

AL IMAN NEWSLETTER

ISSUE 32

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Portsea



Term 4
Curriculum Day



Term 4
Students Begin



Student
Free Day



Public
Holiday



Term 4
Last Day

IMPORTANT DATES

Term 4 Curriculum Day (Student Free Day)	Monday 5 th October
Term 4 Students Begin	Tuesday 6 th October
Year 8 Girls Outdoor Activities Experience	Wednesday 7 th October
Year 9 Girls Outdoor Activities Experience	Friday 9 th October
Year 8 Boys Outdoor Activities Experience	Monday 12 th October
Year 5 Girls Outdoor Activities Experience	Monday 12 th October
Year 5 Boys Outdoor Activities Experience	Tuesday 13 th October
Year 7/8 Boys ISSAV Futsal Tournament	Monday 19 th October
Year 7 Girls Outdoor Activities Experience	Monday 19 th October
Year 7 Boys Outdoor Activities Experience	Tuesday 20 th October
Girls Khatam Bukhari Graduation Ceremony	Wednesday 21 st October
Foundation - Year 2 Sports Day	Friday 23 rd October
VCE Exams	Tues 27 th Oct - Thur 18 th Nov
Curriculum Day (Student Free Day)	Monday 2 nd November
Public Holiday (Melbourne Cup)	Tuesday 3 rd November
Year 5/6 Boys ISSAV Futsal Tournament	Monday 9 th November
Foundation Orientation	Monday 16 th November
Hifz Boys Graduation Ceremony	Wednesday 18 th November
VCE Girls Graduation Ceremony	Wednesday 18 th November
VCE Boys Graduation Ceremony	Thursday 19 th November

IMPORTANT DATES

Secondary Exams	Mon 23 rd - Fri 27 th November
Hifz Girls Graduation Ceremony	Thursday 26 th November
Year 6 Graduation Ceremony	Friday 27 th November
Year 3 -11 Sports Day	Monday 30 th November
Term 4 Students Last Day	Tuesday 1 st December
Term 1 2027 Year 1 - 12 Students Begin	Monday 25 th January 2027
Term 1 2026 Foundation Students Begin	Thursday 28 th January 2027

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AL-NASIHAH

RIGHTS OF PROPHET MUHAMMAD

ﷺ – PART 5

The Fifth Right: To Convey His Message

Among the greatest rights of the Prophet Muhammad ﷺ upon his Ummah is that his message be carried forward and conveyed to others.

The primary mission for which the Messengers and Prophets were sent was to convey the message of Allah ﷻ to their people. From Prophet Ādam to the final Messenger, Prophet Muhammad ﷺ, they called humanity towards one fundamental truth: to believe in Allah ﷻ alone, to worship Him alone, and to recognise Him as their Lord and Creator.

In fulfilling this sacred responsibility, the Prophets (may peace be upon them) endured immense trials. Many were opposed, mocked, harmed, persecuted and tortured, yet these hardships never caused them to abandon the responsibility of calling people towards Allah ﷻ.

The Sacrifices of the Prophet ﷺ in Conveying the Message

The Messengers, Prophet Muhammad ﷺ endured extraordinary hardship in the path of conveying the message of Allah ﷻ. He ﷺ said: *"I have been frightened for the sake of Allah as no one else was frightened, and I have been harmed for the sake of Allah as no one else was harmed. Thirty days and nights passed over me and Bilāl during which we had no food that a living creature could eat, except for what could be hidden under the armpit of Bilāl."* (Tirmidhī)

Despite these immense difficulties, the Prophet ﷺ continued to call towards Allah ﷻ with patience, determination and compassion.

The Prophetic Mission

The Quran beautifully summarises the mission of the Prophet ﷺ:

"He is the One who sent amidst the unlettered a messenger from among themselves who recites to them His verses, and purifies them, and teaches them the Book and the wisdom, while they were previously in clear error." (Quran 62:2)

This verse highlights three fundamental duties of the Prophet ﷺ:

1. To recite the verses of Allah ﷻ to his nation.
2. To purify them from outward and inward defilements.
3. To teach them the Book; the Quran, and wisdom; the Sunnah.

(Ma' āriful Quran)

The mission of the Prophet ﷺ, therefore, was not merely to deliver information. He was sent to connect people with the words of Allah ﷻ, to purify their hearts and character, and to teach them how to live according to the Quran and Sunnah.

“Have I Conveyed the Message?”

During the Farewell Pilgrimage, after years of sacrifice and struggle in conveying the message of Allah ﷻ, the Prophet ﷺ asked his Companions:

“Have I conveyed to you?”

The Companions replied:

“Yes.”

The Prophet ﷺ then said:

“O Allah, bear witness. Let the one who is present convey it to the one who is absent, for perhaps the one to whom it is conveyed may understand it better than the one who heard it.” (Bukhārī & Muslim)

These words placed a tremendous responsibility upon the Companions. The message they had received from the Prophet ﷺ was not something to be kept to themselves. It was a trust that had to be preserved, practiced and passed on to others.

The Companions Carried the Message Forward

The Companions understood this responsibility deeply. They made the propagation of Islam one of the great purposes of their lives.

Wherever they travelled, they carried with them the message of Allah ﷻ and His Messenger ﷺ. They recited the verses of Allah, taught the Quran and Sunnah, purified people from spiritual and moral illnesses, and guided them towards lives of obedience and purity.

Many Companions travelled far from Madīnah Munawwarah for this very purpose, taking the message of Islam to distant lands. Others remained in Madīnah, teaching those who came to them and preserving the knowledge they had received directly from the Messenger of Allah ﷺ.

Our Responsibility Towards the Message

This responsibility did not end with the Companions (may Allah ﷻ be pleased with them). From the rights of the Prophet ﷺ upon his Ummah is that we too learn his message, practice it and convey it to others.

However, conveying must be preceded by learning. A person conveying without learning will then lead to deviation, rather than guidance. Therefore, every Muslim should strive to learn the teachings of the Quran and Sunnah according to his or her capacity. As a person learns authentic knowledge, that knowledge should then become a means of benefiting others.

The Prophet ﷺ said:

“Convey from me, even if it is one verse.” (Bukhārī).

Conveying the message can take many forms. It may be through lectures and sermons, lessons and reminders, beneficial discussions, teaching, writing and authoring, visiting others and encouraging them towards goodness, or simply through practising Islam in such a beautiful manner that one’s character itself becomes an invitation towards the teachings of the Prophet ﷺ.

Making the Prophetic Mission Part of Our Lives

Every Muslim should make conveying the beautiful words of Allah ﷻ and the teachings of His Messenger ﷺ one of the objectives of life. Whatever beneficial knowledge we possess, we should endeavour to share it wisely, correctly and sincerely.

May Allah ﷻ enable us to learn and practice his teachings and make us sincere means of conveying his message to others. Āmīn

Maolana Ahmad Moim Siddiqui

Islamic Studies Teacher

WELLBEING DEPARTMENT

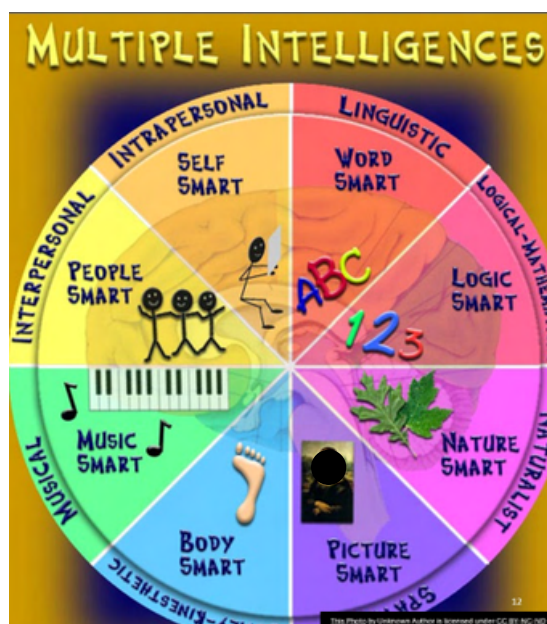
POSITIVE PARENTING PROGRAM

STRENGTHENING FAMILIES • SUPPORTING STUDENTS

23 parents reported high/very high confidence after	22 parents intended to continue applying learning	19 parents reported improved communication
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During Semester 1, Al Iman College was pleased to offer the Positive Parenting Program, a series of workshops designed to support parents in navigating the rewarding and sometimes challenging journey of raising children.

The program was created with a simple but important goal: to strengthen families by equipping parents with practical knowledge, confidence and strategies, while drawing on Islamic values and culturally responsive approaches. The workshops provided a welcoming space for parents to learn, reflect, share experiences and connect with one another.



Role of Parents

Create	Create a safe space for your child
Listen	Listen without judgment
Validate	Validate feelings (“I understand you feel...”)
Observe	Observe behaviour changes
Seek	Seek help early

Resources from the parenting workshops: communication, listening and recognising children’s individual strengths.

Across the program, parents explored a range of topics including Parenting in Islam, Family Communication, Managing Behaviour and Emotions, Breaking the Stigma around Mental Health, Understanding Children’s Needs, and Health and Wellness. Each session encouraged parents to look at their children with greater understanding, compassion and awareness.

One of the most encouraging outcomes was the growth in parents’ confidence. The evaluation found that the number of parents who rated themselves as having high or very high parenting confidence increased from 7 before the program to 23 following participation.

Parents also reported meaningful changes in their understanding and practice. Twenty-two parents reported a stronger understanding of Islamic parenting principles and indicated that they intended to continue applying what they had learned. In addition, 19 parents reported improvements in communication with their children, while 19 reported greater awareness of their children’s mental health and learning needs.

“Parenting is not about being perfect, it is about being present, listening, learning and growing alongside our children.”

Perhaps one of the most valuable aspects of the program was the opportunity to remind ourselves that parents do not have to have all the answers. The communication resources shared during the workshops encouraged parents to create a safe space for their children, listen without judgement, validate their feelings, observe changes in behaviour and seek support early when needed.

We would like to sincerely thank all the parents who participated, shared their experiences and contributed to making the workshops such a positive and supportive space. We also extend our appreciation to the staff members and presenters who generously shared their knowledge and expertise throughout the program.

At Al Iman College, we believe that the partnership between home and school is an important part of supporting student wellbeing and success. The positive response to the program has encouraged us to continue developing opportunities for parent learning and connection within our school community.

Together, when families and schools learn, listen and support one another, we create stronger foundations for our children to thrive.

Positive Parenting Program • Al Iman College • Semester 1, 2026

Ms Halima Ramadan

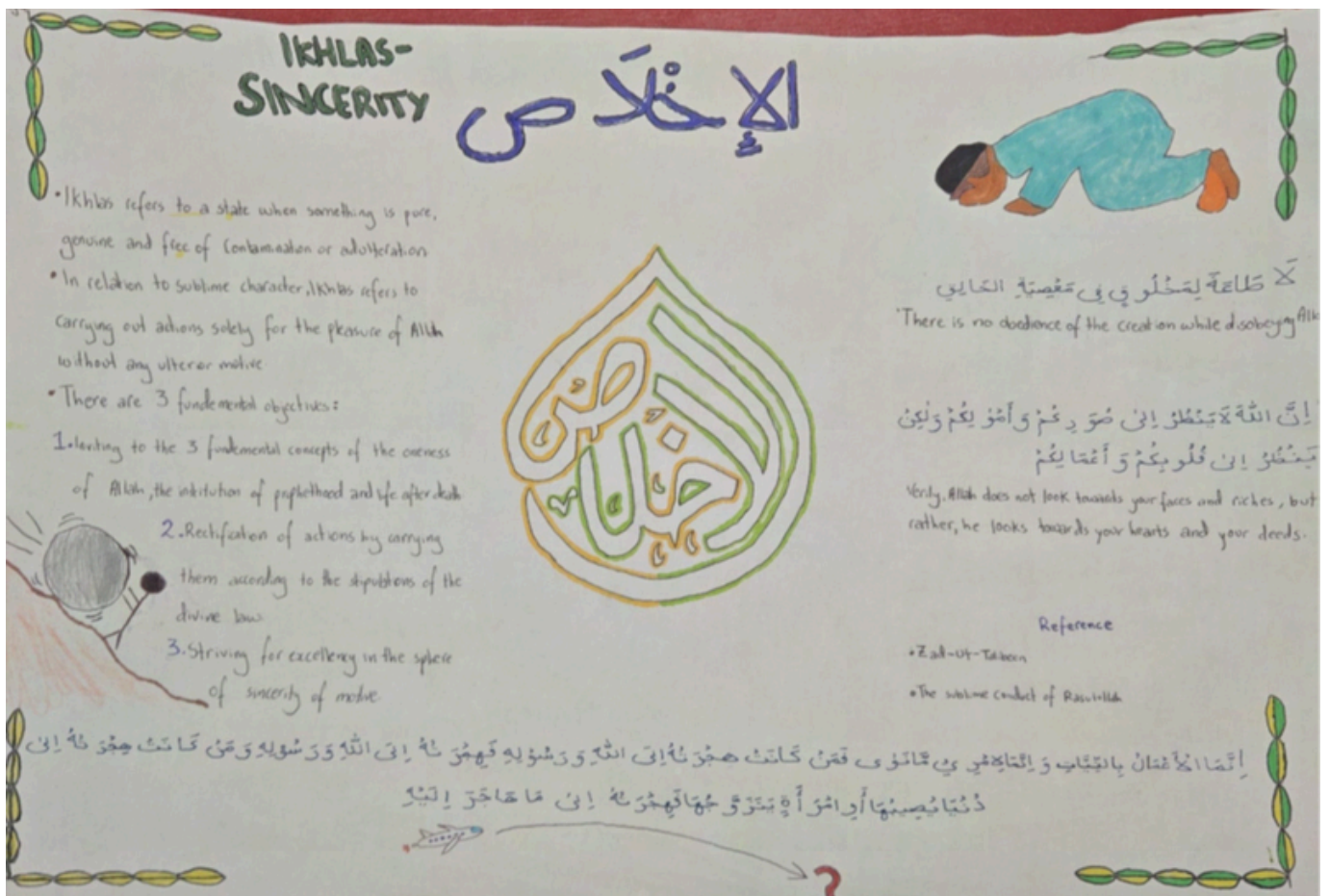
School Counsellor - Girls' Wing

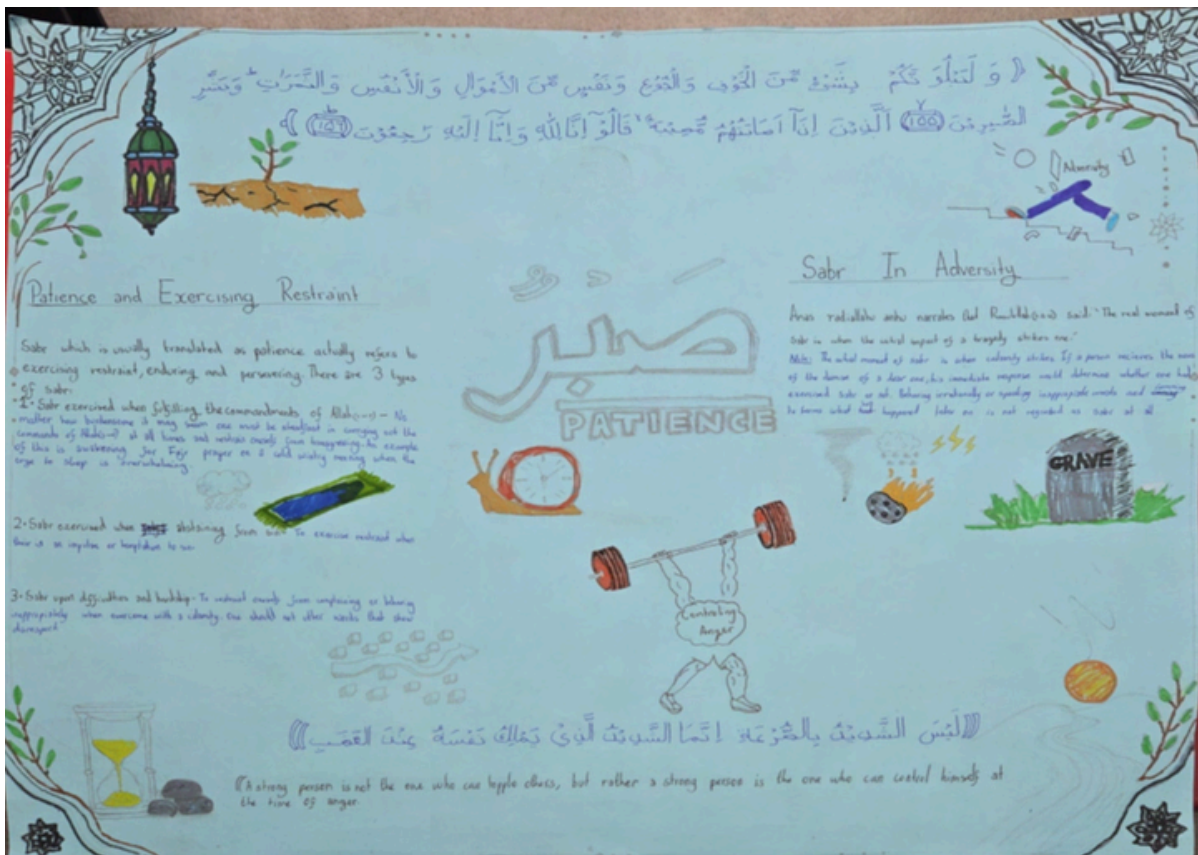
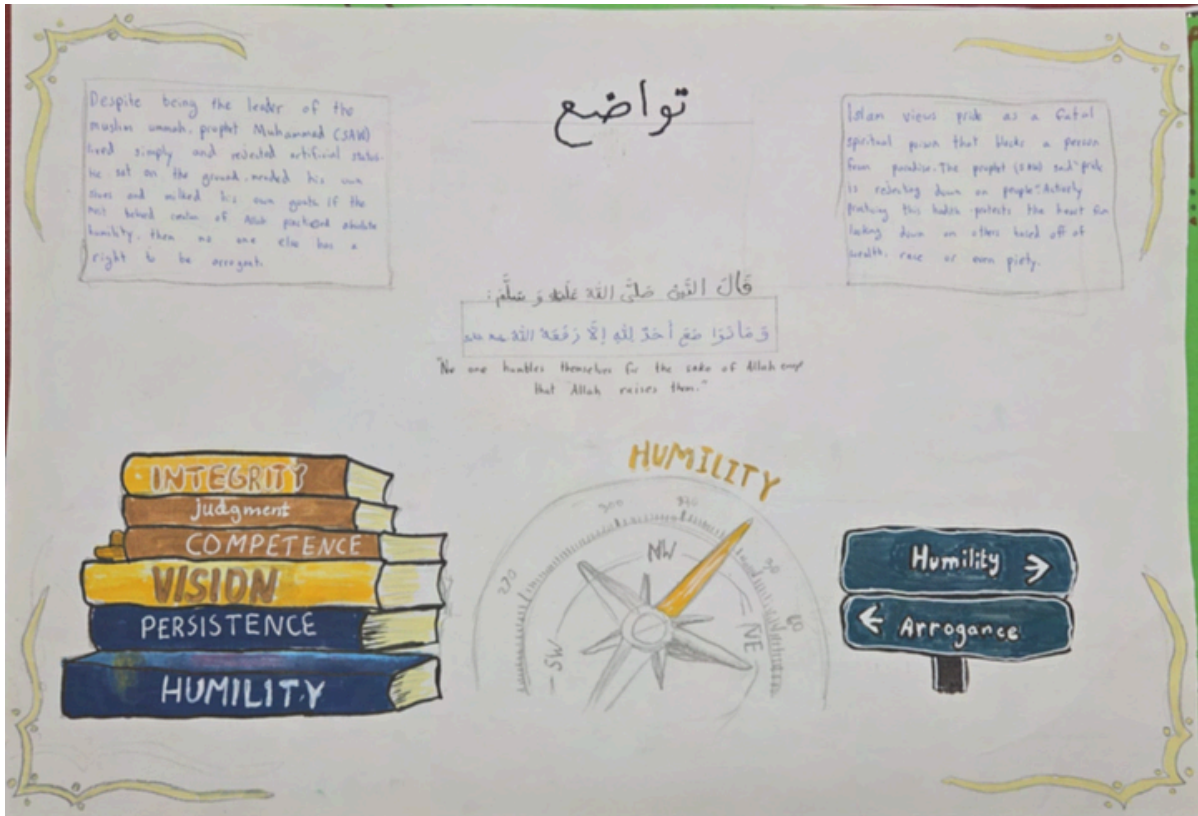
ISLAMIC STUDIES DEPARTMENT

YEAR 8 & 9 ISLAMIC RESEARCH POSTERS

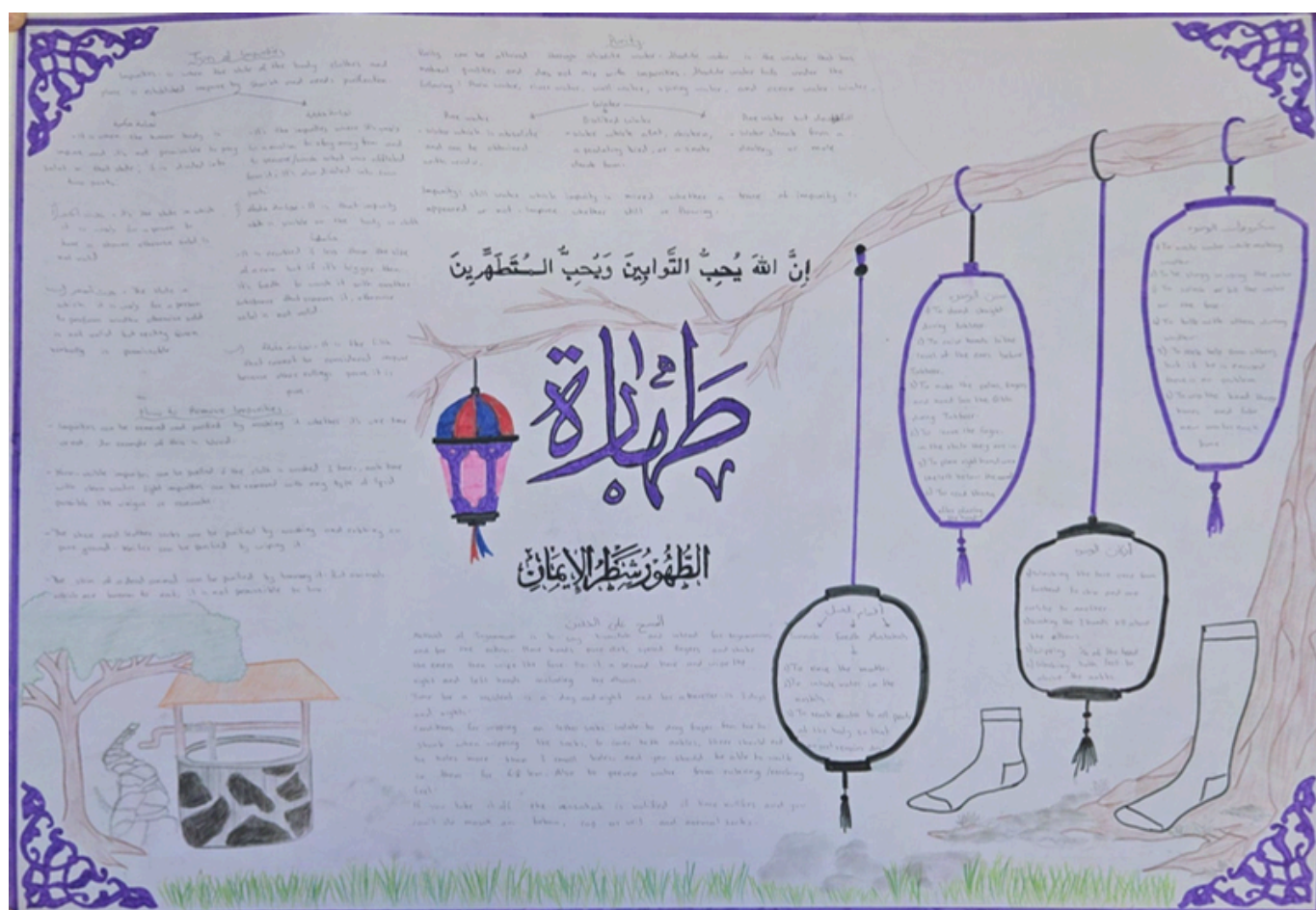
Year 8D

Year 8 students created informative posters on key Islamic concepts. They researched each topic, explained in their own words, and supported their ideas and evidence from the Quran and Ahadith, while developing their research, creativity and communication skills.





The poster below, designed and illustrated by a Year 9 student, provides a comprehensive overview of Taharah (ritual purification and cleanliness in Islam). The student used everyday drawings to show the different ways Muslims purify themselves. By pairing these symbols with the evidences, the student demonstrates how material elements connect to Islamic jurisprudence (Figh).



FOUNDATION - YEAR 2

FOUNDATION RECOUNT WRITING JOURNEY

This term, our Foundation students have been developing their early writing skills through a range of engaging and meaningful recount writing experiences. Students have been learning how to share their experiences, sequence events and write simple sentences.

We began our recount writing journey with a **Weekend Recount**. Students shared something they did during their weekend and talked about their experiences with their classmates. They then used their ideas to write a simple recount. This activity encouraged students to share their personal experiences while building confidence in expressing their ideas through writing.



Next, the students enjoyed making **Fairy Bread**. They followed the steps involved in making their fairy bread and discussed what they did at each stage. After enjoying their creation, students wrote a recount about the experience. They practised putting the steps in the correct order and using time connectives to make their writing clear. It was a fun, hands-on experience that helped students understand how they can turn real experiences into writing.

Our final recount was connected to our **Science learning about materials and their properties**. Students explored different materials and discussed which materials would be suitable for making a waterproof hat. They then designed, created and decorated their own hats using materials such as cellophane, pom-poms and feathers. After completing their hats, students wrote a recount describing the steps they followed. This was a wonderful opportunity to integrate **Science and English**, as students applied their understanding of materials while developing their recount writing skills.

Through these experiences, our Foundation students have been developing their ability to sequence events, use simple sentences, communicate their ideas and build their vocabulary. They are also learning that writing can be fun and meaningful when it is connected to experiences they can see, touch and enjoy. It has been wonderful to see the creativity, enthusiasm and growing confidence of our Foundation students as they continue to develop their skills as young writers.

Ms Duria Ameer Arab

Foundation D Form Teacher



YEAR 1 MATHEMATICS ROTATIONS

HANDS-ON LEARNING THROUGH MULTIPLICATION, DIVISION, POSITION AND DIRECTION

Our Year 1 students have been enthusiastically engaged in hands-on Mathematics rotations designed to strengthen their understanding of multiplication, division, and positional and directional language. The rotations provide students with opportunities to learn through practical activities, mathematical games, discussion and collaborative problem-solving.

During the multiplication and division rotations, students used concrete materials such as counters, playdough, coloured popsticks and hands-on resources to make equal groups and explore how quantities can be shared and grouped. By physically building groups, students developed a stronger understanding of multiplication as repeated groups and division as sharing and grouping equally.

Students also participated in activities focusing on position and direction. They explored mathematical language such as above, below, beside, between, left, right, in front of, behind and next to. Through interactive tasks, students practised following and giving directions and describing where objects are positioned in relation to one another.

The rotation model allowed students to work at their own level while developing important mathematical skills such as counting, grouping, reasoning, communicating and explaining their thinking. Working collaboratively also encouraged students to listen to their peers, share strategies and use mathematical vocabulary confidently.

These engaging activities have made Mathematics learning meaningful, active and enjoyable for our year 1 students. By combining concrete materials with discussion and problem-solving, students are building a strong foundation for future mathematical learning while developing confidence in using Mathematics in everyday situations.

Ms Sumbal Irfan

Year 1C Form Teacher



YEAR 2: THE HISTORY BOX INCURSION

On Thursday, 6 August 2026, our Grade 2 students enjoyed an exciting and memorable visit from 'The History Box' for an incursion as part of their History-learning.

Students had the opportunity to step back in time and explore Australia's past through a range of engaging, hands-on experiences. They participated in clay modelling of dolls, native Australian animals and clay token-making, tried spice grinding, explored traditional games of Aboriginal and Torres Strait Islander peoples, and took part in dress-ups, demonstrations and interactive presentations.

These experiences helped students develop a deeper understanding of Australia's history, including early settlements and the ways people lived, worked and played in the past. The combination of storytelling, artefacts and practical activities made the learning meaningful, enjoyable and easy for students to connect with.

It was wonderful to see the students so curious, involved and enthusiastic throughout the incursion. The experience truly brought History to life and provided a valuable opportunity for learning through exploration and discovery.

Ms Andleb Arshad

Year 2 Teacher



F-2 SCHOOL COMPETITION WINNERS TERM 3 2026:

Classes	Handwriting Stars	Reading Stars	Math Masters
Foundation A	Asad Malik	Zabir Hasan	Aynaan Zarif & Kausor Nur
Foundation B	Omar Osama Khan	Hamzah Muhammad Shaik	Rufaida Noor
Foundation C	Mehmed Hossain	Musa Al-Ameen	Mujahid Aalyan
Foundation D	Barira Hashmi	Aisha Binte Mashiur	Muhammad Ahmad
Year 1A	Abdullah Ahmed	Ayman Hashmi	Yahya Ameen Hasan
Year 1B	Khubaib Asad	Abdullah Bashir	Aleia Idris
Year 1C	Abdurrahman Nagash	Mohammad Mosah	Eisa Thakur
Year 1D	Yumna Usman	Al Arham Ahmed	Al Arham Ahmed
Year 2A	Amina Ahmed	Arisha Irfan	Arisha Irfan
Year 2B	Muhammad Obaid Ur Rehman	Zain Khan	Omar Khan & Ibraheem Abbasi
Year 2C	Farheen Taneem	Hafsah Imran	Aiman Shehryar
Year 2D	Muhammad Ali Kazmi	Mehmood Ali Qureshi & Ammaar Khan	Marwan Abid & Ahmed Ameen
Year 2E	Asiya Shayma	Ayesha Siddiqua	Asiya Shayma

YEAR 3 - 6 DEPARTMENT

YEAR 3 SCIENCE INCURSION: EXPLORING HEAT ENERGY

Our Year 3 students recently participated in an exciting and hands-on Science Incursion exploring heat energy and how it is transferred. The session provided students with an opportunity to take their learning beyond the classroom and experience scientific concepts through engaging demonstrations and experiments.

During the incursion, students explored the three main ways heat energy can be transferred: conduction, convection and radiation. Through carefully guided experiments, students observed how heat can move from one object or place to another in different ways.



Students investigated conduction by exploring how heat can transfer through direct contact between materials. They also observed convection, learning how heat transfers through the movement of liquids and gases. Through demonstrations and experiments, students saw how warm materials move and how this movement transfers energy.

The highlight of the incursion was the opportunity for students to participate in exciting experiments under the instructors' guidance. Students worked collaboratively, made observations, discussed what they noticed and developed their scientific thinking by asking questions and making predictions.



It was wonderful to see our Grade 3 students so enthusiastic and curious as they explored the fascinating world of heat energy. The hands-on experiences helped students develop a deeper understanding of how energy transfers in different forms and showed how science connects to the world around us.

Ustaz Yusuf, Ustaz Ismail, Sr Huma & Sr Sumayya

Year 3 Form Teachers

YEAR 5 HIGHLIGHTS: LEARNING, CREATING AND CELEBRATING

Alhamdulillah! Term 3 has been another exciting and enriching learning journey for our Grade 5 students. Throughout the term, students have continued to demonstrate curiosity, enthusiasm and a willingness to learn through a variety of engaging and hands-on experiences. From exploring the fascinating world of weather and weathering, to developing practical skills through food technology, and finally coming together as a school community to celebrate Eid, Term 3 has been filled with learning, creativity and memorable moments.

A particular highlight of our Science learning this term was the **PrimeSCI Weather and Weathering incursion**. This engaging experience provided students with the opportunity to explore weather and weathering through interactive demonstrations and hands-on investigations. Students were encouraged to observe carefully, ask questions, make predictions and connect scientific concepts to the world around them. The practical nature of the incursion made the learning both meaningful and enjoyable, allowing students to experience Science beyond the classroom.

Through the incursion, students developed a deeper appreciation of the natural processes that shape our environment. They were able to see how scientific ideas can be explored through observation and investigation, while building their confidence in thinking and working like scientists. It was wonderful to see students' excitement and curiosity as they participated in the activities and shared their ideas with one another.

Our **Technology learning** also provided students with an opportunity to put their knowledge into practice. As part of our Term 3 focus on **Food and Fibre**, students explored the journey of food and developed practical skills through a very enjoyable pizza-making activity. Students created their own pizzas and worked together throughout the process. They particularly enjoyed seeing their learning come to life — and, of course, tasting the delicious results! This hands-on experience allowed students to develop practical skills while encouraging teamwork, creativity and an appreciation of how food can be produced and prepared.

We ended Term 3 with a wonderful Eid Celebration, which was a highlight for our students and a beautiful way to conclude the term. The day was filled with excitement, laughter and celebration as students enjoyed a variety of rides, delicious food and time with their friends. The atmosphere was full of joy as students came together to celebrate Eid and create special memories with their classmates.

The Eid Celebration also provided a wonderful opportunity for our school community to come together in the spirit of happiness, gratitude and togetherness. Seeing our students enjoying the day so enthusiastically was a fitting way to bring Term 3 to a close after a term filled with learning and growth.

Overall, Term 3 has been filled with meaningful learning experiences that have strengthened students' scientific understanding, developed their practical skills and provided opportunities for creativity, collaboration and celebration. We are incredibly proud of the enthusiasm, curiosity and positive attitude our Grade 5 students have shown throughout the term.

We sincerely thank our families for their ongoing support and encouragement. May Allah (SWT) continue to bless our students with knowledge, confidence and success in their learning journey. Ameen.

Year 5 Form Teachers



WHAT AN EXCITING TERM FOR YEAR 6!

Term 3 has certainly been an exciting and memorable term for our Year 6 students! It has been filled with excitement, enthusiasm, creativity, teamwork and hard work, with many wonderful opportunities for students to learn both inside and outside the classroom.

From the excitement of our Eid Festival and Day Camp to becoming young entrepreneurs through the Mini Bosses Smoothie Bar and showcasing their creativity through their own Arcade Games, our students embraced each experience with enthusiasm and a willingness to learn.

It has been wonderful to see the girls grow in confidence, challenge themselves, work collaboratively and create many special memories along the way. I am incredibly proud of their efforts and achievements throughout the term.

As we reflect on another busy term, I hope our students feel proud of how far they have come and carry their enthusiasm, resilience, and positive attitude into the final term of their Year 6 journey.

Well done, girls, on a fantastic Term 3!

Ms Saima Shinwari & Ms Shahida Khanum

Year 6 Girls Form Teachers



Year 6 Boys Day Camp

Our Year 6 students enjoyed an exciting day camp filled with new challenges and teamwork. They tried their hand at archery and canoeing, worked together to build rafts, and put their problem-solving skills to the test in a survival game. It was wonderful to see students encouraging one another, trying new things and making lasting memories. Enjoy these photos from the day!

Ust M Waheed Imteaz & Ust Yusuf Keir McKenzie

Year 6 Boys Form Teachers



Year 6 Smoothie Bar Incursion

Our Year 6 students became young entrepreneurs during The Smoothie Bar incursion. Working in teams, they designed and created their own fruit smoothies while learning how to understand customer preferences, calculate costs and market a product.

The students enjoyed putting their creativity as well as teamwork into practice, and tasting the results!

Ust M Waheed Imteaz & Ust Yusuf Keir McKenzie

Year 6 Boys Form Teachers

Eid Festival Recap! By Adeena

The Eid Festival brought students and staff together for a fun-filled day of laughter, delicious food, exciting rides and wonderful memories.

Students had the chance to enjoy a variety of rides, share delicious food, and spend time celebrating with their friends and teachers. The atmosphere was full of energy, excitement and happiness!

Everyone screamed on the rides – not because they were scared, but because they were having the greatest time of their lives!

JazakAllah Khair to all the staff who worked hard to organise the festival and make it such a memorable and enjoyable experience for everyone. It was definitely a day that many of us will remember for a long time!



Tech – Arcade Games By Rayyan

This term, the Year 6 students worked on designing and creating their very own arcade games. Throughout the term, students used their creativity, problem-solving skills and teamwork to bring their ideas to life.

Working in pairs, students planned, designed and created a variety of exciting arcade games. At the end of the term, each class transformed their classroom into a mini arcade and invited students from other year levels to come along, participate in the games and win prizes.

This was also a great opportunity for us to communicate, work together and interact with students from other year levels.

Overall, the arcade games were an amazing way to finish the term. It was a fun and memorable experience for everyone involved!



Year 6 Day Camp**By Ayesha Ahmed – 6C**

On 24 August 2026, Year 6A and 6C went on an exciting day camp excursion. The day was packed with outdoor activities, including canoeing, raft building and survival games.

This camping experience gave us, as Year 6 students, the opportunity to develop new skills, build our confidence and create lasting memories with our friends.

As a Year 6 student, this excursion sparked my curiosity, helped me develop my social skills and gave me the opportunity to experience and appreciate nature.

It was an unforgettable experience that I will treasure in my heart forever. A big thank you to our teachers for giving us the opportunity to create such wonderful memories together!



Mini Bosses – Smoothie Bar

By Zahida

This term, the Year 6 students participated in an exciting Humanities incursion called “Mini Bosses: Smoothie Bar” as part of our Economics and Business unit.

The incursion taught us about how to start a business and the important steps involved in turning an idea into reality. We learned about developing recipes, creating menus and logos, and designing our very own smoothie bars.

Students especially enjoyed planning their smoothie recipes and creating colourful flyers to advertise their businesses. Along the way, we also learned about important business concepts such as costs, pricing and profit.

It was a fun and creative way to learn about how businesses work, while giving us the opportunity to develop our teamwork, creativity and entrepreneurial skills.



CELEBRATING OUR YOUNG POETS

Words came to life as our Years 3–6 students shared their imagination and faith through Al Iman College's Poetry Competition. Exploring the themes of Family, Grateful to Allah SWT, Allah's Beautiful World and The Beauty of Islam, our young poets used thoughtful language to express meaningful ideas and celebrate the blessings around them. We proudly congratulate our class winners on their outstanding efforts and commend every participant for sharing their voice through poetry.

Congratulations to our winners from the boys' wing:

- **3B:** Tuan Ahmad Dirar
- **3D:** Muhammad Huzaifa Haroon
- **4B:** Maahi Mohamed Rifkhan
- **4D:** Hisham Hassan
- **5B:** Hamim Ayyan Al Ayyan
- **5D:** Mohamed Ubaidullah Min
- **6B:** Mustafa Shah
- **6D:** Saad Munsif

Ust M Waheed Imteaz

Primary Boys Sub School Leader



YEARS 3–6 END OF TERM COMPETITIONS

Throughout Term 3, students in Years 3–6 had the opportunity to showcase their skills, knowledge and creativity through a series of exciting End of Term competitions organised by the Girls' Wing. **The Handwriting Stars, Poetry Stars and Math Masters** competitions encouraged students to challenge themselves, demonstrate their abilities and celebrate their learning in a positive and supportive environment.

More than just competitions, these activities encouraged students to develop confidence, perseverance and a love of learning. They provided a wonderful opportunity for students to take pride in their work, strive for excellence and celebrate their achievements alongside their peers. It was wonderful to see the enthusiasm, dedication and positive spirit demonstrated by our students throughout the competitions.

We congratulate all our winners and participants for their outstanding effort and commitment. May Allah (SWT) continue to bless them with success in their learning journey. Ameen.

YEARS 3–6 SCHOOL COMPETITION WINNERS – TERM 3 2026

Classes	Handwriting Stars	Reading Stars	Math Masters
Year 3A	1. Hafsa Ferdous 2. Zaynab A Arab 3. Aaira Hassan Chughtai	1. Humaera Ferdous 2. Aleezay Rashid 3. Khadija Fatima	1. Khadija Fatima 2. Khadija Vahora 3. Hafsa Ferdous
Year 3C	1. Amal Zakaria 2. Eifa Mohamed 3. Safina Abbas	1. Meerab Mirza 2. Hareem Nouman 3. Urwa Sajid	1. Meerab Mirza 2. Amal Zakaria 3. Haniya Mar
Year 4A	1. Ayesha Khan & Awbia Syeda 2. Anayah Akram & Zainab Fatima 3. Saabiriin Quule	1. Zainab Fatima 2. Habibah Amir & Safena Hossain 3. Abrish Fatima And Ayesha Khan	1. Azhaar Jama 2. Sama Sobhan 3. Huda Malik

Classes	Handwriting Stars	Reading Stars	Math Masters
Year 4C	1. Ruwaizah Islam 2. Amina Budiman 3. Nancy Nayamot	1. Fazila Muzaffer 2. Ayesha Ezzah 3. Aliciatu Barrie	1. Ayesha Ezzah 2. Mariam Arab 3. Aafiyah Parveen
Year 4E	1. Zunairah Fatima 2. Zahiya Zohaib 3. Sumaiya Ismail	1. Rumaysa Khan 2. Safiyyah Ovais 3. Liyana Qamayr	1. Zahiya Zohaib 2. Dua Alvi 3. Ayna Raihan
Year 5A	1. Aaliya Lareef 2. Rahmah Hossain 3. Aaira Rafeeq	1. Rameesah K 2. Umama Islam 3. Eshal Nur	1. Rameesah K 2. Sinwaan Q 3. Sarah K
Year 5C	1. Nurul Atiqah Ishaq 2. Hafsa Osama 3. Syeda Haajra Fahad	1. Nabiha Rukayat 2. Asiya Nasfan Mohamed 3. Khadija Siddiqa	1. Minahil Nabeel Syed 2. Yasmine Ambiyo 3. Zunairah Mohammed
Year 5E	1. Ibtihaj Abbasi 2. Inaya Layeeq 3. Alisha Fahad	1. Rayyan Mohamed 2. Ibtihaj Abbasi 3. Khadija Jamshaid	1. Zuhayra Hafizzudin 2. Sarah Mohammed 3. Maryam Hassan
Year 6A	—	—	1. Adeena & Khansa 2. Javeria 3. Amina
Year 6C	—	1. Palwasha 2. Sana Mehar Banu 3. Fatima Ahmed & Aisha Umme	—

YEAR 7 - 10 DEPARTMENT

CELEBRATING OUR AMC SUCCESS!

We are delighted to celebrate the achievements of our students in the 2026 Australian Mathematics Competition (AMC).

The AMC is one of Australia's longest-running and best-known mathematics competitions, challenging students to apply mathematical reasoning, creativity and problem-solving skills to increasingly demanding problems.

This year, our students achieved some excellent results, including **6 Distinctions, 48 Credits and 103 Proficiency awards**. A special congratulations goes to Safwan **Ahmed Khan Suri**, who achieved **Distinction** in the Senior Category.

These awards represent significant achievements: a **Distinction** places a student in approximately the top 20% in Australia/New Zealand/Fiji where the AMC is taken.

Congratulations to all students who participated. Regardless of the award received, taking on the AMC is an opportunity to think beyond routine classroom mathematics, persevere with challenging problems and develop confidence as mathematical problem-solvers.

Well done to all our young mathematicians!

Ust Abdullah Al Amin

Head of Secondary Mathematics

Our top distinction students:

Division	Firstname	Lastname	Class	Achievement
Upper Primary - Year 6	Aleef	Abdullah	6B	Distinction
Junior - Year 7	Salman	Mohammed	7D	Distinction
Senior - Year 12	Safwan Ahmed Khan	Suri	12B	Distinction
Upper Primary - Year 5	Faraz Alamin	Khan	5B	Distinction
Intermediate - Year 10	Aleena	Khan	10C	Distinction
Intermediate - Year 9	Talha	Tahsin	9D	Distinction

AN EXEMPLARY ENGLISH ESSAY

Dear students,

I have chosen to share this essay with the school community as it is a prime example of a piece of analysis which completely answers the prompt at hand.

Pay attention to the way the topic sentences have been crafted to signpost the idea/ argument the body paragraph will be about.

Her use of evidence is well thought through, she uses strong examples which help her make her point.

The explanation and elaboration is therefore easy to achieve and well expressed through use of language, plot and characterisation; all linking back to the topic sentences.

Also note that the essay was written in test conditions with nothing but a dictionary. The example is free from any reliance of AI/ Chat GPT.

As an English teacher I encourage students to refrain from the use of AI in writing- you have what it takes to come up with your own ideas and thoughts, do not let AI strip that capacity from you.

Ms Bahiya Y

Secondary English Teacher

Prompt:

A theme of *Animal Farm* is that power corrupts those who possess it. Explore how Orwell brings out this idea in the text.

Power is often a value society needs to maintain a secure and safe grounding, however too much of it can corrupt an individual. In George Orwell's 1945 novel *Animal Farm*, the animals start to adapt to a community with no human management. Yet, as the pigs start stepping forward to take "responsibility", they start gaining power, eventually corrupting the farm due to the animals' automatic submission. Through the misuse of education, indoctrination and manipulation, and abolishment of equality, Orwell depicts the idea of power corrupting those who possess a huge amount of it.

The pigs misuse education to gain power and corrupt it. Education is portrayed in *Animal Farm*, after Jones is overthrown. "Other animals couldn't get further than A". The learning of the alphabet symbolises the animals striving to get a proper education, despite their lack of intellect. The pigs use this to their advantage and attain power by putting their higher education to use, corrupting the farm. This proves how possession of greater power can quickly blind and individual, leading to abuse and oppression of the lower class. Moreover, "the pigs are the brainworkers of the farm". The brainworkers of a community are signified as the most intellectual, aiding in their gain of power. This helped the pigs obtain power, lending them the opportunity to deceive the farm. This is later foreseen when Squealer skilfully averts a crisis on the farm by attacking the animals lack of education, "...if you could read it". This advocates the knowledge of the pigs contributing to their corrupt power, portraying how they quickly alleviate any concerns regarding the farm by pointing out the other creatures' own weaknesses, making them doubt themselves. Through these actions, Orwell symbolically showcases how the destruction of a once stable society often relates to power corrupting leaders who possess it. Therefore, Orwell alludes how the misuse of knowledge and intellect leads to a person receiving or rather attaining more power, the corruption leaking out of them and into society.

Extortion of power on the farm leads to manipulation and indoctrination. When the disappearance of vital foods was unveiled, "the milk and apples went into the pigs' mash..." The animals are first stunned. However, Napoleon; having more power than the other animals due to his high intellect – sends Squealer to manipulate the creatures into thinking it was done for their sake, gradually convincing them. This is a prime example of the extortion of power coming in play, rendering any doubts useless through manipulation. The extent of Napoleon's deceit is highlighted as Boxer exclaims "If Napoleon says so, then it is right!" This blind loyalty is the unfortunate result of the manipulation showcased by that ghastly dictator, a primary factor to the future totalitarian reign on the farm. Furthermore, the altering of the Seven Commandments also portrays the extortion of power fuelling the indoctrination set on the farm. The alteration of these laws' express indoctrination of the crimes the porkers have committed. Most of the animals are clueless, as the information they have been fed justifies the new commandments provided. By these scenes, Orwell warns that the dangers of manipulation and indoctrination are evident everywhere, even if situations seem normal. Hence, Orwell depicts how the extortion of power leads to manipulation and indoctrination of the other creature, making them vulnerable to the corruption on the farm.

The pigs who possess power causes the abolishment of equality on the farm. The irony of pigs sleeping in beds despite the Seven Commandments stating not to signifies the societal status between the porkers and other animals. This diminishment of equality is solely formed by the pigs' possession of power, as it depicts the corruption of the misuse of controlling a society. Additionally, "the pigs stood on the stage, [above] the other animals..." the seating arrangement of the meetings metaphorically showcases the hierarchy forming on *Animal Farm*. The pigs possessing the most power allows them to control the democratic and equal aspects of the farm, replacing it with authoritarian rule. This stifling atmosphere proceeds as Squealer announces, "Our Leader, Comrade Napoleon". The juxtaposition of 'leader' and 'comrade' perpetuates the inequality between the animals, eventually leading to a societal hierarchy. Napoleon is now considered the animals' leader as he obtained enough power and corrupted multiple factors of the farm's fair system, basically cheating his way to the top of the hierarchy. Through these scenes, Orwell allegorically reinforces the destruction of equality in a society, heavily supported by the corruption of those who possess too much power. Therefore, Orwell portrays how *Animal Farm* eventually abolishes all sorts of equality through the pigs' deceitful possession of control.

Ultimately, Orwell indicates how power corrupts those who possess it, leading to the demolition of a once stable society. The animals first started to adapt to a human-less community, struggling until the pigs took the reins. This decision changed the farm forever as when the pigs started attaining more power, they got more and more corrupted, betraying the original ideals they had. Through misuse of education, indoctrination and manipulation, and abolishment of equality, Orwell allegorically represents the gradual destruction of a society being supported by power corrupting leaders who possess it. Overall, *Animal Farm* demonstrates how quickly power can blind one, corrupting them and the community around them.

By: Muskan Rahman 9C

VCE DEPARTMENT

VCE STUDENTS PREPARE FOR THE FINAL EXAMINATION PERIOD

As Term 3 concludes, our VCE students are entering an important stage of their academic journey. The VCE Department has continued to support students through focused revision, clear preparation resources and opportunities that strengthen the partnership between students and teachers.

Year 12 trial examinations.

The formal Year 12 trial examinations will be held in Term 4, Week 1. These examinations will give students valuable experience under full examination conditions before the VCAA external examinations. They will also help students assess their subject knowledge, practise time management and identify the areas that require further revision. Students are encouraged to approach every trial examination seriously and use the feedback from their teachers to guide their final preparation.

Subject-specific Exam Readiness Checklists.

To support effective preparation, individual Exam Readiness Checklists have been prepared for each Year 12 subject. The checklists cover the key knowledge and skills students should revise and allow them to identify whether they are ready, need further practice or should seek assistance from their teacher. Students should use these checklists regularly to organise their revision, set priorities and take responsibility for their learning. Parents are also encouraged to discuss the checklist with their child and support a consistent study routine at home. If a student has missed the checklist for any subject, they can send a SEQTA message to their subject teacher and request a copy.

VCE Campus community lunches.

During Term 2, the Girls Campus VCE students and their teachers shared a special lunch that provided an opportunity to celebrate their progress and strengthen the positive relationships that support learning. More recently, the VCE Boys Campus brought together the Year 11 and Year 12 boys and their VCE teachers for a similar lunch. Both gatherings recognised students' efforts, acknowledged teachers' commitment and allowed students as well as

staff to connect in a relaxed and supportive setting. These occasions were especially meaningful as the Year 12 students approach the final stage of their VCE studies and the Year 11 students continue building strong foundations for next year.

We wish all Year 12 students every success in their trial and final examinations and encourage them to remain focused, seek support when needed and make the most of the remaining preparation time.

Ust Abdul Rashid Mohammed & Ms Zarreen Tajvar Qureshi

VCE Coordinators

HPE & EXTRA CURRICULAR ACTIVITIES

LEARNING SKILLS THAT CAN SAVE LIVES – YEAR 7 FIRST AID & CPR

Disclaimer: The series of First Aid and CPR Health lessons serve as an exposure to the basic knowledge of First Aid and CPR. It does not count towards an official First Aider certification.

This term, our Year 7 students took part in an important and practical unit in Health & Physical Education, learning the fundamentals of First Aid and CPR.

Throughout the unit, students explored how to respond appropriately when someone is injured or experiencing a medical emergency. They developed an understanding of how to assess an emergency situation, seek appropriate help and provide basic first aid, while also learning the fundamental steps involved in performing Cardiopulmonary Resuscitation (CPR).

A major focus of the unit was helping students understand that in an emergency, having the knowledge and confidence to remain calm, seek help and respond appropriately can make an important difference while waiting for professional assistance to arrive.



One of the Year 7 classes attending the first session of practical CPR

Knowledge That Benefits Others

In Islam, we are encouraged to care for the wellbeing of others and to be people who bring benefit to those around us. Learning First Aid provides our students with a practical opportunity to develop this sense of **care, responsibility and service to others**.

Allah ﷻ reminds us of the great value placed upon preserving human life:

“...and whoever saves a life, it will be as if they saved all of humanity.”

Surah Al-Ma'idah, 5:32

This powerful reminder provides an important connection to what our students have been learning. First Aid and CPR are not simply classroom skills; they are valuable forms of knowledge that may allow a person to assist a family member, friend, classmate or member of the wider community during a time of need.



The essential CPR training equipment which the school has invested in.

Through practical learning experiences, students were encouraged to develop responsibility, awareness, communication, confidence and compassion. They also learnt that helping others must be done safely and responsibly, including recognising when to seek assistance from adults and emergency services.

Skills for Life

As educators, we hope our students continue to seek knowledge that is beneficial not only to themselves but also to the people around them. Insha Allah, the skills introduced during this unit will provide a foundation that students can continue to develop throughout their lives.



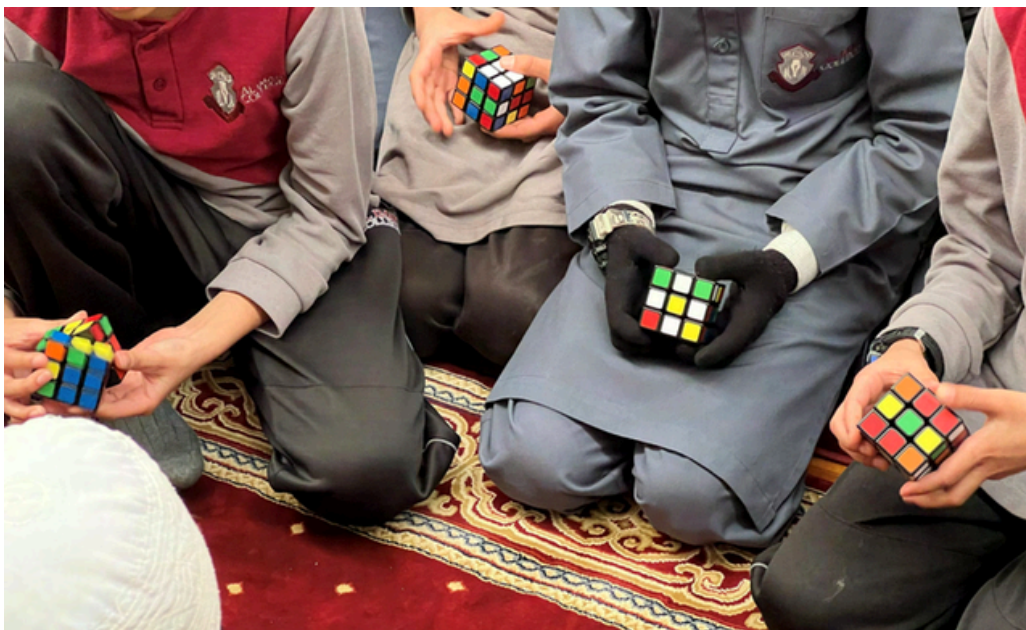
Students going through the CPR assessment
at the end of the term

Masha Allah and well done to our Year 7 students for approaching this important unit with enthusiasm and maturity. May Allah ﷻ grant them beneficial knowledge and enable them to use what they learn in ways that benefit their families and the wider community. Ameen.

Ms Alisha Khan, Ust Khaled Al Krer & Ust Hafizzudin Ng
Year 7 HPE Team

A NEW CHALLENGE AT AL IMAN: INTRODUCING THE RUBIK'S CUBE CLUB

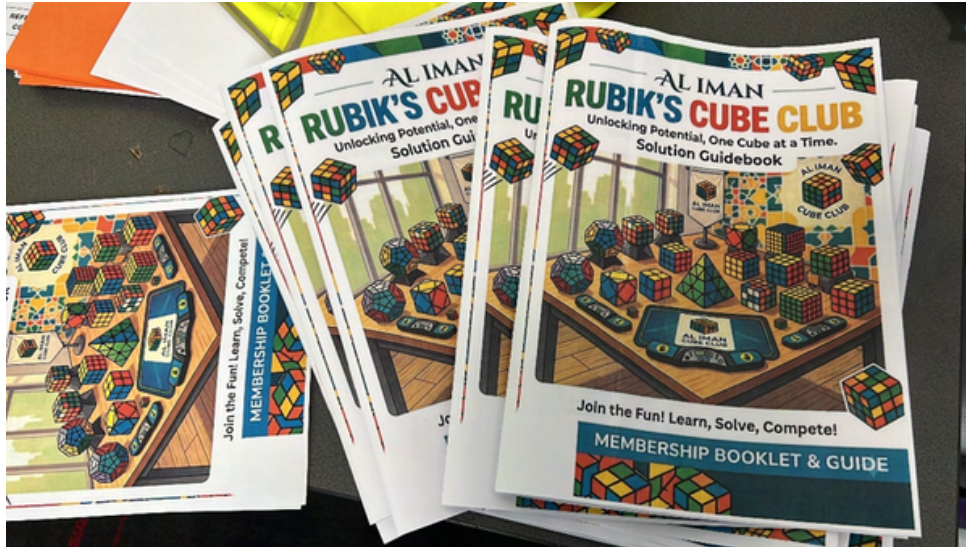
Alhamdulillah! A colourful new challenge has arrived at Al Iman College with the launch of our very first Rubik's Cube Club! The idea for the club bounced around among some staff members and also by our **Year 9D SRC Jawdan Ahmed**, who brought his own passion and experience in speedcubing to the school community. Jawdan is a competitive Rubik's Cube player who has participated in competitions organised under the World Cube Association (WCA).



With the support of a small team of his Year 9 classmates, Jawdan took the lead in introducing younger students to the world of Rubik's Cube solving.

Students Teaching Students

The club began with **two-day introductory sessions for each year level from Years 3 to 6**. During these sessions, Jawdan and his team worked directly with younger students, helping them learn about the Rubik's Cube and develop their solving skills.



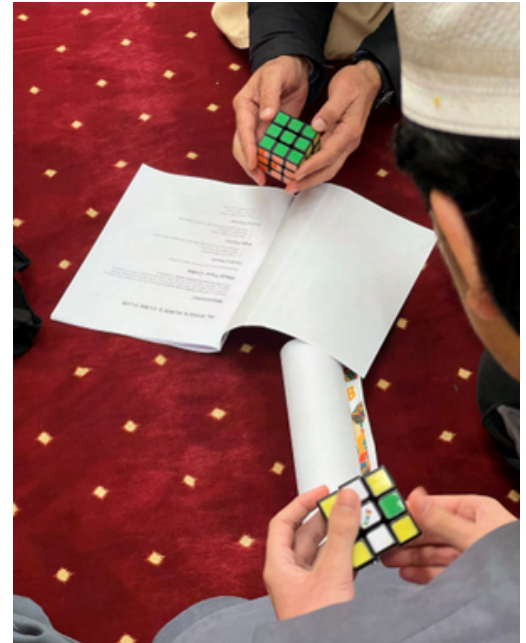
Through these sessions, we also discovered that we already had a number of Rubik's Cube enthusiasts across the College, each with their own impressive talents and abilities. Some students surprised us with their existing knowledge, solving techniques and speed, while others were experiencing the challenge of the cube for the first time. It was wonderful to see students connecting through a shared interest and learning from one another.



Jawdan and his mates explaining some basic Rubiks Cube tricks on the first session

The sessions provided an excellent example of student leadership and peer mentoring, with our secondary students sharing their knowledge, skills and enthusiasm with younger members of the College.

Learning to solve a Rubik's Cube is more than simply trying to match the colours. It encourages students to develop problem-solving skills, patience, concentration, pattern recognition and perseverance. Most importantly, students were encouraged to keep trying, learn from mistakes and enjoy the challenge of improving.



What's Next? An Al Iman Rubik's Cube Tournament!

With some hidden cubing talent now emerging across the College, the next step is to bring our enthusiasts together!

Insha Allah, an in-house Al Iman Rubik's Cube Tournament is planned for Term 4, giving students an opportunity to showcase their skills, challenge themselves and enjoy some friendly competition with fellow cubers.

We look forward to seeing the Rubik's Cube Club continue to grow and discovering just how much cubing talent we have within the Al Iman community.

JazakAllahu Khayran to Jawdan and his team for taking the initiative to introduce something new to our school and for sharing their skills with our younger students!

Ust Hafizzudin Ng & Waheed Imteaz

YEAR 6 AND 7 SOFTBALL MATCH

This term the Year 6 and 7's versed each other in softball during lunchtime. Both year levels practiced the sport during PE and went head-to-head with each other in a friendly, but fiercely competitive match.

Year 6C and 7C competed first with 6C winning first place due to their executed striking and good teamwork, and excellent sportsmanship. Next, we had Year 6A verse 7A, and the stakes were high, energy levels were electric and both teams wanted to play for the win – which they did. 6A versus 7A was a tied game with both teams equally demonstrating their skills and effort throughout the game. Shout out to Amina Hares from 7A for getting a Home Run (striking the ball and touching all 4 bases back to home in one shot!).

Well done to Year 6 and Year 7's for their dedication, their teachers for their efforts, and for the Year 8 volunteers for refereeing an exciting and entertaining match this term!

Ms Alisha Khan, Ms Saima Shinwari and Ms Shahida Khanum

Year 6 & 7 Girls HPE Teachers



LUPA BASKETBALL SECONDARY GIRLS COMPETITION - TERM 3

Alhamdulillah, our Secondary Girls had the opportunity to take part in the LUPA Basketball Competition, bringing plenty of energy, enthusiasm, and team spirit to the court. Throughout the competition, students demonstrated their basketball skills while showing respect, cooperation, and encouragement towards their teammates and opponents, Masha'Allah.

The competition was a fantastic opportunity for students across different year levels to come together, challenge themselves, and enjoy some friendly competition. From close games to exciting moments on the court, it was wonderful to see the girls grow in confidence, communicate as a team, and demonstrate excellent sportsmanship.

A special acknowledgement goes to Fathima Ali (11A) and Zaynab Fatima (10C), who played an important role in helping to organise and coordinate the competition. Their leadership, reliability, and willingness to assist throughout the event were greatly appreciated. JazakAllahu khairan, Fathima and Zaynab, for your valuable contributions and support!

Student Reflection - Muniba Rahman 10C

"Taking part in the LUPA basketball competition, this term was an extremely enjoyable experience, especially because basketball is my favourite sport. It was a great opportunity for all the girls in our school to come together, get involved in sport and enjoy being active. Having a competition that everyone could participate in created a really fun and exciting atmosphere throughout the school. It was also a great way to develop teamwork, communication and social skills while spending time together outside of the classroom. It gave us a chance to take our minds off school stress, have fun with our friends and enjoy playing sports."

LUPA brought a lot of joy and positive energy to our school. It encouraged the girls to be active, try something new and experience the excitement of competitive sport. It also showed how girls can come together, support each other and enjoy participating in sports. The competition benefited our physical, mental and social wellbeing, while creating stronger friendships, teamwork and school spirit. Overall, LUPA has been a very positive and memorable experience."



Congratulations to all students who participated and contributed to making the competition such an enjoyable experience. May Allah reward their efforts and continue to strengthen the bonds of teamwork, friendship, and good character amongst our students. We are proud of the positive spirit they displayed both on and off the court, Alhamdulillah.

Ms Salma Kareemy

Assistant HPE Coordinator Y7-10 Girls

TERM 3 LUPA FUTSAL TOURNAMENTS (Y9/10 & 11/12)

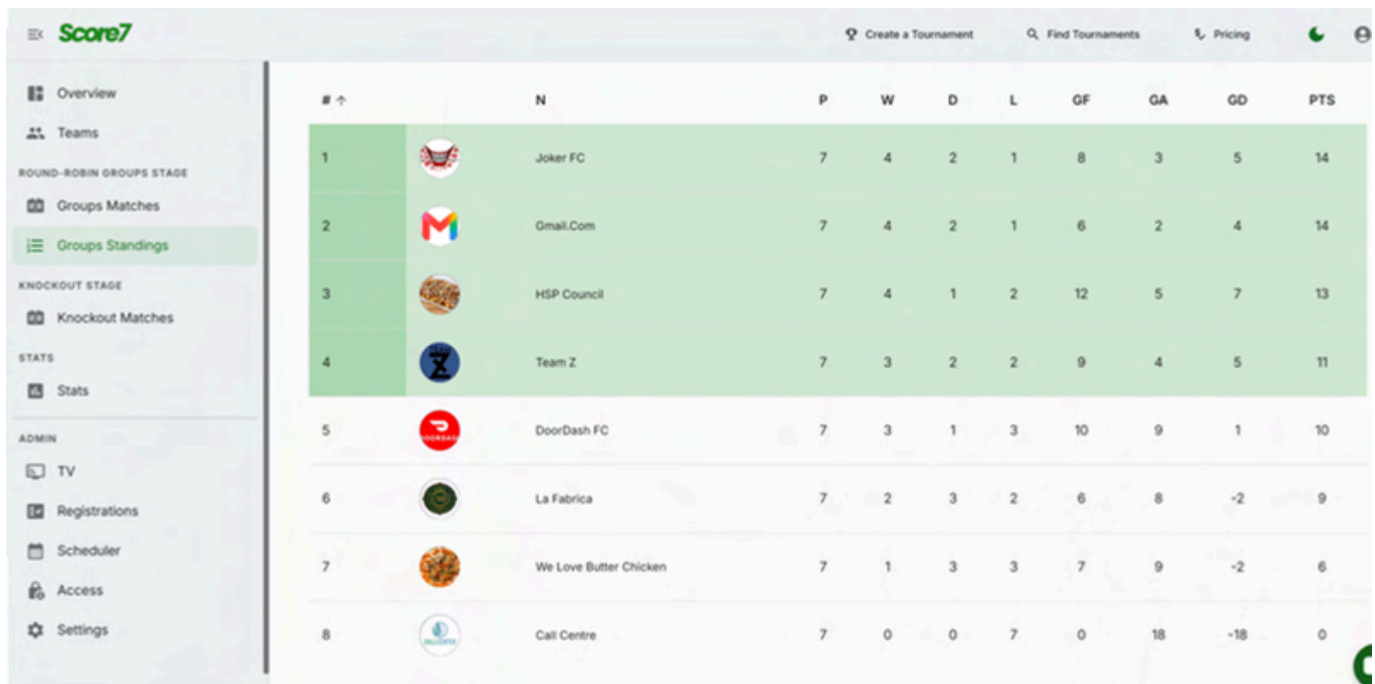
LUPA Futsal Brings Excitement, Leadership and School Spirit

Alhamdulillah, the recent Lunch Physical Activity (LUPA) Futsal Tournaments once again brought plenty of excitement to the College, with two competitions held in term 3 for our Year 9/10 and Year 11/12 students.

Beyond the competition itself, LUPA continues to provide students with opportunities to demonstrate teamwork, leadership, sportsmanship and responsibility. This was particularly evident in these tournaments, with students taking active roles in organising, officiating and managing the competitions.

Year 9/10 LUPA Futsal Tournament

The Year 9/10 competition featured 8 teams competing in a round-robin tournament, producing many exciting and closely contested matches.



#	Team	P	W	D	L	GF	GA	GD	PTS
1	Joker FC	7	4	2	1	8	3	5	14
2	Gmail.Com	7	4	2	1	6	2	4	14
3	HSP Council	7	4	1	2	12	5	7	13
4	Team Z	7	3	2	2	9	4	5	11
5	DoorDash FC	7	3	1	3	10	9	1	10
6	La Fabrica	7	2	3	2	6	8	-2	9
7	We Love Butter Chicken	7	1	3	3	7	9	-2	6
8	Call Centre	7	0	0	7	0	18	-18	0

Importantly, the tournament was organised by Year 11 students, **led by SRC and Tournament Manager Zewaad Sabir**. The student organisers took responsibility for helping coordinate matches, officiating games and ensuring the tournament ran smoothly. Congratulations to the tournament's top three teams:

Gmail.com – Champions
Team Z – Runners-up
HSP Council – Third Place

Several outstanding individual performances were also recognised throughout the tournament.



A team was spotted making a collective du'a prior to their game

Tournament Awards

⚽ **Top Scorer:** Ibrahim Thakur – 14 goals

Top Assists: Raahil Azam – 6 assists

Golden Glove: Haroon Muhammad Abdullah

Golden Ball: Haroon Muhammad Abdullah

The Golden Ball Award is a newly formed award, suggested by one of our SRCs **Khalid Siddiqui (10B)**, which recognises the tournament's best overall player. Rather than being based solely on goals or statistics, the award considers a player's performances across the entire competition, including their attitude and conduct, skill, teamwork, leadership, work rate and overall impact on matches. Eligible players were rated by officials following each match, with teacher consultation also contributing to the process.

Congratulations to Haroon Muhammad Abdullah (9B), who received the Golden Ball Award after demonstrating outstanding performances and a positive overall contribution throughout the tournament. Other players that were shortlisted for the Golden Ball were Awais Ali (9D, Team Gmail.com) & Neehan Rana (9B, Team La Fabrica).



Congratulations to Haroon for winning both the Golden Glove and Golden Ball Award!



Some of the various medals and trophies in store for our boys

The tournament also recognised players who demonstrated excellent fair play and sportsmanship:

Jabir Chowdhury – Team We Love Butter Chicken

Jawdan Ahmed – Team Call Centre

Anas Siddiqui – Team La Fabrica

Awais Ali – Team Gmail.com

Congratulations to all 8 teams and to our Year 11 organisers for contributing to an enjoyable and competitive tournament.



Recess and Lunch playtime over the LUPA season had been such a buzz!

Year 11/12 LUPA VCE Futsal Tournament

The Year 11/12 (VCE) competition was one of the most anticipated LUPA tournaments, generating tremendous interest throughout the College.

During the matches, students and staff from Years 3–12 lined the courts to watch, creating a fantastic atmosphere for the senior students and demonstrating how sport can bring different sections of the school community together.



Zubair (12B) about to score a scorching solo-effort goal to bring his team up to the lead again!

What made this tournament particularly impressive was the level of student ownership. The competition was largely self-organised and self-officiated by the Year 11 and 12 students, with background assistance from one of our most experienced SRCs in the organization of such events, Safwan Suri (12B).

After a highly entertaining competition, the final standings were:

Team 'MALIK HMMMMMM' – Champions
 Team 'We Haris' – Runners-up
 'The Gunners' – Third Place

Individual honours went to:

- ⚽ Top Scorer: Muhammed Zubair (12B) – 7 goals
- Top Assists: Muhammed Abdullah (12B) – 5 assists
- Golden Glove: Abdullah Malik (12B)



Yusuf Islam – 12B
Safwan Suri – 12B
Mahib Khan – 11B
Zewaad Sabir– 11B

While there were plenty of goals, saves and memorable moments, the LUPA tournaments continue to be about much more than winning.

They provide students with opportunities to work with others, communicate effectively, make decisions, demonstrate leadership and officiate fairly and impartially. For our student organisers and officials, these tournaments also provide valuable experience in taking responsibility for an event and contributing positively to the wider school community.

[illegible]

Congratulations to all our winners and award recipients, and well done to everyone who helped make another series of LUPA tournaments a success!

Ust Hafizzudin Ng
HPE Coordinator

YEAR 10–12 BOYS CAMP AT PORTSEA



In August, our Year 10, 11 and 12 boys spent three days and two nights at Portsea Camp, staying at the Nautilus Centre on the edge of Port Phillip Bay. Designed to develop character through challenge, the camp gave students a valuable opportunity to grow through shared experiences, with a focus on Islamic character, leadership, resilience and brotherhood.

Students rotated through an exciting line-up of activities over the first two days, each run by the camp's experienced activity leaders. They set off on a bike ride along a mix of roads and dirt tracks, traded shots in fast-paced games of pickleball, and enjoyed friendly competition in a range of beach games that stretched from the sand out onto the pier. High above the ground, with a beautiful view over the shore, the high ropes course tested their trust and courage. Some students even took it on blindfolded, relying entirely on their teammates' voices to guide them across.

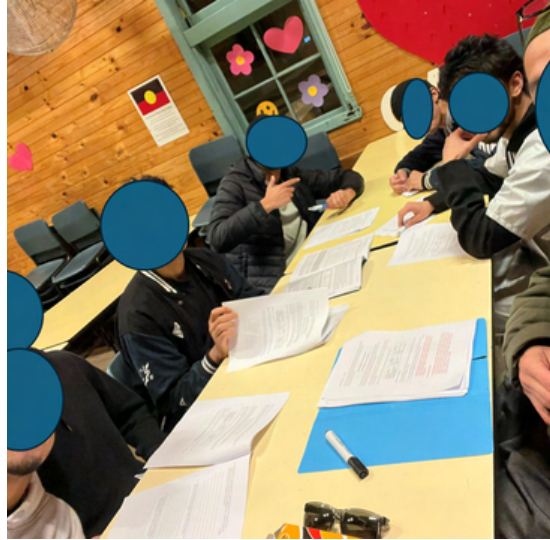
Down at the water's edge, they paired up in kayaks and paddled their way across the turquoise waters of the bay. Students also took part in surf life saving games, which began on the sand with sprints, dives and races for flags, before moving into the water for the final challenges. Through cold winds and grey skies, the boys responded with energy and a positive attitude, showing real resilience.



As the sun set each day, the camp took on a calmer and more meaningful atmosphere. Students gathered around the campfire for Qur'an recitation and an engaging Q&A, set out on a teacher-led night hike, and filled the musallah with laughter and cheers during a lively Kahoot quiz night. Each morning began with Fajr in congregation, followed by Qur'an circles and zikr as the sunrise lit up the bay. Throughout the camp, students practised adab, amanah and service, taking turns to clean up after meals and keeping shared spaces tidy. Learning carried on too, with Year 12 PE students using the first night to revise for a practice SAC.



The final day brought the whole camp together for Minute to Win It, followed by team sports. The games wrapped up with the much-anticipated staff versus students soccer friendly, in which the teachers took it easy on the boys and allowed the students to walk away with a 3-0 victory. The camp then came to a close as students prayed Jumu'ah together before beginning the journey home.



Throughout the camp, each class competed for the title of overall camp champions. Teachers and activity trainers awarded points for teamwork, conduct and punctuality, with bonus points up for grabs for being first to Fajr and for placings in the Kahoot quiz night. After three days of friendly rivalry, 11B were crowned overall camp champions, followed by 12B in second place and 10B in third.

The Portsea camp team praised our students as respectful, friendly and supportive of one another, and among the better groups they have hosted. Special mention goes to Khalid Siddiqui, Huzaifa Khan, Yasin Rahman, Safwan Suri and Adnan Shiyas, who consistently showed leadership by taking responsibility, supporting the group and looking out for others.

Students returned home with stronger bonds of brotherhood, greater confidence and lasting memories. We extend our heartfelt thanks to our AIC teachers and staff, and to our alumni volunteers from the Ulum Ud Deen team, whose dedication made this camp truly memorable.

Extra Curricular Activities Department



ANNUAL EID CELEBRATION 2026



On the last day of the term, Al Iman College came alive for our much-anticipated annual Eid Celebration. With our new car park now complete and the new buildings around the College nearing completion, staff and students came together as one College community to celebrate this joyous occasion. From the very first session of the morning to the final bell, the campus buzzed with excitement as students moved from ride to ride, enjoying a full day of fun and festivities.

Our youngest learners in Foundation to Year 2 had a wonderland all their own. They spun around on the Crazy Cars and Turbo Tubs, rode on the Surfs Up Ride and jumped around on the Treasure Island. The Alpine Tubing Slide brought speedy descents and squeals of delight, while the Trackless Train carried happy passengers around the ground car park. The Animal Farm was once again a firm favourite, with its gentle animals capturing little hearts and curious minds.

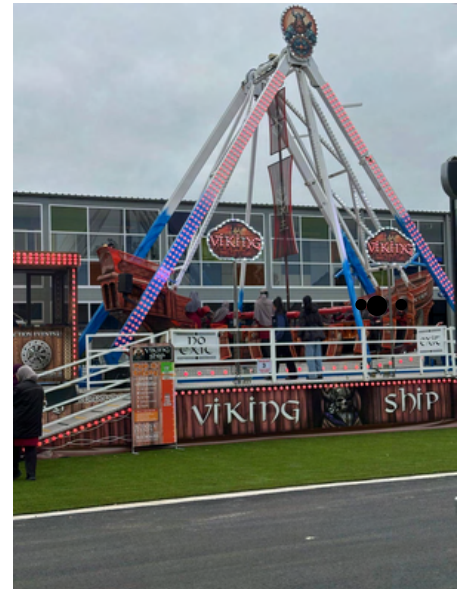
Students in Years 3 to 12 enjoyed an action-packed line-up. The Hurricane, Bad Boys, Cha Cha and Meltdown delivered thrilling spins and plenty of screams, while the Super Slide and Stunt Jump tested the bravest among them. Friendly rivalries played out on the Gladiator and Bouncy Boxing, and students took the wheel on the Dodgem Cars, bumping and weaving their way around the track. Giant inflatables including the Wild One, Blue Lagoon and Fire Rescue kept students bouncing and racing throughout the day.

This year also brought some exciting new additions. The girls set sail on the Viking Ship, swinging high into the air to cheers and screams of excitement, while the Reptile Farm gave students the chance to experience a fascinating live show, watching on in awe as a variety of reptiles were presented and sparking plenty of curiosity along the way. The arcades were also a hit, with the girls enjoying theirs in their brand-new Multi-Purpose Hall as students took on their friends in fast-paced, competitive games and challenges.

Alhamdulillah, it was a day filled with laughter, joy and unforgettable moments that our students and staff will treasure for a long time to come.

We extend our heartfelt thanks to all the staff, volunteers and organisers whose hard work and dedication made this wonderful day possible. The Eid Celebration was a true reflection of the joy, unity and gratitude that bind our College community together and we look forward to many more celebrations together, InshaAllah.

Extra Curricular Activities Department





1447 1448 HIJRI 2026

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Melton South VIC 3338
Info@aliman.vic.edu.au 03 97431117

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
30	31					

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
31						

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
23	22	21	20	19	18	17
16	15	14	13	12	11	10
9	8	7	6	5	4	3
2	1					

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
- Students Begin
- Teachers Begin
- Ramadhan Timetable Begins

- Curriculum Day
- Students Finish
- Teachers Finish
- Eid Holidays (Subject to Moonighting)
- Exam Week
- Reporting Day
- Reports Online