

# AL IMAN NEWSLETTER

## ISSUE 26

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April

**23**

Term 2  
Students Begin

April

**25**

Public  
Holiday

June

**6**

Eid ul Adha  
Holiday

June

**9**

Public  
Holiday

July

**2**

Term 2  
Last Day

# IMPORTANT DATES

Public Holiday (Good Friday)	Friday 18th April
Public Holiday (Easter Monday)	Monday 21st April
Term 2 Curriculum Day (Student Free Day)	Tuesday 22nd April
Term 2 Students Begin	Wednesday 23rd April
Public Holiday (ANZAC Day)	Friday 25th April
Foundation - Year 2 AFL Play	Mon 28th Apr - Fri 2nd May
Year 7 - 9 Boys Self Defence Workshop	Thursday 1st May
Year 10 - 12 Boys Self Defence Workshop	Friday 2nd May
Year 4 - 6 Auskick and Superkick Programme	Tue 6th May - Tue 3rd June
Year 7 / 8 Boys Bachar Haouli Soccer Cup	Wednesday 7th May
Year 9 / 10 Boys Bachar Haouli Soccer Cup	Wednesday 14th May
Eid ul Adha Holiday	Friday 6th June
Public Holiday (King's Birthday)	Monday 9th June
Secondary Semester 1 Exams: English	Wednesday 25th June
Secondary Semester 1 Exams: Humanities	Thursday 26th June
Secondary Semester 1 Exams: Science	Friday 27th June
Secondary Semester 1 Exams: Maths & HPE	Monday 30th June
Term 2 Last Day (Students)	Wednesday 2nd July
Semester 1 Reports Published	Friday 4th July
Term 3 Curriculum Day (Student Free Day)	Monday 21st July
Term 3 Students Begin	Tuesday 22nd July

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# PRINCIPAL'S MESSAGE

Dear students, staff and community members,

Assalam-O-Alaikum

Alhamdulillah, Term 1 has come to an end. We have enjoyed the blessings of Ramadhan and celebrated Eidul Fitr. As we are in the middle of term break holidays, I want to take a moment to wish each and every one of you Eid Mubarak and a happy and safe holidays. This is a time for reflection, renewal, and hope. It is my sincere dua (supplication) 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 and every one of you for your hard work, dedication, and commitment to our school community.



We have had a very successful term, filled with academic achievements, extra-curricular activities and a strong sense of community spirit through enjoying the blessings of Ramadhan. Our students have demonstrated outstanding performance in all areas and I am proud of the hard work they have put into achieving such success.

Allah Subhanahoo Wata'ala Has Blessed us with dedicated staff members. I would also like to commend our staff for their tireless efforts in supporting our students both academically 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 new beginnings, and 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 these holidays with our loved ones, let us also remember those who may be less fortunate in our duas (supplications). It is a time to give back to our community and to show kindness and compassion to those around us. Let us continue to work together to make our school a place of inclusivity and respect.

Let us supplicate to Allah Subhanahoo Wata'ala to enable us to come back from the holidays refreshed, recharged, and ready to continue our journey.

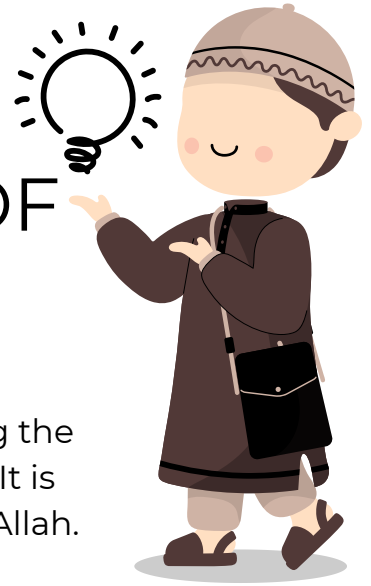
Wassalam-O-Alaikum

**Br Zulfiquar Ali**

Principal

# AL-NASIHAH

## THE SINCERE INTENTION OF A SEEKER OF ISLAMIC KNOWLEDGE



Seeking, learning, and acquiring knowledge of Islam is among the most virtuous and noble pursuits a person can embark upon. It is a path that leads to the elevation of one's rank in the sight of Allah. The Qur'an states:

**"Allah will raise those who have believed among you and those who were given knowledge, by degrees."**

(Surah Al-Mujādilah, 58:11)

Such is the status of the seeker of knowledge that every creature — whether on land or in the sea — prays for them and seeks forgiveness on their behalf (Tirmidhī). The Messenger of Allah ﷺ has likened the one who walks the path of learning to someone treading the path of Allah until they return (Tirmidhī).

However, despite the immense reward attached to this noble pursuit, it is entirely possible for it to be rendered void — or worse, to become a cause for punishment — if the intention behind it is corrupted. The Prophet ﷺ warned:

**"Whoever seeks knowledge to compete with the scholars, or to argue with the ignorant, or to attract people's attention to himself — Allah will enter him into the Hellfire." (Tirmidhi)**

This profound hadith identifies three corrupt intentions that can invalidate the virtue of seeking knowledge:

- **Competing with scholars** to prove oneself superior
- **Arguing with others** for the sake of debate and pride
- **Seeking fame or public recognition** through knowledge

## So, What Should Be the Correct Intention?

While the hadith outlines what not to do, the correct intention is made clear through other verses of the Qur'an and prophetic teachings. The righteous scholars have consistently emphasised that the primary aims of seeking Islamic knowledge should be twofold:



### 1-To Understand the Religion of Islam:

To gain a deep and accurate understanding of Islam — its beliefs, rulings, limits, and guidance — so that one can live by it and practice it with clarity and conviction. Allah says:

**"So that they may acquire a thorough understanding of religion."**

(Surah At-Tawbah, 9:122)

### 2-To Attain the Pleasure of Allah Most High:

The knowledge sought should be a means of drawing closer to Allah, not a worldly pursuit. The Prophet ﷺ said:

**"Whoever acquires knowledge that is usually sought for the sake of Allah's pleasure, but he learns it only to gain some worldly benefit, will not even smell the fragrance of Paradise." (Abū Dāwūd)**

### Teaching Others Is Not the Primary Purpose

Many pious scholars of the past discouraged making teaching, preaching, or public influence the primary reason for seeking knowledge. While such services — like teaching, authoring books, or delivering sermons — are noble and necessary, they should be considered secondary outcomes, not the original goal. The focus should first be on personal understanding, practice, and sincerity. Benefiting others becomes a responsibility only after one has properly understood and internalised the knowledge.

### Conclusion

The pursuit of Islamic knowledge is one of the greatest acts of devotion. However, it must be rooted in sincerity. The correct intention is to please Allah and to understand His religion — not to gain fame, defeat others in argument, or rise in worldly ranks. A seeker must regularly renew their intention and seek refuge from pride, ostentation, and insincerity.

May Allah grant us all beneficial knowledge, pure intentions, and make us among those who are raised in rank through His sacred knowledge.

**Maolana Ahmad Moim Siddiqui**

Islamic Studies Teacher



# FOUNDATION - YEAR 2

## F-2 SCHOOL COMPETITION

**"The more that you read, the more things you will know. The more that you learn, the more places you'll go." – Dr. Seuss**

Reading is like a magical journey. It can take you to faraway lands, introduce you to incredible characters, and help you discover new ideas all without leaving your seat! Whether it's an adventure in space, an underwater exploration, or a visit to a different time in history, books allow us to travel beyond our world.

Reading is not just about stories—it helps us learn, grow, and think in new ways. It builds our vocabulary, improves our understanding, and strengthens our ability to express ourselves. Most importantly, reading helps us develop a lifelong love of learning, opening doors to endless possibilities.

So, let's encourage our students to read widely, explore new worlds, and let their imaginations soar!

There were some exceptional readers this term who have read the most number of books in F-2. Their love for reading and dedication to exploring new stories have been truly inspiring!

Some students have excelled in their timetables by demonstrating quick recall. Their hard work and practice have helped them to build strong mathematical foundations!

Many students have also shown incredible handwriting throughout the term by practising good handwriting skills. Their neat and carefully formed letters reflect their dedication to improving their handwriting.

Congratulations to all our students for their enthusiasm and perseverance! Keep up the fantastic work!

**Ms Asma Shah**

Year 2B Form Teacher

F-2 Curriculum Coordinator

# F-2 SCHOOL COMPETITION WINNERS

Classes	Handwriting Stars	Maths Masters	Reading Stars
<b>Foundation A</b>	Abdullah Ahmed	-	-
<b>Foundation B</b>	Abdul Mateen	-	-
<b>Foundation C</b>	Abdurrahman Tsihira	-	-
<b>Foundation D</b>	Aanabia Baarirah	-	-
<b>Year 1A</b>	Maimoona Syeda	Obaid Muhammad Ur Rehman	Irum Maleka Ahmed
<b>Year 1B</b>	Farheen Taneem	Asiya Shayma	Asiya Shayma
<b>Year 1C</b>	Ahmed Ameen	Umme Sumaiya Saira	-
<b>Year 1D</b>	Zainab Fatima	Hannan Mulic	Yusuf Abdurrahman
<b>Year 2A</b>	Eifa Mohamed	Afraa Ahmed	Amal Zakaria
<b>Year 2B</b>	Ahmad Dirar	Umar Mohammed	Hamza Mohammed
<b>Year 2C</b>	Aafiyah Zainab	Meerab Mirza	Hafsa Ferdous, Humaera Ferdous
<b>Year 2D</b>	Shaad Mahmud	Ahnaf Ahmed Kareem, Hamza Haque	Zayn Siddiqui





# YEAR 3 - 6 DEPARTMENT

## YEAR 3 TERM ONE LEARNING JOURNEY

This term, we had two very interesting incursions, the highlights are as follows:

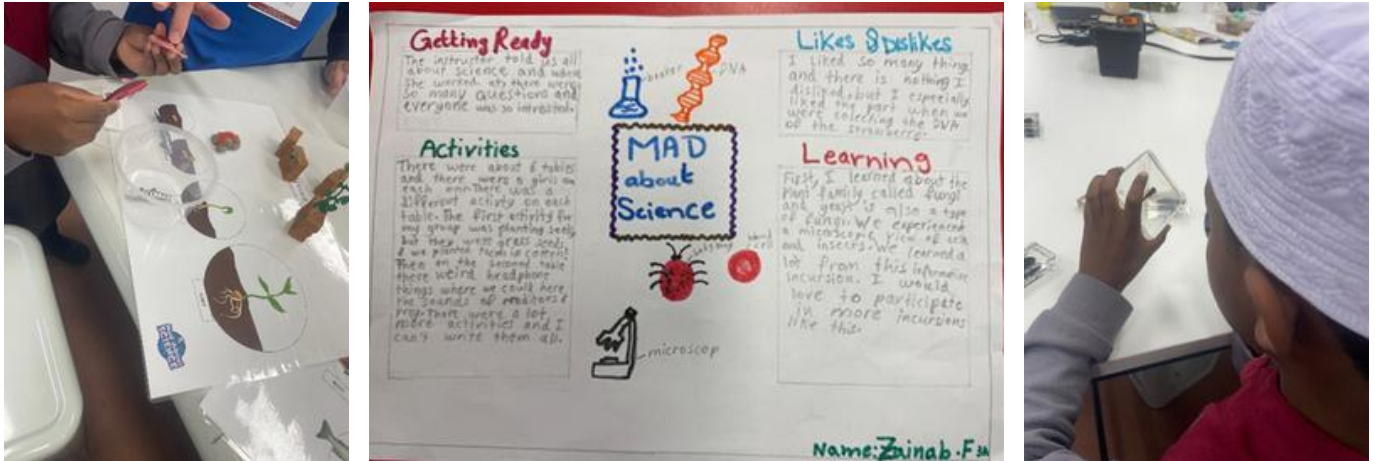
### **The incursion from Mad About Science on 25th February 2025, focusing on Living Things.**

The student's curriculum focus this term was Living Things in Science.

The presenter performed an experiment to show yeast is alive. Students observed the yeast as it reacted to the addition of sugar and heat, noting any changes in the yeast's appearance and how the balloon expanded to become larger and larger.



The presenter explained that living things can be classified as plants or animals. Showed students various samples of living things and asked them to identify which category each sample belonged to.



The incursion reviewed the characteristics of living things, such as growth, reproduction, response to stimuli, nutrition, excretion and movement (for animals).

Eight stations were set up and students rotated from one station to another, looking at samples of living things, how some animals see, hear, respond to stimuli.

The live leaf insect was amazing, the students got to touch and feel it and see how it camouflaged with the leaves.

### Incursion on Water by Greater Western Water on 27th February 2025

The interactive incursion was fun, engaging and aligned with the Victorian Curriculum suitable for Year 3 students.

The presentation was delivered by an experienced educator who made it fun and engaging for all attending.

The incursion started by interactive questions like:

- Why is it important to save water?
- How do you use water?
- Why do we need water? Can we survive without water?
- Where does our tap water come from?
- What does water do?
- Is water the best drink for our health?



Students made fake coca-cola; the ingredients used were soda water, brown colour, citric acid for preservative, vinegar, vanilla for flavour, coffee as a substitute for caffeine, and students were asked to come one by one to add sugar.

Guess what? How many students came up? 3, 4, 5, .....?

9 students came up and added a teaspoon of sugar, that was a total of nearly 26g, **that is too much sugar, we all thought!**

The actual recommended sugar for a seven-year-old for a day is six teaspoons.

So, in a just a can of coke it has more than our daily intake.

The girls asked the presenter for drinks that contained less sugar, which were:

- Coconut water
- cordial
- freshly made juices with fresh fruits.

As a school we celebrated Harmony day and clean up Australia day. We made a banner with a message on Harmony and proudly hung it outside our classroom.

We ended the term with mathematical games and artwork, (making Eid cards) to reward the terms hard work.

Well done Year 3s, we wish you Eid Mubarak! May Allah SWT accept it from you and us. Ameen.

**Ustaz Yusuf, Ustaz Abdul Ali,  
Sr Huma & Sr Sumayya**  
Year 3 Form Teachers





# YEAR 6 HUMANITIES - PARLIAMENT OF VICTORIA INCURSION



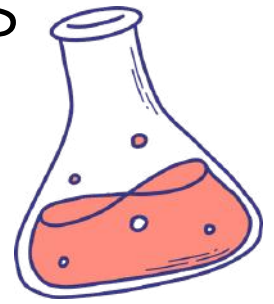
In Term 1, Year 6 had Parliament of Victoria staff members on an incursion. This visit provided an opportunity for students to learn about Parliament from experienced Parliament Tours and Outreach Officers in their own classroom.

During this 75-minute session, students actively engaged in the law-making process by assuming roles such as Speaker, Clerk, Serjeant-at-Arms, Premier, Leader of the Opposition, and other members of Parliament.

These role-play sessions have been designed to align with the Victorian curriculum. Our topic was “E-scooters Bill”. Students learned a lot about the law making process and in fun and engaging way.

**Year 6 Form Teachers**

# YEAR 6 BIOLOGICAL SCIENCES - LIVING THINGS INCURSION



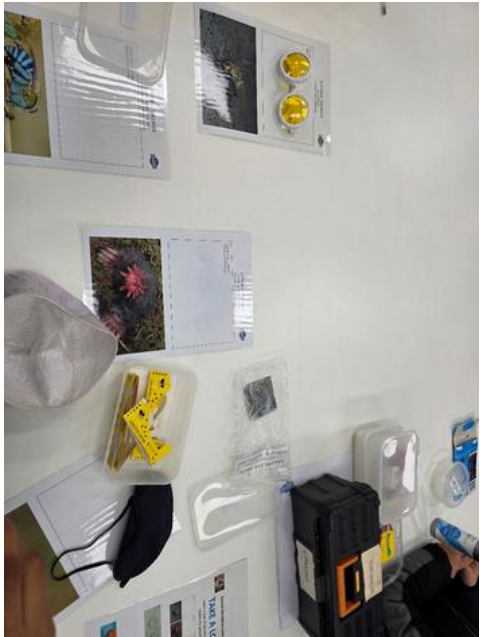
In Term 1, Year 6 students had an incursion on Science topic. This workshop was full of life! Students explored objects that had self-sustaining processes like plants, animals and micro-organisms. Through engaging hands-on activities, students learned about the difference between living and non-living things, simple life cycles and the bigger picture.

This incursion helped students to understand how the amazing diversity of organisms fit together in a food web of producers, consumers and decomposers. They also learned about the threats that our spectacular biodiversity faces due to climate change and other factors, and finally, encounter amazing real-life mini-beasts!

## Year 6 Form Teachers

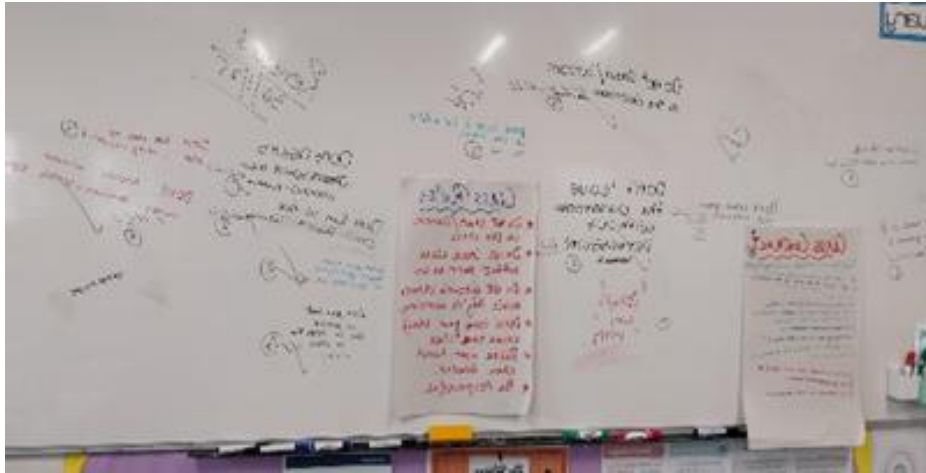








# YEAR 6C: HIGHLIGHTS OF OUR LEARNING ADVENTURES!



Term 1 has been a fantastic start to the school year! Students have been engaged in exciting activities and learning across multiple subjects. Here's a quick look at some key highlights:

**Class contract:** Our class contract is a set of guidelines designed to ensure a positive and productive learning environment for everyone. It outlines the expectations for respect, responsibility, and communication among students and teachers. We agree to be punctual, participate actively, and support each other's learning. Adhering to this contract creates a space where everyone feels valued and empowered to succeed.

## Science Incursion: Exploring Microorganisms

In our Science Incursion, we explored the world of microorganisms. Students discovered the crucial role these tiny organisms play in our daily lives, from beneficial bacteria to harmful microbes. With hands-on activities including holding leaf insects and microscope observations, the incursion sparked curiosity and a deeper understanding of the microscopic world around us.





### Mouldy bread experiment

In our mouldy bread experiment, we tested how different conditions affected the growth of mould. We placed slices of bread in various environments: some in a warm, damp place, others in a cool, dry spot. Over several days, we observed the bread, noting the appearance of mould and comparing the results. The bread left in the warm, moist area grew mould the fastest, while the bread in the dry, cool place showed little to no growth. This experiment helped us understand how temperature and moisture influence mould development.



### Civics and Citizenship: How Laws Are Made

Our Civics and Citizenship lessons focused on how laws are made in Australia. Students learned about the parliamentary process, the importance of voting, and how government decisions affect our lives. It was a valuable lesson in understanding democracy and the role of citizens in shaping the future.

### Maths: The Lilja's Locked Level Investigation

In Maths, we tackled the "Lilja's Locked Level Investigation," where students worked together, writing on the board and solving problems to unlock different levels of the challenge. The collaborative approach helped deepen their understanding of mathematical concepts and sharpened problem-solving skills.



With new opportunities to learn and grow, we look forward to building on what we've already accomplished. There's a sense of anticipation as we prepare for fresh challenges and exciting lessons, and we're eager to work together, continue collaborating, and make the most of every moment. Next term promises to be full of new experiences, and we can't wait to dive into it!

### The Year 6C Students!

# YEAR 7 - 10 DEPARTMENT

## YEAR 10 SCIENCE PHYSICS PROJECT

The Year 10 students at Al Iman College had the opportunity to work on a rocket design project that many of us had dreamed of doing as students.

As part of their physics unit, students were challenged to design and develop their own model rockets, relying on fundamental physics principles, including Newton's Laws of Motion, air pressure, and aerodynamics. The entire hands-on experience was designed to enable students to extend their learning of the topic and experience working collaboratively by applying concepts of force, motion, and energy in a fun and engaging context. The science teacher conducted a live demonstration of both air-powered and water-powered rockets, which allowed students to observe pressure and thrust in action. Additionally, students examined the trajectory of the flight and saw independent learning in action, as the demonstrations demonstrated scientific principles in practice alongside their theoretical understanding.

"Watching the water rocket launch helped me understand how air pressure and force work together. This made the science feel real!"

Students worked in pairs to design and build their own rockets, aiming to travel the highest using various materials and aerodynamic shapes. The students were excited and fully engaged in the project. Independent thinking, creativity, and collaboration with their peers enabled them to think critically and independently, further reinforcing their learning of scientific concepts.

The best part about exploring practical science concepts is that students learn more effectively and develop a genuine interest in science. Exciting and playful!





# YEAR 10B STUDENTS INVESTIGATE CHEMISTRY AT ECOLINC TRIP

Al Iman College Year 10B students left the classroom. They entered the lab for an engaging chemistry-based excursion to Ecolinc, one of Victoria's leading educational service providers for sciences and sustainability.

This excursion was designed to enhance students' knowledge of key chemistry concepts through a rich program of activities and hands-on experiments. It contributed to the Year 10 chemistry curriculum by demonstrating how we apply theory to 'real-world' scientific investigations within a professional laboratory setting.

One of the key focuses of the day was experimenting with various variables. Students learned how to identify and control independent, dependent, and controlled variables; vital process skills for designing a fair and accurate investigation.



An additional thrilling aspect of the program was examining enzyme activity. Students learned about enzymes as biological catalysts and how various temperatures and pH levels affect enzyme activity. They could perform activities in a controlled environment and observe enzyme reactions in real-time, connecting chemistry and biology. In addition to further exploring variables and enzymes, students explored reaction rates and chemical changes. Measured substances to test for pH level and discussed their impact on the environment. Learned how chemistry relates to sustainability.

*"It was amazing to see how changing one variable could completely change the outcome of an enzyme reaction," explained one student. "This helped me understand how precise you have to be as a scientist."*

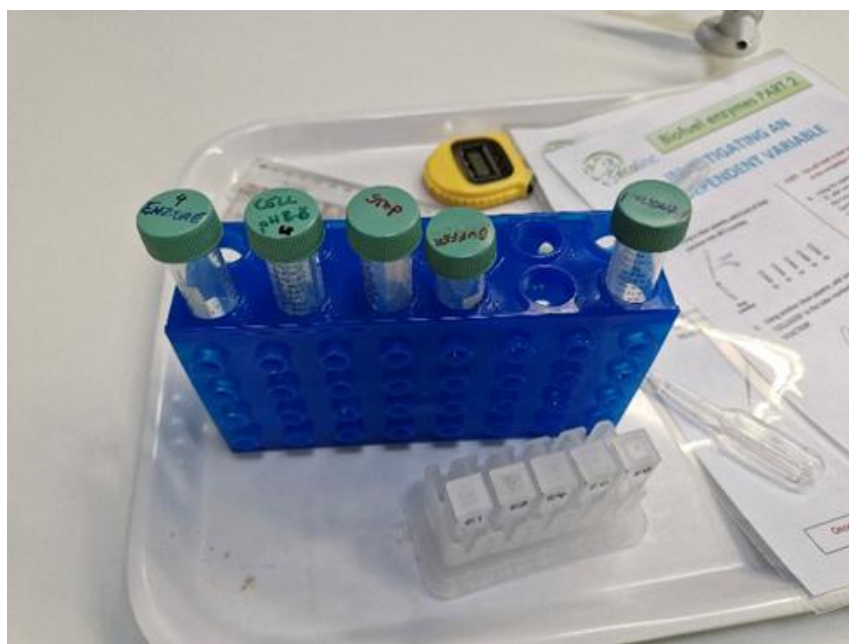
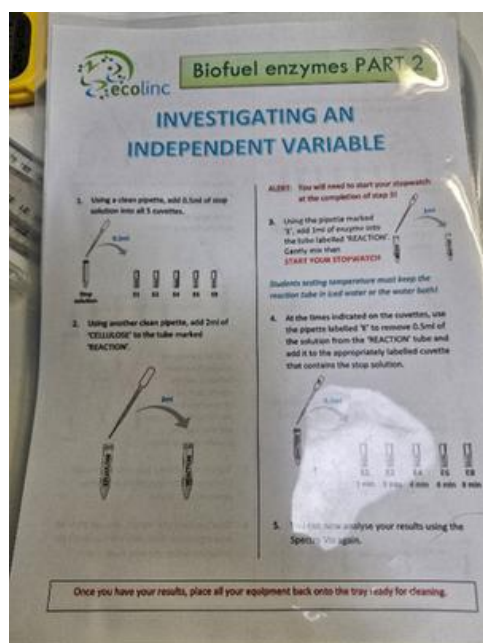
The excursion harnessed a sense of curiosity, teamwork and scientific thinking, helping students gain both practical and theoretical knowledge and build confidence in their chemistry skills.

The Science teacher thanked Year 10B for their enthusiasm and positive behaviour throughout the excursion day and would like to thank the Ecolinc team for providing such an interesting and informative program.

Through excursions such as this, Al Iman College aims to provide students with purposeful and relevant experiences that will spark a lifelong interest in science.

### Ustaz Mohammed Abdul Rashid

Year 10B Science Teacher



# VCE DEPARTMENT

## VCE INFORMATION SESSIONS FOR STUDENTS AND PARENTS

In Term 1, Al Iman College successfully held two VCE information sessions to inform students and their families about the important journey of the Victorian Certificate of Education (VCE), one for boys and the other for girls. Held separately on either campus, the sessions presented a thorough overview of the VCE program to keep students and parents fully aware of and prepared for the academic rigours and opportunities ahead.

The sessions covered:

- The VCE subject structure and expectations of assessment
- School-Assessed Coursework (SACs) and General Achievement Test (GAT)
- ATAR calculation and subject scaling
- Time management and study strategies
- Wellbeing and academic support services available at the College

Staff, including VCE coordinators and subject teachers, presented important information and answered questions, creating a welcoming, informative atmosphere.

*"It was very helpful to know how everything fits together and what is expected of our children this year," stated one parent. "The session provided us with more ideas on how we can be involved and supportive at home."*

The College appreciates all parents and students who attended and looks forward to continuing to work in partnership with families to support student success in VCE and beyond.





# SUPPORTING STUDENT SUCCESS: YEAR 10 TO YEAR 11 TRANSITION POLICY AT AL IMAN COLLEGE

Transitioning from Year 10 to Year 11 is a significant milestone in a student's academic journey. The College has made clear expectations and supports available to help students make informed subject selections, develop positive study habits, and build the confidence needed for success in senior school.

Key Aspects of the Transition Policy:

**Academic Readiness:** In Year 10, students must demonstrate consistent effort, performance, and work ethic in their academic studies to be eligible for progression into VCE subjects. Students are expected to meet minimum standards in core subjects while demonstrating a commitment to learning throughout the year.

**Behaviour and Attendance:** A positive attitude towards learning, consistent daily attendance, and adherence to school policies are integral parts of the transition criteria provided to students. Students are expected to demonstrate readiness, as they will show increased responsibility and maturity in their senior studies.

The policy ensures that students feel academically prepared while also supporting them in developing important habits and mindsets for years 11 and 12 studies. Al Iman College will continue to foster capable and confident learners who are well-prepared to meet the demands of VCE and beyond.

**Ustaz Mohammed Abdul Rashid & Ms Payal Gondaliya**

VCE Coordinators



# EXTRA CURRICULAR ACTIVITIES

## CLEAN UP AUSTRALIA DAY AT AIC

On Friday, 28<sup>th</sup> February 2025, Al Iman College participated in the annual Schools Clean Up Day as part of Clean Up Australia Day. The event was an engaging and fun way to teach our students about the importance of responsible waste disposal and environmental sustainability. Our beautiful students performed a 20-minute skit titled *"A World Without Waste"*, which aimed to highlight the environmental impact of improper waste disposal and promote actions such as recycling, composting, and reducing waste. The skit was a big hit, with students laughing and learning valuable lessons. The costumes and banners used in the performance were made entirely out of recycled cardboard, which the students creatively designed and constructed themselves.



In addition to the skit, the students also took part in cleaning their classrooms and the school grounds with great enthusiasm and responsibility. Their active participation reinforced the importance of keeping our environment clean and fostering a culture of environmental care. The event was a memorable experience, reinforcing the importance of environmental responsibility for our young learners.



**Ms Masarath Jahan**

Extra Curricular Activities Coordinator

# WALL OF HARMONY

On Friday, 21st March 2025, we celebrated Harmony Day, a day dedicated to promoting inclusiveness, respect, equality, and unity. This celebration provided an opportunity to reinforce these values within our school community, aligning perfectly with the principles of brotherhood, compassion, and mutual respect emphasized in Islam. As highlighted in the Quran: *“And hold firmly to the rope of Allah all together and do not become divided...”* (Surah Aal-e-Imran 3:103).

To commemorate the day, students participated in a colouring and cut-out activity based on the theme of Harmony, with their artwork displayed on the Wall of Harmony. The Wall of Harmony became a vibrant and inspiring showcase of messages about inclusiveness, love, care, unity, and respect. In addition, the girls' wing of the school created and wore headbands made from orange paper, symbolising their commitment to the values of Harmony Day. The Wall of Harmony, filled with heartfelt messages and beautifully decorated buntins, served as a powerful reminder of the strength found in unity and the importance of embracing diversity within our school.

## Ms Masarath Jahan

Extra Curricular Activities Coordinator







<b>Term 1:</b>	<b>JANUARY</b>							<b>FEBRUARY</b>							<b>MARCH</b>						
	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su
	30	31	1	2	3	4	5	27	28	29	30	31	1	2	24	25	26	27	28	1	2
	6	7	8	9	10	11	12	3	4	5	6	7	8	9	3	4	5	6	7	8	9
30 Jan	13	14	15	16	17	18	19	10	11	12	13	14	15	16	10	11	12	13	14	15	16
to	20	21	22	23	24	25	26	17	18	19	20	21	22	23	17	18	19	20	21	22	23
28 Mar	27	28	29	30	31	1	2	24	25	26	27	28	1	2	24	25	26	27	28	29	30
															31						
<b>Term 2:</b>	<b>APRIL</b>							<b>MAY</b>							<b>JUNE</b>						
	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su
	31	1	2	3	4	5	6	28	29	30	1	2	3	4	26	27	28	29	30	31	1
	7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
23 Apr	14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
to	21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
2 July	28	29	30	1	2	3	4	26	27	28	29	30	31	1	23	24	25	26	27	28	29
															30						
<b>Term 3:</b>	<b>JULY</b>							<b>AUGUST</b>							<b>SEPTEMBER</b>						
	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su
	30	1	2	3	4	5	6	28	29	30	31	1	2	3	1	2	3	4	5	6	7
	7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14
22 Jul	14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21
to	21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28
18 Sep	28	29	30	31	1	2	3	25	26	27	28	29	30	31	29	30	1	2	3	4	5
<b>Term 4:</b>	<b>OCTOBER</b>							<b>NOVEMBER</b>							<b>DECEMBER</b>						
	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su
	29	30	1	2	3	4	5	27	28	29	30	31	1	2	1	2	3	4	5	6	7
	6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14
7 Oct	13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21
to	20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28
5 Dec	27	28	29	30	31	1	2	24	25	26	27	28	29	30	29	30	31	1	2	3	4

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