



AUSTRALIAN
ISLAMIC COLLEGE



— TERM 2 —
NEWSLETTER
ADELAIDE COLLEGE
2026



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EXECUTIVE PRINCIPAL'S MESSAGE

Assalamu Alaikum wa Rahmatullahi wa Barakatuh,

Dear Parents/Guardians and Community Members

Alhamdulillah, we have had another successful term. I extend my heartfelt gratitude to our parents, students and staff for your continuous support and commitment to the vision of the College.



Throughout the term, our students have embraced many opportunities to learn, grow and achieve. It has been pleasing to see their enthusiasm in the classroom, on the sporting field and through the many co-curricular activities offered across our schools. I thank our dedicated teachers and staff for their ongoing commitment to providing a high standard of education while nurturing our students in accordance with Islamic values and principles.

The College remains committed to providing students with a high level of education across all learning areas. We strive to nurture confident, knowledgeable and responsible young Muslims who are equipped to succeed academically while upholding strong Islamic values and making positive contributions to the wider community. Our teachers and senior leadership team continue to work diligently to ensure every student is supported to reach their full potential.

I would like to express my sincere gratitude to all parents, guardians, and community members for your continued support and involvement in our school. By working together, we can create an environment that promotes academic excellence, Islamic values, and personal growth for the best in This Life and The Hereafter.

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

Kind Regards

Abdullah Khan OAM
Executive Principal / CEO
Australian Islamic College (Perth) Inc.





Government of South Australia

Department of Education

Acknowledgement

State Government Capital Grant Acknowledgement

Australian Islamic College Adelaide
would like to acknowledge and thank

The Government of South Australia - Department of Education
for the

State Government Independent Non-Government Schools Capital Grants
2025-26

which supported the **Art Room Renovation**.

The project involves the transformation of a current general-use classroom into
a purpose-built art room to support the school's visual arts curriculum.





PRINCIPAL'S MESSAGE

From the Principal's Desk

Assalamu'Alaikum wa Rahmatullahi Wabarakatuh

Dear Parents, Caregivers and Friends

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



At our school, our vision of "Success in this life and the hereafter" continues to guide all that we do. This term, students and staff have embraced the values that underpin this vision—faith, service, compassion, excellence, knowledge, resilience, and courage. It has been pleasing to see these values reflected in the learning, character, and contributions of our students both inside and outside the classroom.

The Importance of Punctuality

Punctuality is an important habit that contributes significantly to a student's success at school and in life. Students are expected to arrive at school by **8:25am** each day so that they are ready to begin learning promptly and without disruption. Arriving on time allows students to settle into their morning routine, receive important instructions, and start the day focused and prepared for learning.

When students arrive late, they miss valuable learning time and can find it more difficult to engage with the lesson. Regular punctuality helps students develop responsibility, self-discipline, and respect for the time of others—qualities that are essential for success both now and in the future.

As Muslims, we are encouraged to value time and fulfil our responsibilities diligently. The Prophet Muhammad (Peace and blessings be upon him) said:

"There are two blessings which many people waste: health and free time." (*Sahih al-Bukhari*)

By ensuring that children arrive at school by **8:25am**, parents and caregivers help establish positive habits that support academic achievement, strong character, and lifelong success. We thank our families for their continued support in helping students arrive at school on time each day, ready to learn and contribute positively to our school community.

Excursions & Sporting Competitions

I am pleased that students across both the Primary and High School have participated in a range of excursions throughout the term. Excursions provide valuable opportunities for students to deepen their learning by connecting classroom knowledge with real-world experiences. They enrich the curriculum, broaden students' perspectives, and help make learning more engaging and meaningful.

Many students have also represented the school in a variety of sporting competitions and events. These experiences enable students to develop their skills, build confidence, demonstrate teamwork, and strengthen their resilience and sportsmanship.





I extend my sincere thanks to our staff for their dedication in organising and supervising these opportunities, and to our parents for their ongoing support. Together, we help provide enriching experiences that contribute to the holistic development of our students.

Staying Connected & Holiday Wishes

As we conclude another productive term, I encourage families to stay connected with our school through our Facebook page and other school communications. These platforms provide a wonderful opportunity to celebrate student achievements, share important updates, and highlight the many learning experiences taking place across our school.

I would like to express my sincere appreciation to our parents and caregivers for their continued support throughout the term. The strong partnership between home and school plays a vital role in helping our students grow academically, socially, and spiritually. Together, we are nurturing young people who strive for excellence, uphold strong values, and contribute positively to their community.

I also extend my gratitude to our dedicated staff for their commitment to supporting the learning and wellbeing of every student.

We wish all families a safe, enjoyable, and refreshing holiday break. May Allah (SWT) grant you good health, happiness, and blessings during this time.

We look forward to welcoming students back for the beginning of Term 3 on **Tuesday, 21 July 2026**, ready to continue their journey towards "Success in this life and the hereafter."

Wassalamu alaikum

Robert Mayze

Principal





▶ ASSISTANT PRINCIPAL – PRIMARY

Salaam alaikum,

This term, we were pleased to introduce the You Can Do It! Education (YCDI) program across our primary school. YCDI is a social and emotional learning program that helps students develop the skills and attitudes needed to succeed both academically and personally.

Throughout this term, students have been learning about important social and emotional skills such as confidence, persistence, organisation, resilience, getting along with others and emotional resilience. These skills play an important role in helping children manage challenges, build positive relationships and approach their learning with a growth mindset.

At Australian Islamic College Adelaide, we recognise that strong character, emotional wellbeing and positive behaviour aligns closely with the Islamic values of respect, responsibility, kindness, perseverance and self-reflection.

Teachers have been incorporating YCDI lessons and discussions into classroom routines, providing students with opportunities to reflect on their choices, develop problem-solving skills and strengthen their ability to overcome setbacks.

We look forward to continuing this important work throughout the remainder of the year as we support our students to become capable, resilient and compassionate young people.

Warm regards,

Ms Tanya Khelwaty

Assistant Principal – Primary





▶ ASSISTANT PRINCIPAL – HIGH SCHOOL

Alhamdulillah, Term 2 has been a productive and rewarding term for our High School students and staff. Throughout the term, students engaged in a range of meaningful learning experiences, excursions, incursions and classroom activities designed to develop their knowledge, skills and character. These opportunities support our students in becoming independent and capable learners who are prepared to contribute positively to the world around them.

This term, Middle School and Senior School students completed their Semester 1 examinations, demonstrating perseverance, resilience and commitment to their learning. Our AIC Community also had the opportunity to be part of the Eid Market, held in collaboration with Human Appeal, which raised funds for those in need.



A significant highlight of the term was our Secondary School Leadership Badge Presentation Assembly, where we formally acknowledged and celebrated the efforts, achievements and contributions of our 2026 Student Leadership Team. Students were presented with their leadership badges in the presence of staff and families, recognising their commitment to serving the College community and acting as positive role models for their peers.

Our High School community also enjoyed celebrating Multicultural Day, which provided an opportunity to recognise and appreciate the rich cultural diversity within our College. Students participated in the day through traditional attire, cultural displays and a shared lunch, fostering a greater sense of belonging, understanding and unity. Similarly, our Eid-ul-Adha celebrations, organised by our Student Leaders, brought students together through an Abaya and Thobe Day, creating a joyful atmosphere while strengthening our sense of community.





Throughout the term, we also continued our Prayer Renewal Initiative, which focuses on strengthening students' connection with Salah and developing a greater appreciation of its importance in daily life. The introduction of new prayer mats, increased student involvement in prayer organisation and the leadership shown by our Captains, Vice Captains and Prefects of Religion have all contributed positively to this initiative. We are encouraged by the growing student ownership of this important aspect of College life and look forward to building on this progress in the future.

As we reflect on the term, I would also like to remind students and families of the importance of punctuality. Arriving at school on time ensures students can fully benefit from every lesson and learning opportunity. Time is a valuable blessing, and once it has passed, it cannot be regained. We encourage all students to strive for excellence in their studies, character and faith as they work towards success in both this life and the Hereafter.

Lastly, we wish all families a safe, restful and enjoyable term break. We look forward to welcoming our students back next term, refreshed, ready for learning and committed to achieving their full potential.

Kind regards,

Mrs Rabia Khan

Assistant Principal – High School





LITERACY COORDINATOR – MIDDLE SCHOOL

Assalamu Alaikum Dear Parents and Caregivers

The students will be engaging in myriad educational experiences this term. On the academic level, this term is significant as it closes the semester. It is thus a key moment for students to reflect on their progress in studies with the Semester 1 examinations held in week 7.

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

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

I look forward to continuing working with you to enhance the educational outcomes for the students.

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

Kind regards,

Benish Hussain

Literacy Coordinator (Middle School)





SACE

Success in SACE requires consistency, commitment, and strong study habits. Students are encouraged to stay focused in class, revise topics regularly, and complete homework consistently to strengthen their understanding.

Punctuality to school and on time every day is essential. Arriving late means missing important instructions, learning activities, and opportunities to ask questions. Regular attendance and punctuality help students stay organised, reduce stress, and keep up with coursework requirements.

Submitting high-quality assignments by the due date and managing time effectively are essential for achieving strong results. Remember, studying hard and studying smart can improve academic performance, increase ATAR opportunities, and support entry into preferred courses and future career pathways.

Mrs. Vincent

SACE Coordinator





► CAREER COUNSELLOR AND VET COORDINATOR

Assalamu alaikum,

Like the previous years, we aim to provide the students focused career guidance that will help them make the best career choices based upon their aptitude and preference. One of the key events that students attended in Term 1 was Adelaide Careers and Employment Expo. Held in week 2, it involved Year 10, 11 and 12 students in going to the Adelaide Showgrounds and provided a fantastic opportunity to source information about a wide range of study options, career opportunities and new trends in further education, training and employment.

The expo not only boasted exhibitions from employers, TAFE and reputed universities interstate and in South Australia, but also offered a number of seminars. Seminar topics ranged from individual faculty programs, new study options, tertiary admissions process to career pathways. If students need more specific information, they can always ask questions at the exhibiting stand after the presentation.

All students were provided with a career seeker worksheet to enable them to ask focused and relevant questions relating to length of courses, pre-requisites, employment options, pathways and bridging courses, costs, deferability, average salary and competitive organisations. The students found it beneficial and eagerly took notes.

I have also been engaging with the year 10 students to start raising awareness regarding the VET courses and pathways available to them. It is important that students either engage in immersion activities or undertake some work experience as it is a pre-requisite if the students want to undertake a course. Admissions for the VET courses will open in term 3 and I hope that these information raising sessions are of benefit to the students in this regard.

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





FOUNDATION

As-Salaamu Alaikum Dear Families,

Welcome to Term 2. Our Foundation students have settled well into classroom routines and continue to demonstrate curiosity, confidence, and enthusiasm for learning.

English

Students have continued developing their phonics knowledge through the Jolly Phonics program, focusing on blending and segmenting sounds and digraphs. They are strengthening their reading fluency, comprehension, and early writing skills, including the correct use of capital letters and full stops.

Handwriting

Students have been practising correct letter formation and developing their ability to write words and simple sentences through guided writing activities and independent practice.

Mathematics

Students have been building their understanding of numbers to 20, counting, number relationships, positional language, data collection, and early addition concepts using hands-on materials and visual representations.

Science

Students have investigated different objects and materials, exploring their properties, uses, similarities, and differences through observation and classification activities.

HASS

Students explored the concept of celebrations, examining how cultural traditions and beliefs influence the ways people celebrate important events. A particular focus was placed on **Eid al-Adha**, its significance, and associated traditions.

Highlights

Excursion to SA MUSEUM

Regards and Salaams,

Mrs Shaikh

(Foundation teacher)





YEAR 1A

Year 1A has had an exciting and busy Term 2 filled with fun, learning and growth! It has been wonderful to see students building confidence, showing curiosity, and embracing new learning opportunities every day.





YEAR 2A

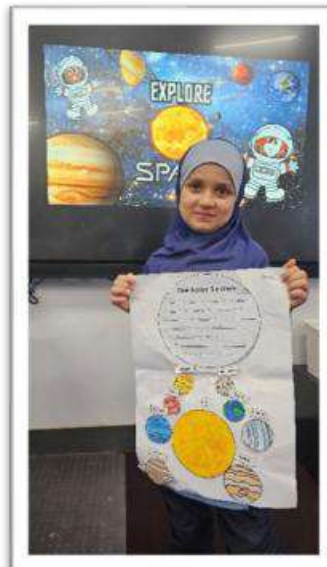
Students demonstrated excellent creativity and problem-solving skills while designing and building their marble ramps using a variety of materials and ideas for their Maths project.



YEAR 2/3

Asslamu Alaikum,

When art and science come together, magic happens. Our Year 2 students explored space through hands-on learning by designing and creating their very own solar system posters. Their work beautifully blends creativity with scientific understanding, showcasing their growing knowledge of planets, orbits, and our place in the universe.





Year 2/3 students have been learning Tennis skills from an experienced coach from Tennis SA.



Mathematics lessons in action; Year 2/3 has been working on their investigations about Marble Run and Kilogram Quest. Year 2s came up with amazing marble run designs in class and at home. They were so proud to share their models with their classmates.





Year 3s working on Maths investigation Kilogram Quest to find a combination of items in the class weighing exactly 1 Kilogram.



Eid-ul Adha is all about sharing and caring and this is what Year 2/3 class exactly did by bringing in the yummy treats to share with their classmates. What a happy bunch of kids, May Allah bless you for all your hard work this term.

Kind regards

Mrs. Qudsia Haider
Year 2/3 C – Teacher



YEAR 3A

Year 3A students have been actively engaged in a range of learning experiences this term. In English, they have developed their reading, writing, spelling, and grammar skills, while Mathematics lessons have focused on number concepts, measurement, graphs, time, and multiplication. Students have also explored states of matter in Science, learnt about Australia's First Peoples in HASS, and enjoyed creative learning opportunities through Drama and The Arts. It has been wonderful to see students demonstrating confidence, resilience, teamwork, and enthusiasm across all areas of learning.

Regards,

Miss Reddy





► YEAR 4A

Assalamu Alaikum,

Term 2 has been a busy, engaging and hands-on term. I have been very impressed with the students' growing routines, enthusiasm and willingness to take on new learning experiences.

HASS – Environments and Biomes

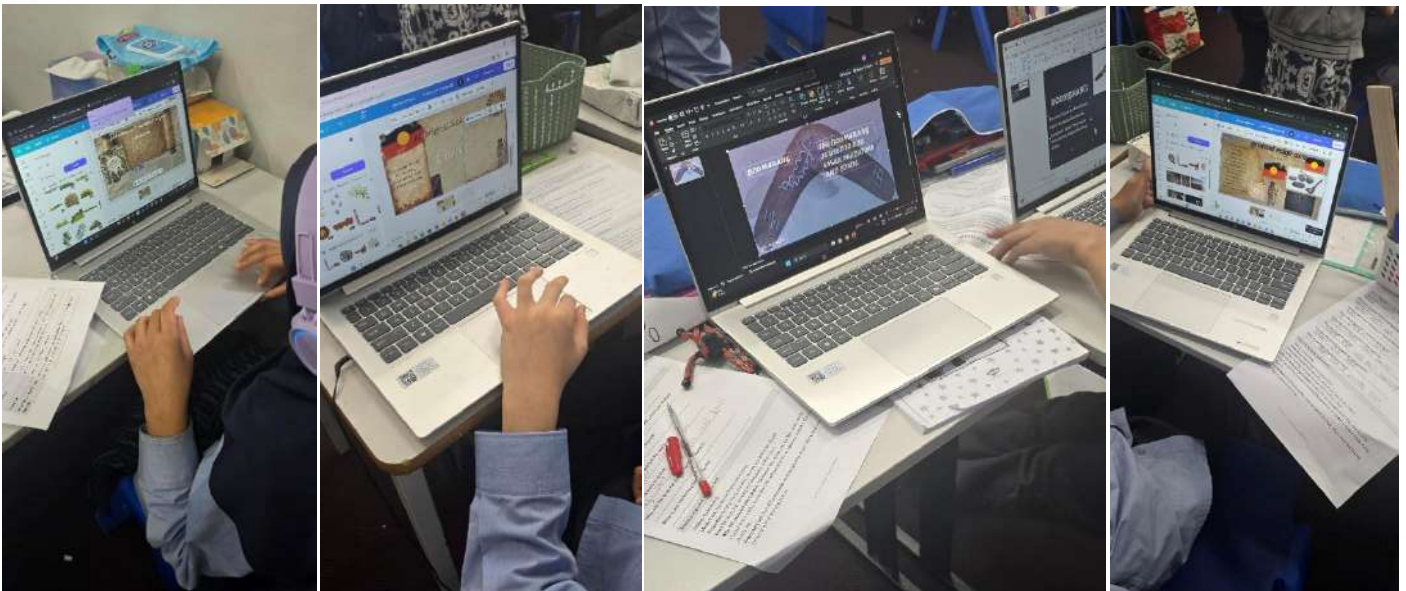
In HASS, students investigated different environments and biomes across Australia, Africa and South America. They created dioramas of chosen biomes and compared the animals, vegetation, natural features and water sources found in each location. This helped students understand that even when two places share the same biome, their characteristics can differ depending on their geographic location.





Science – Materials and Their Properties

In Science, students explored different materials and their properties, including strength, flexibility, absorbency and durability. They investigated how Aboriginal and Torres Strait Islander Peoples carefully selected natural materials for specific purposes, such as tools, clothing, shelter, medicine and everyday items. Students created museum-style information cards to share their research and explain why particular materials were chosen for their properties.





Art, Reflection and Values

This term, students participated in a meaningful art and reflection activity called Our Roots. Students explored the people, places, beliefs and experiences that have helped shape who they are today, and represented these ideas through flowers and roots in their artwork. This activity connected beautifully with our school values, encouraging students to reflect on gratitude, identity, resilience, service and the many blessings Allah has bestowed upon us.

Eid al-Adha and the Day of Arafat

As Eid al-Adha approached, students enjoyed learning about the importance of the Day of Arafat and the significance of fasting, making sincere du'a and remembering the blessings of Allah. Students created their own heartfelt Day of Arafat du'as as a meaningful reflection activity.



Kindest regards,

Mrs. Zulfic



YEAR 4B

Assalamualaikum Dear Parents,

Year 4B students have enjoyed a range of hands-on learning experiences this term. In Mathematics, they used MAB blocks to explore place value to tenths and investigated perimeter and symmetry. In Science, they examined the properties of different materials through engaging practical activities.





Kind regards,

Ms Safi
Year 4B Teacher





YEAR 5

Assalamu Alaikum,

One of the main highlights this term has been our STEM based Technology lesson.

Our Year 5 students have been diving into the exciting world of kinetic energy  and putting their engineering minds to work by designing and building Rube Goldberg machines in Technology! These wonderfully chaotic contraptions are the perfect playground for learning how energy moves and transforms.

What has made this project extra special is watching our students flex the skills they've been developing through Program Achieve — particularly their persistence and resilience. When a marble rolls the wrong way or a lever doesn't quite launch as planned, they're learning to troubleshoot, adjust, and try again. That's the real skill and persistence happening here!

Along the way, they have been exploring the six simple machines and discovering how each one works with kinetic energy to create a chain reaction of pure problem-solving joy. It's messy, it's creative, and it's absolutely brilliant to witness.







▶ YEAR 5C

Assalamu Alaikum,

Spotlight on HASS: Our Journey Through Europe

One of the standout highlights of Term 2 has been our HASS Geography unit on **Europe**. Over the past weeks, Year 5C transformed into a classroom of young geographers, exploring a continent of around 50 countries, more than 200 languages, and an extraordinary variety of landscapes, climates and cultures. From the Eiffel Tower in France to the Parthenon in Greece, students investigated the human and environmental characteristics that make Europe so fascinating and discovered how its diverse countries connect through shared events, currencies and the European Union.

But the real magic happened when learning leapt off the page and into our students' hands, through our creative culminating task: **the Europe Travel Suitcase Project!**



The Travel Suitcase Project: Packing Knowledge, Unpacking Creativity

Each student (working in pairs) chose a European country and was challenged to design a colourful fold-out "travel suitcase" bursting with facts, pictures and creative flair. Every suitcase needed to include the country's name and flag, capital city, language spoken, climate, a map, traditional foods, a famous landmark and a fun fact, along with a personal reflection on why they would love to visit.



YEAR 5 CLASSROOM PROJECT

EUROPE

Travel Suitcase PROJECT

Let's explore Europe together by creating our own **amazing** travel suitcases!

EXPLORE
LEARN
SHARE

WHAT IS IT? ★
You will choose a European country and create a **colourful travel suitcase** display filled with exciting facts, pictures and creativity!

GET CREATIVE!
Decorate your suitcase with:
• Postcards
• Maps
• Tickets
• Stickers
• Landmarks
• Colours
Add flaps, pop-ups, photos and more!

YOUR SUITCASE MUST INCLUDE:

- ✓ Country Name
- ✓ Flag
- ✓ Capital City
- ✓ Famous Landmark
- ✓ Traditional Food
- ✓ Climate / Weather
- ✓ Language Spoken
- ✓ Fun Fact
- ✓ Map Showing the Country
- ✓ Why I would like to visit this country

Teamwork makes the dream work!

Use your creativity!
Draw, colour, cut, stick and design!

We can't wait to see your amazing creations!

STEP: Attachment!

- 1 Choose a European country.
- 2 Research information about your country.
- 3 Create your suitcase using coloured paper or cardboard.
- 4 Add facts, drawings and decorations.
- 5 Check that all information is included.
- 6 Be ready to present your suitcase to the class!

PRESENTATION CHALLENGE

WHEN PRESENTING, TRY TO ANSWER:

- ★ Why did you choose this country?
- ★ What is the most interesting fact you learned?
- ★ Why would people like to visit this country?

SUCCESS CRITERIA

- ✓ I can research information about a European country
- ✓ I can present clear facts
- ✓ I can use creativity and colour
- ✓ I can organise my information neatly
- ✓ I can speak confidently about my project

Our suitcases will be displayed on our TALENT BOARD!

LET'S TRAVEL, LEARN AND HAVE FUN TOGETHER!



Researchers at Work

The classroom buzzed with purpose as students researched their chosen countries: Spain, France, Italy, Germany and Greece were all popular destinations! Students practised locating reliable information, summarising key facts in their own words, and organising their findings clearly and creatively. Watching them cut, glue, label and design with such focus was a genuine joy. The collaboration, problem-solving and pride on display were exactly what rich, hands-on learning is all about.



Proud Presenters

With suitcases complete, students stepped up to present their countries to the class, answering questions such as *“Why did you choose this country?”* and *“What is the most interesting fact you learned?”* It was a wonderful opportunity to build confidence and public speaking skills, and the audience travelled across Europe without ever leaving the classroom!



On Display: Our Classroom Talent Board

The finished suitcases now take pride of place on our classroom Talent Board, a vibrant gallery of Europe that the students walk past with well-earned pride every day. Please do come and admire their work if you visit the classroom!



A Note from Mrs Khan

I am incredibly proud of the curiosity, creativity and effort Year 5C brought to this project. Every student showed growth, not only in their geographical knowledge, but in research skills, collaboration and confidence. Thank you, as always, for your support at home. The world is a big, beautiful place, and 5C is ready to explore it!

Warm regards,



▶ YEAR 6A

It has been a busy and engaging period for Year 6A students, with lots of exciting learning across different subjects.

Mathematics

In Maths, students have been working on measurement, exploring key concepts including area, perimeter, volume, capacity, and mass. They have been developing their problem-solving skills by applying these concepts to real-world situations.

English

In English, our focus has been on the information report genre. Students have been learning how to structure reports clearly and effectively while improving their reading comprehension skills. There has been a strong emphasis on understanding texts and extracting key information.

Science

In Science, students have been investigating changes of state. They explored how solids, liquids, and gases change under different conditions, gaining a deeper understanding of physical processes.

Geography

In Geography, we studied Australia and its neighbours in Asia. Students learned about location, key features, and cultural connections between countries in the region.

Digital Technologies

Students also had the opportunity to explore creativity and innovation by designing their own digital games. This activity encouraged problem-solving, logical thinking, and teamwork.

We are proud of the students' efforts and enthusiasm for learning across all subjects. We look forward to continuing this great work in the coming weeks!





▶ YEAR 6B

Assalamu Alaikum,

Year 6B students doing experiments with different solutes and solvent. Check out their photos below!





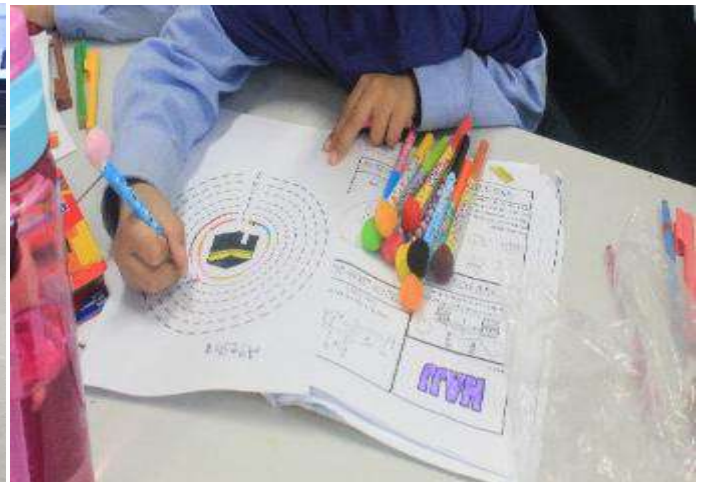
PRIMARY SCHOOL ISLAMIC STUDIES

Our Reception students enjoyed creating Eid ul-Adha posters while learning about the significance of this special celebration. They explored the Five Pillars of Islam and learned about the stages of performing Hajj through engaging discussions and creative activities. It was a wonderful opportunity for students to deepen their understanding of Islamic faith and traditions.



Our Year 1 students had a wonderful time celebrating Eid and learning about its importance in Islam. They learned about the story of Prophet Ibrahim (AS) and how Eid al-Adha teaches us obedience, sacrifice, gratitude, and trust in Allah. Students enjoyed engaging discussions, craft activities, and sharing what Eid means.







▶ THE STUDIES OF THE HOLY QURAN – PRIMARY STAGE

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

We are pleased to share the Qur'an learning taking place across our Primary Stage classes. Students have been developing their memorisation, recitation, understanding, and reflection on the meanings of the Qur'an through engaging lessons and classroom activities.

Year 2

Students have been learning and memorising **Surah Al-'Alaq** and **Surah Ash-Sharh**. These surahs teach the importance of knowledge, recognising Allah as our Creator, remaining hopeful, and trusting Allah through difficulties. Students explored these themes through discussions and interactive activities.

Year 3

Students have been learning and memorising **Surah Al-Balad**, which highlights kindness, patience, helping others, and choosing the path of righteousness. Activities encouraged students to reflect on good character and caring for those around them.

Year 4

Students have been learning **Surah At-Tariq**, which encourages reflection on Allah's creation and reminds us that Allah is aware of all our actions. Students participated in discussions and activities exploring the signs of Allah in the universe.

Year 5

Students have been learning **Surah Al-Inshiqaq**, which focuses on accountability and the Day of Judgement. Through class discussions and reflection activities, students considered the importance of good deeds and personal responsibility.

Year 6

Students have been learning **Surah 'Abasa**, which teaches valuable lessons about humility, respect, equality, and seeking knowledge. Students explored how these lessons can be applied in their daily lives and interactions with others.

Tajweed Learning

Alongside their Qur'an studies, students continue to develop their Tajweed skills using the **Safar Qaidah** book. Lessons focus on correct pronunciation, letter articulation, and applying Tajweed rules to improve fluency and confidence in Qur'an recitation.



May Allah bless our students with beneficial knowledge, beautiful recitation, and a lifelong love of the Qur'an. Ameen.

[illegible]



PRIMARY HEALTH AND PHYSICAL EDUCATION

Assalamu Alaikum,

Our Year 3 students participated in a Snack Investigation to learn about healthy eating habits. They explored ingredients and nutrition information from different foods and discussed how these choices can affect their health and wellbeing. This activity encouraged students to make informed food choices and develop healthy habits for life.



Kind Regards,

Mary Naveena Sheikh

Health & Physical Education – Primary



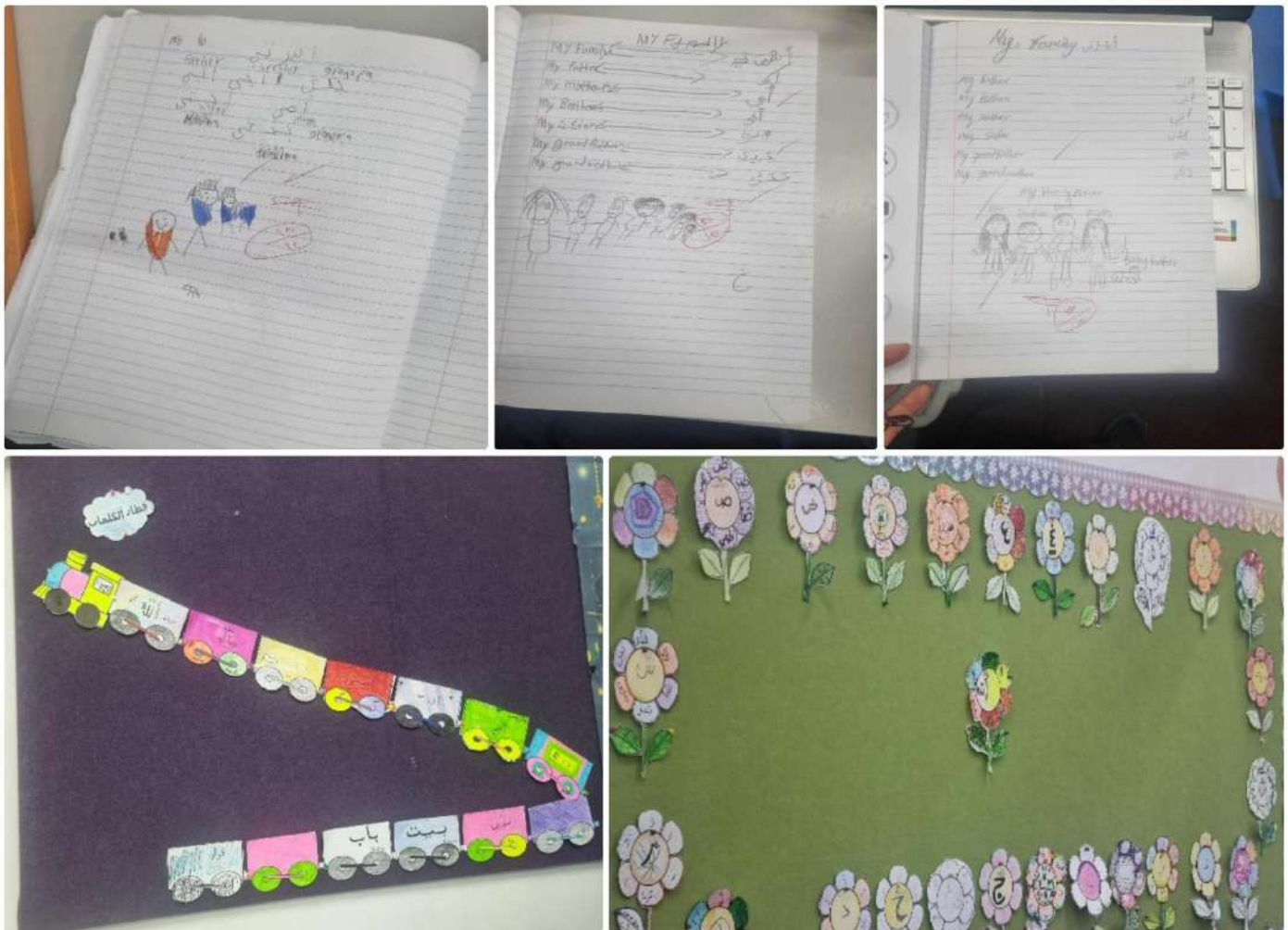
PRIMARY SCHOOL ARABIC

This term, students have been learning the topic "My Family" (أسرتي) and practising family vocabulary in both Arabic and English. They worked hard to write, match, and identify words such as أبي، أمي، أخي، أختي، جدي، وجدتي.

Students also created a beautiful Arabic Alphabet Garden, decorating flowers with Arabic letters, and the three Madd (long vowel) letters: ا، و، ي. This creative activity helped students strengthen their letter recognition, pronunciation, and vocabulary skills.

As part of our interactive learning, students participated in an Arabic Word Train Activity, where they wrote their own words. This fun hands-on activity helped students expand their vocabulary and improve their reading and spelling skills.

We are proud of our students' creativity, enthusiasm, and growing confidence in speaking and writing Arabic. Well done, everyone!





▶ YEAR 7

Arabic Language

Assalaamu Alaikum Dear Parents / Caregivers

The students this term focused on learning the relevant expressions and vocabulary items of the '*Traffic System*' unit of work. They also enhanced their Arabic learning by completing the reading comprehension, spelling, sentence construction and handwriting activities.

The students will explore various styles of creative writing in order to write their own composition about their experiences with the roads and the traffic system.

Arabic Language Teacher

Mrs Dallah





English

Assalamu alaikum,

In Term 2, students were introduced to the Enola Holmes series, reading *The Case of the Missing Marquess* as a class novel.

Students improved their reading and inferencing skills by engaging with a text that is purposefully written in a style different from what they are used to as the text is set during England's Victorian era.

Students improved their creative writing skills, by engaging in the novel's themes and writing their own narrative based on them, before putting themselves in the shoes of an important character and writing from their perspective, explaining the consequential decisions they made.





Islamic Studies

Assalamu alaikum,

Our students explored Aqeedah through the lens of the Qur'an, using it as a source of guidance, evidence, and reflection. The Year 7s focused on Tawheed and understanding the Oneness of Allah.

Through engaging discussions, Qur'anic evidence, and critical thinking, students developed a stronger connection to their faith and a greater appreciation for the timeless wisdom of the Qur'an.



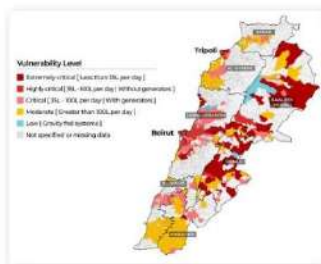
HASS

Assalamu alaikum,

This Term Year 7 HASS have been studying Geography. Students have been exploring the importance of water in our world, with a focus on sustainability and responsible water use. Through their studies, they have examined the causes and impacts of water scarcity in different regions around the globe. Students have also investigated ways to protect this valuable resource for future generations. Students are currently completing PowerPoint presentations to demonstrate their knowledge and understanding of water scarcity and sustainable solutions. The images are examples of their progress.

Introduction

- Lebanon is a small country in the Middle East.
- Water scarcity is the insufficiency of water in an area. Water scarcity is typically caused by physical shortages and economic factors.



This map shows that most places in Lebanon (with specified data) are suffering from critical water scarcity.

CAUSES

- Conflict:** Long wars in Sudan have destroyed water pipes and stations
- Over Farming:** farming uses a lot of water which leave less water for people to drink.
- Pollution:** Without proper sewers, human waste and industrial chemicals often flow back into the same rivers people drink from.
- Overgrazing:** Too many cattle in small areas eat all the grass. Without grass to hold the soil together, rain just washes away instead of soaking into the ground.



Impacts

- The issue of water scarcity can have a significant impact of the health of people as it can cause death by either thirst or drinking insufficient water.
- Sudan is one of the countries that has been suffering from this miserable pain for many years. It is caused by bad maintenance and pollution.
- Lack of water affects the environment by creating conflict, collapsing ecosystems and less crop production which leads to lack of food supplies.
- Farmers may lose crops and livestock because there is not enough water.



Figure 5: This picture shows a place in Sudan that is suffering from severe drought which lead .

Conclusion

- Water scarcity in Sudan is caused by a combination of intense agricultural practices, active destruction of infrastructure during armed conflict, poor resource management, and environmental degradation, with human actions accelerating the impacts of a changing climate.
- Severe water scarcity in Sudan will worsen in the coming years making more water demands and neighboring villages and countries will fight for water.
- Desalination won't help Sudan as the oceans are very far and not easy to get.
- If Sudan don't find a way to get water people can slowly die and the country.



CAUSES OF WATER SCARCITY IN LEBANON

Crumbling Infrastructure

Around half of all piped water leaks out before it ever reaches a tap. Pipes haven't been replaced or repaired in decades because the government simply has no budget for it.

Over 50,000 Illegal Wells

Landowners have drilled tens of thousands of unlicensed boreholes across the country, sucking groundwater out far faster than rain and snowmelt can replenish it.

Deforestation

Lebanon's famous cedar forests used to hold mountain snow and slowly release it into aquifers. Large-scale logging has broken that cycle, and runoff now rushes off the hillsides instead of soaking in.

Political Instability

Lebanon has had no functioning national water plan since the civil war. The 2020 Beirut port explosion wiped out pumping stations and treatment works that took years to build.

Rivers Polluted by Sewage

Sixty municipalities dump raw, untreated sewage straight into the Litani and Awali rivers. The UN called this 'catastrophic' in 2019. Once a river is contaminated at that scale, cleaning it up takes decades.

Refugee Population Pressure

Over 1.5 million Syrian refugees settled in Lebanon from 2011 onward. Areas near the Syrian border, already under water stress, had their demand almost double overnight.

causes



Pollution: it is when like factory waste, chemicals from farm, dirty sewage get into the clean water and not safe for people to use.



Climate change: human-caused climate has changed rainfall patterns so less water flows into rivers and dams in SA (south Australia) later in autumn and early winter rain has fallen by 15-25% from the recent decades.



Agricultural Over-Extraction: is when too much water is taken for farming which reduces the amount left in rivers, lakes, and underground supplies for other uses.



Farming uses most the world's water about 75% overall practices like clearing too much land letting animals overusing land and using enormous amounts of water for crops have badly harmed the environment.

Causes

- **Overuse of water** – People use lots of water for farming, production, and daily needs, causing rivers, lakes, and underground water aquifer supplies to decrease.
- **Pollution** – Factories, farming chemicals, sewage, and rubbish mess with water sources, making clean water unsafe to use.
- **Deforestation** – Cutting down trees reduces rainfall absorption and disrupts the water cycle, leading to drier land and low rainfall..
- **Climate change caused by humans** – Burning fossil fuels raises global warming, which causes droughts and changes rainfall coordination.

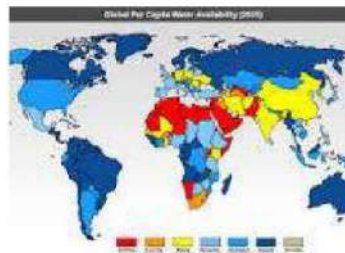


Impacts

- *Iran's severe water scarcity most heavily affects the southwestern, central, and southeastern regions, as well as major metropolitan centers.*
- *Everyday people are the most impacted, as well as farmers.*
- *These people experience the severe overlap of the water and energy crises, which has resulted in unannounced water shut-offs, particularly during the blistering summer months.*
- *Farmers have begun leaving their farms, putting more strain on metropolitan areas.*



Causes



- Some causes are:
- **Climate change:**
- Climate change affects water scarcity by accelerating evaporation. It also melts natural water reservoirs.
- **Overconsumption and overuse:**
- overuse of underground aquifers ruin the natural recharge rate.
- **Agriculture is the more water intensive,** accounting for 70% of freshwater withdrawals
- **Water pollution:**
- Water pollution ruins the water by making it too dirty to drink like with chemicals or other stuff

Art

Assalamu alaikum,

Year 7 students have created individual pieces of Shell Monster Art, this term. The students were introduced to actual Seashells. Every student observed the shape, structure and colour coordination on them. All Students produced amazing pieces of Shell Monsters in their own imagination. Some outstanding productions are shown below.





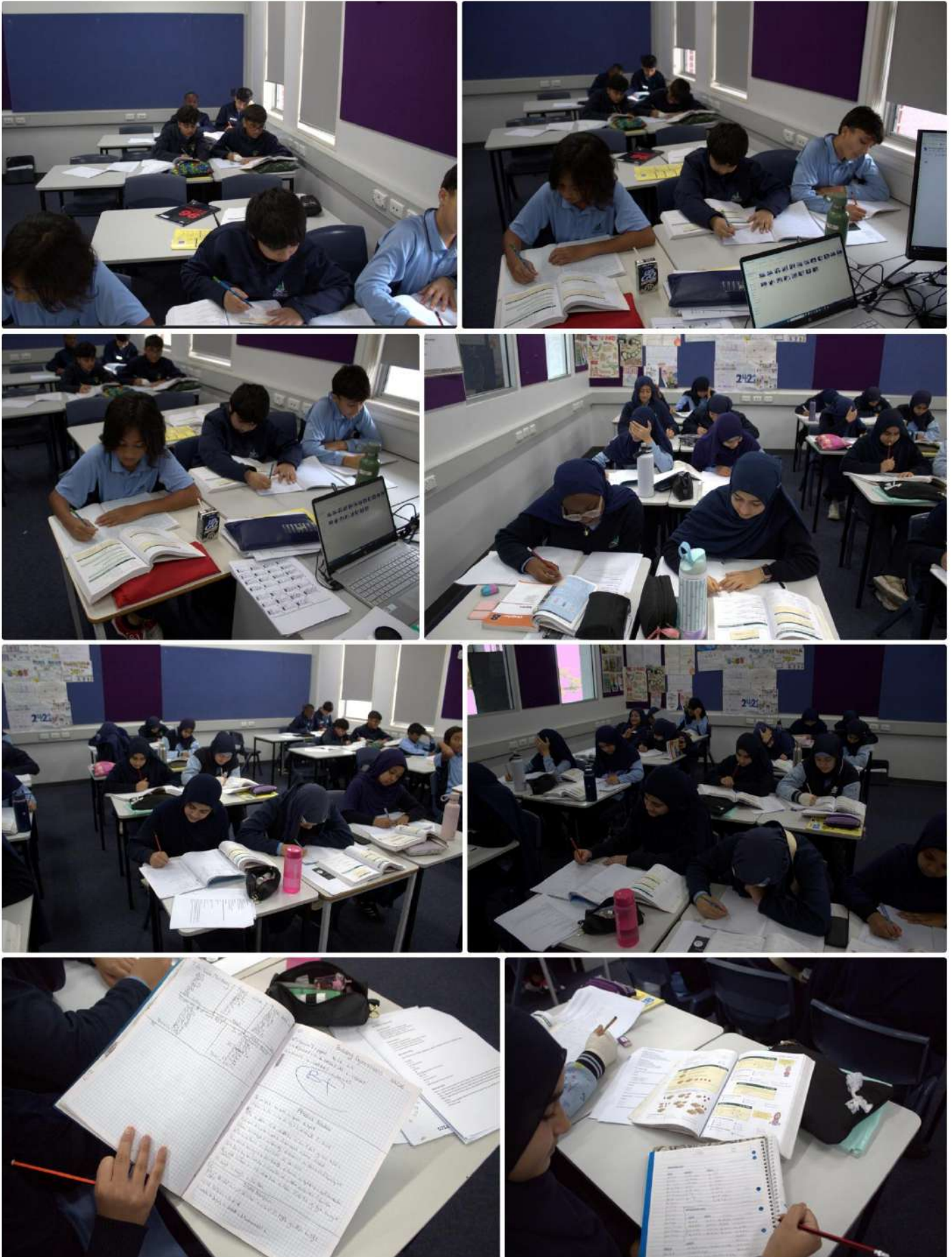
Ms. Christina Bella Rodrigues

Year 7 ART Teacher

Mathematics

This term, Year 7 students have explored decimals, percentages, algebra, equations and ratio. Through class activities, discussions and problem-solving tasks, students have developed their mathematical skills and confidence. It has been pleasing to see students working hard, supporting one another and showing persistence when faced with challenging questions.







Science

This term, our Year 7 Science students have been learning about forces and the different types of forces that act on objects. As part of their studies, students worked in teams of two or three to research a specific force and present their findings to the class. Each group prepared a PowerPoint presentation and designed an experiment to demonstrate how their chosen force works. The students performed exceptionally well, presenting their ideas with confidence and enthusiasm. This project not only strengthened their scientific knowledge but also helped them develop valuable teamwork and public speaking skills.

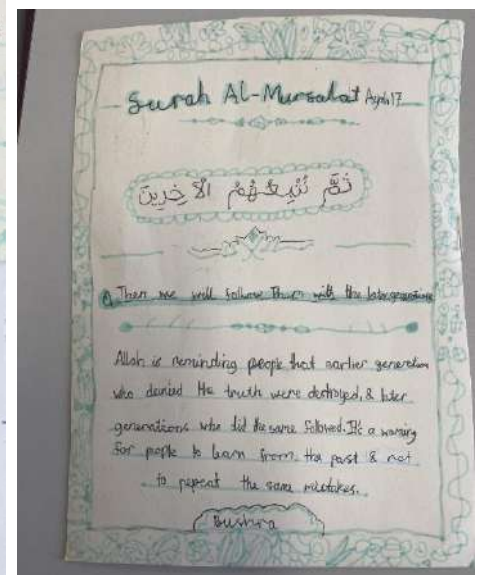
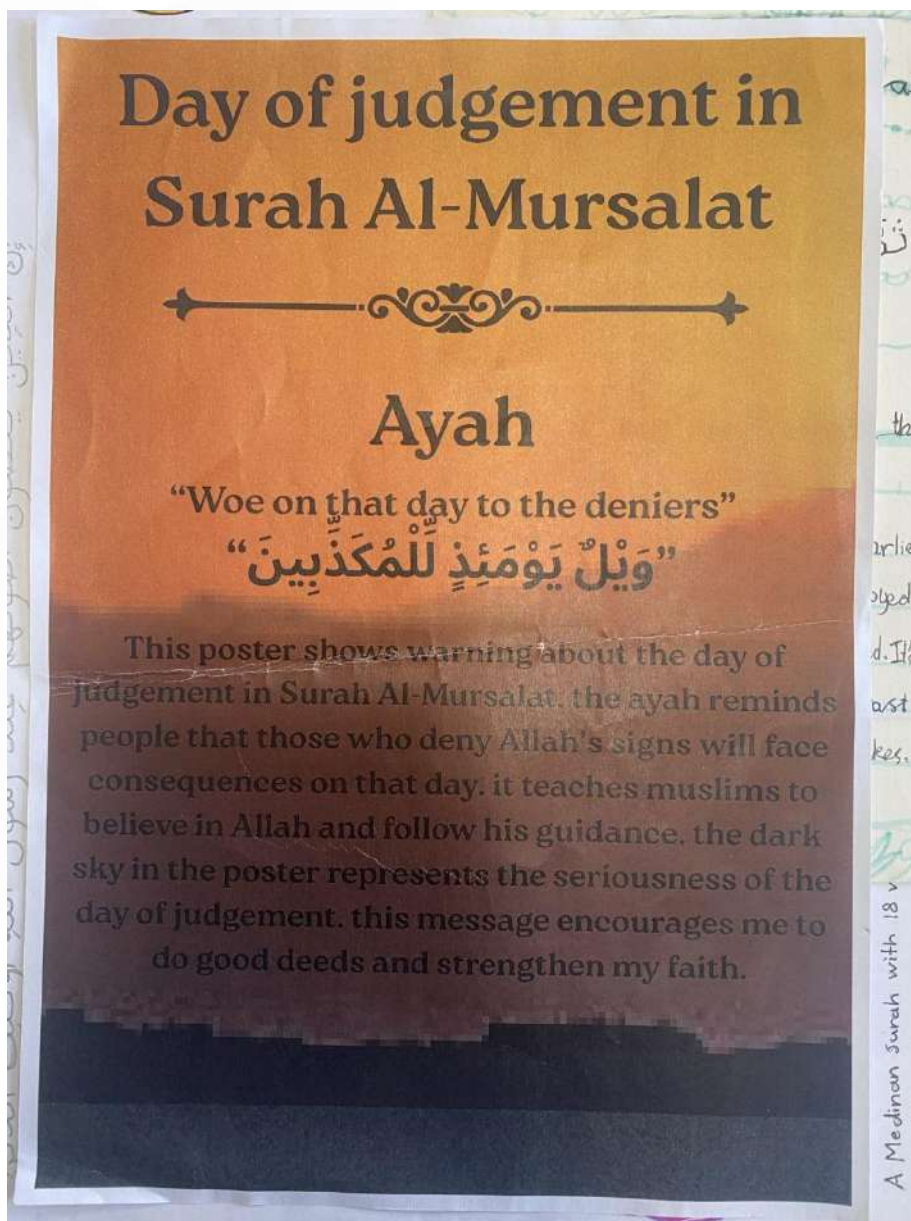


Qur'an Studies – Surah Al-Mursalat Project

This term, our Year 7 Qur'an Studies students explored the powerful messages of Surah Al-Mursalat, focusing on the themes of the Day of Judgement, accountability, and learning from the lessons of previous nations. Students selected verses from the Surah, reflected on their meanings, and creatively presented their understanding through beautifully designed posters.

The project encouraged students to connect the Qur'anic message to their daily lives by reflecting on the importance of faith, righteous actions, and personal responsibility. We are proud of the effort, creativity, and thoughtful insights demonstrated by our Year 7 students as they engaged with the words of Allah ﷻ and strengthened their understanding of the Hereafter.

May Allah continue to increase them in knowledge, understanding, and love for the Qur'an. Ameen.
Shiekh Mohamed Elsayed



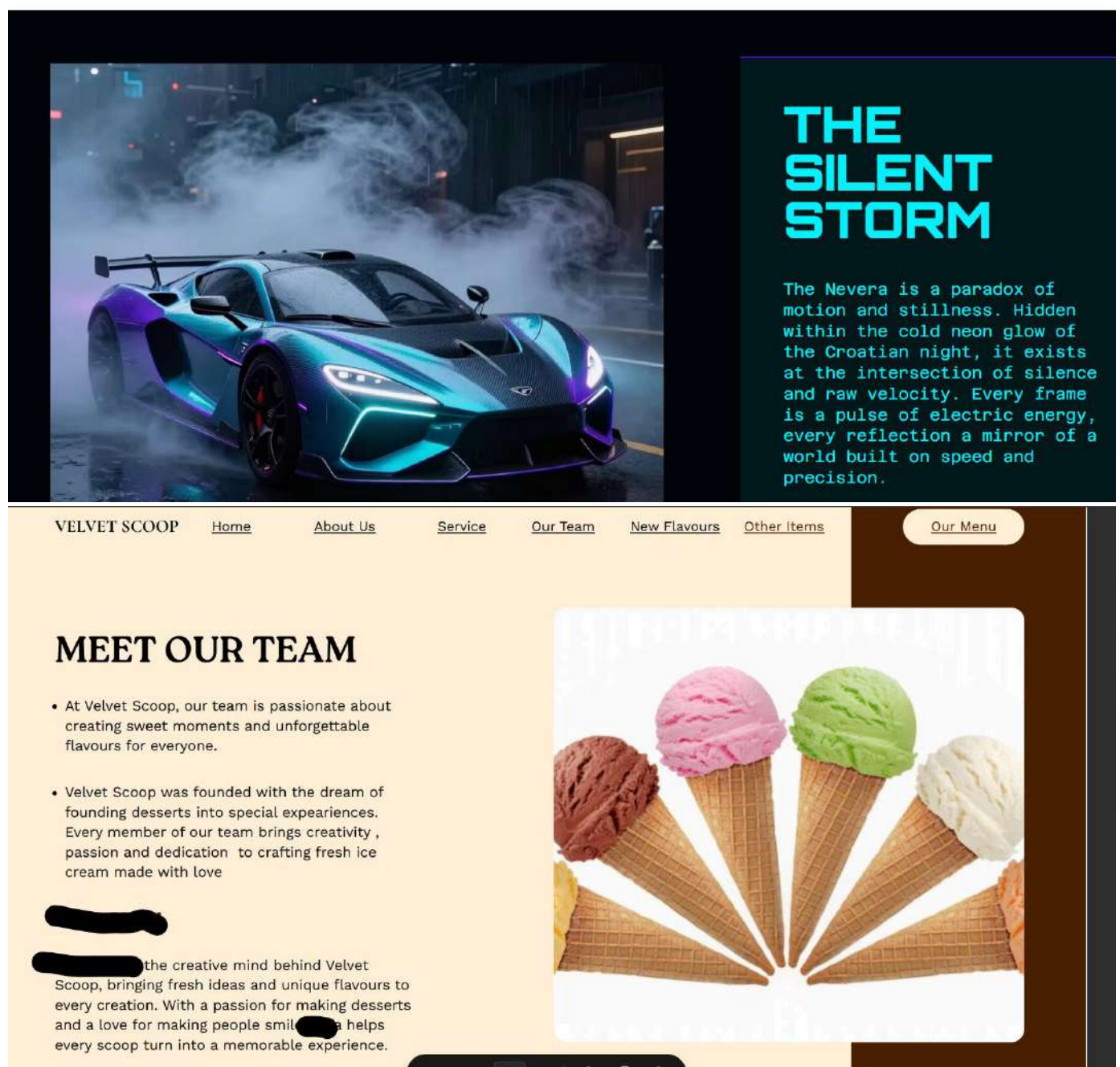


Design and Technology

Assalamu alaikum,

Year 7 students have been developing their digital skills through website design and data analysis. They are learning how to create well-structured web pages with clear layouts, appropriate colours, images, and user-friendly navigation.

As part of the unit, students are also exploring different types of data. They are learning to collect, organise, and interpret **quantitative data**, such as numbers and survey results, as well as **qualitative data**, such as opinions, feedback, and written responses. Students will use their findings to make informed decisions and improve the design of their websites.





▶ YEAR 8

Arabic Language

Assalamu alaikum,

The Year 8 students have been enjoying '*There is Life in Reading*' unit of work. In addition to reading comprehension and sentence construction activities, students examined the conjugation of the past, present and imperative verbs with all pronoun groups.

The students will be experimenting with speaking about their hobbies through oral activities and write their own composition about their experiences with reading and its merits.

Arabic Language Teacher
Mrs Dallah





English

Assalamu alaikum,

This term in Year 8 English students have been engaged in exploring themes of belonging and human experience through our class novel *Soraya the Storyteller*. Building on the refugee experiences studied in Term 1 through *Mahtab's Story*, students are examining the challenges individuals face when adjusting to life in a new country and the emotional impacts of displacement and change. These learning experiences align with the Australian Curriculum Year 8 English Achievement Standard, where students analyse how language features shape meaning and create emotional impact, and create imaginative, informative and persuasive texts for different purposes and audiences.

Students are developing their understanding of informative and reflective writing. In their informative writing unit, students are stepping into the role of journalists to create compelling newspaper articles that bring to life the effects of natural and man-made disasters on people and communities. They are learning how circumstances can change rapidly and how writers use factual language, structure and evidence to inform and engage readers. Students are also exploring reflective writing techniques by creating emotive diary entries that communicate personal thoughts and feelings. This has allowed students to experiment with language features such as descriptive vocabulary and first-person narration to create empathy and emotional connection with audiences.

As part of our Islamic Pedagogy, students are also creating a persuasive campaign centred on charity, kindness and compassion between kith and kin. Through this meaningful project, students are encouraging both the school and wider community to support new arrivals to Australia through giving charity. Students are also promoting the importance of simple acts of kindness, such as offering a smile, friendship and welcome to those who are new to our school and to Australia. This learning experience beautifully reflects Islamic values of mercy, generosity, empathy and community connection.

Students particularly enjoyed the opportunity to write from the perspective of people experiencing disasters and migration, with many demonstrating outstanding creativity and emotional insight in their newspaper articles. Please enjoy the attached work samples and classroom photos showcasing our students thoughtful learning and creativity this term!

NEWS PAPER EDITION

WORLD'S NEWS

BY: FATUMATA SHERIF, YEAR 8 REPORTER / CHINA, TUESDAY 13TH JULY 1931

YANGTZE YIELDS YOUNG LIVES LOST IN CHINA



**FLOODWATERS SWAYNE REGIONS
ALONG THE YANGTZE RIVER**

The main cause and more stopped. Usually what would come as a blessing has turned into a disaster.

The Yangtze river has caused the lives of Yangtze to suffer greatly. Flooding regions across China.

It is estimated that 60 million people will be negatively affected by the disaster. This area is now becoming likely to be the deadliest disaster of the century.

The thousands of the disaster extend to families. They recently the Lin river has lost their parents in the flood from the impact of the force of the flood. These parents were tragically found near a river bank. At the same time, children were crying like the Lin river is getting increasingly common.

After the emotional speech from the Lin river many have lost themselves and themselves for their own deaths.

AFTERMATH

History teaches us that floods are extremely harmful to humans health both mentally and physically and the reason why a flood cause a massive sweeping all around that goes higher than it should normally be. Floods not only kill people but destroy homes, crops, waste and boats and strip resources from families. Quickly floods sweep over 10 millions of people each year which is completely and utterly horrendous. Floods are like it's a living thing and wash up like a big wave on the shore with no mercy on anyone. People look out the windows watching as their world disappears piece by piece like a broken.

Currently emergency cars are sending instantly to try to bring anyone to safety and an looking out for missing people that may still be either dead or alive. Currently right now we have the Lin river on the microphone.

"Our parents were washed up by the flood and since we have no legal guardians right now we might end up as orphans."

World Wars Wrath

Hafizullah @social news reporter

On 1 September 1939, shots rang out beginning the start of an extremely dangerous war.

The major Allied powers United Kingdom, United States, Soviet Union, France, and China all against the Germans, Italians, and Japanese. Countries were striking flying bombs to other countries as well as using massive tanks, and deadly guns. Michael from 7 street from Croydon Park Germany has been struggling a lot lately. He says "I have not seen my family for one month and my son has gone to war. I have many worries about my family, and I wish they are safe and make it back home safely and hope that they have no major injuries." This shows us the extent of the damage on human life during world wars wrath. A lot of citizens passed away during the war. Over 60 to 75 million people have lost their battle to this war.



Soldiers from Germany getting ready for battle

Another person from 10 street from Melton takes has also struggled lately. "My family has been starving from hunger, and we really hope that someone can help us." This also shows us that people are starving from starvation during this war.



PALESTINIANS PLACED PREDOMINANTLY PAST SAFE PASSAGES

NO SAFE PASSAGE: PALESTINIANS FACING WAR AND CLOSED BORDERS

Life is just not the same anymore. Palestine has been suffering for too long. 2023 saw the start of a devastating war of events.

By Aseela Irfana, year 8 reporter

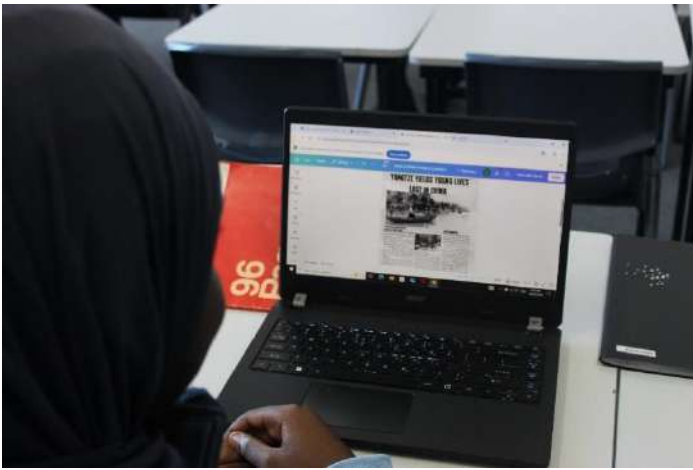
The people that are most affected is Palestinian people living in Gaza strip and the west bank. The people in Gaza are facing daily struggles because of the ongoing war with Israel. The war has caused damaged homes, schools, hospitals, etc. The borders are being controlled by Israel and Egypt so it is hard for people to leave. This is mainly happening in the west bank. This has been happening for many years and it is still happening today. Many families have lost loved ones and are struggling to get more food to eat and clean water. Food and it is very hard to get medical care. The war has affected people mentally. Many Palestinians still may struggle. Sara from the Gaza strip talks to us about her experience. She says she has not seen her loved ones in 2 weeks. She has been living off money and surviving that to her family. They all love her they have been separated since years ago. Report: the Dr Sara from the Gaza strip says people in the Gaza strip need regular food and water. Food and medical care groups like UNICEF and World Health, the UN says that Gaza needs first aid and more food.



The on going war in Palestine has gained a lot of attention around the world the borders closure has made it hard for people to get food water and medical care many families are struggling to live safely as the hospitals are low on medicine. closed borders also separate families, many people in Palestine are living in fear waiting for help and support. Leaders are asking for help around the world.

Children near the borders with fear and freedom. they wish to travel safely with no fear and checkpoint. many parents have been separated living in other areas. In the west bank petrol can affect daily schedule. business owners say that the situation damaged a lot of stuff and is very hard to earn money. hospital in Gaza are all under pressure the doctors work very long with barely any equipment they sometimes need electricity for medical treatment that they sometimes don't get. Many Palestinians lost their loved ones and houses while others are wondering around to find their loved ones some times with good luck. Over 72,000 Palestinians died in the Gaza strip in 2023.







HASS

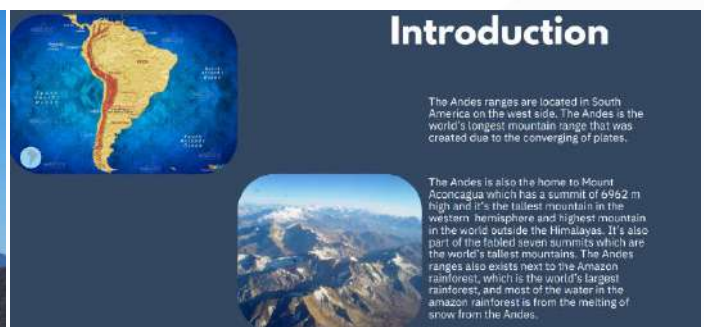
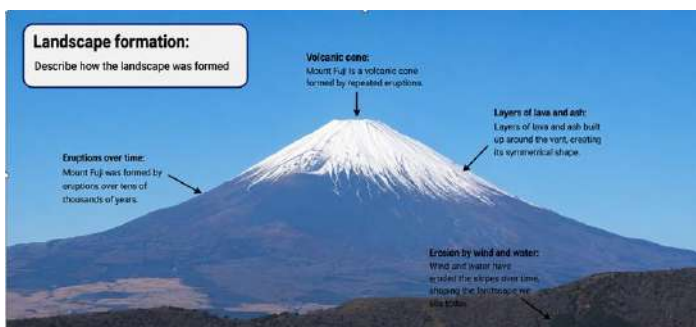
Assalamu alaikum,

This term students learned about the concepts of geomorphic activity and urbanisation.

The term began by looking at different geomorphic activity, with students focusing on tectonic plate movement and the creation of mountains in their assignments. You can enjoy parts of their work below!

They moved on by considering the human effect on the composition of landforms and landscapes around the planet, as well as geomorphic hazards, both natural and human caused and accelerated.

After learning about urbanisation as a potential geomorphic hazard, students dug deep into the social, economic, environmental factors behind moves to the big city, as well as how countries plan for an incentivise those moves.



PROTECTION OF THE LANDSCAPE

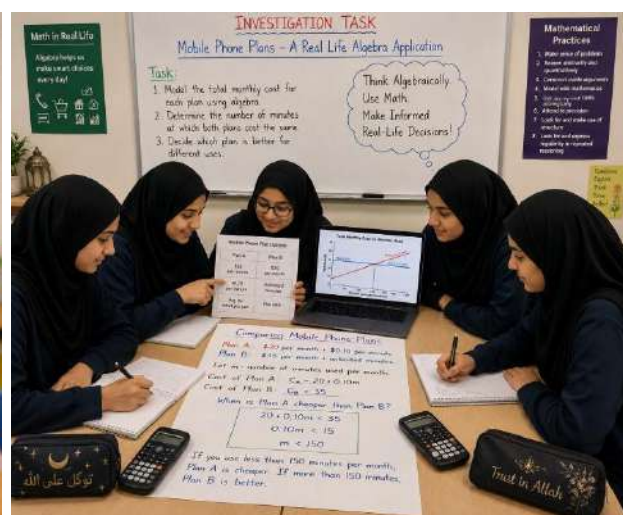
- An extremely extensive network of national governments, international conservation organizations, and loyal local indigenous communities that has all the time to look after this important sight.
- Because the mountain range spans five countries like India, Nepal, China, Bhutan, and Pakistan
- One example of an organization is Himalayan nature they are an especially important helpers and help this mountain range a huge lot



Mathematics

Assalamu alaikum,

Algebra is the language of mathematics, enabling students to describe patterns, relationships, and problem-solving strategies with precision. Mastering these skills lays the groundwork for future topics such as linear graphs, simultaneous equations, and functions. This term, our Year 8 students have been developing a strong foundation in algebraic thinking. They've explored how to represent patterns, simplify expressions, and solve equations — building confidence in their ability to reason mathematically and apply these concepts to real-world situations. In addition, students completed an engaging investigation task on mobile phone plans, applying algebraic rules to compare costs and determine the most economical options. This hands-on challenge encouraged critical thinking and practical application of their learning.



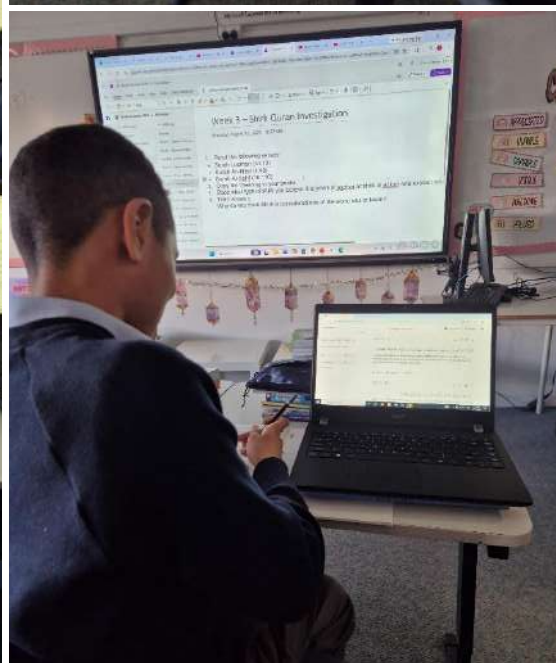
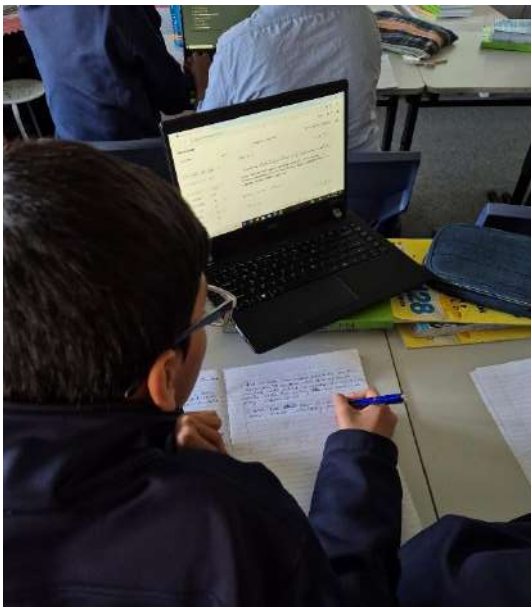


Islamic Studies

Assalamu alaikum,

Our students explored Aqeedah through the lens of the Qur'an, using it as a source of guidance, evidence, and reflection. The Year 8s examined the dangers of shirk and how Islam safeguards pure belief.

Through engaging discussions, Qur'anic evidence, and critical thinking, students developed a stronger connection to their faith and a greater appreciation for the timeless wisdom of the Qur'an.

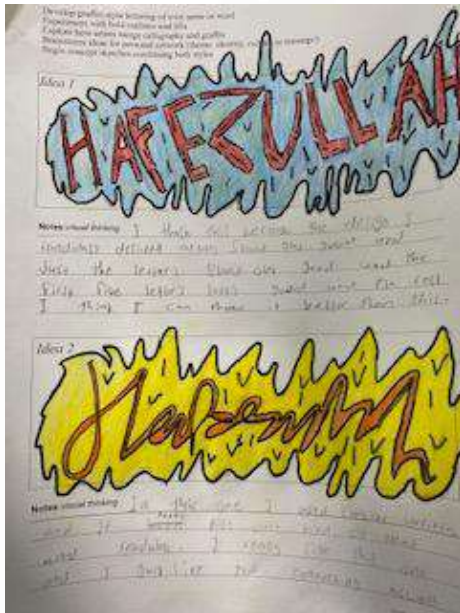




Art

Assalamu alaikum,

Year 8 students have created individual pieces of Calligraffiti Art, this term. This art feature is a combination of Calligraphy and Graffiti. This learning process was introduced to tap the creativity talent embedded in them. All students contributed fabulously in their own way. Some amazing productions are showcased below.



Ms. Christina Bella Rodrigues

Year 8 ART Teacher



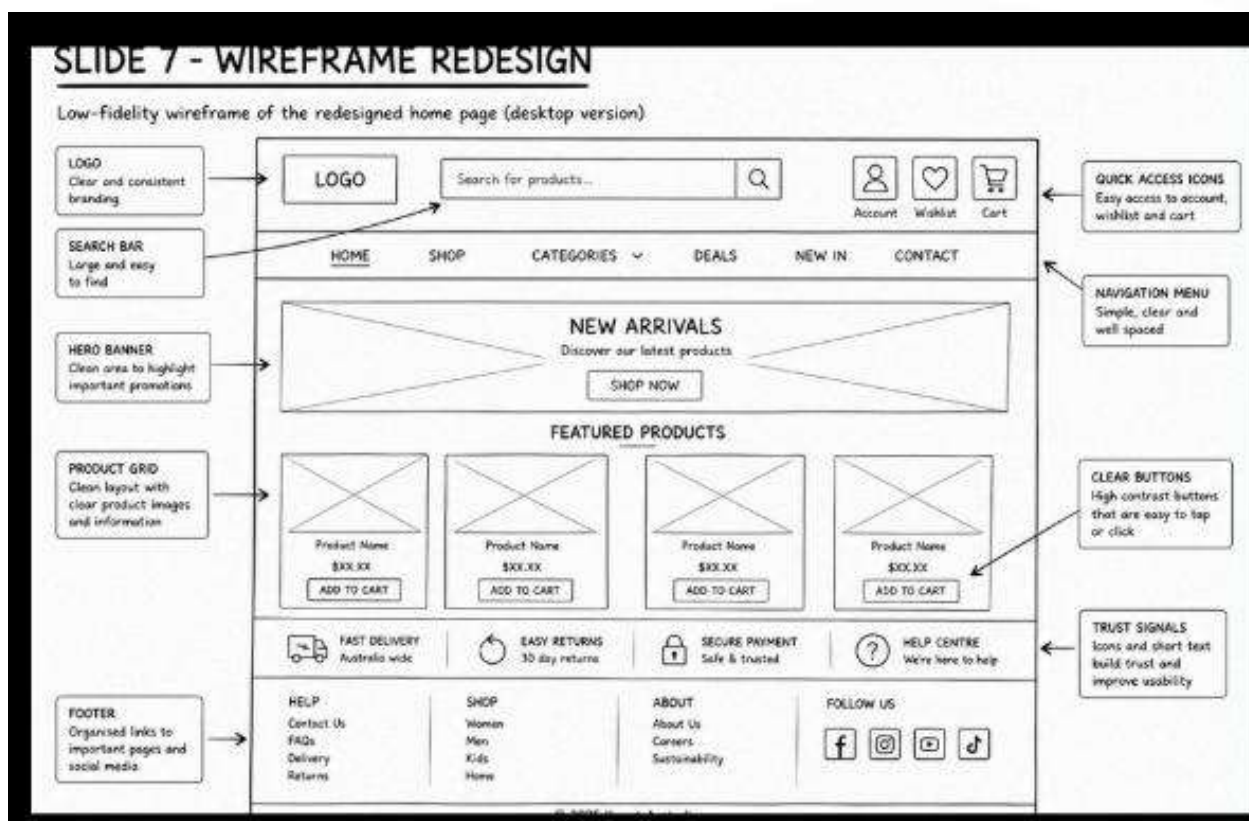
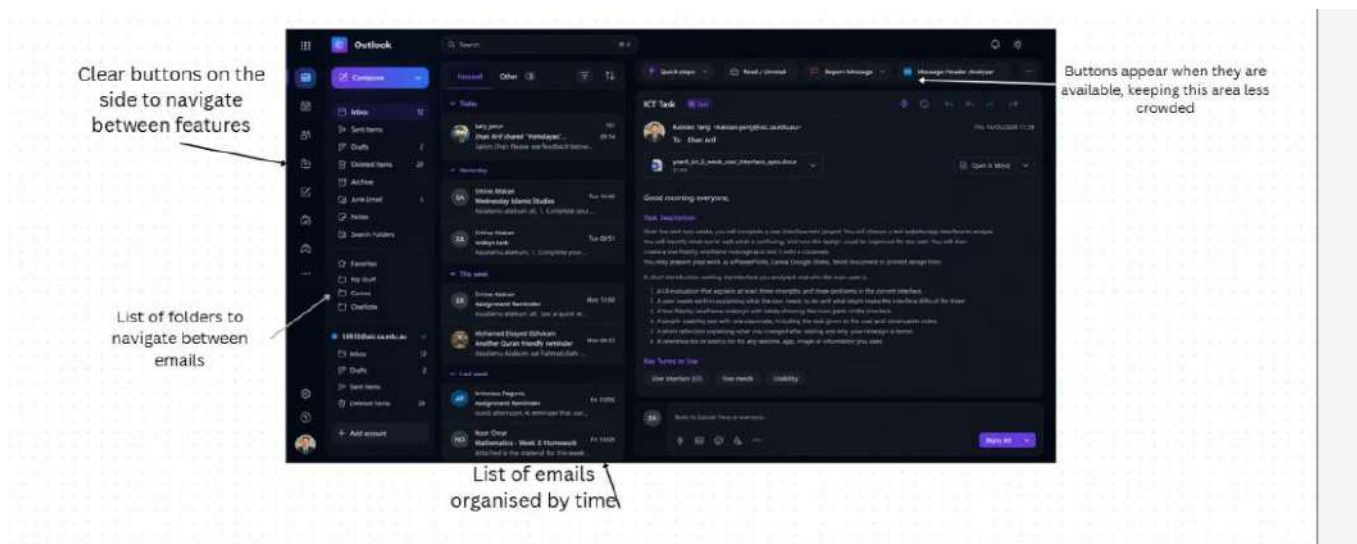


Design and Technology

Assalamu alaikum,

Year 8 students are learning the fundamentals of user interface (UI) design and website development. They are exploring how layout, colour, typography, images, and navigation can affect the overall user experience.

Students are also using HTML to create their own web pages. Through this project, they are developing practical coding skills while designing websites that are clear, functional, and visually appealing.





▶ YEAR 9

Arabic Language

Assalamu alaikum,

The Year 9 students have studied this term '*Selecting the Right Restaurant*' unit of work. They learnt the necessary terms and vocabularies to express meaning. They also explored the conjugation of the *Five Verbs*. Students will produce written texts as a reflection on their learning.

Arabic Language Teacher
Mrs Dallah



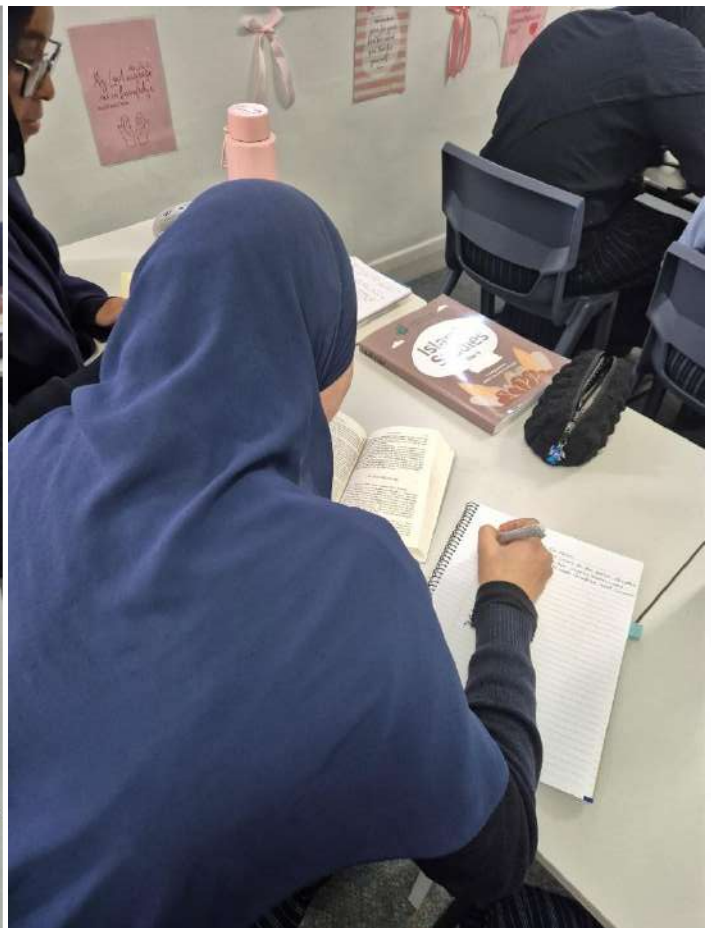


Islamic Studies

Assalamu alaikum,

What an inspiring term in Islamic Studies!

Our students explored Aqeedah through the lens of the Qur'an, using it as a source of guidance, evidence, and reflection. The Year 9s investigated the scientific miracles in the Qur'an, reflecting on how these signs strengthen our belief in Allah's greatness, knowledge, and perfect creation — deepening their understanding of Tawheed.





English

Assalamu alaikum,

The students of year 9 analyzed the term 'Intertextuality' related to different books and films. This process involved collaborative learning activities. Group discussions and research enabled individual students to create written articles on Couch Gags based on their choice. An example of their production is shown below.



Couch Gags Intertextuality
By Farrah Gadelhak



First Couch Gag

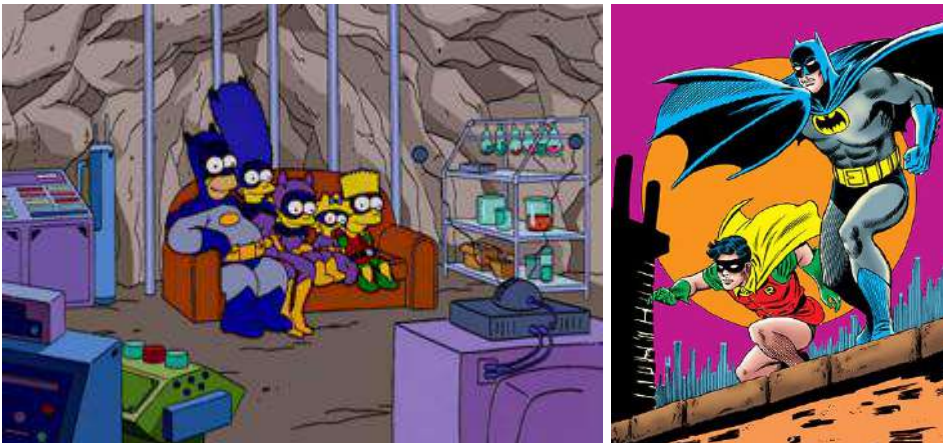
1. The image (couch gag) on the left shows the Simpson family sitting on their couch, dressed in four colourful, humorous costumes. These costumes reference the classic children's show *Teletubbies*. We see the father (Homer) dressed as the purple Teletubby, the mother (Marge) dressed as the green Teletubby, Lisa (eldest daughter) dressed as the red Teletubby, and Bart (eldest son) dressed as the yellow Teletubby.





2. This couch gag is classified as an intertextual reference because there is an original/ different series appropriated and referenced in another, with slightly reinterpreting or making a parody with the influence of the Teletubbies series.
3. They have adapted the original Simpsons scene to the intertextual text by making each Simpson family member dress in a costume referencing the original Teletubbies.
4. In this Couch gag, Maggie is shown applauding and giggling with delight as the others are dressed in Teletubby costumes. This displays that the series Teletubbies has socially made an impact on children and is a well-known kids show.
5. The Teletubbies couch gag in the Simpsons series would most likely appeal to people who have previously watched the Teletubbies, giving them a nostalgic reference, and fans of the Simpsons who enjoy comical couch gags.

Second Couch Gag



1. The image on the left is from the Simpsons, displaying a couch gag of the Simpson family dressed in costumes that relate to and reference the classic Batman, a very popular superhero who has been in the media (movies, series, books) for decades.
2. This couch gag is an intertextual example because the original Batman is being appropriated, referenced, and turned into a parody by copying the original Batman designs and turning them into an amusing couch gag. In this reference, we can even hear POW sounds and dramatic music to improve the experience for viewers.
3. They have adapted the original Simpsons scene to suit the intertextual text by dressing each character in suits that are relative to the superhero Batman and his franchise, along with adding classic superhero battle noises and dramatic music to enhance the experience.
4. There are cultural/social references in this couch gag by imitating the vibrant, superhero-like costumes and familiar battle sounds, referencing superhero culture and how it has influenced society.



5. This scene would appeal to Batman fans, giving them an exciting and classic reference to the popular character and franchise/show. This scene would also appeal to the Simpsons fans who enjoy seeing couch gags.

Third Couch Gag



1. The picture on the right, the couch gag, shows the Simpson family animated in a blocky manner, sitting on the couch with the rest of the room illustrated blocky as well. Through this, we can recognise that the classic game Minecraft is being referenced in the couch gag, even showing a creature in the game, the creeper, on the side.
2. The couch gag is an intertextual example because it adapts and represents the original game in the animation, even making the Simpsons walk on slabs in the comical manner that Minecraft characters do in the game.
3. They have adapted the original scene to suit the intertextual text by switching up the animation, behaviours/actions of the characters and the general opening scene by making everything blocky and amusing like in the game Minecraft.
4. There are cultural/social references in this example because it displays Minecraft's huge social impact on society and its classic animation and art style, especially easy to recognise among the communities who grew up with the game.
5. This couch gag would appeal the most to Minecraft fans and Gen Z/millennials who spent childhood and adolescence playing the game. Another community this can appeal to would be the Simpsons fans, providing a classic and laughable couch gag for the fans to watch.

Ms. Christina Bella Rodrigues

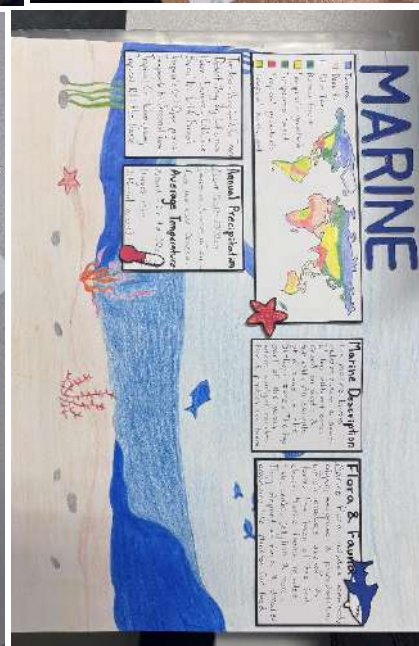
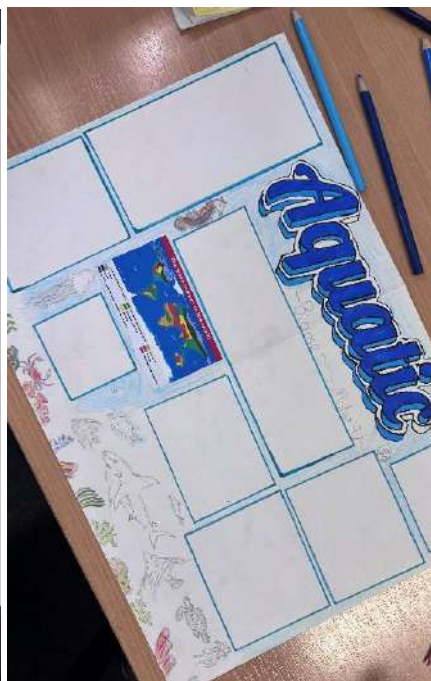
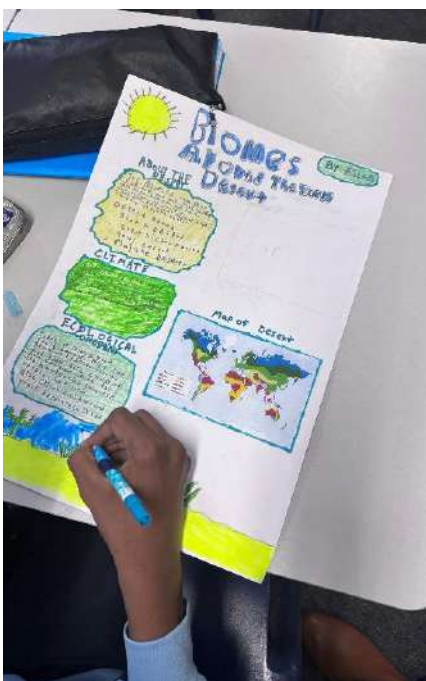
Year 9 English Teacher

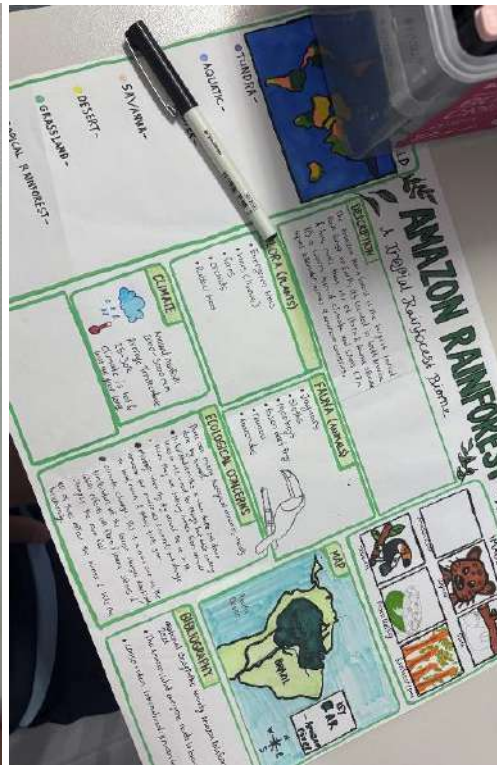


HASS

Assalamu alaikum,

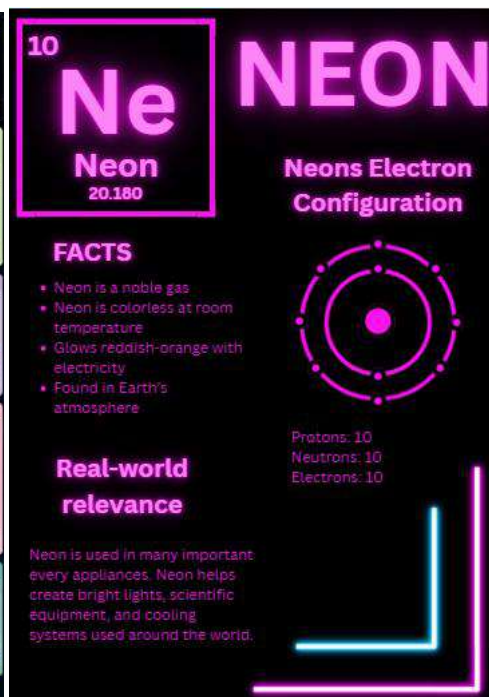
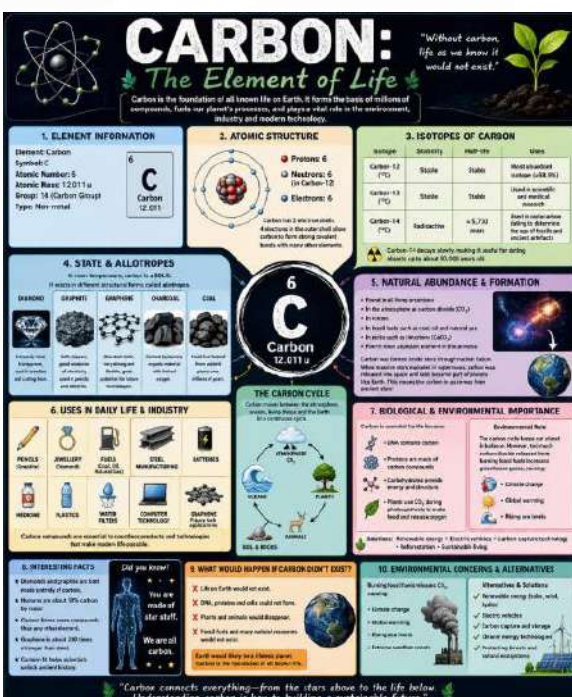
Year 9 Geography students have been investigating the world's biomes and the important role they play in supporting ecosystems and food production. Students have been creating informative posters to showcase their understanding of different biomes and the challenges of food security. As exams approach, they are consolidating their knowledge of sustainability and the importance of protecting biomes for future generations. Have a look at their progress on their posters below and look out on socials for our upcoming excursion to Monarto Safari Park.





Science

Our Year 9 Science students explored the fascinating world of chemistry this term, developing their understanding of the elements and their unique properties. As part of their learning, students created engaging and informative element posters, showcasing their creativity, research skills, and scientific knowledge. They then shared their work with peers, sparking discussion and helping each other deepen their understanding of the periodic table. It was wonderful to see so much enthusiasm, collaboration, and curiosity in the classroom.



HYDROGEN

1 H 1.008	Basic Info Element name: Hydrogen Symbol: H Atomic number: 1 Atomic mass: 1.008	Protons: 1 Electrons: 1 Neutrons: Usually 0
-------------------------------	--	---

Common isotopes and half-lives:
Hydrogen-1 is stable and has no half-life. Deuterium is stable and has no half-life. Tritium is radioactive and has a half-life of about 12 years.

Natural abundance on Earth:
Most abundant element in the universe.
Found in water and living things on Earth.

How it was formed:
Formed shortly after the Big Bang.
Created before stars and planets formed.

What would happen if hydrogen didn't exist?
There would be no water.
Stars and the Sun could not exist.
Life on Earth would not exist.

Common uses:
Fuel for rockets.
Making ammonia for fertilizers.
Fuel cells for clean energy.
Used in some industries and laboratories.

Environmental concerns or potential alternatives:
Hydrogen fuel is cleaner than fossil fuels.
Some methods of making hydrogen cause pollution.
Green hydrogen made with renewable energy is a cleaner alternative.

Biological or environmental importance:
Part of water and all living organisms.
Essential for life on Earth.
Historical significance or interesting facts:
First element on the periodic table.
Used in early airships.
Helps power the Sun through nuclear fusion.

Carbon

Carbon is one of the most commonly occurring elements in the universe. It is the backbone of living things and is an essential part of our energy system. It is one of the most important and flexible elements in the universe.

Symbol: C
Atomic Number: 6
Atomic Weight: 12.001 g/mol
Classification: Non-metallic
Periodic Table Group: 14

Discovery
Carbon was used for all of human history in the form of charcoal and diamonds, but it was recognized as an element by French chemist Antoine Lavoisier in 1789.

Common Uses
Is the main component in the fossil fuels that are used every day.
Makes the graphite that is used in lead pencils.

Fact Facts About Carbon

- Carbon cycles throughout the earth in a cycle.
- It is the backbone of living things on earth.
- It is the most versatile element.
- It is the 4th most abundant element in the universe.
- It makes up diamonds as well as graphite.

GOLD

79
Au
Gold
196.967

Basic Facts
Element Name: Gold
Symbol: Au
Atomic Number: 79
Atomic Mass: 196.97 u
Group: 11
Period: 6
Type: Transition Metal
State at Room Temperature: Solid
Colour: Shiny yellow

USES OF GOLD
Gold is used in rings, necklaces, and watches because it is shiny, valuable, and does not rust. Electronics: Gold is used in many electronic components and electrical connectors because it conducts electricity very well. Money: A gold standard. Gold bars and coins are used as valuable investments around the world.

How was gold formed?
Gold was formed during the collision of two supergiant stars billions of years ago. These collisions created heavy elements like gold before Earth was formed.

Atomic Structure
Protons: 79
Neutrons: 118
Electrons: 79
Electron Configuration: $[Xe] 4f^{14} 5d^{10} 6s^1$

NATURAL ABUNDANCE
Gold is very rare in Earth's crust. It is found at about 0.004 parts per million. Gold is naturally found in: Gold-silver ores, Quartz rock veins, Rivers and streams, The gold production country: Australia.

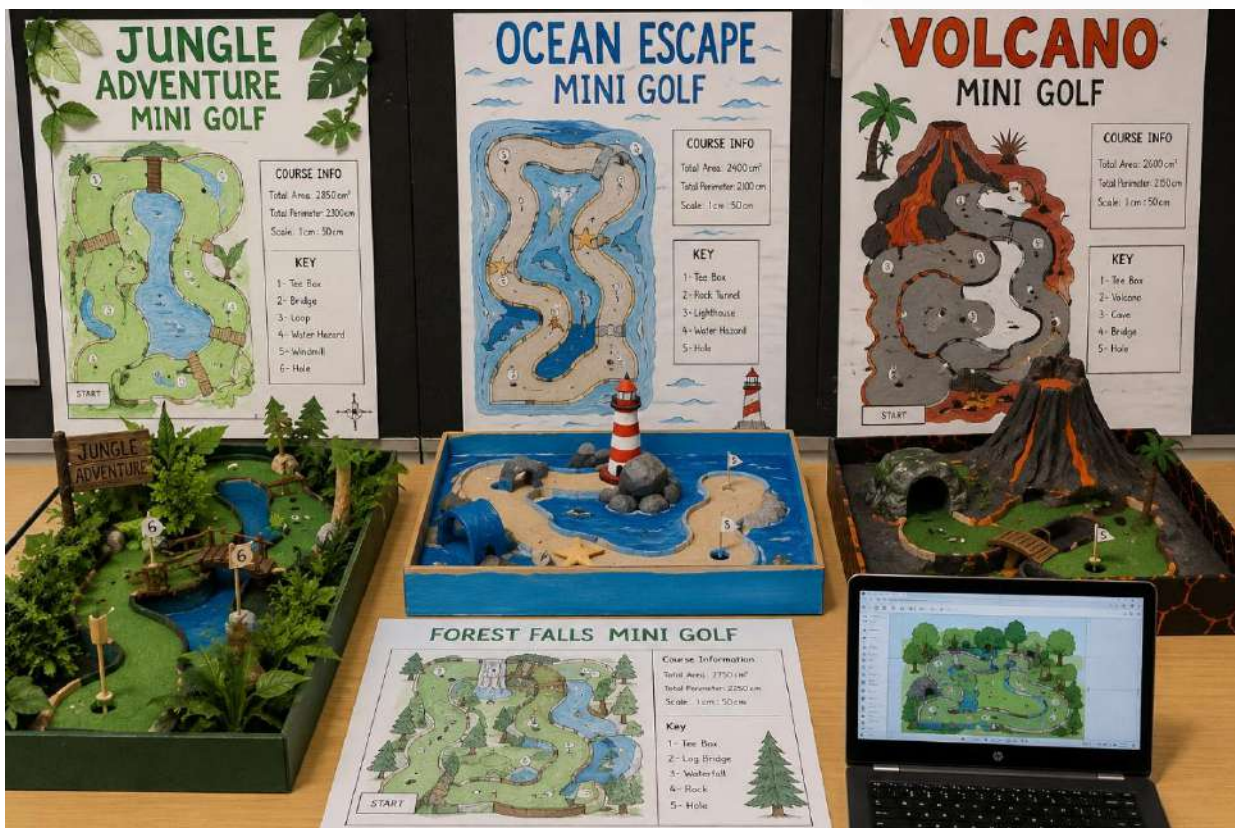
ENVIRONMENTAL CONCERNS & ALTERNATIVES
Concerns: Mining pollution, Habitat destruction, Toxic chemicals used in mining.
Alternatives & Solutions: Recycle and gold from electronics and jewelry, Use ethical mining methods, Use copper or silver in some products instead.

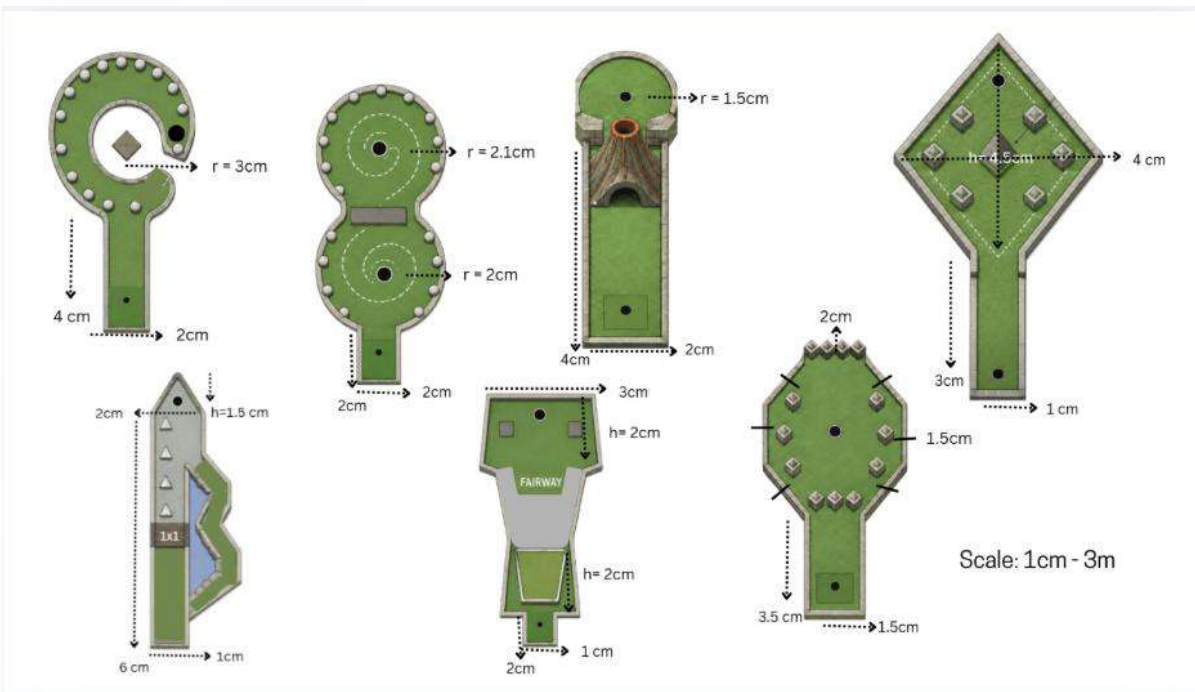
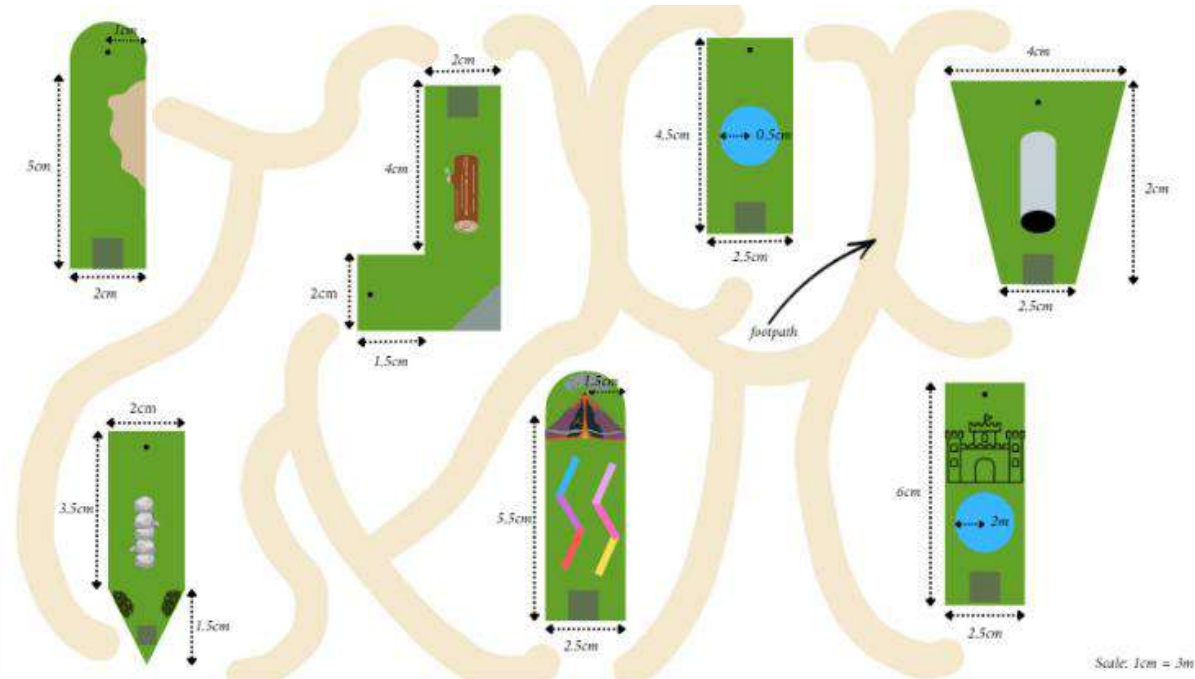
WHAT IF GOLD DIDN'T EXIST?
Jewellery would look very different. Some electronics may no longer exist. Gold rushes may never have happened. Economies would have an important investment resource. Other metals such as silver and copper would be used more often.

Mathematics

Assalamu alaikum,

Year 9 Mathematics students applied measurement concepts to design their own mini golf courses. They used area, perimeter, scale, dimensions, and budgeting to create practical course layouts. This project helped students see how mathematics is used in real-world design and problem-solving. Students demonstrated creativity, collaboration, and strong mathematical reasoning throughout the task.





Qur'an Studies – Deepening Understanding Through Reflection and Tafsir

This term, our Year 9 Qur'an Studies students engaged in a deeper study of the Qur'an through Tafsir, reflection journals, memorisation, and written analysis. Focusing on the themes and lessons of Surah Al-Haaqqa, students explored the meanings of the verses, reflected on their relevance to modern life, and recorded personal insights on how the Qur'an can guide their character and decision-making.

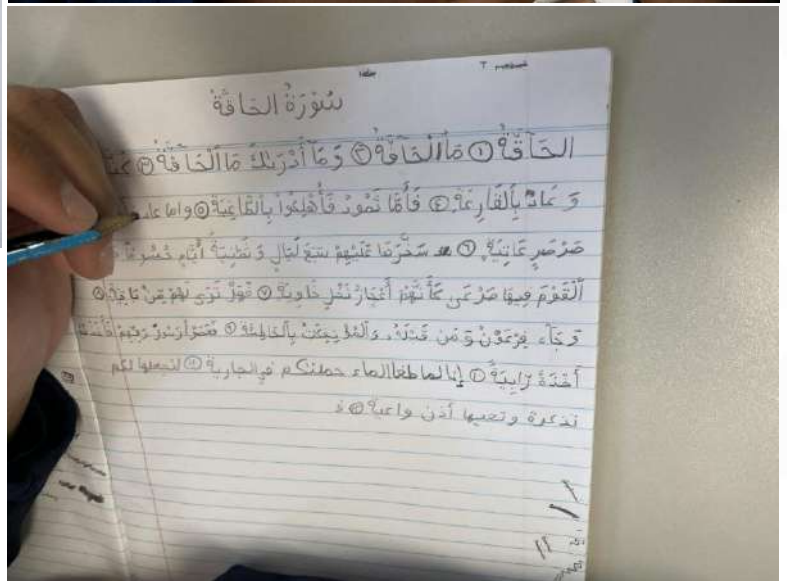
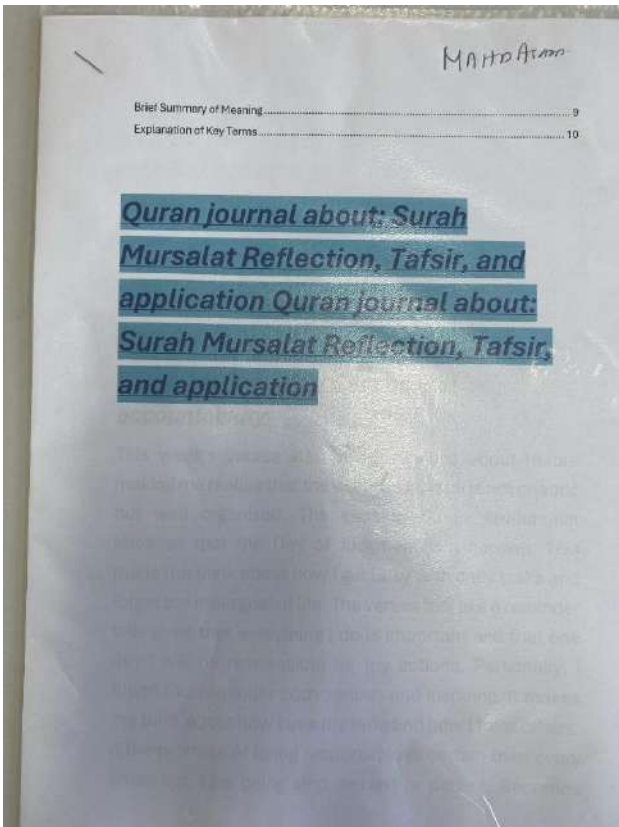




Students also continued to strengthen their Qur'an recitation and memorisation skills through regular revision, tajweed practice, and written exercises. Their work demonstrated a growing ability to connect Qur'anic teachings to everyday life while developing a greater appreciation for the wisdom, guidance, and timeless messages of the Book of Allah ﷻ.

We commend our Year 9 students for their dedication, thoughtful reflections, and commitment to building a stronger relationship with the Qur'an. May Allah ﷻ increase them in knowledge, understanding, and righteous action. Ameen

Sheikh Mohamed Elsayed





Design and Technology

Assalamu alaikum,

Year 9 students are exploring the principles of sustainable design and learning how engineers can reduce waste by selecting materials carefully and reusing resources where possible.

As part of the unit, students are designing and constructing a mini crane using recycled or reusable materials. Through this hands-on project, they are developing problem-solving, planning, measuring, and construction skills while considering how their design can be both functional and environmentally responsible.

Part A

The Problem

The Issue

Every day, our school canteen produces huge amounts of **food and packaging waste** that almost nobody notices.

Students buy food wrapped in single-use plastic. Canteen staff bin leftover meals at the end of lunch. It happens daily and the environmental cost adds up fast.

7.6M

tonnes of food wasted by Australians every year

Methane

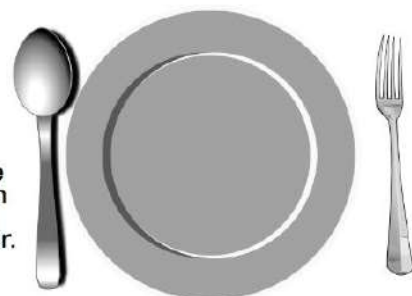
25x more potent than CO₂
from food in landfill

Plastic

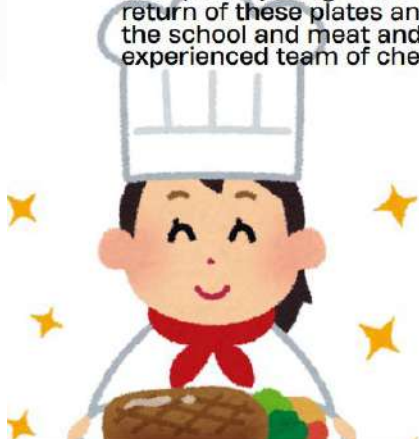
Takes 100s of years to break
down; ends up in waterways

DESIGN IDEAS

- 1 This idea involves creating a cafeteria program that has a monthly fee that can be cancelled anytime. This program uses reusable and proper utensils and plates where each user participating in the cafeteria program must ensure the return of these plates and utensils. The food will be grown in the school and meat and chicken will be sourced locally. An experienced team of chefs will work on the lunch of the user.



- 2 This idea involves the more present and common solution of using Eco-friendly takeaway containers. In terms of food growing produce in a school garden is still present, but also working with local small businesses. Meat and chicken can still be sourced locally. Experienced chefs could still be used to make the user quality food.





MIDDLE SCHOOL PE

Assalamu alaikum,

Our middle school students have been focussing on developing their volleyball skills in preparation for their School Sports SA competition early term 3. Some classes have been learning the fundamentals of European Handball.





YEAR 10

Arabic

Assalamu alaikum,

The Year 10 students have been studying very important topics, '*Balanced Diet*' and '*The Arabic Cuisine*' in order to connect with the culture of the Arabic language. They explored the texts meaning, vocabulary, terms and expressions and types of prepositions in Arabic.

Students will reflect on their learning by writing about their *favourite Arabic dishes along with the recipes*. The students will also extend their learning by organising a practical cooking lesson once the theoretical learning is completed.

Arabic Language Teacher
Mrs Dallah





English

Assalamu alaikum,

In this engaging speaking and listening task, students stepped into the role of a defence lawyer, advocating for the innocence and freedom of a well-known fairytale villain in a courtroom setting.

Students researched their chosen character and crafted persuasive speeches that presented compelling arguments and evidence in support of their defence. Addressing the court and jury, they demonstrated their understanding of persuasive language techniques while considering the villain's perspective, possible misunderstandings, and alternative interpretations of their actions.

This creative activity encouraged critical thinking, empathy, and public speaking skills, as students challenged traditional viewpoints and explored familiar stories from a new perspective.





HASS: Civics and Citizenship

Assalamu alaikum,

This term in Civics and Citizenship, students learned about different systems of government and how countries are governed. They explored Australia's system of government and compared it with other countries, looking at leadership, decision-making, and the role of citizens. Through discussions, research, and assessment tasks, students developed their critical thinking, communication, and research skills. It has been encouraging to see students build their understanding of how governments work and the importance of active citizenship.

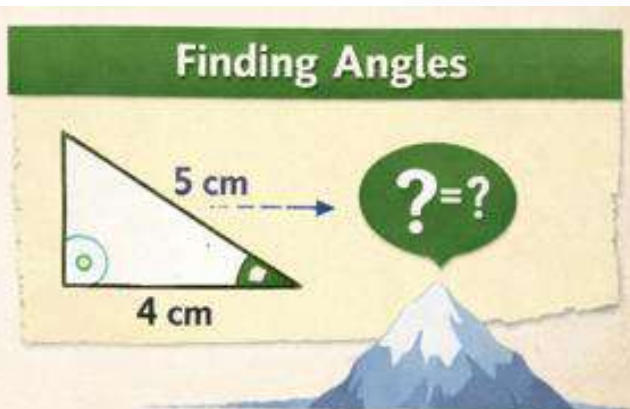
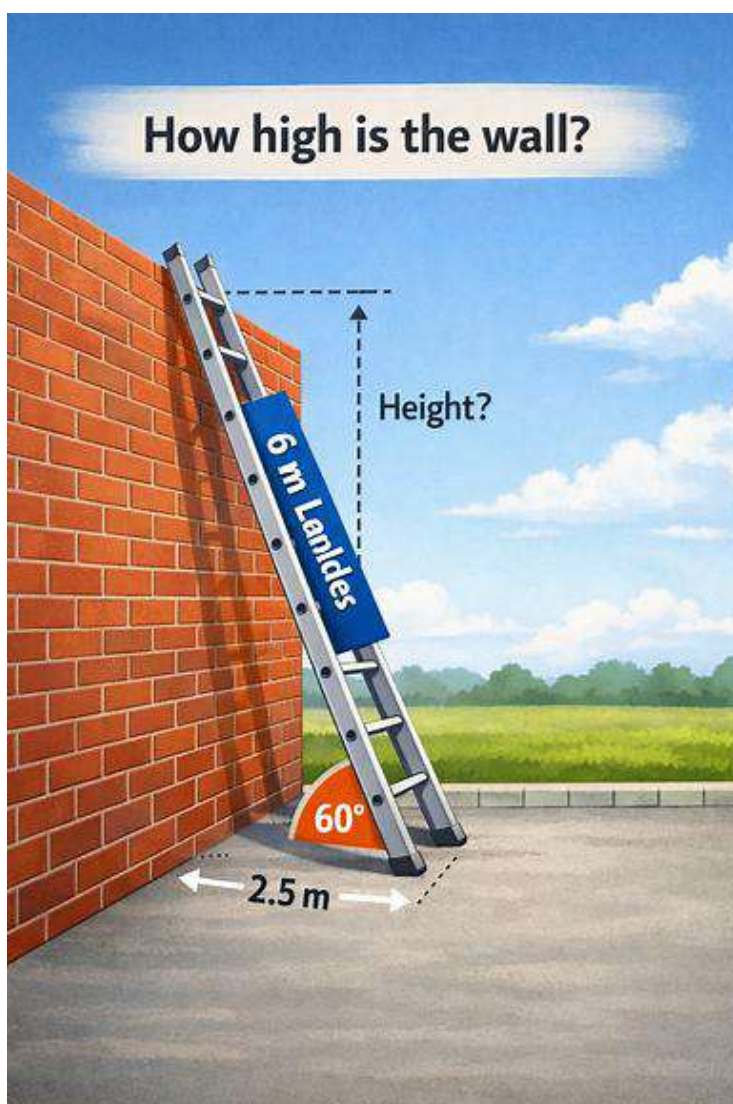
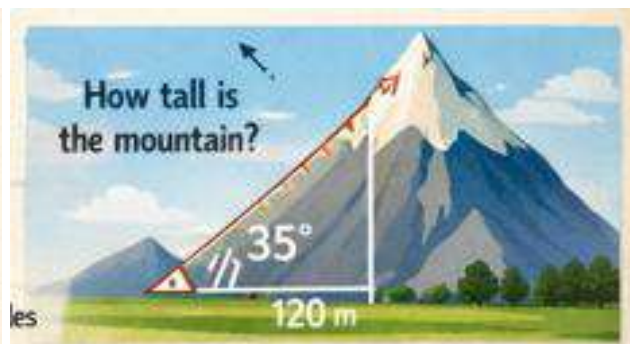
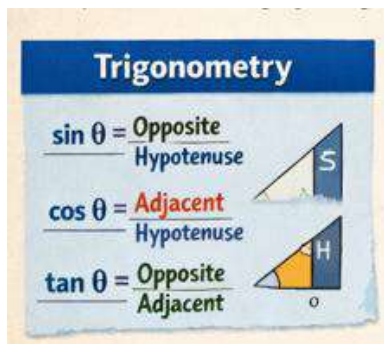
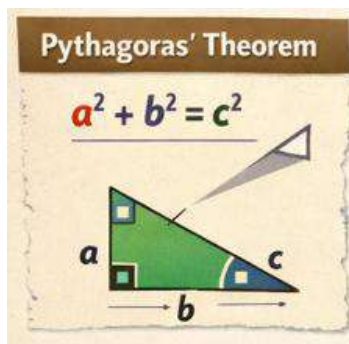




General Mathematics

Assalamu alaikum,

This term, our Year 10 students have been strengthening their geometric reasoning through two essential mathematical topics: Trigonometry and Pythagoras' Theorem. These concepts form the foundation for solving real-world problems involving heights, distances, angles, and right-angled triangles.



Qur'an Studies – Lessons in Respect, Unity, and Taqwa

This term, our Year 10 Qur'an Studies students explored the timeless guidance of Surah Al-Hujurat, focusing on the values of respect, unity, good character, and Taqwa. Through detailed reflections and creative presentations, students examined important Qur'anic teachings on avoiding suspicion, backbiting, and discrimination, while promoting brotherhood, compassion, and mutual respect.

Students reflected on how true honour in the sight of Allah ﷻ is not determined by race, culture, appearance, or social status, but by righteousness and God-consciousness. Their work demonstrated a mature understanding of how these teachings can strengthen relationships, foster inclusivity, and build a positive school and community environment.

We are proud of the thoughtful insights and personal reflections displayed by our Year 10 students as they continue to develop strong Islamic character and apply Qur'anic values in their daily lives. May Allah ﷻ increase them in Taqwa, wisdom, and noble conduct. Ameen.

Sheikh Mohamed Elsayed



Spiritualities, Religion and Meaning

Assalamu alaikum,

Our Year 10 students have recently completed their investigation into a contemporary issue, developing thoughtful insights into real-world challenges and how they connect to beliefs and values.

They are now exploring the SACE Big Idea of "Evil and Suffering", examining perspectives from Abrahamic religions, Islam, and atheist viewpoints. Students are building their understanding of how different belief systems interpret both natural and human-caused suffering.

As part of this unit, students will research a chosen example of evil and suffering and present a mini lesson to the class, comparing Islamic perspectives with another religious or non-religious view. It has been wonderful to see students engaging deeply with these big questions and confidently sharing their ideas.



God

Why does evil exist?

Many theologians of the past and present have attempted to answer the question "Why did God allow evil to exist?" According to renowned theologian *Ibn al-Qayyim*, the reasons were in the wisdoms behind why humans were created and sent to Earth. The following infographic presents a few brief wisdoms behind human creation based on *Ibn al-Qayyim*'s understanding.

1 To unveil who God is—His Attributes, and what He is capable of. Allah has many names that describe who He is: "I am Al-Wahhab." The Ever-Giving He gives humans abundantly and benefits us immeasurably, gives health and emotions and sustenance without being asked. Everyone has good in their lives that they never asked for.	2 To allow humans to become righteous by carrying out the meanings of His names and striving against evil. And what characteristics we should embody: "I am Al-Hayy." The Ever-Living He is the Only One who never rests, sleeps, or dies. Everything else has an end date except for Him. Everything in this world is temporary, all good and all evil.
"I am Al-Quddos." The Pure He is free from any imperfection, and all sublime and perfect attributes belong to Him. He is full of virtues and goodness and has no faults or shortcomings.	"I am Al-Quddos." The Pure He is free from any imperfection, and all sublime and perfect attributes belong to Him. He is full of virtues and goodness and has no faults or shortcomings.
"I am Al-Adl." The Just He is the One who judges amongst humans and is the best of judges. He is just and fair in what He says and what He does. He is the embodiment of Justice.	"I am As-Salam." The Flawless Source of Peace He is free from any imperfection and is the One who created peace and grants peace and security to all of His creation. He gives peace of heart and eradicates fear.

"I am Al-Haqq."
The Truth

His existence is the ultimate Truth, and He loves truth. He is undeniable and through Him, all truth, righteousness, and justice are revealed. His Word, Decree, and Promise are truth.

"I am Ar-Rahman."
The Entirely Merciful

His Mercy and Compassion envelops the entire creation, without us asking for it or deserving it. His Mercy knows no bounds, and He is loving to every single creature.

"I am Al-Waliyy."
The Protecting Friend

He is the Guardian who manages all affairs. He sees all and hears all, whether humans are in hardship or at ease, and He defends us and gives us special help and support.

Value life.

We learn to value the sacredness of life in this world because it is fleeting, and because He is the biggest reminder that hardships are temporary.

Be pure.

Although we are not meant to be perfect, we strive to attain purity and embody goodness of character and virtues because He is the best example of purity.

Be peaceful.

We yearn for peace and learn to work towards it, whether it be spiritual, mental, or social peace, because He inspires it in us.

Be truthful.

Knowing that His Promise is true gives solace in difficulty, and we strive to be truthful as He is for justice and righteousness, even against ourselves.

Be merciful.

We learn to have compassion for all of creation, to have beautiful ties with family, friends and animals, and to help all without being asked.

Be a friend.

We learn from the Ultimate Friend what makes a true friend, and strive to embody His qualities of love, compassion, protectiveness, and guidance in our friendships.



“

Due to [God's] love of His Names and Attributes... He commanded... them to be just, benevolent, pious, to pardon [others], magnanimous, patient, forgiving, merciful, truthful, knowledgeable, thankful, forbearing, perseverant, and to stand firm. And since God (Glorious is He) loves His Names and Attributes, the most beloved of His creatures to Him is the one who is characterized by those characteristics, which He loves.

– IBN AL-QAYYIM

3

To perfect mankind.



A person working hard to earn a living...



...will become skillful, smarter, more empathetic...



... and will better appreciate the value of what he has earned.

In the same way...



Hardship, grief, and distress in this world...



...allow people to develop into the best versions of themselves...



...and to appreciate the value of Paradise more upon return to it.

4

To manifest the best of creation.

Angels...



Angels are programmed to worship God...



...and do not have any obstacles, trials, and desires.



All angels love God because that is all they were created to do.

Humans...



Humans have intellect and free will...



...and suffer through obstacles, trials, and desires.



Some humans love God without obligation and despite all their suffering.



God shows that those humans are the best of all created beings, capable of understanding God most.

Conclusion

Why did God allow evil to exist? Ibn al-Qayyim shows that understanding the wisdom behind suffering is central to understanding why humans exist in the first place. Allah created Paradise for mankind. He has no need for any love or worship from humans, but He understands His creation the best. He always Willed to elevate humans and make them the best of creation, and sending humans to Earth was out of His ultimate Love and Wisdom. A life of trials and tribulations on Earth was meant to perfect humans and manifest the levels of righteousness, so that we could return and live in our first, perfect home with more knowledge of Him, ourselves, and with more value for God and our ultimate home.

Religion Department



STEAM

Assalamu alaikum,

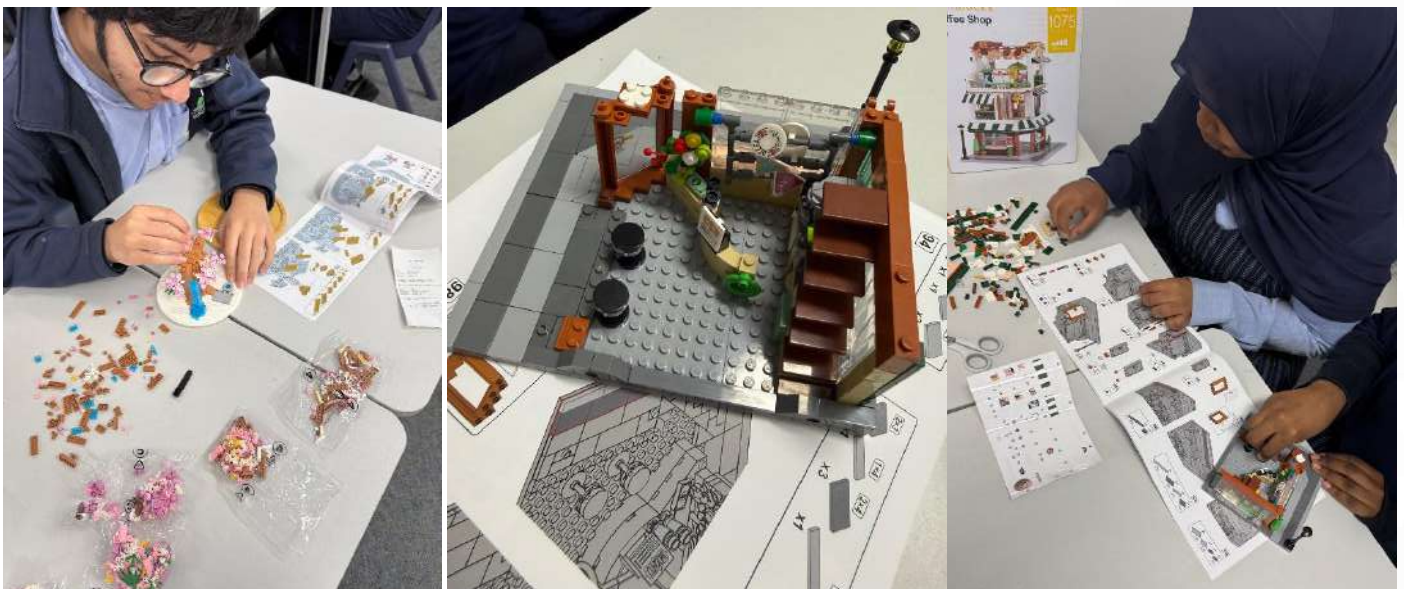
This term in Year 10 STEAM, students have been engaged in a LEGO Engineering Challenge, where they have been building complex LEGO models while developing important STEAM skills. Through careful planning, problem-solving, and collaboration, students have worked together to overcome challenges and bring their designs to life.

Beyond the technical aspects of the project, students have also had the opportunity to practise important Islamic values. Building detailed models requires sabr (patience), especially when faced with setbacks or mistakes that require adjustments and rebuilding. Students have also demonstrated ihsan (excellence) by striving to complete their work to a high standard and paying close attention to detail throughout the construction process.

The project has encouraged students to develop resilience, teamwork, and perseverance while recognising that success often comes through patience, effort, and a commitment to doing their best. We are proud of the dedication and positive attitude shown by our Year 10 students throughout this challenge.

Mrs. Ayah Merhi

STEAM Teacher

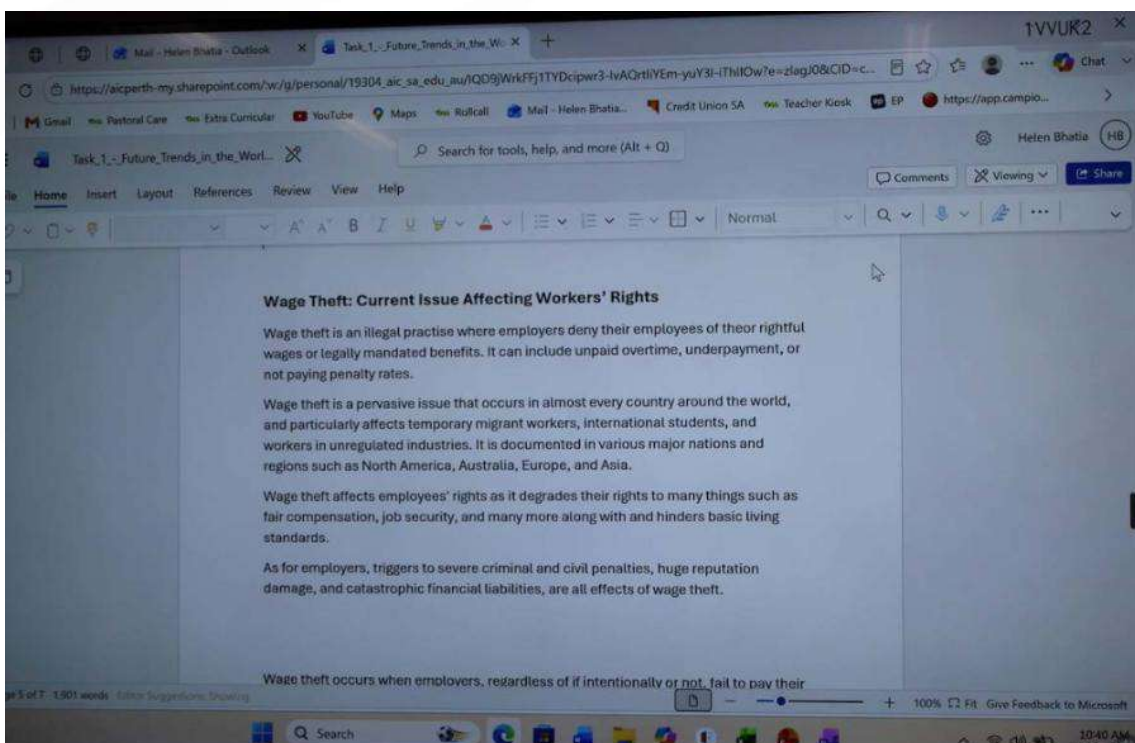




Workplace Practices

Assalamu alaikum,

Year 10 Workplace Practices students have been exploring workplace health and safety by identifying potential hazards and investigating strategies to reduce risks in a range of work environments. As part of their studies, students have also researched industry-specific government regulations and workplace safety requirements. In preparation for their upcoming Work Experience placements later this year, students are actively seeking opportunities to gain valuable insight into the world of work and develop their understanding of workplace expectations.





▶ YEAR 11

Arabic

Assalamu alaikum,

The Year 11 students completed writing and presenting the summative Text Analysis and Interaction tasks after analysing and examining various types of texts and completing many formative tasks.

Arabic Language Teacher
Mrs Dallah





English

Assalamu alaikum,

Year 11 English students engaged in a close study of Oscar Wilde's 'The Importance of Being Earnest'. Students explored ideas pertaining to relationships and how these were guided by money and class in the Victorian society. We also developed an insight into stylistic techniques particularly impactful in creating humour e.g. irony, pun, witticisms, aphorisms, paradoxes and inversion. Students completed a text response based on the play for which the results have been released.

The students are also working on their advocacy task. I am hoping that this task equips them with the skills to develop persuasive speaking and writing skills and enables them to raise voice about issues in the actual world.

Kind regards,

Benish Hussain

Accounting

Assalamu alaikum,

Year 11 Accounting students learned how to prepare stock cards using the FIFO and Identified Cost inventory valuation methods. They developed an understanding of the differences between periodic and perpetual inventory systems, including their advantages and limitations. Students also learned how to calculate inventory turnover ratios and explored strategies businesses can use to improve stock turnover. Furthermore, they developed skills in analysing and commenting on business performance by comparing current performance with past performance and industry averages.

Activating Identities and Futures (AIF)

Assalamu alaikum,

As a Stage 2 subject, Activating Identities and Futures (AIF) has been a key focus for our Year 11 students since late last year. Students are now finalising their portfolios, showcasing a diverse range of projects based on their personal interests. Topics have included creating a poetry anthology and developing a fitness program, highlighting the creativity, commitment, and independence demonstrated throughout the course.





Physics

Assalamu alaikum,

This term, Stage 1 Physics students studied Waves, exploring the properties and behaviour of transverse waves, including reflection and refraction. They developed an understanding of wave quantities such as amplitude, wavelength, frequency, period, and wave speed, and applied these concepts to explain light-related phenomena.

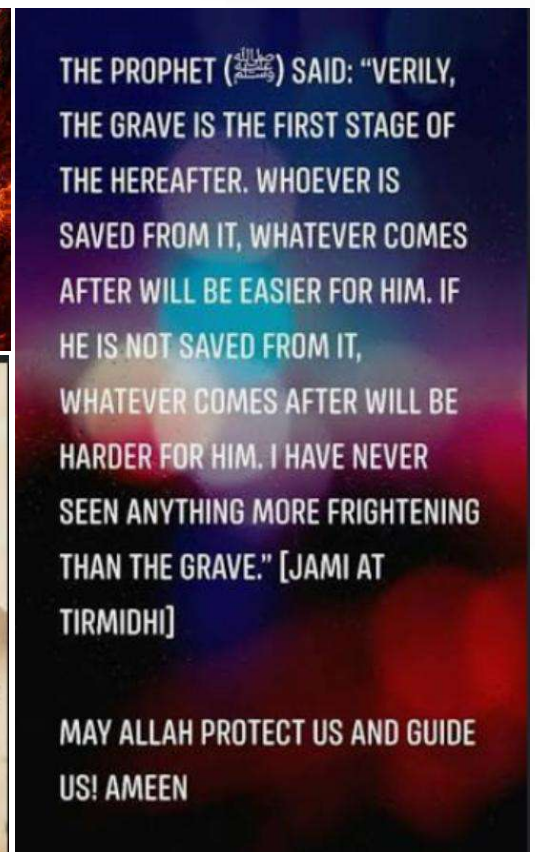
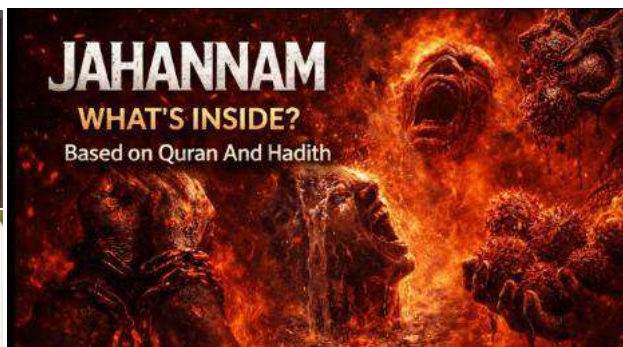
Spiritualities, Religion and Meaning

Assalamu alaikum,

Our Year 11 students have recently explored SACE Big Idea 3: **Story, Visions and Futures**, focusing on the powerful impact of **Surah 96 of the Qur'an** and how revelation has influenced individuals and communities on a global scale.

They are now moving into Big Idea 4: Spiritualities, **Religions and Ultimate Questions**, where they are deepening their understanding of key Islamic beliefs about the afterlife. This includes learning about the **Signs of the Last Days, the Trials of the Grave, Barzakh, Jannah, and Jahannam**.

Students will also be comparing the **rituals of death** in Islam, another Abrahamic religion, and a spirituality, helping them build a broader understanding of how different traditions respond to life's ultimate questions. It's wonderful to see students engaging thoughtfully with these complex and meaningful topics.



Religion Department





Essential English

Students in Stage 1 Essential English have been engaging thoughtfully with the film *Invictus*, developing their film response writing skills through a structured 700-word task. In their responses, students explored significant themes such as apartheid, leadership, and unity, demonstrating an understanding of how these ideas are represented in the film and their broader social relevance. Many students showed strong analytical thinking as they connected Nelson Mandela's leadership to the power of sport in bringing people together during a period of national division.

In addition to their film study, students have begun exploring poster analysis. They are learning to identify and discuss key elements including purpose, audience, language features, and visual conventions. This work is helping students build essential literacy skills, enabling them to interpret and respond to a variety of media texts with increasing confidence and insight.

Overall, students are making excellent progress in both written analysis and critical thinking.

Ms. Noha Hanifi

General Mathematics

Assalamu alaikum,

Year 11 General Mathematics students have been building their understanding of financial mathematics through a focus on share investments. They have explored key concepts such as dividends, capital gain, risk, and market trends, while learning how to interpret real-world data from the stock market. Students have also developed skills in calculating returns and making informed financial decisions based on different investment scenarios. As part of their learning, students are currently completing an investigation task where they analyse the performance of selected shares and evaluate the profitability of their investment choices over time. This task encourages critical thinking, data analysis, and practical application of financial concepts.

Christian Dior SE (DIOOF) ☆

111.00 +1.00 (+0.91%)

As of 30 May at 00:00:00 on GMT+2. Market open.

01 Dec 2024 - 01 Dec 2025 Historical prices Monthly

Date	Open	High	Low	Close	Adj. Close	Volume
1 Dec 2025	145.00	147.00	141.00	145.00	139.98	2
1 Nov 2025	140.00	148.00	138.00	143.00	138.05	-
1 Oct 2025	150.00	142.00	150.00	138.00	133.23	-
1 Sept 2025	118.00	121.00	114.00	120.00	115.85	-
1 Aug 2025	109.00	119.00	107.00	119.00	114.88	-
1 July 2025	106.00	116.00	106.00	112.00	108.13	-
1 June 2025	111.00	111.00	104.00	107.00	103.30	-
1 May 2025	113.00	123.00	111.00	111.00	107.15	-
26 Apr 2025				1.239634 Dividend		
1 Apr 2025	131.00	131.00	110.00	113.00	107.04	-
1 Mar 2025	158.00	158.00	153.00	153.00	125.95	-
1 Feb 2025	158.00	162.00	155.00	155.00	145.82	-
1 Jan 2025	163.00	172.00	149.00	164.00	155.34	9
3 Dec 2024				1.239634 Dividend		
1 Dec 2024	152.00	153.00	152.00	153.00	143.34	12

CUL - USD

Pricing Culture Louis Vuitton Index (^CLTBLOUIS) ☆

111.08 -0.20 (-0.00%)

As of 30 May at 12:00:00 on UTC. Market open.

01 Dec 2024 - 01 Dec 2025 Historical prices Monthly

Date	Open	High	Low	Close	Adj. Close	Volume
1 Dec 2025	112.99	0.00	0.00	111.55	111.55	9,289,692
1 Nov 2025	106.08	0.00	0.00	112.99	112.99	2,057,245
1 Oct 2025	113.78	0.00	0.00	116.40	116.40	6,532,380
1 Sept 2025	110.04	0.00	0.00	113.24	113.24	4,947,030
1 Aug 2025	104.48	0.00	0.00	109.91	109.91	4,085,481
1 July 2025	101.10	0.00	0.00	101.96	101.96	908,048
1 June 2025	100.95	0.00	0.00	101.10	101.10	1,058,335
1 May 2025	97.93	0.00	0.00	102.89	102.89	795,247
1 Apr 2025	105.10	0.00	0.00	97.90	97.90	882,024
1 Mar 2025	105.79	0.00	0.00	105.04	105.04	1,537,962
1 Feb 2025	90.59	0.00	0.00	105.79	105.79	1,128,534
1 Jan 2025	101.38	0.00	0.00	90.82	90.82	1,051,946
1 Dec 2024	96.52	0.00	0.00	101.24	101.24	1,197,257



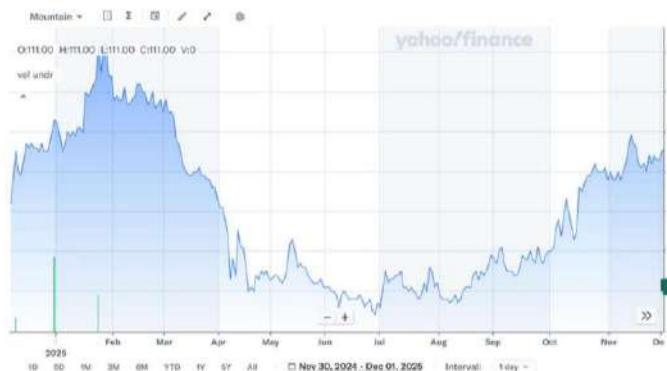


Frankfurt - Delayed Quote - EUR

Christian Dior SE (DIOO.F) ☆

111.00 +1.00 (+0.91%)

As of 20 May at 8:02:55 am GMT+2



CN - USD

Pricing Culture Louis Vuitton Index (*CLTBLOUIS) ☆

111.08 -0.20 (-0.00%)

As of 30 May at 12:00:00 am UTC. Market open.



ASX - Delayed Quote - AUD

Commonwealth Bank of Australia (CBA.AX) ☆

164.91 -0.75 (-0.46%)

As of 10:28:38 am AEST. Market open.

01 Jan 2024 - 01 Jan 2026 - Historical prices - Monthly -						
Currency in AUD						
Date	Open	High	Low	Close	Adj. Close	Volume
1 Jan 2025	152.25	151.70	151.00	152.56	153.67	32,559,084
1 Dec 2024	155.50	151.57	150.26	153.25	148.67	36,876,892
1 Nov 2024	141.85	160.27	140.40	158.58	151.98	42,308,266
1 Oct 2024	136.00	144.48	132.10	142.75	136.80	36,766,442
1 Sept 2024	139.35	145.24	133.00	135.39	129.75	52,354,635
21 Aug 2024	2.5 Dividend					
1 Aug 2024	136.21	141.34	124.68	135.50	131.30	51,323,051
1 July 2024	126.44	137.53	124.80	137.49	129.40	38,620,688
1 June 2024	120.38	129.68	120.22	127.38	119.86	45,309,279
1 May 2024	110.60	122.55	113.00	118.54	112.61	42,345,515
1 Apr 2024	120.34	120.00	109.54	114.54	107.80	35,910,102
1 Mar 2024	116.75	121.54	114.00	120.34	113.26	46,750,834
21 Feb 2024	2.15 Dividend					
1 Feb 2024	116.95	117.80	111.56	116.41	107.55	44,308,721
1 Jan 2024	111.80	116.24	110.54	117.53	108.58	40,466,421

ASX - Delayed Quote - AUD

Westpac Banking Corporation (WBC.AX) ☆

36.55 0.00 (0.00%)

As of 10:28:13 am AEST. Market open.

01 Jan 2024 - 01 Jan 2025 - Historical prices - Monthly -						
Currency in AUD						
Date	Open	High	Low	Close	Adj. Close	Volume
1 Jan 2025	32.32	33.95	31.59	33.73	31.60	74,049,058
1 Dec 2024	33.25	34.00	31.47	32.32	30.34	60,888,527
7 Nov 2024	0.76 Dividend					
1 Nov 2024	31.89	33.90	31.13	33.35	30.58	117,801,285
1 Oct 2024	31.63	32.88	29.99	32.42	29.44	101,662,388
1 Sept 2024	31.20	33.78	30.90	31.72	29.07	133,166,586
1 Aug 2024	29.91	31.24	27.51	31.24	28.63	120,364,281
1 July 2024	26.94	26.80	26.86	26.80	27.31	103,820,336
1 June 2024	26.23	27.57	26.19	27.23	24.96	110,733,124
9 May 2024	0.9 Dividend					
1 May 2024	25.65	26.05	25.62	25.98	23.04	148,963,316
1 Apr 2024	26.10	26.48	25.14	25.96	23.03	93,577,289
1 Mar 2024	26.30	27.70	25.59	26.10	23.15	188,686,480
1 Feb 2024	23.95	26.35	23.72	26.25	23.37	142,772,561
1 Jan 2024	22.90	24.18	22.52	24.18	21.45	105,670,472

Mathematics

Assalamu alaikum,

This term, Year 11 students studied Counting Techniques, including the product and sum principles, permutations, and combinations, developing their problem-solving and reasoning skills. They also explored Statistics with a focus on the Normal Distribution, learning to interpret distribution curves, calculate probabilities, and analyse real-world data using statistical methods.





YEAR 12

Arabic Language

Assalamu alaikum,

The Year 12 students started writing the In-depth Study task after intensive reading and analysis of various Arabic articles and reports.

Arabic Language Teacher
Mrs Dallah



English

Assalamu alaikum,

This term students have been working on their external task for SACE. For English, this takes the form of a comparative study and makes up 30 percent of the student's overall grade. Students have chosen different pairings from their peers and written a question to guide their study. I have been consulting with the students individually to support them with the structuring of this task and am very proud of the progress made so far. The students have also engaged in group writing of paired paragraphs to be able to follow the interlacing structure that SACE requires.

I am monitoring student progress and am excited to see their ideas being developed through the use of evidence, the analysis of stylistic techniques and evaluation of how the readers are positioned to feel for the characters. This task is an onerous undertaking, but it has been great to see students' critical and creative thinking at play while completing this task.

Kind regards,

Benish Hussain





Business Innovation

Assalamu alaikum,

During this term, Year 12 Business Innovation students independently worked on developing a Business Plan 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.

Essential English

Assalamu alaikum,

Our Stage 2 Essential English students have successfully completed their **Language Study**, exploring how language is used in real-world contexts such as social media, gaming, service industries, and more. This has helped them build strong skills in analysing how language reflects purpose, audience, and relationships.

Students are now applying these skills to their study of *The Shawshank Redemption*, examining how language in a 1940s prison setting reveals themes of **violence, victimisation, and justice**. It's been fantastic to see students making meaningful connections between their own investigations and the film as they prepare for their next assessment.

Ms. Noha Hanifi

Mathematical Methods

Assalamu alaikum,

This term, Year 12 Mathematical Methods students studied Integration and Continuous Random Variables. Students developed techniques for evaluating definite and indefinite integrals, applying integration to solve problems involving area, and analysing continuous probability distributions, including calculating probabilities and expected values.





General Mathematics

Assalamu alaikum,

Our Year 12 General Mathematics students are currently engaging with Linear Programming, developing their understanding of feasible regions and how these concepts support real-world decision-making. This week, the class also enjoyed the vibrant celebrations of Abbya Day, bringing colour, culture, and joy into our learning environment. Despite the festivities, students remained focused and dedicated, continuing to work diligently as they prepare for their upcoming Skills and Applications Task.



Biology

Assalamu alaikum,

The Year 12 Biology class used CO₂ sensors and data loggers to investigate aerobic respiration in yeast, measuring carbon dioxide production across different glucose concentrations and temperatures. Real-time graphs revealed how substrate availability and enzyme activity drive metabolic rate, with oxygen consumption and CO₂ production occurring simultaneously. The investigation mirrored real-world applications in the baking industry and compost management, where aerobic microbial activity is carefully monitored. Beyond the data, students learned the importance of calibration, replication, and controlling variables in biological experiments.







The ARTS

Visual News!

Assalamu alaikum,

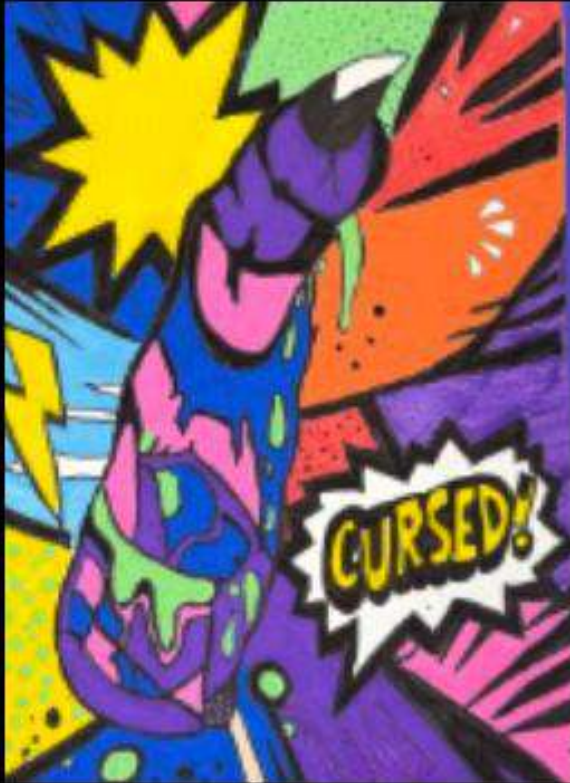
Our Year 11 Art students have been working hard on their Visual Studies, developing creativity, technical skills, and artistic understanding. Through the Year, they have explored ideas, experimented with a range of materials and techniques and investigated the work of artists. Students have strengthened skills in drawing, composition and visual problem-solving while reflecting on their creative processes. The works showcased here celebrate their dedication, growth and achievements as emerging artists.

Ms N Ernst

The Arts



Replications & Experimentation





SENIOR SCHOOL PE

Assalamu alaikum,

Our senior school students travelled to The Lights Community and Sports Centre this term and participated in the School Sport SA Basketball Competition. It was a fantastic day where our students were able to showcase their skills, teamwork and determination.

