



AL IMAN

N E W S L E T T E R

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IMPORTANT DATES:

LAST DAY OF TERM 4 (Students)

- ◆ Friday 4th Dec 2020

REPORTS FINALISED

- ◆ Wednesday 16th Dec 2020

PUBLIC HOLIDAY

- ◆ Friday 25th Dec 2020

PUBLIC HOLIDAY

- ◆ Monday 28th Dec 2020

OFFICE CLOSED

- ◆ 21st Dec 2020 - 15th Jan 2021

UNIFORM SHOP OPENED*

- ◆ Mon 20th Jan - 7th Feb 2021

TERM 1 2021 BEGINS (Students)

- ◆ Thursday 28th Jan 2021

FOUNDATION CLASSES BEGINS

- ◆ Monday 1st Feb 2021

*Excluding Weekends and Public Holidays.

Operating hours: 9:00am - 3:30pm

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PRINCIPAL'S MESSAGE

Dear Parents and Carers,

Assalam-O-Alaikum

Ibne Abbas Radiyallihu Anhuma narrates that Rasulullah Sallallahu Alaihi Wasallam said: "The first to be invited to Paradise on the Day of Resurrection will be those who praise Allah in prosperity and in adversity".(Mustadrak Hakim)

As we come to the end of 2020, it is a good time to reflect on what we have achieved and look forward to an even more successful 2021!

I would like to thank Allah جل جلاله for all of His Blessings throughout the year.

Whatever good has happened so far and all that we have managed to achieve is a Blessing and Divine Opportunity from Allah جل جلاله. We are grateful to Him for His Blessings and Divine Opportunities.

Thank you all – staff and volunteers – for your contribution towards another wonderful and productive year. I cannot thank everyone enough for your hard work, dedication and quest for excellence. We could not have achieved this without your support and contribution.

Special thanks to our teachers and support staff who went above and beyond the call of duty to provide whatever was necessary to our students' during the challenges of this year.

The dedication, skills, and eagerness of our staff to accept challenge, enabled us to provide our children with uncompromised learning experience. Thank you all and well done. I am proud to be working with an incredible group of professionals.

Thank you our students! Thank you for your hard work and coping with the challenges. I am so proud to be involved in the education of such incredible learners.

Any shortcomings that have happened or something we did not achieve is due to our shortcoming and we seek forgiveness from Allah جل جلاله and seek His Guidance throughout our lives.

I wish you all the best and look forward to seeing you next year.

Wassalam

Zulfiqar Ali



THE UNSUNG HEROES OF AIC

This piece of writing is dedicated to the support, maintenance, library, IT, janitorial and administrative staff working at Al Iman College. This also acknowledges the hard work and dedication you all put in to help the teachers in doing their jobs. You work odd hours for the organization to operate smoothly, keeping our students mentally & physically safe, healthy & active and providing the ultimate relief to the teachers. You may not get enough appreciation, a pat on the back or even a simple 'thank-you', but you are the invisible hand holding and supporting the backbone of the organizational structure.

Let me take a moment out of our day-to-day hectic schedule to let you know that when your vital support is stopped for a nano-second, we all come crashing down. Your presence is felt and recognized the moment when your support is withdrawn or paused. You are the heartbeat that pumps the blood carrying the oxygen to each organ to function properly. You might not be the king (or queen), but you are definitely the 'king-maker'!

You are the living example of the tree that bows down to the ground when laden with ripe and juicy fruits, enabling the other living things take advantage of your services. Once barren by the severe weather (working) conditions, you strive again to provide us with fresh leaves and fruits, providing your services again and again without failure.

I dare you not to give up your work, for it is the oxygen of all the teachers! It is this ability of yours that differentiates your being as more superior to us (teachers). I, as a teacher, salute you for your enthusiastic, unvoiced and ever-lasting services.

Jazākumullāhukhairā in the literal sense as only Allah Subhanahu Wa Ta'alah would be able to recompensate you for your services and dedication.

~A Secret Admirer.

FACILITIES & UPGRADES



NEW BUILDING FOR SECONDARY GIRLS

- ⇒ The College has spent over four million dollars for buildings and improvements on the current site.
- ⇒ As part of the upgrades, a new building was completed at the beginning of this year for the Female Secondary Students.
- ⇒ The new Secondary Building offers 6 General Learning Areas (Classrooms), amenities, staff room, open learning area and covered passive seating area.
- ⇒ The new building has been designed to allow more natural light and space.
- ⇒ This new building has been fully funded by the college to cater for the growing educational needs of our students.
- ⇒ The building was officially opened by The Hon. Steve McGhie, MP. State Member for Melton on the 28th of November 2020.



NEW SPORTS FACILITIES & PLAY AREAS

- ⇒ A new field with multi play sports facilities and pathway has been built to cater for the large number of students in the Boys Wing.



- ⇒ The covered play area on the Girls Wing has also been extended by 200% from last year with multi play sports facilities.

WILSON RD CARPARK UPGRADE

- ⇒ The Wilson Rd Pickup & Drop-off Area is a must-see, having had a significant makeover with the widening of the footpath to accommodate more pedestrians.
- ⇒ Landscaping work was also carried out to increase the liveliness and greenery between the buildings and footpath as well as the planting of tropical trees and shrubs along the footpath near the new secondary building.



'GREEN UP, COOL DOWN WITH NATURE' PROJECT

Inspired by World Environmental Day Grants Program 2020 and supported by Melton City Council.

Alhamdulillah with the grace and mercy of Allah subhanahu wa ta'ala, He has given us the ability and favoured us with the support from the council to make an effort to beautify the college premises and parameters with green landscaping. We planted native trees and scrubs, uplifting the look of the south side facade of the college.

We also established our kitchen gardens by constructing garden beds at the most conducive positions and later extended the capacity. We were able to green up as well as grow healthy organic produce.

Our "Green Up Cool Down with Nature" project has benefitted the community as a whole. It has also brought collaboration with a volunteer group for distribution of produce to the needy in the community.

The college collaborated with **Human and Moral Development Centre (HMDC) Inc** to distribute the harvest for the recipients in their database. 12 families living at the Western suburbs benefitted from the project.

"Allah provides sustenance without measure to whom he wills"
(Surah An-Noor verse 38).

COLLEGE EVENTS



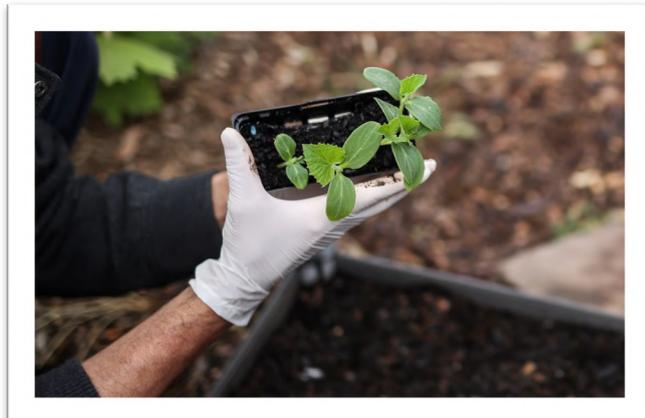
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Our students benefitted most from the project. They were made aware of different ways to contribute. They gained hands-on skills and knowledge of effective gardening. They also learned the value of self-sustenance and a healthy lifestyle, all while having fun.

The courtyards and the playground have turned into a better and safer outdoor area for our students to enjoy, conducive to learning, rest and play. It is also proven that this will result in improved attentiveness and engagement in class.

It is an achievement alhamdulillah, and yet it is just a start to our long term plan. The support from the council is a motivation to achieve more as we are a young and growing college.

On behalf of Al Iman College, we thank **Melton City Council** for making our **"Green Up Cool Down with Nature"** project a success!



STAFF WELL-BEING DAY

Every year Al Iman College hosts a whole school staff well-being day which allows the staff to get together, as a fun and relaxing way to end the year. Well-being day is a key factor to ensure that staff productivity levels and general health are at its optimum levels.

This year, the female staff were involved in Archery, Art and Craft activities, relaxation therapy and a MasterChef competition with judges from the management and administration on the Male side. The male staff on the other hand competed in a Kahoot Quiz, followed by a friendly Captain Ball's Tournament and finally ending the day with an Archery Session. Staff were divided into groups on both sides and rotated between the activities.



The day was full of hustling buzz and excitement, as the staff enjoyed the day thoroughly and now are looking forward to the next well-being day. Congratulations to the winners of the MasterChef competition on the female side and to Team D on the male side for coming on top of the competition!



Hifz Graduation

عَنْ عَبْدِ اللَّهِ بْنِ عَمْرٍو بْنِ الْعَاصِ رَضِيَ اللَّهُ عَنْهُمَا قَالَ: قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ: يُقَالُ لِصَاحِبِ الْقُرْآنِ إِفْرًا وَارْقًا، وَرَتَّلَهُ كَمَا كُنْتَ تُرَتِّلُهُ فِي الدُّنْيَا فَإِنَّ مَنْزِلَكَ عِنْدَ آخِرِ آيَةٍ تَقْرُؤُهَا- رواه الترمذی وابو داؤد وابن ماجه وابن حبان في صحيحه

Abdullah ibn Amr ibn Aas رضي الله عنه **narrated: Allah's Messenger** said, "The man of the Quran will be told to recite and ascend (the ranks of Paradise) and to recite with tartil (with pauses and gently) as he used to do in the world, 'your (highest) rank is at the last verse you recite'.

(Tirmidhi, Abu Dawud, Ibn Majah, Ibn Hibban)

It is with great pleasure that Al Iman College had a Hifz Graduation Ceremony celebrating our 2 graduates who successfully completed their memorisation of the whole Quran with murajaa (revision).

Congratulations to the following students:

Aamnah Raheel and Athaya Putra from Year 7A.

The whole Hifz Department needs to be congratulated for their combined effort, especially the teachers.

This is a great achievement for our College, the community and especially for the girls and their families. May Allah SWT make the Quran a source of guidance for them. May Allah SWT make our College a source of disseminating and serving the Holy Quran.

Hifz Department





SPORTS DAY 3RD DEC 20'

~STUDENT REFLECTIONS~

"Today was an amazing day. Since morning we had lots of fun. We participated in games like the Three-legged races, Bean Bag race and Balancing race. While playing, we all realised how important it was to listen to others and cooperate while in a team. For example, when doing the Three-legged race, if we did not make the step together at the same time, then we would fall. We also learned a very important life lesson. The lesson is that, winning is not everything in life. It's not important to always become first in a competition but rather, it is more important to try your best and have fun."

~Faatimah Bint Ahmad, 6AH

"Sports Day was one of the most enjoyable, fun, competitive and hilarious day since we started school at Al Iman College. It was the perfect day to end our fantastic year. All day we were outside having fun and playing games; even the teachers were enjoying themselves! We started off with a hilarious three-legged race. All of us fell down at one point or another, got up and fell down again! The best part of Sports Day was when we learned that winning or losing doesn't matter. Having fun is the main priority. Towards the end of our special day, the teachers had a tenses race. All the students wanted their teachers to win. Finally, the Yellow team won. At the start, everyone else was being sore losers, seemed not accepting their defeat. But later on, we felt that everyone is a winner no matter who gets the ribbons (and trophies)!"

~Aabida Refaye, 6AH

"We got to see our beloved teachers had fun and enjoyed being a part of the Bean Bag relay and a just - for - fun Teachers' race. It was certainly an enjoyable day for all of us. The best thing about Sports Day is that there are no losers. At the end of the day, we are all winners. No matter how many times we fall, we have to get back up again."

~Mahdiya Marium, 6A

AL IMAN COLLEGE LIBRARY

Overdue Books

Dear Respected Parents

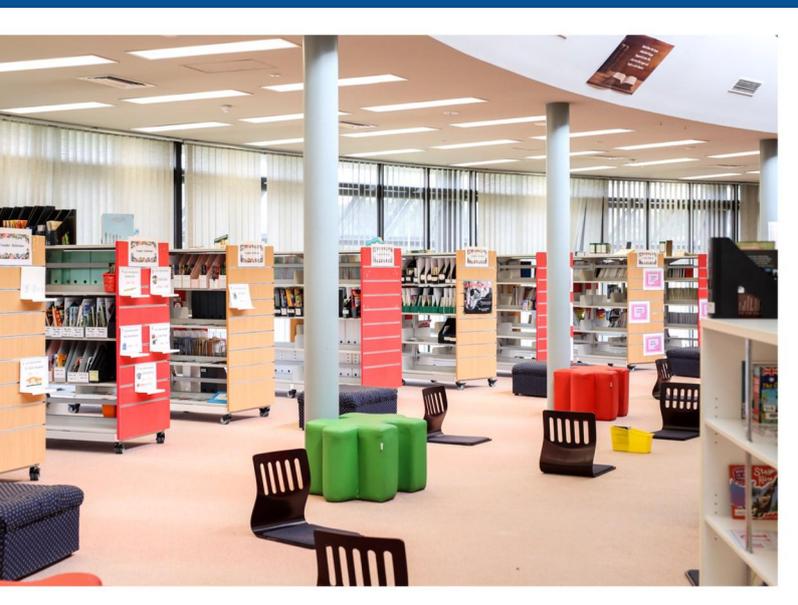
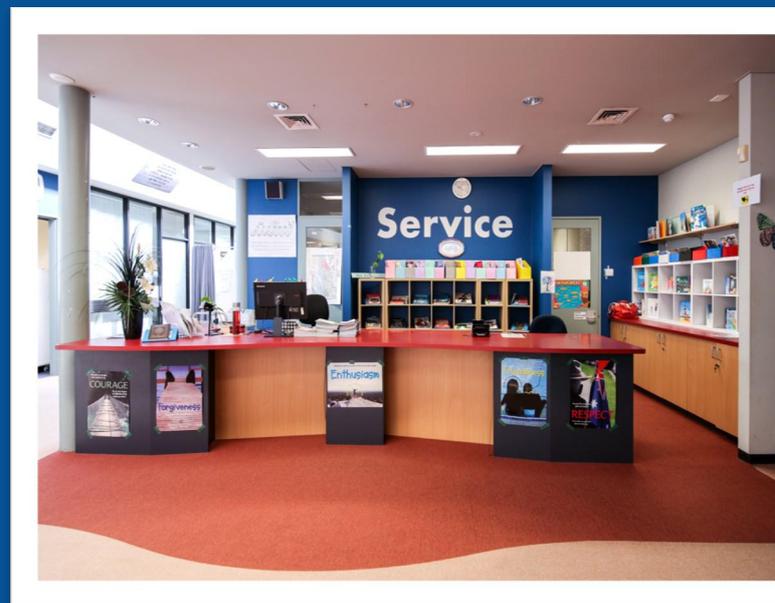
Assalamualaikum Warahmatullahi
Wabarakaatuh,

Hope this message of mine finds you in good health Ameen. As we are fast approaching the end of the year 2020, there are still a large number of books that are outstanding from our students.

Parents are requested to help their children in tracking the books that has been borrowed by the students during the academic year.

Thank you for your co-operation.

Ms Khurrathul Aain Syeda
-Librarian



**TIME TO RETURN
THE LIBRARY
BOOKS**



READING HAVEN IN THE FOYER



We set up a Reading Haven in the Foyer for students to encourage the love of reading.

Any one can take a book to read at any time. They can take it home and return them whenever they finish.

No records for borrowing are required.

Some students and staff donated their favourite books as well.

Books are from private collections.

A fun way to share our favourite books and to instil the love for books and reading....

Mrs Bahruddin

-Vice Principal

♥ Thank you for letting us use and read books from your tiny library. And I will take care of your books by putting them back where I found them after I read them.  I love the books.

Your Awsome.
you are the Best Vice Principal. Thank you for the Books. They are Awsome.
20/20



AIC EARLY LEARNING CENTRE

Alhamdulillah, despite the Stage 4 lockdown, learning continued for the ELC students in Term 3. We welcomed zoom as part of our learning experience to stay connected. The trials during the pandemic refined and deepened our gratefulness to Allah SWT. We like to thank our parents for the amazing partnership during the remote learning and being an amazing teacher to your child.

We are grateful that we were able to resume back onsite in Term 4. Lots of activities were organized on top of the daily activities planned by the educators. We celebrated World Food Day on 15th & 16th October where children brought their cultural food in their lunch box. We had Book Week (19th till 23rd October), National Children's Week 26th till 30th October) and even Recycling Week (9th till 13th November).

The Kindergarten students had a transition program on 16th & 17th November where they visited the Foundation class to familiarize themselves with the teachers and college environment. The Pre-Kindergarten students had their transition from 23rd November till 4th December too joining the Kangaroo room. Graduation was different this year due to COVID-19 restrictions. Nevertheless, Alhamdulillah we managed to organize the event to mark the student's milestone despite the small-scale event. The new restriction guidelines came in on Thursday 26th November afternoon, hence we were not lucky enough to have parents joining our graduation event. Despite that, we are thankful to Allah SWT as we can plan but He is the Best of Planners.

Wassalam,

Ms Rahayu Johan
-ELC Coordinator



FANTASTIC FOUNDATION

Our Foundations have been enjoying their learning time in school after coming back from the restricted remote learning environment.

This term, our focus was to help our students to overcome their developing anxieties due to the unusual situations. So, we set up some exciting following activities to improve their well-being and health.

TEACHER'S DAY CELEBRATION - 30TH OCT

What a coincidence, we have Teacher's Day while we were learning our 'Smart Foundation' Word of the week 'Teacher'. We made our Foundation Teachers, colourful beaded stretch bracelets and colourful feathery cards with beautiful messages and shimmering sequences and glitters. Students have so much fun in making colourful, well patterned bracelets.

LOWER PRIMARY

FOUNDATION

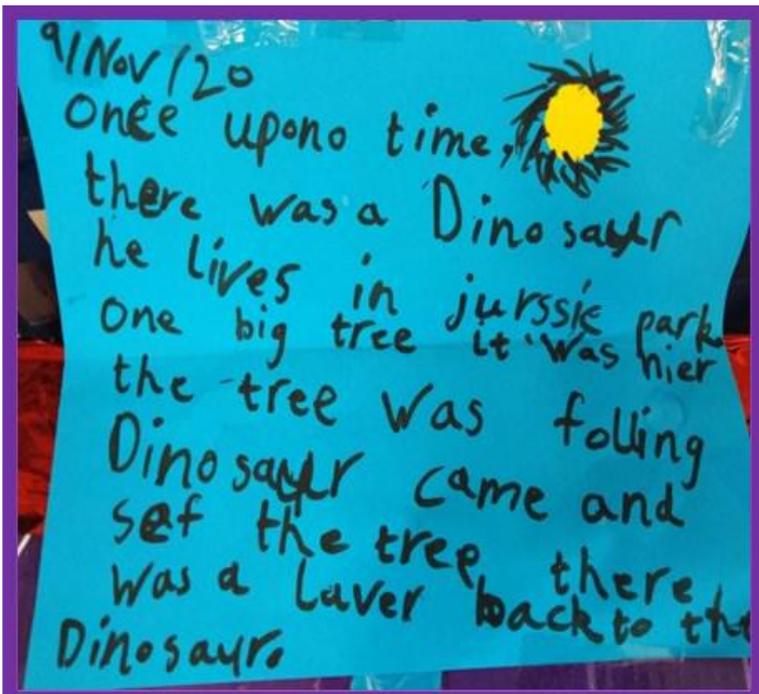


DIAROMAS

In Humanities, Foundations learnt about the special places.

To showcase their understanding of these special places, our students worked in groups to create different dioramas of their favourite special places.

I am excited to share some of their innovations as a result of their excellent teamwork and creative thinking. One of our talented foundation team also wrote a story on their Jurassic Park diorama.



ABORIGINAL ART

One of the fun skills, we learned this Term is using Aboriginal Symbols in Aboriginal Art such as the Dot Painting. Students enjoyed reading about the Aboriginal dreamtime stories such as **How the Kangaroos got their Tails**, and **Tiddalick the Frog**.

Our students enthusiastically applied their knowledge of Aboriginal Symbols in their Floor Chalk Art. Furthermore, our students had fun in creating their own Aboriginal Narratives with the help of these Aboriginal symbols.

FOUNDATION ORIENTATION - 2021

This year we hosted a unique and educational School tour for our Foundation Orientation 2021. We prepared a small pack containing thoughtful activities and learning materials for the new Foundation Students. It was a great opportunity for our prospective parents to see our dedicated teachers and curious students in action.



Ms Sameeha Siddiqui

-Foundation A Form Teacher & F-2 Teacher Coach



FOUNDATION QURAN PROGRAM UPDATE

As announced earlier this year, Quran teaching in Foundation has been conducted according to the Qaaidah Nooraniyyah system instead of using Iqra as was done in previous years. This system, which uses the 'spelling' method, is thought to develop a stronger understanding of the Arabic letter system which in turn creates stronger Quran reciters.



As anticipated, we faced many obstacles during the initial stages of implementing this system, especially due to the young age of the students as well as due to it being a system that had been completely foreign to most parents. However, in overcoming these obstacles, we were able to construct our own adaptation of the spelling system used in Qaaidah along with the tapping system already familiar to most students and parents of Al Iman College. Despite these anticipated obstacles as well as the limitations of remote learning, Alhamdulillah, we saw many students reach and even exceed the expectations we set at the beginning of the year.

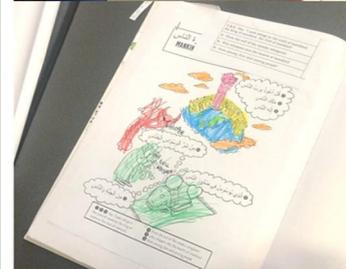
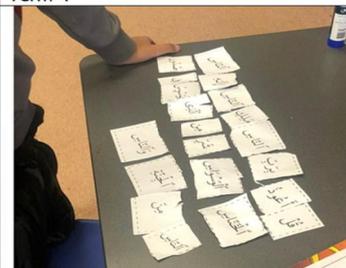
Foundation students have also completed the memorisation of four surahs this year: Al-Fatihah, Al-Ikhlās, Al-Falaq and An-Naas. These surahs are taught alongside the tajweed rules within the surah as well as the meaning in an age-appropriate story format for the students to relate to. Some of the surah activities students completed are pictured on the left.

Foundation Quran Teachers

Term 1



Term 4





SPECIAL PLACES

This term, in Geography, we have been learning about our special places. We have learnt about how we take care of our special places. We have also really gone into detail about why these places are so special to us. We have also learnt about continents, states, countries and how to put ourselves on the map.

Year 1 Team



YEAR 1

YEAR 2

A GLIMPSE OF TERM 4

We can't imagine how time flies -Term 4 has now ended!

It has been one of the busiest years due to the Covid-19 pandemic.

The Year 2 Team has been very busy with the many challenges faced. The teachers have developed the E-Learning platform, remote learning programs, examinations, competitions, and many zoom meetings. It has been very challenging with substantial adjustments blending with-home-family which has left an impact on all our lives.

Alhamdulillah, with the Grace of Almighty we managed to cope with this difficult time through teamwork and navigate through the pandemic smoothly. Let's hope and pray that we have a normal 2021, Insha'Allah.

Our brave students have faced this COVID year with such courage and have taken up all the challenges. I would like to express my gratitude by thanking all the students and all parents for their amazing co-operation throughout this year. Without your help this would have been impossible!

Jazakumullahu Khairan Kaseera.

Ms Asma Shaheen
-Year 2C Form Teacher



MONEY TREASURE HUNT!

This term in the 'Number & Algebra' strand of mathematics, students learned about the different kinds of Australian Currency (coins & notes). To reinforce their understanding on the concept of Australian Currency, students were engaged in a fun yet competitive way to find the different currency types such as coins and notes. They were encouraged to work as a team and collect as much of the currency that was scattered in different parts of the play area. It was great to see students compete to gather the greatest number of notes and coins. Once collected they were asked to tally up their numbers. This was a great activity as students not only used their mental computational skills but also were able to demonstrate their thinking using addition facts.

Students with the highest count won the activity and were given a small prize for their team effort. Students of all the three grades (2A, 2B, and 2C) competed against each other. Year 2B won the challenge, where they were successful in collecting a total of \$10,000!

Well-done 2B, what great team effort!

Ms Saima Shinwari

-Year 2B Form Teacher & F-2 Level Coordinator



MEDIA ARTS - PHOTOGRAPHY IN FOCUS!



This term in Arts, the Year 2s were introduced to 'Media Arts' in which they learned about 'Photography'.

The content focused on the roles of a media artist/professional and the importance of getting permission before a photo can be taken. They also practiced and experimented on capturing still and/or moving images using their tablets. They were able to identify a few features in a media artwork such as shot types e.g. long shot, wide shot, and a close-up. After learning about the basic features of a camera, students planned and designed their own 2D and 3D cameras.



Students were paid a visit by a Photographer who was kind enough to demonstrate his camera to the boys and even showed them the different types of photos that can be taken using a variety of lenses. Students also posed questions to the photographer who answered their questions with enthusiasm and interest.

One of the students stated, 'thank you for such an informed session, as it was most interesting to see all the features and parts of a camera from an experienced photographer'.



CAMERA & MUG DECORATING - YEAR 2C



Students have used recycled materials and have created Camera models.

Students Created and presented media artworks that communicate ideas and stories to a **range of audience.**

Amazing work was done by the Year 2C students!

YEAR 2 BOYS VISIT THE MALE SIDE

Every year, the Year 2 boys look forward to one special day – the day they will visit the Males Side of Al Iman College. Despite COVID-19 restrictions and academic pressures mounting in Term 4 every year, the 11th of November was the great day. In all about 37 Year 2 boys came over to the Males Side for little while. The students of 3B were eager to welcome their young ‘buddies’ and show them around. The two grades and some students from Year 4 were unified, had some fruits arranged by the sisters (Jazakumullahu Khairan) and were taken on the brief tour of the gym. The boys were briefed about some of the rules and expectations from the male teachers (Jazakumullahu Khairan to all the Ustadhs for taking time out of their hectic schedules our youngest members for 2021). Students of 3B had decorated their classroom and made some goody bags. Unfortunately, the boys had to be rushed back to the Female Side due to rain, limiting their trip. But, nevertheless, boys from both grades were very happy and excited. This is a great bonding to keep the ‘buddies’ together in the future years.



Ust Jawwad Ali

-Year 3B Form Teacher

SETTING THE TONE OF EXCELLENCY IN PERFORMANCE

UPPER PRIMARY

YEAR 3

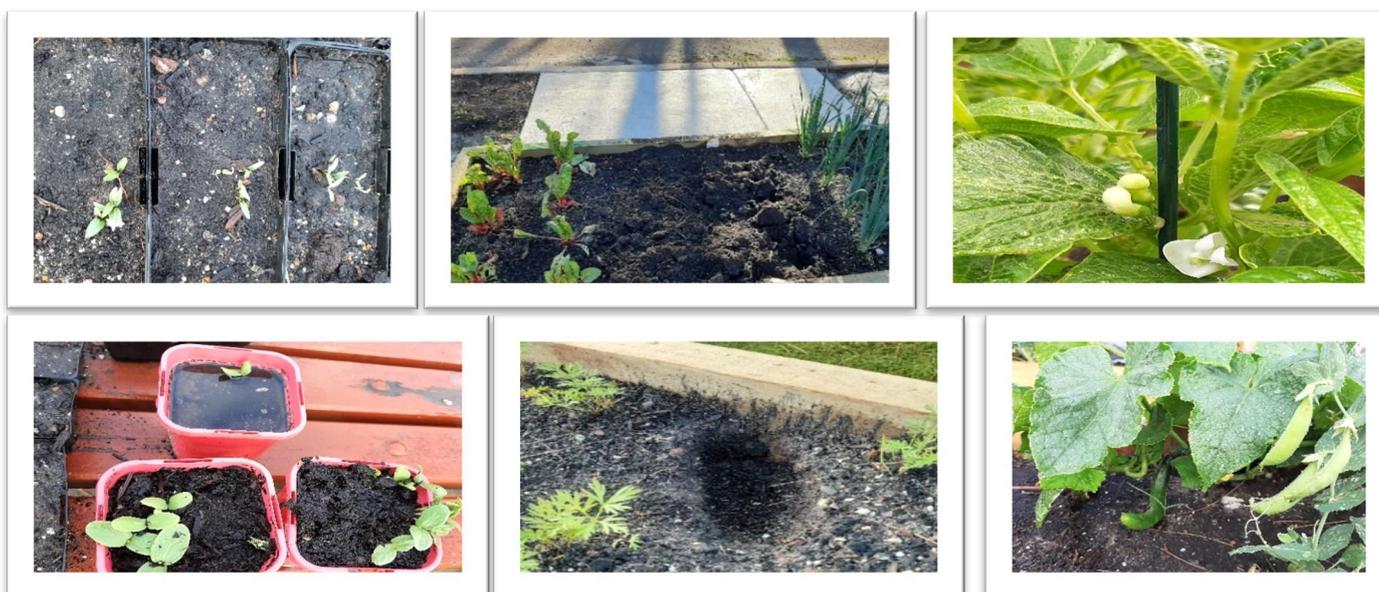
Writing this brief article had been challenging simply because the boys of Year 3B had achieved so much in Term 4, 2020, and throughout the entire year despite limitations of different kind. Masha Allah. With the start of onsite learning from Week 2, the boys were excited to see some new developments around their classroom.



In numeracy, the boys revised their learning of multiplication, division, fractions, measurements units, time, angles, 2D shapes, 3D objects and data formation and chance. The boys were also able to link with other learning areas such as arts by using Tangrams, angle makers and numerous working sheets and nature by being mindful of the little and slow-moving traffic. The skills were implemented in taking four NAPLAN practice tests, which also included questions based on BODMAS (Brackets, Order, Division, Multiplication, Addition and Subtraction).



In literacy, the students learned about procedural writing, worked on language conventions and practiced their spelling lists. In reading, almost all students were able to move to their next levels in PM Benchmarks and STARS. The learners wasted less time and remained focused on attempting and completing their NAPLAN books / tests. More than half of the class finished the 228 paged NAPLAN books of numeracy and literacy assessments in addition to their regular textbooks and material. In the end, the students also did a procedural writing on *'How to study at home?'*, which would serve as tool for developing their future academic goals.

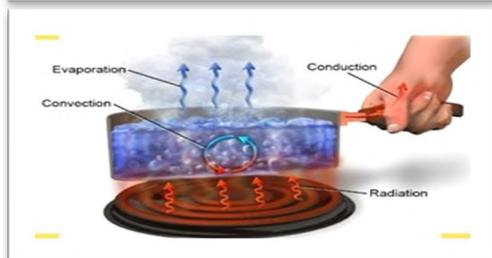


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In Health, the students enjoyed various aspects of gardening from the school's veggie patch. They grew coriander and rock melon seeds, which have germinated and become seedlings. Also, the previously planted cucumber and snow peas have got some veggies, while the beans are in the flowering stages. Students of 3B also learned that 'sharing is caring' by practically sharing all the finely grown lettuce with a local charity and some plants with the local wildlife (though it wasn't intentional), who are very camera shy but have a good appetite. Some of the fresh produce got ready for eating, which will be done later. This highlights another important aspect of gardening is that getting the boys to learn how to grow and cook healthy meals to help their mothers in the kitchen.



In PE, the boys loved the AIC Warm Up with Ust. Hafiz. They also learned the basic principles of playing cricket. The students demonstrated very good understanding of the game by making posters and being assessed on throwing (not all were able to hit the wicket) and catching. Science is always exciting; however, this term the students had to be cautioned because they were playing with hot stuff learning how heat travels. The three key words - radiation, conduction and convection - were included in the spelling test list and Alhamdulillah, everyone got these words correct. In the technology, the students enjoyed basic coding skills and worked in small groups to master graph paper coding challenges. As part of their in-class project under 'Sustainability' the students worked in their table groups on exploring different aspect of *'Plastic - Is It Public Enemy # 1 or a Convenience?'* The project helped the students learn about the pros and cons of having plastic in our environment.



The boys had some extra time out on the fields due to the fire drill. Excited to see the fire engines rushing to their campus, the boys remained disciplined and observed the developments as they happened.

During the year, the students learned to respect their parents and help them whenever they could. As part of their hands-on learning, the students of 3B were given an 'I am Responsible' home-learning based project. In the project, the student were asked to select a task (assigned by the parents) at home, determine the steps needed to accomplish the task (procedural writing) and complete the task at least five times before getting the sheet signed off by their parents. Some of the task assigned by the parents included loading up the dishwasher, feeding the pets, cleaning their own rooms, laying the dining table and cleaning up, assisting dads in mowing the lawn, etc. Masha Allah and Jazakumullahu Khairan for the dedication to parents shown by the 8-10 years olds.

Going forward and reflecting on the whole year progress of 3B students, it would be appropriate to state that the boys have done remarkably well in 2020. And, it wouldn't have happened without the 'super-powered' support of the parents. As a teacher, I could have given more, but couldn't because of the prevailing situation. Nevertheless, the boys are geared up for the next grade and the challenges that comes with it. I thank each one of them and their parents for the valuable contribution they have made in my teaching and personal life.

I pray to Allah Subhanahu Wa Talaah to increase their levels of Imaan, protect them from the 'Fitna' of Dajjal', and guide them to 'Siratul Mustaqeem'.

Ust Jawwad Ali

-Year 3B Form Teacher

YEAR 4



ORIGAMI & PIZZA

As part of learning about fractions in Mathematics and procedure writing in English, Year 4 students participated in a hands-on activity where they had a chance to make their own delicious pizzas. They also mastered their Origami skills turning one square of paper into so many amazing things. Good job Year 4s.

Year 4 Teachers



DESIGN & TECH

This term Year 5 students covered some creative and practical projects in design and technology curriculum. Every scheme of work is designed to encourage students to communicate their ideas in a variety of ways and be creative. Students engaged in detailed researching and planning about developing designing and making skills.

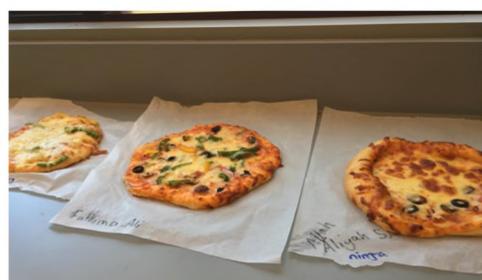
In the Design and Technologies curriculum, students create quality designed solutions across a range of technologies contexts. Students consider the economic, environmental and social impacts of technological change and how the choice and use of technologies may contribute to a sustainable future. Students also take into account the ethical, legal, aesthetic and functional factors that inform the design processes.

Through Design and Technologies hands on tasks, students planned and manage projects from conception to realisation. They applied design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, and manage, produce and evaluate designed solutions. They developed a sense of pride, satisfaction, and enjoyment from their ability to create innovative designed solutions.

Meal preparation (Flour to pizza) and Mini Garden in a bottle (Terrarium) projects offered students a broad range of learning experiences, readily transferable to their home, life, leisure activities, the wider community.

Ms Saeeda Imran

-Year 3-6 Department Curriculum Coordinator



Students planned a meal based on current food guides and policies following hygiene and safety procedures in food tech kitchen.

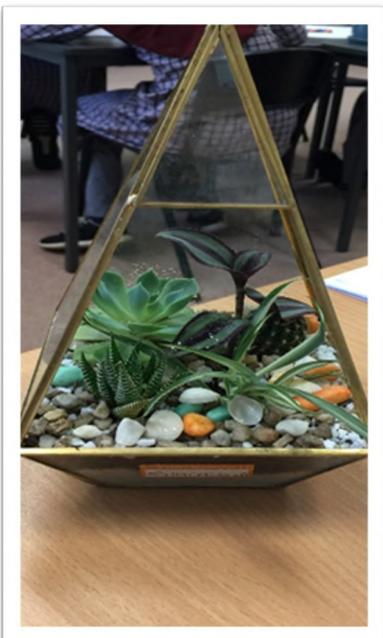
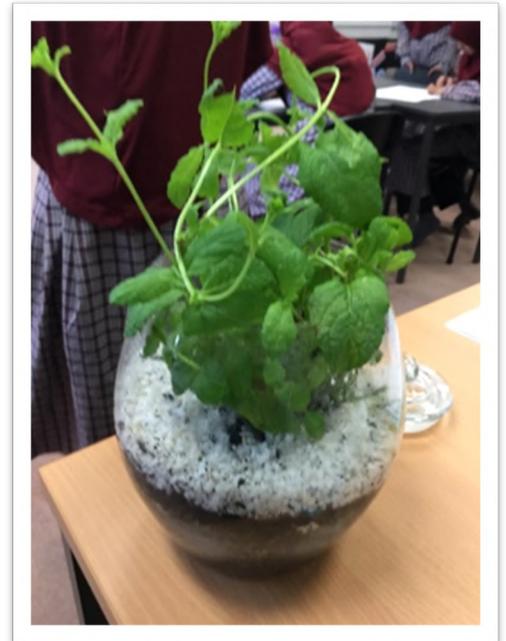
TERRARIUM PROJECT

In this project students researched about the landscaper occupation and worked as landscaper in all steps from their initial plan , their terrarium design to understanding terrariums science, types of plant suitable for their design and regular observation of their terrarium.

Students enjoyed working as landscaper to make their own terrariums and was able to reflect that a terrarium does not need regular watering like a garden. It has its own water cycle where the water is constantly being recycled. The sun causes the water in the soil to evaporate which causes droplets or condensation on the walls which trickle back down to the soil. Occasionally, if the soil is looking dry and the plants look a little 'sad', you will need to spray in some more water.

Ms. Saeeda Imran

-Year 3-6 Department Curriculum Coordinator



ARCADE GAME STALLS

As an extension of their learning journey, the Year 6A students have designed and constructed arcade games in their Technology classes in Term 3 and used the arcade games that they have made to set up and run arcade game stalls as part of the post assessment activities in Term 4. The arcade game stalls were set up in the courtyard (Girls' Wing) where students from the Year 3 to 5 levels were invited to try out and have fun playing the games. Overall, the students had an awesome time playing as well as mending the stalls.

Ms Roszana Ramli
-Year 6A Form Teacher

YEAR 6



GRADUATION CEREMONY

On Friday 27th November, we celebrated the Year 6 Graduation Class of 2020 students as they completed their primary school education and get set to move on to secondary. The ceremony was a great success and all of our students and families should be very proud. The day was enjoyed in absolute style with fabulously decorated venues, speeches, presentations, awards and gifts. The event ended with delicious lunch of pizzas and cupcakes, specially prepared for the graduating students.

Best Students - DUX Award

- ★ Year 6A - Beenish Rafiq
- ★ Year 6B - Adnan Shiyas

Most Improved Student Award

- ★ Year 6A - Ola Abubaker
- ★ Year 6B - Faiz Arkyarra

The Best Behaviour Award

- ★ Year 6A - Fathima Athfa Mohamed Maseer
- ★ Year 6B - Anas Siddiquee



We wish our Year 6 Graduates all the very best as they continue their educational journey.

Good luck and congratulations!

Year 6 Teachers





YR 6B STUDENTS REFLECTIONS

“Assalamualaikum, I am Anas from 6B. Recently, we have had our primary graduation, which means that my year at 6B has come to its end. Knowing that I have a lot ahead of me for grades to come, I would like to recount my experience being in the last year of primary. Through these months, I have learned a lot, and have acquired much knowledge that has helped my thinking to become more advanced and creative. I have received much support from my teachers and my peers. Grade 6 was the most memorable year of my time in primary. With all that has happened this year, I am greatly looking forward to Year 7.”

~Anas Siddiquee

“This is Bilal Idrees from Year 6 and I am going to tell you about my experience in Year 6. Throughout the terms we had a pretty good year even though we had some ups and downs, we still had a great year overall and we had even better teachers and resources and the year ended in a great way with the graduation. It had started with Quran recitation (and its translation), then the reading of hadith, some speeches and ended off in a good note with everyone happy after best part the food.”

~Bilal Idrees

“The graduation was very organised and fun because the event was planned nicely. The event was started with beautiful Quran recitation by Ibrahim (6B) which was a very soothing recitation of the last 3 ayats of surah Al-Hashr. The speech from the principal was entertaining and informative. We learnt a lot from a 9 minute talk. Then we received our awards for hard-working students in 6B and all the students in 6B received a certificate and dictionary. When our special present (Soccer ball) came, we were very happy and thankful. I am very grateful to be in the fun and fantastic graduation of Year 6.”

~Faiz Zubair

“Assalamoálykom, my name is Mohammad Zubair and this is my first year in this school and I believe that it has been my favourite year of my life. I have experienced how this school is so good for my entire life. Now, I know why my parents wanted me to come to this school, to have a humble life and live the way of prophet (Saw) I am glad that my parents pick this school and I have experienced so many things for example, exams how to cook, and many more. I have learnt other subjects and I never regret coming to this school.”

~Mohammad Zubair

“The graduation was great, it really was. I really like how they organised it. First, we had the recitation and translation, followed by the principal’s speech. I have to be grateful because the school literally gave each student a pizza box, a cupcake, and Krispy Kreme doughnuts, they spent so much and how can you not be grateful and on top of that they bought each student a branded soccer ball and a certificate plus a dictionary. Overall, I think the graduation ceremony was great, I really liked the food and the gifts. I loved it!”

~Adnan Shiyas



YEAR 6

CLASS OF 2020



GIRLS:

ZAINAB ABDUL AZEEM
 OLA ABUBAKER
 FAATIMAH BINT AHMAD
 JUMAN ALHASHEMI
 MATILDA HUSNA ANTHONY
 AYAT AS-SADII
 ALANUR BINGOL
 MADIHA BINTE MASUD
 RUQIYAH FARAH
 TAMIMA HOSSAIN
 ESHAAL LIAQAT
 ALINA MALIK
 MAHDIYA MARIUM
 AMAANI MOHAMED KALEEL
 ATHFA MOHAMED MASEER
 BEENISH RAFIQ
 AABIDA REFAYE
 AYESHA SIDDIKA SAMSUDEEN
 HOORIYA SHAHID
 MARYAM SHAIKH
 ZAINAB SOYAN
 ROHAAN IDA STARLEY
 UMAMA SUFIAN
 BUSHRA UDDIN
 RUMAISHA HAFIZAH WAHYUDI
 FATIMA ZULFIQAR

BOYS:

YASEEN ABDALLA
 MOHAMMED ABDULLAH
 ABDIAZIZ AHMED
 FAIZ ARKYARRA
 FAZKY AZIMA
 SADIQ ALIYU BIRMA
 MUHAMMAD CHUNDOO
 IMMAD GORAYA
 MAHDI SHAKUR IBRAHIM
 BILAL IDREES
 MOHAMED KAMIL
 ESHAN KHAN
 ILIAS KHAN
 ABDULLAH MALIK
 BILAL ALI MOHAMED
 IBRAHIM SACKOR
 ADNAN SHIYAS
 ANAS SIDDIQUEE
 UMAR SIKIRIC
 LUQMAAN TAHIR
 MOHAMMAD ZUBAIR

CONSIDER THIS COMICALLY COMPLETE

SECONDARY

For Term 4, Year 7 students continued exploring “Skellig” and how the author David Almond intertwined many themes and elements to create a story that was deeper than once imagined. For their class project, students were tasked to create a comic book that encapsulated a theme from the novel they were interested in. While it was a time-consuming project, the Year 7A girls did an absolutely amazing job bringing these characters to life. Students demonstrated how life and death is balanced in the novel through Skellig and Joy, and also how in rare cases reality can mimic myths. It was fantastic to see the effort the girls put into their projects. MashaAllah and well done!

Ms Sevde Isitan
-Year 7A English Teacher

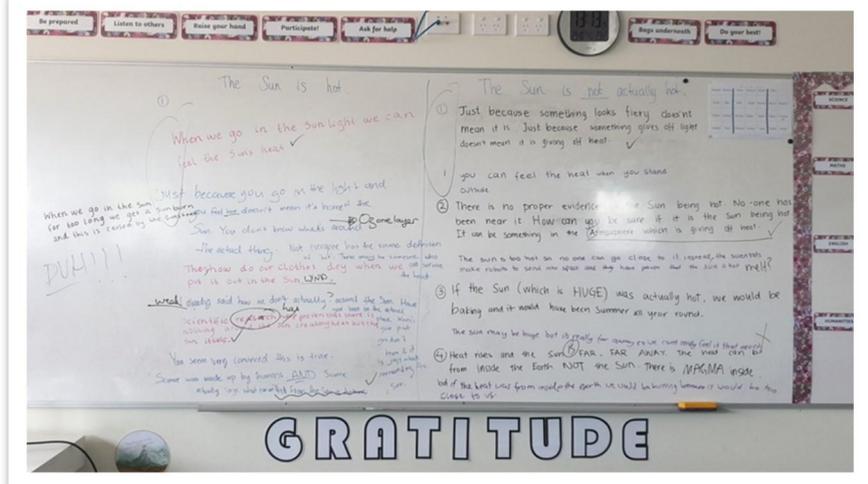
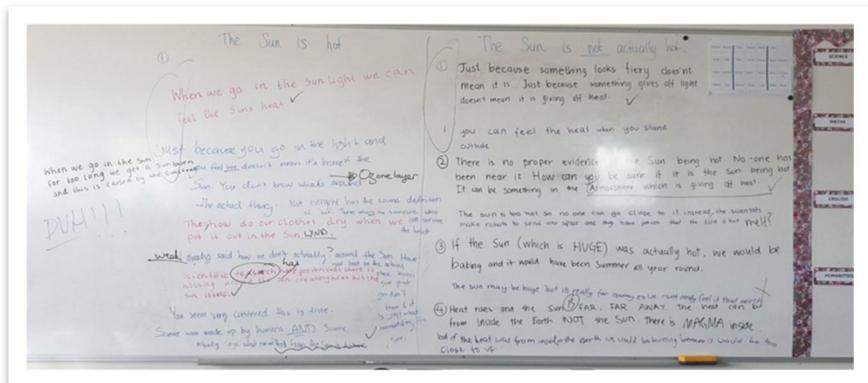


ENGLISH DEPARTMENT

“MISS, CAN WE HAVE FREE TIME?” “ONLY IF YOU CAN PERSUADE ME”

This term was a complete rollercoaster with the Year 8 girls demonstrating their passion and fight for persuading each other that “well, indeed the Earth IS flat” and despite the Sun reaching temperatures as hot as 15,000,000degrees, “the Sun is not actually hot”. While we tried to always attempt alliteration, students learnt how to create an engaging introduction and persuasive piece that would truly make someone agree with their opinion. One activity we did during the term was debate two topics: The Sun, and death. Students were placed into two teams and were given 5 minutes to come up with four arguments. Then, one scribe from each team had to write the arguments on the whiteboard while the opposing team had to create a rebuttal as the arguments were being written. It was exciting seeing the students work collaboratively and think outside of the box especially with concepts we knew were well and true. So, which team was more persuasive? That’s up to our audience to decide.

Ms Sevde Isitan
-Year 7A English Teacher



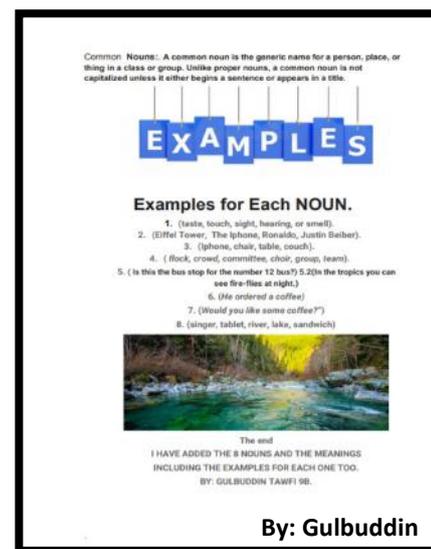
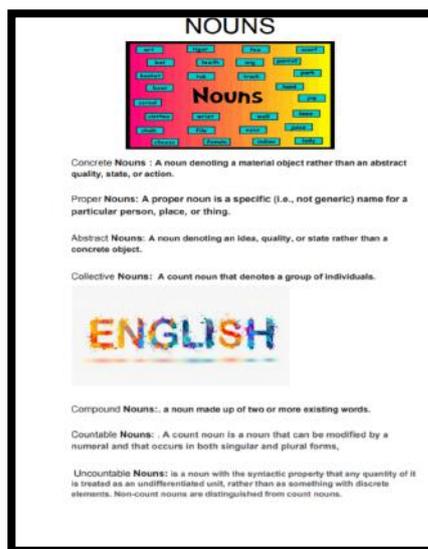
YEAR 9'S NOUN PROJECT

Asalamu Alaykum, During Term 4, Year 9's created interactive posters. Their target audience was Year 1-3 students. The purpose of this task was to help Year 9's build their knowledge while creating work that can be used by the school community, hence exploring ways to apply knowledge learnt beyond the classroom. Students were thrilled to create something that would be displayed in the Primary classrooms. Once the projects were marked and feedback was given, students presented these posters to the Primary classroom teachers who then displayed them in their respective classrooms. Year 9's had done an amazing job, one worth celebrating both as a class and as a school community.



The Year 9 boys thoroughly enjoyed the task. Some students even went onto use Adobe Photoshop to create trendy styles to capture reader's attention; whilst also informing them about the differing types of nouns. The students used not only colourful designs, but used their own imagination adding a twist to each individual poster. This allowed the topic of nouns to be fun, interesting and something that students will remember for the rest of their lives. It was colourful; engaging, enthralling and tested their ability to create something amazing. Thus, leading students to an ever-growing fondness of learning and education.

Ust Aftab Shepherd & Ms Fathimath Senifa
-Year 9 English Teachers



YEAR 10 COMPARATIVE ANALYSIS

The Year 10 boys worked on comparative analysis, whereby they broke down the themes of each text. The texts being Ghosts of Mississippi and 12 Angry Men. Some of the boys wrote superb comparative analyses that were above and beyond, what was expected and required. So much so, they were writing analysis up to 1000 words and above. Not only was this a delight to see, but it was equally a delight to read; as improvements, in syntax, grammar and overall performance from our students is something that should be cherished.

Ust Aftab Shepherd
-Year 10B English Teacher

By: Asyraf (Year 10B)

Introduction

The novel Growing up Asian in Australia is a collection of stories accumulated by Alice Pung about what life is like growing up Asian in Australia. This text response is based on a story that I have chosen; "The Relative Advantages of Learning My Language" written by Amy Choi based on the theme of growth and maturity. This theme is clearly seen when Amy was a little girl and was never kind to her grandfather. Another scene where the theme can be depicted is when she started to feel regret for the way she used to treat him. Furthermore, the theme is showcased when Amy explains in her story that she is not trying to discover her roots but simply ensuring that she is able to listen to an elderly next time she needs or wants to.

Paragraph 1

A section in the story "The Relative Advantages of Learning my Language" where the theme of growth and maturity is clearly shown in the first paragraph. She was still growing up at this point of the story, just entering her teens too, still going through the age of maturity. Her grandfather used to write Chinese poetry on great rolls of white thin paper and use to offer to read to Amy throughout the years, but she'd only let him once, by which time she'd already forgotten most of her Chinese. She spends all day talking English at school and spends all night listening to English on the television, thus, she did not find the purpose of learning Chinese at all since she lived in Australia. Moreover, it is evidently shown in the story that Amy didn't like her grandfather for he used to converse with her in Chinese and found having Chinese as one of her mother tongues useless; "I hope he doesn't sit down", "I didn't see the point in speaking Chinese. We lived in Australia". These statements from the narrator suggests that the author didn't care about respecting her grandfather and had no interest in learning her own language, since she stayed in Australia. Thus, suggesting that the theme of growth and maturity is portrayed in the story "The Relative Advantages in Learning my Language" by the evidences mentioned.

Paragraph 2

Another part of the story "The Relative Advantages of Learning my Language" that shows the theme of growth and maturity is after her grandfather's death, she started to feel regret at the funeral for the way she treated him in the past. Amy's grandfather died from a brain tumour while she was 16 years old. This change of character in growth and maturity is evident in her feeling regret, after all the past years of treating her grandfather so harshly. The evidence to this is when the author states "At the funeral, my sadness was overshadowed by a sense of regret. I'd denied my grandfather the commonest of kindnesses". This statement by Amy lets the reader know that Amy has changed, but it is too late to be patching things up with her grandfather. As such it can be settled that, the theme of growth and maturity in the story The Relative Advantages of Learning my Language.

Paragraph 3

Another section in the story "The Relative Advantages of Learning my Language" that showcases the theme of growth and maturity is when she tells a story about when she had a family dinner at a Chinese restaurant and the waiter complimented her mother that she was speaking to her in Chinese. Her mother told the waiter that Amy had stopped talking in Chinese but suddenly started talking in Chinese again during her late teens. Amy states if her mother is aware of the connection between Amy suddenly speaking Chinese and the death of her grandfather. The quote to this is "I'm not trying to 'discover my roots'. I am simply trying to ensure that the next time an elderly relative wants me to listen to them, I am not only willing, I am able.

Conclusion

Finally, it can be concluded that the story "The Relative Advantages of Learning my Language" from the novel "Growing Up Asian in Australia" is about the theme of growth and maturity. This theme is explored; when Amy was never particularly kind to her grandfather as a little kid, as a 16 year old, she felt regretful for the way she treated him, and lastly, as a twenty-six year old, she had started learning Chinese again to be able to understand an elderly like her grandfather which she only wished she could but it was too late to due to his death. The very fact that the theme of growth and maturity is explored three times in this story suggests that the theme of growth and maturity is a truly relevant to the plot of this story. Thus, it is evident that the theme of growth and maturity is relevant and important in the story "The Relative Advantages of Learning my Language" in the novel "Growing Up Asian".

By: Rahmeddin (Year 10B)

Growing Up Asian- Comparative Essay|

By: Rahmeddin_10B

The novel 'Growing Up Asian' is a collection of stories to showcase what it is to grow up Asian in Australia. This essay will be comparing the similarities and differences in each story. Two stories have been chosen; the first story is 'The Relative Advantages of Learning My Language', by Amy Choi, and the second story will be 'Sticks and Stones and Such-like', by Sunil Badami. The themes which will be compared are how outsiders are inflicted by their identity crisis, inferiority complex, and the conflict of belonging. Therefore, this comparative essay will concentrate on these factors.

The story 'The Relative Advantages of Learning My Language', by Amy Choi, is about a girl named Amy Choi who gradually forgets her Chinese identity as she grows up in Australia. The themes that are shown in this story of Amy Choi's are; infliction of identity crisis and conflict of belonging. The theme of identity crisis is shown in the introduction of the story when Amy Choi expresses her feelings of speaking Chinese. She states that she lost her language skills, this is conferred when the Author says, 'Though I was raised speaking Chinese, it wasn't long before I lost my language skills.' So, this quote states that Amy Choi is inflicted by her identity because she gradually forgets her mother- language. The theme, conflict of belonging is shown when Amy Choi depicts her mean-spirited attitude towards her grandfather, who she willfully offends and ignores. Amy Choi's poor attitude continues as her grandfather develops signs of memory degeneration and Amy Choi has to accompany him to the city. Amy Choi follows behind her grandfather; she appears ashamed and quietly mocks him. She draws attention to his blank goofy, content expression on his face. This is stated when the author says, 'He had a blank goofy, content expression on his face.' This proves that Amy Choi experiences, conflict of belonging as she feels embarrassed and ashamed of walking alongside her grandfather. In the upcoming paragraph, we will be comparing and controlling the themes for the story of Sunil Badami.

The second story, 'Sticks and Stones and Such-like', Sunil Badami is about a boy named Sunil, that explains how an innocent Indian boy didn't fit into society because of his name, Sunil. The themes depicted in this story are; inferiority complex and identity crisis. The theme inferiority complex is depicted in this story when Sunil was teased and made fun-of his name. Sunil's colleagues would call him inappropriate names such as nigger, curry muncher, towel head, abo, darkie, nig-gar and golliwog. His classmates would also tease him by pronouncing his name weirdly and pronouncing it like SUN-ill, SOON-ill and SAN-eel. This is quoted when Sunil himself says; 'My mother and Indian relatives pronounce it 'SOO-nee', my own broad accent makes it 'Sir-nee', SUN-ill, SOON-ill, SAN-eel, I've heard 'em all.' This quote proves that Sunil Badami experiences inferiority complex as he feels embarrassed of his Indian name. Another part of this story where the theme of inferiority complex is depicted when Sunil Badami decided to change his name to Neil, so he can be more Australian and fit in with his colleagues. This is mentioned in the story itself when Sunil had said; 'If I was Monty, why couldn't I be well, Neil?' This quote proves that Sunil wanted to fit in with his colleagues. This depicts that Sunil experiences inferiority complex, about his name and who he is. The second theme which will be discussed in this paragraph is identity crisis. The theme of identity crisis is depicted in this story when Sunil says, 'Naturally, growing up, I didn't want to be a nigger, a coon a darkie. I didn't feel 'black' anything. I just wanted to fit in.' This quote mentions that Sunil wants to be light skinned like everyone else, he didn't want to be a darkie. This quote proves that Sunil Badami has an identity crisis, because he is embarrassed of his physical appearance. The themes inferiority complex and identity crisis are clearly depicted in this story Sunil Badami. The following paragraph will be comparing the two stories, of Sunil Badami and Amy Choi.

Overall, the story, 'The Relative Advantages of Learning My Language' and, 'Sticks and Stones and Such-like', both have similarities and differences in relation to the themes of identity crisis, inferiority complex and conflict of belonging. In Amy Choi's story she states that she grew up speaking Chinese, but it wasn't long till she lost her language skills. Similarly, in Sunil Badami's story he says that even if he could communicate in his language, he wouldn't have understood it. This depicts that both Authors find speaking their language of no use [pointless]. That being said, the differences that are in these two stories is that Amy Choi tried to blend into the Australian community by practicing English all day, reading English articles and watching Australian shows. Similarly, in Sunil Badami's story, he wanted to change his name because he was made fun of. On the other hand, both Authors had an inferiority complex. Amy Choi was embarrassed of being Chinese as she didn't want to learn poetry, and Sunil Badami was embarrassed of his Indian name and his physical appearance. In this case the same thing happened in both Amy Choi's and Sunil Badami's story. Another similarity in the two stories are, that both authors had an identity crisis and felt disgraced of their heritage and culture. In Amy Choi's story, she says how her grandfather offered to read and explain his poems to her several times but she only let him do it once. This depicts that Amy Choi has an identity crisis and feels disgraced of her heritage and culture. Similarly, in Sunil Badami's story he also had an identity crisis, he states how he is embarrassed and ashamed of his family and their traditions. He had issues with the Indian traditional food, their culture and his physical appearance. The similarities and differences have been compared in this paragraph and has been discussed in detail.

Based on the themes mentioned in the stories, Amy Choi and Sunil Badami went through hard times to fit in the Australian culture. Both Authors had an identity crisis and were ashamed and embarrassed of their heritage and culture. Both authors faced many difficulties in being from a different background. The similarities that have been mentioned in the previous paragraphs are; Amy Choi loses her language skills, similarly Sunil Badami states that even if he could speak in his language, he wouldn't have understood it. The second similarity is that Amy Choi was embarrassed of being Chinese and learning poetry. Similarly, Sunil Badami was embarrassed of his Indian name and his physical appearance. The third similarity is that both authors had an identity crisis and felt disgraced of their heritage and culture. These similarities and differences prove that both authors had an identity crisis, inferiority complex and conflict of belonging

YEAR 11 ENGLISH AOS 2 UNIT 2

The Year 11 boys worked on their comparative analyses for AOS2 Unit 2; students showcased an improvement in overall attitude towards learning, but also some students went above and beyond what they were capable of in order to attain the best possible grade. Some students through their diligence sent in essay after essay, and continued to do great work respectively.

In particular three students in Year 11 excelled; Afiq Shahrudin, Abu Syeed Ali and Miqdaad Imtiaz. These boys have shown continual growth in their writing and have always challenged themselves, regardless of the fact they may not be the best at English. Not only is their effort towards their studies commendable, but their attitude towards their learning is a testimony to the very fact, that with hard work, sheer grit and determination, anything is possible.

Ust Aftab Shepherd
-Year 11B English Teacher

By: Afiq (Year 11B)

INTRODUCTION

This essay will be comparing the similarities between the novel 12 Angry Men and the movie Ghosts of Mississippi. The essay will be comparing the relevant themes within both texts, their similarities and difference. This will be done by firstly stating the themes of the novel 12 Angry Men, followed by the themes showcased in the movie Ghosts of Mississippi. Once this is done, the themes will be compared and compared in the paragraph to follow. This essay will be mainly focused on these factors:

PARAGRAPH 1

The paragraph is about the theme of injustice and doubt and how they are portrayed in the novel Twelve Angry Men. In the novel, the theme of injustice is mainly seen in all of the jurors except juror 8 and the theme of doubt is seen in all 12 jurors. It started out with all the jurors taking a vote deciding whether the kid was guilty or not, and all the jurors but juror 8 voted guilty. This is where injustice is seen, because if it wasn't for juror 8 then the kid would have been dead and if he wasn't guilty no one would have known and that would be the jurors' fault. At first, juror 8 didn't want to send the kid off to die without reconsidering but then he started arguing with the other jurors considering if the evidences were somehow falsified and started making the other jurors one by one doubt that the kid was guilty. The evidences to these above examples are: for injustice, it is when the foreman says "Ok, eleven to one - guilty". Now we know where we are and the jurors started to get angry and raise their voices at juror 8; for doubt, when juror 8 convinced the jurors and they start voting "not guilty". These evidences prove that the theme of injustice and doubt is portrayed in the novel Twelve Angry Men by the response of the jurors voting guilty ready to send the kid to die without talking about it first, and by the jurors changing their minds about the kid being guilty one by one.

PARAGRAPH 2

A scene of the movie Ghosts of Mississippi that shows the theme of injustice is when the prosecutors that dealt with the Medgar Evers case let the Byron get away with murder two trials straight. And a scene that showcases the theme of doubt is when Bobby DeLoach opened the case again after a few years because of doubts that he had about the case and the missing holes in it. The prosecutors that held the case twice before both in Byron get away with shooting Medgar Evers party because he was a Caucasian whereas Medgar Evers was African American. And when Bobby DeLoach brought it up, he had to doubt his friends for enemies and was disgraced because of taking the African American man's side instead of his own color. The quotes to the above examples are: "Beckwith faced two murder charges over 30 years, which ended in hung jury" said the narrator in the movie; when Bobby's wife said "I just need to be on my own for a while" because he rejected the Medgar Evers case. This, proving that the movie Ghosts of Mississippi showcases the theme of injustice and doubt.

PARAGRAPH 3

Both the novel 12 Angry Men and the movie Ghosts of Mississippi have a various array of themes, attitudes, and beliefs that are similar in essence to one another. For instance, the themes of injustice and doubt are showcased throughout the text. In regards to the theme of injustice, the movie Ghosts of Mississippi showcases it when the previous two prosecutors that dealt with the Medgar Evers case and let the murderer free twice, and in the novel Twelve Angry Men, it is portrayed when the situations were identical but the difference was that juror 8 dealt it a proper way. This notion by juror 8 evidently shows that the novel 12 Angry Men embodies the concept of justice, even if it means that 12 angry men are arguing over the validity of a trial embodying the theme of justice. In regards to the theme of doubt, the movie portrays it when Bobby DeLoach brought up the case again after the murderer got away with murder twice; and in the novel, when juror 8 doubted all the evidences given and majority, his idea tell us that the situations were similar although in the novel they had at least one reliable person in the party unlike in the movie where the murderer got away twice. This, proving that the movie Ghosts of Mississippi and the novel Twelve Angry Men has its similarities and its differences based on the theme of injustice and doubt.

CONCLUSION

It can be concluded that both the movie Ghosts of Mississippi and the novel Twelve Angry Men depicts the theme of injustice in two different ways yet with some similarities. It can also be suggested that the movie Ghosts of Mississippi portrays the theme of injustice in a more vulgar way whereas the novel Twelve Angry Men does not portray the theme of injustice as much as it portrays the theme of justice. The above paragraphs give sufficient explanation and proof to how the movie and the novel showcases the theme of injustice.

By: Abu Syeed (Year 11B)

Comparative analysis (block approach)

Throughout world history, there has been a clash of civilizations, ideologies and morality. Whether it be based on the religious differences, colour of the skin, culture differences or even where people are from. Much like many modern movements in current world history, it is the younger generations that ensure that change occurs, even if it is considered negative and destructive in the eyes of the previous generation; anything should be done for a good change. In relation to the novels Black Diggers and The Longest Memory, generational change is wanted by some characters and not by others throughout both novels. In regard to the novel "The Longest Memory", Whitechapel does not want generational change. Whereas in Black Diggers, even in the beginning of the novel, they wanted generational change straight away and wanted to be treated as Australians, as they fought for the country during World War One (WWI). In the next following paragraphs, I will be discussing the themes in both the longest memory and black diggers' themes and the comparison of the similarities and differences. This will be done firstly by discussing the themes in Black Diggers, followed by the themes in The Longest Memory. Lastly the theme of generational change will be compared, contrasted between both texts.

The novel black diggers talks about the theme generational change. Generational change in the novel is shown in three parts, these three parts are freedom, dreams and hopes. However, this satisfaction aiming to be reached can be restricted by the people in control that make people think that they have power. Another example of generational change based on trauma that black diggers faced in world war 1, was they were dealing with extreme violence and senseless acts such as people dying and suffering in front of them which made them want change. When they returned home from world war 1 they were treated the same as they were treated before going to war. Lastly, because of this the black diggers wanted a change, a change that changed the way people treated indigenous people in Australia and give them equal rights. As the author says in the novel "The world - the big bigger, grown up world - is a complicated, difficult place. You should enjoy every moment of your childhood. Plenty of time for the truth later." The taxidermist is talking to Nigel as his son wanting to protect him from the horrors of the world and not yet tell him about how his parents were killed. By this quote we can tell the black diggers where not treated well and fairly.

Similarly, the novel Longest Memory is about the enslavement of the African American during the 1800s and the afflictions of people living on the plantation meant that generational change was hard to come by. The theme of generational change in the longest memory is seen how white Chappelle's own son wanted to break the chain and wanted to be able to marry the land owners daughter even though he was a slave and not a free man. As in the other hand white Chappelle doesn't want change because he was the oldest and most respected slave on the plantation, if he wanted generational change then he would have to work for shelter, food and he personally didn't want to fight for that. He was given everything he needed by being a slave, didn't care about not having equal rights as he had everything he needed. While on the other hand some characters in the longest memory such as Lydia and Chappelle argue that blacks should be treated the same way as the whites. As the author says in the novel "I woke up one day and decided that from this day I had no name. I was just boy, mule, nigger, slave or whatever else anyone chose to call me." This tells us and shows that white Chappelle did not want generational change due to him being treated the way he wanted even though he wasn't treated the same as the whites, while his own son wanted change because he wanted to marry Lydia.

The similarities and differences between both novels Black Diggers and The Longest Memory is that in black diggers they want generational change more than the slaves in the Longest Memory. This is seen when Chappel was killed, which inflicted a fear in the slaves that if they wanted to get free, they would get killed. This shows why generational change didn't occur in the longest memory as they were satisfied with their slavery life rather than wanting to be free which would get them killed. On the other hand in the novel Black Diggers generational change is seen before war and after war because before war the parents did care and didn't want their kids mixing around with the whites but after war many were considered equal. This is because the parents experienced war against the whites and were considered low in front of the white, so they didn't want their kids to be affected by the struggles they had to go through. Whereas, since the children want to war with the whites and were dependent on each other, the segregation eventually went away. Which shows that while the parents could mix with the whites, the children easily could.

Overall, based on both the novels Black Diggers and The Longest Memory it is clearly seen that the Black diggers want generational change because of the racism, trauma that they were going through before war and even after war, but they were treated equal during the war. Moreover in the Longest memory they did not want generational change due to Chappelle getting killed for wanting generational change, so they had the fear of death and rather wanted to be as slaves and being provided with all the facilities, rather juror Chapel wanted generational change so that he can get married to Lydia the daughter of the master. This shows us that in both novels they want generational change but both in different ways. The black diggers wanted generational change more so and were willing to fight for it whereas in the Longest Memory only juror Chapel and Lydia wanted generational change.

By: Miqdaad (Year 11B)

Introduction

Racial injustice is a social ill prevalent in society to this very day. However, the racism we see today, is no act which is a source of satisfaction and pleasure for most white people at the time. Furthermore, the slave masters knew that, "a slave who has tasted liberty can never be a proper slave again", which infers that they believed that torturing and humiliating slaves publicly would ensure forced loyalty from slaves as it would instill a fear in slaves if they were to do anything wrong. Therefore, they took utmost care in oppressing slaves and used racism as a fuel to keep the plantation business thriving, where this most evident is the whipping and execution of Chapel. The author also portrays racism as an ingrained norm of society and demonstrates that the whites justified slavery through racism. Mr. Whitechapel's own opinion was, that slaves are "blessed with lesser faculties, and therefore suited to the trade of slavery" evokes a sense of white supremacy/superiority over the African slaves to the extent that it tries to give a justification for why they were deserving of indefinite slavery and not deserving of equal treatment as mere mortals. Thus, suggesting that, racial segregation was the key cause of slavery and oppression towards African Americans.

Body Paragraph 1

In the novel, 'The Longest Memory', the author illustrates the normalization of cruelty against slaves and causing them physical harm. This is seen in the personal diary of Sanders Senior, where, he expresses his hunger, to "swish [his] stick on the back of [the black slaves] lazy legs with force". His violent mindset, thus, demonstrates that, this type of cruelty was something that wasn't frowned upon, rather, it was an act which was a source of satisfaction and pleasure for most white people at the time. Furthermore, the slave masters knew that, "a slave who has tasted liberty can never be a proper slave again", which infers that they believed that torturing and humiliating slaves publicly would ensure forced loyalty from slaves as it would instill a fear in slaves if they were to do anything wrong. Therefore, they took utmost care in oppressing slaves and used racism as a fuel to keep the plantation business thriving, where this most evident is the whipping and execution of Chapel. The author also portrays racism as an ingrained norm of society and demonstrates that the whites justified slavery through racism. Mr. Whitechapel's own opinion was, that slaves are "blessed with lesser faculties, and therefore suited to the trade of slavery" evokes a sense of white supremacy/superiority over the African slaves to the extent that it tries to give a justification for why they were deserving of indefinite slavery and not deserving of equal treatment as mere mortals. Thus, suggesting that, racial segregation was the key cause of slavery and oppression towards African Americans.

Body Paragraph 2

In the play, 'Black Diggers', Act One starts off by showing the blatant racism and discrimination of the white settlers towards the Aboriginal people and the unjustified seizure of their lands. This is staged in the opening lines of the play, where the setting, "Gunfire. Confusion. Screaming, running, shouted orders. Silhouettes." These lines are used to set the scene of war and violence against the Aborigines in their own land. The author deems this injustice as a pure product of racial discrimination as the dying child is referred to as a "baboon", and resembled to an "abandoned calf" by the white settlers. This depiction of the ingrained racism in the white settlers demonstrates how superior the whites thought they were of a 'non-white', such that, the Aborigines were disregarded as fellow human beings and even an orphaned child was likened to an animal. However, as the desperation for recruiting Aborigines into the Australian Army in World War I increased, the Aborigines were put into uniform and despite still being considered as the 'other', people's ideas about them were changing. As The Great War began, the Aborigines were looked at as equals by many, as expressed by a song, "The white man needs us colored boys now, here in the shit every face is brown, you see the words turned upside down". This demonstrates that, it is in combat zones like this, where people's opinions on others change, as it is a life and death situation. Nevertheless, the author depicts this equality as merely a temporary equality, since they were in dire need of each other in such turbulent times, which allowed them to see past their racial differences. After the war however, this equality is seen to have disappeared and the hopeful Indigenous Australians return to the same racial inequality and injustice that they had faced prior to war. Thus, showing that, when the whites needed the aborigines, they were able to treat them as equals, but as soon as the need ended, racism and social injustice prevailed.

Body Paragraph 3

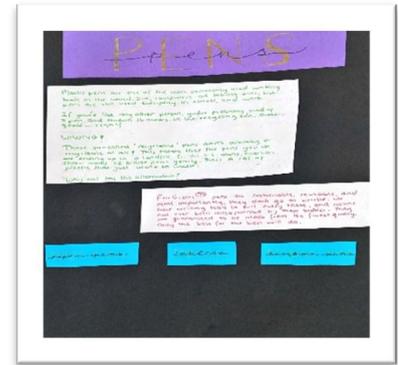
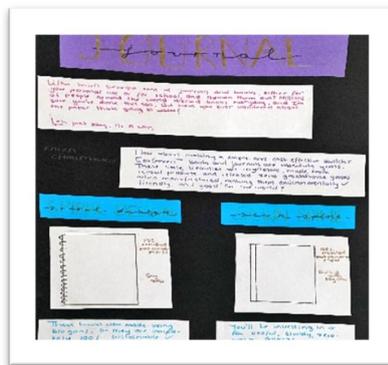
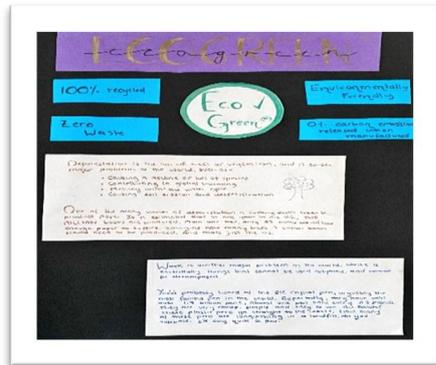
Both the novels, 'The Longest Memory' and 'Black Diggers', depict a horrific discrimination and injustice against people solely based on skin color. In 'The Longest Memory', this discrimination is seen as a structural racism, where, there is a separate social rank allocated for dark skinned people. Not only are they made as slaves of whites, ill-treatment towards them is encouraged, and often taught. In contrast, the racism seen in 'Black Diggers', is not that of which is dictated by society, rather, it is a racism which has been ingrained in the mindset of whites, that a black man is inferior; the notion of the noble savage. This difference in the type of racism between the two novels result in major differences overtime. In 'The Longest Memory', the result of racism being a part in society, makes it very hard for a change to occur, as black men are officially seen as slaves, and as such, businesses, plantations, and eventually, the entire system relies on these slaves. This therefore meant that if there were to be a change regarding the freedom of black men, it would necessitate a major revolution in the way of life of all Americans. On the other hand, since in 'Black Diggers', the racism isn't a building block of society, some whites are ready to give the blacks a fair go, and some consider them as an equal counterpart or even a mate. This is seen in a dialogue between a white soldier and Harry, as the soldier replies to Harry's friend request saying, "You're as good as a white man, Harry", thus showing, that overtime, white men were able to get along with blacks, and see them as equally valued human beings. Therefore, by comparing both novels, it is evident that although, both societies are fueled and driven by racism, the long-term effects of this racism can lead to very different outcomes.

Conclusion

Overall, the novels, 'The Longest Memory' and 'Black Diggers', showcase the reality of racial injustice and oppression, alongside portraying the evil ideologies of 'white supremacy' and 'orientalism'. Both texts are related as they both illustrate the life experiences of black men who had white men as an upper hand over them and as such, demonstrate how their lives had been affected as a result of being in a lower class purely on the basis of their skin color. Furthermore, both texts examine and reveal that white men at times were ready to overlook racial differences as long as they were in need, but, however, when the tables had been turned, it was as though the oppressed had always been deserving such oppression.

YEAR 7A BUSINESS & ECONOMICS

This term, the Year 7 Humanities students studied Business and Economics. For their class project, they were required to design and create a display for their business focusing on fixing world problems. After designing their business display, they were then asked to present their business to the class. Overall, it was a great activity to harness their minds to think like entrepreneurs.



Well done to my Year 7's

Ms Mariam Barakat
-Year 7A Form Teacher

CIVICS & CITIZENSHIP

In Term 4, the boys from Year 7 to 10 studied Civics and Citizenship. Civics and citizenship education build students' knowledge and understanding of the ways in which citizens can actively participate in Australia's diverse and inclusive society.

While the Year 7 students explored the key features of the Australian constitution and system of government, the Year 8 students studied the responsibilities of the Australian citizens on how to actively participate in the Australian democracy.

The Year 9 students examined the ways political parties, interest groups, media and individuals influence government and decision-making processes. The Year 10 students compared Australia's system of government with another Asian country and various government policies which shapes Australian legal obligation

Ust Wahid Hussain
-Year 7B - 10B Humanities Teacher

AUSTRALIA - YOUR RIGHTS & FREEDOMS

The students in Year 8 created leaflets/brochures and briefly described different aspects of their rights & responsibilities in the Australian society such as civic rights/responsibilities (compulsory & Voluntary responsibilities), also types of freedoms they enjoy in Australia including freedom of speech, association, assembly, religion and movement.

Ms Azra Saeed
-Year 8A Humanities Teacher



HUMANITIES DEPARTMENT

MACHINES PROJECT

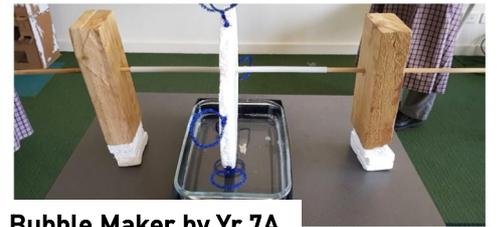
In Term 4, Year 7 students studied simple and complex machines. Machines make our lives easier. As part of their hands-on learning activities, they created models of simple machines such as pulleys, levers, projectile launchers, etc. Students took pride in their creations and were able to relate to how our living have been made easier by clever use of machines.

Ust Abdullah Al Amin & Ms Amal Shihata
- Year 7 Science Teachers

Vending Machine by Yr 7A



Fan by Yr 7A

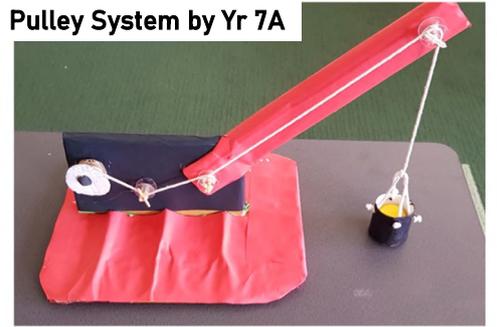


Bubble Maker by Yr 7A

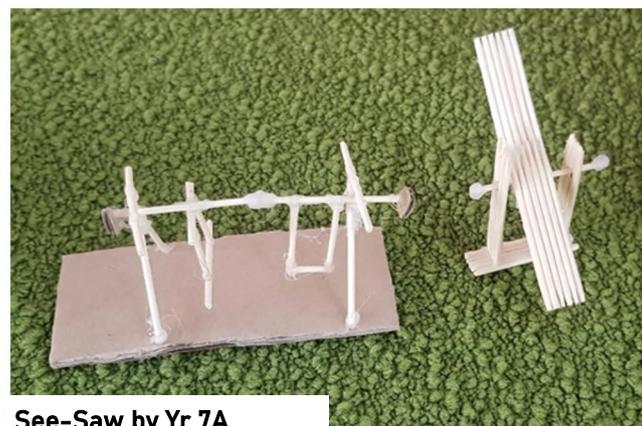


Weighing Machine by Yr 7A

Pulley System by Yr 7A



Play Area & See-Saw by Yr 7A



See-Saw by Yr 7A



See-Saw by Yr 7B

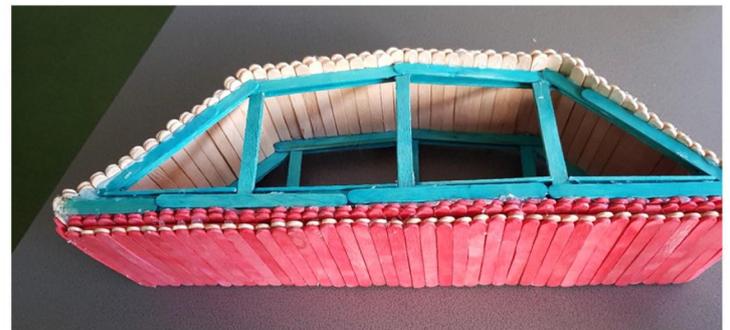
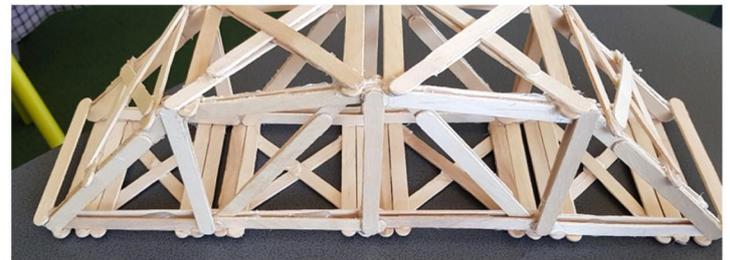
ENGINEERING PROJECT

In Term 4, Year 8 Students studied the engineering process and the steps involved. The engineering process is a sequence of steps that engineers use to help them develop and test potential solutions to challenges. Engineers rarely solve a problem on their first try. Instead, they try different ideas, learn from their mistakes, and then try again. The process that engineers follow to arrive at a solution is called the engineering design process. Students were given a problem to solve and specifications to build a prototype bridge.

Below are some examples of bridges made by Year 8A.

Ms Amal Shihata

-Year 8A Science Teacher



ENERGY PROJECT

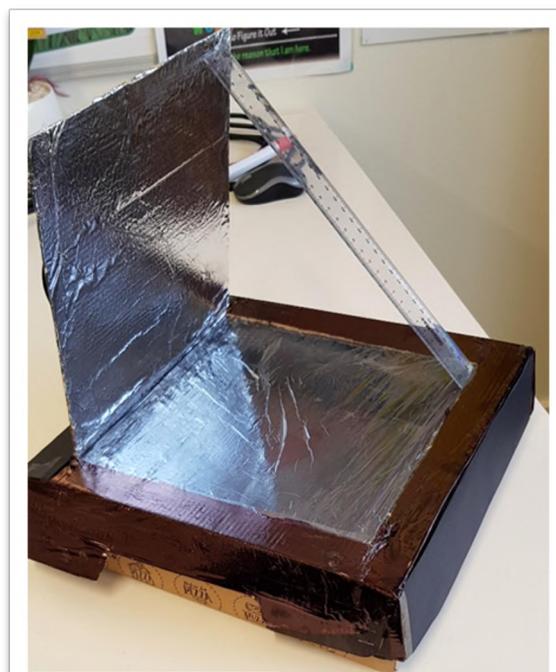
In Term 4, Year 9 students studied about energy and methods of heat transfer. Many people around the world don't have access to electricity or gas. To cook their food, they often need to collect wood and light a fire. The smoke produced by cooking fires can cause serious health problems, especially for women and children.

Thankfully, there is a safer alternative that relies only on radiant heat from the Sun. Solar ovens collect sunlight and use it to heat food. They may take longer than traditional ovens, but they can be just as effective. Some can even cook for hundreds of people at a time!

Year 9 students were guided through the engineering process to design, build and test a solar oven.

Ms Amal Shihata

- Year 9A Science Teacher



Solar Oven by Yr 9A



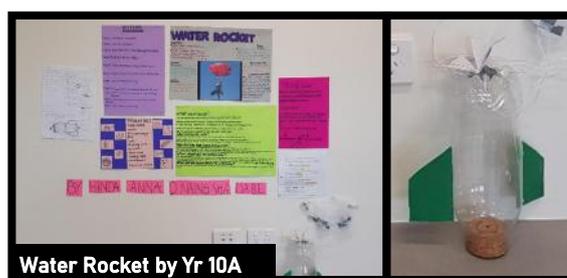
Solar Oven by Yr 9A



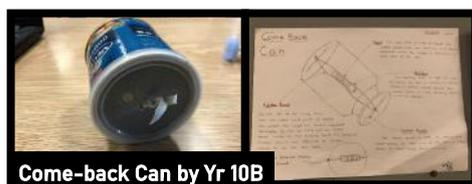
Solar Oven by Yr 9A

MOTION & FORCE PROJECT

Year 10s are learning about motion and force, including Newton's laws. In order to improve engagement and deepen understanding, they were asked to create balloon-powered cars and other objects applying the law of conservation of energy. Students thoroughly enjoyed creating their projects made from simple recycled objects following a "learning by doing" approach.



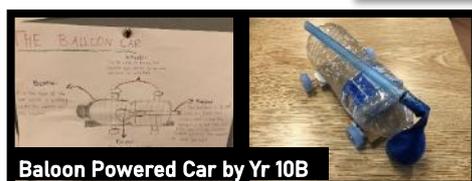
Water Rocket by Yr 10A



Come-back Can by Yr 10B



Balloon Powered Car by Yr 10A



Balloon Powered Car by Yr 10B

Their presentations led to further thought-provoking questions and clarified the concepts beyond just theoretical knowledge. It was magical to see the come-back can by Abdur Rahman (Yr 10B) really come back as if a genie was hiding in the can, but he was able to clarify the genie using science. Asyraf(Yr 10B)'s balloon powered car blasted away using Newton's 3rd law. Overall, the fun learning experience motivated some of these students to choose Physics for VCE next year!

Ust Abdullah Al Amin & Ms Amal Shihata
- Year 10 Science Teachers

YEAR 11s COMPLETE INDEPENDENT PRACTICAL INVESTIGATION IN PHYSICS

As part of their school-assessed coursework (SAC), Year11 Physics students planned, conducted and presented their practical investigations on a number of simple physics phenomena, such as dropping balls from various heights to analyse its motion due to gravity and rolling a trolley along an inclined plane.

This is their first foray into planning an independent investigation, the experience of which will be very useful leading into the extended practical investigation (EPI) task they have to undertake in Year12. Students learnt how to use motion detection and analysis tool Tracker, which analyses video images recorded on a mobile phone. More importantly, students did a thorough results analysis looking into random and systematic errors and tested their hypothesis with the experimental evidence. They created detailed and highly structured scientific posters to present their findings, which is a very good demonstration of their science communication skills. Well done, Year11s

Ust Abdullah Al Amin
-VCE Physics Department

How is the acceleration of a ball rolling down a plane affected by changing the slope of its incline?
Author: Ust Abdullah Al Amin

INTRODUCTION
The acceleration of a ball rolling down a plane is affected by the slope of the plane. The steeper the slope, the greater the acceleration. This investigation aims to determine the relationship between the angle of the incline and the acceleration of the ball.

METHODS
1. A smooth ball
2. A ramp of a certain length
3. A stopwatch
4. A protractor
5. A spirit level
6. A ruler
7. A marker
8. A stopwatch
9. A spirit level
10. A ruler

RESULTS
The acceleration of the ball increases as the angle of the incline increases. The relationship between the angle of the incline and the acceleration is linear.

DISCUSSION
The acceleration of the ball is directly proportional to the sine of the angle of the incline. This is because the component of the gravitational force acting down the incline is $mg \sin \theta$, where m is the mass of the ball, g is the acceleration due to gravity, and θ is the angle of the incline.

CONCLUSION
The acceleration of the ball is directly proportional to the sine of the angle of the incline. This is because the component of the gravitational force acting down the incline is $mg \sin \theta$.

How does changing the drop height affect the bounce efficiency and potential energy of a ball?
By: Ust Abdullah Al Amin - VCE Physics

INTRODUCTION
The bounce efficiency of a ball is affected by the drop height. The higher the drop height, the greater the bounce efficiency. This investigation aims to determine the relationship between the drop height and the bounce efficiency of a ball.

METHODS
1. A smooth ball
2. A ruler
3. A stopwatch
4. A spirit level
5. A marker

RESULTS
The bounce efficiency of the ball increases as the drop height increases. The relationship between the drop height and the bounce efficiency is linear.

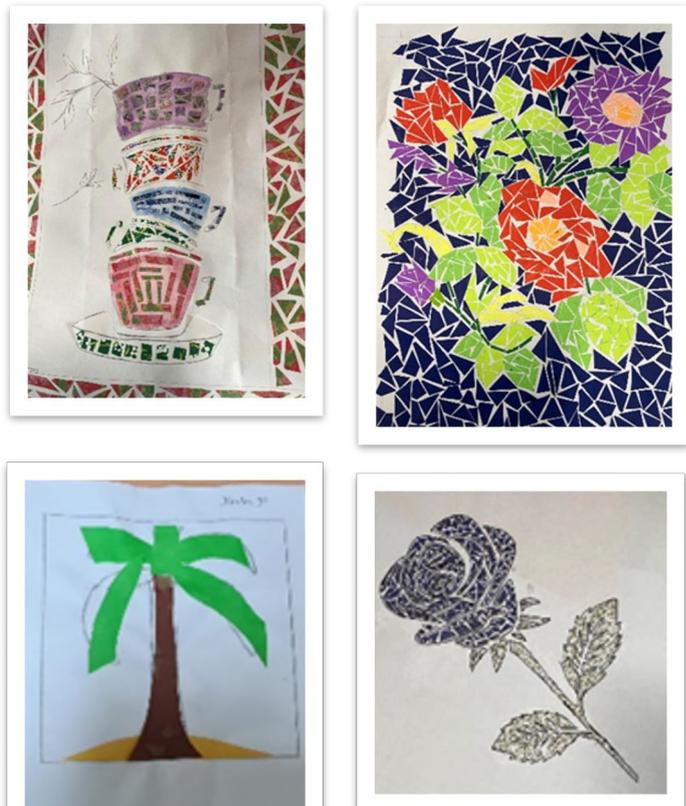
DISCUSSION
The bounce efficiency of the ball is directly proportional to the square root of the drop height. This is because the potential energy of the ball is mgh , where m is the mass of the ball, g is the acceleration due to gravity, and h is the drop height.

CONCLUSION
The bounce efficiency of the ball is directly proportional to the square root of the drop height. This is because the potential energy of the ball is mgh .

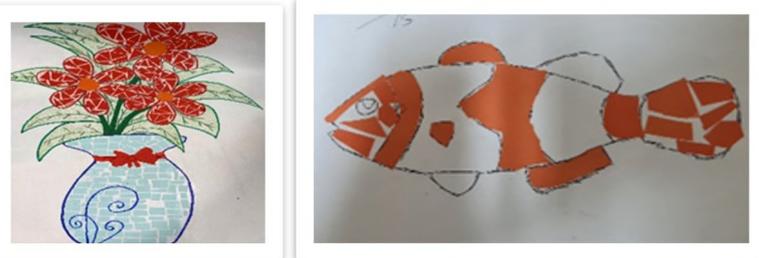
ART DEPARTMENT

MOSAIC ART

The Year 7 and 8s have worked very hard in Term 4 in relation to their Art. The Boys and Girls have been working on mosaic-based artwork, that is both colourful and simplistic in nature. Mosaic art are traditionally made with bits of tile or glass, however, the school decided to keep it simple using coloured paper. It is a joy to see their improvements made throughout the term. With practice, students were able to create a custom mosaic art on their own during the school holidays. Their final works showcase not only their continual growth in Art, but also their imagination. Attached are some of their great works of art.



Ust Wahid Hussain & Ms Azra Saeed
-Year 7 & 8 Art Teachers

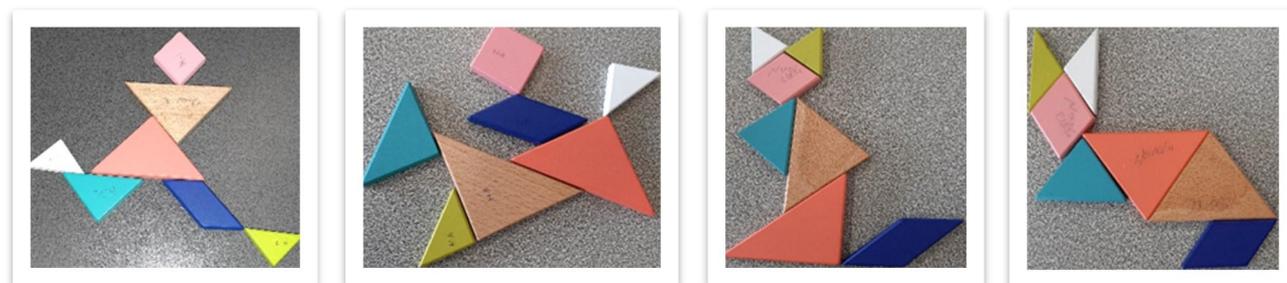


YEAR 9B & 10B VISUAL ARTS

In Term 4, the students of Year 9 and 10 continued with visual arts. Students were challenged to use their 'hands-on' approach in re-developing artifacts using Origami, Tangrams and Kite making. These three elements of visual arts gave the students a good understanding of the Asian and South-east Asian cultures. While making origami, the students developed their kinesthetic skills by pressing the paper to make acute creases when folding.



In Tangrams, the rules were only two – using all seven pieces and no overlapping of the pieces – but it was challenging as the students first had to learn to put the seven pieces back in the wooden square. One student amazed everyone by setting a record of five seconds (beat that). Then, they all challenged each other on making different shapes. One student, using his construction skills, was able to solve 10 of the given puzzles in less than 15 minutes (mind blowing!).



Finally, the students worked on their kite making project. With limited material supplies and time, the students put on their creative thinking hats and figured out the structure of a 'simple diamond' kite. Students found it challenging to make the 'arrow and cross-bow' without the proper sticks. Well, when there is a will, there is a way. Creativity and collaboration at its best!!!



Students were able to fly the kites outside, and would have continued for the whole class had it not been for the strong wind. The basic skeleton of the kite was wrapped in another layer of paper to give it a more durability against the strong winds of Melbourne. Next time, garbage bags and another plastic sheets would also be considered.

The proud teacher of Year 9B/10B

Ust Jawwad Ali



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Please note - 2022 College Year Commencement Dates

◆ Teachers Begin - 24th January 2022

◆ Students Begin - 27th January 2022

Term Holidays	Students Begin	Teachers Begin	Curriculum Day
Public Holidays	Students Finish	Teachers Finish	Reporting Day
Exam Week	Ramadhan Timetable Begins		
Reports Finalised	Eid Holidays (Subject to Moonsighting)		