



ISLAMIC COLLEGE  
OF BRISBANE

Seek Knowledge

# Year 2

# Parent Information Booklet

# 2024

Islamic College of Brisbane Ltd t/a Islamic College of Brisbane

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](mailto:admin@icb.qld.edu.au) | **Web:** [www.icb.qld.edu.au](http://www.icb.qld.edu.au)

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

# Contents Page

Mission Statement and College Values	Page 3
Year 2 Overview (Term 1 and Term 2)	Page 4
Year 2 Overview (Term 3 and Term 4)	Page 5
Excursions and Incursions	Page 6
Classroom Organisation (Resources/Assessment/Homework)	Page 7
Rainbow Sight Words Program	Page 8
Spelling and Reading	Page 8
Decoding and Reading Comprehension Strategies	Page 9
Library and Parent-Teacher Communication	Page 10
How can parents help children with their learning?	Page 11
College Expectations (School Uniform/School Bag)	Page 12
The Wellbeing Hub	Page 13
Food Policy	Page 14
Health Procedures for Parents/Carers	Page 15
Attendance Policy	Page 16
Punctuality	Page 17
School Rules and Behaviour Expectations	Page 18
School Award System	Page 19
Procedure for Conflict Resolutions	Page 20

# 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:

**T TOLERANCE**

**R RESPECT**

**U UNDERSTANDING**

**T TRUSTWORTHINESS**

**H HONESTY**

# Year 2 Overview

## Term 1

Mathematics	<ul style="list-style-type: none"> <li>• Place Value</li> <li>• Adding in your head</li> <li>• Exploring addition</li> <li>• Subtraction in your head</li> <li>• Exploring subtraction</li> <li>• Describing patterns</li> <li>• Length and area (Informal Units)</li> <li>• Chance</li> </ul>
Text Types	<ul style="list-style-type: none"> <li>• Students will learn about structural and language features of recounts and poetry.</li> <li>• Students will look at the skills required to write a recount and poetry.</li> </ul>
HASS	<ul style="list-style-type: none"> <li>• Students will look at places and why they might have a special meaning to certain people.</li> <li>• Students will identify a special place to them and explain its importance.</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Students will learn about events and natural resources that have been used in the past and that are currently used in the present.</li> </ul>
Health	<ul style="list-style-type: none"> <li>• Students will explore the act of bullying.</li> <li>• They will gain a deep understanding into the types of bullying, examine bullying situations and recognise strategies that can be used to not only avoid but solve these kinds of situations.</li> </ul>
Art	<ul style="list-style-type: none"> <li>• Students will be learning about different elements of drama.</li> </ul>

## Term 2

Mathematics	<ul style="list-style-type: none"> <li>• Place Value (revision)</li> <li>• Addition and subtraction strategies (revision)</li> <li>• Number sentences</li> <li>• Multiplying</li> <li>• Time</li> <li>• Volume and capacity</li> <li>• Mass</li> <li>• Collecting Data</li> </ul>
Text Types	<ul style="list-style-type: none"> <li>• Students will learn about the structural and language features of information reports.</li> <li>• Students will learn how to research, taking notes from provided sources and turning them into sentences.</li> </ul>
HASS & Art	<ul style="list-style-type: none"> <li>• Students inquire about how objects from the past have changed &amp; developed over time.</li> <li>• They compare similar objects from the past and the present to describe how technology has influenced the ways people have lived, worked and played over time</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Students learn all about push and pull forces and how these affect the way an object moves or changes shape.</li> <li>• Students will investigate push and pull movements in toys and other objects, by conducting experiments and drawing labelled force diagrams.</li> </ul>
Health	<ul style="list-style-type: none"> <li>• Students explore feelings and develop a core vocabulary to express their feelings.</li> <li>• Through participating in the activities and exploring issues around different types of feelings, students begin to realise that feelings are normal and a part of us.</li> </ul>

### Term 3








Mathematics	<ul style="list-style-type: none"> <li>• Addition and subtraction strategies (revision)</li> <li>• Dividing</li> <li>• Fractions of Objects</li> <li>• Fractions of Groups</li> <li>• Counting Money</li> <li>• Months and Seasons</li> <li>• Calendars</li> <li>• 2D and 3D shapes</li> <li>• Collecting and classifying data</li> </ul>
Text Types	<ul style="list-style-type: none"> <li>• Students will read, view and listen to different persuasive texts to explore how authors use persuasive devices to convince audiences their points of view.</li> <li>• Students will create engaging persuasive texts that appeal to reader's emotions by providing logical reasons in favour or against various topics.</li> </ul>
HASS	<ul style="list-style-type: none"> <li>• Students will develop questions about places.</li> <li>• Use maps to identify examples of places that are defined at different levels or scales.</li> <li>• Describe the location and direction of a place.</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Students explore the growth and change of a range of living things.</li> <li>• Through hands-on activities and investigations, students compare the growth of living things under different conditions.</li> </ul>
Health & Art	<ul style="list-style-type: none"> <li>• Students will learn how to keep safe in their own environment, including both in and outside of school. Students will also explore how to keep safe at home, in the water, on the road and online safety.</li> </ul>

### Term 4

Mathematics	<ul style="list-style-type: none"> <li>• Place Value (revision)</li> <li>• Addition and subtraction strategies (revision)</li> <li>• Counting money (revision)</li> <li>• Telling time (Revision)</li> <li>• Interpreting Maps</li> <li>• Flip, Slide and Turn</li> <li>• Representing and interpreting data</li> </ul>
Text Types	<ul style="list-style-type: none"> <li>• Students will learn about structural and language features of narratives. They will analyse the story of Dougal the Garbage Dump Bear and innovate to create a similar narrative with photos to tell the journey of one of their own toys.</li> </ul>
HASS	<ul style="list-style-type: none"> <li>• Students understand that each place has a location on the surface of the Earth which can be expressed using direction and location of one place from another.</li> <li>• Students use a globe or maps to identify examples of places that are defined at different levels or scales and describe peoples' connections to places.</li> </ul>
Science & Art	<ul style="list-style-type: none"> <li>• Students investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose. Students understand that science involves asking questions about and describing changes to familiar objects and materials.</li> </ul>
Health	<ul style="list-style-type: none"> <li>• Students learn about healthy habits and develop healthy decision making.</li> <li>• By examining how to keep their bodies healthy, students focus on healthy eating, physical activity and keeping their bodies clean.</li> </ul>

# Excursions & 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>Beenleigh Historical Village and Museum</p> 	<p>Life Education Van</p> 
<p>Term 2</p>	<p>Bravehearts Ditto Show</p> 	<p>Street Science Show</p> 
<p>Term 3</p>	<p>Henny Penny Hatching Program</p> 	<p>The Playground Craze Show</p> 
<p>Term 4</p>	<p>Professor Jellybean Incursion</p> 	

# Classroom Organisation

## Resources

It is essential that students have all items on the Year 2 book and stationery list ready at the start of the school year. All items on the list are necessary for their learning in each subject. Should students require any additional items throughout the year, parents and carers will be notified.

**Please ensure all items are taken out of their packets and are clearly labelled with your child's name.**



## Assessment

Assessing each student's abilities both academically and non-academically is essential, therefore we use a continuous process involving both formative and summative methods of assessment to best determine your child's learning progress. Formative assessment involves testing, projects, completion of tasks, as well as questioning and checklists. Summative assessment includes observations, anecdotal notes, work samples and student profiles. At the end of each semester, school report cards are emailed and accessible in the online Parent Lounge to inform you of your child's effort and achievement across each subject area of the curriculum.

## Homework

All Year 2 children will have the same homework, which consist of:

- Rainbow Words or Spelling Words (depending on individual child)
- Sentence Writing
- Online Literacy Program ([www.literacyplanet.com](http://www.literacyplanet.com))
- Online Maths Program ([www.mathsonline.com](http://www.mathsonline.com))
- Home Readers ([www.wushka.com](http://www.wushka.com))



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 be 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.

**Any child with incomplete homework, or no note, will need to complete their homework at morning tea or lunchtime.**

# 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 Year 2, students should have learnt to read, spell and sight 300 words from the Rainbow Words Program. The Rainbow Words Program will begin in Term 1 for Year 2 students in both the classroom and their Weekly Homework. More information on the Rainbow Words Program will be provided in Term 1.



## Spelling

In Year 2, students will have individual spelling lists which will focus on areas that your child needs. Students will begin with Rainbow Words. They will then progress to Spelling Diagrams.



Students will then begin receiving words taken from weekly units in the students' Soundwaves spelling textbooks.

Children can use this format to learn their spelling words: "Look, Say, Cover, Write, Check"

- Look at the word
- Say it aloud twice
- Cover it up
- Write it again (Without looking)
- Check it (Did you get it right? If you didn't, work through the steps again)

***(Please note that different strategies will be given to you to practice your Rainbow words – these strategies will also be useful when learning spelling words).***



# 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

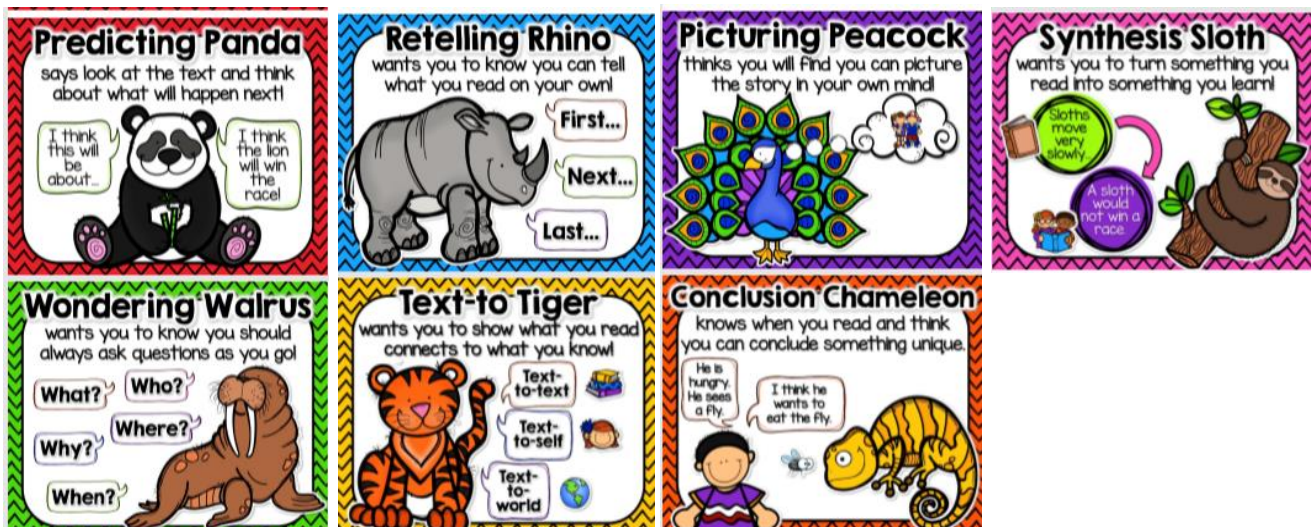
**Tryin Lion** - Try a word that makes sense

**Helpful Kangaroo** - Ask for helpsss



# 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.



# Library

We encourage students to borrow each week from a wide range of picture books, information books and chapter books. They may borrow two books at a time and are welcome to go to the library during break times to return and borrow more books. They will need their library bag to borrow.

They will be encouraged to care for books and will participate in learning experiences that promote the enjoyment of literature. They also have ICT literacy each fortnight where students learn a range of way to express their ideas through the use of computers.

Parents, you play a significant role in helping your child develop a life-long love of reading. Listen to your child read the books they bring home each week, or read them together and take a couple of minutes to talk about the book. Did you like the story? Why? Why not? Not all books are interesting or well written, so this helps them identify quality literature and that it is ok not to like some stories and love others.

In order to develop a life-long love of reading, students need to read a wide range of books, so they are encouraged to choose their own books, using the 5 Finger Test. This will tell them if they will be able to read the book on their own. Most Year 2 students will bring home a chapter book which they can read but they still like to enjoy a picture book being read to them.

*"Children are made readers on the laps of their parents."*

# Parent and Teacher Communication

Email communication and messages via Class Dojo are often the preferred method in Grade 2. Please see you class teacher and for the details in order for you to access Class Dojo. Teachers will endeavour to get back to you the same day.



Your child's diary 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 diary and have your child show their teacher so that a response can be written. Your child is responsible for ensuring that their diary is brought to school each day.

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** – 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. Talk about what might happen in the sequel to the 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, magazines, comics, 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.
- **Assist your child to draw a story map** – depict the events of the story in a map form.

## Writing:

- Praise your child’s writing efforts and respond to the message rather than the grammar or 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.
- Ask questions as to whether the reader would understand the message and if the writing could be made better.
- Look at books together to see how authors have written their stories and what is appealing in them.
- Encourage your child to use a word processor.
- Always ask your child to read their writing back and reflect on how the audience of their writing would feel.



# College Expectations

## 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 extremely important that children come to school in neat, clean clothes every day.

All students **MUST** wear a 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



## 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.

## 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:

# The Wellbeing Hub

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

ICB website → Administration → Policies → Food Policy

We would appreciate it very much if all parents packed healthy lunches that comprised of nutritious food apart from processed sugary food that have a negative effect on your child's ability to concentrate and learn. We would encourage all children to participate in nude food days to minimize litter and develop healthy eating habits.

# Food Policy

Being at school is hard work, so by the time recess and lunchtime comes your child will be hungry and thirsty. What they will need is a nutritious and filling snack and lunch. You play a central role in developing your child's eating habits and providing a consistent message about a healthy lifestyle.

An interesting, healthy lunchbox will encourage your child to refuel properly during the day. Make sure that you provide a dentist-friendly drink as well (such as water or fresh juice).

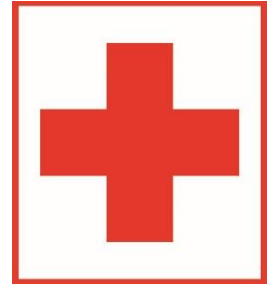
When packing your child's lunch please try to:

- Provide healthy food and drink in realistic quantities for school. They will not eat more at school than they do at home.



# 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 Nurse:  
[nurse@icb.qld.edu.au](mailto:nurse@icb.qld.edu.au)

# Attendance Policy

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**.

Teachers shall not be expected to provide detailed classroom work and Homework assignments for students who are away for 2 weeks or more as a result of family- or parent-initiated absences. For absences due to extended illness, parents may contact the classroom teacher to discuss available options.

Students who do not complete Term 4 assessments will be required to sit for the next year level enrolment test (e.g. Year 2 students will sit for Year 3 test) upon their return. The test will be marked and the suitability of the student for the next year level will be determined.

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. 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 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.

NB: 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**.



# 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 10 minutes late (8:20 – 8:30 am) must sign in late at the office.
2. **Persistent late comers** will be dealt with 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

# School Rules & Behaviour Expectations

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

<b>Classroom</b>	<ul style="list-style-type: none"> <li>• Be in class on time</li> <li>• Be prepared and ready to learn</li> <li>• Follow teacher/staff instructions</li> <li>• Use good manners at all times</li> <li>• Care for others and their property</li> <li>• Speak kindly and in an appropriate volume.</li> <li>• Be respectful and inclusive of everyone's differences</li> </ul>	<ul style="list-style-type: none"> <li>• Care for school equipment and property</li> <li>• Students to enter classroom only with Teacher/staff supervision</li> <li>• Keep your hands, feet and objects to yourself</li> <li>• Walk safely through the classroom</li> <li>• Behave in a safe manner</li> <li>• Use technology appropriately</li> </ul>
<b>Prayer Hall</b>	<ul style="list-style-type: none"> <li>• Enter the prayer hall quietly and join your class line</li> <li>• Be ready for prayer and make wudu during your class's wudu time</li> <li>• Walk when coming in and leaving the prayer hall</li> </ul>	<ul style="list-style-type: none"> <li>• Follow teachers and Imam's instructions</li> <li>• Keep your hands and feet to yourself</li> <li>• Pray quietly and follow the Imam</li> <li>• Set good example for peers- model appropriate behaviour</li> </ul>
<b>Library</b>	<ul style="list-style-type: none"> <li>• Walk in the library</li> <li>• Care for books and resources</li> <li>• Pack away all items when you have finished with them</li> </ul>	<ul style="list-style-type: none"> <li>• Use quiet, inside voices</li> <li>• Return books on time and to the 'returns box' when due</li> <li>• Bring Library bag (Primary)</li> </ul>
<b>Assembly</b>	<ul style="list-style-type: none"> <li>• Enter hall on time and sit quietly throughout assembly</li> <li>• Listen to speakers</li> <li>• Stand quietly, with hands by your side during anthem</li> </ul>	<ul style="list-style-type: none"> <li>• Follow staff instructions</li> <li>• Keep hands and feet to yourself</li> <li>• Acknowledge everyone's successes</li> </ul>
<b>Outdoor Play areas</b>	<ul style="list-style-type: none"> <li>• Follow teacher/staff instructions</li> <li>• Play fairly, safely and inclusively</li> <li>• Wear a hat when outdoors</li> <li>• Walk on concrete areas</li> <li>• Be aware of others when playing</li> </ul>	<ul style="list-style-type: none"> <li>• Play running games/activities on grassed areas</li> <li>• Remain off playgrounds before and after school</li> </ul>
<b>Eating Areas</b>	<ul style="list-style-type: none"> <li>• Stay in your year level eating area (primary)</li> <li>• Raise your hand to be released to play by the duty teacher (Primary)</li> <li>• Remain seated until you're dismissed (Primary)</li> </ul>	<ul style="list-style-type: none"> <li>• Follow the duty teacher's instructions</li> <li>• Sit down while eating</li> <li>• Keep your area clean and tidy</li> </ul>
<b>Tuck-shop</b>	<ul style="list-style-type: none"> <li>• Line up in a single, quiet line</li> <li>• Keep hands and feet to yourself</li> <li>• Always use your manners- 'may I', 'please', 'thank you' and 'excuse me'</li> </ul>	<ul style="list-style-type: none"> <li>• Wait patiently for your turn</li> <li>• Visit the tuck-shop with plenty of time before the end of the break</li> </ul>
<b>Toilets</b>	<ul style="list-style-type: none"> <li>• Walk straight to the toilets and straight back to class</li> <li>• Keep the toilet area clean</li> </ul>	<ul style="list-style-type: none"> <li>• Use the toilet during break times</li> <li>• Practice good hygiene- flush toilets, use soap to wash hands</li> </ul>
<b>Pick-up Bays</b>	<ul style="list-style-type: none"> <li>• Follow class teacher when leaving class to go to the pick-up bays (primary)</li> <li>• Be alert and ready for collection- keep your belongings in bag</li> <li>• Wait in your designated pick-up areas</li> <li>• sit on the benches when waiting at the bays</li> <li>• Keep pathways clear</li> </ul>	<ul style="list-style-type: none"> <li>• Follow the teacher on duty's instructions</li> <li>• Model safe and respectful behaviour for other students</li> <li>• Wait patiently</li> <li>• Return to the office if you have not been collected</li> </ul>

# 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.



# 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 the school grounds to solve conflict as this can turn into an 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.

