Islamic School of Canberra

Information Pack

Term 1

Teaching Beliefs:

Kindergarten 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.

Kindergarten Teacher

Ms. Shahreen Rahman

Specialist Teachers:

Subject	**Kindy**
Arabic	Mrs. Mai
Islamic Studies	Ms. Mai
Quran	Ms. Nawal
PE (Sports)	Mr. Cairns
Health Technology	Ms Nyma

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 a time that is suitable for the teacher.

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 or 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.
- Fruit Break, Recess and Lunch – Kindergarten students have a fruit break at 10 am every day, recess from 11:15-11:45am and lunch from 1:30-2:00pm. A healthy lunch box 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. A canteen list has been sent home. 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 or order online as well. 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.

Kindergarten Curriculum

In term one the students will be covering and working towards the following report outcomes:

Literacy:

Students will

- Name the letters of the English alphabet and know and use the most
- Learn common sounds (phonemes) represented by these letters (graphs). They read

- Learn words including consonant–vowel–consonant words and some high-frequency words

Numeracy:

Students will

- Name, represent and order numbers including zero to at least 20, using physical and virtual materials and numerals.
- Recognise and name the number of objects within a collection up to 5 using subitising.
- Quantify and compare collections to at least 20 using counting and explain or demonstrate reasoning

Science:

Students will

- Group plants and animals based on external features.
- pose questions and make predictions based on their experiences

Humanities and Social Sciences:

Students learn about

- The people in their family, where they were born and raised, and how they are related to each other
- Pose questions about familiar objects, people, places and events

Health and Physical Education:

The students will participate in Health and Physical Education classes twice a week. Please ensure that your child wears the correct uniform when required. The days for P.E. will be informed before the beginning of Term one.

The students will:

- Identify and demonstrate protective behaviours and help-seeking strategies to keep themselves safe.
- Practise fundamental movement skills in the minor games and play situations

Arts:

The students will

- Explore how and why the arts are important for people and communities
- Use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas
- Create arts works that communicate ideas
- Share their arts works with audiences

Digital and design technology:

The students will

- Recognise and explore digital systems (hardware and software) for a purpose

Arabic

The students can:

- Recognise, read and write the Arabic letters أ to د.
- Recognise words with the Arabic letters أ to د.
- Recognise fruits names in Arabic.

Islamic Studies

The students can:

- Recognise the creator and his creations
- Know the meaning of Islam and the 5 pillars of Islam
- Know some of the words of zikr.
- Learn about Prophet Adam and Prophet Nuh.

Quran

The students can:

- Recite Surah Al-Fatiha
- Read letters Alif to Daal with Fataha

Homework

- New homework given out on Monday with levelled home readers
- Levelled Readers will be given out based on the reading level of each student. Our school uses PM Benchmarking Kit to assess the level of reading (fluency and comprehension). By the end of kindergarten, students are expected to be at an approximate PM Benchmarking Level of 8.
- Homework Due: Monday the following week.
- Homework will start from week 2 and will continue up until week 9.

Reading at Home

- Some tips that you can use at home when reading with your child can include;
- Establish a READING ROUTINE every day by reading for 10 minutes. Students can choose a book of their own choice. If English is your second

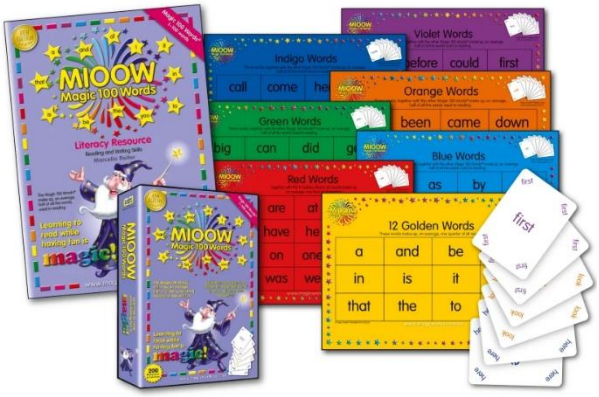
language, read in your own language. Talk about the illustrations and contribute where you can. Share your excitement for reading!

- The reader should HOLD THE BOOK! Students should feel power and control in the world of reading.
- During reading, TURN OFF all electronic devices to avoid distraction.
- Before reading the book itself – TALK BRIEFLY about illustrations and title. Read the blurb and talk about the author. Flick through pages to get a sense of the story and characters. This is to familiarise students with the book before reading.
- If reading time is stressful, move the reading to a NEW LOCATION. Instead of sitting on the dining table, move to the lounge floor, outside, under the tree, at the café, etc.
- After reading, ASK QUESTIONS that encourage discussion, for example: What was your favourite part? Tell me about the characters. What did you think about the setting? Make it a conversation and let students lead it.
- Encourage your child to READ INDEPENDENTLY after reading with them. You can ask your child to re-read the story by themselves.
- The less you interrupt, the more you SUPPORT INDEPENDENCE, RESILIENCE AND CONFIDENCE.
- Whilst reading, say things like 'I like how you attempted to read that word.' 'I like how you changed your voice to be the voice of the character.' 'I noticed that you re-read to make more sense.'
- Visit the LOCAL LIBRARY often – make it a set time each week. Let your child choose books that they would like to borrow.
- Last but not the least – MODEL what it means to be an enthusiastic reader. Create the love of reading at home, talk about what you have read and share it!

MAGIC 100 Words

As part of the homework routine, each child will receive Magic 100 words list. Every student will start from GOLDEN words and will need to work towards reading and recognising the words. Gradually, each student will move up the levels as they become fluent and proficient in reading them.

The levels are GOLDEN, RED, BLUE, GREEN, ORANGE, INDIGO, and VIOLET. Students are expected to finish these levels by the end of the year.



These levels include words that are frequently used – hence the familiarisation and recognition of these words is crucial in helping children to develop skills when beginning to read.

As children get opportunities to study new words in class, it is essential to consolidate this learning at home through interactive and fun ways. Parents are encouraged to play small games at home to strengthen the skills in reading and recognising these words. Some games can include;

- *Hands on manipulatives* – using play dough to form letters to make words, or writing words in sand, foam, etc.
- *Go Fish* – Go fish cards can be easily made using index cards. Write each word on two cards, shuffle and lay face down to play.
- *Word searches* – create word searches featuring sight words.
- *Memory Game* – Similar to 'Go fish' where each word is written on two cards, shuffle and lay face down to play.
- *Letter Magnet spelling* – Having letter magnets on the fridge or wall can help reinforce the words being learned that week.