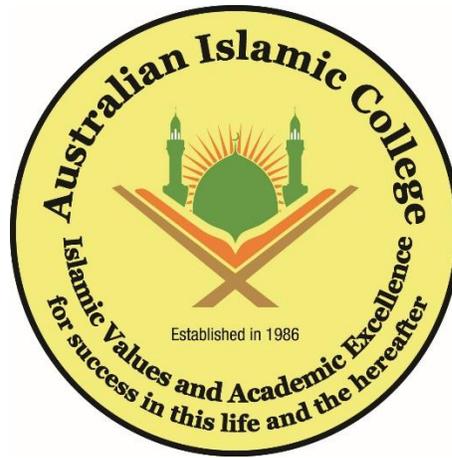


Australian Islamic College Adelaide



MIDDLE SCHOOL CURRICULUM HANDBOOK

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Vision

*Islamic Values and Academic Excellence for
Success in this Life and the Hereafter*

Mission Statement

Our goal is for our Muslim youth to aspire towards excellence in both character and education. We want our students to encounter new educational experiences that will serve their future aspirations whilst maintaining a balance between academic pursuits and Islamic values.

Objectives

- Committed, balanced individuals
- Contributing citizens and community builders
- Importance of Islamic Faith (Imaan)
- Purpose of Prayer (Salah)
- Strong Moral Character (Akhlaaq)

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Middle School at the Australian Islamic College Adelaide

The years 7 to 9 are categorised as the Middle School and include students between the ages of 11 to 15. At this age students are faced with demanding responsibilities and challenges. They undergo a profound awakening, and the demands of adolescence bring them to perceive the world in new ways, which is why the years spent in middle years are extremely important for the students' academic and personal development.

A Middle School helps students make the transition from Primary to Senior School smoothly. Our teachers and students, who are part of the interdisciplinary teams, work together to create a smaller and more personalised learning environment than the traditional secondary school. This team becomes the student's home base, providing opportunities to grow, explore and create.

The student's learning at this level is fun and enjoyable, but at the same time students are prepared with the foundation of knowledge, skills and good work ethics that will be important as they make the transition into Senior School. Students are stretched to seek new challenges, and are guided and supported by dedicated, highly qualified teachers, so that students don't feel inadequate as they enter the demanding world of senior school.

Transition is a key feature of middle years, and this is illustrated in the gradual nature of the move from the realms of middle and senior schooling. We aim to provide an education that is valuable for everyone, thus we are conscious of limits as well as our potential. This is an essential feature of our middle school, and it lies behind the nature of our frank and open relationship with parents for the best interest of their children.

Middle School Philosophy

The Middle School program is designed to nurture the intellectual, ethical, social/emotional and physical development of youngsters, during the transition from primary school to middle school. Students experience a rapid shift in growth and thinking as they are placed in an environment that is distinctly different from primary or senior school models.

At this stage there is a shift in their intellectual abilities, as they move from the concrete mode of thought to a more abstract level of metacognition. To foster this growth the curriculum is designed so that students are guided in making connections and seeing the relationships among subject areas, and applying the knowledge beyond the classroom.

Independence and organisation are stressed throughout the program as students learn to research and use a wide variety of technologies to enhance the acquisition, analysis, communication and presentation of information. Teachers emphasise active learning, using a student-centred approach and a variety of assessment techniques. The goal is to provide a supportive and creative atmosphere to cultivate a lifelong love of learning.

The Middle School seeks to nurture close, trusting relationships with adults and peers to create a climate for personal growth, and to help students deal successfully with change and transition. Home group and subject teachers provide students with opportunities to share interests and concerns. Students receive additional support from religious education and health teachers.

A Dynamic Educational Experience

A quick glance inside classrooms reveals students participating in a truly dynamic educational experience. Students spend considerable time discussing questions in groups; collaborating with peers on projects; debating controversial issues; spearheading power-point presentations; using drama and technology to bring learning to life; and engaging in other applied learning experiences, much of which requires them to interact with the world around them.

This hands-on approach not only enriches the quality of learning but also makes learning fun, which in turn encourages students to continue their own education throughout their lives. Above all, we strive to instil a love of life-long learning in all of our young adults, thereby develop an increased sense of personal and academic responsibility.

The Australian Islamic College Adelaide Middle School provides an enriched, rigorous program combining academics, sports, the arts and social events. We provide a strong foundation in the core subjects, a firm background in study skills, and a wide range of experiences and opportunities for success. Because we are a small school, students have the opportunity to participate in all school activities, and many students discover new talents.

At the Australian Islamic College, we give focus to effective development and activities which promote positive self-awareness and acceptable behaviour. These needs are catered for through a broad, relevant and responsive range of learning activities that include quality classroom and specialist teacher learning programs, co-curricular and extra-curricular activities.

Our holistic approach to education also values the development of personal and social responsibility through action, challenge, diversity and international understanding. We also take responsibility to foster in each student the notion of caring for themselves, for others and for their local and global community.

Policy Expectations

Staff

- The staff endeavour to provide a safe; healthy and supportive environment for all students, recognising that each student is a unique individual.
- The staff use the recommended means of communication to maintain contact with parents.
- The staff maintain a positive presence with the students beyond classroom and teaching responsibilities.

Parents

- Parents work with students and staff to maintain effective communication in the approved manner.
- Parents support the College's overall endeavours by ensuring students are punctual to school, attend regularly as required and appreciate and support home study commitments.

Behaviour Expectations – Students

- Should respect the rights of others at all times.
- Should follow the appropriate rules set by each teacher for that class.
- Should act in such a way that they facilitate the learning of themselves and others.
- Should behave in a way that reflects the Islamic values of the school.
- Playground – students play in a sensible and safe way, respecting the rights of others.
- Respect and look after the school equipment.

Safety

- Every student has the right to both physical and emotional safety in their school environment.
- Harassment will not be tolerated.
- Students are required to behave in a way which will ensure the safety of themselves and others.
- In the interest of personal health and safety, and the welfare of others, no dangerous substances and/or articles should be brought to school.

Students' Daily Routine

Classroom

- Students will wait at a room for a teacher to instruct them to enter.
- Students will bring with them everything that they need for that lesson, including their diary.
- Students will not bring food and non-schoolbooks into the room.
- When students enter the room they will sit when and where told.
- If students speak in the room, or wish to ask or answer a question, they will raise their hand.
- Students will use equipment and facilities properly and safely. Tables and chairs will be left as they are found and not damaged.
- Students will be punctual for the start of all classes.
- At all times appropriate language is to be used.

Outside

- Every student has the right to be able to move around the school without verbal or physical threat from any other student.
- Areas of the College that are out of sight are also out of bounds.
- At all times the College grounds shall be kept in a tidy condition.
- Rubbish will be placed in bins provided.
- The best behaviour is expected at all times on buses.

Uniform

- The complete and correct school uniform is to be worn while traveling to and from school, while attending school and on school excursions.
- The full sport uniform is to be worn during Physical Education classes.
- All students are to adhere in full to the College Uniform Policy.

Behaviour Management

Positive Reinforcement

Academic excellence and positive behaviours are rewarded through acknowledgement and certificates at the end of each term during assemblies. The certificates reflect the students' attitudes, actions and results. Teachers consult across all curriculum to determine the awards based on both students' academic results and their attitudes towards their studies and their relationships with others.

Unacceptable Behaviour Consequences

Despite every effort to encourage students to take responsibility for their learning and behaviour, inappropriate behaviours still arise and action is required to rectify problems.

Please speak to the teaching staff or ask for a copy of the College's Behaviour Management Policy for a detailed explanation of how inappropriate behaviours are dealt with at the school.

Work Attitude

Success at Middle School level does not automatically happen. Students must be prepared to work conscientiously at all times. This means that attention to detail and instructions are vital.

A teacher would expect students to come prepared for all lessons bringing books, pens, etc. To encourage students to be organised, each student is allocated a locker and is required to be prepared for all lessons. Students are required to leave their bags in their lockers and not carry them to every lesson. This is not only good for the physical well-being of the students, but also makes the environment around the classrooms safer.

Follow up

Teachers will endeavour to follow up on students' performance and attitude in their own classes. The home group teacher will review the diary weekly to ascertain overall progress. In cases where concern is felt for a student's progress, the teacher will first use the diary to communicate this to parents.

Diary & Communication between Teachers and Parents

The diary is the official school document for students' academic program. Students are required to bring their diary to each class. It will contain their timetable and individual class requirements. Each student is required to write their homework, due dates of assessment tasks, etc.

Parents are requested to use the diary for standard communication to teachers (eg. absences) and to sign the diary each week. Notes concerning attitude to work and performance at work will be noted in the diary by staff. Longer letters to teachers about other matters are better sent directly to the teacher.

Assessment and Reporting

Assessment is an integral part of the education process. It is part of the learning progress and informs teachers, parents and students as to the progress being made by the student against the objectives of the curriculum.

Assessment is ongoing and includes formative (during units of work to inform the next stage of the learning process) and summative (at the conclusion of a unit of work) assessment. Teachers use a range of assessment tools based on the needs of individual students.

Assessment Strategies

Observations – All students are observed frequently, individually, in small groups and as a whole class.

Rubrics – The assessment of goal-directed tasks with established criteria. They provide authentic and significant challenges and problems.

Process-focused assessments – Students' skills and developing understanding are regularly observed in context using checklists and notes.

Selected responses – Tests and quizzes are the most familiar examples of this form of assessment.

Open-ended tasks – Situations in which students are presented with a stimulus and asked to communicate an original response. The answer may be written, illustrated or constructed.

Exams – Students are expected to sit for written exams in Islamic Studies, English, Mathematics and Science at the end of term 1 and 2. Marks of tests and exams in each subject accumulate to give the student a grade. Assignments, assessments and research projects are also graded which sum up to make the final grade for the student.

Reporting Formats

Written Reports

In the Middle School, the Australian Islamic College reports to parents four times a year in a formal way. Detailed reports are issued at the end of each semester being Terms 2 & 4. Interim reports are issued at the end of Terms 1 & 3.

Written reports are a summative record for students and their parents. In English, Mathematics, History, Science and Geography, the report is based on the assessment of the year level standard as outlined in the Australian Curriculum.

The report includes an achievement grade using A – E for each year level standard, accumulated marks, teacher comments and a general comment. The comments are a reflective review of student learning and development during the semester.

Parent Teacher Interviews

The parent-teacher interview is a discussion between the parent(s) and teacher intended to give the parent(s) information about student development and needs in relation to the school programme. It is also an opportunity for the parent(s) to share information relevant to the student in the school context.

Homework Guidelines

Homework helps students by complementing and reinforcing classroom learning, fostering good lifelong learning and study habits, and providing an opportunity for them to be responsible for their own learning.

Homework provides an opportunity for parents to participate in their child's education. Parents, in partnership with the school, should encourage their children to establish positive homework behaviours.

- Parents are advised of homework expectations through the diary.
- Students benefit from completing homework regularly. Homework helps them develop organisational and time-management skills.
- Students should use the diary to record homework. The diary provides a means of regular communication between parents and the school.
- Failure by students to complete homework on a regular basis will be followed up by teachers and coordinators.

Successful Homework Practice:

- Involves up to 60 minutes per day, five days a week for year 7 & 8 and up to 90 minutes per day, five days a week for year 9.
- Homework should include extension of class work, projects and assignments, essays and research.

Care should be taken to ensure that undue pressure is not placed on students at this level, and that a balance is maintained between the demands of study, recreational pastimes and paid employment. This can generally be achieved through good organisation and planning, and builds on the effective study habits developed earlier in students' school life.

If parents are concerned about the amount of time a student is spending on homework tasks, an interview should be arranged to discuss the concerns with teachers.

Student Home Support

Parents and families can help their children by:

- Encouraging them to take increasing responsibility for their learning and organisation.
- Observing and acknowledging their successes and asking how their home and class work is progressing.
- Encouraging them to set aside a regular daily session to read and complete homework.
- Setting an example by reading themselves.
- Contacting the relevant teacher to discuss any problems their children are having with homework.
- Helping them to complete homework by discussing key questions or directing them to resources. Usually it is better to encourage children to complete homework themselves.
- Ensure that children balance the amount of time they spend watching television, playing computer games, and engaging in leisure or recreational activities.
- Helping them to balance the amount of time spent completing homework, watching television, playing computer games and engaging in other leisure or recreational activities.
- Checking whether homework has been set and ensuring they keep a homework diary.
- Reading texts set by teachers. Discussing their child's response to the texts and asking to see work they complete in relation to these texts.

Co-Curricular Activities

The Australian Islamic College Adelaide has created an extensive, balanced and comprehensive co-curricular programme that builds on the community life of the school and enhances and extends our curriculum.

The co-curricular programme offers all students a range of sporting, cultural, team and individual physical and creative opportunities beyond the classroom. These programmes allow for the development of a broad range of skills, including team work, leadership, organisation, persistence, time management, social skills, self-esteem and a broadening of confidence.

All students are encouraged to participate in co-curricular activities, either individually or as part of a team.

Sports

Our inter-school competitions involve sports such as soccer, cricket, swimming, netball, Rugby Union, cross-country, athletics and basketball.

Sporting involvement is a great way to be an active member of College life, whilst also developing teamwork, physical and leadership skills and perhaps most of all having a good time with friends.

Public Speaking

Opportunities for students to develop skills in public speaking and debating are available throughout the College years. Inter-class debating is encouraged in the Middle School.

Excursions

Partial and full-day excursions are organised throughout the school year. These may be academic, sports-related, or just for fun! Regular school rules are to be followed during all trips and outings. Students also have had the opportunity to visit other schools through inter-faith exchanges.

Competitions

Students are encouraged to participate in Australia-wide subject based competitions in areas such as English, Maths and Science. There is also an opportunity to become involved in school based activities such as the Quranic competition.

Middle School Curriculum

The Middle School curriculum is designed to engage and challenge the intellect, imagination and energy of a bright and talented student population.

The curriculum is taught by highly qualified staff, many of whom hail from highly regarded universities. The curriculum varies from primary school as it is subject orientated with specialist teachers delivering instruction. English and Mathematics are the main focus, and these subject areas are designed to meet the individual needs and abilities of each student. In addition students receive additional support from specialist EALD teachers. Further curriculum areas include Science, History, Geography, Health & P.E., Visual Arts, Design and Digital Technology, Arabic, Islamic and Qur'anic studies.

A variety of teaching strategies are used to deliver instruction such as small group activities, differentiated learning tasks, independent learning tasks, and discovery oriented learning tasks. Subject matter is designed to build on student's previous knowledge acquired in the primary school setting. The curriculum strives to develop a sound grounding in research skills, personal organisation and effective study techniques in preparation for Senior Secondary.

Each subject area is carefully assessed using a wide range of strategies, and parents are provided feedback in comprehensive end of term reports, as well as parent teacher interviews at the beginning of the following term. The curriculum is designed to promote independent and active learning appropriate to students at this age.

Curriculum Areas

Religious, Quranic & Arabic Language Studies

Religious Education – Islamic Studies

Central to the lives of all of our families here at the Australian Islamic College is our faith in Allah (SWT) and the teaching of Islam.

The key to our understanding of self, our world and the interrelation between the two, along with our journey to find meaning in our lives, is religious education. This is particularly important in helping students face the many demands of life today. Religious education and personal development are part of the curriculum in every level of the school.

In the Middle School, the religious education course focuses on the Islamic faith of Muslims. Learning experiences and activities are structured to enable students to focus on themselves as individuals and in their relationship with others. They are encouraged to explore their personal call to growth in faith through deepening their understanding of their relationship with Allah (SWT) and the Muslim community to which they belong.

Areas of study include Islamic Fiqh, Aqidah, Islamic history, teachings from the Quran and hadith.

Skill development in language and communication is an important element of the course. The course is also directed to the development and understanding of interpersonal skills and their application in family life and the workforce.

Quranic Studies

Continuing with their Islamic education, lessons focusing on Quranic recitation are held twice a week by highly knowledgeable Islamic scholars. From an early age children are taught to recite surah by memorising from the Holy Quran. Their knowledge is extensive and can be witnessed in our annual Quranic competition showcasing the important work accomplished by all.

Arabic Studies

In recognition of the important role of the Arabic language, when it comes to our most highly valued learning area of Islam, Arabic is the language we have chosen to teach here at the Islamic College. Learning Arabic, the language of the Holy Quran, supports our desire to expand and consolidate the teachings of our religion. In the Middle Years we have specialist Arabic teachers who conduct two lessons per week in each year level. They scaffold student learning according to ability and aim to equip each child with some Arabic language skills which they can build on throughout their schooling. Our aim is not only to learn the language but to appreciate the heritage of our Prophet Muhammed (SAWS).

English

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society.

The ability to comprehend and interpret written and spoken English in its various forms, together with the ability to express ourselves in a variety of the same forms, is vital for our own well-being and that of the community in general. It is also the basis for learning in other spheres, therefore it is included in the studies of all students.

The English course is concerned with the development of each student's ability to interpret and use language on a wide variety of fronts. Its key aim is to promote the student's ability to communicate, therefore it is not concerned simply with reading and writing – it involves speaking, listening, writing, reading and viewing. To this end, in each year of the course, students encounter a wide variety of differing forms of English expression such as novels, plays, poetry, films, short stories, dramatic performances and newspapers.

Our understanding of ourselves and our world depends on language. At the very fundamental level, thinking itself depends on language. Also, clarity and precision in language are key to thinking critically, solving problems and reasoning logically. At another level language is a means by which we can share the insight, feeling and experiences of others in the face of life. Thus the exploration of human issues raised in literature, film and drama opens up to us the experience and insight of others.

A key element of the course is practice. Students are given repeated opportunities to express themselves in a variety of written and oral forms. The growth of confidence that this engenders is a vital part of gaining a command of language. Students are regularly involved in such activities as speaking to the class formally, performing individually and in groups, and preparing extended pieces of writing for a variety of purposes. Some concrete examples of these activities are short story writing, letter writing, preparing and presenting verbal explanations and performances, essay writing, script writing and writing in the role of others.

Mathematics

Learning mathematics creates opportunities for and enriches the lives of all Australians.

The Mathematics curriculum at the Australian Islamic College Adelaide focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Mathematics is comprised of multiple but interrelated and interdependent concepts and systems which students apply beyond the mathematics classroom. In science, for example, understanding sources of error and their impact on the confidence of conclusions is vital, as is the use of mathematical models in other disciplines. In geography, interpretation of data underpins the study of human populations and their physical environments. In history, students need to be able to imagine timelines and time frames to reconcile related events. In English, deriving quantitative and spatial information is an important aspect of making meaning of texts.

The Mathematics curriculum at the Australian Islamic College provides students with essential mathematical skills and knowledge in number and algebra, measurement and geometry, and statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

From measuring and marking a cut on a piece of timber, using a street directory, checking the bill at a restaurant and predicting the cost of a box of chocolates, to choosing from a variety of loan repayment options, evaluating statistical tests used in research and surveying an irregular piece of land, effective mathematical thinking is essential.

Through their learning experiences in the Middle School Mathematics course at the Australian Islamic College, students are encouraged to develop the skills and attitudes needed for effective mathematical thinking. The mathematics program builds on the prior knowledge of the students and seeks to expand their skills working with number sense, numeration, numerical operations, spatial sense, measurement and geometry patterns, relationships and functions, probability, statistics and data. Students are challenged to apply their knowledge and experience in new and increasingly difficult situations.

Science

Science provides a unique way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

The Science curriculum at the Australian Islamic College Adelaide provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science related careers.

In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence based conclusions using scientific methods. The wider benefits of this "scientific literacy" are well established, including giving students the capability to investigate the natural world and changes made to it through human activity.

The Science curriculum promotes six overarching ideas that highlight certain common approaches to a scientific view of the world which can be applied to many of the areas of scientific understanding. These overarching ideas are patterns, order and organisation; form and function; stability and change; systems; scale and measurement; and matter and energy.

Science is a human endeavour that relies on reasoning, insight, skill and creativity. It builds on the concepts and skills learned since kindergarten. Middle School Science provides opportunities to channel the interests and concerns of students and their exposure to high interest topics.

The curriculum attempts to equip all students with an understanding of scientific knowledge relating to the world in which they live. As students take the initiative to learn science, they will learn about themselves, their community and possible careers in the scientific field.

Humanities & Social Sciences

Humanities and Social Sciences is the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The Humanities and Social Sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.

Through studying Humanities and Social Sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate.

The Humanities and Social Science subjects provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

The primary purpose of our social studies program is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse and democratic society. Faced with the complexity of our modern world from the local to the global level, responsible participation in society is not easily achievable.

One of the key aims of this area of study is to enable students to understand the nature of relationships among people, societies and environments in various times and places. It requires the development of the skills of social investigation, social criticism and participation. Through the process of inquiry, of raising questions and gaining insights, students are encouraged to develop a more thoughtful approach to gaining information and using that information appropriately.

Subjects studied at the Australian Islamic College Adelaide include History, Geography, Business and Economics. Intertwined throughout these and other subjects offered in the Middle School are concepts such as Civics & Citizenship, which are valuable skills for our students to be exposed to.

Students are encouraged throughout the program to develop skills in the basic fundamentals of language and communication, as well as the higher order skills of critically evaluating information and the actions of people and society.

Visual Arts

The Arts is a learning area that draws together related but distinct art forms. While these art forms have a close relationship and are often used in interrelated ways, each involves different approaches to art practices and critical and creative thinking that reflect distinct bodies of knowledge, understanding and skills. The curriculum examines past, current and emerging art practices in each art form across a range of cultures and places.

Students at the Australian Islamic College study the formal subject of Visual Arts – students experience and explore the concepts of artists, artworks, world and audience. Students learn in, through and about visual art practices, including the fields of art, craft and design. Students develop practical skills and critical thinking which inform their work as artists and audience.

Content within the Visual Arts subject falls into two broad interrelated strands of Making and Responding.

Making includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore art practices and make artworks that communicate ideas and intentions.

Responding includes exploring, responding to, analysing and interpreting artworks.

Other aspects of learning within the Arts realm such as Media Arts, Dance & Drama are intertwined throughout the other curriculum areas.

Health & Physical Education

Health and Physical Education teaches students how to enhance their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. The Health and Physical Education learning area has strong foundations in scientific fields such as physiology, nutrition, biomechanics and psychology which inform what we understand about healthy, safe and active choices.

In Health and Physical Education, students develop the knowledge, understanding and skills to strengthen their sense of self; and build and manage satisfying relationships. The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety and physical activity participation. As students mature, they develop and use critical inquiry skills to research and analyse the knowledge of the field and to understand the influences on their own and others' health, safety and wellbeing.

Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities. As a foundation for lifelong physical activity participation and enhanced performance, students develop proficiency in movement skills, physical activities and movement concepts and acquire an understanding of the science behind how the body moves.

Health and Physical Education teaches students how to enhance their health, safety and wellbeing and contribute to building healthy, safe and active communities.

Physical Education

Students will strive to demonstrate the ability to set personal goals, develop an awareness of and respect for others through participation in physical activities. Students will engage in physical activities that provide for challenge, problem-solving and decision-making, appropriate choices, fair play and sportsmanship.

Health

The Health Education program promotes behaviours that contribute to a healthy lifestyle and improved quality of life for all students. The Health Education curriculum supports and reinforces the following goals and objectives: Stress Management, Protecting Self and Others, Relationships, Nutrition and Weight Management, Drug and Alcohol Abuse, Personal Fitness, Healthful Lifestyles, Appreciation for Diversity, Social Wellbeing and Family Life.

Digital Technologies

Technologies enrich and impact the lives of people and societies globally. Australia needs enterprising individuals who can make discerning decisions about the development and use of technologies and who can independently and collaboratively develop solutions to complex challenges and contribute to sustainable patterns of living. Technologies can play an important role in transforming, restoring and sustaining societies and natural, managed, and constructed environments.

The Technologies curriculum at the Australian Islamic College Adelaide ensures that all students benefit from learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live. This learning area encourages students to apply their knowledge and practical skills and processes when using technologies and other resources to create innovative solutions, independently and collaboratively, that meet current and future needs.

The practical nature of the Digital Technologies learning area engages students in critical and creative thinking, including understanding interrelationships in systems when solving complex problems. A systematic approach to experimentation, problem-solving, prototyping and evaluation instils in students the value of planning and reviewing processes to realise ideas.

All young Australians should develop a capacity for action and a critical appreciation of the processes through which technologies are developed and how technologies can contribute to societies.

Word processing, coding, graphic processing and presentation skills are further developed in an advanced level in the Middle School. Students apply these skills in projects generated in their core classes. The use of the Internet as a research tool and the proper use of e-mail are reinforced. Simple programming ideas are explored through spreadsheets and hypermedia. Students learn to identify the parts of their computer, to use the required system of file management and to care for and maintain their devices.

Students learn to use multi-media resources critically as tools for research, presentation and communication.