



**Islamic  
of**

**School**

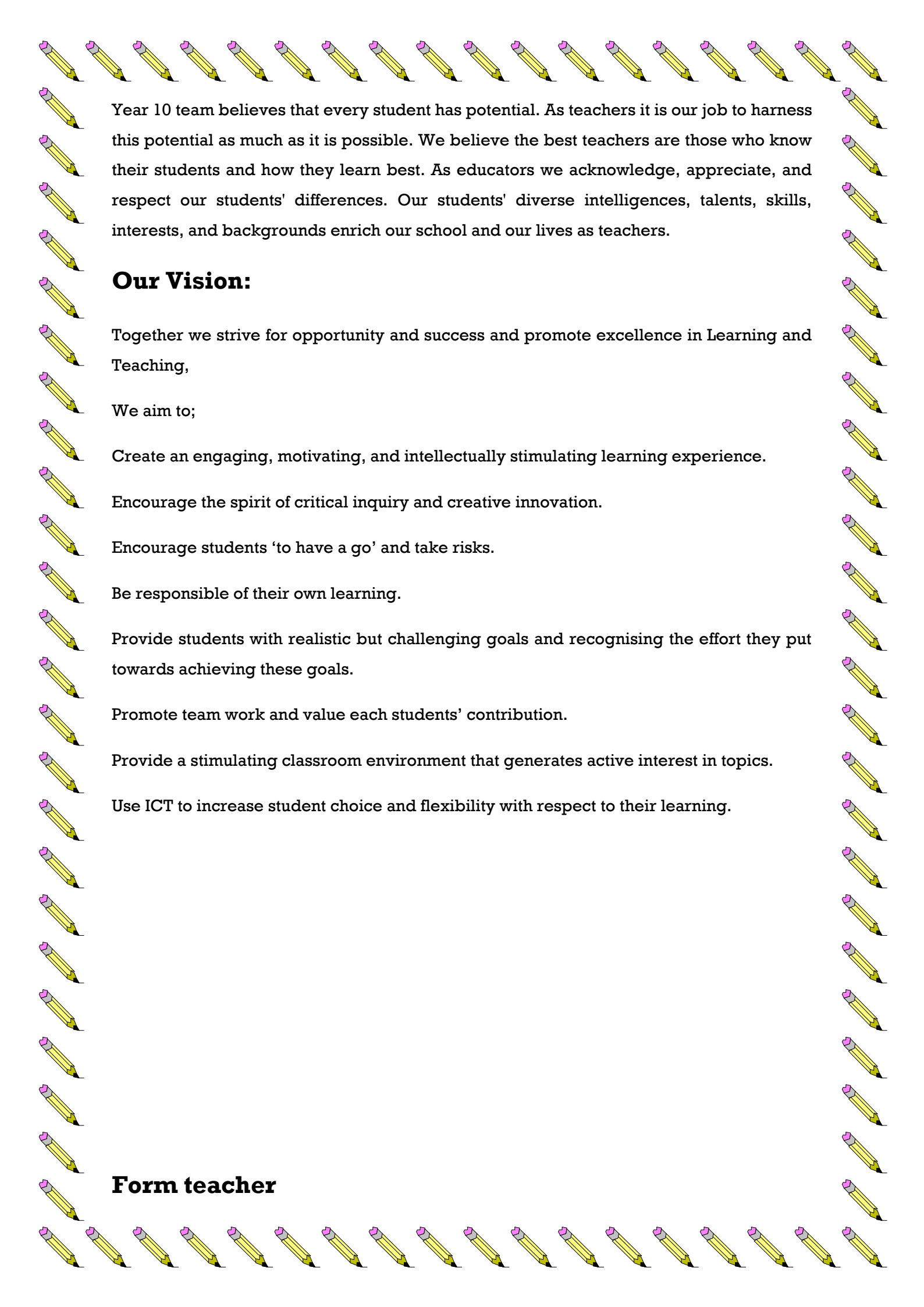
**Canberra**

**Information Pack**

**Year 10**

**Term 1**

**Teaching Beliefs:**



Year 10 team believes that every student has potential. As teachers it is our job to harness this potential as much as it is possible. We believe the best teachers are those who know their students and how they learn best. As educators we acknowledge, appreciate, and respect our students' differences. Our students' diverse intelligences, talents, skills, interests, and backgrounds enrich our school and our lives as teachers.

## **Our Vision:**

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

We aim to;

Create an engaging, motivating, and intellectually stimulating learning experience.

Encourage the spirit of critical inquiry and creative innovation.

Encourage students 'to have a go' and take risks.

Be responsible of their own learning.

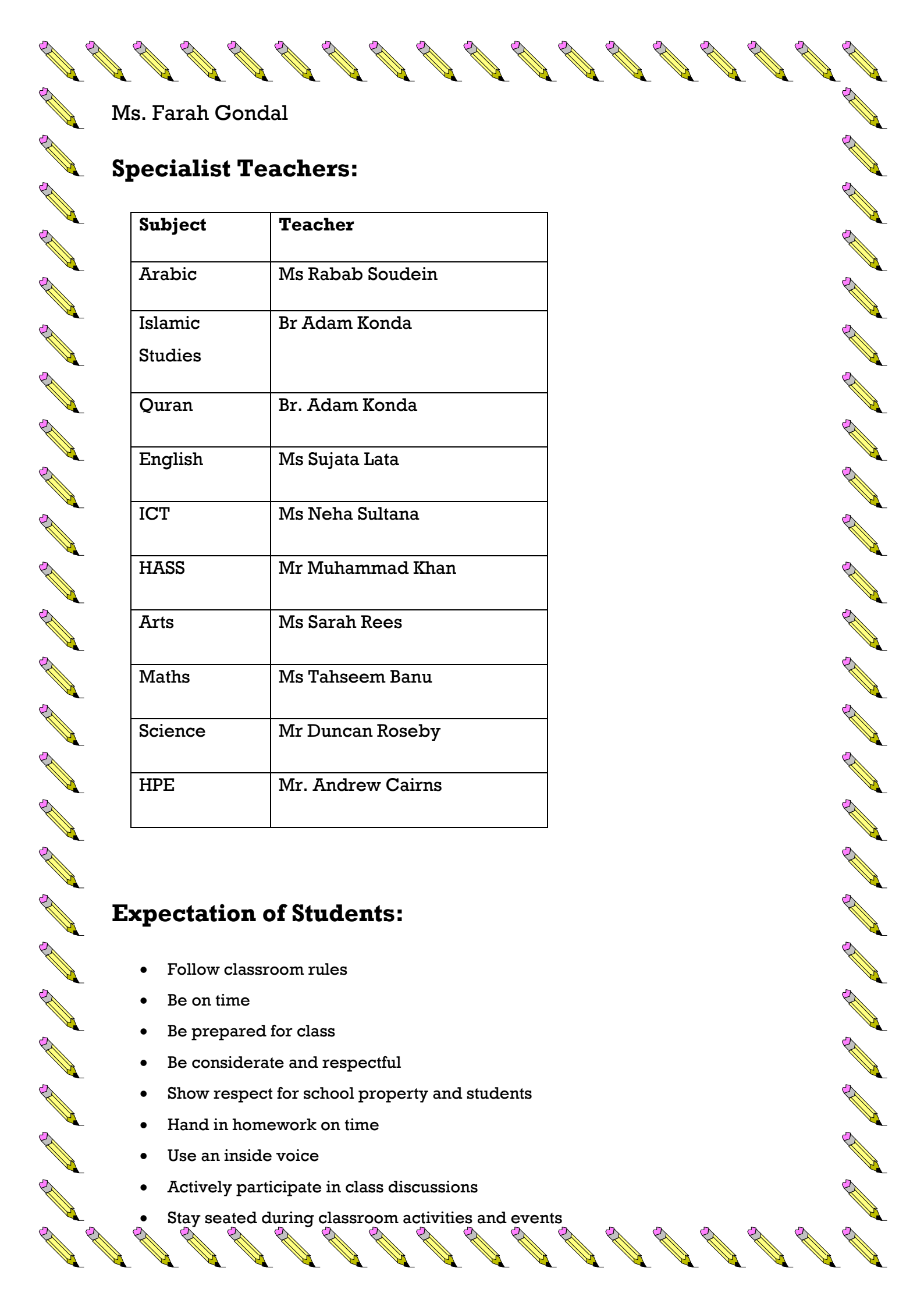
Provide students with realistic but challenging goals and recognising the effort they put towards achieving these goals.

Promote team work and value each students' contribution.

Provide a stimulating classroom environment that generates active interest in topics.

Use ICT to increase student choice and flexibility with respect to their learning.

**Form teacher**



Ms. Farah Gondal

## Specialist Teachers:

Subject	Teacher
Arabic	Ms Rabab Soudein
Islamic Studies	Br Adam Konda
Quran	Br. Adam Konda
English	Ms Sujata Lata
ICT	Ms Neha Sultana
HASS	Mr Muhammad Khan
Arts	Ms Sarah Rees
Maths	Ms Tahseem Banu
Science	Mr Duncan Roseby
HPE	Mr. Andrew Cairns

## Expectation of Students:

- Follow classroom rules
- Be on time
- Be prepared for class
- Be considerate and respectful
- Show respect for school property and students
- Hand in homework on time
- Use an inside voice
- Actively participate in class discussions
- Stay seated during classroom activities and events

- Help each other
- Work quietly and follow directions
- Raise hand before speaking
- Show initiative
- Take pride in their work
- “Have a go”

## **Punctuality:**

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

## **Parent/Teacher Meeting:**

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

## **School Uniform:**

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

It is compulsory for every student to have a minimum of 2 sets of college uniform, 1 jacket/blazer and 1 pair of sports uniform.

- 2) All uniform items are to be named, preferably on the tag.

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

- |                               |                               |
|-------------------------------|-------------------------------|
| - Track Pants                 | - Track Pants                 |
| - Short Sleeved Polo (Summer) | - Short Sleeved Polo (Summer) |
| - Long Sleeved Polo (Winter)  | - Long Sleeved Polo (Winter)  |
| - Fleece or Track Jacket      | Fleece or Track Jacket        |

## School Procedures:

- School Assembly: 8:45am
- School finishes: 3:30pm
- Late comers and early leavers must obtain a pass from the office.
- Absences must be informed in writing by calling the school office.
- Absences should be minimised in the best interest of the child.
- Holidays during school days and long term absences are discouraged for the child's benefit.
- Homework will be regularly given on a weekly basis and collected on assigned days by the teachers.
- Students are expected to have all required items with them at all times.
- Recess and lunch – healthy food and water is encouraged.
- Parent's current address and telephone numbers should be in school records.
- Allergies and medical conditions must be notified to the school
- Update your child's medical record if needed
- Students' prescribed medication e.g. puffer, epi-pen etc. must labelled and required in school at all times.

## Behaviour Management

The key components of Islamic School of Canberra approach to student management are:

- Teaching positive behaviours
- Logical consequences to address appropriate and inappropriate behaviours.
- Consistent with the consequences
- Emphasis on developing a strong positive relationship between teachers and students through regular circle time discussions
- Restorative Practices are introduced to maintain personal pride and dignity
- Classroom award systems

## School Canteen:

- The canteen is open this year. A canteen list has been sent home. If your child would like to order food from the canteen, please clearly write the items you want to order



and send it in a secure bag. If they would like to order food for recess and/or lunch send the orders in separate bags.

## **School Library**

The school library is available for students to use during our designated time once a week. Students are able to borrow one book per week. Students are encouraged to read the books they borrow at school and at home.

## **Assessment and reporting**

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

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

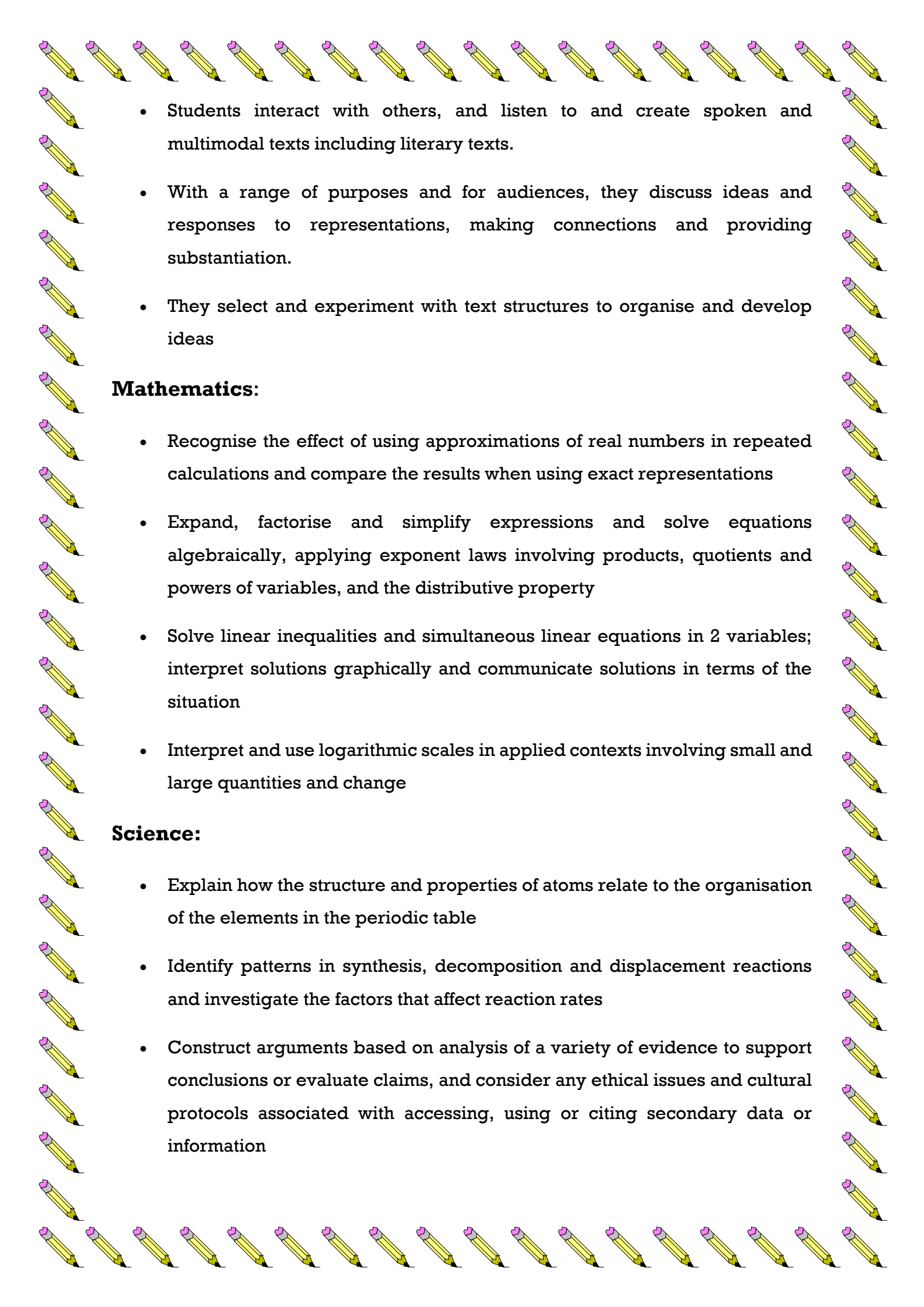
## **Parental Involvement**

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

## **Year 10 Curriculum:**

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

### **English:**

- 
- Students interact with others, and listen to and create spoken and multimodal texts including literary texts.
  - With a range of purposes and for audiences, they discuss ideas and responses to representations, making connections and providing substantiation.
  - They select and experiment with text structures to organise and develop ideas

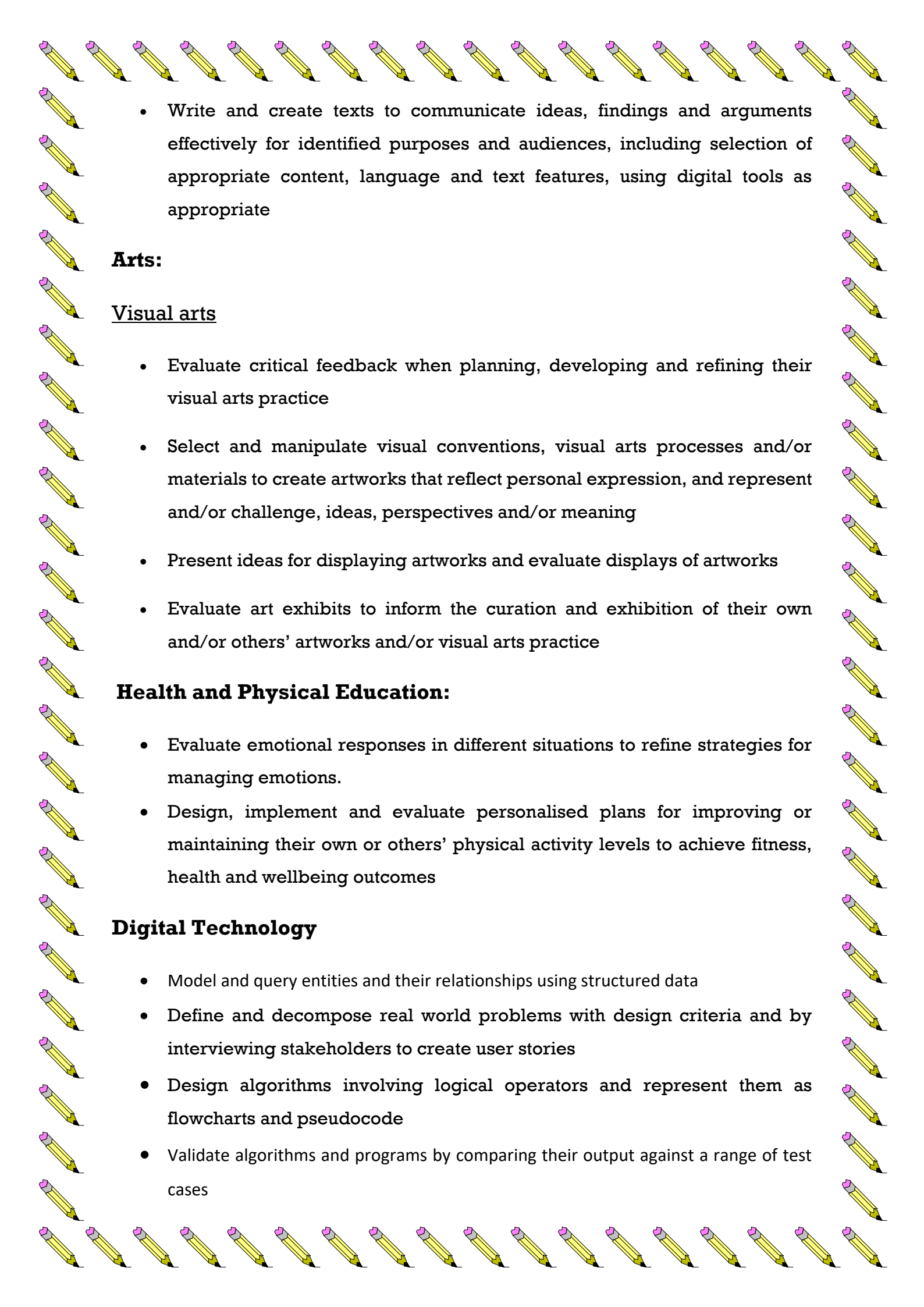
### **Mathematics:**

- Recognise the effect of using approximations of real numbers in repeated calculations and compare the results when using exact representations
- Expand, factorise and simplify expressions and solve equations algebraically, applying exponent laws involving products, quotients and powers of variables, and the distributive property
- Solve linear inequalities and simultaneous linear equations in 2 variables; interpret solutions graphically and communicate solutions in terms of the situation
- Interpret and use logarithmic scales in applied contexts involving small and large quantities and change

### **Science:**

- Explain how the structure and properties of atoms relate to the organisation of the elements in the periodic table
- Identify patterns in synthesis, decomposition and displacement reactions and investigate the factors that affect reaction rates
- Construct arguments based on analysis of a variety of evidence to support conclusions or evaluate claims, and consider any ethical issues and cultural protocols associated with accessing, using or citing secondary data or information



- 
- Write and create texts to communicate ideas, findings and arguments effectively for identified purposes and audiences, including selection of appropriate content, language and text features, using digital tools as appropriate

## **Arts:**

### Visual arts

- Evaluate critical feedback when planning, developing and refining their visual arts practice
- Select and manipulate visual conventions, visual arts processes and/or materials to create artworks that reflect personal expression, and represent and/or challenge, ideas, perspectives and/or meaning
- Present ideas for displaying artworks and evaluate displays of artworks
- Evaluate art exhibits to inform the curation and exhibition of their own and/or others' artworks and/or visual arts practice

## **Health and Physical Education:**

- Evaluate emotional responses in different situations to refine strategies for managing emotions.
- Design, implement and evaluate personalised plans for improving or maintaining their own or others' physical activity levels to achieve fitness, health and wellbeing outcomes

## **Digital Technology**

- Model and query entities and their relationships using structured data
- Define and decompose real world problems with design criteria and by interviewing stakeholders to create user stories
- Design algorithms involving logical operators and represent them as flowcharts and pseudocode
- Validate algorithms and programs by comparing their output against a range of test cases





## **Humanities:**

### History:

- Students explain the historical significance of the period between 1918 and the early 21st century.
- They explain the causes and effects of events, developments, turning points or movements in 20th century Australia and internationally, leading up to and through World War II, and the post-war world.
- They describe social, cultural, economic and/or political aspects, including international developments, related to the changes and continuities in Australian society over this historical period.
- Students explain the role of significant ideas, individuals, groups and institutions connected to the developments of this period and their influences on Australian and global history.

### Civics and Citizenship:

- Students compare the key features and values of Australia's system of government to those of another system of government.
- They describe the Australian Government's role and responsibilities at a regional and global level.
- They explain the role of the High Court of Australia. They explain how Australia's international legal obligations influence the law and government policy.
- They identify and explain challenges to a resilient democracy and a cohesive society in Australia.

## **Arabic:**

- Maintain basic conversation to greet, introduce people and use gentle words in Arabic.
- Use grammatical forms and features such as parts of speech, types of verbs and prepositions to produce meaningful sentences.
- Read and write a short paragraph.



## Islamic Studies:

- Students will recognise the signs of Allah in nature.
- Students will know the pondering of the Quran, the compilation and the preservation of the Quran.
- Students understand the importance of Ibadat
- Students know about Islam and violence and peer pressure
- Students understand alcohol and gambling in Islam
- Students recognise permitted and prohibited foods
- Students learn about food of the people of the book
- Students learn about Khadijah

## Quran:

- Recite Surah Al-Jinn
- Identify the location, meaning of the key words and the story behind the Surah.
- Apply Tajweed Rules

## Homework due dates:

- Homework will be given by the subject teachers on regular basis, this could be in the form of unfinished class work, projects or revision for tests.