



ISLAMIC COLLEGE
OF BRISBANE

Seek Knowledge

YEAR 3

**PARENT INFORMATION
BOOKLET**

2021

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College Mission Statement

Motto: *Seek Knowledge*

Identity: *An Australian Islamic School*

Vision: *Best School; Best Learning Journey*

Mission: *Nurture growth and foster ethics to achieve full potential*

Purpose: *To educate, to inspire, to make a difference*

Ethos & Values: *Morality, Excellence, Innovation*

College Values

Our school values are based on Values for Australian Schooling- *Care and Compassion, Doing your best, Fair go, Freedom, Honesty and Trustworthiness, Integrity, Respect, Responsibility and Understanding, Tolerance and Inclusion.* From these values our college focuses on the acronym 'TRUTH' which stands for:

T
R
U
T
H

TOLERANCE

RESPECT

UNDERSTANDING

TRUSTWORTHINESS

Honesty

Assalamu Alaykum Wr., Wb..

Welcome to the start of another school year. Inshallah, our Year Three students have a busy year ahead of them. This year our main objectives with the students will be:

- 📖 to provide them with a positive classroom atmosphere that focuses on the development of Islamic values and behaviours.
- 📖 to provide them with a variety of learning experiences to suit all learning styles and levels of ability.
- 📖 to encourage them to be responsible of their own learning, develop interests and passions, and to provide students with the academic skills needed to do this.
- 📖 to provide them with a solid grounding in Literacy and Numeracy skills, which are the foundation stones for learning.
- 📖 to encourage them to be proud of their personal accomplishments, class, school and community.
- 📖 to facilitate learning experiences that cater for a variety of needs, differences, beliefs and cultural backgrounds.

Student Achievement

Throughout the year we celebrate student achievements through various awards- Student of the Month and Gold Level. In addition, we have End-of-year Awards where students have the opportunity to be involved in the ceremony. Students and parents should note that it is difficult to be one of the highest achieving students in the class and that not everyone can win or come first all the time.



Some of the awards given are:

- Overall Academic Excellence (top 3 from each class)
- Excellence in Islamic Studies
- Excellence in Arabic Studies (both Arabic and Non-Arabic speakers)
- Excellence in Sports.
- Australian / University Credit or Distinction certificates

It is up to each individual teacher's discretion on the amount of awards given and under no circumstances will final results be edited or changed.

Literacy and Numeracy National Testing



Year 3 students will take part in the National Assessment Program

- Literacy and Numeracy (NAPLAN).




The program will run over 3 days, at The Islamic College of Brisbane during early May. A series of tests will assess the areas of language conventions (spelling, grammar and punctuation); writing; reading; and numeracy (including number, measurement, chance and data, space, working mathematically, algebra function and pattern).

Results from the tests will provide important information about children's progress in literacy and numeracy. Following the tests, the school and students will receive a statement of performance in relation to the national benchmarks.

In preparation for the testing, individual classes revise past Literacy & Numeracy Papers as well as incorporating concepts into the day to day curriculum.

NAPLAN results are released by the school at the end of Term 3 or early Term 4.

Textbooks

-  Soundwaves 3- National Edition – A Phonetic approach to spelling containing practical activities. Soundwaves helps children learn to spell, use words in context and develop personal spelling lists.
-  Excel Yr 3 NAPLAN Style Test Book – Literacy and Numeracy preparation text
-  Writing Time 3 (QLD Modern Cursive)- Handwriting text book for students to help them improve their handwriting.

Attendance and Punctuality

Children should **attend school on every day** when instruction is offered unless the school receives a valid reason for being absent (e.g. illness).



It is a legal requirement that parents provide an explanation for all student absences. This may be in the form of a letter, note in the diary (there is a section in the diary that needs to be filled out by parents), phone call or personal contact with teachers.

Parents/caregivers must let the school know **prior to an extended absence (3 days or more)** and **apply in writing** to the Principal for an **exemption**.

In order to enforce regular and minimum attendance the following procedures have been put in place:

1. A minimum of 80% attendance is required for any student to move up from one grade to another the following year.
2. Students absent from college for a day or more must be accompanied by a letter from parents or a medical certificate explaining the reasons.
3. In the absence of this letter from parent or medical certificate, the teachers will send those students to the office where the office secretaries will ring the parents asking explanation and a letter to follow.
4. Any student absent from the college for more than 5 days (without medical reasons) will have to meet the Deputy Principal to discuss and explain their absence from the college.

*******Important*******

When a student is required to **leave the school grounds** for any part of the day (e.g. appointments) parents/caregivers are required to **sign them out** through the front office. If the student returns to school they must be **signed back in**.

Parents and guardians **are not permitted** to come to the classrooms to collect their child/ren without permission or a scheduled meeting time pre-arranged with the teacher. Please go to the school office for sign out procedure.

Families who choose to remove their child from school to go on extended leave or holidays must notify the school in writing. Students will not be allocated with work or homework to take with them if the period is for longer than 2 weeks. In some circumstances, students will be required to complete an enrolment test on their return.

Punctuality

Students should arrive at school **between 8:00 and 8:20am**.

As part of the ongoing relationship between home and school, we believe that it is a parental responsibility to ensure that children arrive at school on time. When students come to class late, it can disrupt the flow of a lesson or discussion, distract other students, impede learning, and generally erode class morale.

Late arrival disadvantages students and disrupts everyone else so punctuality is expected of all students.



Students who arrive after 8:20am are considered to be late.

Please find below the school procedures when a student is **late for school**:

1. Students coming must get themselves signed in by the office.
2. **Persistent late comers** will be dealt with other consequences.

Curriculum

Year Three follows the Australian Curriculum. This curriculum is aligned across all schools in Australia, with the key concepts for a broader and more diverse teaching and learning goal. Students will be involved in 8 integrated units across the year, that will cover the content of the Australian Curriculum whilst encouraging them to investigate the world around them. Each unit will have an enduring understanding: a big world idea that we want the students to learn and take with them once the unit has been taught. At the conclusion of each unit, there will be one assessment piece that will cover all of the content areas taught. All information about the AUSTRALIAN Curriculum can be found in the Australian Curriculum Website:

<https://www.australiancurriculum.edu.au/>

English

By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects.



They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others' views and respond appropriately.

Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters.

Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. They write using joined letters that are accurately formed and consistent in size.

Australian Curriculum – Strands

- Language
- Literature
- Literacy

Students will work towards the expected standard for a Year Three student through the above mentioned strands. They will engage in a variety of tasks, activities and learning experiences to meet the expected levels.

Some learning experiences will include:

- Reading and speaking tasks
- Writing, journals, creative responses, genre studies and text investigations
- Oral presentations
- In-class projects
- Literacy groups
- Literature studies
- Language studies, tasks and writing




Useful Websites: www.literacyplanet.com

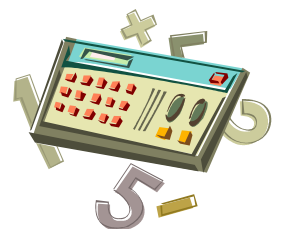
Mathematics

By the end of Year 3, students recognise the connection between addition and subtraction and solve problems using efficient strategies for multiplication. They model and represent unit fractions. They represent money values in various ways. Students identify symmetry in the environment. They match positions on maps with given information. Students recognise angles in real situations. They interpret and compare data displays.

Students count to and from 10 000. They classify numbers as either odd or even. They recall addition and multiplication facts for single digit numbers. Students correctly count out change from financial transactions. They continue number patterns involving addition and subtraction. Students use metric units for length, mass and capacity. They tell time to the nearest minute. Students make models of three-dimensional objects. Students conduct chance experiments and list possible outcomes. They carry out simple data investigations for categorical variables.

Australian Curriculum Mathematics strands:

-  **Number and Algebra**
-  **Measurement and Geometry**
-  **Statistics and Probability**



Useful Websites: www.imathsonline.com

www.mathsonline.com

The remaining Mathematics curriculum will be supplemented using a range of in-class activities, demonstrations, investigations and daily lessons. Students should be practicing their **multiplication and division facts** at home on a daily basis. These will be tested weekly. Students will be required to complete both verbal and written computation skills and strategies and should also revise these skills at home.

Numeracy Revision

Students should revise and regularly practice Mathematical concepts learnt in class. Multiplication facts and division tables should be revised on a weekly basis.

Science

By the end of Year 3, students use their understanding of the movement of the Earth, materials and the behaviour of heat to suggest explanations for everyday observations. They describe features common to living things. They describe how they can use science investigations to respond to questions and identify where people use science knowledge in their lives.

Students use their experiences to pose questions and predict the outcomes of investigations. They make formal measurements and follow procedures to collect and present observations in a way that helps to answer the investigation questions. Students suggest possible reasons for their findings. They describe how safety and fairness were considered in their investigations. They use diagrams and other representations to communicate their ideas.




Over Years 3 to 6, students develop their understanding of a range of systems operating at different time and geographic scales. In Year 3, students observe heat and its effects on solids and liquids and begin to develop an understanding of energy flows through simple systems.

In observing day and night, they develop an appreciation of regular and predictable cycles. Students order their observations by grouping and classifying; in classifying things as living or non-living they begin to recognise that classifications are not always easy to define or apply.

They begin to quantify their observations to enable comparison, and learn more sophisticated ways of identifying and representing relationships, including the use of tables and graphs to identify trends. They use their understanding of relationships between components of simple systems to make predictions.



Australian Curriculum Science Strands

-  Science Understanding
-  Science as a Human Endeavour
-  Science Inquiry Skills

Humanities and Social Sciences

The Year 3 curriculum focusses on the diversity of people and places in their local community and beyond, and how people participate in their communities. Students study how places are represented geographically and how communities express themselves culturally and through civic participation. Opportunities are provided to learn about diversity within their community, including the Country/Place of Aboriginal and Torres Strait Islander Peoples, and about other communities in Australia and neighbouring countries. Students compare the climates, settlement patterns and population characteristics of places, and how these affect communities, past and present. Students examine how individuals and groups celebrate and contribute to communities in the past and present, through establishing and following rules, decision-making, participation and commemoration.

The content provides opportunities for students to develop humanities and social sciences understanding through key concepts including **significance; continuity and change; cause and effect; place and space; interconnections; roles, rights and responsibilities; and perspectives and action**. These concepts may provide a focus for inquiries and be investigated across sub-strands or within a particular sub-strand context.

The content at this year level is organised into two strands: knowledge and understanding, and inquiry and skills. The knowledge and understanding strand draws from three sub-strands: history, geography and civics and citizenship. These strands (knowledge and understanding, and inquiry and skills) are interrelated and have been developed to be taught in an integrated way, which may include integrating with content from the sub-strands and from other learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Inquiry Questions

A framework for developing students' knowledge, understanding and skills is provided by inquiry questions. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas.

- How do symbols, events, individuals and places in my community make it unique?
- How do people contribute to their communities, past and present?
- What events do different people and groups celebrate and commemorate and what does this tell us about our communities?

Health and Physical Education

The Year 3 curriculum further develops students' knowledge, understanding and skills in relation to their health, wellbeing, safety and participation in physical activity. In these years, students begin to explore personal and social factors that support and contribute to their identities and emotional responses in varying situations. They also develop a further understanding of how their bodies grow and change as they get older.



The content explores knowledge, understanding and skills that supports students to build and maintain respectful relationships, make health-enhancing and safe decisions, and interpret health messages from different sources to take action to enhance their own health and wellbeing.

The curriculum in Years 3 builds on previous learning in movement to help students develop greater proficiency across the range of fundamental movement skills. Students combine movements to create more complicated movement patterns and sequences. Through participation in a variety of physical activities, students further develop their knowledge about movement and how the body moves. They do this as they explore the features of activities that meet their needs and interests and learn about the benefits of regular physical activity.

The Year 3 curriculum also gives students opportunities to develop through movement personal and social skills such as leadership, communication, collaboration, problem-solving, persistence and decision-making.



The Arts

In the Australian Curriculum, The Arts is a learning area that draws together related but distinct art forms. While these art forms have close relationships and are often used in interrelated ways, each involves different approaches to arts practices and critical and creative thinking that reflect distinct bodies of knowledge, understanding and skills. The curriculum examines past, current and emerging arts practices in each art form across a range of cultures and places.

The Australian Curriculum: The Arts comprises of:

- Drama
- Media Arts
- Rhyme/Rhythm
- Visual Arts.



The Australian Curriculum: The Arts aims to develop students’:

- creativity, critical thinking, aesthetic knowledge and understanding about arts practices, through making and responding to artworks with increasing self-confidence
- arts knowledge and skills to communicate ideas; they value and share their arts and life experiences by representing, expressing and communicating ideas, imagination and observations about their individual and collective worlds to others in meaningful ways
- use of innovative arts practices with available and emerging technologies, to express and represent ideas, while displaying empathy for multiple viewpoints
- understanding of Australia’s histories and traditions through the arts, engaging with the artworks and practices, both traditional and contemporary, of Aboriginal and Torres Strait Islander Peoples
- Understanding of local, regional and global cultures, and their arts histories and traditions, through engaging with the worlds of artists, artworks, audiences and arts professions.
- These aims are extended and complemented by specific aims for each arts subject

Digital Technologies

ICT program will show these changes through the introduction of Robotics while still maintaining ICT focus to ensure students are competent users of Digital Technologies. Students have access to computers in the classroom, computer laboratory and learn.

- Peripheral devices
- Introduction to programming
- Communicating Ideas and information

Peripheral devices

• Explore, sort and classify peripheral devices. Use peripheral devices for a particular task.

Intro to programming

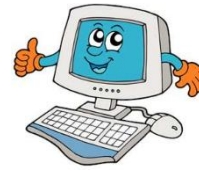
• Follow the design process to create a paper plane design using Paint 3D. Plan, Produce and evaluate the project.

Communicate Ideas and information

• Learn how information systems can be used by students and the community.

Basic operations

- Correct turning on, shutting down
- Knowledge of various hardware and software and there particular functions.
- ICAS
- Left click and right click functions of mouse
- Saving files
- Copy and paste features between programmes
- Basic use of Microsoft word
- Printing



Programmes

- Paint 3D
- Scratch 2
- Google Earth
- Microsoft Word 2016
- Microsoft Power point 2016
- Microsoft Publisher 2016

Excursions and Incursions

Excursions

- Spark lab/ Queensland Museum



- Inala Aboriginal centre (Ngutana Lui)



Incursions

- Star Lab Planetarium visit



- Geckos Wildlife Incursion



(The above Excursion/incursions are tentative. There may be some changes during the year.)

Homework

Homework

Homework is given out and expected to be done weekly. Students will also be required to learn and practice their weekly spelling words. Sometimes extra homework will be given if work needs revising or is not completed in class. Students will also be required to complete theme-based projects periodically.

Homework Schedule

Early Years (Prep-3)

- Homework will consist of reading with parents, by parents and independently.
- Online Homework
- Simple extension activities associated with classroom learning.
- Gathering of additional information or materials.
- Homework will not exceed **30 minutes** a day. This includes all homework assigned by Specialist teachers.
- Homework will not be set over holiday periods.

Library

All students visit the library each week to work to research or publish work in one of the computer rooms, or to borrow and read. Year 3 students are able to borrow three books for home reading and we encourage our students to borrow frequently from the wide range of fiction and non-fiction books. All students require a library bag to borrow.

Parent - Teacher Communication

Any messages from home should be written in your child's school diary or emailed. If you wish to meet the teacher in person, please contact the school office and make an appointment.

Lunch Boxes

Please ensure your child has a **healthy** lunch box each day. This should be free from any nuts, soft drink and canned food (for safety reasons). Please provide your student a water bottle for their desk to minimise disruptions while students leave the class for drinks.

- **Please note that students are not allowed to bring canned food to school.**
- **We recommend fresh fruits, vegetables, sandwiches, wraps and yoghurt.**
- **Our school promotes *Litter-free Food* days where lunchboxes contain only recyclable materials. No plastic or wraps.**

FOOD POLICY

We have guidelines in place for all our staff at Islamic College of Brisbane to follow in order to ensure that food served in the school is Halal.

We request parents to follow the guidelines on the Food Policy when bringing food for class functions.

Please refer to the Food Policy on our Website for more information.

ICB website → Administration → Policies → Food Policy

School Uniform

The wearing of the school uniform helps to encourage pride in our school and assists in the development of a strong school identity. Our school uniform is compulsory and the correct school uniform must be worn to school at all times. It is extremely important that children come to school in neat, clean clothes every day. The Uniform shop is frequently open and has all correct uniform items required. Please visit the Uniform shop to see examples of the correct uniform or check on the school website.

All students **MUST** wear an endorsed green, broad-brimmed school hat during playtime and any other outdoor activity. Students without hats will not be permitted to play. To avoid your child missing out on play, please ensure that they bring their hat to school EVERY DAY. Hats must be labelled clearly with the child's name and class.

Boys must have appropriate haircuts.

School Bag

Students are required to purchase an ICB school bag. Please ensure your child's school bag is clearly named. It is advisable to put a key chain or tag that your child can use to help identify their own bags when on the racks.

Please refer to the Primary Uniform Policy on our Website for more information.

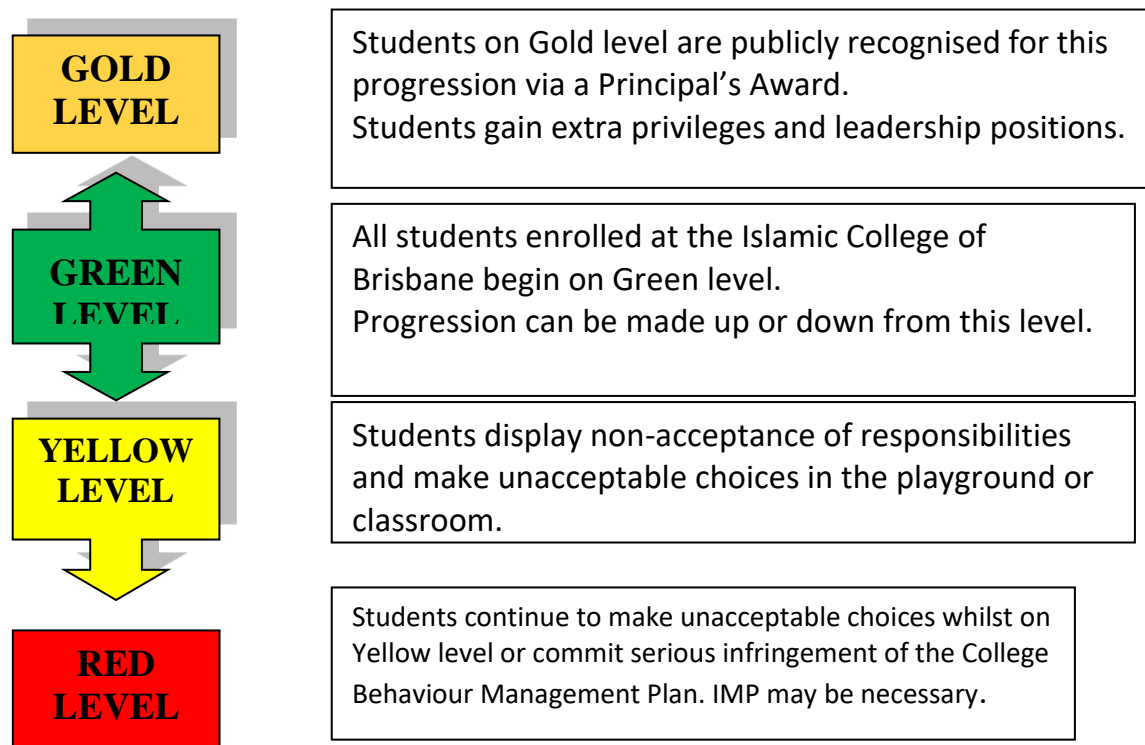
ICB website → Administration → Policies → Primary Uniform Policy

Behaviour Management Whole School Approach

The Behaviour Management Plan outlines **four levels of behaviour**. The Green Level and Gold level indicate expected to excellent behaviour, while levels Yellow and Red indicate behaviour that is less than satisfactory or unacceptable.

All students will enter or start the year at the Islamic College of Brisbane on the Green Level and it is through their actions that any change to their level is made.

The school staff initiates any downward movement of behaviour levels based on the choices and actions made by the individual student. The matter will be discussed with the school administration and the student involved. All parents will be notified of any level changes and the reasons for the change occurring.



Communication between home and school is very important, especially in regards to behavioural or social changes.

Plagiarism

What is Plagiarism?

Many people think of plagiarism as copying another's work, or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense.

All of the following are considered plagiarism:

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you reference it or not.

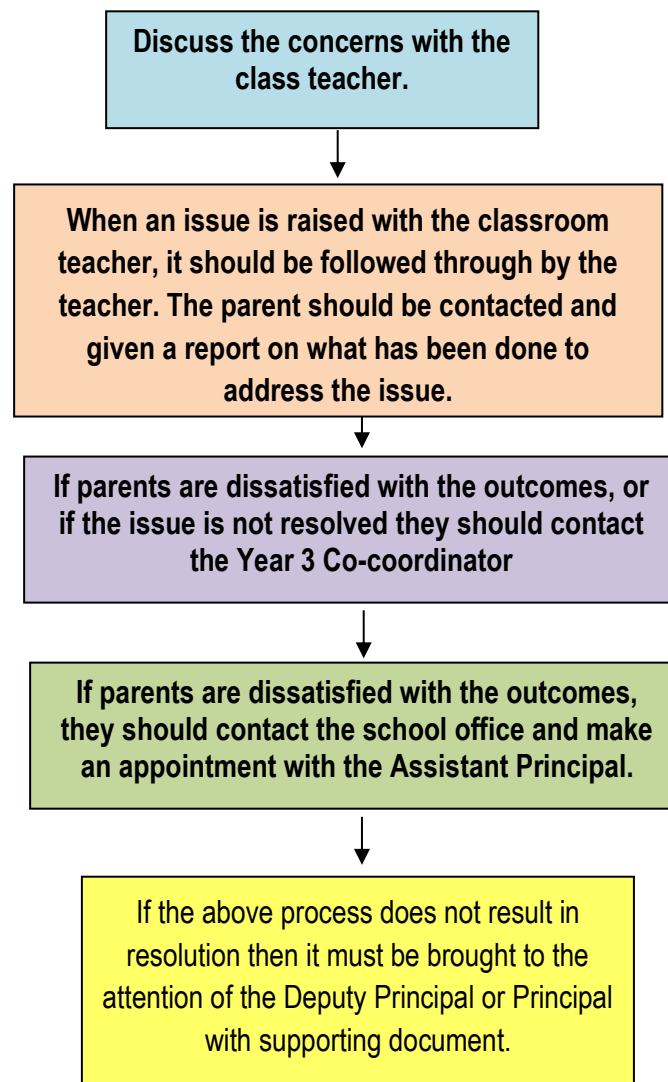
(http://www.plagiarism.org/plag_article_what_is_plagiarism.html)

Students must submit their own work and correctly reference any websites or books used for information in projects. It is crucial that students learn the skill of reading information for projects/ investigations and writing it into their own words and referencing when necessary. ***It is fantastic when parents help throughout projects and investigations, however it is necessary that a student think and write for themselves.*** A parent's role is to guide and support a child into completing work independently. If it is suspected that a student has plagiarised work then a 'E' grade will be given and it will be noted on a student's file for future reference.



PROCEDURE FOR CONFLICT RESOLUTION

1. The initial point of contact will be the class teacher before or after school or by telephone to arrange a mutually convenient time to discuss the concerns or send a note asking for such an appointment. Parents should not approach any student in school ground to solve conflict as this can turn into unpleasant relationship between parents.
2. Be calm and non-threatening when approaching / talking with staff.
3. Set up good communication processes with the class teacher.
4. When an issue is raised with the classroom teacher, it should be followed through by the teacher. The parent should be contacted and given a report on what has been done to address the issue.
5. If parents are dissatisfied with the outcomes, they should contact the school office and make an appointment with the Assistant Principal. They must be informed about the reason for the appointment. They will discuss an appropriate way forward with you. This may include organizing a meeting with relevant parties at a mutually convenient time.
6. If the above process does not result in resolution then it must be brought to the attention of the principal with supporting document.



ARABIC STUDIES

Rationale:

Learning Arabic language with English is a very essential part of the common curriculum and activities in the Islamic College of Brisbane for the following reasons:

1. The development of students' language skills and cultural understanding
2. Allow the easy understanding of the Quran and Islam
3. Part of the essential areas of learning strategies are advised by the Australian Education Council
4. The development of cross cultural and international understanding
5. The development of skills for students to allow them to adapt to living in an Islamic country and to communicate with Muslims in different places and environments

Profile of target learners:

This course is designed for students Year 3 from non- English and English speaking background

The way this course is designed to address the learner profile:

The course addresses different simple topics and areas, social, economic, current issues, health, people and cultures. The four macro skills of listening, reading, writing and speaking, will be developed with reference to the different topics and issues mentioned. Vocabulary development, pronunciation, grammar, reading to understand and developing simple logical sentences will be taught to students to help them further develop their Arabic language skills.

Benefits to students who learn Arabic:

1. Increase confidence in communicating in Arabic
2. Enhance social development
3. Reading of the Quran
4. Gaining skills in reading, writing and listening
5. Expand the knowledge and understanding of Islam and the Quran
6. Future benefit to the wider community
7. Make them intellectually aware of the Arabic language

Learning Arabic in pre-school and primary stage is the best time. This is because of the following reasons:

1. Better learning abilities at this stage
2. The right attitude and innocent behaviour
3. Energy and enthusiasm to learn Arabic and other languages
4. Can manage to study Arabic and learn how to read the Quran and learn Islamic studies without hindrance
5. Teach them from an early stage to appreciate the Arabic language and establish a solid foundation in their mind and heart
6. Ability to learn from different teachers

Aims of the Arabic lessons:

1. Reading and understanding of the holy Quran
2. Reading and understanding of Arabic and Islamic literature
3. Verbal and written communication in Arabic
4. Increase students' skills in Arabic language for future classes
5. Increase students' confidence in communicating

Objectives:

1. Recognition of numbers and letters in Arabic
2. Make up complex phrases
3. Identify colours and shapes
4. Identify days of the week
5. Familiarisation with Islamic and Arabic traditional stories
6. Identify Islamic and Arabic symbolism

Other aims and Objectives:

1. Developing simple conversation with other people, asking questions and talking
2. Simple reading and understanding
3. Simple comprehension
4. Apply vocabulary for daily use
5. Write simple sentences

Principle organisation of course/program:

This course will be delivered in class through lessons and activities. Evidence contributing toward competence will be taken and assessed throughout the course.

Main content area of the course/program:

1. Listening
2. Speaking
3. Reading
4. Writing

The course is formulated for students to develop their skills in these four areas; writing, listening, reading and spoken aspects of the course.

The course skills are structured and organised to allow students' easy study. The course tasks and assignments develop students' skills in organising and writing. The course homework and assignments are structured to also develop the skills necessary for students.

Themes:

1. Greetings
2. Acquaintances
3. Ask about the time
4. Residence
5. Shopping
6. Food
7. Health
8. Entertainment
9. Animals
10. Travelling and holidays

Vocabulary:

1. Hobbies and activities
2. The time
3. The house's content
4. Shopping list
5. Food
6. How you feel
7. Play time
8. Animals.
9. Travelling and holidays.

Nasheeds: To be advised

Assessment content and guidance:

Description- (Weighting (%) To be advised)

1. *Listening and Speaking*

- 1.1. Listening for specific words, details, information
- 1.2. Asking why, what, who, where, when questions
- 1.3. Asking for requests and apologising
- 1.4. Talking about different issues
- 1.5. Describing different issues

2. *Reading and Writing*

- 2.1. Reading for main ideas and details
- 2.2. Identifying a simple logical sequence in a text
- 2.3. Guessing the meaning of vocabulary from context
- 2.4. Writing instructions, a description of a place, an animal etc.

3. *Non face to face activities*

- 3.1. Work independently
- 3.2. Work with other students
- 3.3. Reading stories
- 3.4. Improving skills

Informing students of their progress:

To support students in their learning and to provide ongoing encouragement and advice, it is critical that students receive constructive and timely feedback that extends beyond ticking a box or providing a mark. To assist students to improve their learning and their progress, further feedback must be:

- Specific and detailed so that students can clearly see their strengths and weaknesses and what they can do to improve their learning
- Based on the criteria used for assessment
- Be provided in a timely way so that students can use the feedback to build on their learning towards the next task
- Provided in a number of ways such as informally, formally, directly or indirectly.

Teaching material for this course:

- Charts
- I Love the Arabic Language student's book – level 3
- I Love the Arabic Language exercise book – level 3
- A large collection of stories in Arabic used by various Arab countries
- Nahla and Nahil online resources/platform

** Nahla wa Nahil is an Arabic language literacy platform that is designed to educate and entertain students. N&N aims to improve students' Arabic reading and comprehension skills. Assignments on nahlawanahil.com are to be done weekly. Students are encouraged to read every day on the website.*

Nahla wa Nahil app is now available on the app store on smart devices (smart phones, iPads).

Quran and Islamic Studies Year 3 **Learning and Assessment Strategies**

Rationale:

Learning Islamic studies is a very essential part of the common curriculum, and activities in the Islamic College of Brisbane for the following reasons:

1. The development of student's cultural understanding, religious beliefs and mental skills as a Muslim.
2. Allow the easy understanding of the Quran recitation with all the Tajweed rules and memorize (Hifz) the small and needed Surahs.
3. The development of the great cross cultural and interreligious understanding.
4. The development of skills for students to allow them adapt to living in an Islamic situation and to communicate with Muslims in different places and environments.

Benefits and Aims to the students who learn Islamic:

1. Increase confidence in Islamic living.
2. Increase in social development.
3. Reading of the Quran.
4. Expand the knowledge and understanding of Islam and the Quran.
5. Future benefit to the wider community.
6. Make them intellectually aware of the religion.

Quran

Recitation: Iqra (*towards reading the Qur'an part two*) with the rules of Tajweed.
Hifz (memorization): Surah Ad-Duha, Surah At-Teen, Surah Al- Inshirah and revision of all previous Surahs.

Assessment

Assessment tools used in this subject include small examinations or worksheets, multiple choice and true or false questions, classroom demonstrations, presentations and semester exams will be used in the evaluation of the student's performance. Assessment will include teacher's observations and student's achievement of objectives. The learner's participation in the class activities and his/her growth and development will be main criteria.

Teaching materials for this course

I love Islam part 2 Islamic studies text book
I love Islam part 2 homework book
Towards reading the Qur'an, Iqra book part 2
Holy Quran with the Rasmul Usmani.

Growth Mindset

Every student’s well-being is our priority. In Year Three we believe in Growth Mindset and positive thinking for the same.

Growth mindset is a concept that refers to how we face challenges and setbacks. It was developed by Stanford University professor Carol Dweck. A big part of having a growth mindset is not letting failure stop you from working to improve. It is important for students to know that setbacks can actually provide a way forward. We encourage our students to speak up when something isn’t working and ask for help from the people around them.

Kids with a growth mindset believe their abilities can improve over time. Praising the way kids approach a challenge is key to helping them develop a growth mindset. Talk to them about what they learned from experiences. Ask questions like, “How would you study differently next time?” Having a growth mindset can have real benefits for kids with learning and attention issues.

Developing a Growth Mindset

Instead of	Say this...
I’m not good at it.	What am I missing?
I give up	I will try differently.
This is too hard.	This may take some time.
I’ll never be smart.	Each day I learn new things.
My friend can do it.	I will learn from them.



Thank you for taking the time to read the Year Three information booklet. If you have any further questions or concerns, please contact the school office or your child's class teacher.

Please ensure you have current details recorded at the school office. We encourage families to regularly visit the school website for information, news and updates. www.icb.qld.edu.au

