



2025

TERM 2

NEWSLETTER

ADELAIDE COLLEGE

 (08) 8340 7799

 aic.sa.edu.au

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EXECUTIVE PRINCIPAL'S MESSAGE

Assalamu Alaikum wa Rahmatullahi wa Barakatuh

Dear Parents/Guardians and Community Members

Alhamdulillah, Term 2 has been another successful term. I extend my heartfelt gratitude to our parents, students and staff for your continuous support and commitment to the vision of Australian Islamic College.



The College is dedicated to providing state-of-the-art facilities to support the academic and spiritual growth of all our students. Alhamdulillah, I am pleased to announce the College commenced Phase 2 of our building projects at both AIC Henley Brook and AIC Forrestdale.

The buildings are on track to open for the start of the 2026 academic year. This will provide a dedicated space for our high school students including specialty classrooms. The admin block is also on track which will free up space for Kindergarten and Pre-Primary for 2026.

We are also excited to share that from Term 4 this year our Year 9 students will transition into Year 10. This progression marks a pivotal step in their educational journey, which will offer students a comprehensive and well-paced Year 10, strengthening their readiness for Year 11 subject selection and supporting a smooth, well-guided transition into senior secondary schooling. Despite Year 9 concluding in three terms, I can assure you all curriculum requirements will be fully met, ensuring continuous quality learning while also promoting student wellbeing and engagement.

The College's ongoing commitment is to provide students with a high level of education across all learning areas. We are committed to nurturing students to excel academically while instilling and upholding Islamic values and principles. Our teachers and senior management team work diligently to deliver high-quality education, ensuring our students receive an education that adequately prepares them for success in all aspects of life.

I am sincerely grateful to all parents, guardians and community members for your continued support and involvement in our school. By working together, we can create an environment that promotes academic excellence, Islamic values and personal growth for the best in this life and in the hereafter.

I pray you all have a restful and fulfilling term break. I look forward to seeing you all again in Term 3, In Sha'Allah.

Wasalaam,

Abdullah Khan OAM

Executive Principal/CEO

PRIMARY ASSISTANT PRINCIPAL

Salaam alaikum dear parents and guardians,

Alhamdulillah, we've reached the end of a productive and enriching Term 2 at Australian Islamic College – Adelaide.

This term, our students have continued to grow in their academic learning. We've been proud to see them engage with enthusiasm across all areas of school life.

Our students also had the opportunity to participate in a range of exciting educational experiences, including the Australian Muslim History incursion from the Islamic Museum of Australia, the Dream Big Children's Festival, and a visit to Urrbrae House. These activities have supported our classroom learning.

Thank you for your ongoing support throughout the term. We wish all our families a safe and restful holiday break and look forward to seeing you again in Term 3, inshaAllah.

Warm Regards,

Tanya Khelwaty

Assistant Principal – Primary

ASSISTANT PRINCIPAL HIGH SCHOOL

Assalamualaikum Dear Parents/Guardians, Students and Staff,

Alhamdulillah as we approach the end of another busy and productive term, I would like to take a moment to reflect on the successes of Term 2 and highlight some important updates as we move into the upcoming break and return to school.

As many of you know, the Semester 1 Examinations were held across the high school, and we are proud of the effort and dedication our students have put in. These exams are an important milestone in your academic journey, and we commend you for your focus and resilience. Results will be shared with students as they become available, and we encourage everyone to reflect on their performance as we move into the second half of the year.

On the 27th of June, we held our Annual AIC Multicultural Day, a celebration of the rich diversity within our school community. This event showcased the different cultures that make up our vibrant and welcoming school. Students were able to share their traditions, and stories, creating an environment of learning and mutual respect. A big thank you to the High School SRC and everyone who participated and helped make this day a huge success.

Earlier this term, we also shared our stories and understanding of Harmony Day and Reconciliation Week, both of which hold significant importance as we work towards understanding and building a more inclusive society. These events remind us of the value of cultural respect, understanding, and unity. It's wonderful to see our school community continue to engage in important conversations about reconciliation and the promotion of harmony in our everyday lives.

We look forward to welcoming all students back to school on Tuesday, 22nd July, ready to begin the second half of the year with renewed enthusiasm and commitment. In the meantime, enjoy the break, stay safe, and we'll see you back at school soon InshaAllah.

Kind regards,

Rabia Khan

Assistant Principal High School
AIC Adelaide

LITERACY COORDINATOR – MIDDLE SCHOOL

Assalamu Alaikum Dear Parents,

This term has been an exciting one as the school embarked upon consolidation of one of our priorities of implementing an impactful and evidence-based pedagogical approach across the school. Bearing this in mind, we have all been working on planning and delivering lessons using this strategy. On an academic level, this term is significant as it closes the semester. It is thus a key moment for students to reflect on their progress in studies with the Semester 1 examinations held in week 7.

The Middle School students have engaged in Brightpath Assessments for English this term. This is an excellent opportunity to provide students feedback against a benchmarked standard. The students were informed about their areas of strength in writing, as well as their weaknesses. Students can set writing goals with their teachers and then work on them throughout the term. At the end of the term, students completed a Brightpath post-test that helped them gauge their improvement in writing in this genre.

Since the start of this year, we have initiated deeper engagement with reading across the board in Middle School to help improve student reading proficiency. To enrich and broaden the student receptive base, this focus on reading was complemented with vocabulary instruction. Students are provided a new vocabulary list every week and then tested on the words each week. It is hoped that this will have the dual advantage of not only making decoding in reading easier but also promote sophistication in writing as students will have a bigger cache of words at their disposal.

I look forward to continuing working with you to enhance the educational outcomes for the students. If you have any questions or concerns, please do not hesitate to contact me.

Kind regards,

Benish Hussain

Literacy Coordinator (Middle School)

bhussain@aic.sa.edu.au

SACE COORDINATOR

Year 12 Semester Exam in progress

SACE Matters:

Generative AI tools, including ChatGPT, are like other online information sources and can be used to support students' own understanding process. These tools can assist with research and provide access to information, but all the work submitted for assessment must be students' own work and the language used to articulate ideas must also be their own. Any content generated by AI needs to be properly acknowledged: the name of the AI tool used, a link and the prompt entered to generate the response.



Kind regards,

Mrs. Ann Vincent
SACE Coordinator

CAREER COUNSELLOR AND VET COORDINATOR

Future choices regarding studies and careers include some of the most significant decisions that students make in their lives. Focused career guidance, therefore, has deep value for the students. Bearing this in mind, I have been working with the Year 10 students to build their understanding of future choices to aid them in subject selection for year 11 next term. One such activity involved Adelaide University Representatives Pip Southee and Sarah Russell, who came to school to conduct a workshop for the students. The activity used VENN Diagrams to hone into the students' understanding of their futures. Engagement with personality types such as realistic, enterprising, social, investigative and conventional helped students learn more about their personality traits and this was then linked to career choices. Students participated enthusiastically and gained a lot from the activities. The images below show students interacting with the workshop content.



The Year 12 students also had an opportunity to engage with a Flinders University rep who consulted with the students individually regarding university courses. This was extremely helpful and enabled students to narrow down their choices for university applications that they will be fulfilling next term.

As regards VET, I am working with the students who have expressed an interest in different courses regarding fulfilling the requirements of their VET application. This includes ensuring immersion in course-based activities. I am working with different RTOs to book these days for the students. The current year 11 students are making progress with their VET courses and will Insha'Allah have completed semester 1 by the time the newsletter is distributed.

I will continue to keep you updated about any significant events or dates relating to careers and VET.

If you have any questions, concerns or suggestions to make, please do not hesitate to contact me.

Kind regards

Benish Hussain

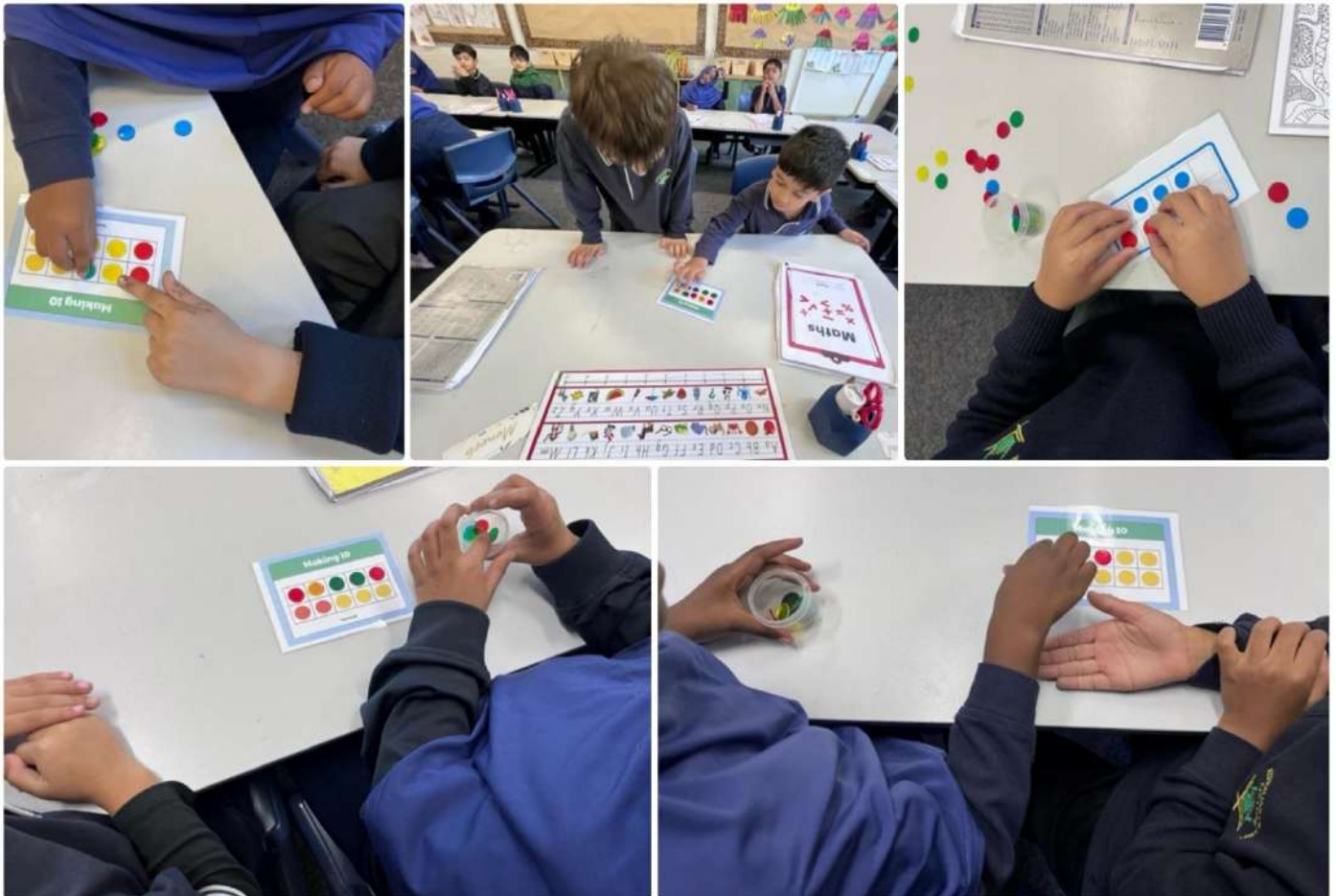
Career Counsellor and VET Coordinator



RECEPTION

Aa Salamu alay kum dear parents,

Hope you are all keeping well and staying warm in this cold weather.
I am delighted to share your child's learning in term 2 of 2025.



In Mathematics we are learning to count to twenty. Here we are doing halfway using counters. Focus was to count, share, take turns, teamwork and support each other in their learning.

Alhamdulillah it was a positive experience and rewarding to see these young learners focused and engaged!!!!

Finally, after long learning week we had some time to explore our room and engage with friends as free choice. What did we do?

Enjoyed dressing up with different attires.

Being creative using building materials and sharing our ideas with each other, colouring and having role play.



In science we explored the topic called object and materials. Students had various experiences both individually and as a group. They learnt what are natural and man-made objects, their characteristics, what materials they are made up off and articulating their understanding very clearly. Have a look how busy they have been learning about this interesting topic!





HAPPY MOTHERS DAY!!

Receptions tested themselves while making Mother's Day flower bouquets craft.

They engaged themselves in cutting, varied shapes, sizes, and coloured flowers. They demonstrated their understating of a bunch of flowers by gluing it. Lastly, English handwriting was integrated where students wrote a little message to their mums. Some wrote it independently while some did it with explicit instructions and copied from the board.

Good work receptions!!

PROUD ME!!





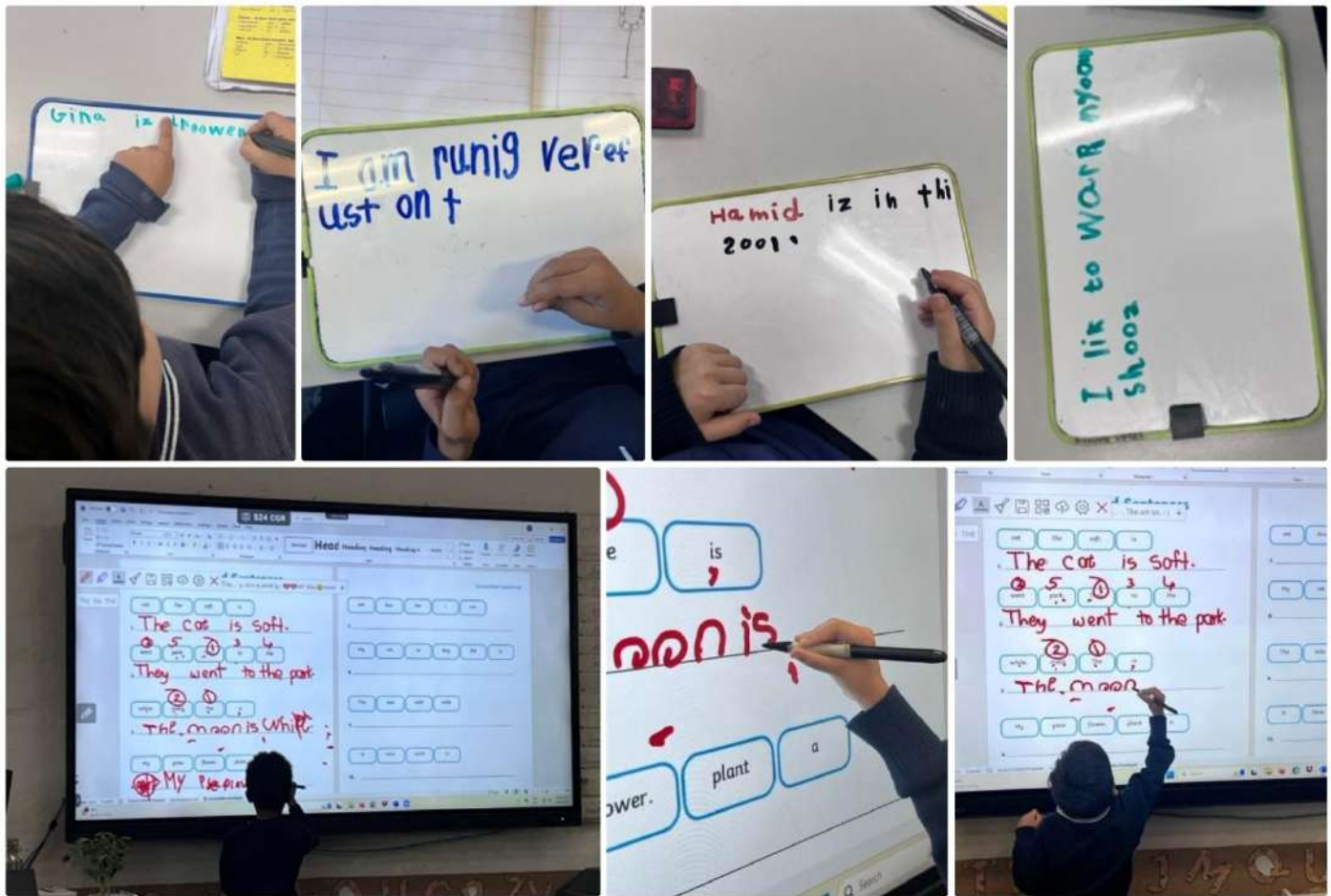
Library lesson is a time when we sit and do reading. We have been exploring picture books previously and now we are learning to be confident with reading. Look at us we enjoy reading especially as a group.



Literacy

Sentence rules and making meaningful sentences is the topic receptions have been learning. Practicing writing using various resources from CW books to board and hands on material to keep us focused was the key throughout this topic. We are still learning and trying to do our 100%. In Sha Allah most of us will be making meaningful sentences soon.

ONE FINGER SPACE RULE!



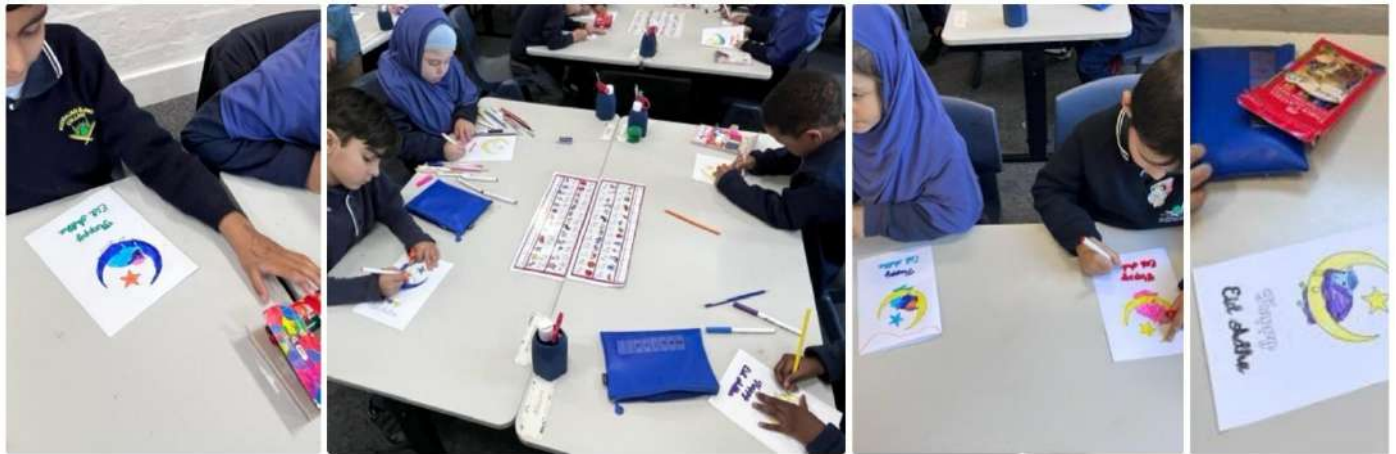
In digital technology students created models of digital device using recycling materials. Laptops and phones were the most common devices designed and created. Some other models were robot vacuum, fridge, camera, and traffic lights.

Students were very excited especially who were well prepared from home and had materials already to be used.





EID AL ADHA CARD MAKING



In Sha Allah catch up in term 3, 2025.

Allah hafiz

Benazir Shaikh
(Reception teacher)

YEAR 1

Maths

We were exploring the informal units for measuring length such as handspan, foot, pop sticks, counters and string.

They measured the length of the teacher's table, student desk, white board, books and windows using these units and recorded in their books.



English

Made booklets for procedure writing -how to make pizza

Exploring verbs -students making Verb flowers. They chose their own verb and made a flower (creativity skills)



Science

- Learning about weather and seasons
- Learned about the months which covers each season
- Students to find the relevant season for the picture they obtain.

Ex. jacket – winter

Suncream– summer

Then they draw pictures to relevant season in their workbook.



Show and tell – each week they bring something to share, based on the topic provided

Ex. favourite book

Fuzzzy toy



MS. Sajiha Anver

YEAR 1/2E – A TERM OF HANDS-ON DISCOVERY AND FUN!

It's been a wonderfully busy and exciting time in Year 1/2E, as our classroom has been buzzing with curiosity, creativity, and hands-on learning! From science experiments to storytelling, from art projects to problem-solving challenges, our students have been diving headfirst into a world of meaningful experiences that spark both joy and discovery.

We're so proud of the energy and enthusiasm Year 1/2E brings to their learning each day. It's been a term filled with laughter, exploration, and growth—and we can't wait to see what the next chapter brings inshallah!



YEAR 2A

The students worked diligently in their groups over the past three weeks to create their dioramas and ensure the success of their project. Today, they proudly showcased their work during the diorama exhibition, which was attended by the principal, assistant principals, staff, teachers, and students from Reception, Year 1, and Year 1/2. They delivered impressive presentations and responded to questions with confidence. Their outstanding efforts and excellent presentation skills were praised by all. It was truly a successful and memorable event!



YEAR 3A

Assalam u Alaikum

Dream Big Children Festival

The Year 3 students attended the Dream Big Children's Festival to watch a stage performance inspired by Alison Lester's picture book IMAGINE. This excursion provided a valuable learning experience, allowing them to observe live acting in action. They had a fantastic time exploring theatre outside the classroom and even enjoyed a relaxed afternoon snack together upon their return.



VEX Robotics Workshop

The Year 3 students participated in an exciting incursion focused on coding through the VEX Robotics program. The workshop was led by University of Adelaide Engineering and Computer Science students Nimra and Jaiden. ROBOGALS, a global student-run organization, aims to inspire and empower young women to pursue studies in engineering and related fields. Our Year 3 students enthusiastically explored the fundamentals of coding and successfully programmed a robot using a series of commands. This experience will support them in refining their coding skills in Semester 2 as they delve deeper into coding concepts.



Working with Senior Students

Our year level was incredibly fortunate to receive support from senior students during their Physical Education lessons. They had the opportunity to develop a range of AFL skills while practicing alongside their peers in a lively and enjoyable setting. Additionally, as part of their learning program, students attended a delightful morning tea prepared and served by Year 12 hospitality students.



Regards

Mrs. Qudsia Haider
Year 3A Teacher

YEAR 3B

Asslamualaikum parents/guardians,

Term 2 was filled with enthusiasm and hands-on learning. In English, we focused on spelling, narrative writing using the Seven Steps, tenses, and comprehension strategies. Maths covered measuring mass and distance, and addition and subtraction with regrouping. In Science, we explored rocks, minerals, and soil, while in HASS we learned about Indigenous Australian history. Students enjoyed drama in Arts, designed cereal boxes in Technologies, and built teamwork and AFL skills in PE. Highlights included an excursion to the Dream Big Children's Festival and a VEX Robotics incursion. Towards the end of Term 1, we had Sports Day.

We're excited to see what Term 3 brings!

Kind regards,

Manmeet Kaur (Mrs. Kaur)

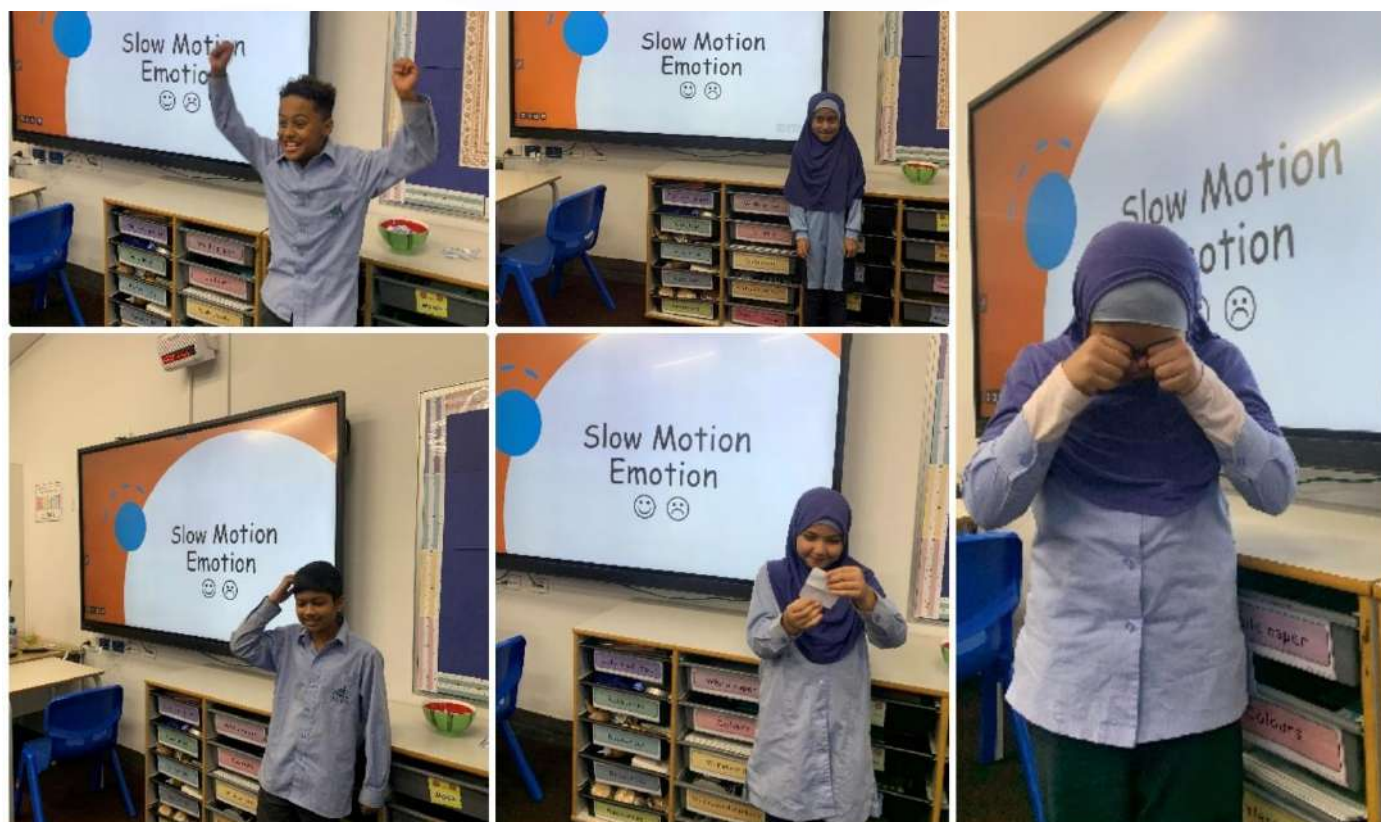
Maths (Measurement of distance and mass)



Technologies (Planning & Designing a Cereal Box)



The Arts (Drama)



Physical Education (Teamwork & Focus Activities along with AFL skills)



Excursion (Dream Big Children's Festival)



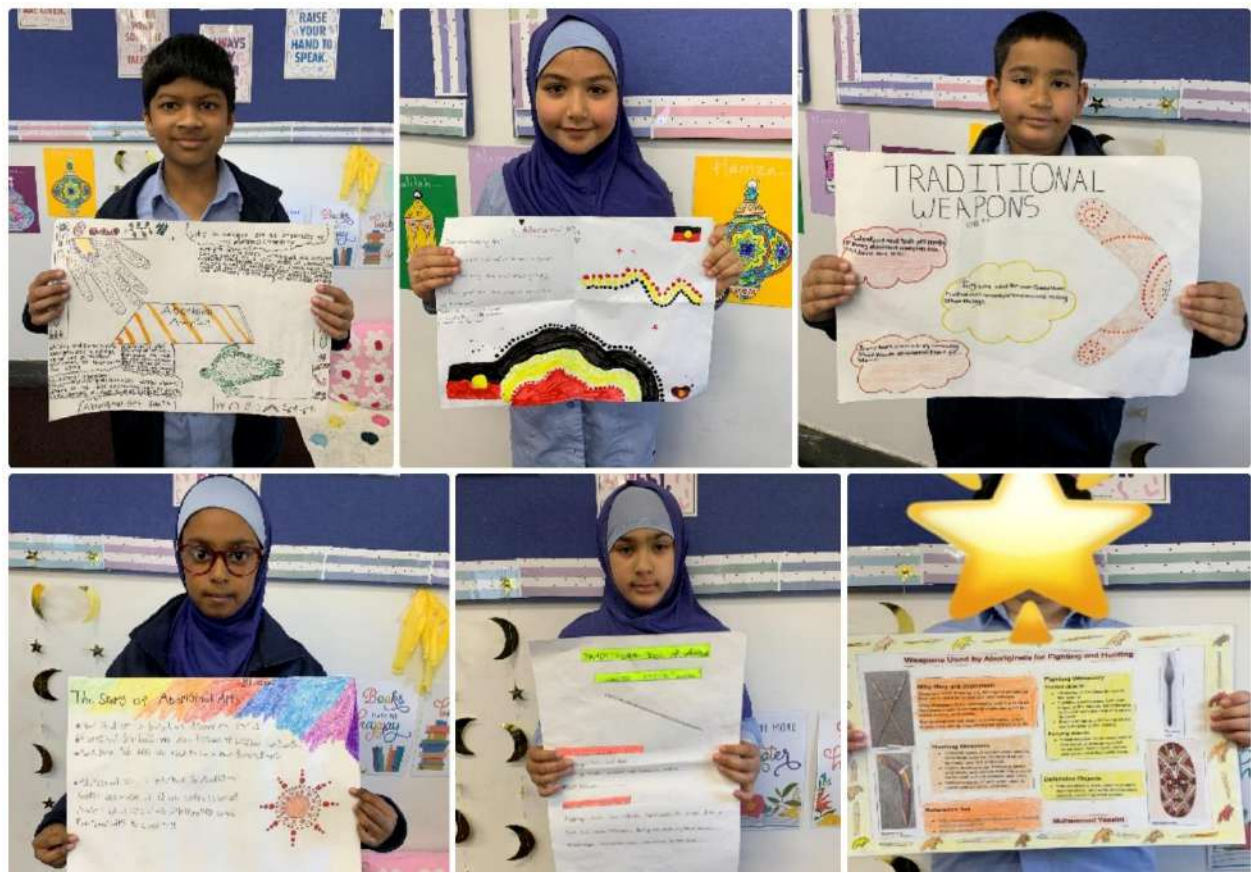
Incursion (VEX Robotics Workshop).



Sports Day



HASS (Poster based on lifestyle of Indigenous People of Australia)



Science (Flipbook on Soil, Rocks, and Minerals)



YEAR 4A

Celebrating Success, Strategy, and Sunshine!

Our Year 4A students have made a vibrant start to Term 2, embracing every opportunity to learn, grow, and enjoy their school environment.

Chess Champions in the Making

There's been plenty of strategic thinking and friendly competition as students enjoy playing with the oversized chess set during recess and lunch. It's wonderful to see minds at work and smiles all around!

Mrs. Zulfic's class



New Playground, Big Adventures

The new upper primary playground has been a hit! Students have loved exploring the new equipment and making the most of their playtime in a safe and exciting space.



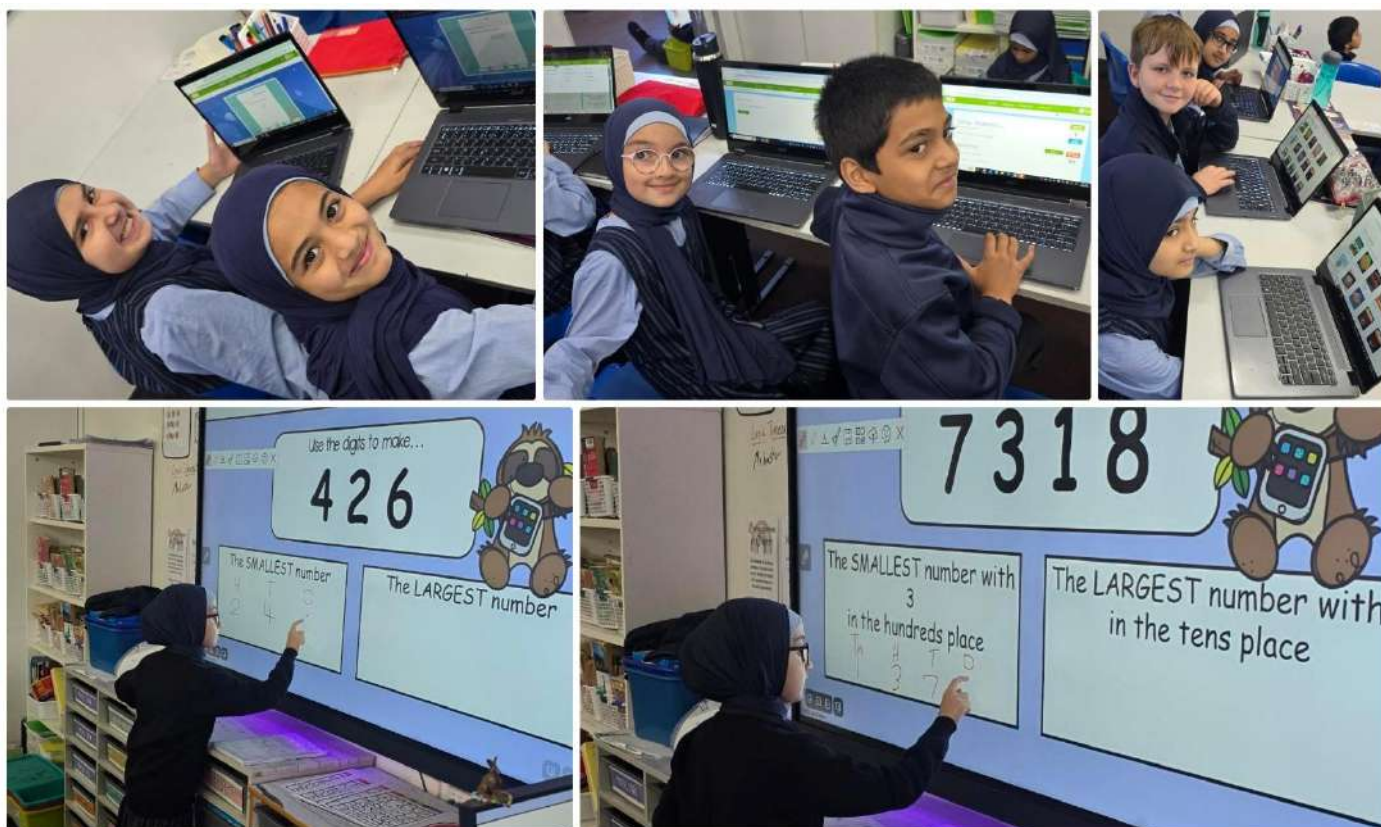
Brag Note Fridays

Each Friday in Year 4A, we proudly celebrate students who have demonstrated outstanding effort, kindness, or achievement. Our weekly Brag Notes recognise those quiet moments of excellence that make a big difference.



Engaged Minds, Active Learners

This term, students have been actively involved in their learning, whether solving maths problems at the smartboard or exploring spelling patterns with hands-on sound cards to completing challenges using IXL learning platform. These interactive approaches are helping students build confidence, deepen understanding, and enjoy the learning process.





A Wild Day of Learning

Our excursion to the zoo was a highlight of the term! Students had a fantastic time exploring life cycles up close, discovering fascinating creatures like stick insects, and learning how some birds can be trained for obedience. It was a fun and educational day full of wonder and curiosity.





YEAR 4B

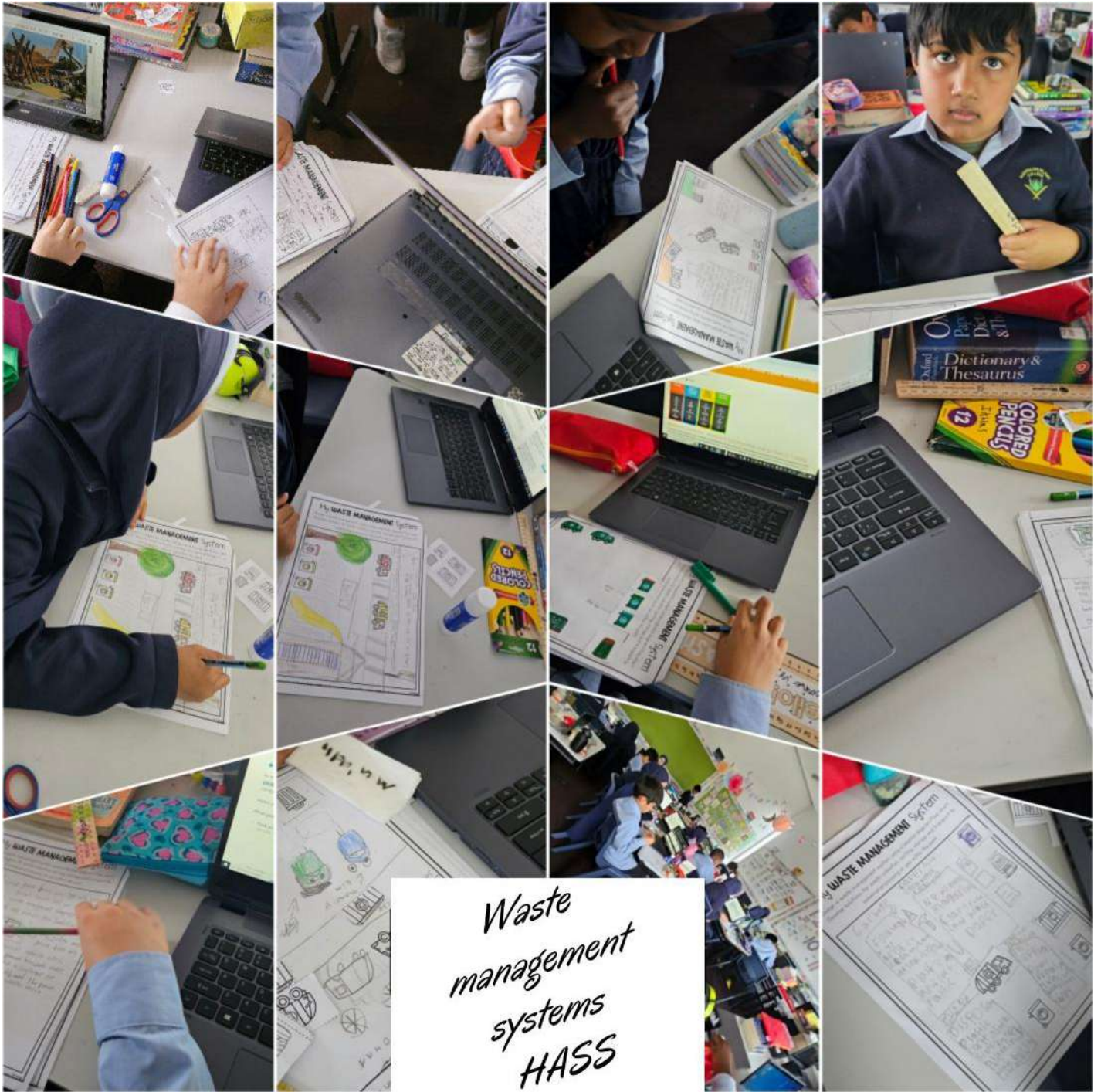
What a busy and engaging time it's been for **Miss Reddy's 4B** class! From our fantastic **zoo excursion** exploring wildlife, to our **HASS project** designing innovative waste management systems, and countless other **hands-on activities**, we've been diving deep into exciting learning experiences together.

4B's Exciting Learning Adventures!







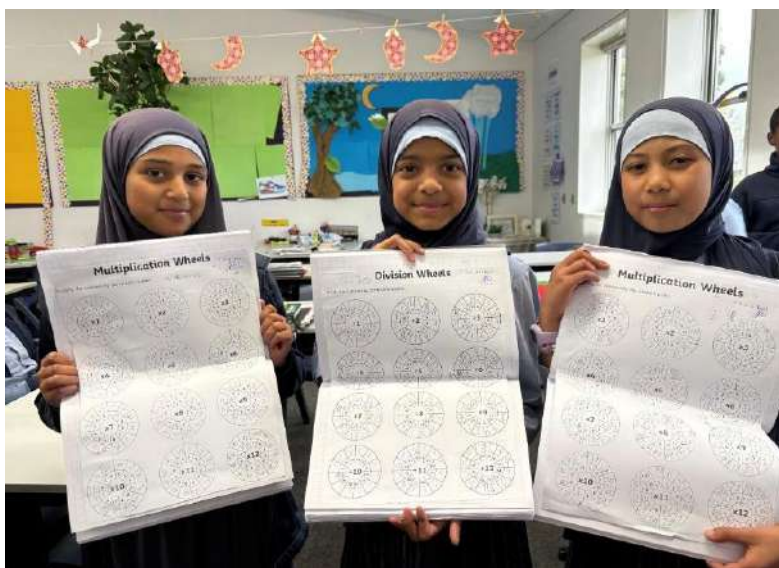


YEAR 5

Mathematics

A strong emphasis on Number has been at the core of development this Term. The students were introduced to various strategies of multiplication to support their understanding. We have noticed that some students still need to continue to revise their times tables and we seek your support to ensure that your child can confidently memorise them.

Exploring different forms of data and interpreting information in line graphs, dot plots and column graphs has also been successful with many of the students in Mathematics.



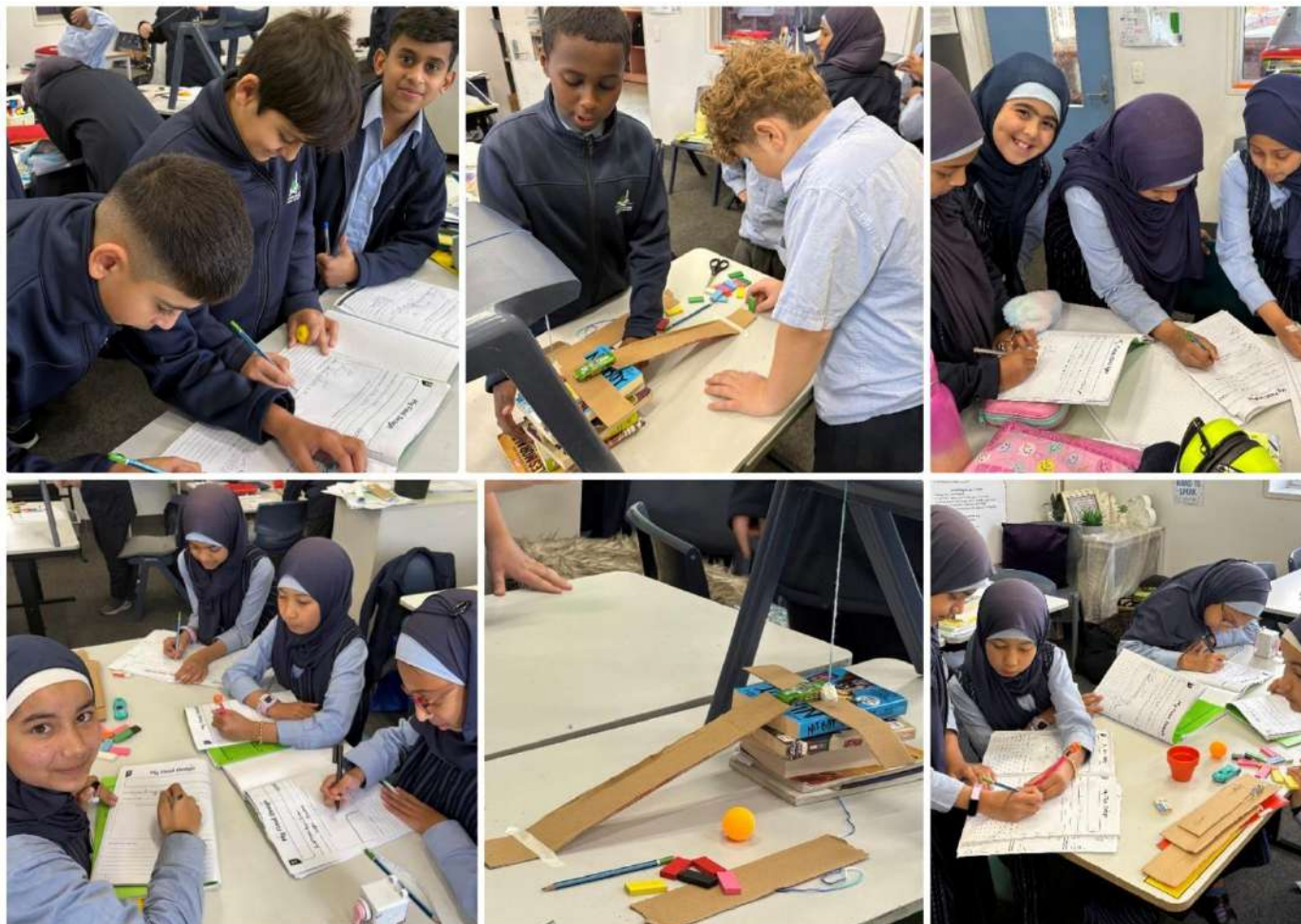
Science

Students have learnt about erosion and the effects elements such as rain, wind, ice, and sea have on the Australian landscape.



Technology

Rube Goldbergs 6 simple machines was our focus this term. Each week we added a new machine to our designs. The aim of our machine was to get a ping pong ball into a cup using simple machines.



PAT Testing has now been successfully completed. We are currently analysing the data and will continue to build upon the students' knowledge in all areas and compare these results to the outcomes in Term 3.

We wish you all a happy and safe holiday and don't forget to start to plan your Book Week costume for next term. We would like to say well done to the efforts our students and their families have put in this term. It has certainly been a team effort.

Ms Sutton, Mrs Allocca and Mrs D.
Year 5 Teachers

YEAR 6A & 6B – A SNAPSHOT OF OUR LEARNING JOURNEY!

Assalam alaikum Parents and Guardians,

As Term 2 draws to a close, we are excited to share the wonderful learning experiences and achievements of our Year 6A and 6B students. It has been a busy, enriching, and successful term filled with curiosity, creativity, and collaboration!

English

This term, our focus in English was on Information Report Writing. Students explored how to research and structure factual texts, developing their skills in presenting clear and concise information.

In Reading Comprehension, we delved into the delightful book "Chicken Divas", which quickly became a class favourite! The students thoroughly enjoyed the engaging activities linked to the story, sparking lots of laughter and learning.

Mathematics

In Maths, we explored Decimal Fractions and learned how to convert between different measurement units.

We also investigated Time, including timelines, timetables, and both 12-hour and 24-hour clocks. These practical skills were reinforced through hands-on activities and real-life scenarios.

Science

Our Science unit focused on Changes—both reversible and irreversible.

Students conducted experiments and investigations to observe how materials change and whether those changes can be undone. It was a fascinating and interactive way to understand the world around us!

HASS (Humanities and Social Sciences)

In HASS, we studied Australia's role in Asia and explored some of the prominent countries in the region.

Students gained insights into cultural, economic, and political connections, enhancing their global awareness and appreciation for diversity.

Sports & Excursions

This term, our students proudly represented the school in the Islamic Schools Soccer Tournament, showing great sportsmanship and team spirit.

We also had an unforgettable excursion to Woodhouse Adventure Park, where students challenged themselves, built resilience, and had loads of fun in the great outdoors.

Final Thoughts

Term 2 has been a vibrant and productive time for Year 6A and 6B. We are incredibly proud of the students' efforts, enthusiasm, and achievements. Thank you for your continued support—we look forward to another exciting term ahead!

Wasalam,

Sabera Safi and Azeem Ali

Year 6 Teachers



ISLAMIC STUDIES FOR PRIMARY SCHOOL

Assalamu Alaikum wa Rahmatullahi wa Barakatuh,

Welcome to the end of semester one as we continue our journey of learning and spiritual growth, we are excited to share the events and activities we done during term one and two to enrich our school Islamic practice.

Celebrating Eid al-Adha

Eid al-Adha, the Festival of Sacrifice, is a significant occasion for Muslims worldwide. This year, we will commemorate this blessed event with various activities that highlight its spiritual and communal aspects.

Key Events:

- **Eid Assembly:** We had everyday assembly to explain the significance of Eid al-Adha, its connection to Prophet Ibrahim (AS), and the values of sacrifice and charity.
- **Takberat Alhaj:** Students keep repeating Takberat Al-Haj in the assembly and after Dhuhr praying.
- **Eid Crafts and Activities:** Engaging students in creating Eid cards, decorations, and learning about the customs associated with the festival.
- **Islamic Studies:** Exploring the life of Prophet Ibrahim (AS) and the lessons from his unwavering faith.
- **Arabic Language:** Enhancing vocabulary and comprehension through stories related to Eid al-Adha.
- **Art & Craft:** Creating Eid-themed projects that reflect the cultural richness of the festival.

We look forward to a semester filled with learning, growth, and community spirit. May this Eid bring peace and blessings to all.



Jazakum Allahu Khairan,
Hana Alsare

PRIMARY QURAN

Assalamu Alaikum wa Rahmatullahi wa Barakatuh,

This term, our students from Year 1 to Year 5 have made excellent progress in their Qur'an studies. Each class has not only learned to recite their assigned surahs but also developed a deeper understanding of their meanings. We are incredibly proud of their dedication and love for learning the Qur'an.

Year 1 – Surah Al-'Aadiyat and Surah Al-Qaari'ah

- **Surah Al-'Aadiyat:** This surah teaches us about the powerful image of horses running in battle, reminding us how people can sometimes forget their duty to Allah when chasing worldly things. It highlights the importance of gratitude and remembering Allah in all we do.
- **Surah Al-Qaari'ah:** A powerful surah that describes the Day of Judgment. It helps children understand that our actions matter and will be weighed. This builds a foundation for making good choices every day.

Year 2 – Surah At-Teen and Surah Al-Sharh

- **Surah At-Teen:** This surah speaks about how Allah created humans in the best form and reminds us to be thankful and follow the path of righteousness. Students learned how good character and faith lead to success.
- **Surah Al-Sharh:** Also known as *The Relief*, this surah comforts us by reminding us that with every hardship comes ease. It teaches resilience and trust in Allah during difficult times.

Year 3 – Surah Al-Balad

- **Surah Al-Balad:** A very meaningful surah that explains that life is a struggle and test. It teaches children that doing the right thing can be difficult, but it is the best path. It also reminds us to care for the poor and needy and show kindness.

Year 4 – Surah Al-Buruj and Surah Al-Inshiqaq

- **Surah Al-Buruj:** This surah tells the story of believers who were hurt for their faith, showing us the power of patience and belief in Allah's justice. It teaches that true faith is strong even in hard times.
- **Surah Al-Inshiqaq:** This surah describes the Day of Judgment and how the sky will split apart. It reminds us that everyone will meet their deeds and be judged. The students reflected on the importance of preparing for the Hereafter.

Year 5 – Surah Al-Inshiqaq (Continued Study)

- Year 5 students continued a deeper study of **Surah Al-Inshiqaq**, looking at how the surah connects to personal responsibility, accountability, and preparing for the life after death. Discussions focused on reflecting on our actions and staying mindful of Allah.

Why Learning the Qur'an is Important

Learning the Qur'an is more than just reading words. It builds **faith, character, and guidance**. Through each surah, students learn valuable life lessons, develop a connection with Allah, and grow into kind, responsible young Muslims. The Qur'an teaches us how to live in a way that pleases Allah, helps others, and brings peace to our hearts and communities.

We are proud of every student's efforts and thankful to our dedicated teachers and supportive families. May Allah continue to guide our children on the path of knowledge and faith.



YEAR 7

Design and Technology

Our Year 7 students are currently diving into the basics of **website design**, using visual tools to create their own pages with headings, images, and navigation. Students are learning how websites are structured and what makes them user-friendly.

They're also beginning to explore **data analysis** by collecting simple survey data, presenting it in tables and charts, and drawing conclusions from what they find.

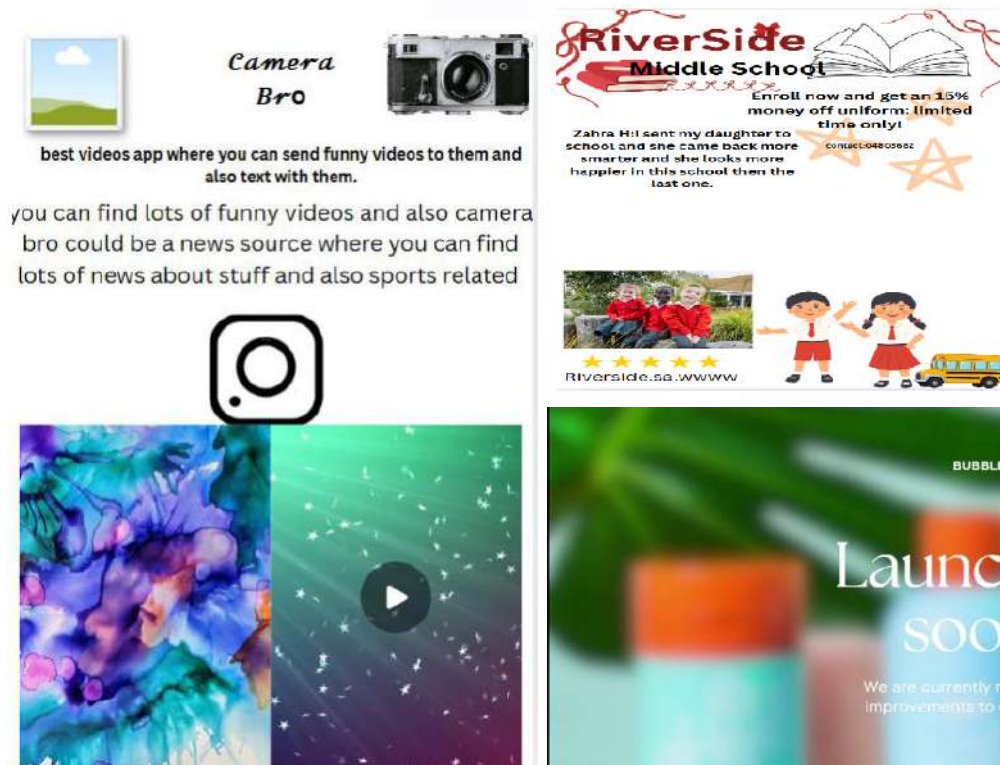
Key Skills:

- Planning and designing web pages
- Organising content with structure and layout
- Interpreting basic data sets using graphs and visuals

Coming Up: Students will begin working on a small project where they design a simple website and include a page with a data display.

Kind regards,

Mr Yang



Arabic Language

The Year 7 students have been studying the 'At the Central Market' and 'Food' units of work.

In addition to learning the relevant expressions and vocabulary, reading comprehension, spelling, sentence construction and handwriting, they learnt the nouns in Arabic in their three forms: singular, dual and plural.

The students will explore various styles of creative writing in order to write their own composition about their experiences with food or at the market.

Arabic Language Teacher

Mrs Dallah

English

A journey of learning and growth

Dear Parents and Guardians,

As we wrap up an exciting Term 2, we're thrilled to share the incredible learning experiences your children have been part of. This term has been rich with meaningful content, deep connections to our Islamic values, and moments of joy and achievement across all year levels.

Curriculum focus: Deep Learning with Purpose

This term, students explored a variety of texts and topics that not only enriched their academic skills but also nurtured their moral and spiritual growth.

The novel for Term 2 was 'Enola Holmes' written by Nancy Springer. This story book highlights the relationship between the mother and the child (daughter). The austerity of social and family status and expectations of the Victorian Era is well portrayed in this story. Due to this fact, it was easy to connect this story to the principles of Islam.

Students delved into journal writing and narrative texts, using mentor texts that highlight themes of justice, empathy, and resilience. These stories sparked thoughtful discussions and allowed students to reflect on Islamic values such as compassion and truthfulness.

Assessments & Achievements

This term, students participated in a range of assessments that showcased their growth:

Inferencing: Understanding the ideas, conventions and techniques in the novel and relating them to impacts on readers was very useful. Higher order thinking and explaining from personal experience was noticeable.

Bright path Writing Assessment: We're proud to report significant improvement in narrative structure and vocabulary. Many students moved up a full level in their writing progression!

Connecting to the World and Our Faith

Every unit this term was designed to help students see their place in the world through the lens of Islamic values. Whether it was through stories that teach empathy, science that inspires stewardship, or history that builds identity, our students are learning to be thoughtful, informed, and compassionate global citizens.

Thank you for your continued support and partnership in your child's learning journey. We look forward to an even more enriching Term 3!

Kind regards,

Mrs Christina Bella Rodrigues

Student Work:

Here is a snapshot of the amazing work happening in our classrooms:

Year 7 Narrative Writing Piece

That Time when I didn't fit in. (This story is fictional).

As I opened the door to enter the classroom, someone behind me sniggered. "OMG, WHY IS SHE LOOKING LIKE THAT!!" I can't explain how ashamed I felt. My body felt like jelly, I felt EXTREMELY anxious. "I KNOW RIGHT SHE CAN'T CONTROL HERSELF!" instantly, laughs and giggles could be heard almost EVERYWHERE...

"Class we've got a new student to introduce to the class today. You may introduce yourself?"

"CIAO!! I'm Valentina, I AM SOO EXITED TO MEET YOU ALL! GRAZIE" (thankyou in Italian). I replied in a confident tone.

"GRAYZE? Is she like the grizzly bear or something" "Yah totally, who the heck does she even think she is?" HAHAAHAHA. Everyone in the class snickered in mockery. I guess as they've always said, it starts with a little teasing. Why are they all laughing, I thought to myself. I don't think I said anything wrong, I turned to the teacher in shock, why are they laughing?

"I am so sorry Valentina, you may find a seat", she replied apologetically.

As soon as I was told to find my seat, I noticed that people were quickly changing spots and filling up most of the seats in the classroom.

I started walking past each table, asking whether I could sit there or not. I felt so stupid, as I walked past each table, clearly everyone rejecting to sit beside me. I glanced over, I found a seat in the corner of the classroom, quickly putting my things down and covering my face with my soft, white coat. "WHO TOLD THIS GIRL THAT WE ARE PLAYING HIDE-N SEEK, ALREADY? WHOS GONNA BOTHER PLAY WITH A BRAT LIKE HER?" fumed Heidi. I didn't say anything for the rest of the lesson. "Heidi that was not nice of you, please apologies," said Miss Nicole. "UGH, WHATEVER!"

Time had flown by and before I knew it, it was already recess. I grabbed my pink, Hello Kitty lunchbox and my minions water bottle which was my ABSOLUTE FAVOURITE! As I expected, I sat alone, watching all the kids laughing and giggling together in their friend groups. I thought to myself "OMG VALENTINA WHY CAN'T YOU JUST GO PLAY YOU'RE SUCH A SCARDYCAT!" but those were only thoughts, as I ate my pizza while daydreaming of the day I would make friends at this school.

"NO WAY LOOK AT THAT GUYS, HER CHILDISH LUCH BOX! AND THAT BOTTLE SHE THINKS SHE IS IN KINDERGARTEN" I didn't know how to react, whether to be shocked or confused. Suddenly, I had the urge. I stood up quite firmly, clenched fists and tight jaw, "IF YOU HAVE A PROBLEM WITH ME, GET ON! HAS NO ONE EVER TAUGHT YOU TO MOVE ON!?"

There was silence... I could tell how shocked everyone was by their faces; I was even shocked by myself too. Heidi gasped in disbelief; she glared angrily at everyone, turned around, and quickly stormed off, followed by Rebecca and Ruby. I looked around, checking if anyone had witnessed what I had done, and to my surprise I saw this girl from a distance smiling at me. I hurriedly approached her, not thinking even once about what I was doing. Then I stopped... the girl approached me slowly and calmly.

"Wow that was impressive! wait no, BRILLIANT!! You go girl!" I felt relieved, as I didn't know what to expect from anyone as I was completely new to this school!

"Oh..., thank you."

"Ooooo, that sounded awkward you look SHOCKED!" observed the girl. "I'm Mara, I'm quite new to this school, well not really, I only came to this school last term."

Hesitating at first, I replied "Oh! I'm Valentina, this is my first day here."

"Oooo, ok I can totally show you around the school, or I could even be your friend if you like?"

My jaw dropped, I DIDNOT expect to make a friend that fast, she didn't even bother to judge me for my looks like the others, immediately agreeing, smiling and skipping with the thought that I had finally made a new friend.

(Written by Khadiga Ali-Year 7)



Focused students work on their assessment task in class.

HASS

Assalamu alaikum,

Photos of the Year 7 HASS class taken whilst they were revising for their end of semester exam.

So far this year students have studied different historical periods including the Roman Empire. They have learned about different sources of information to determine how reliable they are at describing periods, people and places.

They have also learned about our water supply and how we reuse water whose molecules have previously passed through dinosaurs and many famous people!

They also learned to evaluate the liveability of urban settlements like Adelaide.





Kind regards,
Brentford Sandford



Islamic Studies

Assalamu alaikum!

Our Middle School Islamic Studies students have been diving deep into the Seerah of Prophet Muhammad (SAW)! The Year 7s have explored the early years of the Prophet's life through presentations on the individuals who helped raise him. Here are some photos of their amazing presentations.

Mrs Atakan

Middle School Islamic Studies Teacher





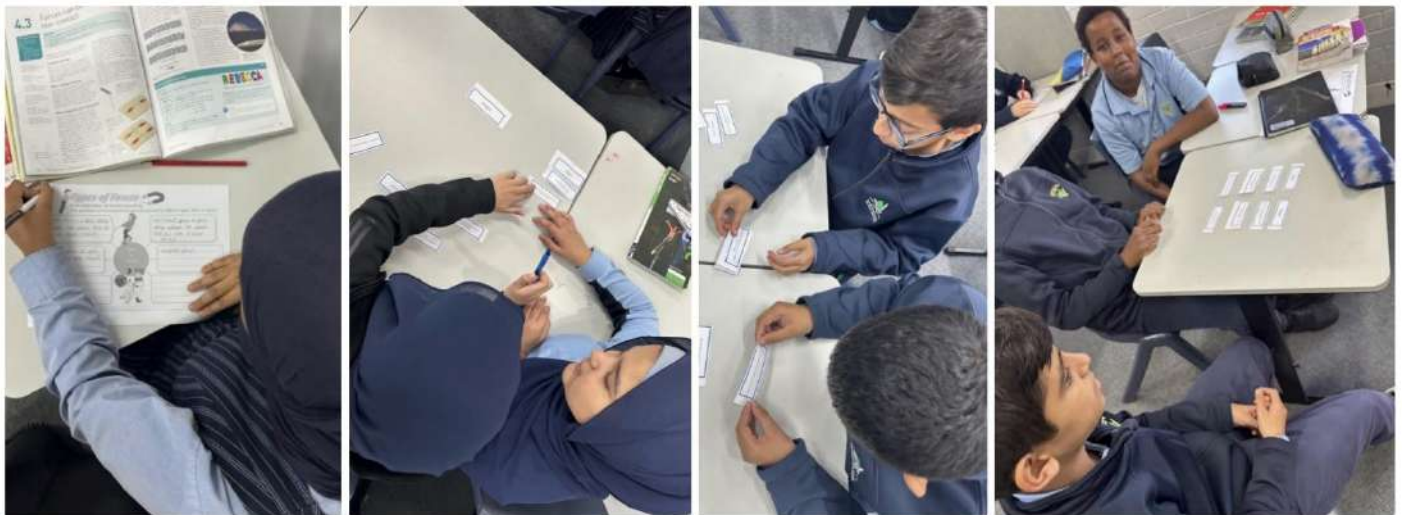
Year 7.1 Science

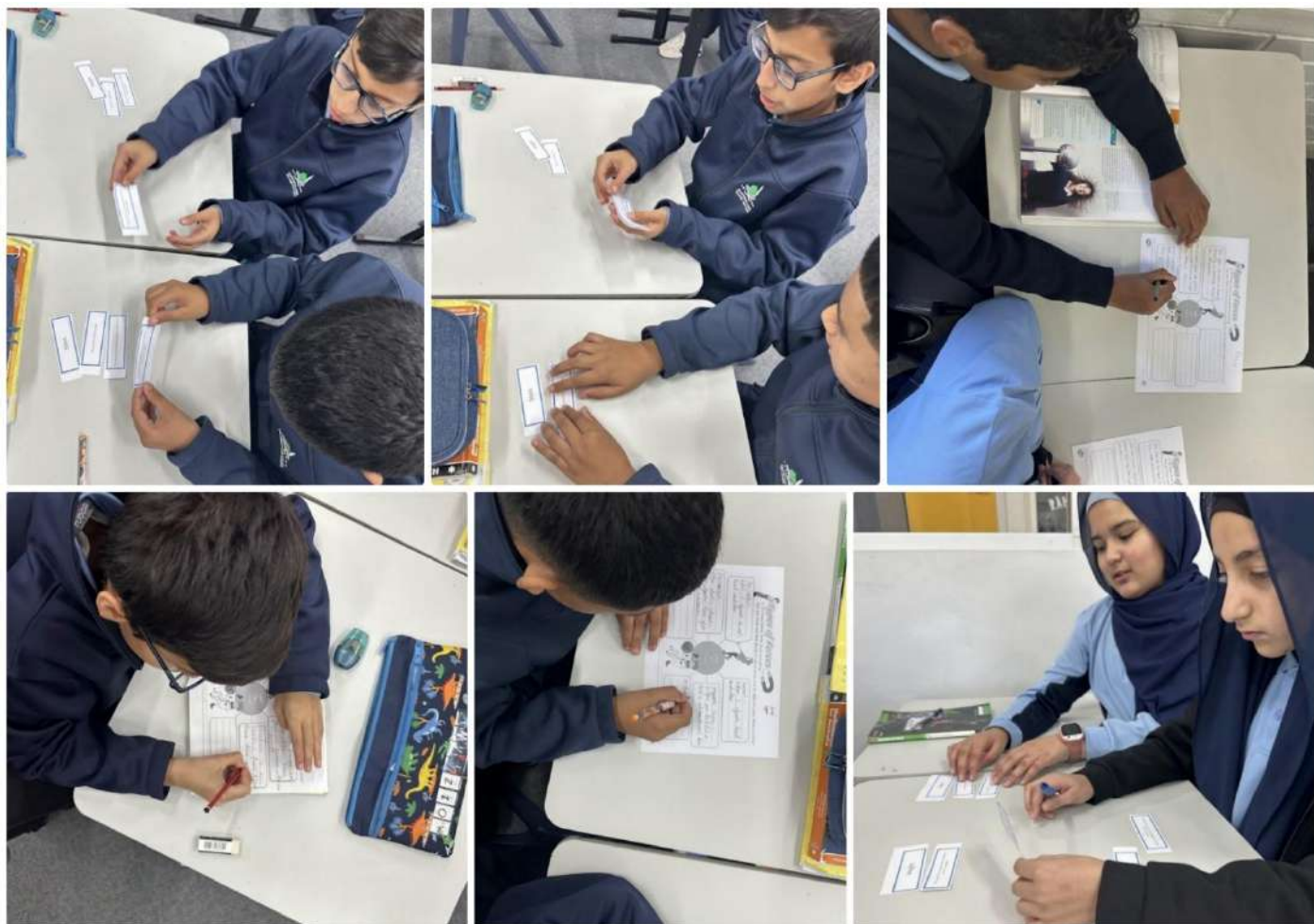
Our Year 7 students recently engaged in hands-on activities to support their understanding of forces. In one task, they wrote about different types of forces using a guided mind map, helping them organise their ideas and clarify key concepts. Another activity involved classifying cards with information about mass and weight, encouraging students to think critically about the differences between the two. The activities were structured and purposeful, giving students a solid foundation in this important topic.

Kind regards,

Rania Moustafa

7.1 Science Teacher





Year 7.2 Science

This term, year 7 students had hands-on fun in Science as they explored the concept of force using spring balances. They measured the force required to lift various objects and learned how force is measured in newtons. It was a great opportunity to connect theory with real-world application and see physics in action!



Also, in science, students were divided into groups to explore different types of simple machines, including wheels and axles, screws, wedges, and ramps.

Each group investigated how their assigned machine works and created 3D models to demonstrate their understanding. They then presented their findings to the class, combining creativity with scientific thinking in an engaging and collaborative way!

Kind regards,
Ms Shaimaa



Visual Arts – Designing Graffiti Art

This term, Year 7 students are learning about the expressive world of graffiti art. They are exploring how street art can be a powerful form of personal and social expression. Through learning about colour, lettering styles, and composition, students are developing their own unique graffiti designs that reflect their identity and creativity.

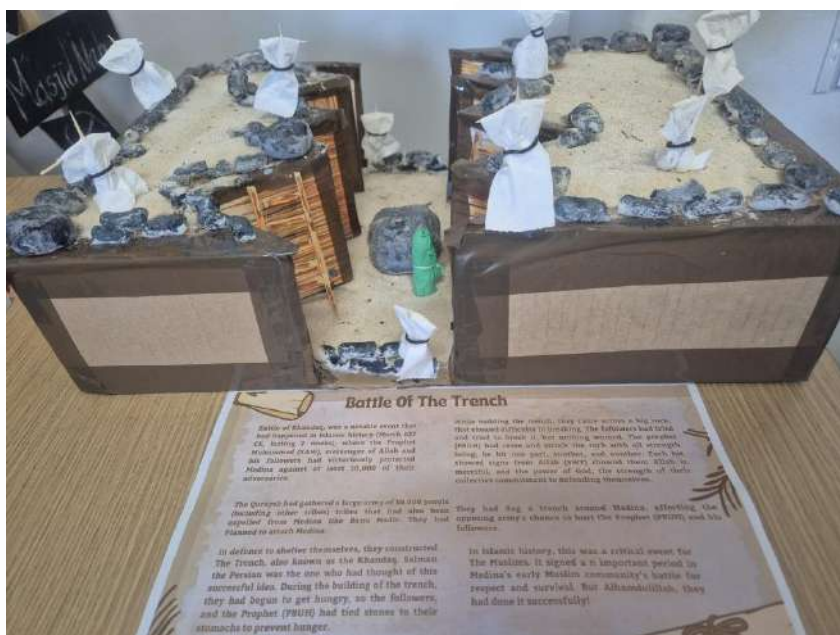


YEAR 8

Islamic Studies

Assalamu alaikum,

Our Middle School Islamic Studies students have been diving deep into the Seerah of Prophet Muhammad (SAW)! The Year 8s brought history to life with creative dioramas of the key battles of Badr, Uhud, and Khandaq. Here are some of their amazing work!



Regards,

Ms Atakan

Middle School Islamic Studies Teacher

Arabic Language

The Year 8 students have been enjoying the 'School and Studying' and The Family – 'Al-'aa'ilatu' units of work. In addition to reading comprehension and sentence construction activities, students examined the conjugation of the past tense verb with the detached pronouns, and the conjugation of present tense verb with the attached pronouns. They also explored the types of words in Arabic. The students will be experimenting with speaking about their families through oral activities and write their own narratives about their experiences with families or with their school and studying.

Arabic Language Teacher
Mrs Dallah

English

In Term 2, the Year 8 cohort has been studying the novel *Soraya the Storyteller*. This novel is a touching story, written by South Australian author Rosanne Hawke, that looks at the life of a refugee after settling down in Australia. It is a great follow-up to *Mahtab's Story* from last term, where the story ended after the family was released and allowed to settle in Australia.

In the story, the family faces prejudice, that the students were able to correct in their first assignment using informative writing as their format. Below you can see some examples from their work

Sunday Aug 15,
2021

Displaced Voices

Issue #3— Kabul Falls

Asia Aryubi

Broken Border: Lives Lost and Left Behind

"Voices From the Border: Afghan Refugees speak out"

In August 2021, Afghan families Experienced the unimaginable. For almost twenty years, children had finally begun learning peacefully in classroom rebuilt with foreign help, and hopes of democracy rose. On Sunday, 15 August, Taliban fighters stormed into Kabul. President Ashraf Ghani slipped away, ministries switched off their lights, and a deafening silence spread through the streets.

But soon after, everyone filled the streets, mothers grabbed their children in their shawls; passports, and what little they could carry. The scenes at Kabul's airport were shocking, families begged for escape, children cried, and others clung onto moving planes in sheer desperation.

The takeover especially endangered women and girls. Schools for girls shut down. Female workers were told to stay home.

Libraries closed, and women were removed from public life. Parents began burning their daughters' books to hide evidence they had ever learned to read. Journalists, activists, and educators were threatened. Everyone knew they had to run, not just to survive, but to live with dignity. More than 2.6 million Afghans became refugees since the takeover, according to the United Nations. Millions more remain displaced within the country. Many fled to Pakistan and Iran by foot, while others sought asylum in countries like Canada, Germany, and Australia. What they left behind were homes, careers, dreams, and loved ones.

These scenes weren't just dramatic headlines. They were cries for help that echoed through every border and beyond. In one video, a baby was passed over a barbed-wire fence to an American soldier.

These weren't strangers or statistics. They were doctors, teachers, shopkeepers, students. Their dreams were no different from ours—to live safely, to learn, to raise their children in peace. And all of it was taken away overnight.

What happened in Kabul was not the end of a conflict, but the beginning of a refugee crisis that continues. The question we must ask is not just "How did this happen?" but "What will we do now?" Because silence is a choice, and in the face of suffering, it is the wrong one.



Desperate Afghan civilians climb onto a departing plane at Kabul International Airport in August 2021, risking everything for a chance at freedom as the Taliban seized control of the capital.

Caption: Part of Asia Aryubi's fantastic front page

Monday May 20, 2025

Refugee Times

Issue #24

Sabrina Sekti

Refugee Times: Palestine Edition

All about the Palestinian Refugees

Israel strikes. It's 1948 and around 750,000 Palestinians had to flee their home, 78% of Palestine was overtaken by Israel, and the remaining 22% was divided into what is now West Bank and Gaza Strip. Zionist military forces attacked many major cities in Palestine, around 530 villages were destroyed, and about 15,000 Palestinians were killed. Every year on May 15 Palestinians, also those who are supporters of Palestine, remember this day as, 'Nakba' which means in Arabic 'Catastrophe.' This day is a reminder of how much the Palestinians had to struggle at the time.

Almost 75 years after the first displacement in 1948, the number of Palestinian refugees remains as an unresolved humanitarian crisis. Today, almost 6 million Palestinians are registered with the UNRWA (United Nations Relief and Works Agency). Many of the Palestinian refugees have been placed across Jordan, Syria, Lebanon, West Bank, and Gaza. Although, there are many more who are still unregistered. A number of Palestinian refugees now live in crowded camps. "We are born refugees, we die refugees," Nawal Hamad said, a 62 year old Palestinian woman living in a camp in Beirut.

In Jordan, some Palestinians hold citizenship, but in Lebanon and Syria, some have to live in legal limbo (meaning they don't have citizenship and don't have the same rights as people with citizenship). There was even a war in Syria and many of the already displaced Palestinian refugees had to be moved again.



Picture caption: Group of Palestinian refugees fleeing their homeland.

Caption: Part of Sabrina Sekti's informative front page.

Antonios Pagonis

HTML Coding & User Interface Design

In Year 8, we've taken the leap into **HTML coding**, where students are building websites from scratch using tags to add images, links, paragraphs, and more. They are developing a solid understanding of how websites work behind the scenes.

Alongside this, students are learning about **User Interface (UI) design**—how users interact with websites and how to make digital spaces easy and enjoyable to use.

Key Skills:

- Writing HTML code
- Designing navigation and layouts for usability
- Evaluating websites based on accessibility and design principles

Coming Up: Students will create a multi-page website with a focus on UI elements such as buttons, menus, and consistent layout.

WIMP:

How does it work?

- It is visual elements that make interacting with websites or a device easier to the user.

Where do we interreact with WIMP?

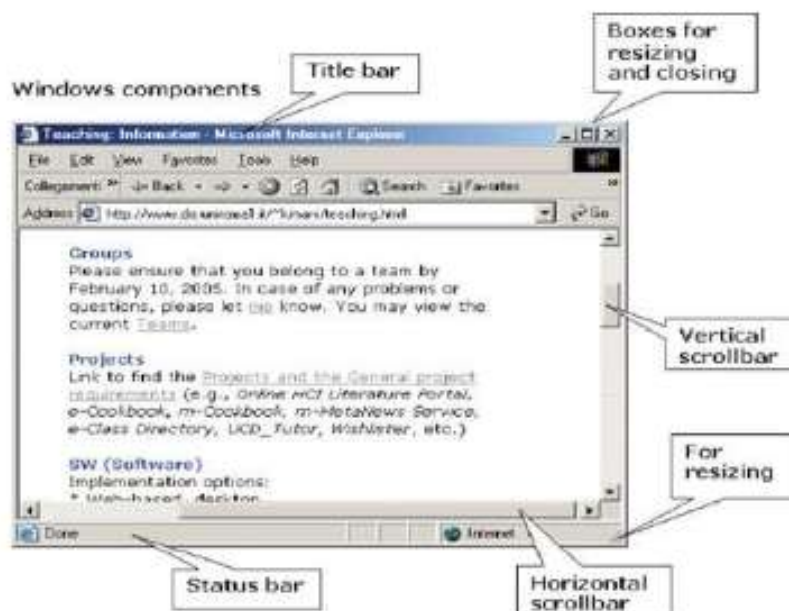
- Google tabs

Advantages and disadvantages:

- Although it makes it easier to interact with the device it takes more memory storage.

How does WIMP differ in devices and your personal preference and why?

- It doesn't really differ with anything.



HASS

Dear Parents and Caregivers,

We've had an exciting and enriching term filled with exploration, critical thinking, and creativity. Here's a snapshot of what we've been learning and what's coming up next.

What We've Been Learning

Geography – Landscapes and Landforms

- We investigated different types of landscapes, including mountains, deserts, and coastal regions.
- Students learned about geomorphic processes like erosion and weathering.
- Change of landscapes and landforms due to the impact of the movement of the tectonic plates, earthquakes and volcanos was discussed in detail with illustrations.

Skills We're Building

- **Critical thinking** through source analysis and discussion.
- **Research skills** using digital and print resources.
- **Collaboration** through group work.
- **Communication** through assignments and classwork.

Showcasing a part of Zayd Khan's Research assignment: Mt. Fuji – Japan.



How people have changed the landscape

- "People have changed Mount Fuji a lot because so many visitors come to see it. They built roads and buildings, and that's made it harder for nature to stay the same. The mountain is really special and important, but now there's more trash, damage to the paths, and it's not as safe. It's hard to keep it nice while still letting everyone visit."

Thank you for your continued support. We're proud of the curiosity and effort our students bring to HASS every day!

Christina Rodrigues

Visual Arts – Designing a Kufiya Scarf

This term, Year 8 students are exploring cultural identity and symbolism through the design of a traditional Palestinian Kufiya scarf. They are learning to analyse patterns and meanings in visual art, and will apply this understanding to create their own original designs.



YEAR 9

Arabic Language

The Year 9 students have been studying various units of work, 'The Joy of Getting together' and My Mother – 'Ummee'. They learnt the necessary terms and vocabularies to express meaning. They also explored the Jussive Present Tense verbs using لم & لا, Present and Past Verbs conjugation, and different parts of speech, verbs, nouns, adjectives and prepositions. Students will produce written texts as a reflection on their learning.

Arabic Language Teacher
Mrs Dallah

Islamic Studies


Assalamu alaikum

Our Middle School Islamic Studies students have been diving deep into the Seerah of Prophet Muhammad (SAW)!

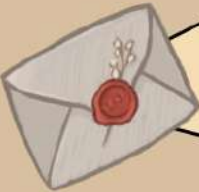
The Year 9s have produced insightful podcasts and newspapers on the powerful letters the Prophet (SAW) sent to world leaders, inviting them to Islam. Here are some snapshots of their awesome work!

Editorial


The Prophet Muhammad's (ﷺ) diplomatic approach continues to inspire Muslims because of his persistent efforts to expand Islam globally. His devoted acts of kindness and respect continue to touch many people's hearts.




Many embraced Islam as a new path, enlightened by the polite and wise words in his letters.



This teaches us an important lesson: Real strength isn't always about superiority. Sometimes, it's about being loyal, honest, showing love and respect, even when they are different.



Till this day, Islam flourishes. Muslims remain committed to learning and implementing the sunnah's teachings in their everyday lives.



THE TREATY OF HUDAYBIYYAH

By: Faaiza & Rima

'THE TIME OF PEACE!'


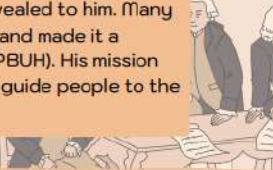
THE PROPHET (PBUH)


Prophet Muhammad (PBUH), the messenger of God was born into the Quraysh tribe (specifically, the Bani Hashim clan) in Makkah around the year 571 C.E. The Prophet (PBUH) had lost 3 people that were close to him at a young age. His father 'Abdullah' had died before his birth, his mother 'Aminah' had died when he was 6, and at the age of 8 he lost his grandfather 'Abdul-Mutalib'. At the age of 25 he got married to Khadijah (R.A) who was both older and wealthier than him.

Later, at the age of 40, his journey of Prophethood had begun. This was due to the revelation sent to him by Allah through angel Jibreel in the Cave of Hira'. In the cave the first 3 verses of Surah Al, Alaq were revealed to him. Many revelations were sent to him after that and made it a mission upon the Prophet Muhammad (PBUH). His mission was to preach Islam as a religion and to guide people to the right path.

THE LETTERS OF THE INVITATION TO ISLAM!

After the Treaty of Hudaibiyyah, the Prophet (PBUH) sent out a few more letters to foreign leaders, inviting them to Islam. Two of those letters were sent to the leader of Bahrain and the leader of Ethiopia.



WOW

BADR:

BATTLE THAT CHANGED HISTORY

"COME TO A WORD EQUITABLE BETWEEN US..." (OUR'AN 3:64)
 "EMBRACE ISLAM AND YOU WILL BE SAFE." (BUKHARI 7.75)
 "MAY ALLAH TEAR HIS KINGDOM APART!" (BUKHARI 4424)
 "IF WHAT YOU SAY IS TRUE, HE WILL SOON RULE WHERE I STAND." - HERACLIUS (BUKHARI 1.8)

BY: AAKIFAH ISHAQ YEAR 9

REVELATION MAGAZINE 27 MAY, 2025

FROM MADINAH TO THRONES: A MESSAGE OF FAITH

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

DIVINE APPEALS DELIVERED

An In-Depth Look at the Prophet Muhammad's (ﷺ) Letters to Emperor Heraclius of the Byzantine Empire and King Negus of Abyssinia.



TANISHA TABASSUM

Introduction

As Islam spread beyond the Arabian Peninsula, Prophet Muhammad (ﷺ) sent letters to various world leaders.

It concerned an invitation to forsake falsehood and embrace truth. That is to say, Islam.

Among those foreign leaders were, Emperor Heraclius of the Byzantine Empire and King Negus of Abyssinia.

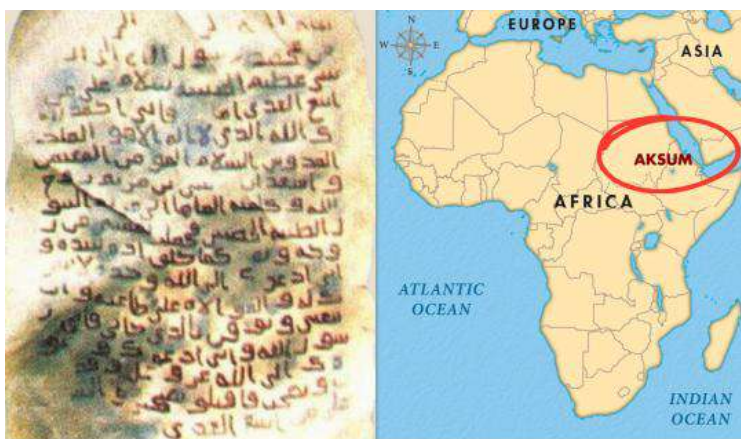
Letter to Heraclius: Emperor of the Byzantine Empire

Prophet Muhammad (ﷺ) sent the first letter to Heraclius, Emperor of the Byzantine Empire. In that letter, he wrote about the peace that befalls on those who accept Islam and the grave sins of those who turn away. The letter is then concluded with the Tawheed of Allah.

Quote: "O People of the Book! come to a word equal between us and you – that we worship none but Allah, and that we associate no partner with Him, and that some of us take not others for Lords beside Allah."

This is the central message of the letter and is directly taken from the Quran (Surah al-Imran, 3:64).

However, Heraclius rejected the invitation to Islam. He saw this as a threat to his kingdom. That he would lose his power, status and control.



Letter to Negus of Aksum/Abyssinia

Prophet Muhammad (ﷺ) sent the second letter to Negus of Aksum/Abyssinia. In that letter, he also wrote about following the right path, the punishment of rejecting Islam, and the belief of one God, Allah.

Quote: "I call you to Allah Alone with no associate and to His obedience and to follow me and to believe in that which came to me, for I am the Messenger of Allah."

This is the core message of the letter that emphasises both faith and action.

Upon receiving the letter, Negus responded with kindness and respect. He knew that the Prophet Muhammad (ﷺ) was indeed the messenger of Allah. It was Negus that welcomed and provided for the Muslim refugees who fled persecution in Makkah. So, he knew, very well, that Islam was the true religion. Ultimately, this demonstrated his faith, and he wholeheartedly embraced Islam.

English

Year 9 English Students Explore Intertextuality Through The Simpsons

This term, Year 9 English students have explored the concept of intertextuality—how texts reference or echo one another—through a creative and engaging study of The Simpsons couch gags. These short, often humorous sequences are rich with references to pop culture, literature, and film, allowing students to develop their analytical skills while enjoying the process.

Students particularly enjoyed identifying connections between The Simpsons and the wider world of texts they know, helping them appreciate how storytelling is shaped by shared cultural knowledge. This also provided opportunities for meaningful discussion about how media influences our views of society—an important skill in developing critical literacy.

The learning links strongly to the broader curriculum continuum, encouraging students to consider how texts reflect and shape human experience, which ties in with the school's Islamic ethos by promoting thoughtful, ethical engagement with media and culture.

One of the highlights of the unit was the parody assessment. Students enthusiastically reworked popular songs into humorous versions that incorporated intertextual references, showcasing both their creativity and understanding of the concept. Many couldn't stop at just one parody—laughter and learning went hand in hand in this activity!

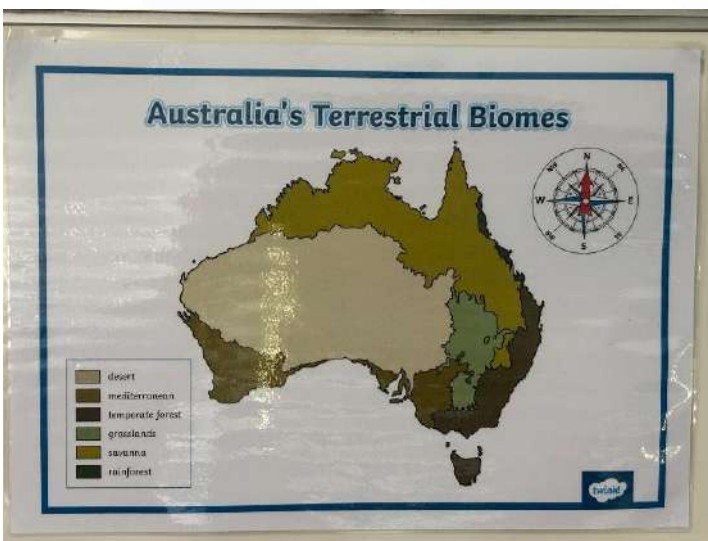
While there were standardised assessments such as Brightpath this term, students showed notable growth in their confidence and ability to analyse, interpret, and create texts. Their work reflected both academic development and a deeper appreciation of how language and meaning are constructed.

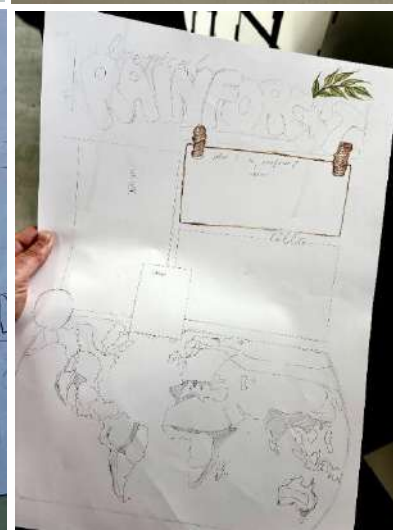
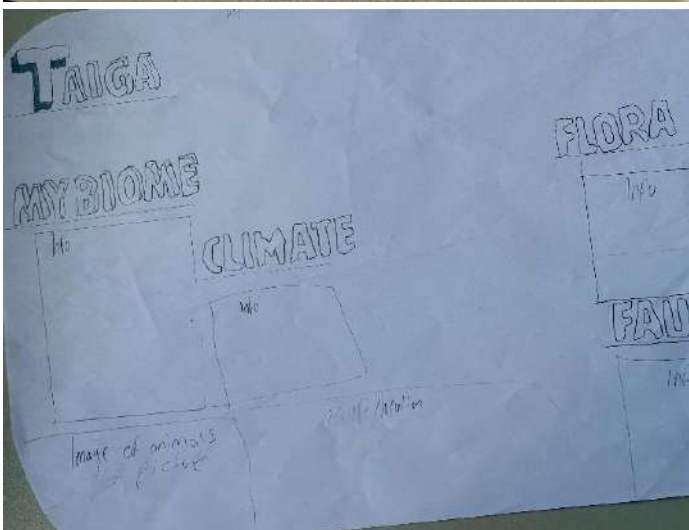
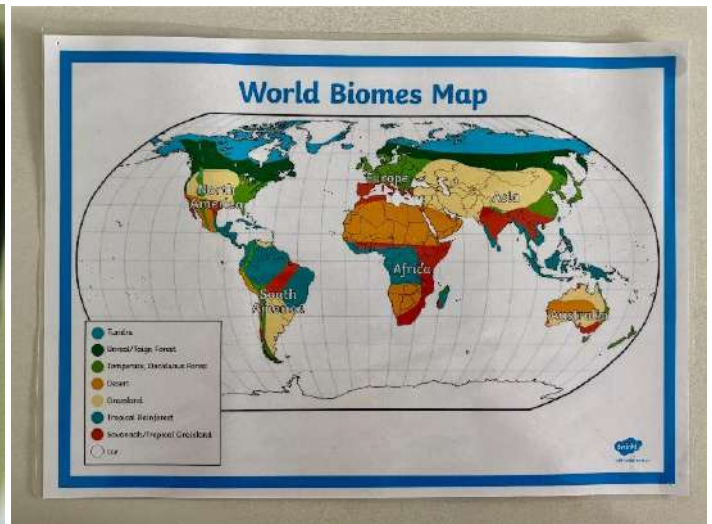
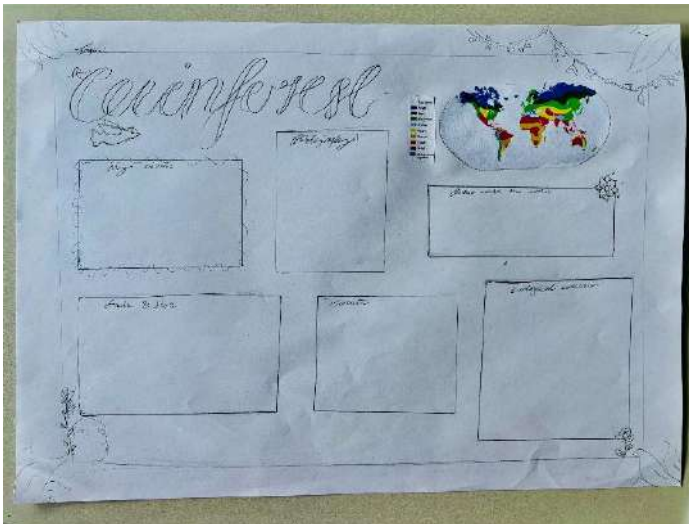
This unit has been a joyful and enriching learning experience, fostering both skills and connections that students will carry forward into future studies.



HASS

This term in Year 9 Geography, students have been learning about biomes, food security, and the geography of interconnection. A highlight has been the excellent work they have done on biome posters, where they show how humans interact with and impact different environments. These posters reflect deep thinking and strong understanding. Students have also been studying hard for their upcoming exam, showing great focus and commitment. We're pleased to be able to share photos of some of our learning and of the students bringing it to life through their poster designs. **Katy Javor**





ICT – Data Compression & CSS Styling

Year 9 students are tackling two key areas of digital technology:

1. **Data Compression** – Understanding how text, images, and files are reduced in size using methods like run-length encoding and Huffman coding.
2. **CSS Coding** – Learning how to style their HTML websites using **Cascading Style Sheets**. This includes changing fonts, colours, backgrounds, and layouts.

Key Skills:

- Applying compression techniques to digital data
- Styling websites with CSS to improve visual design
- Debugging and testing web pages for consistency

Coming Up: Students will apply both skills by creating a stylised web page and submitting a brief explanation of how they might compress images or files for faster loading.

The Life of Cristiano Ronaldo



Early Life

Cristiano Ronaldo was born on February 5, 1985, in Madeira, Portugal. He began playing football at a young age and quickly showed exceptional talent.

Club Career

Ronaldo started his professional career at Sporting CP before moving to Manchester United in 2003. He later joined Real Madrid in 2009, where he became one of the greatest players of all time, breaking countless records. In 2018, he transferred to Juventus, and in 2021, he returned to Manchester United. He later played for Al Nassr in Saudi Arabia.

Achievements

- 5x Ballon d'Or winner
- Over 800 career goals
- Multiple league titles in England, Spain, and Italy
- UEFA Champions League titles with Manchester United and Real Madrid

Personal Life

Ronaldo is known for his intense training regime, philanthropy, and love for his family. He has several children and is also a successful businessman.

Original image vs compressed image



STEAM

This term, year 9 STEAM students took on an exciting challenge: designing and building their own board games inspired by real-world STEAM topics! From the mysteries of space exploration and the wonders of the periodic table, to the excitement of sports science and the innovation in architecture, students transformed complex concepts into fun, interactive games.

Many of the board games included thought-provoking maths and science challenges, encouraging critical thinking and problem-solving through play. Even more impressive were the visually appealing designs—our students showcased their artistic talents with colourful boards, original characters, and intricate game pieces.

It was a great display of creativity, collaboration, and STEAM thinking. Well done, Year 9s!

Mrs. Ayah,
STEAM Teacher





Visual Arts – Designing a Perfume Bottle

In Year 9 Visual Arts, students are combining design thinking with creativity as they work on their own original perfume bottle designs. This unit challenges them to consider shape, symbolism, and branding while exploring how everyday objects can be transformed into works of art.



HIGH SCHOOL GIRLS PE

Building Strength and Stamina in Girls' PE!

This term in high school PE, our girls have shown incredible effort and energy as they've focused on building stamina, developing core strength, and learning new basketball skills.

To improve endurance, students have been rotating through circuit stations, running laps around the hall, and (bravely) facing off with burpees. Let's just say burpees have become everyone's favourite love-hate relationship—some landings were more like naps, but the effort was 100%!

We've also introduced core muscle training, with students working hard to improve their sit-ups and push-ups. It's been exciting to see noticeable progress, with many students doing more reps each week and learning how to push through mental and physical barriers.

The new jungle gym playground has also been a fun and functional part of our lessons. From tackling the monkey bars to scrambling up the rock-climbing wall, students are boosting their coordination, balance, and upper-body strength—all while having a great time.

On the court, students have been learning and practicing basketball fundamentals such as dribbling, passing, shooting, and team play. Through drills and games, we've seen great improvement in their confidence and cooperation.

We're proud of the girls for embracing every challenge with a positive attitude. Whether it's hanging from monkey bars, sweating through circuits, or laughing through a burpee set, they've shown what resilience and growth look like in action!





YEAR 10

Arabic Language

The Year 10 students have been studying very important topics, 'Balanced Diet' and 'The Arabic Cuisine' in order to connect with the culture of the Arabic language. They explored the meaning, vocabulary and expressions in these units of work. In grammar, they studied the absolute objects, adverbs, patterns, attached pronouns, nominal and verbal sentences and Kana wa 'Akhawatuha (Kans and its Set'. Students will reflect on their learning by writing about their favourite Arabic dishes along with the recipes.

The students will also extend their learning by organising a practical cooking lesson once the theoretical learning is completed.

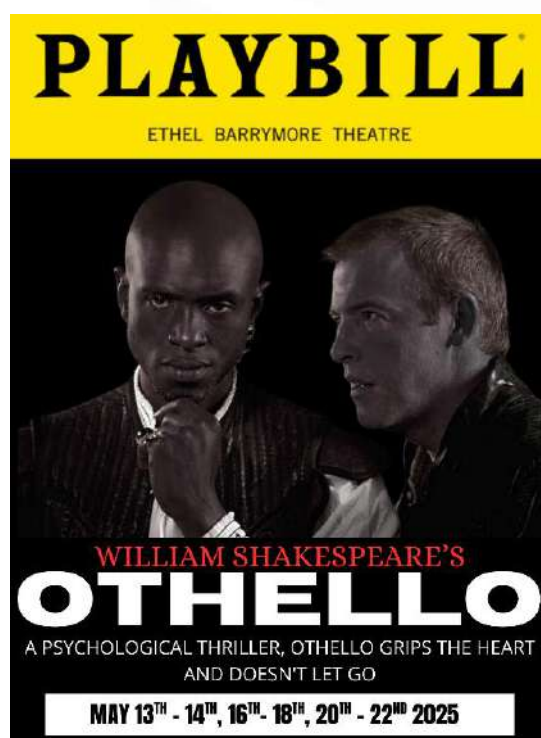
Arabic Language Teacher
Mrs Dallah

English

During Term 2, students engaged in a range of literacy activities, including Brightpath assessments, grammar and comprehension exercises, and their semester exam. They also participated in class-wide reading and comprehension tasks. A key focus was William Shakespeare's *Othello*, which students studied through a variety of reading activities designed to deepen their understanding of the play's themes.

As a culminating task, students created a Playbill—a program detailing the theatrical performance of *Othello*, including information about the main cast. These were completed to a high standard, with careful attention paid to design elements such as colour, ensuring they aligned with the play's central themes.

In addition, each student wrote an original soliloquy, modelled on those found in *Othello* and other Shakespearean plays.



HASS

Dear Parents and Care givers!

This term was packed with exciting explorations into the world around us. From climate change to urban development, students have been diving deep into the forces shaping our planet. Here's a quick look at what we've covered and what's coming up!

What We've Been Learning

- Environmental Change and Management**

We explored how human activities impact ecosystems, focusing on deforestation, water pollution, and climate change. Students investigated real-world case studies like the Great Barrier Reef, the Indonesian deforestation to grow palm trees and the destruction of the Amazon Rainforest.

- Geographies of Human Wellbeing**

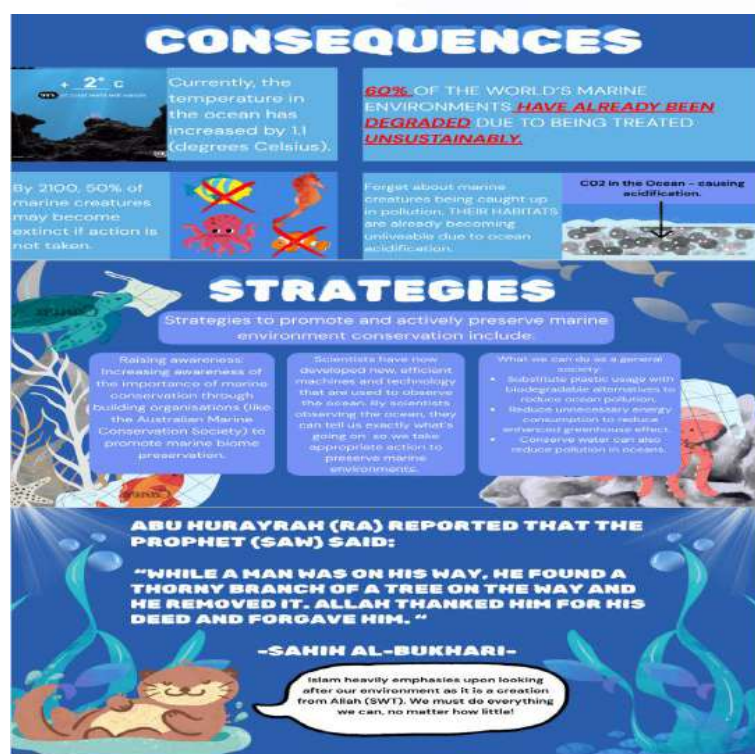
We examined global inequalities in health, education, and income. Students created infographics comparing wellbeing indicators across countries and discussed how geography influences quality of life.

Student Spotlight – A piece of the research on Ocean destruction, consequences, strategies and solutions by Nibras year 10

Quote of the Term

"Geography is the subject which holds the key to our future." – Michael Palin

Christina Rodrigues



YEAR 11

Arabic Language

The Year 11 students completed writing and presenting the summative Investigation and Text Analysis tasks on *The Impact of Immigration on Arab migrants* and *'My Grandparents House'* after analysing and examining various types of texts and completing many formative tasks.

Arabic Language Teacher

Mrs Dallah

English

Assalamu Alaikum Dear Parents,

Our work this semester revolves around deepening understanding of relationships and the first step in this regard was the reading and in-depth analysis of Max Shulman's short story 'Love is a Fallacy'. Due to the element of humour in the story, the students enjoyed it a lot. The task engaged students in writing a letter from the perspective of the female protagonist 'Polly Espy' and students experimented with 1950's colloquialisms and context to complete this task. This was like travelling back in time! The students then reflected on their artistic decisions in a writer's statement, justifying their language choices and characterisation of Polly. They really outdid each other in the process of giving Polly an original voice.

I am presenting one of the best student efforts. See for yourself if it transports you back in time.



(Afaf Noor- Year 11 English)

We also explored the concept of halal and haram in relationships as we studied this text.

Our next task is the intertextual study of a film with multiple references to Shakespeare. I am hoping that our recent excursion has given students some foundation knowledge of theatre conventions which will aid them in understanding the text.

If you have any questions or concerns regarding your child's progress in English, please do not hesitate to contact me.

Kind regards,

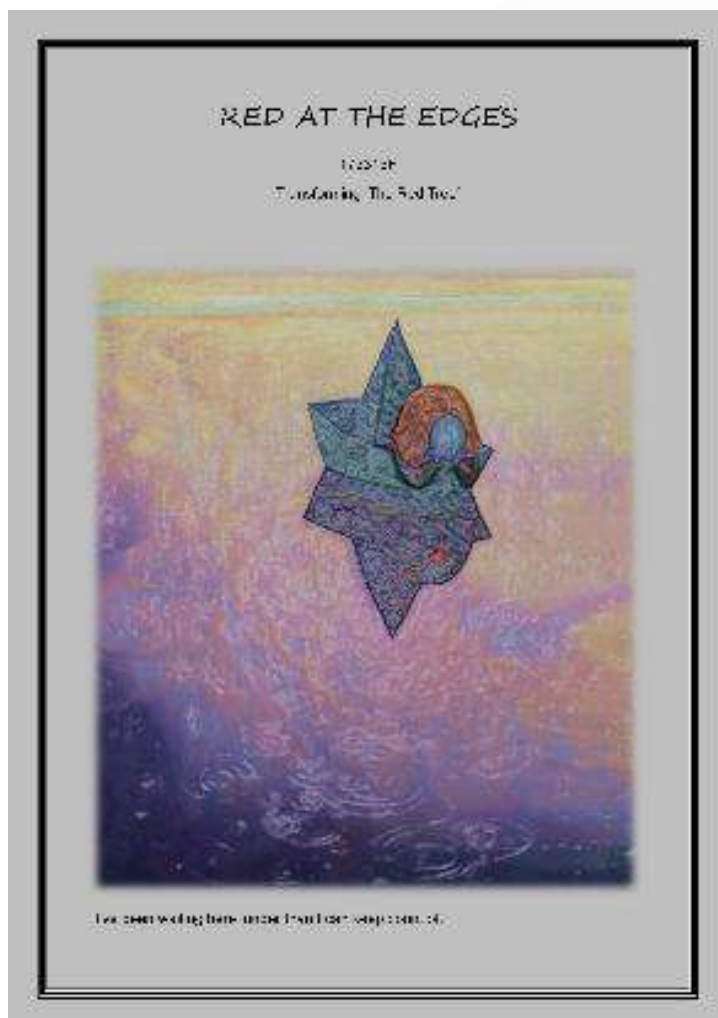
Benish Hussain

bhussain@aic.sa.edu.au

English as an Additional Language (EAL)

Students Reimagine Shaun Tan's Stories

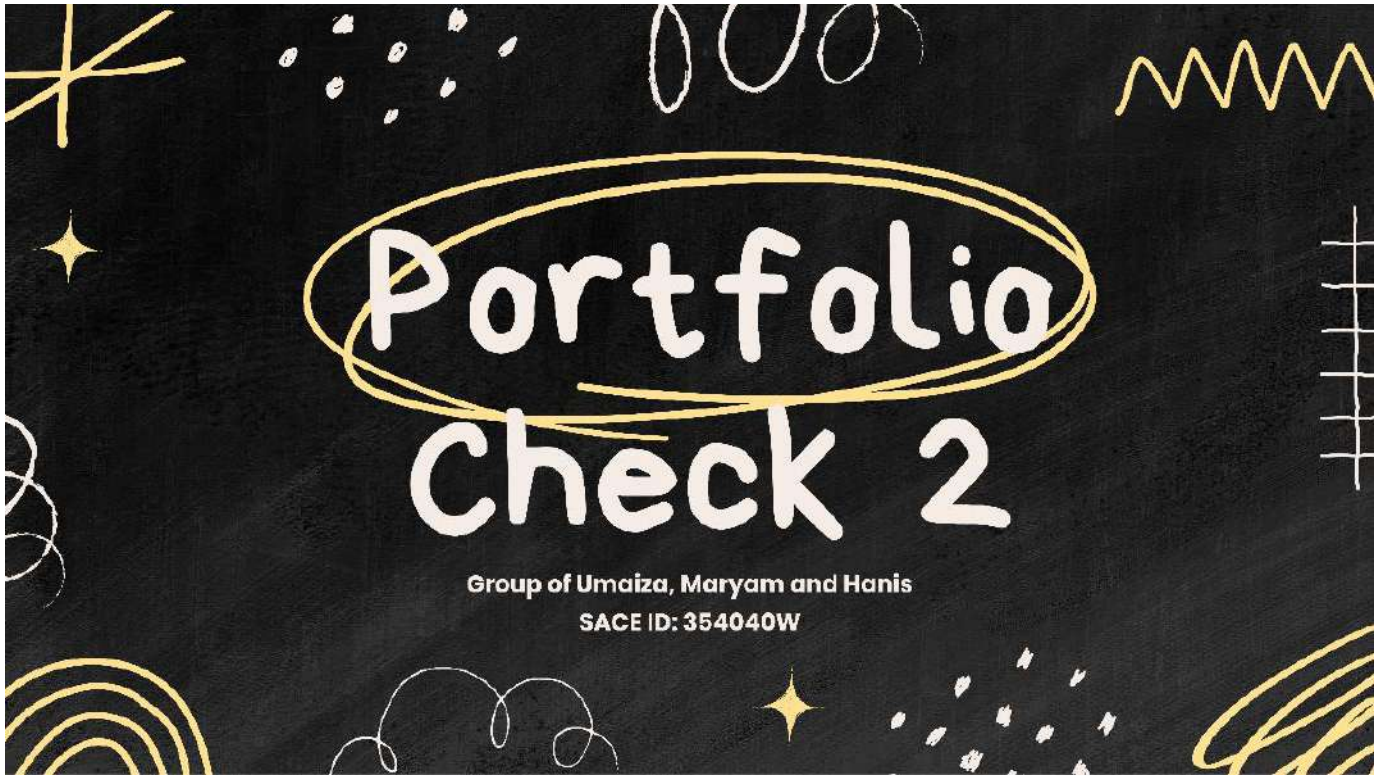
This semester, students have become authors, transforming and retelling Shaun Tan's stories as part of their *Responding to Texts* task. Their creative interpretations have brought new life to Tan's imaginative worlds.



Activating Identities and Futures (AIF)

Students Take Charge of Their Learning

AI&F students have been busy conducting peer progress checks linked to their individual learning goals. These reflective check-ins have provided valuable insights into how they can move forward and improve their work.



The Arts

Visual News!

This semester, our SACE Stage1 Visual Arts students are doing Art and are busy working on their folio tasks. Last Semester, they did Design. Below we have showcased example pages of a student's work –some pages of the Visual Study.

Niuma Ernst

The Arts Teacher/ Coordinator





YEAR 11 PHOTOGRAPHY NEWSLETTER

Exploring Shadow and Light in Visual Storytelling

Dear Students and Families,

This term in Stage 1 Photography, our Year 11 students are exploring one of the most powerful elements of visual art: **Shadow and Light**. Through hands-on tasks and creative challenges, students are learning how lighting transforms mood, adds depth, and tells a story within an image.



Year 12

Arabic Language

The Year 12 students completed the Text Analysis task, Media and Children before they started the In-depth Study task (Investigation) after intensive reading and analysis of various Arabic articles and reports on these topics.

Arabic Language Teacher

Mrs Dallah

English as an Additional Language

Year 12: From Exams to Independent Inquiry

Year 12 students have recently completed their mid-year exams and are now working on their free-choice reports. Many have selected fascinating and diverse topics, showcasing their curiosity and independent thinking.



Chemistry

The Year 12 Chemistry class visited the University of Adelaide to learn about thin-layer chromatography (TLC), conducting hands-on experiments and gaining insight into its real-world applications in analytical chemistry.



