



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

Subject	Teacher
Arabic	Sr Rabab Soueidan
Islamic Studies	Br Adam Konda
Quran	Sr Nawal El Geck
English	Ms Sujata Singh
ICT	Ms Farah Gondal
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
<ul style="list-style-type: none"> - Boys Pants - Short Sleeved Shirt (Summer) 	<ul style="list-style-type: none"> - 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)

Sports Uniform

- Wool Jumper
- 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

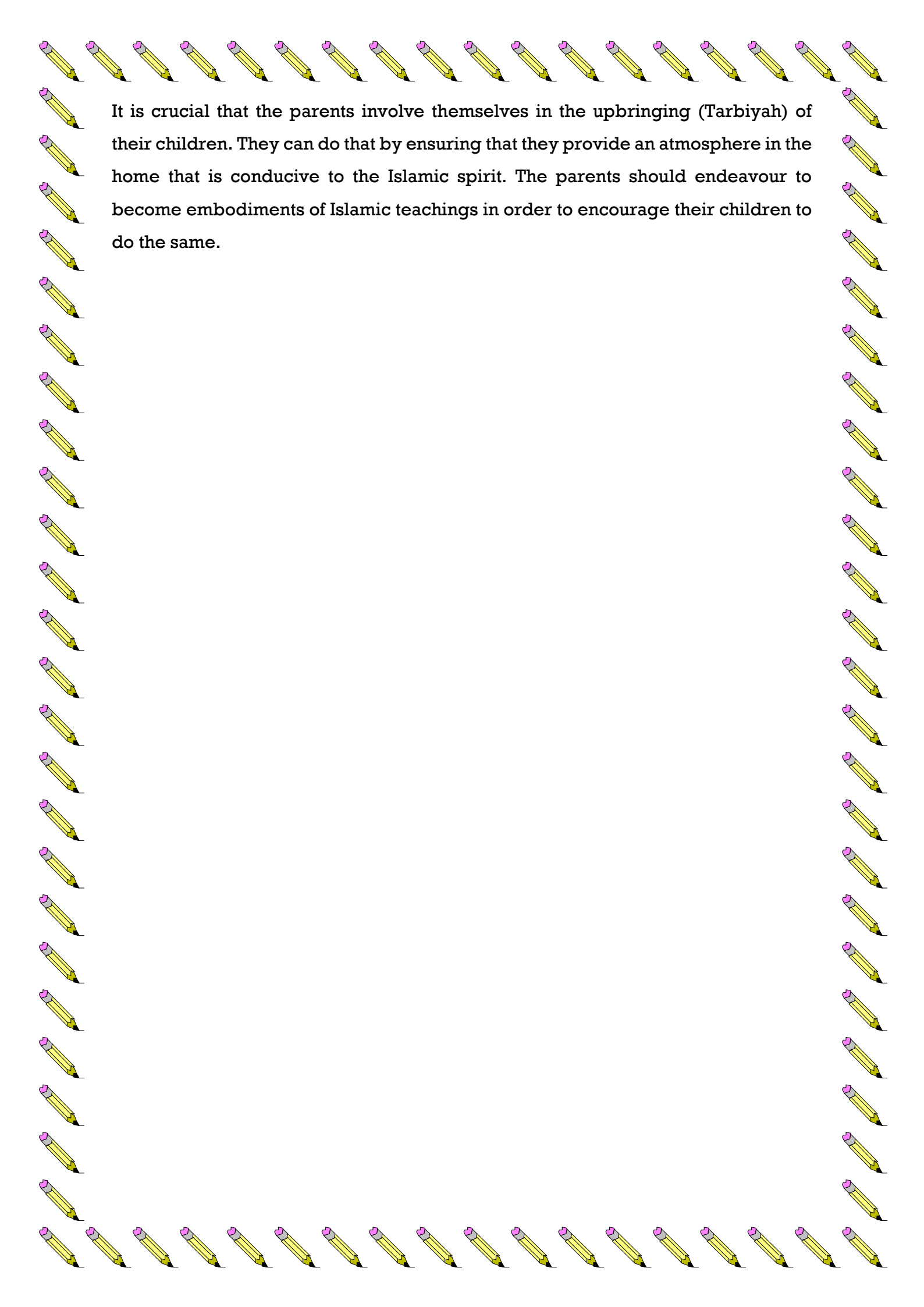
The school library is available for students to use during our designated time once a week. Students are able to borrow one book per week. Students are encouraged to read the books they borrow at school and at home.

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

Students can:

- 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.

Islamic Studies

- Students learn about friendship and dating in Islamic practice
- Students recognise the rope of Allah and holding to it firmly.
- Students understand elements of a bad life and hope.
- Students recognise duties towards parents.

Quran

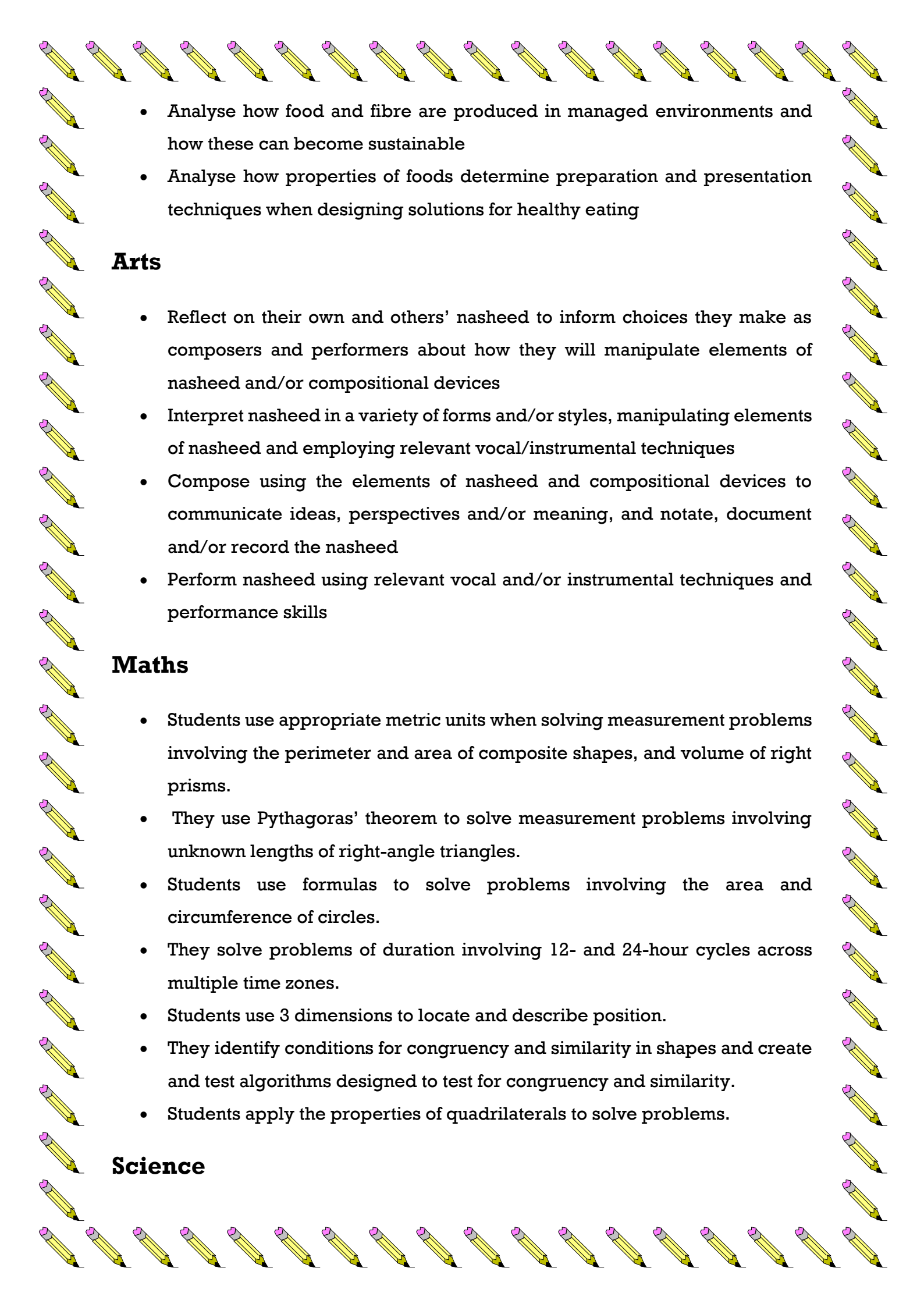
- Recite Surah Al-Insaan
- Identify the location, meaning of the key words and the story behind the Surah.
- Apply Tajweed Rules.

English

- They select and vary language features including literary devices, and/or multimodal features and features of voice.
- They explain how text structures shape meaning.
- They explain the effects of language features including intertextual references and literary devices, and visual features.

Design technology

- Analyse how force, motion and energy are used to manipulate and control engineered systems

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- Analyse how food and fibre are produced in managed environments and how these can become sustainable
 - Analyse how properties of foods determine preparation and presentation techniques when designing solutions for healthy eating

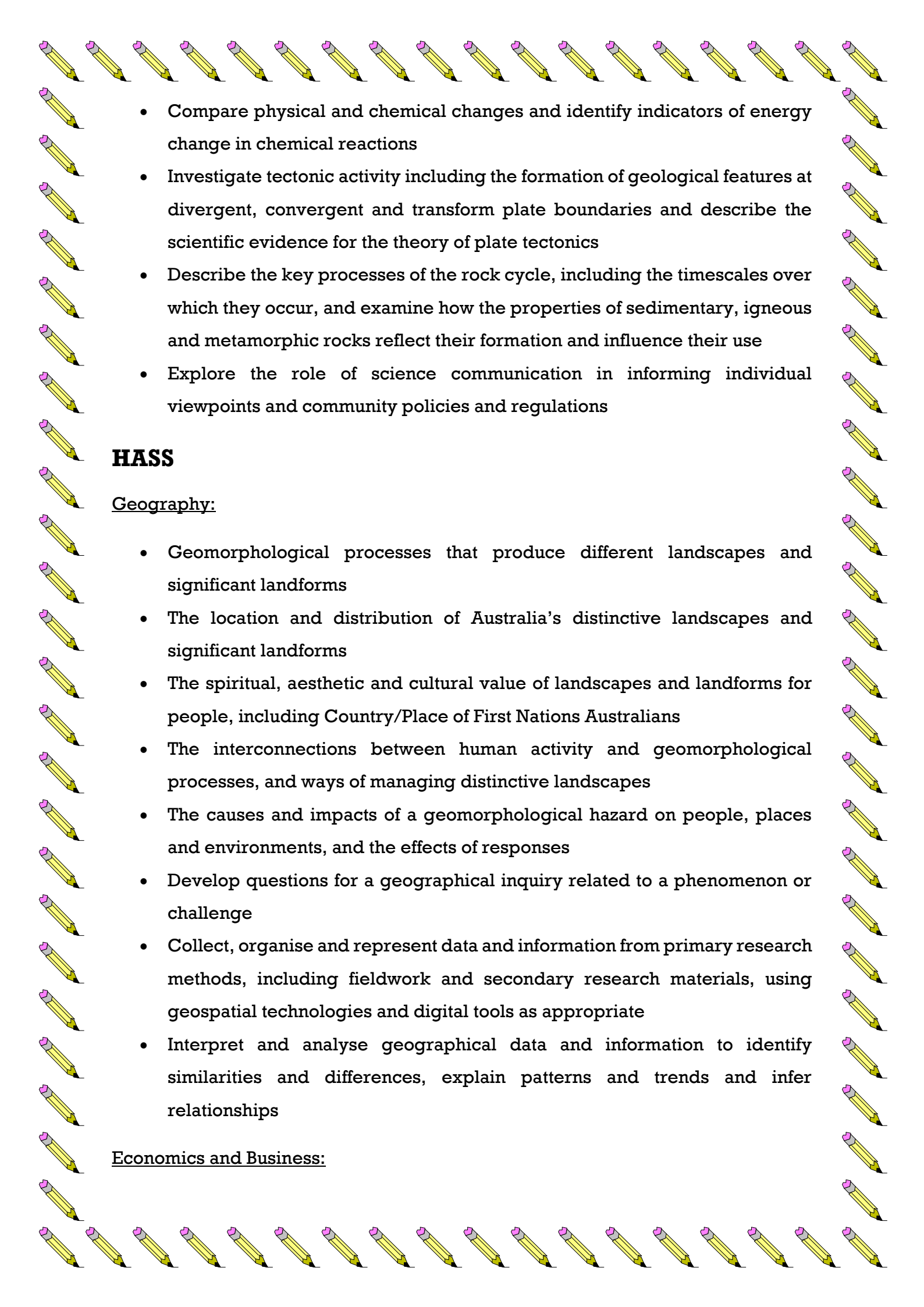
Arts

- Reflect on their own and others' nasheed to inform choices they make as composers and performers about how they will manipulate elements of nasheed and/or compositional devices
- Interpret nasheed in a variety of forms and/or styles, manipulating elements of nasheed and employing relevant vocal/instrumental techniques
- Compose using the elements of nasheed and compositional devices to communicate ideas, perspectives and/or meaning, and notate, document and/or record the nasheed
- Perform nasheed using relevant vocal and/or instrumental techniques and performance skills

Maths

- Students use appropriate metric units when solving measurement problems involving the perimeter and area of composite shapes, and volume of right prisms.
- They use Pythagoras' theorem to solve measurement problems involving unknown lengths of right-angle triangles.
- Students use formulas to solve problems involving the area and circumference of circles.
- They solve problems of duration involving 12- and 24-hour cycles across multiple time zones.
- Students use 3 dimensions to locate and describe position.
- They identify conditions for congruency and similarity in shapes and create and test algorithms designed to test for congruency and similarity.
- Students apply the properties of quadrilaterals to solve problems.

Science

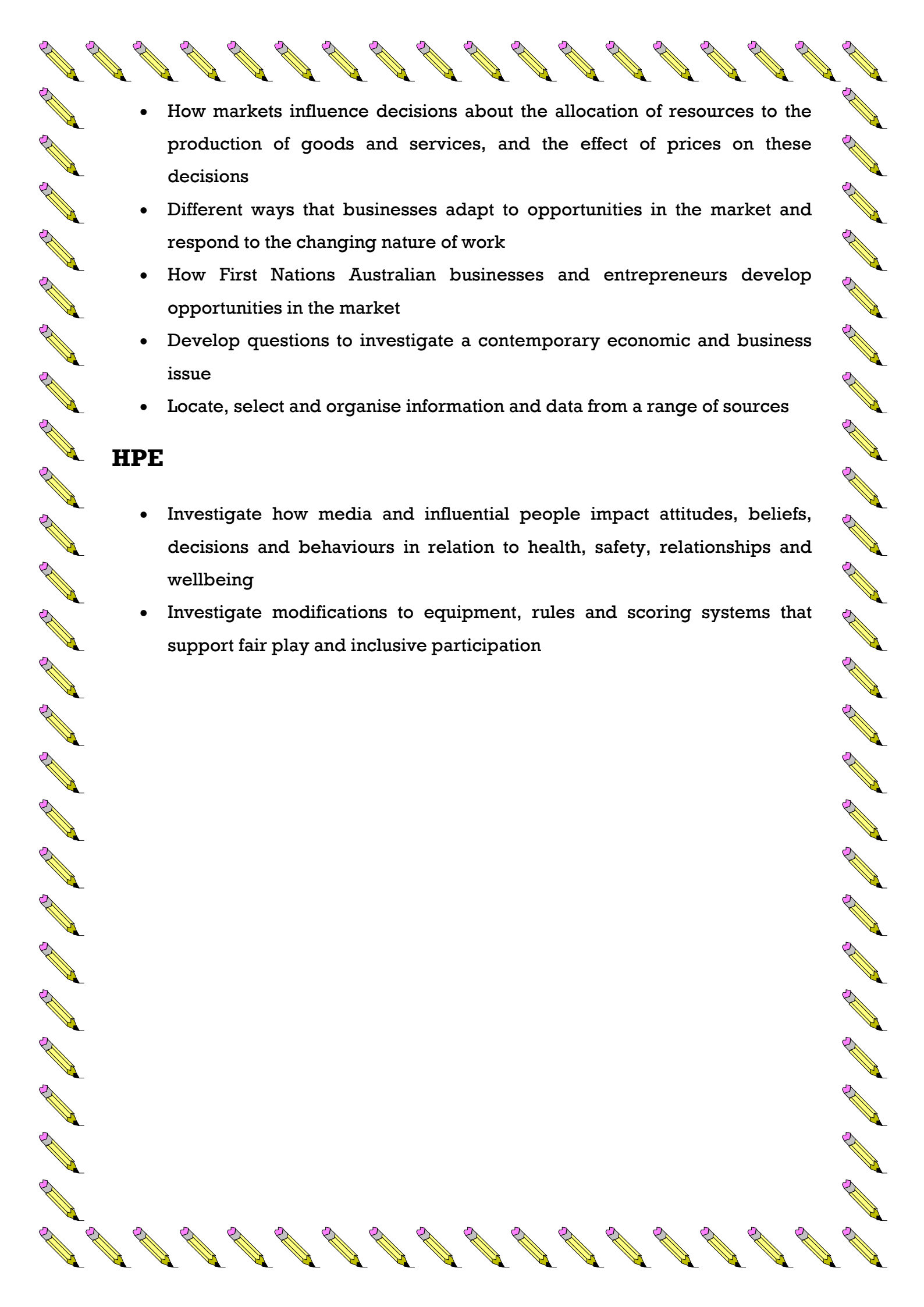
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- Compare physical and chemical changes and identify indicators of energy change in chemical reactions
 - Investigate tectonic activity including the formation of geological features at divergent, convergent and transform plate boundaries and describe the scientific evidence for the theory of plate tectonics
 - Describe the key processes of the rock cycle, including the timescales over which they occur, and examine how the properties of sedimentary, igneous and metamorphic rocks reflect their formation and influence their use
 - Explore the role of science communication in informing individual viewpoints and community policies and regulations

HASS

Geography:

- Geomorphological processes that produce different landscapes and significant landforms
- The location and distribution of Australia's distinctive landscapes and significant landforms
- The spiritual, aesthetic and cultural value of landscapes and landforms for people, including Country/Place of First Nations Australians
- The interconnections between human activity and geomorphological processes, and ways of managing distinctive landscapes
- The causes and impacts of a geomorphological hazard on people, places and environments, and the effects of responses
- Develop questions for a geographical inquiry related to a phenomenon or challenge
- Collect, organise and represent data and information from primary research methods, including fieldwork and secondary research materials, using geospatial technologies and digital tools as appropriate
- Interpret and analyse geographical data and information to identify similarities and differences, explain patterns and trends and infer relationships

Economics and Business:

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- How markets influence decisions about the allocation of resources to the production of goods and services, and the effect of prices on these decisions
 - Different ways that businesses adapt to opportunities in the market and respond to the changing nature of work
 - How First Nations Australian businesses and entrepreneurs develop opportunities in the market
 - Develop questions to investigate a contemporary economic and business issue
 - Locate, select and organise information and data from a range of sources

HPE

- Investigate how media and influential people impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing
- Investigate modifications to equipment, rules and scoring systems that support fair play and inclusive participation