



Dear Parents,

Assalamu Alaikum

It is my pleasure to welcome you to Term 4 newsletter. It has been an incredibly busy but a very productive year. Below is a summary of some of the activities and events that happened during this term:

- Introduction to BSSS Staff PDs and workshops in preparation to have years 11 and 12 in 2025. Also, during this term, there was a Board principals meeting and certification coordinators meeting. We are very excited and eager to start year 11 & 12 insha Allah.
- Primary students camp (years 4 -6) to Kianinny in October. This is the third camp the school is organising since 2022.
- Road safety day for selected year levels organised by NRMA.
- Questacon for years 3 – 6
- Fire ACT for kindy students
- We celebrated world teachers' day on 23 October. That was a chance to express our appreciation for the teachers and the role they play in educating and shaping the future of our children.
- Immunisation of years 7 and 10 took place on 17<sup>th</sup> November.
- Year 10 students were involved on 1<sup>st</sup> November in Cultivating Future excursion.
- During the first week of December, the school organised all our graduation ceremonies for Kindy, year 6 and year 10.
- We also acknowledged our year 10 students by organising dinner and a ceremony to farewell them in December.
- The school also organised kindergarten orientation day for our new kindy students for next year to familiarise them and their families with our school policies, routines and procedures
- The last significant activity we organised towards the end of term 4 was the awards ceremony. High achiever students and recipients of awards were acknowledged on that day.
- Scholarships for 2024 were announced and the recipients of scholarships are:

**Issue Term 4, 2023**

*In Knowledge Lies Strength*

القوة تكمن في العلم

وَقُلْ رَبِّ زِدْنِي عِلْمًا



*Dr Mahmoud Eid*

*ISC Principal*

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Type of Scholarship	Year 6	Year 7	Year 8	Year 9
Full	Huda Binte Ibrahim	Sofya Stokes	Mahnoor Irfan	Inaaya Kamran
Half	Nusaiba Majeda	Souleiman Ould Mohameden	Zahra Osman	Hira Khan
Half	Yousef Obaidi	Zunairah Aqeel	Aamna Ajmal	Samia Awan

- Umrah 2024: the following are the winners in the Umrah program:

Type of Umra Scholarship	Year 9
Full	Yusuf Qael
Full	Inaaya Kamran
Half	Dawoud Ould Mohamedin
Half	Bareeka Baqir

- School projects and grants: Alhamdulillah, our Food technology and Art centre building has been completed in preparation for year 11 and 12. The overall cost is approximately \$2.2M. It has been officially opened on 8th November
- Also completed was the renovation of the roof of Block E and the painting of the building from outside.
- Finally, our Block A (admin building) renovation will start in December. Renovation will include the roof, gutters and storm water around the building.
- We are approved for a grant to enhance school security to cover school areas buildings and borders. The total cost is \$492,000. This will be implemented next year inshallah.

- I'd like to thank the ACT Government and the Commonwealth government for approving these grants which have positive impact on the infrastructure.

Inshallah I will communicate with you again at the beginning of term 1, 2024. Until then, assalamu alaikum.

**Dr Mahmoud Eid**

**Principal**



Muntaha Year 4 Sang a beautiful Arabic Nasheed

**World teachers' day** was celebrated at ISC on 23<sup>rd</sup> October 2023, to celebrate and to recognise the teachers at our school who are making, or have made, an impact in our children's lives. We say a big thank you!!!



Ramin Azam from Year 2 won several prizes from the ICAS test. Well-done Ramin and congratulations on your successes and wishes for more in the future insha Allah!!!



Week 9 Students of the week. Congratulations to All the students and wishes for better insha Allah!!!



Dr. Shamaruh Mirza from the National Australia Day Council based in Canberra made a special visit to our school on 05 December along with Nicole Harman (Senior Manager, Events and Alumni – National Australia Day Council) Georgie Priddis (Partnerships Manager – National Australia Day Council). They visited the school to congratulate our Aussie of the month students. Congratulations to all Aussie of the month students!!!



Dr. Shamaruh Mirza  
And Arshaan Khan Yr 3



Dr. Shamaruh Mirza  
And Musab Hossain Yr 4



Dr. Shamaruh Mirza  
And Hareem Kazmi Yr 5



Dr. Shamaruh Mirza  
And Mohammad Zuaiter Yr 6

**Congratulation to our Kindergarten, Year 6 and 10 students who graduated this year!!!!**





**Congratulation  
to 2023 Year 10  
students who  
graduated this  
year!!!!**







Awards ceremony was held on 8<sup>th</sup> December 2023. Congratulations to the awards winners.





**Congratulations to Year 10s!!!!. Some photos of their graduation dinner presented by the school.**



**Congratulations to 2024 scholarship winners!!!  
Masha Allah**



**Congratulations to 2024 Ummrah Trip Winners!!!  
Masha Allah**



**Teacher of the year – 2023  
Well done Mr Cairns!!!**



**Farewell Br Hasan  
Jazak Allah Khair for all  
you did for our school!!!**



Assalamualaikum

Dear Parents and Carers of Kindy Koalas,

Congratulations to our Kindy Koalas who achieved an important milestone. It has been a privilege to see their personalities grow and see how they have developed in their learning. The past two terms we have grown together and achieved a lot. Koalas are proud as they have come a long way. It was a great pleasure to have your little ones in my classroom. I wish them best of luck for year 1 and many years to come.

### English

We started the term by revising our story retell using story map. We learnt the structure of a narrative and story retell using story maps. We then moved to procedural writing, together we learnt that a procedure has four steps which are in order and how to write each step. It was great to see students being able to move progressively with the text genre'. Alongside, we have been regularly conducted differentiated phonics lessons following a systematic synthetic phonics program; which enabled Koalas to enhance their reading and writing skills. The spelling tests also helped and it was a pleasure to see students' enthusiasm in reading home readers regularly at home. Hand writing has also been an integral part of our classroom practice.

### Maths

In maths we have been working on positional language, direction, 2D and 3D shapes and data. We used manipulatives to identify location of materials. We used tooth picks and playdough to make 2d shapes. We collected data of our date of births to make our classroom birthday graph.

We learnt several ways of collecting and presenting data and learnt what surveys are. We gathered data using yes and no method, pictographs, graphs and tally marks. The children enjoyed walking around and collecting information from their peers for data and surveys.



## Science

For science we focused on living and non-living things, wants and needs and the basic needs required for living things to survive. We identified the similarities and difference between the needs of living things such as humans and plants. We discussed the structure of plants and the way they grow. We explored the needs of animals and what they need to survive.



## Geography

We investigated the globe by identifying parts, that is, oceans, seas, continents and countries. We then moved to Australia and explored states, territories, and capital cities.



## Media arts

We carried out a wonderful collection of media arts work. We embedded Indigenous perspectives within our media art and explored Indigenous arts inspired by Brownyn Bancroft. The children also learnt components of media art and how they are used in different forms of media arts.



Our cricket clinics which happened every Tuesday, enabled our Koalas to build their confidence, fitness level, self-esteem, independence as well as gross motor skills and hand and eye coordination.





### Year 1 – Mr Vega

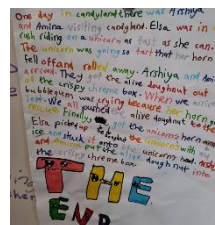
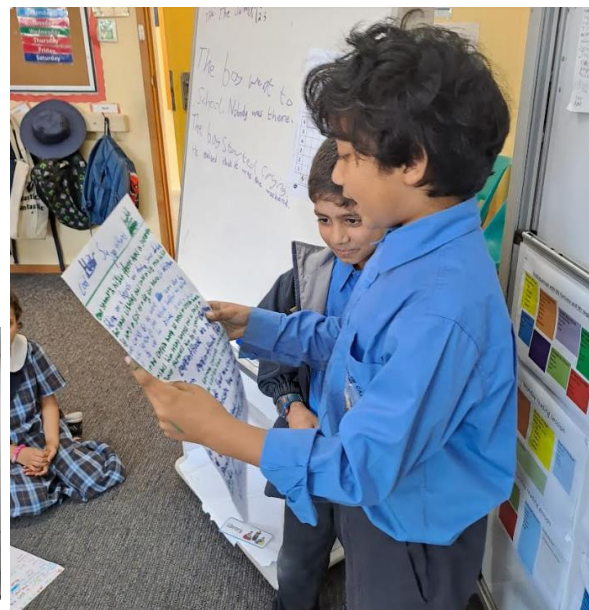
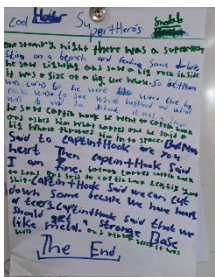
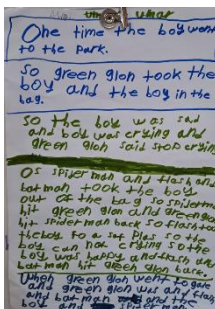
What a great year it has been!!! with lots of engaging learning activities. I have enjoyed being part of the Islamic School of Canberra for a second year. Being part of this year's year 1 class has been amazing. The students were challenged in many ways through learning to be independent learners and working in groups. My focus has always been to prepare students to not only succeed academically but also succeed as a group. The skills that they have learnt will prepare them for year 2. We enjoyed our two excursions where we were able to explore Australia's history and First Nations people. They were long days but worth every second.

#### English

In English this term we continued with our reading rotations where students brought their books to class and did activities such as read to self, read to partner and read to a teacher. We also continued to work on our writing skills through our shared writing sessions and individual writing sessions. Children learnt about imaginative text and they were able to use their imaginative and create stories with current imaginative characters and new ones. We also continued focusing on recounting stories. Students recounted weekends and books. They also expressed their opinion about the very bad seed and provided suggestions on how the very bad seed can change to be a good seed.

#### Maths

In Maths students worked hard on learning about data. We firstly started off with learning about the importance of data collection and why we should summarise data to make it look neater and easier to read. Students asked a range of questions such as what is your favourite food, day of the week, colour, animal and many more. Students also successfully collected data using a tally and then converting it to a table.



## Science

In science students describe situations where they use science in their daily lives and identify examples of people making scientific predictions. We had many conversations about how science is used in cooking, to keep us warm and to modify items.

Things that bend Things that stretch Things that twist

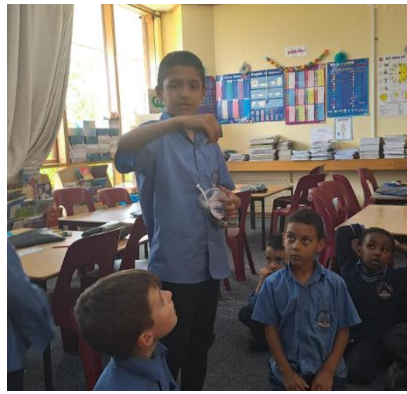


## HASS

Students identified and located the nature of the natural, managed and constructed features of local places, the ways places change, and how they can be cared for by people. We discussed the importance of keeping our classroom clean and tidy, cleaning our desks, taking care of all equipment used, respecting others property and more. We also learning about places that changed over time and why they have changed.

## The Arts

Students participated in learning about drama. They were given a science and they were given the challenge to make their own scripts. They enjoyed doing three scenes to act per group. They played different roles. Many were nervous at first but with time they built their confidence. Some even changed their voice to fit in with the character. Some found it a challenge to keep to a script and focus on learning what they were saying before acting.



Thank you to all the parents and children for making this journey amazing. We have laughed and had a lot of fun during class time. Our time together was priceless and memorable. I wish all my students and their families all the best in the future.





Assalamu Alaykom my dear Year 2 students  
السلام عليكم طلبة الأعزاء

To make the best future possible, learning must be our passion! Now, we are reaching the end of this academic year which has been packed with fun, knowledge, experience and memories...

**English** has had the biggest portion of learning across this term. Our Y2 learners have been learning a variety of concepts such as Narrative writing, Informative reports, Exposition Writing, Spelling, Reading, Syntax and Grammar.

In **Mathematics**, the Y2 pupils have been learning different Mathematical concepts. They have been tackling the Data, 2D Shapes, Maps and Location and Problem Solving. Nevertheless, they have been revising most of the mathematical concepts to be in readiness for NAPLAN in Year 3.

In the field of experiments, **Science** has shed the light on some interesting notions such as Day & Night phenomena, Celestial objects and Light and Shadow. Our young scientists have experimented the phenomena of shadow and how historically was used by making sundials using recyclable materials.

**Health**, has also come with social concepts. The Y2 students have been learning about Safety and Positive Behaviour. They have been involved in a variety of learning experiences such as Hands-on activities, written tasks and arts integrated lessons.



The Y2 pupils have had more passion to learn about people, landscapes and atmosphere through their main Key Learning Area (**Geography**). They have explored how the Indigenous People of Australia have shaped the history of this country culturally and socially. The Y2 students have also investigated a number of places and main landscapes on the map of Australia.

Out of classroom, we have had a great opportunity to visit **Cockginton Green Gardens**. The Y2 pupils have explored through this fun excursion some concepts related to places, landscapes and natural landmarks.

**The Cricket Clinic** has added more to our students' knowledge. The Y2 students have learned a group of techniques such hand eye coordination, bowling techniques, fielding and wicket -keeping. This cricket time has been an enormous joy for our young learners.

My wonderful (Y2 students), it has been an unforgettable pleasure to have you as my students in this journey of learning. Thank you being an important asset and thank you for this interesting experience.

All the best for next year!

**Mr Kayis Ablahd**

**Year 2 Teacher**

**Mrs Saba Naveed (Y2 Teacher Aide)**







## **Year 1/2 B (Dragonflies)**

What a fantastic year it has been! Watching all these students grow so much not only physically but academically and emotionally as well. It was a pleasure teaching all of them.

As we approach the end of the year, it's a time to celebrate the milestones and achievements of our Year 1 and 2 students. From mastering foundational skills to showcasing creativity in various learning areas, each accomplishment is a testament to their hard work and dedication.

I would like to extend my heartfelt gratitude to the parents and guardians who have been active participants in their child's educational journey. The partnership between home and school is a cornerstone of success, and I look forward to continuing this combined effort to nurture the holistic development of the students.

A heartfelt thank you to everyone – teachers, families, and the amazing students! Together, we're creating a Term 4 filled with literacy wonders, happy memories, and the joy of learning.

Wishing you all smiles, laughter, and a fantastic Year ahead.

**Mrs Somai Malik**

**Year 1/2 B Teacher**





"We do not need magic to change the world, we carry all the power we need inside ourselves already: We have the power to imagine better."  
—J. K. Rowling

In literacy, we created written and multimodal texts including stories to inform, narrate, explain, or argue for audiences, relating ideas including relevant details from learnt topics, topics of interest or texts. We also used text structures including paragraphs, and language features including compound sentences, topic-specific vocabulary, and literary devices, and visual features. We learnt to write texts using letters that are accurately formed and consistent in size.

In numeracy, we found unknown values in number sentences involving addition and subtraction. We used mathematical modelling to solve practical problems involving single-digit multiplication and division, recalling multiplication facts for twos, threes, fours, fives, and tens, and using a range of strategies. We explored familiar metric units when estimating, comparing, and measuring the attributes of objects and events. We also used practical activities, observation, and experiment to identify and describe outcomes and the likelihood of everyday events explaining reasoning and conducted repeated chance experiments and discussed variation in results.

In geography, we learnt to develop questions and locate, collect, and record information and data from different sources. We interpreted information and data in different formats. We also analysed information and data to identify perspectives and draw conclusions. Then, we proposed actions and responses.



In science, we learnt to classify solids and liquids based on observable properties and described how to cause a change of state. We explored how people use data to develop explanations and use scaffolds to plan safe investigations and fair tests.



In drama, we explored where, why, and how drama is created and performed across cultures, times, places, and other contexts. We also explored how First Nation Australians use drama to communicate their connection to, and responsibility for, Country and Place.

In terms of out of class learning, we had cricket clinics, during which we polished our batting and bowling skills.

We also went on an excursion to the National Zoo and Aquarium, where we learnt about life cycles of various animals and got to pat and feed some animals like snake, emu, deer, and meerkats.



"Every great dream begins with a dreamer. Always remember, you have within you the strength, the patience, and the passion to reach for the stars to change the world."  
— Harriet Tubman

**Mrs Pavel Bajwa**

**Year 3 Teacher**





**Assalam-o-Alaikum Year 4,**

What a wonderful end to the year with the activities of Term Four!

This term the Year 4 students participated in a range of activities for their classes. The Year 4s completed experiments about different materials, let their creative side flow in media arts using new technology, participated in a paper-scissors-rock tournament to help demonstrate chance and probability, and went on an excursion to the zoo.

In Science, students were given a list of materials and a task to create a set of shelves that would hold the weight of a dictionary. Here are some of their results.

In Media Arts, students were introduced to the Cricut machinery and the Design Space software. Each student was tasked to create an acrylic bookmark as one of their activities and an image set that represented themselves and their families for their assessment piece. The students had a fantastic time creating their pieces,

As a reward for an excellent semester, the Year 3 and Year 4 classes participated in an excursion to the zoo. They had an excellent day around learning about the animals and spending time in the adventure playground.

**Ms Stacey McGregor**  
**Year 4 Teacher**







## Year 5 – Term 4 Newsletter – Ms Gowri

We decided to write our final newsletter of the year 2023 focusing on drama, which we enjoyed immensely exploring, creating, making and performing.

We devised, responded and performed dramas based on natural hazards, which we investigated in HASS.

### Trouble at the Beach

#### Group A Play Script (Scriptwriters: Ayat, Hareem, Fatimah & Anoush)

#### Cast list:

- Rose (played by Fatimah): One of the main characters, the eldest child, responsible, sarcastic and a great cook.
- Violet (played by Hareem): One of the main characters, the twin of Daisy, irresponsible, funny and can only cook noodles.
- Daisy (Played by Anoush): One of the main characters, the twin of Violet mischievous, loves Rose's cooking and playful.
- News Reporter (played by Ayat).
- Camerawoman (played by Ayat).
- Narrator (played by Ayat).

#### Scene 1 - Wake Up!

Narrator: It was an ordinary day at the beach. The Three Flower Sisters, who got their nickname from their name were living in their house near the beach. They would go to the beach every day so what they would hear in the next minute or so would make them feel as if they would need to do something. The eldest sister Rose was always there to stop Daisy and Violet, who are twins from doing anything foolish. But of course, they wouldn't listen.

(Rose makes waffles for Daisy and Violet)

Rose: (yells loudly) WAKE UP SLEEPY HEADS!

(Waits for five seconds)

Rose: (yells louder) I SAID WAKE UP!

(Waits for five seconds)

Rose: (yells louder) WAKE UP!

(Daisy and Violet comes to the stage. Daisy gets the remote and sits on the chairs with Violet)

Daisy: (happily) I'm turning on the TV. (Violet snatches the remote)

Violet: (teasingly) No I am. (Rose snatches the remote back and gives it to Daisy)

Rose: (firmly) No Daisy is.



## Scene 2 - The Daily Scoop

Anoush turns on the TV. The news reporter takes off the black paper from the TV.

News Reporter: (professionally) Our beautiful beaches are suffering from coastal erosion. The houses near the beaches will be destroyed soon. What should we do? But now moving on to the weather... (Rose turns off the TV)

Daisy: (asks concerningly) Did you hear that?

Rose: (sarcastically) No, I'm deaf, OF COURSE I HEARD THAT!

Violet: (confusingly) Yeah what she said. (whispers) What did you say? (heroically) Anyway, we have to do something!

Rose: (sarcastically) You aren't in a movie, someone else who is qualified will do it. (Daisy points at the camerawoman)

Daisy: (concerningly) She kind of is.

(Camerawoman looks at the audience smiling while doing a thumb up)



## Scene 3 - Preparing for the 'Fight'

Rose: (Rose gets the laptop) I'm going to research some ways to help stop coastal erosion.

Narrator: While Rose was taking an absurd amount of time to research something, Daisy and Violet were eating the waffles Rose cooked.

Daisy: nom, nom, nom

Rose: (relieved) It says, plants like bayberries and beach plums can help stop coastal erosion.

Violet: (confused) How?

Rose: (slightly annoyed and sighs) It stops the sand from being washed away from the waves.

Violet: (understandingly) Oh, I still don't get it.

Daisy: (bewildered) Me neither.

Violet: (excited) "Omg slay"! (Violet gets a pickaxe)

Rose: (disoriented) Where will you get the seeds, and where do you get.....

Daisy: (loudly) NO NEED FOR SEEDS! Wait, that kind of rhymed. (Daisy gets a plant)

Rose: (confused and loudly) WHERE DID YOU GET A PICKAXE AND AN ENTIRE PLANT FROM? (Brings the paper window)

(Daisy and Violet run to the window to break it while yelling. Rose stares in shock)

Rose: (angrily) You wait right there!

Daisy: (worried) Uh – Oh!

Violet: (worried) I think we're in trouble. (Rose comes down the stage)

Rose: (angrily) The window, its new, you guys being stupid, as usual. But you are helping the environment.



#### Scene 4 - Defeating the Water

Water attacks sand. Violet while yelling, stabs the sand with the pickaxe. Daisy while yelling put plant where Violet stabbed the sand. Water dramatically falls down and holds the K.O. sign.

Rose: (yells loudly) HOW DID WE GO FROM WAFFLES TO THIS?

Violet: (carefree) I don't know. At least it worked.

Rose: (relaxed) Yeah.

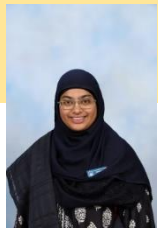
Narrator: That is the interesting story of how three girls saved their beach from coastal erosion. The girls became famous for saving it with nothing but a pickaxe and a plant.

Rose, Daisy, Violet and the Narrator: Adieu.  
(The cast jump off the stage)



**The End!**





Assalaamualaikum dear parents and carers,

Welcome to the end of Term 4, where we embark on a journey through the fascinating realm of Design Technologies. This term has been marked by innovation, creativity, and a deep dive into the ever-evolving landscape where design and technology intersect.

### **Design Thinking in Action**

Design thinking is at the heart of our approach this term. Students have engaged in projects that emphasise empathy, ideation, and prototyping. From tackling real-world problems to conceptualising imaginative solutions, our students have embraced the design thinking process, fostering a mindset that extends beyond the classroom.

### **Sustainable Design Initiatives**

This term, our focus on sustainable design has taken centre stage. Students have explored how design can be a force for positive environmental change. From upcycling projects to incorporating eco-friendly materials, we showcase the innovative ways in which our students are contributing to a more sustainable and responsible future through their design endeavours.

In the dynamic landscape of education, the Australian Curriculum in Design and Technology stands as a guiding beacon, providing students with a robust foundation in creative problem-solving, innovation, and technological literacy.

The Australian Curriculum for Design and Technology is organised around two core strands: Design and Technologies Knowledge and Understanding, and Design and Technologies Processes and Production Skills. The former focuses on developing students' knowledge of design thinking, materials, and technologies, while the latter emphasises the application of this knowledge through hands-on projects and practical skills.

As we conclude another term of exploration and creativity, it's evident that design technologies continue to push the boundaries of what is possible. The diverse projects, the integration of sustainability, and the fusion of traditional and digital approaches underscore the dynamic nature of design education.

Our students are not just learning about design; they are actively shaping the future of design with their innovative ideas and applications. As we look forward to future year, the horizon of design technologies beckons with even more opportunities for our students to leave their indelible mark on the world of design.

I thank you for your support this year and look forward to a wonderful year in 2024.

**Kind Regards**

**Mrs Neha Sultana**



# Year 7 Mathematics and Science

In term 4 year 7, students gain an understanding of various ecological concepts such as food chains, food webs, ecosystems, and the classification system of plants and animals. Food chains depict the flow of energy from one organism to another in a linear manner. It helps students comprehend the interdependence of different organisms within an ecosystem. Food webs, on the other hand, provide a more realistic representation of the complex interactions between multiple organisms in a given habitat. By studying these concepts, students develop an appreciation for the delicate balance that exists in nature and the importance of maintaining healthy ecosystems.

Additionally, year 7 students explore the classification system used to categorize plants and animals. This system, known as taxonomy, is based on shared characteristics and helps scientists organize and understand the vast diversity of life on Earth. Students learn about the hierarchical levels of classification, from kingdom and phylum to genus and species. This understanding enables them to identify and classify organisms based on their physical traits and genetic relationships.

Overall, the study of food chains, food webs, ecosystems, and the classification system in year 7 provides students with a solid foundation in ecological principles and biological diversity. It encourages critical thinking skills and promotes an appreciation for the intricate relationships that exist within nature.

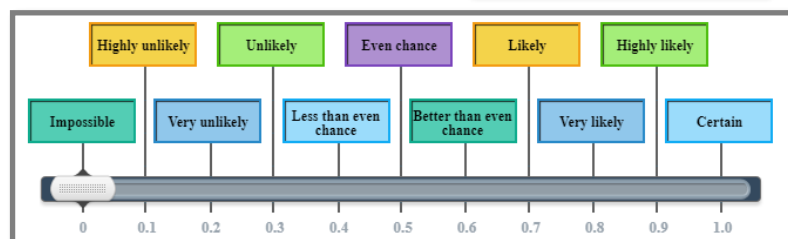
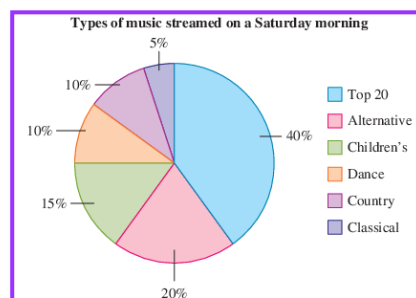
### Rates

- A rate compares two different types of quantities in different units.  
e.g. 12 km/h or 12 cm/day
- A rate is in simplified form if it is per one unit.  

$$\begin{array}{l} \$100 : 4 \text{ hours} \\ \div 4 \\ \hline \$25 : 1 \text{ hour} \end{array}$$
- A rate can be applied to find the total quantity of a measure being compared.

Rate =  $\frac{\text{first quantity}}{\text{second quantity}}$

Diagram: A triangle with 'First quantity' at the top, 'Second quantity' at the bottom, and 'Rate' on the left side. An arrow points from 'Rate' to 'Second quantity' with a multiplication sign (x).

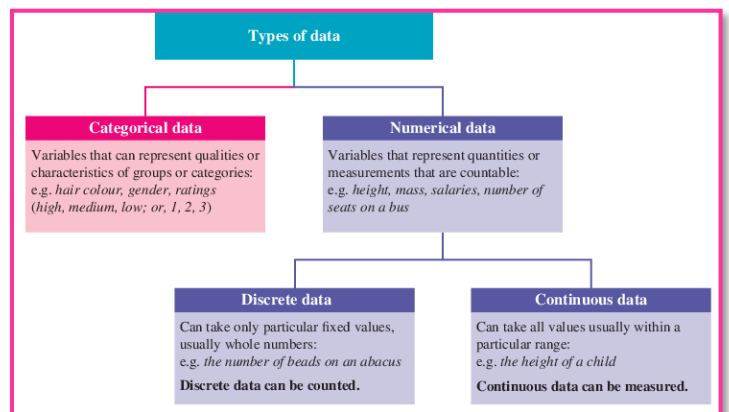
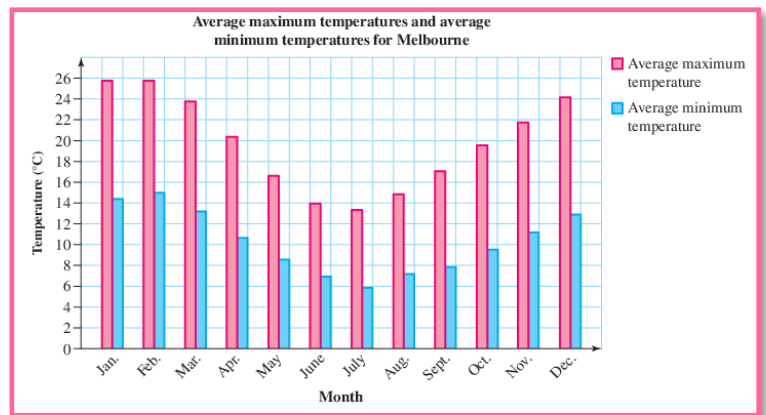


### Unitary method

- The unitary method is used to calculate the whole amount when a partial percentage amount is known.
  - First find 1% of the total amount.
  - Multiply this value of 1% by 100 to get the whole amount.

Understanding these concepts is essential for developing a sustainable future and making informed decisions about environmental conservation.

During term 4 in mathematics, students were introduced to various mathematical concepts including probability, data representation, and best buys. Probability is the study of the likelihood of an event occurring. Students learn how to calculate probabilities using different methods such as tree diagrams and sample spaces. They also explore concepts like experimental and theoretical probability. Data representation involves collecting, organizing, and presenting data in different forms such as tables, graphs, and charts. Students learn how to interpret and analyse data using measures like mean, median, and mode. Lastly, best buys refer to making informed decisions based on value for money. Students learn how to compare prices, calculate discounts, and evaluate the best options in terms of cost-effectiveness. These topics provide a foundation for further mathematical understanding and real-life applications.



Key: 5|6 = 56%

Leaf (Class A)	Stem	Leaf (Class B)
4 3 2	5	6
8 5 3 4 1	6	0 0 2 4
9 6 4 4 3 1 0	7	3 5 6 7 8 8 8 9
8 8 7 5 3	8	0 1 4 6
8 6 3	9	2 3 5 6 7 8

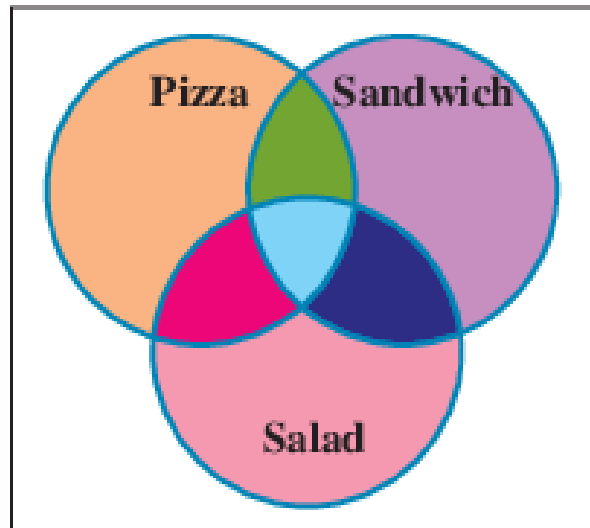
# Year 8 Mathematics

In year 8, students begin to explore various concepts in probability and data analysis. They learn about experimental probability, which involves conducting experiments or simulations to determine the likelihood of a specific outcome. This helps them develop an understanding of how probability works in real-life situations and how it can be used to make informed decisions. Additionally, they are introduced to the concept of sample space, which refers to the set of all possible outcomes of an event. Understanding sample space is essential for accurately calculating probabilities.

Two-way tables and Venn diagrams are also introduced in year 8. Two-way tables are used to organise and display data that involves two variables or factors. They provide a visual representation of how the variables are related and can help identify patterns or trends. Similarly, Venn diagrams are useful for illustrating relationships between different sets or groups. They consist of overlapping circles that represent the elements or characteristics shared by the sets, as well as the unique elements or characteristics of each set.

Tree diagrams are another tool used in year 8 to represent probabilities and outcomes. They provide a systematic way of visualizing all possible outcomes of a series of events or decisions. By using branches to represent each possible outcome at each stage, students can calculate the probability of different combinations occurring.

## Lunch preferences of Year 8 students



## Primary and secondary data

- Primary data is data you have collected.
- Methods of collecting primary data include observation, measurement, survey, experiment and simulation.
- Secondary data is data that has been collected by someone else.
- Sources of secondary data include magazines, journals, videos, television and websites.

## Complementary events

- The sum of the probabilities of an event and its complement are:

$$\Pr(A) + \Pr(A') = 1$$

- The probability of an event or its complement are:

$$\Pr(A) = 1 - \Pr(A') \text{ and } \Pr(A') = 1 - \Pr(A)$$

Students in year 8 are also introduced to the concepts of primary and secondary data. Primary data refers to information collected firsthand by the researcher through surveys, experiments, or observations. Secondary data, on the other hand, is data that has been collected by someone else for a different purpose but can be used for analysis. Students learn how to collect, organise, and analyse both types of data to draw meaningful conclusions.

Finally, year 8 students also learnt about organising and displaying data in various formats such as tables, charts, and graphs. This helps them make sense of large sets of data and identify patterns or trends more easily. They also explore measures of central tendency, such as mean, median, and mode, as well as measures of spread, such as range and standard deviation. These measures provide insights into the distribution and variability of data sets.

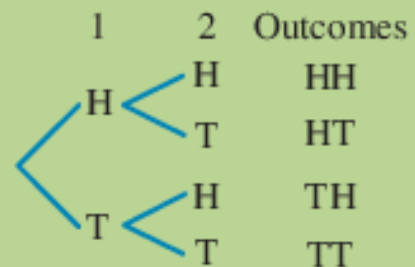
Overall, the year 8 mathematics curriculum focuses on building students' understanding of probability and data analysis through hands-on activities and visual representations. These skills are essential for making informed decisions and interpreting information in various areas of study and real-life situations.

Thanks, Sr Farah

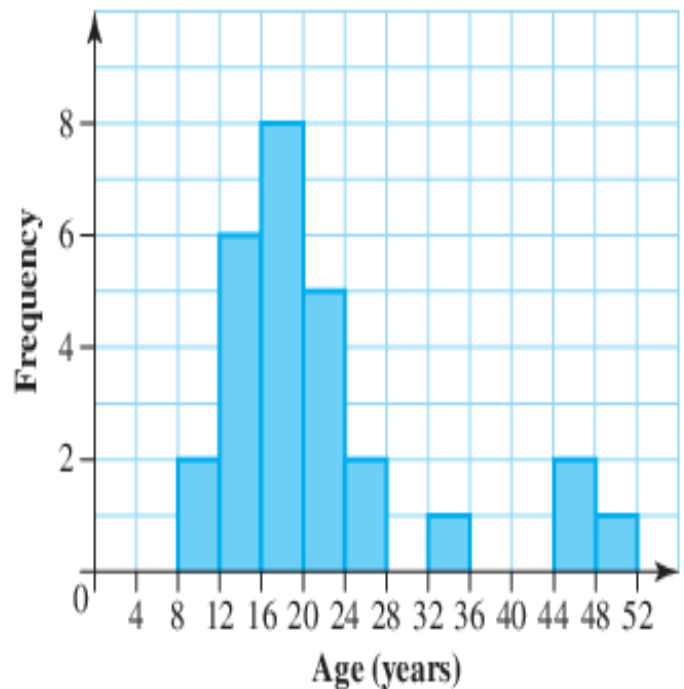


## Tree diagrams

- A tree diagram is a branching diagram that lists all the possible outcomes of a probability experiment.
- Below is an example of a tree diagram for the experiment of tossing 2 coins at the same time.



## Continuous numerical data



### Measures of centre

- The measures of centre are the mean and median.
- The mean,  $\bar{x}$ , is the average of the data set.

$$\bar{x} = \frac{\text{sum of data values}}{\text{total number of data values}}$$

Or, if the data is from a frequency table:

$$\bar{x} = \frac{\text{total of (frequency} \times \text{score) column}}{\text{total of frequency column}}$$

- The median is the middle value of the data set.

$$\text{location of median} = \left(\frac{n+1}{2}\right)\text{th value}$$

- The mode is the most common value or value with the highest frequency.
- The mean is affected by outliers, whereas the median is not.



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Dear parents and friends of the Islamic School of Canberra,

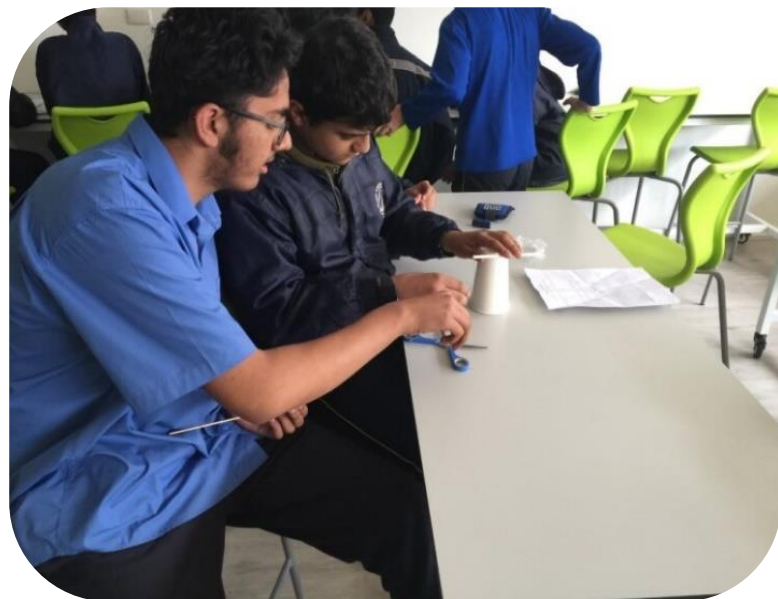
I hope this message finds you all well.

The end of the year is upon us! What a wonderful year it has been. Lots of learning, lots of work, and plenty of fun. I am really looking forward to doing it all again next year, God willing.

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 – astronomy + physics.
- Year 9 mathematics – probability + statistics + quadratic equations and graphs.
- Year 9 science – geology + mechanics + psychology.
- Year 10 mathematics – polynomials + functions and relations + trigonometry extension.
- Year 10 science – physics extension + forensic science.

It's time for photos ...



Let's finish with a maths problem; a sugary prize to anyone who can bring me the solution! A travelling salesman walks up to a house (number eleven) and knocks on the door. A woman answers. He asks her how many children she has and how old they are. She gives him a clue: if you multiply the ages of my three children you get thirty-six. He says this is not enough information. She gives him a second clue: if you add their ages, the sum is the number on the house next door. He says this is still not enough information. So, she gives him one last clue: her eldest child plays cricket. How old are her children?



See all next year!!

Br Duncan Roseby





In the name of God, the Compassionate, the Merciful

Assalaamu 'alaykum

Dear parents and friends of the Islamic School of Canberra,

I hope this message from HASS teacher finds you all well. This term in Year 7 Geography, we studied "Living in Australia." We learned about how essential factors, such as water, food, and shelter, affect life. Nowadays, where we live is influenced by various factors like access to services, the environment, safety, and personal connections. Life choices, for example, moving for work or due to property prices, can also affect our residence preferences. Students have also learned about "Liveable Cities." A city's livability depends on various factors like access to water, food, housing, transport, healthcare, education, and a safe environment.

In Economics and Business subjects, students learned about the world of business, from small local businesses to big global corporations. They have gone through different types of businesses, their goals, and the role of entrepreneurship and innovation. They have also learned about the reasons why we work; it may be for material gain and other motivations. Other ways people can earn a living include owning a business, property, or investing in shares.



In Year 8 Geography, students studied "Urban Life." Over time, our world has changed, and most people now move towards city living. Nowadays, most people live in cities rather than villages. Technological advantages in the farming industry make this new change possible. Now in Australia, 90% of the population is living in cities. Students also learned about Migration. Many reasons for migration happen in this world. It may be for work, family, or seeking a better life. Migration can be internal (within a country) or international (between countries). Some people decide to move voluntarily, while others are forced to flee violence, poverty, famine, or war. In Australia, most moves are voluntary, but some people move forcefully.

In Year 9 Geography, students studied our interconnectedness with the world. With the help of technology nowadays, everyone and everything is more connected. This can affect lives and the environment positively or negatively. Students have also learned about "Global Connectivity." Nowadays, everything is happening very fast because of globalization. It may involve the movement of goods, services, people, and ideas worldwide. This has some positive and negative impacts. In some cases, it improves living standards and brings cultures together. On the other hand, it creates challenges such as environmental pollution and increased competition, leading to potential worker exploitation. In Economics and Business, students have learned practical skills, including managing financial risks and rewards, saving and investing money wisely, avoiding scams, and understanding consumer rights.



In Year 10 Geography, we studied the topics of "An Unequal World." Throughout the term, students were busy exploring the factors contributing to these inequalities, including the environment, natural resources, and political, economic, and social organization. We also focused on "Improving Wellbeing." Despite many challenges, the wellbeing of millions of people in this world is gradually improving. Initiatives, from local to global efforts, are addressing inequalities, helping people reduce poverty, providing safe drinking water, and improving education and healthcare.



In Economics and Business, students have studied living standards. They found ways to distinguish between material and non-material aspects of living. We also discussed differences in living standards between countries and ways to improve them.



Thank you all for your continuous support on our educational journey.

Wishing everyone all the best.

**Muhammad Khan**  
**HASS Teacher**  
**Islamic School of Canberra**



As Salaam-o-Alaikum

### Term 4 Gift-wrapped

As I stand on my tiptoes, I see the summer holidays over the horizon and realise it is time to call it a day. With a touch of nostalgia, I share with you my journey with the children in term 4. The pages of our class calendar have turned swiftly, leaving behind a trail of inspiring stories and unforgettable moments.

With an ever-evolving learning pattern, my students in Years 7-10 have continued to rise above challenges, exemplifying resilience, creativity, and a relentless pursuit of excellence. There have been numerous learning situations, at times the classrooms have echoed with laughter, have been brimming with curiosity and witnessed fierce competition during group activities, with children gleefully receiving their tiny stationery awards. Together, we have embarked on a journey of growth, learning and transformation, and now, it's time to celebrate the culmination of this incredible odyssey.

There is so much to learn everyday as a teacher but the moving lesson this term has been contentment. That look of pure bliss on the child's face after I've rewarded them with stationery packs, art sets, popcorn or even a lollipop shows how little things matter so much and as an adult it teaches me to take one day at a time and enjoy our tiny successes.





We have also done grammar worksheets with major focus on punctuation and grammar rules. We have spent considerable amount of time on reading the *'Enchanted Island'* which carry adaptations of Shakesperean drama written using modern English, transformed in stories. Students have had almost 2 sessions every week either engaging with their buddies or in groups where they get to freely share ideas.

### Year 8

I'm delighted to share the extraordinary literary pathway embarked upon by my Year 8 students in their comprehensive writing project, *'What an Adventure.'* This project has been a testament to their creativity, imagination and dedication to the art of storytelling through a five- week writing project. My young writers began by conceiving their own imaginative topics and with meticulous planning, they divided their narratives into seven major parts. They skilfully crafted the setting and background, transporting us to the vivid landscapes of their hypothetical adventure.

Character development was a central focus and they breathed life into these characters, infusing them with distinctive characteristics. Remarkably, my students excelled in both manual and digital character creation, showcasing their versatility and proficiency. They embarked on the crucial journey of editing and proofreading, ensuring their narratives were polished to perfection.

In addition to their writing endeavours, Year 8 has immersed themselves in the world of literature by exploring short stories such as 'The Pedestrian' by Ray Bradbury and 'Min Min Light.' They've honed their analytical skills by dissecting these narratives, gaining valuable insights into the craft of storytelling.



Moreover, my students have actively engaged with their peers during group sessions and buddy activities, fostering a collaborative environment where ideas flow freely. They've also embraced the challenge of creating brochures, a major text type they've mastered during this term.

### Year 9

My Year 9 students have undertaken a comprehensive writing project, 'My Favorite Human.' Their dedication to creativity and storytelling has been nothing short of inspiring. The project unfolded with the students crafting their unique topics, intricately dividing their narratives into six major parts. They began by meticulously planning the setting and background of their hypothetical humans, taking me to worlds limited only by their imagination.

Character development was a key focus, as they skilfully profiled their favourite humans, each a fascinating embodiment of individuality. With unwavering attention to detail, they brought forth their personalities and quirks. This exploration enriched their storytelling toolkit, allowing them to craft narratives that captivate and engage the reader. The drafting process of *'My Favorite Human'* saw students pouring their hearts and minds into their stories, crafting them into literary gems that reflect their creative growth.

In parallel, students have honed their grammatical skills through worksheets, with a particular focus on phrases, idiomatic expressions, and phrasal verbs. They've dedicated significant time to the novel *'The Outsiders,'* diving deep into its narrative to analyze its themes and context.

I'm immensely proud of the dedication, creativity, and literary exploration demonstrated by my Year 9 students throughout the 'My Favorite Human' writing project.

### Year 10

This term has seen my Year 10 students immerse themselves in a profound and comprehensive writing project titled **'Life: Trials, Tribulations, and Jubilations.'** Their dedication to crafting compelling narratives and exploring the complexities of life has been truly commendable. The project commenced with each student crafting their own unique topics, thoughtfully dividing their narratives into four major parts. They embarked on a journey through the intricacies of storytelling, beginning with the meticulous planning of settings and backgrounds that would form the backdrop of their captivating tales, on life size characters.

In parallel, our students have honed their grammatical acumen through dedicated worksheets, with a strong emphasis on mastering grammatical rules. They've also delved into the world of literature by immersing themselves in *'Tom Appleby: Convict Boy,'* where they are currently engaged in contextual analysis. Their analytical skills have been sharpened through the collective analysis of the novel, enriching their understanding of literature.

Additionally, they have explored the realm of audio production, working in pairs to create 30-second audio advertisements—a major audio type they've skilfully mastered this term. Their journey as critical thinkers continues to inspire me and I wish them well in College or any other pathway they select in life.

### **Drawing the curtain on 2023**

As I come to the end of this captivating journey, I find myself at a crossroad of reflection and anticipation. The stories I've shared, the achievements I've celebrated and the memories we've created together have illuminated the path to a brighter future.

As we bid farewell to this year, let us carry forward the invaluable lessons we've learned. Let us cherish the friendships we've forged, the knowledge we've gained, and the growth we've experienced. Let us remember that every challenge we faced was an opportunity in disguise, and every setback was a stepping stone to success

.In the words of the great author J.R.R. Tolkien, "**The road goes ever on and on.**" Together, we have created an environment where dreams take flight, where potential knows no bounds, and where excellence is a way of life.

**Thank you**

**Ms Sujata Singh**

**Secondary English**





## Arts and Health

As we approach the final term of the school year, we have been participating in an engaging and dynamic drama unit that promises to captivate our students' imagination, boost their confidence, and unleash their creative potential. Drama isn't just about putting on a show; it's a transformative and educational experience that enhances critical skills for lifelong success.

### Exploring the World of Drama:

In Term 4, students embark on a journey through the world of drama. Our drama unit has been designed to provide a platform for students to express themselves, experiment with their emotions, and explore the power of storytelling. This interactive and hands-on approach to learning offers numerous benefits for our students:

During this unit Drama activities encourage students to step out of their comfort zones and express themselves in a supportive environment. By participating in various acting exercises, students gain self-confidence, better public speaking skills, and improved self-esteem.

Through Drama, students get involved in to group activities, they collaborate and work together to create scenes, plays, and skits. This provide them with a great opportunity to develop valuable teamwork and interpersonal skills. Drama is also a powerful tool for improving communication skills. Through the unit students learnt to express themselves clearly and engage their audience, which is a valuable skill for life.



Through improvisation, script writing/reading, and character development, students get the opportunity to unleash their creative potential. They explore different perspectives, emotions, and situations, expanding their imagination in the process.

Drama helps students develop a better understanding of different perspectives and encourage empathy as the students walk in the shoes of various characters, promoting a more compassionate and open-minded outlook. Drama has been not only educational but also an enjoyable and fun experience for our students. It is a break from the routine learning activities and an opportunity to let loose their potential and have a good time. This unit has been a transformative and empowering journey for the students.

### **Health:**

As we bid farewell to Term 4, it's time to reflect on the remarkable journey we've undertaken in the past few months. This term has been all about fostering inclusion, nurturing wellbeing - both individual and communal, and enhancing our medical media literacy. Let's take a moment to celebrate our achievements and look ahead to the exciting possibilities that await us.

### **Inclusion:**

Inclusion is the cornerstone of a thriving community, and this term, we've taken significant steps to embrace diversity and create a sense of belonging for every member of our school. Our students have engaged in various activities that have emphasized the value of differences, promoting empathy, understanding, and a spirit of togetherness. This is not just a theme for the term, but a lifelong lesson in acceptance that we hope will continue to flourish.

### **Wellbeing - Self and Community:**

Wellbeing is not just an absence of illness; it's a holistic state of health encompassing physical, mental, and emotional aspects. Throughout the term, we've focused on

nurturing the wellbeing of both individuals and our school community as a whole. Students have been encouraged to prioritize self-care, embrace mindfulness, and seek help when needed.

### **Medical Media Literacy:**

In a world awash with information, it is crucial that our students are equipped with the skills to critically evaluate medical information they encounter in the media. This term, we've taken steps to enhance their medical media literacy. Our students have learnt to distinguish between credible sources and misinformation, making informed decisions about their health and well-being. This invaluable skill will serve them well throughout their lives, ensuring that they make sound choices based on accurate information.

As we embark on a well-deserved break, let's carry these lessons of inclusion, wellbeing, and medical media literacy with us. These are not just topics for a term but lifelong skills that will help us navigate an ever-changing world with confidence and empathy.





### From the Arabic teacher Sr Rabab,

Dear Parents and students,

I would like to share with you the curriculum planning which has taken place in term 4 for year 4 to year 10 and the undertaken assessments.

#### Year 4 & 5 – Term 4/2023 Arabic

This term, students finished unit 6 and 8 –. Students were introduced to new texts and they were able to relate the acquired language to their daily routine. Students also studied colours in both genders, question words and their use. The delivery of the learnt language was through the language macro and micro skills.

The advanced students were still challenged with poem recitation and memorisation. They had in class practice. Selected students had the opportunity to present in the morning assembly.

Students had also sessions to practice a set of command verbs orally. They enjoyed role playing the command verbs and modelling them to each other.

#### Year 6 & 7 – Term 4/2023 Arabic

This term the students worked on acquiring the vocabulary associated with school and studies. They worked on designing a week timetable in Arabic. To achieve this, IT support was given along with a revision to the days of the week, ordinal numbers and the list of school academic subjects and the breaks during a school day for the advanced level.

Students also were engaged in learning a list of sports and hobbies. They were tasked to design an e-poster on the hobbies. Both designs were graded.



Finally, students competed against each other to read a text without any pronunciation mistakes and at a set time for them. The winners were able to finish in less than 35 seconds.

#### Year 8 to year 10 - Term 4/2023 Arabic

Year 8 to 10 students worked on their oral presentation. The topic of the presentation was “identity” and it covered many aspects of identity such as family, hobbies, and future studies and plans. The task was differentiated and it catered for all language levels. Students were introduced to the rules of adjectives and the comparative forms. They also had a revision to the rule of the numbers with nouns.

Students’ presentations were impressive.

Additional teaching materials were given to students to improve their listening skills and vocabulary on themes such as clothing, fruit and groceries. Advanced were also given advanced Arabic materials to cover topics such as العادات والتقاليد – امثال وحكم مثل جنت على مدينة القدس. نفسها براقش – Both levels were consulted on selecting the topics to be introduced from external resources.

**Jazakum Allahu Khairan**

**Sr Rabab**



### Quran ( years 4,5, 7-10) Sr Nawal

Students in Year 4,5,7,8 and 10 are actively involved in revising of all surahs that memorized during term 1, 2 and 3 and previous years. Specifically, Year 4 students revised surah Al-Fajer to Surah An-Naas, Year 5 students revised surah Al-Buruj to surah An-Naas, Year 7 students revised Surah An-Nazat to Surah An-Naas, Year 8 students revised Surah Al-Insaan to Surah An-Naas, Year 9 revised Surah Al-Qiama to Surah An-Naas, and Year 10 revised Surah Al-Maarij to Surah An-Naas. During this term students in various classes have completed a revision of Tajweed rules , they completed all the rules and showed great interest in reading and reciting in pairs and groups . Students were provided with various supporting materials that help in achieving their learning journey. Some students, in these classes and according to their reading level, have received further support that aiming to enhance their reading.

### Arabic (year 1,2,3)

Year 1 completed the Key to Arabic textbook part 1 and My First Book of Arabic writing. During this term they started working on Arabic Without Tears-part 2 . Based on their level of reading Arabic, we divided the class into two groups 'the beginners and advanced group'. Both groups have learned all the letters and many of them practiced reading and writing words and short sentences.





ironing	flowers	coach	flower	Allyan
يَكْوِي	وَيُزِد	وَسَادَةٌ	وَزِدَّة	وَوَوَوَوَوَوَو
يَكْوِي	وَيُزِد	وَسَادَةٌ	وَزِدَّة	وَوَوَوَوَوَوَو
يَكْوِي	وَيُزِد	وَسَادَةٌ	وَزِدَّة	وَوَوَوَوَوَوَو
يَكْوِي	وَيُزِد	وَسَادَةٌ	وَزِدَّة	وَوَوَوَوَوَوَو
يَكْوِي	وَيُزِد	وَسَادَةٌ	وَزِدَّة	وَوَوَوَوَوَوَو
يَكْوِي	وَيُزِد	وَسَادَةٌ	وَزِدَّة	وَوَوَوَوَوَوَو
يَكْوِي	وَيُزِد	وَسَادَةٌ	وَزِدَّة	وَوَوَوَوَوَوَو
يَكْوِي	وَيُزِد	وَسَادَةٌ	وَزِدَّة	وَوَوَوَوَوَوَو
يَكْوِي	وَيُزِد	وَسَادَةٌ	وَزِدَّة	وَوَوَوَوَوَوَو
يَكْوِي	وَيُزِد	وَسَادَةٌ	وَزِدَّة	وَوَوَوَوَوَوَو





PE classes have again been less affected by weather this term. Fewer classes have been run indoors, altering appropriate activities for students. But the Multi Purpose Hall is offering a fantastic venue for cooler participation at ISC.

Infant's classes have been examining our bodies response to exercise, jumping, hopping, catching, kicking and throwing. With continued emphasis on developing fundamental motor skills and social skills. Kindergarten students have developed so much through this year and are developing into bright, energy filled competent youngsters.

Year 3-6 have been also been further developing fundamental movement skills. And participating in sports such as Basketball, Cricket and Tennis. The drying fields and courts making safety and development of skills, a constant consideration and very challenging to manage. Old favourites like Bullrush, Octopus, End ball and Capture the Flag gave children the opportunity to improve there speed and evasion skills!

Senior classes have been busy with a variety of activities intended to stretch and develop their abilities and inform themselves of the plethora of movement opportunities we can pursue. Students have been engaged in Slide Hockey, Badminton, Tennis, Volleyball and La Crosse.

The development of students participating in PE at ISC in term 4 has maintained momentum. Interest in new activities and the skills that have been learnt and performed have made for a motivated close to our ISC PE year.

Well done ISC PE students!

**Mr Andrew Cairns**  
**PE Teacher**

