CAROLINE SPRINGS
SENIOR CAMPUS

Year 6 - 10
Information
Handbook

2025
Information
Handbook

2154V2

40 YEARS

Contents

OUR MISSION

Deliver quality education to students in a nurturing, enriching, comfortable and safe learning environment in pursuit of academic and spiritual excellence.

WHAT WE STAND FOR

OUR VISION

The Academy vision is to have graduates who are well prepared and self-motivated to advance Australia and to participate effectively as World Citizens with Muslim Values.

HOW WE THINK

OUR PHILOSOPHY

At the Australian International Academy of Education Inc (AIAE) we believe that each child is a unique individual. Every student needs a secure, caring and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically and socially.

The Academy enjoins its students to cultivate a global perspective and a universalist outlook on life. We encourage our students to constantly seek to broaden their horizons in spirit of acceptance, compassion and co-operation with one another - and with others outside the school.

ADVANCEMENT | DETERMINATION | FAITH

Muslim School Charter

Based on the Holy Quran and the teachings of the Prophet Muhammad (PBUH), our Academy together with other Islamic School/Colleges in Australia, declare and affirm the following:

We promote peace and understanding through interfaith and intercultural interactions.

We teach the children in our schools to be proud Australians and be model citizens, to participate positively in building a prosperous, harmonious and safe society in Australia.

We teach the children in our schools to respect the rights of others and to understand the different backgrounds and religions of Australia's multicultural society.

We teach our children about the rights of their neighbours and their entitlement to respect, to care and to protect their property and persons.

We are committed to follow the example of the Prophet Muhammad (PBUH) in approaching one another in love and understanding, humility and self-criticism, rationality and reasonability, with open hearts and open minds in the pursuit of peace.

We stand against those who preach violence and hatred in the name of any religion, including Islam.

We do not condone the taking of innocent life or the threat of such in order to promote a cause.

We reject and condemn all violent acts that target civilians, children, and old people in order to promote a cause because it is against Islamic principles.

As Australian citizens or residents of Australia, we stand to defend our country Australia from any form of aggression at all times.

We believe that the interest of the Muslim community in Australia can be met through the existing democratic systems of governance.

Affirmation of Democratic Principles & Practices

The Australian International Academy of Education declares and affirms that school programs and teaching practices embrace the following important principles:

- The promotion of peace, harmony and understanding through intercultural interactions.
- All Australians have equal rights before the law. We reject any form(s) of discrimination based on race, religion or sex.
- The rule of law and the respect of the rights of others.
- The values of fairness, openness, sharing and giving a hand, looking after neighbours, tolerance, understanding and acceptance.
- People are free to choose and practice their religions. But we reject those who preach violence and hatred in the name of any religion.
- The right of individuals to enjoy the freedom of speech, expression and association. But we reject verbal and written abuses and transgressions against others under the cover of freedom of speech and expression.
- The Australian system of democratically elected governments and councils is the best that serve the interest of all Australians.

Introduction

The curriculum for AIAE is provided by the International Baccalaureate Organisation (IBO). The Middle Years Programme (MYP) was adopted in 2000 as the curriculum framework for students Years 6 to Year 10 at AIAE. It is undertaken by all students in the Middle School. At the end of Year 10, students who meet all the requirements of the MYP will be awarded an MYP completion certificate by AIAE and/or also a completion certificate by the IBO.

The International Baccalaureate Middle Years Programme Curriculum Guidelines (Years 6-10) is designed to give you an overview of the curriculum and learning opportunities that are available at AIAE over the five years of the programme.

The MYP provides a common framework that is consistent across all levels and areas of study. It is a student centred programme based on the unique needs and characteristics of adolescence. The programme engages and motivates students to reach their highest potential and helps shape their character. It is a programme that provides discipline, challenging standards, skills development, creativity and flexibility to help students become self reliant and responsible world citizens.

The MYP curriculum model places the student at the centre and has a philosophy that promotes the education of the whole person and the "connectedness" of learning.

The MYP places a strong emphasis on the individual areas of study and the links between these through thinking, both critically and creatively, about ideas and behaviours. It includes problem solving and analysing, clarification and discussion of personal beliefs and standards on which decisions are made. It also leads to deeper thinking and action.

The Australian International Academy of Education Profile

- The Australian International Academy (AIAE) is an equal opportunity educational institution dedicated to the provision of high quality education for students from Prep to Year 12 matriculation in Australia and internationally. The head office of the AIAE is in Melbourne, Australia.

- The AIAE grew out of the establishment of the first school in Australia tailored to the needs of Muslim students in Coburg, Melbourne in 1983. Since its initial buildings in Coburg (a suburb about 10km north of Melbourne CBD) had been purchased in 1982 through a donation from the late King Khalid of Saudi Arabia, it was named the King Khalid Islamic College of Victoria. The secondary component of the school started in 1991 at the Coburg site, and in 1995 a second campus was opened in the nearby suburb of Merlynston (about 12km north of Melbourne).

- The first Year 12 VCE (Victorian Certificate of Education) class graduated in 1995, and the first Year 12 IB (International Baccalaureate) Diploma class graduated in 1996.

- The Academy's population is made of students from a wide range of ethnic and cultural backgrounds including Arab, Turkish, Indian, Pakistani, Bangladeshi, Indonesian, Malaysian, Somali, British, European, South African and others. Overseas students are accepted as well as local residents. The Academy staff is likewise composed of a rich international mixture which includes Muslim and non-Muslim staff.

Australian International Academy of Education Objective

OBJECTIVES

TO REALISE THIS VISION, THE ACADEMY IS WORKING TO ACHIEVE THE FOLLOWING NINE OBJECTIVES:

1   To develop the curriculum to cater for the growing needs of all students,

2   To widen the focus and the scope of all programs to go beyond the local or the regional aims to global perspectives,

3   To develop extra curricular programs that complement the general curriculum and encourage creativity, innovation, involvement in services for the community, participation in sports, and concern for the environment,

4   To develop and maintain a school environment where every student has the opportunity to learn to his/ her fullest potential and to enjoy his/ her school days without discrimination or undue pressures,

5   To develop appropriate teaching practices and promote contemporary approaches to learning that encourage students to build self confidence and develop their talents and inner personal skills,

6   To build in students the Muslim character that exemplifies Islamic manners and shows respect and tolerance to other opinions and appreciation to differing cultures,

7   To develop and optimise educational opportunities, resources, and facilities to cope with all challenges brought about by the technology age,

8   To improve and optimise working conditions for College employees and develop effective recruitment and selection procedures to attract and appoint good quality candidates, and

9   To develop and improve its administrative and financial systems to deliver services efficiently and effectively and to achieve optimum results.
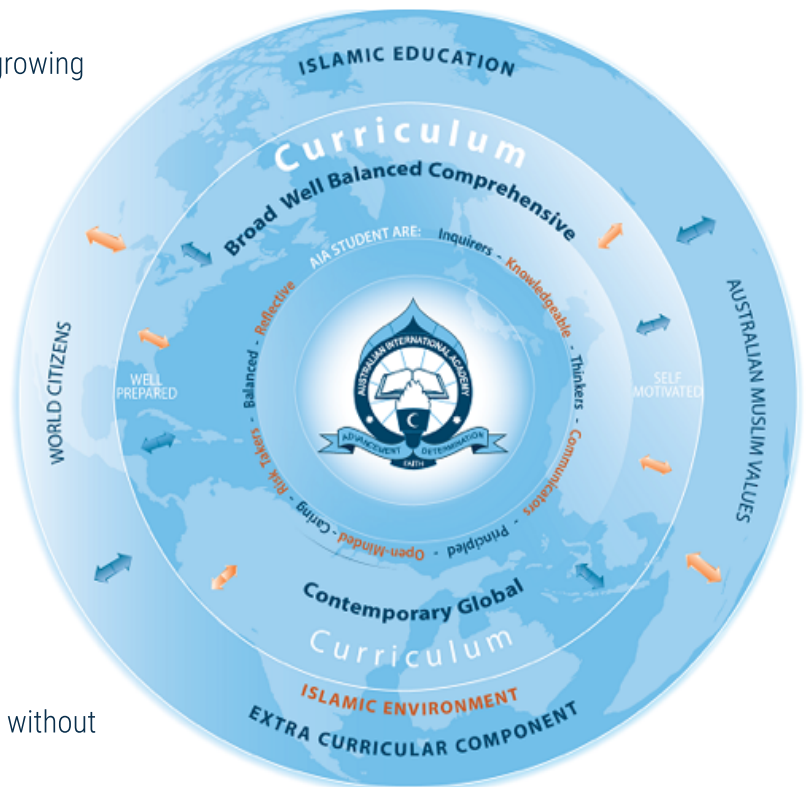
Attendance and Punctuality

Student Absences

It is preferred that parents fill in absences via the Compass portal explaining any absence from the Academy immediately upon return. In addition, we would appreciate a phone call concerning any absence longer than two days.

All students are not to exceed the Academy policy regarding absences. Senior students may not exceed absences of 5 days/semester.

Early Dismissal

In cases where a student is to be dismissed before the official end of day assembly, a written note signed by a parent must be provided to the Student Management Coordinator at the beginning of the day.

Students are required to report to the Campus Office and sign out via the Compass Kiosk before leaving the Academy grounds. If a student is to be collected from the Academy, parents must inform their child of the collection time. Students should be waiting for parents on their arrival at the student office. Early dismissal should be organised for recess and lunchtime, so as not to disrupt class time.

Lateness

Students are expected to be at the Academy by 8:30am.

Students arriving after form assembly are required to report to the Student Office and sign in on the Compass Kiosk.

Where a valid reason exists for a student not being able to attend school at the required time, the parent should inform the Student Management Coordinator via a signed note, telephone call or via Compass.

Students who breach the punctuality policy will:

- Be issued with a late pass for the first breach providing there is an acceptable reason provided.
- Be issued with an after-school detention for the second breach.

Frequent breaches of the punctuality/ attendance policies will require a parent interview.

Keep our Academy Clean Policy

The Academy prides itself in promoting a clean environment for all members of the Academy community.

1. The 'Keep Our Academy Clean Policy' prohibits the following:
2. Chewing gum of any kind is not permitted within Academy grounds.
3. Graffiti is not to appear on any of the Academy property.
4. Littering of the Academy grounds is not permitted.

Students seen breaching any of the above conditions will be issued with an after school detention.

The policy applies to students who litter and graffiti, and students who witness such acts and do not take steps to prevent such acts or remove litter around them.

In addition to the detention, penalties will be imposed for the cost of cleaning areas or the replacement of the damaged areas. Students breaching the policy on four or more occasions will have their enrolment at the Academy reviewed by the Head of Campus. The Head of Campus may terminate the enrolment of a student as a result of this policy.

The 'Keep Our Academy Clean Policy' is displayed on notice boards across the Academy.

Students should familiarise themselves with the details of the policy.

Uniform Policy

Uniform and Appearance:

- Uniforms must be kept neat, clean and in good condition at all times. Damaged items of uniform are to be replaced. The uniform is to be properly presented and worn correctly at all times.
- The School uniform should not be mixed with casual or other clothing.
- Garments are to be size appropriate.
- All uniform items, especially trousers and skirts are to be fully hemmed without slits, splits and tears.
- All uniform items must have the AIAE logo.
- The blazer must be worn to and from school and kept on until the end of morning assembly. The blazer must be worn home in the afternoon. This arrangement may only be varied by an official announcement.
- The School blazer must be worn for all official school functions, including general assemblies, excursions, incursions, whether on or off campus. This arrangement may only be varied by an official announcement.
- Boys must wear long, grey school trousers at ankle length. Trousers must be fully hemmed, without slits.
- Boys' trousers must be identical in style and colour to those purchased from the uniform shop. Other colours or styles are not acceptable.
- Girls dress/skirt needs to be ankle length. Skirts need to be fully hemmed, without splits.
- No slacks/track suit pants to be worn under the skirt. Any leggings worn must not be visible.
- Shirts must be kept tucked in at all times, even when worn under the jumper. (This is not enforced when students are engaged in sporting activities at recess and lunchtime).
- Jumpers are not to be tied around the waist.
- Only a white singlet or tee-shirt, excluding any print or image may be worn under the shirt.
- No undergarments should be seen below the sleeves of shirts or at neckline of shirts.
- No long-sleeved items to be worn under short sleeved items.
- Navy blue scarves and gloves may be worn during the winter months but are not permitted in the classroom. Finger-less (cut off) gloves are not acceptable.
- Plain navy-blue beanies may be worn outside during winter, but not in classrooms.
- The School tie is to be worn at all times unless varied by an official announcement. The collar button on the shirt should be done up and the tie should cover the top button.
- Full PE uniform can be worn to school on PE class days only.
- Only the official AIAE Sports/PE uniform and Sport Bag is acceptable for sporting activities and PE classes.
- The Sports bag must be used for all school excursions.
- As part of our SunSmart policy, AIAE bucket hats are to be worn for sporting activities and outside in the yard.
- Only the official AIAE navy blue backpack with logo is to be used as a school bag.
- Smart watches are not permitted at school and if seen will be confiscated.

Hijab/Headscarf (Female Students)

- All female students must wear a square white hijab which is folded into a triangle and pinned under the chin.
- The scarf should drape over the chest and the two ends must be secured to the shoulder. For Health & Safety reasons it is paramount that the scarf ends are not to hang loosely around the neck and must be secured by a pin on the shoulders.
- The scarf needs to be secured to ensure that the neck and hair are not visible.
- All underscarves must be plain white.
- See -through scarves are not permitted.
- Rectangular scarves/shawls are not permitted.
- Navy blue sports scarf must be worn during PE and sport (once it becomes available at the uniform shop.)

Hair (Male Students)

- Facial hair must be neat and tidy.
- Irrespective of the hairstyle worn, the student's hair must be well groomed, clean and neatly styled so as to compliment and look appropriate with AIAE uniform and in doing does not draw attention to the student.
- Extremes in hair style, colour or length are not permitted.
- Hairstyles should be short and simple. Hair must not reach the collar at the back. Ears should be visible and a fringe should not reach the eyebrows.
- Hair must not obscure the student's vision, cover the student's face, or fall forwards over the student's work at any time.
- Extreme hairstyles which may include, but are not limited to; tails, ponytails, man buns, mullets, spikes, undercuts, skin fades, dreadlocks, mohawks and long hair are not permitted.
- Tracts, lines, shapes or any other patterns cut into the hair is not permitted.
- Hair should be kept in its natural colour. Variations to or extreme changes to natural hair colour is not permitted.
- Any ultimate judgement on the appropriateness of hairstyles must rest with the relevant Head of School and/or Head of Campus and their Deputies.
- Any other matters relating to and/or disagreements on interpretation of Student Uniform Policy - Hair, are to be resolved at the discretion of the relevant Head of School, Head of Campus or their delegate.

Make Up, Jewellery, Piercings, Tattoos:

- No jewellery, except an unobtrusive wrist watch is allowed.
- Smart watches are not permitted at school and if seen will be confiscated.
- Facial piercing and stud jewellery are not permitted.

Uniform Policy (con'td)

- Make-up, including permanent make-up, false eyelashes or eyelash extensions are not permitted.
- Nail polish (including clear nail polish), gel nails, fake nails and acrylics are not permitted.

Communication:

- Australian International Academy of Education will ensure that this Student Uniform Policy is communicated to all families and students through our website, student/parent portal - Compass, student diaries, through Form Classes and in the School Enrolment Packs. A hard copy of this policy can also be obtained from the AIAE Student Office. We will assist students who may be experiencing difficulties complying with this policy where possible. Please see the 'Exemption' section of this policy.
- Furthermore, to ensure all staff uphold this policy, it will be included in staff induction processes and staff training, in AIAE staff handbook and discussed at staff briefings/meetings, as required.
- If a student is out of school uniform or otherwise breaches the Student Uniform Policy on a recurring basis, the parent or guardian will be informed via Compass. If non-compliance with the Student Uniform Policy becomes a continued occurrence, the Head of School and/or Head of Campus will be informed and an interview with the students' parents, guardians or carers may be required. In this event, the School will continue to work with the student and family to support compliance.

Breach of Uniform Policy:

- Student uniforms will be checked regularly by the Form Teachers and Student Management Coordinators. A student who attends the school without a full, correct uniform must report immediately to their Student Management Coordinator to obtain a Compass/Uniform pass.

- Students in breach of the Uniform and Appearance – Hair (male students), will be informed of the hair breach. A Compass entry and/or telephone call to parents/guardians will follow to ensure the breach and policy guidelines are clearly communicated. A grace period, determined by the Head of Campus, Head of School, of a reasonable period of time will be provided to correct the hair breach in line with guidelines published.
- Students in breach of the school uniform and without a Compass/Uniform pass will be asked to remove the non-uniform item or asked to change into a compliant item of clothing provided by the School. If it cannot be removed or a compliant item of clothing cannot be provided, students will be sent home to change following a phone call to the student's family.
- Where a student is not compliant with the Student Uniform Policy, the following procedures will be followed:
- A written note signed by the parent or an email/Compass notification signed by a parent is required on the day that the student is out of uniform.
- Students who breach the AIAE uniform policy will:
- be issued with a Compass/Uniform pass for the first breach providing they have an acceptable reason.
- be issued with an after-school detention for the second breach.
- if a student regularly breaches the uniform policy, the School will contact the parents and ask that the student be collected from school or to bring the correct item of clothing to the school. The student will not be permitted to go into class until they are in full and correct uniform.

Exemptions To The Student Uniform Policy:

- Parents, guardians or carers seeking exemptions to the Student Uniform Policy must first apply in writing to the Head of Campus. The Head of Campus or delegate will then make a determination. Where an exemption is not granted, reasons will be provided in writing to the student and/or parents, guardians or carers. There are no guarantees that an exemption will be granted.

Uniform Shop:

Uniform items can be purchased directly or online from;

PSW
MAKING YOUR SCHOOL LOOK GREAT

VISIT OUR STORES
TRADING HOURS
Monday - Friday 9am - 5pm
Saturday 10am - 1pm | **Sunday** Closed

CRAIGIEBURN
71 Potter Street,
Craigieburn, Vic 3064
(03) 9768 0344

DEER PARK
Unit 2, 51-53 Westwood Drive
Ravenhall VIC 3023
(03) 9768 0342

AIAE Year 6 - 9 Girls

AUSTRALIAN INTERNATIONAL ACADEMY OF EDUCATION

Winter Uniform | TERM 2 & 3

GIRLS WINTER

| AIA Blazer | Long Sleeve Shirt | Winter - Full Length Skirt | Wool Blend Jumper | White Knee Hi Socks |

Summer Uniform | TERM 1 & 4

GIRLS SUMMER

| AIA Blazer | Long Sleeve Shirt | Summer - Full Length Skirt | Wool Blend Jumper | White Knee Hi Socks |

All Year Requirement

AIA School Bag

Black School Shoes

Chiffon Square Head Scarf

Sport Uniform | ALL YEAR

GIRLS SUMMER WINTER

< OR >

White or Black Runners ONLY
* no particular brand.

| Longline Bonded Jacket | Long Sleeve Sports Top | Zip Cuff Tracksuit Pants | White Crew Socks | Sports Bag |

Year 6-9_Girls_2121v1c

AIAE Year 6 - 9 Boys

AUSTRALIAN INTERNATIONAL ACADEMY OF EDUCATION

Boys Uniform | ALL YEAR

BOYS SUMMER WINTER

AIA
Blazer

Wool Blend
Jumper

Long Sleeve
Shirt

< OR >

Short Sleeve
Shirt

All Year Requirement

AIA School Bag

Black School Shoes

Grey
Trouser

AIA
Tie

White Crew
Socks

< OR >

Grey
Socks

Sports Uniform | ALL YEAR

BOYS SUMMER WINTER

Soft Shell Polyester
Jacket

Long Sleeve
Polo

Short Sleeve
Polo

Zip Cuff
Tracksuit Pants

White Crew
Socks

Sports
Bag

< OR >

White or Black
Runners ONLY
* no particular brand.

Year 6-9_Boys_12121v1c

AIAE Year 10 - 12 Girls
AUSTRALIAN INTERNATIONAL ACADEMY OF EDUCATION

Winter Uniform | TERM 2 & 3
GIRLS   WINTER

| AIAE Blazer | Long Sleeve Shirt | Winter - Full Length Skirt | Navy Wool Blend Jumper | White Knee Hi Socks |

All Year Requirement

AIA School Bag

Black School Shoes

Chiffon Square Head Scarf

Summer Uniform | TERM 1 & 4
GIRLS   SUMMER

| AIAE Blazer | Long Sleeve Shirt | Summer - Full Length Skirt | Navy Wool Blend Jumper | White Knee Hi Socks |

Sport Uniform | YEAR 10 ALL YEAR
GIRLS   SUMMER   WINTER
(Only if Sports Subject has been selected)

| Longline Bonded Jacket | Long Sleeve Sports Top | Zip Cuff Tracksuit Pants | White Crew Socks | Sports Bag | < OR > White or Black Runners ONLY * no particular brand. |

Year 10-12_Girls_2121v1c

PSW MAKING YOUR SCHOOL LOOK GREAT

VISIT OUR STORES
TRADING HOURS
Monday - Friday 9am - 5pm
Saturday 10am - 1pm | **Sunday** Closed

CRAIGIEBURN
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Ravenhall VIC 3023
(03) 9768 0342

AIAE Year 10 - 12 Boys

AUSTRALIAN INTERNATIONAL ACADEMY OF EDUCATION

Boys Uniform | ALL YEAR

BOYS   SUMMER   WINTER

AIA
Blazer

Wool Blend
Jumper

Long Sleeve
Shirt

< OR >

Short Sleeve
Shirt

Grey
Trouser

AIA
Tie

White Crew
Socks

< OR >

Grey
Socks

All Year Requirement

AIA School Bag

Black School Shoes

Sport Uniform | YEAR 10 ALL YEAR
(Only if Sports Subject has been selected)

BOYS   SUMMER   WINTER

Soft Shell Polyester
Jacket

Long Sleeve
Polo

Short Sleeve
Polo

Zip Cuff
Tracksuit Pants

White Crew
Socks

Sports
Bag

< OR >

White or Black
Runners ONLY
* no particular brand.

Year 10-12_Boys_2121v1c

PSW ›
MAKING YOUR SCHOOL LOOK GREAT

VISIT OUR STORES
TRADING HOURS
Monday - Friday 9am - 5pm
Saturday 10am - 1pm | **Sunday** Closed

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Homework and Study Plan

It is important for students to realise that learning is not confined within the school environment and homework is able to provide:

- the establishment of self discipline and development of good study habits
- a link between home and school
- the opportunity for students to revise/ complete work at home

Every student is expected to do homework each night, whether it is written work, revision of the day's lessons, memorisation of Quran, wider reading, research, or private study.

Parents are also urged to encourage regular habits of homework and study, and support their children in developing a sensible routine. When set homework has been completed, any unused time should be used for wider reading, revision, exam preparation, etc. It is vital that parents work in collaboration with the Academy to ensure that there is a consistent emphasis placed on the importance of homework and study.

Students

YEARS 6 - 7

- 1 to 1.5 hours every day, at least

YEARS 8 - 10

- 1.5 to 2 hours every day, at least

- The first part of Home Study should consist of completion of assigned tasks and work required by teachers.
- The second part of Home Study should include revision of work from each of the day's classes.
- Work due over a period of time should be worked on over multiple home study sessions.

It is important that all students appreciate the need to submit their work on time and that work submitted is neat and presentable.

Subject Offered at CSSC

AREA OF STUDY	AREA OF STUDY
Language and Literature	English
Language Acquisition	Arabic French
Individuals and Societies	History Geography Civics & Citizenship Economics and Business
Islamic Studies	Sirah and Hadith Aqidah and Fiqh Akhlaq
Quran	Memorisation Tajweed Tafseer Tilawa
Mathematics	Numerical and abstract reasoning Thinking with models Spatial reasoning Reasoning with data
Arts	Visual Arts 2D&3D Art Mixed Media
Sciences	Earth and Space Sciences Physical Sciences Biological Sciences Chemical Sciences
Physical and Health Education	Physical Education Health and Well-being
Design	Digital Design Product Design Food Technology
Interdisciplinary learning	STEAM and IDUs

The MYP Curriculum

The MYP curriculum model is one based on a thorough involvement in each of the eight subject areas identified in the model below including the study of a second language.

Students in their final year of the MYP (Year 10 at AIAE) complete a major self-directed project called the Personal Project, which is researched and developed in conjunction with a staff member acting as a mentor. The Personal Project carries the same weight as a full subject.
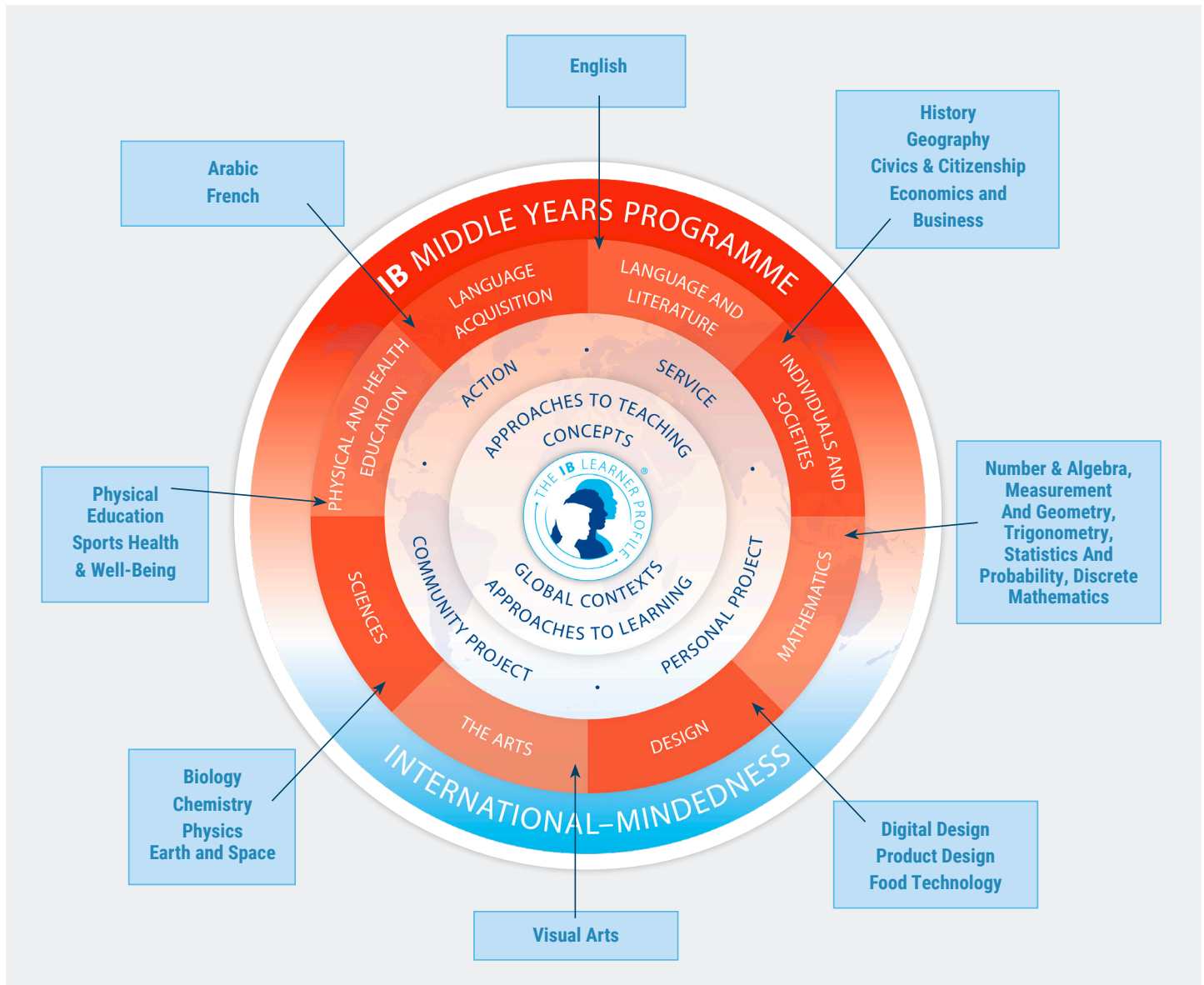
Criteria And Achievement Levels

Each of the nine subject areas detailed on the following pages has a number of criteria specific to the subject, which form the basis of assessment in the subject.

Each of these criteria has levels of achievement and descriptors by which the student's work is assessed.

Teachers will set tasks to address one or more criteria and will assess students against the pertinent criteria by matching the student's performance against the descriptor that best reflects the performance of the student.

IB Philosophy in the MYP

This philosophy, framed in what is an IB education? (2013), is expressed through all aspects of the MYP.

THE PROGRAMME HAS BEEN DEVELOPED WITH DEVELOPMENTALLY APPROPRIATE ATTENTION TO:

- Conceptual understanding
- Teaching and learning in context
- Approaches to learning (ATL)
- Service as action (community service)
- Language and identity
- Learning diversity and inclusion.

Inquiry-based curriculum

Inquiry is a central idea in IB approaches to teaching. Inquiry, interpreted in the broadest sense, is the process initiated by students or the teacher that moves students from their current level of understanding to a new and deeper level of understanding. Teaching and learning through inquiry helps students to grow in their capacity to:

- Make connections between previous learning and current learning
- Experiment and play with various possibilities
- Make predictions and take action to see what happens
- Collect data and report findings
- Clarify existing ideas and reappraise perceptions of events
- Deepen their understanding through the application of a concept
- Make and test theories
- Research and seek information
- Take and defend a position
- Solve problems in a variety of ways.

ASK → INVESTIGATE → CREATE → DISCUSS → REFLECT

INQUIRY-BASED LEARNING
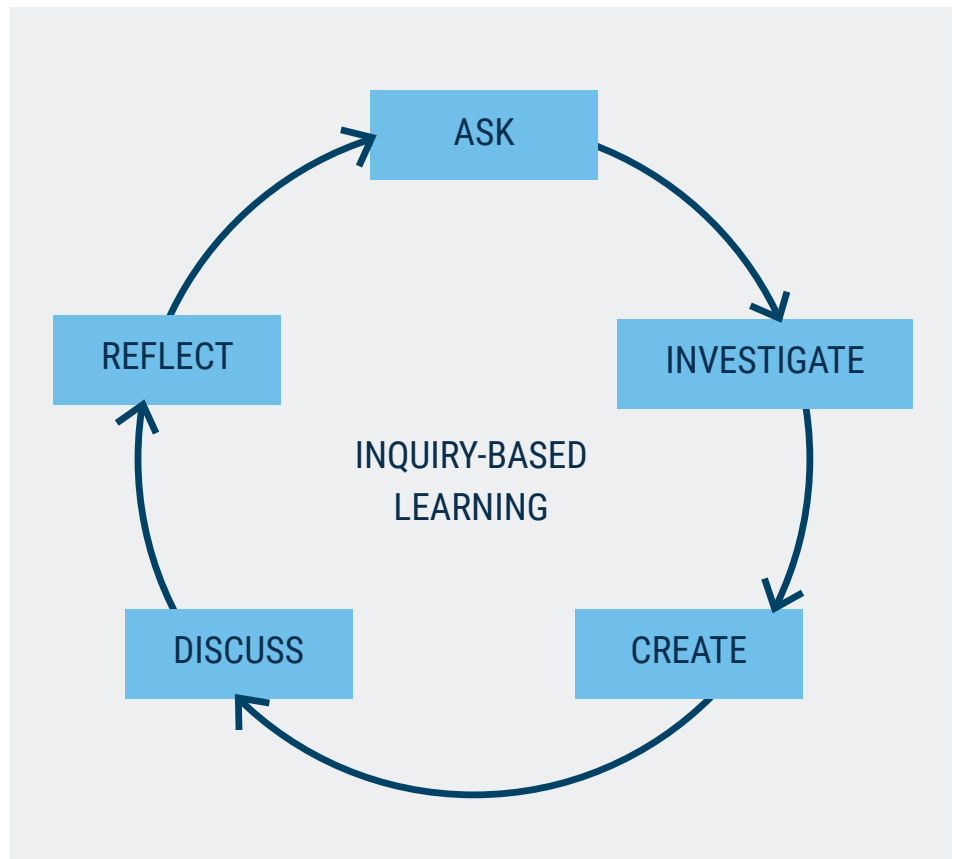
IB Philosophy & IB Learner Profile

IB programmes promote the education of the whole person, emphasising intellectual, personal, emotional and social growth through all domains of knowledge. By focusing on the dynamic combination of knowledge, skills, independent critical and creative thought and international-mindedness, the IBO espouses the principle of educating the whole person for a life of active, responsible citizenship. Underlying the three programmes is the concept of education of the whole person as a lifelong process. The learner profile is a profile of the whole person as a lifelong learner.

The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

INQUIRERS	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
KNOWLEDGEABLE	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
THINKERS	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
COMMUNICATORS	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
PRINCIPLED	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
OPEN-MINDED	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
CARING	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
RISK-TAKERS	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
BALANCED	We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for others and ourselves. We recognise our interdependence with other people and with the world in which we live.
REFLECTIVE	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

A Summary of the MYP Assessment Criteria Across Subject Groups

AREA OF STUDY	A	B	C	D
Language And Literature	Analysing	Organising	Producing text	Using language
Language Acquisition	Listening	Reading	Speaking	Writing
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Investigating	Developing	Creating/ Performing	Evaluating
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and Analysing	Developing ideas	Creating the solution	Evaluating
Personal Project	Planning	Applying Skills	Reflecting	
Interdisciplinary Learning (IDU)	Evaluating	Synthesizing	Reflecting	

Curriculum and Assessment

Language and Literature

The objectives of MYP Language and Literature deal with the various language skills—listening, speaking, reading, writing, viewing and presenting—are all covered by these objectives.

These objectives relate directly to the assessment criteria found in the "Language and Literature assessment criteria" section.

The aims of the teaching and study of **MYP Language and Literature** are to encourage and enable students to:

- Use language as a vehicle for thought, creativity, reflection, learning, self-expression and social interaction.
- Develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts.
- Develop critical, creative and personal approaches to studying and analysing literary and non-literary works.
- Engage in literature from a variety of cultures and representing different historical periods.
- Explore and analyse aspects of personal, host and other cultures through literary and non-literary works
- Engage with information and communication technology in order to explore language.
- Develop a lifelong interest in reading widely
- Apply Language A skills and knowledge in a variety of real-life contexts

LANGUAGE AND LITERATURE		
CRITERION A	Analysing	Maximum 8
CRITERION B	Organising	Maximum 8
CRITERION C	Producing text	Maximum 8
CRITERION D	Using language	Maximum 8

Language Acquisition

The language acquisition subject-group objectives represent some of the essential processes of language and have been organized under four communicative processes. They are as follows:

- **A Listening**
- **B Reading**
- **C Speaking**
- **D Writing**

The aims of the teaching and learning of MYP language acquisition are to:

- **gain** proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- **develop** a respect for, and understanding of, diverse linguistic and cultural heritages
- **develop** the student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- **enable** the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- **enable** the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- **enable** the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- **enable** the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- **offer** insight into the cultural characteristics of the communities where the language is spoken
- **encourage** an awareness and understanding of the perspectives of people from their own and other cultures, leading to involvement and action in their own and other communities
- **foster** curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

Assessment for language acquisition in all years of the program is criterion-related, based on four equally weighted assessment criteria:

LANGUAGE ACQUISITION		
CRITERION A	Listening	Maximum 8
CRITERION B	Reading	Maximum 8
CRITERION C	Speaking	Maximum 8
CRITERION D	Writing	Maximum 8

Curriculum and Assessment (cont'd)

Individuals and Societies

The **aims** of the teaching and learning of **MYP Individuals and Societies** are to encourage and enable the student to:

- Appreciate the range of human and environmental commonalities and diversities.
- Understand the interactions and interdependence of individuals, societies and environments in different contexts.
- Understand how both environmental and human systems operate and evolve over time.
- Identify and develop a concern for human and environmental well-being.
- Act upon opportunities to be a responsible global citizen.
- Develop effective inquiry skills to achieve conceptual understanding in humanities.

INDIVIDUALS AND SOCIETIES		
CRITERION A	Knowing and understanding	Maximum 8
CRITERION B	Investigating	Maximum 8
CRITERION C	Communicating	Maximum 8
CRITERION D	Thinking critically	Maximum 8

Religious Studies

Religious education seeks to transmit the revealed & acquired knowledge to our young generation of Australian Muslims, and to inculcate in them Islamic values that will guide them & lead them into a healthy, well-adjusted life whereby they contribute to the growth of the society in which they live.

The Aim

The need to cater for the education of Australian Muslim children is of utmost importance and by doing so we seek to:

- Preserve our Islamic culture and identity.
- To prepare the student for life with a clear consciousness of his/her role
- To instill a deep sense of belonging to Islam
- Provide an Islamic environment where students are comfortable and free to practice Islam and enhance their faith and Islamic knowledge.
- Teach Islamic civilization, history and Islamic achievements.
- Develop tolerance and ability to participate effectively in society.
- Develop good Australian Muslim citizens.

RELIGIOUS STUDIES		
CRITERION A	Knowing and understanding	Maximum 8
CRITERION B	Investigating	Maximum 8
CRITERION C	Communicating	Maximum 8
CRITERION D	Thinking critically	Maximum 8

Curriculum and Assessment (cont'd)

Physical and Health Education (Physical Education)

The aims of the teaching and study of MYP physical education are to encourage and enable students to develop:

- An appreciation and understanding of the value of physical education and its relationship to a healthy, balanced lifestyle.
- An interest in the promotion of health and wellness.
- The motivation to participate fully in all aspects of physical education.
- Their optimal level of physical fitness effective communication strategies, verbal, non-verbal and written.
- The skills and understanding necessary to participate successfully in a variety of physical activities, for example, learning, practising, refining, adapting, thinking, and interacting.
- The ability to reflect critically on all aspects of physical education, including being a critical performer.
- An understanding of international perspectives on physical activity, sport and health education.
- A lifelong interest in and enjoyment of physical activities as a participant.

PHYSICAL AND HEALTH EDUCATION		
CRITERION A	Knowing and understanding	Maximum 8
CRITERION B	Planning for performance	Maximum 8
CRITERION C	Applying and performing	Maximum 8
CRITERION D	Reflecting and improving performance	Maximum 8

Design

The MYP Design cycle consists of four major stages and these relate to the objectives of the course.

The **aims** of the teaching and study of **Design** are to encourage and enable students to:

- Develop an appreciation of the significance of technology for life, society and the environment.
- Use knowledge, skills and techniques to create products/ solutions of appropriate quality.
- Develop problem solving, critical- and creative thinking skills through the application of the design cycle.
- Develop respect for others' viewpoints and appreciate alternative solutions to problems.
- Use and apply information and communication technology (ICT) effectively as a means to access, process and communicate information, and to solve problems.

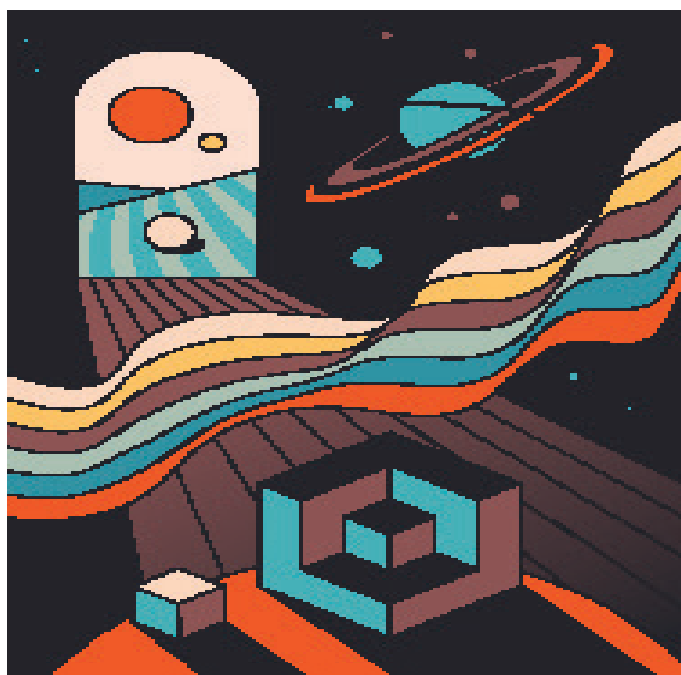| DESIGN		
CRITERION A	Inquiring and analysing	Maximum 8
CRITERION B	Developing ideas	Maximum 8
CRITERION C	Creating the solution	Maximum 8
CRITERION D	Evaluating	Maximum 8

Curriculum and Assessment (cont'd)

Arts

The Arts objectives interrelate with each other and form the basis of the student's experience in the arts.

The **aims** of the teaching and study of **MYP Arts** are for students to:

- Understand how the arts play a role in developing and expressing personal and cultural identities.
- Appreciate how the arts innovate and communicate across time and culture.
- Become informed and reflective practitioners of the arts.
- Experience the process of making art in a variety of situations.
- Explore, express and communicate ideas.
- Become more effective learners, inquirers and thinkers.
- Develop self-confidence and self-awareness through art experiences.
- Appreciate lifelong learning in and enjoyment of the arts.

ARTS		
CRITERION A	Investigating	Maximum 8
CRITERION B	Developing	Maximum 8
CRITERION C	Creating/Performing	Maximum 8
CRITERION D	Evaluating	Maximum 8

Sciences

The aims of MYP Sciences are to encourage and enable students to:

- Understand and appreciate science and its implications
- Consider science as a human endeavour with benefits and limitations
- Cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- Develop skills to design and perform investigations, evaluate evidence and reach conclusions
- Build an awareness of the need to effectively collaborate and communicate
- Apply language skills and knowledge in a variety of real-life contexts
- Develop sensitivity towards the living and non-living environments
- Reflect on learning experiences and make informed choices.

| SCIENCES		
CRITERION A	Knowing and understanding	Maximum 8
CRITERION B	Inquiring and designing	Maximum 8
CRITERION C	Processing and evaluating	Maximum 8
CRITERION D	Reflecting on the impacts of science	Maximum 8

Curriculum and Assessment (cont'd)

Mathematics

The aims of MYP mathematics are to encourage and enable students to:

- Enjoy mathematics, develop curiosity and begin to appreciate its elegance and power
- Develop an understanding of the principles and nature of mathematics
- Communicate clearly and confidently in a variety of contexts
- Develop logical, critical and creative thinking
- Develop confidence, perseverance, and independence in mathematical thinking and problem-solving
- Develop powers of generalisation and abstraction
- Apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments
- Appreciate how developments in technology and mathematics have influenced each other
- Appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics

- Appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
- Appreciate the contribution of mathematics to other areas of knowledge
- Develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- Develop the ability to reflect critically upon their own work and the work of others.

MATHEMATICS		
CRITERION A	Knowing and understanding	Maximum 8
CRITERION B	Investigating patterns	Maximum 8
CRITERION C	Communicating	Maximum 8
CRITERION D	Applying mathematics in real-life contexts	Maximum 8
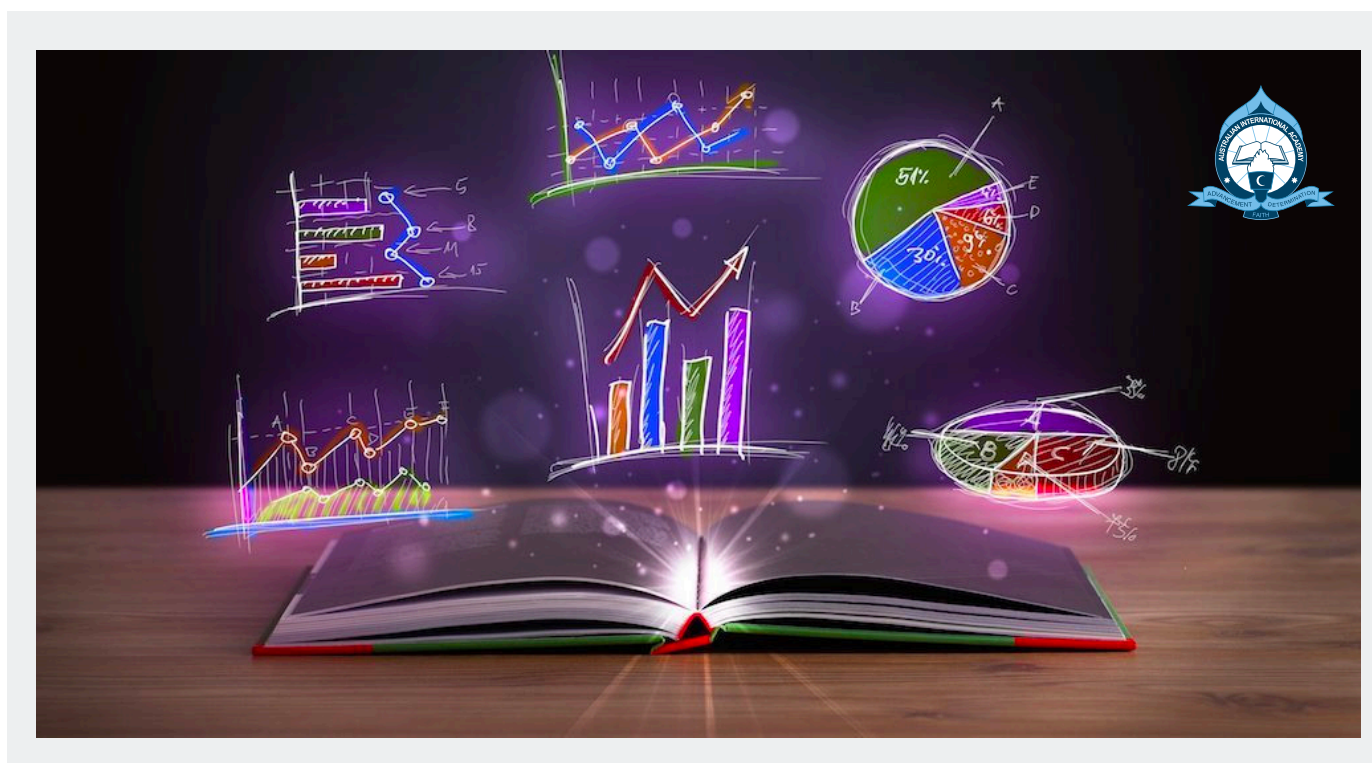
Assessment and Reporting

- Where more than one teacher is involved, common standards are set (standardization of internal assessment).
- Student performance is assessed against the published assessment criteria for each subject.
- Criterion levels totals for each subject are established for each student.
- Teachers apply the grade boundaries to establish final grade for the student in each subject.

Please note the following

The **final common assessment task** (research, test, exam, assignment etc.) is part of the continuous MYP assessment process, which should assist in confirming the most consistent level of student achievement in each subject area. Once the most consistent level of achievement for each criteria has been established, these are then added together to arrive at a final MYP mark for each subject. This total is then converted to the **final MYP grade** using the 1-7 scale below.

GRADE	BOUNDARIES
1	1-5
2	6-9
3	10-14
4	15-18
5	19-23
6	24-27
7	28-32

General Grade Descriptors

GRADE	DESCRIPTOR
GRADE 1	**Minimal** achievement in terms of the objectives.
GRADE 2	**Very limited** achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is **unable** to apply them fully in normal situations, **even with support.**
GRADE 3	**Limited** achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a **limited understanding** of the required knowledge and skills and is **only able to apply** them fully in normal situations **with support.**
GRADE 4	A **good general understanding** of the required knowledge and skills, and the ability to apply them effectively in **normal** situations. There is **occasional** evidence of the skills of analysis, synthesis and evaluation.
GRADE 5	A **consistent and thorough understanding** of the required knowledge and skills, and the ability to apply them in a variety of situations. The student **generally** shows evidence of analysis, synthesis and evaluation where appropriate and **occasionally** demonstrates originality and insight.
GRADE 6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a **wide variety** of situations. **Consistent** evidence of analysis, synthesis and evaluation is shown where appropriate. The student **generally** demonstrates originality and insight.
GRADE 7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them **almost faultlessly** in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student **consistently** demonstrates originality and insight and **always** produces work **of high quality.**

Reporting to parents includes progress reports, term reports and detailed semester reports along with parent conferences and information sessions.

Service As Action

IB learners strive to be caring members of the community who demonstrate a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

MYP learning outcomes for service

With appropriate guidance and support, MYP students should, through their engagement with Service as Action (SaA):

1. Become more aware of their own strengths and areas for growth

2. Undertake challenges that develop new skills

3. Discuss, evaluate and plan student-initiated activities

4. Persevere in action

5. Work collaboratively with others

6. Develop international-mindedness through global engagement, multilingualism and intercultural understanding

7. Consider the ethical implications of their actions.

These learning outcomes identify the substance of students' self-reflection on SaA. All of these learning outcomes are closely associated with IB learner profile attributes and ATL skills. Through their participation in service, students can become more confident and self-regulated learners.

Student requirements

Service experiences are opportunities for students to engage in action.

There are no set hours for the SaA requirement. The aim is to reach actions in a qualitative fashion rather than through a prescribed amount of time. Students at AIAE, in grades 6 to 10 must complete the following each semester (a minimum):

1 long-term Service Activity	+	1 short-term Service Activity	2 Learning Outcomes
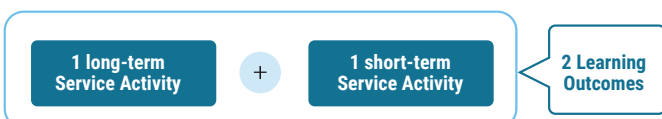
What is a long-term Service Activity?

A long-term Service Activity is one where you participate 1 or 2 times per week over a period of 3 months-or more!

What is a short-term Service Activity?

A short-term Service Activity is one where you participate in a single event over one day or a couple of hours.

Student Portfolio

The portfolio concept itself is not a new concept. Artists, graphic designers, architects etc. have long been using portfolios to organise their work and showcase their skills and talents.

Portfolios are becoming very powerful and popular tools for assessment and evaluation. They provide examples of what students are capable of doing while encouraging students to take charge of their own learning. Portfolios will be presented on Managebac.

Portfolio assessment objectives

a. To allow students to use creativity & originality in displaying their work

b. To develop students' organisational skills

c. To help students become aware of their progress & growth over a period of time

d. To encourage students to take charge of their own learning

e. To allow students to demonstrate their learning through a variety of ways & to ensure they experience success

f. To help students review & reflect on their work & engage in self-assessment

g. To develop students' critical thinking skills of analysis, synthesis & evaluation by reviewing and reflecting on their work

h. To help students to set goals to enhance their strengths & to improve their areas of concern.

ManageBac

Introduction to Year 10 at AIAE CSSC

The Year 10 program is designed to motivate and engage all students according to their individual performance levels and ability, and to satisfy their educational needs according to their preferred learning styles and interest.

The program is the final year of the Middle Years program (MYP) which involves students completing the following subjects; Language and Literature, Mathematics, Sciences, Individuals and Societies, Language Acquisition and Religious Education.

Student are also required to choose one elective from Design, Arts or Physical and Health Education to undertake for the year.

Aside from the standard MYP subjects, students are also required to choose one VCE (Victorian Certificate of Education) subject at Year 10. Students will complete unit 1 and unit 2 of one of the aforementioned subjects at Year 10.

The program also includes a year-long Personal Project that complements the course of study and stimulates students' interest.

Personal Project

The **MYP Personal Project** is a crucial part of the Year 10 experience and is compulsory for all students. It serves as a capstone to their learning journey in the Middle Years Programme, offering them the chance to showcase the skills and knowledge they've gained over the years.

By engaging deeply with a topic of personal interest, students not only develop critical thinking, research, and self-management skills, but they also build confidence in their ability to take on complex tasks independently.

The project prepares students for the demands of future academic work, especially in the IB Diploma Programme, while fostering a sense of accomplishment as they create something meaningful and reflective of their passions.

Completion of the Personal Project is not just a requirement but an opportunity for personal growth and celebration of their capabilities.

Aims

The personal project encourages students to:

- Inquire by exploring a personal interest.
- Take ownership of their learning by undertaking a self-directed inquiry.
- Act by transferring and applying skills in pursuit of a learning goal and the creation of a product.
- Reflect by recognising and evidencing personal growth and development.

Requirements

To successfully complete the Personal Project, students are required to:

1. Set a Learning and Product Goal:

Define what they want to learn (learning goal) and decide what they will create (product goal). The product can be anything from a physical object, digital creation, or event, depending on their interests.

2. Create a Plan:
Develop a detailed plan to achieve their goals, including timelines, research methods, and resources. Students will also maintain a process journal to document their ideas, research, challenges, and reflections.

3. Conduct Research and Develop the Product:
Students must engage in meaningful research to support their project and work steadily to create their final product.

4. Write a Report:
The report (or presentation) documents the entire process, reflecting on the learning journey, the application of ATL skills, and the quality of the final product. The report can be in different formats, such as written, oral, or digital.

5. Present the Project (Personal Project Exhibition):
Students present their Personal Project to the school community, including peers, teachers, and parents.

Objectives

The MYP Personal Project objectives guide the development and assessment of the project, ensuring students focus on key skills and processes throughout their work.

The objectives are as follows:

Objective A: Planning

Students define a learning goal based on their personal interest, establish success criteria for their intended product, and create a detailed plan to achieve both.

Objective B: Applying Skills

Students explain how they used specific ATL skills to achieve their learning goal and product, supporting their explanations with clear examples or evidence.

Objective C: Reflection

Students reflect on how the project impacted their learning and evaluate their final product based on the success criteria they developed.

Year 10 VCE

Students are required to undertake one VCE subject at Year 10. By the end of Year 10, students will have completed Unit 1 and 2 of a VCE subject. Unit 3 and 4 is undertaken and completed at Year 11. Students who choose VCE at Year 11

will have gained an advantage of completing a VCE subject by the end of Year 10. Students who choose the IB at Year 11 will have established a foundation for undertaking the same subjects at Year

11 and 12.

Student Requirements

Service experiences are opportunities for students to engage in action. Students have a choice from the following 3 options:

Single learning event: This is a service students provide to others just once and is not ongoing. Students must complete 3 per term.

Series of related learning experiences: This is a students you provide over a short period of time. E.g. over a 3 week period. Students must complete 2 per term.

An extended project: This is a service students provide over a long period of time. E.g. 3 weeks or more. Students must complete 1 per term.

VCE

Students are required to undertake one VCE subject at Year 10. By the end of Year 10, students will have completed Unit 1 and 2 of a VCE subject. Unit 3 and 4 is undertaken and completed at Year 11. Students who choose VCE at Year 11 will have gained an advantage of completing a VCE subject by the end of Year 11. Students who choose the IB at Year 11 will have established a foundation for undertaking the same subjects at Year 11 and 12. VCE subjects offered at Year 10 are as follows:

- Biology
- Health and Human Development
- Psychology
- Business Management

VCE Outcomes

Every VCE unit includes a set of two to four Learning Outcomes set by the Victorian Curriculum and Assessment Authority (VCAA). Each outcome is described in terms of **key knowledge** and **key skills** students are required to demonstrate.

In order to complete the unit, the student must demonstrate their understanding of the key knowledge and key skills. Teachers set assessment tasks over the duration of the unit to determine a student's ability to satisfy these outcomes.

Assessment

There are two ways in which each VCE unit will be assessed.

They are:

(i) By satisfactory completion. A student will receive 'S' (satisfactorily completed) or 'N' (not satisfactorily completed) for each unit studied. This decision is based on the teacher's judgement of the student's performance on learning activities designated for the unit.

To "satisfactorily complete" a learning outcome, a student must;

- meet the required standards as described in the outcome, and
- submit the work on time.

A student will receive a "not satisfactorily completed" result if they;

- have failed to complete one or more of the requirements of the learning task,
- have not achieved all the learning outcomes for that unit, or
- have not completed all the work satisfactorily. For example, the work was not finished or not completed on time or did not follow the criteria and has not met the outcome requirements.

Only units for which an **"S"** (completed satisfactorily) has been awarded can count towards the 16 units required for the award of the VCE.

(ii) By levels of achievement. **School-Assessed Coursework (SAC's)** are assessment tasks which enable students to develop the key knowledge and key skills described in the set of outcomes for each unit.

These activities may include: practical activities, written reports, essays, oral presentations, poster and multimedia presentations, assignments, folio of exercises, modelling activities, use of computer software and/or applications, tests, etc.

For Units 1 and 2, teachers may select the tasks which they consider to be most appropriate for the School-Assessed Coursework. For Units 3 and 4, the assessment tasks for the School-Assessed Coursework are prescribed by the Victorian Curriculum and Assessment Authority (VCAA).

School-Assessed Coursework tasks will be **undertaken during class time.** This is necessary to enable teachers to authenticate the work undertaken by students. It is imperative that students are at school when the School-Assessed Coursework tasks are to be completed. Dates for the completion of School-Assessed Coursework will be distributed to students at the start of each semester.

The student's level of performance; that is, how well a task was done will be graded on a scale of A+ to E, where E is the lowest acceptable level of achievement. A piece of work which fails to meet the minimum acceptable level will be reported as UG (ungraded). If an assessment task is not completed or submitted, **NA** (not assessed) will appear on the report.

Extra – Curricular Activities

Year 6 Canberra Learning Experience

The Canberra Learning Experience is a program focused on Civics and Citizenship to develop an understanding on how Australia is governed. Students attend a number of sites around Canberra to complete activities and participate in discussions around laws, rules and regulations.

The experience includes visiting the following sites: Parliament, High Court, Australian War Memorial and Questacon.

Physical And Health Education and Interschool Sports

The health and physical education department seeks opportunities for a variety of recreational and competitive activities that will contribute to an individual's physical fitness, personal development, respect and maturity through competitive engagement and extend the knowledge they are acquiring in Physical Education Programme.

AIAE has a highly successful sports program where students can compete at high levels against other schools. The program encourages leadership, teamwork and fitness. All sports are open to both males and females. The following sports have become a staple of our sporting calendar: football, soccer, basketball, netball, cricket and softball. AIA competes in competitions such as: the Bachar Houli Cup, Islamic School Sports Carnival, SSV Moreland District competitions as well as other tournaments.

After school sports training will take place for those selected for the AIACSSC sports team.

Chess

Chess can enhance concentration, patience, and perseverance as well as develop creativity, intuition, memory and most importantly the ability to analyse and deduce from a set of general principles, learning to make tough decisions and problem solving.

At AIACSSC, chess is played during lunchtime. Once students are familiar with the game, they have the opportunity to play in interschool events against other schools.

eSports

The Esports club membership is by application. Only students who are consistently adhering to the Academy's Academic and behavioural expectations are eligible for club membership.

The current esports club games are League of Legends, Overwatch, Super Smash Bros and Rocket League (approved by the eSafety Commissioner) which are competitive games that focus on social fundamentals of human nature, strategy, logic and determination. The club forum will also teach online etiquette and sportsmanship through a relevant mechanism that is already engaging to students.

Debating

Debating is the formal discussion on a specific topic. It gives students the unique opportunity to research and present points of view in a logical and coherent manner. Debating improves confidence and self-esteem, critical thinking and problem-solving skills and general knowledge around unfamiliar topics. Students compete in the DAV competition which involves many schools in Victoria. It is a prestigious competition that takes debating to a higher standard. DAV competition is held in the evenings.

Camps

School camps are a fundamental part of the school's curriculum, and all students should attend. The camp will be filled with activities designed to ensure an enjoyable and productive three days. Camps are fully supervised; and accommodation, activities, facilities and catering are provided.

The aim of camp is to develop tolerance, self-esteem and self-reliance in the students. As with all of our camps, Islamic teaching and practices are incorporated into the program and reinforced throughout the camp. The daily prayers are performed in congregation followed by discussions on various topics.

Extra – Curricular Activities (cont'd)

Year 9 City Experience

The City Experience program is an inquiry-based learning program taking place over one week in Melbourne CBD. Students complete an orientation program where they familiarise themselves with transport and navigation tools to make their way around the city.

The city experience aims to:
- Develop independence, resilience and empathy.
- Build an understanding of the concept of urbanisation.
- Develop a broader understanding of the City of Melbourne
- Understand and analyse current issues.

Homework club and After school Quran classes

After school and lunchtime classes run for the duration of each term. Students have the opportunity to grow and build on their skills through the sessions.

During the Quran classes, students will receive extra support to enable them to enhance their recitation, tajweed and understanding of the Quran.

Year 10 work experience

Work experience is the short-term placement of Year 10 students with employers to provide insights into the industry and the workplace in which they are located. It provides students with the valuable opportunity to: develop employability skills, explore possible career options, understand employer expectations, increase their self-understanding, maturity, independence and self-confidence.

Students are placed with employers primarily to observe and learn – not to undertake activities which require extensive training or expertise.

STEAM Club

The STEAM club activities, investigations and experiments, are designed to truly engage children with the scientific method whereby they learn to hypothesise, fairly test experiments, understand and change variables plus explore and communicate results just like in the real world. Specifically, the program is designed around hands-on science experiments each section allows the students to gain greater confidence and engage with each concept presented... and have a blast doing so!

Robotics club

The Robotics Club focuses on enhancing education and preparing students for the future. By working on hands-on projects, members engage with technology and develop problem-solving skills, while also learning coding and engineering. These activities encourage teamwork and

creativity, making learning both fun and accessible. As technology evolves, understanding robotics becomes increasingly important, and this club helps students meet the challenges of a rapidly changing world.

Al-Bayan Club

The aim of Al-Bayan Club is to equip students with the necessary skills to deliver effective Islamic speeches, talks and Friday sermons (Khutbah). Students learn the art of eloquent expression, public speaking, and communication techniques grounded in Islamic teachings. The club fosters confidence, clarity, and a deep understanding of the significance of delivering messages that inspire and resonate with diverse audiences, both within and beyond the school community.

# Learning Programs at AIACSSC

Education Perfect

Education Perfect is an online platform designed to make learning fun, engaging and effective.

It has been proven to improve learning outcomes and increase student engagement. Students are assigned targeted lessons to consolidate classroom content. Education Perfect can be used across all subject learning areas.

Reading Plus

Reading Plus helps students establish silent reading fluency, increase comprehension skills, and expand vocabulary while broadening interests and building knowledge. The program includes three instructional components: the Reading component (SeeReader), the Vocabulary component (ReadAround), and the Visual Skills component (iBalance).
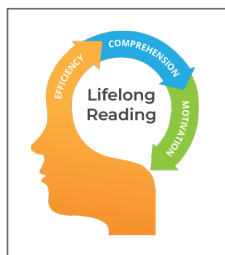
Reading Plus simultaneously develops all three domains of reading- physical, cognitive and emotional by integrating them in one personalised reading program.

Seven Steps Writing Program

The Seven Steps Writing Program breaks down writing into simple chunks so that students can practice specific skills and techniques rather than write a whole piece straight away.

There are seven steps used, incorporating writing skills and techniques that practice and brainstorm in generating ideas, start where the action is, build up momentum, think of dialogue, use character action to show feeling and emotion, review work to ensure every sentence is engaging and important and finally end with the most impact. The Seven Steps thus encompasses complete writing development.

MangaHigh

MangaHigh transforms the teaching with game-based learning. It provides scaffolded, curriculum-aligned activities, builds up a detailed picture of each student's progress over time, identifying mistakes and misunderstandings, and personalise learning through differentiated assignments and recommendations.

Mathspace

The Mathspace online program was developed with the vision of using technology to replicate the benefits of one- to-one teaching. The step-by-step support helps students at the exact moment of misconception, helping them to learn and ultimately develop a growth mindset.

Mathspace content is mapped to the Australian Curriculum, as well as state-specific curricula for Years 6-12. Students will have access to the online textbooks. Students are provided personalized practice, skill and concept builder lessons tailored to their individual needs and progress.

Clickview

Clickview provides engaging, curriculum-aligned videos for dynamic secondary learning resources to support students in any subject. ClickView interactive videos help the students to take learning further by considering what they are viewing, checking their understanding and reflecting on key learnings. Interactives are perfectly suited to homework, flipped and independent learning, and the development of speaking and listening skills.

Britannica School

Britannica Education provides reliable, award-winning reference and curriculum solutions for students by personalising education and providing custom resources that meet the unique challenges and needs of different learners.

Jacaranda

JacPLUS gives access to premium curriculum-aligned content delivered via a powerful online learning platform. Students are supported in forming good learning habits and a strong foundation for growth. Teachers are connected with everyone in the class which allow them to track the students and provide help when needed.

CAROLINE
SPRINGS
SENIOR CAMPUS

ADVANCEMENT
DETERMINATION
FAITH

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