

Islamic School of Canberra

Information Pack

Year 6

Term 4

2022

Mr. Kayis Ablahd & Ms Maryyam Harara



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.



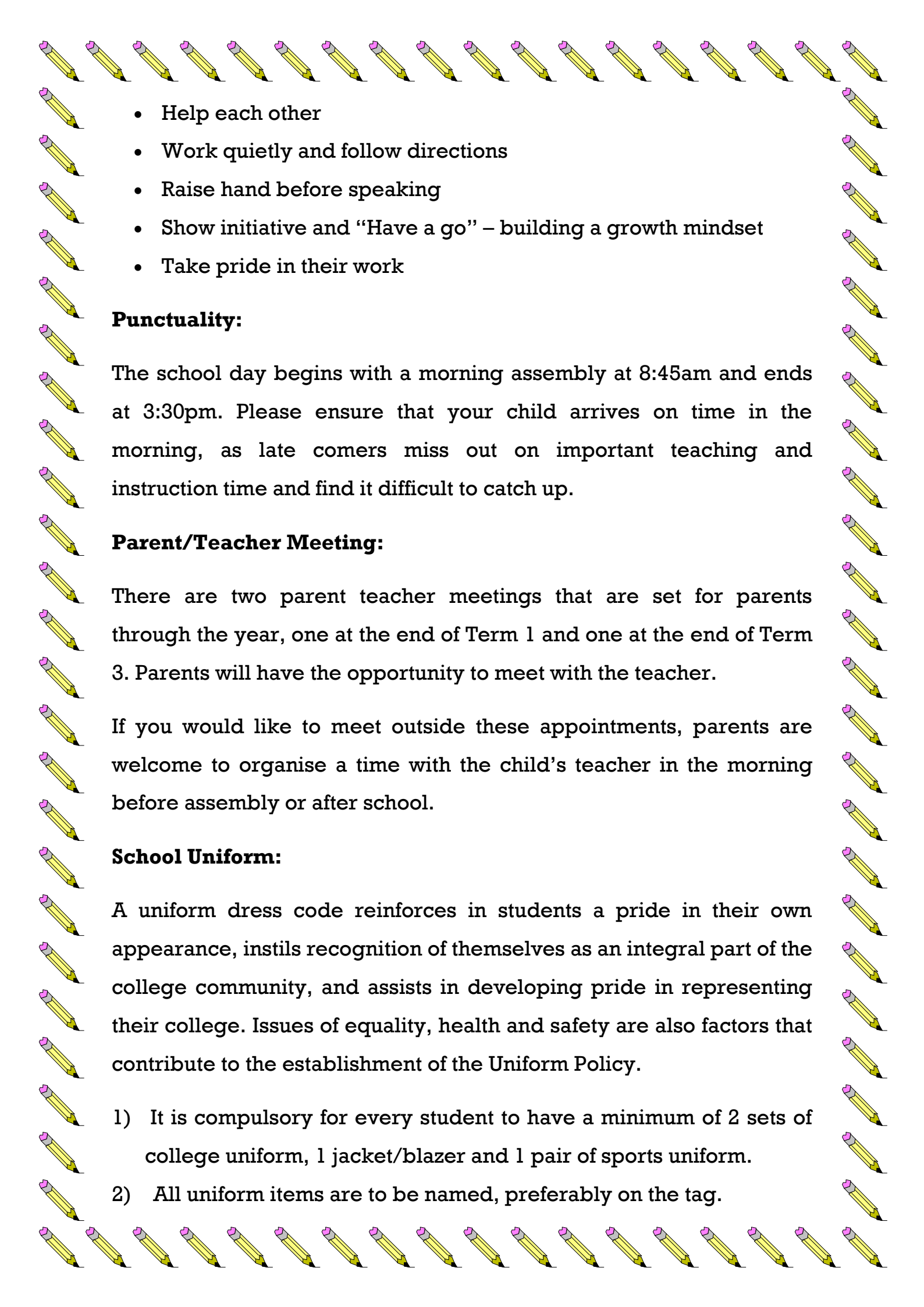
Year 6 Teachers

Specialist Teachers:

Subject	Teacher
Arabic	Mr. Kayis (6A) & Ms. Maryiam (6B)
Islamic Studies	Br Adam
Quran	Br Adam
Sport (PE)	Mr Andrew
Design & Technology	Ms Neha
Arts	Ms Haider
Health	Ms Gowrie

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

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- 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.

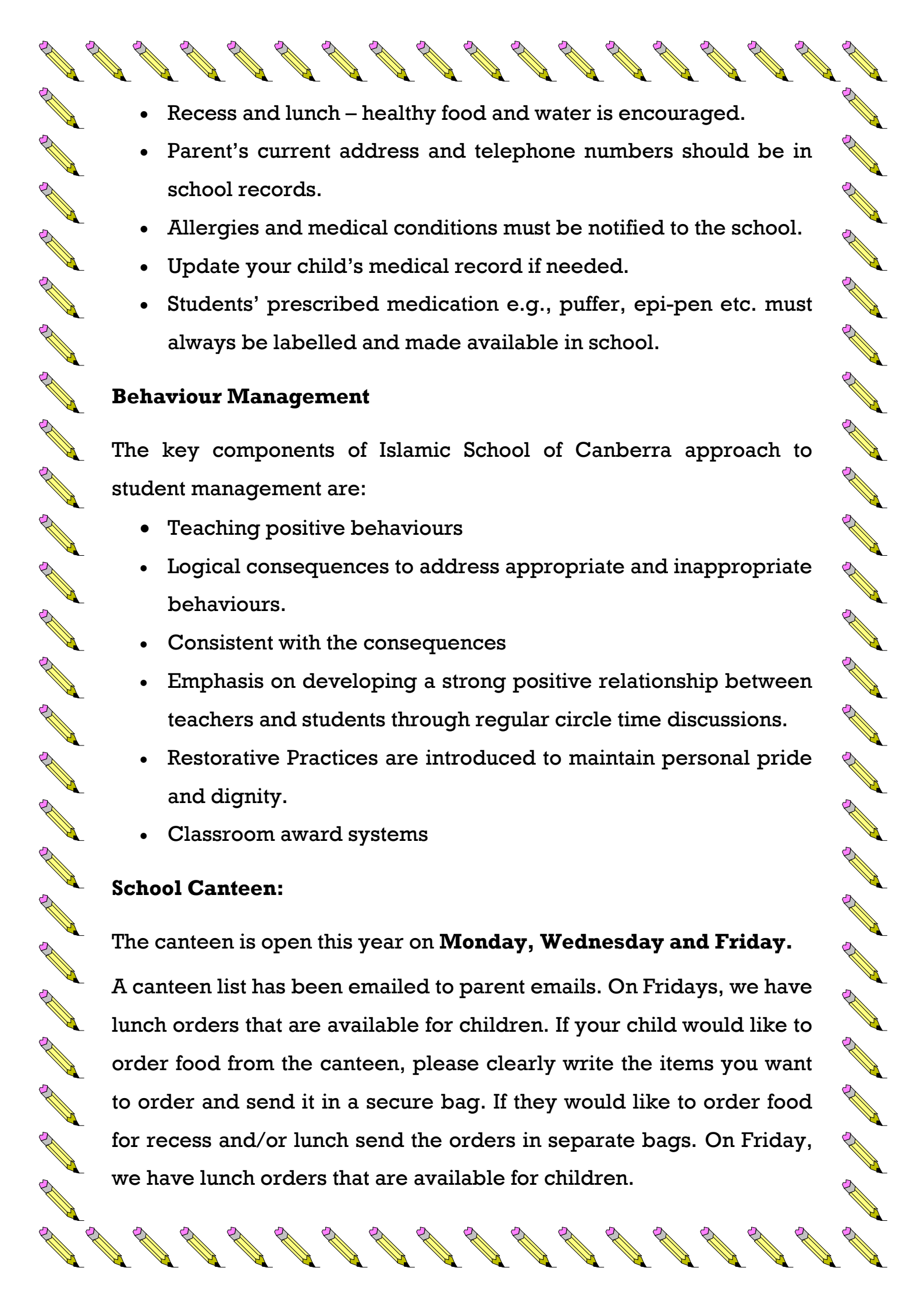
- 1) It is compulsory for every student to have a minimum of 2 sets of college uniform, 1 jacket/blazer and 1 pair of sports uniform.
- 2) All uniform items are to be named, preferably on the tag.



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)
Sports Uniform	<ul style="list-style-type: none">- Wool Jumper
<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.
- 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.

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- 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 Friday.**

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 Four, the students will be covering the following topics:

Literacy:

1. Create detailed texts elaborating on key ideas for a range of purposes and audiences.
2. Make presentations and contribute actively to class and group discussions, using a variety of strategies for effect.
3. Use accurate spelling and punctuation for clarity and make and explain editorial choices based on criteria.

Numeracy:

1. Interpret timetables.
2. Connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation.
3. Compare observed and expected frequencies.
4. Add, subtract and multiply decimals and divide decimals where the result is rational.
5. Construct simple prisms and pyramids.
6. describe probabilities using simple fractions, decimals and percentages.

Science:

1. Explain how natural events cause rapid change to Earth's surface.
2. Explain how scientific knowledge helps us to solve problems and inform decisions and identify historical and cultural contributions.



Humanities:

HASS: Geography:

1. Describe the location of places in selected countries in absolute and relative terms.
2. Describe and explain the diverse characteristics of places in different locations from local to global scales.
3. Record and represent data and the location of places and their characteristics in different graphic forms, including large-scale and small-scale maps that use cartographic conventions of border, source, scale, legend, title and north point.
4. Interpret maps, data and other information to identify, describe and compare spatial distributions, patterns and trends, to infer relationships and to draw conclusions.
5. Present findings and ideas using geographical terminology and digital technologies in a range of communication forms.

Economics and Business:

1. Identify the purpose of business and recognise the different ways that businesses choose to provide goods and services.
2. Generate alternative responses to an issue or challenge and identify the advantages and disadvantages of preferring one decision over others.
3. Reflect on their learning to propose action in response to a challenge and identify the possible effects of their decision.
4. Apply economics and business knowledge and skills to familiar problems.
5. Present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials and economics and business terms.

Physical Education & Health:

Investigate developmental changes and transitions.



Arts: (Drama)

Work collaboratively as they use the elements of drama to shape character, voice and movement in improvisation, playbuilding and performances of devised and scripted drama for audiences.

Information Communication Technology

Record project plans including production processes. They select and use appropriate technologies and techniques correctly and safely to produce designed solutions.

Arabic

1- Recognize different grammatical structures of Arabic such as conjugation of past tense, command verbs, broken plural and attached pronouns.

2- Analyse words by finding their roots.

Islamic Studies

1. Students learn about Taqwa, friendship and how to deal with a new Muslim friend.
2. Students learn more about steps of performing salat.
3. Students learn about people of other faith.

Quran

1. Recite Surah Al-Infitar to An-Nas
2. Identify the location, meaning of the key words and the story behind the Surah.
3. Read and write using Iqra books 1-6.

Homework due dates:

- **Friday:** weekly spelling test
- **Monday:** Homework Due
- Take Home Readers are to be read daily.