



YEAR 4

**Parent Information
Booklet**

2024

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

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Year 4 Curriculum Overview

Education has always played an important role in society, and this role is even more important in today's ever-changing world. Children need to develop an increasing range of skills and a knowledge base that will nurture their confidence and creativity, and help them to become active and informed citizens.

The Year Four program offered at the Islamic College of Brisbane has been designed to meet the diverse needs of students from all cultural, social and linguistic groups. As children grow, learn and develop at different rates, our program provides all students equal opportunities to become successful learners. The program is based on themes, studied throughout the year, which provides an enriching, interesting and challenging school experience for students that builds on their prior learning and experiences.

The Australian Curriculum

The Australian Curriculum, Assessment and Reporting Authority (ACARA), has been responsible for the development of the Australian curriculum from Foundation through to Year 10 in eight specified learning areas:

- English
- Mathematics
- Science
- Health and Physical Education
- Humanities and Social Sciences
- The Arts
- Technologies
- Languages

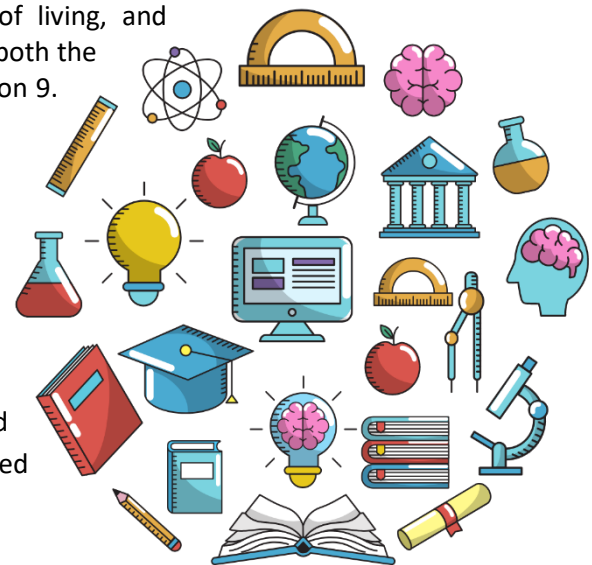
In addition to the disciplinary knowledge, skills and understanding in each learning area, the curriculum also addresses the development of general capabilities and cross curriculum perspectives. The ten general capabilities are literacy, numeracy, information and communication technology, thinking skills, creativity, self-management, teamwork, intercultural understanding, ethical behaviour, and social competence.

The curriculum also incorporates knowledge, skills and understanding related to the history and cultures of Aboriginal and Torres Strait Islander peoples, developing sustainable patterns of living, and Australia's engagement with Asia. The Year Four curriculum is based on both the most recent versions of the Australian Curriculum Version 8.4 and Version 9.

(SOURCE: <http://www.australiancurriculum.edu.au/>)

Integrated Learning

Since the introduction of the Australian Curriculum in Mathematics, English, Science and HASS (Humanities and Social Sciences) and other subject areas, the themes taught to Year 4 will differ and build upon those taught in previous years. Wherever possible, subjects such as HASS and Science will be linked to other subjects, such as The Arts, Technologies and Health. Integrating subjects allows children to develop a more rounded knowledge of topics being studied.



Yearly overview

	Term 1	Term 2	Term 3	Term 4
English	Narrative texts with a focus on traditional stories	Poetry	Biography	Persuasive texts
Mathematics	<ul style="list-style-type: none"> • Multiplication and division • Properties of add and even numbers • Number patterns • Length • Mass • Temperature • Data 	<ul style="list-style-type: none"> • Equivalent number sentences • Multi-digit subtraction and addition • Capacity • Perimeter • Area • 2D shapes and 3D objects • Grid references 	<ul style="list-style-type: none"> • Decimals • Fractions • Time • Angles • Probability 	<ul style="list-style-type: none"> • Estimating and rounding • Symmetry • Chance • Data
Science	Forces	Weather	Life cycles	Materials
Health	Building confidence	Promoting health and safety	Healthy eating	Managing change
HASS	First people and world exploration	First fleet	Geography	Sustainability and resource management
The Arts	Performing Arts		Visual Arts	

Excursions and Incursions

Excursions or visits from guest speakers are an important part of the curriculum program and all students are expected to participate as it allows students to consolidate their classroom learning in real life contexts. All permission slips are now digital and are to be accepted/declined through parent lounge. It is essential that you have a login and regularly check parent lounge for updates and permission slips. If you do not have a login, please obtain one from administration. **Please note that students who have not accepted the permission slips will not be permitted to attend the excursion/incursion.**

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> • Life education incursion • **Swimming 	<ul style="list-style-type: none"> • Star Lab incursion • St Helena Island 	<ul style="list-style-type: none"> • Bush Neighbours incursion • Bush Neighbours – Wildlife contractor incursion • Bush Neighbours – Reserve visit 	<ul style="list-style-type: none"> • Street Science incursion • Movieworld

**To be confirmed

English

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Year four teaching and learning programs will balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed. (SOURCE: <http://www.australiancurriculum.edu.au/>)

Reading

Students will read a range of fictional and non-fictional texts in various settings and situations, such as reading individually, in groups, or with a teacher. They will participate in guided reading and 'CAFÉ/Daily 5' literacy activities and have online access to Literacy Planet and Wushka at school and home. Each term, students will also undertake a class novel study. Reading is expected as part of daily homework. As the students become older, the focus in reading changes from reading to learn the skills of reading, to reading to gain information and make meaning. This is developed in class, and at home, through sharing, and questioning of the books content. In class we call this comprehension, comprehending (or understanding) the increasingly complex books we read. Reading for enjoyment is of course something we wish to instil in the children as well.



Writing

The Year 4 writing program has a specific focus on using the already established writing skills taught in Years Prep - 3 skills to analyse and create a range of different text types. Students will be given the opportunity to do writing every day in each learning area, whether it be personal writing or formal writing to develop specific skills. The following text types will be covered throughout the school year and integrated into learning in other subject areas:

- Traditional stories
- Information Reports
- Historical Narratives
- Biography
- Procedures
- Persuasive writing
- Verbal presentations
- Creative and Sustained writing

The conventions of writing are spelling, punctuation and grammar. They will be developed through specific skills lessons, analyses of text type examples, feedback from the teacher through one-on-one conferencing and comments in writing books. Handwriting is also an essential part of writing and will be regularly practised.

Spelling

The Year 4 spelling program is based on the Soundwaves Spelling program which is fully aligned with the Australian Curriculum. The approach taken to spelling includes regular weekly pre and post testing of words, and a range of activities to help them understand definitions of the words they learn. Your child will be allocated words to match his or her spelling ability.

Grammar

Year 4 learning of grammar will be integrated with studies of English text types throughout the year. Students will

analyse the language and structural features of each text type examined and learn to apply these when creating their own writing pieces.

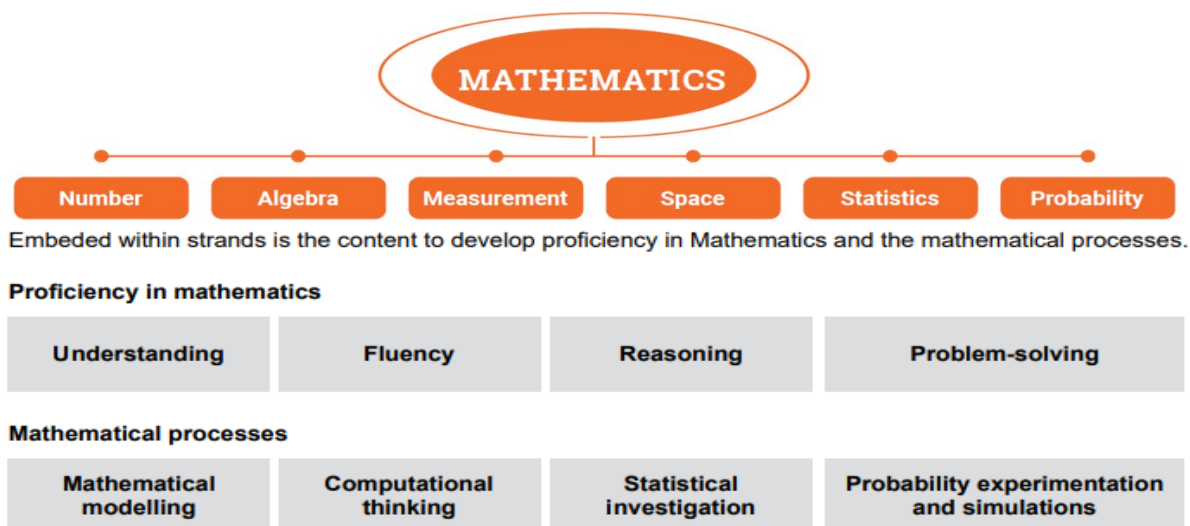
Listening and Speaking

Throughout the year the students will be given opportunities to practice, reflect and develop their listening and speaking skills in all learning areas. Oral language, through sharing and daily discussions, also allows students to develop their vocabulary and speaking confidence. Students will be asked to give oral presentations and performances for various projects, learning activities and assignments to be completed throughout the year.

Mathematics

In Year 4, learning in Mathematics builds on each student’s prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Strands



Students will participate in whole class, group learning and inquiry style, investigational maths activities throughout the year. A strong focus will be placed on mental computation skills to further develop students’ range of strategies and abilities in this area. Students will use a variety of hands-on materials and will have digital access to iMaths Online as well as Maths Online.

Science

The Foundation to Year 10 Australian Science Curriculum is organised in three interrelated strands and further into sub-strands. These are listed below:

Science Understanding	Science as a Human Endeavour	Science Inquiry Skills
Biological Sciences Chemical Sciences Earth and Space Sciences	Nature and Development of Science Use and influences of Science	Questioning and predicting Planning and conducting Processing and analysing data and information Evaluating Communicating

Physical Sciences		
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Students will participate in various whole class, small group activities to undertake scientific inquiries and hands-on experiments. The following table outlines the Science Understanding sub-strand themes to be covered each term. The learning in some of these strands will be integrated with other subject areas:

Term	Science Themes
1	PHYSICAL SCIENCES Forces can be exerted by one object on another through direct contact or from a distance.
2	EARTH AND SPACE SCIENCES Earth's surface changes over time as a result of natural processes and human activity.
3	BIOLOGICAL SCIENCES Life cycles of living things and their dependence on each other and the environment to survive.
4	CHEMICAL SCIENCES Natural and processed materials have a range of physical properties that can influence their use.

Health and Physical Education

The Year 4 curriculum further develops students' knowledge, understanding and skills in relation to their health, wellbeing, safety and participation in physical activity. 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.

There are three strands within the area of Health and Physical Education (HPE) curriculum. They are:

- Promoting the Health of Individuals and Communities
- Developing Concepts and Skills for Physical activity
- Enhancing Personal Development

The Year 4 program is aimed at further development of motor skills through game situations, teamwork and cooperation, improving general fitness and ensuring students have the knowledge to lead a healthy lifestyle. The program is based on individual improvements and enjoyment of physical activity. Students will participate in a range of activities designed to develop skills for specific sports such as soccer, swimming, athletics and netball.

Humanities and Social Sciences (HASS)

The Year 4 HASS curriculum fosters a deep understanding of the intricate connections between people, places, and environments throughout time and space. Students embark on a journey of discovery, expanding their world knowledge and delving into the significance of diverse environments.

A cornerstone of this curriculum is the Year 4 cohort's immersive experience at St Helena Island. This hands-on learning expedition provides students with a unique opportunity to connect the curriculum's abstract concepts to

their local surroundings, fostering a tangible appreciation for the interplay between human actions and the natural world.

Through the exploration of key concepts such as significance, continuity and change, cause and effect, place and space, interconnections, roles, rights and responsibilities, and perspectives and action, students develop a comprehensive understanding of the humanities and social sciences.

The curriculum is structured into two strands: knowledge and understanding, and inquiry and skills. Within the knowledge and understanding strand, three sub-strands provide a rich foundation of knowledge: History, Geography, and Civics and Citizenship.

By engaging with these diverse perspectives and honing their inquiry and skills, Year 4 students cultivate a lifelong appreciation for the intricate web of interactions that shape our world.

The Arts

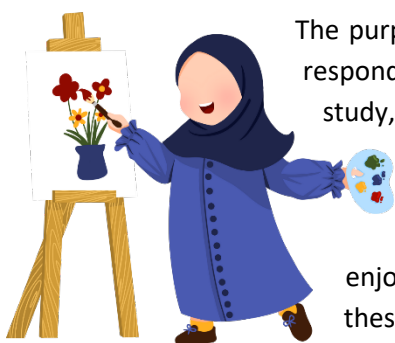
The learning outcomes which will be covered for The Arts curriculum is organised into four main strands:

Dance

Drama

Media Arts

Visual Arts



The purpose of Arts education is to develop students' skills so they can make, display and respond to art in its various forms. The skills learnt are also transferable to other areas of study, especially English. Students at ICB incorporate simple movements in drama as dance.

The students will be actively engaged in learning about the role of the arts for enjoyment and entertainment by learning and developing a variety of skills. Some of these include:

Fine motor skills	Interpreting	Use of rhythm and pitch	Developing focus
Painting	Artistic confidence	Gross motor skills	Use of time and pace
Drawing/sketching	Singing	Speaking and use of voice	Stage conventions
Cutting	Movement	Use of space	Performance confidence

Technologies

Design and Technologies

The Year 4 Design and Technologies curriculum provides students with opportunities to create designed solutions in the following technologies contexts: Engineering principles and systems; Food and fibre production and Food specialisations; and Materials and technologies specialisations. Students will also have opportunities to experience designing and producing products, services and environments.

Learning in Design and Technologies builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend these as needed. In Year 4, Design and Technologies is integrated throughout projects and activities in other subject areas. Students will be able to use a range of technologies including a variety of graphical representation techniques to communicate, clarify and present their ideas. For example, by drawing annotated diagrams; or modelling objects as three-dimensional images from different views using materials.

Digital Technologies

Students will participate in weekly Digital Technologies lessons with the college primary Digital Technologies teacher. Topics include:

- **Exploring input and output:** Explore inputs and outputs using programs.
- **Using data to solve problems:** Using meaningful context to collect and organize data to answer a question.
- **Programming Project:** Scratch, Robotics, MS KODU and Minecraft Education edition.
- **Apply Protocols:** Rules for ICT use, being safe online, cyberbullying and collaborating online.
- **Robotics**
- **Safety and Security**



The use of digital technologies will also be integrated throughout learning in other subjects across the curriculum. Digital Technologies includes the use of computers, and other forms of technology such as digital microscopes, cameras and interactive whiteboards. Using Digital Technologies will not only allow children better access to information and knowledge, but they will also be developing a variety of skills. These skills may include, but are not limited to:

- Being a responsible Digital citizen
- Keyboarding (Touch typing)
- Let's think like a Robot
- Using a variety of computer software, such as Microsoft Word and Publisher
- Saving and transferring files
- Editing
- Sending and receiving emails on student school-based email accounts
- Participation in online learning environments for English and Mathematics
- Computer based Mathematics programs
- Internet research skills
- Collecting, interpreting and manipulating data
- Selecting relevant information
- Effective techniques and software for presentations
- Safe and ethical use of the Internet

Assessments for Digital Technologies with the college computer teacher will be carried out each term in the form of testing/projects.

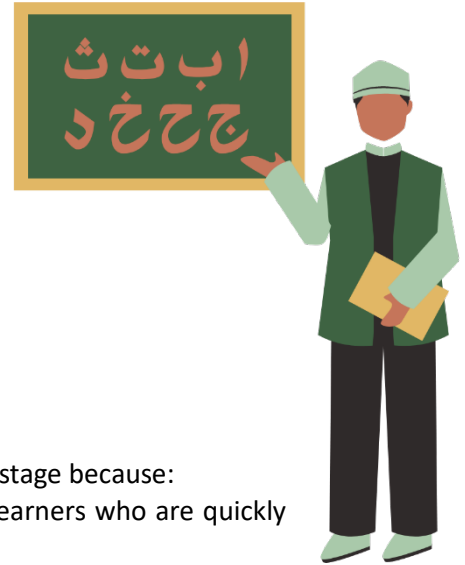
Arabic language studies

The learning of Arabic with English is an important part of the common curriculum in school because the Arabic language:

- fosters educational, intellectual, cultural, cognitive and effective development
- enhances the understanding of Islam and the Quran
- develops positive intercultural attitudes and international understanding
- prepares students to function in the Islamic country
- provides the skills to communicate with Muslim people all over the world
- is one of the eight essential areas of learning as formulated by the Australian Education Council

The learning of the Arabic language offers learners the potential to:

- communicate in Arabic
- enhance their intellectual and social development
- enhance their understanding of the language
- expand their knowledge and approach to Islam with common sense
- magnify their self-esteem
- develop their sense of social justice
- enhance their vocational prospects



When should we start teaching Arabic?

The ideal time to start teaching Arabic is the pre-school and primary school stage because:

- children at this stage are normally eager, enthusiastic and aware learners who are quickly and effectively supported by their native oral perceptiveness
- this age group has no psychological barriers and no hesitations on performing speaking tasks in Arabic
- students have acquired basic learning skills and will develop this further within the Arabic curriculum
- being exposed to Arabic from an early age forms the basis for further Arabic language studies in the Islamic religion
- from an early age, children will develop more positive Islamic intercultural attitudes that will enhance their lives in a multi-cultural, multi-racial and multi-lingual Australian and global society

Goals for the Arabic program

The major goals of Arabic language teaching are to:

- develop levels of communicative competence appropriate to the age and maturity age of the student
- develop the learner's ability to negotiate meaning in Arabic
- enable the student to use Arabic comfortably, confidently and competently in a variety of situations
- develop the learners' ability to expand their knowledge of Arabic and to increase their flexibility in using their Arabic language skills

Objectives

- Identify / say words and phrases relating to traveling
- Talk about age
- Identify / say words and phrases relating to Islamic values
- Identify days of the week
- Give simple phrases about themselves
- Become familiar with simple Islamic and Arabic traditional stories
- Understand the Islamic and Arabic cultures

- Give phrases referring to greeting, animals, body parts and family

Themes

- Traveling from the village to Makah
- The Rain
- Shopping
- Where is Mohammed
- My age
- What did the teacher say?
- Pilgrimage
- Why has your weight increased?

Assessment

Assessment in Year 4 is carried out in two parts:

- Continuous, on-going assessment on weekly basis in reading, writing and comprehension.
- A structured 1hour exam at the end of the semester makes up the other parts of the total mark.
- Weekly Spelling word tests.

Resources

- Arabic in the grasp of our children 4

Quran & Islamic studies

Rationale:

Learning Islamic studies is an essential part of the common curriculum and at the Islamic College of Brisbane for the following reasons:

- To develop students' cultural understanding, religious beliefs and mental skills as a Muslim.
- To allow the easy understanding of the Quran recitation with all the Tajweed rules, and memorize (Hifz) the small and needed Surahs.
- The development of the great cross cultural and interreligious understanding.
- 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.
- The duaas(Ad'iyaa) sequencing has been based on those Duaas that are most needed by the average Muslim and which are used on daily / regular basis.

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
7. The goal was to make sure that children know all of these ad'iyaa and their meanings and practice these ad'iyaa on a regular basis



Themes

- **Fiqh**
Masah 'Alal Khuffayn, Masah on Wounds, Wajibaat of Salaah Sajdah as-Sahw, Sawm Taraweeh
- **Hadeeth**
Feeding Others, No to Racism, Good Character, Thanking Others, Friends, Kindness, Trust, Keys to Paradise, Dhikr, Dua
- **Seerah and Taareekh**
The Pledge at 'Aqabah, Hijrah Journey, Arrival in Madinah Munawwarah, Treaties with the Jews, The Hypocrites, Battles of Badr, Uhud & Ahzaab, Ya'qub (AS), Yusuf (AS)
- **Aqeedah**
Major signs in Detail: Mahdi, Dajjal, Eesa (AS), Ya'juj Ma'juj, The Beast, The Sun Rising from the West, The Smoke, Landslides, Blowing of the Trumpet, The Day of Qiyamah, Mizan and The Bridge
- **Akhlaaq wal Aadaab**
Du'a, Dressing, Guests & Hosts, Sitting in a Gathering, Istinja, Trust, Seeking Permission Before Entering, Removing Harm from the Road, Being a Good Neighbour

Quran

- Recitation: from Surah Al Ghashiyah to Surah Al Nabau with the rules of Tajweed.
- Hifz (memorization): Alaq, Bayyinah, Shams , Meaning of Surah Al Fatiha, Surah Al Ikhlas and Surah An Nas .
- Tajweed and the rules of Tajweed are given every month one rule then its application.

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. Every term there are small and big projects to help them to be better searchers.

Teaching materials for this course

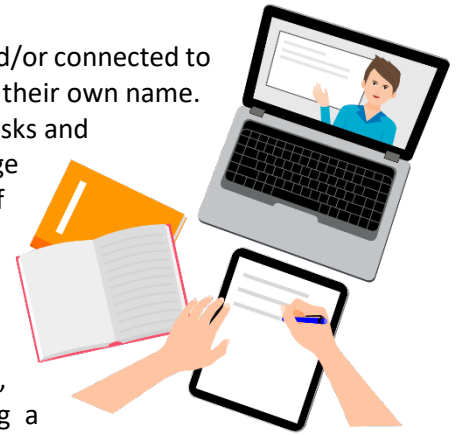
- An- Nasihah Publications workbook, Nasihah World- online textbook and resources
- Audio/visual software to teach correct pronunciation and make learning fun
- Holy Quran with the Rasmul Usmani
- Transliterations of all Arabic to assist non-Arabic speaker

May Allah help us in the task ahead, bless the work that has been completed so far, and make this curriculum of benefit to the Muslim, Ameen.

College Expectations

BYOD (Bring Your Own Device)

Students use the device for educational purposes whilst on the college premises and/or connected to the college network. Students are expected to log on to services and devices using their own name. They must charge the device at home, leave enough storage space for learning tasks and keep devices secure to enable daily use. Students are required to obey general college rules concerning behaviour and communication in line with the College's Code of Conduct and ICT Use Agreement. Activities such as downloading files, playing computer games or watching movies not related to schoolwork will not be permitted. When resolving cases where a student-owned device has been damaged, existing college policies and procedures will apply. The BYOD Policy is in place to inform Islamic College of Brisbane's community (students, staff, parents and Administration) of the roles and responsibilities of maintaining a responsible, safe and effective BYOD program. Please ensure you and your child are familiar with the policy.



School Uniform

The wearing of a school uniform gives 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.

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.

School Lunches

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, with fresh fruit and vegetables. Make sure that you provide a drink as well, water in a reusable bottle is best. Being environmentally friendly is also important. Try to keep your child's lunch litter-free, especially on Tuesdays for 'Litter-free Lunch Day'.

Please label all lunchboxes, containers and water bottles with your child's name.

Please note that students are not allowed to bring canned food or soft drinks to school.

Medication and Action Plans

It is a requirement of enrolment at the College for parents to provide an annual action plan and medication to the school for asthma, allergies and anaphylaxis. The action plans and medication are kept in the classroom for use for excursions and sport in the primary school and should be carried by senior students. Parents are sent reminders in the newsletters, on Facebook and class DOJO, plus phone calls from nurse when the student presents to the Health Centre with symptoms. If the parents have not provided a copy for the class room then the students will **be excluded from excursions, (this includes swimming)**. Please ensure all contact details and medication are up to date.

Attendance Policy

"It's not okay to stay away!"

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 (application for exemption is available from admin) 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 be signed in by office student service officers.
2. Persistent late comers will be dealt through other consequences.

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 fail grade will be given and it will be noted on a student's file for future reference.

Classroom Organisation

Resources

It is essential that students have all items on the Year 4 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 and class.**

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

In Year 4, homework is given out on weekly basis. Homework consists mainly of Mathematics and English based activities, designed to consolidate the work students do in class, such as learning and using their weekly spelling words in context, and practising multiplication facts. Some activities will be printed out and others will be allocated to students online, via Literacy Planet and Maths Online. Online activities may be differentiated to suit individual students' needs.

If students have questions, or do not understand their homework, they should see the teacher before the due date to ask for assistance. Please ensure your child is completing parts of their homework each night, so that they don't rush to finish it all the night before it is due.

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.

Homework Expectations

Middle Years (4-6)

- Independent reading on a daily basis.
- Tasks that are continuation of classroom work. This may include project and research tasks.
- Homework will not exceed **50 minutes a day**. This includes all homework assigned by Specialist teachers.
- It is acceptable for teachers to assign unfinished class work as homework tasks.
- Basic tasks that support continuation of class work may be sent home as holiday homework.

Home Reading

Home reading in Year 4 is also a nightly homework requirement. Students will have the option to choose what they read each night, be it a book of any genre, or an online text from Literacy Planet or Wushka. Home reading must be signed by a parent or carer each week night.

It is essential for Year 4 students to read each night to strengthen their comprehension skills. To assist children with

their understanding it is important they are questioned or share what they have read with a parent, carer or older sibling.

Spelling

Spelling words for Year 4 are taken from weekly units in the students' Soundwaves spelling textbooks. The Soundwaves textbook program works on a graphemes approach to spelling and focuses on a particular sound each week. Each Monday there is a pre-test of the week's spelling words followed by a weekly test on Friday. The results from students' Friday tests are recorded to monitor their progress in spelling.

Children are expected to follow the following 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)

Parent and Teacher Communication

At the start of the school year, each student will be given a school diary. This 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. Students can also use this diary to paste in their timetable and any school notes. Your child is responsible for ensuring that their diary is brought to school each day.

Email communication and messages via Class Dojo are often the preferred method in Grade 4. Please see your class teacher and obtain their email address for non-urgent correspondence. Teachers will endeavour to get back to you.

Behavioural Guidance and School Reward System

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 student award system in our school serves as a powerful catalyst for promoting positive behaviour and fostering a culture of excellence. By recognizing and celebrating students' achievements, whether academic, social, or extracurricular, the award system reinforces positive conduct and motivates students to consistently strive for their best. Awards create a sense of accomplishment, boosting self-esteem and instilling a positive mindset. Moreover, they contribute to a supportive and encouraging school environment, where students feel valued and acknowledged for their efforts. This recognition not only enhances individual confidence but also inspires a collective commitment to positive behaviour, ultimately shaping a school community characterized by diligence, respect, and a shared pursuit of excellence.



Proactive Approach to Managing Behaviour

At our school, fostering a positive and inclusive learning environment is at the forefront of our approach to managing behavior. Our proactive strategies are designed to build a community where everyone involved can make positive contributions and realize their full potential.

Empowering students is a cornerstone of our philosophy. We provide them with the tools to make correct decisions and instill a deep understanding of the rights of others. Through explicit teaching of expected behavior, we ensure that every student is aware of the standards we uphold. This not only sets clear expectations but also equips students with the knowledge to navigate social interactions effectively.

We believe in reinforcing positive behavior. Our school actively models the correct behavior, demonstrating the values we uphold. Daily reminders serve as gentle nudges to keep students on track, and any positive behavior is met with recognition and rewards. This creates a culture where good conduct is celebrated and encouraged.

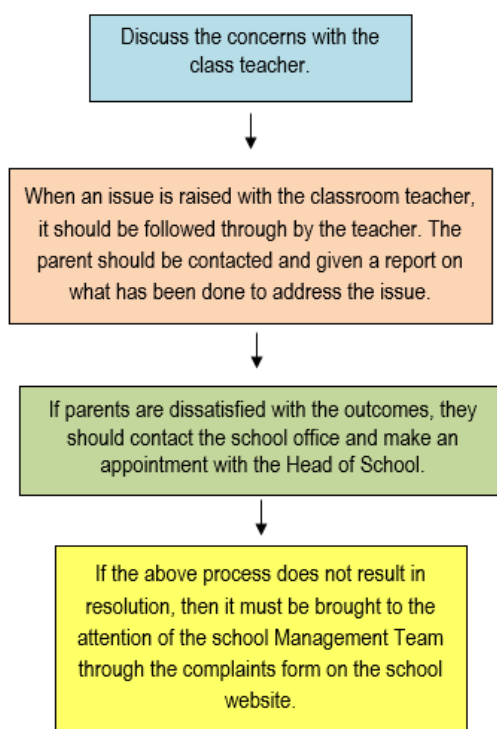
Communication is key, and at our school, expectations are not only communicated regularly but also actively taught. We have developed a set of easily understood rules that are fair, clear, and consistently applied. This provides a solid framework for behavior, promoting a sense of fairness and equity among the students.

We support our students in achieving success in learning through various means. This includes not only academic support programs like counseling and remediation but also initiatives that develop essential life skills. Our focus extends beyond academics to self-discipline, self-evaluation, communication, and conflict resolution skills.

In essence, our school takes a holistic approach to behavior management. By creating an environment where positive behavior is the norm, empowering students to make responsible choices, and offering comprehensive support programs, we lay the foundation for a community that thrives on mutual respect, understanding, and continuous growth.

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.



The ICB School 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 or 07 3841 3645

Additional Information

This booklet has been developed to provide information regarding the Year 4 curriculum and organisation. Parents are encouraged to contact the class teacher if they are seeking further information or clarification of any of the topics discussed in this booklet.

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.
- 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. Make it a family habit to visit the local library, this is free and a good place for you and your child to access the internet safely.
- 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 in any language. Set an example by being seen reading in everyday situations such as reading the newspaper, letters, recipes or labels in the presence of your child.

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.
- Encourage your child to use a computer for word processing if one is available.

Projects

As part of regular assessment your child will be given projects to complete. Most of these will be completed during class time however students may be required to finish some of their work at home. We encourage you to help your child with project work, however, **please resist the temptation to complete the work for them.** Projects enable children to develop valuable research skills and need to be completed independently with guidance from parents and teachers. All projects should be submitted on time and should be written in the students own words, as copying text directly from books or the Internet is considered plagiarism and projects that contain plagiarized material will have marks deducted.

Examinations

Students will be given a revision guide prior to the class examination period. Our experience shows that when children revise for their exams/assessments, they generally get better marks than those who do not revise. The development of good study habits is important for future academic pursuits and regular revision at home should be encouraged.

Quality questioning

<p>Knowledge: Where did ...? What was ...? Who was ...? Who were ...? Name the ...?</p>	<p>Comprehension: What does ... mean? Give an example of ...? Describe what ...?</p>	<p>Application: What would happen if ...? If you were there how would you ...? How would you solve that problem?</p>
<p>Analysis: What things would you use ...? What other ways would you ...? What things are the same / different? What excited / saddened you?</p>	<p>Synthesis: What would it be like if ...? What would this be like if ... happened to you? Pretend you are ..., describe How would you approach this? What would happen if ...?</p>	<p>Evaluation: What do you think will happen to ... and why? Is this situation real? Why/why not? What do you think will happen now? Why? Select the best part of what you have heard. Describe why you think this.</p>

Homework tips

Homework can have many benefits for young children. It can improve remembering and understanding of schoolwork. Homework can help students develop study skills that will be of value even after they leave school. It can teach them that learning takes place anywhere, not just in the classroom. Homework can benefit children in more general ways as well. It can foster positive character traits such as independence and responsibility. Homework can teach children how to manage time.

Homework, if not properly assigned and monitored, can also have negative effects on children. Educators and parents worry that students will grow bored if they are required to spend too much time on schoolwork. Homework can prevent children from taking part in leisure-time and community activities that also teach important life skills. Homework can lead to undesirable character traits if it promotes cheating, either through the copying of assignments or help with homework that goes beyond tutoring.

Types of homework

Homework assignments typically have one or more purposes. In Year 4 we hope to achieve the following purposes through our weekly homework, projects and assignments. The most common purpose is to have students practice material already presented in class.

- **Practice** homework is meant to reinforce learning and help the student master specific skills.
- **Preparation** homework introduces material that will be presented in future lessons. These assignments aim to help students learn new material more effectively when it is covered in class.
- **Extension** homework asks students to apply skills they already have to new situations.
- **Integration** homework requires the student to apply many different skills to a single task, such as book reports, science projects or creative writing.
- **Assessment** homework usually comes in the form of assignments and projects. Students attain marks and / or grades for these and it forms part of the semester – end results. End-of-year awards are dependent on these results.

If your child has extreme difficulty with homework, or if home assignments are consuming too much family time, consider investing in a professional tutoring service. Costs vary and can quickly add up, so your first step when considering this option is to help your child develop a commitment to working with the tutor and trying to learn the material.

Look at Your Options. Tutoring is available in many forms. Check with the school first to see what is being offered for group extra help or one-on-one assistance. Next, look at local organizations such as your local council library that operate kid clubs since many of these groups also offer after-school homework help.

Homework do's and don'ts:

DON'T: Tell your child the answers. This sends the message that someone will bail him out when faced with a challenge.

DO: Help your child get started on tasks and brainstorm ideas for projects. Ask what topics are of interest to him.

DON'T: Let your child watch TV, take phone calls or make pit stops at the refrigerator during homework time.

DO: Provide your child with a space in the house that is clean, well-lit and set aside especially for doing homework.

DON'T: Nag or bully your child into getting homework done. Pestering most often breeds resentment, not motivation.

DO: praise your child. Educators say that effort is more important than success. Be sure to applaud small milestones.

DON'T: Bribe your child to do homework by offering money or gifts. This teaches kids to work only for compensation.

DO: Acknowledge homework that is well done, but instead of gifts, let her/ him pick an activity, such as a family trip or outing.

How can you help your child with homework time, making it less stressful and more fun?

- **Routine:** Develop an after-school routine and stick to it. When it comes to homework, some children work better with play time first, others by getting homework out of the way before play. Either is fine, just let your child know that homework time is not optional, choose a spot in your after-school routine which best suits your child and stick to it.
- **Snack:** Children need fuel to think so be sure to include snack time before homework in your daily routine.
- **Schedule:** In Grade 4 we set regular homework tasks which are weekly based; draw up a simple calendar for the week as a visual reminder for yourself and your child.
- **Involvement:** As the parent, be nearby and accessible to your child should they need to ask for help and so they feel your support. Show interest but be careful not to take over, providing support and guidance but not the answers!
- **Space:** Dedicate a regular space for homework. This space will work best if it is near you, is already stocked with stationery or anything else which will most likely be needed, and is away from the TV and other distractions.
- **Time:** Be familiar with your teacher's homework policy, including how long he/ she expects set homework should take each day. We believe that 45 minutes daily is enough for your child to complete his/her homework including reading and spelling revision. Help your child manage his / her time by:
 - **Teaching him/her to start with those tasks he/she finds trickiest first**

Give your child positive feedback about his / her homework. Maybe they finished a task independently or took less time than expected. Acknowledge his / her achievements to keep homework time positive.

- ***Teach your child to pack away homework properly back into his/her school bag as soon as it is finished.***

Importantly, where your child is not keeping up – especially if homework time is becoming a battleground – talk to the teacher about the difficulties you are having. You are your own child's advocate and it is important that young children remain enthusiastic about school and learning. It might be that your child would work better with a modified program tailored to suit their individual learning style or learning needs.

- ***Whilst we all want our children to succeed, it is important children have time out for play and fun.***

Important: If your child doesn't complete his / her homework on time, it will just pile up and before you know it there will be a formidable amount of work to be done and due dates met. Remember that it's not only the regular homework that needs to be done. At times projects and assignments also form part of the homework. These projects and assignments need to be done really well since they form part of your child's assessment. Islamic Studies and Arabic teachers also expect homework given by them to be completed to a high standard.