



ISLAMIC COLLEGE
OF BRISBANE

Year 1

Parent Information Booklet

2026

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

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College Values

MISSION STATEMENT

Motto: *Seek Knowledge*

Identity: *An Australian Islamic School*

Vision: *Best School; Best Learning Journey*

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

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

Ethos & Values: *Morality, Excellence, Innovation*

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

T	TOLERANCE
R	RESPECT
U	UNDERSTANDING
T	TRUSTWORTHINESS
H	Honesty

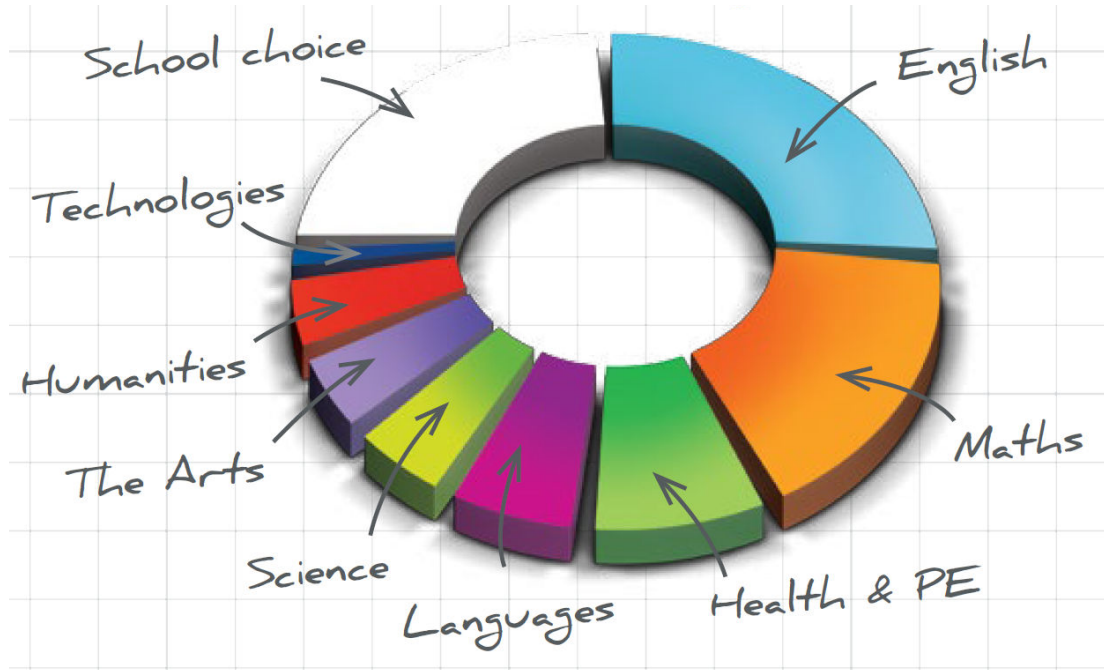
The Australian Curriculum

Source: [http://docs.acara.edu.au/resources/Information for parents years 1 - 2.pdf](http://docs.acara.edu.au/resources/Information_for_parents_years_1_-_2.pdf)

The Australian Curriculum is designed to develop:

- successful learners
- confident and creative individuals
- active and informed young people who are ready to take their place in society.

It sets the goal for what all students should learn as they progress through their school life – regardless of which school they attend. The Australian Curriculum with its eight learning areas provides a modern curriculum for every student in Australia.



English

The English curriculum is built around the 3 interrelated strands of Language, Literature and Literacy. Together, the 3 strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

In Year 1, students learn that language is communicated in ways that meet the needs of diverse learners. They learn to interact with familiar audiences for different purposes. Students engage with a variety of texts for enjoyment. They listen to, read and view spoken, written and multimodal texts. Texts may include picture books, various types of stories, rhyming verse, poetry, non-fiction, various types of information texts, short films and animations, dramatic performances, and texts used by students as models for constructing their own texts.

Year 1 students develop their reading in a text-rich environment through engagement with a range of texts.. Some students will continue to practise their reading with decodable texts that align with phonic development. Developing readers engage with authentic texts that support and extend them as independent readers.

Year 1 students create short texts whose purposes may be imaginative, informative and persuasive. These texts may explain simple procedures, recount real or imagined events or experiences, report and describe learning area content, retell stories, express opinions, and describe real or imagined people, places or things for an audience.

Maths

By the end of Year 1, students connect number names, numerals and quantities, and order numbers to at least 120. They demonstrate how one- and two-digit numbers can be partitioned in different ways and that two-digit numbers can be partitioned into tens and ones. Students partition collections into equal groups and skip count in twos, fives or tens to quantify collections to at least 120. They solve problems involving addition and subtraction of numbers to 20 and use mathematical modelling to solve practical problems involving addition, subtraction, equal sharing and grouping, using calculation strategies. Students use numbers, symbols and objects to create skip counting and repeating patterns, identifying the repeating unit.

They compare and order objects and events based on the attributes of length, mass, capacity and duration, communicating reasoning. Students measure the length of shapes and objects using uniform informal units. They make, compare and classify shapes and objects using obvious features. Students give and follow directions to move people and objects within a space.

They collect and record categorical data, create one-to-one displays, and compare and discuss the data using frequencies.

Health and Physical Education

Students start to learn more about themselves and explore their abilities. Through physical play with and without equipment, they learn skills like problem-solving and persistence, and become more confident and cooperative.

Typically, students will:

- practise what to do and how to get help when they feel uncomfortable or unsafe
- talk about similarities and differences in families
- talk about actions that make the classroom a healthy, safe and active place
- recognise and practise various emotional responses
- learn simple movement skills and understand how their body reacts to physical activity
- learn to take turns, share equipment and include others in games and activities

Languages

Students will have an opportunity to learn a language other than English. Refer to the

Arabic Studies section (page 25).

Science

Students extend their understanding of patterns by exploring patterns in daily and seasonal events, recognising that all living things share the same basic needs, and that objects can behave in predictable ways. They infer relationships from their observations and experiences and begin to link function with observable properties. They observe that changes to objects and events can be large or small and happen quickly or slowly.

Students pose questions and make predictions based on their observations and are introduced to ways of organising their observations to identify patterns. They appreciate that science involves observing, asking questions about and describing changes in objects and events.

Arts

Through various art forms, students, independently or in groups, participate to express and reflect their growing understanding of the world. They begin to learn arts technical skills.

Typically, students will:

- in Drama, engage in role play and act out plays based on stories from the community
- in Media Arts, discuss media images of characters and settings in community stories
- In Visual Arts, explore a variety of materials to create and display their art works for others to view.

Humanities

In Year 1, the focus is on "how my world is different from the past and can change in the future".

Students are given opportunities to explore similarities and differences in family structures and roles over recent time. They consider how aspects of family life such as education and play have undergone continuities and changes. Students learn about the location and nature of natural, managed and constructed features of local places. They consider how places change over time and the ways different groups of people can care for places, including how First Nations Australians care for Country/Place.

Digital Technologies

Through exploration, design and problem solving, students learn how digital and other technologies work and how to create solutions with Digital technologies.

Typically, students will:

- Represent data as pictures, symbols and diagrams
- Break down a problem into parts and sequence the steps in finding a solution, for example, controlling a toy with digital technologies.
- Typing
- Word
- Power Point
- Robotics

Main Units Covered in Year 1

The major themes that will be covered in the curriculum during the year are as follows:

Term 1

English	<p>Literary Texts They share ideas and retell familiar stories, recount events or experiences, and express opinions using a small number of details from learnt topics, topics of interest or texts.</p> <p>They create short written recounts of stories with events and characters.</p>	<p>Imaginative</p> <ul style="list-style-type: none"> • picture books • short imaginative text (recount) • Storyboards • retell
Mathematics	<ul style="list-style-type: none"> • make connections with prior learning • explore numbers to 100, including partitioning and the use of number lines • skip count by twos, fives and tens • recognise part–whole relationships • compare the length and capacity of objects • recognise and sort coins • tell time to the half-hour • describe duration using months, weeks days and hours • sort, describe and recognise familiar 2-D shapes and 3-D objects • connect days of the week to familiar events and actions • describe position and movement • use the language of chance • choose simple questions and gather responses • represent data with objects and drawings 	
Science	<p>Science as a Human Endeavour</p> <ul style="list-style-type: none"> • describe how people use science in their daily lives, including using patterns to make scientific predictions • identifying ways that science knowledge is used in the care of the local environment 	
HASS	<p>History:</p> <ul style="list-style-type: none"> • Explore, compare, and predict how time affects past and present objects, people, places and events. • Celebrations & Traditions <p>Personal and community health:</p> <ul style="list-style-type: none"> • School values (Tawheed & Tolerance) • Emotions/Feelings and Belonging • Physical and Social Changes • Our Strengths and Achievements 	

Term 2

English	<p>Informative Text/Procedure Writing/ Factual recount</p> <p>Using drawing and writing to depict and comment on people and places beyond their immediate experience</p> <p>Providing simple explanations about how to do or make something</p>	<p>Informative</p> <ul style="list-style-type: none"> • report on things, events & Issues • Describe differences between imaginative, and informative text. • personal recount • informative text - procedure - recipe - instruction - menu
Mathematics	<ul style="list-style-type: none"> • make connections with prior learning • investigate, explore, and describe patterns in number, partitioning and the use of number lines • skip count by twos, fives and tens • recognise and describe one-half as one of two equal parts of a whole • measure using uniform informal units of volume and capacity • describe attributes and value of Australian Coins • tell time to the half-hour • describe duration using months, weeks days, hours, and minutes • classify 2-D shapes and 3-D objects according to obvious features • connect days of the week to familiar events and actions • give and follow directions to familiar locations • identify outcomes of familiar events involving chance • choose simple questions and gather responses • represent data with objects and drawing 	
Science	<p>Staying alive and why do I live here? Differentiate between living and non-living things.</p> <p>Examine a range of living things to explore the links between the external features of living things and the environments they live in.</p> <ul style="list-style-type: none"> • explore the local environment, ask questions and make predictions • recognise common features of animals such as head, legs and wings and common features of plants such as leaves and roots • describe the use of animal body parts for particular purposes such as moving and feeding • describe the use of plant parts for particular purposes such as making food and obtaining water • recognise that different living things live in different places such as land and water • collect, record in tables and compare observations with predictions • compare observations with others • represent and communicate observations and ideas using oral and written language and drawing 	
HASS	<p>Geography:</p> <ul style="list-style-type: none"> • Identify and describe features of places • Describe how places are cared for • Identify how different places cater the needs for different animals <p>Personal and community health:</p> <ul style="list-style-type: none"> • School values (Respect& Responsibility) • Natural and built places for physical activity • Our Mini Garden – Maintaining, caring, observing our plants 	

Term 3

English	<p>Comparing Imaginative and Informative and giving personal opinions about the preferences between the two texts. Comparing and discussing some of the differences between imaginative and informative texts. Identifying features that distinguish those that ‘tell stories’ from those that ‘give opinions’ Express opinion and listen to others, share personal response to text Make a short presentation</p>	<p>Imaginative (Narrative) Write a story based on a book they have read and retell the events Please refer to the Scope and Sequence for the books</p> <ul style="list-style-type: none"> • express opinions, and listen to others • share personal response to text • compare images in narrative and informative text • respond to text from different cultures and experiences
Mathematics	<ul style="list-style-type: none"> • make connections with prior learning • apply knowledge of number, including addition, subtraction and partitioning, to practical situations • skip count by twos, fives and tens • describe one-half as one of two equal parts of a whole • measure and compare two objects (mass, volume and capacity) • recognise coins and make comparisons • tell time to the half-hour • describe duration using months, weeks days and hours • classify 2-D shapes and 3-D objects according to obvious features • connect days of the week to familiar events and actions • give and follow directions to familiar locations • identify outcomes of familiar events involving chance • choose simple questions and gather responses • represent data with objects and drawings 	
Science	<p>Science everyday</p> <ul style="list-style-type: none"> • Undertake investigations to explore and answer questions about physical change that occurs in objects they use every day. • ask questions and make predictions about how materials change when they are heated or cooled, bent, stretched or twisted • participate in guided investigations to test their predictions • collect, record in tables and compare observations • describe the physical change in materials using their knowledge of science and observations made during the unit • represent and communicate observations and ideas using oral and written language/drawing • appreciate that the physical changes that occur to everyday objects informs the type of material used to make them 	
HASS	<p>Geography:</p> <ul style="list-style-type: none"> • Location of features at a local scale, different places on the maps <p>Personal and Community Health:</p> <ul style="list-style-type: none"> • School values (Unity & Understanding) • Saving our Planet • Healthy Habits • Contributing to healthy active communities 	





Term 4

English	<p>Responds to familiar, simple text using speech, gestures and actions: explain, analyse, argue, persuade, give opinions</p> <p>Literary Texts Contemporary & traditional literary texts that use language in aesthetic, imaginative & engaging ways – to entertain, to move, to express & reinforce cultural identity & to reflect. These texts include:</p> <ul style="list-style-type: none"> • narrative • non-narrative. 	<p>Imaginative/ Persuasive Text</p> <ul style="list-style-type: none"> • express opinions, and listen to others • share personal response to text - comparing different text types • express opinions, and listen to others • share personal response to text • compare images in narrative and informative text • respond to text from different cultures and experiences • make short presentations
Mathematics	<ul style="list-style-type: none"> • make connections with prior learning • apply knowledge of number, including addition, subtraction and partitioning, to practical situations • skip count by twos, fives and tens • describe one-half as one of two equal parts of a whole • make comparisons in practical applications • recognise coins and make comparisons • tell time to the half-hour • describe duration using months, weeks days and hours • classify 2-D shapes and 3-D objects according to obvious features • connect days of the week to familiar events and actions • give and follow directions to familiar locations • identify outcomes of familiar events involving chance • choose simple questions and gather responses • represent data with objects and drawings 	
Science	<p>Changes Around Me Predict and observable changes that occur in the sky and landscape and landscape during the day and night</p> <ul style="list-style-type: none"> • monitor observations throughout the term • record observations in tables • represent and communicate observations and ideas using oral and written language and drawing 	
HASS	<p>History:</p> <ul style="list-style-type: none"> • Past and Present Physical and Social changes that occur as children grow older • Compare physical and social changes of students and their grandparent • Past and Present- Communities and families • Exploring the history of the first Australians, the Aboriginal and Torres Strait Islander peoples. <p>Personal and community health:</p> <ul style="list-style-type: none"> • School values (Tahara, Tarbiya, Humility & Hard Work) • Staying safe and healthy in our beautiful world 	

Please note that the themes may be changed depending on prevailing circumstances and negotiations between teacher and students.

Excursions and Incursions

Excursions and incursions 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	
Life Education Van Bravehearts Performance	 
Term 2	
Currumbin Wildlife Sanctuary Friendship Skills Workshop	
Term 3	
Beenleigh Historical Village	
Term 4	
Ngutana Lui Cultural Studies Centre	

Timetable Overview

Daily Timetable	
8.20 - 8.30 am	Dua
8.30-8.35 am	Roll Call Calendar
8.35 - 9.50 am	Lessons 1-2
9.50- 10.05 am	Morning Tea Play
10.20 am - 12.20 pm	Lessons 3-5
12.20 - 1.15 pm	Duhur Lunch Play
1.15 - 3.10pm	Lessons 6- 8

Weekly breakdown:

Islamic Studies: 4 Lessons

Arabic: 3 Lessons

Sports: 1 Lesson

Library: 1 Lesson

ICT: 1 Lesson



Parent and Teacher Communication

Email communication and messages via Class Dojo are often the preferred method in Year 1. Please see your class teacher and obtain their email address for non-urgent correspondence. Teachers will endeavour to get back to you within 48 hours.

Your child's Communication Book can be used as a communication tool. Your child is responsible for ensuring that their Communication folder is brought to school each day. Information will be sent home in your child's 'Communication Folder (wallet folder). If you have any questions to ask your child's teacher, simply write them into the Communication Book.

Please ensure you check your child's Communication Folder and Class Dojo daily.

Parent/teacher interviews are held terms 1 and 3. Otherwise, parents may discuss their child's progress by making an appointment at the office to see the class teacher.

Homework

All Year 1 children will have the same homework, which consist of:

- Soundwaves spelling words and sentence writing
- Reading Egpress
- Mathletics



It is every student's responsibility to complete read the homework and have it checked by a parent. They must hand in their homework on the due date. If they are unable to do this, please write a short note on Class Dojo for the teacher.

Reading in Early Years (Prep and Year 1 –2)

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

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

Decoding Strategies

Students will use Decoding Strategies to help them when they are reading. These Decoding Strategies will be used in the classroom daily and are encouraged to be used at home while your child is reading.

There are 8 Decoding Strategy Characters which students will learn:

Eagle Eye- Look at the picture for clues

Lips the Fish- Get your lips ready

Stretchy Snake- Stretch it out slowly

Chunky Monkey- Chunk big words

Skippy Frog- Skip it, then try again

Flippin Dolphin- Flip the vowel sound

Trying Lion- Try a word that makes sense

Helpful Kangaroo- Ask for help

Tips and Strategies While Reading With Your Child -**Read more!**

- Make reading fun!

Point to the words:

Ask questions before reading:

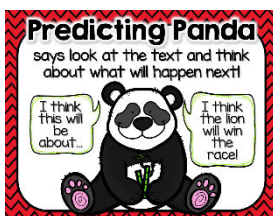
- “What do you think the book will be about?”
- “What do you think will happen to the character on the cover?”
- “What does the title mean?”

Read wrong word then ask questions like:

- Read together every day.
- Tell your child, “You are a good reader!”
- Let your child see you reading.



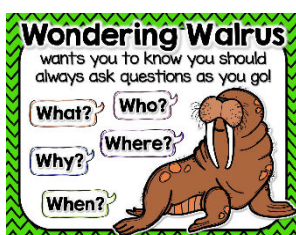
Reading Comprehension Strategies (Comprehension Characters)



Predicting Panda

Make predictions:

- “I think that she will win the race.”
- “I think he will find the bunny.” “I think that George will tell the truth.”
- “I think they are going to get lost in there.”



Wondering Walrus

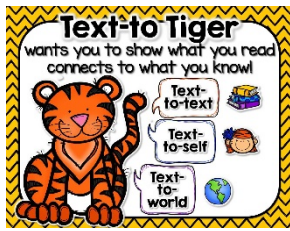
Ask questions while reading:

- “Why does that boy look so sad?”
- “What is that mom looking for?”
- “What does “endangered” mean?”
- “Where is that dog going?”



Retelling Rhino

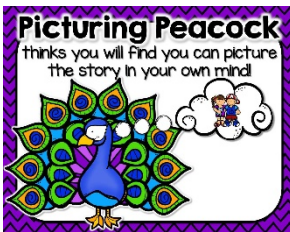
- Retell what happened in the story.
- Beginning, middle and ending



Text to Tiger

Make connections to your own lives:

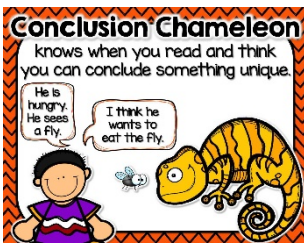
- This reminds me my Grandma's house."
- "Make connections to other books:
- The Gingerbread Baby is kind of like the story of The Gingerbread Man because they both have to run away from the fox.



Picturing Peacock

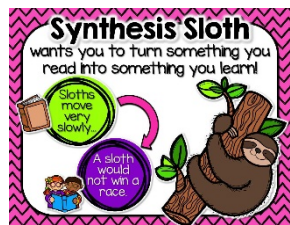
Visualize and create sensory images:

- Close your eyes and picture it in your head. Can you see it?
- Imagine it. Can you see all those beautiful colours?
- Can you smell that grass right after it is cut?
- Imagine how loud Clifford's bark is! Can you hear it?



Conclusion Chameleon

- Does this make sense?
- Does it sound right?
- Does it look right?
- Did you like it or not? What makes you say that?
- Who else might like it?



Synthesis Sloth

- When you combine what you know with what you are reading
- your thinking changes

Writing Program

Beginning

- Write from left to right touching the lines
- Place spaces between words-Use a finger spacing
- Use uppercase and lowercase letters
- Use a capital letter at the beginning of a sentence
- Use punctuation at the end of the sentence
- Use drawing, guided writing, and dictating to write
- Use letter/sound knowledge, sight words, and words types of writing wall to write simple words
- Write correct beginning and ending constant sounds
- Understand and there are different types of writing

Intermediate

- Constantly use correct, basic capitalisation and punctuation
- Write in complete sentences
- Write correct beginning, middle and ending sounds
- Use and spell sight words correctly
- Be able to read own writing to share with others
- Organise sentences based on the topic
- Plan stories (brainstorm, list, graphic organiser)
- Create and publish a variety of writing (stories, lists, letters,
- Begin to use voice, audience, and purpose in writing

Advanced

- Continues to use sight words and additional grade level words correctly
- Consistently use correct capitalisation, punctuation, sentence structure, tense, and subject/verb agreement
- Organise writing with beginning, middle, ending
- Choose main topic to write about
- Add details to support main idea
- Use paragraphs
- Begin to use sequence of words (First, after, then, next, later, the end etc)
- Use editing tools (dictionary, partner) to revise first draft)
- Produce a variety of writing (poems, stories, letters, personal narratives
- Follow the writing process

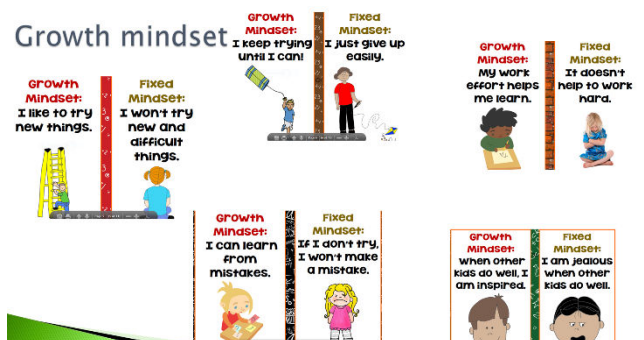


etc.)

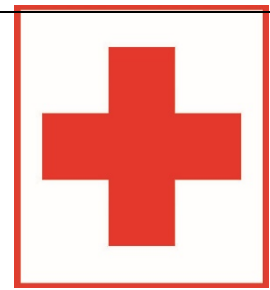
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Growth Mindset

Dr. Dweck coined the terms fixed mindset and growth mindset to describe the underlying beliefs people have about learning and intelligence. When students believe they can get smarter, they understand that effort makes them stronger. Therefore, they put in extra time and effort, and that leads to higher achievement. In Year 1 classrooms we say "I don't know yet" instead of "I don't know" for our students' Growth Mindset.



Health Procedures for Parents/Carers



care
child,
a visit

The College Health Centre is a **first aid station** and is designed for short term 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 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.

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)
- student's medical conditions or medications

Managing allergies and medical conditions

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

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

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.

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

School Rules and Behaviour Expectations

Attendance in Year 1

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

For more information regarding the school's attendance policy please see:

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

Punctuality in Year 1

Students should arrive at school **between 8:00 and 8:20am**. Students who arrive after 8:20am are considered to be late.

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.

The school procedures when a student is **late for school**:

1. Students coming 10 mins late (8:20 – 8:30 am) must get a late slip from the admin secretaries, where students will be signed in.
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

ICT Use in Year 1

Students are encouraged to explore the use of digital cameras and computers in the classroom, as well as using the interactive whiteboards regularly. Digital photography is embedded in our curriculum and results are used for many different child-initiated ideas.

The children also explore programs such as Paint, Power Point Presentation and Microsoft Word. Students will use these programs to build a set of ICT skills that they can use to showcase their work.

Some of these skills include:

- Using their unique username and password to login to a computer
- Open and close programs
- Develop mouse control
- Gain mastery in using some of the features of the Microsoft suite
- Saving their work

Library

The children will be able to **borrow 2 books per week** from the primary library. **They will need a school library bag for this.** On occasion library books may not be changed, e.g. due to a special event occurring in the library. If a book is misplaced or damaged, you will be required to pay for the cost of the book.

Behaviour Management in Year 1

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

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

Year 1 teachers believe it is important for students to develop an understanding of kindness and helping others. Year 1 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.

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.

Discuss the concerns with the class teacher.



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.



If parents are dissatisfied with the outcomes, they should contact the school office and make an appointment with the Head of School.



If the above process does not result in resolution, then it must be brought to the attention of the school Management Team through the complaints form on the school website.

SCHOOL EXPECTATIONS

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

ATTENDANCE

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

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 mins late (8:20 – 8:30 am) must get a late slip from the admin secretaries.
2. **Persistent late comers** will be dealt through other consequences.

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.



Wellbeing Hub

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

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

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

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

(ICB Wellbeing Policy, 2022)

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

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

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

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

Our team is committed to strength-based, solution focused, holistic wellbeing services. We value the dignity of children and young people, to be honoured and preserved as the highest of priorities. We hold asset-based views (applying the principle of husna al adhan; holding positive views and high opinions) of children and young people, and their families – as the basis of relationships, engagement and our practices, programs, and services (Draft Stimulus Paper: Shared Vision for Islamic Schooling in Australia, 2022). Contact details: whassoneh@icb.qld.edu.au or 07 3841 3645

Other Important Information

Levies

Levies are **compulsory** and need to be paid to the office as soon as possible. Year 1 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 Year 1 levies.

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 always worn to school. 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 label your child's name on all books, stationery and items of clothing. Any other items such as lunchboxes also need to be named. If these items are lost, named items can be returned promptly.

Objects from Home

Whilst we do not wish to discourage your child's enthusiasm, we would appreciate if toys/valuables 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. For example, bring yogurt and fruit for morning tea, then a sandwich/wrap plus extra fruit or vegetables for lunch.

NO CHOCOLATE and MINIMAL AMOUNT OF PACKAGED FOODS.

Please note that our Year 1 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.



Arabic Studies

Rationale:

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

1. The development of student's 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 to adopt living in an Islamic country and to communicate with Muslims in different places and environments

Profile of target learners:

This course is designed for students Grade 1 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. Importance of numbers and letters in Arabic
2. Make up simple phrases
3. Identify colours and shapes
4. Identify the days of the week
5. Familiarisation with easy and simple Islamic and Arabic traditional stories
6. Listen and respond to classroom 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 the student's skills in organizing and writing. The course homework and assignments are structured to also develop the skills necessary for students to follow and answer instructions

Themes:

1. Nursery Rhymes
2. Health
3. Animals
4. Fruit and vegetables
5. Sports
6. Things in the Sky
7. The sea
8. Seasons of the year
9. Plants

Nasheeds: To Be Advised

Assessment content and guidance:

Description

Weighting (%) To be advised

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
- 1.4. Talking about different issues
- 1.5. Describing different issues

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
- 2.4. Writing instructions, a description of a place, an animal.

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
- Alphabetical cubes / Numerical cubes
- Charts
- Iqra' Arabic reader (text book & work book)
- Other Arabic Texts relevant to Grade One

Islamic Studies

INTRODUCTION

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

THE GOALS OF ISLAMIC STUDIES

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

GRADE ONE WILL BE USING THESE BOOKS FOR THEIR LESSONS

Towards reading Quran part 1 for reading words from Quran.

Islamic Studies Textbook

Dua Booklet (Colouring)

Salah Booklet (Colouring)

DISCRIPTION OF THE ISLAMIC STUDIES SUBJECTS

QUR'AAN AND HADEETH

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

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

TAWHEED (BELIEF)

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

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

SIRAH

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

ANASHEEDS

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

BEHAVIOUR AND PRACTICES

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

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

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

Class Activity:

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



CHILDREN SONGS

1. WUDHU MEANS
2. YA ILAAHI YA ILAAHI.
3. HASBI RABBI
5. MY MOTHER
6. THESE ARE THE MONTHS OF ISLAM.
7. BISMILLAH

MEDUIMS OF RESOURCES

- Tanzil.com for Quran
- Islamic Studies Text Book
- Towards Learning Quran
- Islamic activity Book
- Videos
- Audio.
- Games, puzzles and crosswords.
- Paintings and colouring.
- Flash Cards.

GENERAL

- Assembly is a very important feature of Islamic College of Brisbane. Every day the students read Surah Fateha and a special dua for seeking Allah’s help in assisting them in their Education, respect and love for the Deen-ul- Islam. They are reminded to be well focused in seeking and paying attention to education.
- To maintain the values of Islam, students read Zohar Salaah and the Salaah –tul - Juma’h at the school. The teachers are guiding and teaching the students about the relative practices and code of conduct during the time of Wudhu, at Zohar time and while they are in the Masjid.
- Each student is given textbooks worksheets to enable them to produce excellent work and to gain optimum skills in the development of Islamic studies.

“Muslim Schools with good Muslim Parents will have the best results.” Sr. Luzita Ball.

May Allah reward all of us and help us to guide ourselves and our children to the straight path.