

TERM 2
NEWSLETTER
— FORRESTDALE COLLEGE —
2025



**AUSTRALIAN
ISLAMIC COLLEGE**

TABLE OF CONTENT

03

Executive Principal's Message

05

Principal's Message

16

Religion Department

17

Kindergarten

24

Pre-Primary

34

Year 1

41

Year 2

50

Year 3

54

Year 4

59

Year 5

63

Year 6

68

High School

83

Physical Education

86

Digital Technologies

EXECUTIVE PRINCIPAL'S MESSAGE

Assalamu Alaikum wa Rahmatullahi wa Barakatuh

Dear Parents/Guardians and Community Members

Alhamdulillah, Term 2 has been another successful term. I extend my heartfelt gratitude to our parents, students and staff for your continuous support and commitment to the vision of Australian Islamic College.



The College is dedicated to providing state-of-the-art facilities to support the academic and spiritual growth of all our students. Alhamdulillah, I am pleased to announce the College commenced Phase 2 of our building projects at both AIC Henley Brook and AIC Forrestdale.

The buildings are on track to open for the start of the 2026 academic year. This will provide a dedicated space for our high school students including specialty classrooms. The admin block is also on track which will free up space for Kindergarten and Pre-Primary for 2026.

We are also excited to share that from Term 4 this year our Year 9 students will transition into Year 10. This progression marks a pivotal step in their educational journey, which will offer students a comprehensive and well-paced Year 10, strengthening their readiness for Year 11 subject selection and supporting a smooth, well-guided transition into senior secondary schooling. Despite Year 9 concluding in three terms, I can assure you all curriculum requirements will be fully met, ensuring continuous quality learning while also promoting student wellbeing and engagement.

The College's ongoing commitment is to provide students with a high level of education across all learning areas. We are committed to nurturing students to excel academically while instilling and upholding Islamic values and principles. Our teachers and senior management team work diligently to deliver high-quality education, ensuring our students receive an education that adequately prepares them for success in all aspects of life.

I am sincerely grateful to all parents, guardians and community members for your continued support and involvement in our school. By working together, we can create an environment that promotes academic excellence, Islamic values and personal growth for the best in this life and in the hereafter.

I pray you all have a restful and fulfilling term break. I look forward to seeing you all again in Term 3, In Sha'Allah.

Wasalaam,

Abdullah Khan OAM

Executive Principal/CEO

PRINCIPAL'S MESSAGE

السلام عليكم ورحمة الله وبركاته

Peace be upon you

Assalamu'Alaikum wa Rahmatullahi Wabarakatuh

Dear Parents, Guardians,



As Semester 2 comes to an end, I would like to take this opportunity to thank you all for your ongoing support and partnership in your child's education. Semester 2 has been filled with remarkable growth, meaningful learning experiences, and wonderful community events that have brought us together in shared purpose.

As we reflect on the term and prepare for the break, I wish to remind all families of the importance of punctuality and consistent attendance.

Punctuality

A gentle reminder that our morning **assembly begins promptly at 8:30am each day**. Morning assembly is a vital part of our school routine where students begin the day together in reflection, prayer, and receive important messages and reminders. Arriving on time not only sets a positive tone for the day but also helps your child settle into learning without disruption. We kindly ask that all **students arrive at school before 8:30am**, ready to begin the day with their peers.

The Importance of Attendance

Every school day counts. Regular attendance plays a critical role in student achievement and wellbeing. We encourage families to prioritise school attendance unless a student is unwell. If your child is absent, please ensure that the school is informed promptly with a valid reason.

Holiday Plans

As we approach the school holidays, we ask that families do not schedule extended leave during term time. Consistent learning routines are vital, and every effort should be made to ensure that students return to school on time at the beginning of Term 3. If for any reason your child will be away at the start of the term, we kindly request that you inform the school office.

Let's revisit some of this term's memorable moments:

Mothers in Bloom Morning Tea

This term, we were delighted to host our Mothers in Bloom Morning Tea, a special event to honour and appreciate the incredible role mothers and mother figures play in the lives of our students. The morning featured guest speaker Sr Khadija Al-Kaddour, our very own and renowned motherhood coach and counsellor. Her insights into the stages of motherhood resonated deeply, reminding us of the power and patience behind nurturing the next generation.



ECE Sports Carnival

This term, our youngest learners took part in the highly anticipated Early Childhood Sports Carnival. The day was filled with excitement, teamwork, and joyful participation as our Kindy, Pre-Primary and Year 1 students engaged in various fun-filled activities. It was heartening to see families join us in cheering the children on and celebrating their achievements in physical development and sportsmanship.



Leadership Ceremony – High School & Primary School

We proudly held our Leadership Ceremony this term, where we officially recognised and congratulated our newly elected Student Prefects, Head Girl, and Head Boy in both Primary School and High School. Congratulations to our 2025 leaders:

Primary School Leaders		
Year	Student Name	Designation
3A	Wajiha Rahman	Prefect
3B	Sufia Arain	Prefect
3C	Leah Suneesh	Prefect
4A	Amarah Nahas	Prefect
4B	Abrish Rizwan	Prefect
5A	Waseem Alaydrus	Prefect
5A	Sakeena Rizvi	Prefect
5B	Abubakar Qureshi	Prefect
5B	Maida Zulfiqar	Prefect
6A	Abdul Hadi	Prefect
6A	Maisara Akhund	Prefect
6B	Eesa Qasim Dhariwal	Prefect
6B	Alessandra Khanza Amidjaja	Prefect

6	Syed Nyle Ali Zaidi	Head Boy
6	Hanna Aishalma	Head Girl

High School Leaders

Year	Student Name	Designation
7	Shuaib Omar	Prefect
7	Eraj Fatima	Prefect
8	Eesa Asmal	Prefect
8	Yasmeena Hourani	Prefect
9	Sedine Alkiaat	Prefect
9	Alhassan Goudy	Head Boy
9	Manal Fatima	Head Girl



This special occasion brought our school community together to celebrate student leadership. Families were invited to join us, and we shared a lovely morning tea in honour of our student leaders and their dedication to representing their peers with responsibility and integrity.

Eid ul-Adha Donation Drive

In the spirit of giving during the blessed days of Eid ul-Adha, we collaborated with the Parents and Friends (P&F) Committee to organise a donation drive. Together, we collected a generous number of non-perishable food items, which were donated to Muslim Women's Support Centre (MWSC) and Sisters Hand in Hand. We sincerely thank our school community for your incredible generosity and continued support in helping those in need.



High School Aspire to Inspire Event

Our Year 9 students from both Forrestdale and Henley Brook campuses were invited to the inspiring 'Aspire to Inspire' event, kindly hosted by our P&F. We were honoured to welcome motivational speakers who shared their career journeys and words of encouragement.

Guest Speakers include:

- Senator Fatima Payman- Senator of Australia's Voice
- Dr Wissam Chiha - Neuroscientist

- Abubakr Mohamed Ali- Senior Constable, WA Police
- Aisyah Ishak- Solicitor, State Solicitor's Office
- Dr Latifa Mah - Senior Registrar, Royal Perth Hospital ICU
- Maen Abdullah- Director of Digital Health Services, PCH
- Gohar Rind- Technology Leader | Cyber Professional | Board Director
- Sakina Mah-Registered Psychologist
- Lein Dofash- Medical Researcher
- Rebecca Wright- Paramedic
- Ahmad Jarrar - Oral Health Therapist
- Mais Zaher - Biomedical Engineer

Following the formal presentations, students had the unique opportunity to network with professionals from various industries, sparking valuable conversations about future career pathways. We are grateful to all involved in making this event a success.



Intercampus Qur'an Competition

Our high school students proudly represented the Forrestdale campus at the Intercampus Qur'an Competition held at Kewdale. We are incredibly proud of their outstanding achievements:

- **Bayan Ahmed (Year 7) – 1st Place**
- **Ahmed Mohamed (Year 8) – 2nd Place**
- **Alhussein Goudy (Year 9) – 3rd Place**

Congratulations to all participants for their dedication, effort, and excellence. A sincere thank you to our Religion Department for their ongoing support and guidance throughout the preparation process – your commitment to nurturing our students is truly appreciated.



Kindy Recycled Art Showcase

With the inspiring theme *"Save the Ocean,"* our youngest learners embarked on a creative and meaningful sustainability journey. Using recycled materials and their imagination, students gave voice to their care for the environment – the centrepiece being a magnificent giant whale installation made entirely from repurposed items. This powerful creation served as a symbol of hope and action for ocean protection.

As part of this rich learning experience, students also took part in a **Sustainability Stone Art Incursion**, where they explored natural materials through hands-on activities that nurtured both their artistic expression and understanding of environmental stewardship.

Their incredible artwork was proudly showcased at the **Art Fair**, where we were honoured to welcome:

- Br. Abdullah Khan – Executive Principal/CEO, Australian Islamic Colleges
- Mrs. Wendy Gorman – AISWA ECE Manager
- Ms. Melissa Kennedy – AISWA ECE Consultant
- Br Mohammed Khan – Principal, AIC Kewdale

We thank AISWA for their support through the ECE Grant, and our staff for their dedication in bringing this important project to life.



Principal's Morning Tea

Students from Years 1 to 9 were nominated by their teachers to attend a special Principal's Morning Tea in recognition of their excellence in behaviour, social skills, and overall positive contribution to school life. It was a lovely opportunity to acknowledge these students in a relaxed and celebratory setting. We are proud of their exemplary conduct and encourage all students to continue striving for excellence.



Primary Semester Award Ceremony

We concluded the term with our Primary School Semester Award Ceremony, where students were acknowledged for their outstanding academic performance, effort, and progress. We were privileged to be joined by our Executive Principal and representatives from the WA Police, who helped us celebrate our students' success. This year, we proudly introduced a new award – the **Excellence in Akhlaq and Adab Award** – which recognises students who consistently demonstrate exemplary Islamic manners, respect, and character in their daily interactions. We congratulate all award recipients and thank our staff for their dedication in nurturing well-rounded students.



Special Thank You to our Parents & Friends

We would like to extend our heartfelt thanks to our wonderful Parents and Friends (P&F) Committee for their ongoing support and contribution to our school community. From organising events to supporting school initiatives and creating meaningful connections between families, your efforts truly make a difference in the lives of our students and staff.

We warmly invite all families to consider joining the P&F. Being part of the P&F is a great way to stay involved, share ideas, and help build a stronger, more connected school community. Whether you can assist regularly or from time to time, your involvement is always valued.

As we conclude another enriching term, I extend my sincere gratitude to all our students, staff, and families for your continued dedication and support. Your involvement plays a vital role in the success of our school, and it is through our collective efforts that we continue to grow and thrive.

Wishing you all a safe, restful, and enjoyable break. We look forward to welcoming everyone back in Term 3 for another term of learning, growth, and achievement, in sha Allah.

Warm Regards,
Mrs. Fadhilah Baktir
Principal

RELIGION DEPARTMENT

Religion Department Embraces the Spirit of Ramadan

The Religion Department has fully embraced the spirit of Ramadan by organizing a variety of exciting activities and events for our students. Throughout this blessed month, we have held several competitions, including the Quran competition and decorating contests, which encouraged students to engage with their faith in creative ways.

In addition, we have launched a Toy Drive to support those in need, fostering a sense of charity and giving within our school community. This initiative allows our students to experience the joy of helping others and reflecting on the importance of kindness during Ramadan.

Our lessons have also been enriched with engaging activities that deepen students' understanding of Ramadan's significance, while promoting reflection, gratitude, and spiritual growth.

To further celebrate the blessed month, we have decorated the school and classrooms with beautiful Ramadan-themed decorations, creating a warm and festive atmosphere for all.

We are proud of the enthusiasm and participation from our students, and we look forward to continuing to celebrate this special time with meaningful activities and lessons.

We hope everyone had a blessed Ramadan and that you all have an enjoyable Eid with your friends and families.



KINDY

Dear Families,

Assalam Aliakam

As we wrap up an incredible term, we want to celebrate the joy, growth, and unforgettable moments that have filled our Kindy with laughter, learning, and love.

Literacy Focus: Sounds and Letters

Our kindy students explored the alphabet with wide-eyed curiosity—tuning into initial sounds and discovering the magic of letters like “s” for **sun** and “m” for **moon**. They’ve grown into confident little sound detectives!



Numeracy Focus: Numbers 6–10 and Backward Counting

This term, we built strong number sense with **6 to 10**—counting forwards, connecting quantities, and even **counting backward from 10 to 0** with rocket launches and tidy-up countdowns that kept us smiling and moving.

St John Ambulance Visit

The children listened to the story of a **000 emergency hero**, explored the inside of a real ambulance, and even tried on a **paramedic shirt**—learning through hands-on discovery and feeling inspired by real-life heroes.



Sports Carnival

Our Sports Carnival brought out the team spirit! With fun games and friendly races, children demonstrated resilience, cooperation, and boundless energy.



Red Colour Day

Our room lit up in red as children came dressed in all shades of the colour—ending the day with cheerful **red balloons** and a deeper understanding of colours all around them





Baking Cake & Making Fairy Bread Fun

This term, we also rolled up our sleeves and had some delicious fun in the class! The children loved making and tasting **fairy bread**, carefully spreading butter and sprinkling rainbow hundreds and thousands with bright smiles and busy hands. We also enjoyed simple **baking chocolate cake**, encouraging turn-taking, counting, measuring, and a whole lot of teamwork. These experiences supported fine motor skills and early numeracy, all wrapped up in joyful mess and laughter.





Stone Art Incursion

Children had the opportunity to observe real insects and a friendly **bobtail lizard** up close. They captured their experience through beautiful stone paintings—combining nature, creativity, and fine motor skills.



Giant Whale Recycling Project

Together, we've been building a **giant whale** using **recycled materials**! This hands-on sustainability project helped children understand how small actions can make a big difference for our planet.



Eid-ul-Adha Reflections

To celebrate **Eid-ul-Adha**, children created **beautiful Eid cards** and shared personal memories with their peers—fostering inclusivity and connection in our classroom.

Homework Reminder

Each week, your child is getting a simple one-letter homework activity. These short tasks are designed to reinforce literacy skills and, more importantly, spark conversation and connection at home. Your involvement makes all the difference!

Thank You and Happy Holidays!

Thank you for your continued support this term. We've loved every moment of discovery, growth, and celebration with your children. Wishing your family a safe, relaxing, and joy-filled holiday break.

Warmest regards,

Samina Khan

Kindy Teacher

PRE-PRIMARY

English

We're excited to share a wonderful achievement from our little learners — the children have now learnt *all* the sounds of the alphabet!

Over the past few months, our students have been hard at work exploring the letters of the alphabet, one sound at a time. Through songs, stories, games, and hands-on activities, they've developed strong phonemic awareness — a key building block in learning to read and write. From the bubbly *buh* of **B** to the zippy *zzz* of **Z**, every sound has been practiced, celebrated, and now confidently recognised.

This milestone marks an important step in the children's literacy journey. With a solid foundation in letter sounds, they are now well on their way to blending sounds into words, decoding simple texts, and building early reading confidence.

We're so proud of their dedication, enthusiasm, and progress. Thank you to our wonderful teachers and supportive families who have made this learning journey such a success.

Stay tuned — next stop: reading adventures ahead!





Numeracy

This term, students explored the wonderful world of numbers through exciting activities and engaging games. Here's a peek at what they've been up to:

Children worked with counters, and infused interactive games to grasp the basics of addition and subtraction. Using real-life scenarios, the children practiced combining and taking away numbers in playful ways such as hands-on rotation games, Mathseeds on the Ipad and interactive whiteboard games (IWB). Students also discovered the meaning of first, second, third, and beyond! They engaged in races, crafts and songs to make learning ordinal numbers. Students engaged in playful graphing exercises- surveying classmates on their favorite ice cream flavour, and using stickers to represent their preferences. This helped them see how data can be displayed visually. Our little learners became expert investigators, comparing objects by weight. Using scales and their own hands, they determined which items were heavier or lighter, making predictions and testing their ideas. Through these hands-on challenges, students built confidence in numeracy while having a great time with friends. All these activities help develop problem-solving skills, reasoning, and a love for learning. We are so proud of their progress and can't wait to see them continue their mathematical journey!



HASS

This term, our classroom has been buzzing with curiosity and discovery as the children have been learning all about *themselves, their families, and the world around them.*

We began by exploring our families — where we come from, who is in our family, and what makes each family unique. The children enjoyed sharing stories, photos, and special traditions, learning that while every family is different, there are also many things we all share, like love, care, and connection. It was a wonderful opportunity to celebrate diversity and build a strong sense of belonging in the classroom.

Our learning then zoomed out to look at *Australia* — from the national flag to the states and territories that make up our country. The children have been learning to recognise the different parts of Australia on a map and understand where they live within it.

We've also taken a closer look at our *local community*, learning about the people, places, and services that help make our neighbourhood a safe and supportive place. This led into discussions on how we can care for the special places around us — from playgrounds and parks to cultural and natural landmarks. The children have been thinking about ways to show respect for the environment and contribute positively to their community.

It's been a rich and meaningful journey that has helped the children deepen their understanding of identity, place, and responsibility. We're so proud of their growing awareness of the world and their place within it.



SCIENCE & STEM

Our little scientists have been busy investigating the fascinating world of forces through hands-on play and discovery. The concept of push and pull has come to life in exciting ways! Through experiments children explored how pushing moves objects away while pulling brings them closer. They tested different materials and forces by rolling balls, playing with Yo-Yos, and pushing toy cars across various surfaces.

We linked our STEM activity to the concept of push and pull. Children tested force using building blocks to create ramps and placing different objects to see how strength affects movement. They had to design and construct their ramps and choose the best design that can get their toy car to go the furthest. We love seeing their curiosity grow as they explore the science behind movement! These activities build critical thinking, observation, and teamwork skills in a fun, interactive way.



HEALTH

This term, our children have been exploring important aspects of health that go beyond physical well-being. Through interactive activities, stories, and play, they have been developing emotional awareness, understanding their support networks, and learning the difference between needs and wants. Children have been learning to identify their feelings and express them in healthy ways. Through storytelling, emotion-matching games, and role-play, they've explored emotions like happiness, sadness and anger. We've encouraged them to use words to describe how they feel and practice strategies for self-regulation, such as deep breathing and mindful moments. Students have been discussing the people in their lives who support and care for them—family members, teachers, and friends. They've identified their trusted network, learning to recognize who they can turn to when they need help or reassurance. Discussions about kindness, trust, and safety have been at the heart of these lessons. Our little learners have also explored the difference between the

things they need to grow strong and healthy—like nutritious food, sleep, water, and love—and the things they want, such as toys, treats, and entertainment. Through sorting activities and real-world examples, they've developed a deeper understanding of making choices and appreciating the essentials in life.



ART

This term, our students have been diving into the wonderful world of **drama and storytelling**, and what a joyful journey it's been!

The children have been listening to and reading some much-loved stories including *Going on a Bear Hunt*, *Dear Zoo*, *Giraffes Can't Dance*, and *Goldilocks and the Three Bears*. These stories have sparked their imaginations and inspired creative play and performance in the classroom.

Using their growing drama skills, the children have brought these stories to life — taking on different characters, using expressive voices and actions, and even sequencing events from beginning to end. Whether tiptoeing through a "swishy-swashy" field or stomping around as one of the Three Bears, they've learned how to retell stories with confidence and creativity.

Acting out these tales has helped the children strengthen their language skills, memory, and teamwork — all while having a great deal of fun! It's been wonderful to see their personalities shine as they explore different roles and work together to perform each story.

We're so proud of their enthusiasm and growth, and we can't wait to see where their storytelling adventures take them next!



EXCURSION: Perth Zoo

What an exciting day we had recently — the children went on a fantastic excursion to the **zoo**! It was a day full of discovery, excitement, and learning as we explored the amazing world of animals and their habitats.

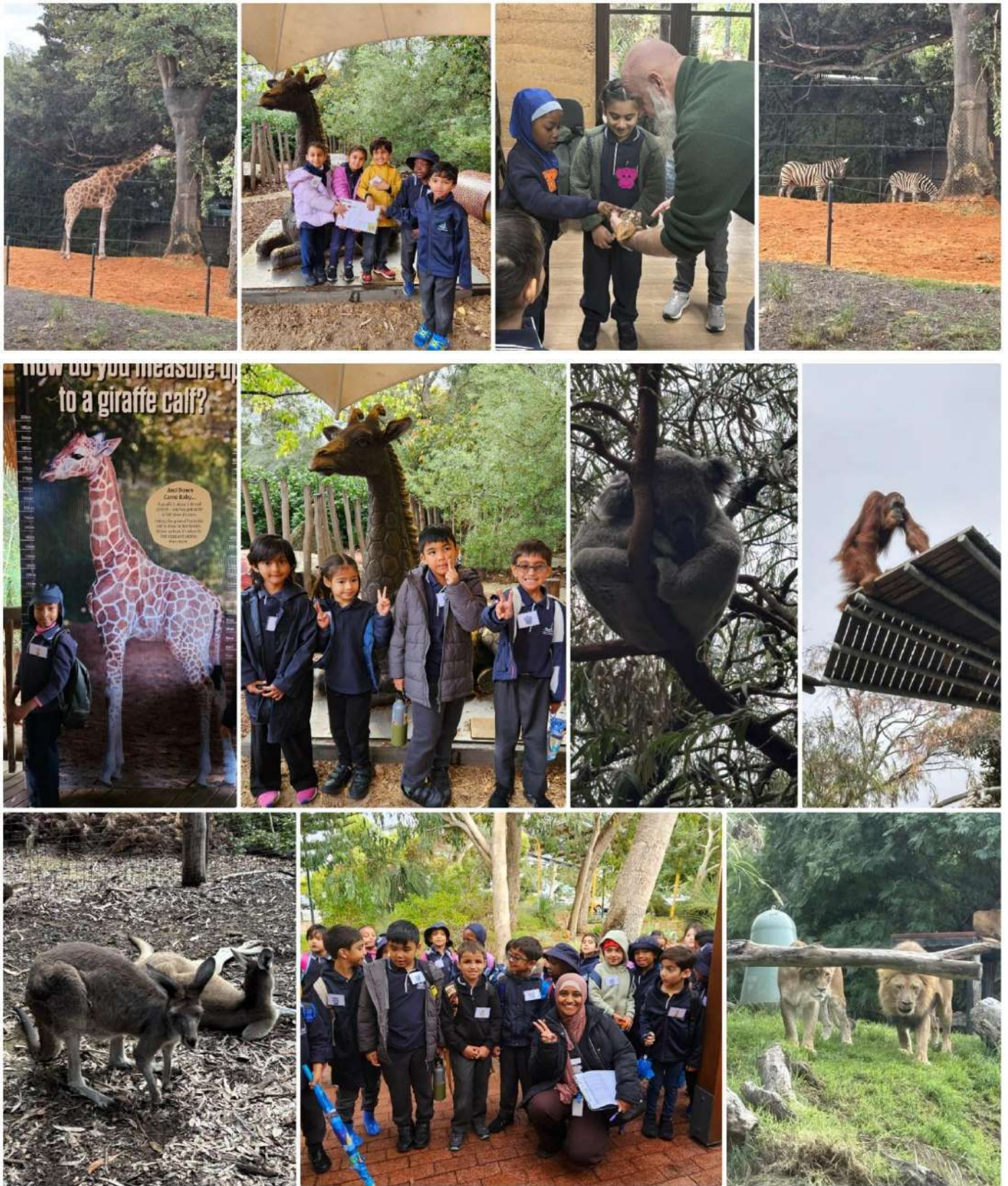
One of the highlights of the day was a fascinating lesson with **Mr Rob**, who taught us all about **animal habitats**. The children learned how different animals live in environments that suit their needs — from the warm savannahs where giraffes roam to the lush eucalyptus forests that koalas call home. Mr Rob explained how animals adapt to their surroundings and why it's important to protect their natural habitats.

During our visit, the children were especially thrilled to see some of their favourite animals up close. The **elephants** impressed everyone with their size and gentle movements, the **giraffes** amazed us with their towering height and long necks, and the **koalas** captured hearts as they lounged sleepily in the treetops.

The zoo excursion sparked lots of curiosity and conversation, and the children returned to school full of fun facts and stories to share. It was a fantastic day that helped bring our learning about animals and the environment to life.

A big thank you to Mr Rob, our parent helpers, and all the staff who made the day such a success!





INCURSION: St John Ambulance

This term our students were treated to an exciting and educational visit from St John Ambulance. The incursion gave children the opportunity to learn vital information about emergencies and how to respond to them safely and responsibly.

One of the key lessons of the day was learning about the emergency number 000 – when to call it, and what to say in a real emergency. Through interactive discussions and role-playing, students discovered how important it is to stay calm, speak clearly, and only call 000 in serious situations when someone needs urgent help from police, fire or ambulance services.

The highlight for many was the chance to explore the inside of a real ambulance! The children were fascinated as they stepped inside and took a close-up look at some of the life-saving equipment paramedics use every day. From stretchers to heart monitors, students asked thoughtful questions and showed a keen interest in how everything works.

The visit not only gave students a memorable hands-on experience but also helped them feel more confident and prepared in case of an emergency. A big thank you to the St John Ambulance team for their time and for sharing their knowledge in such a fun and engaging way!



ECE SPORTS CARNIVAL

Our Early Childhood students had an exciting and energetic day at the Early Childhood Sports Carnival, joined by the ever-enthusiastic Br Haris!

The children showcased their teamwork, coordination, and big smiles as they participated in a variety of fun-filled activities. The carnival kicked off with parachute games, where the students worked together to make the colorful parachute rise and fall like a giant wave.

Next up were the classic sack races, bringing lots of laughter as the children hopped their way to the finish line. The fun continued with the egg and spoon races, where everyone tried their best to balance their "eggs" while racing without a wobble!

The bean bag toss tested the children's aim and coordination, and the day wrapped up with running races, where everyone gave it their best sprint and cheered each other on.

It was a wonderful day of joy, movement, and teamwork. A big thank you to Br Haris for leading the fun and to all the teachers and staff who helped make the day such a memorable one!



YEAR 1A & 1B

This term was filled with hands-on learning, joyful experiences, and meaningful discoveries across all subject areas. We are proud to celebrate the progress, enthusiasm, and resilience our students have shown throughout the term.

Literacy

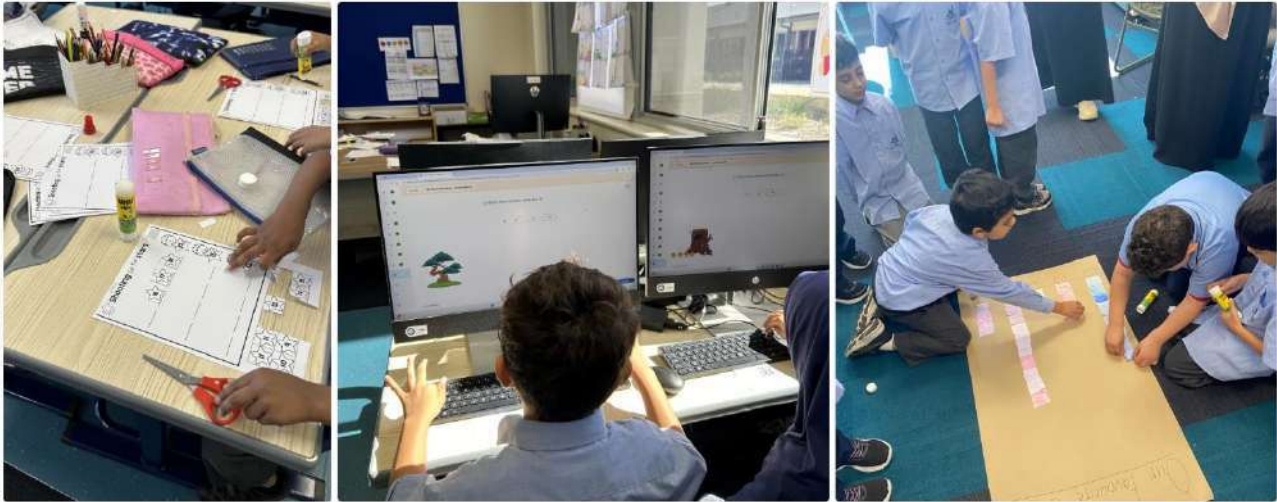
This term, students strengthened their literacy skills through engaging rotations and targeted instruction. They explored digraphs such as -IR, -UR, -ER, -AW, -EA, and -OW, practiced handwriting, and expanded their vocabulary through Spelling Mastery and Reading Conventions. Students learned about nouns, pronouns, punctuation, sentence structure, and played spelling games to reinforce their understanding. Year 1B also tried their hand at creative writing with a narrative titled 'A Day My Cat Was a Superhero', brainstorming ideas together and crafting imaginative stories. Narrative writing using the 7 Steps format was a highlight, with students planning sizzling starts, problems, and conclusions inspired by stories like *Jack and the Beanstalk* and *The hungry caterpillar*.



Numeracy

In Numeracy, students explored addition and subtraction within 20, double facts, number bonds, and data representation. They also learned to describe position and direction using terms like 'left,' 'right,' 'forward,' and 'backward,' and participated in outdoor games to apply these concepts. Concrete materials such as blocks, counters, and hand spans were used to help students visualise and understand mathematical concepts. Through hands-on activities and the Math Seeds program, students built confidence and fluency in mathematical thinking.





Science

Science was a sensory adventure! Students investigated the five senses, explored sources of light and sound, and conducted experiments on shadows and transparency. They used real-life objects like torches to observe how light helps us see, and explored transparent, translucent, and opaque surfaces. Students created shadow puppets using their fingers, observed each other's shadows, and followed shadows outdoors, making the learning experience exciting and memorable. They also learned how sound reaches our ears and identified loud and soft sounds using materials like metal, aluminum foil, plastic cups, a bean jar, and clapping.



HASS

In HASS, students explored past, present, and future events, created weekly calendars, and learned about features of places and how they are used. They connected these concepts to real-life events like Ramadan, Eid al-Fitr, and Eid al-Adha, using both visual and written reflections. They discovered that different spaces have distinct features and purposes, such as school, home, and park, and how the same space can be used in multiple ways. Students also learned about trusted networks and the importance of identifying safe and supportive people in their lives.



Drama

The drama was fun and engaging! Students participated in 'Act it Out' activities and performed puppet shows based on The Very Hungry Caterpillar. They practiced dialogues with each other, narrated and acted out scenes, and made caterpillar crafts to bring their characters to life. The joy and enthusiasm during drama sessions were evident as students eagerly participated and expressed themselves with confidence and creativity, making it a thrilling and memorable experience.



Health & Wellbeing

Students explored emotions such as disappointment, hope, anger, sadness, nervousness, and fear. They discussed strategies for coping with these feelings, learning how to express and manage emotions in healthy ways. Through stories, discussions, and Islamic teachings, they discovered that challenges are part of life and that turning to Allah brings strength and comfort.



Special Events & Incursions

The St John First Aid Incursion was a valuable learning experience. Students learned how to stay calm in emergency situations, identify dangers, and call emergency services like 000. They were taught basic safety tips, including how to respond if someone is hurt, and how to seek help from trusted adults. The highlight was touring an actual ambulance, which sparked curiosity and excitement among the students.



The Early Childhood Sports Carnival was a fun-filled day of teamwork, resilience, and friendly competition. Organized through the joint effort of the ECE team and Brother Haris, the event revealed students' hidden strengths and boosted their confidence. Physical activity was celebrated not only for its fun but also for its importance in maintaining good health and well-being.

Class photos and end-of-term assessments allowed students to reflect on their learning and celebrate their progress. WA Day and Eid holidays were celebrated with reflection and joy, connecting learning to cultural and community values.



Eid treats brought joy and smiles to the faces of our Year 1 students.



As we prepare for Term 3, we are excited to continue building on these strong foundations. Thank you to all colleagues and families for your continued support and encouragement. We are so proud of our Year 1A and 1B students and all they have achieved this term!

YEAR 2

English - Bringing Words to Life

This term, our Year 2 students have embarked on a rich and exciting learning journey in English. They began by strengthening their foundational skills in grammar, punctuation, and vocabulary, using the 'Five Daily Sentences' to construct well-formed sentences and enrich their writing.

To bring writing to life, students engaged in a delightful report writing unit focused on fruits. As part of this, they created strawberry milkshakes; a hands-on experience designed to stimulate the five senses. This sensory activity helped students develop descriptive language, enabling them to write more vividly and connect their words to real-life experiences.

Building on their descriptive skills, students explored the writing strategy "*Show, Don't Tell*" by drawing facial expressions to match emotions and learning new vocabulary to describe feelings and actions. This helped deepen their understanding of character development and emotional expression in writing.

Later in the term, students were introduced to persuasive writing for the first time. They learned how to form arguments, express opinions clearly, and use persuasive language to convince their readers. This included learning to use sentence starters, high-modality words, and logical reasons to support their ideas.

Overall, the term was filled with creativity, critical thinking, and meaningful writing experiences that have empowered our students to express themselves more confidently and effectively.





Numeracy - Hands-On Numeracy Adventures

This term in Numeracy, our Year 2 students have been actively engaged in developing their mathematical thinking through a series of creative, hands-on, and meaningful learning experiences.

We began by focusing on addition and subtraction strategies, including the use of vertical layout and regrouping techniques. Students practised solving problems using manipulatives and visual models to deepen their understanding of place value and number relationships.

In our Geometry unit, students explored 3D shapes, learning to identify and describe their properties including vertices, edges and faces. To consolidate their learning, students created their own 3D models using classroom materials, proudly showing their understanding through real world applications.

Our focus then shifted to mapping and directional language, where students built their own mini town maps. Using popsicle stick characters representing themselves, students navigated their maps using cardinal directions (N, S, E, W) as well as left and right. This fun and interactive approach helped reinforce spatial awareness and location skills.

We wrapped up the term with a series of engaging numeracy rotations, where students revisited key concepts across all strands including number, space, measurement and chance. These rotations were not only educational but incredibly enjoyable, with students eagerly applying their knowledge in games, challenges and small group tasks.

It has been a term full of mathematical growth, collaboration and joyful learning. Our students have shown confidence, curiosity and a growing love for numeracy every step of the way.





HASS - Exploring Our Past

This term in HASS, our Year 2 students have taken a meaningful journey through Australia's history and geography, building a stronger understanding of the people, events and places that have shaped our country.

We began by learning about the First Fleet and how Australia became Australia, focusing on key historical figures such as Captain James Cook and other explorers who arrived on Australian shores. Students explored the early interactions between the British colonisers and the Aboriginal peoples and gained an age-appropriate understanding of how colonisation led to the loss of Aboriginal land, culture and rights.

As part of this, students were introduced to the richness of Aboriginal culture, particularly through Dreamtime stories. They learnt how these stories reflect Aboriginal peoples' deep spiritual connection to Country, and how land is not just physical but holds cultural and emotional meaning. Students also produced handmade projects about a Famous Australian they connected with and shared their research project as a presentation.

In Geography, students studied the states and territories of Australia, learning to identify them on a map and describe their location. They also explored the significance of national symbols, including the Australian flag, the Aboriginal flag and the Torres Strait Islander flag, and discussed what these symbols represent to different communities.

This term's HASS learning has helped students develop a sense of place, belonging and cultural awareness. It has been a powerful and reflective journey, encouraging respect for our shared history and the many voices that form our national story.





Science - Forces in Action

This term in Science, our Year 2 students have taken part in a highly engaging and hands-on investigation into the forces that shape the way objects move, with a focus on push, pull, gravity and air resistance.

We began our unit by exploring push and pull forces through real world examples and experiments. Students learned that forces can change the motion, speed and direction of objects. To apply this understanding, they designed and tested their own paper planes and paper helicopters, observing how gravity acts on falling objects. The concept of air resistance was explored as students noticed how shapes and materials affected how slowly or quickly their creations moved through the air. We also introduced Isaac Newton and his contributions to our understanding of gravity and motion.

To extend their knowledge, students took part in a hands-on sink or float investigation. They explored how the material, shape and weight of an object affects its movement in water, then applied their findings to design their own floating objects using everyday materials. This encouraged students to make predictions, test their ideas and reflect on how forces acted on their designs.

To help consolidate their learning, students completed a fun and interactive Kahoot quiz, which reinforced key science vocabulary and deepened their understanding of how different forces work in our world.

This term's Science learning has been filled with curiosity, discovery, and excitement. Students have not only gained a strong foundation in physical sciences, but have developed the confidence to ask questions, test ideas and think like young scientists.



Health - Healthy Minds, Strong Identities

This term in Health, our Year 2 students have developed a deeper understanding of identity, personal growth and wellbeing through a range of thoughtful and reflective learning experiences.

We began by exploring the concept of achievement and success, looking closely at how we grow and change over time. Through an engaging investigation, students examined key milestones commonly reached at different stages of life, helping them understand that everyone progresses at their own pace and that success can look different for everyone.

Students also engaged in conversations about persistence and how it plays a crucial role in achieving goals. They reflected on moments when they had to keep trying even when things were hard, learning to recognise the value of a positive mindset and resilience.

Another key focus was on trusted circles. Students identified people in their lives they can turn to for help and support, and discussed how recognising these relationships is essential for maintaining emotional safety and wellbeing.

To conclude the term, we explored the power of health messages and slogans. Students analysed well known slogans and discussed what makes them memorable and effective. They then created their own health slogans based on issues they found important, applying creativity and critical thinking to design messages that promote healthy habits and positive choices.



Drama – Bringing Stories to Life

This term in Drama, our Year 2 students developed their expressive skills by exploring how facial expressions, body language and voice can be used to communicate meaning and emotion in performance.

Our learning began with a focus on understanding and identifying emotions through facial and physical expression. Using the Emoji Expression Game, students practised interpreting and performing a wide range of emotions, helping them become more confident in expressing feelings with their face and body.

Building on these skills, students worked collaboratively to reenact scenes from familiar fairy tales, with a particular focus on The Three Little Pigs. They were encouraged to use dramatic action and voice to bring characters to life, follow a storyline, and respond to events in character. This process strengthened their ability to sequence events, develop narrative understanding, and apply expression with intent.

To enhance their dramatic confidence and spontaneous thinking, students participated in the Act and Freeze game, where they performed short scenes outdoors and froze in character mid-action. This activity encouraged quick thinking, teamwork, and emotional expression, while also making learning active and fun.

Through these creative experiences, students have deepened their understanding of how storytelling in drama involves more than words; it includes movement, emotion, and imagination. Their growing confidence and enthusiasm have made for a vibrant and enjoyable term of learning.



YEAR 3

Assalamualaikum,

Come and take a look at the amazing time we've had in Term 2 in Year 3!

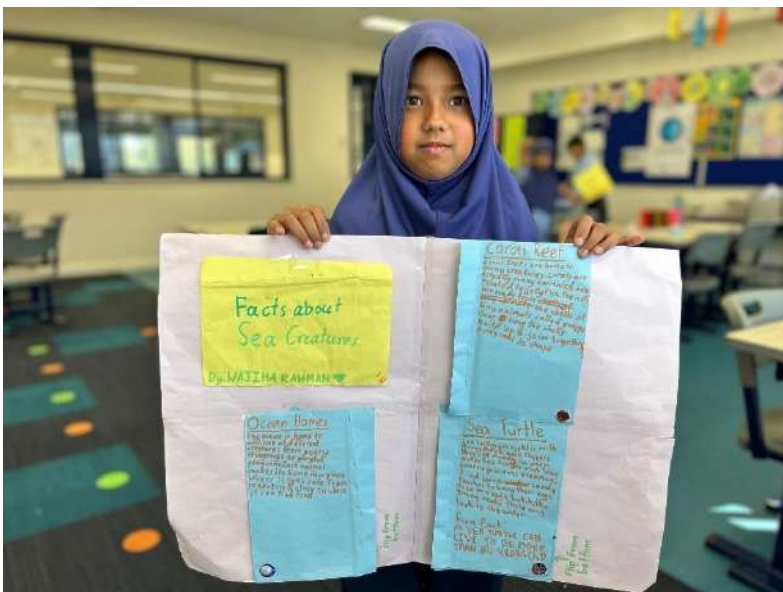
Numeracy

In Numeracy, students used pop sticks to create and continue a pattern of shapes. We also learnt about division, using Play-Doh to create equal groups to consolidate our understanding.



Literacy

In Literacy, students researched sea animals for their information report. Students chose an array of sea animals, such as otters, squid, whales, and more.



AQWA Excursion

Students thoroughly enjoyed their visit to AQWA, touching baby sharks and starfish, experiencing the underwater tunnel, and spotting the marine creatures they researched for their reports.



HASS

In HASS, students studied Australia's neighbouring countries in the Pacific Ocean and created lapbooks and posters on their country of choice.

Science

In Science, we conducted an experiment with food colouring and water, adding red food colouring to a glass of hot water and blue food colouring to a glass of cold water. Students wrote a book about how heat can be created.



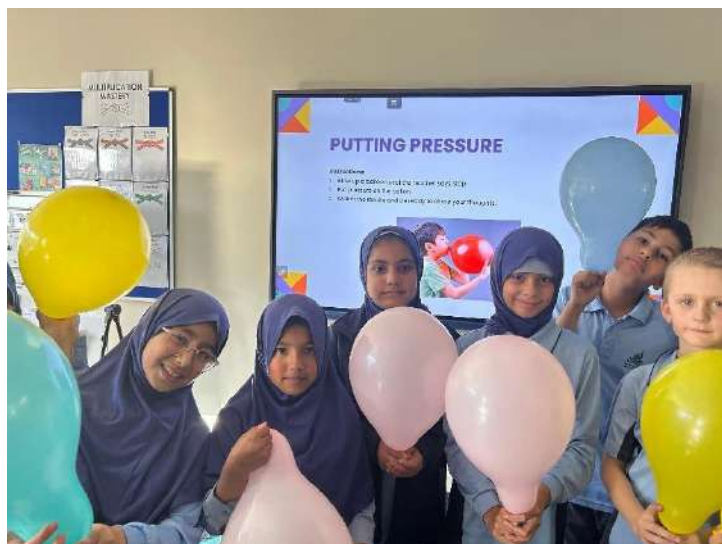
Drama

In Drama, we played a game of charades to practice expressing ourselves with movement and told short stories by creating tableaux. We also created props and wore costumes to embody the characters in our play.



Health

In Health, we learnt about trust and networks. To emphasise the importance of choosing people you trust wisely, students went through a trust walk--one student was blindfolded and had to complete an obstacle course with the guidance of their teammate. We also blew up balloons and tried to press down on them to conceptualise the feeling of being pressured by others.



We are excited for more learning experiences in the next terms to come!

Year 3A Sr Izzati, Year 3B Sr Sharmeen and Year 3C Mrs Rana & Sr Hajra

YEAR 4

السلام عليكم ورحمة الله وبركاته

It has been another very busy and productive term here in Year 4 at AIC Forrestdale, with lots of fun, exciting projects and new topics that we have been learning about!

Literacy

This term, we continued with our daily warm-ups on the smartboard to help us practice our language conventions and spelling. We explored different reading comprehension texts daily and applied different reading comprehension strategies such as making predictions, summarising and using context clues to help support our understanding of the text. In writing this term, we have been writing information reports and persuasive essays. Using Seven Steps of Writing, we explored persuasive structure and how to make our persuasive essays convincing by using persuasive devices such as emotive language and including statistics and research to support our point of view. Alhumdullilah it's been another successful term in Literacy this term!



Math

In mathematics this term, we explored a wide range of topics and developed many new skills. We mastered subtraction up to 100,000 and learned how to use estimation to check our sums and differences. We also focused on our multiplication skills, and how to solve word problems involving both multiplication and division. We practiced multiplying 1-digit numbers by 2-digit numbers and dividing numbers up to three digits. As we mastered our multiplication skills, we integrated our lessons with art where we also created multiplication tessellation art. Students enjoyed this very much!

We explored the properties of squares and rectangles, including how to measure their internal angles and calculate unknown lengths. One of the highlights of the term was our angles scavenger hunt! We searched around the classroom and outside the areas to find examples of the three types of angles – acute, right and obtuse – while sharpening our protractor skills. We also learned how to read legends and scales on maps and used them to follow directions accurately. Additionally, we explored perpendicular and parallel line segments, learning how to identify and draw them. All in all, it's been another fantastic term in Year 4 Alhamdulillah! We've enjoyed learning so many new and interesting mathematical concepts.



HASS

This term we learned about the Age of Discovery and some of the famous European world explorers that sailed to faraway places during the 14th and 15th centuries. We learned how spices were a valuable commodity during that time, and how they led to the accidental discovery of America, as well as new trade routes to India. In Geography, we learnt all about the different countries and natural landmarks of Europe. We learned how to read the directions on a compass and used Google Earth to explore the lines of latitude and longitude. In civics and citizenship, we learned about the differences between rules and laws, and how each can be enforced. Our Year 4s especially loved creating booklets about different countries in Europe, including key information and some great drawings. Well done Year 4!



Science

This term, the Year 4 students stepped into the shoes of physicists as we explored the fascinating world of forces! We investigated the different forces that impact our everyday lives and help keep the universe in balance. Through hands-on experiments, we explored friction by rolling toy cars across various surfaces, tested air resistance by designing and dropping our own parachutes, and observed gravity in action by dropping objects from different heights. We also had fun experimenting with magnets, discovering which everyday classroom items they are attracted to – and which they aren't! One of the most exciting activities was a student-led investigation where teams worked together to move a matchbox using only an elastic band. They brainstormed, tested and refined their strategies, demonstrating creativity, teamwork, and scientific thinking. Alhamdulillah, the students have thoroughly enjoyed their science lessons this term and have gained a deeper understanding of the forces that shape our world.



Health

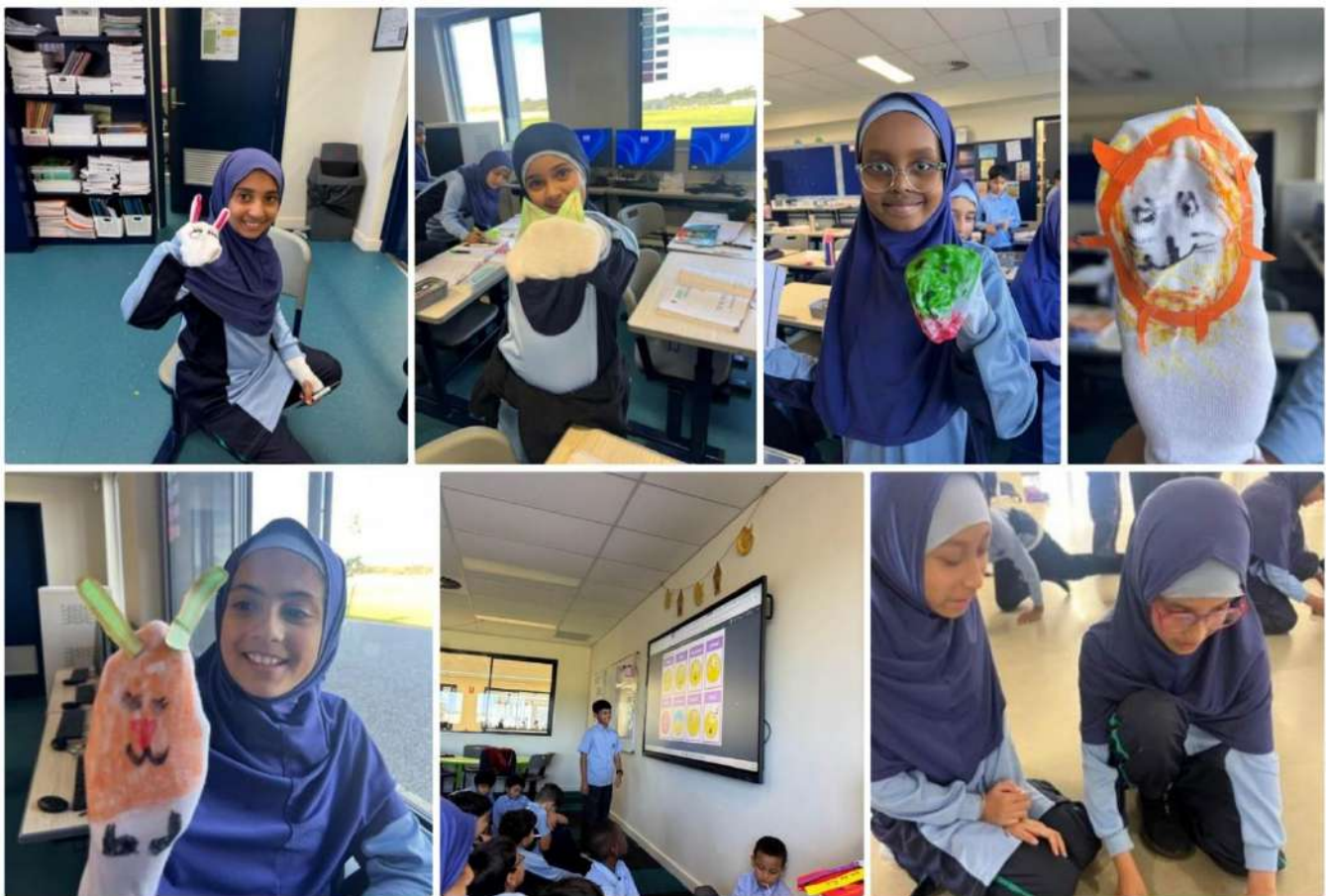
In health, we looked at the rights and responsibilities each of us holds. We learnt about the wisdom behind Allah allowing us to feel uncomfortable emotions like fear and anger, and how these emotions could be used to spur us into positive action. We had a look at empathy and practiced imagining how other people might see and feel our world differently than we do. We also came up with some methods for solving various types of problems that we may come across in our daily lives. We also created our own healthy foods with a focus on the nutritional value information labels and what they mean. Lastly, we looked at about values such as honesty, and discussed hadith and ayahs from the Quran that also talk about the importance of these values.



Art

This term, we've been diving into the exciting world of drama! We explored how children's theatre uses elements like voice, facial expression, character design, costumes, and props to bring stories to life and captivate an audience. Each student wrote their own short play, each with a meaningful moral, and we spent time rehearsing and refining our performances. It was truly inspiring to see how confidently and creatively Year 4 students lit up the stage!

To add even more fun and creativity, we've spent the past few weeks designing and crafting our own sock puppets to use in our plays – coming up with some wonderfully imaginative characters along the way!



What a fantastic term it's been in Year 4! From exploring new concepts in all subjects to unleashing creativity in drama and design, we've grown, learned, and had so much fun along the way. Alhamdulillah, it's been a term full of curiosity, teamwork, and achievement. We're so proud of everything we've accomplished and can't wait to see what the next term brings InshaAllah!

Miss Aisha & Sr Hadati

Year 4 Teachers

YEAR 5

As Salaamu'Alaikum Year 5 Parents,

The year has so far flown by, and here we are at the mid-point already! Alhumdulillah, it is through your support, duas, the dedication of our school and the commitment of our learners that we have reached this milestone at AIC Forrestdale in such a positive state.

Following an extremely busy start in Term One, Term Two has been much more settled. Our Year Five students and teachers put in tremendous effort, working hard to improve results. With Allah Ta'ala's guidance, students have made great progress, becoming more familiar our expectations and procedures for Year 5.

With NAPLAN behind us, students have embraced a more holistic learning approach. They engaged in hands-on science experiments, explored politics through HASS and showcased their creativity in drama and art, alongside their continued focus on literacy and numeracy. Their enthusiasm extended to Islamic Studies, where they deepened their understanding of Allah Ta'ala and the teachings of Prophet Mohammed (PBUH), Masha'Allah.

Term Two highlights included student leadership inductions, inter-school football, competitions, a weekly food truck and an excursion to Perth Mint. Alhumdulillah, we now look forward to an even brighter second half of the year, Insha'Allah. Thank you for your ongoing support!

Literacy

This term, the Year Five students focused on report writing and persuasive writing. They started out by learning about what are information reports and the format of writing them. This helped them understand how to present information on a single topic in one text and taught them about how to group ideas together. Then they learnt about the power of persuasion – and how to convince someone through persuasive writing texts. The main focus was getting the students to understand the 7 Steps of Writing structure for persuasive writing and they learnt how to lay out their text, together with the correct procedure a layout.

Furthermore, the Year Fives continued to explore reading comprehension strategies including identifying the main idea, making predictions and sequencing when reading a range of texts. In grammar, students worked on adjectives, punctuation, imperative verbs, sentence clauses, tenses and modal verbs, amongst other things. They also got stuck into Spelling Mastery, which is quickly teaching them how to break down words through morphographs. Masha'Allah, it was a very productive term for our students.

Numeracy

In Term 2, our students have been actively developing their mathematical skills through a range of engaging concepts. They strengthened their understanding of fractions by learning to add and subtract them, confidently finding common denominators and simplifying answers. They also tackled long multiplication and short/long division, refining their ability to work with multidigit numbers. Their exploration of factors and highest common factors further expanded their problem-solving strategies, enabling them to approach complex calculations with greater confidence. One of the highlights was a hands-on math investigation where students had to create shapes based on the calculations that were provided to them. This proved to be a fun exercise, challenging students with their creativity and mathematical skills at the same time. Their dedication and perseverance in mastering these skills have been truly impressive and they should be proud of their progress, Alhumdulillah.



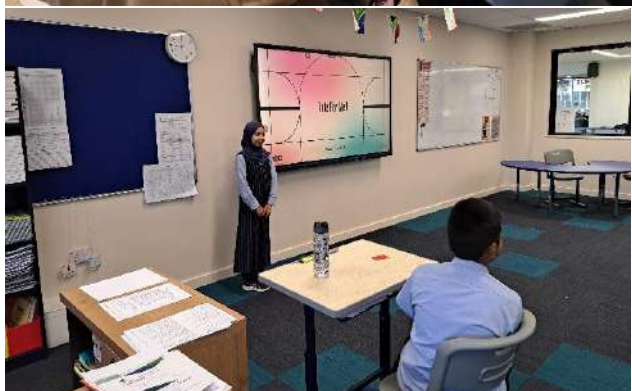
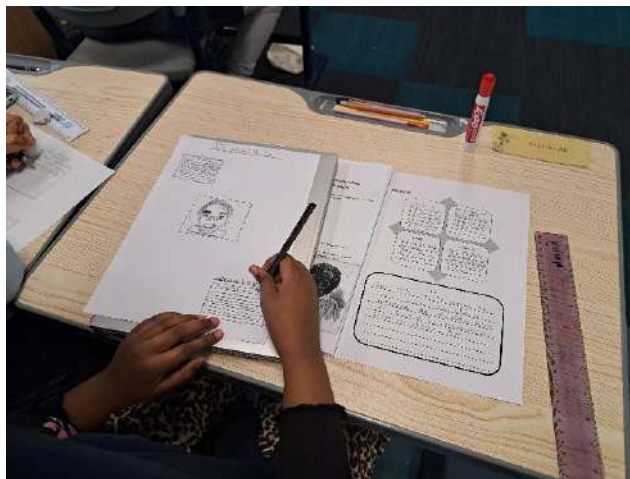
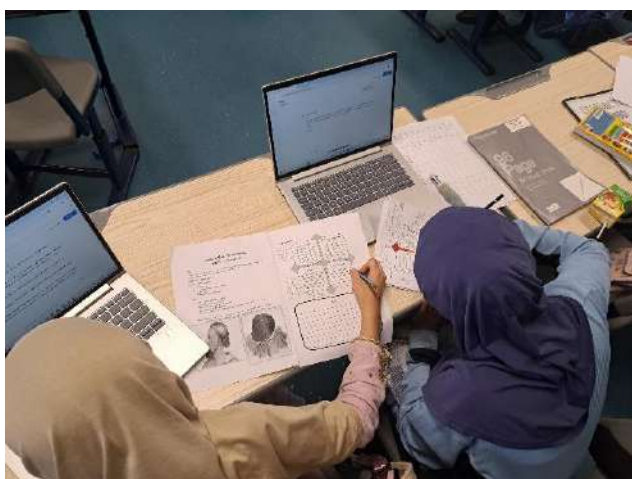
Science

Students embarked on an enlightening scientific journey delving into the captivating realm of light and its interactions with different materials. They explored the intricate concepts of light refraction, reflection and absorption, unveiling the mysteries behind how light behaves when it encounters various surfaces. Through hands-on experiments and engaging demonstrations, the students unravelled the science behind how shadows are formed, gaining a deeper understanding of the interplay between light sources and objects. Furthermore, they explored the intriguing properties of translucent, opaque and transparent objects, discovering how light passes through, is partially blocked or completely obstructed by different materials. This immersive exploration of light phenomena has not only broadened their scientific knowledge but has also ignited a sense of curiosity and wonder about the world around them. Lastly, they built their own periscopes, SubhanAllah! This process involved research, planning and then finally putting it all together to create this optical instrument that enabled them to view objects that were not in their direct line of sight.



HASS

Masha'Allah, our students enjoyed HASS quite a lot in Term Two. They found the change from learning about Australian history (Term One) to the Australian political system a lot more engaging and could relate to many things we studied. We reflected and looked at how the countries of their origins are governed compared to where we are now, we looked back at the history of the political system in this country and the journey to where things are today. Some of the topics covered included what democracy is, freedom fighters in Australia like Mokare and Truganini, the different levels of government and, most interestingly, voting. All students were tasked with a HASS investigation in Term Two, the topic being 'Why I will make a great Prime Minister'? This was a good opportunity for students to go home, conduct research and present a speech in front of their colleges. This was something new to many students as their public speaking skills were put to the test, but Alhumdulillah, they did very well and will only get better from here, Insha'Allah.



Health

For health education, Term 2 saw Year 5 students engaging in a profound exploration of rights and relationships, with a particular focus on managing difficult emotions and nurturing healthy connections with those around them. This will InshaAllah be beneficial to them. Through interactive discussions and reflective activities, students honed their emotional intelligence skills, learning effective strategies to cope with challenging feelings such as stress, anger and sadness. They also delved into the intricate dynamics of relationships, gaining insights into effective communication, empathy and conflict resolution. By fostering a safe and supportive learning environment, students were encouraged to express themselves authentically and seek help when needed, nurturing a culture of understanding and compassion within their peer group. This holistic approach to health education not only equips students with vital life skills but also empowers them to cultivate positive and meaningful relationships that contribute to their overall well-being.

Drama

Throughout this term, our students have been focussing on drama. Many students were apprehensive at the beginning, but by the end of Term Two, they were pleading with the teachers for more opportunities to perform. In this subject, our Year Fives learnt all about the elements of drama – from characters to settings to props and scripts. They also explored tableau and how body language and expressions play a key role in art. After spending the first few weeks familiarising themselves with all the art elements, they got to act out a story at the end, which was a memorable experience for every single one of them, Masha'Allah.



YEAR 6

Dear Parents and Carers,

As Term 2 comes to a close, we want to take this opportunity to celebrate the growth, effort, and enthusiasm our Year 6 students have demonstrated across all learning areas. It's been a jam-packed term full of exciting new concepts, thoughtful discussions, and creative exploration – here's a snapshot of what we've been working on!

Literacy

This term in Literacy, our students have focused on becoming stronger, more purposeful communicators. In writing, we've been learning how to craft powerful persuasive texts using the *Seven Steps to Writing Success*. Students developed their ability to form strong arguments, structure their ideas clearly, and use emotive and precise language to influence their reader. It's been wonderful to see their confidence and voice shine through in their writing.

In grammar, we've explored a range of tools that support effective communication. These included recognising *objective vs. subjective language*, using *present tense and auxiliary verbs*, identifying *adverbial phrases*, applying *commas in lists*, understanding *dependent and independent clauses*, and spotting *bias and rhetorical devices* in texts. These skills have also strengthened our students' reading comprehension and critical thinking.

Our guided reading sessions have included Sharp Reading, Reading Eggs, English Excel, Reading Conventions, and Focus Cards – with an emphasis on understanding *author's voice*, *vocabulary building*, *making inferences*, and engaging deeply with texts.

In spelling, through the Spelling Mastery program, students explored spelling patterns such as *dropping the final vowel*, *morphograph analysis*, the *-OUS ending rule*, and *dropping the final 'Y'* when adding suffixes. These lessons have helped students break down and understand the structure of more complex words.

Numeracy

In Numeracy, our focus has been on deepening our understanding of number operations and applying strategies to solve more complex problems. Students worked with fractions, learning to add and subtract those with mixed numbers and unrelated denominators, and built their skills in multiplying decimal numbers by up to three digits. They also strengthened their place value knowledge by exploring how to multiply decimals by 10, 100, and 1000.



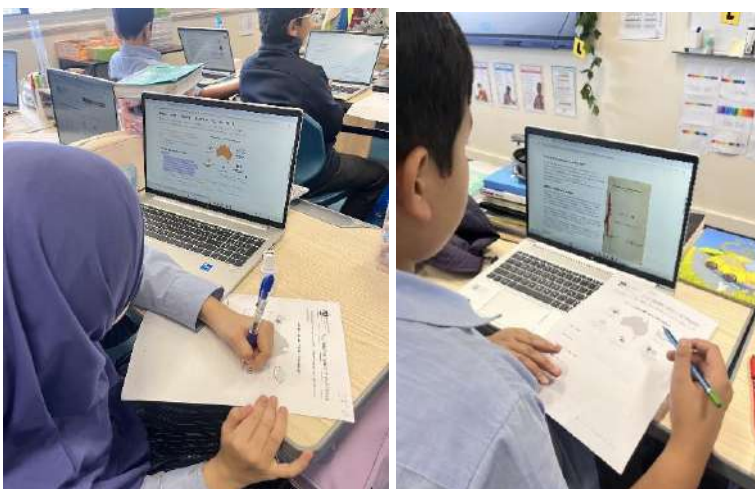
We ventured into geometry, where students created tessellations and applied formulas to calculate area and perimeter of various shapes. We also explored data representation, learning to interpret and create picture graphs and line graphs. Students have continued to improve their ability to reason mathematically and explain their thinking clearly.



HASS (Humanities and Social Sciences)

This term in HASS, our students became budding citizens, diving deep into Australia's system of government. They explored the Westminster system, the three levels of government, and the roles and responsibilities that come with each. We examined how laws are created by following the journey of a bill, and discussed the election process, including voting and campaigning.

We also reflected on what it means to be an Australian citizen, learning about the Oath of Allegiance and the rights and responsibilities that come with living in a democratic society. Students have shown a genuine interest in how government works and how they, too, can have a voice in shaping their community.



Science

In Science, students were introduced to the world of electricity and energy. We began by learning about the structure of atoms, including protons and electrons, to better understand how electrical energy works at a microscopic level. Students then explored the symbols used in circuit diagrams, learning to read and draw their own.

They investigated the difference between series and parallel circuits, tested conductors and insulators, and explored the concepts of renewable and non-renewable energy. Through hands-on investigations and collaborative learning, students developed both their scientific knowledge and problem-solving skills.

Over the Term 1 holidays, students also had the exciting opportunity to participate in a STEM project, where they designed and built their own working models using recyclable materials.

Their challenge was to demonstrate how electrical energy can be transferred and transformed in a functional circuit. It was inspiring to see their creativity.





The Arts (Drama)

This term in The Arts, we shifted our creative focus to drama and performance. Students explored various aspects of drama including script writing, performance techniques, and drama-specific vocabulary. They participated in activities designed to build stage presence, character development, and confidence when performing in front of others. Using real-life school scenarios, students practised acting out scenes and applying performance skills in a fun, supportive environment.



Year 6 Fundraising

This term, our Year 6 students showed fantastic initiative and teamwork as they began fundraising for their end-of-year graduation celebrations. With the support of our school community, students organised a bake sale and an ice cream stall, both of which were a huge success! It was wonderful to see their enthusiasm and leadership in action, and we're excited to continue working together toward a memorable send-off later in the year.



GATE Acknowledgement

We would like to proudly acknowledge **Eesa Dhariwal** for their outstanding achievement in successfully passing the GATE (Gifted and Talented Education) test. This is a fantastic accomplishment that reflects their hard work, dedication, and academic excellence. We're excited to see how this success will continue to support and extend their learning throughout the year.

We are incredibly proud of the resilience, creativity, and curiosity shown by our Year 6 students this term. We look forward to another exciting term ahead filled with new learning and challenges!

HIGH SCHOOL

Year 7 English

Dear Parents and Guardians,

Welcome back to Term 2! It has been a pleasure to see our Year 7 students return with enthusiasm and energy after a productive and successful Term 1. This term, our focus in English has been **Poetry**—a topic that has sparked creativity and critical thinking across the classroom.

What We've Been Learning

Throughout the term, students have explored various elements of poetry. We spent time **analysing**, **annotating**, and **learning** the tools that poets use to craft meaningful and imaginative works. Our approach was scaffolded, helping students understand and apply poetic techniques with increasing independence.

Poetic Devices Explored

Students became familiar with a wide range of poetic devices, including:

- **Form**
- **Sound Devices**
- **Stanza, Rhythm, Meter, and Rhyme Scheme**
- **Repetition, Simile, Metaphor, and Alliteration**
- **Imagery, Exaggeration, and Onomatopoeia**
- **Tone – the poet's attitude**
- **Mood – the emotion evoked in the reader**

These devices formed the foundation for students to engage with poetry both as readers and as writers.

Types of Poetry Covered

We introduced students to a diverse range of poetic forms:

- **Free Verse**
- **Haiku**
- **Limerick**
- **Lyrical Poetry**
- **Narrative Poetry**
- **Sonnet**

By reading and experimenting with these forms, students developed an appreciation for poetry's variety and expressive potential.

Assessment: Poem Creation & Rationale + Poetry Analysis

One of the highlights of Term 2 was the **Creative Poetry Assessment**, where students composed their own original poems. Drawing on the poetic forms and techniques studied, each student also wrote a **rationale** explaining their creative choices. This was a fantastic opportunity for them to express themselves while demonstrating their understanding of the poetic elements explored.

Writing with Purpose: TEEEL Paragraphs

To support analytical writing, students continued to develop their skills using the **TEEEL structure** (Topic sentence, Explanation, Evidence, Elaboration, and Link). This framework has been instrumental in helping students clearly communicate their interpretations of poetic texts.

Regards,

Sr. Shahista Ashraf.

Year 8 English

Dear Parents and Guardians,

We've had a wonderful start to Term 2, welcoming students back after a productive first term. This term, our Year 8 students delved into the exciting world of espionage and mystery through our novel study: ***The 39 Steps* by John Buchan**.

Novel Study Focus

Our Term 2 English unit centred on **reading and analysing *The 39 Steps***, a gripping spy thriller that opened the door to rich discussions around character development, narrative structure, and theme. As we worked through each chapter, students explored:

- **Authorial techniques**
- **Character roles (protagonist vs. antagonist)**
- **Themes and their relevance**
- **Setting, tone, mood, and atmosphere**

To help clarify certain scenes and ideas, we even drew comparisons with familiar texts such as **Harry Potter**, making abstract concepts more relatable and engaging for students.

Key Themes Explored

Students examined several core themes that drive the novel's plot and message:

1. **Adventure and Action**
2. **Espionage and War**
3. **Identity and Disguise**
4. **Loyalty and Patriotism**
5. **Trust and Suspicion**

These themes led to in-depth discussions about historical context, character motivations, and how readers respond to mystery and suspense in literature.

Assessment

Students were challenged to step into the shoes of a character and **create a journal entry based on a scene from the book**. This creative writing task allowed them to demonstrate understanding through a new lens—imagination! Many students impressed us with their originality and thoughtful interpretation of key moments from the text.

Writing with Purpose: TEEEL Paragraphs

To support analytical writing, students continued to develop their skills using the **TEEEL structure** (Topic sentence, Explanation, Evidence, Elaboration, and Link). This structure encourages students to think critically, organise their ideas clearly, and support their arguments effectively.

Regards,

Sr. Shahista Ashraf.

Year 9 English

Dear Parents and Guardians,

Welcome to our Term 2 English newsletter! It's been wonderful to see the Year 9 students return with such enthusiasm and curiosity after a strong start in Term 1. This term, our focus shifted toward **drama and poetry**, with a particular emphasis on **Indigenous voices and cultural understanding**.

Drama Study: *ALIWA!*

We began Term 2 by studying the powerful Indigenous play ***ALIWA!***. Students explored the:

- **Plot and structure**
- **Characters and relationships**
- **Cultural and historical context of Indigenous experiences in Australia**

This deep-dive into the play helped students develop empathy, cultural awareness, and an appreciation of the unique storytelling traditions of First Nations Australians.

Assessment:

The assessment focused on **reading comprehension and analytical writing**. Students responded to short answer questions and wrote **TEEL-structured paragraphs**, applying their understanding of the play and its themes. This assessment reinforced key skills in **critical thinking, interpretation, and evidence-based writing**.

Transition to Indigenous Poetry

In the second half of the term, students were introduced to **poetry**, with a strong emphasis on **Indigenous poets**, especially the work of **Oodgeroo Noonuccal**. Through her poems, students explored:

- **Language as identity**
- **Connection to land**
- **Cultural resilience and pride**

Students also had the opportunity to create their own poems. While some found this creatively challenging, many rose to the occasion—and we reminded students that growth often comes from overcoming difficulty. Their final pieces showed impressive thought and emerging poetic voice.

Poetic Devices Explored

To strengthen their reading and writing of poetry, students studied a variety of poetic techniques, including:

- **Form, Sound Devices, Stanza, Rhythm, Meter, and Rhyme Scheme**
- **Repetition, Simile, Metaphor, Alliteration**
- **Imagery, Exaggeration, Onomatopoeia**
- **Tone and Mood**

These tools helped students better analyse the poetry they read and craft their own poetic works with intention and skill.

Types of Poetry Covered

We also introduced students to several poetic forms:

- **Free Verse**
- **Haiku**
- **Limerick**

Exploring these styles allowed students to experiment with structure and expression, while appreciating poetry's diversity.

Building Analytical Skills: TEEEL Structure

To support analytical writing, students continued to develop their skills using the **TEEEL structure** (Topic sentence, Explanation, Evidence, Elaboration, and Link). This method helps students structure their analysis clearly and logically, improving both their literary interpretation and academic writing.

Regards,

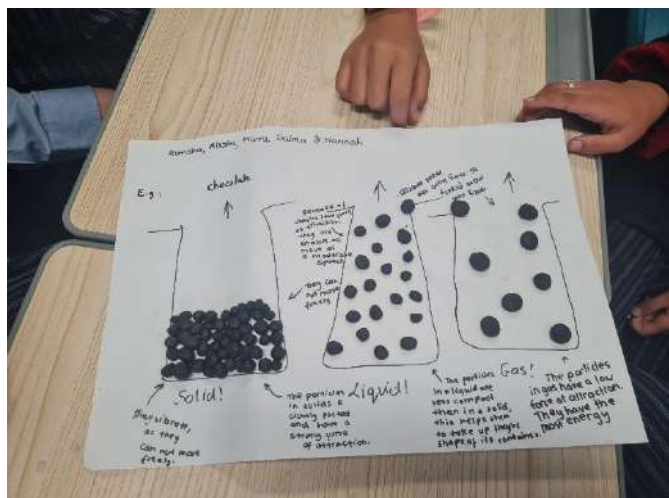
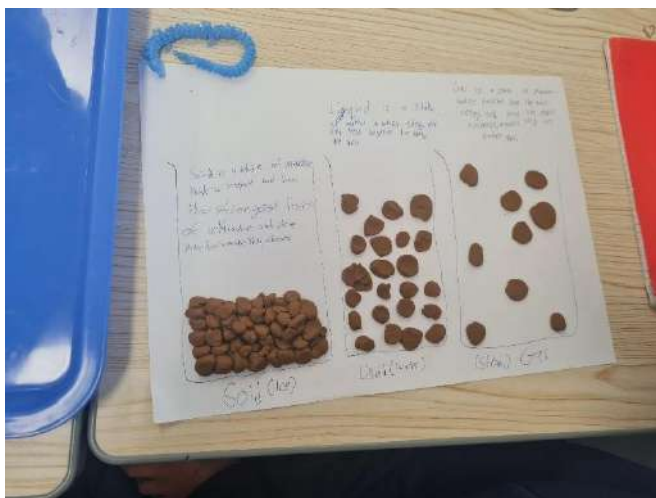
Sr. Shahista Ashraf.

SCIENCE

Welcome back!

It has been a pleasure to welcome the students back to the College to kick off term 2 after a very productive term 1 in Science. Last term, students looked at the scientific concepts of ecosystems, cells and body systems in year 7, 8 and 9 respectively, including the dynamics of food chains, the functions of different organelles within cells, the different types of cells (Animal and plant) and how body systems interact to bring the body back into a state of homeostasis. Examples of this include the digestive systems regulation of blood sugar using the hormones insulin and glucagon and the excretory systems regulation of body fluid with antidiuretic hormone.

This term, students will be delving into the scientific area of chemical sciences (Chemistry). This subject includes the particle model, mixtures and atoms. Students have already had an opportunity to engage in a few different demonstrations showcasing the different types of mixtures that are present, characteristics of the three states of matter and how elements are arranged on the periodic table. I look forward to seeing how the students progress with this topic and to another productive term of science.



Just a reminder to students, parents and guardians that AIC Forrestdale is a nut free school. Please keep this in mind when planning your child's lunch for school. For key dates and events, please refer to the term planner. I look forward to what term two has to offer.

Kind regards,
Mr. Dylan Hutchins.

Term 2 assessments:

Year 7:

- Task one – Mixtures and pure substances – investigation/practical activity – 7%
- Task two – Mid – term test – 8%
- Task three – End of term test – 10%

Year 8:

- Task one – Validation test – 3%
- Task two – Mid term test – 6%
- Task three – Science investigation: Measuring heating and cooling curves of Stearic acid – 6%
- Task four: End of term test – 10%

Year 9:

- Task one – Validation test – Earth and space – 3%
- Mid term test – 6%
- Investigation (Acid reactions) – 8%
- End of term test – 10%

HIGH SCHOOL MATHEMATICS UPDATE

We are well into the term now, and it's encouraging to see steady progress across our high school Mathematics classes. Most recently, students completed their **second Math test** of the term, and we are pleased to note improved levels of preparation and effort, with more students revising consistently and engaging with the material.

In Year 7, students have been busy exploring **Prime Factorization using factor trees**, identifying and continuing **simple number patterns**, and strengthening their skills in **fractions** (addition, subtraction, multiplication, and division) and **percentages**. These foundational topics are essential building blocks, though it's clear that **fractions and percentages** remain challenging for many. Targeted revision and practice will continue to be a key focus.

Year 8 students recently wrapped up their **Measurement unit**, which involved calculating **perimeter, area, and volume of prisms**, as well as converting between different units of measurement. A special mention to our **Year 8 Extension class**, who got an early introduction to the **Pythagorean Theorem** — an exciting preview of higher-level thinking! We've now moved into **Algebra**, which will be our primary focus for the remainder of the term.

Meanwhile, **Year 9 students** have completed their unit on **Linear Relations**, developing their understanding of graphing and interpreting linear equations. We're currently finishing off our **Measurement unit**, similar to the Year 8s, and will soon dive into **Index Laws and Scientific Notation** — powerful tools that support more advanced problem-solving.

Across all year levels, it is heartening to witness students gradually settling into their **streamed classes**, where **differentiated teaching strategies** are making a positive impact. Students are becoming more confident and engaged, and we look forward to building on this momentum in the weeks ahead.



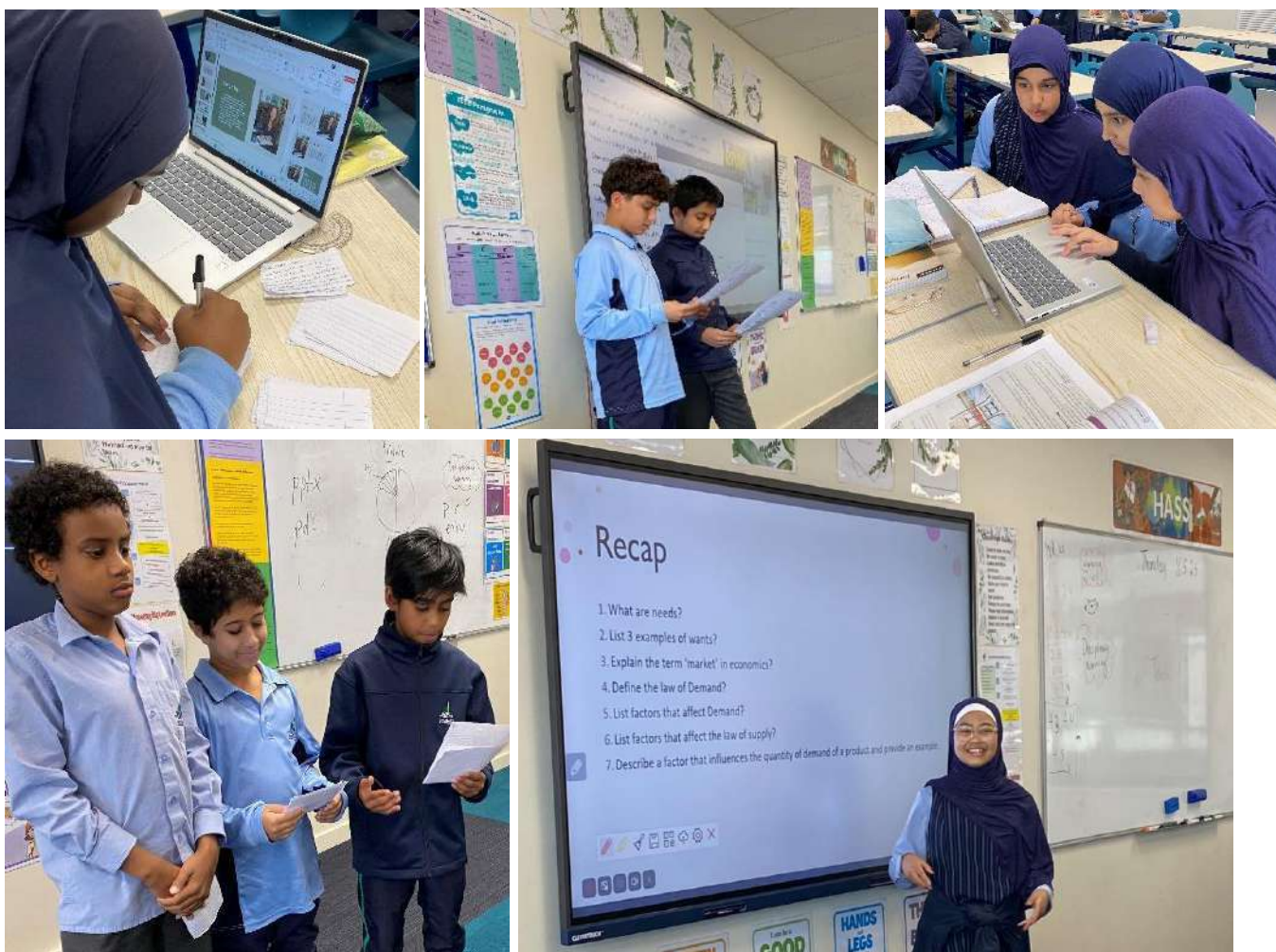
Thank you for your continued support as we work together to nurture your child's growth in Mathematics.

Mdm Surianah Rosli
High School Math teacher

HUMANITIES AND SOCIAL SCIENCES

Year 7

This term, Year 7 students explored a range of economic and work-related concepts through engaging research and class presentations. They investigated how consumers depend on businesses to meet their needs and wants, and how businesses respond to consumer preferences, such as offering environmentally friendly options. Students also examined how businesses set and adjust prices in response to demand. The inquiry extended to understanding the characteristics of successful entrepreneurs, such as the skills and behaviours they bring to their ventures—initiative, innovation, and a shared vision. Furthermore, students learned about why people work, the different types of work arrangements, and how individuals derive income, with sources ranging from employment to running a business or owning property. Throughout the term, students were given the opportunity to practise their presentation skills in class, allowing them to refine their understanding and build confidence ahead of their end-of-term assessment.



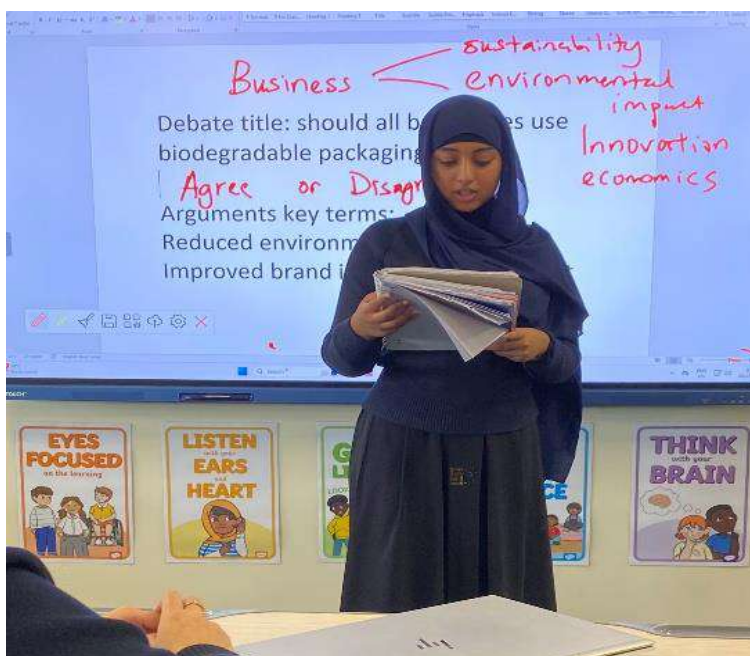
Year 8

This term, Year 8 students investigated how the Australian marketplace operates and how buyers and sellers interact to influence prices and allocate resources. They explored how businesses make decisions about what to produce, how to produce it, and for whom, based on consumer demand and market conditions. Students also examined the role of government in providing essential goods and services like healthcare, especially when the market falls short. The program covered consumer and business rights and responsibilities, different types of business structures such as sole traders, partnerships, corporations, cooperatives, and franchises, and how businesses respond to new opportunities. Finally, students considered how factors like technology, globalisation, and communication advances are shaping the way people work now and into the future.



Year 9

Starting in Term 2, Year 9 students began having four dedicated HASS periods each week, allowing them to explore the Economics and Business, as well as the Geography strands in greater depth. In Economics and Business, students examined how innovation helps businesses stay competitive in local and global markets, and how the evolving nature of work in Australia is shaping future employment. In Geography, students studied the distribution and characteristics of biomes, the factors affecting crop yields, and the global challenges to food production, including land and water degradation and climate change. As part of their end-of-term assessment, students conducted thorough research on a specific country's biome and addressed issues related to food hunger. They then presented their findings through a detailed poster and presentation, showcasing their understanding of environmental, economic, and social factors linked to food security.



Mrs Shahada Shaik

Year 7 – 9 HASS Teacher

DEBATE CLUB HIGHLIGHTS

This term, Debate Club members have continued to sharpen their critical thinking, public speaking, and reasoning skills through a series of thought-provoking and challenging topics. Students tackled debates such as "Should all businesses use biodegradable packaging?" and "Should young adults prioritise paid work over education?" These engaging sessions encouraged students to consider multiple perspectives, build persuasive arguments, and respond confidently to counterarguments. Through preparation and practice, students enhanced their ability to articulate ideas clearly, think on their feet, and engage respectfully with opposing views. The club has provided a supportive and stimulating environment where students can find their voice, grow in confidence, and explore complex real-world issues through civil and thoughtful debate.



Mrs Shahada Shaik
Debate Club Teacher

VISUAL ARTS

Dear Parents, guardian, and students,

Assalamualikum wa rahmatullahi waba rakatuhu all. It is my great pleasure write to you all at the end of term 2, 2025.

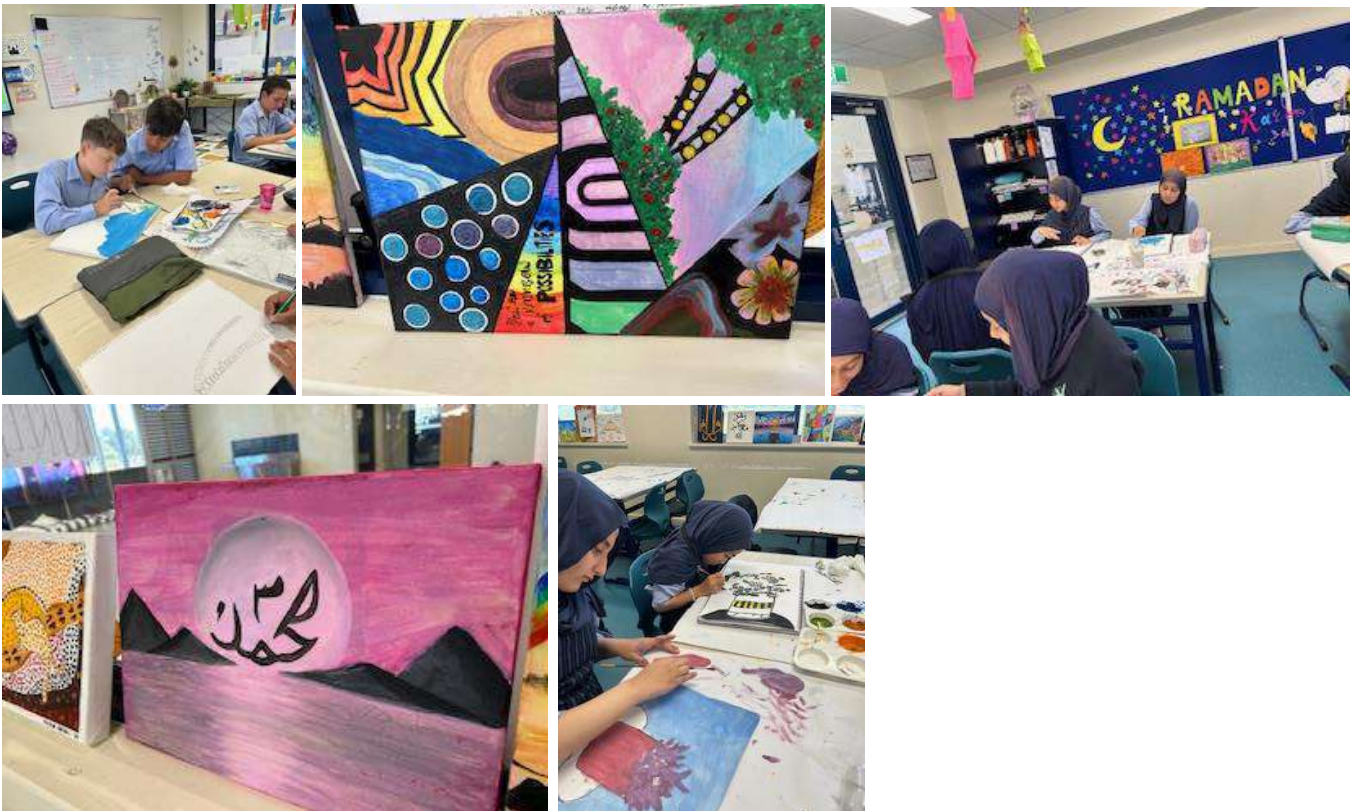
As we reach the end of this school term, I want to take a moment to celebrate and reflect on the incredible accomplishments of our school community.

Academically, our students have shown tremendous perseverance and achievement. It's inspiring to see the commitment to learning and growth that each student brings to our school.

My arts and HASS classes was in full swing this term. The dedication and hard work of everyone involvement of most of the students, truly deserve recognition.

Congratulations to all the students and staff for their commendable efforts in making the visual Arts a success going into next term, InShaAllah.

This term, year 8 students were involved in Floral art, village art, and graffiti art. Year 7s were busy in floral art, aboriginal DOT painting and aboriginal symbol art. We intend to conduct an Art exhibition in term 3, InShaAllah. Ahumdullillah school has bought many art resources for students.



I request students to be prepared for all classes having appropriate resources with them. I expect them to be fully alert about their class behaviour and, class expectations. rules. I strongly believe that all students have great potential, and they can produce a very high We are also deeply grateful for the unwavering support from our parents. Your involvement in supporting the school numerous events has been invaluable. Your partnership makes a significant difference in our students' experiences and successes.

As we now look forward to a well-deserved break, I wish everyone a safe and blessed holiday. Enjoy this time to rest, recharge, and spend quality moments with your loved ones.

Insha 'Allah. May Allah (SWT) shower His mercy and blessing to you all.

Warm regards,

Sr. Nasreen Ahmed

Visual Art Teacher

PHYSICAL EDUCATION

Assalamu' Alaikum,

Dear Parents & Guardians,

It has been an active term with students developing key fundamental movement skills and game sense, while also building teamwork and communication. Students have shown great enthusiasm and improvement across all year levels. Here's what we have been learning:

Years 3-6 Primary

In Term 2, students from Years 3 to 6 have enthusiastically participated in a range of Physical Education activities focused on developing fundamental AFL skills and gaining a better understanding of the game. Our focus has been on key areas such as kicking, where students learned the correct technique by breaking down grip, positioning, and follow-through. In addition to this, students have worked on their handballing skills, improving their accuracy to hit targets. Marking has also been a major focus, with repeated practice of both chest and overhead marking. Students have demonstrated growing confidence in reading the game, working collaboratively, and applying their developing skills in game scenarios.

Additionally, our Year 5 and 6 students have had the exciting opportunity to be involved in the We Are Freo School Program, delivered by the Fremantle Dockers. Over six weeks, students engaged in AFL-specific sessions where they explored the basic rules, skills, and strategies of the game, further enhancing their knowledge and enthusiasm for the sport. The year 5 and 6 girls also participated in the Bachar Houli Primary Girls Cup. Representing AIC Forrestdale, they competed against other Islamic schools in an AFL competition that not only introduced them to the fundamentals of Australian Rules Football but also celebrated teamwork, inclusion, and community engagement.





Years 7, 8 and 9 High School Boys

This term in Years 7, 8, and 9 Physical Education, students have actively engaged in developing their skills and understanding of Volleyball during outdoor sessions on the oval. Throughout the term, students worked on improving key skills, including the Serve, Set, and Dig, with an emphasis on the preparation, execution and outcome of each skill. Lessons also incorporated tactical elements such as setting up and defending an attack, court positioning, and decision-making in dynamic game scenarios. As part of their learning journey, students explored the importance of teamwork and communication, with many experiencing the team and group aspect of the sport for the first time. This provided a valuable opportunity for them to develop not only their physical abilities but also their social and cooperative skills. It has been great to see the progress made across all year levels, with students showing growing confidence and a better understanding of the game.

Students in years 7, 8 and 9 also had the exciting opportunity to participate in the Bachar Houli Secondary Boys. Representing their school, they competed against other Islamic schools in an AFL tournament that fostered a strong sense of sportsmanship and provided a memorable platform for physical activity in a culturally supportive environment.



As we move into the next term, students will continue to build on their knowledge and skills with more opportunities for growth. Thank you to all students for their effort and enthusiasm throughout the term!

Br Haris,
Physical Education Teacher.

PRIMARY DIGITAL TECHNOLOGIES

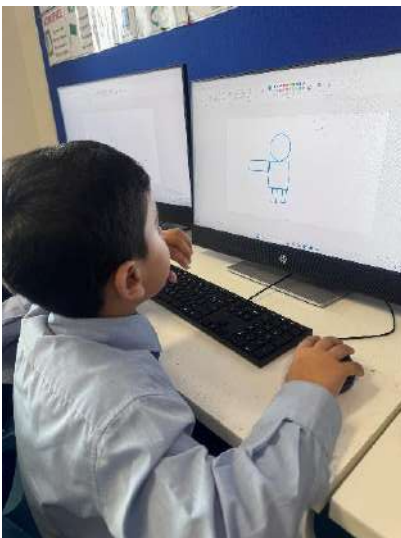
Assalamu' Alaikum,

Dear Parents and Guardians,

This term in Digital Technologies, students in primary years 1-4 have been building essential digital skills and exploring exciting new concepts in a fun and supportive environment. Here is what we have been learning:

Years 1 & 2

This term, Year 1 and 2 students have had an exciting journey exploring key foundational skills in computing and digital thinking. Year 1 students have learned how to navigate and use Paint programs to draw a variety of shapes and even created their own simple characters, developing both creativity and confidence with digital tools. They have also been introduced to foundational digital vocabulary, including algorithm, instructions, and programming, and have used this knowledge to follow and create very basic sets of instructions. Year 2 students were introduced to the fundamentals of coding and began understanding its real-life applications. They explored how to write and follow a sequence of steps known as an algorithm to solve problems, and practiced translating these basic steps into actions, promoting logical thinking and problem solving. Using platforms such as code.org, students identified and corrected errors (debugging), learned about sequencing, and created their own simple algorithms, building a strong foundation for future digital learning.



Year 3 & 4

Students in Years 3 and 4 have been exploring how digital systems work and how they influence our daily lives. In Year 3, students began by reviewing the difference between hardware and software and then moved on to categorising peripheral devices as input, output, or storage. They demonstrated their understanding by working collaboratively to create simple PowerPoint presentations that explained the functions of various peripheral devices. Students also investigated information systems designed for home and personal use, as well as those used in the community, and discussed how these systems meet specific needs in everyday life. Year 4 students focused on identifying digital systems used within the school and understanding how input, output, and storage devices operate together within a computer system. They explored the journey of data through a computer and learned about the roles of the CPU and RAM in processing information, gaining a clearer understanding of how a computer functions.



As we move into the next term, students will continue to build on their digital knowledge and skills.

Br Haris,
Digital Technologies Teacher.