



# NEWSLETTER

TERM 4

2025

## ADELAIDE CAMPUS

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West Croydon SA 5008

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## EXECUTIVE PRINCIPAL'S MESSAGE

**Assalamu Alaikum wa Rahmatullahi wa Barakatuh**

Dear Parents, Guardians, and Community Members,

As we conclude 2025, we give thanks to Allah (SWT) for blessing us with another exceptional year at Australian Islamic College Adelaide. This year has been filled with remarkable achievements and successes, all made possible by the collective efforts of our leadership team, dedicated staff and students, and supportive community. We are grateful to Allah (SWT) for everything He has guided us to accomplish. We are thankful for everyone's contributions to making our school a hub of Islamic values and academic achievements.



During the latter part of 2025 the College launched a 40<sup>th</sup> anniversary logo. This is a major milestone to celebrate. The school was first established in 1986 by our Founder, Haji Abdallah Magar, with 49 students and 3 staff in Brisbane Street, Perth. The growth of AIC over the last 40 years is something to be immensely proud of. AIC now has 5 schools in Perth and 1 school in Adelaide with approximately 6,000 students and 600 staff across all schools.

To our Year 12 graduates – our heartfelt prayers are with you all as you move onto your next chapter in life. Thank you for placing your faith in AIC to be a part of your lives during your schooling. We pray you leave with cherished memories and a strong spiritual and academic foundation for continued success in this life and the hereafter. Please stay in touch and share your achievements with us – we would love to celebrate your ongoing successes, In Sha Allah.

I extend my heartfelt appreciation to all our staff for your dedication, creativity and the care you provide to each child. Your inspiring learning programmes and commitment to nurturing our students are instrumental in our success.

You may have noticed that the College has undergone some renovations this year which include providing a dedicated art room facility, newly renovated sick bay and reflooring of stairways. We have been working with the City of Sturt to have an internal Kiss and Drive space during pick up and drop off and am hopefully we will receive a positive outcome during 2026.

As we all depart for the summer break, I pray it is safe, restful and filled with Barakah. May Allah (swt) bless you and your families with good health, happiness and prosperity.

We look forward to welcoming you all back in 2026, In Sha Allah.

With warm regards

**Abdullah Khan OAM**  
Executive Principal / CEO



**Government  
of South Australia**

Department for Education

## **Acknowledgement**

*State Government Capital Grant Acknowledgement*

Australian Islamic College Adelaide

would like to acknowledge and thank the

Government of South Australia – Department for Education

for the

2024-25 State Government Non-Government School Capital Grant

which supported the Upper Primary Playground

## PRINCIPAL'S MESSAGE

### From the Principal's Desk

Assalamu'Alaikum wa Rahmatullahi Wabarakatuh

#### Dear Parents, Caregivers and Friends

I hope this message finds you and your family in good health and Iman.



## Quran & Adhan Competition

This term, our school was delighted to host the annual Quran and Adhan Competition, bringing together students from across all year levels to showcase their memorisation and recitation skills, and the High School students' confidence in calling the Adhan. It was inspiring to see our students approach this event with such sincerity, dedication, and love for the words of Allah (SWT). Their beautiful recitations and heartfelt performances reflected both their hard work and the guidance of their teachers. We congratulate all participants and winners, and we thank our parents and staff for supporting our students in their Qur'anic journey. May Allah (SWT) bless our children with a lifelong connection to the Qur'an and the honour of serving His deen.

## Science at AIC Adelaide

This term has been an exciting one for Science at AIC Adelaide, with students across the school engaging in hands-on learning, innovation, and academic excellence. Our Year 7 students proudly showcased their creativity and problem-solving skills at the annual Science Fair, presenting a wide range of projects they had designed and built themselves. We also celebrated the achievements of our students who represented the school in statewide competitions, including the Titration Competition and the Oliphant Science Awards. Their dedication, curiosity, and strong engagement in Science were recognised through several award presentations. We commend all participating students and thank our Science staff for inspiring a love of learning and exploration.

## Graduations

### a. Year 6 Graduation

The transition from primary to high school is one of the most meaningful milestones in a child's educational journey. Every year, as we watch our Year 6 students graduate, many parents and teachers find themselves asking, "Where have the years gone?" It feels as though it was only yesterday they were stepping into Reception and taking their first steps in primary school.

Our Year 6 Graduation ceremony was a wonderful moment to pause, reflect, and celebrate all they have accomplished. As they prepare to enter high school—with new subjects, new teachers, and a more complex curriculum—we admire their growth and resilience. This celebration marked not only an ending, but the beginning of an exciting new chapter.

We congratulate our Year 6 students and encourage them to continue aiming high, working hard, and embracing learning with enthusiasm. We also extend our heartfelt thanks to our parents and caregivers for their ongoing support. Your trust in us to guide and nurture your children is deeply appreciated.

### **b. Year 12 Graduation**

The Year 12 Graduation is one of the most significant and emotional events in a student's school life. As our graduates prepare to step beyond the AIC Adelaide community, the world truly opens before them. Their next steps will be shaped by their values, their choices, and the lessons they carry forward.

While our Year 12s were excited to begin the next stage of their lives, many staff—and I—felt the familiar mix of pride and bittersweet emotion that comes with seeing them move on. The graduation speeches reminded us of the importance of this milestone and the responsibility our students bear as young Muslims representing Islam in the wider community.

A beautiful evening, enriched by heartfelt farewells and excellent food, allowed us to celebrate their achievements in an elegant setting. As they leave the protective environment that AIC Adelaide has provided, our hope is that the spiritual compass we have tried to instil will continue to guide them towards what is right and beneficial. We place our trust in Allah, asking Him to bless their future journeys and grant them success in all they pursue.

To every teacher, staff member, parent, and community supporter—whether present on the night or contributing quietly behind the scenes—thank you. Your patience, kindness, and dedication have shaped our Year 12s into mature young adults ready to take on the world.

Our staff, educators, office team, support staff, and I sincerely thank you for your strong and ongoing partnership in your children's education. We wish you and your families a happy, safe, and restful holiday break. May Allah (SWT) protect and bless you all.

We look forward to welcoming our students back to school on **Tuesday, 27 January 2026**.

Wassalam alaikum

**Robert Mayze**

Principal



## PRIMARY ASSISTANT PRINCIPAL

Salaam alaikum dear parents and guardians,

As we come to the end of another year at AIC Adelaide, I would like to take a moment to acknowledge the hard work, growth and achievements of our Primary students, staff and families.

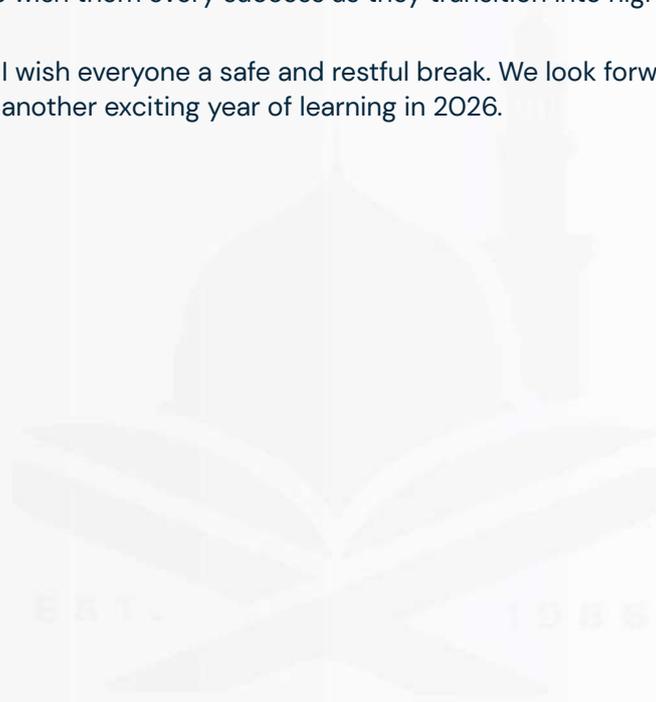
This term has been filled with learning experiences, including a range of fun excursions and engaging incursions that brought learning to life beyond the classroom. It has been wonderful to see students exploring new environments, strengthening friendships and building confidence through hands-on activities.

A very special congratulations goes to our Year 6 students, who celebrated their graduation and the end of their primary schooling journey. We wish them every success as they transition into high school.

As we head into the holidays, I wish everyone a safe and restful break. We look forward to welcoming all students back refreshed and ready for another exciting year of learning in 2026.

**Tanya Khelwaty**

Assistant Principal – Primary



## ASSISTANT PRINCIPAL HIGH SCHOOL

**Assalamualaikum Dear Parents/Guardians,**

Alhamdulillah, students and teachers have worked towards a successful completion of the year. Students across year levels engaged in meaningful excursions, incursions and valuable lessons taught in the classrooms to encourage our students to become autonomous learners who can enter the world with the knowledge, skills and capabilities to help them make and create opportunities beyond the classroom.

Middle School students completed their Semester 2 Examinations that will help students determine and assess their learning and gaps in respective subject areas. Students should take feedback from examinations and work on expanding their skill set to get ready for their schooling commencing next year. We also welcomed our new senior students for 2025 in Year 10, Year 11 and Year 12 whilst we also farewelled our Class of 2025.

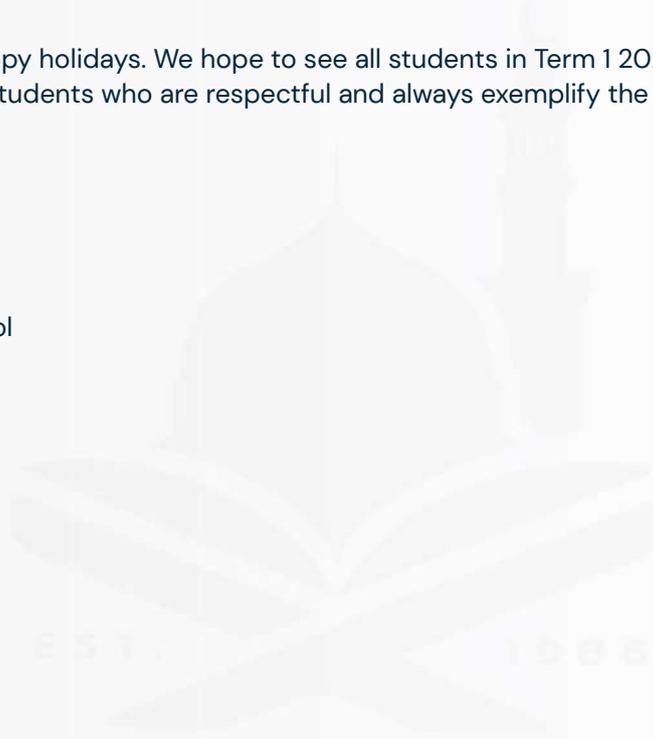
Lastly, we wish all families happy holidays. We hope to see all students in Term 1 2026 ready for learning, determined to succeed and students who are respectful and always exemplify the Deen of Islam in every aspect of their day.

Kind regards,

**Rabia Khan**

Assistant Principal High School

[rkhan@aic.sa.edu.au](mailto:rkhan@aic.sa.edu.au)





## LITERACY COORDINATOR – MIDDLE SCHOOL

**Assalamu Alaikum Dear Parents and Caregivers,**

As we approach the end of the school year, it is wonderful to reflect on what has been a productive and rewarding period of learning. This year has been filled with meaningful educational opportunities that our students have embraced with enthusiasm and dedication.

Being the final term of the academic year, students have undertaken a variety of assessments — including semester exams, standardised tests, and both formative and summative assessments. The results from these evaluations will allow teachers to analyse students' progress throughout the year, identify areas of growth, and set meaningful goals to guide their future learning.

This term, students also completed their Brightpath testing. Brightpath, developed through over a decade of pioneering research at the University of Western Australia, enables teachers to record assessment results and access detailed reports on student achievement. These insights assist teachers in tailoring their programs to meet the individual learning needs of each student.

As we near the conclusion of the term, I encourage parents to take the opportunity to meet with their child's teachers, especially if there are any concerns regarding performance in specific subjects. Such discussions provide valuable insight into a child's academic strengths and areas for improvement, allowing families to support continued learning during the holidays. These meetings may also offer guidance on recommended reading or activities to enhance skills in preparation for the year ahead.

In closing, I would like to express my sincere gratitude for your ongoing support throughout the year. It has been a pleasure to witness our students' growth, perseverance, and enthusiasm for learning. I look back on this year with pride and satisfaction, and I look forward to continuing our shared journey of learning and achievement in the coming year.

Kind regards,

**Benish Hussain**

*Literacy Coordinator (Middle School)*

## SACE COORDINATOR

As we reach the end of another successful school year, I would like to extend my heartfelt congratulations and gratitude to our students, staff, and families for their continued dedication and support throughout 2025. This year has been marked by tremendous growth, resilience, and achievement across our SACE programs.

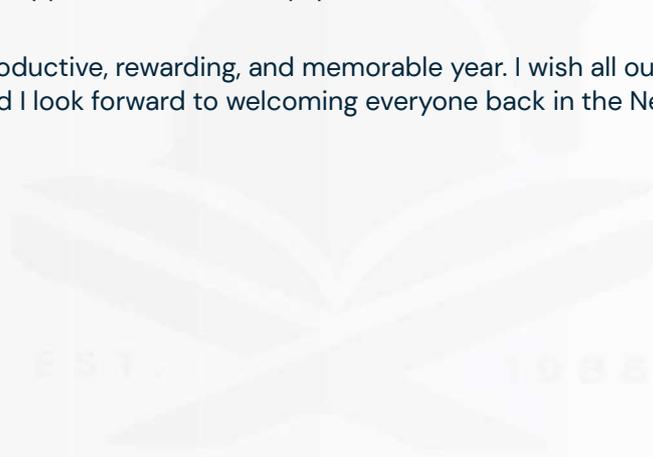
I am pleased to share that all **SACE examinations—oral, written, and e-exams—were completed smoothly and successfully**. Our students' demonstrated diligence and maturity throughout the examination period, and staff ensured every assessment was conducted with integrity, professionalism, and care. Thank you to all teachers and supervisors who played a vital role in upholding SACE Board standards and supporting our students during these critical weeks.

Our Year 12 students are now eagerly awaiting their **SACE results**, which will be released by the SACE Board by 15<sup>th</sup> December. This period can be both exciting and nerve-racking, and I encourage families to support students as they look toward the next chapter—whether that be university, TAFE, apprenticeships, or entering the workforce. Regardless of the pathway chosen, we are incredibly proud of their commitment and the character they have shown throughout the year.

As a school, we have continued strengthening our learning culture, assessment practices, and support systems to ensure every student has the opportunity to achieve their personal best. The achievements of this cohort reflect the collaboration of teachers, support staff, leadership, parents, and the students themselves.

Thank you once again for a productive, rewarding, and memorable year. I wish all our students and families a safe and relaxing holiday break, and I look forward to welcoming everyone back in the New Year with renewed energy and enthusiasm.

SACE Coordinator  
**Mrs. Vincent**





## CAREER COUNSELLOR AND VET COORDINATOR

**Assalamu Alaikum Dear Parents and Caregivers,**

This term has been an important one for our Year 12 students as they work to finalise their SATAC applications. I have been closely supporting them throughout the process, ensuring that their university preferences are carefully reviewed and submitted.

In addition, we have planned all key activities for next term to ensure that students are well-prepared and do not miss any valuable career-related opportunities for 2026.

I will continue to provide advice and guidance to Year 12 students throughout the offer rounds, helping them make the best possible decisions for their future. It is, however, essential that students remain attentive to any updates and offers made through SATAC.



The key dates to note are as follows:

<b>Date</b>	<b>Event / Deadline</b>
Monday 1 December 2025	Equal consideration deadline for Semester 1 courses. Applications must be submitted and paid for by this date to receive equal consideration for selection.
Monday 1 December 2025	Closing date for Performance (Acting) and Performance (Directing) at Flinders University.
Monday 1 December 2025	Closing date for Clinical Sciences/Doctor of Medicine at Flinders University. Late applications may not be accepted.
Monday 1 December 2025	Closing date for Clinical Sciences, Midwifery, and Nursing at Charles Darwin University. Late applications may not be accepted.
Thursday 11 December 2025	Mid-December offer round for 2026 courses. Please note that this offer round does not include 2025 Year 12 results (applies to 2024 results).
Monday 5 January 2026	Change of preference deadline for Semester 1.
Thursday 15 January 2026	Mid-January offer round. Offers will be emailed by 9:00 am.
Wednesday 28 January 2026	Second January offer round.
Thursday 5 February 2026	Further offer rounds emailed on Tuesdays and Thursdays until 12 March.
Thursday 12 March 2026	Final offer round for Semester 1 offers.

I am also pleased to inform you that VET admissions for 2026 are now complete. Vocational Education and Training (VET) provides students with an excellent opportunity to transition into the workforce after school. It also serves as a valuable pathway to university, a way to deepen understanding in an area of interest, and, in some cases, an alternative to one Year 12 subject.



This is one of the busiest times of the year for new enrolments and applications, and *Alhamdulillah*, many of our students have successfully completed their enrolment requirements. I continue to support them throughout this process and pray that Allah (SWT) grants them success in all their endeavours.

We remain committed to guiding our students in making informed decisions about their future pathways.

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

**Benish Hussain**

*Career Counsellor*



## RECEPTION

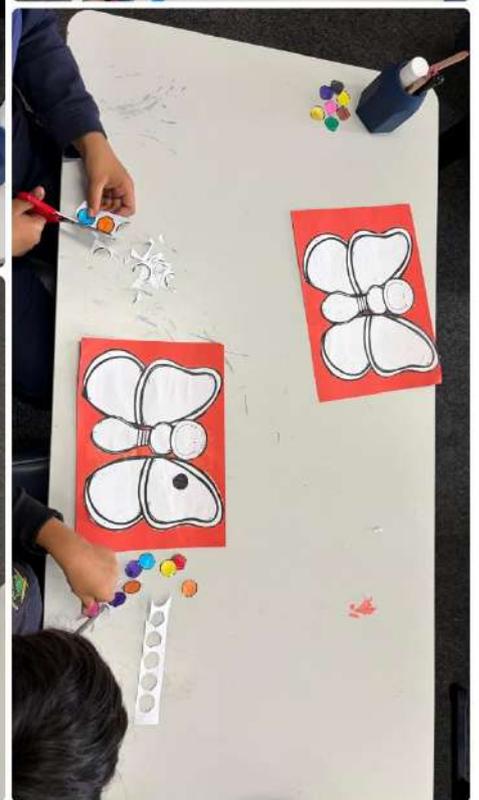
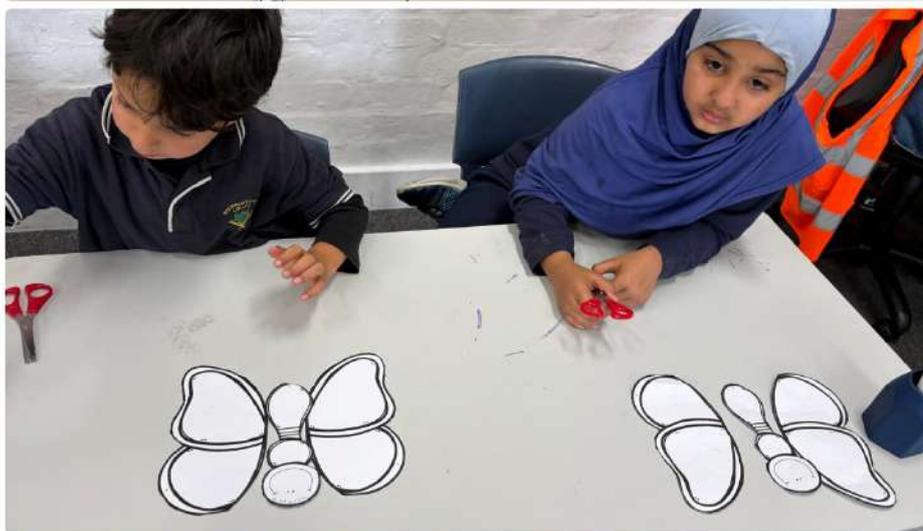
In digital technology students Collect data on the biodiversity in garden beds around the school to measure the biodiversity (that is the different types of plants and animals). They Explore ways to represent and present data.



In literacy students have been using language features including words and phrases from learning and texts. They listened for and identified rhymes, letter patterns and sounds (phonemes) in words. They orally blend and segment phonemes in single syllable word. They name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters (graphs). They form letters, spell most consonant-vowel-consonant words and experiment with capital letters and full stops.



In maths students learnt number name, representing and ordering numbers including zero to 30, using physical and virtual materials and numerals. Represent practical situations involving addition, subtraction and quantification with physical and virtual materials and use counting or subitizing.



Students developed understanding of science inquiry skills e.g. observing, questioning, evaluating. To assess students' skill of recording and observing and communicating.



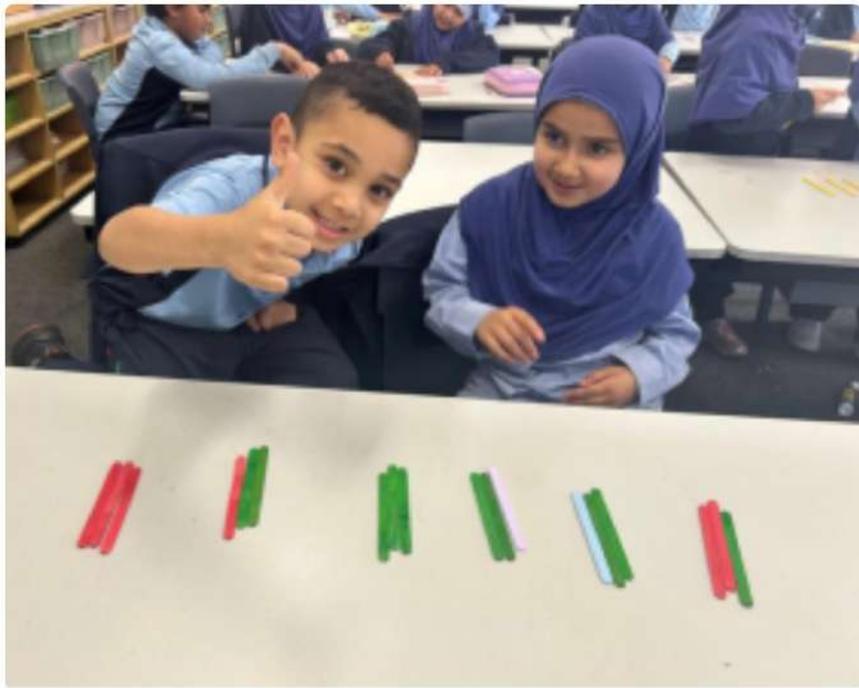
Receptions participated in the Quran competition. They were very confident, and it was a very proud moment for their parents, teachers and peers. They participated in Sudan fundraising event held at school. Another rich learning opportunity for students to recognise the difficulties other people go through now and how we can help them.



# YEAR 1A

## Maths

We were learning equal grouping and sharing. Students use concrete materials and drawings to equally share a collection between two or more groups.



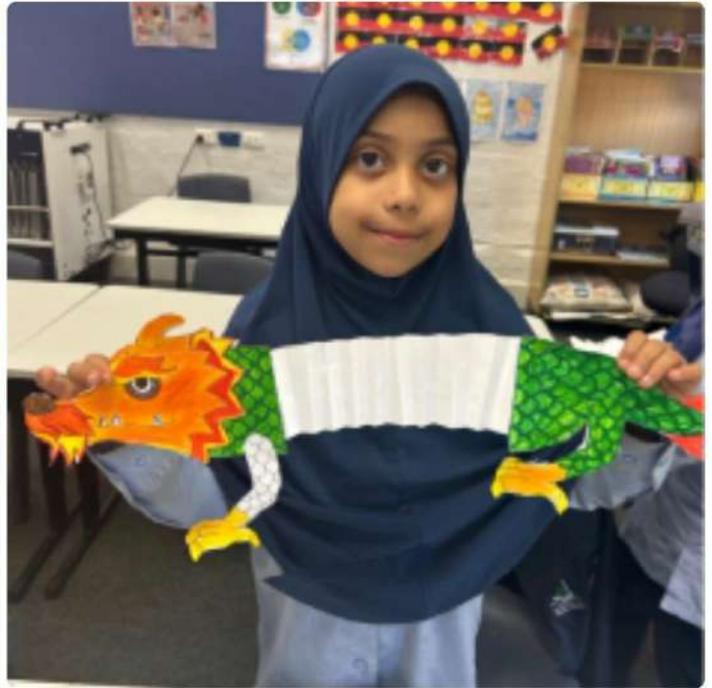
## Integrated lessons (HASS/ Arts/ ICT)

In our class we were learning about first nation people's culture.

Students created boomerangs and decorated them using Aboriginal symbols, made the Aboriginal flag through collage art, and enjoyed producing artwork using dot painting techniques, which are significant in Aboriginal culture.



As we were exploring about the celebrations around the world, students researched different celebrations and created posters to show their understanding.



## Brief snapshot of our weekly activities

On sunny days, the students enjoy jogging and outdoor exercise.

During Afternoon snack break, they spend time outside engaging in active play and social interaction.

Thursday mornings we have Halaqa session with br. Niyaz. Some mornings, students choose any book from the shelf and read!



## Remembrance Day

Students learned about Remembrance Day through a presentation and participated in colouring poppy flowers as part of their learning.



## YEAR 1/2E

What a wonderful end to the year we've had in 1/2E! Our classroom has been buzzing with creativity, teamwork, and lots of enthusiastic learning. A major highlight has been our preparations for our The Gingerbread Man plays. The students have absolutely loved stepping into character—practising their roles, using expressive voices, and bringing the story to life with confidence and joy. We have also been busy writers this term! Students have been planning, typing, and publishing their own narratives using Microsoft Word, learning how to organise ideas, use creative language, and navigate digital tools with growing independence. In Maths, the class have enjoyed a variety of number games designed to consolidate key skills. As we wrap up another fantastic year, I want to extend my heartfelt thanks for your continued support. I wish all our families a safe, restful, and happy holiday break, inshallah. May it be filled with joy, peace, and precious time together.



Warm regards,  
**Ms Panos**

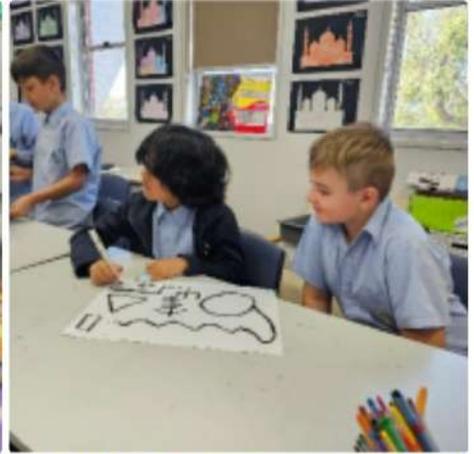
## YEAR 2A

Year 2A students supported the SRC leadership team during the Sudan fundraising event with great responsibility and honesty as they managed stalls, assisted customers and handled purchases throughout the day. It was an honour for our junior primary students to be trusted with such an important task, and they fulfilled it wonderfully.



## YEAR 3A

Our Year 3 students have been exploring the exciting world of coding through hands-on activities with OZOBOTS. They began by using colour codes to program their robots, discovering how simple sequences of colours can control movement.



Our Year 3 students explored the fascinating concepts of heat transfer and measurement through engaging, hands-on experiments in the Science Lab. This practical experience helped them connect classroom learning with real-world applications, sparking curiosity and deepening their understanding of scientific processes. A special thank you to our dedicated Lab Assistant, Ms. Saima, for her invaluable support in making this learning experience possible.



Year 3 students in action: strengthening skills, teamwork, and enthusiasm on their soccer excursion.



Athan and Quran Competition participants from Year 3.



## YEAR 3B

**Assalamualaikum Parents/Guardians,**

Term 4 was filled with exciting learning experiences. As spring began, a Bunnings team member visited for an incursion where students learned how to plant a seedling. In Maths, we focused mainly on 3D objects, division, and fractions. In Technologies, students worked with Ozobots, which they thoroughly enjoyed. In Arts, they combined visual art with poetry and completed various art, craft, and painting activities. A major highlight of the term was the soccer excursion to OLON, which tied in perfectly with the soccer skills they learned in Physical Education.

I wish all my students the very best as they move on to Year 4. I would like to thank all the parents/guardians for their ongoing support.

Kind regards,

**Manmeet Kaur (Mrs. Kaur)**

### Maths (Learning about 3D objects)



## HASS (Contribution of different community groups along with Rules & Consequences)



## Technologies (Ozobots)



## Physical Education (Soccer Skills)



## Excursion (OLON)



## IncurSION (Seedling Planting)



## Visual Arts



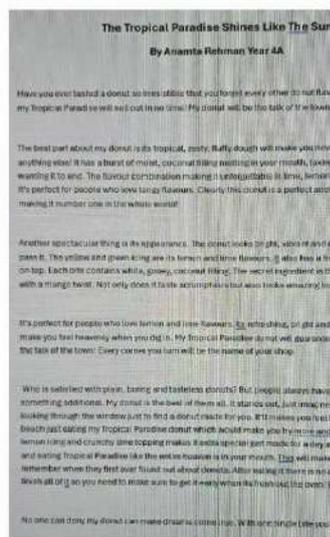
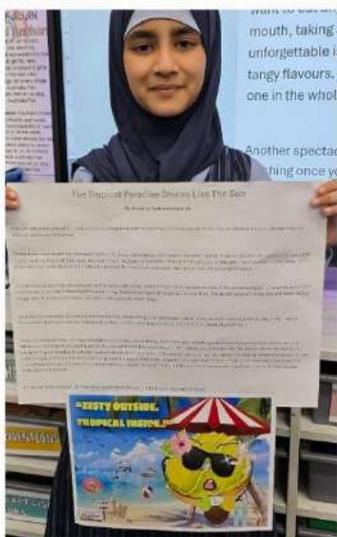
## Remembrance Day Art and Craft

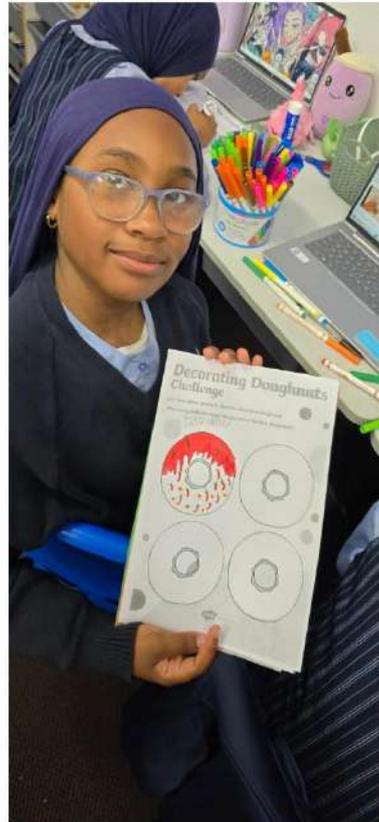


# YEAR 4A

## Donut Persuasive Writing Project

Students designed their own creative donut and wrote a persuasive sales pitch using TEEL structure, strong arguments and descriptive vocabulary. The project began with a fun taste-test activity, which helped students describe flavours and engage deeply in their writing.





## Shoe Design & Technologies Project

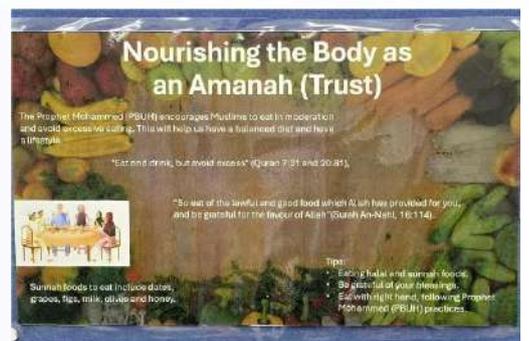
Students planned, designed and constructed their own shoe prototype by investigating shape, function, creativity and required materials. After creating their designs, they evaluated their work by identifying challenges, solutions and what they would improve next time.





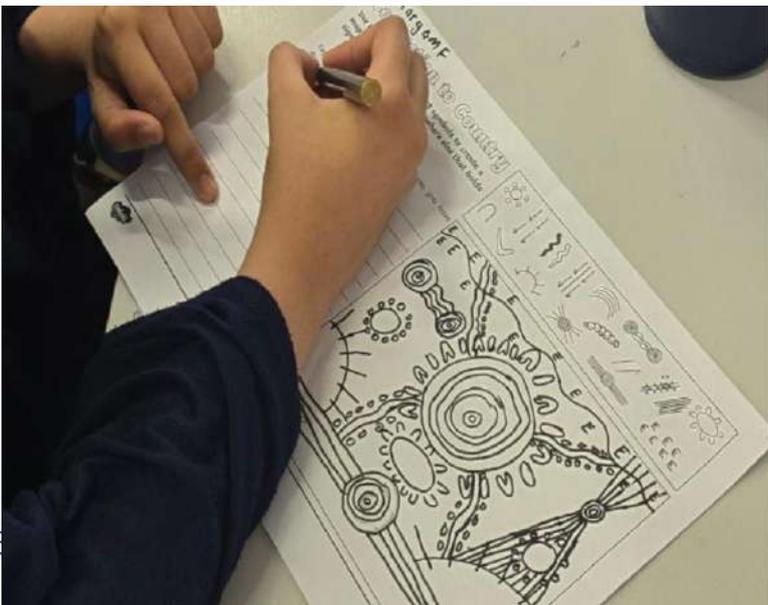
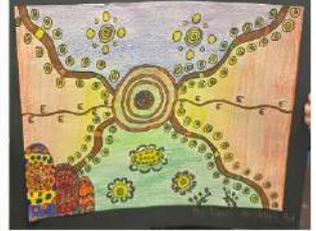
## Healthy Eating in Islam

Students explored healthy eating through an Islamic lens, learning how our faith encourages moderation, gratitude and caring for our bodies. They examined everyday food choices and reflected on how Islamic teachings guide balanced and responsible eating habits. Additionally, students learned about the Islamic values of kindness, respect and empathy, discussing how these teachings guide positive behaviour and discourage bullying.



## Aboriginal Artwork and Islamic Values

Students created Aboriginal-inspired artwork that explored symbolism, storytelling and connection to land. They thoughtfully linked these ideas to Islamic values such as gratitude, caring for creation and respecting the rich cultural identity of Australia's First Nations peoples.



## YEAR 4B: A Burst of Learning and Creativity!

### Active Bodies, Focused Minds:

Our PE lessons have been a smash hit, with students mastering the basics of volleyball. We've been

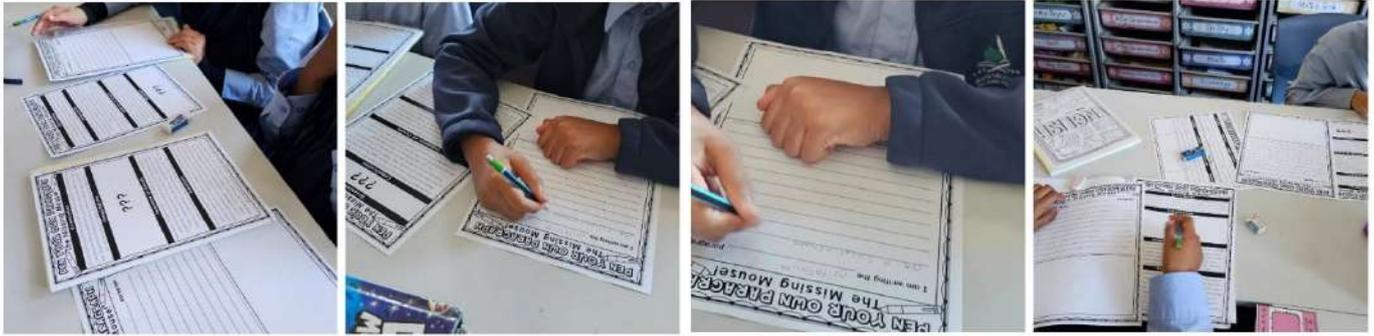


## Science Comes Alive:

In science, we embarked on a fascinating journey into the world of biodiversity. We learned about producers, consumers, and the intricate balance of ecosystems.

Our hands-on project involved creating dioramas of natural habitats, which we then brought to life by foraging outdoors and adding real elements like sand, leaves





For Art in Year 4B we also created beautiful mosque and sunset paintings, showcasing impressive colour and detail. We are also hard at work trying to master narrative writing and working collaboratively in groups. (See photos!). Beyond our pictured activities, Year 4B has been busy with diverse learning, and we're excited for the adventures ahead!

Regards,

**Miss Reddy**  
Year 4B Teacher



## YEAR 5

As we approach the end of the year, we would like to take this opportunity to share some of the wonderful progress and developments of the Year 5 students.

We have continued to focus on fostering the 4 Core Values of AIC, which serve as the foundation of our learning community. Alongside this, we have worked to improve our communication within the classroom and create an environment that supports and inspires learning for all students.

We are grateful for your ongoing support and encouragement throughout the year. Your involvement has been invaluable in helping us nurture a positive and productive learning environment.

### SCIENCE- ICY SITUATIONS!



### HASS- OUR POLITICAL PARTY!



## TECHNOLOGIES- CLAYMATION INCURSION



Mrs Allocca, Mrs Sutton and Ms DeLeonardis

# YEAR 6

## Graduation

We are thrilled to share the success of our Year 6 Graduation Ceremony! It was a memorable event filled with pride, joy, and reflection as we celebrated the achievements of our graduating students. Families, teachers, and friends came together to honor their hard work and growth throughout their primary years. Congratulations to all our Year 6 graduates – we wish you every success as you begin your exciting journey into high school!

**Ms Sabera Safi**

**Mr Azeem Ali**



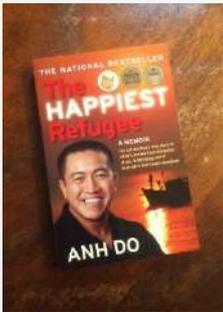
## YEAR 7

### English

This term, the Year 7 students studied biographical writing while studying Anh Dho's autobiography, *The Happiest Refugee*.

During this process, they were introduced to the poem *Where I am From* by George Ella Lyon. This was used as an inspiration for students to write a poem about their identity before reflecting on their process.

We want to share some of their verses with you.



I am from staying up watching games

From shouting with joy after wins and sitting in silence after defeats

I am from sneaking outside with a ball and big dreams

I'm from things that don't change,

Even when expected.

I'm from people who don't know

How I've been affected.

*I'm from the beachside,*

*Close to the tides where fishing thrives,*

*Where waves and us anglers collide.*

*To measuring my catch's size.*

*A passion that will forever rise.*

I am from leaving my country at a young age then growing up in Australia becoming a teenager.

From looking around and seeing all the lights shine throughout the buildings

I am from eating fairy bread on the hot Australia sand while remembering my homeland

From running through the sprinklers in the blaring hot sun and eating Zooper Doopers.

I am from my parents working extra hard just to get my siblings and I too far – away to better place.

*I'm from a place where food is an adventure,  
from curries too delicious to fried chicken that is nutritious.  
A place where food is all you smell,  
and a loud whistle to tell it's cookin' well.  
Food with lots of flavour,  
some people take an hour to just savour.*

*I'm from a family that loves and cares.  
Whose laughter and talk fill the air.  
From shared meals and endless chatter,  
The moments that truly matter.*

I'm from dirt roads and century-old houses.  
From lemon-lime bottles to hand-me-downs from cousins.  
I'm from sprites encased in glass to a trip in economy class.  
From iron gates to a country that handed us a new fate.

*I'm from a school that is filled with pride.  
A school that will always guide.  
I'm from a school that always excites.  
A school that will always lead people to the light.*

## Design & Technology

Year 7 Design Technology students have been busy combining creativity and problem-solving. This term they planned and sketched their ideal bedroom layouts, considering ergonomics and storage, then explored historical clothing and architecture to inspire their own designs. Students practised measuring, drawing to scale, and giving constructive peer feedback in class.



## Arabic Newsletter

Assalaamu Alaikum Dear Parents/Caregivers

The Year 7 students Studied 'Thank you My School' unit of work. They learned the relevant expressions and vocabulary, reading comprehension, spelling, sentence construction, grammar and handwriting. The students explored various styles of creative writing in order to write their own composition about their experiences with their teachers and peers at school.

Arabic Language Teacher

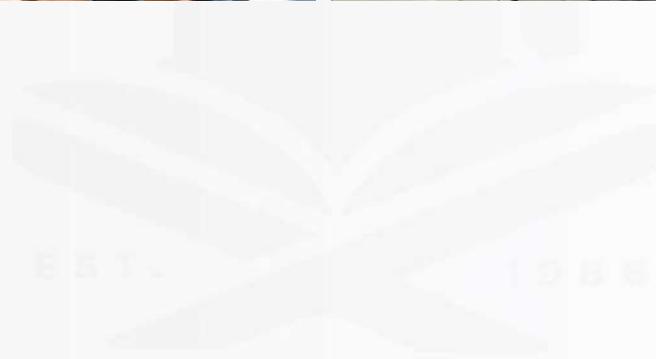
**Mrs Dallah**



## YEAR 8

### English

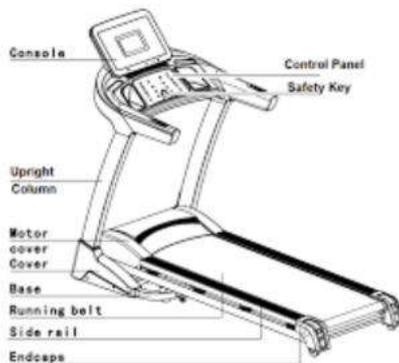
In Term 4, Year 8 students have been reading the novel *Trash* by Andy Mulligan. They are exploring themes of friendship, courage, and social justice. Students are also taking part in a structured reading program that focuses on a range of engaging topics to build comprehension skills. Students will create and deliver a class presentation, showcasing their understanding of the novel's key ideas and characters through a mix of visuals and spoken explanation.



## Design & Technology

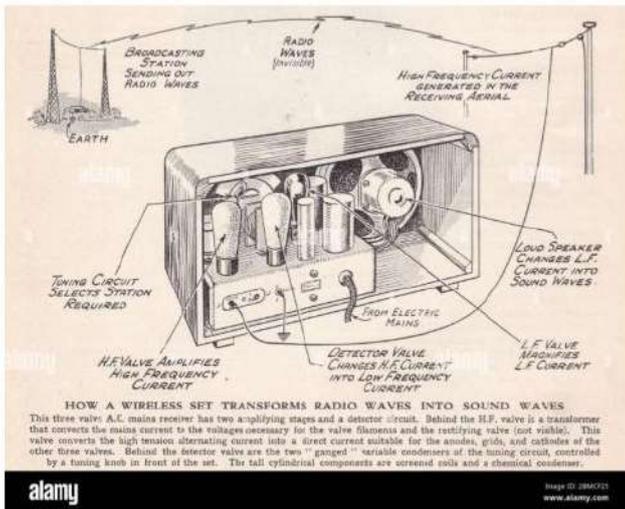
This term in Year 8 Design & Technology, students explored **Innovation and Safety Design**. They investigated how everyday products can be improved to be safer, more user-friendly and sustainable. Using the design process, students researched real-world problems, brainstormed creative solutions, sketched concepts and developed simple prototypes. A strong focus was placed on safe use of tools and materials, as well as designing to prevent accidents in real life. We were very impressed with their thoughtful ideas, teamwork and willingness to test and refine their designs. Well done, Year 8, for showing such responsibility and creativity in your projects!

### Treadmill



The innovation I chose is a treadmill; treadmills work by using a mechanism that rotates a belt under your feet. This allows people to run in one place, which is much more efficient and makes life easier.

### Radio



The innovation I selected is the radio; radios work by catching invisible waves through the air and translating them into sound. It makes life easier by allowing users to listen to news, updates and other important information through sound, without Wi-Fi or apps.

### Innovation 3 Tesla Powerwall + Solar Roof:



- Solar roofing

#### What is a Solar Roofing?

It is a newly stabilised solar systematic thing that helps with 24/7 light at home or anywhere.

## Arabic Language

Assalaamu Alaikum Dear Parents/Caregivers

The Year 8 students studied *'There is life in reading'* unit of work. In addition to vocabulary learning, reading comprehension and sentence construction activities, students examined the conjugation of present, past and imperative verbs with all groups of pronouns. The Year 8 students composed their own creative narratives about *'The Importance of interesting and good quality Reading'* highlighting the teaching of the *Holy Quran*, the first word revealed in the Nobel Quran was *'Iqra'*.

Arabic Language Teacher

**Mrs. Hanan Dallah**



## YEAR 10

### Exploring Identities and Futures (EIF)

Exploring Identities and Futures (EIF) is a new subject (previously PLP) that responds to the rapidly changing local and global context that our students are living and learning in. EIF is a Stage 1 subject that supports students to learn more about themselves and explore their aspirations and future.

EIF prepares students for a different way of thinking and learning in senior school. As students begin their SACE journey, they build the knowledge, skills, and capabilities required to be thriving learners and are empowered to take ownership of where their pathway leads, exploring interests, work, travel and/or further learning. Students will complete three tasks, the first was to complete an Identity Collage. In the process, students learnt about themselves, their future study plans and more.

**Helen Bhatia**

### History

In Term 4, Year 10 students have been studying World War II. They are analysing different historical sources to understand key events and perspectives from the time. Students are also completing an independent investigation on a topic of their choice, developing their research and critical thinking skills.



## IPP – Holiday Destination Presentations

Our Year 10 Integrated Pathways Program students have just completed a fun and engaging mini-project: creating a PowerPoint presentation on a holiday destination of their choice.



## Arabic

The Year 10 students have already read and discussed few meaningful stories in Arabic. Then, they began studying and analysing an inspirational narrative about ‘Famous Women – Helen Keller’. They explored the meaning, vocabulary and expressions in the story. In grammar, they studied the absolute object, relative adjectives, patterns, sequencing and Al Hamzah spelling rules. Students are now completing a written assignment about *who* or *what* has inspired them.

Arabic Language Teacher  
Mrs. Dallah



## YEAR 11

### English

#### **Assalamu Alaikum Dear Parents and Caregivers,**

Our new Year 11 students have begun one of the most significant stages of their educational journey this term. I extend a very warm welcome to them as they embark on this exciting and challenging phase in their English studies.

The first few weeks of Year 11 can often feel overwhelming as students adjust to SACE requirements, manage their personal goals, and adapt to new academic expectations. My advice to all students is to remain regular, punctual, and focused, and to seek support from their teachers as soon as they encounter any difficulties rather than delaying assistance.

This term, we are exploring paragraph structure in greater depth, with a focus on developing analytical writing and understanding the impact of language. Students are also studying the Gothic genre and will complete two *Responding to Texts* assessment tasks. *InshaAllah*, as the term progresses, students will begin to see a noticeable improvement in their analytical and writing skills.

It is always deeply rewarding to witness my students' growth and to see them develop independence and a genuine appreciation for literature. I look forward to a year filled with meaningful learning, creativity, and intellectual growth for all my students.

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 (English Teacher)**

## Arabic

**Assalaamu Alaikum Dear Parents/Caregivers,**

The Year 11 students started the Arabic course by completing various formative tasks in preparation to study their first summative task, *Letter Writing*. I am confident that the student will pursue their Arabic learning successfully, inshaAllah.

Arabic Language Teacher

**Mrs. Hanan Dallah**



## Activating Identities and Futures

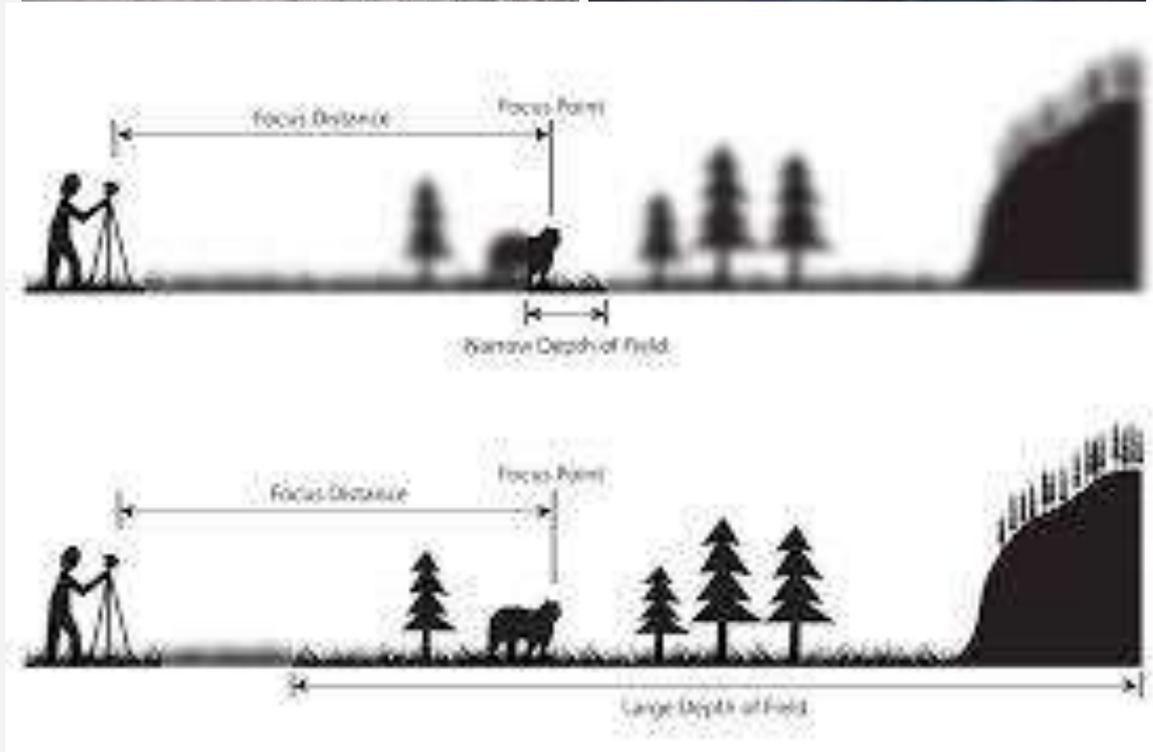
Activating Identities and Futures engages students to take greater ownership and agency over their learning as they select relevant strategies to explore, create and/or plan to progress an area of personal interest towards a learning output. Students develop the skills to 'learn how to learn' and strategies to 'know what to do when you don't know what to do'.

Students explore ideas related to an area of personal interest through a process of self-directed inquiry. They draw on knowledge, skills and capabilities developed throughout their education that they can apply in this new context and select relevant strategies to progress the learning to a resolution. Some of the areas students are exploring are: Writing a poetry anthology, becoming a barber, learning another language, sewing outfits for a younger sibling, etc. Students have just finalised their Learning Intentions and will soon start their research.

**Helen Bhatia**

## Photography

Photography students are exploring depth of field and Photoshop. They are experimenting with shallow and deep focus to guide the viewer's eye, then enhancing images using cropping, exposure and colour adjustments, spot healing and layers. Students are learning to edit ethically while strengthening creativity and technical camera skills.





## Year 12

### English

**Assalamu Alaikum Dear Parents and Caregivers,**

It has been an absolute pleasure to welcome my former Year 11 English students into Year 12 this term. What a remarkable group they are—already demonstrating great enthusiasm and determination as they prepare for success in their SACE English studies.

This term, students have completed two major assessment tasks. The first was a Creating Texts task, in which students developed and delivered a TED Talk on an idea they felt passionate about. Their creativity, originality, and thoughtful engagement with the theme of “ideas worth spreading” were truly commendable.

The second was a Responding to Texts task based on a film study. Students engaged in insightful discussions about the philosophical concepts presented in the film and examined how film techniques were used by the director to create specific effects and meanings. Their analytical responses demonstrated maturity and depth of thought.

I am extremely proud of the students for their hard work, commitment, and engagement throughout the term. I look forward to a year that continues to be filled with enjoyment, learning, and intellectual growth for all my students.

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 (English Teacher)**

### Arabic

**Assalaamu Alaikum Dear Parents/Caregivers,**

The Yr.12 students have already demonstrated their dedication to their schoolwork by presenting their first summative task, *Interaction Task*. They have also begun to organise and analyse the required literature for the Text Production Task, *Technology and the Environment*.

I wish our Year 12 students every success in shaa’a Allah.

Arabic Language Teacher

**Mrs. Hanan Dallah**

# The ARTS

## Visual News!

Some of the Visual Study pages from a year 12 student.

**OIL PAINTING**

"The way a good man" 2020



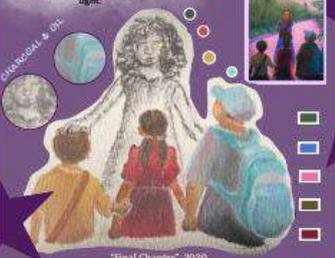
In my rendering, I enhanced the loss aspect by making the painting look more like an homage through the addition of more personal objects. To coincide with the title of the piece more I brightened the colours and added fireflies to symbolise hope and light.

**Experimentation**

In this experimentation I wanted to evoke loss more through using the different mediums and colours (colour = grief). Drawing from the saying "the eyes are the windows to the soul" I drew this woman without eyes to represent the loss of her soul.

**CHARCOAL & OIL**

"Final Chapter", 2020



**EXPERIMENTATION**

Behind the myth of benevolence



I wanted to obscure her, leaving herself from the drawing and overrepresentation hence why she is seen partially covered by shadows yet depressed down through her expression. Furthermore the addition of a gun means the ambiguity present in the original, making the final stroke.

**OIL PAINTING**

Then, I decided to do a close up of one person so that the face for both could be better conveyed through his expression. Furthermore the addition of a gun means the ambiguity present in the original, making the final stroke.

**EXPERIMENTATION**

The texture and vibration of the water all paint releases light creating our moment, making the releasing of his more and light more lost.

**EXPERIMENTATION**

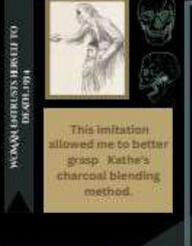
"Yet another fight for remembrance"

**PROGRESS PICTURES!**

**DEL VASTEL'S PAINT**

**CHARCOAL**

HOWAN EMPRESS HERSELF TO (1840-1914)



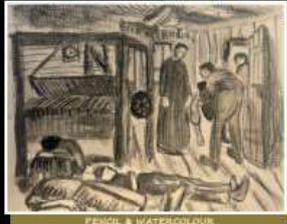
This imitation allowed me to better grasp Kathie's charcoal blending method.

**Replications**

Substituting charcoal for watercolour in this experimentation resulted in a softer piece. Rather than raw anguish featured in the original, this painting is more sorrowful, more melancholic with everything blurring together.

**+ EXPERIMENTING WITH MEDIUM**

THE END, AWAKENS REVOLT, 1893-1897



**FINAL SKETCH**

**EXPERIMENTATION**

This picture by Kathie shows two lovers embracing one another. Kathie's work is distinguishable by her gothic style hence why I opted for a more twisted and unnatural positioning of the pair.

"Pair of Lovers, huddling against each other", 1889/1910



The next experimentation presents a working mother and her sleeping son. I decided to do a more close up intimate rendition of the two with the son being drawn softly lighter and the mother with rougher dark strokes representing the hardships she undergoes.

**EXPERIMENTATION**

"Worker woman with sleeping child, 1927"



**Reference Image**

**COLOURED PENCILS**

"Breeding Possibility", 2020



Kaphar's original artwork the themes of submission and slavery are central however my experimentation hopes to not the center to showcase the passage of loss of time.

**EXPERIMENTATION**

The colour palette is original to more child the same so that a sense of nostalgia. The position of man on the left, one has the green daughter embracing her elderly mother's hand, inspired by my mother and grandmother.

**EXPERIMENTATION**

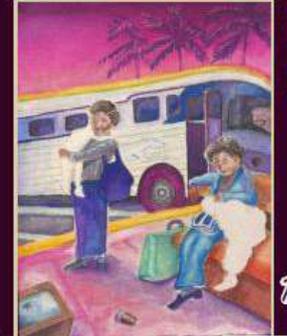
The setting for the original piece is that of a wreckage so I decided to keep the same concept but enjoy it to a real life scene like a recreation Kaphar shows in which I portrayed the current conflict in Sudan where a child is seen holding a white flag to represent the desire for peace.

**EXPERIMENTATION**

"The Alchemist", 2020

**MY WATERCOLOUR PIECE**

**Progress Pictures**



**Study & Replication**

**TWU Kaphar's "The distance between what we have and what we want," 2019**

This replication of a piece within Kaphar's "From a Tropical Space" showcases his distinctive concept of capture through the hollowed children's silhouettes to evoke a rich sense of loss. Furthermore, the highly saturated colour palette paired with the somber mothers creates an uncanniness as the women casually wait at the bus stop despite the disappearance of their kin. The chosen shades also promote an '80's feel, which communicates to the audience the lack of black representation throughout this era in history.

**Colour Palette**

**OIL PAINTING**

# Islamic Studies

**Assalamu Alaikum Dear Parents,**

We hope this message finds you in the best of health and Iman. We are pleased to share an update on what our students have been learning in their Islamic Studies lessons this term. Our goal continues to be nurturing strong character, deep understanding, and a love for Islamic knowledge. We encourage parents to support learning at home by revising weekly surahs, practicing du'as together, and discussing Islamic values as a family. Your involvement plays a vital role in your child's spiritual growth.

## Islamic Manners & Character (Akhlak)

We explored important values such as:

- Respecting parents and teachers
- Speaking kindly and truthfully
- Showing gratitude and patience
- The importance of helping others
- Students enjoyed role-play activities to practice these manners in real-life situations.

## 2. Prophets' Mohammad (Sirah)

This month, students learned about the life of Prophet Mohammed (SAW) his unwavering faith, trust in Allah, and dedication to doing what is right. Discussions encouraged students to reflect on courage, obedience, and making good choices.

## 3. Islamic Practices

Learners reviewed core practices, including:

- The importance of daily prayer (Salah)
- Wudu steps and its spiritual benefits

## Classroom Activities

- Craft Corner: Students made "Good Deeds Trees" to track their daily acts of kindness.
- Draw Kaaba: Students enjoyed learning how to draw the Kaaba.
- Discussion Time: Reflecting on Islamic values through stories and everyday scenarios.





Thank You  
Jazakum Allahu Khayran,  
  
Islamic Studies Teacher  
**Hana Alsare**

