

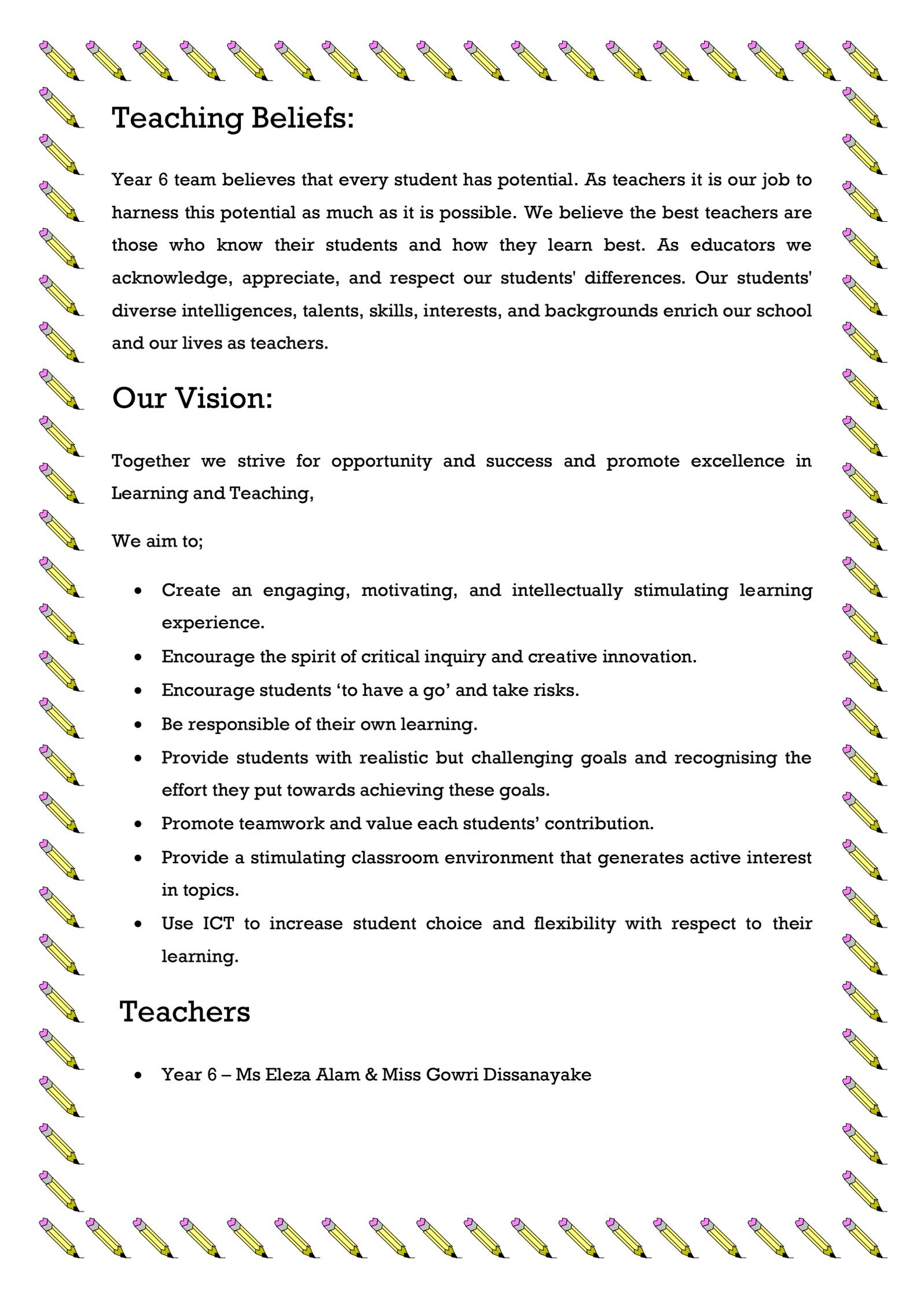


Islamic School of Canberra

Information Pack

Year 6

Term 4



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:

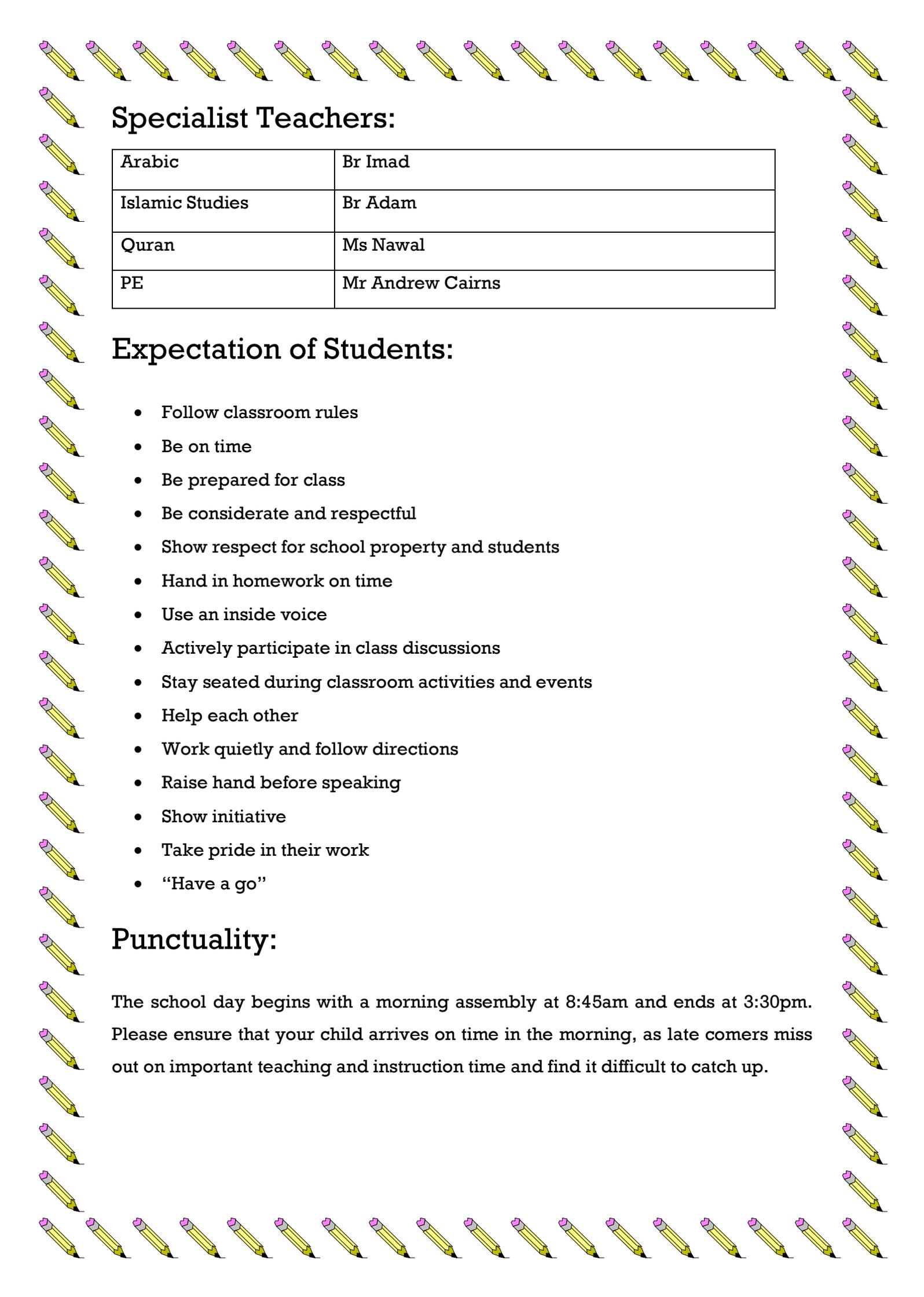
Together we strive for opportunity and success and promote excellence in Learning and Teaching,

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

Teachers

- Year 6 – Ms Eleza Alam & Miss Gowri Dissanayake



Specialist Teachers:

Arabic	Br Imad
Islamic Studies	Br Adam
Quran	Ms Nawal
PE	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:

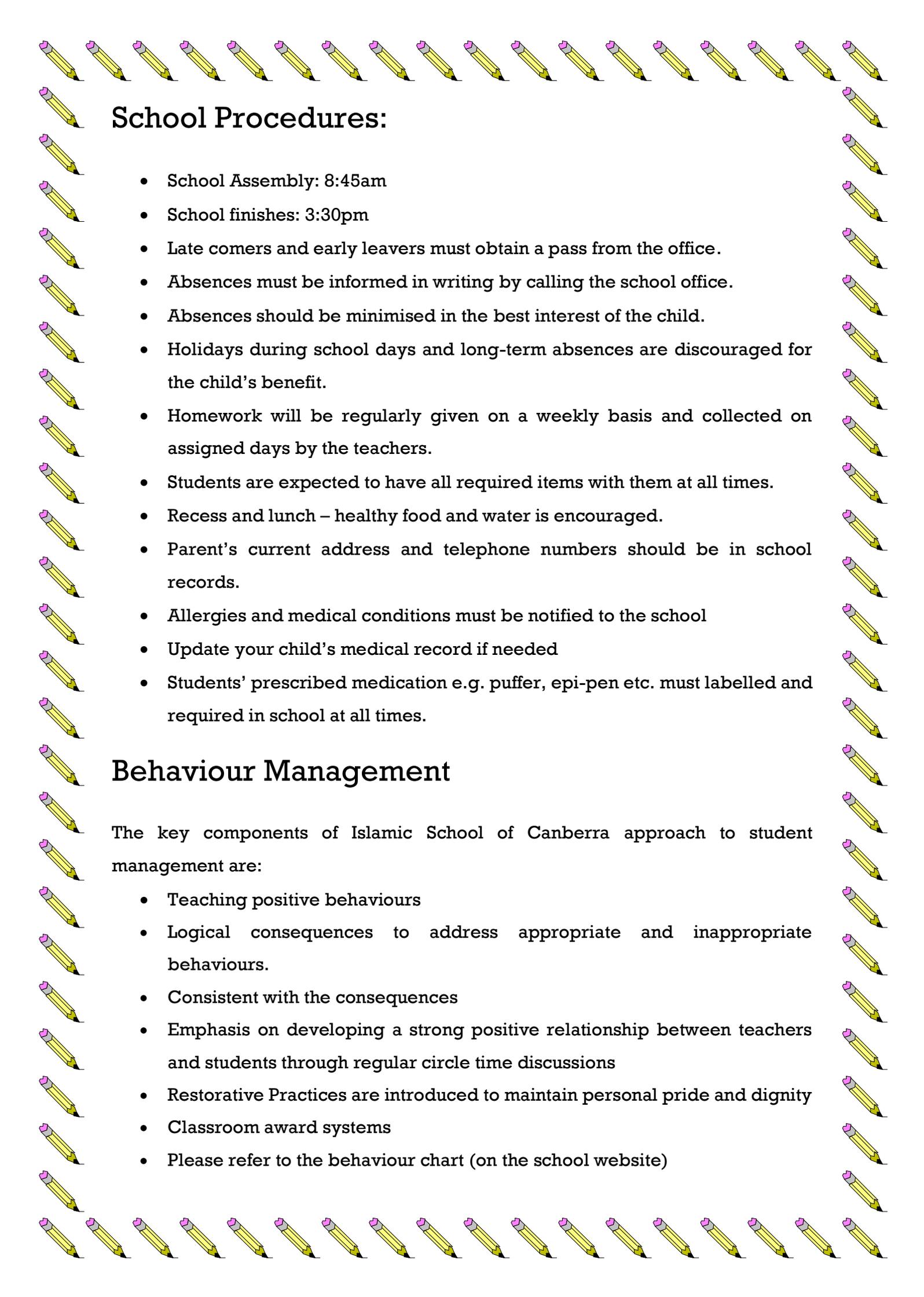
There are two parent teacher meetings that are set for parents through the year, one at the end of Term 1 and one at the end of Term 3. Parents will have the opportunity to meet with the teacher. If you would like to meet outside these appointments, parents are welcome to organise child's teacher in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



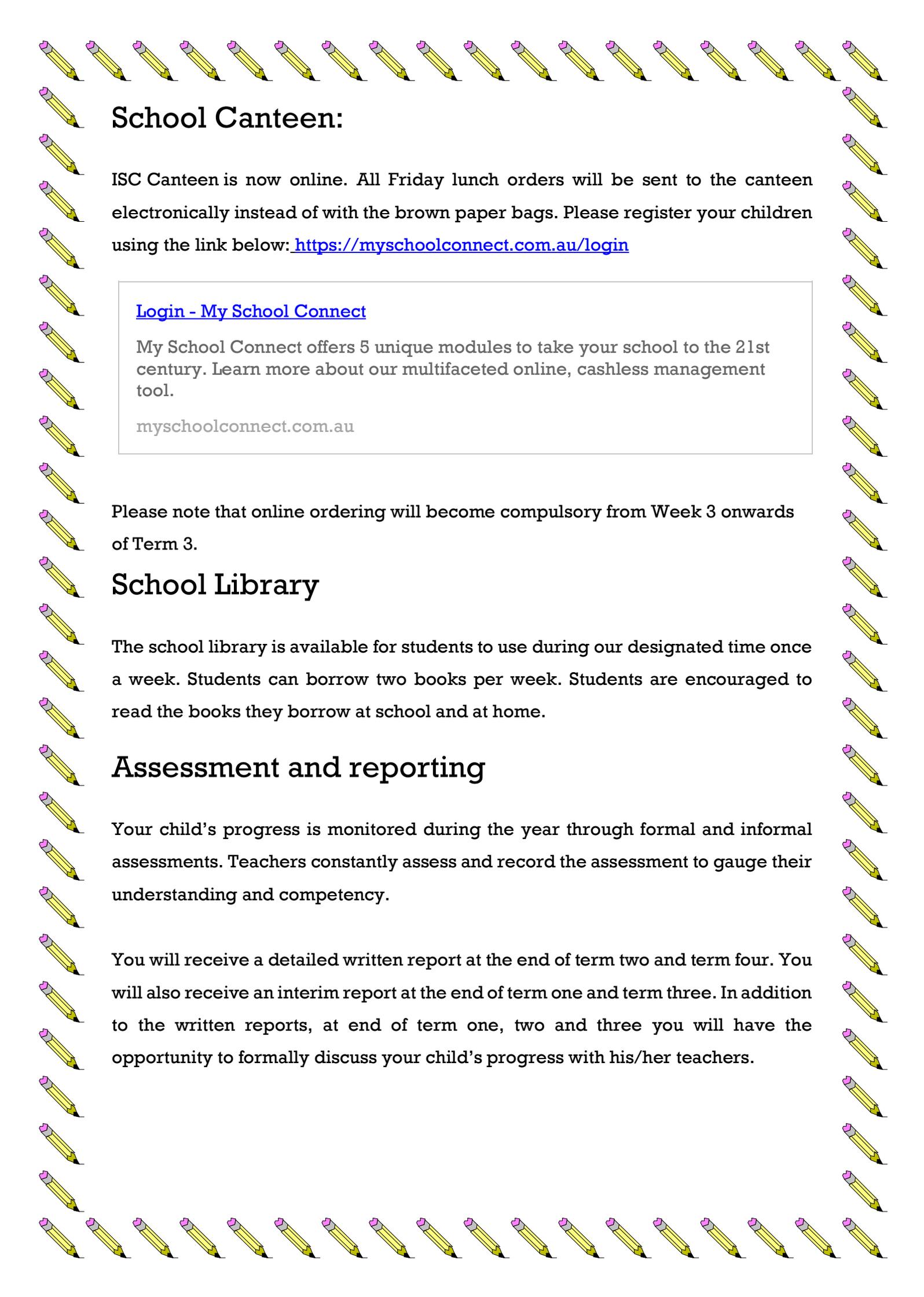
School Procedures:

- School Assembly: 8:45am
- School finishes: 3:30pm
- 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
- Please refer to the behaviour chart (on the school website)



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>

[Login - My School Connect](#)

My School Connect offers 5 unique modules to take your school to the 21st century. Learn more about our multifaceted online, cashless management tool.

myschoolconnect.com.au

Please note that online ordering will become compulsory from Week 3 onwards of Term 3.

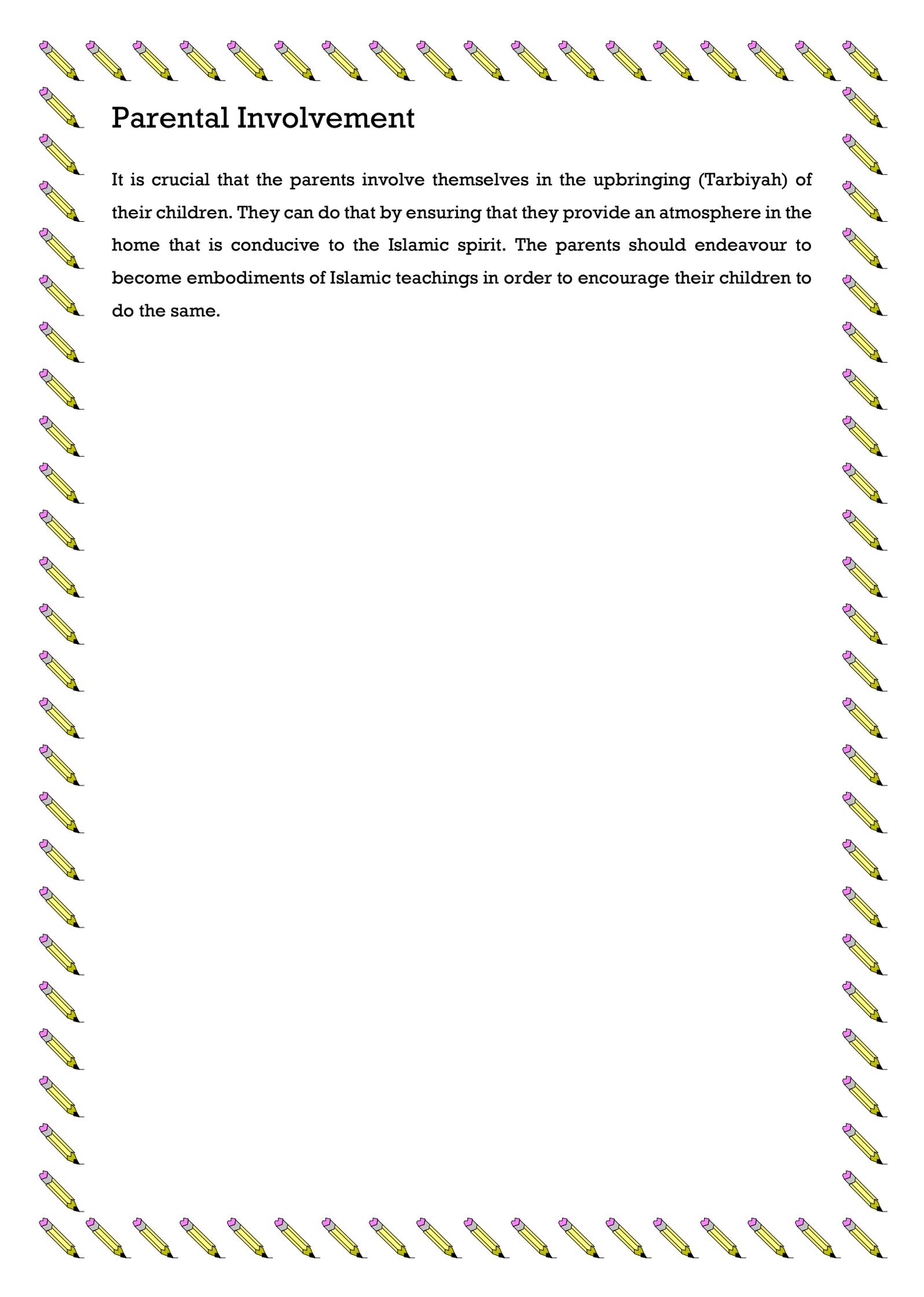
School Library

The school library is available for students to use during our designated time once a week. Students can borrow two books per week. Students are encouraged to read the books they borrow at school and at home.

Assessment and reporting

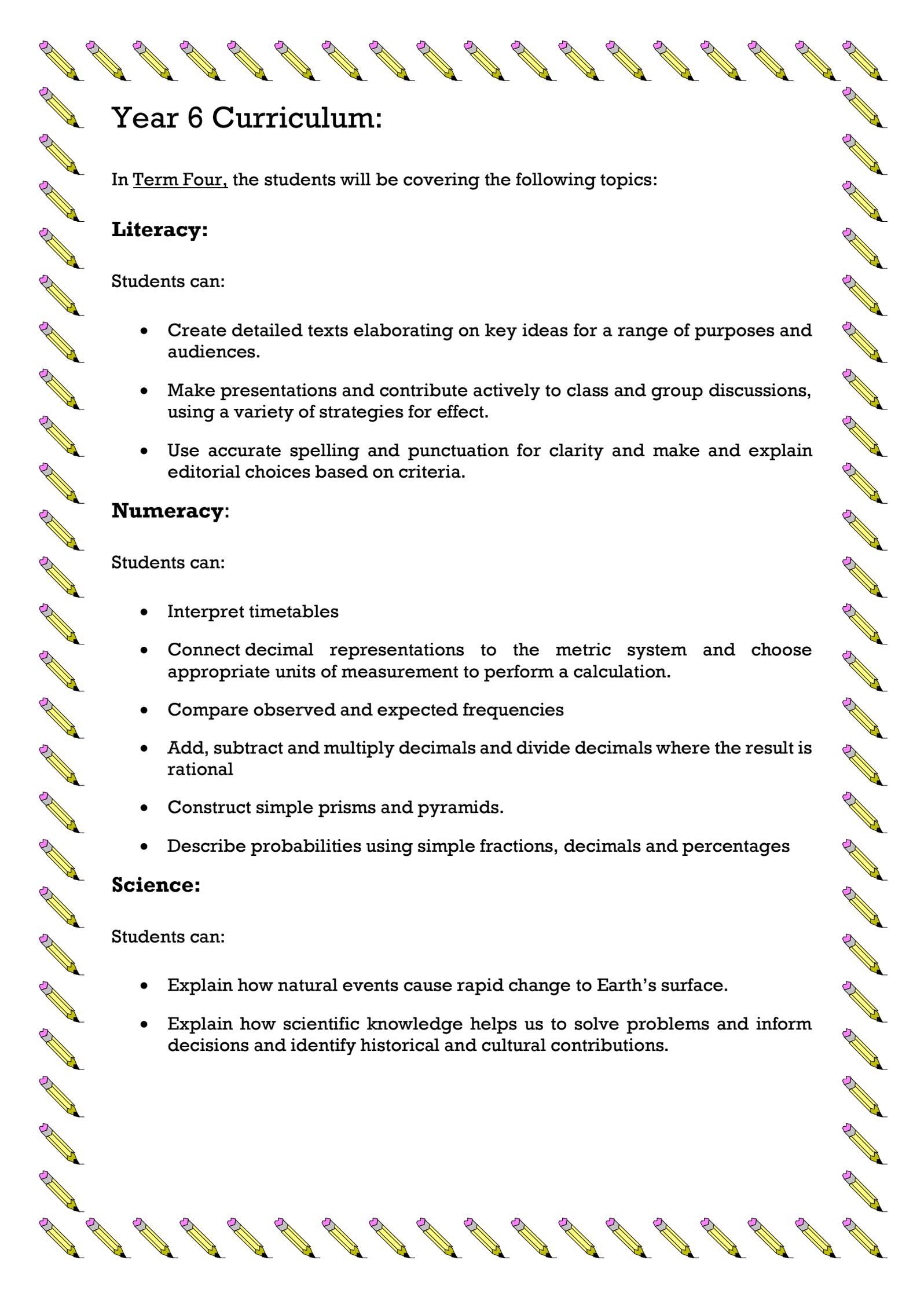
Your child's progress is monitored during the year through formal and informal assessments. Teachers constantly assess and record the assessment to gauge their understanding and competency.

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 6 Curriculum:

In Term Four, the students will be covering the following topics:

Literacy:

Students can:

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

Numeracy:

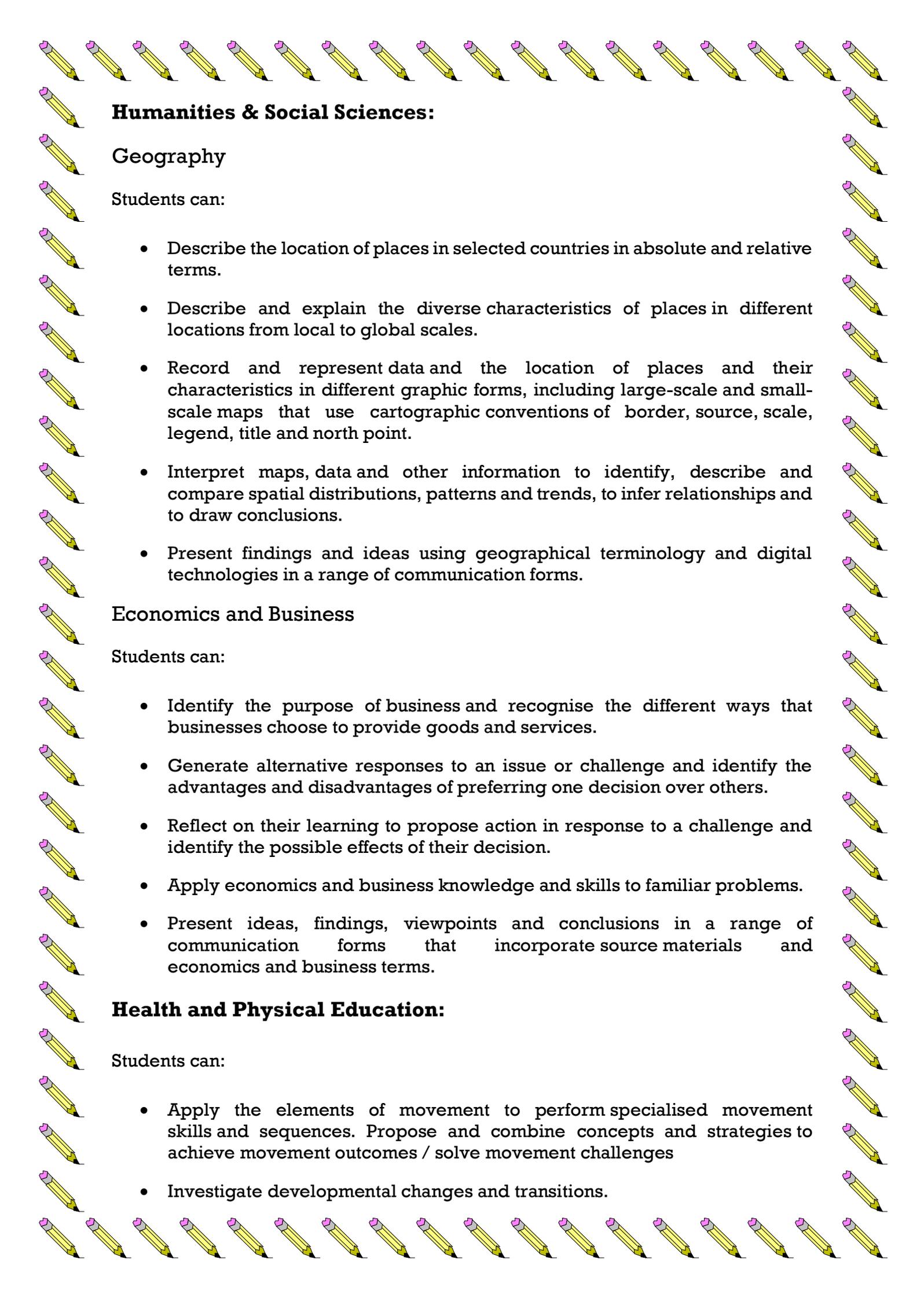
Students can:

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

Science:

Students can:

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



Humanities & Social Sciences:

Geography

Students can:

- Describe the location of places in selected countries in absolute and relative terms.
- Describe and explain the diverse characteristics of places in different locations from local to global scales.
- 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.
- Interpret maps, data and other information to identify, describe and compare spatial distributions, patterns and trends, to infer relationships and to draw conclusions.
- Present findings and ideas using geographical terminology and digital technologies in a range of communication forms.

Economics and Business

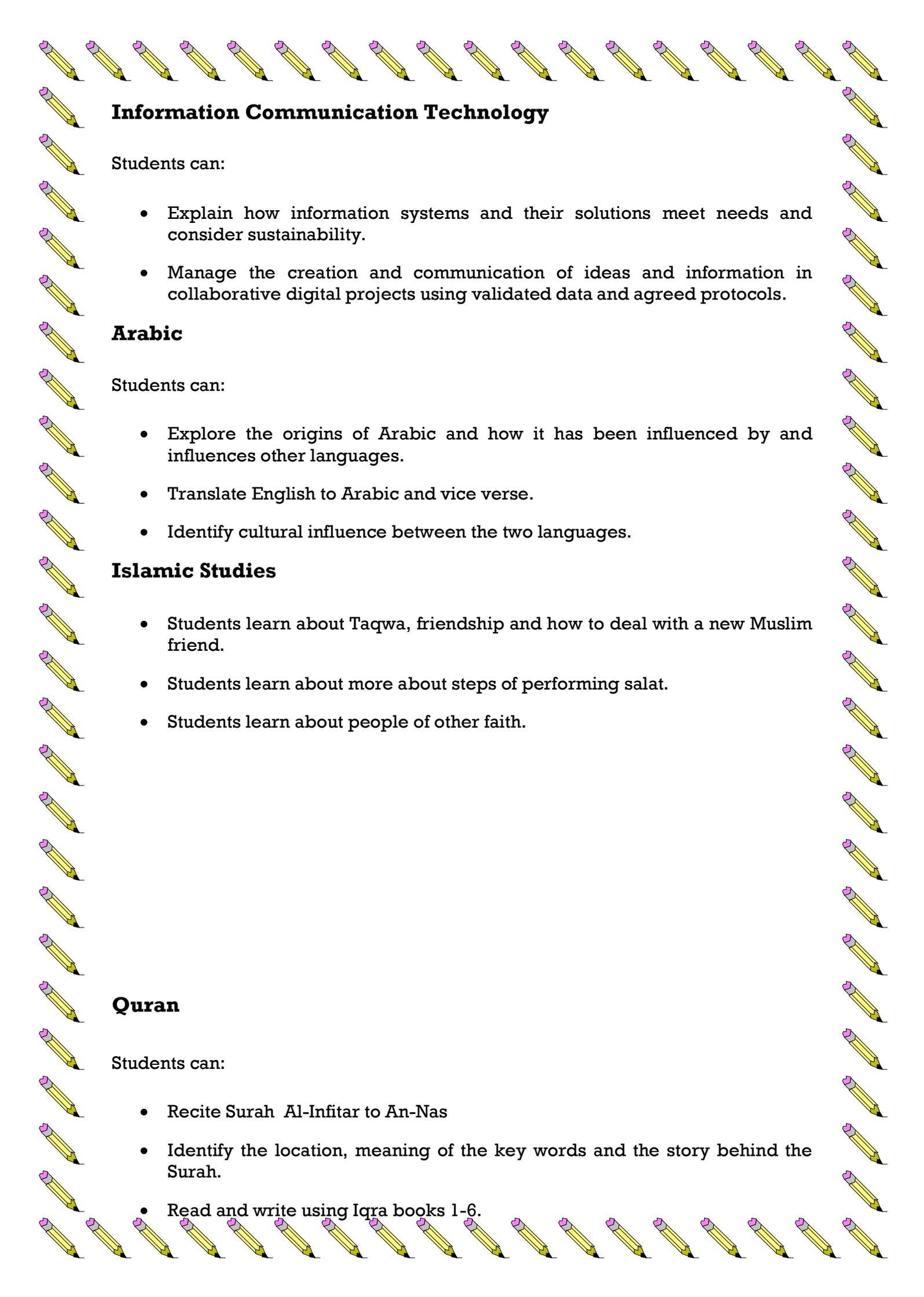
Students can:

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

Health and Physical Education:

Students can:

- Apply the elements of movement to perform specialised movement skills and sequences. Propose and combine concepts and strategies to achieve movement outcomes / solve movement challenges
- Investigate developmental changes and transitions.



Information Communication Technology

Students can:

- Explain how information systems and their solutions meet needs and consider sustainability.
- Manage the creation and communication of ideas and information in collaborative digital projects using validated data and agreed protocols.

Arabic

Students can:

- Explore the origins of Arabic and how it has been influenced by and influences other languages.
- Translate English to Arabic and vice versa.
- Identify cultural influence between the two languages.

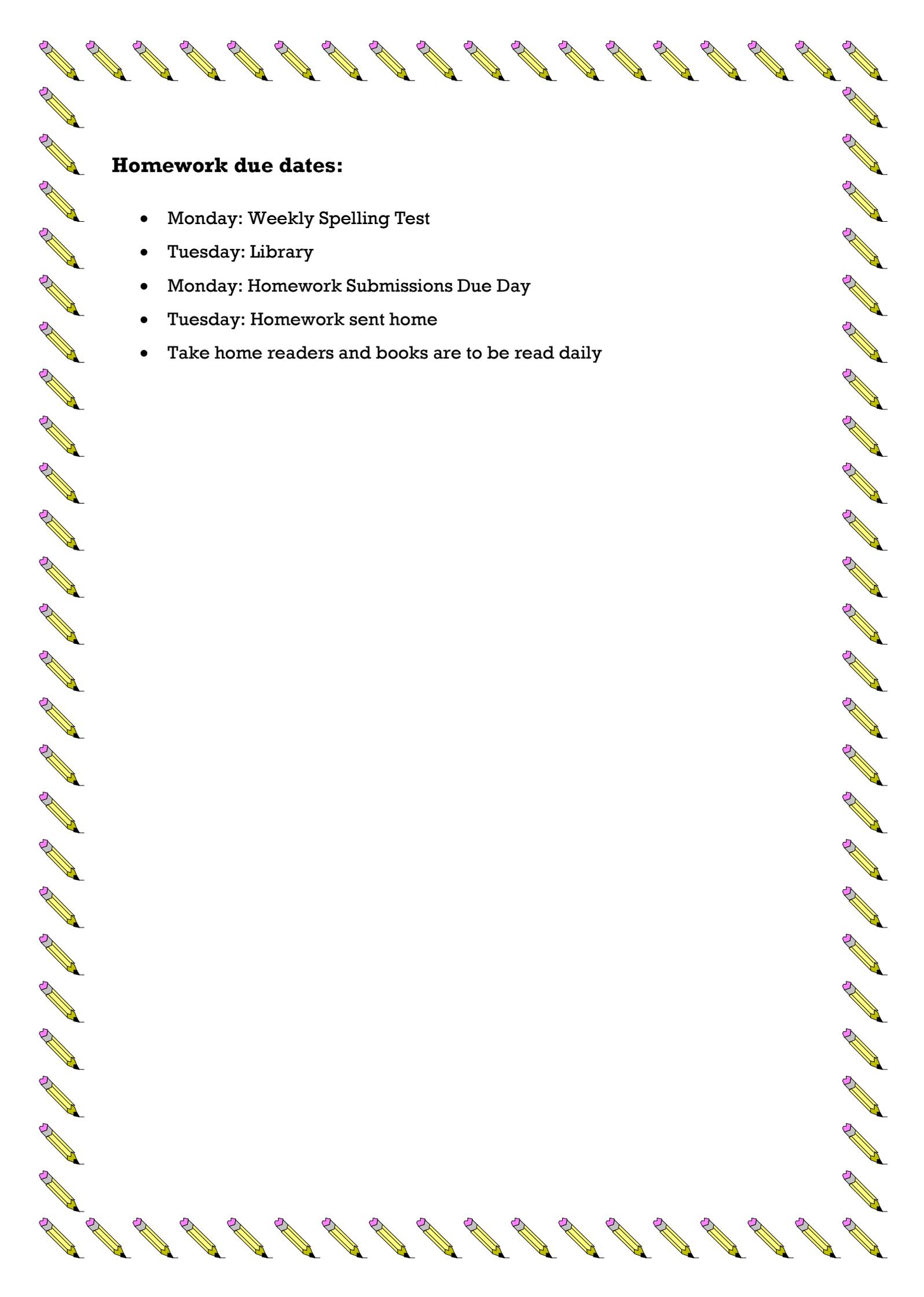
Islamic Studies

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

Quran

Students can:

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



Homework due dates:

- Monday: Weekly Spelling Test
- Tuesday: Library
- Monday: Homework Submissions Due Day
- Tuesday: Homework sent home
- Take home readers and books are to be read daily