AUSTRALIAN ISLAMIC COLLEGE

TERM 3 NEWSLETTER

2026



HENLEY BROOK COLLEGE

(08) 9375 9892

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EXECUTIVE PRINCIPAL'S MESSAGE



Assalamu Alaikum wa Rahmatullahi wa Barakatuh

Dear Parents, Guardians, and Community Members

As we conclude Term 3 of 2026, I would like to take this opportunity to reflect on the progress of our colleges, and the blessings Allah SWT has bestowed upon us and our community. This year has been one of renewal, growth, and strong commitment to our vision of Academic Excellence and Islamic Values for success in this life and the Hereafter.

Our students continue to shine, not only in academics but also in their embodiment of Islamic values. It is heartening to see how the integration of Quranic teachings, Islamic studies, and moral education is shaping young leaders who carry compassion, respect, and integrity into every sphere of their lives. This balance of Deen and Dunya is at the core of our mission.

A special mention goes to our Year 12 cohort, including those who are approaching their final examinations. This milestone marks the culmination of years of perseverance, sacrifice, and resilience. To all our graduating students and may Allah SWT bless your efforts, grant you clarity of mind, and reward you with success in both your studies and your future endeavours. We are confident you will continue to make your families and the entire AIC community proud.

None of this is possible without the tireless efforts of our teachers and staff, whose dedication to nurturing the academic and spiritual development of our students is truly inspiring. Your commitment, patience, and passion reflect the true spirit of service in Islam. May Allah SWT reward you for your noble contributions.

We are also delighted to share that the AIC Forrestdale and AIC Henley Brook specialist, library and gymnasium buildings are progressing at full pace. Construction is well underway at both schools, and anticipation is growing as we prepare these facilities to serve our students and community. With the will of Allah SWT, we expect these new buildings to be ready for use in early 2027, In sha' Allah. These projects reflect our unwavering commitment to providing high-quality learning environments that support both academic excellence and the development of Islamic values.

Our achievements are also a testament to the unwavering support of our parents and community members. Your encouragement, partnership, and duas remain central to the success of our college. Together, we continue to build an environment that upholds the highest standards of education while fostering the Islamic values that guide our children's lives.

As we prepare for Term 4, we look forward to new opportunities to grow, learn, and strengthen the bonds within our school community. With Allah's guidance, may the upcoming term be filled with success, tranquility, and continued unity.

May Allah SWT bless our students, staff, and families with His mercy, and may Allah SWT grant us the ability to continue our work with sincerity and excellence. Enjoy a well-deserved term break, and I look forward to welcoming everyone back for the final term of 2026, In Sha' Allah.

Abdullah Khan OAM
Executive Principal / CEO

PRINCIPAL'S MESSAGE



As we approach the end of another busy and rewarding term, I would like to reflect on the many opportunities our students have embraced both inside and outside the classroom.

A highlight of the term was our celebration of **Seerah Week**, which provided students with valuable opportunities to deepen their understanding of the life and legacy of Prophet Muhammad ﷺ. Students participated in a variety of activities, including Seerah lessons, the Seerah Exhibition and the Intercampus Seerah Competition. These events encouraged learning, reflection and a stronger appreciation of our Islamic identity.

Our students also enthusiastically participated in **Science Week**, engaging in hands-on learning experiences that sparked curiosity, creativity and critical thinking. Through a range of activities and investigations, students explored scientific concepts and developed a deeper appreciation for the role of science in our everyday lives.

We were delighted to celebrate **Teacher Assistants' Appreciation Day**, recognising the dedication, care and support our Education Assistants provide every day. Their contribution to the learning and wellbeing of our students is deeply valued, and we thank them for the positive impact they make across our school community.

Another memorable event was **Book Week**, with the much-anticipated Book Character Dress-Up Day bringing stories to life through creativity and imagination. It was wonderful to see students and staff celebrating the joy of reading and literature together.

Preparing students for their future pathways remains a key focus. Our High School students attended a **Career Expo**, where they explored a wide range of career, university and vocational opportunities. This learning was further supported through information sessions on **university pathways, UniReady programs and TAFE options**, helping students and families make informed decisions as they prepare for Year 11 and beyond.

This term also saw our students actively involved in a range of sporting competitions, demonstrating teamwork, perseverance and school spirit. Our High School students proudly represented the College in futsal, volleyball, basketball and netball competitions, as well as the prestigious **Bachar Houli Cup**. Our Primary School students also participated in a soccer competition, displaying enthusiasm, resilience and excellent sportsmanship throughout.

I would like to thank our students, staff and families for their continued commitment and support throughout the term. Together, we continue to provide enriching experiences that promote academic growth, personal development and strong Islamic values.

Wassalamu Alaikum wa Rahmatullahi wa Barakatuh.

Ustadh Wahaj Tarin
Principal
Australian Islamic College, Henley Brook

Announcements & Events

Principals' Day

AIC Henley Brook proudly celebrated Australian Primary Principals Day, taking the opportunity to recognise the wonderful leadership and dedication of our school leaders.

Our Primary and High School students and staff came together to show their appreciation for Mr Tarin, our Principal, and our Assistant Principals, Mr Bruce and Ms Ali, presenting them with thoughtful gifts and beautiful flowers.

We are grateful for the guidance, care and commitment they bring to our school community each day. Their leadership plays an important role in creating a positive environment where our students can learn, grow and thrive.

Jazakum Allahu Khairan to our amazing school leaders for all that you do for AIC Henley Brook!



EA Appreciation Week

AIC Henley Brook proudly celebrated Australian Teacher Aide Appreciation Week, recognising the dedication, care and invaluable support our Education Assistants provide to our students and teachers each day.

Our EAs were presented with gifts and certificates as a small token of our appreciation, while staff came together over breakfast to celebrate the wonderful people who make such an important contribution to our school community.

We are truly grateful for the patience, kindness and commitment our Education Assistants bring to their work. Their support helps our students feel encouraged, included and empowered to reach their potential.





Science Week

Science Week provided an exciting opportunity for students across AIC Henley Brook Primary and High School to engage with science through research, presentations, demonstrations and hands-on experiments.

Our Primary students explored a range of topics including light and optics, chemical reactions, mathematics, astronomy, measurement and forces. Their learning also highlighted the significant contributions of Muslim scholars to scientific discovery and the development of knowledge throughout history.

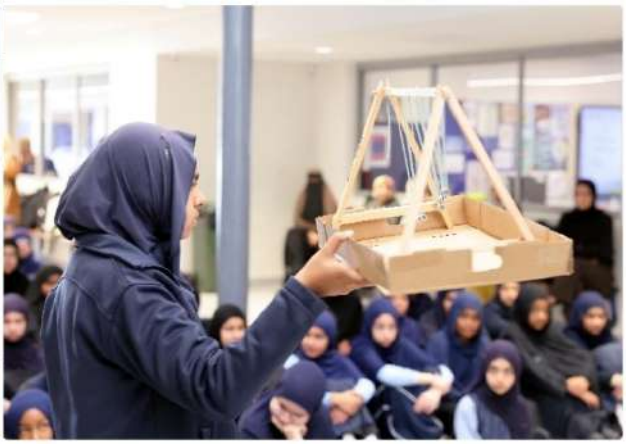






Across the High School, students presented topics including launch angles, chemical reactions, the human heart, gravity and the creation of pendulums, demonstrating how scientific principles can be explored through practical investigation and real-world applications.





It was wonderful to see students confidently sharing their learning and engaging their peers in scientific discovery. Science Week encouraged curiosity, critical thinking and a deeper appreciation of the world around us, while also recognising the rich scientific heritage of Muslim scholars.

KINDERGARTEN

As Term 3 draws to a close, we reflect on the joyful learning and growth that has filled the Kindergarten classrooms. It has been a time of discovery, wonder, and connection - and we are delighted to share some highlights with you.

Literacy Adventures

This term, our young students have been learning how to communicate effectively by listening, viewing and engaging in learning. In the PLD program they were exploring the sounds and names of the letters f, l, g, o, u, b, w, and j. Through playful activities, we've practised syllable segmentation, onset and rime blending, and identified initial sounds in words. Our shared reading sessions have focused on building print awareness and deepening comprehension - laying strong foundations for lifelong literacy. The young learners have been using their imagination to create their art masterpieces depicting the words that begin with a learning sound, and practising writing their names on their own artwork.









Numeracy Explorations

In Numeracy, we've investigated the world of measurement: comparing height, length, capacity, and weight through hands-on experiences. We then turned our attention to time, learning about the rhythm of day and night and how it shapes our routines.









Integrated Studies

Our inquiry into "Living things" included an earthworms' study and how a plant grows from a seed. The students have been learning about the parts of a plant and the four elements that need for them to

grow, such as water, air, sunshine and soil. We have planted pea seeds. Now we are looking after them, and continue observing the growing seedlings.






Book Week Celebration

The Book Week was a highlight event, marked with a Book Week Parade and the presentation of the children's favourite books and costumes. It was a colourful and fun day to celebrate books and love for reading!











Better Beginnings

Ms Alicia, the librarian from the Ellenbrook library, has visited the Kindergarten as part of the "Better Beginnings" government program. She was reading children's stories and invited the children to be active readers at the library. The students received a wonderful Book Set with a few picture books and literacy activities.













Thank you for your continued partnership and support. We look forward to another term of enjoyable learning, wonder and growth ahead!

The Henley Brook Kindergarten Team

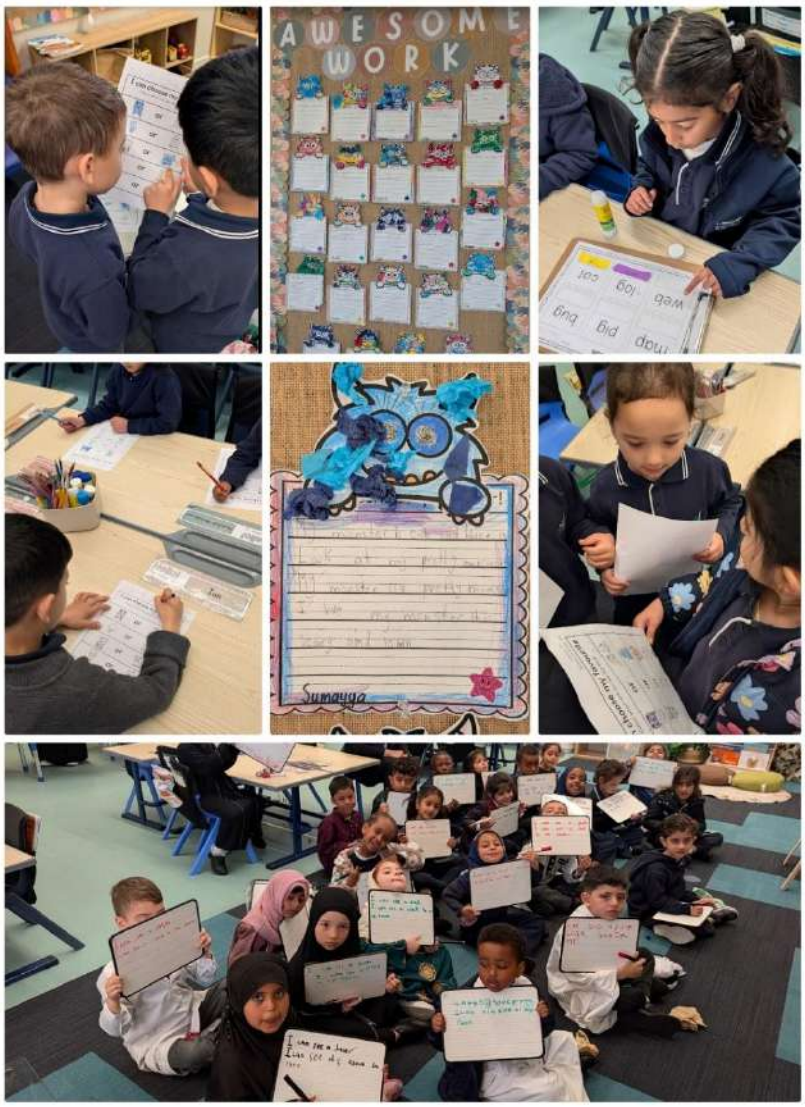
PRE-PRIMARY

What a wonderful and busy term we have had in Pre-Primary! It has been lovely to see the children continue to grow in confidence, independence and curiosity as they explore new ideas and build on their learning. We have had lots of hands-on experiences, meaningful discussions and opportunities to learn through play and investigation.

English

In English, we have continued developing our phonics knowledge by exploring **digraphs** and practising how we can use these sounds when reading and writing. In Writing, we have been learning how to make our writing more interesting by using **adjectives** to describe people, places and things. We have also begun exploring **opinion writing**, where students are learning to share what they think and give reasons to support their ideas.

During Handwriting, we continue to practise forming our letters carefully, writing neatly and remembering to keep our letters **sitting on the line**. It has been wonderful to see the children becoming more confident and careful with their handwriting.



Maths

Our Maths learning this term has been very hands-on and engaging! We have been exploring **3D shapes**, learning to recognise and describe their features and noticing where we can find them in our everyday environment.

We have also been investigating **patterns** and learning how to **break apart and make numbers to 10** in different ways. Through games, manipulatives and practical activities, including making fruit kebabs to apply our learning about patterns, students have had opportunities to build their understanding of these mathematical concepts before representing them in more abstract ways.



Science

In Science, our focus has been **Biological Science**. We began by exploring the difference between **living and non-living things** and identifying the features of living things. We then investigated the basic needs of animals and plants, including what plants need to survive and grow, as well as identifying and labelling the different **parts of a plant**.

To consolidate our learning, we began an exciting **bean-growing investigation**! We used the story **Jack and the Beanstalk** as our provocation before planting bean seeds in our mini greenhouses. This gave the children an opportunity to connect a familiar story with their scientific learning and make predictions about what might happen next.

Over the next few weeks, we will continue to **observe and document the growth of our beans**, looking closely for changes as they begin to sprout and grow. Once our bean plants are ready, we are looking forward to transferring them into our **school garden** and continuing to care for them there.









HASS

Our HASS focus this term has been **History**. We have been learning about the different ways we can find out about the past and why it is important to learn about how people lived and how things have changed over time.

We also explored how knowledge of the past is shared through **Aboriginal perspectives and storytelling**. The children learnt about **Dreaming stories** and how these stories have been passed down through generations. We explored a variety of stories, including **Tiddalick the Frog and the Rainbow Serpent**, and discussed what we could learn from them.

The children also enjoyed an exciting **Past and Present incursion**, where they had the opportunity to explore objects from the past and compare them with the things we use today.

We were also very fortunate to welcome some of our students' **grandparents into the classroom** to share stories about their childhoods and experiences growing up. The children were curious and engaged as they asked questions and compared what life was like in the past with their own lives today. These special experiences helped bring our History learning to life!



Visual Arts

Our Visual Arts sessions have been full of creativity, experimentation and fun! We have been exploring colour and different artistic techniques, giving students opportunities to express their ideas and develop their own creative style.

We learnt about **Aboriginal artist Jimmy Pike** and explored his artwork inspired by Japingka Country. The children learnt how Aboriginal artists can use symbols to represent connections to special places. They then created their own artworks inspired by this idea, choosing a symbol to represent a place that is special to them.

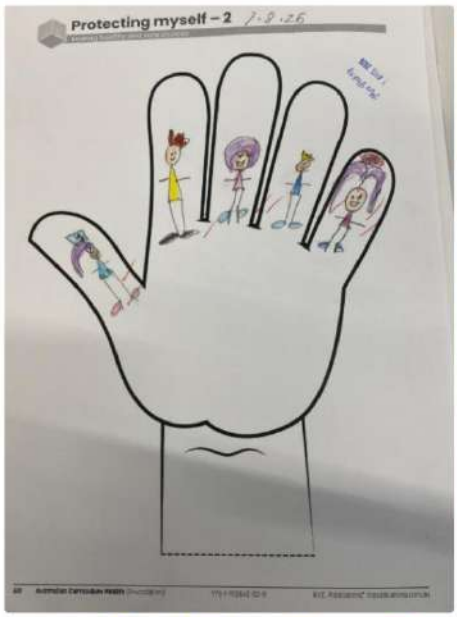


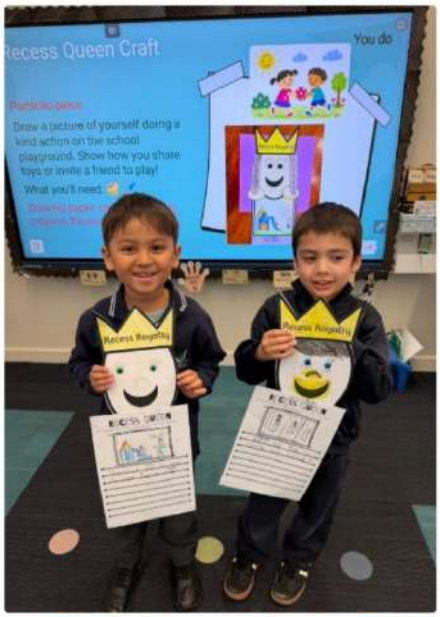
Health

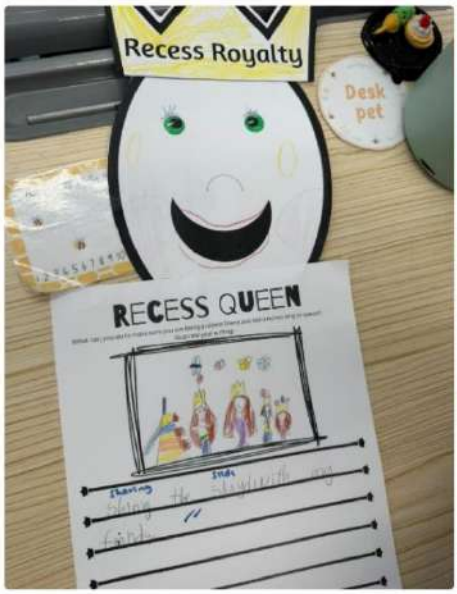
In Health, we have been focusing on **Protective Behaviours** and having some very important conversations about keeping ourselves safe. We have been learning about **safe and unsafe places**, understanding that our bodies belong to us, discussing ways we can keep our bodies safe and also adults that we trust.

We have also been learning about **healthy eating** and making choices that help our bodies grow, learn and stay healthy. These discussions have provided valuable opportunities for students to develop their understanding of safety, wellbeing and looking after themselves. We also explored what it means to be a **good friend** and how our words and actions can affect others' feelings. Using *The Recess Queen*, we discussed kind and hurtful behaviours and positive playground choices such as including others, sharing, taking turns and using kind words.

To celebrate kindness and friendship, students created drawings of themselves demonstrating a **kind action in the playground**, which they framed with a colourful, Recess Queen-inspired crown.









YEAR 1

Term 3 has been a joyful and action-packed time for our Year 1 students, who have embraced every opportunity to learn, explore and celebrate together. So far, students have marked the exciting milestone of the 100th Day of School, investigated the natural world in Science, developed their reasoning and problem-solving skills during Maths Week and Science Week, and celebrated reading, imagination and creativity during Book Week. Later this term, they will participate in the safe and engaging Critters Up Close incursion, where they will enjoy hands-on encounters with fascinating Australian native animals, including bobtails, northern blue-tongue lizards, olive and Stimson's pythons, turtles, frogs and a variety of creepy-crawlies. We are proud of everything the students have achieved and look forward to learning and special moments still to come.





LITERACY

In Literacy this term, students have been developing their narrative writing skills by planning and creating imaginative stories with clear beginnings, middles and endings. They are learning to build engaging settings and characters, describe experiences through the five senses, and use dialogue to bring their stories to life. In Grammar, students have explored nouns, proper nouns, action verbs, compound words, simple sentences and commands, and they continue to practise the correct use of capital letters, question marks, exclamation marks and speech marks. These skills help students communicate their ideas with greater clarity, detail and confidence.

Students continue to make excellent progress through the PLD program. Regular practice in phonemic awareness, letter-sound relationships, high-frequency words and spelling patterns is supporting them to become increasingly accurate and independent readers and writers. During reading sessions, students are using comprehension strategies such as predicting, visualising, connecting, questioning, monitoring and summarising. Through FitzRoy decodable books, class-library selections and shared reading experiences, they are strengthening their fluency, vocabulary and understanding while continuing to nurture a genuine love of reading.





NUMERACY

In Numeracy, students have been strengthening their understanding of addition and subtraction by using a range of strategies, including vertical calculations with ones and tens. They are also developing their problem-solving skills by identifying important information in word problems, drawing diagrams to represent their thinking, and writing accurate number sentences and solutions.

Skip counting continues to be an important focus. Students are using number lines and patterns to count forwards and backwards in 2s, 5s and 10s, extending their thinking beyond 20. They are also learning to read, represent and compare time on analogue and digital clocks, including o'clock and half past, while connecting this knowledge to their understanding of halves and quarters.

In Measurement, Space and Statistics, students have been learning to use calendars, identify the number of days in each month and describe the passage of time. They are also collecting, organising and representing data in tally tables and picture graphs. By interpreting these displays and answering questions about their findings, students are becoming confident young mathematicians who can explain their reasoning.





HASS

In HASS this term, students have been investigating family life in the past and present. They have compared how children spent their leisure time and explored how communication has changed, from letters and telephones to modern digital technology. By examining photographs and other historical sources, students are learning to recognise clues about the past, sequence events and use the language of past, present and future.

Students are also exploring the meaning and importance of family traditions. They are sharing examples from their own families, identifying similarities and differences across the class, and considering how traditions connect generations and contribute to a family's history. Later this term, students will use photographs and oral-history interviews to gather information from family members, helping them understand that stories and sources can preserve memories of everyday life.



SCIENCE

In Science this term, students have been investigating living and non-living things and using their senses to make careful observations. They have explored where plants and animals live, what living things need to survive, and how external features such as fur, claws, wings, leaves and stems serve particular purposes. Students are continuing to learn how living things can be grouped according to their observable features and habitats.

Our young scientists have examined animal movement, insect features, plant parts and the ways people can care responsibly for living things. Through nature walks, sorting activities, seed investigations, habitat studies and science-journal entries, they have been developing their questioning, predicting and recording skills. Later this term, students will design and create a STEM project using Bee-Bots to explore the life cycles of plants and animals.





HEALTH

In Health this term, students have been learning to recognise safe and unsafe situations by identifying their feelings and body warning signs. Through the Keeping Safe program, they have explored personal space and bodily integrity, safe and unsafe secrets, and the importance of seeking help from trusted adults. Students are practising protective strategies, including saying 'no', moving away and telling a trusted adult when something does not feel right. Through the You Can Do It! Program, they are also developing helpful thinking, emotional regulation and positive help-seeking habits that support safe and respectful relationships.



ART

In Visual Arts this term, students have been exploring how artists use shape, colour, line, space and texture to communicate ideas. Inspired by Eric Carle and other author-illustrators, they have experimented with a variety of materials, tools and techniques to create original two-dimensional and three-dimensional artworks. Students are also learning to discuss their artistic choices and respond thoughtfully to their own work and the work of others.

So far this term, students have created textured papers, cut and arranged two-dimensional shapes, and used collage and layering techniques to produce imaginative animals and sea-life artworks. These experiences have encouraged careful observation, creative risk-taking and reflection while helping students understand how visual elements can bring stories and illustrations to life.

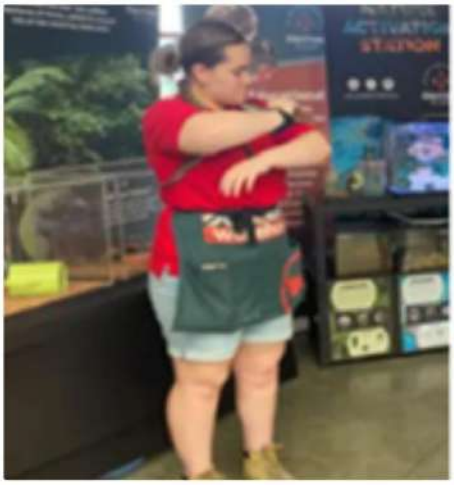




Other activities

Critters Up Close

Later this term, students will participate in the Critters Up Close wildlife experience in a safe and engaging environment. Through hands-on animal encounters, they will meet some of Australia's most fascinating native creatures, including bobtails, northern blue-tongue lizards, olive and Stimson's pythons, turtles, frogs and a variety of creepy-crawlies. This exciting incursion will deepen students' understanding of Australian wildlife and encourage curiosity, respect and care for living things.






Book Week

We celebrated the magic of Book Week by immersing ourselves in stories and the joy of reading. Students enthusiastically participated in a range of activities, including the Reading Café, Bookmark Competition and Guess Who? where they identified staff members from recordings of books being read aloud. They discovered new stories, shared favourite books and embraced the celebrations with great enthusiasm. The Book Week Parade was a colourful highlight, filled with creativity and much-loved characters, giving every student a joyful opportunity to celebrate imagination and self-expression.





Maths Week

Maths Week placed numbers, reasoning and problem-solving centre stage. The celebrations began with lively assembly challenges, where students took part in friendly competitions and put their mathematical skills to the test. In class, they continued the excitement by participating in a range of engaging activities that encouraged teamwork, persistence, and creative thinking.



100th Day of School

We had a fantastic time celebrating the 100th Day of School. Students arrived dressed as though they were 100 years old, bringing plenty of creativity and laughter to the occasion. Throughout the day, they explored the number 100 by building collections, creating patterns and completing number challenges. It was a joyful celebration of learning, teamwork and how far our students have come during their first 100 days of school.



Seerah Week

Seerah Week began with our principal officially opening the event with a special address. Throughout the week, students attended engaging presentations delivered by guest speakers, deepening their knowledge of the Seerah. They reflected on its values and lessons and considered how these could be applied in their everyday lives. The week concluded with a visit to the Seerah Week Exhibition, where students explored a variety of displays and further enriched their understanding of the Seerah.





YEAR 2

NUMERCY

During Term 3, our Year 2 students have been developing their numeracy skills through a range of engaging activities. We have been learning about **multiplication and division**, with a focus on the **2, 5 and 10 times tables** and using these facts to solve simple problems. Students have also been exploring **money**, including recognising Australian coins and notes, finding different ways to make amounts, counting money, and solving everyday money problems. We have been encouraging students to explain their mathematical thinking, use different strategies, and apply their skills to real-life situations.

LITERACY

This term in Literacy, we became authors and poets! Using the *Seven Steps to Writing Success*, students practised writing exciting stories with strong beginnings and creative characters. We built on our knowledge of narratives by learning how to turn boring sentences into interesting ones and by adding detail to make our writing more engaging. For procedure writing, students had lots of fun making pirate hats and origami of all kinds, then writing a step-by-step procedure about the experience. Students also wrote procedures and explored different types of poetry, including Haikus and Cinquains. Each week, students worked on their PLD spelling words, completing quizzes at school, and practising at home. It has been wonderful to see students grow in confidence with their reading, spelling, and writing throughout the term.



SCIENCE

This term, Year 2 students explored how living things grow and change throughout their life cycles. They investigated the life cycles of humans, plants, mammals, frogs and butterflies, identifying different stages of development and comparing how offspring are similar to or different from adults. Students also developed their observation, questioning, comparing, and recording skills through a range of hands-on investigations and activities.

HASS

This term in HASS, our Year 2 students have been exploring Technology Over Time and discovering how technology has changed the way we live, work, communicate and travel. Students have compared technologies from the past with those we use today and discussed how these changes have made our lives different. To bring our learning to life, we headed to Whiteman Park for an exciting excursion. Students had the opportunity to travel on a steam train, complete a scavenger hunt, explore the Transport Museum, and step into a special time machine that took us back to 1900! This exciting experience allowed students to see and explore first-hand how technology and transport have changed over time.









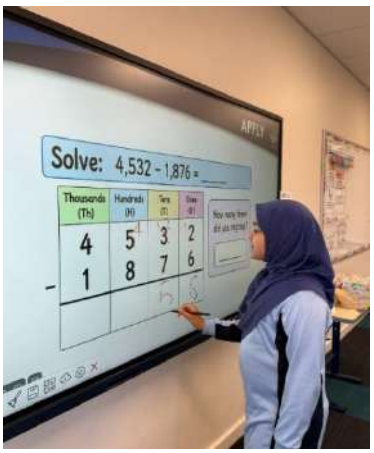
HEALTH

This term, Year 2 students learnt about personal safety, emergency situations, medicines, safe and unsafe behaviours, and online safety. They developed an understanding of how to seek help from trusted adults and respond appropriately in different situations. Students also explored safe and unsafe touch, recognising safe and unsafe secrets, resilience, positive self-talk and strategies for managing strong emotions.

YEAR 3

NUMERACY

In Mathematics, students have developed a wide range of practical number and problem-solving skills. We explored money, including recognising coins and notes, adding amounts and calculating simple change, as well as reading analogue and digital time to the nearest five minutes. Students investigated chance and events, strengthened their addition and subtraction skills with numbers up to 10,000, and continued building fluency with multiplication and division. We also explored mass using kilograms and grams and developed our understanding of fractions, including halves, quarters and eighths. These topics have helped students become more confident in selecting strategies, solving problems and applying mathematics to everyday situations.



LITERACY

This term in Literacy, students have been developing their skills across a range of writing genres. In Narrative Writing, we explored the Seven Steps to Writing Success, focusing on Sizzling Starts, Backfill, Rock and Boulder to help students create exciting and engaging stories. Students have also been becoming wonderful young poets, experimenting with poetry, descriptive language and creative word choices. We also explored procedural writing, helping students understand how different genres have their own structures and language features. Throughout the term, students continued to strengthen their spelling, grammar, punctuation, reading and comprehension skills.





SCIENCE

Our Science focus this term was Biological Sciences, where students investigated the fascinating world of living and non-living things. Students identified the characteristics shared by living things and used observable features to classify plants and animals into different groups. Throughout our investigations, students developed important scientific inquiry skills by making predictions, observing closely, recording their findings and evaluating their results. Students also participated in hands-on investigations that encouraged them to ask questions, gather evidence and use scientific thinking to explain what they observed.





HASS

In HASS, students explored the diverse backgrounds of Australians and learnt how migration, culture and religion have contributed to the Australian community. Students learnt about NAIDOC Week and its significance in recognising and celebrating Aboriginal and Torres Strait Islander histories, cultures and achievements. We also explored how people's connections and feelings towards places can influence why they believe those places should be cared for and protected. Students developed an understanding of why we have rules and how rules help keep our schools, homes and communities safe, fair and organised.




HEALTH

In Health, students focused on developing skills that support their personal safety, wellbeing and resilience. Students learnt how to recognise and respond appropriately to hurtful behaviour, identify safe and unsafe situations and understand when they should seek help from a trusted adult. We developed personal safety networks and discussed strategies students can use to help keep themselves and others safe. Students also explored resilience, mindfulness and positive ways to manage challenging situations, helping them build confidence, regulate their emotions and make safe and respectful choices.

YEAR 4

LITERACY

Reading and Spelling
In Year 4 English, students are continuing to develop their reading, vocabulary and spelling skills through purposeful and engaging activities. In reading, students are learning to **unpack texts** by carefully examining the information provided and thinking beyond what is explicitly stated. They practise answering **inferential questions**, using clues from the text, their background knowledge and evidence to explain their ideas.

Before reading a new text, students explore key vocabulary and discuss unfamiliar words and phrases to build their understanding and confidence. They then revisit these words during and after reading them.

In spelling, students continue to build accuracy through **Spelling Mastery**. Students are encouraged to recall challenging words they have learnt in previous lessons before applying them in meaningful sentences. This process strengthens their memory, spelling accuracy and understanding of how new vocabulary can be used effectively in context.

Writing
This term, our Year 4 students explored the exciting world of narrative writing. Through a range of engaging lessons, they learnt how authors use descriptive language, figurative language and powerful vocabulary to bring their stories to life.

One of the students' favourite writing pieces was "What a Mess!". The children thoroughly enjoyed crafting imaginative narratives and transforming ordinary scenes into vivid and entertaining stories. Using carefully chosen adjectives, similes, metaphors and other figurative language techniques, they painted colourful pictures in the minds of their readers and truly brought the mess to life.

We are incredibly proud of their efforts and look forward to seeing their imaginations continue to shine through their future writing adventures.

SCIENCE

Our Year 4 students have been enthusiastically exploring the world of living things through a range of hands-on Science activities. As part of their learning about **living and non-living things**, students designed and created their own mini biomes, carefully considering what plants and animals need to survive within an environment. They enjoyed being creative while developing their understanding of how living things interact with and depend on their surroundings.

Students also conducted a **bean germination experiment in the classroom**, where they planted and cared for their own bean seeds. Over several days, they observed the changes taking place, including the development of roots and shoots, and recorded their observations as their beans grew. This

provided students with a wonderful opportunity to see the plant life cycle happening right before their eyes and understand the conditions plants need for healthy growth.

To make their biomes even more exciting and realistic, students brought in a variety of small animals for their classmates to observe, including **snails and crickets**. They carefully observed how these living organisms behaved and considered how they would survive within their environments. The activity sparked lots of curiosity, discussion and excitement among the students.

Through these engaging, practical experiences, our Year 4 students have developed their scientific observation and investigation skills while gaining a deeper appreciation for the incredible diversity of living things and the environments in which they live. Students were then able to plant their beans in the school garden to watch their germinating seeds grow.



HASS

This term, our Year 4 students have been busy exploring fascinating topics in HASS, developing their knowledge of history, geography and the world around them. Students learnt about **Captain James Cook**, exploring his voyages, discoveries and the significance of his journeys in Australian history. They investigated his expeditions and developed an understanding of how exploration has shaped our knowledge of different places.

Students also embarked on an exciting journey across the **continent of Africa**, learning about its diverse countries, cultures, landscapes, landmarks and people. Each student had the opportunity to research a country within Africa and discover what makes it unique.

To showcase their learning, our students created some **amazing pop-up posters**! These creative projects allowed students to present their research in an engaging and interactive way, incorporating interesting facts, images, maps and information about their chosen African country.

It has been wonderful to see our Year 4 students demonstrate such enthusiasm, creativity and curiosity throughout their HASS learning. Their pop-up posters were a fantastic reflection of the knowledge they have gained and the effort they put into bringing their learning to life.



ART

Our Year 4 students have been exploring their creativity through a range of exciting Art activities this term. As part of their learning, students created **Islamic-inspired origami artworks**, carefully folding and shaping paper to create beautiful and intricate designs. This activity encouraged students to develop their fine motor skills, patience and attention to detail while appreciating the beauty of Islamic patterns and artistic traditions.

Students also explored **perspective drawing**, learning how artists create the illusion of depth and distance on a flat page. They experimented with lines, shapes, size and positioning to make their drawings appear more realistic and three-dimensional.

It has been wonderful to see our Year 4 students embrace these activities with enthusiasm and creativity. Their finished artworks showcase not only their artistic talents but also the effort, concentration and imagination they bring to their Art lessons. We are incredibly proud of the beautiful and unique work they have produced!



Book Week Year 4

Our Year 4 students had a wonderful time celebrating **Book Week**, bringing their favourite books and characters to life through an incredible display of creativity and imagination. Students arrived at school dressed as a wide variety of much-loved characters, from heroes and adventurers to magical and colourful storybook characters.

The excitement throughout the day was contagious as students proudly showed off their costumes and shared the stories and characters that inspired their outfits. It was fantastic to see the thought and effort that went into each costume, with many students demonstrating remarkable creativity and attention to detail.

Book Week provided a wonderful opportunity for students to celebrate their love of reading while recognising the imagination, creativity and adventures that books can inspire. Our Year 4 students thoroughly enjoyed the festivities, and it was wonderful to see so many smiles, colourful costumes andenthusiastic conversations about their favourite stories.A big **well done to our Year 4 students** for making Book Week such a fun and memorable celebration!







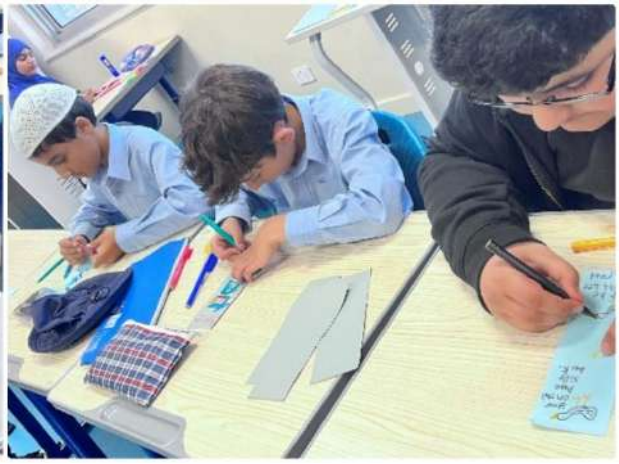


YEAR 5

NUMERCY

Term 3 in Mathematics has been a dynamic period of skill-building and conceptual growth, starting with mastering elapsed time and the practical calculation of durations. Students sharpened their analytical abilities through hands-on work with graphing and coordinate grids, before diving into the interconnected world of decimals, fractions, and percentages. Throughout the term, consistent practice on IXL has allowed students to actively track and celebrate their progress as their skill levels advanced across every core mathematical concept taught.





LITERACY

Term 3 has been an inspiring and action-packed journey of growth across our English learning community. Students have deeply engaged in analysing rich imaginative texts, unpacking how authors build engaging worlds, and honing their comprehension skills. A major highlight was our vibrant celebration of Book Week, where the joy of reading came alive through exciting events, shared stories, and wonderful memories together. Throughout the term, we have harnessed creative digital tools like Canva to showcase our understanding and visually bring our reading reflections to life. In writing, everyone has shown fantastic dedication to leveling up their craft, applying structured strategies like the 7 Steps framework and the ISPACE sentence-opening techniques to add variety, excitement, and polish to their narratives.





SCIENCE

Term 3 in Science has been an exciting journey of discovery and innovation as students researched the fascinating physical and behavioural adaptations of plants and animals to understand how living things survive in their environments. Building on this knowledge, students tackled a hands-on STEM project by designing and building functional water irrigation systems using a creative range of recycled materials. The term wrapped up with a wonderful sense of anticipation as everyone put the finishing touches on their prototypes, eagerly looking forward to presenting their innovative designs at our upcoming STEM Expo in Term 4.









HASS

Year 5 HASS Projects – Exploring the Australian Savannah
Our Year 5 students have been busy bringing their HASS learning to life! As part of their study of the Australian Savannah, students researched the unique landscapes, plants, animals and environments found across this fascinating region.

To showcase their learning, students designed and created 3D models of the Australian Savannah. Their models demonstrate their creativity, research skills, and understanding of how living things interact with their environment.

The year 5 project is a wonderful example of learning through creativity and hands-on experiences!

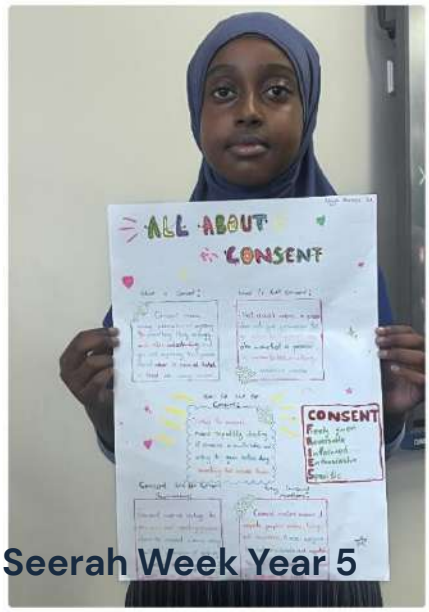




HEALTH

Our Year 5 students have been exploring the important topic of consent in Health. They discussed what consent means, why it is important, and how we can respect ourselves and others by communicating clearly and making safe choices.

To demonstrate their understanding, students created informative consent posters using key messages, examples, and creative designs. These posters highlight the importance of respecting personal boundaries, listening to others, and understanding that everyone has the right to make choices about their own body.





Seerah Week Year 5

Term 3 brought a deeply meaningful and engaging experience for Year 5 students during Seerah Week, filled with interactive activities that brought our faith to life. Through hands-on learning and exploration,

students gained a profound understanding of our religion and the beautiful character of the Prophet (PBUH), learning valuable lessons about how he led his life. It has been an inspiring journey that encouraged everyone to reflect on his teachings and strive to live by his noble example every single day.









YEAR 6

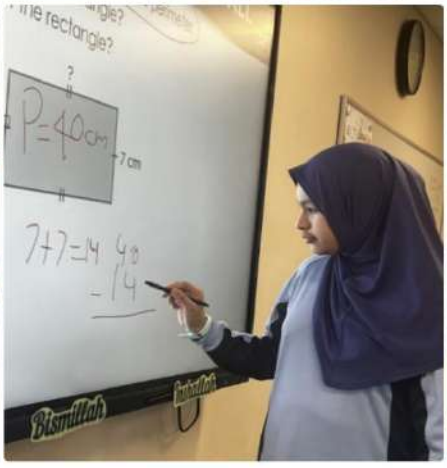
NUMERCY

Throughout Term 3, Year 6 students have been developing their understanding of percentages and learning how percentages are used in everyday situations. Students have learnt how to find a percentage of an amount and apply their knowledge to real-life problems, including calculating discounts and sale prices. They have had opportunities to practice interpreting percentage information and solving problems using a range of strategies.

Students have also been learning about volume and capacity. They have explored the relationship between different units of measurement and learnt how to calculate the volume of objects. Students have also investigated volume by displacement, using the change in water level to determine the volume of an object.

Another area of learning this term has been data and chance. Students have learnt how to read, interpret, and analyse different types of graphs and displays. They have developed their ability to identify patterns, compare information, and draw conclusions from data. As part of their learning, students have explored data that could be presented in a school context, considering how graphs can be used to communicate information clearly and effectively to an audience.





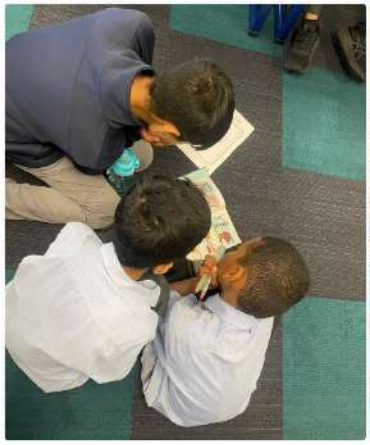
LITERACY

Reading

In Reading, students have been engaged in a novel study of *Wonder* by R.J. Palacio. Through the text, students have explored a range of literary concepts, including the author's purpose, character development, themes, and the use of perspective to deepen their understanding and appreciation of the novel.

Students have engaged critically with the text through a variety of hands-on comprehension tasks, collaborative discussions, and evidence-based responses. These activities have encouraged students to analyse characters' choices, make connections to real-world experiences, and support their ideas using examples from the text, helping to strengthen both their comprehension and critical thinking skills.

As part of our Book Week celebrations, students also participated in Reading Buddies with the Year 3 classes. Students thoroughly enjoyed taking on the role of a Big Buddy, reading with and supporting younger students. They also designed creative book covers inspired by their favourite stories, further fostering a love of reading and celebrating the joy of books.

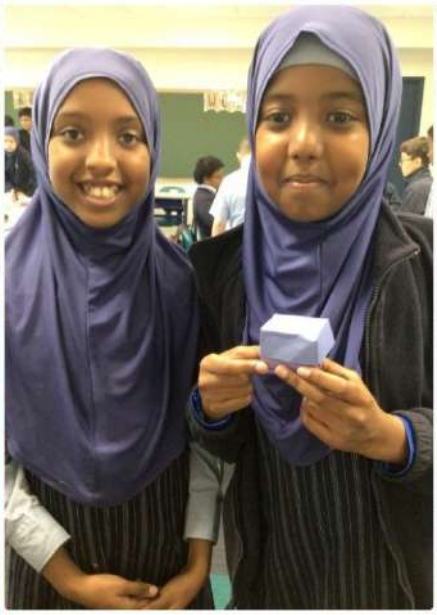




Writing

In Writing, students have been developing their narrative writing skills through the Seven Steps to Writing Success framework. Throughout the term, students have explored key narrative techniques and deepened their text-level writing through the use of figurative language, including similes, hyperboles, and idioms, to create more engaging and descriptive pieces.

Students have also explored a range of writing genres, including procedural writing and poetry. As part of their procedural writing unit, students examined the language features and structure of procedures before writing their own instructions on how to create an origami piece. They then worked collaboratively with peers, who followed the procedures to test their clarity and effectiveness. To conclude the term, students are exploring various forms of poetry and experimenting with poetic devices and techniques. They will showcase their learning through the presentation and performance of their final poems.


SCIENCE

In Science, students have been exploring Biological Sciences, beginning with a review of living things, habitats and adaptations. Students examined how structural and behavioural adaptations help animals survive in their environments and considered how living and non-living factors can influence survival.

Students then investigated salinity and explored how different concentrations of salt water can affect plant growth. Through this hands-on investigation, students developed their scientific inquiry skills by making predictions, identifying variables, recording observations and comparing results over time.

Students also explored microorganisms, with a particular focus on mould and yeast. They investigated the conditions that support mould growth and learned about the role of mould as a fungus and decomposer. Students also explored how yeast is used in bread making and observed, through a yeast balloon experiment video, how active yeast produces gas, causing a balloon to inflate. This helped students understand why yeast causes bread dough to rise.

To conclude the term, students explored migration and hibernation, examining how these behaviours help animals respond to changing environmental conditions and survive when conditions become challenging. Throughout the unit, students continued to build skills in observation, scientific reasoning, recording data and drawing conclusions.







HASS

This term, Year 6 students have been learning all about Asia and developing their understanding of the diverse countries, cultures, environments and landscapes across the continent. Students have been investigating different Asian countries, exploring their locations, geographical features, cultures, traditions and unique characteristics.

Students have also been learning about the natural features of Asia, including mountains, rivers, deserts, forests, islands, and other significant geographical features. They have been developing their geographical skills by locating and identifying places on maps and examining how natural environments differ across the continent.

Through their learning, students have been encouraged to compare different countries and environments, recognise the diversity of Asia, and understand how geographical features can influence the way people live. This has provided students with opportunities to develop their research, mapping, inquiry and critical-thinking skills while gaining a greater appreciation of the rich diversity of the Asian continent.

HEALTH

In Health, students have been developing their understanding of personal safety, respectful relationships and protective behaviours. Students explored children's rights, consent and personal boundaries, and learned to recognise safe, unsafe and unwanted situations. They also examined the difference between being a bystander and an upstander, developing practical strategies for safely supporting others and identifying trusted adults they can approach for help.

Students also explored emotional intelligence and wellbeing, learning to recognise different emotions, understand what can trigger them and consider how emotions can influence their thoughts, behaviours and choices. Through discussions and activities, students practised strategies for managing strong emotions, including positive self-talk, putting problems into perspective, controlled breathing and calming techniques. These lessons have supported students in developing self-awareness, resilience and positive ways of responding to challenging situations.

VISUAL ARTS

In Visual Arts, students have been exploring relief sculpture and how artists use shape, texture, space and dimension to create three-dimensional artworks. Inspired by the work of artist Darrell Wakelam, students designed and created their own animal relief sculptures using recycled materials, experimenting with layering and texture to bring their designs to life. Students also reflected on their creative process and the techniques they used in their finished artwork.

To conclude the term, students will be introduced to Islamic Mandala Art, exploring how geometric shapes, radial symmetry, repetition and pattern can be combined to create intricate and balanced designs. Students will use mathematical tools and artistic techniques to plan and create their own mandala-inspired artwork, making connections between art, geometry and Islamic artistic traditions.



HIGH SCHOOL

Year 9 Fremantle Prison Excursion

Our AIC Henley Brook Year 9 students stepped beyond the classroom to explore Australia's colonial past at the iconic Fremantle Prison.

Through this hands-on learning experience, students had the opportunity to deepen their understanding of history while exploring the stories, people and events connected to one of Western Australia's most significant historical sites.

An engaging day of learning, discovery and bringing history to life!



Year 7 Dodgeball Incursion

On 30th July, selected Year 7 students took part in an exciting DodgyBros Dodgeball Incursion. Students competed in a round-robin format, giving everyone the opportunity to participate in multiple games and put their dodgeball skills to the test. The activity encouraged teamwork, communication, agility and strategic thinking, while also providing students with plenty of opportunities to have fun and enjoy some friendly competition. It was a fantastic experience and a great way for students to get involved in a new and energetic sporting activity. Thank you to Kynan and the team for a great couple of hours.





AIC Sports Festival Week

During Weeks 2 and 3, selected students proudly represented our College across a range of sporting competitions, including volleyball, futsal, netball and basketball. Students demonstrated excellent teamwork, sportsmanship and school spirit throughout the week. A special congratulations goes to our Year 8 Boys Futsal and Year 8 Boys Basketball teams, who were successful in winning their respective competitions. These results were a fantastic reflection of the commitment and effort shown by our students.





SSWA Basketball – Years 7–9

On Friday 14th August, a selected boys and girls team made up of students from Years 7–9 represented the College in our first ever School Sport WA (SSWA) Basketball competition. Students were challenged by some strong opposition throughout the day and gained valuable experience competing in a more competitive basketball environment. The day provided students with an opportunity to develop their skills, build confidence and learn from each game. It was a highly competitive and enjoyable experience, with plenty of positive takeaways for our students moving forward.

Intercampus Soccer Match vs AIC Forrestdale

On 2nd September, our College soccer team, consisting of students from Years 8–10, travelled to our sister campus, AIC Forrestdale, for an intercampus soccer match. The match was highly competitive, with both teams creating opportunities throughout the game. Unfortunately, Forrestdale proved to be more clinical in front of goal, securing a 3–1 victory. Despite the result, our students showed excellent effort, determination and sportsmanship. We would like to thank AIC Forrestdale for their wonderful hospitality and for creating a fantastic atmosphere on the day. We look forward to the return fixture at our campus on 21st October (Term 4 Week 2), where our team will be hoping to level the series.





Road Smart KickStart

Our high school students took part in an engaging Road Smart KickStart incursion, exploring important road safety topics including speed, distractions, fatigue, peer pressure and safety gear.

Through interactive activities and hands-on challenges, students had the opportunity to put their knowledge into practice while developing greater awareness of making safe choices on the road.

A valuable learning experience helping our students build the knowledge and responsibility they need to stay safe — both now and in the future.



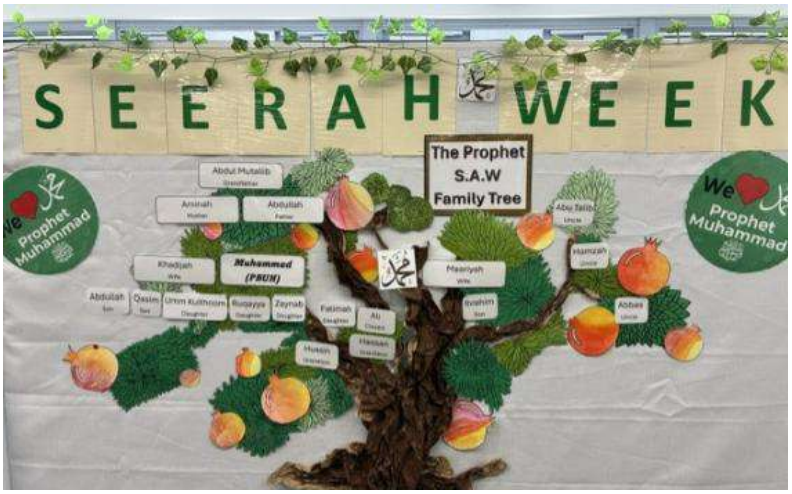



ROAD SAFETY


ROAD SMART.
KICKSTART

Quran & Islamic Studies

Our school community recently came together to celebrate Seerah Week, a special opportunity for students to deepen their understanding and appreciation of the life and teachings of Prophet Muhammad ﷺ. Students gained valuable insights into the life and legacy of the Prophet ﷺ and explored how the timeless lessons of the Seerah can be applied in their own lives, fostering both personal growth and spiritual development.



Seerah Week commenced with an inspiring keynote address from Mr Abdullah Khan OAM FACEL, Chief Executive Officer of Australian Islamic College. Through powerful reminders and practical examples, Mr Khan encouraged students to reflect on how the lessons of the Seerah remain relevant in our daily lives and how we can embody the noble character, leadership, compassion, and unwavering faith of Prophet Muhammad ﷺ.



This reflection was then followed by an engaging presentation from the School Principal, Mr Tarin, who further addressed the assembly and helped set the scene for the week ahead. Mr Tarin, as Principal, then delivered an engaging presentation that further set the scene for the week ahead. He reflected on the story of *Iqra* (Read), the moment when the Angel Jibreel (Gabriel) delivered Allah's (SWT) first revelation to Prophet Muhammad ﷺ in the Cave of Hira. As one of the most pivotal and transformative events in Islamic history, this moment marked the beginning of divine revelation and laid the foundation for the spread of Islam.

Mr Tarin highlighted the enduring lessons of faith, knowledge, and perseverance drawn from this event, which continues to resonate deeply with Muslims around the world and inspire students through its timeless significance.



The week was further enriched by the contributions of guest speakers, whose insights and experiences created a welcoming and engaging environment for learning, reflection, and professional growth.

The official opening of the Seerah Week Exhibition took place on Friday and was formally opened by Mr Tarin. He invited all primary students to embark on a meaningful and hands-on learning journey that showcased key events, teachings, and aspects of the life of Prophet Muhammad ﷺ.



Students explored a visual display before attending a talk that highlighted key insights into the simple life of Prophet Muhammad ﷺ. The session provided a deeper understanding of his humility, modesty, and character, encouraging students to reflect on the timeless lessons found in his example.



Students then moved on to the museum, where they explored a collection of artefacts from the Islamic era and historical periods of the past. The displays included a variety of items such as utensils, serving vessels, household tools, and traditional artefacts that provided valuable insights into the daily lives of people throughout Islamic history.



Students then explored the evolution of writing, tracing the development of the Arabic script through different periods of history. They learned how the script transformed over time, from its earliest forms to the beautifully refined styles used today.





Students enjoyed an interactive and engaging activity in which they were challenged to match modern-day Arabic script with its ancient form from a Qur'anic verse. They explored how the verse was originally written on vellum, a writing material made from animal skin, providing a fascinating insight into the preservation and transmission of the Qur'an throughout history. This hands-on experience encouraged students to appreciate the development of written Arabic and the meticulous efforts undertaken to preserve the sacred text.



Students also viewed replicas of historical artefacts, including what is believed to have been a letter sent by Prophet Muhammad ﷺ to various rulers and kings, as well as a representation of the Prophet's seal, which was inscribed on his ring. These exhibits provided a valuable connection to significant moments in Islamic history and helped bring the Seerah to life in a meaningful and memorable way.

Students then further engaged in a past and present display, where they were introduced to a range of historical artefacts and traditional learning tools. These included ink and calligraphy materials, clay pots, a *Lawh* (a wooden tablet traditionally used for Qur'an memorisation), oil lamps, sand timers, and many other relics from the past.



The exhibition also explored cultural heritage from around the world, highlighting the diverse traditions, customs, and contributions of different communities throughout history.



Students explored artefacts, traditions, and historical displays that demonstrated the rich exchange of knowledge, ideas, and customs throughout history, fostering a greater appreciation of the diversity and interconnectedness of communities around the globe.

Throughout the exhibition students had the opportunity to participate in archery, a hands-on activity that highlighted the importance of concentration, self-discipline, and perseverance. The experience allowed students to develop practical skills while gaining a deeper appreciation of traditions connected to Islamic heritage and the teachings of the Prophet Muhammad ﷺ.



Students also participated in the Dhikr Tent, where they engaged in a range of meaningful and reflective activities. Students created their own beads to encourage regular remembrance of Allah (dhikr) throughout the day and learned about the importance of maintaining a connection with Allah through worship and reflection. They were also introduced to the practice of seclusion and contemplation, learning how Prophet Muhammad ﷺ would retreat to the Cave of Hira for reflection, worship, and remembrance of Allah before the first revelation.



Students also explored a detailed diorama display showcasing significant places from the life of Prophet Muhammad ﷺ. The display featured key locations including Makkah, Madinah, Masjid Al-Aqsa in Jerusalem, the migration route (Hijrah) from Makkah to Madinah, and Cave Thawr, where the Prophet ﷺ and Abu Bakr رضي الله عنه sought refuge during their journey.





Other stations included an exploration of Sunnah foods and their benefits for everyday health and wellbeing. Students learned about foods commonly associated with the traditions of Prophet Muhammad ﷺ and gained an appreciation for the importance of maintaining a healthy and balanced lifestyle.

Students also participated in a fun and engaging Seerah quiz, with questions specifically tailored to the life of Prophet Muhammad ﷺ and the major events that shaped his journey.





EVENTS

Seerah Week

We also had a special time celebrating Seerah Week, where the children learnt more about the life and teachings of Prophet Muhammad ﷺ. As part of the celebration, our Pre-Primary students visited the Seerah Week Museum Exhibition, where they explored displays and learnt about important events and stories from the Prophet's ﷺ life. It was a meaningful experience that encouraged curiosity, reflection and appreciation of the beautiful values we learn from his example.









100 Days of School

This term, we celebrated a very exciting milestone, 100 Days of School! It was wonderful to see the children arrive dressed up as 100-year-olds, with lots of creative and hilarious costumes!

Throughout the day, the children participated in a range of fun activities centred around the number 100. One of our favourites was imagining the future and writing about what they would do when they are 100 years old. Their ideas certainly gave us plenty of smiles and laughter!

It was a fun and memorable way to celebrate just how much our Pre-Primary students have learnt, grown and achieved in their first 100 days of school.









Book Week

Book Week was another wonderful highlight of our term as we celebrated our love of books and reading! The children came dressed as their favourite book characters and proudly joined in our Book Week Parade.

We also welcomed our Year 5 reading buddies into the classroom, who spent time reading and sharing stories with our Pre-Primary students. To make the day even more special, we transformed our classroom into a cosy reading fort, where the children could settle in with their favourite books. It was a fun-filled day of stories, imagination and, most importantly, lots and lots of reading!



Play in the Past

To complement our HASS History learning, where we have been exploring how we can learn about the past and how things have changed over time, we were lucky to enjoy a wonderful Play in the Past incursion. The children had the opportunity to explore and play with objects from the past and were fascinated to discover how everyday items have changed over time, especially telephones—from old corded phones to the phones we use today! It was a fun and memorable way to bring our History learning to life



Visual Art Workshop

We were so lucky to welcome local artist Marisa Santosa to our classroom for a special art workshop! The children had lots of fun exploring the collage technique, experimenting with different materials, textures and shapes to create their own unique artworks.

It was wonderful to see their creativity shine as they made their own artistic choices and proudly shared their creations. A big thank you to Marisa for inspiring our little artists!



What a Term!

It has been a wonderful term filled with learning, discovery, creativity and lots of exciting conversations. We are incredibly proud of the way the children have approached their learning and the growing confidence they are showing when sharing their ideas, asking questions and having a go at new things.

SPORTS

On Thursday the 13th of August, Football West invited schools to participate in the 2026 Islamic Schools All-Girls Futsal Competition, held at the Sam Kerr Football Centre. The competition provided Year 5 and 6 girls with an opportunity to enjoy an inclusive and engaging day of futsal while representing their schools in a supportive environment.

Our Henley Brook Year 5 and 6 girls proudly represented our school, competing in seven games against several teams. From the opening game, the girls demonstrated excellent teamwork, sportsmanship and resilience.

The competition was closely contested, with AIC Henley Brook and Al-Ameen College both finishing on 15 points. With the final positions determined by goal difference, our girls from Henley Brook were crowned champions, finishing in 1st place. This achievement reflected their commitment and ability to work together as a team. They showed respect towards their opponents and displayed a positive attitude throughout the day.

We would also like to thank Football West for organising such a wonderful event and providing our students with the opportunity to compete, develop their futsal skills and most importantly, to create positive memories through sport.



