



Islamic School of Canberra

Information Pack

Year 3

Term 4



Teaching Beliefs:

Since every student has potential, it is our job as teachers 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 teamwork 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.

Form Teacher-

- Ms. Somia Malik
- Ms. Jaimee Hage



Specialist Teachers:

Arabic	Quran	Islamic studies	Arts	HPE
Ms Nawal El-Gack	Ms Mai Shouman	Br Adam Konda	Ms. Sarah Rees	Mr. 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 8:40am 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:

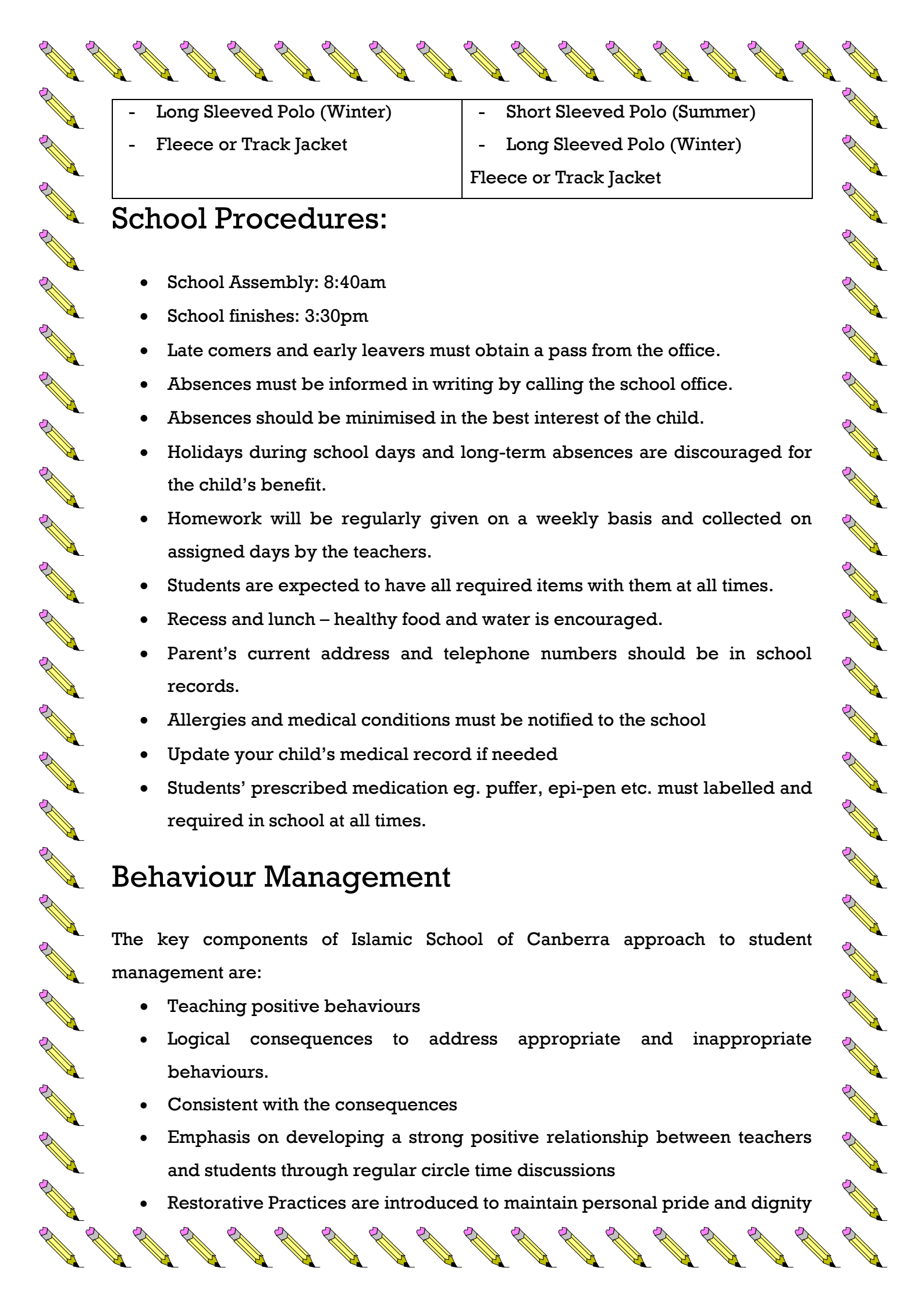
There are two parent teacher meetings that are set for parents through the year, one at the end of Term 1 and one at the end of Term 3. Parents will have the opportunity to meet with the teacher. If you would like to meet outside these appointments, parents are welcome to organise child's teacher in 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">- Boys Pants- Short Sleeved Shirt (Summer)- Long Sleeved Shirt (Winter)- Tie- Hat Slouched (Terms 1 and 4)- Wool Jumper	<ul style="list-style-type: none">- 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 <ul style="list-style-type: none">- Track Pants- Short Sleeved Polo (Summer)	Sports Uniform <ul style="list-style-type: none">- Track Pants

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

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

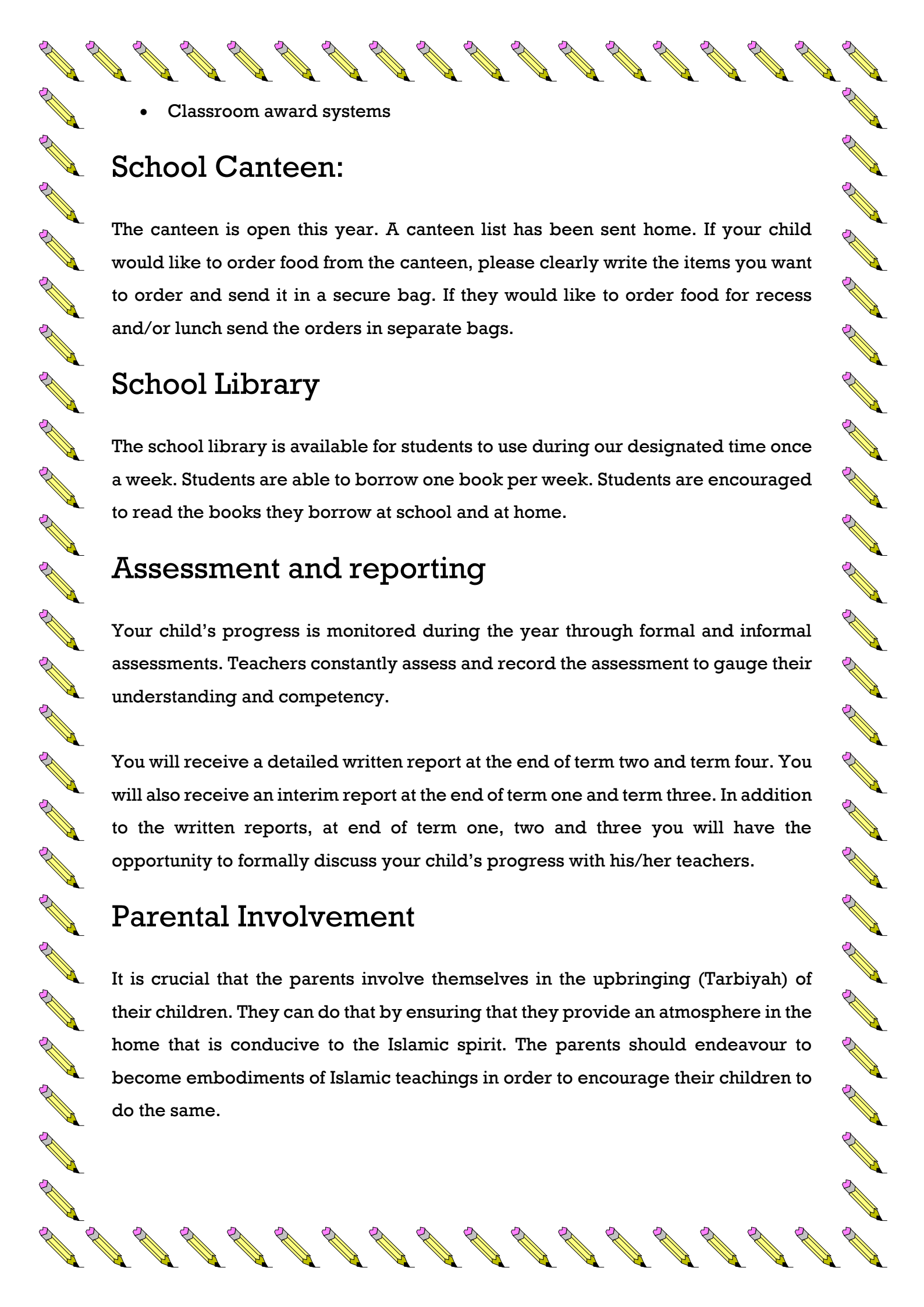
School Procedures:

- School Assembly: 8:40am
- 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 eg. puffer, epi-pen etc. must labelled and required in school at all times.

Behaviour Management

The key components of Islamic School of Canberra approach to student management are:

- Teaching positive behaviours
- Logical consequences to address appropriate and inappropriate behaviours.
- Consistent with the consequences
- Emphasis on developing a strong positive relationship between teachers and students through regular circle time discussions
- Restorative Practices are introduced to maintain personal pride and dignity

- 
- Classroom award systems

School Canteen:

The canteen is open this year. A canteen list has been sent home. If your child would like to order food from the canteen, please clearly write the items you want to order and send it in a secure bag. 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 four Curriculum:

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

Literacy:

- They create written and/or multimodal texts including stories to explain or argue for audiences, relating ideas including relevant details from learnt topics, topics of interest or texts.
- They write texts using letters that are accurately formed and consistent in size.
- They describe the language features of texts including topic-specific vocabulary and literary devices, and how visual features extend meaning.

Numeracy:

- Students use familiar metric units when estimating, comparing and measuring the attributes of objects and events
- Students use practical activities, observation or experiment to identify and describe outcomes and the likelihood of everyday events explaining reasoning.
- They conduct repeated chance experiments and discuss variation in result
- Represent unit fractions and their multiples in different ways.

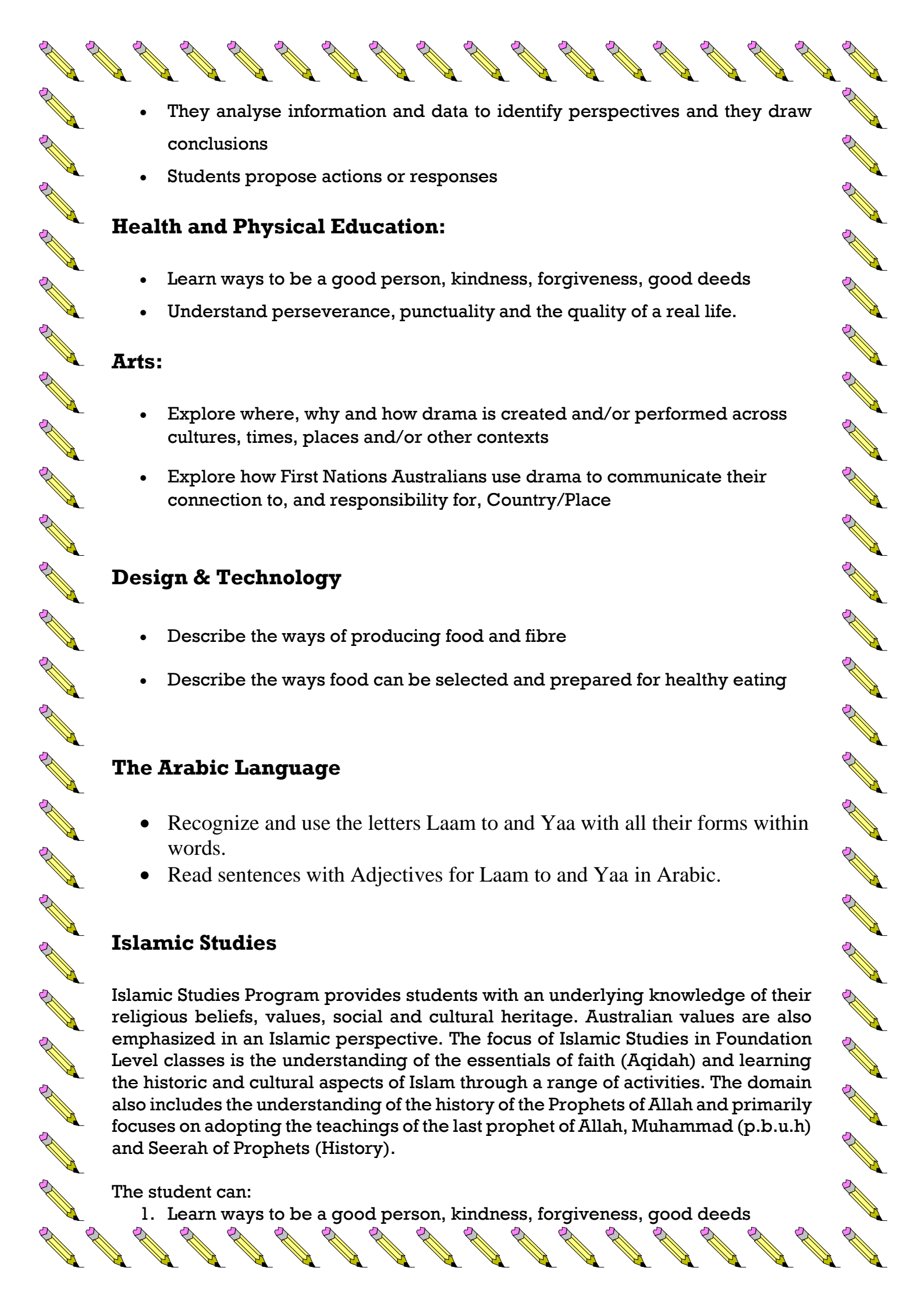
Science:

- Classify solids and liquids based on observable properties and describe how to cause a change of state
- Describe how people use data to develop explanations.
- Use scaffolds to plan safe investigations and fair tests

Humanities:

Geography:

- Students develop questions and locate, collect and record information and data from different sources
- They interpret information and data in different formats.

- 
- They analyse information and data to identify perspectives and they draw conclusions
 - Students propose actions or responses

Health and Physical Education:

- Learn ways to be a good person, kindness, forgiveness, good deeds
- Understand perseverance, punctuality and the quality of a real life.

Arts:

- Explore where, why and how drama is created and/or performed across cultures, times, places and/or other contexts
- Explore how First Nations Australians use drama to communicate their connection to, and responsibility for, Country/Place

Design & Technology

- Describe the ways of producing food and fibre
- Describe the ways food can be selected and prepared for healthy eating

The Arabic Language

- Recognize and use the letters Laam to and Yaa with all their forms within words.
- Read sentences with Adjectives for Laam to and Yaa in Arabic.

Islamic Studies

Islamic Studies Program provides students with an underlying knowledge of their religious beliefs, values, social and cultural heritage. Australian values are also emphasized in an Islamic perspective. The focus of Islamic Studies in Foundation Level classes is the understanding of the essentials of faith (Aqidah) and learning the historic and cultural aspects of Islam through a range of activities. The domain also includes the understanding of the history of the Prophets of Allah and primarily focuses on adopting the teachings of the last prophet of Allah, Muhammad (p.b.u.h) and Seerah of Prophets (History).

The student can:

1. Learn ways to be a good person, kindness, forgiveness, good deeds



2. Understand perseverance, punctuality and the quality of a real life.

Al Qur'an:

Students can:

- Recite Surah [Ad-Dhuhaa](#) to [Al-Bayyina](#)
- Understand Surah [Ad-Dhuhaa](#) to [Al-Bayyina](#) meaning
- Recite Surah [Az-Zalzala](#) to An-Nas
- Read words with Madd, Tanween, sukoon, connection, Ella letters, and Laam Shamsya and Qamaria

Homework due dates:

- Spelling test will be conducted every Monday.
- Homework: Due on Mondays.