



Islamic School of Canberra

Information Pack

Year 10

Term 3

2021



Teaching Beliefs:

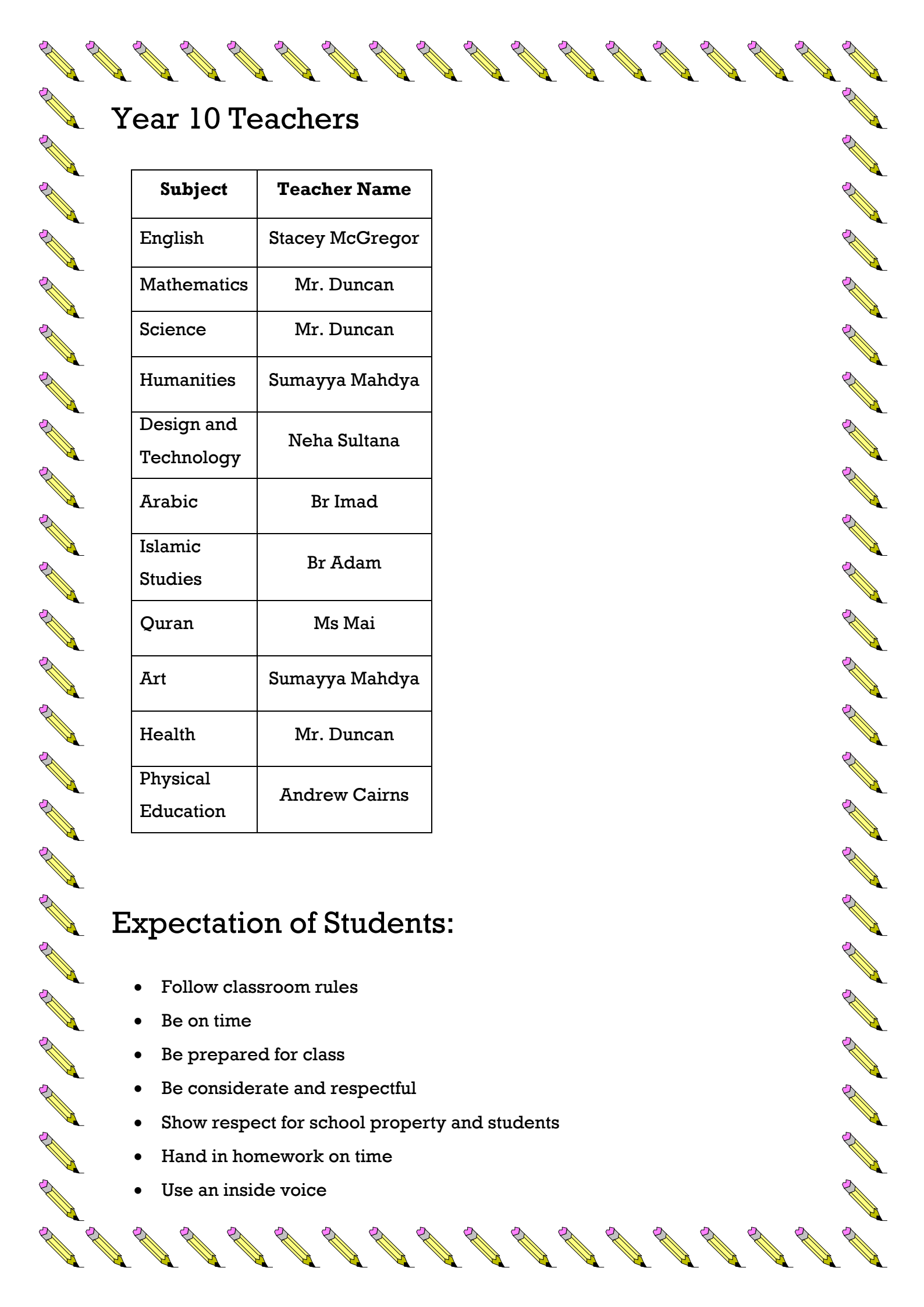
Year 10 team believes that every student has potential. As teachers it is our job to harness this potential as much as it is possible. We believe the best teachers are those who know their students and how they learn best. As educators we acknowledge, appreciate, and respect our students' differences. 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.

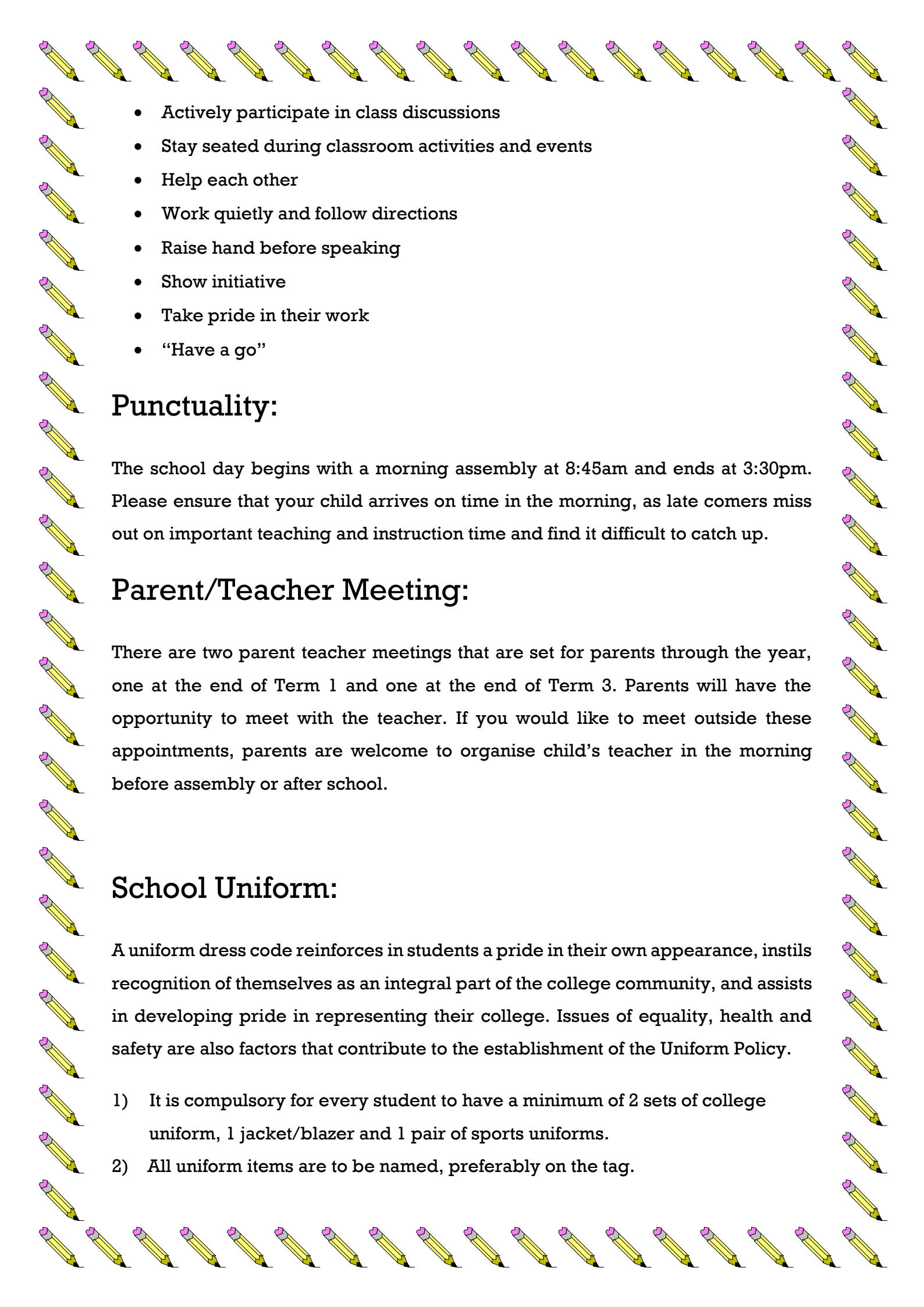


Year 10 Teachers

Subject	Teacher Name
English	Stacey McGregor
Mathematics	Mr. Duncan
Science	Mr. Duncan
Humanities	Sumayya Mahdya
Design and Technology	Neha Sultana
Arabic	Br Imad
Islamic Studies	Br Adam
Quran	Ms Mai
Art	Sumayya Mahdya
Health	Mr. Duncan
Physical Education	Andrew Cairns

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 uniforms.
- 2) All uniform items are to be named, preferably on the tag.



Boys

- Boys Pants
- Short Sleeved Shirt (Summer)
- Long Sleeved Shirt (Winter)
- Tie
- Hat Slouched (Terms 1 and 4)
- Wool Jumper

Sports Uniform

- Track Pants
- Short Sleeved Polo (Summer)
- Long Sleeved Polo (Winter)
- Fleece or Track Jacket

Girls

- Tunic (Dress) (Years K to 4)
- Long Sleeved Blouse and Ankle length skirt (Years 5 – 9)
- 2 Piece Hijab
- Hat (Baseball or Slouch) (Terms 1 and 4)
- Wool Jumper

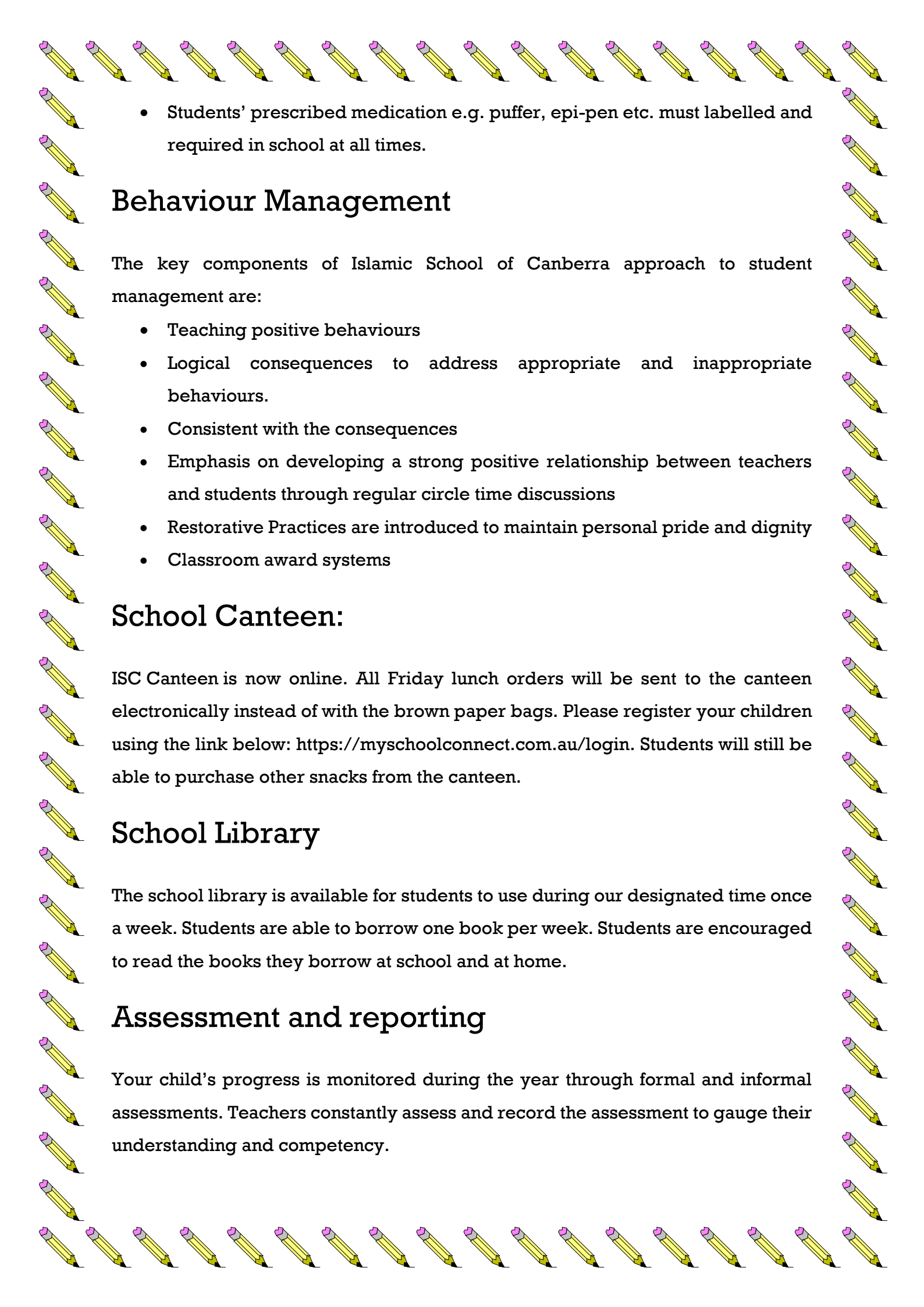
Sports Uniform

- Track Pants
- Short Sleeved Polo (Summer)
- Long Sleeved Polo (Winter)

Fleece or Track Jacket

School Procedures:

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

- 
- Students' prescribed medication e.g. puffer, epi-pen etc. must 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:

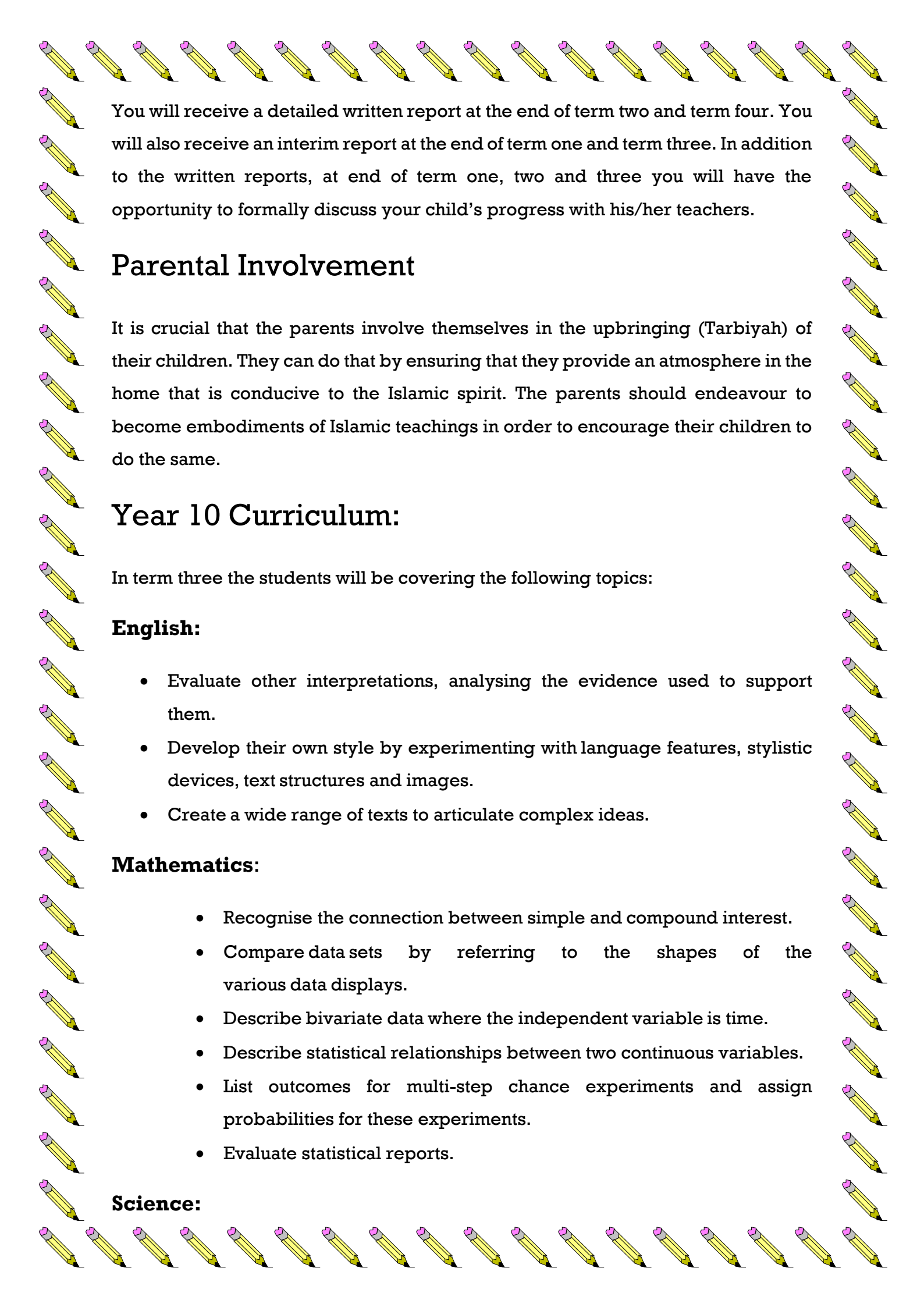
ISC Canteen is now online. All Friday lunch orders will be sent to the canteen electronically instead of with the brown paper bags. Please register your children using the link below: <https://myschoolconnect.com.au/login>. Students will still be able to purchase other snacks from the canteen.

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 10 Curriculum:

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

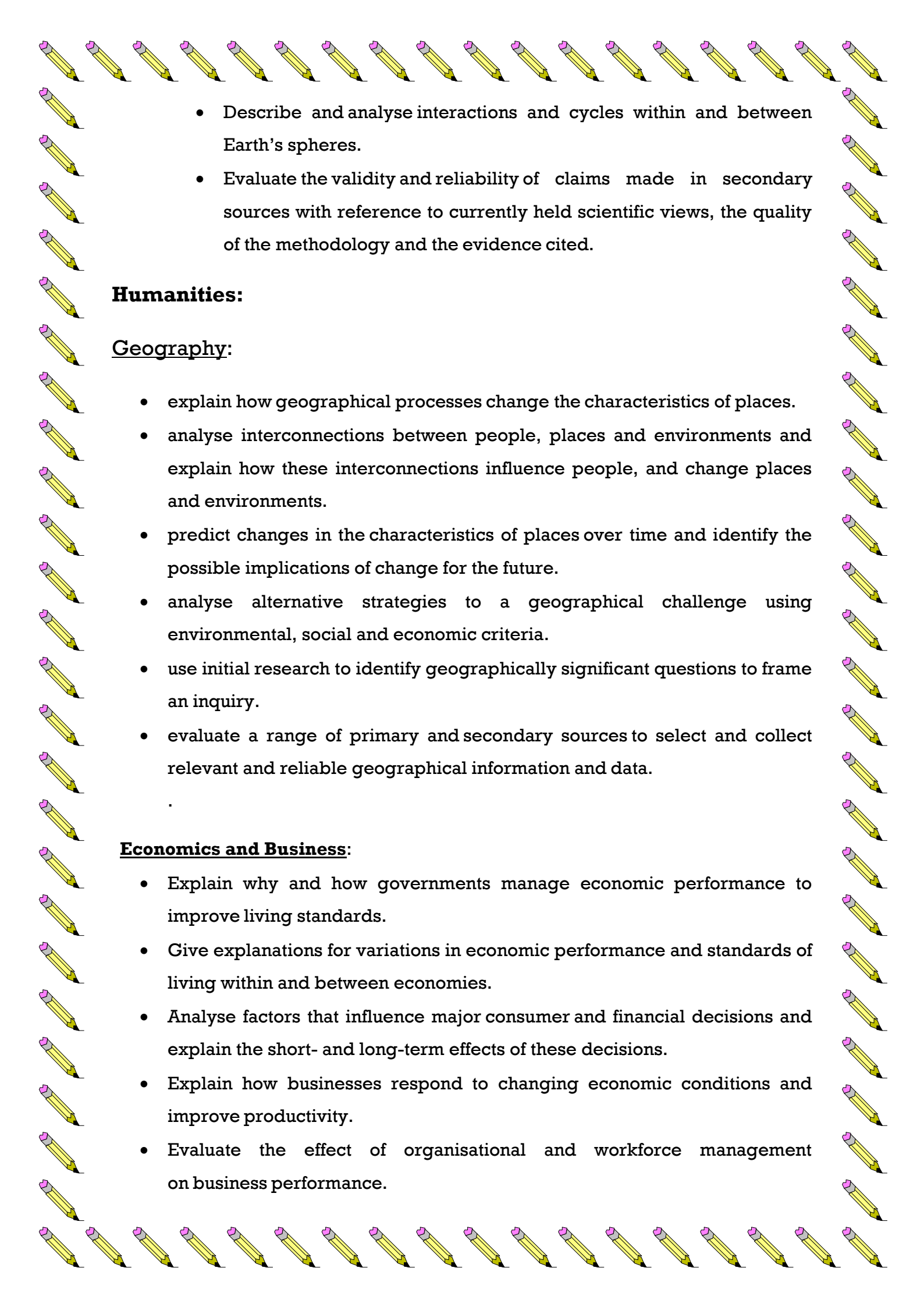
English:

- Evaluate other interpretations, analysing the evidence used to support them.
- Develop their own style by experimenting with language features, stylistic devices, text structures and images.
- Create a wide range of texts to articulate complex ideas.

Mathematics:

- Recognise the connection between simple and compound interest.
- Compare data sets by referring to the shapes of the various data displays.
- Describe bivariate data where the independent variable is time.
- Describe statistical relationships between two continuous variables.
- List outcomes for multi-step chance experiments and assign probabilities for these experiments.
- Evaluate statistical reports.

Science:

- 
- Describe and analyse interactions and cycles within and between Earth's spheres.
 - Evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited.

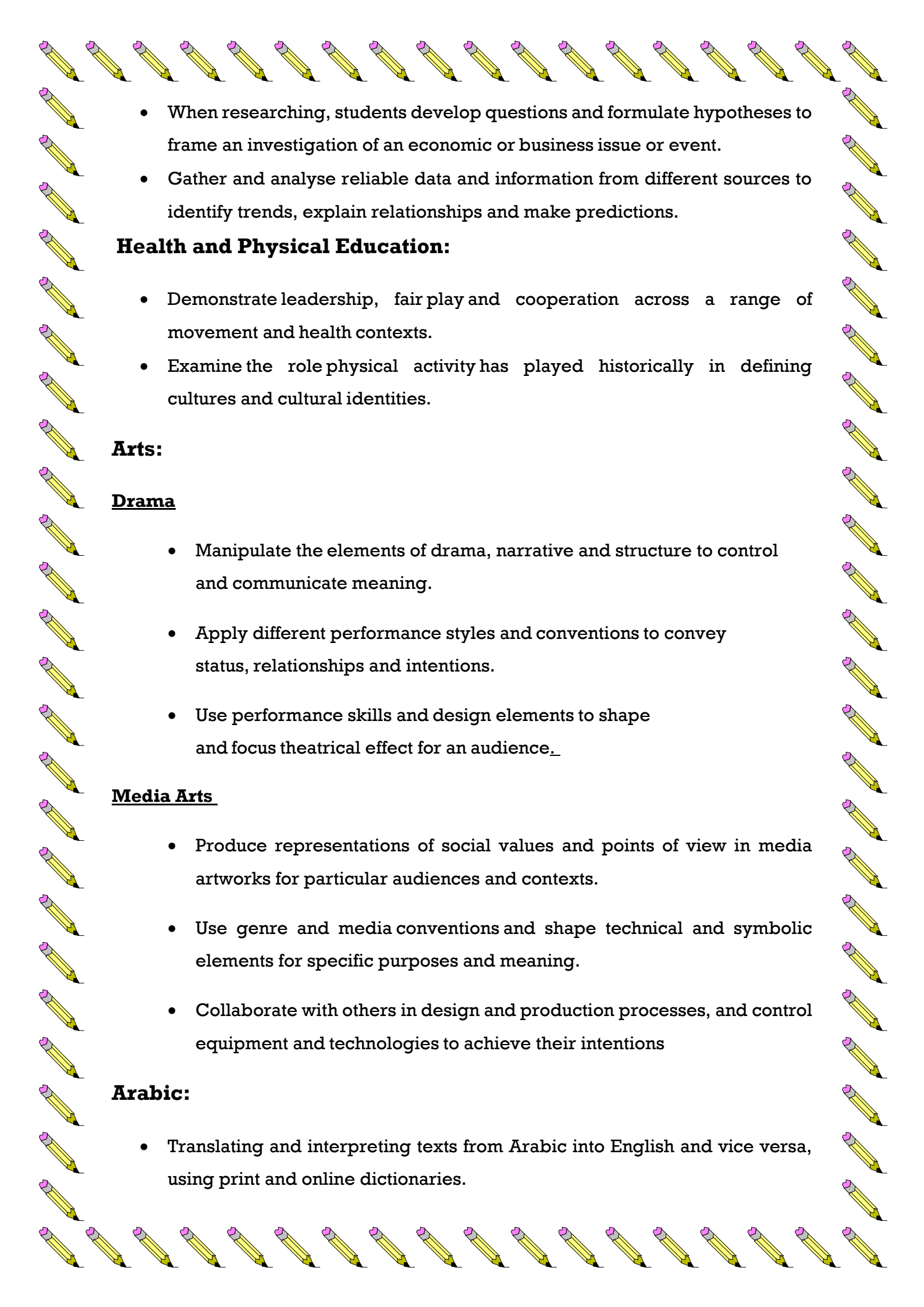
Humanities:

Geography:

- explain how geographical processes change the characteristics of places.
- analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments.
- predict changes in the characteristics of places over time and identify the possible implications of change for the future.
- analyse alternative strategies to a geographical challenge using environmental, social and economic criteria.
- use initial research to identify geographically significant questions to frame an inquiry.
- evaluate a range of primary and secondary sources to select and collect relevant and reliable geographical information and data.

Economics and Business:

- Explain why and how governments manage economic performance to improve living standards.
- Give explanations for variations in economic performance and standards of living within and between economies.
- Analyse factors that influence major consumer and financial decisions and explain the short- and long-term effects of these decisions.
- Explain how businesses respond to changing economic conditions and improve productivity.
- Evaluate the effect of organisational and workforce management on business performance.

- 
- When researching, students develop questions and formulate hypotheses to frame an investigation of an economic or business issue or event.
 - Gather and analyse reliable data and information from different sources to identify trends, explain relationships and make predictions.

Health and Physical Education:

- Demonstrate leadership, fair play and cooperation across a range of movement and health contexts.
- Examine the role physical activity has played historically in defining cultures and cultural identities.

Arts:

Drama

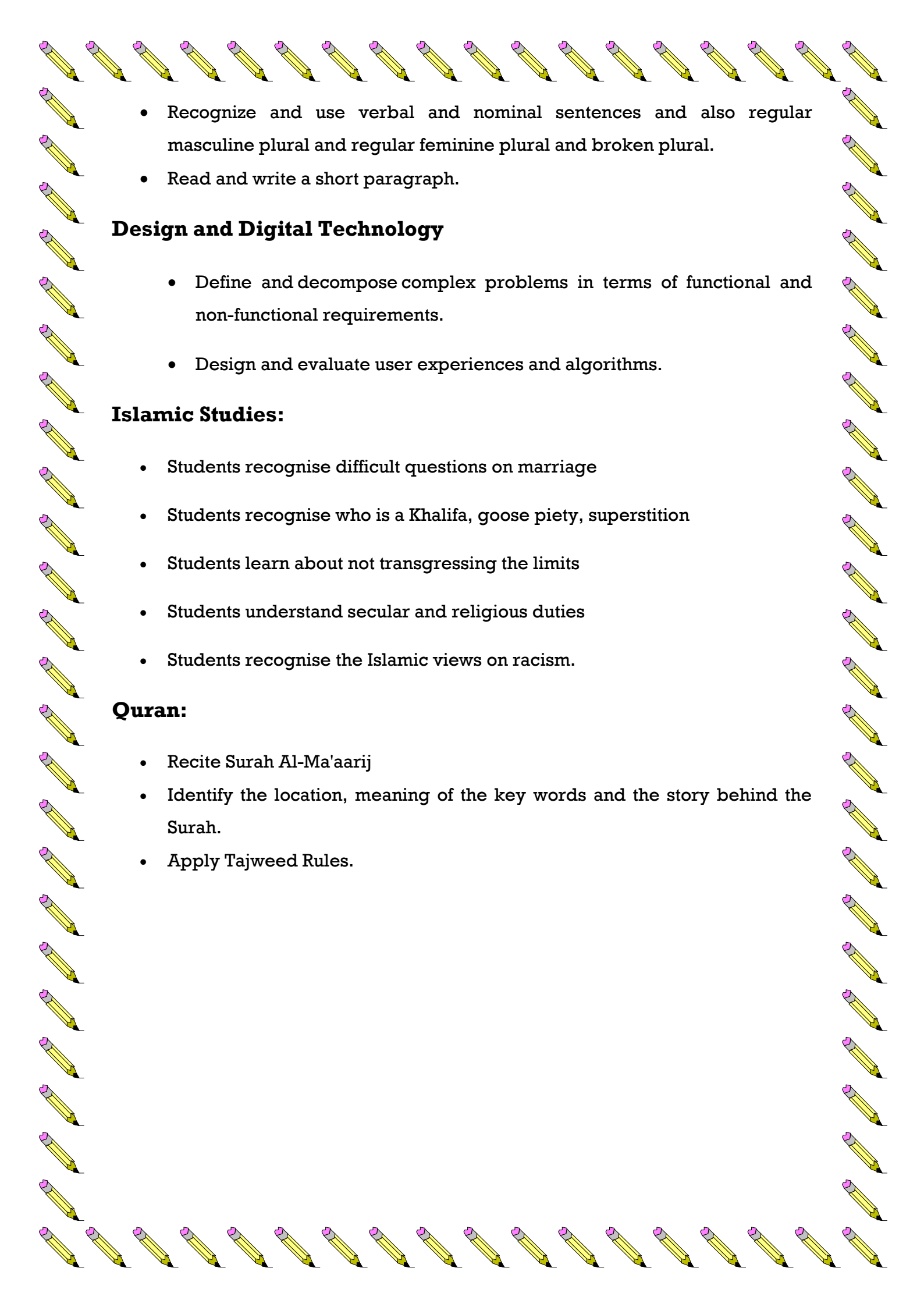
- Manipulate the elements of drama, narrative and structure to control and communicate meaning.
- Apply different performance styles and conventions to convey status, relationships and intentions.
- Use performance skills and design elements to shape and focus theatrical effect for an audience.

Media Arts

- Produce representations of social values and points of view in media artworks for particular audiences and contexts.
- Use genre and media conventions and shape technical and symbolic elements for specific purposes and meaning.
- Collaborate with others in design and production processes, and control equipment and technologies to achieve their intentions

Arabic:

- Translating and interpreting texts from Arabic into English and vice versa, using print and online dictionaries.

- 
- Recognize and use verbal and nominal sentences and also regular masculine plural and regular feminine plural and broken plural.
 - Read and write a short paragraph.

Design and Digital Technology

- Define and decompose complex problems in terms of functional and non-functional requirements.
- Design and evaluate user experiences and algorithms.

Islamic Studies:

- Students recognise difficult questions on marriage
- Students recognise who is a Khalifa, goose piety, superstition
- Students learn about not transgressing the limits
- Students understand secular and religious duties
- Students recognise the Islamic views on racism.

Quran:

- Recite Surah Al-Ma'aarij
- Identify the location, meaning of the key words and the story behind the Surah.
- Apply Tajweed Rules.