



# **Islamic School of Canberra**

## **Information Pack**

### **Year 7**



## 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

Home room:

<b>Subject</b>	<b>Teacher</b>
Arabic	Sr Rebab 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	Ms Tahseem 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 Two the students will be covering the following topics:

## English:

- They identify how text structures, language features including literary devices and visual features shape meaning.
- They adopt language features including literary devices, and/or multimodal features and features of voice.

## Mathematics:

- They use mathematical modelling to solve practical problems involving rational numbers, percentages and ratios.
- Students use algebraic expressions to represent situations.
- Describe the relationships between variables and substitute values into formulas to determine unknown values.
- They solve linear equations with natural number solutions.
- Students create tables of values related to algebraic expressions and formulas, and describe the effect of variations

## Science:

- They use particle theory to explain the physical properties of substances and develop processes that separate mixtures.
- Students identify the factors that can influence development of and lead to changes in scientific knowledge.
- use particle theory to describe the arrangement of particles in a substance, including the motion of and attraction between particles, and relate this to the properties of the substance.
- use a particle model to describe differences between pure substances and mixtures and apply understanding of properties of substances to separate mixtures.
- They select and use language and text features appropriately for their purpose and audience when communicating their ideas and findings.

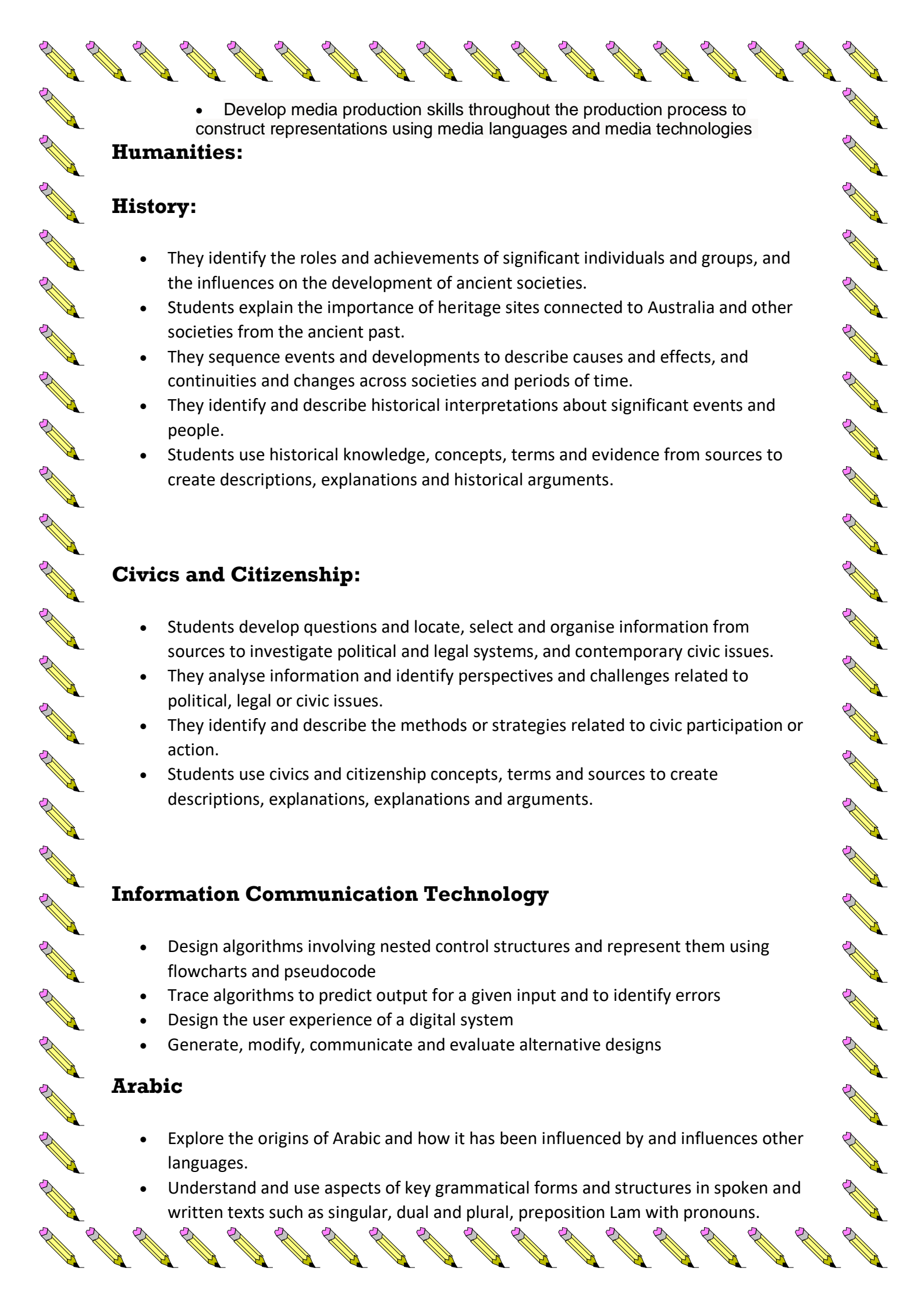
## Health and Physical Education:

- Analyse the impact of changes and transitions, and devise strategies to support themselves and others through these changes
- Demonstrate and explain how movement concepts related to effort, space, time, objects and people can be manipulated to improve movement outcomes

## Arts

- Investigate the ways that media arts concepts are used in media arts works and practices across cultures, times, places and/or other contexts
- Investigate the diversity of First Nations Australians' media arts works and practices, considering culturally responsive approaches to Indigenous Cultural and Intellectual Property rights



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- Develop media production skills throughout the production process to construct representations using media languages and media technologies

## **Humanities:**

### **History:**

- They identify the roles and achievements of significant individuals and groups, and the influences on the development of ancient societies.
- Students explain the importance of heritage sites connected to Australia and other societies from the ancient past.
- They sequence events and developments to describe causes and effects, and continuities and changes across societies and periods of time.
- They identify and describe historical interpretations about significant events and people.
- Students use historical knowledge, concepts, terms and evidence from sources to create descriptions, explanations and historical arguments.

### **Civics and Citizenship:**

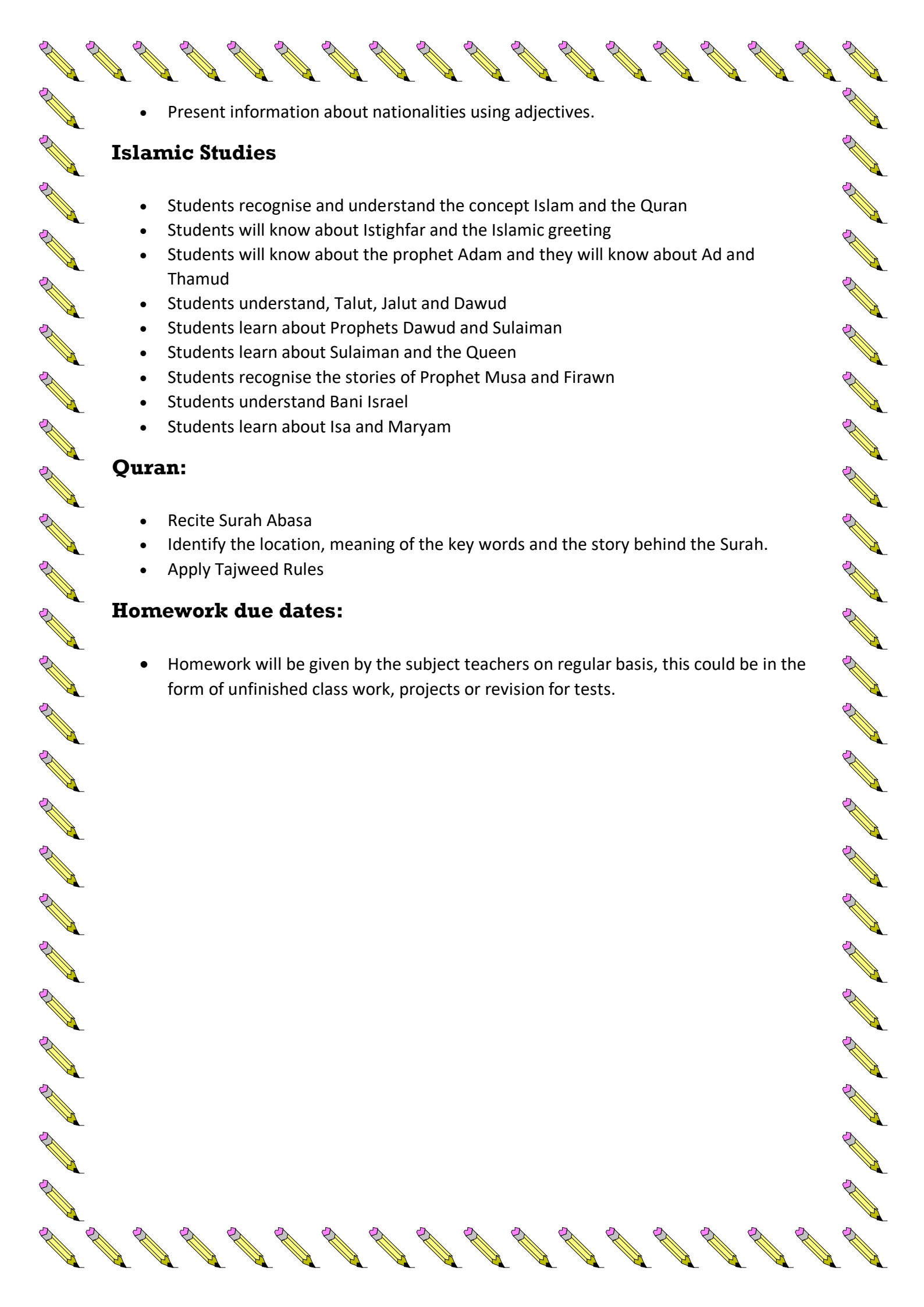
- Students develop questions and locate, select and organise information from sources to investigate political and legal systems, and contemporary civic issues.
- They analyse information and identify perspectives and challenges related to political, legal or civic issues.
- They identify and describe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

### **Information Communication Technology**

- Design algorithms involving nested control structures and represent them using flowcharts and pseudocode
- Trace algorithms to predict output for a given input and to identify errors
- Design the user experience of a digital system
- Generate, modify, communicate and evaluate alternative designs

### **Arabic**

- Explore the origins of Arabic and how it has been influenced by and influences other languages.
- Understand and use aspects of key grammatical forms and structures in spoken and written texts such as singular, dual and plural, preposition Lam with pronouns.

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- Present information about nationalities using adjectives.

## **Islamic Studies**

- Students recognise and understand the concept Islam and the Quran
- Students will know about Istighfar and the Islamic greeting
- Students will know about the prophet Adam and they will know about Ad and Thamud
- Students understand, Talut, Jalut and Dawud
- Students learn about Prophets Dawud and Sulaiman
- Students learn about Sulaiman and the Queen
- Students recognise the stories of Prophet Musa and Firawn
- Students understand Bani Israel
- Students learn about Isa and Maryam

## **Quran:**

- Recite Surah Abasa
- 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.