

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Islamic School of Canberra



DR MAHMOUD EID
ISC PRINCIPAL

Assalamu Alaikum WRWB

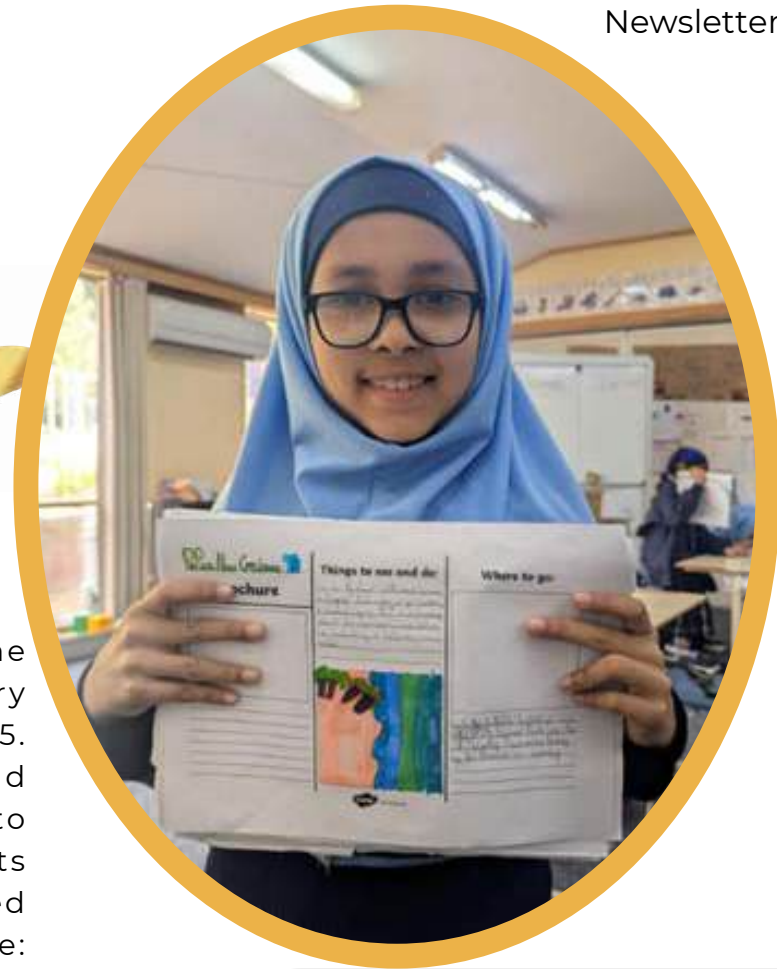
Dear Parents / Carers, Staff and Students,
Welcome to Term 4 newsletter which is the last for this year (2024). We have been very busy preparing for year 11 in 2025. Alhamdulillah, we have a strong and experienced team of senior teachers to teach eleven subjects to our Year 11 students next year. All the subjects offered are based on students' selections and choice: Mathematical Applications, Mathematical Methods, Specialist Maths, English, Business, Psychology, Physics, Legal Studies, Chemistry and Biology, Food Studies. We are also offering Islamic Studies to all year 11 students.

In term 4, many incursions / excursions and activities were organised for the students: a scenario activity led by the National Cyber Security Coordinator, followed by a Questions and answers session



In Knowledge Lies Strength

Term 4-2024
Newsletter



SCHOOL VALUES

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

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·Cyber Safety for the secondary students

·Selected number of students participated in the Quad Cyber Challenge at Government House, Canberra on 24 October. The event included:

-Welcome remarks by the Governor-General and the Australian Government's Special Envoy for Cyber Security and Digital Resilience;
-an afternoon tea with students, teachers, cyber leaders and Quad representatives;

-a formal group photograph to mark the occasion; and

-a scenario activity led by the National Cyber Security Coordinator, followed by a Questions and answers session

·Sleepover nights were organised for the primary students Years 4 - 6, boys and girls separately. The students enjoyed the event and the feedback received from families was very encouraging.

·The school organised an open day in October for the community. It was a good chance for the wide community to see the changes our school has witnessed since 2020 and to also know about our facilities, services, curriculum and possibilities for enrolment.

-The school organised a K-Yr 3 tennis clinic

·We upgraded the school's software to SEQTA and ZUNIA instead of School Pro as we are fast growing and becoming a college in 2025. All school staff (admin and teachers) were trained on that to be ready for the new system in 2025

·An educational excursion was organised to Tidbinbilla for years 8-10.

·Many excursions were organised for primary students to enhance their learning

·An incursion was organised for years 7-10 "Things You Know" targeting students' wellbeing matters.

The school celebrated three graduation ceremonies for our Kindy students, year 6 and year 10 students, well done and congratulations to all our graduate students.



We had the Kindy orientation day for the new students joining school in 2025

Term 4 was concluded with the end of year assembly "Awards Day" on which we acknowledged the achievements of the students – mashallah and tabarakallah.

Scholarships 2025:

Year 6 going to 7:

ABDUL KHALIK, Ahmed - Full scholarship

AZAD, Zayan – Half Scholar ship

ELIA, Zain – Half scholarship

Year 7 going to 8

MAJEDA, Nusaiba – Full scholarship

MALIK, Hamna – Half scholarship

MALIK, Sarah – Half scholarship

Year 8 going to 9

STOKES, Sofya – Full scholarship

AZAD, Zarish – Half scholarship

AHSAN, Maha – Half scholarship

Year 9 going to 10

SHARIF, Fariha – Full scholarship

OSMAN, Zahra – Half Scholarship

IRFAN, Mahnoor – Half scholarship

Year 10 going to 11

KAMRAN, Inaaya – Full scholarship

MOHAMEDEN, Dawoud Ould - Half Scholarship

USMAN, Rija – Half scholarship

Umrah winners 2025:

1.Ishaq Rahman – Full Umrah Scholarship

2.Yahya Zuaiteer – Half Umrah Scholarship

3.Maimuna Abduljabbar – Full Umrah Scholarship

4.Rania Ahmad – Half Umrah Scholarship

Inshallah, I will write to you again in Term one 2025. Until then, assalamu alaikum warahmatullahi wa barakatuh.

Dr Mahmoud Eid

Principal

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OPEN DAY



OPEN DAY



OPEN DAY





KINDY GRADUATION





YR 6 GRADUATION





YR 10 GRADUATION





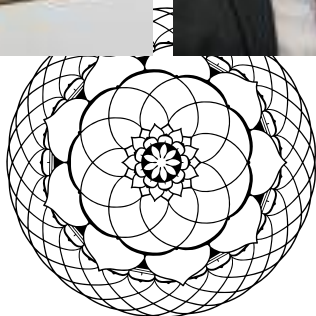
AWARDS CEREMONY







DIVINE LEGACY VISIT



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SR MONA & SR LINA APPRECIATION



YR 10 STAFF LUNCH





KINDY-KOALA



Assalamualaikum Dearest Kindy koalas,
As the year comes to an end, it is time to say goodbye to my beloved Kindy Koalas. We have shared so many moments filled with laughter, and even a few tears. Each of my precious Koalas holds a special place in my heart, and every single one is so unique—I truly wish we had a little more time together.

This year, we have accomplished so much! We learned how to write simple sentences, retelling wonderful stories like Tiddalick the Frog and The Rainbow Serpent. We now know to start our sentences with capital letters and end with full stops, and we can rearrange words to make our writing make sense. We are truly sentence-writing superstars, MashAllah!

Maths was an absolute adventure! We loved discovering patterns and exploring positional words. The koalas can now draw pictures using a whole range of those words, and they had a blast comparing Favourites. For example, we learnt that chocolate ice cream was our class's top choice, while mint came in as the least favourite—our pictographs and pictograms taught us so much!



**Ms Shahreen won
Teacher of the year!!**





Healthy Harold was another highlight of the year! The children were fascinated to learn about "anytime foods" and "sometimes foods" and why sugary and salty treats are not the healthiest. To spread the message, we created our own healthy fruit-and-veggie faces—fun and oh-so-yummy!





Geography was fun too. We explored Aboriginal culture and learned the importance of sacred sites. We discovered why protecting these special places matters so much and celebrated it by painting our own versions of Uluru. We have learnt to acknowledge and respect the significance of the land to Aboriginal communities. As I wrap up, I want to thank you, dear parents, for your endless support. You made my job joyful, rewarding, and smooth. Your kindness and help have meant the world to me, and I am so grateful to Allah for that. Please keep us in your prayers, and know that these little Koalas will always have a piece of my heart.

With all my love and gratitude

Mrs. Shahreen Rahman

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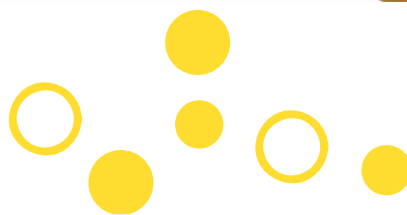
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YEAR 1



Dear Year One Families,

As Term 4 comes to a close, we are delighted to share with you the exciting learning experiences and growth your children have achieved during this final term of Year 1. It has been a productive and engaging term filled with creativity, curiosity, and collaboration. Here is an overview of what we have explored:

English

This term, students delved into story recounts and narrative writing. They exercised their imaginations to create vibrant and engaging stories, developing their ability to structure narratives with a beginning, middle, and end. Phonics remained a focus, helping students refine their reading and spelling skills as they tackled new sounds and word patterns.





Mathematics

Our budding mathematicians explored how to collect, interpret, and present data. Through hands-on activities, students learned to organize information into graphs and charts. We also explored the properties of 2D and 3D shapes, fostering spatial awareness. Additionally, we worked on reading and understanding time – focusing on “o’clock” and “half-past.”

HASS

Students investigated the differences between natural, managed, and constructed features in our environment. We discussed how to care for these places and why it is essential to look after our world. These discussions helped develop a sense of responsibility and respect for our surroundings.

Science

Students explored various aspects of Chemical Sciences, such as materials and their ability to stretch, bend, twist, heat, and cool, through hands-on experiences. Everyone loved the activities! Additionally, students further practiced their inquiry skills.

ICT

In ICT, students explored the fascinating journey of where food comes from. They practiced collecting and demonstrating data using software applications, integrating technology into real-world learning. These skills will serve as a foundation for future technological exploration.



ART (drama)

Our focus in Arts this term was drama! Students learned about the essential elements of drama, including voice, movement, and expression. Through role-playing and performance activities, they practiced collaboration and creative thinking, building confidence and having fun along the way.

Health

In Health, students focused on developing healthy and positive relationships with their peers. They learned strategies for forming and maintaining friendships, emphasizing kindness, respect, and empathy. A visit from Healthy Harold provided engaging lessons about these important concepts, reinforcing the value of making positive choices in our interactions with others.

We are so proud of the progress and achievements each student has made this term. As we wrap up the school year, we thank you for your continued support and encouragement. It has been a pleasure working with your children, and we look forward to seeing them flourish in Year 2!

Wishing you a joyful and restful holiday season.

Warm regards,

Lucy Li

Year 1 Classroom Teacher

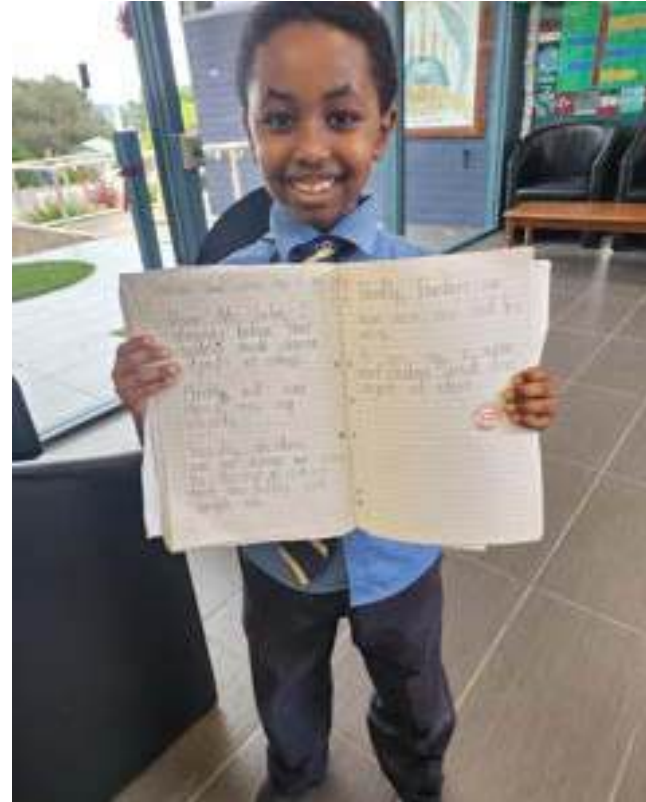
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YEAR 2A



**Dear families,
Assalamu Alaikum**

As we approach the end of this year, I would like to congratulate you and your child on reaching another important milestone. Throughout the year, we have worked diligently to achieve our goals, taking each step with dedication and perseverance.

I am truly impressed and amazed by the hard work and effort that 2A has demonstrated in their learning journey. Every student has made incredible progress, and their enthusiasm and commitment have been inspiring.

Learning Highlights This Term:

This term, the students have covered a wide range of topics across different subjects:

Mathematics:

Maths kept us quite busy this term! We explored several important concepts, including:

- Telling time
- Doubling and halving numbers
- Positional language
- Shapes and their properties





We incorporated a mix of hands-on activities and worksheets to strengthen our understanding of these concepts. It was a pleasure to see the students' engagement and commitment, and I am proud to say they did very well by achieving all the goals with their math learning!

English:

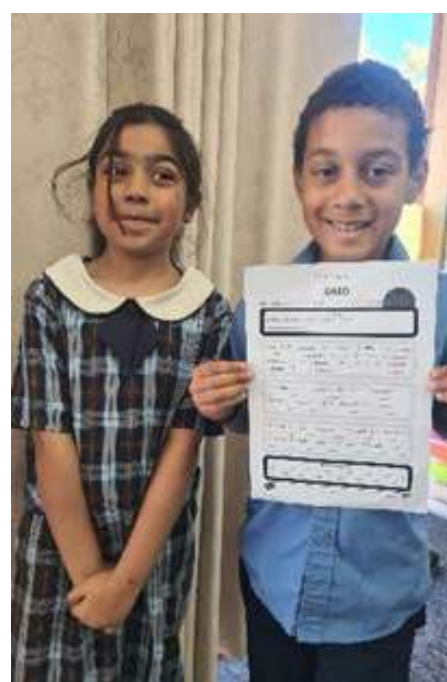
Our genre for the term was persuasive texts. The children thoroughly enjoyed learning how to craft arguments and present their ideas convincingly. A highlight was when they applied these skills to persuade their parents about their favourite topics! The most popular one? "Eating ice cream after dinner every day!" It was delightful to see their creativity and enthusiasm shine through their writing. We also continued our novel study, where we explored different novels in depth. The students practiced deep thinking and developed their reading comprehension strategies, engaging in thoughtful discussions about characters, themes, and plot developments.

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English:

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HASS

This term, the students undertook an exciting research project on different cities around the world. While researching, children explored the geography, landmarks and how cities evolved overtime.

It was wonderful to see their curiosity and critical thinking skills as they researched and presented their findings. They enjoyed learning about diverse cultures and understanding the world beyond their immediate surroundings.

This term, the students undertook a historical research project where they selected an object and explored how it has changed over time. They investigated how the object looked in the past compared to the present, discovered who invented it, when and why it was created, and examined its evolution and significance in society. This project was connected to our study of past and present and began with brainstorming inquiry questions based on the children's curiosity. It was inspiring to see their research skills develop as they uncovered fascinating insights, leading to engaging class discussions about the origins and impact of their chosen objects. Children collated their findings in a booklet.



Health

This term in Health, the children focused on protective behaviors and learned how to keep themselves safe in various situations. They discussed the importance of recognizing safe and unsafe behaviors, and how to respond in situations where they might feel uncomfortable or unsafe. The students were introduced to strategies like saying "no" when something feels wrong, seeking help from trusted adults, and understanding the importance of privacy and personal boundaries. They also explored how to protect themselves in different environments, whether at school, home, or in public spaces. Through role-playing, discussions, and activities, the children developed a greater understanding of how to stay safe and take care of their well-being. It was wonderful to see them become more confident in identifying potential dangers and knowing how to seek help when necessary.

Arts

In Drama this term, the students explored the book *There's No Dragon in This Story* by Lou Carter through role-play and improvisation. They brought the quirky characters to life by acting out the events of the story, where a dragon, who is looking for a place to belong, is left out of other fairy tales. The children practiced using their voices, body language, and expressions to portray the emotions of the dragon and other characters, such as the princess and knight. As they acted out different scenes, the students discussed themes like inclusion, friendship, and understanding. They also had fun creating their own versions of the story, imagining what might happen if the dragon joined other tales. This activity helped the children develop their confidence in performance while encouraging creativity and teamwork.

It has been wonderful to see the students' curiosity and excitement in each subject.

This term, the students had two exciting experiences that enhanced their learning. They went on an excursion to the zoo, where they had the opportunity to observe a variety of animals and learn about their habitats, diets, and behaviors. It was a fun and educational trip that brought their science lessons to life! Additionally, the Healthy Harold excursion taught the students about making healthy choices. Through interactive activities and discussions, they learned the importance of inclusion, kindness, and respectful behaviours as being good friends, helping them develop habits for a healthy lifestyle. Both experiences were valuable and provided memorable learning moments for the children.

Thank you for your continued support and encouragement. It has been a pleasure to be part of your child's educational growth this year.

Ms Sara Suleiman



السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

"It's not about being the best. It's about being better than you were yesterday."



Dear Parents and Caregivers,
As Term 4 and the school year come to a close, I would like to express my heartfelt thanks for your support and partnership throughout the year. Year 2B has been a remarkable group, and seeing the students grow academically, socially, and emotionally has been a joy.

This term, we have celebrated many successes. In literacy, the students improved their writing skills, with a focus on persuasive text, and showed great engagement during our novel reading sessions. In numeracy, they explored shapes, time, calendars, and position and direction, applying their learning in practical and interactive ways. Additionally, collaborative activities and projects encouraged teamwork and creativity, which the students embraced wholeheartedly.

Your encouragement at home has made a significant impact on their progress. Over the holiday break, I encourage students to continue reading, practice their math skills, and engage in creative activities to keep their minds active.

Thank you for making this year a memorable and successful one for Year 2B. I am proud of each student's accomplishments and am confident they will continue to shine in the years ahead. Wishing you all a safe, restful, and enjoyable holiday season..

Warm regards,

Mrs. Nada Al-Jobouri

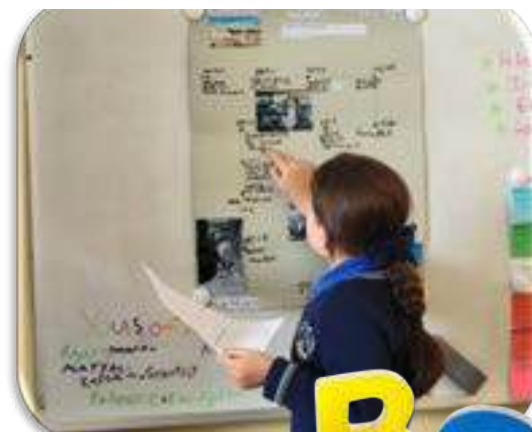
Year 2B Teacher

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Year 2 DRAMA

This term, the year 2s role-played the story
(There is No Dragon in This Story)







YEAR 3A



As the year draws to a close, it's time to reflect on the journey of 3A! It's been a big year full of growth. We are so impressed and proud with the amount of progress every single child has shown in 3A.

We thank you for your ongoing support and trust. Thank you, and enjoy the holidays!

Here's a little summary of Term 4 in 3A.

Regards,

Ms Jaimee and Ms Asna.

Mathematics

This term, our focus was on a variety of important mathematical concepts. We explored measurement, learning to sort by height and measure objects using rulers, MAB cubes, and trundle wheels. The students enjoyed practical activities like estimating sizes, measuring the heights and lengths of their friends and various animals, and working with perimeter and equivalent fractions. We also ventured into Chance and Data, where the class predicted outcomes and analysed probabilities. Their enthusiasm for math was evident in their strong effort during assessments and quizzes – especially Morning Starters and team quizzes.





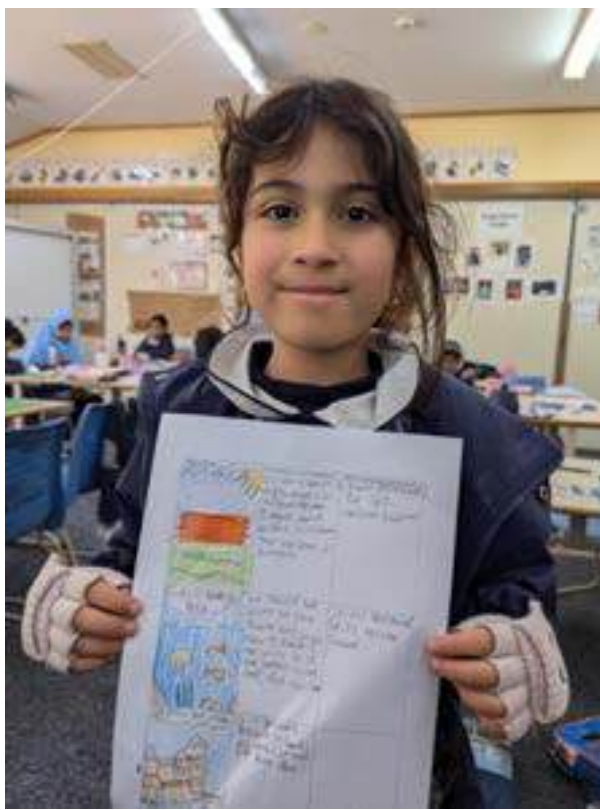
English

In English, we honed our persuasive writing skills. Students crafted compelling arguments on topics ranging from healthy eating to banning zoos, using high modality language and strong reasoning. We practiced reading comprehension and grammar, delving into synonyms and antonyms. Our library sessions further enhanced reading fluency and understanding. The class excelled in creating persuasive letters and debate sessions, which the children had lots of fun with.

Science

Our Science lessons were filled with hands-on learning! We investigated states of matter, including solids, liquids, and gases, and explored the fascinating world of non-Newtonian fluids like oobleck. We also dove into recycling, learning about soft plastics and composting, and discovered how materials like glass can transform under heat. Creative activities like making playdough made science both educational and fun.





Health and Physical Education

Health lessons focused on emotional literacy, teaching students to identify and express complex feelings. We also discussed inclusion, emphasizing how to make everyone feel welcome and valued. In PE, teamwork and sportsmanship were key, with activities like scoopball and games fostering collaboration like hockey and soccer. Another focus was creating our own fun games, ensuring they were inclusive of different abilities so everyone was able to have fun and play.

HASS (Humanities and Social Sciences)

In HASS, we explored Australia's significant places, from Uluru and the Great Barrier Reef, and learned about their historical, cultural, and natural importance. We also examined the impact of tourism and the unique ecosystems of wetlands, enhancing our understanding of environmental and societal interconnections.

Congratulations to all students for their hard work and growth this term and thank you everyone for an amazing year!







Assalam O Alaikum Dear Families,

"The beautiful thing about learning is that no one can take it away from you." – B.B. King

As we bring this memorable year in Year 3 to a close, we reflect on the remarkable journey our students have taken. From the very first day of school, our students embarked on a journey of academic and personal development, gaining new skills, knowledge, and friendships along the way.

Throughout the year, students have explored a wide range of subjects and topics, each designed to challenge and inspire their thinking. In English, they sharpened their skills in reading and writing, becoming more expressive and persuasive with their words. In Mathematics, they mastered foundational skills and tackled new concepts like fractions, multiplication, and measurement. The exploration of Geography and Science opened their eyes to the world around them, fostering a deeper understanding of their environment and the importance of caring for it.







Our students have grown not only academically but also socially and emotionally. They have developed strong friendships, learned the value of teamwork, and demonstrated respect and kindness to their peers. As they navigated through challenges, they showed resilience and a willingness to learn from their mistakes.

As they now look ahead to Year 4, we are incredibly proud of each student's accomplishments and the growth they have shown. It has been a privilege to witness their transformation into more confident, curious, and capable learners.

We wish all our Year 3 students continued success and joy in their learning journey. May they carry the lessons from this year with them and always approach new challenges with the same enthusiasm and determination they have shown throughout this year.

Best of luck to all my lovely Year 3 students! Enjoy the gallery walk of our moments from this year.

Ms Somia

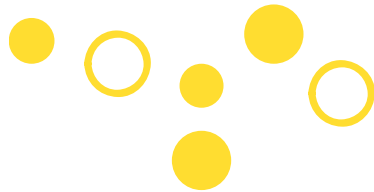
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YEAR 4A



Dear Parents,

As this school year comes to a close, I find myself reflecting on what an incredible journey it's been. There are so many people to thank for making this year in Year 4A such a special one—parents, staff, friends, and every single person who played a role in our school community. Your support and encouragement have made all the difference, and for that, I am truly grateful. This Year 4A group has been a gift. Each child walked into our classroom as “somebody”—with their own personality, dreams, and strengths. And throughout the year, I've seen them grow into “better somebodies,” with a confidence that tells me they are ready for the next step. They've come to understand that they're valued, capable, and that they have important places to go in this world.

I believe, as Rita Pierson once said, that every child deserves a champion. Every child deserves to be seen, believed in, and encouraged. That's only been possible because of the friendships and partnerships that have been built with families, colleagues, and everyone across the school. Together, we've created a space where each child feels safe to learn, to question, and to shine. Watching them take pride in their achievements—no matter how big or small—has been a privilege beyond words.





Thank you for allowing me to be a part of your child's life this year, for trusting me, and for supporting this shared journey. I am deeply moved by the kindness and commitment of everyone who has helped make this year unforgettable. These young champions are ready for the world, and I can't wait to see what they'll do next. Here's to their future, to all the people who've helped them along the way, and to a school community that I feel so lucky to be a part of. With heartfelt thanks,

Ms An
Year4A Teacher





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Year 4 Term 4 Reflection and Achievements

Assalam Alaikum Dear Parents and Guardians,

As we close Term 4 and celebrate a year of incredible learning, we take this opportunity to reflect on the progress and achievements of our Year 4 students. This term has been filled with growth, creativity, and curiosity across all subjects. Here's a snapshot of the fantastic learning experiences and skills students have developed.

English

Year 4 students embraced their creativity and built their skills in crafting written and multimodal texts. From engaging narratives to informative pieces, they explored various purposes and audiences.

- **Building Ideas:** Students demonstrated their ability to develop ideas by drawing inspiration from class topics, their personal interests, and the texts they read.
- **Organisation and Flow:** Using paragraphs effectively, they connected and structured ideas seamlessly, enhancing the readability of their work.
- **Language Features:** They explored complex sentences, topic-specific vocabulary, and literary devices, such as similes and metaphors, to add depth to their writing. Visual elements like diagrams and illustrations also complemented their multimodal creations.

Mathematics

Our mathematicians delved into real-world problem-solving through data collection, representation, and interpretation.

- **Data Representation:** Students conducted statistical investigations, creating and interpreting pictographs, column graphs, and other visualisations.
- **Critical Analysis:** They compared data displays, evaluating their effectiveness in showcasing patterns and variations in distributions.
- **Chance and Probability:** Exploring everyday events and conducting chance experiments, students developed their understanding of probability, gaining insights into relationships between outcomes and variability.





Science

This term, our scientists engaged in hands-on inquiry, connecting scientific concepts to practical solutions.

- **Problem-Solving:** Students identified real-world needs and designed solutions based on scientific principles.
- **Materials and Properties:** They investigated how the properties of materials determine their uses.
- **Data Analysis:** Analysing scientific data helped students strengthen their critical thinking and understand diverse perspectives.

HASS (Humanities and Social Sciences)

The focus this term was sustainability and resource management, with a special emphasis on First Nations Australians' custodial responsibilities.

- **Sustainable Practices:** Under sustainable Practices the students explored renewable and non-renewable resources, discussing how we can use these responsibly.





Health

Our students focused on their personal development and well-being, learning strategies to stay safe. They studied in detail the Protective Behaviours which covered key topics on online and offline safety, with students exploring help-seeking strategies to protect themselves and others.

Design and Technology

Creativity and innovation took centre stage in Design and Technology as students worked on sustainable projects by focusing on:

- **Making Solutions:** Using tools and materials safely, they designed and built functional solutions that met given criteria.
- **Sustainability:** They evaluated their projects through a lens of sustainability and refined their ideas to improve outcomes.
- **Teamwork:** Whether working independently or in groups, students demonstrated excellent collaboration skills while following structured plans.

Coding with cups

Our Excursion to Mulligans Flat Sanctuary:

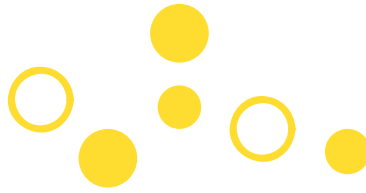
As the year comes to an end, we celebrate the resilience, curiosity, and enthusiasm our Year 4 students have shown. They've not only mastered new skills but have also developed a love for learning that will carry them forward. We wish them all a wonderful holiday and look forward to seeing their continued growth next year!

Warm regards, Zakia Aziz





YEAR 5



As I reflect on my first term teaching Year 5 at the Islamic School of Canberra, I am filled with pride and excitement about our incredible journey together during Term 4. Although I only joined the class this term and have spent a limited time with the students, their enthusiasm and dedication to learning have made this experience unforgettable. Despite the short time, it has been a whirlwind of creativity, exploration, and growth across all subjects, and I have been truly impressed by their engagement and progress.

In English, the magical world of Harry Potter and the Chamber of Secrets captured the students' imaginations, offering them a chance to develop their comprehension and vocabulary while honing their writing abilities. After immersing themselves in the story, students compared the book to its film adaptation, delving into a thoughtful analysis of character development, settings, and their personal preferences between the two versions. In addition, they also embarked on a creative journey, crafting biographies of their favourite characters, celebrities, or influential figures, and presenting their research in imaginative flipbooks. As part of their exploration, students also created autobiographies, interviewing family and friends to gain insights and inspiration for their narratives.

The excitement didn't end there! In Mathematics, students identified the properties of 3D objects and explored real-life examples, applying their spatial reasoning skills to build their own 3D models using a variety of materials, from paper templates to popsicle sticks and Blu Tack.





Symmetry became a central theme, with students designing intricate reflective patterns like mosques and prayer mats while exploring the concepts of rotational and reflective symmetry. They also discovered the power of grid coordinates, using directional language to describe positions and movements, all while engaging in hands-on activities that helped them master concepts like translation and rotation. The students also worked with data, learning how to collect, represent, and interpret it, while diving into the world of tessellation, where they created stunning geometric patterns.

Meanwhile, Year 5 students embarked on an exciting journey in Science to unravel the mysteries of light. They discovered how light travels in straight lines and how it interacts with different materials, exploring key concepts like reflection, absorption, and refraction. Through hands-on experiments, they observed how light behaves when it hits surfaces and passes through transparent materials, which sparked their curiosity and deepened their understanding. Students also investigated how we perceive colour, learning how light influences the way we see the world around us.

In the world of HASS, Year 5 students dived into the fascinating realm of consumer choices and financial literacy. They explored why people buy, how advertising influences decisions and the importance of budgeting. Through lessons on entrepreneurship, they learned how businesses succeed by setting financial goals for the short and long term. The students also gained valuable insights into financial transactions, such as the use of credit cards, and discussed how these choices can impact personal finances.

As we reflect on this action-packed and enriching term, it's clear that Year 5 students have not only gained essential knowledge and skills but have also nurtured their creativity, critical thinking, and problem-solving abilities. Their hard work, dedication, and passion for learning have truly shone through, and I look forward to seeing how these skills continue to evolve in the years ahead. Well done, Year 5!

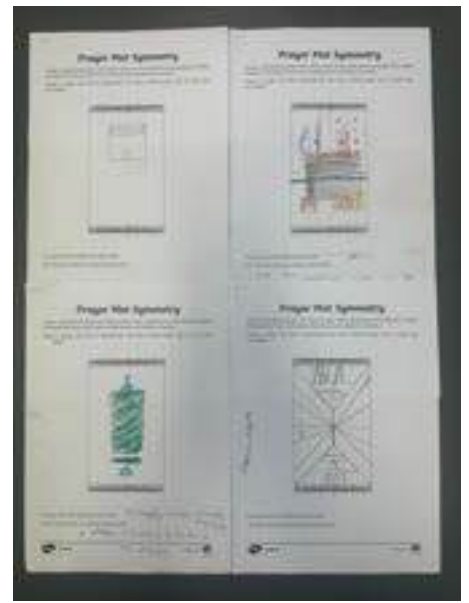
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“Education is the most powerful weapon we can use to change the world.” – Nelson Mandela



The final term for 2024 is complete, along with our wonderful Class of Year 6's journey in primary school. Once again, our term has been full of wonderful fun, laughter, and new learning experiences.

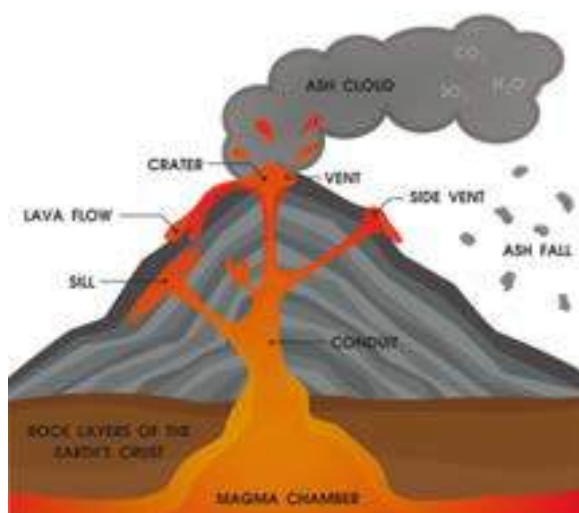
In English, students have learned about picture books and their target audiences. They have created their own picture books as part of their assessments and have identified the different types of books for different ages, along with the different purposes of books.

In Technology, students have focused on design solutions, specifically for supporting wildlife in different types of environments. One of their tasks was to make a bird feeder out of everyday items.

Health this term included strategies to manage their transitions between different life events, including the transition from primary to secondary school.

HASS this term focused on Economics and Business, looking at how we can make decisions that benefit the community, along with how those decisions impact the environment and individuals.





Students also learned how to make decisions and the cost of each decision (e.g. what was the trade off for making one choice over the other).

This term in science, we have been exploring a variety of natural phenomena that occur all around us. We've learned how weather events like thunderstorms and tornadoes form, and how earthquakes and volcanic eruptions are caused by the movement of Earth's tectonic plates. We also discovered how water moves through the atmosphere, lands, and oceans, creating phenomena like rainfall, floods, and droughts. By looking at these natural processes, we've been able to understand how different factors like temperature, air pressure, and the Earth's surface shape the environment. We've also learned how scientists use observation and data to predict some of these events, helping communities prepare for and respond to their impacts. Maths this term revisited some previously learned topics and explored them in further detail. Students of Year 6 compared distributions of data and created different types of graphs to display the information. They assigned probabilities and converted between fractions, decimals, and percentages, and also compared frequencies to the expected frequencies of the outcomes of chance experiments.



The students of Year 6 also participated in a four-week Tennis Clinic. Students learned key skills of how to use a racquet in different ways in order to best hit the ball back to their opponent.

Congratulations to the class of Year 6 for completing their final term (and year) of primary school! We wish you all the best in your secondary years of schooling and hope you have a safe, fun, and restful holiday.

Mrs Stacey McGregor
Mrs Neha Sultana

Year 6A

Year 6B

EKLHMNTLMDYGQKIQA ZHP
WBZ RCTQFP HHZGA IGRDGQ
MNF FCKAR I MANAAZYQQPO
UMUCHSBZPTAZUIKLGSTF
WOKQLUBRCFLADWNTAATT
ADSSDTPQWIMYCTCAHNPH
MWOAUOFBGJANNATSB LRB
AXTKFEUKCCQESAFIYAES
NFYNOWCNYJJBJXAZAYAN
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LLHYUOTNLUADEEENAMMAR
UUYCYVEPXHSVMUOXIOPE
JHAMYE OAJTAOHBI ZQQYD
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BWAGONTAXOIVKPIEAVIA
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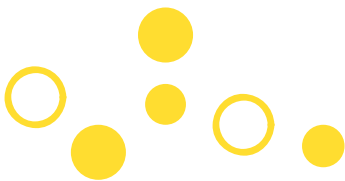
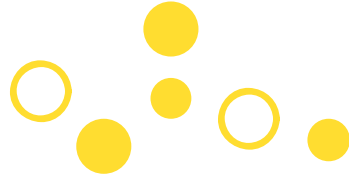
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Kariman	Zainab	Zayneb	Ayat	Muhammad	Youssef	Mustafa	Zain
Safwan	Jannat	Adeena	Safi	Shazana	Hassaan	Fatimah	Htun
Safiya	Yasin	Yahya	Taha	Eshaal	Zayaan	Maryam	
Zayan	Ammar	Zohha	Ali	Hareem	Ismail	Westyn	
Azlan	Amani	Omar		Aliyah	Ahmed	Mahmud	
				Osman	Amar	Aslan	





SECONDARY



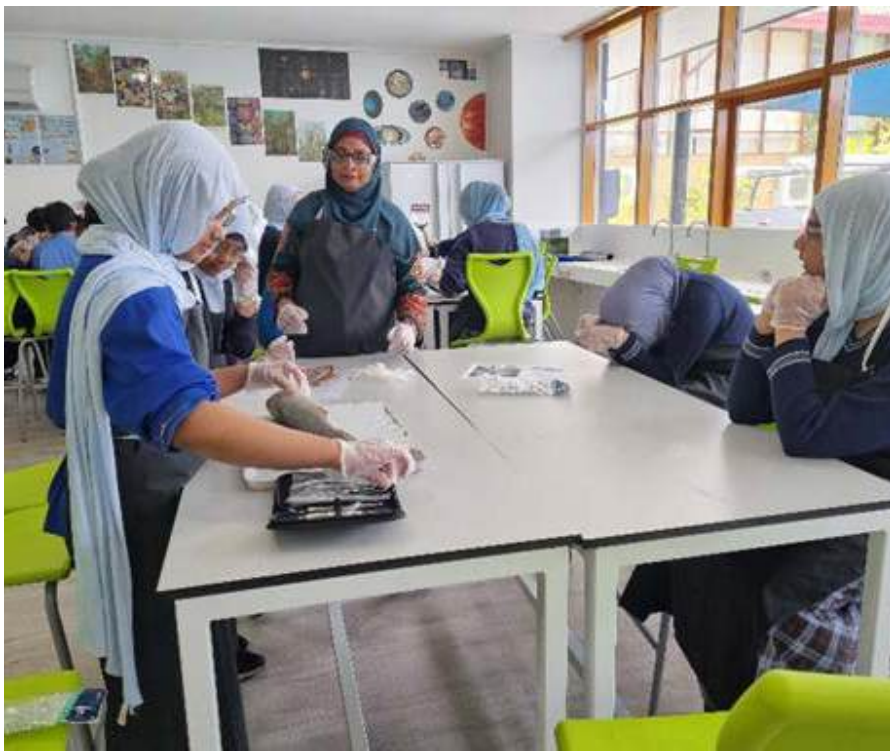
Year 10 inviting all ISC staff for a 5 star lunch

Assalamu Alaikum wa Rahmatullahi wa Barakatuh,
As we bid farewell to Term 4, we are filled with gratitude and pride for the incredible journey this term has been. From academic accomplishments to memorable excursions and community celebrations, our students, staff, and families have come together to create a truly enriching and inspiring environment. Here's a detailed look at the highlights of this term.

Year 7 Highlights

- Mathematics:
- Year 7 students immersed themselves in the fascinating world of Linear Equations and Congruence. These concepts were brought to life through an innovative board game designed by Ms. Adissya, a pre-service teacher from Indonesia. Her creative teaching methods transformed these topics into a fun and engaging experience, helping students develop both understanding and enthusiasm for math. Ms. Adissya also assessed students' progress through the game, ensuring they mastered the concepts in a joyful way. We extend a big JazakAllah Khair to Ms. Adissya for her dedication and creativity.





- Science:
- The study of Classification of Organisms became an unforgettable experience thanks to the efforts of Nusaiba, Rameen, Sarah, and Ishra, who delivered an engaging and educational presentation. Their session was both informative and fun, concluding with an interactive Kahoot quiz that kept their classmates involved and excited.

To deepen their understanding, students had the unique opportunity to dissect fish under the expert guidance of Br. Sazed. This hands-on activity captivated everyone, especially the girls, who demonstrated exceptional skill and enthusiasm. A heartfelt thank you to Br. Sazed for making this experience both educational and enjoyable.



Year 8 Highlights

- Mathematics:
 - Year 8 explored Linear Equations and Congruence, discovering their practical applications in everyday life. The students were highly engaged, completing online tests with enthusiasm and actively participating in discussions. Their dedication to understanding these concepts was commendable.
- Excursions:
 - A highlight of the term was their excursion to Tidbinbilla Nature Reserve and Corin Forest. Students enjoyed hiking through the beautiful landscapes, connecting with wildlife, and strengthening friendships in a serene, natural setting. These outings provided a perfect balance of exercise, relaxation, and meaningful connection with nature and peers.



Year 10 Highlights

Mathematics:

Year 10 continued their journey into Quadratic Equations and Exponential Functions. Their curiosity and commitment to learning were evident as they sought extra guidance during lunch and recess to clarify doubts and extend their knowledge. Their determination and effort have been truly inspiring.

ICT and Food Technology:

One of the most memorable aspects of Term 4 for Year 10 was their Food Technology program. Students showcased their culinary talents by preparing a variety of delicious dishes and hosting a spectacular party for the ISC staff. The event was a testament to their creativity, teamwork, and hard work. A special JazakAllah Khair to all the parents for their generosity in providing the ingredients—this event would not have been possible without your support.

To celebrate their efforts, Dr. Eid hosted a special party for the students, featuring delicious burgers, chips, and drinks. Ms. Farah and Ms. Shareen contributed cakes to the feast, while Year 8 students decorated the hall beautifully to honor their Year 10 peers. The day was filled with joy, laughter, and a strong sense of community.

Excursions:

Year 10 also enjoyed an adventurous excursion to Tidbinbilla Nature Reserve and Corin Forest. From exploring nature to bonding with friends, this outing was a perfect way to unwind and reflect on the year's accomplishments.





A Heartfelt Thank You

As this year comes to a close, I want to take a moment to thank each and every parent, student, staff member, and community member for making my first year at the Islamic School of Canberra an unforgettable experience. Your warmth, support, and dedication have left a lasting impression on my heart, and I am deeply grateful for the opportunity to be part of this wonderful community.

This year has been filled with countless blessings, and I am so proud of all that we have achieved together. From academic success to community events, you have all contributed to making ISC a place of joy, learning, and connection.

As we step into the holiday season, I pray that Allah (SWT) keeps you all safe under His divine protection. May He bless you with happiness, good health, and countless moments of joy with your loved ones. In sha Allah, I look forward to welcoming you all back next year for another exciting chapter of growth and discovery.

Until then, take care, enjoy your well-deserved break, and remember to cherish these precious moments with your families.

Jazakum Allahu Khairan

Tahseem Banu

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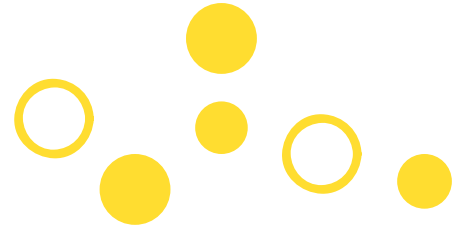








SECONDARY



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Assalaamu 'alaykum wa rahmatullaah.

Dear parents and friends of the Islamic School of Canberra,
I hope this message finds you all well.

The end of the year is upon us! What a wonderful year it has been. Lots of learning, lots of work, and plenty of fun. I am really looking forward to doing it all again next year, God willing.

A brief summary of learning content is provided below, and then I'll devote as much space as possible for photos and recollections of the term.

- Year 8 science – astronomy + physics.
- Year 9 mathematics – probability + statistics + quadratic equations and graphs.
- Year 9 science – geology + mechanics + psychology.
- Year 10 science – physics extension + forensic science.

It's time for photos ...

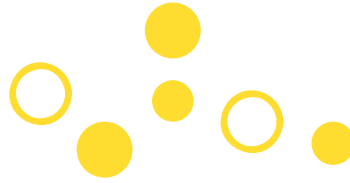




Let's finish with a maths problem; a sugary prize to anyone who can bring me the solution!
 You are a prisoner sentenced to death. The king offers you a chance to live by playing a simple game. He gives you 50 black marbles, 50 white marbles, and two empty bowls. He then says, "Divide these 100 marbles into the two bowls. You can divide them any way you like, as long as you use all the marbles. I will then blindfold you and mix the bowls around. You can then choose one bowl and remove ONE marble. If the marble is BLACK you will live, but if the marble is WHITE ... you will die."
 How should you divide up the marbles so that you have the greatest probability of choosing a BLACK marble?



SECONDARY ENGLISH



As Salaam-o-Alaikum

"Success is no accident. It is hard work, perseverance, learning, studying, sacrifice, and most of all, love of what you are doing or learning to do."

— Pelé

As the year comes to a close, I would like to extend my heartfelt gratitude to all students, parents, and guardians for your unwavering support throughout 2024. It has been a year filled with growth, creativity, and academic achievement. Term 4, in particular, has been a whirlwind of learning, exploration and success, setting the stage for even greater accomplishments in 2025. Here's a summary of the tasks that kept us busy in term 4.

Year 7 – Fact to Fiction

This term, my Year 7 students embarked on imaginative journeys, crafting narratives that blurred the lines between fiction and non-fiction. They explored a variety of genres, including suspense, gothic, tragedy, and comedy. Each student developed storytelling skills through, crafting protagonists, mentors, sidekicks and antagonists, structuring storylines with arcs, conflict, climax and resolutions, designing settings and backgrounds and experimenting with different methods of storytelling.

Activities like storyboarding, ARMS (Add, Remove, Move, Substitute) and CUPS (Capitalization, Usage, Punctuation, Spelling) editing, and peer reviews enhanced their writing process. Alongside this intense writing programme, students worked silently on their grammar and reading comprehension skills through a mix of printed materials and online resources and a vocabulary test in which the students excelled. For the next few weeks we are going to enjoy reading "The Enchanted Island" discussing, analysing and arguing different viewpoints of the text.

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Year 8 – An Adventurous Perspective

My Year 8 students are making their way cutting through the thick of adventure narratives, following a structured approach to writing in six stages. Together we worked through traditional beginnings or ‘in medias res’ for some and created interesting complications building to dramatic climax, plot twists and seriously surprising endings. They learned terminology related to film and television, which they applied in a dedicated test with commendable results. Additionally, the focus on reading comprehension, grammar, and writing skills has been particularly intense as I help them to self-prepare for NAPLAN 2025. It has been a term of sharpening skills, fostering creativity, and building confidence.

Year 9 – Short stories aren't that short after all

This term, Year 9 explored the richness of short stories, reading thought-provoking pieces like *The Pedestrian*, *Examination Day*, *The Lift*, *The Fox and the Lilies*, and *The Wasteland*. Through detailed worksheets and comparative analyses, students developed critical thinking and literary appreciation. It was interesting how we argued at great lengths the different viewpoints, some of their contributions though totally out of this world made so much sense. We looked at so many story types utopian, dystopian etcetera.

We also experimented with the art of conversation, with students crafting and presenting dialogues in groups, including humorous Gen Z versions for added enjoyment. Despite a packed schedule, they maintained focus on grammar and reading comprehension activities. The term culminated in a Text Types test, where students demonstrated their growth with exceptional results.

Year 10 – Short Films-short but not so simple

My Year 10 took a really deep yet a new look into short films this term. Students learned the terminology of film and television, watched a variety of short films and engaged in lively discussions about their themes and techniques. I was taken aback by their analytical skills as well as by the fact that this generation thinks so differently, they kept pressing for the gothic genre.





Their analytical skills shone during a test where they wrote contrast essays under test conditions. Additionally, students completed an imaginative art analysis, achieving commendable outcomes. This term not only deepened their understanding of film as a medium but also prepared them for higher-level critical thinking and analysis. We have been pressing on advanced analysis and writing skills yet they have managed to beat me to the finish line, I can say confidently that my year 10 is ready for college.

As I get ready to call it a day, it's clear that 2024 has been a year of significant achievements and meaningful learning experiences. From narratives and short stories to films and creative conversations, our students have embraced challenges with enthusiasm and demonstrated remarkable progress.

We look forward to an even brighter 2025, with new opportunities for growth and success. Thank you once again for your support throughout this year. Have a joyful and restful holiday season.

"Coming together is a beginning, staying together is progress, and working together is success." - Henry Ford

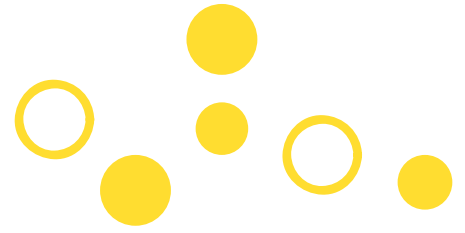






SECONDARY

HASS



In the name of God, the Compassionate, the Merciful
Assalaamu 'alaykum

Dear Parents and Friends of the Islamic School of Canberra,
I hope this message finds you well. Here is a summary of what we covered
this term in our HASS classes:

Year 7 Geography

We explored the topic of "Living in Australia." Students learned how things like water, food, and shelter impact our lives. We talked about why people choose to live in certain areas—like being close to services, having a safe environment, or living near family and friends. We also discussed how choices, such as moving for a job or finding affordable housing, can influence where we live. Additionally, students looked at what makes cities "liveable," including access to water, food, housing, transport, healthcare, education, and safety.

In Economics and Business, students learned about different types of businesses—from small shops to large companies. They explored why people work, whether for money or other reasons, and discussed other ways to earn a living, like owning a business or investing.





Year 8 Geography

We studied "Urban Life." Students learned that cities are growing rapidly, with many people moving away from rural areas due to advances in farming technology. Today, 90% of Australians live in cities. We also discussed Migration, exploring why people move, whether for work, family, or a better life. Migration can be within a country or between countries, and it can be voluntary or forced due to violence, poverty, or conflict.

Year 9 Geography

Students studied how our world is more connected than ever before, thanks to technology. We looked at "Global Connectivity," understanding how goods, services, people, and ideas move quickly around the world. This has both positive and negative impacts, such as improving living standards and cultural exchanges, but also leading to pollution and increased competition.

In Economics and Business, students learned practical skills, like managing money, saving, investing, avoiding scams, and knowing their rights as consumers.





Year 10 Geography

Our focus was on "An Unequal World." Students explored why some places have more resources and better living conditions than others. We also looked at ways to improve people's quality of life, like reducing poverty and providing better education and healthcare.

In Economics and Business, we discussed living standards, comparing what makes life good in different countries and finding ways to improve people's lives.

Thank you for your ongoing support in our educational journey.
Wishing everyone the best.

Muhammad Khan

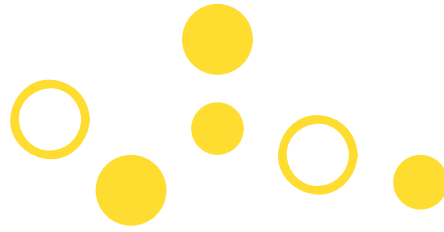
HASS Teacher

Islamic School of Canberra





QURAN



Asalamu alikum all,

During Term 4 , Al-hamduli Allah, students have repeatedly revised many surahs. During this last term we focused on enhancing reading and revising what students memorized during previous terms.. Masha'a Allah many students have completed the memorization of extra surahs , such as Surah Al-Mulk, Ar-Rahman, and half of surat Al-Kahf. We also continued to work with some students, using and /or reviewing IQRA books. Those students were encouraged to keep reviewing and reading from these books on daily basis. We encouraged and appreciated parents' support for improving or advancing the Quran reading, We delivered our classes through various modes: lessons, individual & group reading, peer support and one to one support.

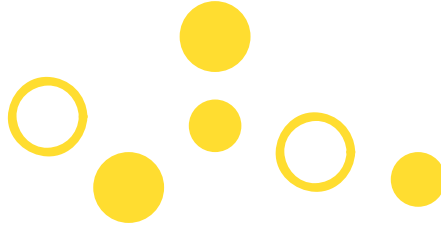
Across various levels, we saw great improvement in reading as well as interest in memorization and learning of Quran. During term 4, Year 3 students revised surah Al-Qadr and to Surah An-Nas, Year 4 students revised surah Al-Fajr to surah An-Nas. Year 5 students revised surah Al-Buruj to surah An-Nas, Year 6 students revised surah Al-Infitar to surah An-Nas. Year 7 students revised surah A-Naziaat to surah An-Nas. and Year 8 students revised surah Al-Insaan to surah An-Nas.







ARABIC



(طلب العلم فريضة على كل مسلم) narrated by prophet Muhammed(PBUH)

Assalam alikum,

Dear parents,

As we approach the end of the year. I am delighted to share with you the fantastic progress and achievements of our students in Arabic. It has been a productive term, filled with lots of hard- work learning, growth, fun and memorable experiences.

One of the most rewarding aspects of this term has been witnessing the growth in the students' social skills through class discussions, role playing activities and collaborative projects such as cooking projects. In this project we helped the students to write ingredients, methods of preparation, and present their work orally in Arabic.

The students have learned valuable lessons in cooperation despite some challenges along the way.

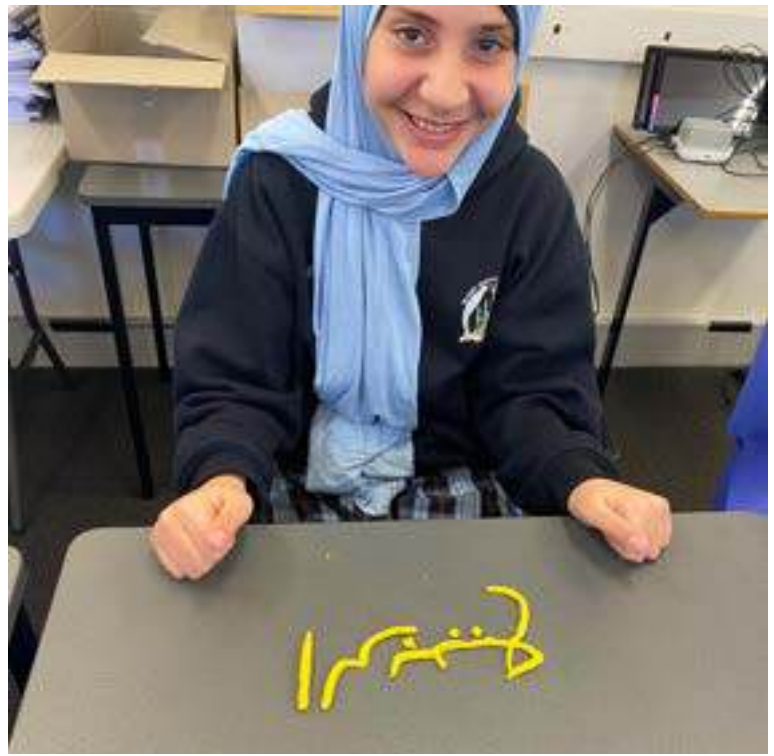
Throughout the term, We used technology in the learning. Students worked on tasks on (Aljazeera learn Arabic, Madinah Arabic)

The students have also participated in many activities such as singing songs and memorizing poems (موطني, سلام عليك يا رسول الله, الالوان, everything made Allah)

I am so proud of how everyone persevered and finished this term Strongly.

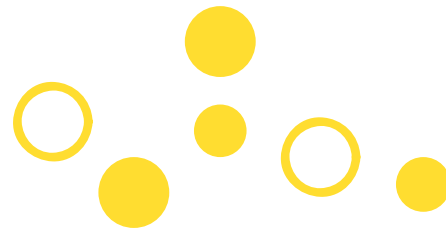
Finally, I look forward for another exciting learning in 2025.







DESIGN AND TECHNOLOGY



Design Technology

At ISC, we take pride in fostering an environment where students can unleash their creativity and hone their problem-solving skills. Our Design and Technology curriculum is meticulously structured across various year levels to build a solid foundation and progressively challenge our students. Here's a glimpse into the exciting projects and learning outcomes our students are achieving.

In Year 7, students are introduced to design and technology basics. They explore the characteristics and properties of materials, systems, components, tools, and equipment. Through hands-on activities, they learn how these elements can be combined to create innovative solutions.

Students analyse needs or opportunities for designing and investigating various materials and tools. They are encouraged to generate, test, iterate, and communicate their design ideas using technical terms and graphical representation techniques, including digital tools. This early exposure helps them understand the importance of thoughtful design in solving real-world problems.

Key learning outcomes include:

- **Problem Analysis:** Identifying needs or opportunities for designing.
- **Material Selection:** Investigating and choosing suitable materials, components, and processes.
- **Design Process:** Generating and testing ideas, then refining them through iteration. Students use technical terms and graphical techniques, often employing digital tools, to communicate their ideas effectively.

This year is all about building foundational skills in critical thinking and the creative process.

By Year 8, students build on their foundational knowledge and delve deeper into the design process. They learn to select, justify, and use suitable materials, components, tools, and equipment to safely create designed solutions. This stage emphasizes the importance of safety and precision in their work.



An essential part of the Year 8 curriculum is developing design criteria collaboratively, with a significant focus on sustainability. Students are taught to evaluate their design ideas, processes, and solutions critically, considering the environmental impact and promoting sustainable practices.

Key learning outcomes include:

- **Material Justification:** Making informed decisions about resources based on their properties and applications.
- **Collaborative Criteria Development:** Working together to establish evaluation criteria, emphasizing sustainability.
- **Evaluation Skills:** Using these criteria to assess the effectiveness of design ideas and processes.

Students are now refining their ability to critically evaluate their designs and processes, ensuring that their solutions are effective and ethical.

In Year 9, students take their design skills to the next level. They analyse and make judgments on how the characteristics and properties of materials, systems, components, tools, and equipment can be combined to create effectively designed solutions. This analytical approach prepares them for more complex challenges.

Students develop design briefs, investigating and selecting appropriate materials and systems to bring their ideas to life. They apply innovation and enterprise skills to generate, test, iterate, and communicate their design ideas, utilizing advanced digital tools. This year also includes developing project plans to manage time, cost, and production, both individually and collaboratively, mirroring real-world design and manufacturing processes.

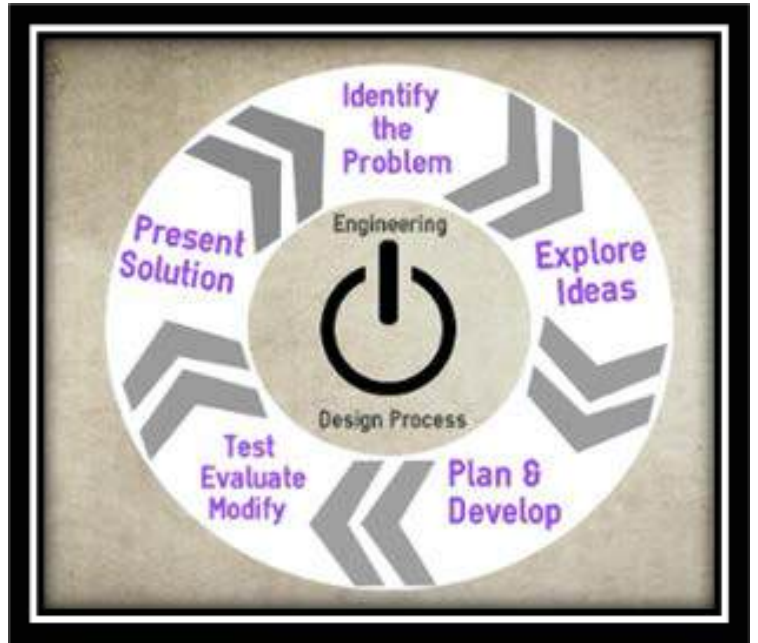
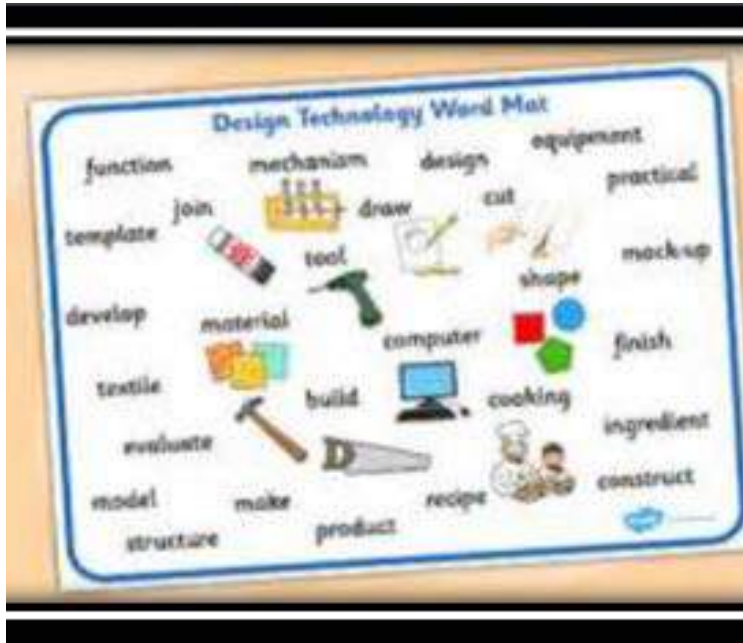
Key learning outcomes include:

- **Judgement and Analysis:** Understanding how materials, tools, and systems interact to create effective solutions.
- **Design Brief Development:** Creating detailed briefs and selecting materials and systems to address specific needs.
- **Innovation and Planning:** Managing complex projects by developing detailed plans that consider time, cost, and resources.

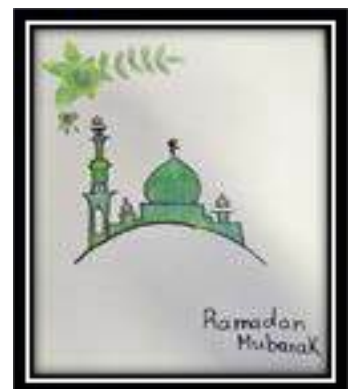
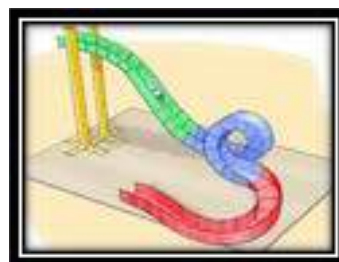
Students also delve into digital tools to enhance their design communication, preparing them for future academic and professional endeavours

Our Design and Technology program not only equips students with technical skills but also instills a mindset of innovation and sustainability. We are committed to nurturing future leaders who can think critically and creatively to address the challenges of tomorrow. Students also delve into digital tools to enhance their design communication, preparing them for future academic and professional endeavours.



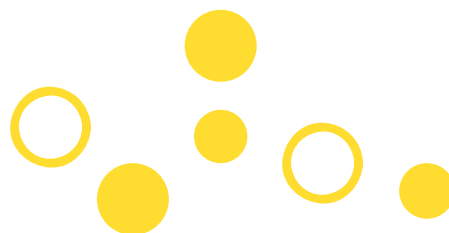


Investigating	Generating	Producing	Evaluating	Collaborating and managing	Food specialisations





SPORT



Term 4 Summary

This term, PE classes have enjoyed good weather, and comfortable activities for participation. The Multi-Purpose Hall has provided an excellent venue for cooler participation at ISC.

Infant classes have focused on understanding how our bodies respond to exercise, along with activities like jumping, hopping, catching, kicking, and throwing. Emphasis has been placed on developing fundamental motor and social skills. Kindergarten students have shown significant growth throughout the year, becoming bright, energetic, and competent youngsters. With their Yr1 and Yr2 developing nicely, their FMS abilities.

Students in Years 3-6 have continued to progress their movement skills and participated in sports such as Basketball, Cricket, and Tennis. The playing fields and courts have provided good skill development venues. Popular games like Bullrush, Octopus, End ball, and Capture the Flag have helped children improve their speed and evasion skills.

Senior classes have engaged in a variety of activities designed to stretch their abilities and explore numerous movement opportunities. Activities included Slide Hockey, Badminton, Tennis, Volleyball, and La Crosse.

The progress of students in PE at ISC during Term 4 has been impressive. The interest in new activities and the skills learned have contributed to a motivated end to the ISC PE year.

Well done, ISC PE students!



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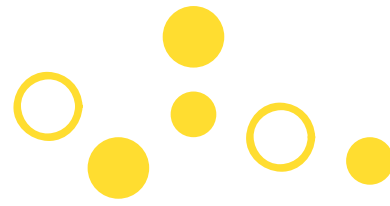


Read in his ACT Athletics uniform for the National Championships in Sydney. Competing in the 100m and 4 X 100m relay.



Riyadh with his bronze medal for the U12 4x100m relay...at the National Championships in Sydney last Friday...he didn't place in his 100m race.





Assalamu Alaikum Students, Parents and Carers,

Visual Arts Newsletter

Term 4 Highlights

The Visual Arts program for Term 4 began with Drama lessons led by Miss Sarah during the first two weeks. Starting in Week 3, Miss Zhu took over and introduced students in Year 5 and Years 7–10 to Visual Arts.

Students explored a variety of materials, including watercolours, acrylic paints, recycled items, and natural materials, engaging in creative and hands-on projects designed to develop their artistic skills and imagination.

Year 5: Creative Expressions

Drama Show Posters: Working in groups, students designed posters for their drama performances. They learned essential design elements, such as composition, colour balance, and how to create visually impactful layouts.

Dream Houses: Using recycled materials and masking tape, students constructed imaginative "dream houses." They then painted these structures with acrylics, showcasing their creativity and attention to detail.

Year 7: Exploring Acrylics and Colour Theory

Year 7 students embraced acrylic painting with enthusiasm.

They deepened their understanding of colour theory by practising "mix-and-match" techniques and creating their own colour wheels.

The class produced a series of vibrant still-life paintings, demonstrating improved technique and a strong grasp of blending and shading.

Year 8: Nature-Inspired Art

Year 8 students worked with both watercolour and acrylic mediums.

Collaborative Bird Stands: In small groups, students designed and built bird stands using branches gathered from the outdoors. They used string to assemble their creations and decorated them with watercolor.



Once complete, these stands will be displayed on trees to provide resting spots for birds, blending art with nature.

Year 9: Advancing Techniques

Year 9 students focused on refining their skills in watercolour and acrylic painting. Their progress was remarkable, with many displaying a mature and nuanced approach to their artwork. The class showcased an impressive array of expressive and technically accomplished pieces. By the end of the term, their work demonstrated a sophisticated level of composition and conceptual thinking, revealing the potential of many students as emerging young artists.

Watercolour: Students practised techniques like wet-on-wet, dry brushing, and layering washes to achieve depth and texture in their work. Many students showed remarkable progress in controlling the fluidity of watercolours, creating dreamy landscapes and expressive abstract pieces.

Acrylic: Through projects focused on still life and imaginative themes, students learned to work with bold colours and textures. They experimented with palette knives, layering techniques, and shading to create visually dynamic paintings.

Year 10:

Mastering Mixed Mediums

Year 10 students concentrated on both watercolour and acrylic techniques. Students focused on precision and detail, creating intricate botanical illustrations and atmospheric landscapes. They explored the interplay of light and shadow, bringing a sense of realism and emotion to their work.

School Mural Contribution: Five talented Year 10 girls volunteered to assist in painting the school mural, a project that brought vibrant colours and meaningful themes to a shared space. Their teamwork, artistic skill, and dedication greatly contributed to the mural's success and impact on the school community.

The term has been a vibrant journey of discovery, creativity, and skill development. We look forward to seeing even more inspiring works from our talented students in the weeks ahead!

