

# TERM 3 NEWSLETTER

— 2026 —



AUSTRALIAN  
ISLAMIC COLLEGE



ADELAIDE  
COLLEGE



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## EXECUTIVE PRINCIPAL'S MESSAGE

Assalamu Alaikum wa Rahmatullahi wa Barakatuh,

Dear Parents, Guardians, and Community Members,

As we conclude Term 3 of 2026, I take this opportunity to reflect on the progress of our college, and the blessings Allah SWT has bestowed upon our community. This year has been one of renewal, growth, and strong commitment to our vision of Academic Excellence and Islamic Values for success in this life and the Hereafter.



Our students continue to shine, not only in academics but also in their embodiment of Islamic values. It is heartening to see how the integration of Quranic teachings, Islamic studies, and moral education is shaping young leaders who carry compassion, respect, and integrity into every sphere of their lives. This balance of Deen and Dunya is at the core of our mission.

A special mention goes to our Year 12 cohort, including those who are approaching their final examinations. This milestone marks the culmination of years of perseverance, sacrifice, and resilience. To all our graduating students and may Allah SWT bless your efforts, grant you clarity of mind, and reward you with success in both your studies and your future endeavours. We are confident you will continue to make your families and the entire AIC community proud.

None of this is possible without the tireless efforts of our teachers and staff, whose dedication to nurturing the academic and spiritual development of our students is truly inspiring. Your commitment, patience, and passion reflect the true spirit of service in Islam. May Allah SWT reward you for your noble contributions.

Our achievements are also a testament to the unwavering support of our parents and community members. Your encouragement, partnership, and duas remain central to the success of our college. Together, we continue to build an environment that upholds the highest standards of education while fostering the Islamic values that guide our children's lives.

As we prepare for Term 4, we look forward to new opportunities to grow, learn, and strengthen the bonds within our school community. With Allah's guidance, may the upcoming term be filled with success, tranquility, and continued unity.

May Allah SWT bless our students, staff, and families with His mercy, and may Allah SWT grant us the ability to continue our work with sincerity and excellence. Enjoy a well-deserved term break, and I look forward to welcoming everyone back for the final term of 2026, In Sha' Allah.

**Abdullah Khan OAM**

Executive Principal / CEO

Australian Islamic College (Perth) Inc.

## 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.



### Book Week Celebrations

This term, we celebrated Book Week with special assemblies for both our Primary and High School students. Book Week provides an important opportunity to recognise the power of reading and the many ways that books can enrich our lives. Reading helps students develop their vocabulary, knowledge, imagination and ability to understand different people and perspectives. We also celebrated the creativity of writing stories and the ability of writers to use words to create characters, worlds, ideas and experiences that can inspire others. Our assemblies were a wonderful opportunity to remind students that whether we are reading a story or creating our own, words have the power to inform, inspire and bring ideas to life. We thank our staff for helping make Book Week a meaningful and enjoyable celebration across the College.

### Bullying No Way! Week

This term, our school community joined with schools across Australia to recognise Bullying No Way! Week, an important opportunity to raise awareness about bullying and reinforce the importance of creating a safe, respectful and inclusive school environment. Through our Primary and High School activities and discussions, students were encouraged to understand the impact that their words and actions can have on others and to consider how they can contribute positively to our school community. As a school, we want every student to feel valued, respected and safe. Our Islamic values of compassion, courage and service remind us that we have a responsibility to look after one another, speak up when something is wrong, and treat others with kindness and respect. We encourage all students to remember that there is no place for bullying in our school community and that each of us has a role to play in making our school a safe and caring place for everyone.

### Careers and Pathways

Throughout the year, our students have had many opportunities to explore careers and future study pathways. This term, students in Years 10–12 have participated in university information sessions, career discussions and workshops, and received support with SATAC applications, subject selection and planning for further study. Year 12 students have also had individual sessions with university representatives to help them make informed decisions about their future.

These opportunities have included sessions with Adelaide University and Flinders University, the Tertiary Studies and Careers Expo, Allied Health and STEM presentations, the River Journey program, and activities exploring future careers and study options. We have also provided individual support to students and families with subject choices, university Open Days and career planning.

I am pleased that we continue to provide our students with opportunities to think about their future and make informed decisions about the pathways they may take after completing their schooling.

## Interschool Sporting Competitions

Throughout the year, our students have had many wonderful opportunities to participate in interschool sporting competitions organised by School Sport SA, the Bachar Houli Foundation and Port Adelaide Football Club. We have enjoyed some outstanding successes, with several trophies added to our collection, as well as some very close contests where our students narrowly missed out on becoming champions.

I have been particularly pleased to see the way our students have represented the College. They continue to demonstrate ability, sportsmanship, teamwork and grit, both in victory and when things do not go their way. These competitions provide valuable opportunities for students to develop confidence, resilience and character beyond the classroom.

I would like to acknowledge our teachers and leadership team for their strong commitment to supporting these opportunities and, most importantly, to thank our students for representing our school with such pride and determination.

## Key sports competitions and results throughout 2026:

- School Sport SA Senior Basketball Competition (boys undefeated until the finals, losing by 2 points)
- School Sport SA Year 7/8 5-a-Side Soccer (3rd place finish by both boys and girls teams)
- School Sport SA Senior Soccer Competition (boys champions)
- School Sport SA Senior Volleyball Competition (girls champions)
- Port Adelaide Power Intercultural Cup (boys undefeated but came 3rd place due to percentage)
- Port Adelaide Intercultural Road Safety Competition (winners for best advertisement)
- Bachar Houli Year 5-8 AFL Competition (3rd place finish)
- Bachar Houli Year 9-12 AFL Competition (3rd place finish)

## 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, 13<sup>th</sup> October 2026**, ready to continue their journey towards "Success in this life and the hereafter."

Wassalamu alaikum

**Robert Mayze**  
Principal

## ASSISTANT PRINCIPAL – PRIMARY

Salaam alaikum,

Term 3 has been another busy and productive term across our Primary School. Our students have continued to work hard in their learning, participate in assessments and demonstrate growth across all learning areas.

A highlight of the term was our Book Week celebration. It was wonderful to see the enthusiasm of our students as they dressed as book characters, participated in activities and celebrated their enjoyment of reading. Thank you to our teachers and families for helping make the celebration so successful.

Throughout the term, we have also continued our You Can Do It! program, supporting students to develop confidence, persistence, organisation, getting along and emotional resilience. We encourage families to continue discussing these important skills at home.

As we move into Term 4, we ask families to make coming to school on time a priority. Students who regularly arrive late miss valuable learning time, including the introduction of new concepts at the beginning of lessons. Even a few minutes each day can add up to a significant amount of missed learning over the term. We appreciate parents' support in ensuring students arrive at school on time and ready to learn each day.

Thank you to our families for their ongoing support and partnership. We wish everyone a safe and restful term break.

**Ms Tanya Khelwaty**

Assistant Principal – Primary

## LITERACY COORDINATOR – MIDDLE SCHOOL

**Assalamu Alaikum Dear Parents and Caregivers**

The Middle School English Department teachers came together to organise a Book Week Assembly for students from Years 7–12. The aim of the event was to celebrate Book Week and at the same time to underscore the importance of books and reading for the students. Bearing in mind the Book Week Theme for 2026 'Symphony of Stories', a short story competition was also organised for the students with winners from every year level winning prizes. The assembly itself celebrated student creativity across various forms and genres including narratives, poetry and epistolary writing. Students came dressed as their favourite characters and walked around the hall to the applause of the audience. InshaAllah, next year we hope to strengthen our Book Week tradition by sharing more pieces from the teachers and students.

Mastery of reading, writing, listening, speaking and viewing skills lays the foundation of successful learning in all subject areas. Bearing this in mind, the English teachers have been working on different aspects of literacy. To gauge student areas of weakness, PAT tests have been conducted and teachers are working on vocabulary development and writing skills to develop effective writing skills. Based upon the input from these tests, the teachers also addressed areas of weakness in their teaching to fill gaps in learning. Next term, the students will be undertaking Brightpath assessments to gauge their writing skills.

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

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

Kind regards,

**Benish Hussain**

Literacy Coordinator (Middle School)

# SACE

## Preparing for Success: Exams, Subject Choices and Work Experience

Assalamu alaikum,

As we progress through Semester 2, I would like to highlight some important upcoming events for our students and families.

### Year 11 Semester 2 Examinations – Week 7

Year 11 students will undertake their Semester 2 examinations in Week 7. Students should begin preparing early and revise all topics covered this semester. Review class notes, complete practice questions and seek help from teachers when needed.

Consistent preparation is the key to examination success.

### SACE Parent Information Night – Week 4

Our SACE Parent Information Night was successfully held in Week 4, providing parents and students with information about the SACE pathway, subjects offered, and Stage 1 and Stage 2 compulsory requirements.

Students were encouraged to choose subjects based on their interests, abilities, career goals and future study requirements, rather than simply choosing the same subjects as their friends. Careful subject selection can support future university, TAFE, VET and employment pathways.

### Year 10 Work Experience – Term 4, Week 1

Year 10 students will undertake work experience in Week 1 of Term 4. Students should select a workplace that reflects their interests and future career goals and organise their placement as early as possible.

During work experience, students should be punctual, follow instructions, communicate respectfully and give their best effort. A positive experience can help develop valuable employability skills and may provide students with a future employment referee.

I encourage all students to make the most of these opportunities and continue working towards their future goals.

**Mrs. Vincent**

SACE Coordinator

# CAREER COUNSELLOR AND VET COORDINATOR

## Careers Morning for Senior School Students

Assalaamoalaikum Dear Parents and Caregivers,

This term has centred around university admissions and completion of SATAC applications. We have been supporting our students with ordering their preferences and submitting other documentation. To help guide these choices, students had 1-1 sessions with university representatives, attended university open days and engaged in personal consultation with me.

A Uni Morning was also organised on school premises on Wednesday, 29th July. The aim of this event was to put our Year 10, 11 and 12 students in touch with university and TAFE representatives and to help them determine future directions.

The morning commenced with presentations from career advisors from Adelaide University, and Flinders University followed by TAFESA. The focus of the presentations was informing students about new and popular courses, when to apply, admission pre-requisites to fulfil and support services on offer. The advisors also informed the audience about how these courses linked with the industry, the employment rates and how they offer a cutting edge over other similar courses. These guest speakers then stayed on to meet students individually and answer their many insightful questions and queries.

The students benefited from the event and pointed out that the presentations helped them make more informed choices in the light of current trends. They also said that it gave them the background knowledge not only to understand their course choices but also narrow down their choices.

Overall, the term has been a very productive one for the students.

Kind regards,

**Benish Hussain**

Career Counsellor and VET Coordinator



## RECEPTION

Assalamu Alaikum Dear Parents,

Term 3 has been a wonderful term filled with learning, exploration and hands-on experiences.

Students have made great progress in reading and writing, particularly with high-frequency words, sentence writing and applying phonics rules when reading. In Mathematics, students developed their understanding of addition and subtraction using a variety of strategies and methods.

In Science, students explored the concept of movement and developed their critical-thinking and investigation skills. They also explored special places, discussing what makes a place meaningful and learning through outdoor experiences.

Our buddy class activities also provided opportunities for students to build friendships, communicate, collaborate and learn from others.

It has been a rewarding term, and we are very proud of the students' progress and enthusiasm for learning. Thank you to all parents for your continued support and partnership in your child's learning journey.

Regards and salaams

**Mrs Shaikh**





## YEAR 1

Term 3 has been a fun-filled term of investigation, questioning and hypothesising in Year 1! In History, students explored the past, learning how life was different and how we can use sources to find out about people and events from long ago. In Geography, students discovered the continents and oceans of the world, developing their understanding of where places are located and how our world is connected. In Science, students investigated light and sound, exploring how they are produced, how they travel and how they can be changed. It has been wonderful to see students' curiosity grow as they asked questions, made predictions, tested ideas and shared their discoveries.



## YEAR 2A

Term 3 2026 – Learning Through Hands-On Exploration!

Our students brought Maths and Science to life through hands-on learning! They practised telling time using hands-on clocks and explored sound by experimenting with different ways to make sounds, scraping, striking, blowing and shaking. Learning is always more exciting when we can see, touch, explore and discover!

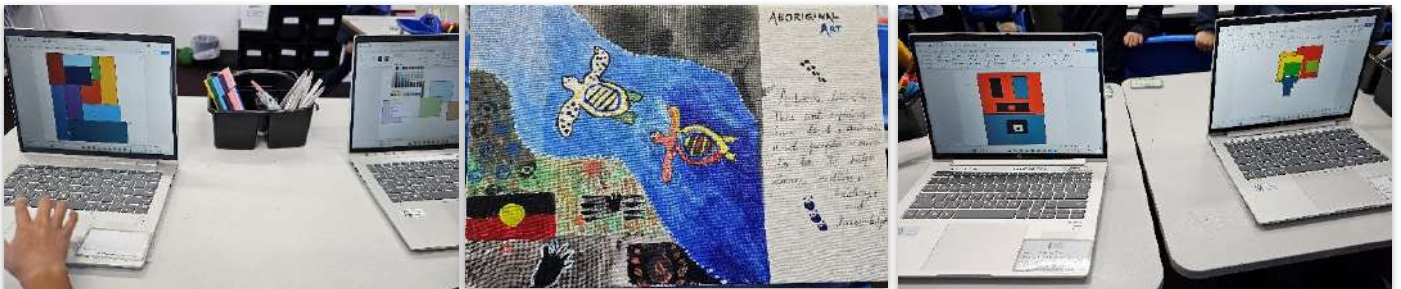


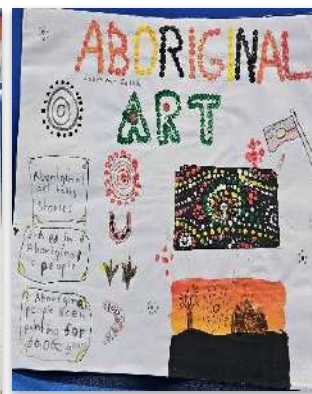
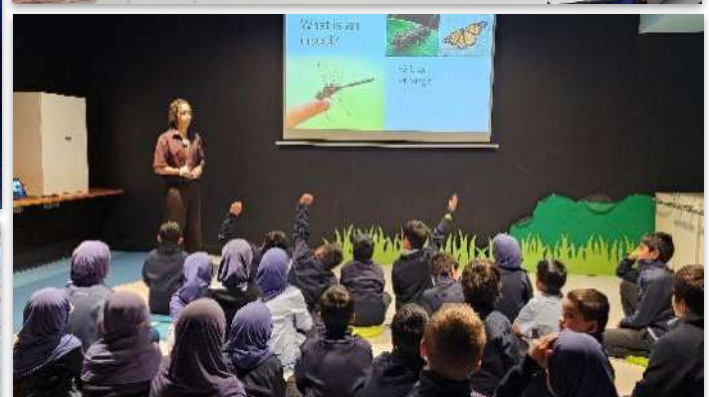
# YEAR 2/3 Composite

Asslam u Alaikum

Our Year 2/3 students have been busy exploring STEAM through a range of creative and meaningful projects. This term, they designed their own cereal boxes, created Aboriginal cultural aspect posters, and used digital tools to produce impressive pieces of media art.

These activities brought together learning from HASS, Media Arts, and Digital Technologies, giving students the chance to apply design thinking, express their creativity, and showcase their growing confidence as young creators. We are so proud of the imagination and effort shining through every piece of work.



## Excursion

Our students had a wonderful learning experience during their visit to the **South Australian Museum**. They explored a range of fascinating exhibits and deepened their understanding across Science and HASS.

Students learned how to **identify different insects**, investigated **animal habitats**, and observed a variety of **rocks and minerals from Earth and outer space**. They also enjoyed visiting the **Aboriginal Cultures Gallery**, where they gained insight into Australia's rich First Nations history and traditions.

It was an engaging and educational excursion that sparked curiosity and encouraged students to make meaningful connections to their classroom learning.



## Book week

Students had a fantastic time celebrating Book Week by dressing up as their favourite book characters and immersing themselves in a wide range of stories throughout the week. They enjoyed reading many books, writing thoughtful book reviews, and creating a beautiful collage to showcase their learning and creativity. It was a wonderful celebration of reading, imagination, and the joy of books.



As we come to the end of this action-packed term, we are incredibly proud of the enthusiasm, creativity, and resilience our students have shown. From excursions and STEAM projects to Book Week celebrations, science investigations, and hands-on learning across all subjects, it has truly been a term filled with growth and memorable experiences.

Kind regards  
Mrs. Qudsia Haider

## YEAR 3A

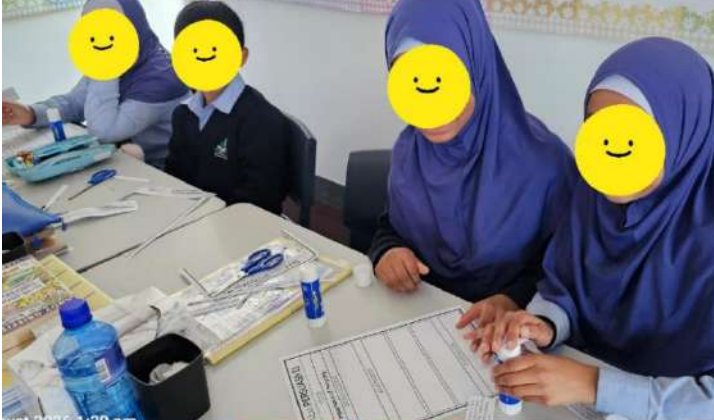
Assalamu alaikum,

It's been a busy and exciting few weeks in Year 3A! From bringing ideas to life through Scratch coding and getting creative with hands-on projects, to enjoying a good book and heading out on an exciting SA Museum excursion, there has been plenty happening!

Whether we're coding, 📖 reading, creating or exploring beyond the classroom, we've been learning, collaborating and making some wonderful memories along the way!

Year 3A Teacher  
**Miss Reddy**





## YEAR 4A

Assalamu Aleikom dear families,

It has been another busy and rewarding few weeks in Year 4, with students continuing to work hard across all learning areas and enjoying a range of exciting experiences along the way. We are very proud of the enthusiasm, effort and curiosity they continue to show both in the classroom and beyond.

### Book Week

Our Year 4A students looked amazing in their Book Week costumes, and it was wonderful to see so many favourite characters come to life! During our Book Week assembly, students also presented their Book Pitches, using their persuasive skills to convince others why their chosen books were worth reading. We were so proud of their confidence, creativity and enthusiasm.



**Mikayla B.** Dragon Girls



Click the speaker to play



LOOK FOR THESE TOO



**MY BOOK PITCH**

Have you ever read a book so interesting that you zoomed through the series and wondered what to read next? Dragon Girls by Maddy Mars is full of magical adventures, mystical dragons and puzzles that need to be solved. Without a doubt, the Dragon Girls series would be highly loved and enjoyed by all young readers because the brave characters go through extreme challenges, learn to be part of a team and show loyalty in their friendships.

One reason these books are so engaging is the extreme challenges that the dragons face on an everyday basis. This can be seen when Azmina almost tumbled down a burning-hot volcano and her loyal friends worked together to rescue her. These extreme challenges make the reader interested in continuing the book and enjoying the suspenseful moments.

Therefore, these unexpected events make this series deserve to be on everyone's bookshelf. Come on, what are you waiting for? Join the Dragon Girls club!



**MY BOOK PITCH**

Have you ever read a book so good you couldn't put it down? Dog Man by Dav Pilkey is a captivating story about a curious, brave dog. Without a doubt, Dog Man is the best book ever and everyone should read it because it will keep you entertained from start to finish; Dav Pilkey's humorous writing makes you want to come back for more, and the comic-style pictures make it easy to understand.

**READING QUOTE**  
Reading makes you smart!

One key benefit is that Dog Man will keep you entertained until the end. This encourages students to read more and improve their reading and writing. As a result, students can become stronger readers and learners. For this reason, engaging stories like Dog Man are important for young readers.

So, what are you waiting for? If you like funny books with lots of action, you should definitely read Dog Man.

## SA Museum Excursion

Students had a fantastic day exploring the South Australian Museum and taking part in a range of hands-on learning experiences. During an insect scavenger hunt, they observed different features to help identify and classify insects such as beetles, flies and bees. They also enjoyed a STEM activity exploring Aboriginal fish traps, learning how First Nations peoples used knowledge of the natural environment to design effective ways of catching fish.







## Picasso-Inspired Cubism Portraits

Year 4A students showed off their artistic skills by creating colourful portraits inspired by Pablo Picasso and Cubism. They experimented with bold shapes, colours and unusual perspectives, combining both front and side views of a face within the same artwork. The students had lots of fun creating their unique and wonderfully expressive portraits!



## YEAR 4B

Assalamualaikum Dear Parents,

Year 4B students have enjoyed a creative and exciting Term 3. Students celebrated Book Week with engaging activities, created impressive environmental dioramas to represent different habitats, and explored the artwork of Frida Kahlo, creating their own colourful portraits inspired by her unique style.

Kind regards,  
**Ms Safi**  
 Year 4B Teacher





## YEAR 5A

Our Year 5 students recently explored the exciting world of robotics and engineering using LEGO WeDo 2.0. Working in groups, students built and programmed models using block-based coding on iPads, including the Spy Robot, Glowing Snail, Milo the Science Rover and Pull-Robot.

Through these hands-on activities, students explored gears, motors, sensors, force and movement while developing their coding, problem-solving and teamwork skills. Students enjoyed building, testing, troubleshooting and refining their creations as they brought their ideas to life!

It was fantastic to see our Year 5 students demonstrating creativity, collaboration and perseverance as they discovered that small builders can have big ideas!



## YEAR 5B

Our Year 5 class had a fantastic time celebrating Book Week this year!

Students enjoyed dressing up as their favourite book characters and sharing their love of reading with their classmates. The celebrations continued with a fun and competitive Book Week quiz, where everyone put their knowledge to the test!

It was wonderful to see so much creativity, enthusiasm and excitement for books and reading. What a fun way to celebrate the joy of stories!



## YEAR 5C

### Spotlight on English: Scooping Up the Music of Words

Term 3 opened with a question: what is poetry, and why do so many people avoid it? Year 5C soon discovered that poetry is not a set of rules to fear but the music of words, flexible, personal and a great deal of fun. Our poetry unit began with the essentials of structure, rhythm, rhyme, sound devices and figurative language, then introduced the clerihew: a witty four-line poem about a person, with lines one and two rhyming and lines three and four rhyming.



### Seven Scoops of Poetry: The Foldable Activity

With the foundations in place, students explored seven poetic forms through our ice-cream-themed Types of Poetry foldable. Each scoop captured a different form: the clerihew, the diamond-shaped diamante, the haiku with its 5-7-5 syllable pattern, the bouncy limerick, shape poetry, the story-telling ballad and the celebratory ode. Students cut, folded and assembled their own reference guides in their English books, and the classroom hummed with the quiet focus of learners building something they would use for weeks to come.



## The Poetry Scoop Station

At our Poetry Scoop Station, every student built a "poetry sundae" by choosing three forms and explaining one important feature of each to a partner. This simple routine strengthened reading comprehension, vocabulary, and speaking and listening skills, while handing students real ownership of their learning. Explaining a haiku to a friend, it turns out, is one of the best ways to understand one.



## Proud Poets and Our Poetry Talent Board

The highlight was the writing itself. Using our Ice-Cream Poetry Templates, students composed original clerihews, haiku and diamante poems and presented them to the class with growing confidence. Their work now fills our Poetry Talent Board, a vibrant gallery that celebrates every voice in 5C. Watching students who once said "I can't write poems" read their work aloud was, without question, one of the great joys of the term.



## Spotlight on Technology: LEGO Robotics in Action

Small builders, big ideas. This term Year 5C stepped into the world of robotics using LEGO WeDo 2.0, combining hands-on construction with block-based coding on iPads. Working in pairs, students built and programmed a series of models, each introducing a new engineering concept: the Spy Robot that moves and looks around, the Glowing Snail that lights up, Milo the Science Rover with its gears and motors, Milo's Motion Sensor and Tilt Sensor that detect and respond to the world, and the Pull-Robot that explores force and movement.



## Engineers in Training

The learning ran far deeper than the models themselves. Students read technical diagrams, sequenced instructions, debugged programs that did not behave as expected, and explained their thinking to peers. They planned, tested, failed and tried again. These are the habits of engineers and problem-solvers, and 5C embraced them with remarkable enthusiasm, developing creativity, teamwork, coding and digital technology skills along the way.





## Spotlight on HASS: Lessons from the Dust Bowl

How does the way we treat the land come back to shape our lives? Year 5C confronted this question through a study of the Dust Bowl, one of the most dramatic environmental events of the twentieth century. During the 1930s, years of severe drought combined with decades of over-farming stripped the protective grasses from the Great Plains of the United States. Loose topsoil rose into towering "black blizzards" that buried farms, darkened skies and forced hundreds of thousands of families to leave their homes.

Students examined photographs and first-hand accounts, mapped the affected regions and traced the chain of cause and effect that turned a farming heartland into a wasteland. Most importantly, they investigated the recovery: how new farming practices, tree planting and soil conservation slowly restored the land. Discussion turned naturally to Australia, where drought, soil erosion and land management remain pressing issues. The conclusion was clear: human choices matter, and small, consistent actions taken by many people can repair enormous damage. That conclusion led directly to our next activity.

## Our Earth Promises: Small Promises, Big Change

Inspired by the Dust Bowl, Year 5C committed to becoming Earth Heroes. Each student reflected on one meaningful, achievable action they could take to protect the environment, wrote it on a paper leaf, and added it to our classroom Promise Tree.



The promises were thoughtful and heartfelt. Students pledged to plant native flowers for bees and butterflies, to care for trees, to reuse, repair or donate items instead of throwing them away, to pick up litter, to save water, and to kindly remind others to care for the environment. Each leaf represents a personal commitment, and together the tree stands as a visible reminder that small promises truly can make a big difference.



### A Note from Mrs Khan

I am incredibly proud of the curiosity, creativity and care Year 5C brought to Term 3. From poetry to robotics to the promises on our tree, every student showed growth, not only in knowledge but in confidence, collaboration and responsibility for the world around them. Thank you, as always, for your support at home. The sparks are well and truly lit, and 5C is ready for Term 4!

Warm regards,

**Mrs Aisha Khan**

Year 5C Classroom Teacher

## YEAR 6A

This term, Year 6A embarked on an exciting and educational journey to learn about some of the world's most fascinating natural disasters. Through research, teamwork, creativity, and hands-on learning, students designed and built impressive models that brought their learning to life.

Working in small groups, students investigated a range of natural phenomena, including volcanoes, droughts, tsunamis, cyclones, tornadoes, and snow blizzards. Each group explored the causes, impacts, and safety measures associated with their chosen disaster before creating detailed models to demonstrate their understanding.

The volcano models were a particular highlight, with students showcasing erupting mountains complete with lava flows and realistic landscapes. Other groups creatively represented the devastating effects of drought on communities and the environment, while tsunami models illustrated the immense power of ocean waves and their impact on coastal areas.

The cyclone and tornado projects impressed everyone with their swirling structures and explanations of how these powerful weather systems develop. Meanwhile, the snow blizzard models captured the harsh conditions experienced in cold climates, demonstrating how extreme weather can affect people, transport, and wildlife.

Throughout the project, students developed valuable skills in research, problem-solving, communication, and collaboration. They proudly presented their models to classmates, confidently explaining the science behind each natural disaster and answering questions from their audience.

Year 6A should be commended for their enthusiasm, creativity, and dedication. The project was a fantastic opportunity for students to combine science, geography, and design skills while gaining a deeper understanding of the powerful forces that shape our planet.

We are incredibly proud of the effort and imagination displayed by all students and look forward to seeing what Year 6A accomplishes next term!

**Mr Azeem Ali**  
YR 6A





## YEAR 6B

Assalamu alaikum,

Students had a wonderful time creating their very own Galaxy in a Jar! They explored colours, creativity and science as they layered different materials to create beautiful, swirling galaxy effects. It was a fun and engaging hands-on activity that allowed students to express their creativity while learning through discovery.



## PRIMARY SCHOOL

### Arabic

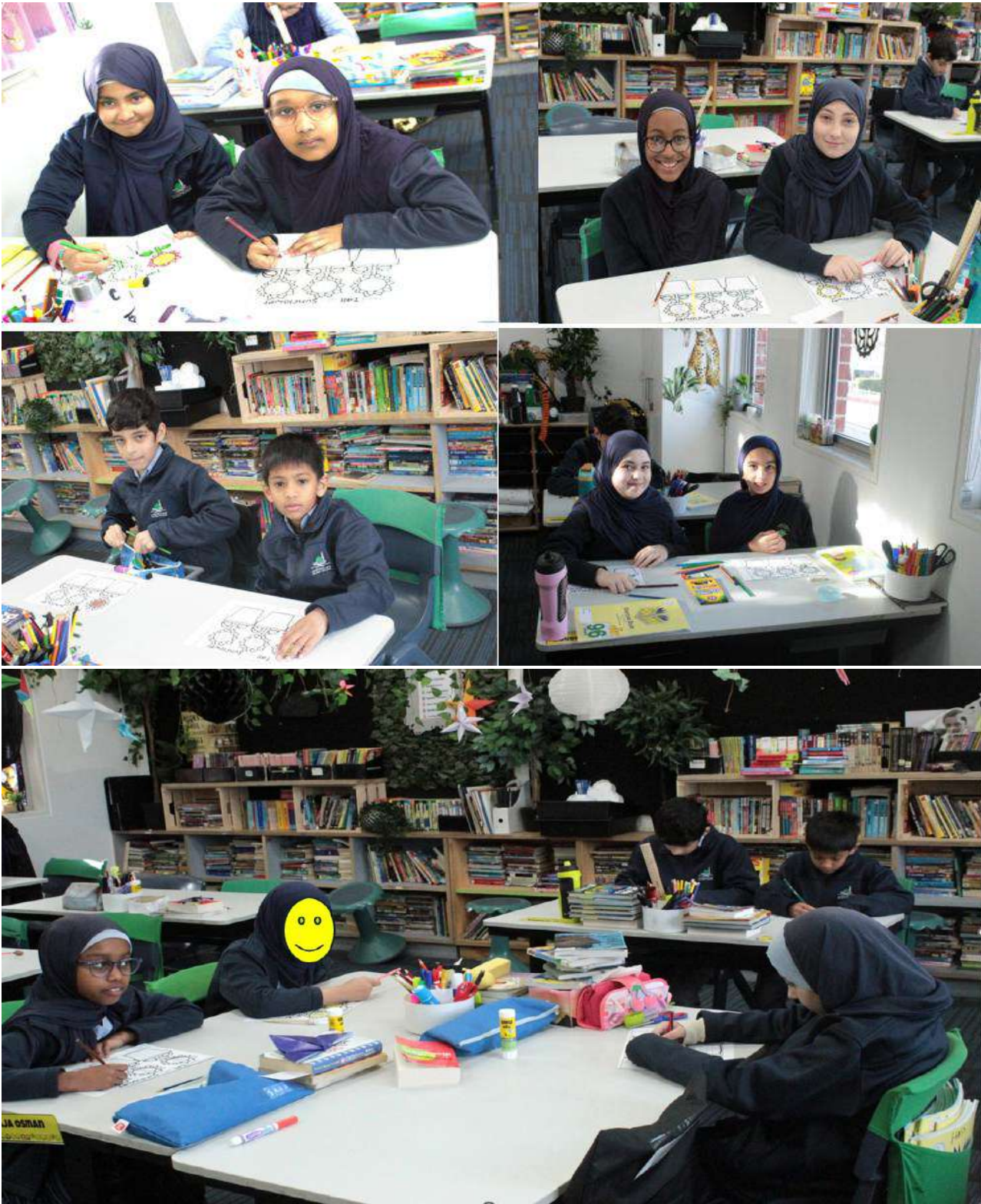
Our Year 5 students enjoyed learning Arabic language skills and grammar during their Arabic lesson. They practised Arabic vocabulary and explored important grammar rules to help develop their reading, writing, and language skills.

Well done, Year 5, for your effort and participation!



## Health – Year 5

Our Year 5 students are exploring positive relationships within their families, friendships, and the wider community while developing their understanding of cyber safety. Through engaging activities and discussions, they learned how to make safe, respectful, and responsible choices both in person and online.



## AFL Superkick – Year 6

Our Year 6 students have been enthusiastically participating in the AFL Superkick Program during Term 3. Throughout the sessions, students have developed their football skills while demonstrating excellent teamwork, sportsmanship, resilience, and a positive attitude.

It has been fantastic to see their energy, enthusiasm, and willingness to challenge themselves while staying active and having fun. We are proud of the effort and commitment they have shown throughout the program.

A big thank you to the AFL coaches for delivering engaging and enjoyable sessions!





## Islamic Studies

During Term 3, our Year 1 students have been developing their understanding of important Islamic beliefs and values through engaging lessons, discussions, and classroom activities.

One of our key areas of learning was The Beautiful Names of Allah (Asma'ul Husna). Students were introduced to selected Names of Allah and explored their meanings in an age-appropriate way. They also learned how understanding and remembering these Names can guide their behaviour and actions in everyday life. Students discussed how they can demonstrate qualities such as kindness, forgiveness, gratitude, and care for others in their daily interactions.

Students also learned about the Six Articles of Faith (Arkan al-Iman) and their importance in the life of every Muslim through classroom activities and discussions, students developed a basic understanding of these beliefs and why they are an important part of a Muslim's faith.



It has been wonderful to see our Year 1 students participate, ask questions, and build their understanding of Islam throughout the term. We are proud of their progress and look forward to continuing to support their Islamic learning and character development.

## Quran Studies

السلام عليكم ورحمة الله وبركاته

As-salamu Alaikum wa Rahmatullahi wa Barakatuh

### Primary Stage

In our Quran Studies program, students continue to develop their understanding of the Holy Quran through recitation, memorisation, comprehension, and Tajweed. Each year level studies a selected Surah that is appropriate to their age and learning stage, helping them connect with the teachings and values of Islam.

### Reception and Year 1 – Surah Al-Kafirun and Surah Al-Kawthar

Students in Reception and Year 1 are learning Surah Al-Kafirun (The Disbelievers) and Surah Al-Kawthar (Abundance). Surah Al-Kafirun teaches the importance of worshipping Allah alone and remaining firm in one's faith. It encourages sincerity in worship and helps students understand the value of staying true to Islamic beliefs. Surah Al-Kawthar reminds students of the many blessings Allah has bestowed upon us and encourages gratitude, prayer, and devotion. Through these Surahs, students build a strong foundation of faith, thankfulness, and love for Allah.

### Year 2 – Surah Ash-Sharh and Surah An-Nasr

Students are learning Surah Ash-Sharh (The Relief), which teaches that ease comes after hardship and encourages trust in Allah during difficult times. They are also studying Surah An-Nasr (The Divine Support), which reminds us to be grateful to Allah for success and blessings and to seek His forgiveness.

### Year 3 – Surah Al-Fajr

Students are exploring Surah Al-Fajr (The Dawn), which highlights Allah's power, reflects on the lessons from past nations, and emphasises the importance of gratitude, compassion, and caring for others.

### Year 4 – Surah Al-Buruj

Students are studying Surah Al-Buruj (The Constellations), which tells the story of steadfast believers who remained firm in their faith despite challenges. The Surah teaches perseverance, patience, and trust in Allah.

### Year 5 – Surah Al-Mutaffifin

Students are learning Surah Al-Mutaffifin (Those Who Give Less), which stresses honesty, fairness, and integrity in all dealings. It encourages students to uphold strong moral values and be accountable for their actions.

### Year 6 – Surah An-Nazi'at

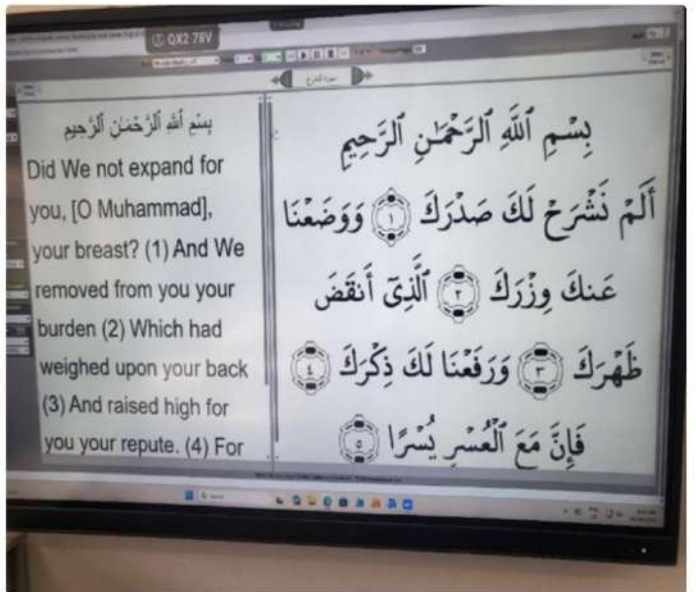
Students are studying Surah An-Nazi'at (Those Who Pull Out), which focuses on the reality of the Hereafter, accountability, and the importance of preparing for the meeting with Allah through righteous deeds and sincere faith.

## Tajweed Studies

Alongside their Quran studies, students participate in Tajweed lessons using the Qa'idah book, with instruction tailored to their individual learning levels. These lessons help students improve their pronunciation, recognition of Quranic letters and sounds, and application of Tajweed rules, enabling them to recite the Quran accurately and confidently.

We pray that Allah blesses our students with a deeper understanding and love of the Quran and helps them implement its teachings in their daily lives.

## Quran Studies Department



# YEAR 7

## Arabic Language

Assalaamu Alaikum Dear Parents / Caregivers

The Year 7 students were engaged with the 'The Dawn Prayer' – 'Fajr Prayer' unit of work. They learned relevant expressions and vocabulary, reading comprehension, spelling, sentence construction, grammar and handwriting through studying various texts. The focus was on the conjugation of the past tense verb in its singular feminine and masculine forms. The students explored various styles of creative writing in order to write their own composition about their experiences when they Pray the Fajr Prayer on time with their families.

Arabic Language Teacher  
Mrs. Dallah



## English

In Term 3, our Year 7 students have engaged with the novel Wonder. While the novel gives the students a great opportunity for students to engage with the concepts of kindness and empathy, it is also a rich text full of valuable literary language and a variety of narrators that piece this story together.

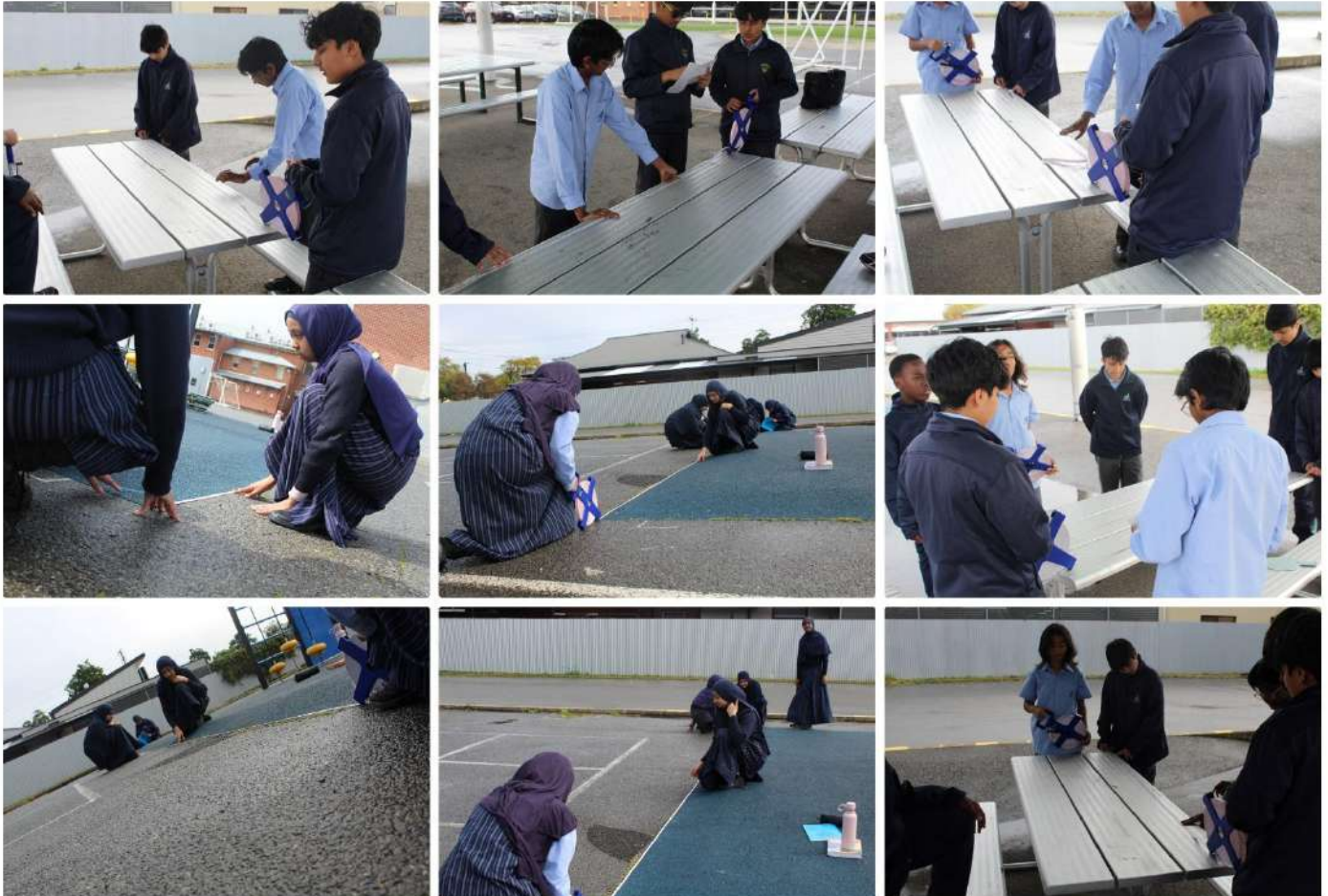
As their empathy develops, students put it into practice, completing persuasive tasks to convince specific audiences. The first task sees the adopt the role of a character in the book, writing to the school's Principal about changes that could make their school more inclusive. The second task in an oral presentation where students practice their persuasive and oral skills while communicating to their peers.

Below you can see a strong paragraph from one of our students after the completion of her first assignment.

Change does not have to be a punishment. Students who treat people with disabilities unfairly, do not have to be punished, over and over again. No matter how many times you make them serve detention, they will do it again. That is because they do not *understand* why this behaviour is wrong. They don't have that empathy inside them and instead have a burning judgement for something that Auggie, and others like him, can't control. No student should feel judged, isolated, or unwanted because of something they cannot control. Students stared, made false assumptions, and spread rumours because of the lack of understanding and experience. If we can educate our students, they will be able to understand and have that empathy. They will learn to respect, accept, and include Auggie deeper than they would after any detention.

## Mathematics

This term, Year 7 students have studied a range of mathematical topics, with a focus on measurement. Students have worked with length, perimeter, area and unit conversions, and applied these skills to real-world problems. As part of a practical activity, students worked in groups to measure different areas around the school using measuring tapes and record their measurements. This activity allowed students to apply their measurement skills outside the classroom.



## HASS

This term, Year 7 HASS students have been exploring Civics and Citizenship, developing their understanding of how Australia's democracy and government systems work. Students have investigated the three levels of government, the Australian Constitution, separation of powers, voting and the rights and responsibilities of Australian citizens.

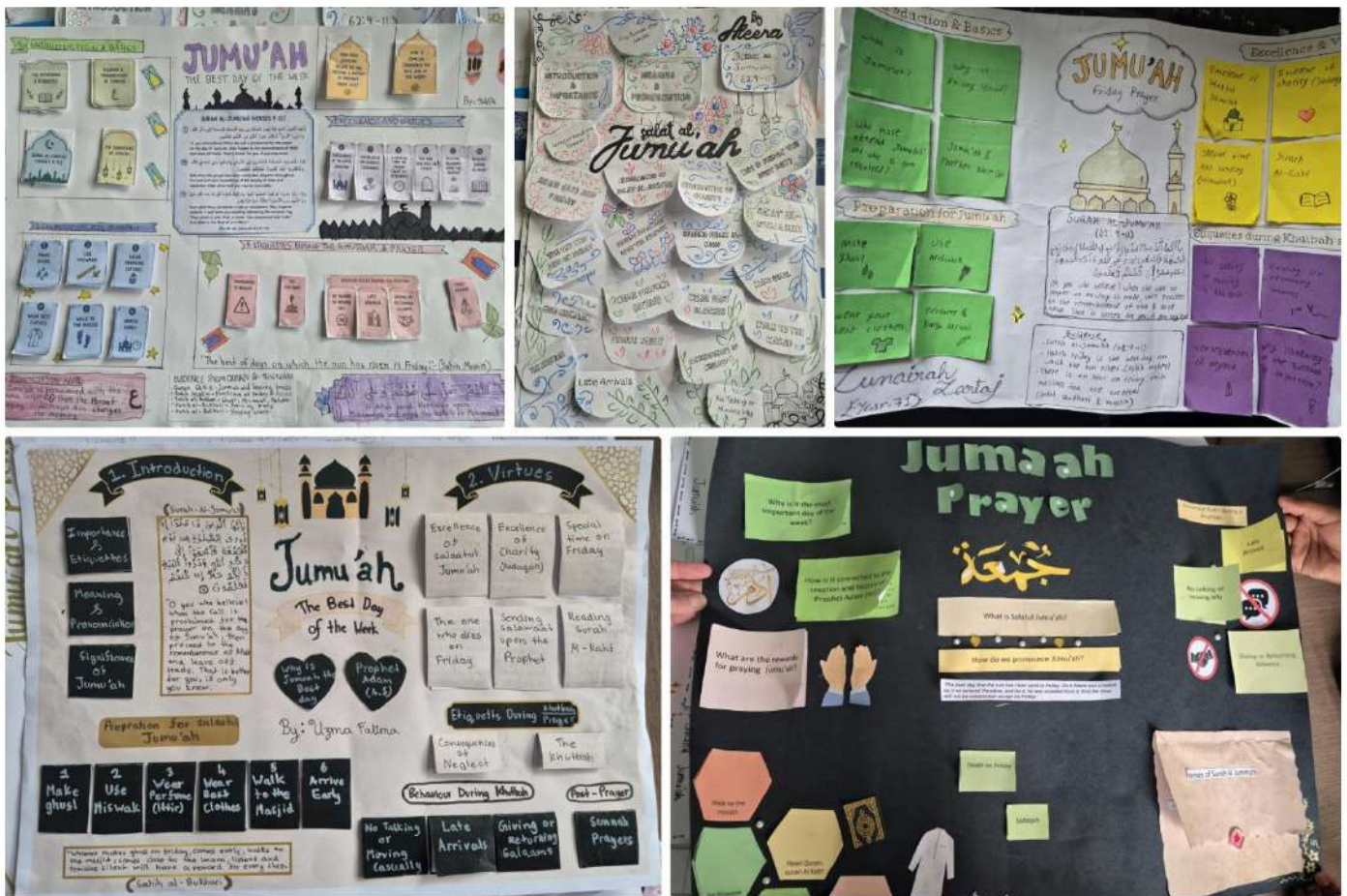
Throughout the unit, students have been developing their ability to think critically about democracy and consider the role that citizens play in contributing to Australian society. They have also been researching and analysing important aspects of Australia's democratic system and using evidence to support their ideas.

As part of our learning, students had the opportunity to visit Parliament House, where they were able to connect their classroom learning with the real-world workings of Australian government. The excursion provided students with the opportunity to explore the parliamentary environment and gain a deeper understanding of how decisions are made and how elected representatives serve the community. It was a wonderful opportunity for students to see Civics and Citizenship in action and further develop their understanding of what it means to be an informed and active citizen.



## Islamic Studies

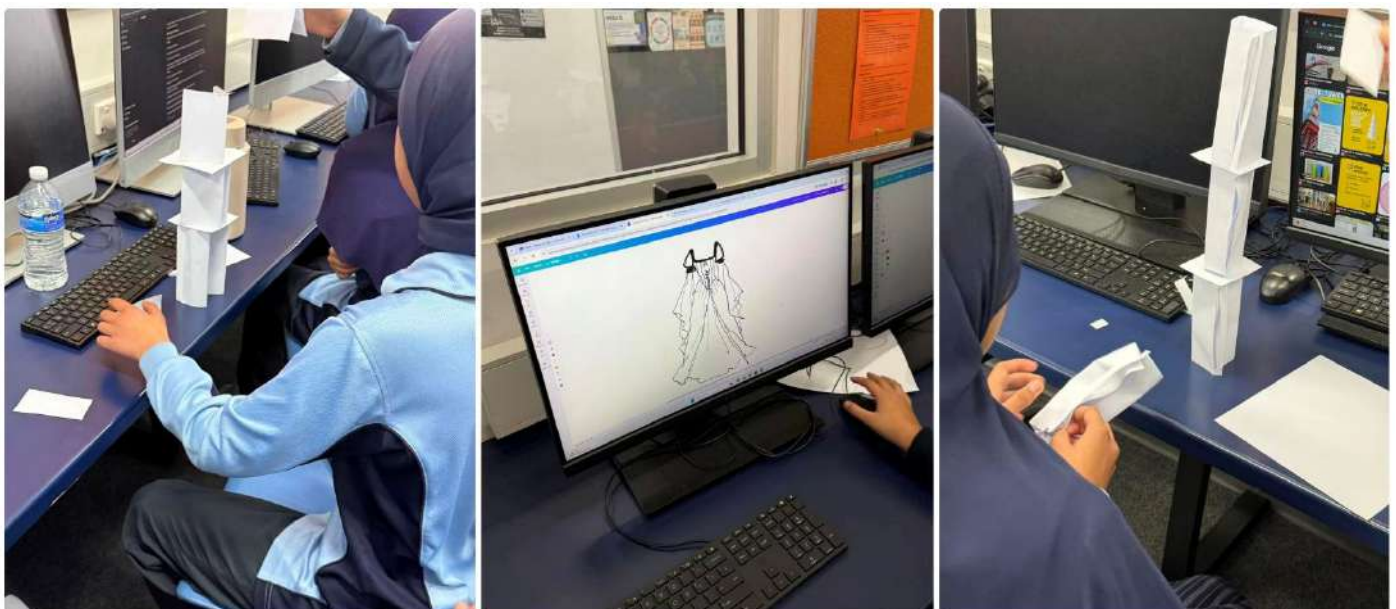
Year 7 students developed their understanding of Fiqh and its main categories. They studied the obligatory acts of Wudu, the correct method of Tayammum, the role of the Ma'moom when following the Imam, the two Eid prayers, Du'a, shortening prayers while travelling (Al Qasr) and the importance of Salat al-Jumu'ah. Students also explored how these rulings guide Muslims in performing acts of worship correctly in different circumstances.



## Design and Technology

This term in Year 7 Design & Technology, students have been exploring historical clothing design and engineering. In our historical clothing project, students have investigated how clothing has changed over time and how fashion reflects different cultures, periods and lifestyles. They have developed their own historical-inspired clothing designs using creativity and research.

In engineering, students have been introduced to designing, building and problem-solving. They have explored how structures, materials and mechanisms are used to create useful products. These projects have helped students develop their creativity, critical thinking and practical skills while learning how designers and engineers solve real-world problems.



## YEAR 8

### Arabic Language

Assalaamu Alaikum Dear Parents / Caregivers

The Yr.8 students have been busy in the Arabic language classroom throughout Term 3.

They enjoyed the 'A Visit to the Family Doctor' unit of work. In addition to reading comprehension and sentence construction activities, students examined the conjugation of the past, present and imperative verbs and focused on constructing verbal sentences. They compared the structure of the Arabic sentence with the English structure. Students also experienced writing in Naskh and Ruq'ah handwriting styles. The Year 8 students will be writing their own narratives about their experiences when they visit their Family Doctor.

Arabic Language Teacher  
Mrs. Dallah



## HASS

In Term 3, our Year 8 HASS students studied Civics and Citizenship. They learned about what makes the Australian democracy unique, before looking at what each major party represents and why some candidates decide to enter elections as independents. The term continued with them learning how bills are introduced and are eventually passed as laws, before continuing on how our multicultural country co-exists, with people engaging with citizenship from unique angles and the challenges imposed on social cohesion.

The overarching focus of the term was active citizenship, with our major assignment being selecting a contentious issue before thoroughly investigating both sides of it and making an educated choice. This skill will help students gain confidence in being active and engaged citizens in all aspects of their lives in the future.

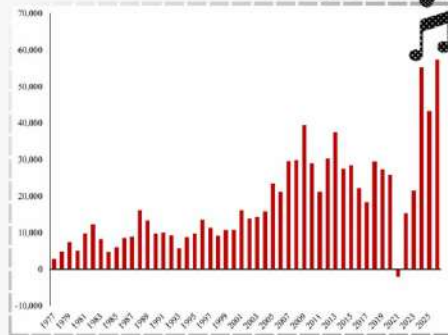
Here are some snapshots of what the end result of our assignments looked like.

### *What makes this question relevant today?*

Migrants have been a rising issue in Australia, and it is still an issue today.

The number has risen to about 300,000 as of 2026, migrating to Australia, "creating a new normal," the opposition states. The government says that migration helps with filling worker shortages in critical areas<sup>1</sup>

A poll from the Lowy Institute shows that 30% of Australians believe the total number of migrants coming to Australia is too high<sup>2</sup>. On the other hand, it could be argued that Migrants help fill in gaps in Australia's job market and help the economy. This rising number can lead to increases in housing prices, population growth, and economic needs.



NET PERMANENT AND LONG-TERM ARRIVALS IN JANUARY BY YEAR (INSTITUTION OF PUBLIC AFFAIRS)

[1] <https://www.abc.net.au/news/2026-06-18/net-overseas-migration-one-nation-coalition-chalmers-burke/108815140>

[2] <https://melbourneinstitute.unimelb.edu.au/news/news/2026/is-australias-immigration-rate-too-high>

### *Reflection*

When I was researching this topic, my opinion on migrants was strengthened based on the evidence I was researching.

Seeing how Australia depends on migrants to balance our economy by filling jobs, bringing new skills, and making sure Australia ageing population is managed.

However, while I was researching the against I learnt that an influx of migrants can cause infrastructure damage, housing affordability problems, transport issues, and environmental pressure.

After learning all of this, I came to a conclusion and formed my opinion that 'Migrants are beneficial for Australia for various reasons, but I believe that the net migration cap should be managed and not exceed around 400,000 per year, as this is not sustainable for Australia.'

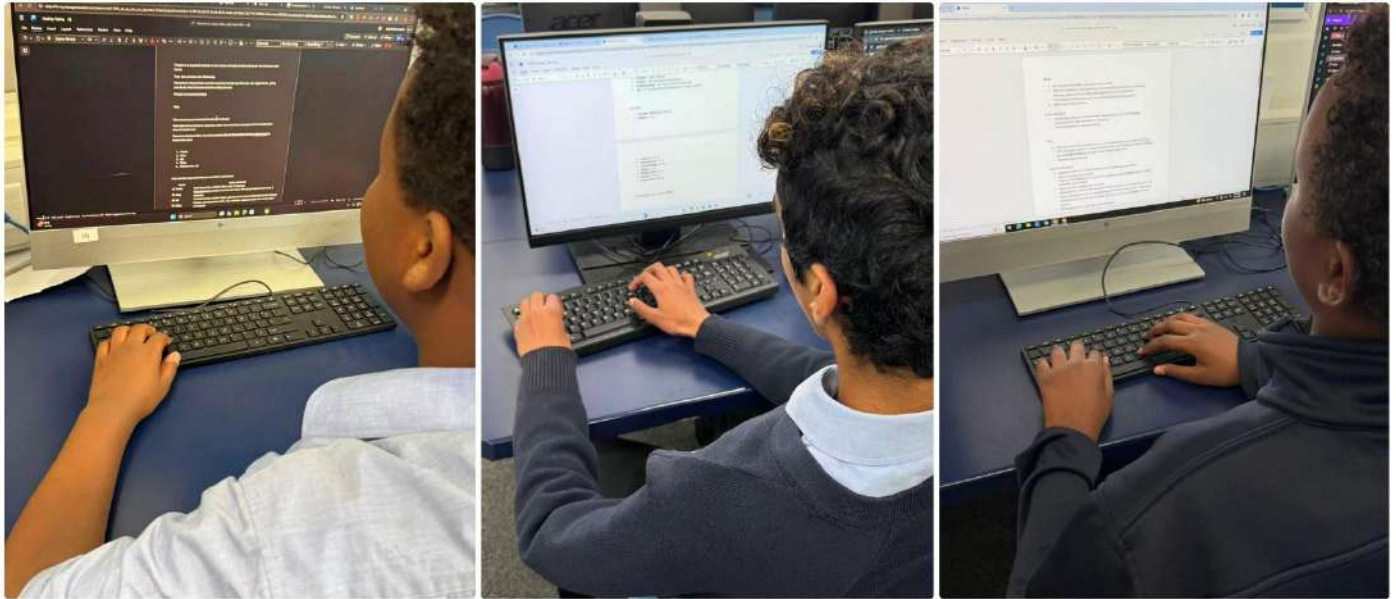
This is what I believe would help Australia: by balancing the number of migrants coming in, we can fix various issues, but removing migrants would create a gap in various jobs, so having a cap that can change based on different circumstances would be the best-case scenario.

**Australia was built on multiculturalism;** by managing migrants, we can preserve Australia's identity and continue striving toward a diverse country.



## Design & Technology

This term in Year 8 Design & Technology, students have been exploring fashion, school uniform design and healthy eating. In fashion, students have learned how colour, pattern, fabric and shape can be used to create stylish and practical clothing. They have designed their own school uniforms while considering comfort, durability, safety and sustainability. In healthy eating, students have explored the importance of a balanced diet, nutritious foods and healthy food choices. They have developed their understanding of how food can support growth, energy and wellbeing. These projects have encouraged creativity, problem-solving and practical skills.



## English

This term, Year 8 English students have been working through the Spine-Tingling Terrors and Fractured Fairy Tales workbook, exploring a range of genres, storytelling techniques and classic tales. Students have been developing their understanding of how authors use language, structure, characterisation, setting and genre to create tension and engage their audience.

As part of their creative writing, students have been creating their own short stories and reimagining classic tales by transforming them into different genres. They have experimented with changing characters, settings, plot events and narrative styles to create fresh and original interpretations of familiar stories. Students are also learning to analyse their own authorial intentions by writing detailed Writer's Statements. In these statements, students explain the literary choices they have made, why they made these choices and how they intended their choices to influence the reader. This encourages students to think critically about themselves as authors and understand that every creative decision can contribute to the meaning and impact of a text.

We are very proud of the creativity, imagination and thoughtful writing that students have demonstrated throughout this unit.

Below are a snippet of our fantastic year 8's at work and some of their short stories.



#### The Doll

In my hand, the old, cracked porcelain doll dressed in shimmering blue laces. Her glossy eyes gleaming like electric sparks. She was the last gift to me by grandmother. Accompanied with a note that read never keep her alone too long after sunset. Was this a warning?

Hmm! I scoffed loudly placing her right at the back on the dusty shelf that carried dust, I knew I would never play with it. Hours went by as moonlight spilled above my home. I hear a sudden whoosh as I look up to see the doll perched by my bedchamber, her sweet smile growing wider. Each passing second, she inched closer, quiet as on the sly. Closer. Until her cheeks were perched up against mine.

"Why did you leave me alone"

The last words I hear as I fall into an abyss of darkness. I had met my end at the hands of an evil doll. Why would grandmother do this to me?

#### Claimed by the sea

Charlotte saw as the rain hammered the tiny fishing village as waves battered themselves against the craggy shore. In the distance, a wooden boat trembles in the waves like an injured bird's wing. Fear crept into her thoughts; it was her father's boat.

"DAD!" She yelled.

No reply. All she could hear was the wind screaming and the darkness slowly clutching her tightly. Charlotte ran towards the boat hoping to see her dad. Nothing but the half-eaten can of tuna. Charlotte looked over the edge in a desperate attempt to find her dad. There he was clutching to the paddle, breathless. No heartbeat.

The village had lost their chief to the ocean.

## Science

Year 8 Science students have been exploring physics, with a particular focus on energy transfer and energy transformations.

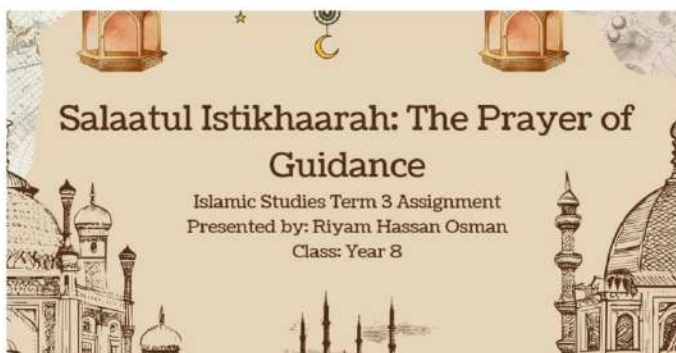
As part of their learning, students visited the science laboratory to investigate these concepts through engaging hands-on activities. They observed how light energy from a solar panel can be transformed into electrical energy and then kinetic energy to power a fan, and how mechanical energy can be transformed into electrical energy using a generator. Students also built and tested series and parallel electrical circuits, developing their understanding of how electrical energy is transferred through different circuit arrangements.

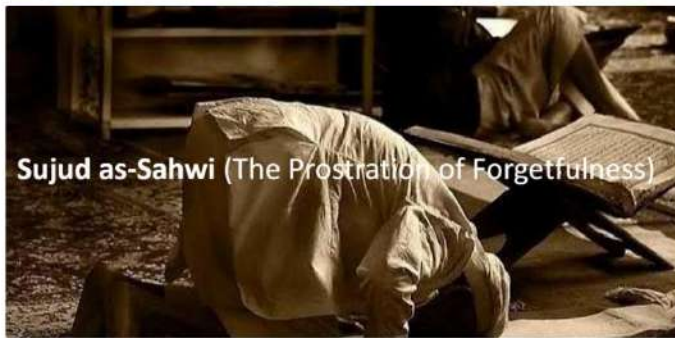
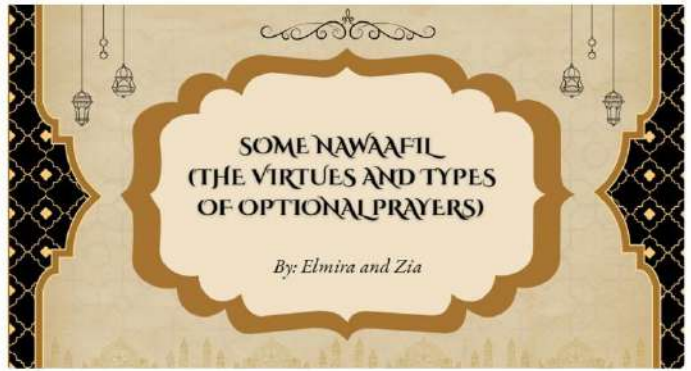
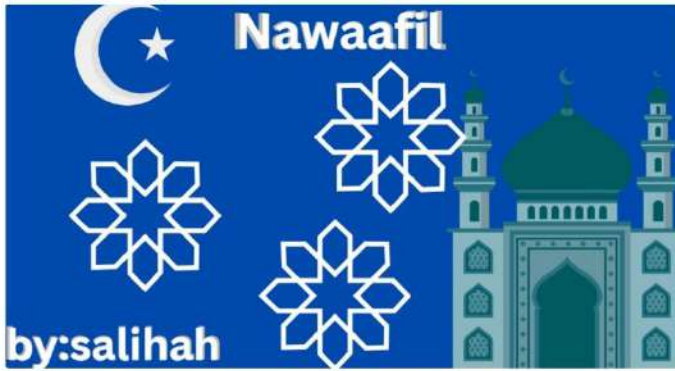
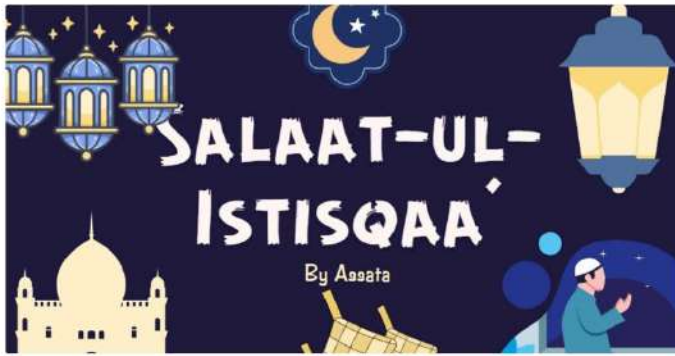
These practical experiences allowed students to connect scientific concepts with real-world applications while developing their investigation and problem-solving skills.



## Islamic Studies

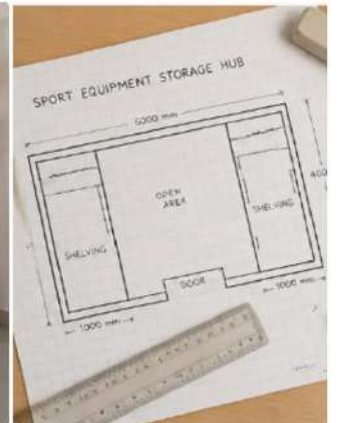
Year 8 students expanded their knowledge of Fiqh by exploring Sujud as-Sahwi and a range of voluntary prayers. They investigated the virtues and different types of Nawaafil, Salat al-Istikhaarah for seeking Allah's guidance, Salat al-Kusoof during an eclipse and Salat al-Istisqaa' when asking Allah for rain. Through research and presentations, students developed a deeper appreciation of the many ways Muslims can strengthen their connection with Allah through prayer.





## Mathematics

Year 8 students are investigating, designing and planning a sport equipment storage hub. Through this real-world task, they are exploring measurements by calculating lengths, areas and volumes to create practical and efficient designs. This project encourages creativity, problem solving and careful use of measurement in everyday contexts.



## YEAR 9

### Arabic

Assalaamu Alaikum Dear Parents / Caregivers

The students studied the unit of work 'The Role of The Family Doctor' in the form of dialogue and texts. They familiarised themselves with the necessary terms and vocabulary to express meaning. They explored the conjugation of the singular, dual and plural demonstrative pronouns in their feminine and masculine forms.

The students will be able to write their own composition about their opinion of the role of the family doctor in society.

Arabic Language Teacher  
Mrs. Dallah



Year 9 students studied major events from the Seerah of Prophet Muhammad ﷺ beginning with the challenges faced by the early Muslims in Makkah and continuing through the establishment of the Muslim community in Madinah. Their learning included the Hijrah, the Constitution of Madinah, the battles of Badr, Uhud and the Trench, Bay'at al-Ridwan, the Treaty of Hudaibiyyah, Khaybar, Mu'tah and the Prophet's ﷺ letters to world leaders. Students also examined the peaceful Conquest of Makkah, the Prophet's ﷺ general amnesty, the Farewell Sermon and his passing, reflecting on the leadership, mercy, perseverance and trust in Allah demonstrated throughout his life.

## HISTORICAL TALES OF THE BEST STORIES

# THE MEDINA TIMES

DIPLOMACY ISLAM HISTORY

Issue No. 01 | The Medina | The Medina | The Medina



### HERACLUS INVESTIGATES THE PROPHET'S MESSAGE

Heracles, emperor of the Byzantine Empire, was a powerful ruler who ruled from 610 to 641 AD. He was a Christian and a member of the imperial family. He was known for his military conquests and his religious reforms. He was a powerful ruler who ruled from 610 to 641 AD. He was a Christian and a member of the imperial family. He was known for his military conquests and his religious reforms.

### LETTER TAKING NEGUS OF ABYSSINIA

The Negus of Abyssinia was a powerful ruler who ruled from 520 to 540 AD. He was a Christian and a member of the imperial family. He was known for his military conquests and his religious reforms. He was a powerful ruler who ruled from 520 to 540 AD. He was a Christian and a member of the imperial family. He was known for his military conquests and his religious reforms.

### MESSAGE BEYOND ARABIA

The Prophet Muhammad (PBUH) was a powerful leader who lived from 570 to 632 AD. He was a Muslim and a member of the imperial family. He was known for his military conquests and his religious reforms. He was a powerful leader who lived from 570 to 632 AD. He was a Muslim and a member of the imperial family. He was known for his military conquests and his religious reforms.

### THE LETTER REACHES THE BYZANTINE EMPIRE

The Byzantine Empire was a powerful empire that lasted from 330 to 1453 AD. It was a Christian empire and a member of the imperial family. It was known for its military conquests and its religious reforms. It was a powerful empire that lasted from 330 to 1453 AD. It was a Christian empire and a member of the imperial family. It was known for its military conquests and its religious reforms.

### REJECTION OF ISLAM AND ACCEPTANCE

The rejection of Islam and acceptance of Christianity was a significant event in the history of the Islamic world. It was a powerful event that shaped the course of the religion. It was a rejection of Islam and acceptance of Christianity. It was a significant event in the history of the Islamic world. It was a powerful event that shaped the course of the religion.

## THE MEDINA CHRONICLE

ESTABLISHED IN 1970, PRINTED IN KHAYBAR, ISRAEL AND DUBLIN, IRELAND

Issue No. 02 | The Medina | The Medina | The Medina



### OVERVIEW OF THE LETTERS

The letters of the Prophet Muhammad (PBUH) are a collection of documents that were written by him or his companions. They are a valuable source of information about the life and teachings of the Prophet. They are a collection of documents that were written by him or his companions. They are a valuable source of information about the life and teachings of the Prophet.

### MESSENGER OF ISLAM SENDS LETTER TO EMPERORS AND KINGS

The Prophet Muhammad (PBUH) sent letters to the emperors and kings of the world, inviting them to accept Islam. These letters were a significant part of his diplomatic efforts. They were a significant part of his diplomatic efforts. They were a significant part of his diplomatic efforts.

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## THE LETTER TO THE KINGS

THE KING WHO ACCEPTED ISLAM

Issue No. 03 | The Medina | The Medina | The Medina



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### HERACLUS, EMPEROR OF THE BYZANTINE EMPIRE

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### NEGUS, KING OF ABYSSINIA, ACCEPTS ISLAM

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## THE LETTER TO THE KINGS

THE KING WHO ACCEPTED ISLAM

Issue No. 04 | The Medina | The Medina | The Medina



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## THE MADINAH CHRONICLE

A journal of the life of the Prophet (PBUH) in Medina, from the Hijrah to the day of his death.

### THE PROPHET'S LETTERS REACH THE THRONES OF THE WORLD

The Prophet Muhammad (PBUH) sent letters to the rulers of the world, inviting them to accept Islam. These letters were a significant part of his diplomatic efforts. They were a significant part of his diplomatic efforts. They were a significant part of his diplomatic efforts.

### THE GREAT DESPOTISMS

The Great Despotisms were a group of powerful empires that ruled over large parts of the world. They were a significant part of the history of the world. They were a significant part of the history of the world. They were a significant part of the history of the world.

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## the madinah gazette

SPECIAL HISTORICAL EDITION

### LETTERS BEYOND ARABIA

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### JOURNEY OF THE LETTERS

The journey of the letters of the Prophet Muhammad (PBUH) was a significant event in the history of the Islamic world. It was a powerful event that shaped the course of the religion. It was a journey of the letters of the Prophet Muhammad (PBUH). It was a significant event in the history of the Islamic world. It was a powerful event that shaped the course of the religion.

### OTHER LEADERS WHO RECEIVED LETTERS

Other leaders who received letters from the Prophet Muhammad (PBUH) were a significant part of his diplomatic efforts. They were a significant part of his diplomatic efforts. They were a significant part of his diplomatic efforts.

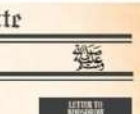
### A TIMELESS LESSON IN DIPLOMACY

The letters of the Prophet Muhammad (PBUH) are a timeless lesson in diplomacy. They are a powerful lesson that has shaped the course of the world. They are a timeless lesson in diplomacy. They are a powerful lesson that has shaped the course of the world.

## LETTER TO THE KINGS

THE KING WHO ACCEPTED ISLAM

Issue No. 05 | The Medina | The Medina | The Medina



### REJECTION OF ISLAM AND ACCEPTANCE

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## MEDINA NEWS

DAILY NEWS - RELIGIOUS HISTORY - MEDINA

Issue No. 06 | The Medina | The Medina | The Medina



### WHY WERE THESE LETTERS IMPORTANT?

The letters of the Prophet Muhammad (PBUH) were a significant part of his diplomatic efforts. They were a significant part of his diplomatic efforts. They were a significant part of his diplomatic efforts.

### PROPHET MUHAMMAD (PBUH) REACHES OUT TO FOREIGN RULERS

The Prophet Muhammad (PBUH) reached out to foreign rulers, inviting them to accept Islam. These letters were a significant part of his diplomatic efforts. They were a significant part of his diplomatic efforts. They were a significant part of his diplomatic efforts.

### HERACLUS, EMPEROR OF THE BYZANTINE EMPIRE RECEIVES A LETTER

Heracles, Emperor of the Byzantine Empire, received a letter from the Prophet Muhammad (PBUH). This letter was a significant part of his diplomatic efforts. It was a significant part of his diplomatic efforts. It was a significant part of his diplomatic efforts.

### NEGUS, KING OF ABYSSINIA, ACCEPTS ISLAM

The Negus of Abyssinia accepted Islam, becoming one of the first non-Arab Muslims. This was a significant event in the history of the Islamic world. It was a significant event in the history of the Islamic world. It was a significant event in the history of the Islamic world.

## PERSONAL REFLECTION - LESSONS LEARNED

The letters of the Prophet Muhammad (PBUH) are a powerful source of inspiration and guidance. They are a powerful source of inspiration and guidance. They are a powerful source of inspiration and guidance.

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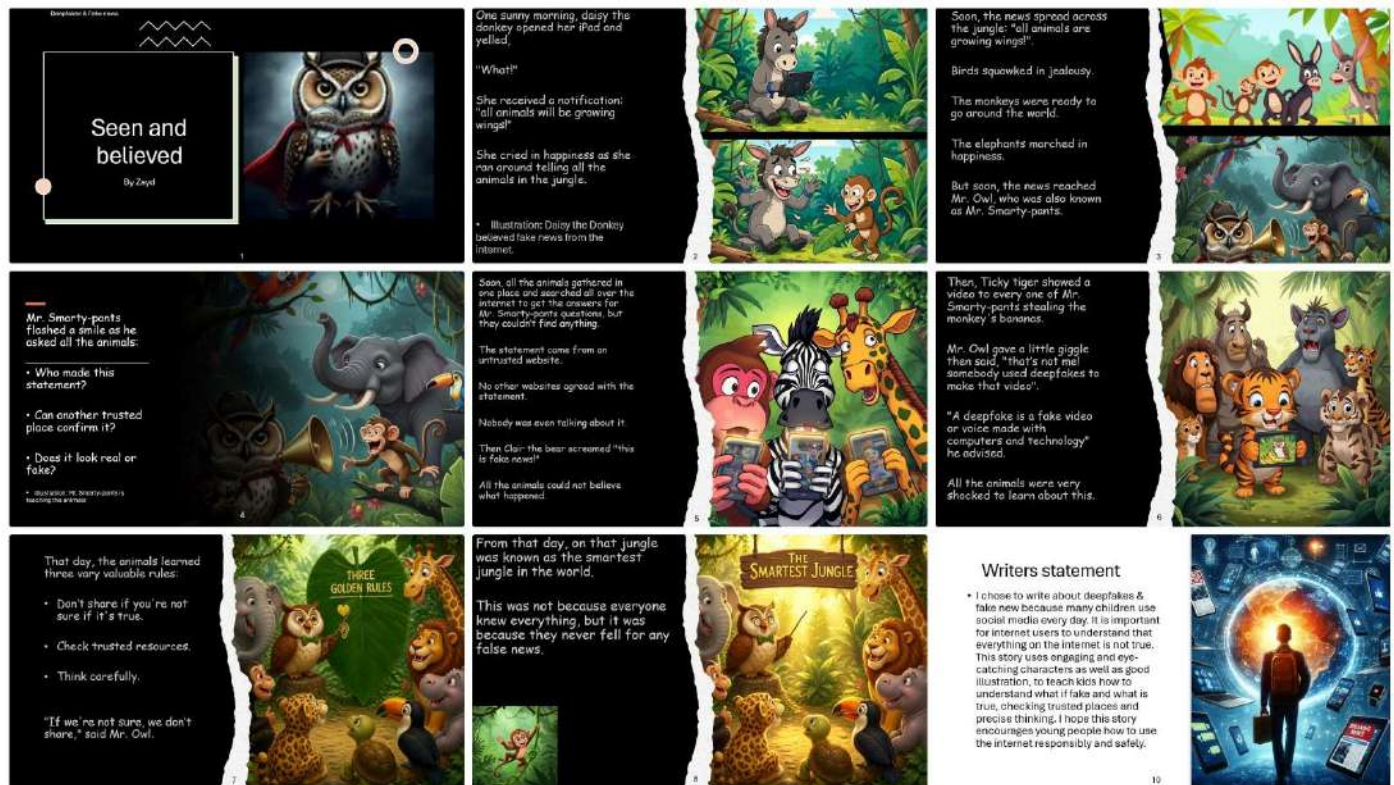
### HERACLUS, EMPEROR OF THE BYZANTINE EMPIRE

Heracles, Emperor of the Byzantine Empire, was a powerful ruler who ruled from 610 to 641 AD. He was a Christian and a member of the imperial family. He was known for his military conquests and his religious reforms. He was a powerful

## English

Assalaamu alaikum Parents and Caregivers!

Students were to create a children's story book which explains or discusses a current issue in 2026. Such as, COVID-19, Black Lives Matter, Racism, Refugees, Divorce, equal rights, etc. Students had to include at least 3 literary elements essential in children's literature. Students were also required to write a writer's statement that justifies their choices. I would like to share one of the early entries for the same.



Ms. Christina Bella Rodrigues  
Year 9 English Teacher

## Science

This term, our Year 9 Science students explored energy transformations and how heat transfers through conduction, convection and thermal radiation. Through practical investigations, they connected these concepts to everyday situations and developed their scientific inquiry skills. Students also explored energy efficiency, considering how materials and design choices can reduce unwanted heat transfer and energy waste in our homes.



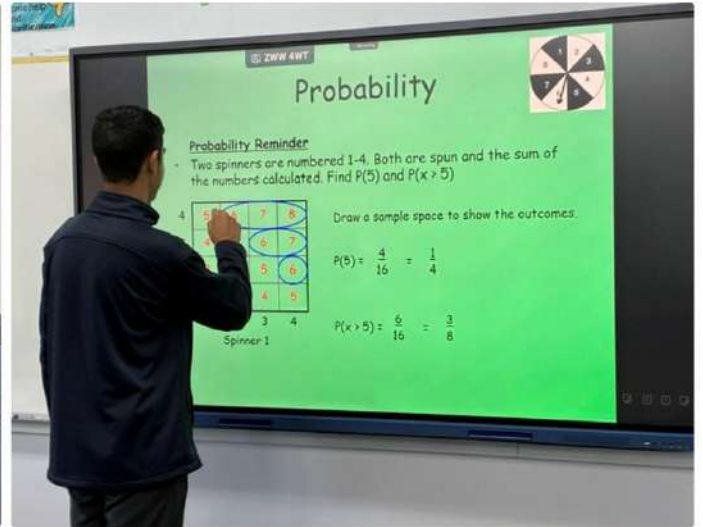
## Design and Technology

Year 9 Design and Technologies students have been learning about smart products, basic circuits and healthy meal planning. They have applied their knowledge through a Smart Home design project and are now working collaboratively to plan, prepare and bake cookies while developing teamwork, food safety, budgeting and practical kitchen skills.



## Mathematics

Year 9 students are learning about probability, exploring how to calculate the likelihood of events and express probabilities as fractions, decimals, and percentages. Through practical activities and investigations, students are developing their problem-solving and reasoning skills. Students are encouraged to look for examples of probability in everyday life, such as weather forecasts, sports, and games.



## YEAR 10

### Arabic

Assalaamu Alaikum Dear Parents / Caregivers

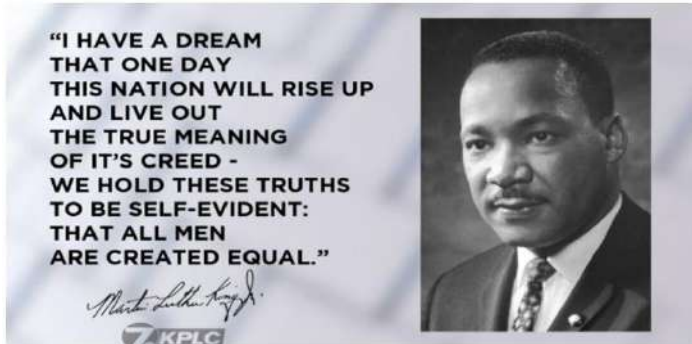
The Senior students had another term of great learning in the Arabic classroom.

The Year 10 students explored the meaning, vocabulary and expressions in important unit of work, 'The Arab & Muslims Scholars'. In grammar, they studied the Absolute Object and constructed sentences that include the absolute object and all its cases. The Year 10 Students are in the process of researching a 'famous Muslim Scholar' then presenting their findings orally to class.

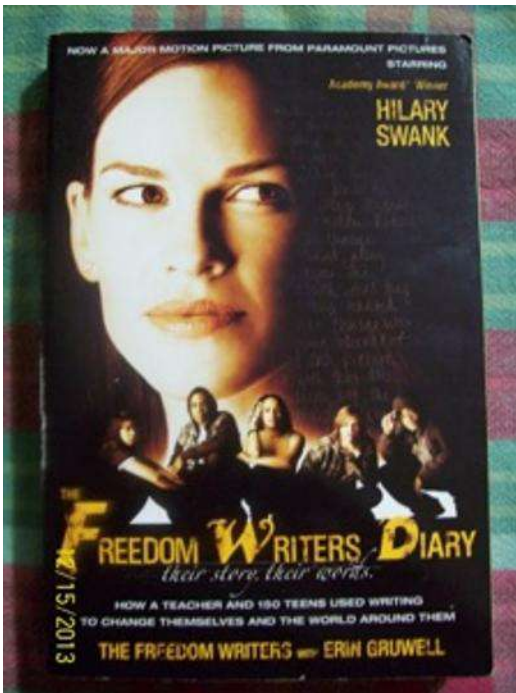
Arabic Language Teacher  
Mrs. Dallah



## EAL



This term, Year 10 students have explored famous and lesser-known civil rights campaigners, including Australian activist Jack Patten. Students have researched their contributions to social change and developed their writing and communication skills through PowerPoint presentations and journals based on the film *Freedom Writers*.



They have also completed PAT and EALD testing and participated in a Short Story Competition, with the winners to be announced during Book Week next week.





So, get your kids costume ready and see you at the assembly next Thursday!

## English

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.

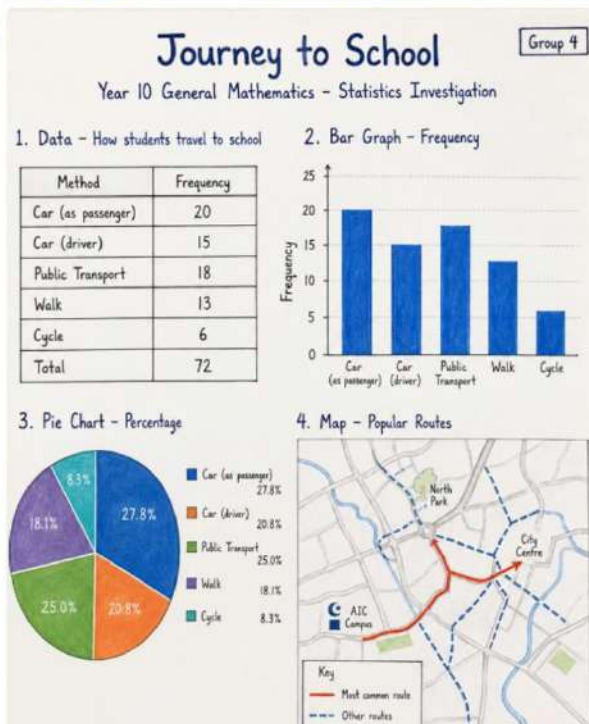
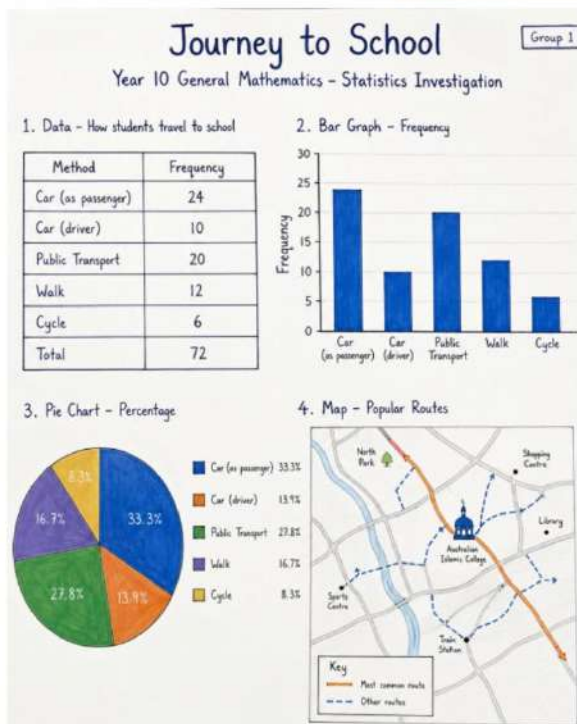
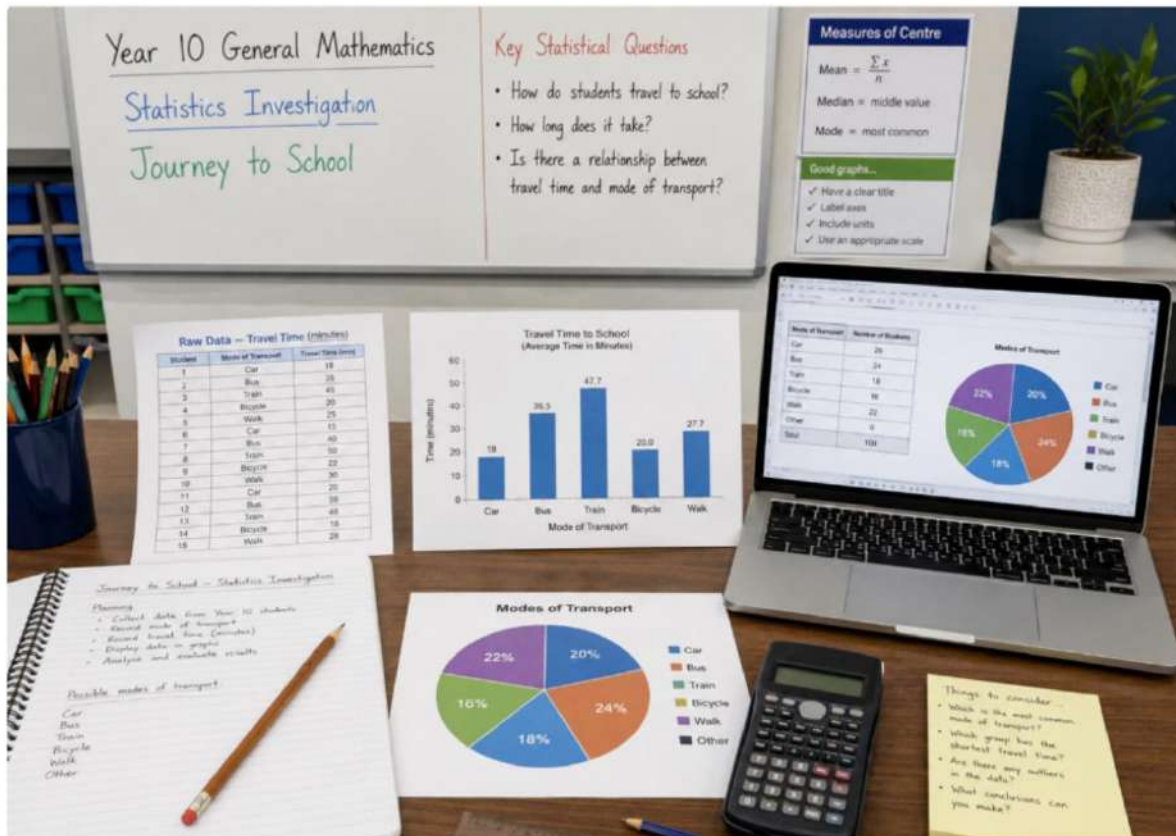
Students researched their chosen character and crafted persuasive speeches that presented compelling arguments and evidence in support of their defence. Addressing the court and jury, they demonstrated their understanding of persuasive language techniques while considering the villain's perspective,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



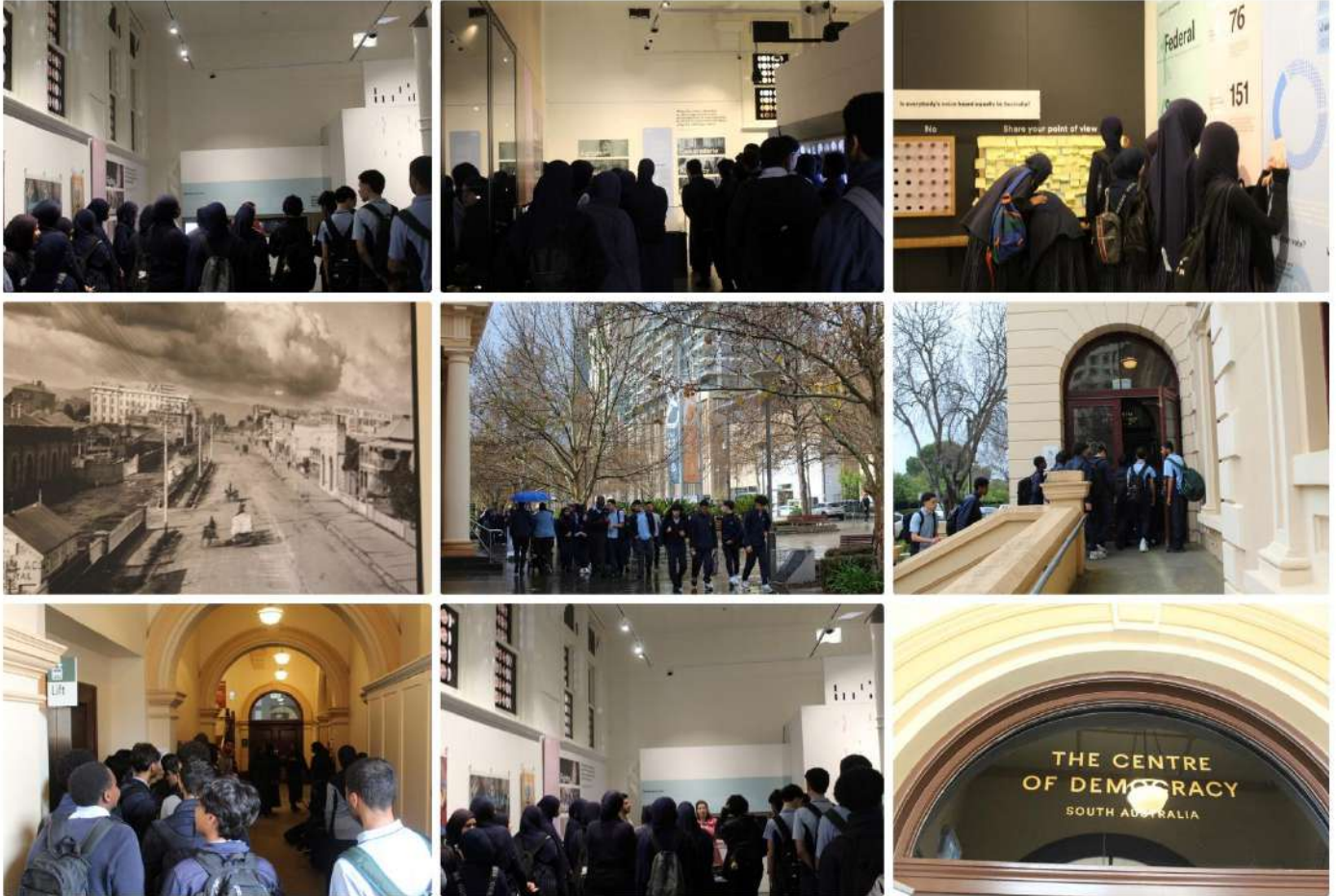
## General Mathematics

Year 10 General Mathematics students have been exploring Statistics through an investigation based on their journey to school. Students collected and analysed data such as travel time, distance travelled and different modes of transport. They used statistical measures, tables and graphs to identify patterns, compare results and draw meaningful conclusions from real-life data. This investigation allowed students to see how statistics can be used to understand everyday experiences and support informed decision-making.



## HASS

This term, Year 10 Civics and Citizenship students explored Australia's system of government, democracy, the High Court and Australia's role in the global community. Students put their learning into practice during an excursion to the Centre of Democracy in Adelaide, where they explored Australia's democratic history and took part in interactive activities.



## IPP

This term in Year 10 IPP, students have been developing their digital design and communication skills through menu design and mail merge. In the menu design project, students explored layout, typography, colour and images to create professional and appealing menus. They considered how design choices can communicate information clearly to customers. Students also learned how to use mail merge to efficiently create personalised documents using a database of information. These skills are valuable in many workplace and real-world situations. Through these activities, students have strengthened their computer skills, attention to detail, creativity and ability to produce professional-quality documents.

## Stage 1 Information Processing and Publishing

Assessment Type 1 – Practical Skills

Business Logo and Mail Merge



## YEAR 11

### Arabic

Assalaamu Alaikum Dear Parents / Caregivers

The Senior students had another term of great learning in the Arabic classroom.

The Year 11 students completed writing and presenting the summative tasks, Text Production Women in The Workforce and the Investigation Smoking and The Youth, after researching, analysing and examining various types of texts and completing many formative assessments. The Year 11 students will be also presenting orally their research findings.

Arabic Language Teacher  
Mrs. Dallah



## Physics Stage 1



Our Stage 1 Physics students put their knowledge into action through their Radioactivity Assessment.

## Business Innovation

During this term, Year 11 Business Innovation students have been independently developing a Business Model Canvas for a Social Enterprise. Students identify real-world problems or need and generate possible solutions using a client-focused approach. Through this task, they develop their financial awareness, decision-making and problem-solving skills. Students also apply a range of project management tools and strategies to plan, organise and monitor the development of their assignment.

## English

The 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 also undertook the intertextual study of the film 'The King's Speech'. This film won numerous accolades and incorporates multiple references to Shakespearean texts. Students worked in pairs and individually to pick out these references and evaluated their significance in the wider plot of the film. This enabled them to understand the many functions of intertextuality and how it can enrich the message of a text.

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

Kind regards,  
Benish Hussain  
English Teacher

## General Mathematics

Year 11 General Mathematics students are currently exploring Matrices and Networks and how they can be used to represent and solve real-world problems. Students are developing their skills in performing matrix calculations, interpreting information, and analysing networks using vertices and edges. Through practical problem-solving activities, they are applying mathematical strategies to situations involving connections, pathways and decision-making.

### MATRICES IN ACTION

**What is a Matrix?**  
A matrix is a rectangular array of numbers, symbols or expressions arranged in rows and columns.  
Example:  
 $A = \begin{bmatrix} 2 & 3 & 1 \\ 4 & 0 & 5 \end{bmatrix}$

**Matrix Addition**  
 $A = \begin{bmatrix} 1 & 2 \\ 3 & 4 \end{bmatrix}, B = \begin{bmatrix} 2 & 0 \\ 1 & 3 \end{bmatrix}$   
 $A + B = \begin{bmatrix} 1+2 & 2+0 \\ 3+1 & 4+3 \end{bmatrix}$   
 $A + B = \begin{bmatrix} 3 & 2 \\ 4 & 7 \end{bmatrix}$

**Real-Life Application**  
Matrices are used in computer graphics, data analysis, economics and more!  


**Matrix Multiplication**  
 $A = \begin{bmatrix} 1 & 2 \\ 3 & 4 \end{bmatrix}, B = \begin{bmatrix} 2 & 1 \\ 0 & 3 \end{bmatrix}$   
 $A \times B = \begin{bmatrix} (1 \times 2 + 2 \times 0) & (1 \times 1 + 2 \times 3) \\ (3 \times 2 + 4 \times 0) & (3 \times 1 + 4 \times 3) \end{bmatrix}$   
 $A \times B = \begin{bmatrix} 2 & 7 \\ 6 & 15 \end{bmatrix}$

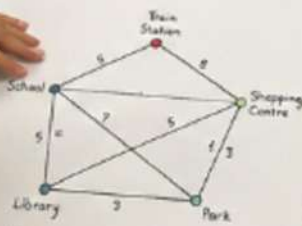
**Why it Matters**

- Helps solve systems of equations
- Used in technology and engineering
- Supports decision making

**Let's Practise!**  
If  $C = \begin{bmatrix} 5 & 1 \\ 2 & 0 \end{bmatrix}$   
Find  $2C = ?$   
 $2C = \begin{bmatrix} 10 & 2 \\ 4 & 0 \end{bmatrix}$

### NETWORKS

Example: Transport Network



**Finding the Shortest Route**  
School → Park

Path 1: School → Train Station → Shopping Centre → Park  
 $6 + 5 + 3 = 14$

Path 2: School → Library → Park  
 $4 + 3 = 7$

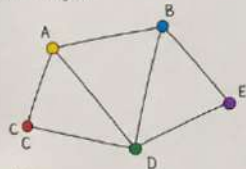
Shortest route is Path 2  
(Total distance = 7)

**Key Ideas**

- Vertices represent locations
- Edges represent connections
- Numbers show distance or cost

### NETWORKS IN REAL LIFE

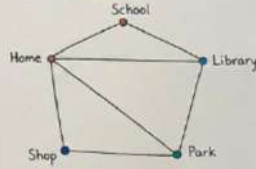
**What is a Network?**  
A network is a collection of points (vertices) connected by lines (edges).



**Applications**

- Transport routes
- Computer networks
- Social connections
- Project planning

**Example: Road Network**  
The diagram shows connections between locations.



**Finding the Shortest Route**  
Use networks to find the most efficient path between two points.



### MATRICES

Solve the following:

$A = \begin{bmatrix} 2 & 1 & 3 \\ 0 & -1 & 4 \end{bmatrix}, B = \begin{bmatrix} 1 & 0 & -2 \\ 3 & 2 & 1 \end{bmatrix}$

1)  $A + B$

$$A + B = \begin{bmatrix} 2+1 & 1+0 & 3+(-2) \\ 0+3 & -1+2 & 4+1 \end{bmatrix} = \begin{bmatrix} 3 & 1 & 1 \\ 3 & 1 & 5 \end{bmatrix}$$

2)  $A \times B$

$$A \times B = \begin{bmatrix} (2 \times 1 + 1 \times 3 + 3 \times 3) & (2 \times 0 + 1 \times 2 + 3 \times 2) & (2 \times -2 + 1 \times 1 + 3 \times 1) \\ (0 \times 1 + -1 \times 3 + 4 \times 3) & (0 \times 0 + -1 \times 2 + 4 \times 2) & (0 \times -2 + -1 \times 1 + 4 \times 1) \end{bmatrix} = \begin{bmatrix} 11 & 8 & 0 \\ 9 & 6 & 2 \end{bmatrix}$$

3)  $2A - B$

$$2A = \begin{bmatrix} 4 & 2 & 6 \\ 0 & -2 & 8 \end{bmatrix}$$

$$2A - B = \begin{bmatrix} 4-1 & 2-0 & 6-(-2) \\ 0-3 & -2-2 & 8-1 \end{bmatrix} = \begin{bmatrix} 3 & 2 & 8 \\ -3 & -4 & 7 \end{bmatrix}$$

## Photography

This term in Year 11 Photography, students have been developing their skills in photographic analysis. They have explored how photographers use composition, lighting, colour, perspective and subject matter to communicate ideas and emotions. Students have analysed a range of photographs, considering the techniques used and the messages or meanings behind each image. Through discussion and written analysis, students have developed their ability to interpret, evaluate and respond to photographic works. These skills are helping students become more thoughtful photographers and better understand how creative choices can influence the way an audience experiences an image.

Photography of Steve McCurry I became interested in his work due to how it portrays poignant human stories naturally through light, color and emotion. The instant connections formed between subject and viewer through portraits in Steve McCurry's portraits inspire us to see more beyond their literal subject. His use of composition and candid moment have inspired my work by prompting me to shoot experiences that have the potential of meaning rather than life itself to tell a personal narrative relating to my chosen subject about how and what connects us, and with whom we relate.

## IMAGE ANALYSIS

Photographer: Steve McCurry

Image: Afghan Girl, 1984

### LIGHTING

- Natural light, soft and even across the face.
- Gentle shadows add depth and dimension without hiding detail.
- The light appears to come from the front/side, creating a natural look.

### COLOUR

- Strong colour contrast between the warm red shawl and the cool green background makes the subject stand out.
- Earthy, natural tones reflect the environment and add authenticity.
- The green eyes contrast beautifully with both the red shawl and green background.

### TEXTURE

- Detailed texture in the shawl and skin adds realism and depth.
- The worn fabric suggests hardship and tells a story beyond the portrait.

### COMPOSITION

- Tight framing creates intimacy and draws the viewer straight to the subject.
- The face is positioned slightly off-centre (rule of thirds), making the image more dynamic.
- The folds of the red shawl frame the face, acting as leading lines.

### FOCUS & DEPTH OF FIELD

- Sharp focus on the eyes creates an immediate and powerful connection.
- Shallow depth of field blurs the background, separating the subject from the surroundings.
- The soft background keeps the attention on her expression.



### MOOD & EMOTION

- Her direct gaze creates a strong emotional connection.
- The expression is serious and thoughtful, evoking curiosity, empathy and respect.
- The overall mood is powerful, vulnerable and captivating.

### MEANING & CONTEXT

- This portrait tells a story of identity, resilience and human experience.
- Taken during a time of conflict, it represents the strength of individuals in difficult circumstances.
- The photograph goes beyond appearance and captures a moment that speaks to the viewer.

### TECHNICAL CHOICES

- Likely shot on film, using natural light only.
- Simple background ensures there are no distractions.
- The photographer's proximity to the subject creates trust and authenticity.

### HOW THIS INFLUENCES MY PROJECT

- Inspired me to focus on real, unposed moments.
- I will use natural lighting to keep my images authentic.
- I aim to capture emotion and story through eyes, objects and environments.
- Like this image, my photos will tell a story about identity and everyday life without needing words.



### KEY TAKEAWAY

A powerful photograph is not just about what we see, but what we feel and understand about the person and their story.

## YEAR 12

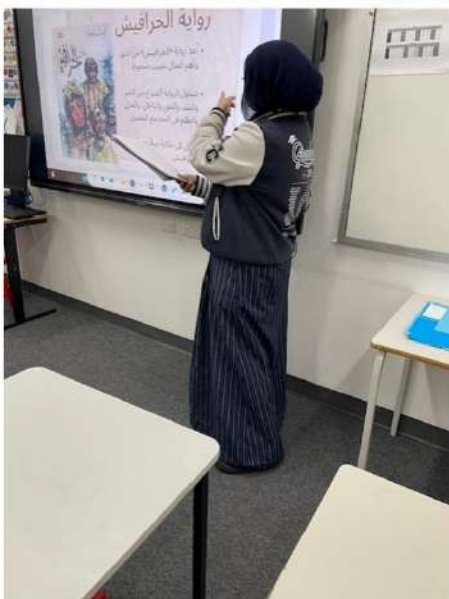
### Arabic

Assalaamu Alaikum Dear Parents / Caregivers.

The Year 12 students completed their In-depth Study Task. They researched their free-choice topic and presented their findings in written and oral forms after intensive research and reading of various articles and reports.

I wish our Year 12 students every success in their up-coming exams in shaa'a Allah.

Arabic Language Teacher  
Mrs. Dallah



## Accounting

Year 12 Accounting students are developing their skills in preparing key financial statements, including the Income Statement and Statement of Changes in Equity. They are also learning about Balance Day Adjustments, including depreciation, prepaid and accrued expenses, and accrued revenue. In addition, students are strengthening their analytical skills by evaluating business performance and comparing current results with past performance and industry averages. These skills help students interpret financial information and make informed judgements about a business's financial position and performance.

## Chemistry

Congratulations to our senior school students Kafumba, Aldin and Mohid, who qualified for the South Australian State Titration Competition, organised by the Royal Australian Chemical Institute (RACI) and held at the University of Adelaide. The students demonstrated excellent chemistry knowledge, precision and teamwork, achieving outstanding Gold and Silver Awards for their performance. We are very proud of their achievement and the dedication they showed in representing our school at this prestigious competition. Well done!

Dr Waleed Jaseem



## English

This term, the students have been working on creating texts and composing a writer's statement to justify their authorial choices in any two texts of their choice. This is the last lap of assessments for our very dear Year 12 students who will be finishing their studies in school at the end of this term.

The first creative task was writing a narrative text but in order to lend complexity to the structure and bring critical and creative thinking into the foray, students manipulated textual conventions in line with the subtleties of the themes for a potent impact. Then, they reflected on the choices made in their writer's statement.

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

Kind regards,  
Benish Hussain  
English Teacher

## Mathematical Methods

Today marks an important milestone for our Year 12 students as they sit their final school-based assessment of the year. It is the culmination of months of hard work, perseverance, and commitment.

We wish all our Year 12 students the very best as they complete this final assessment and move one step closer to the end of their secondary school journey. Stay focused, trust in your preparation, and give it your best. We are proud of how far you have come!



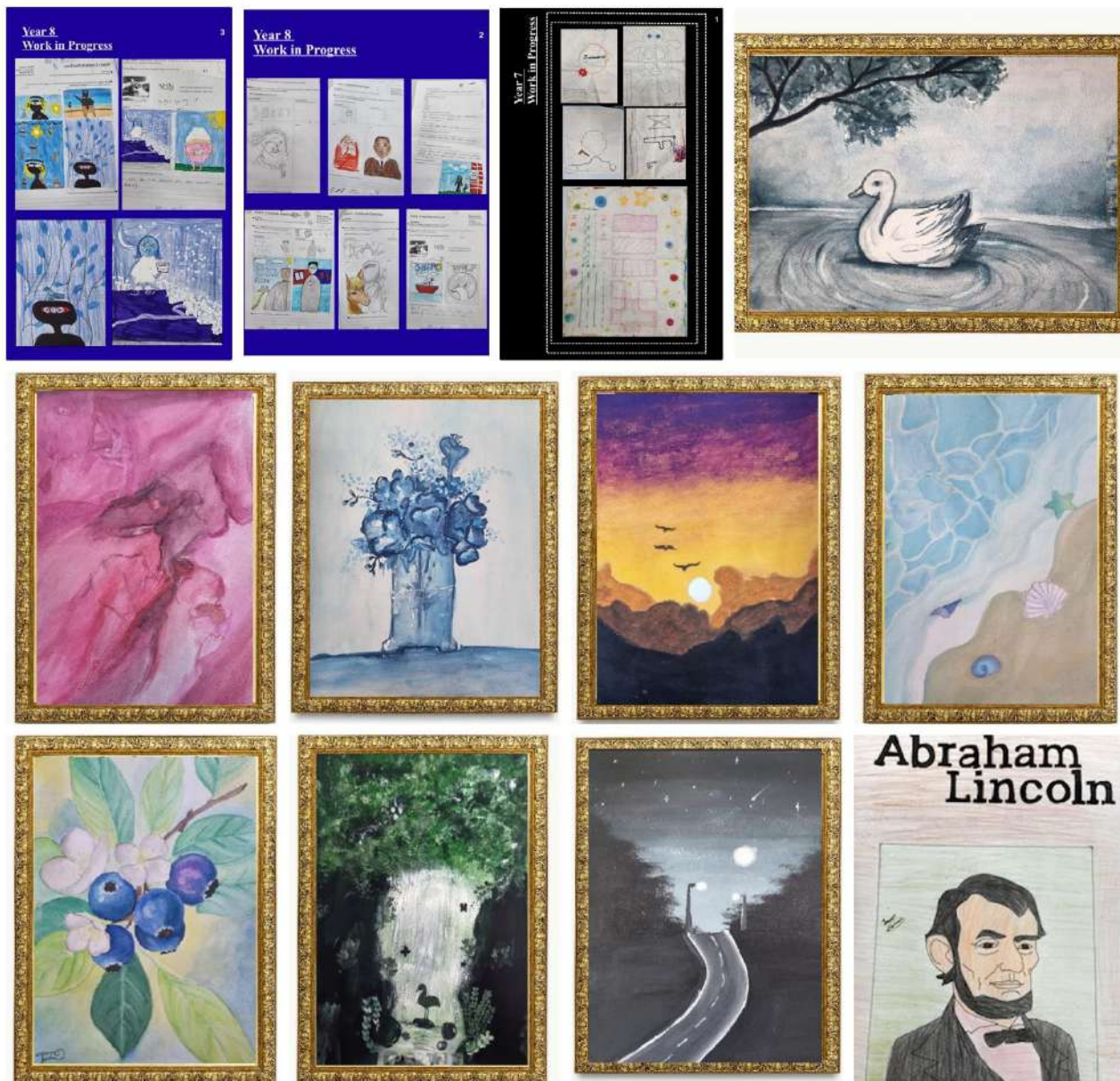
# ARTS

## Visual News!

Our Year 7 Visual Arts students have been developing basic sewing skills, with the displayed pieces showing their work in progress. Students are learning a range of techniques, including different types of stitches, sewing hems, and attaching buttons. Sewing is not only an important life skill, but also a creative art form that allows students to explore design, craftsmanship and self-expression.

Meanwhile, our Year 8 Visual Arts students are working on a poster design project, using the iconic Australian figure Ned Kelly as their focus. The displayed work showcases their progress throughout the design process. Before developing their final poster, students explore the theoretical aspects of design, generate ideas, and create thumbnail sketches, allowing them to experiment with different concepts and compositions.

## The Arts Department



## SPORTS

This term, our high school students have had the opportunity to participate in many interschool sports competitions. We are very proud of the effort, skill, and determination our students display. Our students have become champions several times this term, winning three trophies.

- School Sports SA Senior Boys 7-a-Side Soccer
- School Sports SA Senior Girls Volleyball
- Power Intercultural Cup Road Safety Advertisement Award

A massive congratulations to all involved!

Kind regards,  
**Mr Ahmed**

