



Islamic School of Canberra

Information Pack

Year 8

Term 4



Teaching Beliefs:

Year 8 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.



Year 8 Teachers:

Year 8 Homeroom – Ms. Tahseen Banu (8A)

Mr Muhammad Khan (8B)

Subject	Teacher
Arabic	Ms Rabab Soueidan
Islamic Studies	Br Adam
Quran	Ms Nawal El Gack
English	Mr Sujata Singh
Design and Technology	Ms Farah Gondal
HASS	Mr Muhammad Khan
Arts	Ms Sarah Rees
Maths	Ms Tahseen Banu
Science	Mr Duncan Roseby
HPE	Mr Andrew Cairns



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 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

- Boys Pants
- Short Sleeved Shirt (Summer)
- Long Sleeved Shirt (Winter)
- Tie
- Hat Slouched (Terms 1 and 4)
- Wool Jumper

Sports Uniform

- Track Pants
- Short Sleeved Polo (Summer)
- Long Sleeved Polo (Winter)
- Fleece or Track Jacket

Girls

- 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

- 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 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 Eight Curriculum:

By the end of term four, the students will have completed/be able to do the following:

Arabic

- Comparing choices of language and behaviours and how gender, culture and places influence the uses of language.
- Use key grammatical forms such as negation tools for past verbs, exceptional tool, Masculine and feminine past verbs, and attached and detached dual pronouns.

Islamic Studies

- Students learn about Halal and Haram in food.
- Students recognise performance of Hajj and more of salat steps
- Students understand Parables in the Quran
- Students learn early history of Shiah Muslims.
- Students learn about Umayyah and Abbasi Dynasty.

Quran

- Recite Surah Al-Insaan to An-Nas
- Identify the location, meaning of the key words and the story behind the Surah.
- Apply Tajweed Rules.

English

- They create written and/or multimodal texts, including literary texts for different purposes and audiences, expressing and advancing ideas with supporting evidence.
- They select and vary text structures to organise, develop and link ideas.

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- They select and vary language features including literary devices, and/or multimodal features.

Design and Digital Technology

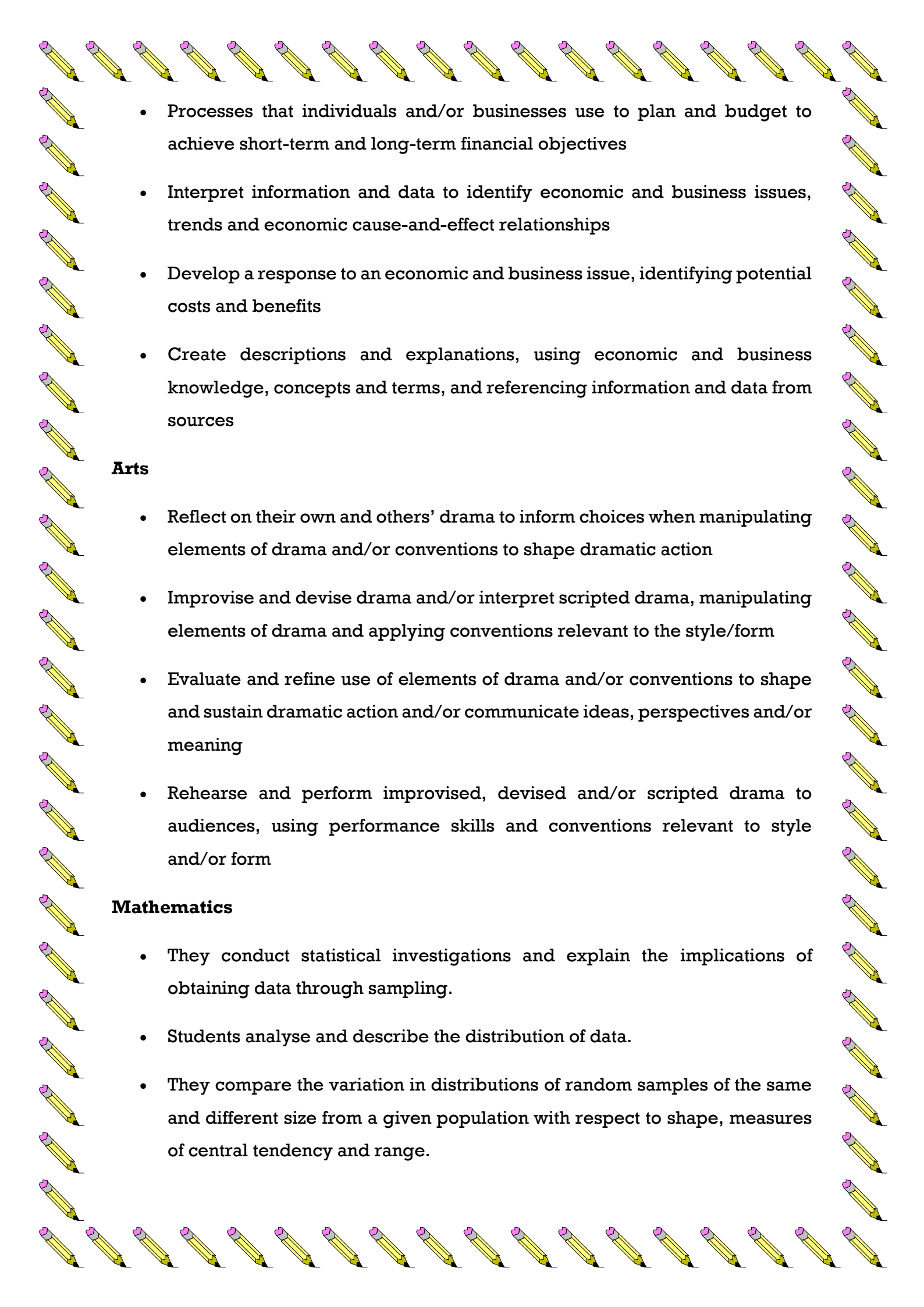
- Select, justify and use suitable materials, components, tools, equipment, skills and processes to safely make designed solutions
- Develop design criteria collaboratively including sustainability to evaluate design ideas, processes and solutions
- Develop project plans to individually and collaboratively manage time, cost and production of designed solutions

Geography

- Causes of urbanisation and its impacts on places and environments, drawing on a study from a country such as the United States of America, and its implications
- Differences in the distribution of urban settlements and urban concentration in Australia compared with another country such as the United States of America, and their implications
- Reasons for, and effects of, internal migration and international migration in Australia, China or other countries
- Strategies to manage the sustainability of Australia's changing urban places
- Draw conclusions based on the analysis of the data and information
- Identify a strategy for action in relation to environmental, economic, social, or other factors, and explain potential impacts
- Create descriptions, explanations and responses, using geographical knowledge and methods, concepts, terms and reference sources

Economics and Business

- The importance of Australia's system of taxation and how this system affects decision-making by individuals and businesses

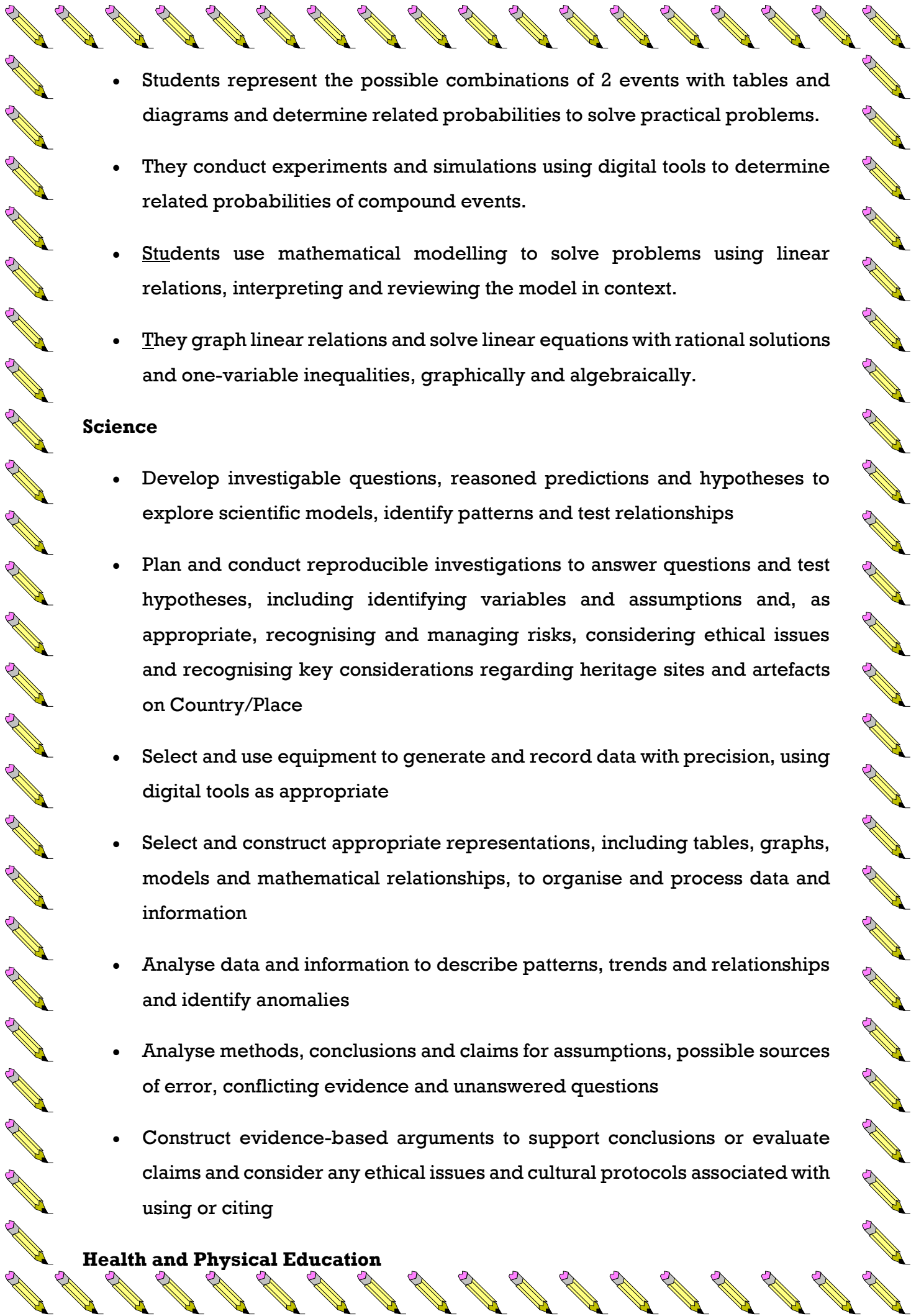
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- Processes that individuals and/or businesses use to plan and budget to achieve short-term and long-term financial objectives
 - Interpret information and data to identify economic and business issues, trends and economic cause-and-effect relationships
 - Develop a response to an economic and business issue, identifying potential costs and benefits
 - Create descriptions and explanations, using economic and business knowledge, concepts and terms, and referencing information and data from sources

Arts

- Reflect on their own and others' drama to inform choices when manipulating elements of drama and/or conventions to shape dramatic action
- Improvise and devise drama and/or interpret scripted drama, manipulating elements of drama and applying conventions relevant to the style/form
- Evaluate and refine use of elements of drama and/or conventions to shape and sustain dramatic action and/or communicate ideas, perspectives and/or meaning
- Rehearse and perform improvised, devised and/or scripted drama to audiences, using performance skills and conventions relevant to style and/or form

Mathematics

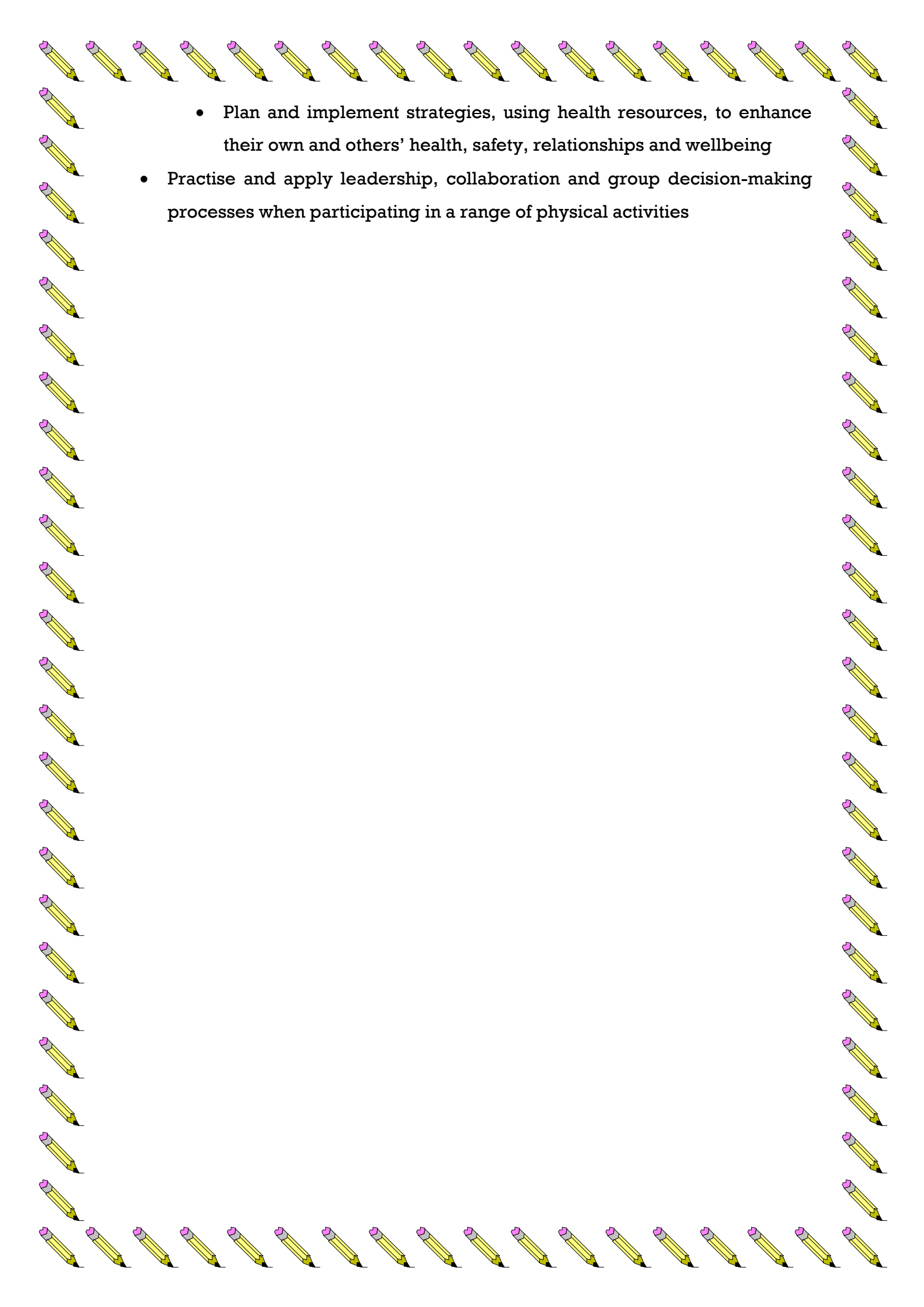
- They conduct statistical investigations and explain the implications of obtaining data through sampling.
- Students analyse and describe the distribution of data.
- They compare the variation in distributions of random samples of the same and different size from a given population with respect to shape, measures of central tendency and range.

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- Students represent the possible combinations of 2 events with tables and diagrams and determine related probabilities to solve practical problems.
 - They conduct experiments and simulations using digital tools to determine related probabilities of compound events.
 - Students use mathematical modelling to solve problems using linear relations, interpreting and reviewing the model in context.
 - They graph linear relations and solve linear equations with rational solutions and one-variable inequalities, graphically and algebraically.

Science

- Develop investigable questions, reasoned predictions and hypotheses to explore scientific models, identify patterns and test relationships
- Plan and conduct reproducible investigations to answer questions and test hypotheses, including identifying variables and assumptions and, as appropriate, recognising and managing risks, considering ethical issues and recognising key considerations regarding heritage sites and artefacts on Country/Place
- Select and use equipment to generate and record data with precision, using digital tools as appropriate
- Select and construct appropriate representations, including tables, graphs, models and mathematical relationships, to organise and process data and information
- Analyse data and information to describe patterns, trends and relationships and identify anomalies
- Analyse methods, conclusions and claims for assumptions, possible sources of error, conflicting evidence and unanswered questions
- Construct evidence-based arguments to support conclusions or evaluate claims and consider any ethical issues and cultural protocols associated with using or citing

Health and Physical Education

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- Plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing
 - Practise and apply leadership, collaboration and group decision-making processes when participating in a range of physical activities