



ISLAMIC COLLEGE
OF BRISBANE

PREP

Parent Information Booklet

2026

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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

Units of Work and Topics

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 Literacy Theme: Recount Numeracy: One, Two, Short and tall, Long/short, wide/narrow, thick/thin, Three, Count to three, Short and long, In front of, behind, between, next to, Four, Five, Equal groups, Count and match one-to-one, Make five, Six, Seven, Ordinal numbers to 5th, Sort data, High and low, near and far, Investigation: Oz-animal Olympics, Eight, Nine, Ten, Day and night, Zero, Compare collections to 10, Represent numbers to 10, Days of the week: The Hungry Caterpillar, Dot patterns, Days of the week and Position Science: What are scientists and what do they do? HASS: My Family: Personal and Family Histories Health: AHow are you feeling? – Emotions, Describing Feeling Digital Technology: Basic Computer Skills The Arts: Visual art - Exploring creativity – self-portraits of emotions Islamic Studies: Allah as the Creator of All & Quranic recitation Language (Arabic): The Arabic alphabet (Alif to Sheen), Colours/Songs/Basic Words, and Tracing the alphabet</p> <p>Incursion: Life Education Van & Lemonade Kids</p>
Term 2	<p>Literacy: Rhyme/Word Families, CVC Words, Phonics and Diagraphs, Letter Formation, Modelled Reading, Guided Reading, Rainbow Words, Reading Comprehension Strategies Literacy Theme: Rhyme/Word Families and CVC Word Formation Numeracy: Count to 10, Lines and shapes, Partition 6 and 7, Circles, Use ten frames to represent numbers to 10, Triangles, Squares, One more than, Yesterday, today, tomorrow, Partition 8 and 9, Rectangles, One less than, Count backwards from 10, Partition 10, Sort shapes, Numbers before, after, in between, Name and sort shapes, Collect data, Investigation: Hopscotch, Combine two groups, Numbers 11 to 15, Count collections, Compare length, Combine two groups, Numbers 16 to 20, Count collections, Longer than, shorter than, Duration of events, Events in my day, and Compare length Science: Physics: How do objects move? HASS: Celebrations and Commemorations Health: Me and My Special People. Media Arts: Exploring creativity Islamic Studies: Identifying the words of five pillars & Quranic recitation Language (Arabic): The Arabic alphabet (Saad to Yaa), Colors/ Songs/ Basic Conversation, Basic Words/ Parts of the Body, Tracing the Alphabet, Arabic Numerals (0-10)</p> <p>Incursion: Braveheart & Larrikin Puppets- Rhyme</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 Literacy Theme: Australian Animals: Fiction and Non-Fiction Numeracy: Model addition, Represent numbers 11 to 15, Copy a pattern, Heavy and light, Addition: How many altogether?, Represent numbers 16 to 20, Compare mass by hefting, Use beads to show addition, Make 10, Identify the next item in a pattern, Heavier, lighter, the same as, Addition stories, Compare collections to 20, Describe and continue patterns, Use ten frames to show addition, Model subtraction, Subtraction stories, Continue and create patterns, Investigation: Zoo escape, Find the difference, Order</p>

Term 4

numbers to 20, Identify missing elements in patterns, Full and empty, Collect data, Missing numbers to 20, Position, Holds more, holds less, Draw pictures to show subtraction, Data displays and Compare capacity

Science: Biology – A Study of Plants and Animals.

HASS: Features of familiar places

Health: How Can I Stay Safe?

The Arts: Music – sounds is all around me.

Islamic Studies: Prophet Muhammad's (SAW) Prophet , Rhythm and Pitch: Quranic recitation

Language (Arabic): The Arabic alphabet (Alif to Sheen), Colours/ Songs/ Basic Conversation, Basic Words/ Parts of the Body, Writing the Alphabet, Arabic Numerals (0-10), Students Names in Arabic

Excursion: Lone Pine Koala Sanctuary

Literacy: Phonics and Diagraphs, Sentence Starters, Creative Writing, Punctuation, Modelled Reading, Guided Reading, Independent Reading, Rainbow Words, Reading Comprehension Strategies **Literacy**

Theme: Narratives - Create a story – character, setting and event

Numeracy: Count on 1 and 2, Count forwards and backwards, Ordinal numbers to 10th Before and after, Take away, Count to 30, Add more to make 10, Share equally, Use ten frames to represent numbers to 20, Take-away stories, Sequence events, Missing numbers to 30, Collect data, Investigation: Hungry billy goats, Add more to find the missing addend, Order numbers to 30, Money, Find the missing group, Make equal groups, Use tally marks to show data, Shopping, Compare two groups to find the difference, Addition and subtraction, Sort objects and Interpret data displays

Science: Chemistry – Materials

HASS: Special Places and Caring for them

Health: Sun Safety

The Arts: Line Dancing

Islamic Studies: Revision/Consolidation Rhythm and Pitch: Quranic recitation






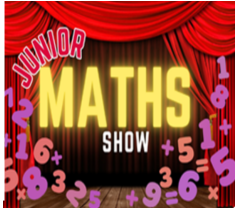
Language (Arabic): The Arabic alphabet (Saad to Yaa), Colours/ Songs/ Basic Conversation, Basic Words/ Parts of the Body, Reading Words, Writing the Alphabet, Students Names in Arabic

Incursion: Junior Maths show **Excursion:** Swimming

***Please note that items are subject to change*

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

Term 1	<p>Life Education</p>  <p>Developing Life Smart Kids</p> 
Term 2	
Term 3	<p>Lone Pine Koala Sanctuary</p> <p>M</p> 
Term 4	<p>Swimming</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 Duaa

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

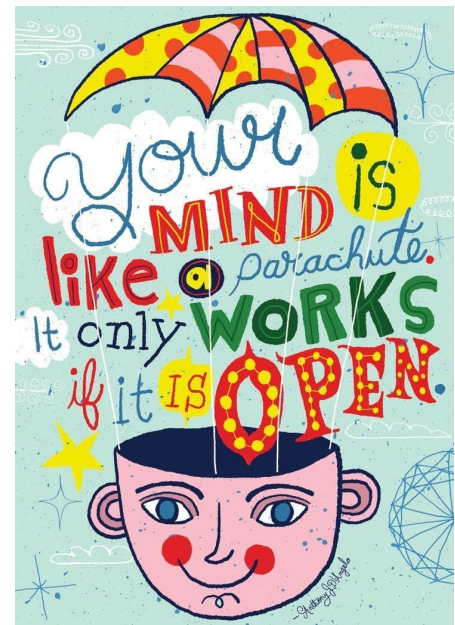
Middle Session

- 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 must participate in a Prep Observation Day before enrolling at the College. Readiness tests are scheduled in two sessions (Term 2 and Term 3). Successful enrolment will be based on the results of your child's observation.

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.

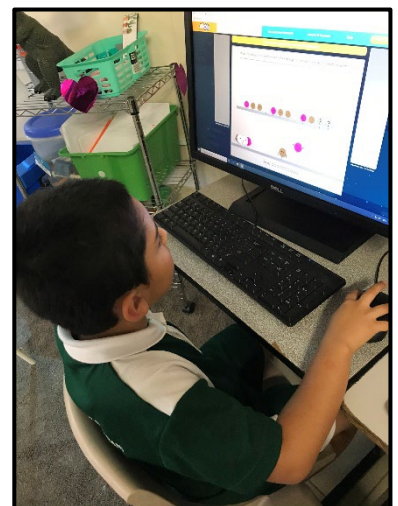
Children need to be socially and emotionally mature, able to cope with change, and to handle the demands of the new school situation. The way children cope with stress and school adjustment may vary according to their temperament as well as with the demands and philosophy of the school.

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, stationery and craft levies, cleaning and photocopying levies. All excursions and incursions are included in the Prep levies.

Islamic College of Brisbane has partnered with Edstart to offer more flexible school fee payment options starting in 2025. Through Edstart Plus, families can choose to pay weekly, fortnightly, or monthly, select their preferred payment day, and spread payments over the entire year. Payments can be made via direct debit, debit/credit card, or BPAY, with the ability to adjust payments at any time. For more information visit the Edstart website or contact Edstart for assistance.

Home/School Communication

Information will be sent home in your child's 'Homework Folder' OR on your Class Dojo (depending on teacher preferences). Please ensure you check your child's Homework Folder and Class Dojo daily.

Parents are encouraged to use 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:

- Hard copy homework
- Online Literacy Program (www.readingeggs.com)
- Online Maths Program (www.mathseeds.com)
- Home Readers (depending on individual child)



Homework will be assigned weekly and should be completed within the timeframe set by your **child's teacher**. Please note that homework due dates may vary across different classes.

We strongly encourage students to complete their homework each week. Once homework is finished, it is the student's responsibility to have it checked and signed by a parent. All homework must be submitted by the due date.

“Read with Me” Program

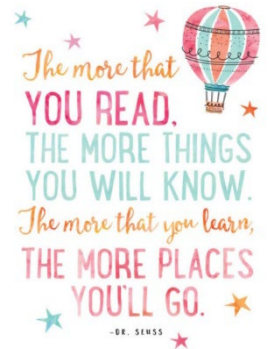
Term 1 Homework will consist of the “Read with Me” home reading program! Each week your child will bring home a Read to Me Pack, in each pack you will find a picture book and a reading activity. Please read the book with your child each night and complete the reading activities.

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.



How to support Your Child During Reading

- **Encourage Sounding Out**

If your child is stuck on a word, prompt them to say the sound for each letter and then blend the sounds together.

- **Explain Tricky Words** Tricky words are more difficult to sound out. If a student is stuck on a **Tricky Word**, explain how to read the word and model it for them. For example, For the word was, you could say '**This word is tricky because the 'a' says /o/ and the 's' says /z/. Watch me read it: /w/ - /o/ - /z/, was.'**

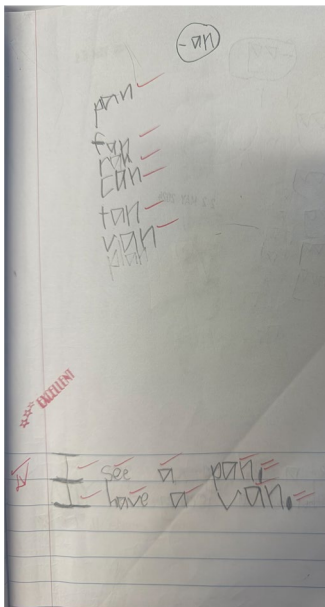


- **Correct Errors** If a your child makes an error, stop and correct. For example, if they read bag as bat you could: Repeat the error back to your child: '**Bat? Is that the word Bat?**' Point to the part of the word they read incorrectly: '**This 'g' says /g/. Now read the word again.'**
- **Discuss Word Meanings** Pause to discuss the meaning of unfamiliar words ad words that have multiple meanings

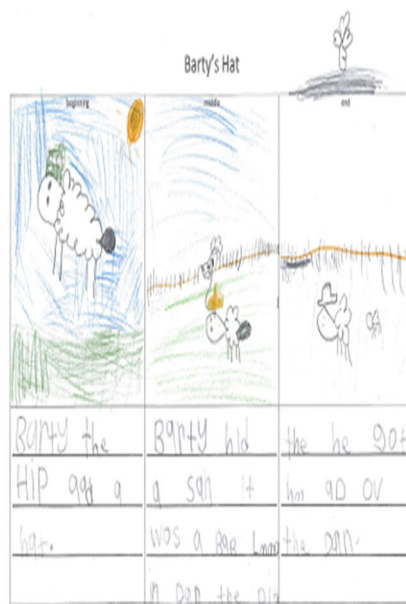
Expectations in Prep (broken down in Terms)

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

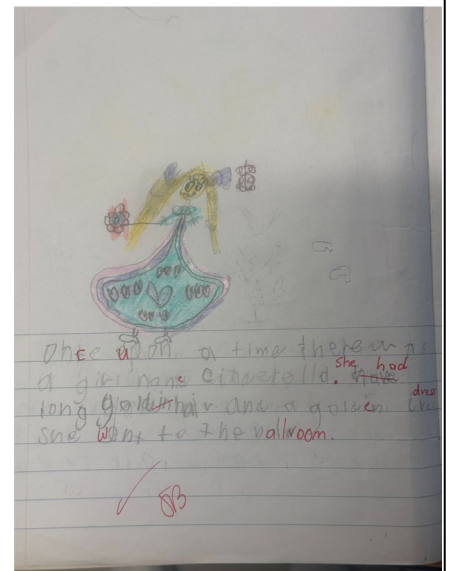
Term 2 – Students are starting to form CVC words and recognize word families. Students who are progressing well will begin experimenting with writing simple sentences.



Term 3 – Students will attempt to write simple sentences, demonstrating their understanding of letter-sound relationships. Their writing will show early writing behaviours, including experimentation with capital letters and full stops. Students will form both uppercase and lowercase letters correctly.



Term 4 – Students will produce short written texts, including retelling stories with the use of words and images as needed. They will be able to retell events, report information, and express their thoughts, feelings, and key ideas. Students will draw on words and phrases from their learning and texts. They will form letters correctly, spell most consonant-vowel-consonant (CVC) words, and experiment with the use of capital letters and full stops.



Parent and Teacher Communication

Effective communication between school and home is essential for student success. We primarily use two methods for this: email and Class Dojo. Your child's teacher's email is a convenient way to stay connected. If your child is ill or if you'd like to schedule an appointment with the classroom teacher, please reach out via either email or Class Dojo, and allow some time for a response. The school day can be quite busy, so teachers may not be able to reply immediately, but they will do their best to respond as quickly as possible.

For Class Dojo, please make sure to sign up using the QR code provided by your teacher, and enable notifications so you can stay informed and regularly check all notices.

The screenshot shows a Class Dojo interface. At the top, there are navigation tabs: Classroom, Class Story, Messages (with a red notification icon), Calendar, and Dojo Islands (with a red notification icon). On the right side, there are links for Student login, 100% Family connections, and Options. The main content area features a message card from Ms. BAKI, dated 30 Oct. The message is titled "Invitation to 'Jumu'ah with Families: A Special Gathering'" and is dated Friday, 15th November 2024. The message text includes a greeting, a purpose statement, event details (name, date, time, and early departure), and expectations for family involvement and supervised prayer. The message concludes with a warm regard from ICB Management.

Classroom Class Story Messages 1 Calendar Dojo Islands 1 Student login 100% Family connections Options v

What's happening at Prep A 2024 - Ms Baki?

Photos/Videos Events File

Upcoming Events

No upcoming events

Ms. BAKI 30 Oct
Prep A 2024 - Ms Baki

Invitation to "Jumu'ah with Families: A Special Gathering"
Friday, 15th November 2024

Assalamu Alaikum,
Dear Parents and Guardians,
We hope this message finds you well. In the spirit of unity and community at the Islamic College of Brisbane, we are delighted to invite you to an event that strengthens these values, "Jumu'ah with Families: A Special Gathering."

Event Details:

- **Event Name:** Jumu'ah with Families: A Special Gathering
- **Date:** Friday, 15th November 2024
- **Time:** Jumu'ah program will begin at 12:20 pm
- **Early Departure:** To facilitate preparations for Jumu'ah with families and our upcoming Open Day, there will be no lessons after Jumu'ah on this day. If your child would like to stay for Jumu'ah prayer, the program will begin at 12:20 pm. Otherwise, children may be collected at 12:30 pm.

What to Expect:

- **Family Involvement:** Join your children in prayer and foster a deeper connection with our school community.
- **Supervised Prayer:** Led by one of our senior students, showcasing the values and education we instill in our students.

We believe this event will provide not only spiritual enrichment but also a memorable experience that highlights our shared values.

Please mark your calendars and plan to join us for this meaningful occasion. Should you have any questions, feel free to contact our school office at admin@icb.qld.edu.au.

We look forward to your presence on Friday, 15th November 2024, for "Jumu'ah with Families: A Special Gathering."

Warm regards,
ICB Management

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.

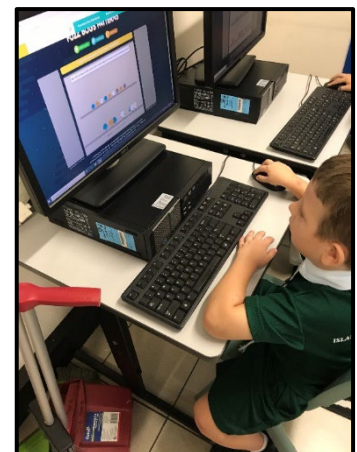
We ask that **ALL students have a school library bag**, which can be purchased from the Uniform Shop. This bag can be used every year.



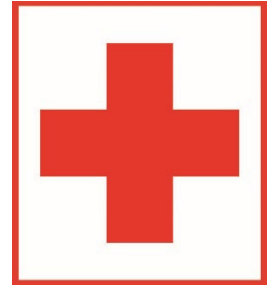
ICT Use in Prep

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 student 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

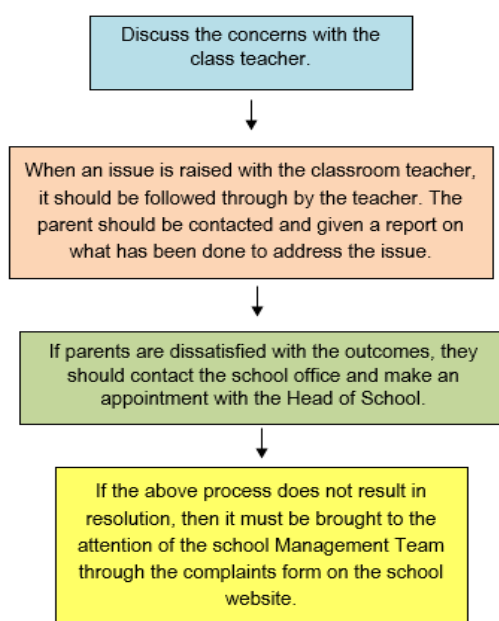
In instances where students exhibit unsafe or harmful behaviour, parents will be contacted for immediate student pickup.

Red Reflection – Students will receive a red note in their communication book and parents will be contacted, if they have shown this type of behaviour.

If a student accumulates over 3 red reflections, a parent-teacher meeting will be scheduled to address and strategize behaviour management, potentially leading to additional consequences.

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



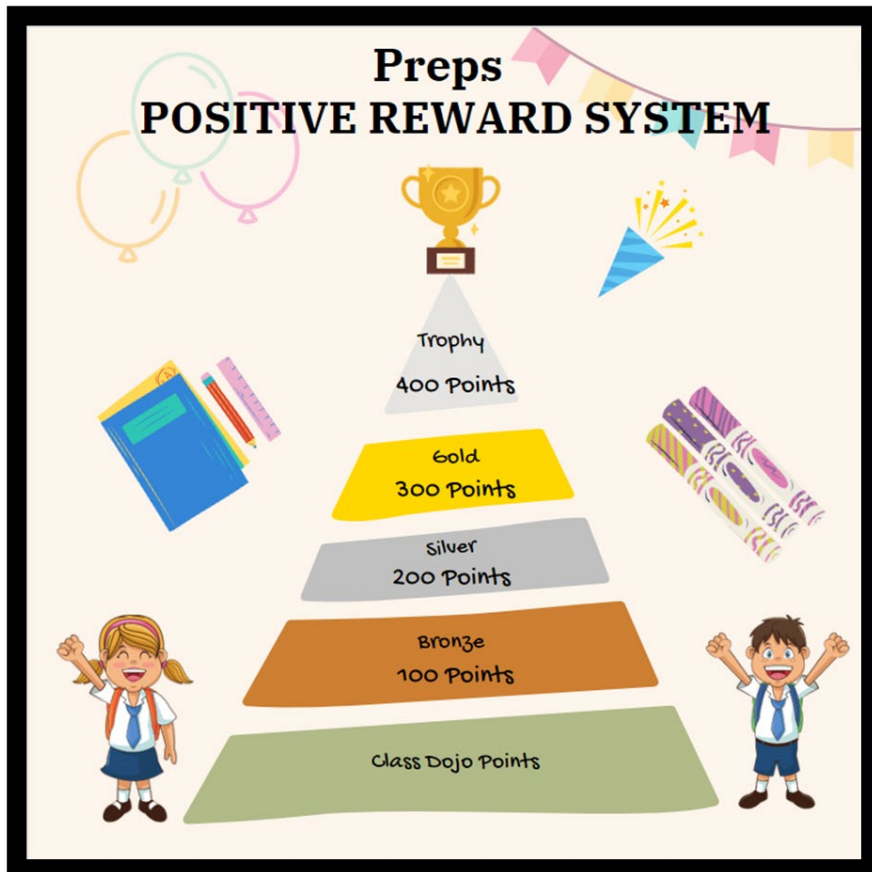
SCHOOL EXPECTATIONS

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
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
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 • Wait in your designated pick-up areas • sit on the benches when waiting • Keep pathways clear 	<ul style="list-style-type: none"> • Follow the teacher on duty's instructions • Model safe and respectful behaviour for other students • 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.



Overview

The Australian Curriculum sets the learning goals for all students as they progress through their school life – wherever they live in Australia and whichever school they attend, and when parents/carers are actively involved in their children’s education, children achieve better results.

The goal for the Australian Curriculum is to develop successful learners, confident and creative individuals, and active and informed young people who are ready to take their place in society. To achieve this goal, the Australian Curriculum includes 3 parts:

- 8 learning areas which are sometimes referred to as subjects,
- 7 general capabilities which are sometimes known as the 21st century skills
- 3 cross-curriculum priorities

English

By the end of Foundation, students listen to texts, interact with others and create short spoken texts, including retelling stories. They share thoughts and preferences, retell events and report information or key ideas to an audience. They use language features including words and phrases from learning and texts. They listen for and identify rhymes, letter patterns and sounds (phonemes) in words. They orally blend and segment phonemes in single-syllable words.

They read, view and comprehend texts, making connections between characters, settings and events, and to personal experiences. They identify the language features of texts including connections between print and images. They name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters (graphs). They read words including consonant–vowel–consonant words and some high-frequency words.

They create short written texts, including retelling stories using words and images where appropriate. They retell, report information and state their thoughts, feelings and key ideas. They use words and phrases from learning and texts. They form letters, spell most consonant–vowel–consonant words and experiment with capital letters and full stops.

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 Foundation students group plants and animals based on external features. They identify factors that influence the movement of objects. They describe the observable properties of the materials that make up objects. They identify examples of people using observation and questioning to learn about the natural world.

Students pose questions and make predictions based on their experiences. They engage in investigations and make observations safely. With guidance, they represent observations and identify patterns. With guidance, they compare their observations with their predictions. They share questions, predictions, observations and ideas about their experiences with others.

HASS

By the end of Foundation, students identify significant people and events in their own lives, and how significant events are celebrated or commemorated. Students recognise the features of familiar places, why some places are special to people and the ways they can care for them.

Students pose questions, and sort and record information from observations and provided sources. They share a perspective and draw conclusions. Students use sources and terms to share observations about places and the past.

Health and Physical Education

By the end of Foundation, students describe similarities and differences between themselves and others, and different emotions people experience. They demonstrate personal and social skills to interact respectfully with others. They identify and demonstrate protective behaviours and help-seeking strategies to keep themselves safe. Students identify how health information can be used in their lives. Students apply fundamental movement skills to manipulate objects and space in a range of movement situations. Students identify the benefits of being physically active and how rules make play fair and inclusive.

The Arts- Dance

By the end of the Foundation year, students describe experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community.

Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms.

The Arts- Drama

By the end of the Foundation year, students describe experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community.

Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms.

The Arts- Media Arts

By the end of the Foundation year, students describe experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community.

Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms.

The Arts- Music

By the end of the Foundation year, students describe experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community.

Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms.

The Arts- Visual Arts

By the end of the Foundation year, students describe experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community.

Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms.

Technologies- Design and Technologies

By the end of Foundation students identify familiar products, services and environments and develop familiarity with digital systems, using them for a purpose. They create, communicate and choose design ideas. Students follow steps and use materials and equipment to safely make a designed solution for a school-selected context. They show how to represent data using objects, pictures and symbols and identify examples of data that is owned by them.

Technologies- Digital Technologies

By the end of Foundation students:

- **Exploring Digital Systems**
Students learn about digital devices and recognise different types, such as computers and tablets.
- **Representing Information**
Using pictures and symbols, students begin to represent and share simple ideas and information.
- **Early Problem-Solving Skills**
Through hands-on activities, they explore sequencing steps, such as giving basic instructions to move an object.

This program provides a gentle introduction to Digital Technologies, fostering curiosity and early understanding of how digital systems can help us learn and create.

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.

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 organisation of course/program

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

Main content area of the course/program

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

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

The course skills are structured and organised to allow students' easy study. The course tasks and assignments develop 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

Prep Islamic Studies Overview for Parents

This year, students will be introduced to fundamental Islamic concepts, values, and practices that nurture their early spiritual and personal development. Here's a summary of what your child will be learning by the end of the year:

1. Understanding: Core Knowledge

- **Allah as Creator:** Students will learn about Allah as the Lord and Creator of all things and will explore some of His attributes, understanding how these qualities help guide our behaviour and spirituality.
- **Prophets as Role Models:** Students will identify the role of Prophet Muhammad (SAW) and learn about the qualities of Prophets Adam (AS) and Nuh (AS) as positive examples in faith.
- **Arabic Alphabet Basics:** They will recognise and identify all letters of the Arabic alphabet and learn the first vowel signs (Fatha, Kasra, Dhamma) associated with the letters, which is the foundation for Quranic reading.
- **Cleanliness:** Students will understand the importance of cleanliness, learning Islamic terms related to purity and cleanliness practices, including basic steps of Wudhu.
- **Five Pillars of Islam:** They will learn the Islamic words for each of the Five Pillars of Islam and begin to understand the qualities and values each Pillar promotes.



2. Skill Development

- **Quranic Memorization:** Students will memorize four short chapters from the Quran, focusing on correct pronunciation and building a connection with these sacred words.
- **Arabic Pronunciation:** They will practice reciting Arabic letters and pronouncing them with Fatha, Kasra, and Dhamma, developing foundational reading skills.
- **Cleanliness Practices:** Students will learn and demonstrate basic actions associated with cleanliness, including steps of Wudhu.
- **Values of the Five Pillars:** Through interactive lessons, students will explore the values of the Five Pillars, such as kindness, honesty, and gratitude, and see how these shape good character.

This year's curriculum is designed to introduce students to core Islamic beliefs, values, and practices in an age-appropriate way. Thank you for supporting your child's journey in Prep Islamic Studies!



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

