



# **Islamic School of Canberra**

## **Information Pack**

### **Year 8**



## Teaching Beliefs:

Year 8 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 8 Teachers:

Year 8 Homeroom will be led by Ms Br Duncan Roseby

<b>Subject</b>	<b>Teacher</b>
Arabic	Sr Rabab Soueidan
Islamic Studies	Br Adam Konda
Quran	Sr Nawal El Geck
English	Ms Sujata Singh
ICT	Ms Neha Sultana
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
- 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
- Boys Pants - Short Sleeved Shirt (Summer)	- Tunic (Dress) (Years K to 4)

- 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

- 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 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 (on Tuesdays and Fridays). A canteen list is available online. 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

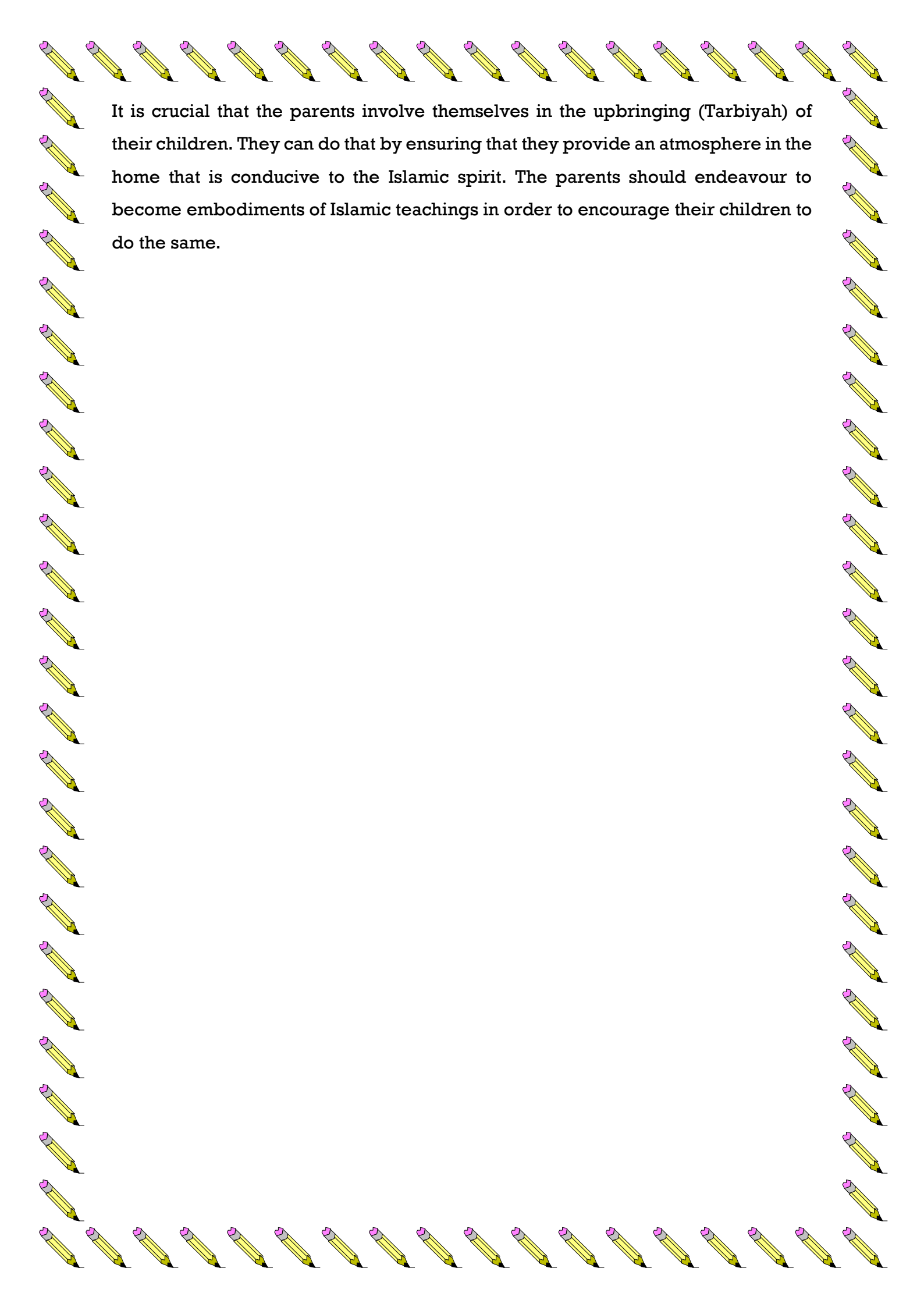
The school library is available for students to use during our designated time once a week. Students are able to borrow one book per week. Students are encouraged to read the books they borrow at school and at home.

## 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 Eight Curriculum:

By the end of term two, the students will have completed/be able to do the following:

### **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.

### **Islamic Studies**

- Students learn about farewell pilgrimage
- Students recognise the finality of prophethood
- Students understand hadiths and hypocrites
- Students recognise banu qurayzah
- Students understand the mission to tabuk
- Students understand the concepts of friends and friendships

### **Quran**

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

### **English**

- They read, view and comprehend a range of texts created to inform, influence and/or engage audiences.
- They explain how ideas are represented and how texts reflect or challenge contexts.
- They explain the aesthetic qualities of texts





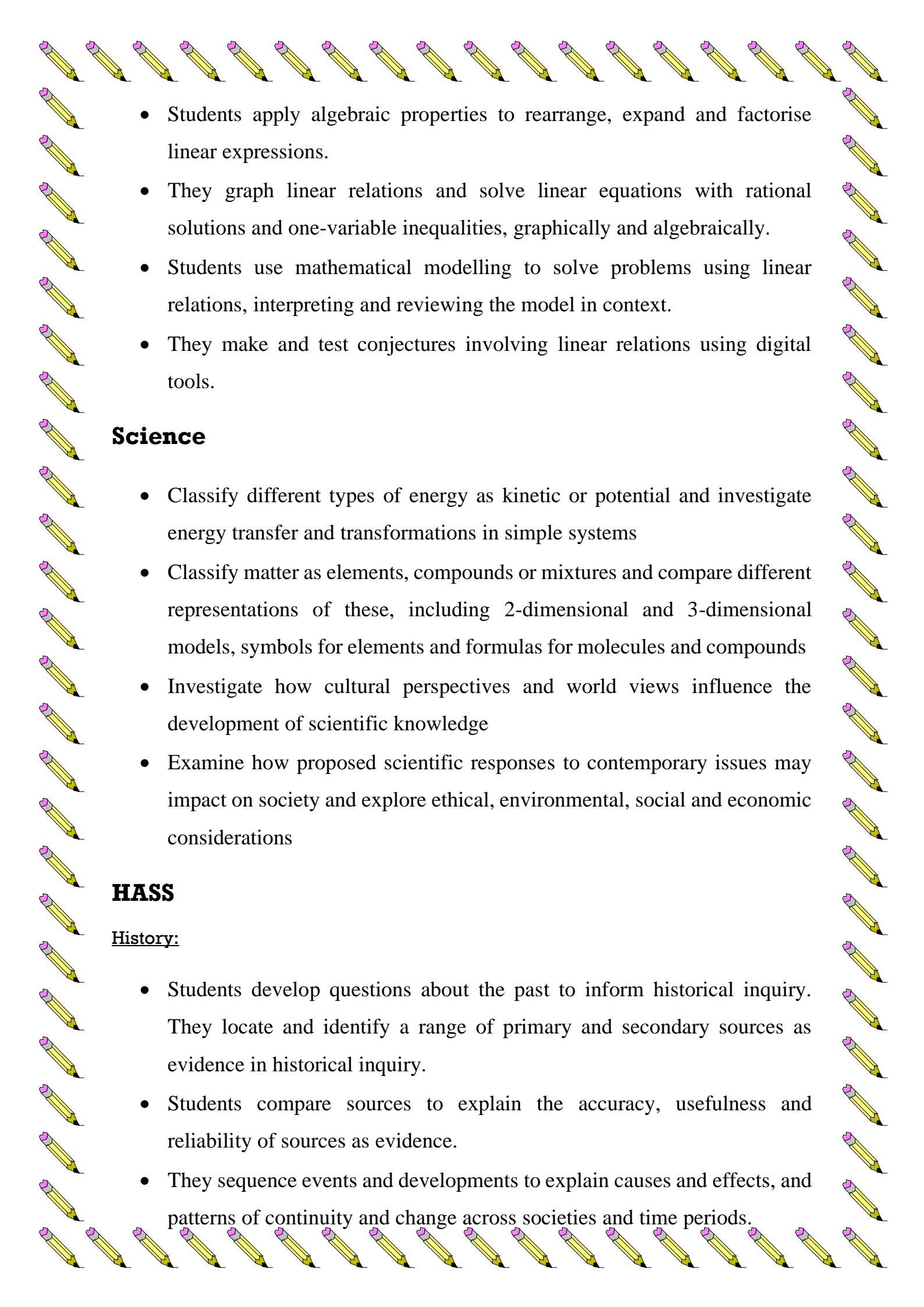
## ICT

- Implement, modify and debug programs involving control structures and functions in a general purpose programming language
- Evaluate existing and student solutions against the design criteria, user stories and possible future
- Select and use a range of digital tools efficiently, including unfamiliar features, to create, locate and communicate content, consistently applying common conventions
- Select and use a range of digital tools efficiently and responsibly to share content online, and plan and manage individual and collaborative agile projects
- Explain how multi factor authentication protects an account when the password is compromised and identify phishing and other cyber security threats

## Arts – Visual Arts

- Reflect on their own and others' media arts works and practices to inform choices they make during the production process meaning
- Design and structure media arts works to communicate ideas, perspectives and meaning for an intended audience
- Apply production processes and use media arts concepts to construct representations and produce media arts works that communicate ideas, perspectives and/or meaning for specific audiences using responsible media practice
- Present media arts works, using responsible media practices and considering potential relationships the work could create with audiences

## Maths

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- Students apply algebraic properties to rearrange, expand and factorise linear expressions.
  - They graph linear relations and solve linear equations with rational solutions and one-variable inequalities, graphically and algebraically.
  - Students use mathematical modelling to solve problems using linear relations, interpreting and reviewing the model in context.
  - They make and test conjectures involving linear relations using digital tools.

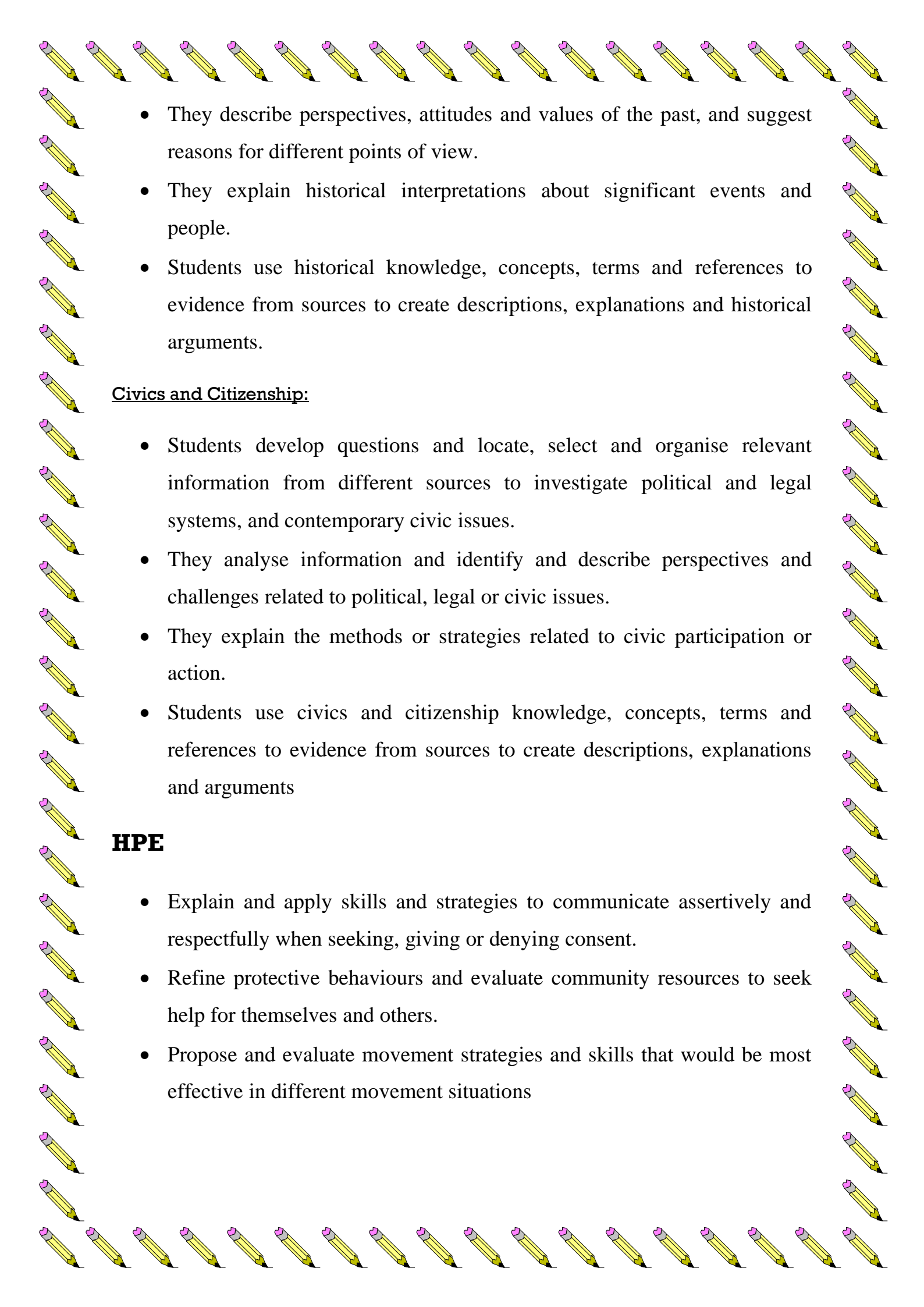
## **Science**

- Classify different types of energy as kinetic or potential and investigate energy transfer and transformations in simple systems
- Classify matter as elements, compounds or mixtures and compare different representations of these, including 2-dimensional and 3-dimensional models, symbols for elements and formulas for molecules and compounds
- Investigate how cultural perspectives and world views influence the development of scientific knowledge
- Examine how proposed scientific responses to contemporary issues may impact on society and explore ethical, environmental, social and economic considerations

## **HASS**

### History:

- Students develop questions about the past to inform historical inquiry. They locate and identify a range of primary and secondary sources as evidence in historical inquiry.
- Students compare sources to explain the accuracy, usefulness and reliability of sources as evidence.
- They sequence events and developments to explain causes and effects, and patterns of continuity and change across societies and time periods.

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- They describe perspectives, attitudes and values of the past, and suggest reasons for different points of view.
  - They explain historical interpretations about significant events and people.
  - Students use historical knowledge, concepts, terms and references to evidence from sources to create descriptions, explanations and historical arguments.

### Civics and Citizenship:

- Students develop questions and locate, select and organise relevant information from different sources to investigate political and legal systems, and contemporary civic issues.
- They analyse information and identify and describe perspectives and challenges related to political, legal or civic issues.
- They explain the methods or strategies related to civic participation or action.
- Students use civics and citizenship knowledge, concepts, terms and references to evidence from sources to create descriptions, explanations and arguments

### **HPE**

- Explain and apply skills and strategies to communicate assertively and respectfully when seeking, giving or denying consent.
- Refine protective behaviours and evaluate community resources to seek help for themselves and others.
- Propose and evaluate movement strategies and skills that would be most effective in different movement situations