



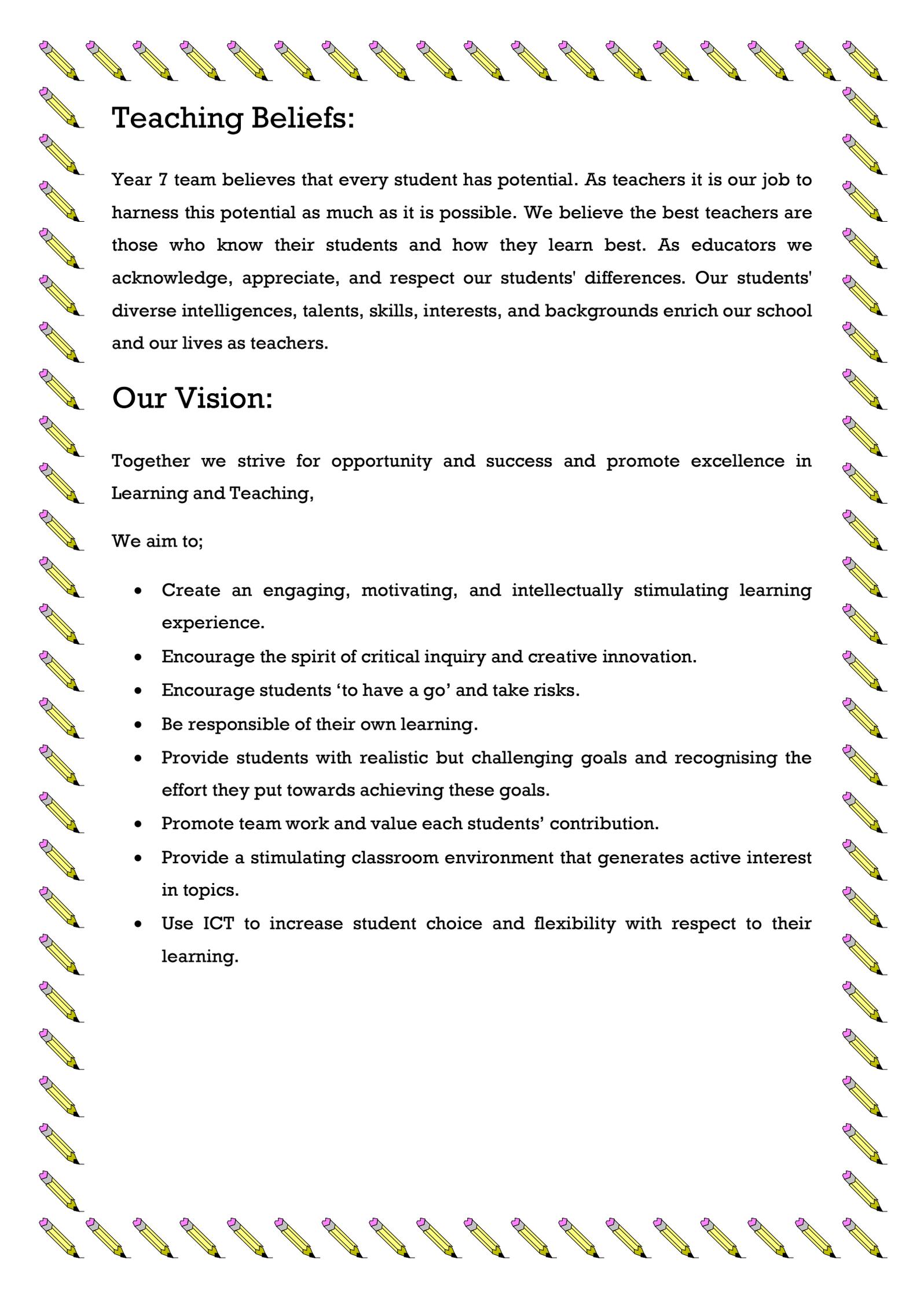
Islamic School of Canberra

Information Pack

Year 7

Term 3

2020



Teaching Beliefs:

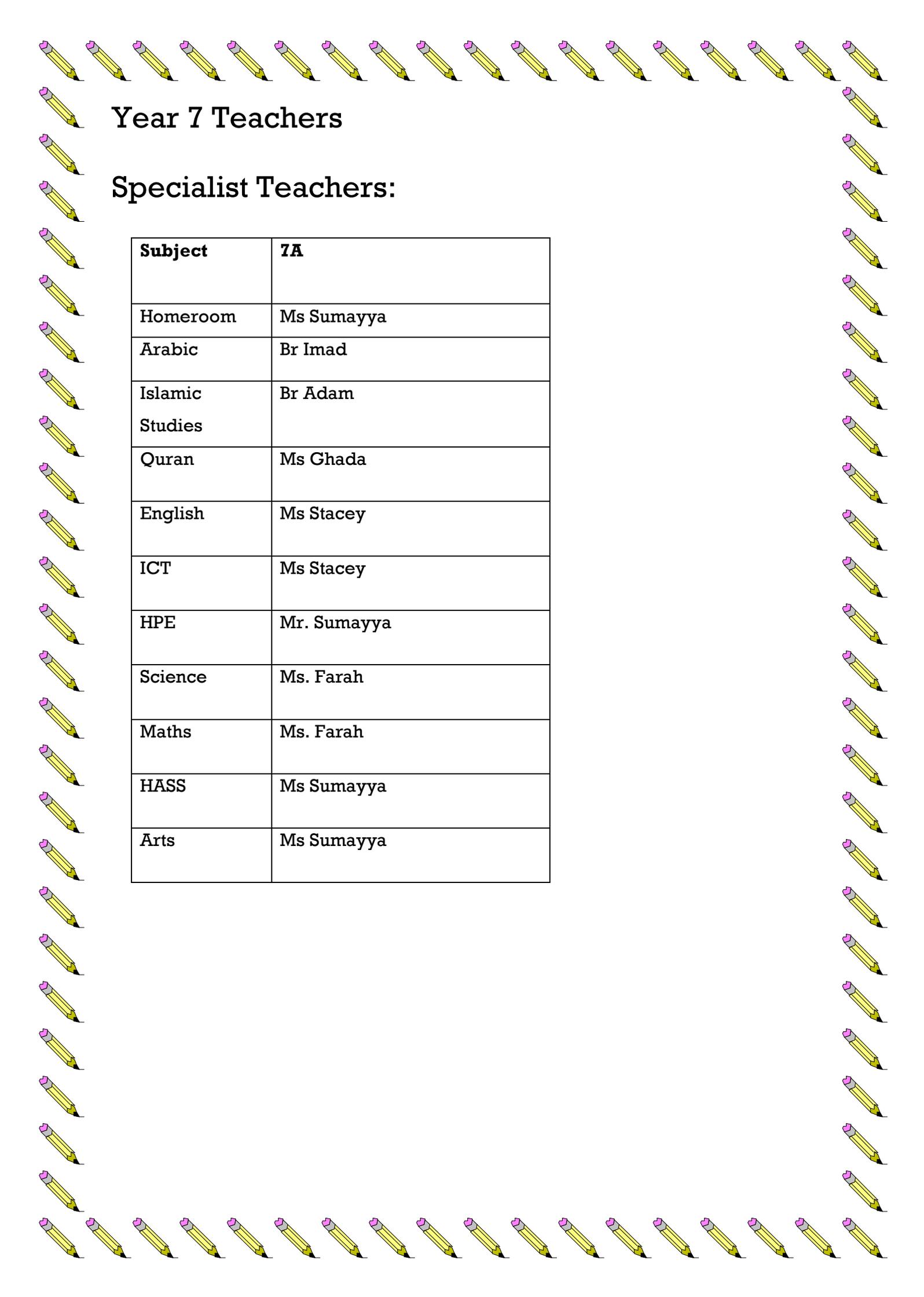
Year 7 team believes that every student has potential. As teachers it is our job to harness this potential as much as it is possible. We believe the best teachers are those who know their students and how they learn best. As educators we acknowledge, appreciate, and respect our students' differences. 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;

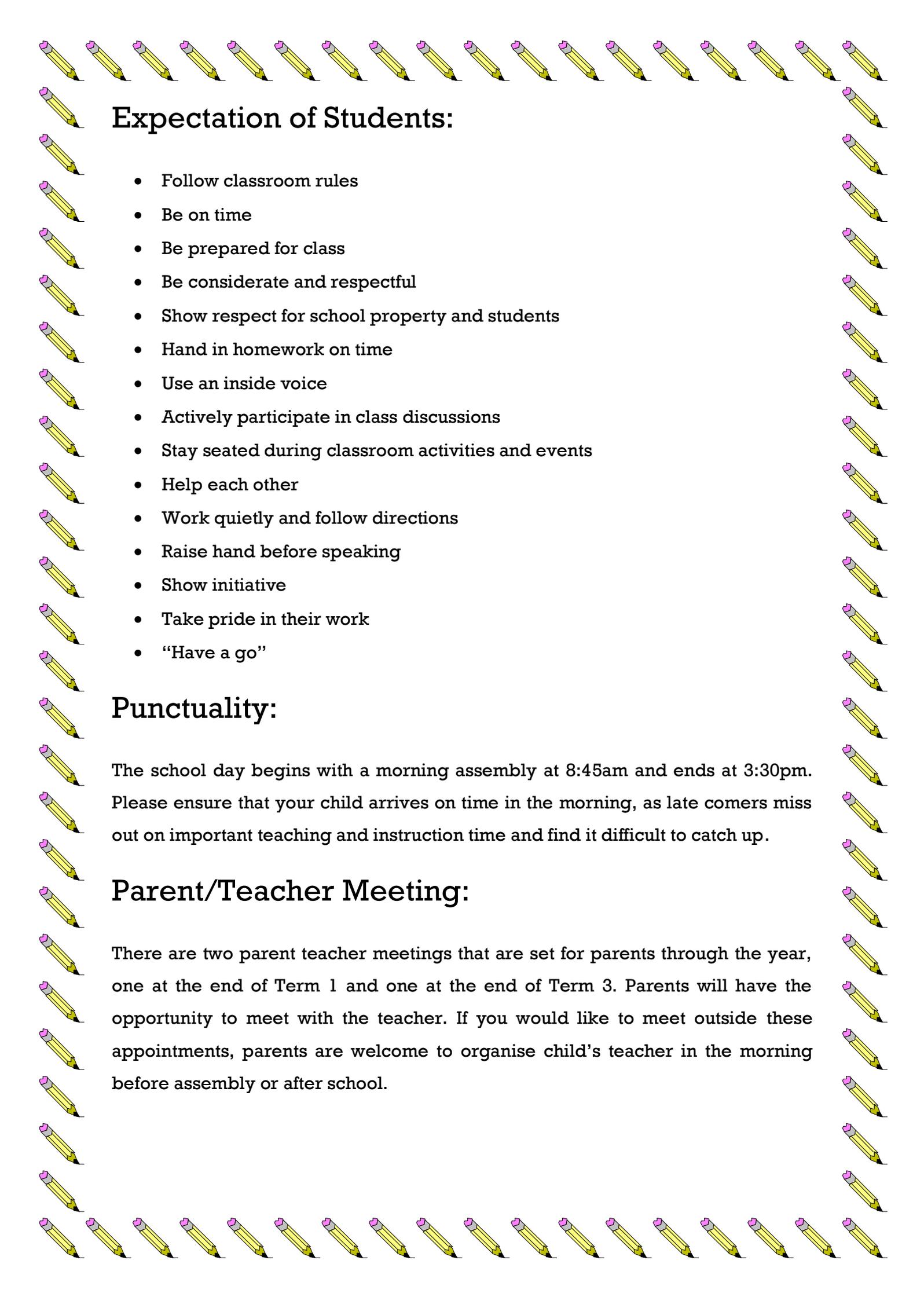
- Create an engaging, motivating, and intellectually stimulating learning experience.
- Encourage the spirit of critical inquiry and creative innovation.
- Encourage students 'to have a go' and take risks.
- Be responsible of their own learning.
- Provide students with realistic but challenging goals 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

Specialist Teachers:

Subject	7A
Homeroom	Ms Sumayya
Arabic	Br Imad
Islamic Studies	Br Adam
Quran	Ms Ghada
English	Ms Stacey
ICT	Ms Stacey
HPE	Mr. Sumayya
Science	Ms. Farah
Maths	Ms. Farah
HASS	Ms Sumayya
Arts	Ms Sumayya



Expectation of Students:

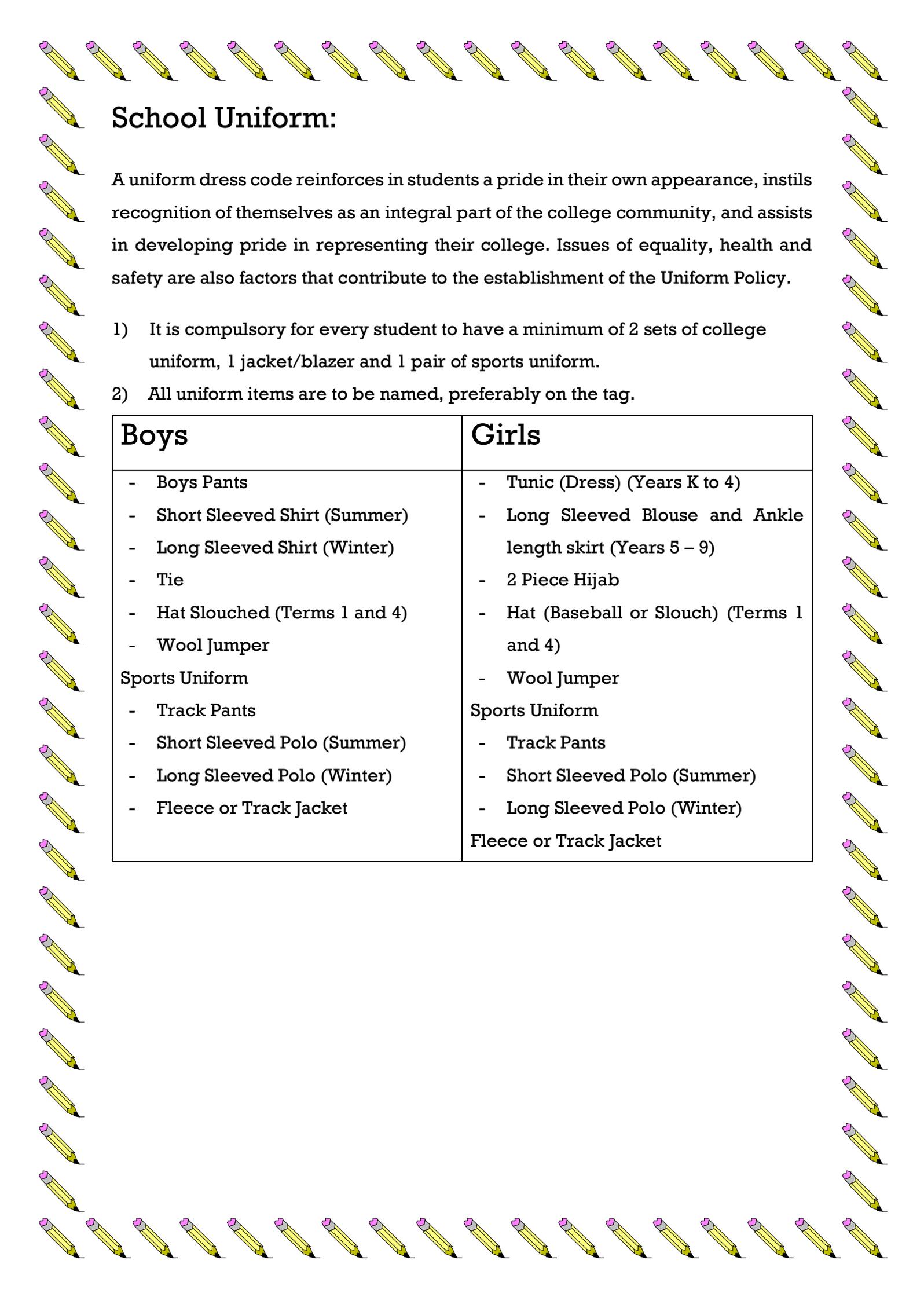
- Follow classroom rules
- Be on time
- Be prepared for class
- Be considerate and respectful
- Show respect for school property and students
- Hand in homework on time
- Use an inside voice
- Actively participate in class discussions
- Stay seated during classroom activities and events
- Help each other
- 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.

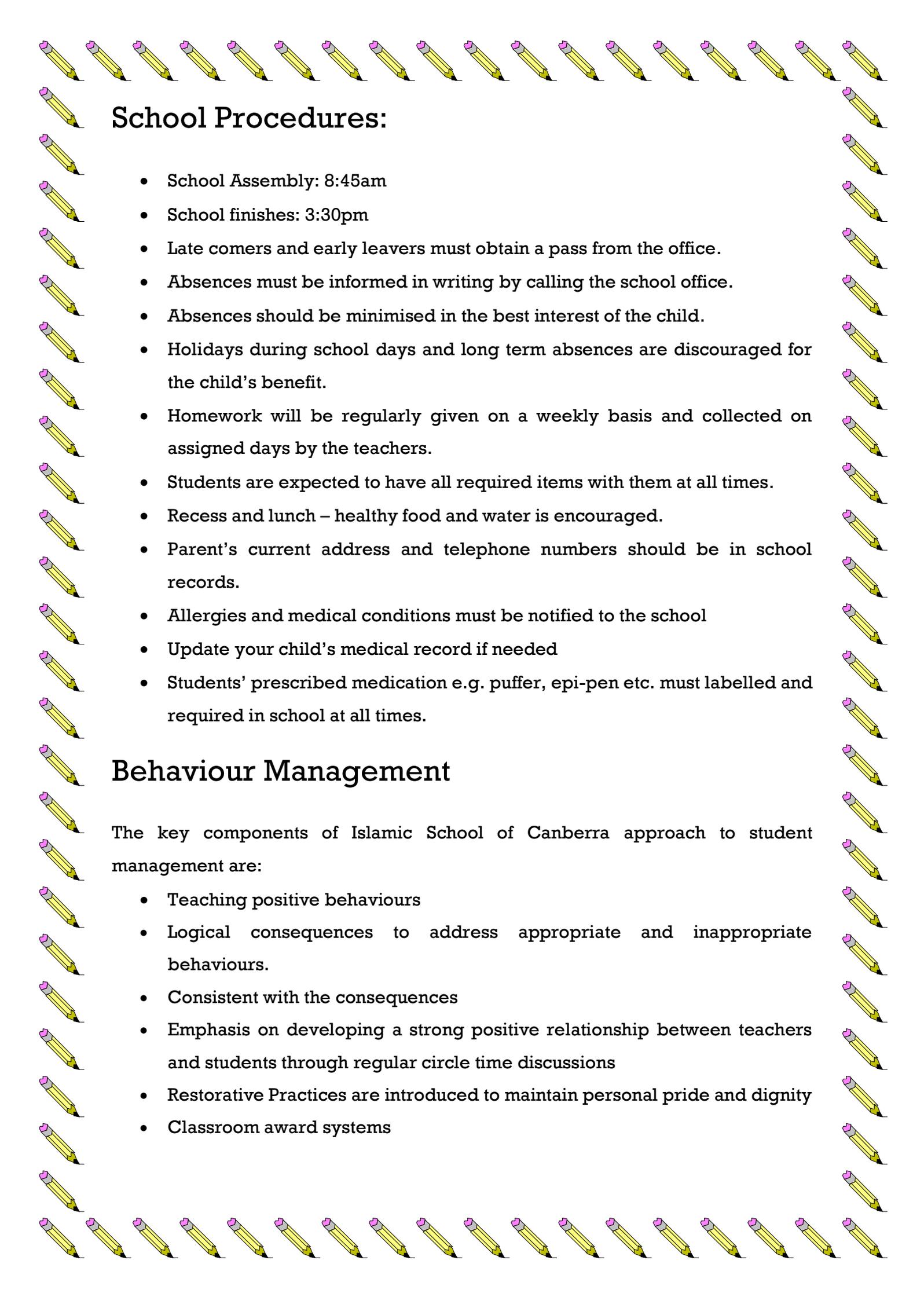


School Uniform:

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)- Tie- Hat Slouched (Terms 1 and 4)- Wool Jumper	<ul style="list-style-type: none">- Tunic (Dress) (Years K to 4)- Long Sleeved Blouse and Ankle length skirt (Years 5 – 9)- 2 Piece Hijab- Hat (Baseball or Slouch) (Terms 1 and 4)- Wool Jumper
<p>Sports Uniform</p> <ul style="list-style-type: none">- Track Pants- Short Sleeved Polo (Summer)- Long Sleeved Polo (Winter)- Fleece or Track Jacket	<p>Sports Uniform</p> <ul style="list-style-type: none">- Track Pants- Short Sleeved Polo (Summer)- Long Sleeved Polo (Winter) <p>Fleece or Track Jacket</p>



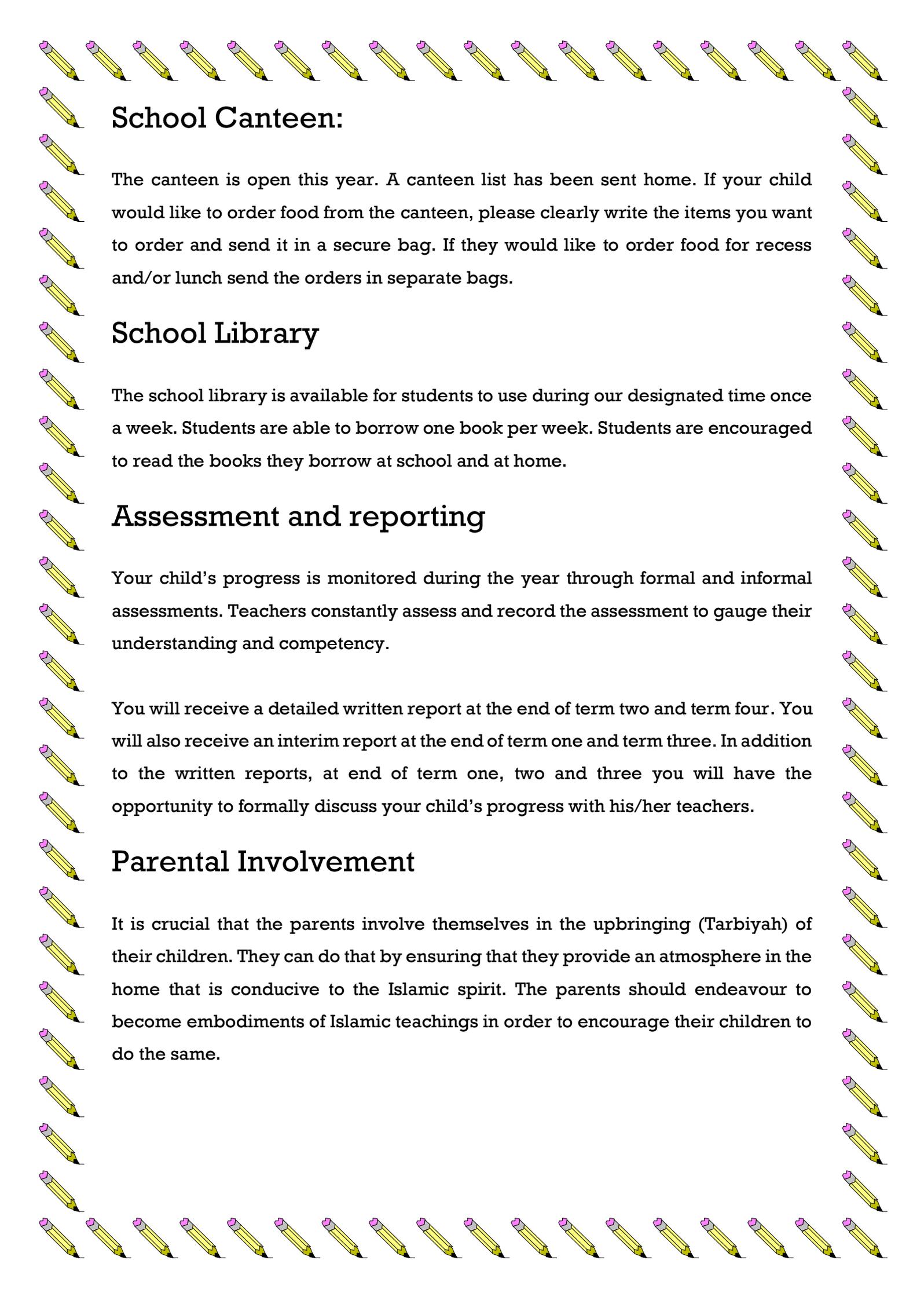
School Procedures:

- 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



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.

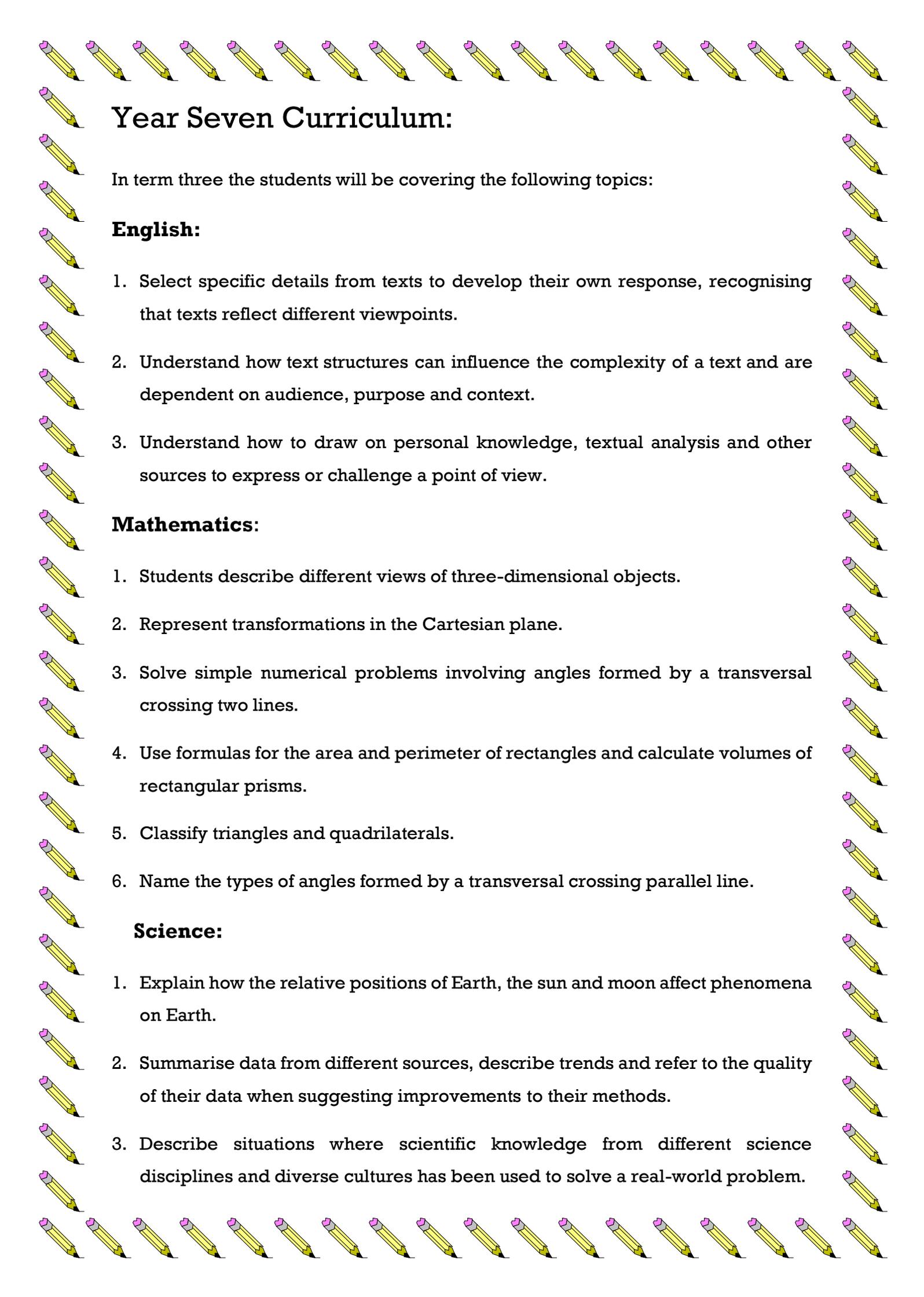
Assessment and reporting

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 three the students will be covering the following topics:

English:

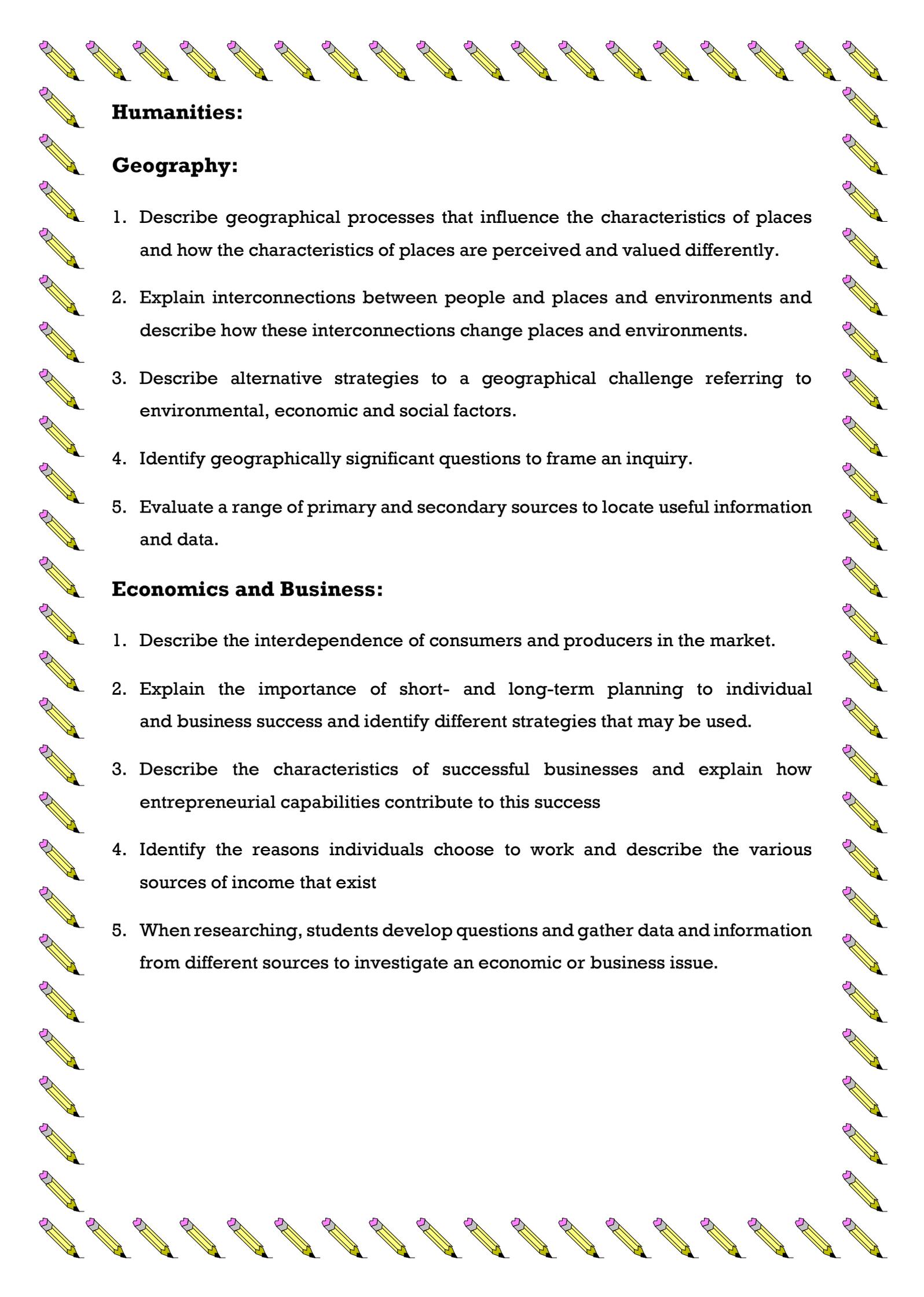
1. Select specific details from texts to develop their own response, recognising that texts reflect different viewpoints.
2. Understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context.
3. Understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view.

Mathematics:

1. Students describe different views of three-dimensional objects.
2. Represent transformations in the Cartesian plane.
3. Solve simple numerical problems involving angles formed by a transversal crossing two lines.
4. Use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms.
5. Classify triangles and quadrilaterals.
6. Name the types of angles formed by a transversal crossing parallel line.

Science:

1. Explain how the relative positions of Earth, the sun and moon affect phenomena on Earth.
2. Summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods.
3. Describe situations where scientific knowledge from different science disciplines and diverse cultures has been used to solve a real-world problem.



Humanities:

Geography:

1. Describe geographical processes that influence the characteristics of places and how the characteristics of places are perceived and valued differently.
2. Explain interconnections between people and places and environments and describe how these interconnections change places and environments.
3. Describe alternative strategies to a geographical challenge referring to environmental, economic and social factors.
4. Identify geographically significant questions to frame an inquiry.
5. Evaluate a range of primary and secondary sources to locate useful information and data.

Economics and Business:

1. Describe the interdependence of consumers and producers in the market.
2. Explain the importance of short- and long-term planning to individual and business success and identify different strategies that may be used.
3. Describe the characteristics of successful businesses and explain how entrepreneurial capabilities contribute to this success
4. Identify the reasons individuals choose to work and describe the various sources of income that exist
5. When researching, students develop questions and gather data and information from different sources to investigate an economic or business issue.



Health and Physical Education:

1. Examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.
2. Apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity.

Arts:

Drama

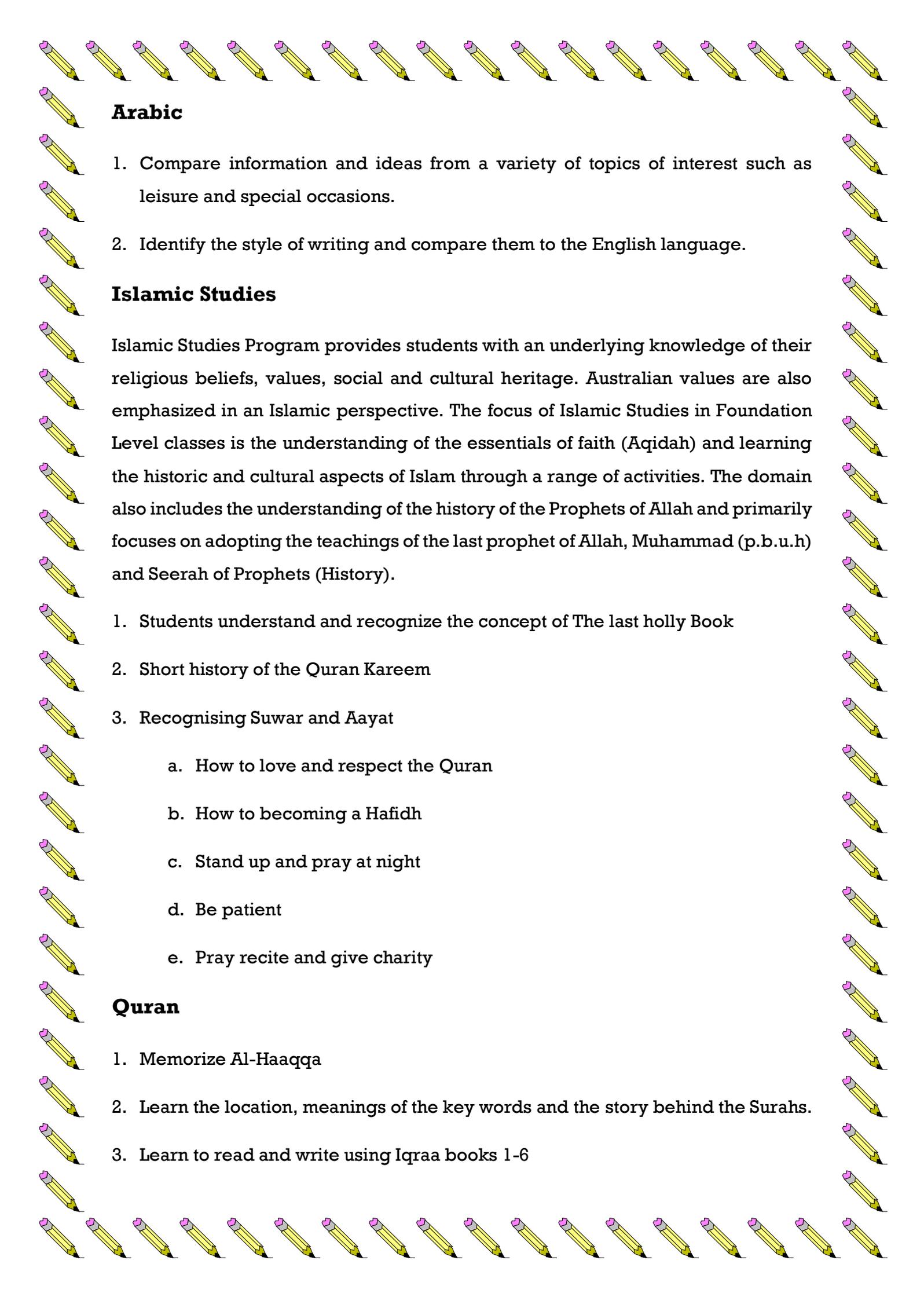
1. Identify and analyse how the elements of drama are used, combined and manipulated in different styles.
2. Apply this knowledge in drama they make and perform.
3. Evaluate how they and others from different cultures, times and places communicate meaning and intent through drama.
4. Collaborate to devise, interpret and perform drama.

Media Arts

1. Identify and analyse how representations of social values and points of view are portrayed in the media artworks they make, distribute and view.
2. Evaluate how they and other makers and users of media artworks from different cultures, times and places use genre and media conventions and technical and symbolic elements to make meaning.
3. Identify and analyse the social and ethical responsibility of the makers and users of media artworks.

Information Communication Technology

1. Distinguish between different types of networks and defined purposes.
2. Explain how text, image and audio data can be represented, secured and presented in digital systems.



Arabic

1. Compare information and ideas from a variety of topics of interest such as leisure and special occasions.
2. Identify the style of writing and compare them to the English language.

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).

1. Students understand and recognize the concept of The last holly Book
2. Short history of the Quran Kareem
3. Recognising Suwar and Aayat
 - a. How to love and respect the Quran
 - b. How to becoming a Hafidh
 - c. Stand up and pray at night
 - d. Be patient
 - e. Pray recite and give charity

Quran

1. Memorize Al-Haaqqa
2. Learn the location, meanings of the key words and the story behind the Surahs.
3. Learn to read and write using Iqraa books 1-6