



AL IMAN

N E W S L E T T E R

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IMPORTANT DATES:

PUBLIC HOLIDAY

- ◆ Monday 25th Apr 2022

CURRICULUM DAY

- ◆ Tuesday 26th Apr 2022

TERM 2 2022 BEGINS (Students)

- ◆ Wednesday 27th Apr 2022

RAMADHAN TIMING ENDS

- ◆ 18th Dec 2021 - 16th Jan 2022

EID HOLIDAYS (Office Closed)

- ◆ Mon 2nd - Wed 4th May 2022

NAPLAN (ONLINE)

- ◆ Tue 10 May - Fri 20 May 2022

EID FESTIVAL

- ◆ Thursday 26th May 2022

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PRINCIPAL'S MESSAGE

Dear students, staff and community members

Assalam-O-Alaikum

Ramadan is a special blessing of Allah Subhanahoo Wata'ala. May Allah Subhanahoo Wata'ala Enable us as a community to achieve the noble objectives of Ramadan and maximise this time to improve ourselves and increase our spiritual strength.

I would like to congratulate all our learners for showing resilience during Term 1 by managing through post covid challenges. Let us hope we can further improve as learners during Term 2.

Through "Parent-Teacher Student Progress Feedback Conferences" teachers have provided information about students' strengths during Term 1 and areas of focus for the next term. This feedback provides bridge between assessment and learning and is very critical source of enhancing student outcomes.

To improve the safety of our students, staff and community members, we have implemented changes in our car park recommended by traffic engineers including new lane markings. We request all the users to follow the new traffic arrangements, abide by the rules and follow any requests from the staff managing the traffic.

We have been informed that Police from both Melton and Caroline Springs have seen an escalation of violence and aggression towards School Crossing Supervisors and School Staff monitoring school drop off and pick up.

With students returning to "normal" school attendance there is an increase in traffic congestion in and around schools and with this the aggression and frustration of a number of drivers. Police would like to remind all drivers that the bottom line is SAFETY. The role of the Crossing Supervisor is there to ensure the roads are safely crossed by all pedestrians and the laws are in place to protect everyone.

Eid is approaching us fast. Although it is encouraging to share gifts, but parents are requested not to share gifts with staff and students are not allowed to share gifts with each other as it leads to many complications for the college. It is our college policy that "A gift that is more than nominal value (\$10) must not become personal property of the college staff. Staff should either politely refuse it or advise the contributor that they will accept it on behalf of the College and it will become College Property."

Eid Mubarak to you and your loved ones. Allah Subhanahoo Wata'ala is always there to answer all our prayers. May Allah Subhanahoo Wata'ala Bless you with the best of everything.

On the occasion of Eid, I extend my heartfelt wishes to you and your family. May this auspicious occasion be full of celebrations and festivities for you.

Wassalam

Zulfiquar Ali

SCHOOL CROSSINGS NOTICE

It is of great concern that Police from both Melton and Caroline Springs have seen an escalation of violence and aggression towards School Crossing Supervisors and School Staff monitoring school drop off and pick up.

With students returning to "normal" school attendance there is an increase in traffic congestion in and around schools and with this the aggression and frustration of a number of drivers.

Police would like to remind all drivers that the bottom line is SAFETY. The role of the Crossing Supervisor is there to ensure the roads are safely crossed by all pedestrians and the laws are in place to protect everyone.

We have seen reports of appalling behaviour that include serious threats and violence which nobody should be subject to. Some of the infringement notices that can be issued in response to this problematic behaviour are:

- **Fail to stop and remain stationary at children's crossing**
- **Fail to stop at the stop line when a handheld stop sign is displayed, or a pedestrian is entering or on the crossing**
- **Proceed after stopping when the handheld stop sign is still displayed**
- **Proceed after stopping while a pedestrian is on or entering the crossing**
- **Pass stopped vehicle at children's crossing or pedestrian crossing**

All of these offences carry a fine of \$454 and 3 demerit points.

Along with this is the illegal and dangerous stopping of vehicles in and around schools, particularly in the afternoon. Whilst it may be frustrating and not convenient, Police are asking that drivers make an effort to legally park their car and to refrain from remaining stationary on road causing traffic to bank up and create a dangerous environment. Walking a short distance to collect your child is far safer than causing a collision that could injure many.

As we move into Term 2 a number of operations will target school zones where infringement notices will be issued to those failing to follow the Road Rules. Some examples of the penalties are:

- **Drive motor vehicle on a path, nature strip, traffic island or dividing strip – Penalty \$182**
- **Fail to obey traffic direction given by police officer or authorised person – Penalty \$363 & 3 demerit points**
- **Drive unlawfully in a bicycle lane – Penalty \$273**
- **Stopped contrary to a no parking sign – Penalty \$36**
- **Stopped on a nature strip – Penalty \$109**

THIS IS ABOUT SAFETY OF ALL IN PARTICULAR OUR LOCAL SCHOOL CHILDREN

Al-Nasīhah

(Islamic Advices)

A Checklist of the Actions that must be Performed in the Month of Ramadan

(In the light of the Prophetic Traditions)

1. To Adapt *Taqwā* and Abandon Sins

Usually, when mentioning the actions that should be performed during the month of Ramadan, those righteous deeds are mentioned that must be performed, or are encouraged to be performed. However, during the fasts of Ramadan, the actual task is to avoid and abandon sins.

The Reality of Fasting

Fasting is compulsory, but upon reflection it can be learnt that the reality of fasting is to abandon eating, drinking, and mating from dawn to sunset. For this very reason, if someone completely stays away from eating, drinking, and mating during the day, his fasting will be complete, and he is not required to do anything else for the completion of his fasts.

The Purpose of Fasting is to Acquire *Taqwā*

The purpose of fasting which has been mentioned in the noble Quran is to attain *taqwā*:

“O’ you who believe, the fasts have been enjoined upon you as they were enjoined upon those before you, so that you may become God-fearing” (2:182)

The holy Quran has mentioned “*taqwā*” (to become God-fearing) as the main purpose of fasting, and to adapt *taqwā* one is not required to do anything also, rather *taqwā* is the act of staying away and abstaining from certain actions. The meaning of *taqwā* is to avoid sins. Therefore, if someone continuously stays away from all sins, he will be considered a *muttaqī* (God-fearing), even though outwardly he may not have performed any optional acts (*nafl*) of worships, because there is no optional act (*nafl*) that is better than adapting *taqwā*.

The condition of two individuals were mentioned before the Prophet ﷺ, that one of them exhausts himself in multiple religious efforts, and engages in worship, while the other takes particular care in refraining from sins. The Prophet ﷺ commented that refraining from sins is greater than all acts of optional worship. It is mentioned in the Hadīth:

وَعَنْ جَابِرٍ - رَضِيَ اللَّهُ عَنْهُ - قَالَ: «ذُكِرَ رَجُلٌ عِنْدَ رَسُولِ اللَّهِ - صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ - بِعِبَادَةِ وَاجْتِهَادٍ، وَذُكِرَ آخَرُ بِرِعَاةٍ، فَقَالَ النَّبِيُّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ: (لَا تَعْدِلُ بِالرِّعَاةِ). (يَعْنِي الْوَرَعَ) (رَوَاهُ التِّرْمِذِيُّ).

The Prophet ﷺ stated: “There is nothing equal to refraining (from sins).”
(Mishkātul Masābih- Mirqāt Vol 9, Page: 36)

The Prophet ﷺ also addressed Syeduna Abū Hurayrah and said:

اتَّقِ الْمَعَاصِيَ تَكُنْ أَعْبَدَ النَّاسِ (رواه أحمد و الترمذي)

“Refrain from unlawful acts, you will become the most greatest of the people in terms of worship” (Tirmizi)

Mullah Alī Qārī رَحْمَةُ اللهِ عَلَيْه writes:

“The greatest worship is that a person fulfills the compulsory acts (farāidh and wājibāt; The rights of Allah and the rights of people). The common people leave this and take great care of performing excessive optional acts (nawāfil); Thus, they waste the principals (of dīn) and establish the virtues.” (Mirqat ul Mafatih Vol 9 Page 358)

Because the purpose of fasting is to acquire *taqwā*, it is incumbent for a fasting person to refrain from eating, drinking and mating so that the fast is accepted, with this for a fasting person in the month of Ramadan, the greatest priority should be to refrain and avoid every type of sin, whether it is related to the tongue, the private parts, hands, feet, eyes, or even evil thoughts. Therefore, from the acts of Ramadan the first act is (1) to adapt *taqwā*.

Moreover, some sins have been mentioned in the Ahādīth (Prophetic Traditions), that a fasting person should avoid. They are:

2. To refrain from immorality: this includes every immoral and inappropriate action, conversation, statement and even glances.

3. To refrain from raising one’s voice, screaming and yelling.

4. To refrain from arguments and disputes.

5. To refrain from every untrue and deceptive statement and action.

The Prophet ﷺ said:

“When it is a day of fasting for any of you, then he should not be immoral, nor should he scream and yell. If someone swears at him or argues with him, then say to him that I am fasting.” (Bukhari and Muslim).

The Prophet ﷺ also stated:

“Whoever does not leave speaking untruthful statements and acting on it. Then Allah has no need for him to leave his food and drink.” (Bukhari)

The reason for this is that when the fasting person has left the permissible eating, drinking, and lawful spousal relations during the fasting day for the pleasure of Allah ﷻ then he should also leave backbiting, deceiving, and insulting others, lying and cursing for the pleasure of Allah ﷻ which are unlawful (harām) acts throughout the year outside the month of Ramadan also.

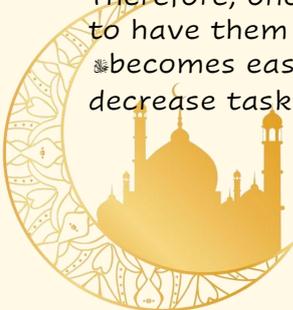
The above were the actions that the fasting person must leave, in the following lines, some of the actions that should be performed during the month of Ramadan will be mentioned as understood from the Ahādīth (Prophetic Traditions). They are as follow:

6. To Ease the Tasks of Workers

The Prophet ﷺ stated:

“Whoever makes things easier and lighter for his servants, Allah will forgive him and free him from the fire of hell.” (Sahih Ibn Khuzaimah)

Therefore, one should decrease his worldly affairs and tasks in this month and should try to have them complete in months prior to Ramadan, so that fasting and worshipping Allah ﷻ becomes easier. Similarly, one should have mercy on those that work under him and decrease tasks and work for them whether they are one’s spouses, employees, workers, or



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students, in anticipation of being free from the Hellfire.

7. To Consume *Suhūr* (Pre-Fast Meal)

The Prophet ﷺ has encouraged us to consume *suhūr* and has termed it a “blessed meal”.

He ﷺ said: **“Consume *suhūr* for there is *barakah* (blessing) in it.”** (Bukhari)

8. To Refrain from Delaying *Iftār* (Breaking of the Fast)

Once the sun has set it is undesirable to delay breaking the fast without any valid cause.

The Prophet ﷺ has stated:

“People will continue experiencing good if they keep breaking their fast straight away.” (Bukhari)

He ﷺ also said:

“Allah ﷻ says, “The most beloved to me of my servants are those who break their fast the soonest.” (Tirmizi)

He ﷺ also said:

“Islam will remain prevalent as long as people break their fasts early. The Jews and Christian are the ones who delay it.” (Abu Dawud)

9. To Thank Allah ﷻ at the Time of *Iftār* and Supplicating unto Him ﷻ

The following supplications have been reported by the Prophet ﷺ:

ذَهَبَ الظَّمَأُ وَابْتَلَّتِ الْعُرُوُقُ، وَثَبَّتَ الْأَجْرُ إِنْ شَاءَ اللَّهُ

“My thirst has gone; water has satiated my veins and my reward is secure if Allah wills”

(Abu Dawud)

اللَّهُمَّ لَكَ صُيَّمْتُ، وَعَلَى رِزْقِكَ أَفْطَرْتُ

“O’ Allah. I have fasted for your sake, and I break my fast with the food you have provided.” (Abu Dawud)

One should be mindful that just like consuming the blessings of Allah ﷻ during the *suhūr* and *iftar* time is a type of worship in this month. Similarly, to consume the *suhūr* and *iftar* with halal provisions and thanking Allah ﷻ is necessary.

10. To Stand for Worship During the Nights

The Prophet ﷺ has mentioned:

“Allah has made its fasting compulsory and its nightly prayer voluntary.” (Sahih Ibn Khuzaimah)

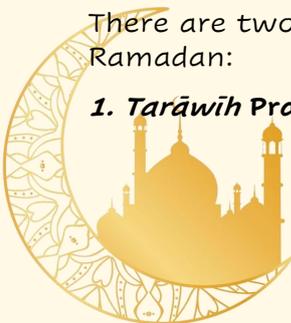
He ﷺ also mentioned:

“Whoever fasts the month of Ramadan with faith and in anticipation of reward, all of his previous sins will be forgiven, and Whoever worships (in the nights of) the month Ramadan with faith and in anticipation of reward, all of his previous sins will be forgiven.” (Bukhari & Muslim)

The Hadīth mentions the derivation of the Arabic word *Qiyām*, which means “to stand”. The scholars have derived from this that one’s standing posture in the night prayers should be long.

There are two types of nightly worships proven from the Hadīth during the month of Ramadan:

1. Tarāwih Prayers: These are the twenty cycles performed after the four cycles of *isha* and



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the two cycles of sunnah prayers. It is sunnah to complete the reading or listening of the complete Quran during these twenty cycles of *Tarāwīh* prayers. There are many narrations that prove that tarawih is twenty cycles. However, we will suffice by mentioning three:

It is reported from Sāib ibn Yazīd رَضِيَ اللهُ عَنْهُ that "at the time of Umar twenty cycles were offered". (I'laa us Sunan Vol 7, Page 60)

In another narration the following words are mentioned: "

"During the time of the governance of Umar رَضِيَ اللهُ عَنْهُ Muslims used to offer twenty cycles in the month of Ramadan." (I'laa us Sunan Vol 7, Page 60)

It is mentioned in the Muwatta of Imam Malik that

"During the Khilafah of Umar رَضِيَ اللهُ عَنْهُ, people performed 23 cycles of night prayer together with the Witr prayer" (Muwatta Imam Malik)

2. Tahajjud Prayer: To wake up in the last portion of the night and offer eight (or four) cycles of optional prayer alone is known as *Tahajjud*. This is the greatest optional prayer throughout the year. The Prophet ﷺ would not leave this throughout the year.

Syedatuna Ayesha رَضِيَ اللهُ عَنْهَا states:

"Allah's Messenger & never exceeded eleven cycles in Ramadan or in other months; he used to offer four cycles, do not ask me about their beauty and length, then four cycles, do not ask me about their beauty and length, and then three cycles." (Bukhari)

Therefore, it is best to offer the twenty cycles of tarawih after *Ishaa* in congregation and offer the eight (or four) cycles of *Tahajjud* in the last portion of the night alone, so that both the *sunnahs* of standing in the night for worship are met.

11. To Excessively Recite the Quran

The Quran has mentioned a special link that this month has with the Holy Quran:

Allah ﷻ states:

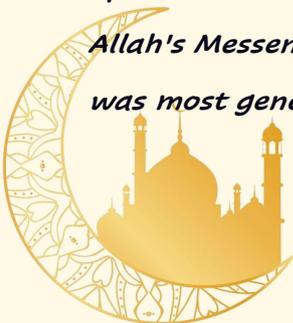
"The month of Ramadan is the one in which the Qur'an was revealed as guidance for mankind." (Quran 2:185)

Narrated Syeduna Abu-Huraira رَضِيَ اللهُ عَنْهُ:

Jibreel used to repeat the recitation of the Qur'an with the Prophet (ﷺ) once a year, but he repeated it twice with him in the year he died. The Prophet (ﷺ) used to stay in I'tikaf for ten days every year (in the month of Ramadan), but in the year of his death, he stayed in I'tikaf for twenty days. (Bukhari)

12. To be Generous

Syeduna Ibn 'Abbas رَضِيَ اللهُ عَنْهُ reported that "Allah's Messenger (ﷺ) was the most generous of people in charity, but he was generous to the utmost in the month of Ramadan. Gabriel (peace be upon him) would meet him every year during the month of Ramadan until it ended, and Allah's Messenger (recited to him the Qur'an; and when Gabriel met him Allah's Messenger (ﷺ) was most generous in giving charity like the blowing wind (at the time of rain)." (Muslim)



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It is encouraged to feed others and to donate in charity to the poor, needy, travellers, and those in the path of Allah ﷺ.

It is also rewarding to give other fasting people food to their fill to break their fast.

The Prophet ﷺ said:

“Whoever fills (the stomach) of a fasting person in this month, Allah will give him water to drink from my pool (of Kawthar), and he will not feel thirsty all the way to his entering heaven.” (Sahih Ibn Khuzaimah)

Therefore, there is no harm in consuming *suhūr* and *iftar* to one's full. However, it is not permitted to fill oneself by overeating to the extent that it deprives him from praying the *Maghrib*, *Ishaa*, *Tarawīh* and *Fajr* prayers in congregation. Because in such a case one will be leaving the worship of Allah ﷻ through one's own will, (choosing to overeat), which is unlawful.

13. To Devote oneself in Worship during the last Ten Nights

Syedatuna Aishah رضي الله عنها reported:

The Messenger of Allah (ﷺ) used to strive more in worship during Ramadan than he strove in any other time of the year; and he would devote himself more (in the worship of Allah) in the last ten nights of Ramadan than he strove in earlier part of the month. [Muslim].

14. To Search for the Night of Qadr (power) in the Odd Nights of the Last Ten Nights

Syedatuna Aishah رضي الله عنها reported:

The Messenger of Allah (ﷺ) used to seclude himself (in the mosque) during the last ten nights of Ramadan. He would say, "Search for Lailat-ul-Qadr (Night of Decree) in the last ten nights of Ramadan." [Al-Bukhari and Muslim].

The Prophet ﷺ has mentioned about the night of *Qadr* the following statement:

“Whoever is deprived of it is deprived of all goodness, and no one is deprived of its goodness except one who is truly deprived.” (Ibn Majah)

Therefore, all efforts must be exhausted to gain the blessings of this blessed night.

15. To do I'tikāf in the last Ten Days of Ramadan

The *I'tikāf* of the last ten days of Ramadan is *Sunnah al Muakkadah'ala al kifayah* (Emphasised Sunnah). This means that if one person, who lives in a particular area in which a mosque is situated, performs *I'tikāf*, then in such an event the sunnah is fulfilled on behalf of all the members of that area. If nobody in the entire area performs *I'tikāf*, then all the members of the area will be liable for the sin of failing to fulfil a Sunnah.

Narrated Syedatuna `Aisha رضي الله عنها: *“The Prophet (ﷺ) used to practice I'tikaf in the last ten days of Ramadan till Allah took him and then his wives used to practice I'tikaf after him.” (Bukhari)*

The Prophet ﷺ said about a person who observes *I'tikāf*, *“He turns away from sins and he is rewarded for good deeds like one who does all good deeds.” Ibn Majah transmitted it.” (Ibn Majah)*

This means that all the good deeds that one was unable to do because of being restricted to the mosque, like visiting the sick, going out in the path of Allah, and attending the burial of the dead, he will still be rewarded it as if he has done them during his *I'tikaf*.

16. To keep the Tongue engaged in the Remembrance of Allah & in all Postures

The Prophet ﷺ said:



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“Try to do four things as much as possible: two of them which please your Lord, and the other two you can’t do without. As for those that please your Lord, they are testifying “La ilaha illa’Llah” and asking for forgiveness. As for those which you can’t do without, they are asking for heaven from Allah and seeking His protection from hell.”
(Sahih Ibn Khuzaimah)

One should try to do as much *Zikr* and *Du’as* as possible, while walking, sitting, and laying, especially in the above four ways. One useful way is by merging all the above phrases into one phrase that can be repeatedly said on the go:

لَا إِلَهَ إِلَّا اللَّهُ أَسْتَغْفِرُ اللَّهَ أَللَّهُمَّ إِنِّي أَسْأَلُكَ الْجَنَّةَ وَأَعُوذُ بِكَ مِنَ النَّارِ

17. To Pray *Tahajjud* Prayer on the Night of Eid

Abu Huraira said that when the Prophet stated that his people would be granted forgiveness on the last night in Ramadan and was asked whether it was Lailat al-qadr, he replied, “No, but a workman is paid his full wages only when he has finished his work.” (Ahmad)

The night prior to the Eid prayer day is also known as “*laylatul Jaizah*” ‘The Night of Gifts’. Therefore, men should pray the *Isha* and *Fajr* prayer in congregation, and everyone should offer eight (or four) cycles of *Tahajjud* in the night to reap the special rewards distributed on this last night.

If the month of Ramadan is passed with peace while abstaining from sins, then the whole year will also be peaceful with the will of Allah ﷻ

The Prophet ﷺ said:

“Whosever Ramadan passes peacefully; his year will pass peacefully” (Baihaqi)

Maolana Ahmad Moim Siddiqui

Islamic Studies Teacher



AL IMAN COLLEGE LIBRARY

Importance of Libraries in Teaching and Learning

Library is the heart of the education system; it is a place filled with an abundance of knowledge, resources, and an environment where you can learn about diverse topics. Library is a repository of human services, media, space, equipment, textbooks, videos, and digital learning. The most important role of libraries is sharing expensive resources such as books, periodicals, software, electronic database, and specialized equipment like projectors, cameras that are shared among the staff and students.

Librarians play an active role in preserving and organizing the resources and ideas, so the learners can access the conserved valuable resources. Libraries also serve social and intellectual roles in bringing together people and their ideas. Most of the time libraries serve as an interdisciplinary hub. It promotes formal, informal, and professional learning. Library resources play a vital role in the student's educational learning and development. The library becomes a place for the students and staff to have access to a wider range of information widely available through digital and text media that supports learning. With the prominence of technology in the education system, libraries tend to provide students with laptops and computers that can be used to research globally.

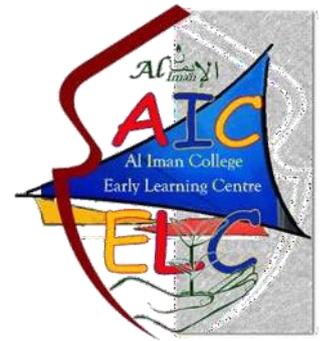
Libraries offer a quality program that supports the curriculum, helps teachers disseminate the acquired information while enhancing literacy skills through integrated learning activities. Libraries promote literacy by supporting students in developing their skills to research, evaluate, create, develop their learning skills through the acquired information skills. In addition, libraries provide and deliver information skills and competencies that are crucial for further education by supporting independent learning. Libraries incorporate these skills through the curriculum using the research lessons designed in collaboration with the teaching. Librarians support the programs proactively by recommending books, providing bibliographic information by selecting the current informational resources.

Libraries have evolved over time, by providing a place for students to share critical thinking and improve their learning skills. They assist in creating a culture and space to improve their literacy and lifelong learning skills. Whether it is an academic or public library, it has become a place for students to acquire peace and to allow focus while studying alone and create a space to focus on the task and access the tools that will evidently support students learning and teaching skills. Research also shows that school libraries have positive impact on student literacy and learning outcomes.

Ms Khurrathul Aain Syeda

-Librarian

AIC EARLY LEARNING CENTRE



Assalamu Alaikum Warahmatullahi Wabarakatuhu,
Respected Parent(s)/Guardian(s),

We wish you and your family a happy Ramadan, InshaAllah we'll all be able to reap the blessings of this holy month.



IMPORTANT DATES

Term 1 Last day for LDC & Kinder

8th April 2022

Term 2 - Long Day Care Resumes

Tuesday 19th April 2022

Term 2 - Kindergarten Resumes

Tuesday 26th April 2022

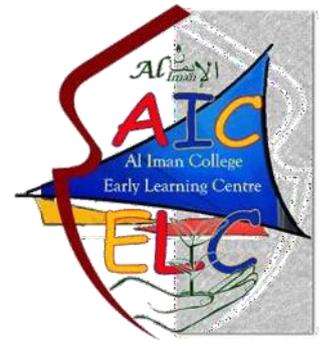
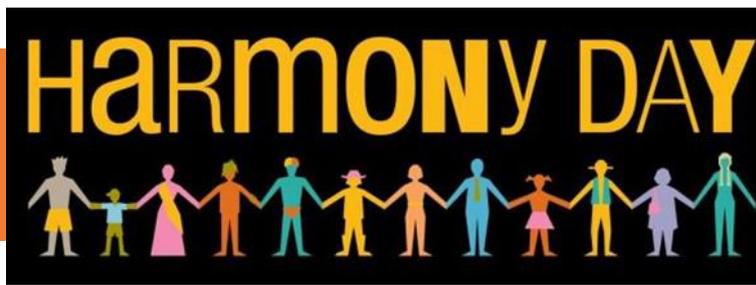
Ramadan gives us the opportunity to renew ourselves, recharge our Imaan, purify our hearts, and set our goals and priorities to improve and excel. In case our minds and hearts become distracted, it is the time for us to redirect our focus to the Akhirah.

May Allah (SWT) accept our prayers in this holy month and give us opportunities to share our blessings with everyone.

Ms Noor Illyaas

(On behalf of the ELC Staff)





What is Harmony Day?

Harmony day is a celebration of cultural diversity and is held on the 21st of March every year. The message for harmony day is ‘everybody belongs’ and aims to promote respect for culture and religion. It’s also to celebrate the diversity of our amazing country! The main message is “We are one, but we are many”. It’s a great opportunity to encourage the inclusiveness of different cultural backgrounds that make up our beautiful world.

Orange is the official colour chosen to represent Harmony Week. It signifies social communication and meaningful conversations. The colour orange also relates to freedom of ideas and encouragement of mutual respect.

Kinder Group A - Ms Kefaya Yousuf

To fully immerse ELC into Harmony Week, we encouraged children and teachers to wear orange on one of the days during the week. Children in group A mixed different coloured paint to learn how to create the colour orange. Children then used this paint to create a group poster with everyone’s handprints to demonstrate our togetherness.



Kinder Group B - Ms Reham Mohamed

We celebrated the harmony day in group B by having a group discussion about each child's culture and where they came from. The children were able to develop their thinking skills and learn about other cultures. Children also learnt some new words about the harmony day such as: *respect - love - understanding - compassion - learning- diversity - belonging and empathy*. We followed this activity by hanging some flags around and making a crown to show how we all belong.



Kinder Group C - Ms Reham Mohamed

To celebrate Harmony Day, children in group C cut and decorated their own orange hats to demonstrate a sense of belonging. The children understood the differences between each culture and were able to respect the diversity – which is what living in harmony is all about.



Kinder group E - Ms Saman Tahir

We celebrated Harmony Day in group E by having discussions about how we are all come from different cultures, but our religion teaches us to be kind and respectful towards each other. To celebrate Harmony Day children decorated orange hats and did activities with orange colour playdough.



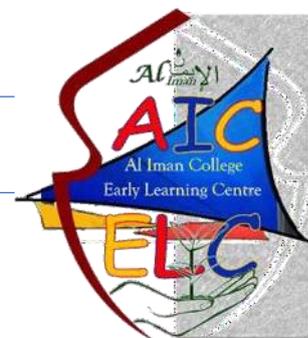
LCD Infant – Ms Iram Mehmood

We at AIC ELC celebrated Harmony week from the 21st to 25th of March. We planned activities which was related to Harmony week. In Dar Arqam room we did an activity where children painted an orange handprint chain to show respect and diversity to each other.



Kindergarten Group A

Teacher - Ms Kefaya Yousuf



Self portraits

Self-portraits are the most introspective of art forms. By creating a self-portrait, children learn who they are, how they want to present themselves and what's important to them.

Children creating self-portrait using everyday craft which has many benefits and allows the maximum amount of artistic freedom.



Learning about shapes

Self-portraits are the most introspective of art forms. By creating a self-portrait, children learn who they are, how they want to present themselves and what's important to them.

Children creating self-portrait using everyday craft which has many benefits and allows the maximum amount of artistic freedom.



Importance of health eating habits

Encouraging children to eat healthy is one of the ELC priority focus, we all know the benefits of eating healthy foods as a child, some of which are to:

- ensure healthy development
- maintain a healthy body weight
- develop a strong immune system

To educate children about the importance of eating healthy food we have discussions during mealtimes. This includes unpacking our lunchboxes together and identifying what is healthy and unhealthy. We encourage children to have at least one fruit per day.



We also read a book together called 'Let's learn about eating healthy' for children to get a better understanding of healthy eating. Children did an activity where they created fruit salad from everyday craft items. It allowed children to have an open discussion about their feelings related to certain food and provided an opportunity to reflect on fruit that provides us with essential nutrients. As children undertook this activity, they developed both their communication skills as well as their fine motor and coordination skills

Kindergarten Group B

Teacher - Ms Reham Mohamed



Components of Blood

This term the children learnt about the components of blood. The children learnt about the red and white blood cells and their function. This discussion was then followed by an outdoor activity where children had a tub of red water and white particles. Children then filled clear hoses with this liquid to visual how red and white blood cells flows through our body.



X-Rays

Children were involved in a group discussion about their bones and how the doctors see the bones through the X-ray machine. They had a chance to fix a skeleton puzzle and to pretend to be a doctor looking at a patient's X-ray. Then they followed this activity by making a skeleton craft using bones.



Kindergarten Group C

Teacher - Ms Reham Mohamed

Making play dough

This term children did activities to develop their social skills. One of the activities we did was to make play dough together as a group. The table was set up with all the ingredients they required, by following visual cues children were able to follow the instruction to create play dough. All the children were very excited to wait for their turn and help their friends read the picture instructions until another child mixed the dough. Each one helped in cutting the dough and chose the colour they wanted for each part.

Primary & secondary colours

Mixing colours was a part of our learning as the table was sat up with the primary colours. Each child got some containers to mix the colours they picked and created new secondary colours. They then started drawing their own artwork using the colours they created.

Kindergarten Group E

Teacher - Ms Saman Tahir



Harmony Day activities

We celebrated Harmony week and had a discussion with children about the reasons why we celebrate Harmony Day. The discussion was focused on the Islamic perspective, explaining how we come from different backgrounds and speak different languages, yet we all share the same religion. Our religion reaches us to be kind and respectful towards everyone. In Group E we like to relate all content to Islam and remind children the sunnah associated with what is being taught.

We did few activities related to Harmony Day. Children made hats that they decorated themselves, we made playdough and did some pasting all these activities are planned to enhance their fine motor skills and to provide them with resources that will boost their creativity.

Long Day Care (3+ years)

Teacher - Ms Saman Tahir

Healthy eating habits

A balanced diet is "a diet which consists of a variety of different types of food and also provides adequate amounts of the nutrients that necessary for good health." Following a balanced diet is important for us to keep body healthy and fit. In the Holy Quran, Allah The Almighty gives the divine order to people about food that is to be eaten, from the lawful foods which Allah (SWT) had created for them. He says: *"O you who believe! Eat of the lawful things that we have provided you with, and be grateful to Allah, it is indeed, He Whom you worship"*

(Quran, 2:172). Islam teaches us that we should eat a balanced diet which can help us to stay healthy.

Learning about healthy lifestyles contributes to children's sense of wellbeing and builds their confidence in themselves. Adults can help children learn about healthy eating, hygiene and how to keep fit and active. As children become more independent, they can take greater responsibility for their own health, safety and wellbeing.

During the week I introduced the children to healthy eating habits and to pick the right foods which will help them grow healthy and strong. I shared some resources like books and activities from which they make the healthy choices by packing their lunch boxes.

Quality Area 2 - Children's health and safety. Standard 2.1 Each child's health and physical activity is supported and promoted.



Reading about healthy eating

After celebrating healthy eating, I choose a book “The Hungry Caterpillar” children were more receptive towards healthy eating as they were very clear what healthy and unhealthy means. This book teaches them about the days of the week, colors, they also learned about the life cycle of a butterfly.

When I saw the children’s interest, I planned few activities like painting the caterpillar with the recycle material so they can stamp the paper and make their own caterpillar. The learning didn’t stop there I extended their learning by using intentional teaching and providing them posters and books about the caterpillar turning into a butterfly. Children really enjoyed doing different activities and their favorite was the butterfly which they decorate it and put glitters of their choice and hung in the room.



Long Day Care (Infant)

Teacher - Ms Iram Mehmood

Healthy eating habits

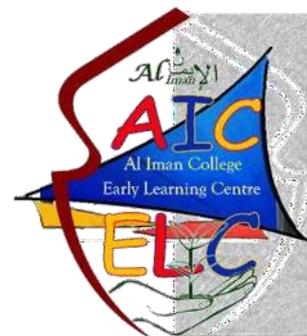


During the beginning of Term 1 we celebrated healthy lunch box week. It is an Australian initiative that aims to inspire families to learn and create healthy and enjoyable lunch boxes. What children eat plays a crucial role in their learning and development. For awareness of healthy food, hygiene and food safety, we read food related books in group time and did some food related activities to learn about healthy eating. That gave us ideas and choices for a healthy lunch box.



Take away for parents!

Getting ready for cold seasons



As we approach the cooler seasons of the year it is important that we keep our children warm and safe. Through covid we realized how fast a virus can spread, the same concept applies for the common cold. So please make sure when you bring your child to AIC ELC that they are well enough to participate in all our activities.

This means children should be kept at home if they are suffering from a fever (38 degrees or higher), vomiting, diarrhea, complicated cold or flu symptoms (green mucus, heavily phlegm-congested coughing, excessive discomfort, or lethargy). Please only return to the AIC ELC once your child is fever and symptom free.

If your child is sick, please notify the ELC staff via phone (03) 9743 4140 or e-mail.

**If you're sick,
please stay HOME**



As the weather changes, keep in mind that we also go outside twice a day (weather permitting). Please remember to pack appropriate outdoor clothing (warm jackets, beanies, mittens etc.). Please label all your child's belongings, as this will help us keep lost items to a minimum. You should always have at least one extra change of clothes for your child's bag.

Steps to planning a healthy lunchbox

1. **Make time to prepare.** Have fresh fruit and vegetables, milk and yogurt, bread and crackers all bought in advance.
2. **Shop wisely and save money.** Buy fresh fruit and vegetables in season to ensure good quality and value for money.
3. **Make your own snacks.** For example, snack packs from fresh ingredients which you can buy in bulk.
4. **Look after the environment.** Put sandwiches and other items in reusable containers. This uses less packaging and creates less rubbish.
5. **Choose a variety of foods from the 5 food groups** (see table in the following page).
6. **Include a bottle of water.** No need for sweetened drinks such as juice, cordial, or soft drink as these contain too much **sugar** which is not good for teeth. Non-water drinkers usually start drinking water with the example of other children. Freeze a small quantity each night and top up with cold water in the morning for a cool summer drink.
7. **Keep food cool.** In warm weather freeze a water bottle or put a small ice pack in the lunchbox.

When children eat well, they behave better, are able to listen well and concentrate for longer. Packing a healthy school lunchbox will help your child to learn and be happy at AIC ELC.

What makes a healthy lunchbox?

A healthy lunchbox is one that aims to have at least one food item from each of the following food groups:

Food group	Nutrients	Examples
Grain foods 	Carbohydrate providing energy for brain and body. Choose wholegrain options for more fibre and longer lasting energy.	<ul style="list-style-type: none"> - All types of bread – whole meal, multigrain, white, pita or other flat breads, fruit loaf - Rice, pasta, crispbreads, rice crackers
Fruit 	Carbohydrate for long lasting energy, vitamins, minerals and fibre.	<ul style="list-style-type: none"> - Fresh whole fruits or cut up and placed in a container - Dried fruit mix, canned fruit
Vegetables 	Vitamins, minerals and fibre for healthy gut and strong immunity.	<ul style="list-style-type: none"> - Cherry tomatoes, capsicum strips, snow peas, small corn cob or baby corn spears - Carrot, celery and cucumber sticks - Salad vegetables or coleslaw in a sandwich
Milk, yoghurt & cheese 	Major source of calcium for strong bones and teeth.	<ul style="list-style-type: none"> - Milk poppers - Cheese slices, cubes or sticks - Tub of yogurt
Lean meats, fish, poultry, egg, nuts and legumes 	Protein, iron and zinc for growing bodies.	<ul style="list-style-type: none"> - Cold lean meats or chicken - Tinned fish such as salmon, tuna or sardines - Boiled eggs, baked beans, hommus

AIC ELC is a Nut free and Egg free Centre. Please consider this when packing your child's lunchbox.

Term 1 Year 2 Learning Journey

LOWER PRIMARY

YEAR 2

Alhamdulillah! We had a great start into grade two after Covid 19.

We were glad to be together with onsite learning.

We started off by getting to know each other, by playing games, writing "About Me" and filling Multiple Intelligence Surveys.

In Science, we learnt about life cycles.

We had an incursion from Mad About Science. It was so much fun, we had hands-on learning experience about living and non-living things.



We grew beans by planting seeds and monitored how they grew from a seed to a plant. We experimented by giving some plants lots of water, and some less water, some in sunlight and others in darkness to visually see the effects of these factors in the process of growing a bean plant.



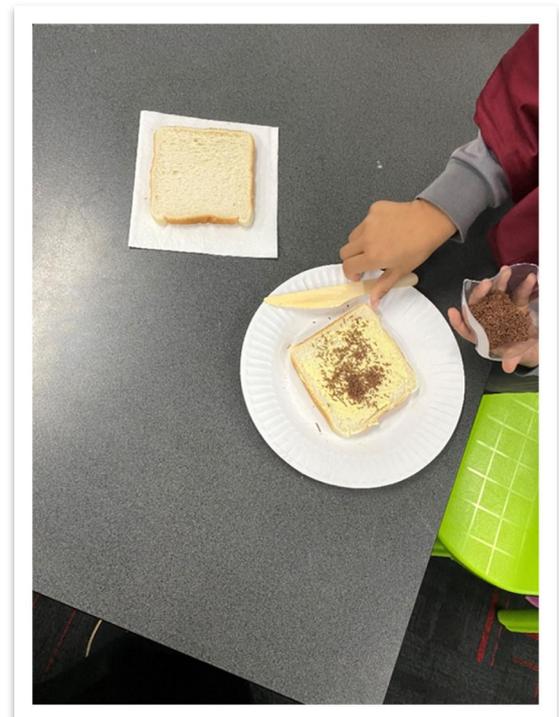
We also had the opportunity to watch a Monarch Butterfly from its third stage in its lifecycle, a chrysalis, hatch into its final stage; a butterfly. Subhan Allah it was a wonderful experience to see the creations of Allah up close!



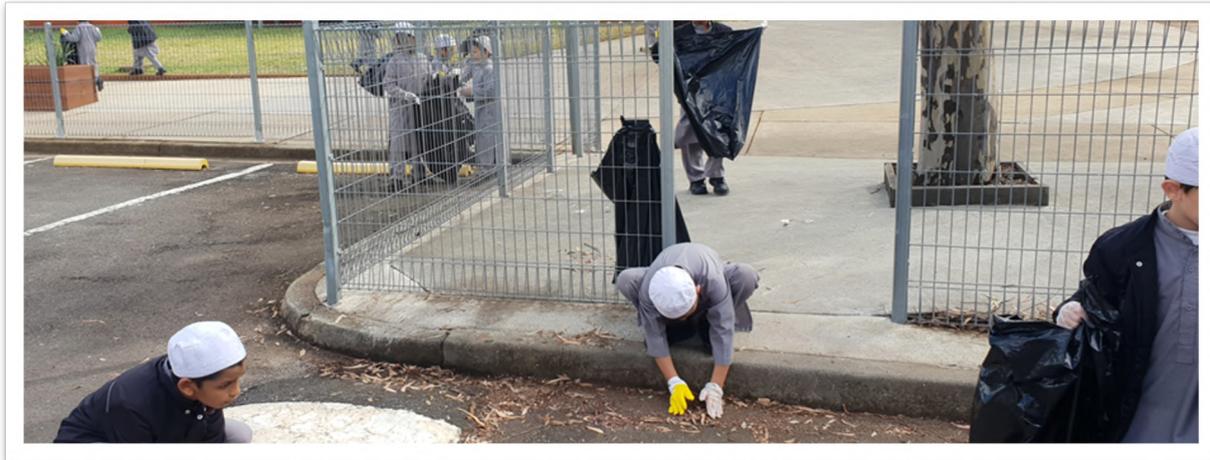
In English, we learnt how to write a procedural text on how to make fairy bread. To make the learning more fun and delicious, we had a practical in making the fairy bread, choosing out own toppings (chocolate or sprinkles with or without butter), eating it all up, and then writing a procedure text on it.



In English, we learnt how to write a procedural text on how to make fairy bread. To make the learning more fun and delicious, we had a practical in making the fairy bread, choosing out own toppings (chocolate or sprinkles with or without butter), eating it all up and then writing a procedure text on it.



On 'Clean Up Australia Day', we cleaned the front car park. We wore gloves and used garbage bags to participate in the event. The Students were inspired by a brief talk by Sister Ruqayyah and from the pictures shown of what impact our littering causes especially to the marine life.

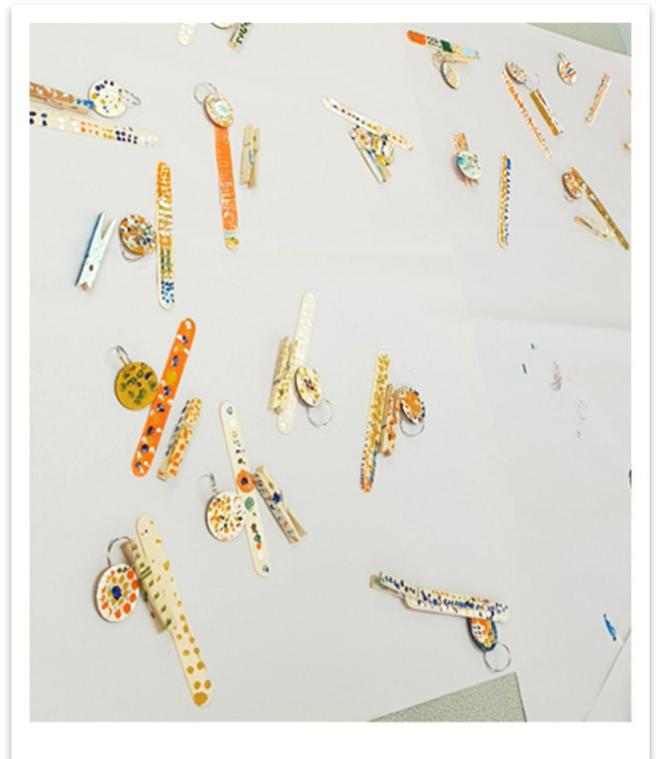


In Arts we explored Aboriginal Dot Painting. We did dot painting on a key ring, peg, and lollipop stick. We now use these in our class to put our passwords for Mathletics, literacy Planet, PM, and we use the pegs to hang our artwork.

Term 1 had been an eventful term and we look forward to more exciting things in the terms to come, in sha Allah.



Year 2 Team



UPPER PRIMARY

YEAR 3

Year 3 Girl's Excursion to Melbourne Zoo

On the 15th of March two Year 3 classes went on an excursion to Melbourne Zoo. Students packed a small bag of healthy food and were excited to make their way to the bus.

We began the day with a STEM program, where students problem-solving and literacy skills emerged by learning about the word 'Enrichment'.

We were lucky to find most of the animals in action, we saw the lions eating a goat and got the opportunity to see the elephant submerge under the water. Our trip consisted of almost four breaks to allow students to catch their breath and have a drink of water as it was a hot day and we didn't want to miss on seeing any of the animals.

Integration Team at Al Iman



Year 3's Excursion to Melbourne Zoo (cont)

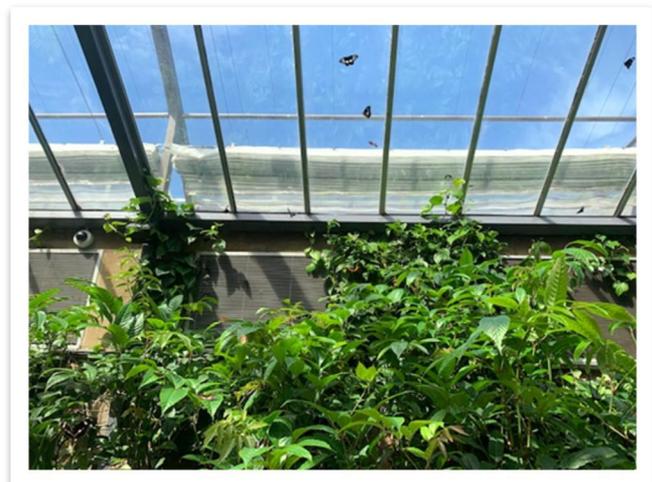
In Term 1, the Year 3 Boys went to Melbourne Zoo as part of our Science unit. The zoo experience never fails to disappoint. We had such a fantastic outing, sighting many animals, partaking in a wonderful lesson with a Melbourne zookeeper and applying much of our Science knowledge. In term 1, we have learned about living things, non-living things, plants and animals. It was an excellent opportunity to have the Zookeeper from Melbourne Zoo run through the STEM program. Students have learned about:

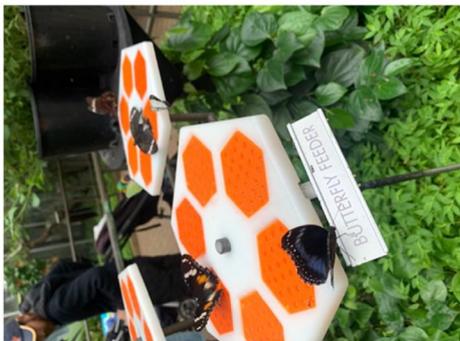
- Australian animal features and basic needs
- How scientists use STEM to protect animals in the wild
- STEM skills, such as scientific observation and Design Thinking
- How to use creative thinking skills to solve a complicated problem

It was eccentric to wander through the zoo and explore animals that are certainly not native to Australia, as well as those animals that are. We received some lovely comments from other schools on how well behaved our students were. Well done to everyone!

Ustaz M Yusuf

Year 3B Form Teacher



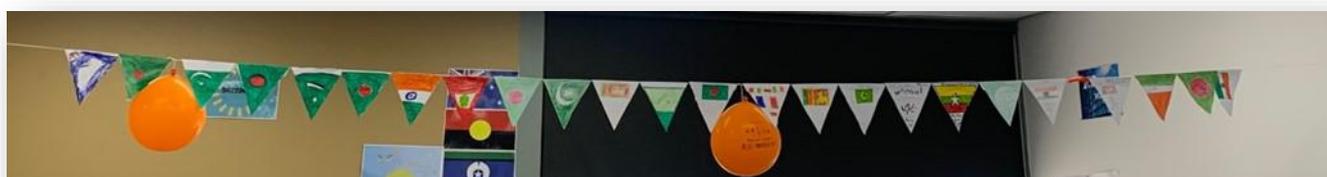


Working Together In Harmony

Harmony Day is a celebration of our cultural diversity.

It's about inclusiveness, respect and a sense of belonging for everyone.

This is the day when we celebrate Australia's cultural diversity and share what we have in common. The central message for Harmony Day is that 'everyone belongs'. Year 3B boys participated in a range of activities. Students have shared different languages and cultures. Students taught each other how to say 'Hi' and 'Hello' in different languages and cultures and how to count from 1 to 10 in a different language. Students have made artwork that represents our harmony and everyone's belonging. It is lovely to see our students love the diversity and take pride in their identity. We love the diversity of our community and embrace all of the great opportunities this provides to enrich all our lives.



Harmony Day is about celebrating our differences and making everyone feel they belong.

Ustaz M Yusuf

Year 3B Form Teacher

YEAR 4

Year 4C Velisha Farms Trip

On the 22nd of March Year 4 students visited Velisha farms in Werribee. As part of our science unit about 'plants', students were given the opportunity to learn through hands on experience. It was an amazing day filled with lots of learning and fun. Students began their day learning about safety at the farms. They enjoyed a tour around the farms which included the following: walking through the fields, a warehouse tour and visiting the packing facility and cool rooms. The highlight of the day was the Vegetable Sensory and tasting activities. Students also got to taste a delicious zucchini and vegetable smoothie at the farm.

Ms Zeina Karim

Year 4C Form Teacher



Year 4B's Excursion to Velisha Farms

In Term 1, Year 4 students have been learning about how living things like plants grow, change and are selected for healthy eating. In order to provide hands-on experience, students went on an excursion to Velisha Farms in Werribee South.

After an introduction to Velisha Farms and safety induction, students took part in a range of educational activities. Students had the opportunity to drink zucchini smoothies (which triggered mixed reactions) and taste a range of fresh vegetables, while learning about their specifications.

Students were given a tour of the farm, cool rooms, warehouse and production facilities which enhanced their knowledge of food production, agriculture, topography, plant life cycle, quality control, sustainability, land stewardship and farm technology. Students were also able to take fresh vegetable home!

Overall, students demonstrated great interest in the activities and are looking forward to engage in similar activities in the future. The excursion allowed students to develop their understanding of where and how food and fibre is produced and appreciate the significance of agriculture in their lives, society, economy and regional communities.

Maolana Jareer Imteaz

Year 4D Form Teacher

Year 5 Gold Fever Excursion

Year 5 Students learned about Gold rush in term 1 and its impact on shaping the Australia's Identity. In this context, school provided a hands on experience for students to participate in this special simulated Gold Rush Excursion at Sovereign Hill. Students joined the 'rush' to One Eye Gully, re-living the highs and lows of gold fever. They participated in many activities such as role-play to understand the varied experiences of the diggers, gold buyers and troopers and understand the frustrations that led to Eureka.

This is a most worthwhile experience to see history alive school organised this excursion for the Year 5 students for their experiential learning.

Ms Saeeda Imran , Ust Muhammad Waheed Imtiaz , Ms Karishma Alam & Ust Abu Shaid

Year 5 Form Teachers



YEAR 5



Year 5 Gold Fever Excursion

Immigration Museum occupies the Old Customs House, one of Melbourne's most important 19th-century public buildings. For over a century the Customs House was the focal point for Victoria's trade and shipping. Customs officers collected import duties, inspected ships for smuggled goods, controlled immigration to Victoria, and prevented the importation of items such as illegal drugs, endangered and contaminated animal products, and banned books and films. This excursion was designed to help students uncover stories and memories about the life and the histories of the immigrants. Year 5 Students learned about finding objects, discover stories and learn about our identity whilst exploring Immigration Museum's exhibitions and collections.



**Ms Saeeda Imran , Ust Muhammad Waheed Imtiaz ,
Ms Karishma Alam & Ust Abu Shaid**
Year 5 Form Teachers



CLIMATE ACTION FOCUS EAT SUSTAINABLY

WHAT IS HAPPENING
Food is responsible for 25% of greenhouse gases released into the atmosphere. How food is grown, what we eat and what we throw away plays a big part in climate change.

WHAT WE CAN DO

- At School**
PACK HEALTHY LUNCH AND SNACKS ALONG WITH FRUIT.
- At Home**
EAT IN A PROPER WAY AND SUSTAINABLE WAY.
- In the Community**
MAKE A HEALTHY COMMUNITY GARDEN

Iswaad, Ahsaf, Muhammad, Tanzimul

CLIMATE ACTION FOCUS REDUCE WASTE

WHAT IS HAPPENING?
Greenhouse gases are created in the production of almost everything we buy, use and throw away into landfill.

At School
No littering, can use food scraps for compost recycle and reuse.

At Home
Recycle plastic bags, plastic bottles and old clothes and old toys. Borrowing and sharing.

In the Community
Put rubbish in its specific bin, if you see rubbish on the ground pick it up and put it in the bin.

Ihsan, Yusuf, Abdulmanna

CLIMATE ACTION FOCUS PROTECT PARKLANDS AND GARDENS

WHAT IS HAPPENING
Plants are amazing! When they grow and breathe they remove carbon dioxide (a greenhouse gas) from the atmosphere. Planting trees and protecting the natural environment is one way we can help to reduce the impact of climate change.

- At School**
Protect and enjoy green spaces. Start a Gardening Club. Look after green spaces.
- At Home**
Plant more trees. Grow your own vegetables. Use rain water.
- In the Community**
No Littering. Plant more trees. Care for wildlife. Look after a park or green space.

Abdirahman, Zubair, Rashad, Jibriel

CLIMATE ACTION FOCUS REDUCE ENERGY USE

WHAT IS HAPPENING
85% OF AUSTRALIA'S ELECTRICITY COMES FROM BURNING FOSSIL FUELS SUCH AS COAL. BURNING FOSSIL FUELS PRODUCES CARBON DIOXIDE WHICH WARMS THE ATMOSPHERE AND CAUSES CLIMATE CHANGE.

WHAT WE CAN DO

- At School**
USE SOLAR PANELS
- At Home**
POWER SUPPLY BY SOLAR PANELS
- In the Community**
USE RAIN WATER AND WIND TURBINES

Abdulrahman, Khalid, Saadon

CLIMATE ACTION FOCUS MAKE YOUR VOICES HEARD

WHAT IS HAPPENING
Climate change is affecting the whole world. Being faced with a problem this big can be overwhelming. Sharing your thoughts, ideas and concerns with others can help you feel empowered. It is also an important part of creating change.

WHAT WE CAN DO

- At School**
Invest in solar panels. Have an awareness day.
- At Home**
Don't waste utility. Invest in solar panels. Add a little bit of body text.
- In the Community**
Stop plastic bags in shops. Become engaged in using alternative energy.

Thaker, Abdul Rahman, Idris, Miqueel

CLIMATE ACTION FOCUS Travel Responsibly

WHAT IS HAPPENING
Every time we drive or fly, we burn fossil fuels. These fossil fuels release greenhouse gases, which warm the atmosphere and cause climate change. We need to stop burning fossil fuels and think more responsibly about how we travel.

WHAT WE CAN DO

- DURING THE WEEK**
Instead of driving, we could walk, bicycle or use public transport.
- ON THE WEEKEND**
Remember to wear a helmet.
- ON HOLIDAYS**
Maybe go camping.

Ahsan, Harys, Ihsan



EXTRA CURRICULAR & HPE DEPARTMENT



Year 3 & 4 Cricket Blast Programme

Alhamdulillah, our college was given the opportunity to collaborate with Cricket Victoria to bring over the Cricket Blast programme.

This 4-session programme engages students in a variety of activities that introduces them to the basic skills and rules of cricket using high-quality equipment. With the support from the programme providers, participants were also able to receive complimentary cricket apparel!

Students were all very engaged and we have received good feedback from both parents and students on these sessions!

We would like to thank all staff and teachers who were involved in making the programme successful!

Ust Hafizzudin Ng
HPE Coordinator





Runners-Up for Year 9/10 Inter Islamic Schools Futsal Tournament 2022

In March, our school participated in the above-mentioned event competing against 9 other teams and Alhamdulillah with the help of Allah swt, we clinched 2nd place for the Futsal Tournament!

Our boys fought hard. We managed 6 wins, 1 draw and 1 loss in the league-round and qualified for the Final. It was a tight competition as both teams scored one goal after another, till 4-4 at full time.

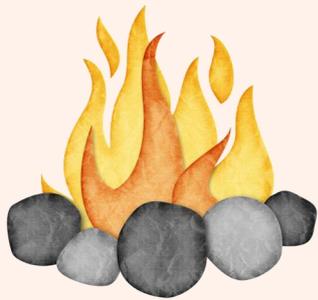
However in the golden goal round, our opponent managed to sneak a goal in. As much as we wished we could have brought back the Champion cup after fighting so hard, this, as they say, 'is football.'



Jazakallah Khairaa to the management & all, who have given much support to the team.

Ust Hafizzudin Ng
HPE Coordinator





Secondary Overnight & Day Camps

Al Iman College organised 2 day camp trips for the secondary girls and an overnight camp trip for the secondary boys during the term. The camp trip was a learning journey for students to practice Islam outside their normal comfort zones. It helped them in their personal growth, enhance resilience, develop team and leadership skills in a non-school environment.

Students were divided into groups and took part in outdoor activities such as: Flying Fox, Canoeing, Hut Building, Archery, Laser Tag and other team building activities.

For some students, it was a new experience for them as they had never participated in outdoor activities before, whilst for others it was something they always looked forward to every year. Overall the students and staff enjoyed the trips and are looking forward to more outdoor and new adventures.

Extra Curricular Activities Department



Harmony Day Gardening Activity



During **Harmony Week**, all staff members and students were encouraged to engage in thoughtful reflections and discussions about **unity, tolerance, acceptance, and respect**.

One of the things that brings us together is **nature!** Experiencing the wonders and beauty of nature is always enhanced when we experience it with others.

In Islam, each man is a custodian of nature and must live in harmony with the other creations. It is the duty of all Muslims to respect, nurture, and care for the environment.

To remind us of the integral part that nature plays in Harmony, Al Iman College decided to have the Year 6 and 7 girls **plant flowers** in the shades of yellow, orange and red. This will be conducted during period 5. Students were escorted to area D in front of the auditorium (where the empty plant beds were located)

The students were given gloves, spades, watering cans and other equipment which were required to assist them in planting the flower seeds.

Alhamdulillah with the help of Allah SWT the planting activity was a success! Students AND teachers were immersed in their tasks and the teamwork from everyone was spectacular!

The feedback from the students was overwhelmingly positive! We didn't know we had so many budding green thumbs among the Al Iman family.

Along with having fun and enjoying the fresh air the students were reminded that we make our intention to please Allah SWT then even this fun activity can be a means of rewards as the Prophet Muhammad SAW has said: ***"There is none amongst the Muslims who plants a tree or sows seeds, and then a bird, or a person or an animal eats from it, but is regarded as a charitable gift for him."***

JazakAllah khair to all the staff members that were involved in the smooth running of this activity.

May Allah SWT bless us with health, patience, and strength. Ameen.

Looking forward to future gardening projects!

Ms Sharifah S

Quran and Integration Support Staff



Year 7C Science - Lab Safety Report

SECONDARY

Lab Safety, It Just Might Save Your Life !

Find out how to be safe in the lab!

SCIENCE DEPARTMENT

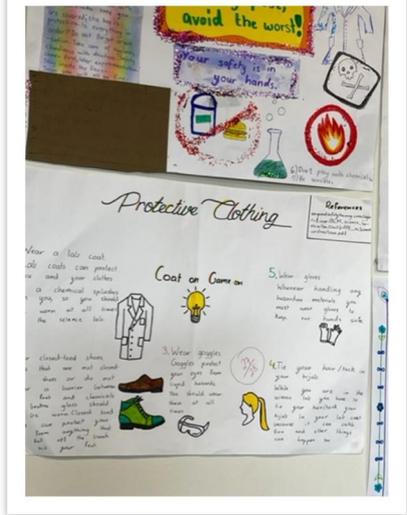
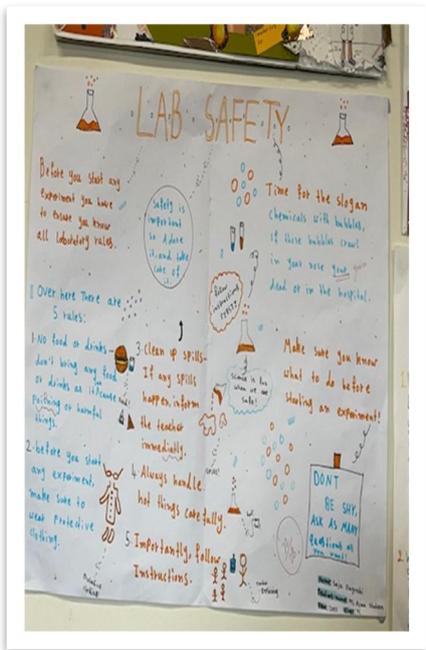
The Year 7C Students have learnt BASIC LAB SAFETY RULES.

If you are not aware of the rules, Follow the instructions below carefully when you are in a lab.

- NEVER run, push, or engage in horseplay
- Report any accident, spill, or breakage to you teacher immediately.
- Tie back long hair.
- Use extreme care when working with chemicals.
- Never smell or touch substances in the laboratory without specific instructions.
- Never mix any chemicals unless you are instructed to do so.
- Notify your teacher immediately of any chemical spills.
- Use common sense

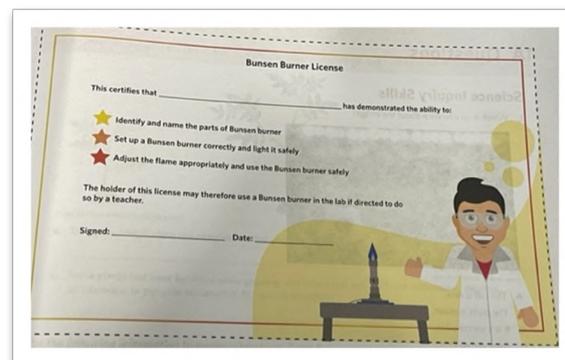
Ms Asma Shaheen

Year 7 & 8 Girls Science Teacher



7C Gets their Bunsen Burner License

In science, we have been learning about chemical changes in substances through practical exploration. Our students have been busy trying to identify substances by looking at the colour of the flame. We had completed two successful experiments this Term and our students feel so confident to use the science lab now.



"We felt very proud. But we weren't as proud as our teacher, Ms. Asma Shaheen. The smile on her face was bigger than ours. He was so proud of us. Getting a Bunsen burner license is a big achievement. It was more exciting than getting a pen license in primary school. You use a pen every day, but a Bunsen burner is special. Practical lessons are engaging and entertaining. They allow us to explore so much. It is really satisfying to control the oxygen to change the flame. The blue flame is the hottest. You get to mix chemicals and see what happens when you apply heat."

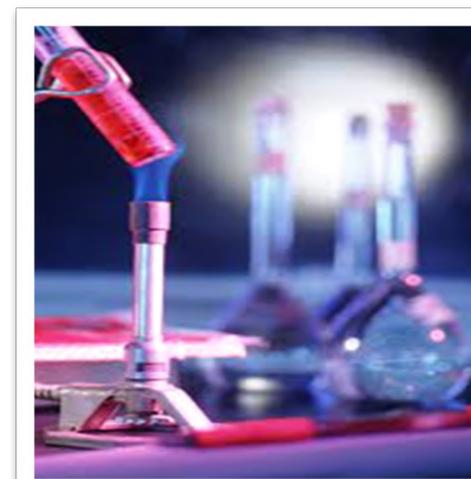
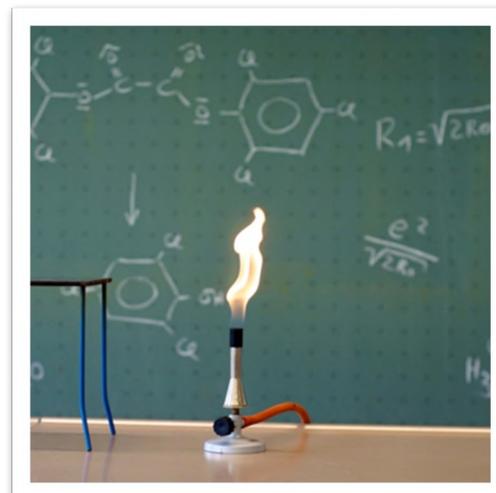
-Khadija, 7C

"I was happy that I got the Bunsen burner certificate. I was proud of myself and thank you to my teacher Ms. Asma Shaheen, she had worked hard to help us achieve the License."

-Sana, 7C

"I was happy when I got the Bunsen Burner License because it was so much fun. I now know the difference between the flames of the Bunsen Burner. I know how to control the flames. My most favorite part was when I attached the rubber hose to the gas top. Thank you Ms. Asma!"

-Student, 7C



Ms Asma Shaheen

Year 7 & 8 Girls Science Teacher

Student self assessment and reflection - Year 9s

Students are an innate part of the information sharing process. They can reflect on their learning and be involved in several ways. Effective learning involves each child taking increasing responsibility for his or her own learning. Students need to be clear about :what they have learnt, which learning strategies were successful and which were not, what they need to focus on next and why it is important.

Our Year 9A girls have written a reflection on what they have learned in Humanities in Term1.

Read to find out more:

"In humanities this year, we learnt various things in geography: biomes, food waste and tourism. We learnt that there are different types of tourism such as: cultural, historical, recreational and wildlife. Biomes; (rainforests, savannas, grasslands, marine, fresh water etc) are a major factor in the world, as they contribute to the world's life cycle. Ecosystems in biomes vary and there are many biomes which support the life around us. Food waste is a huge dilemma in the world, as it contributes to pollution in the world such as greenhouse gases and landfill. We also learnt about global connections which allow us to interact with the rest of the world. The internet is a plays a huge role in connecting people from all over the world."

-Athaya putra, 9A

"In humanities this term I learnt various things about in geography. How our planet is being affected by numerous sources such as tourism, food waste, climate change, trade and how people/companies are careless on how they use the Earth's resources. However, we did learn positive things as well like, the different biomes that assist in making our world a better place for humans and animals. We learnt about how people from all around the world are connected by many ways. Like the internet, through trade, purchasing things manufactured in different countries. We also learnt that many of our clothing is being made in developing countries (India and Bangladesh) meaning that the payment they get is very low, leaving them to suffer through the hardships of their country even though they are working day and night. Humanities has taught me so much and I am very grateful for every lesson that we've had this term."

-Rukaiya Riyas,9A

“This term I learnt about Globalization and how everything we use throughout our day is made in different countries showing us how we are interconnected to them. I learnt the five stages of production and consumption: 1(extracting or growing raw materials),2 (manufacturing or processing), 3 (distribution), 4(consumption) and 5(waste). The four types of tourism: recreational tourism, ecotourism tourist, historical tourism, wilderness tourism, and the environmental impacts of it. I learnt the six major world biomes: Savanna, desert, temperate forest, rainforest, taiga forest, tundra, and what a biome is, or the animals and plants that adapt in that biome. On the last week we also learnt about the cotton, canola, grape and wool production.”

-Qayla Mohamad,9A

‘Things I learnt (First year in Al- Iman)’

“My first year at this school (Term 1) and I am quite proud of myself for achieving and learning new topics in humanities class. I may not get good enough grades but being a part of my class and getting taught new things I did not know before is something that is amazing. Perhaps your grades might not good or maybe it’s hard for you to understand much, but that’s not important. The important thing is that you learnt something. That’s final. It takes small steps to work hard and reach your goal.

Things I learnt:

- *Different stages of production and consumption (consumers, raw materials)*
- *Tourism (Recreational, History, Wilderness and Ecotourism)*
- *Effects of tourism, Negative + Positive (This is not Math’s).*
- *Biomes*
- *Global trade*
- *Species Plus, a lot more.”*

-Aaliyah Fatimah,9A

“This term in humanities we did geography. We learnt about global trade and its benefits. We also learnt about different types of tourism and their impacts. Additionally, we learnt about the different world iomes and their climates, location and inhabitants.”

-Asma Ahmad,9A

“This term in humanities we did geography. We studied, Africa and Asia focusing on their environmental regions, including deserts, countries and major cities. We learnt about the many different types of biomes and their flora and fauna, their climate and regions. As a class, we discussed many issues regarding food waste and how we are all globally interconnected through many things such as laptops and trade.”

-Aamnah Raheel,9A

"This term, we explored the exciting topic of food security and connections through trade. We also learned about food security and how not to waste foods. An interesting proposal was to not through food out before its best before use date. This enables the food to be used to its full extent.

We had a class project on biomes. Through this exciting chapter we learnt about the different types of biomes and where they are located. I had a fun time both learning about biomes and creating my class project."

-Aisha Ahmed,9A

"In humanities this term we did biomes, food waste and tourism. We learnt that there are different types of tourism such as: cultural, historical, recreational and wildlife. We learnt that there are different types of biomes like Marine; salt water and fresh water, Savana, Desert, Rainforest, temperate forest and etc. Food waste is a huge problem in our society its the cause of global warming, starvation and generally just waste. It also contributes to pollution in the world such as greenhouse gases and landfill."

-Amara,9A

Ms Asma Shaheen

Year 9 Girls Humanities Teacher

Year 10A Macbeth - Learning experiences

What's It About?

Macbeth remains a popular choice in high school English programs for several reasons. This Shakespearean drama is fairly easy to understand, as the plot is straight forward and easy to follow with its absence of subplots. Its characters are very memorable and interesting. The play 'Macbeth' is set in Ancient Scotland and is one of William Shakespeare's most famous tragedies. There are numerous reasons to teach Macbeth and our Year 10's has come up with one of them.

As part of our learning the year 10 girls have been creating cartoon slips and have created a Newspaper article related to the death of King Duncan.

Please find attached some articles created by the girls.

Ms Asma Shaheen

Year 9 & 10 Girls English Teacher



KING DUNCAN IS DEAD!

14th August 1040

The King of Scotland, King Duncan was found dead this morning while staying at the Thane of Cawdor, Macbeth's castle. He has been stabbed in his sleep and his guards found him covered in blood. All the inhabitants of the castle are still a suspect. Major suspicions have been held against King Duncan's children after they fled to England and Ireland after the murder of their father.

Earlier in the morning, the chamberlains who were supposed to be guarding King Duncan, were found covered in blood as well.



Portrait of King Duncan

NEWS TODAY Latest news and bulletin updates

This is to announce the murder of our beloved King Duncan of Duns Castle while he stayed at Macbeth's place. Macbeth and Donalbain have been marked as suspects of the sudden murder. His general has been captured, and everyone has been interviewed and questioned according to the report. Macbeth had slain the murderer of the king. With the dignity of a lady and a gift from Lord, we have found suitable justice. The persons will not be handed out to the king. Let us hope the best for our future. Long live our King!

MOURN FOR THE LOSS The latest updates to get you through the day

We deeply regret the unfortunate loss of our King Duncan. His highness was prepared for great improvements for the benefit of our Kingdom. Let us hope for the best and our future brightens for our successors and generations to come. Keep the King in your prayers and that his family and loyal servants have the patience to go through this period of their life.

Who will be King? Successors! Assassination! The latest updates are...

BREAKING NEWS!



KING DUNCAN HAS PASSED AWAY!!! 1653 BC

On 17:05, the King of Scotland has been assassinated by an unknown killer in Castle Forres. The killer is still to be unknown but there are prime suspects. The heir of King Duncan, Malcolm and the second son, Donalbain, it is said to be, that the two sons fled as soon as the news reached their ears. Which makes them suspects of killing their father, King Duncan. The aid of King Duncan is now investigating all nobles and finding of if the King has an enemy who he was not aware of. This news has struck a huge tension between the nobles of Scotland.

Special edition. The king's death Monday, September 13, Saba Adrees ILLYRIAN AGE BRINGING YOU ALL NEWS ILLYRIAN ALL HAIL KING DUNCAN, THE MONARCH HAD'TH FALLEN

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2nd October 1030 KING DUNCAN DEAD?!!!! Issue #10 Breaking news The latest updates Today, King Duncan was discovered dead in his chamber at Macbeth's palace. He was discovered at 10:00 a.m. with numerous stab wounds to the abdomen, and he was already dead. When Malcolm Macduff went to summon him for breakfast, he discovered him. When Macduff first entered the chamber, he saw the king's corpse on the bed, dressed in blood. It is thought that the monarch died from blood loss rather than knife wounds. There was no sign of any struggle, so it is said that he has been stabbed in his sleep. This is a great loss for our country and will be a difficult loss to recover from, Macduff says. But whoever perpetrated this awful act will be caught, but who committed this terrible murder? And was it in fact treason.

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ROYAL NEWSLETTER 15TH AUGUST 1040 ROYAL ASSASSINATION? A GREAT KING'S DEATH. COINCIDENCE? I THINK NOT FIGHT FOR THE CROWN King Duncan was murdered last night, 14th August 1040, in the castle of Sir and Lady Macbeth. Estimated time of death is 12 am midnight. He was found on his bed covered with a pool of blood. Multiple stab wounds found on his chest. There shows no signs of struggle or self defence. It is believed that he was stabbed in his sleep. The victim did not die from the stab wounds but from loss of blood. The murder weapon is about 5 inches long and 1 inch in width. It is yet to be found. They say the suspect intentionally waited for everyone to sleep before he committed the assassination. KING OF SCOTLAND FOUND DEAD IN THE HOME OF THE MACBETH COUPLE Treason? Prince Malcolm and Prince Donalbain is on the run. Maybe out of guilty conscience? They are also the main suspects to this cold case. Police say the suspect is yet to be found. The motive is unknown as the suspects have disappeared. THIS IS WHAT THE MURDER WEAPON MAY HAVE LOOKED LIKE