



**Islamic School of Canberra**

**Information Pack**

**Year 9**

**Term 4**

**2020**



## Teaching Beliefs:

The secondary 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.

## Year 9 Teachers

- Homeroom: Mrs. Farah Gondal

## Specialist Teachers:

Subject	Year Level
	9
Arabic	Br Imad
Islamic Studies	Br Adam
Quran	Ms Ghada/Ms Nawal
HaSS and Arts	Ms Sumayyah Mahadya
English and ICT	Ms Stacey McGregor
HPE	Ms Stacey and Ms Sumayyah Mahadya

## 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:

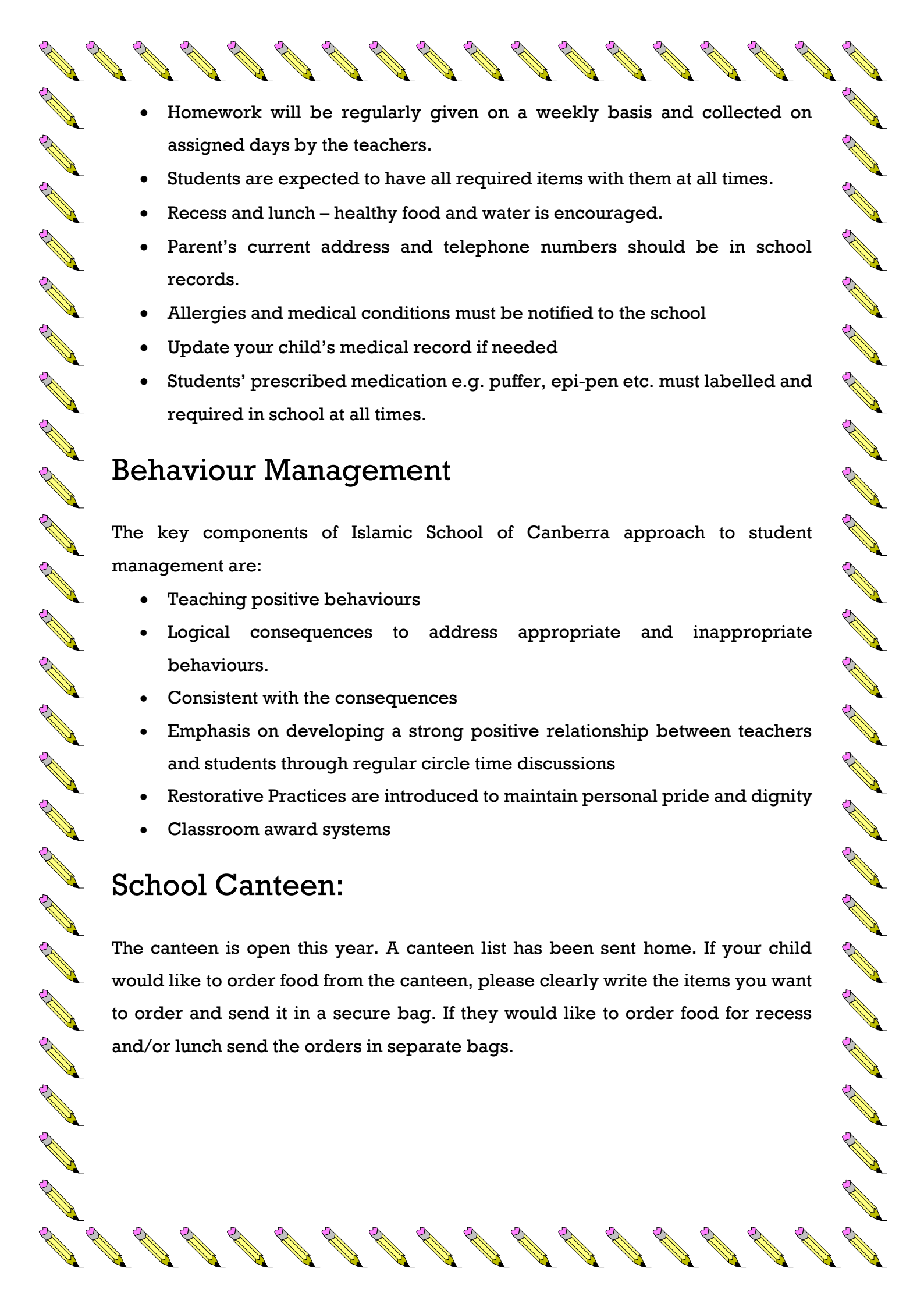
A uniform dress code reinforces in students a pride in their own appearance, instils recognition of themselves as an integral part of the college community, and assists in developing pride in representing their college. Issues of equality, health and safety are also factors that contribute to the establishment 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
<ul style="list-style-type: none"><li>- Boys Pants</li><li>- Short Sleeved Shirt (Summer)</li><li>- Long Sleeved Shirt (Winter)</li><li>- Tie</li><li>- Hat Slouched (Terms 1 and 4)</li><li>- Wool Jumper</li></ul> <p>Sports Uniform</p> <ul style="list-style-type: none"><li>- Track Pants</li><li>- Short Sleeved Polo (Summer)</li><li>- Long Sleeved Polo (Winter)</li><li>- Fleece or Track Jacket</li></ul>	<ul style="list-style-type: none"><li>- Tunic (Dress) (Years K to 4)</li><li>- Long Sleeved Blouse and Ankle length skirt (Years 5 – 9)</li><li>- 2 Piece Hijab</li><li>- Hat (Baseball or Slouch) (Terms 1 and 4)</li><li>- Wool Jumper</li></ul> <p>Sports Uniform</p> <ul style="list-style-type: none"><li>- Track Pants</li><li>- Short Sleeved Polo (Summer)</li><li>- Long Sleeved Polo (Winter)</li></ul> <p>Fleece or Track Jacket</p>

## 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.

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- 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 be labelled and required in school at all times.

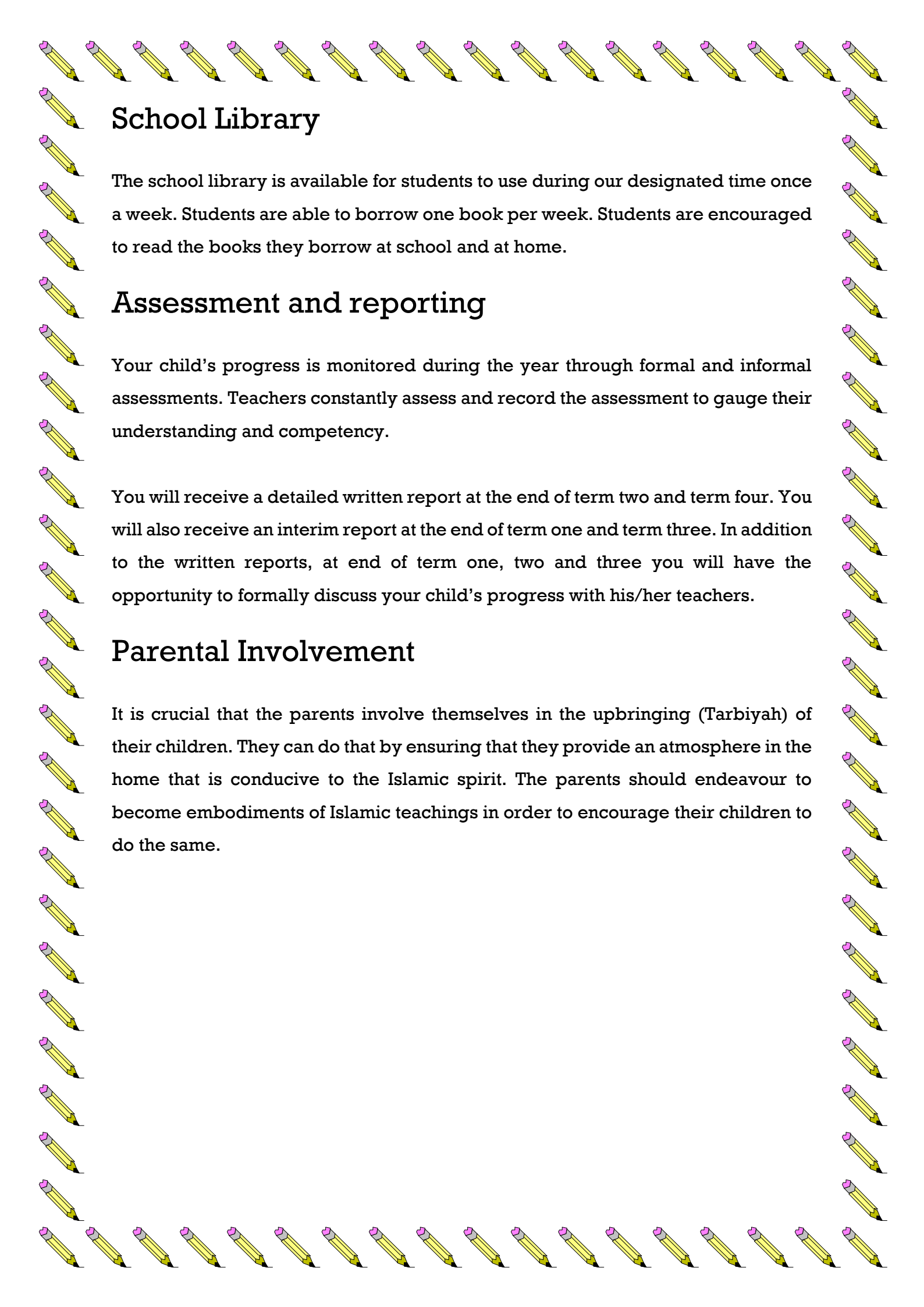
## Behaviour Management

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. 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 Nine Curriculum:

In term four the students will be covering the following topics:

## English:

- listen for ways texts position an audience.
- edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

## Mathematics:

- Compare techniques for collecting data from primary and secondary sources.
- Make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data.
- Construct histograms and back-to-back stem-and-leaf plots
- Interpret ratio and scale factors in similar figures and triangles
- Recognise the connections between similarity and the trigonometric ratios
- Solving linear equations with brackets, pronumerals on both sides and solving problems with linear equations

## Science:

- Describe models of energy transfer and apply these to explain phenomena.
- Design an investigation to transfer of heat through convection, conduction and radiation using a range of inquiry skills.
- Investigate parallel and series circuit and factors that affect the transfer of energy through an electric circuit
- use appropriate language and representations to analyse the methods and the quality of data in demonstrating electromagnets and magnetic field around magnets.





## **Humanities:**

### **Geography:**

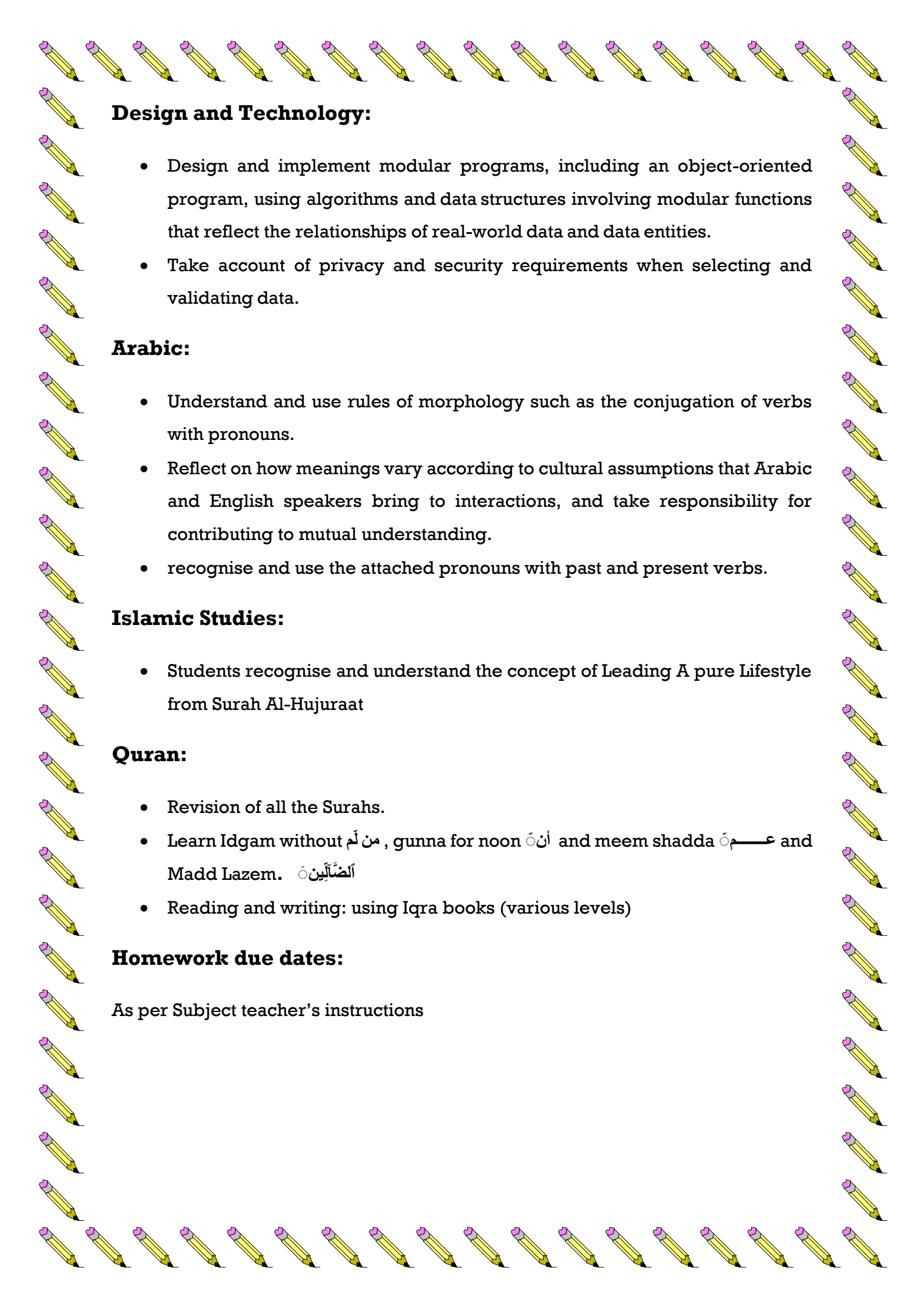
- Record and represent multi-variable data in a range of appropriate digital and non-digital forms, including a range of maps that comply with cartographic conventions.
- Use a range of methods and digital technologies to interpret and analyse maps, data and other information to propose explanations for patterns, trends, relationships and anomalies across time and space, and to predict outcomes.
- Synthesise data and information to draw reasoned conclusions.
- Present findings, arguments and explanations using relevant geographical terminology and digital representations in a range of appropriate communication forms.
- Propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and predict the outcomes and consequences of their proposal.

### **Economics and Business:**

- Gather and analyse relevant data and information from different sources to answer questions, identify trends and explain relationships.
- Generate alternative responses to an issue and use cost-benefit analysis and appropriate criteria to propose a course of action.
- Apply economics and business knowledge, skills and concepts to familiar, unfamiliar and hypothetical problems.
- Develop and present evidence-based conclusions and reasoned arguments using appropriate texts, subject-specific language and concepts.
- Analyse the effects of economic and business decisions and the potential consequences of alternative actions.

### **Health and Physical Education:**

- Work collaboratively to design and apply solutions to movement challenges.



## Design and Technology:

- Design and implement modular programs, including an object-oriented program, using algorithms and data structures involving modular functions that reflect the relationships of real-world data and data entities.
- Take account of privacy and security requirements when selecting and validating data.

## Arabic:

- Understand and use rules of morphology such as the conjugation of verbs with pronouns.
- Reflect on how meanings vary according to cultural assumptions that Arabic and English speakers bring to interactions, and take responsibility for contributing to mutual understanding.
- recognise and use the attached pronouns with past and present verbs.

## Islamic Studies:

- Students recognise and understand the concept of Leading A pure Lifestyle from Surah Al-Hujuraat

## Quran:

- Revision of all the Surahs.
- Learn Idgam without من لم , gunna for noon أَنْ and meem shadda عَمَّ and Madd Lazem. الضَّالِّينَ
- Reading and writing: using Iqra books (various levels)

## Homework due dates:

As per Subject teacher's instructions