

# AL IMAN NEWSLETTER

ISSUE 30

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Term 2  
Students Begin



Eid ul Adha  
Holiday



Public  
Holiday



Term 2  
Last Day



Term 3  
Students Begin

# IMPORTANT DATES

Term 2 Curriculum Day (Student Free Day)	Monday 20 <sup>th</sup> April
Term 2 Students Begin	Tuesday 21 <sup>st</sup> April
Annual School Clean Up Day	Friday 1 <sup>st</sup> May
Year 7 / 8 Boys Bachar Haouli Soccer Cup	Wednesday 6 <sup>th</sup> May
Year 9 / 10 Boys Bachar Haouli Soccer Cup	Wednesday 13 <sup>th</sup> May
Eid ul Adha Holiday	Wed 27 <sup>th</sup> - Fri 29 <sup>th</sup> May
Public Holiday (King's Birthday)	Monday 8 <sup>th</sup> June
Annual Eid Celebration (tentative)	Thursday 11 <sup>th</sup> June
Secondary Semester 1 Exams: Mathematics	Monday 15 <sup>th</sup> June
Secondary Semester 1 Exams: English	Wednesday 17 <sup>th</sup> June
Secondary Semester 1 Exams: Humanities	Thursday 18 <sup>th</sup> June
Secondary Semester 1 Exams: Science	Friday 19 <sup>th</sup> June
Term 2 Last Day (Students)	Thursday 25 <sup>th</sup> June
Semester 1 Reports Published	Friday 26 <sup>th</sup> June
Term 3 Curriculum Day (Student Free Day)	Monday 13 <sup>th</sup> July
Term 3 Students Begin	Tuesday 14 <sup>th</sup> July

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# PRINCIPAL'S MESSAGE

Dear students, colleagues and parents

Assalam-O-Alaikum

As we come to the end of Term 1, I would like to congratulate our entire school community on a truly successful and enriching start to the year. It is evident from this newsletter that our school has been vibrant and full of activity. The breadth of opportunities provided has been exceptional, offering something for every student, from exciting new initiatives to cherished traditions that continue to strengthen our sense of community.



A significant highlight of the term was the blessed month of Ramadhan. This special time provided a valuable opportunity for both students and staff to strengthen their spirituality and deepen their relationship with Allah (Subhanahoo wa Ta'ala). It was inspiring to witness the commitment and reflection shown across our community during this period.

This term has been marked by strong academic achievement, enthusiastic participation in co-curricular activities and a continued emphasis on building a positive and inclusive school environment. Our students are to be commended for their dedication, effort and the pride they take in their learning. We are very proud of their accomplishments.

I would also like to acknowledge and thank our staff for their ongoing commitment and care. Their tireless efforts, both in and beyond the classroom, play a vital role in supporting our students' academic progress and wellbeing. The recent Parent-Teacher Conferences provided an important opportunity for meaningful dialogue between families and teachers. These discussions offered valuable insights into student progress, highlighting both strengths and areas for growth, and reinforcing the importance of our partnership in supporting each child's development.

As we enter the term break, I encourage all members of our community to take this time to rest, recharge and spend quality time with family. We wish everyone a safe and enjoyable holiday and look forward to welcoming our students back refreshed and ready for another productive and rewarding term ahead, Insha'Allah.

Wassalam-O-Alaikum

**Br Zulfiquar Ali**

Principal

# AL-NASIHAH

## RIGHTS OF PROPHET MUHAMMAD

### صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ – PART 3

#### The Third Right: To Love Him

The love of the Prophet Muhammad ﷺ is an essential condition of true faith. The Messenger of Allah ﷺ himself declared:

**“None of you will truly believe until you love me more than your father, child and humanity in totality.”** (Bukhari & Muslim)

This profound statement establishes love for the Prophet ﷺ as a defining element of īmān. However, this love has often been misunderstood as purely emotional or beyond human control. The scholars have clarified that such love is not merely instinctive but deeply connected to conscious prioritisation. As explained by Shaikh Ashraf Ali Thanvi (may Allah ﷻ have mercy on him):

**“Love means prioritising one over the other. Therefore, the Hadith would mean that none of you will truly believe until you prefer my ways, sunnah, and lifestyle over all the other lifestyles and traditions.”**

(Khutbat-i Hakim-ul-ummat)

Thus, true love manifests when the believer places the teachings of the Prophet ﷺ above all competing influences, even those of family or society.

A further Prophetic statement reinforces this connection between love and obedience:

**“None of you will truly believe until your desire becomes a following component to what I have brought.”** (Tirmidhi)

This hadith highlights that genuine love transforms one’s inner inclinations, aligning desires with revelation.

The scholars elaborated on this reality. Imām al-Khaṭṭābī (may Allah ﷺ have mercy on him) interpreted love in the hadith as something within human control, while Imām al-Nawawī (may Allah ﷺ have mercy on him) explained that it reflects the dominance of the purified soul over the base desires. These interpretations demonstrate that love for the Prophet ﷺ is cultivated through effort and spiritual refinement. (Mirqāt al-Mafātiḥ)

At the same time, the tradition of Syeduna ‘Umar ibn al-Khaṭṭāb (may Allah ﷺ be pleased with him) illustrates the elevation of this love:

**“O Messenger of Allah, you are more beloved to me than everything except myself”... The Prophet ﷺ replied... “you will not completely believe until I become more beloved to you than yourself.”** Syeduna ‘Umar (may Allah ﷺ be pleased with him) said, **“Indeed, you are now, by Allah, more beloved to me than myself.”** (Bukhari)

Such love is further strengthened through reflection on the unique qualities of the Prophet ﷺ. The Prophet ﷺ possessed all the qualities that naturally attract the human heart, such as *jamāl* (beauty), *kamāl* (perfection) and *nawāl* (goodness).

Recognising and familiarising oneself with these qualities naturally leads the believer to love him deeply. Thus, love for the Prophet ﷺ is both a command and a natural consequence of understanding his life and legacy.

In conclusion, the love of the Prophet ﷺ is not merely a claim, but a reality that must be nurtured through sincere effort and action. It is cultivated by engaging with his life and teachings, especially through studying his *sīrah* and reflecting upon his character, mercy and perfection.

By implementing his Sunnah, sending abundant *ṣalawāt* and prioritising his teachings over personal desires, this love gradually develops from a conscious effort into a deep and sincere attachment to the Prophet Muhammad ﷺ.

**Maolana Ahmad Moim Siddiqui**

Islamic Studies Teacher

# WELLBEING DEPARTMENT



## NURTURING RESPONSIBILITY AND INDEPENDENCE IN OUR CHILDREN

**Focus:** Encouraging students to take ownership of their learning and actions

***“And that there is not for man except that [good] for which he strives.***

*(Surah An-Najm, 53:39)*

*The Prophet Muhammad Sallallahu Alaihi Wasallam said:*

***“Each of you is a shepherd, and each of you is responsible for his flock.”***

*(Bukhari)*

As we move further into the school term, it is a valuable time to focus on nurturing a sense of responsibility and independence in our children. Islam teaches us that every individual is accountable for their actions, and even from a young age, children can begin to develop this important quality.

Encouraging responsibility not only supports academic success but also builds confidence, resilience and strong character.

Here are some simple ways parents can support this at home:

### **Taking Ownership**

- Encourage children to pack their own school bags and check their homework.
- Allow them to take responsibility for remembering their belongings, for example, bringing their library books on the correct day or ensuring their lunchbox and water bottle are packed.

### **Building Independence**

- Give children small, age-appropriate tasks at home, for example, making their bed, helping set the table or tidying up their school materials after use.
- Let them make simple choices, such as organising their study time or preparing for the next day.

### Learning from Mistakes

- Remind children that mistakes are part of learning, for example, if they forget homework or make an error in a test, use it as an opportunity to improve rather than criticise.
- Encourage reflection rather than fear of getting things wrong, for example, asking them “What could you do differently next time?” instead of focusing on the mistake itself.

### Linking Responsibility to Faith

- Teach children that Allah Subhanahoo Wata’ala loves those who are trustworthy and responsible, for example, by fulfilling promises, completing their schoolwork honestly, and taking care of their belongings.
- Encourage sincerity in both their schoolwork and daily actions, for example, reminding them to do their best not for praise, but to please Allah Subhanahoo Wata’ala.

By gradually giving children responsibility, we help them grow into confident and capable individuals, in both this life and the next, Insha’Allah.

May Allah Subhanahoo Wata’ala guide our children to be responsible, sincere, and successful in all that they do. Ameen.

### Ustaz Sharief Serfonteyn

Wellbeing Coordinator



# THE FRIDAY PROGRAM- SECONDARY GIRLS' WING



## BEING A MUSLIMAH: FAITH, IDENTITY & WELLBEING

We are pleased to introduce our new theme for the Friday program this year *BEING A MUSLIMAH*. The Friday program is a weekly wellbeing and personal development program designed to support our secondary girls in strengthening their faith, identity, and overall wellbeing.

### Our objectives this year:

- Strengthen Islamic identity and sense of belonging
- Nurture emotional and spiritual wellbeing
- Empower students with self-awareness, inner strength, and authentic confidence
- Embed the school's core values; Truthfulness, Cleanliness, and Punctuality, within an Islamic framework.

### Term 1 reflection:

Term 1 was a vibrant start of the year, enriched by the blessed seasons of Ramadan and Eid Al-Fitr. Throughout the term, students explored a range of important topics including diversity, identity, truthfulness, safety, and self-worth. A strong focus was placed on what it means to be a Muslimah in a diverse world. Discussions were approached from multiple perspectives, incorporating elements of Fiqh of Siyam, Sirah, and lifestyle.

Towards the end of the term, students participated in two major meaningful activities: Gratitude Wall and a collaborative Mandala Art display. Both activities highlighted the students' creativity, reflection, and strong sense of identity and belonging.

The Gratitude Wall featured 216 colourful heart-shaped designs where students expressed what they are most thankful for. Responses showed that the highest level of gratitude was directed towards family, with mothers being the most frequently mentioned. The second most common theme was gratitude for Deen as a way of life. Words such as Islam, being Muslim, Allah, the Qur'an, dhikr, faith, and tawbah (repentance) were repeatedly highlighted, reflecting a strong spiritual awareness among our students.

Friendship was another key theme, with many students expressing appreciation for their friends. Additionally, gratitude for food and simply being alive were commonly mentioned, showing an awareness of the importance of basic blessings such as health and sustenance.

Some students expressed a broader sense of gratitude by writing “everything,” indicating an overall appreciation for life. There were also around 20 responses that included themes such as happiness, smiles, and love. A smaller number of responses included unique or random entries such as gifts, childhood, and cats.

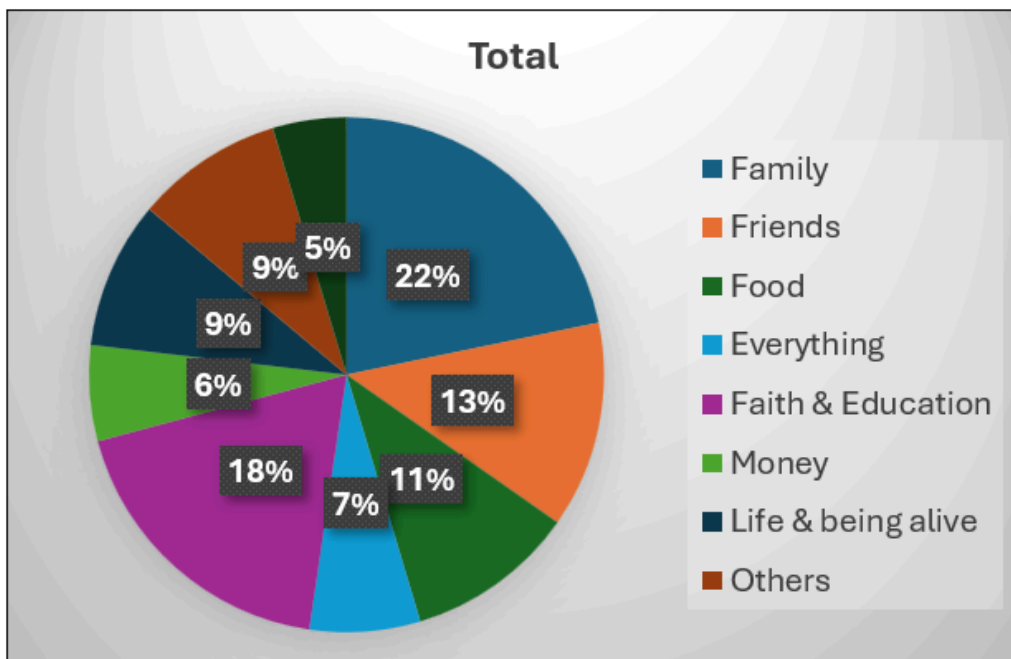
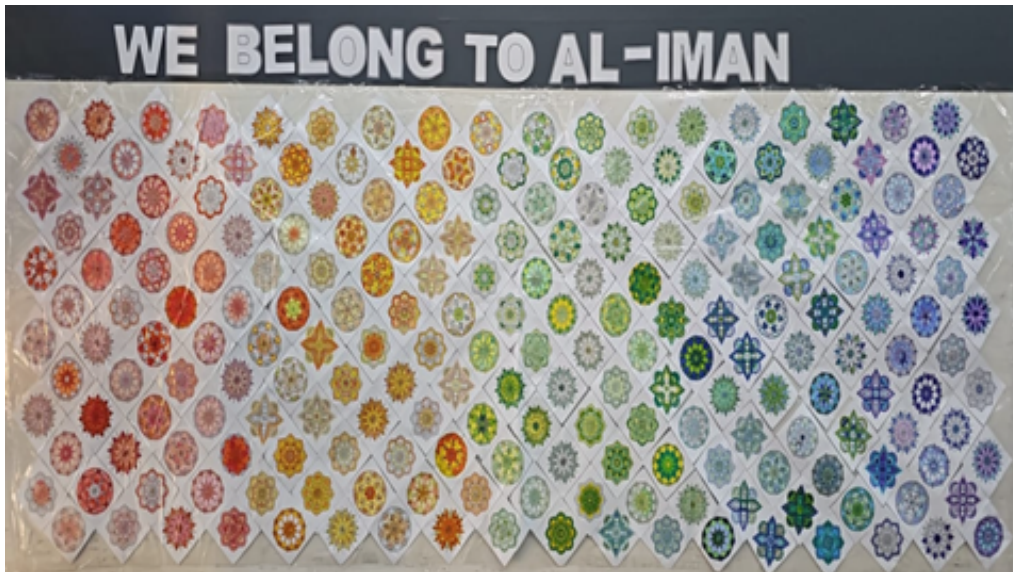
While 10 responses were not directly related to the topic, the overall engagement remained highly positive and meaningful. A particularly interesting and memorable response was the word “fuel,” which stood out as a unique expression of gratitude, reflecting our current challenges with what is happening around the world!

Overall, the activity highlighted the students’ ability to reflect deeply, express gratitude sincerely, and engage creatively, making it a very successful and impactful experience.

### **Ms Halima Ramadan**

Student Counsellor - Girls’ Wing





# FOUNDATION - YEAR 2

## FOUNDATION STUDENTS – A BEAUTIFUL BEGINNING



The Foundation students have made a beautiful beginning to their first year of schooling. With gentle guidance, patience, and encouragement, they settled into the school environment with growing confidence and ease. It has been heartening to see them take their first steps in this new journey.

Throughout the term, students focused on building strong foundations by getting to know their teachers, establishing daily routines, and adjusting to important aspects of the school day such as eating times and transitions. Alongside this, they were gradually introduced to the values and expectations of the classroom. Students learned to take turns when speaking, use appropriate voice levels, practise gentle and respectful interactions, sit attentively on the mat, and take care of their learning environment.

Learning content was introduced slowly and thoughtfully, allowing students to develop essential early skills such as cutting and pasting, using a correct pencil grip, and practising drawing and copying. By the time homework was introduced, students approached it with enthusiasm and a sense of responsibility. They also took great joy in borrowing books from the library, nurturing an early love for reading.

MashaAllah, we are very pleased with the progress the students have made in such a short time. Their growth reflects not only their efforts, but also the support and care they receive at home. We sincerely thank our parents for their ongoing support and trust, and we look forward to continuing this partnership for the benefit of each child.

We ask Allah to place barakah in their learning, to grant them a love for knowledge, and to make their schooling years a source of joy, confidence, and success.

**Ms Katherine V, Ms Atifa Z, Ms Farhana A and Ms Duria A**  
Foundation Form Teachers

# YEAR 1 EXCURSION AT MELBOURNE MUSEUM

Our Year 1 students had an unforgettable adventure at the Melbourne Museum during Term 1! From the moment we arrived, excitement filled the air as students eagerly explored the wonders of history, nature, and discovery.



Our journey began with a mix of guided and self-guided tours, allowing students to learn in fun and interactive ways. The Forest Walk Gallery was a highlight, where students immersed themselves in nature and discovered how the Earth has changed over time. They were fascinated by the sights and sounds, making meaningful connections between the past and present.

One of the most engaging experiences was the “300 Million Years Ago” tour, where students explored aspects of daily life connected to the First Peoples of south-eastern Australia. This rich learning experience deepened their understanding of history and culture in a hands-on way.

At the Melbourne Story Gallery, students stepped back in time to uncover how Melbourne has grown and changed since 1835. They explored over 1,200 historical objects, visited replica workers’ cottages from the 1890s and even “rode” in a restored Luna Park Big Dipper carriage! The interactive displays and sounds of the past truly brought history to life, helping students see the city from different perspectives.

The excitement continued in the Dinosaur Features Gallery, where students examined and touched 3D casts of a Triceratops. They learned about Australian dinosaurs, their unique features and how they survived in extreme environments. Listening to stories of scientific discoveries sparked curiosity and wonder among our young learners.

Another favourite was the guided session “Comparing Past and Present: My Grandmother’s Toy Box.” Students explored how toys have changed over time, listened to engaging stories and compared toys from the past with their own.

This experience encouraged thoughtful discussions and helped students understand the ideas of change and continuity.

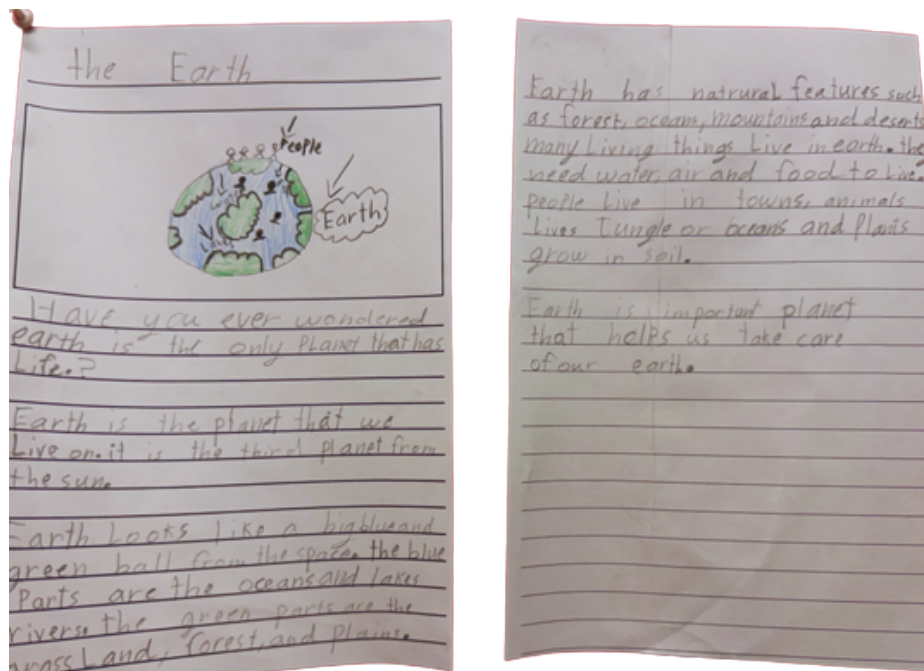
Overall, the excursion was a truly memorable and enriching experience. Our students were highly enthusiastic, engaged and full of curiosity throughout the day. It was wonderful to see them learning beyond the classroom, asking questions, and making meaningful connections with history and the world around them.

**Ms Noshin Tabassum**

Year 1A Form Teacher



# YEAR 2 WRITING HIGHLIGHTS



This term, our Year 2 students developed their skills in information report writing, growing into confident young researchers and authors. They learned how to carefully organise their ideas, gather and use factual information, and present their writing in a clear and structured way.

Throughout the term, students explored a range of topics and worked on building their understanding of how information texts are structured. They focused on using headings, writing in full sentences and selecting relevant facts to support their ideas. Students also practised using appropriate vocabulary and language features to make their reports informative and engaging for the reader.


The excursion to Como House provided a meaningful context for learning, allowing students to connect their real-life experiences with their writing. This helped deepen their understanding and gave them authentic ideas to include in their reports.

We are very proud of the detailed, informative and well-structured reports our students have produced this term. It has been wonderful to see their growth in confidence, independence and enthusiasm as writers.

**Ms Asma Shah**

Year 2B Form Teacher

Earth



Have you ever wondered why only humans & only live on Earth?

Well today I am going to teach you all about Earth.

Earth is round and blue, there is also a bit of green and brown.

In Earth there is lots of air so humans and animals can breathe.

Earth has many humans, animals, and lots of famous places.

That is why Earth is the only planet that has humans and animals.

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### Step 2: Draft Your Text

(Use your plan to write sentences. Don't worry about mistakes yet!)

#### Turtles

Did you know turtles have really hard backs where they hide in?

Turtles are good at hiding by camouflaging in grass or green leaves.

Turtles live in land like forests or water like oceans or lakes.

Turtles eat lettuce, cucumbers or flowers.

Baby turtles sometimes eat flies.

Turtles are really slow and gentle.

They are really harmless.

These facts help us understand that turtles are gentle and less harmful.

# F-2 SCHOOL COMPETITION WINNERS TERM 1 2026:

Classes	Handwriting Stars	Reading Stars	Math Masters
<b>Foundation A</b>	Mariam Zulfa	-	-
<b>Foundation B</b>	Rufaida Noor	-	-
<b>Foundation C</b>	Mahir Mohammed	-	-
<b>Foundation D</b>	Zaryan Abbas Aisha Binte Mashiur	-	-
<b>Year 1A</b>	Subaita Hossen Yahya Ameen Hasan	Yahya Fawad Ayman Hashmi Ibrahim Al-Ameen	Abdullah Ahmed Yahya Ameen Hasan
<b>Year 1B</b>	Alesha Amin Muaaz Morshed	Abdul Matheen Khan Fatima Salman Sarah Abdul Aleem R	Ali Ezdan Otta K Eesa Zohaib
<b>Year 1C</b>	M Ibrahim Chiya Zainab Durrani	Mohammad Bin Rabi Rida M Ahmed Zainab Durrani	Mohammad Bin Rabi Muhammad Hasnain
<b>Year 1D</b>	Aanabia Baarirah Azrin Thalikkuthil	Yumna Usman Fatima Li Mow Chi Yusra Haroon	Sofiya Sobhan Amina Chayeu
<b>Year 2A</b>	Amina Ahmed	Arisha Irfan Raima Aroush Kazim Ruwaibah Zafrin	Firdous Eriklioglu Raima Aroush Kazim
<b>Year 2B</b>	Ayaan Siddiqui Mohammed	Omar Khan Taha Kamran M Obaid Ur Rehman	M Obaid Ur Rehman Omar Khan
<b>Year 2C</b>	Farheen Taneem	Noor Asif Farheen Taneem Huda Osman	Tasmira Khan Maliha Tasnim
<b>Year 2D</b>	Ameen Ahmed		Dawud Abdul A Rashed Ibrahim Patel
<b>Year 2E</b>	Asiya Shayma	Aliza Idris Nada Keown Hadiya Attique	Asiya Shayma Inaaya Vahora

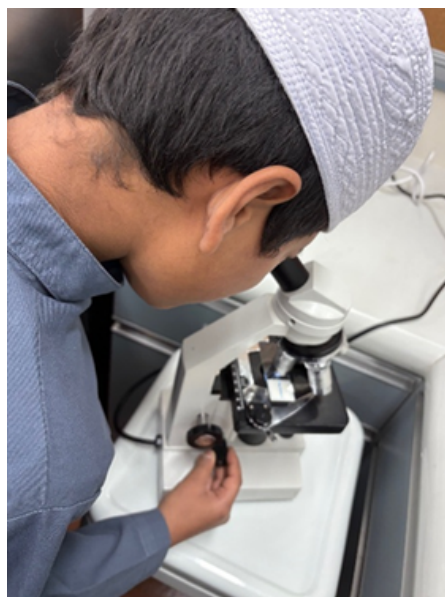
# YEAR 3 - 6 DEPARTMENT

## YEAR 3 TERM ONE: LITTLE LEARNERS, BIG DISCOVERIES!

Alhamdulillah! Term 1 has been a vibrant and engaging period for our Grade 3 students, filled with meaningful learning experiences and exciting events.

In Week 7, from 11th March to 19th March, students participated in NAPLAN. We are incredibly proud of the resilience, focus, and determination they demonstrated throughout the assessments. It was especially inspiring to see many students observing Ramadan during this time. Their commitment to fasting at such a young age, while continuing to perform to the best of their ability, was truly commendable—Subhan Allah.

On 18th March, students took part in the Mad About Science incursion, centred on the topic of “Living Things.” This hands-on experience provided students with the opportunity to explore a wide range of scientific concepts in an engaging and interactive way. Highlights of the incursion included observing a stick insect and learning about its remarkable camouflage, as well as examining live specimens such as earthworms to understand their features and adaptations.



Students explored the concept of Living vs Non-living, identifying what makes something alive, and investigated adaptations, discovering how different species are perfectly suited to their environments. They also participated in activities related to ecosystems, taking part in a food web simulation to understand the interdependence of living organisms.

The use of microscopes allowed students to explore the smallest building blocks of life, while sessions on animal sight and hearing gave them insight into how different animals perceive the world. Students also learned about taxonomy, discovering how living things are classified and grouped.



A particularly memorable experience was getting up close with real DNA, allowing students to touch and observe it firsthand. Additionally, students planted their own seeds in cups, linking their learning to real-life growth and sustainability. All students received participation certificates in recognition of their enthusiastic involvement.



Before



After one week

We also celebrated World Maths Day on 25th March. Students eagerly participated in a variety of mathematical challenges and activities on Mathletics, demonstrating excellent problem-solving skills. We are proud to share that **Afshin Habeeb (3A), Humaera Ferdous (3A), Hafsa Ferdous (3A), Emaan Binth Thanzeer (3A), Rasool Muhammad Alyaan (3B), Siddiqui Subhan Muhammad (3B) and Muhammad Huzaifa Haroon (3D)**, all received certificates and special gifts in recognition of their achievements.

On the girls' side, a handwriting competition was held across both classes. We congratulate: **Asmaa Nasfan (3A), Khadija Vahora (3A), Khadija Fatima (3A), Eifa Mohamed (3C), Meerab Mirza (3C), and Asiya Patel(3C)**, for their outstanding effort and beautiful handwriting.

Additionally, students participated in a reading competition, where they tracked the number of books they read in their green logbooks. We are pleased to acknowledge **Khadija Patel (3A), Asmaa Nasfan(3A), Afiyah Rahman(3A), Maryam Riyas (3C), Hareem Nouman(3C) and Rozia Kawsar(3C)**, as the winners. The winners in both the competitions were awarded with certificates of Handwriting Stars and Reading Stars.

Overall, it has been a wonderful term of growth, curiosity, and accomplishment. We sincerely thank parents for their continued support and look forward to another enriching term ahead.

**Ustaz Yusuf, Ustaz Ismail, Sr Huma & Sr Sumayya**

Year 3 Form Teachers



## YEAR 5 HUMANITIES - SOVEREIGN HILL EXCURSION

In Term 1, our Year 5 students embarked on an exciting excursion to Sovereign Hill, where they explored Australia's rich history. This immersive experience allowed students to step back in time and gain a deeper understanding of life during the gold rush era.

Throughout the day, students discovered what it was like to be a gold miner, participated in activities that reflected schooling in the early 1900s, and learned about the different roles and responsibilities of men and women during that period.

The excursion provided a valuable hands-on learning opportunity, helping students connect classroom learning with real-life experiences. It was a memorable day that brought history to life and sparked curiosity about Australia's past.

**Ms Farhana Chundoo, Ms Saima Kausar and Ms Tasneem Baig**

Year 5 Form Teachers - Girls' Wing



# YEAR 7 - 10 DEPARTMENT

## HPE DEPARTMENT: YEAR 7 & 8 RECESS COMPETITIONS!

During recess, the year 7s and 8s had a friendly competition within their year level of the sport they learnt and practiced in term 1. The year 7's learnt Handball this term and the year 8's learnt Basketball.

When the competitions started during recess, it drew a lot of attention from other students and staff members too. The crowd was wild; the cheering and support was electric!! We had students supporting their class with supportive posters, chants, even pompoms that they made. Every goal was celebrated with a roar and high fives. It was a competition to remember.

The winner of the year 7 Handball game was 7A, and the winner of the year 8 Basketball game was 8C. Spectators voted for the best player of the match for each year's team. The Player of the match for 7A was Aisha Malik, 7C was Tasnim Haouchar, 8A Hoda Mohamed, and 8C Tanha Tabassum. Congratulations girls! The teams and year levels were awarded with prizes, certificates and green cards.

**Ms Alisha Khan**

Year 7 - 9 HPE Teacher



# YEAR 9/10 ISSAV INTER-ISLAMIC SCHOOLS FUTSAL & BASKETBALL TOURNAMENT

Alhamdulillah, the Year 9/10 Inter Islamic Schools Futsal and Basketball Tournament, held at Mill Park Stadium on the 23rd and 25th of March respectively, provided a fantastic opportunity for our students to showcase their skills, teamwork, and sportsmanship.



Across both tournaments, our students demonstrated admirable commitment and determination. From the very first whistle, it was clear that each player was prepared to give their absolute best. Whether on the futsal court or the basketball court, our teams competed with energy, focus, and a strong sense of unity.



Taking shots and getting ready for the back-to-back matches!

Although our teams did not progress to the semi-finals, the overall performance was highly commendable. Many of the matches were closely contested, with only small margins separating the teams at full time. These tight scorelines are a testament to the effort, resilience, and competitive spirit displayed by our students throughout the tournaments. In several games, our teams pushed their opponents right to the end, showing great perseverance and never giving up, regardless of the scoreboard.



Al Iman taking a shot of what was going to be an excellent 3-pointer!

Beyond the results, what stood out most was the exemplary attitude and conduct of our players. They consistently demonstrated respect towards referees, opponents, and teammates, embodying the true spirit of the competition. Their positive mindset, encouragement of one another, and ability to remain composed under pressure were particularly pleasing to observe. Even in challenging moments, our students maintained their integrity and sportsmanship, representing the school with pride.



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The tournaments also served as a valuable learning experience. Competing against strong opposition allowed our students to further develop their skills, build confidence, and gain a deeper understanding of teamwork and game strategy. These experiences will no doubt contribute to their growth in future sporting events.

We would like to commend all participating students for their effort, behaviour, and dedication despite having very limited training due to Ramadan. Their performance reflects not only their individual abilities but also their character and willingness to support one another.

Overall, the futsal and basketball tournaments were a positive and rewarding experience for everyone involved. We look forward to building on this momentum and continuing to foster both sporting excellence and strong character in future competitions. Jazakallah Khairaa to all staff and students who have given their support to the team!

**Ustaz Hafizzudin Ng**

HPE Coordinator

# SCIENCE DEPARTMENT: YEAR 10B ROCKETS INTO PHYSICS LEARNING

Year 10B boys took their learning to new heights through an engaging hands-on rocket experiment using water-powered and air-pumped rockets. Students showed strong enthusiasm and actively applied key physics concepts, particularly Newton's Third Law, as they generated thrust to launch their rockets.

They confidently explained the science behind rocket launches, identifying forces such as thrust, gravity, and air resistance, and how these affect motion and stability.

Students also extended their thinking by comparing rockets with aeroplanes, exploring differences in propulsion, lift, and operation in space versus the atmosphere. This demonstrated excellent critical thinking and a solid understanding of real-world physics applications.

## **Ustaz Mohammed Abdul Rashid**

Year 10 Science Teacher



# VCE DEPARTMENT

## VCE UPDATES – CLASS OF 2026

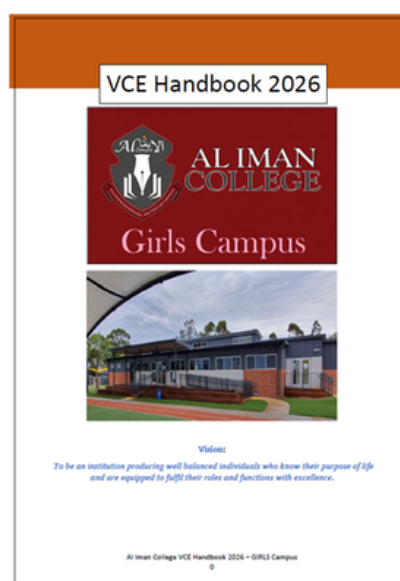
Al Iman College is proud to share several important milestones and updates for our VCE Class of 2026, marking the beginning of an exciting and significant academic journey for our students.

### VCE Information Sessions 2026:

We successfully conducted our VCE Information Sessions, with the boys' session held on 10 February 2026 and the girls' session on 11 February 2026. These sessions played a vital role in equipping students and parents with a clear understanding of the VCE program, including its structure, expectations, assessment requirements, and future pathways into tertiary education and careers. We extend our sincere gratitude to all students and parents who attended. Your engagement, thoughtful participation, and commitment to your child's education contributed greatly to the success of these sessions.

### VCE Handbooks for 2026:

Students have received their VCE Handbooks for 2026, which serve as an essential companion throughout their VCE journey. These handbooks provide detailed guidance on the structure of the VCE, subject requirements, assessment procedures, attendance expectations, and key policies. They are designed to ensure that both students and parents are well-informed and supported in navigating the academic demands of Years 11 and 12 with clarity and confidence.



## VCE Curriculum Overview Handbook for Students and Parents :

We have also introduced the VCE Curriculum Overview Handbook for Students and Parents, a valuable resource that complements the main handbook. This document provides subject-specific insights, including course content, assessment structures, and potential career and university pathways. It is designed to support students and families in making informed decisions about subject selection, ensuring a balanced and purposeful VCE program aligned with each student's aspirations and future goals.

### VCE Class of 2026 jackets:

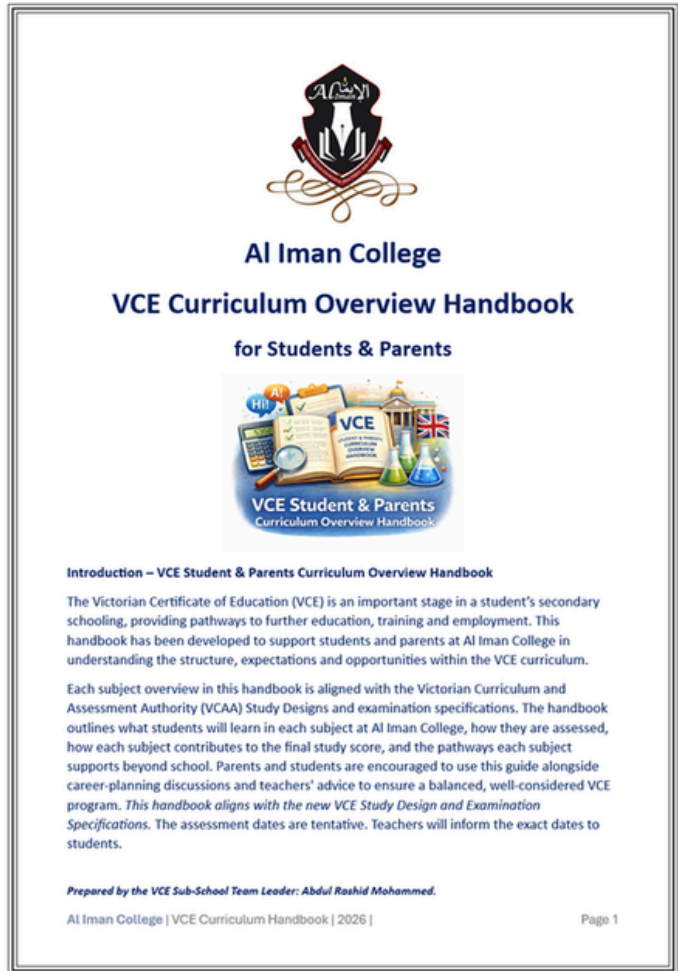
In addition, our students were proudly presented with their VCE Class of 2026 jackets. This was a special and memorable moment, as both our boys and girls wore their jackets with pride.

The jackets symbolise not only their identity as the graduating class of 2026 but also their dedication, responsibility, and commitment to excellence as they embark on this important stage of their educational journey.

As we move forward, Al Iman College remains committed to supporting our VCE students academically, spiritually, and personally. We look forward to working closely with students and parents throughout the year and pray for their continued success, growth, and achievement in 2026.

### Ust Mohammed Abdul Rashid & Ms Zarreen Qureshi

VCE Sub School Team Leader & VCE Supervising/Support Coordinator



# OUTDOOR ACTIVITIES EXPERIENCES - VCE GIRLS' CAMP: WEEKAWAY 2026

On the 12th of February, our VCE girls headed off to Weekaway for an unforgettable camp experience. The trip provided a wonderful opportunity for the students to bond outside the classroom, build resilience through outdoor activities, and recharge for the year ahead.

Most importantly, it was a vital opportunity for the girls to enjoy themselves and find a sense of balance before getting involved in their tough study schedules. Alhamdulillah, it was a successful and enriching trip for everyone involved, leaving our students refreshed and ready to tackle their academic goals.



# EXTRA CURRICULAR ACTIVITIES & EVENTS

## HARMONY WEEK: OUR LIVING MAP OF VOICES - 2026

Our school community celebrated Harmony Week (March 16–22), a vibrant tribute to the diversity that defines us. The week was centered around the theme that "Everyone Belongs," and it provided a final, joyful opportunity for students to enjoy themselves and connect before immersing themselves in their tough study schedules for the remainder of the term.

### **The Echo of Harmony**

The highlight of our celebration was a high-impact segment during our whole-school assembly titled "The Echo of Harmony." We created a "Living Map of Voices," where students from Foundation to Year 12 represented their heritage by translating core messages of unity into their mother tongues.

Over three days of preparation, the messages grew in depth alongside our students:

- Foundation to Year 2: Shared the heart-warming reminder, "We are all friends."
- Year 3 to Year 6: Declared the importance of unity, "We play together and learn together."
- Year 7 to Year 12: Reflected on our collective beauty, "We have many cultures in one school, like different flowers in one garden."


### **A Garden of Cultures**

During the assembly, selected students stepped to the microphone to share these phrases in over 10 different languages. Hearing the same message echoed in various mother tongues was a moving experience, proving that while we have different roots, we are truly one community.

Alhamdulillah, this celebration was more than just an event; it was a moment of "proactive rest." By celebrating our identities and building these bonds now, our students are better supported and more resilient as they pivot their focus toward the demanding academic weeks ahead.


### **Ms Zarreen Qureshi**

Extra Curricular Activities Coordinator



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1448  
HIJRI

# 2026



20 - 40 Rees Road  
Melton South VIC 3338  
info@aliman.vic.edu.au 03 97431117

**Term 1 - 19 Jan**

JANUARY							FEBRUARY							MARCH						
Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su
29	30	31	1	2	3	4	26	27	28	29	30	31	1	23	24	25	26	27	28	1
5	6	7	8	9	10	11	2	3	4	5	6	7	8	2	3	4	5	6	7	8
12	13	14	15	16	17	18	9	10	11	12	13	14	15	9	10	11	12	13	14	15
19	20	21	22	23	24	25	16	17	18	19	20	21	22	16	17	18	19	20	21	22
26	27	28	29	30	31	1	23	24	25	26	27	28	1	23	24	25	26	27	28	29
														30	31					

**Term 2 - 21 Apr to 25 Jun**

APRIL							MAY							JUNE						
Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su
30	31	1	2	3	4	5	27	28	29	30	1	2	3	1	2	3	4	5	6	7
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28
27	28	29	30	1	2	3	25	26	27	28	29	30	31	29	30	1	2	3	4	5

**Term 3 - 14 Jul to 17 Sep**

JULY							AUGUST							SEPTEMBER						
Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su
29	30	1	2	3	4	5	27	28	29	30	31	1	2	31	1	2	3	4	5	6
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20
20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27
27	28	29	30	31	1	2	24	25	26	27	28	29	30	28	29	30	1	2	3	4
							31													

**Term 4 - 6 Oct to 1 Dec**

OCTOBER							NOVEMBER							DECEMBER						
Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su
28	29	30	1	2	3	4	28	27	26	25	24	23	22	30	1	2	3	4	5	6
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27
26	27	28	29	30	31	1	23	24	25	26	27	28	29	28	29	30	31	1	2	3
							30													

**JANUARY 2027**

Mo	Tu	We	Th	Fr	Sa	Su
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

*Commencement Date for 2027*

- Term Holidays
- Public Holidays
- Students Begin
- Teachers Begin
- Ramadhan Timetable Begins
- Curriculum Day
- Students Finish
- Teachers Finish
- Eid Holidays (Subject to Moonighting)
- Exam Week
- Reporting Day
- Reports Online

Teachers Begin - Monday 18 January  
 Students Begin - Monday 25 January  
 Foundations Begin - Thurs 28 January