

AL IMAN NEWSLETTER

JAN 2023 | JUMADA AL-AKHIRAH 1444



ISSUE 17

Office Closed:

19th Dec 2022 – 13th Jan 2023

Uniform shop open:

16th Jan to 3rd Feb 2023 (Mon-Fri only)*

Term 1 Begins (Year 1 - 12):

Friday 27th Jan 2023

Term 1 Begins (Foundations):

Tuesday 31st Jan 2023

Term 1 Last Day:

Wednesday 5th April 2023

*Excluding weekends and public holidays

IN THIS ISSUE

- True Reward is only with Allah Most High 3
- Children screentime and healthy balance 6
- Year 2 Learning Journey 15
- VCE Graduation 26
- 2023 Calendar 31

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CONTENTS

Principal's Message	3
Al-Nasihah (Islamic Advices)	5
Wellbeing Department	7
Library - Book returns	10
Early Learning Centre	11
Lower Primary	15
Secondary	19
VCE	26
HPE & Extra Curricular	28
AIC 2023 Calendar	31

IMPORTANT DATES

Term 1 Teachers Begin	Monday 23rd Jan 2023
Public Holiday	Thursday 26th Jan 2023
Term 1 Students Begin (Year 1 -12)	Friday 27th Jan 2023
Term 1 Students Begin (Foundations)	Tuesday 31st Jan 2023
Annual School Clean Up Day	Friday 3rd March 2023
Public Holiday	Monday 13 March 2023
Ramadhan Timetable Begins (Subject to moonsighting)	Thursday 23rd March 2023
Term 1 Students Last Day	Wednesday 5th April 2023
Term 1 Reporting Day	Thursday 6th April 2023

PRINCIPAL'S MESSAGE



Dear students, colleagues and parents,

Assalam-O-Alaikum

Miqdad Radiyallahu Anhu narrates, "I heard Rasulullah (sallallahu 'alayhi wa sallam) saying: The sun shall be brought close to the creation on the Day of Resurrection until there is one mile between it and them. Mankind will sweat according to what they have done; the sweat reaching to the ankles of some, to the knees of others, to the waist of others, while some will have their mouths covered by the sweat. Rasulullah (sallallahu 'alayhi wa sallam) pointed his hand to his mouth". (Muslim)

Alhamdulillah, we have made it through another school year. It has been another year of surprises and challenges. We have tried our level best to remind ourselves and our community to live a life of obedience of Allah Subhanahoo Wata'ala so that we may succeed in this life and in the life hereafter. In the end, all of us shall be held accountable for our own actions.

It has been pleasing to see that our students have recovered well from the effects of lockdown. Although there were many lost opportunities of learning experiences during COVID, there were also many life lessons that our students learnt from the pandemic.

During this break, let's take time to enjoy with our family and friends. Let's plan to take vacations by reading one or two books about the Seerah of Rasulullah (sallallahu 'alayhi wa sallam) and his illustrious companions.



Let us try to do things to encourage our minds towards positive thinking. Let's take time to reflect on our actions, seek forgiveness from Allah Subhanahoo Wata'ala for shortcomings, have intention to learn from our mistakes, set high goals and the things we need to do to accomplish them. The challenges are great but rising to conquer each challenge is so gratifying. Allah is always there to Help us and Guide us.

For those of you who will be leaving us, I wish you all the success and happiness in both the worlds. Remember the lessons learnt and carry them with you. Respect, integrity and hard work are keys to success.

For those of you who will be returning next year, I look forward to work with you for another opportunity of learning, growing and preparing for those critical next steps.

I am grateful that all our teachers and support staff continued their best efforts throughout the year in ensuring quality teaching and learning and providing our students as many opportunities as possible for holistic development and a quality school learning experience despite the various restrictions and disruptions. Allah Subhanahoo Wata'ala is the Greatest Appreciator, and we hope for reward from Him.

Until we come together again Insha'Allah, remember that being mindful of Allah Subhanahoo Wata'ala is the key to all good and being mindless of Allah Subhanahoo Wata'ala is the key to all evil.

Wassalam

Zulfiquar Ali - Principal



AL-NASIHAH

TRUE REWARD IS ONLY WITH ALLAH MOST HIGH

With the grace of Allah Most High we have reached the end of the year. The students, teachers, staff, administration, parents, guardians, and the community are certainly worthy of celebrations and rewards for all the achievements of the year 2022. But whether rewarded, awarded, and acknowledged for the hard work, dedication, and achievements or not, it must be bored into the mind and heart that the work and performance was for the sake of Allah Most High alone, and that the true reward for the achievements is with Him alone. It should be worthy of acceptance in the sight of Allah All High, even if it is passed without acknowledgment by people.

A principle that Allah All High has stated in the Quran about deeds being accepted is:

إِنَّمَا يَتَقَبَّلُ اللَّهُ مِنَ الْمُتَّقِينَ

Allah accepts only from the God-fearing. (Quran 5:27)

Mufti Muhammad Shafi' (may Allah have mercy on him) has stated while explaining this verse: "The acceptability of one's deeds and acts of worship depends on taqwā[1]. The deed of a person void of taqwā is not accepted. For this reason, the learned righteous elders have said that this verse is a shot in the arms of those who are devoted to acts of worship and do deeds in the hope of finding the pleasure of Allah Most High. This was the reason why Sayyidunā 'Āmir ibn 'Abdillāh (may Allah be pleased with him) was crying at the time of his death. People around him asked: "As for you, you have been busy in acts of worship and good deeds throughout your life, why, then, would you weep?" He said, "You are saying this and ringing in my ears is this saying of Allah Most High: Allah accepts only from the God-fearing. I just do not know if any worship of mine will be accepted, or not."

Sayyidunā 'Abdullah ibn Mas'ūd (may Allah be pleased with him) said: "If I become certain that Allah All High has accepted a deed of mine, then, I would not give up this blessing even if the whole world were to turn into solid gold and be put into my possession, rather, I would see it as nothing compared to that blessing."

Similarly, Sayyidunā Abū Ad-Dardā' (may Allah be pleased with him) stated: "If it stands settled that a prayer of mine has been accepted with Allah All High, then, that is far more precious to me than a whole world-full of blessings for me."



Sayyidunā ‘Umar ibn ‘Abd al-‘Aziz, (may Allah have mercy on him), gave the following advice to a person in a letter: "I tell you to hold on to taqwā without which no deed is accepted; and mercy is not shown to anyone except those who observe taqwā, without it, there is no divine reward on anything. There are many who preach it but there are very few who practice it."

Sayyidunā ‘Alī (may Allah be pleased with him) said: "Even the minutest of the deeds done with taqwā is not small. How can a deed which has been accepted be called small?" (Ibn Kathīr)" (Ma‘ārif ul Quran V3 Pg 129)

The pious predecessors were always concerned about their actions being accepted by Allah Most High and they would not care if it was accepted, praised or even acknowledged by people or not, their gazes were fixed towards the rewards of the hereafter and were not concerned about what people think.

Imam Subkī has narrated the following incident in at-Tabāqāt al-Kubrā about the sincerity of a saint of the 4th Hijrī century named Abū ‘Amr ibn Nujaid (may Allah have mercy on him).

"Once all the financial resources finished in protection of the borders. The ruler of the city called upon the rich people and encouraged them to spend, and during his speech he wept before them. Abū ‘Amr ibn Nujaid came to him in the night and gave him a large amount of two hundred thousand Dirhams. The next day the ruler gathered everyone and praised Abū ‘Amr in front of everyone and told them about his assistance. The public were dazzled, and awe struck. Abū ‘Amr stood up and said: "The money belonged to my mother, I failed to ask her permission before giving it, and now she is disappointed, therefore, this money shall be returned". The money was returned to him. The next night Abū ‘Amr returned once again with the money, and said: "Please take the money, but with the condition that none should know who gave it other than you." The ruler's eyes teared up and he remarked: "O Abū ‘Amr you are on an extremely high level of sincerity (ikhlas)." (Tabāqāt Kubrā V3, Page: 223)

The true reward for everyone's achievements will be given by Allah Most High, for He is most acknowledging, Knowing and Appreciating. He says:

وَمَنْ تَطَوَّعَ خَيْرًا فَإِنَّ اللَّهَ شَاكِرٌ عَلِيمٌ

"And whoever comes up with good on his own, then Allah is Appreciating, All-Knowing." (Quran 2:158)

May Allah Most High accept all our deeds and put sincerity in it.

Maolana Ahmad Moim Siddiqui – Islamic Studies Teacher

WELLBEING DEPARTMENT

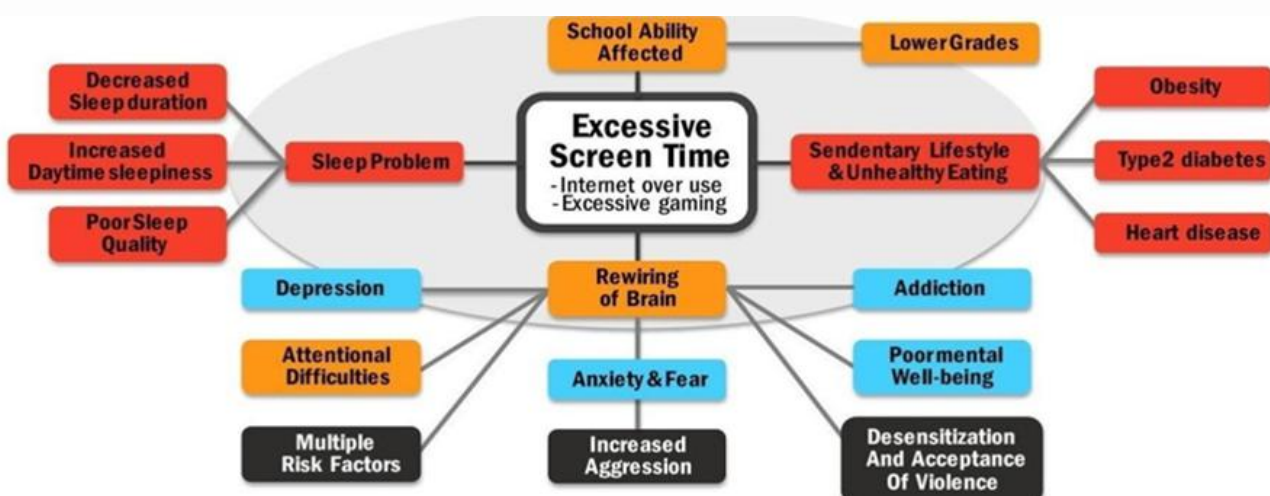
SCHOOL COUNSELLOR'S MESSAGE

CHILDREN SCREENTIME AND HEALTHY BALANCE

Assalamu Alaykum.

What do you think a life without a computer would look like? Technology is a fundamental aspect of our society; therefore, it is hard to imagine existing without it. Adults and children can only enjoy their lives with a computer, laptop, tab, mobile, internet, or video games. Furthermore, our education system is overly dependent on Technology. Children walk through my door regarding their behaviour, emotion, anxiety, and difficulty focusing on class. Several times I noticed that many of their problems were linked to overusing screens.

Screen time positively impacts our children's lives, including their quality of life and well-being, educational value and school-related homework, Fun activity, and research. Playing video games can improve children's motor skills and coordination. However, using longer time screens can negatively affect children's developing social skills, relationships, health, and overall ability to focus. The research discovered that extended screen time is directly connected to different problems for children, like emotional problems and risky behaviours, including bullying, poor educational abilities, information overload, low moral values, screen addiction, violence, and sleeping disorders.





STRATEGIES FOR SETTING LIMIT ON SCREEN TIME:

- Routines provide a clear structure to our day, and it helps family members to follow family norms while creating screen time in your family life. Developing a regular routine has been proved to reduce stress and improve focus and relationship. The following guidelines can be followed to reduce screen time:
 - Make mealtime together. Please note that eating together with your family is Sunnah.
 - Also do not watch anything while eating.
 - Establish a screen-free day once a week
 - Spend family time together doing pleasant things outside, which will help foster family bonding, improve your mood, and reduce stress
- You can assist your child in balancing screen time and digital technology use with other activities. One of the pleasant approaches to setting up house rules is to decide them collectively. It's important to begin with an open dialogue with family members and children, set expectations, and promote limitations around screen use. It is best to determine when, where, and for how long children can use devices. For example:
 - Only spend one hour in the family room after your child has finished their homework.
 - No screens before school, before bed, or until chores are completed.
 - Please do not allow young children to play violent games because it harms them and adults psychologically.
- Parental controls are computer programmes that let you keep an eye on and regulate what your kids do and see online. Parental control tools are crucial in assisting your child in developing appropriate online safety practises. Most importantly, they educate your child about online safety, including the importance of not disclosing personal information or downloading or uploading anything before speaking to an adult. Parental controls are tools that reduce the chance of your child accidentally accessing inappropriate websites by adding bookmarks to their browsers for the websites you want them to visit. Keeping lines of communication open, however, is essential so that your child may talk to you about his or her internet activities, and you can direct them toward positive screen time

References

Please visit the following websites for more information. Besides, I'll be pleased to answer any further queries you might have about your child's behaviour around screen time.

<https://aifs.gov.au/research/research-reports>

<https://www.esafety.gov.au/parents/issues-and-advice/parental-controls>

<https://www.healthyliving.nsw.gov.au/Pages/screen-time.aspx>

<https://www.nemours.org/services/health/growuphealthy/screentime/researchers.html>

Br Md Naser Khan – School Counsellor (Boys' Wing)



ROLE OF SPECIAL SUPPORT STAFF

Abu Hurairah (RA) narrated that the Messenger of Allah (SAW) said: "Whoever relieves a Muslim of a burden from the burdens of the world, Allah will relieve him of a burden from the burdens on the Day of Judgement. And whoever helps ease a difficulty in the world, Allah will grant him ease from a difficulty in the world and in the Hereafter."

The role of the Special Support Staff members, in any category, whether a Coordinator or Integration Aide is to ease any burden or difficulties.

In turn there are blessings in all challenging tasks, whether teaching a student a new skill or just recognizing the students' abilities and addressing them individually. Building strong bonds and reassuring them of their safety and care lies with us until they return to their parents.

Our approach has and will always be in a holistic manner, incorporating Islamic teachings while supporting with the current struggles of society.

- Wellbeing department supports in areas including but not limited to:
- NCCD/ILP Support
- Speech Therapy Program (STA)
- Literacy – Reading Program and STA Literacy
- Social Emotional (diagnosed or undiagnosed behaviors)
- Counselling support for students and/or with parents.
- Student interviews, entries, and transition.
- Events – Graduations, Awards
- Administration Support.
- Teacher Support in all circumstances.

This year our focus was on working with students who have displayed or diagnosed with anxiety due to the transition of the years. We try our best to approach in an Islamic and sensitive manner to support these students. The Special Support Staff team are consistent with professional development (up to date and ongoing) with the programs as listed above in order to provide the best care for these students.

Female Special Support Staff

(Kamile Duzgun, Susan Ali, Sameeha Siddiqui, Halima Ramadan, Aber Karim, Kamsiah Kasim, Zareen Quereshi, Sumeyye Kocak, Fahima Sungkar, Carmel Aboubaker, Marjana Hussein, Ruqayyah Zainodin, Sharifah Syed and Kaneez Thalib)

Special Thanks to our Speech Therapists Maryam Imran and Ayse Sayan and Psychologist Aysegul Sertel.

Jazakum Allah Khayr

"What people see you do may not be remembered: what they hear you say may be forgotten: but how they feel your intervention in their times of need will forever be remembered."

Ms Susan Ali – Social Emotional Learning Coordinator

THE LIBRARY

As Salaam O Alaikum

Respected parents, staff and the community members,

Hope this message of mine finds you well by the grace of Almighty Allah the most Gracious and the most Merciful.

As we are heading towards the end of the year, I would like to request all the books and any other resources issued to all the Al Iman College staff, student's and the community member's during their teaching and learning period. It's an Amana entrusted with the Librarian to conserve the resources for the future generation Insha - Allah.

If you feel the books issued are defaced, lost, or misplaced please feel free to discuss with the librarian to find an alternative to replace the books deem lost.

It was a pleasure serving you all as a librarian to all the staff, students, and the entire Al - Iman community. I would like to thank all those parents who contributed towards the library as volunteers. I hope you have a safe holiday and look forward to serving you all in the year 2023. Insha Allah I would like to thank all the staff and students for their support and understanding. Shelves have been placed to return the overdue books during the holiday at the entrance (female and Male Wing).

Jazak Allah Khairan

Ms Khurrathul Aain Syeda - Librarian



EARLY LEARNING CENTRE

CHILDREN CREATING THEIR COUNTRY FLAG

Sr Kefaya Yousuf - Kindergarten Group A

As the summer holiday break is approaching, so many children are heading overseas. Therefore, we decided that the theme will be Country for term four. We began the theme by having a group chat, and we had a brief discussion about their identity, acknowledging their heritage. Then we decided to have a group activity by creating our country flags.

When children make their country flag, they represent their family, their imaginary Country, their feelings, or their name. This project opens the door to many interpretations of the idea of communication. We also underpinned why flags are important and how flags can let someone know how they feel.



CHILDREN CREATING THEIR PASSPORT

Sr Kefaya Yousuf - Kindergarten Group A

As most of the children are planning to go on their holidays overseas, One of the activities we came across while exploring the concept of a country was kids making their passports. We came to the conclusion that there was no better method to educate children than to teach them about the Country they were visiting. Children who created their passports engaged in role-play to explore aspects of identity and demonstrated respect for diverse cultures. This activity helped the children connect to their family's culture, which contributed to their cultural identity.

RECYCLING WEEK

Sr Reham Mohamed – Kindergarten Group B

During our recycling week, the children decided to create a dress using different materials to decorate it—examples: feathers, paper cups, pompoms, sticks, cellophane, and newspaper. The children decided to hang it outside for their parents to see.

The children also collected some cardboard, pipes, old cardboard boxes, and tissue boxes and used their imagination skills to make garages and ramps for their toy cars and marbles. Children stacked the cups on each other to make a giant tower for the cars.



STEAM ACTIVITY SCIENCE EXPERIENCE

Sr Reham Mohamed – Kindergarten Group C

Our science activity for term four was blowing bubbles using straws and food colouring. The children added different colours in each container, then blew the big bubble outside and watched it fly up in the sky.

The children visited Al Iman College to see their teachers and the classrooms for next year. They stayed one hour with the foundation teacher and then had their morning tea with the current foundation-level children. After that, the children ended their school visit by going to the school library for half an hour to explore the library on a bigger scale.

GREATER WESTERN WATER EDUCATIONAL INCURSION

Sr Saman Tahir - Kindergarten Group E

We had the Western Water Education incursion in October to celebrate National Water Week. The presenter talked about how we can save water and be vigilant if there is a water leak, such as dripping water taps and how we react to it by telling an adult immediately. The program presenter used a puppet to make it more interesting. The children learned about being more aware of not wasting water. They were engaged and participated in the session.



EARTH ACTIVITY

Sr Saman Tahir - Kindergarten Group E

In the kinder room, we have a World globe that children showed interest in. We decided to follow the children's lead and taught them about Earth. We did an activity on Earth by showing them the globe and a presentation about Earth. After that, the children were given open-ended resources to create their own Earth. They learned about the shape of the Earth and tried to copy the globe by pasting different crape papers. Pasting activities helps children explore their creative side and express themselves artistically. It is a sensory activity that aims to develop fine motor skills.

MAKING DAMPER BREAD

Sr Saman Tahir - Long Daycare 3+years

As the children loved making playdough and doing sensory activities, we planned to bake with them. We made Damper bread, and the children were involved in every step, working together cooperatively, turn to take, mixing, pouring, stirring, measuring, and tasting using all their five senses. The children enjoyed eating the damper bread for lunch. Alhamdulillah, it was a fun and interactive learning activity; all the children were engaged and excited.



LEARNING ABOUT NATURE AND SEASONS THROUGH SENSORY PLAY

Sr Iram Mehmood - Long Daycare 0-2+years

The children in Dar Arqam were engaged through sensory play activities and developed their knowledge about weather, seasons, and creative play. The children also explored their senses and fine motor skills and had a better understanding of nature.

To develop the children's interest in nature and sensory play, we will introduce them to the season bottles in the room and do a leaf print and playdough rainbow where they can explore their senses with nature.

LOWER PRIMARY

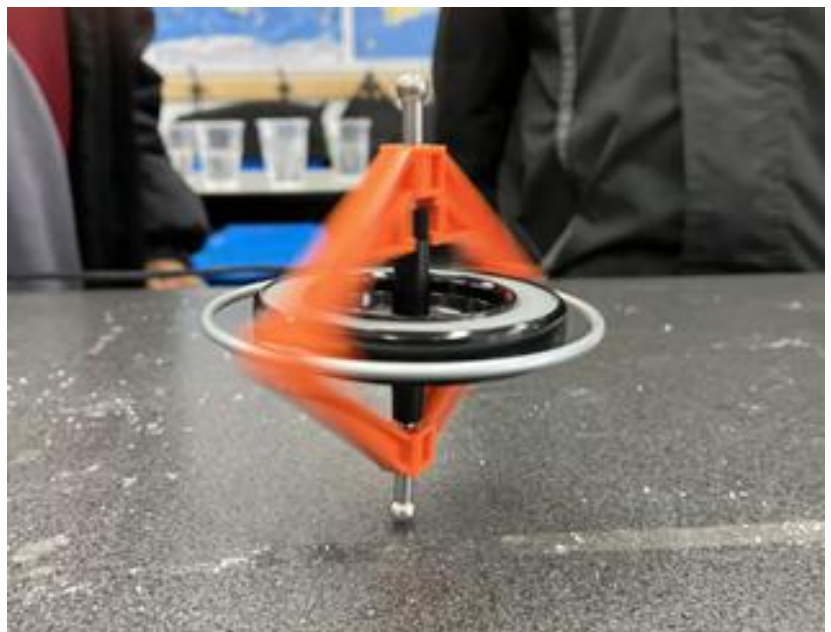
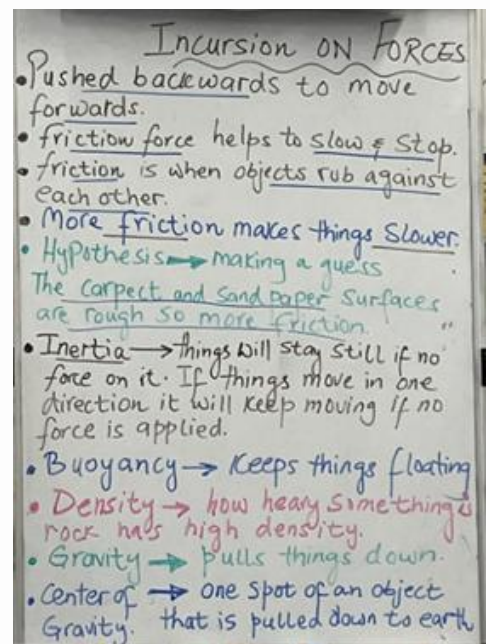
THE YEAR 2 LEARNING JOURNEY

Ms Saima Shinwari - 2B Form Teacher

This term has been exciting for the grade 2 students. Students indulged in an incursion, two excursions, sports day, a transition program organised just for the boys and a behaviour award ceremony for the Foundation to Year 2 students.

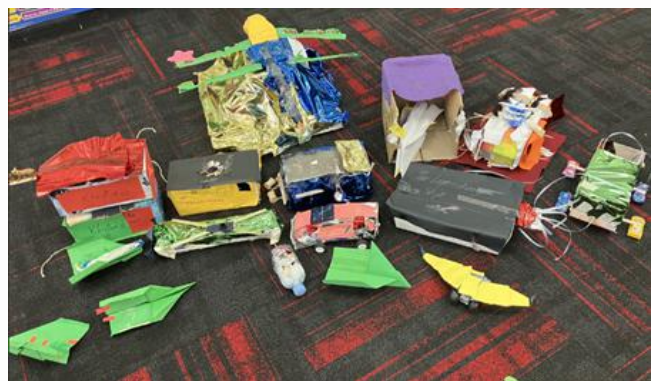
The Year 2 team worked collaboratively to deliver the term's content and by Allah SWT's Grace, we were able to cover content of all the subject curriculum areas.

In term 4, in the subject of science, students learned about 'Forces'. To further cement their understanding on the topic, an incursion was organised for them in which they were exposed to a variety of experiments, investigations supported by observations, whole class discussions and reflections based on lessons learnt.





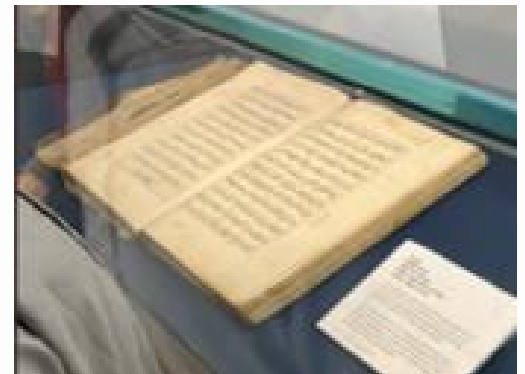
In-addition, students undertook a project for science as well, where they planned, designed, and constructed push and pull toys from recycled materials. They worked diligently to construct their toys. Students were quite creative, and show cased their talent through their creations. Some examples of toys included a tank, a double decker bus, a solar panel car, a flying car with a landing pad to name a few. Students presented their creations with enthusiasm and confidence.



An excursion was organised for the Year 2 students, where they visited the 'Trampoline Park'. Students made the best of their time and enjoyed the whole venue to themselves. After the visit, students made posters of their experience and presented to the class.



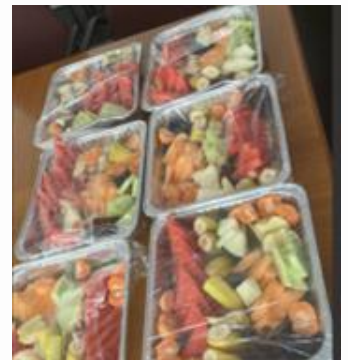
The Year 2 students also paid a visit to the 'Islamic Museum'. There they undertook a mosaic activity, explored the 5 pillars of Islam, viewed a 100-year-old Quran, dressed in the Haj attire, made Adhzaan in a Mihrab and much more. Students were also given a talk by the organiser on how to be a model Muslim and to keep practicing our faith, no matter where we are and show diligence in our efforts for the continuity of our Deen.



Sports day was another exciting day for the Year 2 students where they were cheered by the students of 3-12 in the final races. Spirit of sportsman's ship was felt across the courtyards among all students competing in the various challenges. A Year 2B student won the final race and secured the first place with a 'Gold Medal'. He was cheered by the students and teachers alike. Well done to our Champion 'Adam'!



The Year 2 boys paid a visit to the boys' side as part of their transition program to Year 3. They were greeted by the Year 3 teachers and were addressed by the principal. They were introduced to the teachers and current students of Year 3. They undertook outdoor activities, visited the different facilities on the boys' side and had healthy refreshments to share. On their return they wrote their reflections and shared with the class. They are excited to be part of the boys side for the upcoming year and inshaAllah will continue their learning journeys from there.



Last day of the School Year was as exciting as the term. Students prepared presentations which they presented before the F-2 students and teachers. Students worked diligently and showed great teamwork to complete their selected topics and presented proudly and confidently. Amazing Boys and excellent effort! Students were presented with their end of year Behaviour awards. It was wonderful to see lots of smiling faces, exhibiting their medals and trophies. Excellent accomplishment and well done to all the students who received their end of year awards and a big THANK YOU to all the teachers who diligently issued Green Cards to the students and making the last of school a memorable experience for all students, MashaAllah.



SECONDARY

WELLBEING PROGRAM FOR YEAR 7-12

Ms Halima Ramadan - School Counselor (Girls' Wing)

In term 4 we had the opportunity to conduct three wellbeing programs, which the high school girls enjoyed and benefited from. Aiming to meaningfully connect those girls and to spread the sense of belonging in our school and raise awareness about mental health and wellbeing, we managed to conduct R U OK day among the students and teachers. There was interactive program, including a talk from the psychology and Tarbiya teachers about the importance of mental health and wellbeing from the Islamic perspective. This topic was followed by a debating activity about having this program on a yearly basis. Lastly, as part of the wellbeing program, we conducted another activity about "knowing our strengths". As research in positive psychology has shown that people who know their strengths and use them frequently tend to feel happier, have better self-esteem, and are more likely to accomplish their goals. The activity included interactive small talk with a sheet of strengths words that the girls need to color. The activity was enjoyed by most of the students.



ARGUMENT ANALYSIS- ANALYSING AN ARGUMENT IN A TEXT

Ms Asma Shaheen – Secondary English Teacher

As part of our learning on how to Analyse arguments, the Year 10 girls have gone through the process which includes: Analyzing key steps, structure of writing, elements of an argument, identifying the persuasive language techniques, critical reading process and critical reading. When we are analysing an article, there are plenty of things we can write about. In this, we'll look at the structure of articles, the placement of different arguments and rebuttals, and other things you can use to nail your essay!

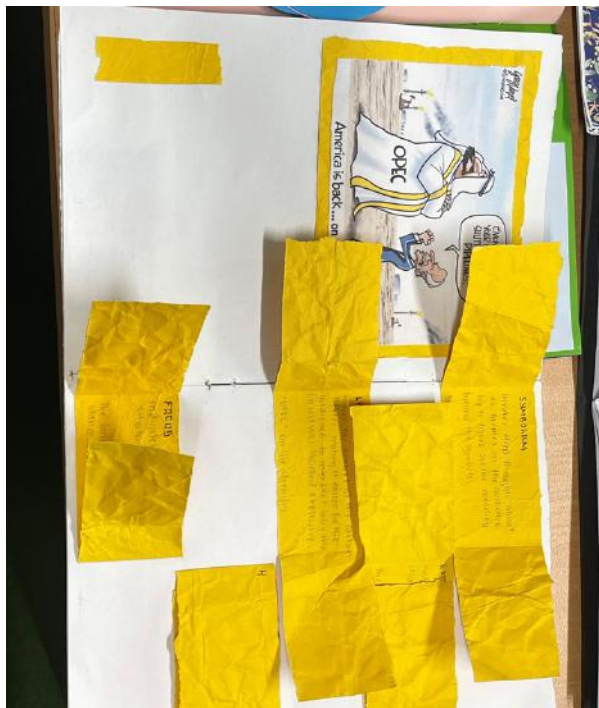
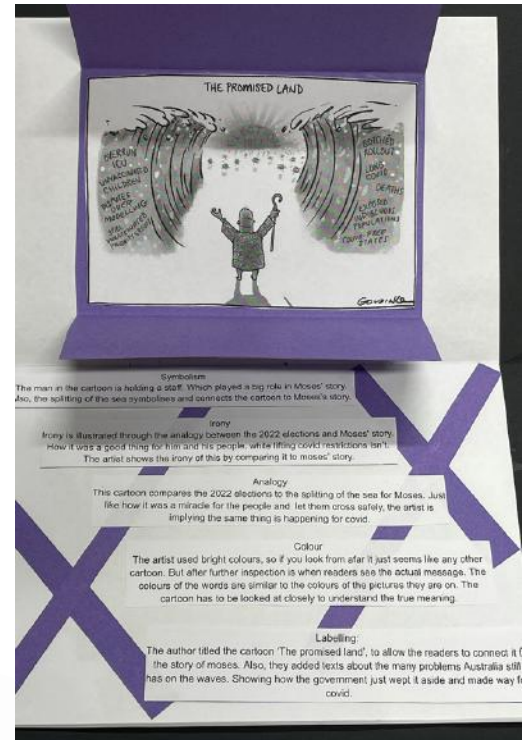
There are four main parts of an article:

What: The arguments that support the contention

When: Their placement in the article

How: The language techniques used to support them

Why: The overall effect on the reader



The year 10 girls completed their cartoon Analysis. Cartoons can be effective way of communication. The girls concentrated on big ideas and evaluated how certain details contribute to the broader picture in the cartoons. Making poetry into cartoons can lead to storyboarding, drafting, use of image, space, personification, tone, and the creation of multiple versions of the same story. Students have used their critical thinking skills and the language to analyse some political cartoons. Below are some interactive handbooks the girls have created on Analysing the language used to persuade. Some of the techniques identified were symbolism, exaggeration, labeling, analogy, and irony.



YEAR 7 GIRLS SCIENCE REFLECTIONS

Ms Asma Shaheen – Secondary Science Teacher

SCIENCE

- Aliyah Khokhar 7c

This semester for science our class explored biological science and Earth and space science. On this enchanting journey I found learning about invasive species and the human impacts on ecosystems was the most fascinating and intriguing, while energy sources were also an exciting topic to learn. For me, learning about fungi, monera and protists was the most challenging to remember, however in the end I got over this obstacle. At first, I thought I could not cope with all the homework and the projects, but with help of my teacher Mrs. Asma and the support of my friends and family I easily got past everything, and did everything to the best of my ability and submitted everything on time, ALHUMDULILLAH

Semester 2 reflection

My expedition in Semester 2 was tremendously adventurous. At first, my thoughts regarding Biology were that it would be too tough, and I won't understand it. However, Alhamdulillah, biology was not that hard when Ms. Asma slowly started teaching it to us. For example, interactions between the organisms and learning about food chains and food webs became slowly interesting. I learnt about Earth and space sciences, why the solar eclipses were so rare. I learnt about the lunar phases and eclipses, learning about how to classify plants and animals was fun. Biology did not only become easy, but it also became a fun experience with Ms. Asma. We had some hilarious moments with her, like her stories as well as her jokes, and honestly our class didn't realise how the year ended....!

I really enjoyed the time I spent with my group on the group project. Science gave me another opportunity to understand my friends and class as well as create memorable moments that will never be replaced. Science is a subject I LOVE to learn about, and this semester did not only teach fascinating topics, but it also increased my curiosity and interest about different topics. With my extremely supportive and amazing class everything was achievable, and everything turned into an astonishing memory. I not only expanded my knowledge in Biology and Earth sciences but also explored some key knowledge based on the learning content.

I learnt different life lessons as well.

- Gyeda Qandeel Zehra

Science Semester 2 -Samah 7C

Assalamu Alaikum Wr Wb,

My name is Samah Mohammed, and I will share my experience of my progress and learning in semester 2 for science. In Term 3 my class and I learnt about biology. In biology we learnt the requirements for and object to be required living known as **MIRSGREN** as well as that we also learnt the different types of bacteria such as protists, Monera etc. We were also taught the different kingdoms with the acronym **MIRFAB**. Along the way our teacher Ms. Asma gave us tasks to fulfill which were creative and challenging. We were assigned different types of projects throughout the semester. My favorites one has to be simple machines, it was a task where we were asked to make our project function as well as lift items. In Term 4 our biological knowledge switched to Earth and Space science. Term 4 was very much challenging. Space and earth were a whole new topic, though with our kind teacher Ms. Asma she made our lessons easy as learning to count. We were taught about how moon phases and eclipses work. We also learnt about the water cycle and how each step functions. Alhamdulillah my knowledge towards earth and space has expanded. One core memory from this term was our projects. We were put into groups, and my group studied about windfarms and our project turned out to be a success.

On a final note, semester 2 can be described as a rollercoaster. I had my ups as well as my downs. This Semester was filled with creativity and challenges. Alhamdulillah I progressed successfully with strength and determination in mind.

Umme Fatima-7C

This semester was filled with many unknown and new types of topics. Although half of it was things we learned from our first semester of humanities, however we went more in depth on it and learned more about it. It was interesting to learn more about the TAXA and the types of KINGDOMS such as Monera, Protista, Fungi, Animalia, Plante in biology. I didn't know these things existed until this year and since I'm a curious person, I had an interesting time of learning these. Furthermore, we learnt about the solar system and the earth, how the earth rotates, why and how we have seasons, the axial tilt, what a day is, what a revolution is, how a lunar and solar eclipse happen, and the distance between the earth and sun. This semester helped me realise that we have the potential to achieve more and difficult success.

This year and semester was a very interesting one so far of my school years. I look forward to discover and explore more topics in detail.

Thanks,
Umme Fatima

YEAR 8 GIRLS HEART DISECTION

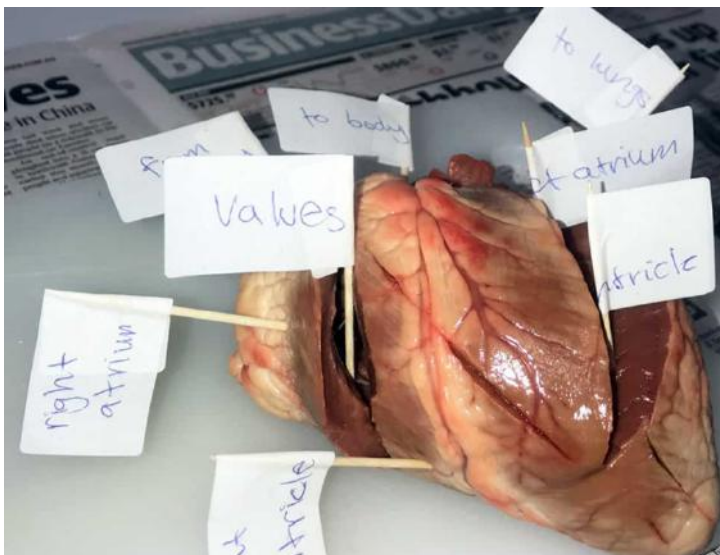
Ms Asma Shaheen – Secondary Science Teacher

This term, Year 8A students have been learning Human Body systems. Students learned about how different body systems work in the human body. Specifically, students explored the connections between the respiratory and circulatory systems.

They have investigated the effect of exercise on heart rate and practiced how to take their own pulse rate. This term, students had the opportunity to see their textbook diagrams come to life when they dissected sheep hearts. Despite few queasy stomachs, most of our students were able to identify the structures of the heart, the major blood vessels and the cardiac cycle.

Students examined and located different parts of the heart and focused on labelling the heart. The sheep heart was an excellent specimen to use for comparing the human anatomy in both size and function. Students learned that a sheep heart is mammalian and consists of four chambers just like the human heart, which includes two atria and two ventricles. The blood flow through in the sheep heart is like that of the human heart in which the blood is pumped from the right side of the heart to the lungs and then from the left side of the heart into the body.

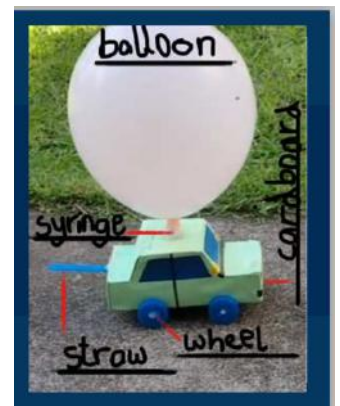
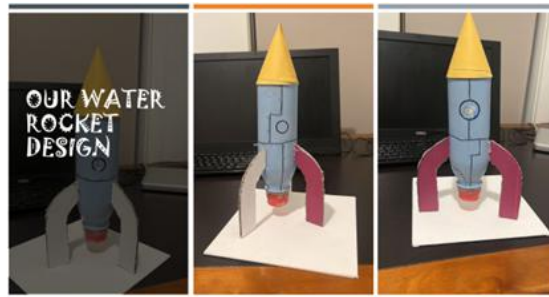
It was impressive to watch our students use the dissection tools in a very skilled way!



NEWTONS LAWS OF MOTIONS

Ms Amal – Secondary Science Teacher

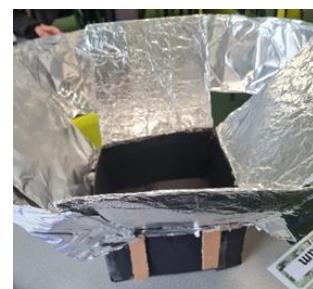
In term 4, Year 10's studied Newtons laws of motion. They were required to apply these laws to a model they would create. Some students created a water rocket, comeback can and balloon powered cars. The students came up with very good designs where they could model and demonstrate the 3 laws of motion. Students had fun showing and demonstrating their models outside of class. The photos do not do their models justice. You had to be there to see it! Well done to the year 10 girls!



SOLAR OVENS

Ms Amal – Secondary Science Teacher

In term 4, Year 9A students learnt about the 3 methods of heat transfer and what happens to heat when it hits certain surfaces. Students learnt about absorption, reflection and transmission. They had to apply these concepts to their solar oven designs by choosing the right materials for the right purposes. Students then had to test their solar ovens by measuring the change in temperature of some water in a container in the solar oven after an hour of being outside. All solar ovens were successful in heating up the water. All students did a fantastic job on their projects. Well done 9A girls!



RENEWABLE ENERGY

Ms Amal - Secondary Science Teacher

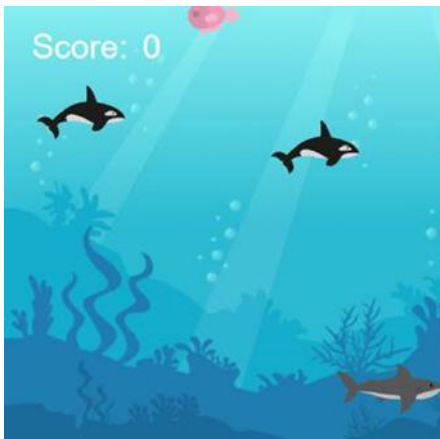
In term 4, Year 7A students learnt about the benefits of using the worlds resources sustainably and to adopt the use of renewable energy. Year 7A students learnt that Australia heavily relies on the use of coal which is a non-renewable source of energy. They learnt that this practice of producing power and energy was not sustainable for the future generations of Australia and the world. They learnt about the different types of renewable energy by making a diorama to showcase the technologies involved in these sustainable processes.



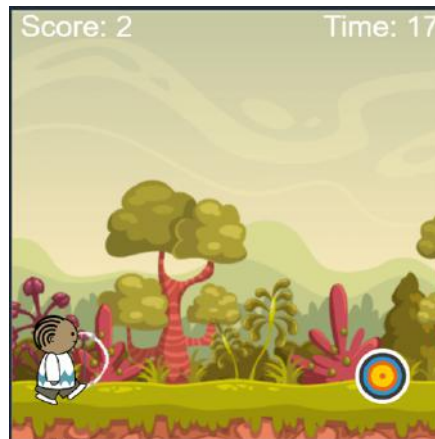
YEAR 10 – JAVASCRIPT GAMES

Ms Nazeeha M. Ali and Ustaz Abdullah Al Amin – Secondary Technology Teachers

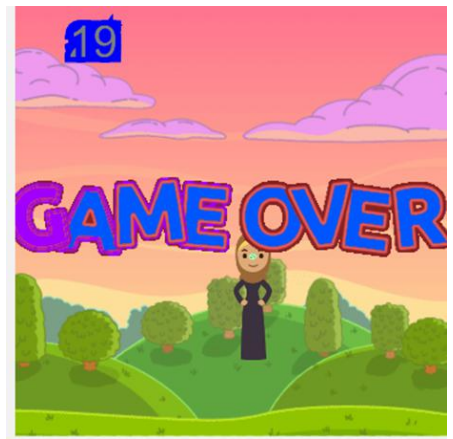
This term-long project allowed the Year 10 students to create their very own computer game in JavaScript. Students planned the games and used the feedback from peers in finetuning their code. Being digital content creators rather than consumers will help them be independent problem-solvers. “Putting their work out there” is an equally nerve-wracking and exciting experience for the students, but please feel free to click on the links below and enjoy the games. Our students thoroughly enjoyed playing each other’s games and following all the steps of the design process to achieve their success.



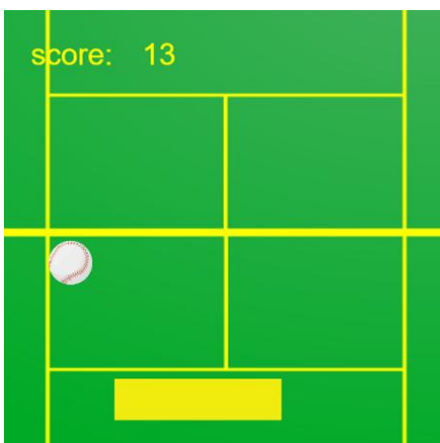
Shark Game – Aisha Tahir



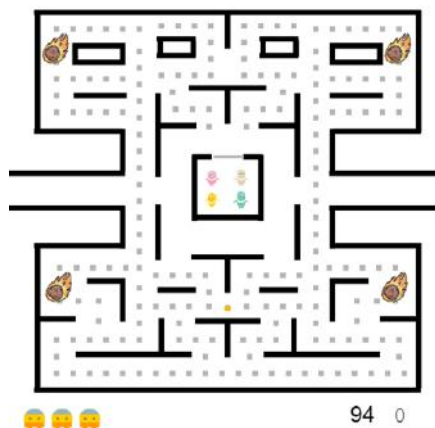
Archer – Rudy Rosli



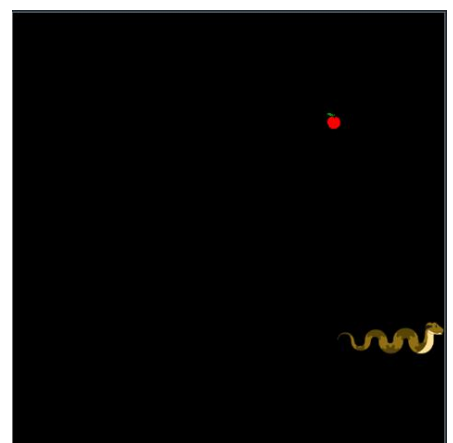
Don't catch COVID – Israa Quile



Pong Style Game – Sadia Siddiqua



Pacman Style Game – O'khing Sar



Greedy Snake – Farooq Khan

VCE

VCE GRADUATION CEREMONY 2022 (BOYS):

The VCE Graduation ceremony for the boys was on Wednesday, the 16th of November, 2022. The ceremony started at 9:30 am. Our graduates walked the hallway from their classroom to the conference room, cheered by primary and secondary students standing in the hallway. The MC for the ceremony was Miqdaad Imteaz (one of our staff and last year's VCE student, who did an excellent job as MC). The graduation ceremony started with the holy Quran recitation/translation and the acknowledgment of the traditional people. Our respected Principal gave a speech highlighting the importance of school days and encouraging students to do their best in life, followed by an encouraging speech from our visiting guest of honor Hon. Member of Victorian Parliament Steve McGhie.

The best academic award of 2022 was presented to Abul Haque Shaan, and the most improved student of the 2022 award was presented to Mohammed Abdur Rahman. All other VCE students received their VCE certificates and laptops. The graduation ceremony concluded around 10:30 am with refreshments.

Best wishes to our VCE students and their families all the best.





YEAR 12 CLASS OF 2022



Boys:

Saad
Shaan-E-Moula Haque
Abdur Rahman Mohammed
Ajmal Rizwansally
Asyraf Shahrudin
Swa Lay
Rahmeddin Tawfi

Girls:

Habiba Ahmed
I Sa Bee
Hajirah Fatima
O Naing Sha
Suraiya Siddiquee
Hinda Sufian

Congratulations

EXTRA CURRICULAR

YEAR 8 INTER ISLAMIC SCHOOLS FUTSAL TOURNAMENT 2022

Hafizzudin Ng - HPE Coordinator

In November, our school participated in the above-mentioned event competing against 10 other teams from the other Islamic Schools in Victoria.

Our boys trained hard for 4 weeks prior to the event.

Alhamdulillah, although we came in 3rd in our table, the Al Iman boys did not proceed to the semi-finals.

Our boys did their best and pushed hard. Many of the team members had this event as their first time competing.

Alhamdulillah our very own goal machine, Ibrahim Sackor, managed to score in 4 goals throughout the competition.

Jazakallah Khairaa to the management, staff and students, who have given much support to the team.



Players form 8B:

- Sadiq Birma
(Captain)
- Ibrahim Sackor
- Musa Khan
- Yusof Islam
- Mohammad Zubair
- Luqmaan Tahir
- Anas Siddique
- Eusha Labib
- Ahmad Hassan
- Bilal Khan
- Yaseen Abdalla

YEAR 8-11 TERM 4 LUNCH PHYSICAL ACTIVITY CHALLENGE (LUPA) | FUTSAL

Hafizzudin Ng - HPE Coordinator

Alhamdulillah, our secondary SRCs had the opportunity to organize a competitive activity for their fellow secondary school mates.

For the first time, selected SRCs, with basic guidance from their teachers, managed a daily futsal competition for about 3 weeks in Term 4. These SRCs were responsible for the organization of teams, scheduling of referees and competition formats and officate games. Results were uploaded daily on the school website by the SRCs. It was very delightful to see how our SRCs came together as a team to make the programme happen.

Alhamdulillah, this indeed was a good platform to showcase our future leaders and their ability to organize, make decisions and to overcome challenges under pressure. Often, such qualities can really be developed beyond the four walls of the classroom.

Alhamdulillah, participants were awarded not just by their positions, but also for their scoring abilities and how they consistently showcased their high level of sportsmanship and fair play.





We would also like to thank the following SRCs in the LUPA Challenge Organizing Committee, for stepping forward to volunteer and take charge of the programme:

Heads of Event: Farooq Khan (10B) & Adnan Shiyas (8B)

Logistics: Abdullah Malik (8B)

Publicity: Muaaz Khan & Mekdad Rahman (9B)

Let's read a few words from Farooq, one of the SRCs in the LUPA Challenge Organizing Committee about his experience:

"The LUPA challenge, a futsal tournament organized by secondary SRC students, allows students to compete in an intense 5v5 futsal match. As one of the organisers, I was given the opportunity to manage such an event for my fellow peers, as well as participate in it as a player.

A few responsibilities I had as the organizer, together with my fellow Head of Programme, Adnan, were to make the teams fair, schedule the referee roster, update daily, the match statistics and to ensure sufficient rest for teams.

I knew I had to make sure that the event runs smoothly as I was not only doing it because the teachers made me responsible for it but because my sense of responsibility came from the fact that I wanted my peers to have as much fun as they could throughout the whole tournament.

All in all, this experience really broadened my view and made me change my perspective from a player to an organiser.

Even so, I cannot forget about my time as a player, it was exhilarating to play with and against students whom I haven't even talked to. Every game was intense for us as we managed to make it all the way to the finals, but sadly we fell short of becoming the champions.

Overall, organising the LUPA challenge was fun, as it was my first time being part of an organizing team for such an event. I'd like to thank all the teachers for giving me this opportunity and as well as the support they gave to me and all the other SRCs."

Farooq Khan

We would also like to take staff members from the Purchasing Dept for organizing the beautiful trophies and medals!



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JANUARY							FEBRUARY							MARCH						
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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2	3	4	5	6	7	8	30	31	1	2	3	4	5	30	31	1	2	3	4	5
9	10	11	12	13	14	15	6	7	8	9	10	11	12	6	7	8	9	10	11	12
16	17	18	19	20	21	22	13	14	15	16	17	18	19	13	14	15	16	17	18	19
23	24	25	26	27	28	29	20	21	22	23	24	25	26	20	21	22	23	24	25	26
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APRIL							MAY							JUNE						
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24	25	26	27	28	29	30	22	23	24	25	26	27	28	26	27	28	29	30	1	2
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JULY							AUGUST							SEPTEMBER						
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OCTOBER							NOVEMBER							DECEMBER						
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30	31	1	2	3	4	5	27	28	29	30	1	2	3	1	2	3	4	5	6	7

Commencement Date for 2024

↔Teachers Begin - 22nd January ↔Students Begin - 24th January ↔Foundations Begin - 29th January

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