



Islamic School of Canberra

Information Pack

Year 10

Term 4



Teaching Beliefs:

Year 5 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 10 Teachers

- Form Teacher – Ms Farah Gondal



Specialist Teachers:

Subject	Year Level
Arabic	Ms Rabab Soueidan
Islamic Studies	Br Adam
Quran	Ms Nawal El Geck
English	Ms Sujatha Singh
HaSS	Mr Muhammad Khan
Mathematics	Ms Tahseen Banu
Science	Br Duncan Roseby
HPE	Mr Andrew Cairns
ICT	Ms Tahseen Banu
Arts	Ms Zakia Aziz

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) - Long Sleeved Shirt (Winter) 	<ul style="list-style-type: none"> - Tunic (Dress) (Years K to 4) - Long Sleeved Blouse and Ankle length skirt (Years 5 – 9)

- 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

- 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

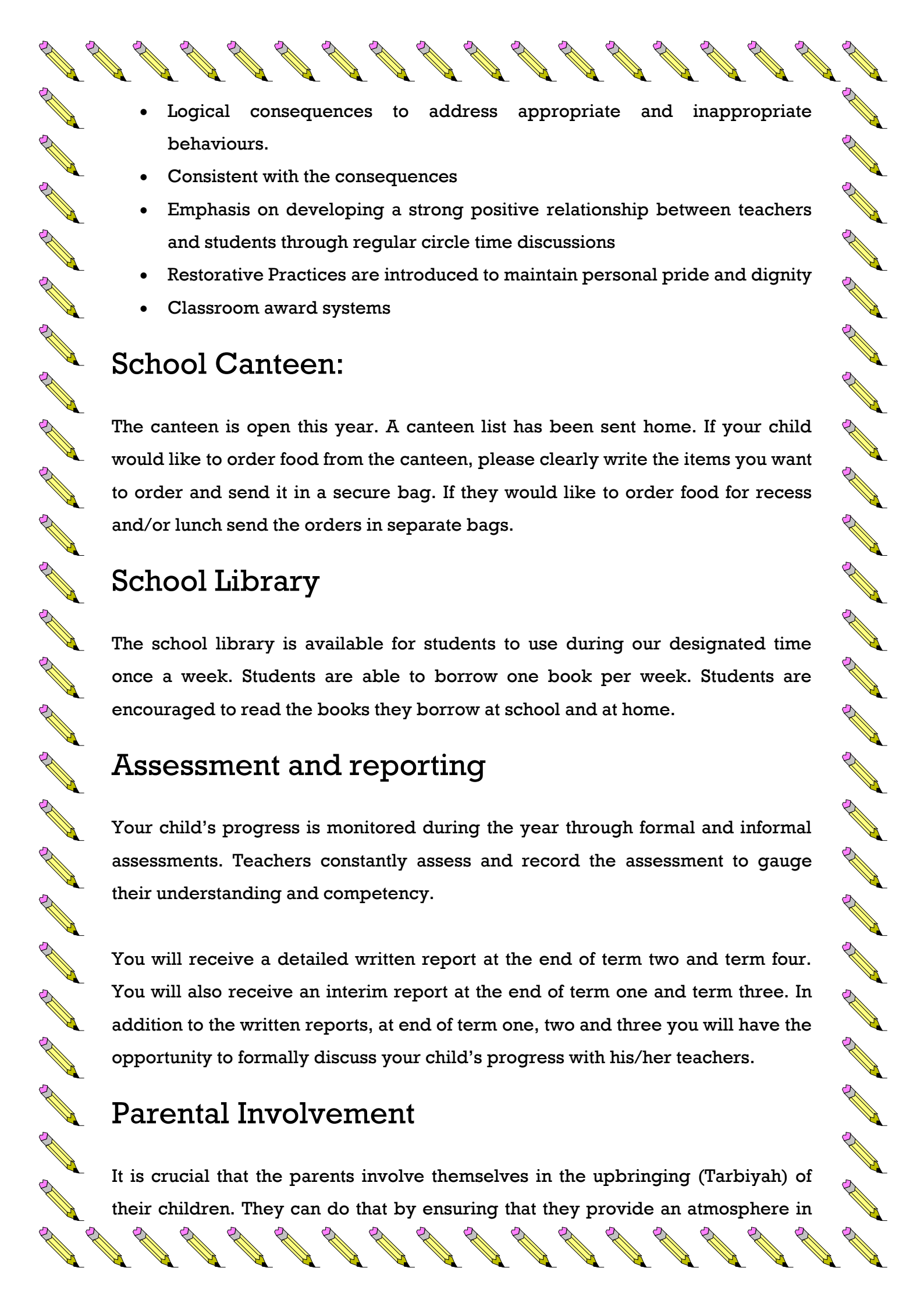
School Procedures:

- 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 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

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- 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.

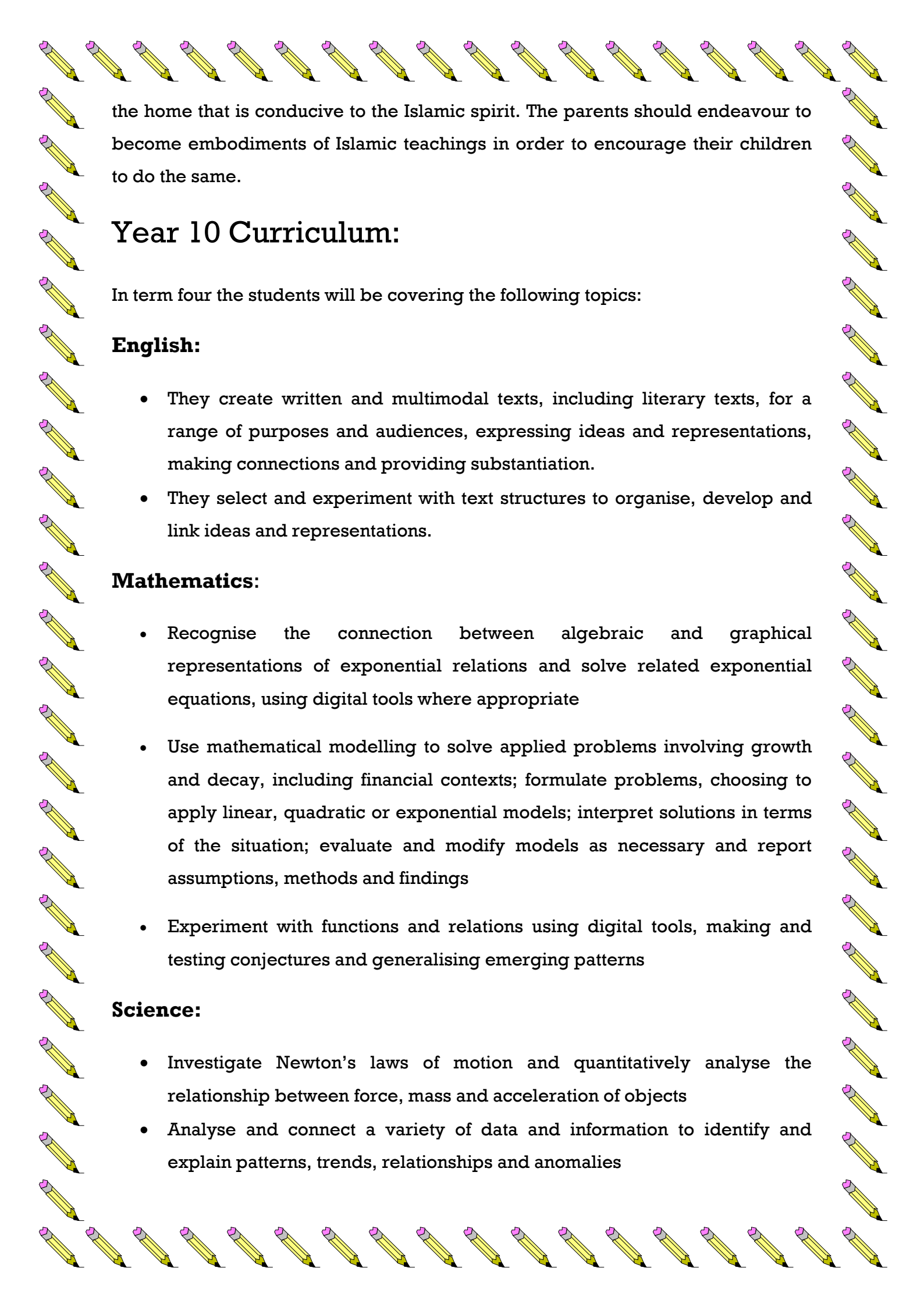
Assessment and reporting

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 10 Curriculum:

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

English:

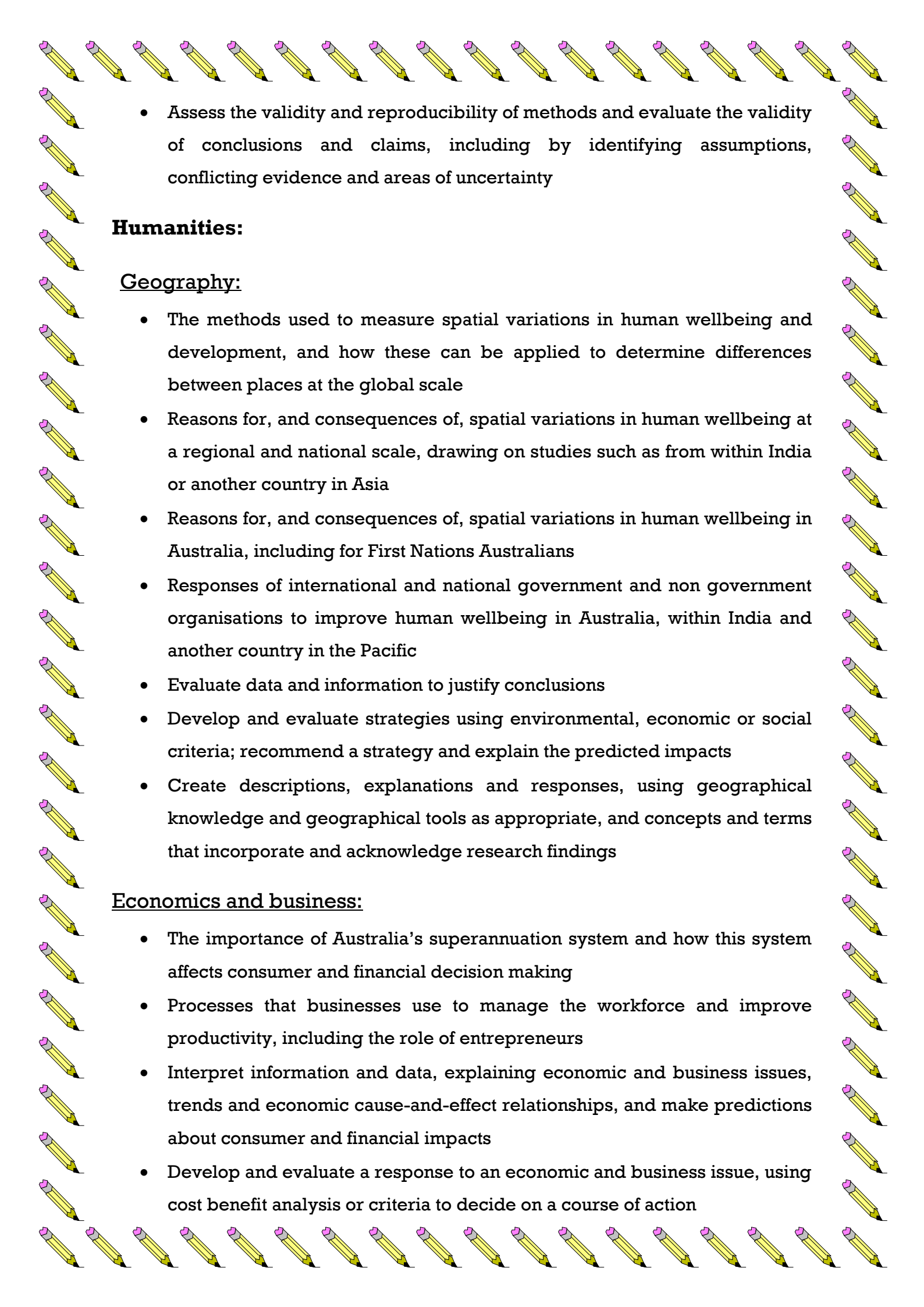
- They create written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing ideas and representations, making connections and providing substantiation.
- They select and experiment with text structures to organise, develop and link ideas and representations.

Mathematics:

- Recognise the connection between algebraic and graphical representations of exponential relations and solve related exponential equations, using digital tools where appropriate
- Use mathematical modelling to solve applied problems involving growth and decay, including financial contexts; formulate problems, choosing to apply linear, quadratic or exponential models; interpret solutions in terms of the situation; evaluate and modify models as necessary and report assumptions, methods and findings
- Experiment with functions and relations using digital tools, making and testing conjectures and generalising emerging patterns

Science:

- Investigate Newton's laws of motion and quantitatively analyse the relationship between force, mass and acceleration of objects
- Analyse and connect a variety of data and information to identify and explain patterns, trends, relationships and anomalies

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- Assess the validity and reproducibility of methods and evaluate the validity of conclusions and claims, including by identifying assumptions, conflicting evidence and areas of uncertainty

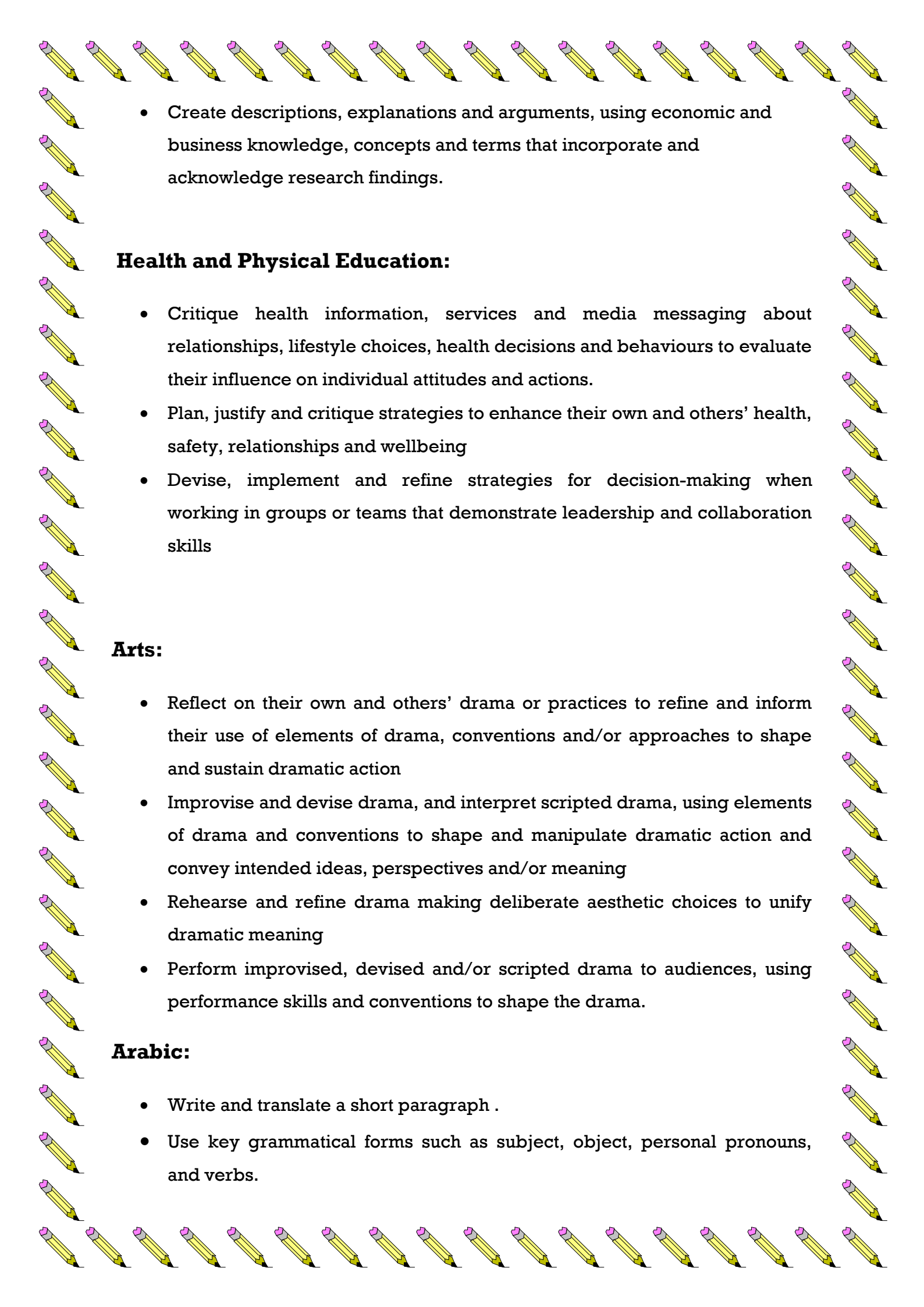
Humanities:

Geography:

- The methods used to measure spatial variations in human wellbeing and development, and how these can be applied to determine differences between places at the global scale
- Reasons for, and consequences of, spatial variations in human wellbeing at a regional and national scale, drawing on studies such as from within India or another country in Asia
- Reasons for, and consequences of, spatial variations in human wellbeing in Australia, including for First Nations Australians
- Responses of international and national government and non government organisations to improve human wellbeing in Australia, within India and another country in the Pacific
- Evaluate data and information to justify conclusions
- Develop and evaluate strategies using environmental, economic or social criteria; recommend a strategy and explain the predicted impacts
- Create descriptions, explanations and responses, using geographical knowledge and geographical tools as appropriate, and concepts and terms that incorporate and acknowledge research findings

Economics and business:

- The importance of Australia's superannuation system and how this system affects consumer and financial decision making
- Processes that businesses use to manage the workforce and improve productivity, including the role of entrepreneurs
- Interpret information and data, explaining economic and business issues, trends and economic cause-and-effect relationships, and make predictions about consumer and financial impacts
- Develop and evaluate a response to an economic and business issue, using cost benefit analysis or criteria to decide on a course of action

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- Create descriptions, explanations and arguments, using economic and business knowledge, concepts and terms that incorporate and acknowledge research findings.

Health and Physical Education:

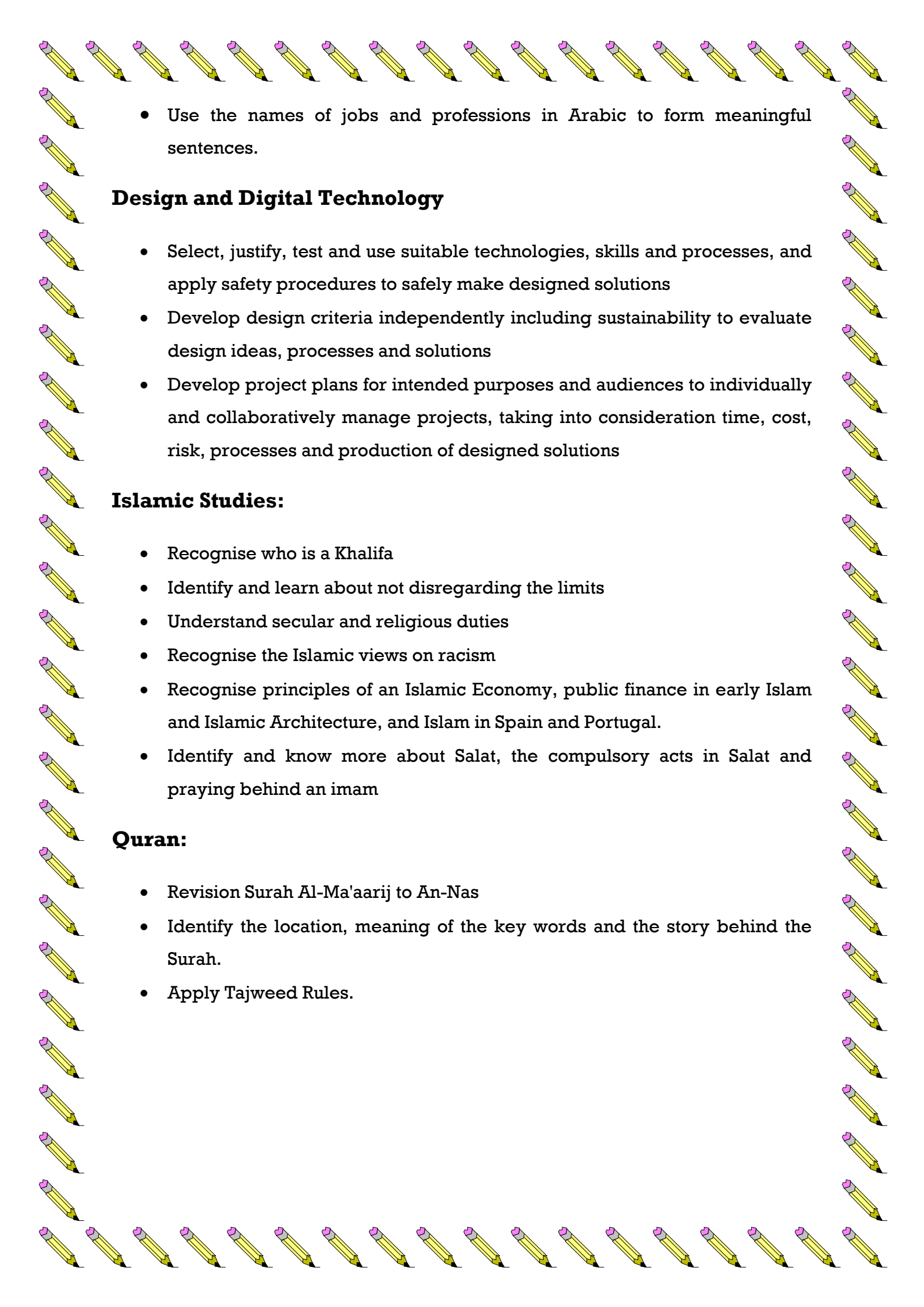
- Critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on individual attitudes and actions.
- Plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing
- Devise, implement and refine strategies for decision-making when working in groups or teams that demonstrate leadership and collaboration skills

Arts:

- Reflect on their own and others' drama or practices to refine and inform their use of elements of drama, conventions and/or approaches to shape and sustain dramatic action
- Improvise and devise drama, and interpret scripted drama, using elements of drama and conventions to shape and manipulate dramatic action and convey intended ideas, perspectives and/or meaning
- Rehearse and refine drama making deliberate aesthetic choices to unify dramatic meaning
- Perform improvised, devised and/or scripted drama to audiences, using performance skills and conventions to shape the drama.

Arabic:

- Write and translate a short paragraph .
- Use key grammatical forms such as subject, object, personal pronouns, and verbs.

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- Use the names of jobs and professions in Arabic to form meaningful sentences.

Design and Digital Technology

- Select, justify, test and use suitable technologies, skills and processes, and apply safety procedures to safely make designed solutions
- Develop design criteria independently including sustainability to evaluate design ideas, processes and solutions
- Develop project plans for intended purposes and audiences to individually and collaboratively manage projects, taking into consideration time, cost, risk, processes and production of designed solutions

Islamic Studies:

- Recognise who is a Khalifa
- Identify and learn about not disregarding the limits
- Understand secular and religious duties
- Recognise the Islamic views on racism
- Recognise principles of an Islamic Economy, public finance in early Islam and Islamic Architecture, and Islam in Spain and Portugal.
- Identify and know more about Salat, the compulsory acts in Salat and praying behind an imam

Quran:

- Revision Surah Al-Ma'aarij to An-Nas
- Identify the location, meaning of the key words and the story behind the Surah.
- Apply Tajweed Rules.