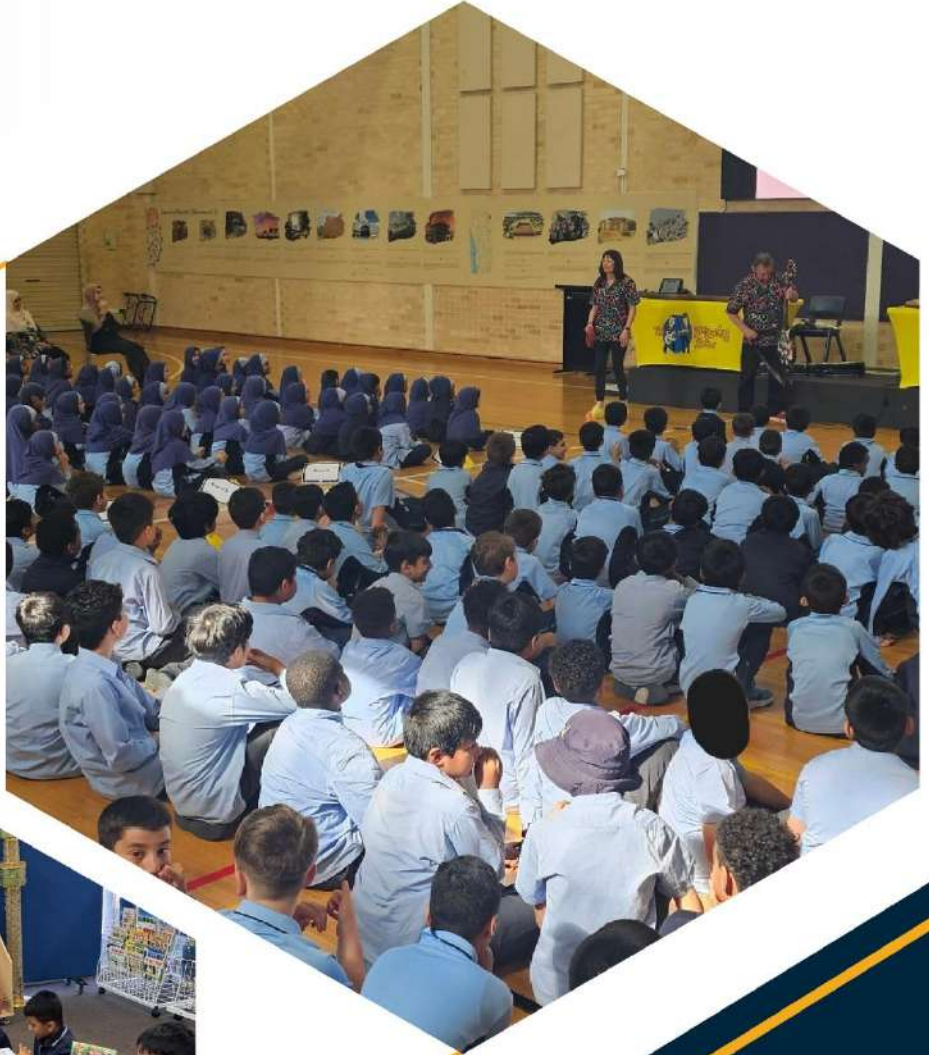




AUSTRALIAN
ISLAMIC COLLEGE



TERM 1 **2026** 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,

Inna lillahi wa inna ilayhi raji'un

I would like to begin by extending my heartfelt condolences on the passing of **Haji Abdallah Magar**, the esteemed Founder of Australian Islamic College. His vision and dedication have left a lasting legacy that continues to benefit our community. May Allah grant him the highest place in Jannah and grant his family patience and strength during this difficult time. Ameen.



إِنَّا لِلّٰهِ وَإِنَّا إِلَيْهِ رَاجِعُونَ

A Legacy of Faith and Vision

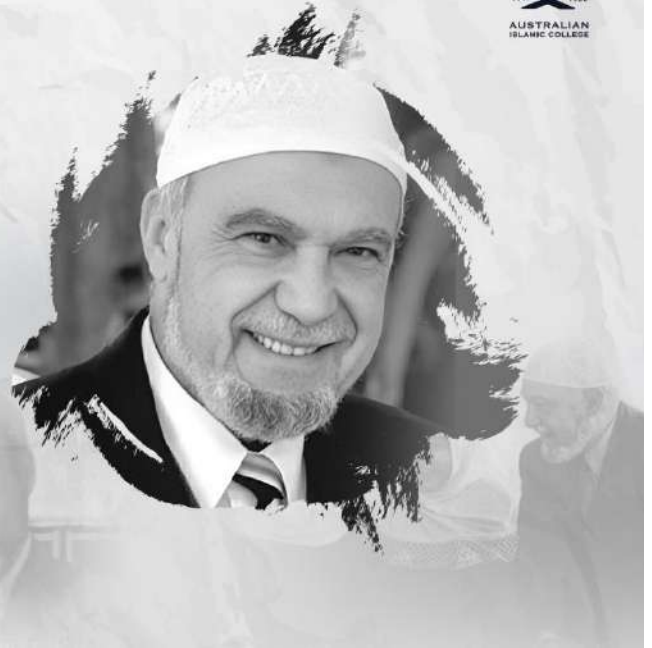
A humble visionary and pillar of our community

HAJI ABDALLAH MAGAR

Founder of AIC

returned to his creator leaving an inevitable mark
of faith, knowledge and compassion.

May Allah accept all his deeds and grant him the
highest ranks in Jannah. Ameen.



With deep sadness, we wish to advise that, out of respect for Haji Abdallah Magar, his wife and their family, the College has cancelled the 40th Anniversary Celebration scheduled for Saturday 2 May. May Allah (swt) accept all of his good deeds and grant him the highest ranks in Jannah.

We sincerely thank you for your understanding and compassion at this difficult time.

As we come to the end of a productive and fulfilling Term 1, I extend my sincere appreciation to our entire school community for your continued support, trust, and partnership.

Alhamdulillah, this term has been marked by many meaningful achievements and moments that reflect the strength and unity of our College. A particularly significant highlight was our Ramadan fundraising efforts in support of our brothers and sisters in Sudan. Through our collaboration with Human Appeal, we raised an outstanding \$125,972.85 across all six campuses. This remarkable contribution is a testament to the generosity, compassion, and solidarity of our families, students, staff, and wider community. May Allah (SWT) accept these efforts, place barakah in this charity, and grant relief to those facing hardship.

Ramadan across our campuses was a spiritually uplifting and memorable time. Our student-led food stalls were a great success, providing opportunities for students to serve others and embody the values of giving and community. I would like to sincerely thank our staff for their dedication and commitment throughout this blessed month.

Following Ramadan, our College community came together to celebrate Eid with great joy and enthusiasm. These celebrations provided a wonderful opportunity for students, staff, and families to connect, share in the blessings of Eid, and strengthen the bonds within our community.

Throughout the term, our campuses have remained vibrant with activity. From assemblies and classroom achievements to co-curricular programs and community initiatives, it has been pleasing to see our students actively engaged and striving for excellence. These experiences continue to nurture confident, well-rounded young Muslims who contribute positively to society.

Our students also completed the NAPLAN assessments smoothly this term. I commend them for their focus, resilience, and maturity. I also extend my thanks to our staff and families for supporting a calm and well-organised testing environment. We look forward to the outcomes and to continuing our commitment to academic excellence across all year levels, In Sha'Allah.

Our commitment remains firm—to deliver quality education grounded in Islamic values, while nurturing the spiritual, emotional, and academic development of every child. It is always a source of pride to witness our students growing not only in knowledge, but also in character and faith.

As we break for the holidays, I pray that all families enjoy a safe, restful, and blessed time together. We look forward to welcoming everyone back for Term 2, 2026, refreshed and ready to continue the journey of learning and growth, In Sha'Allah.

Kind Regards

Abdullah Khan OAM

Executive Principal / CEO

Australian Islamic College (Perth) Inc.

PRINCIPAL'S MESSAGE

From the Principal's Desk

Assalamu'alaikum WaRahmatullahi WaBarakatuhu,

Dear Parents, Caregivers and Friends

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



At our school, we remain committed to our guiding vision of "Success in this life and the hereafter," a vision underpinned by the values of faith, service, compassion, excellence, knowledge, resilience, and courage. Throughout this term, we have seen these values lived and demonstrated across our school community.

Ramadan and School Iftar

Ramadan provided a meaningful opportunity to strengthen our students' faith and character. I was truly pleased to see how our students and staff worked together with creativity and enthusiasm to cultivate a warm and inspiring Ramadan atmosphere throughout the school. Alhamdulillah, this reflected a deep sense of faith, unity, and shared purpose.

Our School Family Iftar was a beautiful expression of service and compassion, bringing our community together while raising much-needed funds for Sudan. We sincerely thank the many parents and families who joined us and contributed so generously. Such acts of giving remind us of the importance of thinking beyond ourselves and supporting those in need.

I would also like to acknowledge the fundraising initiatives led by our Senior School Student Leadership Team. Their efforts demonstrated initiative, compassion, and a commitment to serving others—qualities that reflect both resilience and courage, and that are essential to achieving success in both this life and the hereafter.

Senior Student Leadership Group

I am pleased to share with you our 2026 Senior Student Leadership Group:

School Captains: Luqman Abdullahi & Mariam Fofana

School Vice Captains: Sarah Ahmed & Mohid Sheraz

Prefects of Religion: Umaiza Fatima & Badreldeen Bilal

We congratulate each of these students and commend their willingness to lead with integrity, faith, and a commitment to excellence. Leadership at our school is not only about responsibility, but about service, character, and the courage to set a positive example for others.

Congratulations to our 2025 Year 12 Students

We extend our warmest congratulations to our 2025 Year 12 cohort. Their achievements reflect a strong commitment to knowledge, perseverance, and striving for excellence.

In particular, we congratulate Aida Hodzic who was awarded Dux of the School for 2025—an outstanding accomplishment that reflects dedication, discipline, and high achievement. Alhamdulillah.

We also recognise the following students who achieved an ATAR of 90 and above. Their efforts are a testament to resilience and a determination to do their very best:

Aida Hodzic 99.95

Asli Abibakar 97.30

Yosuf Abumustafa 96.65

Ruba Abumustafa 95.25

Hania Ather 93.80

Ayesha Sher Azam 92.50

Noor Abumustafa 92.15

Mikael Yasin Kazem 90.50

Staying Connected & Holiday Message

I encourage you to remain connected with our school community by following us on Facebook, where we regularly share the learning, achievements, and growth of our students. Your engagement supports a strong partnership between home and school, which is vital in nurturing young people of faith, knowledge, and character.

On behalf of all our staff—educators, administration, and support staff—I sincerely thank you for your ongoing trust and partnership in educating your children. Together, we continue to nurture students who embody faith, demonstrate compassion, pursue excellence, and show resilience and courage in all that they do.

We wish all our families a happy, safe, and restful holiday break. May Allah (SWT) protect and bless you and your loved ones.

We look forward to welcoming our students back to school on Tuesday, 28th April 2026, ready to continue their journey towards “Success in this life and the hereafter.”

Wassalamu alaikum

Robert Mayze

Principal

ASSISTANT PRINCIPAL – PRIMARY

Salaam alaikum,

Term 1 has been a positive and productive start to the year across our Primary school. It has been wonderful to see our students return with enthusiasm, settling quickly into their learning and classroom routines.

We are proud of the effort our students in years 3 and 5 have demonstrated during our recent NAPLAN assessments. They have demonstrated focus, resilience and commitment to doing their best, and we look forward to seeing their continued growth throughout the year.

This term, our Reception to Year 2/3 students have been participating in a **four-week tennis coaching program**. This has been a fantastic opportunity for students to develop coordination, confidence and teamwork, while also promoting active and healthy lifestyles.

Our classrooms have embraced the spirit of Ramadan. Classes have worked together to create meaningful and engaging learning environments that reflect the values of this blessed month. We thank our teachers and SSO's for their dedication and our students for their positive start to the year. We look forward to a fantastic year for Primary.

Warm regards,

Ms Tanya Khelwaty

Assistant Principal – Primary

ASSISTANT PRINCIPAL – HIGH SCHOOL

Assalamualaikum Dear Parents/Guardians and AIC Students,

As we reflect on Term 1, we are filled with gratitude for what has been a meaningful and productive start to the year, particularly during the blessed month of Ramadan.

One of the standout events this term was our Annual AIC Community Iftar, which brought together families, staff, and students in a beautiful display of unity and generosity. We extend our sincere thanks to our community for your continued support and presence. A special acknowledgement goes to our High School students and HS Student Leadership Team, who were exceptional in their contribution – from assisting with the organisation and set-up to showcasing and selling their handmade items. Their efforts reflected not only creativity but also a strong sense of community and responsibility.

Our Year 10, 11, and 12 students completed their Semester 1 Examinations, whilst our Year 7 and Year 9 students completed their NAPLAN tests. We commend them for their focus and perseverance, particularly during Ramadan, and encourage them to continue striving for excellence with sincerity and intention.

This term, we were also proud to announce our new Student Leadership Team, including our School Captains, Vice Captains, and Prefect of Religion. We look forward to seeing these students lead with integrity, embodying our college values and serving as role models for their peers.

Captains: Luqman Abdullahi and Mariam Fofana

Vice-Captains: Mohid Sheraz and Sarah Ahmed

Prefects of Religion: Badreldeen Bilal and Umaiza Fatima

In the spirit of Ramadan, our school engaged in a range of meaningful initiatives aimed at giving back. Students participated in Ramadan quizzes, Date Box fundraising, and our weekly Abaya/Thobe Days, all contributing towards supporting our brothers and sisters in Sudan. These initiatives not only raised funds but also nurtured empathy, generosity, and a deeper understanding of our global ummah.

We pray that Allah accepts all efforts made during this blessed time and continues to place barakah in our school and community.

Thank-you for your ongoing support. Kind regards,

Rabia Khan

Assistant Principal – High School

LITERACY COORDINATOR – MIDDLE SCHOOL

Assalamu Alaikum Dear Parents and Caregivers

Success in literacy is a strong determinant of student success in academics. Bearing this in mind, the English teachers have been working on different aspects of literacy. In order to gauge student areas of weakness, PAT tests have been conducted and teachers are working on vocabulary development and writing skills to enhance effective authorial skills.

It is important to ensure uniformity in marking against the rubrics set for students to ensure a standardised result. In order to achieve this goal, the English Department teachers met in week 4 to engage in moderated assessment of student work. This was a highly productive exercise generating some important questions which made us all explore the minutiae of the standards that students perform to. We will be continuing with these exercises in the future.

We also engaged in analysis of PAT Grammar and Punctuation data as a department to identify learning gaps. This was a highly impactful as it helped the teachers strategise and create a cogent approach towards meeting student needs and enhancing results. The learning foci will inshaAllah enhance student competence and success.

Next term, the students will be undertaking Brightpath assessments to gauge their writing skills.

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)

SACE

Year 12 & Year 11 Semester 1 examinations will take place in Week 9 of Term 1. I wish all the Year 12 & Year 11 students the very best for their exams. Please approach the semester examinations with seriousness, revise carefully, and give your best effort in preparation. The new semester for Year 11 will begin in Week 1 of Term 2, 2025. Starting the new semester with a positive mindset and clear goals can make a significant difference. Work smartly and strive for success to build a bright future. Best wishes for the upcoming semester.

“We are what we repeatedly do. Excellence, then, is not an act, but a habit.” Punctuality plays a vital role in the life of SACE students, as it helps develop character and supports academic success, personal growth, and self-discipline. It also reduces stress and anxiety. To set yourself up for success, attend classes regularly, begin assignments as soon as they are given, plan your research carefully, and always give your best effort.

Mrs. Vincent

SACE Coordinator

CAREER COUNSELLOR AND VET COORDINATOR

The new year brings multiple opportunities to learn about careers for the students. As in the previous years, we have continued our engagement with Flinders University through the River Journey presentations for Years 7-10. We had representatives come in to conduct activities with students relating to setting objectives, time management, stress management, motivation, self-care, setting a study timetable and exploring future study opportunities. I hope that it will help them develop good habits and set goals, which will be helpful to them in both their personal and professional life.

I am continuing to work one-to-one with year 12 students to keep mapping their preferences and provide them with options of courses most suited to their interests and career-based aspirations. In some cases, students need support with pathways that can lead them to courses of their choice. I have been making sure that students are familiar with these pathways and meet their pre-requisites.

Allied health has been one of the most popular areas that our students have sought admissions to in the last three years. This term in week 7, a faculty member from the department of Allied Health at Flinders University gave students a talk about what different aspects of Allied Health involved, the work possibilities and the requirements to undertake these courses.

As regards VET, this year we have a total of 13 students enrolled in different courses. All of these students are pursuing Certificate 3's. These have an additional benefit as not only do they provide a pathway to work but can also assist the students in meeting their ATAR requirements. I also conducted a VET session with the Year 10 students to inform them about what VET entails. This will enable them to make suitable choices in Year 10 so that they can complete their courses in Year 11.

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

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

As Salamu alaikum Dear Families,

Welcome to the 2026 school year! Our Foundation students have had a wonderful start to the term, settling into routines, making new friends, and exploring our learning spaces with curiosity and confidence.

Here is what we have been learning through the term.

Jolly Phonics & Early Literacy

This term, students have been introduced to **Jolly Phonics sounds**, learning each new sound through actions, songs, and fun stories. We are focusing on helping children: Identify each sound, say the sound correctly, recognise the letter that matches the sound, begin blending sounds to read simple words. We practise these skills daily through games, flashcards, songs, and whole-class activities to build confident early readers.

Learning Letter Formation

A major focus this term has been **forming letters correctly**. Students are learning: How to hold their pencil with a comfortable grip, where each letter start, the correct pathway for each letter and using lower-case letters for writing. We emphasise **good habits early** to support neat handwriting as they grow.

We Practise Letter Formation using: Whiteboard Writing, Smartboard Practise, Small-Group Writing Practise, Extra Practise Worksheets and weekly homework

Numeracy

This term, students have been building their understanding of numbers through hands-on activities, songs, stories, and games. They are learning to: Recognise, name, and write numbers, Count objects, match numerals to quantities, ordinal numbers explain "how many" using clear mathematical language, positional language where student describe **where things are**, such as *in, on, under, next to, between, behind, in front*. *Dividing objects into equal groups* and finally Representing Numbers in Different Ways by using **Real objects** (counters, blocks, toys), **Pictures or drawings, Fingers** and **Ten frames**

Science

We have been Exploring Minibeasts & Animal Characteristics

This term in Science, our Foundation students have been busy investigating **minibeasts** and learning how to **group animals based on their features**. Our hands-on activities have helped children observe, describe, and compare the living things around us.

HASS

All About Me, Developmental Milestones & Celebrating Ramadan

This term, students have been learning to understand who they are, what makes them unique, and how they belong within their family, class, and community.

Children have been exploring:

- Their name, age, and family members
- Things they like and things that make them special
- Their cultural background
- Their roles at school and at home

As part of understanding personal growth, we have been talking about **how we change over time**.

Students have explored:

- What they could do as babies versus now
- How they have grown physically
- New skills they have learned
- Milestones like walking, talking, riding a bike, or starting school

Celebrating Ramadan

We have introduced students to **Ramadan**, an important celebration for many members of our school community. Our focus has been on building **understanding, respect, and empathy** for different cultures and traditions.

Children learned that during Ramadan: Many Muslims fast during the day, It is a time for kindness, gratitude, and helping others, Families gather for special meals like Iftar and It ends with a celebration called **Eid al-Fitr**, which includes food, prayer, gifts, and family time

In class, students took part in simple activities such as:

Making crescent moon and star crafts

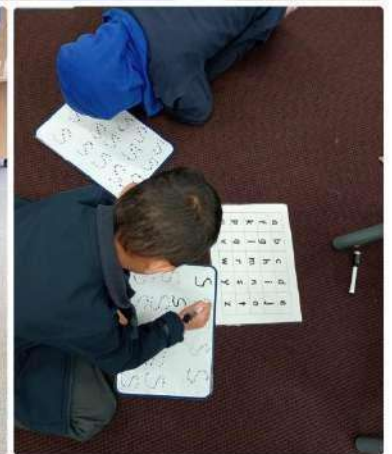
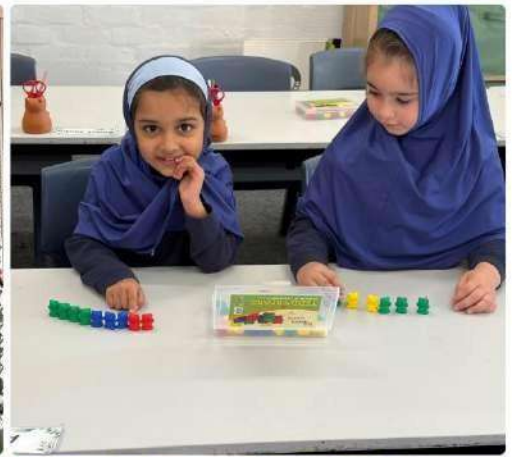
Listening to stories about Ramadan

Discussing ways, we can be caring and thoughtful during this time

Regards and Salaams

Mrs Shaikh

(Foundation teacher)



YEAR 1A

What a wonderful start we have had to the year in 1A! Term 1 has been filled with engaging, hands-on learning experiences that have helped students build confidence, curiosity, and enthusiasm for school. It has been fantastic to see how quickly the class has settled into routines and embraced new learning opportunities.

Take a look at all the fun we have had so far! From creative classroom activities to collaborative learning experiences, the students have shown great enthusiasm and a willingness to try new things.

Thank you for your continued support. We are looking forward to another exciting term of learning ahead inshallah!

Ms Panos



YEAR 3A

Assalamu Alaikum dear parents and students,

Year 3A has had a wonderful and busy start to the term! In class, students enjoyed working on a technology task where they designed and coloured creative posters while developing their design and thinking skills. The class also produced some beautiful Ramadan-themed artwork, and it was lovely to see the creativity and care students put into their work. During PE, students had a great time practising their basketball skills and working together as a team. It has been wonderful to see Year 3A building friendships, showing enthusiasm, and participating positively in all aspects of school life.



YEAR 4A

Assalamu Alaikum and welcome to Year 4A!

We have had a wonderful start to the year in Year 4A. It has been lovely to see students settling into their new routines, building friendships, and approaching their learning with enthusiasm. Students have been working hard and showing positive attitudes as they take on new challenges and responsibilities in the classroom.

As the holy month of Ramadan comes to a close, we wish all our students and families a heartfelt Eid Mubarak. May Allah accept your fasting, prayers, and good deeds, and may this blessed occasion bring peace and happiness to your homes.

Below is a snapshot of some of the learning experiences students have been engaged in this term.

Mrs. A. Zulfic (4A Teacher)

HASS – Explorers and Early Australian History

Students explored the journeys of world explorers and Muslim explorers, learning about their motivations for exploration and the impact of their discoveries. We also examined the arrival of the First Fleet and discussed the key reasons behind the colonisation of Australia.



English- Narrative Writing

This term, students have been developing their narrative writing skills. Through partner and group activities, they brainstormed story ideas, planned their narratives, and created some fantastic sizzling starts. It was lovely to see students sharing their ideas and working together so positively.



Ramadan Learning and Decorations

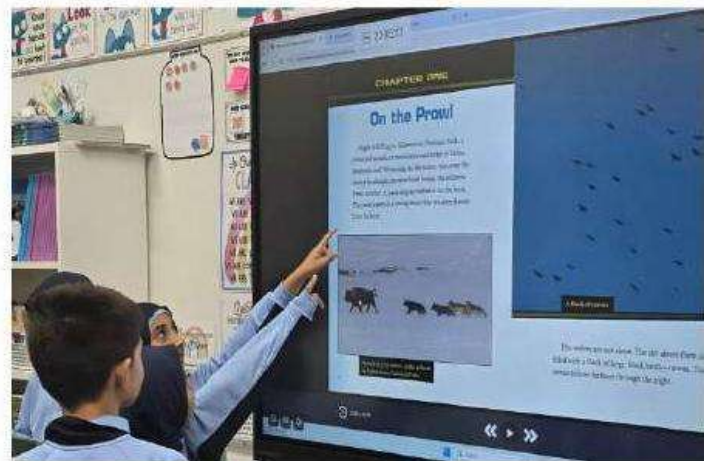
Students learned about the significance of Ramadan through a class presentation and creative activities. Our Ramadan decorations focused on developing good character, reminding students of the importance of kindness, patience, generosity, and gratitude during this special month.





Science – Food Chains and Ecosystems

In Science, students investigated producers, consumers, and decomposers, as well as predator and prey relationships. Working in groups, students read informational texts, answered comprehension questions, and presented their findings to the class, helping to teach and reinforce these important concepts.



YEAR 4B

Assalamualaikum Dear Parents,

Year 4B has had a wonderful start to Term 1. Students have settled well into their routines and are showing great enthusiasm in their learning and classroom activities.

This term our classroom was beautifully decorated to welcome the blessed month of Ramadan. Students enjoyed creating lantern crafts and Ramadan displays, which added a special atmosphere to our classroom. Our class theme "Ramadan Around the World – One Ummah, Many Cultures" allowed students to explore how Muslims in different countries observe and celebrate Ramadan, helping them appreciate the diversity within our Ummah.

As the blessed month comes to an end, we look forward to the celebration of Eid. May Allah accept everyone's fasting and good deeds. We wish all our families a joyful and blessed Eid filled with happiness, peace, and special moments with loved ones.

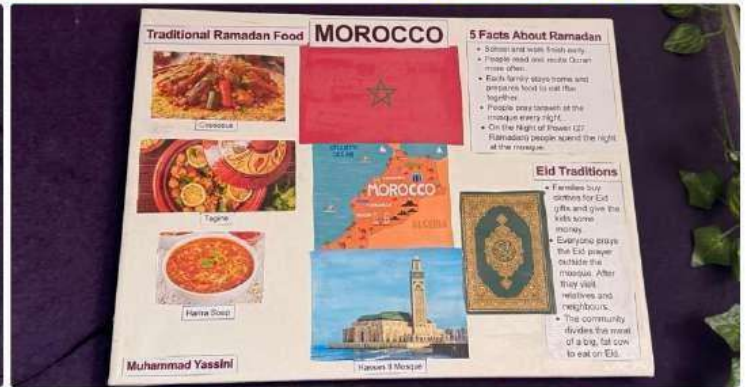
Eid Mubarak!

Kind regards,

Ms. Safi

Year 4B Teacher





YEAR 5

CELEBRATING RAMADAN

To celebrate the kindness shown during Ramadan, Teacher Mail was introduced in our classes. Congratulations to our students and their supportive families for their continued effort each day.

The beginning of our decorations



MATHS

Times tables challenges are an exciting part of both our classes. Times tables challenges build speed and accuracy, helping students solve more complex equations more efficiently. They also strengthen mental maths skills, boost confidence, and support problem-solving across all areas of mathematics.



We thank all students and their families for their support throughout the term. We look forward to welcoming everyone back next term and wish you a happy and safe holiday break.

Ms Sutton & Sr Aisha, Mrs DeLeonardis & Ms Hana

YEAR 6A

Students have been celebrating Ramadan through Art!



YEAR 6B

Students did Ramadan decorations and actively participated.



PRIMARY SCHOOL ISLAMIC STUDIES

Year 1 and Reception have been exploring the concepts of Adab and Akhlaq this term as well as learning about Ramadan, as part of this learning they coloured and created their own food mat which included the Dua for breaking the fast.



THE STUDIES OF THE HOLY QURAN – PRIMARY STAGE

السلام عليكم ورحمة الله وبركاته

As part of our Quran Studies curriculum, students across Years 2–6 are learning selected Surahs from the Holy Qur’an. Through memorisation, recitation, and discussion of meanings, students strengthen their connection with the Qur’an while developing important Islamic values.

Year 2 – Surah Al-‘Alaq (سورة العلق) and Surah Al-Qadr (سورة القدر)

Students learn that Surah Al-‘Alaq contains the first revelation to Prophet Muhammad (peace be upon him) and highlights the importance of reading and seeking knowledge. Surah Al-Qadr teaches about the blessed Night of Decree, when the Qur’an was first revealed.

Year 3 – Surah Ash-Shams (سورة الشمس)

This Surah teaches students about the importance of purifying the soul and choosing righteousness. It reminds us that success comes from good character and doing what is right.

Year 4 – Surah Al-A‘la (سورة الأعلى)

Students learn that this Surah encourages believers to glorify Allah, reflect on His creation, and remember that true success comes from remembering Allah and striving for the Hereafter.

Year 5 – Surah Al-Buruj (سورة البروج)

This Surah tells the story of believers who remained firm in their faith despite hardship, teaching lessons about patience, faith, and trust in Allah.

Year 6 – Surah At-Takwir (سورة التكوير)

Students explore the powerful descriptions of the Day of Judgment and reflect on the truth of the Qur’an and the importance of being mindful of our actions.

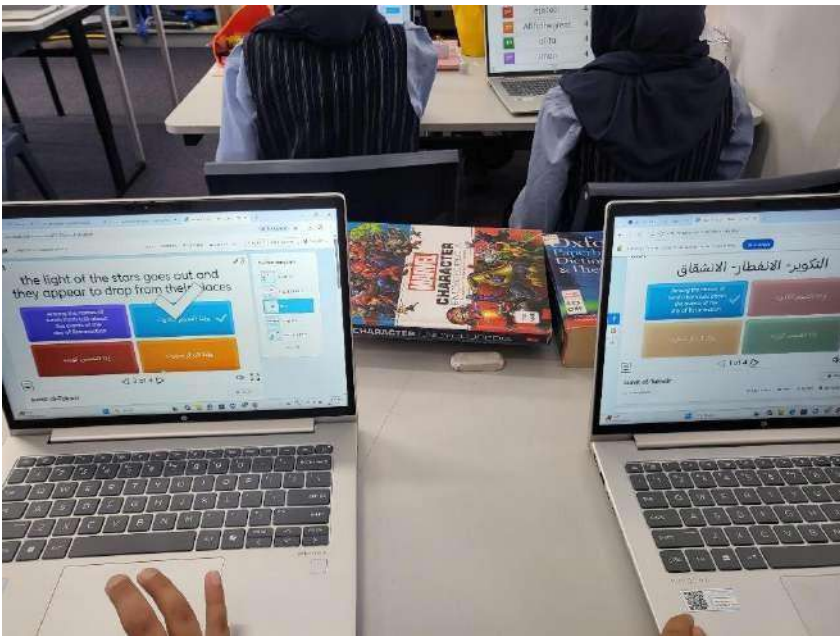
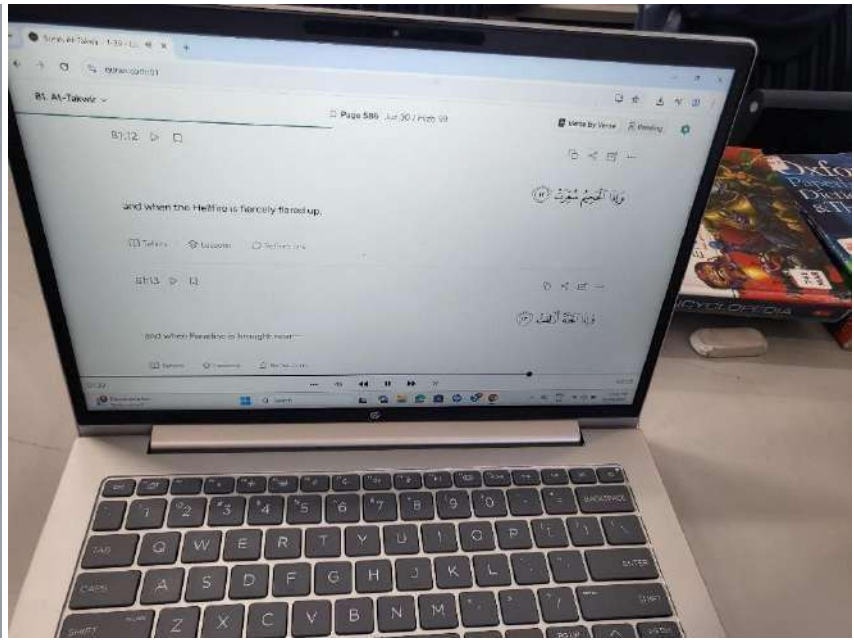
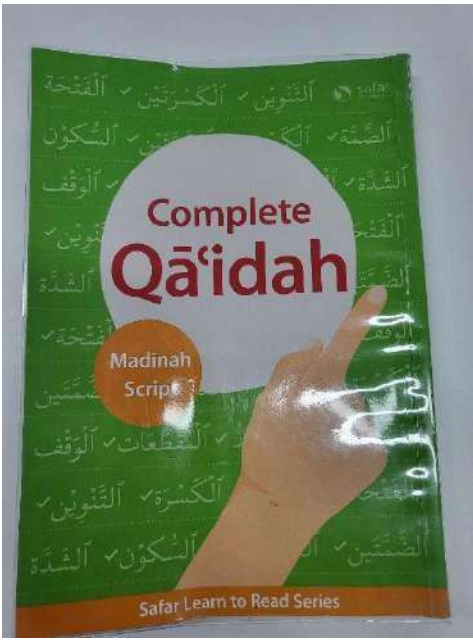
To support their learning, students also read from the **Qā’idah book once a week** to strengthen their Qur’an reading skills, correct pronunciation, and confidence in recitation.

”جزاكم الله خيرا

May Allah reward you with goodness.

Majd Alsmadi

Quran studies teacher



PRIMARY HEALTH AND PHYSICAL EDUCATION

Assalamu Alaikum,

Year 5 and 6 students focused on Volleyball during Term 1 Physical Education lessons. Students actively participated in warm-up activities and skill practice while learning the rules of the game. They explored different volleyball moves, types of serves, the number of attempts allowed, and correct body positioning when passing and serving the ball. Through drills and team activities, students developed an understanding that volleyball is a game that requires teamwork, communication, and cooperation.

These lessons helped students build confidence, improve their physical skills, and work effectively with their teammates.



Primary School: Health

Assalamu Alaikum,

Junior Primary students engaged in learning about Health and Wellbeing, focusing on the connection between physical and emotional wellbeing. They explored concepts such as friendship, kindness, teamwork, growth mindset, and recognising healthy and unhealthy behaviours in relationships.

Students discussed classroom rules and acceptable behaviours to help create a safe, respectful, and positive learning environment. Dialogic pedagogy encouraged students to listen to different perspectives, engage in meaningful discussions with peers, and share their ideas with the teacher.

Students participated in class discussions, drawing activities, and collaborative sharing, which supported them in expressing their understanding and developing confidence in communicating their thoughts and ideas.



Upper Primary students engaged in Health and Wellbeing learning, focusing on identifying healthy and unhealthy relationships and understanding respectful behaviour. Students explored anti-bullying strategies and discussed how their actions can impact others. They also learned strategies to manage and overcome strong emotions, supporting their mental and emotional wellbeing. Through dialogic pedagogy, students analysed scenarios, shared ideas with peers, and discussed different viewpoints. These activities helped students develop responsibility, empathy, and positive relationship skills.



Pair and share time!



Working Together to Create Anti-Bullying Strategies



Kind Regards,

Mary Sheikh

Health & Physical Education – Primary

Primary Arabic

Primary students started the school year creatively by designing and decorating their Arabic notebooks as part of their learning to help strengthen their Arabic language skills and expanding their vocabulary.



Students Participated in a variety of hands-on activities including colouring Arabic letters, drawing pictures to match vocabulary words, and sharing their work with classmates. These activities encourage creativity while reinforcing language learning in a supportive and interactive environment.



Throughout the term, students have been exploring the Arabic alphabet, practicing pronunciation, and learning new vocabulary through fun classroom activities. They enjoyed drawing and decorating their notebooks while adding Arabic words and letters they have learned. These creative activities help students build confidence in reading and writing Arabic while making learning enjoyable and engaging.

By: **Ishraq Shiban**
Arabic Teacher

YEAR 7

Arabic Language

Assalaamu Alaikum Dear Parents / Caregivers

The Year 7 students explored the *'On the Beach'* and *'At the Central Market'* units and learned relevant expressions and vocabulary. They also completed activities to strengthen their reading comprehension, spelling, sentence construction, grammar and handwriting skills. The students examined various styles of creative writing in order to write their own composition about their experiences and activities on the beach with families and friends; or at the central market.

Arabic Language Teacher
Mrs Dallah



English

Assalaamu alaikum Parents / Caregivers!

In Term 1, the Year 7 students settled into High School by studying the novel **Long Walk To Water**.

At the same time, they had to prepare for their NAPLAN testing and thus completed a narrative and a persuasive task relating to the novel.

Below the Year 7 students are pictured practicing in the lead up to their NAPLAN testing window.



Islamic Studies

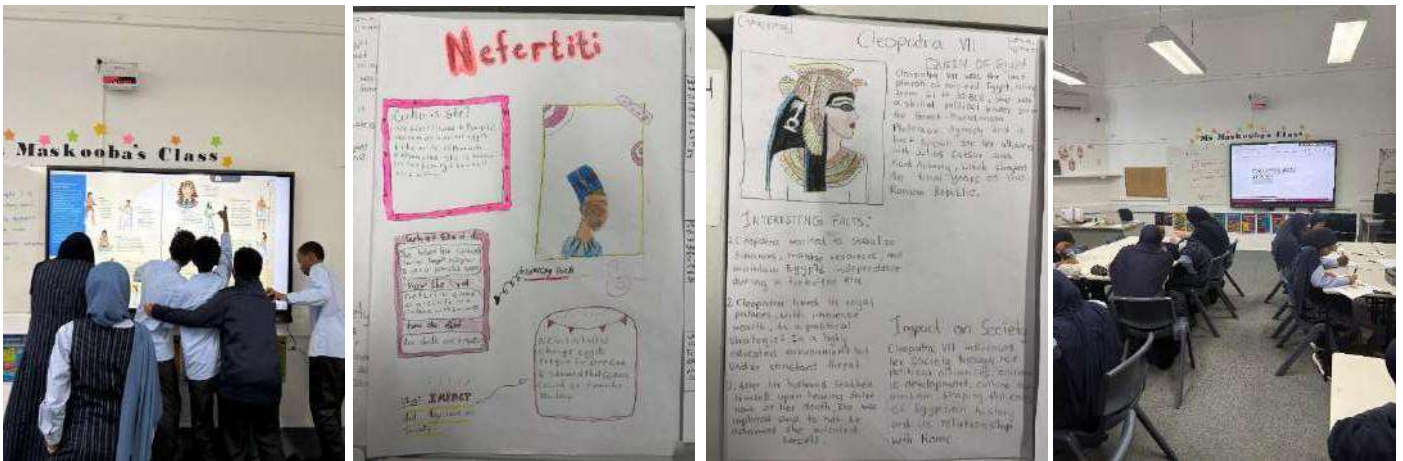
Year 7 students have been exploring the concepts of Adab and Akhlaq, reflecting on the character and manners of a Muslim. As part of this learning, they created a **“Wall of Character”** with the main heading being, **“I am Muslim”**, sharing meaningful statements such as **“I am choosing kindness daily,” “I am mindful of others’ feelings,”** and **“I am patient with people’s flaws.”**

Students also created a Dua Wall, where they wrote heartfelt prayers for things close to their hearts, including peace for the world, guidance, and Jannah for their families, friends, and teachers. It has been a beautiful way for students to connect their learning with sincere reflection during this blessed month.



HASS

This term in Year 7 HASS, students explored Ancient Australia, Ancient Egypt, and Ancient Rome through inquiry-based learning, developing strong historical knowledge, source analysis, and inquiry skills. They examined leadership, belief systems, and power through figures such as Ramses II, Cleopatra, and Tutankhamun, and learned to analyse primary and secondary sources using the OCCP method. Through image-based investigations and Islamic Pedagogy, students made thoughtful connections between ancient civilisations, Quranic references, and belief systems, demonstrating impressive critical thinking and clear, evidence-based written responses.



ICT – Pixel Art & Scratch

This term, Year 7 students will build digital creativity skills through pixel art and Scratch coding. They will design sprites and backgrounds using grids, colour palettes, and layering, then animate and program interactive stories or mini-games in Scratch. We will practise sequencing, loops, events, and debugging. Students will save work correctly and reflect on improvements, with regular checkpoints to support progress.



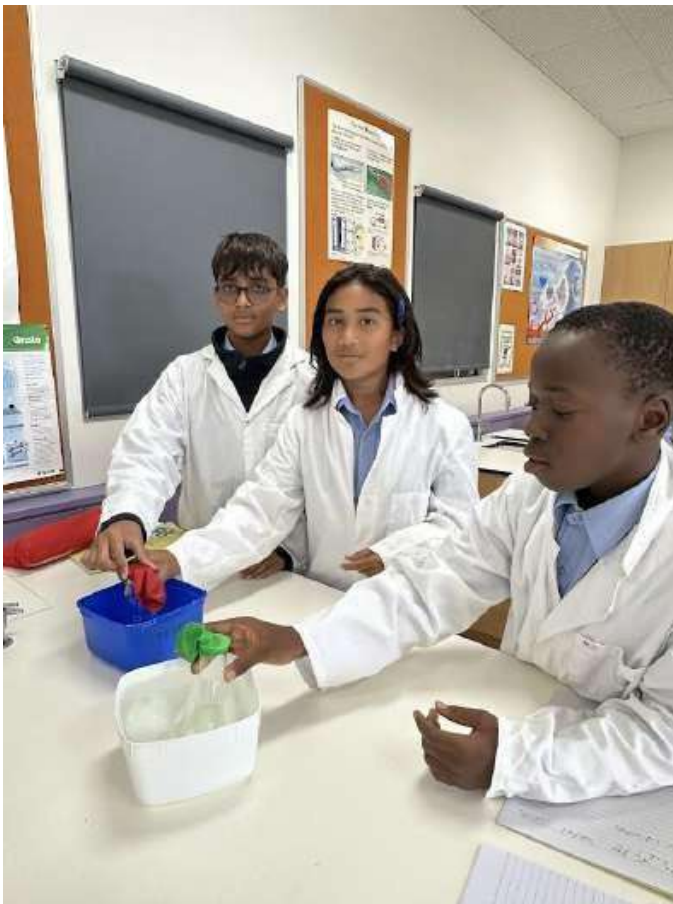
Mathematics

This term, Year 7 students are strengthening their skills in whole numbers, fractions, and positive and negative numbers. They are developing problem-solving strategies and building confidence in applying their mathematical understanding.



Science

This term, Year 7 science students have been exploring the fascinating world of particles and states of matter, learning how substances exist as solids, liquids, and gases and how particles behave in each state. Students investigated how temperature affects particle movement and what happens when matter is heated or cooled. As part of their learning, the class visited the school science lab for a special demonstration, where they observed how heating air causes particles to move faster and spread further apart. Using a simple model, students explored the science behind hot air balloons and how heated air rises. It was a fun and engaging experience that helped students connect particle theory to real-world applications.



YEAR 8

Islamic Studies

Year 8 students have been closely analysing the Adab and Akhlaaq highlighted in *Surah Al-Isra*, particularly the powerful guidance in verses that outline how believers should live and interact with others. Students explored themes such as showing kindness and humility to parents, maintaining family ties, upholding the rights of orphans, speaking gently and respectfully, avoiding arrogance, being mindful of how we use our wealth, and upholding justice and honesty. Through discussion and reflection, they considered how these teachings shape a Muslim's character and daily actions.

In addition, Year 8 students collaborated with the Year 9 cohort to create a meaningful art display. Each student was given one of the Names of Allah (Asma'ul Husna) and designed a canvas artwork inspired by its meaning, combining creativity with spiritual reflection. The display celebrates the beauty of Allah's names and serves as a visual reminder of His attributes for the school community.



Arabic Language

The Year 8 students enjoyed the *'Rabbit and the Hare'* story and *'Schools and Studying'* units of work. In addition to reading comprehension and sentence construction activities, students examined the singular, dual, plural nouns in Arabic and compared them to their counterparts in English. They also focused on different types of words: verbs, nouns and particles. Students tried to conjugate the present tense verb with the third person pronouns and the past tense verb with all pronoun groups. The students will be experimenting with writing their own narratives.

Arabic Language Teacher
Mrs Dallah



English

This term in Year 8 English, students have engaged well with Libby Gleeson's *Mahtab's Story* exploring themes of displacement, resilience and belonging. Alongside our novel study, we placed strong emphasis on understanding how authors use language to influence the audience. Students explored emotive language, rhetorical questions, statistics, modality, tone and imagery to move beyond simply identifying techniques to explaining their intended impact on readers.

Through close annotation of non-fiction texts including the famous speech by Martin Luther King and a news article debating whether Ronaldo is superior to Messi, students engaged in thoughtful discussions. As these topics connected closely to student interests, engagement levels were exceptionally high. Students began to recognise their own innate ability to use language features to defend their viewpoints and influence others. It was a genuine delight to see students confidently applying persuasive devices in class debates, carefully selecting evidence, and refining their wording to strengthen their arguments. This learning experience highlighted not only the power of language, but also the growing power of students' own voices.

We are extremely proud of the high standard of student work this term. Students' independent annotations of non-fiction texts have been detailed, perceptive and insightful. Many demonstrated a strong ability to move beyond identification of techniques to explaining their effect with clarity. Additionally, students' ability to summarise complex articles has been outstanding. They have shown increasing skill in identifying key arguments, synthesising information, and presenting concise, accurate summaries in their own words.

Year 8 students are developing into analytical readers who question, interpret and evaluate texts thoughtfully, skills that will continue to strengthen throughout the year and their lives beyond school Inshallah.



In the article the author uses Rhetorical questions to asks the reader “who do you think has the most goal contribution for Manchester united this year.” Because the article is aimed at people who are fans of Bruno, the author is using this rhetorical question, so the reader reflects on how good of a player Bruno is.

The author uses exaggeration by saying over half of the population need humanitarian assistance to make it seem more important to the reader. The author uses the word half instead of an actual number to exaggerate the importance incase the number would seem low for the readers, and they won't act like its important.

A man that bought a “once” beautiful and outgoing horse for \$1,500 has very recently been charged for not taking care of the horse at all and not feeding it nor doing anything to help the horse at all which resulted in the horse having a very Boney look. It was sadly found dead in a central Victorian Paddock in Maryborough at Jan 15 at just 6 years old. The author is explaining what happened by using Personification to describe the horse as beautiful to make it more relatable to the audience. This is because humans are more likely to get closer or connect to something that is beautiful.

HASS

The school year began by the Year 8 HASS students looking at History.

This year, the focus was on how the modern world began taking shape by the end of the Roman Empire and the emergence of the Medieval period, before the changes introduced by the Renaissance and the impact of empire building.

Students completed an assignment, advertising a Medieval destination to potential time travelers. You can see a few pictures of them in the process of finalising their task below.



Mathematics

Throughout Term 1, students built a solid foundation in Number and Real Numbers. Learning began with a structured sequence of textbook exercises, followed by targeted practice on Educational Perfect (EP) to strengthen accuracy and consolidate conceptual understanding. Once proficiency was demonstrated, students completed an in-class assessment.

The cohort then moved on to Fractions and Decimals, developing their skills through guided activities and application based tasks. This learning was extended into a focused unit on Percentages. Students were formally assessed across each of these topics to monitor progress and ensure mastery at every stage.



ICT – Networks & Protocols

This term, Year 8 students explored how computer networks work and how information travels online. We learned about LANs/WANs, hardware (routers and switches), IP addresses, and the role of key protocols such as TCP/IP, HTTP/HTTPS, DNS, and Wi-Fi standards. Students completed practical activities, diagrams, and short research tasks, with regular checkpoints supporting steady progress and understanding.



Science

The Year 8 science students are learning about animal and plant cells during Term 1. They developed their practical laboratory skills while learning about cells in living organisms. They were introduced to the parts of the microscope and practiced using it correctly to observe prepared slides.

By examining plant and animal cells and other small specimens, students were able to identify key cell structures and understand how microscopes help scientists study living things at a microscopic level. This hands-on experience supported their understanding of cell structure and function while reinforcing safe and accurate use of laboratory equipment.



YEAR 9

Arabic Language

The Year 9 students studied the 'Hobbies' and 'The Joy of Getting Together' units of work. They familiarised themselves with the necessary terms and vocabularies to express meaning. Students learnt and constructed nominal and verbal sentences and conjugated the present tense verb with the second- and third-person pronoun groups. They also learnt parts of speech: verbs, subjects, objects, prepositions and adverbs. Students will produce their own texts on their hobbies or on families getting together topics in order to reflect on their learning.

Arabic Language Teacher
Mrs Dallah

Islamic Studies

Year 9 students have participated in a collaborative art display for Ramadan with the Year 8 students, where each student created a canvas inspired by one of the 99 Names of Allah (Asma'ul Husna).



English

This term in Year 9 English, students have been studying *Animal Farm* by George Orwell. Through the novel, students explored themes of power, control and manipulation, while developing their understanding of how language can be used to influence and persuade audiences.

As part of this unit, students examined a range of persuasive techniques and discussed how authors carefully craft language to position readers. They analysed devices such as emotive language, rhetorical questions, repetition and tone, moving beyond simply identifying techniques to using them themselves to impact their audience.

A highlight of the term was students creating their own propaganda cover pages inspired by the ideas and messages within the novel. This creative task encouraged students to think critically about symbolism, slogans and visual elements commonly used in propaganda to shape public opinion.

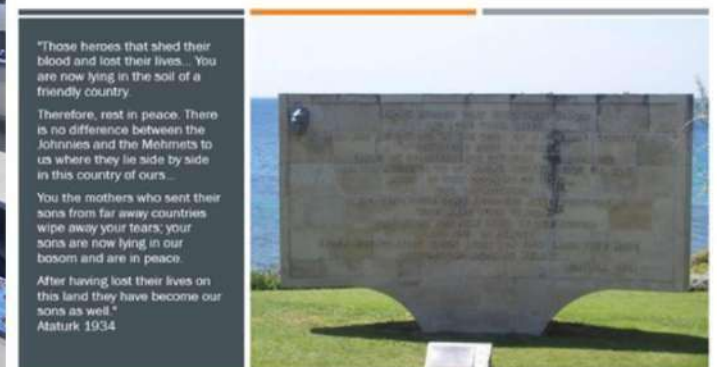
Students also completed a persuasive essay in which they applied the persuasive techniques studied in class to argue whether some animals should have the right to be more than just food for humans. Many students demonstrated a strong understanding of how to structure arguments, select effective language and support their viewpoints with clear reasoning.

We are very proud of the effort and creativity shown by the Year 9 cohort this term. Students are continuing to develop into thoughtful readers and confident writers who can analyse, question and use language effectively to communicate their ideas.



HASS

Year 9 History students have been exploring World War I, with a strong focus on the Australian war effort and the importance of camaraderie on the battlefield. They have worked diligently to build their understanding of soldiers' experiences while developing key historical skills, particularly analysing sources. Students have also completed their mid-term test, demonstrating their hard work and growing confidence in source analysis.



ICT – C Coding

This term, Year 9 students will learn the fundamentals of C programming. We'll focus on variables, input/output, selection (if/else), loops, and simple functions while building small, creative programs. Students will practise debugging, commenting code clearly, and following good programming habits. Regular mini-checkpoints and short quizzes will support progress, and a final coding task will showcase their skills.

```

int main() {
    while (1) {
        printf("\n -----");
        printf("Mini Vending Machine \n");
        printf("-----\n");
        int item = 0;
        printf("1. \n orange juice - $5 \n");
        printf("2. mango juice - $8 \n");
        printf("3. apple juice - $8 \n");
        printf("4. milkshake mango - $9 \n");
        printf("5. milkshake strawberry - $9 \n");
        printf("6. rose milk - $9 \n");
        printf("what item you want: (1-6) 0 exit: \n");
    }
}

```

Conditions and If Statements

You already know that C supports familiar comparison conditions from mathematics, such as:

- Less than: `a < b`
- Less than or equal to: `a <= b`
- Greater than: `a > b`
- Greater than or equal to: `a >= b`
- Equal to: `a == b`
- Not equal to: `a != b`

You can use these conditions to perform different actions for different decisions.

C has the following conditional statements:

- Use `if` to specify a block of code to be executed, if a specified condition is `true`
- Use `else` to specify a block of code to be executed, if the same condition is `false`
- Use `else if` to specify a new condition to test, if the first condition is `false`
- Use `switch` to specify many alternative blocks of code to be executed

Science

Year 9 Science students have been exploring how the human body maintains balance and responds to change through the nervous and endocrine systems. During Term 1, they are learning how these systems work together to regulate body functions, maintain homeostasis, and protect the body from internal and external changes. As part of their learning, students also visited the science laboratory to investigate the presence of bacteria on everyday surfaces, discovering how microorganisms are found all around us and how some can potentially affect human health.



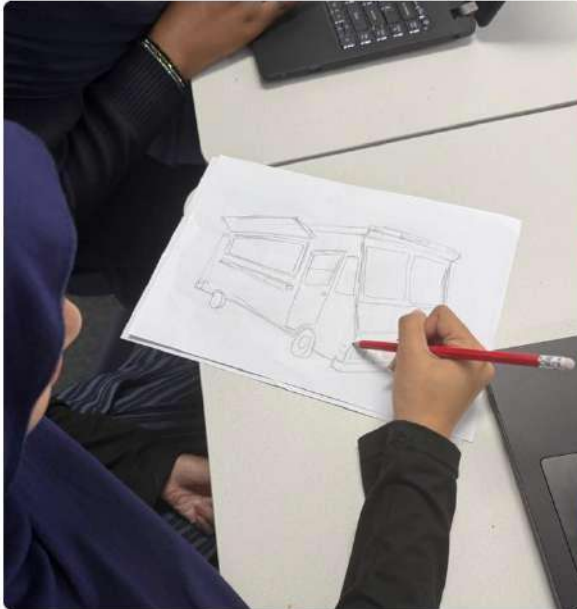
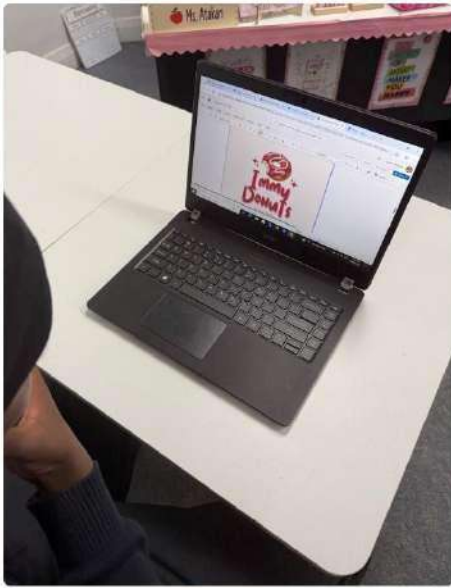
STEAM – Food Truck Business Project

This term, Year 9 STEAM students are taking on the role of young entrepreneurs by creating their own sustainable food truck businesses. This engaging project integrates all aspects of STEAM while developing creativity, problem-solving, and real-world business skills.

Students are designing their own brand, including a logo and business card, and planning every element of their food truck—from menu creation and pricing to truck design, staffing, and operating hours. They are also exploring marketing strategies, such as social media promotion, and investigating the importance of business location.

A key focus of the project is sustainability, with students researching ways to reduce food waste and use environmentally friendly packaging. They are encouraged to think critically about how businesses can operate responsibly while still being successful.

Students will present their final business ideas to the class, showcasing their creativity and understanding of both business and sustainability.

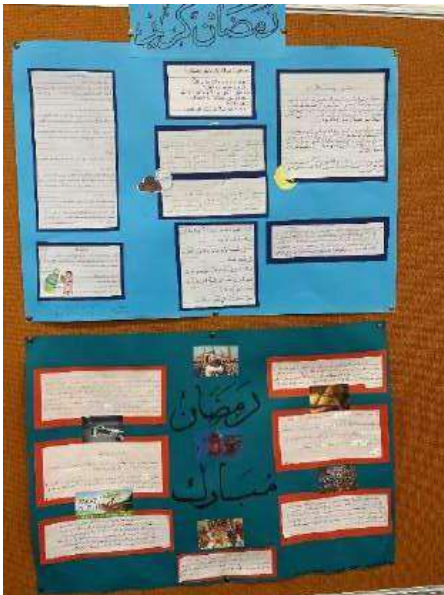


YEAR 10

Arabic

The Year 10 students have already read and discussed few meaningful stories in Arabic. They focused on the analysis of an inspirational narrative about '**Famous Women – Helen Keller**' and explored the units of work: *My Future* and *In Ramadan*. They explored the meaning, vocabulary and expressions in the studied texts. In grammar, they studied Kana wa 'Akhawatuha, the absolute object, relative adjectives, patterns, sequencing, comparative & superlatives and Al Hamzah spelling rules. Students are now completing a poster about the holy month of Ramadan and will be writing an assignment on *who* or *what* has inspired them and/or what do they want to be in the future or how do they spend a day in Ramadan.

Arabic Language Teacher
Mrs Dallah



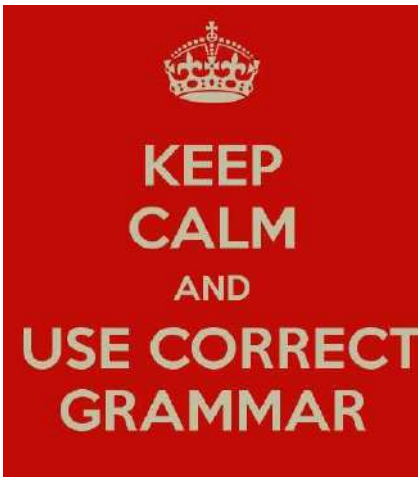
EALD

This term, our Year 10 EALD students have been working diligently to strengthen their language and literacy skills across several key areas.



In grammar, students have developed a deeper understanding of sentence structure, focusing on independent and dependent clauses, combining clauses to form complex sentences, accurate punctuation in multi-clause sentences, and the effective use of modal verbs (should, must, might, could, would) to express obligation, possibility, advice, and certainty.

Through guided practice and revision, they are learning to transform simple sentences into more sophisticated and precise responses, an essential skill for analytical and persuasive writing.



In preparation for assessments, students have completed practice tests under timed conditions to build confidence and improve performance, strengthening reading comprehension, vocabulary knowledge in context, structured extended responses, and effective exam strategies. A strong emphasis remains on clear paragraph structure, purposeful topic sentences, and embedding relevant evidence.



Additionally, students have been analysing traditional fables and fairytales to enhance their critical thinking, identifying moral lessons and themes, examining character traits and motivations, exploring symbolism and allegory, and understanding how these stories reflect social values. Through this work, students are progressing from simple retelling to thoughtful interpretation and analytical discussion.

Exploring Identities and Futures (EIF)

Exploring Identities and Futures (EIF) is a compulsory SACE Stage 1 subject that supports students as they begin their SACE journey. The course is designed to help young people develop the skills, confidence, and self-awareness needed to thrive both at school and beyond.

A key focus of EIF is encouraging students to think deeply about their future — not just in terms of careers, but also the kind of person they aspire to become. Throughout the course, students explore their strengths, values, interests, and goals, while building a stronger understanding of their identity and their place in the world.

Last term, students created a personal Identity Collage, highlighting important aspects of their lives such as family, culture, interests, education, and future ambitions. This term, they brought these ideas to life by working in small groups to produce their own podcasts.

The podcast task has been a fantastic opportunity for students to collaborate, share their perspectives, and build confidence in expressing themselves. From writing scripts and managing time, to recording and editing audio, students have embraced both the creative and technical challenges of the project.

It has been wonderful to see students supporting one another, developing new skills, and engaging in thoughtful conversations about who they are and who they want to become.

Helen Bhatia

EIF Teacher



General Mathematics

Assalamu alaikum Dear Parents and Caregivers,

Our Year 10 students have begun an exciting and practical unit in Financial Mathematics, an important area of study that focuses on managing money effectively in real-world situations. Through this learning, students are developing essential life skills such as budgeting, understanding loans and interest, and making informed financial decisions.

The knowledge gained in this unit extends well beyond the classroom. It equips students with the tools they need for future financial independence, whether they are planning further study, managing personal finances, or considering investment options. These skills are invaluable in helping them confidently navigate today's financial landscape.

As the term progresses, students will explore more advanced concepts including taxation and inflation and will apply their learning to real-life scenarios. This hands-on approach strengthens their understanding and highlights the relevance of mathematics in everyday life.

We look forward to supporting our students as they continue to build their financial literacy.

Kind regards,

Ms Noor Omar

Year 10 Mathematics Teacher



Finding a Job

Learning Requirements	Assessment Design Criteria
<ul style="list-style-type: none"> Knowledge and understanding of mathematical information and concepts Application of mathematical skills and techniques to find solutions to practical problems in context Interpretation of mathematical results Use of appropriate mathematical notation, representations, and terminology 	<ul style="list-style-type: none"> Concepts and Techniques 1, 2 Reasoning and Communication 1, 3
	Assessment Type Skills and applications task

Purpose:

Finding a job is an important life skill. Understanding job requirements and how different elements of work life impact on overall income and lifestyle are integral to a person's life long development.

Task Description:

- Students develop their knowledge on earning and spending in relation to wages, commission, retainers, piecework and salary
- Investigating job related terms and what jobs they apply to
- Students will calculate the impact of leave loading, allowances, overtime etc. relevant to their job
- Choose a suitable job and complete a time sheet relating to their work
- Calculating gross salary and tax

Using the meal plan template below create a meal plan for one week. Make sure you think about how to lower the costs of your food bill by making bigger meals that you could use as leftovers. Research other ways to make the most out of food purchases to save money.

Hints:

- Look at what foods are on special or cheaper and choose recipes that use them to go in your meal plan!
- Find out what fruit and vegetables are in season. These are usually cheaper at this time than compared with the rest of the year!

Useful websites:

- <http://www.taste.com.au>
- <http://allrecipes.com.au>
- <http://www.food.com>
- <http://www.bestrecipes.com.au>
- <https://www.woolworths.com.au/Shop/Recipes/jamia-oliver/jamia-oliver-recipe>
- <http://recipes.coles.com.au>

Weekly Meal Plan Template

	Breakfast	Lunch	Dinner	Snacks	Other
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					



Moving out of Home

Learning Requirements	Assessment Design Criteria
<ul style="list-style-type: none"> Application of mathematical skills and techniques to find solutions to practical problems in context Gathering, representation, and interpretation of data in context Use of electronic technology to find solutions to practical problems Use of mathematical reasoning to draw conclusions and consider the appropriateness of solutions Communication of mathematical ideas and information 	<ul style="list-style-type: none"> Concepts and Techniques 1, 2 Reasoning and Communication 1, 3
	Assessment Type Skills and applications task

Purpose:

Investigating the different requirements of moving out of home. These will include budgeting, food, rent, and furnishing needs.

Task Description:

- Students will find out their weekly wage
- Create an individual meal plan
- Create a weekly shopping list
- Develop a budget including wage and shopping needs. Students will then know how much money they can allow for rent
- Find a house to rent to fit in with their budget
- Calculate how long it will take to save for bond and rent
- Furnish your house and calculate the time it will take to do this

Major Expense

Learning Requirements	Assessment Design Criteria
<ul style="list-style-type: none"> Knowledge and understanding of mathematical information and concepts Use of electronic technology to find solutions to practical problems Interpretation of mathematical results Use of appropriate mathematical notation, representations, and terminology 	<ul style="list-style-type: none"> Concepts and Techniques 1, 4 Reasoning and Communication 1, 3
	Assessment Type Skills and applications task

Purpose:

Investing in a major expense can be intimidating for young people. Completing background research and improving understanding of savings, interest rates and simple interest is important to know.

Task Description:

- Students will investigate the concepts of simple and compound interest and strategies involving saving in relation to buying a car.
- Calculations will be made in terms of the simple and compound interest
- Students will need to use these calculations in scenarios given to them



Part 1 Buying A Car

Task 10.1

Choose one of the following cars to save for and then purchase;

Option 1 2002 Holden Commodore Executive VX II Auto

\$1,900
Excl. Govt. Charges
Automatic TRANSMISSION
6cyl 3.8L ENGINE
Sedan BODY TYPE
186,642 km ODOMETER



Option 2 2003 Subaru Forester X 79V Auto AWD MY03 Manufacturer Marketing Year (MY)

\$4,000
Automatic TRANSMISSION
4cyl 2.5L ENGINE
SUV BODY TYPE
227,821 km ODOMETER



Note: All your calculations should be for the same vehicle.
You will need to investigate different options for saving and purchasing your car.

Complete the following tasks which will allow you to choose the best option for your budget.

- Calculate how much you would save over a year if you put \$100 a month plus what is left over in your budget into a high interest earner account. The account will have an interest rate of 6%, compounding monthly.

Budgeting Folio

Learning Requirements	Assessment Design Criteria
<ul style="list-style-type: none"> Gathering, representation, and interpretation of data in context Use of electronic technology to find solutions to practical problems Use of mathematical reasoning to draw conclusions and consider the appropriateness of solutions Communication of mathematical ideas and information 	<ul style="list-style-type: none"> Concepts and Techniques 3, 4 Reasoning and Communication 2, 4
	Assessment Type Folio Task

Purpose:

Understanding how to manage finances and life events is an important skill for young people to have. Students learn how to gather information, develop & analyze knowledge for reflections within a folio.

Task Description:

In this folio task students are required to complete a fortnightly budget for a range of living expenses needed to maintain their chosen standard of living. Students will use the raw data and other information gathered from previous assessments to develop data, reflect and evaluate living choices made in different situations given to them through a range of scenarios.

(d) Use the following table to show the differences in costs of moving out and living on your own compared with living in a share house.

Share House Costs per Fortnight (\$)	Living on Your Own Costs per Fortnight (\$)
Rent	Rent
Bond	Bond
Utilities	Utilities
Internet	Internet
Food	Food
Furniture	Furniture
Appliances	Appliances
Household items	Household items
Total	Total

2. Calculate how much you would save over a year if you put \$100 a month plus what is left over in your budget into a high interest earner account. The account will have an interest rate of 6%, compounding monthly.

$6\% = 6/100 = 0.06$ (This is compounded monthly)

So, $0.06/12$ (months in a year) = 0.005% (monthly interest rate)

Remember to add \$100 at the start of every month

Month	Amount in the account at the start of the month. Principal (P)	Monthly interest rate (r)	Interest earned on the Principal (I) (Amount in the account at the start of the month) (I = P x R)	Total at the end of the month
1	\$100	0.005%	$100 \times 0.005 = 0.50$	\$100.50
2	\$200.50			
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

So the total savings at the end of the year =

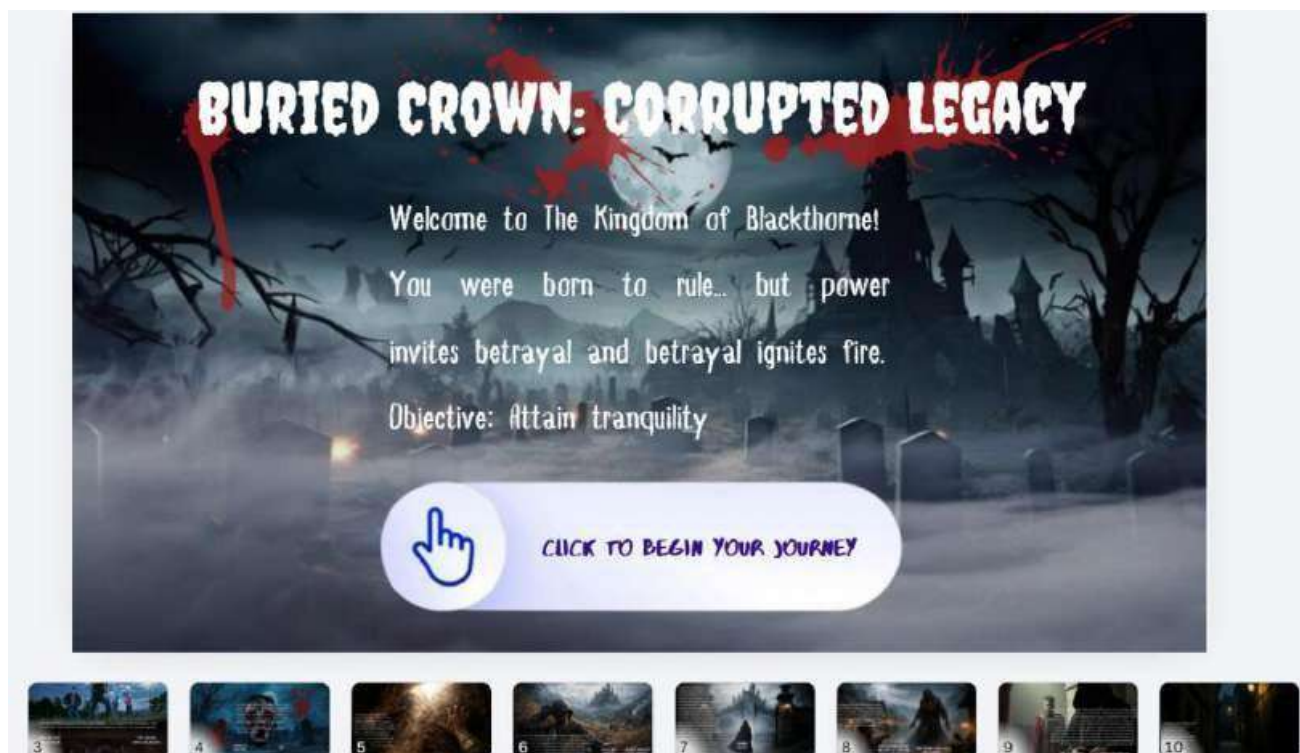
HASS

This term, students are investigating environmental change and human wellbeing. They are exploring how human activities impact environments at different scales and examining strategies for sustainability, while building strong inquiry and source analysis skills



Information Processing & Publishing (IPP)

This term in Information Processing & Publishing (IPP), students planned, designed, and published professional communication products using digital tools. We focused on layout, typography, image editing, and creating documents for a real audience and purpose. Students practiced the safe and ethical use of images (copyright and referencing) and developed file management skills. Regular checkpoints supported steady progress and the on-time submission of folio work.



Digital Story Book



Quiz Game

Promote a School Event | Palestine Charity Fundraising

Charity Fundraiser

Scan Now!

Donate

PROTECT PALESTINE

Purposeful Giving, Powerful Change

IFTAR GATHERING

\$ 25 PER PERSON BOOK NOW!

Catshes

- Arabain
- Asian
- Western

Dietary Information

- Healthy ✓
- Kosher ✓
- Vegetarian/Vegans ✓

Protect PALESTINE Charity

Purposeful Giving, Powerful Change

IFTAR GATHERING

- If we all break our fast or share a meal together, why should they not be able to do the same?
- Join us at a \$20 Iftar meal. Bring relatives, family and friends!

BOOK NOW!

COOKIES

- Arabain
- Asian
- Western

DIETARY INFORMATION

- Healthy ✓
- Kosher ✓
- Vegetarian/Vegans ✓

BOOK NOW!

Purchase tickets through the link below

www.aic.edu.au/iftar

March 5, 2026 | 7:00 pm - 9:00 pm

Bank Account Details: Australian Islamic College
 BSB: 084 000 | Account: 13321174 | SWIFT Code: AIC0AU33

Adelaide College
 Adelaide, West Coast
 info@aic.edu.au
 (08) 8340 7799

Mathematics

Assalamu alaikum,

Our Year 10 Advanced Mathematics students have begun adapting to the pace and expectations of SACE-level content, which will continue to increase throughout the year. This term, students explored key topics including algebra, fractions, surds, equations, Pythagoras' theorem, and measurement, building a strong foundation for senior mathematics.

A focus has been placed on developing independent learning and long-term memory strategies. Students engaged in both assessments and mathematical investigations, alongside interactive revision activities such as Jeopardy-style games to reinforce their understanding in a fun and competitive environment.

Next semester, students will move into more visual areas of mathematics and begin using graphics calculators to solve higher-order problems. Consistent effort and revision will be essential as the course progresses.

Kind regards,

Mr Rahman

Year 10 Mathematics Teacher



Science students investigating motion

In this investigation, students will explore the factors that influence acceleration by observing how a trolley moves down a ramp. Rather than following a fixed set of instructions, students will take a more inquiry-based approach by designing and carrying out their own experimental procedure using the materials provided. This encourages critical thinking, creativity, and a deeper understanding of motion concepts.



Spiritualities, Religion and Meaning

Students have been learning about the Seerah (life) of the Prophet ﷺ and created a timeline highlighting key events in the life of Muhammad. This activity helped them understand the important stages of his life and the impact of these events on the development of Islam.

Currently, students are working on group presentations exploring topics such as the calculation of Ramadan, the Islamic calendar, the nullifiers of fasting, and the benefits of fasting during Ramadan, including its psychological, physical, emotional, and spiritual benefits.

Warm wishes and Ramadan Mubarak
Religion Department



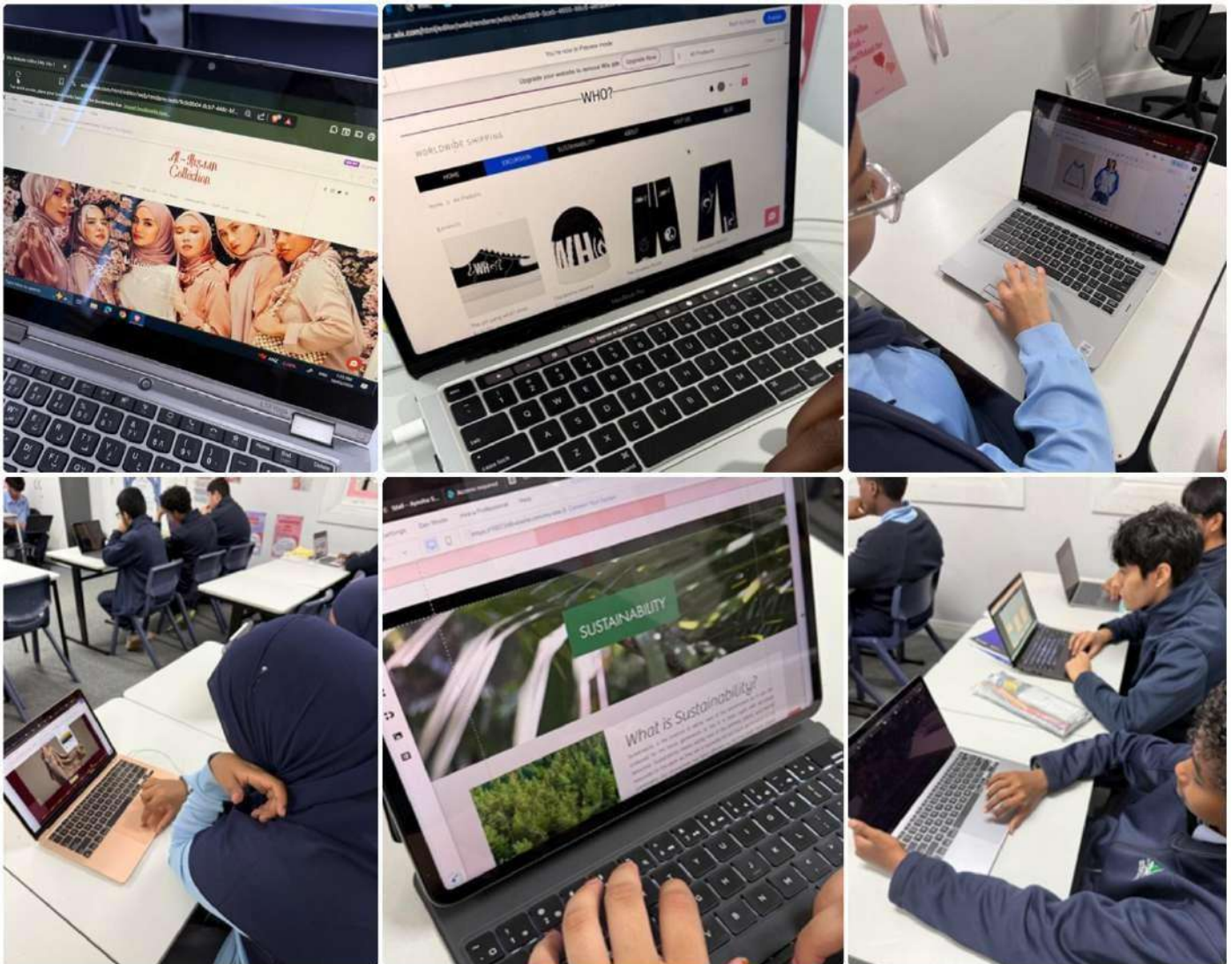
STEAM – Sustainable Fashion Project

This term, Year 10 STEAM students are designing their own sustainable fashion brands, working as junior designers and entrepreneurs. The project integrates all elements of STEAM, combining creativity, critical thinking, and real-world skills.

Students are exploring sustainability and the impact of fast fashion, using this knowledge to create ethical brands that focus on recycled materials and reduced waste. They are developing brand identities, including logos, target audiences, and product ranges, while also considering pricing and design choices.

A key component of the project is the creation of an upcycled garment, where students transform existing clothing into new designs. They are also building websites to showcase their brands and products.

This project has been a fantastic opportunity for students to apply their learning in a practical and meaningful way.



YEAR 11

Arabic

The Year 11 students completed the *text production*, *Interaction*, and *text analysis* summative tasks, after analysing and examining various types of texts and completing many formative tasks. The students now are researching the Investigation task.

Arabic Language Teacher
Mrs Dallah



English

Year 11 English students engaged in an in-depth exploration of gothic literature throughout the term. This form of literature draws its impulse from medieval architecture and explores themes such as good and evil. The students interacted with a variety of gothic texts and developed a strong understanding of gothic conventions and perspectives.

Students chose a gothic text of their liking and explored its intertextuality with the film *Jane Eyre* (2011). We made multiple connections to ideas of good and evil in Islam while completing these texts, allowing for a richer engagement with this genre. Edgar Allen Poe emerged as one of the most favoured writers as many students focussed on his stories in their responses.

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

Accounting

During this term, Year 11 Accounting students developed their understanding of financial reporting by learning how to prepare a **Balance Sheet** and a **Statement of Changes in Equity**. They also practised calculating financial ratios and analysing what these ratios reveal about a business's performance and financial position.

Students investigated the **role of digital technology in accounting**, comparing the manual preparation of financial statements with digital methods. Through this process, they discussed the significance of **accounting concepts and conventions** in ensuring the reliability and usefulness of financial information.

Accounting Teacher
Mrs. Vincent

Photography

This term, students developed technical and creative skills through practical shoots and editing tasks. We focused on composition, lighting, camera settings, and visual storytelling, while discussing ethics and copyright.



Physics

During this term, students in Stage 1 Physics have undertaken a rigorous study of **electricity and heat**, aligned with the SACE performance standards: **Knowledge and Understanding (KU)**, **Inquiry Skills (IS)**, and **Communication (C)**.

In the **electricity** topic, students explored the relationships between voltage, current, and resistance, applying quantitative models such as Ohm's Law to analyse circuit behaviour. They investigated both series and parallel circuits, evaluating how circuit design influences current distribution, resistance, and energy transfer. Students demonstrated **Knowledge and Understanding (KU)** through accurate application of physical laws, and **Inquiry Skills (IS)** through problem-solving and interpretation of circuit data in both familiar and unfamiliar contexts.

In the study of **heat and thermal physics**, students examined mechanisms of energy transfer, including conduction, convection, and radiation. They analysed factors affecting heat transfer and applied concepts such as specific heat capacity and energy efficiency to real-world situations.

Practical investigations supported the development of **Inquiry Skills (IS)**, including data analysis, evaluation of experimental reliability, and drawing evidence-based conclusions.

A strong emphasis has been placed on **Communication (C)**, with students expected to present clear, logical explanations using appropriate scientific terminology, conventions, and units. They have also been required to justify their reasoning and demonstrate precision in both written and mathematical forms.

Students will be **assessed on these topics in the upcoming SACE Stage 1 Examination (SEE 1)**. This examination will require students to integrate conceptual understanding with analytical and problem-solving skills, demonstrating achievement across all three performance standards (KU, IS, and C).

Questions will assess not only recall of knowledge, but also the application of principles in unfamiliar contexts and the ability to communicate scientific reasoning effectively.

To prepare for this assessment, students are expected to:

- Consolidate their understanding of key concepts and relationships
- Apply formulas accurately in a variety of contexts
- Interpret and analyse experimental data
- Refine their scientific communication and exam technique

Students are encouraged to engage in consistent revision and seek feedback to ensure they are well-prepared to demonstrate their learning in the upcoming examination.



Spiritualities, Religion and Meaning (SRM)

Students have been working in groups on their SACE Connections task, where they present to younger year levels about the significance of Tarawih, Eid prayer, and the Jumu'ah khutbah. Through these presentations, students explain the importance of these acts of worship and how they help individuals connect with their faith and flourish within the community.

Following their presentations, students will complete a 2000-word essay reflecting on their collaboration, learning process, and how their work contributed to building connections with the younger students.

Warm wishes and Ramadan Mubarak
Religion Department



PURPOSE OF TARAWEEH

Taraweeh is basically Ramadan's "night reset" prayer.

It's a Sunnah prayer after Isha.

we slow down, listen to the Qur'an, and connect with Allah on a deeper level.

It's purpose is to seek forgiveness and soften our hearts.

PURPOSE

Essential English

Students have been working diligently analysing magazine covers, focusing on their purpose, target audience, and layout. They then applied this knowledge by creating their own magazine covers and writing a statement explaining the choices they made in their design. Currently, students are developing their newsletter writing skills and exploring alternative texts, building their ability to communicate information clearly and effectively for specific audiences.

Warm wishes and Ramadan Mubarak.

Noha Hanifi



General Mathematics

Assalamu alaikum Dear Parents and Caregivers,

In Semester 1, our Year 11 students have been studying General Mathematics, which focuses on the mathematics used in everyday life and practical problem-solving. Students explored key topics including investing and borrowing, measurement, and statistics, developing their ability to reason, analyse data, and apply mathematical skills to real-world situations. Assessment includes three Skills and Application Tasks (SATs), one at the end of each topic, as well as a folio investigation task that requires students to research and report on a mathematical concept in depth. Students must achieve at least a C grade to meet the compulsory 10-credit numeracy requirement. The accompanying photos in this newsletter capture students sitting their SAT assessments, demonstrating their focus and commitment to their learning.



Mathematics

This term, students in Stage 1 Mathematics have been actively engaged in developing their understanding of **Trigonometry**, a key topic that forms an essential foundation for further studies in mathematics, science, and engineering. Throughout the unit, students explored a range of concepts including the trigonometric ratios (sine, cosine, and tangent), right-angled triangle problem solving, and applications involving angles of elevation and depression.

As students progressed, they also extended their knowledge to include the use of the unit circle, radians, and solving trigonometric equations. Emphasis was placed on interpreting problems, selecting appropriate strategies, and clearly communicating mathematical reasoning in a structured manner. Students have been encouraged to use both algebraic and graphical methods, as well as technology such as graphics calculators, to deepen their understanding.

To support learning, a variety of problem-solving tasks, class discussions, and practice exercises were incorporated into lessons. These activities were designed to strengthen both procedural fluency and conceptual understanding, ensuring students are well-prepared for more complex applications. Students will be assessed on this topic in the upcoming **SACE Stage 1 Examination**. This assessment will evaluate their ability to apply trigonometric concepts accurately and efficiently, as well as their problem-solving and reasoning skills under exam conditions.

In preparation for the examination, students are encouraged to:

- Review class notes and worked examples
- Practise a range of exam-style questions
- Ensure familiarity with their calculator functions
- Seek clarification on any areas of difficulty

I commend students for their efforts so far and encourage them to maintain consistent study habits as they approach the assessment period.

Society and Culture

This term, students are exploring Australia's role in the world through a collaborative group task. They are researching global issues and developing research, communication and teamwork skills through presentations and class discussions.



Activating Identities and Futures (AIF)

Stage 2 Activating Identities and Futures (AIF) is a key subject that empowers students to become independent, reflective, and self-directed learners. It is designed to strengthen the skills needed for lifelong learning, while encouraging students to take meaningful ownership of their educational journey.

In AIF, students develop their ability to think critically about how they learn. They are supported to make informed decisions, manage their time effectively, and reflect on their progress as they work towards a personalised Learning Goal. This process builds confidence, resilience, and a deeper understanding of themselves as learners.

Throughout this term, students have been focused on further developing their portfolios. Having established their individual Learning Goals last year, they have continued to build momentum by researching relevant sources, completing Student/Teacher and Peer Progress Checks, and preparing for upcoming Expert Peer Checks. Alongside this, they are actively working towards their final learning outputs.

The range of projects underway is both diverse and impressive. Students are exploring creative and practical pursuits such as producing short films, writing in a variety of genres, and designing and constructing clothing. These projects reflect the individuality of each student and highlight the breadth of interests within the cohort.

AIF continues to provide valuable opportunities for students to explore their passions, challenge themselves, and develop skills that will support them well beyond school.

Helen Bhatia

AIF Teacher

YEAR 12

Arabic Language

The Year 12 students completed the Text Production task on 'Technology and the Environment' and the Text analysis task after intensive reading of Arabic reports and articles.

Arabic Language Teacher
Mrs Dallah



English

This term, the students have been working on their novel study. The chosen class text is 'All the Light We Cannot See' by Anthony Doerr. We have been engaging in a range of interesting and interactive activities to develop a sound understanding of the novel. Teaching and reading this novel has been a really fulfilling experience for me, as well as the students due to the profundity and universality of the themes interwoven into the fabric of the text. We have had numerous interesting discussions regarding what constitutes morality, how is mob mentality inculcated, the nature of war and what makes life meaningful.

The students have also been making connections between the novel and our religion and one of the key motifs has been the hadith from the Messenger of Allah (ﷺ) say, "Whosoever of you sees an evil, let him change it with his hand; and if he is not able to do so, then [let him change it] with his tongue; and if he is not able to do so, then with his heart — and that is the weakest of faith." [\[Muslim\]](#)

We have moved on to Media Study after the completion of this task. Students will have the freedom to choose an item of news of their choice and explore its various facets.

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

Kind regards,

Benish Hussain

Business Innovation

During this term, students independently worked on developing a Business Model Evaluation focused on transforming a business and assessing the benefits of that transformation for different stakeholders. They generated both qualitative and quantitative information to support well-informed decision-making.

Students also maintained a portfolio of evidence demonstrating their use of decision-making and project management tools and strategies throughout the process. In addition, they identified problems that can arise in business and effectively communicated practical business solutions aimed at reducing risks using digital and emerging technologies.

Business Innovation Teacher

Mrs. Vincent

Stage 2 Essential English

Students have been reading and analysing the short stories *The Tell-Tale Heart* by Edgar Allan Poe and *The Monkey's Paw* by W. W. Jacobs. Through these texts, they have explored themes, narrative voice, and the ways authors build tension and suspense. Students are currently completing EP activities to further develop their skills in analysing film techniques and understanding how visual texts convey meaning.

Warm wishes and Ramadan Mubarak.

Noha Hanifi



Mathematical Methods

This term, students in Stage 2 Mathematical Methods have engaged in an in-depth study of calculus and discrete random variables, with learning aligned to the SACE performance standards: Concepts and Techniques (CT), Reasoning and Communication (RC), and Problem Solving (PS).

In the calculus component, students developed advanced skills in differentiation and its applications. This included analysing rates of change, determining stationary points, and solving optimisation problems in both theoretical and applied contexts. Students applied differentiation techniques to a range of functions and interpreted the behaviour of graphs, demonstrating strong Concepts and Techniques (CT) through accurate symbolic manipulation, and Problem Solving (PS) through application in unfamiliar and multi-step scenarios.

The study of discrete random variables introduced students to probability distributions, expected value, and measures of spread. Students analysed discrete probability models, calculated probabilities for specific outcomes, and interpreted results in context. Emphasis was placed on linking theoretical probability with real-world applications, strengthening both Concepts and Techniques (CT) and Reasoning and Communication (RC) through clear explanation and justification of results.

Throughout the term, students have been required to demonstrate Reasoning and Communication (RC) by presenting logical, well-structured mathematical arguments using appropriate notation and conventions. They have also engaged in complex problem-solving tasks that require the integration of multiple concepts and the use of both analytical and graphical methods.

Students will be assessed on these topics in the upcoming SACE Stage 2 Examination. This examination will require students to demonstrate depth of understanding, accuracy in mathematical processes, and the ability to apply concepts in both routine and non-routine contexts. A strong emphasis will be placed on clear reasoning, appropriate use of technology, and effective communication of solutions.

To prepare for this assessment, students are expected to:

- Consolidate key calculus techniques and probability concepts
- Practise extended problem-solving questions
- Refine their use of mathematical notation and justification
- Develop fluency with graphics calculator applications

Students are encouraged to engage in consistent, targeted revision and to seek feedback to further enhance their performance in line with SACE expectations.

Physics

This term, students in Stage 2 Physics have undertaken an in-depth study of motion, circular motion, gravitation, satellite motion, and relativity, aligned with the SACE performance standards: Knowledge and Understanding (KU), Inquiry Skills (IS), and Communication (C).

In the motion component, students analysed kinematics and dynamics in one and two dimensions, applying mathematical models to describe displacement, velocity, and acceleration. This included projectile motion and the application of Newton's Laws to analyse forces and energy in physical systems. Students demonstrated strong Knowledge and Understanding (KU) through accurate application of physical principles, and Inquiry Skills (IS) through problem-solving in both familiar and unfamiliar contexts.

The study of circular motion, gravitation, and satellite motion extended students' understanding to motion under central forces. Students investigated centripetal force and acceleration, applying these concepts to systems such as orbiting satellites and planetary motion. They explored Newton's Law of Universal Gravitation and applied it to derive relationships involving orbital speed, radius, and period. Through the study of Kepler's Laws, students examined the relationship between orbital radius and period, reinforcing their ability to integrate mathematical and physical reasoning in complex systems.

In the relativity component, students examined Einstein's theory of special relativity, including time dilation and length contraction. Central to this study was the Lorentz factor, which describes how time, length, and mass vary at velocities approaching the speed of light. Students also explored relativistic momentum, extending the classical concept of momentum to high-speed regimes. This required students to apply modified equations and interpret how momentum increases non-linearly with velocity. These concepts supported the development of advanced analytical thinking and deep conceptual understanding.

Throughout the term, students have been expected to demonstrate Communication (C) by presenting clear, logical, and well-structured explanations using appropriate scientific terminology, conventions, and units. Emphasis has been placed on linking mathematical representations with physical interpretations and justifying reasoning with precision.

Students will be assessed on these topics in the upcoming SACE Stage 2 Examination. This assessment will require students to integrate conceptual understanding with analytical and problem-solving skills, demonstrating achievement across all performance standards (KU, IS, and C). Questions will assess application in both routine and unfamiliar contexts, with a strong emphasis on accuracy, reasoning, and clarity of communication.

To prepare for this assessment, students are expected to:

- Consolidate key principles and equations related to motion, circular motion, gravitation, satellite motion, and relativity (including the Lorentz factor and relativistic momentum)
- Practise extended, multi-step exam-style problems
- Analyse graphs and interpret physical relationships
- Refine their scientific communication and exam technique

Students are encouraged to engage in consistent, targeted revision and seek feedback to ensure they are well-prepared to demonstrate their learning in the upcoming examination.

Society and Culture

This term, students are exploring contemporary social and cultural issues through research, media analysis, and collaborative inquiry. They are examining topics such as social change, consumer culture, human rights, and Indigenous perspectives while developing critical thinking and independent investigation skills.



Spiritualities, Religion and Meaning

Students have been working on the draft of their SACE external assessment, the Transformative Task, where they research a contemporary issue and create work that raises awareness about it.

Currently, students are studying a unit from the Yaqeen Institute for Islamic Research titled *Daily Sacrifices: Fasting & Zakat – Winning Through Sacrifice*. This unit explores the purpose of religious rituals that involve sacrifice, particularly Zakat and fasting during Ramadan. Students examine these practices through physical, social, and spiritual perspectives, discussing questions such as why Muslims give zakat, how it purifies wealth, and how fasting develops self-discipline, spiritual purification, and stronger community connections.

Warm wishes and Ramadan Mubarak
Religion Department

Sacrifice from the Islamic Worldview

ONE, your purpose is to surrender your entire being to Allah's will.

قُلْ إِنْ صَلَاتِي وَنَسِيَّ وَمَجِيئِي وَمَخَاتِي لِلَّهِ رَبِّ الْعَالَمِينَ لَا تُشْرِكُ لَهُ شَيْئًا وَبِذَلِكَ أُمِرْتُ وَأَنَا أَوَّلُ الْمُسْلِمِينَ

"Say, 'Certainly, my worship, my **devotional sacrifices**, my living, and my dying are [exclusively] for the sake of Allah, Lord of the worlds. He has no partners. Thus I have been commanded, and I am the first of the Muslims.'

[Surat al-An'am, 6:162-163]

Sacrifice from the Islamic Worldview

TWO, God does not gain anything from your sacrifice

لَنْ يَنَالَ اللَّهُ لُحُومَهَا وَلَا دِمَائُهَا وَلَكِنْ يَنَالُهُ التَّقْوَىٰ مِنْكُمْ

"Neither their meat nor blood [of the animals you sacrifice] reaches Allah. Rather, **it is your piety** that reaches Him."

[Surat al-Hajj], 22:37

Sacrifice from the Islamic Worldview

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"Neither their meat nor blood [of the animals you sacrifice] reaches Allah. Rather, **it is your piety** that reaches Him."

[Surat al-Hajj], 22:37

The ARTS

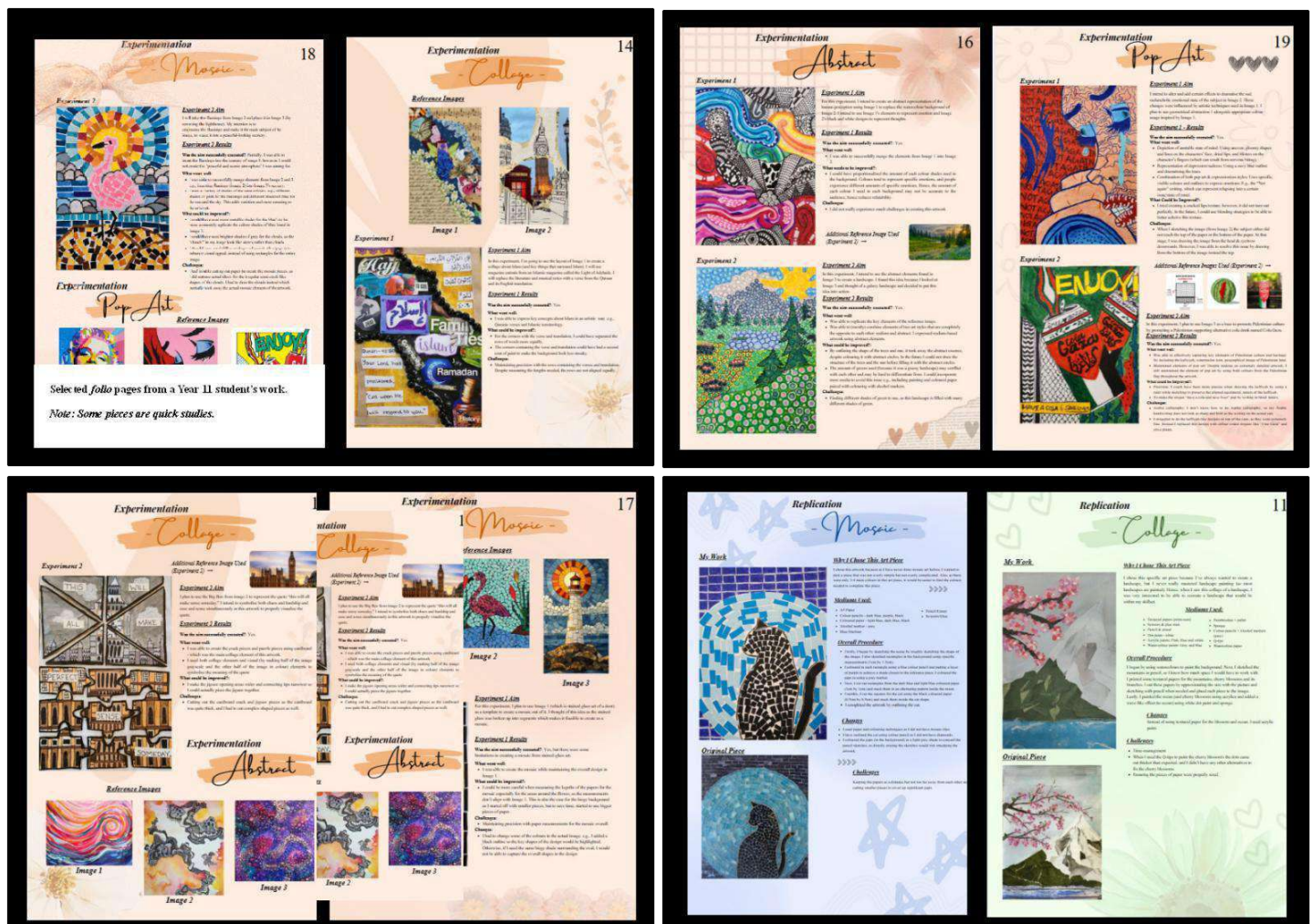
Visual News!

One of the key tasks undertaken by Stage One students is the development of a *Folio*. In this component, students research, analyse, explore, and experiment with a range of media and techniques, culminating in the resolution and production of practical work.

Shown here are selected pages and completed artworks from a range of student *folios*.

Niuma Ernst

The Arts Teacher/Coordinator



A selection of experimental artworks from another Year 11 student's Folio task.

