



ISLAMIC SCHOOL OF CANBERRA

In Knowledge Lies Strength

Newsletter Term 3 | 25th September 2020

فَاذْكُرُونِي أَذْكُرْكُمْ وَاشْكُرُوا لِي وَلَا تَكْفُرُونِ

"So remember Me, I will remember you.
And be grateful to Me and do not deny
Me."

(The Holy Quran 2:152)



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Principal's Message



Dr Mahmoud Eid
ISC - PRINCIPAL

Assalamu Alaikum Wa Rahmatullah Wa Barakatu Hu

Dear Respected Staff, Parents and Students,

Insha'a Allah, my message will find you and your families in good health and in the highest level of Iman.

I would like to welcome you to Term 3 newsletter. Since the last newsletter of Term 2, the school has witnessed lots of developments that I would like to share with you.

School Registration

Alhamdulillah, we submitted documentation for school registration on 30th June. It took us almost six months of hard work to prepare the required documentation for the review of school registration. Thanks to the teachers for their dedication in this regard. Their work on school curriculum is remarkable. We are hoping to get a longer term for school registration, Insha'a Allah.

Projects Around the School

It is my pleasure to share with you the good news that our application for a grant to build a multipurpose hall/gym has been approved. We will start working on the project as soon as possible Insha'a Allah. We have also applied for a grant to build a Science lab for senior students. With many projects planned for the school, we are transforming it into another phase Insha'a Allah. Thanks to our admin staff who assisted me in this namely Sr Saba, Br Abdul and Br Reza. Insha'a Allah we will have more good news to share with you in the near future.

Before the end of this year, Insha'a Allah we will have ready extra five demountable classrooms and 2 staffrooms and toilet facilities. These classes will be used next year for years 6 -10 students.

Security cameras have been installed in the secondary building (Block E). This is very important to prevent any improper interaction between the students and for Child Safety Standards as well as to monitor students' behaviour in the class. Based on the teacher's feedback, this has resulted in huge improvement in Year 7 students' behaviour.

A new oval has been prepared and hopefully students will be able to use it at the beginning of Term 4. However, we still need to install a high net from two sides. Parent donations are welcome to complete this project.



School Email for Students

We have created school emails and passwords for students in Years 6 – 9. They are not allowed anymore to use their personal emails in communicating with teachers. We are also working on a software for school internet security which requires every student to use a password and username to access school network. This will enable us to control what students access online and to also prevent cyber bullying.

ISC Volunteer Group

A big thank you to the ISC Volunteers Group for supporting the school in several projects that we planned for this year:

- Hand dryers (14) for school toilets which have already been installed
- Sandpit for the junior classes (K-Yr2)
- Upgrading the playground area for K - Year 2 students (this project will start hopefully during term 3 holiday. Many thanks for the parents who donated almost \$40000 for this purpose.

We still have more projects to implement around school such as undercover area, fixing school grounds to make them safe for students, landscaping in front of the school, electric gate, and improvements on parents' carpark. I hope more parents will come forward and donate money to implement these projects.

Staff Appraisal/Development

Staff appraisal is continuing in Term 3. We are monitoring the quality of education closely and the feedback is provided to teachers based on classroom observations. This opportunity allows the teachers to reflect and improve their practise in their classrooms.

School Contributions to the Community

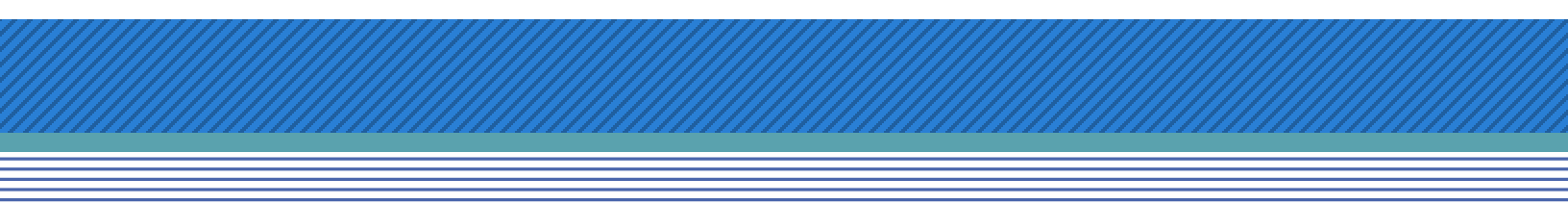
ISC has donated \$504 to feed the homeless people. We also donated \$200 to support the victims of COVID19. Thanks to the students and their parents who supported these two initiatives.

Win News Channel 9

Sr Mariam engaged our Year 9 students in a mural Art project which captured the attention of WINNEWS-Channel 9. The link for that was sent to you by email.

ACER Testing

Teachers have conducted ACER testing in September which is necessary to monitor students learning outcomes. We will also continue conducting running records in Term 4 for primary students. This is necessary to improve Literacy achievement in school.





Community Work Experience

Community work for secondary students was introduced this term to provide them with the experience and skills necessary to help them find paid work during school holidays. They are required to serve 20 hours in school canteen or in school office. They will be issued with a certificate upon completion.

Booklists for 2021

As of the beginning of Term 4, the booklists for Years K – 10 will be available on school website for parents to purchase the required stationery and textbooks for 2021. This includes Arabic, Quran and Islamic studies textbooks and workbooks.

New Enrolment 2021

Enrolment for 2021 is now open. We will try to limit the number of students to 25-26 per class in primary and 22 per secondary. Enrolment will be based on 'first come first serve'. Any extra enrolments will be on a waiting list until we have enough numbers to create a new classroom.

Re-enrolment of Current Students 2021

Students will be bringing home a re-enrolment form for next year. We need that to decide on the number of classes, resources and the number of teachers required for next year. Parents are to pay \$100 per student for re-enrolment. This amount is non-refundable if parents change their mind later. However, for continuing students, it will be deducted from 2021 fees.

Finally, I would like to conclude by reminding the parents to generously donate to school and to pay school fees on time and prior to commencement of Term 4. We work on a very tight budget and we need everyone's contribution. Thank you for your cooperation and support.

Dr Eid

Together we make the difference



Parents' Calendar

Term 3

15 th Sep (Tue)	School Photo Day
24 th Sept (Thu)	Last day for students
	Jump Rope for Heart @ ISC
25 th Sept (Fri)	Staff PD Day
29 th – 30 th Sept	School closed
1 st – 2 nd Oct	School closed

Term 4

13 th Oct (Tue)	All students return
29 th Oct (Wed)	Cross Country
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

Our 'No Hat No Play' policy has begun this term and will continue for next term. Please remind your students to bring a hat and to ensure that their names are written clearly on them.



Counsellor's Message

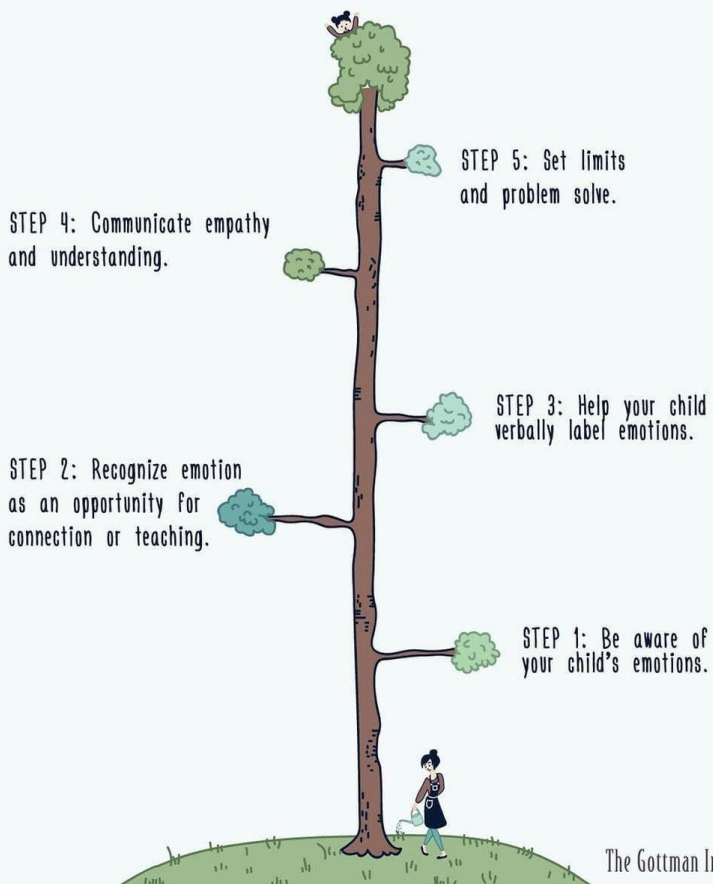
"How Are You Feeling?"

Over the past few decades, numerous researches have shown the importance of emotional intelligence, which is an ability of us to understand and manage/regulate our own emotions and of those people around us.

Just like anything else that we learn, emotional intelligence is also taught to us and parents are our first teachers about emotions. As children are like empty canvases, they learn from observing how their parents, teachers, and people around them behave with each other as their own examples to follow. We can help children to understand their emotions better and develop emotional intelligence through "emotional coaching".

Five Steps of Emotion Coaching

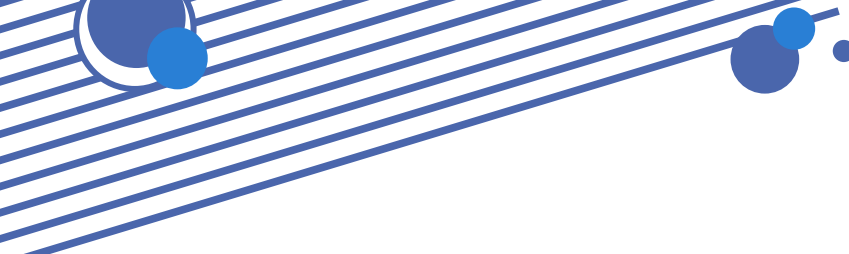
Dr. John Gottman



The Gottman Institute

Emotional coaching is assisting children to understand what they are feeling, why they are feeling that way and ways they can help them handle their emotions as well. Coaching children emotionally can simply mean comforting them, listening and understanding their thoughts and feelings, and helping them understand how they feel. This will help children to feel loved, appreciated, supported, respected and valued. This can also help children to foster skills that help them to become healthier individuals as they are able to articulate their feelings more clearly. This helps them to develop healthier relationships through respect and consent.

In this picture, it describes briefly the 5 steps of emotional coaching (Further information on this topic can be found on: <https://emotioncoaching.gottman.com> and <https://raisingkidswithpurpose.com/emotion-coach/>)



The most important aspect of emotional coaching starts with our own selves and our understanding regarding our own emotions. It is vital, for us to recognise and consider how we deal with our own emotions as how we respond to people's emotions is a mirror to how we respond to our selves. Questions to think about such as, what is your own approach in dealing with your own emotions? Do you tend to dismiss your feelings? Do you tend to not take your feelings as an important part of you? Do you have a tendency to not provide yourself the time and space to allow yourself to simply feel? Do you have a tendency to not acknowledge your feelings at all whilst carrying on with your day? Did your parents dismiss your emotions? Did they belittle your feelings and say that they are nothing? Did they support your thoughts and feelings when you expressed them? These are important for us to contemplate as it helps us to increase our awareness with our own emotions and how we have learned from our own parents. An example of a mirror reaction: you might feel uncomfortable when you cry when things feel overwhelming because you feel like you are not in control of yourself, which in return, you discourage or not feel comfortable with children or others to cry in your presence.

Next time when we encounter a child or an individual that is reacting emotionally or we feel that their behaviour is in a way that we can't tolerate, ask yourself first why your reaction is that way. Ask yourself why your reaction is to respond possibly with intolerance, annoyance or anger. Maybe someone ignored your feelings when you were growing up and you mirrored those reactions. We are humans and we are prone to make mistakes, and that's okay; but it is also okay to slowly learn to break that cycle of emotional indifference and to try to be more understanding and more empathetic towards each other. Our responses to ourselves and others are important components in building the connections with and understanding of each other.

Emotional coaching does not just apply towards our own children, but it can be applied to our students, our families, our peers and most importantly to ourselves. We all live different experiences in our own lives. It is important to note that, trauma and stresses can also change the way we respond and regulate our emotions.

Allah has created all of us to embody various emotions in order for us to feel connected to Him and to His creations. From His greatness, Allah has also made us individually have different capacities, depth, and understanding of emotions which makes our experiences and responses in life unique in its own way. This leads us to have different levels of resilience, emotional regulation and ways of expressions. Contrary to certain perspectives, expressing emotions is not a feminine characteristic instead Allah has created all of us to have and feel deep emotions.

Narrated An-Nu`man bin Bashir:

Allah's Messenger (ﷺ) said, "You see the believers as regards their being merciful among themselves and showing love among themselves and being kind, resembling one body, so that, if any part of the body is not well then the whole body shares the sleeplessness (insomnia) and fever with it." Sahih al-Bukhari 6011 in Book 78, Hadith 42.

Ms Diyanah
School Counsellor





Behaviour Coordinator's Message

Salaam Parents,

This term Br Imad, Mr Vaughan and Mrs Asma G. have been working closely with students from different year levels to resolve conflicts that arise in a school setting.



Br Imad will be responsible for the coordination of the behaviour management within the K-3 cohort of students.



Mr Vaughan will be responsible for the coordination of the behaviour management within the Yr 4-9 cohort of Boys. Whilst Mrs Asma will be responsible for Yr 4-9 Girls Behaviour.



The focus has been to provide and model supportive strategies for students so they can build resilience, strengthen relationships within peers and make sensible choices within a class or school environment.

They will endeavour to promote a healthy, supportive and secure environment for all students and to raise awareness of what makes students resilient. Next term, there will be opportunities where students will be able to develop strategies to reduce vulnerabilities and to also build student-school connectedness and to increase coping skills.

The use of RESTORATIVE PRINCIPLES will be a common strategy which will allow us to lead open and sincere conversations leading to observable and measurable actions.

Restorative Model

- Mutual respect
- A belief in people's ability to resolve their own problems given time, support and a chance to tell their story
- Acceptance of diversity
- An inclusive approach to problem solving, so that feelings, needs and views of everyone in a given community are taken into account.
- Balance between belief and actions
- Explicit character development
- The deliberate creation of safe and supportive school cultures and communities where all are encouraged not only to listen but also to have a voice and make valued contributions.

With the whole school approach where everyone (school leaders, teachers, staff and parents) is involved, Insha'a Allah we can create a safe and inclusive learning culture and environment; providing opportunities for students to be informed decision makers.

Behaviour Coordinators

Br Imad, Mr Vaughan and Mrs Asma G.



English as Second Language (ESL)

In the second semester under the guidance of the Principal I was given the opportunity to begin an ESL/EALD for our students.

This entailed them coming to me in a quiet room to be able to work on challenges they may not have grasped at this time.

I began by organising the program, which included aligning our work with ACARA who have developed a brilliant resource for ESL/EAL/D students. This is a complete resource of about 100 pages and assisted me to develop a very comprehensive program for all students.

The beginning of the program is to organise the level the student has achieved. This is noted at Beginner/Emerging/Developing/Consolidating levels.

We then broke them down into four strands of English work - which range from Reading/Writing/Listening and Viewing. These are important components of English work. I developed a document for the classroom teacher so my observations can be relayed to the teacher to guide them in the best way to assist the child to achieve.

In class I had young students create the alphabet with Play Dough. This is a known way to assist children to have a concrete view of letters for example being able to pick up a letter, turn it around, upside down, so a "b" can become "d" or "p", and "g".

We then took them to writing frameworks, where pages of each letter were laminated and the student could write on them in fine point white board pens – this can be erased easily and be used again and again.

We navigate to small sentences on the laminated pages to assist the students to begin all writing at the left-hand side of the page. These are very basic stages the students can complete before attempting harder workloads. The students will gradually learn to develop confidence and work through challenges and be able to work at an easier pace knowing their work is correct.



KINDERGARTEN

Assalamu Alaikum!

Term 3 has come and gone and it is finally settling in that we are not far from the light at the end of the tunnel!

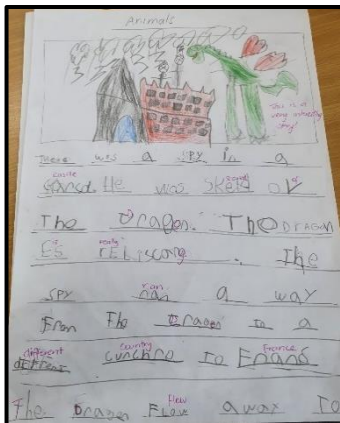


This photo really sums up our experience this term! We have had so many things come at us, but the students (and myself), have caught them head strong and with a positive attitude! I cannot be any prouder of the Kindergarten Caterpillars! They really have made astounding progress!

Thank you to the families of our class for all the assistance you have provided us!

We have achieved so much this term and have enjoyed being a part of different events this term at our school! Some of those events include Eid Decoration (for Eid Ul Adha), Character Day and R U OK? Day. I hope you enjoy the photos!





In Literacy, we have enjoyed our reading and writing experiences, especially when we have worked in our Literacy groups to create stories! We are learning that all stories have a Beginning, a Middle (problem) and an End (solution). We have also listened to stories from our older peers who we look up to!

In Mathematics, we have thoroughly enjoyed our experiences when learning about numbers. The students have challenged themselves by developing their sense of number and place value! Our most enjoyable memories are always when we learn about Mathematics through hands-on activities! The number line and our shop keeper activities were just some of our favourite learning experiences. We will continue to develop our knowledge and skills when adding and subtracting numbers.



In Science, we looked at Man-made and Natural materials. The students were able to explore and investigate the properties of materials through various investigations. This subject was also integrated with our Geography unit where we looked closely at our homes and why they are special to us! A highlight for the students were their dioramas!

This term, Mrs Haider was able to muster up the courage and patience to take the students to the computer lab! And what fun we all had! The photos speak for themselves 😊



I look forward to creating more memories with the Kindy Caterpillars! Enjoy your holiday because Term 4 will be another whirlwind of an adventure!

Mrs Haider
Kindergarten Teacher
SRC, Publications & Marketing Coordinator

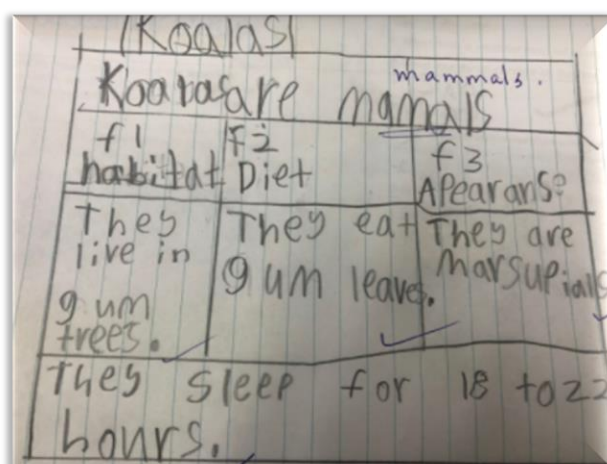
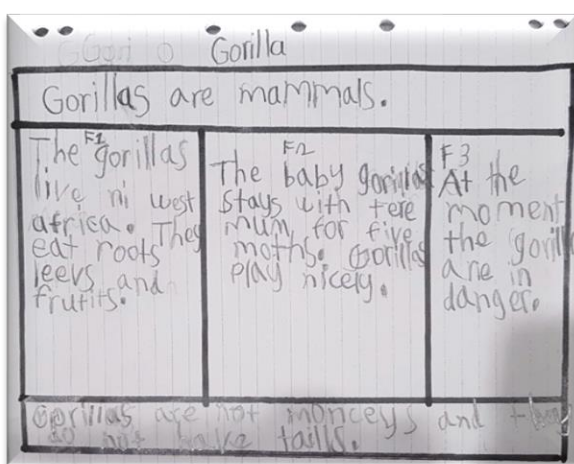


YEAR 1

Assalamu Alaikum Dear Parents,

Time does fly! It seems we have just started our journey just the other day and now we are remaining with only one term!

I can happily say that my wallabies have been working very hard to write information reports in **English**. We have been learning to research and organise information on various amazing facts about octopuses, koalas, gorillas and dinosaurs, to name a few to write information reports. I am so proud of the effort the little researchers put in creating engaging reports. Now we all know amazing facts about many animals, as for example, the Giant Pacific Octopus has blue blood and three hearts!



In **Mathematics**, students have worked on various strategies for addition and subtraction. We have learnt about measurement using informal units. It was great fun measuring our classroom, our friends, our tiny feet and hands using foot spans, hand spans, blocks and so on. By the way, we made our own picture rulers too! We also loved our lessons on capacity - we got to compare the capacities of various containers and objects using water and blocks. Who would have known Maths would be so much fun!





Through hands-on experiences, our young scientists are developing their **Science** Inquiry skills. Our topic is light and sound and the students absolutely loved our balloon and peek box experiments!

For **Geography** this term Year Ones are having an incursion to Fetherston Gardens to observe the natural, managed and constructed features of places in Week 10. InshAllah.



Our **Media Arts** lessons have been very exciting as we discovered the wonderful world of animation. Netball sessions have been jam-packed with learning, fun and excitement and we will continue learning more fundamental movement skills in PE. InshAllah. Last of all, we would like to convey a big THANK YOU to all the lovely people who worked so hard to arrange the most amazing sandpit for us.



Someone correctly said, 'Time is precious. Make sure you spend it with the right people.' Alhamdulillah I am spending my precious time with a bunch of precious people- my wonderful Wallabies.

I look forward to more happy days of learning with them.

Mrs. Shahreen Rahman
Year 1 Wallabies Teacher





YEAR 2A

This term, the Year Two Quokkas have been putting on their big learning hats! I am so endlessly proud of the work they have done and produced this term.

In **English** this term, the Quokkas have been exploring different texts and we have greatly enjoyed reading the Pocket Dogs by Stephen Michael King. The kids have been exploring the intent of the story and we have been exploring the main characters; Biff and Mr. Pockets. The Quokkas are looking forward to doing the same with our new favourite book, Bilby Moon.

The Quokkas have been exploring Onomatopoeia in English as well, they have loved looking for Onomatopoeic words in our books and greatly enjoyed creating their own comic book scene in which they have to utilize Onomatopoeic words to create a visual masterpiece.

In **Maths**, the students have been working to add and subtract two-digit numbers and learn about halves, quarters and eighths. We have had a lot of fun splitting collections of items into halves and quarters. It has been so encouraging to see the students make the jump from splitting physical counters to being able to make mental splits of numbers. These kids are pretty amazing!



In **Science**, the kids have been exploring different materials and how they are used or combined to create new materials or objects. We absolutely loved creating playdough using conditioner and corn flour. It was certainly a messy job but there were smiles all round and the classroom certainly smelt lovely for a while afterwards!

In **Geography**, the kids have been exploring their immediate, local and global surroundings. They have loved using Google Earth to explore places and features far away. We loved looking at the mythical Merlion statue in downtown Singapore! The kids have been working on exploring their own backyard at school and have worked hard to create an aerial view and plan of their Juniors playground.



We have been having loads of fun in **Drama and Digital Technologies** this term. The kids were tasked with using Miss Barnett's Ipad to create a Claymation video for Eid Al-Adha. The kids worked in teams to create a storyboard and used playdough to create all of their pieces. The end result was amazing and the kids were all so proud of their efforts! They are to be congratulated for being so creative! Moving on after this, the class has been exploring the traditional elements of Drama and have loved playing some Drama games. The Quokkas are certainly a brave bunch!



Lastly, I wanted to say a huge thank you to all of the parents and families within the Quokkas community. You have been a pleasure to work with and I must commend each and every one of you for supporting your child and the school in such a positive and kind-hearted manner. It has been the ultimate pleasure to teach the Year Two Quokkas, they are such a wonderfully unique and amazing bunch of kids.

Miss Madeleine Barnett and Mrs Jenkins
Year 2 Quokkas



First and foremost, I would like to appreciate the children of Year 2B for being adaptable and accommodating of me as their new teacher. Together we have come so far from where we started at the beginning of the term.

Staff Snapshot

What is your role at ISC?

I am the Primary School Teacher for Year 2 B Owls at ISC.

Why did you study to become a teacher?

I come from a family of teachers and have seen the passion that my mother has for educating children. She is my source of inspiration to be wanting to work with children and share my knowledge with them.

What do you like to do on weekends?

I like to spend weekends with my 4 year old son. He shares my interest in Science and Art, so we are always experimenting and making new masterpieces. You can either find us at our closest park or at Questacon on weekends.

What do you like about your classroom?

I love that my class is just the right size in terms of capacity and number of children. They love to do hands on activities like me. My children encourage me to look for new things to do to keep them engaged.

We have been doing a lot of hands on activities throughout this term. For **Media Arts**, we studied Claymation. In groups of four, children made up their stories and characters using play dough and modelling clay. For **Drama**, we did dancing, enactment and characterisation. To break things up we also did some free Arts, where children got to do painting, craft, colouring and mask making.



For **Science**, we learned about different materials and its properties. How do these properties change when mixing? We made Oobleck by mixing corn flour and water and studied how a single material can be solid and liquid at the same time. We observed the absorbent property of paper towel and how primary colours mix to make secondary colours by making a colour wheel. We also saw how salt and sugar mix in water to make a solution but oil does not.



Children enjoyed having netball clinics this term and learned some new skills.



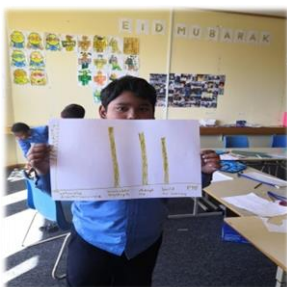
For **English**, I introduced a read aloud session, where every child got a turn to read a book to the class. It is an initiative to focus on reading as well as listening skills, at the same time giving them a boost of confidence.



For **Maths**, we started with Addition and Subtraction, moved on to Lengths, Area and Capacity. Children enjoyed the topic of collection of information the most and undertook self-initiated projects of collecting information and representing it into graphs.



The biggest highlight of the term was undoubtedly – The Sandpit. Children played in it every day and enjoyed every bit of it.



For **Geography**, we studied about Countries and Maps. We browsed Google Earth to see how far off our native countries are from Australia. We also went outdoors to draw an Aerial view of our playground.

We celebrated Eid this term, where children dressed in their traditional outfits and also character day, where children dressed as their favourite character from a book. All through the term we have been doing 'show and tell' as children were keen on showing their new possessions to their friends.



Overall, this term has been full of active learning where children got to practise their agency. Hopefully next term will bring more opportunities to learn and fun to have.

Mrs Pavel
Year 2B Teacher



YEAR 3

Assalamu alaykum,
What a wonderful term of learning for students as well as for teachers. Across this term, our lovely Y3 -Tigers have been enjoying to achieve tasks imbued with new skills and repertoire.

In **English**, we have been understanding the philosophy of different grammatical concepts such as the 3 types of sentences (Simple, Compound & Complex). Most pertinently, we have worked in groups to facilitate these hard concepts of grammar. Now we are learning to write successful information reports about different topics using relevant vocabulary, verbs, different types of nouns and other language features.



Fun learning goes on...In **Mathematics**, we have been progressing successfully to grasp new mathematical skills. We have been doing explicit work, collaborative tasks and hands-on activities. We have been working on new concepts of multiplication (multiples, factors and mental strategies). Concurrently, we have been learning more mental strategies to understand number sense and number facts to be able to solve addition and subtraction problems using daily life numeracy scenarios.



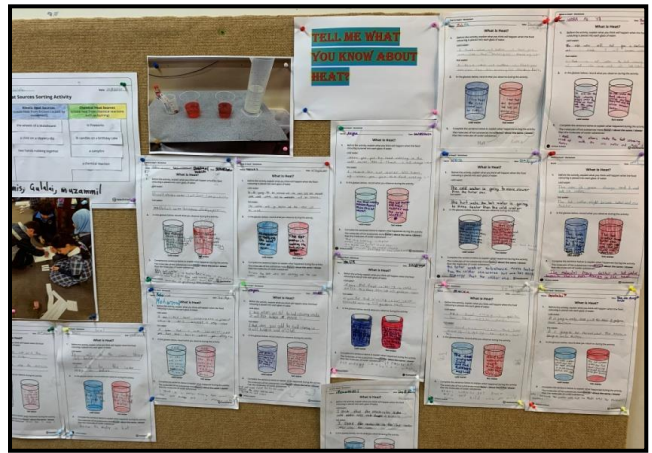
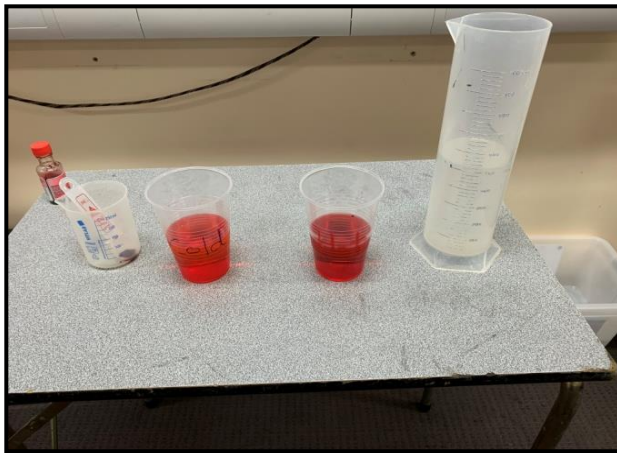
In the **Physical Education**, we have been so excitedly awaiting Wednesdays Netball sessions to learn new throw, catch and other movement skills throughout fun collaborative sport games. Moreover, we have had lots of fun activities on our usual Fridays Physical Education lessons at which we learn movement skills during warm ups and different sport games.





Our most fun and funny learning experience has been with **Drama**. Over the course of this term, we have been discovering the wonderful world of drama as part of the Australian Curriculum Key Learning Areas. We have been understanding the function of the elements of Drama by conducting each element separately to be able to perform a holistic dramatic scene.

The fun learning does continue with our wonderful **science** experiments. In this term, we have been keen to investigate the concept of 'Heat'. We have done experiments to grasp the important facts of 'Heat' as an energy and how this energy is produced and how the movement of atoms and molecules produce energy. We love this lesson as it is full of 'WHYS' and scientific questions.



In **Technology**, we have been looking at the concepts of (HARDWARE & SOFTWARE) that all computers are made up of. We have learnt that the digital systems work on both essential parts (HARDWARE & SOFTWARE) as well as other peripheral parts to function more duties. We are now working on our PowerPoint Presentation to show how these two essential parts functions to make digital systems work efficiently.

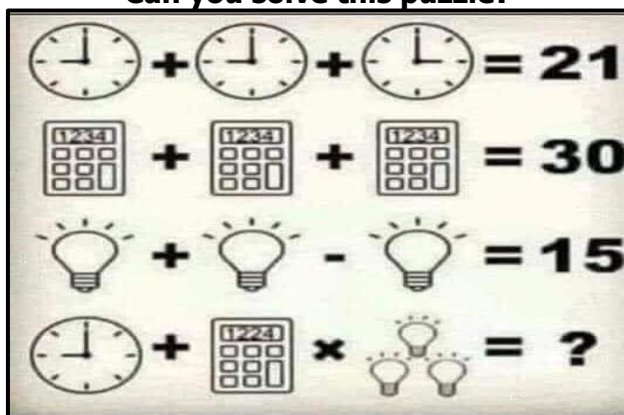


Mr Kayis Ablahd
Year 3 Tigers Teacher

YEAR 4/5A



Can you solve this puzzle?



Hint: the answer is at the bottom.

This term has been a busy one. In **English** we have learned about how to express our opinion through an information text. This has been linked to the topic of writing a persuasive text.

In **Maths**, we have solidified our learning about multiplication. Students have worked hard to understand the concepts.

In **Science**, we made slime! We looked at the materials and their properties. The slime was gooey and we had to knead it a lot to finally allow it to hold its shape.

In **Geography**, we have learned about places and their climates. We created graphs and learned Never Eat Soggy Weetbix (North, East, South and West)

The students created a **drama** play for Arts about country or place. They practiced enthusiastically and created it from start to finish.

We were able to have a soccer clinic that came to our school to teach us soccer skills. This term was heaps of fun! I am already looking forward to next term.

Mrs Neha

Year 4/5A Teacher

Answer: 333

Feedback from Year 4/5A

It was a good feeling to be back for this term. It was lots of fun. – **Azlan**

I would like to explore the library and computer lab more in Term 4. – **Abdussalam**

I enjoyed doing the Eid decorations and I made a A3 Poster – **Mariam**

I liked that we did Drama in Art. I am excited to do cross country next term. – **Hilal**

I loved Term 3, it was amazing. I really hope that I can change my seats to sit with my friends next term. – **Zara**

What I liked about Term 3 is that I made lots of new friends. – **Aaliyah**

I've learnt how to help Professor Polly with her material problems in Science – **Ali**

I enjoyed the soccer clinic and a food stall. **Dana**

I enjoy playing soccer with my friends, I also learned lots of things at school. **Aftab**

I enjoyed doing experiments in class. **Adnan**

I am enjoying term 3 a lot! I think our teacher is great! **Hamzah**

I love Term 3 because a lot of people were so kind and I made lots of new friends. I learned lots of things from my teachers. **Eshal**

I love to do drama. I have done it at school for 3 years in a row. A thing I want to do better in is Maths and Art. **Hiba**

In Term 3 it has been wonderful. We had an Eid stall to raise money. Our school has also had soccer practice and I enjoyed Quran Lessons. – **Beshta**





YEAR 4/5B

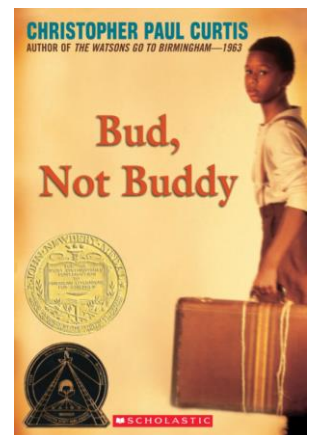
This term has been a far better term, getting to spend it all together in class and face to face makes such a difference. The students have been working very hard across all subjects!

It has been fantastic seeing the improvement across each week, from their general understanding to the quality of work and research, Year 4 and 5 have been growing in their skills, understanding and critical thinking in relation to both school work and the greater world.



In **HASS** we have covered Geography and Economics, the students learnt about supply and demand and the effect this has on prices and business practices and the impact that scarcity plays. We also started to learn about recessions and depressions, what causes them and how often they are likely to occur. We also looked into natural life, such as the landscape of the world and the multiple biomes we have on this planet, how land takes shape and moves around through continental drift and finally the causes of natural disasters such as earthquakes, eruptions and tsunamis.

In **English** we read a novel together as a class, "Bud, not Buddy" and learnt about some of the culture and lifestyles of the 1930's as well as attitudes and social segregation. The students were able to link a lot of what was happening today with attitudes and occurrences almost 90 years ago and discuss the impacts and problems with these types of attitudes still existing.



Our **Health** topic this term was health messages, how these have changed over time and how healthy eating has been viewed throughout time. The students were able to personally engage with this as they recorded their own food diary, writing down what they were eating over a five day period and then matching this with the Australian Guidelines for Healthy Eating.

For a lot of the students, they noticed they were eating healthy and only needed to make small adjustments, some of the class noticed some food they needed to cut down on. The students were able to really see the impact when we watched parts of a documentary called "That Sugar Film," which highlighted the problems with hidden sugars and the heavy impact these have on our lives.



One of the highlights of the term was our **Character Day**, where students and myself dressed up as characters for the day, a large portion of the class joined in our class theme of minions and those who didn't still had some fantastic costume ideas. We were able to enjoy the day and even cause a little bit of minion mischief at the end of the day.



This term has had many highlights but these are all thanks to the fantastic work and commitment the students have to their school and education, something they all need to be commended for. A big thank you to all my parents as well who help us all and keep the class moving forward, it is a pleasure being able to work with all of you and your children.



Here is to a great final term for the year together and making some memories which we will all hold on to.

Mr Vaughan
Year 4/5B Teacher



YEAR 4/5C

Novels and textbooks came to life at Islamic School of Canberra. The Year 4/5 students were heaving with nearly 20 book characters in Term 3 to celebrate our annual Character Parade. The Computer Lab was a fantastic venue to showcase the creativity our students used to interpret all sorts of book characters, with plenty of photo opportunities and high fives galore.

Kids dressed as their favourite personalities including Mary Poppins, Cat in the Hat and a plethora of superheroes. The level of enthusiasm from our Kindergarten friends right through to our Year 9 leaders was inspiring.

Our thanks are extended to all our families. Without your support, the costumes wouldn't be as large, as colourful and as flamboyant as they were. Thank you so much!



Sports- Soccer Program

The Year 4/5 soccer program consists of the development of both boys and girls as football players in terms of their theoretical knowledge, physical abilities, skills, fitness and game awareness of the game. The program is designed to cover the Australian Curriculum Physical Education content and also aims to develop students to have an understanding of nutrition, fitness, training principles and methods, injury prevention and the importance these have on their health.



Media Arts – Websites

In planning an online publication, students first reflected on their target audience. Whether it was their group, younger kids, or the public in general, the websites were appropriately designed. Decisions about wording, types of graphics, and suitability of hyperlinks were made by the students. A clear navigating system through the site, information blocked into organised headings, appealing images, and working and informative links all contributed to the attractiveness of their websites. Well done!

Science Experiment- Slime

Other than the sheer fun of learning science, slime has been popular in our class for several reasons. Some of the students find it satisfying to watch slime turn from a solid to a liquid and back again.

Some students find that squishing it between your fingers can also be a great way to relieve stress. Some students just liked it because it's gooey and fun to stretch. Slime has been a popular science project for decades, teaching kids about viscosity, polymers and chemical reactions. In the last few years, it has become a bona fide cultural phenomenon, with viral how-to videos taking over social media.



The students find it fascinating watching basic ingredients turn into something completely different with just a few minutes of stirring. I also use a special type of slime to clean electronics. Any guesses?

Overall, it was a great term and we are looking forward to finishing off the year on a high note!

Mrs Asma G.

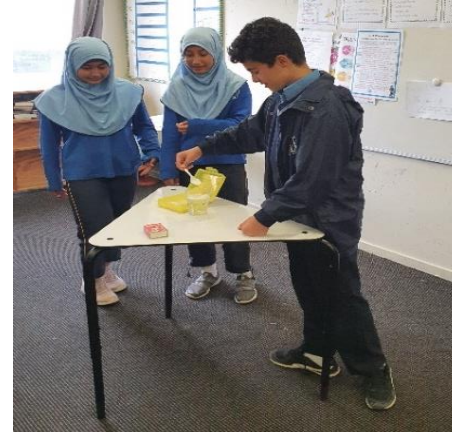
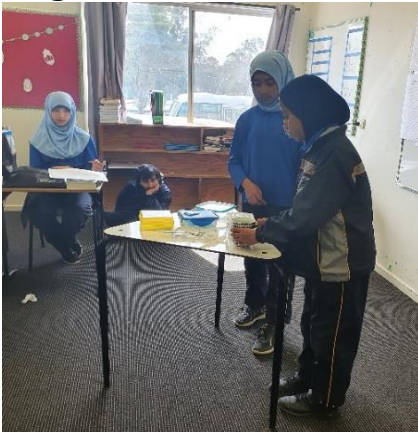
Year 4/5C Teacher



YEAR 6

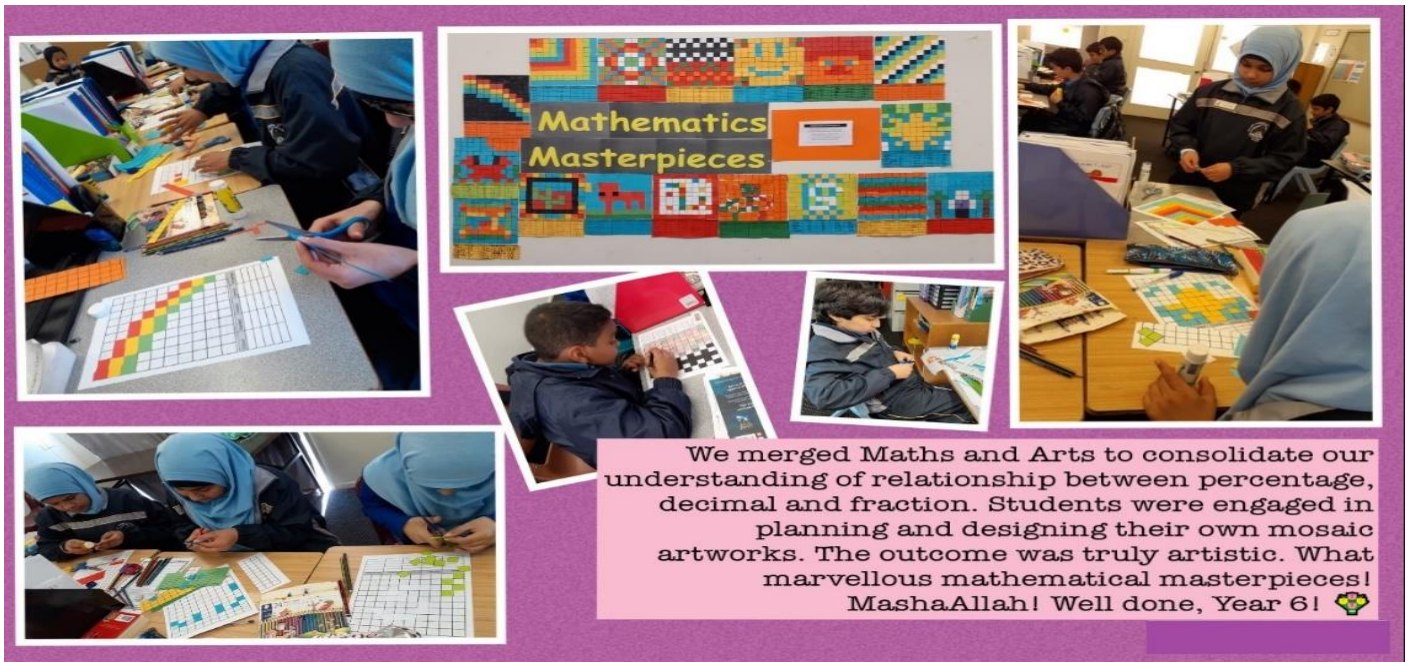
Year 6 is an incredibly busy year. Students study a range of inquiry units, where they are given the opportunity to work collaboratively in order to gain an understanding of a variety of topics. This helps the students to develop negotiation skills and allows them the chance to work cooperatively with their peers.

Students collaboratively conducting science experiments in class – “Reversible and Irreversible Changes”.



In teams, students playing soccer and hand ball for PE.





The Year 6s have demonstrated impressive artistic and collaborative skills this term. We focused on creating a positive classroom culture built on mutual respect, empathy, fairness and accountability for our actions. Teaching my students has been a very humbling experience and I am extremely proud of them. I look forward to another outstanding term filled with learning and positive engagement.



Mrs Alam
Year 6 Teacher



HASS/ARTS/PE

As we are near the end of Term 3, students are busy completing their assessment tasks. In this semester, the teaching contents are built upon Economics & Business and Geography. All secondary year level students have completed their Economics & Business. This subject will help students develop the skills to examine economic issues from all angles to come up with appropriate solutions.

Year 7 class has recently completed their study of Economics & Business. Through this subject, they have gained the skills needed to understand the complex market system. They have also learned how to open up a business, the characteristics of a successful business and how to become a successful entrepreneur. Overall, it enables students to achieve future business success.

Year 7

In the Art class, Year 7's has been concentrating on radio drama. They worked in a group to create a radio advertisement. They were required to add soundscapes and apply characteristics of an advertisement such as - testimony, statistics, description of the products/services and expert opinion. They have already learnt how to create a soundscape by creating different environments. In their soundscapes, they were not allowed to use any musical instrument.

Year 7 students have also been enjoying Yoga and Poomsae (Korean movement) through sports. For Year 7 students, it is important to focus on tasks in the classroom, and be mindful of the deadline of the assessment task and work towards it. This will be a goal for us in the next term Insha'a Allah.

Year 8

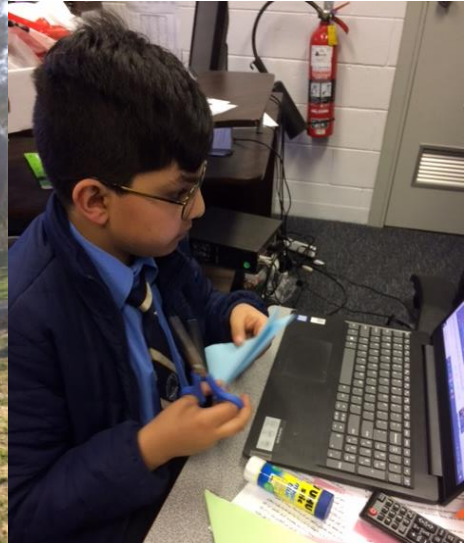
Year 8's have been focusing on Geography where they have learnt about the structures of the earth such as tectonic plates, different layers of the outer sides of the earth, diversity of landforms and landscapes. In Art class, Year 8's recorded their different perspectives through their experiences, liking and disliking. They also worked on creating a documentary by filming their own experiences. Prior to filming, they had to complete their storyboard. This was due at the end of the term where they are also required to respond to their film through critical analysis.

Year 9

Year 9 is nearing the end of the 'Economics and Business' unit exploring a financial adviser's role in terms of how to manage risk and rewards, different investment options and strategies to maximise the profit. The students have been experiencing highly engaging and challenging lessons.

In the Art class, Year 9 students have just finished their Media Arts. I have been very impressed by the students' ability to critically analyse media art techniques to support their responses. Next term, students are going to focus on Drama.

Enjoy a few images below of our students engaging in their learning so far this semester at ISC.



Mrs Sumayya
HASS, Arts and PE Teacher



ENGLISH/ICT/HEALTH

Hello everyone!
What an awesome term it has been! The time
has gone quickly with a lot of things
happening around the school.
I can't wait to see what the rest of the year
brings.
Enjoy your holidays!



Year 8 Design and Technology

This term has been about creating an environment that meets a local need. The Year 8 students decided to create an indoor herb garden and track the growing process. The students were responsible for the care of each herb.



Secondary Seminar – Legal Aid

During the term, we had Legal Aid come in to present some information to the students about Drugs and Alcohol and Employment.



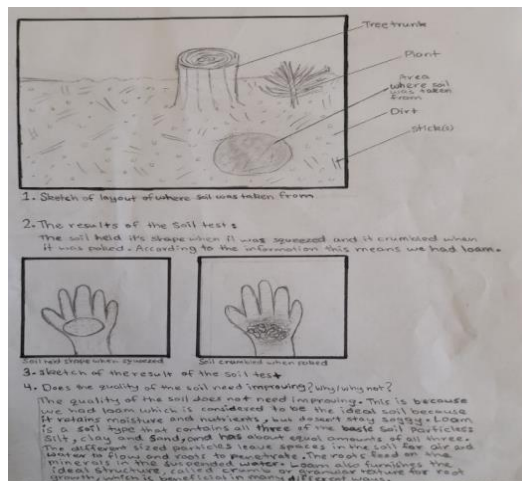
Character Day

In Week Five we had Character Day for Book Week. The Year 8's definitely dressed to impress!



Year 9 Design and Technology

The Year 9 class have been looking into 'Solving Wicked Problems' this term, building a project folio based upon a client request that was provided to them. Part of the project folio was to conduct soil and water tests.



Ms Stacey
English, ICT & Health Teacher

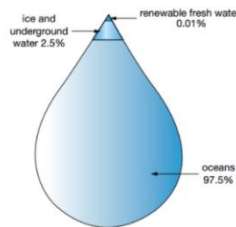
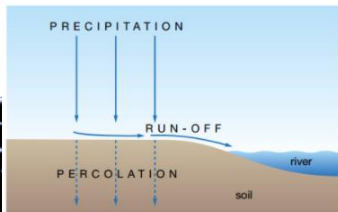
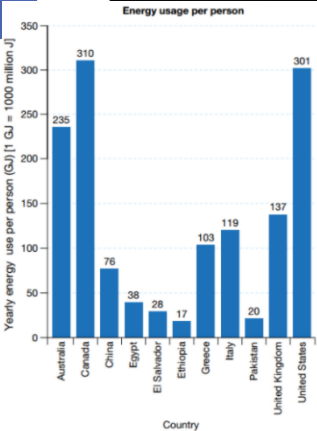
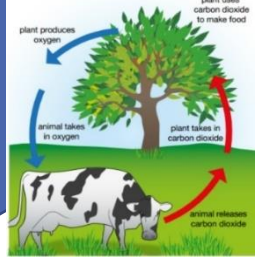
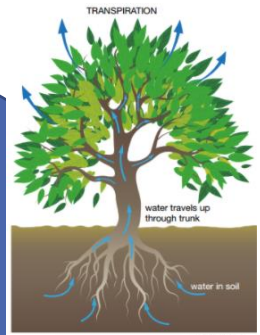




MATHEMATICS & SCIENCE

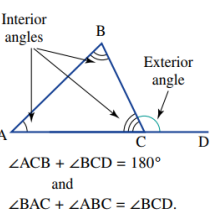
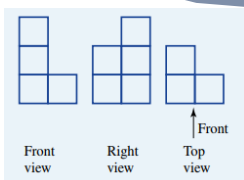
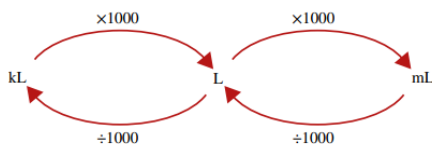
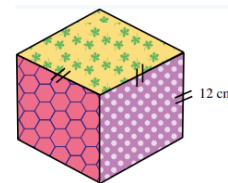
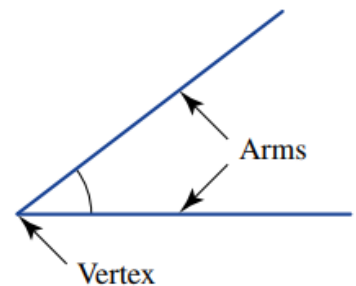
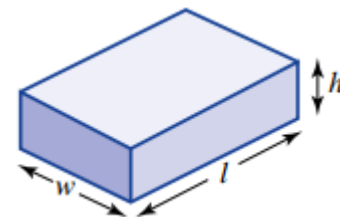
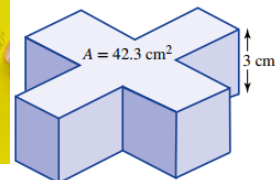
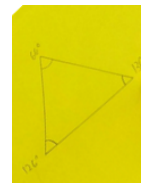
Year 7 (Science overview)

1. Explain how the relative positions of Earth, the sun and moon affect phenomena on Earth.
2. Summarise data from different sources and describe trends on how solar eclipses, lunar eclipses and phases of moon depend on Earth, The sun and the Moon arrangement in the space.
3. Describe the water cycle in terms of changes of the state of matter and investigate the factors that influence water cycle in nature
4. Describe situations where water use, and management rely on scientific knowledge from different science disciplines and diverse cultures.



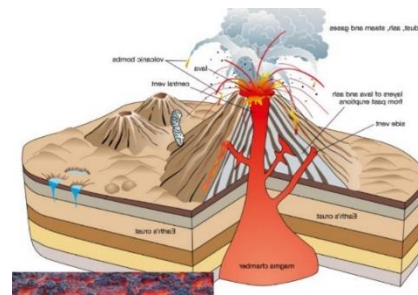
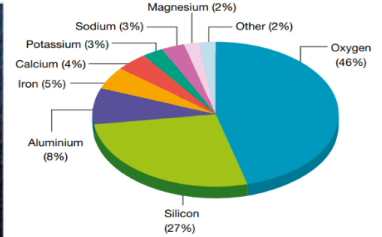
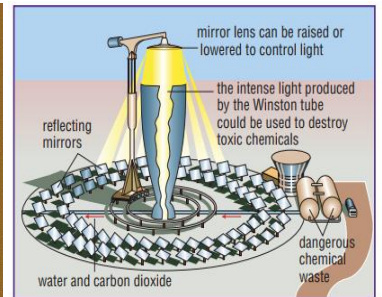
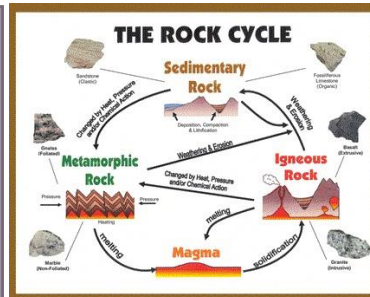
Year 7 (Mathematics overview)

1. Describe different views of three-dimensional objects.
2. Represent transformations in the Cartesian plane.
3. Solve simple numerical problems involving angles formed by a transversal crossing two lines.
4. Use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms.
5. Classify triangles and quadrilaterals.



Year 8 (Science Overview)

1. Describes and compares rock samples and processes of rock formation, including the timescales involved.
2. Students examine the different science knowledge used in occupations to investigate mineral extraction.
3. Describe situations in which scientists collaborated to generate solutions to contemporary problems related to physical, functional and behavioural adaptations to match organisms to their environment.
4. Reflect on implications of these solutions for different groups in society.



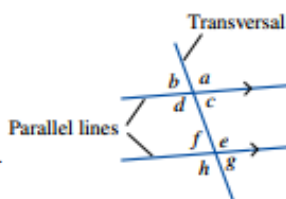
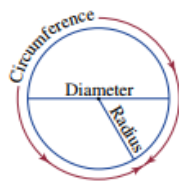
Mix A	Mix B
2 cups cordial	1 cup cordial
2 cups water	3 cups water
Mix C	Mix D
5 cups cordial	3 cups cordial
Mix A	Mix B
9 cups water	5 cups water

Euler's rule states that for any polyhedron:

Number of faces (F) + number of vertices (V) - 2 = number of edges (E), or $F + V - 2 = E$.

- Time is divided into units. There are:

60 seconds	in	1 minute
60 minutes	in	1 hour
24 hours	in	1 day
7 days	in	1 week
2 weeks	in	1 fortnight
about 4 weeks	in	1 month
12 months	in	1 year
about 365 days	in	1 year
10 years	in	1 decade
100 years	in	1 century
1000 years	in	1 millennium.

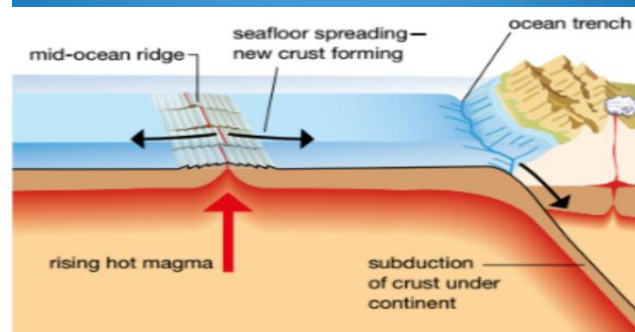
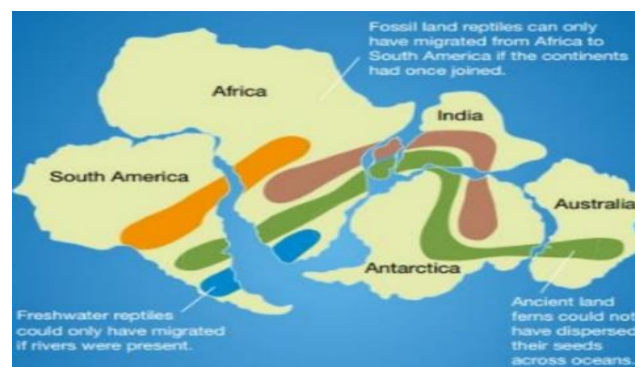


Year 8 (Mathematics overview)

1. Identify conditions for the congruence of triangles and deduce the properties of quadrilaterals
2. Solve problems relating to the volume of prisms.
3. Convert between units of measurement for area and volume.
4. Perform calculations to determine perimeter and area of circles, parallelograms, rhombuses and kites.
5. Addition Subtraction, multiplication and division of real numbers

Year 9 (Science overview)

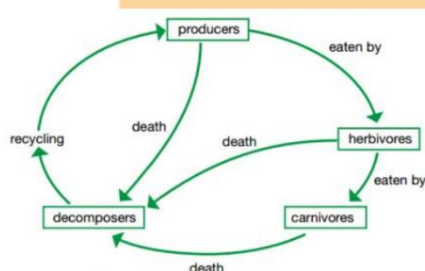
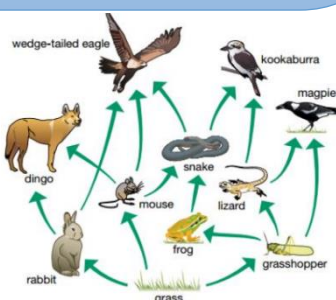
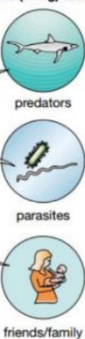
1. Explain global features and events in terms of geological processes and timescales
2. Analyse how biological systems function and respond energy transfers and flows of matter
3. analyse trends in data and identify relationships to discuss the impacts of human activity on an ecosystem from a range of different perspectives.
4. Analyse and outline how computer modelling and imaging technologies has improved the ability to predict how tectonic plates and explain specific actions to improve the quality of their evidence



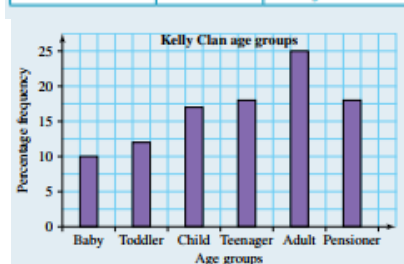
Abiotic (physical) factors



Biotic (living) factors



Number of members in the family (x)	Tally	Number of families (f)
2	III	3
3	IIII	5
4	IIII III	9
5	IIII II	7
6	IIII	4
7	I	1
8	I	1
		$\Sigma f = 30$



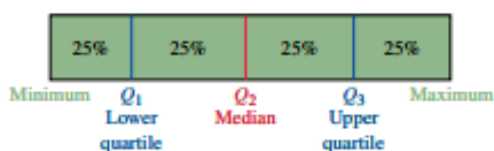
Method of travel to school
Monday (inner ring)
Tuesday (middle ring)
Wednesday (outer ring)



- Walk
- Bicycle
- Car
- Bus
- Train

$$716 = 7.6$$

Stem	Leaf
7	8
8	0 8 9
9	1 6 7 8
10	3 5 8
11	2



Operation	Inverse operation
+	-
-	+
\times	\div
\div	\times

Year 9 (Mathematics overview)

1. Make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data.
2. Construct histograms and back-to-back stem-and-leaf plots
3. Interpret measures of central tendency and spread
4. Solving linear equations with brackets, pronumerals on both sides and solving problems with linear equations

Mrs Farah

Mathematics & Science Teacher



ARABIC, QURA'N & ISLAMIC STUDIES

Qura'n

During Term 3, students have continued their Qura'n plans, with the memorisation of Surahs and understanding the main themes and reasons of revelation.

Kindergarten

Kindergarten students are actively involved in the revision of Surat Al-Fatiha, memorisation of Surat An-Nas and Surat Al-Asr. They were very excited to learn about the wisdoms and lessons learned from these Surahs. They showed great interest in reading and reciting in pairs and groups. They started to memorise Atashahud and several Dua'as.

In relation to the Arabic Alphabet, they have almost learned all the letters and practised reading from Easy Quran Reading book. Furthermore, they have enjoyed Islamic colouring activities, shown interest in writing their names in Arabic and shared their final products with classmates and families.



Year 1

Year 1 students have been memorising Surah Al-Humazah and Surah Azalzalah. The students have done a great job in their learning. Keep up the great work. May Allah reward them.





Year 2

Year 2 students have been memorising Surah Al-Alaq and Surah Al-Adiat. The students have done a great job in their learning. Keep up the great work. May Allah reward them.

Year 3

Year 3 students have been memorising Surah Al-Fajr. The students have done a great job in their learning. Keep up the great work. May Allah reward them.



Year 4/5

Year 4 and 5 students have been memorising Surah Abasa. The students have done a great job in their learning. Keep up the great work. May Allah reward them.

Year 6, 7, 8 and 9

The senior students are actively engaged in learning and memorising selected Surahs. While learning the reasons behind the revelation of surahs, they started a program for building their Quranic vocabulary which focused on understanding and memorising the meaning of key words in each Surah. During recitation activities, students work on improving their Quran reading through learning the Tajweed rules. Students were provided with various supporting materials that help in achieving their learning journey.



Students in these classes, according to their reading level, have started reading from IQRA books aiming to improve their recitation skills. Students who memorise the whole or some chapters of the Quran are playing an acknowledgeable role in helping others and sharing knowledge.

Ms Nawal and Ms Mai
Qura'n Teachers K-9

Islamic Studies

Br Adam is in charge of delivering the Islamic Studies curriculum and Masha'a 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 challenges senior students may face; and both parents and students will find his response to be reflective and thought provoking.

What topics have you covered with secondary students?

The topics that are mostly covered with secondary students are all about the struggle of growing into a man/woman and asking the question 'what is the road map for a believer to make it safely in this dunyah?'. Specifically for the Year 7 cohort, we focussed on the Qura'n. The Qura'n is the road map of life and the reference to all your affairs. With the Quran's guidance, a believer will never be confused as it is the higher authority. The Year 7's understood the purpose of the Qura'n in their individual life. Our aim is to ensure that true education is delivered to the students and that the education is guided by our true Creator's words. Students are encouraged to make decisions with the guidance of Allah's words and to understand how important Qura'n is.

For Year 8, the focus has been on the complete lifestyle for a true believer – such as modesty, honor, meaning of shame, temptations and moral responsibilities. Students are encouraged to reflect on the impact of their actions – through resisting temptations. Having a lifestyle that will guide us to Sirat Ul Mustakeem (straight path) will be our only success. We need to live a lifestyle that is according to Islam. They also studied the significance of 'quality' rather than 'quantity' through the story of Battle of Hunain. Allah (SWT) made clear that the victory is with those who give quality. If they can do that then they can live up to a title of being a Muslim.

For Year 9, the topic that was a big focus was the second reference for Islam – the Sunnah of the Prophet (SAW). As we know, after the Qura'n, the embodiment of the Qura'n is the Sunnah. They learnt about what Sunnah is, what does it mean, what is the role of the sunnah in our lives, and the guidance the Sunnah can provide in the worldly situations we come across. After knowing about the Qura'n, and to follow it practically, we will need to follow the way of life of the Prophet Muhammad (SAW). Without the Sunnah, we may not understand the Qura'n.

We also looked at the concept of hypocrisy and what it is to be real in our lives. True believers are the people whose heart and face are the same. These topics are essential in these times for these students while they are growing into manhood and womanhood as life becomes harder for us to keep to our true selves.

What expectations do you have for our students?

The expectation of our students is for them to live up to what they are learning. Education is useful only when it is practised and implemented. We want to see and hear Islam in our students' conversations and their lives. The students will find this challenging to remain dutiful to Allah (SWT). This is so they can transform themselves into the man and woman that Allah created.

What challenges might they encounter while learning Islamic Studies?

Islam is a challenge against whatever is not good for human being. Once we know that, Islam will act as a support and will help us get through happiness, anger, and sadness in our lives. Islam is like oxygen that we need. We need to prepare the environment when they will come to know that Islam is the only way. Islam is a will and a road to reach the ultimate success. It is a challenge to live up to that standard – but every challenge is to help us grow. Every challenge we face, we will truly grow into Islam and into the true education that we cultivate – the divinest part in life. The students can succeed with hope and by putting the trust in Allah (SWT) and walking on a straight path Insha'a Allah.

Finally, I would like to say that I am the most happy when I teach the Year 9 cohort. All students in that year level are the success of the school and the fruit of this school. The hardwork of teachers in those students from the beginning of their education is evident. All students at our school should aspire to be like them.

Masha'aAllah the fruit in Year 9 students is something that the school should be proud of. They have grown up to be amazing learners. I encourage them to continue with the same attitude and moral values to their next stages of life. May Allah (SWT) help our teachers and students in their struggle to grow into true human beings who recognise the Creator and do His will. Ameen.



Br Adam
Islamic Studies Teacher K-9
Imam

Arabic

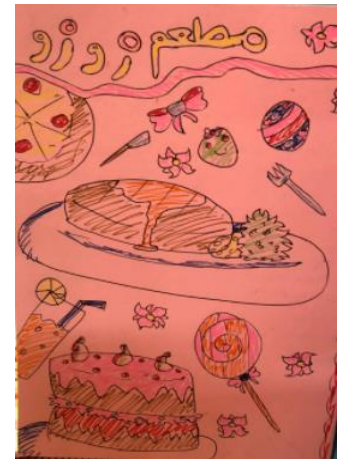


At the Islamic School of Canberra, we teach Arabic once a week (2 sessions for junior students and 3 sessions for seniors). Our main focus is on teaching the reading and writing skills, much work though is dedicated for speaking and comprehension. Speaking and comprehension are usually lifetime learning and need a lot more resources, support, and dedication from students, parents and teachers to achieve.



Most of our students at ISC can generally read and write Arabic by the end of Year 3. We have even some students in Year 2 who can read and write very well.

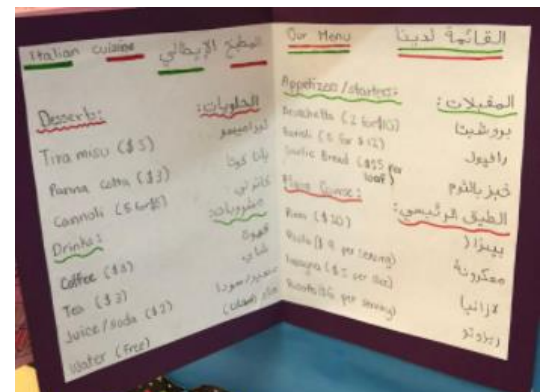
During this year we have experienced many challenges in teaching Arabic especially with online teaching because of Covid-19 in Semester One. Yet, we have achieved a lot Alhamdulillah. Students love to learn Arabic and we do many fun activities in the Arabic classroom such as singing the alphabets, making craft work about letters and words in Arabic, making food menus, passports and so on.



There will be restructuring for the Arabic textbook and the way we teach Arabic starting from next year Insha'a Allah. New textbooks will be added and there will be more support for Arabic learning and teaching.



Br Imad
Arabic Teacher K-9





Character Day 2020 @ ISC



Our school was bursting with book characters on 21st August!



Our princesses were really famous!



The boys also looked dashing in their character costumes!



Thank you so much to all the teachers and students who made the day very enjoyable and fun! These memories are forever etched into our minds!



9News – Art Mural

The girls in Year 9 initiated an Art project so that we could display it within our school! The theme and dedication attracted the attention of 9News and the girls were able to showcase their skills on a news channel! ISC is very proud of you! We cannot wait to see this painting hanging up on the school walls!



Sandpit for Juniors!



These are some photos of our sandpit in the Juniors! The students were very excited for this new addition to their playground!

Insha Allah there will be many more things to look forward to!



School and Wider Community

School Donation

The school has fundraised and donated \$504 to feed the homeless people. Thanks to the students and parents who supported this initiative.



Federal MP David Smith Visits Islamic School of Canberra



Recently, ISC has received an amount of grant money under the Local Schools Community Fund, which was spent to implement landscaping projects - the new school oval and the front area of the demountable classrooms. To follow up the projects completed under the said fund, Mr. David Smith, Federal Member for Bean, accompanied by Senior Electorate Officer Mr. Bryce Wilson visited the school on 21st Sep.

From the school side, Business Manager Mr. Abdul Mannan and Enrolment Officer Ms. Saba Al-Juboori welcomed the delegates as the Principal was on sick leave that day. The delegates inspected the project sites, took photos and expressed their satisfaction on the school's performance.

They had a tour across the school campus and discussed future opportunities. Mr. Smith said,
"I will love to visit the school again and meet the principal and student leaders."

The school handed over a certificate of appreciation to the delegates for the Local Schools Community Funds.



Eid Decorations Eid Ul Adha!



Islamic School of Canberra was so bright and colourful during Eid Ul Adha! Every class participated and did the best they could to make their class look spectacular! These are just some photos of our Eid Decorations!



R U OK? Day

three little words that
can make a difference
to someone's life...

Are you ok?

R U OK?

The Junior/Middle and Senior students had an assembly to discuss the importance of having meaningful conversations and making sure that our family and friends are okay.



The students discussed some ways we can be a good friend and also learned the steps of how to ask somebody if they are okay.



1. Ask



2. Listen



3. Encourage
action



4. Check in

So...
R U OK?



3. Encourage
1. Ask. 2. Listen
4. checking in