



# **Islamic School of Canberra**

## **Information Pack**

### **Year 9**



## Teaching Beliefs:

Year Senior School 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,

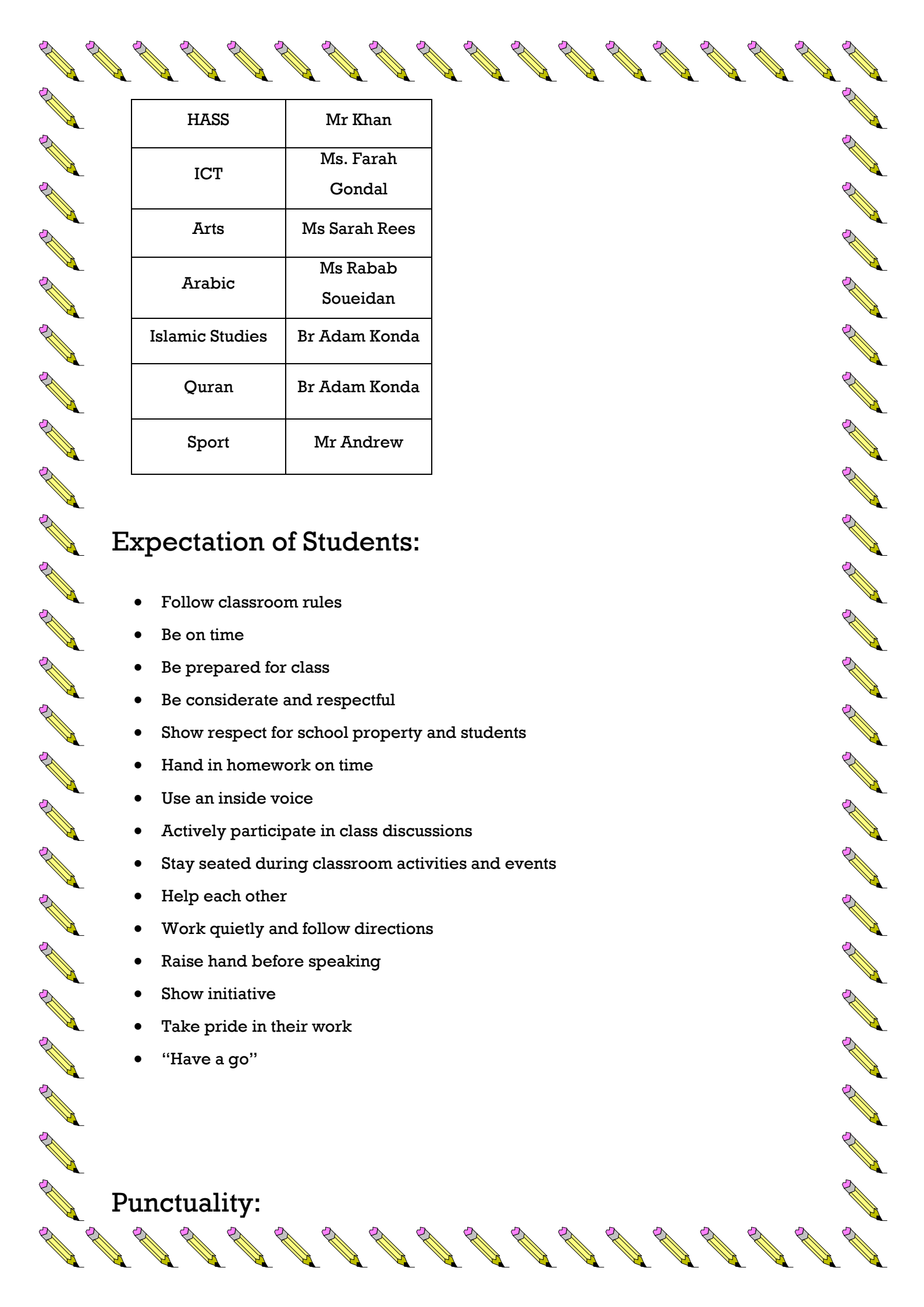
We aim to;

- 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 9 Teachers

- Homeroom Year 9: Mr Muhammad Khan

<b>Subject</b>	<b>Year Level</b>
English	Ms Sujata Singh
Maths	Mr Duncan Roseby
Science	Mr Duncan Roseby



HASS	Mr Khan
ICT	Ms. Farah Gondal
Arts	Ms Sarah Rees
Arabic	Ms Rabab Soueidan
Islamic Studies	Br Adam Konda
Quran	Br Adam Konda
Sport	Mr Andrew

## 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><li>- White, Navy blue or grey socks</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><li>- White, Navy blue or grey socks</li></ul>



## 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 always labelled and required 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. 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 9 Curriculum:

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

### **English:**

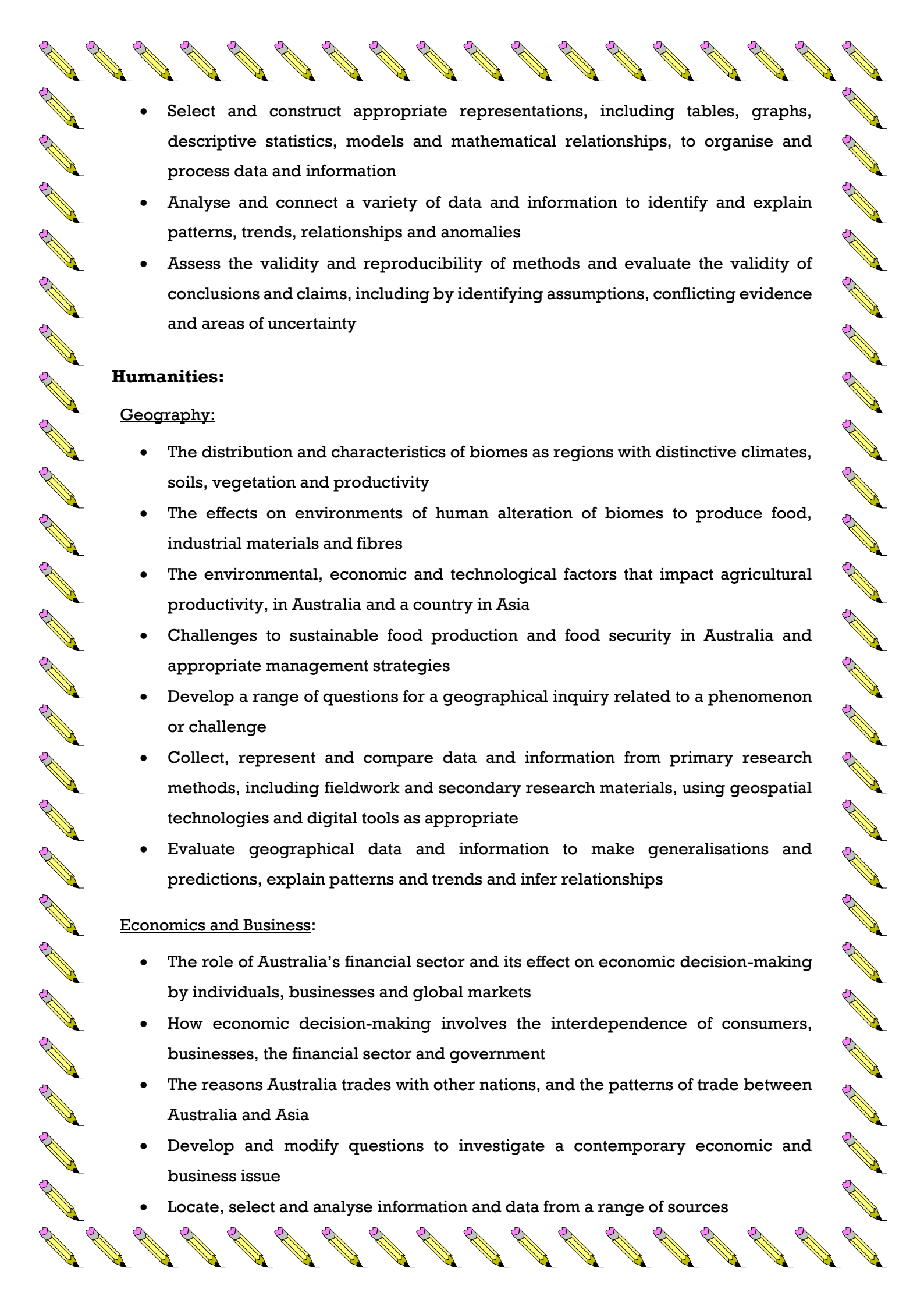
- They read, view and comprehend a range of texts created to inform, influence and/or engage audiences.
- They analyse representations of people, places, events and concepts, and how texts respond to contexts.
- They analyse the aesthetic qualities of texts

### **Mathematics:**

- Use mathematical modelling to solve applied problems involving change including financial contexts; formulate problems, choosing to use either linear or quadratic functions; interpret solutions in terms of the situation; evaluate the model and report methods and findings
- Solve problems involving the volume and surface area of right prisms and cylinders using appropriate units
- Use mathematical modelling to solve practical problems involving direct proportion, rates, ratio and scale, including financial contexts; formulate the problems and interpret solutions in terms of the situation; evaluate the model and report methods and findings

### **Science:**

- Compare the role of body systems in regulating and coordinating the body's response to a stimulus, and describe the operation of a negative feedback mechanism
- Describe the form and function of reproductive cells and organs in animals and plants, and analyse how the processes of sexual and asexual reproduction enable survival of the species
- Represent the carbon cycle and examine how key processes including combustion, photosynthesis and respiration rely on interactions between Earth's spheres (the geosphere, biosphere, hydrosphere and atmosphere)

- 
- Select and construct appropriate representations, including tables, graphs, descriptive statistics, models and mathematical relationships, to organise and process data and information
  - Analyse and connect a variety of data and information to identify and explain patterns, trends, relationships and anomalies
  - Assess the validity and reproducibility of methods and evaluate the validity of conclusions and claims, including by identifying assumptions, conflicting evidence and areas of uncertainty

### **Humanities:**

#### Geography:

- The distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity
- The effects on environments of human alteration of biomes to produce food, industrial materials and fibres
- The environmental, economic and technological factors that impact agricultural productivity, in Australia and a country in Asia
- Challenges to sustainable food production and food security in Australia and appropriate management strategies
- 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

#### Economics and Business:

- The role of Australia's financial sector and its effect on economic decision-making by individuals, businesses and global markets
- How economic decision-making involves the interdependence of consumers, businesses, the financial sector and government
- The reasons Australia trades with other nations, and the patterns of trade between Australia and Asia
- Develop and modify questions to investigate a contemporary economic and business issue
- Locate, select and analyse information and data from a range of sources





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

- Evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships
- Participate in physical activities designed to enhance health, wellbeing and fitness, and design, apply and evaluate strategies for incorporating these activities into their lives.

### **Arts:**

- Investigate composers' and/or performers' use of elements of nasheed, compositional devices and/or vocal/instrumental techniques in nasheed from a range of cultures, times, places and/or other contexts investigate the ways that First Nations Australian performers and/or composers celebrate and challenge multiple perspectives of Australian identity through nasheed
- Develop, practise and refine the use of listening/aural skills and style-specific vocal instrumental skills/techniques to interpret nasheed and communicate expressive effects

### **Arabic:**

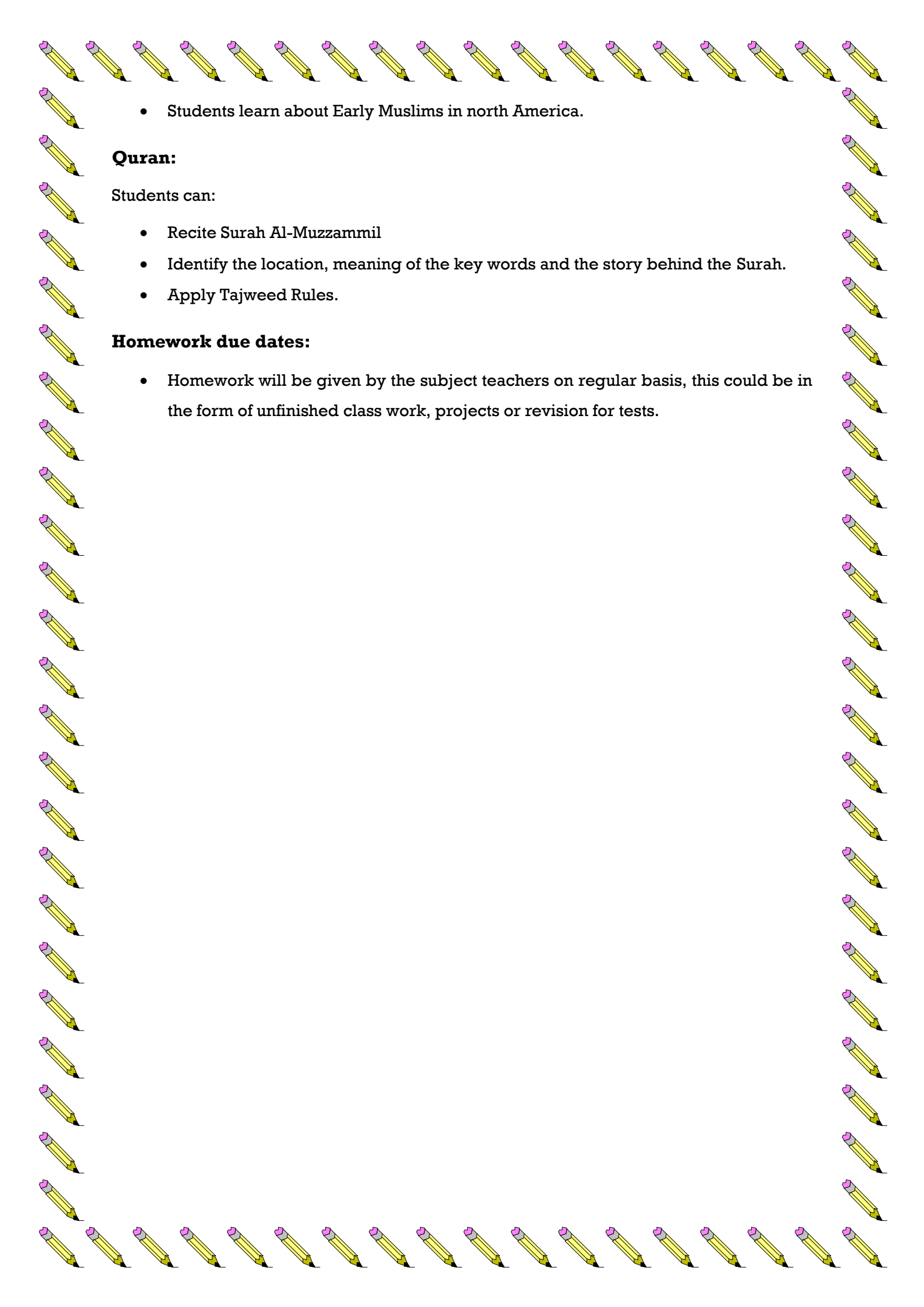
- Use grammatical forms and features such as exclamation, command verbs, passive past tense, verbs with absent and speaker pronouns.
- Read, write and translate a paragraph from Arabic to English.
- 3-Identify the style of writing and compare them to the English language.

### **Design and Digital Technology**

- analyse how people in design and technologies occupations consider ethical, security and sustainability factors to innovate and improve products, services and environments
- analyse the impact of innovation, enterprise and emerging technologies on designed solutions for global preferred futures

### **Islamic Studies:**

- Students learn about the marriage of Rasulullah to Zainab, and his great generals of army
- Students learn about the chosen people, Miss A S.
- Students recognise the prophecy of Mohammad,
- Students learn the essentials of salat

- 
- Students learn about Early Muslims in north America.

**Quran:**

Students can:

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

**Homework due dates:**

- 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.