

AL IMAN NEWSLETTER

OCTOBER 2024 | RABI'UL AWWAL 1446



ISSUE 24

Curriculum Day (Student Free Day)
Monday 7th October 2024

Term 4 Students Begin
Tuesday 8th October 2024

Year 3 -11 Annual Sports Day
Wednesday 30th October 2024

Curriculum Day (Student Free Day)
Monday 4th November 2024

Public Holiday
Tuesday 5th November 2024

Term 4 Students Last Day
Friday 6th December 2024

IN THIS ISSUE

- Mercy for all the worlds: A Sunnah to implement
- Importance of learning and applying Tajweed
- Keeping Our Students Safe Online
- Foundation - Year 2 Annual Sports Day
- A Term full of excitement and learning

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IMPORTANT DATES

Day Light Saving Begins	Sunday 6th October
Curriculum Day (Student Free Day)	Monday 7th October
Term 4 Students Begin	Tuesday 8th October
Year 3 - 11 Annual Sports Day	Wednesday 30th October
VCE Exams	Tues 29th Oct - Wed 20th Nov
Curriculum Day (Student Free Day)	Monday 4th November
Public Holiday (Melbourne Cup)	Tuesday 5th November
Foundation ELC Transition Program	Wed 13th & Thur 14th Nov
Foundation Orientation	Monday 18th November
Hifz Boys Graduation	Wednesday 20th November
VCE Boys Graduation	Thursday 21st November
VCE Girls Graduation	Friday 22nd November
Kinder Graduation	Tues 26th & Wed 27th Nov
Hifz Girls Graduation	Thursday 28th November
English Exam	Thursday 28th November
Year 6 Graduation	Friday 29th November
Science Exam	Friday 29th November
Maths & HPE Exam	Monday 2nd December
Humanities & Tech Exam	Thursday 5th December
Term 4 Last Day (Students)	Friday 6th December



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PRINCIPAL'S MESSAGE

Br Zulfiquar Ali

Dear Parents, Staff and Students

Assalam-O-Alaikum

Alhamdulillah, Term 3 has come to an end. I would like to take a moment to express my heartfelt gratitude to each and every one of you for your unwavering support, dedication, and hard work.

This term has been nothing short of extraordinary, and it's thanks to the collective efforts of our incredible staff, the enthusiasm and commitment of our students, and the ongoing support and partnership with our parents and caregivers that we have achieved so much together.

Our staff members have gone above and beyond to create a nurturing and inspiring learning environment. Their passion, creativity, and tireless efforts have made a profound impact on the educational journey of our students. Their dedication to the children's growth and development is truly commendable.

We are proud of our students and their hard work and achievements this term. Their eagerness to learn, adaptability, and resilience continue to amaze us. Whether it was learning the Islamic Studies, effort in the classroom, on the sports field, in the key learning areas, or in various extracurricular activities, their enthusiasm and determination have shone brightly.

I would like to thank our parents for entrusting us with your children's education and for being such wonderful advocates for their growth.

As we look forward to the upcoming term, please have a blessed and well-deserved rest during the break, ready to return with renewed energy and enthusiasm for the challenges and opportunities that lie ahead.

Please make sure our children are engaged in Aamal (virtuous deeds) during the term break, praying salat on time, reciting Quran on a daily basis, engaging in the Zikr (remembrance) of Allah Subhanahoo Wata'ala and availing opportunities to help and support parents, community members and the society.

We should be thankful to Allah Subhanahoo Wata'ala for making this term memorable and successful. I would also like to thank you for your continued support for our school's achievements, and I am excited to see what we can accomplish together in the future.

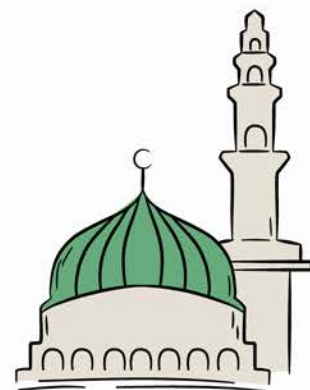
Wassalam-O-Alaikum



AL-NASIHAH

MERCY FOR ALL THE WORLDS: A SUNNAH TO IMPLEMENT

Maolana Ahmad Moim Siddiqui – Islamic Studies Teacher



Ar-Rahmaan: The All-Merciful Allah ﷻ, in His boundless mercy, created Prophet Muhammad ﷺ as a source of compassion for all of humanity. He ﷻ says: *“And We have not sent you but as mercy for all the worlds.”* (Quran 21:107). The Prophet ﷺ was fashioned with gentleness, as Allah ﷻ states: *“So, (O Prophet) it is through mercy from Allah that you are gentle to them. Had you been rough and hard-hearted, they would have dispersed from around you. So, pardon them, and seek Forgiveness for them. Consult them in the matter and, once you have taken a decision, place your trust in Allah. Surely, Allah loves those who place their trust in Him.”* (Quran 3:159). Additionally, Allah ﷻ praised the Prophet’s mannerisms, saying: *“And you are surely on an excellent standard of character.”* (Quran 68:4).

From the Quran and Sunnah, we learn that being merciful, kind, and loving are qualities highly esteemed in Islam. These traits elevate one’s status in the sight of Allah ﷻ and serve as a means to receive His mercy. When Aqra’ bin Haabis observed the Prophet ﷺ kissing his grandson, Syeduna Hasan (May Allah ﷻ be pleased with him), he found it unusual and remarked: *“I have ten children, but I have never kissed any of them.”* The Prophet ﷺ responded: *“Whoever does not show mercy, will not be shown mercy.”* (Bukhari in Adabul Mufrad).

In another instance, the Prophet ﷺ addressed his Companions: *“Those that show mercy, the Most Merciful has mercy on them. Be merciful to those on land; the One in Heaven will have mercy on you”* (Dawud & Tirmizi). This hadith is known as *“hadith musalsal bil awwalayah,”* indicating that this is the first hadith that the Companion heard from the Prophet ﷺ and so he narrated this hadith to his student first before narrating any other hadith, and then each teacher of hadith followed this custom, and till today the teachers of hadith teach this hadith first before other hadith following the footsteps of their elders. This highlights the significance of mercy (*rahma*) in the act of teaching.



The Prophet ﷺ advised the Companions: *“Create ease for them and give them glad tidings; do not create difficulty for them nor make them flee.”* (Bukhari). This mirrors the instruction given to Syeduna Musa and Syeduna Harun (may peace be on them) to be merciful to Pharaoh during their preaching, despite Allah ﷻ knowing he would not accept. He ﷻ instructed them: *“Say soft words; perhaps he will remember or fear.”* (Quran 20:44). From this, we deduce that teachers and preachers (daa’yee) must embody mercy, kindness, and a gentle demeanor towards their students and audience to be effective. They must maintain hope in their students’ ability to learn and the audience’s willingness to obey.

In another verse, Allah ﷻ addresses the Prophet ﷺ, saying: *“O Prophet, We have sent you as a witness and as a bearer of good news and a warner.”* (Quran 33:45). Here, the quality of “Nazeer” is highlighted, referring to one who warns and informs out of love and mercy, rather than animosity. This teaches that when disciplining students or warning listeners about the consequences of their actions, it should stem from compassion, not resentment.

Being merciful towards Allah’s creation elevates one’s standing in His eyes. Scholars unanimously agree that Syeduna Abu Bakr (may Allah ﷻ be pleased with him) ranks highest among all after the Prophets and Messengers (may peace be upon them). When the Prophet ﷺ praised him, he did not highlight his extensive worship but said: *“The most merciful of my nation (ummah) towards my nation is Abu Bakr.”* (Tirmizi).

We should strive to embody mercy, kindness, and love towards others, while avoiding anger and harshness. The Prophet ﷺ taught: *“Softness is not put in anything except that it beautifies it, and it is not removed from anything except that it defects it.”* (Muslim).

From these teachings, it is clear that a pious, God-fearing Muslim demonstrates mercy towards everyone, especially the younger generation. The more God-fearing a person is, the more merciful they become. The Most Merciful to walk the earth was the Prophet ﷺ; thus, to follow his Sunnah, we must practice softness in our words and actions. May Allah ﷻ grant us the ability to implement this forgotten Sunnah.

WELLBEING DEPARTMENT

BUILDING EMOTIONAL RESILIENCE IN CHILDREN – STRATEGIES FOR PARENTS

Ms. Masarath Jahan – School Counsellor (Foundation – Year 6 Girls)

In today's fast-paced world, children face a variety of challenges, from academic pressure to social dynamics and even emotional struggles. Building emotional resilience—the ability to bounce back from adversity and cope with stress—is crucial for their long-term well-being. As parents, fostering this resilience can set children up for success, both emotionally and academically.

One of the most important ways to develop resilience is teaching problem-solving skills. Encourage children to view challenges as opportunities for growth. Help them break problems into smaller, manageable tasks, and guide them to think through solutions rather than solving everything for them. This empowers them to handle difficulties with confidence.

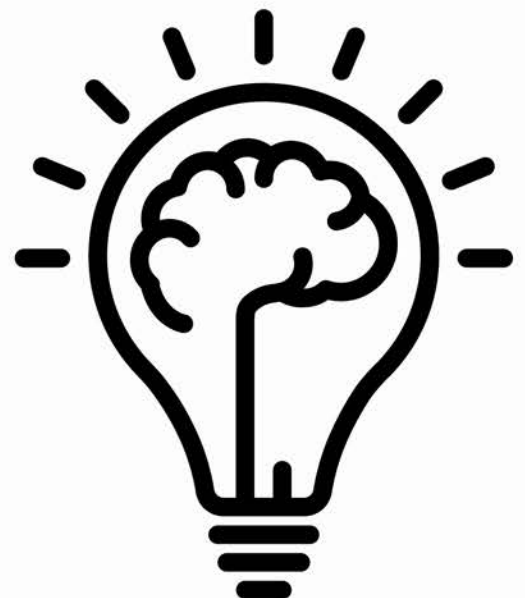
Our beautiful Islam taught us emotional resilience hundreds of years ago. It provides profound insights into building emotional resilience :

Encourage a Growth Mindset

Teach children the value of perseverance by reminding them of the Quranic principle, *"Verily, with hardship comes ease"* (Quran 94:6). Help them understand that Allah's plan involves growth through trials, encouraging patience and self-improvement.

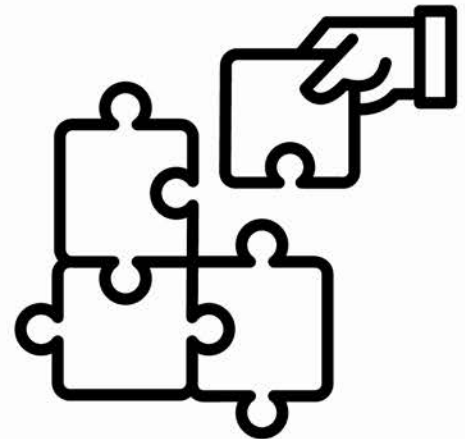
Model Emotional Regulation

Prophet Muhammad (PBUH) exemplified patience and calmness in the face of adversity. Show children how to manage emotions by practicing *sabr* (patience) and *tawakkul* (trust in Allah) when facing difficulties.



Promote Problem-Solving Skills

Encourage children to reflect and seek guidance from Allah through dua (supplication) when encountering problems. Teach them that their efforts combined with reliance on Allah's wisdom can help resolve challenges.



Foster Strong Relationships

Islam emphasizes the importance of family ties and community. Encourage children to strengthen bonds with family and friends through kindness, as Prophet Muhammad (PBUH) said, *"The best of you are those who are best to their families."* Healthy relationships offer emotional support.

Teach Emotional Awareness

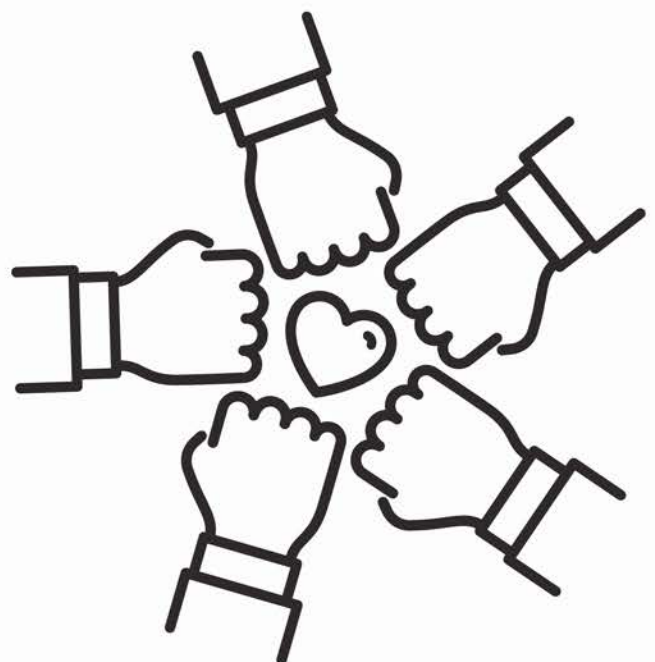
The Prophet Muhammad (PBUH) was aware of his emotions and those of others. Encourage children to identify and express their feelings while maintaining control, as emotional balance is part of *ihsan* (excellence) in their character.

Encourage Healthy Risk-Taking

Teach children to face challenges with faith in Allah's support, knowing that no effort is wasted if done with sincerity. Remind them of the Prophet's courage and reliance on Allah, even in the most difficult situations.

Praise Effort, Not Just Results

Emphasize that in Islam, intentions (*niyyah*) matter more than the outcome. Encourage children to focus on sincere effort, as the Prophet (PBUH) said, *"Actions are judged by intentions."*



Develop Coping Skills

Introduce Islamic practices such as dhikr (remembrance of Allah) and salah (prayer) as spiritual coping mechanisms. These practices provide peace, as mentioned in the Quran: "Verily, in the remembrance of Allah do hearts find rest" (Quran 13:28).

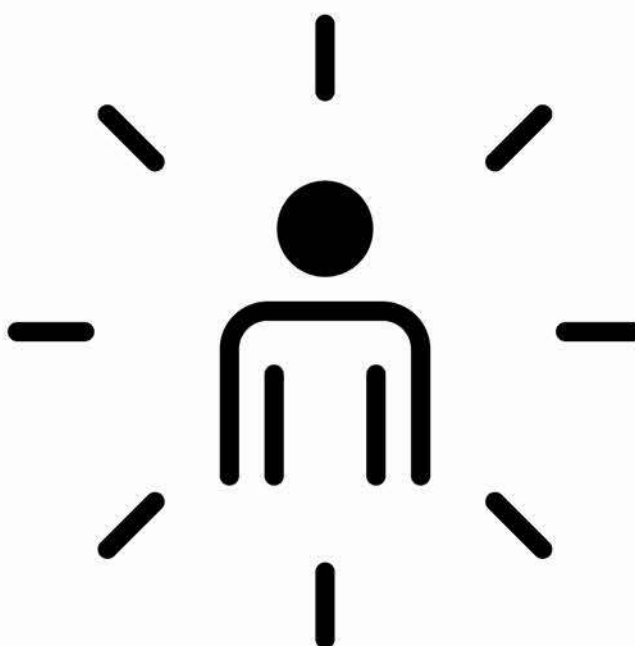


Create a Supportive Environment

Create a home and school environment that values barakah (blessings) by incorporating Quranic teachings and promoting kindness, empathy, and Islamic values. A spiritually nurturing environment boosts emotional resilience.

Encourage Optimism

Teach children that trusting in Allah's mercy and wisdom can foster optimism. Remind them of the Hadith, "Wondrous is the affair of the believer, for there is good for him in every matter" (Sahih Muslim), encouraging a positive outlook in any situation.



QURAN DEPARTMENT

IMPORTANCE OF LEARNING AND APPLYING TAJWEED RULES WHILE READING THE HOLY QURAN.

Foundation - Year 2 Qur'an Teachers (Girls' Wing)

Almighty Allah SWT said in the Holy Quran:

وَرَتِّلِ الْقُرْآنَ تَرْتِيلاً

[Surah Al-Muzzammil: Verse 4]

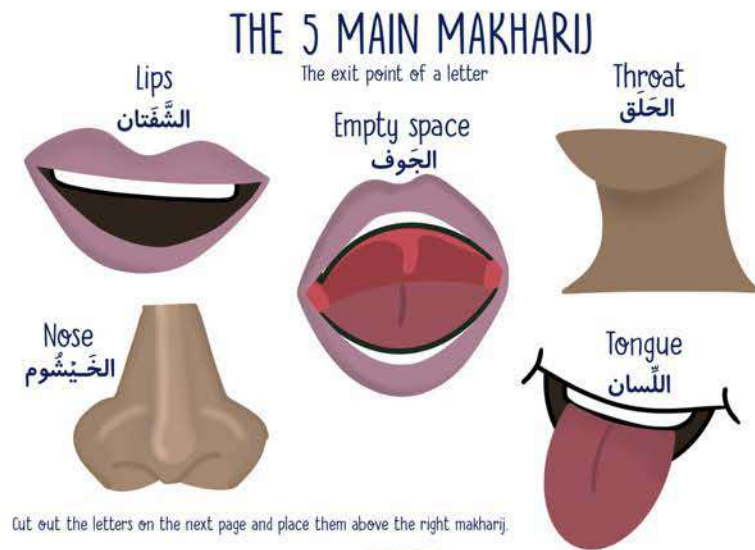


Allah Subhanahu wa ta'ala in this A'ayah is ordering Prophet Muhammad (Peace be upon him) to recite the Quran in a measured way.

To instil this order of our Creator, the Quran Department has come up with an activity related to the **5 Main Makharij (Articulation points)**. This activity aims to explain to our young reciters the importance of reading each Arabic Alphabet correctly from its *Makhraj*.

All the 29 letters of the Arabic Alphabets have their own articulation points.





The 5 main Makharij are classified as

1. **Empty Space of the mouth:** 3 sounds are made from this *Makhraj* namely *Alif Madd, Yaa Madd* and *Waaw Madd*
2. **Lips:** 4 letters are pronounced from this *Makhraj* namely *ف ب م و*
3. **Nose:** 2 sounds are made from this *Makhraj* namely *م Ghunnah* and *ن Ghunnah*
4. **Throat:** 6 letters are pronounced from this *Makhraj* namely *ء ه ع ح غ خ*
5. **Tongue:** 18 letters are pronounced from this *Makhraj* namely *ق ك ج ي ش ض ل ن ر ط د ت ص ز س ظ ذ ث*

ARABIC ALPHABET

Cut out and sort:

ج	ث	ت	ب	ا مد Alif Madd
ر	ذ	د	خ	ح
ض	ص	ش	س	ز
ف	غ	ع	ظ	ط
ن	م	ل	ك	ق
م غنة Meem Ghanna	ء	ي	و	ه
ي مد Ya Madd	و مد Waw Madd	ن غنة Noon Ghanna		

The students from Year 2 were given this activity with 2 sheets. One page had the diagrams of 5 main *Makharij* and the other had the Arabic alphabets. The students had to cut and paste the alphabets matching the articulation points of each alphabet.

ANSWERS THE 5 MAIN MAKHARIJ

The exit point of a letter

Lips
الشَّفَتَان



Empty space
الجَوْف



Throat
الحَلْق



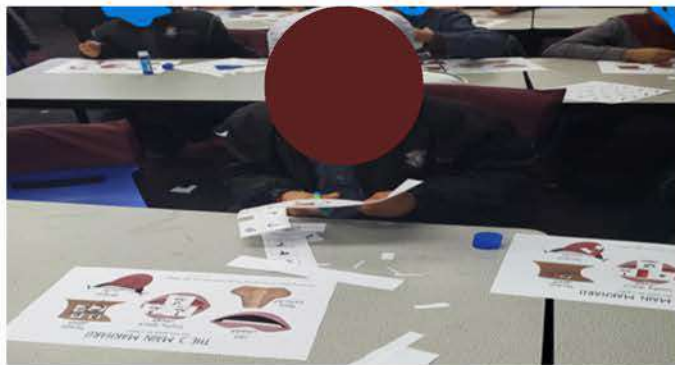
Nose
الْحَيْشُوم



Tongue



Cut out the letters on the next page and place them above the right ma



Conclusion: We must pronounce the letter from the correct *Makhraj* otherwise unintentionally we are changing the meaning of the word or even giving an inappropriate meaning.

For Example

عليم means knowledgable and **أليم** means painful
كلب means dog and **قلب** means heart

We hope you will enjoy this fun but meaningful family activity while spending quality time together.

Jazakumullahu Khayran

ICT DEPARTMENT

KEEPING OUR STUDENTS SAFE ONLINE: A GUIDE FOR PARENTS

ICT Staff

As technology becomes an essential part of our children's education, it's important to ensure that they use these tools safely and responsibly. Here's a quick guide to help you support and monitor your child's technology use at home:



Online



Safety

1. Prioritize Digital Safety

Help your child understand the importance of keeping personal information private. Encourage them to use strong passwords and be cautious about sharing details online. Make sure they know how to use privacy settings and avoid sharing sensitive information.

2. Manage Screen Time

Balance is key when it comes to screen use. Set limits on how much time your child spends on devices each day and encourage regular breaks to prevent eye strain and promote physical activity. Combining technology with offline activities can support your child's overall well-being.



3.Promote Responsible Online Behaviour

Discuss the importance of respectful and considerate behaviour online with your child. Educate them about the long-term implications of their digital actions, including the potential consequences of their online footprint and the seriousness of cyberbullying. Encourage open communication about any online challenges they may face.

4.Support and Stay Informed

Stay involved by understanding the digital tools your child uses. Keep up to date with the latest technologies and their potential risks. Educate yourself on best practices for guiding your child's technology use.

5.Adapt to New Technologies

Technology is always evolving, so stay informed about new tools and potential risks. Keep yourself updated on how these changes may affect your child and how to address any new challenges that arise.

By staying proactive and informed, we can help ensure that technology serves as a beneficial tool for our children's learning while safeguarding their well-being. Your role in guiding and supporting their digital experiences is crucial. Together, we can create a positive and secure online environment that supports our children's growth and development.



TIPS FOR STUDENTS

DIGITAL CITIZENSHIP AND INTERNET SAFETY

1 LAWS Many sites and web tools are 13+. Most images and work online are protected by copyright.



2 TALK Tell your parents what you're doing online. Always ask a trusted adult if you're unsure of anything.



3 FRIENDS Don't add or meet online friends without parent permission. Don't trust everything friends tell you.



4 PRIVACY Keep personal info private: Your full name, Address, Phone number, Passwords, Your plans and birthday.



5 REPUTATION Don't post anything you wouldn't want teachers, family, friends, and future employers to see.



6 QUESTION You can't believe everything you read and see online. There's a lot of incorrect and biased info.



7 BULLYING Tell someone if you think cyberbullying is happening to you or other people you know.



8 ACCOUNTS Choose sensible email addresses and usernames. Use strong passwords and don't share them with others.



9 MANNERS Be polite and respectful at all times. Treat others online how you'd like to be treated.



10 UNPLUG Balance your screen time and green time. Get outdoors, move, play, and interact face to face.



If in doubt, **think** about and **talk** it out

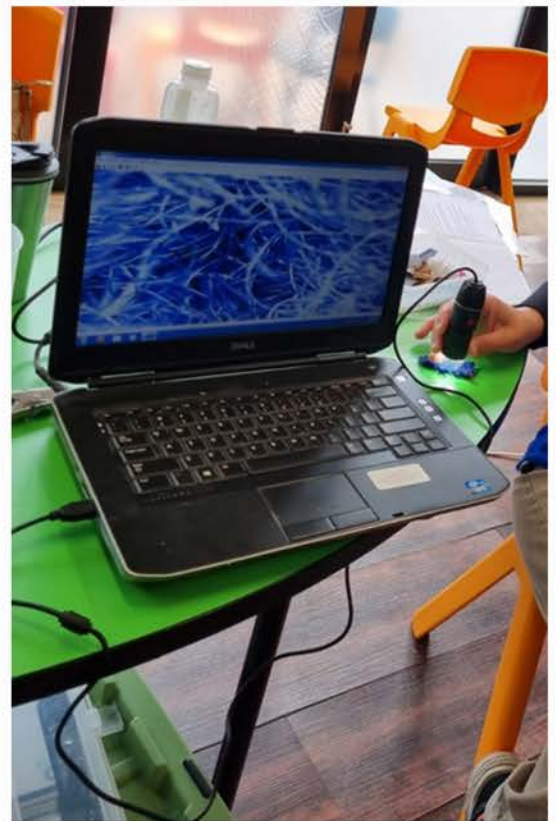
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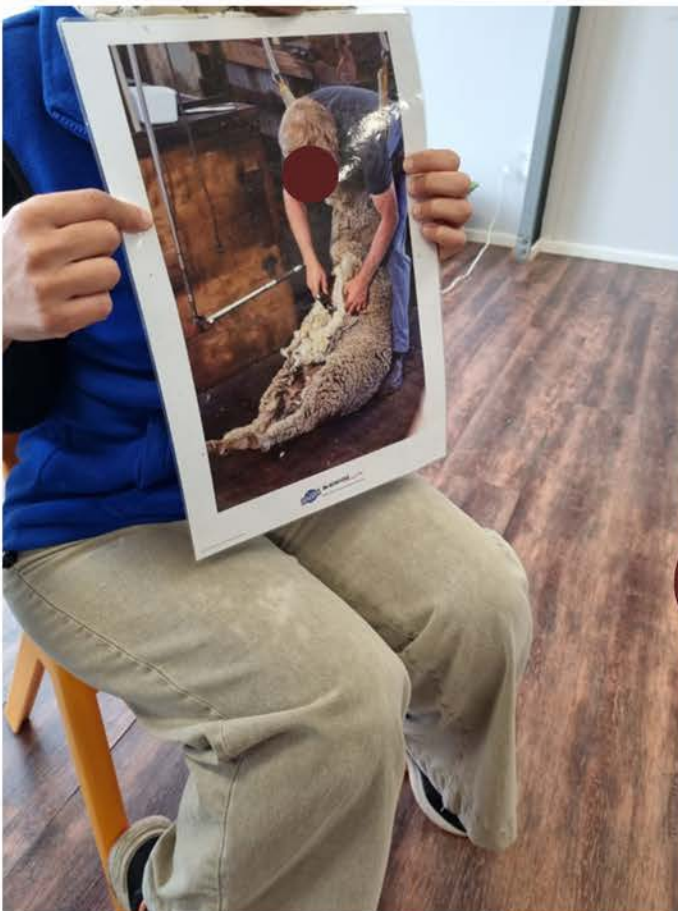
FOUNDATIONS: SCIENCE INCURSION – MATERIAL SCIENCE

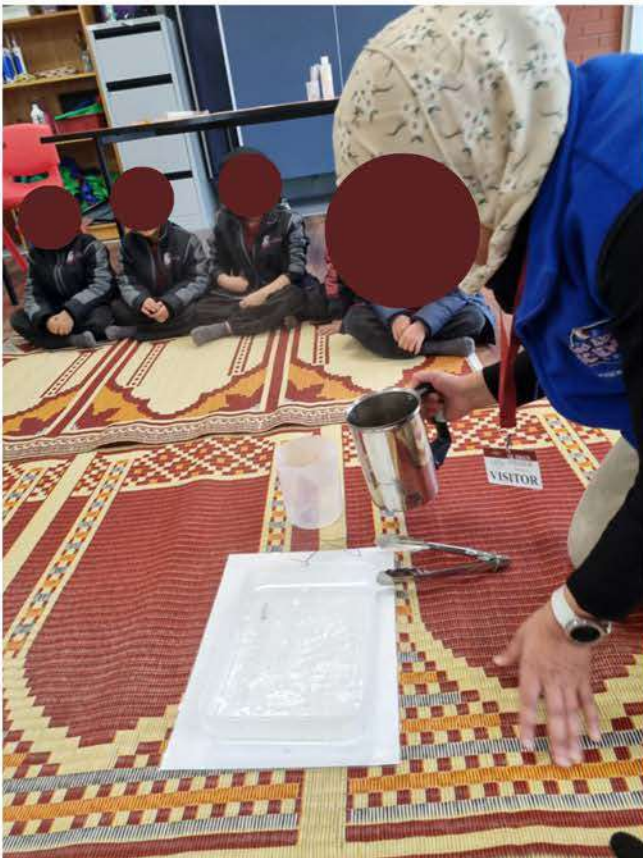
Ms. Katherine, Ms. Asma, Ms. Farhana A & Ms. Nazreen – Foundation Teachers

Assalaamualaikum Respected Parents,

In Term 3, our Foundation students embarked on an exciting journey into the world of Material Science during a hands-on science incursion delivered by 'Mad About Science'! They explored natural and processed materials, learning to sort, classify, and test their properties. From mixing concoctions and observing materials transform, to witnessing thrilling chemical reactions that produced heat and flames, our young scientists were fully engaged. With smiles all around, they left with a deeper understanding of how the world around them is made and how materials can change, both physically and chemically. We can't wait for more discoveries!







FOUNDATION STUDENTS POST LETTERS TO THEIR PARENTS IN TERM 3!

Ms. Katherine, Ms. Asma, Ms. Farhana A & Ms. Nazreen - Foundation Teachers

As part of their Term 3 Design Technology unit, our Foundation students took a short bus trip to the nearby Australia Post box to mail letters they had written to their parents. This activity allowed them to apply their learning about the role of Australia Post in delivering mail and explore how letters travel from sender to recipient. Excitement filled the air as they carefully posted their letters, proudly taking responsibility for sending a special message home. This hands-on experience gave them a real-world connection to their classroom learning, making the unit even more engaging!



YEAR 2: DREAMCITY INCURSION

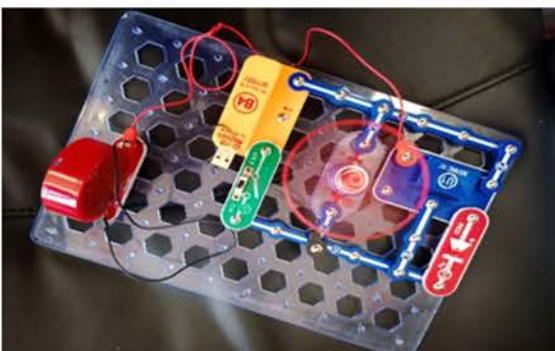
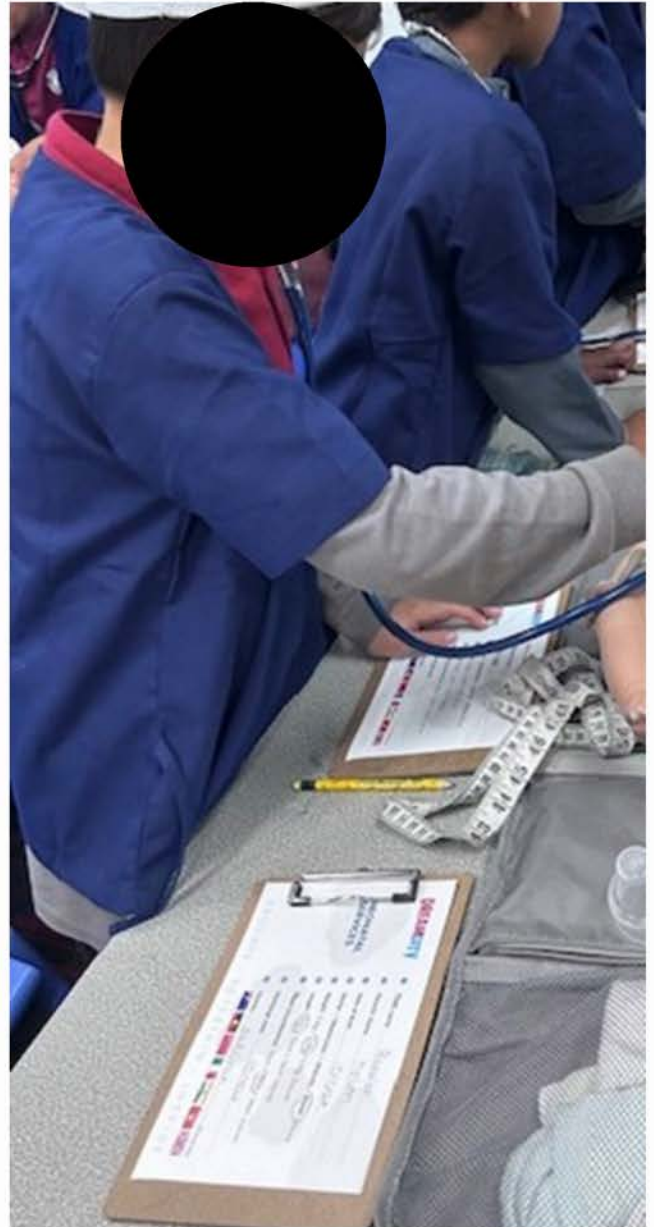
Ms. Andleb Arshad - Year 2D Form Teacher

We are excited to share the highlights from our recent Dream City Incursion, which was a huge success! Our Year 2 students had an incredible time engaging in hands-on learning experiences across three fascinating areas. Here's a look back at the fantastic activities and achievements from the day:

1. Robotic Engineering: Block Coding with RVR Robots

Our students embarked on an adventurous journey into the world of robotics. They:

- **Mastered Block Coding:** Using intuitive block coding, students programmed the RVR Robots to perform various tasks, including movement, sound, and light changes.
- **Connected Coding to Real Life:** They learned how coding can solve real-world problems, enhancing their understanding of technology and its applications.



2. Electronic Engineering: Light and Sound Science

In the electronic engineering workshop, our young engineers:

- **Built Their Own Circuits:** Students explored the principles of electricity by constructing high-tech circuits with conductors and insulators, following industry-standard diagrams.
- **Focused on Sustainability:** They discussed environmental impacts and learned about the use of rechargeable batteries, emphasizing our commitment to sustainability.

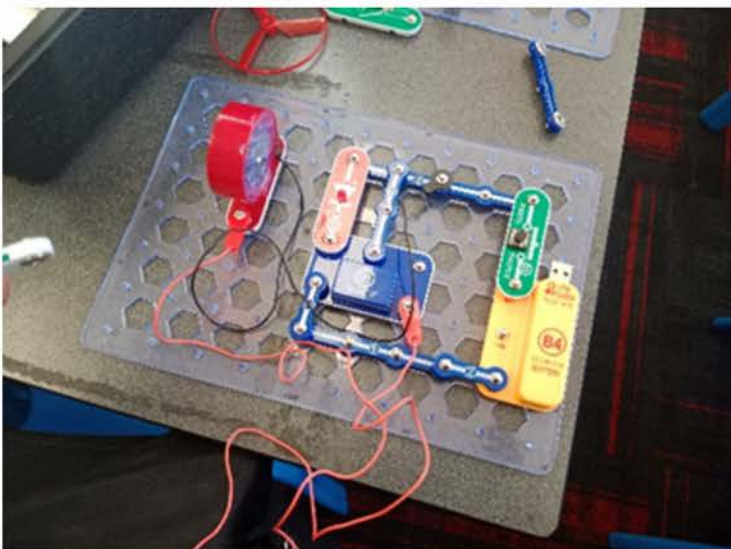
3. Neonatal Nursery: Empathy and Caregiving

The neonatal nursery session provided a nurturing environment where students:

- **Practiced Caregiving Skills:** Through hands-on activities, students developed important traits such as empathy, patience, and resilience, which we have been emphasising on throughout the terms.
- **Solved Problems and Made Positive Choices:** They engaged in activities that highlighted the significance of family, friends, and positive interactions within their community.

Overall, the DreamCity Incursion was a wonderful opportunity for our students to explore new concepts and develop practical skills in a fun and engaging way. We're proud of their enthusiasm and the impressive work they accomplished!





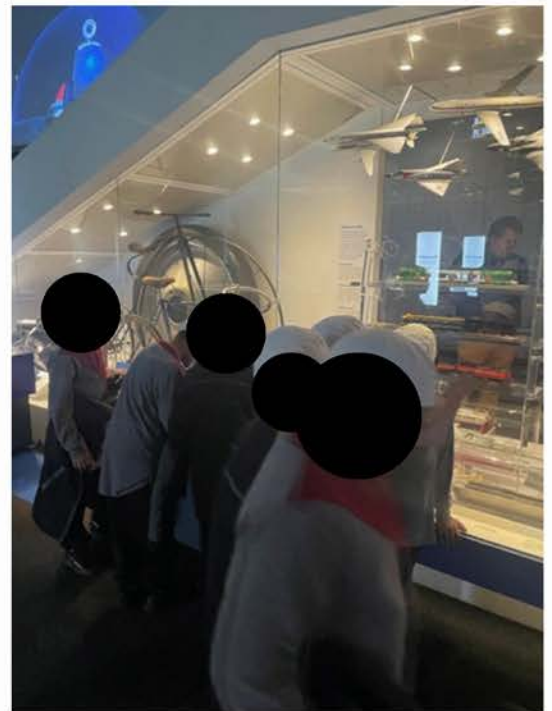
YEAR 3: EXCURSION TO SCIENCEWORKS

Ustaz M Yusuf, Ms. Huma, Ms. Sumayya - Year 3 Form Teachers

Our unforgettable Year 3 excursion in term 3 to Melbourne Scienceworks was a thrilling day filled with exploration, education, and joy! The students were buzzing with excitement from the moment we stepped onto the bus, and their enthusiasm only grew as we arrived at the museum.

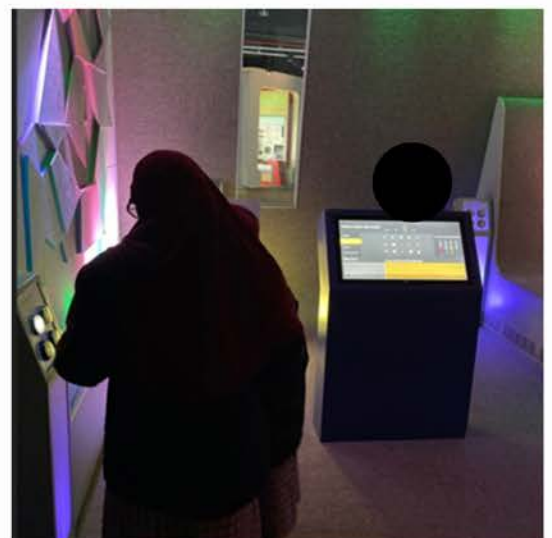


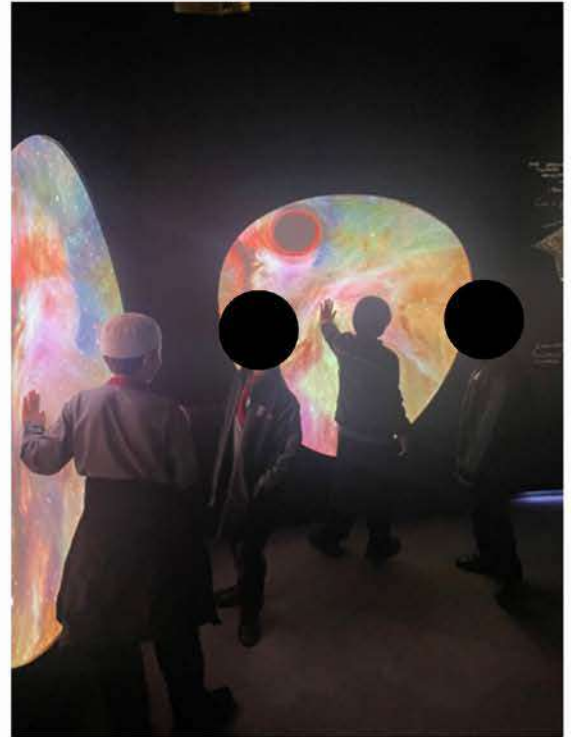
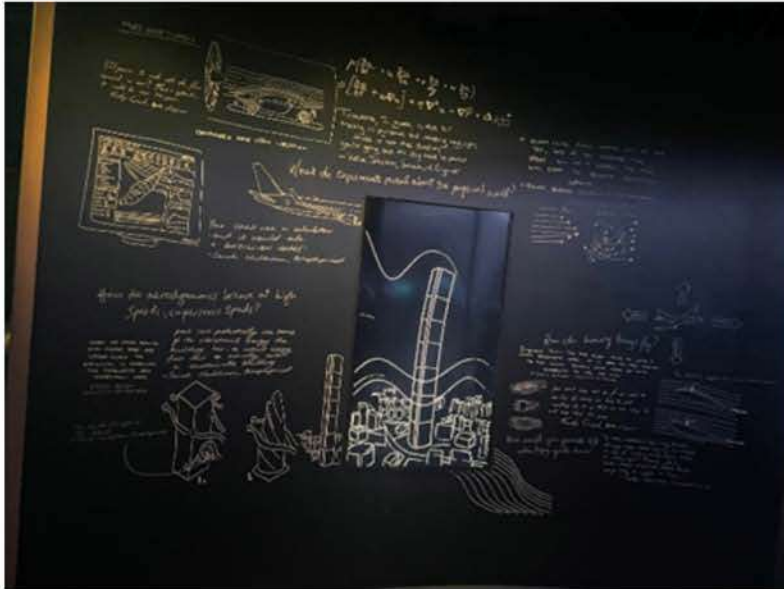
In Sciencework, students explored the science of movement and physical activity. They tested their strength, speed, and reaction times through various challenges. This not only promoted physical health but also emphasized the scientific principles behind movement. Students cheered each other on, showcasing teamwork and encouragement.



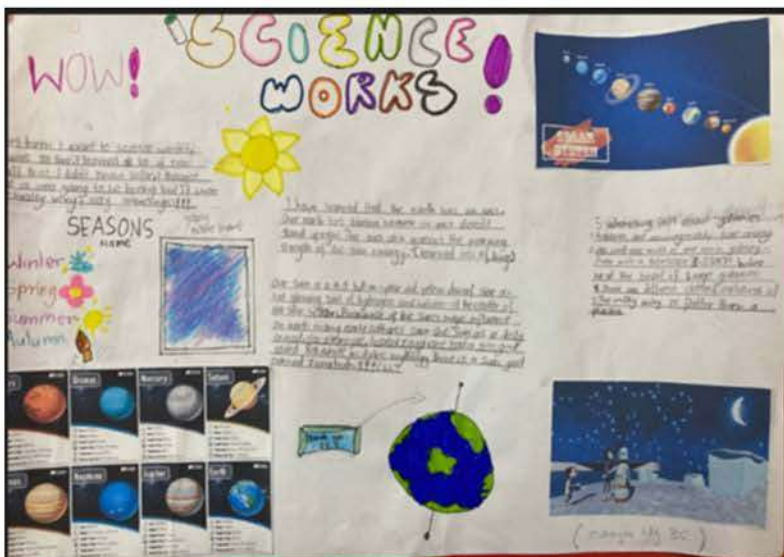
During the excursion, students also gained knowledge about the global plastic issue and were educated on the methods and significance of recycling plastic. The aim is to preserve the cleanliness of our planet and secure a healthy environment for current and future generations.

In the engaging environment of Scienceworks, the students delved into the fascinating topics of the Earth, Sun, and Moon. During their visit to the planetarium, they were fascinated by the sight of the Southern Cross constellation and were able to observe other celestial bodies in the night sky. The planetarium show left a lasting impression on the students, as they were filled with wonder while gazing at the stars and expanding their knowledge of the solar system.





Students' reflections:



REFLECTION

SCIENCE WORKS

My favorite thing in science was when I went into the classroom because all the activities were interesting and things that playing things and I also like the sports that I like on.

I think I like about science every day because I was learning and I was excited and I got the chance to race with anyone.

I think the biggest planet is Jupiter and the smallest planet was Mercury and when I went inside the planetarium and I saw many planets I saw many, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto and these are the planets of our solar system.

I went into a science center and the big hall that I made my own house and the dining room in a small telephone and I took a big picture of my self in a little room and the old clothes for me riding the rocket.

Home Zuberiah zuberiah Excursion to Science work

All science work I learned about how heat and light comes to Earth and how seasons change around Earth.

Neptune Neptune has 17 moons and the 8th planet in the solar system.

Earth!! The planet we live on. Earth has only one moon and orbits the sun and the 3rd planet.

The 4 seasons are summer, autumn, winter, and spring.

Saturn Saturn has a ring around it and has no moons and it is the 6th planet.

How do seasons change when the earth's axis is tilted with respect to its orbital plane.

SCIENCE TRIP TO WORKS

RACING CARS

There are screens with let you build your own car and play of cars without any risk.

SOCCER GAME

All science works have a game with it when you play the soccer ball into the goal.

SCREEN GAME

All science works have a game with it when you play the soccer ball into the goal.

CHAIR RACE GAME

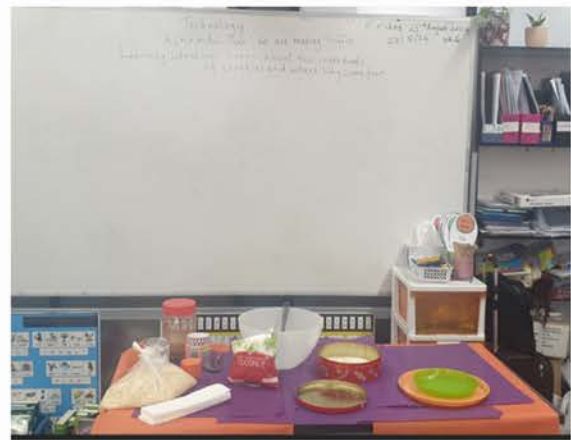
There is a game when you sit someone with your back to you and you keep going until you reach the finishing.

YEAR 3: TERM 3 LEARNING JOURNEY

Ustaz M Yusuf, Ms. Huma, Ms. Sumayya - Year 3 Form Teachers

Technology

This term in Technology we learnt about the whole process of how our food comes “from the farm to our plate”, to get a better understanding and provide a hands on activity, we made chocolate truffles in class and students got to eat them and enjoy, as parent consent had been taken prior to activity.



Arts (Drama)

Learning how to write scripts and understanding the six elements of drama: character, setting, plot, props, costumes, and actions. Students shared their engaging drama performances with the class and it was part of this term’s assessment.



Mathematics

We have lots hands on resources (money games, fraction magnetic walls, timestable games, place value blocks, spinning wheel etc.) for use in our classrooms.



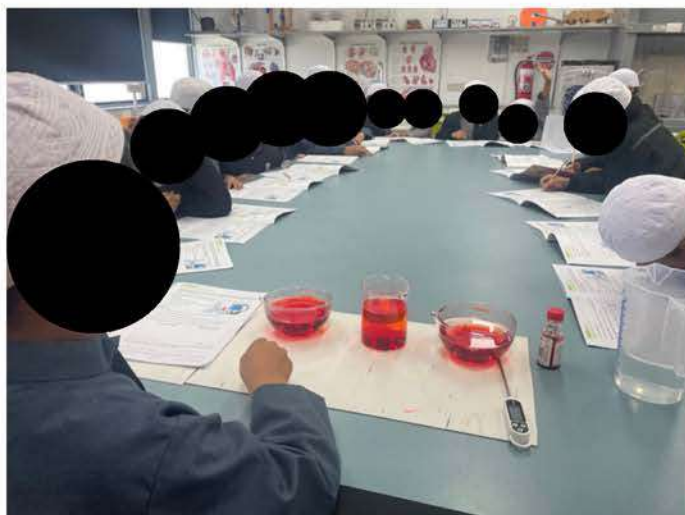
Library session

Once a week in the library where students do modelled, shared reading or independent reading.



Science

Hands-on learning in science is crucial for several reasons, enhancing understanding, engagement, and skill development. Science often involves technical skills, from using lab equipment to data collection. Hands-on learning helps students build these skills, preparing them for future scientific or technical careers.

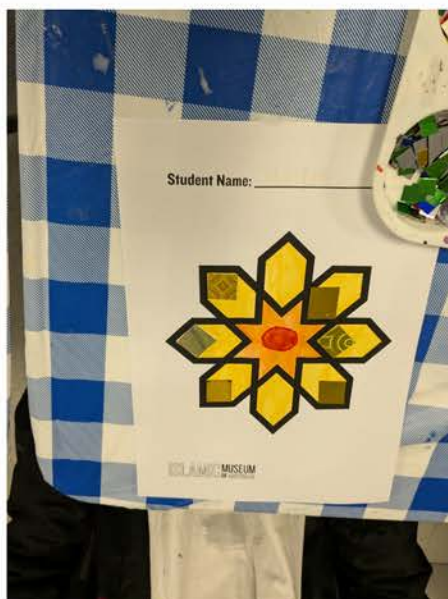


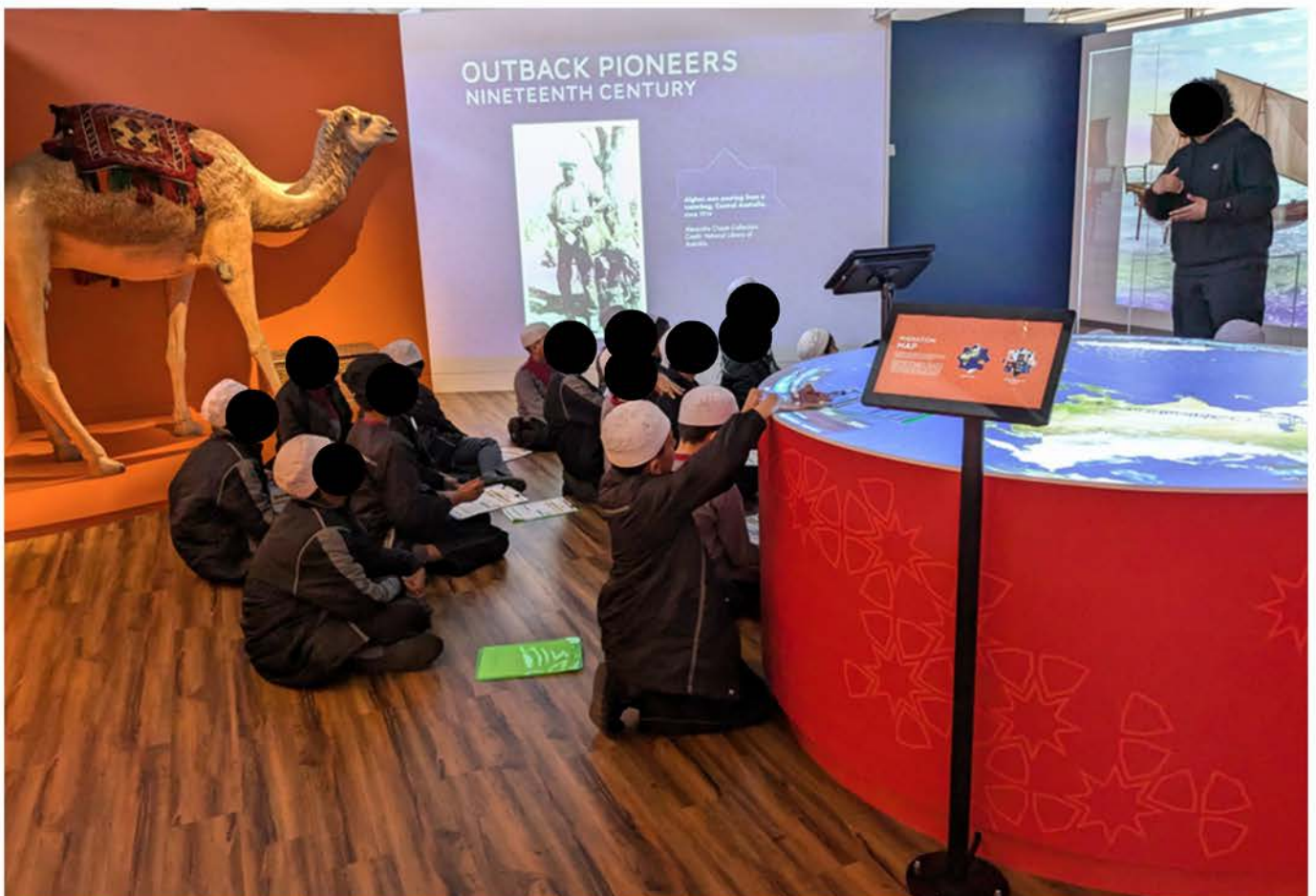
REFLECTION ON YEAR 4 STUDENTS' VISIT TO THE ISLAMIC MUSEUM OF AUSTRALIA

Ustaz Muhammad Shoaib Ashraf – Year 4B Form Teacher

I wanted to take a moment to express my gratitude for the fantastic experience we had at the Islamic Museum of Australia, where we explored the rich arts, culture, and contributions of Muslims. Our private tour allowed us to delve into galleries, which included topics such as Islamic Faith, Islamic Contributions to Civilisations, Islamic Art, Islamic Architecture, and Australian Muslim History.

This visit not only enhanced our understanding but also fostered a greater appreciation for the diverse narratives that shape our community. We are thankful for the opportunity to learn and grow together through this enriching experience.





YEAR 5: EXCURSION TO VSSEC

Year 5 Teachers

During Term 3, our Year 5 students went to the Victorian Space Science Education Centre (VSSEC). The learning area of this excursion was space science. Interactive board was used to demonstrate the solar system. They did an activity on measuring the distance of the planets from the sun (Image 1).

Our research scientists and astronauts were very excited to wear their spacesuits and head to Mars, while their colleagues were on Earth as mission controllers. Students worked in groups to investigate life found on Mars through experiments and inform their colleagues about their results (Image 2 and 3).

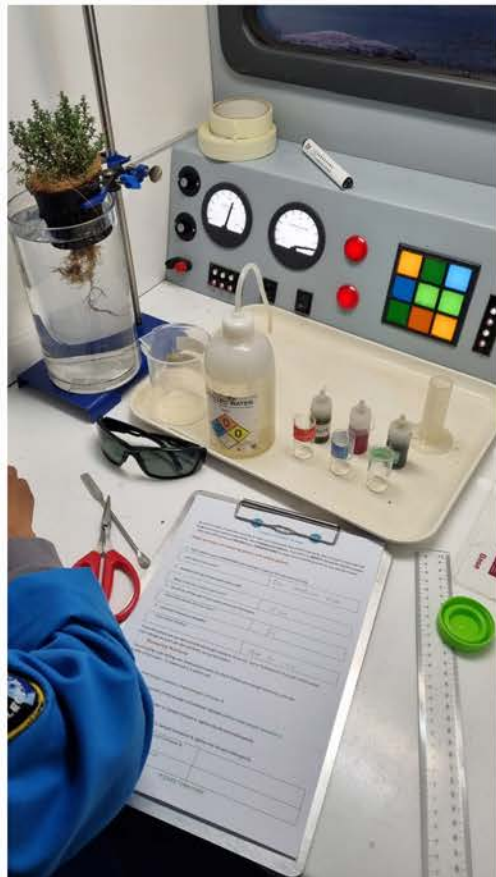
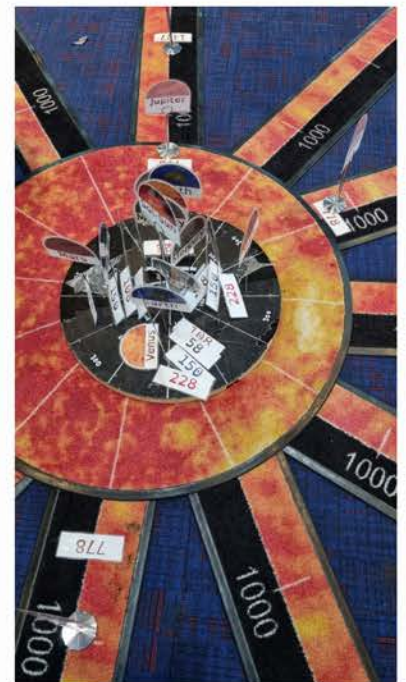


Image 1 (Right)

Image 2 (Below)

Image 3 (Left)



Researchers used microscopes to investigate the differences between Earth soil and soil found on Mars (Image 4). Researchers tested the pH level of water found on Mars (Image 5). They used Robby the Robot to move equipment around (Image 6). They had an opportunity to view what life was like on Mars (Image 7).

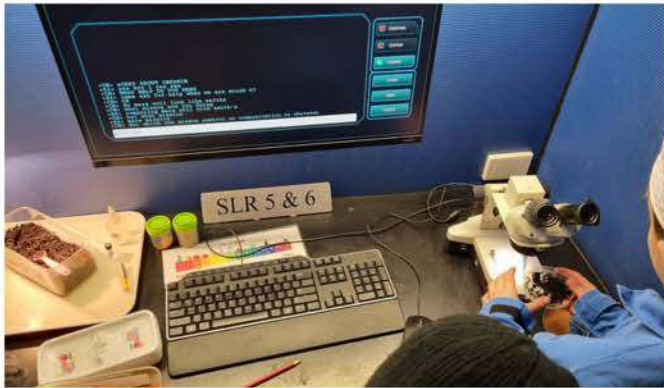


Image 4 (Above)



Image 5 (Above)



Image 6 (Above)



Image 7 (Above)

YEAR 6: SOCIAL/LIFE SKILLS

Ust M Waheed I, Ust Yusuf Keir, Ms. Saeeda I & Ms. Saima S - Year 6 Form Teachers

In Term 3, Year 6 went to their camp and it was an amazing learning experience. Camp Sunnystones offers a fully led program with activities catered to our students. Students took part in the following activities:

- **Low Ropes Course:** The ropes course consists of 9 linked challenges that each group works their way around. Groups have one person on each challenge at a time and are aided by spotters to manoeuvre their way around the course.
- **Canoeing:** Canoeing is a fantastic activity that is undertaken on 4 megalitre dam. Basic canoeing skills are taught in a practical manner leading into games, teamwork, and a whole lot of fun for the session!
- **Archery:** Students from grade 6 found this activity very enjoyable. A great activity for challenging themselves and seeing if they could hit the bullseye!
- **The Survival Games:** The game is designed to help the participants understand life in the bush from an animal's point of view. Participants work together in groups to locate, hunt and hide from other teams in an attempt to win the game.



YEAR 6: THE NEWSROOM

Ust M Waheed I, Ust Yusuf Keir, Ms. Saeeda I & Ms. Saima S – Year 6 Form Teachers

The Newsroom is an enterprise education program that fits especially well with Inquiry Based Learning and STEAM education. The program supports the following curriculum areas and capabilities:

- Media Arts
- English
- Personal & Social Capability
- Critical & Creative Thinking
- STEAM & Inquiry Skills

Live from the classroom, students step into the roles of news researchers and reporters, diving into exciting breaking news topics. Students explored and experienced the picture the buzz and excitement of a real newsroom!



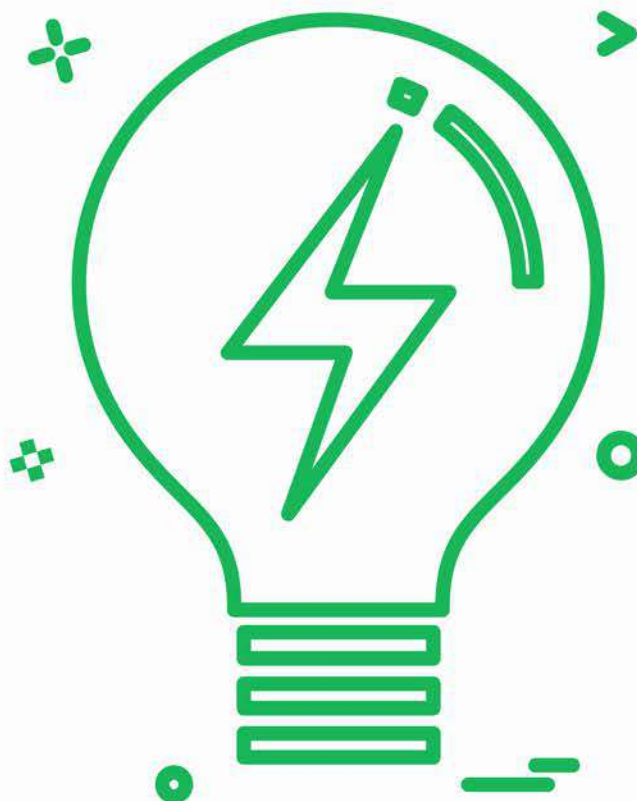
YEAR 6: SCIENCE/PHYSICAL SCIENCE

Ust M Waheed I, Ust Yusuf Keir, Ms. Saeeda I & Ms. Saima S - Year 6 Form Teachers

In Term 3, Year 6 visited SCIENCEWORKS on an excursion and explored all things ENERGY through three rounds of electrifying demonstrations.

This show investigated different kinds of energy, including light, sound, electricity, and how they intertwined. Students observed lightning dance with singing Tesla coils, and watched how storing energy can produce explosive results.

After the show, students went around the museum visiting the gallery and learning about Science and new Technology.



SECONDARY: SCIENCE DEPARTMENT

AIC SECONDARY STUDENTS ACHIEVED HONOURS – SCIENCE WEEK CHALLENGE:

Ust Abdullah Al Amin- Secondary Science Teacher

During the Science Week (12 to 16 August), with the help of Education Perfect, we have organised a science challenge task for secondary (Year 7 to 10) students. During their free time, students answered more than 30,000 science questions, earning 22,194 points. This effort from the students were spearheaded by Sultan Siddiqui (of 11B) who alone earned close to half the points. This effort earned the 4th position for Al Iman College in Victoria.

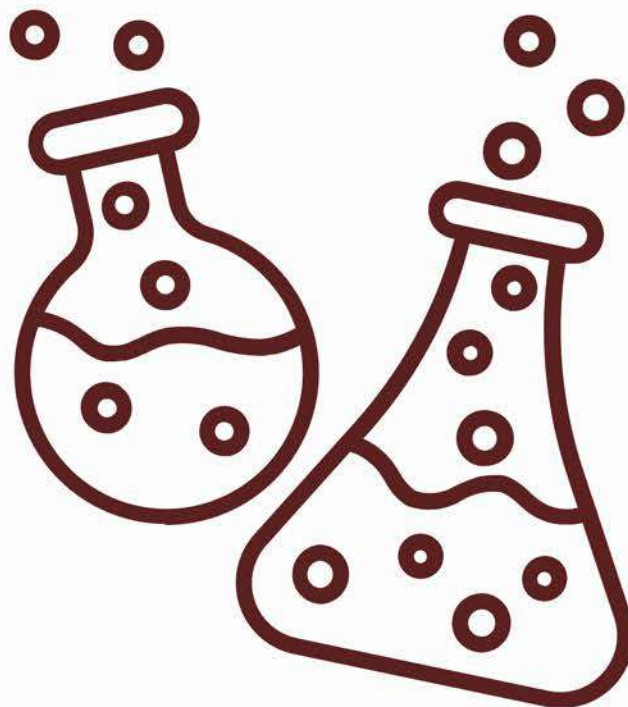
In recognition of their effort, on the last day of Term 3, the following students were given special certificates and Islamic book awards. Jazakumullah all students and teachers for your cooperation!

Sultan	Siddiqui	11B
Amin	Starley	11B
Azlaan	Karim	8B
Khalid	Siddiqui	8B
Razaanah	Khondokar	7C
Joud	Aljofan	9A
Juwairiah	Khan	7C
Aljori	Aljofan	8C
Muhammad Sadique	Ansari	11B
Taohidul	Alam	8B
Fatima Zahra	Khan	7A



Achievements

- **24th overall globally** out of 1,356 schools
- **16th overall in Australia** out of 984 schools
- **4th overall in Victoria** out of 243 schools
- **4th overall in the 251-500 students category** out of 307 schools
- **3rd in Australia for the 251-500 students category** out of 225 schools
- **1st in Victoria for the 251-500 students category** out of 57 schools



YEAR 7 SCIENCE: ECOSYSTEMS AND CLASSIFICATION

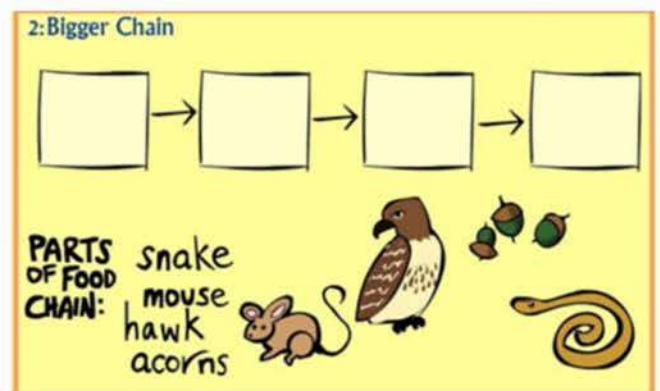
Ms. Asma Shaheen - Secondary Science Teacher

Term 3, the Year 7's studied Biology. The topics learnt were Ecosystems and Classification.

The Year 7 Students got an opportunity to go on an Excursion to Ecolinc Science and Technology Innovation centre, where they learnt the usefulness and limitations of various classification tools. Students learnt how to construct a dichotomous key and learnt how AI can be used when studying the environment.

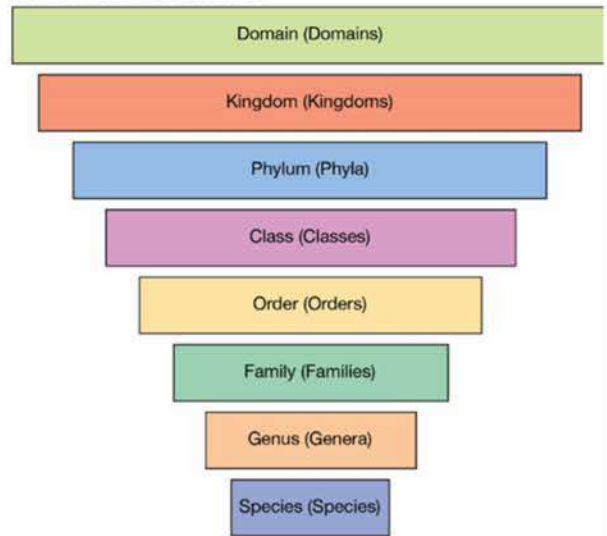
In **Ecosystems**, students explore the concepts of Food chains and Food webs. Students interpreted food webs, described ways in which animals and plants are interdependent. Students learnt about producers-consumers-decomposers. Some highlight was on Invasive species and students explored many invasive species in Australia.

Can you complete the simple food chain shown below:



The other concept covered during Term 3 was Classification. Students learned that every single living being can be categorized. Students explored that classification system allows scientists to study plant and animal diversity and to group closely related species. From some big animals, like horses to tiny insects and worms, animal classification focuses on every animal in the so-called kingdom animalia.

How animals are classified



Key Takeaways:

- Animal classification, established by Carl Linnaeus, categorizes living beings into a hierarchical system, including domains, kingdoms, phyla, classes, orders, families, genera and species.
- This system helps scientists organize and study the diversity of life, grouping organisms based on their shared characteristics and evolutionary relationships.
- Modern taxonomy includes five kingdoms: Animalia, Plantae, Fungi, Monera and Protista, with further subdivisions to categorize all known life forms.

BARBARY LION

COMMON NAME	BARBARY LION
SCIENTIFIC NAME	PANTHERA LEO LEO
CLASSIFICATION	MAMMALIA
GEOGRAPHICAL LOCATION	NORTH AFRICA
OTHER SPECIES IN THE FAMILY	JAGUARS
ITS HABITAT	MOUNTAINS AND DESERTS OF THE MAGHREB OF NORTH AFRICA FROM MOROCCO TO EGYPT
WHAT IT EATS	BARBARY SHEEP, WILD BOAR, GAZELLES, BARBARY STAG, RED DEER AND HERDS OF LIVESTOCK
ITS PREDATOR	AFRICAN LEOPARD AND ATLAS BEAR




Below are some student reflections and projects completed by the year 7 girls.

Science Reflection


By Alesha Haroon 7C



IN TERM THREE I LEARNED ABOUT CLASSIFICATION AND ECOSYSTEM. WELL, WHAT IS IT? CLASSIFICATION IS TO GROUP OR CLASSIFY THINGS. I LEARNED ABOUT HOW THINGS ARE CLASSIFIED, THE KEYS TO CLASSIFICATION AND MUCH MORE. SOON WE STARTED THE NEXT CHAPTER, WHICH WAS ABOUT ECOSYSTEM, ABIOTIC AND BIOTIC FACTORS, FOOD CHAINS AND WEBS AND MUCH MORE. I REALLY LOVED LEARNING ABOUT FOOD CHAINS AND WEBS THEY WERE EASY TO UNDERSTAND. HOPEFULLY, OTHER STUDENTS HAD AS MUCH FUN AS I DID LEARN WITH OUR TEACHERS AND GOING THROUGH ADVENTURES OF SCIENCE.

By: Alesha. Haroon



African Lion




<p>ABOUT ME: I AM 1.8-2.1 METERS WHICH IS 6-7 FEET.</p>	<p>SCIENTIFIC NAME: MY SCIENTIFIC NAME IS: PANTHERA LEO</p>
<p>I LIKE: ✓ </p> <p>I like zebra, Buffalo, Wildebeests, Gemsbuck, Giraffe and Warthog.</p>	<p>Where do I live? And my habitat. My habitat are grasslands, dry forests and semi-arid desert areas. I live in Africa in the sub- Saharan Africa.</p>
<p>I DISLIKE: ✗ </p> <p>I DISLIKE HIPPO, RHINO AND ADULT ELEPHANT.</p>	<p>ENDANGERED STATUS: Vulnerable Specie</p>

My Family

My family is Felidae. There are over 40 species in my family.
Here are some of my family pictures:


Ten Wild Cats of Africa
www.wildcatfamily.com




© 1998 Cat Society, Inc.

These are from Africa in including me.

KINGDOM- Animalia
Phylum- Chordata
Class- Mammalia
Order- Carnivora
Family- Felidae
Genus- Panthera
Specie- Panthera Leo



This is a 3D model of a lion.



Year 7 Science Reflection

By Razaanah Khondokar 7C

Assalamu Alaykum,

In the third term of seventh grade, our science classes taught us many interesting things about biology. We learned all about classification and ecosystems, such as food webs and chains, taxonomy, invasive species, animal ID, and many more, it's too much to list! We have done several practicals on the topics, which enhanced our understanding. For our project, we were assigned to make an animal ID of a chosen animal. The project was enjoyable and allowed us to learn things we never knew about the species. Overall, this term was very enjoyable and interesting for us.



Bottlenose Dolphin



Likes

- Crustaceans (Yummy!)
- Squid (Yummy!)
- Fish (Yummy!)
- Playing with people (Play!)
- Riding through waves (Toy!)



Dislikes

- Orcas (Yikes!)
- Sharks (Yikes!)
- Tangled in fishing gear (Oh No!)
- Water Pollution (Oh No!)



Yummy! / Yikes!

Description about the Bottlenose Dolphin

About: Bottlenose Dolphins are a species of toothed whales in the genus *Tursiops*. One of their unique features is that they have a bottle shaped snout, that's where they got their name from!

Location: Bottlenose dolphins are found in temperate and tropical waters around the world. These include bays, harbors or gulfs. Bottlenose dolphins mostly live close to the coast.

Common Name: Common Bottlenose Dolphin

Endangered Status: Least Concern

Scientific Name: *Tursiops truncatus*

Kingdom: Animalia

Phylum: Chordata

Class: Mammalia

Order: Cetacea

Family: Delphinidae

Genus: *Tursiops*

Species: *truncatus*



My Family is Delphinidae. Other species in my family include of:



Orca
Orcinus Orca



Striped Dolphin
Stenella Coeruleoalba



Hector's Dolphin
Cephalorhynchus Hectori

Interesting Facts

- Although they live underwater, they have to come up to the surface to breathe.
- They have many ways of communicating, such as squeaking or whistling, etc.
- They can hold their breath under water for 7 minutes!



This is our Animal ID project

Year 7 Science Reflection

Assalamu' alaikum,

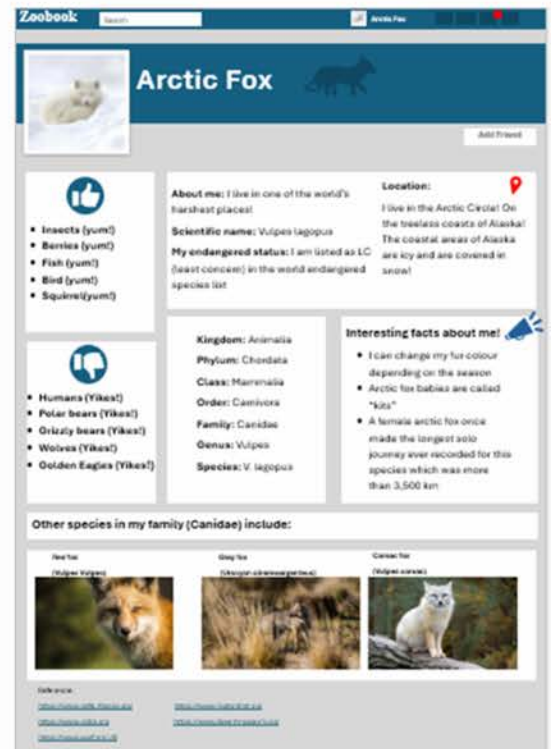
Today I will be talking about everything we learnt in science this term!

At the start of this term, we learnt how to identify and classify different living things using MRS GREN and KPCOFGS (kingdom, phylum, class, order, family, genus and species). While we were learning this, we received a project on animal ID, where we had to make an ID for an animal of our choice.

Later in the term, we started learning classification and the dichotomous key, where we also got to go to the lab and make our organisms and organise them using the dichotomous key.

Near the end of term 3, we learnt about ecosystems, microorganisms, human impacts on the environment, food chains and webs, and invasive species. This topic taught us things we likely have heard before but never looked into. Take invasive species as an example, we have all heard the words invasive species but probably never knew the effect they have on other species and how they became invasive. These topics also taught us a lot about the impact we as humans have on the environment.

Overall, this term had very informative and easy topics that taught us a lot about the developing world around us and how things are constantly changing. These subjects made us understand the huge impact organisms have on other organisms. Thus, this was a very fun term and I enjoyed most of the things we did in this term, from making an animal ID to making our organisms, nothing was ever boring.



An example of the animal ID project



Year 8 Science Reflection

By Tasneem Ibraheem 8C

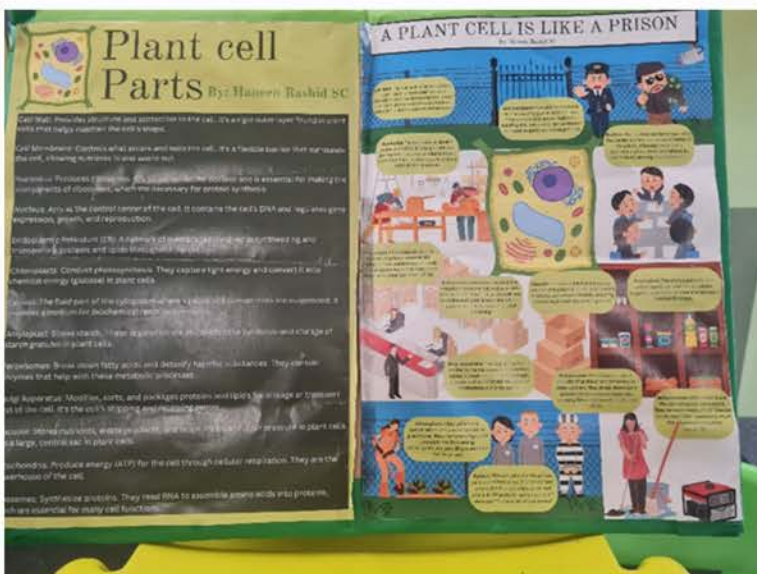
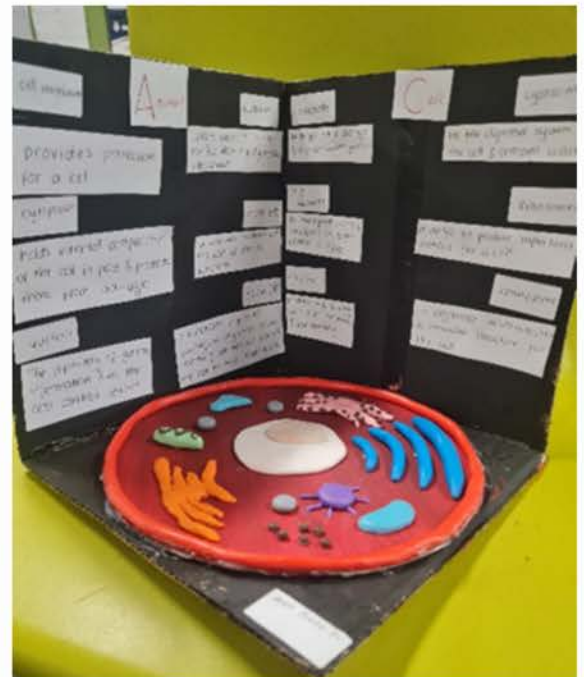
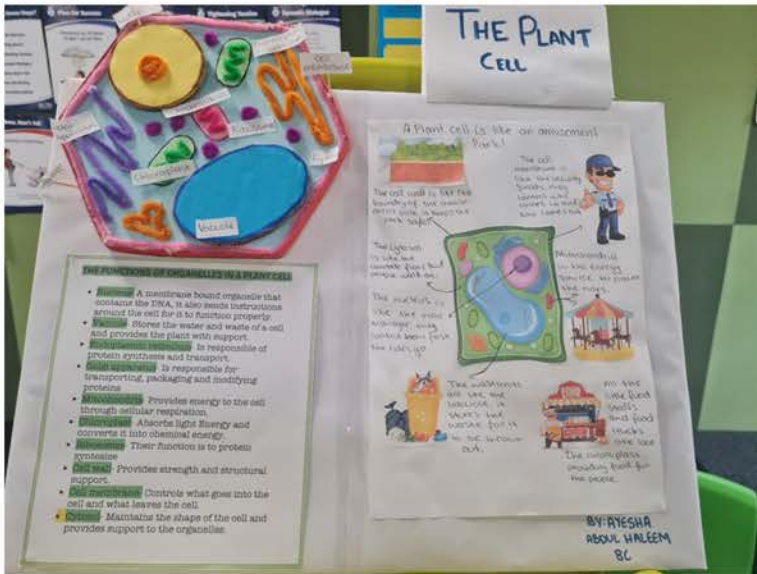
For science this term, our Year 8s explored the fascinating world of cells. They learned about the different parts of a cell and their functions. Students were especially excited to use microscopes, which allowed them to see various types of cells up close and appreciate how these tiny structures are essential for life.

To bring their learning to life, each student created a colourful 3D model of either a plant or animal cell. Using a variety of materials, they represented important structures like the nucleus, mitochondria, and cell membrane. The creativity and effort in each model were truly impressive, showcasing their understanding and creative skills.

During Science Week, the models were displayed for everyone to see, highlighting the students' hard work and knowledge of cells. This event celebrated students' achievements and emphasized the importance of scientific exploration and creativity, inspiring curiosity about the amazing world of living things.

Students also explored the structure of a sheep heart to make connections to their understanding of the circulatory system. Dissecting the sheep heart brings students closer to their understanding of the importance of the heart in circulating oxygenated blood around the body to all the cells and sending deoxygenated blood to the lungs to filter out the carbon dioxide waste gas.

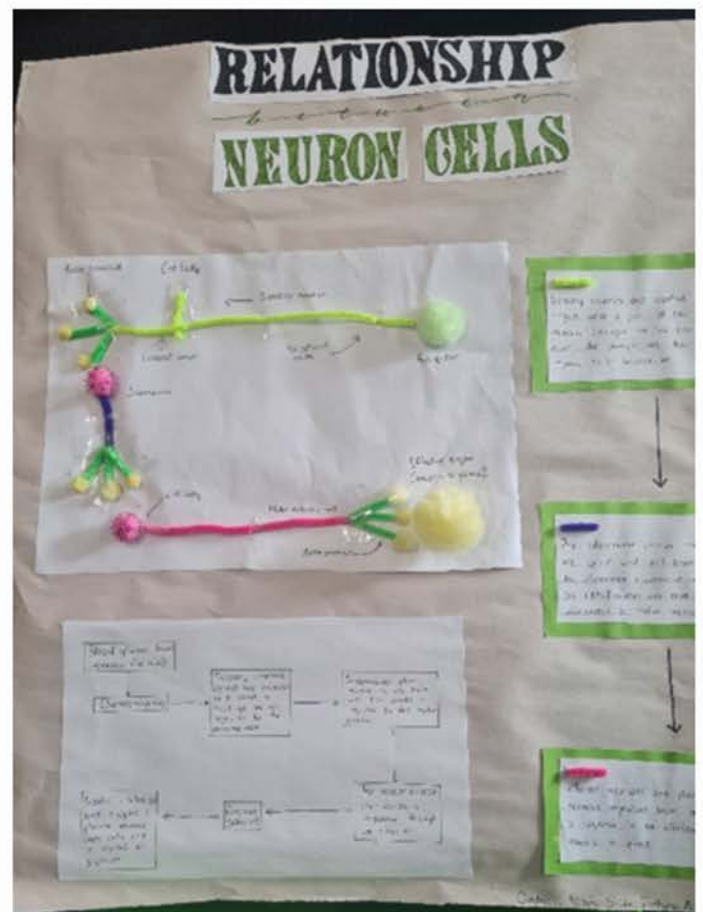
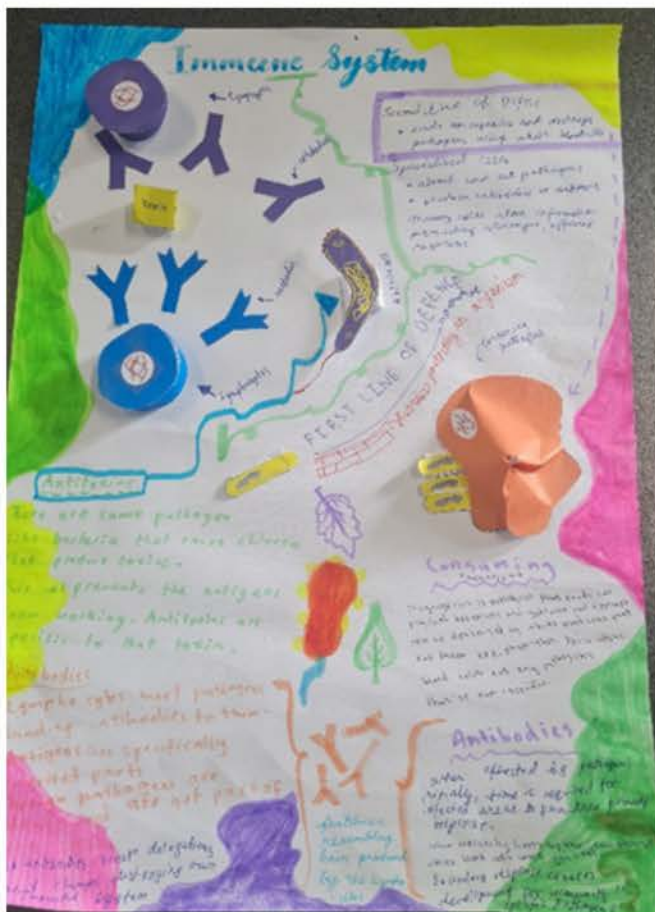


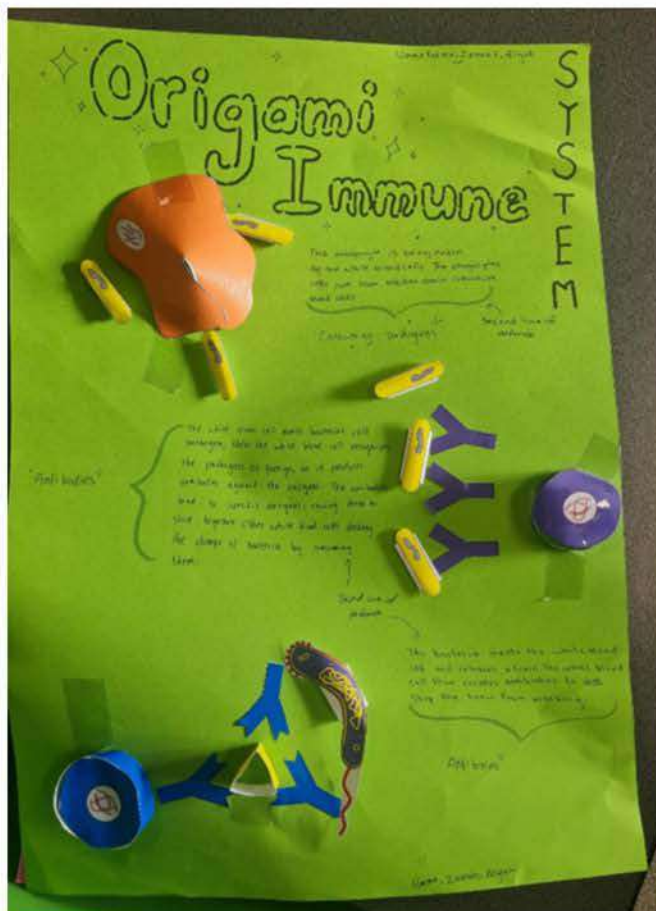


Year 9 Science Reflection

By Fathima Ali 9A

In science this term, Year 9A students created infographic posters and pamphlets to showcase our knowledge and understanding of the two main systems of the body, the nervous system, endocrine and the immune system. This project allowed us to consider how our understanding of these topics connects with real-life. We explored various ways in which the human body as a system responds to its external environment. To showcase our learning, visual posters, 3D models of neuron cells and storyboards were created as reflective outlooks on the knowledge which we had learnt throughout the term. The 9A students did a fantastic job on their projects. Unfortunately could only showcase a few.





What you need to know!

Diabetes

Introduction:

Type-2 diabetes is a chronic condition that affects the way your body processes blood sugar (glucose). Blood glucose is your main source of energy and comes mainly from the food you eat. Insulin, a hormone made by the pancreas, helps glucose get into your cells to be used for energy.

causes:

- genetics
- lifestyle factors: poor diet, inactivity, overweight
- age: risk increases with age
- **Two main problems include:**
- The cells in the liver, muscle and fat become resistant to insulin
- The pancreas is unable to produce enough insulin for blood sugar levels to be kept within a healthy range

TYPE 2 DIABETES RISK FACTORS



It can affect daily life by causing mood swings, irritability, and physical symptoms such as hunger and lightheadedness.

diagnosis

some ways to diagnose type-2 diabetes:

- getting a HbA1c Test. It is a blood test that shows your average blood sugar level over the past 2 months and it helps determine if your diabetes is under good control.
- another way is to take an oral glucose tolerance test, where you drink a sugary solution, and get your glucose levels measured at intervals. This test checks how well your body handles sugar.



symptoms:

Management, treatment and prevention:

eating a balanced diet, rich in vegetables, fruits wholegrain and lean proteins, regular exercise is beneficial, medication may be required to help manage blood sugar levels as well as regular monitoring of blood sugar levels.

To reduce the risk and prevent:

- eat a balanced diet
- maintain a healthy weight
- exercise regularly
- take regular check-ups



ACROMEGALY

Rehmah 9A

CAUSES:

Acromegaly is caused by a pituitary tumour (adenoma), this tumour causes the pituitary gland to produce too much growth hormone. In some cases it is also possible to get acromegaly from genetics.



WHAT IS ACROMEGALY?
Acromegaly is a rare but serious hormone disorder caused by too much growth hormone.

TREATMENT:

- **Transsphenoidal Surgery** This treatment involves the removal of the tumour through the nasal passages and sphenoid sinus.
- **Medications** To help control the excess growth hormone production.
- **Radiation Therapy:** To reduce the size of the tumour.

PREVENTION:

It is impossible to prevent or predict acromegaly. Early detection and treatment are the best options to prevent from conditions worsening.

SYMPTOMS. AFFECTS ON DAILY LIFE & SIGNS:

Symptoms vary from person to person, however, most common symptoms are, enlargement of face, hands and feet, fatigue/joint or muscle pain, oily skin, sleep disturbances, gaps in teeth, headaches. The enlargement of body parts can cause problems in a person's daily life, for example, finding fitting clothes and struggles with self-esteem. Joint pain can affect one's ability to perform everyday tasks + mobility.

Signs of acromegaly include, joint/bone growth, enlarged organs, skin changes, elevated blood sugar levels, sleep disturbances, etc.



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- <https://www.nidk.nih.gov/health-information/endocrine-diseases/acromegaly#:~:text=Acromegaly%20is%20a%20disorder%20that,dsuen%20ty%20increase%20in%20life.>
- <https://www.mayoclinic.org/diseases-conditions/acromegaly/symptoms-causes/syc.20351222>

HYPERTHYROIDISM

By Aizeh 9A

WHAT IS HYPERTHYROIDISM

Hyperthyroidism, also known as hyper-active thyroid, is when there is an overproduction of the thyroid hormone, produced by the thyroid gland.

PREVENTION

Preventing hyperthyroidism is hard as some common causes are not preventable. However managing iodine intake, regular thyroid function screening and avoiding smoking may reduce the risk.

TREATMENTS

Treatment options include antithyroid medications, radioactive iodine therapy, beta-blockers and surgery (thyroidectomy) where all or part of the thyroid gland is removed in severe cases. If untreated, hyperthyroidism can lead to serious complications like heart problems and osteoporosis.

CAUSES

Some common causes include the graves' disease (an autoimmune disorder where the immune system attacks the thyroid, causing it to overproduce hormones), thyroid nodules (lumps in the thyroid that can cause it to become overactive), thyroiditis and excessive iodine intake.

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 Treatments
<https://www.mayoclinic.org/diseases/conditions/hypertthyroidism/diagnosis/treatment/drc-202373645>
 What is hyperthyroidism
<https://my.clevelandclinic.org/health/diseases/14129-hyperthyroidism>

SYMPTOMS

Some symptoms include weight loss, irregular heartbeat, nervousness, anxiety, irritability, tremors, fatigue or muscle weakness, difficulty sleeping (insomnia) and thinning of the skin or fine, brittle hair.

Type 1 diabetes

Type 1

What is type 1 diabetes?

Type 1 diabetes is known as insulin-dependent diabetes. It is a chronic autoimmune condition that happens when our immune system destroys the beta cells in the pancreas where our insulin is produced.

Causes of type 1 diabetes

It can be caused by being exposed to viruses, passed down/genetics or it can be from our immune system accidentally destroying our insulin producing cells

Which hormone is involved? (Insulin)

Insulin is a hormone which is created by the pancreas. Insulin is important as it lowers our blood glucose levels when it is high by distributing glucose throughout the blood. In type 1 diabetes there is a lack of insulin which then you have to use needles which have insulin to regulate your blood glucose.

Hormone gland that produces insulin (pancreas)

The pancreas is the hormone gland that produces insulin. It has two roles, it is used both in the digestive system and endocrine system. The pancreas secretes a hormone called glucagon which helps to regulate your blood levels. The disorders of the pancreas include: acute or chronic pain, diabetes and pancreatic cancer

Sources: diabetesaustralia.com.au/about-diabetes/type-1-diabetes
betterhealth.vic.gov.au/health/diabetes
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healthline.com/health/diabetes/3-pan-1-diabetes/polyuria
mayoclinic.org/diseases-condition/type-1-diabetes

Type 1 Diabetes

What are the causes?

There isn't a specific cause for type 1 diabetes, but scientists believe that it is highly related to genetics or when the body attacks itself by mistake which is called an autoimmune reaction. It destroys cells in the pancreas that makes insulin

Treatment

People who are suffering from type 1 diabetes needs insulin therapy by injection throughout their life. They must monitor their glucose levels throughout the day to ensure they stay within their target glucose range. This can be done using a blood glucose monitor

Prevention

Type 1 disease cannot be prevented because it's chronic but can be controlled in various ways by eating a healthy diet, getting regular health checks, managing blood sugar and maintaining a healthy weight. By following these tips it can prevent one from diabetes-related disease such as kidney and eye disease, and nerve damage

Big Signs and symptoms

- frequently going toilet
- feeling very thirsty
- unexplained weight loss

Other symptoms include blurred vision, fatigue and fast heart rate. A person suffering from type 1 diabetes may often feel hungry and feeling tired more often than a healthy person. They have to eat a consistent amount of food everyday to control blood glucose levels.

Diabetes Type 2

INTRODUCTION

Type 2 diabetes is a health condition that develops regardless of age. It develops when the body has the capacity to produce insulin in the pancreas, due to the risk factors, it is difficult to survive without insulin and can become fatal. Classified as a chronic metabolic disorder, the faulty management of insulin is influenced through insulin resistance in high glucose. Insulin is a hormone produced in the pancreas entering the bloodstream. It travels to cells and regulates blood glucose. Usually, the pancreas produces insulin for healthier individuals to accomplish hormones in glucose diluted by increasing sugar levels. In type 2 diabetes, the blockage in the pancreas gland results in producing glucose which isn't broken down properly. The highest blood sugar levels found in this medical condition is directly affected by the inability for the pancreas to establish enough insulin for compensation. Similarly, various genetic changes begin to appear when withholding insulin as the body needs necessary hormones. Without understanding the significance of the insulin and relationship with the pancreas, one cannot maintain awareness. Although this blood glucose level is normally low, over time it becomes conflicting for the body increasing hyperglycemia. This resulting release to achieve emergency medications to aid insulin as well as decreased sugar consumption. Thus, varying from a vigorous member where blood sugar is monitored taking heed to health examinations.

CAUSES FOR DIABETES 2

There are various factors causing diabetes 2 which can't all be prevented. It is commonly discovered during:

- pregnancy
- old age
- excessive stress or pressure
- obese or overweight groups
- inheritance via DNA
- high blood pressure or cholesterol
- unhealthy diets
- sedentary lifestyles

PREVENTION

Most health professionals encourage natural processes the physical activity, diets and cutting examples and usage of additives. The more sources of alcohol and smoking as well. Patients are required to regularly monitor their sugar levels or seek guidance for medical regulation. Healthy eating relies nutrition as certified by research with ingredients with balanced weight and glucose. Consistent physical activity can also aid reduction of diabetes 2. Further routinely screenings with health professionals reduce potential risks originating from family history impacting detection to intervene.

TREATMENTS

Recent advancements suggest taking surgical if critical, insulin therapy, medications or high-tech insulin pumps. Options include creating artificial environments inside our bodies creating pancreatic islet tissues. Measure advances primary injecting substances that prevent glucose redistribution in the kidneys and improve insulin secretion. Cells also have adjust themselves whereas bariatric surgery may assist diabetes 2 enhancing metabolic control.

Big Signs and symptoms

- increased thirst
- increased hunger
- increased urination
- blurred vision
- slowly healing sores
- itchy skin
- fatigue
- weight loss
- tingling or numbness in hands or feet
- depression
- headaches
- darkening of the skin
- itchy skin
- slowly healing sores
- itchy skin
- fatigue
- weight loss
- tingling or numbness in hands or feet
- depression
- headaches
- darkening of the skin
- itchy skin

DIAGNOSIS AND SYMPTOMS FOR DIABETES 2

- increased thirst
- increased hunger
- increased urination
- blurred vision
- slowly healing sores
- itchy skin
- fatigue
- weight loss
- tingling or numbness in hands or feet
- depression
- headaches
- darkening of the skin
- itchy skin
- slowly healing sores
- itchy skin
- fatigue
- weight loss
- tingling or numbness in hands or feet
- depression
- headaches
- darkening of the skin
- itchy skin

Growth Hormone Deficiency

Introduction

A rare disorder known as growth hormone deficiency (GHD) or pituitary dwarfism occurs when the pituitary gland fails to release enough growth hormone.

Treatments

Some treatments for growth hormone deficiency can be shots of synthetic growth hormone administered under the guidance of a pediatric endocrinologist, and growth hormone replacement with daily subcutaneous injections of synthetic human growth hormone (HGH).

Preventions

A diet high in calcium, taking enough vitamin D supplements, engaging in physical activity, and engaging in some kind of weightlifting can all help lower the risks of GHD.

Causes

Growth hormone deficiency can be caused by:

- Too little growth hormone is produced by the pituitary gland.
- Problems in genes.
- Severe harm to the brain.
- Not having a pituitary gland from birth.
- A tumor or mass that affects the pituitary gland's ability to function.

Signs & Symptoms

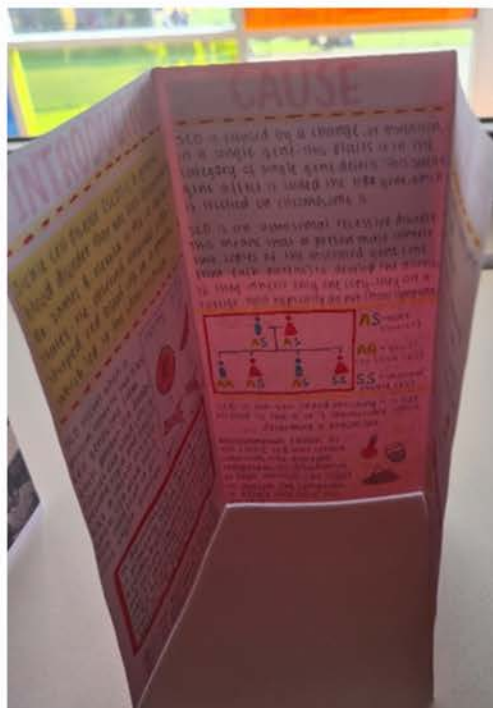
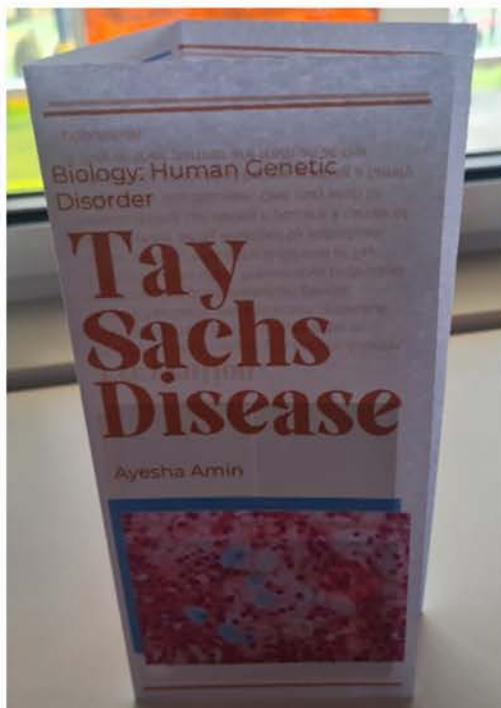
Some major signs of growth hormone deficiency include:

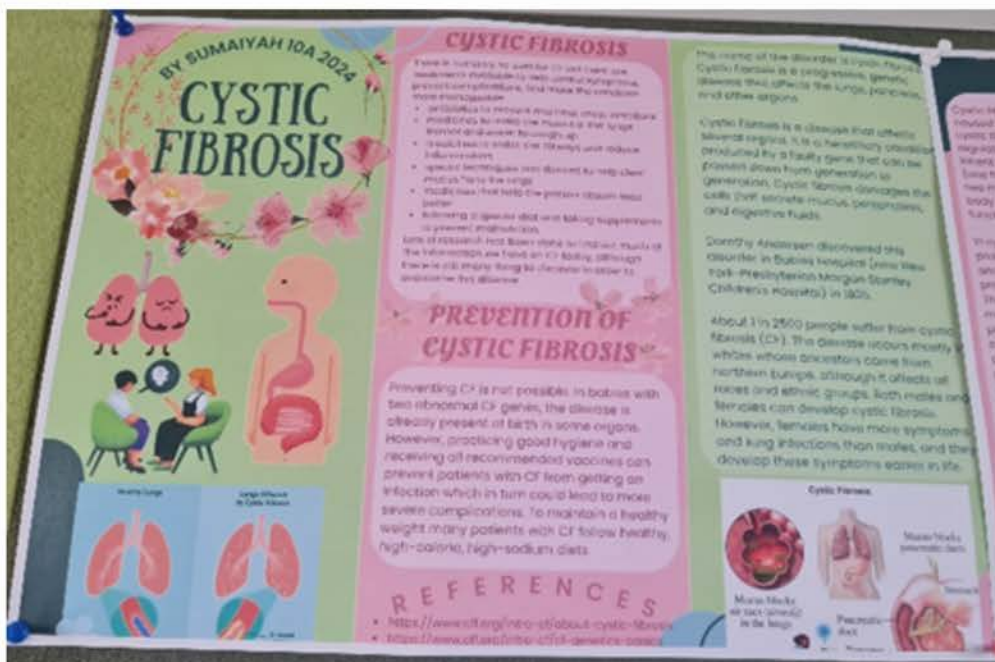
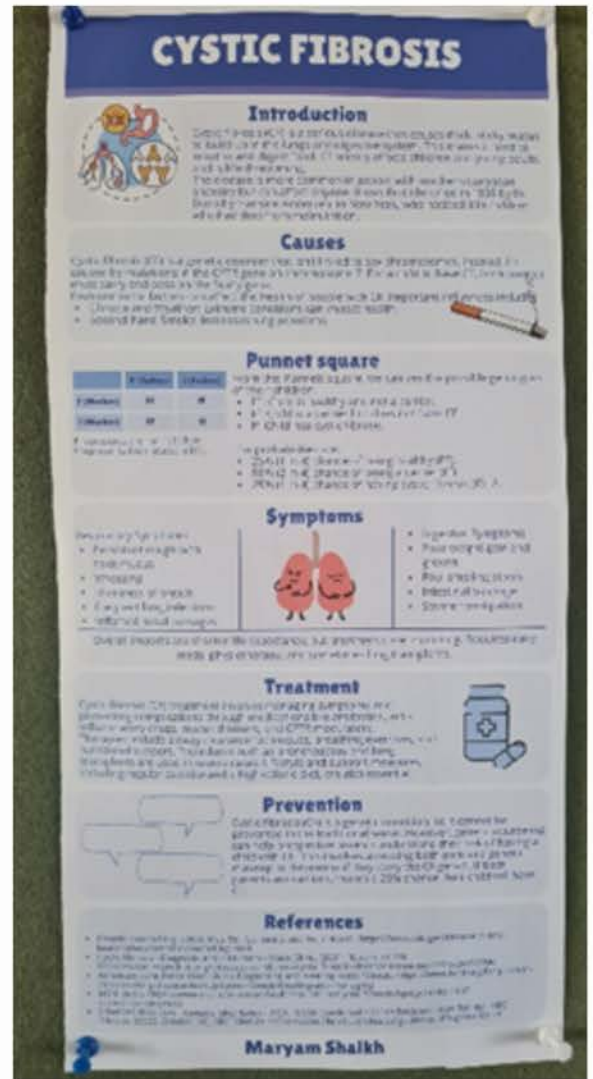
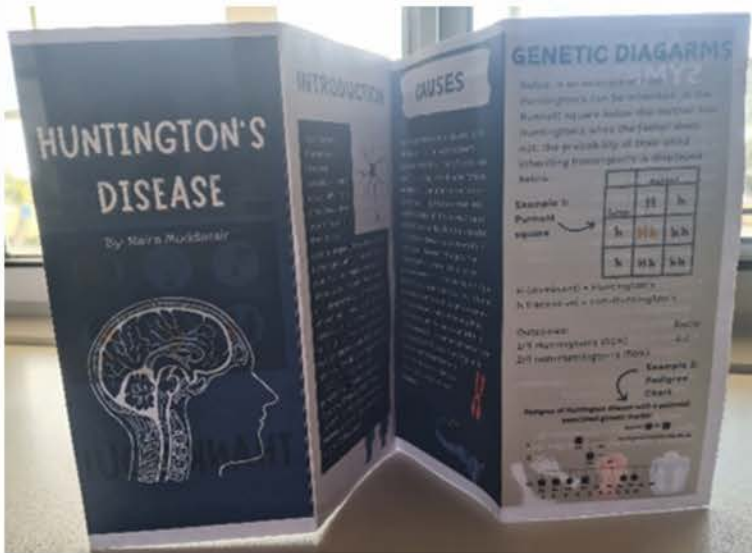
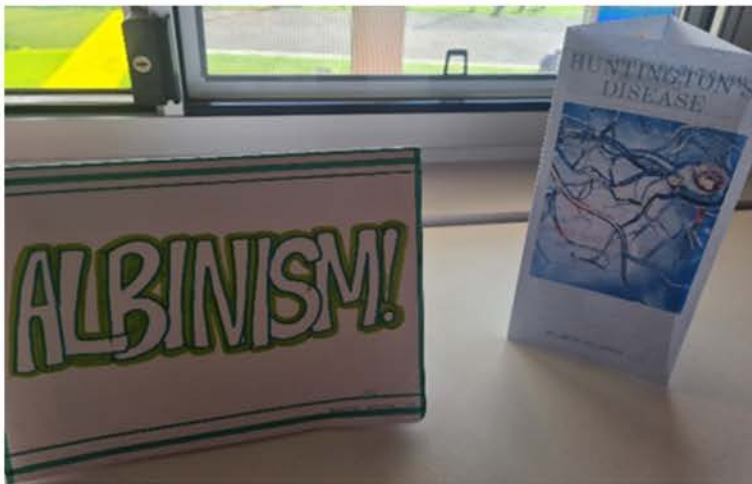
- A face that appears younger than their actual age.
- Less ability to grow nails and hair.
- Tooth development that is delayed.
- Delayed adolescence.

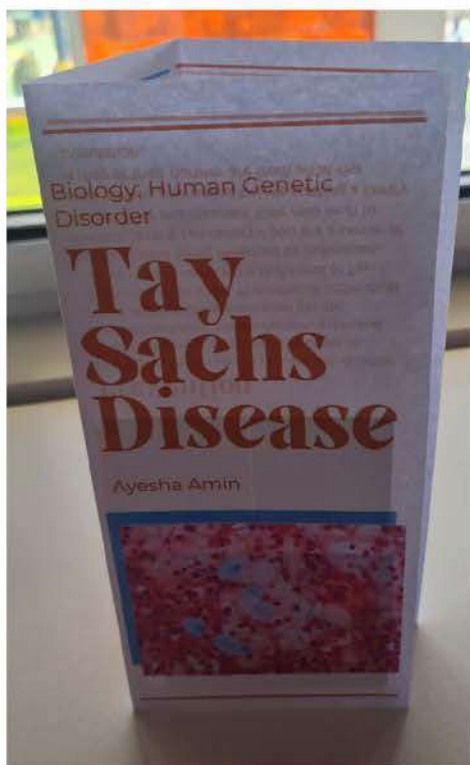
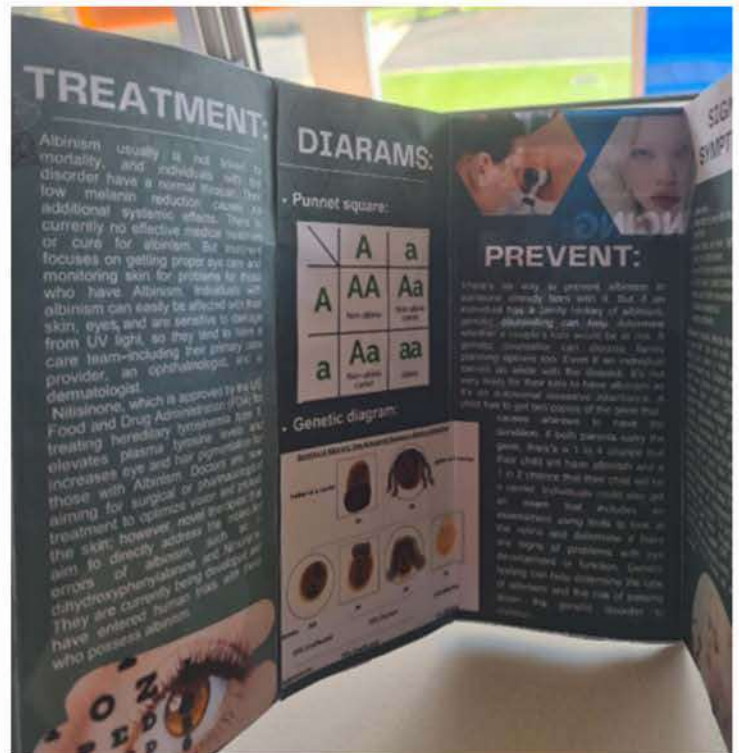
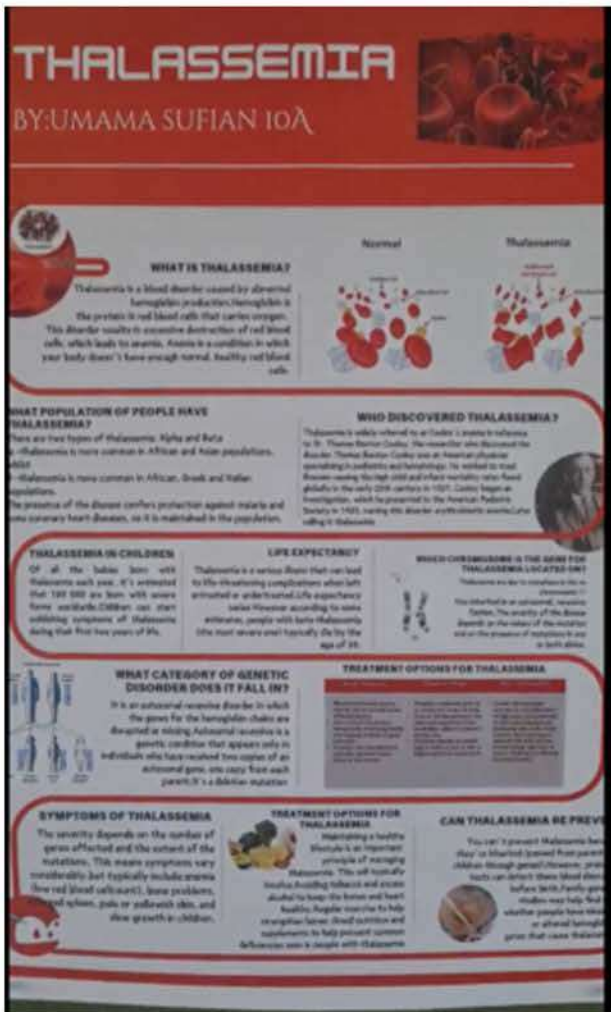
Year 10 Science Reflection

By Aabida Refaye 10A

In Term 3, our Year 10 science journey took us into the heart of genetics and evolution—two fields that enhance our understanding of life on Earth. By taking a closer look at DNA, we uncovered how the smallest molecules carry the blueprints for our growth and development. The processes of mitosis and meiosis showed us how cells divide and genetic information is passed on, while our studies of inheritance revealed how these traits are passed through many generations, sometimes in surprising patterns. Evolution built on these concepts, demonstrating how genetic variation fuels the process of natural selection. This connection between genetics and evolution helped us see how species adapt and diversify over time, with evidence found in everything from fossils to the molecular structures that unite all living things. Students researched genetic disorders and made pamphlets, posters or storyboards to educate medical clinic patients.







Science Week Reflection

By Aabida Refaye 10A

Science Week was an explosive mix of fun and learning—literally! It took our learning beyond the textbook and classroom, with experiments that demonstrated the principles we'd studied, put into action. From the classic baking soda and vinegar volcano, to the famous Coke and Mentos reaction, we turned the basketball court into a playground for science. The colorful layering of liquids like oil and dish soap gave us a hands-on view of density and physical properties of various liquids. Lava lamps and egg cracking challenges added fun and creativity to the mix, teaching us valuable lessons about chemical reactions and force and motion. These experiments weren't just a break from the usual routine; they were a way to experience science in the real world. A big thank you to all the teachers and student volunteers who made this special day possible!



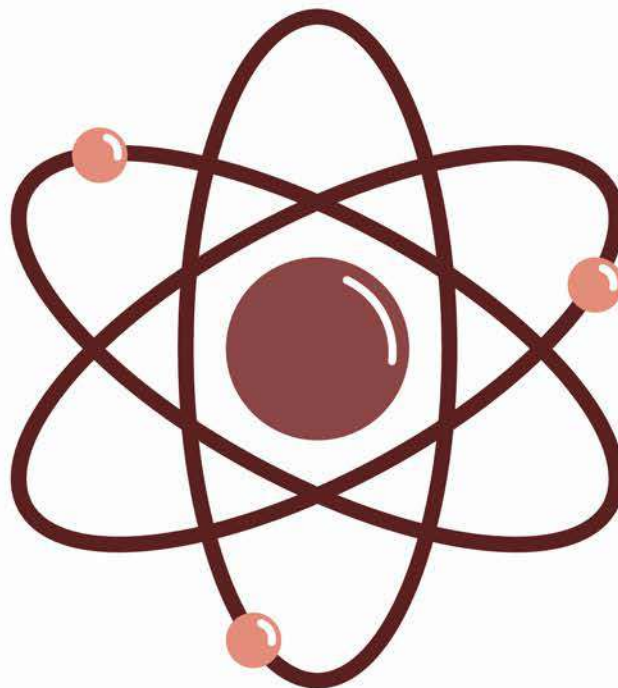
Coke-mentos



Volcano



Lava Lamp



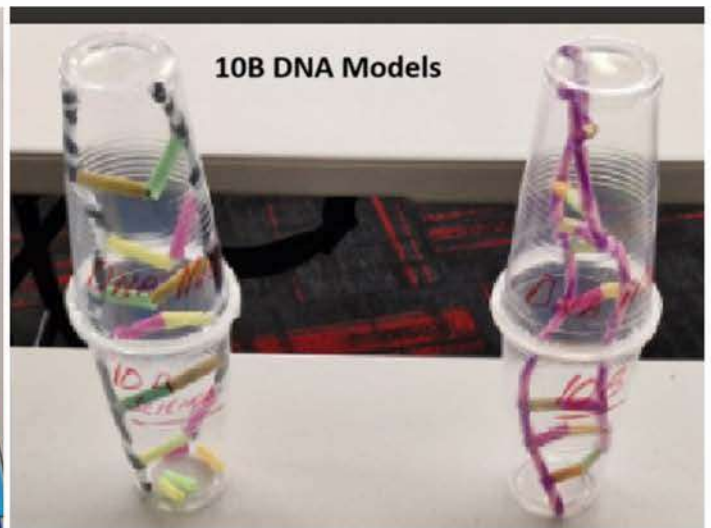
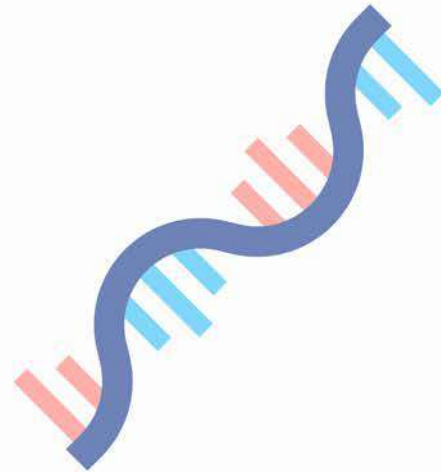
YEAR 10B SCIENCE & 11B BIOLOGY -DNA/RNA/CODON MODELLING

Ust Mohammed Abdul Rashid - Secondary Science Teacher

As Salamu Alaikum Wr Wb,

Alhamdulillah, in a display of remarkable dedication and creativity, our grade 10B and 11B boys completed twisted DNA and RNA paper models, showcasing their understanding of genetics and molecular biology. The project tested the students' knowledge and provided a platform for them to unleash their artistic talents in Biology.

Our Year 10 students enthusiastically took on the challenge of constructing the DNA model, an engaging and enlightening task. With each nucleotide carefully crafted and connected, the double helix structure came to life in the students' hands, sparking their interest and involvement in the project.



Meanwhile, Year 11 students unleashed their Biological Science potential in designing the DNA and RNA models by incorporating the structure of ribonucleic acid (RNA) alongside deoxyribonucleic acid (DNA); these students demonstrated a deeper understanding of how genetic information is transcribed and translated within cells.

Through this hands-on experience, students visualised the fundamental building blocks of life and comprehended the essential role that DNA plays in genetic inheritance.

All credit goes to the school and the teaching team that desires to see the best in our students.



VCE DEPARTMENT

STUDENT LEAD RESEARCH PROJECTS IN YEAR 11 VCE PHYSICS

Dr Abu Shaid – Year 11B Physics Teacher

Systematic experimentation is an important aspect of physics inquiry. In years 7 to 10 science, students are often given a practical method to follow. However, this is not how science is really conducted. The scientific method involves designing one's own method based on his/her research question. In term 3 of VCE physics, students have designed their own research projects and then conducted scientific investigations. These student-adapted or student-designed scientific investigations relate to the knowledge and skills they have developed throughout the year. On completion of this investigation, the students are expected to be able to draw an evidence-based conclusion from primary data generated from their scientific investigation related to a selected physics question.



To achieve this outcome the students are demonstrating their key knowledge as outlined in Area of Study 3 and the related key science skills, such as generating appropriate primary qualitative and quantitative data, organising and interpreting the data to reach and evaluate a conclusion in response to their research questions.

One of the students' lead investigations is shown here in Figures 1 to 3. In this particular project, a VCE student has undertaken his inquiry to investigate how the temperature varies in different depths of soil. Primary data were acquired by using the Infrared thermal imaging technique as shown in the Figures. A specific independent variable was agreed upon with a measurable dependent variable while keeping multiple other control variables consistent.

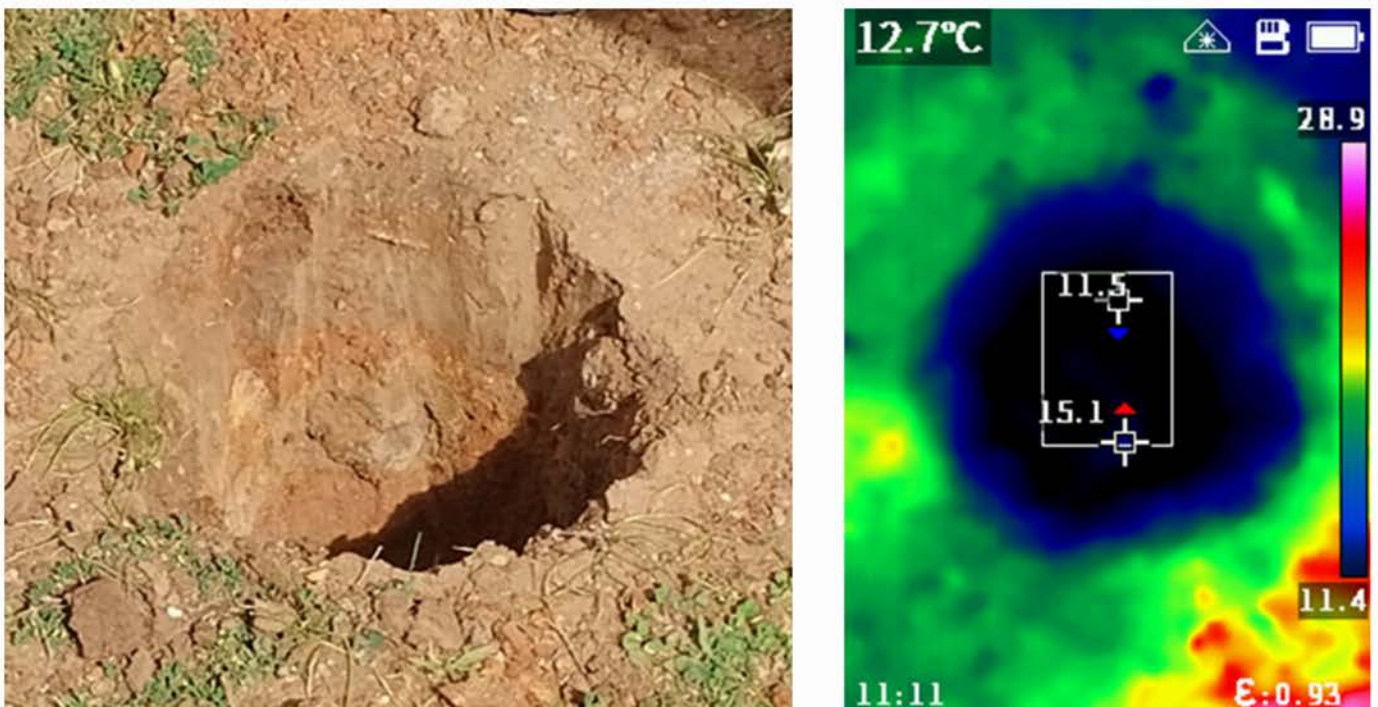


Figure 1: Soil depth visualized under visible(left) and infrared light (right)

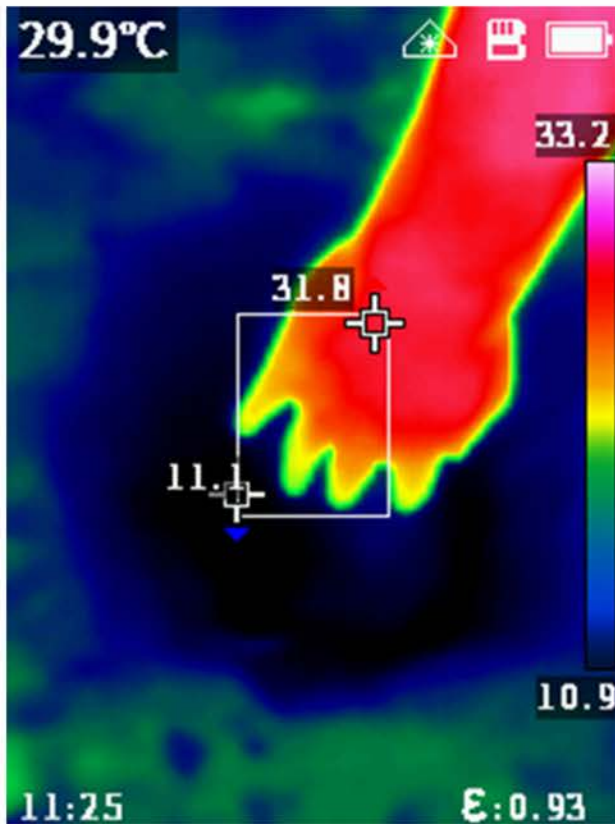


Figure 2: Comparison of temperature drop in relation to the normal body temperature and surrounding temperature



Figure 3: Students collecting primary data for their investigation project.

Similar other research projects are also ongoing with different student groups at Al Iman College. The college has a well-equipped laboratory and skilled staff members to support students in their learning journey. We hope, by the mercy of Allah Subhanutala, our students will graduate from Al Iman as well-balanced Muslim individuals who are equipped with all the necessary skills and knowledge to contribute to the betterment of our society in every aspect of life. May Allah subhanutala accept all the efforts of our students, teachers, parents, and the Muslim ummah as a whole.

YEAR 12 BIOLOGY: EXCURSION TO BIOSCIENCES AT MELBOURNE UNI

Ustaz Mohammed Abdul Rashid & Ms Amal Shihata - Year 12 Biology Teachers

As Salamu Alaikum Wr Wb,

Al Iman College is making every effort to provide students with enhanced learning opportunities by offering excursions that supplement topics, themes, and programs in the classroom. As part of their curriculum, at the start of term 3, students from Year 12 (a separate excursion for boys and girls) attended an excursion to Melbourne University to extend their learning on areas of study 1 and 2 in Unit 4.

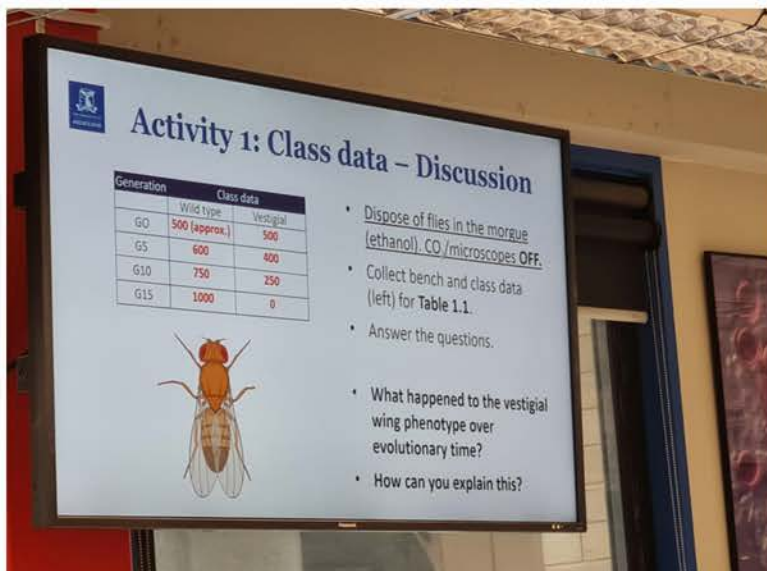
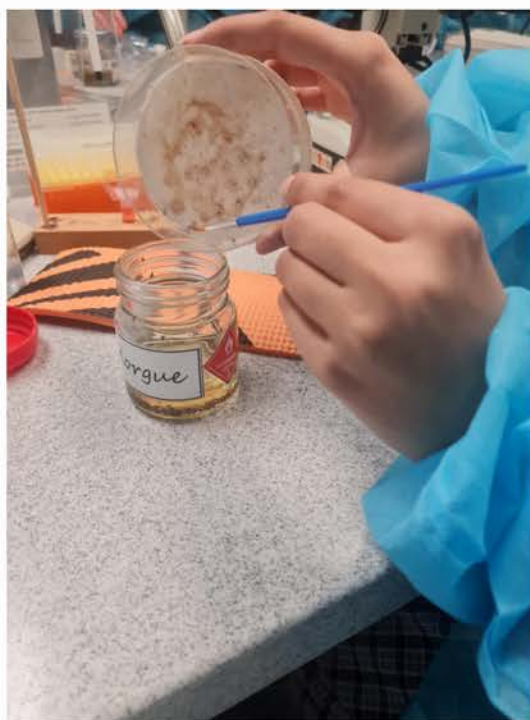
The School of BioSciences Outreach team (at Melbourne University) hosts annual laboratory workshops for VCE Biology students at their Parkville campus. These workshops enable students to complete practical activities in a tertiary education setting to support their VCE Biology studies.



Qualified demonstrators were provided for benches of ~12 students. All equipment, PPE, and electronic notes were supplied. Schools were asked to bring printed notes for each student.

The 2-hour workshop addresses the criteria of VCE Biology, Unit 4, Outcomes 1 and 2:

- Activity 1: Evidence for evolutionary change using *Drosophila melanogaster*.
- Activity 2: Immunity and influenza: a case study.



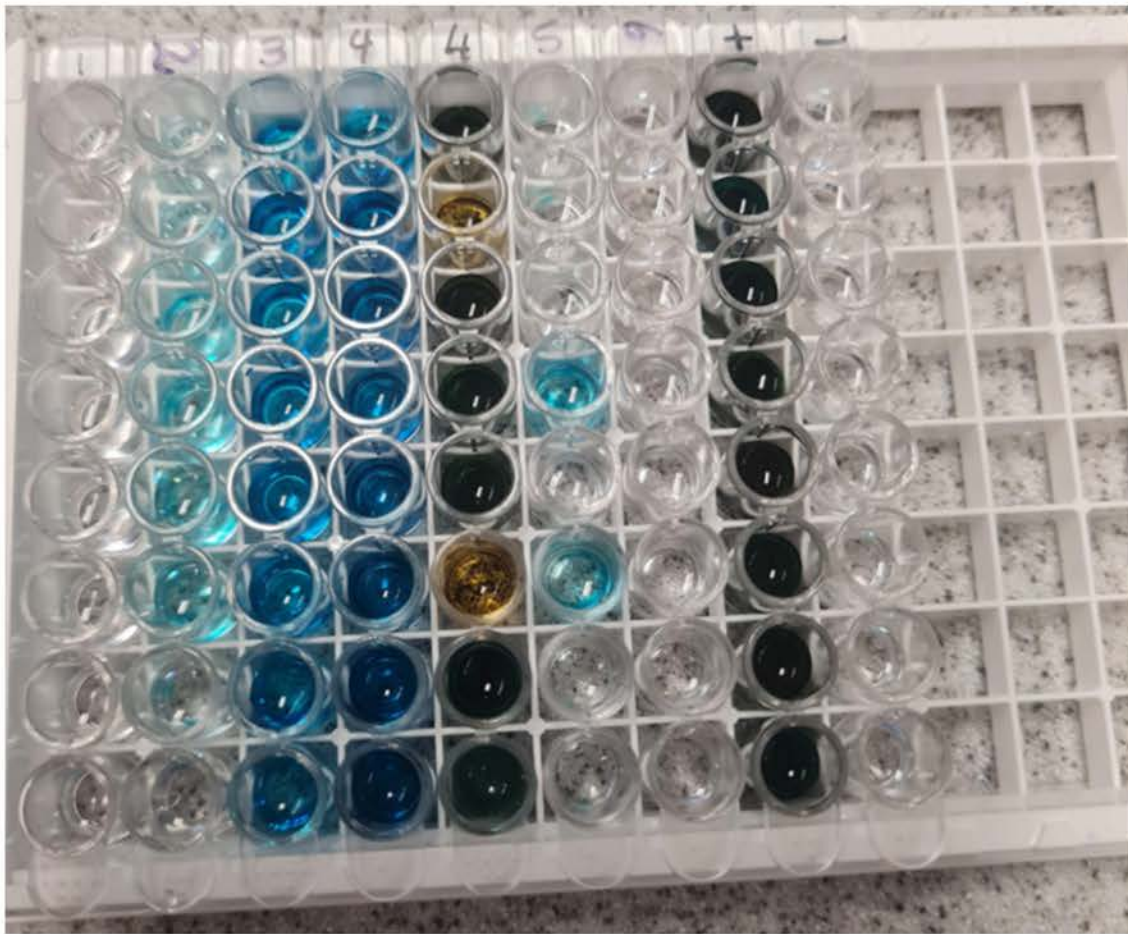


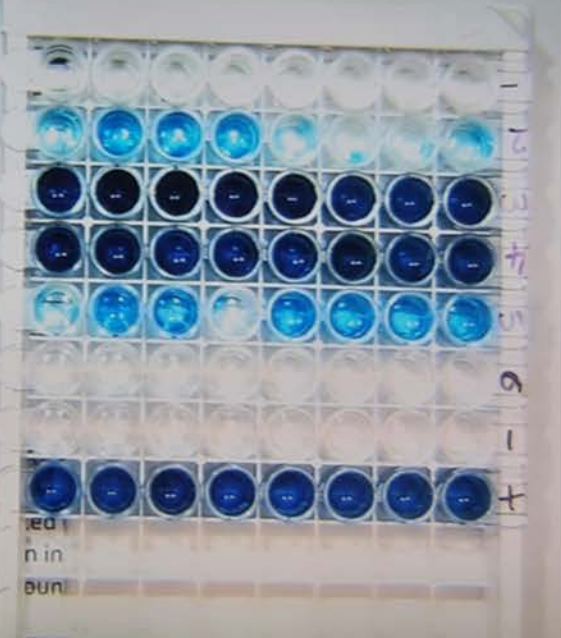
Table 2.1: ELISA results: immunity, predictions, etc.

Sample
1. Adult unvaccinated, not had the flu
2. Adult vaccinated 12 months ago
3. Adult vaccinated 1 month ago
4. Adult recently recovered from the flu
5. Breast fed baby, mother vaccinated
6. Breast fed baby, mother unvaccinated
(-) Negative control
(+) Positive control

Basic principle of ELISA test

An Enzyme-Linked ImmunoSorbent Assay (ELISA) is used to identify the presence of antibodies. The test involves binding an antigen to an antibody. This antibody-antigen binding is detected by an enzyme-linked antibody that catalyses a colour change reaction. The colour change provides an indication of the presence of the antigen.

There are many ELISA tests: direct, indirect, sandwich, and competitive.





VCE STUDENTS AND TEACHERS LUNCH:

Alhamdulillah, the VCE department had lunch for VCE students and teachers. We believe taking a break and enjoying a delicious meal together can be an excellent way to recharge and relax.

The VCE lunch event provided a unique opportunity for teachers and staff to come together, share a meal, engage in meaningful conversations with our VCE students from Year 11 and 12, and experience a different perspective. The female side had their VCE lunch in term 2, and the male side in term 3.

Teachers and staff took this unique opportunity to meet with our VCE students from Year 11 and 12 and discuss their future goals and aspirations. Thank you to all our VCE teachers and staff for their help and support.

VCE TRIAL EXAMS 2024:

To support our year 12 students with their VCE final exam preparations, the VCE department has organised trial exams for all Unit 3 and 4 students. Participation in the trial exams is compulsory, and your cooperation as a parent and support are highly appreciated.

Trial Exams resemble the official VCAA exam format, ensuring our students get a genuine exam experience. Developed by expert teachers and assessors, our trial exams cover the major topics to be assessed in the VCE subject. VCE trial exams offer several benefits to students preparing for their final exams: Students can evaluate their knowledge, practice under exam conditions, identify their strengths and weaknesses, and manage their exam time efficiently. VCE trial exams are valuable tools for students to gauge their knowledge, practice exam skills, and enhance their overall performance in the final VCE exams. Insha Allah, VCE teachers will provide students with useful feedback on their trial exams.

All students must come in full school uniform for their trial exams.

We request all students to prepare well for their trial exams and do their best. If you need any help preparing for the final exams, don't hesitate to contact your subject teacher. We are here to help you.

Ustaz Mohammed Abdul Rashid - VCE Coordinator

YEAR 12B STUDENTS' DAY OUT GO-KARTING:

The year 12B students recently had an exciting day out at the go-karting track, celebrating their well-earned prize money from winning the class cleanliness competition! It was a day full of fun, laughter, and friendly competition as our young racers put their driving skills to the test. The energy was high, and the students truly enjoyed the thrill of the race, cheering each other on and sharing in the excitement.

A special shout-out goes to Jarrar Mohammad, who took home bragging rights by winning not just one, but two races! His driving skills and focus on the track were truly impressive.

This experience brought the class closer together, and we couldn't be prouder of how they represented Al Iman College both on the track and through their dedication to maintaining a clean and positive classroom environment.

After the races, the students returned to school and enjoyed a sumptuous lunch, with prize money still left in the kitty. Special thanks go to Brother Othman, the extracurricular coordinator, for organising the races.

Ustaz Wahid Hussain Year 12 B Form Teacher



WINNERS FOR: ARRIVE & DRIVE SESSION (#132)		
TRACK: Ace Karts		POWERED BY Clubspeed
1	Jarrar mohammed (Kart #9)	44.939
2	HK (Kart #5)	46.190
3	Adil Khokhar (Kart #27)	46.771
4	montana (Kart #8)	46.975
5	Musab (Kart #16)	47.138
6	Wahid Hussain (Kart #24)	47.521
7	rudy (Kart #22)	49.422
8	Farooq (Kart #45)	49.583
9	malik (Kart #44)	51.752
10	Zafira Konstantinou (Kart #37)	55.339
11	Nina Konstantinou (Kart #42)	70.238
12	Andie (Kart #15)	75.388

HPE & EXTRA CURRICULAR ACTIVITIES

FOUNDATION – YEAR 2 ANNUAL SPORTS DAY 2024



HPE & Extra Curricular Activities Staff

We are thrilled to share the excitement of our recent Sports Day, a day filled with energy, laughter, and unforgettable moments for our Foundation to Year 2 students! The sun was shining, and the spirit of friendly competition was in the air as our young athletes participated in a variety of fun and challenging activities. Here's a recap of the highlights from the day:

Event Highlights

1. Three-Legged Race

In this classic event, our students teamed up to navigate the track with one leg tied to their partner's. The focus was on coordination and teamwork as they worked together to keep their balance and cross the finish line. It was heartwarming to see the kids supporting each other, with cheers and giggles echoing around the field.



2. Pipeline Relay Race

The Pipeline Relay Race was all about precision and cooperation for our Year 2s! Each team had to pass a ball through a series of cones without dropping it. The excitement was palpable as children sprinted from cone to cone, cheering each other on and showing off their relay skills. The relay race was a fantastic display of agility and team spirit!



3. Egg and Spoon Race

In a test of concentration and balance, our students took on the Egg and Spoon Race. With an egg carefully balanced on a spoon, they carefully navigated their way to the finish line. There were a few wobbles and laughs along the way, but the determination on their faces was inspiring. Every child gave it their all, making this event a true highlight of the day!



4. Jumping Sacks Race

Next up was the Jumping Sacks Race, where the kids hopped their way to the finish line in colourful sacks. It was a bouncing good time as children leaped and laughed their way through the course. The sheer joy and excitement of the event were infectious, and it was clear that everyone was having a blast!



5. Sprint to the Finish

To wrap up the day, we held a thrilling sprint race. Our young athletes showcased their speed and enthusiasm as they dashed to the finish line. The energy and excitement were at an all-time high, with many students giving their very best in a final burst of speed. It was a fantastic end to a day full of fun and friendly competition.



We want to extend a big thank you to all the parents, teachers, and volunteers who helped make this Sports Day such a success. Your support and enthusiasm played a crucial role in creating a memorable and enjoyable experience for our students.

A special shout-out to the kids for their amazing participation and sportsmanship! Each and every one of you made this day special with your smiles and efforts.

We look forward to many more fun-filled events like this and hope you enjoyed the day as much as we did!

YEAR 7 HEALTH & PE – FIRST AID & CPR

Year 7 Students Learn Essential First Aid Skills

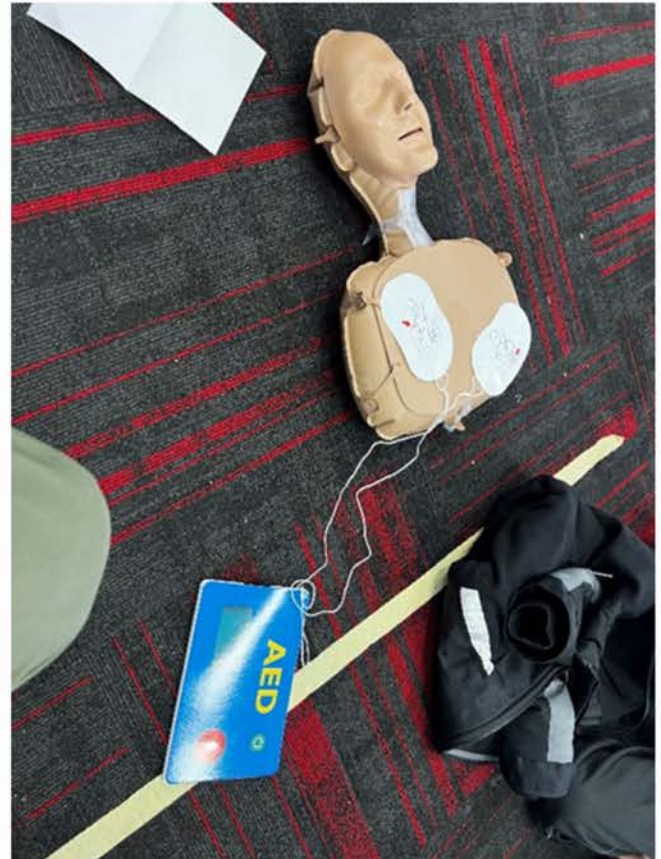
This term, our Year 7 students have been actively engaged in learning important first aid skills as part of their health curriculum. They have explored essential techniques, including CPR, how to use a defibrillator, and the proper application of bandages and slings.



The hands-on experience has not only equipped them with valuable life-saving knowledge but also fostered a greater sense of responsibility in handling emergency situations. We are proud of their enthusiasm and commitment to mastering these critical skills, which will serve them well in the future In sha Allaah.



CPR assessment week!



Learning proper placement of the AED pads.

All the students were very excited and engaged in the lessons, many of whom, have shared their experiences with their family members back home.

T3 LUNCH PHYSICAL ACTIVITY CHALLENGE (LUPA)

HPE Coordinators



Boys Futsal Competition

Alhamdulillah, it was that time in term again for our SRCs and students to be involved in the organization and running of the Lunch Physical Activity (LUPA) Challenge!

For the boys, the Year 9 SRCs and volunteer officials organized a 5 a-side futsal competition for our Year 6s while the Year 10 organized a competition yet again for their Year 8/9 schoolmates!



Team medals and individual trophies for our boys

“Before the LUPA tournament started, I was a bit worried when I was nominated to be an organiser for LUPA. However, with guidance from other SRCs and teachers, the process became more manageable.

A skill that I have picked up from organising this tournament is how to run a team properly. From this experience, I learnt that, at the moment, I am a task-oriented leader that looks forward to the event being completed in the most efficient manner possible. This was probably my first experience of running a proper team.

Insha'Allah, these newfound skills can benefit and help me in the future by giving me a rough understanding of how a team should work together. This will help me to boost team productivity when working in other future teams.

I would like to give a big Jazak'Allah Khairaa and thank you to everyone who helped organising the LUPA tournament and also to Ustaz Hafiz, for helping me out along the way.”

-Huzafa Khan 9B (SRC Head Organizer for the Y6 LUPA)

“Organizing the LUPA futsal challenge was both exciting and challenging. Before the event started, I felt a mix of anticipation and responsibility to make sure everything went smoothly. During the event, I improved my skills in communication, teamwork, and time management while working with the six teams and making sure the games were fair and fun. I also learned how to handle unexpected problems and stay organized under pressure.

These skills will help me in the future, especially with organizing events and leading groups. I also want to thank the crowd control and referees for their great work, which made the event a success. It was a rewarding experience, and I’m excited to take on more responsibilities like this in the future.”

-Safwan Suri 10B (Head Organizer for the Y8/9 LUPA)

Girls Wing LUPA Basketball Competition

The senior girls took the lead in organizing an exciting LUPA Basketball competition, with students participating from Years 7 to 12. The event was filled with energy and enthusiasm, as both the players and staff devoted their time and effort to make it a success.

It was inspiring to see the commitment and teamwork demonstrated by everyone involved, especially the student and staff volunteers and officials who ensured everything ran smoothly.

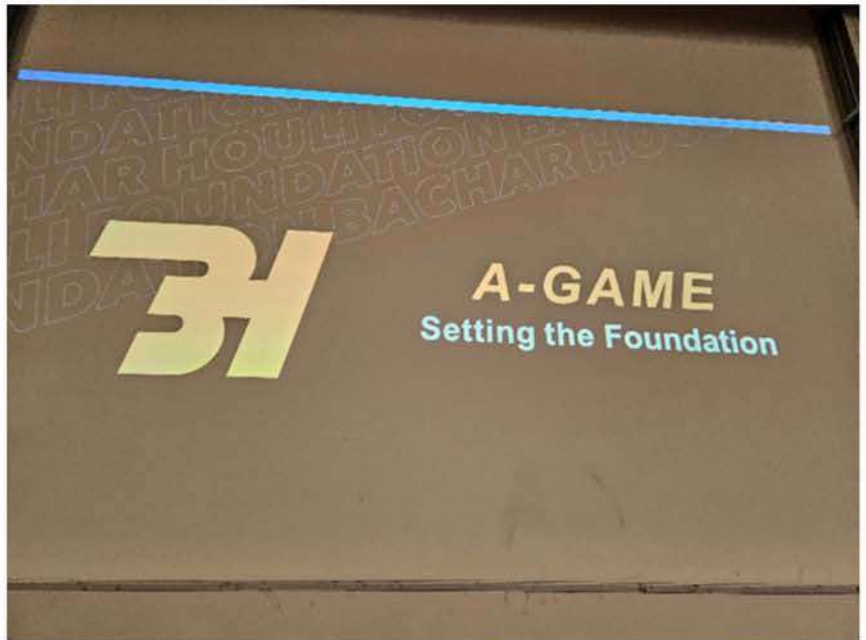


**Medals and trophies awarded to
our girls wing participants**

SRC LEADERSHIP WORKSHOP – 'THE A GAME'

Ustaz Hafizzudin & Ms Suryah Mohamad - on behalf of the SRC Committee

Alhamdulillah, Al Iman College had the opportunity to organise a 2-3 day Leadership Workshop for both our boys and girls wing secondary SRCs, in partnership with the Bachar Houli Foundation.



The workshop was a good opportunity for our student leaders to have quality time reflecting upon their own lives and values

The Bachar Houli Foundation (BHF) is a unique not-for-profit organisation that aims to develop young leaders within the Muslim community. Bachar Houli is a former Australian Rules Footballer, most notably having played for the Richmond Football Club, and famously known as the first Muslim to play the game at the highest level.



**Day 1 Programme was structured around
'Living with Purpose'**

Our students found the programme very enriching and insightful, with content that could be applied in the various aspects of their lives.

On the last session, the boys had a unique opportunity for a face-to-face conversation with Br. Bachar himself, who inspired both the staff and students with his sharing of past experiences and the ups and downs of life. You can hear the passion in his voice as he shares details of his upbringing and gives golden pieces of advice to those present, all with the intention of giving back to the community.



At the end of the session, both our students and staff took the golden opportunity for autographs & conversations with the AFL star!



A sharing session by Br Bachar Houli with many moments of reflections back to our Deen

It was also very pleasing to hear from the trainers and Br Bachar that they were very impressed by the high level of conduct shown by our students! We would like to thank Br Bachar and his trainers for coming down to our school to spread goodness to our student leaders and staff. Insha Allah we look forward to further collaborations with them.

MUNAQASHAH PUBLIC SPEAKING CLUB UPDATE TERM 3

Ustaz Muhammad Omer Imran – Professional Development Coordinator

In Term 3, the Munaqashah Club saw an amazing turnout with over 40 students actively participating. We held regular speech sessions focusing on the lives of the Ashara Mubashara (the ten companions promised paradise) and Muslim scholars and scientists. Students passionately spoke about the glory of these companions and the profound contributions of scholars like Al-Khwarizmi, Ibn Sina, and Al-Biruni to fields such as mathematics, medicine, and astronomy.

Allah says in the Qur'an: "Indeed, in the creation of the heavens and the earth, and the alternation of the night and the day, are signs for those of understanding." (Qur'an 3:190), reminding us that science and knowledge are integral parts of our faith.

The Prophet (peace be upon him) also said, "*Seek knowledge from the cradle to the grave.*"

This term has been a testimony to the thirst for knowledge and understanding that we strive to instil in our students.



CAMP AND OUTDOOR ACTIVITIES EXPERIENCES

Br Othman Abubakar – Extra Curricular Activities Coordinator

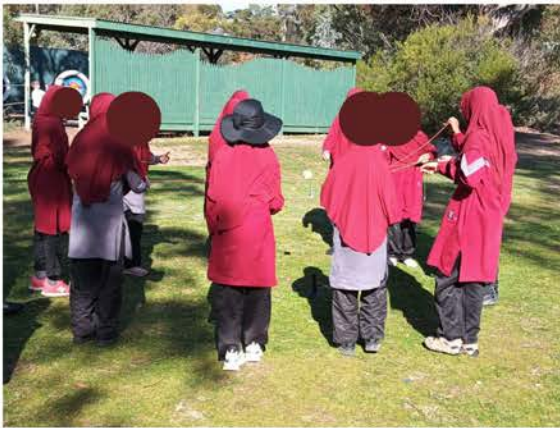
Throughout Term 3, our Primary and Secondary students embarked on a series of exciting and enriching camp and outdoor activities experiences, designed to foster personal growth, teamwork, and leadership skills in a unique and challenging environment. These camps and activities provided our students with the opportunity to practice Islam outside their normal comfort zones and develop resilience in the face of new challenges.



Primary Camps

Our Year 5 students boys and girls enjoyed a fun-filled day trip on separate days to YMCA Lady Northcote, where they participated in the Amazing Race. Divided into teams, they navigated the campgrounds, faced challenges, and worked together to earn points. This exciting activity not only provided great entertainment but also reinforced key skills such as teamwork, problem-solving, and perseverance.





Year 6 students ventured to Sunnystone Camp, where they embraced a variety of outdoor challenges. From sharpening their aim in archery, balancing on low ropes, paddling in canoes, to participating in survival games, students were pushed both physically and mentally. These activities helped them build confidence, enhance teamwork, and grow resilience in a supportive environment.



Secondary Camps

For our secondary students, the camp experiences offered more intensive challenges. The Year 7 boys spent an adventurous day at PGL Campaspe, participating in archery, flying fox, and laser tag. These activities encouraged collaboration, bravery, and the development of leadership skills.



The Year 8 boys and Year 9/10 girls visited Camp Adekate on different days. The boys engaged in ziplining, the Leap of Faith, Tug-O-War, and Capture the Flag, while the girls took part in ziplining, the Leap of Faith, and Milk Crate Stacking. These activities taught valuable lessons in teamwork, courage, and leadership. Through these challenges, students learned to trust one another and push beyond their perceived limits.





The Year 11 and 12 girls headed off to PGL Campaspe, with the Year 12s returning for the first time since 2019. The girls thoroughly enjoyed the experience, taking part in a variety of outdoor activities including abseiling, canoeing, and a challenging obstacle course. These challenges helped them further hone their leadership abilities, while fostering stronger bonds of teamwork and mutual support.

The Year 9 – 12 Boys took part in an overnight camp at PGL Campaspe. Over the two days they participated in a mix of activities including Archery, Flying Fox, Laser Tag, Canoeing, Abseiling and Leap of Faith. The extended time allowed for deeper personal and leadership development as well as the chance to forge stronger connections with their peers.

Each camp and outdoor activities experience provided a unique opportunity for our students to grow in character, tackle challenges and practice Islam in a non-school environment. These experiences will undoubtedly contribute to their personal, spiritual and overall development.



A TERM FULL OF EXCITEMENT AND LEARNING

Ms Masarath Jahan - Extra Curricular Activities Coordinator

Alhamdulillah, by the grace and mercy of Allah SWT, this term, our school was truly buzzing with excitement, with almost every day filled with activities and competitions that brought out the best in our students. From literary creativity to powerful public speaking, the enthusiasm was palpable across all grades.



We kicked off with poem writing and short story writing competitions, where students crafted beautiful works, showcasing their imagination and storytelling skills. The hidden talents of our young writers came to light, and it was inspiring to see the depth of thought and creativity expressed through their words.

Next came the much-anticipated elocution and debate competitions. It was uplifting to see students as young as six years old speak with confidence and poise. Masha Allah, their ability to articulate their thoughts with such grace reminded us that age is no barrier when it comes to public speaking. The debaters won hearts with their well-reasoned arguments and eloquent delivery, showing a level of maturity beyond their years.



Another highlight of the term was the whole-school reading activity, where students from all levels participated in a reading session about refugees. This activity gave students an opportunity to explore important global issues and empathize with the challenges faced by refugees. It was a moving experience, fostering a deeper understanding and compassion among our students.

The handwriting competition also encouraged students to take pride in their written work, with an emphasis on both legibility and creativity. This often-overlooked skill saw students sharpening their focus and attention to detail.

The purpose of conducting these competitions and activities was not only to promote academic excellence but also to nurture soft skills like communication, empathy, and critical thinking. We are incredibly proud of the effort and enthusiasm shown by all our students and look forward to even more exciting opportunities in the coming term.



Speech Competition Winners

Foundation – Year 2

1st Prize – Humaera Ferdous 1D

2nd Prize – Khadija Patel 1D

3rd Prize – Tasmira Khan FA

Year 3 – Year 4

1st Prize – Maryam Hasan 3A

2nd Prize – Sana Tindukal Sultan 4C

3rd Prize – Sarah Mohamed 3C

Year 5 – Year 6

1st Prize – Mehnaz Afrin 6A

2nd Prize – Hafsa Pathan 5C

3rd Prize – Roha Fatima 6A

Year 7 – Year 9

1st Prize – Nawreen Junaina 7A

2nd Prize – Rameesah B Ali 7A

3rd Prize – Sarah Mohammed 7C

Year 10 – Year 12

1st Prize – Umama Sufian 10A

2nd Prize – Juman Alhashemi 10A

3rd Prize – Mahreen Naaz 11A



Poem Competition Winners

Year 3 – Year 4

1st Prize – Eshal-Nur Iftikhar 3A

2nd Prize – Gofran Osman 4A

3rd Prize – Maariya Fong-Faruk 4A
& Rayyan M Saiful 3A

Year 5 – Year 6

1st Prize – Hafsa Pathan 5C

2nd Prize – Arisha Rafeeq 5A

3rd Prize – Mehnaz Afrin 6A

Year 7 – Year 9

1st Prize – Aliyyah M Saiful 8A

2nd Prize – Syeda-Fajar Asif 8C

3rd Prize – Anam Hashmi 8A

Year 10 – Year 12

1st Prize – Juman Alhashemi 10A

2nd Prize – Aamnah Raheel 11A

3rd Prize – Sabatun Nuha 11A
& Aabida Refaye 10A



Short Story Competition Winners

Year 3 – Year 4

1st Prize – Sana Tindukal Sultan 4C

2nd Prize – Rayyan M Saiful 3A

3rd Prize – Khadijeh Jawad 3C

Year 5 – Year 6

1st Prize – Wania Naveed 5C

2nd Prize – Hiba M Maseer 5A

3rd Prize – Roha Fatima 6A

Year 7 – Year 9

1st Prize – Aliyyah M Saiful 8A

2nd Prize – Rameesah B Ali 7A

3rd Prize – Nawreen Junaina 7A

Year 10 – Year 12

1st Prize – Aabida Refaye 10A

2nd Prize – Faiza Chowdhury 10A

3rd Prize – Sabatun Nuha 11A



Debate Competition Winners

1st Prize – Year 10A

*Aabida Refaye
Faiza Chowdhury
Rania Ahmad*

2nd Prize – Year 12A

*Awo Ismail
Shaimaa Ahmed Naib
Sundus Farah*

3rd Prize – Year 11A

*Basant Elsayed
Mahreen Naaz
Sabatun Nuha*



Handwriting Competition Winners

Foundations – Year 2

1st Prize – Huda Malik 2A

2nd Prize – Asiya Shayma FB

3rd Prize – Noor Asif FC

Year 3 – Year 4

1st Prize – Maryam Khan 4A

2nd Prize – Nishi Nayamot 4C

3rd Prize – Aaira Rafeeq 3A

Year 5 – Year 6

1st Prize – Umaima Al Amin 5A

2nd Prize – Abir Hashmi 6C

3rd Prize – Hiba M Maseer 5A

Year 7 – Year 9

1st Prize – O Mai Mar 8C

2nd Prize – Aisha Kazi 7A

3rd Prize – Azrin Karim 7C

Year 10 – Year 12

1st Prize – Rafa Nufira 11A

2nd Prize – Rania Ahmad 10A

3rd Prize – Shanzay Khan 12A



2025

	JANUARY							FEBRUARY							MARCH							
	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	
Term 1:			1	2	3	4	5						1	2						1	2	
30 Jan	6	7	8	9	10	11	12	3	4	5	6	7	8	9	3	4	5	6	7	8	9	
to	13	14	15	16	17	18	19	10	11	12	13	14	15	16	10	11	12	13	14	15	16	
28 Mar	20	21	22	23	24	25	26	17	18	19	20	21	22	23	17	18	19	20	21	22	23	
	27	28	29	30	31	24	25	26	27	28	24	25	26	27	28	29	30					
															31							
Term 2:			1	2	3	4	5	6				1	2	3	4							1
23 Apr	7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8	
to	14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15	
2 July	21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22	
	28	29	30	26	27	28	29	30	31	23	24	25	26	27	28	29						
															30							
Term 3:			1	2	3	4	5	6				1	2	3								
22 Jul	7	8	9	10	11	12	13	4	5	6	7	8	9	10	1	2	3	4	5	6	7	
to	14	15	16	17	18	19	20	11	12	13	14	15	16	17	8	9	10	11	12	13	14	
18 Sep	21	22	23	24	25	26	27	18	19	20	21	22	23	24	15	16	17	18	19	20	21	
	28	29	30	31	25	26	27	28	29	30	31	22	23	24	25	26	27	28				
															29	30						
Term 4:			1	2	3	4	5					1	2			1	2	3	4	5	6	7
7 Oct	6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	
to	13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	
5 Dec	20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	
	27	28	29	30	31	24	25	26	27	28	29	30	29	30	31							

	Term Holidays		Students Begin		Reporting Day
	Public Holidays		Students Finish		Reports Online
	Curriculum Day		Exam Week		Ramadhan Timetable Begins
	Teachers Begin		Teachers Finish		Eid (Subject to Moonsighting)