



Islamic School of Canberra

Information Pack



Term 3

Teaching Beliefs:

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



Our Vision:

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

We aim to;

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

- Provide a stimulating classroom environment that generates active interest in topics.
- Use ICT to increase student choice and flexibility with respect to their learning.

Kindergarten Teacher

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Kindergarten Curriculum

In Term 3, the students will be covering and working towards the following report outcomes:

Literacy

Students can:

1. Read high-frequency words and blend sounds orally to read consonant-vowel-consonant words.
2. Use appropriate interaction skills to listen and respond to others in a familiar environment.
3. Identify and use letter and sound knowledge, beginning writing behaviours and experimentation with capital and lower-case letters to write short sentences.
4. In informal group and whole class settings, students communicate clearly.
5. Retell events and experiences with peers and known adults.

Numeracy

Students can:

1. Count to and from 20 and order small collections.
2. Represent practical situations to model addition and subtraction from 1-20.
3. Sort, describe and name shapes and objects
4. Subitise small collections of objects.

Science

Students can:

1. Respond to questions about familiar objects and identify the materials they are made of.

Humanities and Social Sciences

Students can:

1. Describe the features of familiar places and recognise why some places are special to people.
2. Represent features of familiar places and their location on pictorial maps and models.
3. Reflect on their learning to suggest ways they can care for a familiar place.

Health and Physical Education

The students will participate in Health and Physical Education classes once a week. Please ensure that your child wears the correct uniform when required. The days for P.E. will be on Thursday.

This term the students should be able to:

1. Use personal and social skills when working with others in a range of activities.

2. Demonstrate, with guidance, practices and protective behaviours to keep themselves safe in different activities.
3. Perform fundamental skill of sprinting.

Arts

Students can:

1. Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation.

Design and Technology

Students can:

1. Describe the purpose of familiar products, services and how they meet the needs of users.
2. Students demonstrate safe use of tools and equipment when producing designed solutions.

Arabic

Students can:

1. Identify letters of the Arabic alphabet Sheen to Yaa.
2. Identify words relating to school and classroom.
3. Pronounce, phrase and intonate skill by singing, reciting and repeating frequently.

Islamic Studies

Islamic Studies Program provides students with an underlying knowledge of their religious beliefs, values, social and cultural heritage. Australian values are also emphasized in an Islamic perspective. The focus of Islamic Studies in Foundation Level classes is the understanding of the essentials of faith (Aqidah) and learning the historic and cultural aspects of Islam through a range of activities. The domain also includes the understanding of the history of the Prophets of Allah and primarily focuses on adopting the teachings of the last prophet of Allah, Muhammad (p.b.u.h) and Seerah of Prophets (History).

The reporting outcome that the students will be assessed on this term, is that students will learn to recognise and understand the life story of Prophet Adam, Noah and Ibrahim A S.

Quran

1. Recite Surah Al-Ikhlaas and Al-Masad
2. Identify the location, meaning of the key words and the story behind the Surahs.
3. Read and write the letters س to غ with Fataha
4. Read and write using Iqra book 1.

Expectation of Students:

- Follow classroom rules
- Be on time
- Be prepared for class
- Be considerate and respectful
- Show respect for school property and students
- Hand in homework on time
- Use an inside voice
- Actively participate in class discussions
- Stay seated during classroom activities and events
- Help each other
- Work quietly and follow directions
- Raise hand before speaking
- Show initiative
- Take pride in their work
- "Have a go"



Punctuality



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

Parent/Teacher Meeting

There are two parent teacher meetings that are set for parents through the year, one at the end of Term 1 and one at the end of Term 3. Parents will have the opportunity to meet with the teacher. If you would like to meet outside these appointments, parents are welcome to organise a time that is suitable for the teacher.



Term 3 Guide to helping your students write!

Writing

In Kindergarten, your child begins to truly grow as a writer. Kindergartners start to write words (often using their own creative or invented spellings), and may even write their own mini books and stories about their lives or what they've learned.

Don't worry if they are spelling most words incorrectly: Creative or invented spelling is a crucial part of developing writing skills at this age. Spelling words based on sounds helps your child consider our language's building blocks and gain a deeper understanding of them. Most of the words your kindergartner *will* learn to spell correctly are one-syllable words which often follow the pattern of CVC, or CONSONANT, VOWEL, CONSONANT — think “cat,” “big,” or “rug.”

Bonus Writing Activities

Label Everything: Create labels with your child for different objects in your house, like books, toy bins, foods, kitchen objects, and clothes. You or your child can write the names of the objects, and your child can draw a picture to go along with it. (As a bonus, you'll have an organized home!)

Play Guessing Games: Draw a picture and have your child guess the spelling of that word, giving them a few letters in the word as a hint. Alternatively, show your child two letters (like this: “_at”) and ask them to make as many words as she can with it.

Create a Photo Album: When you take pictures of events or people, ask your child to label the picture. Glue it to a piece of a paper so they can write a description of the event, what happened, who was there, etc. If other people were involved in the event, send them a copy!

Have a Letter Treasure Hunt: When you're in the car, at home, or in the store, ask your child to find certain uppercase and lowercase letters. Students can keep a list of all the letters they find and write them down as they discovers them (you might even raise the stakes by offering a small prize if they can find all of the letters!).

Other strategies to use at home:

Some strategies that you can implement at home that may assist you in homework or learning tasks. These include;

- Have a designated space for your children and yourself. This includes, away from distraction (such as television, family lounge, etc).
- Allow your child to be independent. Set the task and give them a certain time to complete it in, leave them for a short amount of time. Always continue to prompt them and to check on them.
- Allow for quick Up and Go (such as; five star jumps, run to the door and back, drink of water, etc).
- Be flexible in your expectations of yourself! You are doing the best you can. Be patient and see what works best by trialling different things!
- Use free online resources to your advantage! Some resources include Khan Academy, Virtual McArt Studio, Skillshare, and lots of free academic content available at e-learning for kids or Learn at Home from Scholastic Books.
- Technology and screen time – it is very important you supervise and monitor your child's time on technology by putting time limits.
- Most importantly, follow Class Dojo to see what kind of learning is taking place in class so you can replicate similar teaching of topics to consolidate.

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 <p>Sports Uniform</p> <ul style="list-style-type: none">- Track Pants- Short Sleeved Polo (Summer)- Long Sleeved Polo (Winter)- Fleece or Track Jacket	<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 <p>Sports Uniform</p> <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 or by calling the school office.
- Absences should be minimised in the best interest of the child.
- Holidays during school days and long term absences are discouraged for the child's benefit.
- Homework will be regularly given on a weekly basis and collected on assigned days by the teachers.
- Students are expected to have all required items with them at all times.
- Fruit Break, Recess and Lunch – Kindergarten students have a fruit break at 10am every day, recess from 11:15-11:45am and lunch from 1:30-2:00pm. A healthy lunch box and water is encouraged.
- Parent's current address and telephone numbers should be in school records.
- Allergies and medical conditions must be notified to the school
- Update your child's medical record if needed
- Students' prescribed medication e.g. puffer, epi-pen etc. must labelled and required in school at all times.

Behaviour Management

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

- Teaching positive behaviours
- Logical consequences to address appropriate and inappropriate behaviours.
- Consistent with the consequences
- Emphasis on developing a strong positive relationship between teachers and students through regular circle time discussions

- Restorative Practices are introduced to maintain personal pride and dignity
- Classroom award systems

School Canteen

ISC Canteen is now online. All Friday lunch orders will be sent to the canteen electronically instead of with the brown paper bags. Please register your children using the link below: <https://myschoolconnect.com.au/login>. Please note that online ordering will become compulsory from Week 3 onwards of Term 3.

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.

Homework

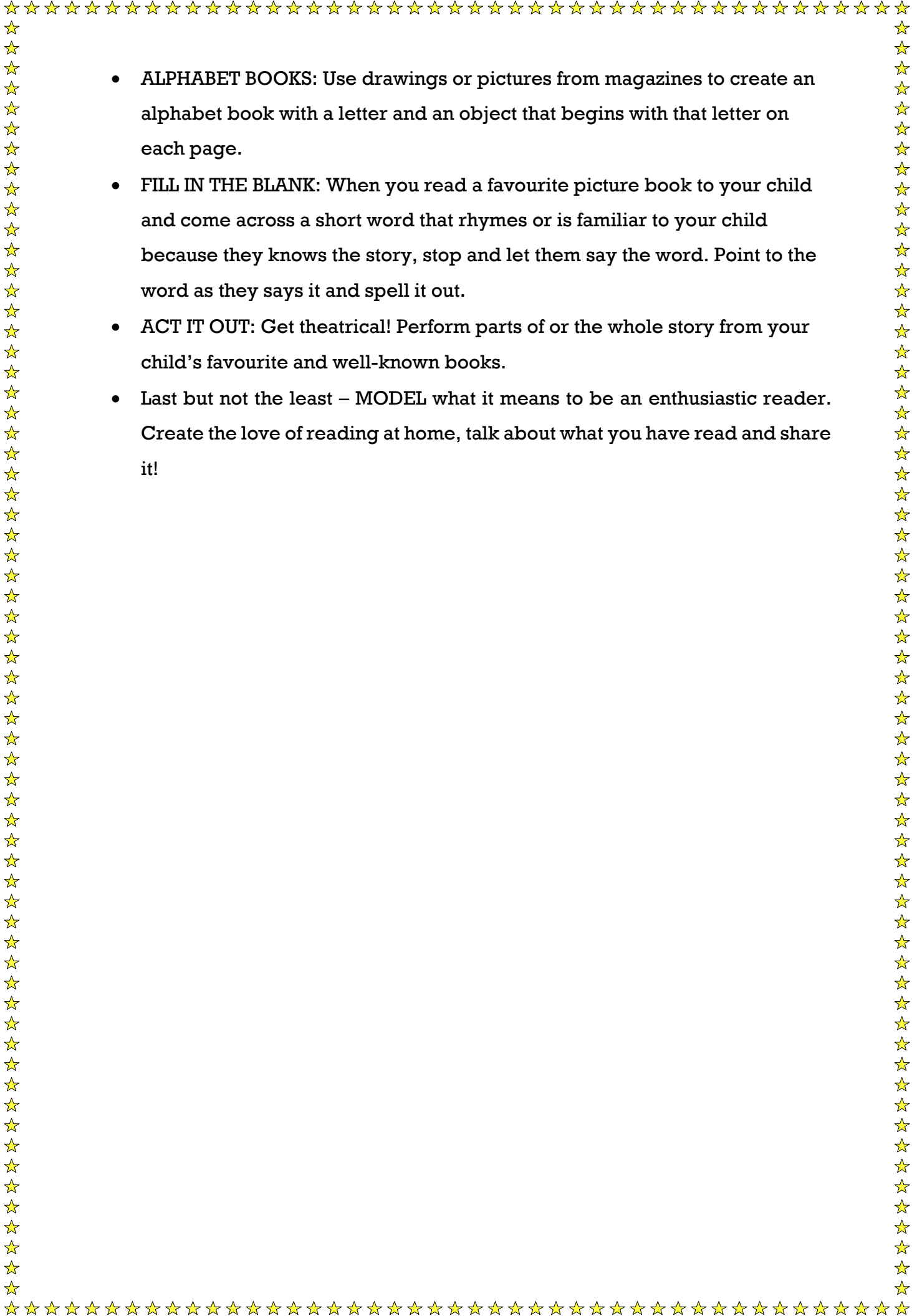
- New homework given out on Friday with levelled home readers
- Levelled Readers will be given out based on the reading level of each student. Our school uses PM Benchmarking Kit to assess the level of reading (fluency and comprehension). By the end of Kindergarten, students are expected to be at an approximate PM Benchmarking Level of 5-8.
- Homework Due: Thursday of each week
- Homework will start from week 2 and will continue up until week 9.

Reading at Home



Some tips that you can use at home when reading with your child can include;

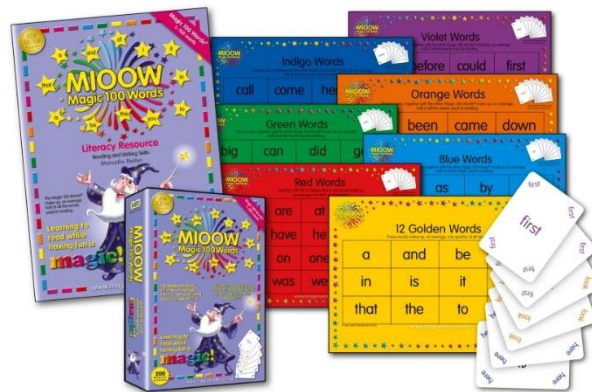
- Establish a **READING ROUTINE** every day by reading for 10 minutes. Students can choose a book of their own choice. If English is your second language, read in your own language. Talk about the illustrations and contribute where you can. Share your excitement for reading!
- The reader should **HOLD THE BOOK!** Students should feel power and control in the world of reading.
- During reading, **TURN OFF** all electronic devices to avoid distraction.
- Before reading the book itself – **TALK BRIEFLY** about illustrations and title. Read the blurb and talk about the author. Flick through pages to get a sense of the story and characters. This is to familiarise students with the book before reading.
- If reading time is stressful, move the reading to a **NEW LOCATION**. Instead of sitting on the dining table, move to the lounge floor, outside, under the tree, at the café, etc.
- After reading, **ASK QUESTIONS** that encourage discussion, for example: What was your favourite part? Tell me about the characters. What did you think about the setting? Make it a conversation and let students lead it.
- Encourage your child to **READ INDEPENDENTLY** after reading with them. You can ask your child to re-read the story by themselves.
- The less you interrupt, the more you **SUPPORT INDEPENDENCE, RESILIENCE AND CONFIDENCE**.
- Whilst reading, say things like 'I like how you attempted to read that word.' 'I like how you changed your voice to be the voice of the character.' 'I noticed that you re-read to make more sense.'
- Visit the **LOCAL LIBRARY** often – make it a set time each week. Let your child choose books that they would like to borrow.
- **READ AND REPEAT:** Ask your child to “read” his/her favourite book to you, using their memory, associations, and clues from the pictures.

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- **ALPHABET BOOKS:** Use drawings or pictures from magazines to create an alphabet book with a letter and an object that begins with that letter on each page.
 - **FILL IN THE BLANK:** When you read a favourite picture book to your child and come across a short word that rhymes or is familiar to your child because they know the story, stop and let them say the word. Point to the word as they say it and spell it out.
 - **ACT IT OUT:** Get theatrical! Perform parts of or the whole story from your child's favourite and well-known books.
 - Last but not the least – **MODEL** what it means to be an enthusiastic reader. Create the love of reading at home, talk about what you have read and share it!

MAGIC 100 Words

As part of the homework routine, each child will receive Magic 100 words list. Every student will start from GOLDEN words and will need to work towards reading and recognising the words. Gradually, each student will move up the levels as they become fluent and proficient in reading them.

The levels are GOLDEN, RED, BLUE, GREEN, ORANGE, INDIGO, and VIOLET. Students are expected to finish these levels by the end of the year.



These levels include words that are frequently used – hence the familiarisation and recognition of these words is crucial in helping children to develop skills when beginning to read.

As children get opportunities to study new words in class, it is essential to consolidate this learning at home through interactive and fun ways. Parents are encouraged to play small games at home to strengthen the skills in reading and recognising these words. Some games can include;

- *Hands on manipulatives* – using play dough to form letters to make words, or writing words in sand, foam, etc.
- *Go Fish* – Go fish cards can be easily made using index cards. Write each word on two cards, shuffle and lay face down to play.
- *Word searches* – create word searches featuring sight words.
- *Memory Game* – Similar to 'Go fish' where each word is written on two cards, shuffle and lay face down to play.
- *Letter Magnet spelling* – Having letter magnets on the fridge or wall can help reinforce the words being learned that week.