

# AL IMAN NEWSLETTER

ISSUE 31

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Term 3  
Students Begin



Term 3  
Last Day



Parent - Teacher  
Reporting Day



Public  
Holiday



Term 4  
Students Begin

# IMPORTANT DATES

Term 3 Curriculum Day (Student Free Day)	Monday 13th July
Term 3 Students Begin	Tuesday 14th July
CENSUS Day	Friday 7th August
Year 10-12 Boys Camp	Wed 12th - Fri 14th Aug
Science Week	Mon 17th - Fri 21st Aug
CBCA Book Week	Mon 24th - Fri 28th Aug
Year 6 Girls Outdoor Activities / Day Camp	Monday 24th August
Year 6 Boys Outdoor Activities / Day Camp	Tuesday 25th August
PAT Assessments	Mon 31st Aug - Fri 4th Sep
Yr 3 - 12 Annual Sports Day	Date TBC
Annual Eid Celebration	Date TBC
Term 3 Last Day (Students)	Thursday 17th September
Parent-Teacher Conference Day	Friday 18th September
Public Holiday	Friday 25 <sup>th</sup> September
Term 4 Curriculum Day (Student Free Day)	Monday 5th October
Term 4 Students Begin	Tuesday 6th October

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# PRINCIPAL'S MESSAGE

Dear Parents, Staff and Students

Assalam-O-Alaikum Wa Rahmatullahi Wa Barakatuh,

Alhamdulillah Rabbil 'Aalameen, as we reach the end of another productive and rewarding term, I would like to thank our students, parents, staff, and the wider Al Iman College community for their continued support, dedication, and commitment throughout Term 2.



One of the greatest blessings during this term has been the opportunity for many members of our community to perform Hajj, one of the five pillars of Islam. We extend our heartfelt congratulations to all those who were blessed to undertake this sacred journey. May Allah (Subhanahu Wa Ta'ala) accept their Hajj, forgive their sins, and allow the spiritual lessons of this blessed pilgrimage to remain with them throughout their lives. Ameen.

This term also marked the completion of our Semester 1 examinations. I would like to congratulate all students who applied themselves diligently and achieved pleasing results. Your hard work and perseverance deserve recognition. At the same time, every assessment provides an opportunity for reflection and growth. I encourage all students to carefully consider the feedback provided by their teachers and make a sincere effort to strengthen the areas identified for improvement. Continuous learning and striving for excellence are qualities beloved to Allah (Subhanahu Wa Ta'ala).

We are also pleased to share the exciting progress of our car park extension project. Alhamdulillah, construction is now nearing completion, and Insha'Allah the extended car park will be fully operational at the beginning of Term 3. This important development will significantly improve traffic flow and provide greater convenience and safety for our staff, parents, and students during drop-off and pick-up times.

As we reflect upon the many blessings Allah has bestowed upon our College, we are reminded that serving our community is itself a tremendous honour and responsibility. Education is not simply an occupation; it is a trust (amanah). We are privileged to be associated with the most noble of professions—the profession exemplified by our beloved Prophet Muhammad ﷺ, who was the greatest teacher of humanity. Every lesson taught, every child nurtured, and every good character developed is an investment in both this world and the Hereafter.

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As we conclude the term, I pray that Allah (Subhanahu Wa Ta'ala) grants all of us the divine capability, wisdom, sincerity, and strength to fulfil this noble responsibility to the very best of our ability. May He place barakah in our efforts, continue to guide our students towards beneficial knowledge and righteous character, and allow Al Iman College to remain a source of goodness for our community for generations to come.

I wish all our families a safe, restful, and rewarding holiday break. We look forward to welcoming everyone back in Term 3, refreshed and ready for another successful term, Insha'Allah.

Wassalam-O-Alaikum Wa Rahmatullahi Wa Barakatuh.

**Br Zulfiquar Ali**

Principal

# AL-NASIHAH

## RIGHTS OF PROPHET MUHAMMAD

### ﷺ – PART 4

#### The Fourth Right: To Implement His Sunnah

Among the greatest rights of Prophet Muhammad ﷺ upon every believer is that his Sunnah be implemented in every aspect of life. True faith is not confined to verbal declarations of love and reverence; rather, it is manifested by following the noble example of the Messenger of Allah ﷺ in worship, character, conduct, and daily living.

#### The Meaning of Sunnah

Linguistically, the word *Sunnah* means a path, way, practice, or habit.

In the Islamic context, Sunnah refers to everything authentically transmitted from Prophet Muhammad ﷺ, including:

- His statements.
- His actions.
- His tacit approvals. those matters that occurred in his presence which he ﷺ did not prohibit.

According to Allāmah Ibn al-Humām and Allāmah Ibn ‘Ābidīn (may Allah have mercy on them), the practices that were consistently observed by the Rightly Guided Caliphs are also included in Sunnah. Other scholars have further expanded this to include the established practices of the noble Companions.

Allāmah al-Ṭaḥṭāwī defines Sunnah as:

**“Whatever was practiced by the Prophet ﷺ or by any of his Companions.”**

#### The Types of Sunnah

The scholars have broadly divided the Sunnah into two categories:

##### 1. Sunan al-Hudā

These are acts of worship that the Prophet ﷺ performed consistently as part of

the religion. Examples include the Sunnah acts of prayers, fasting, Hajj, and other devotional acts.

Neglecting these Sunnahs without a valid excuse is considered blameworthy and disliked.

## 2. Sunan al-Zawā' id

These relate to the noble habits, manners, appearance, and daily lifestyle of the Prophet ﷺ, such as his manner of dressing, eating, sleeping, and personal etiquette.

Implementing them is highly rewarding and is a means of expressing one's love for the Messenger of Allah ﷺ.

### The Seriousness of Neglecting the Sunnah

Imām al-Ghazālī (may Allah have mercy on him) said regarding the one who abandons the Sunan al-Hudā without a valid excuse: **“I do not know any reason for one who abandons the Sunnah without a valid excuse except hidden disbelief (kufr) or manifest foolishness.”**

This statement highlights the gravity of deliberately neglecting the established practices of the Prophet ﷺ without any legitimate reason.

### Following the Sunnah: A Sign of Love for Allah

Allah Almighty declares:

**"Say, (O Prophet): If you truly love Allah, then follow me; Allah will love you and forgive your sins. And Allah is Most-Forgiving, Most Merciful."**

(Qur'an 3:31)

This verse establishes a fundamental principle: sincere love for Allah is demonstrated through following His Messenger ﷺ.

When a believer moulds his life according to the teachings of the Prophet ﷺ and the example of his noble Companions, he attains two immense blessings:

- The love of Allah ﷻ.
- Forgiveness of his sins.

Conversely, if a person claims to love Allah and His Messenger ﷺ while his character, lifestyle, and actions bear little resemblance to the

Prophetic way, then his claim is contradicted by his conduct.

### The Reality of True Love

Imam As Shafī'ī (may Allah ﷺ have mercy on him) beautifully expresses this reality:

تعصي الإله وأنت تظهر حبه  
وهذا لعمرى في الفعال بديع  
لو كان حبك صادقاً لأطعته  
إن المحب لمن يحب مطيع

*You disobey Allah while claiming to love Him*

*Indeed, this is a remarkable contradiction.*

*Had your love been sincere, you would have obeyed Him,*

*For the true lover is always obedient to the one he loves.*

### Holding Firmly to the Sunnah

Sayyidatunā 'Ā'ishah (may Allah ﷺ be pleased with her), said:

**“Whoever firmly adheres to the Sunnah will certainly enter Paradise.”** (Kanzl)

The reward becomes even greater during times when adherence to the Sunnah becomes rare.

The Prophet ﷺ said:

**“Whoever revives my Sunnah has indeed loved me, and whoever loves me will be with me in Paradise.”** (Tirmidhī)

### Conclusion

Implementing the Sunnah is far more than merely adopting a set of practices, it is a manifestation of genuine faith, sincere love, and complete submission to Allah ﷻ and His Messenger ﷺ. Every Sunnah we revive brings us closer to the beloved Messenger ﷺ, beautifies our character, and earns the pleasure and love of Allah Almighty. In an age where many Prophetic practices are neglected, striving to revive and uphold the Sunnah is among the greatest acts of devotion and one of the clearest expressions of true love for Prophet Muhammad ﷺ. May Allah grant us the ability to follow his Sunnah inwardly and outwardly, and resurrect us in his blessed company in the Hereafter. Āmīn.

### Maolana Ahmad Moim Siddiqui

Islamic Studies Teacher

# FOUNDATION - YEAR 2

## FOUNDATIONS: EXPLORING LIVING THINGS WITH MAD ABOUT SCIENCE

In Term 2, our Foundation students enjoyed an engaging Science Incursion presented by Mad About Science. The incursion supported our learning about living things, helping students understand what living things need to survive, how they grow, and how we can care for them.

With great enthusiasm and curiosity, students explored the world of plants, animals, and people through a range of interactive activities and demonstrations. They observed interesting specimens and mini-beasts up close and had the opportunity to plant their own seeds to take home and nurture.

The incursion complemented our Biological Sciences unit, reinforcing key concepts such as the characteristics of living things, the differences between living and non-living things, life cycles, and habitats. The Mad About Science team delivered an engaging and informative session that encouraged students to ask questions, make observations, and deepen their understanding of the natural world.

It was a wonderful learning experience that inspired curiosity and excitement about science. We would like to thank the Mad About Science team for providing such an enjoyable and educational incursion for our Foundation students.

**Ms Katherine V, Ms Atifa Z, Ms Farhana A and Ms Duria A**

Foundation Form Teachers





# YEAR 1 WEATHER SCIENCE INCURSION

Our Year 1 students recently participated in an exciting and interactive Science Incursion name **Weather Watchers** presented by **TwistED Science**. The incursion was designed to reinforce students' learning about weather through engaging hands-on experiments and discussions.

The session began with a fun vocabulary-building activity where students explored different types of weather and matched suitable clothing and footwear to various weather conditions. This helped strengthen their understanding of how weather influences our daily choices.

Students then became young scientists by creating their own rain clouds using cotton balls and blue-coloured water. As they carefully added drops of water to the cotton balls, they observed how the "cloud" became heavy before releasing the water, demonstrating how rain forms in the atmosphere.

The excitement continued as students created miniature tornadoes in jars using water and glitter. By swirling the jars in a circular motion, they observed the spinning vortex and learnt how tornadoes form in nature.

The incursion was a wonderful opportunity for students to revisit and deepen their understanding of the Science topic of Weather in a fun and memorable way. With Melbourne's ever-changing weather providing real-life examples almost every day, students were able to make meaningful connections between their classroom learning and the world around them. The hands-on activities, interactive discussions, and engaging experiments made the learning experience enjoyable for all, leaving students excited to continue exploring the wonders of science.

**Ms Salma Khan**  
Year 1B Form Teacher



# YEAR 2 MATHS ROTATIONS

As part of our ongoing hands-on learning approach in Mathematics, students regularly participate in Maths Rotations following the completion of each unit of learning. These rotations are designed to provide students with opportunities to revise, consolidate, and apply their mathematical understanding through engaging and interactive activities. Working in small groups allows students to collaborate with peers, develop independence, and strengthen their problem-solving skills in a supportive learning environment.

During our recent rotations, students focused on addition and subtraction concepts through a variety of teacher-guided and independent tasks. Students practised using different strategies such as counting on and back, partitioning numbers, using number lines, and solving number stories. Hands-on materials, maths games, and collaborative activities encouraged students to explain their thinking and apply their knowledge in meaningful ways. These experiences helped students build confidence and fluency when solving mathematical problems.

Students also participated in rotations focused on learning about time. Through practical and interactive activities, students developed their understanding of analogue and digital clocks, including reading o'clock, half past, quarter past, and quarter to times. Students engaged in matching games, sequencing activities, and real-life scenarios to help them understand how time is used in everyday routines. These activities supported students in developing important life skills while making learning enjoyable and engaging.

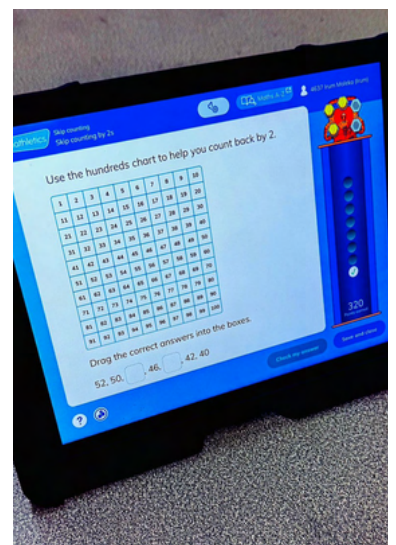
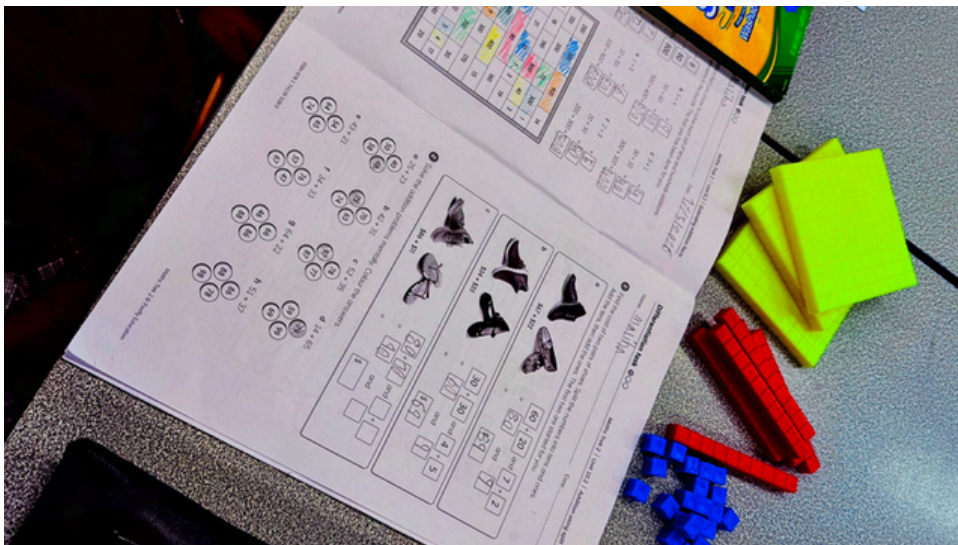
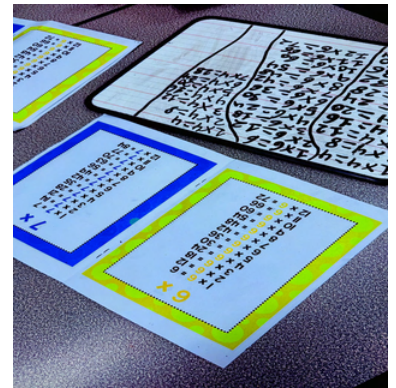
In our tally marks and data rotations, students explored how information can be collected, organised, and represented visually. Students conducted simple surveys, recorded data using tally marks, and interpreted information through graphs and charts. These activities encouraged students to think critically, discuss patterns and results, and make real-world connections between mathematics and everyday experiences.

Maths Rotations continue to be a valuable part of our learning program,

allowing students to actively engage with mathematical concepts through movement, collaboration, discussion, and hands-on experiences. It has been wonderful to see students demonstrating enthusiasm, teamwork, resilience, and growing confidence during each rotation session. We are very proud of the effort students consistently show and appreciate the continued support from families in reinforcing mathematical learning at home.

**Ms Afshaan N**

Year 2A Form Teacher



# F-2 SCHOOL COMPETITION WINNERS TERM 2 2026:

Classes	Handwriting Stars	Reading Stars	Math Masters
<b>Foundation A</b>	Zainab Mahmud	Aisha Irfan	Qirath Fawaz
<b>Foundation B</b>	Hamzah Muhammad Shaik	Hamnah Imran	Toqa Ammar Yaseen
<b>Foundation C</b>	Aira Bilal	Huda Haroon Khan	Mehmed Hossain
<b>Foundation D</b>	Mariyam Tanzila	Safa Fatima	Mohammed Ali Asmir
<b>Year 1A</b>	Yahya Ameen Hasan	Fathima Mushadiq	Eshal Adnan
<b>Year 1B</b>	Yusuf Muhammad	Zainab Humayon	Eesa Zohaib
<b>Year 1C</b>	Farzeen Sabikunnahar Khan	Saarah Fatima	Mohammed Muhaiminul
<b>Year 1D</b>	Fatima Li Mow Chi	Yumna Usman	Al Arham Ahmed
<b>Year 2A</b>	Salma Mirza	Arisha Irfan	Arwaa Abbas
<b>Year 2B</b>	Mohammad Abdurrahman Naeem	Zain Khan	Aowaab Yousuf
<b>Year 2C</b>	Radiyah Noor	Hafsah Imran	Irum Maleka Ahmed
<b>Year 2D</b>	Norman Malouk	Mehmood Ali Qureshi	Dawud Abdul Aleem Rashed
<b>Year 2E</b>	Nada Keown	Asiya Shayma	Aliza Idris

# YEAR 3 - 6 DEPARTMENT

## EXPLORING EARTH, NATURE AND SCIENCE: YEAR 3'S MUSEUM ADVENTURE

Our enthusiastic Year 3 students recently enjoyed an exciting and educational excursion to the Melbourne Museum as part of their learning in Science and HASS. The visit supported their classroom studies on Weather, Climate and Human Impacts, providing valuable opportunities to explore these concepts through real-life experiences.



During the excursion, students visited the Dynamic Earth exhibition, where they discovered the powerful natural forces that continually shape our planet, including earthquakes, volcanoes and changing landscapes.

In the Forest Gallery, they explored Australia's unique ecosystems and biodiversity, learning about the importance of protecting native plants and animals. Students were also fascinated by Bugs Alive!, where they investigated the incredible world of insects and their vital role in maintaining healthy environments. A highlight of the day was the Dinosaur Gallery, where students were amazed by the impressive dinosaur skeletons and fossils.



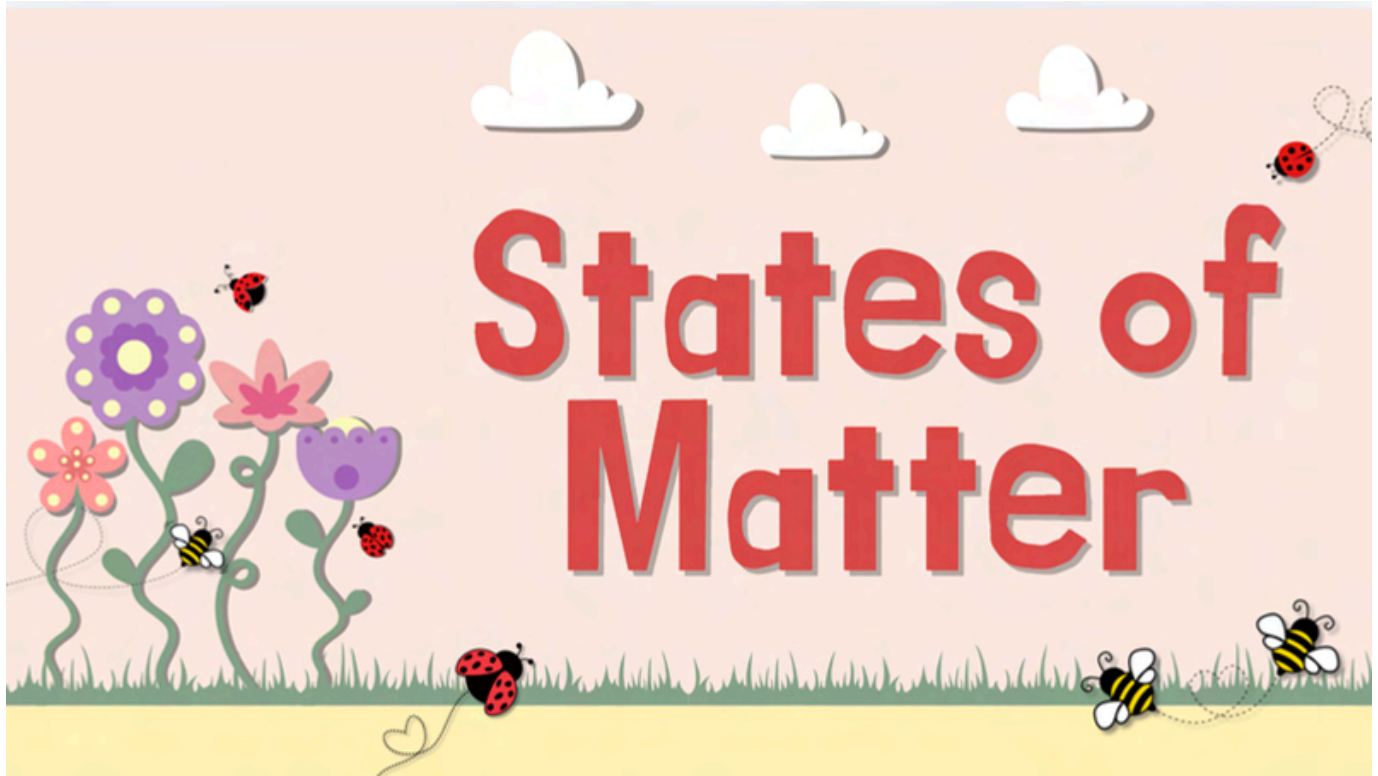
In addition to these highlights, students explored many other museum galleries, broadening their understanding of history, culture, nature and science through interactive displays and engaging exhibits.

The excursion was a wonderful hands-on learning experience that encouraged curiosity, critical thinking and a deeper appreciation of our world. We are incredibly proud of the excellent behaviour, enthusiasm and respect our Grade 3 students demonstrated throughout the day. They represented our school with pride and returned with many new discoveries to share in the classroom.

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

Year 3 Form Teachers

# YEAR 5 TERM 2: EXPLORING SCIENCE AND SUSTAINABILITY



Alhamdulillah! Term 2 has been an exciting and enriching learning journey for our Year 5 students. Throughout the term, students have demonstrated curiosity, enthusiasm, and a willingness to challenge themselves across all learning areas. A particular highlight of the term was participating in two engaging science incursions that brought classroom learning to life through hands-on investigations and real-world experiences.

During our Science unit on States of Matter, students participated in an interactive PrimeSCI incursion. This engaging session allowed students to explore how solids, liquids, and gases behave by investigating the movement and arrangement of particles. Through exciting demonstrations, colourful experiments, and even a few surprising explosions, students gained a deeper understanding of the properties of matter and how substances can change from one state to another.

One of the most memorable activities involved investigating the fascinating properties of oobleck, a unique substance that behaves

as both a solid and a liquid under different conditions. Students also made connections between their learning and the water cycle, helping them understand how changes of state occur naturally in our environment. The hands-on nature of the incursion encouraged students to ask questions, make predictions, and think like scientists.

Later in the term, students welcomed educators from Greater Western Water for a sustainability-focused incursion. Students took on the role of Citizen Scientists, learning how to test water quality, investigate the health of local waterways, and analyse environmental data. They explored how clean water supports healthy ecosystems and discussed the importance of protecting this valuable natural resource.



Through practical investigations and thoughtful discussions, students reflected on how individual actions can contribute to environmental sustainability at both the local and global level. This experience encouraged students to develop a greater appreciation for responsible water use and inspired them to consider how they can make positive choices to care for the environment.

Overall, Term 2 has been filled with meaningful learning experiences that have strengthened students' scientific understanding while fostering curiosity, critical thinking, and environmental awareness. We are incredibly proud of the enthusiasm and positive attitude our Year 5 students have shown throughout the term.

We sincerely thank our families for their ongoing support and look forward to another wonderful term of learning and growth.

### **Year 5 Form Teachers**



# YEAR 6 GROWING THROUGH LEARNING

This term, our students undertook many exciting activities both in class and outdoors. Students engaged well with all the content this term, exploring and applying their learning through class discussions, peer collaboration, in-class teaching moments, role-plays, posters, and PowerPoint presentations. We had two Excursions this term, which were thoroughly enjoyed by students.

## **Parliament of Victoria Excursion**

As part of their Civics and Citizenship studies, our Grade 6 students had the exciting opportunity to visit the Parliament of Victoria. The excursion provided students with a valuable firsthand experience of how Victoria's parliamentary system operates and the important role it plays in Australia's democracy.

During the visit, students toured the historic Parliament House, explored both the Legislative Assembly and Legislative Council chambers, and learned about the process of making laws. They also participated in an engaging educational session where they discovered the responsibilities of Members of Parliament and the importance of active citizenship.

The excursion brought classroom learning to life, helping students develop a deeper understanding of democratic values, government, and civic participation. Throughout the day, our students represented Al Iman College with exemplary behaviour, respect, and enthusiasm. Their curiosity and thoughtful participation were commended by the parliamentary education staff.

We thank the staff and volunteers who assisted with the excursion and helped make it a memorable and enriching learning experience for our students.



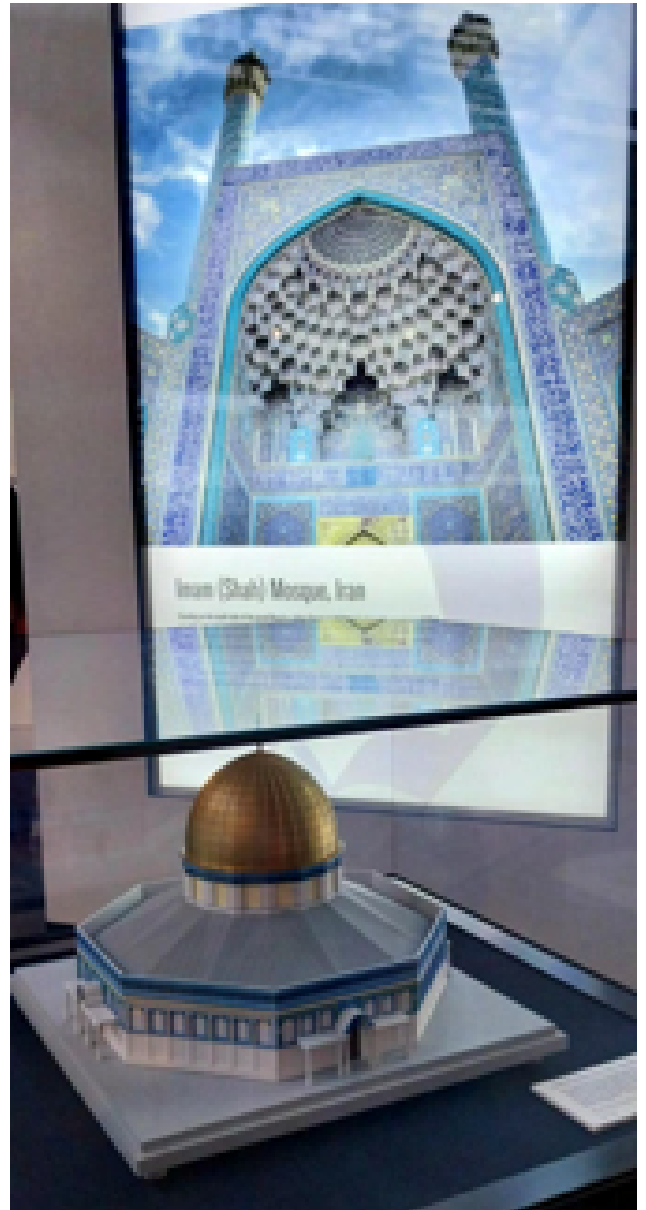


### Islamic Museum Excursion

Our Year 6 students recently enjoyed an enriching excursion to the Islamic Museum of Australia, where they explored the rich history, culture, and contributions of Muslims to civilisation.

During the visit, students viewed a range of fascinating exhibits showcasing Islamic art, architecture, science, inventions, and historical artefacts. They also participated in an engaging educational program that encouraged them to reflect on the diversity of Islamic cultures and the positive impact of Muslim scholars, artists, and innovators throughout history.

The excursion complemented the students' classroom learning by providing meaningful real-world connections and fostering a greater appreciation of Islamic heritage and identity. Students demonstrated excellent behaviour, curiosity, and respect throughout the day, making Al Iman College proud through their positive attitude and active participation.





## AUSTRALIAN MUSLIM HISTORY

### Prior 1700 to 1890

-  **The First Australian Muslims**
- 1700 (or before) to 1907 **The Makassans** 
- 1788 **Arrival of the First Fleet** 
- 1870 to 1920 **The Cameleers** 
- 1861 **Burke and Wills Expedition** 

1890-1900 



## TREE OF PROPHETS

Lineage summary - 25 Prophets mentioned in the Quran



Below are some reflections and abstracts from our students:

*"I enjoyed learning maths this term. We covered topics such as fractions, data, graphs, and angles, which helped me improve my understanding of various areas of mathematics.*

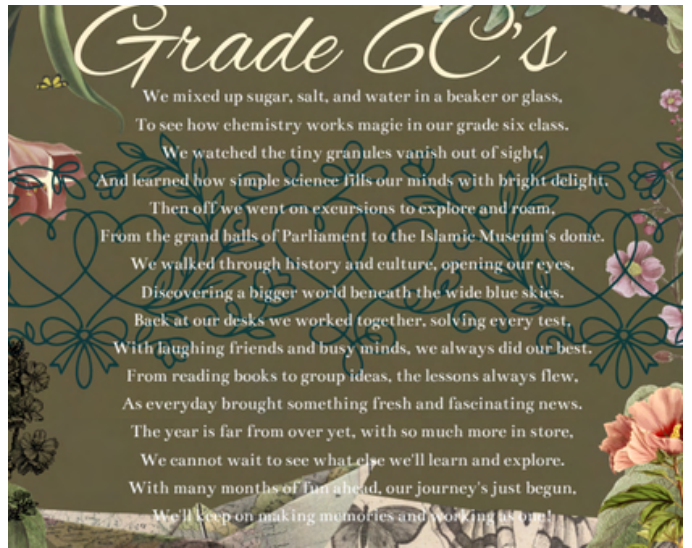
*Fractions were interesting because I learned how to add, subtract, and compare them. Data and graphs helped me see information in a clear and visual way, which made it easier to understand. I also enjoyed learning about angles, where I learned how to measure and identify different types of angles. It was fun to use a protractor and see how angles work in real life."*

*"I really enjoyed doing persuasive writing, poetry, science experiments, and creating a web page. I liked all these activities because they were fun and helped me learn in different ways. I especially enjoyed going to the laboratory and doing experiments about solubility. It was interesting to see how different substances dissolve and to learn through many wonderful activities.*

*I also love how there is teamwork in everything we do. We help each other with things we don't understand and work together to solve problems. It makes learning easier and more fun when we can support each other. Everyone in the class shares ideas and helps when someone is stuck.*

*Overall, Grade 6 has been an amazing experience with Ms Saima. It has been half a year full of learning, teamwork and memorable activities, and it will continue..." - Sana 6C*

Below are some poems written by 6C students as we delved into poetry this term:



Below is a student reflection on the excursions this term:

**“We had two excursions this term, and it was an amazing experience! We went to the State Parliament House, where we learned a bit of Australian history. As we ventured deep into the Parliament House, we saw famous governors, prime ministers, and even a picture of the Queen! We even learned how the Parliament House works, and what happens when there is an election going on. When we finished our exploration in the Parliament House, we went to the Islamic Museum. Although we already went there a few times, it still turned out to be great! This excursion was not just an adventure; it was a journey through history, and it will be a memorable experience for as long as I live.”**  
-Ayesha Ahmed (6C)







The Year 6s also undertook many interesting experiments related to chemical science this term. They had to plan, design and showcase their dirty water filtration system. It was an amazing experience to see their final products as in-class engineering took off to a new level!

### **Year 6 Form Teachers**

# YEARS 3–6 END OF TERM COMPETITIONS

To celebrate students' learning and achievements throughout Term 2, the Girls' Wing proudly organised a series of End of Term competitions for students in Years 3–6. Students participated enthusiastically in the Handwriting Star, Spelling Champion, and Multiplication Master competitions, demonstrating excellent effort, perseverance, and a positive attitude towards learning.

These competitions provided students with a wonderful opportunity to strengthen important literacy and numeracy skills while building confidence, accuracy, and healthy competition. They also encouraged students to strive for personal excellence, develop resilience, and take pride in producing their very best work. We congratulate all of our winners and participants for their outstanding effort and commitment. May Allah (SWT) continue to bless them with success in their learning journey.

## YEARS 3–6 SCHOOL COMPETITION WINNERS – TERM 2 2026

Classes	Handwriting Stars	Reading Stars	Math Masters
<b>Year 3A</b>	1.Hafsa Ferdous 2.Zaynab Arab 3.Aaira Chughtai	1.Hafsa Ferdous 2.Janees Ali 3.Emaan Binth Thanzeer	1.Khadija Fatima 2.Khadija Vahora 3.Hafsa Ferdous
<b>Year 3C</b>	1.Eifa Mohamed 2.Amal Zakaria 3.Haniya Mar	1.Haniya Mar 2.Meerab Mirza 3.Maryam Riyas	1.Maryam Riyas 2.Abeera Shah 3.Asiya Patel
<b>Year 4A</b>	1.Ayesha Khan 2.Abrish Fatima, Habibah Amir 3.Safena Hossain, Nuraliyah Jamal	1.Zainab Fatima 2.Sama Sobhan 3.Habibah Amir	1.Huda Malik 2.Abrish Fatima 3.Saabiriin Quule
<b>Year 4C</b>	1.Aafiyah Parveen 2.Amina Budiman 3.Khatija Norman	1.Fazila Muzaffer 2.Ruwaizah Islam 3.Ayesha Ezzah	1.Fazila Muzaffer 2.Ayesha Ezzah 3.Fathia Farhan

Classes	Handwriting Stars	Reading Stars	Math Masters
<b>Year 4E</b>	1.Reena Ibrahim 2.Shaheena Shah 3.Mifthul Jannat	1.Zunairah Fatima 2.Husna Nawed 3.Meerub Tareen	1.Husna Nawed 2.Eemaan Mohamed Sharam 3.Sumaiya Ismail
<b>Year 5A</b>	1.Inaaya Hasan 2.Arwa Nouman 3.Rameesah.K	1.Rahmah Hossain 2.Umama Islam 3.Sarah Khan	1.Rameesah K. 2.Ariba Khan 3.Sinwaan Quule
<b>Year 5C</b>	1.Asiya Mohamed Nasfan 2.Maryam Ahmad 3.Haniya Malik	1.Sarah Mohamed 2.Raisha Senzela Rahman 3.Zunairah Mohammed	1.Ameerah Mar 2.Minahil Nabeel Syed 3.Khadija Siddiqa
<b>Yera 5E</b>	1.Alisha Fahad 2.Khadija Jamshaid 3.Maryam Hasan	1.Nusra Uddin 2.Alisha Fahad 3.Somaiya Bibi	1.Maryam Hasan 2.Khadijeh Jawad 3.Khadija Jamshaid
<b>Year 6A</b>	-	1.Anabia, Khansa 2.Haneeah, Maryam k, Saffanah, Zainab, Maryam S 3.Unysha, Rida, Aysha I, Zenia, Javeria	1.Khansa 2.Haneeah 3.Adeena
<b>Year 6C</b>	1.Sana Mehar Banu Sultan 2.Ayesha Ahmed 3.Safia Channa	1.Faridah Starley 2.Zahida Refaya, Ayesha Ahmed, Adeena A Rahman, Aliya J Hussen, Alisha Usman 3.Sana Mehar Banu Sultan, Safia Channa, Maryam Khan, Khadija Idrees	1.Aliya J. Hussen, Rayyan Seyyar, Zahida Refaya, Maryam Khan & Sadiya Khan 2.Sana Mehar Banu Sultan, Ayesha Ahmed, Adeena Rahman, Saarah Faiz, Wania Siraj 3.Safia Channa, Jasmin Fattimah, Adeena Rahman, Marisa Deyana

# YEAR 7 - 10 DEPARTMENT

## YEAR 8 VAPING AWARENESS PROJECT: UNDERSTANDING THE RISKS AND MAKING HEALTHY CHOICES

In term 2, our Year 8 students participated in an important Vaping Awareness Project, designed to educate them about the dangers of vaping and the importance of making informed, healthy choices.

As part of the project, students were presented with real-life scenarios involving vaping and were asked to investigate the impact that vaping can have on individuals, families, and communities. Through research and discussion, students explored the cycle of addiction, learning how nicotine dependence develops and why it can be so difficult to break.

Students created informative posters and presentations that illustrated the stages of addiction, from initial experimentation and regular use to dependence and the challenges of quitting. They also investigated the serious health risks associated with vaping, recognising that vaping is not a harmless alternative to smoking.

A key focus of the project was understanding that vaping can be dangerous not only for the person using the device but also for those around them. Students examined the risks of second-hand exposure, learning that inhaling or being exposed to vape aerosols can negatively affect others, including family members, friends, and younger children.

Perhaps the most important learning outcome was understanding the impact of vaping on young people under the age of 25. Students discovered that the brain continues to develop until around the age of 25, and exposure to nicotine during this critical period can alter brain development, affect attention and memory, increase the risk of addiction, and make individuals more vulnerable to mental health challenges.

The Year 8 Vaping Awareness Project provided students with valuable knowledge and critical thinking skills, empowering them to make informed decisions and advocate for healthier lifestyles. We congratulate all students on their thoughtful research, creativity, and commitment to raising awareness about this important issue.

**Ms Alisha Khan**  
 Secondary HPE Teacher

Here are some of the top voted posters from the Year 8's:

### The Vaping Trap: Breaking the Cycle

Engine vapes to escape negative feelings, but vaping only helps for a short time and then makes the problem even worse.

**THE CYCLE OF NICOTINE ADDICTION**

Feeling of temporary relaxation and reduced stress occurs.

Need to vape nicotine to feel "normal".

Feeling an urge to use nicotine to relieve symptoms of withdrawal.

**HEALTHIER STRATEGIES TO COPE WITH NEGATIVE FEELINGS**

- Talk to someone he trusts. A parent, teacher, school counselor, or friend can help him feel less alone.
- Use deep slow breathing because it can calm the body and lower stress in the moment.
- Go for a walk or exercise. Movement helps a lot.
- Do a hobby he likes. It can help to cope without vaping.
- Journaling can help him understand what is upsetting him.
- Get enough sleep because it helps the body handle stress better.
- Break problems into small steps.

**In The Moment Effect:**

- Short relief from stress or sadness. Engine may feel calmer for a little while after vaping.
- Temporary escape from his negative feelings.
- A quick mood boost. Nicotine can create a brief feeling of pleasure or satisfaction.
- False comfort. He may think vaping is helping, even though the relief doesn't last.
- More focus on the vape, less on the real big problem.
- Start of cycle again. The calm fades, cravings return, and he wants more nicotine.

**Long Term Effect:**

- More addiction. Engine can become dependent on nicotine and feel like he needs it to function.
- Worse brain development.
- Stranger, cranky, over time.
- With stress and irritability when he is not vaping, he may feel anxious, restless, or unable to focus.
- Higher chance of smoking.
- Ongoing health problems. Long term vaping can harm the lungs.
- More problems can continue. Like stress, anxiety, and depression can worsen.

**SAY NO TO VAPING!**

Don't be a FOUL... DON'T START. No one knows the true danger of vaping.

People who vape have about a 33% higher risk of a heart attack.

Before After

### THE CYCLE OF NICOTINE

Mehnaz SA

**TO BREAK FREE!**

- Seek a therapist
- Use nicotine replacement therapy
- Prescription medication to block nicotine signals in brain
- Exercise and physical activity
- Mindfulness and stress relief
- Remove physical distractions (get rid of vapes)
- Use sensory substitutes (eg breathing through a straw)

### The Cycle Keeps You Stuck

**1 Negative Feelings**  
 Not fitting in. Pressure at school. Struggles at home. Feeling alone, stressed, anxious.

**2 Vaping**  
 Reaches for vape to cope. Feels better for a while.

**3 The Crash**  
 The effect wears off. Feels worse than before. More stressed, guilty, tired and irritable.

**4 Stronger Urge**  
 Feels desperate for relief again, Cycle restarts.

**Break The Cycle, Choose What Helps.**

- Speak Up.** Open up to a parent, friend or teacher. You don't have to deal with it alone.
- Move.** Exercise boosts your mood and reduces stress. Go for a walk, or go play outside. Do something active!
- Do What You Love.** Gardening, art, gaming, cooking. Whatever it is, make time for it.
- Calm Your Mind.** Try deep breathing meditation, or just give yourself a few quiet minutes alone.
- Write It Down.** Put your thoughts on paper. Journaling helps clear your mind and release pressure.

Did you know nicotine can effect the developing teenage brain? Addiction can make it worse over time.  
 Think before you vape.

# EUGENE HAS A CHOICE.

BREAK THE CYCLE BUILD A BETTER LIFE

### THE CYCLE OF ADDICTION

### HEALTHIER STRATEGIES TO COPE

- TALK ABOUT IT**
  - open up to a close friend or family member.
- MOVE YOUR BODY**
  - exercise, go for walks, play sports or dance.
  - helps boost your mood!
- EXPRESS YOURSELF**
  - write in a journal, draw, make music or create.
- RELAX AND BREATHE**
  - Try deep breathing, meditation, listen to music or take a break to reset.

★ YOU ARE MORE THAN YOUR STRUGLES ♥ BETTER DAYS ARE POSSIBLE KEEP CHOOSING YOURSELF

## NICOTINE AND THE CYCLE OF ADDICTION

**How is vaping impacting how Eugene feels in the moment?**  
 Vaping gives Eugene a quick rush that makes him feel calmer and more in control for a short time. It feels like a break from his stress, about not vaping in and the problems he has in vape. But his relief fades quickly, and once the nicotine wears off, his feelings come back even stronger.

**How is vaping impacting how Eugene feels in the long term?**  
 Over time, vaping makes Eugene feel worse overall. His tolerance becomes more dependent, and he starts relying on nicotine to feel normal. The more he vapes, the more he gets stuck in the addiction cycle, which increases his stress, lowers his confidence, and makes his negative feelings harder to cope with.

## STOP VAPING!

**Why Do People Vape?**  
 There are many reasons why people vape. A common motivation young people give for vaping is to support mental health, stress levels and address low self esteem. Most of the people vaping think that it will help reduce stress, but in the end it will give back lots of stress and anxiety.

**HOW TO STOP VAPING**  
 Vaping is very bad for your health and should be stopped. There are many ways to stop vaping, some of the reasons are:

- removing your vape and anything else that would possibly trigger the urge to vape.
- Second, go talk to a friend or a health professional so they can organise a plan for you.
- And last, you could also eat chewing gums to stop the urge of vaping.

**LONG AND SHORT TERM EFFECTS OF VAPING**  
 Even though vaping is marketed as a more safer choice than smoking, it can cause significant acute reactions and irreversible long term health complications.

- some short term effects are systemic, which can cause nausea, headaches and dizziness. Another effect is respiratory issues, which can cause shortness of breath, throat and airway irritation and could worsen asthma symptoms.
- Some long term effects are addiction & brain development, which will alter brains of youth and young adults. Another effect is lung disease, which can lead to permanent lung scarring, reduce lung function and cause popcorn lung.

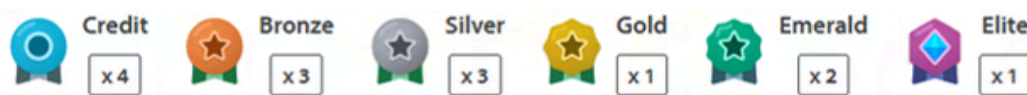
**ADVANTAGES OF NOT VAPING**  
 there are many advantages of not vaping. If you do not vape you will have

- Better physical health
- better oral health
- reduced anxiety
- freedom from addiction of nicotine
- financial savings

**DISADVANTAGES OF VAPING**  
 There are many disadvantages of vaping. If you vape to much you will get

- Long term risks
- cancer risks
- popcorn lung
- Respiratory issues
- anxiety
- lung scarring

# SECONDARY STUDENTS SHINE IN THE EP INTERNATIONAL MATHEMATICS COMPETITION



## Achievements

**26<sup>th</sup> overall globally** out of 1,447 schools

**10<sup>th</sup> overall in Australia** out of 878 schools

**5<sup>th</sup> overall in VIC** out of 223 schools

**2<sup>nd</sup> in Australia for the 251-500 students category** out of 216 schools

**1<sup>st</sup> in VIC for the 251-500 students category** out of 57 schools

Rollgroup	First Name	Surname	Ranking	Score	Award
9C	Razaanah	Khondokar	46th	7,256	Elite
8C	Azmin	Thalikkuthil	95th	5,832	Emerald
9B	Hamza	Siddiqui	173rd	3,525	Emerald
7A	Rida	Aamer	277th	2,249	Gold
8C	Lateefah	Starley	355th	1,988	Silver
9A	Jana Ammar	Yaseen	375th	1,860	Silver
9A	Sameeha	Tasneem	424th	1,612	Silver
8C	Tanha	Tabassum	568th	1,177	Bronze
8C	Ruqayya	Raslan	688th	908	Bronze
8B	Ahmed	Malik	849th	719	Bronze
9D	Mohammed Mahin	Malik	971st	628	Credit
7A	Aisha	Malik	986th	606	Credit
7C	Hafsa	Pathan	1186th	479	Credit
7A	Syeda Khadija	Kazmi	1491st	362	Credit

In Term 2, Secondary (Year 7-10) had the opportunity to participate in the 2026 International Mathematics Competition organised by Education Perfect.

In spite of competition falling on the Eidul Adha holidays, quite a few students actively participated and earned valuable points for the school, and 14 students were recognised by EP at various levels from Elite to Credit. A shout out to Razaanah of 9C who won the Elite recognition! Thanks to our students' achievement, Al Iman College stood top among the small sized Victorian school category. As a recognition for their hard work, the school presented them with various prizes, ranging from gift vouchers, Islamic books and certificates.

Well done everyone and keep it up! For those who missed out on recognitions this time, we can clearly see how Allah rewards hard work and dedication, to the extent learning Maths also becomes fun! We seek everyone's prayers for further barakah and enthusiasm for learning in our students.

### **Secondary Mathematics Department**



# VCE DEPARTMENT

## A STRONG START TO TERM 3 FOR OUR VCE STUDENTS

As we begin Term 3, we would like to congratulate all of our VCE students on their hard work and commitment throughout the first semester. With the final stages of the academic year now approaching, this term provides an excellent opportunity for students to build on their achievements, refine their study habits, and continue striving for excellence.

### **GAT Success**

On **Tuesday, 16 June**, our Year 12 students completed the **General Achievement Test (GAT)**. Alhamdulillah, our students approached the examination with confidence, maturity, and determination. Their positive attitude and excellent conduct throughout the day were commendable.

In preparation for the GAT, students participated in a **practice GAT** earlier in the term. This experience familiarised them with the structure, timing, and expectations of the assessment while helping them develop effective examination strategies. The preparation ensured students entered the official GAT feeling more confident and well prepared. We thank our teachers and support staff for their guidance and encouragement throughout this process.

### **Year 11 Semester Examinations**

Our Year 11 students also successfully completed their Semester 1 examinations, marking an important milestone in their VCE journey. These examinations provided students with valuable experience in preparing for and sitting formal examinations under VCE conditions.

Beyond assessing students' knowledge, the semester examinations help develop essential skills such as effective revision, time management, examination technique, and resilience. By experiencing formal examinations in Year 11, students gain confidence and identify areas for improvement before entering the more demanding Year 12 program. These experiences lay a strong foundation and ensure students are better prepared for the Victorian Certificate of Education final examinations next year.

## Looking Ahead – Year 12 Trial Examinations

As we move through Term 3, our focus will turn towards the Year 12 Trial Examinations, which will commence at the end of Term 3 and continue through the first two weeks of Term 4.

The trial examinations are one of the most valuable preparation opportunities available to students before the final VCAA examinations. They allow students to experience examination conditions similar to the final assessments while identifying strengths and areas requiring further improvement.

Following each trial examination, teachers will provide comprehensive individual feedback, helping students refine their examination techniques, address knowledge gaps, and develop targeted revision strategies. This personalised feedback will play an important role in ensuring every student enters the final examination period with confidence and a clear plan for success.

## Continuing the Journey

Term 3 is often regarded as the most important term of the VCE year. Every lesson, assessment, revision session, and practice examination contributes to building students' confidence and academic success.

We encourage all VCE students to remain focused, attend classes consistently, seek support from their teachers whenever needed, and maintain a balanced routine that includes regular revision, wellbeing, and prayer. With perseverance, dedication, and trust in Allah (SWT), we are confident that our students will continue to grow academically and achieve their personal best.

We wish all our VCE students every success for the exciting and rewarding term ahead.

## Ust Abdul Rashid Mohammed

VCE Sub School Team Leader

# VCE YEAR 12 BUSINESS MANAGEMENT STUDENTS ENJOY YARRA VALLEY CHOCOLATERIE EXCURSION

Our Year 12 VCE students enjoyed a memorable and educational excursion to the Yarra Valley Chocolaterie during Term 2. The boys and girls attended on separate days, with both groups enjoying an engaging experience that combined hands-on learning with real-world business insights.

A highlight of the excursion was the chocolate-making workshop, where students created their own chocolates while gaining an appreciation of the precision, creativity, and quality involved in the manufacturing process. They also enjoyed sampling a variety of handcrafted chocolates.

Students attended an informative presentation by the Store Manager, who shared valuable insights into the business's operations, including production processes, quality control, marketing, customer service, and product innovation. These real-world examples reinforced key concepts from the VCE Business Management curriculum and demonstrated how successful businesses operate in a competitive market. The excursion provided an excellent opportunity to extend classroom learning, enabling students to connect business theory with real-world practice while developing a deeper understanding of business operations and management.



**Ust Abdul Rashid Mohammed and Ms Nilofer Maniar**  
VCE Business Management Teachers

# HPE & EXTRA CURRICULAR ACTIVITIES

## FOUNDATION STUDENTS HAVE A BALL AT AUSKICK!

What an exciting few weeks it has been for our Foundation students as they took part in Auskick for the very first time!

From the moment they stepped onto the courts, our youngest learners were full of excitement, energy, and big smiles. The program gave students the opportunity to run, kick, catch, and play a variety of fun games while developing their confidence and coordination.

Through engaging activities and teamwork challenges, students learned some of the basic skills of Australian Rules Football in a safe and supportive environment. Whether they were practising their kicking, trying a handball, or racing through obstacle courses, everyone gave it their best effort!

One of the highlights was seeing students encourage one another and celebrate each other's successes. Their enthusiasm was contagious, and it was wonderful to watch friendships grow while having fun and being active.

Auskick has been a fantastic way for our Foundation students to build confidence, develop new skills, and experience the joy of participating in sport.

We are so proud of all our little football stars for showing courage, persistence, and a willingness to have a go.

We can't wait to see them continue to grow and shine in future sporting opportunities!

### **Experience shared by a Foundation B student**

*"I loved playing with the AFL footy. It was so much fun. I learned how to hold, catch and throw the footy to my friends. We played a lot of games with the footy and learned the rules. I would love to play footy again."*



# YEAR 3/4 SUPERKICK PROGRAMME

Assalamu Alaikum Wa Rahmatullahi Wa Barakatuh, Alhamdulillah, our enthusiastic Year 3 and 4 boys recently wrapped up an exciting and action-packed AFL Superkick Programme! Spanning over five energetic weeks, this after-school initiative took place for 5 sessions from 4:00 pm to 5:00 pm. Designed to introduce our younger students to the fundamentals of Australian Rules Football, the program provided a wonderful platform for our students to stay active, build new skills, and bond with their peers in a fun, structured environment.



The boys participating in a circuit activity on the 2-3<sup>rd</sup> session!

Throughout the five sessions, our junior athletes focused on developing core footy skills, including accurate handpassing, effective kicking, and teamwork. It was a joy to see their confidence grow week by week as they tackled new drills and mini-matches.



The coaches were incredibly impressed by how quickly the students picked up the rules and how eagerly they supported one another on the field, beautifully embodying the Islamic values of brotherhood, encouragement, and fair play.

Let's take a look below at what our boys have to say about the programme!

OUR School arranged Super kid program with AFL. I was very excited to participate in it because favourite sport. I attended all sessions they helped me to learn more about AFL. The Manager was very friendly and cooperative. I learned how to play AFL. The biggest challenge was cloudy and rainy weather. My experience was very good. I learned rules of AFL and know how to play in team.

Feedback by Alyaan Rasool (3B)



Review poster made by some of the participants from 3B

Jazakallah Khairaa and we extend a huge thank you to all the parents for supporting their children's participation, and we look forward to seeing these rising stars continue to grow in both strength and character, InshaAllah.

**Health and PE Department**

# YEAR 5 LUPA FUTSAL TOURNAMENT



Assalamu Alaikum Wa Rahmatullahi Wa Barakatuh,  
Our school community recently witnessed a beautiful display of brotherhood, mentorship, and sporting excellence during the Year 5 LUPA Futsal Tournament. This unique event brought together two different cohorts, creating an inspiring bridge between our senior and junior students. Designed to foster both athletic skill and leadership, the tournament proved that growth happens just as much off the court as it does on it.

What made this tournament truly special was that it was entirely organized, managed, and executed by our Year 8 seniors, led by the Year 8 Student Representative Council (SRCs). Under the exceptional leadership of **Team Manager Qareeb Ayash**, the senior core team and student officials took full responsibility for the event. They meticulously organized the fixtures, managed tournament timelines, and refereed the matches with absolute fairness and impartiality. Balancing these heavy organizational duties alongside their own academic studies, these young men provided a stellar example of Islamic leadership and maturity.



SRCs Qareeb Ayash (orange, Team Manager) and Zayd (Asst. Team Manager) ensuring things are going well early in the tournament

**"The best of people are those who are most beneficial to people."**  
(Al-Mu'jam al-Awsat)

*"In my role as Event Manager for LUPA, I was responsible for planning and coordinating the Grade 5 futsal tournament, including organising fixtures, managing teams, and ensuring the event ran efficiently. A key highlight was observing the strong participation and enthusiasm among students throughout the tournament. One challenge I encountered was maintaining time schedules while addressing minor disputes during matches. This experience has significantly strengthened my leadership, communication, and organisational skills, and has increased my confidence in managing responsibilities within a team setting." – Qareeb Ayash (Team Manager)*

Down on the court, the Year 5 boys brought immense energy, passion, and grit to every match. Throughout the high-paced tournament, the young players fiercely competed while maintaining the utmost respect for their opponents and the Year 8 officials. It was a joy to see them display remarkable resilience, passing the ball with intent and lifting each other up after tough losses. While the competitive drive was high, the true victory was watching our junior students embrace the Islamic values of sportsmanship and brotherhood (*Ukhuwah*).



Our Year 8 boys see here acting as referees & crowd control personnel

To celebrate the conclusion of the event, a special presentation was held to honor all participants at the end-of-semester presentation. The Year 8 seniors were rightly recognized with Organisers' Certificates for their outstanding service and dedication to their younger peers. Following this, the Year 5 teams and standout individual players were awarded for their exceptional performances.

We extend our heartfelt thanks to the organizers, players, teachers, and parents who supported this event, and we pray that Allah (SWT) continues to bless our youth with strong character, leadership, and success. Ameen.

We share with you below some tournament information:

Year 8 LUPA Organizing Team						
		Role	Main	Reserve		
		Manager	Qareeb			
		Asst. Manager	Zayd Ng			
		Equipment	Zarrar J.	Omar Channa		
Team 1-8B	Main	Backup (When absent)		Team 2- 8D	Main	Backup (When absent)
Referee	Ayman Jemal	Abdullah Tsihira		Referee	Aidh Sulaiman	Raiyan Sabir
Crowd Control	Hashir Khan	M. Swahib		Crowd Control	Hafs Rehan	A.R. Kazi
Crowd Control	Hashir Khan	Jaabir Muhammad		Crowd Control	M.Abdullah	Azizul Rashid

**Champion Team:** Team B2

**Runner Up:** Team B1

**Fair Play Awards:** Yusof Tawfi, Wasi Syed, Momin Haleem

**Golden Glove Award:** Zaroom Hassam

**Top Scorer:** Faraz Alamin Khan

**Health and PE Department**

# YEAR 7/8 AND 9/10 ASPIRE CUP 9 A-SIDE FOOTBALL TOURNAMENT

At the start of Term 2, our school field was buzzing with energy, discipline, and determination as our Year 7/8 and 9/10 boys prepared for the highly anticipated Aspire Cup Football Tournament. Demonstrating immense commitment, our young athletes dedicated themselves a three-week training regime, pushing through twice-weekly after-school sessions. Under the guidance of their teachers, they refined their skills, built team chemistry, and prepared their minds and bodies to represent our community with their best.



Year 7/8 boys warming up on tournament day.

The tournament kicked off with the Year 7/8 boys taking the field on May 13th, followed by the Year 9/10 team on May 20th. Both cohorts stepped onto the pitch with fierce determination, pouring their hearts into every match.

Facing formidable opponents, our students fought hard, displayed remarkable resilience, and left everything on the field. They ultimately secured a commendable 3rd place finish in their respective pool tables. While only the top teams advanced to the finals, we could not be prouder of their stellar efforts and the beautiful sportsmanship they displayed throughout the tournament.



Zayd Ng (8D) taking a free-kick for the team!

**"A strong believer is better and is more lovable to Allah than a weak believer, and there is good in everyone."** (Sahih Muslim)

Win or lose, the true triumph of our students lay in their character and unwavering faith. Throughout the high-stakes matches, our boys beautiful prioritized their Deen, ensuring that their Islamic values shone brighter than any scoreboard.

*"Alhamdulillah, Allah (SWT) gave us the opportunity to represent Al Iman College in the Aspire Cup at the Darebin International Sports Centre. After 3–4 weeks of intense training with Ustaz Hafizz, Ustaz Saifullah, and Mawlana Othman, we entered the competition determined to perform our best. Although we finished third and did not qualify for the final, we remained resilient and scored in every match. InshaAllah, we will learn from our mistakes, improve our game, and return stronger in future tournaments."*

**-Ahmed Dauda Barrie (9B, Team Captain)**



Raahil Azam (9D) on to a shot at goal!

When the call to prayer echoed, the excitement of the tournament paused. The students mindfully met their spiritual responsibilities, making Wudu and standing shoulder-to-shoulder in prayer, reminding us all that our ultimate success lies in our devotion to Allah (SWT).

We extend our heartfelt gratitude to school management, the dedicated coaches, supportive teachers, and enthusiastic parents for their support. While they may not have brought home the tournament trophy, our students returned with something far more valuable: lessons in perseverance, brotherhood, and steadfast faith. We pray that Allah (SWT) continues to bless our youth with strength, humility, and success in both their worldly endeavors and their spiritual journeys. Ameen

**HPE & Extra Curricular Activities  
Department**



Preparing for Zuhr prayer on-site



Y9/10 team shaking hands after a game against AIA Coburg

# LUPA HANDBALL SECONDARY GIRLS COMPETITION – TERM 2

Alhamdulillah, our Secondary Girls proudly participated in the LUPA Handball Competition during Term 2, demonstrating excellent sportsmanship, teamwork, and perseverance throughout the event. The students approached each match with enthusiasm and determination, encouraging one another with outstanding character MashAllah.

The competition provided a wonderful opportunity for students to develop their skills, build confidence, and strengthen friendships while competing in a positive and supportive environment. It was inspiring to see the girls work together, show resilience during challenging moments, and celebrate each other's successes.

## **Student Reflection**

*"Taking part in the LUPA Handball Competition was an extremely fun experience and something I'll definitely remember. It was great getting to play with my teammates, get on the court, and enjoy some friendly competition. We had our ups and downs, but everyone gave it their best, and that made it worthwhile in the end. It also helped us build better teamwork and confidence on the court. A huge thank you to Miss Salma for putting so much time and effort into organising the competition. Everything ran so smoothly, and we really appreciate all the hard work you put in to make it such an enjoyable event."*

**-Aabida Refaye (12A)**

May Allah reward all our students for their efforts, teamwork, and positive attitude. We are incredibly proud of the way they represented themselves throughout the competition and look forward to seeing them continue to grow both on and off the court, insha'Allah.

## **Ms Salma Kareemy**

Assistant Curriculum Coordinator HPE - Secondary Girls

# AIC ANNUAL CLEAN-UP DAY

On 1st May, our school community came together for our annual Clean-Up Day, demonstrating our shared commitment to caring for the environment. Students and staff enthusiastically participated in a range of activities, including collecting litter, cleaning classroom, tidying garden beds, and sorting recyclable materials.

The event was a wonderful opportunity for students to learn about environmental responsibility while working together as a team. Their enthusiasm and willingness to contribute made a noticeable difference to the appearance of our school grounds, creating a cleaner, safer, and more welcoming environment for everyone.

Clean-Up Day also reinforced the importance of sustainability and reminded us that small actions can have a positive impact on our community and the planet. We are incredibly proud of the efforts shown by all students and staff and thank everyone who contributed to making the day such a success. Together, we continue to build a school community that values respect, responsibility, and care for our environment.

**Ms Zarreen Tajvar Qureshi**

Extra Curricular Activities Coordinator Girls' wing

Clean Up



# JUST A MINUTE (JAM)

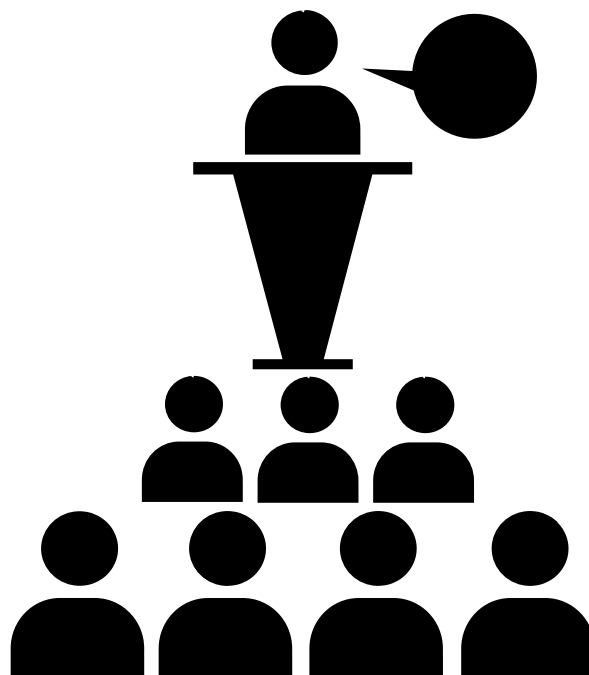
Last term, our morning assemblies featured the Just a Minute activity, where secondary students had the opportunity to demonstrate their confidence and public speaking skills. Participants were invited to speak for one minute on two selected topics, encouraging them to organise their thoughts, speak clearly, and express their ideas with confidence.

The activity provided students with a supportive platform to develop their communication skills while speaking in front of their peers and teachers. Their enthusiasm, preparation, and willingness to participate made the assemblies both engaging and inspiring.

The Just a Minute activity was a valuable learning experience that helped students build confidence, improve their presentation skills, and develop the ability to think and speak effectively under time constraints. We congratulate all the secondary students who participated and thank them for making this activity a success.

## **Ms Zarreen Tajvar Qureshi**

Extra Curricular Activities Coordinator Girls' wing



# MUNAQASHAH PUBLIC SPEAKING CLUB – TERM 2, 2026

Alhamdulillah, the Munaqashah Public Speaking Club continued to provide students with valuable opportunities to develop their confidence, leadership, and communication skills throughout Term 2.

Students delivered Friday speeches after the students' Jumu'ah prayer, speaking on important Islamic occasions and topics, including the virtues of Hajj, the first ten days of Dhul Hijjah, the Day of Arafah, the importance of respecting parents and teachers, and other relevant reminders from the Qur'an and Sunnah. These presentations allowed students to strengthen their knowledge while building the confidence to address an audience with clarity and purpose.

Public speaking is one of the greatest skills a Muslim can develop. Our beloved Prophet Muhammad ﷺ conveyed the message of Islam with wisdom, confidence, and excellent character, making effective communication a powerful Sunnah to follow. Through Munaqashah, students learn not only how to speak confidently but also how to inspire others with sincerity, knowledge, and good manners.

We warmly encourage all parents and teachers to motivate their children and students to become part of the Munaqashah Public Speaking Club. It is a wonderful opportunity to develop lifelong communication, leadership, and critical thinking skills while nurturing a strong Islamic identity and the confidence to become future leaders of our community.

We look forward to welcoming more students in Term 3, In Shaa Allah.

**Br Muhammad Omer Imran**

Personal Development Coordinator

# PRIMARY SRC DAY CAMP EXCURSION

Our Primary Student Representative Council (SRC) students recently enjoyed a rewarding Day Camp excursion in recognition of their commitment, leadership, and service throughout the semester.

The day was filled with a variety of exciting team-building activities, outdoor challenges, and recreational games that encouraged students to develop their leadership, communication, and problem-solving skills. Working together in different group activities, students demonstrated cooperation, resilience, and respect while building stronger friendships with their fellow SRC members.

The excursion also provided students with the opportunity to reflect on the important role they play as student leaders within our school community. Through shared experiences and collaborative challenges, they gained confidence and further developed the qualities needed to lead by example.

Our SRC students represented Al Iman College exceptionally well, displaying outstanding manners, responsibility, and enthusiasm throughout the day. We congratulate them on their efforts and thank them for their valuable contribution to our school community.

A sincere thank you to our staff members who organised and supervised the excursion, making it a memorable and enjoyable experience for all involved.





# SECONDARY SRC ROCK CLIMBING AND BOULDERING EXCURSION

Our Secondary Student Representative Council (SRC) students recently participated in an exciting Rock Climbing and Bouldering excursion to recognise their dedication, leadership, and service to the school community throughout the semester.

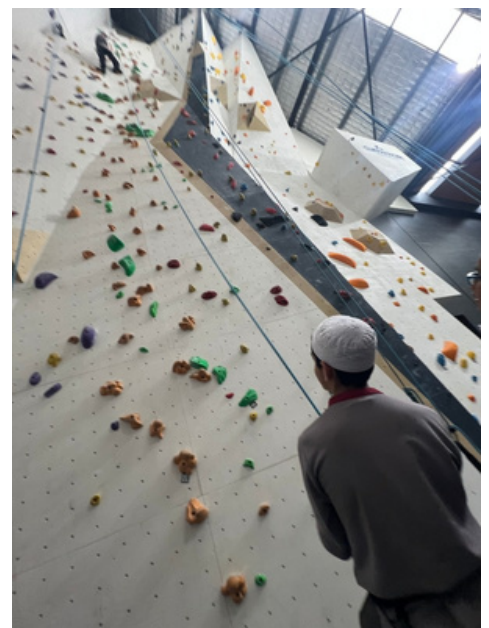
The excursion challenged students to step outside their comfort zones as they tackled a variety of climbing walls and bouldering routes. Through these activities, students developed resilience, perseverance, confidence, and problem-solving skills while encouraging and supporting one another to achieve their personal goals.

Beyond the physical challenges, the day reinforced the importance of teamwork, communication, and leadership. SRC students demonstrated outstanding sportsmanship and respect, motivating their peers and displaying the positive qualities expected of student leaders.

The excursion was an enjoyable and rewarding experience that celebrated the valuable contributions our SRC members have made to school life. We are proud of the maturity, enthusiasm, and exemplary behaviour they displayed throughout the day, representing Al Iman College with distinction.

We extend our sincere thanks to the staff who organised and supervised the excursion, helping to provide our student leaders with a memorable and enriching experience.

**SRC Department**





# ELEVATE EDUCATION PROGRAM LAUNCHES AT AL IMAN COLLEGE

Al Iman College is delighted to partner with **Elevate Education**, Australia's leading study skills provider, to deliver a comprehensive study skills program for all Secondary students, commencing in **Week 1 of Term 3**. Drawing on more than two decades of educational research and experience working with thousands of schools, the program equips students with practical, evidence-based strategies to improve learning, organisation, motivation, memory, and examination performance.

The program begins with a **professional learning workshop** for all Secondary teachers on **Monday, 13 July 2026**, providing staff with practical strategies to reinforce effective study habits and learning techniques in the classroom. This whole-school approach ensures that students receive consistent support as they develop the skills needed for academic success.

Throughout the student workshops, Elevate presenters will share practical techniques that students can apply immediately in their daily learning. Sessions focus on developing effective time management, memory and revision strategies, note-taking, goal setting, motivation, stress management, and examination techniques. Each workshop is specifically tailored to the needs of its year level, helping students build strong study habits, increase confidence, and become more independent learners.

## Workshop Schedule

### Monday, 13 July 2026

- Secondary Staff: Elevate Study Skills Professional Learning Workshop

### Tuesday, 14 July 2026

- Year 10: Study Sensei
- Year 11: Time Management
- Year 12: Ace Your Exams

### Wednesday, 15 July 2026

- Year 7: Study Skills Kick Start (2:20 pm – 3:35 pm, 109 students)
- Year 8: Junior Time Management
- Year 9: Memory Mnemonics

By learning these research-based strategies, students will be better equipped to manage their workload, retain information more effectively, prepare confidently for assessments, and develop lifelong learning habits that extend well beyond the classroom.

The Elevate Education program reflects Al Iman College's commitment to fostering academic excellence and student wellbeing. Through this partnership, the College continues to empower students with the knowledge, skills, and confidence to achieve their personal best and thrive throughout their educational journey.

### **Ust Abdul Rashid Mohammed**

VCE Sub School Team Leader



# 1447 1448 HIJRI 2026

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Melton South VIC 3338  
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**Term 1 - 19 Jan**

**JANUARY**

Mo	Tu	We	Th	Fr	Sa	Su
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	1

**FEBRUARY**

Mo	Tu	We	Th	Fr	Sa	Su
26	27	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	1

**MARCH**

Mo	Tu	We	Th	Fr	Sa	Su
23	24	25	26	27	28	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

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

**APRIL**

Mo	Tu	We	Th	Fr	Sa	Su
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	1	2	3

**MAY**

Mo	Tu	We	Th	Fr	Sa	Su
27	28	29	30	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

**JUNE**

Mo	Tu	We	Th	Fr	Sa	Su
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	1	2	3	4	5

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

**JULY**

Mo	Tu	We	Th	Fr	Sa	Su
29	30	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	1	2

**AUGUST**

Mo	Tu	We	Th	Fr	Sa	Su
27	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

**SEPTEMBER**

Mo	Tu	We	Th	Fr	Sa	Su
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	1	2	3	4

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

**OCTOBER**

Mo	Tu	We	Th	Fr	Sa	Su
28	29	30	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	1

**NOVEMBER**

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

**DECEMBER**

Mo	Tu	We	Th	Fr	Sa	Su
30	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	1	2	3

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

*Teachers Begin - Monday 18 January*

*Students Begin - Monday 25 January*

*Foundations Begin - Thurs 28 January*