

AL IMAN NEWSLETTER

APRIL 2024 | RAMADHAN 1445



ISSUE 22

Curriculum Days (Student Free Days)
Mon 15th April & Tues 11th June 2024

Term 2 Students Begin
Tue 16th April 2024

Annual Eid Festival (Staff & Students Only)
Wed 24th April 2024

Public Holidays
Thur 25th April & Mon 10th June 2024

Eid Ul Adha Holidays
Mon 17th - 19th June 2024

Term 2 Students Last Day
Friday 28th June 2024

IN THIS ISSUE

- Principal's Message
- Traits of the People of Truth and Falsehood
- AFL Play Programme
- ISSAV Year 10 Inter-Islamic Futsal Tournament
- Year 11 & 12: Unlocking Potential

W: WWW.ALIMAN.VIC.EDU.AU | **E:** INFO@ALIMAN.VIC.EDU.AU | **P:** 03 9743 1117

A: 20 - 40 REES ROAD MELTON SOUTH VIC 3338



IMPORTANT DATES

Curriculum Day (Student Free Day)	Monday 15th April
Term 2 Students Begin	Tuesday 16th April
Annual Eid Festival (Staff & Students Only)	Wednesday 24th April
Public Holiday (ANZAC Day)	Thursday 25th April
Year 7 Girls Day Camp	Tuesday 21st May
Semester 2 Exams	Mon 3rd - Thur 6th June
Public Holiday (Kings Birthday)	Monday 10th June
Report Writing Day (Student Free Day)	Tuesday 11th June
Teaching of Term 3 Topics Begins	Wednesday 12th June
Eid Ul Adha Holidays	Mon 17th - Wed 19th June
VCE GAT	Tuesday 18th June
Reports Finalised & Published	Friday 21st June
Term 2 Last Day (Students)	Friday 28th June
Curriculum Day (Student Free Day)	Monday 15th July
Term 3 Students Begin	Tuesday 16th July



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PRINCIPAL'S MESSAGE

Br Zulfiqar Ali



Dear Parents, Staff and Students

Assalam-O-Alaikum

As we approach the Eid, I want to take a moment to wish each one of you "Eid Mubarak". This is a time for reflection, renewal, and hope, and I make Dua from Allah Subhanahoo Wata'ala that each of you can find joy and peace during this special time.

I would also like to take a moment to reflect on the past term and express my gratitude to each one of you for your hard work, dedication, and commitment to our college community.

We have had a successful term, filled with academic achievements, extra-curricular activities and a strong sense of spiritual connectedness. Our students have demonstrated outstanding commitment to the month of Ramadan. Our students have performed well in all areas and I am proud of the hard work they have put into achieving such success.

I would also like to commend our staff for their tireless efforts in supporting our students both academically, emotionally and spiritually. They have gone above and beyond to ensure that our students have had a positive and fulfilling experience at our school.

Eid is a celebration of obedience of Allah Subhanahoo Wata'ala in the month of Ramadan and a celebration of new beginning. I encourage each of you to take this opportunity to reflect on the past term and to set new goals. Whether it is personal, academic or spiritual, let this be a time to focus on positive change and growth.

As we enjoy this Eid with our loved ones, let us also remember those who are less fortunate. Eid is a time to show kindness and compassion to those around us. Let us continue to work together to make our school a source of guidance.

Let us come back from the holiday refreshed, recharged, and ready to continue our journey.

Wassalam-O-Alaikum

AL-NASIHAH

Maolana Ahmad Moim Siddiqui - Islamic Studies Teacher

PART 1: TRAITS OF THE PEOPLE OF TRUTH AND FALSEHOOD FROM SAYYIDUNĀ YUSUF'S STORY

Allah ﷻ has praised the story of Sayyidunā Yusuf (may peace be on him) exclaiming that it is the “best of the stories” (Quran 12:3). It is undoubtedly one of the most interesting stories that one may ever encounter. However, to read a story solely for pleasure, entertainment and amusement fails to do justice and appreciate the profound lessons, rulings, and contemplations that it presents. Given that a complete chapter (sūrah) is dedicated to the story of Sayyidunā Yusuf (may peace be on him), it is evident that multiple lessons can be gleaned from the story, as no letter of the Quran is devoid of significance; each letter, when thoroughly examined and contemplated, yields manifold benefits. As the Quran exhorts, “Then do they not ponder over the Quran? Or are there locks upon their hearts?” (Quran 47:24).

From the many lessons, principles, morals, and guidance discerned from the narrative of Sayyidunā Yusuf (may peace be on him), Almighty Allah elucidates and illuminates the distinguishing traits, mannerisms, and habits of those aligned with the truth (haq) and those entangled in falsehood (bātil). It befits a Muslim to exercise alertness, vigilance, and acute awareness of these tendencies so that the virtuous habits can be adopted, while the detrimental ones can be expelled.



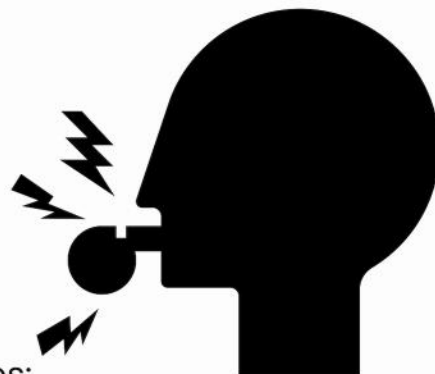
Traits of the People of Falsehood

Among the habits and behaviours of those entrenched in falsehood (bātil) include:

1. **They are full of Jealousy (hasad).** The brothers of Sayyidunā Yusuf (may peace be on him) said: “Surely Yusuf and his brother (Binyāmīn) are more beloved to our father than we”. (Quran 12:8).
2. **They engage in Self-admiration (ʿujb).** The brothers also said: “even though we are a group of so many” (Quran 12:8). The Commentators explain this verse thus: “Although we are ten of us and older than them. We have the ability and group strength to manage the affairs of the family while they both are small children who cannot do much.” (Mariful Quran).
3. **They accuse elders and predecessors of being ignorant and on the wrong path of falsehood (bātil).** The brothers continued to accuse their father: “Surely our father is in clear error”. (Quran 12:8).
4. **They conspire and plot against the people of truth.** The brothers plotted: “Kill Yusuf or cast him out to some (distant) land so that our father’s attention will be only ours” (Quran 12:9). “One of them said, “Do not kill Joseph. But if you must do something, throw him into the bottom of a well so perhaps he may be picked up by some travellers.” (Quran 12:10).
5. **They stir up courage to physically abuse others.** This is evident in the above verse where the brothers where they are ready to physically harm and abuse their younger brother.
6. **They desire to take the position of others.** The reason why they intended to kill Sayyidunā Yusuf was so that they can be given his status in the eyes of their father.
7. **Satan instils in them deceptive aspirations, leading them to craft false promises:** They also intended that after committing the murder “And after doing that, you may become a righteous people” (Quran 12:9).
8. **Allah ﷻ always makes them reveal what they conceal.** Allah ﷻ always openly shows what they conceal: “They said, “O our father! Why do you not trust us with Yusuf, although we truly wish him well?”. (Quran 12:11)
9. **They habitually engage in excessive lying.** “Send him out with us tomorrow so that he may enjoy himself and play. And we will really watch over him.” (Quran 12:12).

10. **They deceive others.**

“Then they returned to their father in the evening, weeping. They cried, “Our father! We went racing and left Joseph with our belongings, and a wolf devoured him! But you will not believe us, no matter how truthful we are.”” (Quran 12:16 &17)



11. **Their plots are exposed by Allah ﷻ.**

Mufti Shafi' (may Allah ﷻ have mercy on him writes:

“But Allah Ta' ala had His way of exposing their lie. He made them neglect something else they should have done besides smearing the shirt with fake blood. Had they also torn the shirt, it would prove his being eaten up by a wolf. Here they were coming with an intact shirt smeared with the blood of a kid goat and trying to deceive their father. After seeing this shirt totally unscratched, Sayyidna Ya'qub (peace be on him) said: My sons, certainly wise was this wolf who ate Yusuf in a way that his shirt was not torn from anywhere. Thus, their deceit was exposed before Sayyidna Ya'qub.” (Mariful Quran).

12. **They do not value and give importance to Muslims.**

“They (later) sold him for a cheap price, just a few silver coins—only wanting to get rid of him”. (Quran 12:20)

13. **They accuse others and play the victims when they are the offenders.**

The wife of the king after attacking Sayyidunā Yusuf pretended to be the victim and said: “What is the penalty for someone who tried to violate your wife, except imprisonment or a painful punishment?”. (Quran 12:25).

14. **They impose their desires forcefully, adhering to the notion of 'my way or the highway.'**

As illustrated by the words of the king's wife: "This is the man you reproached me for loving! I did indeed try to seduce him, but he firmly refused. And if he does not comply with my commands, he will undoubtedly face imprisonment and utter disgrace." (Quran 12:32)

To be continued in the next issue...

WELLBEING DEPARTMENT

SUPPORTING YOUR LITTLE LEARNERS: TIPS FOR PARENTS OF FOUNDATION KIDS

Ms Masarath Jahan – School Counsellor (Foundation – Year 6 Girls)

Navigating the world of foundation kids, those adorable little learners just starting their educational journey, can be both delightful and challenging. As a school counselor, I'm here to share some valuable insights and practical tips to help you manage and support your little ones effectively.

Understanding Common Challenges

Foundation kids often face various challenges that can manifest as tantrums, defiance, meltdowns, difficulty following instructions, impulsivity, anxiety, or trouble making friends.

Islam's Approach to Parenting

Islam emphasizes raising children with kindness, compassion, and respect, avoiding physical punishment or humiliation. Teaching by example is key, as parents should demonstrate good character, honesty, patience, and kindness to become positive role models.

Practical Tips for Parents

Establish Routine and Consistency: Kids thrive on routines. Create a consistent schedule for daily activities, including playtime, learning, meals, and rest. Consistency helps them feel secure and confident.

Set Clear Expectations: Use simple language and visuals to clarify rules and expectations for different situations. This helps kids understand what is expected of them.



Practice Patience: Understand that foundation kids are still learning to express themselves and manage emotions. Be patient and supportive during mistakes or tantrums.

Encourage Independence: Allow kids to make choices and solve simple problems independently. This builds confidence and teaches valuable life skills.

Create a Safe Environment: Ensure the learning environment is safe, nurturing, and free from distractions. Kids learn best when they feel secure and supported.

Spend Quality Time: Dedicate at least 15 minutes after school to discuss your child's day, listening to them with complete attention, focusing on positives and challenges of the day. Encourage open communication without immediately correcting mistakes.

By incorporating these strategies into daily interactions, parents can create a supportive and nurturing environment that promotes **emotional well-being, independence, and positive behavior** in foundation kids.

If you ever feel overwhelmed or need additional guidance in managing your little one's behavior and emotional well-being, please don't hesitate to reach out to me, to support you every step of the way, offering valuable insights and personalized strategies to ensure a positive and fulfilling experience for both you and your child.



PRIMARY

FOUNDATIONS TRANSITION INTO SCHOOL

Ms Asma Shah - Foundation B Form Teacher / F-2 Curriculum Coordinator

Embarking on their educational journey for the first time, our Foundation students have reached a significant milestone, excited and confident. Foundation students quickly settle into their new classroom routine, building relationships with classmates and teachers. Throughout Term 1, our dedicated Foundation teachers and integration staff have ensured that every child felt warmly welcomed and fully supported. They have organised engaging icebreaker activities, shared heartwarming stories about friendships, discussed the school's rules, and unveiled the many wonders of the school environment.

We are immensely proud of our Foundation students for their courage, resilience, and boundless enthusiasm throughout Term 1. Our commitment to their development is unwavering, and we are confident that our efforts will nurture their love for learning, foster lifelong learners, and celebrate their achievements throughout the year ahead, Inshallah.



Students making necklaces with pasta



Letter M Craft



Hands-on activities: building using magnetic shapes.

BLAST FROM THE PAST: COMO HOUSE!

Ms Mehvish - Year 2B Form Teacher

In Term 1, the Year 2 students had the opportunity to visit the Como House, an old house from the past, over here they had the opportunity to look at the way people lived here many years ago. They played old games, explored the different chores that servants had to do as well as experiencing the way clothes were washed back in the olden days. We also went on a little hunt, all the Year 2's became detectives and followed the different hints to crack the code.



YEAR 6 VISIT TO THE ISLAMIC MUSEUM OF AUSTRALIA

Ms Saeeda Imran, Ms Saima Shinwari, Ust M Waheed Imtiaz & Ust Yusuf Keir Mckenzie
- Year 6 Form Teachers



Year 6 students went on an incredible excursion journey in Term 1. As part of their learning, they were given the opportunity to visit The Islamic Museum of Australia. The Islamic Museum of Australia collects, preserves and showcases original art pieces which reflect the Museum's vision of sharing the Australian Muslim experience. These include unique objects, information and other crafts sourced from Australia and around the Muslim world, as well as an exciting collection of contemporary art by Australian Muslim artists. (A dream many fail to accomplish).



YEAR 6: INSIDE PARLIAMENT

Ms Saeeda Imran, Ms Saima Shinwari, Ust M Waheed Imtiaz & Ust Yusuf Keir Mckenzie
- Year 6 Form Teachers

Year 6 students went on an excursion to visit the Parliament of Victoria. They were attending a program called “Inside Parliament”. Inside Parliament was an invitation to engage with the parliamentary process. An active and engaged community is essential for a robust democracy, which means everyone has a role to play in shaping the future of our state. By visiting the Parliament, grades 6 students explored the values, principles and institutions that underpin Australia’s and Victoria’s democratic forms of government and identify the key features of the electoral process. Students identified the roles and responsibilities of electors and representatives and explored how different points of view on contemporary issues relating to democracy and citizenship.



ARABIC DEPARTMENT

Assalam Alaikum Wr Wb

Dear Respected Parents

Here we are concluding the first term of the year, and it feels like the term has passed in the blink of an eye. As we reflect on this, I want to express my sincere gratitude to firstly Allah سبحانه وتعالى and each of our beloved students for their dedication and hard work during Arabic class. As we all know,

Arabic is the language of the Quran as well as the mother tongue of our beloved prophet Muhammad صلى الله عليه وسلم. Hence, learning the Arabic language is vital in order to understand the Quran and Sunnah in the most complete way. During term 1, our Year 2 students participated in learning foundational short Arabic phrases related to oneself, family, school and much more, whereby they were exposed to a range of short Arabic sentences and prompted to translate unfamiliar words with the assistance of visual cues.

At Al Iman College, it is our priority to foster the passion and interest of our students to learn Arabic – and we strive to develop new and creative teaching methodologies to increase their eagerness and attention. Some of the selected methods we employed were the extensive use of visual aids, games and Nasheed.

Despite the challenges that students may face in learning the language at times, I am incredibly proud of what they have accomplished. Let us take this opportunity to celebrate their success and recharge for the upcoming term, insha'Allah. We are excited about the learning journey that lies ahead and look forward to continuing this together.

As a result of our students' dedication and hard work, particularly the 2A class, they were able to confidently perform the Nasheed publicly during one of our morning assemblies and translate it for the audience. Below is a photo of the class performing on the stage along with the Nasheed that was memorized and understood by all the students,

Ms. Sohad Qashou (Tarbiyah & Arabic teacher)





العامُ الدَّرَاسِي الجَدِيدُ

THE NEW ACADEMIC YEAR

نَعُودُ نَعُودُ إِلَى المَدْرَسَةِ

WE RETURN, WE RETURN TO SCHOOL

صَبَاحٌ جَمِيلٌ وَعَامٌ سَعِيدٌ

A BEAUTIFUL MORNING
AND A HAPPY YEAR

وَنَلْقَى مُعَلِّمَنَا الطَّيِّبَا

AND WE MEET WITH
OUR KIND TEACHER

صَبَاحٌ جَمِيلٌ وَعَامٌ سَعِيدٌ

A BEAUTIFUL MORNING
AND A HAPPY YEAR

وَنَرَفَعُهُ عَالِيًا فِي القِمَمِ

AND WE RISE IT HIGH
AT ITS PEAK.

صَبَاحٌ جَمِيلٌ وَعَامٌ سَعِيدٌ

A BEAUTIFUL MORNING
AND A HAPPY YEAR

إِلَى المَدْرَسَةِ ، إِلَى المَدْرَسَةِ

TO SCHOOL, TO SCHOOL

نَعُودُ إِلَيْهَا لِصَفٍّ جَدِيدٍ

WE RETURN BACK TO SCHOOL
FOR A NEW CLASS

يَقُولُ المَدِيرُ لَنَا مَرَحَبًا

THE PRINCIPLE SAYS TO US
"WELCOME"

لِنَسْمَعَ مِنْهُ الكَلَامَ المُفِيدَ

SO THAT WE CAN HEAR FROM HIM
BENEFICIAL SPEECH

نَصُفُّ جَمِيعًا أَمَامَ العَلَمِ

WE LINE UP TOGETHER
IN FRONT OF THE FLAG.

وَبِاسْمِ الإِيمَانِ نُغَلِي النِّشِيدَ

AND ON BEHALF OF AL IMAN,
WE PRONOUNCE THE MELODY

TARBIYAH DEPARTMENT

Assalam Alaikum Wr Wb

Dear parents and students:

As term 1 draws to a close, I would like to take this opportunity to share with you a brief overview of the learning journey embarked upon by your child in their Islamic Study endeavors at Al Iman College.

During this term, our Year 1 and 2 students were engaged in a variety of Tarbiyah curricular activities, with a particular focus on Tarikh, Akhlaq (moral values) and Duas. This included learning the stories of the prophets, such as those of prophets Adam, Nuh, Hud and Salih عليهم السلام the events which defined their prophethoods and the lessons learnt from each prophet.

Students were also taught Duas related to Tawheed and Iman, such as the 4th, 5th, 6th, and 7th Kalimahs. To foster love and excitement for the recitation of these important Duas in students' daily lives, many students were rewarded with either green cards or small presents.

Moreover, students were taught about the ideal Akhlaq of a Muslim and encouraged to embody these behaviors, such as keeping promises, expressing gratitude, maintaining cleanliness, showing respect, and much more. These Akhlaq (moral values) were introduced and taught from the perspective of the Quran and Sunnah, supported by either Quranic verses, Hadiths, or both. For instance, a verse from the Quran was introduced: "Allah سبحان وتعالى loves those who make themselves clean" (Quran 9:108)

As always, our methodology within the Tarbiyah classes endeavors to engage students in an interactive and creative manner, aiming to instill both love and practical understanding of our religion. This approach enables us to deliver a comprehensive, self-driven religious education.

Below are some pictures of our beloved and dedicated students during these classes, practicing the importance of cleanliness and the correct way of using water and the washroom.

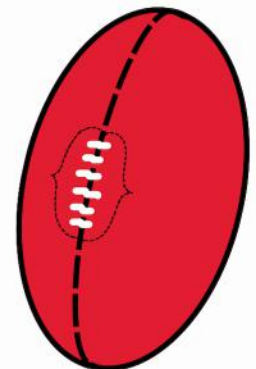
Ms. Sohad Qashou (Tarbiyah & Arabic teacher)



HPE & EXTRA CURRICULAR DEPARTMENT

AFL PLAY PROGRAMME FOR F-2 AND YEAR 6 STUDENTS

Ust Hafizzudin Ng - HPE Coordinator



Alhamdulillah for Term 1, Al Iman College collaborated with AFL again to bring in the new AFL Superkick programme, aimed at meeting the skills and outcomes of fundamental movement skills using the game of Australian Football (footy) for the Y3-6 boys.



FOOTY CHALLENGE WHEN AFL CAME DOWN TO PROMOTE THE PROGRAMME DURING LUNCH PLAYTIME.



WINNING FREEBIES WHEN YOU GET THE BALL INTO THE BIN

Students were exposed to a variety of team-based activities and applied the use of sports-specific skills of handballing and drop punt kicks in a team-game situation.



WORKING ON SKILLS WITH THE COACHES DURING THE PROGRAMME



A TYPICAL TRAINING SESSION FULL OF ACTIVITIES UNDER THE BLUE SKY
AND ON OUR NEW NATURAL TURF, MASHA ALLAH!

We would like to thank the AFL staff involved in coordinating and accomodating to our school's needs when running this programme and to the teachers who stayed with the students to supervise the sessions. Jazakallah Khairaa to parents as well for your support in the programme!

HARMONY DAY CELEBRATION – GIRLS WING 2024

Ms Masarath Jahan – Extra Curricular Activities Coordinator

Rasullulah SAW said; "there is no superiority for an Arab over a non – Arab, nor for a non-Arab over an Arab. Neither is the white superior over the black, nor is the black superior over the white – except by good actions".

(Bukhari & Muslim)

In the same learning spirit, on March 21, 2024, we recognized and celebrated cultural diversity as well as revived the Islamic principles taught by our beloved Prophet Muhammad SAW about inclusiveness, respect, social cohesion, racial harmony, and a sense of belonging for everyone.

One of the most remarkable aspects of this Harmony Day celebration was the vibrant artwork displayed both inside and outside our classrooms that captured the essence of unity, respect, inclusiveness, and harmony.

Beyond the visual spectacle, Harmony Day was also a time for meaningful discussions and activities. Students shared their reflections on what harmony means to them, highlighting the importance of Islamic values related to empathy, kindness, and cooperation in creating a harmonious society.

Alhamdulillah, teachers played a crucial role in guiding students through these discussions, emphasizing the values of empathy and respect. Through interactive sessions, students learned valuable lessons about embracing differences and building bridges across cultures.



PEACE



YEAR 8 GIRLS DAY CAMP: EXCITING ADVENTURES WITH A TOUCH OF VALUES

Ms Masarath Jahan - Extra Curricular Activities Coordinator

Alhamdulillah by Allah SWT's mercy our year 8th students embarked on thrilling adventures that not only filled their hearts with excitement but also enriched their minds with valuable lessons. From canoeing in serene waters to navigating obstacles in laser tag, and soaring high on the flying fox, our students experienced a blend of adrenaline-pumping fun and meaningful learning.

What made these experiences unique was the emphasis on aligning our activities with the values and principles of Islam. As our students indulged in these adventures, they learned to appreciate the beauty of nature while being mindful of their responsibilities as stewards of the Islam.

Participating in canoeing taught them patience, teamwork, and resilience as they paddled together to reach their destination. Laser tag sessions fostered strategic thinking, quick decision-making, and sportsmanship, reinforcing the importance of fair play and respect for opponents. The flying fox adventure instilled courage and trust as they conquered fears and relied on each other for support.

Beyond the physical skills and thrills, these activities also nurtured essential qualities such as discipline, self-control, and mindfulness. Students learned to manage their emotions, stay focused on goals, and appreciate the blessings.



ISSAV YEAR 10 INTER-ISLAMIC FUTSAL TOURNAMENT

Ust Hafizzudin Ng & Ust Othman A- HPE Coordinator & ECA Coordinator

Our Year 10 boys participated in the Annual Inter-Islamic Schools Futsal Tournament held at the Coburg Basketball Stadium. 10 of our best players represented the school and faced the other Islamic schools round Victoria.



PRE-COMPETITION BRIEFING

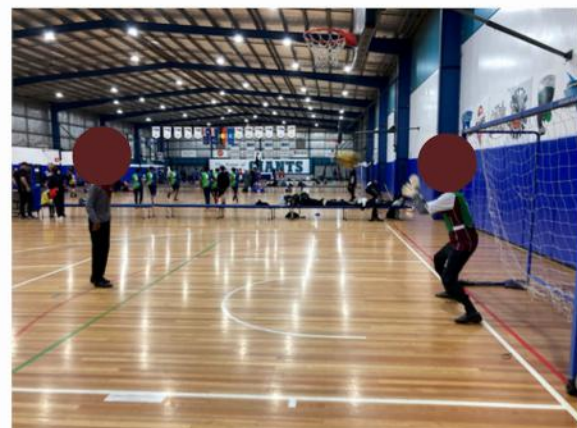


WARMING-UP

After 5 sessions of after-school training, the boys left everything to Allah SWT with a group duá and thereafter, worked very hard in the qualifying matches. We managed to get to round 2 after beating AIA and ICOM, but we missed the semi-finals after losing the round 2 game to Minaret College.



OUR BOYS FOCUSED ON THE BALL



OUR GOALIE IN ACTION

Regardless of the outcome, as per Al Iman College tradition, the boys will continue to do their best in training and competitions for the school!

We would like to thank our 10 boys for their effort and commitment in being part of the 2024 team:

Luqmaan Tahir
Adnan Shiyas
Ana Siddiqui
Sadiq Birma
Musa Khan
Yusuf Islam
Ibrahim Sackor
Zubair Mohammad
Yaseen Abdalla
Eusha Labib

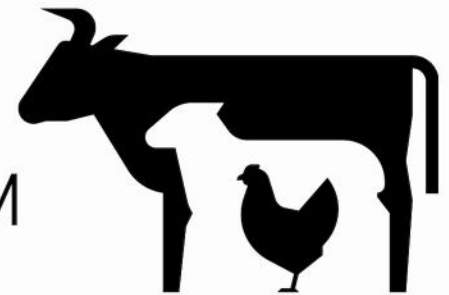
We would also like to show our appreciation to some of the boys from our Year 11 boys Hussam Hassan and Aziz Siddiqui, and Year 10 Abdullah Malik who volunteered themselves to assist in the training sessions!

Jazakallah Khairaa!



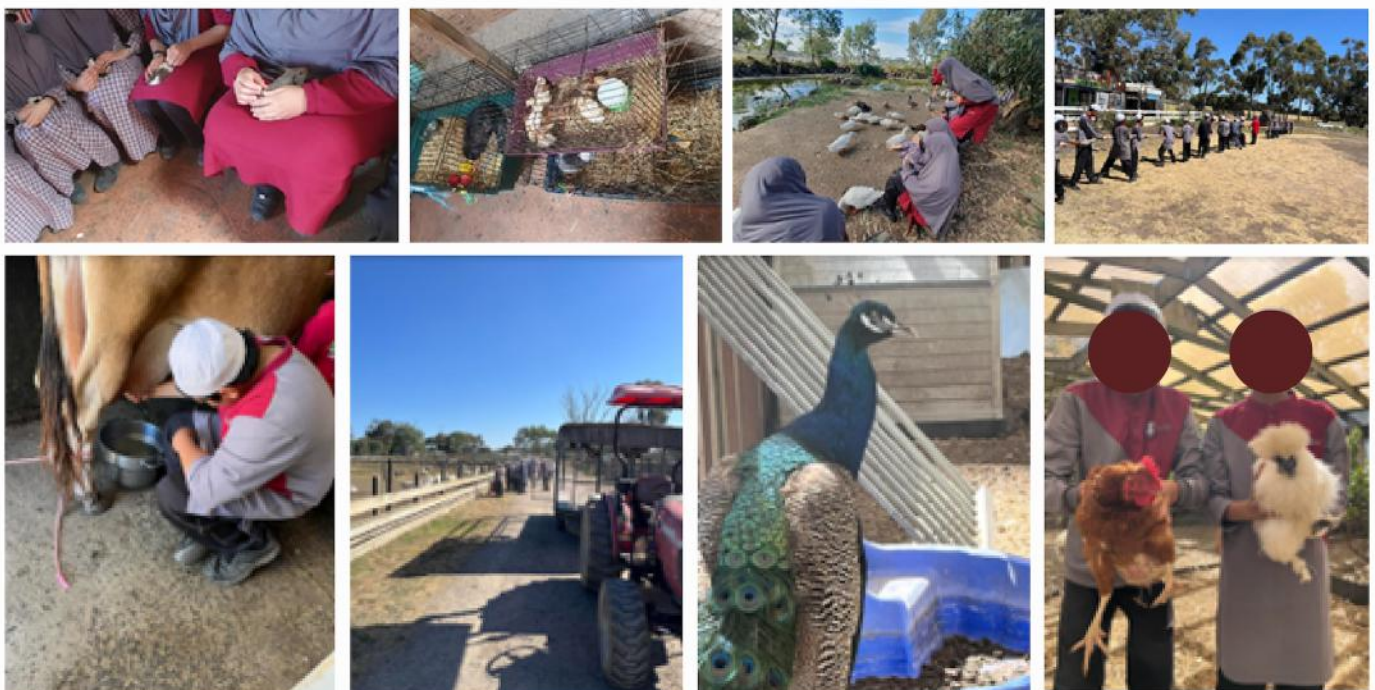
SECONDARY

YEAR 7S AND 8S ANIMAL FARM EXCURSION



Ust Abdullah Al Amin - Tech & Results Analysis Coordinator

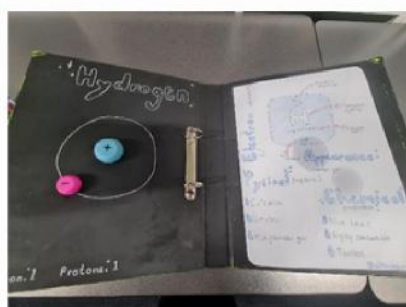
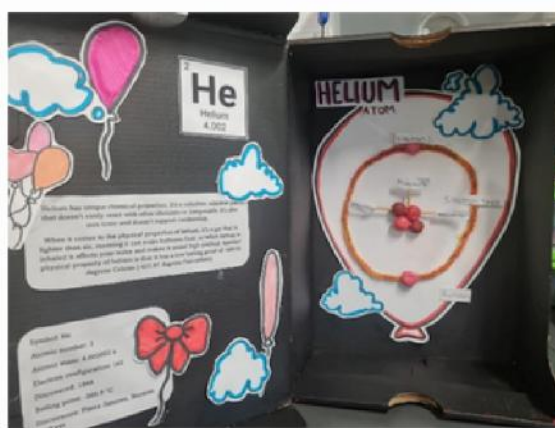
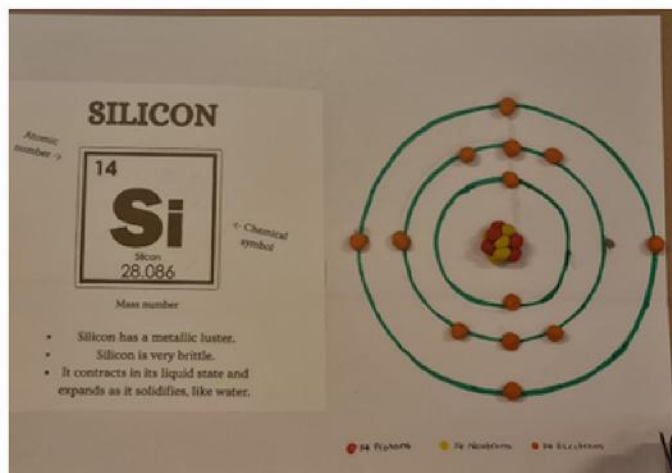
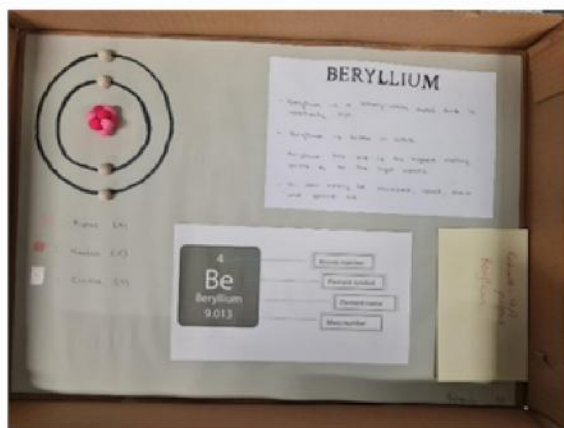
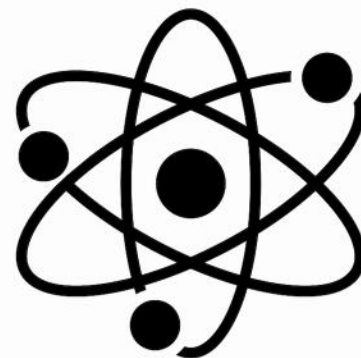
In Term 1, Year 7 and 8 (boys and girls) visited Animal Land Children’s Farm as part of Technology curriculum (Food Production). As the students stepped off the school buses, their excitement bubbled over. As they made their way towards the barns and paddocks, guided by the Farm staff, students eagerly interacted with a variety of farm animals, fed them and learned how they are cared for. They learned about the importance of looking after their welfare and sustainable farming practices. Some students took turns bottle-feeding newborn lambs, feeding the ducklings, and milking the cows while others brushed the silky fur of the resident ponies. Under the guidance of their teachers, they engaged in discussions about the interconnectedness of humans and animals. As they bade farewells to their newfound furry friends, the students were left with a newfound appreciation for the sources of our food and gratitude for the blessings of Allah.



YEAR 9A: ATOMIC STRUCTURE

Ms Amal Shihata - Science Coordinator

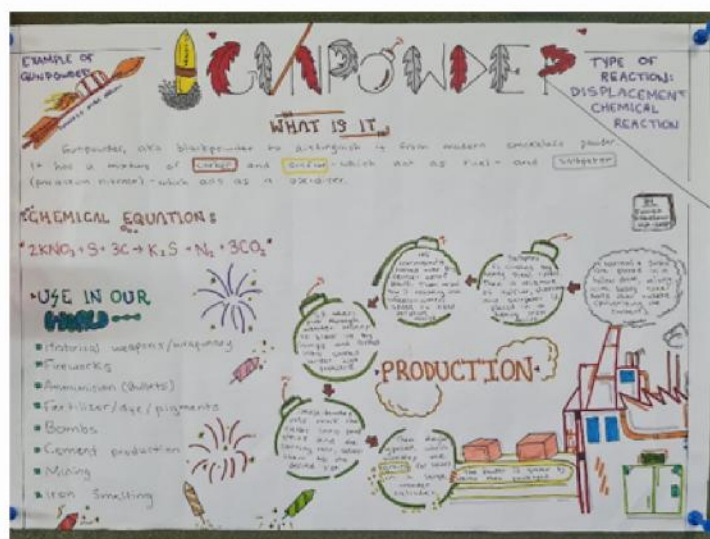
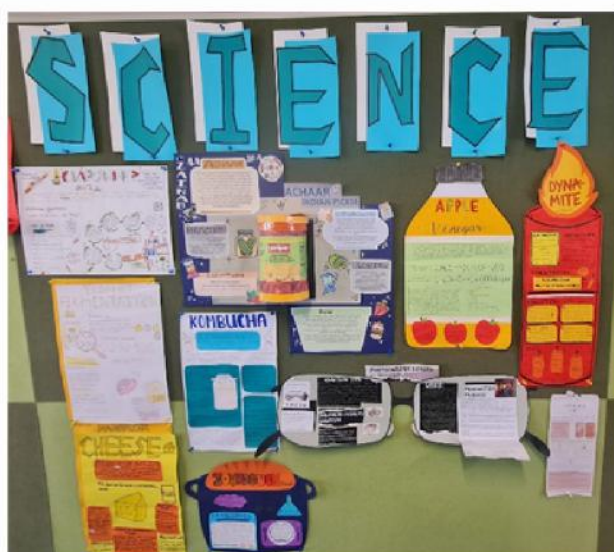
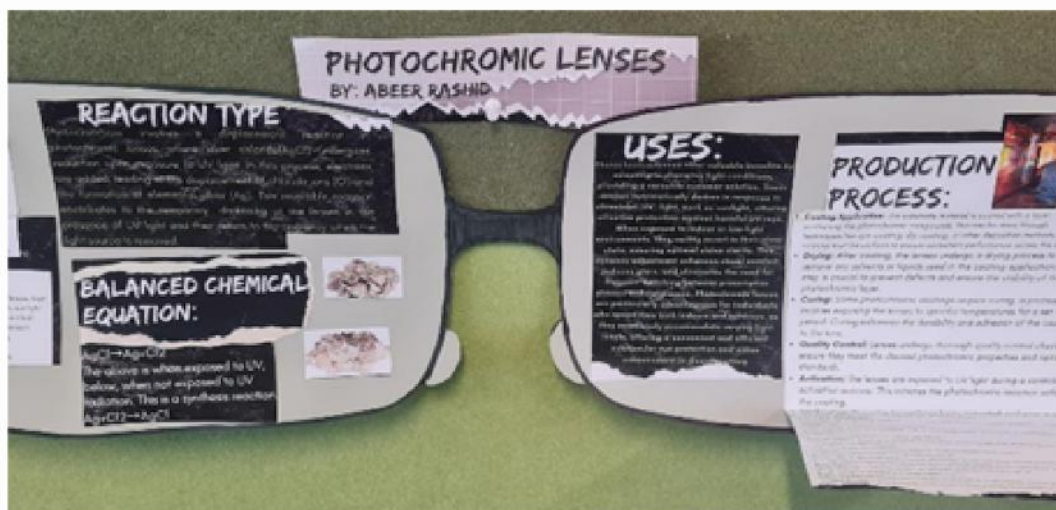
Year 9 students learnt about the atomic structure in term 1. They learnt about the timeline that led to our current understanding of the atomic structure. Students learnt about the subatomic particles that are in the atom and were asked to apply this understanding to make a model of an element. Students had to show the number of protons and neutrons in the nucleus and electrons orbiting in the shells.



YEAR 10A: CHEMICAL REACTIONS

Ms Amal Shihata - Science Coordinator

Year 10 students learnt about the different types of chemical reactions this term. Chemical reactions are used in our lives on a daily basis whether its food, chemicals, explosives etc. Year 10 students were asked to create an infographic showcasing a certain product and how it is manufactured by showing the type of chemical reaction and a balanced chemical reaction.



APPLE Vinegar

Apple vinegar is a natural preservative and is used in many food products. It is made from apples and is a natural preservative. It is used in many food products, including pickles, jams, and dressings. It is also used in some medicines and is a natural preservative.

Chemical Equation:
 $C_6H_{12}O_6 \rightarrow 2C_2H_5OH + 2CO_2$
 $C_2H_5OH + O_2 \rightarrow CH_3COOH + H_2O$

Properties:
 - It is a natural preservative.
 - It is used in many food products.
 - It is also used in some medicines.
 - It is a natural preservative.

ASPIRIN

acetylsalicylic acid

Type Of Reaction:
 Synthesis Chemical Reaction

HOW IT LOOKS LIKE

Balanced Chemical equation:
 $C_7H_6O_3 + C_4H_6O_3 \rightarrow C_9H_8O_4 + CH_3COOH$

Aspirin is an everyday painkiller for aches and pains such as headache, toothache and period pain. It can also be used to treat colds and flu-like symptoms and to bring down a high temperature. It's widely used to relieve mild to moderate pain and inflammation.

What is Aspirin and its uses?

What is needed?

- Salicylic Acid (C₇H₆O₃) or Sodium Salicylate (C₇H₅NaO₃)
- Acetic Anhydride (C₄H₆O₃)
- Sulfuric Acid (H₂SO₄)
- Water (H₂O)

PRODUCTION

1. Prepare a boiling-water bath by filling a 600-ml beaker with about 400 mL of tap water. Put the beaker on the hot plate.
2. Weigh out about 2.3 grams of salicylic acid on a piece of weighing paper. Add some salicylic acid a little at a time.

KIMCHI

Kimchi is a traditional spicy Korean side dish created from salted, fermented vegetables, usually cabbage and radishes.

CHEMICALS THAT INVOLVE IN KIMCHI PRODUCTION

- Sugars (glucose, fructose, sucrose):** Fuel for the good bacteria (lactic acid bacteria).
- Lactic Acid:** Produced by bacteria. It gives kimchi its tangy and preserves it.
- Salt:** Draws out moisture and creates a bacteria-friendly environment.
- Spices (ginger):** Provide the signature heat of kimchi.

CHEMICAL EQUATION FOR KIMCHI

CARBOHYDRATE (glucose) → 2C₂H₅OH + 2CO₂

Kimchi is considered a type of Anaerobic reaction.

HEALTH BENEFITS OF KIMCHI

- Probiotic Powerhouse:** Kimchi fermentation process is done by acid bacteria, these "good" bacteria contribute to a healthy gut microbiome, potentially aiding digestion and promoting overall gut health.
- Immunity Aid:** Studies suggest that kimchi's probiotic content might play a role in supporting the immune system.
- Weight Management:** Some research indicates kimchi may contribute to weight management efforts. However, more research is needed to confirm this benefit definitively.
- Antioxidant Advantage:** Kimchi contains antioxidants and pigments with antioxidant properties, potentially helping to combat cell damage and inflammation.

KIMCHI-MAKING METHOD

1. **Salting:** Cabbage (and sometimes carrots) gets a good salting to draw out moisture and encourage beneficial bacteria.
2. **Preparation:** After rinsing the salt, the cabbage is mixed with a spicy paste made from ginger, garlic, chili flakes, and other ingredients.
3. **Fermentation:** This process may vary in an airtight container for days or weeks. Lactic acid bacteria, present naturally or added, flourish on the sugars in the mixture, creating lactic acid - the tangy star of kimchi.
4. **Enjoy!** The fermented kimchi is considered a staple in Korean cuisine to develop flavor over time.

Peghana Azam

ACHAAR

INDIAN PICKLE

Achaar is basically pickle but has an Indian twist to it. Unlike typical pickle achaar has a lot more kick in it, adding more tangy, spicy flavour to any food. It is made by fermenting vegetables, fruits, or other ingredients in a mixture of spices, salts and oils. Due to the many variations in flavour for achaar there are also multiple types of textures to experience. Things with lemon might have a different consistency to something made with mainly tomatoes. Even such a simple mixture has some complexities with elements, chemicals and reactions.

REACTION

Fermentation Process: During which preparation, vegetables or fruits are mixed to a solution of salt and spices. This solution is fermentation solution.

CHEMICAL EQUATION:
 $C_6H_{12}O_6 + 3H_2O \rightarrow 2C_2H_5OH + 2CO_2$
 (Glucose + Water) → Ethanol + Carbon Dioxide

EQUATION

Balanced Chemical equation
 $C_6H_{12}O_6 + 3H_2O \rightarrow 2C_2H_5OH + 2CO_2$
 (Glucose + Water) → Ethanol + Carbon Dioxide

INGREDIENTS

- The ingredients used in curing and pickling are sodium nitrate, sodium nitrite, sodium chloride, sugar, and citric acid or vinegar.
- Marinating - preserving and/or flavouring with salt.
- Pickling - preserving with salt (fermented pickles) or preserving with acetic/fermentation pickling.
- Curing - all of the above.

REACTION

Oxidation Process: Spices like mustard seeds, fenugreek seeds, and turmeric are commonly used in achar.

Chemical Reactions: When these spices come into contact with oil, they undergo oxidation, liberating acids, for instance, releasing pungent compounds when combined, enhancing the pickle's flavor.

SOURDOUGH

CHEMICALS USED

- CARBON DIOXIDE
- CARBON HYDROXIDE
- HYDROGEN
- OXYGEN

CHEMICAL FORMULA

$C_6H_{12}O_6 \rightarrow 2C_2H_5OH + 2CO_2$
 GLUCOSE = ETHANOL + CARBON DIOXIDE

PRODUCTION: fermentation

1. In a jar, equal amounts of whole wheat flour are combined with water and left to ferment for 4-12 hours. During this time the microorganisms within the flour will climb the flour to produce naturally occurring yeast and bacteria. As the yeast feeds, the carbohydrates will be a good source for the yeast and bacteria. Over the time, the yeast has been made healthy should start to multiply on the starter and it will become more tangy in consistency.
2. Mix whole wheat flour and 20 percent flour in a different bowl with water. Add the natural sourdough starter to this mixture. Allow it to rest for a while. During this resting period, the water activates natural enzymes in the flour, converting complex carbohydrates like starches into simple sugars and breaking down proteins such as gluten and peptides into amino acids. This process is called autolysis.
3. After the autolysis process, salt is added to the dough.
4. Following the initial fermentation, the dough undergoes another fermentation known as proofing. The yeast produces more carbon dioxide that gets trapped within the gluten strands during the

SOURDOUGH bread

PRODUCTION

Ingredients:
 - 1 cup whole wheat flour
 - 1 cup water
 - 1/2 cup salt
 - 1/2 cup yeast

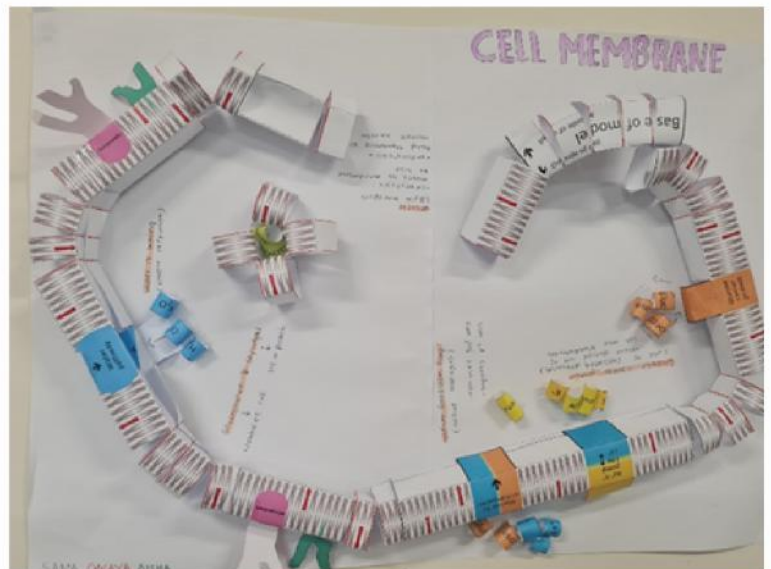
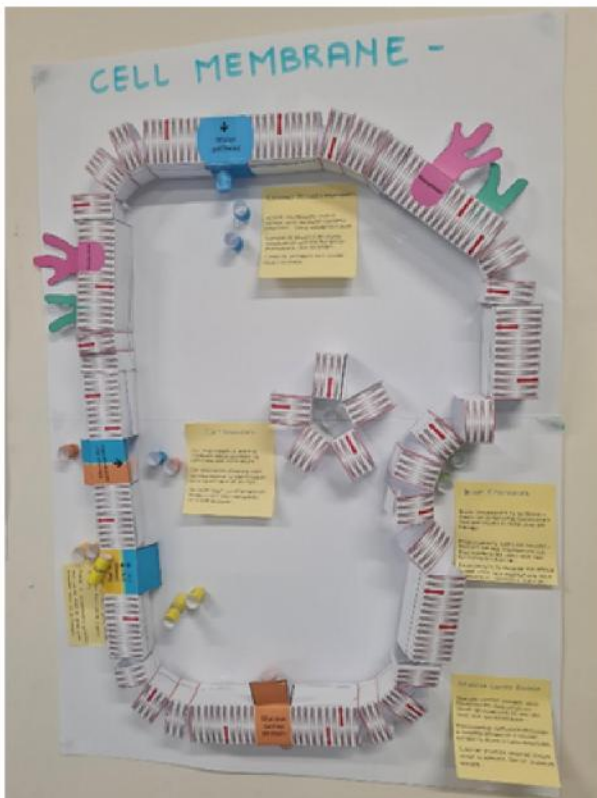
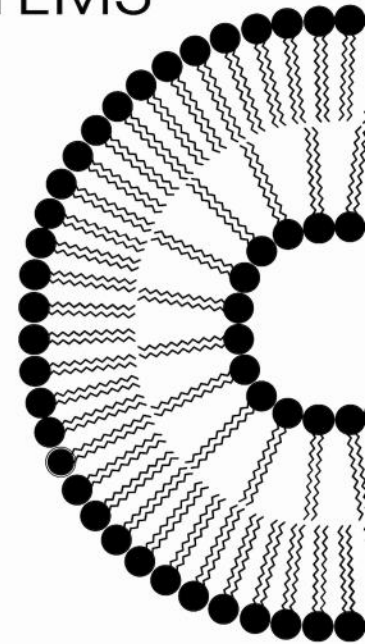
Method:
 1. Mix the flour and water in a bowl.
 2. Add the salt and yeast.
 3. Knead the dough for 10 minutes.
 4. Let the dough rise for 24 hours.
 5. Bake the dough in a preheated oven at 200°C for 30 minutes.

VCE

YEAR 11A BIOLOGY: THE PLASMA MEMBRANE AND TRANSPORT SYSTEMS

Ms Amal Shihata - Science Coordinator

Year 11 Biology students learnt about the importance of the plasma membrane in our cells and how it enables and facilitates the entry and exit of various molecules into our cells as you sit here reading this article. Metabolic processes are continuously happening in our body cells to keep us alive and this is facilitated through the plasma membrane and the various transport mechanisms, namely diffusion, active transport, passive transport and facilitated diffusion. Year 11 biology students conducted this paper model activity to simulate the various transport mechanisms and to simulate the structure of the plasma membrane. Students were then asked to annotate their paper model.



YEAR 11 & 12: UNLOCKING POTENTIAL

Ust M Abdul Rashid – VCE Coordinator

We have introduced new strategies to enhance student's learning habits and academic results and encourage them to do their best in VCE.

Students practising topic exam questions:

Practising topic exam questions in VCE offers many benefits that significantly enhance students' academic performance and preparation for final exams. Focusing on specific topic questions can solidify students' understanding of key concepts and identify areas that need more attention. Beyond passive learning, practising questions force students to apply learned concepts to different scenarios actively, solidifying their grasp of the material. Practising exam questions can expose areas where student's understanding could be complete, allowing them to focus their study efforts more effectively.



Year 11 VCE End of Year Exams:

Year 11 VCE exams are essential for several reasons. They serve as a valuable opportunity for students to assess their progress, identify areas for improvement, and gain experience in the examination environment, which can help prepare them for the more significant exams in Year 12. Performing well in these exams can boost confidence and motivation to continue working hard in Year 12.

Boost memory by learning the Quran:

Insha Allah. Understanding the Quran is one of the best acts of worship. The Prophet (ﷺ) said, "The best among you (Muslims) are those who learn the Qur'an and teach it. Students boost their memory performance by memorising the Quran. The boys will learn the Quran in period 1; Alhamdulillah, our girls are already in this routine of memorising and learning the Quran in period 1.



Dedicated sports periods for VCE students:

While academic achievement is a significant focus in VCE, participating in sports can offer a range of benefits that directly or indirectly impact your overall well-being and, potentially, even your academic performance. Participating in sports activities can lead to physical fitness, mental fitness, social and emotional benefits and much more. Exercise releases endorphins, natural mood enhancers that can combat stress and anxiety, and is expected during the VCE year. Regular physical activity can improve sleep quality, which is crucial for cognitive function and memory consolidation. Exercise can enhance attention and mental function, potentially aiding academic performance. Achieving goals in sports or experiencing teamwork success can positively impact self-perception and confidence.

Jazak Allahu Khair.



2024

1445 AH
1446 AH

Success through knowledge,
practising and conveying

JANUARY							FEBRUARY							MARCH						
Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su
1	2	3	4	5	6	7	28	29	30	1	2	3	4	28	29	30	31	1	2	3
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29	30	31					26	27	28	29				25	26	27	28	29	30	31

APRIL							MAY							JUNE							
Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	
1	2	3	4	5	6	7	28	29	30	1	2	3	4	5	27	28	29	30	1	2	3
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29	30						27	28	29	30	31			24	25	26	27	28	29	30	

JULY							AUGUST							SEPTEMBER						
Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su
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OCTOBER							NOVEMBER							DECEMBER						
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21	22	23	24	25	26	27	18	19	20	21	22	23	24	23	24	25	26	27	28	29
28	29	30	31				25	26	27	28	29	30		30	31					

Commencement Date for 2025

- ✦ Teachers Begin - 23rd January
- ✦ Students Begin - 29th January
- ✦ Foundations Begin - 31st January

20 - 40 Rees Road
Melton South VIC 3338
info@aliman.vic.edu.au
03 9743 1117

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