

NEWSLETTER

TERM 4 2025

HENLEY BROOK CAMPUS

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EXECUTIVE PRINCIPAL'S MESSAGE



Assalamu Alaikum wa Rahmatullahi wa Barakatuh

Dear Parents, Guardians, and Community Members

As we conclude 2025, we give thanks to Allah (swt) for blessing us with another exceptional year at Australian Islamic College. This year has been filled with remarkable achievements and successes, all made possible by the collective efforts of our leadership team, dedicated staff and students, and supportive community. We are grateful to Allah (swt) for everything He has guided us to accomplish. We are thankful for everyone's contributions to making our schools a hub of excellence focused on Islamic pedagogy and values.

During the latter part of 2025 the College launched a 40th anniversary logo. This is a major milestone to celebrate. The school was first established in 1986 by our Founder, Haji Abdallah Magar, with 49 students and 3 staff in Brisbane Street, Perth.

The growth of AIC over the last 40 years is something to be immensely proud of. AIC now has 5 schools in Perth and 1 school in Adelaide with approximately 6,000 students and 600 staff across all schools. AIC has created a visual timeline to showcase our achievements across the decades which we hope to have installed in each school during early 2026.

2025 has been another year of tremendous growth and progress. I am delighted to share that our NAPLAN results continue to be impressive. Alhamdulillah, the support of our parents, coupled with the efforts and determination of our students and teachers continues to show in student results.

To our Year 12 graduates - our heartfelt prayers are with you all as you move onto your next chapter. Thank you for putting your faith in AIC to be a part of your lives during your schooling. We pray you leave with cherished memories and a strong spiritual and academic foundation for continued success in this life and the hereafter. Please stay in touch and share your achievements with us - we would love to celebrate your ongoing successes, In Sha Allah.

With the ongoing growth of Australian Islamic College Henley Brook coupled with the College's inability to offer comparable high school subject offerings in AIC Dianella due to space and facility limitations, a decision was made to amend Australian Islamic College Dianella's registration to a primary school catering for Kindergarten to Year 6 from 2026. I would like to take this opportunity to acknowledge our Dianella high school parents who were affected by this registration change.

The College truly appreciates the patience demonstrated during the re-enrolment process which involved the moving of high school students to our sister schools. As a result of this significant change, we reviewed our Senior Leadership team.

It gives me great pleasure to announce the following leadership changes, effective from Term 1, 2026:

Br Mohammed Nazar Khan, Principal Kewdale High School
Sr Donia Elbakdadi, Principal Kewdale Primary School
Br Wahaj Tarin, Principal Henley Brook
Sr Mejgan Safi, Principal Dianella

The general high school classrooms in both AIC Henley Brook and AIC Forrestdale are on track for the start of the 2026 academic year, followed soon after by the high school specialty classrooms and the admin block. The final building stage at each site will see a dedicated canteen building, gymnasium / multipurpose hall and Masjid.

As we all depart for the summer break, I pray it is safe, restful and filled with Barakah. May Allah (swt) bless you and your families with good health, happiness and prosperity.

We look forward to welcoming you all back in 2026, In Sha Allah.

With warm regards

Abdullah Khan OAM
Executive Principal/CEO

PRINCIPAL'S MESSAGE



السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ **Peace be upon you**

Assalamu'Alaikum wa Rahmatullahi Wabarakatuh

Dearest Parents and Guardians,

Alhamdulillah, as we conclude another successful term at **Australian Islamic College – Henley Brook**, I would like to extend my heartfelt appreciation to our students, staff, and families for your ongoing support, dedication, and partnership. This term has been filled with growth, community spirit, and opportunities for our students to excel academically and embody the Islamic values that guide our school. It brings me great joy to share some of the key highlights from this term.

Term Highlights



Principal's Tea

One of the most uplifting events this term was our *Principal's Tea*, where students from across the school who consistently demonstrated excellent behaviour, strong work ethic, and beautiful Islamic manners (akhlaq) were recognised. It was a privilege to sit with these students, listen to their goals, and hear their thoughts on how we can continue to make Australian Islamic College – Henley Brook an even better learning environment. Their sincerity, leadership, and positive attitude made this gathering truly special. May Allah continue to guide and blessthem.

Year 1–6 Carnival

Our *Year 1–6 Carnival* was a highlight of the term, bringing together the spirit and energy of the Australian Islamic College – Henley Brook community. Students participated enthusiastically in races, relays, team events, and fun challenges. The most inspiring aspect was the sportsmanship demonstrated throughout the day—students cheering for one another, showing patience, and celebrating every effort. Alhamdulillah, it was a joyful day that highlighted the importance of teamwork and physical wellbeing. A heartfelt thank you to the staff and families who supported this vibrant event.



Pre-Primary Orientation

This term, we welcomed our new Pre-primary students and their families during the *Pre-primary Orientation*. Children had the chance to explore their classrooms, meet their teachers, and become familiar with the daily routines at Australian Islamic College – Henley Brook. It was wonderful seeing their excitement and readiness for the transition ahead. We look forward to supporting their learning journey next year, insha'Allah.



STEAM & Art Expo

Our annual *STEAM and Art Expo* showcased the creativity, innovation, and critical thinking of our students. From imaginative STEAM projects and scientific investigations to beautiful artworks and Islamic-themed designs, families were treated to a diverse range of student talent. Students confidently presented their learning, demonstrating curiosity and deep engagement. Events like these highlight our commitment to holistic, faith-aligned learning that prepares students for the future.





















Kindy Graduation

The *Kindy Graduation* was a heartwarming celebration of our youngest learners. Parents and families gathered to watch students perform nasheeds, recite simple duas, and receive their graduation certificates. The confidence and joy displayed by the children were a testament to the nurturing environment at Australian Islamic College – Henley Brook. We congratulate our Kindy graduates and look forward to welcoming them into Pre-primary next year, insha'Allah.



Pre-primary Graduation

Our *Pre-primary Graduation* marked an important milestone as students completed their foundational schooling year. This cohort demonstrated remarkable growth in literacy, numeracy, independence, and Islamic manners. Their readiness for Year 1 is clear, and we are excited to see what they will achieve next. May Allah keep them firm upon the path of beneficial knowledge.











Seerah Week

Seerah Week was one of the most spiritually enriching parts of the term. Students explored meaningful lessons from the life of Prophet Muhammad (peace be upon him) through storytelling, creative projects, presentations, and class reflections. Themes such as kindness, honesty, generosity, and patience were emphasised, helping students connect the Sunnah to their everyday actions. It was a beautiful reminder of the values we strive to uphold at Australian Islamic College – Henley Brook.



Year 5 Business fair














A Message of Gratitude & Du'a

As the term comes to a close, I extend my sincere thanks to our parents and families for your trust and partnership. Your support plays a vital role in the success and wellbeing of our students.

To our students your dedication, enthusiasm for learning, and strong Islamic manners bring light to our school each day. May Allah bless you, protect you, and increase you in knowledge and wisdom.

We wish all families a restful and blessed break. May Allah fill your homes with peace, happiness, and barakah. We look forward to welcoming you back to Australian Islamic College – Henley Brook for another successful term, insha'Allah.

Wassalamu Alaikum wa Rahmatullahi wa Barakatuhu,

Mrs Donia Elbakdadi
Principal
Australian Islamic College – Henley Brook

Mrs Donia Elbakdadi.
Principal
Australian Islamic college Henley Brook.

KINDERGARTEN

As Term 4 draws to a close, we celebrate the many exciting experiences and achievements that have filled our kindergarten classrooms. It has been a term rich with curiosity, creativity, and community connection.

Learning and Creativity

Our kindergarten students have explored letters, sounds, numbers, and patterns with curiosity and enthusiasm. From painting vibrant artworks to building imaginative block creations, their creativity has shone brightly.



Friendships and Community

One of the highlights of the term has been watching friendships blossom. The children have learned to share, take turns, and support one another, building the foundations of kindness and empathy that will serve them well beyond kindergarten.



Growth and Resilience

We are so proud of the resilience our students have shown. Whether trying new activities, solving problems, or learning to manage big feelings, they have grown in confidence and independence.



Science Week

Our budding scientists explored the wonders of the world around them through hands-on experiments and discovery. The excitement was contagious as children asked thoughtful questions and shared their findings with peers.







STEAM Expo

The STEAM Expo was a highlight, showcasing the children's creativity and problem-solving skills. From imaginative constructions to digital explorations, families were delighted to see how science, technology, engineering, art, and maths came together in joyful learning.







Maths Week

Maths Week brought numbers to life through games, puzzles, and playful challenges. The children strengthened their confidence in counting, sorting, and problem-solving while discovering that maths is everywhere in our daily lives.





Baking Adventures

Our baking session was a sensory delight! Measuring, mixing, and tasting gave children opportunities to practice maths and science skills while enjoying the joy of creating something delicious together.





St John and Hospital Incursion

A special visit from St John Ambulance captured the children's imaginations. Exploring the ambulance and learning about first aid helped them understand the importance of caring for others and sparked many thoughtful conversations.





Kindergarten Presentation

We ended the term with a heartfelt presentation to parents. The children proudly shared songs, a story retell, and reflections photo presentation from their year, demonstrating their growth in confidence, communication, and creativity.





Celebrations and Looking Ahead

Our end-of-year celebrations gave us the chance to reflect on achievements and share joy with families. As we look ahead, we are excited to continue nurturing curiosity, creativity, and a love of learning in the year to come.





As we look ahead to the new school year, we are excited to continue nurturing curiosity, resilience, and a love of learning. Transitioning into the next stage of schooling is a big step, and we will support each child with care and encouragement. Families can look forward to new opportunities for exploration, community connection, and celebrating milestones together.

Thank you to our families for your ongoing support and partnership. Together, we've created a warm, inclusive environment where every child is valued and encouraged to thrive. We look forward to continuing this journey of learning and discovery in the year ahead.

Warm regards,
The Henley Brook Kindergarten Team

Quran and Islamic Studies

Kindy Quran

Throughout Term 4, our Kindy students strengthened their fluency in recognising and pronouncing their Arabic letters, working diligently towards completing Level 1 of the Qaidah. They also learned to count from 1–10 in Arabic and practised identifying each number by its unique visual features.

Our students spent time perfecting their recitation of Surah Al-Fatihah and Surah An-Naas and have now begun memorising Surah Al-Falaq. Through playful, hands-on activities—such as building Arabic letter shapes with connector blocks and engaging in 'Colour by Letter' worksheets—they enjoyed learning in a fun and meaningful way.







Kindy Islamic Studies

In Term 4, Islamic Studies in our Kindy classrooms focused on the Stories of the Prophets, including the stories of Prophet Yunus and Prophet Saleh. Students also learned about the 6 Pillars of Iman—what they are and how they differ from the 5 Pillars of Islam—laying an important foundation for their understanding of the faith.

One of the highlights of the term was our hands-on activity inspired by the story of Prophet Yunus and the whale, where Allah (SWT) commanded the whale to swallow the Prophet for his protection. The children loved creating their own ocean scenes using textured tissue paper and adding colourful sea creatures to bring the story to life!



Pre-Primary Quran

During Term 4, our Pre-Primary students made wonderful progress in their Qaidah books. To support all learners, the class is divided into four small groups, allowing for more inclusive and personalised instruction. We also introduced lesson rotations during our Qur'an sessions: one group completes a worksheet, another engages in a hands-on activity to reinforce their Qaidah learning, while the remaining two groups read individually with the teacher and EA.

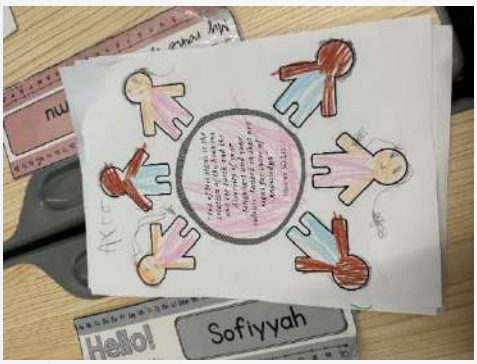
This system creates a fun, engaging, and well-structured learning environment, ensuring every child stays meaningfully occupied while waiting for their turn to read.

We are also incredibly proud of our students for completing the memorisation of two Surahs this term — mashaAllah!

Pre-Primary Islamic Studies

This term, our Pre-Primary students explored a range of important Islamic topics, including the 6 Pillars of Iman, diversity, and the stories of Prophet Yunus, Prophet Saleh, and Prophet Musa. They also engaged in the tafseer of Surahs Al-Masad, Al-Ikhlaas, Al-Falaq, An-Naas, and Al-Fatihah. Alongside this, students continued to revise their daily duas and worked on applying them in meaningful ways throughout their day.

Although much of the term was dedicated to practising for their graduation, our young learners still enjoyed plenty of hands-on activities that helped reinforce the concepts they learned in Islamic Studies.





Year 1 Islamic Studies

This term, our Year 1 students spent valuable time learning the etiquettes of everyday activities — from using the toilet, to eating and drinking, to leaving the house and more. Islam provides a clear and beautiful framework for how we conduct ourselves in daily life, and Alhamdulillah, our Year 1s were guided through the proper manners in accordance with the Qur'an and the Sunnah of Prophet Muhammad (PBUH).

PRE-PRIMARY

What a joyful and busy Term 4 it has been in Pre-Primary! The children have grown so much in their confidence, skills, and independence, and it has been lovely to see them finish the year with such excitement. Here is a glimpse of what we've been learning across all our subjects.

English

Term 4 has been full of hands-on, practical English learning as we revisited important digraphs and introduced CCVC and CVCC words. The children explored these patterns through literacy rotations such as word-building with magnetic letters, matching games, puzzles, and reading activities that helped them recognise how letters blend together. They are becoming more confident readers who can draw on their knowledge of sounds and patterns to work out unfamiliar words.

Our writing focus has continued through our weekly weekend recounts, where the children practise stretching out words, using digraphs they know, and organising their ideas into simple sentences. It has been lovely seeing their writing become clearer, more detailed, and more independent as they begin to see themselves as real writers.














Mathematics

In Mathematics, we have continued strengthening number knowledge to twenty, exploring counting forwards and backwards, ordering numbers, and building our early understanding of place value. The children practised this through games, hands-on materials, and partner activities that helped make number concepts concrete and meaningful.

A highlight this term was learning about Australian money. The children closely explored each coin, noticing size, shape, and value differences. We learned how to recognise coins, order them by value, and talk about how money is used in everyday life. Through pretend play shops and sorting activities, the children built a strong early understanding of financial literacy.










HASS (Humanities and Social Sciences)

In Geography, our learning centred around Australia and where we live in the world. The children learned to identify our country on a map and understand that we are part of a bigger world with many places and people. We also explored our classroom as a special place, somewhere we learn, play, and feel safe. One of our favourite activities was creating a detailed diorama of our classroom. The children carefully crafted tiny tables, shelves, learning corners, and even the mat area, showing such pride and attention to detail.
In History, we focused on family structures and the idea that every family is unique. The children shared stories, photos, and experiences about their own families, helping them understand diversity, identity, and belonging in a safe and respectful way.











Health

This term in Health, integrated closely with HASS, we discuss trusted people in the community and we explored community helpers and their important roles in keeping our community safe and supported. We discussed how people like doctors, dentists, pharmacists, teachers, and officers help us every day. The children were especially excited when some of our wonderful parents visited the class to talk about their jobs. We had a dentist, a doctor, a pharmacist, and a Transperth Officer share about their work, bringing real-life meaning to our learning. The children loved seeing tools, asking questions, and making connections between our lessons and the world around them.

We also continued our work on emotional awareness. This term we focused on feelings, what they look like, how they feel inside our bodies, and how they influence our behaviour. The children practised using strategies to communicate how they feel, make good choices, and solve small problems with words rather than frustration.

We also spent time talking about feelings, especially how to recognise our emotions and use strategies to communicate them in healthy ways. The children practised making good choices and thinking about how their actions can help themselves and others.











Science

Our Science focus this term has been Chemical Science. The children explored different materials and their properties, such as bendy, stretchy, hard, soft, smooth, and flexible, by engaging in a range of experiments and hands-on investigations. They made predictions, tested materials, and discussed how different objects are made from materials chosen for a purpose. Their natural curiosity shone as they discovered how materials can change when heated, cooled, mixed, or stretched.
To deepen our understanding of how living things survive, we also connected our learning to our earlier Biological Science unit from Term 3 during our excursion to Caversham Wildlife Park. The children observed native animals, explored their habitats, and made real connections between classroom concepts and the natural world.










Drama

In Drama, the children have been developing their confidence in expression, movement, and performance, perfect preparation for their Graduation show! We practised using our faces, voices, and bodies to show emotion and to communicate clearly on stage. Students learned how to stay in character, move with purpose, and project their voices for an audience. It has been so special seeing their performing arts skills grow and watching them proudly apply these skills during their graduation performance.



Special Events

Seerah Week

One of the most memorable experiences this term was Seerah Week. The children were invited to come dressed as people would have dressed in the time of the Prophetﷺand they absolutely loved immersing themselves in the history. Throughout the week, they participated in a range of activities organised by our Religion department.
They built models of Al-Aqsa Mosque using LEGO, practised beginner archery skills, and listened to retellings of important stories from the Seerah. It was a meaningful and engaging way for the children to learn about Islamic history, values, and traditions in a hands-on, age-appropriate way.











St John Ambulance Incursion

We had a wonderful visit from St John Ambulance. The children learned about emergencies, when to call Triple Zero (000), and how paramedics help people. The highlight was definitely exploring the ambulance and seeing the equipment up close!










STEAM & Art Expo – A Burst of Colour

This term we proudly took part in AIC Henley Brook's very first STEAM and Art Expo. Our theme, *A Burst of Colour*, showcased the Pre-Primary children's creativity beautifully. We displayed our Yayoi Kusama-inspired mushroom garden made from clay and recycled materials, our vibrant stained-glass window artworks, and our colour wheel creations made from found objects. The children were so proud to share their learning with the school community.













Caversham Wildlife Park Excursion

As part of our Science learning, we visited Caversham Wildlife Park to explore animals and their habitats at the start of Term 4. This linked beautifully to our Biological Science focus from Term 3, where we learned about living things and what they need to survive. The children loved observing the animals up close, asking thoughtful questions, and making real-life connections to our classroom learning.


CAVERSHAM WILDLIFE PARK








koalas
Caversham Wildlife Park


CAVERSHAM WILDLIFE PARK
CAVERSHAM WILDLIFE PARK



PRIMARY ISLAMIC STUDIES

For our Term 4 Newsletter, this feature highlights the wonderful learning journey of our Year 5 students.

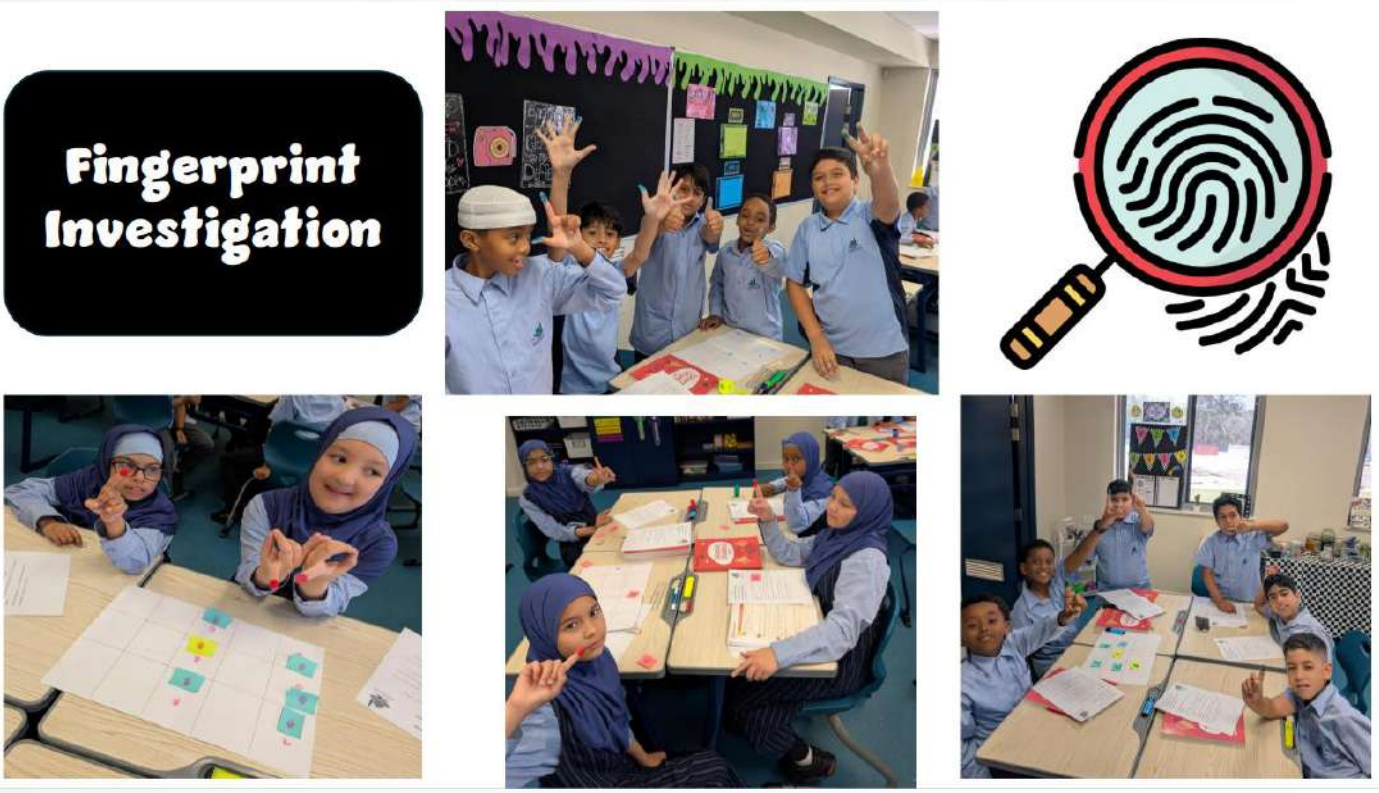
Year 5 Students Explore the Uniqueness of Allah's Creation Through Fingerprints

Our Year 5 students embarked on a fascinating investigation into one of the many wonders of Allah's (SWT) creation: fingerprints. Inspired by the verses in *Surah Al-Qiyamah (75:3–4)*—where Allah (SWT) reminds us of His perfect ability to create and even reconstruct the very tips of our fingers—the students reflected on the divine attribute Al-Khāliq (The Creator) and the incredible detail found in every human being.

To bring this lesson to life, 5A students used colourful markers to create their own fingerprint stamps, carefully placing them onto A3 posters. Working collaboratively, they demonstrated how scientific inquiry can beautifully complement Islamic Studies, creating a meaningful and balanced learning experience.

Their analysis confirmed a remarkable truth: no two fingerprints are alike. Our budding young scientists truly enjoyed the activity and showed great enthusiasm—perhaps a sign that we have some future forensic experts in the making, InshAllah. Ameen.

Islamic Teacher: **Faizel Bedford**



ASSISTANT PRINCIPAL MESSAGE

As we approach the end of the year, it's wonderful to reflect on the many achievements and memorable moments that have shaped this term.

We began with the **High School Awards Ceremony**, celebrating the outstanding efforts and accomplishments of our students from Term 3. Shortly after, many of our students undertook the **OLNA assessments** for the first time—a significant milestone in their academic journey.

One of the most inspiring events this term was **Seerah Week in Week 3**. The entire school was transformed with vibrant posters, themed decorations, and engaging activities. Students participated in interactive stations over two days, enjoyed assembly presentations, and took part in exciting quizzes—both among students and even a special challenge between teachers! It was a week filled with learning, creativity, and community spirit.

Another highlight was the **STEM Expo**, which proved to be a major success. Students showcased their talents through science-themed activities and presentations, sparking curiosity and innovation across the school.

Looking ahead, our **Year 7 and Year 8 students** are eagerly anticipating their excursions to **AQWA** and **Laser Corps**, promising both educational and team-building experiences.

Throughout the term, we continued to recognize positive behavior and character development with **YCDI certificates** awarded fortnightly and the **Aussie of the Month** awards presented each month. These acknowledgments reflect the values we strive to uphold as a school community.

Behind the scenes, our teachers have worked tirelessly to ensure a strong finish to the academic year. Their dedication has paid off, with many students showing remarkable improvement in their grades and overall achievements.

As we conclude this term, we celebrate not only the milestones but also the growth, resilience, and commitment demonstrated by our students and staff. Thank you to everyone for contributing to a successful and enriching term.

Assistant Principal

Sh Yusuf Parker

YEAR 1

Term Four has been a wonderful end to an incredible year for our Year One students. It has been a joy to watch them grow in confidence, independence and maturity as they embraced every new challenge and learning opportunity. Their enthusiasm, kindness and determination have made this year truly special.

As we come to the end of Year One, we are so proud of each and every student for their outstanding progress across all learning areas. They have worked hard, supported one another and shown resilience throughout the year. It has been beautiful to see the friendships they have built and the excitement they bring into the classroom each day.

With the year drawing to a close, our students are now looking forward to the next chapter—Year Two! They are ready for new adventures, new learning and new responsibilities. We know they will continue to shine and make us proud.

Thank you for a fantastic year, and we look forward to celebrating the achievements of our wonderful Year One Cohort!

Love of Literacy

Term Four has been an exciting and rewarding term in Literacy, with our Year 1 students showing tremendous growth and confidence across all areas of reading, spelling and writing.

In Writing, we have been focusing on Persuasive Texts. Students learned the difference between facts and opinions, recognising that we all have different viewpoints and that's perfectly okay! Throughout the term, the children responded to a wide range of thought-provoking topics, such as:

Should kids wear school uniforms?
What is the best season?
Should pets be allowed in classrooms?
Is homework important?
Sugar should be removed from all snack products meant for children.
Children should choose their own bedtime.
Should lunch breaks be longer?

They practised forming clear opinions and supporting them with reasons, building their ability to present a simple argument. It has been wonderful to see their confidence grow as they share their ideas respectfully and thoughtfully.

Alongside this, students have continued to make outstanding progress in reading. Now that students are decoding confidently, our focus has shifted to fluency, accuracy, and comprehension. We continue to use Reading Eggs and Reading A-Z to further support reading development through interactive, levelled activities that nurture a love of reading.

Our PLD Structured Synthetic Phonics program continues to be a great success, with students showing excellent progress in their explicit spelling, phonics knowledge and word-attack skills. This evidence-based approach ensures students master essential phoneme-grapheme correspondences in a clear and systematic way.

In Grammar, we have explored parts of speech, punctuation, and sentence types. Students have gained a stronger understanding of how sentences work, helping them write with greater clarity and accuracy.

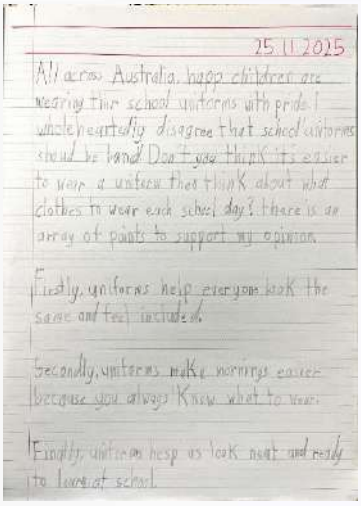
We have also continued our journey through the Seven Steps to Writing Success, bringing all steps together this term. Students have been learning to plan effectively, create sizzling starts, use dynamic dialogue, describe characters and settings, add detail by "showing, not telling," write exciting action, and finish with a strong ending. It has been fantastic to see them applying all seven steps to produce full narratives with confidence.

The students should be extremely proud of their hard work this term. Their reading, writing, speaking and spelling skills have grown remarkably, and they are well prepared for the transition into Year 2. We are so proud of their effort, enthusiasm and progress in Literacy!









25.11.2025

All across Australia, happy children are wearing their school uniforms with pride. I wholeheartedly disagree that school uniforms should be banned. Don't you think it's easier to wear a uniform than think about what clothes to wear each school day? There is an array of points to support my opinion.

Firstly, uniforms help everyone look the same and feel included.

Secondly, uniforms make mornings easier because you always know what to wear.

Finally, uniforms help us look neat and ready to learn at school.

THE ARTS

This term in The Arts, our Year 1 students have loved exploring Drama through imaginative play, movement and storytelling. They experimented with using their voices, facial expressions and body movements to show different characters and emotions. They also worked in groups to create short dramatic scenes based on fun scenarios like the zoo, outer space and imaginary adventures.

Students also learned important performance skills, such as facing the audience, speaking clearly and using expressive movement. Equally important was learning how to be a respectful audience member, listening attentively, watching carefully and giving positive feedback to their peers.

A special highlight was our Islamic integration activity, where students watched *The Story of the Fisherman* and created short skits demonstrating kindness, generosity and good character.

It has been a wonderful term of creativity and confidence-building. Our young performers have grown in their ability to express ideas, collaborate with others and enjoy both performing and watching drama!





Science

This term in science, students engaged in an exciting and in-depth exploration of how different materials behave and change. We began learning about the three states of matter—solid, liquid, and gas—and discussed how materials can move between these states. Students investigated how adding heat or cooling affects various substances, observing changes such as melting, freezing, and evaporating. Through these activities, they learned to distinguish between reversible changes, like melting ice back into water, and irreversible changes, such as cooking food, where the material cannot return to its original form.

Students also took part in a range of hands-on experiments to discover how materials respond to physical manipulation. They bent, twisted, squashed, stretched, and scrunched different objects to see how their shape or form could be changed. These experiments helped them understand that materials have different properties, and some can be changed easily while others remain rigid or return to their original shape.

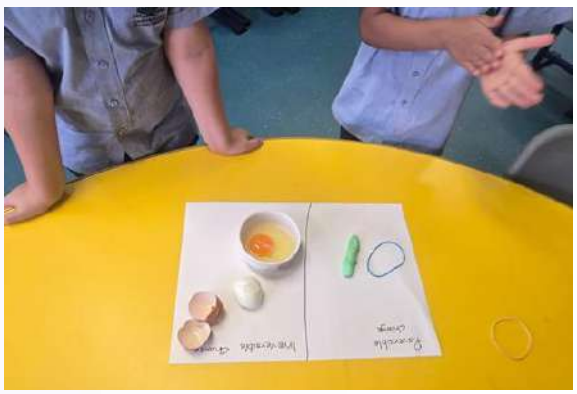
Throughout the term, students developed strong observation and investigative skills as they recorded their findings and discussed why certain changes occurred. This learning has given them a deeper understanding of the behaviour of materials and the many ways they can be manipulated, transformed, and used in everyday life.











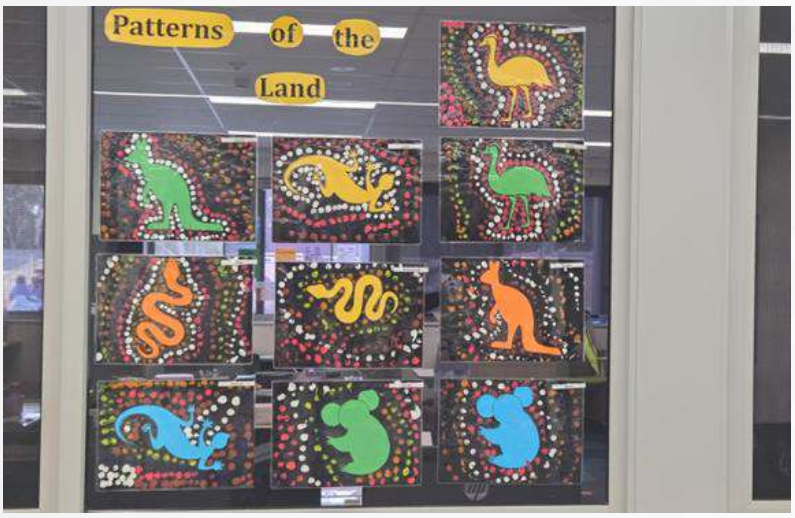
HASS

In HASS this term, our students have taken a rich and meaningful journey through Australia's First Nations history and geography.

We explored Aboriginal culture, including the Dreaming, traditional ways of life, and the deep respect Indigenous communities hold for the land. Students also learned about kinship and family structures, gaining an appreciation for how interconnected and community-focused these systems are.

Alongside this cultural learning, students studied the features of the land—natural, managed, and constructed—and examined how these elements shape our environment. We also looked closely at how we can care for and protect special places, understanding our responsibility to keep these areas safe, respected, and preserved for future generations.

Throughout the term, students reflected on the diversity of families and the many ways people connect to country, culture, and community, helping them build empathy and a broader understanding of the world around them.





Health

This term in Health, students strengthened key life skills supporting their safety, wellbeing, and relationships. They learned important personal information for emergencies and practised being assertive by expressing their thoughts and feelings respectfully. We explored persistence, emotional awareness, and strategies for handling feelings such as happiness, sadness, jealousy, and anger.

A major focus was on building healthy friendships, where students practised communication, problem-solving, and repairing relationships. They also acted out real-life scenarios, using role-play to explore emotions and practise solving conflicts, linking closely with our drama lessons.

We concluded the term by discussing the importance of staying active to support both physical and emotional health. It has been a valuable term that helped students grow socially, emotionally, and personally.






A Term Bursting with Fun, Discovery, and Adventure!

What an AMAZING term it has been for our Year 1 superstars! From hands-on learning to high-energy events, our students have truly had a blast while growing, exploring, and shining bright!

Seerah Week – A Journey Through Time!

Seerah Week transported our students back in time as they learned about the incredible life of Prophet Muhammad (PBUH). But this wasn't just any lesson—our learners became explorers! They tried archery, solved tricky puzzles, and even built the Ka'bah out of LEGO blocks with their own creative twist. The joy on their faces said it all—learning history has never been this fun!

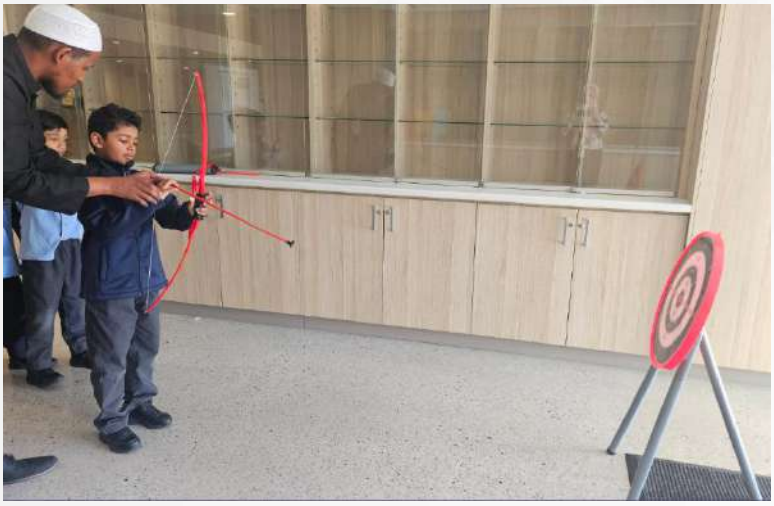
Sports Carnival – Ready, Set, GO!

The Sports Carnival was a whirlwind of excitement and cheers! Our energetic Year 1 athletes zoomed through the sprints, jumped their way through the sack race, aimed with focus in the ball-and-bucket race, and balanced like pros in the beanbag challenge. The field was full of laughter, encouragement, and pure fun as students gave their best in every race!

STEAM Expo – Young Scientists in Action!

The STEAM Expo took learning to a whole new level! Our Year 1 inventors amazed everyone as they explained life cycles using Tale-Bots and explored the world through VR goggles—turning science into an exciting adventure. They also visited displays from other year levels and experimented with hands-on science stations. The room was buzzing with curiosity and excitement as they discovered new ideas everywhere they turned!

This term has been a colourful mix of learning, excitement, and unforgettable memories. We are SO proud of our Year 1 learners for their creativity, confidence, and endless enthusiasm.










Wishing you all the most amazing holiday ever!
Take this time to relax, have fun, and recharge those awesome brains—because before you know it, we'll be back together again.

Year 2... here we come!
We're all set for new adventures, exciting challenges, and lots of learning fun. We can't wait to see your bright smiles next year for another incredible journey!
Warm, sunny wishes,

Mrs. Anisa Mohamed – 1A
Mrs. Farida Mehtawala – 1B
Mrs. Fleur Laginha – 1C

YEAR 2

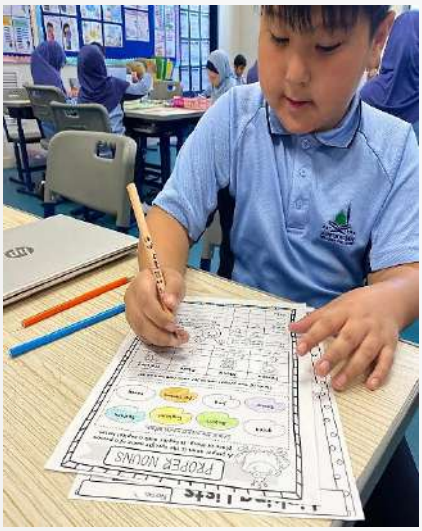
As we come to the end of Term 4, 2025, it has been wonderful to see how much the students have grown both academically and personally. Throughout the term, they engaged deeply in their learning across all subjects, strengthening their writing, problem-solving, creativity, and critical thinking skills. They showed resilience during challenges, collaborated respectfully with peers, and demonstrated increasing independence in their work habits.

From exploring persuasive structures and creating imaginative fables, to tackling new mathematical concepts and investigating the world around them in Science and HASS, each learning experience has shaped their confidence and understanding. Their efforts in Drama, Arts, and Health further supported their social, emotional, and creative development.

As they prepare to step into their new adventure in Year 3, the growth they have shown; academically, socially, and emotionally – has set a strong foundation for the exciting journey ahead. We are so proud of their achievements and pray that all their learning continues to guide them and benefit them, InshaAllah.

Literacy

This term in Literacy, students revised and strengthened their persuasive writing skills, focusing on building clear arguments using the Seven Steps structure in preparation for next year's NAPLAN writing. We also explored Language Conventions, revisiting key spelling rules and learning new ones to get a solid head start. In our genre studies, we looked closely at persuasive texts as well as narrative structures, especially fables. Students created story maps, analysed the features of fables, and finished the unit by writing their very own original fable.







Numeracy

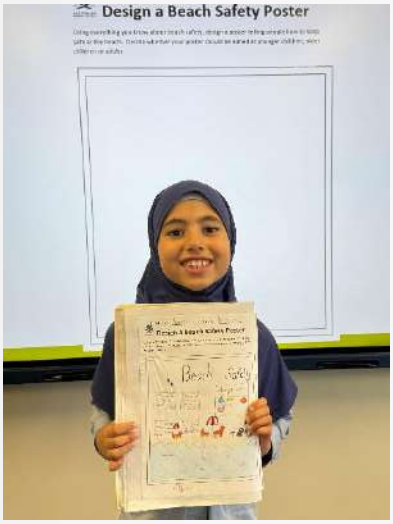
In Numeracy, we explored a range of important concepts including fractions, graphs, dot plots, everyday equations, and solving word problems. Students completed various NAPLAN-style quizzes to build confidence and accuracy. Year 2 also focused on creating picture graphs, measuring using different units, and reading calendars and time. These lessons helped students make strong connections between maths learning and real-life situations.





Health

In Health, students learned about persistence, recognising warning signs, and making safe choices. They practised the "Stop, Think, and Go" action plan to help respond to challenges, such as witnessing or experiencing bullying, and explored realistic solutions to difficult situations. Students also worked on **beach safety rules**, creating posters that highlighted warning "red flags" and explored the meaning of common safety symbols. Through these activities, they developed resilience, positive behaviour skills, and a deeper understanding of keeping themselves and others safe.



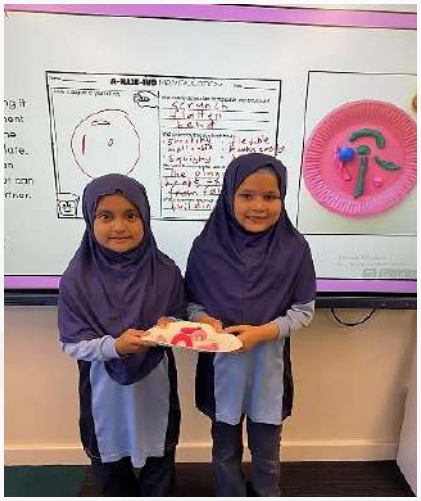


Science

In Science, students learned about materials and their properties. They investigated how certain materials are suited to different purposes and experimented with creating small structures. The hands-on nature of this unit made it exciting and engaging, as students tested, compared, and observed how different materials behave.

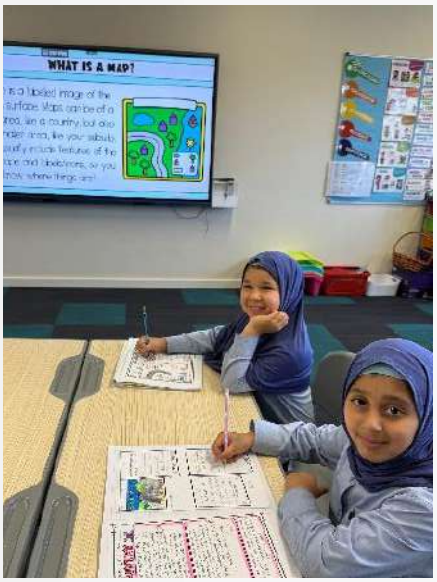


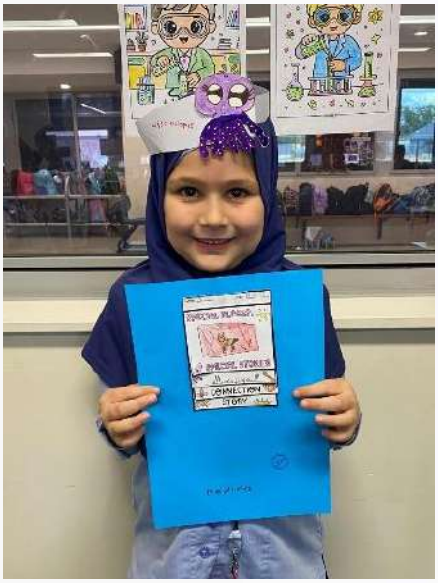





HASS

Our HASS topic this term centred on Geography. Students examined how we are connected to places and how different locations receive their names. We discussed the significance of places, especially for Aboriginal and Torres Strait Islander peoples, and reflected on why caring for our environments is so important. This unit encouraged students to think deeply about belonging, respect, and responsibility.

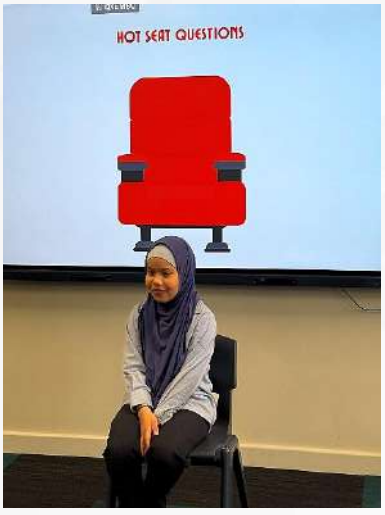


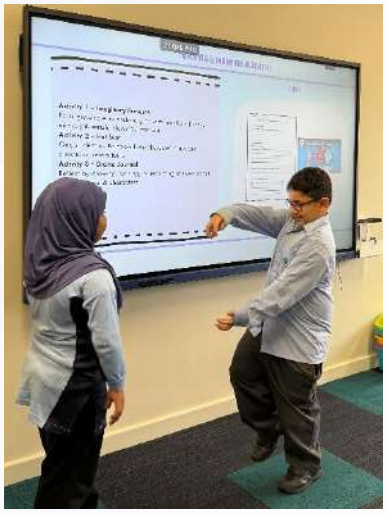


Drama Arts

During our Drama and Arts sessions, we explored the dramatic elements found within *The Rainbow Fish*. Students reenacted scenes, created story maps, and spent time reflecting on their performances. They practised using tone of voice, pace, movement, facial expressions, and body language to bring characters to life. These activities helped build students' confidence and creativity during rehearsals and performances.







Special Events

Seerah Week

During Seerah Week, students took part in a range of meaningful tasks and activities that helped them learn more about the life and character of Prophet Muhammad (ﷺ). They engaged in storytelling, reflection and interactive lessons that highlighted his qualities of kindness, honesty, and compassion. Students also participated in activities run by parents and teachers, which helped deepen their understanding and made the week even more engaging and memorable. It was a beautiful opportunity for students to strengthen their Islamic values and apply these teachings in their daily lives.





STEM Exhibition & Science Week

During our STEM Exhibition and Science Week, students explored hands-on investigations, interactive displays, and problem-solving challenges. As part of our STEM learning, students designed and created their very own **ArtBots** using plastic cups, motors, batteries, and connecting wires to form simple electrical circuits. Once switched on, the ArtBots vibrated and moved, creating colourful patterns and unique artwork on the paper beneath them. This hands-on project was exciting and fascinating for students, as they could see how electricity flows through a circuit and how movement can be transformed into creative expression. It was a highlight of Science Week and a wonderful way to blend engineering, art, and curiosity.






SciTech Materials & Elements excursion

Our excursion to SciTech was an exciting highlight of the term. Students explored a variety of interactive stations and exhibits that brought our Science learning to life. They investigated materials and their properties, experimented with elements, and engaged with hands-on activities that reinforced what we had been studying in class. The experience motivated students to think like young scientists—observing, predicting, and discovering with enthusiasm.





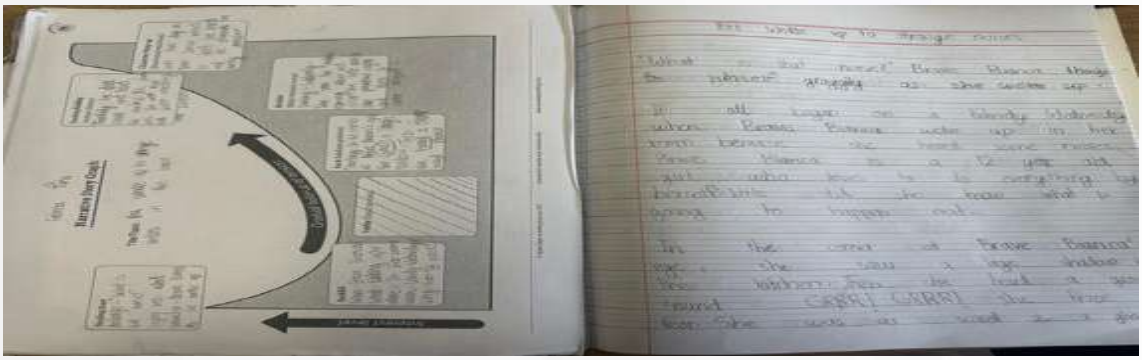




YEAR 3

English

Our focus this term has been narrative writing. We've been teaching the students how to structure their stories with a *sizzling start*, followed by a *Pebble* (small problem), *Rock* (medium problem), and *Boulder* (big problem), leading to a *character wrap-up* and an *exciting ending*. The students have really enjoyed how the tension builds as the problems grow larger, making the resolution more thrilling. Mashallah, they've done a great job using vivid descriptions and creating suspense. One of their favourite parts has been designing bigger challenges for their characters to overcome.





Maths

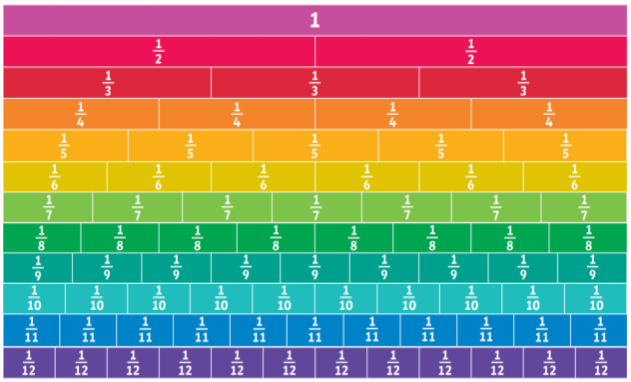
In maths this term, the students have been diving into exciting topics like money, time, length, addition and subtraction within 10000, fractions, volume and capacity, area, and multiplication and division. Telling the time on both analogue and digital clocks has been a bit tricky, but with hard work and practice, the students are getting much better at it! We've also had fun exploring different ways to measure length, volume, and capacity, and everyone has been doing a great job. Our daily review and Math games are super helpful, as it gives us a chance to go over what we've learned in the past few terms and keep our brains sharp. It would be wonderful if parents could keep supporting their children with times tables and fractions practice at home.

There are some fantastic online activities that can make this even more fun!

- Hit the Button
- Timestables.com
- Mathletics
- Plays.org/multiplication-table
- IXL



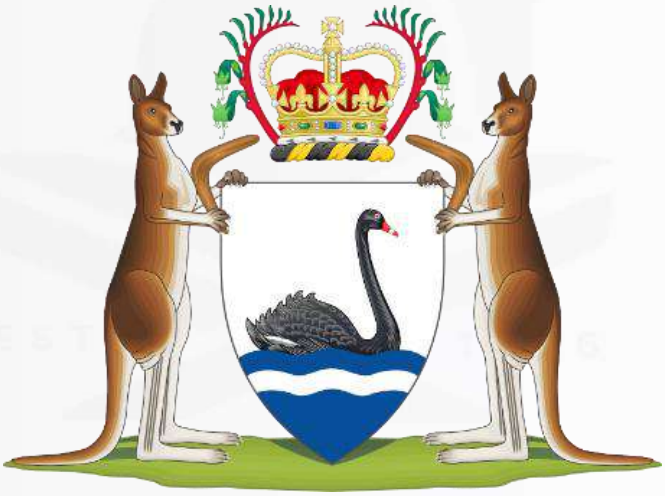




HASS

The subjects in HASS have been really interesting this term. We started by exploring *how* and *why places are different* around the world, looking at the unique features that make each place special. We then learned about the three flags associated with Australia and their significance. A highlight of the term was studying ANZAC Day, where we discovered its importance and the stories behind it. We also spent time learning about the *Coats of Arms* of Australia and who is responsible for granting them. It's been a term full of learning about Australia's history and symbols, and we've enjoyed exploring what makes our country so unique!





Science

Our topic in science this term has been the states of matter—solids, liquids, and gases. We've become scientists exploring how materials can change between these states! One of the highlights was making ice cream, where the students had the chance to see how a liquid can change into a solid. We also had fun melting chocolate outside in the sun and recording how long it took to change from solid to liquid. Another exciting experiment involved melting ice in different ways—using a window cell, a hairdryer, direct sunlight, and even holding it in our hands or wrapping it in a serviette. The students really enjoyed comparing how quickly the ice melted in each case and seeing how temperature affects the state of matter.





Other activities in Year 3

Drama has taken a big focus this term. The students have been learning about mime and how to act out scenes without speaking, using only their bodies and expressions. They've especially enjoyed bringing the story of *Jack and the Beanstalk* to life through dramatic performances. The students are working hard on their acting skills and are excited to showcase their performances at the end of the term, inshallah!

We had Seerah Week were learnt about the life of our Prophet Muhammad (PBUH) through hands-on and exciting activities. We spent the week exploring his noble character, key events from his life, and lessons we can learn from him.






We cannot forget to mention the amazing STEAM Week in Term 4. All students in Year 3 got involved in hands-on activities that encouraged creativity, problem-solving and teamwork through science, mathematics and art. It was wonderful to see students thinking critically, experimenting with ideas and proudly showcasing their learning.








YEAR 4

English

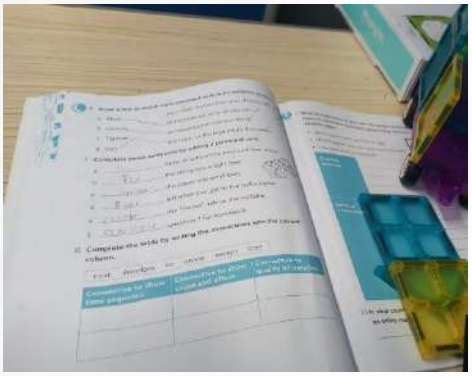
This semester, our Year 4 students explored a wide range of writing genres, building confidence and creativity in their written expression. We began by developing a strong understanding of different text types and their purposes, helping students recognise how authors write for different audiences.

Throughout the term, students learned to write clear and well-sequenced procedures, using precise verbs and step-by-step instructions. We then moved into the imaginative world of poetry, where students experimented with rhythm, imagery, and expressive language to create meaningful and engaging poems.

Our learning also included revisiting persuasive writing, where students practised presenting their opinions with supporting reasons. They strengthened their ability to use emotive words, rhetorical questions, and strong arguments in their writing. Finally, we explored narrative writing, giving students the chance to plan and craft stories with detailed characters, settings, and exciting plot events.

Alongside our writing program, students participated in daily literacy activities, including spelling, grammar, vocabulary development, and reading comprehension, supporting growth in both fluency and accuracy.







Maths

This semester, our Year 4 students explored a wide range of mathematical concepts through hands-on activities and real-life learning experiences.

We began with measurement, comparing and calculating volume, capacity, and temperature using appropriate tools and units, and applying these skills in practical contexts.

In fractions, students focused on recognising, comparing, and representing fractional parts in different ways.

They also investigated chance and probability, identifying outcomes as certain, likely, unlikely, or impossible in everyday situations.

Our geometry focus included symmetry and tessellation, where students explored patterns, repeated designs, and lines of symmetry creatively.

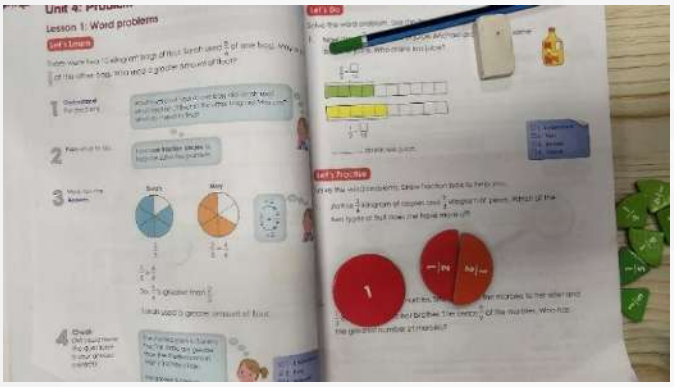
In our time unit, students learned about seconds, minutes, hours, days, and weeks, practising adding and subtracting time and applying it to timetables.

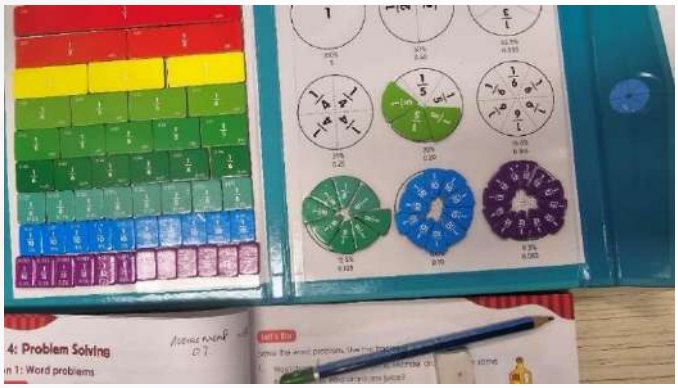
Students worked with tables and graphs, reading and creating picture graphs to represent data clearly.

Measurement skills continued with length and mass, comparing, ordering, and measuring objects using standard units.

To support financial literacy, students practised adding and subtracting money and applied these skills in real-world contexts like shopping and budgeting.

It has been a productive and engaging semester, with students developing confidence, accuracy, and enjoyment across all areas of mathematics.







HASS

This term in Humanities and Social Sciences (HASS), our Year 4 students explored the rich and complex histories of Australia and its connections with the wider world.

We began by examining contact before 1788, investigating interactions between Aboriginal and Torres Strait Islander peoples and early traders, explorers, and settlers. Students explored the trading relationship between the Yolngu people and the Macassans, gaining insights into early cross-cultural connections.

Our studies also focused on the impacts of British colonisation, comparing different concepts of land ownership and understanding how settlement affected Indigenous communities, including the Eora people.

Sustainability was another key focus. Students explored the meaning of sustainability, how environments support life, and how different perspectives influence sustainable practices. We also investigated local sustainability programs and discussed the role of local government in providing essential services.

In learning about law and governance, students examined the importance of rules and laws, including litter regulations, and considered their relevance in everyday life.

Our term included a Fremantle excursion, where students experienced "A Convict's Life" and traced the journey of the First Fleet.

Finally, we extended our global perspective by exploring the political divisions of Africa, and the voyages of Captain James Cook, linking exploration and settlement to historical consequences.

Through these activities, students developed a deeper understanding of history, culture, and the environment, connecting past events to present-day issues.













Science

This term, our Year 4 students explored the fascinating world of natural and processed materials, focusing on how their physical properties influence their uses.

We began by investigating materials through hands-on experiments, testing whether they leak, soak, or repel, and discovering how different properties suit different purposes.

Students explored natural materials like wool, learning about their unique characteristics and everyday applications.

Our investigations also looked at insulation, where students experimented with materials to see how well they retain or block heat.

To connect science with sustainability, we examined biodegradable materials, understanding what makes a material biodegradable and why this is important for effective waste management.

Through these activities, students developed curiosity, critical thinking, and practical investigation skills, linking scientific concepts to real-world applications.

It has been an engaging and informative term, with students gaining a deeper appreciation of how materials shape our environment and daily life.









STEM AND ART WEEK

This term, Year 4 students explored engineering and design through exciting hands-on projects.

Rubber Band Cars – Students designed, built, and tested rubber band-powered cars, learning about forces, motion, and problem-solving in a fun, practical way.

Sun Safe Playground – We investigated ways to make playgrounds safer from the sun, exploring materials, design ideas, and sustainability considerations.

Through these activities, students developed creativity, teamwork, and critical thinking while applying STEM concepts to real-world challenges.

What a vibrant and rewarding semester it has been for our Year 4 students at AIC Henley Brook!







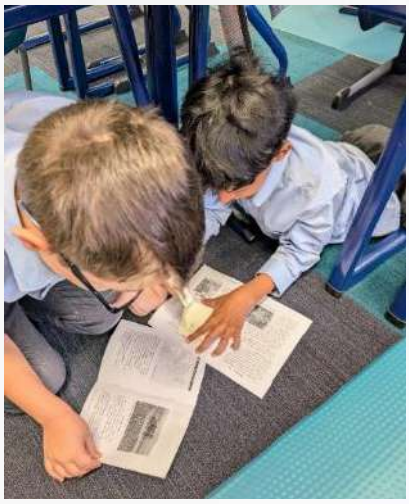
YEAR 5

Literacy

In Term 4, we strengthened our skills in comprehension, figurative language, speech marks, and editing, becoming more confident and thoughtful readers and writers. Working with our reading buddies was a highlight, giving us opportunities to practise fluency, support younger learners, and build collaboration. These activities helped deepen our love of reading while developing important communication skills. It was a term full of growth, creativity, and teamwork.








Math

In Term 4, we focused on mastering key skills in fractions, angles, triangles, quadrilaterals, percentages, and decimals. Students worked hard to deepen their understanding and apply these concepts in different ways. A highlight was using technology to teach our peers, which helped us explain our thinking and share our learning with confidence. It was a productive and engaging term in Mathematics.





Science

In Term 4, our science learning was filled with creativity, curiosity, and hands-on discovery. The highlight was our STEAM and Art Expo, where we were excited to share everything we created in STEAM throughout the year. Students proudly showcased their projects, inventions, and artworks to invited guests and families, celebrating both their learning and their creativity. It was a wonderful way to finish the year.







Sports Carnival

Our 2025 Sports Carnival was a fun and successful day filled with energy, teamwork, and great sportsmanship. Students enjoyed every event, from races to team activities, and supported each other with enthusiasm. We are especially grateful to our families, whose encouragement and presence made the day even more special. Thank you for helping make this year's carnival such a memorable celebration.






HASS

In Term 4, we explored goods and services, the economy, and how businesses operate. Students worked together in groups to create their own small businesses for the Year 5 Business Fair, where they applied what they learned to real-life situations. The fair was a great success and helped raise funds for our Year 6 graduation in 2026. It was an engaging and meaningful way to connect our learning to the real world.







Art: Drama

In Drama, we used Canva to create live advertisements promoting our businesses to the whole school community. This project allowed us to showcase our creativity, marketing ideas, and acting skills as we brought our business concepts to life. It was a fun and engaging way to blend drama, design, and real-world communication.




Oz Life Incursion

Our Oz Life Incursion was an unforgettable experience that brought our learning to life. We were able to see a real koala up close, hold a snake, and interact with a variety of fascinating Australian animals. Touching them and learning about their habits and habitats helped us deepen our understanding of native wildlife. The hands-on experience filled our day with excitement and made us love learning even more, turning our regular school day into a truly inspiring incursion.






YEAR 6

Maths

This term in Maths, our Year 6 students have been exploring the exciting connections between **fractions, decimals, and percentages**. Students learnt how to convert between these forms, solve real-life problems, and apply their knowledge in a range of hands-on activities and challenges. From working out discounts and percentages to creating fraction models and solving multi-step problems, our learners have shown great enthusiasm and growth. We are proud of their progress and confidence as they prepare for high school!





Literacy

In English this term, our Year 6 students have been building their skills across several key areas. They explored **persuasive writing**, learning how to craft strong arguments, use persuasive devices, and write with purpose and conviction. Students also practised converting between **direct and indirect speech**, developing confidence in punctuation, dialogue rules, and reporting language. Alongside these skills, our learners engaged in rich discussions, responded thoughtfully to texts, and strengthened their ability to express ideas clearly and creatively. We are incredibly proud of the progress they have made and the enthusiasm they bring to every lesson.





Science

This term in Science, our Year 6 students explored the fascinating world of **Chemical Sciences**, focusing on how materials change and whether those changes are **reversible or irreversible**. Through a series of hands-on investigations—such as modelling the water cycle, observing evaporation and condensation, dissolving substances, testing rust prevention, and exploring reactions that produce gas—students engaged deeply with scientific inquiry. They worked collaboratively, posed thoughtful questions, made predictions, collected data, and used evidence to explain their findings.

Students also applied their learning in a creative STEM project, designing and constructing a **crystal castle model** that could withstand warm, dry conditions during filming. This project allowed them to combine their understanding of saturated solutions, crystal formation, and fair testing with design skills and teamwork.

We are incredibly proud of the curiosity, critical thinking, and enthusiasm displayed by our young scientists throughout the term.





HASS

This term in HASS, our Year 6 students explored key Economics and Business concepts, including **needs and wants, scarcity, opportunity cost, and consumer decision-making**. They examined how resources are used, how choices affect families and communities, and learnt about ethical and sustainable purchasing through topics like **Fair Trade**. Students also investigated different types of businesses and the role of entrepreneurs. Through discussions, budgeting tasks, infographics, and real-life examples, students developed a stronger understanding of how economic decisions shape the world around them.




Health

This term in Health, our Year 6 students focused on **protective behaviours, emotional awareness, and self-management**. They learnt about assertive communication, problem-solving, trusted networks, and what to do in unsafe or emergency situations. Students also explored their emotions through activities on **social-emotional blockers, calming strategies, the "Monkey Brain," and the four emotional zones**, helping them understand how feelings influence behaviour and relationships. We are proud of the maturity and confidence they demonstrated while learning how to stay safe, regulate emotions, and support their overall wellbeing.



Art

This term in Drama, our Year 6 students explored how to use voice, movement, character, and mood to communicate meaning on stage. They developed their improvisation skills, experimented with freeze frames, role-play, and character-building activities, and learnt how setting and situation influence dramatic choices. Students also created and performed their own devised drama pieces, then transformed these into short scripts using correct script conventions. They concluded the term by rehearsing and presenting their scripted performances and reflecting on the drama elements used. It has been wonderful to see their confidence, creativity, and teamwork shine through.



LOWER PRIMARY DIGITAL TECHNOLOGY

Hands-On STEAM Learning from Year 1 to Year 5

This term, our Year 1 to Year 5 students have been enthusiastically immersed in hands-on STEAM learning, exploring a range of creative and technological design challenges.

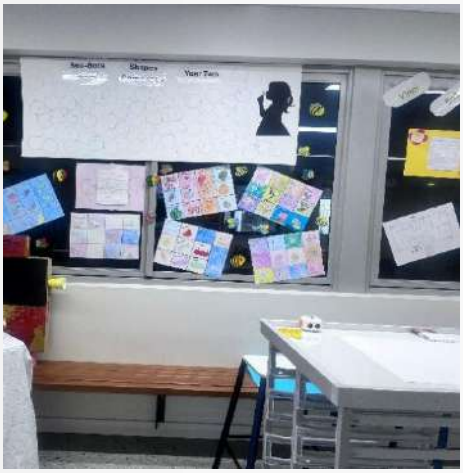
Year 1 students took their first steps into the world of digital creation by learning to design with shapes, colours, and recycled materials developing confidence as young digital creators. Their excitement grew as they saw their ideas come to life on screen by creating their own robot and laptops.







In Year 2, students explored movement, direction, and early computational thinking through Bee Bots. They programmed the bots to navigate paths and solve small challenges, while also engaging in data collection activities to strengthen their understanding of patterns and information gathering.





Year 3 students built on these foundations by practising more advanced coding skills. They learned how sequences and loops work, experimenting with coding challenges that encouraged logical thinking and problem-solving.

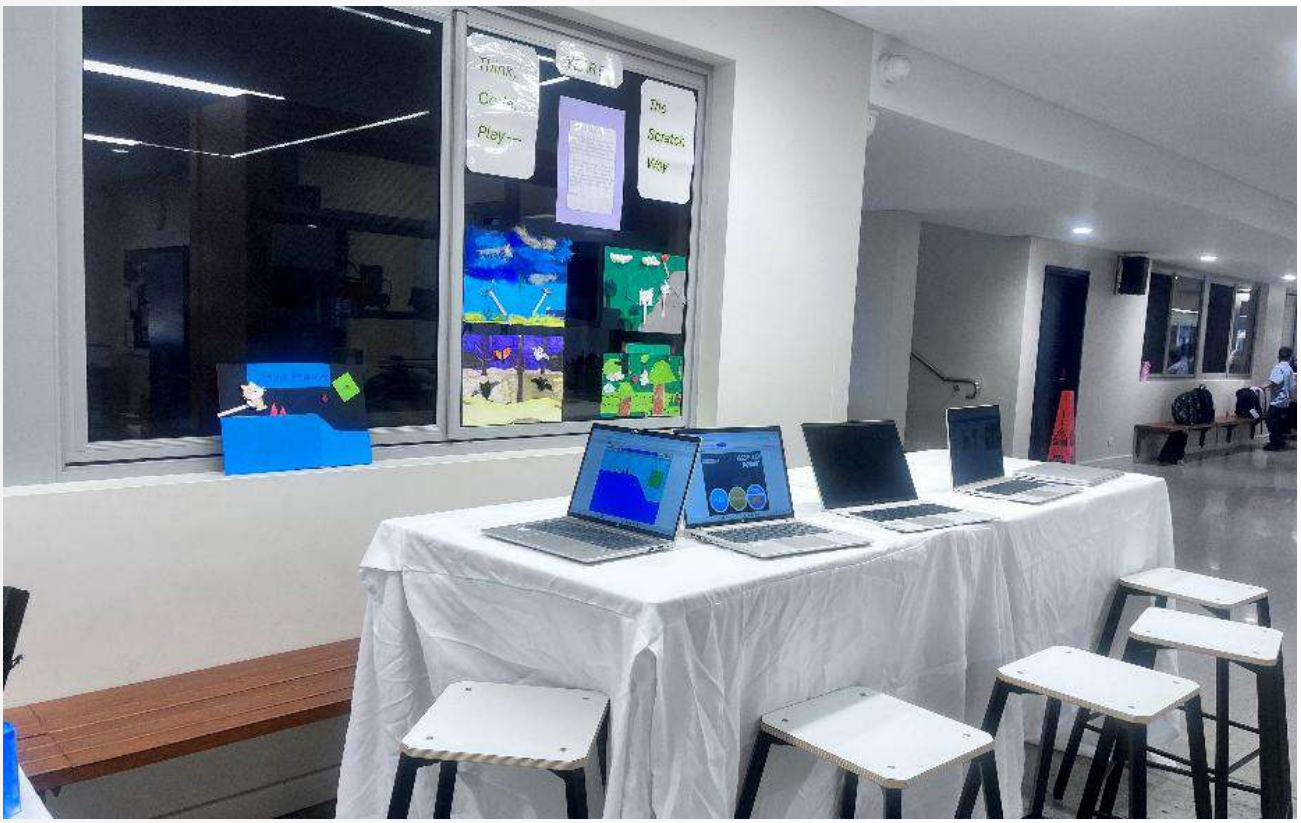
Year 4 students shifted their focus to designing peripheral devices. They explored inputs, outputs, and how technology interacts with users, creating imaginative prototypes that showcased both creativity and practical design thinking.

Our Year 5 learners rose to the challenge by designing their own Scratch games. They developed gameplay mechanics; they also designed their 3D poster to reflect the game they made.









PRIMARY ARABIC

This term, our primary students continued to strengthen their Arabic language skills across **speaking, reading, writing, and listening**. The focus was on practical vocabulary, sentence construction, and conversational Arabic, enabling students to communicate more confidently in classroom discussions and everyday expressions.

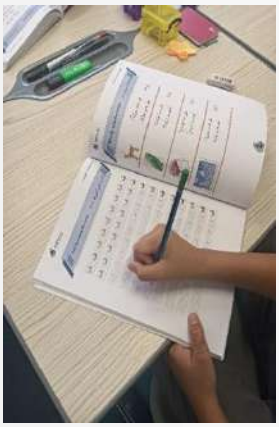
Lower Primary:

Students worked on identifying and pronouncing Arabic letters with correct makhārij (articulation points) and began forming simple words and phrases. They enjoyed interactive activities such as matching games, role-playing, and visual aids to reinforce vocabulary retention.

Upper Primary:

Students focused on building sentences, reading comprehension, and short writing tasks. They explored familiar themes such as family, school, and Islamic values through structured dialogues and stories. Special emphasis was placed on improving fluency and grammar, including subject-verb agreement and gender awareness in sentence construction.

Throughout the term, students engaged in **paired conversations, reading aloud, and classroom presentations**, which helped boost their confidence and fluency in Arabic. We are proud of their progress and look forward to building on this strong foundation in the coming term.







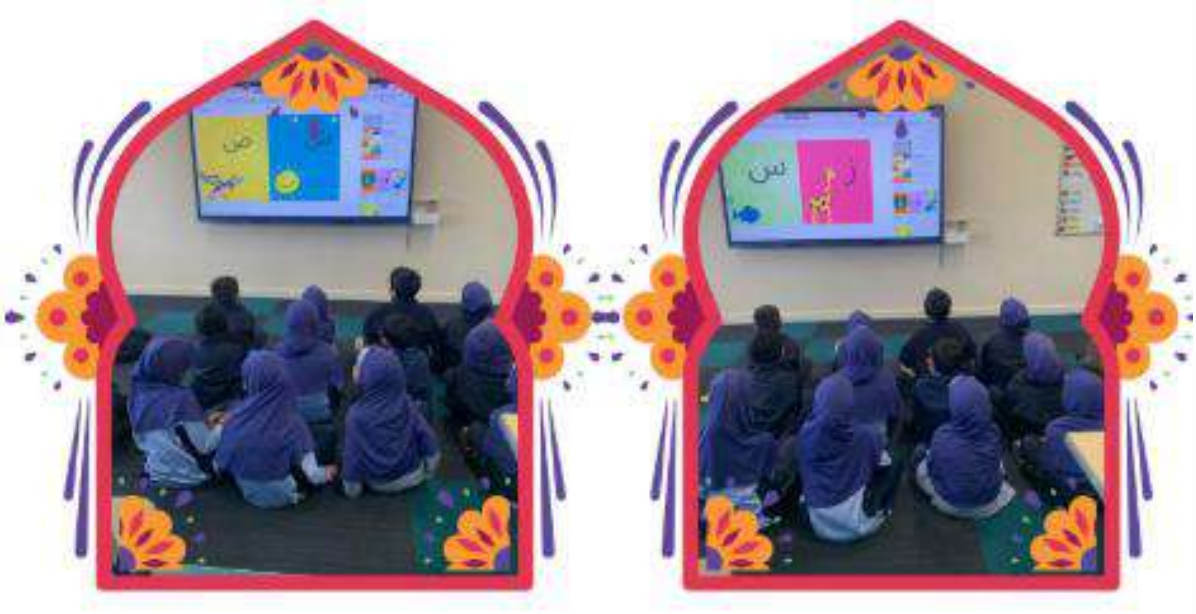








PRIMARY QURAN



During term 4 a strong focus was building a solid foundation of the letters in all their forms. This was the aim before moving students on to more challenging concepts. Teaching explicit Arabic phonics in the primary years involves intentional, systematic instruction in the sounds (phonemes) and shapes (graphemes) of Arabic letters. A structured warm-up routine helps establish consistency, builds confidence, and supports long-term literacy development.

Incorporating games like puzzles changes up the routine while still reinforcing a strong phonics foundation in Arabic. This strategy boost motivation and allows for differentiation, accounting for different learning styles. This also reinforces visual discrimination between similar letters e.g., ب، ت، ث.





In Term 4 students also learnt:

1. Letter Recognition Practice
Visual Flashcards: Display one letter at a time, students call out the name (e.g., ا - alif).
Air Writing or Tracing: Students trace the letter in the air on mini-whiteboards or on sand trays, reinforcing muscle memory.

2. Sound Association
Introduce or review the sound the letter makes, not just the letter name.
For example, for the letter ب (ba), students say the sound /b/ (not "ba").
Use repetition and gestures to anchor sound to letter.

3. Articulation Practice
Practice mouth movement to produce correct articulation of the sound, focusing on heavy and light letters.

(e.g., ص ض ق) which students benefit from explicit modeling.
This structured framework during lesson time allows for solid recognition of letters before moving on to more complex rules in reading.

PRIMARY SPORTS

Dear Parents and Caregivers, Assalamualikum

What a vibrant and action-packed term it has been in our Primary School Sports Program! Students from all year levels have been actively exploring a wide variety of physical activities designed to strengthen their coordination, balance, confidence, and teamwork. Throughout PE sessions, students practised fundamental body movements such as running, jumping, balancing, throwing, catching, rolling, and stretching. Their enthusiasm and willingness to try new challenges have been fantastic to see.

Carnival Preparation – Skills, Teamwork & Excitement

In the weeks leading up to our annual School Sports Carnival, classes spent extra time refining the skills needed for each event. Students practised:

- Confident race starts and finishes
- Aiming and accuracy for the ball-to-bucket event
- Strength and collaboration for tug-of-war
- Endurance and pacing for running events

The playground and oval were filled with excitement as students encouraged their teammates and worked hard to prepare for the big day.

Upper Primary Sporting Games

In addition to carnival training, our **Upper Primary students** also participated in friendly **basketball and soccer games** this term. These matches were a wonderful opportunity for students to:

- Practise teamwork and communication
- Build game awareness and strategy
- Improve ball-handling and movement skills
- Enjoy healthy competition in a supportive environment

The games were lively, energetic, and full of encouragement from their peers. Students demonstrated excellent sportsmanship and pride in representing their year levels.






Sports Carnival Day – A Celebration of Fun & Achievement

This year's School Sports Carnival was a **tremendous success**, filled with laughter, cheers, and outstanding participation. Students competed in a range of events, including:

- Ball-to-Bucket Race
- Tug-of-War
- Running Races

Every participant showed dedication, energy, and a wonderful school spirit. It was uplifting to see students celebrate one another's achievements and enjoy the thrill of the day.



A Fun-Filled Community Day

The carnival wasn't just about sports—it was a full community celebration! Families enjoyed:

- A variety of **food trucks**
- A refreshing ice-cream stand
- A colourful lolli station

Plenty of shaded areas to relax and enjoy the events

Parents and caregivers lined the sidelines to cheer on the students, creating a warm, supportive, and festive atmosphere.

Thank You to Our School Community

A heartfelt thank-you goes out to our teachers, staff, parent volunteers, and families. Your support made the day run smoothly and created an unforgettable experience for our students.

Most importantly, **congratulations to all our students**—from lower to upper primary—for your enthusiasm, sportsmanship, and effort in every activity. You made this term truly special!

We look forward to more sporting fun and new challenges next year.

Warm regards,
The Sports Department-Henley Brook

HIGH SCHOOL QURAN

Alhamdulillah, Term 4 has been a productive and blessed time for our High School Qur'an classes. Students across all year levels participated in enriching activities, including Qur'an writing, Tajweed practice, Qāʿidah lessons, and translation work. These sessions not only enhanced their skills but also deepened their connection with the Book of Allah.

Year 7 and 8 Quran reading

Our Year 7 and 8 students focused on Surah Al-Imran, practicing Tajweed with care and precision. Each verse was recited attentively, ensuring correct articulation and application of rules. This activity fostered accuracy in recitation and a growing love for the Qur'an.





High school Qaidah lesson

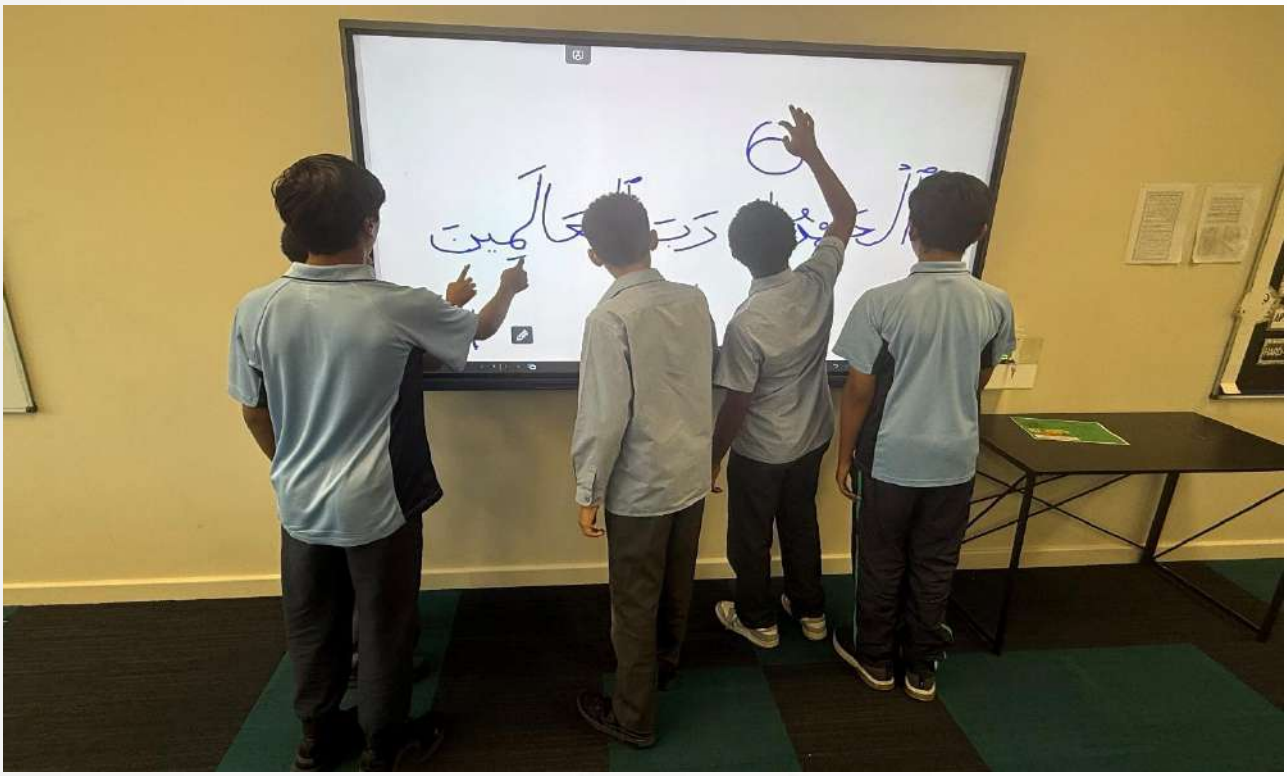
Every Year 8 student engaged in Qāʿidah reading at their own level, progressing at a pace suited to their ability. This personalised approach encouraged confidence and steady growth, with students taking ownership of their learning journey.



Year 7 Qur'an Writing

Our Year 7 boys took part in a Qur'an writing activity, carefully copying verses from the Mushaf. This exercise helped them build focus, patience, and respect for the sacred text. The students showed great enthusiasm and precision, making the session both engaging and spiritually uplifting.

We pray that Allah accepts the efforts of our students, teachers, and families in nurturing the love of the Qur'an. May He make the Qur'an the light of their hearts, a guide in their lives, and a means of success in this world and the Hereafter. Ameen.



HIGH SCHOOL SCIENCE

Term 4 has been an exciting and productive time in the Science Department, with students engaging in hands-on learning, real-world applications, and collaborative presentations across all year levels.

Our Year 7 scientists have journeyed through Space and Earth systems, developing an understanding of celestial bodies, gravity, seasons, and the scale of our solar system. Students also explored the water cycle, analysing key processes such as evaporation, condensation, precipitation, and collection, and evaluating how water moves through natural environments.

A highlight of the term was the Year 7 cohort's outstanding assembly presentation on Al-Khwarizmi, the influential Muslim scholar often regarded as the "father of algebra." Students showcased his contributions to mathematics and science, linking historical knowledge to modern STEM learning. Their confidence, teamwork, and appreciation for scientific heritage were truly commendable.

Year 8 students have been investigating Earth's structure, different types of rocks, and the geological processes that form them over time. They extended this knowledge into the real world by examining mining practices, refining techniques, environmental impacts, and WA's role as a global mining leader.

Year 10 students have been working through one of the most fascinating areas of science: DNA and genetics. They examined how traits are inherited from parents to offspring, analysed Punnett squares, and explored chromosomal abnormalities and genetic variation. Students also investigated real-world applications, such as genetic testing, biotechnology, and ethical considerations in modern medicine and research. This unit has challenged students to think critically and apply scientific reasoning to contemporary issues.





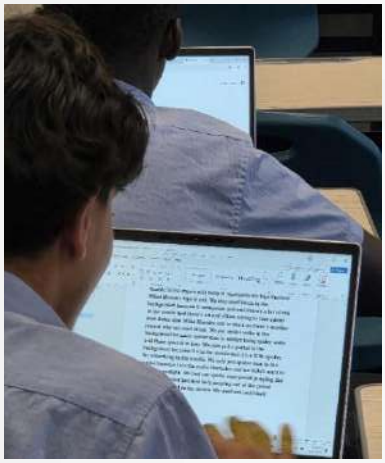
HIGH SCHOOL ENGLISH DEPARTMENT

We're delighted to share the incredible learning experiences from our English classes this term! From creative visual projects to rigorous analytical tasks, our students have demonstrated enthusiasm, critical thinking, and collaboration throughout the term. Here's a closer look at what each year group accomplished.

Year 7 – Exploring Visual Literacy

Year 7 students embarked on an exciting journey into the world of visual literacy. This unit encouraged them to think beyond words and explore how images convey meaning. For their midterm assessment, students designed vibrant posters inspired by the blockbuster film *Spiderman: Across the Spider-Verse*. Each poster was accompanied by a detailed rationale, explaining the choices behind colours, layout, symbolism, and more! These presentations sparked lively discussions and showcased their creativity and analytical skills.

As the term progressed, students delved deeper into film analysis using SWAT codes: examining Symbolism, Writing, Audio, and Technical elements. Their end-of-term exam required them to apply these techniques to analyse the movie comprehensively. This hands-on approach made learning enjoyable and interactive, proving that English isn't just about reading, it's about interpreting the world around us. Many students commented on how refreshing it was to engage with visuals and film techniques, and the confidence they gained in presenting their ideas was evident.







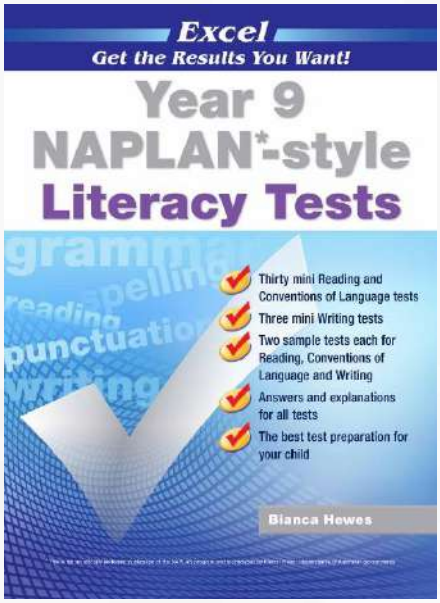


Year 8 – Sharpening Skills for NAPLAN and the art of Verbal Sparring

Year 8 focused on preparing for NAPLAN, balancing skill-building with engaging activities. The highlight of their midterm was an in-class formal debate, where teams passionately argued their cases. Students demonstrated confidence, quick thinking, and respect for opposing viewpoints, making the debates both educational and entertaining. The focus in the room was palpable as students worked collaboratively to craft strong arguments and rebuttals.

Following this, the emphasis shifted to practice tests aimed at refining reading comprehension, conventions of language, and writing skills. Through consistent practice and feedback, students strengthened their ability to interpret texts, construct logical arguments, and express ideas clearly. This preparation not only equips them for NAPLAN but also builds lifelong communication skills. We were impressed by the resilience and determination shown by students as they tackled challenging tasks with enthusiasm.

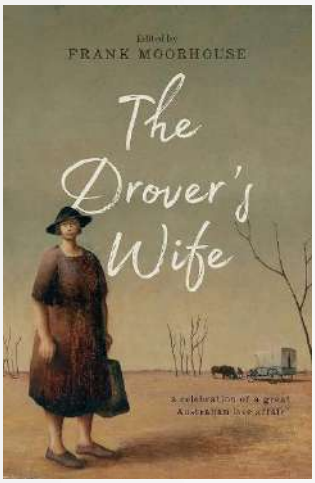




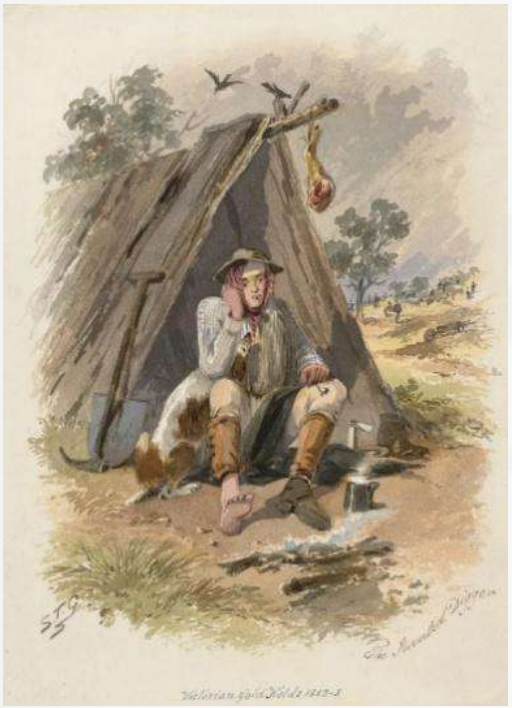
Year 10 – Australian Stories and Visual Analysis

Year 10 began the term by exploring short stories from an Australian perspective, uncovering themes of identity, culture, and belonging. Their midterm assessment challenged them to analyse an unseen text, testing their ability to think critically and respond under timed conditions. This task encouraged students to draw on their understanding of narrative techniques and thematic interpretation, skills that will serve them well in senior years.

In the latter half of the term, students shifted focus to visual literacy within historical contexts and more. They examined advertisements, posters, and paintings, learning how visual techniques communicate messages and influence audiences. For their final assessment, students completed a detailed visual annotation and wrote an essay analysing the techniques used in a chosen visual. This unit aimed to not only enhanced their analytical writing but also deepened their understanding of how visuals shape meaning across time and culture.









High School Islamic Studies

"Indeed, the believers are but brothers, so make settlement between your brothers. And fear Allah that you may receive mercy." (Qur'an 49:10)
The Prophet ﷺ said: "None of you truly believes until he loves for his brother what he loves for himself." (Bukhari & Muslim)

Assalamu Alaikum Parents and Students,
This term in Islamic Studies, our high school students have been exploring essential themes from the Qur'an and Sunnah that shape character and community life. The focus has been on Surah al-Hujurāt, Salaat-ul-Istikhaarah, Hayaa' (Modesty), Surah al-Mutaffifin, and Surah al-Insaan.

Key Learning Areas

- Surah al-Hujurāt: Promotes respect, unity, and social harmony. Students discussed avoiding harmful behaviors such as backbiting (Gheebah), spying (Tajassus), and mockery (Sukhriyyah), and the importance of verifying information before sharing.
- Salaat-ul-Istikhaarah: Emphasized seeking Allah's guidance in decision-making and avoiding superstitious practices like astrology or fortune-telling.
- Hayaa' (Modesty): Focused on how modesty is a branch of faith, influencing speech, dress, and behavior, and why it remains vital in today's media-driven world.
- Surah al-Mutaffifin: Explored themes of honesty in trade and justice, learning why cheating and fraud are condemned in Islam.
- Surah al-Insaan: Lessons centered on gratitude, patience, and the rewards promised to those who strive for righteousness.

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Interactive Activities

- Role-plays and Case Studies: Students practiced applying Islamic principles in real-life scenarios, such as resolving conflicts and making ethical choices.
- Reflection Sheets: Encouraged personal accountability and understanding of taqwa (God-consciousness).
- STEAM Integration: Linking Islamic concepts with technology and problem-solving, such as creating digital posters on 'Smart Salah Time Finder'.
- STEAM Activity: Students used a stick and sunlight to determine Salah times based on shadow length.
- Hands-on experiment showing shadow changes for Dhuhr, Asr and Maghrib.
- Students observed how the sun's position affects shadow length and prayer times.







Seerah Week Highlights

- Midterm Test: Focused on the Seerah of Rasulullah ﷺ, assessing students' understanding of key events and lessons.
- Seerah Quiz Competition: An engaging activity where students showcased their knowledge of the Prophet's life and teachings.
- Students participated in a Kahoot-based Seerah Quiz competition, making learning interactive and fun.
- Classroom view during the Seerah Quiz on Kahoot.
- Leaderboard screen showing quiz results and engagement.
- Students excitedly answering questions during the quiz session.







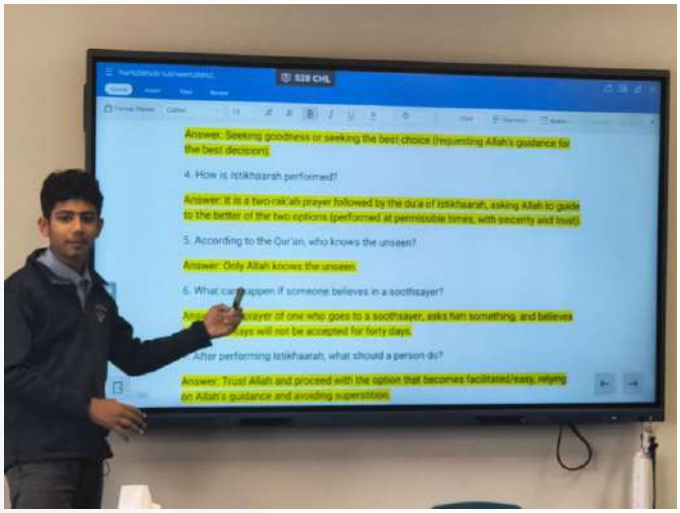
Classroom Highlights

Year 8B students engaged in collaborative learning and presentations on Salaat-ul-Istikhaarah. Activities included reviewing answers and explaining concepts to peers using the interactive display.

Students attentively following along during a peer-led presentation.

Presentation highlighting key answers on Salaat-ul-Istikhaarah.





Looking Ahead

Next term, we will continue building on these foundations with topics that strengthen faith and character, preparing students to live as responsible Muslims in a diverse society.

End-of-Year Reflection

As this is the final term of the year, our focus extends beyond classroom learning. We encourage students to practice the understanding of Deen in their daily lives, applying the values and principles they have studied throughout the year. This is an opportunity to strengthen character, deepen faith, and prepare for a new year with renewed commitment to excellence in both academics and spirituality. We look forward to seeing our students do even better next year, embodying the teachings of the Qur'an and Sunnah in every aspect of life.

HIGH SCHOOL DIGITAL TECHNOLOGY

Our Year 7 students have been exploring the exciting world of wearable technology through a hands-on project using the BBC micro:bit. As part of their learning, students designed their own wearable digital watch, developing both the technical programming and creative design elements.

In addition to coding the watch features on the micro:bit, students created their own unique watch brand and produced a video advertisement to showcase their product. This project allowed them to combine digital skills, creativity, and marketing concepts while building confidence in real-world technology applications.

We are proud of the innovation and enthusiasm our Year 7 students have shown throughout this project.





Our Year 9 students have been enthusiastically participating in the Australian Business Week (ABW) program, an immersive initiative designed to build teamwork, leadership, and real-world business skills. Throughout the program, students worked collaboratively to design and manage their own simulated company—making decisions about marketing, finance, product development, and operations.

This hands-on experience not only strengthened their problem-solving and communication skills but also gave them valuable insight into the world of business and entrepreneurship. We are incredibly proud of their dedication, creativity, and teamwork throughout the week.





Hass

Year 7

This term in Year 7 HASS, students explored key historical skills by learning to distinguish between primary and secondary sources, analysing how each type of evidence helps us understand the past. As part of our Term 4 History unit on Ancient Egypt, students investigated pharaohs, social structures, beliefs, and the importance of the Nile River in sustaining one of the world's earliest civilisations. To bring their studies to life, students took part in a fun hands-on activity where they wrapped each other as "mummies", helping them understand ancient burial practices and the significance of mummification in Egyptian culture.













Year 8 Hass



In Year 8 HASS, students explored feudalism and the social hierarchy that shaped life in Europe between the 9th and 15th centuries. They examined the roles of kings, nobles, knights and peasants, gaining insight into how power and responsibilities were distributed during the medieval period. The class also investigated the Crusades, including the motivations of crusaders and the conquest of Jerusalem, analysing how these events influenced cultural contact and conflict. In addition, students studied the Black Death, tracing the major trade routes that allowed the disease to spread across continents. They then applied this historical knowledge to modern issues, comparing medieval responses to pandemics with the strategies used today to prevent outbreaks from worsening. This helped students develop a deeper understanding of continuity, change and the importance of effective global responses to crises.

Year 10 HASS.



In Year 10 HASS, students examined the major events and impacts of World War II, analysing the causes of the conflict, key battles, and the significant social and political changes that followed. A central focus of the unit was the Holocaust, where students studied the systematic persecution and genocide of Jewish people and other targeted groups, deepening their understanding of human rights violations and the consequences of prejudice and totalitarianism. Building on this, students investigated the creation of the Universal Declaration of Human Rights (UDHR) in 1948, exploring how global leaders attempted to ensure such atrocities would never occur again. The class also connected these global movements to Australia by learning about the fight for Aboriginal and Torres Strait Islander rights and freedoms, including campaigns for citizenship, land rights, self-determination, and recognition. Through these topics, students developed a deeper understanding of conflict, resilience, justice, and the ongoing importance of protecting human rights in Australia and around the world.

HIGH SCHOOL MATHEMICS

Throughout the term, students across the High School Mathematics cohort participated in a structured and progressive program designed to strengthen core mathematical skills, develop problem-solving strategies, and build confidence in applying concepts to a range of contexts. Teaching and learning focused on explicit instruction, regular revision, and supported practice, allowing students to build both procedural fluency and mathematical reasoning.

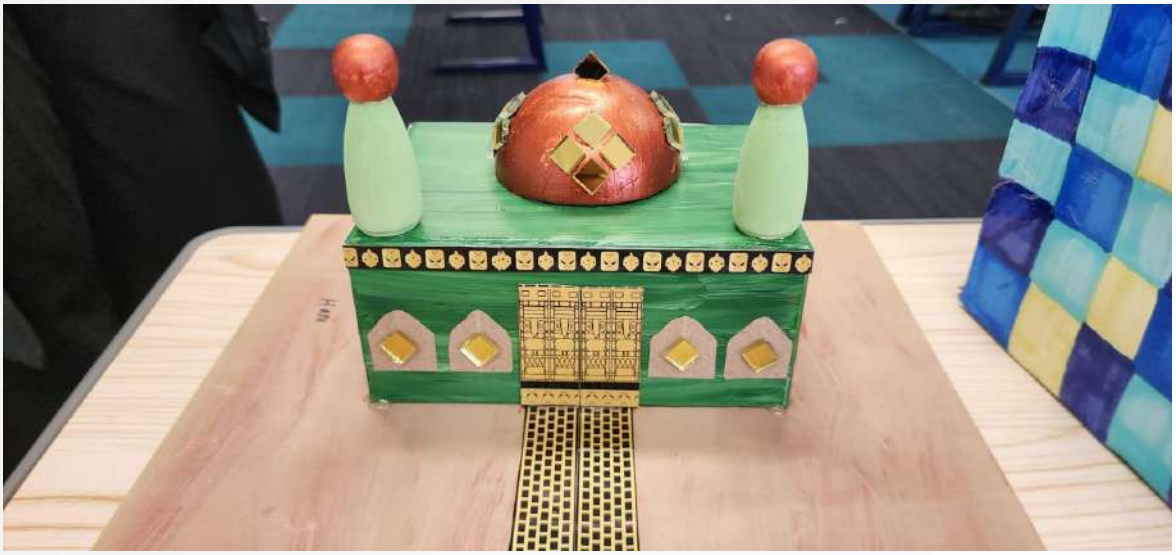
Year 7 Mathematics (Mainstream)

In Year 7 Mathematics, students consolidated key number and algebra foundations before extending their understanding into geometry, transformations, and measurement. The term began with revision of algebraic concepts and progressed into solving linear equations using a variety of strategies, including inspection and formal methods.

Students explored chance and probability, learning to describe events using appropriate mathematical language and representations. Geometry was a major focus, with students classifying polygons and triangles, investigating angle sums in triangles and quadrilaterals, and applying transformations such as reflection, rotation, and translation.

Later in the term, students worked extensively with equations and formulas, strengthening their ability to substitute values and solve for unknowns. Measurement topics included perimeter, area of rectangles, parallelograms and triangles, volume of rectangular prisms, as well as mass, capacity, and temperature. Revision lessons were embedded throughout the term to prepare students for assessments.

Students completed both a Mid-Term Test and an End-of-Term Test, with structured feedback sessions used to address misconceptions and support improvement.



Year 8 Mathematics (Mainstream)

Year 8 Mathematics focused on extending algebraic thinking, data representation, probability, and geometric reasoning. The term commenced with measures of centre and data collection, where students conducted surveys and analysed data through probability experiments.

Students used Venn diagrams and two-way tables to organise and interpret information, before moving into investigations of patterns, rules, tables, and graphs. These representations were then applied to solving linear equations using graphical methods.

Geometric transformations were revisited in greater depth, with students applying reflections, translations, and rotations to a variety of shapes. Congruence and similarity featured strongly later in the term, with students justifying congruent figures, exploring similar shapes, and applying scale factors. Revision lessons supported both the Mid-Term and End-of-Term assessments, with feedback provided to consolidate learning and improve exam readiness.



Year 10 Mathematics – Pathway 1

Pathway 1 students undertook a rigorous Mathematics program aligned with senior secondary expectations. The term focused heavily on algebra and coordinate geometry, beginning with consolidation of algebraic skills and progressing into solving linear equations and inequalities.

Students developed strong graphing skills, including finding equations of straight lines and interpreting gradients and intercepts. These skills were extended into solving simultaneous equations both graphically and algebraically using substitution and elimination methods.

Geometry topics included congruent triangles, similar figures, and proving similarity, with students required to justify their reasoning using correct mathematical terminology. Index laws and negative indices were revised and extended before students moved into scientific notation. Towards the end of the term, students explored exponential growth and decay, exponential equations, and compound interest, linking mathematics to real-world financial contexts.

Mid-Term and End-of-Term assessments were supported by structured revision and targeted feedback lessons.

Year 10 Mathematics – Pathway 2

The Pathway 2 Mathematics program focused on building confidence, conceptual understanding, and practical application of key mathematical skills. Students revised core algebra before working on linear equations, inequalities, and graphing straight lines.

A strong emphasis was placed on finding equations of lines and understanding geometric concepts such as length and midpoint of line segments. Geometry units included congruent triangles and similar figures, with students applying similarity to real-world and practical problems.

Students also revised index laws, negative indices, and scientific notation to strengthen number sense and algebraic fluency. Assessment preparation included scaffolded revision, structured practice, and detailed feedback to support improvement and understanding.



Assessment and Support

Across all year levels, students completed Mid-Term and End-of-Term assessments, with feedback sessions used to guide reflection and improvement. Students were encouraged to attend additional support sessions during recess and lunch, and regular homework tasks reinforced classroom learning.

Overall, students demonstrated positive engagement and steady progress throughout the term, with many showing increased confidence in applying mathematical concepts independently. Moving forward, the focus will be on consolidating learning and preparing students for upcoming assessments and senior secondary pathways.

High School Arabic

السلام عليكم ورحمة الله وبركاته،
أهلًا وسهلًا بكم في نشرتنا العربية لفصل الربع الرابع

The Arabic Department at **AIC Henley Brook** had an exciting **Term 4** filled with interactive learning, essential language development, and meaningful discussions across all high school year levels.

Year 7 Focused: Fajr Prayer (صلاة الفجر) & End of the Academic Year (نهاية العام الدراسي)

Year 7 students engaged in two meaningful topics this term.
In the first unit, ***Fajr Prayer***, students learned essential vocabulary related to prayer actions, morning routines, and Islamic values. They practiced constructing sentences describing the steps of Fajr, discussed the significance of beginning the day with this blessed prayer, and explored themes such as discipline, focus, and avoiding laziness.

Interactive learning tools including mind-maps, reading passages, and guided classroom conversations helped students connect vocabulary with real-life application. Activities such as role-play, vocabulary matching, and short writing tasks enabled them to express themselves confidently in Arabic.

In the second unit, ***End of the Academic Year***, students reflected on their progress and achievements. They used new vocabulary to describe subjects, school experiences, personal goals, and the importance of gratitude for knowledge. Students practiced reading and speaking tasks that allowed them to summarize their learning journey and express appreciation for their efforts and accomplishments.

These lessons supported vocabulary growth, sentence construction, and increased confidence in reading, speaking, and writing Arabic.







Year 8 Focused: Importance of Friendship (أهمية الصداقة) & Domestic Animals (الحيوانات الأليفة)

Year 8 students explored two rich and engaging topics this term.

In the first unit, ***Importance of Friendship***, students discussed what friendship means to them and learned how to describe good character traits in Arabic. They practiced using demonstrative nouns in conversation, wrote short paragraphs about the qualities of a good friend, and explored Islamic values such as honesty, kindness, and loyalty. Class discussions and role-play activities strengthened their speaking confidence and helped them apply vocabulary in real-life contexts.

The second unit, ***Domestic Animals***, expanded students' descriptive language through vocabulary related to animals, farms, and caring for pets. Students read simple texts, described their favourite animals, and practiced grammar structures such as definite and indefinite nouns and attached pronouns. They also discussed the Islamic perspective on kindness toward animals, linking language learning with core moral values.

Throughout the term, students actively participated in routines, followed instructions in Arabic, and engaged in speaking, reading, and writing tasks that improved fluency and strengthened foundational grammar skills.



With appreciation,
Arabic Department
AIC Henley Brook
By Ustadh Salah Omar