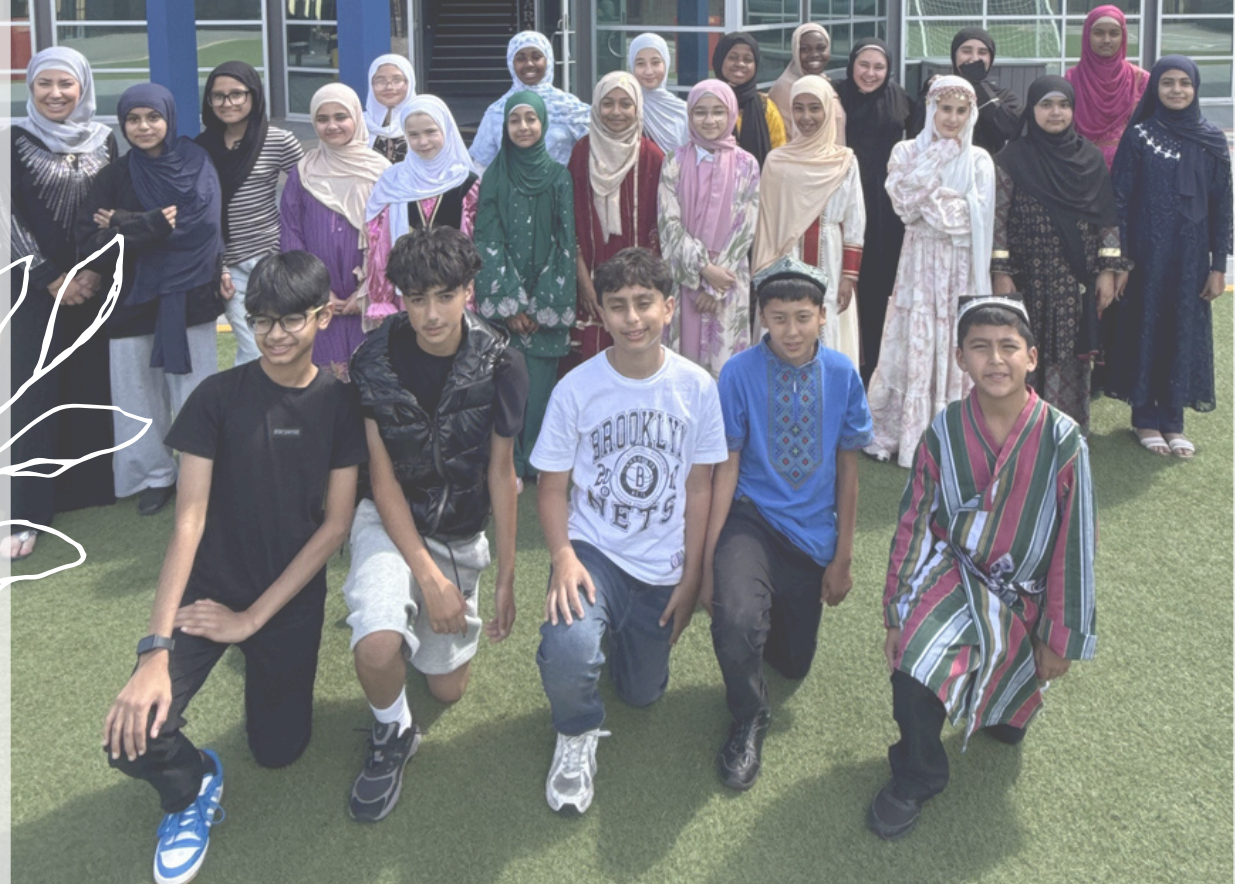




GARDEN COLLEGE MATTERS



TOGETHER IN LEARNING & VALUES

TERM. 1 ISSUE 2 · APRIL 2026

Building on Blessings: Looking Ahead to Term 2

BY DR AHDIELAH EDRIES

Assalamu Alaikum wa Rahmatullahi wa Barakatuh,

As we reflect on Term 1, we are grateful for a truly blessed and productive start to the year. The presence of the holy month of Ramadan brought a special sense of purpose, reflection, and unity across our school community. It was inspiring to see our students continue to engage actively in their learning while observing the values of patience, discipline, and compassion that this month instils.

Throughout the term, students across both campuses participated enthusiastically in a wide range of learning experiences, including classroom activities, incursions, excursions, and sporting events. These opportunities are vital in supporting not only academic growth but also the development of confidence, teamwork, and resilience.

I would like to extend my sincere appreciation to all parents and caregivers who attended our Parent-Teacher Interviews. These meetings are an important opportunity to strengthen the partnership between home and school, allowing meaningful conversations about each child's progress, wellbeing, and future goals.

As we move into the term break, I encourage all students to make balanced and purposeful use of their time. While rest and recreation are important, it is equally beneficial to maintain some level of revision in both secular and Islamic studies. Developing consistent study habits will support long-term success and confidence.

The importance of seeking knowledge is beautifully highlighted in the teachings of our faith. The Prophet Muhammad ﷺ said: "Whoever travels a path in search of knowledge, Allah will make easy for him a path to Paradise." — (Sahih Muslim)

This hadith reminds us that learning is not only an academic pursuit but also a spiritual journey. Making good use of our time, especially during breaks, is a valuable investment in both this life and the hereafter.

"Whoever travels a path in search of knowledge, Allah will make easy for him a path to Paradise."

SAHIH MUSLIM



Important Dates – Term 2

Event	Date
Term 2 Starts	27th April 2026
Eid Holidays (tentative)	27th - 28th May
Pupil-Free Day	29th May
King's Birthday (Public Holiday)	8th June
School Photo Day	9th June (Both Campuses)
Last Day of Term 2 (for students)	2nd July
Parent-Teacher Interviews	3rd July (08:30 am to 12:20 pm)

Looking ahead, Term 2 will commence on Monday, 27 April, and promises to be another engaging and enriching period for our students. Some key highlights include:

- Celebrations and learning activities connected to the Hajj season in Week 5
- Participation in World Maths Day
- AFL Auskick activities for our Primary campus
- National Reconciliation Week
- World Environment Day
- Participation in the Islamic Schools Soccer Cup

These events will be integrated into classroom learning, providing students with meaningful and engaging experiences beyond the traditional curriculum.

Please also take note of the following important dates:

- Eid Holidays (tentative): 27–28 May
- Pupil-Free Day: Friday, 29 May 2026
- School Photo Day: 9 June (both campuses)

As always, we value the continued support and cooperation of our parents, students, and wider community. Together, we can ensure that every student is supported to achieve their full potential.

We look forward to welcoming everyone back for Term 2 and continuing this journey of growth, learning, and success.

Dr Ahdielah Edries
Principal
Garden College





RECOGNITION AWARDS



Proud Moments of Achievement

A Journey Through Qur'anic and Classroom Learning

SHAIMA IFTEKHAR

Assalamu Alaykum dear parents/caregivers,

It has been a rewarding experience this term to work across different classes and subjects, supporting students in both their Qur'anic learning and their wider studies.

As a Qur'anic Studies teacher, it has been a pleasure watching our students grow in both their recitation and understanding.



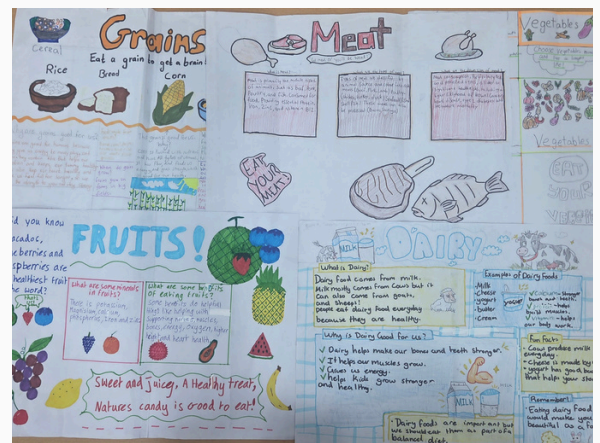
Our Year 1 students have been working hard on recognising compound letters, learning how to correctly split and join them. This foundational skill is so important, and it has been wonderful to see their confidence develop. They have also completed Surah An-Nasr, practising both memorisation and pronunciation with enthusiasm.

Year 2 students have progressed to learning sukoon, building on their prior knowledge to improve fluency in their reading. They are currently working on Surah Al-Asr, reflecting on its meaning while continuing to strengthen their tajweed skills.

Across the upper years, it has been delightful to see connections between Islamic learning and their broader studies. Year 5 students explored adaptations in Science this term, appreciating the unique features of animals and plants that Allah has created. In HASS, Year 6 students learned about Australia becoming a federation and the importance of being united under one central power.



In Health, Year 6 students also studied the different food groups, alongside discussing the Sunnah way of eating and how to fuel our bodies in a balanced and mindful way in order to have proper nutrition.



I am proud of all the students for their effort and dedication this term, and I look forward to seeing their continued progress.

Jazakumullahu khairan

Little Minds, Big Discoveries: Reception B

HIBA MAGHAZZI

Assalamu Alaykum dear families,
My name is Hiba Maghazji, and I am very excited to be teaching Reception B this year. It has been a wonderful start to the year, and I feel so lucky to be part of such a kind, enthusiastic, and energetic group of students. They have settled into school routines beautifully and are already showing a love for learning.



Term 1 has been full of excitement as the children began their school journey. We have been focusing on getting to know one another, building friendships, and learning how to be part of a classroom community. It has been lovely to see the students grow in confidence each day as they learn new routines and develop independence.

One of our main learning themes this term has been “Family.” Students explored who is in their family and what makes each family special. As part of this, they created their own family tree projects, which were a wonderful way for them to share their home life and learn about each other. It was so special to see the pride on their faces as they presented their work.

A highlight of the term was our Cultural Showcase Walk. Students had the opportunity to celebrate their backgrounds, see the diversity within our school, and learn about different cultures. It was a beautiful experience that helped build respect, understanding, and a sense of belonging among the children.

We also celebrated special occasions together, including Eid and Harmony Day. These celebrations gave us the chance to talk about kindness, inclusion, and the importance of respecting and celebrating our differences. The students enjoyed participating in activities and discussions that reinforced these important values.

It has been a joyful and busy start to the year. I am very proud of how Reception B has settled in and embraced their learning with such enthusiasm. I look forward to a wonderful year ahead, filled with growth, discovery, and many more special moments.

Thank you for your continued support.





Curious and Capable: Year 1A

SHERIN RILWAN

Term 1 has been a wonderful and engaging start in Year 1A! Our students have been exploring, learning, and having fun across all areas of the curriculum.

In English, students focused on recount writing and sequencing sentences using sentence starters like first, next, then, and finally. One activity involved writing the steps to making a pizza. At this stage, students require visual prompts and sentence starters to help build their sentences, and they are making great progress in linking ideas clearly and in order.

In Math, students got hands-on with Australian money, using play coins and notes to sort them from smallest to largest and talk about their features. It was exciting to see them building confidence while learning a skill they'll use every day. I was especially delighted to see how students put this learning to practice while counting money they bought for the bookfair.

In Health, we explored emotions and the different zones. Students discussed ways to move from one zone to another and used their whiteboard tables to draw and label the zones. We also connected emotional regulation to examples from our beloved Prophet Muhammad ﷺ, learning how he managed his feelings with patience, calmness, and kindness—such as remaining calm when people were unkind, showing patience with children, and helping others even when upset. Understanding and naming feelings, and seeing positive role models, helps children manage emotions and work through them positively.

In PE, students practiced coordination, balance, throwing, catching, and aiming through fun balloon activities. They worked on keeping balloons in the air, tossing and catching with control, and aiming at targets while balancing. These activities help develop fundamental movement skills, hand-eye coordination, teamwork, and confidence in physical activity. Here's a snap of students showing off their skills while balancing and keeping their balloons aloft!



As the term has gone by, we've also been learning how to settle into classroom routines and expectations. Most students are following routines confidently, and for a few who still need gentle reminders, continued support at home will help. Establishing consistent routines helps children feel safe, focused, and ready to learn.

As we approach the holidays, I encourage parents to continue supporting students' learning at home. Encourage reading, exploring different interests, and engaging in activities that enrich their thinking, help them refresh, and prepare for a successful start to the next term.



Year 2 Learning Journey

SALMAH AKIL

We are nearing the end of Term 1, and it has been a rich and rewarding start to the year. The students have engaged with a wide range of learning experiences across the curriculum and have shown good progress in both their skills and confidence. Alhamdulillah, it has been wonderful to see their enthusiasm for learning develop each week.



In English, students have been learning how to write different types of information texts, including explanations and simple procedures. They have been practising putting their ideas in order and using correct punctuation such as exclamation mark and speech marks. Students have also been building their vocabulary through our “word of the day” and enjoying regular show and tell sessions, which help develop their confidence and speaking skills.

In Mathematics, students have worked on developing their number sense, including reading, writing, and representing numbers up to and beyond 500. They have practised using number lines, place value concepts, and basic addition and subtraction strategies.

In Science, a key focus has been on sound, where students have learned how sounds are made, how they travel, and how we hear them. Through practical activities, they explored different sources of sound and how sound can vary in volume and pitch, helping to build their understanding of the world around them.

In HASS, students have been learning about technology and its role in everyday life. They have explored different types of technology used at home, school, and in the community, and discussed how these tools help people complete tasks more efficiently. Students have also considered how technology has changed over time and how it supports communication, learning, and daily routines.

In The Arts, students have continued to explore a variety of mediums to express their creativity. They have engaged in activities such as drawing, painting, and craft, experimenting with different materials, colours, and techniques.

In Digital Technologies, students are developing their foundational computer skills by learning how to use Google Docs. They have practised basic typing skills to type simple sentences. They are also beginning to understand basic formatting tools, such as changing font. These skills are helping them build confidence in using technology for learning.



We also celebrated several meaningful events this term, including International Muslim Women’s Day and Harmony Day. A highlight was celebrating Harmony Day alongside Eid, which brought so much joy to the students. They had the opportunity to wear their beautiful cultural Eid clothing and enjoyed delicious pizzas and snacks together. Through this celebration, students learnt an important message—that although we may come from different backgrounds and cultures, we are united as one community, living and learning together in harmony while sharing in such a special occasion.

Overall, this term has laid a strong foundation for continued learning. The students have shown resilience, curiosity, and a willingness to try new things. We look forward to building on this progress in Term 2, inshaAllah.

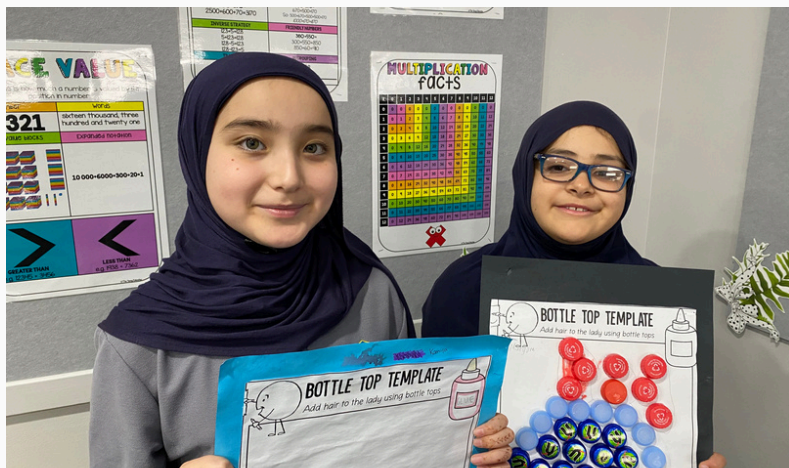


Year 4B: A Term of Growth and Achievement

SHALINI MOSS

What an exciting and productive term it has been! Students have settled into the expectations of our classroom and have shown enthusiasm as they explored new and sometimes challenging concepts across different learning areas.

In Visual Arts, students particularly enjoyed the hands-on projects where creativity and imagination were on full display. It has been wonderful to see them experiment with different recycled materials like bottle caps and sticks and proudly share their work.



In HASS, students learned about Australia's early history, beginning with the rich culture and traditions of Aboriginal and Torres Strait Islander Peoples, the first custodians of this land. These lessons helped students develop an appreciation of how Australia's story began.

In Science, our focus on ecosystems sparked a lot of curiosity. Students discovered how living things depend on one another, learning about producers and consumers and how each plays an important role in the survival of an ecosystem.

As reports are released, I encourage parents to look through them carefully with your child. Use them as an opportunity to celebrate achievements and discuss ways to continue improving. The holidays are a great time to provide support at home. Reading regularly is one of the best ways to improve English, helping children develop vocabulary, fluency and understanding.

For Mathematics, revisiting basic concepts, like the four operations and practising key skills will help reinforce what we have learned this term. Encouraging your child to revise and reflect on their learning can build confidence and strengthen their understanding.

Most importantly, continue to speak positively with your child and encourage their efforts. Your support makes a significant difference in their learning journey. I look forward to another wonderful term ahead.



Exploring Faith and the World Around Us

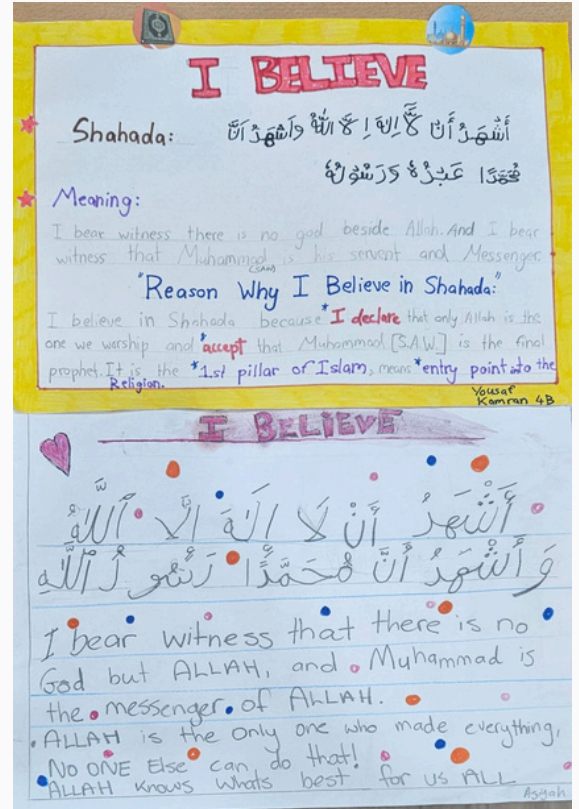
VASEEM DILSHAD

Alhamdulillah, what an incredible start to the academic year it has been! From the very first day, our students have shown enthusiasm, curiosity, and dedication in both their learning and their love for Allah. Reception students began their beautiful journey by learning and colouring the name 'Allah', while Year 1 and above gradually deepened their understanding of knowing Him through His names and attributes. This foundation has helped nurture trust in Allah—a trust so strong that, as my Year 4 students learned, with sincere faith even mountains can be moved and displayed amazing reasons of believing in Shahada as a project.



Beyond academics, our students have been reflecting, thinking, and applying their learning in meaningful ways, demonstrating that knowledge combined with faith can truly shape their hearts and actions. Ramadan has provided all my students with a powerful, practical opportunity to strengthen their Taqwa, helping them develop self-discipline, patience, gratitude, and trust in Allah.

Through fasting, they not only learned self-control but also reflected on their relationship with Allah. Despite many of my upper primary students fasting and lessons being shorter, they did an amazing job and remained committed to their learning. May Allah grant them steadfastness and allow them to grow with the love of Allah and His Messenger (ﷺ) in their hearts forever.



Our students demonstrated outstanding understanding, especially when learning about trusting Allah alone through the story of Prophet Musa (AS). Our Year 5 and 6 students excelled remarkably. Their projects comparing their favourite games with Islamic rules and rewards were creative, thoughtful, and unique. I sincerely appreciate the effort of both students and parents in supporting this work. Allah reminds us: "Indeed, in that are signs for a people who give thought" (Surah Ar-Raad 13:3). May Allah make our students among those who reflect deeply and succeed in the Hereafter.

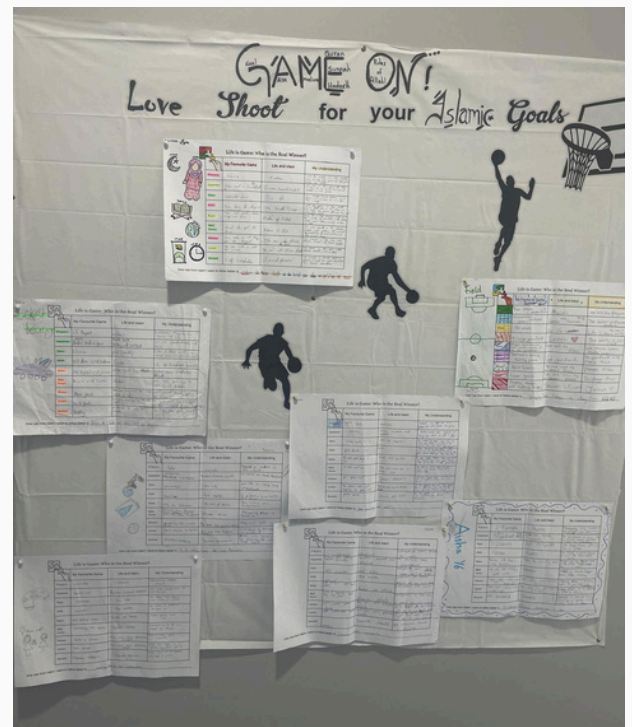


In Science, Year 6 students explored Earth and Space, beautifully integrating Islamic understanding. They observed the phases of the moon and learned about celestial bodies firsthand. Allah says: “And We made the sun a shining lamp” (Surah An-Naba 78:13), and “Indeed, in the creation of the heavens and the earth and the alternation of night and day are signs for those of understanding.” (Surah Al-‘Imran 3:190) reminding us of the signs of His creation all around us; also aligns perfectly with the Australian Curriculum standards, as it encourages students to explore and understand the natural cycles of day and night.



This year our reflection from Ramadan is on food choices. As we recite daily, “Guide us to the straight path – the path of those whom You have favoured” (Surah Al-Fatihah 1:6–7), we are reminded that living upon this path includes making mindful and disciplined choices in all aspects of life—including what we eat. I encourage families to focus on healthy eating habits. Just as we are able to stay away from food during Ramadan for the sake of Allah, we can also discipline ourselves to avoid ultra-processed foods in our daily lives. Recess is not about consuming processed snacks; we actively promote fresh, wholesome foods. Allah says: “Eat from the good and pure things We have provided for you” (Surah Al-Baqarah 2:172). Parents are encouraged to put extra effort into making healthy meals enjoyable and appealing for children.

Looking ahead, next term we will explore the story of Prophet Ibrahim (AS) and Hajj. I encourage families to begin discussing and reflecting on his inspiring story at home. May Allah continue to bless our learning journey and keep us all firm on the straight path. Ameen!



Exploring Turkish Language and Culture

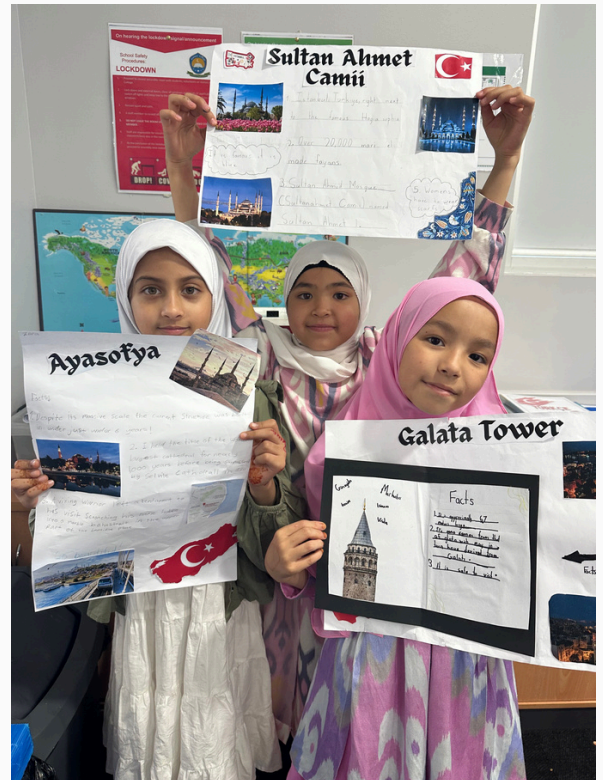
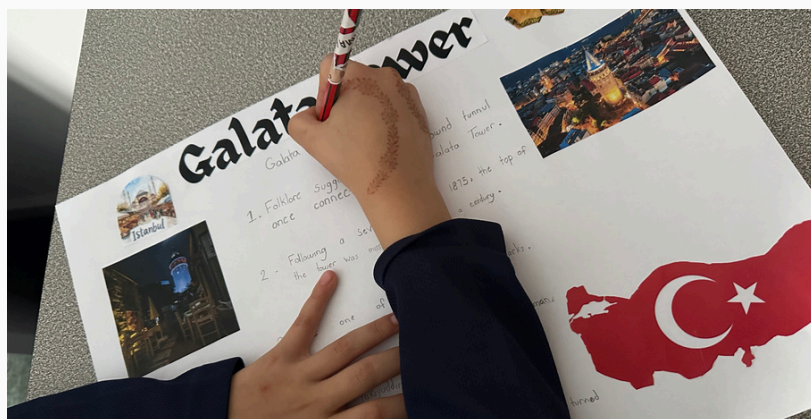
JEYDA SEN

What a wonderful and engaging term it has been in our Turkish classes! Students from Reception to Year 3 have shown great enthusiasm as they explored the Turkish language and culture through a variety of activities.

Our reception students have been introduced to the basics of Turkish. They have been learning simple greetings, numbers and colours, and have enjoyed practising these through games and interactive activities. It has been lovely to see their confidence grow as they begin using new words in Turkish.



Students in Years 1 and 2 have been expanding their vocabulary and developing their understanding of time-related language. They have been learning the days of the week and months of the year in Turkish, as well as practising new words through speaking and listening activities. As part of this, students have been learning to respond to basic questions in Turkish and extending their language skills.



Year 3 students have been working hard to deepen their understanding of the Turkish language. They have been learning about nouns, adjectives and verbs, and practising how these words work together to form sentences. Students have been reading simple Turkish sentences and developing their skills in understanding and translating their meaning. This has helped Year 3 students become more confident in their use of familiar language. They have also been busy researching famous landmarks in Türkiye and presenting their findings, which has been an engaging way to connect language with culture and geography.

It has been wonderful to see students across these year levels showing curiosity and enthusiasm for learning Turkish. I look forward to continuing our learning journey next term as students further develop their language skills and cultural understanding.

Pathways to Achievement: SACE Learning

JOHN DAVOS

As we reach the end of Term 1, it is wonderful to reflect on what has been a busy, productive, and exciting start to the year at our new Modbury campus. The term has been filled with meaningful learning, strong engagement, and plenty of memorable moments across all year levels. It has been especially pleasing to see students settling into routines, building confidence, and embracing the opportunities in front of them.

Our SACE students are continuing to go from strength to strength, and it has been fantastic watching their growth already this year. There is a real sense of purpose in the senior spaces, with students approaching their learning with maturity and determination. The foundations being laid now will set them up strongly for the remainder of the year, and it has been encouraging to see them taking ownership of their learning and supporting one another along the way.



With our Year 12 students, lessons have been full of energy and thoughtful discussion. In Society and Culture, we have been exploring how different cultures around the world approach complex and challenging issues. These conversations have encouraged students to step outside their own perspectives and consider how values, traditions, and societal norms shape the way communities respond to topics such as identity, conflict, responsibility, and change.

The discussions have been insightful, respectful, and at times surprisingly deep, with students demonstrating impressive maturity as they analyse different viewpoints and reflect on their own beliefs.

In English, our Year 12s have begun working towards delivering their own TED Talk style presentations. This has generated a great deal of excitement, as students develop ideas they are genuinely passionate about and learn how to communicate them in a powerful and engaging way. They are focusing on crafting compelling narratives, using persuasive language, and building confidence in public speaking. Watching them shape their topics, refine their arguments, and begin practising their delivery has been incredibly rewarding. I am looking forward to seeing their personalities shine through when they present their final talks.



Our Year 11 students have also made excellent progress this term. They are currently making strong headway in their Activating Identities and Futures assignment, with students exploring personal interests, future pathways, and meaningful areas of inquiry. It has been particularly pleasing to see students take ownership of their learning and begin shaping projects that reflect their individual goals and aspirations. The enthusiasm and independence they are showing at this stage is a very positive sign for the work ahead.

In Society and Culture, our Year 11 class has been examining the topic of social media addiction and the effects it can have on the teenage brain. This unit has sparked some fascinating discussions, with students analysing how platforms are designed to capture attention, influence behaviour, and shape identity. We have explored the impact on concentration, sleep, self-esteem, and relationships, as well as strategies for developing healthier digital habits. The students have engaged thoughtfully with the content and have shown strong awareness of how these issues affect their own lives and the broader community.



One of the highlights of the term was our celebration of Harmony Day. It was wonderful to see students proudly dress in their cultural attire, showcasing the rich diversity that makes our school community so special. The day was filled with colour, smiles, and a genuine sense of unity, as students shared stories about their backgrounds and celebrated one another's traditions. The festivities were topped off with a shared pizza meal, where students had the opportunity to relax, connect, and enjoy time together. It was a fantastic reminder of the strength that comes from embracing our differences while celebrating the values that bring us together.

As Term 1 comes to a close, I would like to congratulate all students on their efforts so far. It has been a strong start to the year, and I am excited to see what Term 2 will bring. Thank you to parents and families for your continued support, and I hope everyone enjoys a safe, restful, and well-deserved break.



Building Strong Foundations in Mathematics

AZIZA KHELIL

Term 1 has been a positive and productive start to the year in the mathematics department. Students have settled well into their routines and demonstrated strong engagement across lessons.

Throughout the term, classes focused on building solid foundational skills, including number operations, algebraic thinking and problem-solving strategies. Emphasis was placed on showing clear working, using correct mathematical language, and developing confidence when tackling unfamiliar problems.

It has been encouraging to see students increasingly willing to ask questions, collaborate with peers, and persist with challenging tasks. Many students have shown growth in their organisation and homework completion.

Assessment tasks completed this term provided valuable insights into student understanding and progress. Feedback has been given to support improvement, and students are encouraged to reflect on their learning goals moving into Term 2.

Thank you to families for your continued support at home. Homework completion would not have been possible without your involvement in your children's learning. I look forward to building on this strong start and continuing to support students as they grow in confidence and capability throughout the year.

Please reach out if you have any questions or concerns.

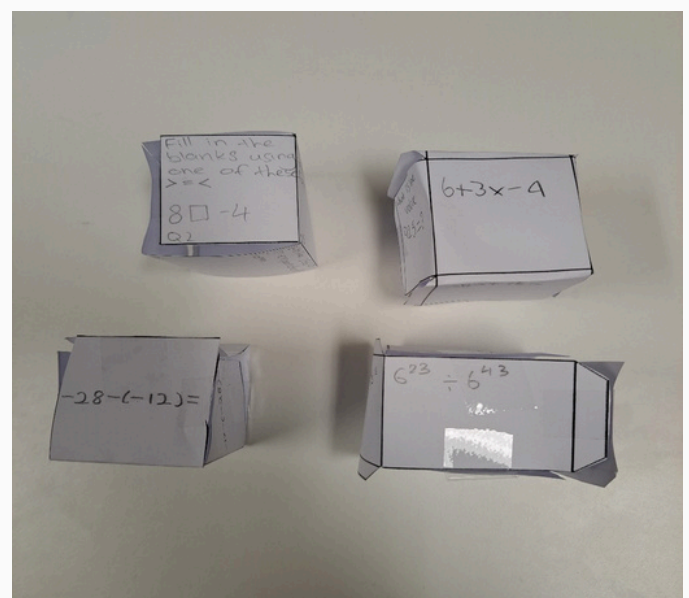
Mrs Aziza Khelil
Mathematics teacher
a.khelil@gardencollege.sa.edu.au

ZAMRI MOHD

For mathematics this term, we have been incorporating elements of gamification into our lessons to create a more engaging and interactive learning environment. This approach has encouraged students to take an active role in their learning while reinforcing key mathematical concepts in a fun and meaningful way.

As part of consolidating their understanding of the topics covered, students designed and crafted a range of mathematical questions to include on each face (image below). These questions reflected the skills and concepts we have been exploring in class, allowing students to revisit and apply their knowledge in a variety of contexts.

During activities, students rolled their dice to determine which question they would answer. This element added excitement and unpredictability, while also ensuring that students engaged with a diverse set of problems. Overall, the objective for this hands-on and student-driven activity is to support a deeper understanding and promote enthusiasm for mathematics.



Underdale Cup - A Proud First for Garden College



Garden College was proud to participate in the Underdale Cup for the very first time this year, entering both a boys and girls team in the Year 5/6 tournament alongside approximately 10 other schools.

Our girls team delivered an impressive performance, showcasing excellent teamwork, determination, and resilience throughout the competition. They secured a win during the group stage and narrowly missed a place in the semi-finals—an outstanding achievement for their debut appearance.

The boys team had an exceptional tournament, beginning strongly with 3 wins out of 4 group matches to progress to the semi-finals. In a closely contested game, they secured their place in the final through a thrilling penalty shootout. The final match was equally exciting, with the team displaying remarkable composure and perseverance to defeat last year's champions—once again in a penalty shootout—bringing home the trophy.

This incredible result marks a historic first for Garden College at the Underdale Cup and has earned the team an invitation to compete in the advanced division next year.

All students represented the College with pride, sportsmanship, and determination. A first tournament and a championship win—truly a moment to celebrate for our school community.





Inspiring Creativity Through the Arts

DILEK BODUK

I pray this finds you and your families in the best of health and iman!

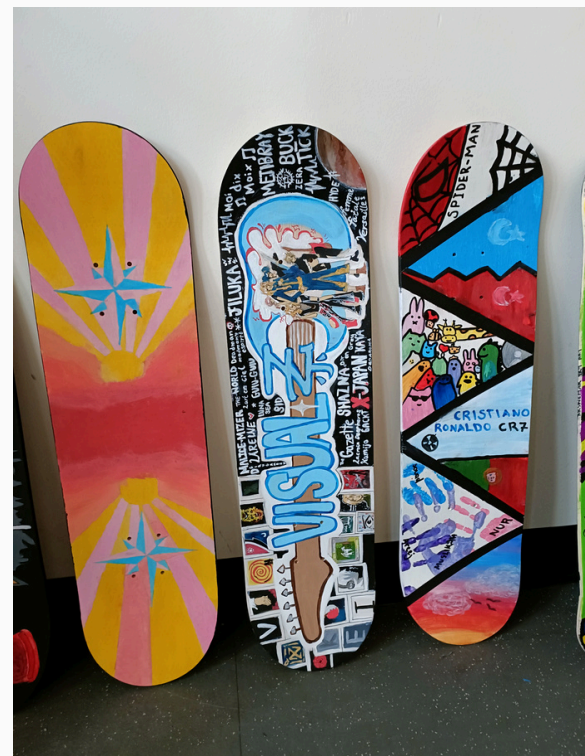
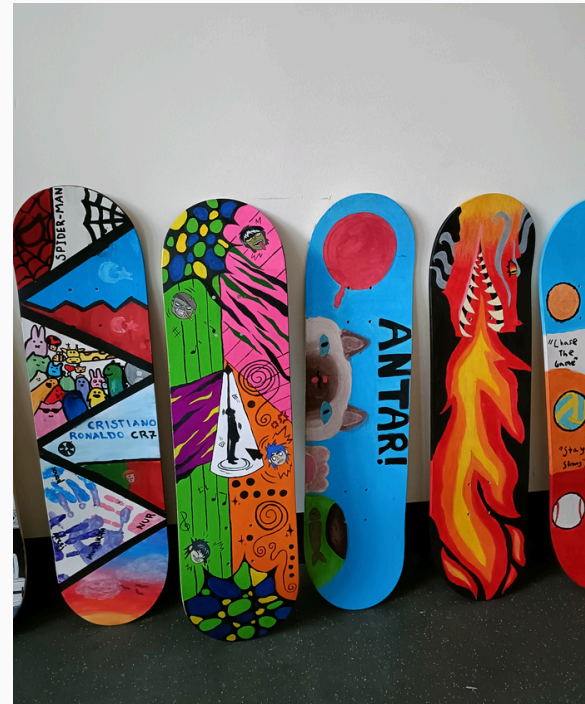
Following on from our previous newsletter, we are delighted to share that students have now completed their projects, producing truly phenomenal artworks, tabarakAllah! Each piece reflects not only their creativity, but also the effort, patience, and care they have invested throughout this process.

It has been especially pleasing to see the level of engagement across the class. All students approached their work with enthusiasm and determination, challenging themselves and showing growth in both skill and confidence. Their ability to remain focused, support one another, and take pride in their work is a testament to their character and the values we strive to nurture.

We are incredibly proud of each and every student. May Allah (SWT) continue to bless their efforts, increase them in knowledge, and allow them to use their talents in ways that are beneficial to themselves and others.

We look forward to sharing and celebrating their work with you, insha'Allah.

Should you have any questions or concerns, please do not hesitate to reach out to me via d.boduk@gardencollege.sa.edu.au

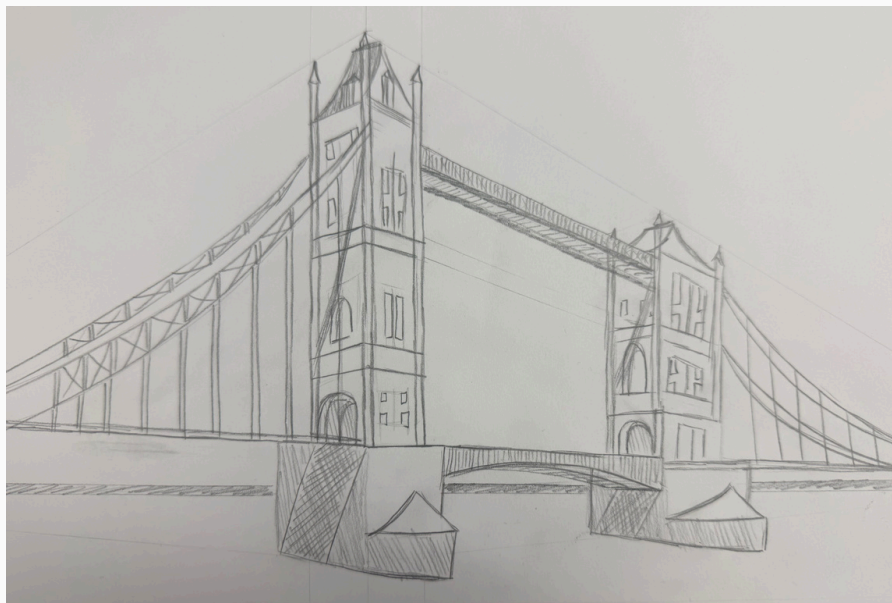


Creative Thinking in Science and Visual Arts

KERIME SOYLER

This term in Visual Art, Year 10 students explored the theme of Realism, focusing on creating detailed and lifelike representations of their chosen cityscapes. They applied 2 point and 3-point linear perspective techniques to develop a sense of depth, proportion, and scale, making their drawings appear realistic.

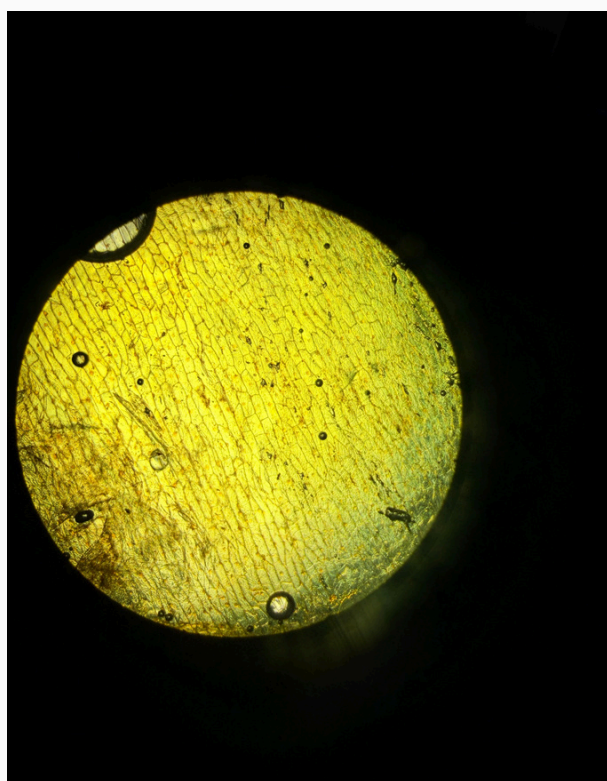
Throughout the term, students refined their technical skills, learning how to accurately represent objects that appear larger or smaller depending on their distance. They also practiced attention to detail, precision, and the careful observation of shapes, lines, and angles to enhance the realism in their artwork. This unit helped students understand how perspective and careful planning can bring drawings to life. It required a lot of patience, persistence and precision; whilst some students were challenged, others were able to fully bring their artistic creativity to life.



This term in science, Year 7 students were introduced to the high school laboratory environment, with a strong emphasis on the importance of safety. They engaged in a range of practical activities that explored potential laboratory hazards and the preventative measures required to ensure that all experiments are conducted safely and responsibly. Students developed an understanding of appropriate laboratory behaviour, including the correct use of Personal Protective Equipment (PPE) and adherence to safety protocols.

Students also investigated the Particle Model of Matter, observing how substances such as water change between solid, liquid, and gas states. They identified and labelled these changes, building their understanding of physical properties.

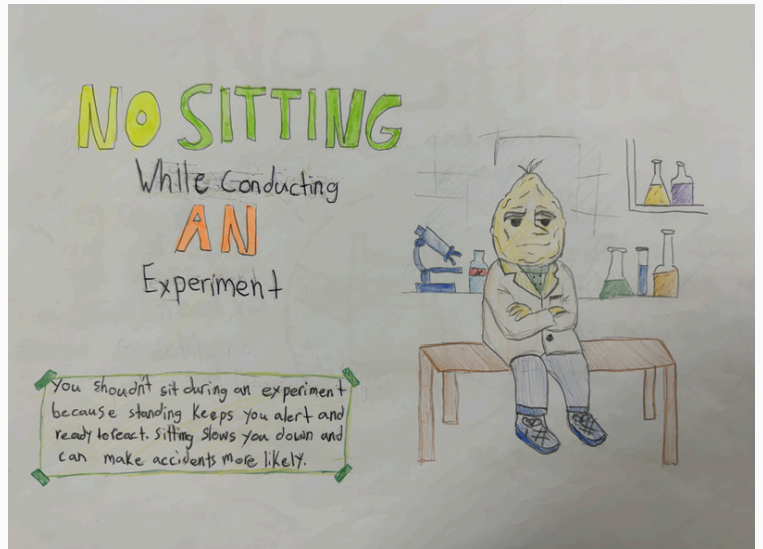
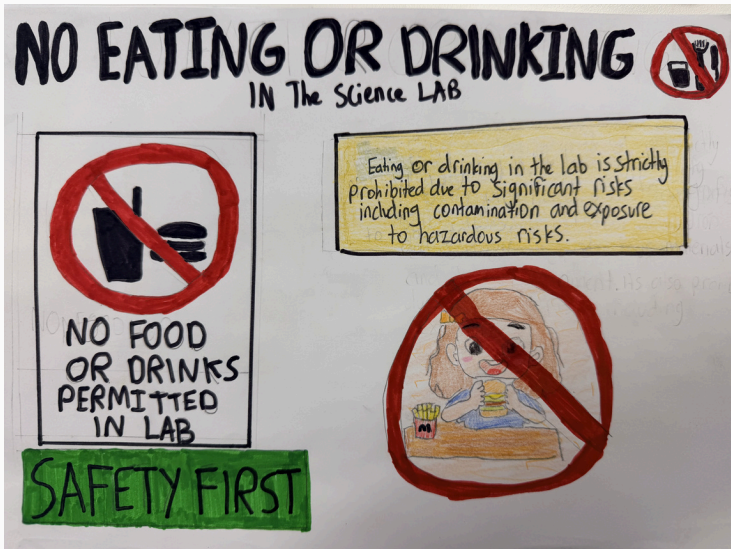
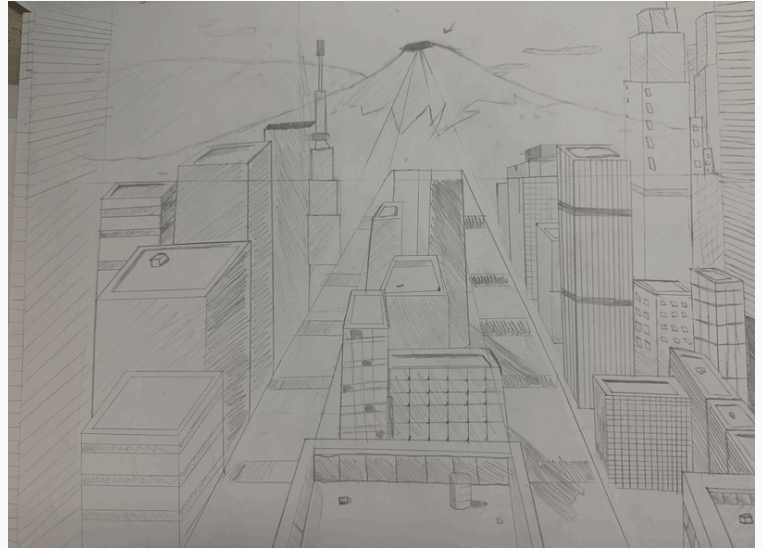
Throughout the term, students were provided with multiple opportunities to apply and demonstrate their understanding of scientific terminology across a variety of assessment tasks. In addition, they explored separation techniques and their real-world applications, including their use in forensic science and water purification. This helped students make meaningful connections between classroom learning and everyday life.



This term in Science, students explored the Cell Theory and how advances in microscope technology have contributed to scientific understanding. They learned that all living things are made of cells, cells are the basic unit of life, and all cells come from pre-existing cells.

Students used a light microscope to observe onion (plant) and cheek (animal) cells, identifying key differences between them while developing practical investigation skills. This included learning how to prepare slides, follow step-by-step instructions, maintain safety in the laboratory, and structure a practical report. They also explored different types of microscopes, comparing their magnification and understanding how technological improvements led to the discovery of cells.

Throughout the unit, students built their scientific vocabulary and made connections to real-world applications, including the importance of cell biology in medicine and science.

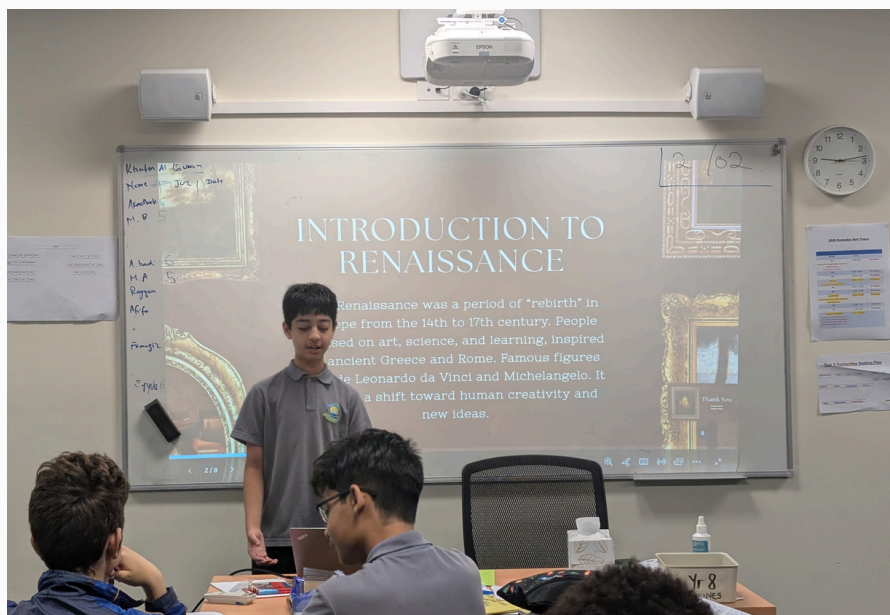


From Learners to Leaders

MEHREEN SHAH

The start of the new year has brought excitement with fresh goals and plenty of new learning opportunities, it has been an incredibly productive term for everyone.

A major focus this term has been empowering students to become teachers. By shifting the spotlight from the front of the classroom to the students themselves, we've seen a deeper level of engagement and ownership over their learning.



Year 8 students were assigned a specific year from the Renaissance period. Their mission was to prepare a lesson and presentation for their peers, explaining the cultural and historical significance of their assigned date. Watching them guide their classmates through the complexities of the era was a true.

Our Year 10s took a deep dive into the service and participation of First Nations people during WWII. For their assessment, students wrote and delivered powerful speeches. This format allowed students to teach one another, sharing unique insights and ensuring everyone walked away with a broader perspective on our national story.



It was a great pleasure to watch our Year 7 students introduce themselves to the secondary school community through their "All About Me" presentations.

Students shared meaningful glimpses into their lives, including:

- Childhood memories that shaped who they are today.
- Memorable experiences and family stories.
- Personal interests and hobbies.

This project was a wonderful way for our newest students to build confidence in public speaking while discovering common ground with their new peers.

In addition to their academic achievements, Year 10 enjoyed an unforgettable Physical Education session. We were thrilled to host two representatives from the Port Adelaide Football Club as part of our integrated studies, who brought professional-level energy to our PE lesson.

The session focused on:

- Team-building games to improve communication.
- Skill drills focusing on precision kicking and handling.
- A friendly match to wrap up the day and put those new skills into practice.

The visit ended on a high note when the Port Adelaide guests awarded a footy to the standout performer of the session. It was a wonderful way to build school spirit and stay active!

Understanding Our Past: WWI and Australian History

FADUMA ADEN

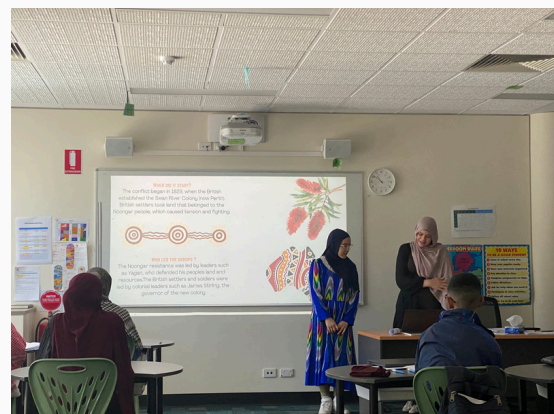
It has been such a rewarding and enriching start to the year, Alhamdulillah. Particularly with my Year 10 English and Year 9 HASS classes. The students have portrayed a positive energy and a genuine willingness to engage, which has made the classroom environment both productive and enjoyable.

In Year 10 English, our study of Animal Farm has been a fantastic journey. Students have demonstrated great curiosity and insight as they unpacked the satire and allegorical nature of the text, exploring its deeper political and social themes. It has been especially pleasing to see them make thoughtful connections between the novel and modern-day propaganda. Their character analysis presentations were a highlight, with many students demonstrating confidence, creativity, and a strong ability to think critically about how power and manipulation are represented in both literature and today's world.



In Year 9 HASS, students explored WWI and the Colonisation of Australia. Through paired presentations, they engaged with themes such as Aboriginal resistance, loss of land, and the Frontier Wars. Their collaborative skills and confident presentations were inspiring.

It has been a fulfilling term thus far, and I am incredibly proud of the effort shown by all students. I look forward to building on this momentum for continued success, growth, and rewarding experiences for both staff and students throughout the rest of the year.



Learning in Action: Science & Digital Technologies

SIMON MILLER

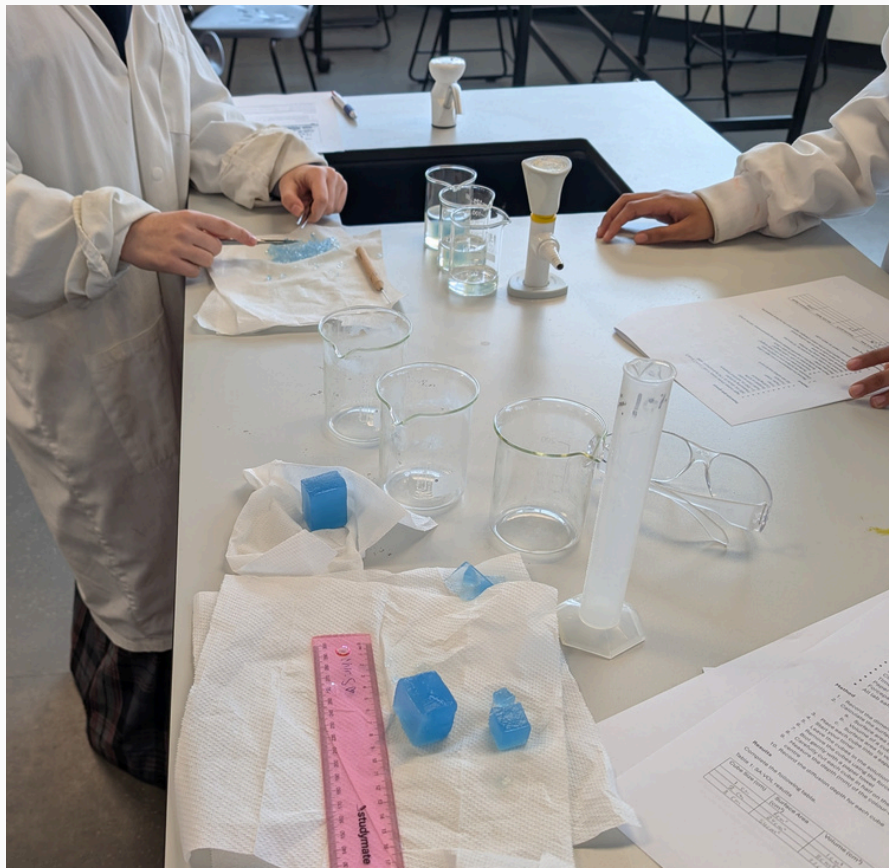
A very warm greeting to all our parents, guardians, caregivers and students.

Term 1 has been very busy for our students in Year 7 and 8 Science, as well as all of our Middle School Digital Technology learners. This term, we have covered the following:

Year 7:

In Digital Technologies, our students have been learning about digital devices and the input-process-output cycle they perform when we use them. They have also been exploring binary code and have created models of their favourite digital devices.

In Science, our students have been learning about the particle model of matter and the properties of solutions as part of their Chemistry unit. Students successfully obtained their Bunsen burner licences and enjoyed showing Mr Miller how great they were at making slime.



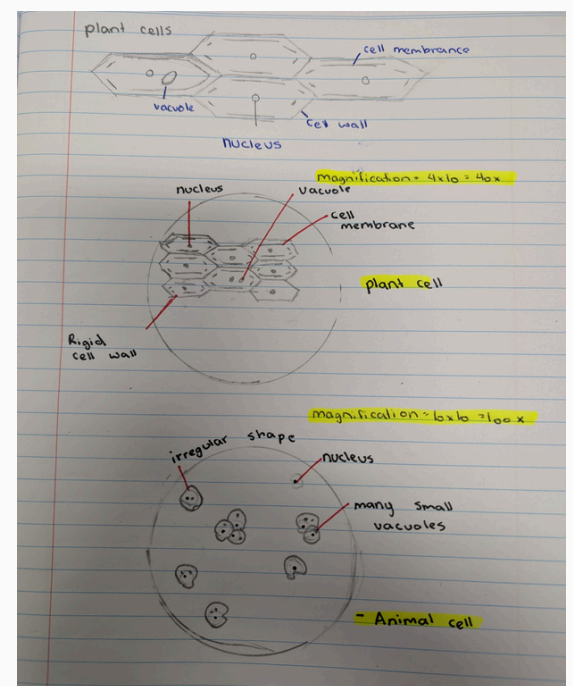
Year 8:

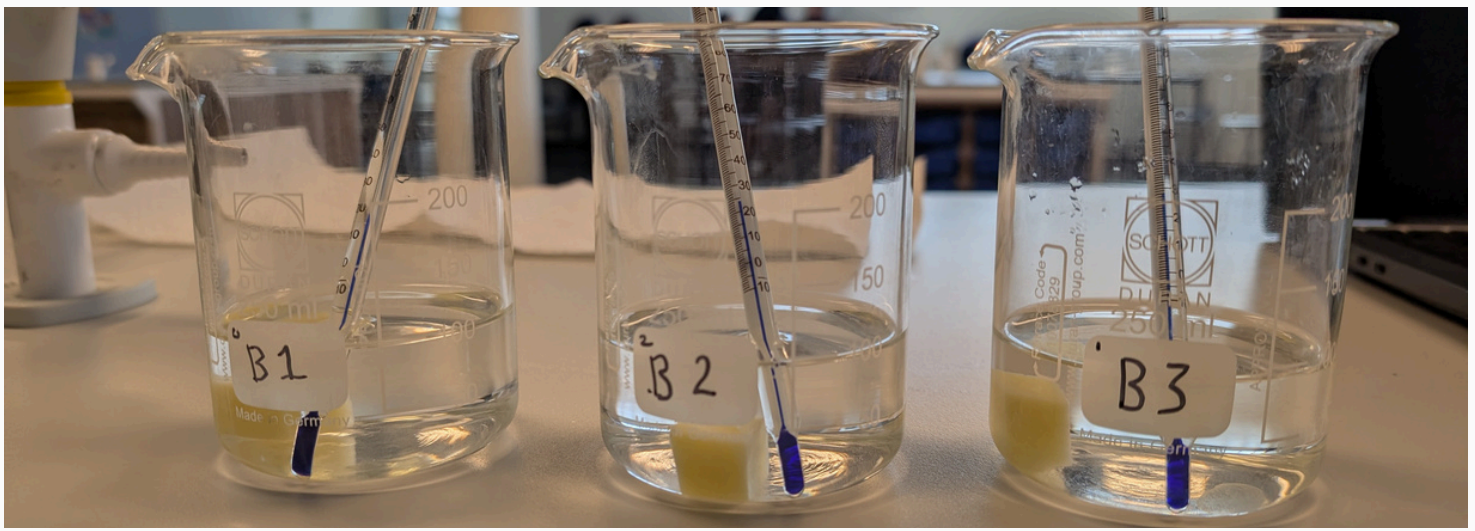
In Digital Technologies, our students have been learning about the different devices used in digital networks, while also investigating some of the issues we may encounter when using them. They have also started learning about cryptography and why encryption is an important part of staying safe online.

In Science, students have been learning about cells as part of their Biology studies. We have compared animal and plant cells, and students have successfully used microscopes to identify the key features of each type.

Year 9

Our Year 9 students have been reviewing digital networks, and we have investigated the difference between lossy and lossless compression techniques. We have also spent some time investigating how AI can be used ethically in a school context.





Year 10

Year 10 Digital Technology students have been investigating the amazing world of data. We have learned about how some data is more reliable than other data, and students are now experts in writing problem statements for issues that may require a digital solution. We have also reviewed the use of pseudocode and have started to write some basic algorithms using Python.

Year 11

Year 11 Biology students have been learning about micro organisms and how they can be both useful and harmful to humans. We have investigated the structure of the cell membrane, and students now have an understanding of how transport mechanisms operate across the semi-permeable membrane.

In Year 11 Chemistry, we have recently finished our investigation into the properties of materials and how these relate to the structure of the atom. We are now entering the fascinating world of bonding, where we will learn about metallic, covalent, and ionic bonds.

I look forward to working with you all to make sure the whole of our academic year continues as successfully as Term 1.



Student Voice in Action: Introducing Our 2026 SRC Leadership Team

Assalamu Alaykum wa Rahmatullahi wa Barakatuh,

We are delighted to introduce our 2026 Secondary School Student Representative Council (SRC) and Student Leadership Team. This marks the beginning of a new and exciting newsletter series, where our student leaders will regularly share updates, reflections, and highlights from the initiatives they lead across the school.

At Garden College, student leadership is not just about titles—it is about service, responsibility, and creating meaningful impact. Our SRC plays a vital role in fostering student voice, strengthening school culture, and building a sense of belonging for all. From organising key events to representing student perspectives, these students are at the heart of many positive experiences within our community.

Leading the team this year is our School Captain, Abdiaziz, who brings valuable experience and a strong commitment to inclusivity and engagement. Alongside him, our Vice-Captain, Lujaen, continues to build on years of dedicated service, with a passion for organising impactful school events and initiatives.

Supporting the team is Mariam, our SRC Secretary, who has already contributed significantly to this year's Eid and Harmony Day celebrations, including a well-received quiz competition that brought students together in a fun and meaningful way.

Our Executive Members—Diyannah, Muhammad, and Wahida—each bring unique strengths and leadership experience. From student culture and engagement to curriculum collaboration, they are working collectively to enhance student life across both campuses. Their past contributions, including event coordination, canteen initiatives, and awareness programs such as R U OK? Day, reflect their dedication to creating a supportive and inclusive environment.

As we move forward, this leadership team will play an active role in contributing to our school newsletters, sharing insights from their respective portfolios and keeping our community informed of upcoming events, achievements, and opportunities for student involvement.

We look forward to seeing their ideas come to life and the positive impact they will continue to make, Insha'Allah. Together, we aim to strengthen the connection between students, staff, and the wider community, ensuring that every student feels heard, valued, and inspired.

Stay tuned for their upcoming contributions—this is just the beginning.

Garden College Secondary SRC Team – 2026





Garden College Supports Hasene Qurban Campaign

Garden College is proud to support the work of Hasene Australia through its annual Qurban Campaign, bringing hope and relief to people in need across more than 100 countries.

Qurban reflects the values of compassion, sacrifice, and generosity. Through this initiative, donations made with the intention of seeking the pleasure of Allah are distributed to vulnerable communities across Africa, Asia, the Middle East, and beyond—reaching millions each year.

The campaign is carefully managed, with dedicated volunteers and supervisors present in every region to ensure that the purchasing, sacrifice, and distribution are carried out responsibly and in accordance with Islamic principles.

We encourage our community to support this noble cause:

<https://www.hasene.org.au/products/qurban>

Together, we can uphold the spirit of giving and service, Insha'Allah.



TOGETHER IN COMPASSION AND SERVICE