



ISLAMIC COLLEGE
OF BRISBANE

Seek Knowledge

PREP

Parent Information Booklet

2024

Islamic College of Brisbane Ltd t/a Islamic College of Brisbane
CRICOS Provider No: 02435A

45 Acacia Road, Karawatha QLD 4117
PO Box 1769, Springwood QLD 4127

Tel: 07 3841 3645 | **Fax:** 07 3841 4320

Email: admin@icb.qld.edu.au | **Web:** www.icb.qld.edu.au

CRICOS Number: 02435A ABN 29 064 778 927 ACN 064 778 927

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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*

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:

College Values

T
R
U
T
H

TOLERANCE

RESPECT

UNDERSTANDING

TRUSTWORTHINESS












Honesty

The major themes covered this year, alongside the curriculum are as follows:

Term 1	<p>Literacy: Phonics and Diagraphs, Letter Formation, Modelled Reading, Reading Comprehension Strategies</p> <p>Literacy Theme: Fairy Tales and Nursery Rhymes (Retelling) Visual Art and Dance (Creating Movements)</p> <p>Numeracy: One to One correspondence and Number recognition (Numbers 0 – 5), Partition, Number formation, 2D and 3D Shapes and classification, Place Value, Replicating Patterns, and Sequencing days of the week and times of the day</p> <p>Science: Materials</p> <p>HASS: My Family: Personal and Family Histories</p> <p>Health: All About Me: Healthy Eating & Personal Hygiene</p> <p>Digital Technology: Basic Computer Skills</p> <p>Incursion: Life Education Van, Fit Kids, Street Science and Brave-hearts Workshop</p>
Term 2	<p>Literacy: Word Families, CVC Words, Phonics and Diagraphs, Letter Formation, Modelled Reading, Guided Reading, Rainbow Words, Reading Comprehension Strategies</p> <p>Literacy Theme: Word Families and CVC Word Formation</p> <p>Numeracy: One to One Correspondence and Number Recognition (Numbers 6- 10), Number Formation, Double Tens Frame, Before and After, Missing Numbers, Subitising Small Collections, Partition and Addition, 2D and 3D Shapes and classification, Position and Location, Sequencing days of the week and times of the day</p> <p>Science: How do objects move?</p> <p>HASS: Special Places</p> <p>Health: Safety</p> <p>Visual Arts: Word Families craft</p> <p>Incursion: Aboriginal Cultural Infusion and Mr. Huff (Meerkat Productions)</p> <p>Excursion: Karawatha Forest Walk</p>
Term 3	<p>Literacy: Phonics and Diagraphs, Introduction to Sentence Structure and Sentence Writing, Sentence Starters, Descriptive Writing, Reading Strategies, Modelled Reading, Guided Reading, Beginning Independent Reading, Rainbow Words, Reading Comprehension Strategies</p> <p>Literacy Theme: Australian Animals: Fiction and Non-Fiction</p> <p>Numeracy: One to One Correspondence and Number Recognition (11- 15), Addition and Subtraction Strategies, Partition, Sharing equally, Attribute of objects and Events (Length, capacity, mass and duration) Measurement (length, mass, volume), Ordinal numbers, Duration and Sequencing of Events, Sequencing days of the week and times of the day</p> <p>Science: Staying Alive</p> <p>HASS: Stories about the past</p> <p>Health: How are you Feeling? (Inside Out)</p> <p>Media Arts: Drawing on paint</p> <p>Incursion: Ocean Life and Make & Meld</p> <p>Excursion: Lone Pine Koala Sanctuary</p>
Term 4	<p>Literacy: Phonics and Diagraphs, Sentence Starters, Creative Writing, Punctuation, Modelled Reading, Guided Reading, Independent Reading, Rainbow Words, Reading Comprehension Strategies</p> <p>Literacy Theme: Short Narratives</p> <p>Numeracy: One to One Correspondence and Number Recognition (16- 20), Missing Numbers, Partition, more/less of a collection, Addition and Subtraction, Data Collection and Graphing, Analysing Data</p> <p>Science: Weather Reporting</p> <p>HASS: Special Places and Caring for them</p> <p>Health: Healthy Relationships</p> <p>Drama: Role playing</p>

Excursions and Incursions

Excursions are an important part of the curriculum program, and all students are expected to participate as it allows students to consolidate classroom learning in real life contexts

<p>Term 1</p>	<p>Life Education</p>  <p>Developing Life Smart Kids</p>	<p>Fit Kids Incursion</p> 	<p>Street Science Incursion</p> 
<p>Term 2</p>	<p>cultural infusion</p>  <p>Building Harmony & Wellbeing</p>	<p>Meerkat Productions: Mr. Huff</p> 	<p>Karawatha Forest Excursion</p> 
<p>Term 3</p>	<p>Ocean Life</p>  <p>Ocean Life EDUCATION</p>	<p>Lone Pine Koala Sanctuary</p> 	 <p>MAK E+M ELD Creative Design Workshops</p>
<p>Term 4</p>	<p>Swimming</p> 	<p>Mosque Visit Excursion</p> 	

Prep Program

Our Prep program is based on the strands within the Australian National Curriculum. We strive to incorporate play-based learning where children are encouraged to organise and make sense of their social worlds, as they engage in activities with people, objects and representations and develop an understanding of communication and communicating with others. In Prep, we take pride in encouraging children to use their imagination and creativity.



A typical day in the Prep Classroom

- Morning Prayer

Morning Session:

- Morning routine – Rote counting to 20, Revising sounds and letters, Days of the Week, Months of the Year, Date, Sight Words of the Week
- Literacy Soundwaves Activity
- Literacy Focus Activity- Writing

Morning Tea

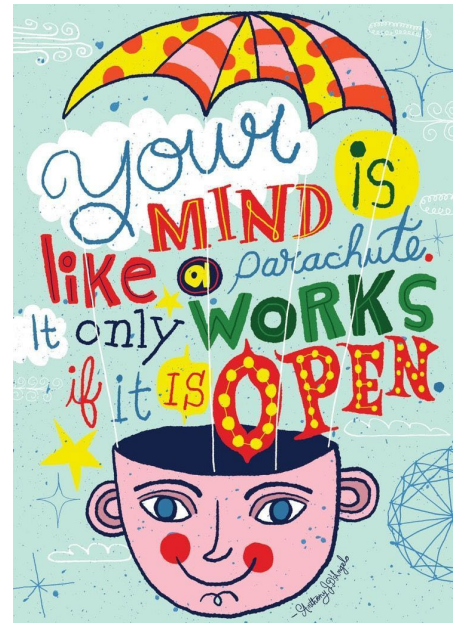
Middle Session

- BUILD – Numeracy Rotations
- Numeracy Focus
- Arabic
- Islamic
- Integrated Unit: Literacy

Lunch

Afternoon Session

- CAFÉ – Literacy Rotations
- Modelled Reading
- Integrated Unit: HASS, Science
- Art
- Physical Education



Home Time

Please Note: There is no sleep time in Prep. We have seven structured lessons throughout the day.

Readiness for Prep

Students will be required to sit a Prep Readiness Assessment Test before they can enrol at the College. Readiness tests are booked in 2 sessions, one in Term 3 (September) and the last in Term 4 (November). Successful enrolment into the College will depend on the results of your child's test.

The transition to school involves strong emotional arousal and a new identity for children as they take on the role of being a schoolchild along with the associated demands. Difficulties can arise when children are easily distracted or disorganised, have difficulty persisting with tasks, in controlling their emotions, or lack confidence.

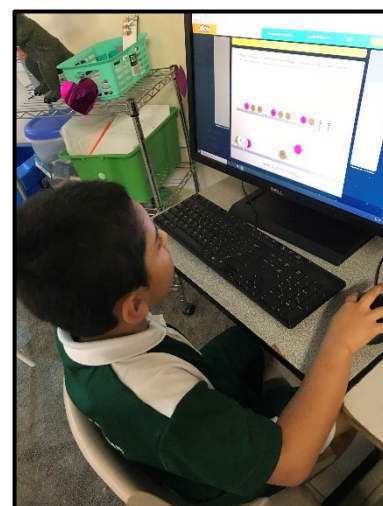
Children need to be socially and emotionally mature, able to cope with change, and to handle the demands of the new school situation. The way children cope with stress and school adjustment may vary according to their temperament as well as with the demands and philosophy of the school.

Children need to have skills for being part of a group, for interacting with other children and doing things independently. **For example, they are able to wait, take turns, share materials and help others, listen to and follow instructions and rules, to be responsible for their belongings and behaviour, and seek help when it is needed.** They are able to control themselves in the conflicts that are part of normal school life and behave in ways that do not disturb or hurt others.

Children also need to be able to manage their personal care associated with clothes, lunch and toileting. **Children who are not toilet-trained will not be accepted for the Preparatory year or may be asked to leave if this information is discovered after their acceptance.**

School involves a strong focus on Literacy and Maths. Children benefit when they enjoy books and stories, are interested in letters, phonics and numbers, can express their own ideas and talk about familiar experiences, and are curious about the world around them.

Physical skills are also important, including fine motor skills, eye-hand co-ordination and the ability to hold and control a pencil, and use small tools such as scissors. Children need good eyesight and hearing. The ability to see the whiteboard and identify letters and words by sight and sound is important for Literacy development and confidence.



Important Information

Levies

Prep Levies are compulsory and need to be paid to the office as soon as possible. Prep levies include items such as compulsory education programs, swimming lessons, stationary and craft levies, cleaning and photocopying levies. All excursions and incursions are included in the Prep levies.

Home/School Communication

Information will be sent home in your child's 'BEE Folder' (wallet folder) in a Communication Book OR on your Class Dojo (depending on teacher preferences). Please ensure you check your child's BEE Folder and Class Dojo daily. Your child's BEE Folder is to be returned to school every day.

Parents are encouraged to use the **communication book**, Class Dojo or **teachers email** to communicate with the classroom teacher regarding any issues or concerns. **Your teachers email address will be provided to you by the teacher.**

Other matters of concern should be discussed in a Parent-Teacher interview. Appointments may be made at the front office.

Homework

All Prep children will have the same homework, which consist of:

- Rainbow Words or Sound Recognition Program (depending on individual child)
- Online Literacy Program (www.readingeggs.com)
- Online Maths Program (www.mathseeds.com)
- Wushka (www.wushka.com.au)
- Home Readers (depending on individual child)



Homework tasks will be given out weekly and is to be completed in the time frame decided by **YOUR CHILD'S** teacher. Please note that homework due dates may different from class to class.

When children complete their homework, it is their responsibility to have it checked and signed by a parent. All children must hand in their homework by the due date. If they are unable to do this, please write your child a short note for the teacher.

“Read with Me” Program

Term 1 Homework will consist of the “Read with Me” home reading program! Each week your child will bring home a Read to Me Pack, in each pack you will find a picture book and a reading activity. Please read the book with your child each night and complete the reading activities.



Rainbow Words Sight Words Program

The Rainbow Words Sight Word Program is a program used from Prep to Year 2. Students are given their Rainbow Words word list in their Rainbow Words Sight Book, students practice to read, spell and sight these words each week and move throughout the levels.

By the End of Prep, students should have learnt to read, spell and sight 100 words from the Rainbow Words Program. The Rainbow Words Program will begin in Term 2 for Prep students in both the classroom and their Weekly Homework. More information on the Rainbow Words Program will be provided in Term 1.

Blue Level

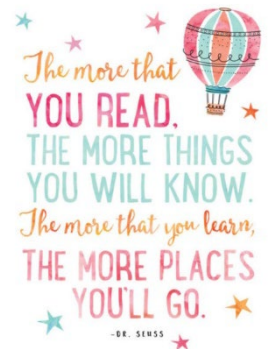
an	as	by	do
go	if	me	my
no	or	so	up



Reading in Early Years (Prep – Year 2)

Reading is an important part of students learning, there are five essential key areas to Reading Success.

1. **Phonemic Awareness**, which is the student's ability to hear and manipulate the sounds in words.
2. **Phonics**, recognising the connection between letters and sounds they make.
3. **Vocabulary**, understanding the meaning of words, their definitions and their context.
4. **Reading Comprehension**, understanding the meaning of text- both in story books and information books.
5. **Fluency**, the ability to read aloud with speed, understanding and accuracy.



Decoding Strategies

Students will use Decoding Strategies to help them when they are reading. These Decoding Strategies will be used in the classroom daily and are encouraged to be used at home while your child is reading. **Your child will be given a Decoding Strategy Bookmark to keep at home to support you in this.**

There are 8 Decoding Strategy Characters which students will learn:

Eagle Eye- Look at the picture for clues

Lips the Fish- Get your lips ready

Stretchy Snake- Stretch it out slowly



- Chunky Monkey-** Chunk big words
- Skippy Frog-** Skip it, then try again
- Flippin Dolphin-** Flip the vowel sound
- Tryin Lion-** Try a word that makes sense
- Helpful Kangaroo-** Ask for help

Reading Comprehension Strategies

Reading Comprehension is important part of reading, students learn to understand the meaning of the text in an array of different texts. Students will develop their reading comprehension through different Reading Comprehension Characters. **Your child will be given a Reading Comprehension Desk mat to keep at home to support you in this.**

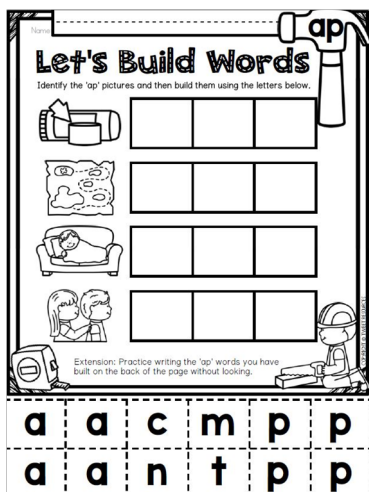
- Predicting Panda
- Retelling Rhino
- Picturing Peacock
- Synthesis Sloth
- Wondering Walrus
- Text to Tiger
- Conclusion Chameleon



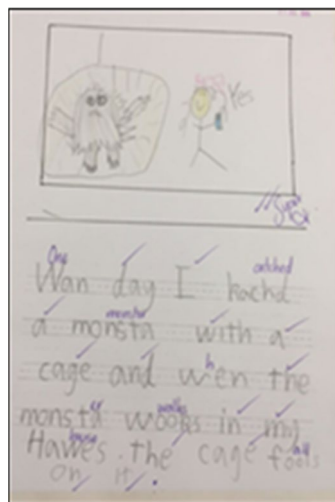
Expectations in Prep (broken down in Terms)

Term 1 – Students recall all letters and sounds of the alphabet according to Soundwaves Program

Term 2 – Students are beginning to form CVC's and understand Word Families. Able students will experiment with sentence writing.



Term 3 – Students attempt to write simple sentences with correct spelling of some sight words. Some students will use describing words to add detail.



Term 4 – Confident in writing sentences with common sight words spelt correctly. Ability to add some detail including who, what, when, where and how and add descriptive words where applicable.



Parent and Teacher Communication

Your child's BEE Book can be used as a communication tool between parents and teachers. If you have any questions to ask your child's teacher, simply write them into the BEE Book, your child is responsible for ensuring that their BEE Folder and BEE Book is brought to school each day.

Alternatively, ClassDojo is often preferred to the BEE folder. ClassDojo is a way to instant message teachers but as well acts as a virtual class space for updates and reminders of upcoming events.

Classroom Portfolios **Class Story** Messages Student login Ir

100%
Connected

All parents connected! 😊👍👏

Way to go! All students in your class have at least one parent connected.

[View connections](#)

Upcoming Events

No upcoming events

What's happening in your classroom?

[Photo/Video](#) [File](#) [Record](#) [Event](#) [Post](#)

Ms. Stephenson 3 hours ago
Prep E 2020

Good morning Parents!

Preps will be heading to the Karawatha forest for a Guided chat with park officials! We want to know why and how we can care for special places like Karawatha forest! As well we will go on a short bush walk to consolidate our learning following the Staying Alive Unit last term! 🌿🐣🌸🌻🌈

The Tour is live and there is no FEE! More information on the day itself will follow closer to the date!

Please see the Parent Lounge to grant permission for this event!

Thank you!

PS There has been some issue with the swimming Tour and I have notified the Head of the PE department that it is not yet working! This should be sorted soon!

Parent/teacher interviews are held each semester. Parents may discuss their child's progress by making an appointment at the office to see the class teacher.

How can parents help children with their learning?

Here are just a few ways in which you can assist your child at home.

Reading:

- **Listen to your child read every day or read to your child** – make listening to stories special by choosing a time when there are no other demands on you or your child.
- **Talk about the book before you begin** – look at the cover picture and the title of the book for clues to the content of the story. It's fun to make predictions about the story before beginning. At the end, compare your predictions with the actual story. Relate the story to any similar experiences that you may have had. Ask your child to retell the story they have read.
- **Encourage your child to spend time looking at books alone** – provide a comfy spot where your child has access to a variety of reading materials such as, picture books, fiction and non-fiction books.
- **Praise your child's attempts at reading** – praise and encouragement help to build confidence. By commenting on your child's developing skills, you draw attention to what they are doing correctly.
- **Be seen reading** – set an example by being seen reading in everyday situations such as, reading the newspaper, letters, recipes, labels, etc., in the presence of your child.

Writing:

- Praise your child's writing efforts and respond to the message rather than the spelling.
- Talk about the purposes for which you use writing and the advantages of using writing, e.g. telephone messages, recipes or shopping lists to aid memory.
- Talk to your child about the sort of writing he/she is doing at school. If you are involved in writing for work, show your child how you write and explain why you are writing.
- Look at books together to see how authors have written their stories and what is appealing in them.
- Encourage your child to sound out their words.
- Always ask your child to read their writing back to you.



School Uniform

The wearing of 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 important that children come to school in neat, clean clothes every day.

All students MUST wear a broad brimmed reversible school sports 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. Please label hats inside the crown with a sew-on or iron-on label or black laundry pen.

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.



Naming of items

Please put your child's name on all items of clothing before they are worn to school, even socks and underwear. Any other items such as lunchboxes also need to be named. If these items are lost, named items can be returned promptly.

Spare Clothing

Please send a spare set of clothing in your child's bag, in the event that your child may become wet or dirty through play or other circumstances. These may be kept at school and sent home at the end of each term if unused.

Objects from Home

Whilst we do not wish to discourage your child's enthusiasm, we would appreciate if toys were left at home. Treasures are easily lost or broken at school.

Lunch

The children will be learning “Good health and good eating habits”, therefore, **it is requested that unhealthy foods are not put in lunch boxes.** Students are asked to **bring yogurt and fruit for morning tea, then a sandwich/wrap plus extra fruit or vegetables for lunch.**

NO CHOCOLATE and A MINIMAL AMOUNT OF PACKAGED FOODS **ONLY.**

Please note that our prep classrooms are **nut-free zones**. We also do not allow cans to be brought into school. **Please ensure that you pack appropriate utensils i.e. forks/spoons.**

Teachers will not heat or warm up student’s lunches.



Library

Children learn about their world and extend their spoken vocabulary by listening to stories. We encourage our students to borrow every week so they will bring home two books that they choose in the hope that you will read them together.

Many of the picture books they choose are too hard to read themselves but are perfect for parents to read and enjoy. Talk about the characters in the story and what they are doing. Demonstrate care of the books so they develop a life-long love of reading for enjoyment and learning.

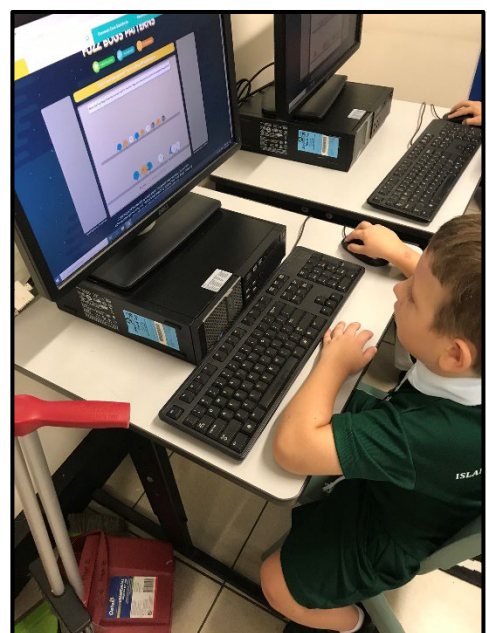
We ask that **ALL students have a school library bag**, which can be purchased from the Uniform Shop. This bag can be used every year.



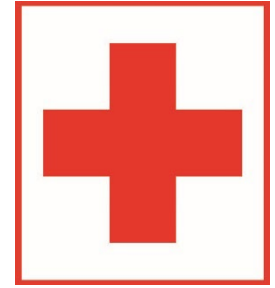
ICT Use in Prep

Prep students have a dedicated computer lab time in the library where they learn digital literacy skills through the use of programs and varied software. This assists them in expressing their ideas using technologies but as well allows them to enhance their technical skills.

Many of our students use devices that have touch screens, so learning to manipulate a mouse, keyboard and applications on a computer is quite a challenge but within a number of weeks, they have it mastered.



Health Procedures for Parents/Carers



The College Health Centre is a **first aid station** and is designed for short term care only. If you receive a call from the nurse or administration staff regarding your child, please organise prompt pick up. Your child may require medical assistance or a visit to the doctor.

The decision to send a student home is not made lightly. We consider the best interests of your child and also the other children and staff in his/her class. It is difficult to learn when you are unwell or in pain and your child's illness can be distracting to others, for example, if your child is coughing.

Communication is paramount. Sick or injured children become very emotional while they are waiting for their parents to arrive. If there is going to be a delay, please notify the nurse or administration staff. It is a requirement that the person who collects your child for an early departure, signs the register at the reception desk. If the person collecting your child is not a parent they will be asked for ID before taking your child from the College. Please let us know who will be collecting your child.

The College requests that you please keep children who are unwell or contagious at home. If you are unsure please speak to the College Nurse or your doctor.

We request that parents and carers update their contact details and those of their emergency contacts, so that the College Nurse and staff can contact you in the event of an illness or injury.

Please check the following:

- your phone number and address
- emergency contact details (who to contact if you cannot be contacted)
- medical conditions

Managing medications

The College is only allowed to administer medication:

- as directed by a medical practitioner with a written request by a parent or carer
- when emergency first-aid medication is needed.

You must inform the College if your child has any specific medical needs and/or requires medication during school hours.

Action Plans and labelled medication must be provided for the following condition:

- Asthma
- Allergies
- Anaphylaxis
- Diabetes
- Epilepsy
- Any other severe medical condition

If you have any questions or concerns about any health matters you can contact the College Nurse on Email: nurse@icb.qld.edu.au

Attendance in Prep

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 in the child's communication book or an email to the teacher.

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 absence from college for a day or more must be accompanied by a letter from parents or a medical certificate explaining the reasons.
3. NB: When a student is required to **leave the school grounds** for any part of the day (eg. 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**.

For more information regarding the schools attendance policy please see:

www.icb.qld.edu.au – administration – policies

Punctuality in Prep

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 10 mins late (8:20 – 8:30 am) must inform the classroom teacher and he/she will amend the classroom roll.
2. **Persistent late comers** will be dealt with through other consequences.



Did you know...

JUST A LITTLE BIT LATE FOR SCHOOL DOESN'T SEEM MUCH BUT

If your child is missing	That equals	Which is	And over 13 years of
10 minutes per day	50 minutes per week	Almost 1.5 weeks of the	Almost half of a school year
20 minutes per day	1 hour 40 minutes per	Over 2.5 weeks per	Almost 1 school year
Half an hour per day	Half a day per school	4 weeks per school year	Almost 1.5 school years
1 hour per day	1 day per school week	8 weeks per school year	Over 2.5 school years

The Wellbeing Hub is a purpose-designed space that provides confidential and accessible wellbeing services for all ICB students and families.

Our Wellbeing Hub team are highly skilled and play a crucial role in supporting children and young people in our ICB community to thrive, making a real difference in their lives.

Uniquely qualified, including a counsellor, social worker, social support teacher, youth guidance officer, youth worker and registered nurse, it is through a commitment of establishing warm and trusted relationships and a culture of care that our Wellbeing Hub team apply their expertise to support and enable young people to develop holistically.

ICB affirms its commitment to wellbeing as striving for total human development through tarbiyah guided by the principle of tawhid which entails a unified, integrated, holistic approach – body, mind, and soul.

(ICB Wellbeing Policy, 2022)

We work with our young people and their families to nurture and support their personal, social, emotional, spiritual, and educational development, to enable them to awaken their voice, realise a sense of purpose, and experience connectedness, to reach their full potential.

We also offer free and confidential counselling support to all the ICB community.

Our Wellbeing Hub team provides health promoting, prevention, and intervention wellbeing services in addition to crisis counselling services.

- Our *health promoting* wellbeing programs aim to engage and empower children, young people, and everyone in our ICB community to increase control over, and to improve, their holistic health (capacity) and provide healthy environments that promote balance across developmental domains (physical, spiritual, social, emotional, intellectual / academic).
- Our *preventive* wellbeing programs and services aim to prevent anticipated problems, challenges, stressors, or conflicts.
- Our *intervention* efforts often entail a coordinated approach within and beyond our Hub Wellbeing Team and seek to identify unmet needs impacting on wellbeing, and engagement in school, maintaining the dignity of the child / young person, and supporting re-engagement.
- Our school *counselling service* works directly with students to help them with issues related to learning, peer, and family relationships, and managing difficult emotions.

Our team is committed to strength-based, solution focused, holistic wellbeing services. We value the dignity of children and young people, to be honoured and preserved as the highest of priorities. We hold asset-based views (applying the principle of *husna al adhan*; holding positive views and high opinions) of children and young people, and their families – as the basis of relationships, engagement and our practices, programs, and services (Draft Stimulus Paper: Shared Vision for Islamic Schooling in Australia, 2022).

Contact details: whassoneh@icb.qld.edu.au or [07 3841 3645](tel:0738413645)

School Rules and Behaviour Expectations in Prep

Parents/Carers are requested to read our school's Behaviour Management Plan (BMP) regarding the School Code of Behaviour and School Rules. This is available from the school office.

We adopt 'Harmony Matters' as an approach for promoting positive relationships within the school community. This approach is explicitly taught in classrooms and communicated to all stakeholders via assemblies, school newsletters, classroom posters and focused teaching episodes.

Help others
Ask for assistance
Respect differences
Make friends
Offer alternatives
Nice words
Your choice

Behaviour Management in Prep

Each teacher/classroom will have their own rules and rewards that students are expected to adhere to. For more information on the behaviour management system your teacher uses, please feel free to contact your child's teacher.

Prep teachers believe it is important for students to develop an understanding of kindness and helping others. Prep has behavioural management system which focus on both the importance of kindness and helping others, the system is based on the children's book **Have you filled a bucket today?**

Each student will have their own individual bucket in the classroom, students will be encouraged to fill their bucket based on demonstrating these important values: Sharing, Listening, Be Kind, Take Turns, Smile, Help, Be polite, Compliment, Include others.

Bucket Fillers Pledge

I pledge to be a kid for CHARACTER
I will be worthy of TRUST
I will be RESPECTFUL and RESPONSIBLE
I will always act with FAIRNESS
I will show that I CARE
I will be RESPECTFUL, SAFE and RESPONSIBLE

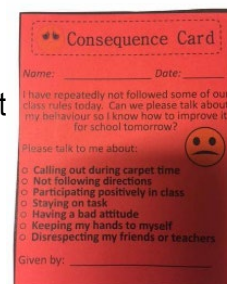


Negative Behaviour

If students demonstrate behaviour which is seen as dangerous or hurts other students, parents will be contacted to take the student home.

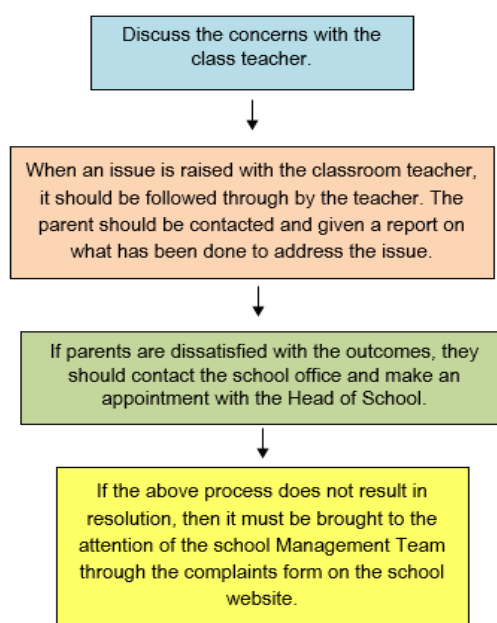
Red notes – Students will receive a red note in their communication book if they have shown this type of behaviour.

If students receive more than 3 red notes, teachers will request a meeting with parents where students behaviour will be discussed and a plan will be developed to manage student negative behaviour and further consequences may be needed.



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 Head of School. She must be informed about the reason for the appointment. She 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 Management Team through the complaints process. The Complaints or feedback form needs to be completed and the matter will be addressed according to our complaints process.



SCHOOL EXPECTATIONS

All school expectations are communicated to students on a regular basis. These expectations are taught to students.

Classroom	<ul style="list-style-type: none"> • Be in class on time • Be prepared and ready to learn • Follow teacher/staff instructions • Always use good manners • Care for others and their property • Speak kindly and in an appropriate volume. • Be respectful and inclusive of everyone's differences 	<ul style="list-style-type: none"> • Care for school equipment and property • Students to enter classroom only with Teacher/staff supervision • Keep your hands, feet and objects to yourself • Walk safely through the classroom • Behave in a safe manner • Use technology appropriately
Prayer Hall	<ul style="list-style-type: none"> • Enter the prayer hall quietly and join your class line • Be ready for prayer and make wudu during your class's wudu time • Walk when coming in and leaving the prayer hall 	<ul style="list-style-type: none"> • Follow teachers and Imam's instructions • Keep your hands/feet to yourself • Pray quietly and follow the Imam • Set good example for peers- model appropriate behaviour
Library	<ul style="list-style-type: none"> • Walk in the library • Care for books and resources • Pack away all items when you have finished with them 	<ul style="list-style-type: none"> • Use quiet, inside voices • Return books on time and to the 'returns box' when due • Bring Library bag (Primary)
Assembly	<ul style="list-style-type: none"> • Enter hall on time and sit quietly throughout the assembly • Listen to speakers • Stand quietly, with hands by your side during anthem 	<ul style="list-style-type: none"> • Follow staff instructions • Keep hands and feet to yourself • Acknowledge everyone's successes
Outdoor Play areas	<ul style="list-style-type: none"> • Follow teacher/staff instructions • Play fairly, safely and inclusively • Wear a hat when outdoors • Walk on concrete areas • Be aware of others when playing 	<ul style="list-style-type: none"> • Play running games/activities on grassed areas • Remain off playgrounds before and after school
Eating Areas	<ul style="list-style-type: none"> • Stay in your year level eating area • Raise your hand to be released to play by the duty teacher (Primary) • Remain seated until you're dismissed 	<ul style="list-style-type: none"> • Follow the duty teacher's instructions • Sit down while eating • Keep your area clean and tidy
Tuck-shop	<ul style="list-style-type: none"> • Line up in a single, quiet line • Keep hands and feet to yourself • Always use your manners- 'may I', 'please', 'thank you' and 'excuse me' 	<ul style="list-style-type: none"> • Wait patiently for your turn • Visit the tuck-shop with plenty of time before the end of the break
Toilets	<ul style="list-style-type: none"> • Walk straight to the toilets and straight back to class • Keep the toilet area clean 	<ul style="list-style-type: none"> • Use the toilet during break times • Practice good hygiene- flush toilets, use soap to wash hands
Pick-up Bays	<ul style="list-style-type: none"> • Follow class teacher when leaving class to go to the pick-up bays • Be alert and ready for collection- keep your belongings in bag 	<ul style="list-style-type: none"> • Follow the teacher on duty's instructions • Model safe and respectful behaviour for other students

- Wait in your designated pick-up areas
- sit on the benches when waiting
- Keep pathways clear
- Wait patiently
- Return to the office if you have not been collected

SCHOOL AWARD SYSTEM

At Islamic College of Brisbane, we focus on seeking out and drawing attention to the behaviour which we wish to develop. There is consistent and public praise of positive behaviour in order to reward the student who is doing well and encourage others to emulate that behaviour. In addition to praise, students appreciate visible signs of recognition and will work towards achieving a reward.

The School Award System rewards students for good work, good behaviour, observing school rules or citizenship in class.



The National Curriculum~ Foundation Year PREP

The *Shape of the Australian Curriculum v2.0* identifies seven general capabilities to be addressed in the Australian Curriculum. These are:

- Literacy
- Numeracy
- Information and Communication Technology competence
- Critical and creative thinking
- Personal and social competence
- Ethical behaviour
- Intercultural understanding.

Good teaching will always contribute to a student's development of general capabilities. The Australian Curriculum reinforces this expectation by incorporating these seven general capabilities into content descriptions in ways appropriate to each learning area/subject. In 2017, students will study English, Mathematics, Science, Humanities and Social Sciences and Media Arts. An overview follows:

English

By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience.

They read short, predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters. They identify the letters of the English alphabet and use the sounds represented by most letters. They listen to and use appropriate language features to respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.

Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events.

In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, letter patterns and sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.

Mathematics

By the end of Foundation Year, students make connections between number names, numerals and position in the sequence of numbers from zero to at least 20. They use subitising and counting strategies to quantify collections. Students compare the size of collections to at least 20. They partition and combine collections up to 10 in different ways, representing these with numbers. Students represent practical situations that involve quantifying, equal sharing, adding to and taking away from collections to at least 10. They copy and continue repeating patterns.

Students identify the attributes of mass, capacity, length and duration, and use direct comparison strategies to compare objects and events. They sequence and connect familiar events to the time of day. Students name, create and sort familiar shapes and give their reasoning. They describe the position and the location of themselves and objects in relation to other objects and people within a familiar space.

Students collect, sort and compare data in response to questions in familiar contexts.

Science

By the end of the Foundation year, students describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things. Students share observations of familiar objects and events.

In the Foundation year, students observe and describe the behaviours and properties of everyday objects, materials and living things. They explore change in the world around them, including changes that impact on them, such as the weather, and changes they can effect, such as making things move or change shape. They learn that seeking answers to questions they pose and making observations is a core part of science and use their senses to gather different types of information.

HASS

The Foundation curriculum focuses on developing students' understanding of their personal worlds, including their personal and family histories and the places they and their families live in and belong to. The emphasis is on the student's own history and their own place. They explore why places are special to them and others. As students explore the people and features of their social and physical worlds, they examine representations of place and sources, which may include stories from family members and from different cultures. They may also study places of similar size that are familiar to them or that they are curious about, coming to see how people feel about and look after places. Learning about their own heritage and their own place contributes to students' sense of identity and belonging, beginning the idea of active citizenship.

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

Inquiry Questions

- Who am I, where do I live and who came before me?
- Why are some places and events special and how do we know?

Media Arts

Learning in Media Arts involves students learning to engage with communications technologies and cross-disciplinary art forms to design, produce, distribute and interact with a range of print, audio, screen-based or hybrid artworks. Students explore, view, analyse and participate in media culture from a range of viewpoints and contexts. They acquire skills and processes to work in a range of forms and styles. Students learn to reflect critically on their own and others' media arts experiences and evaluate media artworks, cultures and contexts. They express, conceptualise and communicate through their media artworks with increasing complexity and aesthetic understanding.

Making in Media Arts involves using communications technologies to design, produce and distribute media artworks.

Responding in Media Arts involves students learning to explore, view, analyse and participate in media culture.

In both *Making* and *Responding* students engage with the key concepts, story principles and elements of media (technical and symbolic). The five interrelated key concepts provide a framework for students to create and analyse media artworks. They develop understanding of how the five key concepts explore media artworks representations – that is constructed realities – of the world, communicated through languages and technology for an audience in community and institutional contexts.

Cross-curriculum priorities

The Australian Curriculum has been written to equip young Australians with the skills, knowledge and understanding that will enable them to better engage effectively with and prosper in a globalised world.

Students will gain personal and social benefits, be better equipped to make sense of the world in which they live and make an important contribution to building the social, intellectual and creative capital of our nation.

The curriculum gives special attention to these three priorities:

- Aboriginal and Torres Strait Islander histories and cultures

- Asia and Australia's engagement with Asia
- Sustainability

Cross-curriculum priorities are embedded in all learning areas. They will have a varied presence depending on their relevance to the learning area.

Source: <http://www.australiancurriculum.edu.au>



Arabic Curriculum

Learning and Assessment Strategies

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, cultural understanding, mental skills
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 the great cross cultural and international understanding
5. The development of skills for students to allow them adopt 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 Prep. students 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, 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, developing simple logical sentences will be taught to the students to help them better develop their Arabic language

Benefits to the students who learn Arabic:

1. Increase confidence in communicating in Arabic
2. Increase in 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 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 minds and hearts
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 the 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 simple phrases
3. Identify colours and shapes
4. Identify the days of the week
5. Familiarization with easy and simple Islamic and Arabic traditional stories
6. Listen and respond to class room instructions
7. 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 organization 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 student's skills in organizing and writing. The course homework and assignments are structured to also develop the skills necessary for students.

Themes

1. Explaining that Arabic books start from right to left
2. Letters of the alphabet
3. Numbers and counting backwards and forwards
4. Colour recognition
5. Alphabet recognition and sequence
6. Reading sight and high frequency words

Songs

To be advised.

Assessment content and guidance

Description

1. Simple 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 apologizing

2. Simple 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

3. Non face to face activities

- 3.1. Work independently
- 3.2 Work with other students
- 3.3. Reading stories
- 3.4. Improving your own 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 feedback 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

Story Books

Numerical cubes

Arabic without tears book

Other resources provided by the teacher

Alphabetical cubes

Charts

Alphabet and Numbers Games

Islamic Studies

INTRODUCTION

The syllabus combines a study of Islam through its basic sources, the Qur'aan and the Sunnah, its fundamental beliefs and practices and its laws and institutions (Shari'ah).

THE GOALS OF ISLAMIC STUDIES

1. To develop in the student an understanding and appreciation of Islam as way of life and to instil in him/her the love for Islam, its values, and its practices so that they become a natural part of their lives as they grow older.
2. To develop in the student admiration and love for Allah (SWT).
3. To equip the student with knowledge in the basic teaching of Islam as mentioned in the Holy Qur'an and detailed in the Sunnah and the Seerah (the life) of the prophet (SAAW).
4. To develop in the student the qualities and manners of a good Muslim.
5. To teach the student selected Ahadeeth (sayings of the prophet peace be upon him) in order to allow him/her to monitor their behavior.
6. To teach the student the daily practices related to worship and general conduct as required by Islam.
7. To teach the student proper practices with regard to personal hygiene.
8. To make the student aware that he/she is part of a greater Muslim community.
9. To teach the student to be conscious of his/her responsibility toward Allah (SWT).
10. To teach the student the skills of reciting the Qur'aan with applying the proper rules of recitation (Tajweed) and to memorize sections of the Qur'an to be used in his/her daily prayers.

DESCRIPTION OF THE ISLAMIC STUDIES SUBJECTS

QUR'AAN AND HADEETH

This subject will focus on teaching the student how to properly read the Qur'an and understand its meaning. The student will also be assisted in memorizing a number of short Surahs from the Qur'an.

The student will learn and understand the meaning of a number of duas (supplications) from the Hadeeth of the prophet (peace be upon him), such as the morning duas, the evening duas, before and after wudhu duas, to be used on a daily basis.

TAWHEED (BELIEF)

This subject will introduce the student to the concept of Tawheed (Oneness of Allah) that answers the following basic questions:

- Who is the creator of the universe?
- What are our duties towards this creator?
- What are the attributes of this creator?



SIRAH

This section deals with the seerahs (lives) of our Prophet and the Prophets before him, such as Adam, Nuh, Ibrahim, Ismail, Yusuf, Musa, and Isa (peace and blessing of Allah be upon all of them) and those of the Sahabahs or Companions (may Allah be pleased with them)

ANASHHEDS

This section includes some Islamic songs that instil in the students the love of Allah and His prophets and teach them the good manners that Islam calls for.

BEHAVIOUR AND PRACTICES

The student will be taught the manners and the practices from the Qur'an and the Sunnah of the prophet (peace be upon him) that Islam requires from each Muslim. Some of these manners are:

- Obedience and goodness to parents
- Respect to all elders and teachers
- Love for siblings, relatives, and others
- Kindness to Allah's creatures, including animals
- Conservation Allah's bounties such as the natural resources and learn not to waste them.
- Truthfulness, honesty, and keeping promises.
- Responsibility as a member of the family and the society.
- Cleanliness and personal hygiene.

The student will also learn how to make proper Wudhu and Salaat.

CLASS ACTIVITY

Students will be doing hand activities during the year : Eid Cards, 5 pillars of Islam pop stick, Hajj on a plate and pup up heart for mum , Eid sheep



We look forward to welcoming you and your child at the Islamic College of Brisbane.

