



# **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	Mrs Neha
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 select and experiment with language features including literary devices, and experiment with multimodal features and features of voice.
- They analyse the effects of text structures, and language features including literary devices, intertextual references, and multimodal features.

### **Mathematics:**

- Find the gradient of a line segment, the midpoint of the line interval and the distance between 2 distinct points on the Cartesian plane
- Solve spatial problems, applying angle properties, scale, similarity, Pythagoras' theorem and trigonometry in right-angled triangles
- Calculate and interpret absolute, relative and percentage errors in measurements, recognising that all measurements are estimates
- Recognise the constancy of the sine, cosine and tangent ratios for a given angle in right-angled triangles using properties of similarity
- Apply the enlargement transformation to shapes and objects using dynamic geometry software as appropriate; identify and explain aspects that remain the same and those that change
- Design, test and refine algorithms involving a sequence of steps and decisions based on geometric constructions and theorems; discuss and evaluate refinements

### **Science:**

- Use wave and particle models to describe energy transfer through different mediums and examine the usefulness of each model for explaining phenomena
- Apply the law of conservation of energy to analyse system efficiency in terms of energy inputs, outputs, transfers and transformations
- 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





## **Humanities:**

### History:

- Students develop and modify questions about the past to inform historical inquiry.
- They locate, select and compare primary and secondary sources, and use information in sources as evidence in historical inquiry.
- Students compare sources to determine the accuracy, usefulness and reliability of sources as evidence.
- They explain causes and effects, and patterns of continuity and change connected to a period, event or movement.
- Students compare perspectives of significant events and developments, and explain the factors that influence these perspectives.
- Students use historical knowledge, concepts and terms to develop descriptions, explanations and historical arguments that acknowledge evidence from sources.

### Civics and Citizenship:

- Students develop a range of questions and locate, select and compare information from sources to investigate political and legal systems, and contemporary civic issues.
- They analyse information to explain perspectives and challenges related to political, legal or civic issues.
- Students identify and evaluate the methods or strategies related to civic participation or action.
- Students use civics and citizenship knowledge, concepts and terms to develop descriptions, explanations and evidence-based arguments.

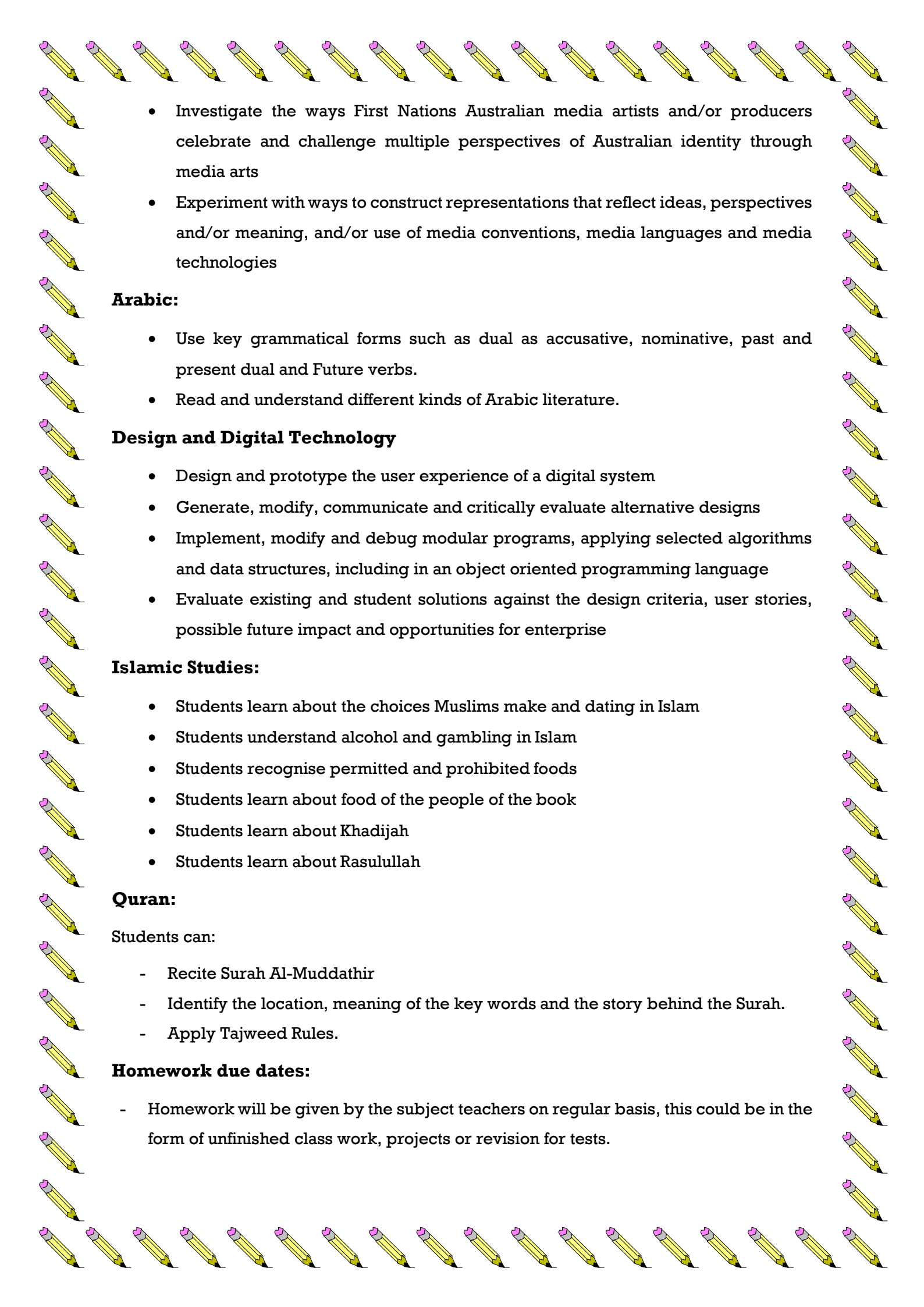
## **Health and Physical Education:**

- Investigate how gender equality and challenging assumptions about gender can prevent violence and abuse in relationships.
- Apply movement concepts in new or challenging movement situations and analyse the impact each concept has on movement outcomes

## **Arts:**

- Investigate the ways that media artists use media arts concepts to construct representations in media arts works and practices across cultures, times, places and/or other contexts



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- Investigate the ways First Nations Australian media artists and/or producers celebrate and challenge multiple perspectives of Australian identity through media arts
  - Experiment with ways to construct representations that reflect ideas, perspectives and/or meaning, and/or use of media conventions, media languages and media technologies

### **Arabic:**

- Use key grammatical forms such as dual as accusative, nominative, past and present dual and Future verbs.
- Read and understand different kinds of Arabic literature.

### **Design and Digital Technology**

- Design and prototype the user experience of a digital system
- Generate, modify, communicate and critically evaluate alternative designs
- Implement, modify and debug modular programs, applying selected algorithms and data structures, including in an object oriented programming language
- Evaluate existing and student solutions against the design criteria, user stories, possible future impact and opportunities for enterprise

### **Islamic Studies:**

- Students learn about the choices Muslims make and dating in Islam
- Students understand alcohol and gambling in Islam
- Students recognise permitted and prohibited foods
- Students learn about food of the people of the book
- Students learn about Khadijah
- Students learn about Rasulullah

### **Quran:**

Students can:

- Recite Surah Al-Muddathir
- 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.