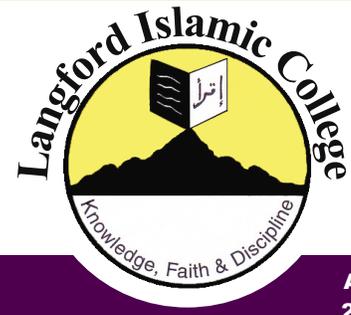


# LIC NEWS



Langford Islamic College Newsletter

April  
2017

## *Principal's Message*



Assalamu-Alaikum Wahramatullahi Wabaratu

In honour of 'Harmony Day', on Tuesday, 21<sup>st</sup> March 2017, all students and staff were treated to an exciting and enriching incursion conducted by Koomuri Management, Australia's number one Aboriginal-owned cultural education, art and performance team.

The central message for 'Harmony Day' is that everyone belongs, reinforcing the importance of inclusiveness of all Australians, especially Indigenous Australians. 'Harmony Day' was the perfect day to appreciate Aboriginal culture as Harmony Day emphasises and celebrates inclusiveness, respect and a sense of belonging for everyone. The entertaining incursion highlighted Australia's cultural diversity showcasing indigenous culture.

Even though there is a special day each year to commemorate 'Harmony Day', this special day is actually a reminder for everyone that harmony should be sustained throughout the year, not just on 'Harmony Day'. To sustain harmony in our society, we must embrace cultural diversity and share what we have in common. The sustainability of the land and the environment is certainly something that Muslims share with the Aboriginal Australians.

The Holy Qur'an makes several references to ecology and also contains important principles for environmental conservation. The first principle which guides Islamic teaching on environmental sustainability is the concept of trusteeship. Being a guardian of the land, man should implement all necessary measures to ensure that the entrusted property is passed on to the next generation in the best possible state.

According to Islam, each man is a 'custodian' of nature and must live in harmony with other creatures. It is the duty of all Muslims to respect, nurture and care for the environment, as is the belief and duty of Indigenous Australians.

Even though 'Harmony Day' has passed for another year, I am confident that we will continue to honour and sustain the harmony that we are blessed to have in our multicultural College community.

**Dr Popie Hossain Rhaman**

## Upcoming Events

- **Parent-Teacher Meeting (KK-Y6) on Wednesday, 5 April 2017**
- **Y6 Excursion to Kings Park**
- **Term 2 starts on Wednesday, 26 April 2017 (for students)**

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# Year 6 Classes

## Year 6 Community Service

On 27th February 2017, the three year 6 classes embarked on a trip to Rockingham. The reason for this was to perform community service at the Ar-Ruqun Mosque and also to participate in some outdoor, nature-based learning activities.



**Ar-Ruqun Mosque** Officially opened in 1998

Our first stop was the Ar-Ruqun Mosque where the Year 6 students immediately set off doing their bit to beautify both the inside and the outside of the building. Brooms, dusters and vacuums were in full force inside while those students outside worked up a sweat sweeping, weeding and wiping!

As teachers, we were so proud to witness our students giving something back to the community. The students also felt very proud of themselves for their selfless service.

Thereafter we boarded the buses and made our way to the beautiful Rockingham Foreshore where we ate our lunch enjoying the beautiful view of the ocean and then got down to some serious (and not so serious) investigations!

The students returned to school exhausted but happy! Without a doubt, it was a most productive and

Yesterday we went to Ar-Ruqun Mosque and all the Year 6's were so excited! - **Moddaber**

The journey to Rockingham seemed to take a million years!! - **Adia**

We wrote about the animals, plants, weather, etc. that we experienced at the Foreshore - **Manha**



After 2 hours of sweeping, weeding and cleaning, we headed for the Rockingham Foreshore. - **Allura**

My group had to vacuum the carpets. - **Zara**

We started to pull out weeds from the garden and it turned out it was not as easy as it looked! - **Adam**

It took me a while to notice the pigeon's nest but I found it! - **Nafi**

Although cleaning may not be my greatest asset, I still had fun! - **Arianna**



We started picking up weeds and sweeping the floor. I was sweating! - **Yusuf**



My job was to do the vacuuming and it was quite fun! - **Jenaan**



My job was to vacuum and dust the main prayer room. - **Iman**

By

Mrs G Rankin

# Exploratory Trip to Rockingham Beach

After a great cleaning service to the Mosque, students then enjoyed their lunch at the Rockingham Beach. The Year 6 classes completed activities which allowed them to interact with nature and work supportively in groups to complete given tasks.



It was a splendid opportunity to truly appreciate nature. - **Mahsa**



We arrived at the Foreshore and settled ourselves in a tranquil spot underneath the trees. - **Asna**



It was an enjoyable trip. I can't wait for the next one! - **Madeeha**



We first plucked out weeds, cleared leaves and threw away rotten fruit. - **Hadi**

This trip was very good and interactive. I hope we do this again. - **Adam H**

After lunch we had to complete a nature walk booklet on a clipboard. - **Haaziq**

The drive to Rockingham was pretty long- I think it was about 40 minutes. - **Sumaiyah**

I even got to try the electronic toilets! They seemed quite futuristic!! - **Ryano**

It was a day which was fun and was about learning. - **Adam M**

By: Mrs G Rankin

## Contact Us

Give us a call for more information about our school services

**Langford Islamic College**  
57 Southgate Road  
Langford WA 6147

(08) 9458 5206

admin@lic.wa.edu.au

Visit us on the web at  
[www.islamiccollege.com.au](http://www.islamiccollege.com.au)

# Little Learners in Kindergarten Red

Our first term in Kindergarten Red is quickly coming to an end. No doubt our Kindergarten students are a little weary and ready for a break. This has been a time of enormous change and adaption for all our students as they settle into the expectations of life at Kindergarten. The greatest challenge for the children has been the acceptance of the reality of being one of 25 children with two or three adults at your disposal. Needless to say, this means that for many, there has had to be a major adjustment in their levels of self-regulation, patience, turn-taking, listening and consideration of others. Over the term Sr Nori, Sr Waheeda and I have all witnessed a significant level of development in all these areas.

This term our little learners in Kindergarten Red have been concentrating on developing their fine motor skills. This means lots of tracing, copying, cutting, painting, gluing and more cutting! We have also been learning popular nursery rhymes, numbers 0 to 5 and colours where students have been encouraged to wear the colour of the week every Thursday.

The students thoroughly enjoyed Harmony week in which they were treated to a special visit from the Koomurri Indigenous community where they participated in traditional song and dance and even got their faces and hair painted. Students have also enjoyed developing their gross motor skills during Mr Anistino's sport sessions every Wednesday morning and we also look forward to going to the library every Tuesday starting from next term.

Our educators in Kindergarten Red look forward to continue to challenge students' learning and to push their thinking. More than anything, we hope to

focus on what they can do now, what they can learn to do in the future and to be mindful of sending them powerful, positive messages about their place at Langford Islamic College.



The girls are concentrating really hard to apply enough glue onto their paper.



We're forming the number 2 with playdough. It's not so easy when you have little hands.



Mrs B doesn't know we're already pros at cutting along straight lines.



Students listening to the didgeridoo and participating in traditional Aboriginal song and dance.



Check us out in Kindergarten Red!

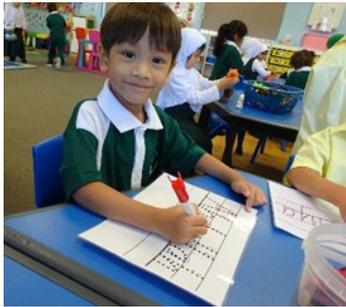
By: Mrs S Buchori

# I Did Nothing Today

When children come home at the end of the day,  
The question they're asked as they run out to play

- ◆ Is "Tell me what did you do today?"
- ◆ And the answer they give makes you sigh with dismay,
- ◆ "Nothing, I did nothing today!"
- ◆ Perhaps "Nothing" means that I read a book,
- ◆ Or with the teacher I got to cook,
- ◆ Maybe I painted a picture of blue,
- ◆ Or heard a story of a mouse that flew,
- ◆ Maybe I wrote in my journal myself,
- ◆ Or found a great book on the library shelf,
- ◆ Maybe I helped a friend today,
- ◆ Or went to my favourite area alone,
- ◆ Maybe today was the very first time
- ◆ That my scissors followed a very straight line,
- ◆ Maybe I sang a song right to the end,
- ◆ Or worked with a special brand new friend.
- ◆ When you're three or four your heart has wings
- ◆ And 'Nothing' can mean so many things

(Author unknown)



# HARMONY WEEK 2017

20/03/2017 - 27/03/2017



As a kick off for Harmony Week 2017, the school welcomed the Koomurri from NSW who presented us with an Aboriginal performance. Here, we were entertained and educated by Mr Russel Dawson, or 'Uncle Russel, as he likes to be acknowledged, regarding the Aboriginal culture and traditions.

A striking similarity

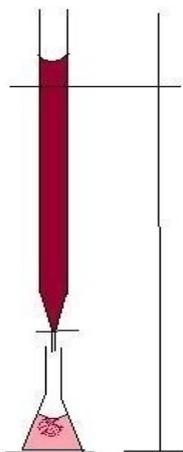
we discovered, aside from all others, is their key value of respect above others. And that had been the focus of Uncle Russel's presentation to students from Kindergarten to Year 12. He reiterated the importance of respect for nature and the environment, respect for God, respect for our elders, respect for the young , etc.

All in all both students and staff had an enjoyable and Informative day.



## LIC Science Club

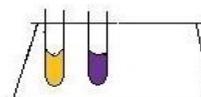
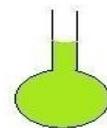
# Science Club



2017 is the year, LIC introduced Science Club as on of its many existing extra-curricular activities.

We started with Chemistry, where students had fun with the titration competitions. The students finished off their foodweb projects this week.

Hopefully, there is sufficient time to finish the term with a simple Physics project.



By: Mrs S Lau





# Harmony Week March 2017





# Safer School Parking

Where you park matters

Parking  
on verges or  
footpaths puts  
children  
at risk



Blocking paths gives pedestrians little choice but to walk on or near the road.

The City of Gosnells Rangers are working to keep your children safe by monitoring parking at local schools.





## 2017 Student Residential Address Collection

This notice is from the Australian Government Department of Education and Training (the department), to advise you that the department has requested your child's school provide a *statement of addresses*, in accordance with section 21 of the *Australian Education Regulation 2013* (the Regulation).

A *statement of addresses* contains the following three pieces of information about students at the school:

- Students' residential address (**not student names or other identifying information**)
- Students' level of education (i.e. whether the student is receiving primary or secondary education)
- Students' boarding school status (boarders or day students)

### Authority for and Purpose of Collection

Consistent with previous practice, and following the *2016 Australian Bureau of Statistics National Census of Population and Housing (Census)*, it is timely that information held by the department is updated in order to ensure that Australian Government funding calculations for your child's school are accurate.

Under section 21 of the Regulation, a *statement of addresses* **must not explicitly identify an individual student**. Accordingly, all information in the *statement of addresses* provided by your child's school to the department is de-identified.

### Use and Disclosure of Information

It is important to ensure the *statements of addresses* are accurate, and the department may from time to time carry out audits of *statements of addresses* to verify their accuracy. In the event of an audit, the department's contracted auditors may seek to compare a school's *statement of addresses* with student enrolment information held by the school for the purpose of verifying the information. The department's contractors will not use the information for any other purpose.

Any further use and disclosure of information relating to the *statement of addresses* will occur in accordance with section 65 of the Regulation.

### Contact

If you have any questions regarding this notice, you can contact the department by:

- Email: [seshelpdesk@education.gov.au](mailto:seshelpdesk@education.gov.au)
- Phone (free call): SES helpdesk on 1800 677 027 (Option 4)

For further information about the department, including the department's privacy policy, please go to: <https://education.gov.au>.

### Frequently Asked Questions from parents:

#### • **Why is the collection being done?**

The department is collecting student residential addresses for all non-government schools. This is part of a routine process that occurs approximately every four years, with the last collection undertaken in 2012. The collection is done in line with the Australian Bureau of Statistics Population and Housing Census. With the Census data being released later this year, it is timely for the department to update its data.

#### • **What do I need to do?**

Nothing! You don't need to provide any information to the department – our school will do this on behalf of all of our students' families. However, please make sure your address details are up-to-date with our school.

#### • **Is my personal information secure?**

Yes. The school provides the department with de-identified student residential addresses. The department will not see personal information that identifies individual families.