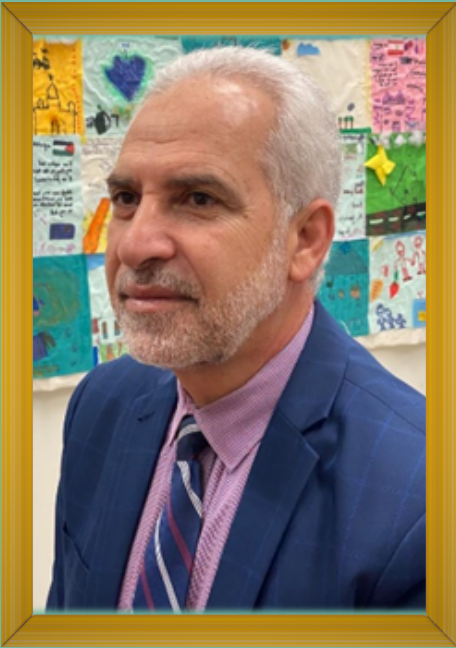


Islamic School of Canberra



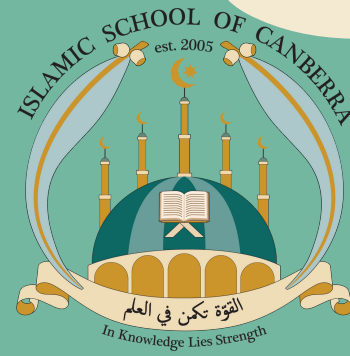
DR MAHMOUD EID
ISC PRINCIPAL

Assalamu Alaikum

Dear Parents, Staff and Students

As we are approaching the end of Ramadan, I ask Allah SWT to accept from you all your Ibadah, fasting, prayers, Quran reading and Sadaqat. We ask Allah SWT to grant us all Jannah and to give us another chance to witness more Ramadans inshallah. It was a very peaceful month. We ask Allah SWT that Eid Al Fitr will bring peace to the whole world and specially to our people in Gaza / Palestine and in every part of the Arab and Muslim world.

Alhamdulillah, Term one of 2024 is over successfully. It was a very busy term with many activities and projects:



In Knowledge Lies Strength

Term 1-2024
Newsletter



SCHOOL VALUES

- **Respect**
- **Honesty and Trustworthiness**
- **Responsibility**
- **Acceptance**

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- We started the term with a staff training and professional development program to update our staff on the Australian Curriculum amendments, school policies and first Aid training.
 - We conducted ACER diagnosing tests to our students to identify their weakness and strength which will inform the teaching programs. Also, individual learning plans (ILPs) will be drafted in light of that.
 - By the end of February, we had year 7 immunisation
 - At the beginning of March, we engaged all our secondary staff in moderation workshops as part of their training in preparation for Year 11 & 12 in 2025 inshallah. We are still waiting from the Registrar's office in this regard. Once we hear confirmation, we will update you.
 - As part of students' wellbeing, we organised at the beginning of March Cross Country activities which all the students seem to love and enjoy. Also we engaged them in many wellbeing workshops by external providers.
 - NAPLAN Tests were conducted towards the end of March. Inshallah the results will be released sometime in June and we will keep you updated.
 - During the month of Ramadan, we collected for our people in Gaza almost \$3500 as donations from the students, parents and staff. They are handed over to Human Appeal Australia to provide food and medical assistance over there.
 - We had in April school photos taken for the students and staff. It is a good experience for the students to take joint photos with the students in their classes and teachers for their future memories.
 - We were busy with some school projects in term 1. We did the artificial turf in the middle school area, we also installed school electronic bell, and we are still working on the sports fields: equipment, retaining walls and fencing.
 - In term 2 we will have 3 more big projects that we will update you on later inshallah.
 - Quran competition was held on 26th March and was sponsored by the Saudi Embassy for the second consecutive year and the school is grateful to the brothers in the Saudi Embassy for their generous contributions and support.
 - We concluded the term with parent teacher interviews in order to keep the parents updated on the progress of their children
 - Ramadan ended with the last day of term one, Wednesday 9th April to be followed by Eid Al Fitr Day on Wednesday the 10th of April – Eid Mubarak to all of you. May Allah accept from all.
 - School will be closed for the end of term one break and Eid on Wednesday 10th April. Office will reopen on 22nd April for admin staff and students will return on 30th April inshallah. Until we see the students back to school for term 2, please stay safe and take care.
- Assalamu Alaikum.



Photos of Grand Quran Competition MashaAllah





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● Snapshots of ICS photos :) ●



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HARMONY DAY





SR FARAH

My name is Farah Gondal and I am the Secondary Curriculum and Behaviour coordinator at Islamic School of Canberra.

Curriculum Coordinator

Alhamdulillah, this is the second year that the school has been following the Australian curriculum V9. One of the main advantages of the V9 Australian Curriculum is its emphasis on 21st-century skills. In addition to standard courses like English, mathematics, and science, the curriculum covers critical thinking, problem solving, and digital literacy. These abilities are critical for success in today's fast changing world, and by including them in our curriculum, we provide our students with the tools they need to prosper in both their personal and professional life. This technique encourages students' curiosity, creativity, and independent thinking, allowing them to get a deeper comprehension of the things they study.

Learning is the process of developing students' unique talents, allowing them to pursue their own quest for truth and excellence. Because learning happens in all conditions and situations, ISC staff members look for teaching opportunities to influence the progress of each kid in their care. At ISC, we promote complete community support while adhering to the school's concept and Islamic standards. The school creates a lively social environment in which pupils feel connected. The school also uses planning, implementation, and feedback cycles in its curriculum. Furthermore, the creation of high-quality learning settings (outdoor learning areas), resources (science laboratories), and technologies has had a tremendous impact on teaching and learning methods.

As a coordinator, I help with learning area planning using version 9 of the Australian national curriculum. Another aspect of my coordinatorship is ensuring that standardised curriculum is linked across classes by adopting a consistent process for evaluation and reporting. Collaboration with my team entails developing high-quality teaching programs for each subject within the learning area.

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Collaborative work with colleagues ensures that the learning area's scope and sequence, unit plans, and subject overviews are reviewed and updated consistently.

Behaviour Coordinator

Behaviour management in secondary schools is a complex and challenging task. It involves creating a positive and supportive learning environment, establishing clear and consistent rules and expectations, and applying appropriate and fair consequences for misbehaviour. Behaviour management also requires understanding the underlying causes and triggers of students' behaviour, such as emotional, social, cognitive, or environmental factors, and providing appropriate interventions and support to address them. Behaviour management is not a one-size-fits-all approach, but rather a dynamic and responsive process that adapts to the needs and circumstances of each student and situation.

Secondary school students are at an age where they are transitioning from childhood to adulthood, and this can often lead to challenging behaviours. Effective behaviour management strategies are essential in ensuring that students are engaged in their learning and that disruptions are minimised. One key aspect of behaviour management in secondary schools is establishing clear expectations and boundaries for students. This includes setting rules and consequences that are consistently enforced. By clearly communicating these expectations, students understand what is expected of them and what will happen if they choose to engage in inappropriate behaviour. This clarity helps to create a safe and structured environment where students can focus on their studies without distractions.

Another important aspect of behaviour management is building positive relationships with students. Students are more likely to behave appropriately when they feel respected and valued by their teachers. Taking the time to get to know each student individually and showing an interest in their lives can go a long way in establishing these positive relationships. Teachers can also encourage positive behaviour by providing regular feedback and praise when students demonstrate appropriate behaviour.

In addition to setting clear expectations and building positive relationships, it is also important for teachers to have a range of strategies for managing challenging behaviours. This may include techniques such as using non-verbal cues, redirecting students' attention, or implementing restorative practices. Teachers need to be flexible and adaptable in their approach, as different strategies may be more effective for different students or situations.

Overall, effective behaviour management in secondary schools requires a combination of clear expectations, positive relationships, and a range of strategies for managing challenging behaviours. By creating a supportive and structured environment, teachers can help students to thrive academically and personally.

Farah Gondal

Secondary Curriculum and Behaviour Coordinator

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SR NEHA

Dear Students, Parents and Carers,

As we approach the end of another term, I want to take a moment to express my gratitude to each and every one of you for your dedication, hard work, and commitment to our school community.

The past few months have been filled with successes, and moments of growth, and I am incredibly proud of what we have achieved together.

First and foremost, I want to extend my heartfelt appreciation to our teaching staff. Even through our absences and having to take on a few extra classes, your passion for education, creativity in the classroom, and unwavering support for our students have been nothing short of inspiring.

I also want to recognise our support staff, whose hard work behind the scenes is essential to the smooth operation of our school. From our administrative team to our teacher assistant staff, everyone plays a crucial role in creating a safe, welcoming, and inclusive environment for our students to thrive.

This term in our Wellbeing Department we have looked at the following incursions for our students. Diabetes Health - Seminar on healthy eating prior to Ramadan. Invictus Solutions: - Cyberbullying, Building Emotional Resilience and Coping Skills, Online Dangers, Power of Purpose, Mental Health Awareness, and Effective Stress Management

Looking ahead to the next term, I am filled with optimism and excitement for what the future holds. Together, we will continue to innovate, collaborate, and strive for excellence in everything that we do.

Wishing you all a happy and safe Eid and I am looking forward to the exciting opportunities that the next term will bring.

Warm regards,

Neha Sultana

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SR SOMIA



Assalam O Alaikum,

My name is Mrs Somia Malik and I am the curriculum coordinator for Primary Classes. I am also the classroom teacher for Year 2/3 this year.

As the curriculum coordinator for our primary section, my role is to ensure that the lessons and programs used in our classrooms help students learn in the best possible way. I work with teachers to make sure our curriculum is engaging, and meets all the educational standards. Together, with all my colleagues, we aim to create a fun and effective learning environment where every child can succeed. I am genuinely grateful for the opportunity to contribute to the educational journey of our students and to help provide a positive and enriching learning environment within our school community. Watching the young minds develop positively brings me immense joy. I feel lucky to help students learn and make our school a great place to be.

MR KAYIS



Assalamu Alaykom ,السلام عليكم

Dear teaching staff, I wanted to take this opportunity to express my gratitude for your hard work cooperation and dedication.

Thank you for this trust! Let us start from this word!

As a behaviour management coordinator and as a learning community we all aim to maintain a safe learning and teaching environment. All learners are entitled to learn, play and socialise safely and peacefully and all teachers deserve to feel respected, valued and safe! This is all based on the mutual trust between the teacher and the student. Our ISC behaviour policy is quite obvious and is aligned with the Guidelines of the Education Amendment Act 2022. However, our aim as educators is to sow the seeds of mutual respect, fairness, honesty, acceptance, truthfulness, tolerance, understanding and love. This is what we have been working on since the beginning of this academic year. We have been putting forth every effort to avoid punishments and other high levels of consequences. Our plan is to understand the motivation behind the inappropriate behaviours and from this ground of understanding we believe we could make enouromus differences. We have spared no time and no effrots to sit, listen and meet with our students and their parents to discuss any behavioural issues and to find a successful way to make changes for tomorrow... for the new day. It is a challenging mission but it is rewarding when we reap the results of this effort. Recently and according to our daily and weekly reports the behavioural issues have been minimised and these bullying behaviours and some inappropriate behaviours have been eliminated due to our new vision in our school. Alhumdulilah, we are moving forward and making progress!

Kayis Ablahd

BEHAVIOUR MANAGEMENT CO-ORDINATOR (PRIMARY)

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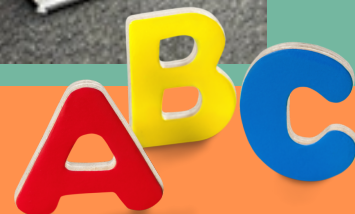
KINDY-KOALA



Assalamualaikum Dearest Kindy koalas,
What an incredible start to the year it has been for all of us! Each day brings new discoveries and accomplishments, and I could not be prouder of all of you. Let's take a moment to celebrate our achievements across different subjects:

English:

We are now able to identify the letters of the English alphabet and understand and utilise the most common sounds they represent. We have begun tackling words that seemed so hard just a few days ago, all thanks to our CVC words!





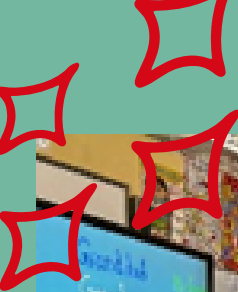
I am hopeful that by Term Four, my koalas will feel confident in their reading abilities. As a class, we have explored 8 Big Books from Reading Eggs, and everyone is reading them proficiently. Isn't it amazing? Reading is such fun!

Maths:

It was great fun learning about numbers in Math! We also loved our lessons on subitizing. We played card games that helped us read numbers and get more confident with recognising them. We have enjoyed the board games such as Snakes and Ladders.

These fun games with numbers helped my Koalas use their knowledge without even realising it. Math is magic!





Science:

We have been occupied in learning about the external features of animals, especially mini beasts. Grouping animals based on their external features has been a fascinating exercise. Along the way, we have uncovered some interesting facts, such as insects cannot think, and dragonflies having existed for 300 million years!

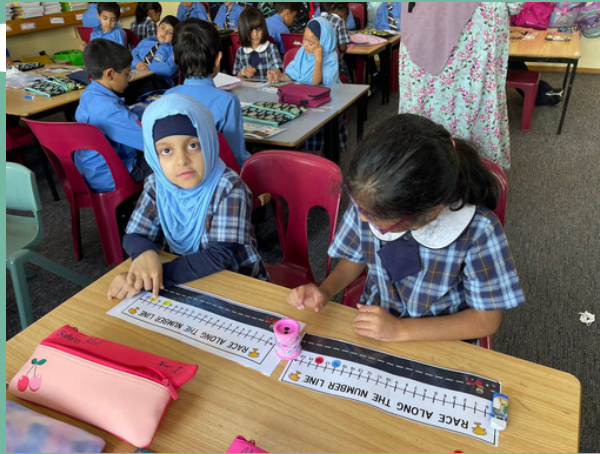
HASS:

In HASS we have been learning about our families. We now know that Family tree is such a wonderful way of getting information about a family! We have learnt about the events that are important and how and why we celebrate them. As we continue this learning journey together, let's remember to grasp every opportunity to be enlightened with curiosity and enthusiasm. Keep shining bright, my charismatic Kindy Koalas!

Warm regards,

Mrs. Shahreen Rahman

YEAR 1

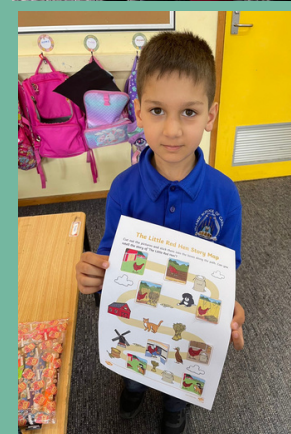


Dear Year One Families,

We hope this newsletter finds you well and that you're enjoying the start of the new term. We're excited to share some updates and insights into your child's journey at Islamic School of Canberra.

We are thrilled to report that our Year One students have been making fantastic progress academically, socially, and emotionally. They've been actively engaged in their learning journey. We've also seen some wonderful examples of creativity and critical thinking emerging in their work. Let's take a moment to update you on what's been happening in Year One.

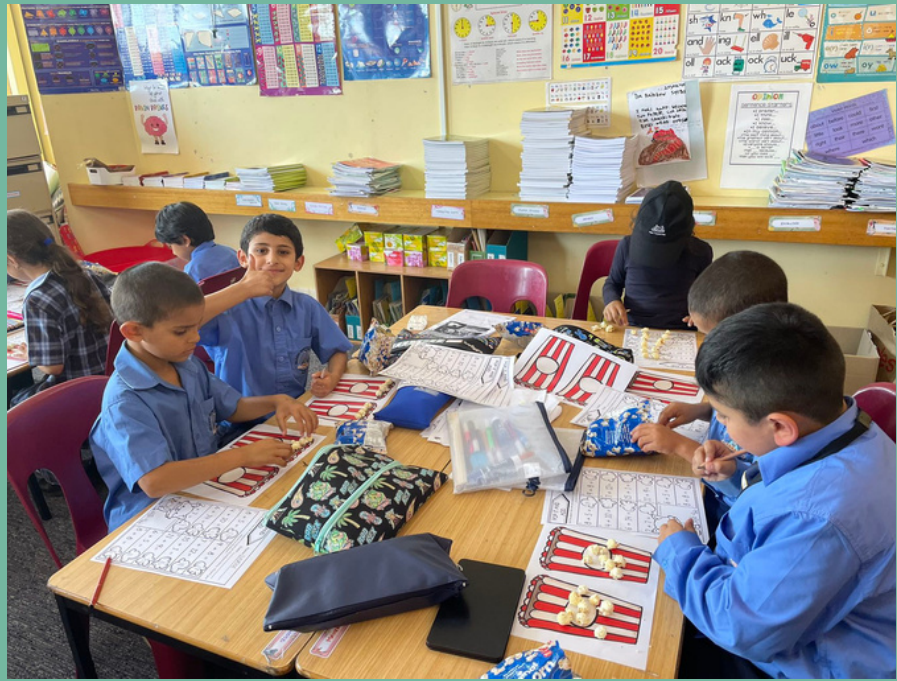
In **English**, students have been diving into exciting narrative writing, storytelling adventures, exploring characters, settings, problems, and solutions through various fiction and non-fiction stories and tales. We have also begun to practice the students' handwriting not only weekly but also daily, based on their preferences (e.g., morning reading or handwriting). Also, we have been focusing on daily Magic 300 Sight Words, weekly reading comprehension, handwriting (e.g., Writing Time 1), and weekly phonics.





In **Maths**, we have been focusing on numbers from 0-120, counting on, counting back, place value, number partitioning, addition, and subtraction within 20, skip counting, problem-solving skills, etc. We have been providing various hands-on activities (e.g., different manipulatives, Targeting Math Book, interacting worksheets) for building up their knowledge towards Maths.

In **Health**, we have been focusing on 'positive interaction' among peers and the importance of recognising our emotions with proper solutions or strategies. In addition, we have encouraged the students to be helpers for peers throughout the day. Everyone has been super helpful and kind.



In **HASS**, the students have been focusing on timelines, family sizes, family structures, family roles, indigenous families and how they work together as a family.

In **ART**, we have been embedding indigenous dreamtime stories and aboriginal contemporary artworks into teaching and learning. We have encouraged the students to demonstrate their feelings after reading the story through visual arts and book illustrations (e.g., colours, the messages from the storybook, the meaning behind it, etc.).

In **ICT**, the students have learned the difference between hardware and software. They have been exploring the computer lab since week 3. The students enjoyed learning how to use a computer mouse, a keyboard, and they have spent some quality time on their reading eggs adventures during ICT sessions.

In **Science**, students have been exploring the wonders of the natural world, learning about animals, plants, and the environment around them. For instance, we have been focusing on main parts of a plant, animals' habitats, human body parts both internal and external, and how water travels through stems.



READ MORE



Furthermore, the Year One students have further developed their resilience, social, and emotional well-being. They have started to be more responsible for their lunch boxes, water bottles, hats, and stationery. They have begun to be gentle and kind to each other. Some of them have also begun to understand that consequences are followed by their actions and their actions are not only having an impact on themselves but also on others (either good or bad).

In addition, our recent Cross Country was a huge success! It was heart-warming to see our Year One students having a blast with it and everyone tried their best too. Looking ahead, the Book Fair is super popular now, where students will have the opportunity to explore a wide array of books and ignite their love for reading. Furthermore, we value your partnership in your child's education journey. We also have our Parent-Teacher Meetings scheduled for next month, where we'll have the opportunity to discuss your child's progress in more detail. Thank you for your ongoing support and involvement in your child's education. Together, we can make this a memorable and enriching year for our Year One students. If you have any questions or concerns, please don't hesitate to reach out to us.

Warm regards,

Lucy Li

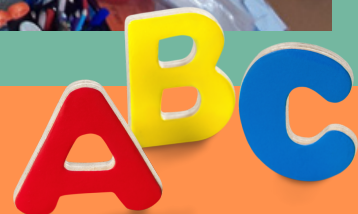
Year One Teacher



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YEAR 2A



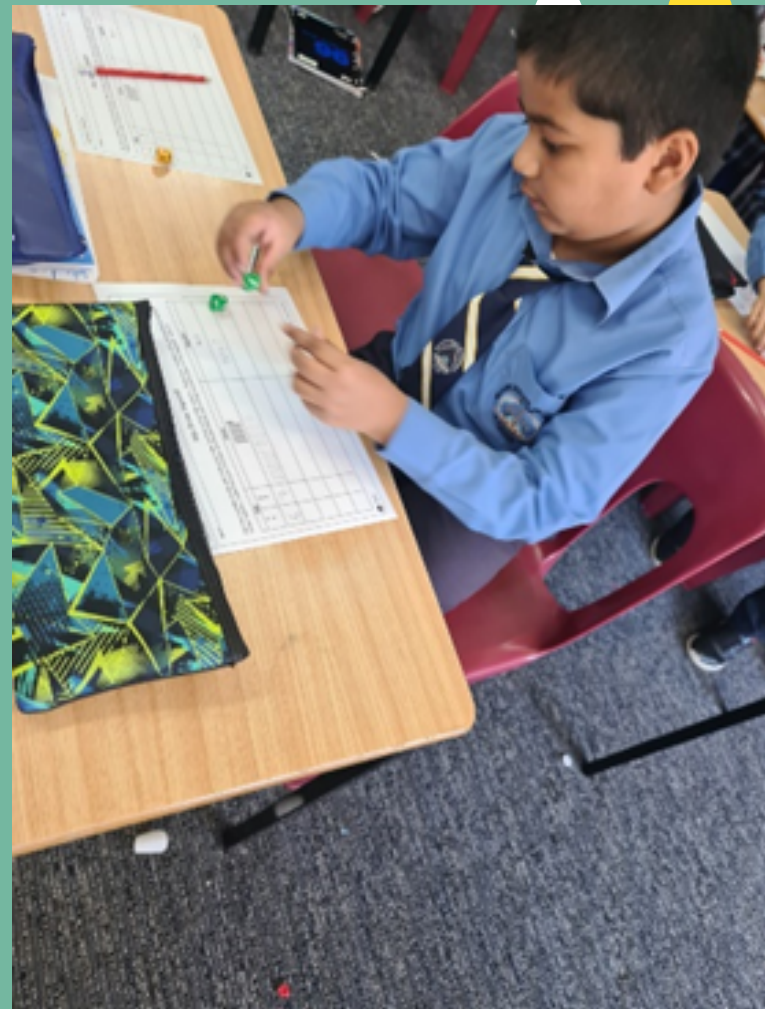
Dear families,

Welcome again to year 2. It has been a pleasure getting to know you and your children. We have had an amazing start of the year Alhamdulillah. We spend the first few days getting to know each other and setting up classroom rules and expectations. This enabled the classroom to run in a systematic way as we engaged in our learning. As term 1 concluded, I would like to share the wonderful learning that occurred throughout the term:

English:

This term, we have been working on recount writing. First, we learnt the structure of a recount and discussed how to write in a sequential way. Then, we looked at some examples, identifying parts of a recount. After that, we created one together and sequenced it in order. Finally, we started writing our own, choosing experiences from our weekends or events such as birthdays. As we practised it each week, I could see a lot of improvement in children's writing. While working on writing we explored parts of speech, that is, nouns, verbs, adjectives, and pronouns.





This helped us to make simple sentences. Then, we moved to forming compound sentences by looking at co-ordinating conjunctions. Alongside, we have been working on our sounds, studying rules of spellings. Poetry has also been an integral part of our learning. Through poems, we investigated figurative language.

Maths:

We started our maths session with place value and used manipulatives in the process. After that we moved to addition and subtraction. We identified different strategies of addition and subtraction that we can use to solve sums, whether it is inside the classroom or outside.

Science:

For science we worked on living things and non-living things, their characteristics and classifications. We also went outside to explore our natural environment such as parts of trees.



**AWESOME
WORK!!!!**



History:

We studied historical and significant places of Australia including Indigenous cultural and places. As we were researching and learning about the places children were encouraged to make inquiry questions about the places. As a class, we brainstormed a list of inquiry questions on the IWB that students still have about the local community/any site of significance and what they want to learn more about.

Arts:

For Arts, we learnt about primary, secondary and tertiary colours. We also used warm and cool colours to make our master pieces. We embedded Indigenous perspectives in our arts by learning and exploring different Indigenous authors and the way they used arts in their books.

Another exciting part of the term was cross country. Children thoroughly enjoyed the day as they cheered for their teams; enjoying ice-poles at the end of the races.

Sara Suleiman

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YEAR 2/3B



Assalam O Alaikum Parents/Caregivers,
A very happy Ramazan Mubarak to all of you. May Allah give us the strength and steadfastness to enjoy the blessings of this Holy Month every single day.

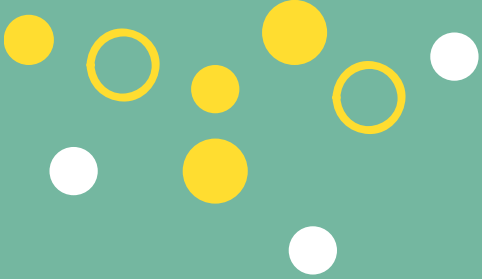
What a busy term it's been! We've had so much fun learning and growing together. As the term almost comes to an end, we want to take a moment to celebrate all the amazing things our students have achieved.

From learning new math skills to creating fantastic art projects and learning new literacy skills, our Year 2/3 students have worked hard and made us proud every step of the way. We're also grateful for the wonderful support from our families – your encouragement means a lot to us.

A special shoutout to our Year 3s who participated in Naplan – we wish them all the best!

Now it's time to relax and enjoy the break coming ahead. We hope you have a fantastic time with your loved ones. A very happy Eid Mubarak as well. We can't wait to see you all back next term for more adventures and learning fun!





YEAR 3A



Dear Parents and Guardians,
As we wrap up another enriching term filled with learning and growth, we're excited to share with you some highlights from our classroom adventures.

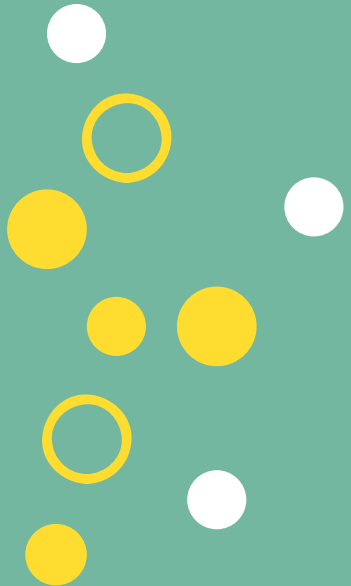
English Adventures: In our English lessons, we've been exploring the wonderful world of narratives. Your children have been showcasing their creativity through storytelling, weaving imaginative tales that take us on incredible journeys. We have been learning about what makes an interesting story for a reader, and how to use our words to 'paint a picture' for the reader. We are working on storybooks now and are excited to share them with you!





Scientific Discoveries: Our budding scientists have been busy nurturing their green thumbs by growing beans. Through this hands-on experience, they've not only learned about the life cycle of plants but also honed their observation skills. Each morning, they eagerly check on their plants, delighting in the changes and growth they witness firsthand.

Read
More
Books



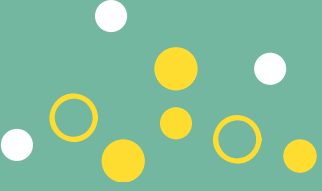


Mathematical Marvels: In math class, we've been sharpening our skills in addition, subtraction, number lines, fractions, and tackling word problems with gusto. With NAPLAN on the horizon, we've dedicated time to practicing and refining our mathematical skills, ensuring readiness for the challenges ahead.

Health and Physical Education: Balancing both body and mind, our HPE sessions have been filled with fun and learning. From mastering balance skills to honing throwing and catching techniques, the children have been actively engaged in physical activities. In health lessons, we've delved into understanding emotions and equipping ourselves with tools to navigate through various feelings.

Exploring Communities: In our HASS lessons, we've embarked on a journey to understand the changes within cities and communities. Through discussions on what defines a community and exploring our own identities within them, we've gained a deeper appreciation for the diverse tapestry of societies. Our exploration also extended to learning about Indigenous cultures and their profound connection to Country, enriching our understanding of their traditions and values.





teach
love
Inspire



Celebrating Achievements: The term wouldn't be complete without celebrating our achievements. Our Cross Country event was a resounding success, filled with cheers and camaraderie as the children cheered on their peers. We also elected our Student Representative leader, a testament to the leadership qualities budding within our students.

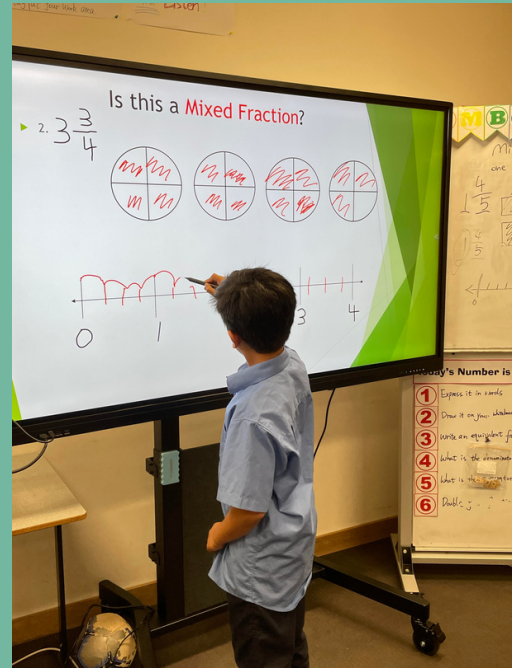
As we reflect on the past term, we're immensely proud of the progress and achievements of each and every student. We look forward to the adventures that await us in the upcoming term and the continued growth of our young learners.

Warm regards,

Jaimee



YEAR 4A



Dear Parents and Guardians,

We are thrilled to share with you the exciting journey our Year 4A students have embarked on during Term 1. As we reflect on the past few months, we are proud of the incredible growth and achievements our students have demonstrated across various subjects. Here's a detailed overview of what our students have been learning and exploring:

Maths:

This term, students have explored various mathematical concepts, including odd and even numbers, fractions, and decimals.

Odd and Even Numbers: In our recent lessons, students have been introduced to the concept of odd and even numbers.

Parental Involvement: We encourage you to engage with your child's mathematics learning at home.

English:

As we approach the end of Term 1, we would like to take this opportunity to update you on the wonderful progress and achievements your child has made in English. It has been an exciting term filled with exploration, creativity, and growth in various aspects of language and literacy.

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So we learnt the below in English this term:

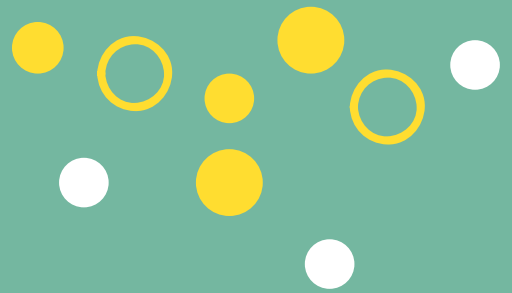
- Narrative Writing
- Creating Moral-Centric Stories
- Exploring Language Features
- Understanding Text Features
- Punctuation Mastery
- Instructional Writing
- Main Ideas and Supporting Details



Science:

As we come to the end of Term 1, we would like to take this opportunity to update you on the exciting learning experiences and discoveries made by our Year 4 students in science.

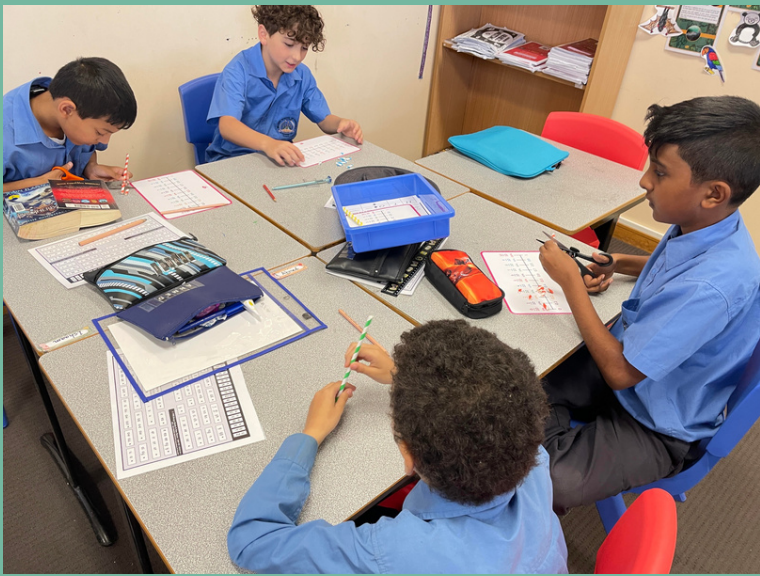
- Exploring the World of Organisms
- Understanding Food Chains and Food Webs
- Outdoor Exploration and Creation of Food Chains
- Journey into the Rainforest



HASS-History:

As we come to the end of Term 1, we would like to take a moment to reflect on the exciting and enriching learning experiences that our Year 4 students have engaged in during their history lessons.

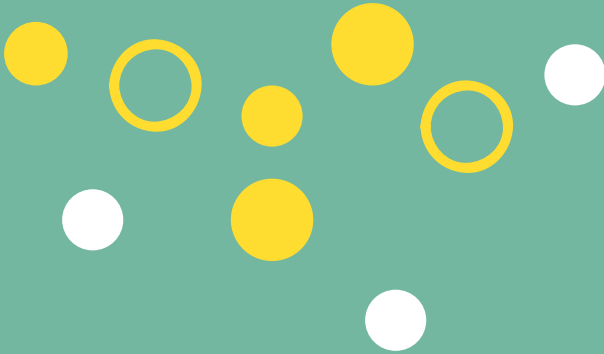
Students delved into the rich history and culture of Australia's First Nations people. They learned about the traditional custodians of this land and explored their way of life before European colonization. Through research, analysis, and group discussions, students discovered:



HASS-Civic and Citizenship:

As we approach the end of Term 1, we wanted to take this opportunity to reflect on our learning journey in Civic and Citizenship. It was an exciting and enlightening term as we explored the important role of government in our city, learned about the voting system, and discussed the significance of rules and laws in maintaining a safe and respectful environment.

- Understanding the Government in Our City
- Exploring the Voting System
- Importance of Rules and Laws
- Visit from School Counselor Ms. Nardine
- Exciting Plans for Term 2



Cross Country:

our Year 4 students' recent participation in the Cross-Country event. Our students have shown remarkable determination, perseverance, and sportsmanship throughout the event, making us incredibly proud of their achievements.

Thank you for your continued support.
Warm regards,
Year4A Classroom Teacher
Ms An



YEAR 4B



Assalamu Alaikum Dear Parents and Guardians,

As we wrap up an exciting and productive Term 1, we want to take a moment to reflect on the progress and achievements of our students. Throughout the term, our focus was on building a strong foundation in literacy and numeracy skills, laying the groundwork for future academic success.

In **literacy**, our students have made significant strides in reading fluency, writing proficiency, and spelling accuracy. They have been actively engaged in various activities aimed at enhancing their phonics, morphemic, grammatical, and punctuation knowledge. We are proud to see their growth in these areas and look forward to further development in Term 2.

In **mathematics**, our students have demonstrated a solid understanding of place value, both in whole numbers and decimals. They have also explored the properties of odd and even numbers, as well as the relationship between fractions and decimal notation. Additionally, they have honed their skills in counting by fractions and representing them on number lines. Furthermore, they have tackled challenging problems involving multiplication and division of natural numbers by multiples and powers of 10, showcasing their ability to apply mathematical concepts in real-world scenarios.

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Looking ahead to Term 2, we are excited to delve deeper into other areas of the curriculum, building upon the strong foundation laid in Term 1. Our focus will include exploring concepts such as geometry, measurement, data analysis, and more advanced reading comprehension and writing skills.

In **science**, our students have been exploring the fascinating world of ecosystems and biodiversity. They have delved into the roles of organisms within habitats and constructed intricate food chains to understand the flow of energy in ecosystems. Through hands-on activities and observations, they have gained a deeper appreciation for the interconnectedness of living organisms and their environment.

Furthermore, our students have been actively engaged in constructing representations to organize data and information. They have identified patterns and relationships, utilizing visual aids to enhance their understanding of complex concepts.



In the realm of technology, our students have been introduced to implemented simple algorithms as visual programs, incorporating control structures and input to create interactive projects. Through experimentation and problem-solving, they have developed computational thinking skills that are invaluable in today's digital age.

Moreover, our students have been exploring the rich history and culture of Australia. They have learned about the diversity of First Nations Australians, their social organization, and their deep connection to Country/Place. Additionally, they have studied the causes of the establishment of the first British colony in Australia in 1788, gaining insights into the historical events that have shaped our nation. The students also shared their new knowledge through school Assemblies. As we look ahead to Term 2, we are excited to continue fostering curiosity and inquiry in our students.

Thank you for your continued support and partnership in your child's education. Together, we are empowering our students to become lifelong learners and responsible global citizens. As a very successful Term 1 has come to an end we are looking forward to a successful Term 2.

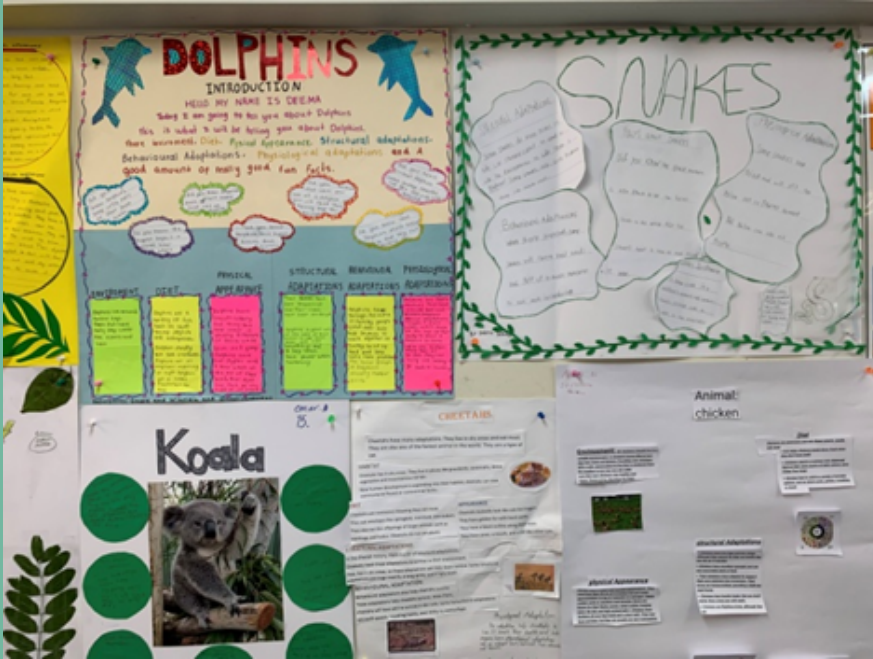
Warm regards,

Zakia Aziz

(Classroom Teacher 4 B)



YEAR 5



Assalamu Alaykom my dear students

السلام عليكم طلبتي الأعزاء

“It is only those who have knowledge among His salves that fear Allah.”
[Faatir 35:28]

As this term has flown by, our Y5 students are now progressing to another term with more excitement, betterment and achievement!

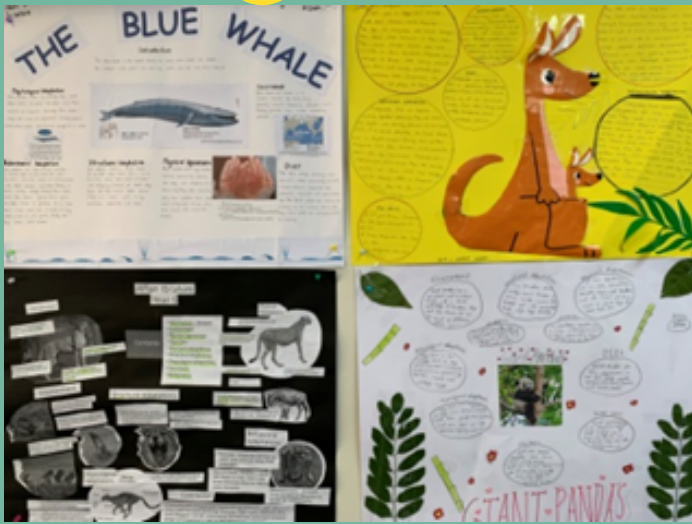
English has been our focus to get prepared confidently for both ACER & NAPLAN. Our Y5 students have done sufficient spelling practices, writing workshops, daily reading sessions and grammar tasks. They have learned and revised concepts of language features, parts of speech and writing devices.

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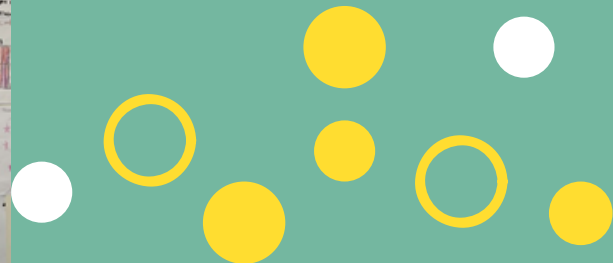
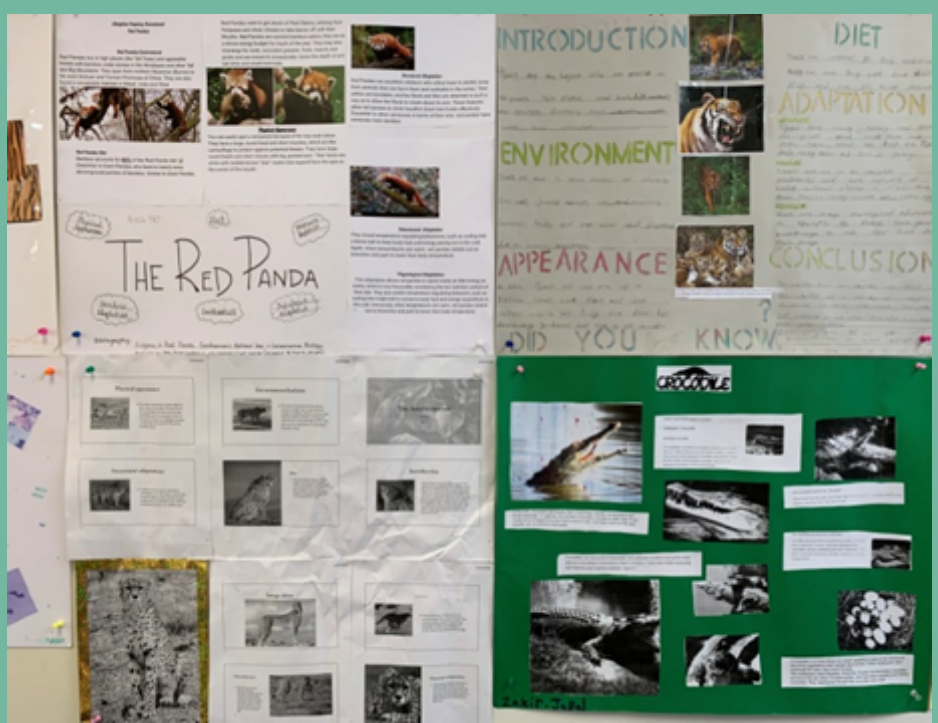




In **Mathematics**, the Y5 pupils have been learning different Mathematical concepts. They have been tackling fractions, decimals, percentages, factors & multiples and place value. Nevertheless, they have been revising most of the mathematical concepts to be in readiness for NAPLAN.

In **Science**, Our young scientists have explored the world of living things. The Y5 students have examined the form and behaviour of living things survival. They have studied different types of adaptations of individuals and communities.

In **Health**, the Y5 pupils have been learning about healthy relationships and how empathy and sympathy can positively influence relationships. They have been involved in a variety of learning experiences such as role-plays, written tasks and group work.



In **History** the young historians of Y5 have been investigating the economic, political and social causes of the establishment of British colonies in Australia after 1800. In Civics and Citizenship, the Y5 learners have reviewed the notion of Democracy and how this politically shaped our current Australia.

ACER & NAPLAN have been another remarkable experience for Y5 students to examine their abilities in Numeracy and Literacy. They have fantastically done these tests which both reflect their English skills of its reading and writing modules as well as Numeracy in its variety of mathematical concepts.

Ramadan has had its portion in Y5 days of fasting. Our Y5 students have had their words about this sacred month expressed in their artistic artefacts and righteousness expressions.

Kayis Ablahd
Year 5 Teacher

YEAR 6



"This year, be structured enough for success and achievement and flexible enough for creativity and fun." —Taylor Duvall
Another year brings opportunities to learn and flourish. Year 6 classrooms are always bustling with energy and enthusiasm to excel and succeed.

In English, we learnt to use and vary language features including sentence structures, topic-specific vocabulary, and literary devices, and/or multimodal features. We also practised to spell using phonic, morphemic, and grammatical knowledge and worked on our skills to identify how texts have similar and different text structures to reflect purpose. Additionally, we explored how language features, including literary devices, and visual features influence audiences. We exercised our creative skills by writing a play about 'friendship' and performed it in front of our class.

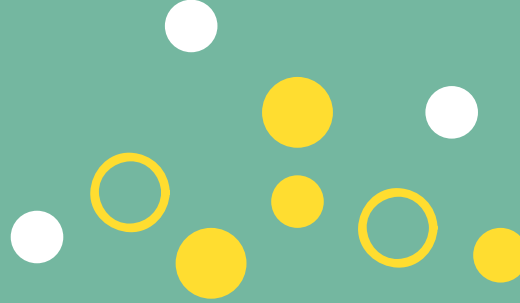




We followed a procedure to create a terrarium and had heaps of fun looking for pebbles, bark, soil and plants for our own little terrariums. We even found some caterpillars to put in our terrariums and observed them shedding their skin and undergoing metamorphosis.

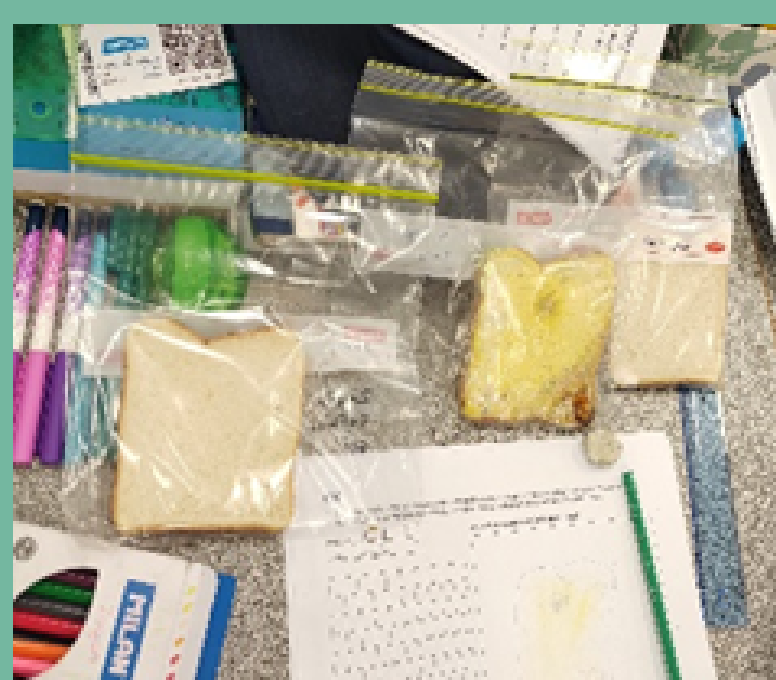
In **mathematics**, we used integers to represent points on a number line on a Cartesian plane and located ordered pairs in any one of the four quadrants on the Cartesian plane. We solved problems using the properties of prime, composite, and square numbers. We also ordered common fractions with reasons and added and subtracted fractions with related denominators.





In **science**, we explored how changes in physical conditions affect living things. Using our scientific vocabulary, we explained why science is often collaborative and described different individuals' contributions to scientific knowledge. Additionally, we described how individuals and communities use scientific knowledge.

We conducted several experiments to better our understanding of living things and their environments. We germinated seeds in variety of environments to find out the most suitable one. We stored bread in different environments to find out the best place to store bread, so it stays fresh longer.

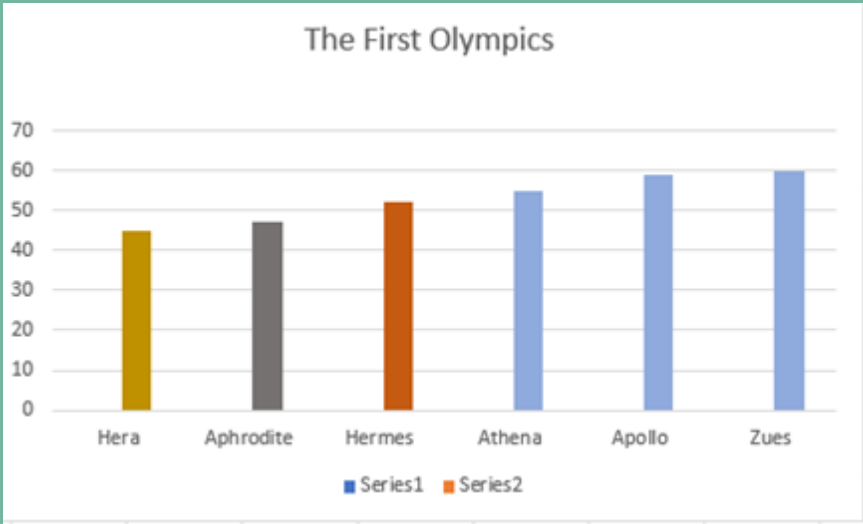




In **history**, we studied significant individuals, events, and ideas that led to Australia's Federation, the Constitution, and the democratic system of government. We also explored changes in Australia's political system and to Australian citizenship after Federation and throughout the 20th century that impacted First Nations Australians, migrants, women, and children. We researched people's motivation to migrate to Australia since Federation and throughout the 20th century, their stories, and effects on Australian society, including migrants from the Asia region.



The First Olympics				
1				
2	Names	800m	1600m	Total
3	Hera	45	90	135
4	Aphrodite	47	94	141
5	Hermes	52	104	156
6	Athena	55	110	165
7	Apollo	59	118	177
8	Zues	60	120	180





In **technology**, we designed, generated, modified, communicated, and evaluated designs for a user interface for a digital system. We implemented algorithms as visual programs involving control structures, variable and input. We also evaluated existing and student solutions against the design criteria and user stories and their broader community impact.

In **health**, we learnt to apply strategies to manage emotions and analyse how emotional responses influence interactions.

Be sincere and patient during Ramadan. All your wishes and happiness are taken care of by Allah.

Eid Mubarak!

Mrs Pavel Bajwa
Mrs Stacey McGregor
 Year 6 Teachers

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ICT AND SPORT

YEAR 1 & 2 PHYSICAL EDUCATION
YEAR 7-10 ICT



Year 1 and 2 Physical Education:

Nurturing young minds in Physical Education requires a blend of structured activities and playful exploration. Throughout Term 1, the focus lies on fundamental movement skills such as running, jumping, throwing, and catching. Lessons are designed to engage children through interactive games, obstacle courses, and team-based activities, fostering not only physical prowess but also teamwork, cooperation, and sportsmanship. Safety protocols are paramount, ensuring a secure environment for exploration and growth. By cultivating a positive relationship with physical activity at this early stage, students develop a lifelong appreciation for health and fitness.



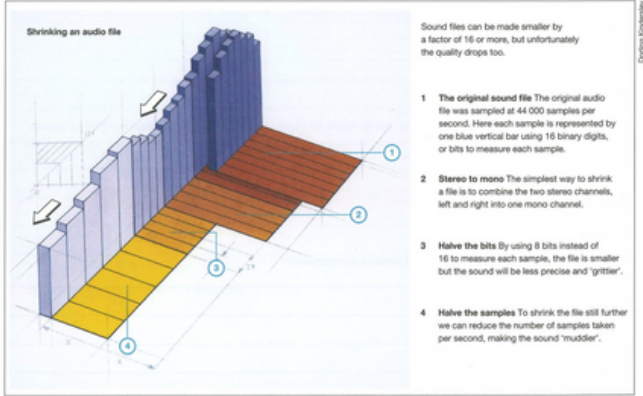
AUDIO COMPRESSION

In *Digital Technology 7 & 8 Chapter 2*, we studied audio sample rates, sample sizes and stereo. For audio files, simple compression can be achieved by:

- reducing the sample rate (the number of sound samples taken per second)
- making audio mono rather than stereo (this will halve the size)
- reducing the sample size (the number of bits used to code the sound sample)

Figure 1.11 illustrates these techniques. All of these are lossy techniques.

However, as in the case of video data, we can use techniques that rely on the talent our brains have of being able to fill in missing data and completely reconstruct the meaning of an original message. The MP3 audio format achieves even further compression by eliminating frequencies the human ear cannot detect. This involves loss of data, although you would not be likely to notice the reduced quality. Great gains in file size reduction can be achieved using this lossy technique.



INFOBIT: COMPRESSING THE WORLD'S DATA

Humankind has now stored over 200 exabytes of data, according to scientists at the University of Southern California. They concluded that 2050 should be considered the beginning of the digital age because it was the first year worldwide digital storage overtook total analog storage. It is estimated that this total could be further compressed using existing algorithms to approximately 20% of its size. Find out how many bytes there are in an exabyte.

IMAGE COMPRESSION

You already know two ways to reduce the file size of an image:

- reduce the number of pixels in the image
- reduce the bit depth for each pixel. (You learnt about bit depth or colour depth in *Digital Technologies 7 & 8*.)

We'll examine what happens to a painting when it goes through various digital changes.

First it is digitised using a camera. It loses original colour data in this process. Even so, the file can be over 200 MB. When the painting in Figure 1.2 was first digitised by photographing it using a high-quality digital camera the original paint colours are approximated by the digital camera using a more limited palette.



Figure 1.2

Next we can reduce the bit depth of the image to 3 bits (the number of binary codes available is now only $2^3 = 8$ colours (see Figure 1.3). The file size is now 3 MB. Compression techniques can be either lossy or lossless.



Figure 1.3 Here the original digital image has had its colour palette reduced to just eight colours. Can you identify them? The file size is now around 3 MB.

Lossy image compression

One method of lossy compression relies on reducing the colour palette – the number of colours for a particular image.



Figure 1.4 JPEG compression is a lossy format. Nearly every digital camera can save images in the JPEG format. JPEG files degrade when repeatedly added and saved. The JPEG format is also used by the image compression algorithm in Adobe PDF documents.



Figure 1.5 JPEG compression results in further loss of colour data but the original 200 MB file size is now reduced to 200 KB! These changes are not obvious to the human eye (compare Figure 1.2) but are seen when enlarging the detail in 8 pixel grids. The image in the middle has been enlarged from Figure 1.2. The image on the right has been enlarged from the compressed image on the left.

Year 7 to 10 Information and Communication Technology ICT:

In parallel, the ICT curriculum for Year 7 to 10 delves into the rapidly evolving world of technology. In Term 1 students looked into the fundamentals of digital literacy, covering topics ranging from basic computer operations to internet safety and coding principles. Practical sessions are complemented by theoretical discussions on the ethical implications of technology, encouraging critical thinking and responsible digital citizenship. Students are encouraged to explore their creativity through multimedia projects, coding challenges, and collaborative problem-solving tasks. As technology continues to shape every facet of society, equipping students with these foundational skills is essential for their future success. The use of the textbook for all year levels has been a refreshing introduction as the students have been able to learn new concepts and revise ones already learned.

Storage

A computer needs a way to store the data as you work on it. This is performed automatically by the computer system and is called primary storage. It is the only memory the CPU can access directly.

Primary storage comes in two varieties: RAM (random-access memory), which is lost when the power is turned off and ROM (read-only memory). You will learn more about these later in this chapter when we discuss the CPU and the motherboard.

The second type of memory is called secondary storage and is sometimes called external memory. Hard disk drives (HDD) and solid state drives (SSD) are both commonly used for secondary storage. Secondary storage saves files and programs permanently, even when the power is turned off. You will already understand the importance of saving files to a hard disk while you are working with them and before you turn your computer off. Average internal SSD hard drives have a capacity of around 500 GB to 1 TB and are fast and reliable but more expensive than an internal HDD, which typically have larger storage capacity than SSD.

We can also store data in the cloud on remote servers. Networked and online file servers are designed to allow secure storage of data and are accessible across the Internet. There are large groups of hard drives located in remote places.

Figure 1.8 When data moves from a chip, such as RAM, ROM or the CPU, to a HDD hard disk, it needs to be stored on a pattern of magnetic regions. Changes in the direction of magnetisation are used to represent binary data bits.

Figure 1.9 Top: Inside a hard drive (HDD). Bottom: A solid state drive (SSD). The SSD uses a hard flat silicon across the platter seating the correct sector for reading data. The SSD has no moving parts and virtually instant access to its data, but is more expensive.

Figure 1.8 Primary storage (RAM) strips and secondary storage (HDD and memory sticks).



SECONDARY

YEAR 7 MATHS AND SCIENCE

YEAR 8 MATHS

YEAR 10 MATHS



رَبِّ زِدْنِي عِلْمًا

"My Lord, increase me in knowledge"

Dear Students, Parents, and Guardians,
Assalamu Alaikum,

It is with great pleasure and humility that I introduce myself as the newest addition to the esteemed faculty here at Islamic School of Canberra. My name is Tahseem Banu, and I am honoured to join this vibrant and growing community as your mathematics teacher.

With over 23 years of experience in teaching mathematics and Science, I bring a deep passion for the subject and a commitment to nurturing the mathematical minds of our students. As an educator, I firmly believe in the transformative power of these subjects to not only sharpen analytical skills but also foster a sense of curiosity, perseverance, and critical thinking. This year I am teaching mathematics to year-7, 8, 10 and science to year 7.

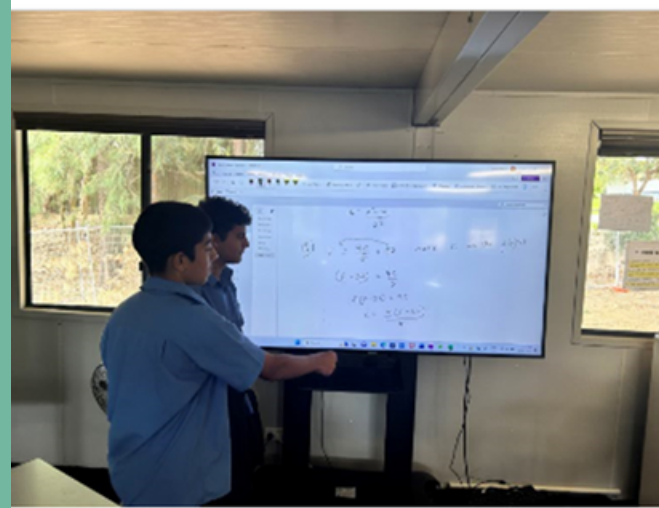
My journey in mathematics education has been guided by the principles of inclusion, diversity, and excellence. I am excited to collaborate with the dedicated staff and administration at Islamic School to create a learning environment that celebrates cultural diversity and embraces the values of Islamic education.

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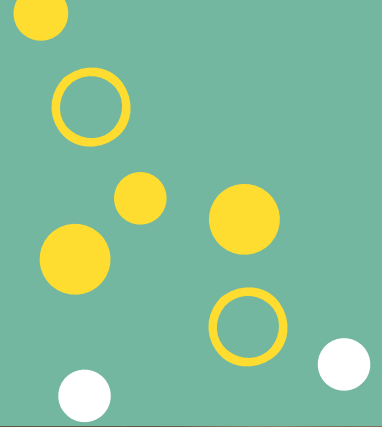
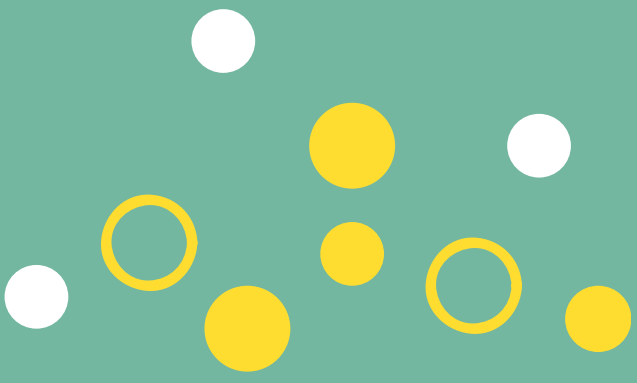
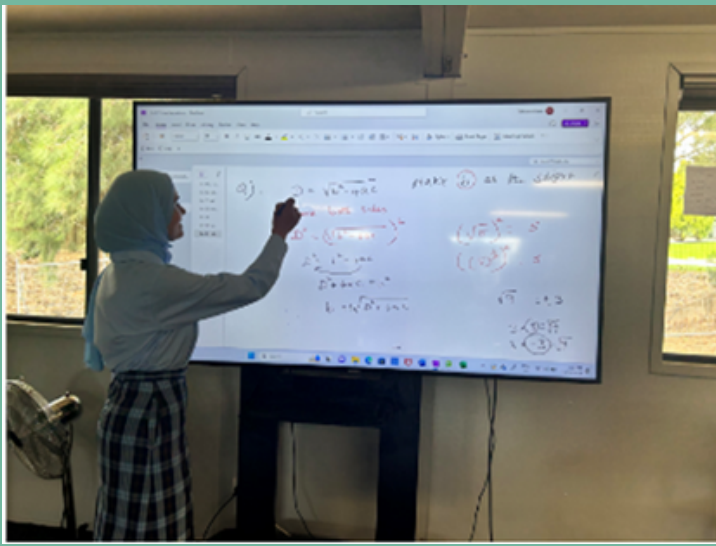




In my teaching I use smart board and the lessons were taught using one-note. I am in the process of sharing it, so, students and parents can access the lessons 24/7. I look forward to engaging students in dynamic and interactive lessons that explore the beauty and relevance of mathematics and science in our daily lives. From algebraic expressions to geometric proofs, we will embark on a journey of discovery, inquiry, and growth together.

This term in Science, we had a visit to the science lab couple of times. We learned how to work scientifically and safely in a laboratory environment as it is crucial to ensure both the success of experiments and the well-being of everyone involved. We looked closely at various objects and living creatures especially the dissection of the bug under the microscope. We did experiments to learn about various forces, one of the experiments on how to generate magnetic field using batteries which was definitely the high light.





Here is an overview of what we learned in Term_1

Year-7 Mathematics
 Chapter-1-Positive Integers
 Chapter-2-Negative Integers
 Chapter-3-Factors and Multiples
 Chapter-4-Percentages

Year-7 Science:
 Chapter-1-Working Scientifically
 Chapter-2- Forces

Year-8 Mathematics
 Chapter-1-Integers
 Chapter-2-Index laws
 Chapter-3-Fractions and decimals
 Chapter-4-Percentages

Year-10 Mathematics
 Chapter-1-Indices and logs
 Chapter-2-solving equations
 Chapter-3-Coordinate geometry and Simultaneous equations

For Those Curious minds who would love to know what's next, some of the tentative topics are:

Term-2
 Year-7 Mathematics
 Chapter-4-Percentages (Continue)
 Chapter-5-Fractions and decimals
 Chapter-6-Finance
 Chapter-7-Introduction to algebra

Year-7 Science:
 Chapter-2-properties of substances
 Chapter-3-Earth resources

Year-8 Mathematics
Chapter-7-Algebra
Chapter-9-Linear equations
Chapter-10-graphs of linear equations

Year-10 Mathematics
Chapter-5-Trigonometry
Chapter-6-Surface area and volume
Chapter-7-expanding and factorising

As we strive for academic excellence, I am committed to providing each student with the support and encouragement they need to succeed. I believe in fostering a classroom community where every voice is heard, every question is valued, and every student feels empowered to reach their full potential.

Thank you for entrusting me with the privilege of educating your children. I am excited about the possibilities that lie ahead and look forward to a fruitful and rewarding academic year.

Please remember us in your prayers in this blessed month of Ramadan and Happy Eid to you all.

Warm regards,

Tahseem Banu



Teachers can open the door,
but you must enter it yourself.

CHINESE PROVERB

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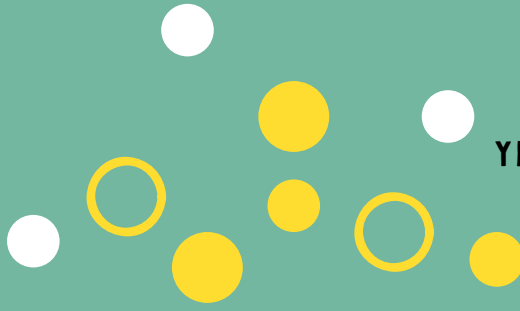
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SECONDARY

YEAR 8 SCIENCE
YEAR 9 MATHS AND SCIENCE
YEAR 10 SCIENCE



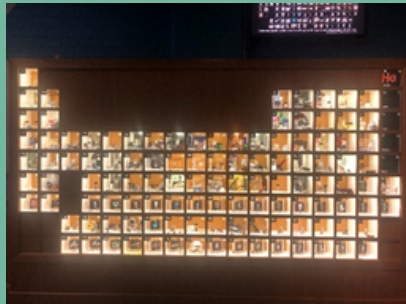
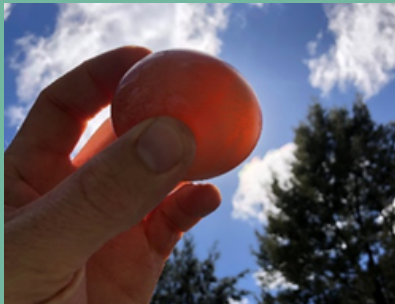
Assalaamu 'alaykum dear parents and friends of the Islamic School of Canberra. I hope this message finds you all well.

Another year begins: 2024! I hope this year is as fun and full of learning as last year. A brief summary of learning content is provided below, and then I'll devote as much space as possible for photos and recollections of the term.

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

It's time for photos ...





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Thank you everyone!

All the best for the rest of the year. I'll finish with a challenge to parents and friends; anyone who can bring me the solution will get a sugary prize. Can you draw two straight lines over this cross, such that it is divided into six separate pieces?

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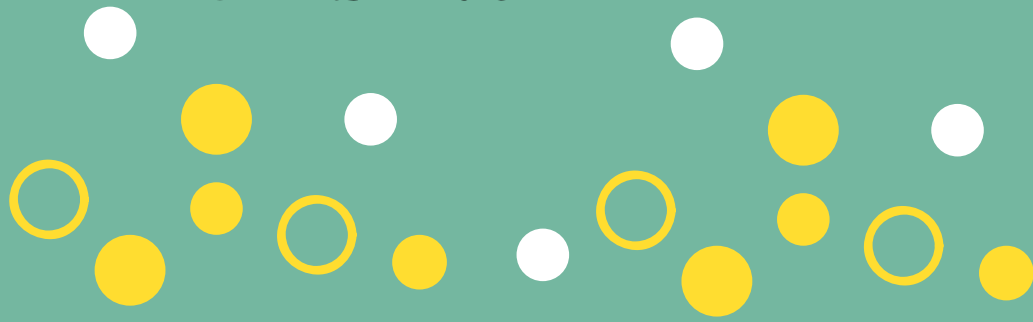
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SECONDARY ENGLISH



As Salaam-o- Alaikum

Newsletter- Term 1 English- 2024- Unveiling the Literary Tapestry

Dear Readers, as the ink of time dries on the parchment of 2023, I stand at the threshold of a brand-new chapter in the literary odyssey of my Year 7-10 English cohort. With eager hearts and minds brimming with anticipation, I am thrilled to welcome you to the inaugural edition of our 2024 newsletter!

I invite you to step into the realm where words dance, ideas soar, and imagination knows no bounds. Here, within the hallowed halls of our English classrooms, we embark on a journey that celebrates the power of language to ignite the flames of creativity and to provoke introspection. Prepare to be transported to worlds both familiar and fantastical, as I unravel the threads of literary brilliance woven by my exceptional students.

But our journey extends far beyond the confines of the written page. In the vibrant tapestry of our English curriculum, we explore not only the nuances of language but also the complexities of the human experience. Through discussions that spark debate, assignments that foster critical thinking, and projects that encourage collaboration, I empower my students to become empathetic thinkers, passionate communicators, and fearless advocates for change.

I am humbled by the privilege of witnessing the evolution of each student as they navigate the labyrinth of language and uncover the treasures hidden within. Together, we will traverse the landscapes of poetry, prose, drama, and beyond, seeking enlightenment, inspiration, and perhaps a touch of magic along the way.

Year 7-Naplan- done and dusted, Let's Learn Advertising

As we wrap up the exhilarating journey of Term 1, I'm thrilled to share with you the incredible exploits of our budding wordsmiths in Year 7. Throughout the term, we delved deep into the realms of language exploring a myriad of skills and concepts with unwavering enthusiasm.

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From our targeted NAPLAN revision sessions, where we honed our skills in grammar conventions, writing narratives, persuasive pieces, and sharpened our reading comprehension abilities, to our dynamic activities analyzing cartoons and crafting compelling articles, each moment was a step towards mastery.

Presently, we find ourselves immersed in the captivating world of advertising, where students are showcasing their creativity by designing and presenting advertisements for their own original products. Witnessing the students navigate group dynamics and leverage their strengths while addressing weaknesses has been nothing short of inspiring.

Year 8- Unveiling the Magic of News Reporting

As we wrap up an exhilarating journey through Term 1, I am thrilled to share the electrifying exploits and discoveries we've made in our English class! With boundless enthusiasm and a thirst for knowledge, we've embarked on a whirlwind of activities that have sparked creativity, honed skills, and fostered collaboration.

One of the highlights of our term was our deep dive into the captivating world of newsreporting, where students eagerly immersed themselves in the art of report writing, exploring both digital and print media. Their excitement for uncovering news stories and delving into crime vocabulary was truly infectious!

Currently, we find ourselves in the midst of creating live television reports, where students are stepping into the roles of anchors, correspondents, interviewers, and more, bringing their stories to life in a dynamic and engaging manner.

Earlier in the term, we embarked on a journey of personal reflection through summer diaries, exploring the theme of "Let's beat the summer heat." Together, we delved into diary extracts from beloved works such as Wimpy Kid and Anne Frank, igniting our imaginations and fostering empathy.

Witnessing our students navigate group dynamics and leverage their strengths while addressing weaknesses has been a joy to behold, a testament to their resilience and growth mindset.

Year 9- The Dynamics of Courtroom Presentations after overcoming the stress of Naplan

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As we bid farewell to the whirlwind of activities that characterized Term 1, I am delighted to share the riveting journey we've embarked on in our English class. With passion and purpose, we've explored the depths of language, delving into a plethora of skills and concepts that have ignited our minds and hearts.

From our dedicated NAPLAN revision sessions, where we meticulously sharpened our skills in grammar conventions, narrative writing, persuasive techniques, and digital reading comprehension, to our dynamic activities analysing reflective writing and conducting interviews, every moment was an opportunity for growth and discovery.

However, the true highlight of our term was our foray into the captivating world of Law and Legal documents, where students eagerly soaked up knowledge about legal vocabulary and concepts. Currently, we're immersed in the thrilling realm of courtroom presentations, where students are ingeniously crafting crime scenarios and presenting them in a mock courtroom setup.

Year 10- Igniting the Flames of Political Discord

As we bid adieu to a thrilling Term 1, I am delighted to recount the exhilarating journey we've embarked on in our English class! With fervor and dedication, we've delved deep into the realms of language, exploring concepts that have sparked passionate discourse.

One of the highlights of our term was our immersive exploration of essay writing, where students dissected basic and argumentative essays with keen insight and analytical prowess. However, the true excitement began when we ventured into the captivating world of speech writing and political vocabulary.

Currently, we find ourselves in the midst of creating live political rallies, parliamentary debates and stirring political speeches, as well as engaging in panel discussions on hot debatable topics of public interest. Witnessing our students step into the roles of politicians, parliamentarians, leaders, and senators has been nothing short of awe-inspiring.

As we bid adieu to Term 1, let us carry forward the lessons learned, the friendships forged, and the triumphs celebrated, as we embark on new adventures in the realms of language and literacy in term 2.

Jazakum Allah Khair

Ms Sujata

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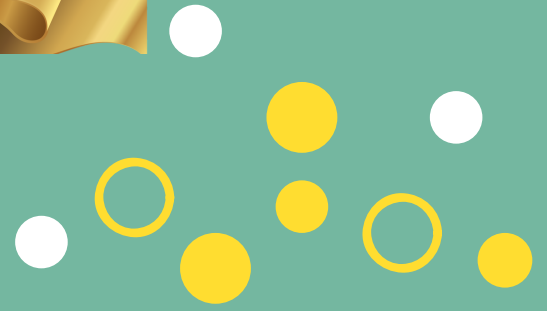
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SECONDARY HASS



In the name of God, the Compassionate, the Merciful

Assalaamu 'alaykum

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

This term, in Year 7 history, we explored the basics of history – what it is and the skills needed to understand it. Students also explored into the rich cultures of Aboriginal and Torres Strait Islander peoples. They learned about Creation stories, how Wurundjeri people understood the weather, life cycles of plants and animals, and the stars in the night sky.

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We also traveled back in time to Ancient Egypt, discovering how the Sahara Desert transformed from a grassy plain to a dry region around 8000 BCE. Powerful rulers called pharaohs emerged, expanding Egypt's territory and building lasting monuments, temples, and pyramids.

In **Civic and Citizenship**, we focused on the rights and responsibilities Australians share, promoting values like freedom, respect, compassion, and equality for a harmonious society. In the coming weeks, we'll explore more about our multicultural nation.

For Year 8 **history**, students learned how historians use tools to uncover the past. We explored the European and Mediterranean world, studying different beliefs, religions, social structures, laws, and governments that influenced societies.

In **Civic and Citizenship**, Year 8 students explored into Australian rights and responsibilities, understanding how our government functions. Democracy, equal rights, and freedom and responsibilities were key topics of study.



Moving on to Year 9 history, we explored into World War I, known as 'the Great War.' Students learned about the devastating impact it had globally, testing Australia's commitment to Great Britain.

In Civic and Citizenship, Year 9 students explored Australian citizenship, political systems, democratic values, freedom of movement, and the concept of a fair trial.

Year 10 history covered how historians piece together accurate pictures of the past, differentiating between communism, capitalism, and democracy. World War II, including the treaty of Versailles, was examined in detail. Battles across Europe, Asia, Africa, and even Australia were explored.

In Civic and Citizenship, students studied democracy, citizens' rights and responsibilities, the role of government,



and Australia's history of governance. Future lessons will cover safeguards to Australia's democratic society.

Thank you.

Muhammad Khan

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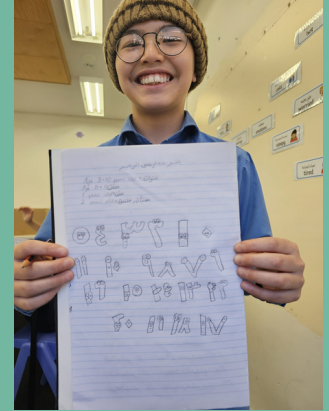
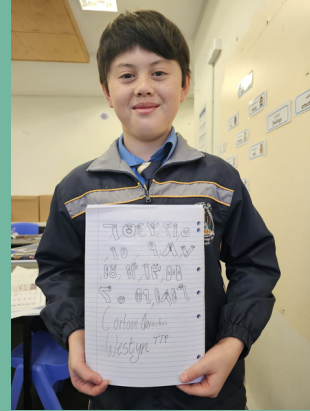
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ARABIC



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ



From the Arabic teachers,
Dear Parents and students,

I would like to welcome you all to the new 2024 Arabic section in this newsletter. The year started smoothly with a few hiccups with the distribution of the new textbooks. Alhamdulillah, by week 3, majority of the students have had received their books.

So far, the feedback on the contents of the books is positive.

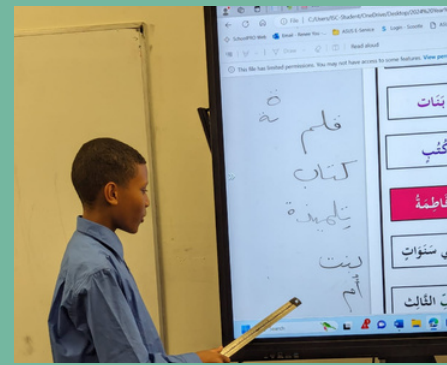
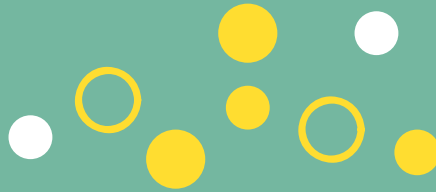
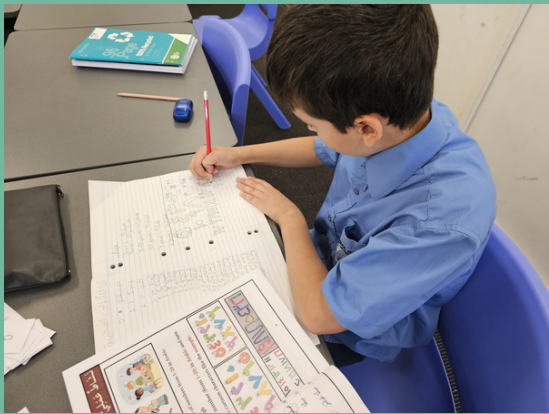
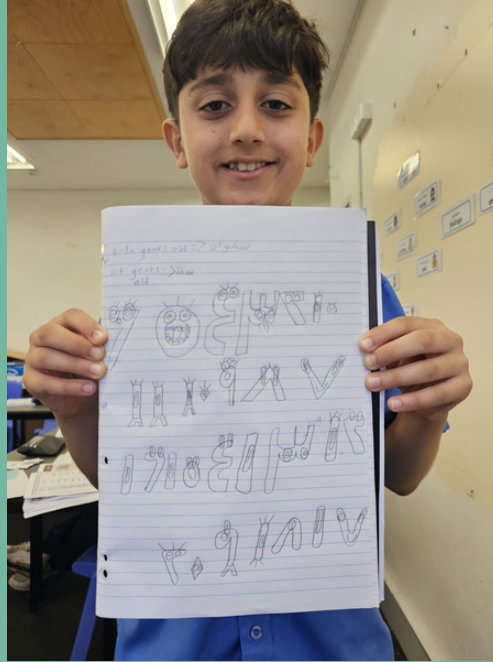
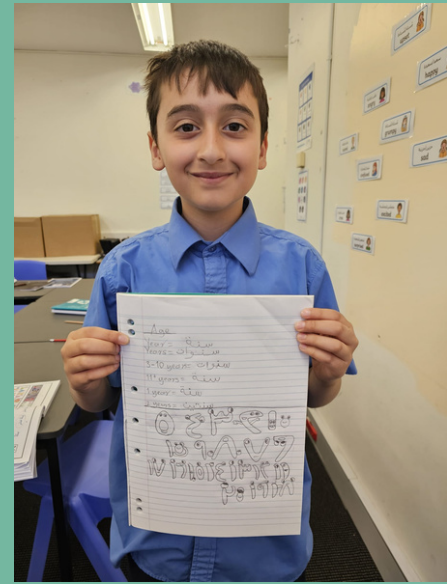
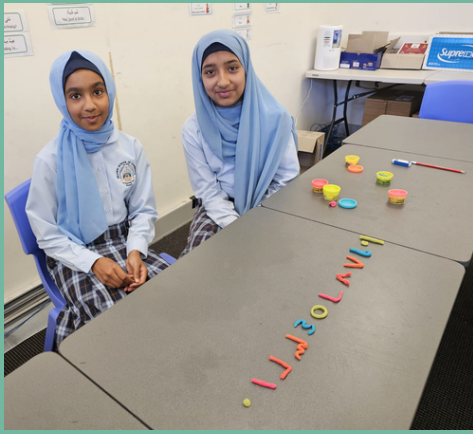
By the end of this term, students in primary should receive the textbooks, the homework book and the handwriting book as well. Parents will then have the opportunity to view their children's work, areas of strength and weakness, and the progress. Please return the books with the students at the start of term 2.

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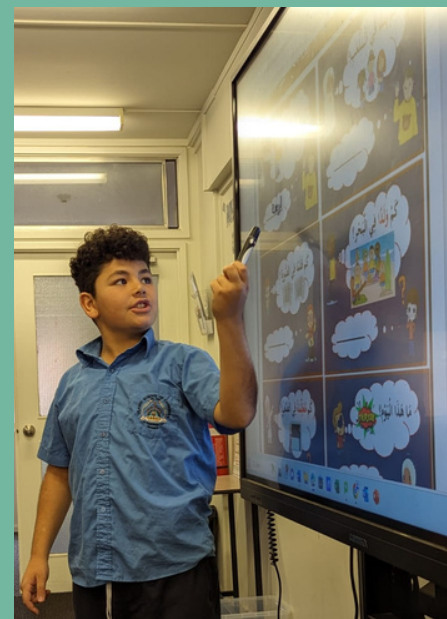
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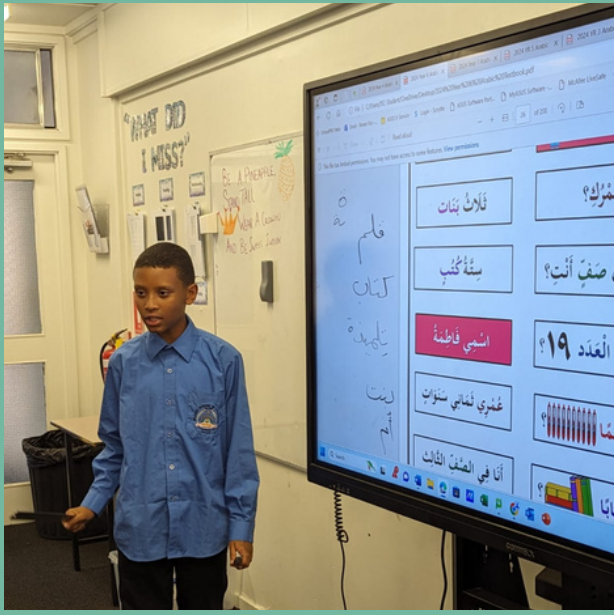
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Many activities took place in the Arabic classes this term; students were able to compete against each other on timed reading. Winners in the timed reading were acknowledged for their hard work. Moreover, to encourage students to reflect on their learning, they were asked to take part in teaching what they had learnt in Arabic to their classmates with the support and under the supervision of their teacher. Students and I were so proud and thrilled to see the talents of the students. A special acknowledgement to year 5 and 6 students. There was also a song presentation in the MPH during a Friday assembly about the days of the week. Amazingly, students memorized the song in two weeks only.





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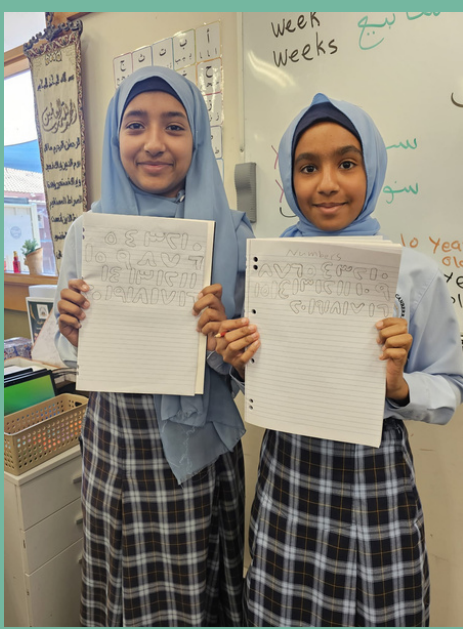
I am also overwhelmed with the positive approach to this subject by both parents and students. Thank you all!

Below, I would like to share the photos of some of the activities which took place in term 1-2024. I wish you all a blessed Eid and happy returns in shaa allah.

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

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

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



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

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

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

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

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

Sr Rabab
Arabic Teacher

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ISLAMIC STUDIES



All praise is due to Allah the almighty, and peace and prayers upon the the prophet Mohammad and his family.

In this term 1 of semester 1 , the students at the primary level have been learning subjects that focuses on Allah the creator and his attributes, what He is and what He is not, what He does and doesn't, Islam and Eeman, the prophet Mohammad and his character, the Quran and other books of Allah and their objectives, rewards of Allah almighty and His promises and discples to everyone.

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





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

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

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

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

And finally Al-asr, the formula of Success.

May Allah help us all as school staff and parents to set the good example of a real Muslim for our students and children.

WAlhamdulillah Rabbilaalamin

Sh Adama Konda

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QURAN



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



**Year 2/3 Students
celebrating their
success in Memorizing
Surah AL-Humaza**



Quran News Letter Term 1
Kindergarten to year 2:

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

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

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



**Kindergarten Students
writing Arabic letters.**



**Year 2 Students writing
in their Arabic lesson**



Arabic News Letter Term 1

Kindergarten to year 2:

Kindergarten students started their Arabic letters learning. We did the letters Alif to Zaal with 2 words each. The students are doing an amazing job Alhamdulillah. Year 1 are working on joining letters to form words. We are also now reading words with fatha. We also started reading words with kasra and damma. Well done everyone. Year 2 students are reading and writing words with madd and tanween. We are also reading and writing lessons about Tariq's peacock and Dian's glasses. Good job year 2 on your hard work.

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Kindergarten students discuss about the pillars of Islam.



Year 2/3 students discuss what does Allah create



Islamic Studies News Letter Term 1

Kindergarten to year 2:

Kindergarten students recognise the creator and his creations. They discussed the meaning of Islam and the 5 pillars of Islam. Keep up the great work.

Year 1 students recognise the creator. The students understand Islam and Eman. They know the early life of the Prophet. Keep up the great work. May Allah reward them abundantly.

Year 2 students recognise Allah and realise the blessings from Allah. They also discussed how to understand Allah (SWT): Our Creator, what does Allah create, what does Allah do, what does Allah do not. Keep up the great work. May Allah reward them abundantly.

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QURAN



Asalamu alikum all,

For all Quran classes, we focus on fluent reading, understanding the main themes, and reasons of revelation of the Surahs. We continue to teach students the Quranic vocabulary, which focus on understanding and memorising the meaning of key words in the selected surahs. There are number of students, who need support with reading, specifically new students, who moved to the school recently. To this issue we have additional support for them; However, parents need to pay attention to their learning needs and provide them with extra support at home. For improving or advancing the Quran reading, we use IQRA Books and the Quran for advanced students. We deliver our classes through various modes: lessons, individual & group reading, peer support and one to one support. For all classes, we created Google Classroom, where we allocated various resources for supporting learning at home.

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القرآن الكريم



During this term, students memorised different surahs and showed great love and respect for Quran. They enjoyed the recitation and worked hard to improve their understanding. During term 1, Year 3 students memorized surah Al-Sharh and surah Al-Duhah, Year 4 students memorized surah Ashams and surah Al-Lail, Year 5 students memorized surah Al-Ghashiya, Year 6 students memorized surah Al-Inshiqaq. Year 7 students memorized surah A-Takwir . and Year 8 students memorized surah An-Naba. In addition to memorization students in all classes from Year 4-8, identified the location, meaning of the key words and the story behind the surah, while applying Tajweed rules. Students who memorized the identified surahs have started the memorization of different surahs. Currently we focus on surahs Al-Bagara, Al-Imran, Al-Kahf and Surat Yassin.

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SPORT



PDHPE Newsletter

With all students using PE to practice their Cross Country, leading into the ISC Cross Country Day. PE lessons have been very draining for all students in the very warm weather. Kindergarten to Year 10 students propelled themselves around the school grounds on various courses to suit age levels. There was much mirth and excitement amongst the students competing for house points, good health and enjoyment.

Athletics (Shot Put, Long Jump, Discus), Volleyball, Newcombe ball, Basketball, Cricket, Fundamental movement skills, Ultimate frisbee and hand eye ball striking have been just a few experiences for students in PE.

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ARTS



Assalamu Alaikum Students, Parents and Carers,

It has been as very productive and creative term across all Art classes this term for year 2, 3, 4, 5, 6, 7, 8, 9 and 10. Students have been exploring different forms of art making and experimenting with different materials this term during Visual Arts.

2/3B and 3A – Year 3 have been exploring Aboriginal art techniques and the cultural, historical and personal importance these hold for Aboriginal peoples. They have experimented making art with different materials and techniques while developing their personal artistic styles.

4A & 4B – Year 4 have been exploring how artists convey a connection to nature in various art forms. They have been experimenting with different art materials, including oil pastels, water colours and acrylic paints, as well as, artistic techniques to create individual and collaborative art works.

5 – Year 5 has been exploring the importance and artistic technique work of Aboriginal artists to convey cultural importance.

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They have been developing ways to convey their cultural background through the use of patterns and are developing their sculpture making skills as they construct an animal of their choosing.

6A and 6B – Year 6 have further developed their understanding of the importance of Aboriginal art and how it conveys meaning to the audience. They have been developing their acrylic painting skills and drawing capabilities through different art activities to demonstrate their surroundings.

7- Year 7 have been developing their ability to draw and paint still life art works. Through the use of different art techniques using charcoal, pencil and paint, they have been learning to convey objects through 2D and 3D imagery. As well as, understanding how artists convey meaning through the use of signs and symbols in still life art works.

8 – Year 8 have been exploring the concept of maps and exploring how to develop mix media collage to convey places of importance to them. Through the exploration of art works, students have developed an understanding of how to use symbolism to convey meaning.

9 – Year 9 have been using mixed media art to convey the concept of self through the representation of images and symbols of importance. Students have developed their use of different mediums from water colours, charcoal and acrylic paint to convey meaning in their artworks.

10 – Year 10 have been developing their knowledge of visual conventions used by artists to represent a story. Students have developed their drawing and mixed media collage work as they've experimented with constructing semi abstract collages using different art materials.



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