

Australian Islamic College Adelaide



JUNIOR PRIMARY AND PRIMARY CURRICULUM HANDBOOK

Address: 22A Cedar Ave, West Croydon SA5008

Tel: (08) 8340-7799 Email: info@aic.sa.edu.au Website: aic.sa.edu.au

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)

Implementation date: [August 2017]
Last Reviewed: [April 2018]
Approved by: [Executive Principal]
Next review: [December 2018]

Table of Contents

Introduction	4
The Curriculum.....	4
Assessment	5
Strategies	5
Reporting Formats	5
Parent Teacher Interviews	5
Written reports.....	5
Homework Policy	6
Support Programs.....	6
Religious, Quranic & Arabic Language Studies	7
Religious Education - Islamic Studies	7
Quranic Studies.....	7
Arabic Studies	7
School Philosophy Early Years.....	8
School Philosophy Primary Years.....	8
English – Early and Primary Years	9
Mathematics – Early and Primary Years.....	10
Science – Early and Primary Years	11
Humanities and Social Sciences – Early and Primary Years	12
Health and Physical Education – Early and Primary Years	13
The Arts – Early and Primary Years	14
Co-Curricular and Extra Curricular – Early and Primary Years	15

Introduction

This booklet contains information about the Primary School curriculum, from Foundation to Year 6. It begins with an outline of the principles upon which the curriculum is based and our philosophical beliefs about how children learn. The booklet also includes information about assessment and reporting, co-curricular and extra-curricular information, catering for student learning support and extension.

We believe the Primary School plays a key role in developing a vibrant learning community that responds to the developmental needs, diverse cultures and broad interests of the students and their families. Supported by a tradition of strong Islamic values, the Primary School aims to provide a contemporary, quality education that will maximise each student's learning potential and welfare from Foundation to Year 6.

We use a holistic and inclusive approach to the education of our students. This recognises that students learn in different ways and develop at different rates, academically, physically, socially, emotionally, creatively and spiritually and will have different needs and interests over time.

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 see a responsibility to foster in each student the notion of caring for themselves, for others and for their local and global community.

We encourage all students and families to discuss and ask questions in order to build a collaborative partnership to allow all students to experience success and greater achievement, as they move through the Primary Years and look toward their Senior Years.

The Curriculum

- The particular learning styles and needs of our students are identified and supported in our classroom practice.
- The development of social skills is an essential part of the classroom program at every year level.
- There is consistency in the curriculum from Foundation to Year 6. The concepts, knowledge, skills and values of each subject at every year level are clearly developed on those of previous years.
- An extensive selection of assessment techniques are used.
- Opportunities exist for students to engage in critical and creative thinking.
- Opportunities exist for students with particular strengths and those with special needs to receive support.
- Camps and excursions fulfil a significant role in the curriculum and have an important place in the Primary Years.

Assessment

- Students' prior knowledge and experience are assessed before the introduction of new topics.
- Students participate in the assessment process through a range of methods, including self-reflection and developing assessment tools.
- Assessment is a vital part of the teaching and learning process in all curriculum areas.
- 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.

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.

Reporting Formats

Parent Teacher Interviews

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

Written reports

Written reports are a summative record for students and their parents. Written reports are provided at the end of each term and levels of achievement are allocated. 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, teacher comments and a general comment. The comments are a reflective review of student learning and development.

Homework Policy

- Homework has a valuable place in a student's education. The purpose will vary according to the individual and the year level of the student. It permits students more time for reflective thinking than is often possible within the classroom situation.
- Homework will have a distinct objective that is clear to the student and teacher. We recognise the importance of other activities, such as family time, sport, reading, special interests and that flexibility is needed to give time to these important areas.
- The progression of self-organisation, time management and efficient task completion are essential to our Homework Policy.

Support Programs

- Assisting students in class to access the Curriculum at the point of delivery.
- Individual Education Plans developed for students with learning needs.
- Consultancy and liaison with parents, teachers and other professionals.

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.

Religious Education is the key to our understanding of self, our world and the interrelation between the two, along with our journey of finding meaning in our lives. This is particularly important in helping students face the many demands of life today. Religious Education and Personal Development are part of the curriculum at every level of the school.

In the Primary 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 memory 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 Australian Islamic College. Learning Arabic, the language of the Holy Quran, supports our desire to expand and consolidate the teachings of our religion. In the Primary 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 (SAW).

School Philosophy Early Years

- In the Early Years we provide a happy, safe and stimulating learning environment, where the needs and interests of all students are valued and catered for. All students are supported to further develop co-operative social and group skills, with a focus on developing independence and resilience in their interactions and friendships with others. Students are encouraged to play and work in harmony, acknowledging the diversity of all students. The Islamic ethos is an integral part of the early year's program. Students are supported to develop the skills of confidence, getting-along, persistence, personal organisation and resilience.
- There is a dedicated focus on the development of literacy and numeracy skills, with a high level of accountability given to monitoring and supporting student progress. Collaboration with parents on student learning progress is a high priority. We provide a curriculum framework that gives crucial support for our students to develop global awareness and to become lifelong learners.
- In recognition of the rich cultural diversity of our students, the College has taken a whole school approach focusing on creating a literacy program which addresses the specific needs of children from non-English speaking backgrounds.

School Philosophy Primary Years

- In the Primary Years the students are encouraged to think and act with more independence. They are also encouraged to take on more responsibility for their learning, demonstrating greater levels of organisation, persistence and responsibility.
- The students are offered a range of leadership opportunities that allow them to develop and utilise leadership skills during this important year.
- Further development and extension of literacy and numeracy skills has a high priority during the Primary Years.
- All students are supported to develop cooperative social and group skills, with a focus on developing independence and resilience in their interactions and friendships with others.
- In the Primary Years a collaborative approach is embraced for learning, supporting diverse interests and based upon shared experiences and activity based learning for our students.
- Students' confidence is developed and nurtured to enable them to be inquirers – to wonder and pose questions with many opportunities for critical, analytical, creative and reflective thinking, enriched through reciprocal interactions between peers, teachers and the broader community.
- Optimal learning outcomes require strong home-school partnerships. Clear and continuous communication and parent participation in the learning environment is of a high priority.

English – Early and Primary Years

- Students bring to school a variety of experiences with language and texts from their home and community life. Through carefully scaffolded, engaging and motivating learning experiences students develop greater depth of knowledge and skills across their literacy learning.
- In the early years, students are engaged with meaningful listening activities for different purposes and contexts, to develop understanding that print and spoken words represent the real or imagined world.
- Students learn to develop effective communication skills to communicate personal ideas, facts and information.
- Students learn how the English language is used in different ways for different purposes to write with meaning using a range of genre.
- Early Years students participate in the Jolly Phonics program to develop phonemic awareness and an understanding that the spoken names and sounds can be written down as letters of the alphabet.
- Students understand, comprehend and respond to information from a range of factual and fictional sources.
- Students are encouraged to read aloud, with developing fluency and intonation, texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information.
- In the Primary Years students are required to listen and respond to a range of texts, and to the ideas and opinions of others. This will support clear, well-ordered and confident verbal communication in a variety of situations.
- To nurture in students a love of literature and the written word.
- Students plan, rehearse and deliver oral presentations to explain their point of view whilst taking into account other perspectives.
- In the Primary Years students continue to develop their explicit reading strategies through the Sheena Cameron Reading Comprehension Program. These include identifying literal and inferential meaning and connecting different ideas in parts of a text.
- Students explain how events, characters and settings in texts are portrayed and explain their own responses to them.
- Students identify and use confidently a variety of grammatical features.
- Students implement accurate spelling and punctuation, editing their work to develop meaning and select vocabulary from a range of resources.

Mathematics – Early and Primary Years

- The Early Years set the foundation for learning mathematics. Students at this level can access powerful mathematical ideas related to their current lives. Learning the language of mathematics is crucial in these years.
 - The Early Years Program involves students in practical, hands-on experiences where they can apply mathematical knowledge to real life situations. Mathematics lessons are activity based with an emphasis on mathematical processes. Maths sessions include explicit teaching time, as well as time for children to practice, explore, investigate, predict, question and clarify concepts and processes.
 - Mathematical lessons actively develop students' enjoyment of the Mathematics activities and tasks introduced.
 - Students participate in relevant Maths sessions that allow time to investigate, make comparisons and draw conclusions.
 - Students are provided a solid foundation of basic number facts.
 - Students establish a foundation for dealing with abstract mathematical concepts and processes later in life.
 - Students are extended based on individual needs.
-
- In the Primary Years students are provided with opportunities to explore concepts through investigations and to apply skills when solving a variety of problems. They become increasingly competent users of the language of Mathematics and are encouraged to see it as a way of thinking, rather than a series of facts and formulae to be memorised.
 - Students are encouraged to move from concrete to more abstract thinking.
 - Students use mathematical language to articulate and justify solutions to problems.
 - Students further develop efficient strategies (mental, written and calculator) to solve problems in everyday situations.
 - Sharing during Maths sessions is a crucial part of the Maths program. Having conversations about their thinking and the strategies used helps students to reinforce their understandings.
 - Students engage in open-ended problem solving and record their mathematical learning using appropriate methods.

Science – Early and Primary Years

- In the Early Years students have an instinctive curiosity about the world around them and a desire to explore and investigate things. Asking questions leads to speculation and the testing of ideas. Exploratory, purposeful play is a key feature of their investigations.
 - Students will develop their observational skills by using their senses to collect and record information, and they will use their observations to recognise patterns, make predictions and refine their ideas.
 - Through explicit teaching opportunities, students recognise scientific characteristics of their everyday activities and the place of science in their community.
 - Students learn to ask questions about objects and events in their familiar environment.
 - Students use their senses to explore and describe phenomena and make inferences based on observations.
 - Students share their understandings about science using every day and scientific language.
 - Students use text to support the learning of science concepts and content.
-
- In the Primary Years students actively build and challenge their understanding of the world by combining scientific knowledge with reasoning and thinking skills.
 - Hands on experiences and inquiry are important in developing science knowledge and skills.
 - Students will identify patterns and make connections, examine change over time and examine how this change can be affected by one or more variables.
 - Students investigate and make predictions based on these questions. They plan and conduct investigations and reflect on their process.
 - Students use equipment in ways that are safe and improve the accuracy of their observations.
 - To pose questions, make predictions, plan and conduct investigations including fair testing.
 - To evaluate experiments and reflect on data using a variety of methods.
 - Students construct tables, graphs and text to share their investigations with others.
 - Complete oral and written reports to communicate their methods and findings.

Humanities and Social Sciences – Early and Primary Years

- In the Early Years students develop an understanding of different social systems, the rights and responsibilities of people and groups in a range of settings.
 - Students increase their understanding of their world, focusing on themselves, their friends, families and their environment. They will appreciate the reasons why people belong to groups, the roles they fulfil and the different ways that people interact within groups.
 - An emphasis is placed on students developing an understanding of their role in becoming responsible global citizens. Content is relevant and engaging and is related to universal concepts that are common to all societies, times and places.
 - To explore the means and methods in which people cooperate with and depend upon others in the class, school, local community and communities around the world.
 - To investigate matters related to the environment, sustainability, conservation and the care of resources.
 - To foster interpersonal and group participation skills.
 - To have opportunities to improve their investigating techniques and thinking skills in order to find solutions to given problems.
 - Students represent the location of different places and their features on pictorial maps and present findings using a range of resources and use everyday language to describe direction and location.
-
- In the Primary Years students reflect on cultures and customs and how involvement within groups involves both rights and responsibilities.
 - Students identify the importance of developing a sense of belonging and ownership towards the environment, valuing and caring for it, in the interests of themselves and to benefit future generations.
 - Students recognise how ideas and actions of people in the past have transformed the lives of others, and appreciate how the past is recorded and remembered in various ways.
 - Students develop an understanding of their personal and cultural identities by participating in their classroom, school, community and the world.
 - Students develop, organise and present their texts, particularly narratives and descriptions, using historical terms and concepts.
 - Students develop sensitivity, creativity and initiative, leading to socially responsible action.
 - Students understand that people have different perceptions of places and how this influences views on the protection of places.
 - Students develop geographical questions to investigate, collect and record information and data from different sources to answer these questions

Health and Physical Education – Early and Primary Years

- The Health and Physical Education program supports the development of healthy bodies and healthy minds.
- The ongoing development of strong communication skills is a crucial part of our classroom and lesson structures.
- Our students are encouraged to share feelings and ideas as they develop friendship building skills. Students discuss health and safety issues and are involved in developing rules to keep the environment safe for all.
- Opportunities are provided for students to participate in meaningful ways in group discussions and shared decision making about rules and expectations.
- Students learn about healthy lifestyles, including nutrition, personal hygiene, physical fitness, emotions and that social relationships are integral to wellbeing and self-confidence.
- Students develop resilience as they assume increased responsibility for their health and basic health routines. This promotes a sense of independence and confidence.
- The Physical Education Program in Junior Primary aims to encourage every child to participate in game based activities to develop a wide range of motor skills.
- Students build upon existing movement patterns and skills that facilitate ongoing participation in physical activity.

- In the Primary Years, Health and Physical Education builds on the students' knowledge of wellbeing and the skills and attitudes that contribute to it.
- Health and Physical Education encompasses the physical, emotional, cognitive, spiritual and social health. This facilitates students to further develop their abilities to build and maintain relationships with others and to participate in an active, healthy lifestyle.
- The aim of our Physical Education program is to promote and further develop a positive attitude towards physical fitness, health and personal well-being.
- Activities are targeted at building team skills, team participation and positive sportsmanship.
- Students learn to build skills, confidence, co-ordination and control in a range of physical and sporting activities that are the basis for involvement in a wide range of sports.
- Students undertake activities in an environment that encourages participation and competition in a range of sports and recreational activities.
- Students participate in effective decision-making skills and how to apply those during Physical Education activities.
- Students recognise the importance of self-control in relation to safe personal behaviour and respecting others.
- Students will build upon the skills to set goals and identify strategies to contribute to their own wellbeing.

The Arts – Early and Primary Years

- In the Early Years the Arts are a powerful mode of communication through which students explore and construct a sense of self and develop an understanding of the world around them.
 - Students are exposed to a broad range of experiences that illustrate the field of Visual Arts. They are encouraged to take ownership of their learning, to creatively explore personal interests and to develop their own style.
 - Students recognise that people create art for a variety of reasons and from a variety of resources.
 - Students demonstrate that personal feelings, ideas and understandings can be expressed through art.
 - Students develop through the stages recognising their visual art growth from exploration, developing form, control and more detailed representational drawings.
 - Students are exposed to art forms associated with special events, festivals and holidays throughout the world.
-
- In the Primary Years the Arts provides students with a wide range of opportunities and means to respond to their experiences and engage with historical, social and cultural perspectives.
 - Students develop skills in interpreting, exploring, investigating and responding to visual forms in their world.
 - Students use different tools, mediums and techniques when representing their ideas.
 - Students develop skills in planning, designing and selecting appropriate materials and equipment for various art works.
 - Students recognise that different audiences will respond to art works in different ways.
 - Students reflect throughout the creative process to challenge their thinking.

Co-Curricular and Extra Curricular – Early and Primary Years

- The Australian Islamic College has created an extensive, balanced and comprehensive co-curricular and extra-curricular program that builds the community life of the school and enhances and extends our curriculum. The co-curricular and extra-curricular program offers all students a range of sporting, cultural, team and individual physical and creative opportunities beyond the classroom. These programs 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 the co-curricular activities, either individually or as part of a team.
- Co-curricular activities are those activities included as part of the normal school curriculum and may be scheduled during school hours or conducted off campus. These opportunities include, camps, intra and inter-school sport and excursions.
- The school sports program offers a variety of sporting opportunities throughout the year. Sports are offered each term, which maximises opportunities for physical activity and provides a positive environment for movement, skill development and improved physical competence, along with team work.
- Older students are given the opportunity to be selected for SAPSASA teams.