

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

TERM I



TAQWA
SCHOOL
LEARN · EXCEL · LEAD

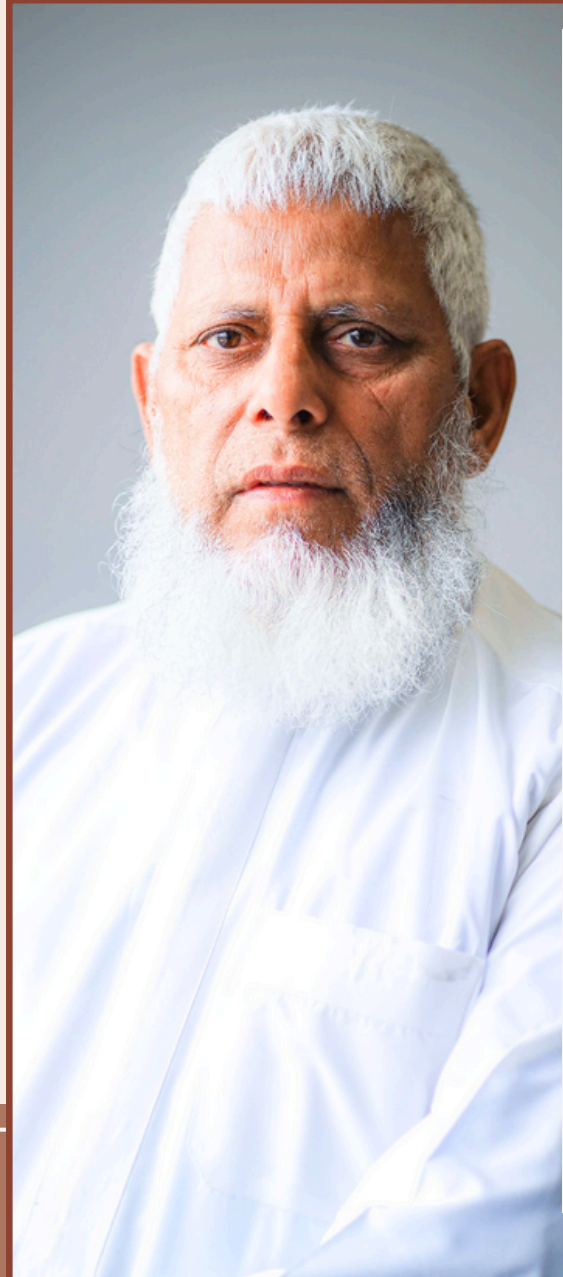


NEWSLETTER

Principal's End of Term Message

Alhamdulillah Term1 has concluded very successfully and we have begun Term 2, with some exciting programs. Alhamdulillah, we have successfully started our High School (years 7 and 8), which now have 48 students. Also, we now have 16 classes with more than 30 teaching staff, out of which 10 belong to Islamic department. InshaAllah, next year in January 2025, we shall start Year 9 and 10 classes. InshaAllah, enrolments for 2025 will start soon. Also, the construction of 10 new classrooms with amenities is likely to start soon.

Alhamdulillah, we now have more teachers than we need. In particular, some highly experienced teachers have been recruited recently.



Dr. Mohammad Yamin

PALESTINE AND GAZA

As a school community, we are deeply concerned about the current situation in Palestine and Gaza, where many families have been displaced and are in urgent need of our support...

We launched an appeal for donations in Ramadan to provide assistance to the displaced families in Palestine. We have established a reliable and trustworthy channel to ensure that your contributions reach those who need it the most. Your generosity and compassion can make a meaningful difference in the lives of those affected by the crisis in Gaza.

We will continue taking Palestine donations throughout the year in cash, which can be placed in our donation boxes found in the front office labeled "Gaza Donations."



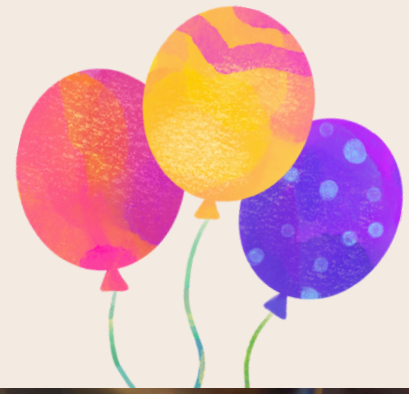
Any amount, no matter how small, will go a long way in providing relief and support to those in need. If you would like to contribute to this cause, please donate to the donation box at the front office.

Your support is greatly appreciated and will have a direct impact on the lives of the displaced families in Gaza. May Allah (SWT) multiply your reward and shower you and your family with blessings and mercy.

Jazakom Allaho Kayran your kindness and generosity.

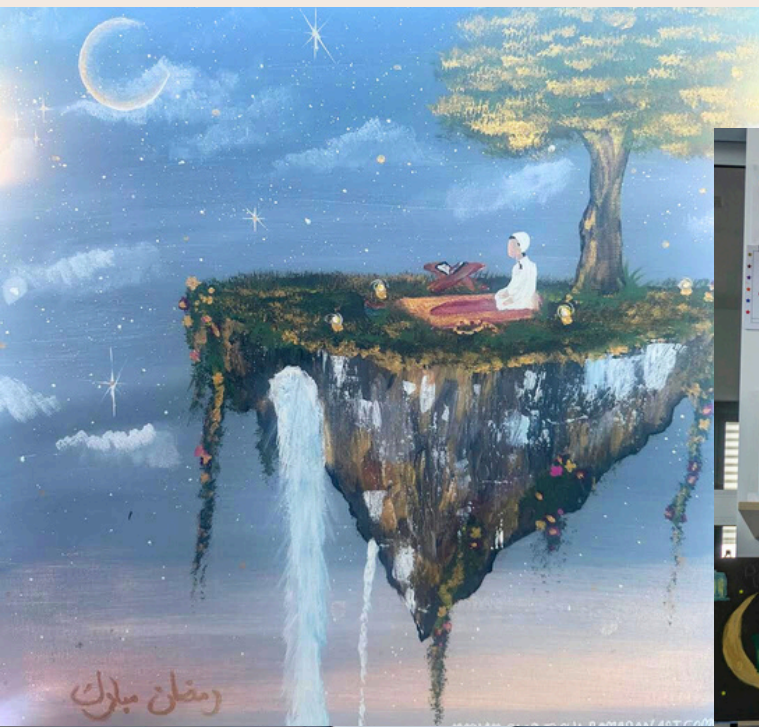


PARENTS GET TOGETHER



ISLAMIC ART COMPETITION AND EXHIBITION

This is the first year at Taqwa where an Islamic art competition has been held for the students across the whole school! Here are some of our students' beautiful artwork from our art exhibition held for the parents.



HIGH SCHOOL OPENING

Alhamdulillah, the official opening
event of Taqwa High School was the
15th of February 2024



ISLAMIC CULTURAL DAY

The first official Islamic Cultural Day At Taqwa School!

The primary goal of Islamic Cultural Day is to foster a sense of faith and pride in our students' Islamic identity, encouraging them to embrace their Islamic identity at Taqwa School, while showcasing the Muslim mosques around the world, and learn about each other's Muslim heritage and countries!



ATHLETICS CARNIVAL



once again, the Australian Institute of Sport hosted the taqwa school athletics carnival.

there was a great competitive spirit throughout the event. after sprinting, jumping and throwing discus, javelin and shot put, the event finished with the relays. the blue (uthman) house impressed with the relays, taking out both girls and boys events.





Arabic Studies

Kindergarten: During the first term of kindergarten, we focused on seven Arabic letters, which were ط, ج, ع, و, ا, ب, س. We taught reading and writing in a fun way, using a song to help students learn the name of each letter and its sound with Fatha.

Additionally, we taught students some words made up of these letters.

Year 1: In the first term of year 1, we taught the Fatha vowels with all Arabic letters. However, we focused mainly on the letters with similar sounds. We taught reading and writing in an enjoyable and engaging way, allowing students to learn how to write their names in Arabic. Furthermore, we were taught some Arabic poems that helped students to remember some Arabic words.

Year 2: During the first term of year 2, students learned how to read and write words with the three short vowels, the three Tanween, and the lengthening letters, with all Arabic letters. However, our focus was on the letters with similar sounds. The lessons were enjoyable and engaging, and students learned how to write their names in Arabic, as well as some simple sentences such as Basmallah and Istiaathah. Additionally, we taught some Ramadan poems, dua, and hadith, which helped students to remember some Arabic words.

Year 3: During the first term of year 3, students learned how to read and write words with the lengthening letters, Sukoon and Shaddah with all Arabic letters. However, our focus was on the letters with similar sounds and Makharij. The lessons were enjoyable and engaging, and students were able to learn how to write their names in Arabic, greetings as well as some simple paragraphs in Arabic. Additionally, we taught some Ramadan poems, dua, and hadith.

Year 4, 5 & 6: During the first term of year 4, 5, & 6, students learned how to read and write Arabic words with Sukoon, Shaddah, and Hamzatul Wasel. Our main focus was on the letters that have similar sounds and Makharij. Students practiced reading some pages from the Quran to apply their learning. In addition, they learned some Arabic paragraphs that teach expression and conversation. We also taught some Ramadan poems, duas, and hadiths.

Year 7 & 8: In the first term in both year 7 & 8 we focused more on fluent Arabic reading and writing and dictation along with the meaning in English.



ISLAMIC DEPARTMENT

Islamic studies

Kindergarten: In the first term, students were introduced to the foundational beliefs of Islam, including Belief in Allah - Allah is One, The Creator, The Giver of Life, the All-Hearing, along with an introduction to the five pillars of Islam.

Year 1: In the first term, students were introduced to Imaan - the faith of a Muslim and its six pillars. Description of the Angels and names & duties of some Angels and the importance of five daily prayers. The meaning of 'Dhikir' in Islam and students memorized some simple supplications.

Year 2: In the first term, students were exposed the creed of Islam and the six pillars of faith involving Belief in Allah, His Angels, His Books and His Prophets, and the importance of Salah and its nullifiers. Students memorized at-Tashahud and the prayer on the Prophet Muhammad ﷺ, along with some supplications.

Year 3: During term 1, students learned how to call the Adhan & Iqamah and its meaning in English. We focused on Islamic manners and the topic covered Lying, Gossiping and Backbiting. Additionally, we taught the importance of Zakah (charity) and Sawm (fasting) in the month of Ramadan and its benefits in the life Muslims.

Year 4: In term 1, Students were involved in designing creative front cover of their Islamic studies textbook and they learned the real meaning of Tawheed and its categories. Ayah dictation (aal-Imraan:19) and students write their understanding of the ayah. Fasting – sawm and students were actively participated in coloring activities: Ramadan Dos and Dont's and Eid Etiquettes. Chapter's Word bank dictation, students took turns reading words with their examples, then copying them from their Chromebook.

Year 5: In term 1, students did Ayah dictation (aal-Imraan: 19). Comprehension- What do you understand from this ayah. How does this ayah demonstrate the importance of Islam. Students worked on designing creative front covers for their exercise book. We covered Chapter 1: Tawheed - The Oneness of Allah, Chapter 2: al-Risaalah and Chapter 3: Life after death.

Year 6: In the first term we covered three chapters named – The Ka'bah, the Prayer and Fasting. Activities that students were participated in:

- Quiet Reading Time (QRT)- students read the entire chapter then were given sticky notes to write down words they don't know the meaning of.
- Whiteboard Chapter mind-map activity. Students take turns writing interesting fact taken from Chapter they studied.
- Word bank dictation activity. Students took turns reading words with their examples, then copied from projector. Word bank quiz.

ISLAMIC DEPARTMENT

Islamic studies

Year 7: Please refer the term 1 summary written by one of the students:

“To summarize everything we learned in term 1, we learned about Allah’s greatness, attributes of Allah, and prophets of Allah, (1,2,3). To start off term 1, we sorted out chapters 1 - 44 under columns named Aqeedah, Fiqh, Tafseer, Seerah, and Adaab and Aqlaaq. After that we wrote definitions for words we didn’t understand, along with examples of it. Allah’s greatness, attributes of Allah, and prophets of Allah, are all under Aqeedah, because they are all about our beliefs. Allah’s greatness and power is about what Allah does and can do and how he helps in daily life. Attributes of Allah are about all of Allah’s attributes, with everything he does and has. In prophets of Allah, we learned about all the prophets Allah sent down, rasool and nabi, and prophethood. Overall, this term we have learned about our beliefs in, Allah’s greatness, attributes of Allah, and prophets of Allah.”

Year 8: Please refer the term 1 summary written by the students:

“At the start of the term we learned the main topic like Islam (Religion) Aqeedah (What we believe as Muslim) Fiqh (How we worship Allah) Tafseer (Meaning of the Quran) Seerah (History of Islam) Adab & Akhlaq (Manners and etiquettes). Then we started the textbook, and we completed three chapters: Emaan is to belief in the heart, saying of the tongue and actions of the limbs. These three must come together. No action – No Emaan. Emaan increase and decrease, increases with obedience and decreases with disobedience. Belief in Allah is the basis and foundation of Islamic creed. Every pillar of faith is related and dependent on this foundation. Fasting is an act that shows one’s sincerity to one’s Lord. Fasting in the month of Ramadan is obligatory for every sane, adult, healthy Muslim who is not travelling at the time and is able to fast without hardship.”



Behaviour and Wellbeing Coordinator

Assalamu Alaikum,
Dear parents and carers,

As the Behavior and Wellbeing Coordinator at our beloved Taqwa School, I am delighted to extend a warm welcome to each and every one of you as we embark on the journey of the year 2024 together. This year promises to be a time of growth, learning, and meaningful experiences unlike any other.

As the behavior coordinator, one of the core aspects of my role is to support the social, emotional, and behavioral development of our students. By working closely with teachers, parents, and students, I aim to create a safe and respectful learning environment where every individual feels valued, belonged and supported.

Throughout Term 1, I have been conducting sessions with students that focus on topics such as conflict resolution, emotional regulation, and building positive relationships. By equipping our students with these essential skills, we are fostering a culture of empathy, understanding, and resilience within our school community.

I have also been actively involved in implementing behavior management strategies that promote positive behavior and discourage negative behavior. Through consistent communication, collaboration, and support, we are working together to address any behavioral issues that may arise and to provide our students with the necessary tools to make positive choices.

In addition to addressing behavioral concerns, I am also committed to promoting the overall wellbeing of our students. This includes providing support for students facing challenges such as stress, anxiety, or social difficulties. By offering a listening ear, guidance, and resources, we are ensuring that our students feel supported and cared for in all aspects of their lives.

Together, we will work hand in hand to create a school environment that is built on principles of respect, kindness, and empathy. Through open communication, collaboration, and a shared commitment to the well-being of our students, we will foster a sense of community and belonging that is truly special to Taqwa School.

I am excited about the opportunities that lie ahead and the potential for growth and positive change that this new year brings. As we navigate this journey together, I encourage you to reach out to me with any concerns, questions, or suggestions you may have. Your input and partnership are invaluable in shaping the experiences and outcomes of our students. Let us embrace the year 2024 with optimism, determination, and a shared sense of purpose. May it be a year filled with blessings, growth, and success for all members of our Taqwa School community.
children.

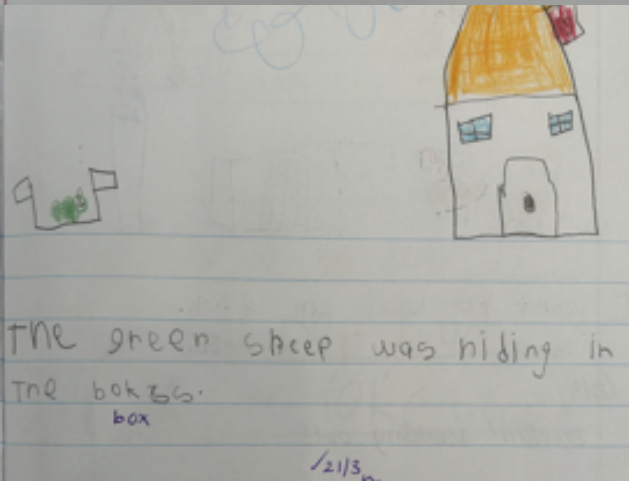
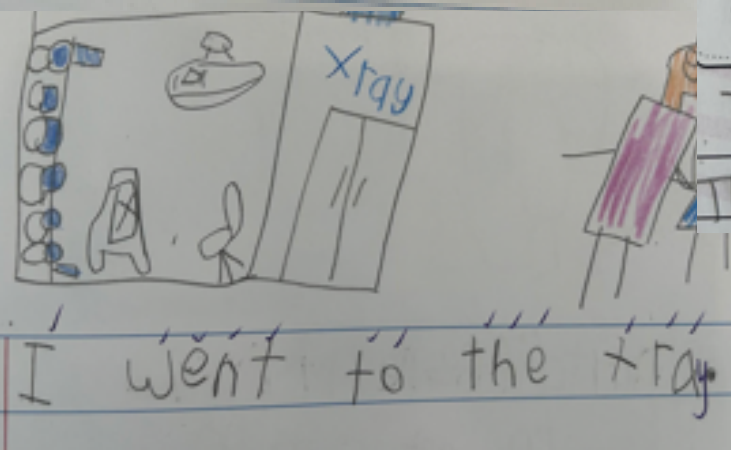
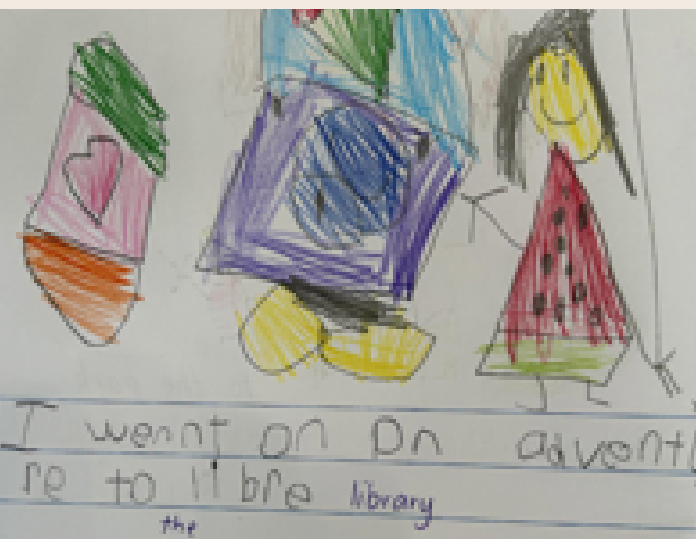
Together, we will make this year a truly memorable and enriching one.
May Allah (SWT) bless you and all your children,

Maryiam Harara



WELCOME TO KINDERGARTEN

Kindergarten have been working hard with their teachers Miss Veronica and Miss Maia to write sentences. They have been looking at how to form letters, write from left to right, use a capital letter, spaces between words and punctuation to end a sentence. They are now also focusing on how to use their knowledge of letters and sounds to write words by themselves. Look at some of the students writing, they are doing **AMAZING!**



WELCOME TO YEAR 1

WITH MRS. SHAIMA

Dear Parents,

I am excited to share with you the wonderful accomplishments and activities that took place during term one in my class!

Here are some of the highlights:

1. Questacon incursion:

On 20th February we had a visit from the science Questacon people, they talked about gravity, friction, and sound. The children had the opportunity to act these out in experiments.

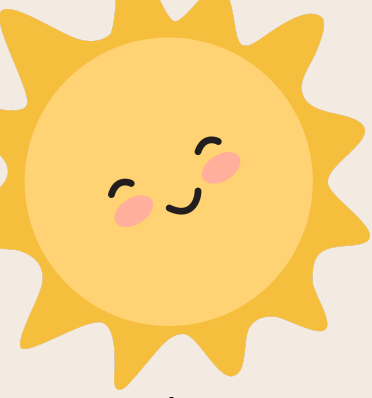
2. Family project:

This term the students in year one introduced their families and learnt all about families. On March 1st they did a family tree project and presented it in front of the class.

3. Animal Habitat diorama

As part of our science unit on the needs of plants and animals, we have learned about different animal habitats and where they live. The children were engaged in a class project where we created an ocean diorama. Year 1 students were enthusiastic and creative during this activity as a whole class.





WELCOME TO YEAR 1 WITH MRS. NAILA



Dear Parents and Carers,

I am thrilled to share with you some highlights of our Year 1N students' exciting adventures and accomplishments in Term 1. It has been a joy to witness the growth and enthusiasm of our young learners throughout this term. Our Year 1 students have kicked off the new year with tremendous enthusiasm and passion for learning.

One of the standout events that our students thoroughly enjoyed was the Science Circus incursion by Questacon. During this event, our students had the opportunity to explore fascinating topics such as Friction, Sound, and Gravity



In addition, our students delved into the Project Family activity, where they proudly presented their family trees and shared stories about their family members and backgrounds. It was heartwarming to see the students celebrate their heritage and connections with such pride.



In our second project of the Needs of Plants and Animals, the children have been engaging in hands-on activities to understand what living things require to thrive. They have been actively involved in caring for plants and observing the needs of various animals, fostering a sense of responsibility and empathy towards the natural world.



As we reflect on the achievements of Term 1, I want to express my gratitude to all parents and guardians for your continued support and involvement in your child's education. Looking ahead, Term 2 promises to bring new learning opportunities and experiences for our Year 1N students. I am excited to continue working together with you to support our students in reaching their full potential!

WELCOME TO YEAR WITH MISS AIMEE



In 2A with Miss Aimee we have been exploring what Ramadan means to us and we completed an art project where we designed our own mosque using coloured paper and black card. We then used glitter and white crayon to represent looking up at the sky for the moon.



This term in HASS, 2A (with 2D) has been studying about significant people and places. We have been exploring why it is important to preserve and explore important historical artifacts from past times and see what they tell us about why it is important to preserve these things for future generations.

We went on an excursion to Blundell's Cottage and explored what life was like for four different families at different times as the area of Canberra developed and became the capital city of Australia. We compared objects from the past to now and how they have changed.

One thing about this excursion students found interesting was how significant the site was. It was a farmhouse and is now a museum in the middle of a city. They could not believe how much times have changed!



The Year 2 students have also been set on a historical treasure hunt which they can complete over the holidays – let's see who finds the most treasure. Mr Daniel kindly put this together for us and I will upload this to Seesaw for the holidays!



WELCOME TO YEAR WITH MR. DANIEL



Year 2D with Mr Daniel have been using some hands on activities to build our understanding of place value. In Maths we have been working on matching our word names to their number values and then displaying and saying these numbers.



We have been using both unifix cubes and Base 10 blocks to be able to show different numbers, building up into the thousands. These manipulative blocks are a great way to display our numbers. We have been building our understanding of trading when adding and subtracting.



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One thing about this excursion students found interesting was how significant the site was. It was a farmhouse and is now a museum in the middle of a city. They could not believe how much times have changed!

We have been doing our Soundwaves spelling with a test each week. Congratulations to Aya, Sarafina, Zunairah and Mikail who have been achieving great results each week.

The Year 2 students have also been set a historical treasure hunt which they can complete over the holidays – let's see who finds the most treasure.



WELCOME TO YEAR 3

WITH MRS. MADIHA

Asalamu-Alaikum,

It's been a thoroughly enjoyable experience this term. Term 1 has been particularly eventful; my students settled in well, and we tackled Naplan exams.

In mathematics, we covered various numerical concepts including regrouping numbers, understanding place value up to thousands, using expanded notation, counting forward and backward by 1, 10, and 100, comparing numbers up to 10,000, as well as addition, subtraction, and multiplication.. Additionally, we explored probability through possible outcomes and conducted surveys in the classroom, representing data using bar graphs.



In literacy,, we focused on enhancing our skills in narrative writing, spelling, grammar, handwriting, and comprehension strategies. Furthermore, we broadened our knowledge by studying different celebrations and commemorations in Australia, as well as how various cultures worldwide mark significant events.

In science, we delved into the fundamental concepts of living things and non-living things, exploring the characteristics that distinguish them. We also studied the life cycles of plants and animals, understanding how they grow, develop, and reproduce. Through hands-on activities and observations, we gained a deeper appreciation for the natural world and the interconnectedness of living organisms.



One unit that brought immense joy to my students was our exploration of the plant life cycle in science class.Each student had the opportunity to plant seeds in our classroom. Every day, they eagerly monitored the growth progress and compared it with their peers. It was a rich learning experience for them. We experimented with two types of seeds: mustard and broad bean. They observed keenly as the mustard seeds sprouted faster than the broad beans, with some seeds showing slow or no growth at all.

Their dedication extended to daily watering routines, and some even hypothesized that relocating their plants to sunnier spots could accelerate growth. Witnessing the children's excitement and engagement throughout this unit was truly heartening.



WELCOME TO YEAR 3

WITH MISS DARCY



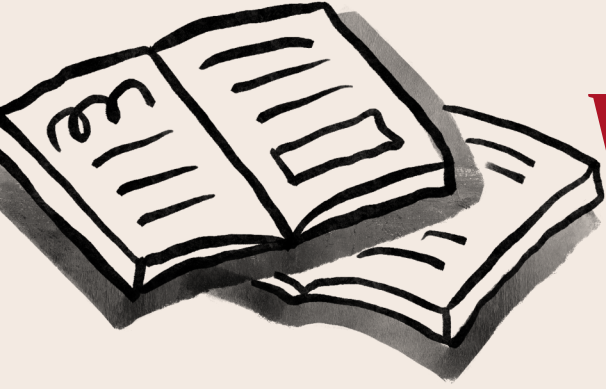
I am Miss Darcy, the Year 3D class teacher. It is both an honour and a privilege to be a part of the Taqwa School community!

In our Literacy sessions, we've been delving deep into the world of narrative writing. We've been honing our skills to express our thoughts and stories creatively and clearly to prepare for the NAPLAN tests.



Our Project sessions have been filled with wonder as we've embarked on a journey to explore the life cycles of various living beings. From tadpoles to butterflies, we've marvelled at the miracles of growth and transformation. Additionally, our green thumbs have been hard at work as we've nurtured plants from tiny seeds, learning invaluable lessons about responsibility and growth along the way.





WELCOME TO YEAR 4 WITH MRS. GORDANA

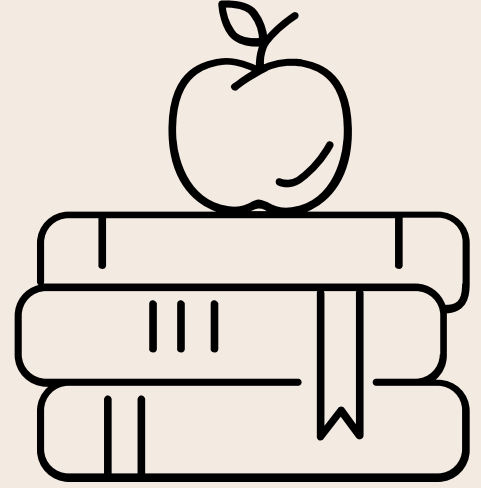
Throughout this term, our bright young minds have delved into crucial topics surrounding the fabric of our society and community. In their immersive learning journey, Year 4 students have been passionately unravelling the intricate web of local governance, community dynamics, and the significance of laws. Understanding the pivotal roles played by local government officials and community members has been at the forefront of their studies.



Our students have been broadening their understanding of the world around them, fostering empathy, and nurturing a sense of belonging within our richly diverse community.



WELCOME TO YEAR 4 WITH MRS. REEMA



I am Reema Sarkar, a Class Teacher of Year-4. To effectively highlight achievements in Literacy, Numeracy and Project in Term-1.

In Literacy, the students learnt about compound words, synonyms, antonyms, suffixes , prefixes through illustration in their literacy notebook. Other than this they learnt about narrative writing and strengthens their vocabulary through focus words in the Sound Waves.

In Numeracy throughout Term-1 , students have enthusiastically embraced diverse methods for solving addition problems, delving into concepts such as place values , expanded notions, tally marks and the innovative multiple bar model. Additionally, they achieved a significant milestone by mastering timetables from 2 to 12.

In our exciting Project this term, students explored two fascinating themes. Firstly, they delved into Australian Local Government, collaborating on group projects centered around community and community services. Secondly, in the captivating world of science , they embarked on a "Survival School" adventure. Through hands-on experiments, they learned about essential survival skills. One experiment focused on water filtration using sand, stone and leaves, while the other showcased the intricate process of how bees transfer pollen from one flower to another. These engaging projects not only sparked curiosity but also deepened students' understanding of their surroundings and the natural world.

During the sacred month of Ramadan , our students actively engaged in Islamic Cultured Day festivities and participated in a Ramadan Art Competition .their artistic endeavour not only showcased their creativity but also celebrated the rich cultural heritage and traditions with this significant time.

We pleased to share glimpse of their remarkable artwork and projects through a selection of captivating images.

Kind Regards,
Reema sarkar
Class Teacher, Year-4R





WELCOME TO YEAR 5

WITH MRS. SIREEN

Students have been busy this term with so many activities taking place. With the blessing of Ramadan as well we have experienced so much together already in such a short amount of time. We have covered many topics in class, in science we learnt all about animals and their adaptations for survival and visited the reptile zoo to learn more about animals from our Australian surroundings and get a feel of different reptiles at the zoo. For history, we learnt about the pre-federation era in Australia and did our first oral presentation with slides, students did so well.



We had such a fun day during our school culture day and I know everyone is looking forward to celebrating Eid with their families and loved ones!

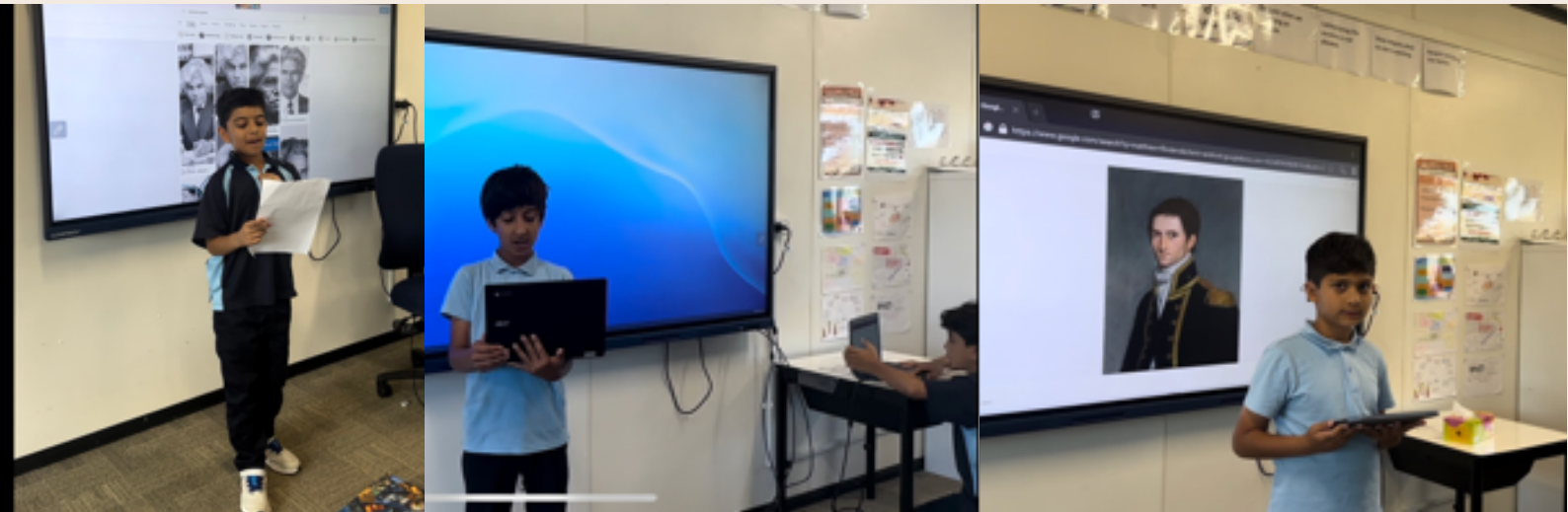
WELCOME TO YEAR 5

WITH MRS. POOJA

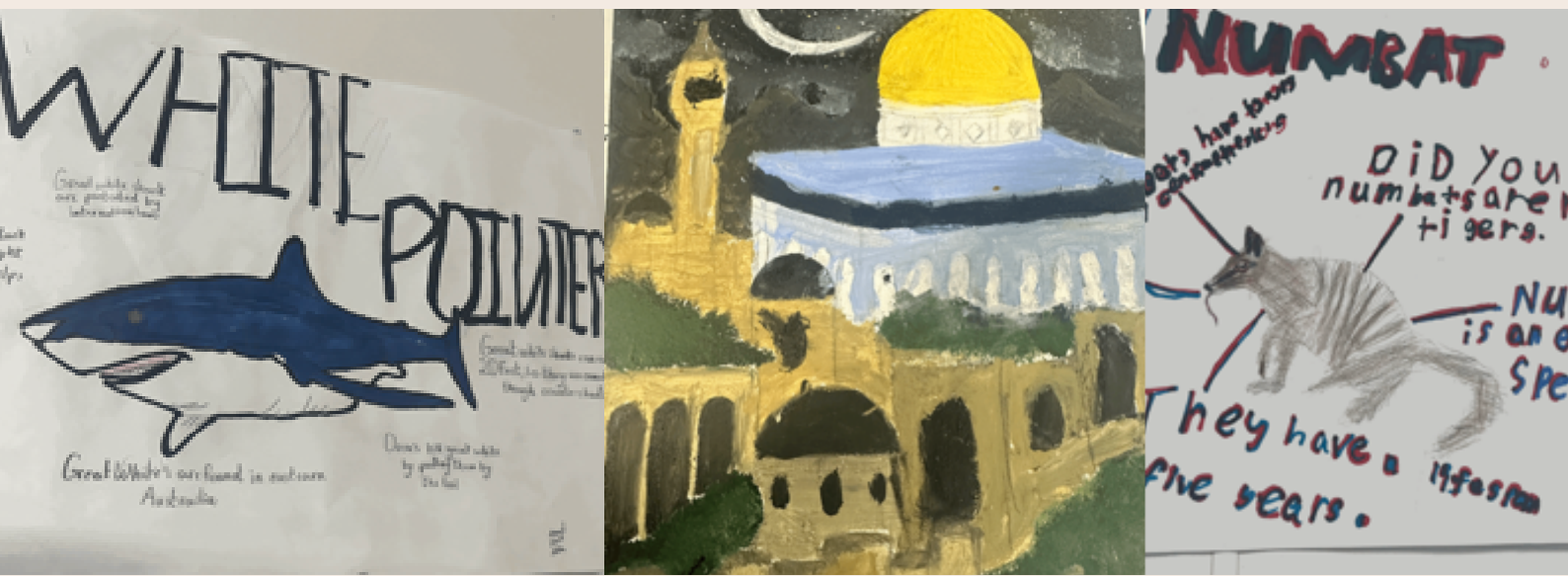


I am Pooja Grover, a class teacher of Year 5 boys.

During the first term of 2024, we did many exciting things. In literacy, students learnt about narrative writing and enhanced their vocabulary through focus words in the Sound Waves. In numeracy, the students learnt about various representations of mathematical information like dot plots, bar graphs, place values etc. In the project, we learnt about Australian History for the period 1800-1900. As an assessment of this project, students delivered a speech and a powerpoint presentation about a famous historical figure.



We also did another Science project "Adapting to Survive". In this project, students explored the flora and fauna of Australia. Some screenshots of students' work are presented in pictures. During the holy month of Ramadan, the students participated in Islamic Cultural day and Ramadan Art Competition. Some glimpses of their art work are also presented in pictures.





WELCOME TO YEAR WITH MISS MARYIAM

6

Dear Parents and carers,

In Term 1, we dove into the Australian Curriculum with a focus on developing key skills and knowledge across various subject areas.



In Term 1, students delved into the fascinating world of Historical Muslim Mathematicians in Maths class. They had a blast working in groups to create poster presentations! Along the way, they discovered the origins of the word "Mathema," mastered fractions, explored prime and composite numbers, factor trees, and dived into the world of number lines. They even explored the practical applications of Maths in our daily lives!



Students honed their reading, writing, speaking, and listening skills through a range of engaging activities. They had the opportunity to explore and practice soundwaves through peer work, as well as develop their vocabulary by writing the meaning of the words they don't know and two sentences per word.



Students explored the wonders of the natural world, investigating topics such as living things and their environment. Through observations, and research projects, students deepened their understanding of scientific concepts and developed their critical thinking and inquiry skills.

In HASS, students explored Australia's history, geography, and culture, with a particular focus on the local area and its significance. They had the opportunity to engage in discussions, research projects, and presentations that deepen their understanding of the world around them and foster a sense of curiosity and appreciation for different perspectives.

Targeting core subjects is just a portion of the learning, as the Year 6 teacher, I am committed to creating a positive and inclusive learning environment where every student feels valued, supported, and challenged to reach their full potential. I will be working closely with each student to provide individualized support and guidance, as well as opportunities for enrichment and extension.

I am looking forward to partnering with you, the parents and carers, in supporting your children's learning and well-being throughout the term. Your involvement and communication are vital in helping us create a successful and enriching educational experience for your child.

I am excited about the learning journey that lies ahead in Term 2 and am confident that together, we can make this a memorable and rewarding experience for all our Year 6 students.



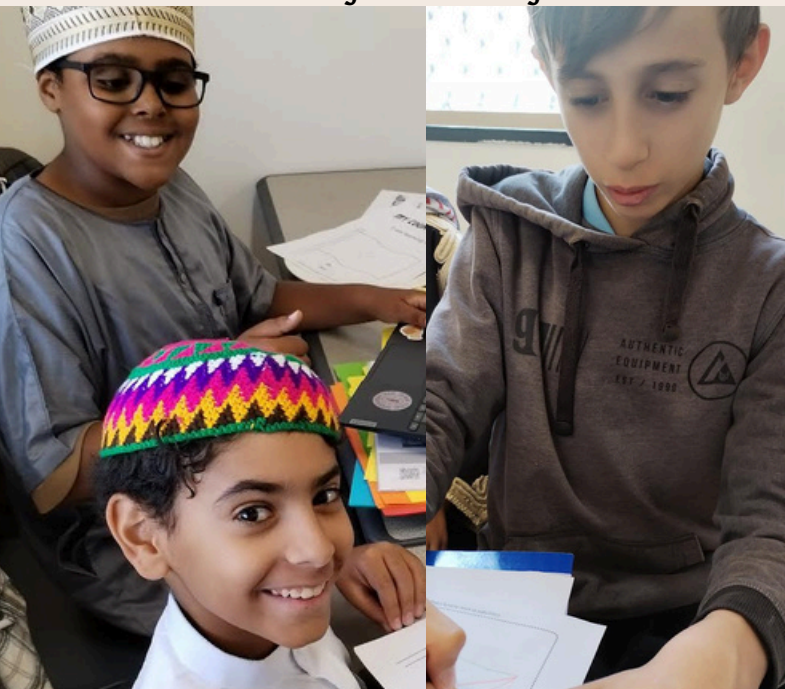
WELCOME TO YEAR WITH MR. AHMED

6



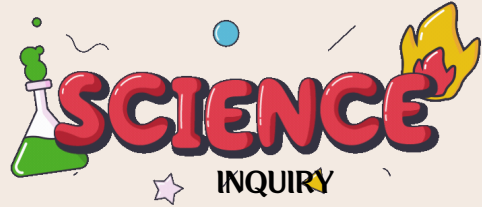
This Term, Year 6 students have focused on addition and subtraction. The number ranges students have been working with were based on student progress, in order to challenge and extend prior understandings. They extended their multiplication and division knowledge and solved number sentences, as well as solving and creating worded problems. Students consolidated and extended their fluency knowledge by working for 15 minutes daily on their speed and automatic responses. Non Number- Students have focused on mass, time length, area and perimeter this term. In those sessions, they were estimating, measuring, applying appropriate units of measurement and comparing results to initial estimations.

All concepts covered had strong connections to how these skills are used and applied in the real world. Year 6 students have continued to solve open ended problems which provided deeper understanding and built on student skills and capacity to strengthen knowledge.



Alhamdulillah for a great first term. I enjoy working with the year 6 students and try to unlock their learning potential and prepare them for secondary school. I am a big believer in challenging learning and always look to extend every student to challenge themselves, to ensure they give themselves as many options as possible for their later life.

Mr Ahmed El Bashabsheh
6A Classroom Teacher



During this term, students in year 6 have studied and inquired five topics as their science inquiry. Students investigated the following topics:

- We are adaptable
- Australian survivors
- Behave and the secret life of plants
- A desert plant experiment



Reading

In term 1, students have read and explored a variety of factual text types, interpreting information from primary and secondary sources. They have explored a range of non-fiction texts including information reports, letters and biographies which relate to the inquiry topic. Students have also revised research skills by note taking, summarising and paraphrasing. And finally, they have taken part in the Reciprocal Reading roles in small groups to delve into some deeper comprehension and analysis. Writing Students have further developed their creative and factual writing skills as they sat up their writers' notebook. Writers' notebook is a tool to assist students to develop and extend on their ideas.

Students have revisited the Writing Process planning, composing, revising, editing and revising. They participated in activities which aim to build writing stamina, help generate and elaborate on ideas and write using the correct conventions, including paragraphing and punctuation.

Speaking and Listening

Speaking and listening opportunities have been provided through class presentations. Whole class and small group discussions occurred regularly where students were required to ask and answer questions and respond respectfully to the ideas of others.

WELCOME TO HIGH SCHOOL!

SCIENCE with MISS JUDY

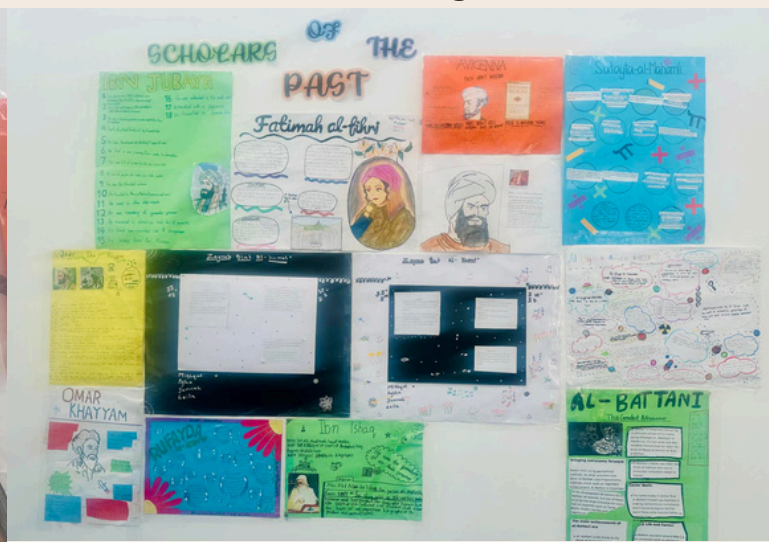
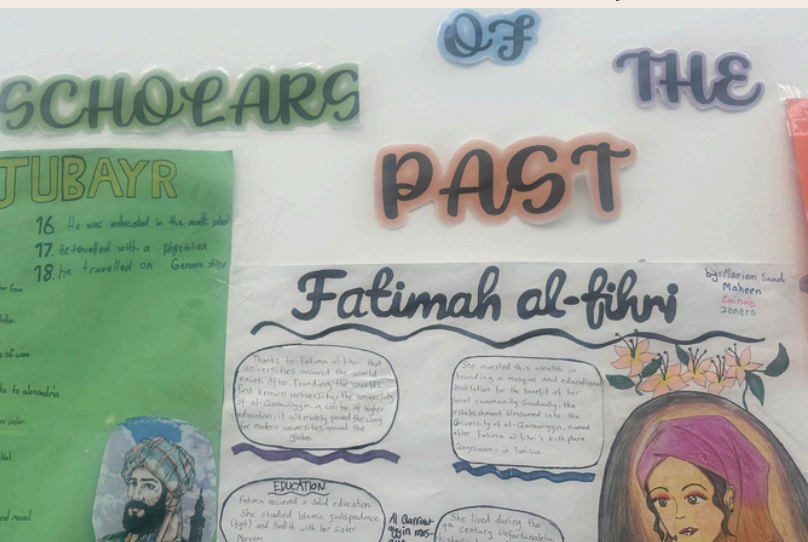
In my Science Classroom we start with Bismillah and end with Alhamdulillah.

There is nothing we cannot tackle together. We work with unity and respect and believe that every day is a new opportunity to try- Giving up is not an option!

This term, students embarked on an exhilarating journey into the captivating realm of Science! We immersed ourselves in the world of Historical Muslim Scientists, uncovering their groundbreaking contributions, and covered the whole Physical Sciences Unit in accordance with the Australian curriculum.

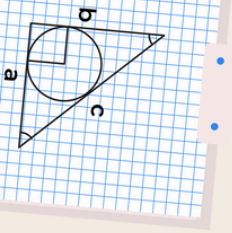
From engaging in arm wrestling matches to grasp the concept of forces to sharing intriguing tales about the diverse uses of energy, we related these concepts to real-world scenarios like the fight or flight response.

As budding scientists, we delved into the intricacies of the Scientific Method and honed our skills in crafting detailed Scientific reports. It was a whirlwind of discovery and excitement as we unraveled the mysteries of the scientific world together!



WELCOME TO HIGH SCHOOL!

MATH with MISS KATHRYN



In the high school mathematics classes this term we have covered a terrific amount of content! Students have learnt about whole numbers, integers and fractions. The Year 8s have completed additional learning about whole numbers and integers, and ratios and rates. The girls completed a fraction wall and all students made their individual mathematics books their own.

I'm Kathryn, the high school mathematics teacher. This term, my main focus was on going back to the basics with the students - no calculators or computers in class! We have put pen (and pencil!) to paper and focused on the foundations that will carry them throughout their high school mathematics and beyond. Patience, intellectual curiosity and intellectual humility were focused on growing in maths classes. Students are beginning to learn it's okay to make mistakes, and Inshallah all students will develop their mathematical rigour this year.



WELCOME TO HIGH SCHOOL!



with **MISS MARYIAM,**
MRS. AMANI, AND MR. ATIF

During the first term in 2024, both Year 7 and Year 8 students interacted with each other, listened to and created spoken and/or multimodal texts. With different purposes and for audiences, they discussed and expressed ideas with evidence. They adopted and selected text structures and language features including persuasive devices and multimodal features to organize and develop ideas.

They read and comprehend texts created to inform and influence audiences. They identified and explained how ideas are portrayed. They also identified and explained text structures, language features including persuasive devices and visual features that shape meaning.



For their final assessment, they worked in pairs to create written multimodal texts, including persuasive texts, for different purposes and audiences, expressing and expanding on ideas with supporting evidence to reflect their knowledge in text analysis.

Was this 10th-gen Civic might be the most important car Honda has ever made. While most manufacturers were pouring funds into their SUV ranges, Honda was diverting a huge chunk of newly spent to be a whopping 80 per cent of their research and development budget into the Civic, using the margin template as a key part in their Australian comeback.



- 1. Pathos:** The statement emphasizes the importance of the 10th-gen Civic, appealing to emotions.
- 2. Logos:** Logically, it supports the car's significance in Honda's history, but lacks specific evidence.
- 3. Ethos:** The credibility depends on the speaker's expertise or reliable information.

[Evident]

social Media VS the world (Obaid)



Palestine & Israel conflict

News Article Analysis

Irrefutable Proofs and Evidence on Why Islam is the True Religion of God

Written By: The Sincere Seeker Analyzed by: Abdul Rahman



WELCOME TO HIGH SCHOOL!

HASS WITH MR. OMAR

In Year 7 and 8 HASS classes, students explored Business Studies and Politics and Social Policy. They analysed strategic business planning with SWOT analysis, explored the significance of Indigenous businesses and the impact consumer boycotts, amongst other topics of focus. In Politics, they studied lawmaking processes, racism in Australia, and explored the lives of some local politicians whilst composing profiles, fostering critical thinking on business, politics, and social dynamics. Through these diverse topics, students gained insights into the complexities of economic decision-making, the cultural and economic contributions of Indigenous Australians, and the influence of activism and social connection in the shaping of both economic and legal structures. They also developed an understanding of the legislative process, the persistence of racism in Australian society, and the diverse ideologies shaping political leadership. This interdisciplinary approach equipped students with critical thinking skills and a deeper appreciation of the interconnectedness of business, politics, and social issues.

Laws in Australia
Daniel Boyle • Feb 16
100 points

Read this information about how laws are made in Australia. Your task today be changed. What would be the process to make this happen?

<https://peo.gov.au/understand-our->

1 class comment

Omar Merghani Feb 16
<https://peo.gov.au/understand-our-parliament/how-parliament-works>

Consumer Boycotts
Daniel Boyle • Mar 1
100 points
Due Mar 8

Write an essay on the topic of consumer boycotts - this is where customers decide not to buy a product for certain reasons. It may be the way the products are made, the countries where they conduct their business, effects of war, unlikable owners/CEOs/staff.

Within your writing cover these topics.

- Successful boycotts around the world
- Boycotts which have some Islamic connection (eg Israel/Palestine)
- Products that you are personally not buying for certain reasons
- Products that you think should be boycotted but you can't bring yourself to

See the reminder below about the structure of essays. An essay is an extended response to a question which will have a clear introduction and conclusion. There are some articles linked about the success of boycotts that you can refer to in your answer.



WELCOME TO HIGH SCHOOL!

HEALTH & ART

For Health this term, students delved into the creation of personalized fitness plans that encompassed both physical and mental aspects of well-being. Through this exploration, students gained insight into various types of relationships within the realm of health, as well as delved into introspective reflections on their own identity, values, and beliefs.

In the Arts, students embarked on a journey to discover and nurture their artistic abilities. They honed their skills in utilizing a color palette effectively in painting, allowing them to express themselves creatively and experiment with different visual elements. This exploration not only enhanced their artistic prowess but also encouraged them to think critically about the impact of color choices on artistic expression, as well as engaged in the Islamic Art exhibition.

Understanding Themes and
the Central Idea
of a

Conflict

Saima Durrani



CREATE A FITNESS PLAN

COMPONENTS OF A FITNESS PLAN

COMPONENT 1: GOAL SETTING

EXPLAIN THE IMPORTANCE OF SETTING REALISTIC AND SPECIFIC GOALS, SUCH AS WEIGHT LOSS, MUSCLE GAIN, OR IMPROVED ENDURANCE.

COMPONENT 2: VARIETY OF ACTIVITIES

EMPHASIZE THE NEED FOR A MIX OF ACTIVITIES, INCLUDING AEROBIC EXERCISES, STRENGTH TRAINING, FLEXIBILITY EXERCISES, AND BALANCE ACTIVITIES.

COMPONENT 3: DURATION AND INTENSITY

DISCUSS HOW THE DURATION AND INTENSITY OF ACTIVITIES SHOULD ALIGN WITH INDIVIDUAL FITNESS LEVELS AND GOALS.

COMPONENT 4: REST AND RECOVERY

HIGHLIGHT THE SIGNIFICANCE OF REST AND RECOVERY DAYS IN PREVENTING OVERTRAINING AND SUPPORTING MUSCLE REPAIR.

COMPONENT 5: PROGRESS MONITORING

INTRODUCE THE IDEA OF TRACKING PROGRESS THROUGH REGULAR ASSESSMENTS, WHETHER IT'S TRACKING STEPS, MONITORING HEART RATE, OR RECORDING WEIGHTLIFTING PROGRESS

2024 ISLAMIC ART EXHIBITION



PHYSICAL EDUCATION

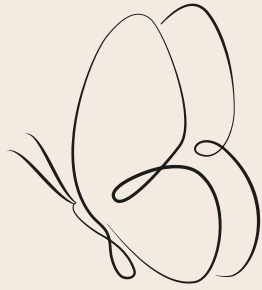


with miss judy and mr. daniel

IN TERM 1, OUR STUDENTS GEARED UP FOR THE HIGHLY ANTICIPATED ATHLETICS CARNIVAL BY DIVING HEADFIRST INTO TRAINING SESSIONS PACKED WITH FUN AND EXCITEMENT! FROM PERFECTING THEIR THROWING, KICKING, RUNNING, AND JUMPING TECHNIQUES TO EXPLORING THE INTRICACIES OF MUSCLE USAGE, WE DELVED DEEP INTO THE WORLD OF PHYSICAL FITNESS. WE ALSO HELD DISCUSSIONS ON INJURY PREVENTION STRATEGIES TO ENSURE OUR STUDENTS STAY SAFE AND HEALTHY WHILE EXERCISING. TO ADD A DASH OF FLAIR, STUDENTS WERE INTRODUCED TO SPECIAL TRICKS IN POPULAR SPORTS LIKE SOCCER, BASKETBALL, AND TENNIS, IGNITING THEIR PASSION FOR ATHLETIC PROWESS. IN RAMADAN, THE HIGH SCHOOL GIRLS HAD P.E. INDOORS, AND THE TIME WAS BRIMMING WITH ENERGY, ENTHUSIASM, AND BOUNDLESS OPPORTUNITIES FOR GROWTH AND ACHIEVEMENT!



UPCOMING EVENTS



Alhamdulillah for a great end to Term 1!

We look forward to term two starting on Tuesday April 30th, 2024. Here are some of the upcoming events in Term 2:



CROSS COUNTRY

EID-AL-ADHA

AWARDS CEREMONY

PARENT-TEACHER INTERVIEWS