



# AL IMAN

N E W S L E T T E R

20 - 40 Rees Road Melton South VIC 3338 | [www.aliman.vic.edu.au](http://www.aliman.vic.edu.au) | [info@aliman.vic.edu.au](mailto:info@aliman.vic.edu.au) | 03 9743 4140



## IMPORTANT DATES:

**EID HOLIDAY** (Office Closed)

◆ Monday 11th Jul 2022

**CURRICULUM DAY**

◆ Tuesday 12th Jul 2022

**TERM 3 2022 BEGINS** (Students)

◆ Wednesday 13th Jul 2022

**EID FESTIVAL**

◆ Thursday 21st Jul 2022

**SCIENCE WEEK**

◆ Mon 15th - Fri 19th Aug 2022

**CBCA BOOK WEEK**

◆ Mon 22nd - Fri 26th Aug 2022

**VCE GAT**

◆ Wednesday 7th Sep 2022

**SPORTS DAY**

◆ Thursday 15th Sep 2022

**TERM 3 LAST DAY** (Students)

◆ Thursday 15th Sep 2022

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Dear students, colleagues and parents

## PRINCIPAL'S MESSAGE

Assalam-O-Alaikum

Allah Subhanahu Wata'ala Has Blessed each one of us with great potential. Our test is to use this potential to help and support the Deen of Allah Subhanahu Wata'ala and the community.

Sayyiduna Sahl ibn Sa'd (radiyallahu 'anhuma) narrates that Rasulullah (sallallahu 'alayhi wa sallam) said:

"Indeed, this khayr (Deen of Islam) is treasures and these treasures have keys. Glad tidings for a slave whom Allah has made a key for good and a lock for evil; and woe to a slave whom Allah has made a key for evil and a lock for good."

(Ibn Majah)

While Rasulullah (sallallahu 'alayhi wa sallam) and his companions were busy in serving the Deen of Allah Subhanahu Wata'ala, some people although being in the same environment and in the company of Rasulullah (sallallahu 'alayhi wa sallam) were busy spreading rumours, creating fitnah and becoming a hindrance in spreading the Deen and thus became the key to evil. We need to seek refuge in Allah Subhanahu Wata'ala that we do not become a key for evil.

We started Al Iman College with a vision and mission to revive complete Deen of Allah Subhanahu Wata'ala. It is our intention to establish a community that reflects the qualities of life in Madina at the time of Prophet (sallallahu 'alayhi wa sallam) such as care, brotherhood, noble character, tolerance, mutual help and respect etc. We have scholars working with us to help us achieve this vision and mission.

We hope that our community would support and acknowledge our good work and would identify areas of improvement. Our unity is our strength in achieving this vision and mission.

The college implements clear and detailed policies to promote safe and supportive learning environment.

These policies were reviewed by the school regulator as recently as last year and were found to comply with all requirements relating to student care, safety and welfare. This was a routine review, unrelated to any complaint.

The college implements strict and detailed policies to prevent bullying and to ensure incidents are reported.

The college ensures that all reported incidents are investigated. We are not aware of any incident being reported and not being investigated.

We can look back on a very successful term. Students and staff have been involved in a wide range of events and activities including our Eid Festival and VCE Graduation Ceremonies.

The college is going to run themes to promote the qualities mention in our vision, mission, objectives and Core Sifaat (Values). We can achieve success only through knowledge, practice and conveying.

May Allah Subhanahu Wata'ala make us a key for good and a lock for evil and May Allah Subhanahu Wata'ala not make us a key for evil and a lock for good.

Wassalam

**Zulfiquar Ali**

Principal

## KEY INFORMATION REGARDING BULLYING

### Bullying definition

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

### How to stop bullying

You may have noticed your child is showing some of the signs of being bullied, or you might discover they have been bullied in some other way.

The big question is how to stop bullying? The first recommended step is to try to get your child to open up about what's happening in their life by showing them that you understand, and won't judge them.

#### Listen

Encourage your child to tell you the whole story. Listen calmly and without interrupting, and reassure them that they have done the right thing by speaking up. Your child may need to tell the story more than once.

#### Talk

Have a conversation about what happened. Try not to let your very understandable emotions (anger, distress...) show. Your feelings can intensify the child's or make it worse for them and might even deter your child from talking to you another time.

#### Find out what is happening

Note what, when and where the bullying occurred, who was involved, how often and if anybody else witnessed it. Don't offer to confront the young person or their parents yourself. This might make things worse for your child.

#### Contact the college

It is important that you alert the college to the situation, as they may not be aware of it. (Don't assume the college will know about the situation, because your child may not have told them. The majority of children and teenagers do not disclose to teachers or parents.)

**The college is taking every step to prevent and stop any kind of bullying behaviour.**



# Am I Being Bullied?

Is a person or group of people deliberately hurting me with words or actions?

**No**

Has a person or group of people hurt me accidentally?

**No**

Keep playing happily!

**Yes**

Let's speak to a teacher and get some help!

**Yes**

Has this happened multiple times?

**No**

If it has only happened once, it may not be bullying. Speak to your teacher and ask for some help.

**Yes**

If it is ongoing, it is likely considered bullying. Let's have a look below at some different options.

## What Can I Do About It?

1. Speak to the person in a friendly way and try to resolve any issues.
2. Ignore the person and walk away.
3. Ask friends you trust to stay with you if you know you will see that person.
4. Report everything to a teacher or a trusted adult.
5. If the bullying is happening online, keep the evidence.



# Al-Nasīhah

## (Islamic Advices)

### Adab; a Pre-requisite for Learning

One of the most pivotal factors a student must focus on while seeking knowledge and erudition is the matter of Adab (Etiquettes and manners). An indispensable principle that is occasionally forgotten is:

الأدب قبل الطلب

“Etiquette comes before seeking knowledge”.

Hafiz Ibn Hajar رَحِمَهُ اللهُ has defined Adab as: **“Adopting noble manners”**.

It is undoubtedly a quality that possesses perpetual benefits and virtues for a learner. As parents, guardians, and teachers of learners, one must be vigilant in inculcating Adab (Etiquettes and manners) in the learner.

The Prophet ﷺ has stated: **“I have been sent to perfect noble manners.”**  
(Al Ada bul Mufrad of Imam Bukhari)

Allah ﷻ has addressed the Prophet ﷺ with one possessing the most superior of manners.

**“And you are surely on an excellent standard of character.” (Quran 68:4)**

Ibn Sirīn رَحِمَهُ اللهُ said: **‘They [the scholars] would study and learn guidance in manners as they would study knowledge.’**

Al-Hasan رَحِمَهُ اللهُ said: **‘A man would have to spend years and then more years to refine his character.’**

‘Sufyān ibn ‘Uyaynah رَحِمَهُ اللهُ said: **‘The Messenger of Allah ﷺ, with his manners, his life, and his guidance, is the greatest template with which all things are compared.**

**Whatever conforms to it is most definitely the truth and whatever opposes it is void.’**

Makhlad ibn al-Husayn رَحِمَهُ اللهُ said to ‘Abdullāh ibn al-Mubārak رَحِمَهُ اللهُ : **‘We are more in need of much good manners than we are of many narrations.’**

‘Imam ash-Shāfiī رَحِمَهُ اللهُ was asked: ‘How much do you desire good manners?’ He replied: **‘When I hear a single letter of good manners that I have not heard before, every part of my body craves to hear it again and again to enjoy it.’** He was then asked: ‘And how do you seek good manners?’ He replied, **‘As a mother seeks her only son who is lost’**.

It was an undisputed matter in the sight of the pious predecessors that without manners and etiquettes a learner would not be able to benefit from his knowledge. Therefore, they exhausted their energies and strengths to rectify their manners, so that they would not be deprived from beneficial knowledge.

Volumes of books have been written about Adab for learners, its importance, and its virtues. **Scholars have emphasised the etiquettes that the learner should display towards the teachers, the institute, the resources and even the physical desks and stationery used to acquire knowledge.** They have recorded templates and dialogues of conversions between students and teachers, that the learners should adhere to, in terms of the words that could be brought into usage and the phrases, and words that should be abolished.

## ...Cont

To feel how highly important, the pious predecessors held even the minute details of Adab, an excerpt from the book **“Etiquette of the Learner”** by Imam Badr Ud Din رَجَمَهُ اللهُ presented:

“A student should speak to his teacher in the best possible manner. He should not blurt out statements such as: ‘But why?’, ‘I don’t accept that?’, ‘But who said that?’ and ‘But what is the reference?’ If he wishes to find out these answers, he should be polite in his requests; moreover, doing so in another gathering [outside of the lesson] is more beneficial.

It is narrated that one of the pious predecessors used to say, **“Whoever says “But why?”** to his teacher will never be successful.”

The reason for the emphasis towards **Adab** is its deep-rooted connection with being able to extract **benefit from the education learnt**. Knowledge void of benefit is **not worthy of seeking, acquiring or even exhausting one’s financial and physical energy** in its seeking process. It is preferable that less is attained, while all of it is useful and beneficial. The Prophet ﷺ also asked Allah ﷻ to **grant him beneficial knowledge and sought refuge and protection from non-beneficial knowledge**, as though it was harmful.

Therefore, it is **extremely crucial for guardians and teachers to take every measure required to instil Adab into our learners**. The outcome of the pervasive trend of heedlessness and ignorance throughout the society is that the great responsibility of instilling and practicing Adab is shrugged off from our shoulders quite easily. But this will only leave us with useless knowledge, which misleads rather than guides. There lies no room for complacency in this matter, as it is the deciding factor between the success and the failure of tomorrow’s society.

May Allah ﷻ allow us to inculcate Adab into our learners and allow us and our students to gain beneficial knowledge. Aameen

**Maolana Ahmad Moim Siddiqui**

Islamic Studies Teacher



## Information, Communication, Technology and Literacy

ICT is everywhere. In our rooms; computers, at home; phones, at school; laptops. With their easy accessibility, technology has become the most utilised tool for education, specifically literacy.

In both schools and homes, information and technologies are widely accepted as enhancing tools in terms of literacy, the hope is fueling their rapid diffusion and adoption throughout developed countries. Literacy and Information Communication and Technology: The main connection between literacy and ICT can be seen as an increase in the reciprocity in reading and writing. Before we begin to understand how child/s learn with technology, it is important that the foundation is laid in relation to technology in early childhood education.

ICT or information, communications, and technology, is network which connects the whole world like a spider web by providing news feeds from different regions, advice and information someone might need. With interactive educational websites such as Literacy Planet and Reading Eggs and readily available online libraries like Z-library, ReadAnyBook.com etc., learning became convenient and fun. Educational websites have made studying and doing activities simple and encourages younger students to do more. The online libraries have also made reading convenient which is motivating everyone to read. In this way, technology has immensely enhanced literacy. ICT enhances learning in many components of learning such as literacy and numeracy. It enables children to better understand their technological surroundings. It develops the academic cognitive levels among students.

The integration of ICT acts as the core foundation of the early years of learning and children need to develop the notion of ICT as a tool that is designed for a specific purpose. ICT embeds proficiency among the children in using the Information and communication technologies in the society. It is essential to integrate digital technologies and information communication in the teaching and learning environment, it is very important and essential to understand the key elements of learning theories that incorporate ICT supported learning.

Though it may look all bright, there is a dark side we need to be aware of. Technology and the internet are known to be the biggest distraction in this time and era. Windows that open to learning also opens gateway to many more unacceptable sites. It also cuts students off from communications in the real world as a simple send button can relieve them from the 'hustle' of talking. Since physical communication plays a major role in developing literacy skills, screens can be blamed for the deterioration in literacy.

Furthermore, students spending a lot of time in front of the computers doing their homework has been linked to health issues. As a result of the health issues, students tend to miss school and miss out on their only chance of physical interaction as well as the concept that the teachers teach that day. They may be able to catch up the next day, but they will never be able to get the same experience as learning it in class.

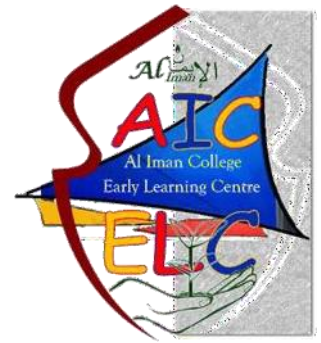
However, technology cannot be directly blamed for deteriorating literacy, rather it is the reckless misuse of us humans that is letting the harms of it touch our lives.

Thus, we should always be mindful of malice that can be found on the virtual world and enjoy the good things it provides in improving our literacy.

**Ms Khurrathul Aain Syeda**

Librarian

# AIC EARLY LEARNING CENTRE



## Colour Sorting Game

In Term 2, the children were taught about colours. What better way to educate them about colours than to play a 'colour assorting game'. Children benefited from colour recognition as a means of acquiring important life skills. Colour recognition can be used to categorise, classify, compare and organize. Furthermore, when children learn to recognize colours including shade, tones as well as hues, and use colour as a language tool to explain things, their capacity to communicate effectively improves and strengthens.

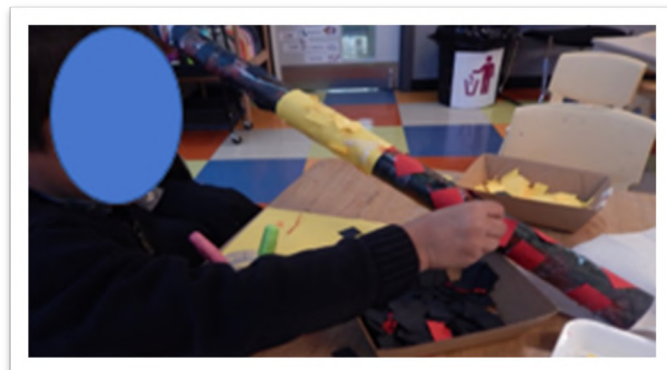
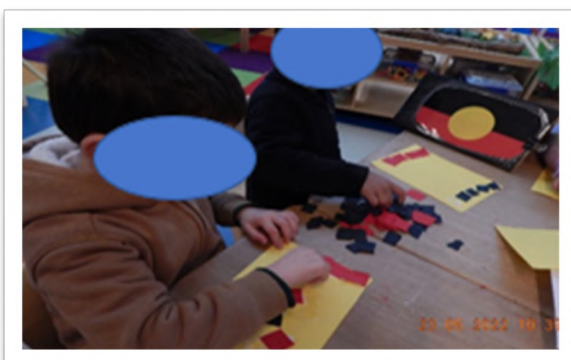
**Ms Kefaya Yousuf**  
Kinder Group A Teacher



## National Reconciliation Week

The purpose of Sorry Day is to commemorate and acknowledge the abuse of Aboriginal and Torres Strait Islander individuals who were forcibly abducted from their families and communities, commonly known as 'The Stolen Generations.' As a result, children at ELC were briefly informed on why it is important that we recognise this day, as well as given the opportunity to express how and why this day affects them. Children also took part in group activities that represented Indigenous and Torres Strait Islander cultures.

**Ms Reham Mohamed**  
Kinder Group B Teacher

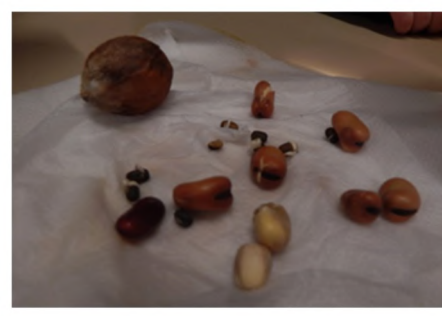




### Five Senses

In term-2 children were learning about the 5 senses as we sat up the tables with 5 different experiences for them. The children were going around the tables in groups to explore each sense with each other such as: seeing, tasting, hearing, smelling and touching.

**Ms Reham Mohamed**  
Kinder Group B Teacher



### Seeds

In Term 2 the children were learning about plants as we provided lots of different sizes of seeds big, medium and small. The children were discussing and compared the sizes and helped in putting water in the container to help the seeds sprout. All children were checking the seeds when they come to kinder and see the roots grow.

**Ms Reham Mohamed**  
Kinder Group C Teacher



### National Sorry Day

Children listened to the "Sorry Day" story to learn and establish understanding of the stolen generation. To further understand the meaning and how we can be kind to everyone. We also discussed how we can be kind to our friends and others.

**Ms Reham Mohamed**  
Kinder Group C Teacher

### Children Voice - Rainbow

During Term 2 the children were talking about the rainbow they saw in the sky and most of them were interested to paint and draw it. We sat up the table with all the colours they needed to make their own craft rainbow. We also explain how rainbow form when it is raining and sunny. It was amazing artwork.

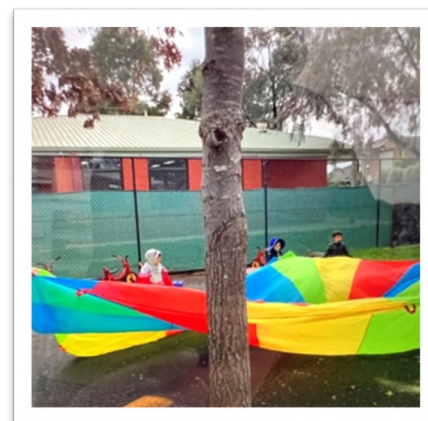
**Ms Saman Tahir**

Kinder Group E Teacher



### Parachute activity

Mostly all the children love to play outdoor so I planned an activity that is done outdoors using a colorful Parachute, children were so excited to see the big colorful Parachute, it's so big the whole class can hold from the end. All the children were giggling and laughing they were using their gross motor skills and learning how to collaborate and work as a team. My intentional teaching was to teach them about up and down and teaches them to work together as a team how everyone needs to cooperate with others and how they need to work together and break the ice between them, so they develop friendships with their peers. To spice up the activity I put the multicolored plastic balls in the center of the parachute and asked the children that we need to keep the balls in the center of the parachute it shouldn't fall children got so excited one can hear their shouting and screaming for far away. This is what learning is through play they are learning new vocabulary new language building new relationships.



**Ms Saman Tahir**

Kinder Group E Teacher

### Head and shoulders activity

We have observed that most of our children in Group E Friday session have very limited English, we are determined to extend on the children's English vocabulary, we are doing this by teaching the children the heads and shoulders nursery rhyme. This rhyme teaches the children the name of body parts how to engage with one another listen and cooperate, through constant repetition of this rhyme many of the children have learnt the names of their body parts Alhumdulliah.

**Ms Saman Tahir**

Long Day Care (3+) Teacher





## Autumn Season

What better way to learn about seasons than by experiencing them, as autumn is well underway with its leaves of gold and burnt orange, now is a great time to start. For young children, the gradual shift from one season to another can be a difficult concept to grasp. With experiential learning and outdoor activities, children can learn about seasons, understand the passage of time, and observe changes in nature.

I tried to bring children attention towards changing colors of the leaves, we discussed first then I asked the children to get the baskets and collect the leaves. This activity involved all their senses when they touched the leaves they feel the texture learnt about the autumn colors and why they are changing colors. We did few leaf activities I tried to give them open ended resources and given them choices if they want to make curtain with leaves hanging from the window or they want to paste them on the paper or they can dip the leaves in paint and have a print on the paper.

My teaching didn't stop on that I try to link with Islam, so I took the opportunity to bring children attention towards Allah Subhanahu wata'alalah. Allah has created us, and he grows the plants from the seed, and he makes all the changes of the season and change in colors.

### Ms Iram Mehmood

Long Day Care (0 - 2+) Room Leader



## World Environment Day

World Environment Day is an international day of environmental awareness and action that happens on 5th June each year. people are supposed to do good things for the environment and sustainability. These acts help to protect nature and the planet Earth.

During our group time we talk about how to save water, electricity, recycling, use rubbish bins and showed children Earth Globe and we talk about land and sea. We planned few learning activities to do during this week for world environmental awareness. we planted some seeds and practiced watering seeds and plants.

### VEYLDF OUTCOMES

Children are connected with and contribute to their world

Become aware of fairness and socially responsible and show respect for the environment.

### Ms Iram Mehmood

Long Day Care (0 - 2+) Room Leader



## Great Western Water Incursion

On 3rd of June, a water incursion with Western Water Education was held at the ELC. Through this incursion we learnt about the benefits and importance of water as well as how we can use water wisely. During this incursion, a book on how our watery Sammy and Frances save water was read to Children and they enjoyed the group session with Sammy and Frances puppets.

At the end of the session all the children were given drawing of puppets and stickers to encourage them to drink water as it's the healthiest drink and to use water wisely. Children also took some information flyers home to share with families.

### VEYLDF OUTCOME 2,4

Children are connected with and contribute to their world

Develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.

Children are confident and involved learners

Develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.





## Water Cycle Incursion

### Foundation A, B, C and D

In Term 2, Foundation students participated in an incredible “Water Cycle” incursion by Greater Western Water. They learned all about the water cycle through storytelling, participated in a gentle water cycle themed mindfulness session and calming visualisation. They learned simple tools to help them stay healthy, calm and happy, and the importance of drinking water for their health and wellbeing. As part of the Prep Starter Program, Greater Western Water provided all their participating Prep students a special water bottle to take home. It was wonderful to see the students so engaged and excited about learning something new!

**Ms Iman Mustapha, Ms Asma Shah, Ms Katherine Vidak and Ms Farhat Rahman**

Foundation Teachers 2022

# LOWER PRIMARY

# FOUNDATION



## Tarbiyah - Islamic Studies Term 2

This term's focus for Year 1 and 2, pertained to a variety of curricular activities with particular focus on Fiqh, inclusive of the understanding of the 5 pillars of Islam, virtues and the steps of Wudhu.

This knowledge was thereafter built upon with the Year 2's learning about Wudhu in more detail; including its method, *Faraidh, Sunnan, Mustahabbaat, Makruhaat and Nawaqid*.

Our methodology within Tarbiyah classes, is to aim to engage students in an interactive and creative manner to establish the love for this religion, while providing them with a comprehensive religious education.

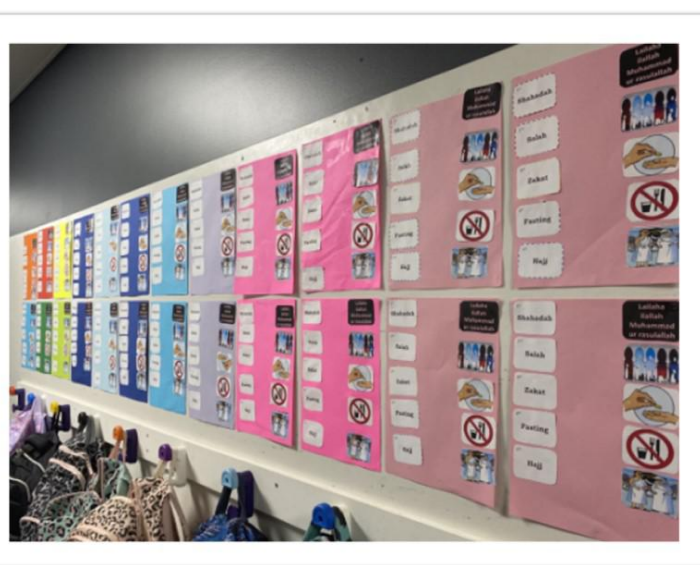
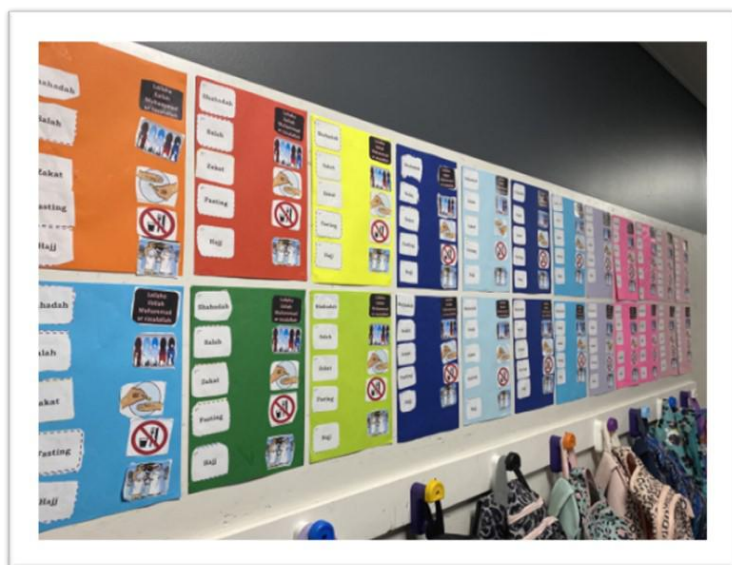
Below are some examples of work produced by our beloved and dedicated students during these classes.

Jazakum ullahu khayran

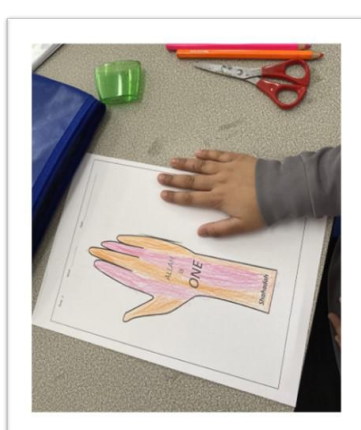
Wasaalam

Ms Sohad Qashou (Tarbiyah & Arabic teacher)

### The Five Pillars Of Islam (Year 1D & 1C)



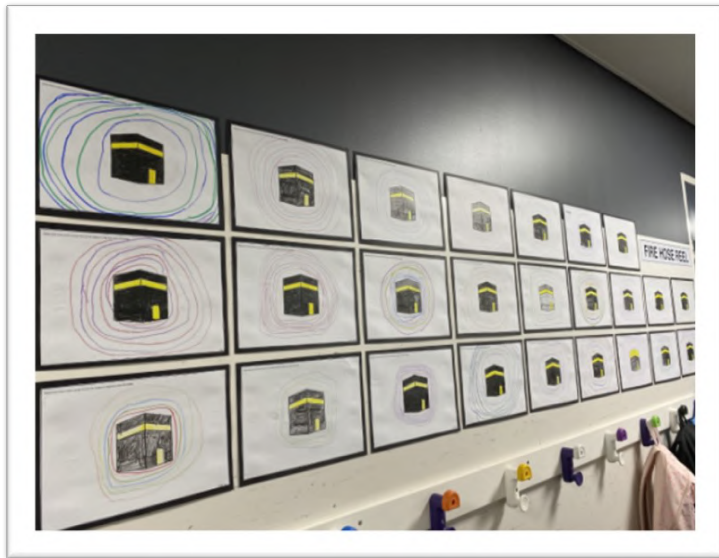
### Shahadah (Year 1D & 1C)





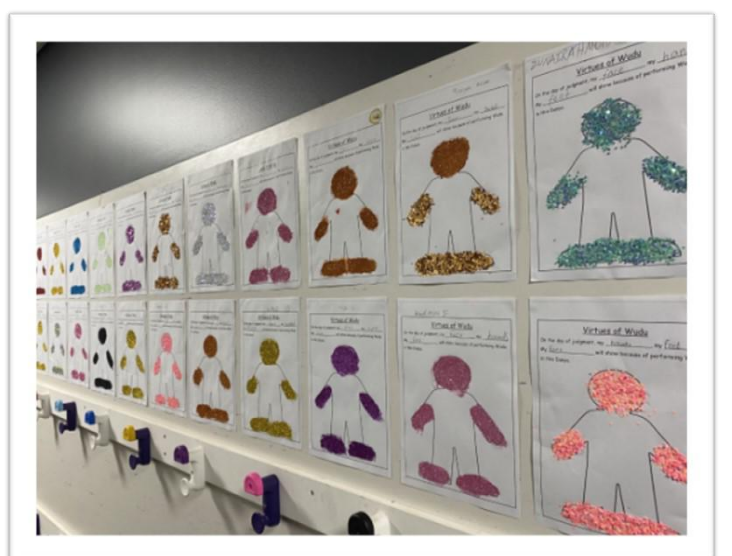


### Hajj (Year 1D & 1C)



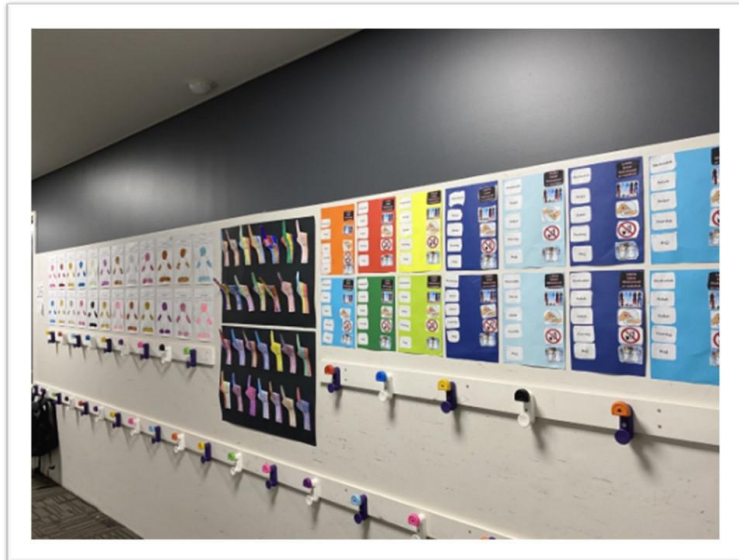
### Virtues of Wudu (Year 1D & 1C)

*"Whoever does Wudu properly, his/her face, hands and feet will be shining brightly on the day of Judgement"*

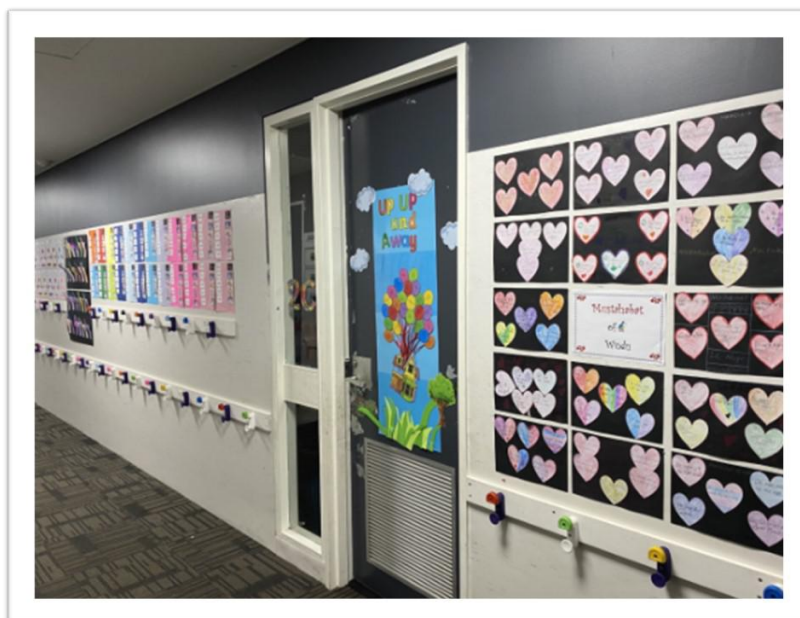




### The Steps of Wudhu (Year 1D & 1C)



### Mustahabat of Wudhu (Year 1D & 1C)



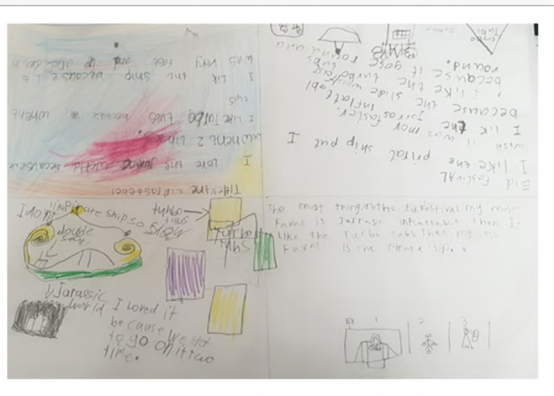
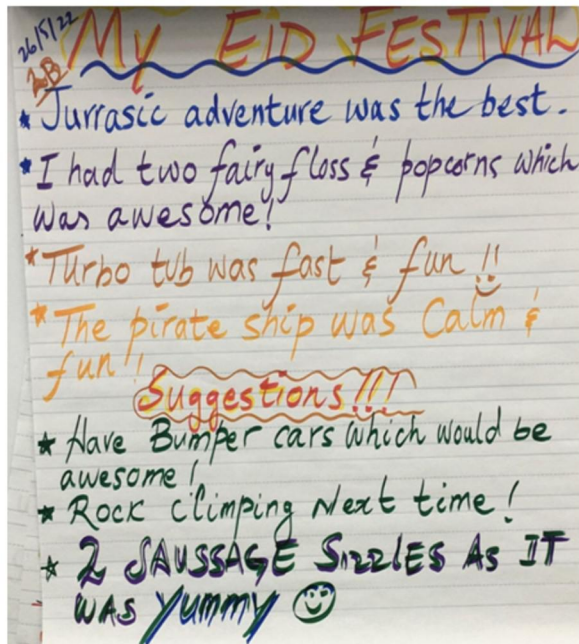


## Year 2s Learning Journey through Term 2

Already end of semester one! Alhamdulillah.

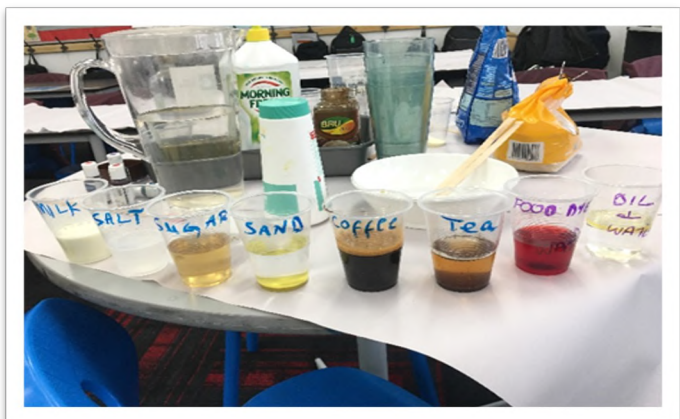
We did so many things this term. We had an Eid Festival which we looked forward to where we had Fairy Floss, sausage sizzle and popcorn to eat. The rides were also amazing and the best was Jurassic Adventure.

Alhamdulillah the weather was good too. The animal farm was the highlight of the event, we got to feed the animal and even hold them and comb them.



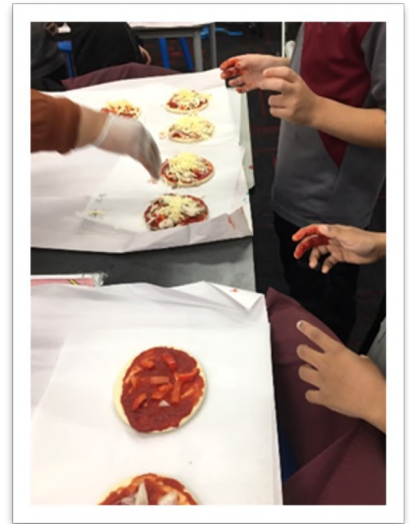
Year 2 students had an exciting term in which they were able to learn about connecting content from different subjects/ curriculum areas and follow their learning from Literacy (Sequence writing) to learning about the exciting world of Science, particularly 'Chemical Science of Mixtures'.

Students were exposed to hands on preparation and making three food items in the classroom, which consisted of making a healthy vegetable pizza served with a refreshing Milo drink, followed by making short bread cookies as dessert!





Students thoroughly enjoyed making these items which wasn't the end of it! They then went on to writing the sequence of steps for the above items as part of their Reading Comprehension task and end of term assessment. Students were able to make connections with the Science's content of 'Mixtures' making observations of the different kinds of mixtures that were created in the process, exploring the different textures, physical states, the time frames of cooking, the quantities (weights) of different ingredients used, temperature variations as well as following the health & safety guidelines to name a few.

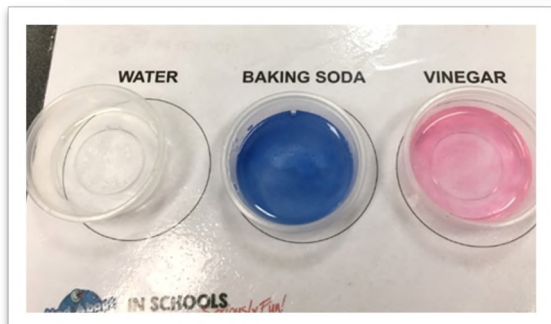
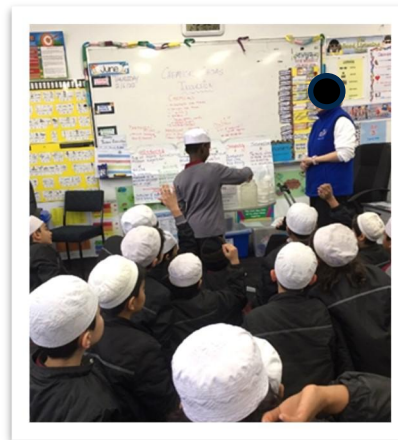


We feel that this exposure to hands-on activity and inter-connecting the different curriculum areas, gave the students an in-depth understanding to the above-mentioned learning areas, application in their daily lives give them ownership of their personal learning journeys. In-addition, to further jell their learning on 'Mixtures', an Incursion was organised for the students in which they explored the changes of matter & materials by experimenting, exploring, observing, and documenting their learning.

Overall, the Year 2 team feels that this term was quite productive, hands-on, and full of explorative thinking!

**Ms Saima Shinwari - on behalf of the Year 2 Team**

Year 2B Form Teacher & F-2 Level Coordinator



# UPPER PRIMARY

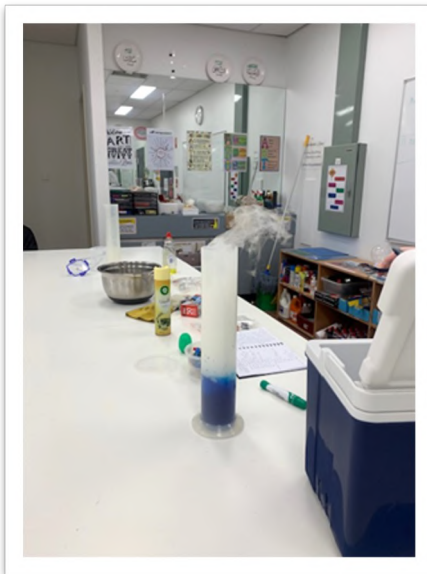
## YEAR 3

### The Matter of Matter: Mad About SCIENCE

In term 2, students of Year 3 had an opportunity to participate in an incursion conducted by 'Mad About SCIENCE', the experts in Primary school science workshops and Incursions. Using the magic of dry ice, students explored the three common states of matter – solids, liquids and gases. From everlasting bubbling fountains to cool chemical fire extinguishers, magnificently correlating with the prospects of science in year 3's Australian Curriculum.

All the sessions were full of learning and a lot of fun. It was exciting to watch the non-Newtonian matter and how its properties changed with different forces. And of course, the memorable cauldron and boo bubble demonstration, students really adored every second of it.

#### Year 3 Teachers





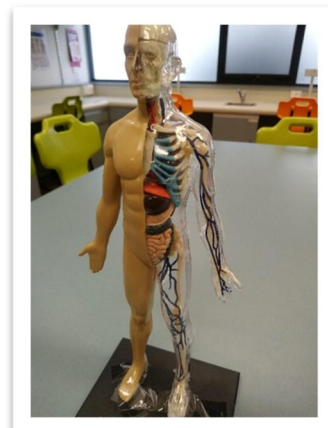
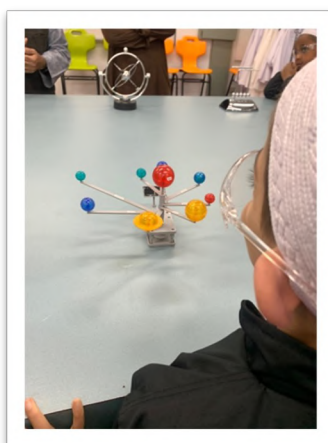
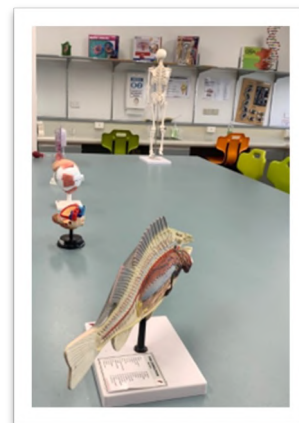
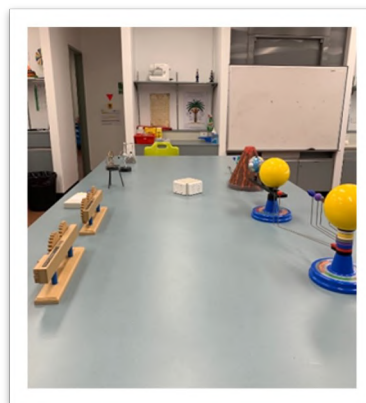
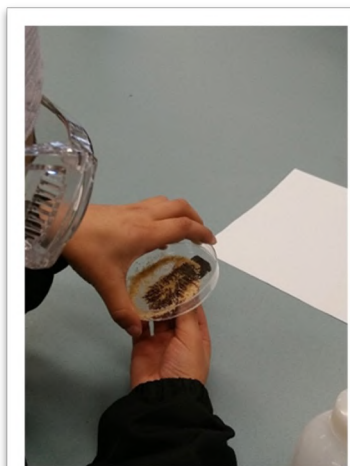
## Year 3B - Exploring Science: Working Scientifically

It is imperative for schools to have the latest and high-quality science lab. Science is different from any other subject. In order to understand its concepts, one has to look beyond the books and conventional classroom teaching. Effective teaching and learning of science involve seeing, handling, and manipulating real objects and materials.

At Al Iman College, we have a highly equipped Science lab with experienced and knowledgeable personnel. Alhamdulillah, Our 3B had an opportunity to visit the Science lab to explore different branches of science. Students have a first-hand learning experience by observing and performing various experiments on their own. Engaging young students with exciting material and experiences motivates them to learn and pursue the sciences throughout school and later in life. All students are very thankful to Dr Zakir and other personnel for giving a wonderful experience and real-life feeling of being a scientist.

**Ust Md Abu Yusuf**

Year 3B Form Teacher





## Year 4 Excursion to the Sovereign Hills

To give our Year 4 students one of the best '1850s gold-rush era' experiences, we travelled back in time and experienced Melbourne's gold rush era on a day trip to Sovereign Hill. Gold was discovered here in 1851, triggering the greatest alluvial gold rush the world has ever known. The day started off frosty with eight degrees when we arrived but that didn't dampen our enthusiasm as we were prepared for a day of exploring the Goldfields! After a light drizzle and a cool breeze, the weather changed gradually to allow us to enjoy our outdoor excursion.

As part of the learning journey, the students were given the opportunity to see the living museum in the Ballarat goldfields. We were able to warm our cold hands over an open fire fuelled with wooden logs. The smell of burning logs mingled with the crispy warmth of the fire filled us with warmth. It was a welcoming sight and enabled us to get a glimpse of how people warmed themselves up on cold mornings in the olden days. We experienced the colonial life and what it was like for the people to live in those times. We saw people dressed in the 1850s costumes and got to experience a classroom full of artefacts. Students were greeted by a teacher dressed in the Victorian era costume who taught them about the significance of the dress and why head coverings for women were a sign of dignity, respect and politeness. Students were excited to write their names in ink using the Copperplate cursive font. Slates and chinks were used with equal enthusiasm.

As part of their learning, they were given the opportunity to experience the underground gold mines. We travelled twenty metres underground in the Red Hill Mine and experienced the life of a miner. We wound our way through the dark underground mine with the expert guide and heard stories of struggle, innovation, triumph and hardship. The excursion included exploration of the museum, visit to an array of shops followed by an enlightening demonstration in gold panning with metal bowls. Students tried their hand at gold panning on the little creek hoping to find some gold of their own. The confectionary shops were very popular amongst our students.

Overall, it was a fabulous day investigating the main street shops, experiencing the Red Hill Mine tour underground and panning for gold! Alhamdulillah!

**Ms Eleza Alam**

Year 4A Form Teacher

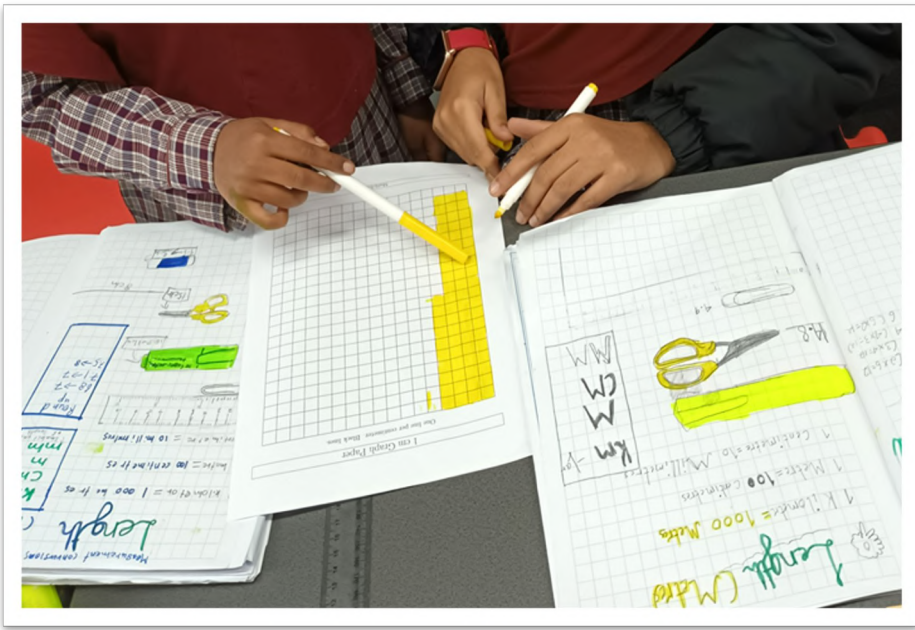
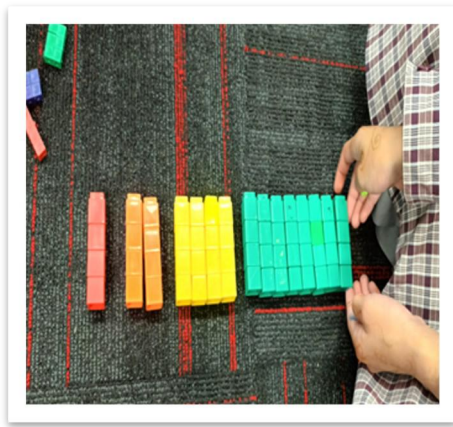
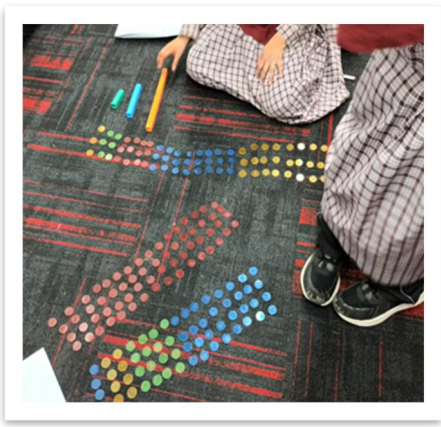




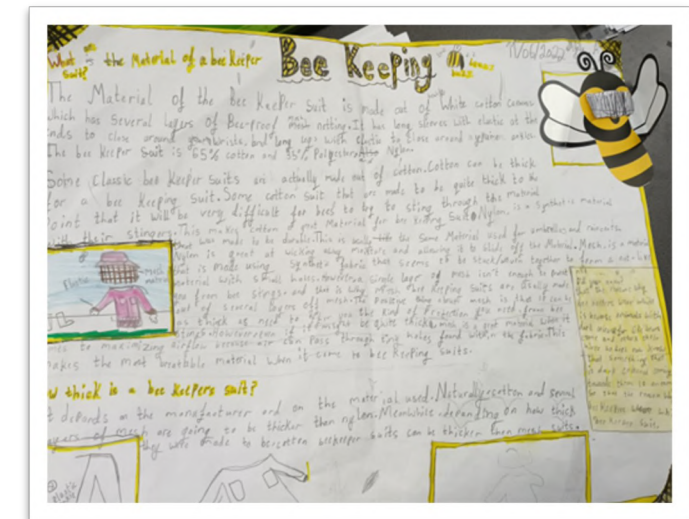
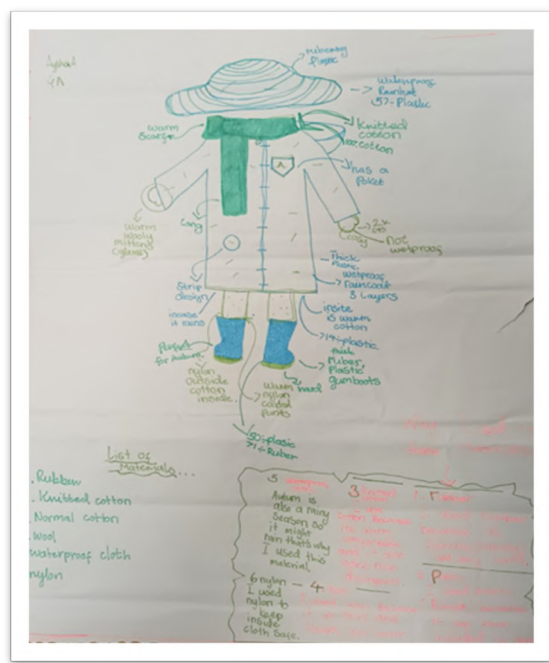
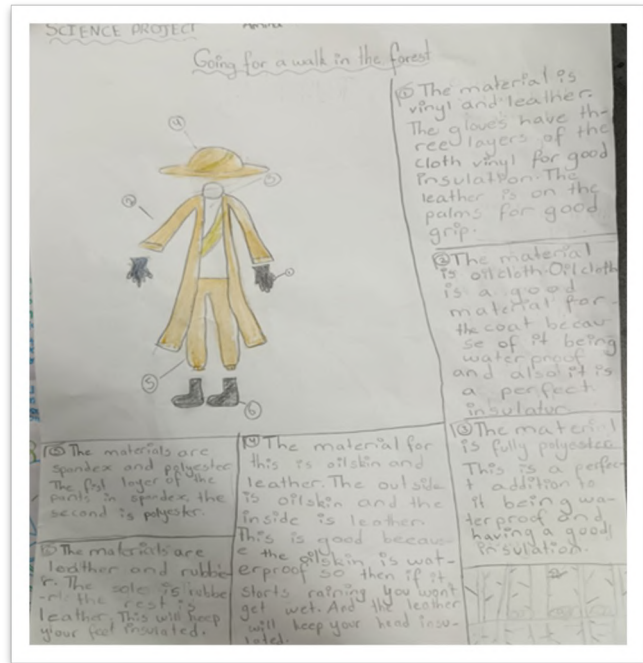
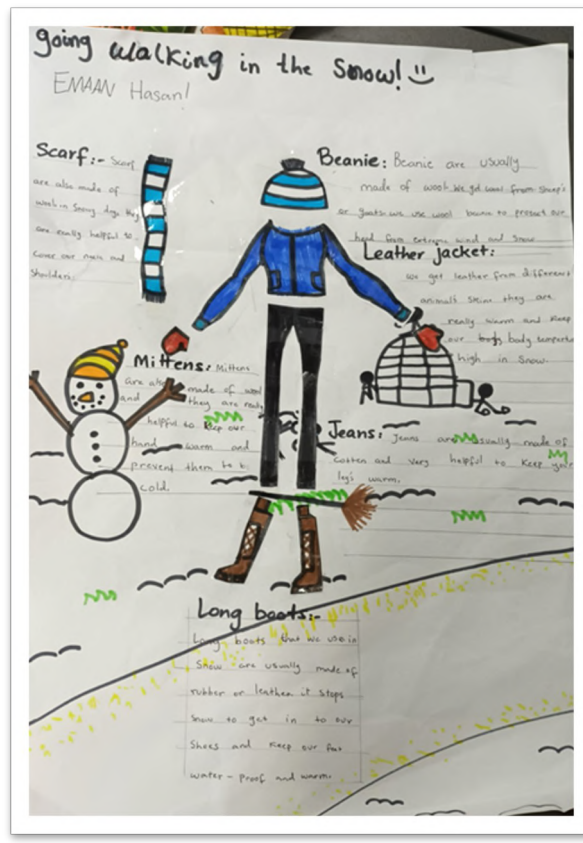
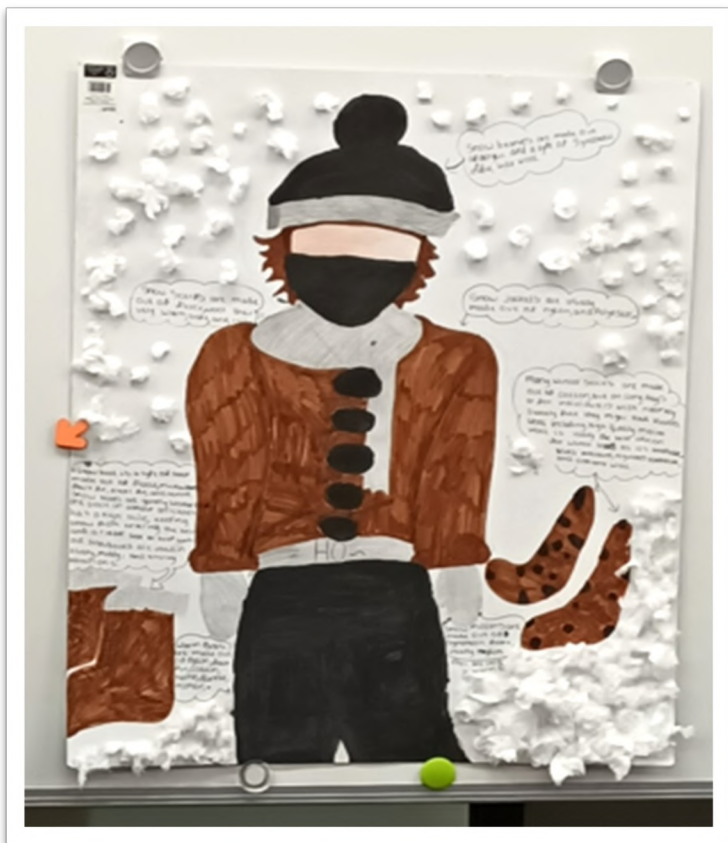




Some highlights from Year 4A this term:









## Year 6B Biological Science Incursion: THE HUMAN BODY

Year 6 students took a journey through the human body and explored its parts and systems. Students explored how lenses focus light by refraction and related this to how the eye works. In small groups, they performed chemical experiments to understand digestion and tested reaction speeds. They measured their reaction time and worked through all the steps involved in detecting and responding to stimulus. They tested the pH of water, gastric juice and antacid. They added antacid to gastric juice and noted the effect. They observed the effect of exercise on their heartbeat. Lastly, towards the end of this incursion, they learned about how we are all connected. They formed a large, human, electrical circuit. Well done Year 6, you have been amazing!

**Ust Muhammad Shoaib Ashraf**

Year 6B Form Teacher





# EXTRA CURRICULAR DEPARTMENT

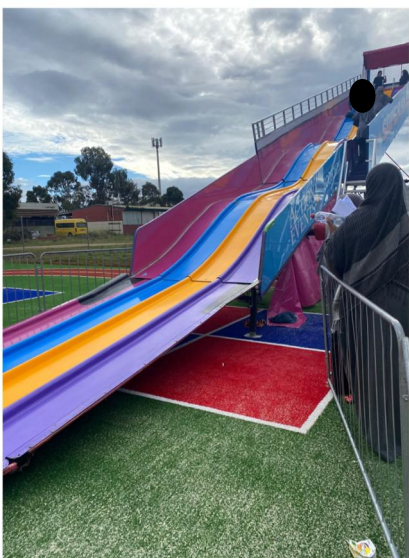


Alhamdulillah we make Shukr and thank Allah SWT for giving us the opportunity to organise a festival for students at the college to celebrate Eid Ul Fitr during Term 2. This was an event which the college catered for in order to allow everyone to be able to enjoy and celebrate Eid in an Islamic Environment. The day was filled with laughter and smiles as the college organized Mechanical Rides, Jumping Castles, Inflatable Rides, Pop Corn, Fairy Floss, Sausage Sizzle and other activities for everyone.

We'd like to thank everyone involved in organising and helping out in the Eid Festival. Jazākumullāhukhairā to all the Maintenance Staff, IT Staff, Male Integration Staff and Year 12 Boys for the BBQ and food preparation; the teachers, support staff and volunteers in helping supervise the students, running the activities and food stalls; as well as the Management and Office Staff for their ongoing support in making this day an eventful and joyous day. This day would not run without all your support and Duas. We look forward to having more fun filled events.

**Br Othman Abubakar**

Extra Curricular Activities Coordinator





## Compare the pair: same method, new skill

# SECONDARY

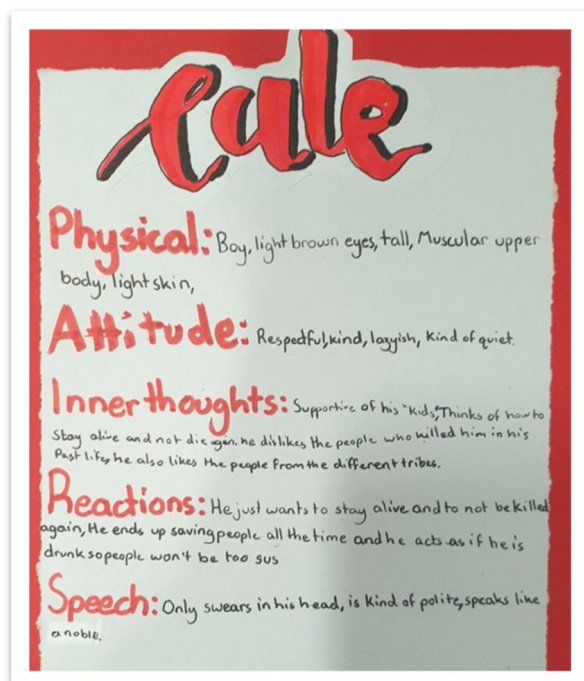
### Year 7A / 7C

Once upon a time, there were two amazing classes called 7A and 7C. One day, they were tasked to go on a dynamic adventure that would make them sizzle to their bones. They had to go cross through several pebbled paths and climb large rocks to arrive to their destination. But just when they thought they had tamed the dragon at the top of the rock, they were met with a ginormous boulder and had to learn how to persuade the beast. The beast told them "Convince me as to why I should let you through these mountains". And convincing they did.

Year 7 students this semester had an amazing rollercoaster of learning how to write engaging and thoughtful narratives to persuasive pieces. Using the skills learnt for narrative, 7A and 7C adapted their knowledge and applied these skills for persuasion. For persuasive, students were encouraged to be as silly as they needed as much as they were serious. Some arguments they came up with disagreeing that breakfast is the most important meal of the day were "you could have brunch, which is a comb 2 in 1 meal" and "you forget to say Bismillah because you are half asleep!". Below are wonderful works produced by these students for characterisation and their debating topic!

### Ms Sevde Isitan

Secondary English Teacher





# Grammar

**Prefix and Suffix**  
Prefix is at the beginning of a word. Suffix is at the ending of the word. Prefix and suffix change the meaning of the word it is attached to.

**Powerful** ←  
*adjectives*  
Adjectives that are specific and describe the noun precisely. Here are a few examples:  
• My old grandma went to the extra-ordinary, ancient, mysterious town in England for a spectacular vase.

PREFIX	ROOT	SUFFIX
un	help	ful
re	open	ing

**Nouns**  
Nouns are words that name people, places, things, ideas and states of being. Certain nouns refer to things that are able to be counted such as:  
ten, annoying students.

**PROPER NOUNS**  
Proper nouns are names, specific people, places, things and acronyms that begin with a capital letter, for e.g. Mark Antony, Australia and Olympic games.

**COLLECTIVE NOUNS**  
Collective nouns name groups of things, for example: team, family, committee, flock, bunch.

**ABSTRACT NOUNS**  
Abstract nouns name concepts or things that cannot be seen, for example: democracy, feelings, honesty and hypothermia.

Some nouns refer to uncountable things, such as hair, snow and so on.

**VERB, Modal and Abstract**  
Verbs are action words or doing words which usually ends with "ing".  
**ADVERB** — describe a verb, adjective, another adverb or a whole sentence. Usually adverbs end with "ly".  
Modal verbs are used to assist in a sentence. Examples: might, could, would, should. They are used with verbs.  
The girl anxiously looked through her scribbled notes before heading to her chemistry test. She thought she would fail.

By: Ayla & Shumaila

**Apostrophes**

**madly**

**IDEAL TALK**

**SCP-3008**  
Angel

BY: LARA NG

Fast food means less. Good food means good health.

17.5.2022

**ADVERTISING (Team Line)**  
• It can be simple or a multi cuisine.  
• It is your choice how you make it.  
• It can help you stay organised.

**DISORDER (Team Line)**  
• Waste of time to make and eat breakfast.  
• It's mid-night!  
• It gets old and thing can do much.  
• Lunch and dinner are more important.  
• It can get you lost.  
• If you eat too much you feel lazy.  
• Waste of food/sins.  
• Extra exercise to lose all that fat.  
• Unimportant.  
• Waste of money.  
• You'll start to get out in class when it's you feel passing.

**Breakfast sets your mood for the whole day.**  
• It is health beneficial and you have more productivity.  
• It can be used for charity.  
• Donation gives you hasach.  
• Break-fast is the time of iftar. You break your fast after a day of fasting.

**ADVERTISING (Team Line)**  
• Think of all the poor people with no food. It makes you have gratitude.  
• Breakfast sets your mood for the whole day.  
• It is health beneficial and you have more productivity.  
• It can be used for charity.  
• Donation gives you hasach.  
• Break-fast is the time of iftar. You break your fast after a day of fasting.

**DISORDER (Team Line)**  
• Takes long to make.  
• Expensive some people.  
• You won't be missing breakfast.  
• Extra chores.  
• Makes you late for work.  
• Inability to pass.  
• Making up early is not better you can't be any better.  
• You wait a good day without breakfast.

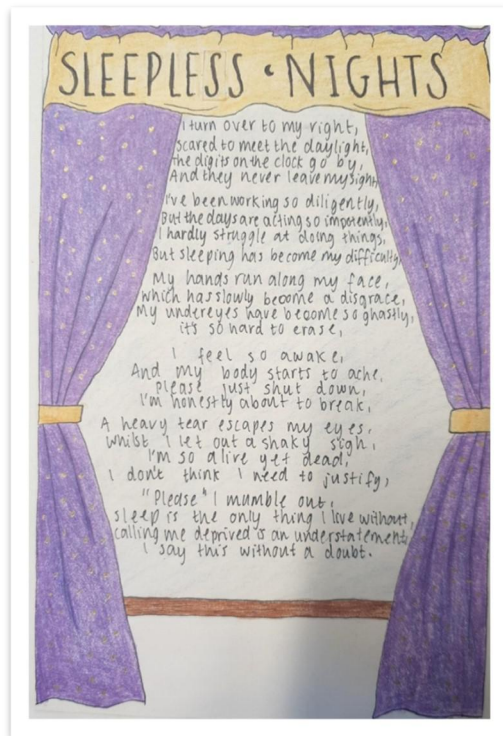


# What would you do with a wallet, a key and 6 million pesos?

## Year 8A

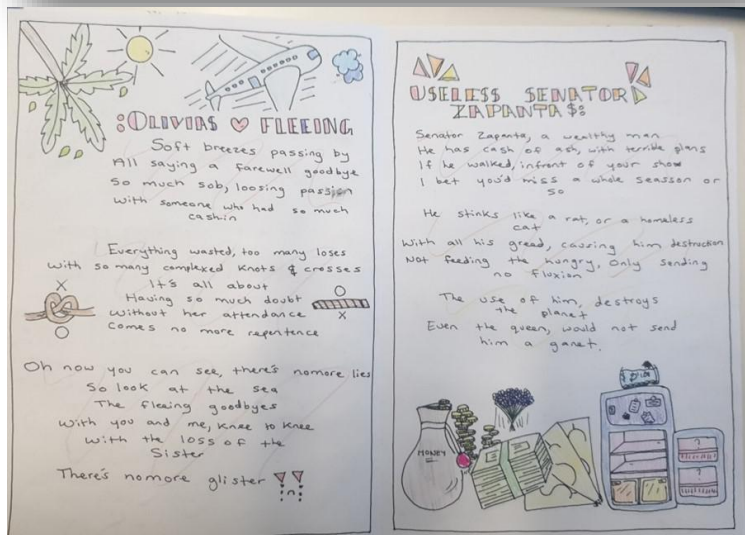
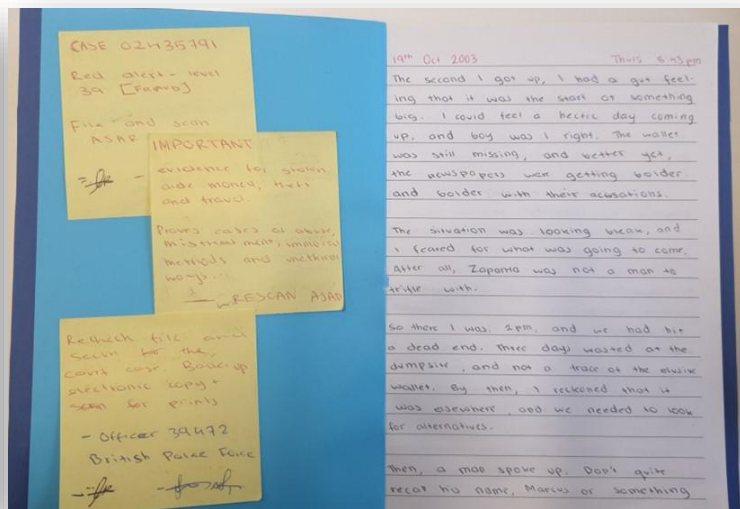
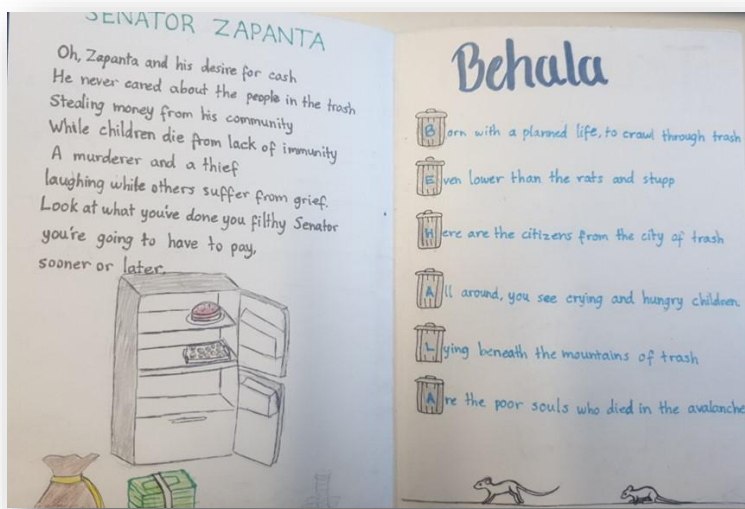
Greed. Friendship. Class. Corruption. Long ago, the four themes use to live together in dissonance. But that all changed when one young boy from Behala found a wallet in a dumpsite. "Trash" a novel studied this semester, follows a story of three young boys who find an unlikely mystery that would change their lives forever.

This semester, Year 8A students read and analysed the themes and characters from "Trash". We questioned and debated the morality and ethics of characters who otherwise were deemed as pure and innocent, and justified the actions of those who were categorised as villains. Year 8A girls delved into the minds of these complex characters and produced an exceptional level of writing. Below is a collection of poems and journals students have written as part of their Creative Writing module for English.



## Ms Sevde Isitan

Secondary English Teacher



*Dear diary,*

*I woke up from a nightmare today, I saw him again. Sometimes I can't believe how real he looks and feels. I still blame on myself for his capture and imprisonment. How could I do this to my grandad? I blame myself, but maturity has taught me to that the world is corrupt and only the innocent can be manipulated. I was manipulated.*

*The guilt has took over me like a powerful wave hitting the shore like a raging bull. He surely and truly didn't deserve my bad side. I'm a complete fool for letting greed, violence and aggressiveness get the best of me. I regret every single moment doing this. I know I used my mouth and tongue the wrong way*

*I know now that if I apologise I'll be cut off like everyone else. I just wanted the money not their sad faces. I hope they'll have a heart to forgive me. I know it's irreversible but I feel like I need to take responsibilities for my doing.*

*When will I grow up? When will I be THAT guy when I will understand that my actions always have a way to come back and bite like a ginormous shark ferociously biting the living brains out of me. Raphael's sweet soul was neglected by me.*

*I wish I was better. I miss family. I miss my old self. I can't forgive myself and if Gabriel sees the way I've been handling things, I bet I'll get taught a lesson. I may look like a tough guy but deep inside my heart, I conceal every single problem like an eraser effortlessly rubbing out.*

*I'm sorry.*

*Marco*

**(Zainab S) -Year 8 Student**

**Ms Sevde Isitan**

Secondary English Teacher



## VCE NEWS

### VCE graduation ceremony Class of 2021:

The VCE Graduation ceremony for our last year graduates was held on Friday the 3rd of June for the girls and 10th of June 2022 for the boys. Alhamdulillah, it was our very first VCE graduation ceremony for Al Iman College.

Our guests of honor were Hon. Member of Victorian Parliament Mr. Steve McGhie, Mayor of Melton City Cr Goran Kesic and Cr Steve Abboushi who came for the boys graduation and Cr Ashleigh Vandenberg, Cr Julie Shannon and Cr Sophie Ramsey of Melton City Council who came for the girls graduation.

Our very first VCE boys graduates from Al Iman College (Class of 2021) walked the hallway to the conference hall cheered by primary and secondary students standing in the hallway. The MC for the ceremony was Ajmal Rizwansally (one of our current Year 12 students, who did an excellent job as MC). The ceremony started at 9:30 AM with the Quran recitation/translation and then the acknowledgment of the traditional people. Followed by our respected Principal's informative and encouraging speech, stating our school's Vision and Mission, the school's humble beginning, covid challenges, and our achievements. Followed by encouraging speeches from our guest of Honor Hon. Member of Victorian Parliament Steve McGhie and Mayor of Melton city council Cr Goran Kesic, appreciated our efforts, especially during the challenging times of covid with remote learning. Lastly, in a heart-touching speech from one of our 2021 graduates and the recipient of the DUX award 2021 Miqdaad bin Imteaz, thanked his family, the school, his teachers, and his peers. Excerpt from his speech "Whoever does not thank people, has not thanked Allah". The most improved student of the 2021 award went to Jareer Mohammed. All other VCE students received their VCE certificates and laptops. All who were present enjoyed the venue, the audience, and the event. The VCE graduation ceremony was concluded with refreshments.

**Ust M Abdul Rashid**

VCE Assistant Coordinator & Careers Counsellor





# YEAR 12



## CLASS OF 2021

### BOYS:

LUBAN AHMED

REDWAN AL AMIN

ABU SYEED MOHAMMED ALI

BILAL HADDARA

MIQDAAD BIN IMTEAZ

JAREER MOHAMMED

MUHAMMED NAEEM

MAHMOOD ISMAIL SAMSUDEEN

RADIN AFIQ KHAIRI SHAHRUDDIN

### GIRLS:

NUSAIBA HOSSAIN

DERYA KEMAL

DILEK KEMAL

SOMAYA

MARIA

*Congratulations to all our Year 12 Class of 2021 Graduates.*

*We wish you all the very best for your future endeavours!*



## VCE Jackets:

Every year the year 12 VCE students will receive a "Class of year" jackets from the school. This tradition started last year in 2021 with our very first VCE Year 12 students who received the "Class of 2021" school jackets. On Friday the 6th of May 2022 during the school assembly our principal gave the current Year 12B (VCE Boys) students their "Class of 2022" jackets and the girls were given their jackets by the VCE Teachers.



## VCE Boys BBQ:

The VCE boys did a BBQ on the hotplate on the 21st of June 2022. Delicious BBQ chops and BBQ tandoori chicken was prepared by the students for their teachers and peers.



### Ust M Abdul Rashid

VCE Assistant Coordinator & Careers Counsellor

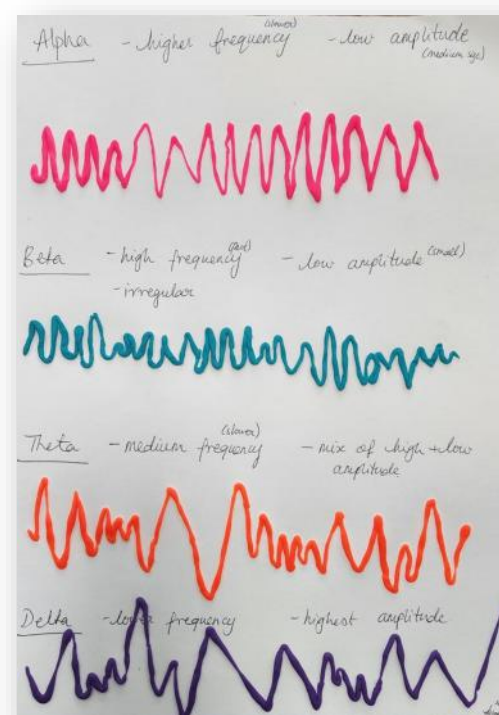
## Zzzzzzz...ZzzZZ.... Oh, no! I forgot to do my homework!

To sleep, or not to sleep. That is the question. Sleep, perchance to consolidate my memory and restore my muscles? Without argument, yes!

Stressed with exams? Having trouble sleeping? If you've answered yes, then come down to 12A's sleep centre and meet with our lovely Sleep Students.

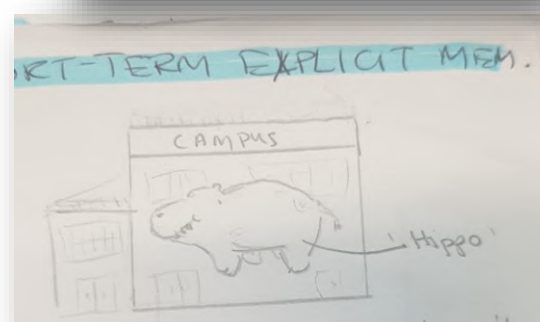
This semester, Year 12 students have studied all the brain regions involved in memory and also our brain waves when we're asleep and fully awake!

Using playdough, they've created how our brainwave patterns change when we are in different levels of consciousness. And to consolidate their learning, students created fun little cartoons and mnemonics to remember all they've learnt this year. But the most important piece of information the Year 12's must remember is this: their shopping list.



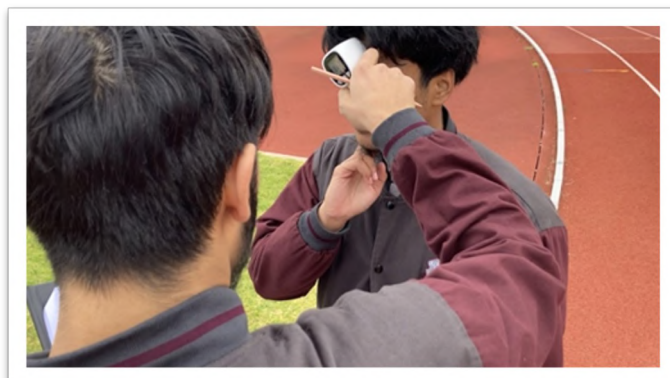
### Ms Sevde Isitan

VCE Psychology Teacher



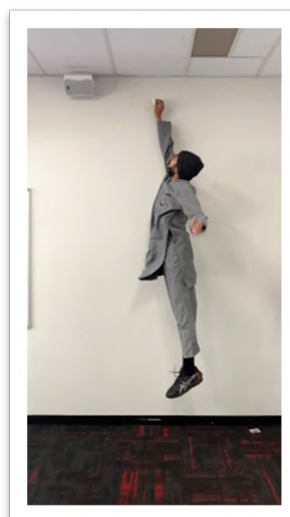
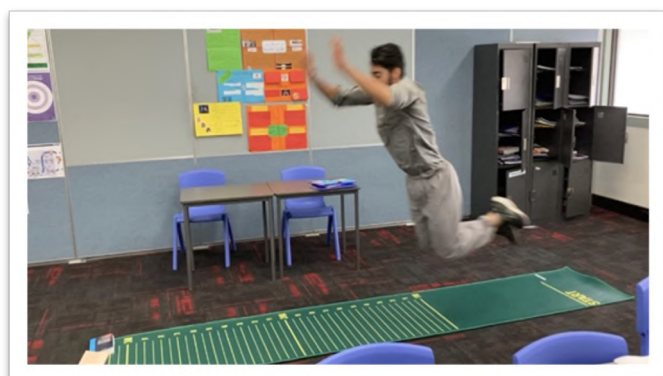
## Year 12 - Introduction to VCE Physical Education Units 3 & 4

As of 2022, Al Iman College has started to offer VCE Physical Education to our Year 12 Boys. This subject explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in movement and examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity.



*Practical session at Melton Athletics Track (Acute Responses to Exercise)*

Students get immersed in both theoretical and practical understandings, which is central to the study of VCE Physical Education.



*Fitness testing (Broad Jump and Vertical Jump Test)*

Students participate in many practical activities to examine the core concepts of physical activity, sport and exercise sciences.



*The Illinois Agility Test*



Through integrated physical, written, oral and digital learning experiences, students apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation in sport, exercise and physical activity.



*Biomechanics (Effect of Lever Arm Length)*

**Ust Hafizzudin Ng**

HPE Coordinator and VCE Teacher