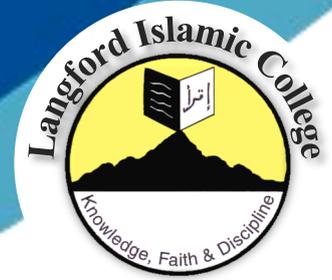


News

Langford Islamic College Newsletter

October 2019



الكلية الإسلامية في لنفرد



Principal's Message

Assalamu Alaikum Wahrahmatullahi Wabarakatuh
بسم الله الرحمن الرحيم

Welcome to Term 4, 2019. I hope everyone had an exciting and relaxing holiday. We have a very busy term planned with many events scheduled to take place including the Sports Carnivals, Primary School Camp, Quran Competition, incursions, graduations and award ceremonies.

Our College has again performed very well in 2019 NAPLAN. I congratulate all students and staff for their hard work, Jazaak-Allahu Khairan. We have a wonderful school with high academic standards and a strong demand for places/enrolments.

The College is now considering expansion and therefore, the name of the College needs to be changed. This campus will be called the 'Langford' campus with a new name. Students, parents, staff and the College community are all invited to participate in the 'Change of College Name' competition and to propose potential names. Details have been provided on Konnective.

It is also an appropriate time to change our uniform. We are planning to change the High School uniform first. More details regarding the High School uniform change will be provided in due course.

This is the final week for our Year 12 students. On behalf of all students and staff at Langford Islamic College, we wish all our Year 12 students the very best in their upcoming WACE exams and in their future endeavours, Ameen.

I look forward to seeing the Year 12 class of 2019 at our grand Graduation Ceremony, Insha-Allah.

Dr Popie Hossain Rhaman

In This Issue

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- *News from Year 5 Purple*
- *News from Arabic Department*



People process large amounts of information every day. When we read the newspapers, watch television or open our mail, we are often looking at information that has been organised in a way that we can understand easily.

When we collect, organise, represent and analyse information, we use statistics. The information that is collected is called data. Statisticians work with data.

Analysing statistical data can help us understand more about a group of people, the habits of animals or changes in the weather over time. This information helps us make decisions and predict outcomes.

One very important aspect of statistics is collecting representative data. This is done by taking a census or survey, or by recording data through observations. In many instances it is not possible to take a census, so a sample of the population is selected and surveyed, and conclusions are then drawn for the whole population.



Stage 1 Brain Storming



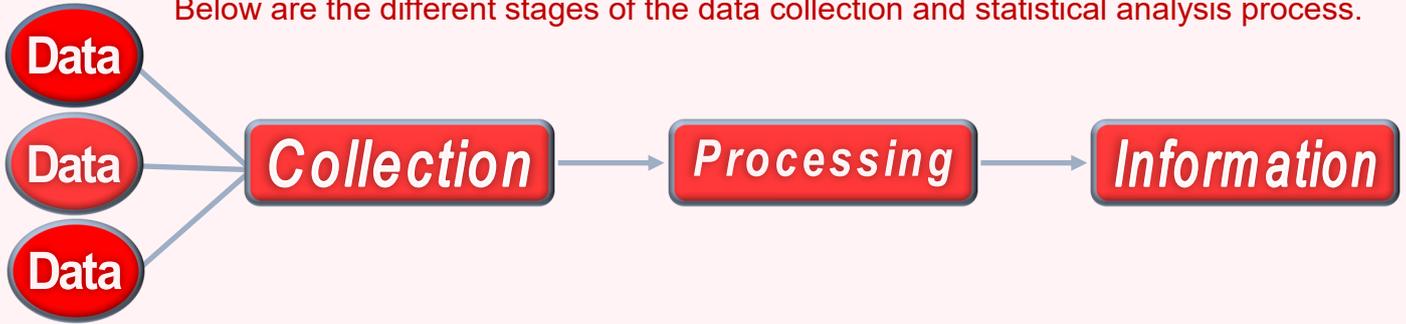
Stage 3 Working collaboratively using 10 cents coins



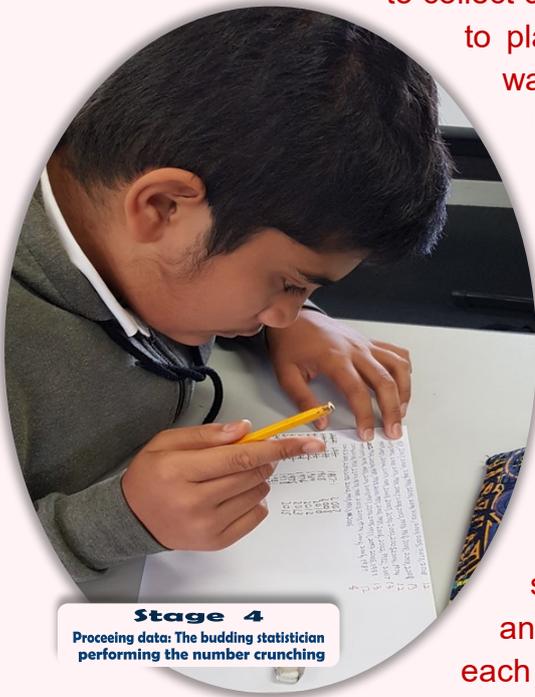
Stage 2 Plannig

By: Mrs S Khan

Below are the different stages of the data collection and statistical analysis process.



This term the Year 8 students focus on the Statistics strand. Students worked on two activities to collect data first hand – using coloured counters and coins. They had to plan, collect, record, process and present the data. The aim was to investigate whether the size of the samples collected had any effect on the mean (average) of the population under investigation.



Stage 4
Processing data: The budding statistician performing the number crunching

Students worked in groups. There was a lot of excitement and enthusiasm in the classroom as students brainstormed, planned and collaborated with each other. It was pleasing to observe the buzz of activity as they each took on different roles for collecting, recording and calculating data to come up with the final statistics. All hands were on deck.



Stage 3
More collaborative groupwork: using coloured counters



Stage 6
Arriving at the conclusion with information



Stage 5
Presenting the group findings

Year 5 Purple Projects in all of the HASS

Year 5 Purple has been busy with projects in the HASS, Science, Maths, Art and Design & Technology.

Education prepares students for the future but it can only be understood if the activities are hands-on, challenging and relevant to topics discussed and taught.

The students in Year 5 Purple have worked very hard and produced some great works of art and hands-on projects as well as having enjoyed some great incursions and excursions.

By: Ms A Debowski



DESIGNING A ROCKET



MATHEMATICS



EXCURSION



Father day



INCURSION



RAMADAN



The Arabic language is one of the eight learning areas of the Australian Curriculum. The emphases on excellent delivery of the Arabic language program is a salient feature of the teaching program at the College.

مَرْحَبًا بِكُمْ فِي
هَيْئَةِ اللُّغَةِ الْعَرَبِيَّةِ

During Parent-Teacher conferences throughout this academic year, I have been impressed by parents' concern, care and love for the Arabic language. I have been particularly moved by the interest that they expressed in their children's progress in this vitally-important learning area, Arabic: the language of the sacred text of Islam.

Allah (SWT) declares in the Holy Quran:

(Surah Yusuf [12] verse 2) **إِنَّا أَنْزَلْنَاهُ قُرْآنًا عَرَبِيًّا لَعَلَّكُمْ تَعْقِلُونَ.**

"And we have revealed the Holy Quran in Arabic so that you may understand"

Arabic is the liturgical language of Islam and therefore forms an integral part of the ethos of an Islamic school. In addition, Arabic is also a language of global importance, therefore, no effort is spared to bring best practice of teaching and learning in this fundamentally-important learning area, both as a Muslim and as a global citizen.

Every academic year, the languages learning landscape has a very busy schedule and an engaging calendar of events. There are professional development opportunities, seminars and conferences available throughout the year. The Australian Federation of Modern Languages Teachers' Association (AFMLTA) held their biannual international languages conference in Hobart, Tasmania, during the first semester school break, which I was privileged to attend.

Further, the Arabic language department also engages with the Australian Curriculum and Reporting Authority (ACARA), AISWA and other stake holders. These liaisons are fundamentally important to ensure that we keep abreast of the latest research and requirements in languages education and program delivery. A recent research paper published by Australian academics suggests that Arabic is one of the most common and dynamic languages spoken at home in Australia.

Recent collaboration was also established with academics and experts in the field of Arabic language research such as Nadia Selim, soon to complete her PhD research, at the University of South Australia.

It is my pleasure to present you with some pictures, activities, work samples and short movie clips which our students have produced to date this academic year.

Languages for your Future Seminar at UWA

Our students had the opportunity to engage with other students in the state by attending a seminar at UWA about how languages study could improve their Year 12 (ATAR) score and the



advantages of having studied a language for post graduate years. Students also had a guided tour of the UWA campus.

Year 12 ARABIC (ATAR)

It gives me great pleasure and it is with a sense of pride that I share with you the wonderful news that the Arabic Language Department has produced its first Arabic (ATAR) student at the end of 2018. The student, Rebal El Waly, has persevered throughout the year with determination and hard work to successfully complete the program. Rebal has served as a role model and inspiration to all the students at the College to take up the study of Arabic at Year 12 (ATAR) level and beyond.



Rebal El Waly

International Arabic Language Day.

Arabic is one of the six official languages of the United Nations. The UN has therefore declared 18th December of each year to be 'International Arabic Language Day'. As a means of creating awareness of this important event, our students designed posters to celebrate this important date on the Arabic language calendar.

Audio files and short films/conversations

As part of the oral assessment, students were given a task to produce an audio clip or a short film with a conversation between two students or telling a personal story comparing Arab culture with the Australian lifestyle. The students were engaged in this task and were excited to use ICT to produce an Arabic language task. The integration of ICT in the Arabic language program is strongly encouraged as it enhances student motivation and engagement.



Presentations

To provide students with the opportunity to use Arabic as much as possible, students were requested to do oral presentations pair-share in front of the class. Students had a lot of fun and enjoyed the experience to practice their language skills on a regular basis to develop confidence in using the Arabic language.

