



ISLAMIC COLLEGE
OF BRISBANE

Year 5

Parent Information Booklet

2026

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College Mission Statement & 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:

College Values

T

TOLERANCE

R

RESPECT

U

UNDERSTANDING

T

TRUSTWORTHINESS

H

Honesty

OUR IDENTITY	An Islamic School in Australia
OUR VISION	Pursue excellence in nurturing, spiritual, academic, social, emotional and physical developments of children
OUR ETHOS	Islamic College of Brisbane models and promotes a philosophy of life inspired by the firm belief in the oneness of Allah Subhana Taa'la and his commandments. Our ethos represents the teachings of Prophet Muhammad (may peace and blessings be upon him) based on Al- Quran and Hadith

CURRICULUM OVERVIEW

AUSTRALIAN CURRICULUM

The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all Australian students. The Australian Curriculum describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community. It makes clear what all young Australians should learn as they progress through schooling. It is the foundation for high quality teaching to meet the needs of all Australian students.

CURRICULUM AREAS

The Islamic College of Brisbane Year 6 curriculum consists of the **Key Learning Areas**:

- English
- Mathematics
- Islamic Studies
- Language other than English: Arabic
- History, Civics and Citizenship
- Geography, Business and Economics
- Science
- Technology (Design & Digital)
- Health and Physical Education (HPE)
- The Arts

Units taught throughout the year

Learning Areas	Term 1	Term 2	Term 3	Term 4
English	Narrative Writing Write a narrative using realistic and fantasy elements, culminating in an historical narrative piece.	Persuasive Writing Persuasive speech based on a topic discussed in class novel and additional texts and stimulus.	Informative Writing Explanation on how living things adapt to their environments.	Poetry Comprehending and Creating poetry, particularly ballads.
HASS	History Exploring the development of British colonies in Australia & Economics – Exploring the use of different resources to fulfil needs and wants of a community	Geography Investigating how people influence the characteristics of places and the management of spaces, both locally and globally.	History Investigating how individuals and groups shaped the development of Australian colonies after their establishment in the 1800s.	Civics and Citizenship Understanding Deomcarcy and Citizenship
Science	Physical Science: Light and Shadows	Earth and Space: Weathering and Erosion	Biological Science: How behaviour and structural adaptations	Chemical Science: Matter matters in day-to-day life

			allow survival in specific habitats	
Health & Physical Education	Exploring the benefits of physical activity	Empowering identities for wellbeing	Online health and safety	Lunchtime League-participating in striking games
Mathematics	<ul style="list-style-type: none"> Place value to decimals greater than one apply properties of numbers and operations to find unknown values in numerical equations involving multiplication and division. Convert between 12 and 24 hour time Use grid coordinates Data and collection of nominal and ordinal categorical data column and dot plot graphs Chance 	<ul style="list-style-type: none"> Factors and Multiples Efficient strategies to multiply larger numbers Length Perimeter and Area Transformation and symmetry Data and graphing of discrete numerical data Interpretation of shape distributions 	<ul style="list-style-type: none"> Fractions Efficient strategies for division of larger numbers Estimation Mathematical modelling to solve financial problems Multi-digit multiplication algorithms Mass and capacity Angles Line graphs 	<ul style="list-style-type: none"> Percentages and decimals Connecting fractions, decimals and percentages Mathematical modelling to solve practical problems Finding unknown values in multiplication and division problems 2D Shapes

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. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.

In Year 5, students interact with audiences for different purposes. Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts. Texts may include film and digital texts, novels, poetry, non-fiction and dramatic performances. The features of these texts may be used by students as models for creating their own work.

Literary texts that support and extend students in Year 5 as independent readers may include complex sequences of events, elaborated events including flashbacks and shifts in time, and a range of characters. These texts may explore themes of interpersonal relationships and ethical dilemmas in real-world and imagined settings. Informative texts may supply technical information and/or content about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures may include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features may include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of images and graphics. Texts may reveal that the English language is dynamic and changes over time.

Year 5 students create a range of imaginative, informative and persuasive types of texts that may include narratives, procedures, performances, reports, reviews, poetry, arguments and explanations for particular purposes and audiences. From Year 5 onwards, students continue to develop legible handwriting.

MATHEMATICS

In Year 5, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Students further develop proficiency and positive dispositions towards mathematics and its use as they:

- apply their understanding of relationships to convert between forms of numbers, units and spatial representations
- use mathematical modelling to solve practical problems, with guidance, using natural numbers and operations, and report on insights and conclusions they reach about the context
- use common percentages to make proportional comparisons of quantities

- use appropriate instruments and digital tools to construct and measure angles in degrees
- use appropriate metric units to directly measure the area and perimeter of regular and irregular spaces
- locate and move positions within a grid coordinate system
- recognise what stays the same and what changes when shapes undergo transformations
- experiment with factors and multiples using algorithms and digital tools
- plan, conduct and report findings from statistical investigations that involve an increasing range of types of data and means for representing data
- develop their reasoning skills when they consider relationships between events and connect long-term frequency over many trials to the likelihood of an event occurring.

Year 5 Students using a number line to locate and compare decimals



HUMANITIES AND SOCIAL SCIENCES (HASS)

In Year 5, across the Knowledge and Understanding in HASS of: History, Geography, Business & Economics and Civics & Citizenship, the focus is on "Australian communities – their past, present and possible futures".

The Year 5 curriculum focuses on the development of colonial Australia after 1800, the relationship between humans and their environment, the development of the economy, the features of Australian democracy and citizenship. Students learn about the reasons for the founding of a British colony in Australia, the impact of colonisation on the environment, and the daily lives of different people within and around the colony. They explore the roles of people, including migrants and First Nations Australians, in the development of events in an Australian colony. Students explore the human influences on the characteristics of a place and the way spaces in the Australian landscape are managed, including the management of severe weather events. Students investigate the key values and features of Australia's democracy. They determine how people in the community cooperate to achieve civic goals. Students

develop an understanding of natural, human and capital resources, and how they satisfy human needs and wants.

Inquiry questions provide a framework for developing students' knowledge, understanding and skills. They allow for connections to be made within and across the HASS sub-strands or with other learning areas. The following inquiry questions are examples only and may be used or adapted to suit local contexts.

- How have individuals and groups in the past and present contributed to the development of Australia?
- How do people influence environments, and how do consumers and citizens contribute to a sustainable Australia?
- How have people enacted their values, beliefs and responsibilities about people, places and events, past and present?

Inquiry and Skills

Students develop questions and locate, collect and organise information and data from primary and secondary sources. They evaluate sources to determine origin and perspectives. Students evaluate information and data to identify and describe patterns or trends. They suggest conclusions based on evidence. Students consider criteria in proposing actions or responses. Students select ideas and findings from sources and use relevant terms and conventions, to present descriptions and explanations.

SCIENCE

In Year 5 students continue to explore the relationship between form and function by investigating how features of living things enable them to survive in their habitat. They identify stable and dynamic aspects of systems and appreciate that current systems, such as Earth's surface, have characteristics that have resulted from past changes. They recognise that models are useful for investigating relationships between system components and can be used to predict the effects of changes. They explore observable phenomena associated with light and analyse patterns to identify that these phenomena have sets of characteristic behaviours. They begin to explain how matter structures the world around them. They develop explanations for the patterns they observe and recognise the importance of reflecting on their methods to identify potential sources of error before drawing conclusions.

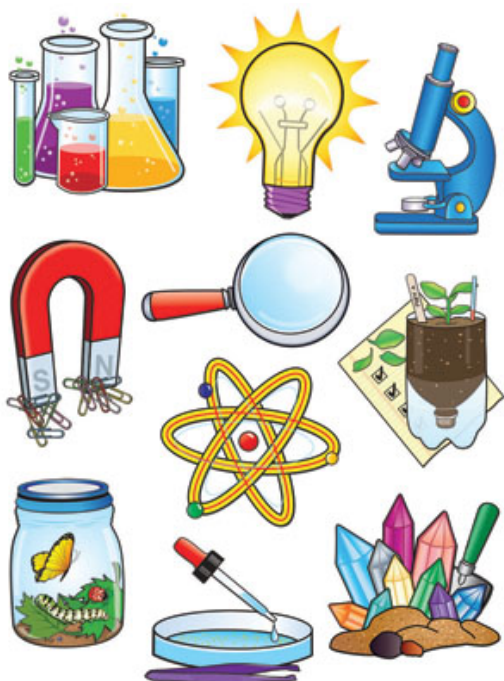


Inquiry questions can help excite students' curiosity and challenge their thinking. Following are examples of inquiry questions that could be used to prompt discussion and exploration:

- Why has the Australian coastline changed over time?
- Is an empty glass really empty?
- Why does my shadow change?
- How has science shaped our community?

- What if emus could fly?

By the end of Year 5 students explain how the form and behaviour of living things enables survival. They describe key processes that change Earth's surface. They identify sources of light and model the transfer of light to explain observed phenomena. They relate the particulate arrangement of solids, liquids and gases to their observable properties. They



describe examples of collaboration leading to advances in science, and scientific knowledge that has changed over time. They identify examples where scientific knowledge informs the actions of individuals and communities.

Students plan safe investigations to identify patterns and relationships and make reasoned predictions. They identify risks associated with investigations and key intercultural considerations when planning field work. They identify variables to be changed and measured. They use equipment to generate data with

appropriate precision. They construct representations to organise data and information and describe patterns, trends and relationships. They compare their methods and findings to those of others, identify possible sources of error in their investigation, pose questions for further investigation and draw reasoned conclusions. They use language features that reflect their purpose and audience when communicating their ideas and findings.

THE ARTS

The Arts offer ways to learn about the world that include far more than spoken and written language. When students participate as artists and as an audience, they engage their senses, physical skills, emotional and spiritual sensibilities, as well as their intellect to make meaning of the world. Through Drama, Media, Music and Visual Art we express and communicate what it is to be human and we develop, share and pass on understandings of ourselves, our histories, our cultures and our worlds to future generations.

In each of the Arts, students develop an expressive 'language' with which to represent their observations and their response to experiences. The building blocks of that language are the



Arts elements that are combined, according to particular design 'rules' or principles, so as to express particular feelings and ideas. This year Ms Zeena Ackland, as the Director of the Arts, will be working with year levels to create engaging experiences for our students.

Design and Technologies

Students describe competing considerations in the design of products, services and environments, taking into account sustainability. They describe how design and technologies contribute to meeting present and future needs. Students explain how the features of technologies impact on designed solutions for each of the prescribed technologies contexts.



Students create designed solutions for each of the prescribed technologies contexts suitable for identified needs or opportunities. They suggest criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions. They combine design ideas and communicate these to audiences using graphical representation techniques and technical terms. Students record project plans including production processes. They select and use appropriate technologies and techniques correctly and safely to produce designed solutions.

Digital technologies

The digital technologies program will show these changes through the introduction of Robotics while still maintaining an ongoing skill focus to ensure students are competent users of Digital Technologies.

Students have access to computers in the classroom, computer laboratory and library. Students use interactive software and the internet across the whole curriculum. In Year 5, students have a specialist teacher for a digital technology lesson once a week.

Topics include:

- **Data and information:** Design and create digital information that incorporates a data visualisation i.e. infographic.
- **Problem solving processes:** Design and create a digital solution Using Scratch

- **Digital Citizenship:** Apply protocols while interacting in a collaborative learning space.
- **Robotics**
- **Safety and Security**

Computer Skills include:

Operate effectively within the desktop environment

- Using Office 365 and OneDrive as the main operating system for saving work at ICB
- Computer Configuration
- Using a range of Microsoft programs to showcase their work.
- ICAS
- Hour of code
- Microsoft Kodu
- Start up and shut down a computer safely.
- Use a computer control panel.
- Manage, organize and arrange files and directories/folders.
- Copy, delete, move and rename files and directories/folders.
- Move and resize windows—maximize and minimize windows.
- Use the find features of the operating system to locate specific files.
- Demonstrate understanding of ergonomic and occupational health and safety issues related to computer use.

Perform basic operations within computer software packages

- Open a required software package.
- Create a new document.
- Work with an existing document template.
- Amend an existing document.
- Save a document in a specified location.
- Save a document in a specified format, other than the default format.



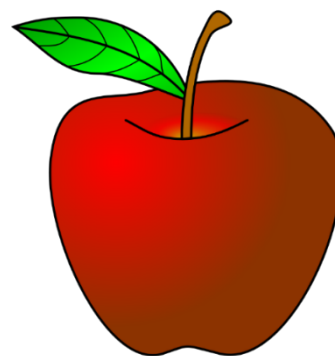
HEALTH AND PHYSICAL EDUCATION

Health

They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.

Physical Activity

Students demonstrate fair play and skills to work collaboratively. They access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing. They perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.



NAPLAN- *National Tests in Numeracy and Literacy*

11th March – 26th March 2026 (week 7-9)

Purpose of the tests

The NAPLAN tests are designed to assess the skills of Australian students in literacy and numeracy. The specific purposes are:

- to collect data from the population of Years 3, 5, 7 and 9 students for reporting to parents/carers and schools for systematic reporting
- to accommodate the assessment of students against national minimum standards.

What is tested?

A series of tests will assess areas of literacy and numeracy.

The following areas of **literacy** are assessed:

- Conventions of language - spelling, grammar and punctuation
- Writing - knowledge and control of written language
- Reading - comprehension.

In **numeracy**, the content areas assessed are:

- Number
- Measurement, chance and data
- Space
- Algebra, function and pattern (formal algebra for Year 9 only).

Results from the tests will provide important information about children's progress in literacy and numeracy. Following the tests, schools and students/parents will receive a statement of performance in relation to the national minimum standards.

Format of the tests

The tests are completed online, digitally. In the writing test, students are provided with a 'writing stimulus' (also called a 'prompt' – an idea or topic) and asked to write(type) a response in a particular text type. Different prompts are used depending on the testing day and student year level. These writing prompts target the full range of student capabilities expected of students from Years 3 to 9.

The response formats for questions on all other tests will be either multiple choices - click a bubble to indicate the answer - or constructed response - type the answer in a box or on a line.

How can parents help?

Parents and Carers can best assist students by making them feel comfortable about the nature and purpose of the tests. Completing the set homework and on-going revision of the class content as well as daily reading with follow up discussion will all be beneficial in preparing your child to do their best. Students can be assured that the assessments will give them an opportunity to show what they have learned in class.

ARABIC STUDIES

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

- Fosters educational, intellectual, cultural, cognitive and effective development.
- Enhances the understanding of Islam and the Qur'an.
- Develops positive intercultural attitudes and international understanding.
- Prepares students to function in the Islamic country.
- Provides the skills to communicate with Muslim people all over the world.
- Is one of the eight essential areas of learning as formulated by the Australian Education Council.

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

- Communicate in Arabic.
- Enhance their intellectual and social development.
- Enhance their understanding of the language.
- Expand their knowledge and approach to Islam with common sense.
- Magnify their self-esteem.
- Develop their sense of social justice.
- Enhance their vocational prospects.

When should we start teaching Arabic?

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

- Children at this stage are normally eager, enthusiastic and aware learners who are quickly and effectively supported by their native oral perceptiveness.
- This age group has no psychological barriers and no hesitations on performing speaking tasks in Arabic.
- Students have acquired basic learning skills and will develop this further within the Arabic curriculum.
- Being exposed to Arabic from an early age doesn't only form the basis for further Arabic language studies in the Islamic religion.
- From an early age children will develop more positive Islamic intercultural attitudes that will enhance their lives in a multi-cultural, multi-racial and multi-lingual Australian and global society.

Goals for Arabic program

The major goals of Arabic language teaching are to:

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

Objectives

- Identify / say numbers to 100
- Talk about age
- Identify / say colours
- Identify days of the week
- Give simple phrases about themselves
- Become familiar with simple Islamic and Arabic traditional stories
- Identify Islamic and Arabic cultural items
- Give phrases referring to greeting, animals, body parts and family names
- Respond to classroom instructions
- Know about the symbolic significance of same number sin the Islamic culture

Assessment

Assessment in Year 5 is carried out in two parts:

- Continuous, ongoing assessment on a fortnightly basis in reading, Writing and comprehension.
- A structured 1 hour exam at the end of the semester makes up the other part of the total mark.
- Weekly Spelling words test.

Resources

- A large collection of stories in Arabic used by various Arab countries
- I Love and Learn the Arabic Language student's book – level 5
- I Love and Learn the Arabic Language exercise book – level 5
- Education Perfect online resources/platform

Education Perfect

Education Perfect is an online learning tool that Arabic department is integrating into its curriculum for years 5 and 6.

With such limited class time, Education Perfect enables students to focus on learning at home, providing structured lessons suitable for both the



classroom and individual learning. These lessons start with introductory slides, so students gain a good understanding of the topic before it's taught. Rich images and videos break down difficult concepts and give students a thorough understanding of the topic. It also allows the teacher to monitor the child's progress and pass this feedback onto parents through a feature called the Control Panel.

The resource has been successfully implemented in over a thousand schools from around the world, with notable impacts on student motivation and grades. Students gain points for every question they answer, they can therefore compete against their friends in a fun, educational and safe environment at their own pace.

Key features:

- Content has been built to follow the New Zealand and Australian curriculum, with teachers being able to work with our subject experts to further customise content to match their teaching needs.
- Multiple testing modes: improve understanding, recall, and higher-order thinking.
- Touch Device Compatible – iOS and Android applications available.
- Teachers receive reports showing which areas of the curriculum students found most difficult, so they can tailor their teaching to areas needing attention.
- Enabling a “flipped classroom” – students can come to class familiar with the content, enabling teachers to spend more time on advanced topics.
- Differentiated learning – every student can be working on a different task according to their strengths and weaknesses, and teachers can track their progress and achievement.
- The licence may only be used by one student.

Parents are welcome to visit the website for more information - epforlearning.com. We hope that you can see the value for the child and are prepared to invest in this excellent resource.

Qur'an and Islamic Studies

Rationale: Learning Islamic Studies is a very essential part of the common curriculum and activities in the Islamic College of Brisbane for the following reasons:

- a. The development of student's cultural understanding, religious beliefs and mental skills as a Muslim.
- b. Allow the easy understanding of the Qur'an recitation with all the Tajweed rules and memorize (Hifz) the prescribed Surahs.
- c. The development of the great cross-cultural and interfaith understanding.

- d. The development of skills for students to allow them adapt to living in an Islamic situation and to communicate with Muslims in different places and environments.

Course outline of each lesson

Fiqh

Miscellaneous Points of Wudhu, Tayammum in Detail, Sunan of Salaah, Forbidden and Disliked Times of Salaah, Salaah of a Masbooq, Qadha Salaah, Eed Salaah, Hajj and 'Umrah, Ziyaarah

Hadeeth

Promises, Use of the Tongue, Gheebah, Intoxicants, Beauty of a Person's Islam, Carrying Tales

99 Names of Allah, Importance of the Last 3 Surahs (Mu'awwadhatayn) Speaking Good, Good Character

Seerah and Taareekh

Treaty of Hudaibiyah, Bay'ah ar-Ridwaan, The Message of Islam Spreads, 'Umratul Qada, Conquest of Makkah, The Battle of Hunain, The March to Tabuk, The Farewell Pilgrimage, The Messenger Leaves the World, Moosa (AS), Isa (AS)

Aqeedah

Death, Journey after death, Jannah, Description, Seeing Allah, Actions that Lead to

Jannah, Jahannam: Description, Actions that Lead to Jahannam A'raf,

Introduction to Taqdeer, our Beliefs with Regard to Allah

Our Beliefs with Regard to the Prophets and the Sahaabah

Akhlaaq wal Aadaab

Asking Advice (Mashwarah), Patience, Ties of Kinship, Exchanging Gifts and Honouring the Guest, Virtues of Dhikr, Ghusl, Social Interaction, Writing, Siwak, Visiting the Sick.

Qu'ran Recitation and Memorisation

Recitation- Juz 30

Memorisation (Surahs)- Infitaar, Tariq, A'laa

Meaning of Surah Al Fatiha, Surah Al Ikhlas and Surah Al-Falaq, Al-Masad and Al-Nas.

Memorisation (Duas)- Returning from a journey, Protection from calamity, Dua when entering the market place, dua when angry (steps to cool anger), When looking in the mirror, Kalimah Radd-al-Kufr, Before going to bed.

10 Names of Allah from 55 to 75

Assessment

Assessment tools used in this subject include small examinations or worksheets, multiple choice and true or false questions, classroom demonstrations, presentations and semester examinations will be used in the evaluation of the student's achievement of objectives. The learner's participation in the class activities and his/her growth and development will be main criteria.

Resources

An- Nasihah Publications workbook, Nasihah World- online textbook and resources



CLASSROOM ORGANISATION

Assessments

Assessment of students' progress is a continuous process involving both formal and informal methods. Formal assessment involves testing, completion of tasks such as performances and hands-on activities, questioning and checklists, as well as digital components. Informal assessment involves observation, anecdotal notes, work samples and student profiles.

Performances in both academic and non-academic areas are recorded and your child's effort, as well as achievement, is noted. School reports are sent home at the end of each semester.

PAT Testing

PAT Testing occurs in October, over all subject areas, and is used as a measure of a student's progression over the year.

Homework

The homework program gives students the opportunity to develop independent work skills and will reflect the classroom learning.

Homework will consist of a selection of the following:

- Daily Reading (e.g. library book)
- Grammar and punctuation/proofreading activities
- Weekly reading and viewing activities
- Mathematics
- Finishing off incomplete work

Additional activities may require work to be done at home, for example research, investigation or project completion. If students are experiencing difficulty with their homework, require extensive assistance from someone at home or takes more than three hours a week to complete the set work, it is important that parents/ carers discuss this with the classroom teacher.

Homework Expectations

At the Islamic College of Brisbane, we believe in the Primary School that homework benefits students by complimenting classroom learning, fostering and creating good study habits and providing an opportunity for students to be responsible and developing learners.

Middle Years (4-6)

- Independent reading on a daily basis.
- Tasks that are continuation of classroom work. This may include project and research tasks, as well as unfinished class work, if necessary.
- Homework will not exceed **50 minutes a day**. This includes all homework assigned by Specialist teachers.

PROJECTS

As part of regular assessment your child will be given projects to complete. Most of these will be completed during class time however students may be required to finish some of their work at home. We encourage you to help your child with project work, however, please resist the temptation to complete the work for them. Projects enable children to develop valuable research skills and need to be completed independently with guidance from parents and

teachers. All projects should be submitted on time and should be written in the students own words, as copying text directly from books or the Internet is considered plagiarism and projects that contain plagiarized material will have marks deducted.

PLAGIARISM

What is Plagiarism?

Many people think of plagiarism as copying another's work, or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense.

- All of the following are considered plagiarism:
- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you reference it or not.

http://www.plagiarism.org/plag_article_what_is_plagiarism.html

Students must submit their own work and correctly reference any websites or books used for information in projects. It is crucial that students learn the skill of reading information for projects/ investigations and writing it into their own words and referencing when necessary. It is fantastic when parents help throughout projects and investigations, however it is necessary that a student think and write for themselves. A parent's role is to guide and support a child into completing work independently. If it is suspected that a student has plagiarised work then a fail grade will be given and it will be noted on a student's file for future reference.

What is Referencing?

Students will be taught how to correctly reference work during class time.

Library

Students without a book bag will not be allowed to borrow.

During the fortnightly class visits to the library, students will return and borrow books. They must care for the books otherwise an invoice for the cost of a replacement book will be sent home. Students will participate in learning experiences that promote the enjoyment of literature through book and author studies during their visits. Students must carry their library book in a book bag so that it does not get lost or damaged. Please encourage your child to read widely, as this improves their literacy outcomes.

Excursions and Incursions

Excursions and Incursions are 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. The topics and excursions/incursions may change as the year progresses, in accordance with availability and student interest.

Term 1: Bazil & Grumble Puppet Workshop

Term 2: Gold Coast Coastal Erosion Excursion

Term 3: Wild Rangers Adaptations

Make and Meld Science Workshop

Term 4: Camp Warrawee Day Camp

Museum of Brisbane and City Hall Visit

In addition to the above, other educational experiences are made available to us, such as the Life Education Van Visit.

COLLEGE EXPECTATIONS

BYOD (Bring Your Own Device & Charger)

Students use the device for educational purposes whilst on the college premises and/or connected to the college network. Students are expected to log on to services and devices using their own name. They must charge the device at home, leave enough storage space for learning tasks and keep devices secure to enable daily use. Students are required to obey general college rules concerning behaviour and communication in line with the College's Code of Conduct and ICT Use Agreement. Activities such as downloading files, playing computer games or watching movies not related to schoolwork will not be permitted. When

resolving cases where a student-owned device has been damaged, existing college policies and procedures will apply. The BYOD Policy is in place to inform Islamic College of Brisbane's community (students, staff, parents and Administration) of the roles and responsibilities of maintaining a responsible, safe and effective BYOD program. Please ensure you and your child are familiar with the policy.

School Uniform

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

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

School Bag

Students are required to purchase an ICB school bag. Please ensure your child's school bag is clearly named. It is advisable to put a key chain or tag that your child can use to help identify their own bags when on the racks.

Please refer to the Primary Uniform Policy on our Website for more information.

Food Policy

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

School Lunches

Being at school is hard work, so by the time recess and lunchtime comes your child will be hungry and thirsty. What they will need is a nutritious and filling snack and lunch. You play a central role in developing your child's eating habits and providing a consistent message about a healthy lifestyle. An interesting, healthy lunchbox will encourage your child to refuel properly during the day. Make sure that you provide a dentist-friendly drink as well (such as water or fresh juice). **Please note that students are not allowed to bring canned food or soft drinks to school.**

Medication and Action Plans

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

Attendance Policy

“It’s not okay to stay away!”

Children should **attend school on every day** when instruction is offered unless the school receives a valid reason for being absent (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. Absences and lateness will be noted on your child's report. Vital information and lessons are missed due to absences and it is your child's responsibility to make the necessary arrangements to catch up on his/her work.

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. Parents must call the school office and inform the office and provide reason for absence. Students absent from college for a day or more must provide a medical certificate explaining the reasons.
3. In the absence of this letter/call from parent or medical certificate the teachers will send those students to the office where the office secretaries will ring the parents asking explanation and a letter to follow.
4. Any student absent from college for more than 5 days (without medical reasons) will have to meet the Deputy Principal to discuss and explain their absence from the college.

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

Punctuality

Students should arrive at school **between 8:00 and 8:20am**.

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

Students who arrive after 8:20am are considered to be late.

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

1. Students coming 10 minutes late (8:20 – 8:30 am) must be signed in by office student service officers.
2. Persistent late comers will be dealt through other consequences.

Parent - Teacher Communication

Education is collaboration between the student, Parents/ Carers and Teacher. To assist each other in providing the best education for your child, we encourage your feedback, questions, concerns and support. The school sends home newsletters every term. From time to time you may also receive newsletters from the class teacher regarding upcoming events.

Any messages from home can be written in your child's school diary. If you wish to meet in person, please contact the school administration and make an appointment. All teachers have an email and can also be contacted via this method. Some teachers may have use Class Dojo to communicate too.

Parent must contact teacher to establish the agreed method of communication.



THE ICB SCHOOL HUB

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

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

Uniquely qualified, including a counsellor, social worker, social support teacher, youth guidance officer, youth worker and registered nurse, it is through a commitment of

establishing warm and trusted relationships and a culture of care that our Wellbeing Hub team apply their expertise to support and enable young people to develop holistically.

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

(ICB Wellbeing Policy, 2022)

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

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

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

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

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

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

SCHOOL RULES AND BEHAVIOUR EXPECTATIONS

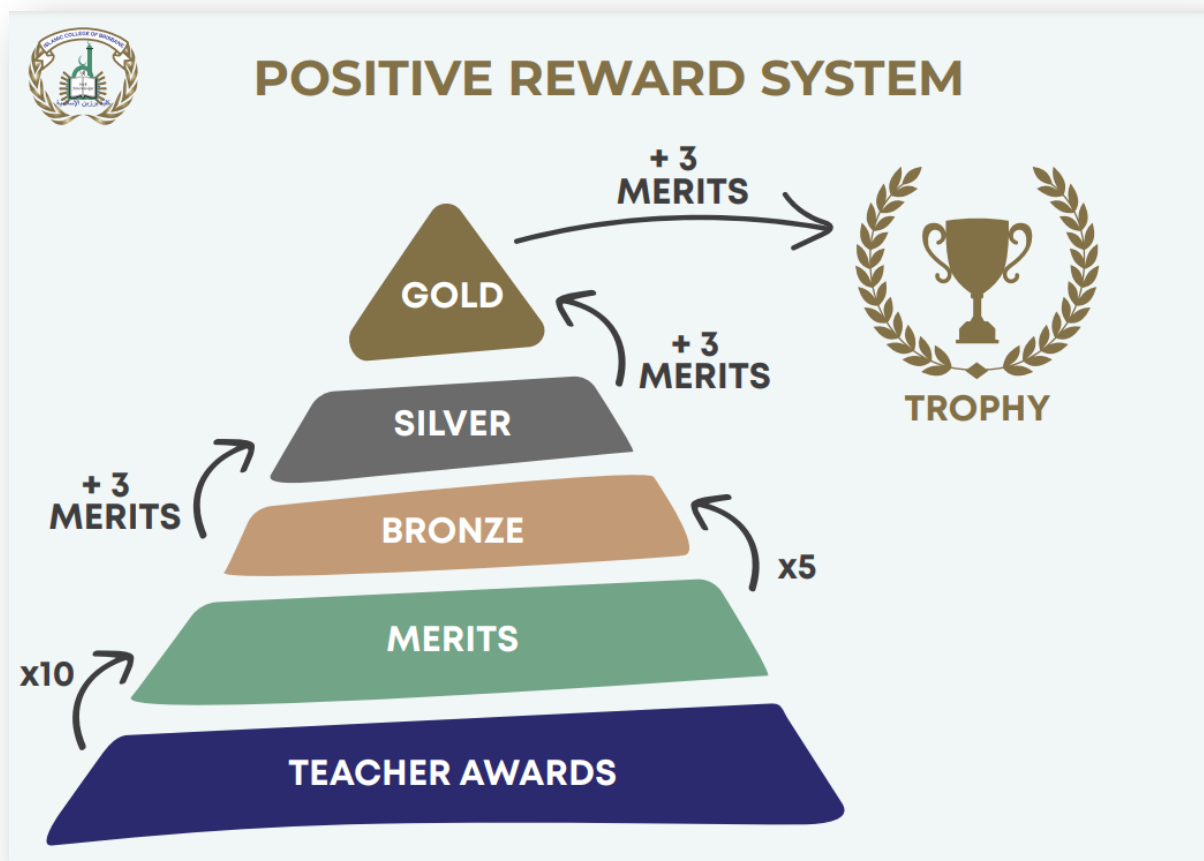
All school expectations are communicated to students on a regular basis. These expectations are taught to students

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

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.

