – Poetry, podcasts that ask each student - How will you answer that call? We have concluded our semester's work by listening closely to writers and poets who call us back to humanity and peace. Through our study of John Misto's *The Shoe-Horn Sonata*, we have witnessed the "crazed idiocy" of war through the eyes of female nurses trapped in the Malaysian jungles. We have traced the endurance and bravery of soldiers in the Burmese jungles in *The Forgotten Highlander* by Alistair Urquhart, and seen these experiences echoed on screen in *The Bridge on the River Kwai*.



Alongside these texts, we have allowed the extraordinary voices of poets to speak into the miasma of horror and violence, inviting us to become mouthpieces of resistance, empathy and calm. Poems such as Pavel Friedman's "The Butterfly" and the Gazan poet, Refaat Alareer's "If I Die" refuse to let us look away; they insist that we remember, that we feel, and that we respond. None of this literature leaves us unchanged. Each story, each poem, and the Yr 12 podcast's presses us to ask: What kind of human being will I choose to be in the face of injustice, suffering and war? Their responses matter. Whether in their words, actions, or creative work they are being called to help transform these horrors into compassion, understanding and a deeper commitment to peace.

Year 11 Psychology - Students explore their own self-concept.

Year 11 students have developed a stronger understanding of their self-concept by taking part in a range of self-reflection activities. Through completing aptitude tests and the Big Five personality test, they discovered more about their strengths, skills, and personality traits—sometimes confirming what they already suspected, and sometimes learning something completely new about themselves.

Using their results, students reflected on how their thoughts, behaviours, and personal qualities shape who they are (and why they might prefer group work... or definitely not). They also explored how these factors connect to identity formation, considering how their sense of self develops over time and in different situations.

Overall, this process has helped students build greater self-awareness and a clearer understanding of what makes them uniquely themselves—no two personality profiles quite the same.

Yr 12 Psychology - Students analysed their own Juggling Experiment

Year 12 students explored brain plasticity in action by taking part in a practical juggling experiment—becoming both the researcher and the subject.

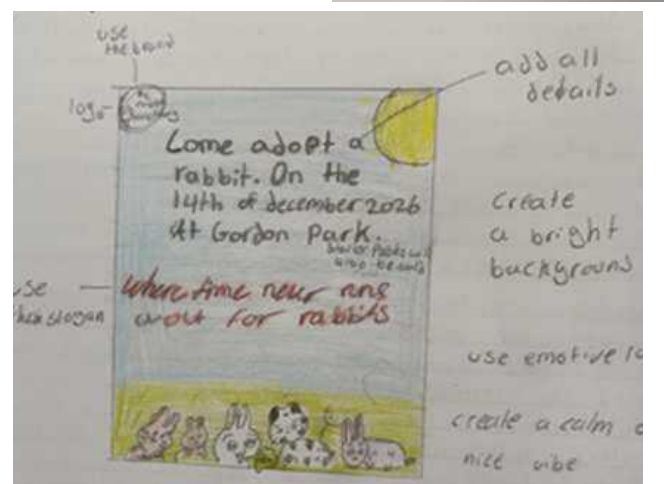
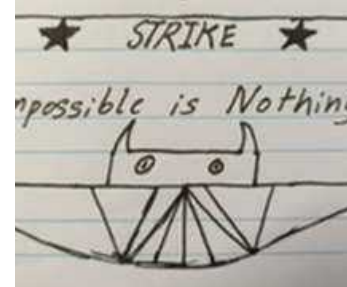
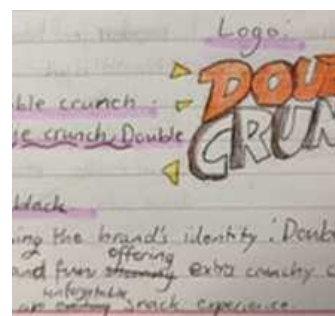
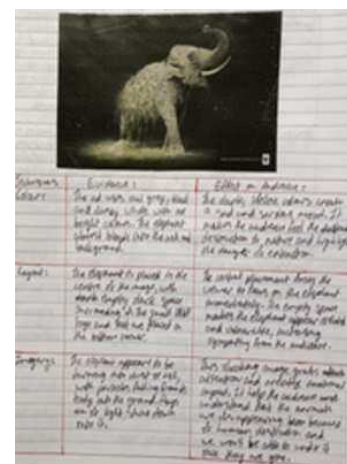
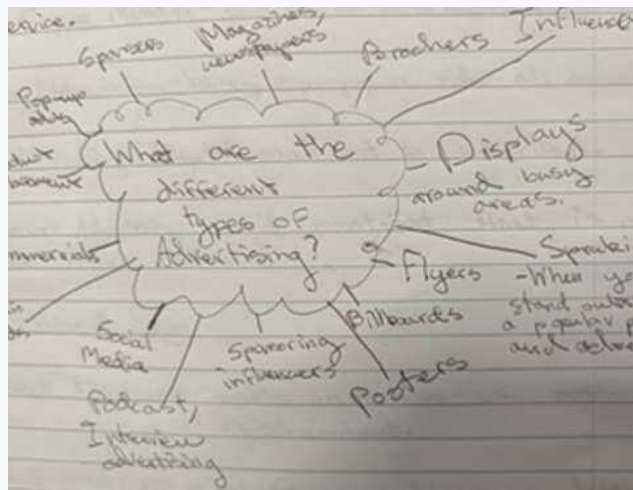
As they attempted to learn a new skill, students experienced firsthand how the brain adapts through practice, persistence, and, at times, a fair amount of frustration.

By tracking their progress and reflecting on their experiences, students were able to analyse how repeated practice strengthened neural connections, gradually improving their ability to juggle. Along the way, they also examined the emotional side of learning, recognising how feelings such as frustration, motivation, and perseverance play an important role in skill development.

This hands-on investigation allowed students to connect theory to real-life experience, gaining a deeper understanding of how brain plasticity supports learning—even when it starts with dropping the ball more often than catching it.

Ms Denise





Throughout Term 2, students in Years 7 to 9 have studied Advertising, including the different techniques used, creating their own advertisements (ads), and analysing advertisements for their different techniques and impact on the audience.

Target audience, demographics, effectiveness of ads – along with the different techniques such as appeals, visual techniques, language features, and celebrity endorsements – have all been explored throughout our lessons.

Students have viewed and analysed a range of advertisement formats, including print advertisements, television commercials, online and social media ads, and billboard campaigns. Through these examples, they examined how each format uses visual techniques, language features, persuasive appeals, and layout or sound to influence different target audiences. A key focus in each year-level has been analysing the techniques used in advertisements and then applying them in students' own work. Throughout the term, students have developed their understanding of how to use a range of techniques when creating their own print advertisements.

Ms Stacey

WELLBEING COORDINATOR NEWSLETTER NEWS!!

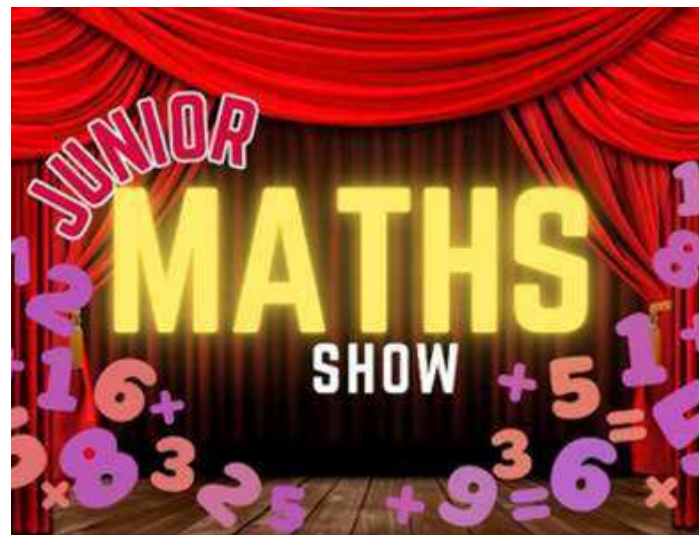
Assalamu Alaikum wa Rahmatullahi wa Barakatuh,

As we conclude another successful term, I would like to take this opportunity to reflect on the many wellbeing initiatives, sporting events, leadership opportunities, and community-building activities that have enriched the lives of our students throughout Term 2.

At the Islamic School of Canberra, wellbeing extends beyond the classroom. Our aim is to nurture confident, compassionate, resilient, and engaged young people who embody Islamic values while developing positive relationships and leadership skills.

Student Leadership and Service

Our student leaders have continued to demonstrate responsibility and dedication throughout the term. School Captains, House Captains, and SRC representatives have actively supported assemblies, fundraising initiatives, library programs, and school events. Their willingness to volunteer their time and serve the school community has been commendable. For example Year-6A students are reading book 365 days of Sunah to all primary classes from Kindy to year-5 every Tuesday, this and many more of such activities are been implemented throughout the term.



The SRC also played an important role in encouraging donations for orphan support programs and assisting with various school activities. These opportunities allow students to develop leadership, teamwork, and service to others.

Maths Incursion

We had info@felstead come to our school to run Maths Incursion for both primary and secondary.

The Junior Maths Show is a fun and entertaining live performance designed to boost student enjoyment of mathematics. The show combines humour and audience interaction with the amazing wonder and beauty of numbers to help students see maths from a different angle.



The Junior Maths Show is full of mathematical history, mindreading, comedy, puzzles, games, movement and more – all designed to boost engagement with maths, and promote problem solving and mathematical reasoning.

While the secondary students had “The Maths Escape Room” which is a fun and entertaining event designed to boost student enjoyment of mathematics. The Maths Escape Room combines the mystery and excitement of an escape room scenario with the power and wonder of maths.

During the event, students work in teams of four to solve a series of maths challenges as they try and escape from the room. The challenges involve solving puzzles, finding hidden clues, breaking codes, opening lockboxes, reading maps and more!

The Maths Escape Room is proudly sponsored by the Mathematical Associations of Victoria, New South Wales, Western Australia and South Australia.

Clubs and Sporting Activities

This term saw the introduction and expansion of a variety of clubs and sporting opportunities for students.

Clubs

Students enthusiastically participated in:

- Sewing Club
- Crochet Club
- Islamic painting club



These clubs have provided students with opportunities to develop creativity, practical skills, teamwork, and confidence in a supportive environment. Students have thoroughly enjoyed learning new skills while building friendships across year levels.

House Sports Competition

Our House Sports Competition brought excitement and healthy competition to the school community. Students proudly represented their houses in a range of activities including:

- Tug of War
- Soccer
- Touch Football

The sports program encouraged teamwork, sportsmanship, resilience, and physical activity while strengthening house spirit across the school.

Cross Country Highlights

One of the highlights of the term was our annual Cross Country event.

The event was organised through the collaborative efforts of staff members and supported by many parent volunteers. Students demonstrated determination, perseverance, and excellent sportsmanship as they challenged themselves throughout the course.

It was wonderful to see so many families attend and support our students. The positive atmosphere and community spirit made the day a memorable experience for everyone involved. Congratulations to all participants and award recipients for their outstanding efforts and achievements.

Eid ul Adha Celebrations

Eid gifts were organised for students and staff which was significant highlight of the term and provided valuable opportunities to strengthen our Islamic identity and sense of community.



Student Wellbeing Initiatives

Throughout the term, several initiatives were implemented to support student wellbeing and promote a positive school culture.

These included:

- YSafe online safety and anti-bullying presentations for students, staff, and parents
- Structured assemblies promoting positive behaviour and leadership
- Prayer monitor programs
- Student recognition awards including Prayer Master and Sunnah Hero Awards
- Ongoing wellbeing support and mentoring opportunities
- Talk and discussion about Bullying.

These initiatives help foster a safe, respectful, and supportive environment where students can thrive both academically and personally.

Looking Ahead

As we move into the next term, we look forward to expanding student leadership opportunities, introducing additional sporting and recreational activities, and continuing to strengthen student wellbeing through meaningful programs and community engagement.

Thank you to our dedicated staff, supportive parents, and wonderful students for making this term such a success. Together, we continue to build a school community that values faith, wellbeing, leadership, and excellence.

May Allah (SWT) continue to bless our school and our families.

Warm Regards

Tahseem Banu

Wellbeing Coordinator



Year 9 Mathematics

This term, Year 9 students studied:

- Linear and Non-linear Graphs
- Pythagoras' Theorem
- Trigonometry
- Similarity

Students developed their ability to solve real-world problems involving lengths, angles, scale factors, and graphical relationships. They also strengthened their algebraic and analytical thinking skills through investigations and practical applications.

Year 11 Methods and Specialist Methods

This term, students explored:

- Circular Functions
- Sine and Cosine Graphs
- Trigonometric Identities and Applications
- Probability and Counting Methods



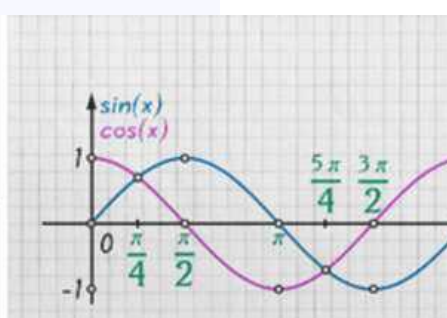
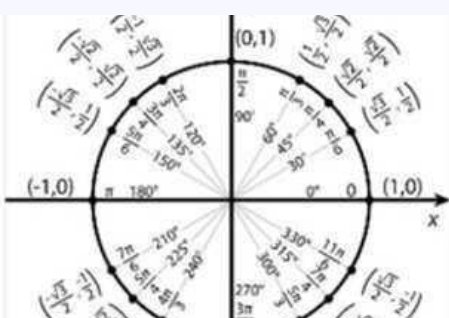
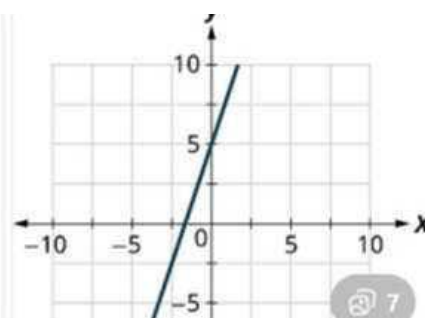
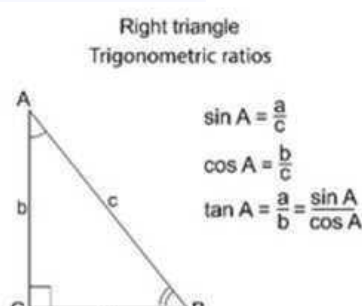
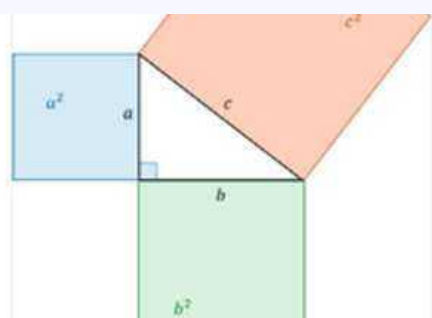
Students learned how trigonometric functions model periodic phenomena and developed their understanding of probability through counting techniques and problem-solving strategies.

Year 12 Methods and Specialist Method

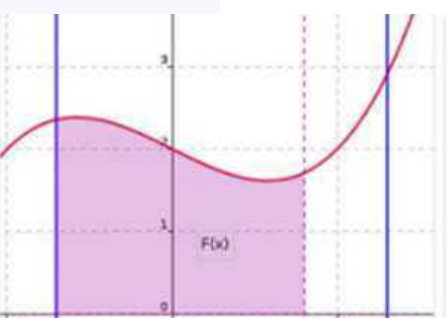
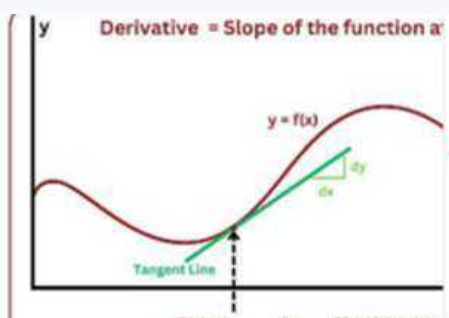
This term, students engaged with several important topics that form the foundation of university-level mathematics and STEM pathways:

- Differentiation and Applications of Differentiation
- Integration and Applications of Integration
- Discrete Random Variables

Logarithmic Functions and Logarithmic Laws



$$\begin{aligned}\sin(A \pm B) &\equiv \sin(A) \cos(B) \pm \cos(A) \sin(B) \\ \cos(A \pm B) &\equiv \cos(A) \cos(B) \mp \sin(A) \sin(B) \\ \tan(A \pm B) &\equiv \frac{\tan(A) \pm \tan(B)}{1 \mp \tan(A) \tan(B)}\end{aligned}$$



x	2
$P(X = x)$	$\frac{4}{90}$
$P(X \leq x)$	$\frac{4}{90}$

Students applied calculus techniques to model rates of change, determine areas under curves, and solve optimisation problems. They also explored probability distributions and logarithmic models used in science, finance, and engineering.

Mathematics and Islamic Heritage

This term, students learned about the remarkable contributions of Muslim scholars during the Islamic Golden Age. Mathematics played a vital role in astronomy, architecture, navigation, and commerce. Students explored how geometric patterns and tessellations found in Islamic art demonstrate the beauty and practicality of mathematics in everyday life.

Study Tips for Success

- Understand concepts rather than memorising procedures.
- Revise consistently throughout the term.
- Complete MathsOnline activities regularly.
- Ask questions and seek assistance when needed.
- Use worked examples to strengthen problem-solving skills.

Consistent effort and practice remain the keys to success in Mathematics.

Learning Platforms

OneNote

All lesson notes, worked examples, and classroom activities are available through OneNote. Parents are encouraged to regularly check their child's OneNote notebook and monitor their learning progress.

MathsOnline

MathsOnline provides students with valuable revision opportunities and additional practice questions to consolidate classroom learning. Regular use helps students build confidence and mastery of key concepts.

ClickView

Students can access educational videos through ClickView to support their understanding of mathematical concepts and enhance learning across all subjects.

Looking Ahead to Term 3

Year 9 Mathematics

Students will be studying:

- Measurement
- Financial Mathematics
- Quadratic Equations

Students will apply mathematical reasoning to practical situations involving budgeting, area, volume, and quadratic relationships.

Year 11 Methods and Specialist Methods

Students will be exploring:

Sequences and Series

Students will investigate arithmetic and geometric sequences, recursive formulas, and series. They will learn how patterns can be represented algebraically and applied to real-world situations.

Exponential Functions

Students will study exponential growth and decay models and apply these concepts to contexts such as compound interest, population growth, and scientific modelling.

Calculus – Rates of Change

Students will be introduced to differential calculus and learn how derivatives can be used to determine gradients, instantaneous rates of change, and solve optimisation problems.

Year 12 Methods and Specialist Methods
Students will continue their preparation for senior secondary assessments through the study of:

- Continuous Random Variables
- Further Applications of Integration
- Statistical Analysis and Modelling
- Examination Preparation and Revision

These topics will further strengthen students' analytical and problem-solving skills as they prepare for their final assessments and future university pathways.

Jazakum Allahu Khairan for your continued support. We pray that Allah (SWT) grants our students success in their studies and blesses them with knowledge that benefits them in this life and the Hereafter.

Warm Regards,

Tahseem Banu

Mathematics Teacher

Wellbeing Coordinator

Islamic School of Canberra

QURAN & ISLAMIC STUDIES NEWS!!

السلام عليكم ورحمة الله وبركاته

Dear Parents and Guardians,

As we come to the end of another wonderful term, we are delighted to share some of the learning that has taken place in our Islamic Studies classes.

This term, our Year 5 students learnt about the Liberation of Makkah, Prophet Adam (A), Prophet Ibrahim (A), and Prophet Yusuf (A). Through these lessons, they explored important Islamic values such as mercy, obedience, patience, courage, forgiveness, and trust in Allah. Students actively participated in discussions and activities, making meaningful connections between the lives of the Prophets and their own daily lives.

Our Year 6 students studied Taqwa, along with the lives of Prophet Nuh (A), Talut and Jalut, Prophet Dawud (A), Prophet Musa (A), Prophet Isa (A) and Maryam (A). These topics helped students develop a deeper understanding of faith, perseverance, courage, gratitude, and reliance on Allah. They engaged thoughtfully in class discussions and reflections, strengthening both their Islamic knowledge and their connection to these timeless lessons.

We thank all parents and guardians for your continued support throughout the term. May Allah ﷻ continue to increase our students in beneficial knowledge, strong faith, and righteous character.

Kind regard,

Mrs Manal

Quran and Islamic Studies teacher



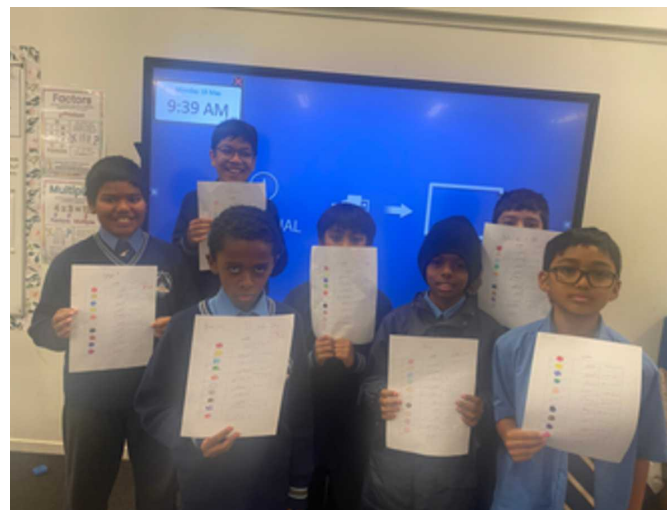
ARABIC NEWS!!

This term in Arabic, we focused on developing the students' writing skills through a range of structured activities. Students worked on exercises from the textbook, completed class tasks, and practised further through homework. These activities helped them build confidence in forming Arabic letters correctly, writing words and simple sentences, and improving the overall presentation of their work. As the term progressed, students became more confident in expressing their learning through writing and applying the skills they had practised in class.

In reading, students used the textbook to practise recognising Arabic letters, reading words, and understanding simple sentences. This supported the development of their fluency, pronunciation, and familiarity with common vocabulary. In spelling, students took part in dictation activities, which encouraged them to write words accurately and understand their meanings. They also developed their letter-joining skills and practised writing letters in their different forms at the beginning, middle, and end of words, which strengthened both their spelling and handwriting.

For new students who were still becoming familiar with Arabic, we provided one-on-one support to help them recognise and write the Arabic letters, practise reading, and begin building their writing skills. This personalised support allowed them to learn at their own pace and gain confidence as they became more comfortable with the language. Overall, all students made steady progress throughout the term and showed growing confidence in their reading, writing, and spelling skills.

Ms Sanaa



QURAN & ARABIC NEWS!!

Kindergarten to year 4:

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

Year 1 students memorized Surah Al-Kawthar and Surah AL- Nasr. 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-Takathur and Asr. The students are doing an amazing work in their Tajweed. Keep up the great work. May Allah reward them abundantly.

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

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

Ms Mai



QURAN & ARABIC NEWS!!

Kindergarten:

Kindergarten students continued their Arabic letters learning. We did the letters Alif to Daad with word each. The students are doing an amazing job Alhamdulillah. Well done everyone.

Year 1:

Year 1 students have learnt fatha, kasra and Damma as well as joining letters to form words. Well done amazing students for your amazing work.

Ms Mai



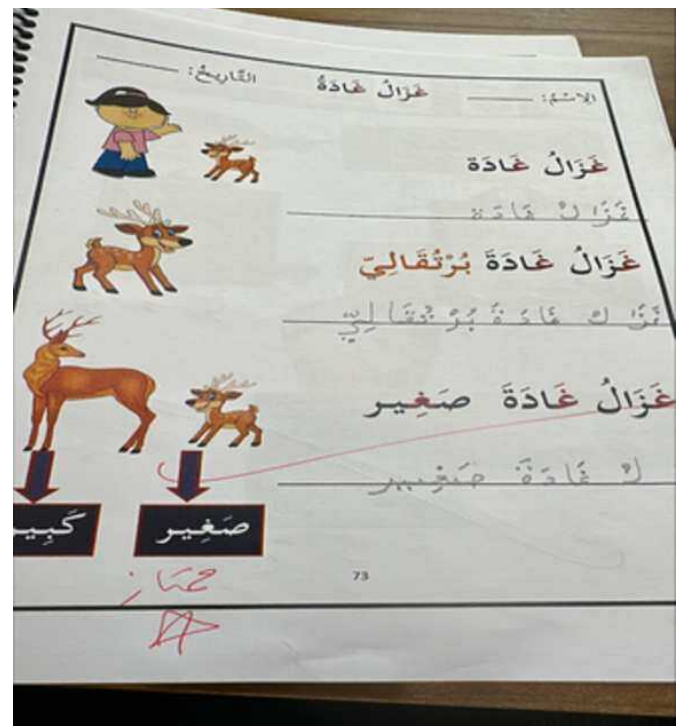
ARABIC & ISLAMIC STUDIES NEWS!!

Assalamu Alaikum parents, and students of ISC,

During term two of this year, for Years 2,3 and 4 we continued using the Sanabil Arabic language series. In our classes we have different levels, which require more attention and inputs from both students and the teacher. To cater for all levels, the school provided special support for accelerating the learning of Arabic for students, who need support and we provided students with additional or different materials to work on. Hence, we started to see remarkable progress, especially among students who follow the plans and complete all required tasks. Generally , students interact with the teacher and peers to exchange information about themselves, and initiate interactions by asking and responding to questions. Year 2 students use vocabulary and simple sentences to communicate information about themselves and classroom, while applying basic rules of word order and gender. Year 3 and Year 4 students use vocabulary related to school, home and everyday routines. The students, in general, accomplished many tasks that enhanced their Arabic language learning skills; reading, writing, and listening. The focus for junior students, in particular, has been on reading and writing skills. For Year 1,2and Year 3; the students , who need support , have been working on progressing their knowledge of alphabets, the hand cursive writing and simple vocabulary. Currently, and during the coming terms, insha'a Allah, we will use some sections of Easy Quran reading Book to accelerate the reading abilities for some students Religion (Kindy to Year 4).



Below are the learning outcomes for Kindy to Year 4 and what students have learnt this term. Kindy students learned about prayer and Wudu and Hajj. Students learned to say Masha'a Allah and Tabarak Allah. Students are currently memorizing Al-Tashahud



ARABIC & ISLAMIC STUDIES NEWS!!

Students engaged in many activities related to Allah's creation and offered time to reflect on it.

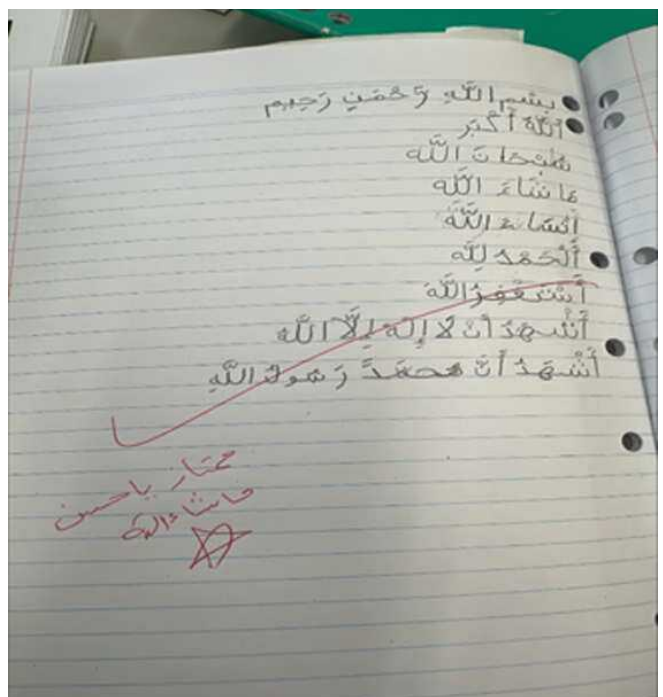
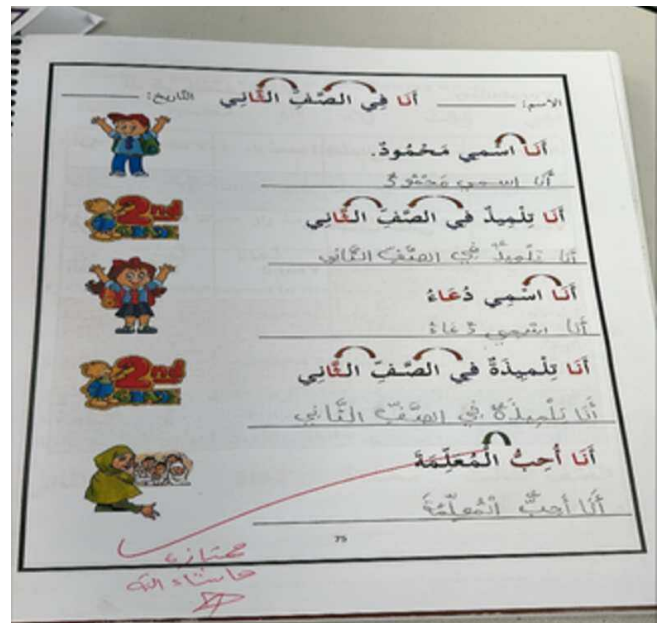
Year 1 Students learned about remembering Allah, Allah reward for us and the five pillars of Islam while focusing on Salat the second pillar and Zakat the third pillar. Students prepared amazing posters and presented what they learned to their teachers and classmates.

Year 2 students learned about the pillars of Islam, Salat, Zakah, Fasting and Hajj . They also learned about Wudu, Prophet Ibrahim, Prophets Yaqub and Yusuf. As part of their assessment students have showed great knowledge and creativity in producing informative posters.

Year 3 students learned about Hadith and Sunnah, Jinn, Muslims in North America, the straight path, kindness of Rasulu Allah (PBUH), how Rasulu Allah treated others and our relationship with Rasulullah.

Year 4 Students learned about the first revelation, Makah period, Hijrat to Madinah and Madinah period. They also learned about the companions of the Prophet: Abu Baker, Umer ibn Alkatab, Uthman ibn Afan and Ali ibn Bu Talib.

Ms Nawal



ARTS NEWS!!

Years 8–10 Music

Our Years 8–10 Music students have embraced the role of composers and designers through an engaging digital music project. Using the online programming platform Music Lab, students learnt how to create and arrange their own original songs, experimenting with rhythm, melody, harmony, and song structure.

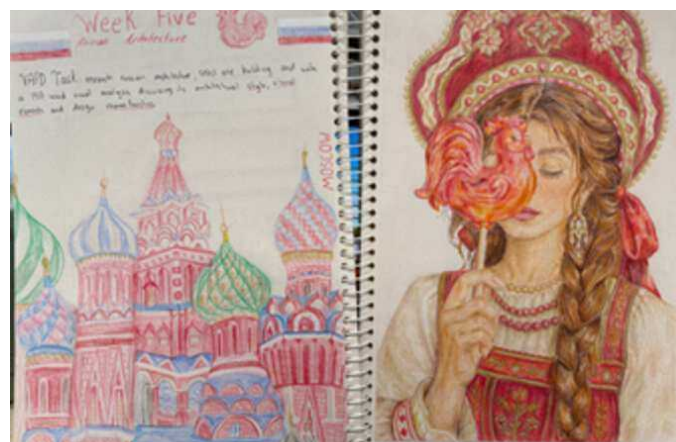
Beyond composing music, students discovered how visual design plays an important role in the music industry. They designed their own concert tickets, album covers, and promotional posters, carefully considering colour, typography, imagery, and layout to create a strong artistic identity for their musical works. These projects encouraged students to combine technical skills with imagination, while developing confidence in using digital technologies as creative tools.

Year 11 Visual Arts

Year 11 Visual Arts students have been investigating the fascinating relationship between art, architecture, and the natural world through their Biomimetic Architectural Painting.

Biomimicry is the practice of drawing inspiration from nature's forms, patterns, and systems to solve design challenges. Students researched natural structures from animals, analysing how these organic designs have influenced contemporary architecture and visual art.

Using this research as a starting point, students developed their own large-scale paintings that blend architectural elements with natural forms. s in the coming terms.

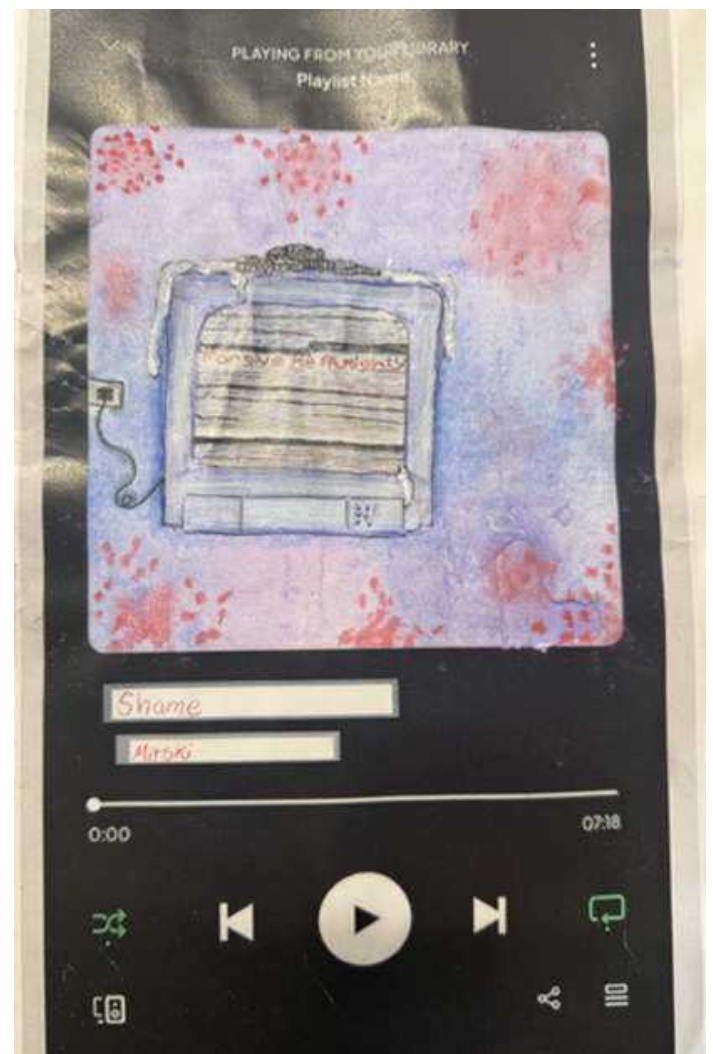


Through experimentation with composition, colour, texture, and mixed media techniques, they explored how artists can communicate meaning and create connections between the built and natural environments.

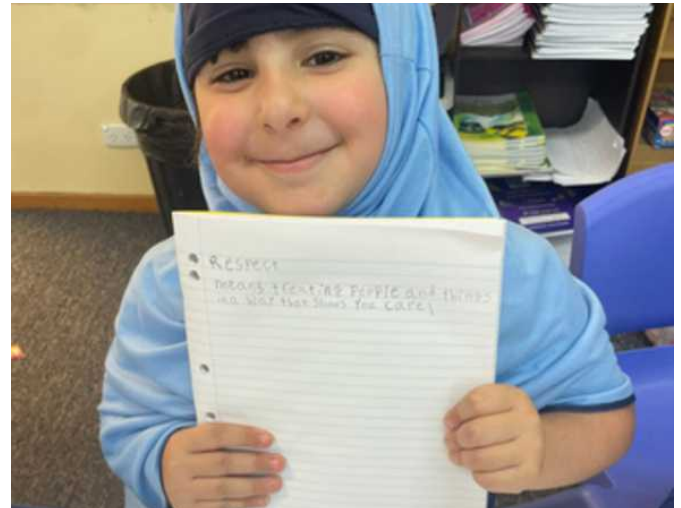
We are incredibly proud of the creativity, curiosity, and dedication demonstrated by all of our Arts students this term. Their work reflects not only the development of artistic and technical skills but also the confidence to explore new ideas and express themselves in innovative ways.

We look forward to sharing more of our students' outstanding achievement in the coming terms.

Ms Jiayi



SPORTS NEWS!!



SCIENCE CHEMISTRY & BIOLOGY NEWS!!

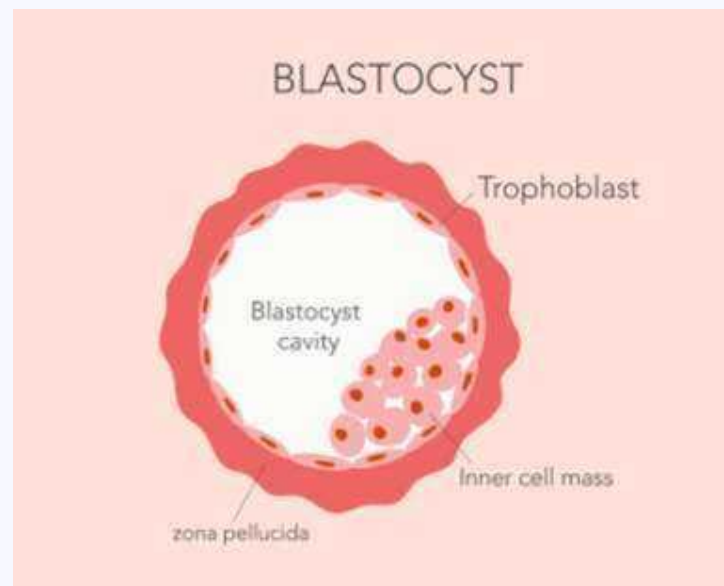
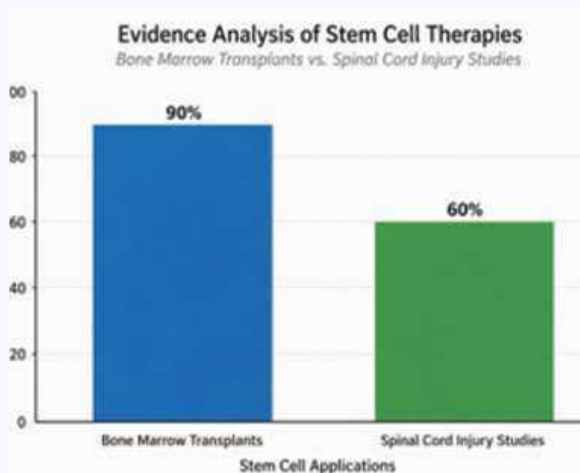
Year 11 Biology: Exploring Transport Systems

This term, our Year 11 Biology students investigated the fascinating transport systems that enable living organisms to survive and function efficiently. Students compared how plants and animals transport nutrients, gases and waste, examining the specialised structures that support these essential processes.

In plants, students explored the roles of xylem and phloem, discovering how water, mineral ions and sugars move throughout an organism through processes such as transpiration and translocation. In animals, they examined the cardiovascular and lymphatic systems, learning how the heart, blood vessels and blood work together to deliver oxygen and nutrients while removing waste.

Through practical investigations, model-based activities and microscopic observations, students developed their inquiry skills by analysing transport mechanisms at both the cellular and whole-organism levels. They also considered how disruptions to these systems, such as cardiovascular diseases, can significantly impact an organism's health and survival.

It has been an engaging term of scientific discovery, with students developing a deeper appreciation of the remarkable adaptations that allow complex organisms to exchange matter and maintain life.



Year 12 Biology: Investigating Variation, Inheritance and Scientific Inquiry

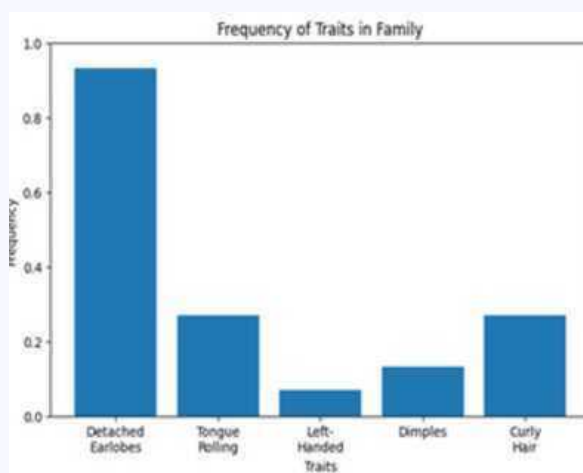
This term, our Year 12 Biology students have built upon their knowledge of genetics by exploring how inherited characteristics and genetic variation shape populations. Students investigated patterns of inheritance through pedigree analysis and examined how traits are passed from one generation to the next.

A major focus of the term has been the application of scientific inquiry skills. Students designed and conducted surveys, collected and analysed data, and evaluated the reliability, validity and limitations of their investigations. They considered factors such as sample size, bias, and ethical considerations, developing an appreciation of how scientists gather evidence and draw conclusions about biological phenomena.

Through collaborative discussions and data interpretation activities, students have strengthened their critical thinking and scientific communication skills, demonstrating an increasing ability to apply biological concepts to real-world contexts.

SCIENCE CHEMISTRY & BIOLOGY NEWS!!

We are proud of the curiosity, resilience and analytical skills our students have displayed as they continue their journey as young scientists.

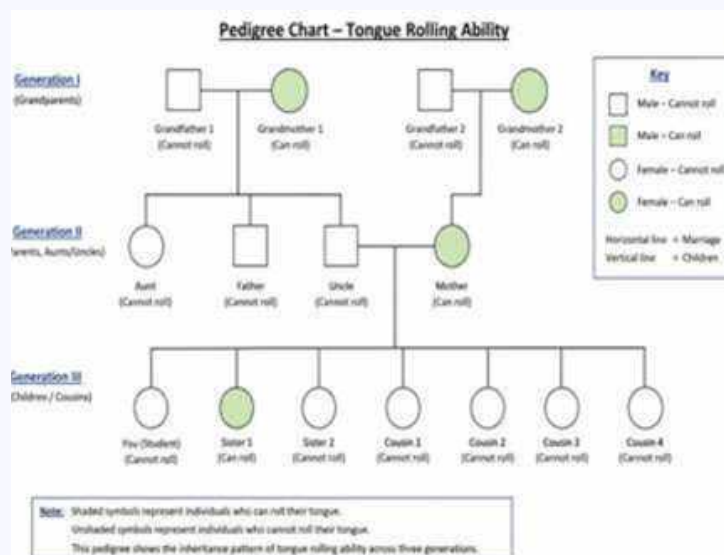


Year 11 Chemistry: Unlocking the Language of Matter

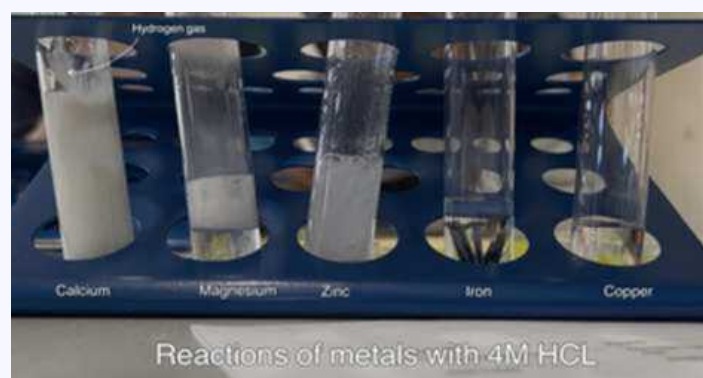
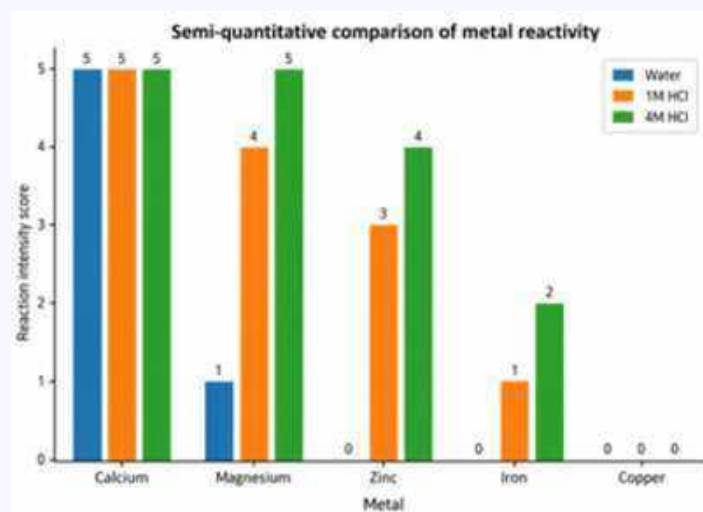
This term, our Year 11 Chemistry students have continued their exciting journey into understanding the world at the atomic level. They have explored how chemists communicate through symbols, formulas, and balanced equations, learning that every chemical reaction tells a story of atoms rearranging while matter is conserved.

Students investigated a range of chemical reactions, identifying evidence of change and predicting the products formed when substances interact. Through practical investigations and collaborative problem-solving, they developed their skills in observing, analysing, and explaining chemical phenomena.

The term culminated in the fascinating world of quantitative chemistry, where students discovered how chemists count particles that are far too small to see. By exploring relative masses, the mole concept, chemical formulas, and stoichiometric relationships, students learnt to calculate the amounts of substances involved in reactions and appreciate the precision that underpins modern chemistry.



Through hands-on experiments and real-world applications, our young chemists have been developing critical thinking, mathematical reasoning, and scientific inquiry skills; discovering that chemistry is not just about reactions in a laboratory, but a powerful way of understanding and shaping the world around us.



SCIENCE CHEMISTRY & BIOLOGY NEWS!!

Year 12 Chemistry: From Redox to Recharge - A Journey Through Electrochemistry

This term, our Year 12 Chemistry students have been electrified by the fascinating world of electrochemistry, uncovering how chemical reactions can generate and harness electrical energy. Students explored galvanic and electrolytic cells, investigating the movement of electrons through oxidation and reduction reactions and learning how these processes power everyday technologies.

Through practical investigations and problem-solving activities, students constructed and analysed electrochemical cells, calculated cell potential using standard electrode potentials, and represented reactions using cell diagrams and half-equations. They also examined how electrochemistry is applied in the real world through rechargeable batteries, fuel cells, electroplating, and the extraction and purification of metals.

A highlight has been exploring the future of sustainable energy, including how hydrogen fuel cells and nanotechnology catalysts are being developed to create cleaner and more efficient energy solutions. Students have demonstrated impressive inquiry skills by designing investigations, interpreting experimental data, and connecting complex chemical principles to modern industrial and environmental challenges.

Ms Pavel



SENIOR SECONDARY NEWS!!

Assalaamu 'alaykum, friends.

I hope you are all well. It's been a great term, alhamdulillah. My Y10 boys are curious as ever, asking the most obscure and fascinating questions; most lessons are a meandering journey through tangential questions. This term we studied cell biology, cell replication, genetics, and taxonomy. My Y11 and Y12 physics classes are working hard on some pretty difficult content, and doing it all with great enthusiasm and good will. In Y11 we studied wave dynamics, while in Y12 we studied electromagnetism. And, my Y11 and Y12 maths classes are diligently working through the various topics in the curriculum, from sequences to financial mathematics. Thank you all for being such wonderful students!

That's more than enough text. It's time for photos.

You have two ropes. Each rope takes exactly 60 minutes to burn from one end to the other, but they burn at uneven rates along their lengths. How can you measure exactly 45 minutes?

Br Duncan

