

**TERM 1-2025
NEWSLETTER**

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



Islamic School of Canberra

In Knowledge Lies Strength



DR MAHMOUD EID
ISC PRINCIPAL

SCHOOL VALUES

- **Respect**
- **Honesty and Trustworthiness**
- **Responsibility**
- **Acceptance**

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PRINCIPAL'S MESSAGE

Welcome to 2025 Term 1 newsletter. This term was busy with many events and activities as usual. Below is a highlight of the most important activities or achievements that took place during this term:

- The biggest achievement of all is having year 11 this year. Inshallah, next year we will start Year 12.
- We upgraded the school's software and started running SEQTA software instead of School Pro. We will implement ZUNIA in Term 2 insha Allah.
- Ramadan was over and the school celebrated Eid by organising a free sausage BBQ for all students and staff.
- We organised Ramadan Iftar for our staff in Ramadan which was a successful event, alhamdulillah.
- NAPLAN tests were conducted in March to students in years 3, 5, 7 & 9. Inshallah we are expecting the results to be released in May / June and we will keep you updated on this.
- Acer Diagnosing tests were given to all students in school and PM Benchmarking assessments were given to all primary students. Results from both assessments will be matched with NAPLAN results and this will be of help in analysing the students learning outcomes.
- At the beginning of the term, we had our first census in February. It is very important that all students should be in school on the census day so that we can claim for funding for them.
- All our teachers participated in the moderation day in preparation for years 11 and 12. This is a practice that all schools are required to participate in.
- We were honoured with Senator Fatima Payman's two visit to our school in term one. Our students were excited to have the Senator among us and discuss different topics with her.
- Parent teacher interviews were conducted face to face for the first time since Covid 19 days. It was a very successful event and the parents had the chance to meet with the teachers of their children to discuss their progress and achievements.
- In this terms, two projects are completed alhamdulillah: renovating Block E (first floor) which will be used by years 11 and 12; and upgrading school security.

Finally, we issued the invoices for the whole year fees. Our expectation from our amazing parents is to pay the fees on time as the majority are always doing that. If anyone is behind in this regard, we hope that, inshallah, they will catch up with the rest and take immediate action in paying any outstanding balance. Inshallah, I will write to you again in Term 2, 2025. Assalamu Aalikum.

TERM 2 REMINDERS



APRIL EVENTS

- 28/4/2025 Teachers return
- 29/4/2025 All students return

MAY EVENTS

- 7/5/2025 Cross country

JUNE EVENTS

- 4/6/2025 Whole school photo
- 6/6/2025 Eid Al-Adha TBC
- 30/6/2025 Reports ready

JULY EVENTS

- 3/7/2025 NAIDOC Day
- 3/7/2025 Last day for students
- 4/7/2025 Last day for teachers
- 14/7/2025 Admin return
- 21/7/2025 Teachers return Term 3
- 22/7/2025 Students return Term 3

SENATOR FATIMA PAYMAN'S VISIT



Senator Fatima's visit on 7 February 2025



Sn Fatima Payman visited the school on 7th Feb and gave a speech to the whole school on what it means to be a Muslim and how to succeed in their future careers. the students were very excited with her attendance and ended up taking her autograph.



STAFF LUNCH



Staff lunch 29th January 2025



Staff lunch while they attend professional development. This amazing dish was dug under the ground to come out smokey and delicious to make the staff happy.



EID CELEBRATION

Eid combined with Harmony day, both celebrated on 3/4. The school made sausage sizzle and juice to the whole school. Everyone enjoyed the day. Thank you to Dr Eid and ISC staff for making it an amazing day for everyone!







QURAN COMPETITION



School Quran competition on 25/3/2025



The school organised
Quran competition this
year on 25/3/2025. All
the students did very well
Masha Allah.
Congratulation to the
winners!!





STAFF IFTAR AND SECONDARY GIRLS' IFTAR



Secondary girls' iftar on 24/3/2025. Yummy Iraqi Dolma...



The school organised Staff iftar on 25/3/2025. Also, Secondary girls' iftar was organised on 24/3/2025. Everyone had lots of fun Alhamdulillah !!



MESSAGE FROM THE PRIMARY CURRICULUM COORDINATOR

- SR SOMIA

As we come to the end of a busy and rewarding term, I would like to take a moment to reflect on the fantastic learning that has taken place across our primary classrooms. It has been a pleasure to walk through the learning spaces and witness students deeply engaged in their lessons, asking thoughtful questions, and showing curiosity and enthusiasm in all areas of the curriculum.

This term, our focus has been on building strong foundations in literacy and numeracy, while also encouraging students to explore, inquire, and think critically. Teachers have worked collaboratively to ensure that every child is supported, challenged, and inspired to do their best. From Narrative writing and hands-on maths investigations to science experiments and creative arts, students have demonstrated growth, resilience, and a love of learning.

To better understand student progress and inform our teaching, we conducted both the NAPLAN and PAT assessments this term. These assessments provide valuable data that help us identify areas of strength and opportunities for improvement across cohorts. Our team will be using this data to refine planning, provide targeted support, and ensure that every child is given the opportunity to achieve success.

We have also placed a strong emphasis on integrating values education into our everyday routines. Through classroom discussions, team-building activities, and opportunities to reflect on character, students have been learning about respect, empathy, and responsibility. These are lifelong skills that we believe are just as important as academic success.

A special thank you goes to our dedicated teaching staff for their consistent efforts in planning meaningful lessons, assessing student progress, and maintaining clear communication with families. Your passion and commitment make a difference every day.

To our families, thank you for your continued support and involvement in your child's learning journey. Whether it's helping with homework, attending school events, or encouraging positive attitudes at home, your partnership is deeply appreciated.

As we look ahead to Term 2, we are excited to build on this momentum. Our team will continue to focus on purposeful teaching, data-informed planning, and creating engaging learning experiences for all students.

Wishing you all a safe and restful break.
Warm regards,
Somia Malik.
Primary Curriculum Coordinator

Wellbeing Summary – Term 1

Dear Parents and Guardians,

As we conclude Term 1, we take pride in the emphasis we placed on student wellbeing, fostering a supportive and positive classroom environment. This term, students actively engaged in various activities and discussions aimed at building resilience, emotional intelligence, and social awareness.

Our Student Leadership team, announced this term, consists of School Captains and SRC:

SCHOOL CAPTAINS: MAHNOOR IRFAN AND SAAD MALIK	
VICE SCHOOL CAPTAINS: SIDRATUL MUNTAHA KHAN AND ESSA ABDUL KHALIK	
MECCA CAPTAINS CAPTAIN – ISHAQ RAHMAN VICE – AAMNA AJMAL	AL-AQSA CAPTAINS CAPTAIN – HASEEB CHAUDHRI VICE – WAAIZE AHMAD
MEDINA CAPTAINS CAPTAIN – MAIMUNA ABDUL JABBAR VICE – MARYAM AHMAD	HIRAA CAPTAINS CAPTAIN – YOUNNA AL SWEITY VICE – KAWSAR SIDDIQI
SRC REPRESENTATIVES (YEAR 3 TO YEAR 10)	
YEAR 3A – MAHDI GONI YEAR 3B – ROHAAN NAVEED YEAR 4A – IYAAZ JABED YEAR 4B – ANANYA NIMAT KAZI YEAR 5A – IMAAN AHMED YEAR 5B – ARSHAAN VIAAN KHAN YEAR 6 – BILAL TEXEIRA	YEAR 7A – AYAT HASSAN YEAR 7B – YEAR 8 – SARAH MALIK YEAR 9A – SALMA QUZAG YEAR 9B – SAJID JABAL YEAR 10 – HARAM USMAN

With the assistance of the Counselling Department we will be offering the following clubs to the students this year:

Clubs list: 1. Film & Photography: Secondary Only 2. School Newspaper: Secondary Only 3. Public Speaking: Secondary / Primary 4. Debate & Modelling UN: Secondary / Primary 5. Robotics: Secondary Only 6. Art: Secondary / Primary Crochet: Secondary / Primary	Club Captains: 1. Film & Photography: a. Hassan Ur Rehman (7B) Captain b. Kariman Ibrahim (7A) Vice-Captain 2. School Newspaper: a. Fatima Zahid (7A) Captain b. Ayman Hijazi (10) Vice-Captain 3. Public Speaking: Sarah Malik (8) Captain 4. Debate & Modelling UN: Zunairah Aqeel (9A) Captain 5. Robotics: a. Ahmad Abdul Khalik (7B) Captain b. Moaaz Zahid (8) Vice-Captain 6. Art: Ayman Hijazi 10 Captain 7.Crochet: Mahnoor Irfan 10 Captain
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Sports Clubs: beginning in Term 2

Girls:

1. Touch Footy: Termly / Secondary Only
2. Volleyball: Term 2 Primary / Term 3 Secondary
3. Table Tennis: Term 2 Primary / Term 3 Secondary

Boys:

1. Soccer: Term 2 Secondary / Term 3 Primary / term 4 Secondary
2. Table Tennis: Term 2 Primary / Term 3 Secondary / term 4 Primary
3. Basketball: Term 2 Primary / Term 3 Secondary / Term 4 Primary
4. Cricket: Term 4 / Secondary Only

Sports Referees (This will change termly):

Girls: Sarah Malik (8) / Manha Malik (9A)

Boys: Yahya Zuaier (10) / Aftab Ur Rehman (9B)

Through collaborative projects and team-building exercises, students enhanced their communication and problem-solving skills. Activities such as group challenges and cooperative games reinforced the values of trust, respect, and active listening.

As we move into Term 2, we will continue to prioritise student wellbeing, ensuring that our school remains a place where every student feels safe, supported, and motivated to thrive.

Thank you for your continued support in fostering a positive learning environment for our students.

Kind Regards,

MRS NEHA
WELLBEING COORDINATOR

SECONDARY CURRICULUM

COORDINATOR MESSAGE- MS TAHSEEM

End of Term Newsletter – Curriculum Update

Dear Parents and Guardians,

As we close out Term 1, I'd like to take this opportunity to reflect on what has been a purposeful and rewarding few months across our secondary school. We've introduced some key changes, reinforced important academic habits, and celebrated the strength of our school community.

Supporting Focused Learning Environments

One of the most noticeable changes this term has been the introduction of lockers for all secondary students. This initiative was driven by our commitment to maintaining clean, distraction-free classrooms that promote focus and learning. With personal belongings stored safely in lockers, students now arrive at lessons with only the materials they need. It's a small shift, but it makes a big difference—encouraging organisation, responsibility, and a stronger learning mindset.

We've also reminded students about the importance of keeping their desks clear during lessons. A tidy workspace reduces visual clutter and helps students concentrate fully on the concepts being taught. Whether it's a math problem, a science investigation, or a writing task—full attention is key to meaningful understanding.

Building Strong, Sustainable Study Habits

Academic success doesn't happen overnight. It's the result of consistent effort, regular review, and forming good habits early. This term, we've placed a renewed focus on study routines and the value of daily revision.

We're encouraging students to follow a structured approach at home by dedicating the following time each night to homework and review:

- Years 7–8: 20 minutes per subject
- Years 9–10: 25 minutes per subject
- Year 11: 30 minutes per subject

This time should be used not just to complete assignments, but to revisit class notes, practise key skills, and prepare for upcoming assessments. Reinforcing learning every night helps students retain information and reduces the stress that comes with cramming before a test. It also builds confidence and academic independence over time. We encourage families to support these routines at home by helping students plan their evenings and stay consistent.

Math Online – Enhancing Learning Beyond the Classroom

To further support revision, we've introduced Math Online for all secondary students. This platform provides structured, interactive exercises that align with the curriculum and allow students to practise at their own pace. It's an excellent tool for reinforcing skills learned in class and identifying areas that may need more attention. We recommend students use it regularly as part of their nightly study routine, especially when preparing for assessments.

NAPLAN and PAT Testing – Tracking Growth

This term, students in Years 7 and 9 completed their NAPLAN assessments, and all year levels participated in PAT (Progressive Achievement Tests) for Reading and Mathematics. These assessments give us valuable insight into each student's learning progress and help us tailor teaching to meet individual and group needs.

We're proud of how our students approached these assessments—with calm focus and a willingness to do their best. Results will be shared with families in due course, and used internally to guide teaching strategies for next term.

A Beautiful Evening – Girls' Iftar

One of the highlights of the term was our Girls' Iftar celebration. The event was a true reflection of our school's sense of community and shared values. We were overwhelmed by the generosity of our families who donated food and time, and we thank the many staff members who stayed behind to support and serve. It was a joyful evening of reflection, connection, and unity—and we are grateful to all who made it possible. As we head into the break, I want to thank our students for their hard work, our staff for their ongoing dedication, and our families for their partnership in every step of the learning journey. We look forward to an even more productive and enriching Term 2.

Wishing you a safe, restful, and well-earned holiday.

Warm regards,

Tahseem Banu

Curriculum Coordinator

SECONDARY BEHAVIOUR COORDINATOR MESSAGE - SR FARAH GONDAL

Secondary Behaviour Coordinator's message

As a Secondary Behaviour Coordinator, I am privileged to work closely with students, teachers, and parents to create a positive and productive learning environment. Behaviour management is a cornerstone of any successful school, and it requires a proactive, consistent, and empathetic approach. In this article, I'd like to share some key strategies and insights that can help foster better behaviour and a more inclusive school culture.

At the heart of effective behaviour management is the relationship between staff and students. When students feel valued, understood, and respected, they are more likely to engage positively in school life. Take the time to get to know your students—understand their interests, challenges, and aspirations. A simple greeting in the corridor or a check-in during break time can go a long way in building trust.

Consistency is key. Students thrive in environments where expectations are clear and consistently reinforced. Ensure that your school's behaviour policy is well-communicated, fair, and understood by all. This includes outlining what positive behaviour looks like, as well as the consequences of not meeting expectations. When students know the boundaries, they are more likely to adhere to them.

While it's important to address negative behaviour, we should never underestimate the power of positive reinforcement. Celebrate good behaviour, no matter how small. Whether it's a verbal acknowledgment, a merit, or a note home, recognising and rewarding positive actions encourages students to repeat them. This also helps to create a culture where good behaviour is the norm, not the exception.

Anticipating potential challenges and addressing them before they escalate is a hallmark of effective behaviour management. This might involve identifying triggers for certain students, providing additional support during transition times, or implementing targeted interventions for those who need it. By being proactive, we can prevent many behavioural issues from arising in the first place.

Behaviour management isn't just about controlling actions—it's about equipping students with the skills to manage their own behaviour. Teach students strategies for self-regulation, such as mindfulness techniques, conflict resolution, and emotional literacy. When students learn to understand and manage their emotions, they are better equipped to make positive choices.

Parents and carers are invaluable partners in behaviour management. Regular communication with families ensures that everyone is on the same page and working towards the same goals. Share successes as well as concerns, and involve parents in creating behaviour plans where necessary. A united approach between school and home can make a significant difference.

Managing behaviour can be challenging, and it's essential that staff feel supported. Provide regular training and professional development opportunities to equip teachers with the tools they need. Encourage a culture of collaboration, where staff can share strategies and seek advice from one another. Remember, a supported teacher is better equipped to support their students.

Behaviour management is not a one-size-fits-all approach. What works for one student may not work for another, and what works one term may need adjusting the next. Regularly review and reflect on your strategies, gather feedback from staff and students, and be willing to adapt. A flexible and responsive approach ensures that your behaviour management practices remain effective and relevant.

Behaviour management in secondary schools is a complex but rewarding endeavour. By fostering positive relationships, setting clear expectations, and equipping students with the skills they need to succeed, we can create an environment where every student has the opportunity to thrive. As a Behaviour Coordinator, I am continually inspired by the resilience and potential of our students, and I am committed to supporting them on their journey.

Let's work together to make our schools places where positive behaviour is celebrated, challenges are met with compassion, and every student feels valued and supported.

MS RANDA

School nurse

Assalamu Alaikum,

Dear Parents, Guardians, and School Community,

I hope this email finds you well. My name is Randa Farag, and I am excited to introduce myself as the new School Registered Nurse at the Islamic School of Canberra. I look forward to working closely with students, parents, and staff to ensure the health and well-being of our school community.

I hold a Bachelor of Nursing from Western Sydney University and a Master's in Advanced Nursing from the University of Technology Sydney. Over the past 10 years, I have worked as a clinical and general practice nurse in some of Sydney's largest hospitals, including Royal Prince Alfred and Westmead, as well as major super clinics such as Ochre Health.

My areas of expertise include chronic wound care, the National Immunisation Program, and the management of chronic conditions. I am committed to providing high-quality healthcare support to students and ensuring a safe and healthy school environment.

Please feel free to reach out if you have any questions or concerns regarding your child's health needs. I look forward to meeting and supporting you all.

جزاك الله خيراً

Kind regards,

Randa Farag

School Registered Nurse
AHPRA no. NMW0002464078



WE KINDLY REMIND YOU THAT IF YOUR CHILD IS FEELING UNWELL OR EXPERIENCING FLU-LIKE SYMPTOMS, THEY SHOULD NOT BE SENT TO SCHOOL. ADDITIONALLY, KEEPING UNWELL CHILDREN AT HOME ENSURES THEY GET THE ADEQUATE REST AND CARE NEEDED FOR A FULL RECOVERY. ATTENDING SCHOOL WHILE UNWELL CAN PROLONG THEIR ILLNESS AND DELAY THEIR HEALING PROCESS.

SR HALIMA AND SR NARDINE

School counselors

“Creativity involves breaking out established patterns to look at things differently.” — Edward de Bono.

Supporting mental health and improving wellbeing of students is not just about helping them overcome challenges; it's about empowering them to reach their full potential. School and parents must work together to create environments where students can thrive emotionally, socially, and academically. By highlighting the importance of early intervention and recognizing the importance of mental health in students, we invest in their future well-being and success.

The counselling structure in school helps to highlight various aspects of why mental health and emotional wellbeing matters for students and its direct impact on their education.

Mental health is an essential aspect of overall well-being, and its importance among students cannot be overstated. Students face academic pressure, social challenges, and personal development, prioritizing mental health is crucial to ensure their growth and success. When students' overall wellbeing is supported, they are better equipped to handle challenges, form positive relationships, and thrive in their academic and personal lives.

Mental health plays a direct role in a student's ability to focus, retain information, and perform well academically.

Students' relationships with their teachers and peers are significantly impacted by their wellbeing. Students who struggle with mental health concerns may find it challenging to form social connections and participate in healthy interactions. Students with early intervention get a right support and are better able to resolve disagreements, communicate clearly, and form lifelong friendships.

It is also observed that sometimes students avoid seeking the support they require due to social stigma. Encouraging open communication, providing resources, and cultivating an empathy culture can help to remove stigma and encourage students to put their wellbeing first.

Students frequently endure significant amounts of stress due to schoolwork, peer connections, and future expectations. Learning to manage with stress via healthy tactics, such as open communication, mindfulness, physical activity, and relaxation techniques, can dramatically boost students' mental resilience. Students who have the tools to manage educational stress and have good coping strategies can perform better and feel more in control of their life.

Counselor,
Halima Aziz



KINDERGARTEN

Assalamualaikum Dear Parents,

What a wonderful and eventful first term it has been! My little Koalas have been busy making new friends, settling into school routines, and understanding class and school rules. For many, this is their very first school experience—an exciting yet sometimes challenging journey. But with time, patience, and lots of kindness, we are all finding our rhythm. This term has been extra special as we have learnt about kindness, generosity, and friendship—especially during the blessed month of Ramadan

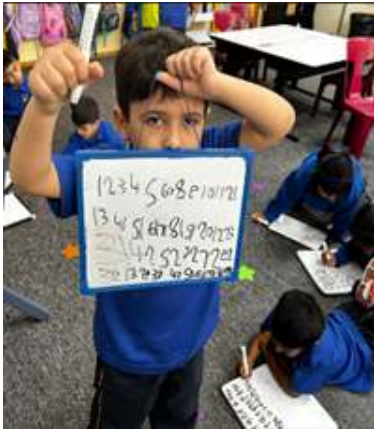
English

We have been recognising and writing uppercase and lowercase letters, and our little readers are gaining confidence with CVC words and sight words! It's amazing to see their reading and writing skills bloom!

MS SHAHREEN

Kindy Teacher

YEAR KINDY MESSAGE



Mathematics

Numbers have been so much fun! We have mastered writing numbers 1 to 30 and even explored subitising—recognising groups of objects without counting one by one. Isn't that amazing?

Science

We explored the fascinating world of living and non-living things. Did you know that plants make their own food using sunlight? What an incredible discovery!

HASS (Humanities and Social Sciences)

We belong to a family! This term, we explored our family trees and discovered how family members are connected. It was such an exciting journey—who would have thought that my grandfather's son is my cousin's uncle? What a fun way to learn about relationships!

Finally, I thank you all for your support and encouragement! Your help makes learning successful for the children, and I always appreciate you for that.

I look forward to another great term of fun, learning, and discovery, InshAllah!

Best regards,

Mrs Shahreen Rahman



YEAR 1A MESSAGE



We hope this newsletter finds you well! As we wrap up an exciting and productive Term 1, we are thrilled to share with you the learning focus and progress your children have made across all subject areas.

English

This term, our English program has been packed with engaging activities to build strong literacy foundations. Students have:

- Focused on mastering 300 magic words through daily practice.
- Developed reading skills through guided reading sessions each morning.
- Explored grammar concepts such as common nouns, proper nouns, verbs, and the use of question marks.
- Delved into narrative writing, focusing on story characters, events, and settings.

Used drama and shadow puppets to retell stories, helping students form a deeper understanding of narratives. Everyone loved it!

MATHS

We've explored a range of concepts through hands-on activities that the children have thoroughly enjoyed. This term, we focused on:

- Number recognition from 0 to 120.
- Concepts like more or less, reading a ten frame, and skip counting by 2s, 5s, and 10s.
- Equal grouping, part-part-whole, and addition and subtraction within 20.



Science

Science has been a highlight this term, with students exploring the world of living and non-living things. Key activities included:

- Identifying living things, non-living things, and their habitats.
- Conducting fun experiments, such as observing how water travels through a stem.
- Learning to predict, observe, and record findings during experiments.

The Arts

In Arts, we've celebrated creativity and cultural understanding. This term, students:

- Explored Dreamtime stories from Indigenous culture and discussed the morals behind them.
- Combined technology with art, learning how to draw animals like birds and frogs after reading Dreamtime stories.



Physical Education (PE)

In PE, we've focused on developing fundamental skills and positive play. Students have worked on:

- Body movement and balancing skills.
- Playing fairly and positively with their peers.
- Building teamwork and sportsmanship.

Independence and Wellbeing

This term, we've also placed a strong emphasis on fostering independence, self-resilience, and social-emotional wellbeing. Students have been encouraged to:

- Focus on themselves as important individuals.
- Lend a helping hand to others in need.
- Build resilience, such as toughening up after minor trips or falls.
- Speak up for themselves and take responsibility for their needs (e.g., drinking water, going to the toilet, and managing their lunchboxes).



LOOKING AHEAD

We are incredibly proud of the progress Year 1 students have made this term. Their enthusiasm for learning and their willingness to try new things have been inspiring. As we move into Term 2, we look forward to building on these skills and exploring new and exciting topics together. Thank you for your continued support in your child's learning journey.



Warm regards,

Ms Lucy & Miss Mariam
Year 1A Team

YEAR 1B MESSAGE

Welcome to the 2025 Academic Year! It has been a joy getting to know you and your children. Over the past few days, we've focused on building relationships and establishing classroom rules and expectations, which has allowed us to create a structured and engaging learning environment.



It's been wonderful to see the children grow and have fun along the way. As we near the end of the term, we would like to take a moment to celebrate all the incredible achievements of our students.

In **English**, students have been embarking on exciting narrative writing journeys, exploring characters, settings, problems, and solutions through a variety of fiction and non-fiction stories. We have also started practicing reading skills daily, in addition to our weekly sessions. Along with this, we've been focusing on the daily Magic 300 Words, weekly reading comprehension, handwriting (e.g., Writing Time 1), and phonics using the Soundwaves program. It's been wonderful to see their progress in these areas!



IN MATHS

We have been focusing on numbers from 0 to 120, counting on from the bigger number, counting backwards, place value, number partitioning, addition and subtraction within 20, skip counting, and developing problem-solving skills. To support students' learning, we have incorporated a range of hands-on activities, including the use of manipulatives, the Targeting Maths book, and interactive worksheets. These activities help build their mathematical understanding and strengthen their foundational skills in a fun and engaging way.

MS KATIE

Year 1B Teacher





IN HASS

Students have been engaging in a variety of topics related to families and their roles in society. They have been exploring the concept of timelines, learning about the different sizes and structures of families, and understanding the unique roles that each family member plays within the household. Additionally, students have been studying Indigenous families, gaining insight into the ways in which these families work together and support one another. This exploration helps students develop a deeper understanding of the diversity and importance of family dynamics across cultures and communities.



WHAT WE LEARN!

*In **Arts**, we have been incorporating Indigenous Dreamtime stories and Aboriginal contemporary artworks into our lessons to deepen students' understanding of Indigenous culture and traditions. We've encouraged the students to reflect on and express their feelings after reading these stories through visual arts and book illustrations.*

*In **Science**, students have been discovering the amazing wonders of the natural world, gaining knowledge about animals, plants, and the environment that surrounds them. We've been focusing on key areas such as the main parts of a plant and how water travels through the stems to nourish the plant.*

*In **PE**, we have been focusing on building fundamental physical skills such as running, jumping, throwing, and catching.*

Thank you for your continued support and active involvement in your child's education.

**"ALONE WE CAN DO SO LITTLE;
TOGETHER WE CAN DO SO MUCH." –
HELEN KELLER
WELCOME TO YEAR 2 WITH MRS
SARA & MRS NADA**

Dear Parents and Caregivers,
Alhumdulaih with the grace of Allah, we had a wonderful term filled with engaging and enriching learning experiences in Year 2! The students worked hard across all subjects, developing their skills and understanding in various key areas.

At the start of the term, we focused on students' social and emotional well-being by creating a positive and inclusive environment.

A highlight of this term was Team Teaching. We incorporated team teaching in both Maths and English to enhance student learning and engagement. By working collaboratively, teachers were able to provide targeted support, cater to different learning styles, and create dynamic lessons that encouraged participation. In Maths, team teaching ensured students received personalised guidance in problem-solving and number concepts. In English, it enabled richer discussions, interactive writing activities, and focused support in reading and comprehension. This approach fostered a collaborative classroom environment where students benefited from diverse teaching strategies and additional support.



MRS SARA & MRS NADA



ENGLISH

This term, Year 2 students have made significant progress in refining their reading and writing skills.

Mathematics:

In Maths, students strengthened their number sense by recognizing, representing, and ordering numbers up to at least 1000.

Science:

This term, students have been exploring the fascinating world of living things. They have learned about the characteristics that define living organisms, including their needs for food, water, and shelter.

HASS:

Students explored how technological developments have changed people's lives, influencing how they work, travel, and communicate.



YEAR 3A MESSAGE

Term 1 has been a fantastic start to the year, filled with exciting learning experiences across different subjects!

In **English**, we explored narrative writing, learning how to craft engaging stories with strong characters, interesting settings, and exciting plots. We also focused on grammar, strengthening our understanding of nouns, verbs, adjectives, and adverbs, and how they bring our writing to life.

In **Mathematics**, students developed a deeper understanding of place value, practiced arranging numbers in ascending and descending order, and learned the important skill of rounding off numbers to make estimations easier.

SOMIA MALIK

Year 3A Teacher

Primary Curriculum Coordinator



OUR SCIENCE

lessons were all about the world around us. We investigated the differences between living and non-living things and explored the life cycles of plants and animals, discovering how living things grow and change over time.

In **HASS**, we discussed rules and their importance, understanding how they help maintain fairness and safety in our daily lives. We also explored how people can bring change in the community, learning about ways individuals and groups contribute to making the world a better place.



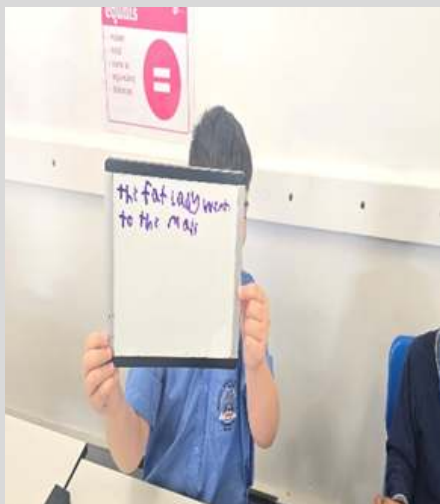


WE LOVE TO LEARN

Our Health and Wellbeing lessons focused on managing emotions and developing strategies to handle different situations. Students practiced essential skills to navigate challenges with confidence and resilience.

This term, our students also participated in NAPLAN, demonstrating their learning and efforts in literacy and numeracy. We are incredibly proud of their hard work and perseverance throughout the process.

A huge thank you to all our parents for your continuous support and encouragement. Your involvement plays a crucial role in your child's learning journey, and we truly appreciate your partnership. We look forward to another exciting term ahead!



YEAR 3B MESSAGE

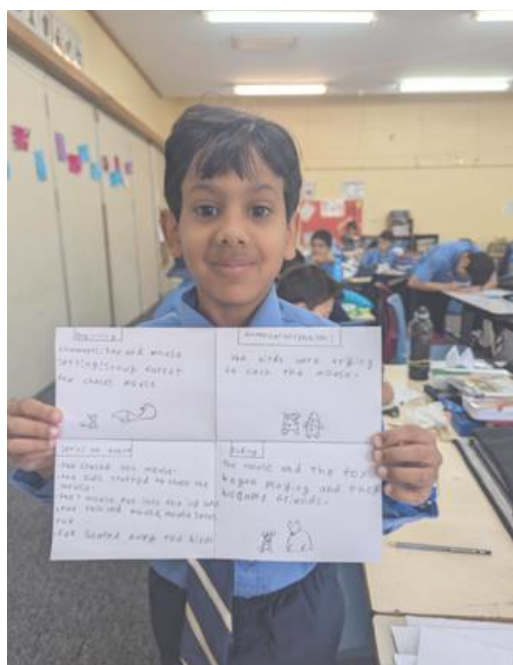
What a fantastic start to the year in 3B! We've had an action-packed first term filled with new discoveries and exciting challenges.

MS JAIMEE
Yr 3B Teacher



IN ENGLISH

we've unleashed our creativity through narrative writing, learning how to bring stories to life! We've also had fun exploring the magic of language—playing with nouns, adjectives, adverbs, and verbs, and even mastering past and present tenses like word wizards.



IN MATHS

Has been a whirlwind of problem-solving fun! We've tackled addition and subtraction with clever strategies like rearranging, renaming, and partitioning numbers, making math more exciting than ever.

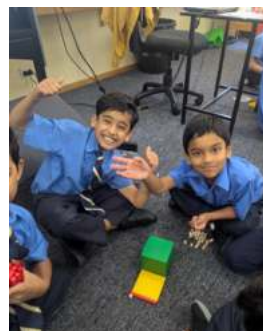
In Science, we've gone on a journey into the world of life cycles. We discovered what living things need to survive and what makes something "alive"—and learned all about once-living things too! Our green thumbs have been on full display as we planted seeds, watched them grow, and conducted our very own experiments.

In **Science**, we've gone on a journey into the world of life cycles. We discovered what living things need to survive and what makes something "alive"—and learned all about once-living things too!

HASS

brought out our inner rule-makers as we explored why rules are important in our communities and how they help keep everyone safe. We also learned about the amazing ways people contribute to their communities and how one person really can make a difference.

In **PE**, we got our cricket skills into full gear! From catching to throwing and batting, we've been working hard, building teamwork, and having tons of fun along the way.



This term, we also gave it our all in NAPLAN, and we're so proud of everyone for their effort and determination. After a well-deserved break, we can't wait to jump into another thrilling term in 3B!

YEAR 4A MESSAGE



Assalamu Alaikum, dear parents,
It has been a busy and rewarding start to Term 1 for Year 4A. Here's a summary of your children's learning journey:

Mathematics

Students mastered odd and even numbers, 5-digit place value, and rounding. They explored decimals (tenths and hundredths) and the power of 10 and 100 in multiplication and division, using hands-on activities and visual tools like place value charts.



MS ANNA LI

Yr 4A Teacher

Science

Students explored ecosystems, food chains, and food webs, understanding the roles of producers, consumers, and decomposers. They created habitat posters and wrote narratives about organisms in their chosen ecosystems, integrating Science and English skills.

ENGLISH

Focus areas included sentence structure, narrative writing, and reading comprehension through Charlie and the Chocolate Factory. Students learned grammar concepts like adjectives of degree, adverbs, and quotation marks for dialogue. They also planned stories using the Story Graph, crafting engaging introductions and detailed narratives.



HASS

In History, students studied Aboriginal culture and the connection to Country. In Citizenship, they learned about rules, laws, and voting, including an online incursion with the Legislative Assembly. They also began exploring the First Fleet and life in 18th-century Britain. We are incredibly proud of the students' progress and enthusiasm. Thank you for your continued support in making this a successful term



YEAR 4B MESSAGE

Assalam Alaikum Dear Parents and Carers,
As Term 1 gracefully draws to a close, we take a moment to celebrate the incredible learning journey of our Year 4 students. This term has been a symphony of curiosity, creativity, and discovery, with students embracing new challenges and refining their skills across various subjects.

MS ZAKIA
Yr 4B Teacher



ENGLISH

Our young wordsmiths have made significant strides in their reading and writing, weaving together phonics, grammar, and punctuation knowledge with growing confidence. They have delved into the world of storytelling, crafting expressive narratives.

MATHS

Numbers have come alive this term as students explored the elegance of place value, extending their understanding to tenths and hundredths with the precision of skilled mathematicians. They discovered the fascinating properties of odd and even numbers.

SCIENCE

Our budding scientists have embarked on an exciting exploration of ecosystems, unveiling the intricate roles of organisms in their habitats and crafting detailed food chains. With the precision of researchers, they used simple procedures to collect accurate formal measurements.

HASS

This term, students have journeyed through time and culture, deepening their appreciation for the rich diversity of First Nations Australians, their social organisation, and their enduring connection to Country/Place.

In Civics and Citizenship discussions around the significance of rules and laws have helped them understand their role in shaping a just society.





HEALTH

Health lessons have been a journey of self-discovery and empowerment, as students interpreted health information to develop strategies for enhancing their well-being and supporting others.



VISUAL ARTS

Creativity has flourished in our Visual Arts lessons, as students explored a variety of visual conventions, artistic processes, and materials to bring their ideas to life.

ICT: This term, our students also refined their skills in ICT, immersing themselves in the fascinating world of coding. With hands-on experience, they explored the logic and creativity behind programming, bringing digital ideas to life.

It has been a delight to witness the passion, perseverance, and growth of our Year 4 students this term. As we look forward to Term 2, we are excited to build upon this strong foundation and continue fostering a love for learning.

Thank you for your continued support.



YEAR 5A MESSAGE

MS CHARISSE

Yr 5A Teacher



Term 1 has been a journey of discovery, creativity, and collaboration in Year 5A, where students have engaged passionately with a wide range of subject areas.

The Arts:

Our arts sessions embraced the First Nations Ways of learning, inviting students to connect with “the Country” and its rich cultural heritage. They learned about the use of lines, dots, and planes in art and created beautiful Aboriginal-inspired artworks, reflecting both tradition and creativity.



HASS:

In HASS, students explored the British colonies in Australia through research and poster creation, deepening their understanding of historical events. Lessons on Australian democracy further empowered them to see the importance of civic engagement and the value of every voice.

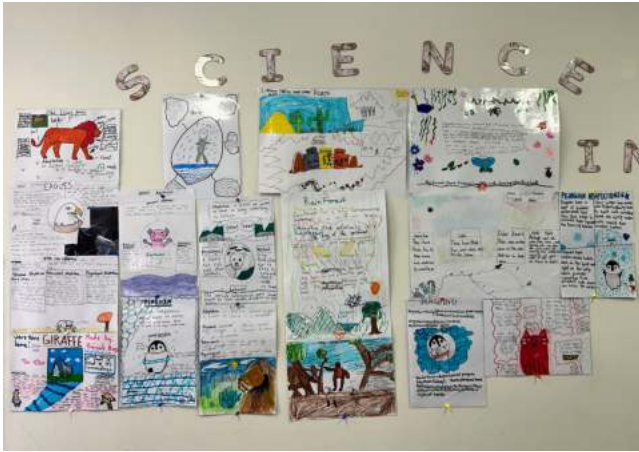


Health:

Health classes focused on building empathy, respectful relationships, and effective listening skills. Ms. Nardine’s fun and engaging positive behaviour sessions encouraged students to embrace kindness and cooperation, fostering a supportive classroom environment.



- “And whoever puts their trust in Allah, then He will suffice him.” (Quran 65:3)
- “The best among you are those who learn the Quran and teach it.” (Hadith)
- “Verily, with hardship comes ease.” – Quran 94:6.
- “A good word is charity.” – Hadith.



Engaging Moments & Visual Highlights:

Throughout Term 1, our classroom has been alive with the buzz of active learning. Photos attached capture moments of students collaborating on projects, enthusiastically participating in experiments, and proudly displaying their creative artworks and posters. These snapshots reflect not only their academic achievements but also the vibrant, supportive community we strive to build every day.

We are immensely proud of the effort and enthusiasm our Year 5A students have shown this term and look forward to even more learning adventures in the coming months.



MATHEMATICS

Our young mathematicians dove into decimal place value and equivalent fractions, explored adding and subtracting fractions, and practiced converting between fractions and decimals. They tackled multiples, factors, and percentages through challenging word problems that helped build their problem-solving skills.

ENGLISH

Students crafted imaginative narratives by focusing on story structures and engaging orientations. They experimented with onomatopoeia, dialogue, rhetorical questions, and figurative speech to bring their stories to life, showcasing a growing confidence in their writing abilities.

SCIENCE

Exploration was at the heart of our science classes as students investigated animal adaptations and biomes. They collaborated in groups to learn about famous inventors and the evolution of inventions.



**MS JOOHI**

Yr 5B Teacher

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 Math we covered Fractions, Decimals, Percentages and Factors and Multiples. Math seemed to be my students FORTE.

Students learnt how the above three topics are interrelated. We started from basics to draw and write a fraction followed by finding equivalent, converting proper to improper and many many more sub-topics. They learnt how decimal numbers fall on the right side of place value chart. Problem solving skills were enhanced by applying the knowledge to worded problems.

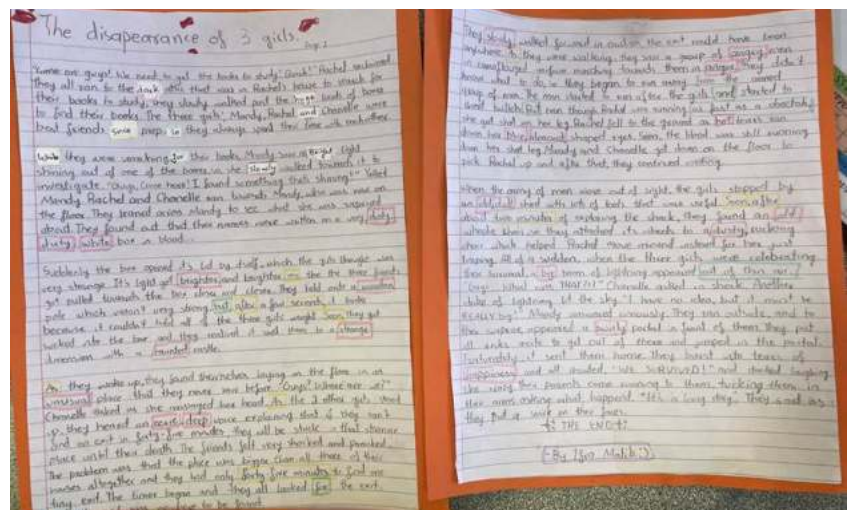
YEAR 5B MESSAGE

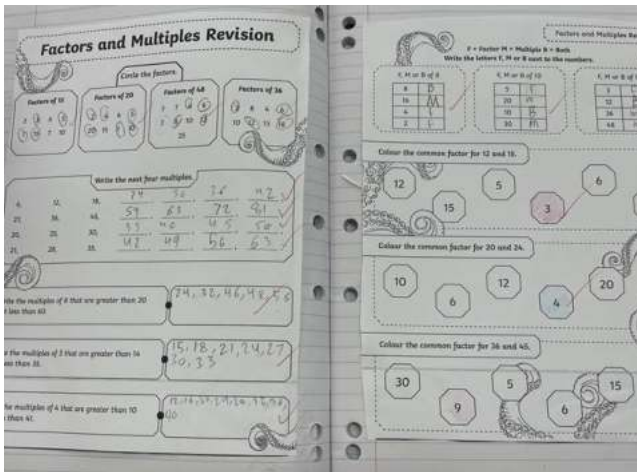
n English, the following areas were focused:

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.

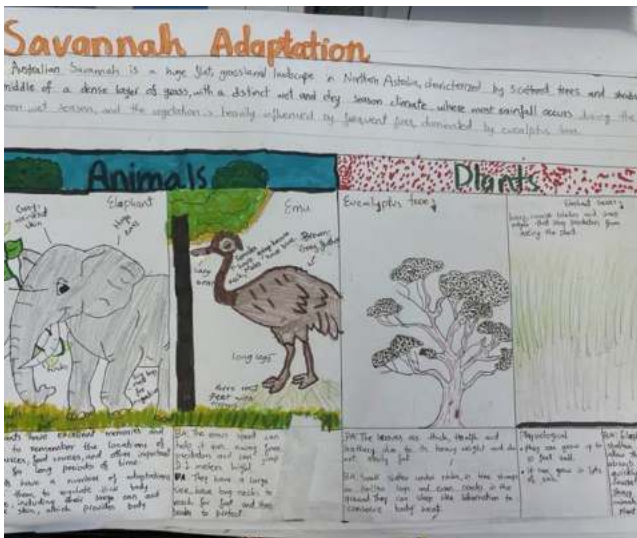
Spelling and Grammar: This area was focused through their Spelling and Grammar convention book where students practiced a set of words in their homework book. The units covered in Grammar were mostly related to the language features of a narrative, Pronouns, Figurative language, adjectives, conjunctions etc....





HEALTH

Health lessons have been a journey of self-discovery and empowerment, as students interpreted health information to develop strategies for enhancing their well-being and supporting others.



The Arts:

The terms focus was Visual Arts, students learned how lines, dots, and planes in art can create fascinating art pieces.



YEAR 6 MESSAGE

Dear Parents and Guardians,

As Term 1 comes to an end, we reflect on what has been a fantastic and productive start to the school year. The students have worked incredibly hard, demonstrating enthusiasm, resilience, and a strong sense of teamwork. Here are some of the highlights from this term:

Academic Achievements Throughout the term, students engaged in a range of stimulating learning experiences. In English, they creative writing, refining their skills in structuring arguments and developing creative stories. Mathematics lessons focused on problem-solving strategies, fractions, and decimals, with students showing great progress and confidence in their abilities. Our inquiry unit this term revolved around 'Civics and Citizenship,' where students developed an understanding of government structures and responsibilities.

Wellbeing and Personal Development Building a positive classroom environment was a key focus this term. Through various activities, including our weekly wellbeing sessions, students explored mindfulness, resilience, and teamwork. They actively participated in discussions about kindness, respect, and inclusion, fostering a strong sense of community within our classroom.

Looking Ahead As we move into Term 2, we look forward to continuing our learning journey with even more exciting opportunities. Thank you to all parents and guardians for your ongoing support—it has been wonderful to see our students flourish, and we appreciate your involvement in their education.

Wishing you all a restful and enjoyable break!

Best regards

MRS NEHA

Year 6N Teacher



SECONDARY HASS MESSAGE



Understanding **HASS**: Humanities and Social Sciences

Humanities and Social Sciences (HASS) encompass a broad range of subjects that are fundamental to understanding the complexities of the world around us. At our school, HASS forms a crucial part of the curriculum, helping students to develop critical thinking, analytical skills, and a deep appreciation for history, geography, civics, and economics.

HASS in term 1/2025

In term 1, we covered parts of the history and civics and citizenship subjects. The lessons aimed at developing students' understanding of human behaviour and societal structures. The core subjects within HASS include:

- In History, students in year 7 and 9 explored significant events, figures, and periods in Australia that have shaped our modern day Australia. Students in year 8 explored events, structures of societies and figures in Medieval Europe. By studying history, students gain insights into the past, understand the present, and can better anticipate future challenges.

In Civics and Citizenship: Students in year 7 to year 9 explored the principles of democracy, the functioning of government, and the rights and responsibilities of citizens in Australia. Understanding civics is crucial for fostering informed, active participation in civic life.

The Importance of HASS

HASS subjects are not merely academic; they are essential for personal growth and societal development. Here are some reasons why HASS is important:

- Critical Thinking: HASS subjects encourage students to question, analyze, and interpret information. This nurtures critical thinking skills, enabling students to make informed decisions and solve problems effectively.
- Cultural Awareness: By studying history, students gain a deeper understanding of different cultures and societies. This awareness promotes empathy, tolerance, and respect for diversity.
- Informed Citizenship: Civics and citizenship education empower students to become informed and engaged citizens. They learn about their rights and responsibilities and the importance of contributing to their communities.

Student Achievements

A good number of our students have demonstrated remarkable achievements in HASS subjects.

Looking forward to see the continued growth and achievements of our students in the Humanities and Social Sciences.

MS RABAB

Secondary HASS Teacher
Primary Behaviour Coordinator



ICT MESSAGE

It has been an exciting and productive term in ICT! Our secondary students have engaged in a variety of hands-on activities, developing essential digital skills while also completing their NAPLAN and ACER tests this term.

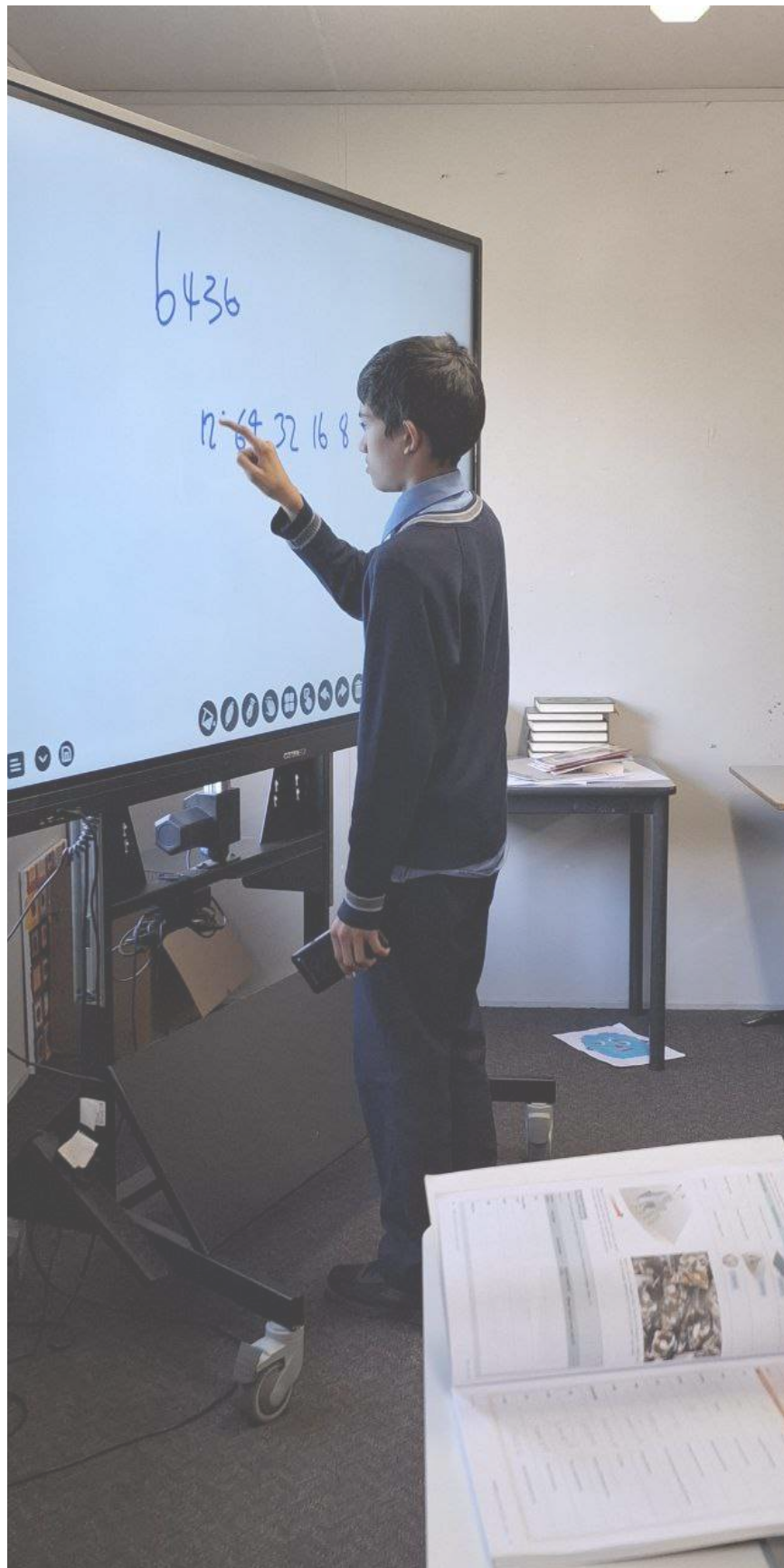
Year 7 students explored digital systems and the binary number system, learning how to convert binary to decimal. They also discovered how text, images, audio, and video are represented in digital systems.

Year 8 focused on acquiring, storing, and validating data using various software tools, including spreadsheets and databases. They also analyzed and visualized data to identify trends and make predictions.

Year 9 started the term by learning about digital citizenship and the importance of maintaining a positive digital footprint. To mark Safer Internet Day, they created informative posters

MS NYMA

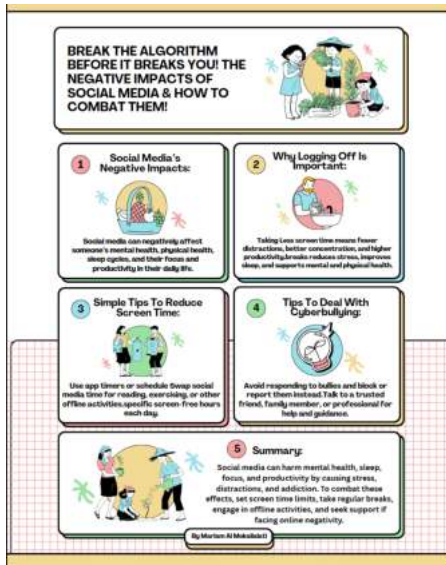
ICT Teacher



ICT MESSAGE

MORE YEAR 9 ICT MESSAGE

In collaboration with Health, they wrote a story about friendship and then presented it in a digital format as part of their ICT project.



YEAR 10 ICT MESSAGE

Year 10 also explored digital citizenship and worked on modeling and querying structured data. As part of a group project, they collected real-time data from different secondary classes on topics such as family and school environment, friendship, bullying, and nutrition. They analyzed the data and created engaging infographics. Additionally, they collaborated with Health, transforming their stories about emotions into digital presentations.

THANK YOU

It has been a fantastic term of learning and creativity, and we look forward to more innovative projects in the coming terms!



ENGLISH MESSAGE

"The more that you read, the more things you will know. The more that you learn, the more places you'll go." Dr Seuss.

This term, in Years 7, 8, 9, 10, and our first College Yr 11 English class, have been totally immersed in Reading and analysing their English reading textbooks. Reading plays a crucial role in the subject of English as it helps students build essential skills such as vocabulary development, comprehension, and critical thinking. It enables them to understand and deconstruct different texts, from novels to poetry, non-fiction, and plays, that will broaden their perspectives and enhance their ability to interpret the language and themes.

Regular reading improves communication skills, creativity, and empathy by exposing students to diverse ideas, cultures, and viewpoints. Ultimately, it forms the foundation for success in English and other subjects, fostering a lifelong love for learning and literature.



MS DENISE

English Teacher

FOCUS ON READING

Year 7 have been reading 'The Enchanted Island' by Ian Serraillier, (eleven of the best short stories from Shakespeare,) to improve both comprehension and storytelling skills. Students have also been learning about several types of text this term including narrative, persuasive and poetry writing. We have examined the elements of good storytelling and have been improving their grammar and punctuation when writing stories. In addition, student prepared and then took their NAPLAN test which will eventually give the school valuable data on student progress for the continuous improvement of our programs.



YEAR 8,9,10&11

Year 8 have been reading the book 'Trash' by Andy Mulligan. Not only has it been an exciting adventure, but each student has seen how privileged they are to live in Australia where children are not rummaging in dumpsites for their daily bread. Ask them about what they have learnt!

Year 9 have been doing careful reading and study in preparation for NAPLAN, while also studying the novel the 'Outsiders' by S.E.Hinton. The discussions after reading this book have delved deeply into why gang hatred develops in the first instance, and how heated actions can have far-reaching and tragic results. Their careful reading will enable them to be part of a court room scenario (still to be enacted), where members of the class will discuss and enact a Court-room prosecution in precise legal style.

Year 10 have been immersed in persuasive reading, writing and speaking. They developed and enacted a persuasive interview panel for TV production, while also reading and analysing the book, Tom Appleby; Convict boy by Jackie French. This historical fiction novel has taken the class on a dramatic journey of the early Australian settlers and the challenges they had to face. Many valuable lessons were learned through knowing the difficulties starting life from scratch here in Australia, which still apply today.

Year 11, our first College English class, has been gaining much wisdom and purpose through reading and studying the book, The Alchemist by Paulo Coelho. Reading this book has been a guide to distilling each one's own meaning and purpose. We all wish all Yr 11 students the very best outcomes as they read widely, and study to attain the goals that they set for themselves.



As teachers Mr Tony Prior, and I, encourage you to partner with us, in encouraging your young people to read as widely as possible. Promoting a love for reading will be a wonderful gift to support life-long learning.

Enjoy using these strategies to help you encourage good reading habits in your family:

1. Create a reading-friendly environment: Set up an inviting reading area away from the TV, with comfortable seating, and good lighting to make reading feel inviting and enjoyable.
 2. Encourage your students to choose their own book to read: Talk about the books you have read, talk about authors, and topics that relate to their different interests and preferences. Listen to audiobooks as you travel in your car, as a family, and help your young people find e-books for more accessibility.
-
1. Model reading: Show your own passion for reading by discussing books you've enjoyed, sharing your recommendations, or reading aloud enthusiastically.
 1. Highlight the benefits of reading: Share quotes like Dr. Seuss's "The more that you read, the more things you will know. The more that you learn, the more places you'll go" to inspire and motivate your family.

Encourage them to choose reading that they will enjoy: Encourage them to choose what they would like to read, without pressuring them to conform to specific "must-read" lists. There are many interesting newspapers, magazines, anime's and some classic comics which will get them into enjoying the wealth of ideas that are out there.

SOME 7A STUDENTS READING THEIR BOOKS.





MR TONY

English and HASS Teacher



10 HAAS :

In Civics and Citizenship this term students have been examining the Australian constitution and our political system. We have been looking at how Australian democracy works, the Australian parliamentary system, we have compared the Australian system of government with our closest neighbour (Indonesia) and we have examined the Australian legal system compared to other countries in the world.

In **History** students have been examining World War 2 and the Australian experience. Students have examined the causes of WW2, the events leading up to WW2 (especially in Nazi Germany) and then the course of the war, both in Europe and the Pacific theatres. Our studies have included such interesting events such as the Holocaust, the atomic bombings of Japan and the Kokoda campaign. Students are working on HASS skills such as creating timelines, correctly sourcing information and communicating their findings.

11 LEGAL :

In BSS Legal studies we are examining the Criminal Justice system. First we looked at the sources of law and students examined the types of crimes plus the criminalisation and punishment of conduct in various jurisdictions over time. They investigated existing law making, legal and judicial procedures and structures, including both common law and statute law. Students investigated theories of justice and punishment. Students have enjoyed reading real legal case studies and interpreting the aspects of law in each.

11 BUSINESS :

In term 1 this year students have started the Business Opportunities Unit. In this unit, students investigate the nature of businesses formed in response to economic, social, regulatory, local, national, and global contexts. Students develop skills in communication and planning to support collaborative problem solving and project work. Students examine the elements needed to start a business (entrepreneurial ability, capital and labour requirements and a suitable location). They refine their capacity to analyse numerical data that supports business decisions. In proposing business opportunities, students consider ethical and sustainability factors and issues. An example of one aspect of a business concept by one of the students is below :

MATHS & SCIENCE MESSAGE



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

The Islamic School of Canberra College has begun in earnest! This being our foundational year, everyone is working tremendously hard to make it a success. I would like to thank all the parents who have put their trust in our team, and I would especially like to thank the beautiful college team we have here at ISC: Tony, Tahseem, Pavel, Denise, Sazed, Imam Adam, and of course Dr Eid; your efforts are greatly appreciated by me and I am sure by the whole community. Thank you.

I've actually neglected taking photos this term and don't have too many to share. I know that's what everyone is really interested in, so my apologies for that. I might as well use up some of my allotted space explaining a few important details about the ACT college system.

The ACT has a rather unusual system of assessment and scaling. People often react in shock the first time they hear that the ACT does not have common assessments for any of its courses. How can that be? What standards are being upheld? Well, I must admit that I had my doubts when I first absorbed some of the details, but the more I learn, the more I like the unique system we have here in the ACT. So, let's begin with some basics. All course-based assessment is done internally, organised completely by the colleges. Courses are broken into units, which typically run for a semester, and each unit is assessed within that semester time-frame using a range of assessment tools suitable to the nature of the course.

BR DUNCAN

Maths & Science teacher
Senior Secondary Coordinator



Laboratory reports, essays, exams, short stories, oral presentations, research reports, and seminars are all examples of assessment tasks that might be chosen by a teacher. Students are given grades (A to E) for each unit based upon the quality of their output on these assessment tasks. These grades are not determined by arbitrary cut-offs, but by the students' ability to meet certain achievement standards laid out in the course documents published by the Board of Senior Secondary Studies (BSSS). If interested, you can access those documents [here](https://www.bsss.act.edu.au/act_senior_secondary_system/curriculum/bsss_courses) ...
[https://www.bsss.act.edu.au/act_senior_secondary_system/curriculum/bsss_courses]. It is essential that teachers create assessments tasks that reflect the cognitive demands outlined in the achievement standards. The BSSS has a rigorous system of peer moderation to ensure adequate standards are being met across the system in all colleges; for this reason, there are two days set aside each year for peer moderation, and students are usually kept home on these two days. Along with their grades, tertiary students (not accredited students) are also given unit scores at the end of each unit. It is important to understand that these are standardised scores based upon relative ranking, and do not have a simple relationship to the actual marks achieved on assessment tasks within the unit. At the end of a course (perhaps two units or four units), students are given a course score by combining their unit scores using the 80% rule (which basically gives a heavy discount to their worst unit). At the end of Y12, course scores are scaled (results between colleges are made comparable) using results on the ACT Scaling Test (AST). The AST is the only common exam (it's actually three exams) in the system



and is an incredibly rigorous general ability exam created by the Australian Council for Education Research (ACER). The AST tests a whole range of abilities, from numerical reasoning, to critical thinking, to deep problem solving, to language communication, to the ability to absorb and synthesise complex information in a short time period. It is a scaling test, which means by its nature it must be very challenging. It is not a content-based assessment, and does not assume specific knowledge taught in any college course.

Once course scores have been scaled using the AST results and the Other Course Score Scaling method, the best 3.6 scaled course scores are combined to form an aggregate score. Aggregate scores are ranked across the system, and ATARs are then determined based upon this ranking (with 99.95 for the top ranking, decreasing in 0.05 increments from there).

So, in a nutshell, that's how the system works. Again, people who are steeped in other systems (perhaps coming from NSW, for example), are often very sceptical about the reliability of the system. I personally believe it is an incredibly rigorous system, but is structured in such a way that allows teachers, students, and colleges more autonomy. The processes used for generating scores and ATARs are all mathematically valid, and students should end up with the ATARs they deserve, no matter which college they attend. One very persistent myth is that students are more likely to achieve better results if they attend a prestigious college. This is simply not true, and if you have your doubts please come and see me and we can work through the maths together, using realistic examples. The job of a college is to allow a student to achieve their potential, not to give a student good marks, and any system that allows students to achieve artificially inflated results, by gaming the system and attending a certain school, is a broken system, in my humble opinion. The ACT system does as good a job as any system I am aware of at ensuring fairness for all.

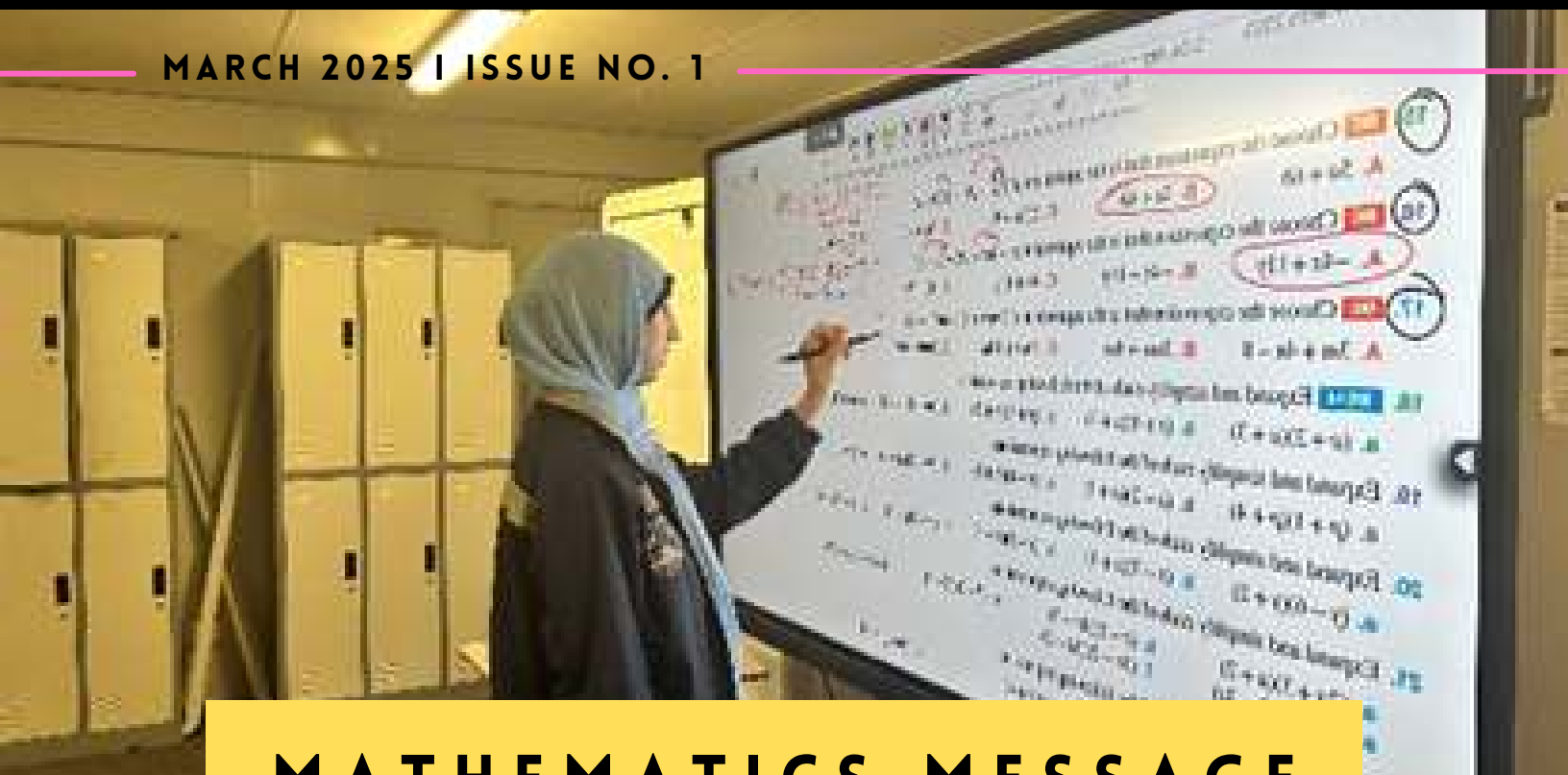
One last word. We at ISC understand the vital importance of academic rigour, and we are being tough on our students in order to prepare them for tertiary study and general life. We also understand the importance of the AST, and have set aside two classes per week for the entirety of Y11 and Y12 to prepare them for this incredibly demanding set of exams. Again, our job as a college is to allow our students to reach their potential and to give them the results they deserve. It is not our job to give them good results; rather, it is their job to earn those results. I hope we will be judged with this in mind.

Thank you.

Sorry to my Y8 and Y10 class. You mean just as much to me as Y11, but I thought I would take advantage of this opportunity to clarify for parents a few important matters related to college.

It's riddle time! This one is from Ted-Ed (but don't cheat by looking up the answer). Three lions and three wildebeest are escaping from a bushfire and must cross a crocodile infested river. There is a small, rickety raft available which can take a maximum of two animals at a time across the river. At least one animal must return with the raft. The only problem is, if the number of lions outnumber the number of wildebeest on either side of the river (even during drop-off and pick-up), then the lions will devour the wildebeest. Can you figure out a way to get all animals across the river safely, without any wildebeest being eaten? A sugary prize if you can bring me the solution.

Thank you!



MATHEMATICS MESSAGE

Assalamu Alaikum dear parents, caregivers, and students,
As Term 1 comes to a close, we reflect on what's been a busy, rewarding, and productive start to the school year. From building key maths concepts to embracing new study habits, our students have shown great progress and maturity.

🧠 Focus on Study Skills and Organisation

This term, we've placed strong emphasis on:

- Studying with understanding, not just memorisation.
- Spending at least 20 minutes each night on homework or revision to build consistency.
- Coming to class prepared, with a pencil case and calculator ready to go.

All lessons have been delivered via OneNote, and it's essential that students have access at home. Parents are encouraged to regularly check OneNote to support their child's learning journey.

To complement classroom learning, all students have been given access to MathsOnline, a powerful platform the school has invested in to help consolidate understanding at home. We encourage regular use of this resource for revision and practice.

🕌 Ramadan Reflections

Ramadan brought both blessings and challenges, especially as it coincided with a busy part of the school term. Despite the long days and fasting, students showed patience, resilience, and commitment to their studies. We're proud of their efforts and the spirit they brought into the classroom.



MS TAHSEEM

Mathematics Teacher and
Secondary Curriculum Coordinator

NAPLAN 2025

Year 7 and Year 9 students completed their NAPLAN assessments this term. These assessments help us monitor progress and tailor support as needed. Well done to all students who took part with focus and determination.

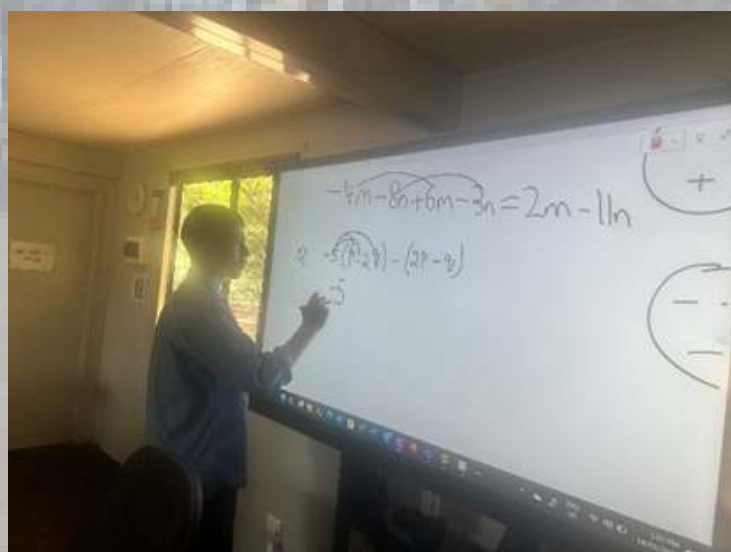
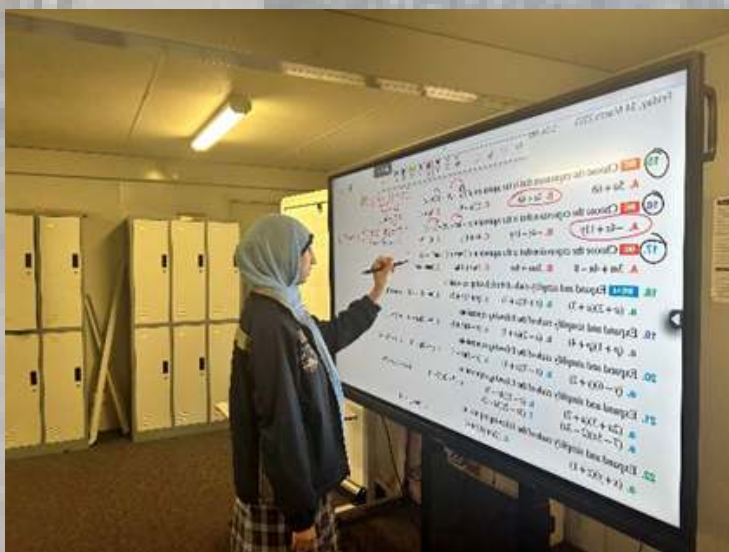
What Each Year Level Covered in Term 1

Year 8 Mathematics

- Irrational numbers, terminating/recurring decimals
- Exponent laws with positive integers
- Integer operations and rational numbers
- Practical problem-solving with percentages, ratios, and financial maths

Year 9 Mathematics

- Real number system: rational & irrational numbers
- Exponent laws with variables
- Simplifying algebra, expanding binomials, and monic quadratics
- Scientific notation in measurement and time
- Year 10 Mathematics
- Approximations vs. exact numbers in repeated calculations
- Advanced algebra: exponent laws, expansion, factorisation
- Solving linear inequalities and simultaneous equations
- Logarithmic scales and real-world applications
- Year 11 Mathematics – Term 1
- Linear equations and modelling
- Coordinate geometry: gradients, parallel/perpendicular lines
- Quadratics: graphing, completing square, discriminants
- Further graphs: hyperbolas, roots, circles
- Functions and relations, domain/range, piecewise functions
- Polynomials: long division, graphing, applications



Sneak Peek into Term 2

Year 8 – Percentages, ratios, congruent shapes, tessellations

Year 9 – Linear/non-linear graphs, Pythagoras, trigonometry, similarity

Year 10 – Trigonometry in 2D & 3D, bearings, surface area/volume, indices & logarithms

Year 11 – Circular functions, sine & cosine graphs, trigonometric identities, and applications



ICAS Maths – Coming in Term 4

For students looking to extend themselves, the ICAS Mathematics Competition will be held in Term 4.

 Deadline to apply: 21st July 2025

Please keep an eye out for more information early next term.

Final Thoughts

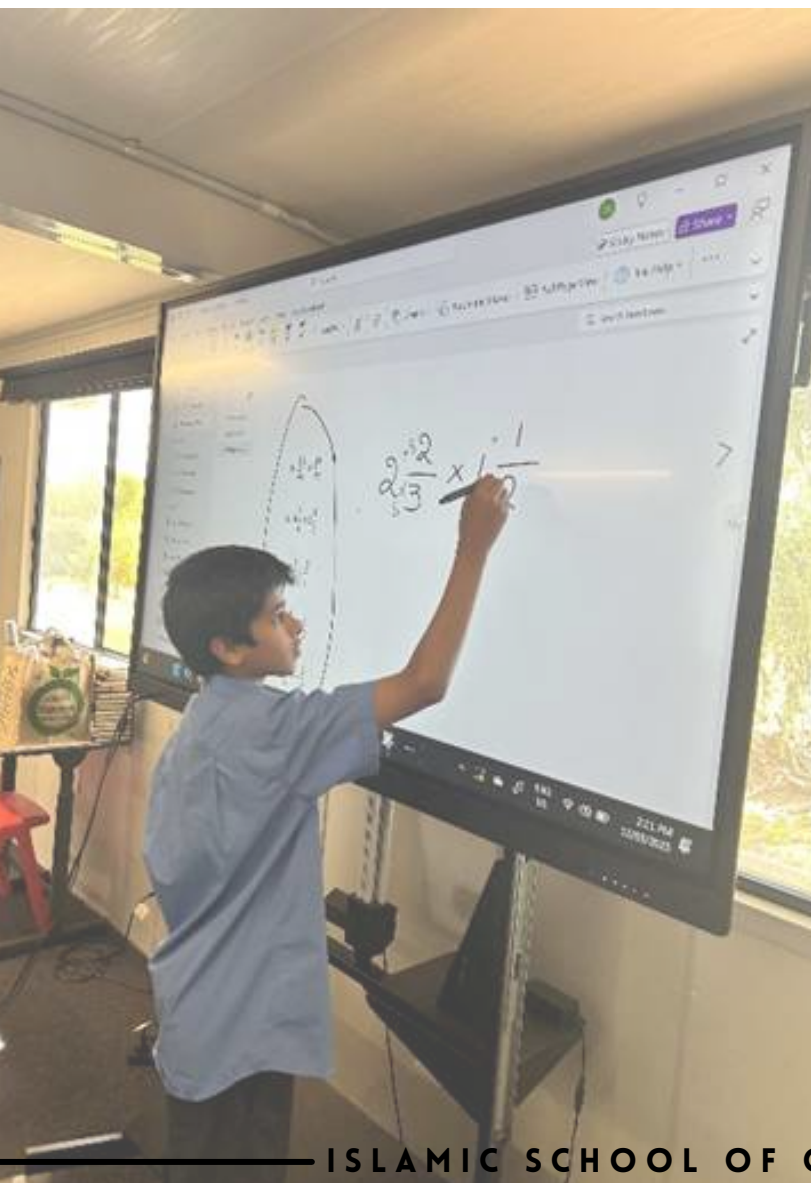
It's been great to see our students settle into Term 1 with ease and start developing the study habits and organisational skills needed for long-term success. We're proud of their efforts and look forward to continuing this momentum in Term 2.

Happy Ramadan to all our families – may it continue to be a time of peace, reflection, and spiritual growth. We wish you all a wonderful holiday break filled with joy, rest, and time well spent with family and loved ones.

Warm regards,

Ms Tahseem Banu

Mathematics Teacher and Curriculum Coordinator
Islamic School of Canberra



MATHEMATICS & SCIENCE MESSAGE

As students embark on their Year 7 journey, the excitement of diving into the worlds of Mathematics and Science takes center stage. These two subjects are not just about numbers and experiments—they're about developing essential life skills, understanding the universe, and fostering a love for discovery.

Mathematics: Mastering the basics

In Year 7, mathematics becomes a gateway to logical thinking and problem-solving. Topics include:

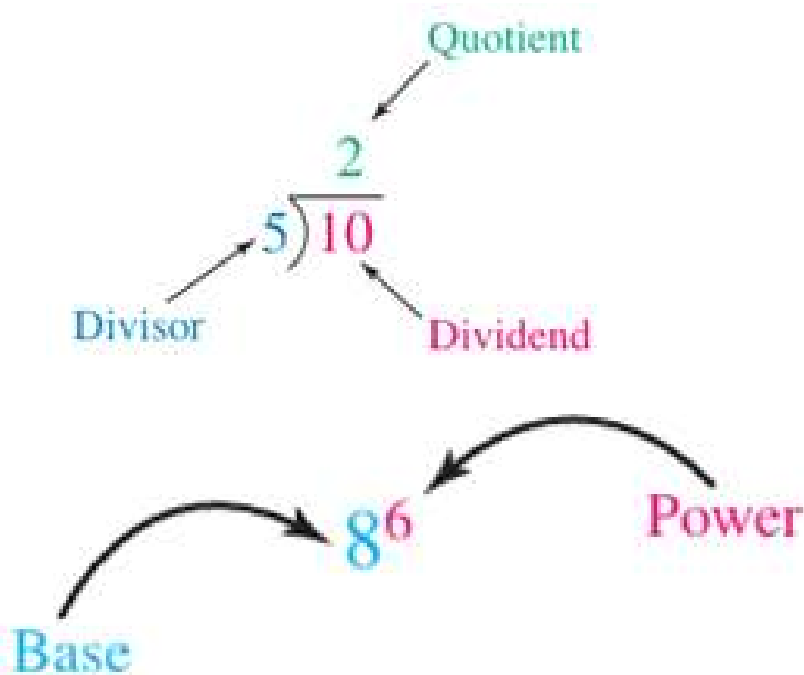
- Whole Numbers: Understanding large numbers and their significance in everyday life.
- Subtraction and Addition: Strengthening basic arithmetic skills.
- Multiplication, Factors, and Multiples: Exploring patterns and relationships in numbers.
- BIDMAS (Order of Operations): Solving multi-step problems accurately.
- Prime and Composite Numbers: Learning to identify and classify numbers.
- Divisibility Rules: Quick tricks for checking if numbers divide evenly.

Engaging activities and problem-solving tasks encourage logical thinking and build confidence as students tackle increasingly complex challenges.



MS FARAH

Maths & Science Teacher
Secondary Behaviour Coordinator

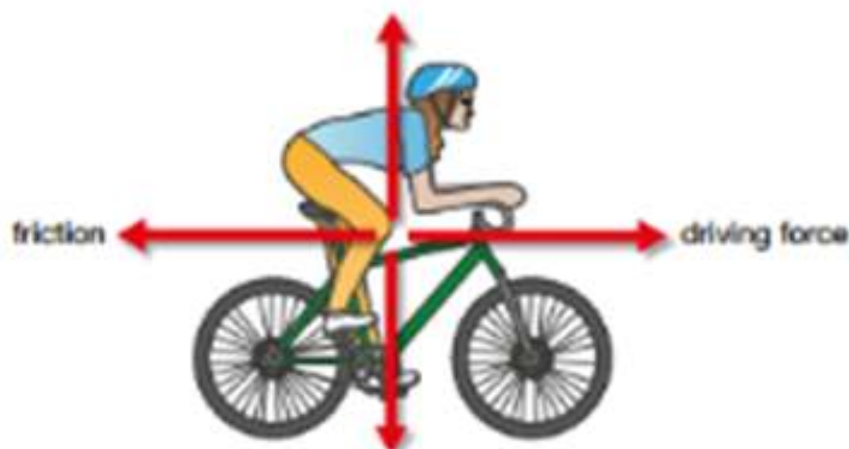
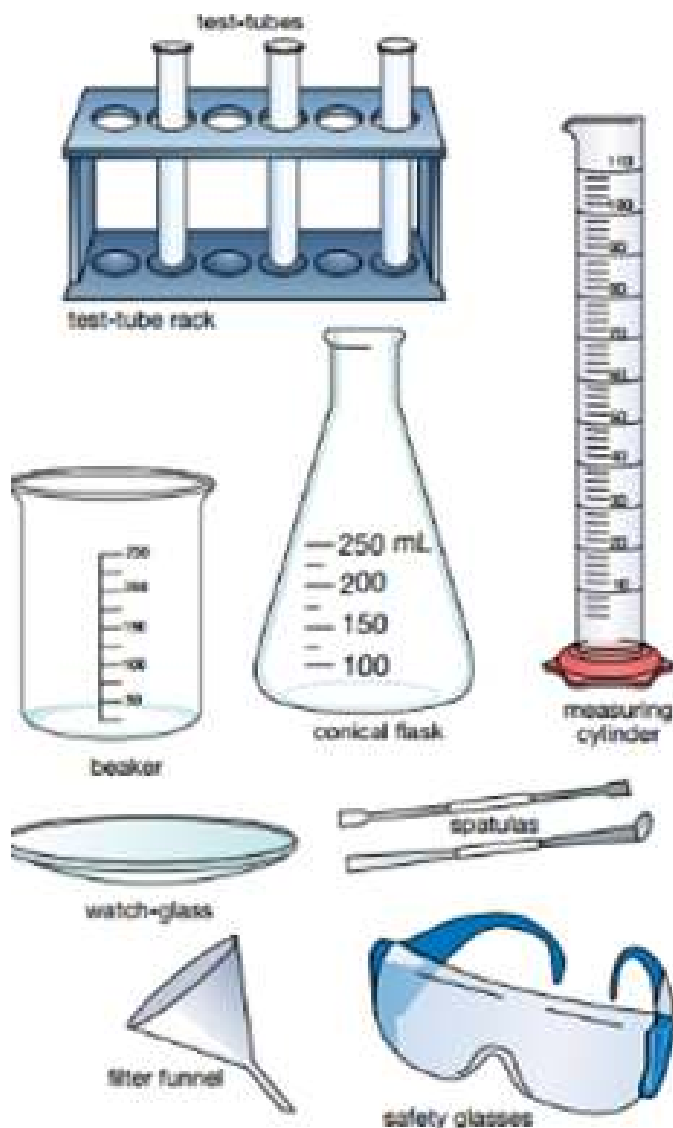
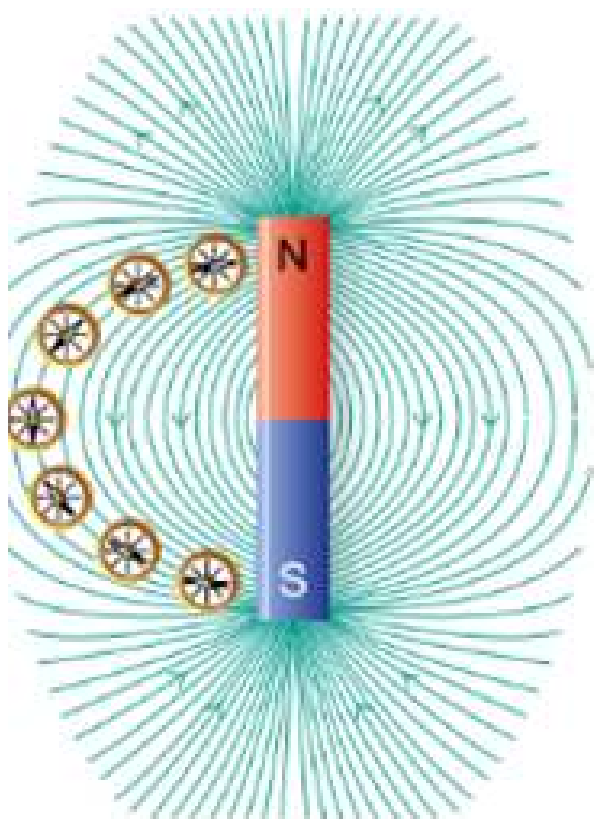


Science: Sparking Curiosity

In Science, Year 7 students begin to understand the wonders of the natural world through exploration and inquiry. Key topics include:

- **Science Laboratory and Equipment:** Learning safety procedures and becoming familiar with essential tools for experiments.
- **Branches of Science:** Gaining an overview of biology, chemistry, and physics, and how they intertwine.
- **Writing Scientific Reports:** Developing skills to document observations, analyses, and conclusions.
- **Physical Sciences:** Investigating the properties of matter and energy.
- **Forces:** Exploring the concepts of gravity (a non-contact force) and friction (a contact force).
- **Simple Machines:** Understanding how levers, pulleys, and inclined planes make work easier.

Through hands-on experiments, collaborative projects, and scientific discussions, students cultivate critical thinking and a love for discovery.



ART MESSAGE

Students across all year levels have been exploring various artistic techniques, developing their skills, and expressing their creativity in unique ways.

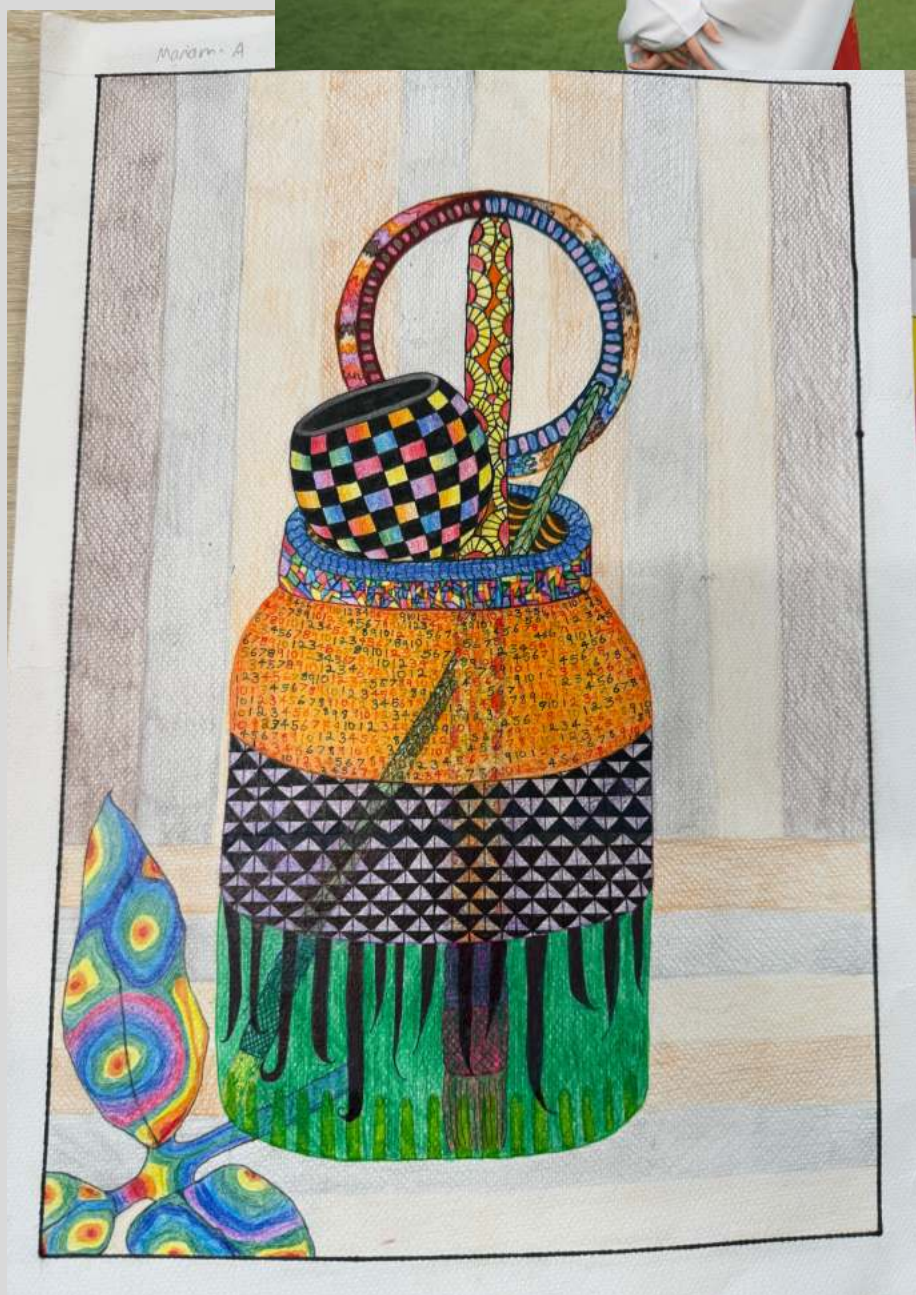
Years 2 and 3 have been diving into the world of abstract art, experimenting with lines, shapes, and colours to create dynamic compositions filled with imaginative patterns. Through this process, they have learned how abstract drawing allows for personal expression beyond traditional forms.

Year 6 students have taken their pattern-making skills to the next level by incorporating them into fashion design. They explored how creative patterns can enhance clothing designs, using bold shapes and intricate details to bring their sketches to life. This unit encouraged them to think about how art influences everyday aesthetics, including fashion trends.

Years 7 and 8 focused on still-life drawing, working with black markers and fine liners to develop their observational and shading techniques. To add a contemporary twist, they designed creative backgrounds that transformed their still-life compositions into dynamic, engaging pieces. This project strengthened their ability to balance realism with artistic expression.

MS ZHU

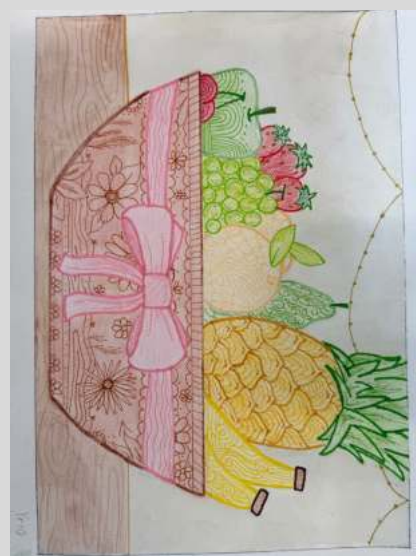
Art Teacher

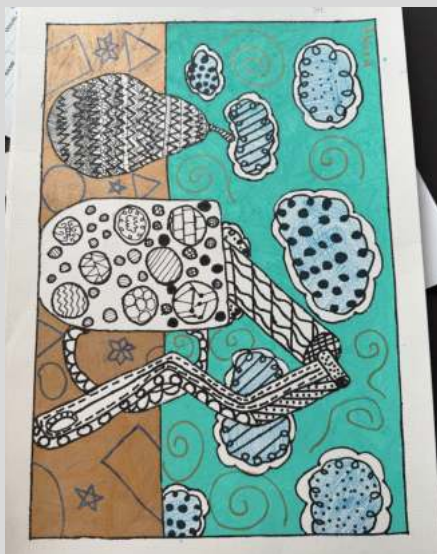


Year 9 students expanded on the still-life theme by introducing colour and intricate patterns into their compositions. They explored how colour choices impact mood and visual interest, experimenting with different palettes and techniques to create vibrant, expressive artworks.

Year 10 took this concept even further by working with mixed media, combining coloured pencils, watercolours, and fine liners to create layered, textural still-life compositions. This approach encouraged them to explore the possibilities of different mediums and how they interact, fostering a deeper understanding of artistic techniques and material application.

It has been a fantastic term filled with creativity and artistic growth. We look forward to seeing how our students continue to develop their skills and express their unique artistic voices in the coming term!





QURAN & ARABIC MESSAGE



MRS MAI

Quran and Arabic Teacher



Kindergarten to year 2:

Kindergarten students started their Quran journey with Surah Al-Fatihah. The students are doing a great job Alhamdulillah. Keep up the great work. May Allah reward them abundantly.

Year 1 students memorized Surah An-Nasr and Surah AL- Kafiron. The students are doing a great job in their pronunciation learning. Keep up the great work. May Allah reward them abundantly.

Year 2 students memorized Surah Al-Humaza and Surah AL- Asr. The students are doing an amazing work in their Tajweed. Keep up the great work. May Allah reward them abundantly.

Year 3 students memorized Surah Al-Duhaa and Surah AL- Sharh. The students are doing a great job in their pronunciation learning. Keep up the great work. May Allah reward them abundantly.



Arabic Newsletter Term 1

Kindergarten:

Kindergarten students started their Arabic letters learning. We did the letters Alif to Zaal with word each. The students are doing an amazing job Alhamdulillah. Well done everyone.



SR HEBA

Teacher assistant



SR KHADIZA

Teacher assistant



QURAN MESSAGE



MRS MANAL

Quran Teacher

Engaging with the Quran: A Journey of Learning, Reflection, and Growth

وَنَزَّلْنَا عَلَيْكَ الْكِتَابَ تَبْيَانًا لِّكُلِّ شَيْءٍ وَهُدًى وَرَحْمَةً وَبُشْرَىٰ لِلْمُسْلِمِينَ

This term, our students have shown incredible dedication and enthusiasm in their study of the Quran. Through memorisation and reflection on the meanings of the Surahs, they have truly embraced the spiritual depth of the Quranic teachings. The students have actively engaged with the text, not only memorising verses but also reflecting on their meanings, understanding their relevance, and discussing how these lessons can be applied to their daily lives.

In addition to memorisation, our students have been taking detailed notes while watching educational videos about the Surahs. These resources have been a valuable tool in helping them connect with the Quran on a deeper level. Through the videos, students have illustrated their understanding by jotting down key points, summarising important themes, and highlighting verses that particularly resonate with them.





What's especially impressive is the creative approach students have taken to express their understanding of the Surahs. Many have illustrated the teachings through drawings, writing reflections, showcasing their comprehension in a way that brings the verses to life. This holistic approach—integrating memorisation, reflection, and illustration—has not only deepened their knowledge but also allowed them to engage with the Quran in a more meaningful and impactful way.

We also continued to support students with IQRA books, reviewing them regularly to help further their progress. These students were encouraged to incorporate daily reading and revision into their routines, which we believe has greatly contributed to their progress. We sincerely appreciate the ongoing support from parents in fostering their children's Quranic development.

Our lessons were delivered through a variety of approaches, including group and individual reading sessions, peer support, and one-on-one guidance.

We are incredibly proud of our students' commitment to learning and growing through the Quran. We look forward to watching them build on this foundation in the coming months.

QURAN & ARABIC MESSAGE

Term 1 Religion

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 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.



MRS NAWAL

Quran & Arabic Teacher





Arabic term 1

For Year 1 to Year 3 Arabic classes; we started this term by assessing students' Arabic reading and writing abilities. For all classes we use Arabic Textbook , homework book and some videos. 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 assistants for helping students and we provided students with additional or different materials to work on Al-Hamduli Allah, 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.

SR HEBA

Teacher assistant



SR KHADIZA

Teacher assistant



ARABIC MESSAGE

السلام عليكم ورحمة الله وبركاته

"Success is the sum of small efforts, repeated day in and day out" Robert collier

Dear parents and careers,

As term 1 draws to close, I want to express my gratitude for the school and the parents continued support through this learning journey. Our students have worked hard to achieve their goals. It's pleasure for me to see them working together in the classroom to build strong bonds and lasting friendships, which have made their learning experience even more enjoyable and meaningful.

The encouragement at school and at home has played an important role in their success.

The Arabic books are more effective in achieving our teaching goals. The focus was on the skills of speaking and communicating with others in Arabic as well as listening, reading and writing. This was done through the use of the latest strategies and modern teaching methods to help students understand and comprehend such as drama, induction and brainstorming.

Among those strategies is also learning through play using (playdough).

We activated peer learning through learning journey. Additionally, we worked on building students self-confidence by having them memorise a song, which they performed in the assembly such as the song (رمضان يا رمضان).

We use technology in the learning like (Aljazeera learn Arabic).

we use the Easy Quran Reading book with new students who have not yet learned the Arabic letters and reading.

For all classes in the secondary, we created google classroom to support students during the learning process.

Finally, let's continue supporting their love of learning, ensuring they stay motivated to achieve their best.

Kind regards,

Mrs. Sanaa Abujarbou

Arabic Teacher



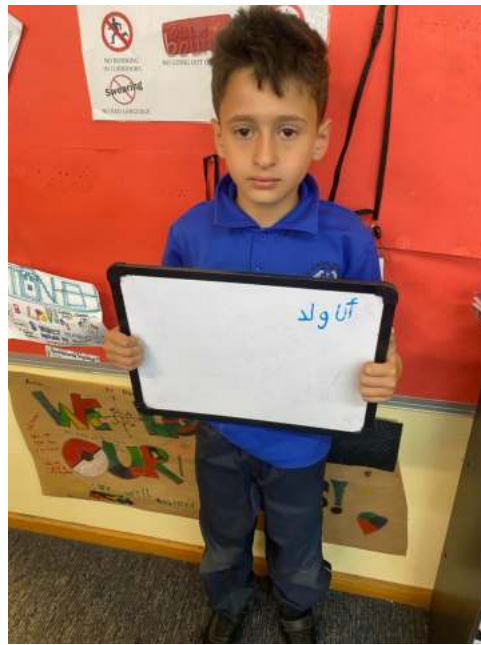
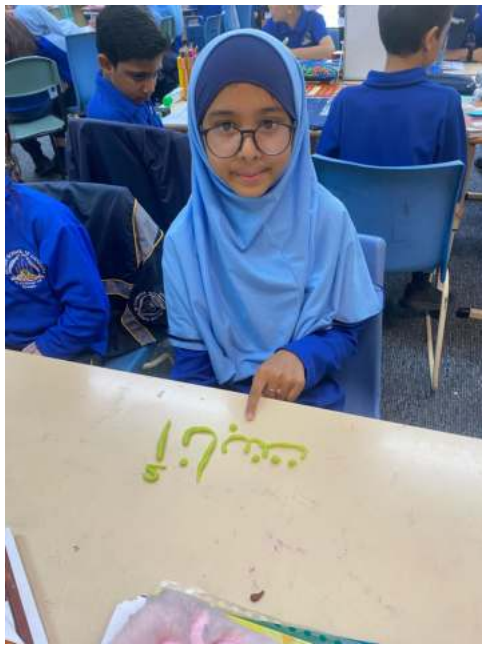
MS SANAA

Arabic Teacher



MS MALAK

Arabic Teacher Assistant



PDHPE NEWSLETTER T1 2025

All students have been using their PE lessons to prepare for the upcoming ISC Cross Country Day, where weather permits (May 8 T2). These lessons have been particularly draining due to the warm weather. From Kindergarten to Year 10, students have been racing around the school grounds on various courses tailored to different age groups. The atmosphere was full of laughter and excitement as students will compete for house points, health, and enjoyment.

In addition to Cross Country, students have also engaged in a range of activities during PE, including Shot Put, Long Jump, Discus, Volleyball, Newcombe ball, Basketball, Cricket, Fundamental Movement Skills, Ultimate Frisbee, and hand-eye coordination exercises.

A wonderful reward for Md Fasiul Islam at the School Sports ACT awards last week. He won the Sportsmanship award for his athletic efforts in 2024. Here's to his continued health, fitness, growth and wellbeing in 2025, Insha Allah.

SPORTS MESSAGE



MR CAIRNS
Sports Teacher







CHEMISTRY & PSYCHOLOGY MESSAGE

Year 9 Chemical Science: A journey into the atom and beyond

Year 9 Chemical Science students have been on an exciting scientific adventure this term, unraveling the atom's mysteries and diving deep into the heart of chemical reactions. From the origins of atomic theory to real-world investigations, it's been a term filled with curiosity, experimentation, and discovery!

We started the journey by exploring the fascinating evolution of the atomic model. Students discovered how the groundbreaking discoveries of electrons, protons, and neutrons revolutionized our understanding of the atom. By learning about natural radioactive decay, they also understood how unstable atoms transform into stable ones. This process powers the universe, from the stars above to the elements around us.



MRS PAVEL

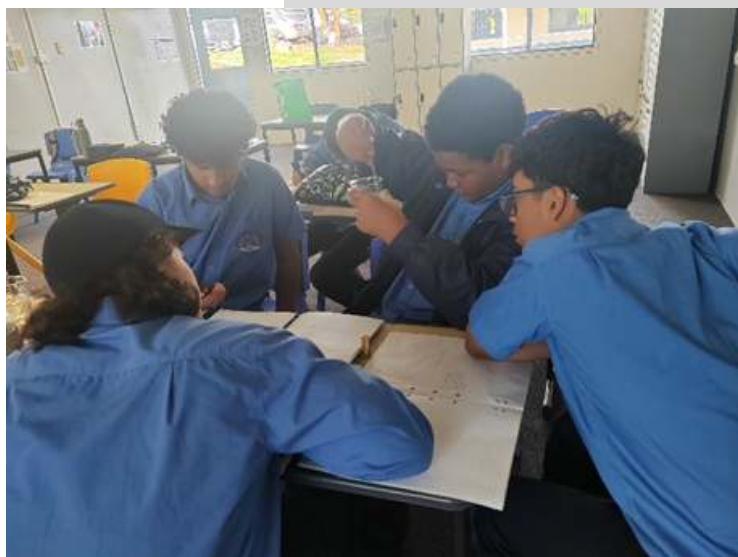
chemistry & psychology Teacher



Chemical reactions were another area of exploration, with students getting hands-on by modeling the rearrangement of atoms in reactions. They took their understanding to the next level by balancing chemical equations, reinforcing the vital principle that in any chemical reaction, mass is always conserved. This "Law of Conservation of Mass" became a key concept that students used to predict and explain the outcomes of various reactions.

Scientific exploration doesn't happen in a vacuum, and our students delved into how scientific knowledge is validated and refined. With a keen eye on the role of publication and peer review, they understood how science evolves through collaboration, skepticism, and rigorous testing.

But it wasn't all theory—students developed their skills in crafting investigable questions, formulating hypotheses, and conducting experiments. They carefully planned investigations, considered variables, controlled errors, and applied risk assessments. Along the way, students also reflected on the importance of ethics, particularly in the context of heritage sites and cultural considerations.



In the lab, students harnessed the power of precision, using various tools and digital technologies to collect accurate and replicable data. Whether conducting experiments on chemical reactions or measuring the effects of multiple variables, they showed a strong commitment to scientific integrity, ensuring their findings could stand up to scrutiny.

It's been a term of growth, not just in knowledge but also in how students approach science—asking questions, testing ideas, and thinking critically about the world around them. As they continue their scientific journey, the foundations they've built this term will serve them well as they explore even more complex topics.

We look forward to the next chapter of their scientific exploration!

"Never trust an atom—they make up everything!" 😊🔬

