

AL IMAN NEWSLETTER

JULY 2024 | DHUL HIJJAH 1445



ISSUE 23

Curriculum Day (Student Free Day)
Monday 15th July 2024

Term 3 Students Begin
Tuesday 16th July 2024

CENSUS DAY
Friday 2nd August 2024

Year 3 -12 Annual Sports Day
Wednesday 18th September 2024

Term 3 Students Last Day
Thursday 19th September 2024

Parent & Teacher Conference Day
Friday 20th September 2024

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- Unleash Your Child's Potential
- Memorable Moments of Term 2
- Lunch Physical Activity Challenge (LUPA)

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IMPORTANT DATES

Curriculum Day (Student Free Day)	Monday 15th July
Term 3 Students Begin	Tuesday 16th July
CENSUS DAY	Friday 2nd August
Year 6 Boys Day Camp	Monday 5th August
Year 6 Girls Day Camp	Tuesday 6th August
Year 5 Boys Day Camp	Thursday 8th August
Year 5 Girls Day Camp	Monday 12th August
Year 8 Boys Day Camp	Monday 12th August
Science Week	Mon 12th - Fri 16th August
CBCA Book Week	Mon 19th - Fri 23rd August
Year 9 & 10 Girls Day Camp	Monday 19th August
Year 11 & 12 Girls Day Camp	Thursday 22nd August
Year 7 Boys Day Camp	Friday 23rd August
Year 9 - 12 Boys Camp	Thur 29th - Fri 30th August
Year 3 - 12 Annual Sports Day	Wednesday 18th September
Term 3 Last Day (Students)	Thursday 19th September
Term 3 Parent Teacher Conference Day	Friday 20th September
Curriculum Day (Student Free Day)	Monday 7th October
Term 4 Students Begin	Tuesday 8th October



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PRINCIPAL'S MESSAGE

Br Zulfiquar Ali

Dear Parents, Staff and Students

Assalam-O-Alaikum

As we come to the end of Term 2, I would like to congratulate all the students who have achieved good results for the semester, represented our school at various competitions, have performed well in their speeches on various topics, SRC members for their continued support, students who have taken part in school sporting events and those students who took part in organising these events. It is a blessing of Allah Subhanahoo Wata'ala to have so much talent across our school.

Moreover, I would like to remind all parents and carers of the need to drive and park safely around the school. Please ensure you follow the road rules for the safety of all our students.

Additionally, attendance is an important contributor to a student's academic achievement – all school days matter. The correlation between absence and achievement is consistently negative and declines in achievement are evident with any level of absence. As a school we are required to monitor the attendance of all students at our school. It is a legal requirement that all students attend school regularly. The Education Act (1990) requires “parents to ensure that children between the ages of six and seventeen attend school on each day that the school is open for instruction. If children are absent from school, parents are required to provide the school with an acceptable explanation of the absence.” Where possible, dental, medical and other appointments should be made outside of school hours.

Students must attend school every day unless:

- they are too sick to leave the house;
- they have an infectious disease (e.g., chicken pox); or
- they are injured – preventing mobility;

The school must be notified in writing (Doctor's Certificate) of the reason for each absence.

We Look forward to seeing our students back in school on Tuesday, 16 July 2024.

Wassalam-O-Alaikum



AL-NASIHAH

Maolana Ahmad Moim Siddiqui - Islamic Studies Teacher

PART 2: TRAITS OF THE PEOPLE OF TRUTH AND FALSEHOOD FROM SAYYIDUNĀ YUSUF'S STORY

Qualities of the People of Truth

Some of the qualities, characteristics, and mannerisms indicative of the people of truth (*haq*) alluded to in the story of Sayyidunā Yusuf (may peace be upon him) include:

- 1. They exercise patience (*sabr*) when afflicted with something they dislike and do not complain.** Sayyidunā Yaʿqūb (may peace be on him) exercised patience when he heard of his son's disappearance. He said: "So (I can only endure with) beautiful patience! (Quran 12:18)
- 2. They seek help only from Allah the Greatest.** He also said: "It is Allah's help that I seek to bear your claims." (Quran 12:18)
- 3. They have firm reliance on the promise of Allah ﷻ.** Sayyidunā Yaʿqūb (may peace be upon him) received the assurance of his son's survival and triumph through the dream of Sayyidunā Yusuf (may peace be upon him) at the outset of the narrative. This prompted him to instruct his sons to search for Yusuf, despite the apparent obstacles. He said: "O my sons! Go and search for Joseph and his brother. And do not lose hope in the mercy of Allah, for no one loses hope in Allah's mercy except those with no faith." (Quran 12:87). "When the caravan departed (from Egypt), their father said, "You may think I am senile, but I certainly sense the smell of Yusuf. They replied, "By Allah! You are still in your old delusion." (Quran 12:94). This shows that the people of the truth have such a firm reliance on the promise of Allah ﷻ that criticism does not bother them.



4. They have reliance on the fact that whatever Allah ﷻ has decreed is good for them. Sayyidunā Yūsuf and Sayyidunā Yaʿqūb did not complain for a moment over any of the events that transpired upon them. Never did Sayyidunā Yūsuf complain when he was thrown into the well, or when he was made a slave, or was cast into the prison, as he had reliance on the fact that whatever has been decreed for him is better for him. This is why the scholars say: 'Whoever thinks that the kindness of his Lord is removed from his decree, then he is ignorant (*jāhil*) towards his Lord'.

5. They adopt taqwa and turn towards Allah ﷻ in every condition. When the king's wife tried to seduce Sayyidunā Yūsuf, he immediately turned towards Allah ﷻ saying: "Allah is my refuge! (Quran 12:23) "Surely whoever is mindful (of Allah) and patient, then certainly Allah never discounts the reward of the good doers." (Quran 12:90)

6. They are thankful to Allah ﷻ and the creation. Sayyidunā Yusuf said about Allah ﷻ the following: "He was truly kind to me" (Quran 12:100) About the minister of Egypt, he said: "my master, who has taken good care of me. Indeed, the wrongdoers never succeed." (Quran 12:23)

7. They remember the good and mention the hardships in a positive way. Sayyidunā Yusuf recalls his story in the following way: "O my dear father! This is the interpretation of my old dream. My Lord has made it come true. He was truly kind to me when He freed me from prison and brought you all from the desert after Satan had ignited rivalry between me and my siblings. Indeed my Lord is subtle in fulfilling what He wills. Surely, He is the All-Knowing, All-Wise." (Quran 12:100).

8. Allah ﷻ turns the evidence that was against them, to their favour. He was found in seclusion with the wife of his master with his shirt torn, which is evidence that he may have committed an evil, but that was the same evidence was turned to his favour. "And a witness from her own family testified: "If his shirt is torn from the front, then she has told the truth, and he is a liar. But if it is torn from the back, then she has lied, and he is truthful." So, when her husband saw that Yusuf's shirt was torn from the back, he said (to her), "This must be (an example) of the cunning of you (women)! Indeed, your cunning is so shrewd!" (Quran 12:26-28)



9. **For them, disobedience is unacceptable even if it costs them imprisonment.** Sayyidunā Yusuf prayed, “My Lord! I would rather be in jail than do what they invite me to.” (12:33).

10. **They always Invite others towards the oneness of Almighty Allah everywhere.** In the prison before interpreting the dreams of the inmates of the jail, he invited them to the oneness of Allah ﷻ. He said: *“O my fellow-prisoners! Which is far better: many different lords or Allah—the One, the Supreme? Whatever (idols) you worship instead of Him are mere names which you and your forefathers have made up—a practice Allah has never authorised. It is only Allah Who decides. He has commanded that you worship none but Him. That is the upright faith, but most people do not know.”* (Quran 12:40).

11. **They are always in enjoining good and forbidding evil.** The above verse shows that Sayyidunā Yusuf not only invited them towards Allah ﷻ, but he also stopped them from their evil creed and beliefs.

12. **They help others with whatever resources available, without any payment or recompense.** Sayyidunā Yusuf was helping the inmates of the prison with his wisdom and knowledge of interpreting dreams without any payment. He also interpreted the dream of the King without placing the condition of being released or any being given a payment.

13. **Allah Most High puts the kings and the creation in their service.** Sayyiduna Yusuf was a foreigner, unknown to the masses and a poor person, but Allah ﷻ put the king to serve him and resolve his case. *“The King asked (the women), “What did you get when you tried to seduce Yusuf?” They replied, “Allah forbid! We know nothing indecent about him.” Then the Chief Minister’s wife admitted, “Now the truth has come to light. It was I who tried to seduce him, and he is surely truthful.”* (Quran 12:51).

14. **Allah Most High makes people in need of their services.** Allah ﷻ made the king in need of Sayyidunā Yusuf’s services, and also made the brothers in need of Sayyidunā Yusuf’s services.



15. **They never lose hope.** Sayyidunā Yaʿqub said “I trust Allah will return them (sons) all to me”. (Quran 12:83)

16. **They only complain to Allah.** Sayyidunā Yaʿqub said: “I complain of my anguish and sorrow only to Allah. (Quran 12:86).

17. **At the time of retaliation, they forgive, pardon and overlook.** Sayyidunā Yusuf said, “There is no blame on you today. May Allah forgive you! He is the Most Merciful of the merciful!” (Quran 12:92).

18. **They do not blame others, rather they increase their goodness towards others and want goodness for everyone.** Sayyidunā Yusuf said: “Go with this shirt of mine and cast it over my father’s face, and he will regain his sight. Then come back to me with your whole family.” (Quran 12:93).

19. **Their gazes are fixed to the hereafter, not to the luxuries of this world.** After Sayyidunā Yusuf was successful, he was not just content with a happily ever after restricted to this world. Rather his gaze and vision were fixed towards the real happily ever after that is realised in the hereafter, after death. He supplicated: “My Lord! You have surely granted me authority and taught me the interpretation of dreams. (O) Originator of the heavens and the earth! You are my Guardian in this world and the Hereafter. Allow me to die as one who submits and join me with the righteous.” (Quran 12:101).

The abovementioned traits are just some of the benefits and gems that can be extracted from the narrative of Sayyidunā Yusuf. Deeper pondering and contemplation will result in more guidance.

May Allah ﷻ allow us to implement all the qualities of the truthful people and save us from the evil habits of the people of falsehood.

آمین

WELLBEING DEPARTMENT

UNLEASH YOUR CHILD'S POTENTIAL

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

Ibn 'Umar رضي الله عنه reported that the Prophet ﷺ said, "All of you are guardians and are responsible for your subjects. The ruler is a guardian of his subjects, the man is a guardian of his family, the woman is a guardian and is responsible for her husband's house and his offspring; and so all of you are guardians and are responsible for your subjects."

[Al-Bukhari and Muslim].

Helping your child reach their fullest capabilities and achieve their best possible outcomes in various aspects of life, including emotional, social, academic, and personal growth, involves providing the right support, guidance, and opportunities for your child to develop their skills, confidence, and independence. By using effective parenting strategies, you can empower your child to overcome challenges, explore their interests, and maximize their talents and abilities.

Which Style Is Best for Your Child?

Are you curious about which parenting style is most effective for your child's growth and happiness? With so many different approaches out there, it can be overwhelming to determine which one to follow. Let's dive into the various parenting styles and explore which one stands out as the most beneficial for raising well-rounded, confident, and happy children.



Authoritarian Parenting

Authoritarian parents are known for their strict rules and high expectations. They enforce rules rigidly and expect obedience without question. While this style can lead to well-behaved children, it often results in kids who may struggle with self-esteem, decision-making, and social skills. Additionally, it can lead to increased anxiety and stress, rebellion and resistance, and difficulty in forming healthy relationships.



Permissive Parenting

Permissive parents are the opposite of authoritarian. They are lenient and often act more like friends than parents. These parents rarely set boundaries or enforce rules. While permissive parenting may create a warm and nurturing environment, it often fails to provide the structure and discipline necessary for children to develop essential life skills and healthy behaviors. As a result, children may lack self-discipline and self-control, have poor social skills, exhibit behavioral problems, face academic challenges, become self-centered, and have low resilience and coping sk

Neglectful Parenting

Neglectful, or uninvolved, parents provide minimal attention and support to their children. They are often emotionally detached and provide little guidance. This style can severely affect a child's development, leading to issues with attachment, self-esteem, and overall emotional health.

Authoritative Parenting

Authoritative parents strike a balance between setting firm rules and being nurturing and supportive. They enforce boundaries while also encouraging open communication and independence. This style is often considered the most effective because it promotes a healthy, supportive, and structured environment for children.



Why Authoritative Parenting Stands Out?

Authoritative parenting is widely regarded as the most beneficial styles for several reasons:

- **Balanced Discipline:** Authoritative parents set clear expectations and rules but explain the reasoning behind them. This helps children understand the importance of boundaries and develop self-discipline.
- **Emotional Support:** By fostering open communication, authoritative parents create a safe space for children to express their feelings and thoughts. This emotional support is crucial for developing strong self-esteem and emotional intelligence.
- **Encouragement of Independence:** Children are encouraged to make their own decisions within the established boundaries. This helps them develop critical thinking skills and confidence in their abilities.
- **Strong Parent-Child Relationship:** The balance of discipline and support in authoritative parenting fosters a positive and respectful relationship between parents and children. This relationship is built on trust and mutual respect, essential for healthy development.

Tips for Implementing Authoritative Parenting

- Set Clear Expectations
- Be Consistent in enforcing rules and consequences.
- Create a conducive environment where your child feels comfortable expressing their thoughts and feelings without fear of judgment.
- Celebrate your child's successes and offer support during challenges. Show empathy and understanding.
- Foster independence by allowing your child to make choices and take responsibility for their actions within a safe and structured framework.



By combining firm boundaries with emotional support, parents can raise confident, independent, and well-adjusted individuals. So, the next time you wonder about the best way to guide your child's development, remember that authoritative parenting might just be the key to unlocking their full potential.

ARABIC DEPARTMENT

Ms. Sohad Qashou - Tarbiyah & Arabic teacher

As-salamu alaykum wa rahmatullahi wa barakatuh,

Dear Respected Parents,

As Term 2 concludes, it feels like just yesterday we began this journey. I want to express my sincere gratitude, firstly to Allah سبحانه وتعالى, and to each of our beloved students for their dedication and hard work during Arabic class. As you may be aware, Arabic was introduced this year to the Grade 1 students, alhamdulillah. Arabic is the language of the Quran and the mother tongue of our beloved Prophet Muhammad صلى الله عليه وسلم. Hence, learning Arabic is vital for understanding the Quran and Sunnah in the most complete way.

During Term 2, our Grade 1 students continued to familiarize themselves with the fundamentals of the Arabic alphabet. They engaged in practicing the Arabic alphabet, focusing on the correct formation of each letter. Additionally, they were introduced to vocabularies beginning with each letter and learned numbers in Arabic.

Grade 1C & 1D performing the Arabic nasheed (Numbers in Arabic)



Grade 2 students participated in learning foundational short Arabic phrases related to items at home, both indoors and outdoors. They were also introduced to asking questions like "What is he/she doing?" in Arabic, highlighting the difference between feminine and masculine forms. Furthermore, they learned the days of the week and how to talk about the weather in Arabic. They were exposed to a range of short Arabic sentences and prompted to translate unfamiliar words with the help of visual cues.

At Al Iman College, it is our priority to foster the passion and interest of our students in learning Arabic. We strive to develop new and creative teaching methodologies to increase their eagerness and attention. Some of the methods we employed included the extensive use of visual aids, games, Nasheeds, and hands-on activities to engage the students and keep them motivated.

Grade 2A & 2B hands on class work (Days of the week in Arabic)



Despite the challenges that students may face in learning the language at times, I am incredibly proud of what they have accomplished. Let us take this opportunity to celebrate their success and recharge for the upcoming term, insha'Allah.

As a result of our students' dedication and hard work, the 2A, 1C, and 1D classes were able to confidently perform the Nasheed publicly on the last day of school. Additionally, the 1C and 1D classes successfully translated the Nasheed for the audience. Below is a photo of the class performing on stage, along with the Nasheed that was memorized and understood by all the students, and the hands-on activity completed by our creative students.

Jazakum ALLAH khayran
Wasalam

Grade 2A performing the Arabic nasheed (days of the week in Arabic)



نَشِيدُ الأَرْقَامِ (The number's Nasheed)

والإِثْنَانُ: أُمِّي وَأَبِي

Two: is my mother and my father

الوَاحِدُ: رَبِّي

One: is my Lord

والأَرْبَعَةُ: إِثْنَانُ بِإِثْنَانٍ

And Four: two plus two

وِثْلَاثَةٌ: وَاحِدٌ وَإِثْنَانٌ

And Three: is one plus two

وَالسَّيِّئَةُ: عَكْسُ الإِثْنَانِ

And six: is opposite of two

وَالْخَمْسَةُ: أَرْكَانُ الإِسْلَامِ

And five: Are the pillar of Islam

وَالثَّمَانِيَّةُ: تَسْجُدُ بِأَمَانٍ

And eight: is prostrating calmly

وَالسَّبْعَةُ: دَعَا الرَّحْمَانَ

And Seven: is praying to the most merciful

وَالْعَشْرَةُ: خَمْسُ إِثْنَانٍ

And ten: is five times two

وَالتَّسْعَةُ: تَصْرُخُ جَوْعَانٌ

And nine: is hungry

نَشِيدُ أَيَّامِ الْأُسْبُوعِ (Days of the week nasheed)

تَبْدَأُهَا مِنْ يَوْمِ الْجُمُعَةِ	أَيَّامُ الْأُسْبُوعِ سَبْعَةٌ
يَقْسِمُ أُسْبُوعِي نِصْفَيْنِ	سَبْتٌ أَحَدٌ وَالْإِثْنَيْنِ
تَبْدَأُهَا مِنْ يَوْمِ الْجُمُعَةِ	أَيَّامُ الْأُسْبُوعِ سَبْعَةٌ
يَقْسِمُ أُسْبُوعِي نِصْفَيْنِ	سَبْتٌ أَحَدٌ وَالْإِثْنَيْنِ
يَا صَحْبِي فَالْأَرْبَعَاءُ	ثُمَّ يَكُونُ الثَّلَاثَاءُ
يَا صَحْبِي فَالْأَرْبَعَاءُ	ثُمَّ يَكُونُ الثَّلَاثَاءُ

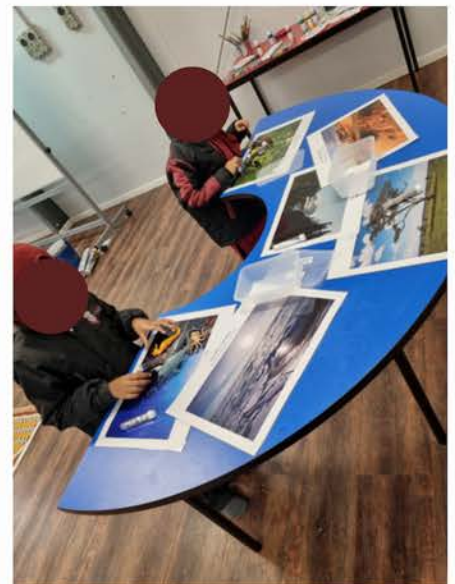
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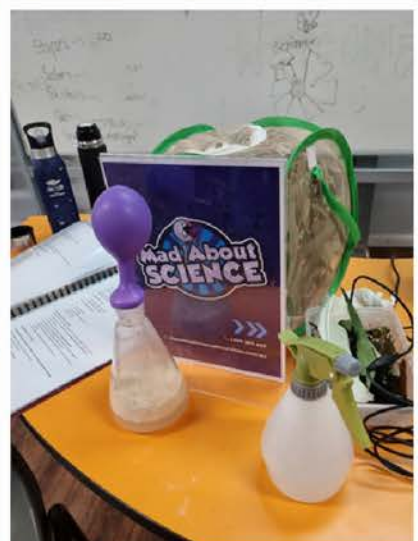
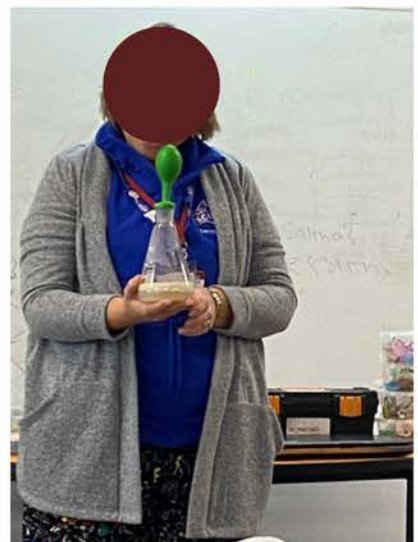
FOUNDATIONS: SCIENCE INCURSION – LIVING THINGS

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

Assalaamualaikum Respected Parents,

In Term 2, all Foundation students participated in an exciting incursion focused on Living Things. Throughout the semester, students had been learning about living things, and this incursion was a fantastic way to consolidate their knowledge. The students engaged in various hands-on activities to review the essentials that living things need to survive, their habitats, the body parts adapted to these habitats, and their life cycles. At the end of the incursion, each student received a ‘Mad About Science’ Certificate for their excellent participation. They also got to take back to class a worm farm they had made during the incursion!







YEAR 2: TERM 2 HIGHLIGHTS

Ms. Afshaan, Ms. Mehvish, Ms. Andleb & Ms. Asha – Year 2 Team

Assalaamualaikum Respected Parents,
We hope this newsletter finds you well. Here are the highlights from Term 2 for our Year 2 students:

Academic Achievements: Our Year 2 students have been busy exploring new concepts in all subjects. They have shown great progress in literacy, numeracy, and creative arts. We're proud of their hard work and enthusiasm for learning.

Special Events and Activities:

- **Eid festival:** Our school community came together to celebrate Eid with joy and enthusiasm. Students learned about the cultural significance of Eid through stories, presentations, and creative activities during the term. Our Eid Festival featured exciting rides and games that brought laughter and excitement to everyone. Students enjoyed thrilling rides, participated in fun games, and bonded with their peers in a festive and safe environment.
- **Excursion to Werribee Zoo:** We had an amazing day at Werribee Open Range Zoo! Highlights included an exciting safari tour where students saw giraffes, zebras, and rhinos up close. Educational sessions taught us about wildlife conservation, and interactive exhibits provided hands-on learning. Students enjoyed a picnic lunch and returned with newfound knowledge and enthusiasm for wildlife.
- **Diorama Mini-exhibition:** Our students showcased their creativity and knowledge through captivating dioramas. These miniature scenes brought natural habitats to life. The attention to detail and effort invested in these projects were commendable. Well done to all the participants for their hard work and creativity!
- **Art Competition:** Congratulations to all the talented participants of our recent Art Competition! The creativity and dedication shown in their artworks were truly impressive. We witnessed a wide array of artistic expressions and themes, reflecting the unique perspectives and skills of our students.

As we start our term holidays, we wish all our students a restful and enjoyable break. We encourage families to take this time to relax, recharge, and create lasting memories together.





YEAR 3: EXCURSION TO MELBOURNE ZOO

Year 3 Teachers

We are delighted to share the exciting news of our excursion to the Melbourne Zoo early this year! Our students embarked on a thrilling adventure filled with discovery, learning, and up-close encounters with fascinating animals.

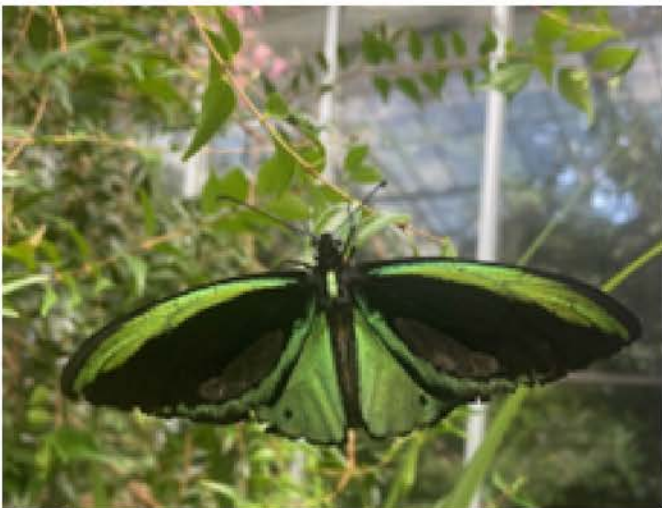
The zoo experience is always satisfying. We had a fantastic outing, sighting many animals, partaking in a wonderful lesson with a Melbourne Zookeeper and applying much of our science knowledge. Throughout the day, our students participated in interactive educational sessions led by knowledgeable zookeepers. They learned about animal habitats, behaviours, and conservation efforts aimed at protecting endangered species. These hands-on experiences sparked curiosity and inspired a deeper appreciation for the importance of wildlife conservation.

The excursion to the Melbourne Zoo aligned seamlessly with our curriculum objectives, providing real-world context for our students' learning. They had the chance to observe scientific concepts in action, make connections across various subject areas, and engage in meaningful discussions.

It was eccentric to wander through the zoo and explore animals that were certainly not native to Australia, as well as those animals that are. Well done to everyone!

Together, we are nurturing curious minds and inspiring lifelong learners!





YEAR 3: MAD ABOUT SCIENCE INCURSION

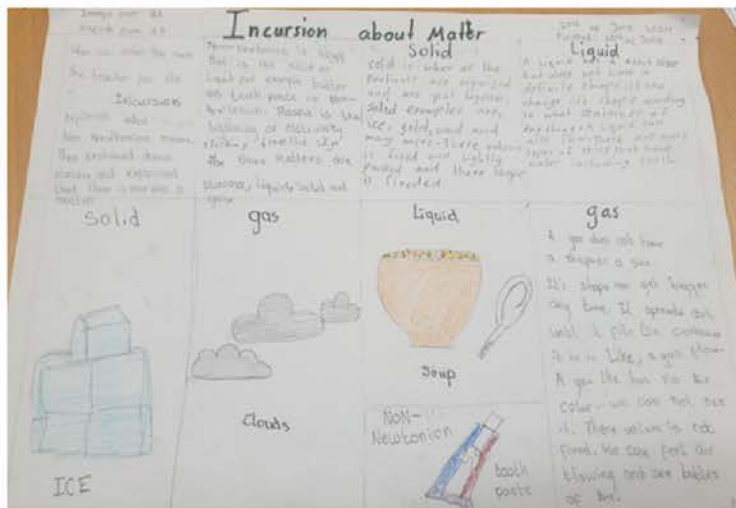
Year 3 Teachers

The Year 3 students this term had the exciting opportunity to participate in an incursion conducted by 'MAD ABOUT SCIENCE'- the experts in Primary school science workshops and Incursions. Students had the opportunity to explore the three common states of matter – solids, liquids and gases in a selection of hands-on experiments.

The Australian curriculum for Year 3 science was covered in a range of activities which showed changes in the states of matter in an interesting and fun way.

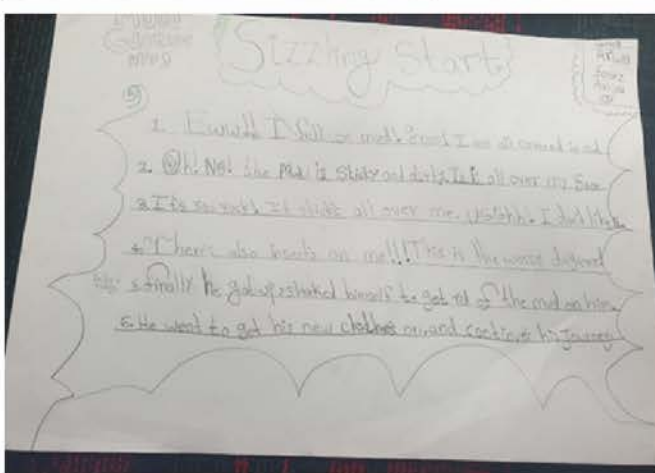
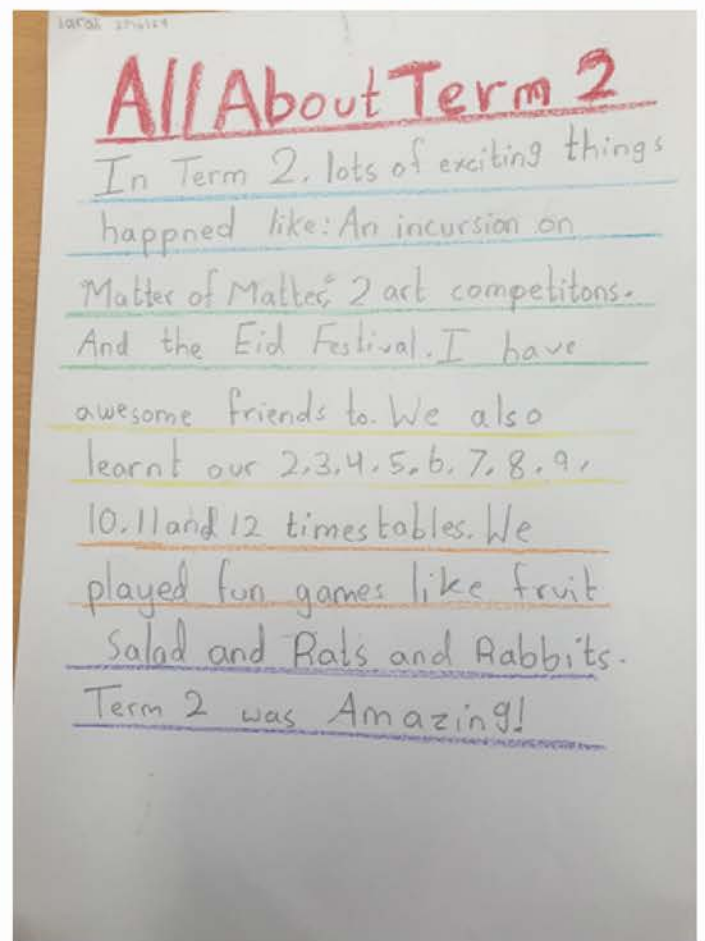
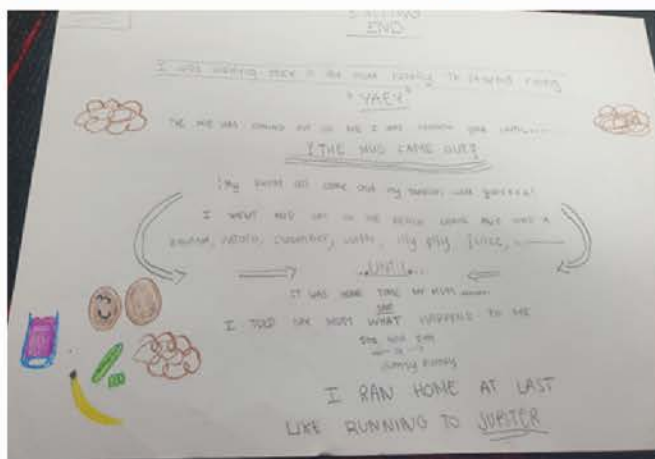
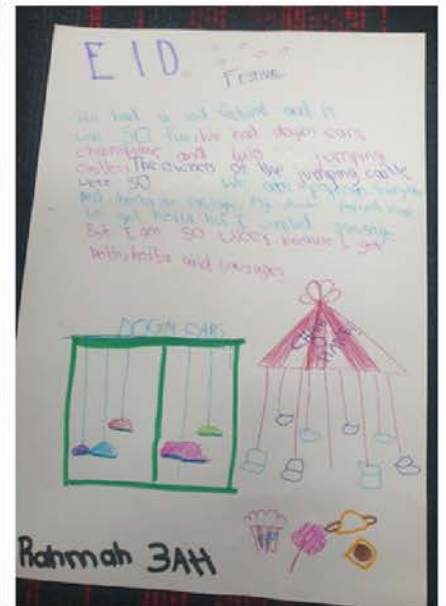
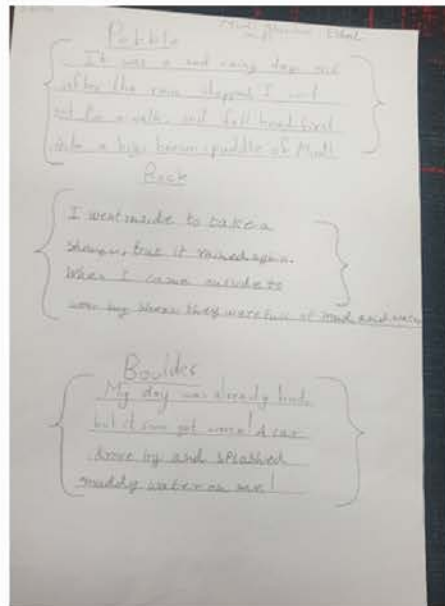


Using the magic of dry ice mixing with boiling water to create a fountain of steam. The gaseous fire extinguishers and bubbles students loved holding in their hands. The students loved every moment and learned a lot of valuable scientific information. The children wrote their reflections on the incursion, pictures of posters and pictures are attached.





The students worked hard learning their timestable using chanting, memorising everyday and winning green cards and rewards for their efforts to reach a goal of learning



YEAR 6: MANY STORIES (IMMIGRATION MUSEUM)

Ust M Waheed Imtiaz (6B), Ust Yusuf Keir (6D), Sr Saeeda Imran (6A), Sr Saima Shinwari (6C)

Students uncovered the personal settlement and migration stories through objects and artefacts. Led by a museum staff, students worked in teams to develop a profile of the person whose belongings they discovered. At the end of the session, teams presented their findings to the class. All students were invited to reflect on the challenges migrants faced, including their own family migration stories.

Following this staff-led session students were presented with their 'passport', which they used to guide them through the museum galleries. The gallery experience provided students with the opportunity to extend the understandings established in the staff-led session.



YEAR 6: CITY DISCOVERY SCHOOL TOURS (MELBOURNE WALKS)

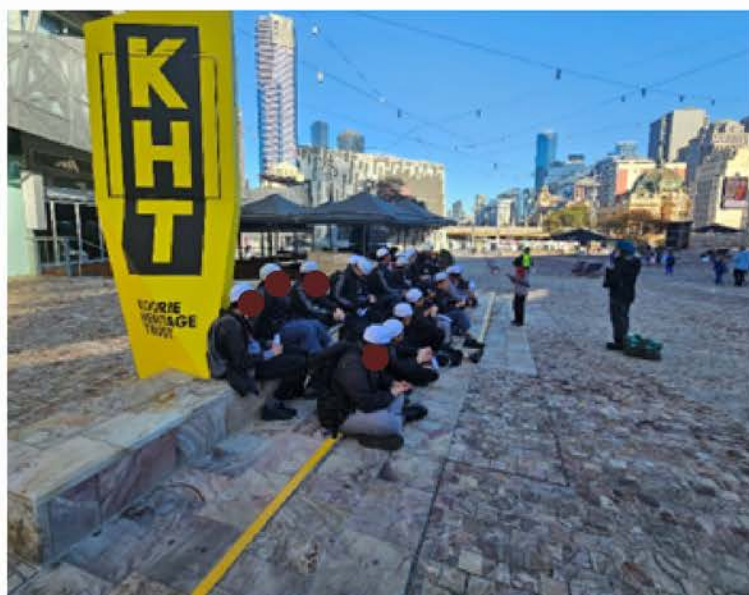
Ust M Waheed Imtiaz (6B), Ust Yusuf Keir (6D), Sr Saeeda Imran (6A), Sr Saima Shinwari (6C)

The Melbourne Walks is a journey through the Story of Melbourne from Indigenous to European occupation to the gold rush to the modern city. Year 6 students took a walking tour of iconic places illustrating milestones of the Melbourne CBD. These included historic and cultural sites, landmarks, lanes and arcades, architecture, heritage, street art, historic personalities and more. This two-hour tour started and finished at Federation Square.



JOURNEY through the maze of landmarks, lanes, streets and buildings that reflected important events and people from traditional owners, colonial settlement, gold rush, war, boom and bust, social movements, immigration, technology and the modern city.

STUDENTS assumed the identity of a historic Melbourne personality for their journey through time. They experienced interactive activities e.g. explore buildings, handle artefacts and examine historic images. Students met challenges in a fun way that promoted learning and questioning.





SECONDARY

YEAR 7: 'LET'S GO TO THE SUN AND THE MOON!'

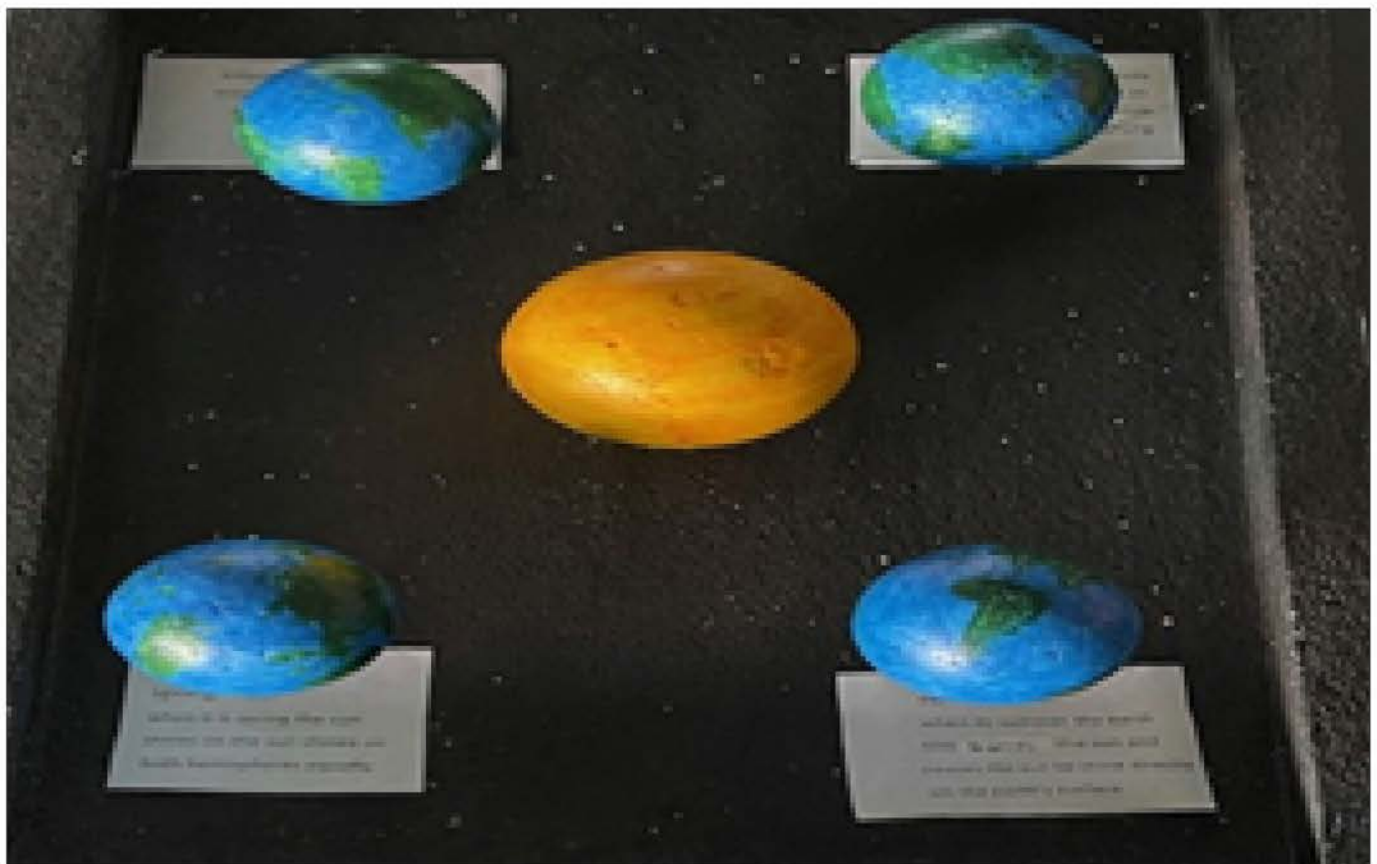
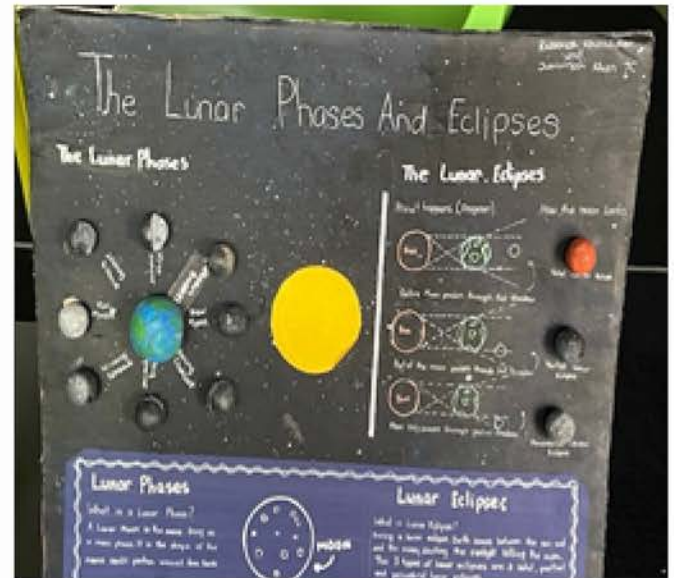
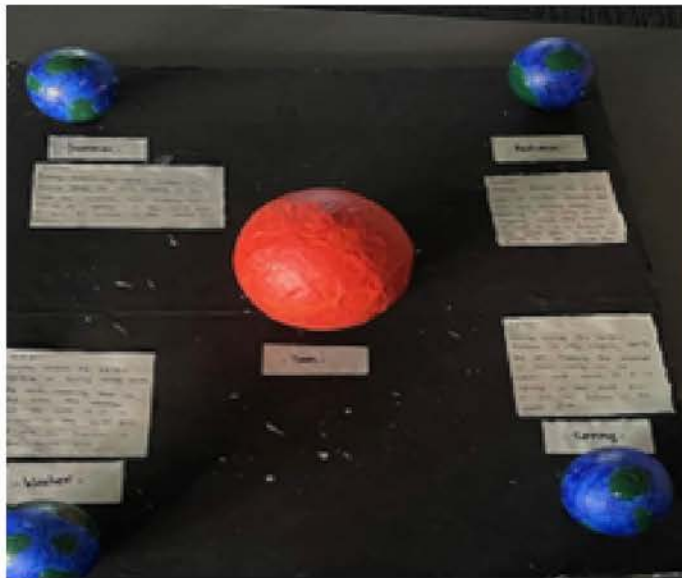
Ms. Asma Shaheen – Secondary Science Teacher

In Science, our Year 7 girls travelled on a tour to the Sun and the Moon. Our special trip was to reach the sun and the moon and specifically planned to observe the Eclipses. Year 7 girls were so excited for the total solar eclipse that happened this year! Eclipses have always intrigued our students, evoking a sense of wonder and excitement as the sun, moon, and Earth perfectly align. As a teacher, introducing my students to solar and lunar eclipses offered me a fantastic chance to spark their curiosity about the solar system and deepen their understanding of celestial events.

Students explored, learned the key concepts, simulated and applied knowledge about solar eclipses, lunar eclipses, penumbra, umbra, and types of lunar and solar eclipses. Learning about space had become a hobby for some of our girls. Our Year 7 girls researched and explored The First Nations peoples' explanation of the eclipses. Students appreciated and admired the commonality of traditional explanations and their celestial phenomena before the invention of telescope and other astronomical instruments.

On the other hand, the Aurora's lighted up the skies and the curiosity of our students. The striking hues of green, pink, red and yellow had transformed the world's skies and the light show stunned not just the world but also our young scientists, our students. The Aurora's in Victoria, Melbourne gave us more opportunities to learn about the magnetic fields around the sun.

'This journey will never end' – The journey of curiosity and questioning!
It is likely to leave a lasting impression on our students, and hopefully inspire them to learn more about science and space.



Fact File:

Did you know that a total solar eclipse happened on April 8, 2024!

YEAR 8: SCIENCE (ROCKS)

Ust Hafizzudin Ng – Science Teacher

Alhamdulillah, students in Year 8 got the opportunity to learn more about the earth. Various topics were covered including types of rocks, the concept of plate tectonics and how various natural landforms such as volcanoes and disasters such as earthquakes and tsunamis originate.

Students received the opportunity to experience and excursion to the Melbourne Museum, where they participated in a Rockumentary Programme which involved many hands-on and group-based activities. Students held quality specimens and were involved in filming a 1-minute documentary video about their topics of choice!



Group-based self-learning at Melbourne Museum.



Using audiovisuals to enhance learning!

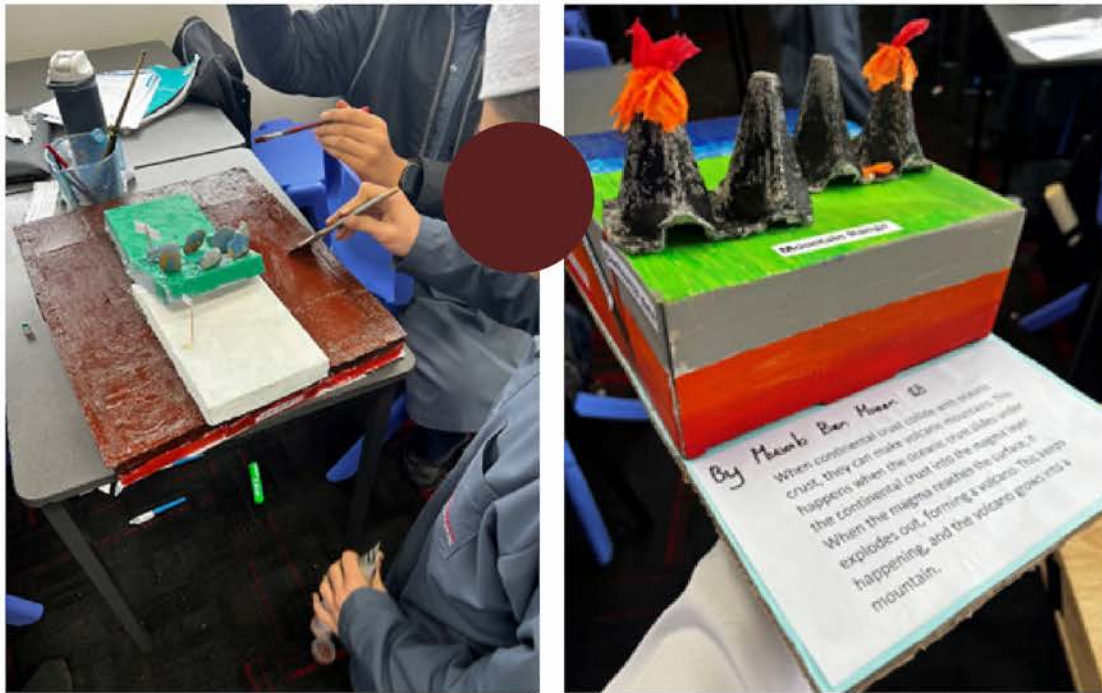


Getting the opportunity to hold on to a meteorite stone!
It actually feels so much heavier than it looks!



Documentary filmmaking in the process, using high quality equipment supplied by Melbourne Museum!.

They were also required to complete a rocks project, illustrating various land formations they have learnt. Masha Allah the students always put in a respectable amount of effort whenever it comes to hands-on activities in Science!



Sample plate tectonics projects

VCE DEPARTMENT

Ust Mohammed Abdul Rashid - VCE Coordinator



VCE DUX Awards 2023

Our 2023 DUX Awards and the accompanying \$2000 (each) presented to Aisha Alam and Muhammad Ibraheem in their respective assemblies. The recipients of the 2023 DUX Awards, Aisha Alam from the Female Campus with an impressive ATAR of 93.95, and

Muhammad Ibraheem from the Male Campus with an ATAR of 81.45, have set a high standard for academic excellence and we are immensely proud of their achievements.



VCE General Assessment Test (GAT):

This year, the VCE GAT test fell on the day of Eid ul Adhaa (according to local moonsighting). We are deeply grateful to all the students, parents, VCE exam supervisors, and school staff who participated in the General Achievement Test (GAT) on this significant day. We understand the sacrifice and inconvenience this may have caused, and we want to assure you that your commitment to the education of our VCE students is deeply valued and respected. To keep up the spirit of Eid ul Adhaa on an exam day, we had a uniform-free day for all students. Students came in Eid dresses and celebrated with their friends and later with families.

GAT Practice Test for all Unit 3&4 students:

To ensure our students are well-prepared for the VCE General Achievement Test (GAT), we administered a practice test two weeks before the actual GAT test. This practice test is a valuable tool that offers several benefits, including familiarity with the GAT Test Format (Sections A and B), identification of strengths and weaknesses, and improved time management. We believe this preparation will instil confidence in our students as they approach the GAT test. Insha Allah, at the end of term 3, we will have trial exams for all year 12 VCE students.

Second VCE Information Session for VCE students:

A recap of the VCE information session was held for all the VCE students. This session, which explained our VCE program, special needs, and VCE policies, was a crucial part of our academic year. It was followed by a Q&A session, allowing students to engage and clarify doubts. Our primary VCE information session will be held every year in term 4, in which we invite students and their parents, present them with the Al Iman College VCE information booklet, and explain our VCE program to them.



Preparing year 10 students and parents for VCE:

As part of our commitment to supporting our students and their parents, we provide a copy of the *Where to Now* VCE booklet to all year 10 students and parents. This comprehensive guide offers valuable insights into the VCE program and serves as a roadmap for their senior secondary school pathways in Victoria. We want to reassure our students and their parents that we are here to support them every step of the way.

VCE Students prepare for their final exams during the term holidays:

The term 2 holidays give students uninterrupted time to revise all the topics covered in their VCE subjects. Term holidays allow you to review and consolidate your understanding of key concepts. Preparing for VCE exams during the term holidays can help you make the most of your study time, reduce stress and anxiety levels, and improve your chances of performing well in your exams. Students can revise their Unit 3&4 lessons (covered in term 2) or prepare for Unit 4 classes (term 3). If you need any assistance, please get in touch with your subject teacher. We wish you all the best!

We thank our VCE admins, students, families, VCE teachers, and school staff for their help and support.

Jazak Allahu Khair, everyone.

Mohammed Abdul Rashid

VCE Coordinator.



EXTRA CURRICULAR DEPARTMENT

CELEBRATING CREATIVITY: OUR COLOURING AND PAINTING COMPETITION

Ms Masarath Jahan- Extracurricular Activities coordinator (Girls)

Alhamdulillah, in the last week of June, from the 26th to the 28th, our school hosted a vibrant colouring and painting competition for lower primary, upper primary, and secondary school girls. This event was a wonderful opportunity for students from Foundation to Year 12 to unleash their inner artists and express their creativity.

Masha Allah, the enthusiasm among the students was palpable as they eagerly participated in the competition. More than 700 students joined in, each excited and happy to showcase their amazing talents. For upper primary and secondary girls, the theme was particularly inspiring: "Life". Their artwork beautifully captured their thoughts and perspectives, offering meaningful reflections through their paintings. The depth of their creativity was truly remarkable, revealing the inner artists within each student.

The lower primary students had a delightful time in their colouring competition. Enjoying the beautiful sunny day, they took their activity outside, where the natural light and fresh air added to their enjoyment. The children were relaxed and cheerful, their giggles and laughter echoing across the grounds. It was lovely to see the young artists immersed in their work, filling the day with color and joy.

The competition was a resounding success, highlighting the creativity and artistic potential of our students. It was heartwarming to see the students' excitement and happiness as they engaged in this artistic endeavor, proving once again that creativity thrives when given the chance to shine.

Note: In sha Allah winners would be announced first week of Term 3.



MEMORABLE MOMENTS OF TERM 2

Ms Masarath Jahan - Extra Curricular Activities Coordinator

Eid Festival: A Day of Thrills and Delights

On Wednesday, April 24th, our school hosted the much-anticipated Eid Festival, a day that students eagerly look forward to each year. The campus was transformed into a wonderland of excitement, filled with thrilling rides and attractions that catered to everyone's tastes.



The rock climbing wall challenged our adventurous climbers, while the hurricane, cyclone and bad boys ride provided exhilarating spins and twirls. Students zoomed around in dashing cars, laughing and competing with friends. The huge inflatables and obstacle courses offered a bouncy haven for energetic jumpers, and the trackless train chugged along the school grounds.



One of the festival highlights for the lower grades was the animal farm. Those amazing animals brought joy and curiosity to young faces. The lineup for popcorn and cotton candy was a testament to the irresistible love for these classic treats.



The aroma of sizzling sausages and kofta filled the air, adding a savory touch to the festivities. Alhamdulillah, it was a day filled with laughter, fun, and excitement, creating joyous memories that still bring warmth and smiles to our faces.







Year 7 Girls' Day Camp: An Adventure at Weekaway Camp

Following the vibrant Eid Festival, our Year 7 girls embarked on an adventurous day camp at Weekaway, on May 21st. The day was packed with exciting activities that fostered teamwork, courage, and fun.

Laser tag was a major highlight, with the girls engaging in friendly competition and demonstrating impressive strategic skill trying to outscore their opponents.

Archery, a sport cherished and encouraged by our beloved Prophet, was another standout activity. The girls enthusiastically took to the archery range, aiming for the bullseye with determination. While some arrows missed their mark, others landed close, and every attempt was met with encouragement and smiles. It was a wonderful opportunity for the girls to learn and appreciate this noble sport.

Lunchtime was a relaxing break, with the school providing delicious wraps that the girls enjoyed together. After lunch, they ventured into a large wooden maze where they ran around solving riddles to unlock the prize and collecting flags before returning to school with memories to cherish for a long time.



LUNCH PHYSICAL ACTIVITY CHALLENGE (LUPA) | BOYS FUTSAL & GIRLS HANDBALL

Health & PE Department

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 8 SRCs and volunteer officials organized a 5 a-side futsal competition for our Year 5s while the Year 10-12 organized their a competition within their own year levels.



Images of victory and defeat in the finals of the Y10-12 futsal boys.

Our seniors from the girls wing organized a handball competition involving categories from the Years 7 to 12. It was an exciting time for both the student organizers and participants as they got themselves busy with the event. It was really heartwarming to see how committed the organizers and volunteer officials were in ensuring that the event was conducted in the best possible manner.

Winners went home with medals and trophies for various individual and team achievements. Masha Allah, we would like to thank and recognize all staff, SRCs and students who were involved and for making the event possible!



Sample of individual and team awards for futsal



Handball medals for the girls

MUNAQASHAH PUBLIC SPEAKING CLUB UPDATE

Muhammad Omer Imran - Professional Development Coordinator

وَعَنْ أَحْسَنُ قَوْلًا مِّمَّنْ دَعَا إِلَى اللَّهِ وَعَمِلَ صَالِحًا وَقَالَ إِنَّنِي مِنَ الْمُسْلِمِينَ

Who can be better in words than the one who calls towards Allah, and acts righteously and says, "I am one of those who submit themselves (to Allah)"? [41:33]

Our Munaqashah Club is flourishing, with speakers eloquently discussing the greatness of Allah and sharing the Seerah of the Prophet (PBUH) every Friday and Wednesday in front of the whole school. Like a tree with deepening roots, our members are growing stronger and more confident, now delivering speeches without notes. With over 30 members and expanding, we aim to provide public speaking opportunities to all students. We encourage parents and staff to support this initiative, helping our students develop this essential skill, which can help them become stronger Mumin and face the challenges of tomorrow.



At the end of Term 2, we had a gift distribution for all the students who participated in our weekly morning speeches, and all members enjoyed a get-together over a meal. Looking forward to more members in Term 3.



INTEGRATION

TEAM



In-Class Support

Integration Aides have the integral role of supporting students in class to enable learning and achieving success at their individual level. Adjustments and modifications are made to deliver the Curriculum content to students and assist with their learning outcomes.



Activity and stuff organised for learning purposes of students with needs and support.

Speech Therapy Assistance

STA (Speech Therapy Assistant) program is overseen by the Speech Pathologist and delivered by trained staff.

This program consists of 3 components:

Language intervention:

Students in small groups are withdrawn from class. They are given support for the areas of need to support any issues in their understanding and retaining of language.

Literacy Intervention:

Small groups of students are withdrawn from class to assist with their reading and comprehension. Students start from the basics and gradually advance through the program with the aim of reaching a level of independence in their reading.

Pragmatics Program:

This program has been designed to assist students with behavioral issues which may inhibit their learning. Students are taught positive behavior techniques, how to moderate and self-regulate their behavior in different aspects of life.



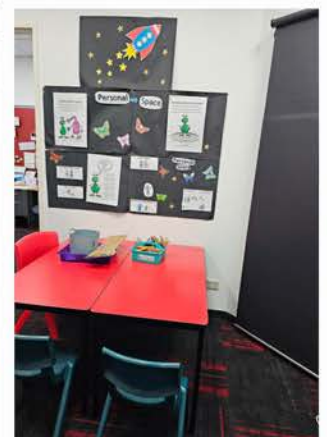
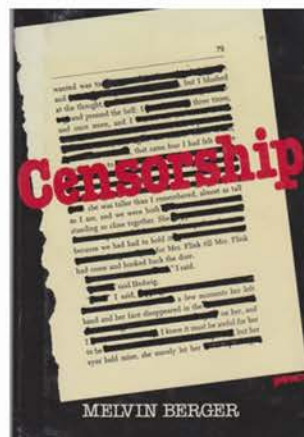
Reading Program

The Reading Program is essentially run by our Parent Volunteers. The Program is a vital part of support at Al Iman College and the the support of the parents is invaluable in instilling the love of reading into our students. These students are withdrawn from class for a short time and given the opportunity to read at their level. The Program has shown positive outcomes for students and teachers.

Censorship

Al Iman College follows strict guidelines when exposing students to picture and written content in all books.

Books are thoroughly checked for content and any content which do not meet the standards of the establishment is censored before they are accessible by students.





2024

1445 AH
1446 AH

Success through knowledge,
practising and conveying

JANUARY							FEBRUARY							MARCH							
Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	
1	2	3	4	5	6	7				1	2	3	4						1	2	3
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15	16	17	18	19	20	21	12	13	14	15	16	17	18	11	12	13	14	15	16	17	
22	23	24	25	26	27	28	19	20	21	22	23	24	25	18	19	20	21	22	23	24	
29	30	31					26	27	28	29				25	26	27	28	29	30	31	

APRIL							MAY							JUNE						
Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su
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8	9	10	11	12	13	14	6	7	8	9	10	11	12							
15	16	17	18	19	20	21	13	14	15	16	17	18	19	3	4	5	6	7	8	9
22	23	24	25	26	27	28	20	21	22	23	24	25	26	10	11	12	13	14	15	16
29	30						27	28	29	30	31			17	18	19	20	21	22	23

JULY							AUGUST							SEPTEMBER						
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29	30	31					26	27	28	29	30	31		23	24	25	26	27	28	29

OCTOBER							NOVEMBER							DECEMBER						
Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su
	1	2	3	4	5	6					1	2	3							1
7	8	9	10	11	12	13	4	5	6	7	8	9	10							
14	15	16	17	18	19	20	11	12	13	14	15	16	17	2	3	4	5	6	7	8
21	22	23	24	25	26	27	18	19	20	21	22	23	24	9	10	11	12	13	14	15
28	29	30	31				25	26	27	28	29	30		16	17	18	19	20	21	22

Commencement Date for 2025

- ✦ Teachers Begin - 23rd January
- ✦ Students Begin - 29th January
- ✦ Foundations Begin - 31st January

20 - 40 Rees Road
Melton South VIC 3338
info@aliman.vic.edu.au
03 9743 1117

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