



# **Islamic School of Canberra**

## **Information Pack**

### **Year 7**

#### **Term 4**



## Teaching Beliefs:

Year 7 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.

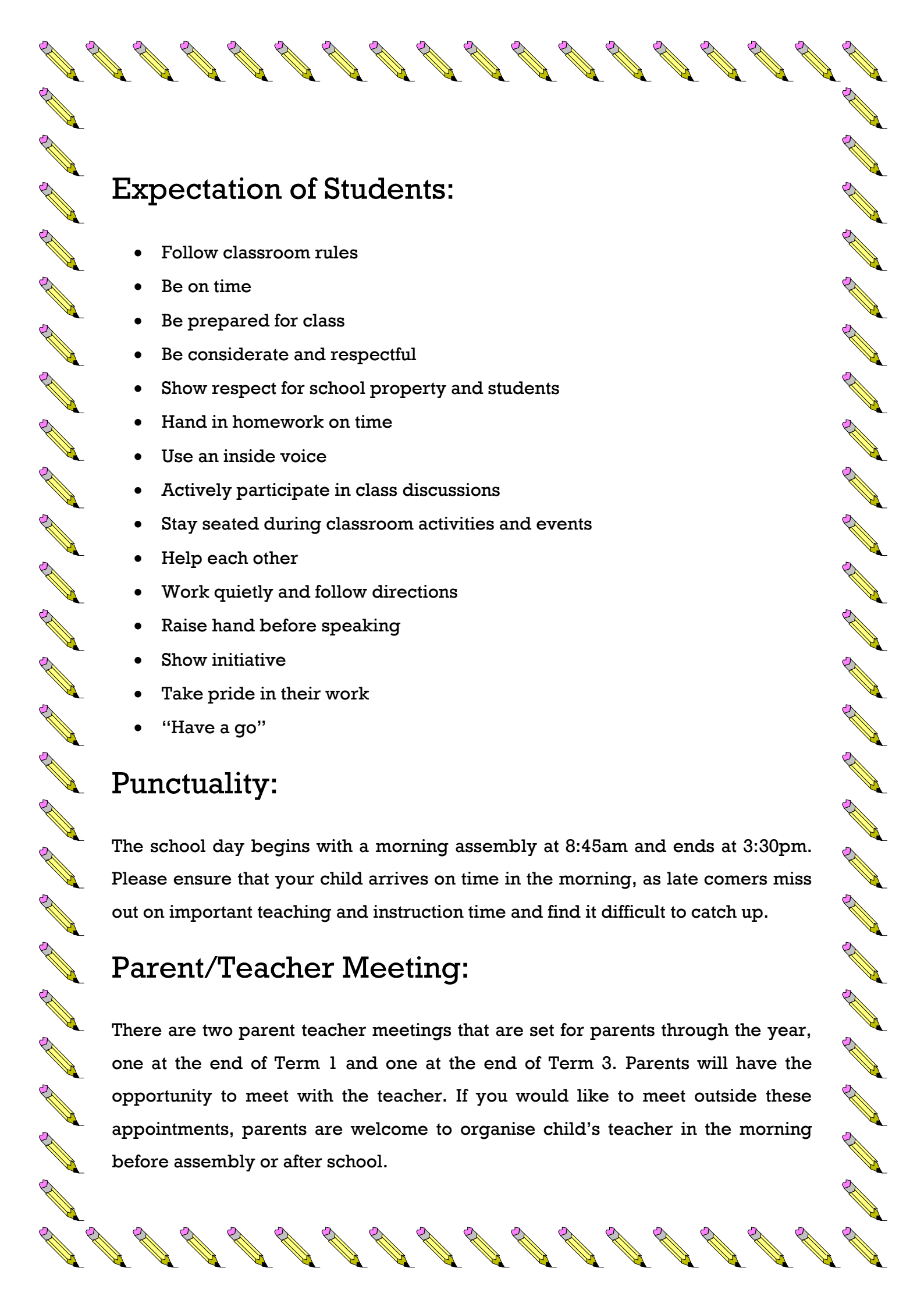


# Year 7 Teachers

Form Teacher- Ms. Sujata Singh

## Specialist Teachers:

<b>Subject</b>	<b>Teacher</b>
Arabic	Ms.Rabab Soueidan
Islamic Studies	Br Adam
Quran	Ms Nawal El Gack
English	Ms Sujatha Singh
ICT	Ms Farah Gondal
HASS	Mr Muhammad Khan
Arts	Ms Sarah Rees
Maths	Ms Tahseen Banu
Science	Ms Tahseen Banu
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
- 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	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><li>- Hat (Baseball or Slouch) (Terms 1 and 4)</li><li>- Wool Jumper</li></ul>
<b>Sports Uniform</b> <ul style="list-style-type: none"><li>- Track Pants</li><li>- Short Sleeved Polo (Summer)</li><li>- Long Sleeved Polo (Winter)</li><li>- Fleece or Track Jacket</li></ul>	<b>Sports Uniform</b> <ul style="list-style-type: none"><li>- Track Pants</li><li>- Short Sleeved Polo (Summer)</li><li>- Long Sleeved Polo (Winter)</li></ul> 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 Seven Curriculum:

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

## **English:**

- They create written and/or multimodal texts, including literary texts, for different purposes and audiences, expressing and expanding on ideas with evidence.
- They adopt text structures to organise, develop and link ideas.
- They adopt language features including literary devices, and/or multimodal features.

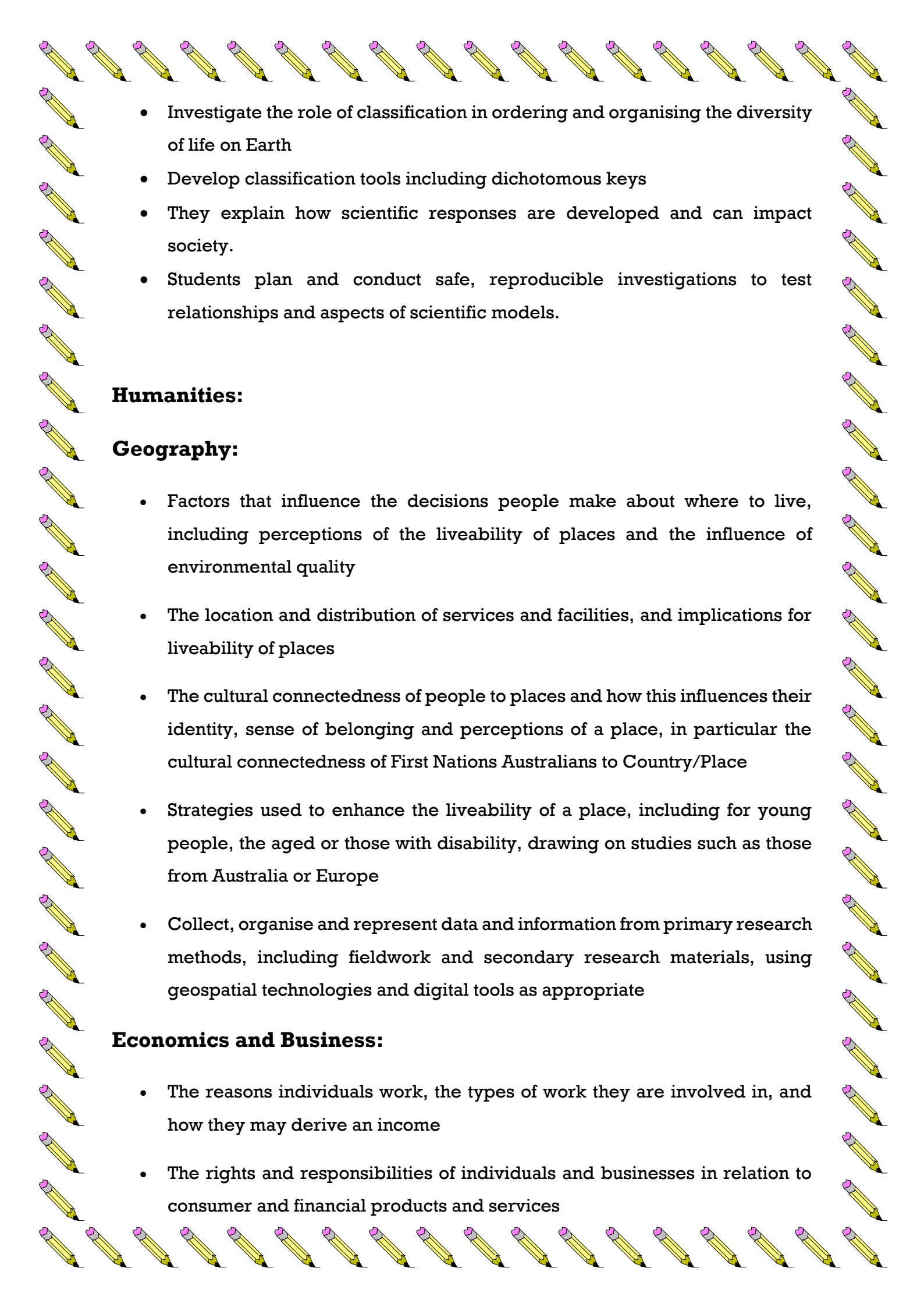
## **Mathematics:**

- They plan and conduct statistical investigations involving discrete and continuous numerical data, using appropriate displays.
- Students interpret data in terms of the shape of distribution and summary statistics, identifying possible outliers.
- They decide which measure of central tendency is most suitable and explain their reasoning.
- Students list sample spaces for single step experiments, assign probabilities to outcomes and predict relative frequencies for related events.
- They conduct repeated single-step chance experiments and run simulations using digital tools, giving reasons for differences between predicted and observed results.

## **Science:**

- Use models, including food webs, to represent matter and energy flow in ecosystems and predict the impact of changing abiotic and biotic factors on populations
- They represent flows of matter and energy in ecosystems and predict the effects of environmental changes.



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- Investigate the role of classification in ordering and organising the diversity of life on Earth
  - Develop classification tools including dichotomous keys
  - They explain how scientific responses are developed and can impact society.
  - Students plan and conduct safe, reproducible investigations to test relationships and aspects of scientific models.

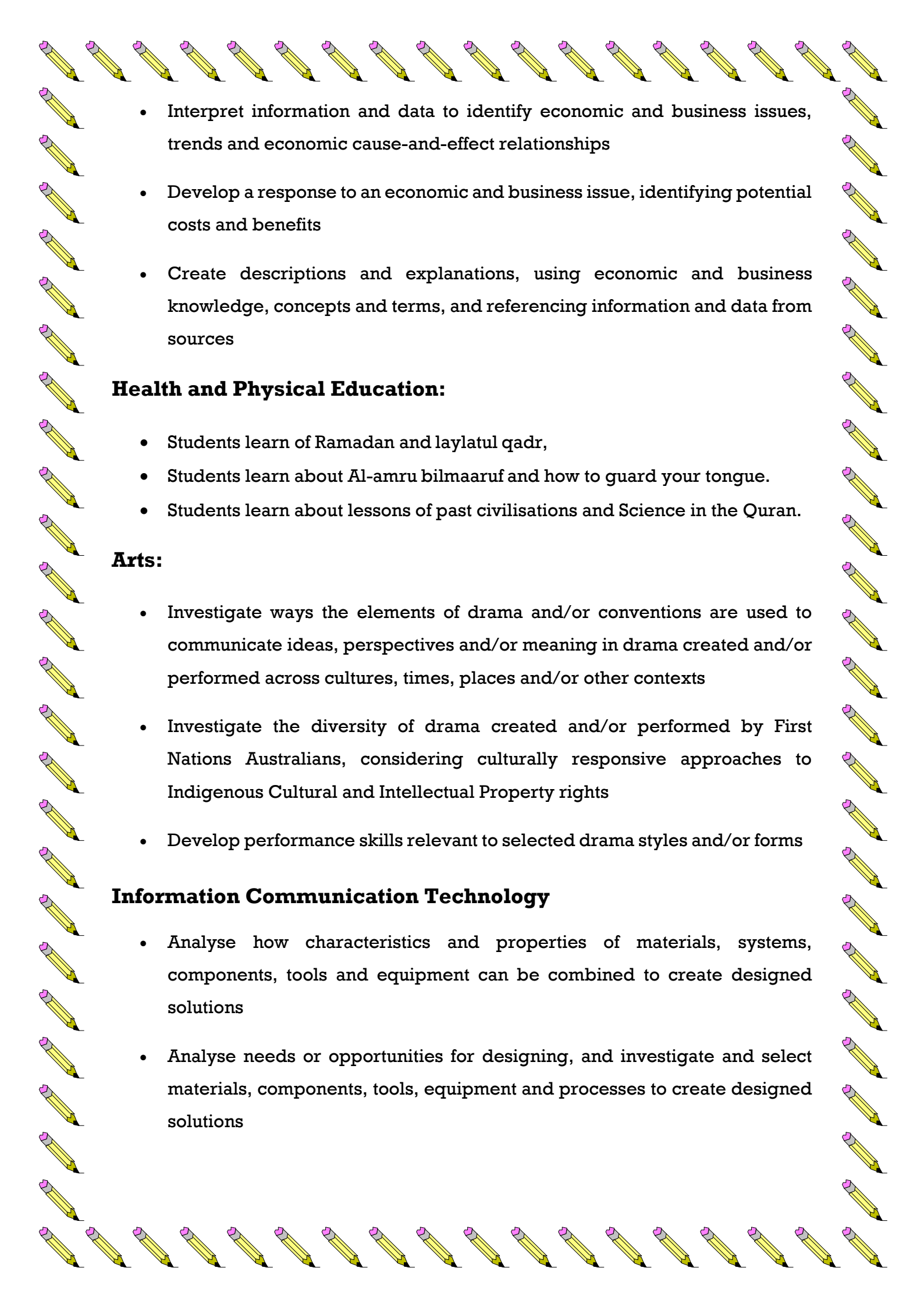
### **Humanities:**

#### **Geography:**

- Factors that influence the decisions people make about where to live, including perceptions of the liveability of places and the influence of environmental quality
- The location and distribution of services and facilities, and implications for liveability of places
- The cultural connectedness of people to places and how this influences their identity, sense of belonging and perceptions of a place, in particular the cultural connectedness of First Nations Australians to Country/Place
- Strategies used to enhance the liveability of a place, including for young people, the aged or those with disability, drawing on studies such as those from Australia or Europe
- Collect, organise and represent data and information from primary research methods, including fieldwork and secondary research materials, using geospatial technologies and digital tools as appropriate

#### **Economics and Business:**

- The reasons individuals work, the types of work they are involved in, and how they may derive an income
- The rights and responsibilities of individuals and businesses in relation to consumer and financial products and services

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- Interpret information and data to identify economic and business issues, trends and economic cause-and-effect relationships
  - Develop a response to an economic and business issue, identifying potential costs and benefits
  - Create descriptions and explanations, using economic and business knowledge, concepts and terms, and referencing information and data from sources

### **Health and Physical Education:**

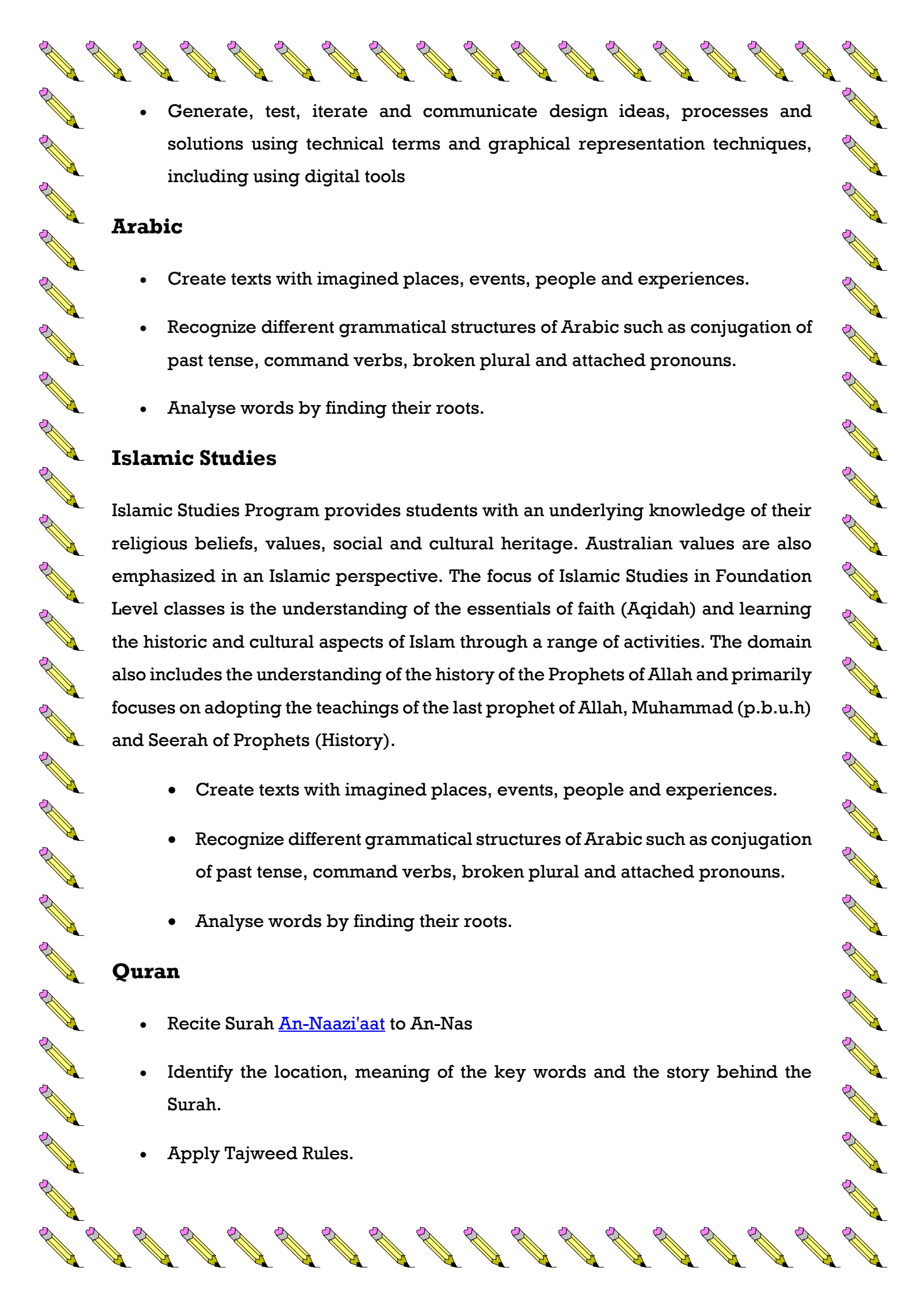
- Students learn of Ramadan and laylatul qadr,
- Students learn about Al-amru bilmaaruf and how to guard your tongue.
- Students learn about lessons of past civilisations and Science in the Quran.

### **Arts:**

- Investigate ways the elements of drama and/or conventions are used to communicate ideas, perspectives and/or meaning in drama created and/or performed across cultures, times, places and/or other contexts
- Investigate the diversity of drama created and/or performed by First Nations Australians, considering culturally responsive approaches to Indigenous Cultural and Intellectual Property rights
- Develop performance skills relevant to selected drama styles and/or forms

### **Information Communication Technology**

- Analyse how characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions
- Analyse needs or opportunities for designing, and investigate and select materials, components, tools, equipment and processes to create designed solutions

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- Generate, test, iterate and communicate design ideas, processes and solutions using technical terms and graphical representation techniques, including using digital tools

## Arabic

- Create texts with imagined places, events, people and experiences.
- Recognize different grammatical structures of Arabic such as conjugation of past tense, command verbs, broken plural and attached pronouns.
- Analyse words by finding their roots.

## 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).

- Create texts with imagined places, events, people and experiences.
- Recognize different grammatical structures of Arabic such as conjugation of past tense, command verbs, broken plural and attached pronouns.
- Analyse words by finding their roots.

## Quran

- Recite Surah [An-Naazi'aat](#) to An-Nas
- Identify the location, meaning of the key words and the story behind the Surah.
- Apply Tajweed Rules.