



# AL IMAN

N E W S L E T T E R

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## IMPORTANT DATES:

### PUBLIC HOLIDAY

- ◆ Friday 24th Sep 2021

### DAY LIGHT SAVINGS BEGINS

- ◆ Sunday 3rd Oct 2021

### TERM 4 2021 BEGINS (Students)

- ◆ Monday 4th Oct 2021

### VCE GAT EXAM

- ◆ Tuesday 5th Oct 2021

### VCE YEAR 12 EXAMS BEGIN

- ◆ Wednesday 27th Oct 2021

### CURRICULUM DAY

- ◆ Monday 1st Nov 2021

### PUBLIC HOLIDAY

- ◆ Tuesday 2nd Nov 2021

### TERM 4 2021 ENDS (Students)

- ◆ Friday 3rd Dec 2021

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## PRINCIPAL'S MESSAGE

Assalam-O-Alaikum

Dear Parents and Carers,

I hope this message finds you in the best of Iman and health.

Allah جل جلاله says in the Holy Quran:

*Those who are afflicted with a calamity say, "Truly, to Allah we belong, and, truly, to Him we shall, return", Such are they on whom are blessings from their Rabb, and Mercy. Such are they who are rightly guided. (Quran 2:156-157)*

This supplication has following two important aspects, which if borne in mind will greatly help a person to face the difficulties of this life.

That is our children and wealth, health and honour are in reality Allah's possession and an owner can do what he wants with his property, so we have no reason to complain.

Shortly we will be returning to our Creator who will recompense us for the losses with an enormous reward in the Hereafter.

We are passing through challenging times and due to lockdown children are spending a lot of time at home. Parents are sometimes faced with the challenge of disciplining their children. Usually, children are either positively contributing to the household or behaving in a way that requires addressing.

I would like to share a fact from the life of our beloved Prophet Mohammad Salallahu Alaihe Wassalam that appreciation is highly motivating. Through appreciation, we can encourage children to grow out of poor behaviour. Parent appreciation helps children feel secure, preventing them from resorting to negative attention-seeking behaviour to feel part of the group.

Appreciation is when you tell your child that you like what they're doing or how they're behaving – for example, 'Great job', 'Well done', or 'That's awesome'.

Appreciation nurtures your child's confidence and sense of self.

By appreciating, you're showing your children how to think and talk positively about themselves. You're helping your children learn how to recognise when they do well and feel proud of themselves.

You can appreciate children of different ages for different things. You might praise a younger child for sharing or for leaving a toy when asked. You can praise a teenage child for praying on time, or for starting homework without being reminded.

Tell your child exactly what it is that you like. For example, 'I like the way you've found a spot for everything in your room'. This helps your child understand exactly what it is that they've done well. It's also more genuine than non-specific praise like 'You're a good boy'.

Please discuss Term 3 reports with your children, appreciate what they have achieved in these challenging times and support them in what they plan to do in Term 4 to improve on their learning.

Wassalam

**Zulfiquar Ali**

# Al-Nasīhah

(Islamic Advices)

## Lockdown; A Mercy or a Punishment?

While all of us are battling with the struggles of lockdown, and we have no option other than to restrict ourselves to our houses, localities, and families, it is important to reflect on the current scenario from the lenses of Quran and Hadīth (Prophetic traditions). **Is lockdown a punishment from Allah Almighty, or is it a source of mercy?** To reach the answer, we must delve into the lives of the Prophets عليهم السلام and only then, can we draw a conclusion.

Even though lockdown seems to be a new concept for us, it is certainly not new to the stories mentioned in the Quran and Hadīth. In the Quran, Allah Almighty has narrated the **story of the famous lockdown of Syedunā Yūnus** عليه السلام when he was locked down in the belly of a fish. This is referred to as “the depth of darkness” by Allah Almighty, away from all the worldly hustle and bustle. He then supplicated to his Lord with the following words of wisdom, humiliation and repentance:

لَا إِلَهَ إِلَّا أَنْتَ سُبْحَانَكَ إِنِّي كُنْتُ مِنَ الظَّالِمِينَ

***“There is no God except you, glorified are You, I was certainly from the oppressors”***

***(Quran 21-87).***

Allah Almighty has narrated the story in the following words:

***“And (remember) Dhunnun (the man of the fish, namely Yunus (A.S)), when he walked away in anger and thought that We would never put him to trouble. Then, he called (Us) in the depths of darkness saying, “There is no god but You. Pure are You. Indeed, I was among the wrongdoers”. So, We responded to him and rescued him from the distress. And this is how We rescue the believers”. (Quran 21-87)***

A point to note is that Allah Almighty not only saved Syedunā Yunus عليه السلام because of his sincere repentance and supplication, He also promised that He will save the believers in the same manner. Which means in lockdown, or in any time of difficulty, if one earnestly repents to Allah ﷻ, He will save him from all types of disturbances and worries, just as He saved Syeduna Yūnus عليه السلام.

Syeduna Ayūb عليه السلام also faced a lockdown when he was exposed to sickness. Prior to the sickness, he was a rich man, with multiple magnificent houses, many children, servants, and attendants in his service. He possessed wealth, health, and all types of comforts and enjoyed it for seventy years. But when sickness struck him, everyone left him and placed him next to a garbage dump outside the city. He was also exposed to poverty and a very rare painful sickness of the skin, which affected his entire body except his heart and tongue, and the only one left to serve him, was his wife. This condition continued for more than seven years, he exercised patience, remained thankful, and humbled himself before Allah ﷻ. When his wife requested him to supplicate due to his unbearable condition, he replied

## ...Cont

that having enjoyed for seventy years the best of health, surrounded by all the luxuries that money could buy, it would be unworthy of him to complain because of seven years spent in pain and poverty. But he supplicated to Allah Almighty when he felt his wife being trialled by Satan's evil whispers. The beautiful words with which he supplicated are recorded in the Quran, they reflect his endurance, tolerance and humility:

أَيُّ مَسْتَبِي الضُّرِّ وَأَنْتَ أَرْحَمُ الرَّاحِمِينَ

***"(My Lord) Here I am afflicted with pain, while you are the most merciful amongst the merciful." (Quran 21:83)***

Allah Almighty answered his prayer and his health was restored to him in a miraculous way.

Another type of lockdown was the one that Syedunā Yūsuf عليه السلام faced in the prison. Where he was imprisoned unjustly, he had asked Allah Almighty to be imprisoned so that he could be saved from the wicked immoral deed, the wife of the ruler of Egypt had attempted to lure him towards. He said to his Lord:

***"O my Lord prison is more beloved to me than what they call me towards" (Quran 12:33)***

He was imprisoned, while he was there, he used to show concern about all his fellow inmates and took care of them whenever needed. If anyone became sick, he would look after them and attend to whatever had to be done for them. Anyone that he found sad or distressed, he comforted them with appropriate words that raised their spirits, by gently telling them to observe patience and enlivened the hope of freedom into their hearts. He would bring comfort to others at the cost of his own discomfort. For entire nights, he would remain engaged in *ibādah* (worship). He also invited the prisoners towards Allah Almighty. Allah ﷻ relates his words of invitation unto Him in the following manner:

***"O my fellow prisoners, are different gods better or Allah, the One, the All-Dominant? Whatever you worship, other than Him, are nothing but names you have coined, you and your fathers. Allah has sent down no authority for them. Sovereignty belongs to none but Allah. He has ordained that you shall not worship anyone but Him. This is the only right path. But most of the people do not know." (Quran 21:39-40)***

Allah Almighty released him after many years spent in the prison, and blessed him to become the country's chief minister of finance.

Our Prophet Syedunā Muhammad ﷺ also locked himself away from people, where he would climb up the cave of Hirā' with provisions sufficient to last him a month, and engage in worship, contemplation, and deep meditation, reflecting on the creation and its existence. Āishah رَضِيَ اللهُ عَنْهَا states that ***"Solitude was made beloved to the Prophet prior to wahy (revelation)"***. Maolana Idrees Kandhlavi رحمه الله notes here a very important point. He states:

***"When Allah intends to shower His mercy upon a person, He cultivates the yearning for solitude and seclusion within the person's heart".***

It was in the cave of Hirā' where the Prophet ﷺ received the first revelation of the Quran and was given the responsibilities of the seal of the Prophets ﷺ and to be the Messenger of Allah ﷻ for mankind till the end of time.

## ....Cont

It can be deduced from the mentioned stories, that all these pious heroes of Islam underwent a form of lockdown in their lives. The lesson that we learn from these stories is that just by undergoing a lockdown, it does not make it a punishment. Rather, it is how we spend our time during lockdown that determines whether it's a punishment, or a mercy. If our connection with our Lord is strengthened, and we have advanced closer to Allah ﷻ become more obedient towards Him, and our lives are in line with the Sunnah, then lockdown is certainly a mercy upon us. On the other hand, if it is a means of drifting away from Allah ﷻ or it insidiously imprints negligence, and leads us abandoning the Sunnah, then it is woefully a punishment, from which repentance should be made.

The Scholars have mentioned, that the one who recites the supplication of Syedunaā Yūnus عَلَيْهِ السَّلَام three hundred times daily, will be amongst **'the constant seekers of repentance'**, regarding whom the Prophet ﷺ said **"Whoever constantly seeks repentance, Allah will appoint for him a way out of every distress and a relief from every anxiety. He will provide sustenance for him from where he expects not"**. (Abū Dāwūd)

The Prophet ﷺ said: **"The supplication of Dhunnūn, when he supplicated whilst in the belly of the fish: "There is no God except you, glorified are You, I was certainly from the oppressors", certainly no Muslim has ever supplicated with it regarding anything, except that Allah has accepted it"**. (Ahmad)

When the Prophet ﷺ was asked about how salvation can be achieved, he answered: **"Control your tongue, confine yourself to your house, and weep over your sins."** (Tirmidhī)

Therefore, it is in our hands to turn the period of lockdown into a source of mercy for us. This can be done by building a strong connection with our Lord, increasing our knowledge of Deen, enhancing our level of engagement in worship, serving our families, becoming a source of comfort for the people around us, and exercising patience for the sake of Allah ﷻ. Our Prophet's ﷺ words: **"The world is a prison for the believers and a paradise for the disbelievers"**, inform us that even after lockdown, this world remains a type of lockdown for the believers, where they are required to observe patience by restricting themselves to the commands of Allah ﷻ and that true freedom will be in the hereafter for the believers, as the Prophet ﷺ has supplicated:

اللَّهُمَّ لَا عَيْشَ إِلَّا عَيْشَ الْآخِرَةِ

**"There is no life worth living except the life of the Hereafter"**  
(Bukhari).

May Allah ﷻ protect us from all the diseases and illnesses of the world, ease our affairs and grant us the best of this world and the hereafter. Aameen

**Maolana Ahmad Moim Siddiqui**

Islamic Studies Teacher





## NEW SCIENCE LAB FOR SECONDARY GIRLS

- ⇒ The Science Laboratory is fully equipped with safety equipment including fume cupboard, emergency shower, first aid, fire blankets and extinguishers.
- ⇒ Has a capacity to cater to a class of 30 students at any given time.
- ⇒ Sufficient supply of materials and instruments have been made available to the students ensuring each student perform their individual experiments
- ⇒ Based on the current curriculum in Physics, Biology and Chemistry; advance level instruments have been purchased for our secondary students. Some of them are high tech microscopes, distillation apparatus, dissection apparatus, etc.
- ⇒ Models, such as anatomy models, physics science kits and chemistry kits have been added to make it easy to understand complex theories of science.



## Girls' Science Laboratory

Alhamdulillah the Girls' Science Laboratory has finally come into fruition which means that that Girls will have their own Science Laboratory exclusively for the use of the Girls. The new Girls' Science Laboratory was fully operational by second week of Term 3. The science team and the students are ecstatic to finally have their own Science Laboratory. We

cannot wait to get back to school and start using the Science Lab again Insha Allah. Firstly, we thank Allah then the school Management for blessing us with this tremendous teaching tool. We hope (The Science Team) we can enrich our students with great science practicals and activities Insha Allah.



The Science Laboratory is fully equipped with safety equipment including a fume cupboard, emergency shower, eye wash station, first aid, fire blankets and extinguishers. The science lab has a capacity to cater for a class of 30 students at any given time. Alhamdu lillah with the help of our Science Technical support team, there is sufficient supply of materials and instruments made available to the students ensuring each student can perform their individual experiments.

Based on the current Australian Science Curriculum in Physics, Biology, Chemistry and Earth science strands, various instruments have been purchased for our secondary students. The science lab is equipped with light microscopes, distillation apparatus, dissection kits, water baths, rock kits, Bunsen burners and many more items. There are also many science models in the science lab for demonstration activities.

The science lab is open for use by all, however VCE and secondary students get priority use due to the number of practicals that need to be fulfilled in secondary and senior levels.



**....Cont**

I would like to take this opportunity to thank our technical staff; Br Arsh and Br Zakir for doing a great job in setting up the science lab and setting up our practicals. They have also setup an online portal form in order for staff to book the Lab as well as a Science Lab folder on the teacher’s network drive that includes information such as :

- 1-Manuals & Instructions for Items (folder).
- 2-Safety Data Sheet (folder).
- 3-Signs & Posters (folder).
- 4-Gas safety use Instruction.
- 5-Injury Report Form (Al Iman College).

We are also required by law to complete a risk assessment form for every practical, experiment, activity, or demonstration to be carried out in the Science Lab.

In conclusion, the Science Team would like to thank the School Management Team for providing the girls side with a new Girls’ Science Laboratory..

Jazakum Allah Khairan

**Mrs Amal Shihata**

Secondary Science Coordinator





# AL IMAN COLLEGE LIBRARY

## Overdue Books

Dear Respected Parents

Assalamualaikum Warahmatullahi  
Wabarakaatuh,

I hope you are all doing well by the grace of almighty Allah (SWT) and keeping healthy and safe during these difficult times. Considering the current situation and the limited access to the library and library resources, auto-generated overdue notifications will not be enforced and library borrowing history/record will not be adversely impacted. When restrictions are eased and library operations return to normalcy, the overdue notifications will then start applying and be enforced. However, if you can return books and/or library resources, it would be appreciated if they could be placed on the shelves located within the administrative section of the female and male wings, respectively (photo appended). This will assist in the circulation of library resources and ensure they are available for others to use. Again, this is not mandated but recommended if possible. If parents/guardians need a particular library book/resource, then feel free to send an email with the title and proposed length of borrowing to the Library at: [khurrathulaain@aliman.vic.edu.au](mailto:khurrathulaain@aliman.vic.edu.au). The request will be considered depending on availability and a suitable time will be arranged for the books to be picked up in a safe manner. Insha'Allah, we all look forward to the library returning to full function soon supporting the needs of the parents/guardians and students. If you have any questions or queries, please feel free to get in touch via email or phone. I look forward to assisting everyone during this time."



**Ms Khurrathul Aain Syeda**  
-Librarian

During the Lockdown, children of essential workers who required care were being supervised onsite by staff at the college. At the end of Term 3, Onsite Foundation students were involved in a few learning activities organised by the staff onsite. These included baking cupcakes, making pizza and creating art pieces using paint and making playdough. Students at home were also encouraged to try out these activities during the week. A few students from Foundation stated the following when asked how did they enjoy their last week of the term:

*"My Favourite activity was making cupcakes."*

- Inaaya FA

*"Our favourite activity was cupcakes because we can mix it and eat it."* - Suhayb FB & Kareem FA

*"I loved the painting activity."* - Zoha FA

*"I like all the activities especially the pizza because it was yummy."* - Hanzalah FA

*"I like the playdough because I can take some home."*

- Sahar FB

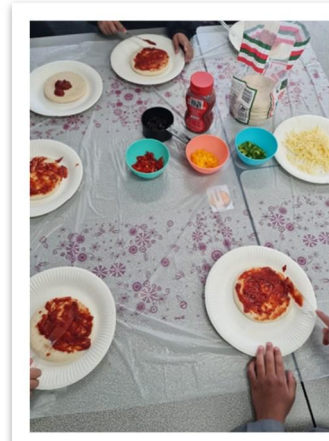
The other onsite students joined in on the last day of school with pizza making as well. Much appreciation is given for the integration team for helping carry out these activities during the lockdown. Overall everyone enjoyed themselves, having learnt new things during the lockdown. Support staff were on hand to supervise the students and assist them with their activities as required.

Online learning is challenging for everyone, again our integration staff did a wonderful job of giving support to students during their online learning also.

**Integration Team**

# End of Term 3

## Onsite Learning Activities



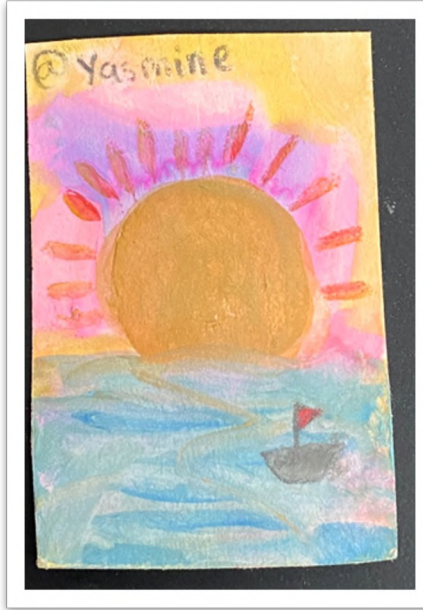
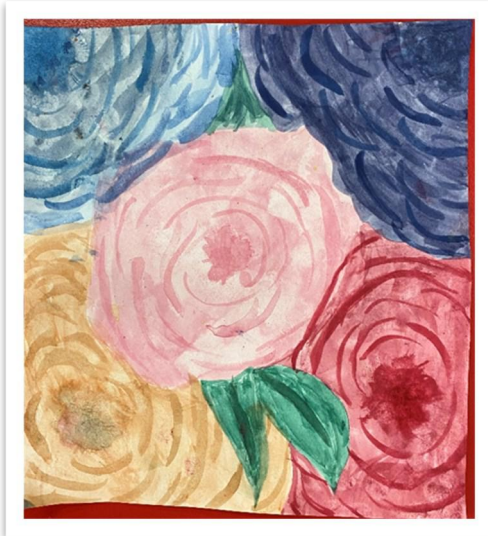
## Room 1 Remote Learning Journey

Room 1 consisted of girls requiring care in Year 5, Year 8 and Year 9. On the last day of Term 3 after completing all their school related tasks, the girls involved themselves in other learning activities organised by the staff onsite, making, preparing and customising mini vegetarian pizzas as well as displaying their artistic skills in watercolour painting. Watercolour painting was a first for them as it was an art which the girls tried for the first time. The artistic skills the girls displayed was impressive, Ma sha Allah!

**Ms Alisha Khan**

Integration Tutor

(Attached are pictures of their artwork)



# AIC EARLY LEARNING CENTRE



## KINDER GROUP A

### DIFFERENT ANIMALS

Supporting and enhancing children's interest is one of the ELC's priority focus. In Term 3, when the children were told to sketch their favourite animal, a lot of learning went into it. Children expressed their thoughts and feelings through drawing as it is especially important for children who have not developed their verbal skills to communicate their feelings and thoughts and this was done through drawing. Drawing increases children's fine motor and coordination skills. This activity helped the children explore their favourite animal, created the opportunity to think about what they know and how they feel towards the animal. The children also investigated the cycle of some animals and which animals provide us with different foods, medicines, and other products we need in our lives that benefit our community.



## KINDER GROUP B

### UNDER THE SEA

The children in Group B learnt about what's under the sea, its creature and the different types of fish we can see. We used fish flashcards to extend their learning and created fishing rods using twigs and cardboard for our activity. The children developed their numeracy and literacy skills while counting the fish they caught and naming each type of fish.



## KINDER GROUP C

### PRIMARY AND SECONDARY COLOURS

The children in Group C learnt about primary and secondary colours. They created different colours by mixing the primary colours to discover new secondary colours. All children in group C were involved in painting; mixing yellow, blue and red as primary colours to create a new secondary colour. They did this by using droppers or their hands, which helped develop their sensory and cognitive skills.



## SCIENCE WEEK



Science Week was a fun event in which we embraced the children's curiosity and challenged them to interact with the world around them tangibly, ask questions as well as encourage independent thought and experimentation. "It is a way of fostering children learning". Therefore, in order to celebrate science week, Kinder groups A, B and C, at the ELC decided to embark on a few experiments. Children implemented an erupt volcano using vinegar, baking soda, food colour and sand. Then they had a group discussion on what causes the volcano and why they explode. All the children were involved in the volcano activity and discussed how the lava spills when it erupts.



## DENTAL WEEK

We celebrated Dental week in term 3. Children had a hands-on activities on looking after their teeth, learning about the healthy food in which they need to eat to keep their teeth healthy and unhealthy food which they need to be careful of.



## BOOK WEEK 21-27 AUG 2021

### INFANTS/LDC

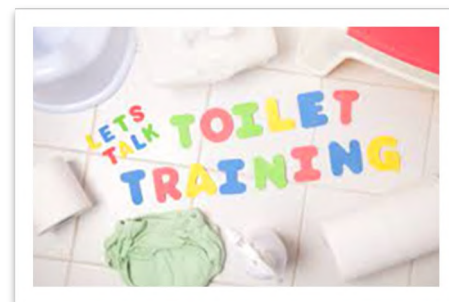
In Term-3, we celebrated Book week from 21st to 27th August. Children showed great interest in listening to stories and reading books. We created a cosy corner with books to replicate the library setting to explore books through storytelling according to their interest—most of the children connected to the books with the objects around them. We did an activity of retelling and feeding the hungry caterpillar. (VEYLDF OUTCOME 5) The children have shown an ability to interact verbally and non-verbally during both playtime and activities. Books helped them to gain more vocabulary. The children engaged with a range of texts and gained a lot of meanings from these texts.



## TAKE HOME PAGE FOR PARENTS

### TOILET TRAINING

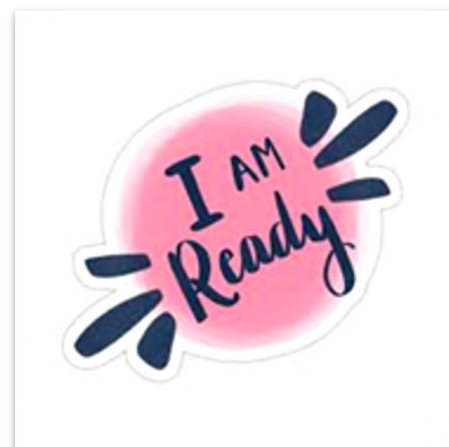
One of the developmental milestones in childhood is learning how to use the toilet. For some children, toilet training is a quick and straightforward process; for other children, it takes longer. There is no age when children should be toilet trained since individual and genetic factors all play a role.



### WHAT ARE THE SIGNS THAT CHILDREN ARE READY FOR TOILET TRAINING?

Children can show signs that they are ready for toilet training from 2 years old.

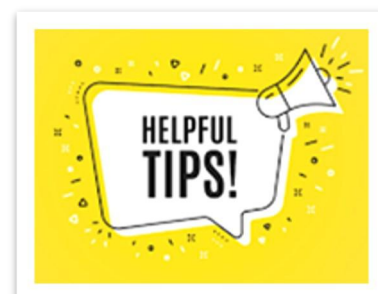
- Walking and can sit for short periods
- Becoming more independent, including saying 'no' more often
- Interested in watching others go to the toilet
- Has dry nappies for up to 2 hours
- Tells you with words or gestures when they do a poo or wee in their nappy.
- Dislikes wearing a nappy
- Has regular, soft, formed bowel movements
- Can pull their pants up and down
- Can follow simple instructions like 'Give the ball to mummy'.



**The child might also be ready before all these signs are present.**

### TIPS FOR TOILET TRAINING

- If possible, wait to toilet train until the warmer months. Less clothing to take off will make the training easier.
- Plan for a time when the household is calm and there's not much else going on.
- If possible, have the parent with the same gender as the child take the child to the toilet
- Ask your child to "do a wee (or poo)". Be patient and kind while they're learning.
- Take your toddler to the toilet after meals and at regular times during the day. Every 2 hours should be enough.
- Praise your child's attempts — even sitting on the toilet the first few times will be an achievement.
- Stay close by when your child is sitting on the toilet. They need to feel secure and safe.
- Take your child to the toilet just before their sleeps.
- Continue using a nappy on your child for daytime sleeps and at night until they are regularly waking up dry.
- Show your child how to flush the toilet. This can be scary for some children who think they're going to disappear as well! Stay calm and give simple, clear reassurance. Show your child how to wash and dry their hands.



## FREE ONLINE EDUCATION SESSION

### TOILET TRAINING IN THE TODDLER YEARS

Getting ready for kinder or school and beyond? Or just considering helping your little ones reach some important development milestones during these lockdown days or downtime periods? As a parent or carer assisting your child to acquire toileting skills can sometimes be tricky.

This session run by experienced Continence Clinicians aims to give you practical steps that will assist you in helping your child achieve toileting independence in a non-confrontational way.

The session will take place on **Wednesday, October 20th, 2021.**

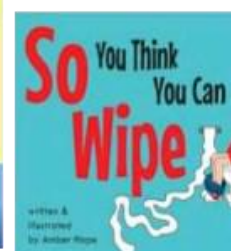
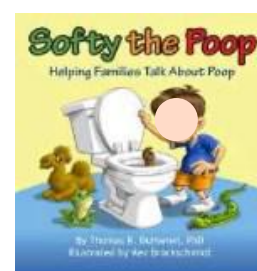
For further information please email [education@continencevictoria.org.au](mailto:education@continencevictoria.org.au) or call (03) 9816 8266.

### ADDITIONAL RESOURCES

- Website: Toilet Time for Children and Young People with Toilet Difficulties  
<https://www.toilettime.com.au/tips/>
- Reference Book: 'One Step at a Time – A Parent's Guide to Toilet Skills for Children with Special Needs'.  
Website: <http://continencevictoria.org.au/one-step-at-a-time/>
- Video: Tom's Toilet Triumph (Australian narrative):  
<https://www.youtube.com/watch?v=ri5RHQ58RcM>
- Books for Children: <https://www.toilettime.com.au/resources/category/1/>

Ms Noor Illyas

ELC Coordinator



# Our Precious Water Resource!

# LOWER PRIMARY

# YEAR 2

In Term 3, the Year 2s studied 'Earth and Space Sciences' and specifically students were provided opportunities to discover, explore, and develop an understanding of, and appreciation for, a precious natural resource of 'Water'. Through investigations, students explored how water is used, where water comes from and how to use it responsibly. Students learned about the 'Water Cycle' and conducted simple experiments at home using a sealable sandwich bag, a marker, water, and food dye. Below you will find examples of some students' experiments at home.

An Incursion from Western Water was organised for the Year 2s, on Zoom, in which a representative from Western Water delivered a presentation to the students highlighting the importance of conserving water and using water responsibly. Overall, the session was engaging, and students were indulged in a question-and-answer session, which provided an extended understanding on the concept of 'Water' and connecting to our everyday experiences with this precious resource. In-addition, students were given a virtual tour on the 'Western Treatment Plant' located in Werribee-Victoria. In this session, all the three classes (2A, 2B & 2C) were combined and given a talk on the treatment facility, the different methods of treating half of Melbourne's sewage prior to releasing it into the Bay, and the animal and plant life it supports; as a Sustainable Ecological System.

**Ms Saima Shinwari**

Year 2B Form Teacher & Level Coordinator F-2



Zubair Islam



Abdullah Aman



M Ibrahim



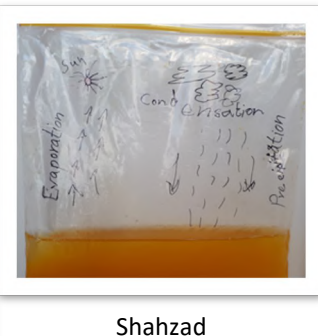
Daood



Zain Na



Ahmed H



Shahzad



Musa



Adil



Zaid R



# UPPER PRIMARY

## Year 3A's Incredible Online Learning

Alhamdulillah by the grace and mercy of Allah SWT

we have finally come to the end of Term 3.

Students have put in an enormous amount of time and effort in their online learning journey.

Over the term students have been learning and collaborating on a wide range of topics based on our curriculum. May Allah SWT reward our students immensely for their extensive hard work and effort.

YEAR 3

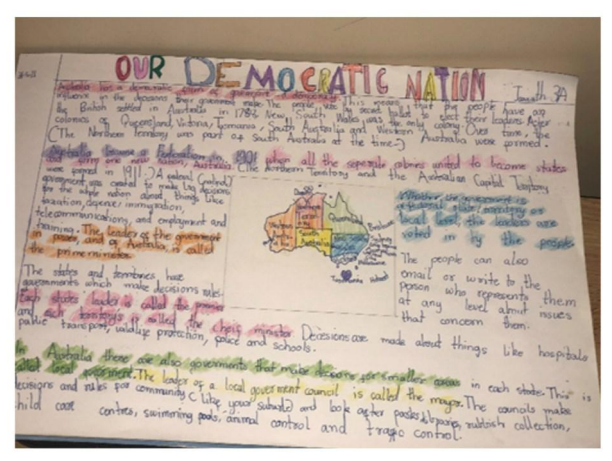
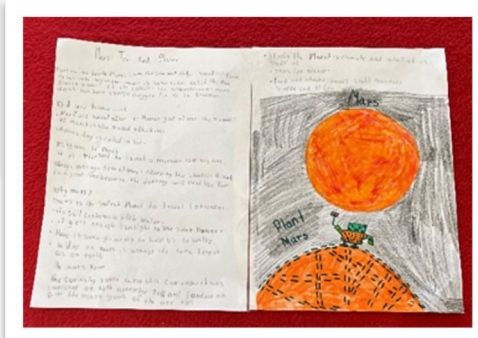
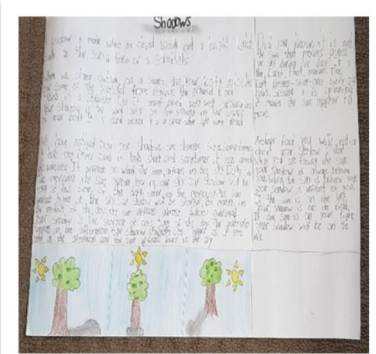
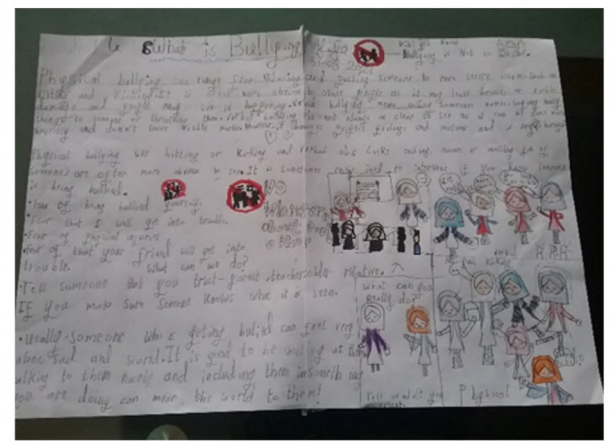
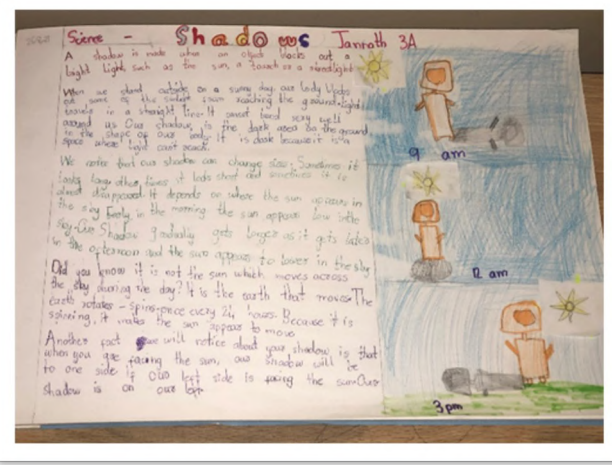
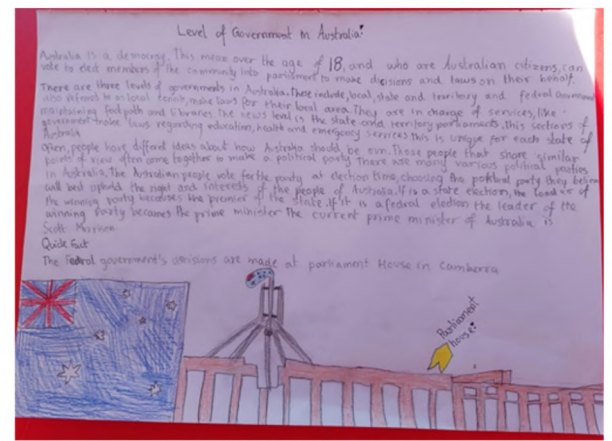
I wish to express my sincere gratitude to parents without whom it would not be possible to achieve our goals this term. May Allah SWT bless you all with Khair and happiness. Have a blessed and safe holiday.

Attached are some of the work the students have put together.

Kind Regards

Mrs Tasneem Baig

Year 3A Form Teacher & Level Coordinator 3-6 Girls



## Year 5B Incursion Journey

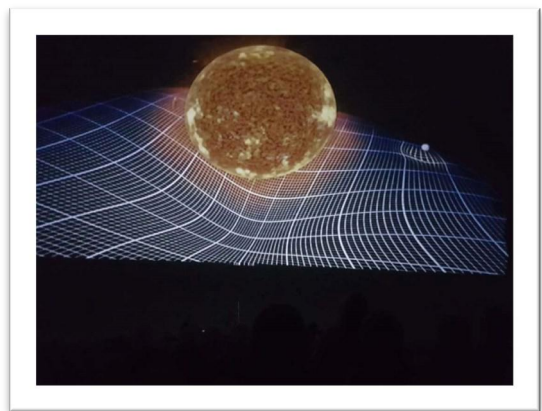
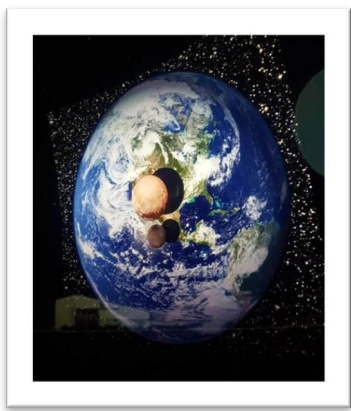
Year 5 students went on an incredible incursion journey in Term 3. As part of their Earth and Space Sciences, students were given the opportunity to experience 3D Discovery Dome. Discovery Dome offers students an educational, fun, and immersive experience. Nick, a qualified teacher and the owner of Science Discovery Dome, has been presenting Earth and Space Science Education Incursions for over eleven years. He is an experienced educator, who is committed to ensuring all students come away feeling excited by science. For more information visit <https://www.sciencediscoverydome.com.au/>



YEAR 5

### Ust M Waheed Imtiaz

Year 5B Form Teacher & 3-6 Level Coordinator Boys



## Even the lockdown could not stop 5C from completing such unique and fantastic 3D models of the Solar System.

In Science, Year 5 students learnt about the Solar System. They were asked to create 3D models of the Solar System for their project. They faced many challenges because of this lockdown, but Alhamdulillah they all did their best to complete their unique projects on time using whatever material they found.

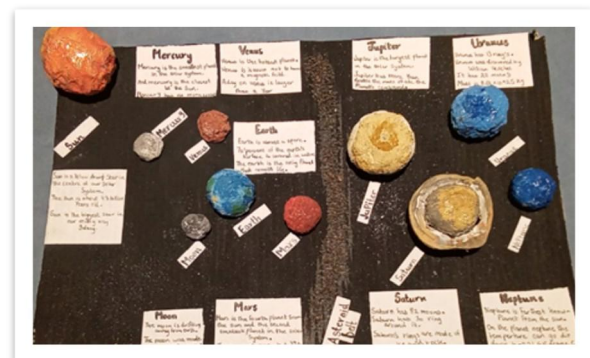
Attached are pictures of the Solar System Project which the students completed.

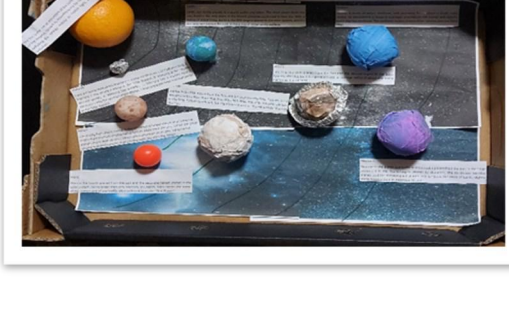
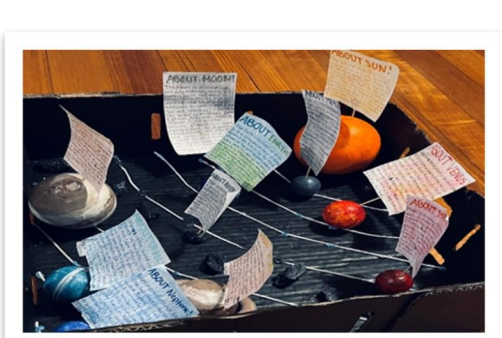
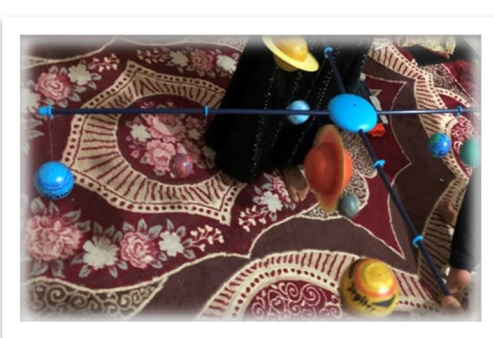
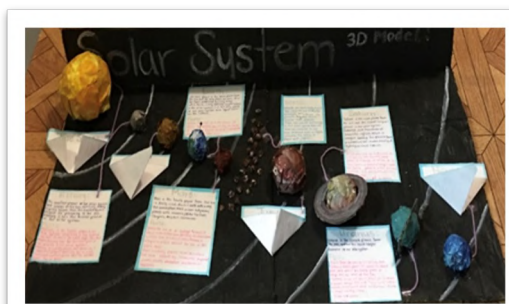
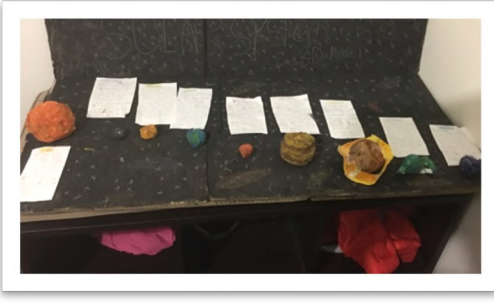
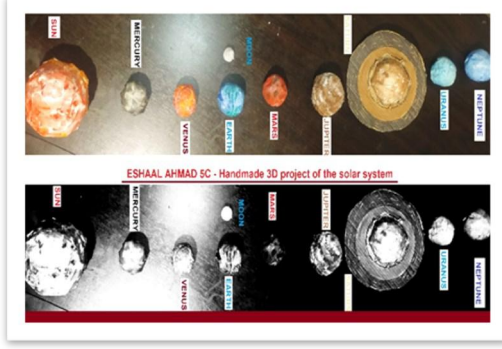
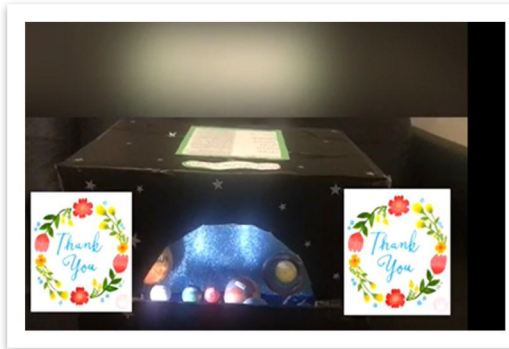
A video showcasing their projects can also be viewed by clicking on the link below:

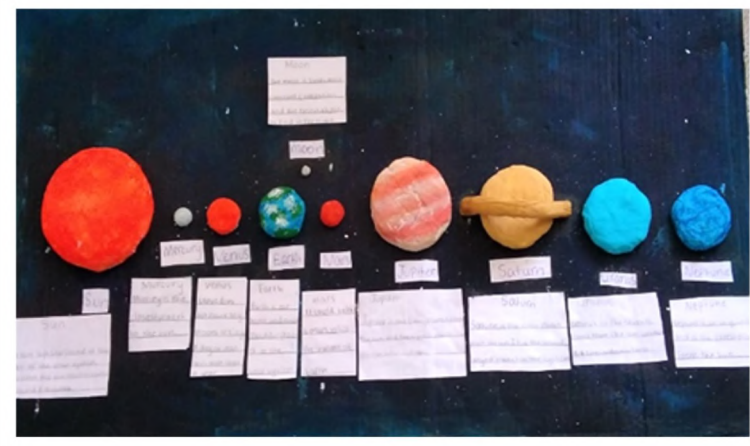
[Year 5C Solar System Projects](#)

### Ms Farhat Rahman

Year 5C Form Teacher







## Graffiti Art by 5C

Year 5 students learnt about Graffiti Art in Term 3. As part of their learning, students were allowed to do graffiti art on paper. Students were divided into two groups to debate on "Graffiti Art is Vandalism", with one group going for the topic and the other against it.

Attached are some of the graffiti artwork the students completed.

**Ms Farhat Rahman**  
Year 5C Form Teacher





# Poems by 5C

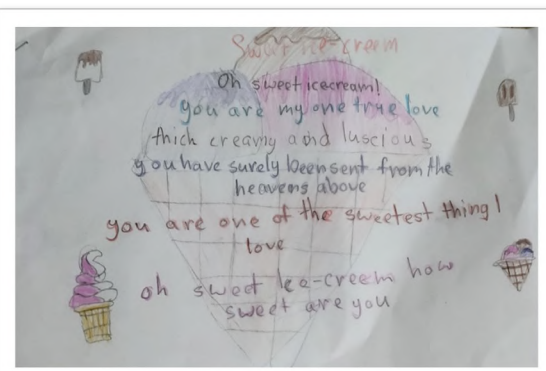
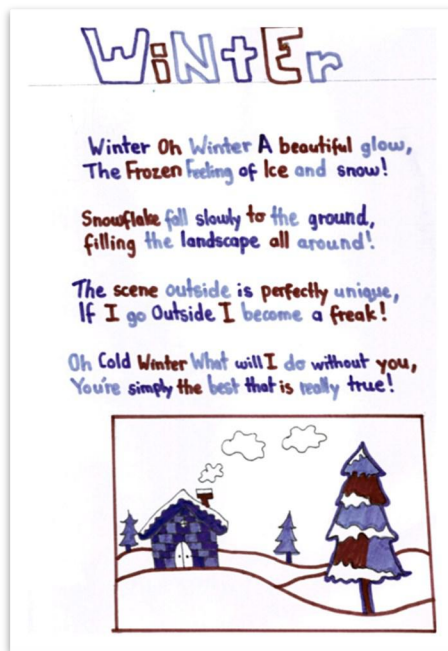
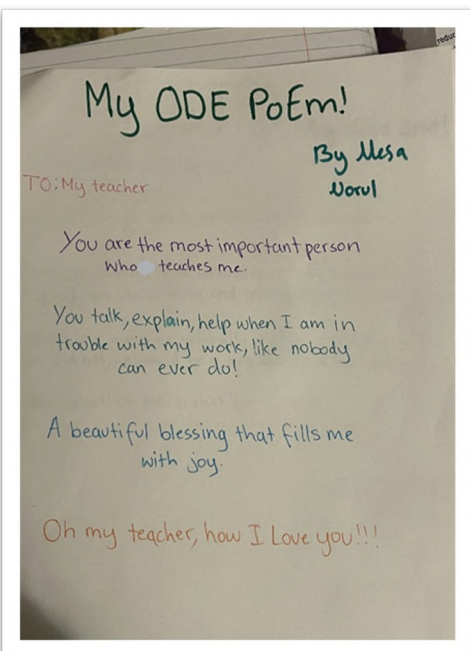
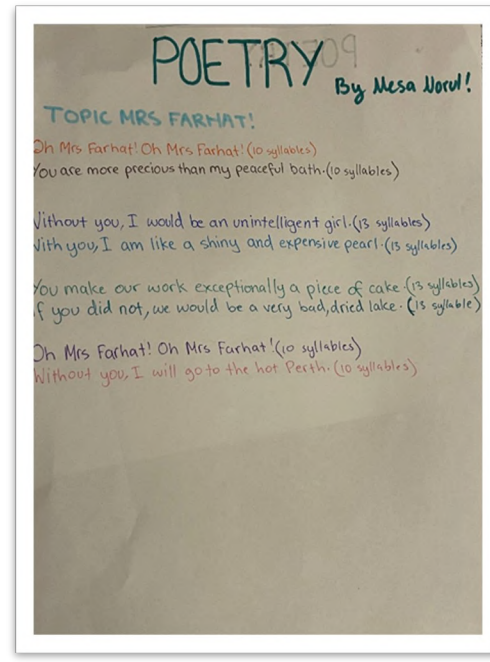
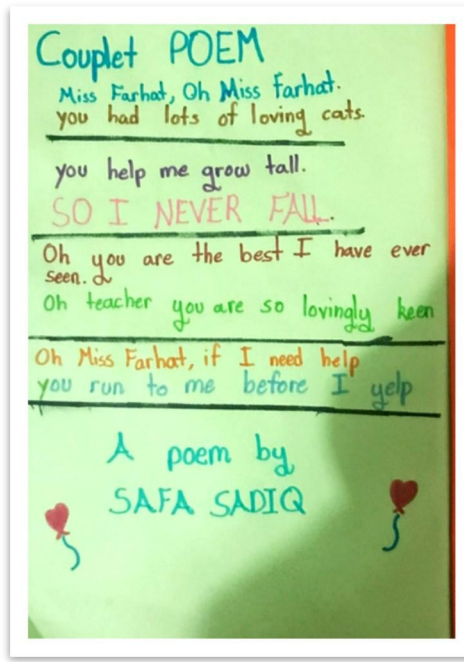
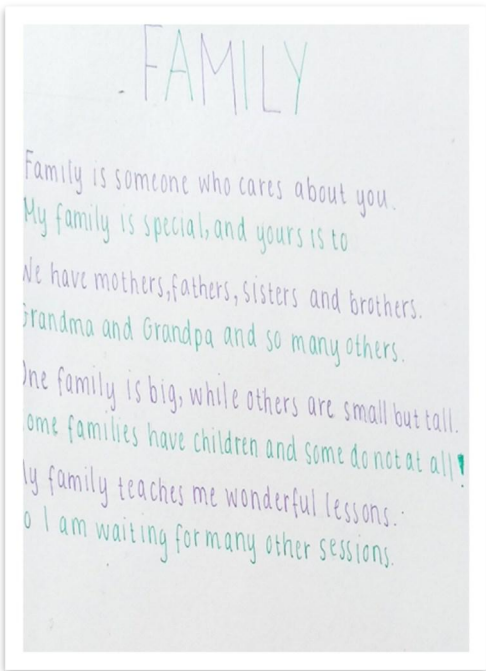
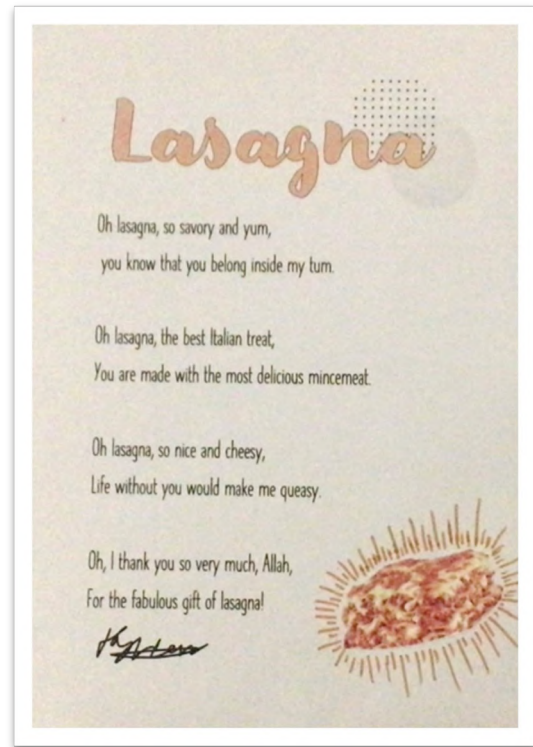
Year 5 students learnt Poetry in Term 3. As part of their learning, students were asked to pick a topic for their Ode and couplet poems. Students chose someone or something that they admire, appreciate, and would like to pay tribute to for their topic.

While the students were working on their poetry, I wrote a couplet poem on 5C.

Attached are pieces of their poetry work.

**Ms Farhat Rahman**

Year 5C Form Teacher



# Couplet Poem 5C

By Ms Farhat Rahman

Oh, 5C! Oh, 5C!

You are cute and crazy!

I hope I have taught you something valuable.

That will help you and will be unforgettable.

In return, this year, I have learnt a lot from you.

So many new words that you don't have any clue.

Oh, 5C! Oh, 5C! In few months we will say goodbye to each other.

I hope you will remember me and enjoy your holiday in colour.

Be a good Muslim and never disrespect anyone.

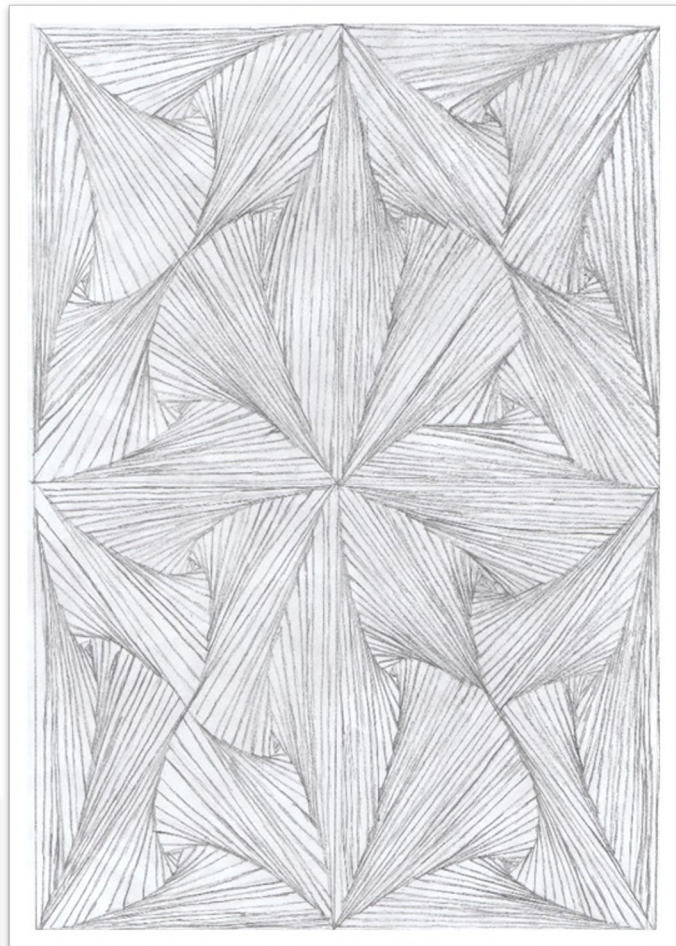
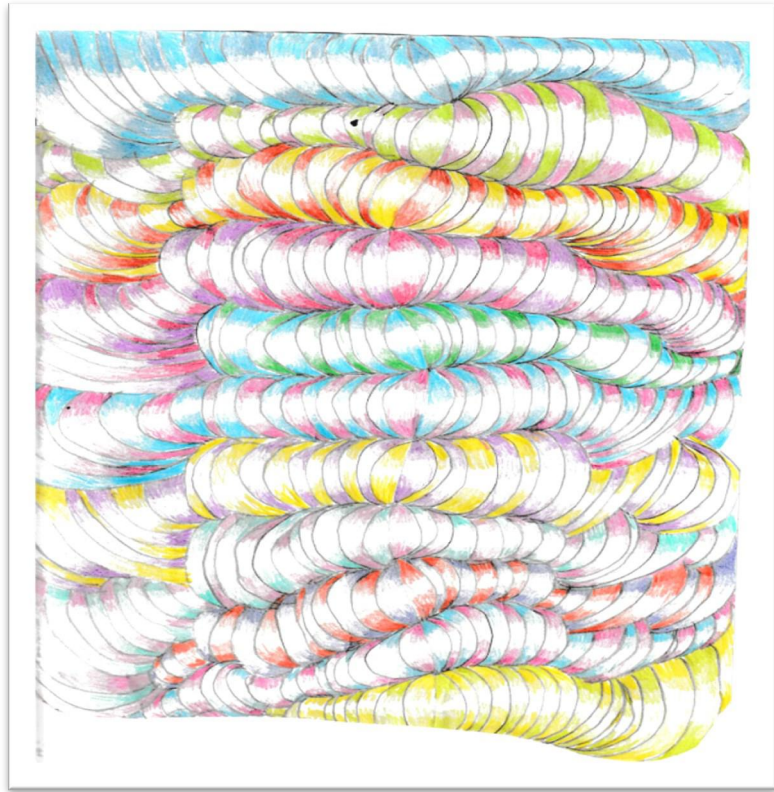
Please remember, you will be recognized in the long run.

# YEAR 6

## Year 6 Optical Art

During the lockdown, Year 6 students have been working on OP (Optical) Art as part of their Art assessments. The students have produced some outstanding pieces of artwork which can be seen attached.

**Ust Rami Ahmed**  
Year 6B Form Teacher





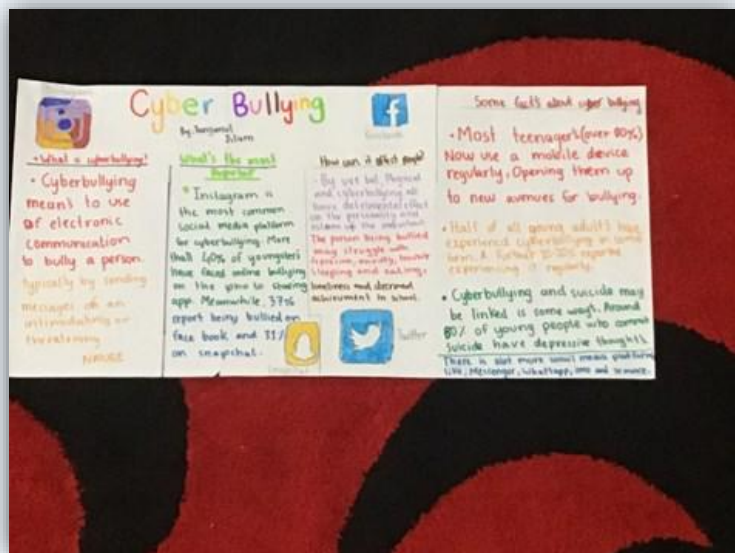
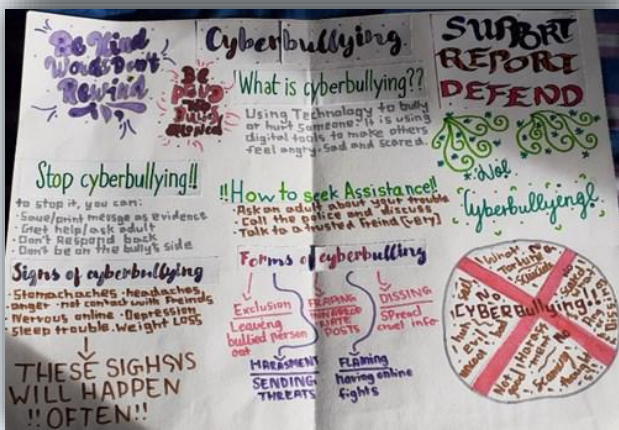
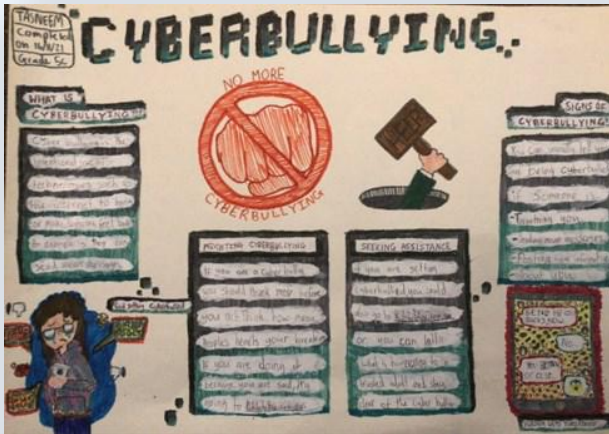


# HEALTH & PE DEPT.

## CYBERBULLYING POSTER PROJECT

Year 5 & 6 students learnt about Cyber Safety during their Term 3 Health Lessons. As part of their learning, students were asked to create posters on Cyberbullying. There were many impressive pieces of work made by the students! Students had the option of either doing their projects with pen and paper or via online platforms, using online tools of their choice!

Ms Farhat Rahman, Ust Waheed Imtiaz & Ust Hafizzudin Ng  
-Health and PE Teachers



# 12 Angry Men or 21 Student Animators?

## SECONDARY

### ENGLISH DEPARTMENT

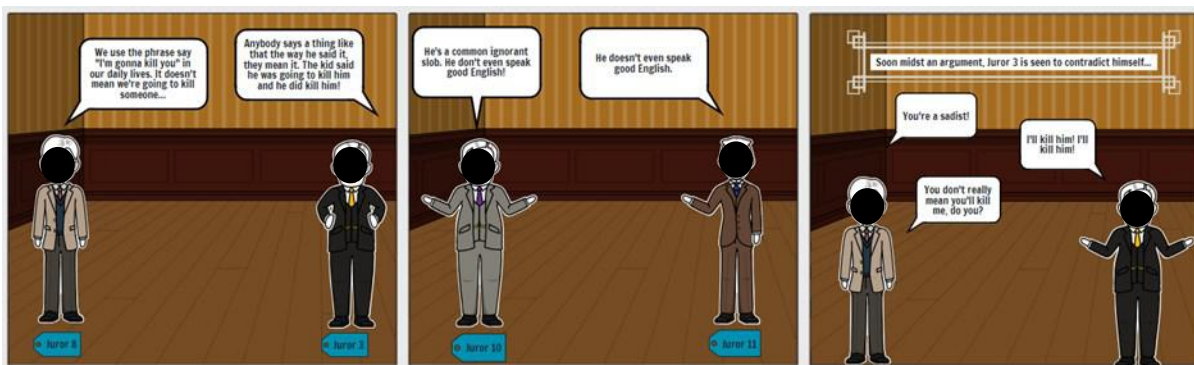
Year 10 students this term studied the very popular play “12 Angry Men” and film “Ghosts of Mississippi”. They learnt how to compare two texts and analyse the deeper meanings behind the messages the authors aimed to convey. They also learnt about prejudice, justice and how people can misconstrue facts. At the end of the term, the students were all in agreement that the boy was in fact not guilty (woops spoiler!) and Medger Evers finally got the justice he deserved after 27 years.

**Ms Sevde Isitan**  
-Secondary English Teacher

**Sarah Chowdhury**



**Aisha Alam**



**Ayesha Ahmad**



# HUMANITIES DEPARTMENT

## Ancient China Edition: Timeline, Chinese Philosophy, Art and the legend of Mulan 'Storyboard'

In this locked Term 3, we explored a number of topics of ancient China such as Ancient China timeline, the Wonder of the Great Wall of China, the Terracotta Army, the legend of Mulan and the inventions of Ancient China.

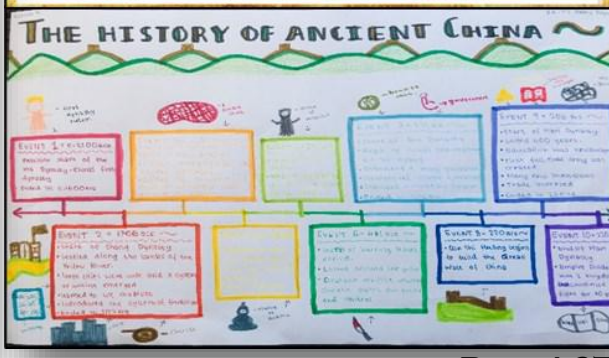
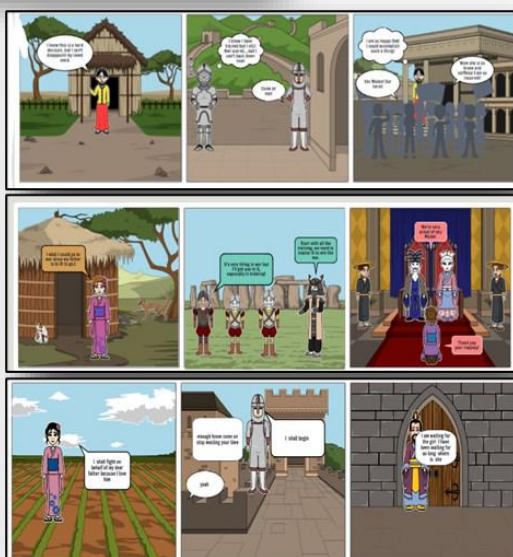
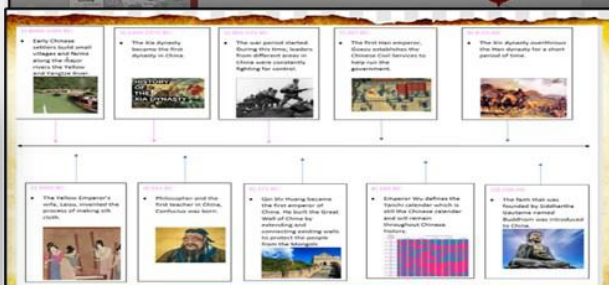
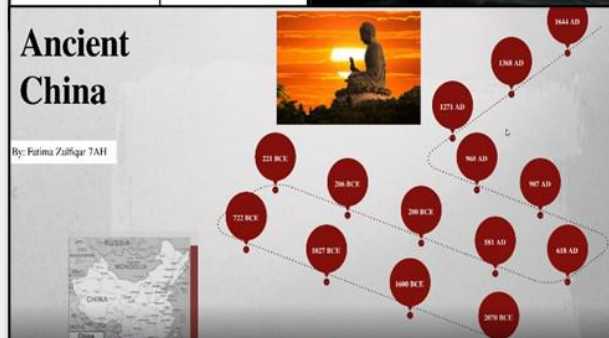
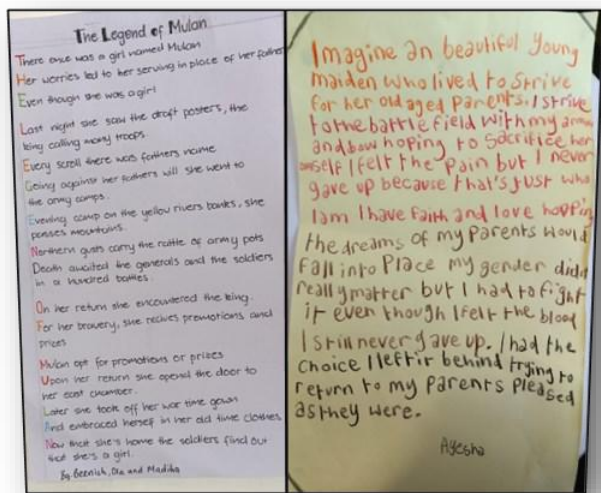
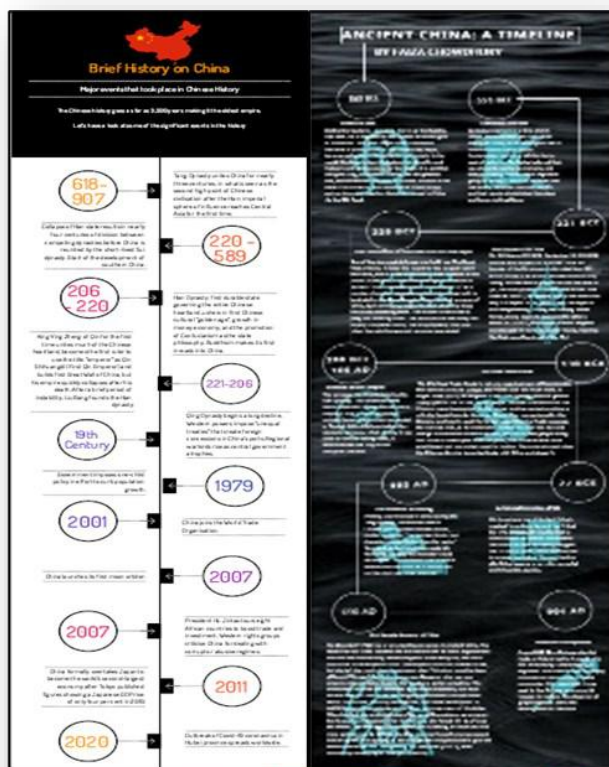
Year 7A Students examined some major dynasties through the creative and digitalised timeline posters using online platforms such as Canva, Vengage, Piktochart, Prezi, etc. Then we explored the legend of Mulan and empathised her feelings through poetry and storyboard.

Please enjoy some of their artistic works attached

Ms Sameeha Siddiqui

Year 7A Humanities Teacher

### THE LEGEND OF MULAN — POETRY & STORYBOARD



## Year 8B Humanities Project

Online learning has made the students even more tech savvy. The year 8 students came up with innovative ideas to complete their history project through using online digital platforms. Students enjoyed the use of the storyboard portal to further enhance their skills in storytelling and graphic designs. In term 3 students studied *Japan Under the Shoguns*. They were required to choose an event from the Shogunate era and retell the story using a storyboard format.

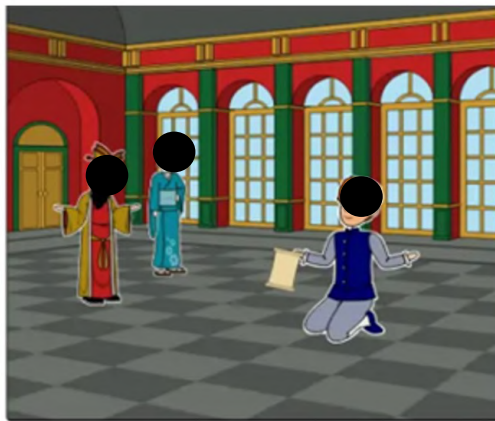
Attached are some of the work of the students.

### Ust Wahid Hussain

Year 8B Humanities Teacher



William Adams, a British sailor of the Liefde, was shipwrecked in 1600 on the shores of Japan.



Adams met Shogun Ieyasu, who was greatly impressed by his knowledge of the world. Over time, he gained the trust of the Shogun.



William Adams became the first outsider to ever receive the honor of the rank of the samurai.



As a gesture of his loyalty, the Shogun gifted Adams an enormous estate, along with giving him a position at court as a hatamoto.



In 1613, the first English ship weighed anchor at Japan and Adams, who was a close personal friend of Shogun Ieyasu, was able to use his influence to assist the British traders. He helped the English to set up trading ports in Hirado.



In 1616, the Shogun died and was succeeded by his son Hidetata, who strongly disliked foreigners. It became too dangerous for the Europeans to remain in Japan and the last of the English traders left in 1623. William Adams remained in Japan, but he slowly lost much of his influence and political sway.

# Year 7 Classification of living things

SCIENCE DEPARTMENT

Year 7 students learnt about classification and organisation of living things in Term 3. Scientists group the millions of living things on the Earth so that they can see similarities and differences between organisms. This system helps scientists to communicate with each other when describing the characteristics and behaviour of living things. What characteristics do scientists use to divide the different animals into groups? How big are the groups? How do scientists classify living things? Year 7 students were tasked with producing an animal ID showing how their chosen animal is classified according to current day classification methods.

Attached are samples of their work.

Ms Amal Shihata

Secondary Science Teacher/ Coordinator

## AXOLOTL: A RESUME

*Ambystoma Mexicanus*

**Classification**  
 Kingdom: Animalia  
 Phylum: Chordata  
 Class: Amphibia  
 Order: Urodela  
 Family: Ambystomaditae  
 Genus: Ambystoma  
 Species: Mexicanus

**FOOD SOURCES**  
 Worms, molluscs, crustaceans, insect larvae, and small fish. They have been known to cannibalize other axolotls.

**FAMILY RELATIVES: Family Ambystomaditae**

TIGER SALAMANDER

MARBLED SALAMANDER

SPOTTED SALAMANDER

**ADAPTATIONS**

**Description**  
 An axolotl can reach in between 15 to 46 cm in length. Axolotls in the wild are dark-coloured. They have rounded snouts, and a broad, flat body with a large head and three gills. Their mouth is often bent into a grin. Axolotls have round, dark eyes with yellow irises. A fin runs along the back to the tip of the tail. The axolotl can move up to 15 km per hour.

**FOUND: In Mexico's Lake Xochimilco and Lake Chalco**

**Endangered Status**  
 Are critically endangered due to pollution, habitat degradation, and waste water diversion from human population.

**FUN FACT**  
 The word 'axolotl' comes from the Nahuatl language of the Aztecs, and means 'water dog'

## Your name Gold fish

**About:** I'm the most common fish that is kept as a pet.

**Scientific name:** *Carassius auratus*

**Kingdom:** Animalia  
**Phylum:** Chordata  
**Class:** Ray-finned fishes  
**Order:** Cypriniformes  
**Family:** Minnows and Carps  
**Genus:** *Carassius*  
**Species:** Modern fish

**Location:** Goldfish are a freshwater fish and like to live in water that is 50F to 76F. Many goldfish live in aquariums and small domesticated ponds, but some do live in the wild.

**Deers**  
Ibex  
Pikas

**My family:**  
 Chubs  
*Squalius cephalus*  
 Catfish  
*Exoglossum maxilligua*  
 Carp  
*Cyprinus carpio*  
 Stenopterygiinae  
*Campestris anomatum*

## Lion

**About:** Lions are the only cats that live in groups.

**Scientific name:** *Panthera leo*

**Kingdom:** Animalia  
**Phylum:** Chordata  
**Class:** Mammalia  
**Order:** Carnivora  
**Family:** Felidae  
**Genus:** *Panthera*  
**Species:** *leo*

**Location:** Almost all lions live in Africa, below the Sahara desert. There's one small population that lives in Gir forest national park in western India

**My family:**  
 Leopard: *Panthera pardus*  
 Tiger: *Panthera tigris*  
 Cheetahs: *Acinonyx jubatus*  
 Cats: *Felis catus*

## Your name Snow Leopard

**About:** Snow leopards are big cats and one of the few species being able to live in harsh snowy conditions.

**Scientific name:** *Panthera uncia*

**Kingdom:** Animalia  
**Phylum:** Chordata  
**Class:** Mammalia  
**Order:** Carnivora  
**Family:** Felidae  
**Genus:** *Panthera*  
**Species:** *uncia*

**Location:** Mostly in the Himalyan Region

**My family:**  
 Tiger  
*Panthera tigris*  
 Lion  
*Panthera leo*  
 Leopard  
*Panthera pardus*

## POLAR-BEAR

**About:** I'm a Marine Mammal

**Scientific Name:** *Ursus maritimus*

**Kingdom:** Animalia  
**Phylum:** Chordata  
**Class:** Mammalia  
**Order:** Carnivora  
**Family:** Ursidae  
**Genus:** *Ursus*  
**Species:** *Ursus maritimus*

**Location:** I live in the Arctic on the Northern Hemisphere, on ice-covered waters. Relying completely on the ocean as a means of survival and to access the seals which are my main source of food, because of this me and my other 19 subpopulations are considered Marine Mammals

**My family:**  
 I belong in the family of bears in one of 3 subfamilies within my kind. Species in my order includes:

Asiatic Black Bear  
(*Selenarctos thibetanus*)

Brown Bear  
(*Ursus arctos*)

Sloth Bear  
(*Melursus ursinus*)

# Year 8 Cells and Living Systems

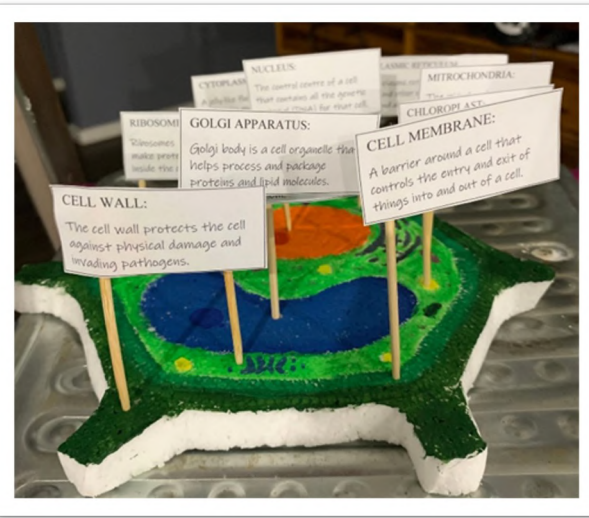
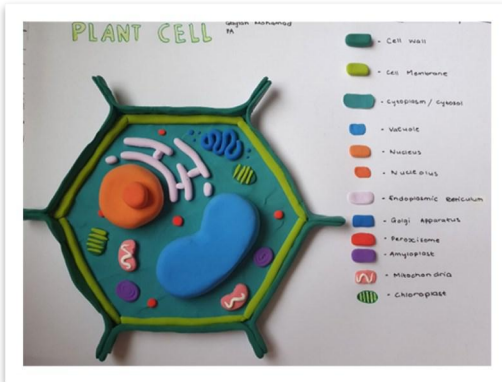
As part of their studies in Biology this term, Year 8 students learnt about cells and the cell theory. Cells are often called the 'building blocks of life'. Think of the way bricks and other materials are used to build a house. Cells build living things in a similar way. However, there are often many more cells in living things than bricks in a house: an adult human body is made up of approximately ten trillion (10 000 000 000 000) cells. Elephants have even more. Students were tasked with creating a cell model from items in their recycling bin. Here are some great examples of their cell models. Some cell models worthy of displaying in the science lab.

Attached are samples of their work.



**Ms Amal Shihata**

Secondary Science Teacher/ Coordinator



# Year 9 The Endocrine System

In term 3, Year 9 students studied the endocrine system and its relationship with the nervous system. The endocrine and nervous systems are the systems largely responsible for sensing and responding to the environment. Part of this important job is communication: once a change or threat has been received, messages must be sent around the body to coordinate a response. Students were tasked with creating an awareness campaign for an endocrine related disease.

Here are some examples of their great presentations.

**Ms Amal Shihata**

Secondary Science Teacher/ Coordinator

## Type 1 Diabetes

**Symptoms & Treatment**

Type 1 diabetes is a long-term disease in which the pancreas produces very little or no insulin.

Insulin is a hormone that aids the entry of blood sugar into cells where it can be used for energy. Blood sugar cannot enter cells without insulin, and it accumulates in the bloodstream. High blood sugar harms the body and contributes to many of the symptoms and consequences associated with diabetes.

It usually shows up throughout adolescence. Increased thirst, frequent urination, hunger, weariness, and blurred vision are among symptoms.

Regular blood sugar monitoring, insulin medication, nutrition, and exercise are all used to maintain normal blood sugar levels.

**causes:**

An autoimmune reaction that kills the cells of the pancreas is thought to be the cause of type 1 diabetes.

Some people have genes that make them more prone to acquire type 1 diabetes, however even if they have the genes, many people will not get type 1 diabetes. It's also suggested that being exposed to a trigger in the environment, such as a virus, has a role in the development of type 1 diabetes.

**thank you!**

## Growth Hormone Deficiency

Project 2021

### Introduction

Growth hormone deficiency (GHD) is a rare condition in which the body does not make enough growth hormone (GH). GH is made by the pituitary gland, a small organ at the base of the brain.

### Symptoms & causes

**Symptoms include:**

- Slowed growth in height in children, children or adolescents who are shorter than expected.
- Low blood sugar levels. In infants & toddlers with severe GHD, GH deficiency.

**Causes include:**

- Genetic conditions.
- Brain damage or other birth defects in which the pituitary gland or hypothalamus is affected.
- For some children, doctors find no cause.

### Treatments

Several treatments for GHD include:

- Low-dose GH.
- Low-dose GH.
- The growth hormone.
- Low-dose GH.
- Do not use for birth defects.
- Low-dose GH.
- Do not use for birth defects.
- Low-dose GH.
- Do not use for birth defects.
- Low-dose GH.
- Do not use for birth defects.
- Low-dose GH.
- Do not use for birth defects.

### Affecting daily life

GH deficiency can affect daily life in several ways, although it usually does not affect a person's health.

It can affect a person's growth, height, and weight.

It can affect a person's energy levels and mood.

It can affect a person's ability to gain weight.

It can affect a person's ability to gain weight.

Mark & Mohammed

### Tests & counselling

Diagnosis includes:

- GH tests.
- IGF-1 tests.
- IGF-1 tests.
- IGF-1 tests.

**References**

1. National Health Service. Growth hormone deficiency. <https://www.nhs.uk/conditions/growth-hormone-deficiency/>
2. National Health Service. Growth hormone deficiency. <https://www.nhs.uk/conditions/growth-hormone-deficiency/>
3. National Health Service. Growth hormone deficiency. <https://www.nhs.uk/conditions/growth-hormone-deficiency/>
4. National Health Service. Growth hormone deficiency. <https://www.nhs.uk/conditions/growth-hormone-deficiency/>

**Acknowledgments**

We would like to thank our friends and family for their support and encouragement throughout this project.

## Growth Hormone Deficiency

By: Subaita 9A

**What is it?**

Growth hormone deficiency (GHD), also known as dwarfism, is a condition caused by insufficient amounts of growth hormone in the body. Children and adults with GHD have abnormally short stature with normal body proportions.

**Symptoms**

- Signs of GHD in children may include a slow growth rate and reduced facial bone development.
- Adults may notice unexplained decreases in muscle mass and experience low energy levels.

**Causes**

GHD may result from:

- Inflammation
- Infection
- Tumors in the pituitary gland
- Radiation therapy or brain surgery
- Severe head injury
- Lack of blood supply to the pituitary gland

**Note:** A lack of growth hormone can appear either in childhood or in adulthood, or some are born with it.

**While for some individuals it can have no cause.**

**Seeking a doctor & treatment**

Endocrinologists are doctors who specialize in hormone conditions and treat GHD in both adults and children. If a person wants to find an endocrinologist directly, they can try the Endocrine Society and the Pediatric Endocrine Society. The treatment of GHD in children and adults alike involves injections of recombinant human growth hormone.

## Endocrine project shifani

### Type 1 diabetes

**Introduction**

Type 1 diabetes is a long-term condition in which the pancreas produces little or no insulin.

**Symptoms and affect**

Increased thirst, frequent urination, hunger, weariness, and blurred vision are among symptoms.

**Causes**

An autoimmune reaction that kills the cells of the pancreas is thought to be the cause of type 1 diabetes.

**Prevention**

Regular blood sugar monitoring, insulin medication, nutrition, and exercise are all used to maintain normal blood sugar levels.

### What are the causes of Type-1 diabetes?

Type-1 diabetes occurs when your immune system mistakenly destroys the insulin-producing cells in the pancreas.

Other causes include:

- o Genetics
- o Exposure to viruses

### What complications can type-1 diabetes cause?

- o Heart and blood vessel damage
- o Nerve damage
- o Kidney damage
- o Eye damage

### Can I prevent type-1 diabetes?

Yes, you can!

### What are the symptoms?

- o Increased thirst
- o Frequent urination
- o Unintended weight loss
- o Fatigue and weakness
- o Blurred vision
- o Extreme hunger

## Hyperthyroidism

**Introduction**

Hyperthyroidism is a condition in which the thyroid gland produces too much thyroid hormone.

**Causes**

Autoimmune disease, nodular goiter, and pituitary tumor.

**Signs and symptoms**

Weight loss, increased heart rate, anxiety, and tremors.

**Treatments**

Antithyroid drugs, radioactive iodine, and surgery.

**Prevention**

Regular check-ups and a healthy diet.

# Year 10 The Code Breaker Genes

## Year 10 A – Biological Sciences

Even though in term 3 we were mostly learning through Zoom, impressively, the students were super productive. We explored our DNA and genes, with that we learned how to break DNA codes to find the right protein.

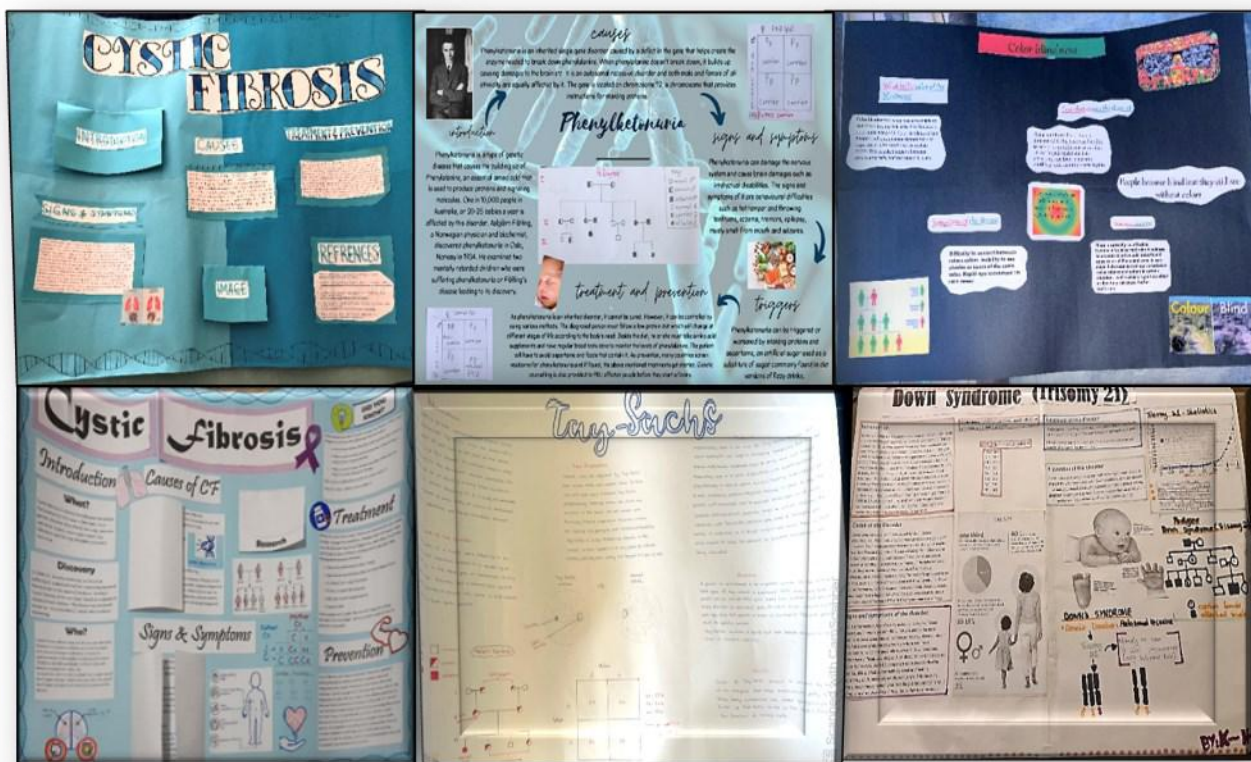
In order to explore it further, we have completed numerous hands-on activities such as creating 3D DNA Model, Research-based project, and extracting DNA threads. Year 10 A students, as genius as ever, produced some very striking designs.



The most sensational news is that the Female side now has our very own first-ever Science lab. It was a thrilling and enjoyable experience for Year 10A students to conduct their DNA extraction experiment in the newly built, well-resourced, and well-maintained lab.

Let's take a glimpse into some of their 3D DNA designs, posters exploring Certain Genetic diseases, and brochures featuring Genetic Engineering in different fields.

**Ms Sameeha Siddiqui**  
Year 10A Science Teacher







**Gene technology in agriculture.**

Producing enough food for the whole world without using up all the available land is a huge challenge. One solution is to develop crops that yield more with fewer inputs, that are more resistant to diseases, that spoil less during storage and transport, that contain more useful nutrients, and that can grow in agricultural land that has been degraded. Gene technology is one of the tools that gives us the potential to do this and it is used to transfer a beneficial gene from a related species into a crop plant in a direct and efficient way.

**What is gene technology?**

- The physical properties of an organism are determined by its genes.
- Gene technology involves modifying or altering an organism's genes to enhance or remove specific qualities/characteristics.
- There are both benefits and risks involved with genetically modified organisms (GMO).

**Utilising gene technology in agriculture**

*By: Fatima Chundoo*

Forensic science is the application of science to criminal and civil laws, mostly on the criminal side using the criminal investigation as governed by the legal standards of admissible evidence and criminal procedure. Forensic scientists collect, save and analyze scientific evidence using the investigative process.

**FORENSIC SCIENCE**

DNA analysis of a person's biological material is used to identify individuals. This reveals precise information about an individual. The equipment used in forensics is very expensive. Even though scientific analysis consumes a lot of time because of which the verdict is delayed, it requires precise

**What is gene technology?**

Gene technology (also known as genetic engineering or genetic modification) involves making changes to genes - the units of inheritance in the cells of all living organisms.

Gene technology is a modern branch of biotechnology that allows direct modification or removal of a gene, or the transfer of a gene from one species to another.

**GENE TECHNOLOGY IN FORENSICS**

Matching DNA samples from crime scenes and suspects is highly accurate. One source of evidence for use in the justice system. DNA Technology in Forensic Science often encompasses the solving of crimes that are emerging in this 'aging' because more sophisticated.

Genetic Engineering, or DNA fragmenting distribution between individuals of the same species using only samples of their DNA.

**Advantages and disadvantages**

**Gene Technology**

*IN FORENSIC SCIENCE*

**ADVANTAGES IN AGRICULTURE:**

- More nutritional food.
- Resistant to diseases.
- Increased crop yield.
- Reduced need for pesticides.
- Increased resistance to diseases.
- Reduced need for fertilizers.
- Increased resistance to pests.
- Increased resistance to drought.
- Increased resistance to salinity.
- Increased resistance to frost.
- Increased resistance to heat.
- Increased resistance to cold.
- Increased resistance to wind.
- Increased resistance to hail.
- Increased resistance to fire.
- Increased resistance to flood.
- Increased resistance to drought.
- Increased resistance to salinity.
- Increased resistance to pests.
- Increased resistance to diseases.
- Increased resistance to environmental stressors.

**DISADVANTAGES IN AGRICULTURE:**

- Creation of foods that are more allergenic or more reactive.
- Disappearance of beneficial genetic changes.
- Introduction of new genes from one plant or animal may be harmful to another plant or animal that is not intended for genetic modification.
- Foods that are less nutritious.

**GENETIC ENGINEERING ADVANTAGES & DISADVANTAGES**

*By: Sarah Choudhury*

**BENEFITS & DISADVANTAGES of GENETIC technology**

**HOW YOU CAN HELP**

Buy foods labeled "100% Organic" or "USDA Organic" to support the organic industry. Organic products are grown without synthetic pesticides, herbicides, or fertilizers. Organic products are also free from genetic engineering (GMO).

Look for the "Non-GMO Project Verified" label on food products. This label means that the product does not contain any genetically modified organisms (GMO).

Support local farmers and growers. Buy fresh produce from local farmers' markets or community-supported agriculture (CSA) programs. This helps support the local economy and ensures that you are getting fresh, high-quality produce.

Reduce food waste. Plan your meals carefully and use leftovers. Compost your food scraps. This helps reduce the amount of food that ends up in landfills and reduces greenhouse gas emissions.

Support sustainable agriculture. Buy products from companies that use sustainable farming practices. This helps support the long-term health of the planet and the people who work in agriculture.

**HARD WORK SHOULD BE REWARDED BY GOOD FOOD**

*By: Sarah Choudhury*

**GENE TECHNOLOGY IN AGRICULTURE**

*By: Sarah Choudhury*

**FORENSIC SCIENCE**

Forensic science is a scientific field where gene technology is used in order to investigate criminal cases.

*By: Sarah Choudhury*

**FORENSIC SCIENCE ADVANTAGES**

Forensic science is a scientific field where gene technology is used in order to investigate criminal cases.

**FORENSIC SCIENCE DISADVANTAGES**

Forensic science is a scientific field where gene technology is used in order to investigate criminal cases.

*By: Sarah Choudhury*

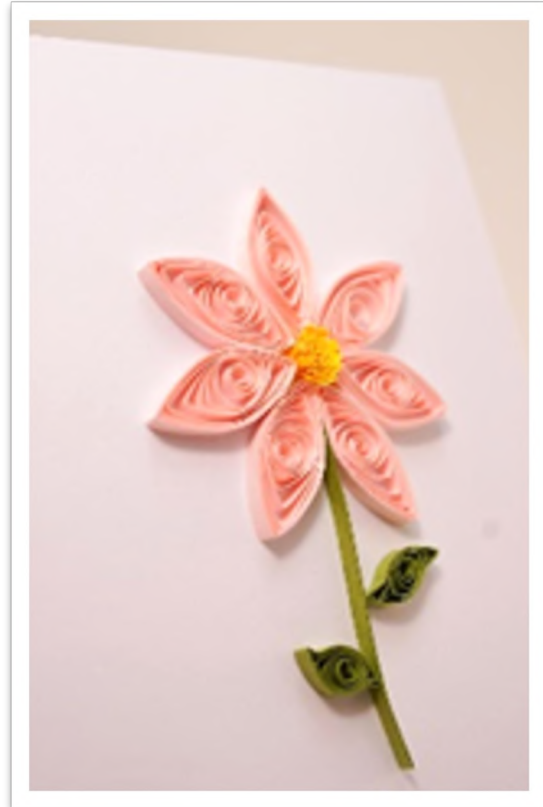
## Year 7 Art (Quilling)

During Term 3, students in Year 7 Art focused on Paper Quilling. They learnt the basic techniques of quilling. Using the knowledge gained in class, students were able to create artwork that was both creative and beautifully presented on canvas.

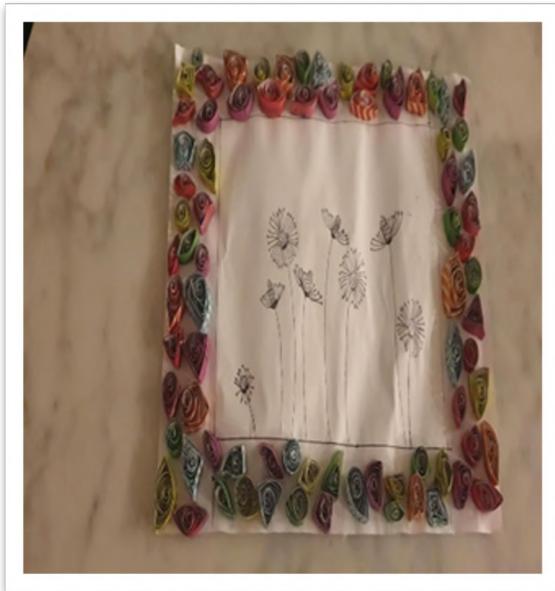


**Ms Sameeha Siddiqui**  
Year 10A Science Teacher

**Aabida Refaye**



**Amaani Kaleel**



**Maryam Shaikh**



**Beenish Rafiq**



**ART DEPARTMENT**

## Year 9/10 Art (Quilling)

Term 3 was an interesting term for the Year 9/10 boys in Art, as they embarked on expressing their creativity through the art of quilling!

The hands-on nature of this activity attracted many of the boys. Despite being a first time for many of them, students managed to come up with amazing work. Alhamdulillah, items needed for the artwork were prepared and students came by the school to collect the items. It was great to note that although students were working from home, they finished their masterpieces with attention to detail which added on the aesthetics of their final work. As a teacher, I am proud of their art work attached below. Student reflections demonstrated their ability to engage with the content taught and their interest in paper Quilling.

### Ust Hafizzudin Ng

Year 9B/10B Arts Teacher & HPE Coordinator



*This paper quilling project is a tree. I used various types of coils like the teardrop, loose coil etc. I made a tree with the colours sky blue and light green for the leaves and black for the tree trunk. At the start it was hard, but after a few practice coils it became easy it took me about 30-45 minutes until it was complete .*

**Musab Uddin**



*Quilling is an artwork that requires a lot of patience and time. It also requires hard work. The quilling project i did took a few hours, which is the name of Allah swt in calligraphy. It was really challenging and quite a messy experience! However, after I finished my project, I felt satisfied with the outcome. It was great to learn the art of quilling.*

**Muhammad Abdullah**



*I made a fish with my quilling tools that my teacher gave me. I decided to make a fish because I like fishing and it is a peaceful thing to do. Like fishing, quilling is a peaceful and good activity, like an escape from what ever is happening around the world today.*

**Malik Melhem**

# STEM (Science, Technology, Engineering and Mathematics) Talent Search (STS) Contest at Al Iman College

Secondary students from Year 7 to Year 10 participated in the 1st Al Iman College STS Contest as part of their Term 3 activities in Technology Studies. Students were given a topic to research on during the Term 2 holidays, and they came back with really informative and well-designed poster presenting their findings. Students showed a lot of enthusiasm to discuss topics important for the society, such as food production and sustainability. They varied in how they represented and communicated their research, starting from colourful posters to models and interactive games. It is heartening to see the level of curiosity, creativity and energy displayed by the students.

The top entries will receive a recognition once the on-site learning resumes in Term 4.

**Ust Rashid Ahmad, Ust Abdullah Al Amin & Ms Nazeeha**

Secondary Technology Teachers

**TECHNOLOGIES DEPT.**

**Mukarram 9B**

## Climate change the influence on agriculture



Increased temperatures may change the locations where crops can be grown, and elevated CO2 levels could affect crop growth and grain yield. Research is underway across the country to develop crop varieties as well as cropping practices for the future.



The Farm Support Division of the Department of Agriculture, Water and the Environment works to ensure the interests of the agriculture sector are considered in climate policies. The Farm Support Division also works with other areas of the department to advance the sector's capacity to deal with a changing climate.

Climate change poses challenges for all sectors of the Australian economy but particularly for those sectors dependent on natural resources, like agriculture, forestry and fisheries. Australia's climate is changing and the impacts of climate change can be seen in the differences we are experiencing in rainfall, temperature and extreme weather events. Climate change will influence our actions, choices and decisions.



**Haris 8B**

## BEES

### How do bees benefit the environment?

Bees perform an important role in the ecology as pollinators. They encourage the growth of trees, flowers and other plants that provide food and shelter to both large and tiny animals. Bees play an important role in complex, interconnected ecosystems that allow a wide range of species to coexist.

### What would happen if bees go extinct?

There would be enormous repercussions throughout ecosystems if all the world's bees disappeared. Pollinators would have fewer seeds and worse reproductive success if bees were not present, thus causing the destruction of ecosystems and impacting human cycles and food webs. Animal pollinators are responsible for an estimated 35% of the world's food. Fruits, vegetables, nuts, seeds and honey are only a few nutrient-dense foods produced with the assistance of animal pollinators, primarily bees. The extinction of bees would cause nutrient deficiencies across the world, affecting an increase in birth defects and child mortality rates.

### Significance of the loss of bees

If all of the plants pollinated by honey bees are destroyed, small animals that consume these plants would suffer, resulting in fewer prey species for larger carnivorous creatures and so upon the food chain. In addition, the amount of fresh produce available to us change dramatically.

**Death Rate of Bees: A Day** Depending on the size of the colony and local conditions, it is estimated that about 800-1200 bees die a day!

### Ways to Save Our bees

1. Plant a bee garden
2. Pesticides should be banned
3. Provide trees for bees
4. Create a bee bath
5. Build homes for native bees
6. Host a fundraiser

### What's killing the bees?

Pesticides, drought, habitat degradation, nutrition deficiency, air pollution, global warming and other conditions are all known to kill bees. Many of these factors are linked. Pesticides and habitat loss are two of the most prominent reasons and bee keepers find humans are mostly to blame.

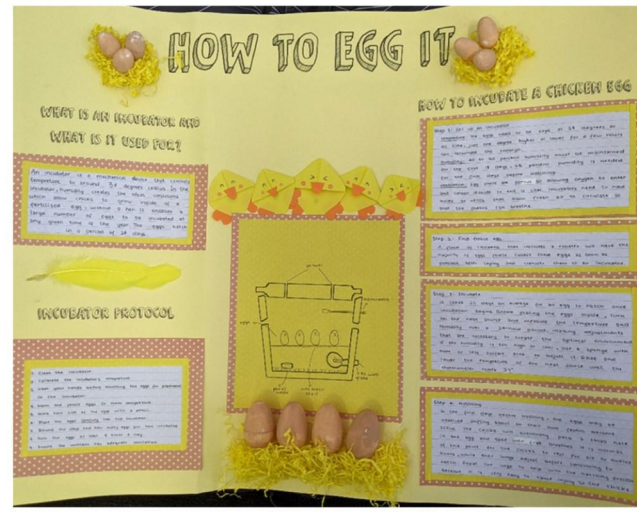
Haris



This clever board game was designed and implemented by **Qaylah Mohamad Iqbal of 8A**. The game pieces are true to the theme of food technology. The purpose of this board game is to teach the players about healthy eating and exercise. Players can gain or lose calories based on their food and exercise!



**Ayesha Ahmad of 10A** made this interesting poster about how to incubate an egg.



**Introduction**  
 A game that requires 2 players, One a 'farmer' the other is a 'weatherkeeper'. The players will experience the choice urban Farmers will need to make, to

This game was made by **Zainab Abdul Azeem of 7A**. The purpose of this game is to educate players about the plight of the farmers as they struggle to produce crops as climate change affects the weather which affects their produce. It's a multiplayer game where one player will choose the weather combination and one or more players can take the role of the farmers and can plant crops according to the weather combination provided.



# Gratitude

Gratitude is the act of being thankful and appreciating what you have in life. Rather than focusing on what you do not have or what you want, the focus shifts to all that you have. Although it may feel contrived at first, this mental state grows stronger with use and practice.

We did not create or fashion ourselves, and we did not get to where we are in lives by ourselves. So living in gratitude is living in truth. It is the most accurate and honest approach to life; the reaffirmation of Allah ﷻ our Creator.

Islam is constantly referred to as a way of life that is perfectly applicable to all situations in all eras. However, many people, while acknowledging this, fail to turn to Islam as the solution to the psychological problems and mental health issues that afflict them.

In Islam, and in modern western thinking, gratitude is acknowledged as one of the best ways to promote mental and spiritual wellbeing.

When reading the Quran, we find that Allah ﷻ mentions gratitude regularly. Thus we cannot fail to see that gratitude is a commandment from Allah ﷻ.

Gratitude is also a simple, scientifically proven way to increase happiness and encourage greater joy, love, peace and optimism into our lives. Most of all, it is the practise of our beloved Prophet Muhammad ﷺ.

Here are some simple scientific facts:

In 21 days of practising gratitude, you rewire your brain to start scanning the world for the positives. You become three times more likely to notice a positive rather than a negative.

In 42 days you

- Are less likely to get sick
- Have higher levels of energy
- Feel happier
- Are more enthusiastic
- Are more focussed
- Are more determined
- Are more optimistic
- Have a better quality of sleep
- Have lower levels of depression and anxiety

When you practise gratitude correctly, you tap into neuro plasticity - Brain plasticity. We can restructure our physical brain by using our minds to create better brain cell connections.

When you use the **3 keys**, you unlock your neuro plasticity:

**\*Emote** – it is not enough to think about gratitude ... you need to feel the emotion of gratefulness

**\*Extend** – be grateful beyond yourself to include other people

**\*Exercise** – regularly practise gratefulness

When you **emote** – you fire up your hippocampus, the brain centre of learning and memory.

When you **extend** – you spark the most highly evolved areas of the human brain devoted to social intelligence

**Exercise** – For the new brain cell connections to go into long time memory, you need to spread out into your subconscious where they become deep believes that drive you forward – this takes the regular repetition of daily exercise of gratitude.

When you practise gratitude, you change yourself; when you change yourself, you change the world.

### **It's Okay to Embrace the Little Things**

Before jumping headfirst into thankfulness and gratitude activities, take some time to evaluate what you want your children to learn. This has been an especially rough year for everyone and it may not be the best time to start trying to rethink what it means to be grateful – sometimes, it's enough just to be grateful for making it through to the other side. Use this season as an opportunity to jumpstart conversations and actions around appreciation for one another and how grateful you are to have each other as family.

Do reflect on the message written by our principal Br Zulfiquar about appreciation of our children and their efforts. In essence, appreciation is gratitude.

Have a safe and reflective time with loved ones full of gratitude and appreciation.

### **Mrs Bahruddin**

Vice Principal

In the next few pages you will find a Family Gratitude Activity which you can create with your family or you can make your own designs.

# FAMILY GRATITUDE CHALLENGE

Sometimes it's easy to forget all the people, things, and opportunities in life that make us feel thankful and bring us joy. When we pause and are mindful, we remember everything that makes us feel grateful. Practice taking time to be grateful with your family. You can create this gratitude craft together or each person can make their own!

**1** **Print** a sheet with one big leaf and print a sheet with smaller leaves (or more if the whole family is joining). **Cut** out all of the leaves. **Punch** a hole in the leaves on the spots provided.



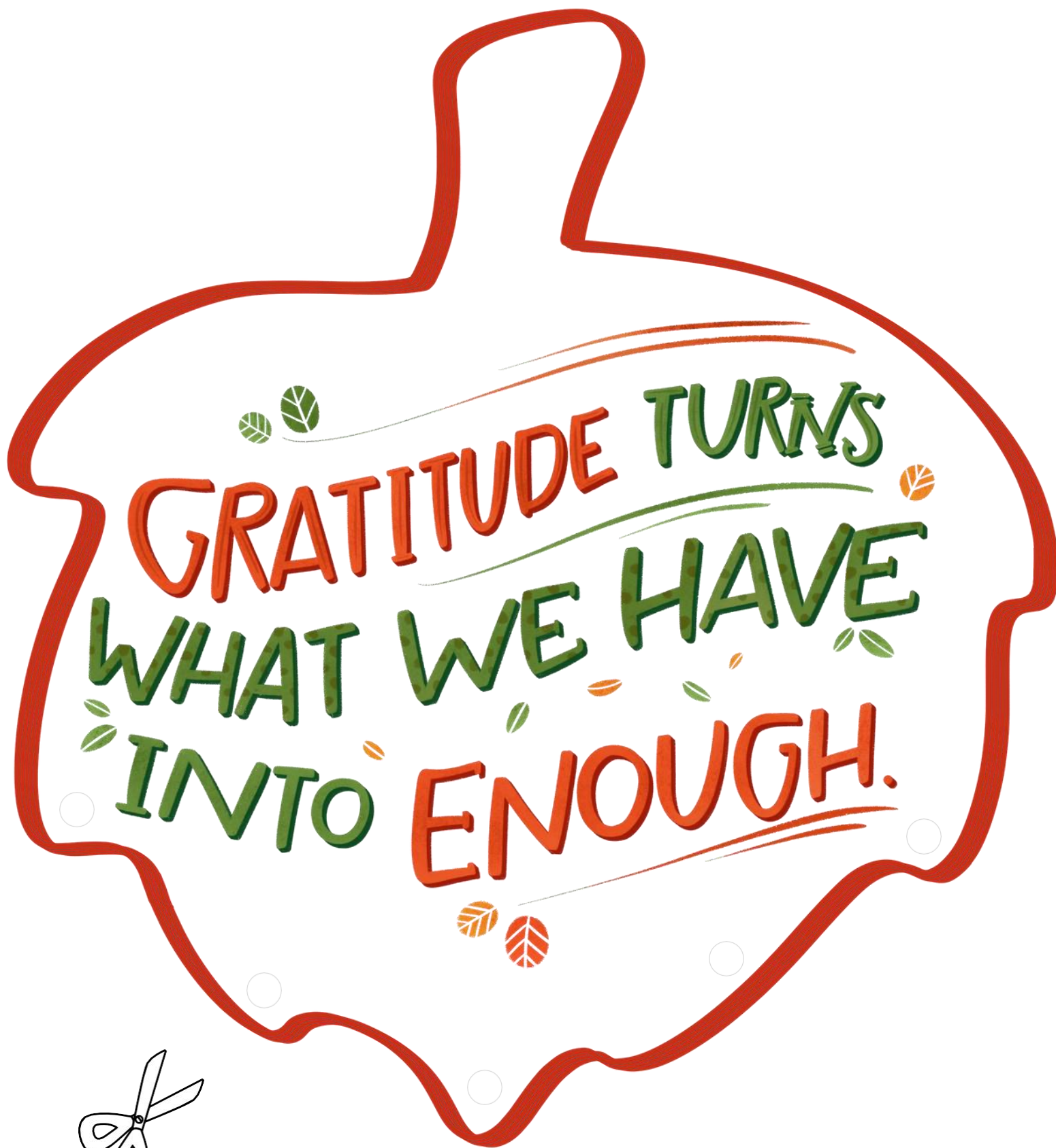
**2** **Cut** string or yarn in various lengths. Tie the small leaves to the large leaf.



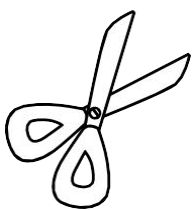
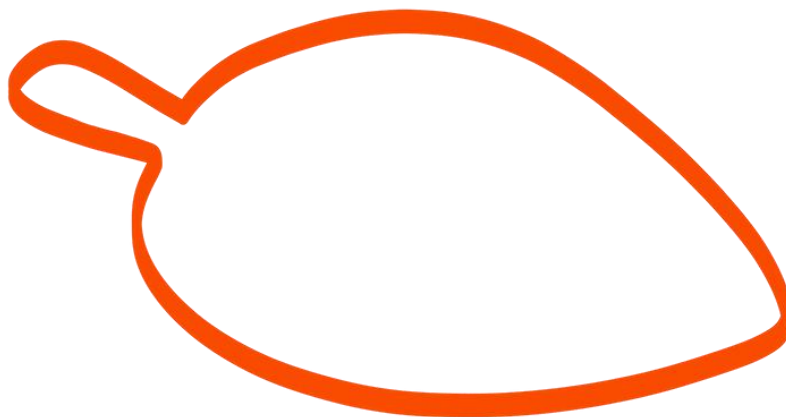
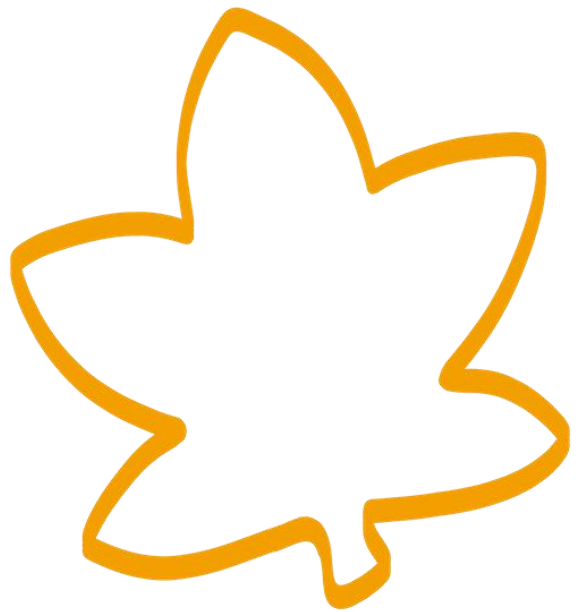
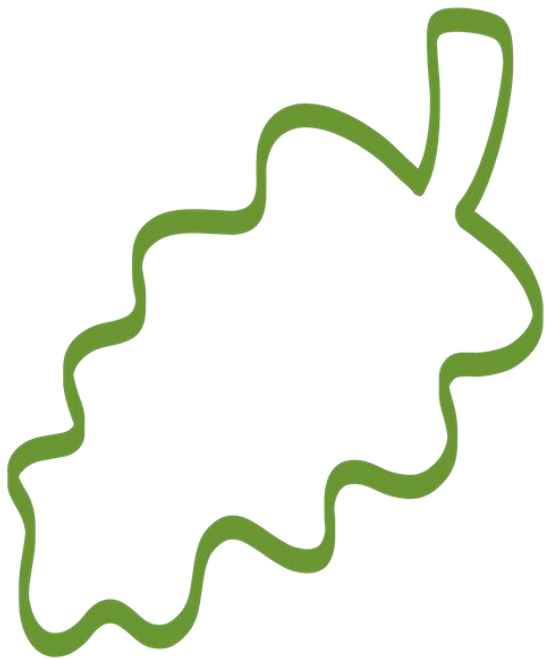
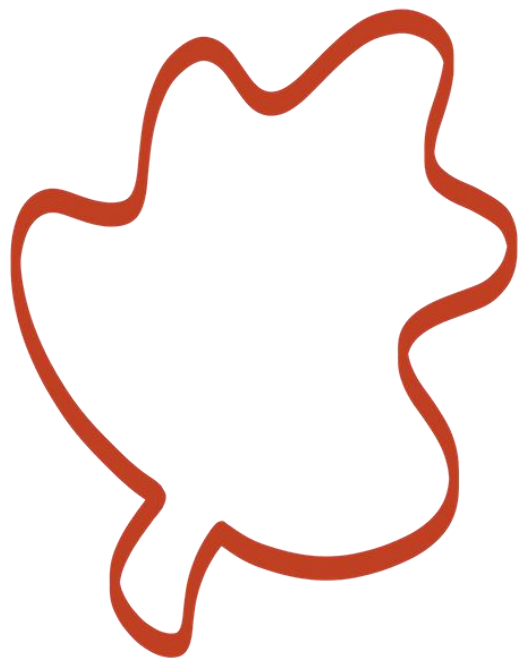
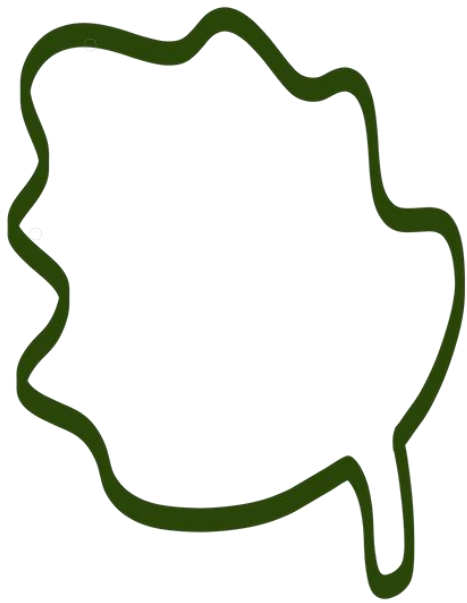
**3** **Write** down the things you are grateful for. **Hang** or **tape** your gratitude leaves where you can view them often.













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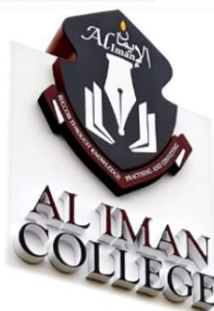
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Please note ~ 2022 College Year Commencement Date

❖ Teachers Begin ~ 24 January ❖ Students Begin ~ 27 January

- Term Holidays
- Public Holidays
- Students Begin
- Exams
- Curriculum Day
- Ramadhan Timetable Begins
- Eid (Subject to Moonsighting)
- Students Finish
- Reporting Day
- Teachers Finish

1442  
1443 AH



**Success through knowledge,  
practising and conveying**