



Islamic School of Canberra

Information Pack

Year 6

Term 1

Teaching Beliefs:

Year 6 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;

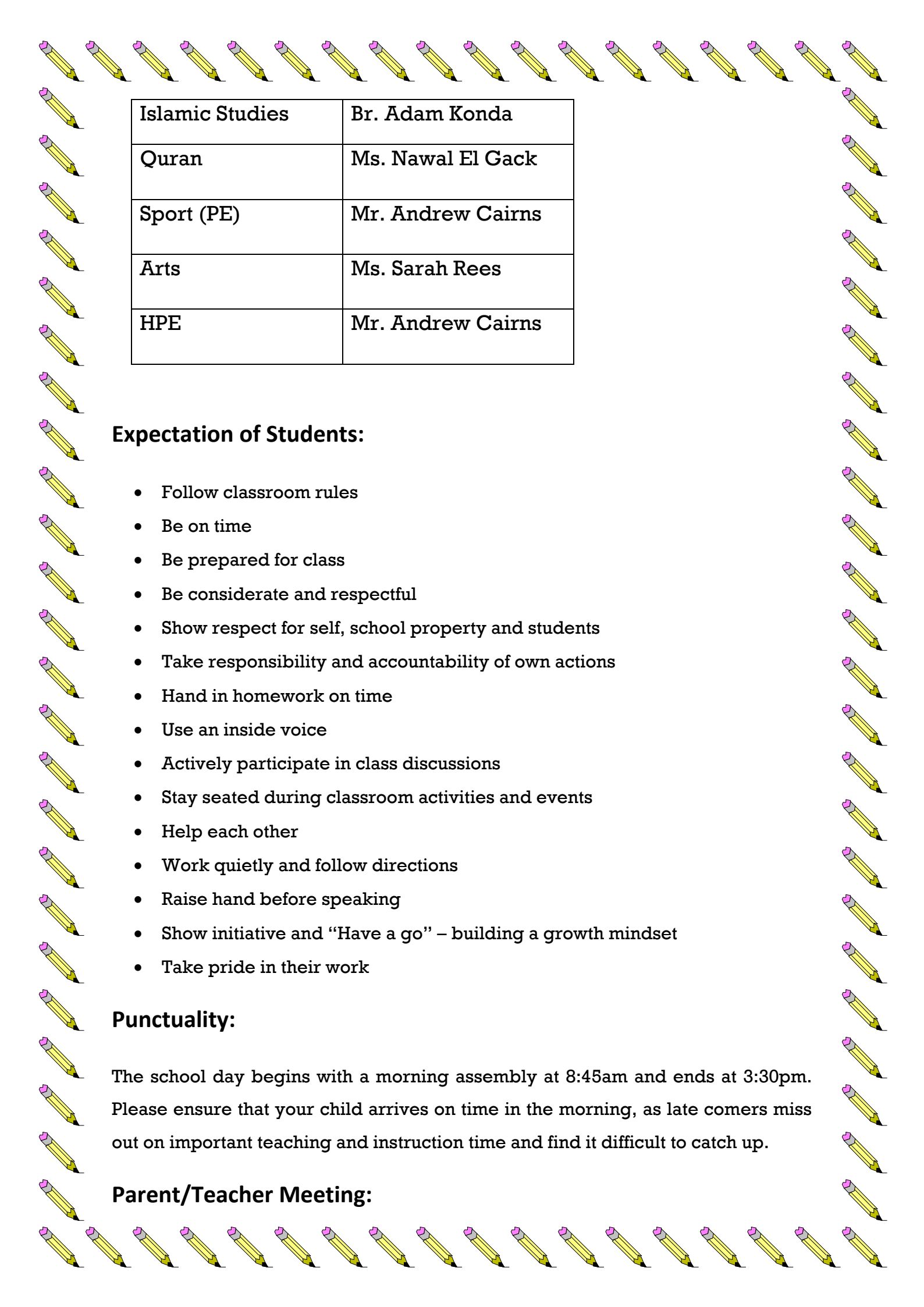
- Create an engaging, motivating, and intellectually stimulating learning experience.
- Encourage the spirit of critical inquiry and creative innovation.
- Encourage students 'to have a go' and take risks.
- Be responsible of their own learning.
- Provide students with realistic but challenging goals and recognising the effort they put towards achieving these goals.
- Promote teamwork and value each students' contribution.
- Promoting the School values of Respect, Honesty, Responsibility and Acceptance.
- 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 Teachers:

Ms. Pavel Bajwa & Ms. Stacey Mcgregor

Specialist Teachers:

Subject	Teacher
Arabic	Ms. Rabab Soudein



Islamic Studies	Br. Adam Konda
Quran	Ms. Nawal El Gack
Sport (PE)	Mr. Andrew Cairns
Arts	Ms. Sarah Rees
HPE	Mr. Andrew Cairns

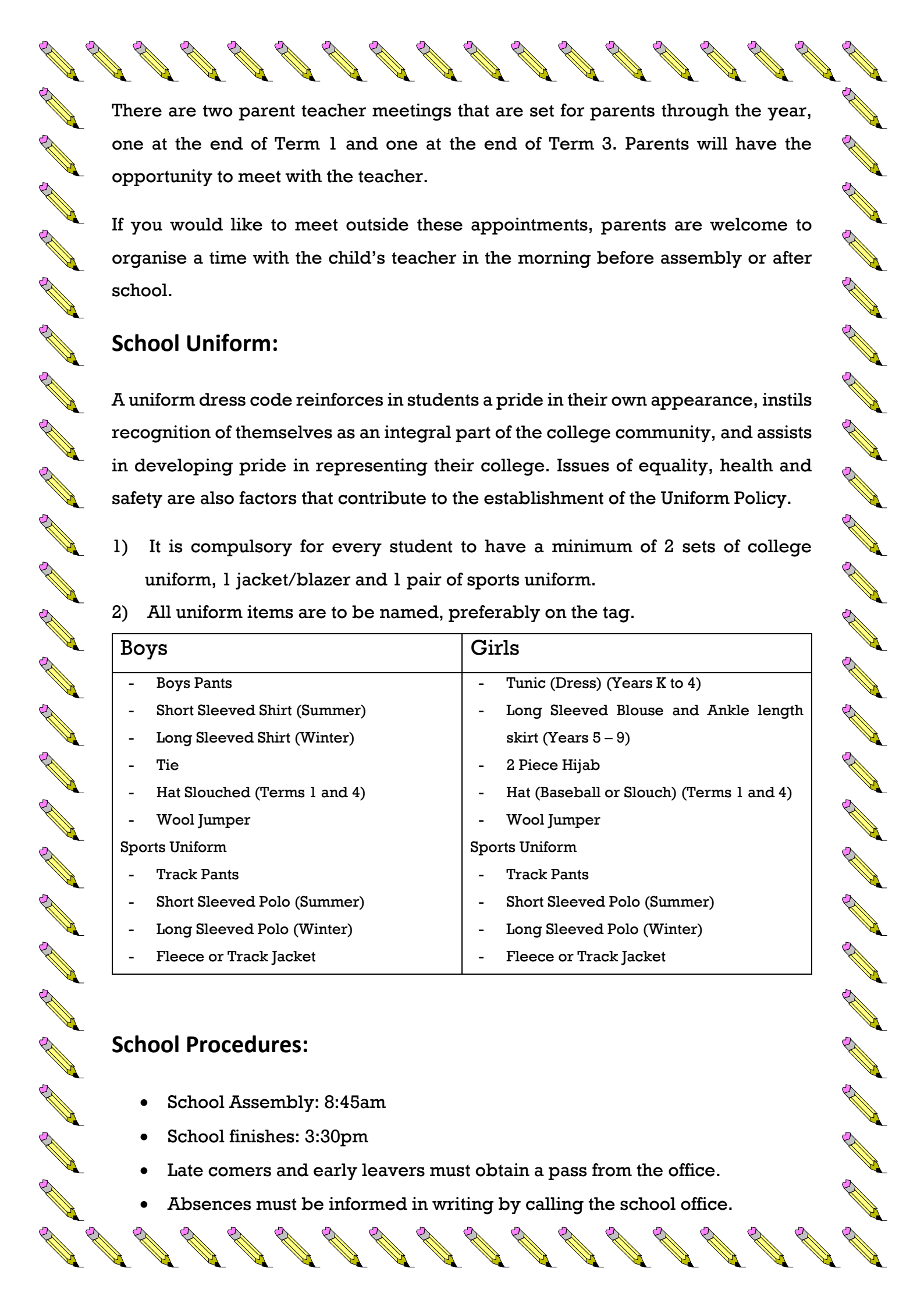
Expectation of Students:

- Follow classroom rules
- Be on time
- Be prepared for class
- Be considerate and respectful
- Show respect for self, school property and students
- Take responsibility and accountability of own actions
- 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 and “Have a go” – building a growth mindset
- Take pride in their work

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 a time with the child's teacher in the morning before assembly or after school.

School Uniform:

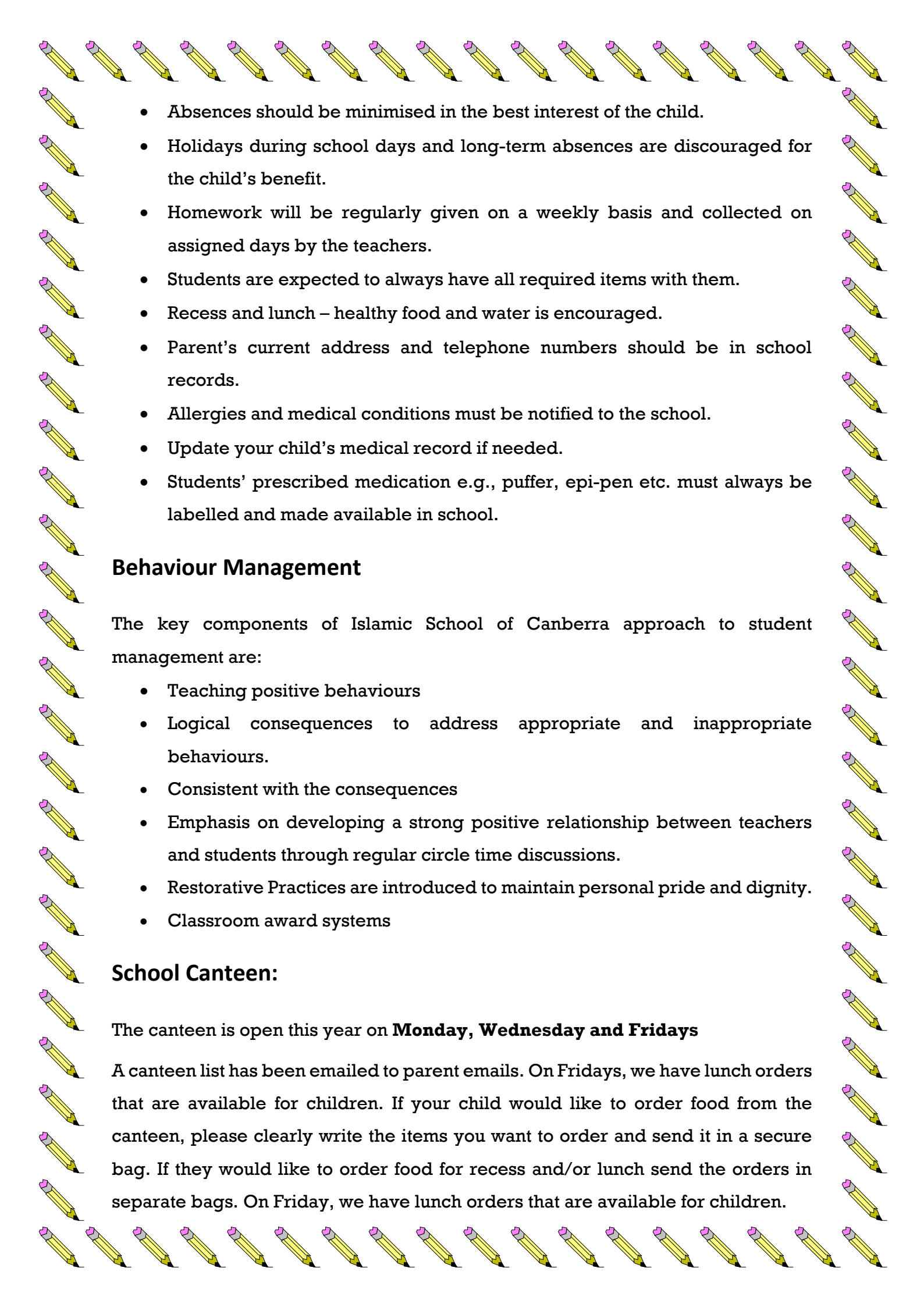
A uniform dress code reinforces in students a pride in their own appearance, instils recognition of themselves as an integral part of the college community, and assists in developing pride in representing their college. Issues of equality, health and safety are also factors that contribute to the establishment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

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

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- 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 always have all required items with them.
 - 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 always be labelled and made available in school.

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 on **Monday, Wednesday and Fridays**

A canteen list has been emailed to parent emails. On Fridays, we have lunch orders that are available for children. 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. On Friday, we have lunch orders that are available for children.



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 Six Curriculum:

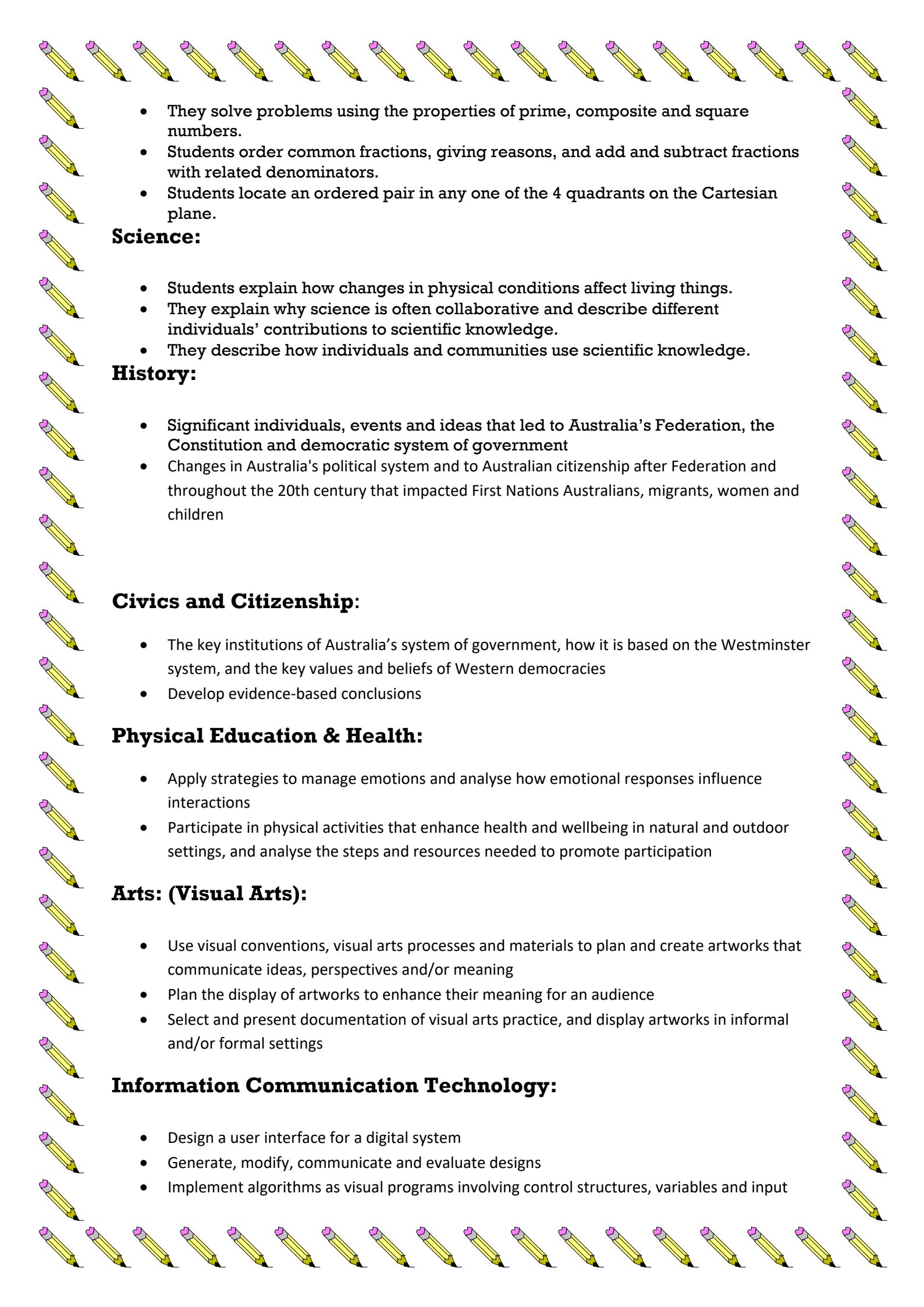
In Term One, the students will be covering the following topics:

Literacy:

- They use and vary language features including sentence structures, topic-specific vocabulary and literary devices, and/or multimodal features.
- They spell using phonic, morphemic and grammatical knowledge.
- They identify how texts have similar and different text structures to reflect purpose.
- They explain how language features including literary devices, and visual features influence audiences.

Numeracy:

- Students use integers to represent points on a number line and in the Cartesian plane.

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- They solve problems using the properties of prime, composite and square numbers.
 - Students order common fractions, giving reasons, and add and subtract fractions with related denominators.
 - Students locate an ordered pair in any one of the 4 quadrants on the Cartesian plane.

Science:

- Students explain how changes in physical conditions affect living things.
- They explain why science is often collaborative and describe different individuals' contributions to scientific knowledge.
- They describe how individuals and communities use scientific knowledge.

History:

- Significant individuals, events and ideas that led to Australia's Federation, the Constitution and democratic system of government
- 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

Civics and Citizenship:

- The key institutions of Australia's system of government, how it is based on the Westminster system, and the key values and beliefs of Western democracies
- Develop evidence-based conclusions

Physical Education & Health:

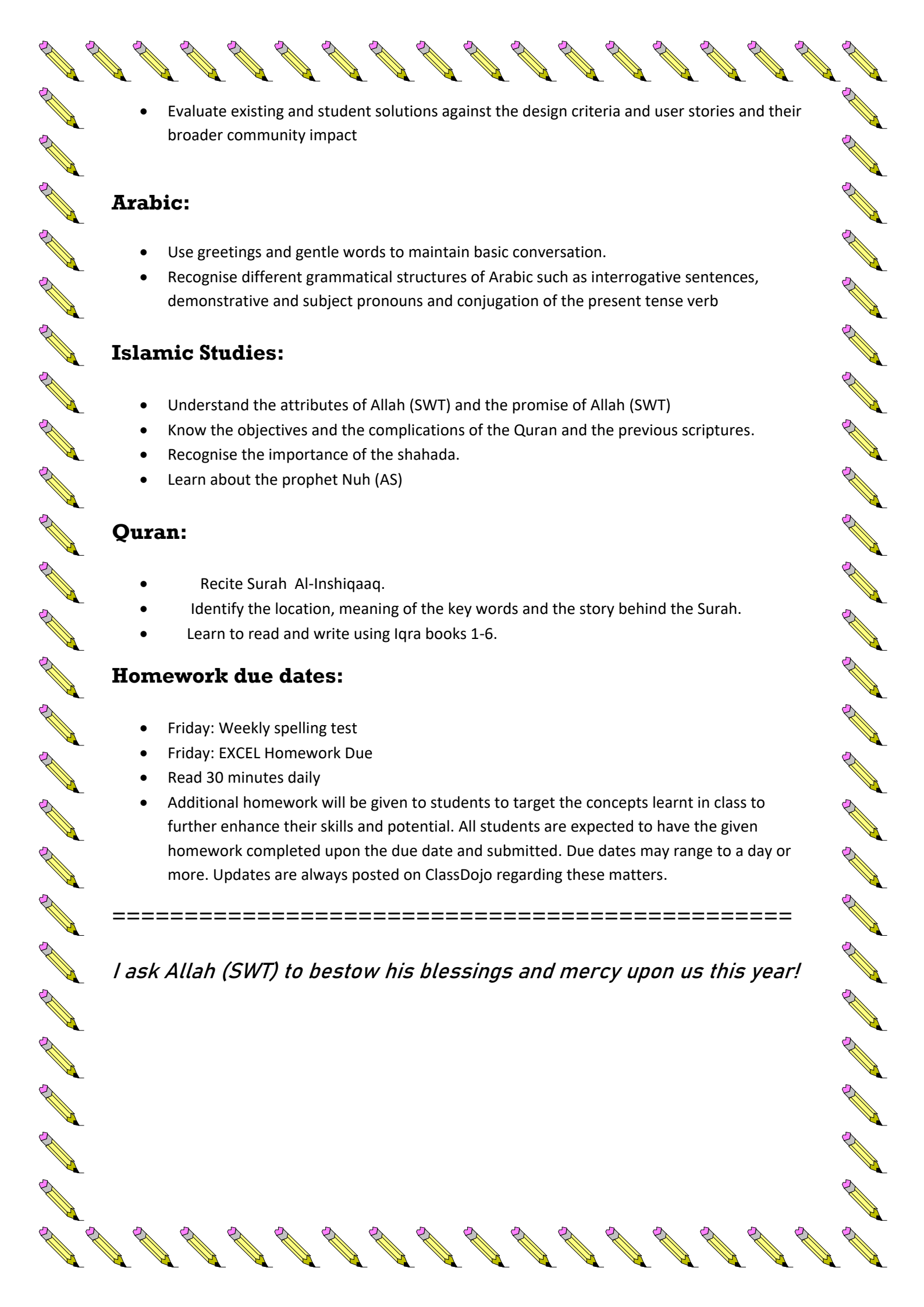
- Apply strategies to manage emotions and analyse how emotional responses influence interactions
- Participate in physical activities that enhance health and wellbeing in natural and outdoor settings, and analyse the steps and resources needed to promote participation

Arts: (Visual Arts):

- Use visual conventions, visual arts processes and materials to plan and create artworks that communicate ideas, perspectives and/or meaning
- Plan the display of artworks to enhance their meaning for an audience
- Select and present documentation of visual arts practice, and display artworks in informal and/or formal settings

Information Communication Technology:

- Design a user interface for a digital system
- Generate, modify, communicate and evaluate designs
- Implement algorithms as visual programs involving control structures, variables and input

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- Evaluate existing and student solutions against the design criteria and user stories and their broader community impact

Arabic:

- Use greetings and gentle words to maintain basic conversation.
- Recognise different grammatical structures of Arabic such as interrogative sentences, demonstrative and subject pronouns and conjugation of the present tense verb

Islamic Studies:

- Understand the attributes of Allah (SWT) and the promise of Allah (SWT)
- Know the objectives and the complications of the Quran and the previous scriptures.
- Recognise the importance of the shahada.
- Learn about the prophet Nuh (AS)

Quran:

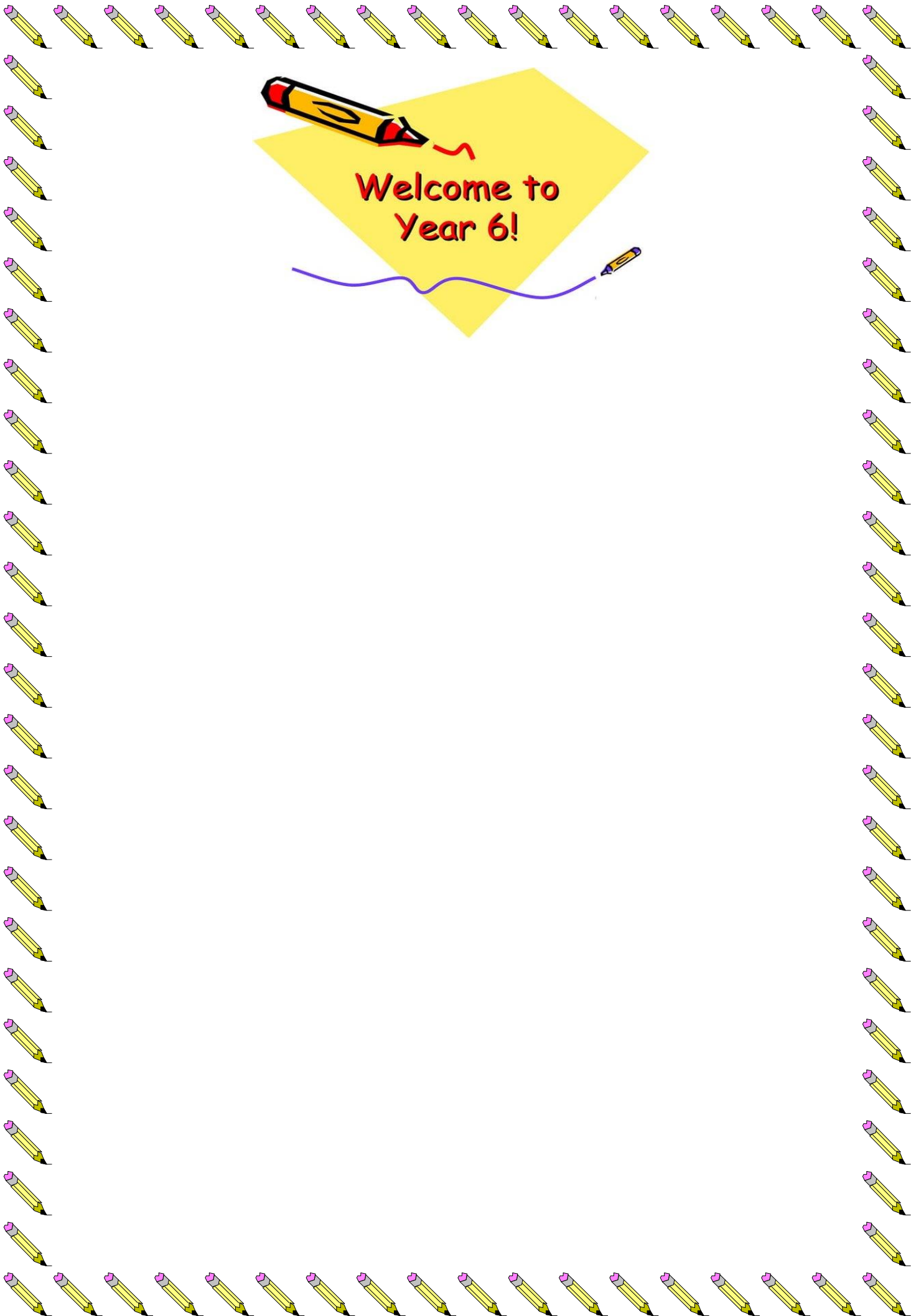
- Recite Surah Al-Inshiqaaq.
- Identify the location, meaning of the key words and the story behind the Surah.
- Learn to read and write using Iqra books 1-6.

Homework due dates:

- Friday: Weekly spelling test
- Friday: EXCEL Homework Due
- Read 30 minutes daily
- Additional homework will be given to students to target the concepts learnt in class to further enhance their skills and potential. All students are expected to have the given homework completed upon the due date and submitted. Due dates may range to a day or more. Updates are always posted on ClassDojo regarding these matters.

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I ask Allah (SWT) to bestow his blessings and mercy upon us this year!



Welcome to
Year 6!