



# **Islamic School of Canberra**

## **Information Pack**

### **Year 2**

**Term 2**

**2024**



## Teaching Beliefs:

Year 2 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 teamwork and value each students' contribution.
- Promoting the School values of Respect, Honesty, Responsibility and Acceptance.
- 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 2 Teacher

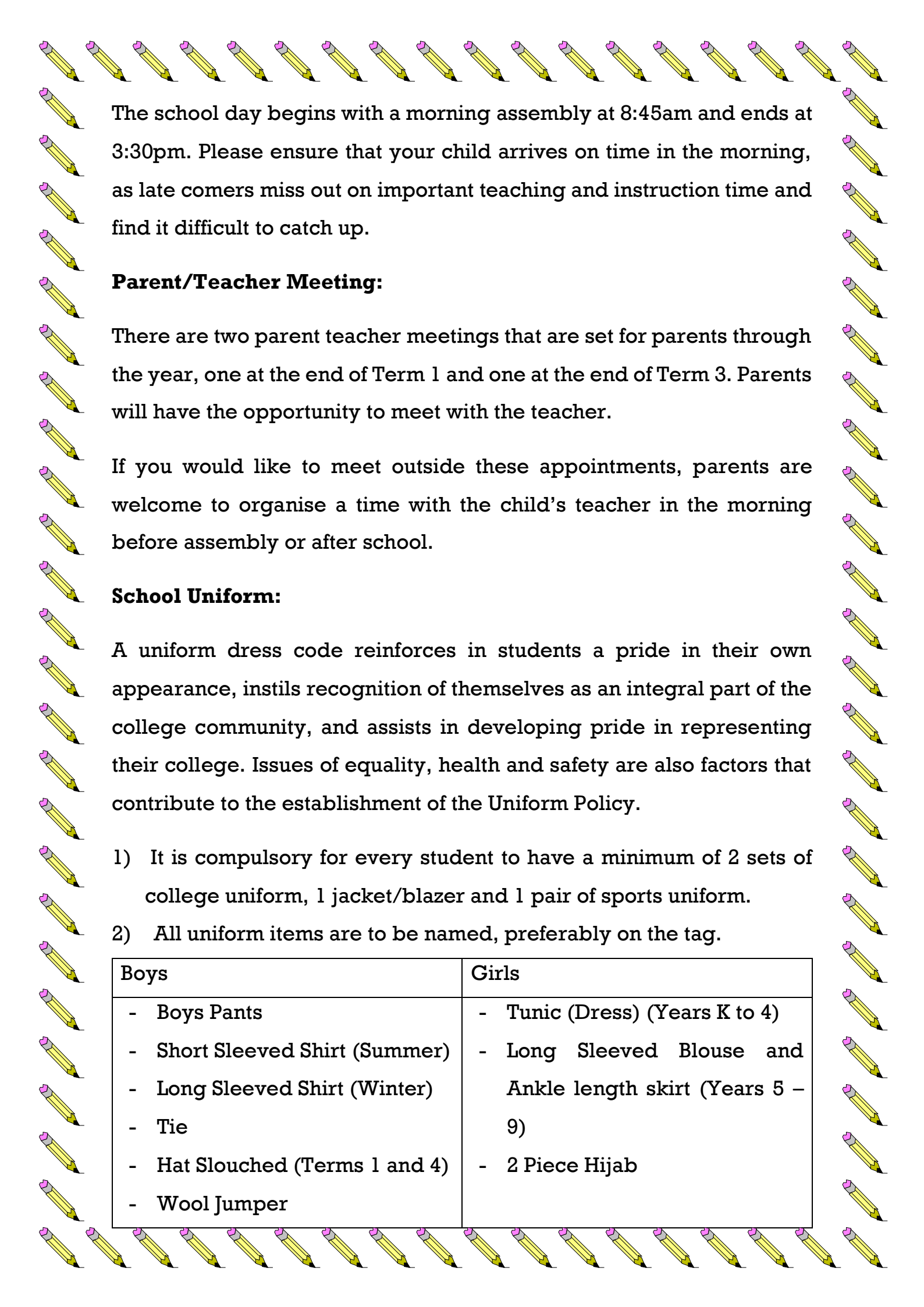
### Specialist Teachers:

Subject	Teacher
Arabic	Ms Mai Shouman
Islamic Studies	Ms. Mai Shouman
Quran	Ms Mai Shouman
Sport (HPE)	Mr Andrew

### Expectation of Students:

- Follow classroom rules
- Be on time
- Be prepared for class
- Be considerate and respectful
- Show respect for self, school property and students
- Take responsibility and accountability of own actions
- 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 and “Have a go” – building a growth mindset
- Take pride in their work

### 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 a time with the 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>	<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></ul>



### Sports Uniform

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

- 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 always have all required items with them.
- 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 always be labelled and made available in school.



## **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:**

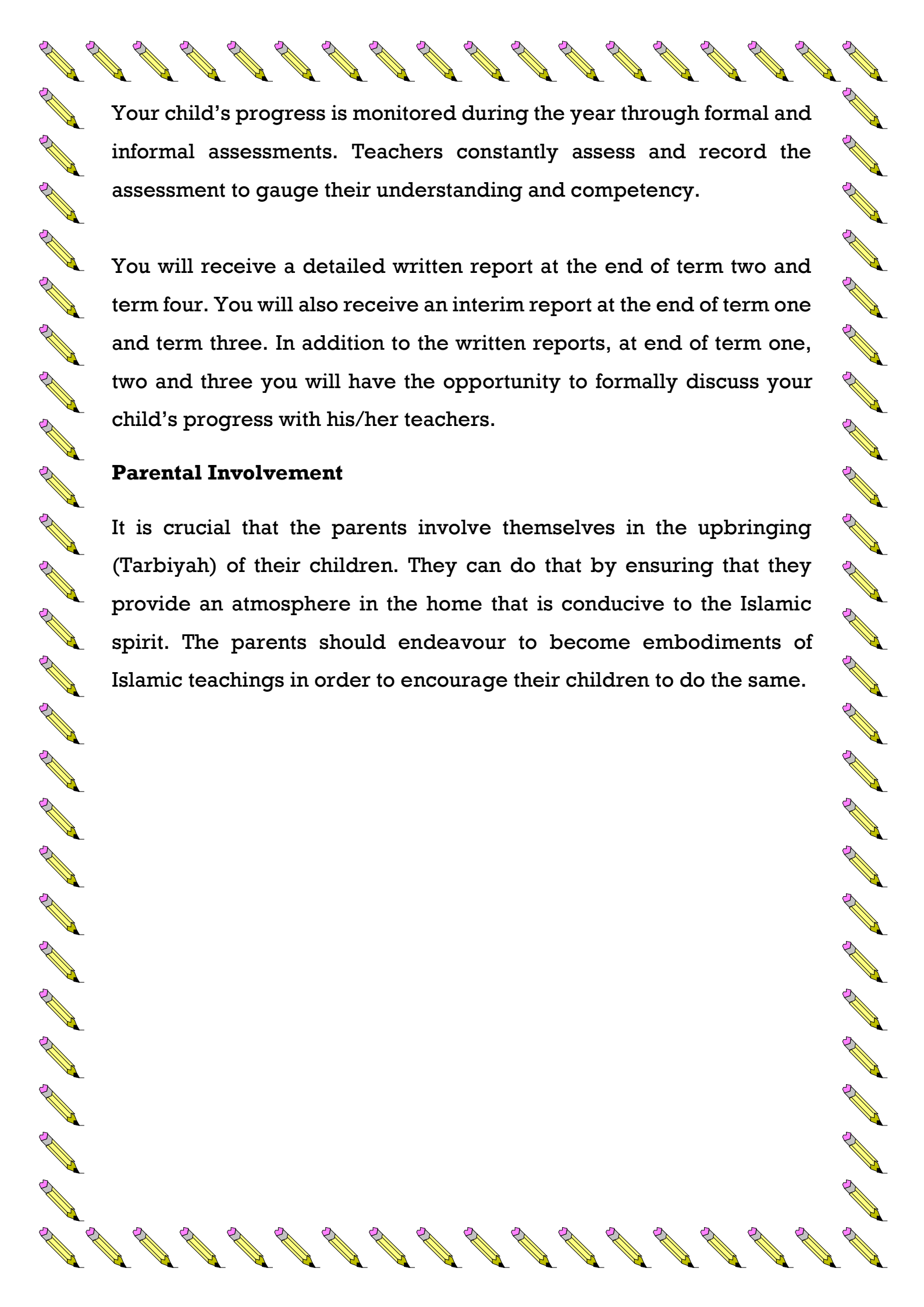
The canteen is open this year on **Monday, Tuesday and Friday.**

A canteen list has been emailed to parent emails. On Fridays, we have lunch orders that are available for children. 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. On Friday, we have lunch orders that are available for children.

## **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 Two Curriculum:

In Term One, the students will be covering the following topics:

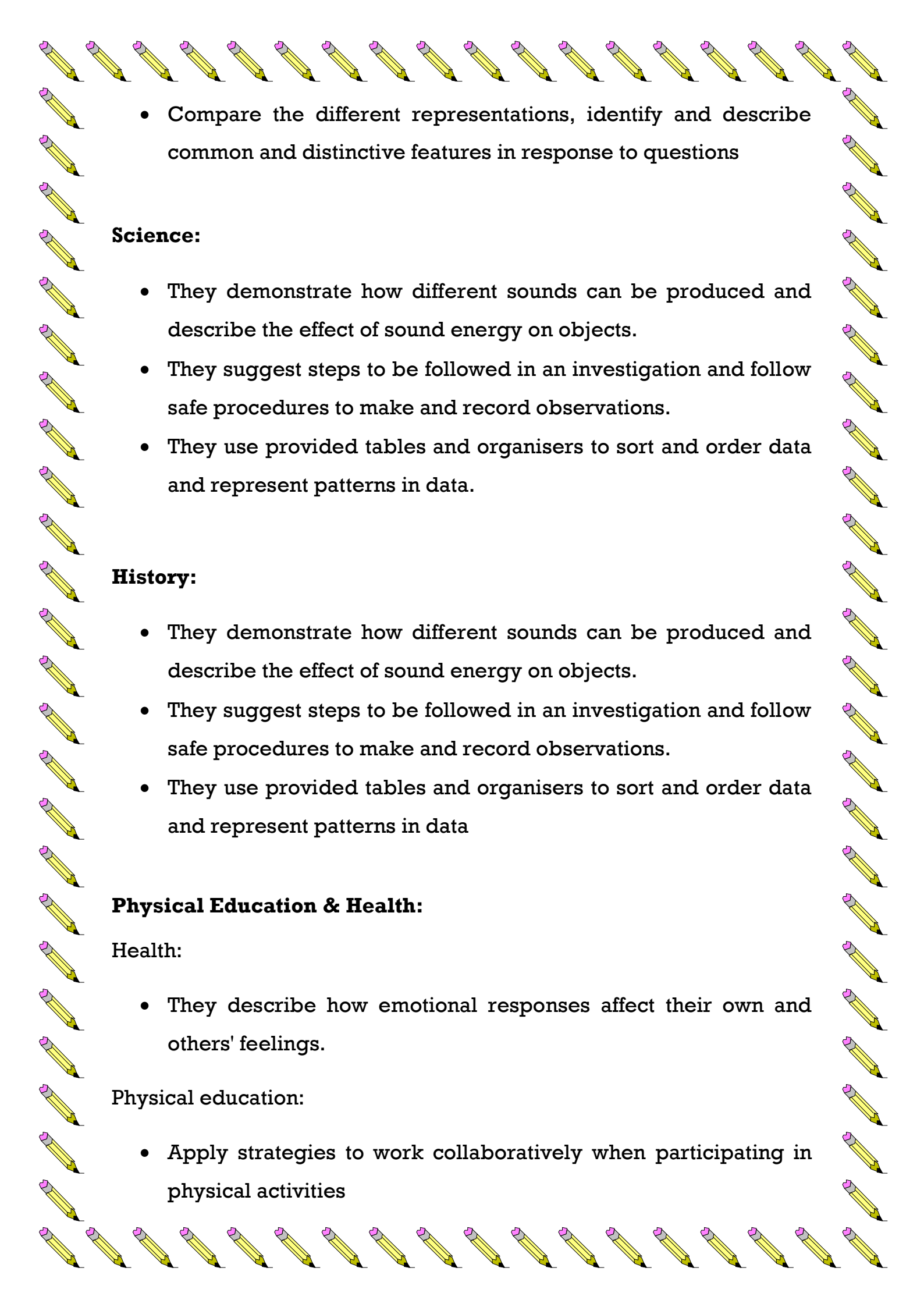
### Literacy:

- Students interact with others and listen to and create spoken texts including stories.
- They organise and link ideas, and use language features including topic-specific vocabulary and features of voice.
- They describe how similar topics and information are presented through the structure of narrative and identify their language features and visual features.

### Numeracy:

- Recognise, describe and create additive patterns that increase or decrease by a constant amount, using numbers, shapes and objects, and identify missing elements in the pattern.
- Use mathematical modelling to solve practical problems involving additive and multiplicative situations, including money transactions
- Recognise and describe one-half as one of 2 equal parts of a whole and connect halves, quarters and eighths through repeated halving.
- Acquire data for categorical variables through surveys, observation, experiment and using digital tools; sort data into relevant categories and display data using lists and tables.
- Create different graphical representations of data (using software where appropriate);



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- Compare the different representations, identify and describe common and distinctive features in response to questions

### **Science:**

- They demonstrate how different sounds can be produced and describe the effect of sound energy on objects.
- They suggest steps to be followed in an investigation and follow safe procedures to make and record observations.
- They use provided tables and organisers to sort and order data and represent patterns in data.

### **History:**

- They demonstrate how different sounds can be produced and describe the effect of sound energy on objects.
- They suggest steps to be followed in an investigation and follow safe procedures to make and record observations.
- They use provided tables and organisers to sort and order data and represent patterns in data

### **Physical Education & Health:**

#### **Health:**

- They describe how emotional responses affect their own and others' feelings.

#### **Physical education:**

- Apply strategies to work collaboratively when participating in physical activities



## Arts:

- Select and combine elements of nasheed when composing and practising nasheed for performance
- Sing and play nasheed in informal settings

## Information Communication Technology

- Access their school account with a recorded username and password
- Discuss that some websites and apps store their personal data online

## Arabic

- Read and write short words that include short and long vowels.
- Write simple sentences with masculine and feminine adjectives in Arabic

## Islamic Studies

- Understand the pillars of Islam
- Learn wudu and how to keep our bodies clean
- Recognise the four khalifas
- Learn about prophet Adam

## Quran

- Recite Surah At-Takaathur
- Recite Surah Al-Qaari'a
- Read words with sukoon and connection