



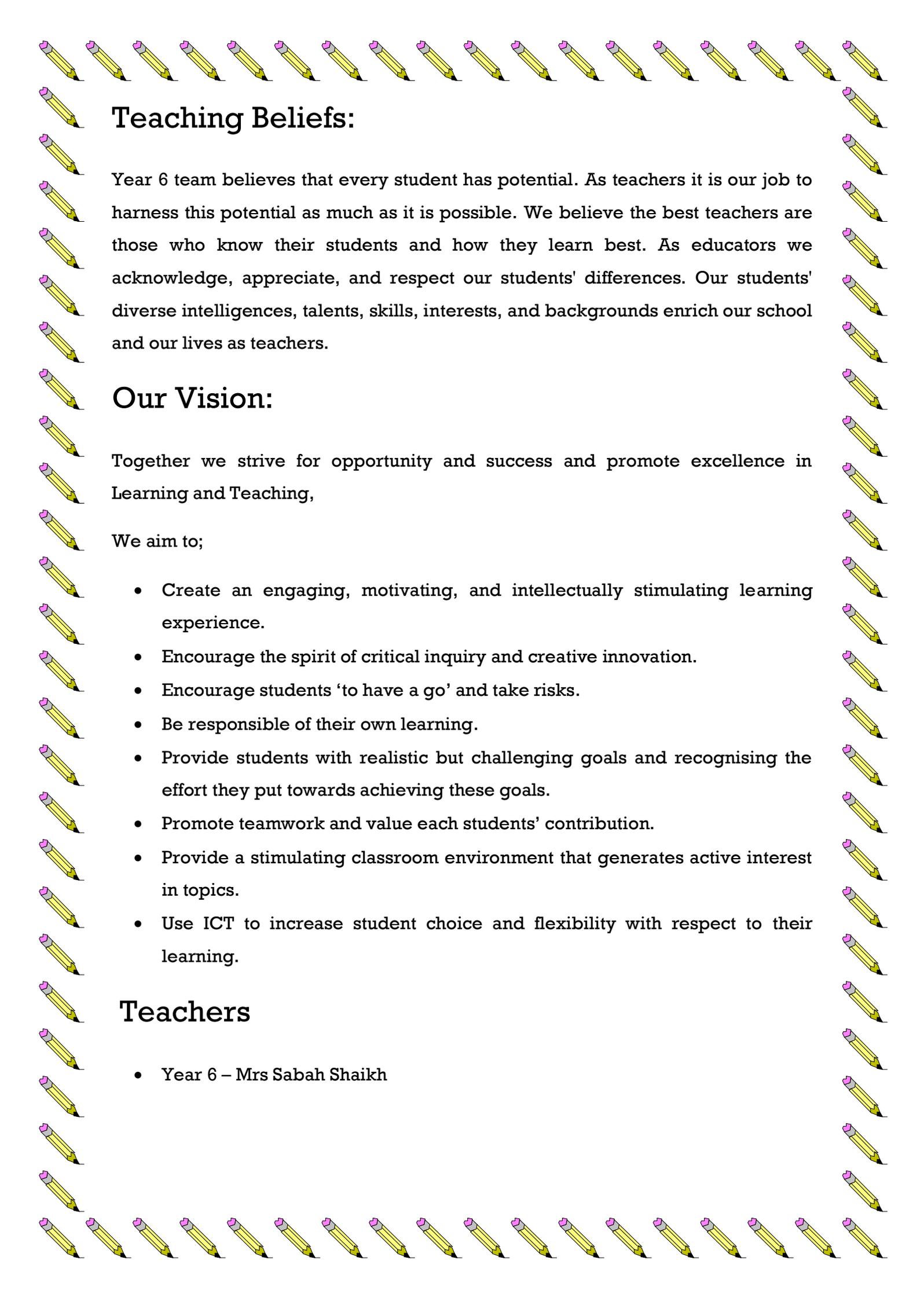
# **Islamic School of Canberra**

## **Information Pack**

### **Year 6**

**Term 3**

**2020**



## Teaching Beliefs:

Year 6 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:

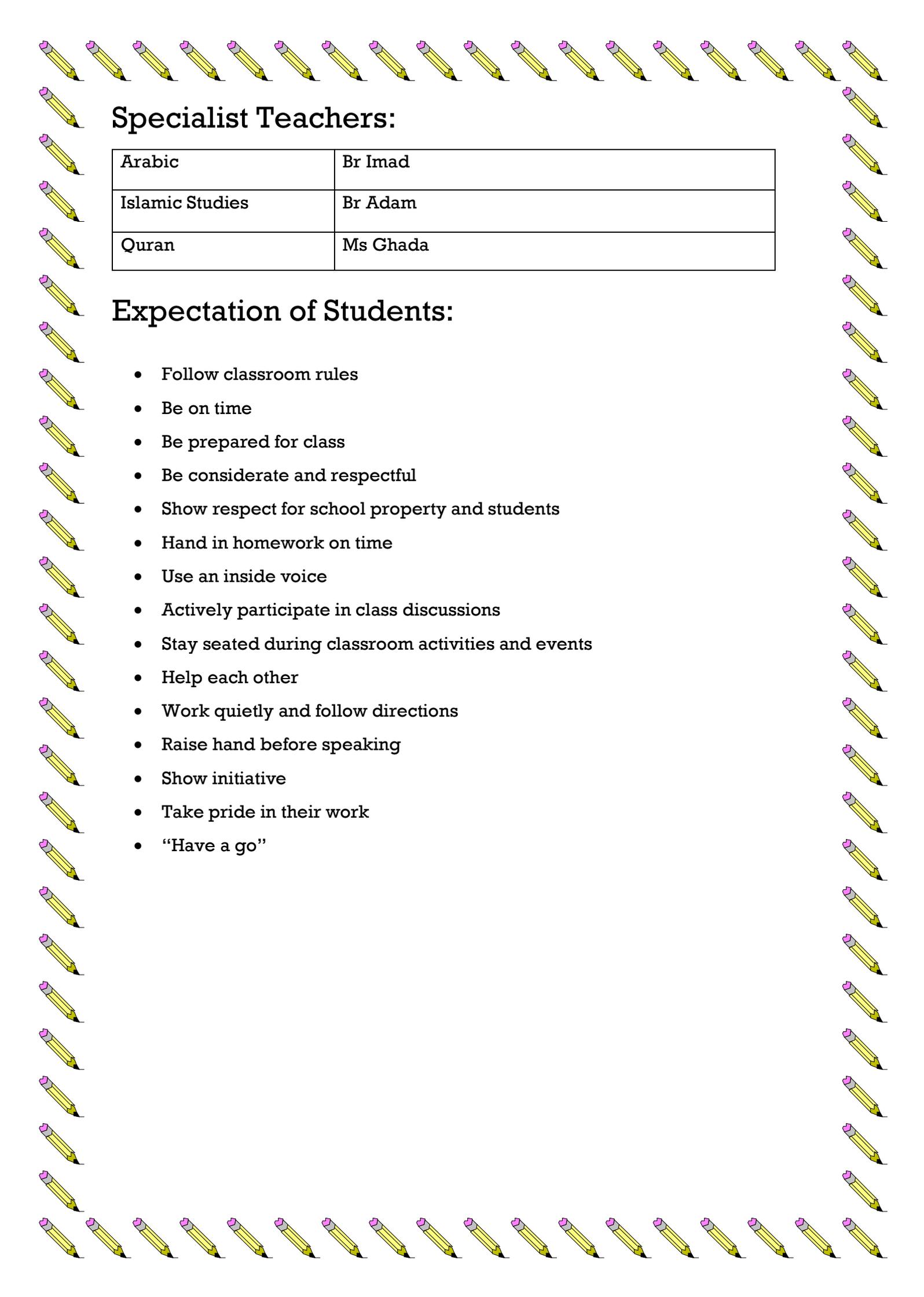
Together we strive for opportunity and success and promote excellence in Learning and Teaching,

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 teamwork 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.

## Teachers

- Year 6 – Mrs Sabah Shaikh

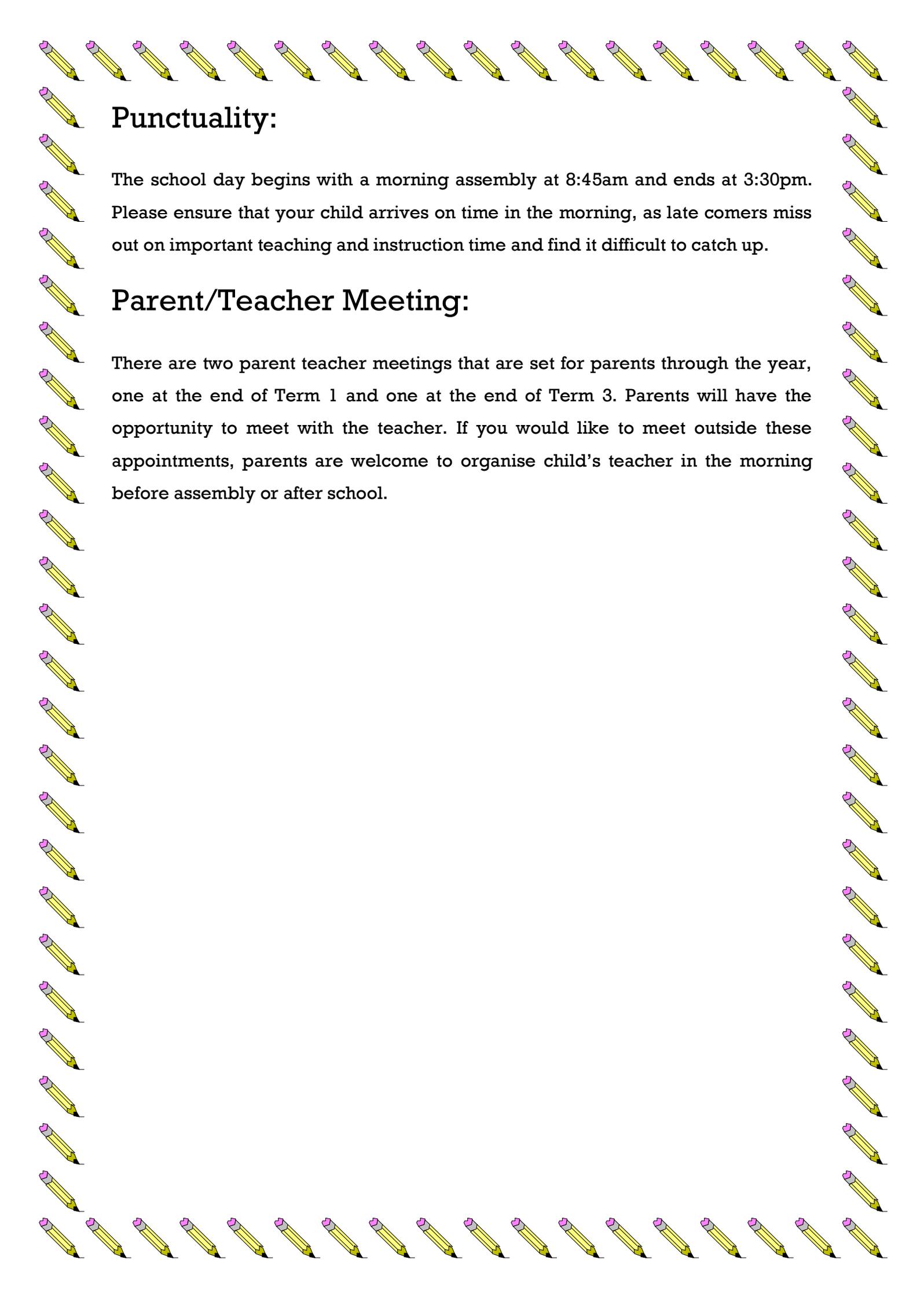


## Specialist Teachers:

Arabic	Br Imad
Islamic Studies	Br Adam
Quran	Ms Ghada

## 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”

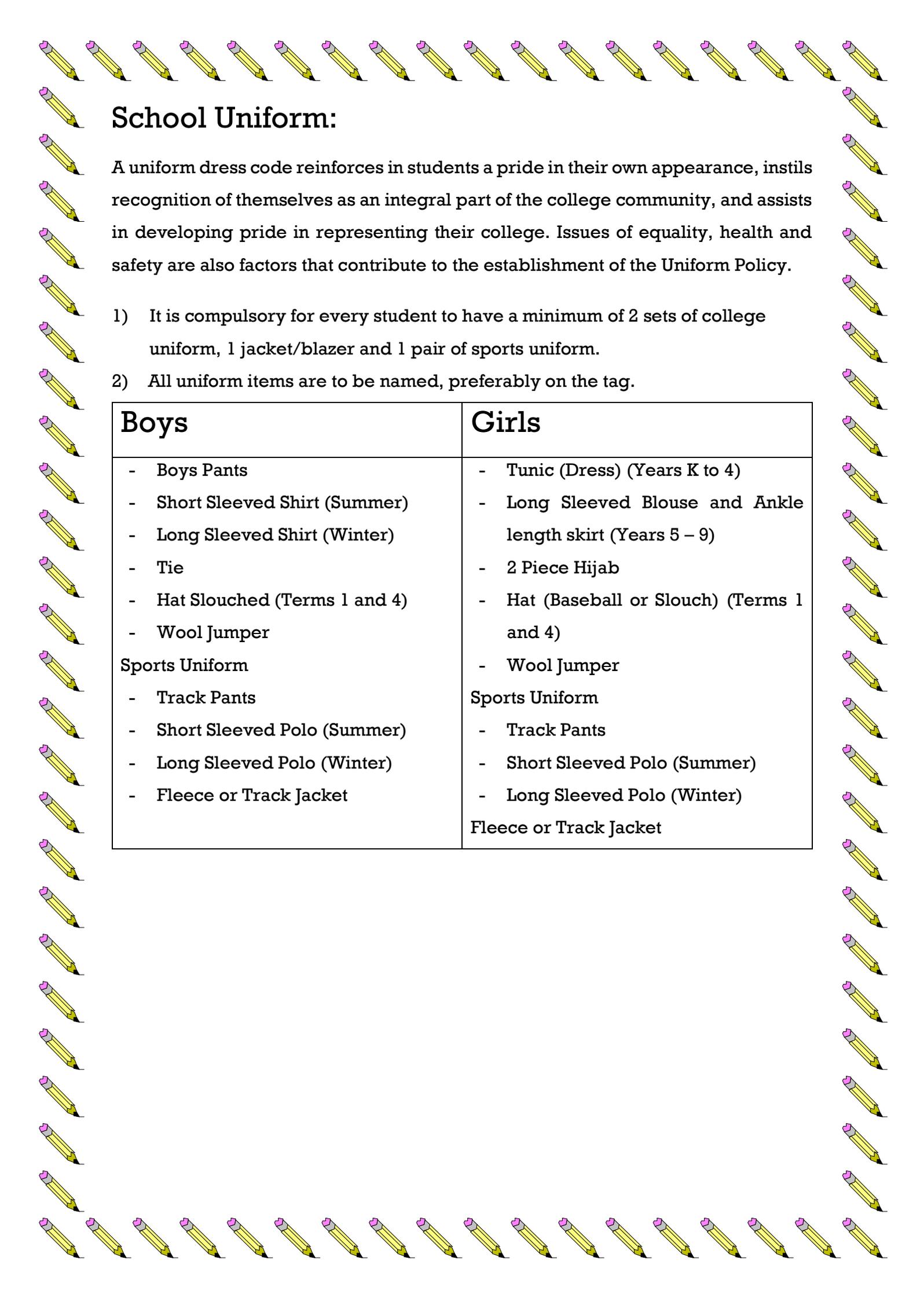


## Punctuality:

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.

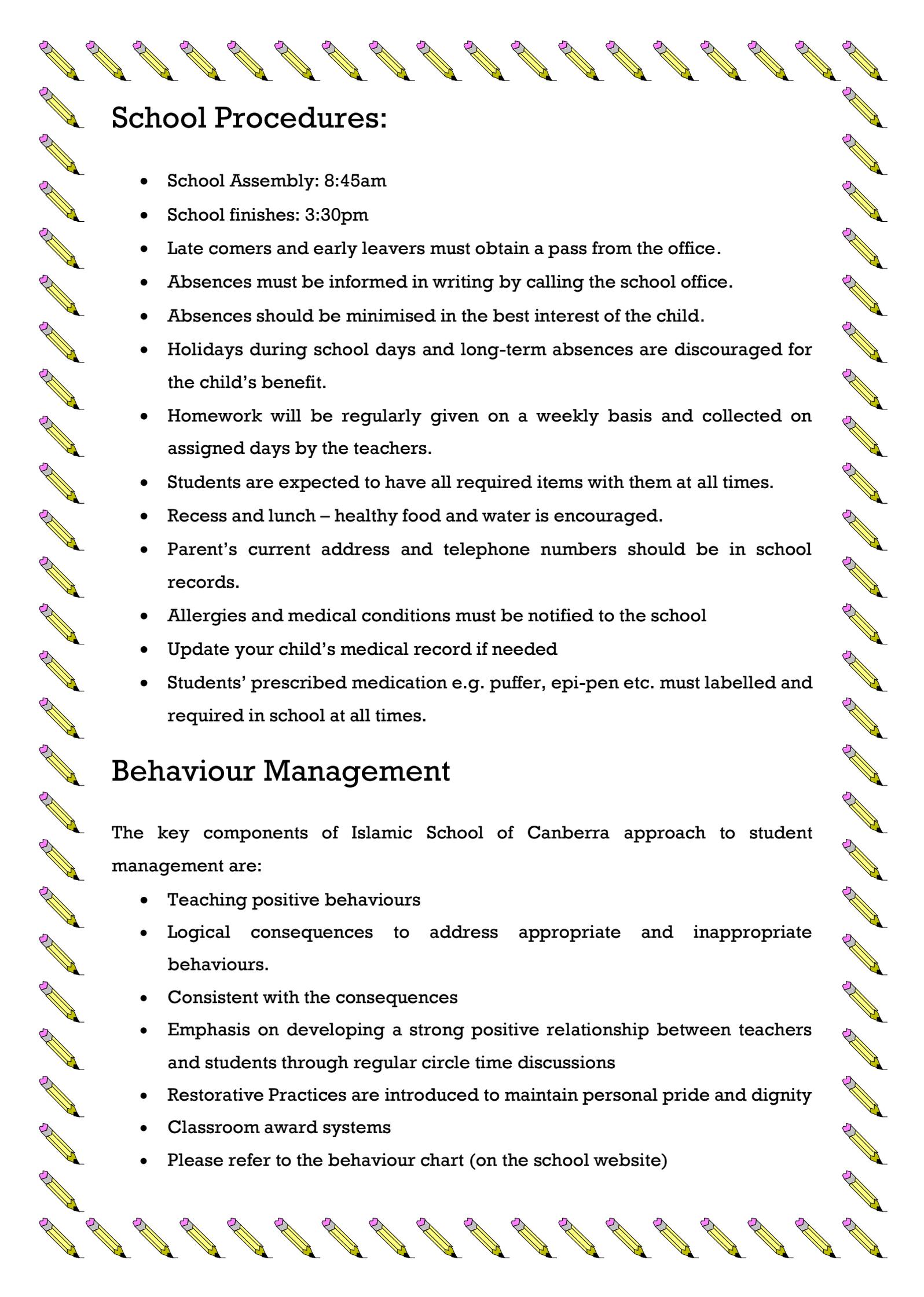


## School Uniform:

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>
<p><b>Sports Uniform</b></p> <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>	<p><b>Sports Uniform</b></p> <ul style="list-style-type: none"><li>- Track Pants</li><li>- Short Sleeved Polo (Summer)</li><li>- Long Sleeved Polo (Winter)</li></ul> <p>Fleece or Track Jacket</p>



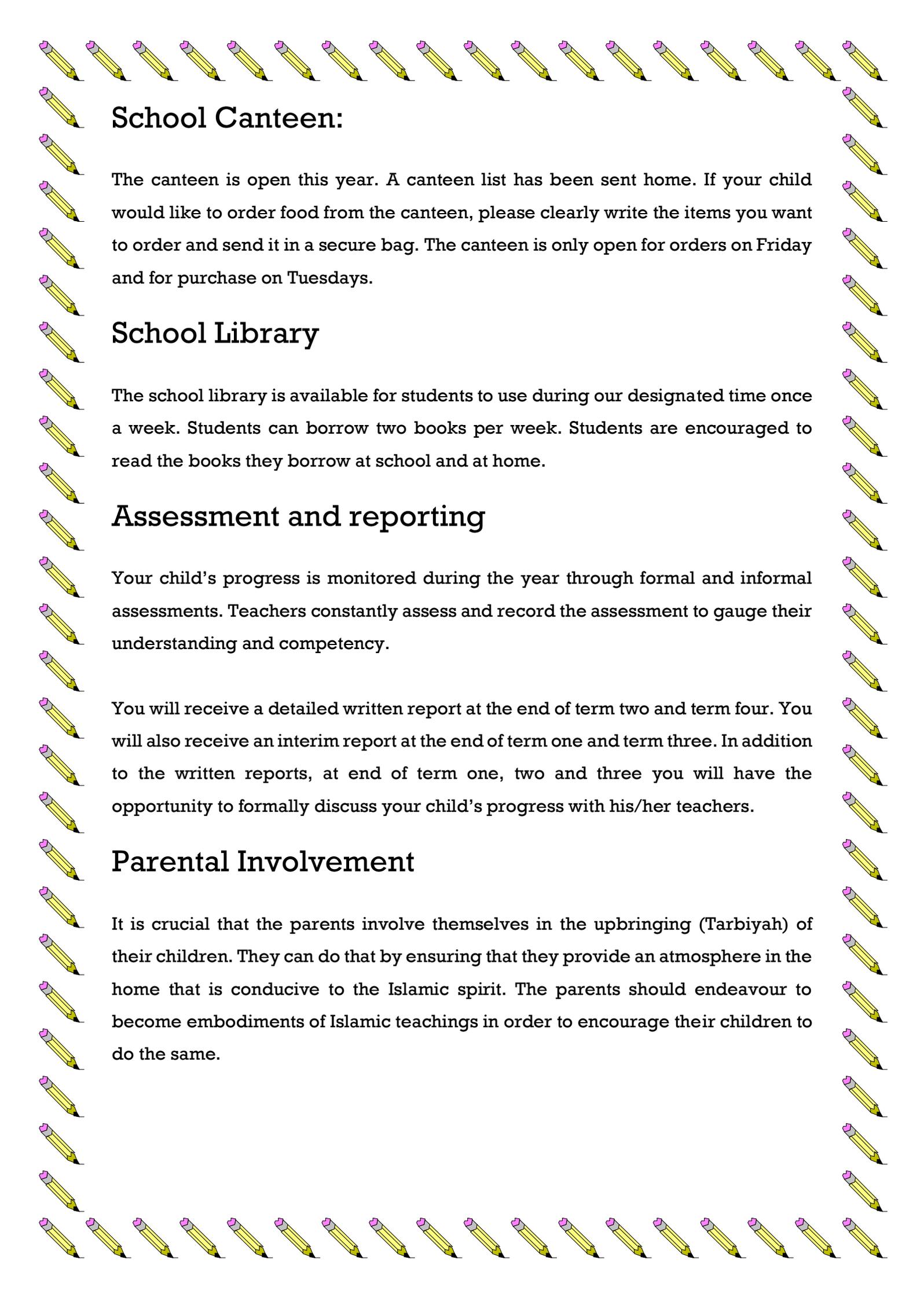
## School Procedures:

- 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
- Please refer to the behaviour chart (on the school website)



## 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. The canteen is only open for orders on Friday and for purchase on Tuesdays.

## School Library

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

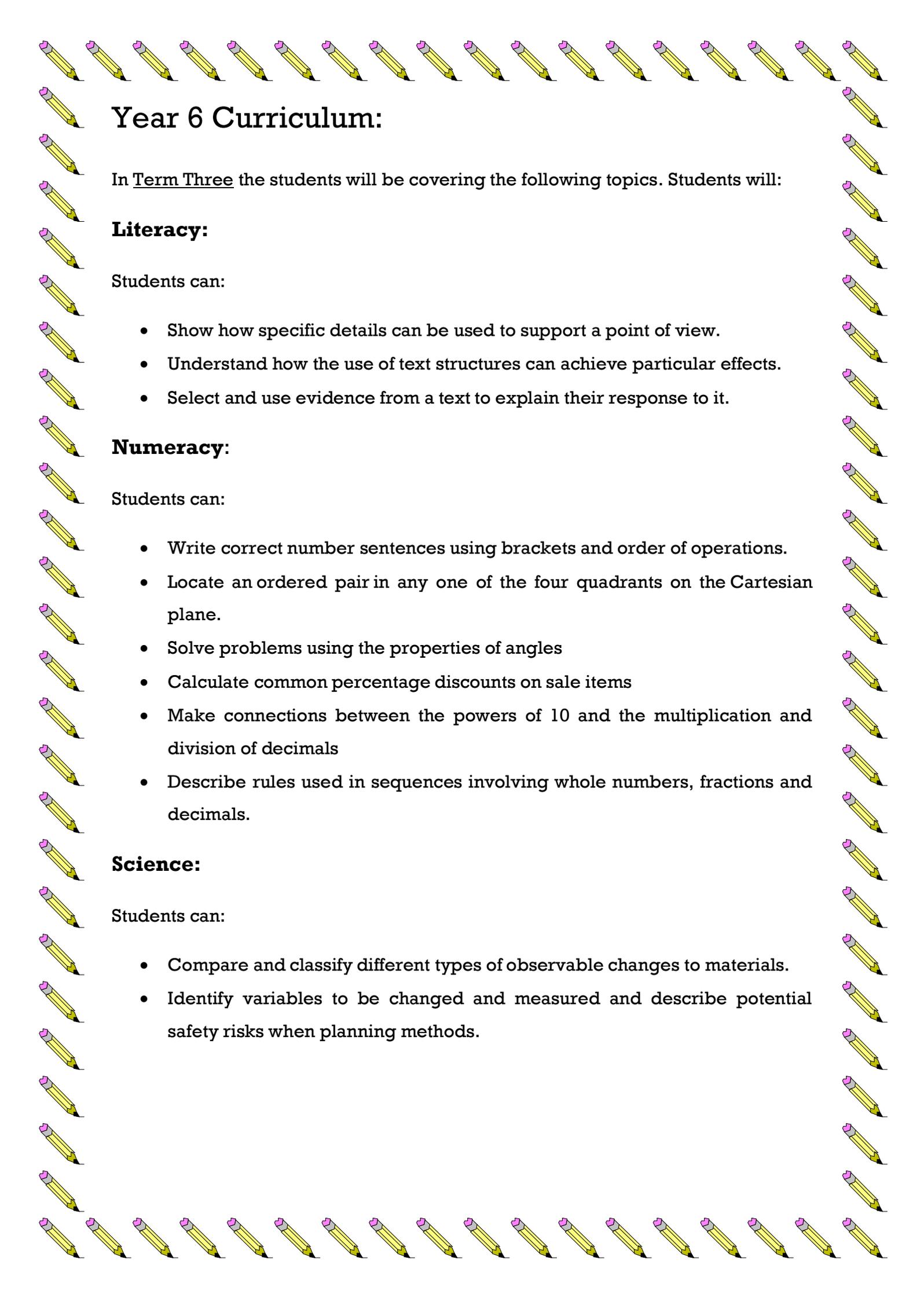
## Assessment and reporting

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 6 Curriculum:

In Term Three the students will be covering the following topics. Students will:

## **Literacy:**

Students can:

- Show how specific details can be used to support a point of view.
- Understand how the use of text structures can achieve particular effects.
- Select and use evidence from a text to explain their response to it.

## **Numeracy:**

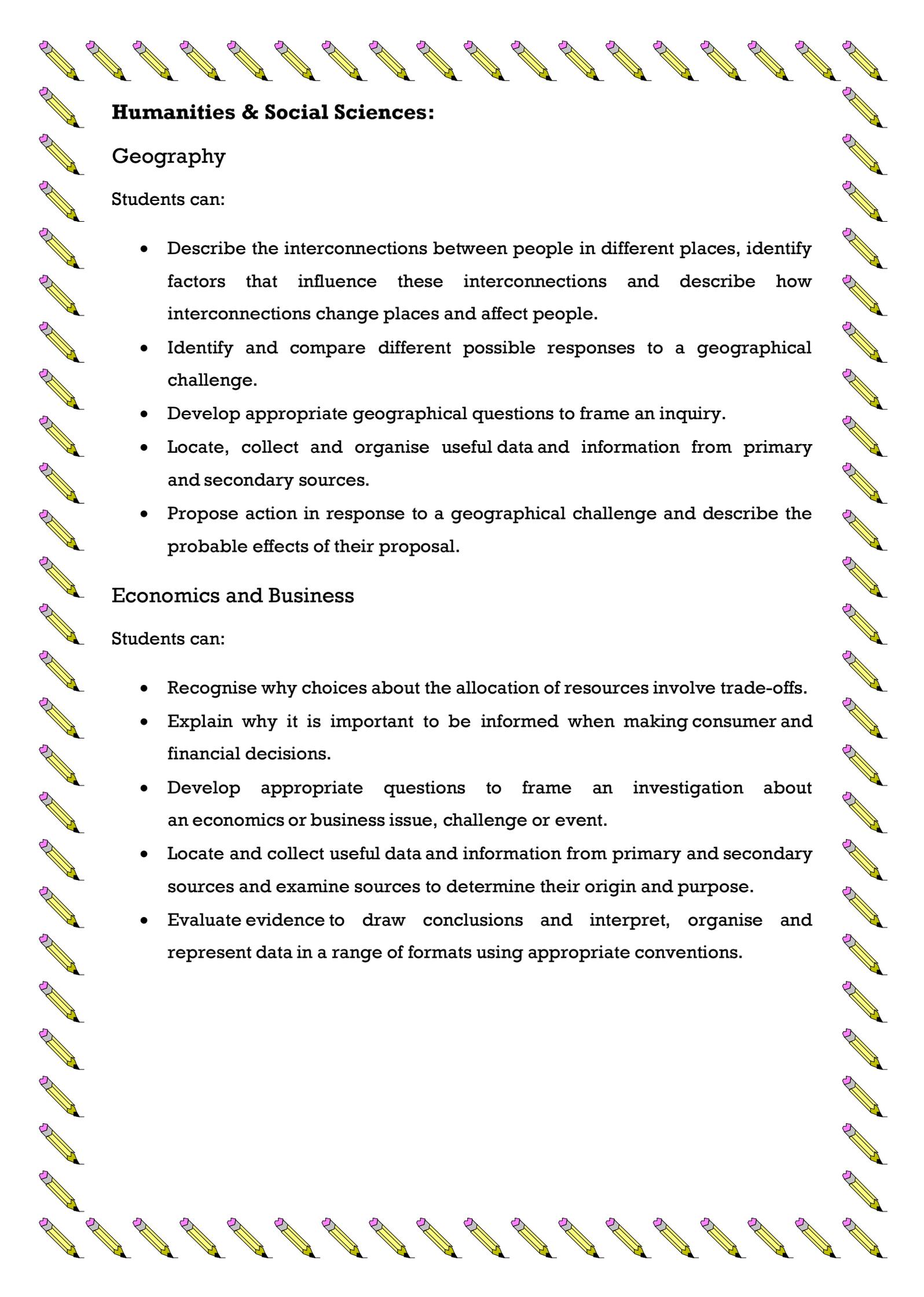
Students can:

- Write correct number sentences using brackets and order of operations.
- Locate an ordered pair in any one of the four quadrants on the Cartesian plane.
- Solve problems using the properties of angles
- Calculate common percentage discounts on sale items
- Make connections between the powers of 10 and the multiplication and division of decimals
- Describe rules used in sequences involving whole numbers, fractions and decimals.

## **Science:**

Students can:

- Compare and classify different types of observable changes to materials.
- Identify variables to be changed and measured and describe potential safety risks when planning methods.



## Humanities & Social Sciences:

### Geography

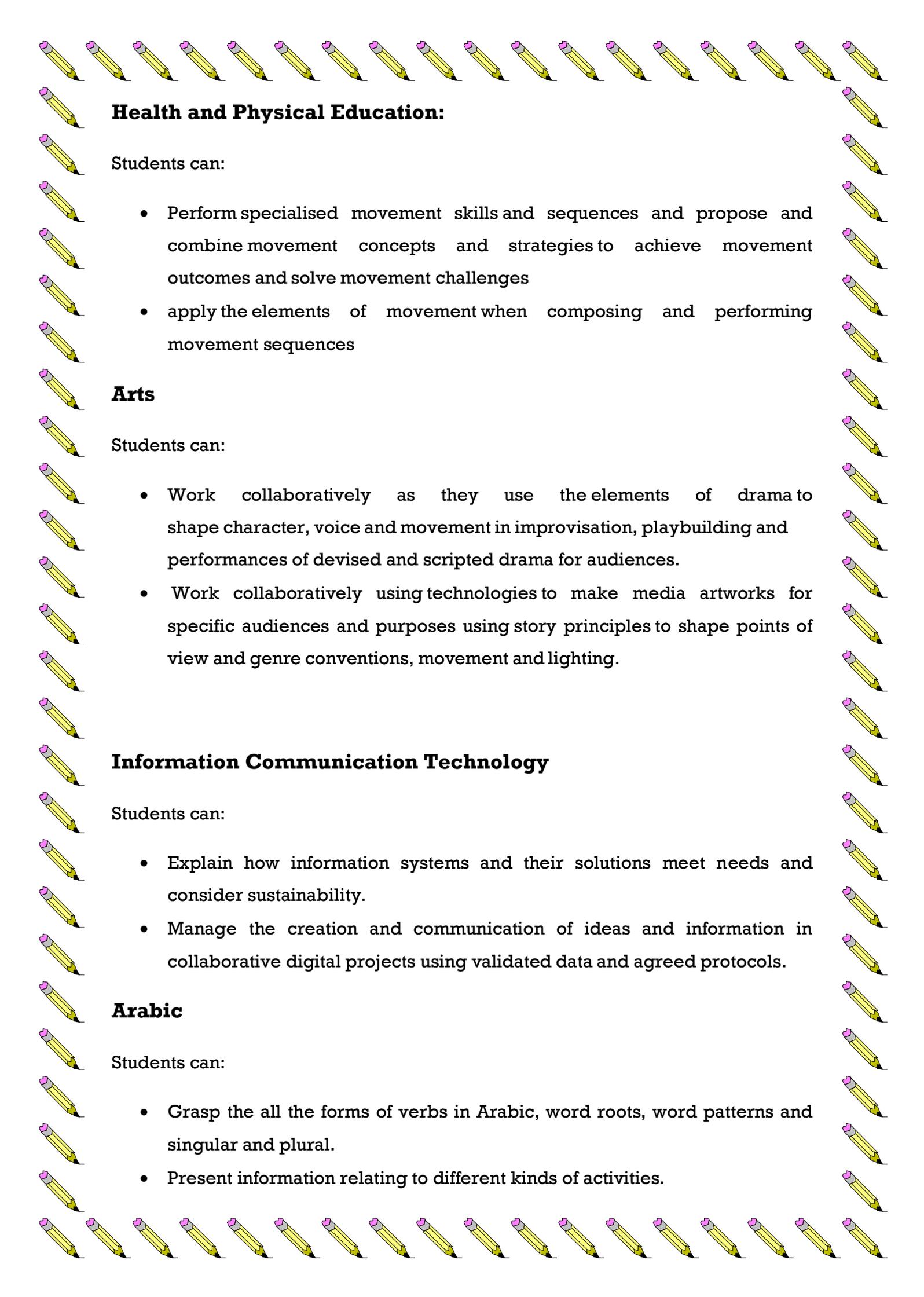
Students can:

- Describe the interconnections between people in different places, identify factors that influence these interconnections and describe how interconnections change places and affect people.
- Identify and compare different possible responses to a geographical challenge.
- Develop appropriate geographical questions to frame an inquiry.
- Locate, collect and organise useful data and information from primary and secondary sources.
- Propose action in response to a geographical challenge and describe the probable effects of their proposal.

### Economics and Business

Students can:

- Recognise why choices about the allocation of resources involve trade-offs.
- Explain why it is important to be informed when making consumer and financial decisions.
- Develop appropriate questions to frame an investigation about an economics or business issue, challenge or event.
- Locate and collect useful data and information from primary and secondary sources and examine sources to determine their origin and purpose.
- Evaluate evidence to draw conclusions and interpret, organise and represent data in a range of formats using appropriate conventions.



## **Health and Physical Education:**

Students can:

- Perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges
- apply the elements of movement when composing and performing movement sequences

## **Arts**

Students can:

- Work collaboratively as they use the elements of drama to shape character, voice and movement in improvisation, playbuilding and performances of devised and scripted drama for audiences.
- Work collaboratively using technologies to make media artworks for specific audiences and purposes using story principles to shape points of view and genre conventions, movement and lighting.

## **Information Communication Technology**

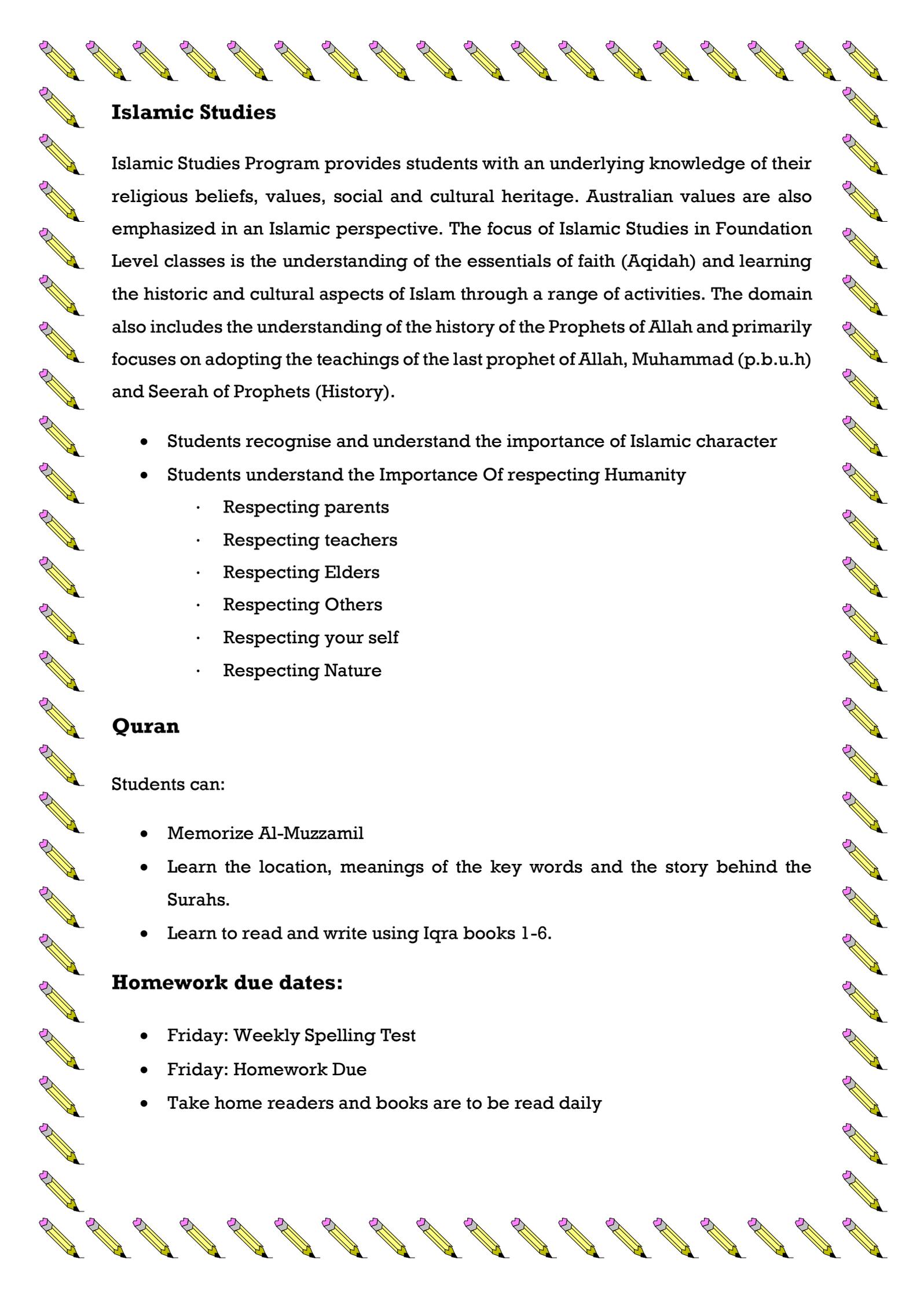
Students can:

- Explain how information systems and their solutions meet needs and consider sustainability.
- Manage the creation and communication of ideas and information in collaborative digital projects using validated data and agreed protocols.

## **Arabic**

Students can:

- Grasp the all the forms of verbs in Arabic, word roots, word patterns and singular and plural.
- Present information relating to different kinds of activities.



## Islamic Studies

Islamic Studies Program provides students with an underlying knowledge of their religious beliefs, values, social and cultural heritage. Australian values are also emphasized in an Islamic perspective. The focus of Islamic Studies in Foundation Level classes is the understanding of the essentials of faith (Aqidah) and learning the historic and cultural aspects of Islam through a range of activities. The domain also includes the understanding of the history of the Prophets of Allah and primarily focuses on adopting the teachings of the last prophet of Allah, Muhammad (p.b.u.h) and Seerah of Prophets (History).

- Students recognise and understand the importance of Islamic character
- Students understand the Importance Of respecting Humanity
  - Respecting parents
  - Respecting teachers
  - Respecting Elders
  - Respecting Others
  - Respecting your self
  - Respecting Nature

## Quran

Students can:

- Memorize Al-Muzzamil
- Learn the location, meanings of the key words and the story behind the Surahs.
- Learn to read and write using Iqra books 1-6.

## Homework due dates:

- Friday: Weekly Spelling Test
- Friday: Homework Due
- Take home readers and books are to be read daily