



Islamic School of Canberra

Information Pack

Year 4

Term 3



Teaching Beliefs:

Year 4 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.

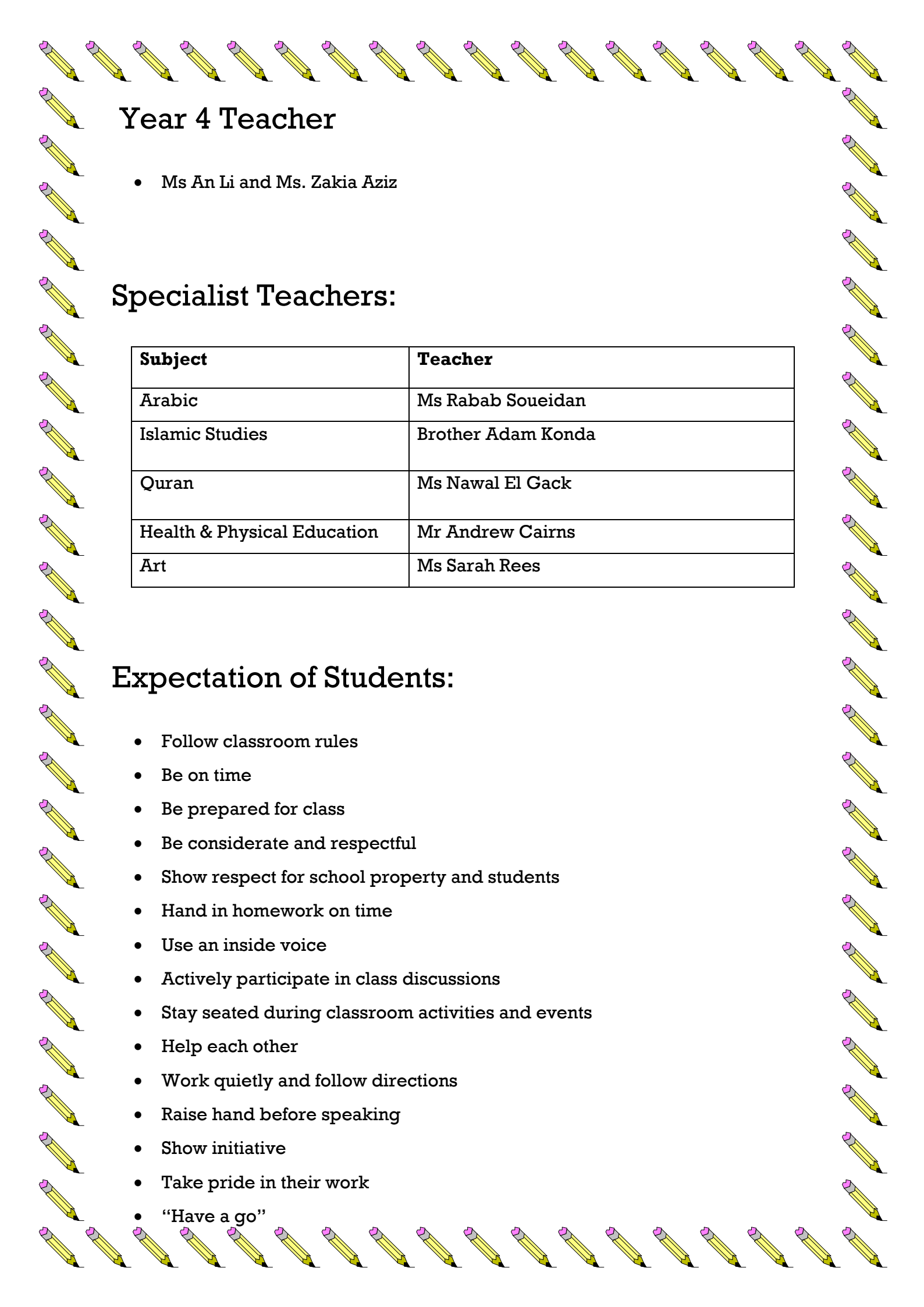
Year 4 team also thinks students can help each other learn. Students learn best when they are exposed to others who think differently from them. Students can also be teachers and help their peers learn.

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 4 Teacher

- Ms An Li and Ms. Zakia Aziz

Specialist Teachers:

Subject	Teacher
Arabic	Ms Rabab Soueidan
Islamic Studies	Brother Adam Konda
Quran	Ms Nawal El Gack
Health & Physical Education	Mr Andrew Cairns
Art	Ms Sarah Rees

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 with 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
<p>Sports Uniform</p> <ul style="list-style-type: none">- Track Pants- Short Sleeved Polo (Summer)- Long Sleeved Polo (Winter)- Fleece or Track Jacket	<p>Sports Uniform</p> <ul style="list-style-type: none">- 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:

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 one the students will be covering the following topics:

Literacy:

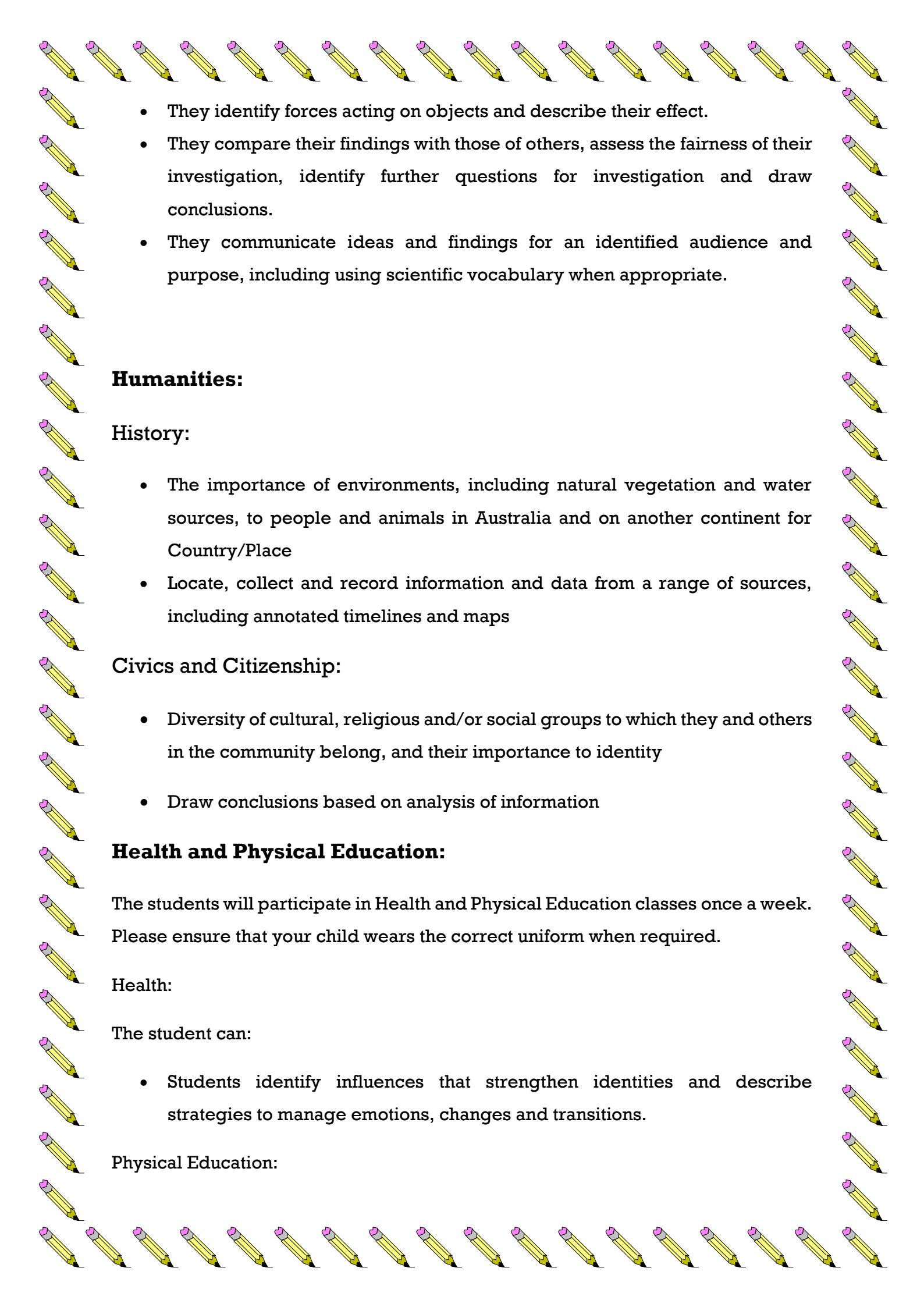
- They read, view and comprehend texts created to inform, influence and/or engage audiences.
- They describe how ideas are developed including through characters and events, and how texts reflect contexts.
- They describe the characteristic features of different text structures.
- They describe how language features including literary devices, and visual features shape meaning.

Numeracy:

Students can:

- Interpret unmarked and partial units when measuring and comparing attributes of length, mass, capacity, duration and temperature, using scaled and digital instruments and appropriate units.
- Recognise ways of measuring and approximating the perimeter and area of shapes and enclosed spaces, using appropriate formal and informal units.
- Solve problems involving the duration of time including situations involving “am” and “pm” and conversions between units of time.
- Estimate and compare angles using angle names including acute, obtuse, straight angle, reflex and revolution, and recognise their relationship to a right angle.
- Represent and approximate composite shapes and objects in the environment, using combinations of familiar shapes and objects.
- Create and interpret grid reference systems using grid references and directions to locate and describe positions and pathways.
- Recognise line and rotational symmetry of shapes and create symmetrical patterns and pictures, using dynamic geometric software where appropriate

Science:

- 
- They identify forces acting on objects and describe their effect.
 - They compare their findings with those of others, assess the fairness of their investigation, identify further questions for investigation and draw conclusions.
 - They communicate ideas and findings for an identified audience and purpose, including using scientific vocabulary when appropriate.

Humanities:

History:

- The importance of environments, including natural vegetation and water sources, to people and animals in Australia and on another continent for Country/Place
- Locate, collect and record information and data from a range of sources, including annotated timelines and maps

Civics and Citizenship:

- Diversity of cultural, religious and/or social groups to which they and others in the community belong, and their importance to identity
- Draw conclusions based on analysis of information

Health and Physical Education:

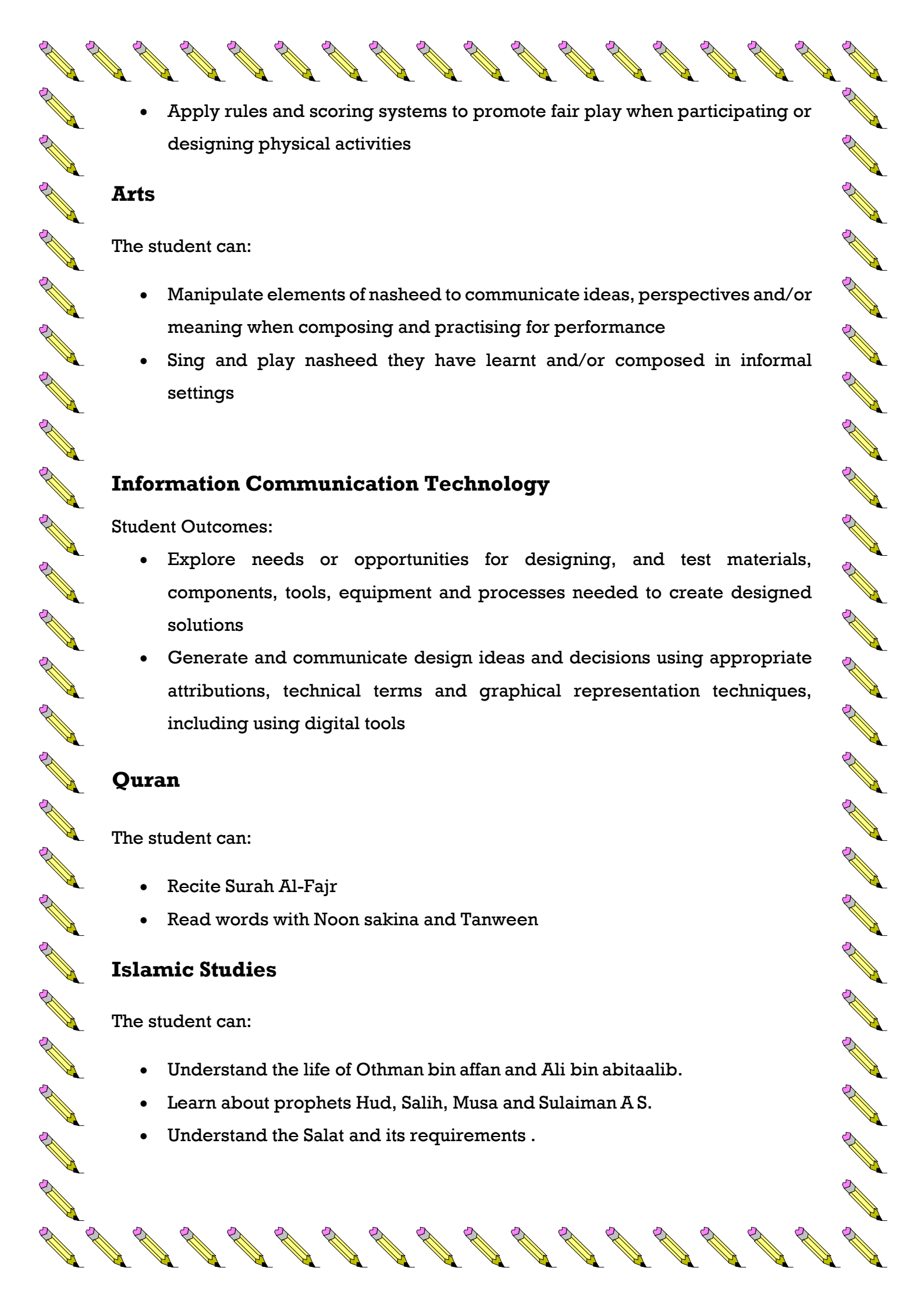
The students will participate in Health and Physical Education classes once a week. Please ensure that your child wears the correct uniform when required.

Health:

The student can:

- Students identify influences that strengthen identities and describe strategies to manage emotions, changes and transitions.

Physical Education:

- 
- Apply rules and scoring systems to promote fair play when participating or designing physical activities

Arts

The student can:

- Manipulate elements of nasheed to communicate ideas, perspectives and/or meaning when composing and practising for performance
- Sing and play nasheed they have learnt and/or composed in informal settings

Information Communication Technology

Student Outcomes:

- Explore needs or opportunities for designing, and test materials, components, tools, equipment and processes needed to create designed solutions
- Generate and communicate design ideas and decisions using appropriate attributions, technical terms and graphical representation techniques, including using digital tools

Quran

The student can:

- Recite Surah Al-Fajr
- Read words with Noon sakina and Tanween

Islamic Studies

The student can:

- Understand the life of Othman bin affan and Ali bin abitaalib.
- Learn about prophets Hud, Salih, Musa and Sulaiman A S.
- Understand the Salat and its requirements .



Arabic

Students can:

- Recognize different grammatical structures of Arabic such as possessive pronouns, imperative verbs, and masculine and feminine nouns.
- Read and write and say short paragraphs about school.

Homework due dates:

- Friday: Weekly Spelling Test
- Friday: Homework Due