



ISLAMIC COLLEGE  
OF BRISBANE

# Year 2

# Parent Information

# Booklet

# 2026

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# Mission Statement

Motto: Seek Knowledge

Identity: An Australian Islamic School

Vision: Best School; Best Learning Journey

Mission: Nurture growth and foster ethics to achieve full potential

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

Ethos & Values: Morality, Excellence, Innovation

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

**T TOLERANCE**

**R RESPECT**

**U UNDERSTANDING**

**T TRUSTWORTHINESS**

**H HONESTY**

# Year 2 - Topics

## Term 1

Mathematics	<ul style="list-style-type: none"> <li>• Place Value</li> <li>• Addition and Subtraction</li> <li>• Partitioning</li> <li>• Ordering numbers</li> <li>• Read, write and represent numbers</li> <li>• Number patterns</li> <li>• Grouping to count collections</li> <li>• Months of the year and calendar</li> <li>• Picture graphs</li> <li>• Collecting data using tally marks</li> <li>• 2D shapes</li> <li>• Investigations and Problem solving</li> </ul>
English	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Explore the features of descriptive writing</li> <li>• Work on reading fluency and comprehension such as visualising, predicting, making connections and retelling.</li> <li>• Engage in discussions and create spoken texts like stories</li> </ul>
Science	<p>Students describe how people use science in their daily lives, including using patterns to make scientific predictions.</p> <p>They inquire about who does Science?</p>
Design Technologies	<p>Students learned to describe the purpose of their simple machines and explored the features and tools needed to build them. They selected their own design ideas, planned them with drawings or models, and followed clear, safe steps to create their finished simple machines.</p>
HASS	<p>Students learn about important people, groups, places or buildings in our local community and why they matter. They visit the local mosque to learn about its significance.</p>
Health	<p>Identities and Change – exploring personal qualities.</p>
Art	<p>Students created 3D drawings of mosques and other important local buildings, using both real-life observation and photographs for reference.</p>

Term 2

Mathematics	<ul style="list-style-type: none"> <li>• Place Value</li> <li>• Addition and Subtraction</li> <li>• Read, write and represent numbers</li> <li>• Ordering Numbers</li> <li>• The role of a zero</li> <li>• 2D Shapes</li> <li>• Measuring length</li> <li>• Comparing and measuring mass</li> <li>• Identifying position</li> <li>• Maps, pathways, directions</li> <li>• Column graphs</li> <li>• Investigation- Marble ramp and problem solving</li> </ul>
English	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Learn how to research, taking notes from provided sources and turning them into sentences to create information reports.</li> <li>• Work on reading fluency and comprehension such as monitoring, questioning, summarising and inferring.</li> <li>• Explore presenting in front of an audience using correct volume, pitch and tone.</li> </ul>
HASS	Students explore how changes in technology have affected the way people live.
Science	<p>Students recognise the earth is a planet and Identify patterns in objects in the sky.</p> <p>Students inquire about how do we know Earth is round? How does the sky change over time?</p>
Design Technologies	Students learned to describe the purpose of their Eid pop-up cards and explored the features and tools needed to create them. They chose their own designs, planned their ideas with simple drawings, and followed clear steps to safely make their finished cards.
Health	Healthy and Safe Choices
Art	Visual Art techniques using clay

Term 3




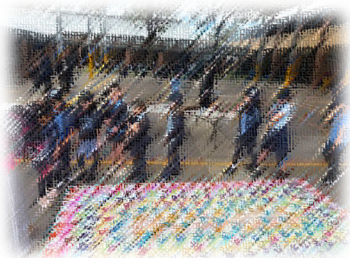
Term 3	
Mathematics	<ul style="list-style-type: none"> <li>• Place Value</li> <li>• Addition and Subtraction</li> <li>• Multiplication</li> <li>• Ordering numbers</li> <li>• Time</li> <li>• Money</li> <li>• Measuring length and capacity</li> <li>• Investigation- Showtime and Problem solving</li> </ul>
English	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Develop and study engaging opinion texts that state their opinion with supporting reasons.</li> <li>• Work on reading fluency and comprehension strategies such as predicting, making connections, retelling and questioning.</li> <li>• Share their personal preferences regarding a text or texts.</li> </ul>
HASS	In Semester 2, students learn that places can be shown in different ways, such as local, regional or state maps. They also explore how people and places are connected to each other, both within the local community and beyond.
Science	<ul style="list-style-type: none"> <li>• Students explore the effect of physical changes to different materials.</li> <li>• Inquire about what's the best material and why?</li> </ul>
Design Technologies	Students learned to describe the purpose of their healthy sandwich and explored the features and ingredients needed to create it. They used the design thinking process to generate and select their own ideas, planned their sandwich using simple drawings
Health	Interacting with Others
Art	Media Art using Publisher

Term 4

Mathematics	<ul style="list-style-type: none"> <li>• Place Value (revision)</li> <li>• Addition and subtraction strategies (revision)</li> <li>• Doubling and halving numbers</li> <li>• Connecting and describing patterns</li> <li>• Repeating and growing patterns</li> <li>• Patterns (repeated, growing and describing patterns)</li> <li>• Division</li> <li>• Fractions</li> <li>• Multiplication</li> <li>• Interpreting graphs</li> <li>• Calendar</li> <li>• Turns</li> <li>• Investigation- Paper chain patterns and Problem solving</li> </ul>
English	<ul style="list-style-type: none"> <li>• Students will learn about structural and language features of narratives.</li> <li>• Read and compare the structural, visual and language features of narrative and informative texts</li> <li>• Explore sound patterns and present poems to the class</li> </ul>
HASS	In Semester 2, students learn that places can be shown in different ways, such as local, regional or state maps. They also explore how people and places are connected to each other, both within the local community and beyond.
Science	<ul style="list-style-type: none"> <li>• Students explore different ways to make sound.</li> <li>• Explore how sounds are made and sensed.</li> </ul>
Art	Performing Arts and elements of Drama

# Excursions & Incursions

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

<p>Term 1</p>	<p>Mosque Visit</p> 	<p>Life Education Van</p> 
<p>Term 2</p>	<p>Bravehearts Ditto Show</p> 	<p>Planetarium and Botanic Gardens</p> 
<p>Term 3</p>	<p>Street Science Show</p> 	
<p>Term 4</p>	<p>Aboriginal Art Incursion</p> 	

# Classroom Organisation

## Resources

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

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



## Assessment

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

## Homework

All Year 2 children will have homework, consisting of:

- Reading Eggs (Includes home reading) ([readingeggs.com.au](http://readingeggs.com.au))
- Maths Seed ([mathseeds.com.au](http://mathseeds.com.au))
- Spelling Words and sentence writing

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

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

# Curriculum Overview

The Year Two program offered at the Islamic College of Brisbane has been designed to meet the needs of students from all cultural, social and linguistic groups. As students grow, learn and develop at different rates, our program allows all students equal opportunity to show what they know and can do.

The following is an overview of the content that will be taught in the various Key Learning Areas this year. It is intended as a quick overview, and guide for you, so as to inform and help you and your child get the most out of their time at school.

## English

The English curriculum is structured around three strands: Language, Literature, and Literacy, which are balanced and integrated to develop students' skills in listening, reading, viewing, speaking, writing, and creating. Learning is cumulative, building on prior knowledge each year.

In Year 2, students explore different communication modes to share ideas with familiar audiences. They engage with a variety of texts—imaginative, informative, and opinionative—including oral stories, picture books, digital stories, poetry, non-fiction, and short films. As they move toward independent reading, students work on decoding and comprehension, encountering more complex vocabulary and sentence structures, with images and diagrams often enhancing understanding.

The literary range from Foundation to Year 10 includes First Nations oral traditions, classic and contemporary Australian literature, and works from global authors, including Asian texts.

Year 2 students also create texts for different purposes, such as recounts, reports, explanations, and opinion pieces, crafted with a specific audience in mind.

## Mathematics

Mathematics includes three key strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability.

The proficiency strands are Understanding, Fluency, Problem Solving, and Reasoning—all of which are woven into these content areas, shaping how students explore and develop mathematical concepts.

Students develop mathematical proficiency by:

- Using math to explore curiosities, solve practical problems, and model everyday situations with familiar language.
- Flexibly working with numbers, understanding addition-subtraction relationships, and applying part-whole reasoning to solve problems.
- Formulating additive situations and representing multiplication with groups and arrays.
- Solving real-world problems with models, materials, diagrams, and diverse calculation strategies.
- Using addition-subtraction facts to strategize for new calculations and recognizing pattern types.
- Dividing collections, shapes, and objects into equal parts to understand fractions and relate to measures of turn and time.
- Measuring and comparing shapes, objects, and event durations with uniform units.
- Describing spatial relationships in two-dimensional spaces.
- Building statistical inquiry skills by choosing questions, collecting, and interpreting data.
- Exploring equivalence, chance, and variability through play and practical activities

# Science

There are two stands in this learning area that we will cover in Year 2, these include:

- **Understanding:**

In Year 2, students will learn to recognise objects in the sky, such as the sun, moon, and stars, and describe the patterns they notice over time. They will investigate how different sounds are made and observe how sound can cause objects to move or vibrate. Students explore how materials can change shape or form without changing what they are made of. They also discover how science is used in everyday life and how noticing patterns helps us make predictions about what might happen next. Through these experiences, students come to understand that science is about observing, finding patterns, and using them to explain the world around us.

- **Inquiry Skills:**

To spark curiosity and encourage deeper thinking, teachers can ask inquiry questions such as:

- Who does science?
- How do we know Earth is round?
- How can we create and understand sound?
- What's the best material? Why?
- How does the sky change over time?

# HASS (History & Geography)

By the end of Year 2, students learn about the importance of local people, groups, places, and buildings, and why they matter to the community. They explore how changes in technology have affected people's lives over time.

They learn to ask questions, gather and sort information from what they observe and from different sources, and use this information to identify different perspectives. Students start drawing conclusions and suggesting ideas based on what they find.

## **Inquiry Questions**

Inquiry questions are also provided for each sub-strand, enabling connections within the humanities and social sciences learning area or across other learning areas.

- What does my place tell me about the past and present?
- How are people connected to their place and other places, past or present?
- How has technology affected daily life over time and the connections between people in different places?

# Health

Content in Health and Physical Education is organised under 2 strands. The 2 strands are interrelated and inform and support each other.

- Personal, social and community health
- Movement and physical activity

The Personal, Social and Community Health strand focuses on the knowledge and skills needed to make healthy and safe choices. It explores safe and healthy personal practices, the factors influencing health, safety, physical activity, and wellbeing, using a strengths-based and socio-critical approach. This strand develops health literacy to help apply new information to changing situations, examining environments that affect health, safety, relationships, and wellbeing at both individual and community levels.

The Movement and Physical Activity strand highlights the importance of movement in daily life, meeting functional needs and promoting active living. It provides opportunities to develop personal, social, and cognitive skills. In the early years, the focus is on building movement skills and participating in physical activities through play and minor games, fostering competence, confidence, and a foundation for lifelong physical activity.

# The Arts

In The Arts, Year 2 students explore, create and respond to artworks from different cultures and communities, including those of First Nations Australians. Students develop skills, creativity and confidence as they share ideas and express meaning through the Arts.

## Dance

Students explore how movement can be used to express ideas, feelings and stories. They use the elements of dance, such as body, space, time and energy, to create and perform simple dances. Students respond to and describe dance they experience and share their own dances with others.

## Drama

Students explore drama by taking on roles and exploring situations through voice, movement and imagination. They use basic drama elements such as role, situation and movement to create and share short performances. Students also respond to drama they see and describe their experiences.

## Media Arts

Students explore how images, sound and text are used in media artworks from different cultures and contexts. They learn how media can tell stories and share ideas. Students create and share their own media artworks by combining visual and audio elements.

## Music

Students explore and respond to music by listening, singing, playing instruments and moving to music. They use musical elements such as beat, rhythm, pitch and dynamics to create and perform music. Students share their music with others and describe the music they hear and make.

## Visual Arts

Students explore and respond to artworks from different cultures and times. They experiment with materials, techniques and visual elements to create their own artworks. Students describe their ideas and reflect on their own and others' artworks.

# Digital Technologies

The Year 2 ICT program introduces students to Robotics, alongside essential computer skills to support their classroom learning. Each week, students attend a 45-minute session in the computer lab, learning to navigate and utilise digital technologies. Key focus areas include:

- Technology Progression Exploring old and new technology, choosing digital systems
- Pre-Programming and Robotics Building algorithms, designing and programming robots to interact through Scratch
- Online Safety Understanding passwords, cyberbullying, online security, and sharing information safely
- Computer Basics Using folders, understanding the Internet's role, and discussing technology in our community
- Practical Skills Creating documents in Microsoft Word, learning PowerPoint basics, applying editing tools, managing files, sending emails, conducting guided Internet searches, and using databases for research.

This program ensures students are confident and capable in their use of digital systems, preparing them for future ICT learning.

# Design Technologies

Students explore technologies and their purposes, considering how they meet personal, social, and environmental needs. They learn how society and sustainability influence design choices and reflect on the impact of their decisions.

They evaluate solutions by asking questions like: How does it work? Who will use it? How can it be improved? This

reflection helps them gain new perspectives.

Using various technologies, students communicate design ideas with drawings and models. They plan, follow directions, manage roles in projects, and work safely and cooperatively to create solutions.

## General Capabilities

General capabilities are a key dimension of the Australian Curriculum. They encompass skills, behaviours and dispositions that students develop and apply to content knowledge and that support them in becoming successful learners, confident and creative individuals and active and informed citizens.

Throughout their schooling students develop and use these capabilities in their learning across the curriculum, in co-curricular programs and in their lives outside school. The Australian Curriculum includes seven general capabilities:

- **Critical and creative thinking**
- **Literacy**
- **Numeracy**
- **Digital Literacy**
- **Ethical Understanding**
- **Personal and social competence**
- **Intercultural understanding**

General capabilities are represented within and across learning areas to different degrees. General capabilities and the learning areas have a reciprocal relationship. Learning areas provide opportunities for students to develop and use capabilities. Similarly, wherever capabilities are made explicit in learning areas, they can enrich and deepen learning.

## Cross Curriculum Priorities

The Australian Curriculum has been written to equip young Australians with the skills, knowledge and understanding that will enable them to 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 strong but varying presence depending on their relevance to the learning areas.

# Arabic

Learning Arabic alongside English enhances language skills, cultural understanding, and cognitive abilities. It helps students understand the Quran, Islamic principles, and promotes cross-cultural communication. The Year 2 program, for both English and non-English speakers, focuses on social, economic, health, and cultural themes, teaching vocabulary, pronunciation, grammar, and reading comprehension to improve Arabic skills. The Optimal Learning Stages are primary years due to children's learning enthusiasm and better adaptability. The course is delivered through interactive lessons and activities, with ongoing assessment of competencies. Main Content Areas are listening, speaking, reading, and writing, with structured tasks to enhance skill development.

## Student Benefits:

- Boosted confidence in Arabic communication
- Improved social skills
- Ability to read the Quran
- Enhanced skills in reading, writing, and listening
- Greater understanding of Islam

## Aims of Lessons:

- Understanding the Quran and Arabic literature
- Verbal and written communication
- Building confidence in Arabic language skills

## Objectives:

- Recognize Arabic numbers and letters
- Form simple phrases and understand colors, shapes, and days of the week
- Engage with basic Islamic stories and symbols
- Develop simple conversational skills and comprehension

## Themes:

- Arabic letters and their positions
- Numbers, days of the week, colors, and seasons
- Family dynamics
- Vocabulary: Includes themes like sun and moon letters, garden, farm, sea, and light.

## Assessment:

1. Listening and Speaking: Identifying details and asking questions and discussing various topics
2. Reading and Writing: Comprehension and writing descriptions
3. Independent Activities: Collaborative work and self-improvement

## Teaching Materials:

- Charts
- "Arabic for our childrens" textbooks and workbooks (Level 2)
- A collection of Arabic stories from various cultures

# Islamic

This year in Islamic Studies, students will develop foundational knowledge and skills essential to their Islamic identity. Here's what they'll achieve by the end of Year 2:

## 1. Understanding: Core Knowledge

- **Fundamental Beliefs:** Students will explore basic Muslim beliefs, including belief in Allah, His Angels, Prophets, His Books, Day of Judgment and Al-Qadr.
- **Prophet Muhammad (SAW):** Students will learn about Prophet Muhammad's (SAW) lifestyle and qualities, understanding how he serves as a model for personal and spiritual wellbeing.
- **Prophets:** They'll recognize the importance of Prophets, including the lives of Prophet Moosa (AS) and Prophet Isa (AS) as role models in faith.
- **Qur'an Recitation:** Students will practice reading with Tanween (double vowel signs) and Shaddah (joining sign) to improve their Qur'an Recitation.
- **Wudhu (Purification):** They'll learn advanced aspects of Wudhu, including actions that make it Mustahab (recommended) or can invalidate it.
- **Prayer Basics:** Students will identify basic readings and postures in prayer, supporting their practice of Salah.

## 2. Skill Development

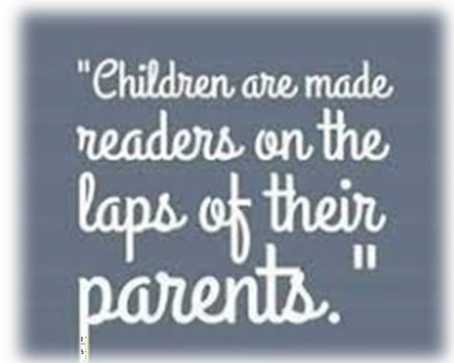
- **Quranic Memorization:** By year's end, students will have memorized five short chapters: Surah Kafiroon, Maoon, Qureysh, Feel, and Humazah.
- **Qur'an Recitation:** Students will differentiate single vowel signs from Tanween and practice the joining sign (Shaddah) to read with fluency.
- **Refining Wudhu Skills:** They'll understand and practice Wudhu steps, focusing on actions that enhance or invalidate this ritual.
- **Prayer Movements and Recitations:** They'll refine movements and learn the required recitations for each posture in prayer.

Through these studies, students will achieve a balanced understanding of Islamic beliefs and rituals. Thank you for supporting your child's journey in Islamic Studies this year.

# Library

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

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



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

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

## Parent and Teacher Communication

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



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

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

# How can parents help children with their learning?

## Reading:



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

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



# Writing:

- Praise your child's writing efforts and respond to the message rather than the grammar or spelling.
- Talk about the purposes for which you use writing and the advantages of using writing, e.g. telephone messages, recipes or shopping lists to aid memory.
- Talk to your child about the sort of writing he/she is doing at school. If you are involved in writing for work, show your child how you write and explain why you are writing.
- Ask questions as to whether the reader would understand the message and if the writing could be made better.
- Look at books together to see how authors have written their stories and what is appealing in them.
- Encourage your child to use a word processor.
- Always ask your child to read their writing back and reflect on how the audience of their writing would feel.



# College Expectations

## School Uniform

The wearing of school uniform helps to encourage pride in our school and assists in the development of a strong school identity. Our school uniform is compulsory and the correct school uniform must be worn to school at all times. It is extremely important that children come to school in neat, clean clothes every day.

All students **MUST** wear a broad brimmed school hat during playtime and any other outdoor activity. Students without hats will not be permitted to play. To avoid your child missing out on play, please ensure that they bring their hat to school EVERY DAY. Hats must be labelled clearly with the child's name and class. **Boys must have appropriate haircuts.**

## School Bag

Students are required to purchase an ICB school bag. Please ensure your child's school bag is clearly named. It is advisable to put a key chain or tag that your child can use to help identify their own bags when on the racks. Please refer to the Primary Uniform Policy on our Website for more information:

ICB website → Administration → Policies → Primary Uniform Policy



## Naming of items

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

## Food Policy

We have guidelines in place for all our staff at Islamic College of Brisbane to follow in order to ensure that food served in the school is Halal. We request parents to follow the guidelines on the Food Policy when bringing food for class functions. Please refer to the Food Policy on our Website for more information:

# The Wellbeing Hub

## Wellbeing Hub

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

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

Uniquely qualified, our Wellbeing Hub team—comprising the Head of Wellbeing, a counsellor, a social worker, a counsellor aide, youth workers, a school nurse, and an administration assistant—apply their expertise through a commitment to building warm, trusted relationships and a culture of care that supports 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) (ICB Wellbeing Policy, 2022)*

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

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

Our Wellbeing Hub team provides health promoting, preventive, and intervention focused wellbeing services, as well as crisis counselling.

## Programs and Services

**Health-Promoting Programs:** Our health promoting wellbeing programs aim to engage and empower children, young people, and all members of our ICB community to take greater control of, and improve, their holistic health and wellbeing. These programs also support the creation of healthy environments that promote balance across all areas of development — physical, spiritual, social, emotional, and intellectual/academic.

**Preventative Programs:** Our preventive wellbeing programs and services focus on helping individuals recognise and manage potential challenges, stressors, and conflicts early, before they develop into greater concerns.

**Intervention Efforts:** Our intervention efforts often involve a coordinated approach within and beyond our Wellbeing Hub team, aiming to identify unmet needs that affect wellbeing and school engagement, while maintaining the dignity of each child or young person and supporting their re-engagement.

**School Counselling:** Our school counselling service works directly with students to support them in addressing issues related to learning, peer and family relationships, and managing difficult emotions.

## Our Approach

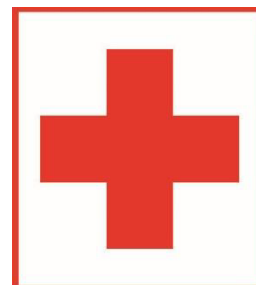
Our team is committed to strength-based, solution-focused, and holistic wellbeing services. We value the dignity of children and young people, ensuring it is honoured and preserved as our highest priority.

We hold asset-based views, applying the principle of husn al-adhan — holding positive views and high opinions — of children, young people, and their families. This forms the foundation of our relationships, engagement, and all our practices, programs, and services. *(Draft Stimulus Paper: Shared Vision for Islamic Schooling in Australia, 2022)*

Contact: whassoneh@icb.qld.edu.au | 07 3841 3645

# Health Procedures for Parents/Carers

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



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

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

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

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

Please check the following:

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

## Managing Medications

The College is only allowed to administer medication:

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

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

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

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

If you have any questions or concerns about any health matters you can contact the Nurse:  
[nurse@icb.qld.edu.au](mailto:nurse@icb.qld.edu.au)

# Attendance Policy

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

**It is a legal requirement that parents provide an explanation for all student absences.** This may be in the form of a letter, note in the diary (there is a section in the diary that needs to be filled out by parents), phone call or personal contact with teachers.

Parents/caregivers must let the school know **prior to an extended absence (3 days or more)** and **apply in writing** to the Principal for an **exemption**.

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

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

In order to enforce regular and minimum attendance the following procedures have been put in place:

1. A minimum of 80% attendance is required for any student to move up from one grade to another the following year.
2. Students' absence from college for a day or more must be accompanied by a letter from parents or a medical certificate explaining the reasons.
3. In the absence of this letter from parent or medical certificate the teachers will send those students to the office where the office secretaries will ring the parents asking explanation and a letter to follow.
4. Any student absent from college for more than 5 days (without medical reasons) will have to meet the Deputy Principal to discuss and explain their absence from the college.

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

# Punctuality

Students should arrive at school **between 8:00 and 8:20am**. As part of the ongoing relationship between home and school, we believe that it is a parental responsibility to ensure that children arrive at school on time. When students come to class late, it can disrupt the flow of a lesson or discussion, distract other students, impede learning, and generally erode class morale. Late arrival disadvantages students and disrupts everyone else so punctuality is expected of all students. Students who arrive **after 8:20am are considered to be late**.

Please find below the school procedures when a student is **late for school**:

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

## Did You Know?

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

If your child is missing	That equals	Which is	And over 13 years of
10 minutes per day	50 minutes per week	Almost 1.5 weeks of the	Almost half of a school year
20 minutes per day	1 hour 40 minutes per	Over 2.5 weeks per	Almost 1 school year
Half an hour per day	Half a day per school	4 weeks per school year	Almost 1 .5 school years
1 hour per day	1 day per school week	8 weeks per school year	Over 2.5 school years

# School Rules & Behaviour Expectations

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

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

- |  |   |  |
|--|---|--|
|  | <ul style="list-style-type: none"><li>• Follow Health Centre staff instructions</li><li>• Sit quietly</li><li>• No technology to be used while in the Health Centre</li></ul> |  |
|--|---|--|

# School Award System

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

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



# Procedure for Conflict Resolution

1. The initial point of contact will be the class teacher before or after school or by telephone to arrange a mutually convenient time to discuss the concerns or send a note asking for such an appointment. Parents should not approach any student in the school grounds to solve conflict as this can turn into an unpleasant relationship between parents.
2. Be calm and non-threatening when approaching / talking with staff.
3. Set up good communication processes with the class teacher.
4. When an issue is raised with the classroom teacher, it should be followed through by the teacher. The parent should be contacted and given a report on what has been done to address the issue.
5. If parents are dissatisfied with the outcomes, they should contact the school office and make an appointment with the Head of School. She must be informed about the reason for the appointment. She will discuss an appropriate way forward with you. This may include organizing a meeting with relevant parties at a mutually convenient time.
6. If the above process does not result in resolution then it must be brought to the attention of the Management Team through the complaints process. The Complaints or feedback form needs to be completed and the matter will be addressed according to our complaints process.

