



Islamic School of Canberra

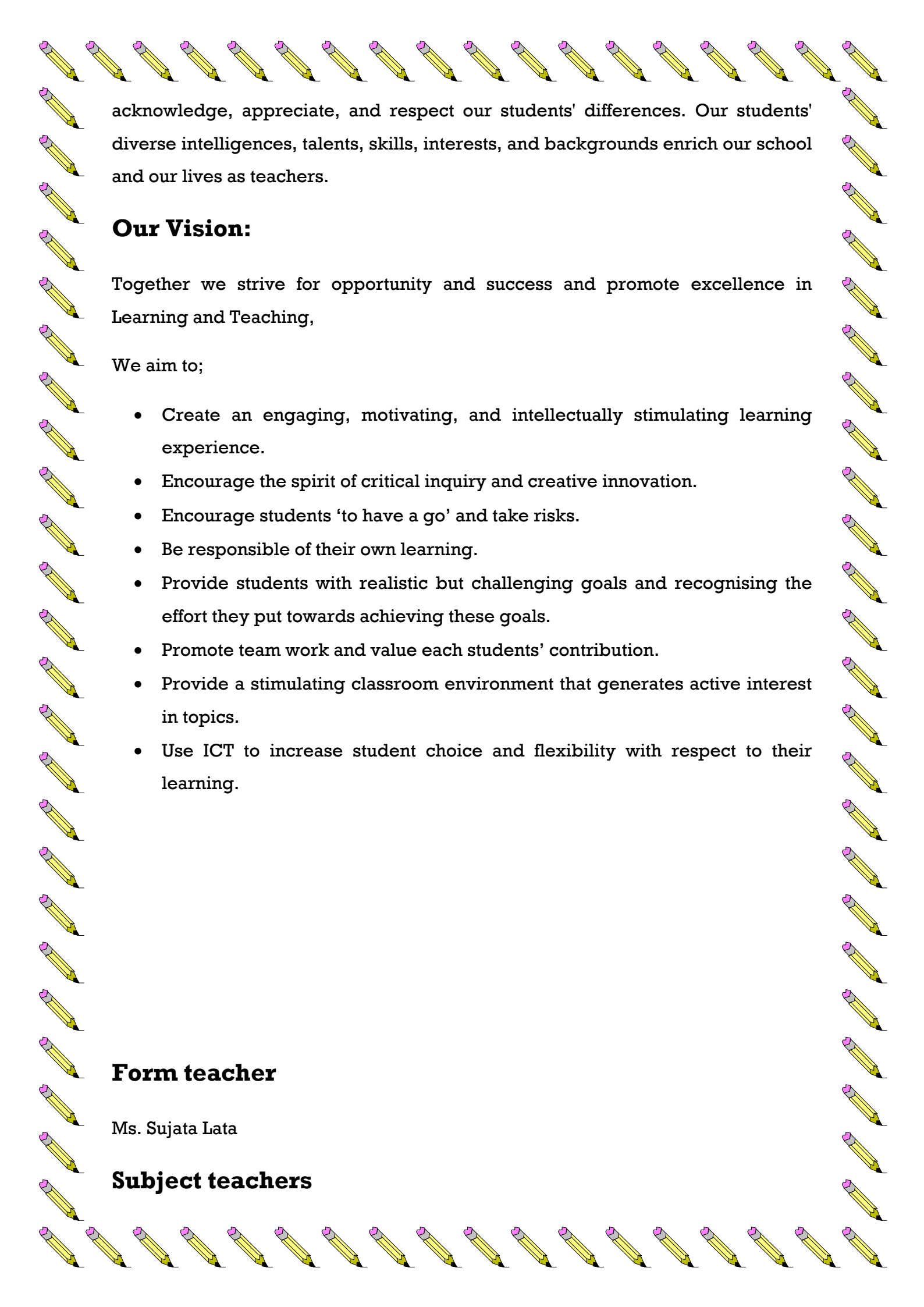
Information Pack

Year 7

Term 1

Teaching Beliefs:

Year 7 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,

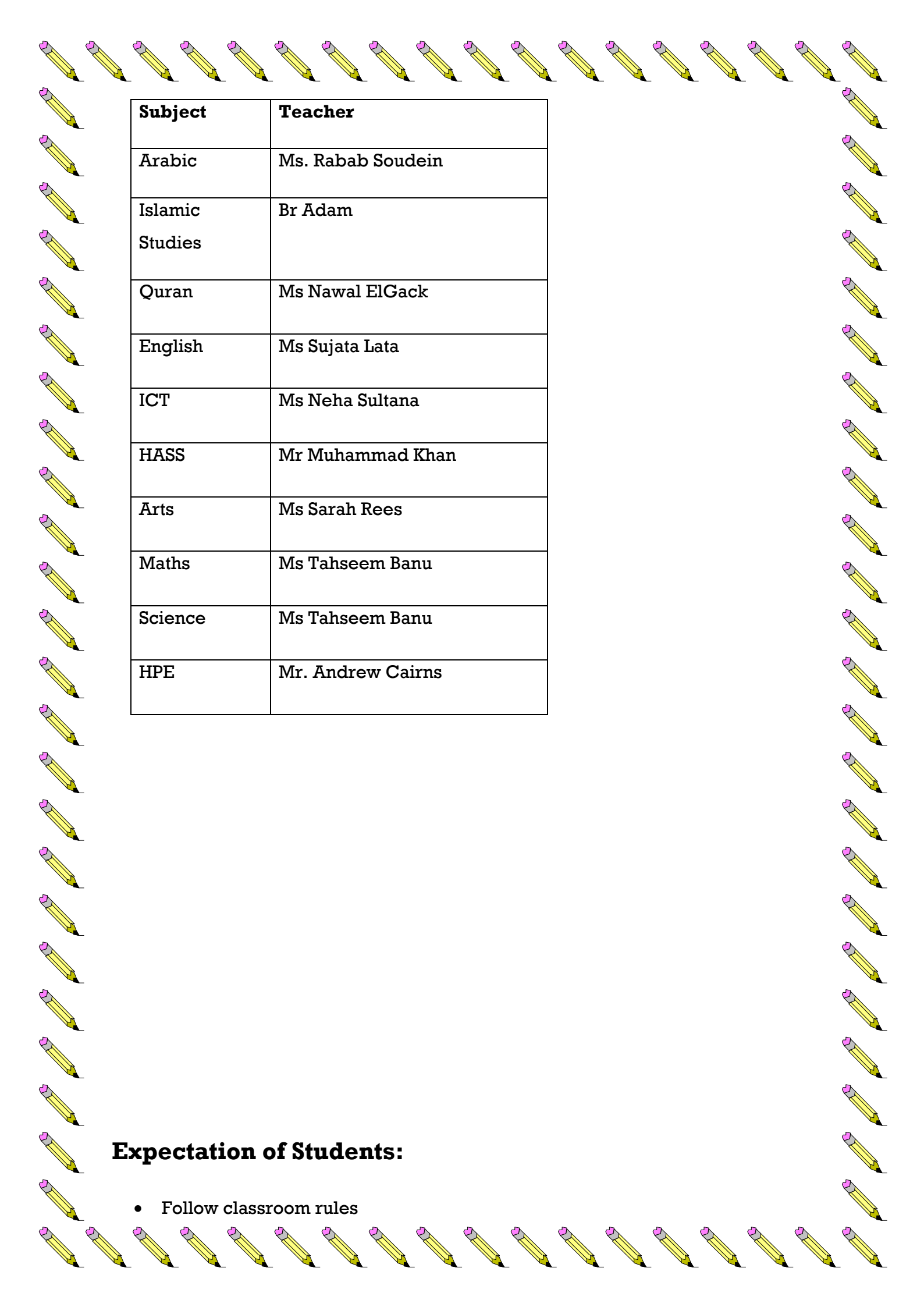
We aim to;

- 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.

Form teacher

Ms. Sujata Lata

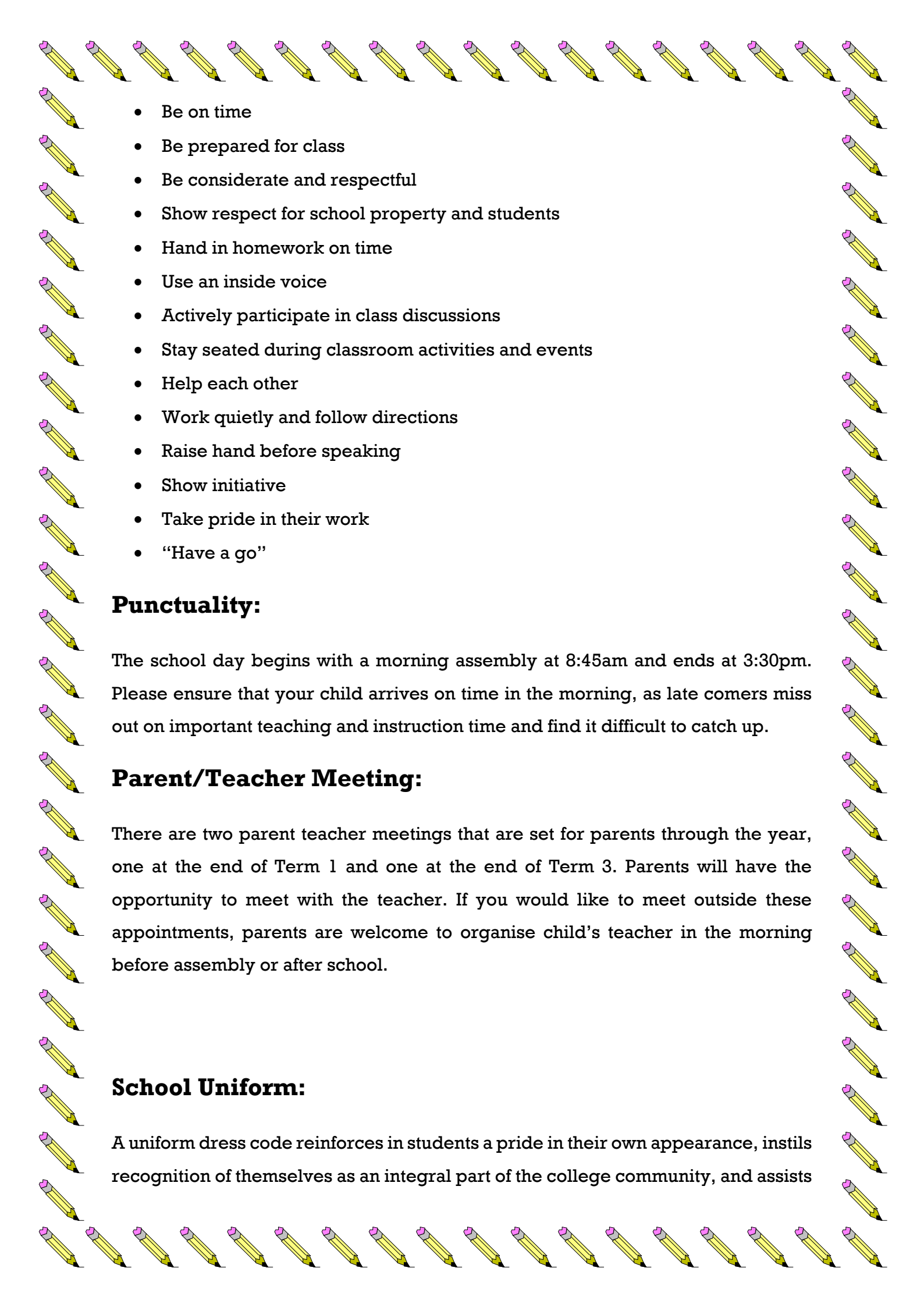
Subject teachers



Subject	Teacher
Arabic	Ms. Rabab Soudein
Islamic Studies	Br Adam
Quran	Ms Nawal ElGack
English	Ms Sujata Lata
ICT	Ms Neha Sultana
HASS	Mr Muhammad Khan
Arts	Ms Sarah Rees
Maths	Ms Tahseem Banu
Science	Ms Tahseem Banu
HPE	Mr. Andrew Cairns

Expectation of Students:

- Follow classroom rules

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- 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 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

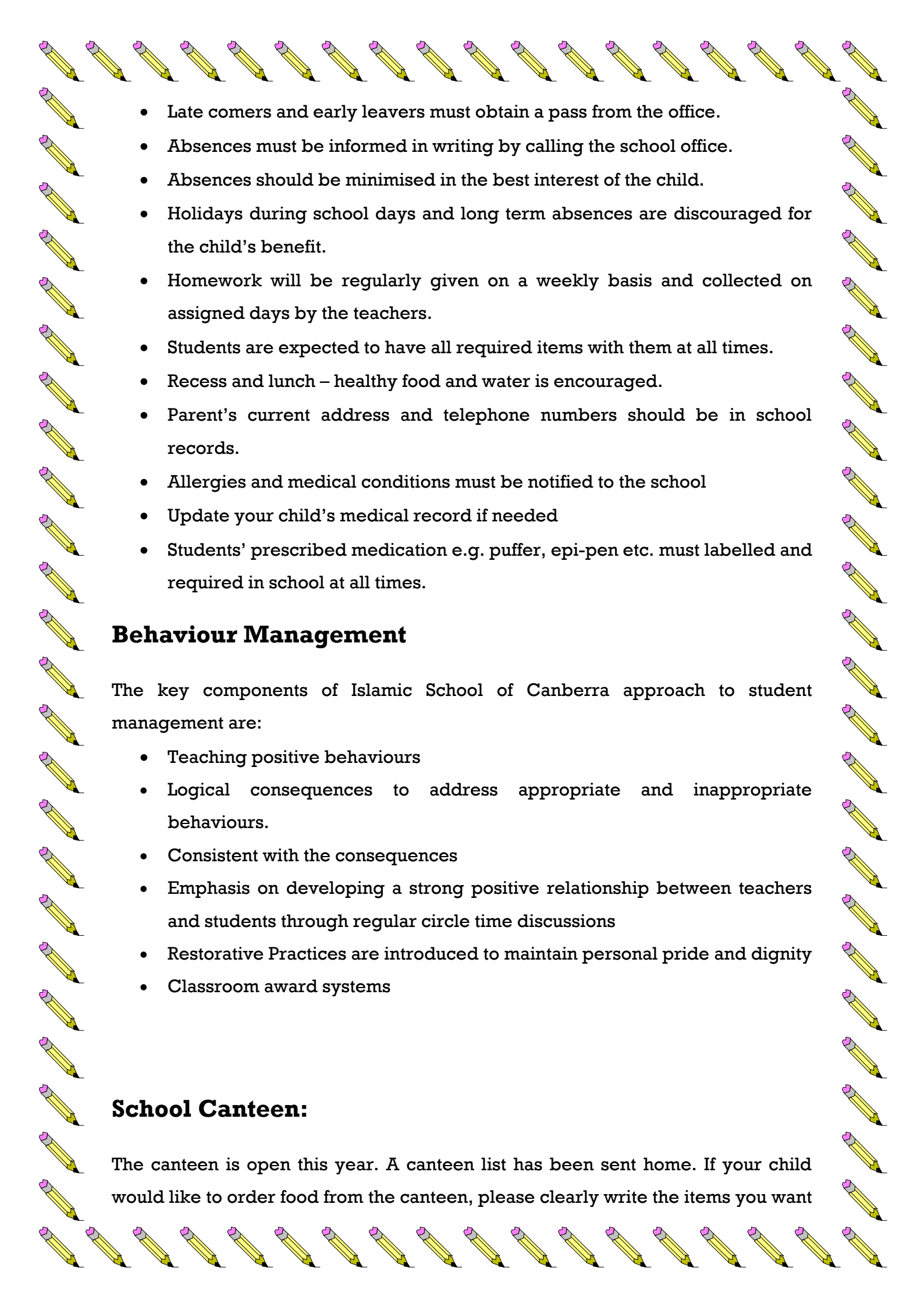
in developing pride in representing their college. Issues of equality, health and safety are also factors that contribute to the establishment of the Uniform Policy.

- 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

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- 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 have all required items with them at all times.
 - 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 be labelled and required in school at all times.

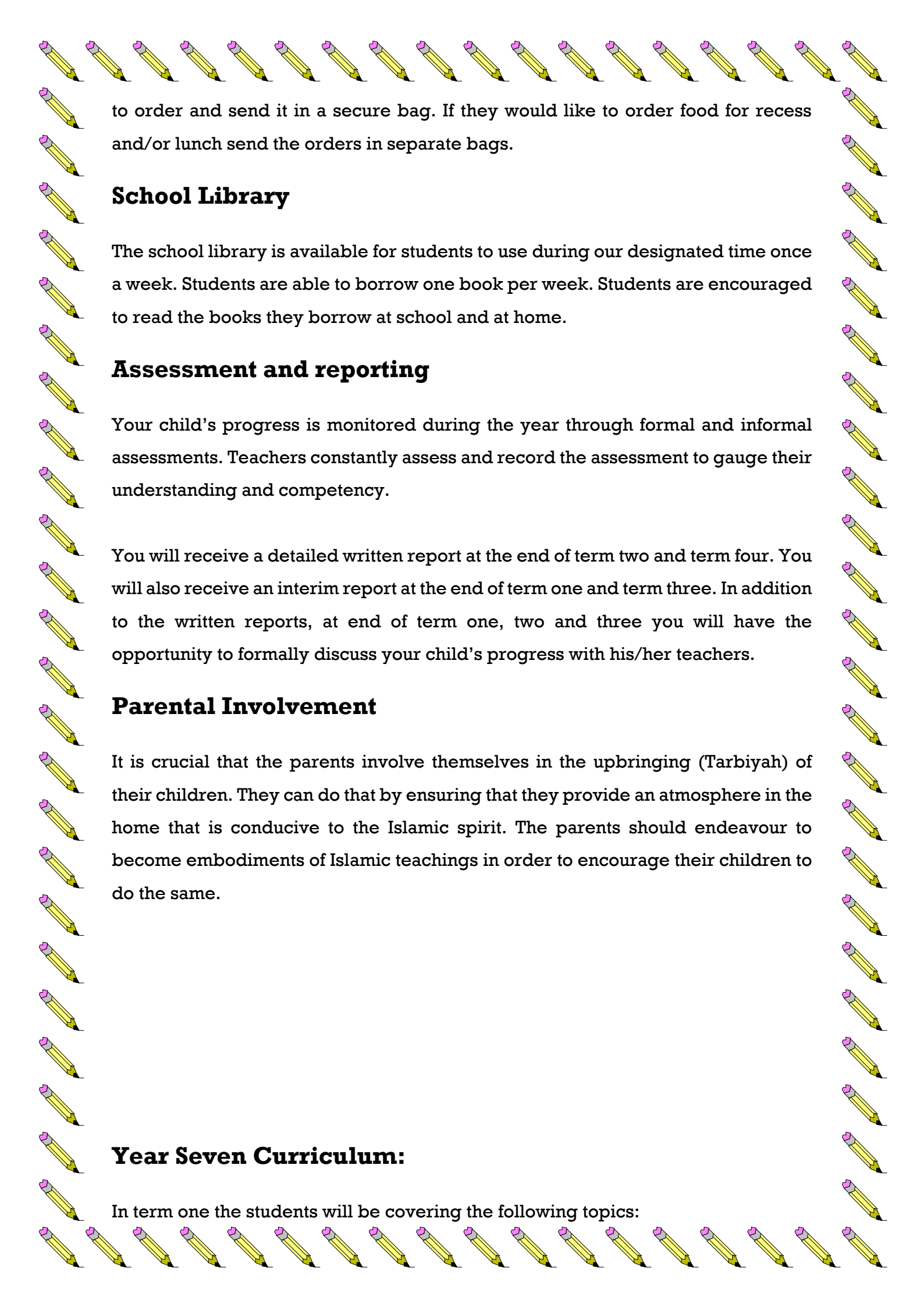
Behaviour Management

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:

The canteen is open this year. A canteen list has been sent home. 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.

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 Seven Curriculum:

In term one the students will be covering the following topics:



English:

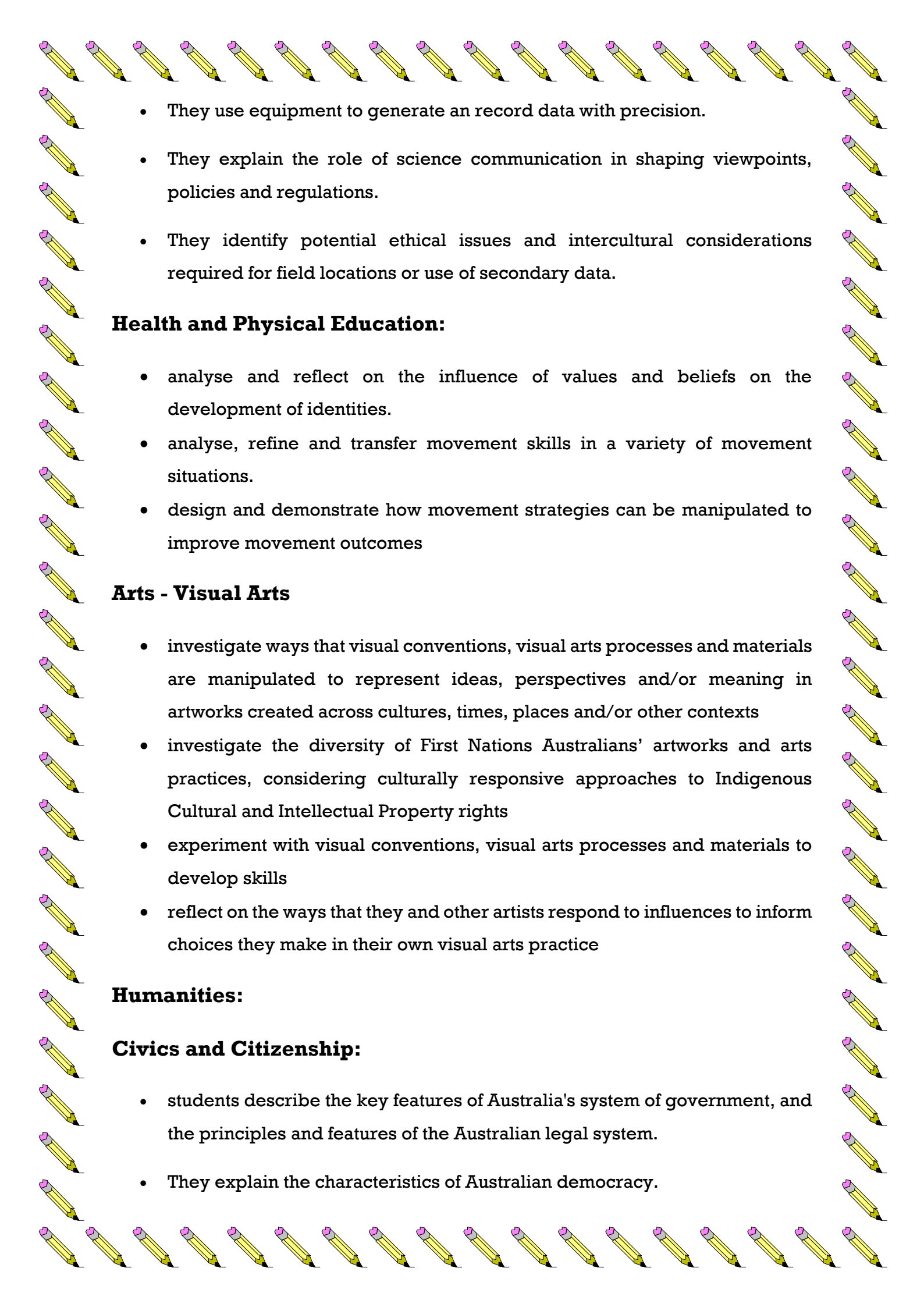
- Students interact with others, and listen to and create spoken and/or multimodal texts including literary texts.
- With different purposes and for audiences, they discuss, express and expand ideas with evidence.
- They adopt text structures to organise, develop and link ideas.

Mathematics:

- describe the relationship between perfect square numbers and square roots, and use squares of numbers and square roots of perfect square numbers to solve problems.
- represent natural numbers as products of powers of prime numbers using exponent notation.
- Students solve problems involving addition and subtraction of integers.
- They use all 4 operations in calculations involving positive fractions and decimals, choosing efficient calculation strategies.
- Students choose between equivalent representations of rational numbers and percentages to assist in calculations.

Science:

- investigate and represent balanced and unbalanced forces
- find out effects of gravitational force, acting on objects, and relate changes in an object's motion to its mass and the magnitude and direction of forces acting on it.
- They process data and information and analyse it to describe patterns, trends and relationships.
- They identify possible sources of error in methods and identify unanswered questions in conclusions and claims.

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- They use equipment to generate an record data with precision.
 - They explain the role of science communication in shaping viewpoints, policies and regulations.
 - They identify potential ethical issues and intercultural considerations required for field locations or use of secondary data.

Health and Physical Education:

- analyse and reflect on the influence of values and beliefs on the development of identities.
- analyse, refine and transfer movement skills in a variety of movement situations.
- design and demonstrate how movement strategies can be manipulated to improve movement outcomes

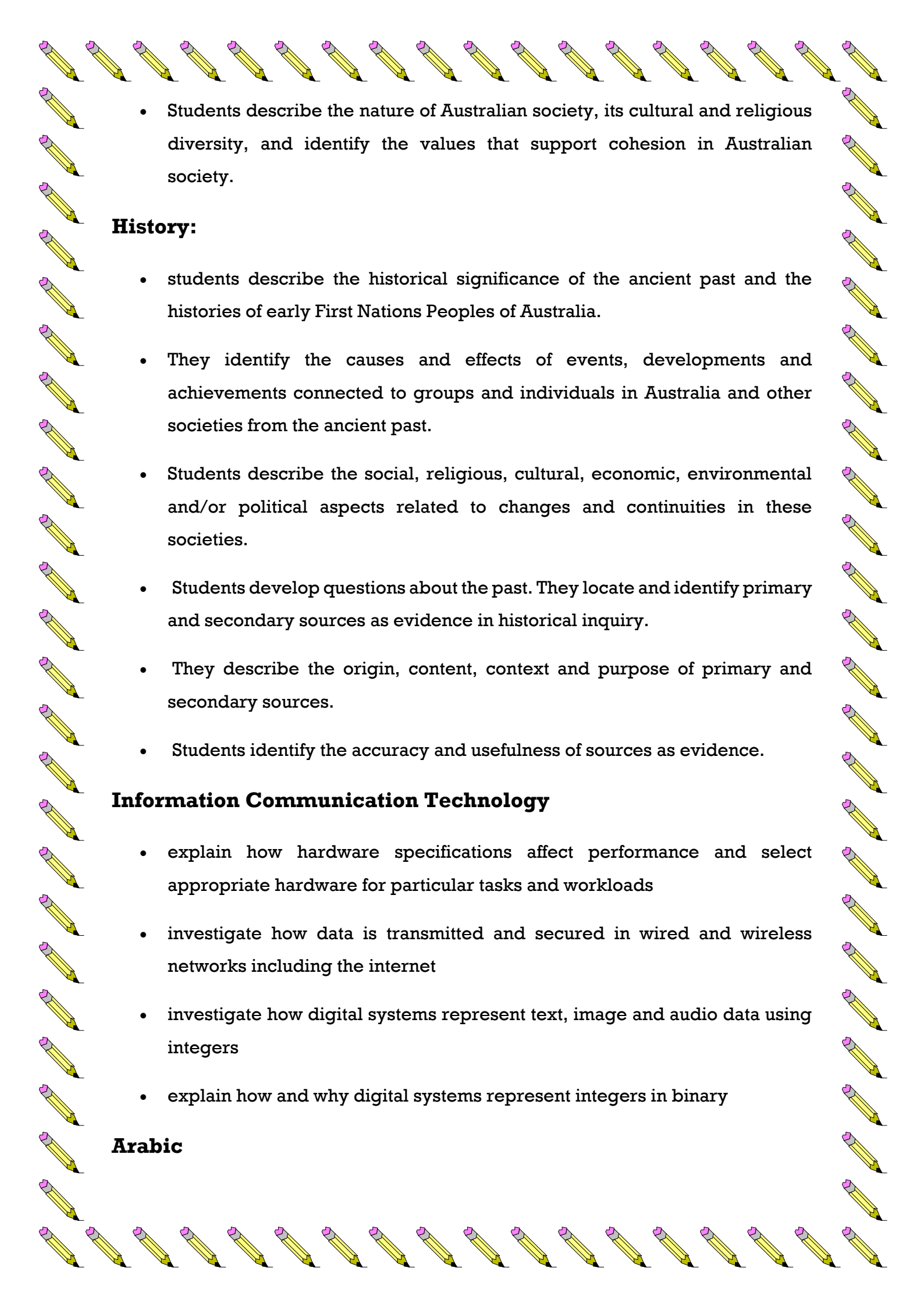
Arts - Visual Arts

- investigate ways that visual conventions, visual arts processes and materials are manipulated to represent ideas, perspectives and/or meaning in artworks created across cultures, times, places and/or other contexts
- investigate the diversity of First Nations Australians' artworks and arts practices, considering culturally responsive approaches to Indigenous Cultural and Intellectual Property rights
- experiment with visual conventions, visual arts processes and materials to develop skills
- reflect on the ways that they and other artists respond to influences to inform choices they make in their own visual arts practice

Humanities:

Civics and Citizenship:

- students describe the key features of Australia's system of government, and the principles and features of the Australian legal system.
- They explain the characteristics of Australian democracy.

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- Students describe the nature of Australian society, its cultural and religious diversity, and identify the values that support cohesion in Australian society.

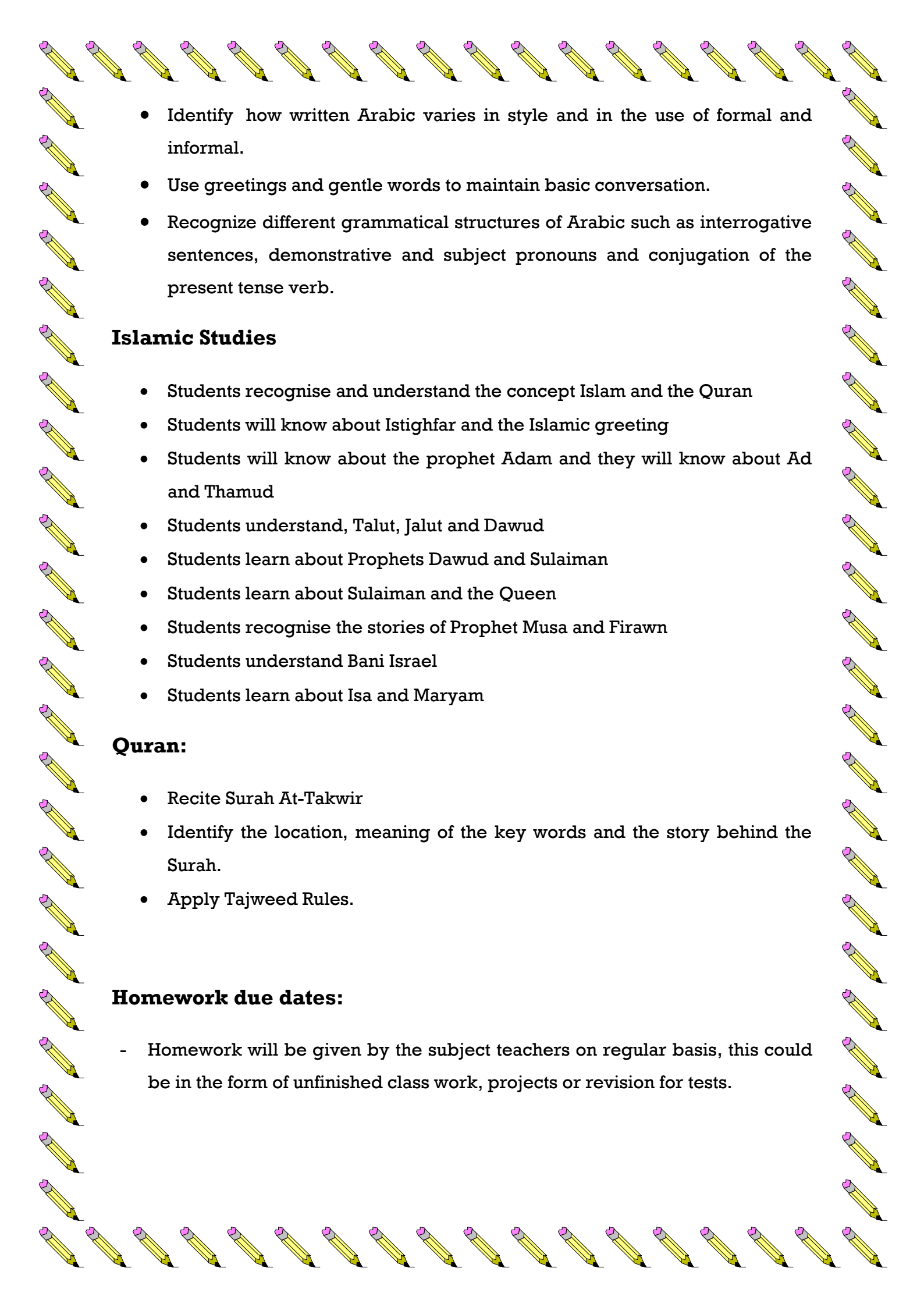
History:

- students describe the historical significance of the ancient past and the histories of early First Nations Peoples of Australia.
- They identify the causes and effects of events, developments and achievements connected to groups and individuals in Australia and other societies from the ancient past.
- Students describe the social, religious, cultural, economic, environmental and/or political aspects related to changes and continuities in these societies.
- Students develop questions about the past. They locate and identify primary and secondary sources as evidence in historical inquiry.
- They describe the origin, content, context and purpose of primary and secondary sources.
- Students identify the accuracy and usefulness of sources as evidence.

Information Communication Technology

- explain how hardware specifications affect performance and select appropriate hardware for particular tasks and workloads
- investigate how data is transmitted and secured in wired and wireless networks including the internet
- investigate how digital systems represent text, image and audio data using integers
- explain how and why digital systems represent integers in binary

Arabic

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- Identify how written Arabic varies in style and in the use of formal and informal.
 - Use greetings and gentle words to maintain basic conversation.
 - Recognize different grammatical structures of Arabic such as interrogative sentences, demonstrative and subject pronouns and conjugation of the present tense verb.

Islamic Studies

- Students recognise and understand the concept Islam and the Quran
- Students will know about Istighfar and the Islamic greeting
- Students will know about the prophet Adam and they will know about Ad and Thamud
- Students understand, Talut, Jalut and Dawud
- Students learn about Prophets Dawud and Sulaiman
- Students learn about Sulaiman and the Queen
- Students recognise the stories of Prophet Musa and Firawn
- Students understand Bani Israel
- Students learn about Isa and Maryam

Quran:

- Recite Surah At-Takwir
- Identify the location, meaning of the key words and the story behind the Surah.
- Apply Tajweed Rules.

Homework due dates:

- Homework will be given by the subject teachers on regular basis, this could be in the form of unfinished class work, projects or revision for tests.