



Islamic School of Canberra

Information Pack

Year 6

Term 2



Teaching Beliefs:

Year 6 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 6 Teacher

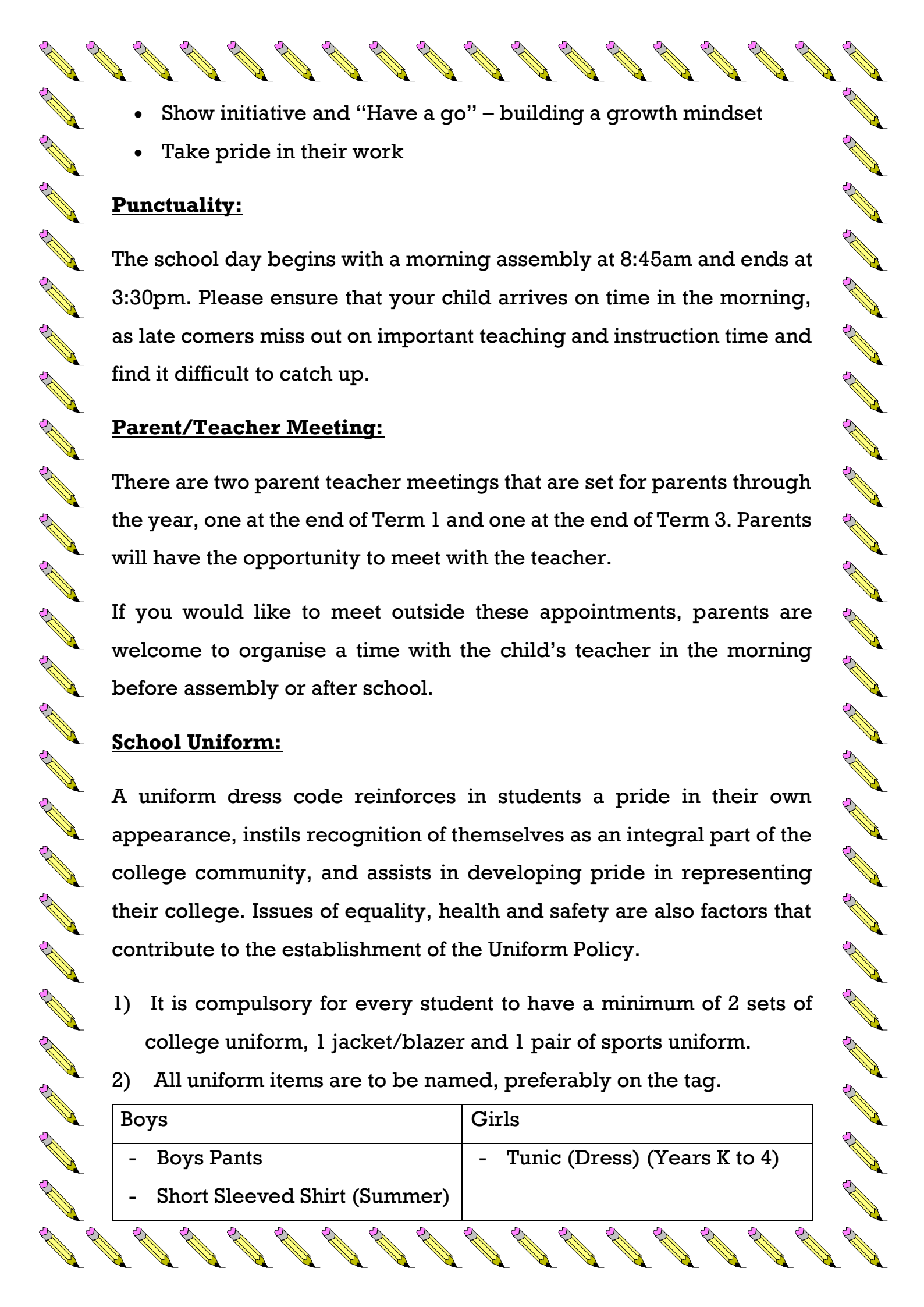
- Ms. Pavel Bajwa and Ms. Stacey Mc Gregor (Homeroom)

Specialist Teachers:

| Subject | Teacher |
|-----------------|-------------------|
| Arabic | Ms Rabab Soueidan |
| Islamic Studies | Br. Adam Konda |
| Quran | Ms Nawal El Gack |
| Sport (PE) | Mr. Andrew Cairns |
| Arts | Ms Sarah Rees |
| PE | Mr. Andrew Cairns |

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

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- 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 |
|--|--------------------------------|
| - Boys Pants - Short Sleeved Shirt (Summer) | - Tunic (Dress) (Years K to 4) |

- 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

- Long Sleeved Blouse and Ankle length skirt (Years 5 – 9)

- 2 Piece Hijab
- Hat (Baseball or Slouch) (Terms 1 and 4)

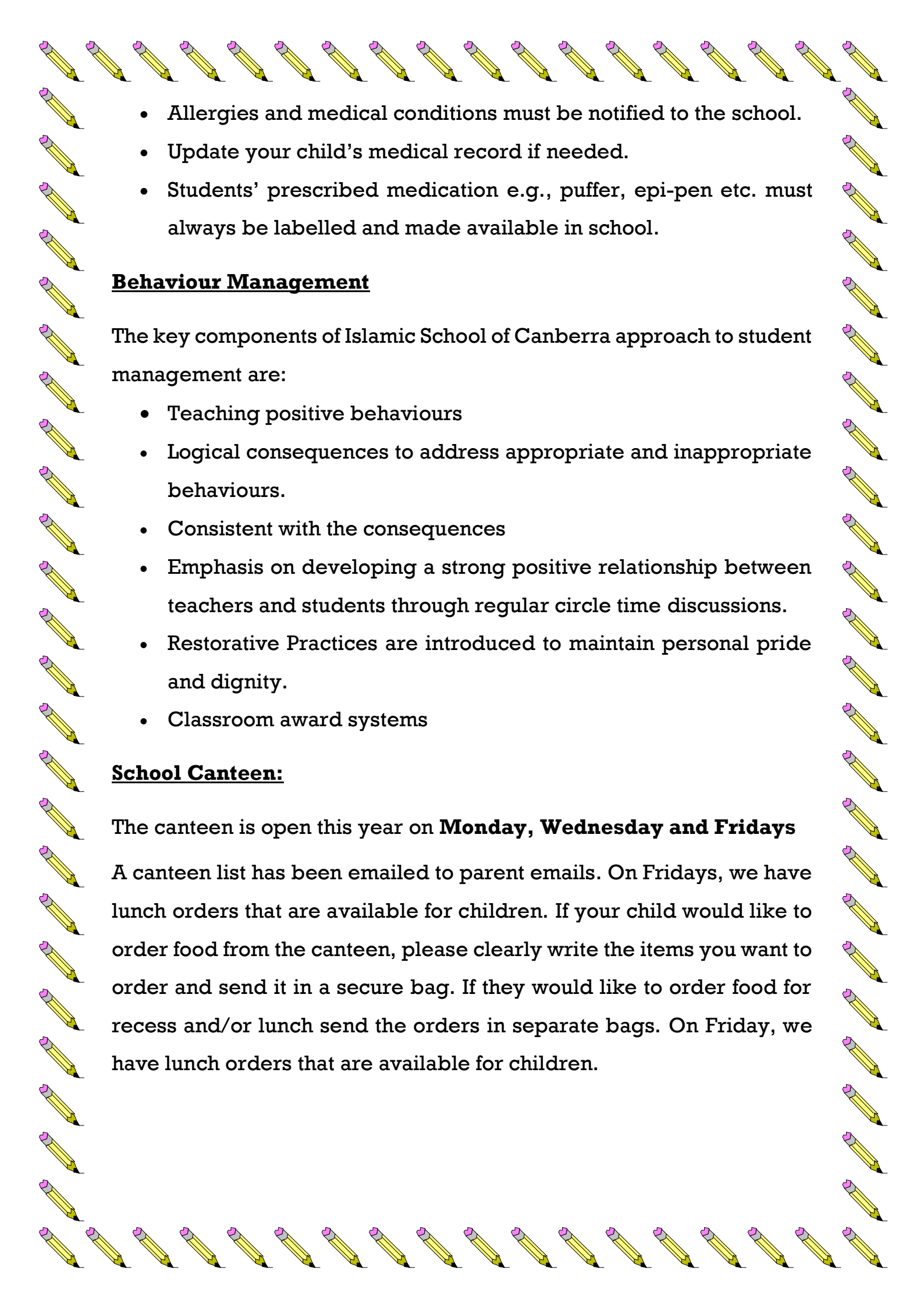
- Wool Jumper

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 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.

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- 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, Wednesday and Fridays**

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.

Communication Platform

Classdojo is used as the communication platform throughout the year. If you have any questions, comments, or concerns at any time, please don't hesitate to send your child's teacher a message. All updates and important announcements are uploaded on ClassDojo. Therefore, your engagement and support are essential to ensure a successful year.



Year Six Curriculum:

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

Literacy:

- Students interact with others, and listen to and create spoken and/or multimodal texts including literary texts.
- For particular purposes and audiences, they share, develop, explain and elaborate on ideas from topics or texts.
- They use and vary text structures to organise, develop and link ideas.
- They use text structures and vary paragraphs to organise, develop and link ideas.

Numeracy:

- They use all 4 operations with decimals and connect decimal representations of measurements to the metric system.
- Students solve problems involving finding a fraction, decimal or percentage of a quantity and use estimation to find approximate solutions to problems involving rational numbers and percentages.
- They use mathematical modelling to solve financial and other practical problems involving percentages and rational numbers, formulating and solving the problem, and justifying choices.
- Students identify the parallel cross-section for right prisms.
- They create tessellating patterns using combinations of transformations.



Science:

- They classify and compare reversible and irreversible changes to substances.
- They identify variables to be changed, measured and controlled.
- They construct representations to organise and process data and information and describe patterns, trends and relationships.
- They identify possible sources of error in their own and others' methods and findings, pose questions for further investigation and select evidence to support reasoned conclusions.

History:

- They classify and compare reversible and irreversible changes to substances.
- They identify variables to be changed, measured and controlled.
- They construct representations to organise and process data and information and describe patterns, trends and relationships.
- They identify possible sources of error in their own and others' methods and findings, pose questions for further investigation and select evidence to support reasoned conclusions.

Civics and Citizenship:

- The roles and responsibilities of the 3 levels of government in Australia



Physical Education & Health:

Health:

- Investigate how the portrayal of societal roles and responsibilities can be influenced by gender stereotypes

Physical Education:

- Propose and explain strategies to increase physical activity and reduce sedentary behaviour levels in their lives

Arts:

- Use media languages, media technologies and production processes to construct media arts works that communicate ideas, perspectives and/or meaning for specific audiences
- Present media arts works in informal and/or formal settings using responsible media practice

Information Communication Technology:

- Select and use appropriate digital tools effectively to create, locate and communicate content, applying common conventions
 - Select and use appropriate digital tools effectively to share content online, plan tasks and collaborate on projects, demonstrating agreed behaviours
- Access multiple personal accounts using unique passphrases and explain the risks of password re-use
- Explain the creation and permanence of their digital footprint and consider privacy when collecting user data



Arabic:

- Understand and use aspects of key grammatical forms and structures in spoken and written texts such as singular, dual and plural, preposition Lam with pronouns.
- Present information about nationalities using adjectives.

Islamic Studies:

- Students understand, Talut, Jalut and Dawud
- Students learn about prophet Dawud and Sulaiman
- Students learn about Sulaiman and the queen
- Students recognize the story of Musa and Firawn
- Students understand bani Israel
- Students learn about Isa and Maryam

Quran:

- Recite Surah Al-Mutaffifin
- Identify the location, meaning of the key words and the story behind the Surah.
- Learn to read and write using Iqra books 1-6.

Homework due dates:

- Read 30 minutes daily
 - Additional homework will be given to students to target the concepts learnt in class to further enhance their skills and potential. All students are expected to have the given homework completed upon the due date and submitted. Due dates may range to a day or more. Updates are always posted on ClassDojo regarding these matters.
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I ask Allah (SWT) to bestow his blessings and mercy upon us this year!

