



# **Islamic School of Canberra**

## **Information Pack**

### **Year 10**

#### **Term 3**



## Teaching Beliefs:

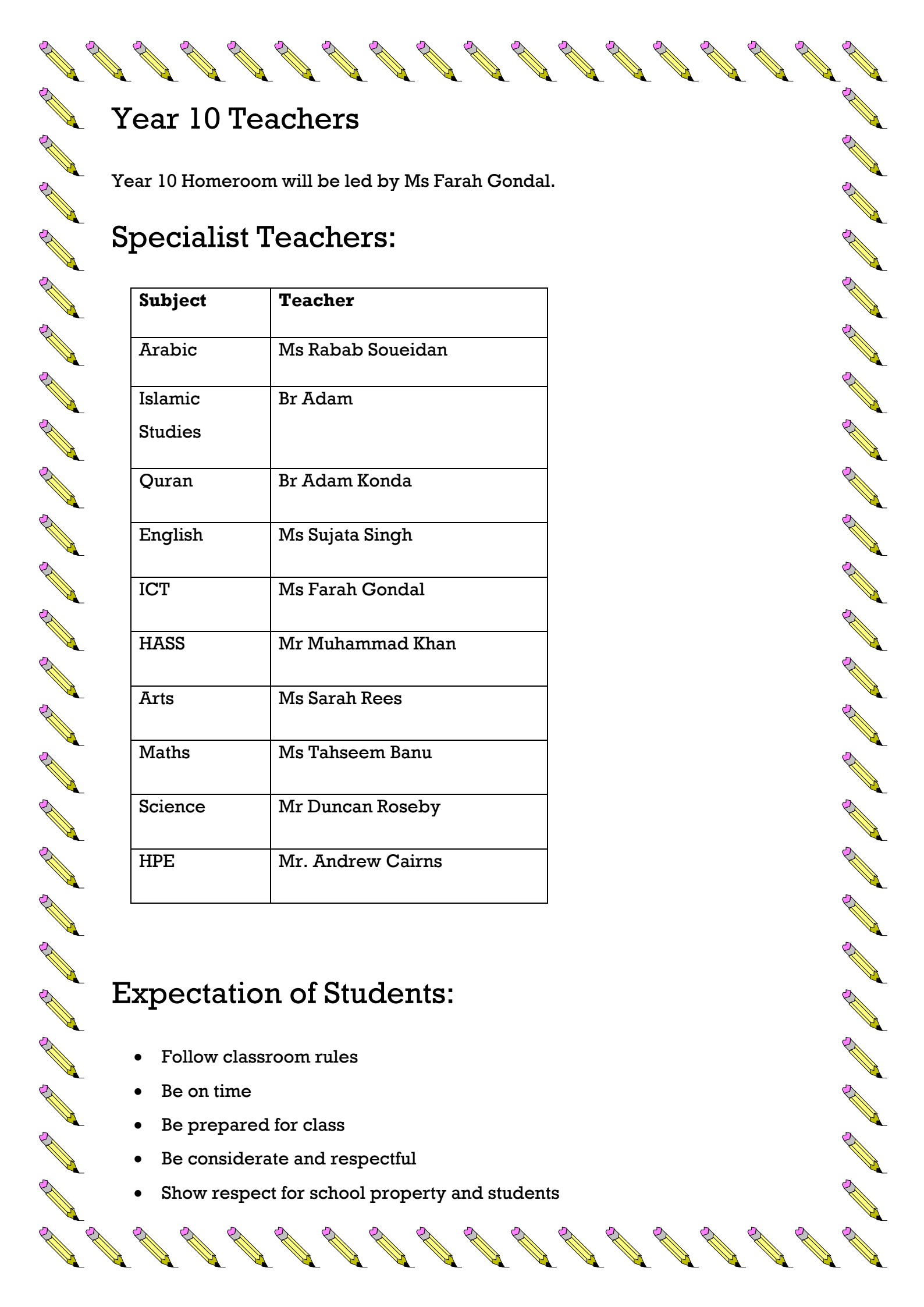
Year 10 team believes that every student has potential. As teachers it is our job to harness this potential as much as it is possible. We believe the best teachers are those who know their students and how they learn best. As educators we acknowledge, appreciate, and respect our students' differences.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

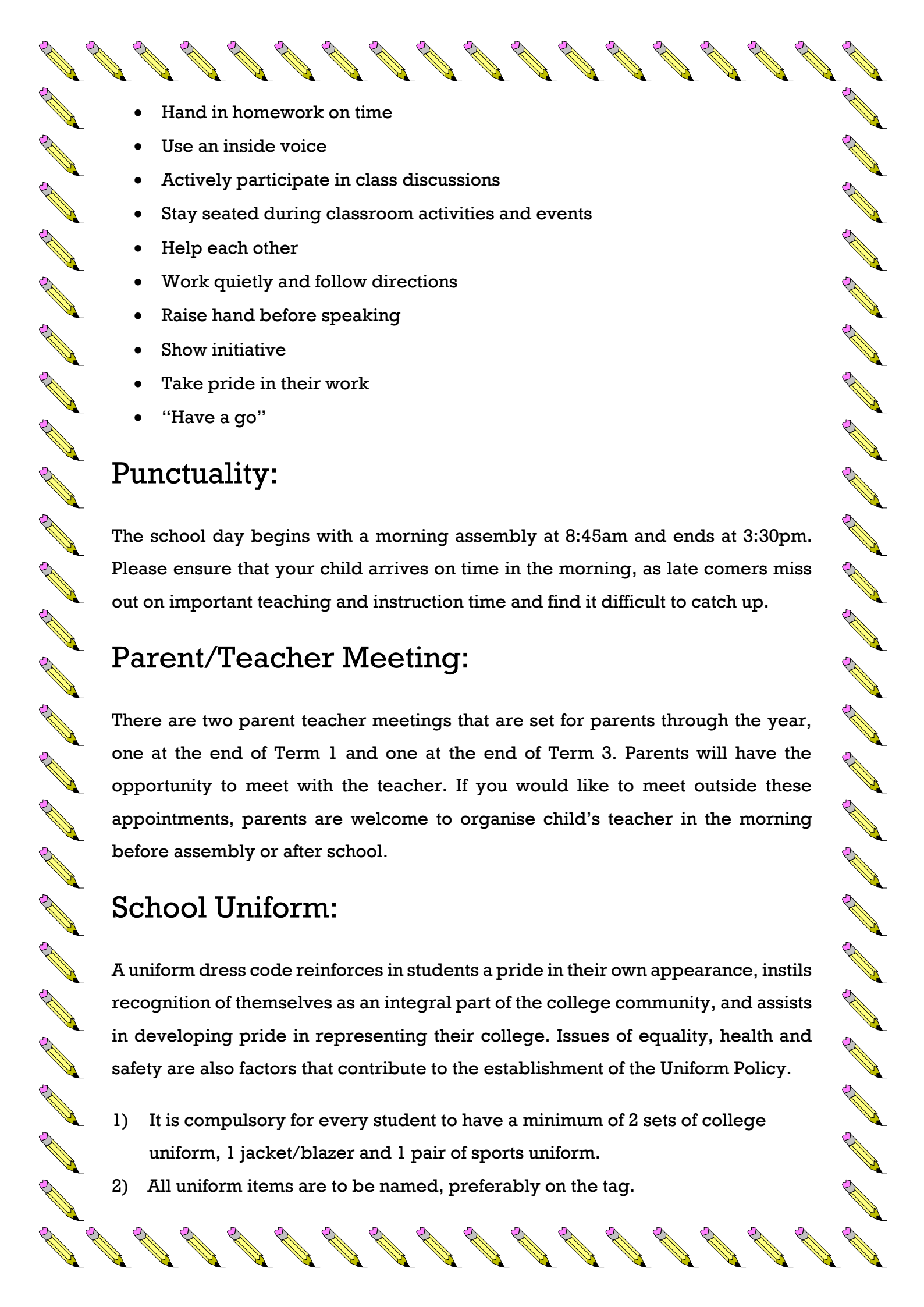
Year 10 Homeroom will be led by Ms Farah Gondal.

## Specialist Teachers:

<b>Subject</b>	<b>Teacher</b>
Arabic	Ms Rabab Soueidan
Islamic Studies	Br Adam
Quran	Br Adam Konda
English	Ms Sujata Singh
ICT	Ms Farah Gondal
HASS	Mr Muhammad Khan
Arts	Ms Sarah Rees
Maths	Ms Tahseem Banu
Science	Mr Duncan Roseby
HPE	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

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- 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 uniform.
- 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 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.

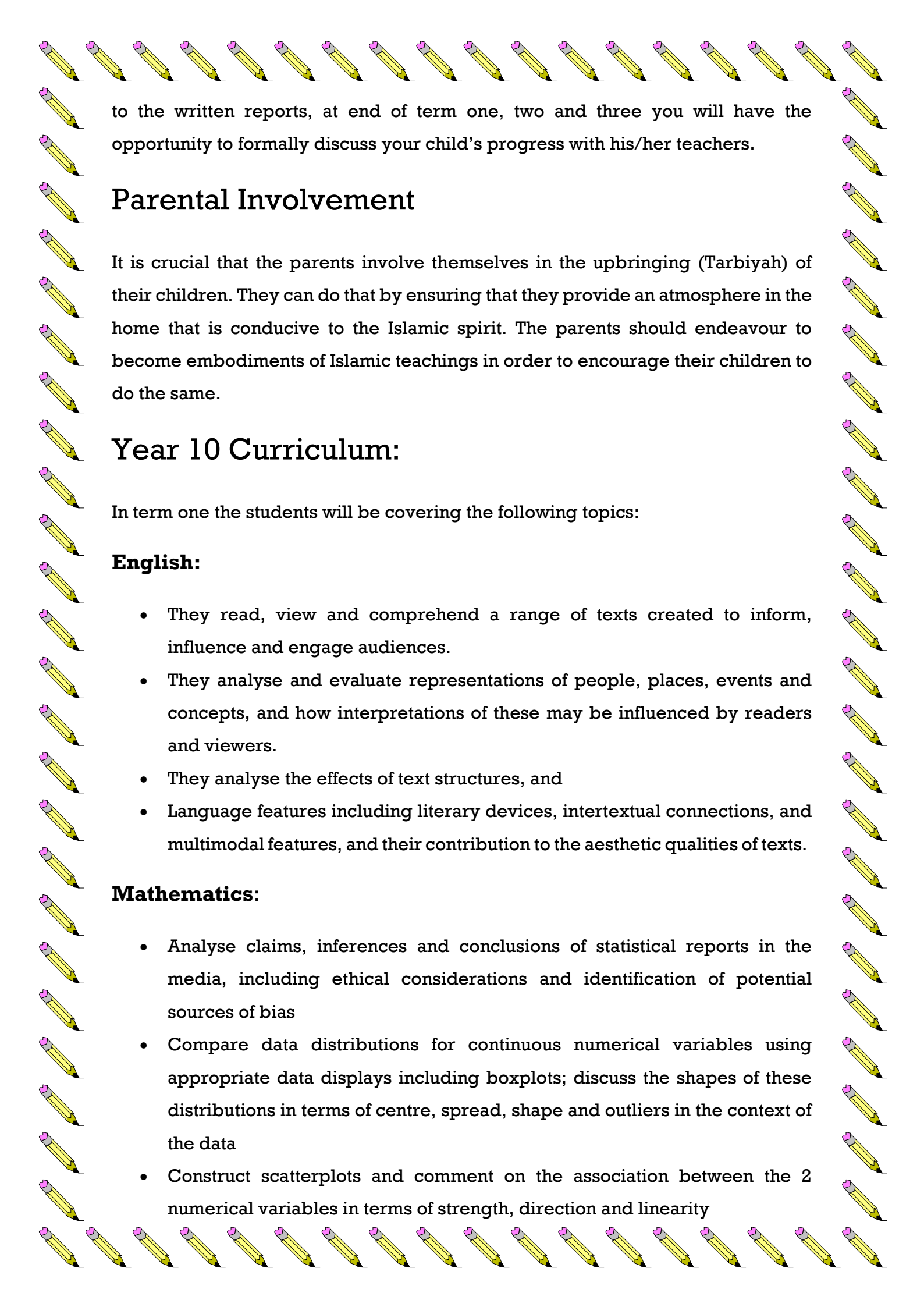
## School Library

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 10 Curriculum:

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

### **English:**

- They read, view and comprehend a range of texts created to inform, influence and engage audiences.
- They analyse and evaluate representations of people, places, events and concepts, and how interpretations of these may be influenced by readers and viewers.
- They analyse the effects of text structures, and
- Language features including literary devices, intertextual connections, and multimodal features, and their contribution to the aesthetic qualities of texts.

### **Mathematics:**

- Analyse claims, inferences and conclusions of statistical reports in the media, including ethical considerations and identification of potential sources of bias
- Compare data distributions for continuous numerical variables using appropriate data displays including boxplots; discuss the shapes of these distributions in terms of centre, spread, shape and outliers in the context of the data
- Construct scatterplots and comment on the association between the 2 numerical variables in terms of strength, direction and linearity

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- Construct two-way tables and discuss

### **Science:**

- Describe how the big bang theory models the origin and evolution of the universe and analyse the supporting evidence for the theory
- Use models of energy flow between the geosphere, biosphere, hydrosphere and atmosphere to explain patterns of global climate change
- Analyse the key factors that contribute to science knowledge and practices being adopted more broadly by society
- Examine how the values and needs of society influence the focus of scientific research
- Select and use equipment to generate and record data with precision to obtain useful sample sizes and replicable data, using digital tools as appropriate
- Select and construct appropriate representations, including tables, graphs, descriptive statistics, models and mathematical relationships, to organise and process data and information

### **Arts:**

- Reflect on their own and others' nasheed to inform choices they make as composers and performers about how they will interpret and/or manipulate elements of nasheed and/or compositional devices
- Interpret nasheed in a variety of forms and styles, manipulating the elements of nasheed and/or compositional devices, and using style-specific vocal/instrumental techniques to communicate ideas, perspectives and/or meaning
- Compose nasheed, manipulating and combining elements of nasheed and compositional devices relevant to chosen styles and/or forms to communicate ideas, perspectives and/or meaning and notate, document and/or record the nasheed
- Rehearse and present planned performances of nasheed they have learnt and/or composed, using relevant vocal/instrumental techniques and performance skills





## **Health and Physical Education:**

- Plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk
- Demonstrate fair play and reflect on how ethical behaviour can influence physical activity outcomes for individuals and groups

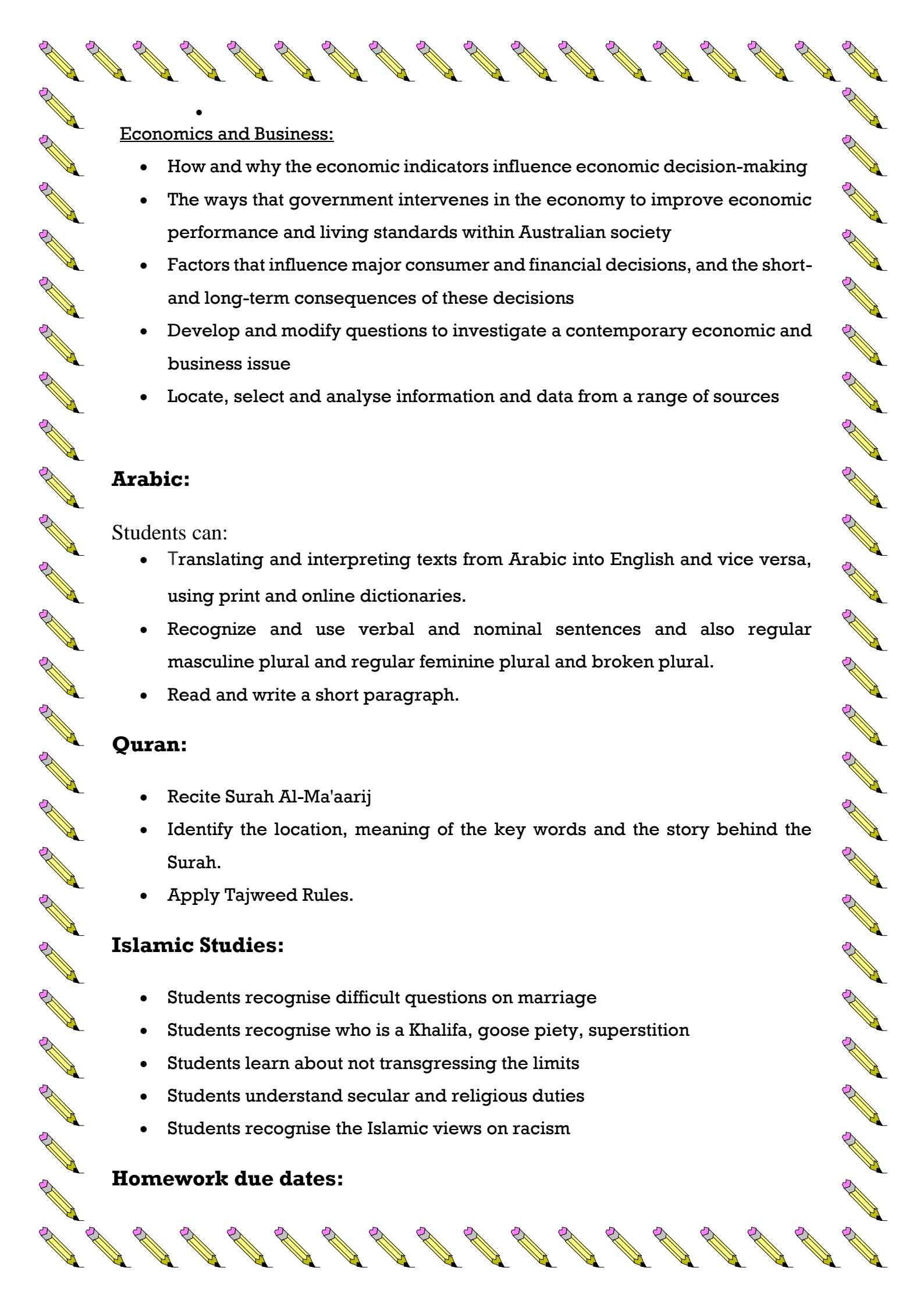
## **Design Technology**

- Analyse and make judgements on how the characteristics and properties of materials are combined with force, motion and energy to control engineered systems
- Analyse and make judgements on the ethical, secure and sustainable production and marketing of food and fibre enterprises
- Analyse and make judgements on how the sensory and functional properties of food influence the design and preparation of sustainable food solutions for healthy eating

## **Humanities:**

### Geography:

- The human-induced changes that challenge the sustainability of places and environments
- The environmental world views of people and their implications for environmental management
- First Nations Australians' approaches to custodial responsibility and environmental management in different regions of Australia
- Causes and effects of a change in an identified environment at a local, national or global scale, and strategies to manage sustainability
- Develop a range of questions for a geographical inquiry related to a phenomenon or challenge
- Collect, represent and compare data and information from primary research methods, including fieldwork and secondary research materials, using geospatial technologies and digital tools as appropriate
- Evaluate geographical data and information to make generalisations and predictions, explain patterns and trends and infer relationships



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### Economics and Business:

- How and why the economic indicators influence economic decision-making
- The ways that government intervenes in the economy to improve economic performance and living standards within Australian society
- Factors that influence major consumer and financial decisions, and the short- and long-term consequences of these decisions
- Develop and modify questions to investigate a contemporary economic and business issue
- Locate, select and analyse information and data from a range of sources

### **Arabic:**

Students can:

- 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.

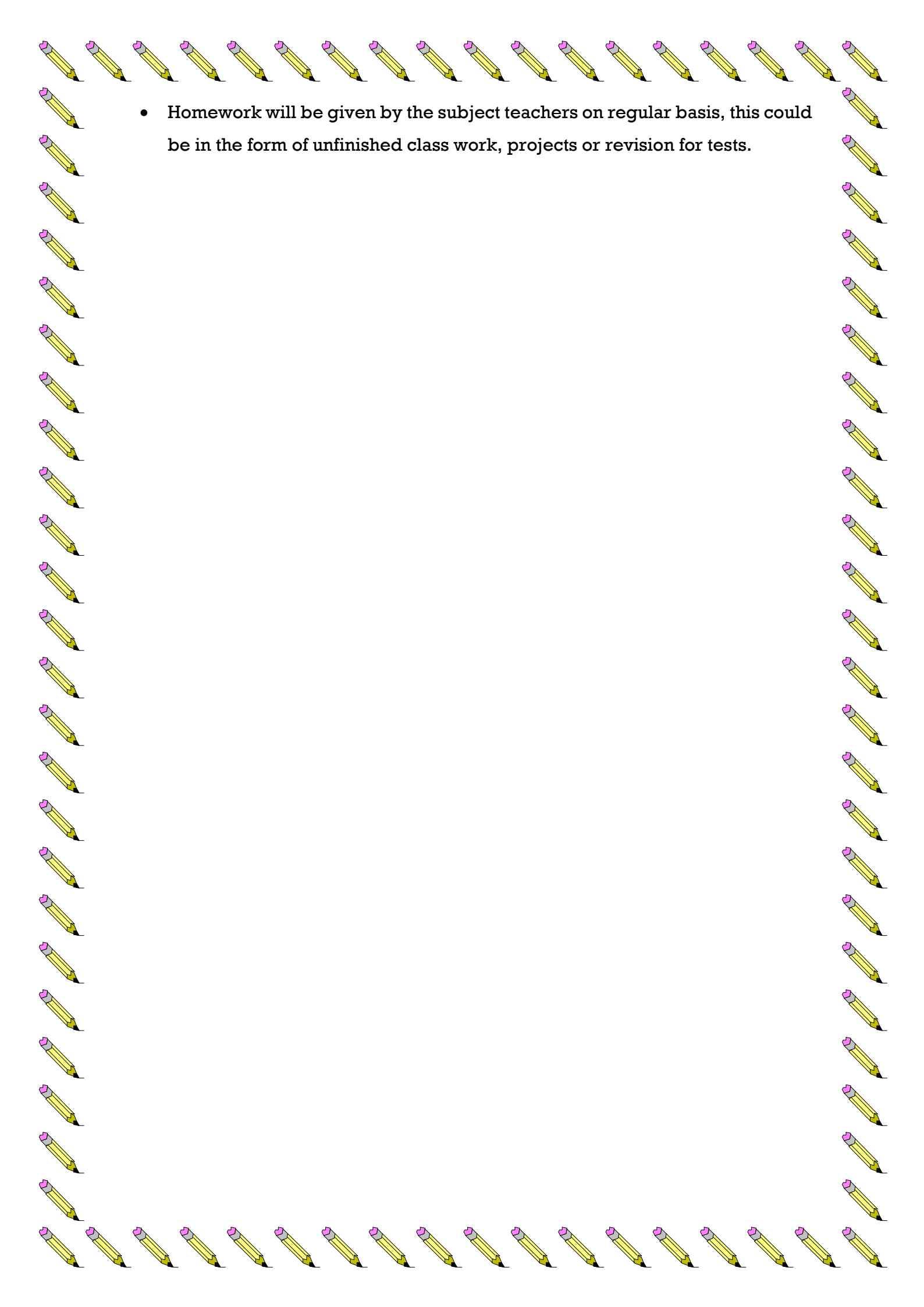
### **Quran:**

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

### **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

### **Homework due dates:**

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- Homework will be given by the subject teachers on regular basis, this could be in the form of unfinished class work, projects or revision for tests.