

# ISLAMIC SCHOOL OF CANBERRA



**WELCOME TO OUR 2026  
NEWSLETTER!!**

## SCHOOL MISSION

Islamic School of Canberra aims to promote excellence in learning and academic achievement through developing student curiosity and critical thinking. Islamic principles are embedded throughout the school, inspiring a desire for lifelong learning and the search for knowledge.

By offering a variety of activities both inside and outside of the classroom, and guided by Islamic values and experiences, ISC develops the student's whole personality, empowering each student to become informed decision makers.

### Values

- respect
- honesty and trustworthiness
- responsibility
- acceptance



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2025 Drone photo!!

## IN THIS EDITION:



### 1- PRINCIPAL'S MESSAGE

Alhamdulillah, we have reached the end of Term 1, 2026.  
I am grateful to our students, staff, and families for their dedication.



### 2- ANNUAL RAMADAN QURAN COMPETITION PHOTOS

Alhamdulillah the school celebrated our fourth annual Ramadan Quran Competition. This year, it was sponsored by Human Appeal Australia - Jazahum Allahu Khairan!



### 3- CLASS NEWS & MORE

Alhamdulillah the school celebrated our Eid celebration with lots of food and games for the students. It was so much fun!!!

## PRINCIPAL'S MESSAGE

Assalamu alaikum wa rahmatullahi wa barakatuh

Dear Parents, Staff and Students,  
Alhamdulillah, we have reached the end of Term 1, 2026. I am grateful to our students, staff, and families for their dedication, patience, and partnership throughout these busy weeks. Below is a reflection on the key events and milestones that shaped our term.

### NAPLAN During Ramadan

Students in Years 3, 5, 7 and 9 completed their NAPLAN assessments in March, coinciding with the blessed month of Ramadan. We commend them for their resilience, focus, and positive attitude during this period.

### Ramadan and Eid

This term we were honoured to experience Ramadan and celebrate Eid together as a school community. I ask Allah SWT to accept our fasting, prayers, charity, and all our good deeds, and to grant us Jannah by His mercy.

### Fourth Annual Qur'an Competition

We successfully held our fourth annual Qur'an Competition for primary and secondary students, generously sponsored by Human Appeal Australia. May Allah reward them abundantly for supporting our students in strengthening their connection to the Book of Allah.

### Staff Iftar

Our staff iftar during Ramadan was also kindly sponsored by Human Appeal Australia. It was a beautiful evening of unity, reflection, and gratitude.



Dr Mahmoud Eid  
Principal

### Islamic Book Fair

Our annual Islamic Book Fair took place during Ramadan, and as always, it was a highlight for students. They enjoyed browsing and purchasing Islamic books and items that nurture their faith and identity.

### Orphan Sponsorship Campaign

One of the most inspiring achievements of this term was our orphan sponsorship campaign. Through the generosity of our students, staff, and parents, 110 orphans from various countries have been sponsored. Each sponsorship is valued at \$600, and all funds have been transferred to Human Appeal Australia. May Allah accept this sadaqah and place barakah in every home that contributed.

## PRINCIPAL'S MESSAGE

### Senior Secondary Moderation Day

Our senior secondary teachers participated in Moderation Day on 3 March 2026. This is an important professional event which is held twice each year to ensure consistency and excellence in assessment.

### Visit from Carroll College Broulee

On 26 March, we welcomed Year 12 students and their teacher from Carroll College Broulee. They attended a presentation on our school's faith, values, and the basics of Islam, and engaged in thoughtful discussions and questions. It was a meaningful interfaith learning opportunity for all involved.

### Eid Celebration Day

Our Eid Celebration Day on Monday 30 March was a joyful success. Students enjoyed a range of activities, including jumping castles and delicious food options. The atmosphere was festive, warm, and full of smiles and fun.

### Y-Safe PD Sessions

In the final week of the term, secondary students participated in Y-Safe professional development sessions, with a particular focus on the national social media ban for under-16s. These sessions provided valuable guidance on digital wellbeing and responsible online behaviour.

### Parent-Teacher Interviews

Parent-teacher interviews were held on Thursday 2 April, giving families the opportunity to meet teachers, discuss progress, and strengthen the partnership that supports each child's learning journey.

### School Projects

This term, we commenced a major renovation project on the ground floor of Block E, transforming the space into new staff facilities, as well as boys' and girls' toilets and dedicated wudu/washing areas. Inshallah, this project is expected to be completed by the end of April.

There are also several additional projects planned to begin in Term 2. We look forward to sharing full details with you next term, inshallah.

### Term Dates and Office Closure

- Last day for students: Wednesday 1 April
- Students return for Term 2: Tuesday 21 April
- School office closed: Friday 3 April to Tuesday 14 April
- Admin staff return: Wednesday 15 April

As we conclude this term, I extend my heartfelt appreciation to our dedicated staff, our wonderful students, and our supportive families. May Allah grant you all a happy, safe, and restful Term 1 break, and may He return us together in Term 2 with renewed energy and purpose.

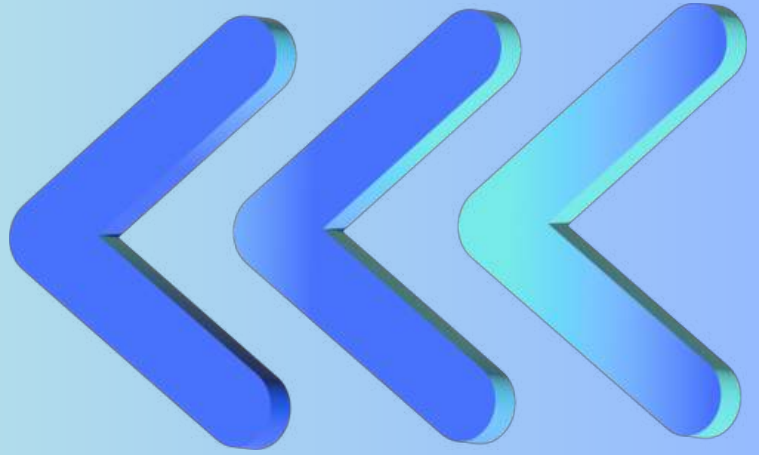
Dr Mahmoud Eid

Principal

## TERM 1 IMPORTANT DATES

### April 2026

|                          |            |
|--------------------------|------------|
| Students Last day        | 1/4/2026   |
| Parent Teacher Interview | 2/4/2026   |
| Office Closed            | 7-10/4/26  |
| Admin return             | 13/4/2026  |
| Teachers return          | 20/4/2026  |
| Students return          | 21/4/2026  |
| Photo day                | 23/4/2026  |
| Healthy Harold visit     | 28-30/4/26 |



### May & June 2026

|                             |            |
|-----------------------------|------------|
| Yr 10 immunisation          | 1/5/2026   |
| Cross country               | 14/5/2026  |
| Maths show incursion        | 20/5/2026  |
| Eid Al-Adha (TBC)           | 26-28/5/26 |
| Last day for College Term 2 | 19/6/2026  |



### July 2026

|                        |             |
|------------------------|-------------|
| Last day for students  | 2/7/2026    |
| Last day for teachers  | 3/7/2026    |
| Office closed          | 6-10/7/2026 |
| Admin return Term 3    | 13/7/2026   |
| Teachers return Term 3 | 20/7/2026   |
| Students return Term 3 | 21/7/2026   |



# ANNUAL RAMADAN QURAN COMPETITION

Alhamdulillah the school celebrated our fourth annual Ramadan Quran Competition. This year, it was sponsored by Human Appeal Australia - Jazahum Allahu Khairan!



# RAMADAN STAFF IFTAR



# RAMADAN STAFF IFTAR



# CARROLL BROULEE CATHOLIC COLLEGE VISIT

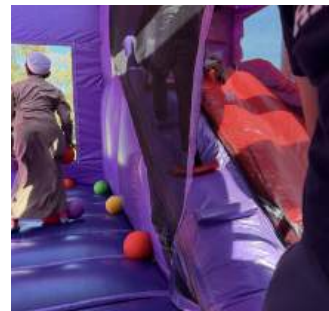
Carroll Catholic College Broulee visited our school in order to learn more about Islam. A group of Yr 12 along with their teacher learnt a lot about our religion. Alhamdulillah!!



# EID CELEBRATION

Alhamdulillah the school celebrated our Eid celebration with lots of food and games for the students. It was so much fun!!!







# HARMONY DAY

Harmony Day is a special day in Australia particularly at ISC where we celebrate diversity, respect, and belonging. It reminds us that everyone is welcome, no matter where they come from.



# KINDY NEWS!!

Assalamualaikum Dear Parents,  
What a busy and happy first term it has been! Our Kindy Cubs have been learning to make friends, follow routines, and understand school rules. For many children, this is their first time at school, and they are doing a great job adjusting each day. With care and patience, they are becoming more confident and comfortable.  
This term was also special as we talked about kindness, sharing, and friendship during the month of Ramadan.  
English: Students have been learning letters (both uppercase and lowercase) and practicing simple words.



Mathematics We have been learning numbers from 1 to 30 and practising how to write them. Students also explored recognising small groups of objects quickly. They are beginning to understand how numbers are used in everyday life.



Science: We learned about living and non-living things. Students discovered that plants need sunlight to grow.

HASS: Students explored their families and learned how people are connected. They enjoyed talking about their family members and relationships. Thank you for your support throughout the term. It makes a big difference in your child's learning. I look forward to another term full of learning and fun, InshAllah.

**Ms Shahreen**



# YEAR 1 NEWS!!

What a wonderful and exciting start to the year we have had in Year 1! Our students have settled in beautifully, quickly adapting to new routines and classroom expectations with confidence and enthusiasm. Throughout the term, students have been actively engaged across all key learning areas. From exploring early literacy and numeracy concepts to participating in creative arts, science, and hands-on learning experiences, our learners have shown curiosity, persistence, and a genuine love of learning.

A special highlight this term has been the celebration of Ramadan. Our students embraced this important occasion with respect and excitement, working collaboratively to decorate our classroom with colourful and meaningful displays. Their teamwork and creativity truly shone, and we are incredibly proud to share that Year 1 proudly co-earned first place alongside Kindergarten in the decoration celebration!



As one of the winning classes, the Year 1 Pigeons have earned a special reward. After thoughtful discussion and much excitement, the class voted for a pizza party, which we look forward to enjoying together after Ramadan. We are so proud of the positive start our students have made and look forward to another term filled with growth, learning, and memorable experiences.

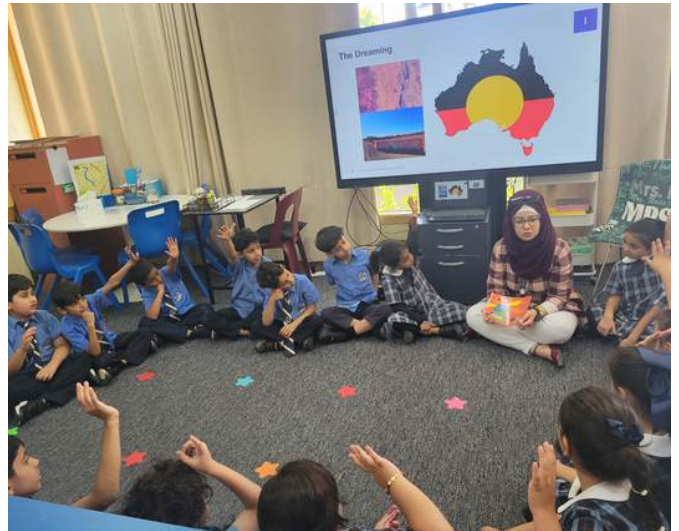
**Ms Nazmeen**



# YEAR 2A NEWS!!

“The beautiful thing about learning is that no one can take it away from you.”

Glow-Topia class has had a fantastic and productive start to the year. Over the past few weeks, we focused not only on learning but also on building strong relationships and creating a positive classroom environment. Students participated in a range of activities that helped them work collaboratively and develop trust and respect. It has been wonderful to see friendships grow, confidence build, and students supporting each other in their learning. This strong sense of belonging has set a great foundation for a successful year ahead.



In English, students developed their writing skills by learning how to create 5-star sentences. They practised correct punctuation, proofreading, and handwriting rules to improve the quality of their work. Students explored nouns and verbs and began forming both simple and compound sentences. We also introduced retelling, where students practised recounting stories in their own words.

In Mathematics, we began with place value, working with numbers up to 1000. Students then moved on to two-digit addition and subtraction, using a variety of strategies including the algorithm method, split strategy, and jump strategy. They also strengthened their understanding of bridging to ten and built confidence with number facts up to 20.

In Science, students explored the difference between living and non-living things, including their characteristics and needs. They learned about different habitats and how living things adapt or change their environments to meet their needs. We also investigated biodiversity and studied life cycles, including those of frogs, butterflies, and plants.

In HASS, students learned about technology in the past and present, with a focus on how communication has changed over time. They engaged in exciting, hands-on assessments to deepen their understanding and bring their learning to life. It included writing stories through Aboriginal symbols, writing letters and using stamps and letters to post them, and creating videos.

In The Arts, students explored patterns and textures, experimenting with different materials and techniques to create a variety of unique and creative patterns.



We are incredibly proud of all the hard work and progress the students have made this term and look forward to another exciting term ahead!

Warm Regards,  
**Nada Al-Jobouri**  
 Year 2A Teacher

# YEAR 2B NEWS!!

Firstly, I would like to commend all students in Year 2B for their hard work and consistent effort throughout the term. It has been wonderful to see their progress, and I am sure everyone is looking forward to a well-deserved break.

Below is a comprehensive overview of what we have covered this term, as we know students don't always share all the details of their learning at school each day.

This term in English ,we have been building strong foundations in grammar and punctuation to support students in writing retells and narratives. We have also focused on developing spelling skills through letter sounds, graphemes.



This term in Mathematics, we have been actively focusing on the number strand of the Australian Curriculum. At the beginning of the term, students built their foundational understanding of place value, which supported their development of skills in two-digit addition and subtraction using a variety of strategies including the written algorithm, split strategy, and jump strategy. Students have also been consistently working on memorising addition facts to 20 and doubles to improve their mathematical fluency. Moving into next term, there will be a focus on number formation and spelling number names, as many students require further supporting this area.

This term in HASS, students have focused on building their historical knowledge by exploring how the world operated before technology and how it has changed with the development of new technologies. They have learned about early inventions such as the telephone and the printing press, and explored how communication has evolved over time. Students also discussed how these technological advancements have supported and changed daily life.

This term in Visual Arts, students have been exploring how to create patterns and how different textures can be used to create a sense of touch in their artwork. They have applied these skills by designing and creating colourful turtle art works using natural materials to form textured shells.

Warm Regards,

**Ms Lizandre Anderson**

Year 2B Teacher



This term in Science, students have been developing their scientific inquiry skills by posing questions to explore observed patterns and relationships and making predictions based on their experiences. They have also worked on comparing their observations with others, identifying whether their investigations were fair, and suggesting further questions for investigation. Students participated in simple investigations and learned how to observe and record their findings.

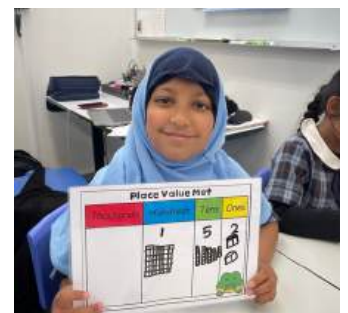
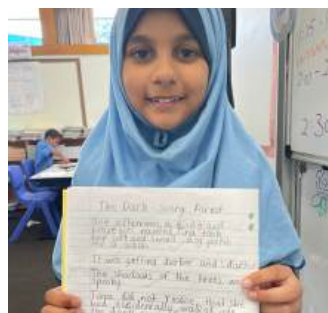
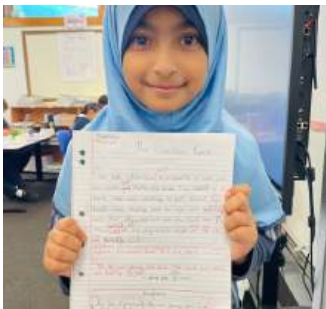
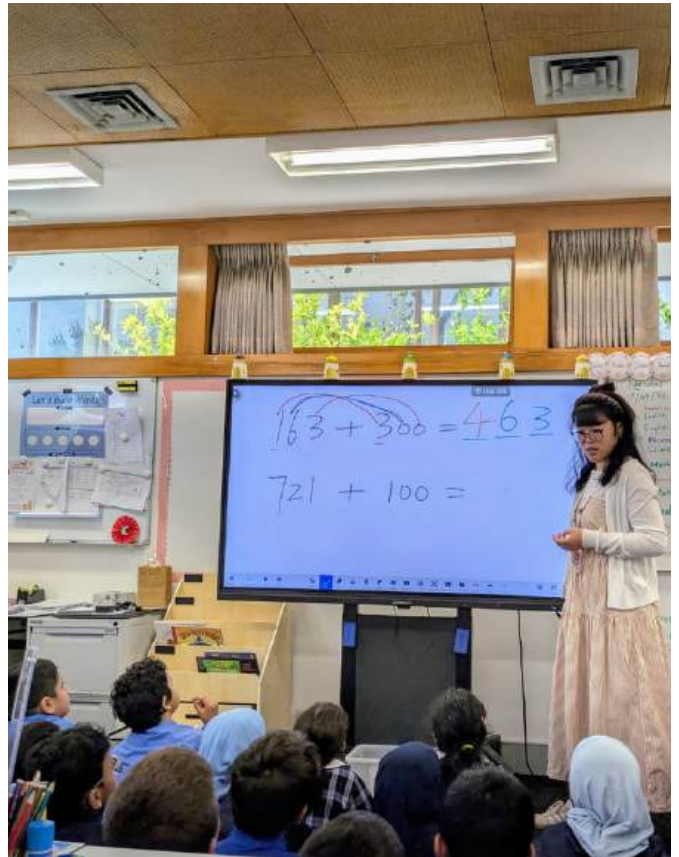
This term in ICT, students have been learning about the components of digital technologies, including identifying different parts of a computer and understanding the difference between hardware and software. They have also developed basic computer skills, such as creating simple PowerPoint presentations. Students have worked towards outcomes including discussing how digital systems meet the needs of users, using basic features of digital tools to create, locate and communicate content, and sharing content while demonstrating appropriate behaviours when collaborating with others.

# YEAR 3A NEWS!!

Dear Parents and Carers,  
 As we come to the end of Term 1, I would like to take a moment to reflect on what has been a wonderful and productive start to the year. It has been such a pleasure getting to know the students in 3A and watching them settle into our classroom routines with enthusiasm and positivity.

## Highlights from This Term

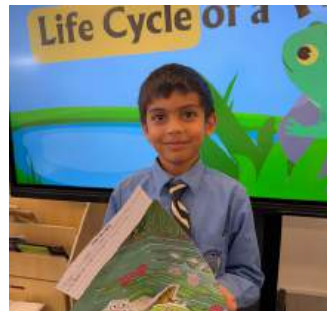
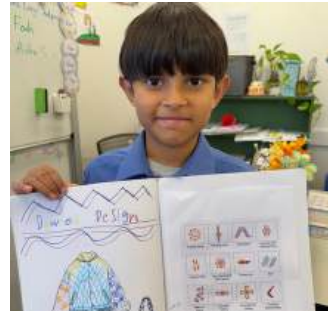
This term, students have worked incredibly hard across all learning areas. A big highlight has been their effort and perseverance during the NAPLAN tests since the beginning of the term. I am very proud of the way they approached these assessments with confidence and resilience.



In Mathematics, students have been focusing on place value, working with 4- and 5-digit numbers. Many students challenged themselves further and extended their understanding up to 7-digit numbers, which has been fantastic to see. And we have also focused on addition and subtraction strategies, including regrouping and using compensation to solve problems.

In English, students have explored narrative writing. They have learned about story structure, including orientation, complication, and resolution. In addition, they developed their understanding of text structure and language features, and applied these skills to create engaging and convincing pieces of writing.

I have been very impressed with their imagination and effort.



In Science, students have been developing their understanding of the world around them through observation and inquiry. Students learned about the life cycles of animals and plants. They particularly enjoyed their red bean experiment, where they observed and recorded changes over time. It was wonderful to see their curiosity and excitement during this hands-on learning experience. They have shown great curiosity and engagement during our lessons.

In HASS, students investigated the causes and effects of changes in the local community. They explored how people from diverse backgrounds have contributed to these changes and developed an understanding of the ways First Nations Australians in different parts of Australia are interconnected with Country/Place.

**Creative and Specialist Learning**

Students have also enjoyed their time in Visual Arts, creating unique and expressive artworks using a variety of techniques. It has been wonderful to see their creativity shine. They have also participated enthusiastically in all specialist subjects.

**Social and Emotional Learning**

A big focus this term has been building positive relationships and establishing classroom expectations. Students have demonstrated kindness, respect, and resilience, which has helped create a supportive and inclusive classroom environment.

**A Big Well Done!**

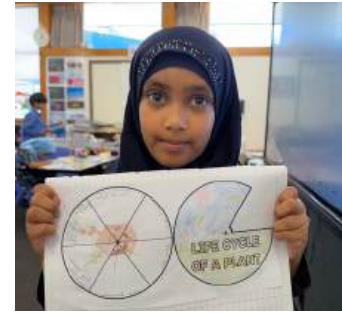
I am incredibly proud of all students for their hard work, positive attitudes, and willingness to try their best. They should feel proud of everything they have achieved this term.

**Looking Ahead to Term 2**

I hope you all enjoy a well-deserved break and have a safe and relaxing holiday. Thank you for your ongoing support—it truly makes a difference.

Warm regards,  
Year 3A Team

**Ms. Lucy & Ms. Ayesha**

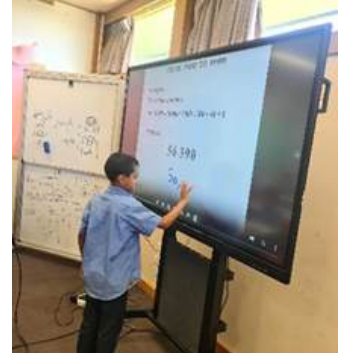


**Year 3 Term 1 Highlights: A Season of Growth!**

Welcome to our first newsletter of the year! It has been a truly wonderful start to Year 3, with classrooms filled with energy, curiosity, and a genuine love for learning. From the very first week, students have settled beautifully into their new routines, demonstrating resilience, enthusiasm, and a positive attitude toward their learning. It has been a joy to watch their confidence grow as they embrace new challenges and opportunities throughout this busy and rewarding term.

As Term 1 draws to a close, we would like to extend a warm Eid Mubarak to all our families celebrating Eid al-Fitr.

**YEAR 3B NEWS!!**



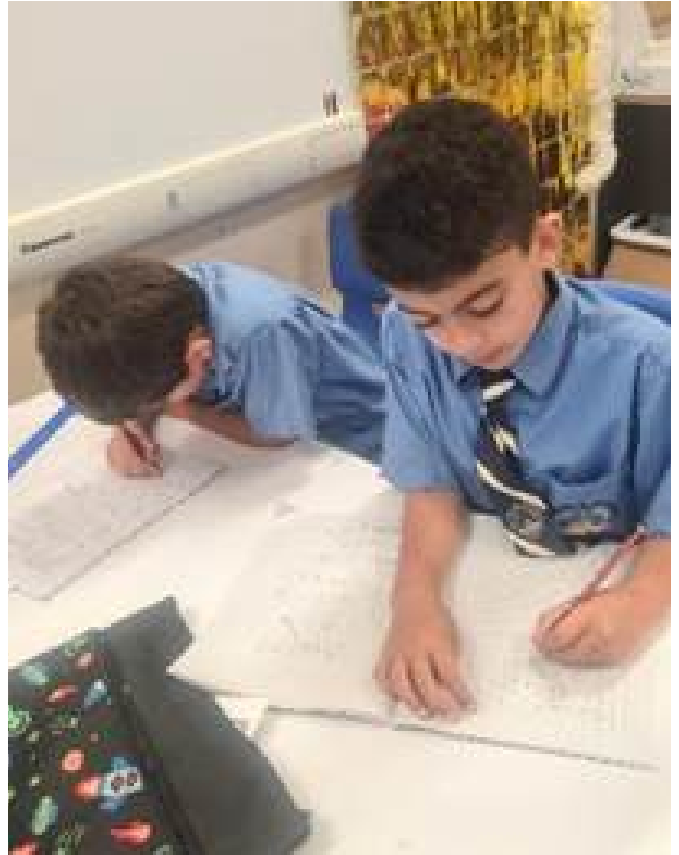
We hope this special occasion brings joy, reflection, and cherished moments with loved ones. We are proud to celebrate the rich diversity within our Year 3 community, and these moments remind us of the importance of connection, respect, and shared celebration.

Throughout the term, students have engaged deeply in their learning across all key areas. In English, we have focused on strengthening communication skills through writing engaging narratives and persuasive texts. Students have worked hard to develop their understanding of grammar and punctuation, building the foundations for clear and effective writing. Alongside this, our phonics work has supported students in exploring more complex sounds and spelling patterns, helping to improve both reading fluency and confidence.

In Mathematics, students have been developing strong number sense as confident “Number Navigators.” Our learning has centred on place value, enabling students to understand the value of digits in larger numbers. They have also explored a range of mental and written strategies for addition and subtraction, while investigating number patterns and discovering the rules that underpin sequences. It has been fantastic to see students applying these skills with increasing independence.

Science lessons have been full of excitement as students explored the living world. They have learned how to classify living and non-living things and investigated the differences between vertebrates and invertebrates. A highlight of the term has been our bean plant experiment, where students began exploring life cycles. Watching the first roots and shoots emerge has sparked curiosity, wonder, and thoughtful discussions about growth and change.

In HASS, students have been learning about community and citizenship, focusing on the importance of rules and how they support fairness and safety within our school and wider community.



These discussions have encouraged students to think critically about their roles and responsibilities as active members of their community.

Our work in The Arts and Health has centred on the theme of identity. Students have created meaningful artworks that reflect who they are, their backgrounds, their unique qualities and reflection on Indigenous perspectives. This has been closely linked to our Health lessons, where we have explored self-awareness, respect for others, and the importance of building positive self-esteem. It has been wonderful to see students express themselves with confidence and pride.

As we look ahead, we are excited for another term of learning and growth.

Regards,  
**Sara Suleiman**



## YEAR 4A NEWS!!

Term 1 has been a busy and rewarding start for our Year 4 students. They have settled into classroom routines smoothly and have demonstrated a positive attitude towards their learning. It has been pleasing to see students building confidence, working collaboratively, and taking responsibility for their work.

In English, students focused on narrative writing. They explored the structure of a story, including orientation, complication, and resolution. Students worked on developing interesting characters, creating engaging settings, and using descriptive language to enhance their writing.

**Ms Somia**



In Mathematics, students continued to strengthen their number skills. They applied a range of strategies to solve addition and subtraction problems, explained their thinking, and worked on improving accuracy and fluency. Problem-solving activities encouraged students to think critically and choose efficient strategies.

In HASS, students learned about the First Fleet and its significance in Australia's history. They explored the journey to Australia, the reasons for settlement, and the experiences of different groups of people during this time. Students developed their understanding of historical events and began to recognise different perspectives.

In Science, students investigated habitats, food chains, and food webs. They explored how living things depend on each other for survival and how energy flows through ecosystems. Through discussions and activities, students developed their understanding of the relationships between producers, consumers, and predators.

In celebration of Ramadan, students enthusiastically decorated their classrooms, creating a warm and inclusive environment. This provided an opportunity to appreciate cultural traditions, foster a sense of community, and engage creatively as a class.

Overall, it has been wonderful to see students showing respect, cooperation, and a willingness to learn.



## YEAR 4B NEWS!!

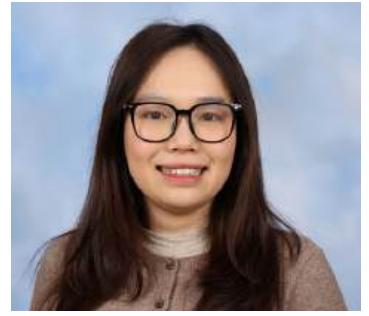
Assalamu Alaikum,

Dear Parents and Carers,

As Term 1 gracefully draws to a close, we would like to take a moment to celebrate the wonderful learning journey of our Year 4B students. This term has been filled with curiosity, creativity, and discovery, as students embraced new challenges and continued developing their skills across a wide range of subjects.

In Mathematics, students explored addition, subtraction, multiplication, and division through engaging activities, games, and real-life problem-solving situations. They built confidence using the four operations to solve problems and also investigated the interesting patterns and properties of odd and even numbers.

In English, students made excellent progress in both reading and writing. They strengthened their phonics, grammar, and punctuation skills while developing deeper reading comprehension through folktales from around the world.



In HASS, we travelled back in time to explore Australia's early colonial history and its impact on First Nations Peoples and settlers. Students examined the lives of convicts, soldiers, and settlers involved in establishing the first British colony. Through research and historical sources, they shared their learning with thoughtfulness and understanding.

During ICT lessons, students strengthened their digital skills by exploring the exciting world of coding. Through hands-on activities, they learned about the logic behind programming and enjoyed bringing their digital ideas to life.

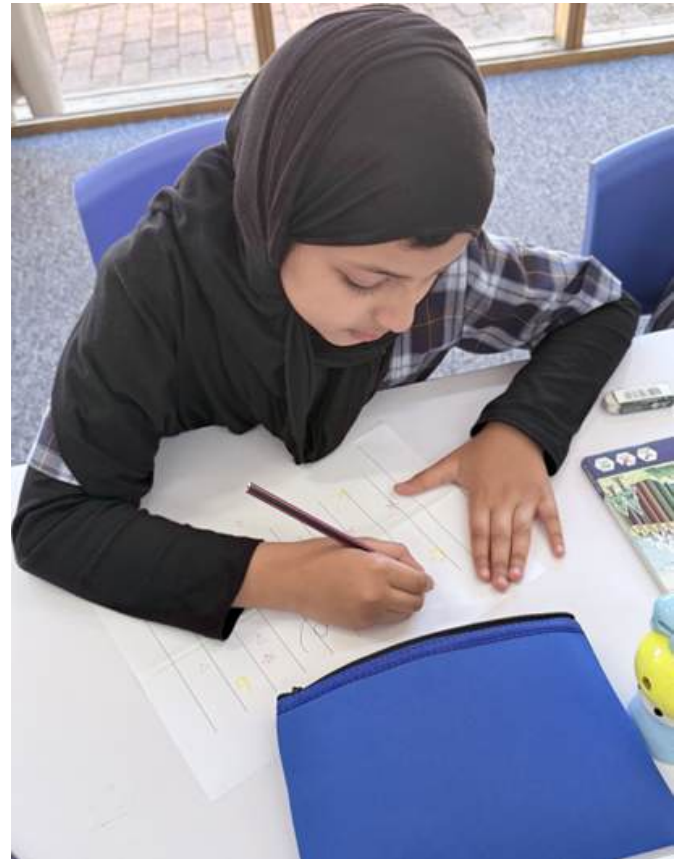


In Health, students explored ways to care for their wellbeing and learned how to interpret health information to make positive choices for themselves and support others.

In Visual Arts, creativity truly flourished as students experimented with different artistic techniques, materials, and visual conventions to express their ideas and imagination.

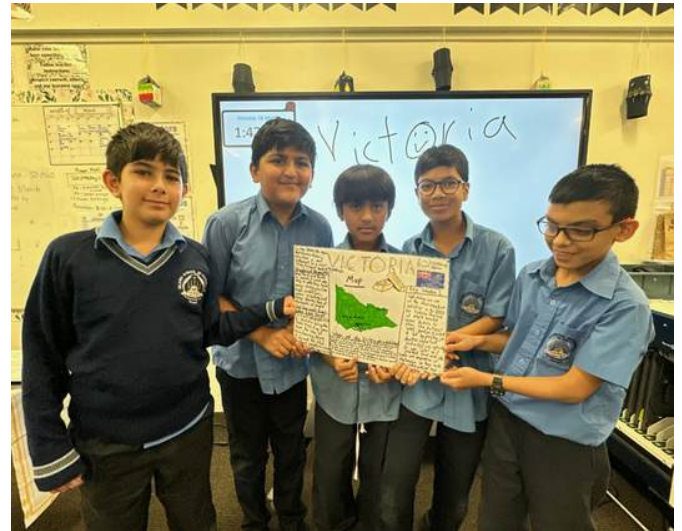
We are incredibly proud of the enthusiasm, effort, and growth our students have shown throughout the term.

**Ms Katie**

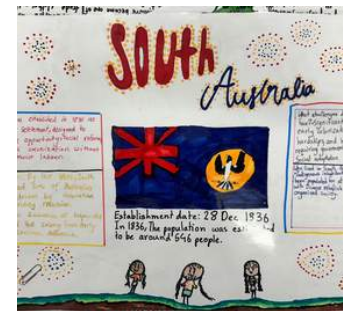
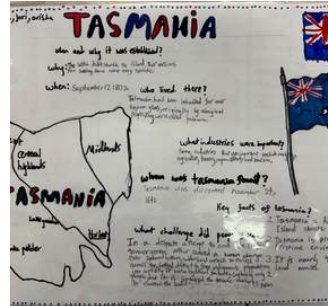
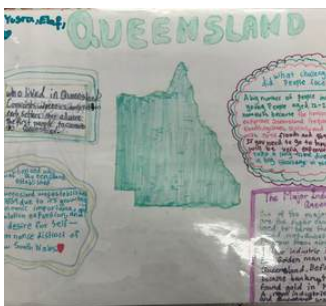
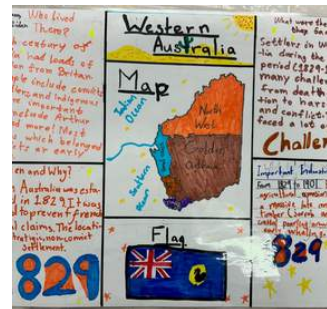


# YEAR 5A NEWS!!

What a busy and rewarding term it has been for Year 5A! The students have demonstrated enthusiasm, creativity, and resilience across all learning areas.



In English, students developed their narrative writing skills by organising ideas into paragraphs and using descriptive language to build characters, settings, and events. They applied their spelling knowledge using phonics, morphemes, and grammar, and reflected on how texts connect to real-world contexts. Throughout the term, I introduced our Word of the Week, including bewildered, plethora, catastrophic, vivacious, industrious, and imperative.



I hope students will continue to remember and use these words in their conversations and writing. We also practised reading comprehension to strengthen students' understanding of texts. At the beginning of the term, students set personal learning goals, which they worked towards throughout the term.



In Mathematics, students strengthened their understanding of multiplication concepts through engaging activities such as our exciting Grid Race. I also guided students in exploring algebra, including finding unknown values, and using inverse operations to solve equations. Students learned to apply the order of operations . (BODMAS) and identify and extend number patterns, as well as deepen their understanding of factors and multiples. They confidently applied multiplication and division strategies, solved problems using efficient methods, and checked their answers using estimation.





In Science, students investigated how living things survive through structural and behavioural adaptations. They researched organisms and their biomes and presented their findings to the class. Students also explored how scientific knowledge evolves over time and how collaboration contributes to scientific advancements.

In HASS, students examined the causes and impacts of British colonisation in Australia, including its effects on First Nations Australians, convicts, and the environment. In The Arts, students explored visual storytelling by creating artworks that reflected personal experiences with nature. They experimented with different materials and techniques and learned about how First Nations Australians use art to express and sustain culture.

In ICT, students investigated the components of digital systems and how they work together to form networks. They also explored how data is represented using binary code, applying their understanding through hands-on activities.

Beyond the classroom, Year 5A celebrated Eid with a fun and meaningful Eid Kringles activity, fostering a strong sense of community. Students also completed various assessments, including NAPLAN, showing great perseverance and focus. I wish all students the very best and look forward to strong results.

I am incredibly proud of Year 5A for their hard work and achievements this term.

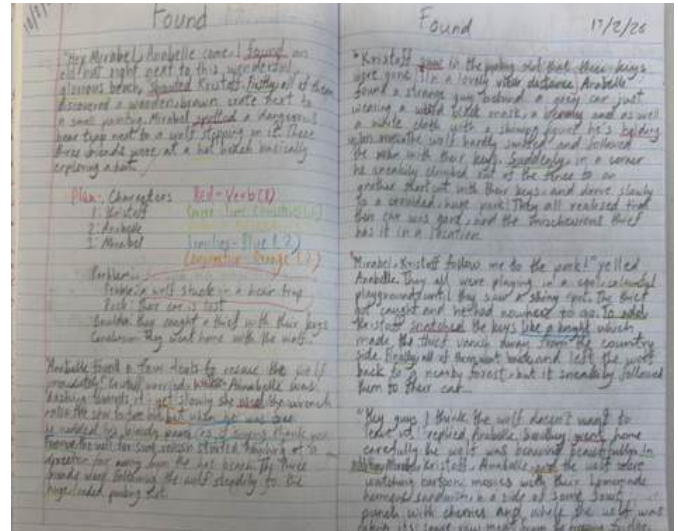
See you in Term 2!

**Ms. Charisse Bien**



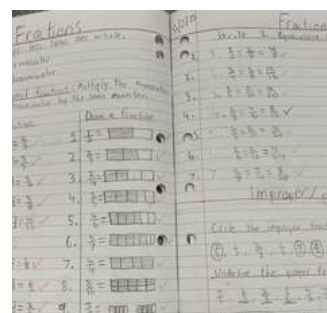
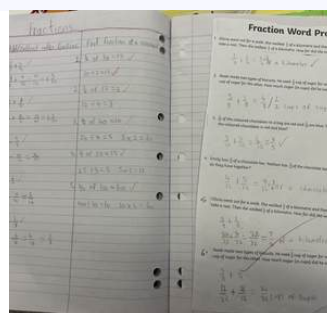
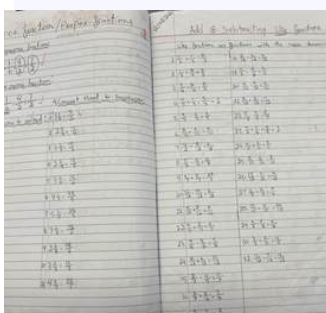
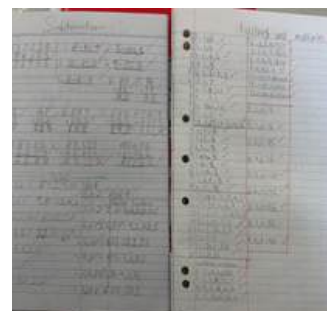
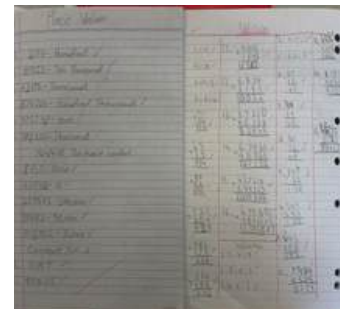
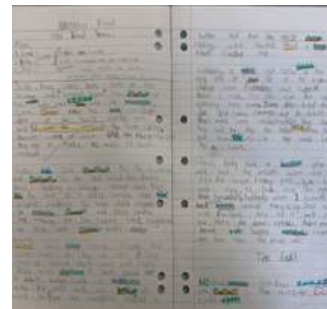
# YEAR 5B NEWS!!

Salaamalaikum Dear parents and my amazing students,  
 We started the year with a bang. It was breathtaking to learn of their future goals, Inshallah they achieve them.



Students got used to routines, housekeeping rules, regular reading breaks etc.... We are now set for the year to conquer a milestone. In English, the following areas were focused:

Writing- Students were introduced to the three main purposes of writing and learnt how structure and language features are a crucial part of every text type. Through Naplan prompts we learnt to write interesting narratives. They learnt how to build a problem in the story using the pebble/rock/boulder strategy. Reading- Students used narrative texts from reading comprehension books to enhance their understanding of narratives. They learnt how to answer literal, inferential, vocabulary and evaluative questions using the elimination strategy.





## YEAR 6A NEWS!!

Dear Parents and Guardians,

As we come to the end of Term 1, it is a wonderful opportunity to reflect on what has been a fantastic and productive start to the school year for our Year 6 students. The beginning of the year is always an important time as students settle into new routines, build friendships, and begin engaging with new learning experiences. I am very proud to say that the students have approached this term with enthusiasm, positivity, and a strong commitment to their learning. They have worked incredibly hard in all areas of the curriculum, demonstrating resilience, curiosity, and a willingness to challenge themselves. It has been a pleasure to see the class grow in confidence and develop such a positive and supportive classroom environment.

### Academic Achievements

Throughout the term, students have participated in a variety of engaging and stimulating learning experiences across all subject areas. In English, students explored different forms of writing and worked on developing both their creative and persuasive writing skills. They practised organising their ideas clearly, structuring their arguments effectively, and using descriptive language to make their stories more engaging for the reader. Many students showed great creativity and imagination when writing their narratives, and it has been wonderful to see their writing skills continue to grow and improve. In Mathematics, students focused on strengthening their problem-solving abilities and applying mathematical concepts to real-world situations.



**Wellbeing and Personal Development**

Students actively participated in conversations about kindness, respect, and inclusion, and it has been wonderful to see them put these values into practice within the classroom.

### Looking Ahead

As we look forward to Term 2, we are excited to continue our learning journey with many new and engaging opportunities ahead. Students will build on the knowledge and skills developed this term while exploring new topics across the curriculum. We look forward to continuing to support students as they grow academically, socially, and emotionally.

I would like to take this opportunity to sincerely thank all parents and guardians for your ongoing support and encouragement throughout the term. Your involvement in your child's education plays an important role in their success, and it has been wonderful to see the positive impact of this partnership. Together, we can continue to support our students as they strive to reach their full potential.

Wishing you and your families a restful, safe, and enjoyable break. I look forward to welcoming everyone back for another exciting term of learning.

Warm regards,

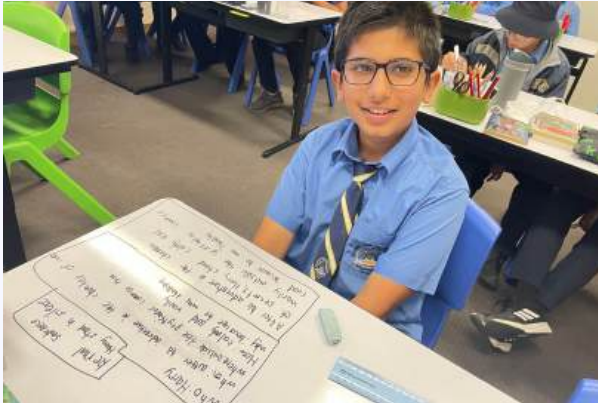
**Neha Sultana**

Year 6A Teacher

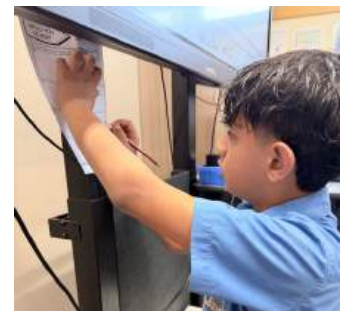


# YEAR 6B NEWS!!

Dear Parents and Families,  
 I hope this message finds you well.  
 As we come to the end of Term 1, I would like to take a moment to reflect on the wonderful journey we have shared together in Year 6B.



It has been a truly meaningful and rewarding term, filled with growth, learning, and positive change.  
**Part 1: Building Our Classroom Community**  
 At the very beginning of the term, our focus was on learning how to work together as a class and building a strong foundation for a positive learning environment. In Year 6B, we cherish the values of being kind, grateful, hardworking, and respectful. As a teacher, I believe that education goes far beyond academic learning. One of the most important aspects of our classroom is nurturing students' character—helping them understand how to work collaboratively, how to view the world with empathy, and how to build their self-esteem and confidence as lifelong learners.



Throughout the term, we dedicated significant time to reshaping students' understanding of expectations within the classroom. We focused on active listening, following instructions, and showing respect to others. It has been incredibly rewarding to see the positive changes in our students, and I am grateful for the encouraging feedback received from both teachers and parents.

#### Part 2: Our Learning Journey

This term, Year 6B has been actively engaged across all learning areas.

In English, we explored the art of writing fantasy narratives, focusing on creating vivid imagery to bring our stories to life. Students learned how to use sensory language to build rich settings and truly transport their readers into imaginative worlds.

In Mathematics, students worked diligently on key concepts including integers, prime and composite numbers, the Cartesian Plane, and fractions. In Science, our focus was the Great Barrier Reef. Students learned how changes in physical conditions can significantly affect living things. In HASS, we investigated the timeline towards Federation, learning about significant historical figures such as Edmund Barton, Australia's first Prime Minister, and Sir Henry Parkes, often referred to as the "Father of Federation."

I am incredibly proud of all the students in Year 6B and look forward to another term of continued growth and success.

Warm regards,

**Ms An**



## SECONDARY MATHS & SCIENCE NEWS!!

Dear Parents and Caregivers,  
Assalamu Alaikum Wr Wb,  
It has been a wonderful and productive Term 1! Below is a snapshot of what students have been learning across different subjects.



### Tips for balancing equations

**$2\text{Cu} + \text{O}_2 \rightarrow 2\text{CuO}$**

2 is called coefficients and it tells us: There are 2 copper atoms. It changes the number of particles.

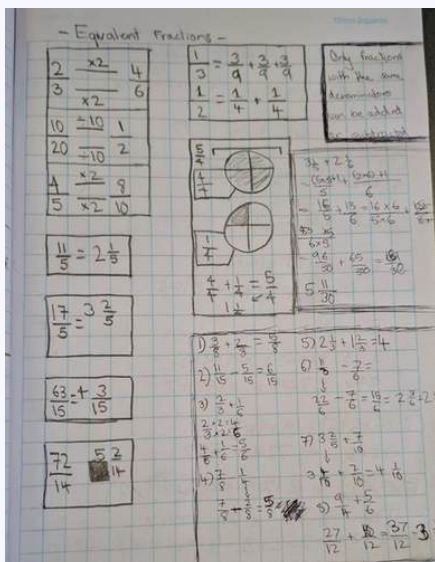
2 is called subscript it tells us: One oxygen molecule contains 2 oxygen atoms bonded together. It describes the structure of the molecule.

**KEY AREAS**

- TRANSITION METALS**  
The elements between groups 2 and 3 are transition metals.
- GROUP 1**  
Group 1 elements are called alkali metals.
- GROUP 7**  
Group 7 elements are called the halogens.
- GROUP 0**  
Group 0 elements are called the noble gases.

### Year 7 Mathematics

This term, students focused on building strong numeracy skills. They worked with positive integers, including addition, subtraction, and multiplication, while developing problem-solving strategies and algorithms. Students also learned rounding and estimation, explored the order of operations (BIDMAS), and were introduced to factors, multiples, prime numbers, indices, and fractions. These topics helped students strengthen



### Year 7 Science

Students were introduced to Working Scientifically, where they learned about laboratory safety, conducting practical investigations, and communicating scientific ideas. They also developed skills in planning their own investigations. In addition, students explored forces, including friction as a contact force, and learned the difference between balanced and unbalanced forces through different activities.

### WHAT IS IT?

- Red blood cells are cells found in the blood
- They contain haemoglobin which carries oxygen around the body
- The disc shape increases surface area, so more oxygen can be absorbed in the lungs
- There is no nucleus, which allows more space to carry oxygen

### HOW DO RED BLOOD CELLS WORK WITHOUT A NUCLEUS?

- The nucleus is called the "brain of the cell" because it controls cell activities and contains DNA.
- Most cells need a nucleus to grow, repair themselves, and make new proteins.
- Red blood cells are different because they have one main job only: carrying oxygen.

### RED BLOOD CELL

### Year 7 Visual Arts

In Visual Arts, students explored the basic elements of art and developed their understanding of perspective and depth. They also engaged in cultural learning through Islamic geometric art, where they designed and coloured their own patterns using symmetry and repetition. This allowed students to combine creativity with cultural appreciation.

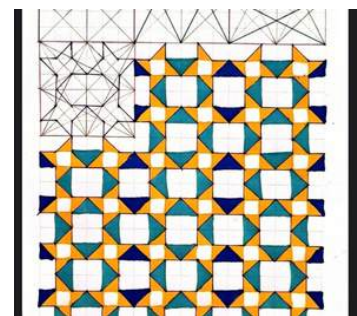
### Year 8 Science

Students studied cells as the building blocks of life, including how microscopes help us observe them and how specialised cells function. They also explored how cells form tissues, organs, and systems. In the body systems unit, students learned about the digestive system, breathing and respiration, circulation, and the musculoskeletal system, helping them understand how the human body works.

### Year 9 Science

This term, students explored key chemistry concepts such as atomic structure, metals and non-metals, the periodic table, acids and bases, and different types of chemical reactions including combustion, corrosion, and acid reactions. They were also introduced to nuclear reactions. As part of their practical work, students conducted experiments to test pH levels and identify substances as acidic, basic, or neutral, linking theory to real-world applications.

**Ms Nyma**



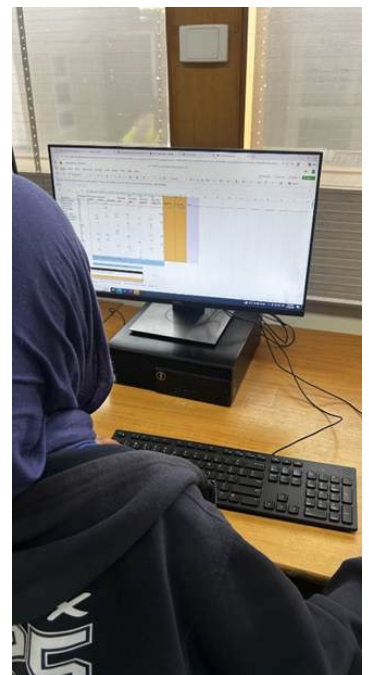
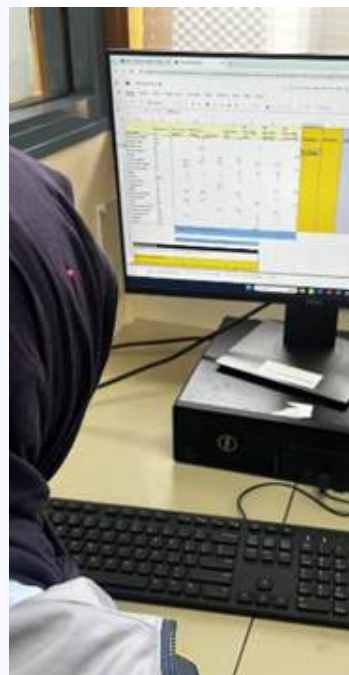
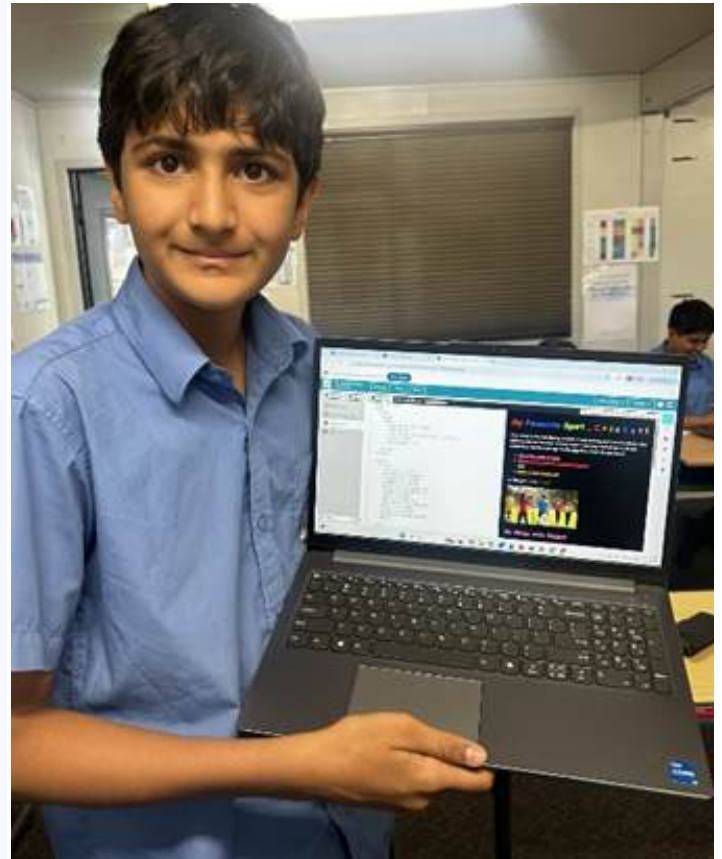
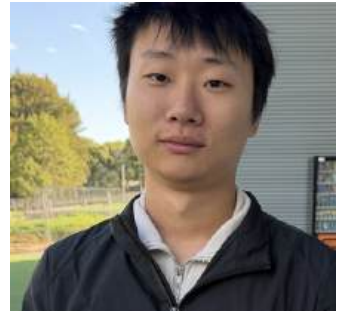
## DIGITAL TECHNOLOGIES – MR DAI

This term, students across Years 7-10 have been developing their digital skills through practical, real-world learning aligned with the Australian Curriculum. Across all year levels, there has been a strong emphasis on responsible and ethical use of technology, reflecting our school values of integrity (amanah), responsibility, and respectful digital citizenship.

### Year 7 – Working with Data

Year 7 students developed foundational skills in data handling using spreadsheets. They learned how to organise data, apply functions such as sums and averages, and create charts and graphs to represent information clearly.

Students analysed class survey data, including topics such as daily screen time and preferences, and presented their findings using appropriate visualisations. This supported their understanding of how data informs decisions in everyday life. Students were also encouraged to present information accurately and honestly, reinforcing the value of amanah (trustworthiness) when working with data.



### Year 8 – Web Design with HTML

Year 8 students explored the structure of the web through HTML coding and developed their own websites. They focused on building well-structured pages, organising content effectively, and improving the overall user experience.

As part of their project, students created personal websites that reflected their interests, goals, or future pathways. They applied coding skills to design clear layouts and meaningful content. Students also demonstrated responsible online behaviour by using appropriate language, selecting suitable content, and showing respect for digital audiences.

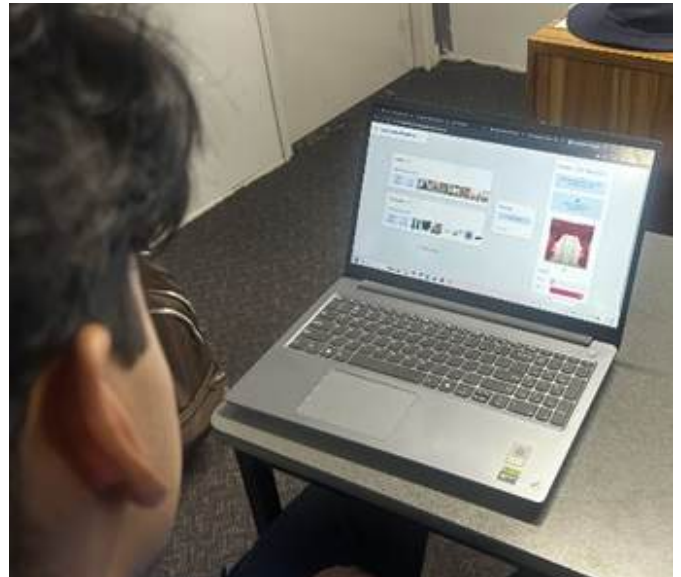
### Year 9 – Introduction to Artificial Intelligence

Year 9 students were introduced to the foundations of Artificial Intelligence (AI) and machine learning. They explored how machines learn from data, how training datasets are used, and how predictions are generated.

Students trained simple machine learning models to classify images and identify patterns in data. Through this process, they developed an understanding of how the quality and selection of data influence outcomes. A strong focus was placed on ethics, including bias in AI systems and fairness in decision-making. These discussions were connected to Islamic values of justice (adl) and responsibility, encouraging students to consider how technology should be used to benefit society.

### Year 10 – Applied Artificial Intelligence and Problem Solving

Year 10 students extended their knowledge of AI by applying machine learning to real-world problems. They defined problems, selected appropriate data, and trained models to generate solutions.



Students worked on projects such as waste classification, where they trained models to distinguish between different types of materials. They evaluated the effectiveness of their models and reflected on limitations, including bias and accuracy. Throughout the process, students demonstrated responsibility (amanah) and fairness (adl) by considering the ethical impact of AI and the importance of making informed, balanced decisions. Across all year levels, students have demonstrated increasing confidence in using digital tools, solving problems, and thinking critically about technology. It has been particularly encouraging to see students develop not only technical skills, but also the character, responsibility, and ethical awareness needed to navigate the digital world.



## STRENGTHENING TEACHING AND LEARNING IN THE SECONDARY SCHOOL

As we move further into the term, the focus in the Secondary School remains firmly on ensuring high-quality teaching, consistent curriculum delivery, and meaningful learning experiences for all students. This period has highlighted the dedication of the teachers and the steady progress the students are making across all subject areas.

Over the past weeks, there has been a continued effort to refine the curriculum documentation to ensure clarity, alignment, and accessibility. Teachers have been working collaboratively to review unit plans, assessment schedules, and reporting expectations. This ongoing process supports consistency across year levels and ensures that every student receives a coherent and well-structured learning journey.

Classroom observations and informal walk-throughs have shown strong engagement, purposeful learning environments, and thoughtful differentiation strategies. A round of applause to the staff for their commitment to maintaining high expectations while also responding to the diverse needs of our learners.

A key priority this term has been strengthening assessment practices. Teams have been moderating student work samples to ensure fairness, accuracy, and alignment with achievement standards. This collaborative approach not only enhances the reliability of the judgments but also deepens shared understanding of quality evidence.

Professional learning has also been a central focus. Staff have been engaging in targeted development sessions aimed at enhancing instructional practice, deepening curriculum knowledge, and supporting effective use of data. These opportunities allow teachers to reflect on their practice, share expertise, and continue building a culture of collective efficacy.

Thank you to all teachers for their professionalism, teamwork, and unwavering dedication to the students' success. The efforts are seen, valued, and deeply appreciated.

**Ms. Farah Gondal**

Secondary Curriculum Coordinator

## MATHEMATICS UPDATE YEARS 8 AND 10

This term has been a productive and engaging one in the Mathematics classrooms, with students in both Year 8 and Year 10 building strong foundations in number, reasoning, and algebraic thinking.

### Number sets

Natural numbers:  $N = \{1, 2, 3, 4, 5 \dots\}$

Integers:  $Z = \{\dots, -2, -1, 0, 1, 2 \dots\}$

Rational numbers:  $Q = \left\{\frac{1}{4}, -0.36, 2, \frac{9}{7}, 0.3\bar{6}\right\}$

Irrational numbers:  $I = \{\sqrt{2}, \pi, e\}$

Real numbers:  $R = Q + I$

### Year 8 Mathematics

The Year 8 students have been building a solid foundation in number concepts that will support their learning across all future topics. The students began by exploring the real number system, helping students understand how fractions, decimals, and whole numbers fit together and how they can be compared and used in everyday contexts.

Students have also strengthened their understanding of positive and negative integers, applying these skills to real-life situations such as temperature changes, elevation, and financial transactions. This has helped them see the relevance of mathematics beyond the classroom.

A major focus this term has been index laws, where students have learned how to simplify expressions involving powers and apply the rules accurately. This work has encouraged careful working-out, pattern recognition, and confidence in algebraic manipulation.



### Algebraic basics

- We can only add and subtract like terms:

$$3x + 6y - 7x + 2z = 6y + 2z - 4x$$

- Multiplying algebraic terms:  $10x^3y^2 \times 4x^2z = 40x^5y^2z$

- Cancelling down fractions: only cancel what is common to all terms in both the numerator and denominator.

$$\frac{3ac + 5ab}{10abc} = \frac{3ac + 5ab}{10abc} = \frac{3c + 5b}{10bc}$$

- Expanding brackets:  $x(a + b) = ax + bx$

### Year 10 Mathematics

In Year 10, students have been deepening their understanding of the number system by distinguishing between rational and irrational numbers. This has included exploring recurring decimals, square roots, and the significance of numbers such as  $\pi$  and  $e$ .

A key area of study has been operations with surds, where students have learned to simplify, add, subtract, and multiply surds while maintaining exact values. This work supports their transition into more advanced algebra and prepares them for senior mathematics.

The students have also revisited the integers, ensuring students can apply integer operations fluently in algebraic and real-world contexts. This consolidation has helped strengthen their number sense and readiness for upcoming topics.

### Moving Forward

Both year groups have demonstrated strong engagement and a positive approach to learning. As we move forward, students will continue to build on these foundations through problem-solving, reasoning tasks, and collaborative learning opportunities.

| Order of operations   |                        |
|---|------------------------|
| The order of operations is a set of rules we must follow so that we all have a common understanding of mathematical operations. |                        |
| The set order in which we calculate problems is:  |                        |
| 1. Brackets   | ( ) or [ ]             |
| 2. Indices or roots   | $a^x$ or $\sqrt[x]{a}$ |
| 3. Division and Multiplication (working left to right)  | $\div$ or $\times$     |
| 4. Addition and Subtraction (working left to right)   | $+$ or $-$             |
| The acronym BIDMAS can be used to remember the correct order of operations.   |                        |

### Inspiring the Next Generation of Women in STEM

We are delighted to share that our school has been invited by the Australian Federal Police (AFP) Forensic Command to participate in a remarkable learning opportunity celebrating the International Day for Women and Girls in Science. This initiative is designed to spark curiosity, broaden horizons, and highlight the extraordinary contributions of women working in forensic science today.

The AFP describes the event as a chance to “unlock the world of forensic science and inspire the next generation of trailblazers”. Selected students will have the rare opportunity to step behind the scenes of a real forensic facility and experience firsthand how science is used to solve complex investigations.

#### A Unique Learning Experience

Students who attended this event took part in a rich and immersive program that included:

- A guided tour through state-of-the-art forensic laboratories
- Hands-on demonstrations showcasing real forensic techniques
- Opportunities to meet and learn from leading forensic scientists, including Dr Kylie Jones

| Index laws  |
|---|
| • 1st law: $a^m \times a^n = a^{m+n}$                     |
| • 2nd law: $a^m \div a^n = a^{m-n}$                       |
| • 3rd law: $a^0 = 1, a \neq 0$                            |
| • 4th law: $(a^m)^n = a^{m \times n} = a^{mn}$            |
| • 5th law: $(ab)^n = a^n b^n$                             |
| • 6th law: $\left(\frac{a}{b}\right)^n = \frac{a^n}{b^n}$ |
| • 7th law: $a^{-n} = \frac{1}{a^n}$                       |
| • 8th law: $a^{\frac{1}{n}} = \sqrt[n]{a}$                |

Power, index, exponent

$\rightarrow 7^4 = 7 \times 7 \times 7 \times 7 \leftarrow$

$= 2401$

Basic numeral

| The real number system   |
|--|
| • The set of real numbers, $R$ , contains rational numbers, $Q$ , and irrational numbers, $Q'$ . |
| • Within the rational numbers there are integers, $Z$ , and non-integer numbers.                 |
| • Integers can be broken up into positive numbers, $Z^+$ , negative numbers, $Z^-$ , and zero.   |

- A supportive networking environment designed to encourage young women to pursue STEM pathways

These experiences aim to build confidence, nurture interest, and help students see the real-world impact of scientific careers. As the AFP notes, “their fresh perspectives and diverse talents are driving innovation and making a real difference in our communities”.

#### Empowering Future Scientists

The invitation extended to three female students who show enthusiasm for Science, Mathematics, Computer Science, or Technology. This event was more than a tour it is an inspiring glimpse into what their future could hold and a celebration of the vital role women play in shaping scientific progress.



## SECONDARY HASS NEWS!!

### 11 Business Management : Establishing a Business

Students began by investigating the spark of entrepreneurship : the business idea; learning how to identify opportunities and the personal motivations behind starting a venture. By mid-term, they moved into the "Internal Environment," analyzing factors like resource management and business structures. Their hard work culminated in a 35% unit exam in Week 8, testing their ability to apply these business concepts to real-world scenarios.



### 11 Legal Studies: Foundations of Law and Business

In Legal Studies, students immersed themselves in the foundations of the Australian criminal justice system. The term focused on "Criminal Law: Legal Foundations," where they explored the nature of crime and the various categories of offences. As the term progressed, the focus shifted to the "Criminal Investigation Process," covering the powers of the police and the rights of citizens. Students demonstrated their understanding through their first major assessment, a 35% exam held in Week 8.

12 Business Management : Leading a Business  
The term began with an analysis of business types, objectives, and the importance of Corporate Social Responsibility (CSR).



Students then moved into Human Resources (HR), exploring theories of motivation and the employment cycle. This intensive study of management styles and workplace relations was assessed in a comprehensive exam during Week 8.

### 12 Legal Studies : Contemporary Legal Issues

We starting with a deep dive into the Australian Constitution and the Separation of Powers. The latter half of the term was dedicated to "Law Reform," where students analyzed how and why the law changes to meet society's needs. A highlight of the term was the case study on lobbying groups post-Bondi massacre, which provided a stark look at law reform in action. Following their Week 9 exam, students have begun preparing for their upcoming research reports and oral presentations.

Regards

**Tony**



# SECONDARY HASS NEWS!!

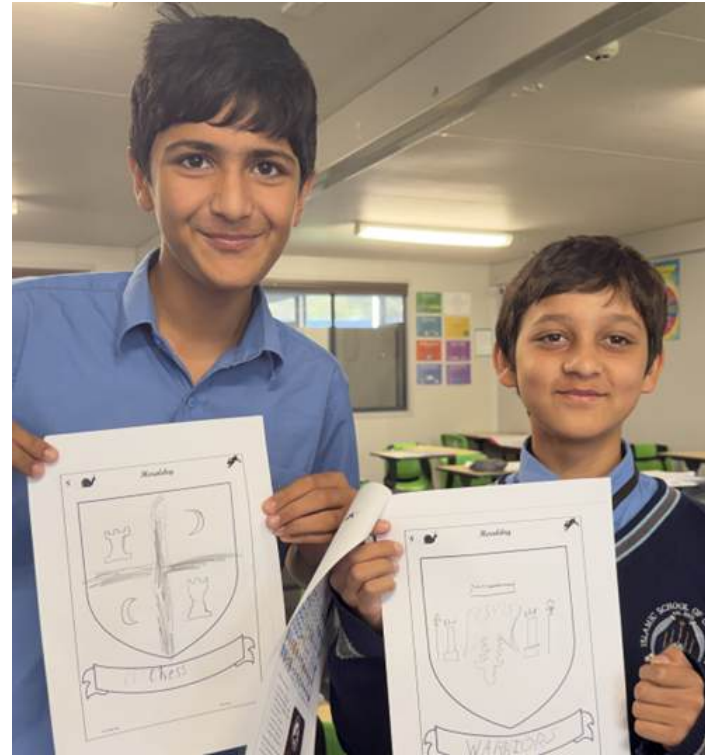
Exploring the Past, Understanding the Present, Shaping the Future  
 HASS Newsletter – Years 7-10

This term, students across Years 7-10 have been actively engaged in exploring the past and making connections to the present through a range of dynamic and interactive learning experiences in History and Civics and Citizenship. From ancient Australia to modern global issues, students have developed a deeper understanding of how societies change over time and how they can participate as informed citizens.



**Year 7 – Deep Time & Civics and Citizenship**  
 Year 7 students have explored Australia’s deep past, learning about First Nations histories, archaeological evidence such as Lake Mungo, and the importance of kinship and connection to Country.

In Civics and Citizenship, students participated in a mock school captain election, where they practised the preferential voting system. This engaging, hands-on activity helped students understand how voting works in Australia and highlighted the importance of participation in a democratic society.



## Year 8 – Medieval Europe

Year 8 students have been investigating life in medieval Europe, including castles, knights and the feudal system.

Students completed a creative heraldry task, designing their own coat of arms to represent identity and values, as well as constructing a feudal system pyramid to understand the social hierarchy of the time. These activities encouraged both historical understanding and creativity.



### Year 9 – Making a Nation & World War I

Year 9 students have explored the concept of “Making a Nation”, focusing on imperialism and the colonisation of Australia, and how these developments shaped modern Australia.

Students also began their study of World War I, examining key causes such as alliances, the July Crisis, the assassination of Archduke Franz Ferdinand, and the Schlieffen Plan.



They investigated Australia’s involvement in the war and the significance of the Gallipoli campaign.

### Year 10 – World War II & Modern Australia

Year 10 students have studied World War II, analysing its causes, key events and global impact.

They have since transitioned into Modern Australia, exploring migration policies and changing attitudes over time. Students examined the end of the White Australia Policy, the move towards multiculturalism, and ongoing migration debates. As part of this unit, students are currently working collaboratively to research and present on key migration issues and policies.

### Building Skills for the Future

Across all year levels, students are developing essential skills in:

- Critical thinking and historical analysis
- Research and use of evidence
- Understanding different perspectives
- Communication and collaboration

These skills support students in becoming thoughtful, informed and active members of society.

**Ms Betty**

## SECONDARY ENGLISH NEWS!!

Dear Parents and Carers

In this part of the newsletter, you're invited to step into a series of imaginary journeys in Literature and texts that your children have enjoyed and explored through the creative possibilities of AI.



The images draw on themes we've studied and open a doorway into that world, encouraging you to play, imagine, and see how AI can help enhance our creative fun.

English Yr 10

When you step into the Yr 10 A English classroom and you are really stepping into a space where stories, ideas and voices collide. Students don't just learn to read and write; they learn to think—analytically, creatively and critically—across all forms of language. As they explore texts from their own lives, from the past, and from Australian and many other global cultures, they begin to see patterns and possibilities, challenge assumptions, and hear perspectives far from their own. In doing so, they gradually shape a clearer sense of who they are, the world they live in, and the unique place they occupy within it. This term they have started a word journey in Africa - where they have learned so much about overcoming obstacles and feeling huge triumph through the life of Peekay in the 'Power of One' by Bryce Courtney which comes to us from South Africa.



English T & A Yr 11

This Semester, *The Alchemist* became our map for exploring how stories create meaning. As we followed Santiago's journey, we examined how language, structure and stylistic choices are shaped by purpose, audience and context, and how visual, spoken and written elements work together to build ideas. Students have analysed and compared a range of imaginative, interpretive and persuasive texts, then created their own responses—experimenting with voice and style while reflecting on how their choices influence meaning.



The AI image below invites you to imagine Santiago's journey to the exotic places he visited, where he learned to listen to the wisdom of the many people he met.



#### English T & A Yr 12

This semester the Year 12's are studying the texts, *The Shoehorn Sonata* and *The Forgotten Highlander* which become powerful lenses for examining how stories remember war, sacrifice and survival. By placing a play and a memoir side by side, students explore how language, genre and context shape the way similar experiences are represented, and how the texts influence our emotional and intellectual response. Through close analysis and their own imaginative, interpretive and analytical writing, students will question genre conventions, consider how they can be challenged, and develop nuanced insights into how texts construct the past for contemporary audiences. The AI I pictures below give you an insight into the sad state of the forgotten POW's and of the heroism of soldiers who gave up so much of their lives to serve in the tropical jungles of Burma.



#### Psychology T & A Yr 11

Psychology asks some of the most fascinating questions we can pose: why do we think, feel and behave the way we do? This semester, students have explored how biological, social and psychological factors interact to shape individuals and groups, while also learning to pose critical questions and think like scientists. By engaging with research and developing strong inquiry skills, they are building the scientific literacy needed to critically evaluate evidence and gain a deeper, more informed understanding of human behaviour. The AI Image shows a group of Yr 11 students discussing the Theory of Mind posters in the Library.



### Psychology T & A Yr 12

In Psychology, this semester, students have stepped into the rapidly evolving field where new discoveries and treatments constantly reshaping what we know about the mind. They have engaged with current research and its ethical implications, learning to think critically, evaluate evidence and applying data to real-world questions about human thoughts, feelings and behaviour. Along the way, they have been sharpening their analytical skills, challenging assumptions, and learning to communicate clearly through logical, coherent arguments grounded in scientific understanding. What an amazing group of Psychologists-in-training we have!



### Psychology T & A Yr 11

Psychology asks some of the most fascinating questions we can pose: why do we think, feel and behave the way we do? This semester, students have explored how biological, social and psychological factors interact to shape individuals and groups, while also learning to pose critical questions and think like scientists. By engaging with research and developing strong inquiry skills, they are building the scientific literacy needed to critically evaluate evidence and gain a deeper, more informed understanding of human behaviour. The AI Image shows a group of Yr 11 students discussing the Theory of Mind posters in the Library.

**Ms Denise**

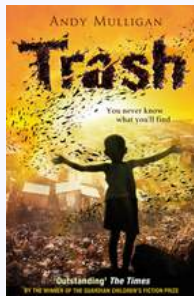
## SECONDARY ENGLISH NEWS!!

Throughout Term 1, Year 7 to 9 students engaged in a range of learning experiences designed to develop their reading, writing, speaking, and listening skills. A strong emphasis was placed on collaborative learning, with students participating in structured group discussions to share ideas, build on the contributions of others, and develop confidence in expressing their viewpoints.

### Year 7

Students completed a novel study of *Holes* by Louis Sachar, analysing key themes such as fate, friendship, and justice. They examined character development, narrative structure, and the use of interconnected storylines, and responded to the text through a range of analytical tasks.

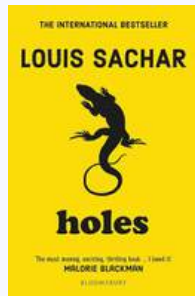
"I liked *Holes* because it is a powerful story about crime and redemption that is full of lore. Everything is connected, and not a single letter is left hanging. I strongly recommend that everybody must read this incredible that has a strong, intense, action-packed storyline." - Aariz (Year 7)



### Year 8

Students completed a novel study of *Trash* by Andy Mulligan, analysing key themes such as poverty, corruption, hope, and resilience. They examined characterisation, narrative perspective, and the structure of the text, including the use of multiple narrators to shape meaning.

"'Trash' is quite a good and interesting book. I liked the moral of the story showing that you should stay hopeful even when in bad circumstances; the boys were living in aslum and scavenging the dumpsite in Behala, yet they still look for ways to improve their lives



- if they never decided to investigate the wallet, they would not end up where they are. Even when chased by police they still stayed hopeful and didn't give up. Although, it would be nice to know how their day-to-day lives were on Samplø Island. Overall, it is a good book, and I would recommend it to others." - Fatimah (Year 8A)

### Year 9

Students completed a novel study of *The Outsiders* by S. E. Hinton, critically analysing key themes such as identity, belonging, social division, and the loss of innocence. They examined character development, narrative voice, and the representation of conflict, with a focus on how these elements shape meaning and influence audience response. Students engaged with the text through a range of analytical and creative tasks, demonstrating their ability to construct sustained interpretations supported by precise textual evidence, while evaluating the impact of language features and literary techniques. "The novel is quite entertaining, and it shows good usage of language features which helps add to the plot. The final plot twist at the end was very unexpected and loops the story right back to the very beginning. It has many sections with which young adults and teenagers can still relate to today." - Abdul Hannan (Year 9)

**Ms Stacey**



## WELLBEING COORDINATOR NEWSLETTER NEWS!!

As the newly appointed Wellbeing Coordinator, I feel truly honoured to serve a community that values compassion, connection, and the holistic development of every individual. My role is centred on supporting the wellbeing of both students and staff—ensuring that everyone feels valued, supported, and encouraged to grow not only academically, but socially and emotionally as well. A simple smile, a kind word, or a thoughtful gesture can make a meaningful difference, and this is at the heart of wellbeing.



This term was especially blessed as it coincided with the sacred month of Ramadan—a time of reflection, generosity, and unity. I am incredibly proud to share that our parents, staff, and students came together with remarkable generosity to donate towards a noble cause supporting orphans around the world. This act of kindness truly reflects the values we strive to nurture in our school community. Throughout Ramadan, a number of meaningful activities were organised. The Girls Iftar provided a beautiful opportunity for connection and sisterhood. Ramadan and Eid gifts were distributed to students and staff, spreading joy and appreciation. Our staff also came together to celebrate with an Eid Kringle, while students expressed their creativity through classroom Ramadan decorations.



We are delighted to announce the winners of the Ramadan Classroom Decoration Competition:

- Kindy
- Year 1
- Year 6A
- Year 11

Congratulations to all the winning classes for their creativity, effort, and enthusiasm, and well done to all students who participated.

The term concluded with a lively and fun-filled Eid celebration, where students enjoyed a variety of engaging activities and created lasting memories.

We also hosted an important online safety presentation for students, staff, and parents, focusing on building awareness and promoting safe and responsible use of technology.



Looking ahead, next term will bring exciting opportunities for students to further engage in school life, including inter-house sports competitions and the introduction of student clubs, such as gardening, to encourage teamwork, creativity, and wellbeing.

As we continue to promote kindness and positivity, it is important to remember the beautiful teaching of our beloved Prophet Muhammad (ﷺ):

“Your smile for your brother is charity.”

— (Jami` at-Tirmidhi)

This Hadith reminds us that even the smallest acts of kindness—like a smile—can have a powerful impact. Let us continue to support one another, spread positivity, and build a caring and inclusive school environment.

Wishing all our families continued peace, happiness, and wellbeing.

**Ms Tahseem**



Mathematics Newsletter – Years 9, 11 & 12

This term has been a positive and productive start to the year across our mathematics classes. It has been pleasing to see students demonstrating focus, resilience, and a willingness to engage with challenging concepts.

Year 9 Mathematics students have focused on building strong foundations in Term 1, covering Number Skills, Index Laws, and Algebra. These core topics have helped students strengthen their computational skills and algebraic thinking. In addition, students participated in NAPLAN revision, where they approached practice tasks with great effort and enthusiasm. It was very encouraging to see how well students applied themselves during this period.

Looking ahead to Term 2, students will explore Trigonometry, Pythagoras' Theorem, Linear Equations, and Linear and Non-Linear Graphs, allowing them to apply their knowledge to geometric reasoning and real-world problem-solving.

abc

In Year 11 Methods and Specialist Methods, students have successfully worked through Chapters 1 to 6 in Term 1, developing their understanding of key algebraic and functional concepts. This has provided a strong base for more advanced topics. In Term 2, students will be learning Circular Functions, Trigonometry, Probability, and Counting Methods, further strengthening their analytical thinking and problem-solving skills.

Our Year 12 Methods and Specialist Methods students have been working diligently this term, focusing on Differentiation and its Applications. Students have developed strong skills in analysing rates of change and solving real-world problems.



In Term 2, students will progress to Integration and Discrete Random Variables, building on their calculus knowledge and extending their understanding of probability. Across all year levels, students are encouraged to make consistent use of OneNote, MathsOnline, and ClickView to reinforce their understanding, revise key concepts, and stay up to date with their learning.

I would like to commend all students for their effort this term—particularly their commitment during NAPLAN preparation—and encourage them to remain focused and consistent in their studies. With continued dedication and practice, students are well positioned to achieve their best.

Wishing all our students and families a successful and rewarding Term 2.

**Ms Tahseem**

$$a^2 + b^2 = c^2$$

$a$

$b$

$$c = \sqrt{a^2 + b^2} \approx 21.21$$

$$a^2 + b^2 = c^2 \approx 225.00 + 225.00 = 450.00$$

## QURAN & ISLAMIC STUDIES NEWS!!

السلام عليكم ورحمة الله وبركاته

Dear parents and guardians,

This term, our students have explored the beauty and importance of the Quran with great enthusiasm and dedication. They have made excellent progress in their recitation and understanding.

Students focused on applying Tajweed rules and improving their Makharij (articulation of letters) helping them read the Quran more accurately and confidently.

They also learnt the meanings of selected Surahs, allowing them to reflect on the messages of the Quran and apply its teachings in their daily lives.

May Allah continue to guide them and make the Quran a light in their hearts.

This term, our Year 5 students explored a range of important and engaging topics in Islamic Studies. These included Why We Should Worship Allah, The Revelation of the Quran, The Characteristics of the Messengers, The Pledges of Aqabah, as well as the significant events of The Battle of Badr and The Battle of Uhud.

Students thoroughly enjoyed learning about these topics and actively participated in class discussions, activities, and reflections. They showed great interest in understanding the lessons behind these events and how they relate to their own lives today.

**Ms Manal**



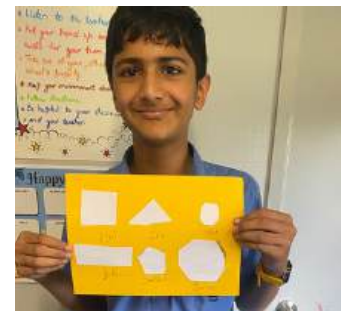
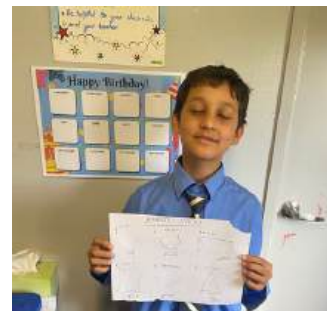
## ARABIC NEWS!!

Salam, Dear Parents ,

We are pleased to share an update on what our students in Years 4-10 Arabic have been learning this term. It has been a productive and engaging start to the term, with a strong focus on developing reading and writing skills in Arabic, particularly on correct letter formation and joining letters. These foundational skills are essential for helping students read fluently and express their ideas confidently in written Arabic.

Throughout the term, students have been practicing how Arabic letters connect within words. As Arabic is a cursive language, understanding how letters change shape depending on their position in a word (beginning, middle, or end) is an important part of mastering the language. Students in Years 4-6 have been focusing on strengthening their recognition of letters and practicing how to correctly join letters to form simple and meaningful words. They have been working through guided writing activities, tracing exercises, and short reading tasks to help build their confidence and accuracy.

Students in Years 7-10 have been extending these skills further by applying their understanding of joined letters in longer words and sentences. They have been practicing reading short passages, copying texts, and writing their own sentences, paying attention to correct spelling and letter connections.



These activities help students not only improve their handwriting but also strengthen their comprehension and vocabulary.

Reading has also been an important focus across all year levels. Students have been engaging with a variety of age-appropriate Arabic texts, including short stories, dialogues, and cultural passages. These reading activities encourage students to recognise familiar words, improve pronunciation, and develop a deeper understanding of the Arabic language. Teachers have been supporting students through guided reading sessions, helping them sound out words and identify how letters join together in different contexts.

In addition to classroom learning, students have also been preparing for two special performances that will be presented during our upcoming school assembly. These performances celebrate culture, creativity, and the significance of the blessed month of Ramadan.

The first performance is "Ramadan Around the World." In this presentation, students will showcase how Ramadan is celebrated in different countries and cultures. Through narration, dialogue, and visual elements, students will share interesting traditions and practices observed by Muslims around the world. This performance helps students develop confidence in speaking Arabic while also learning about the diversity of the global Muslim community.

The second performance is "Noor El Hilal." This presentation highlights the beauty and meaning of Ramadan through a creative performance that celebrates the arrival of the Ramadan moon. Students have been enthusiastically rehearsing their lines and practicing their presentation skills.



The performance aims to capture the spirit of Ramadan and remind us of the values of reflection, kindness, generosity, and community.

We are very proud of the effort and enthusiasm our students have shown in both their Arabic language learning and their preparation for the assembly performances. Their dedication to improving their reading and writing skills is wonderful to see, and we look forward to continuing to build their confidence and fluency in Arabic throughout the term.

Thank you for your continued support in encouraging your children to practice their Arabic reading and writing at home. Even small activities such as reading short Arabic words or practicing letter joining can make a big difference in strengthening their skills.

We look forward to sharing more of our students' achievements as the term continues.

Warm regards,

**Ms Sanaa**

## QURAN & ARABIC NEWS!!

Kindergarten to year 2:

Kindergarten students started their Quran journey with Surah Al-Fatihah. The students are doing a great job Alhamdulillah.

Year 1 students memorized Surah AL-Kafiron. The students are doing a great job in their pronunciation learning.

Year 2 students memorized Surah Al-Humaza. The students are doing an amazing work in their Tajweed.

Year 3 students memorized Surah Al-Duhaa. The students are doing a great job in their pronunciation learning.

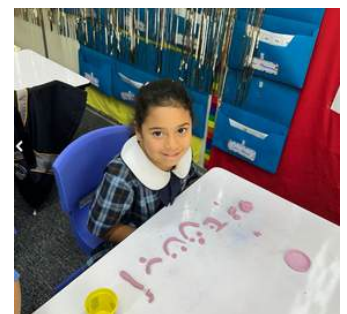
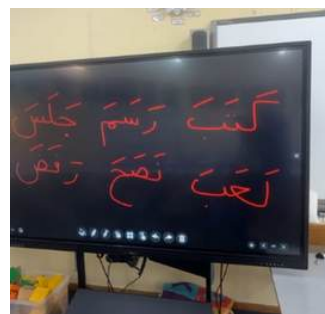
Year 4 students memorized surah Al-Shams. The students are doing a great job Alhamdulillah.

Kindergarten students started their Arabic letters learning. We did the letters Alif to Jeem with word each. The students are doing an amazing job .

Year 1 students are learning to read words with fatha and kasra their Arabic letters learning. We are not reading words and joining the Arabic letters.

Keep up the great work. May Allah reward them abundantly.

### Ms Mai



## ARABIC & ISLAMIC STUDIES NEWS!!

Below are the learning outcomes for Kindy to Year 4 and what students have learnt this term. Kindy learned about the Creator and His creations. Students engaged in many activities related to Allah's creation and offered time to reflect on it.

Year 1 students learned about Allah's creations, Islam, our faith, the Quran and Allah's love for us. Students are actively engaged in in discussing and reflecting on these issues.

Year 2 students recognised Allah; our Creator, and realised the blessings from Allah . How does Allah create? What does Allah do? They will learn about Hadith and sunnah and the Shahadah

Year 3 students learned about Allah's creation and blessings. They learned about Iman , the Quran and the messengers of Allah

Year 4 Students recognised and understood how Allah rewards, how Allah disciplines people. Student knew the books of Allah, names of Allah. Students understood the Makkah and Madina periods.

For Year 2 to Year 4 Arabic classes; we continued our last year Arabic program that focus on Arabic reading and writing abilities as well as conversation. For all classes we use Arabic Textbook , homework book and some videos. Toward the end of the term we introduced Arabic gateway 1 as an extra resource. All resources contain translation of some Arabic terms.

In our classes we have different levels, which requires more attention and inputs from both students and the teacher. To cater for all levels, the school provided an assistant for helping students and we provided students with additional or different materials to work on

During Term one of this year, we spent time on enhancing reading and writing skills. Many students used the videos and textbook to write in their notebooks and that resulted in a significant improvement in writing.



Overall, for these classes the students have progressed well with the alphabets, writing, learning new vocabulary and basic grammar.

**Ms Nawal**



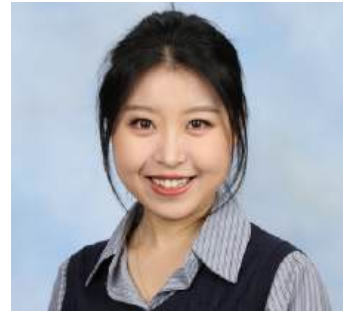
## ARTS NEWS!!

### Exploring Architecture Around the World

This term in High School Visual Arts, students have been exploring the fascinating world of architecture across cultures and time periods. Architecture is not only about buildings; it reflects history, culture, religion, and the values of the people who create it.

Students investigated a range of architectural styles from different regions and traditions. These included traditional Chinese architecture, Middle Eastern and Islamic architecture, European historical styles, and modern architecture. Through this exploration, students examined the distinctive characteristics of each style, such as structural forms, decorative elements, materials, and cultural symbolism. They also learned about the historical contexts in which these architectural traditions developed and how ideas and design influences travelled between cultures.

A key focus of the unit was understanding the connections between architecture, culture, and identity. Students discussed how religion, climate, geography, and technology shape the design of buildings in different parts of the world.



To apply their learning creatively, students designed and drew their own buildings inspired by one of the architectural traditions studied in class. They considered key design features such as structure, ornamentation, and cultural symbolism while developing their concepts. The final artworks demonstrated thoughtful research, creativity, and strong design skills.

It has been wonderful to see students engage with global artistic traditions while developing their own creative ideas. Their architectural designs show an impressive understanding of how art, culture, and history intersect in the built environment.

**Ms Jiayi**



## SPORTS NEWS!!

PDHPE NEWSLETTER – TERM 1, 2026

Term 1 has seen students across all year levels actively engaged in Physical Education lessons, building fitness, resilience, and a strong sense of community as students did their best through Ramadan and Eid.

Despite the warmer conditions, students from Kindergarten to Year 10 have demonstrated excellent effort and determination while training on a variety of age-appropriate courses around the school grounds. These sessions have been filled with energy, encouragement, and a growing sense of excitement as students prepare to compete for house points, personal achievement, and overall wellbeing.

With Cross Country preparation pending, students have participated in a diverse range of physical activities designed to develop skills, teamwork, and confidence. These have included Shot Put, Long Jump, Discus, Volleyball, Newcombe Ball, Volleyball, Basketball, Cricket, Ultimate Frisbee, and Fundamental Movement Skills, alongside targeted hand-eye coordination activities.

**Mr Cairns**



## SCIENCE CHEMISTRY & BIOLOGY NEWS!!

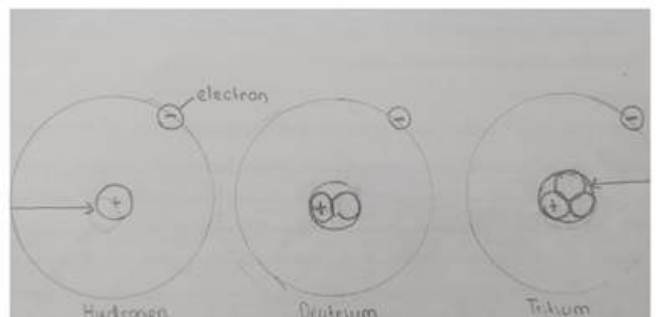
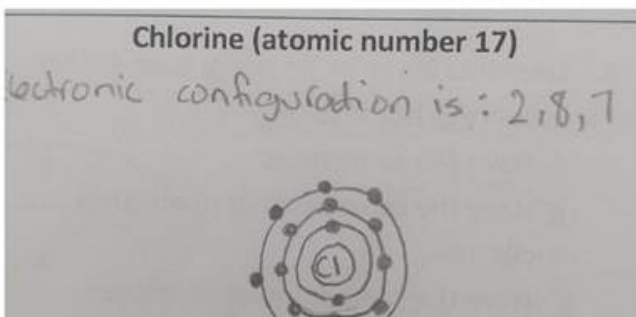
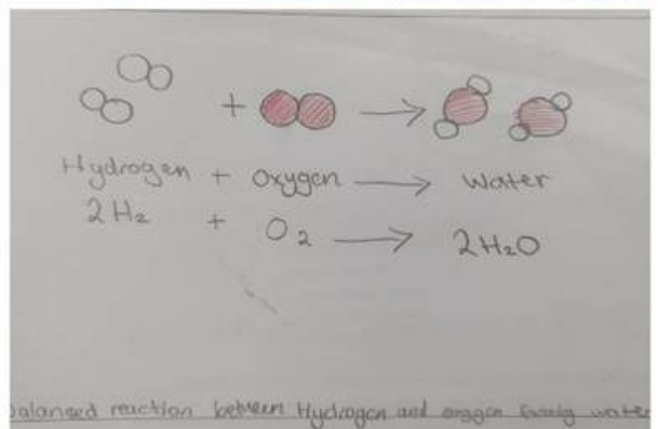
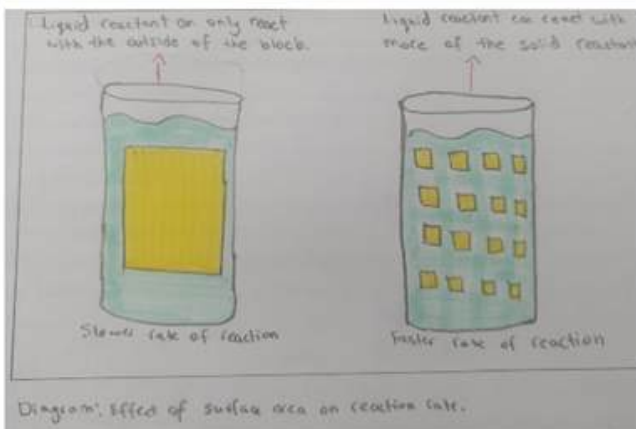
Year 10 science: Exploring the world of chemical sciences

This term, our Year 10 science students have been diving into the fascinating world of chemical sciences, building a strong foundation in how matter behaves and interacts.

We began by exploring atoms and elements, where students developed their understanding of atomic structure and how elements are organised in the periodic table. This included identifying patterns, understanding electron arrangements, and recognising how these patterns influence the properties of different elements.

Students then progressed into chemical reactions, learning how to write and balance chemical equations, and investigate how energy is involved in reactions. Through engaging lessons and discussions, they explored different types of reactions, including exothermic and endothermic processes, as well as factors that affect the rate of reactions.

We are incredibly proud of the curiosity, engagement, and scientific thinking demonstrated by our students so far. We look forward to continuing this journey as we deepen our understanding of chemistry and its role in the world around us.

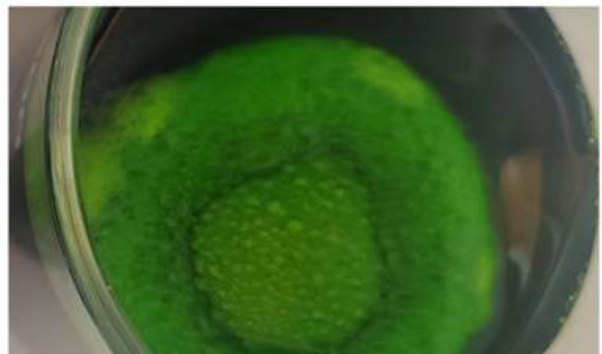
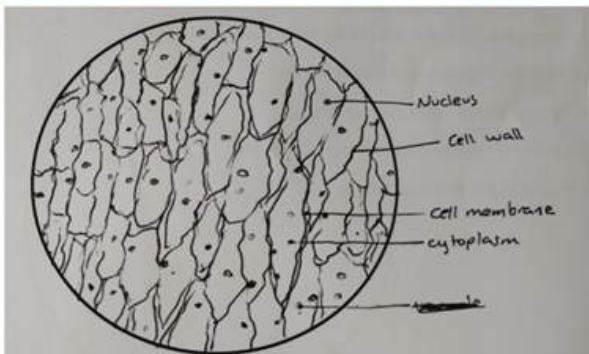
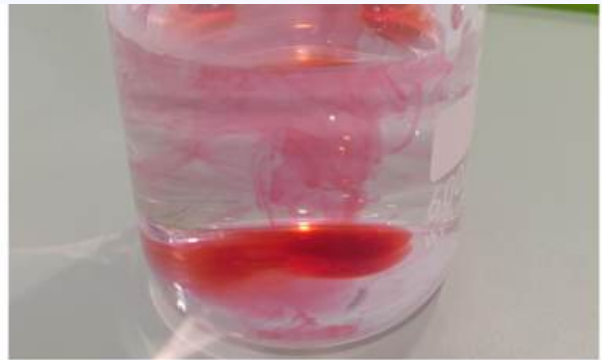


### Year 11 biology: Exploring life from cells to systems

This term, our Year 11 biology students have been diving deep into the fundamental building blocks of life and the processes that keep organisms functioning. From investigating cell structure and function to exploring the dynamic processes of diffusion and osmosis, students have developed a strong foundation in understanding how substances move in and out of cells and why this is essential for survival.

Through engaging practical investigations, such as modelling osmosis using everyday materials and exploring diffusion in real-world contexts, students have strengthened their scientific inquiry skills, including designing experiments, collecting data, and drawing evidence-based conclusions. These hands-on experiences have brought theory to life and fostered critical thinking in the laboratory.

As we progressed, students began connecting cellular processes to larger biological systems, building an appreciation of how structure and function are interrelated across levels of organisation. Their ability to analyse, interpret, and communicate scientific ideas continues to grow, setting a strong platform for more complex biological concepts ahead.



### Year 11 chemistry: Exploring the foundations of matter

This term, our Year 11 chemistry students have been diving deep into the building blocks of the universe, developing both their conceptual understanding and practical scientific skills.

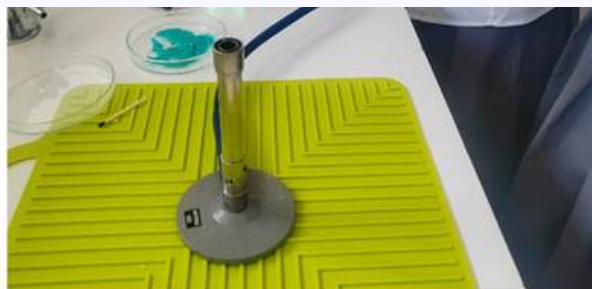
We began our journey with an introduction to chemistry as a science of inquiry, exploring how scientists investigate the natural world through careful observation, experimentation, and evidence-based reasoning. Students designed and evaluated their own scientific investigations, building strong foundations in data collection, reliability, and validity.

From there, we explored the atom and its structure, uncovering how protons, neutrons, and electrons shape the identity and behaviour of elements. Students investigated electron configurations and used the periodic table as a powerful tool to predict trends and chemical properties.

A major highlight has been our study of isotopes and relative atomic mass, where students applied their understanding to interpret data and solve real-world problems, linking microscopic structure to measurable quantities.

In our unit on classifying and separating substances, students engaged in hands-on practical work, separating mixtures such as salt, sand, and iron filings using techniques like filtration, evaporation, and magnetism. These experiments strengthened their laboratory skills and reinforced the importance of choosing appropriate separation techniques based on physical properties.

Throughout the term, students have demonstrated excellent curiosity, critical thinking, and collaboration, key skills for any aspiring scientist.



### Year 12 biology: Exploring the blueprint of life

Our Year 12 biology students have been diving deep into the fundamental processes that underpin life itself, exploring how genetic information is stored, replicated, and expressed within cells.

Throughout this unit, students have developed a sophisticated understanding of DNA structure and replication, uncovering how genetic material is accurately copied through semi-conservative replication. They have examined the intricate processes of transcription and translation, building detailed knowledge of how DNA directs the synthesis of proteins that ultimately determine an organism's traits.

Practical investigations and inquiry-based tasks have strengthened their ability to plan experiments, evaluate evidence, and communicate scientific explanations using appropriate terminology. It has been fantastic to see students demonstrating increasing confidence in tackling complex biological concepts, preparing them well for upcoming assessments and future studies in science.

**Ms Pavel**



### Year 12 chemistry: Exploring equilibrium & industry in action

Our Year 12 chemistry students have been diving deep into the dynamic world of chemical equilibrium, uncovering how reactions are not just one-way processes but finely balanced systems. Through engaging lessons and problem-solving activities, students have developed a strong understanding of how factors such as temperature, pressure, and concentration influence equilibrium, applying Le Chatelier's principle to predict and explain real chemical changes.

Building on this foundation, students explored acid-base equilibrium systems, including the role of buffers and indicators in maintaining pH stability. These concepts were brought to life through practical investigations and real-world applications, such as understanding blood chemistry and environmental systems.

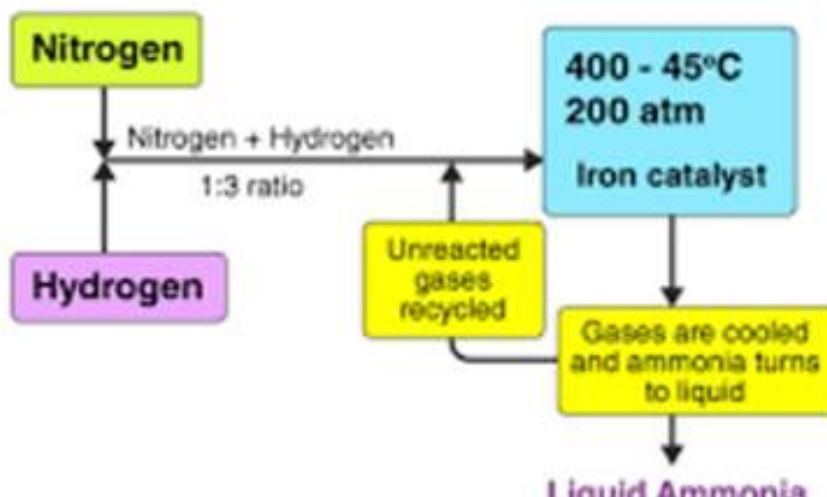
In our chemical industry context, students examined how equilibrium principles are applied on a large scale, particularly in processes like the Contact Process and Haber Process. They analysed how chemists optimise conditions to maximise yield, efficiency, and sustainability, connecting classroom theory to industrial practice.

Throughout the unit, students have demonstrated strong inquiry skills by analysing data, interpreting graphs, and solving complex equilibrium problems. Their ability to link theoretical chemistry to real-world applications continues to grow, preparing them well for upcoming assessments and future scientific pursuits.

We look forward to seeing their continued progress as they tackle more advanced challenges in chemistry!



BYJU'S  
The Learning App



## SENIOR SECONDARY SCIENCE NEWS!!

Assalaamu 'alaykum dear parents and friends of the Islamic School of Canberra. I hope this message finds you all well.

I am so happy to say that we now have a Year 12 cohort studying hard to finish their final year of schooling at the Islamic School of Canberra. Can you believe it?! Thank you to everyone who made this possible, from our wonderful college students and their dedicated parents, to our excellent college teaching team.

This year Dr Eid was able to add four new courses to our college program – Essential Mathematics, Essential English, Visual Arts A, and Visual Arts T. We now offer eighteen academic courses and two registered courses; not bad for a small college! We are also looking into vocational options with our accredited students through the Canberra Institute of Technology; more on this later.

Many of our students now have jobs, are driving cars, and are making plans for university and beyond. I cannot tell you how much joy I get from these wonderful young men and women. I often hear adults lament the youth of today and wonder what will become of the world. Not me; I know that our future is in good hands, and I am more than happy to pass the baton on to the next generation in the knowledge that they will run with it and achieve great things.

**Br Duncan**

