

WESTERN GRAMMAR SCHOOL

NEWSLETTER

ISSUE 43 TERM 1 THURSDAY, 12TH APRIL 2018

WHAT'S INSIDE

“THERE IS NO MUSLIM SERVANT WHO SUPPLICATES FOR HIS BROTHER BEHIND HIS BACK EXCEPT THAT THE ANGEL SAYS: FOR YOU THE SAME.”

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KINDERGARTEN

WITH MS RANA AND MS SAADIYAH



Assalamu Alaikum,

Term 1 is coming to an end and we've had a marvelous time here in Kindergarten. We've started to read and add our numbers, we've learnt about shapes and colors and we've learnt about friendships and loved ones. We're sharing our things with our friends, taking care of one another and we love playing together. It's been an enjoyable time with lots of memorable moments and events. This term, our class learnt about different farm animals and how to take care of them. To help us gain a greater understanding of what we learnt in class, we went on an excursion to a farm. Our excursion to the Calmsley Hill City Farm was great and we enjoyed it very much. All the animals, plants and shows were great to see.

Kindergarten really enjoyed celebrating Harmony Day! Our class loved the cultural food, the fun games and the educational activities that taught us all about diversity in Australia. Our class looked beautiful dressed up in their own culture's clothes and it was great to see everyone participate and learn more about the world around them.

This term in Science and Technology we learnt about plants and how to take care of them. We planted our very own coriander seeds, watered them every day, made sure they had enough sunlight and watched them grow. We've done an amazing job! We're more than ready for Term 2 and are looking forward to even better times and experiences in our wonderful Kindergarten classroom. Have a fun break everyone!



IT'S BEEN AN ENJOYABLE TIME WITH LOTS OF MEMORABLE MOMENTS AND EVENTS.



-MS RANA & MS SAADIYAH (TA)



Assalamu alaikum parents,

As we are approaching the end of Term 1, students have made friends and established a daily routine. This term, Year 1 has participated in a lot of exciting events such as Harmony Day. Students had the opportunity to learn about other cultures by dressing up in their cultural clothing and sharing their cultural foods.

Our class has continued with their procedural writing and have done a fantastic job in their explanation writing. Through their writing, students have learnt how bees make honey, how sunflower seeds are grown and how rain is formed. In Reading, students are progressing at a good rate and are improving their reading strategies and sounding out. For Mathematics, we have been hands on with the concept of length, groups of things (multiplication) and sharing (division) and our class has enthusiastically grasped these topics very well. In Science, we have been working in groups to design and build an effective barrier to protect the worn-out grass within the school grounds. Our class loves doing these activities.

I hope everyone enjoys their holidays! I can't wait to hear all the exciting stories about Year 1's adventures when they return next term. I encourage all parents to read with their children and revise their IQRA books. It has been a great term and I look forward to an even better Term 2!

Wassalam
-MS SALEM

Year 1



Year 2



Assalamu Alaikum,

The end of Term 1 has come and Masha'Allah, all the students of our class have been working hard. We overcame many challenges and changes, and we are stronger now and more resilient.

Year 2 students are striving to be responsible learners who continually build skills in literacy and numeracy. These skills assist us in improving our sentence structure and writing sequences of events as we compare the differences between various fairy tales, both visual and written. Our favourite activities so far have been the Rapunzel art work we worked on and the dreamtime-inspired stories we created. We also launched an impressive science investigation that identified the noise created by chairs scrapping on the floor and experimented with materials to reduce it.

Our positive attitudes have been very impressive as we successfully finish all core class work and topic assessments. Although we work very hard, we have had time to celebrate and relax. Harmony Day was an exciting event for us to share and embrace other cultures, which we've been doing in the lead up to the art show. We researched Northern European countries such as Latvia, Lithuania, Germany and England.

In Term 2 we will be focused on developing our independent learning skills that we have been working on all term.

Enjoy your break everyone, I look forward to seeing you all again next term.

-MS BOYD



Assalamu Alaikum parents and caregivers,

I am the new Year 3 teacher and I am looking forward to a fun filled year full of learning and progress Insha'Allah. So far in class, Year 3 students have been increasing their knowledge in all areas of the curriculum and successfully preparing for NA-PLAN. Mathematics has been focused on graphs, data, time and 2D shapes, and students have done well learning these concepts. In English, students continue with their book study of Charlotte's Web and it is wonderful to see the students so eager to read and reflect on this exciting novel.

This term, the writing focus has been on narratives with students ensuring their writing is presented with proper grammar, punctuation and paragraphs. We have some very creative writers in our class! History is all about cultures and celebrations. Students have looked at cultures from around the world and focused on Chinese New Year and Eid. In Science, we have been investigating shadows. Students observed their own shadow and the shadow of a pencil to find when shadows are the shortest and tallest throughout the day. Students were very engaged and really enjoyed this investigation. And how can I forget Sports! Year 3 thoroughly enjoy their PE lessons each week. Creative Arts has also been a highlight enjoyed by students. They had lots of fun completing wonderful caterpillar artworks using oil pastels.

May Allah bless us all with a safe and fun holiday break for you and our family!

-MS YOSUFZAI

-YEAR 3-

-YEAR 4-

Dear parents,

We are already at the end of Term 1, and it has been an absolute pleasure teaching my special students. This term, our class has been engaged in many activities and events. During Harmony Day, Year 4 students had an exciting time. They shared and explored traditional food and learnt about cultures from around the world. We listened to nasheeds in different languages and read two books, one in the Arabic and the other in Spanish, and translated both books into English.

This term, the students have been exposed to a range of multi-modal texts and have participated in shared reading experiences involving a variety of comprehension activities. As a class we have enjoyed reading and discovering a lot books such as 'Tales of a Fourth Grade Nothing'.

For Maths, the students have been using a range of hands-on materials. We used mental and written strategies for addition and subtraction involving two-, three-, four- and five-digit numbers. Moreover, the students selected appropriate methods to collect data and constructed, compared, interpreted and evaluated data displays, including tables, picture graphs and column graphs. For History we've been learning about Australian colonisation. This unit provides opportunities for students to explore issues related to Australia's original inhabitants, explorers before the British and the British arrival and occupation of Australia.

Thank you for your continued support and cooperation.

Kind regards,

-MS EL-KHEIR



YEAR 5

Assalamu Alaikum,

It is a privilege to teach this lovely bunch once again. Alhamdulillah, Term 1 has ended on a positive note. Year 5 has been busy working hard and overcoming many challenges over the past eleven weeks.

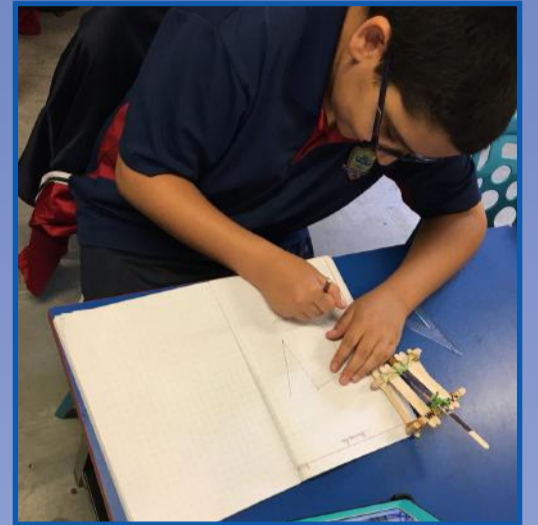
In the second half of the term, students focused on narrative writing. They have incorporated a variety of literary techniques in making their stories interesting. My class has shown a lot of enthusiasm when composing their texts and have presented wonderful ideas. It is exciting to see the class so eager to learn!

I am extremely proud of my students' progress in Maths. They have learnt difficult mathematical concepts this term and we are now able to convert fractions into decimals and multiply large numbers. We also learnt about the different types of angles and how to measure them. Students worked both independently and in collaboration with their peers while learning these concepts.

Our class is also preparing for the upcoming NAPLAN tests. We are working persistently in building our literacy and numeracy skills. Students are participating in stimulating activities to enhance their academic learning and develop strategies for NAPLAN.

I hope everyone has a wonderful break and I look forward to starting a fresher and better term soon.

-MS AFSHAR

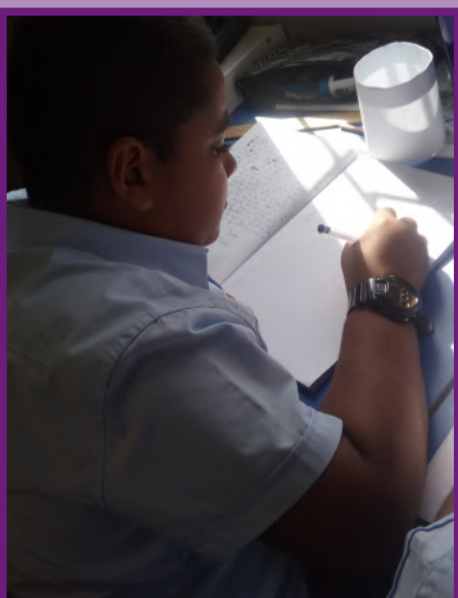


I have recently contemplated the days when students sat silently at wooden desks in rows while teachers wrote on dusty blackboards, the chalk clacking on the blackboard while the teachers somehow never got the chalk on themselves. Today, such outdated teaching methods live on in most 21st century classrooms across Australia. Well, except at Western Grammar School!

Year 6 students from WGS are integrating science, technology, engineering and mathematics (STEM) into their learning. As a primary teacher I believe STEM is about a cross disciplinary approach to learning that focuses on foundation skills, developing mathematical understanding, scientific skills and digital literacy. Through hands-on inquiry and open-ended exploration, students gain and apply curriculum content knowledge and develop creative and critical thinking skills within an authentic context. The pictures show how Year 6 students engineered a catapult out of paddle pop sticks to learn about area. They took photos with iPads and wrote a procedural report (which Year 6 are learning about in English) on what they discovered. This simple lesson integrates science, technology, engineering, mathematics and literacy as well. Hence, students at WGS are becoming leaders in their own learning and in so doing, are not only gaining deeper understanding but also an array of essential life skills promoted through STEM, all in one fell swoop.

-MS BALUCH

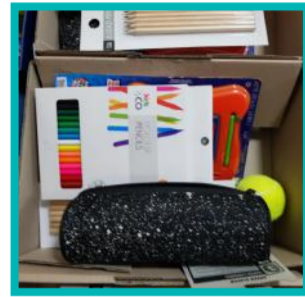
YEAR 6



Community & Culture

OUR GRANDPARENTS' HIGH TEA WAS A HUGE SUCCESS

WGS STUDENTS GAVE GIFTS TO THEIR GRANDPARENTS AND PRESENTED A PLAY



OUR HARMONY DAY DONATIONS WERE USED FOR A GREAT CAUSE. WESTERN GRAMMAR SCHOOL USED THE PROCEEDS TO PREPARE 80 EID GIFT BOXES FOR GIRLS AND BOYS IN POVERTY STRICKEN FAMILIES

KIDS K ORNER



ISLAMIC STUDIES

THE PROPHET MUHAMMAD ﷺ SAID:

“SAVE YOURSELF FROM HELL-FIRE EVEN BY GIVING HALF A DATE-FRUIT IN CHARITY.”

Assalamu alaikum wa rahmatullahi wa barakatuh,

All praise is due to Allah the Lord of the worlds, and all thanks is due to Him for all the favours He has bestowed upon us. The end of Term 1 is now upon us, and Alhamdulillah what a wonderful term it has been for Western Grammar School.

Things have been nice and vibrant in the Islamic Studies department and this has been made possible with the hard work of the teachers and students and the co-operation of the parents. We would like to extend our appreciation to the parents for supporting their children on their journey to seeking a deeper understanding and a greater appreciation of the *deen* of Islam.

Kindergarten has been oriented to Islam by learning the 5 basic pillars of our religion and by incorporating Islamic vocabulary in their daily lives. Year 1 students have produced some awe-inspiring models of the Ka'bah and Masjid al Haram for this term's assessment, while Year 2 has been demonstrating their colourful imagination by writing and producing illustrations about their first day in Jannah. Year 3 and 4 have taken the stage by delivering thought-provoking speeches about a Prophet of Allah (swt) and about the hajj experiences of a family member. Year 5 and 6 have been delving further into the attributes of Allah (swt) as well as key incidents in the Madinan-phase of the Prophet's ﷺ life. In High School, students have been exploring the inspirational lives of the companions of Prophet Muhammad ﷺ.

Outside of the classroom, the Islamic Studies department has been hard at work. We've collected the donations and fundraising money received during Harmony Day and launched a new charity project, creating gift boxes for boys and girls who are living in impoverished countries. With approximately \$600 fundraised, our gift boxes contain lots of fun surprises for the kids, and we will be sending them out to be received just in time for Eid.

It has been a pleasure filling up the classrooms with the best kind of knowledge – that is, the knowledge of Allah (swt) and His *deen*. It is our hope that we can continue to do this with the support and involvement of the parents.

-MS RAFIQ



RECIPE FOR SUCCESS

When it comes to advice for HSC exam success there is a surplus of information and advice ranging from NESA to informal student groups. What if you could sum up all the information out there into just three main key performance indicators that would provide you with clear guidelines for HSC exam success irrespective of which KLA you are studying? Using extensive student data paired with years of HSC marker feedback, three Key Performance Indicators have been identified that students can use as a tool to measure their HSC progress:

1. Content Knowledge (Ingredients)
2. Application (Method of cooking)
3. Writing (Presentation of Food)

Imagine that your HSC exam is going to be cooking competition. On a known day you will be asked to attend where a judge will request you to make a dessert of his choice. Contestants can bring as many ingredients as they wish to the contest, but the actual dessert will only be known on the day of the contest.

1. The first step to succeed in this contest is to bring as many **ingredients** as you can to give you the best possible chance to make any dessert upon request. These ingredients are content knowledge. How much of the **content knowledge** are you bringing into the exam?
2. The next step is to know how to use these ingredients. How do you put them together to make the dessert you want? How much of each ingredient and what **methods** are you going to use? This is the second KPI: **application** of the content. It relates to selecting relevant content and decoding the exam question to direct you to the correct syllabus point.
3. Finally, the **presentation** of the dessert is what will determine the quality of the finished product. Once the student has the necessary content memorised and can decode the question and make links to syllabus points, they need to now present this information in the form of a logical and coherent response. Extended response questions make up approximately 40% of marks for content based HSC examinations, thus reinforcing the importance of being able to **write** well.

-MR MALIK

ENGLISH ANGLE

Term 1 was an eventful period involving the reestablishment of classroom rules and generating new and valuable knowledge. As an English, Commerce and Music teacher of Years 7 to 10, I can vouch for the great knowledge and potential WGS students have across the key learning areas. With the limited space I have, I would like to focus specifically on Year 7 and 10 English.

The Year 7 English lessons were centred on activating prior knowledge and establishing new knowledge relating to various literary text types and literary techniques that will undoubtedly be valuable beyond their NAPLAN examinations. Extra support programs and after-school classes have taken place to offer struggling students the necessary support to excel in their learning. Teachers are determined to ensure that students will continue striving for optimum learning even after the NAPLAN examinations through the support of students and parents.

Year 10 English started the term by studying the Shakespearean text 'Macbeth'. Students had developed the skills of critically analysing key scenes from the play, and thereafter consolidating their knowledge of the themes of the play through essay writing. Students' knowledge of essay-writing was assessed, and although the results require improvement, I am confident students will acquire more knowledge throughout the year that will foster their overall literacy knowledge and skills.

Ultimately, WGS is made up of students with varying skills and talents, and I am certain that each student will excel academically and contribute positively to the Australian society.

-MS AZIZ

BACK TO BIO

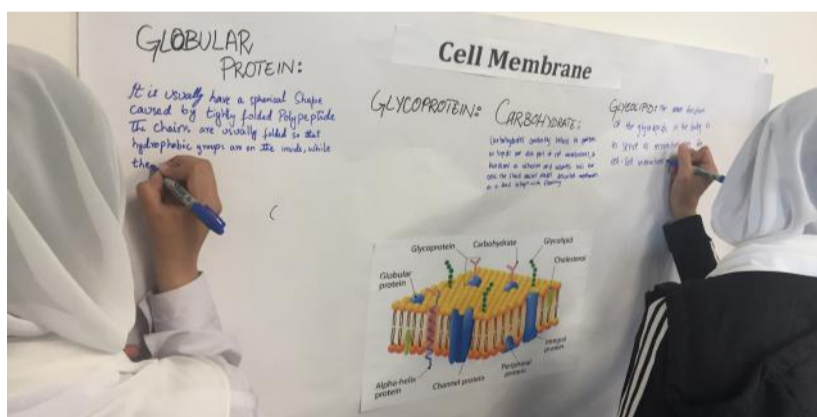
-DR ALI

The New South Wales Biology syllabus has been overhauled with a number of changes. Although the content is not overly different from the previous syllabus, the way that the content is packaged and taught is. Many difficult concepts and terminologies have been introduced to our current Year 11 and the platform and delivery of these concepts have been varied to help create an inclusive and engaging environment.

Research and experience has proven that analogies, when used properly, can help make science concepts meaningful to students. Various styles of pedagogies have been implemented to help students understand concepts and encourage involvement. We encourage students to learn by doing and listening, through discussion, debate and blended learning. These pedagogical constructs are useful in engaging our students.

Year 11 students have recently learned about the Fluid Mosaic Model of the cell membrane and modelled the semi permeable nature of a cell membrane, showing the selective movement of material through a membrane. They also worked collaboratively in presenting selected topics to their peers and teacher.

We wish our current Year 11 Biology students all the best with the new Biology syllabus and Insha'Allah all that hard work will pay off.



ALGORITHMS AND AL-KHWARIZMI

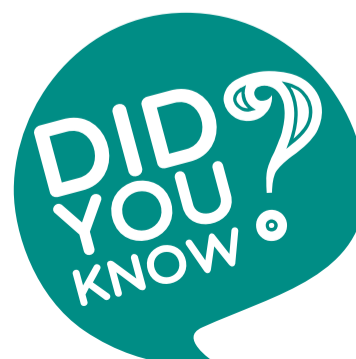
As members of Western Grammar School's community, it is imperative that we take a moment to understand the importance of education and its effect on the world around us. While we deeply value and are committed to education, do we truly appreciate just how important it truly is?

Let us consider our own storied past and cast our minds to the sandy plains of Baghdad roughly twelve hundred years ago—sandy plains which have compacted to become stone under the weight of houses of learning that stand upon it, the foundations upon which our world now stands. In these lands walked a man named Muhammad ibn Musa al-Khwarizmi. A man of words, wisdom, and above all, education. A devout worshipper of his Lord, education was al-Khwarizmi's lifeblood.

If this man had not valued his and others' education, we would not have our smartphones in our pockets or our laptops on our desks. He formulated what we now call algorithms—and effectively all computer based modern technology requires algorithms. The very word algorithm is an appropriation of his name! Moreover, he developed the mathematical science algebra in order to address matters in Islamic fiqh, such as the distribution of zakaat and wills. Although Al-Khwarizmi is known for his incredible contribution to Mathematics, he was also a geographer, astronomer and scientist.

What a man, and what an example our history holds—amongst so many other names less mentioned but no less worthy. It is well worth reflecting upon how education built a personality of such erudition. We are connected by an institution that similarly values knowledge and learning—and if we embody such values there is no reason why we cannot produce the likes of al-Khwarizmi once again Insha'Allah!

-MR QURESHI





-MS RANA

FARM FUN

BARNYARD FUN FOR LITTLE ONES

Words can't describe the amazing experience that we had of going to the farm. It was a terrific day and one of the most memorable ones for Kindergarten so far. We started the day by jumping onto the bus with our buddies. As soon as we got to the farm we could see so many different animals, plants and people. In the distance we could hear cows mooing, chickens clucking and ducks quacking. We were very eager to start exploring, however we had to have our recess first! After eating our recess, we needed to make sure we closed our bags properly otherwise Tabby the fat grey cat would come and eat our food.

We walked in our groups and saw all the cows first: big ones, small ones, cows that gave milk, cows that liked to play. We saw them all! Soon after we met Daisy the dairy cow, we washed our hands with soap and warm water and got ready to milk her! It was great, it was so much fun milking the cow!

Once everyone had had a turn we went to see the foxes and the camels and the chickens and the horses when suddenly we heard a super loud sound. We turned around to see what was going on and there was a big fat turkey that was watching us from its cage. It looked really funny.

Even though we enjoyed all the activities especially the animal pen, where we could hold and touch animals, our favourite activity of the day was the tractor ride. We got to hop onto a big tractor that took us up and down a hill and all the way around the farm! It was very very bumpy and it was super windy but we managed to have a great time. We were lucky enough to watch a dog show, whip show and a shearing show too! They were awesome to watch! To end an amazing day everyone in Kindergarten had an ice block to cool off and everyone was given a small patch of wool to take home too.

We loved our first excursion!



HARMONY DAY



What a fantastic day Harmony Day was! Harmony day is all about celebrating Australia's diverse and vibrant culture. It stresses the importance of inclusivity, respect and a sense of belonging. Western Grammar Students came dressed in either orange or their ethnic clothes highlighting the diverse cultures within our school.

For the entire week, each class was designated a continent to explore and learn about to create an artwork. The artworks were displayed as part of the cultural art show. We have some very creative artists in our school! Prima-



ry school also participated in making handprints all week as well. High school did the same with a banner of handprints outside the school hall.

Harmony day itself was filled with many cultural activities. We had teachers read in their mother tongue with the librarian giving a fantastic Urdu retelling of the popular book 'The Very Hungry Caterpillar'. We also had Arabic, French and Turkish readings! The kids were very engaged and enjoyed this. Students were given the opportunity to say a phrase in their cultural language and we had many volunteers eager to speak. This



was a great activity that students really enjoyed! Students were then given the opportunity to participate in a cultural parade where everyone could admire their lovely clothes.

It was a day filled with colour, activities, speakers, and a harmonious environment, but of course the highlight of the day was the abundance of food that was provided by the students. Students (and teachers) thoroughly enjoyed tasting and eating different cultural foods. We also raised over \$550 from the cake stall which has been donated to the shoe box campaign. Jazakallah Khair everyone!



MESSAGE

TIMELINE

END OF TERM 1

END OF TERM 1! LOOK FORWARD TO A WELL-DESERVED BREAK

12
APR

PARENT INFO MEETING

PARENTS ARE REQUESTED TO JOIN THIS IMPORTANT MEETING FROM 10:30AM AT WGS

14
APR

TERM 2 STARTS

SCHOOL IS BACK FOR ANOTHER TERM! LOOK FORWARD TO EXCITING EVENTS AND ACTIVITIES

30
APR

ISLAMIC BOOK FAIR

OUR ANNUAL ISLAMIC BOOK FAIR IS BACK! BUY RELIGIOUS BOOKS, ACTIVITY PACKS AND MORE

7
MAY
TO
11
MAY

NAPLAN

YEAR 3, 5, 7 & 9 WILL BE UNDERTAKING THEIR NAPLAN EXAMS— GOOD LUCK!

15
MAY
TO
17
MAY

QURAN COMPETITION

STUDENTS FROM ALL CLASSES COMPETE BY MEMORISING AND RECITING THE QURAN

25
MAY



Assalamu Alaikum,

It has been an amazing start to the school year, and we can safely say that Term 1 has been a refreshing and very productive term for us. The school has experienced an upgrade in many areas with new teachers, renewed policies and Insha'Allah, plans for further growth and development. From the outset of 2018, the school has shifted its focus towards establishing itself as the best Islamic school in NSW, both academically and Islamically. We have implemented many changes with regards to rules and structures and I am sure you have found this to be evident through the interactions you have had with

your children and teachers about the school.

At the helm of all of this, we have the hard-working teachers and admin staff who drive the school forward. I want to first thank them all for their hard work and due diligence towards the school and personally request that your dua be with the working staff of Western Grammar. Without their efforts and expertise, we would not be where we are today and we would not have the wonderful environment that we can so proudly boast about. Western Grammar School truly is the best place to be!

It may have come to your attention at some point in recent times that Western Grammar School is partaking in its first HSC in 2018 and our first cohort of HSC students have been working extremely hard to give themselves the best opportunity to succeed in the Higher School Certificate. The stresses and pains that come along with the HSC can be draining on a young adult and even the teachers. Both students and teachers are working extremely hard to maximise the potential for success and both parties engage in additional work outside of school hours to complete exercises and tasks. The sacrifices that both the students and teachers are making can only be described as passionate, admirable and downright inspirational. We ask you all to remember them in your dua and pray for their success as we still have quite a bit to go on this journey to the HSC.

Further to this, the school has implemented several new teaching and learning strategies throughout K-10. The objective is to equip students with the necessary core skills in numeracy and literacy to aid them throughout their entire schooling careers. As you may know, the NAPLAN is a measure of the literacy and numeracy skills of students and thus, we have taken the intended purpose of NAPLAN and tailored our lessons to better establish students' foundations with the aforementioned skills. We want our students to love reading and to understand what they are reading. We want our students to discover the magic behind Mathematics and use it as a means to help them to better understand the world that they live in. Without having a solid grounding in these fundamentals, learning in Australia can become very difficult for our future generations and the last thing we want is to sell our children short by not providing them with the capacity to learn to their maximum capabilities.

In conclusion, I wish to leave you all with these words from John Dewey – an educational reformist responsible for putting forth the theory that the school is an institution through which social reform should take place: "Education is not preparation for life; education is life."

**SHESS NAZIRY,
ASSISTANT PRINCIPAL**