



ISLAMIC SCHOOL OF CANBERRA

In Knowledge Lies Strength

Newsletter
Term Two | 2nd July 2020

"And the servants of the Most Merciful are those who walk upon the earth easily, and when the ignorant address them [harshly], they say [words of] peace"

(The Holy Quran 25:63)



33 HEYSEN STREET
WESTON ACT 2611

PH: (02) 6288 7358
RECEPTION@ISC.ACT.EDU.AU

WWW.ISLAMICSCHOOLCANBERRA.ACT.EDU.AU



Principal's Message

Assalamu Alaikum Wa Rahmatullah Wa Barakatu Hu

Dear Staff, Parents and Students,

I hope my message finds you and your families in good health and in the highest level of Imaan Insha'a Allah.

I would like to welcome you to the first newsletter in Term 2. We have decided to issue the newsletter once every term as of Term 2 for two reasons; it is time consuming to put it together as the teachers are very busy and also we communicate with parents through school email on urgent matters and issues without the need to wait for the newsletter. Please feel free to provide us with feedback on this newsletter. I must acknowledge Sr Mariam for her hard work in designing the newsletter and putting it together.

Face-to-Face Teaching

Alhamdulillah our students are back to school for face to face teaching. We hope this will continue till the end of the year. Please keep reminding your children of the importance of cleanliness and social distancing. If they are sick, they should not come to school. If they become in contact with someone arriving recently from overseas, they should self-isolate for two weeks.

Upcoming Events

If hopefully there will be no surprises in respect of COVID19, we are planning to have three events at the end of the year: Kindy Graduation, Year 6 Graduation and the Awards Night. We will advise you on the exact details at the beginning of Term 4 Insha'a Allah.

Use of ICT at Home

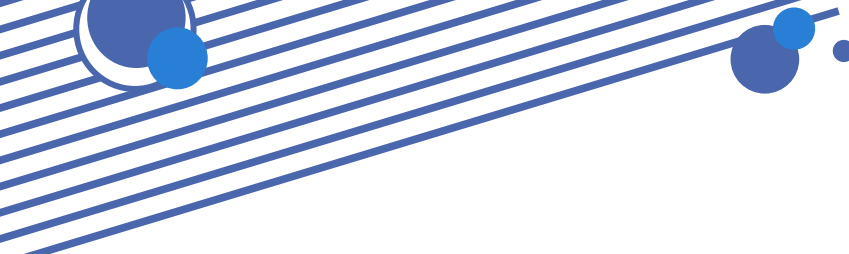
Many parents informed me that their children spend a long time online to do schoolwork. Please make sure that you monitor what your kids are accessing at home. Instructions are given to teachers to provide online tasks that require no more than one hour daily to complete. It may take some of them a little bit longer depending on their ICT skills and the internet speed at home.

PM Benchmarking (Running Records)

This term, teachers conducted reading analysis (running records) for primary students to help them achieve better in their comprehension. Also, all secondary and primary teachers conducted ACER diagnosing tests for their students. Analysis of both ACER diagnosing tests and running records will be of great help for us to monitor students learning outcomes and to identify the gifted and the underachieving students. Teachers will then differentiate their teaching accordingly.



Dr Mahmoud Eid
ISC - PRINCIPAL



Classroom Observation

Despite the 'one million and one thing' to do list in the school, we were able to conduct classroom observation for some of the teachers. This practice aims to provide the teachers with the chances to learn from each other and to reflect on each other's teaching. It mainly aims to help new teachers acquire new skills from the most experienced teachers. This will eventually improve the quality of teaching in the school. We will continue classroom observations in Term 3 to include every teacher in the school Insha'a Allah.

Furthermore, as part of our plan to improve the quality of teaching in the school, we have organised a few PDs for our teachers to keep them updated on important education matters. Further Numeracy and Literacy PDs are scheduled in Term 3.

Fire Drill and Lockdown Drill

As part of health and safety across the school, we conducted a fire drill and a lockdown exercise last week. Alhamdulillah, all went very well, and feedback was given for future improvement. Students and staff response was amazing Mashallah.

Reports

Electronic Semester One reports will be issued online for the first time in the history of the school. They will be available for the parents to access on Friday afternoon. You already have your usernames and passwords to access the reports. We were hoping to include students' pictures on the cover page but, unfortunately, the photos company cancelled the booking due to COVID19. We have rescheduled the School Photo Day and it will be on 15th September (Tuesday) and hopefully students' photos will appear on Semester Two reports.

ISC Volunteers Group

I would like to thank the ISC Volunteers Group for supporting the school in three projects that we are planning for Term 3. They already purchased hand dryers for school toilets (\$3000). Also, we are upgrading the playground for the junior primary and cost is around \$45,000. A third project is an undercover area to provide shade for the students. Cost is around \$35,000. I urge every parent to support school in this regard. I sincerely would like to thank a couple of parents who approached me recently. They donated generously beyond imagination and they do not wish for themselves to be identified. May Allah SWT accept from them Insha'a Allah. I hope many capable parents will follow them and support the school for the benefit of your own children.

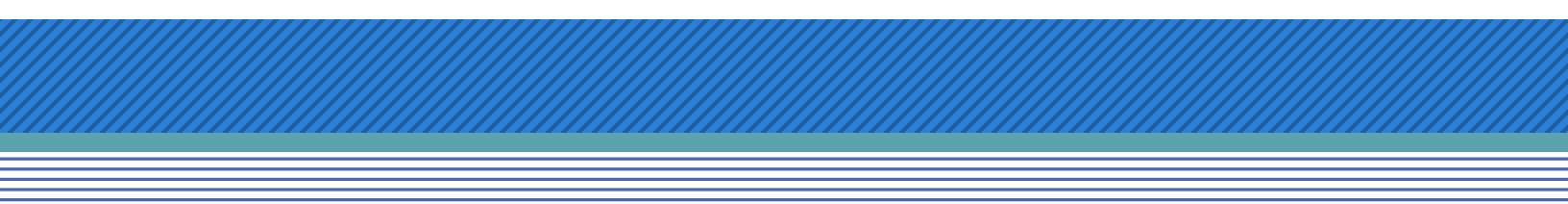
Term Fees

Finally, I would like to conclude by reminding the parents who still have not paid Term 2 fees to do so. We work on a very tight budget and we need everyone's contribution.

Thank you and I wish everyone a happy and safe break.

Dr Eid

Together we make the difference



Parents' Calendar

Term 2

2 nd July (Thu)	Last day for students
3 rd July (Fri)	Reports available online
	Staff PD
6 th – 8 th July	School Closed

Term 3

20 th July (Mon)	Staff PD
21 st July (Tue)	All students return
31 st July (Fri)	Eid Ul Adha TBA
3 rd Aug (Mon)	Eid Ul Adha TBA
19 th Aug (Wed)	Book Week Character Day
15 th Sep (Tue)	School Photo Day
24 th Sept (Thu)	Last day for students
25 th Sept (Fri)	Parent Teacher Interviews
29 th – 30 th Sept	School closed
1 st – 2 nd Oct	School closed

Term 4

13 th Oct (Tue)	All students return
31 st Oct (Sat)	ISC Open Day
24 th Nov (Tue)	Year 7 Immunisation
2 nd Dec (Wed)	Kindergarten Graduation
2 nd Dec (Wed)	Year 6 Graduation
4 th Dec (Fri)	Award's Night
11 th Dec (Fri)	Last day for students
11 th Dec (Fri)	Reports available for parents
15 th Dec (Tue)	2021 Kindergarten Orientation Day
21 st Dec – 15 th Jan	School closed
18 th Jan 2021	Admin return and school re-open

Reminders

- From Term 3, please ensure that students arrive to school on time as the most crucial and essential lessons for Literacy are taught in the morning. If students miss out on these lessons, this can affect their learning immensely.
- ISC Volunteers will be in touch with parents for further events that they will be organising in Term 3. Keep an eye out and definitely pass on your gratitude to them for their hard work and effort!
- Please continue to keep Ms Ghada in your prayers. ISC is sending you lots of hugs and love! We hope you feel better soon and regain your strength so that you can come back to us with good health!



Counsellor's Message

Assalamu Alaikum,

As we are blessed to be different with our own set of dreams, needs and values. I try my best to tailor my counselling according to each student that comes.

Some students want simply a listening ear, some would want to learn coping mechanisms for them to handle what is bothering them, and some would want to understand further what the meaning of their feelings are. I noticed the frequent topic that walked through my door is regarding emotional discomfort and because of this, one thing that I aim to assist students who come and see me is to understand the concept of having healthy boundaries.

Emotional boundary is simply recognising what we are comfortable with and what we are not comfortable with. Recognising this can help us to explain to others about who we are, what we think and how we feel. Boundaries helps to establish necessary emotional spaces between us and the people around us.

The reason why I emphasis on understanding your own boundaries as this is key in developing self-esteem and also respecting others. If our emotional boundaries are breached, then we will be in situations that make us uncomfortable. The more we understand our own boundaries, the easier we can learn to stand up for ourselves and be able to voice out our discomfort. Through this we can learn to understand more about other people's boundaries, and this helps us to understand further about the aspect of consent and limits.

Like how when you're in an aeroplane and the emergency instructions informs you to put on the oxygen mask first before helping someone else. Identifying our boundaries can help us to ensure that we are healthy first then recognising that we can give support to someone else.

Below is a diagram of the advantages of having healthy boundaries.



Advantages of Healthy Boundaries by Joaquin Selva, url: shorturl.at/fxFX, Positive Psychology

Ms Diyanah
School Counsellor



Behaviour Coordinator's Message

Salaam Parents,

Over the past few weeks, the staff have been working to resolve issues around the misuse of ICT in and out of the school. The staff have found that some students have been victimized by online bullying and anonymous messages via a range of applications. These acts of misuse and bullying may occur in the school and home environment.

As a school, we are personally looking into each instance of abuse or bullying and are taking the issue very seriously. Over the past few weeks, we have been made aware that students are accessing a website which allows them to type in the email address of another person and send an email to another. Once the email has been sent, it looks like it has come from the person who has had their email misused. The emails that have been sent were inappropriate in nature.

There have also been reports that students have been accessing the applications; Instagram and Tik Tok to post photos, videos and make comments that are derogatory, racist, sexist and generally inappropriate. The school has also been informed that online bullying has occurred while students are playing online games such as Fortnite and Roblox. These instances of bullying are completely inappropriate, however if they occur in a medium that is outside of school control, there are limits to what we can do. The school is asking the parents and families to take an active interest in what their children are doing online at when they are at home and to supervise their children appropriately.

As previously stated, the school is looking into these messages and will act according to our behaviour management and ICT policies. In the meantime, there are several actions which the school is taking to prevent future incidents and issues.

- All senior students (Year 6-Year 9) will be given access to a school email. The emails are the only form of online communication to be used within the school grounds. These emails will also be monitored to ensure all students are acting appropriately and communicating safely while at school. This will be effective as of the beginning of Term 3.
- The school is in the process of setting up internet security measures to block all sites deemed inappropriate, unsafe or irrelevant to their studies.
- A meeting is to be coordinated for all students in Years 7-9 to attend. This meeting will be run by the school and will directly address the issues that have arisen.
- The school is looking in to book an information session with the Australian Federal Police organization, Think-U-Know. The school is hoping to have two sessions, one for the students and another session for the parents and wider community, if possible. When this has been confirmed, all parents and community members will be informed.
- Next term, all of the senior school classes will be reducing their reliance on ICT devices during lessons.

Inshallah with all of these changes, we will see a reduction in the issues within and outside the school.

Madeleine Barnett
Behaviour Coordinator



KINDERGARTEN

What a semester it has been!

Masha Allah the Kindergarten students and parents have really outdone themselves this semester with all the changes we have gone through! This experience of online learning has made us stronger and more resilient!

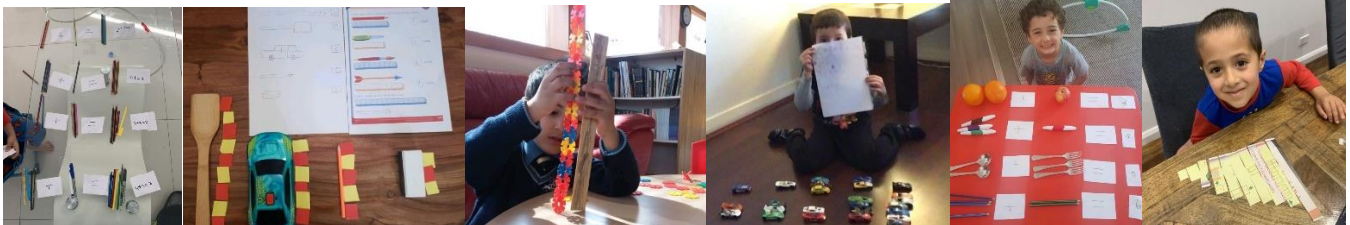
With the resources provided on ClassDojo and Zoom, I have seen parents, carers, aunties, siblings and other family members become TEACHERS! It definitely did test our ability of patience and tolerance when we have had to engage our children at home! However, despite all the challenges, I was able to witness student learning happening at home! The work submitted online is to be commended!

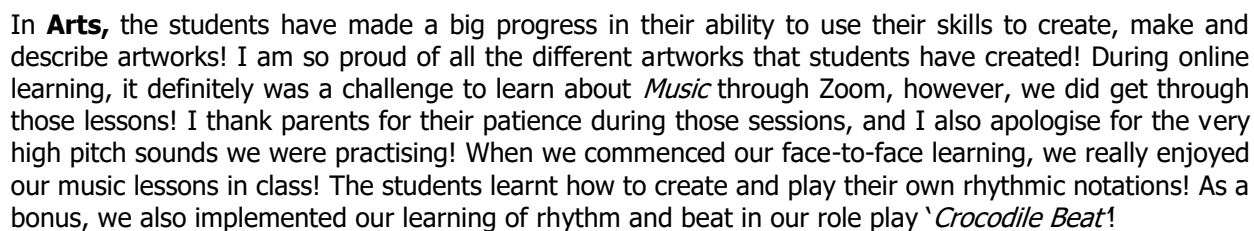
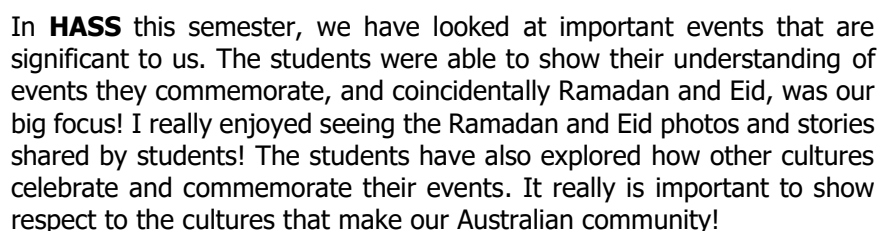
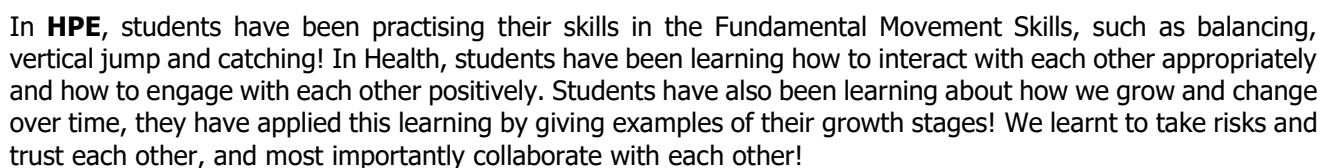
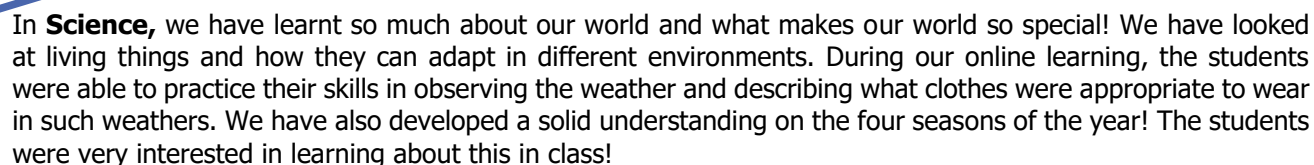


In **Literacy**, we have progressed from identifying and recognising letter-sound relationships to forming small words. I have been so proud to see that the students are beginning to develop writing behaviours that will prepare them for Term 3. This is when we will be doing further rigorous writing experiences where they develop the skills to write in sentences and to express their ideas, thoughts and imaginations. I encourage students to continue to keep practicing their Magic 100 words and reading daily over the holidays to prepare them for Term 3!



In **Maths**, whilst we were learning online, the students were able to demonstrate addition problems using objects from home! We have also been learning about measurement where students have explored the concepts of mass, length and capacity! During online learning, it was great to see that the students were applying this understanding in real life situations as this is where meaningful learning occurs! Coming back from online learning, the students really enjoyed learning about the positional language! We were able to learn from many practical examples! In Term 3, we will work further in developing skills in Number and Algebra where students will add and subtract numbers from 0-20.





Mrs Haider
Kindergarten Teacher



YEAR 1

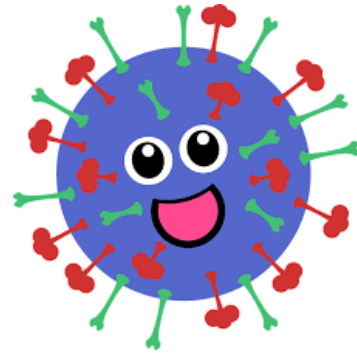
Assalamu Alaikum Dear Parents,

Well done to the Wallabies for a wonderful term of learning even though it has been heavily engulfed by the overwhelming Corona! Here is a little poem on COVID 19 by a 12-year-old which I found relevant and thought provoking. I thought I should share it with you.

COVID-19 Experiences



*A new fear fills my thoughts
Why?...Who?... When?...
So many finished and more to go
New norms
Social distance
A lock down to an invisible force
Our enemy
The army we fight
But no bombs no guns
Just a consequence of mere biology
(Md Mishkatul Haque)*

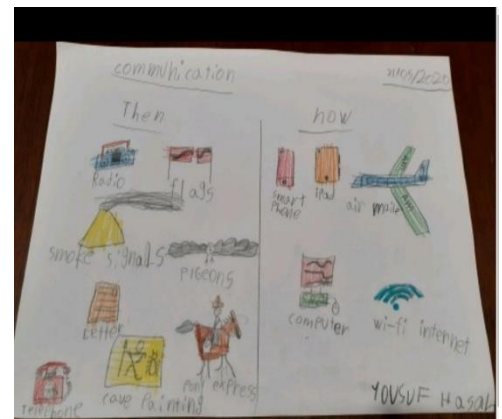


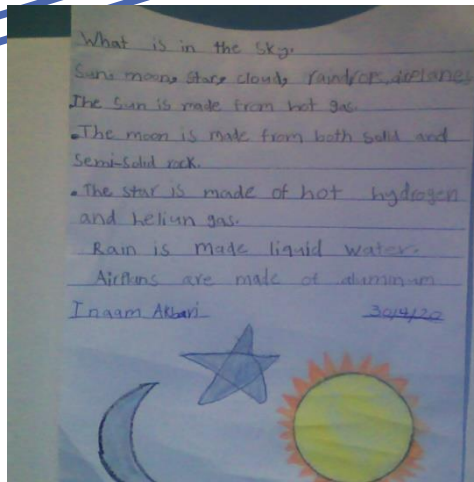
I can happily and proudly say that despite the unprecedented time, our students worked very hard to learn about poems this term in **Literacy**. They learnt some verses of a poem and presented them in class. Wallabies learnt to compare poems, looking at rhyming words, nouns, verbs and adjectives.

In **Maths**, We learnt about two-dimensional shapes and three-dimensional objects. We now know the language of direction to move from place to place. We can count to and from 100 and locate numbers on a number line. It was great fun collecting data on favourite colour, food, and pet in Maths!

In **History**, we learnt about Then and Now. Here is an example of our learning on Communication.

'Ask your parents and grandparents what did they use for communication when they were children? Did they have internet? Did they have Mobile phones? If they wanted to tell someone something, how did they do it? What can you do now if you want to tell someone something?' -Ms. Murphy.





Science taught us changes in our environment and how they affect us. We have learnt about sky and the things we find in the sky. 'What is in the sky? Write a list of everything that is in the sky. What are they made of? Do you know?' - Ms. Murphy.

My heart-felt gratitude to Ms. Rachel Murphy. Thank you for teaching all the amazing things to year ones. Without your help and support my Wallabies could not be the brave Lions!



I salute all the parents for turning themselves into the most amazing teachers for their kids at home. Thank you for your ongoing support, patience and perseverance. I would also like to thank you for your most beautiful duas and kind words of appreciation- you made me feel so special during my illness.

Please remember to encourage your kids to read every day and to reinforce our values at home. Have fun and be safe!

Mrs Rahman and Ms Murphy
Year 1 Teachers



YEAR 2A

In this semester, the Quokkas have truly demonstrated how resilient and dedicated they are to their studies! I have been blown away by how well they have adapted to the online learning, but am thrilled they are back, spreading their joy and wonder with myself and their peers.

We have seen our Quokkas explore narratives and persuasive arguments in Literacy. It has been an enjoyable experience learning about facts and opinions and thinking of different ways we can "convince" the school to shorten the school days (Keep trying Quokkas!).

Over the semester, each student has demonstrated growth in their reading and writing and it is inspiring to watch their creativity flow during our lessons. In our spare time, we have been choosing writing prompts and have been constructing short stories. The Quokkas are excited to publish their short stories and share them with the rest of the school!



Throughout the semester, the Quokkas have loved every minute of our Arts program. In Term 1, they had lots of fun exploring different types of artistic mediums. They loved working with pastels and paints to create a unique landscape of Uluru and loved working as a team to create a natural art installation around the school grounds. In Term 2, the Quokkas have been enjoying participating in music and have loved creating their own unique sounds and reimagining nursery rhymes!



In Science, the Quokkas have been focusing on exploring water conservation. They were tasked with undertaking an observation investigation to find out how much water they use in their house each day and then put together a creative, informative presentation on how their classmates can save water in a specific area of their home. It was so warming to see the kids speak so passionately about saving water and they came up with some great ideas! Well done Quokkas, you are eco-champions!



Speaking from the heart, this semester has been a bit of a wild ride. I would like to personally take the time to say huge congratulations to my beautiful class who, despite all of the interruptions to their learning, have taken it all in their stride and have worked industriously to develop their knowledge and learn new skills.

These kids are made of tough stuff and should be commended on their work and dedication. Another huge thank you must be directed towards the parents and families at home. You have all worked overtime to help your children achieve their goals and continue learning in challenging circumstances, my hat goes off to all of you.



I wish you all a wonderful break, parents put your feet up, you've earned it!

Ms Barnett
Year 2 Teacher



YEAR 2B

Story Writing

Over the course of this year, the students in Year 2B have been practicing their writing skills. They have written lots of stories. They have been practicing their grammar and punctuation skills as well as the structure of narratives. Here are some examples of the stories that have been written by Shazana and Ismail. We hope you enjoy them!

On the Holiday

On the holidays, I went to Bangladesh. I went on two planes. I got to sit next to the window. I watched a movie. I loved it. When we arrived, we went out. I was excited. I went to a hotel in Malaysia. I stayed for four days. On the last day I went swimming. Yesterday we went on a plane again. I got to sit next to the window again. I watched another movie and when we arrived at Bangladesh, I went to my Grandma, but my Grandpa died. We stayed for a long time. I left my Grandma. We went on a plane back to Australia. We arrived at Sydney. I left my car at my uncle's house. We went back to Canberra.

By Shazana

The Very Hungry Bear

Once upon a time, there lived a very hungry bear. He lived in a scary cave. One day he went to look for food in the forest. But he couldn't find food. He looked everywhere, so he quit. He went back to his cave and saw so much food.

By Ismail

Music

In Music this term, we have been learning about body percussion. Body percussion is where you use different parts of your body to keep the rhythm or the beat of a song. Students can use their feet and hands to join in with the music. These pictures show Maaz, Sohana and Nicky joining in with the music using body percussion.



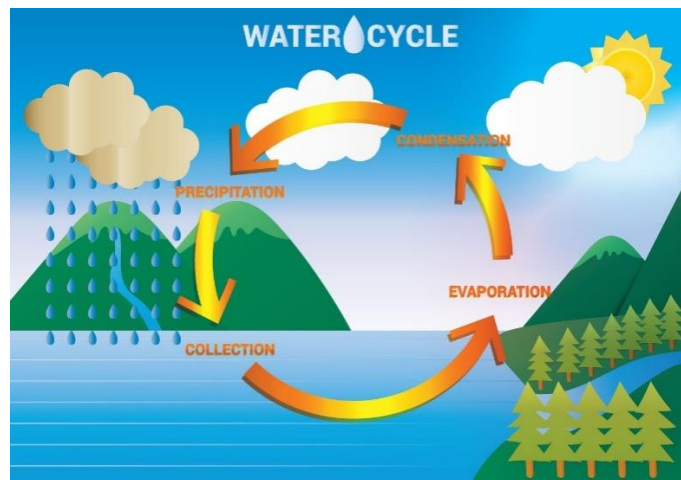
History

In History this term, the students of 2B researched a variety of famous people and presented their research as a poster. Some of the famous Australian people that they researched included: Stephanie Rice (the swimmer), Scott Morrison (The Prime Minister) and Steve Irwin (The Crocodile Hunter). Here is a picture of Laila holding her poster of Stephanie Rice.



Science

In Science this term, the students of 2B have been examining ways they can reduce the amount of water that is used and wasted in the school grounds. They examined the water cycle. They learned new words such as evaporation, precipitation, collection and condensation. Here is a picture of the water cycle.



Mrs Jenkins
Year 2 Teacher



YEAR 3

Assalamu alaykum,
In the Year 3 (Tigers) classroom we have never stopped learning. Although we have encountered some difficulties during Term 1 and some of Term 2, we have not paused or stopped learning and experiencing new knowledge.



From home we have been doing intense learning to attain more knowledge and new concepts in all learning areas via ClassDojo & Zoom meetings.

Jun 16



Ishra Afridi

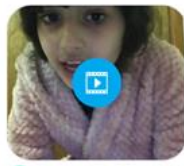
7 days



Ishra Afridi

7 days

Apr 29



Sama Hijazi

2 months



Dahlia Al Nabieh

2 mon...

May 15



Zaynedin Ihsheish

8 mo...



Malika Esfandiary

8 mo...



Ishra Afridi

7 days



Ishra Afridi

7 days



Dahlia Al Nabieh

2 mon...



Dahlia Al Nabieh

2 mon...



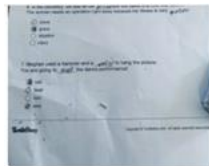
Malika Esfandiary

8 mo...



Malika Esfandiary

8 mo...



We have done some fun learning activities in Mathematics to understand how measurements are important in real life, once we started learning from school again.



As Year 3 students, we have been so excited to explore the world of Music by understanding the main elements of music and by learning some fun body percussions techniques.



Every day we wait to have a Show & Tell turn...What a fun time!



In Health, we have been embodying how turtles tuck into their shell when they are in danger to experience these special feelings that affect and shape our personality and identity in life. In our wonderful Islamic School of Canberra landscape, we enjoy doing outdoor classroom tasks.



Mr Kayis
Year 3 Teacher



YEAR 4/5A

The students have been settling in well to this term. Although the circumstances have been challenging, I have been very impressed with the student's effort and attitude towards their learning.

This term we have been learning about historical recounts in **English**. We needed to understand the journey the convicts had to go through to travel here and begin a new life. Lots of ideas were shared with how they felt moving to another country.

In **History** we have been exploring the First Fleets arrival to Australia. We have learned about how the Aboriginal People managed to survive on this land for so long relying on "Mother Nature".

In **Technology** I have been amazed with the wonderful ideas students have about the lunch items they would design using technologies from 150 years ago and technologies that we can use from today.

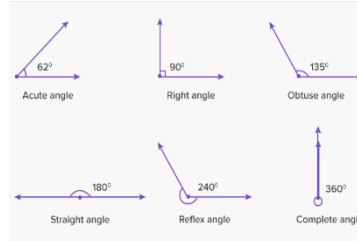
In **Maths**, we have learnt about how to use a map with grid points. We have learnt about the angles such as acute, right, obtuse, reflex and revolution. We have learnt about symmetry and how not all shapes are equal. We have also learnt about chance and how events are certain likely, unlikely, and even impossible!

We completed many experiments in **Science** relating to Forces and Motion this term. My favourite one was when we had to make the feather float with our breath and avoid allowing it to touch the floor. It was very tricky but fun as well!





This term was really fun!
Our class was split into
three classes.



I have really enjoyed this
year! I am grateful that we
are able to come back to
school.



I have learnt lots in class.
My favourite subject is
English.



My semester has been great! I
have really nice friends! I got
to share my birthday earlier in
the term.



I enjoyed doing origami.



I have enjoyed learning
about the first fleet in
History.

"As a parent taking responsibility for my child's online learning, I learnt quite a lot. I used to believe before online learning, that the content my child was covering was easy. And so, I would put pressure on them at home to complete more work. But after guiding my child's learning, I realised the content was quite challenging and not easy. I also learned the immense responsibility a teacher has to face for their students."

Parent Feedback

"Teaching from home has been a very challenging but rewarding experience for the Elmir family. Some days we laughed and danced when completing funny assessments. We also experienced a lot of tears, tantrums and meltdowns. While some days were extremely hard, we managed to build a flow that worked well for us in the end. One thing we have all taken from this experience is to never take our teachers for granted again!"



Mrs Neha
Year 4/5A Teacher

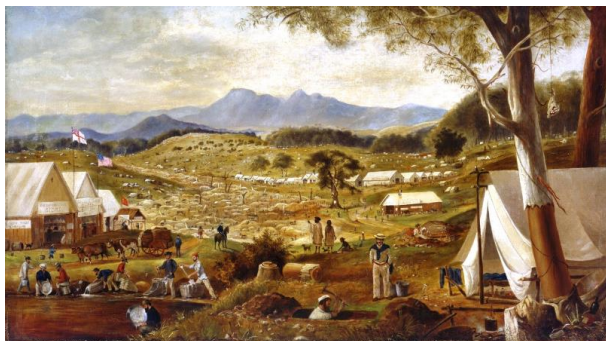
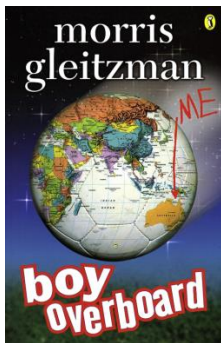


YEAR 4/5B

We are at the end of one of the craziest terms I think anyone has ever been through, from online learning, to a mixture and then back to full-time face to face! I do not think anyone would have been able to see this coming but we made it and we did it together.

4/5 B has enjoyed a fantastic term as a new class, coming together from home and unaware of the big changes happening, the children took this in their stride and showed their resilience and love of learning as they dove headfirst into this experience without question or complaint and it has been wonderful to see their strength shine through these uncertain times.

We have worked through a variety of topics together and separately including Year 5's adventures through persuasive texts, their reading of the novel 'Boy Overboard' and their trip back in time to the Gold Fields of Australia. The Year 4's went even further back, revisiting the arrival of convicts to the colony of New South Wales and all the events that took place. They went so far as to take on the identity of an individual of that time and I must say a massive congratulations to the Year 4's for their amazing effort.

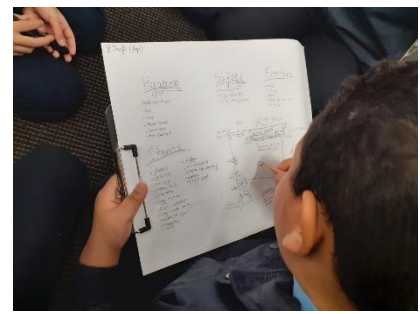


We did not stop there though, Year 4 and 5 combined to explore and discover safety and technologies within the kitchens. Whether it is personal hygiene, safety or sustainability the students discussed, researched and learnt all about it. They designed their own kitchen space, their drink and reported on the sustainability and safe practices they would use in actually making and selling their drink. They have all done amazing jobs, creating a kitchen for the first time and being able to annotate and even critique their work shows such a level of higher order thinking.

We also got to look at culture and community both in Civics and within Music, learning about the importance of music to different cultures and why music is different between these cultures. We also got to go in-depth into our own communities, researching about what makes them unique and also if there were issues and how we could address these issues. The Year 5 students even drafted some messages to their local members in parliament to ask for these issues to be addressed and took part in staged activism when they created a social media campaign to raise awareness for their issues. It is amazing that at their age they are able to comprehend the importance of community and also their role in achieving a better future for all. I was privileged to see their strong values and ethics on display during these lessons and the passion they have for everyone to receive a fair go in life.

I would honestly like to thank all the parents for your help this term, for joining in the learning process while the children were home and creating an environment which allowed growth and encouraged deeper understanding. This does not work without your support, help and encouragement and I am truly blessed to have such an amazing team of parents with me, so thank you all for making this term actually work and allowing the students to still accomplish so much outside their normal routines.

To my students, thank you for a great term, whether it was our online talks, the late messages or finally getting you back into class and getting to go from there, I am so glad I got such a great class to work with and that we were able to spend some time face to face rather than only online. Thank you for the patience, the great work ethic you demonstrated and for delivering high quality work despite being in an unprecedented situation. You are all so strong and I am very proud of how well you have performed this term.



Mr Vaughn
Year 4/5B Teacher



YEAR 4/5C

Welcome back to all the students in Year 4/5. The teachers have been busy preparing the reports for this term and planning for the term ahead. I would like to thank the parents for their efforts during online learning. Some of the students have still made some good progress during the COVID-19 period. Well done.

The students in Year 5 are settling back into their routines well, and are ready to take on the term ahead of them. One of the major assessments we have completed has involved a music assessment where students have demonstrated their creative talents. As a new teacher, I was absolutely blown away by some of the performances the students put on display. Some cultural items included the Palestinian "Dance of Return," or the "Dabke" and other students performed traditional Sudanese songs with the drums and tambourines, Nasheeds and so on. It was a wonderful grade experience where the Year 4/5's collaborated and displayed their teamwork and positive social interaction skills.

The students in 4/5C have been studying hard since returning back from online learning and I would like to ask them to continue on with this effort. With hard work and effort, the results will come InshaAllah. We have been involved in studying Fractions, Decimals, 2D and 3D shapes, 24 Hour time and Patterns and Algebra. Students have been writing their opinion pieces, utilising various Persuasive techniques and their eagerness to learn new concepts has been impressive.

Homework is an integral part of the learning process and a good way to encourage positive work habits. This will not be new learning but reinforce what has been learnt during the day or week. Homework is given out on Monday and returned on Monday the following week so that there is enough time to complete it over the weekend. We understand that life can be busy sometimes so please write a note if homework was unable to be completed.



Staff Snapshot

What is your role at ISC?

My role at ISC is Year 5 Classroom teacher. I teach all subjects such as English, Maths, Science, Technology, History, Geography, Health and Arts.

Why did you study to become a teacher?

I studied my Bachelor's Degree in Accounting. After that, I studied a Master of Teaching (Birth to 12 years) at the University of Western Sydney. I studied to become a teacher because it offers a stable career with many opportunities to make an impact, and a genuine desire to help the community.

What do you like to do on weekends?

I like to go shopping, to the park and visit my relatives in Sydney.

What do you like about your classroom?

The best part about my classroom is my students! They keep me motivated by my desire to help them reach their potential.

Mrs Gilani
Year 4/5C Teacher

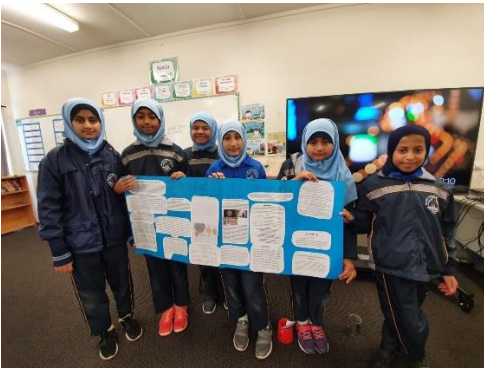


YEAR 6

This year began with great promise, having inherited a class of students who were so switched on, and able to do so many things at such a high level. This was a dream class.

My most impressive subject this semester was **HASS**. We began with learning about civics and citizenship, and in the first term they learned how to live and survive in society and the reasons we have rules and the need for law. This was expanded in Term 2, when we studied how to be a global citizen.

We took on the theme of the COVID-19 Pandemic. The students looked at their families overseas, and they all created a PowerPoint that demonstrated how their families were coping with the virus. The next step, was to create a time capsule, and each student has placed a piece of work ready to be enclosed in the capsule which they want to be opened in 2050. These reflections are their own thoughts, with no editing or changes- the thoughts are pure and from their hearts. Perhaps one of their children or relatives will be attending the Islamic School and be able to be part of the opening. We hope to be able to present the time capsule. They have created a poster that contains their reflections, that is going into the time capsule, for the students now to see how they felt about the COVID-19 Virus.



In **English**, we took many steps in introducing ourselves and telling the class about their families. The students wrote extensively about their families and trips they have made to their home countries. They elaborated about the wonders of their countries, the things they did there and the wonderful food experiences they had. In Term 2, we began reading a novel. This was coupled with a writing journal, which captured the important events that occurred in each chapter. In this we reflected on the differences between short stories and novels. With the students learning how the authors devise their story and work to keep the reader interested to stay reading their story. We also looked at children's literature, and the differences to that age group and the level of reading they enjoy. Their assignment was to create a book for a young person. Some did alphabet books, picture books, and stories of flights of fancy. The students have made time to read their books to the students in the junior school. This proved to be an enjoyable experience for all students.

Science began with a study of plants and how they survive in our climate. We undertook a project. This entailed them working in groups, and growing a variety of Australian Native plants. They learned the different ways Australian Natives germinate, with some requiring the seeds to be heated – in the wild that means going through bush fires, others need to be scored, which relates to the seed being moved and walked over by animals and humans.

This term the class moved into Electricity learning about simple circuits. We also worked in STEM, with the class using the model of the Mathematic bridge in Cambridge, which was constructed without a screw in place. We made our bridges out of Spaghetti and glued it with a hot glue gun. It will be interesting to see the outcome of this project. It is exciting to take the students into STEM, which stands for Science, Technology, Engineering and Maths. In the future I would like them to explore robotics, which is the way science will be in the future – if not now!

This is an exciting part of the learning world.

In **Maths**, we attempted to put students' learning into learning for life. Last week for example the class built a virtual cubby house. This week they will, with the use of aide, construct a chicken coop, using paddle pop sticks to construct the frame. We will be using the recommendation of the ACT government regulations where it states that each chicken should have 1 square metre to move around in the coop, and the recommended nesting box should be 135 mm for each bird. We will examine if the coop needs to be elevated to stop vermin getting into the coop. We will be revising various math ability problems, such as, how much wood will be needed for the chicken coop. We have two students who will be looking over their design plan, and students will be given plain paper, grid paper to construct their design on paper, and a lined piece of paper to give to the experts to make sure their project will be approved. It is envisaged Al Haitham and Yahya will be our class experts on this project, and will hopefully be able to approve each project.



Poster board will be our major construction tool and we will begin by watching a YouTube video of how to construct a chicken coop, as a teaser to what they will be doing. The big brains will be on fire with this project!

Sports and Health

This became a unit of teaching for me this term, Initially the students played soccer, their favourite game, but we explored other sport options using hockey sticks to guide the puck through witches' hats. Some explored Badminton and Basketball. Last week we explored skills of soccer, with the student's peer teaching those who did not have the same skills, how to kick a ball and do actions to guide a soccer ball with their feet. Overall, this class is fixated on soccer, and does not want to explore other games, hopefully we will encourage them to be adventurous in their sporting goals next term.

The health concept was studied, thinking about a healthy diet, why junk food is bad for us, and looked at portion control even in "good" foods, and this is a way some people do not control their weight. This allowed the students to think about what happens if they do not eat well and the outcome of diseases that can occur when food is not under our control.



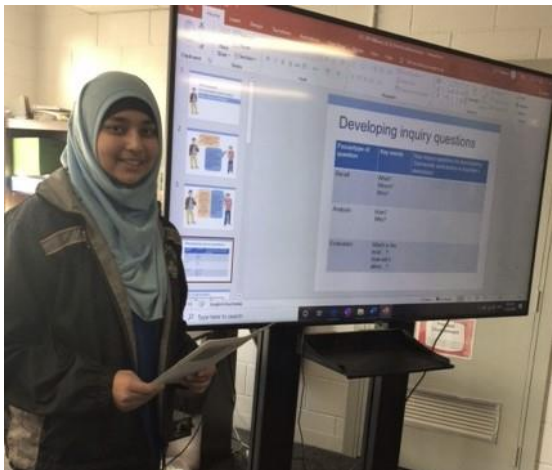
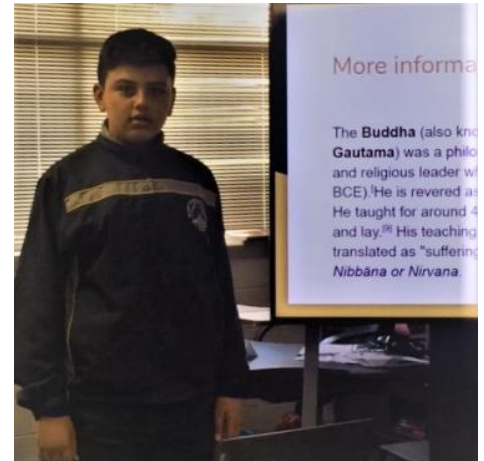
Mrs Shirley
Year 6 Teacher



HASS/ARTS/PE

The Year 7 students learnt about ancient India. The lesson began with an introduction of Indian cultures, beliefs and significant individuals.

At the end of the lesson, each student contributed to class presentation about significant individuals. It **provided a broad understanding of the world in which we live and how societies are changing over time.** Overall, they demonstrated a clear understanding in their learning area.

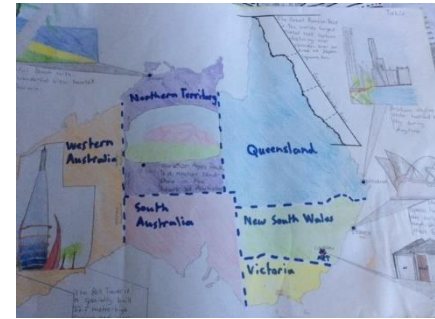


Through studying HASS, Year 8 students have developed the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Students explored their own identity, cultural diversity, and Australia's identity as a nation in the world. They examined the significance of traditions and shared values within society. Hence, they are learning how to prepare inquiry-based questions to examine issues from different perspectives. Year 8 is certainly going well.

The lovely Year 9 girls are practising their music. The process involved research, planning and finally creating their own amazing Nasheed. They are performing the Nasheed with the African Drums. The students have to work in groups to perform their music piece. They are enjoying this moment. Great work! It is a pleasure to meet the Year 9 students and guide them in their learning!



Below are some examples of some fantastic art



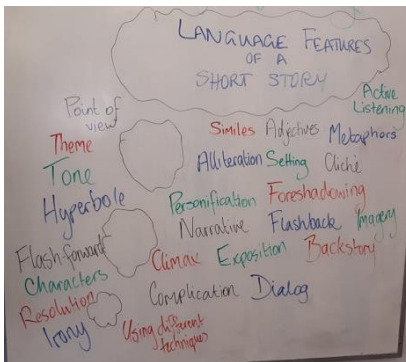


ENGLISH/ICT/HEALTH

Thank you everyone for all your hard work this semester!

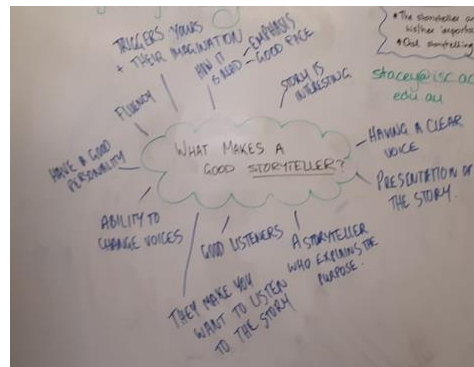
Reminders for Term 3: All secondary students will need to bring their exercise books and the correct stationary to complete work for their classes.

Year 7 English



In Term One, students studied what makes a good story and a good storyteller. We had several class discussions around this and created a class mind-map with the students' input.

As part of the unit, students were asked to brainstorm and research the language features of a short story.



Year 9 English

In Term One, Year 9 students studied 'Life Stories' and analysed several people's lives in both print and digital form.

Students also took part in a class debate: "Is Facebook a good place for a life story?"

Sharing a Life Story	
Rights	Wrongs
Having consent	Racism
Mindful of privacy	Sexism
Be on the middle ground	Sharing w/o consent
Appropriate information	Bias
Respectful to those you interview	Using info appropriately - don't exploit them
	Recording w/o consent
	Inappropriate information
	Not altering information
	Disrespectful - privacy

Another important discussion that occurred in the classroom in Term One was the rights and wrongs when it comes to sharing someone's life story.

In Term Two, students were taught how to analyse and write a piece of Speculative Fiction.

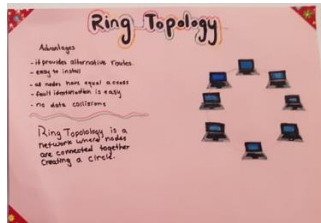
Affirmative	Negative
1. I can share personal info. Ex. photos, sports, places, hobbies, etc. I do in real life.	1. I use Facebook, under false details meaning I don't share my personal info. I use it for other purposes.
2. I share evidence for an event, help someone, share, share w. family, friends.	2. There are other ways to document a life story, for example, the safe.
3. I can find out how someone was w/o permission, but not share it with anyone else.	3. People have a right to their privacy.

Speculative Fiction is

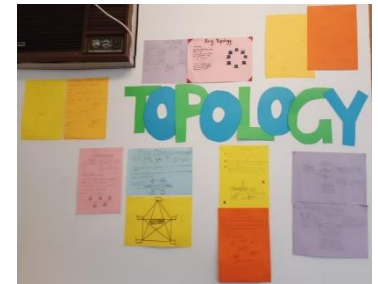
"a broad category of fiction encompassing genres with certain elements that do not exist in the real world, often in the context of supernatural, futuristic or other imaginative themes."

Year 8 ICT

One of the main topics studied in Term One was 'Topology'. In one lesson, students were placed into pairs and asked to create posters of the advantages and disadvantages about the different types of Topology.

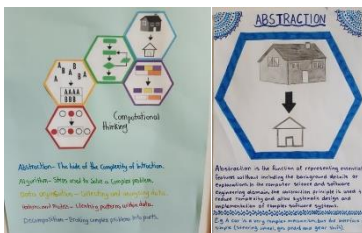


In Term Two, students studied Photography – particularly Portrait Photography. As part of one of the lessons, students created a 'Timeline of Photography'.



Year 9 ICT

In ICT this semester, the student's main focus was to create website that conveyed information about Data and Data Representation. The students did an excellent job, taking their time and putting a large amount of effort into each website.



The students in Year 9 have used a large amount of research throughout the semester to produce fact pages for the classroom.



After Harmony Day activities, the Year 9 girls and myself created the Harmony Tree which is located at the top of the stairs in E Block.



Book Fair

Book Fair was a huge success in Term One! Thank you to all the students and staff who assisted with the set-up and the running of it.

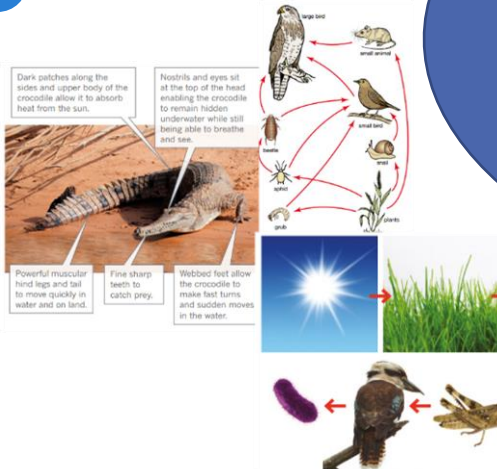
Ms Stacey

English, ICT & Health Teacher

MATHEMATICS & SCIENCE

Year 7 (Science overview)

- Effects of human and environment changes on interactions between organisms.
- Classify and organize diverse organisms based on observable differences.
- Draw on evidence to support their conclusions.
- Describe techniques to separate pure substances from mixtures.
- Analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems
- Communicate their ideas, methods and findings using scientific language and appropriate representations



Animals

- Poriferans
- Cnidarians
- Echinoderms
- Annelids
- Nematodes
- Platyhelminths
- Molluscs
- Arthropods
- Chordates

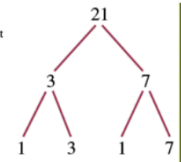
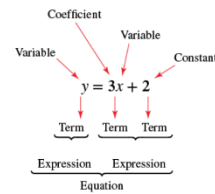
Sun → grass → desert hopping mouse → barn owl → wedge-tailed eagle

Producer → primary consumer → secondary consumer → apex predator



Year 7 (Mathematics overview)

- Solve problems involving the comparison, addition and subtraction of integers.
- Make the connections between whole numbers and index notation and the relationship between perfect squares and square roots.
- Represent numbers using variables.
- Connect the laws and properties for numbers to algebra
- Solve problems involving percentages and all four operations with fractions and decimals.
- Compare the cost of items to make financial decisions.
- Use fractions, decimals and percentages, and their equivalences.
- Express one quantity as a fraction or percentage of another.



Percentage	Fraction	Percentage	Fraction
1%	$\frac{1}{100}$	25%	$\frac{1}{4}$
5%	$\frac{1}{20}$	$33\frac{1}{3}\%$	$\frac{1}{3}$
10%	$\frac{1}{10}$	50%	$\frac{1}{2}$
$12\frac{1}{2}\%$	$\frac{1}{8}$	$66\frac{2}{3}\%$	$\frac{2}{3}$
20%	$\frac{1}{5}$	75%	$\frac{3}{4}$

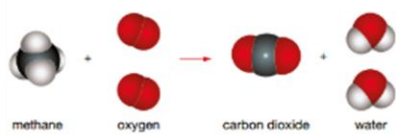
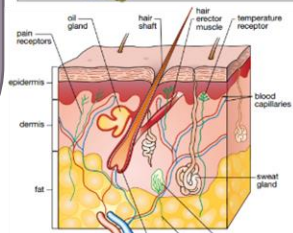
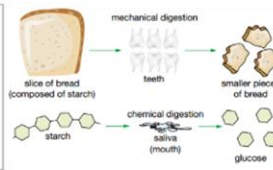
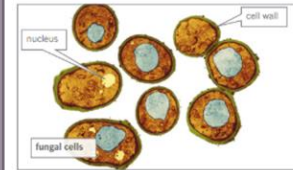
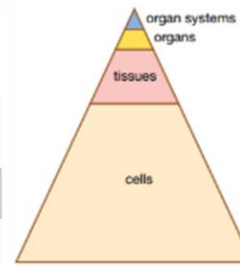
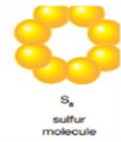
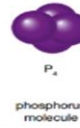


Like terms	Non-like terms
5e and 6e	5x and 5y
x and 13x	12xy and 21x
2bc and 4cb	15abc and 4bcd
3g ² and 45g ²	16g and 45g ²

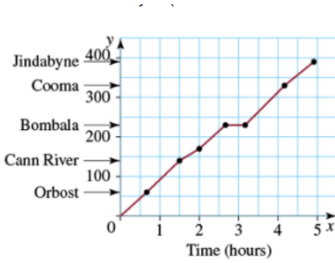
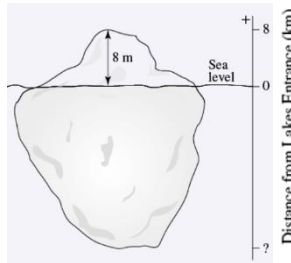
Thousands	Hundreds	Tens	Units	.	Tenths	Hundredths	Thousandths	Ten thousandths
1000	100	10	1	.	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$	$\frac{1}{10\,000}$

Year 8 (Science Overview)

- Analyse the relationship between structure and function at cell, organ and body system levels.
- Explain how evidence has led to an improved understanding of a scientific idea.
- Identify and construct questions and problems that they can investigate scientifically.
- Compare physical and chemical changes
- Use the particle model to explain and predict the properties and behaviours of substances.
- Consider safety and ethics when planning investigations, including designing field or experimental methods.
- Identify variables to be changed, measured and controlled.
- Construct representations of their data to reveal and analyse patterns and trends and use these when justifying their conclusions.



Index form $2^3 = 2 \times 2 \times 2 \times 2 = 16$
Factor form Basic numerals



Multiplication fact	Division fact	Pattern
$2 \times 3 = 6$	$6 \div 3 = 2$ or $\frac{6}{3} = 2$ and $6 \div 2 = 3$ or $\frac{6}{2} = 3$	positive $\div$ positive = positive
$-2 \times -3 = 6$	$6 \div -3 = -2$ or $\frac{6}{-3} = -2$ and $6 \div -2 = -3$ or $\frac{6}{-2} = -3$	positive $\div$ negative = negative
$-2 \times 3 = -6$	$-6 \div 3 = -2$ or $\frac{-6}{3} = -2$ and $-6 \div -2 = 3$ or $\frac{-6}{-2} = 3$	negative $\div$ positive = negative and negative $\div$ negative = positive



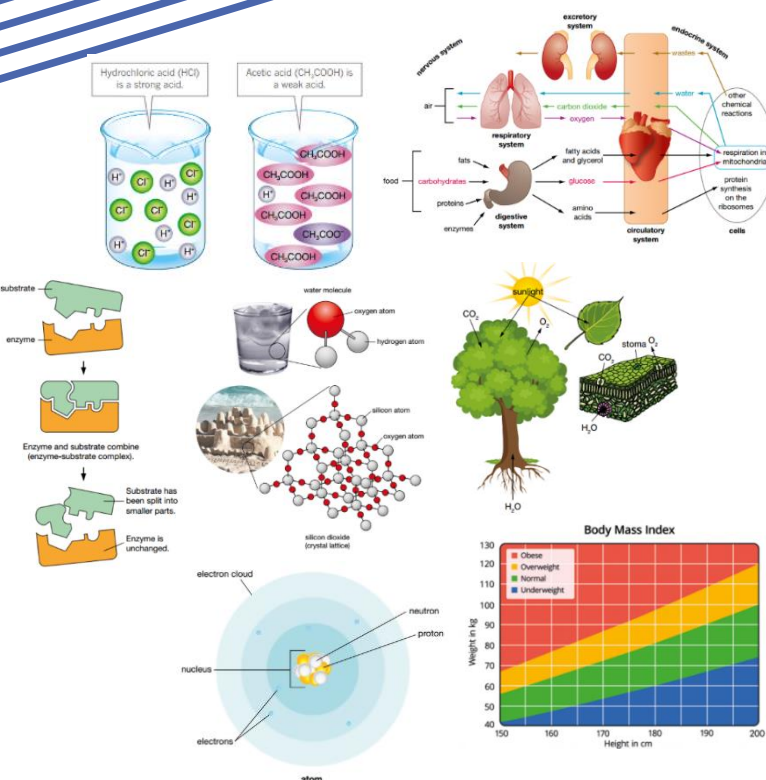
- When measuring the steepness of various slopes or hills, we need to compare the gradient.
- Gradient is calculated by finding the ratio $\frac{\text{vertical distance}}{\text{horizontal distance}}$ between any 2 points on a hill. This is also known as calculating $\frac{\text{rise}}{\text{run}}$.
- The larger the gradient, the steeper the hill.

Year 8 (Mathematics overview)

- Use efficient mental and written strategies to carry out the four operations with integers
- Make connections between expanding and factorising algebraic expressions.
- Simplify a variety of algebraic expressions.
- Solve linear equations and graph linear relationships on the Cartesian plane.
- Describe index laws and apply them to whole numbers.
- Solve everyday problems involving rates, ratios and percentages.
- Describe rational and irrational numbers.
- Solve problems involving profit and loss.
- Make sense of time duration in real

Year 9 (Science overview)

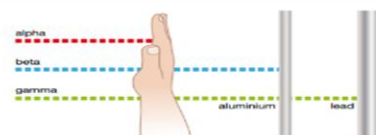
- Analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter.
- Describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people's lives.
- Design questions that can be investigated using a range of inquiry skills.
- Explain chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important chemical reactions.
- Design methods that include the control and accurate measurement of variables and systematic collection of data and describe how they considered ethics and safety.



methane + oxygen gas $\rightarrow$ carbon dioxide + water

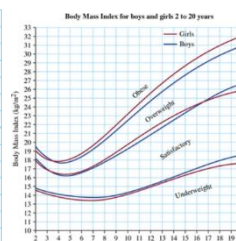
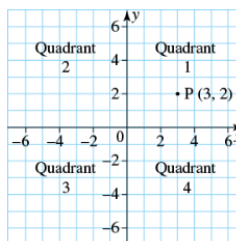


ethane + oxygen gas $\rightarrow$ carbon dioxide + water

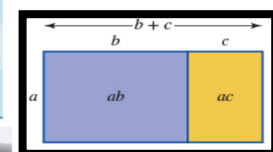
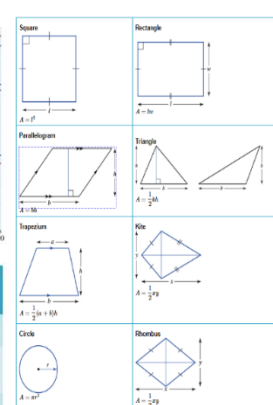


Year 9 (Mathematics Overview)

- Solve problems involving simple interest.
- Apply the index laws to numbers and express numbers in scientific notation.
- Expand binomial expressions.
- Find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment.
- Sketch linear and non-linear relations.
- Calculate areas of shapes and the volume and surface area of right prisms and cylinders.



Taxable income	Tax on this income
0–\$18 200	Nil
\$18 201–\$37 000	19c for each \$1 over \$18 200
\$37 001–\$80 000	\$3572 plus 32.5c for each \$1 over \$37 000
\$80 001–\$180 000	\$17 547 plus 37c for each \$1 over \$80 000
\$180 001 and over	\$54 547 plus 45c for each \$1 over \$180 000



Mrs Farah
Mathematics & Science Teacher

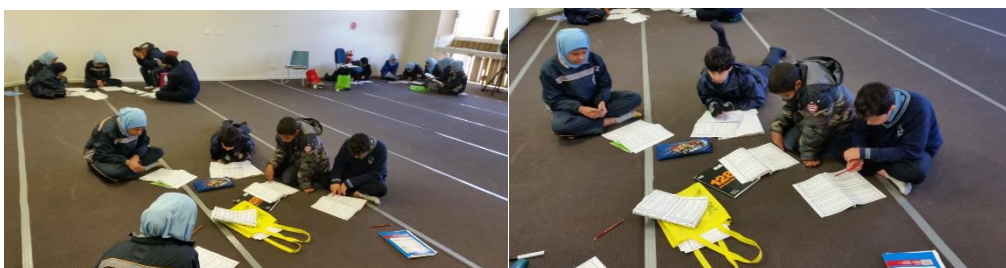


ARABIC, QURA'N & ISLAMIC STUDIES

Qura'n

Assalamu Alaikum,

Year 6 students are using Iqra Book series to teach and enhance students' learning of Quran reading. Based on their current levels, students learn and read in different groups.



On the left are Year 9 Girls studying the Iqra Book to enhance students' learning of Quran reading.

In these lessons, all students review what has been memorized during Term One and Two. They also work in groups to understand and reflect on meaning of learned verses/surahs.



Furthermore, to enhance students' Quran reading abilities we work with students, based on their level, to achieve that.

Mrs Ghada and Ms Nawal
Qura'n Teachers K-9

Islamic Studies

Br Adam is in charge of delivering the Islamic Studies curriculum and Masha Allah does a great job in inspiring students to preserve their faith and practise it in the way Allah has told us to. He was asked some questions regarding the curriculum and both parents and students will find his response to be reflective and thought provoking.

What is your focus when you teach the children at our ISC?

When teaching Kindy to Year 9, it is important to preserve the identity of the children. This is the most important fact of life, especially in the world we live in. People are not sure what to do, which way to go. It depends on what we want and we need to make sure we are grounded. We can keep grounded strongly by ensuring that Allah's teaching is driving our foot steps in our life. In other words, stay on the *sirat ul mustaqeem* – where we are thinking straight, we are believing, talking, behaving and acting appropriately. This is the main focus for every Muslim to know what Islam is about and to know what our Lord wills under any circumstances we are faced with. To do this we focus on Aqeeda, the true belief that took Prophet Muhammad (S.A.W) 15 years to build on. When our belief is strongly rooted in the ground, no storm or wave can throw us away from the *sirat ul mustaqeem*. So remember to preserve your identity and to be a proud Muslim.

What is your advice to ISC students?

My advice for the students at ISC is to stay focused and to not forget the purpose of why you are here. You parents have a beautiful dream, which is to answer Allah (SWT) when He will ask them 'what did you do to keep your identity of your children?'. Their response will be that 'we took them to an Islamic School'. We have to understand that Islamic School means an Islamic environment. Islam is driving our behaviour and attitude. At the end of the day, be honest and be frank. Concentrate on your learning. Observe the teachers and submit to Islam. Know that you are here because Islam will take you everywhere and it will be your driving force. You are a Muslim, and that is the best title a person can have. It will give you the strenght to endure to the end.

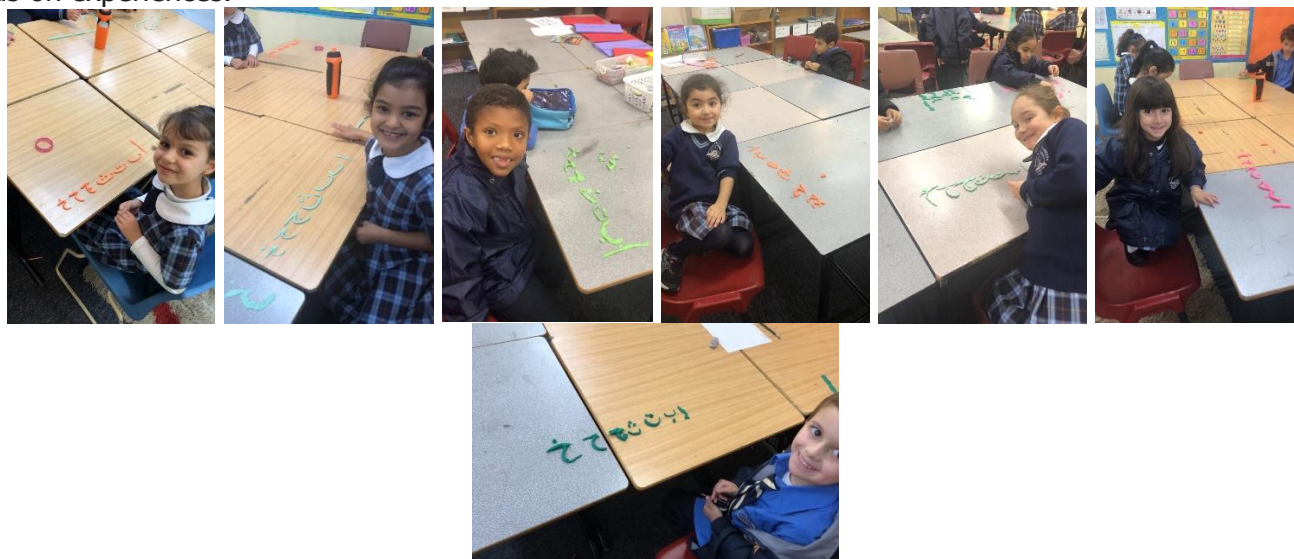
Br Adam

Islamic Studies Teacher K-9/Imam



Arabic

The students at ISC have made good achievement in Arabic learning this semester, despite COVID-19 circumstances and online learning. They have so much passion about Arabic learning. Specifically, in Kindy, students love to make Arabic letters and numbers using playdough. They are engaged and interested through hands on experiences.



The focus for other classes in Arabic this semester has been dedicated to two skills; mainly reading and writing. The students have had intensive work on these two skills and the aim was to put everyone on the same page in one level as much as possible. The variation in students' levels in Arabic is one of the most challenging tasks for Arabic teaching and learning at ISC, especially with nearly zero support and assistance given. I expect great improvement in all skills in Arabic in the second semester in sha Allah.

Br Imad
Arabic Teacher K-9

Some memories...

Staff Eid Lunch!

The school provided Eid lunch to our amazing and hard-working staff! Masha Allah the resilience and perseverance that all teachers at ISC have demonstrated is to be commended! They cannot be thanked enough! They are an asset to our school and ISC is very lucky to have such committed and dedicated staff!

During this lunch, we were also very lucky to have been joined by Mr Joe Zavone (Principal of St Edmund's) and some Board members.

Dr Eid made his delicious Kanafeh for everybody to enjoy. It was a lovely experience for all!



Year 7 Boys

Out in the playground!



Year 4/5A! A bright and enthusiastic bunch of students



Recess Fun Play!



'Behind the scenes' of online learning...



Above is a mural that represents ISC's Houses (Mecca, Al-Aqsa, Hira, and Medina). The dot painting represents the connections we have at our school – where the ISC staff are near the root of the tree. Each of the smaller circles represent the K-9 classes. The pathways are all interconnected to show the strength of our school community and the values we embed and incorporate in our lives as we venture out into the future.

Some memories...

Sausage Sizzle!

Our lovely ISC volunteers organised a very successful sausage sizzle! The students loved it! Thank you!





**Orana
Holiday
Program**

Orana Holiday Programs offer children the opportunity to participate in fun programs that capture their imagination and encourage them to extend their thinking process.

BOOK NOW

Bookings only taken via our website

Monday 6 July - Friday 17 July
8.00am - 6.00pm | CCS Approved
Kinder - Year 6 | Cost: \$107 per workshop

Topics Include:

Forensics, Biology, Physics, Chemistry,
Robotics, Geography, Geology & more

www.oranaholidayprogram.com.au