



Calgary Islamic School-OBK

School Goals

2021-22

Faith • Knowledge • Ingenuity
CALGARY ISLAMIC SCHOOL
OMAR BIN AL-KHATTAB CAMPUS

Calgary Islamic School-OBK

To build and maintain a learning community
that produces leaders through Faith,
Knowledge and Ingenuity



To create a caring
environment that
inspires Faith,
Knowledge, and
Ingenuity

School Vision

Calgary Islamic School
strives to develop an
enriched learning
community that
promotes academic
achievement, leadership
and Islamic values.

School Mission

Cooperation
Respect
Honesty
Compassion
Responsibility
Perseverance

Values

A Look at the History of Calgary Islamic School-OBK

The Muslim Association of Calgary (MAC) is the oldest Muslim organization in Calgary, established in 1958. It is currently the main organization in the west part of the city. It manages the SW Masjid, the Islamic Center, the Muslim Cemetery, and several Musallahs around the city.



First Masjid
1960



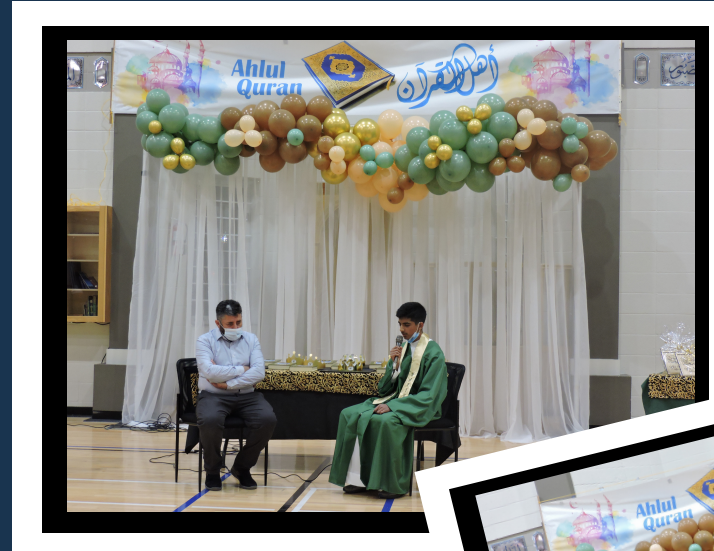
SW Masjid
1978

Calgary Islamic School-OBK

The school opened on
September 28, 1992.



OBK Achievements



Tahfeedh

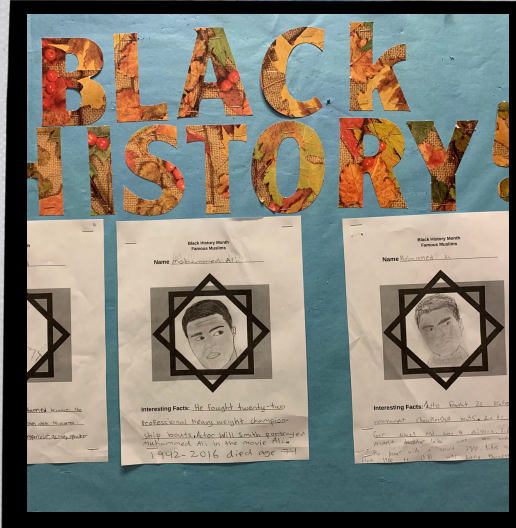


Well Donation



 Hijab Day

Knowledge



Fight like Muhammed Ali

Muhammad Ali was an American professional boxer, activist, poet and philanthropist. Growing up in the segregated South, he experienced racial prejudice and discrimination firsthand. He decided to learn boxing after his bike was stolen. He competed and won in the olympics, and is now widely ranked as the greatest heavyweight boxer of all time.



Black History Month



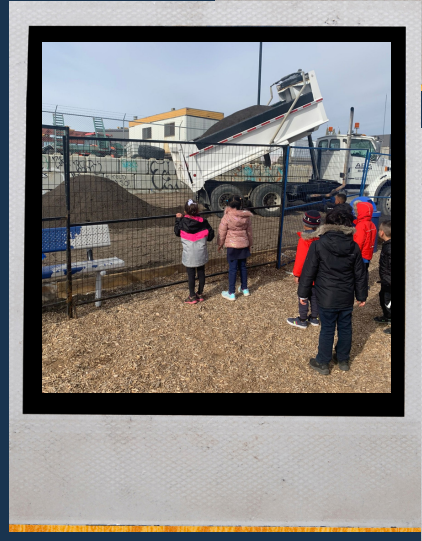
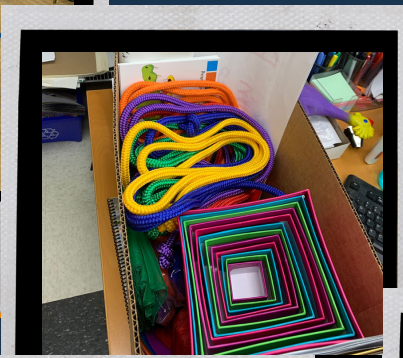
Literacy Day



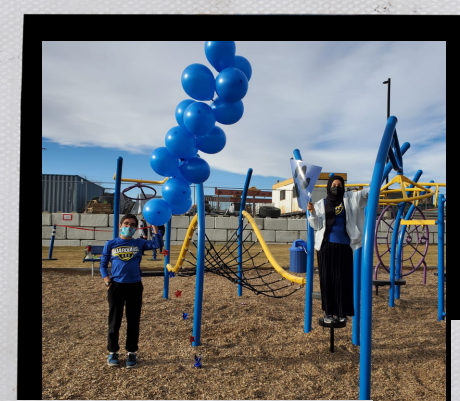
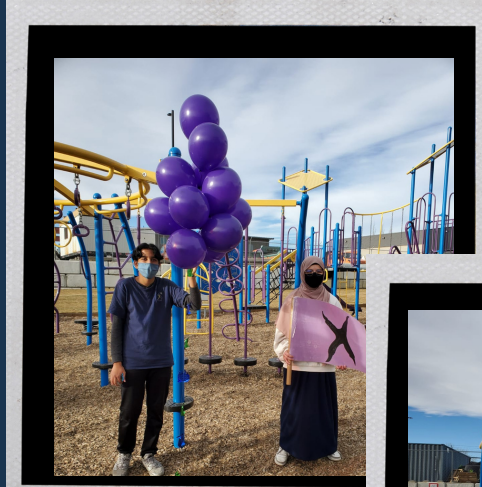
Hydroponics



Ingenuity



Everactive



New Field



GUARDIANS
DBK
GUARDIANS
NEWS TV

”

Join us with Meenah Kaddory & Mariam Harran our 9T news anchors live for our Guardians Morning News TV!

24/11/2021
@ 7:50 AM

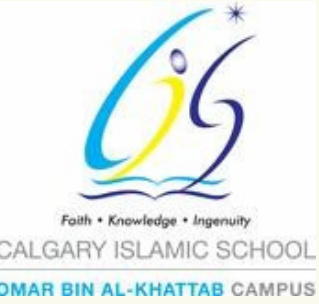



Morning Assembly



Data Driven Results

A Snapshot of OBK's Achievements



Alberta Education Assurance Survey:

From the previous years, in spite of challenges with Covid, CIS-OBK has stayed closer to or above the Alberta average in all areas except access to supports and services. Last year due to Covid, the school opted not to participate in the grade 6 and 9 PATs. The curtailing of support staff and access to support services, especially in Division, has impacted student's performance. There has been significant growth in parental involvement, teaching and leading. Quality of education has significantly grown due to having homeroom teachers for each of our elementary classes after three years. Secondly, in spite of the shifts between on-line/on-site schooling due to covid, our decision to continue offering a variety of subjects with the hard work of our teaching staff has contributed to the positive AEA results.

Spring 2021 Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Calgary Islamic School, Omar B			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	83.4	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	83.6	84.4	85.1	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.2	85.3	84.8	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	83.8	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	24.1	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.8	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	95.2	89.4	89.5	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.3	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	77.9	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	86.9	77.7	80.7	79.5	81.8	81.4	n/a	n/a	n/a

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
- Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
- The “N/A” placeholder for the “Current Result” for PAT and Diploma Exam measures are included until results can be updated in the Fall.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

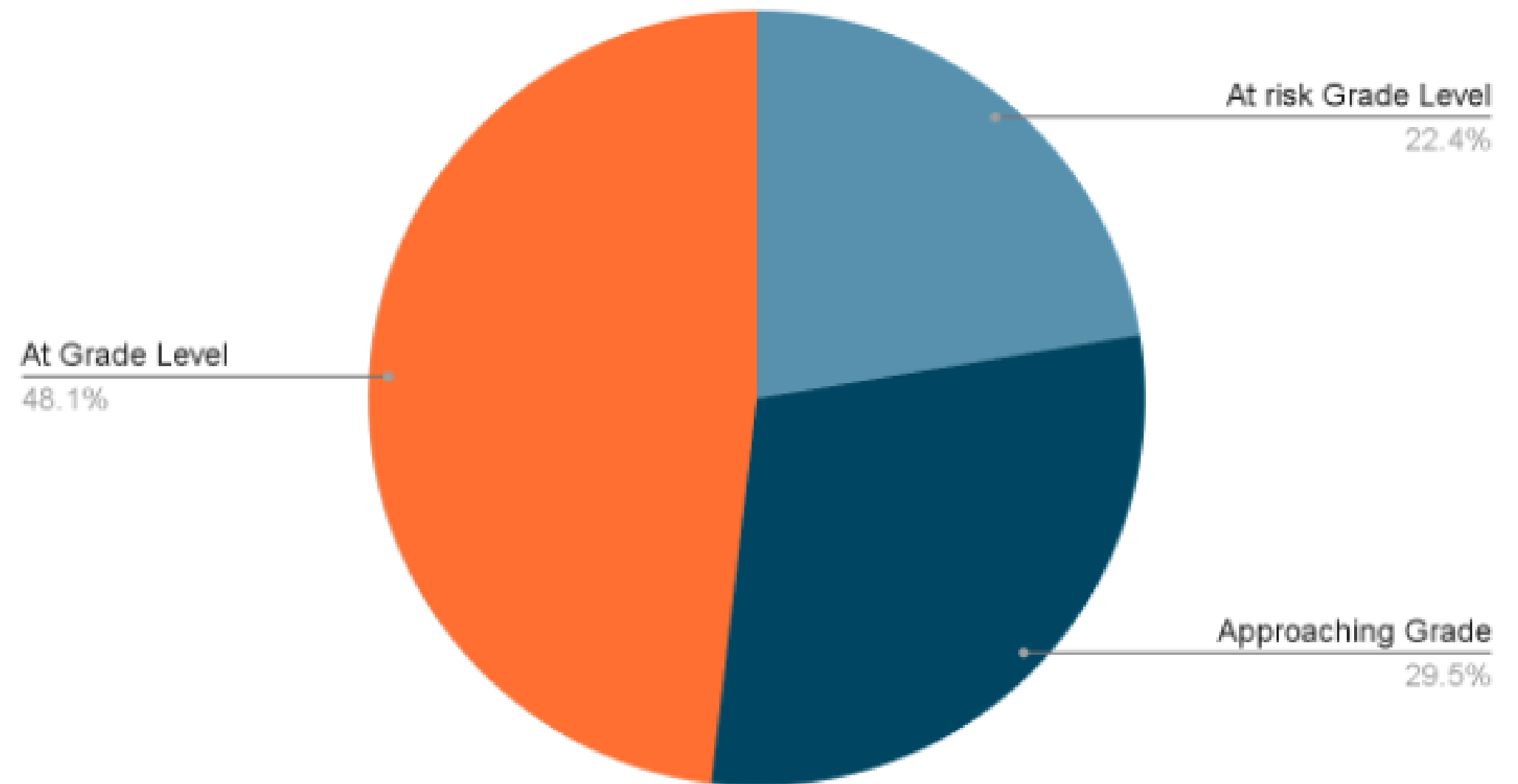
Literacy Data - Fountas & Pinnel

what the data tells us

Fountas & Pinnell (F & P) Data Analysis:

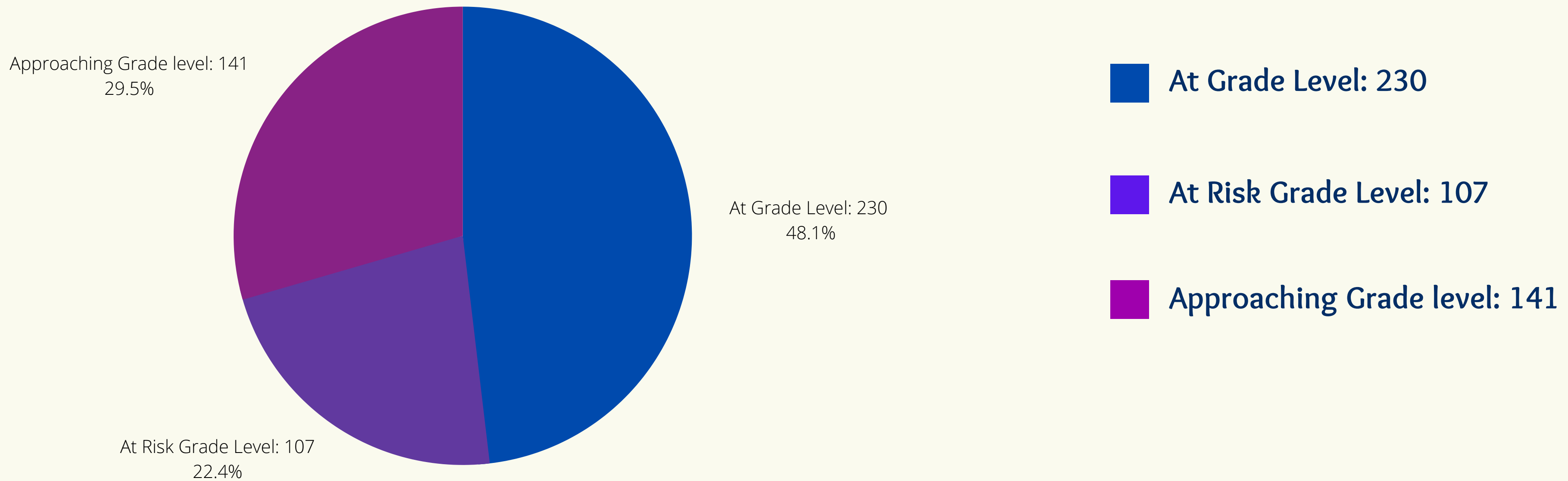
The 21-22 F&P fall data includes grades 1 to 9. Considering our high English Language Learner (ELL) student population, it is not surprising to see that 22% of our students were at risk in the fall. Contributing factors may be previous year covid and online schooling, break in the summer and more than one language spoken at home. As a staff, we have studied the literacy data resulting from various assessments and we are steadily bridging the gap between our At-risk and At-grade level students through the initiatives discussed in our strategies below. Knowing our student population, we are celebrating that 48% of our students are at grade level in September and as the year progresses, our focus will be working with the Approaching grade level students to shift them to At-grade level.

Fall Fountas and Pinnell Results (478 Students)



2021-2022

All Grades, All Rooms,
Test, Fall
(Total Students:478)



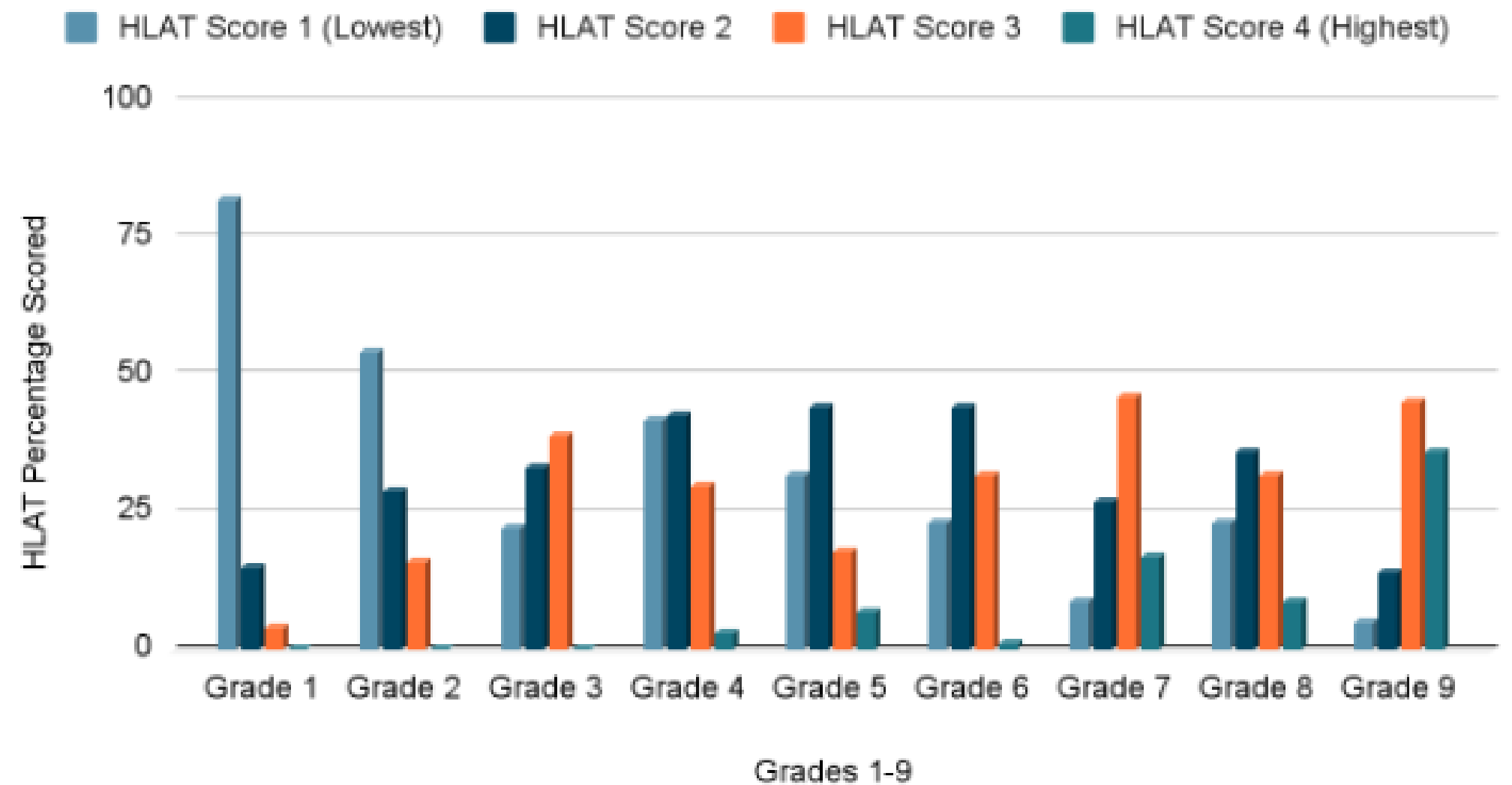
Literacy Data - HLATs

what the data tells us

Highest Level of Achievement Test (HLAT) Data Analysis:

This year, we decided to not only look at reading data but also focus on writing data for grades 1 to 9 by using HLATs. The data clearly indicates that as the grades increase, students move from the low score of 1 to scoring 2s and 3s. Needless to say, as a school we aim to focus on increasing students' achievement to HLAT score 4. Data from the Assurance Survey support students achieving average to higher writing scores in the PATs. From this data, our strategies will focus on moving our Kindergarten and Division one students to focus more on writing through programs such as "writing pathways".

HLAT Scores Fall 21-22



Literacy and Numeracy Goals

PROVINCIAL
PRINCIPLE

Support Students' development and application of literacy, numeracy and competencies within and across all subject areas.

OBK
GOAL

Cultivate critical thinkers through literacy and numeracy.

DIVISIONAL
GOAL

All Palliser students will engage in intentional and meaningful literacy learning and numeracy learning across all aspects of daily living.



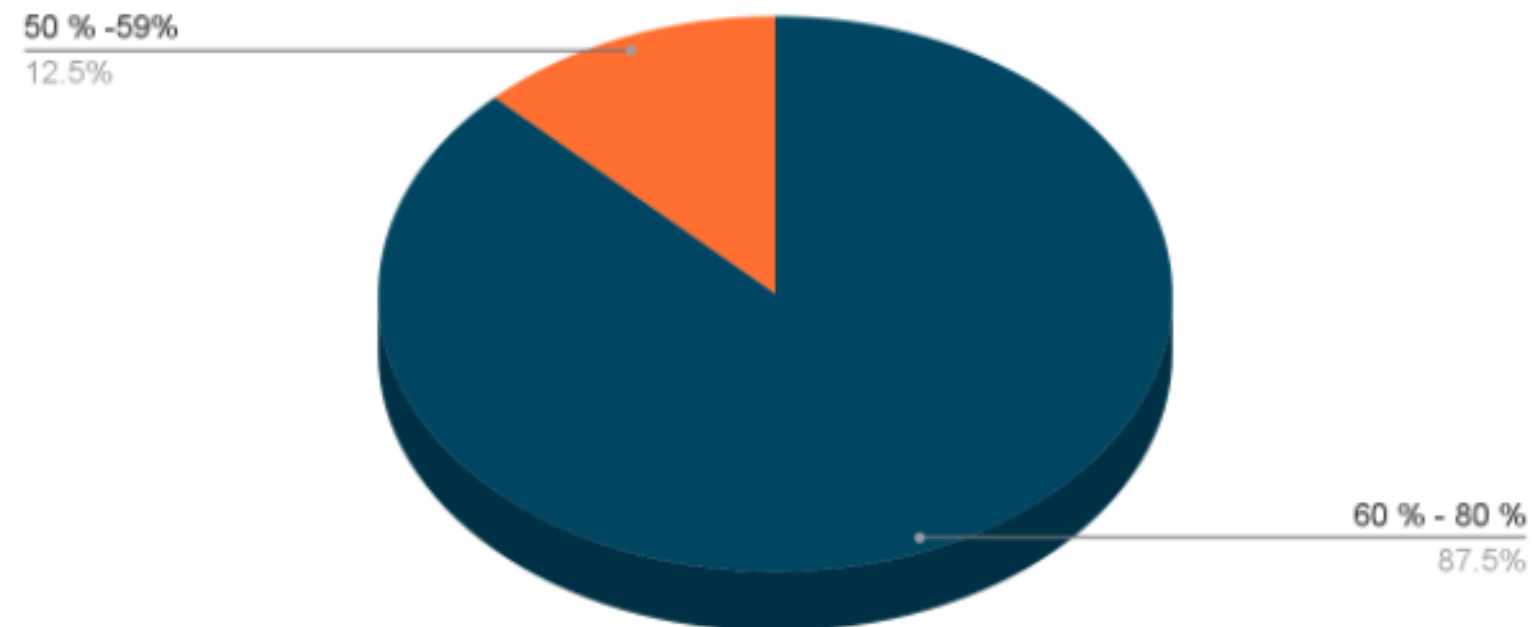
Numeracy Data - MIPI

what the data tells us

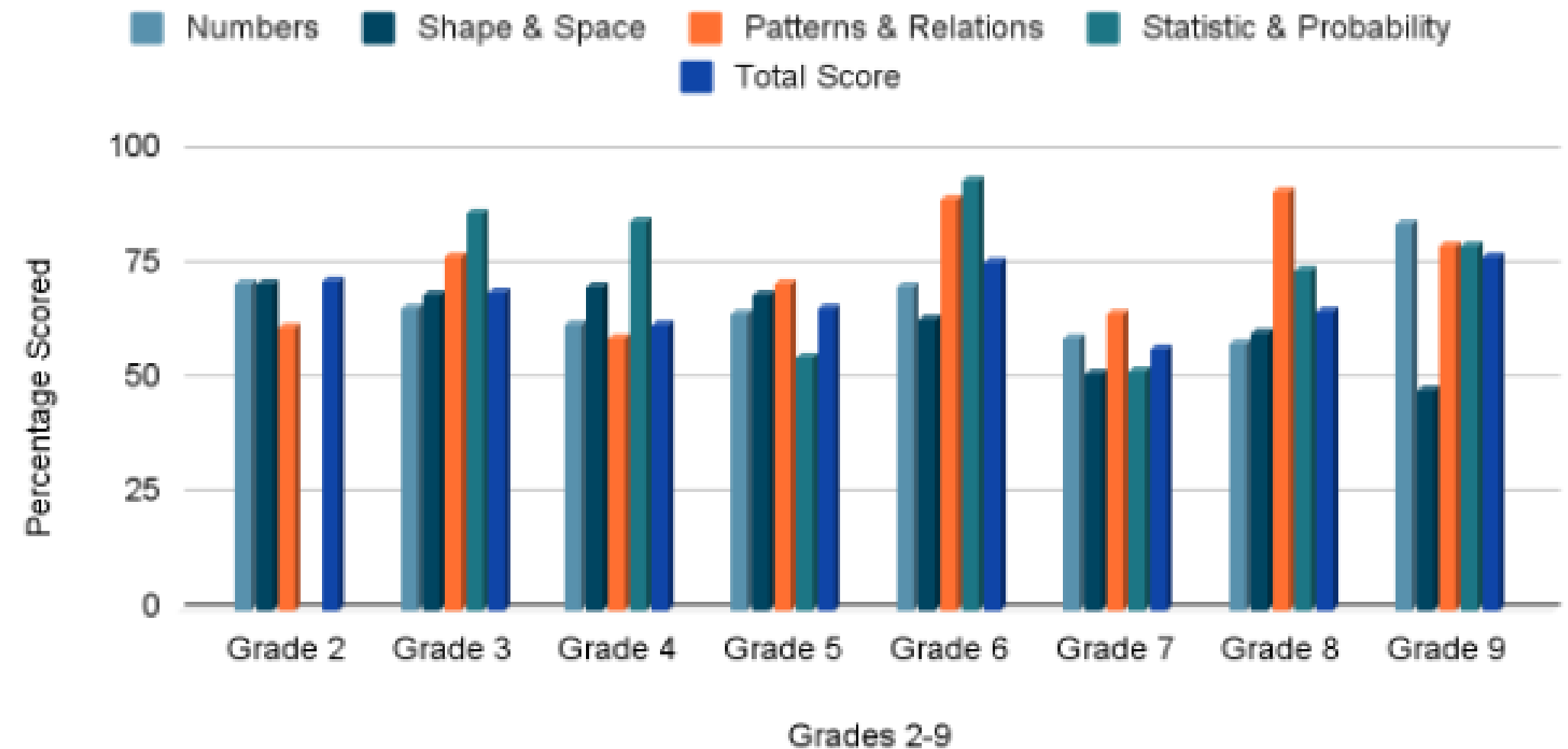
Math Intervention/Programming Instruent Test (MIPI) Data Analysis:

The fall score illustrates that the majority of the classes range in the 60-80 % area in their Math knowledge and only one class ranges in the mid 50s. The MIPI allows us to focus on the four different conceptual areas in Math and the data allows us to get a clear understanding of where students stand in each of these areas and teachers need to focus at each level.

MIPI Score Gr 2-9 2021-202



MIPI Test Scores 21-22



Literacy Strategies

Teachers will use on-going assessment data (F & P, HLATs, CC3, ESL Benchmark) to guide and support language learning.

Access to books both online and in the classroom. Providing parents with resources to access reading materials at home (Library information, Epic books, signing out classroom books.)



Support below grade level performing student in literacy through one-on-one support loss through loss of learning grant.

Introducing teachers to PD on FNMI and diversity, leading to these topics being used with promoting literacy.

KG to 4 implementing the Writing Pathways program with PD support. Using Lucy Calkin's Writer's workshop to increase stamina and love for writing by offering students choice over their writing topics and teaching the writing process and strategies in a routed manner.

Love for reading and writing will be promoted through fun activities through library and school competitions, initiatives.

English language Learners (ELL) Strategies

Teachers will use on-going assessment data from F & P to guide and support ELL Learning and at risk students.

ESL Benchmarks (digital submissions) to be completed twice a year. Annual assessments (school-wide write) completed at the beginning of the year to establish a benchmark for student achievement.



Regular LLI (Levelled Literacy Intervention) for beginning and / or struggling readers. Boosting efforts to close the gap on students not yet at grade level through "learning loss" program.

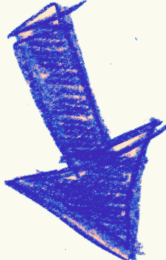
Within cohort/classroom, the homeroom teachers will also model/coach at-risk readers using the levelled readers for guided reading purposes.

Guided Reading / Small group instructional sessions delivered by certified teachers with a background in literacy.

Numeracy Strategies

Teachers will use on-going assessment data (MIPI) to align, guide and support students struggling in math

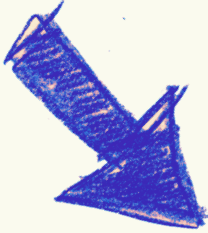
Additional support provided through differentiation to students with high math needs.



Creating a working group in division one to work on mental math, differentiated math instruction and math centers from kindergarten to grade 3



Love for math will be promoted through variety of fun school initiatives.



Numeracy will be taught with emphasis on real life applicaton and focus on comprehension strategies for math problems.




Students will focus on learning math through math centers, mental math and math facts.



Wellness Data Results from OurSchool Survey

What is OurSCHOOL Survey? What does the data say? What are CIS-OBK Objectives?



The OurSCHOOL student survey measures 13 indicators based on the most recent research on school and classroom effectiveness. This report provides highlights based on data from 225 students in this school that participated in the survey between 26 Oct. 2021 and 29 Oct. 2021.

The number of students by grade level are:

- grade 3: 49
- grade 4: 54
- grade 5: 60
- grade 6: 62

The OurSCHOOL student survey measures 31 indicators based on the most recent research on school and classroom effectiveness. This report provides highlights based on data from 107 students in this school that participated in the survey between 26 Oct. 2021 and 3 Nov. 2021. The number of students by grade level are:

grade 7: 63
grade 8: 23
grade 9: 21

These are compared with Canadian norms, which are based on last year's results for all students using the OurSCHOOL survey at the grade levels found in this school.

OurSCHOOL Survey-Elementary

Social-Emotional Outcomes

Students with positive relationships

Students can trust their friends at school who encourage them to make positive choices.

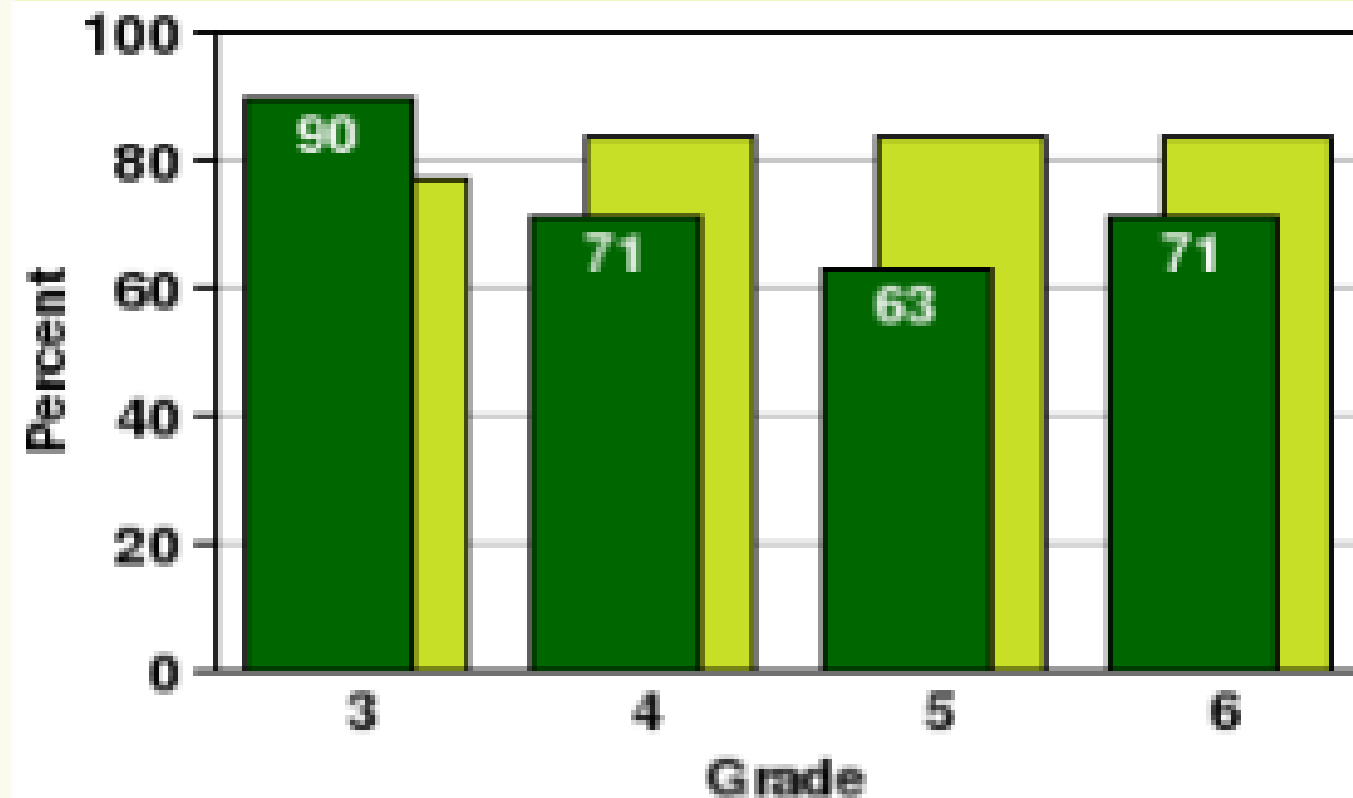
- In this school, 73% of students had positive relationships; the Canadian norm for these grades is 82%.
- 77% of the girls and 70% of the boys in this school had positive relationships. The Canadian norm for girls is 86% and for boys is 78%.

Students with moderate or high levels of anxiety

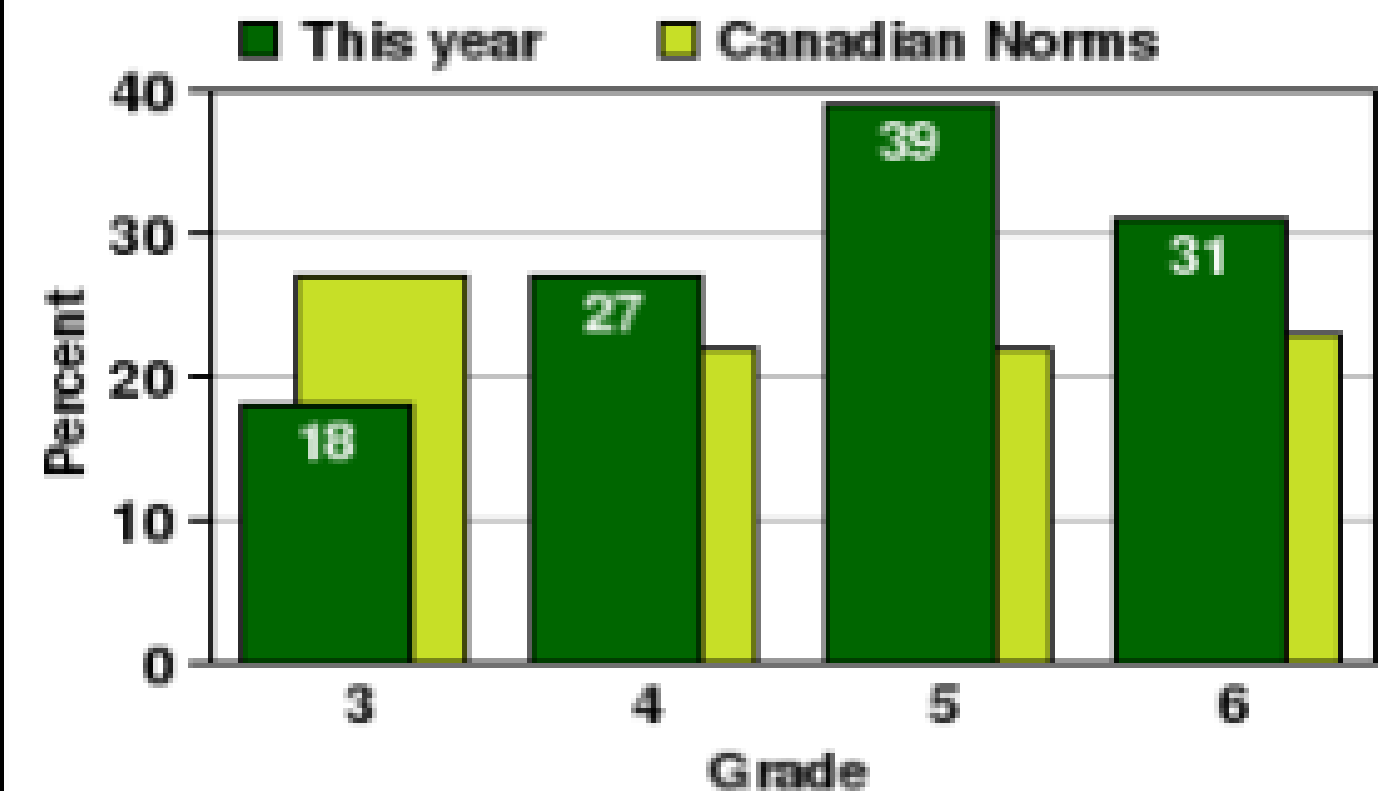
Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations.

- 29% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 24%.
- 42% of the girls and 19% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 26% and for boys is 21%. Again, grades 4-6 is higher than the norms and special attention needs to be given to grade 5.

Students with positive relationships



Students with moderate or high levels of anxiety



OurSCHOOL Survey-Elementary

Social-Emotional Outcomes

Students with a positive sense of belonging

Students who feel accepted and valued by their peers and by others at their school.

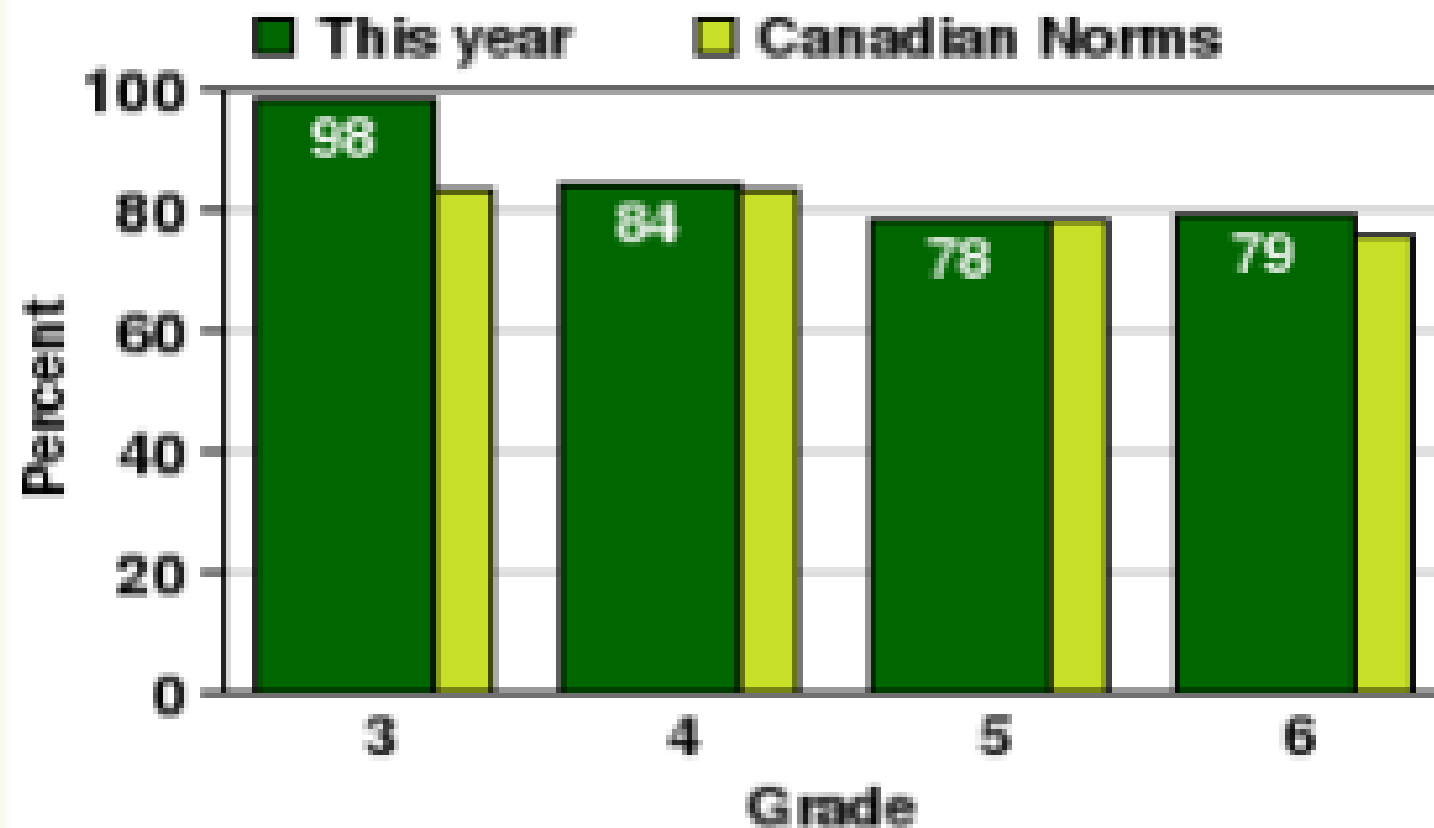
- 84% of students in this school had a high sense of belonging; the Canadian norm for these grades is 80%.
- 80% of the girls and 88% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 80% and for boys is 80%. The OBK data is at par with or exceeds the Canadian norms.

Students were asked if they came to school hungry.

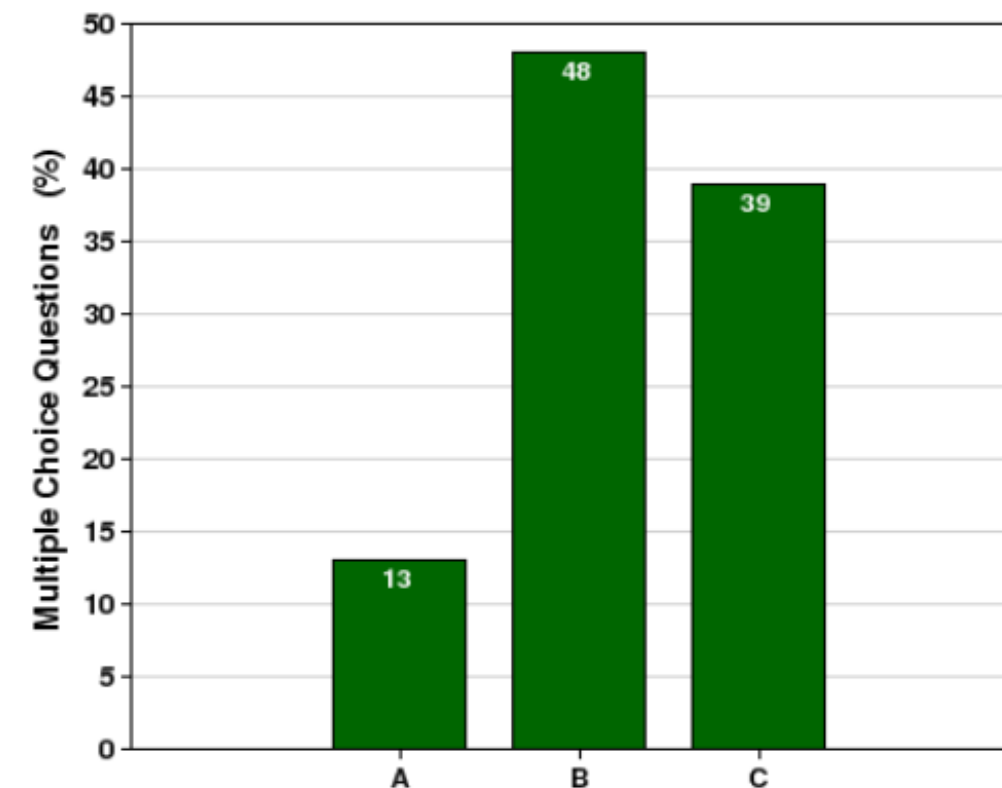
Yes: A No: B C: Sometimes

The data shows us that 52% of the students came to school hungry at times. Looking at this data, we then reached out to organize Breakfast at our school and have been able to initiate the Breakfast Club. We will like to see what the data will say in late Spring with the program being implemented for a few months.

Students with a positive sense of belonging



Multiple Choice Questions



OurSCHOOL Survey-Secondary

Social-Emotional Outcomes

Students with a positive sense of belonging

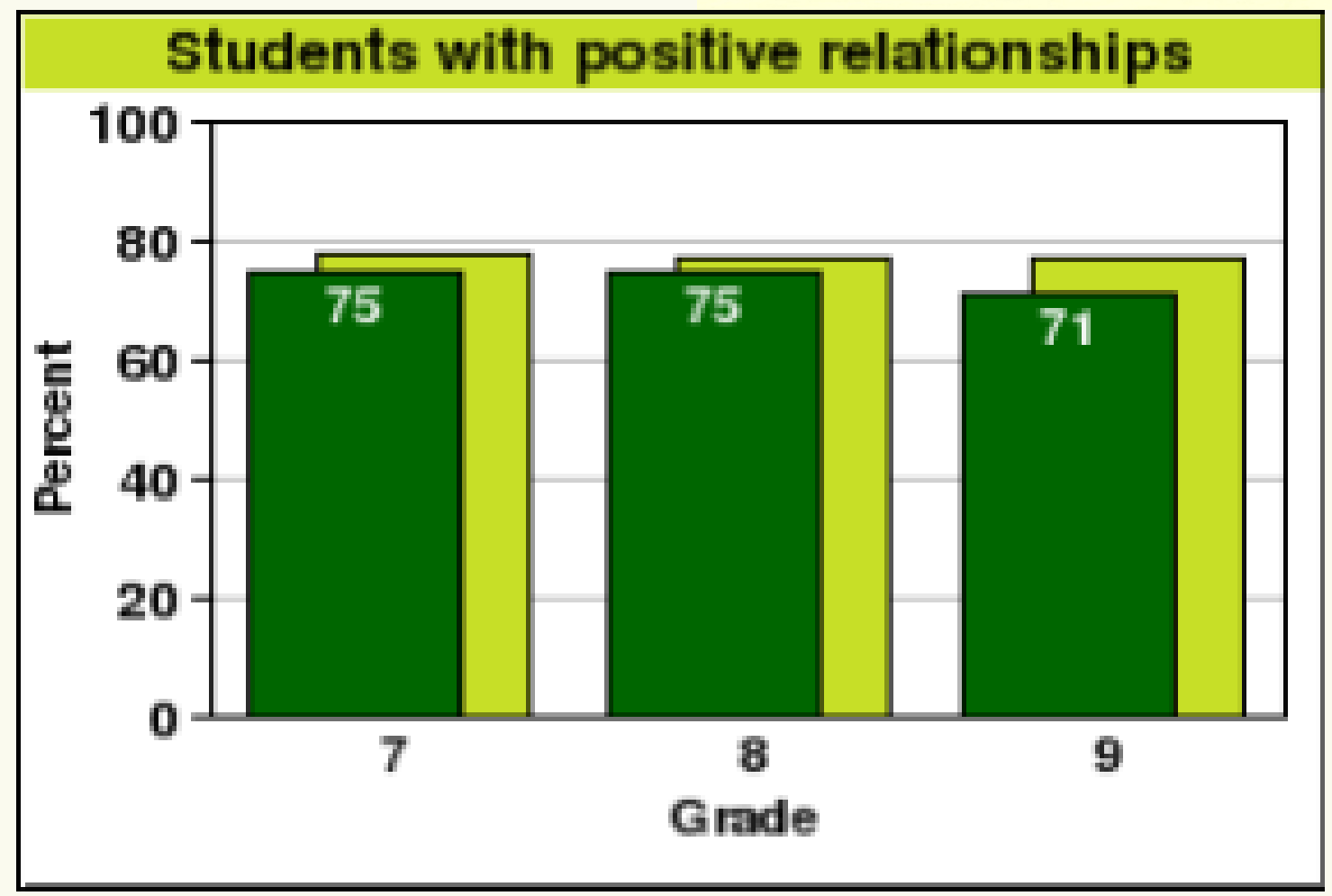
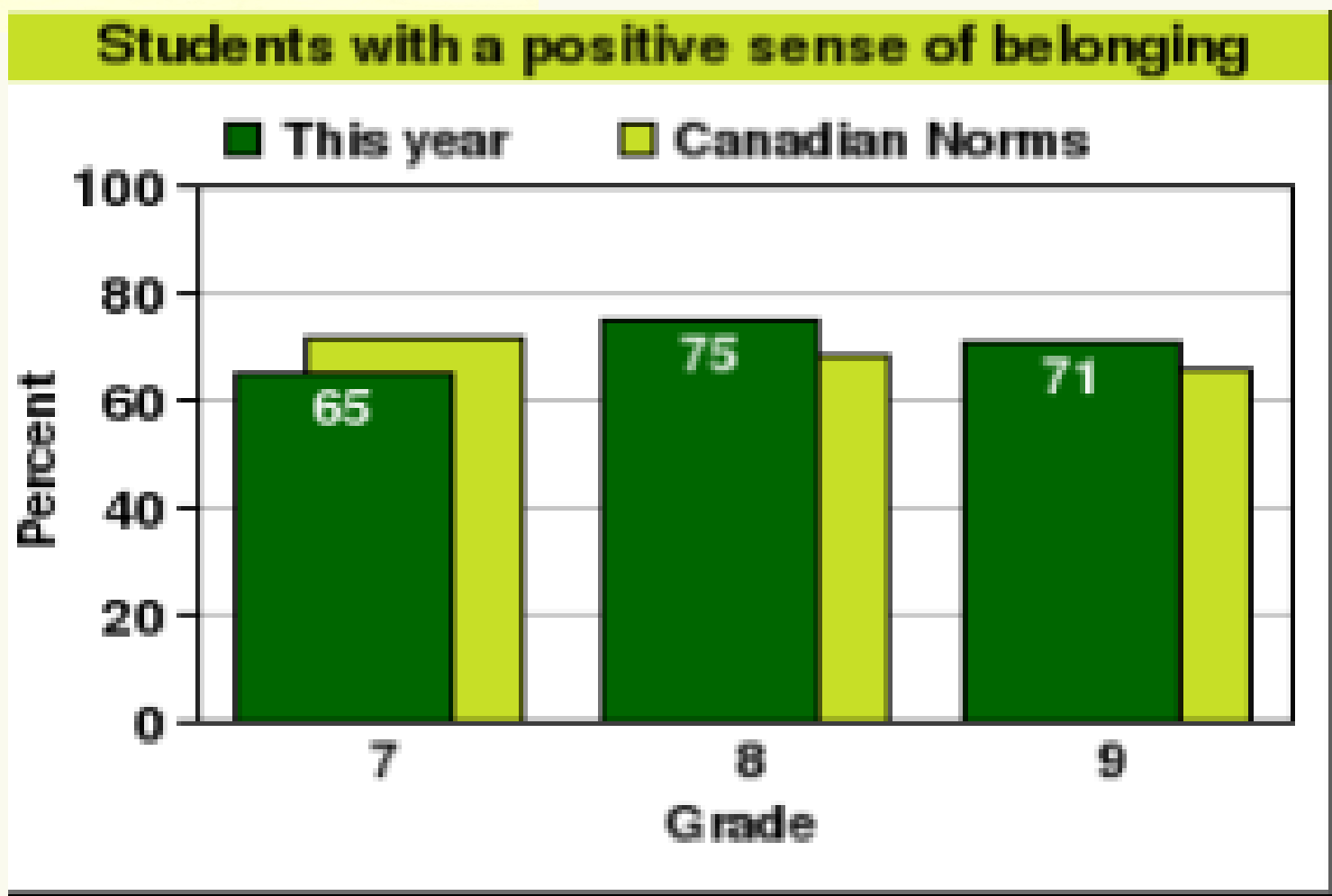
Students who feel accepted and valued by their peers and by others at their school:

- 69% of students in this school had a high sense of belonging; the Canadian norm for these grades is 68%.
- 63% of the girls and 76% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 64% and for boys is 73%.

Students with positive relationships

Students can trust their friends at school who encourage them to make positive choices:

- In this school, 74% of students had positive relationships; the Canadian norm for these grades is 77%.
- 67% of the girls and 82% of the boys in this school had positive relationships. The Canadian norm for girls is 80% and for boys is 75%.



OurSCHOOL Survey-Secondary

Social-Emotional Outcomes

Students who are interested and motivated

Students who are interested and motivated in their learning:

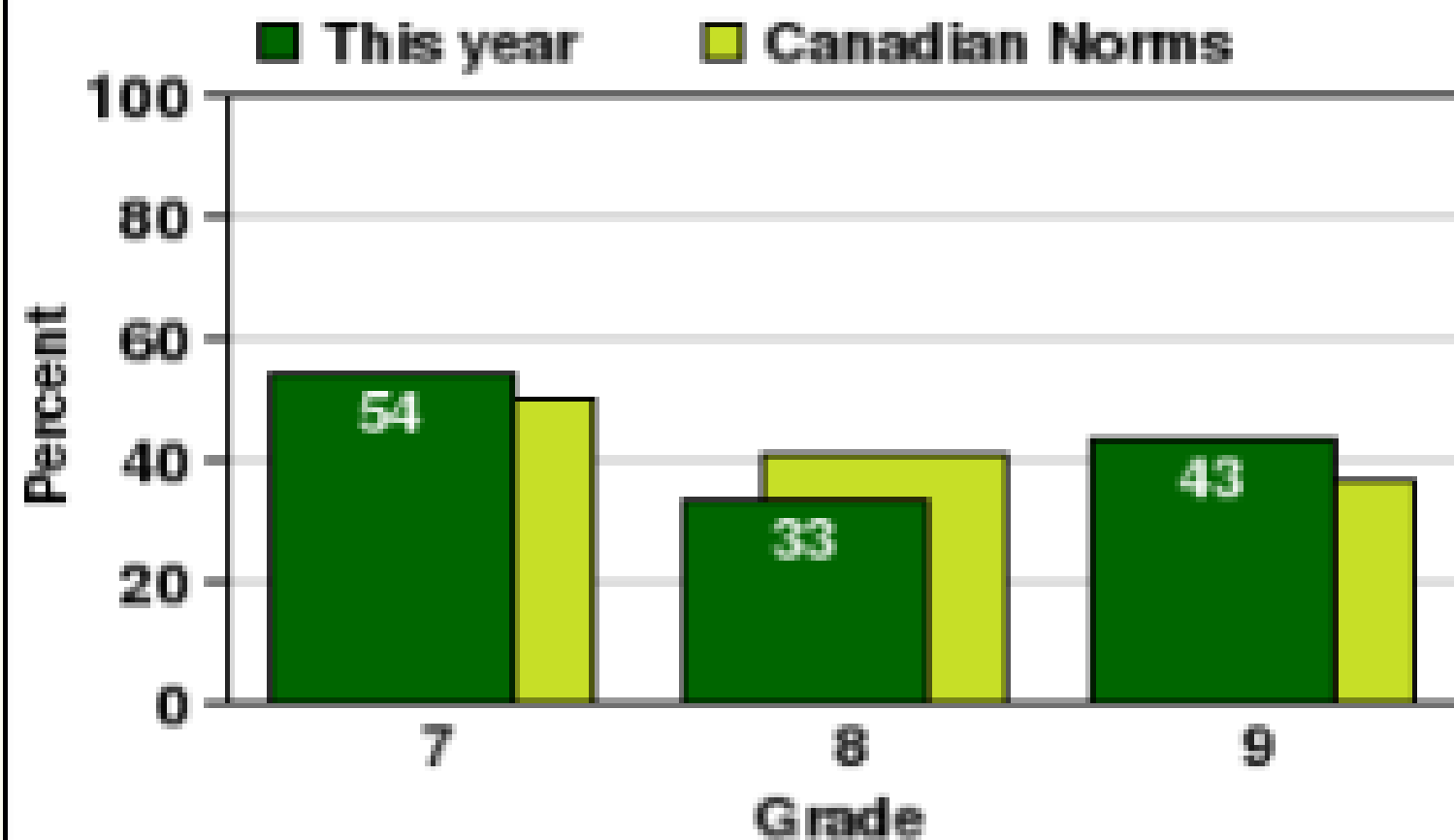
- 47% of students in this school were interested and motivated; the Canadian norm for these grades is 43%.
- 44% of the girls and 52% of the boys in this school were interested and motivated. The Canadian norm for girls is 43% and for boys is 43%.

Students with moderate or high levels of anxiety

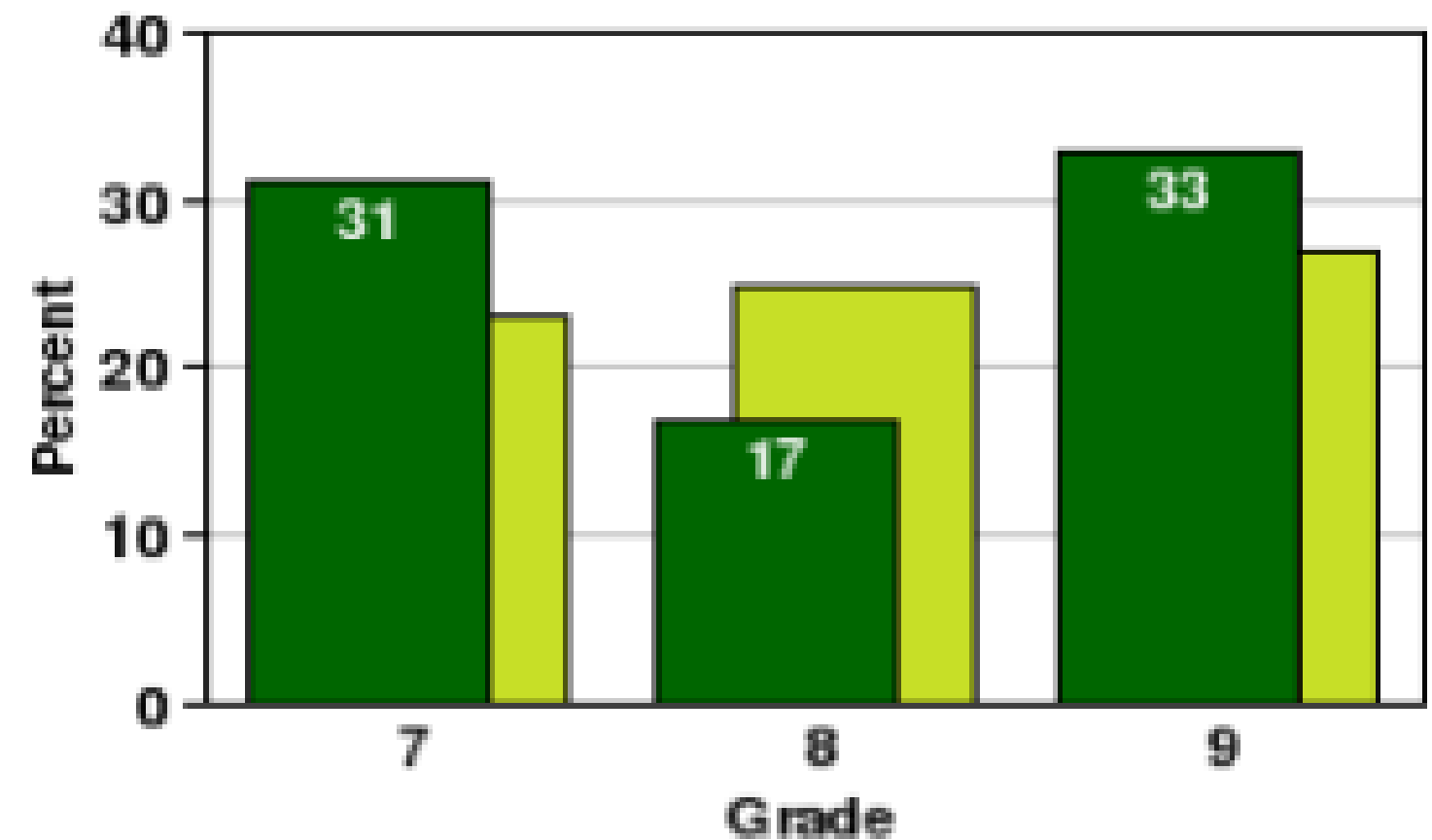
Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations:

- 28% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 25%.
- 37% of the girls and 18% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 34% and for boys is 16%. Grades 7 and 9 indicate a high level of anxiety which could be impacted by not having teachers assigned at the beginning of the school year. Now with staffing being more stable, it will be interesting to see what the Spring data indicates.

Students who are interested and motivated



Students with moderate or high levels of anxiety



OurSCHOOL Survey-Secondary

Social-Emotional Outcomes

Students with a positive self-esteem

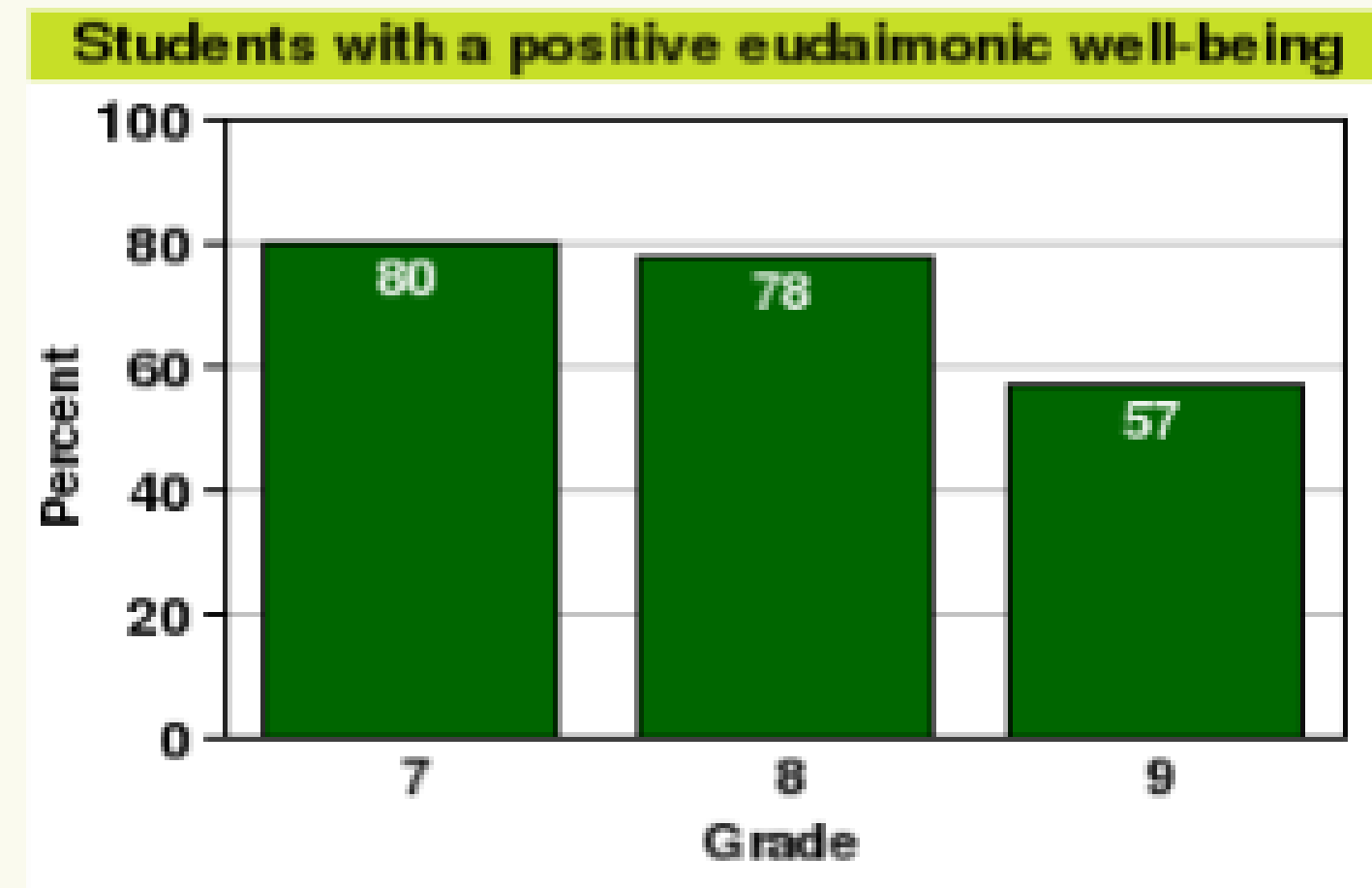
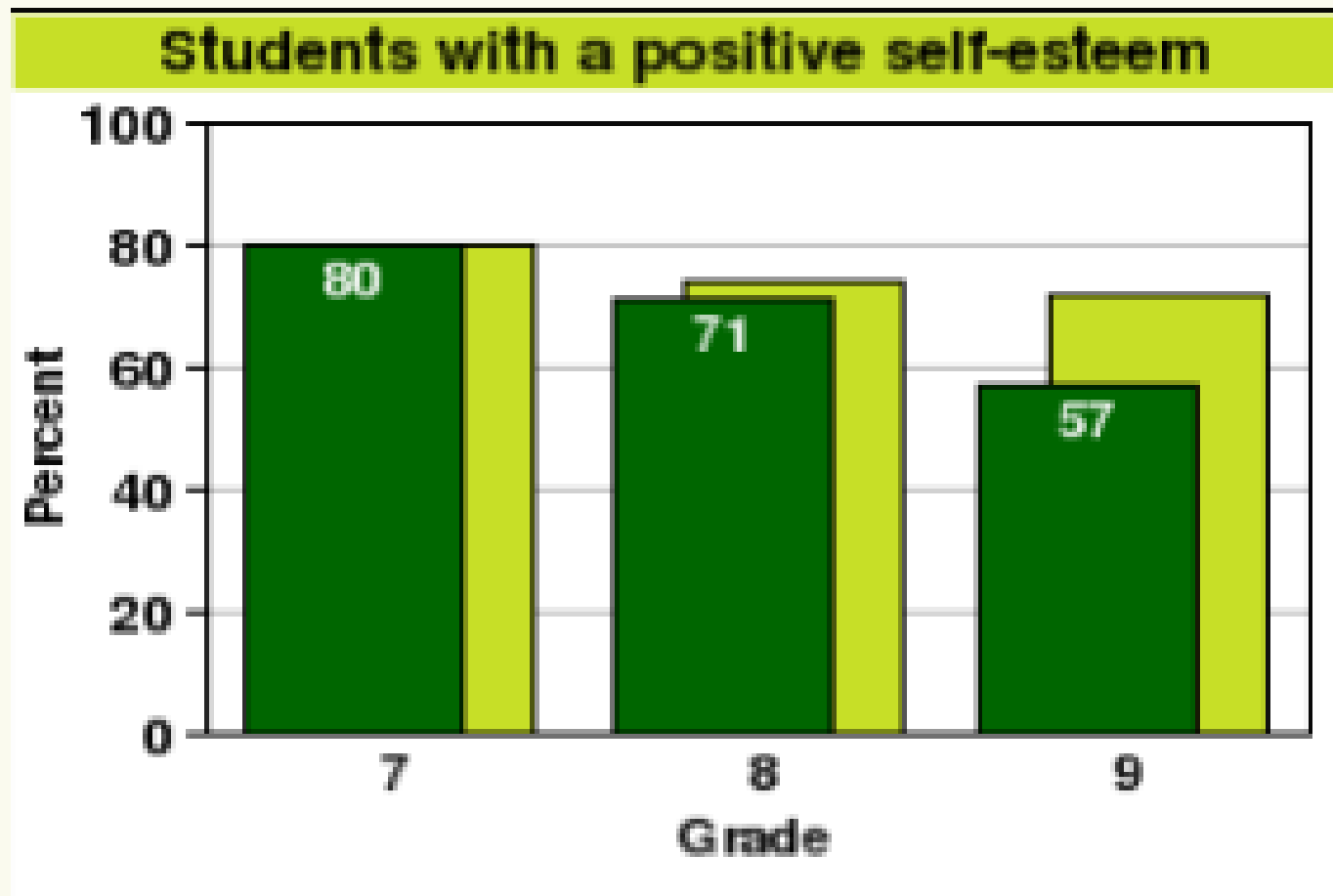
Students who like and accept themselves, and are proud of their accomplishments:

- 73% of students in this school had high self-esteem; the Canadian norm for these grades is 75%.
- 70% of the girls and 78% of the boys in this school had high self-esteem. The Canadian norm for girls is 70% and for boys is 81%.

Students with a positive eudaimonic well-being

Students with positive eudaimonia pursue personally expressive goals and have a sense of purpose in their life:

- 75% of students in this school had positive eudaimonia.
- 71% of the girls and 78% of the boys in this school had positive eudaimonia.



OurSCHOOL Survey-Secondary

Social-Emotional Outcomes

Students with a positive hedonic well-being

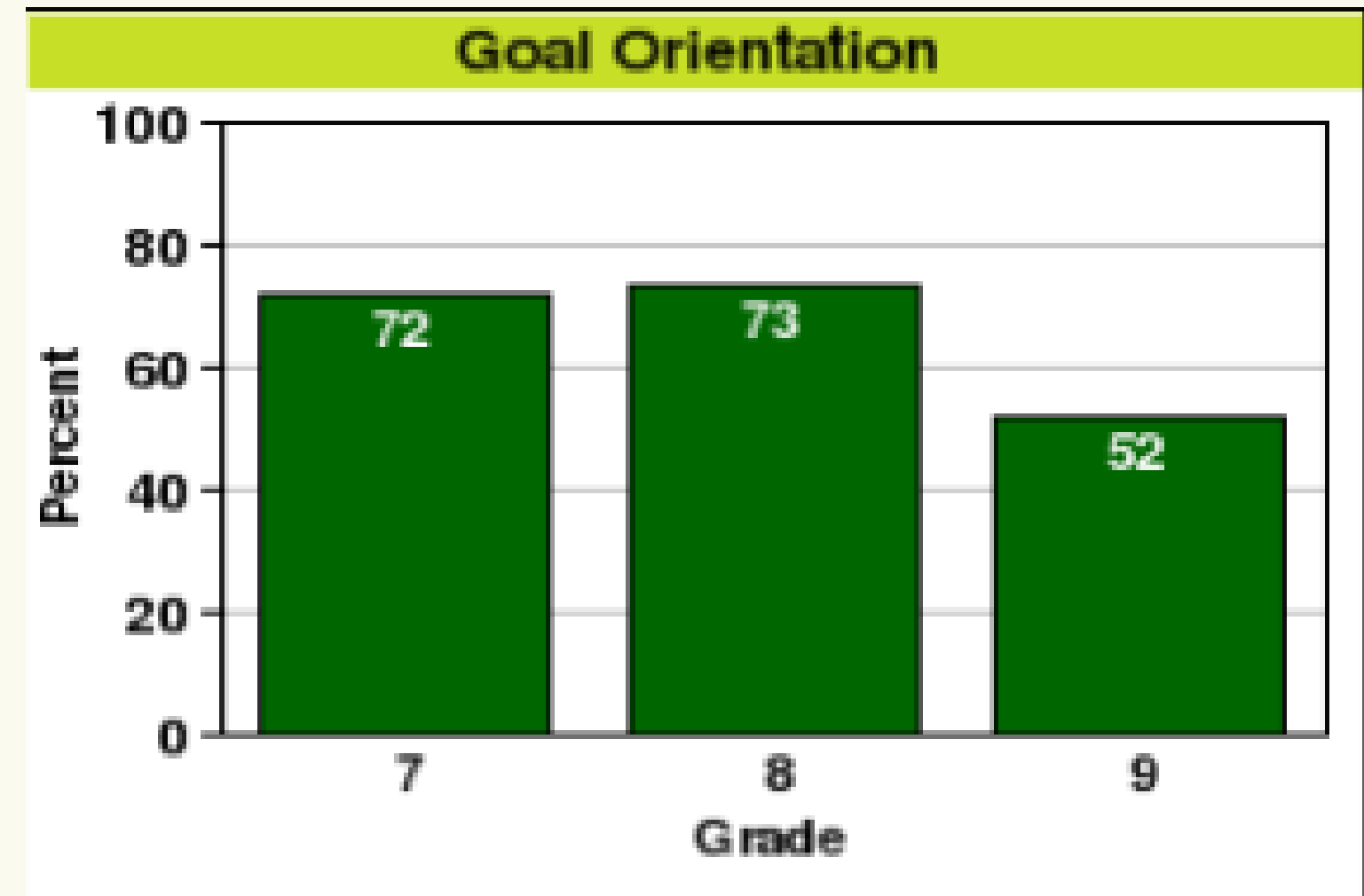
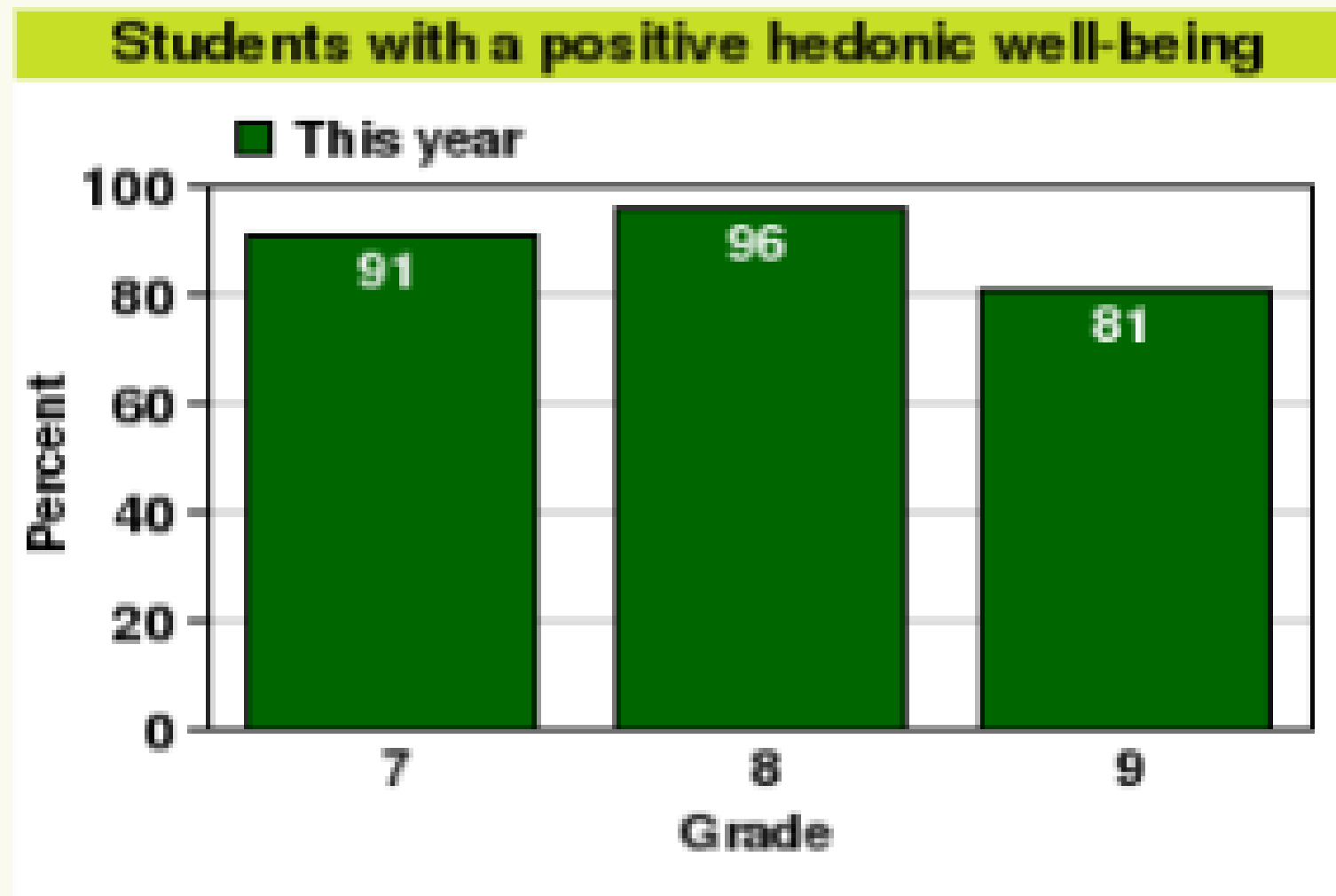
Students with positive hedonia pursue activities that are fun and interesting to them:

- 90% of students in this school had positive hedonia.
- 84% of the girls and 98% of the boys in this school had positive hedonia.

Goal Orientation

Students who set relevant, attainable goals and exert deliberate and persistent effort to achieve them:

- 68% of students in this school had a positive goal orientation.
- 64% of the girls and 73% of the boys in this school had a positive goal orientation.



OurSCHOOL Survey - Secondary

Social-Emotional Outcomes

Self-Regulation

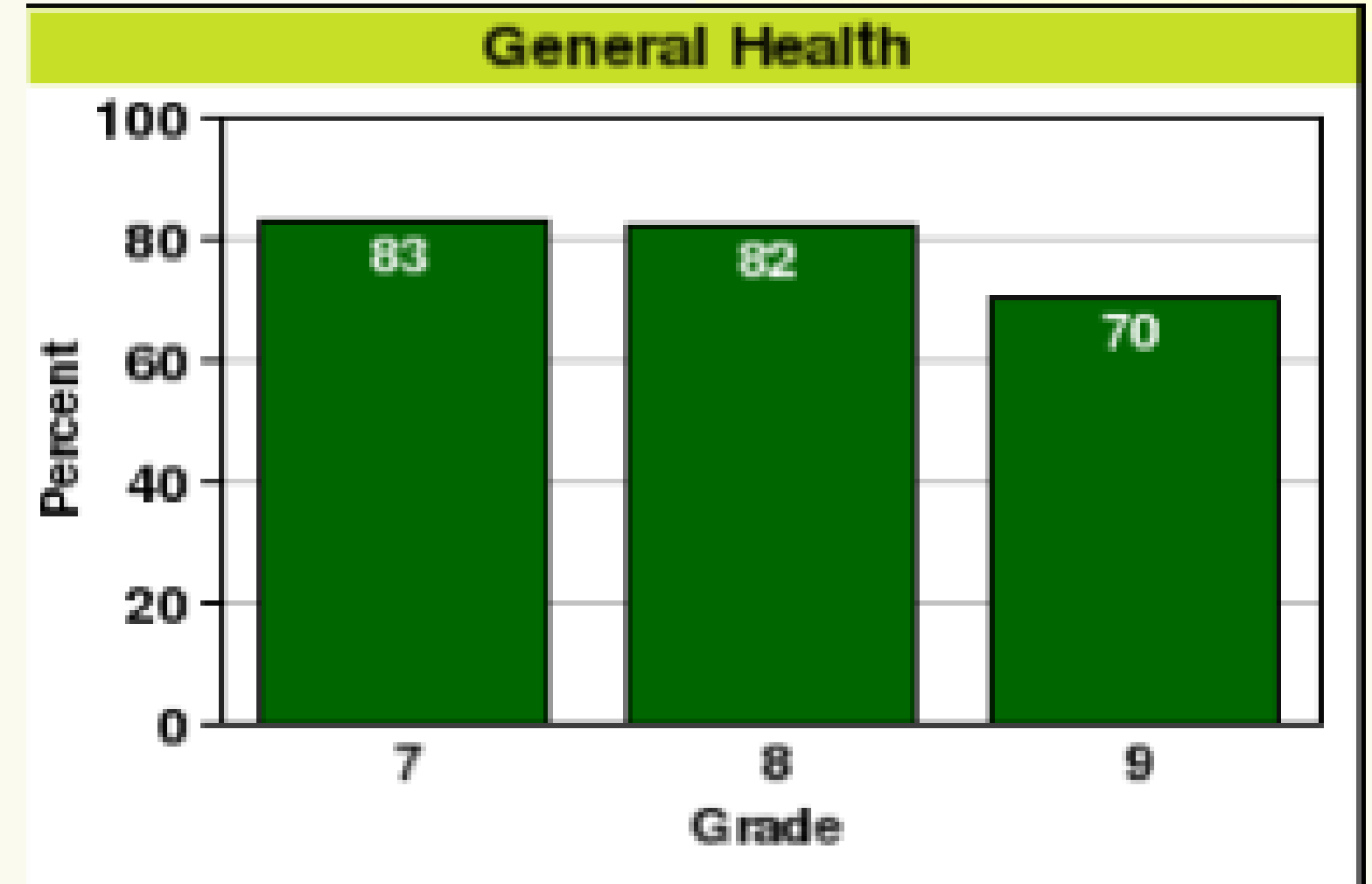
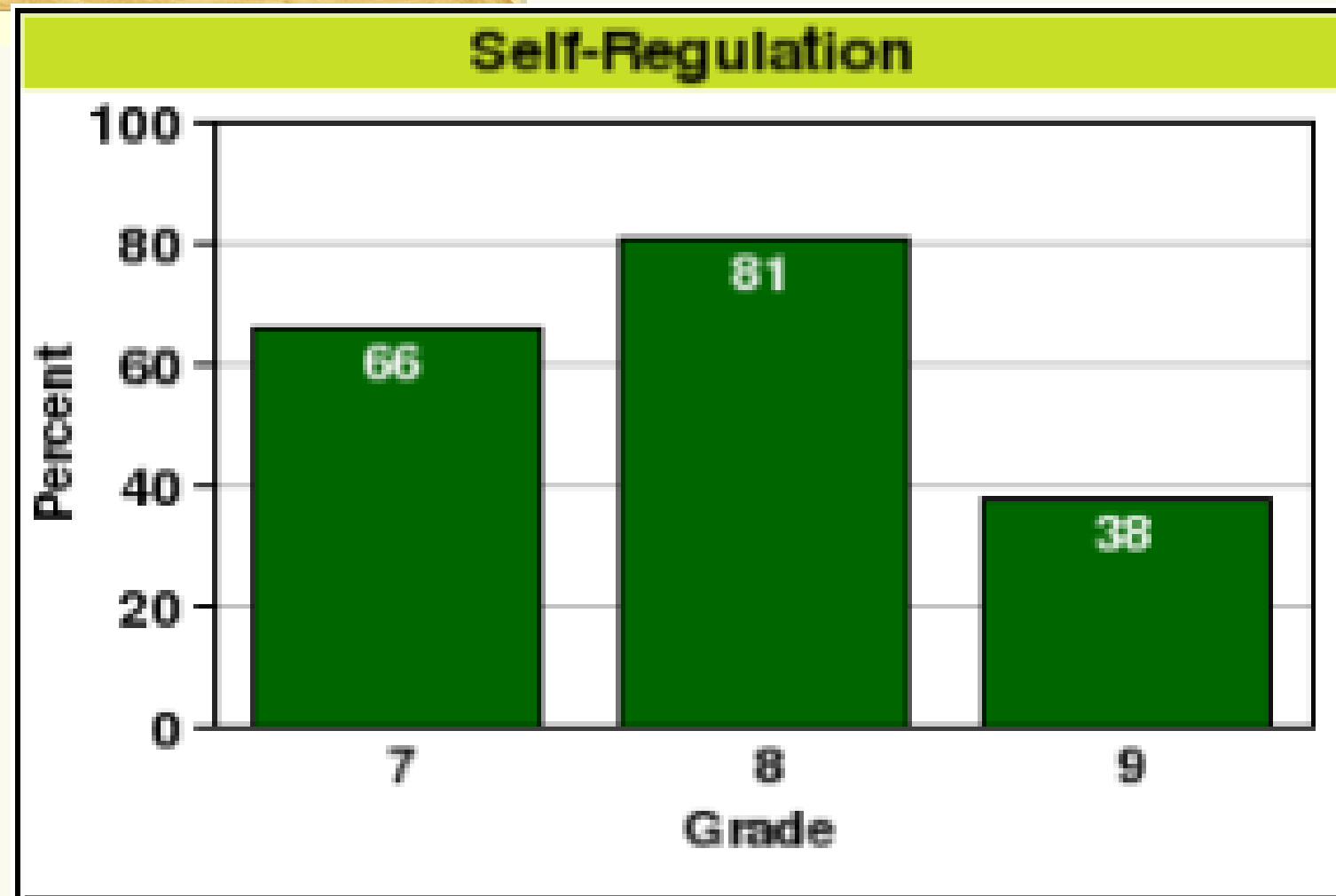
Students who have the ability to consciously control their emotions and behaviors and maintain focus on a task:

- 63% of students in this school had positive self-regulation.
- 57% of the girls and 71% of the boys in this school had positive self-regulation.

General Health

Students who consider their own general health to be good to excellent:

- 80% of students in this school reported having positive general health.
- 69% of the girls and 94% of the boys in this school reported having positive general health.



OurSCHOOL Survey - Secondary

Social-Emotional Outcomes

Life Satisfaction

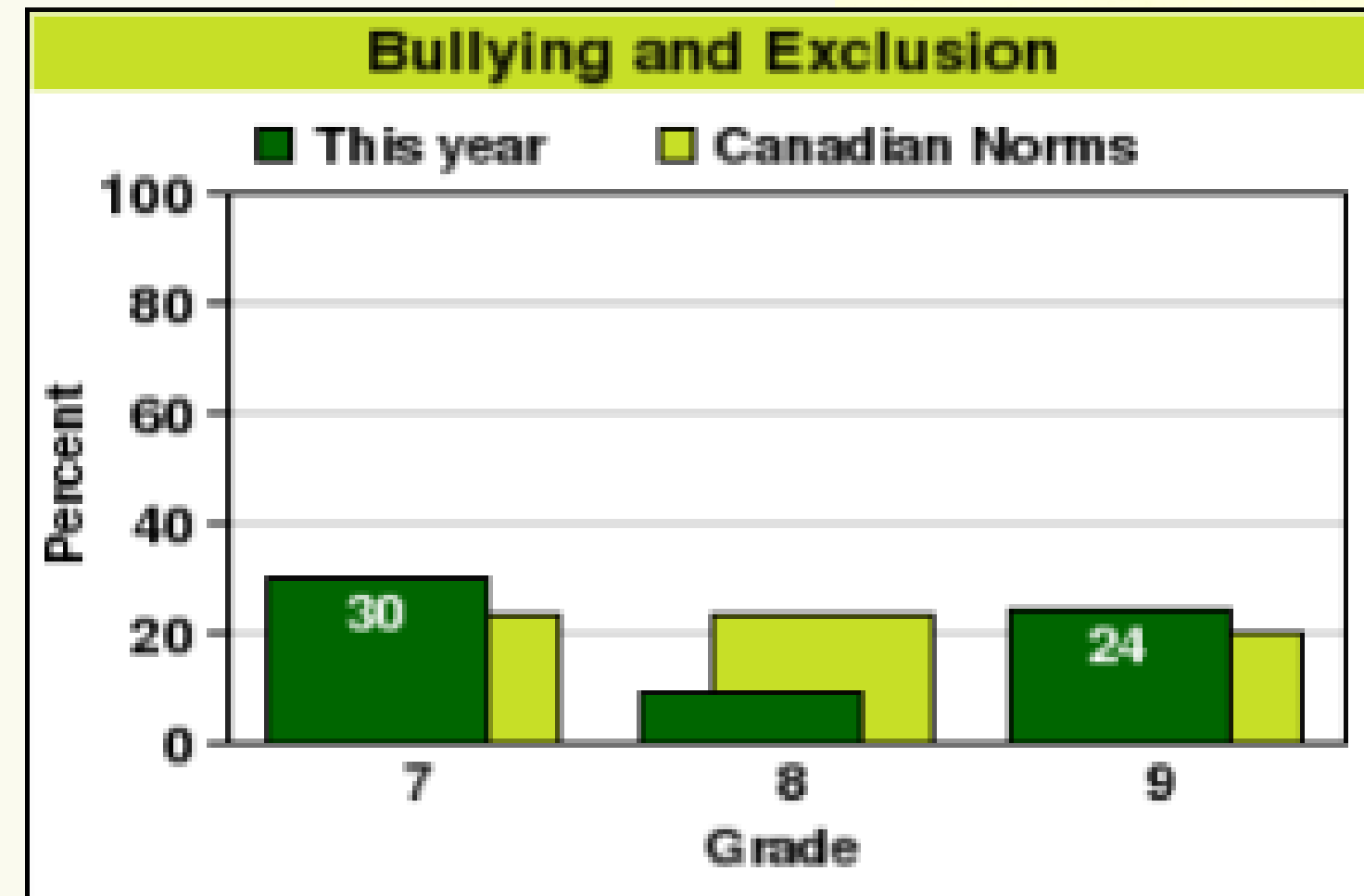
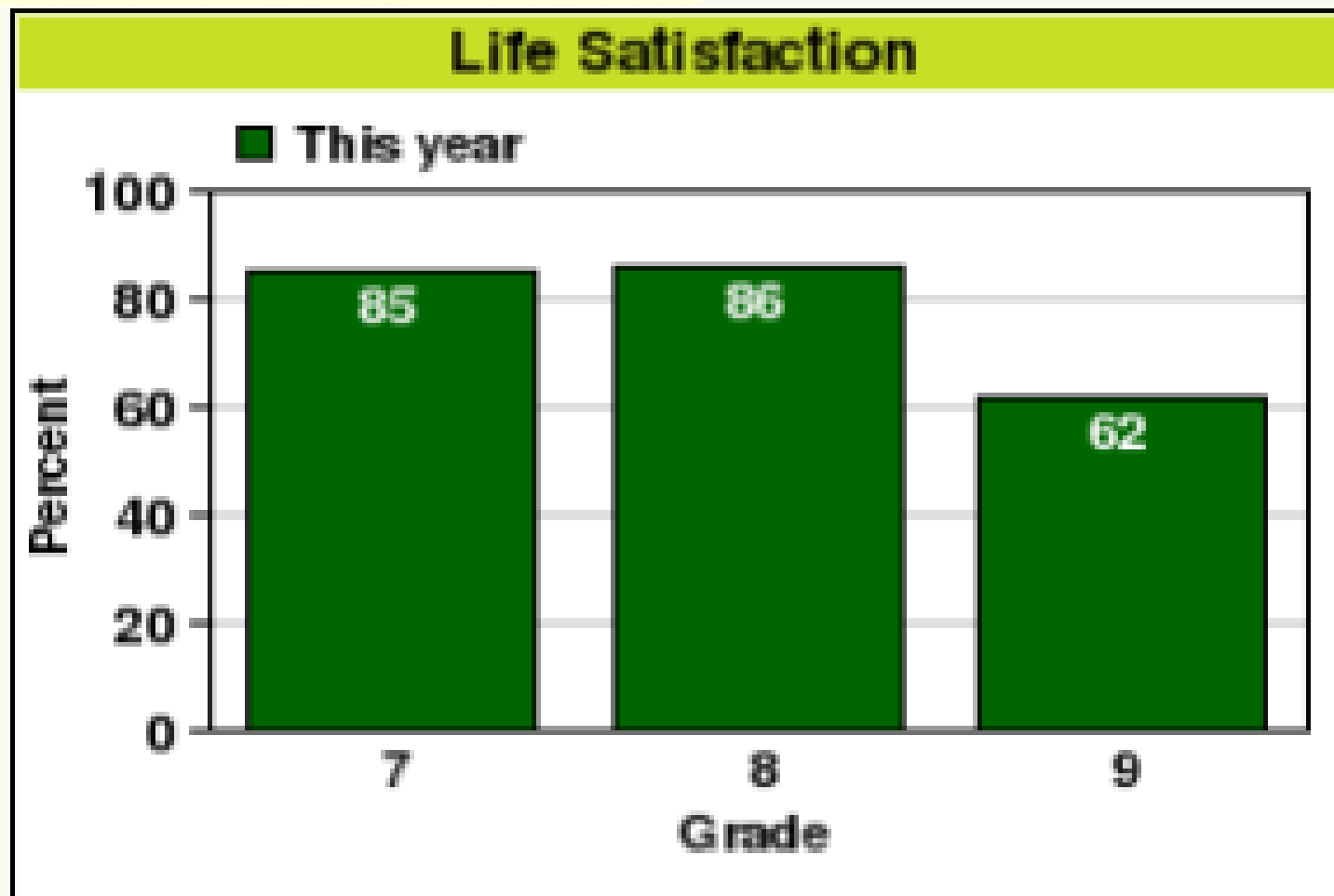
Students who are satisfied with the overall quality of their lives:

- 81% of students in this school had positive life satisfaction.
- 75% of the girls and 90% of the boys in this school had positive life satisfaction.

Bullying and Exclusion

Students who are subjected to physical, social, or verbal bullying, or are bullied over the internet.

- 25% of students in this school were victims of moderate to severe bullying in the previous month; the Canadian norm for these grades is 22%.
- 33% of the girls and 16% of the boys in this school were victims of moderate to severe bullying in the previous month. The Canadian norm for girls is 21% and for boys is 22%.



OurSCHOOL Survey-Secondary

Social-Emotional Outcomes

Advocacy at school

Students who feel they have someone at school who consistently provides encouragement and can turn to for advice:

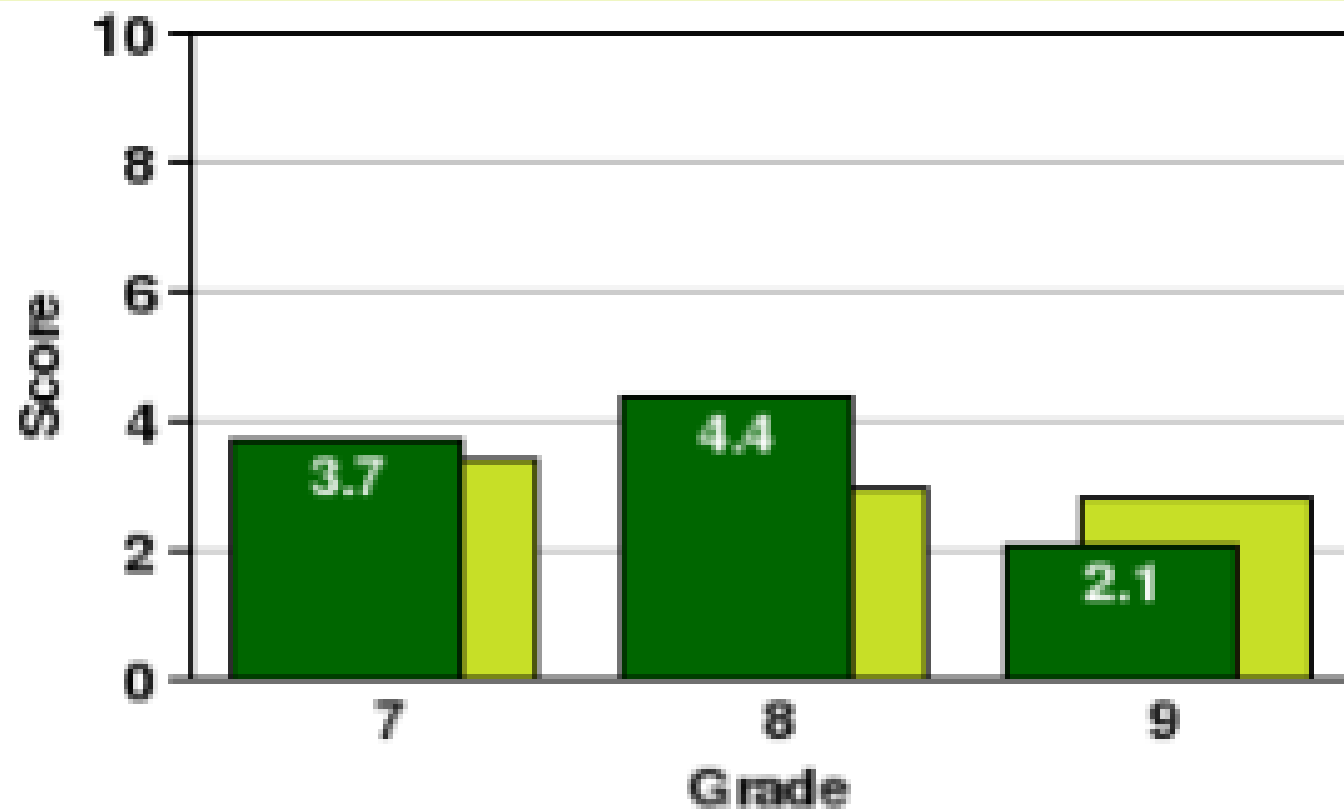
- In this school, students rated advocacy at school 3.5 out of 10; the Canadian norm for these grades is 3.1.
- In this school, advocacy at school was rated 3.5 out of 10 by girls and 3.4 out of 10 by boys. The Canadian norm for girls is 2.9 and for boys is 3.3.

Positive teacher-student relations

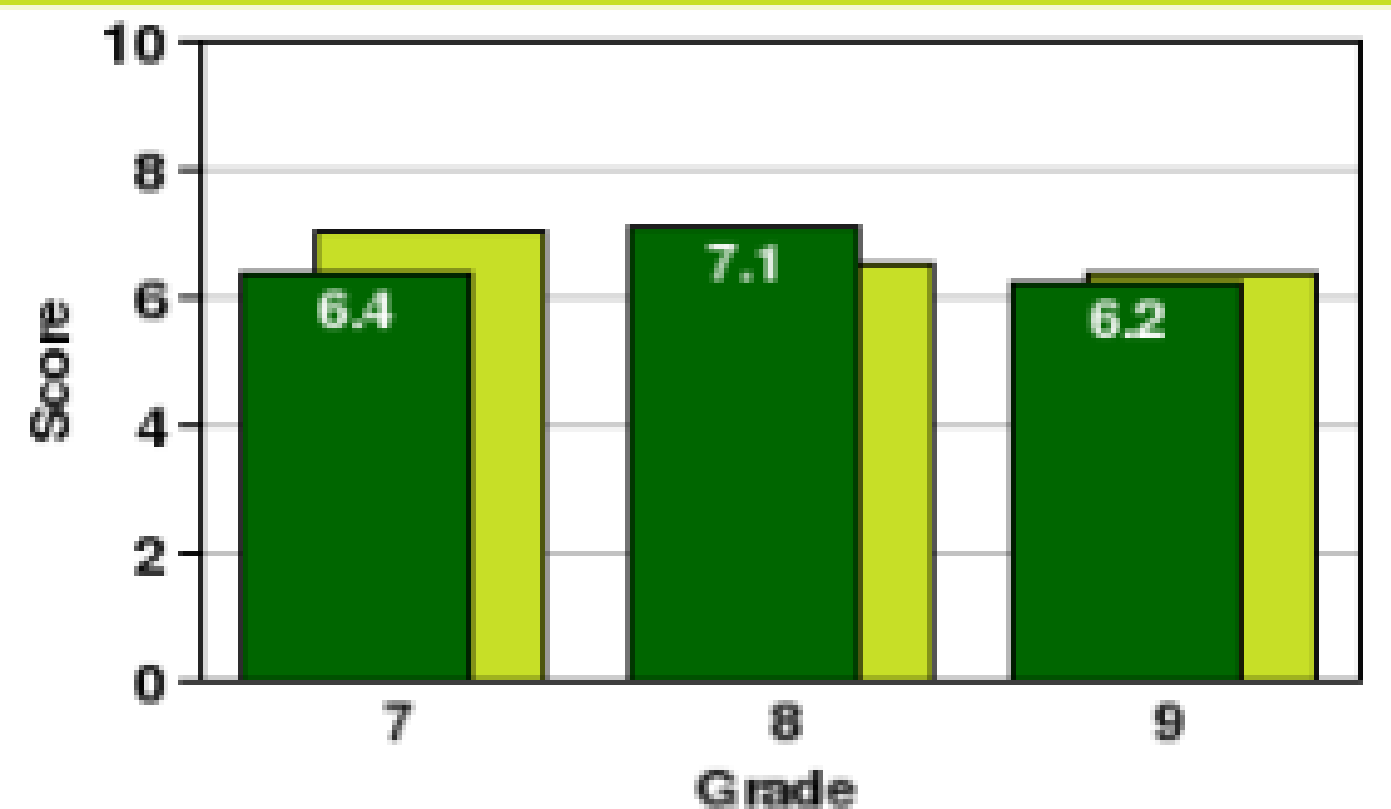
Students who feel teachers are responsive to their needs, and encourage independence with a democratic approach:

- In this school, positive teacher-student relations were rated 6.5 out of 10; the Canadian norm for these grades is 6.6.
- In this school, positive teacher-student relations were rated 6.1 out of 10 by girls and 7 out of 10 by boys. The Canadian norm for girls is 6.6 and for boys is 6.6.

Advocacy at school



Positive teacher-student relations



OurSCHOOL Survey-Secondary

Social-Emotional Outcomes

Positive learning climate

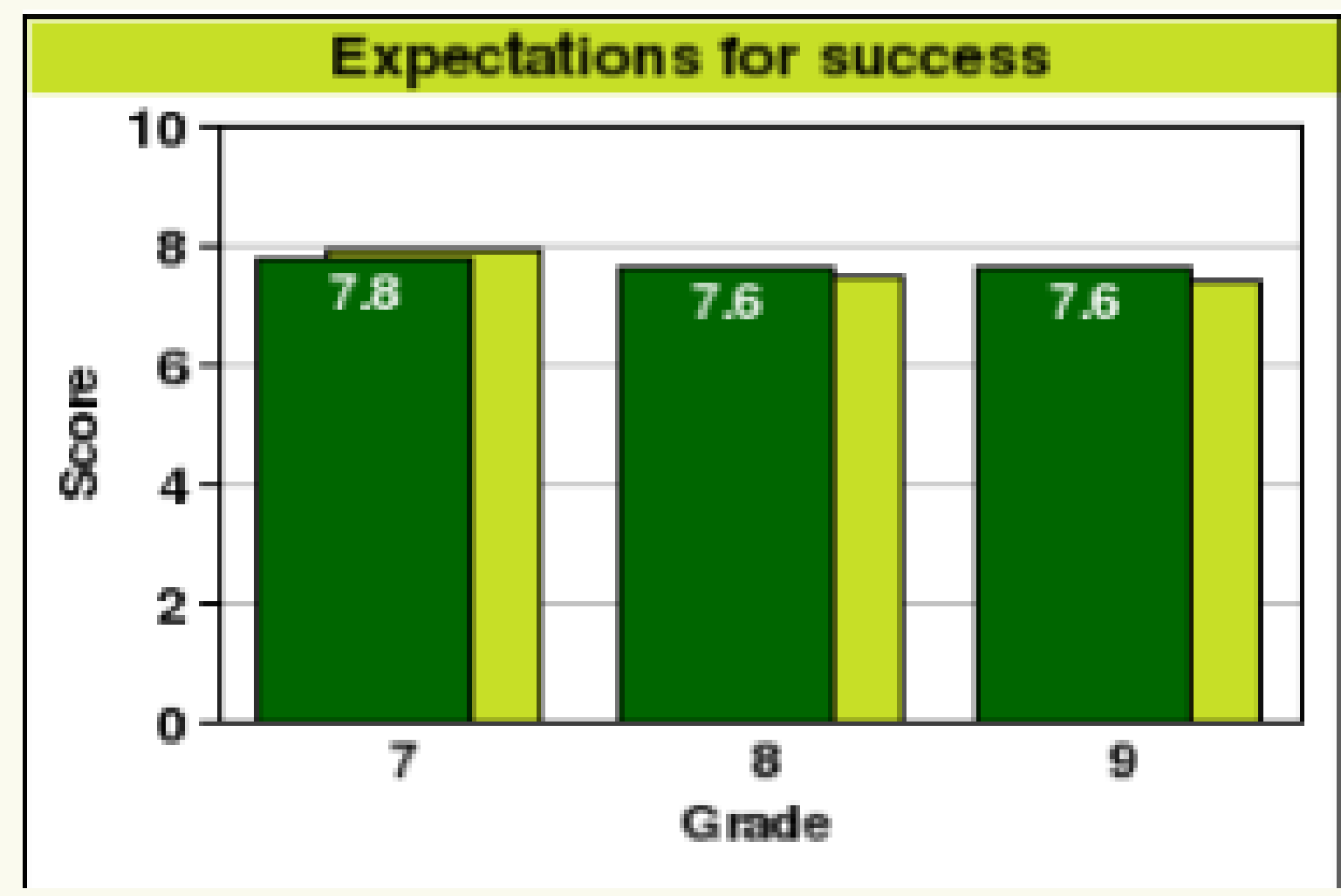
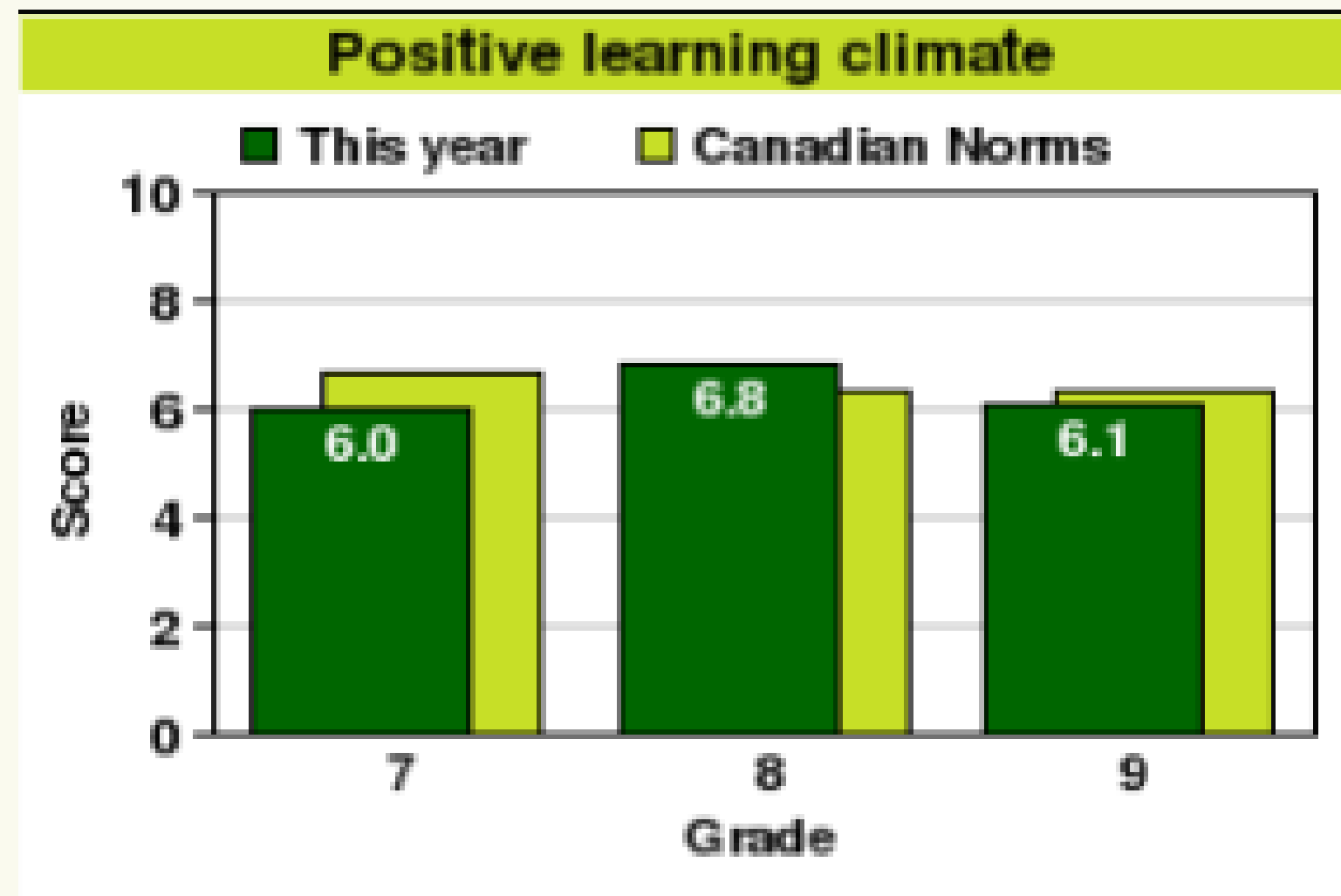
There are clear rules and expectations for classroom behavior. Students understand these and teachers maintain high expectations that they be followed:

- In this school, students rated the disciplinary climate of the classroom 6.2 out of 10; the Canadian norm for these grades is 6.4.
- In this school, the disciplinary climate of the classroom was rated 5.7 out of 10 by girls and 6.7 out of 10 by boys. The Canadian norm for girls is 6.4 and for boys is 6.5

Expectations for success

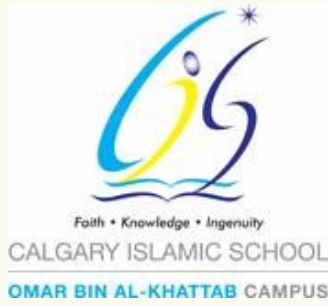
The school staff emphasizes academic skills and holds high expectations for all students to succeed:

- In this school, students rated teachers' expectations for academic success 7.7 out of 10; the Canadian norm for these grades is 7.6.
- In this school, teachers' expectations for academic success were rated 7.4 out of 10 by girls and 8 out of 10 by boys. The Canadian norm for girls is 7.7 and for boys is 7.5.



Celebrating Diversity through Wellness and Leadership

Goals



PROVINCIAL PRINCIPLE

Broaden students' perspective by valuing, respecting and nurturing the diverse ways of experiencing and understanding the world.


OBK GOAL

Promote the Servant Leadership Model through Islamic Identity & Character Development

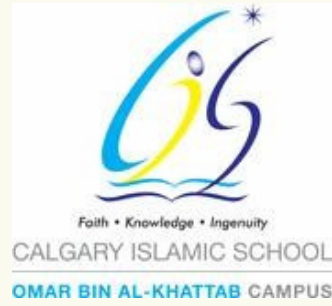


DIVISIONAL GOAL

Programs will be offered to best meet the individual needs of each child and student within the school community.



Wellness Strategies



- Spirit Days (once a month based on Self Identity as Muslims and Canadian)
- Guardian News -Challenge of the week
- School Gardening (Building a greenhouse & hydroponics)
- Stepping towards a Greener Tomorrow
- After School sports
- Expansion of the playground
- Participation in Green Square Program
- FSLC student workshops on individualized topics
- Sports



- Smile Presentation - International Day of Persons with disabilities Dec 3rd
- Movie with my class
- Iftar with my class
- Art classes after school
- World Hijab Day
- Ramadan Activity Book
- Eid Cards
- Ramadan Storybook for our Parents
- Breakfast club of Canada



Wellness Strategies

Guardian News

Challenge of the Week



- **Ask questions more than giving answers in class** - Your challenge is to ask more questions in class about learning instead of always answering questions posed from the teacher. Asking questions helps to develop your critical thinking skills and helps you become engaged in the learning content and become motivated.
- **Eliminate trash in the garbage bin** - Your challenge is to throw less garbage this week, whether it is to bring homemade meals and less junk in your lunchbox to throwing less garbage or recycling in the bins.
- **Pick up the garbage outside (Community work - Charity/Sadaqah):** your challenge is keep our school yard clean and tidy. Pick up any piece of garbage that you find and keep our school neat and tidy.
- **Get to Know Your Teacher** - Learn five (5) things about your teachers - Your challenge is to interview a teacher or talk to them and find out 5 things about them.
- **Get to Know A Classmate** - Learn five (5) things about a student in your class or your grade - Your challenge is to ask someone in your grade and find out 5 things about them. Remember to stay in your cohorts

Wellness Strategies

Guardian News

Challenge of the Week

- **Give a compliment present** - your challenge is to write compliments to three people (3) at school; it could be teachers, students or administration staff to help develop a caring school community. Your compliment can be about something they have done well, you liked or enjoyed and/or something they are good at. The goal is to appreciate your fellow people (peers or teachers) and make their faces light up.
- **Make a teachable moment** - Choose something that you are passionate about or learned recently or have been learning over the course of a few years (it could be related to academics or extra-curricular). Then teach/present/share it with your friends at lunch time (while your friends are eating lunch). You can do a small poster, presentation or video clip to show the class.
- **Showing Gratitude** - Write a thank you note to someone you know at school and give it to them. Your challenge is to say it to the person before handing the note to them.
- **Read a book** - Your challenge is to read a book from beginning to end at school in a week. In other words, finish your book in a week.
- **Start a new hobby or form a new habit and STICK WITH IT!** - Your challenge is to start a new hobby like journaling, meditation, doing dhikr, be more active/exercise, drink water, etc.

Leadership Strategies

Islamic Identity and Leadership



- Colour house for all students and staff
- Guardian Newsletter - insert link
- Guardian News

[Nov-Dec Guardians Newsletter](#)

Challenge of the week

Class Presentation

Land Connections

- Islamic heritage project
- Ahlul Quran celebration



- Career Week & KidsZania
- Heritage Movie maker- Islamic Heritage Month
- Shaping the future conference
- Self Identity
- Arabic Competition
- National Day of Remembrance & Action Against Islamophobia
- Designing the Guardian Flag
- FNMI and Leadership - Leadership course



Leadership Strategies

Islamic Identity and Leadership



Skit Guidelines:

- Two minutes or less,
- Live performance or recorded video,
- Skit can be as simple as one person not listening and other listening (as per your Division topic),
- Main purpose is to educate our students on how to earn color house points,

1. School Theme: IDENTITY

OBK's school theme is Identity. Each term will have a sub-theme and each month will have a sub-"category", as follows:

- October - December: Our Purpose
- October - Our purpose & our vision as Muslims
- November - Taqwa (incl. Jannah)
- December - Ihsan (incl. Time management, surah Al-Asr)
- January - March: Islamic Manners & Character
- January - Hayaa/ Purity
- February - Patience/ Perseverance
- March - Honesty
- April - June: Beliefs & Culture
- April - Generosity
- May - Community
- June - Gratefulness

2. Spirit Days:

We will have one spirit day / week every month that relates to the month's theme. The grade 9T class will plan those spirit days and our committee will help relay the message to staff and follow up. Spirit days/ weeks will take place on the last Tuesday of each month.

Leadership Class:

Grade 9s - being our graduating class - will be the "Leadership Class" in shaa Allah. They will not only execute the school wide initiatives but also lead these initiatives. The tahfeeth dawah club (grades 7 - 9) as well will allow students to gain the skills required over the three years to become the leaders of the school in sha Allah



- This is the second year that OBK has had the required staffing for our students. This has had a positive impact on teaching and learning.
- With the data gathered in literacy and numeracy, we are able to have PLC around identifying areas of success and improvements. Based on these discussions, we have incorporated some strategies this year and plan to continue in the following year.
- Due to Covid, like other schools, we acknowledge that our students are struggling academically and social-emotionally. Certain actions have been taken to mitigate these concerns such as having a full time FSLC supporting students and their families. Through careful planning and scheduling, getting support for students who require additional support.
- This year, the school has faced challenges raised in the community regarding Alternative Program Fee that has impacted the school. In collaboration with the OBK School Council, we have organized some events that have helped the school community shift their focus on working positively together in collaboration to support students' learning and growth.
- The grade 9s have taken on a strong leadership role by taking charge of our morning prayers and announcements through the Guardian News. They also use this forum to challenge students and hold celebrations, celebrating our theme of the year, which is Self Identity as a Muslim.