



ISLAMIC COLLEGE
OF BRISBANE

YEAR 6

PARENT INFORMATION BOOKLET

2026

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 TRUTH
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

The Islamic College of Brisbane is an independent school with an Islamic ethos. With the guidance and mercy of Allah (SWT) we strive to:

- Establish a sound foundation for the future endeavours of our children in the community which encourages students to become lifelong learners. A lifelong learner is:
 - a knowledgeable person with deep understanding;
 - a complex thinker;
 - a creative person;
 - an active investigator;
 - an effective communicator;
 - a participant in an interdependent world;
 - a reflective and self-directed learner.

“Visible Learning means an enhanced role for teachers as they become evaluators of their own teaching. Visible Learning and Teaching occurs when teachers see learning through the eyes of students and help them become their own teachers.” (John Hattie, 2018)

From 2018 ICB has been introducing Visible Learning. The following key points describe a little more about what Visible Learning is.

- Optimise feedback and heighten students’ awareness of the benefits of effective feedback.
- Know thy impact – teachers focus on *evaluating the effects* they have on students, and adjust teaching methods accordingly.
- When teaching and learning are “visible” –when it is clear what teachers are teaching and what students are learning, student achievement increases.
- Students learn to become their own teachers, an important component of becoming lifelong learners; we want students to value this.

Consider teaching primarily in terms of its impact on student learning.

CURRICULUM

The curriculum will be presented through integrated themes and topics, using the Australian Curriculum. Themes allow children to work on areas of interest and to broaden their knowledge base across Key Learning Areas. Themes can assist curriculum delivery by supporting and extending individual learning needs of diverse groups of students. Thematic learning increases competence, confidence, and deeper understanding of concepts. Themes are also useful in connecting knowledge to children’s experiences and enriching student knowledge of real world issues.

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

HOMEWORK

The Year 6 homework program supports the work undertaken in class and assists students to develop effective study habits and time management skills. These are important skills that students need to develop as they move through their schooling. Homework will consist of mathematics, comprehension activities, spelling and revision, research, investigation or project completion.

Note: Students may also be required to finish work not completed during lessons.

Homework for year 6 will consist of the following: -

- Spelling words and sentences/paragraph writing
- Soundwaves 6 - 1 unit per week
- Grammar Conventions – 1 unit per week
- Wushka - Reading Comprehension/activities
- Athletics Online homework

HOMWORK EXPECTATIONS

Homework is compulsory at our college. Homework may help to develop good study habits, to reinforce work done at school, and provide an opportunity for parents to share in the educational process.

HOMWORK SCHEDULE

EARLY YEARS (PREP-3)

- Homework will consist of reading with parents, by parents and independently.
- Simple extension activities associated with classroom learning.
- Gathering of additional information or materials.
- Homework will not exceed **30 minutes** a day. This includes all homework assigned by Specialist teachers.
- Homework will not be set over holiday periods.

MIDDLE YEARS (4-6)

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

HOW CAN PARENTS HELP?

- Assist your child in developing a schedule for the completion of homework. A little work completed each afternoon is more effective than completing everything in one evening.
- Make a quiet space for your child to sit and concentrate on what they are doing.
- Assist your child but please do not give them answers or do the work for them.

If your child is experiencing difficulty with their homework, requires extensive assistance from someone at home or is spending more than three hours a week to complete the set work, it is important that parents/ carers contact the classroom teacher as soon as possible to discuss this.

FURTHER INFORMATION

The education of any child should be a collaborative effort between the student, teacher and parents. This booklet has been developed to provide an overview and information regarding the Year 6 curriculum and its organisation. Parents/carers are encouraged to contact the school administration or their child's classroom teacher if they are seeking further information or clarification.

ASSESSMENT

Students would be assessed on a regular basis. They will be given tests fortnightly, in Spelling and Chapter tests in Mathematics. End of term tests in all subjects will also be conducted along with regular assignments. Students are encouraged to participate in all school competitions organised under the sponsorship of the University of New South Wales and University of Canberra because this strengthens

their skills and capacities to meet intellectual challenges of higher levels. They also get exposure to new ideas and concepts, not generally encountered in classroom situations.

All students are advised to revise thoroughly and are encouraged to put in their very best in the examinations. Student progress would also be monitored by completing homework and projects. Regular attendance, good conduct and behaviour are equally as important for the overall success of students in school work.

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.

THEMES, EXCURSIONS AND SPECIAL EVENTS

Excursions are an important part of the curriculum program and it is compulsory for every student to participate, as they allow students to consolidate classroom learning in real life context. Students will also get the opportunity to listen to guest speakers. They will be doing projects which will build their research skills and will be doing class presentations as well.

Term 1 – Y Lead Incursion

A dynamic leadership workshop designed to empower Year 6 students as they begin their final year of primary school. Students participate in engaging activities that build confidence, teamwork, communication and problem-solving skills, helping them step into leadership roles with responsibility and positivity.

Term 2 – Botanical Gardens (Sustainable Gardens – Design & Technologies)

Students explore the Brisbane Botanical Gardens to learn about sustainability, native plants, ecosystems and environmental design. They investigate how gardens are planned and maintained, linking these observations to their unit on creating sustainable garden designs. This hands-on experience supports inquiry, creativity and an appreciation for caring for the environment.

Term 3 – Parliament House (HASS – Civics)

An immersive Civics & Citizenship excursion where students visit Queensland Parliament House. They learn how laws are made, the roles of members of parliament, and how democratic processes work. Students may experience a mock parliamentary session, deepening their understanding of government and civic responsibility.

Term 3 – Year 6 Camp (Team Building)

A one-night camp focused on teamwork, resilience and personal growth. Students participate in a range of engaging activities that develop cooperation, trust and leadership. Camp provides an opportunity for students to bond, gain independence and build strong connections before transitioning to high school.

Term 4 – Make and Meld (Science – Space)

An interactive STEM workshop where students apply their knowledge of space science through hands-on making, experimenting and designing. They engage in creative problem-solving tasks that bring space concepts to life, enhancing their understanding of engineering, technology and scientific thinking.

ENGLISH

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts

designed to inform and persuade. These include various types of media texts including newspapers, film and digital texts, junior and early adolescent novels, poetry, non-fiction and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

READING

- Silent reading – Class Novels
- Home reading done each night
- Reading aloud in class
- Library books will also broaden students reading
- Research projects would help with reading skills
- Reading Eggs

LISTENING AND SPEAKING

- Reading aloud in class
- Oral questions after reading
- Individual presentations of projects
- Listening comprehension

WRITING

The following text types (Genre) will be covered:

- Literary

- Narratives

-Factual texts (Informative/Non-literary)

- Recount
- Procedure
- Exposition
- Explanation
- Discussion
- Feature Articles

SPELLING

Weekly spelling lists and tests will be given. Meanings and word building of each list will also be done. Proofreading exercises will be given to consolidate spelling. Soundwaves 6 text will be used. Extension words are given for sentence making each week.

GRAMMAR

Grammar is the foundation of our language. It is the set of conventions which allow us to make sense of what others are telling us and vice versa. It helps in clear speaking, writing and effective communication. Students this year will cover parts of speech i.e., nouns, pronouns, verbs, adverbs and adjectives. Punctuation marks i.e., capital letters, full stops, commas, apostrophes, quotation marks, question marks, exclamation marks and colons would also be covered. Text used: Grammar Conventions book 6

COMPREHENSION AND READING

Students will be involved in weekly comprehension tasks and regular online assessment. They will also be undertaking several guided reading programs like the Daily 5 and CAFÉ in class at least 3 times a week.

MATHEMATICS

The proficiency strands *Understanding, Fluency, Problem Solving and Reasoning* are an integral part of mathematics content across the three content strands: *Number and Algebra, Measurement and Geometry, and Statistics and Probability*. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

By the end of Year 6, students recognise the properties of prime, composite, [square](#) and triangular numbers. They describe the use of integers in everyday contexts. They solve problems involving all four operations with whole numbers. Students connect fractions, decimals and percentages as different representations of the same [number](#). They solve problems involving the addition and subtraction of related fractions. Students make connections between the powers of 10 and the [multiplication](#) and division of decimals. They describe rules used in sequences involving whole numbers, fractions and decimals. Students connect [decimal](#) representations to the metric system and choose appropriate units of measurement to perform a calculation. They make connections between [capacity](#) and [volume](#). They solve problems involving length and area. They interpret timetables. Students describe combinations of transformations. They solve problems using the properties of angles. Students compare observed and expected [frequencies](#). They interpret and compare a variety of [data](#) displays including those displays for two categorical variables. They evaluate secondary [data](#) displayed in the media. (ACARA, 2015)

Students locate fractions and integers on a [number line](#). They calculate a simple [fraction](#) of a quantity. They add, subtract and multiply decimals and divide decimals where the result is rational. Students calculate common [percentage](#) discounts on sale items. They write correct [number](#) sentences using brackets and [order of operations](#). Students locate an ordered pair in any one of the four quadrants on the Cartesian plane. They construct simple prisms and pyramids. Students list and communicate probabilities using simple fractions, decimals and percentages. The Mathematics program includes the following strands: -

NUMBER AND ALGEBRA

- Number and place value
- Fractions and decimals
- Money and financial mathematics
- Patterns and algebra

MEASUREMENT AND GEOMETRY

- Using units of measurement
- Shape
- Location and transformation
- Geometric reasoning

STATISTICS AND PROBABILITY

- Chance
- Data representation and interpretation

Text Used: ICE-EM 6 Book 3rd Edition; approved by ACARA.

HASS

The Year 6 curriculum moves from colonial Australia to the development of Australia as a nation, particularly after 1900. Students explore the factors that led to Federation and experiences of democracy and citizenship over time. Students understand the significance of Australia's British heritage, the Westminster system, and other models that influenced the development of Australia's system of government. Students learn about the way of life of people who migrated to Australia and their contributions to Australia's economic and social development.

The content provides opportunities to develop historical understanding through key concepts including **sources, continuity and change, cause and effect, perspectives, empathy and significance.**

These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this year level involves two strands: *Historical Knowledge and Understanding* and *Historical Skills*. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

A framework for developing students' historical knowledge, understanding and skills is provided by **inquiry questions** through the use and interpretation of sources. The key inquiry questions at this year level are:

KEY INQUIRY QUESTIONS

1. Why and how did Australia become a nation?
2. How did Australian society change throughout the twentieth century?
3. Who were the people who came to Australia? Why did they come?
4. What contribution have significant individuals and groups made to the development of Australian society?

The History program includes the following strands: -

HISTORICAL KNOWLEDGE AND UNDERSTANDING

- Australia as a Nation
- Democracy and Citizenship in Australia
- Economic Development in Australia

HISTORICAL SKILLS

- Chronology, terms and concepts
- Historical questions and research
- Analysis and use of sources
- Perspectives and interpretations
- Explanation and communication

SCIENCE

The *Science Inquiry Skills* and *Science as a Human Endeavour* strands are described across a two-year band. In their planning, schools and teachers refer to the expectations outlined in the Achievement Standard and also to the content of the *Science Understanding* strand for the relevant year level to ensure that these two strands are addressed over the two-year period. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching/learning programs are decisions to be made by the teacher.

Over Years 3 to 6, students develop their understanding of a range of systems operating at different time and geographic scales. In Year 6, students explore how changes can be classified in different ways. They learn about transfer and transformations of electricity, and continue to develop an understanding of energy flows through systems. They link their experiences of electric circuits as a system at one scale, to generation of electricity from a variety of sources at another scale and begin to see links between these systems. They develop a view of Earth as a dynamic system, in which changes in one aspect of the system impact on other aspects; similarly they see that the growth and survival of living things are dependent on matter and energy flows within a larger system. Students begin to see the role of variables in measuring changes and learn how to look for patterns and relationships between variables. They develop explanations for the patterns they observe, drawing on evidence.

The Science program focuses on these main strands: -

SCIENCE UNDERSTANDING

- Biological sciences
- Chemical sciences
- Earth and space sciences
- Physical sciences

SCIENCE AS A HUMAN ENDEAVOUR

- Nature and development of science
- Use and influence of science

SCIENCE INQUIRY SKILLS

- Questioning and predicting
- Planning and conducting
- Processing and analysing data and information
- Evaluating
- Communicating

GEOGRAPHY

A diverse and connected world takes a global view of geography and focuses particularly on the concepts of place and interconnections. Students learn about the diversity of peoples and cultures around the world, the indigenous peoples of other countries, the diversity of countries across the world and within the Asia region. They reflect on cultural differences and similarities, and on the meaning and significance of intercultural understanding.

The focus of study becomes global, as students examine Australia's connections with other countries and events in places throughout the world, and think about their own and other people's knowledge of other countries and places. Students' mental maps of the world and their understanding of place are further developed through learning the locations of the major countries in the Asia region, and investigating the geographical diversity and variety of connections between people and places.

Geography curriculum focuses on the following:

1. GEOGRAPHICAL KNOWLEDGE AND UNDERSTANDING

- Location of major countries
- Differences in economic, demographic and social characteristics
- Cultural diversity including indigenous people
- Various Australian connections
- People's awareness and opinions of places

2. GEOGRAPHICAL INQUIRY AND SKILLS

- Observing, questioning and planning
- Collecting, recording, evaluating and representing
- Interpreting, analysing and concluding
- Communicating, reflecting and responding

ASSESSMENTS:

Students will be assessed through assignments and end of term/semester exams. Several projects will be handed out throughout the year to assess the knowledge of the students.

LIBRARY

Students in Year 6 have a dedicated library time each week. During ODD weeks they use the computer rooms for research or publishing and on EVEN weeks they borrow. Students of course may borrow at any break times as well. Year 6 students may borrow up to 5 books at a time. Books are loaned for a two week period only and any overdue or lost books may incur an invoice for payment. All P-6 students are required to have a library bag to ensure their books are kept clean and undamaged.

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education involves students in learning about and practising ways of maintaining healthy lifestyles. Students will cover the following strands:

PROMOTING THE HEALTH OF INDIVIDUALS AND COMMUNITIES

- Food and health i.e. cleanliness and personal hygiene
- Sun exposure as a health issues
- Humans activity and health effects of pollutants
- Criteria for selecting health products

ENHANCING PERSONAL DEVELOPMENT

- What is growth and development
- Inherited characteristics
- Environmental influences
- Relationships and behaviour

DEVELOPING CONCEPTS AND SKILLS FOR PHYSICAL ACTIVITY

- Strategies and tactics in invasion games
- Influence of Media images
- AFL, Basketball, Netball, Athletics and Swimming, European Handball
- Afterschool Sports (TBA)
- Gala Days

THE ARTS

Art is an essential part of a comprehensive and balanced curriculum. The Year 6 visual art program enables students to develop the necessary skills, strategies and techniques to make, display and respond to art. Visual art assists in fostering the development of each student's individuality and introduces students to a range of cultural traditions and practices from around the world. Students will use a range of different media to combine their ideas and feelings into expressive forms and analyse their own art work and the work of others.

Dance teaches students to extend their use of various combinations of fundamental movement skills and technical skills, developing competence, body control and accuracy.

In Drama, students develop understanding of character through voice and movement and extend their understanding and use of situation, focus, tension, space and time.

In Media Arts, they develop their understanding and use of performance or technical skills to communicate intention for different audiences. They identify a variety of audiences for different arts experiences as they engage with more diverse artworks as artists and audiences.

DIGITAL TECHNOLOGIES

The ICT program include the introduction of Robotics with major focus on ICT to ensure students are competent users of Digital Technologies.

Students will be engaged in using computers and information technologies across all key learning areas.

- **CONNECTING DIGITAL COMPONENTS:** Examine digital systems that have external and internal components that explore different functions. (Bluetooth, Input and output devices and Scratch programing)
- **REPRESENTING IMAGES USING BINARY:** Learn all about pixels and the way that computers store an image.
- **CREATING A DIGITAL PROGRAM AS A COLLABORATIVE PROJECT:** Collaborate with others to create a sustainable farm in Minecraft. Present a digital magazine with screenshots.

COMPUTER SKILLS INCLUDE:

Operate effectively within the desktop environment

- MS Kodu
- Computer Configuration
- Microsoft Office 2016
- Hour of code
- Microsoft Kodu

PACKING 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 snacks 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 plenty of water. Please remember when packing your child's lunch that ICB is committed to reducing waste, so please consider reusable lunch containers and drink bottles and remember that the Litter-Free Lunch program is held every Tuesday with prizes for the most consistently litter-free classes.

Please note that students are not allowed to bring canned food or glass containers/bottles school for safety reasons.

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.

ICB website → Administration → Policies → Food Policy

SCHOOL DIARY

The school diary is vital as it provides contact between home and school. The diary must come to and from school. The diary also provides you with information regarding the behaviour and academic achievement of your child.

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.

Shoes: -

Full school uniform - *students must wear black sports shoes with white socks.*

Sports Uniform – *black sport shoes with white socks.*

Thongs – please make sure your child brings a pair of thongs to school for prayer times. As they will be used every day, they may need to be replaced through the year if they break.

Boys must have an appropriate short back and sides haircut at all times.

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

SCHOOL CAMP

School camp (Term 3) is compulsory for all Year 6 students. School camps are held over 3 days and 2 nights at the Gold Coast Recreation Centre, Tallebudgera.

From their website:

The Gold Coast Recreation Centre is located on the doorstep of beautiful Tallebudgera Beach, surrounded by the pristine Tallebudgera Creek, and Burleigh Head National Park. We offer quality accommodation, facilities, meeting spaces, instructor-led activities and delicious healthy catering. We promote safe and exciting participation in outdoor recreation and have all the skills to deliver the ideal experience for you and your group.

The centre has inclusive facilities and activities equipped to accommodate people with disability; including wheelchair accessible and fully adapted accommodation, sports and dining facilities.

The centre operates on a 24 hours per day, 7 days per week basis.

While we appreciate that it can be difficult for some parents to spend time away from their children, the benefits of camp are numerous for your child's ongoing physical, social and emotional development. Children attending camp have many opportunities to develop self-confidence, independence, responsibility, environmental awareness, decision-making and teamwork skills. They also have the opportunity to develop new friendships and also to establish a closer relationship with both existing friends and their teachers. There are also multiple opportunities on school camp for "Challenge by Choice" activities where children will be able to challenge themselves to travel outside their comfort zones, but still have control over the level of challenge that they will face.

All meals provided on camp are 100% certified halal. Daily prayers will be held and Jumuah prayers will be led by a teacher or Imam if camp is on a Friday. The cost of school camp is included in your yearly levy payment.

THE WELLBEING HUB

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

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

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

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

(ICB Wellbeing Policy, 2022)

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

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

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

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

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

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

PROCEDURE FOR CONFLICT RESOLUTION

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

Discuss the concerns with the class teacher.



When an issue is raised with the classroom teacher, it should be followed through by the teacher. The parent should be contacted and given a report on what has been done to address the issue.



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



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

SCHOOL

EXPECTATIONS

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

ATTENDANCE

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

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

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

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

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

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

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

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

PUNCTUALITY

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

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

Late arrival disadvantages students and disrupts everyone else so punctuality is expected of all students.

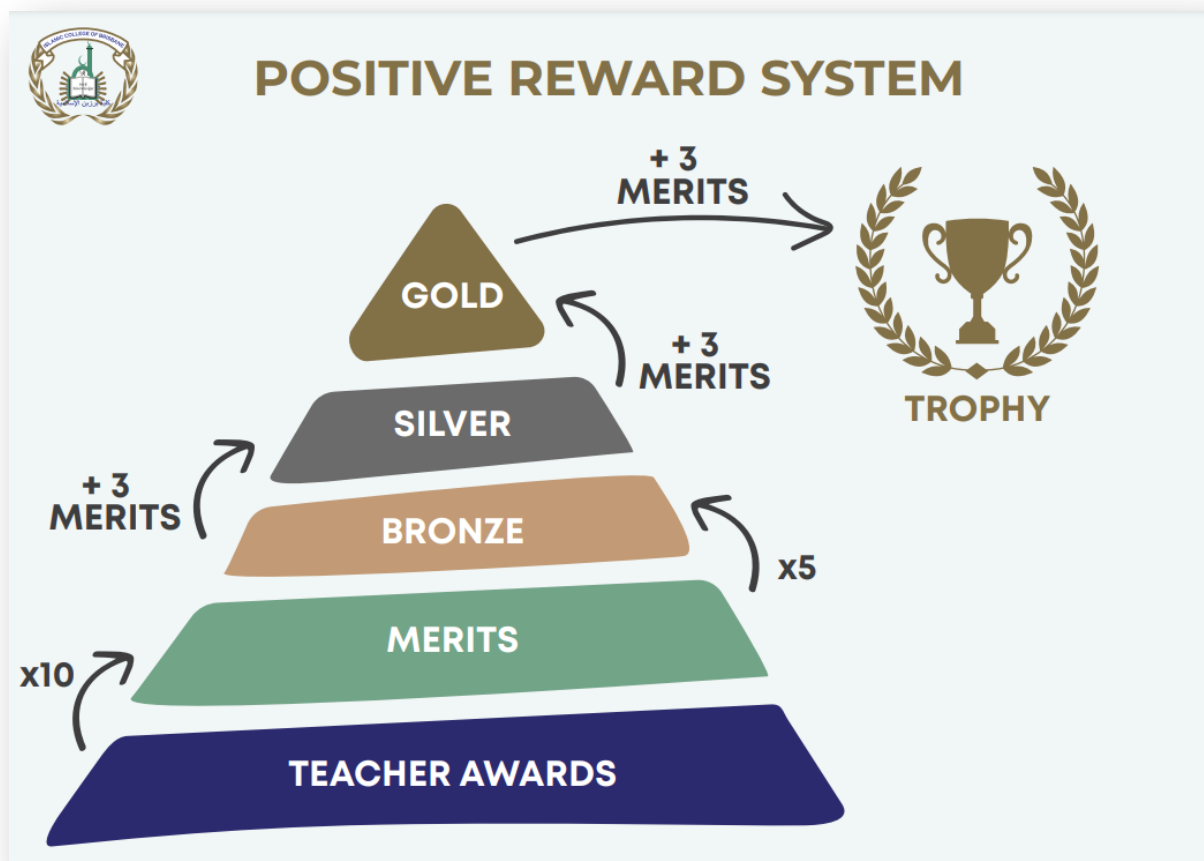
Students who arrive after 8:20am are considered to be late.

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

1. Students coming 10 mins late (8:20 – 8:30 am) must get a late slip from the admin secretaries.
2. **Persistent late comers** will be dealt through other consequences.

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.



RATIONALE:

The study of languages other than English in Australia is an integral part of a general education. Moreover, the importance of knowing additional languages such as Arabic Language is recognised in the Adelaide Declaration on National Goals for Schooling in the 21st Century (1999) and the National Statement for Languages Education in Australian Schools: National Plan for Languages Education in Australian Schools 2005–2008.

WHY LEARNING ADDITIONAL LANGUAGE?

- Widens horizons, broadens cognitive and cultural experience,
- Develops communicative and intercultural competence and opens up new perspectives for learners, as well as for their own language and cultural practices.
- Learning another language extends, diversifies and enriches learners' cognitive, social and linguistic development.
- Develops positive intercultural attitudes and international understanding.
- Enhances reading and understanding of the Qur'an.

WHY STUDY ARABIC?

Arabic is a valuable language for Australians to learn for the following reasons:

- The study of Arabic develops candidates' ability to understand and use a language which has global significance both economically and politically
- Arabic has long been the language of a civilisation that has contributed greatly to the intellectual, artistic and scientific achievements of humanity, and its influence goes far beyond the confines of modern Arab countries. It ranks sixth in the world's languages
- Arabic is the language of a great number of Australians from Arabic-speaking backgrounds and is the first language of people inhabiting vast areas of West Asia and North Africa
- The ability to communicate in Arabic, in conjunction with other skills, may provide opportunities for career opportunities in many industrial fields
- Expand their knowledge and approach to Islam with common sense
- Develop their sense of social justice

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 about 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 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 multicultural, multiracial and multilingual 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 of the student.
- Develop the learner's ability to understand meanings in Arabic.
- Enable the student to use Arabic comfortably, confidently and competently in a variety of situations.
- Develop the learner's ability to expand their knowledge of Arabic and to increase their flexibility in using their Arabic language skills.

OBJECTIVES:

The primary object of the subject is to develop students' ability to communicate in Arabic. This object should be achieved through the macro skills (Listening, Reading, Speaking and Writing)

LISTENING:

By the end of the year students should:

- know and understand familiar spoken language
- Reason and respond to speakers' attitudes, purposes, intentions and cultural meanings.

READING:

By the end of the year students should:

- know and understand familiar written language
- reason and respond to writers' perspectives, purposes, intentions and cultural meanings.

SPEAKING:

By the end of the year students should

- know and use features of the Arabic language
- create spoken language in Arabic and respond to situations relevant to their communication needs.

WRITING

By the end of the year students should

- know and use features of the Arabic language
- create written work in Arabic and respond in a manner suitable for the setting, audience and text type.

ASSESSMENT:

Assessment in Grade 6 is carried out in four parts:

- Continuous, on-going reading, writing and comprehension assessment on fortnightly basis.
- A 45-minute exam at the end of the semester making up the other parts of the total mark.
- Presenting an assignment (individual assessment)
- Play (group work and activities assessment)

GRADING CRITERIA:

- Written Examination
- Reading Examination
- Speaking Examination / Oral Presentation

- Listening Examination / Dictation
- Participation, Effort and Attitude
- Homework / Exercise Book

RESOURCES:

- Arabic between the Hands of our Children: New to 2023
- (Textbook and Workbook together – level 6)
- A variety of stories in Arabic
- Education Perfect: Online Intergrated Software

** EP Arabic offers a complete online course for primary and secondary school learners to Year 10 (currently). The programme is arranged in topic-based units which use a carefully scaffolded method to introduce key vocabulary and grammar in addition to providing an introduction to the culture of the Arabic-speaking world.*

*Language skills and competence are developed through numerous opportunities to practice speaking, listening, reading and writing. Additionally, teachers can design and build their own lessons, using their own content within the **EP smart lesson platform**. The EP-designed units are also fully customisable by teachers as and if needed. EP Arabic supports the IGCSE, GCSE and the IB prescriptions as well as the Australian and UAE curricula.*

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:

- The development of students' cultural understanding, religious beliefs and mental skills as a Muslim.
- Creating the foundations for a lifelong link with the Quran through fluent recitation and memorisation of specific chapters.
- The development of great cross cultural and inter-religious understanding.
- The development of skills for students to allow them to adapt to living in an Islamic situation and to communicate with Muslims in different places and environments.

BENEFITS AND AIMS FOR THE STUDENTS WHO LEARN ISLAMIC:

- Increase confidence in Islamic living
- Increase social development
- Reading of the Holy Quran
- Expand knowledge and understanding of Islam and the Quran
- Future benefit to the wider community
- Make students intellectually aware of the religion.

THEMES:

- **Iman** & **Aqeedah:**
Exploring the life of Prophet Muhammad (SAW) and understanding the profound impact his journey had on his companions and the early Muslim community.
- **Fiqh:**
Learning about the rituals and etiquettes of Jumu'ah, the rules of prayer while travelling, Witr Salaah, and the importance of cleanliness—particularly as students begin to understand the changes related to puberty.
- **Akhlaaq (Character Development):**
Fostering good manners and noble behaviour, including choosing good friends, self-image, the role of intention and sincerity, respecting parents and teachers, helping neighbours, speaking kindly, practising truthfulness, and showing generosity.
- **Prophets:**
Studying the inspiring personal and spiritual qualities of Prophet Yunus (AS) and Prophet Ayyub (AS) and learning why they are regarded as exceptional role models of patience, faith, and reliance on Allah.

QURAN:

Quran studies comprise of 2 aspects:

- **Recitation** – This aspect focuses on the recitation of the Quran while looking in the Quran. This develops the ability to identify the different words and the proper pronunciations of the works with the relevant rules of Tajweed are implemented.
- **Memorisation** – This aspect focuses on the memorisation of different surahs (chapters) of the Quran, specifically the shorter chapters which are commonly recited in salaah (prayers).

ASSESSMENT:

- Theory aspects of the curriculum are assessed through formal end of semester examinations and also through class tests and projects during other terms.
- Quran recitation is assessed continuously.
- Surah and Dua memorisation are assessed on an ongoing basis weekly or fortnightly.

- Character and conduct (Akhlaaq) are assessed through observation and interaction of the student with the teacher and other peers.

TEACHING MATERIALS FOR THIS COURSE:

Quran, Dua booklet, and Islamic studies workbook