



# **Islamic School of Canberra**

## **Information Pack**

### **Year 1**

#### **Term 2**



## Teaching Beliefs:

I believe that every student has potential. As a teacher it is my job to harness this potential as much as it is possible. I 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.

## My Vision:

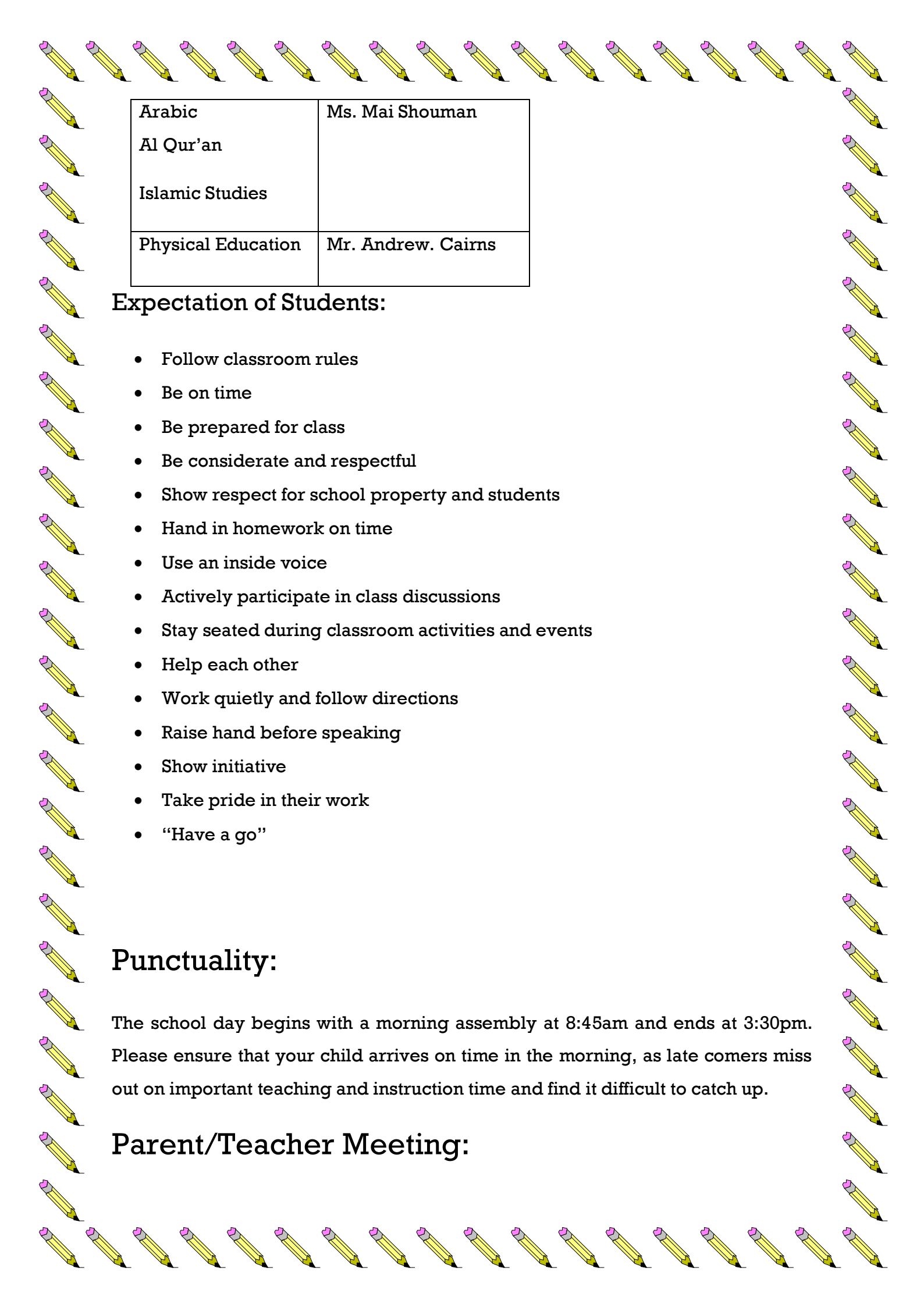
I strive for opportunity and success and promote excellence in Learning and Teaching.

I 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.

## Specialist Teachers:

Subject	Teacher
Form Teacher	Ms. Lucy Li



Arabic Al Qur'an Islamic Studies	Ms. Mai Shouman
Physical Education	Mr. Andrew. Cairns

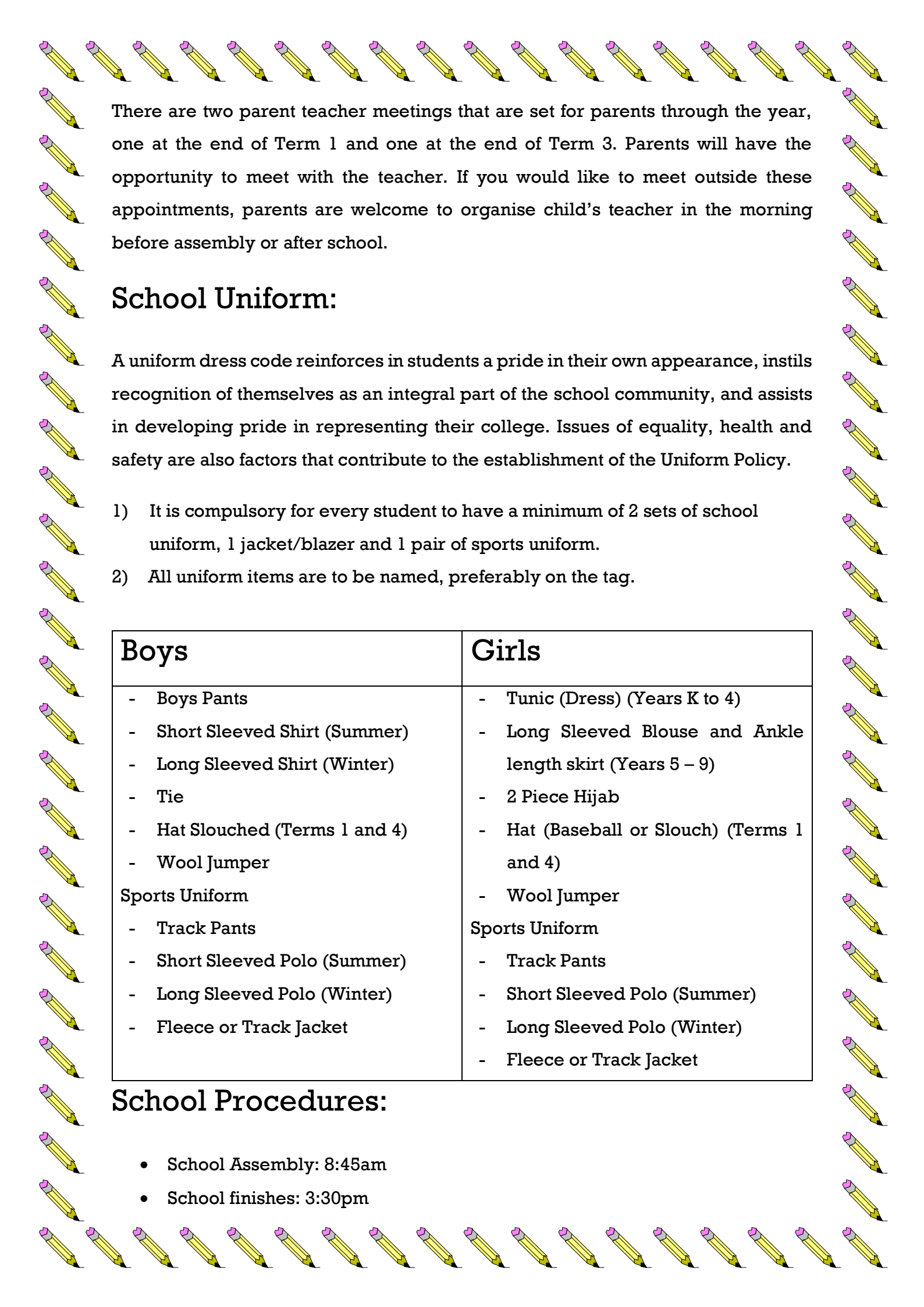
### Expectation of Students:

- 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:

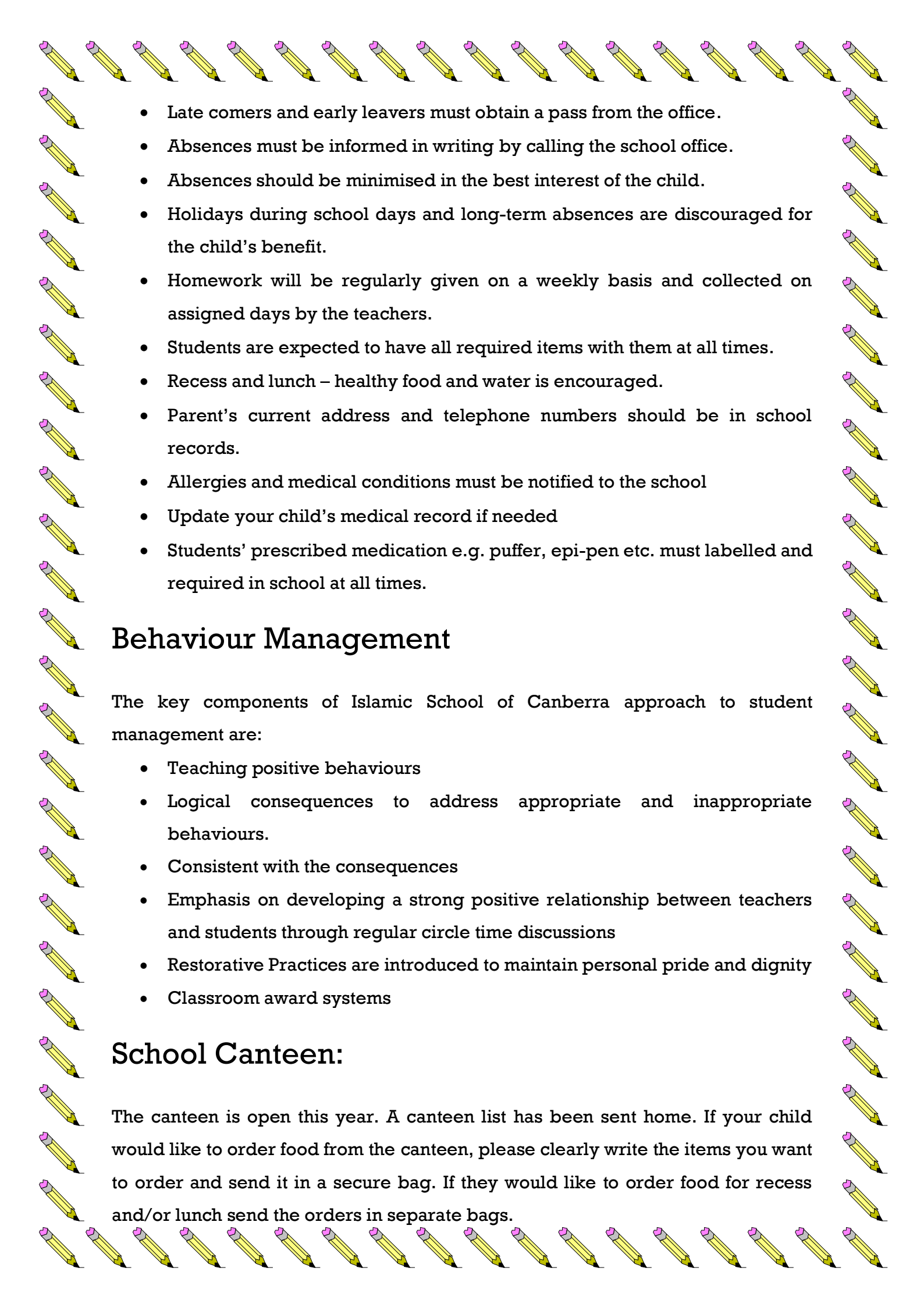
A uniform dress code reinforces in students a pride in their own appearance, instils recognition of themselves as an integral part of the school community, and assists in developing pride in representing their college. Issues of equality, health and safety are also factors that contribute to the establishment of the Uniform Policy.

- 1) It is compulsory for every student to have a minimum of 2 sets of school 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><li>- Fleece or Track Jacket</li></ul>

## School Procedures:

- School Assembly: 8:45am
- School finishes: 3:30pm

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- 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.

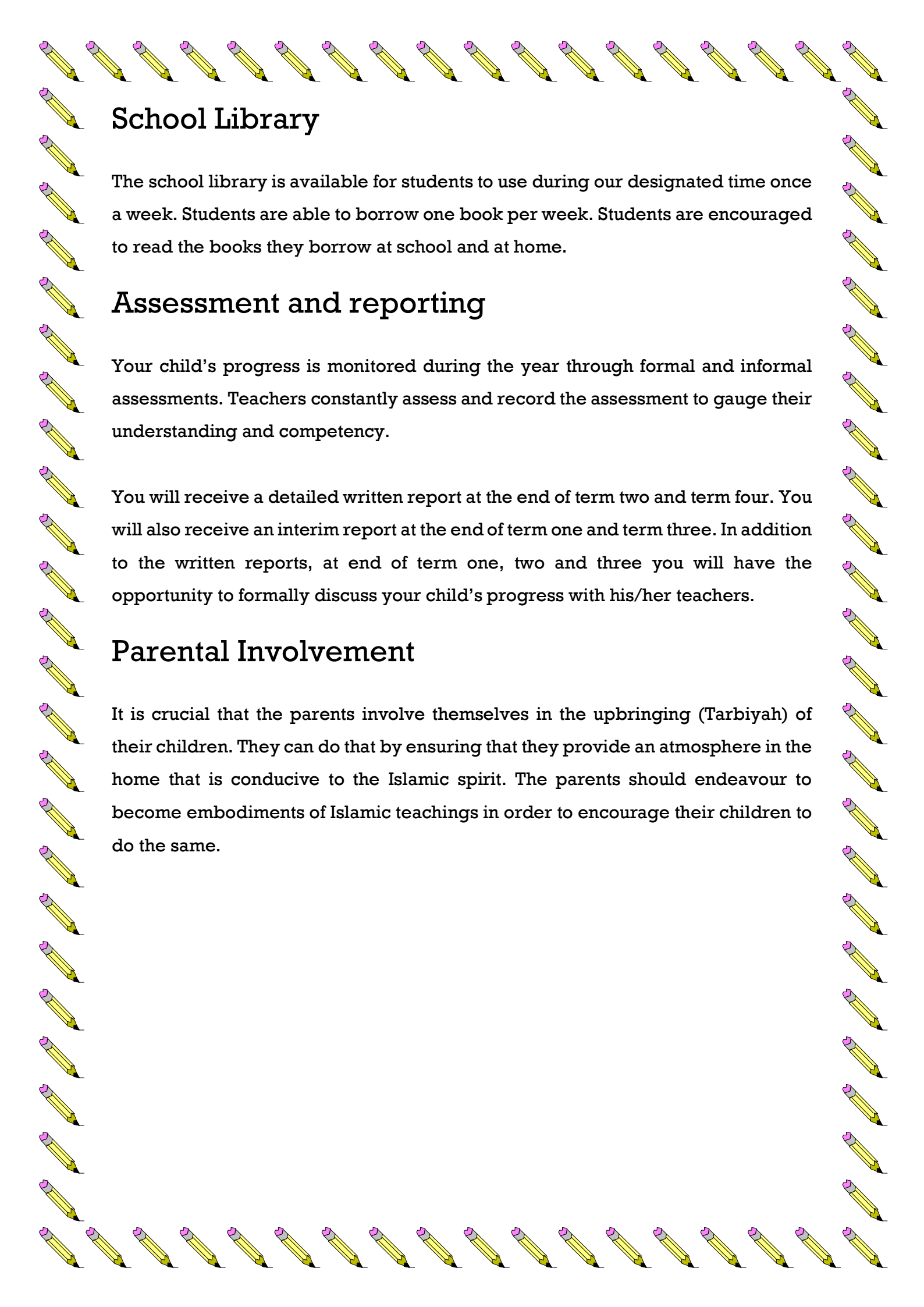
## Behaviour Management

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 One Curriculum:

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

## **Literacy:**

Students will revise the letters and sounds of the alphabet and move towards recognising and sounding out more complex diphthongs and diagraphs. They will be continuing to practice the magic 300 words through reading and writing these words. Students are also learning to improve their handwriting and writing skills. Students will also be exploring the concept of proper nouns, common nouns and verbs. They will be exploring the use of a question mark.

Students will learn to:

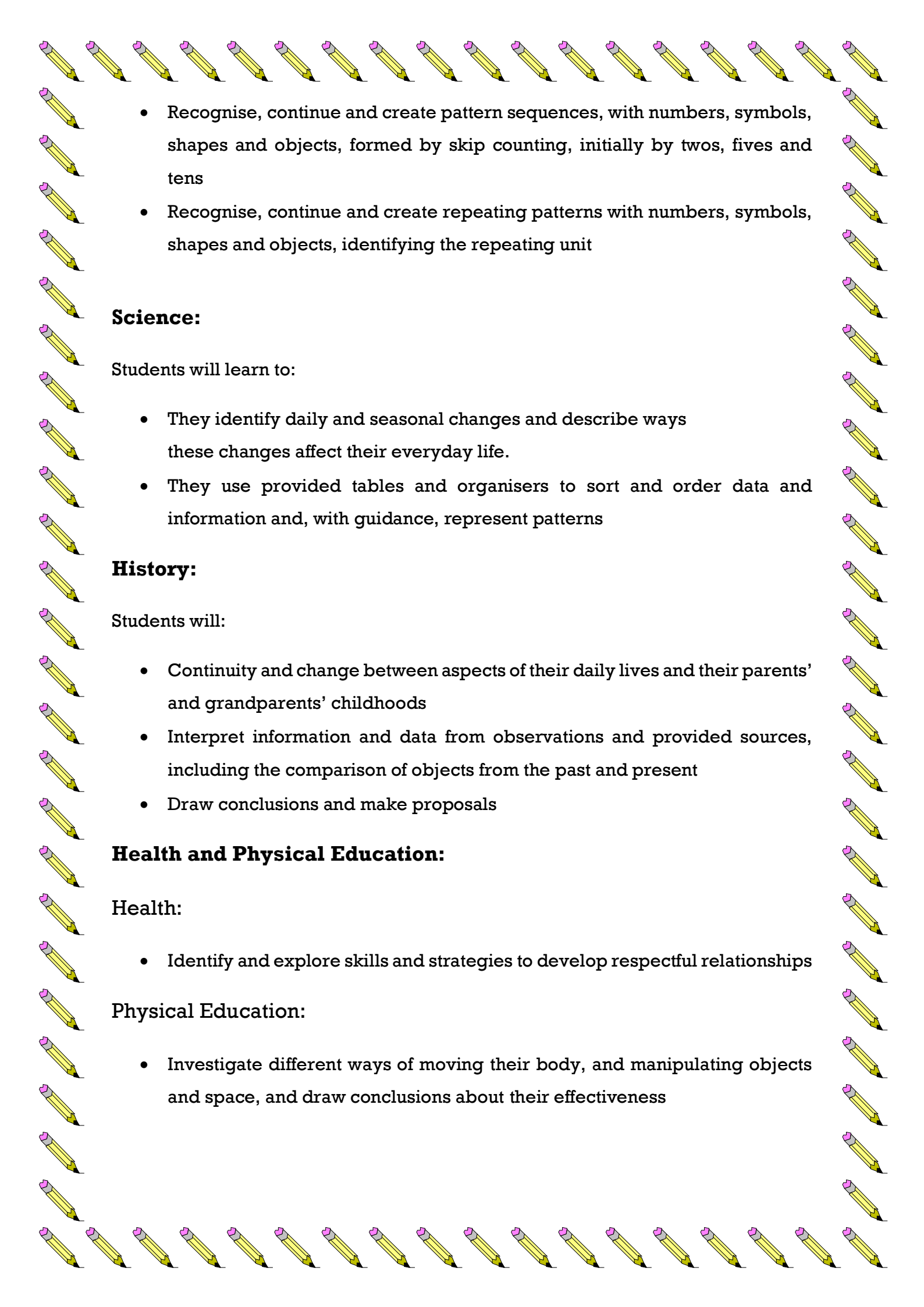
- students listen to texts, interact with others and create short spoken texts, including retelling stories.
- They share thoughts and preferences, retell events and report information or key ideas to an audience.
- They use language features including words and phrases from learning and texts.
- They listen for and identify rhymes, letter patterns and sounds (phonemes) in words.
- They orally blend and segment phonemes in single-syllable words

## **Numeracy:**

The students will learn to:

- Use mathematical modelling to solve practical problems involving additive situations including simple money transactions; represent the situations with diagrams, physical and virtual materials, and use calculation strategies to solve the problem.
- Use mathematical modelling to solve practical problems involving equal sharing and grouping; represent the situations with diagrams, physical and virtual materials, and use calculation strategies to solve the problem.



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- Recognise, continue and create pattern sequences, with numbers, symbols, shapes and objects, formed by skip counting, initially by twos, fives and tens
  - Recognise, continue and create repeating patterns with numbers, symbols, shapes and objects, identifying the repeating unit

### **Science:**

Students will learn to:

- They identify daily and seasonal changes and describe ways these changes affect their everyday life.
- They use provided tables and organisers to sort and order data and information and, with guidance, represent patterns

### **History:**

Students will:

- Continuity and change between aspects of their daily lives and their parents' and grandparents' childhoods
- Interpret information and data from observations and provided sources, including the comparison of objects from the past and present
- Draw conclusions and make proposals

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

Health:

- Identify and explore skills and strategies to develop respectful relationships

Physical Education:

- Investigate different ways of moving their body, and manipulating objects and space, and draw conclusions about their effectiveness





## **Art:**

Students learn to

- Explore where, why and how people across cultures, communities and/or other contexts experience nasheed
- Explore examples of nasheed composed and/or performed by First Nations Australians
- Develop listening skills and skills for singing and playing instruments

## **Digital Technology**

- Investigate simple problems for known users that can be solved with digital systems
- Follow and describe algorithms involving a sequence of steps, branching (decisions) and iteration (repetition)

## **Arabic**

The students can:

- Explore where, why and how people across cultures, communities and/or other contexts experience nasheed
- Explore examples of nasheed composed and/or performed by First Nations Australians
- Develop listening skills and skills for singing and playing instruments

## **Islamic Studies**

The student can:

- Understand the pillars of Islam
- Know the meaning of bismillah and remembering Allah
- Learn about the angels and shaitan



## Quran

The student can:

- Recite Surah Al-Kawthar
- Recite Surah Al-Maa'un
- Read words with Kasra and Dama.

## Homework due dates:

- Weekly spelling test: Friday
- Homework Due: Thursday
- Take Home Readers are to be read daily
- P/E: TBA
- Digital Technology: TBA
- Quran: TBA
- Arabic: TBA
- Islamic Studies: TBA