Islamic School of Canberra

Information Pack

Year 8

Term 1

Teaching Beliefs:

Year 8 team believes that every student has potential. As teachers it is our job to harness this potential as much as it is possible. We believe the best teachers are those who know their students and how they learn best. As educators we acknowledge, appreciate, and respect our students' differences. Our students' diverse intelligences, talents, skills, interests, and backgrounds enrich our school and our lives as teachers.

Our Vision:

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

We aim to;

- Create an engaging, motivating, and intellectually stimulating learning experience.
- Encourage the spirit of critical inquiry and creative innovation.
- Encourage students 'to have a go' and take risks.
- Be responsible of their own learning.
- Provide students with realistic but challenging goals and recognising the effort they put towards achieving these goals.
- Promote team work and value each students' contribution.
- Provide a stimulating classroom environment that generates active interest in topics.
- Use ICT to increase student choice and flexibility with respect to their learning.

Form Teachers

Mrs Rabab

Specialist Teachers:

Subject	Teacher
Arabic	Ms. Sanaa Abujarbou
Islamic Studies	Br. Adam konda
Quran	Ms. Nawal El Gack
English	Ms. Denise Macdonald
ICT	Dr. Nyma Alamgir
HASS	Ms. Rabab Soueidan
Arts	Ms. Jiayi Zhu
Maths	Ms. Tahseem Banu
Science	Mr. Duncan Roseby
HPE	Mr. Andrew Cairns
Health	Ms. Mai Shouman

Expectation of Students:

- Follow classroom rules
- Be on time
- Be prepared for class
- Be considerate and respectful
- Show respect for school property and students

- Hand in homework on time
- Use an inside voice
- Actively participate in class discussions
- Stay seated during classroom activities and events
- Help each other
- Work quietly and follow directions
- Raise hand before speaking
- Show initiative
- Take pride in their work
- "Have a go"

Punctuality:

The school day begins with a morning assembly at 8:45am and ends at 3:30pm. Please ensure that your child arrives on time in the morning, as late comers miss out on important teaching and instruction time and find it difficult to catch up.

Parent/Teacher Meeting:

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

School Uniform:

A uniform dress code reinforces in students a pride in their own appearance, instils recognition of themselves as an integral part of the college community, and assists in developing pride in representing their college. Issues of equality, health and safety are also factors that contribute to the establishment of the Uniform Policy.

1) It is compulsory for every student to have a minimum of 2 sets of college uniform, 1 jacket/blazer and 1 pair of sports uniform.
2) All uniform items are to be named, preferably on the tag.

Boys	Girls
- Boys Pants - Short Sleeved Shirt (Summer) - Long Sleeved Shirt (Winter) - Tie - Hat Slouched (Terms 1 and 4) - Wool Jumper Sports Uniform - Track Pants - Short Sleeved Polo (Summer) - Long Sleeved Polo (Winter) - Fleece or Track Jacket	- Tunic (Dress) (Years K to 4) - Long Sleeved Blouse and Ankle length skirt (Years 5 – 9) - 2 Piece Hijab - Hat (Baseball or Slouch) (Terms 1 and 4) - Wool Jumper Sports Uniform - Track Pants - Short Sleeved Polo (Summer) - Long Sleeved Polo (Winter) - Fleece or Track Jacket

School Procedures:

- School Assembly: 8:45am
- School finishes: 3:30pm
- Late comers and early leavers must obtain a pass from the office.
- Absences must be informed in writing by calling the school office.
- Absences should be minimised in the best interest of the child.
- Holidays during school days and long term absences are discouraged for the child's benefit.
- Homework will be regularly given on a weekly basis and collected on assigned days by the teachers.
- Students are expected to have all required items with them at all times.
- Recess and lunch – healthy food and water is encouraged.
- Parent's current address and telephone numbers should be in school records.
- Allergies and medical conditions must be notified to the school
- Update your child's medical record if needed
- Students' prescribed medication e.g. puffer, epi-pen etc. must labelled and required in school at all times.

Behaviour Management

The key components of Islamic School of Canberra approach to student management are:

- Teaching positive behaviours
- Logical consequences to address appropriate and inappropriate behaviours.
- Consistent with the consequences
- Emphasis on developing a strong positive relationship between teachers and students through regular circle time discussions
- Restorative Practices are introduced to maintain personal pride and dignity
- Classroom award systems

School Canteen:

The canteen is open this year (on Tuesdays and Fridays). A canteen list is available online. If your child would like to order food from the canteen, please clearly write the items you want to order and send it in a secure bag. If they would like to order food for recess and/or lunch send the orders in separate bags.

School Library

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

Assessment and reporting

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

You will receive a detailed written report at the end of term two and term four. You will also receive an interim report at the end of term one and term three. In addition to the written reports, at end of term one, two and three you will have the opportunity to formally discuss your child's progress with his/her teachers.

Parental Involvement

It is crucial that the parents involve themselves in the upbringing (Tarbiyah) of their children. They can do that by ensuring that they provide an atmosphere in the home that is conducive to the Islamic spirit. The parents should endeavour to become embodiments of Islamic teachings in order to encourage their children to do the same.

Year Eight Curriculum:

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

Arabic

- Understand grammatical rules and sentence structures such as parts of speech, word root and verb gerund.
- Use written and spoken Arabic to exchange greeting and phatic communication.

Islamic Studies

- Students recognise and understand the divine names of Allah
- Students will know the Objectives of the Quran and know the concepts of Surah al Hujurat
- Students will understand what true piety is
- Students will know the importance of Ayatul Qursi
- Students will recognise the person the Prophet Muhammad was.

Quran

- Recite Surah An-Naba
- Identify the location, meaning of the key words and the story behind the Surah.
- Apply Tajweed Rules.

English

- Students interact with others, and listen to and create spoken and/or multimodal texts including literary texts.
- With different purposes and for audiences, they discuss, express and elaborate on ideas with supporting evidence.
- They select and vary text structures to organise, develop and link ideas

ICT

- Acquire, store and validate data from a range of sources using software, including spreadsheets and databases
- Analyse and visualise data using a range of software, including spreadsheets and databases, to draw conclusions and make predictions by identifying trends
- Model and query the attributes of objects and events using structured data
- Define and decompose real world problems with design criteria and by creating user stories

Arts – Visual Arts

- Generate, document and develop ideas for artworks
- Select and manipulate visual conventions, visual arts processes and/or materials to create artworks that represent ideas, perspectives and/or meaning
- Curate and present examples of their visual arts practice to accompany exhibits of their artworks to communicate ideas, perspectives and/or meaning to audiences

Maths

- Students recognise irrational numbers and terminating or recurring decimals.
- They apply the exponent laws to calculations with numbers involving positive integer exponents.

- Students solve problems involving the 4 operations with integers and positive rational numbers.
- They use mathematical modelling to solve practical problems involving ratios, percentages and rates in measurement and financial contexts.

Science

- Recognise cells as the basic units of living things, compare plant and animal cells, and describe the functions of specialised cell structures and organelles
- Analyse the relationship between structure and function of cells, tissues and organs in a plant and an animal organ system and explain how these systems enable survival of the individual
- Write and create texts to communicate ideas, findings and arguments for specific purposes and audiences, including selection of appropriate language and text features, using digital tools as appropriate
- Explain how new evidence or different perspectives can lead to changes in scientific knowledge

HASS

<u>History:</u>

- Students describe the historical significance of the periods between the ancient and modern past.
- They explain the causes and effects of events, developments, turning points or challenges in Medieval, Renaissance or pre-modern Europe, or in the societies connected to empires or expansions, or the societies of the Asia-Pacific world during these periods.
- They describe the social, religious, cultural, economic, environmental and/or political aspects related to the changes and continuities in a society or a historical period.
- Students describe the role of significant individuals, groups and institutions connected to the societies of these periods and their influences on historical events.

Civics and Citizenship:

- Students explain how Australians are informed about and participate in their democracy.
- They describe the roles of political parties and elected representatives in Australian government.
- They explain the characteristics of laws, how laws are made and the types of law in Australia.
- Students identify ways in which Australians express different aspects of their identity and explain perspectives on Australia's national identity.

HPE

- Investigate strategies that influence how communities value diversity and propose actions they can take to promote inclusion in their communities.
- Analyse factors that influence emotional responses and devise strategies to self-manage emotions
- Design and justify strategies to increase physical activity levels to achieve health and wellbeing outcomes