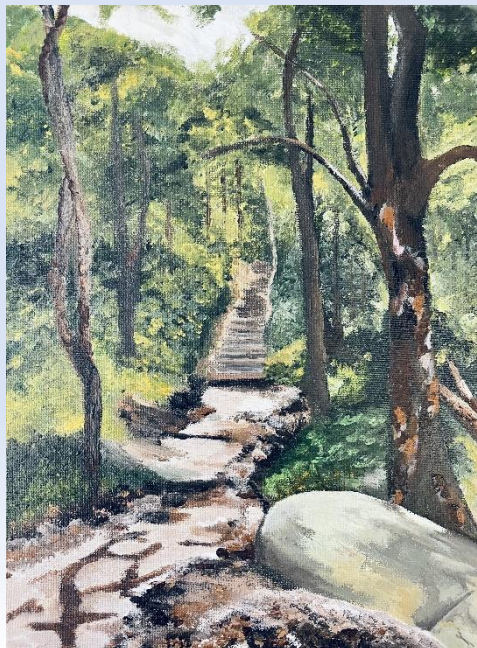
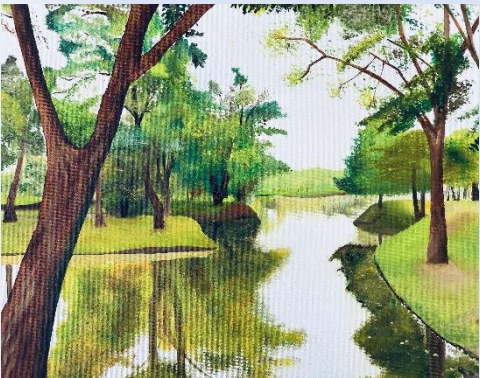




SEFTON NEWS

Term 2 2021

Sincerity, Scholarship, Service



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Cover Art reflects the talents of our Year 10 Students

PRINCIPAL'S MESSAGE

Term 2 has been a very busy, productive and satisfying term to date for staff and students alike.

Whilst schools generally (and Sefton especially so) are traditionally busy and often chaotic environments, the gradual lifting of COVID restrictions has seen a flurry of extra curricula events for students recommence as well as exciting, external professional learning opportunities for staff. Amidst the frenetic activity, there has been a palpable uplift of spirit of staff and students alike as some level of normality returns. This sense of school spirit has been most evident at our two merit assemblies this term.

In schools, culture is king. Our rich heritage of Excellence in Education for all of our Students has been built upon an affirming school culture. I believe this heritage of excellence can be attributed to our collective, embedded mindset. In other words, our attitude. The prevailing mindset or attitude at Sefton is that students are placed at the centre of all that we do. Schools exist for no other reason than students and so at Sefton, all decisions and actions occur with the benefit to students as individuals and as a collective in mind. Even disciplinary actions are undertaken out of a spirit of lesson building, personal growth and culture building.

Parents have a central role to play in this. Indeed, it is likely that parents are the key. After all, our time with students is very brief compared to a parent's time with their children and for parents, this extends beyond school days. I would ask parents to reflect on this and affirm with your children that school is their opportunity. Help them to see that school is not something they have to simply do or something being done to them. We believe school is something being done for them and so we want students to see what's in it (schooling) for them.

For me, school is an opportunity. It is a once in a lifetime opportunity. School is meant to be embraced and enjoyed and lived out to the fullest. This is what any opportunity is for. Schooling is no exception.

So how do we get all students to realise, appreciate and act upon this concept of school being their once in a lifetime opportunity? I believe it is by convincing them what is in it for them.

What is in it for them you may ask? For me School is about gaining the knowledge, skills, dispositions, values and attitudes to make students adaptive, lifelong learners. We must all be adaptive life long learners if we are to cope and flourish in a fast changing, rapid paced globalised society.

To become an adaptive lifelong learner will depend on the attitude students bring with them to being a student each and every day. What is their plan for each day? What is their purpose? What are they aiming to achieve by coming here each day? How can we instil in every student the mindset or attitudes that can support their growth and attainment? How do we get them to live each day with the attitude that schooling, their schooling is a time limited, once in a lifetime opportunity?

As with many areas in life in which success is achieved, attitude prevails. Successful people, successful events are not the product of fortune or fate but of mindset and attitude.

As Daley Thompson, the decorated British Decathlon Champion so eloquently stated:

Your attitude will determine your altitude.

Please enjoy this edition of Sefton News.

Kevin Humphreys
Principal

DEPUTY PRINCIPAL – Mr Elley

During Term 2, Sefton High School holds Parent-Teacher Nights where parents are invited to discuss the progress of their child with their respective teachers. At Sefton High School, teachers have embraced the research and pedagogy promoted in the What Works Best publication from the Centre for Education Statistics and Evaluation (CESE). This includes the most significant research into effective teaching and outlines eight evidence-based practices that our teachers use in their classrooms to support improved student learning.

Below is a summary of the eight 'What works best' practices for effective teaching, including some conversation tips to help you support these practices at home. We suggest that you use just one set of questions at a time with your child.

1. High expectations

Students learn best when teachers have high expectations. Having high expectations means that teachers work hard to gain students' interest, encourage them to learn new things, provide help when they need it, are clear and consistent about how they want students to behave and learn, and vary the way they teach to meet students' needs.

Check in with your child by asking: When you are asked to do something in class, how do you know what standard of work the teacher expects?

2. Explicit teaching

Students learn best when teaching is explicit, especially when learning something new. Explicit teaching involves teachers clearly explaining to students why they are learning something, how it connects to what they already know, what they expect students to do, how to do it and what it looks like when they have succeeded.

Check in with your child by asking: Tell me about something you learnt today. Did you find it easy to learn, or did you need to ask a few questions? How could you tell when you 'got it'?

3. Effective feedback

Students learn best when teachers provide them with effective feedback. Feedback that is effective is constructive, detailed and specific. It focuses on how students performed on a particular task, and is clear about where mistakes were made and what needs to happen to improve in future.

Check in with your child by asking: When you're learning something new, how do you know if you're on the right track? How do you know what you can do to improve next time?

4. Use of data to inform practice

Students learn best when teachers use data to confirm where students are up to in their learning and to plan what to teach next. Data is any form of information that helps teachers to do this. Data can come from a range of places, including class quizzes, student answers to teacher questions, samples of students' work and formal exams.

5. Assessment

Students learn best when teachers use high quality assessment. Assessment refers to the range of activities that teachers use to evaluate where students are up to in their learning. It includes formal

activities such as exams and surveys, as well as more informal activities such as asking students questions and evaluating samples of their work.

Check in with your child by asking: Your teacher needs to understand where you are up to in your learning, so that they know what to teach next. How do you show your teacher what you know and what you can do?

6. Classroom management

Students learn best when teachers manage their classrooms well. Classroom management includes the broad range of things that teachers do to encourage a safe, positive and stimulating learning environment for their students.

Check in with your child by asking: Does your school have school or classroom rules or expectations? Can you name a few? What happens when students follow them? What happens if students don't follow them?

7. Wellbeing

Students learn best when they have a high level of wellbeing. Student wellbeing is a broad term that includes good mental, physical and emotional health, feeling supported in learning, building healthy relationships and having a strong sense of meaning and purpose. Teachers can support students' wellbeing by:

- creating a safe environment
- helping students to feel that they belong
- valuing their opinions and perspectives
- encouraging them to be interested in learning
- helping them to manage their emotions
- helping them to develop positive relationships with teachers and other students.

Check in with your child by asking: How do you feel about school at the moment? Are there things that you find hard or challenging? Do you know what to do or who you can speak to if you're having a bad day or have a problem? Does someone look out for you at school?

8. Collaboration

Students learn best when teachers collaborate. Collaboration involves teachers working together with other teachers and experts from outside the school to improve their teaching. Effective collaboration is likely to include teachers planning lessons and teaching programs together, observing each other's lessons and giving feedback, and discussing and thinking about issues related to their work.

Supporting Your Child

To ensure that your student is able to make the most of the above classroom practices, the Department of Education provides access to a range of resources to support your child's progress and development. This includes:

- English help: <https://education.nsw.gov.au/parents-and-carers/learning/english>
- Maths help: <https://education.nsw.gov.au/parents-and-carers/learning/maths>
- Homework help: <https://education.nsw.gov.au/parents-and-carers/learning/homework>
- Prepare for tests and exams: <https://education.nsw.gov.au/parents-and-carers/learning/tests-and-exams/prepare-for-tests-and-exams>

WELFARE REPORT

The Brainstorm Productions Incursions commenced with Years 8 and 9 watching 'Cyberia', an interactive performance about the dangers and negative impacts of Cyber Bullying. Additionally, students in Years 7 and 10 will watch this same performance in the coming weeks.

The immunisation program run by NSW Health commenced with visit 1 of 2 for our Year 7 students earlier in the year. Visit 2 for Year 7 is scheduled for the 26th of October. Students who did not get the first vaccine can still return the form and be included in the catch up program, which runs into 2022. In addition to the Year 7 Immunisation Program, students in Years 10 are offered the Meningococcal ACWY to be administered by NSW Health nurses at school in Term 3. A note and the Vaccination form have been sent home with Year 10 students and is to be returned to Mr Beggs by the end of Term 2. If you do not wish for your child to be involved in these programs, please contact the school in writing.

The Year 11 Life Ready program, a mandatory NESA course that aims to help prepare senior students to lead, and contribute to, healthy, safe and meaningful lives which promote respect, responsibility, enjoyment inclusion and social justice for self and others, commenced in Term 2, Week 3. All students in NSW government schools must engage with the Life Ready content to be eligible to receive a Year 11 Certificate of Achievement. In addition to these two days, Sefton students will also participate in the B Street Smart Convention on Road Safety, held at Qudos Arena in Homebush, in August. A permission note for this excursion will be sent home in the coming weeks.

To end, I would like to remind parents that we expect you to call the school on 9644-4800 when your child is absent. You will speak with an administration staff member who records the details provided and passes on this information to the relevant staff members. Remember, if you call the school on the day your child is absent, you can avoid a phone call from us asking for an explanation. In addition to making this phone call, you must also send a letter explaining the absence, and attach any available medical certificates, on the day your child returns to school.

Thank you in advance for supporting the Welfare Team as we strive to implement programs that maintain your child's wellbeing.

Welfare Team

SCHOOL CAPTAIN'S REPORT

On the 26th of May, we were given the incredible opportunity to attend the Secondary Schools Leadership Program. Schools across NSW were invited by the Parliament of NSW to learn about the democratic responsibilities we shoulder as future leaders of Australia while also meeting other student leaders from around the state.

The day kicked off with addresses by five current Members of Parliament who all gave us their unique stories as to how they ended up in their positions. We heard all of their incredible stories, experiences, trials and tribulations regarding their political journeys

Next on the day's itinerary was a tour of the Legislative Assembly and Legislative Council. Because it wasn't a sitting day, we were able to sit in the same green and red seats where the leaders of NSW's democracy sit. We also learnt about the history and the proceedings which take place in the two rooms and even about the special sound-proof toilet built for the Queen herself near the Legislative Council.

Finally, we walked down to Government House to tour the incredible building. After walking around the house, we were greeted by the current governor of NSW, the Honourable Margaret Beazley who told us about her role as the Queen's representative and answered all of our burning questions. All in all, an incredible day that will be hard to forget.

**Muhammad Ali and Kaela Goldsmith, 2021
School Captains**



SPORT NEWS

CHS Swimming

Congratulations to our 5 students who represented Sydney South West at the CHS swimming championships in late April. Our 16s boys relay team, comprising of Aaron Tran, Kelvin Ly, Jayden Quach and Kevin Le, put in an admirable performance against some fierce competition, with Katee Le Tran (year 7) dominating in the girl's butterfly event. Fantastic efforts by all!

School Cross Country Carnival

The school Cross Country was again held at The Crest Athletics Track and the surrounding fields. It was held on Thursday 22nd April with all students participating in the 3km or 4km track.

Congratulations to the following students who were Age Champions:

Age 12 - Ohmeer Hammide, Amelia Kow

Age 13 – Ken Dinh, Michelle Li

Age 14 – Atour Hammide, Sulyman Masri

Age 15 – Navid Alizada, Olive Kagi

Age 16 – Cathy Dinh, Timothy Yoon

Age 17 – Vivian Hoang, Mortaza Jaffari

Age 18 – Keven Dang, Jasmine Huang

The final standings for house points were as follows:

1st Place – Bradman 1640 Points. **2nd Place** – Cuthbert 1524 Points. **3rd Place** – Court 1216 Points

4th Place – Thorpe 1160 Points

Congratulations to Bradman House and all of the age champions. 2021 saw the first year in a long time that we timed the winners, so a range of new cross-country records have been set for future years to come by each of the age champions.



Zone Cross Country Carnival

The Bankstown Zone Cross Country will be held at Flinders Slopes, Bass Hill on Thursday 27th May. Sefton High will be sending approximately 100 students to compete, easily the largest team in the Zone. Goodluck to all of those competitors!

School Athletics Carnival

There was a great level of participation over the one and a half days of the Athletics carnival which was held on the 22nd and 29th of April. Congratulations to the following students who were Age Champions:

Age 12 – Celia Chen, Ohmeer Hammide, Nunia Taulanga

Age 13 – Ava Larosse, Mohammad Safdari

Age 14 – Joshua Dandachli, Minh Nghi Chu

Age 15 – Navid Alizada, Olive Kagi

Age 16 – Julianne Cinco, Timothy Yoon

Age 17+ – Kaela Goldsmith, Jaafar Kbaili

The final standings for house points were as follows:

1st Place – Bradman 1942 Points. **2nd Place** – Thorpe 1749 Points. **3rd Place** – Court 1667 Points

4th Place – Cuthbert 1651 Points

Congratulations to Bradman for taking out both the Athletics and Cross-Country Carnivals!





Zone Athletics Carnival

The Bankstown Zone Athletics Carnival will be held at the Crest Athletics Fields over two days in early June. Sefton will be sending a strong team comprising of roughly 80 competitors per day, making us a force to be reckoned with. Goodluck to all competitors attending each day.

Athletics Carnival Canteen

A great big thank you to everyone who supported our BBQ and fundraising efforts on the Cross Country and Athletics Carnivals a few Thursdays ago!

Day One: Cross Country and Athletics Carnival

The day started bright and early, our breaths steaming in the air as the Prefects' team readied the kitchen to feed the hungry masses of our students (and teachers!) after the rigorous Cross Country run.

We chopped onions under the watchful (and trusting) eyes of our teachers. We packed lolly bags, prepared bread rolls, stocked up on serviettes. We stacked our boxes of donuts, and our packs of water, and our bottles of sauce!

All the huffing, puffing and tears (from cutting onions) of our preparation was worth it when we saw the delighted faces, dripping with perfectly caramelised onions and sauce, digging into beef, chicken and vegan sausages 😊

Day Two: Athletics Carnival

Delighted with the participation levels on Carnival Day One, the Prefects' team ramped up our efforts to serve more and serve faster! We rolled out some golden corn on the cob and chicken skewers due to extremely high demand on hot food and were rewarded with excited smiles all around. We were again overwhelmed with how students were purchasing food for their friends and fellow competitors, and how everyone generously dropped coins into our donation boxes as the day went on.

Thank you, Sefton High School!

We managed to raise a tremendous \$2344.45 for the Blue Dragon Children's Foundation. Not only so, we also managed to sell out of all our offerings, including drinks, sausages and every last piece of bread! Hope everyone's spirits were lifted and their thirst quenched.

A very special thank you to everyone that helped us out. We had a surplus of teachers and students who stepped in and helped us organise the chaos into the functional, both on the grill and the queue.

And Mr Wolter and Mr Surace's help cannot go unmentioned here — we extend so much gratitude for both your volunteering and your extra bags of onions (we would not have survived the day without you two)!!!

We all had such a blast serving our community and making your Carnival experience all the more memorable.

See everyone again at our next event!



Top row, from left to right: Yanick Godinet, Jaafar Kbaili, Muhammad Ali, Ho Lun Henry Cheng, Nathan Do, Alexander Paou

Second row, from left to right: Annabella Luu, Grace Liu, Kaela Goldsmith, Kaitlyn Lee, Antoinette Luu, Victoria Nguyen

Front row, from left to right: Tracey Ha, Janet Diba



From left to right: Antoinette Luu, Annabella Luu, Kaitlyn Lee, Ho Lun Henry Cheng

From left to right: Janet Diba, Nathan Do, Arif Azimi, Ho Lun Henry Cheng, Yanick Godinet Muhammad Ali, Jaafar Kbaili, Reuben Seumanutafa, Phillip Do, Subhan Nadeem, Alexander Paou, Kaela Goldsmith



AFL Central Venue Day

On what was a stunning Tuesday the Sefton High School U15's Boys AFL team were put up to the task of competing in the central venue day against Westfields Sports, Oran Park, Miller and Holsworthy. Led by the leadership of Navid Alizada, Nabil Hussein, Youshaa Kbaili and Khaled Ali Jida the boys rallied in what was fierce day of competition.

The round one fixtures against Holsworthy seemed to be a walk in the park for the boys with Ahmad Hawat kicking a Dustin Martin like goal from 35m on the run busting out of a pack. The team ran to a 26 – 0 win.

Round two came with a similar game and outcome. The Sefton boys were laying tackle after tackle to put the pressure on the Oran Park team. Samisoni Sivo became a fan favourite with the team when he laid a bone crunching tackle on the wing to force a turnover leading to a goal from Khoda Elmasri. The boys cruised to a 25 – 1 victory.

Round 3 was always going to be a tough fixture. Coming up against Westfield Sports High School the boys tried hard until the last siren but fell short 6 – 36. In what was a very well drilled football team the boys could hold their heads high walking away from that game.

Round 4 came around and the boys were quickly running out of steam. Miller High School got an early start on kicking the first two goals and went up 16 – 0 going into half time. The Sefton Boys reset at the half and put on a dominant display kicking 4 goals to Millers 0 in the second half led by Abdullah Fachikh's fantastic ruck work.

Full credit to the Sefton High School U15's AFL team for showing out on the day and finishing the tournament second with 3 wins and 1 loss. It was a fantastic achievement.

Mr. Idle



Open Boys Football Knockout

Sefton vs Condell Park

Due to the torrential rain we experienced, we hosted Condell Park early term 2 after the game had been postponed several times. It was a lovely sunny day at Jensen Park when these two teams met. The first half of football was end to end action, with both teams building up play & creating chances. Unfortunately, we gifted Condell Park a golden opportunity late in the first half and they capitalized to make it 1-0 at half time.

The second half we started strong, pushing for the equaliser however another mistake ensured Condell Park were in charge of the game. Our boys put up a strong fight however in the end Condell Park were too strong and marched through to Round 3 of the competition. We wish them well for the rest of the competition.

Miss Kacopieros



Girls Open Touch Knockout

On Friday the 21st of May, the Sefton High School Touch Football Girls team competed in the Central Venue Day at Vale of Ah reserve, Milperra.

The girls played against Westfields Sports High School, Camden High School and Bankstown Girls High School, showing great sportsmanship and teamwork on the field during each game.

The girls were unfortunate with final scores for the day, however they all enjoyed the day competing against other schools. Great effort girls!

Miss Carr



Open Girls Volleyball

On the 9th March 2021, the SHS Open Girls Volleyball team competed against Chester Hill High School. Sefton played some great rallies and displayed effective communication on the court, but Chester Hill took out the win with the score being 3-1.

Miss Carr.

Year 10 Sport Gala Day

All year 10 students had spent the first 5 weeks of Term 2 preparing for their Gala Day this term. The Gala Day took place on Tuesday the 25th of May which saw student participate in AFL, Volleyball and Basketball round robin competitions.

The following students were premiers on the day. Hoisting the trophy of the inaugural AFL, Volleyball and Basketball Sefton High School Year 10 Gala Day competition.

Congratulations to all on the day for an excellent and enjoyable day all round.

MIXED AFL

PREMIERS
ALAMEDDINE, Bashir
FATLAWI, Ali
HAWAT, Hala
KANJO, Razan
NAJI, Ahmed
NAJI, Ayman Muhanad
TAMER, Lilyana
TAMER, Sahar
TAMER, Sarah



MIXED VOLLEYBALL

PREMIERS
DO, Cindy
LE, Kevin
LUU, Kevin Chi Quang
NGUYEN, Tranchau Ngoc
TATO, Joshua William
TRAN, Aaron
VU, Tuyet Nhi
XIONG, Joanna



BOYS BASKETBALL

PREMIERS

ALI JIDA, Kaled

DABBOUSSI, Ahmad

EL-SEIDI, Yousef Hussein Moham

FACHIKH, Abdullah

HUSSEIN, Nabil Walid

KBAILI, Youshaa

NADEEM, Haroon

SUBEDI, Sanchit

TALHA, Muhammad



GIRLS BASKETBALL

PREMIERS

AU, Nicky Nguyen

HUYNH, Sheree Stelie

HUYNH, Thy Lilian

LE, Laura Huynh Ni

NGO, Leyna

NGUYEN, Jessica

NGUYEN, Kylie

NHAN, Emily Casey



EXCURSIONS

Ancient History Excursion

Year 12 Ancient History Excursion to the Chau Chak Wing Museum at Sydney University.

Year 12 Ancient History had the opportunity to handle 3000-year-old artefacts and experience being REAL archaeologists on their phenomenal excursion to the brand new \$15 million Chau Chak Wing Museum at Sydney University.

There they handled ancient artefacts including a Statue of Hercules from Herculaneum and a nose hook used to pull out Egyptian brains during the mummification process.

They even spoke to real mummies of Pharaohs and mummified cats, but made sure we left before it got dark! 🙌 Thank you to the amazing Ms Itzstein, Ms Konstantaras and Mr Collette for organizing such a fun day!





Grace holds a 3000-year-old ancient Egyptian nose hook used to remove one's brain through the nose during the mummification process. The only valuable organ the Egyptians kept in the body for the afterlife was the heart!



A real 3000-year-old Canopic jar from Ancient Egypt which carries the preserved remains of a Pharaoh's lungs needed in the afterlife.



Embalmed remains of cats. Of course, you will need the company of your favourite pets in the afterlife.

Modern History Excursion

Year 11 & 12 Modern History Excursion to the Jewish Holocaust Museum.

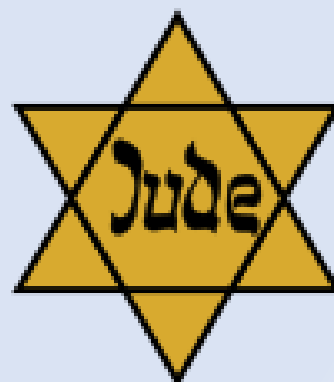
Year 11 and Year 12 Modern History had the opportunity to visit the Jewish Museum and experience the horrors of the Hitler's Holocaust.

The Holocaust was the mass murder of Jewish people under the German Nazi regime during the period 1941–5 where more than 6 million European Jews, as well as members of other persecuted groups such as Romani and gay people, were murdered at concentration camps such as Auschwitz.



Auschwitz Album arriving at [Auschwitz II](#) in [German-occupied Poland](#), May 1944. Most were "selected" to go to the [gas chambers](#). Camp prisoners are visible in their striped uniforms.

Yellow badges (or **yellow patches**), also referred to as **Jewish badges** are badges that [Jews](#) were ordered to wear. The badges served to mark the wearer as a religious or ethnic outsider, and often served as a [badge of shame](#).



The Jewish Museum has valuable photographic and written records, as well as survivor stories from the Holocaust. Sefton Modern Historians were very moved by these stories of resilience and survival against all odds.

Year 11 and 12 Modern History were taken on a moving experience to the Sydney Jewish Museum in Darlinghurst. This excursion provided quite a supplementation of knowledge about the Year 12 Core Study Unit: Power and Authority in the Modern World.

The Museum, beautifully structured like the 6 pointed Star of David, is also a memorial and had a lot to offer in the form of primary sources of information. These included diaries, letters, photographs and other personal belongings - treasures that tell the stories of the people who experienced the Holocaust in Nazi Germany. Volunteers at the museum took us around, telling us about each of the belongings and the tragedies that their owners underwent. We were also given a workshop session about content relating to the Year 12 syllabus.

The most confronting part of the Museum was the Children's memorial. It was a ring-shaped structure with a tiled wall covered with names and photos of children who "found neither peace nor love". The memorial had a fountain basin that contained 1.5 million drops of water, each symbolising a child who was murdered in the Holocaust. Drops of water fell into the basin at intervals; every ripple a metaphor for the future that the children represented.

We also had the opportunity to meet a rare and priceless primary source - a Holocaust survivor by the name of Jack Meister. Jack, who was born in Poland in 1928 and is currently 93 years old, told his story of the horrors he experienced at the Nazi concentration camps during the Second World War. He told us all about the menial jobs he was forced to do as a teenager, the death marches that people were taken on, the sudden disappearance of his family, his immigration to Australia after the war, and also showed us the number that was tattooed on his forearm at the Auschwitz concentration camp. It was an encounter that we hold most valuable, as we are the last generation who will have the opportunity to meet with a survivor.

Overall, despite the horrors and the goose bumps, not only was the excursion enriching, it filled us with hope about our stories living on, be it in little artefacts, in memories, or in textbooks.

Fiza Shafeeque
Year 12



Year 11 Modern History about to listen to Olga's talk. She is one of the last living survivors of Hitler's Holocaust.



Some of the names of the 6 million Jews killed in the Holocaust.





The names of some survivors are carved into the plaster balustrades.



Signature striped pyjamas worn by the Jews in concentration camps.



One of the last survivors of the Holocaust Jack Meister aged 93 years old.



Our amazing and intelligent Year 12 Modern History students listening to Holocaust survivor stories and experiencing the 'human story' behind our textbook information.

FACULTY NEWS

English

Olympiad – ‘Unleash your Imagination!’ Competition

This year we kicked off with the first competition of the English Olympiad - ‘Unleash your Imagination!’ - to great success. This competition challenged students to write a creative piece in the form of a narrative, responding to the prompt ‘Unlock’.

Congratulations to the following students listed below who placed as finalists. In this term’s Sefton News, the finalists’ creative pieces are featured for your enjoyment. A massive congratulations to all students who participated.

First place in Stage 6 competition: Antoinette Luu

First place in Stage 5 competition: Natalie Lam

First place in Stage 4 competition: Adrian Fedot

Popular choice finalist in Stage 6 competition: Annabella Luu

Popular choice finalist in Stage 5 competition: Tranchau Nguyen

Popular choice finalist in Stage 4 competition: Alyssa Phung

Highly Commended: Kaela Goldsmith in Year 12 and Jing Kong in Year 8

Ms S. Alali - English Teacher



A Eulogy

By Antoinette Luu, Year 12 Student

There were only three people in the church that I knew. Mum and I in the front pew. The minister. And Dad, stored in the steel box on the altar. The blue stained glass shone a computer-like light over Dad’s face as they unlocked the box and lifted the lid.

I brought his notes up to the lectern. They were colour-coded, numbered, and stapled should he accidentally drop them again.

“Good afternoon everyone. My father was a hardworking man. Organised.”

Everything in Dad’s life was neatly stored in his cabinet. He would have liked the arrangement of his funeral with four respectful businessmen per pew behind them.

“He taught me a lot about life.”

When I was seven, Dad taught me how to put files in alphabetical order. *If two words start with the same letter, move on to the next letter.* Dad had a big folder that I used to play like an

accordion, until I dropped all of the papers and got sent to my room. I watched my first Friends episode then.

When I was ten, Dad taught me the golden rule: shred unnecessary documents. "File what's necessary," Dad said as he shuffled the divorce papers into a pile.

"He put food on the table every day."

I'd eat it at my study desk, cross legged on my chair and with my Friends episode. Most of the time, my door needed to be shut and when the plaster on the wall outside cracked, when the dog hid under the bed, when the water in the vase trembled, I'd turn up the volume.

"Screw you!"

"No, screw you!"

ha ha Ha HA HA.

But, I could still remember our family breakfasts when I was six. One plastic cup of milk and two mugs of coffee surrounded a vase of freshly trimmed flowers. The busy chatter of the eggs cooking on the stove overlaid the spitting conversation between Mum and Dad. They probably talked about the political affairs that Dad read about in the newspaper. On those mornings, the accompaniment to their melodious conversation would be Paul Simon's voice coming out of the cassette player.

Whoa, and I know a man, he came from my hometown

He wore his passion for his woman like a thorny crown

He said, "Dolores, I live in fear

My love for you is so overpowering

I'm afraid that I will disappear"

Sure it was his money on the table, but you don't eat money.

I remember when my husband bought me the Paul Simon Greatest Hits Etc. cassette tape for our anniversary. I played it every morning as the sun rose like a debt collector, demanding the breakfast that I owed my toddler and husband. The busy chatter of the eggs cooking on the stove overlaid our spitting conversation about political affairs as he sipped his coffee. He could never see anything with his newspaper in front of his face, not even the irony of the damn song he was humming to.

"I know a woman became a wife

These are the very words she uses to describe her life

She said, "A good day ain't got not rain"

She said, "A bad day's when I lie in bed

And I think of things that might have been."

"Dad had a place for everything in his life," said Robert.

I was filed into our home after I had dropped Robert off at school, my hair frizzy from the sporadic February rain. Apparently I belonged in a Vanish stain removal ad; I needed to let the powder soak on Robert's grass-stained jersey for two hours and then hold up my handiwork, like a certificate, with a pearly-white smile.

Meanwhile, I'd set down the broom and the dustpan, splaying my arms and legs out on the cool tiles next to them. The rain would sweat from the pores of the atmosphere, painting the suburb with a transparent TV static that soaked the back of my neck. It'd be quiet. As I'd lie on the floor, waiting for my husband to come home, I'd count the bumps on my ceiling and think of things that might have been.

With the click of the front door, my husband would begin our spitting conversation.

Jane, what's for dinner?

Soup.

Soup? We had that last night.

Yeah but I didn't get—

Do we have any microwave pasta?

He's dead now. Robert's grown his jersey and into a business suit. And so who am I if not a 'Mrs' on our bills?

I looked down at the next dot point in my notes. "Dad had a place for everything in his life."

And he filed me away. Into my room, where I waited for so long that the Ben Ten wallpaper was replaced with an exam timetable and the Rory the Racing Car sheets downgraded to a sensible navy. Instead of in a ball against the door, I was sprawled onto my bed, then cross legged in my office chair, then punching the numbers on my computer, still maxing out the volume on my Friends episode. But after the divorce papers were filed, Dad still kept me locked away in the filing cabinet with the custody papers. That's how I knew Dad could've found me if he wanted to.

"And I wouldn't be where I am today without him."

In this room, with lilies as fresh as his starched Oxford button-down shirt, and with a widowed mother I could only pat on the head, instead of in front of the stained blue light of my office computer where I was really needed.

For Dad, did the music of tapping keys ever become stale? In our world of spilt coffees and chattering inboxes and automatic sliding doors, were our legacies locked into a filing cabinet?

"His spirit will live on forever," I said as I shuffled his colour-coded, numbered, and stapled notes into a neat pile.

They asked me whether I wanted to keep the coffin unlocked.

"Lock it."

Untitled

By Natalie Lam, Year 10 student

Her mask shatters. Her fragile, cracked facade crumbles into jagged shards. She takes these shards, throws them into a box and shoves it into a corner of her room under lock and key.

(*denial and pride and wilful ignorance-*) She walks out and does not look back.

...

Boxes of all shapes and sizes line the walls. Some are intricately designed, some plain.. She knows what each of these are - some are happy, some angry, all memories and little treasures in their own right. A locked box, looking worn and scuffed sits in a corner. She can't remember what it contains. She only knows that it isn't good, and she shouldn't open it. (*should you?*) But what if she should? Standing there in the doorway, she hesitates. She turns around. The box is simply sitting there. It isn't doing anything. The lock glints in what little light reaches its corner. (*Its all in your head right?*) For some reason, even that fills her with dread, and she walks away with tense shoulders.

...

The room is nearly filled with her memories, her collection of oddities amassed throughout the years. Yet one corner remains as bare as the earliest day she can remember. (*or will remember?*) Walking out like every other day - then turning back like no other day. She reaches out for the lock - it opens at her touch - it unlocks itself and she r e m e m b e r s (*Do you remember now?*). The pain of her memory is all sharp and jagged edges, but even if it's painful it is still hers. She knows this much.

...

The pain is less. (*or is it?*) Perhaps time has lessened it? Dulled the sharpness and built a barrier? Yes, the memories hurt, but they are still hers (?). She looks at the shards and puts them gently back in the box. She doesn't lock it. One day, she will assemble the pieces of a mask no longer needed. One day, she will come to embrace all the pieces of her shattered past.

...

One day.

The Lights Fall

By Adrian Fedot, Year 8 student

Snow falls upon the forested ground of Russia. The night is dark and cold. Bears and hedgehogs hibernate in their cozy, warm caves. The usual green of the trees is replaced by the white of the snow. Footprints mark areas where non-hibernating animals have ventured, exposing them. There are also footprints of humans: peasants who work endlessly during the cold winter day, making food for the ungrateful and uncaring tzar. Their lives are terrible.

But now, there is only silence. The peasants' grunts have long faded. All there is to hear is the gentle fall of the snow.

That is, until a giant spaceship appears out of nowhere and crash-lands into a pile of trees. As a matter of fact, the spaceship did not appear out of nowhere precisely, but it appeared out of time, which is close to nowhere. They are, in fact, neighbours.

Out of the spaceship steps a middle-aged man with a slight potbelly and a slightly unshaven face. Australians would say he resembled their prime minister, which is because he was in fact Scott Morrison's second-cousin. This man's name is Billy Howard and he had travelled from the year 2020 to the year 1811 and then to this period of Russian history, close to the Russian Revolution.

"Where am I?" he asks, but not to himself.

Out of his earphone comes a reply: "You are in Russia."

"So the Industrial Revolution hasn't happened here yet?" Billy asks.

"Yeah, Russia is still for the most part agricultural-based," comes the reply, "Luckily for you, this means that there are many lights of inspiration that are falling aimlessly, which means you can easily catch one."

"I'm in remote land."

Out of the earphone comes an unpleasant reply.

"Oh wait," says Billy, "Never mind, Ms Deirdre. I see some lights."

Billy walks towards the lights of inspiration. He is here to determine what is in store for the future of his world by being hit by a light of inspiration, which unlock the future by inspiring the individual to work towards that future. A lot of them were falling in the Industrial Revolution.

As Billy hits a light, he sees a wide, grassy plain filled with flowers.

So this is it, he thinks, I have unlocked the future.

Billy feels a sense of peace, a sense of calm. In this future, no wars have happened for a long time. In this future, climate change has been averted and human rights have been noticed in every country. There is no more prejudice and no more hunger. With improving technology, humans have cured cancer and can transform themselves into a new level of consciousness; a much better level of consciousness.

Billy feels like crying in relief.

This is beautiful, he thinks, *Humanity is truly great.*

Then, the field changes. It is reeked with dust, and grime, and gore. It is still green, but it is a much darker green, and more artificial than grass. The air is unbreathable and filled with the blackness of smog. No animals or plants can be seen; they have all been wiped out. The bare scrapes of humanity are no longer on Earth. They have fled to Mars, which has now become sadly more inhabitable than their home planet.

Billy is aghast with horror.

Is this too, the work of humans? he wonders.

He feels like he hasn't unlocked the future, but deep inside, he knows that he has.

Youth Speaks Public Speaking Competition

A massive congratulations to Zahra Hatif in Year 10 who placed first in the Youth Speaks Public Speaking Competition hosted by the Canterbury Bankstown Council. Zahra demonstrated a passion for public speaking and social justice that saw her progress through the various stages of the competition.

First up, due to COVID-19 restrictions, Zahra recorded and delivered a speech through the platform YouTube provides about the topic 'Intergenerational Relationships'. Specifically, Zahra focused on the impact of such relationships on one's cultural identity. Zahra's speech was a success, allowing her to progress to the final round of the competition which took place at the Council Chambers.

During the final, Zahra delivered a fantastic prepared speech about asylum seeker policy. Zahra was commended by the adjudicators for the blend of personal observation and research in her speech, as well as her mastery of the art of rhetoric. In the second portion of the final, Zahra competed in the impromptu component, bringing down the house with her insight into the nuances of gender equality. Zahra placed first in the competition, winning a cash prize of five hundred dollars.

Congratulations on your success
Zahra!



Ms S. Alali



The Drama Club program provides an aesthetic vehicle in which students develop empathy, creative authority and critical thinking skills. The after-school workshops that take place every Wednesday afternoon, provides our students at Sefton High School with unique opportunities that merge their senses and intellect within performative spaces!

This term, we welcomed new initiates into the wonderful world of performance! Together we have built a supportive and creative community that collaboratively explore the human condition. For the past few weeks we have embarked on an exciting journey - our initial script reading of 'Year 9 are Animals'. Characters emerged from the least likely of places, suddenly those who had been considered quiet all their schooling days were heard! It has been a pleasure to watch our Sefton students develop their confidence and find a way to express themselves!

Ms A Kasady & Ms A Auzins
Drama Club Coordinators

Poetry Writing Competition

A vertical poster for a poetry writing competition. The background is dark blue with white and yellow confetti. At the top, there is a string of yellow and white round ornaments. The text is centered and reads: 'SHS ENGLISH OLYMPIAD PRESENTS' in white, 'Di-VERSE-ity' in a white cursive font, 'Poetry Writing Competition' in a smaller white font, and '"MAGNIFY"' in a large white font. Below that, it says 'For more information join the SHS English Olympiad Google Classroom:' followed by the code '4ixq7mi'. At the bottom, it says 'ENTRIES CLOSE TERM 3, WEEK 1' in white.

SHS ENGLISH
OLYMPIAD PRESENTS

Di-VERSE-ity
Poetry Writing Competition

"MAGNIFY"

For more information join the SHS English
Olympiad Google Classroom:
4ixq7mi

ENTRIES CLOSE TERM 3, WEEK 1

POETRY ACTION

On Wednesday 5th of May, Year 7 attended the 'Poetry in Action' incursion. This performance taught the students valuable lessons about the power of poetry, particularly how poetic devices make a poem more interesting and meaningful for the audience. Below are some of the testimonies from Year 7 students who participated in this entertaining experience:

"I felt that the 'Poetry in Action' incursion was very entertaining. I especially enjoyed the parts where the actors started rapping. It astounded me how they could remember such a long script in only two weeks. This act conveyed the importance of having rhyme in poems as it makes it more memorable. Overall, it was an amazing experience and I enjoyed it a lot.

- **Ruo Huan (Irene) Yang**

"The 'Poetry in Action' performance was an entertaining and educational performance that taught us about poetic techniques and devices in an exciting and interesting way. The three talented performers crafted an intriguing play that defined terms like rhythm, rhyme and imagery through a funny, captivating plot about what people can find on the last page of Google. The carefully crafted plot helped us understand the importance of poetic techniques and how they play a major part in poetry. The incursion was an exciting, thrilling and educational play which I thoroughly enjoyed."

- **Emily Brown**

"Poetry lifts the veil from the hidden beauty of the world, and makes familiar objects be as if they were not familiar."

— **Percy Bysshe Shelley, from A Defence of Poetry and Other Essays.**

YEAR 8 POETRY

Recently Year 8 has completed the *Poetry of Earth* unit of work. Over the course of their studies, students were able to develop their own poems exploring themes about nature, including the power of nature, the beauty of nature, nature as a healing power and the duality of nature. As part of their assessment, students were also required to create conceptual visual representations to convey the themes explored in their poems. There were many excellent poems and visual representations composed across the year group, with many talented poets and artists utilising their skills. Well done Year 8!

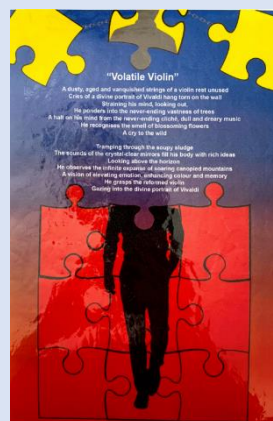
Ms R Curmi - Year 8 English Co-ordinator



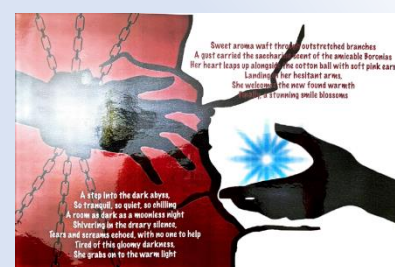
Glistening Vibrations
by Evan Chen



The Inventor
by Alyssa Phung



Volatile Violin
by Jeffery Li



Poetry and Art
by Angela Guan

YEAR 9 POETRY IN ACTION PERFORMANCE

Year 9 students had the opportunity to watch a fun interpretation of poetry across the ages during their English lesson on Wednesday the 5th of May. The performance covered the various core principles of poetry but without all the dry classroom talk. Instead, the actors dove into the works of famous poets like Banjo Patterson, Maya Angelou and William Wordsworth and his fanciful daffodils. As a delightful undercurrent to the story, students got to see a complicated love triangle unfold and the year 9s delighted in the much anticipated kiss at the end!

As expected, the Sefton students did not disappoint and were well behaved and attentive. Every year the school is excited to welcome the actors from *Poetry in Action* and they never disappoint. Students always come out of the performance knowing, if not more about the specifics of poetry, that poetry can lead to a richer experience of life. Students are encouraged to participate in the *Poetry in Action* competition and, more importantly, the Sefton Poetry Competition to flex their poetic skills. We look forward to hearing from our budding poets and from the *Poetry and Action* team next year!

Mrs Schoeman

The Book of the Month

It has been great to see students accessing the Sefton High School library to borrow the suggested Book of the Month! Featured below, are some of the awesome suggestions we have had from Sefton students.

Keep borrowing and stay tuned for next month's top picks!

Ms S. Alali





SEFTON OLYMPIAD

SHORT FILM COMPETITION

**INTERESTED IN FILM?
KEEN TO DIRECT? TO ACT?**

**create a short film (8 minutes
maximum) and submit to google
classroom olmapu in week 10,
term 3**

**BE IN THE RUNNING FOR FAME!
FORTUNE! PRIZES!**

**THE THEME THIS YEAR IS...
PINEAPPLE**

**A PINEAPPLE MUST APPEAR IN
YOUR SHORT FILM**

**for more info, see Ms Auzins or
Ms Stafford**

Mathematics

Mathematics is, in its way, the poetry of logical ideas. –Albert Einstein.

It has been another fast paced and successful term in the Mathematics faculty.

Our half yearly exams for our junior classes across years 7-10 are well underway and students are being prepared by our hard-working teachers.

The assessment tasks we set are well thought out and differentiated to suit all students' abilities. They are divided into Fundamental, Standard and Extension sections giving every student an opportunity to succeed.

We have been fortunate to have on board with us our new Numeracy Support teacher, Ms Bien. She has been assisting in implementing new strategies for our students and supporting them in there learning.

As part of our Strategic Faculty Improvement Plan, staff have had an opportunity to showcase an idea that has worked well in their classes as part of our faculty meetings. These ideas predominately support High Potential and Gifted students and are received well by our students.

As always, staff have also encouraged extra-curricular activities including enrichment activities, competitions, coding club, STEAM initiatives, mathematical workshops, problem of the week for students to further explore interest areas in mathematics.

The Mathematics staff set high expectations for themselves and their students. The main aim is for teaching and learning to occur in the classroom. Students need to come in prepared and have a positive attitude. We strongly encourage that they also set high expectations for themselves to achieve their full potential. Supporting our students in mathematics is a strong focus and we aim to achieve optimal results for all.

A special thank you to the parents/carers who took time to meet with the Mathematics faculty at parent teacher night. We value these level of engagements as it gives us an opportunity to work collegially with you to support our students effectively.

Ms Najem - Head Teacher Mathematics

Computational and Algorithmic Thinking Competition Results

On the 25th March this year we had 93 Sefton students participate in the Australian Mathematics Trust's Computational and Algorithmic Thinking Competition, also known as CAT. This is a 1 hour pen and paper competition designed to challenge students' ability to utilise their algorithmic thinking skills to solve problems. Congratulations to those who participated, in particular to our Best in School Award winner, Daniel Jun of Year 7. Those students who achieved an award of Credit or higher have been listed below.

Ms J Li - CAT Competition Co-ordinator

High Distinction (Top 3% of their year group in the Junior and Intermediate Divisions, top 5% in the Senior Division)

Year 7 Daniel Yun (Best in School Award Winner)

Year 9 Joseph Duc Nguyen

Distinction (Top 20% of their year group in the Junior and Intermediate Divisions, top 25% in the Senior Division)

Year 7 Dia Rajab

Year 8 Raymond Chhay, Ethan Heng, Daniel Ju

Year 9 Eddie Ha, Jianshen Gunawan

Year 10 Kendra Dang

Credit (Top 55% of their year group in the Junior and Intermediate Divisions, top 60% in the Senior Division)

Year 7 Emily Brown, Kien Cao, Seraphia Cheng, Linkai Huang, Sungmin Im, Ryan Lin, Kevin Nguyen, Catherine Tu, Jackson Yun, Steven Zhuo

Year 8 Lawrence Han, Jing Yao Kong, Jayden Nguyen, Ethan Phan, Alyssa Phung, Rohan Vaishnav

Year 9 Alexander Chan, Paul Phan

Year 10 Justine Bui, Sharon Chea, Nina Huang, Usman Khan, Natalie Lam, Andrew Lay, Melina Le, Lucinda Ngo, Tranchau Nguyen, Zihao Pan, Jayden Quach, Sara Rajab, Joshua Tato, Nicholas Thach, Ricky Trinh, Tristan Wong

Year 11 Ethan Duong, Andy Huang, Brian Nguyen, Gilbert Zhang

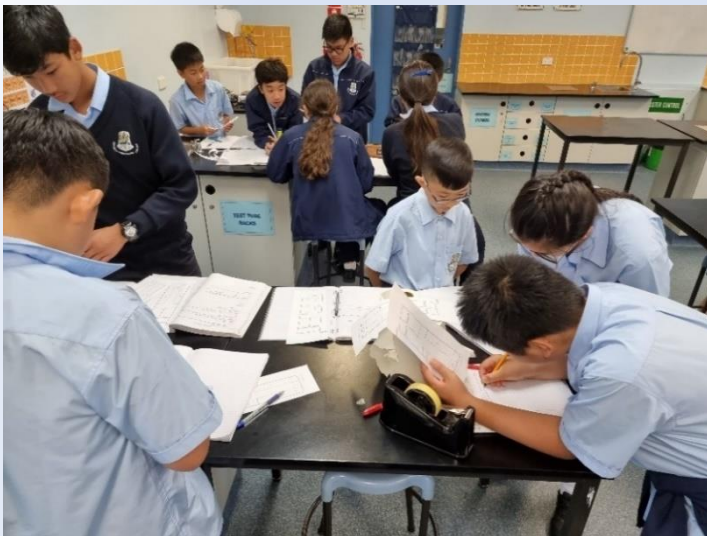
Year 12 Caitlin Dang, Kevin Guo, Jasmine Khuu

Science

The Sefton Scientists were back into business as soon as Term 2 started. Exploring many concepts across the NSW curriculum and working hard to question, hypothesise, conduct 1st and 2nd hand investigations and process and analyse data. Here is a little snippet from what our scientists were exploring this term.

Year 7

Investigating Earth's natural phenomena and the forces that exist around us.



Year 7 - Modelling Natural
Phenomena
- Day and night
- Seasons
- Eclipses



Flying paper planes to investigate forces.

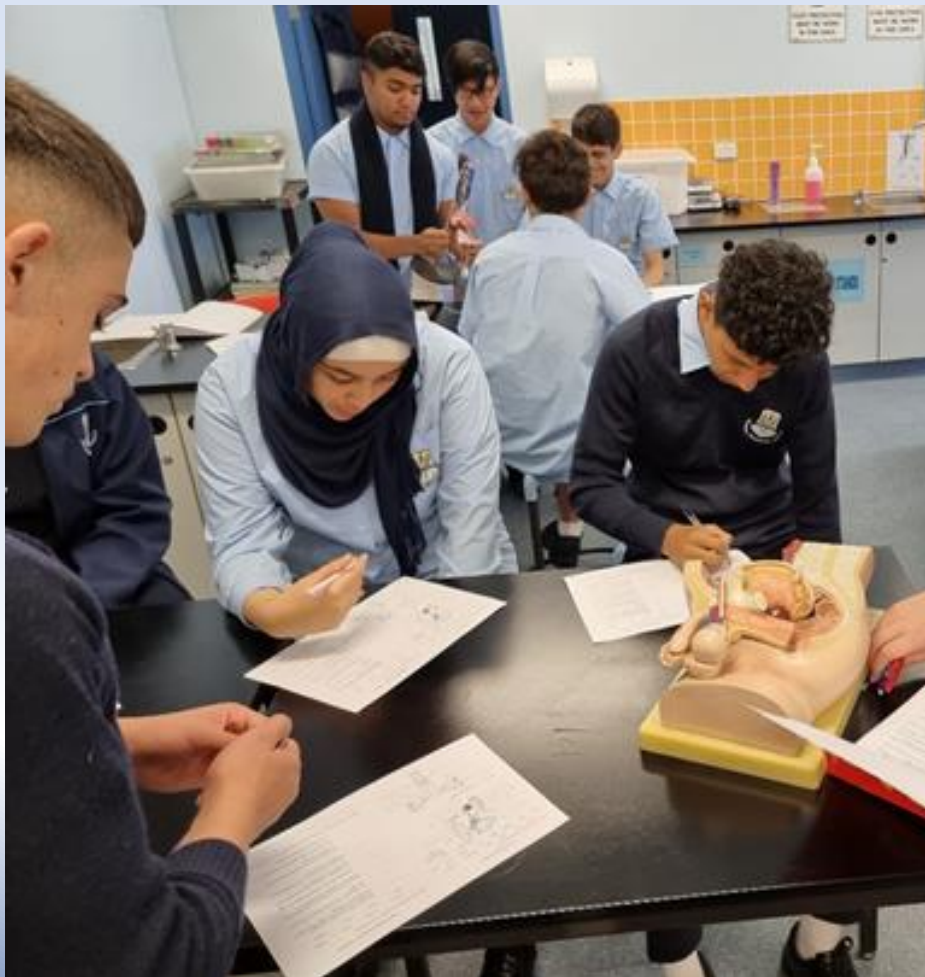
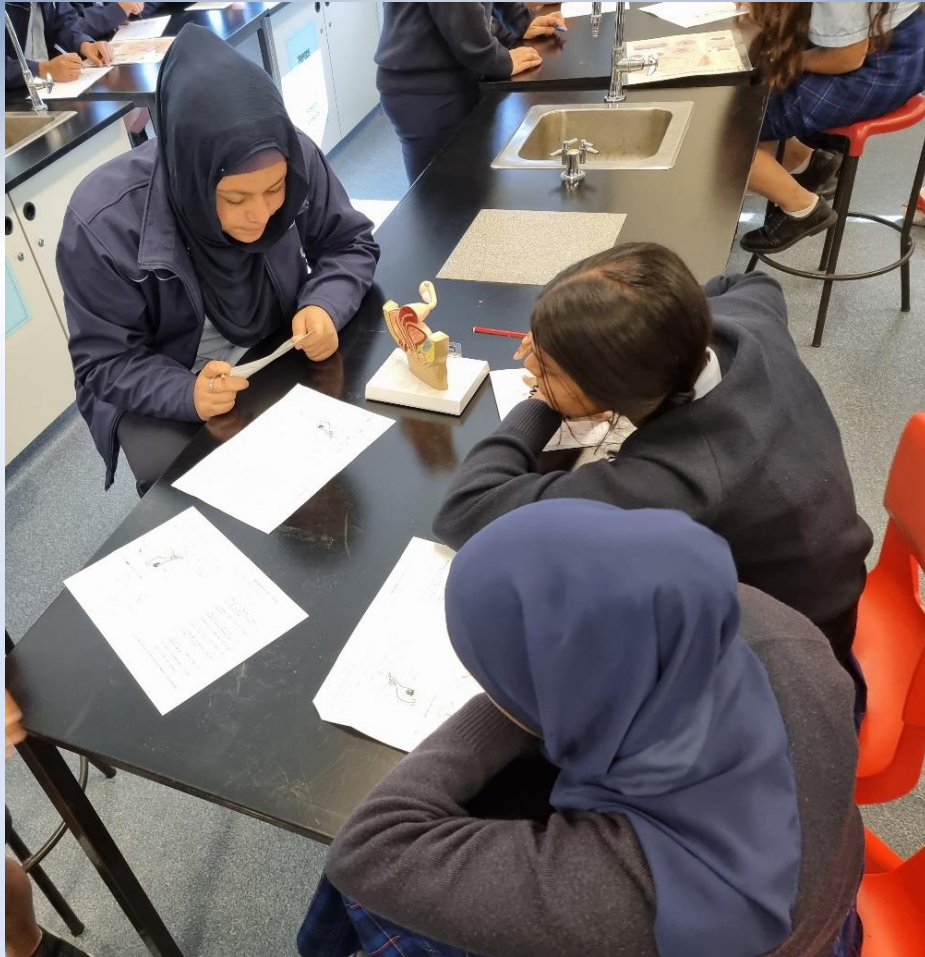


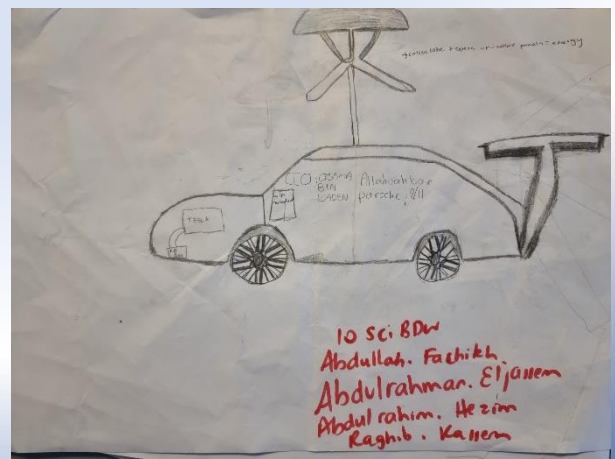
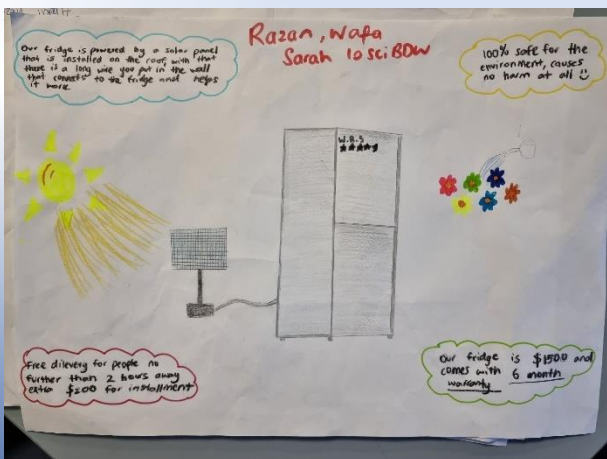
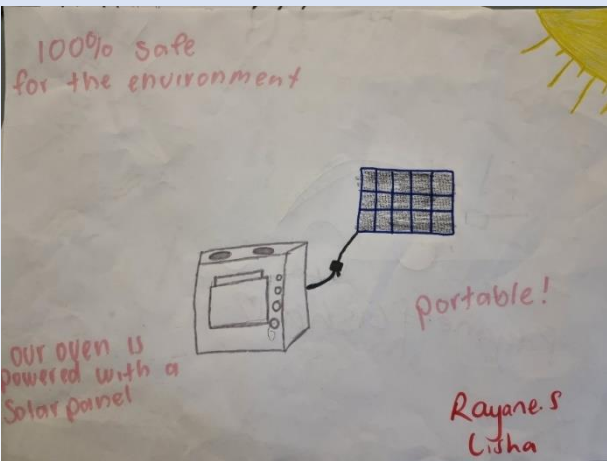
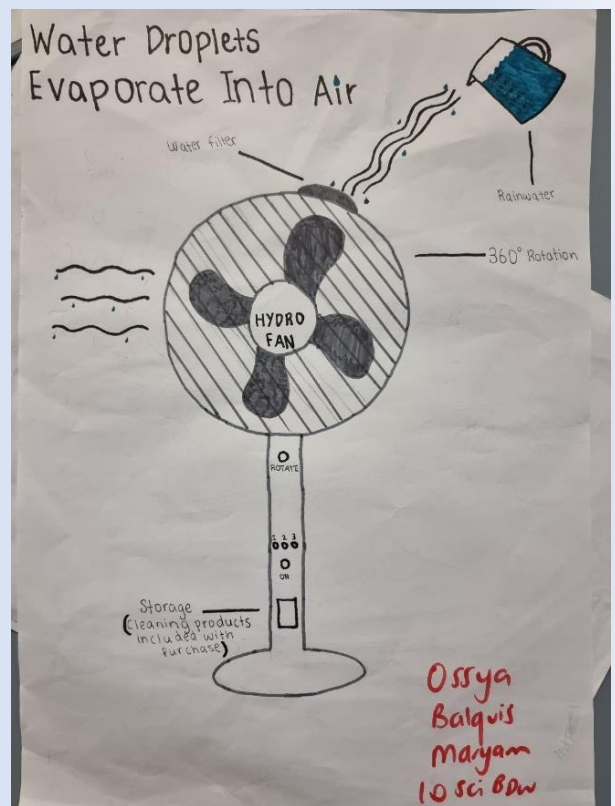
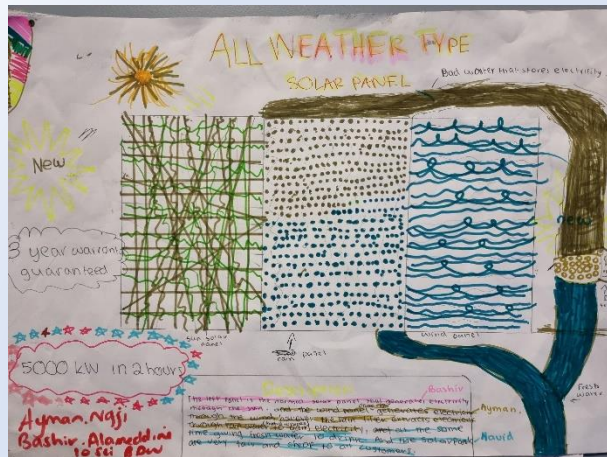
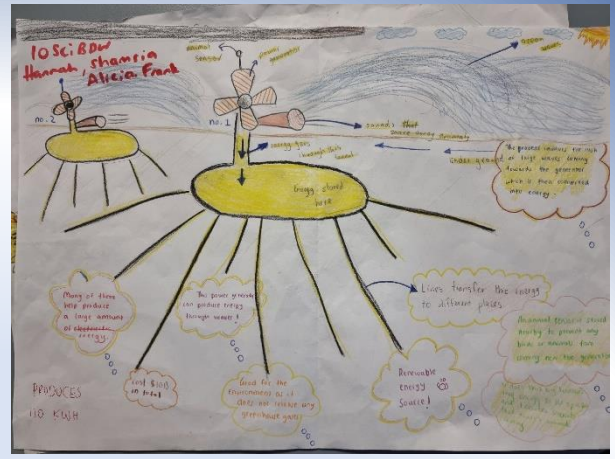
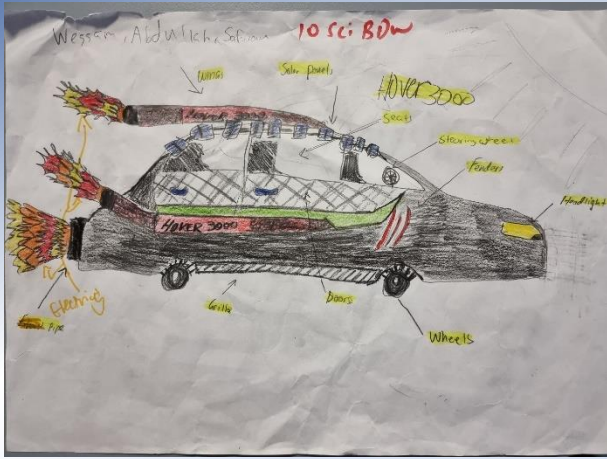
Year 10

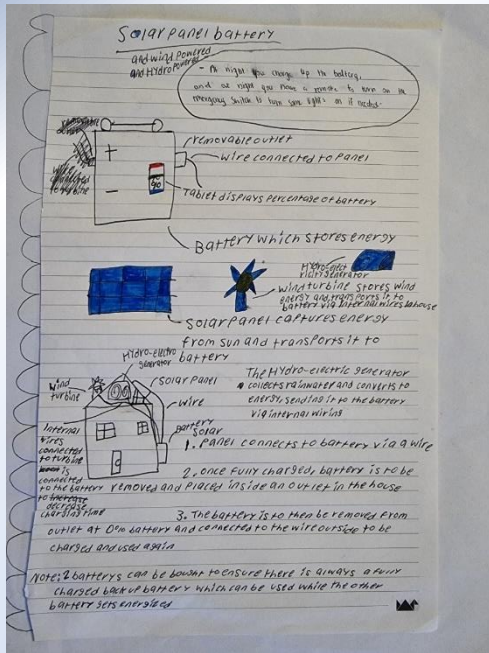
Our year 10 students stepped into the shoes of environmental and human biologists, exploring climate change and human reproduction and genetics.

They worked collaboratively to solve problems and come up with solutions.





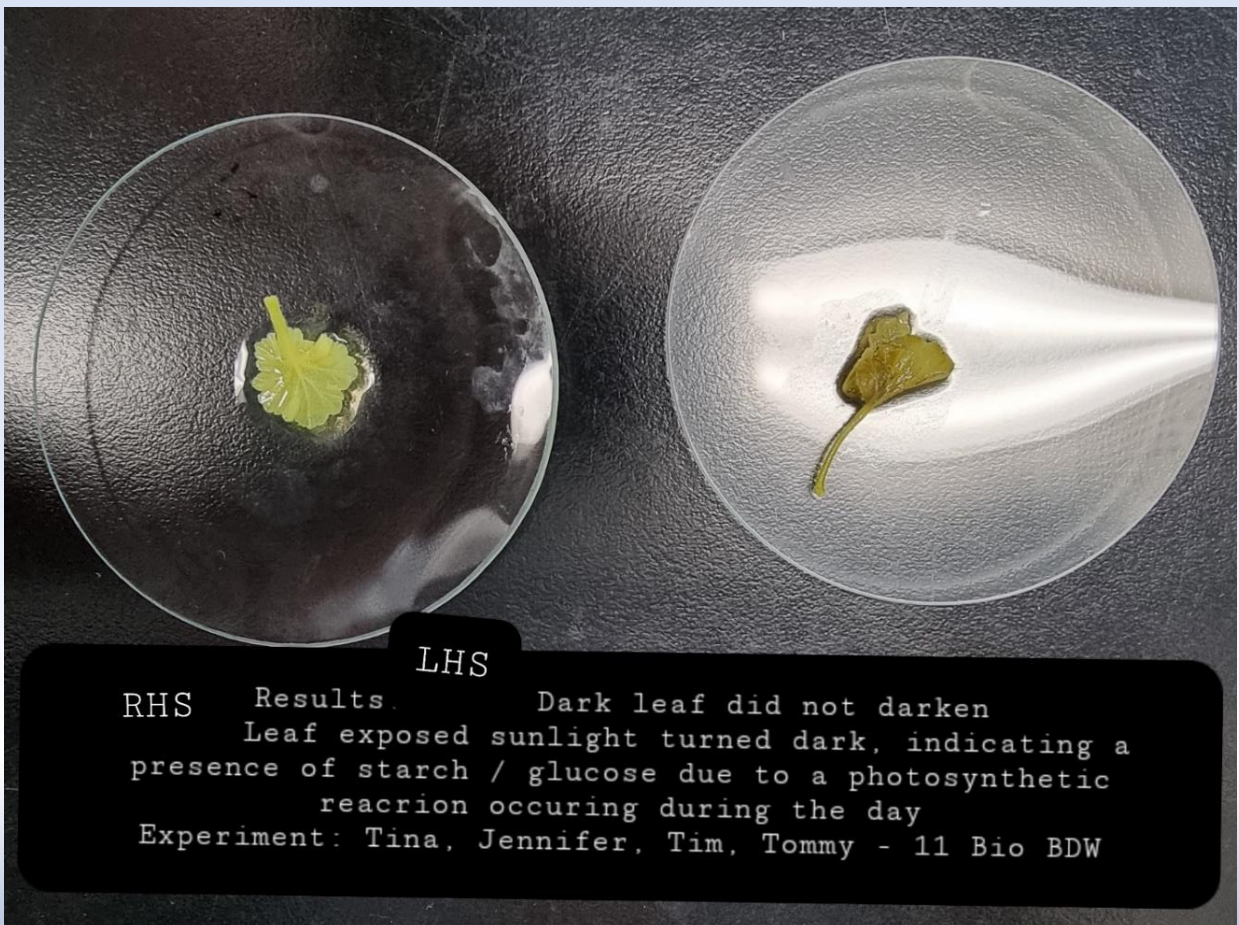


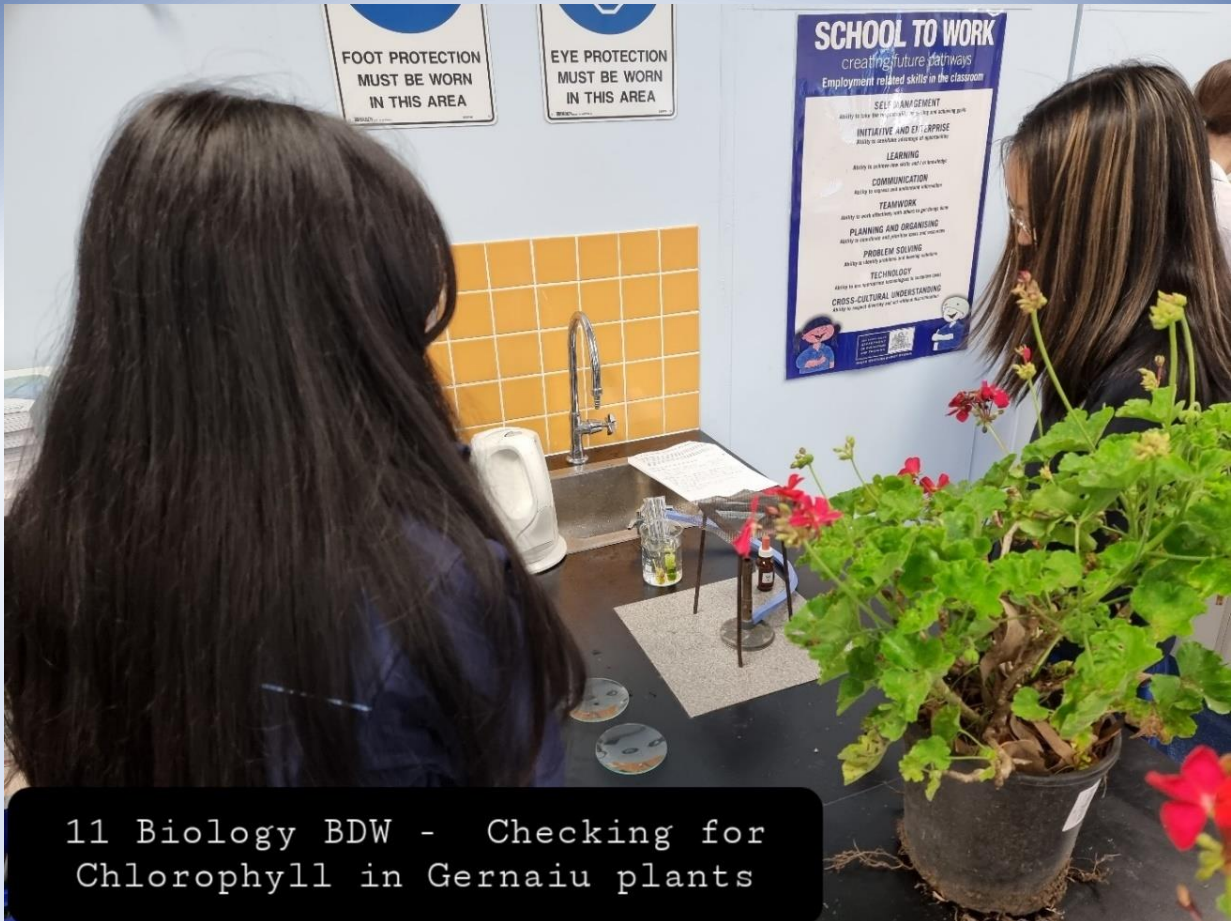


Year 11

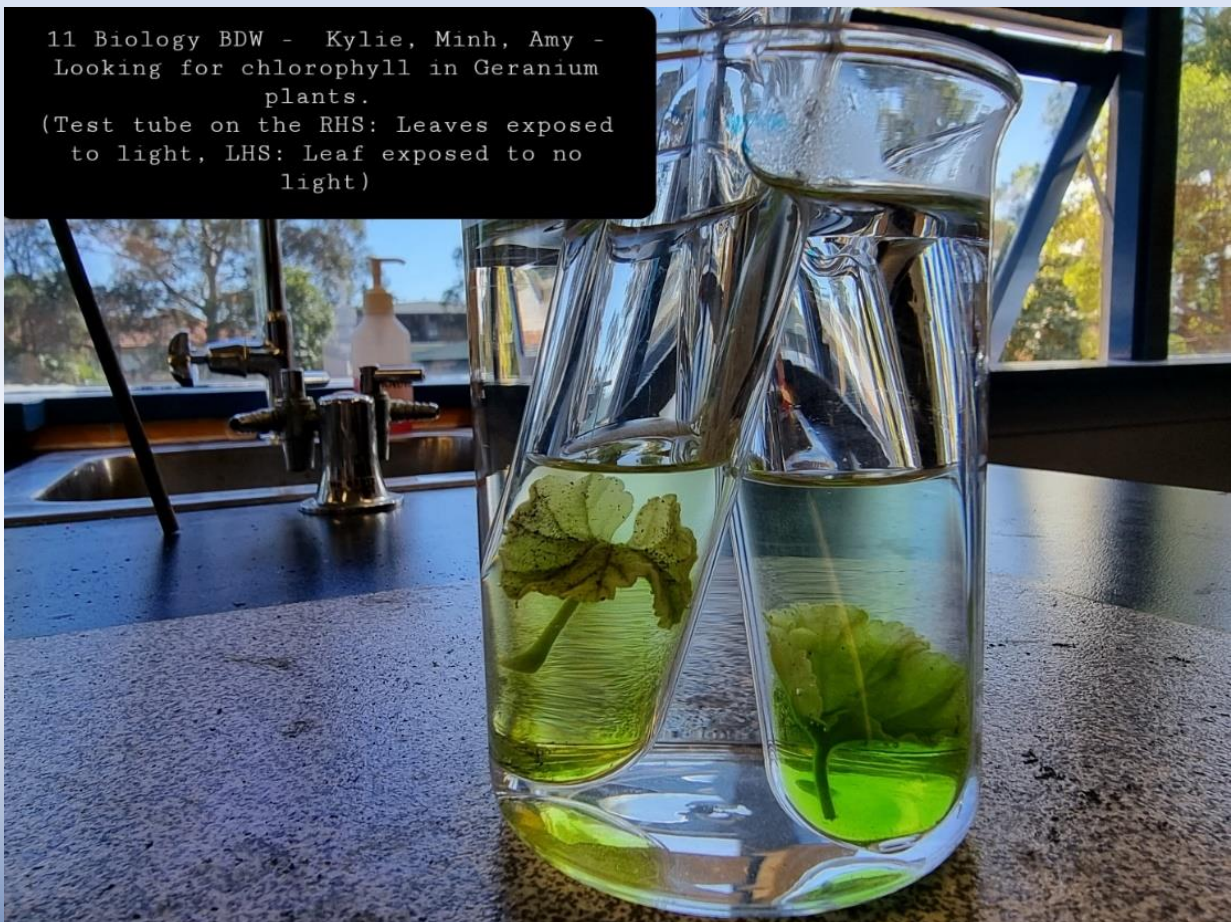
This term our year 11 biologists investigated the effects of temperature, pH and substrate concentration on enzymes. They used potatoes and milk, to explore the effects on catalase and renin.

Year 11 also had the opportunity of investigating the digestive systems of animals, by dissecting fish to analyse the structure of digestive organs and relate them to their function.





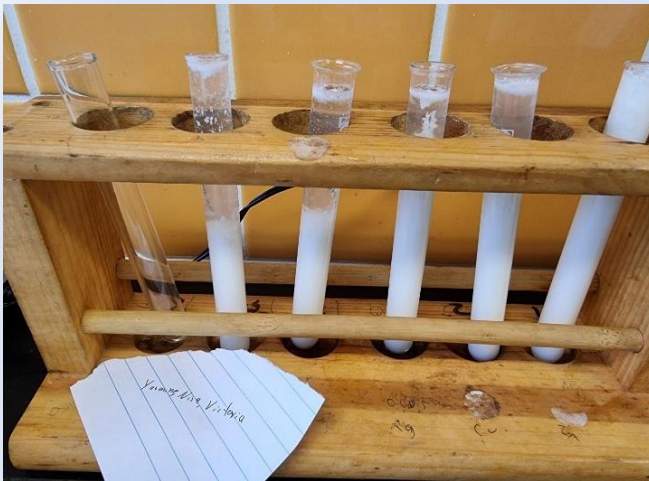
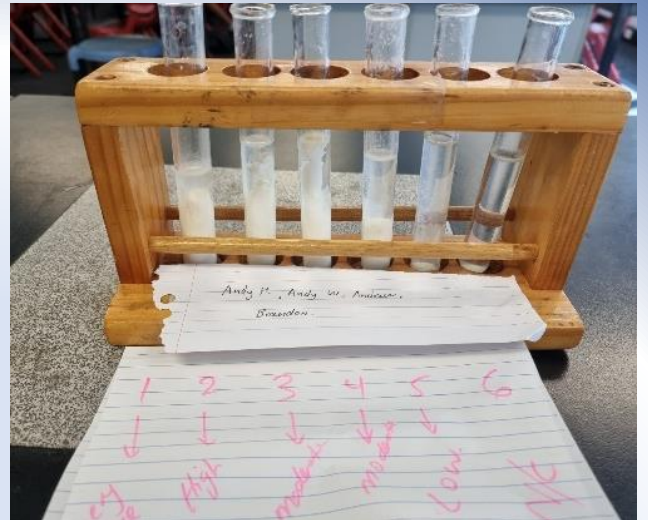
11 Biology BDW - Checking for Chlorophyll in Geranium plants



11 Biology BDW - Kylie, Minh, Amy - Looking for chlorophyll in Geranium plants.
(Test tube on the RHS: Leaves exposed to light, LHS: Leaf exposed to no light)



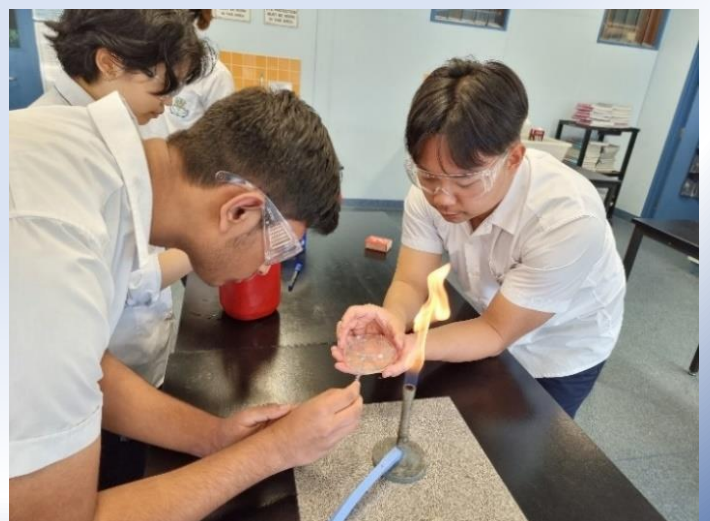
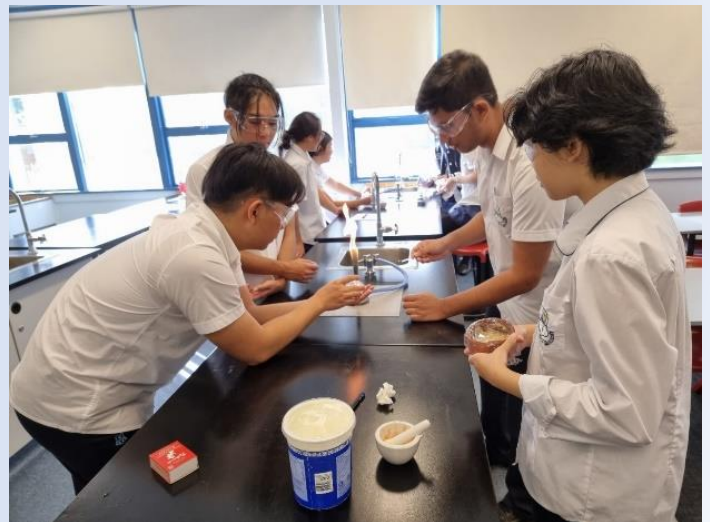
Minh, Amy Kylie - Results- Determining the presence of absence of chlorophyll in Geranium Plant leaves
 RHS - Leaf unexposed to light
 LHS leaf exposed to light.

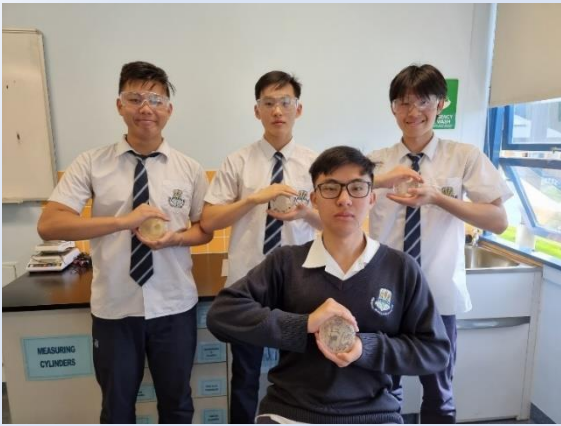


Victoria, Mary, Yasmine, Nisa
 Depth study: Investigating the effect of temperature on enzyme activity

Year 12

This term, our year 12 biology classes remodelled Louis Pasteur's famous "beef broth" experiment, that disproved the theory of spontaneous generation. They also had the opportunity of growing their own microbial pets, on nutrient agar, using advanced streak techniques, just as microbiologist does.



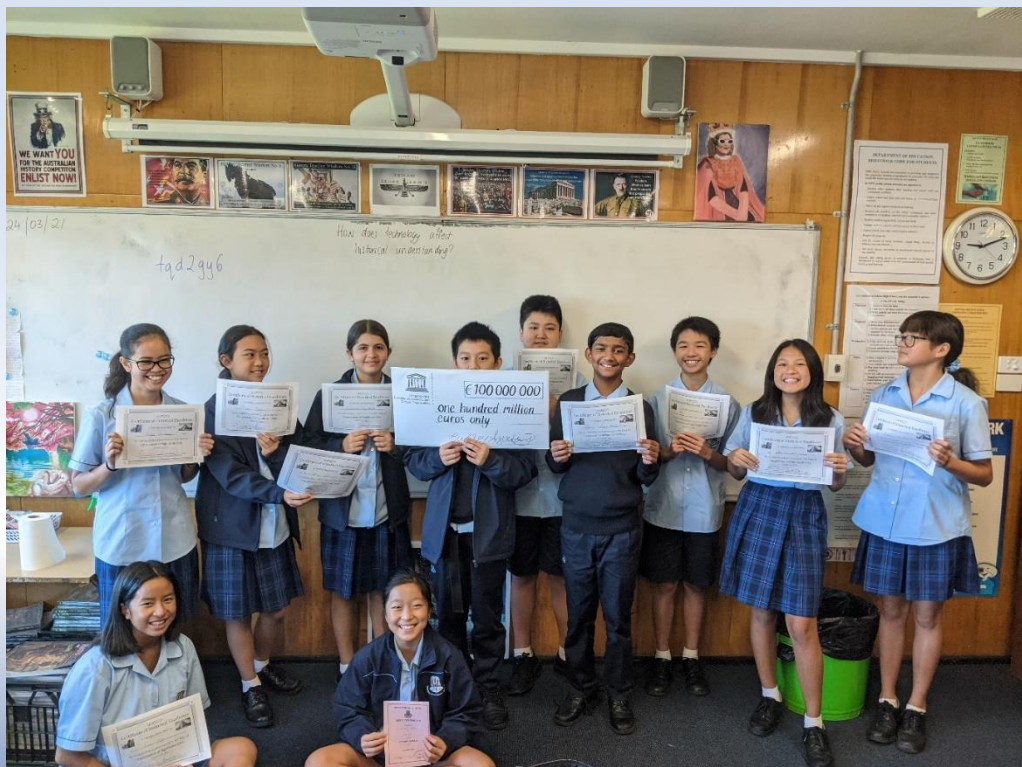


History

As part of our course on Investigating the Ancient past, Year 7 History were asked to research and present on a current historical site that is under threat. Once they had their site chosen, they needed to convince the 'UNESCO funds Committee' why their site should be preserved. Only the very best team would be rewarded with the conservation money!

When we first started searching for a site for our presentation we were very indecisive and had no clue on which site to choose but when we came across the tombs of the Buganda kinds we knew in that moment that we wanted to research about it. We spent all weekend preparing our speeches and slideshow and when we presented we were very nervous. When we got first place we were shocked and were very pleased that our hard work payed off. Miss Itzstein then presented us with an amazing cheque for only 100 000 000 euros to conserve our chosen UNESCO world heritage site.

By Raihanna, Haj Obeid, Ruo Huan Yang and Shara Logronio



Elective History

The Year 9 Raids: Elective History Viking Study

Jarl Holt and Jarl Itzstein epically lead us through drills and raids during our study of the Vikings. First, they put us to some practical work:

Each class assembled an epic armada, filled with the most sophisticated Viking longships. After refining our weaponry, including shields, swords and Thor's hammer, we went on a race around Scandinavia. Each army acquired some rare artefacts from the lands of Norway, Newfoundland, England and Denmark before raiding each others' homelands – like true Viking warriors! Although Jarl Itzstein's army had many pieces of superior weaponry (Thor's Hammer!), the army of Jarl Holt had expert boat builders.

Therefore, we, the class of Mr Holt, are far more likely to conquer York, England... or maybe just Miss Itzstein's classroom.

By Yasmin Aletki



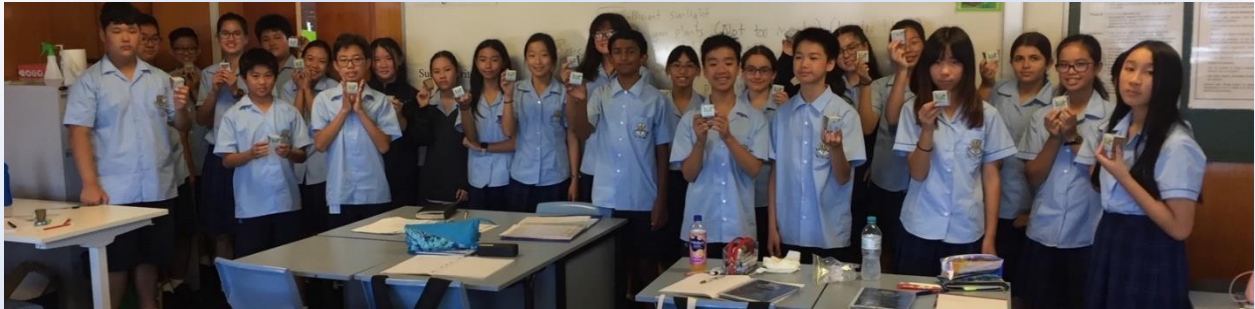


Social Sciences

Year 7 Geography Cultivate 2021 Project Based Learning

In Terms 1-2, Year 7 Geography students participated in planting and growing their own seeds at home as part of their Landscapes and Landforms unit of work. Each student took photos of their progress at regular intervals and got to learn hands-on lessons as to how to cultivate the soil to improve the value of the environment around them.

Mr Ma - Social Science



Student progress

Naomie H. (Cabbage Sugarloaf)



Emily B. (Cherry Tomatoes)



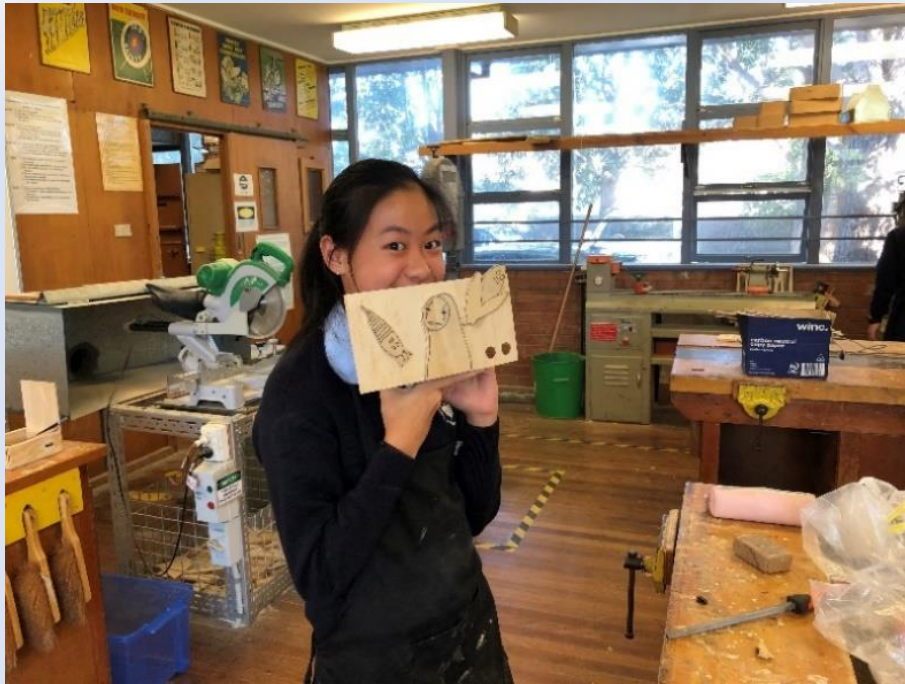
Nathan H. (Mixed lettuce)



Technology and Applied Studies

Year 8 Technology – Digital Technologies

Year 8 Technology – Digital Technologies students are working on their second project – Music Box. They have been using woodwork skills, electronics skills, Arduino micro processor skills, and program skills to construct a music box which can produce a piece of music after the sensor detects an object within 50cm distance.



Year 8 Technology – Agriculture and Food Technologies

Year 8 Technology – Agriculture and Food Technologies students explored the characteristics and properties of food as they use and manufacture a variety of food products. Students were provided with opportunities to develop knowledge and understanding about food selection and preparation, food safety and Work Health and Safety (WHS) requirements. They developed skills to make informed choices when experimenting with and preparing nutritious food.





Year 8 Technology – Materials Technologies

Year 8 Technology – Materials Technologies students develop knowledge and understanding of the characteristics and properties of a range of textiles materials through research, experimentation and practical investigation. They have spent enormous time finishing their practical projects – bag led by their teacher Ms. Roberts.



Year 9 Electronics

Year 9 Electronics students have been working on their first project – Aeroplane Project. They have learnt the foundation of electronics skills including safety issues, wire constructions, resistor theory, OHM's law and woodwork skills. Most of students are testing their aeroplanes and doing the final modifications.



Year 10 Electronics

Year 10 Electronics students have been working on their first project – Table Lamp. They have learnt to use a variety of practical skills – woodwork skills, electronics skills, LED strip skills and design skills. Most of students almost completed the projects and are in the final stage – testing the projects.



Visual Arts

All our Visual Arts students have been busy finalising artworks this semester.

Congratulations to Stage 5 Visual Arts students in particular as they completed a very successful collection of works through their outstanding efforts.

Year 10 Visual Arts students responded to a landscape painting unit of work titled A Sense of Place. Students were encouraged to explore a natural environment using a range of different visual approaches. They made preliminary sketches, took photographs, collected objects and reflected on their observations. The students' art making practice was informed by their study of Australian landscape painters in traditional and contemporary contexts.



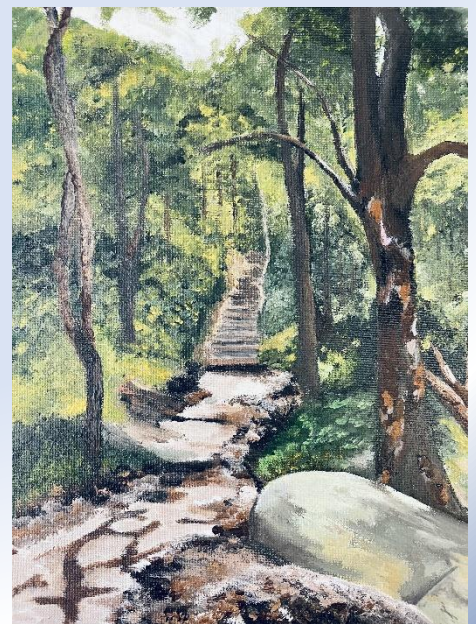
Chloe Dam



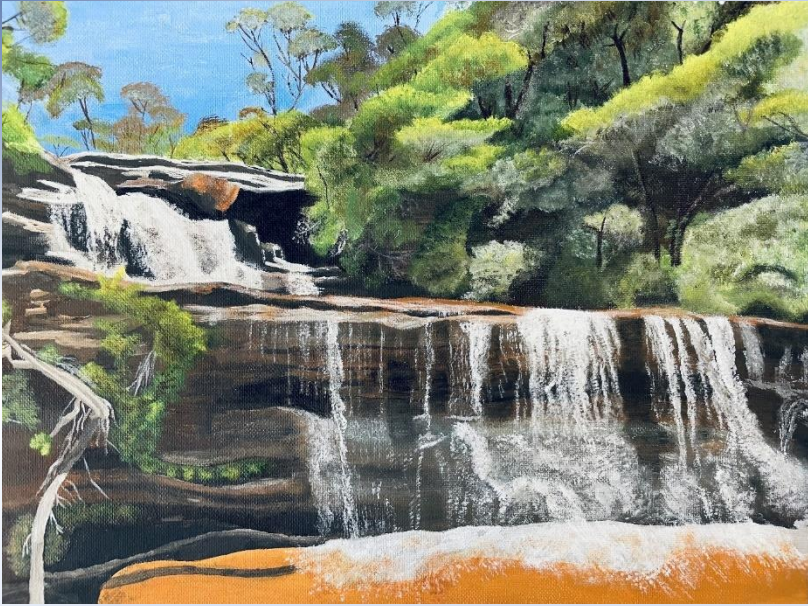
Melina Le



Lucinda Ngo



Phuong Antina Chau



Sara Rajab



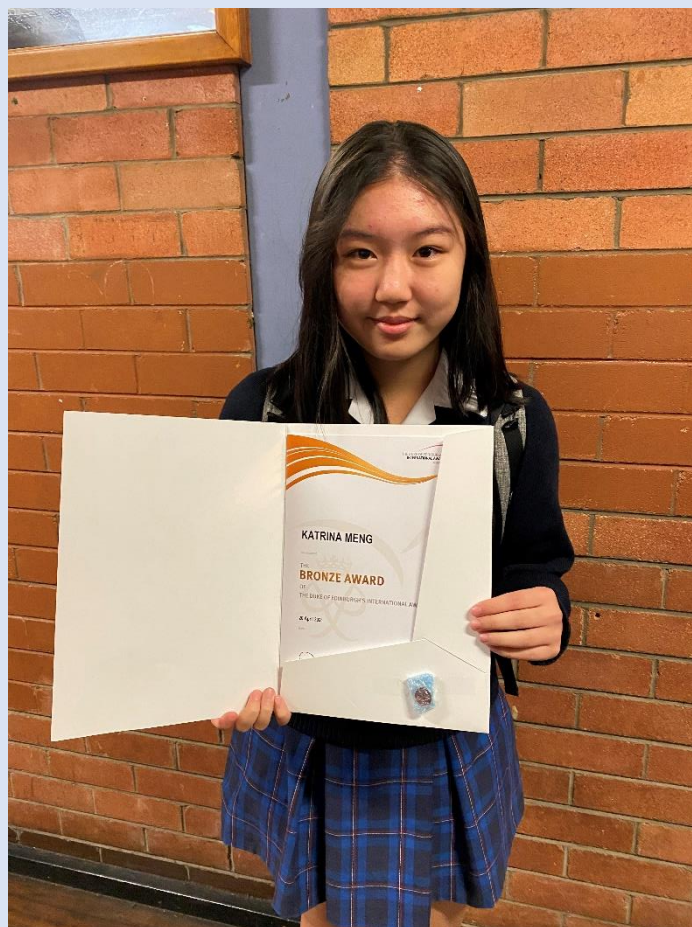
Jasmine Chen



Tiona Nguyen

THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD

A huge congratulations to Katrina Meng of Year 11 who has successfully completed her Bronze Award through the Duke of Edinburgh's International Award. Over the past few months Katrina has dedicated her time to completing her own personal goals in the voluntary service, skills and physical recreation sections of the award. Additionally, Katrina was able to step outside of her comfort zone and complete a 30 km hike over two days where she developed her navigation, route planning, camp craft and resilience. We look forward to supporting Katrina as she progresses on to work towards her Silver Award.



The Duke of Edinburgh's International Award will again be running during 2021. It is a global framework that challenges young people to dream big, celebrate their achievements and make a difference in their world. Through developing transferable skills, increasing their fitness levels, cultivating a sense of adventure and volunteering in their community, the Award helps young people to find their purpose, passion and place in the world to become world ready.

Currently Sefton High School has 24 students working towards completing their Bronze Award. If any students over the age of 14 are interested in registering or gaining more information regarding the award they are more than welcome to speak to Ms Wood in the PDHPE staffroom.





Proud to deliver

**THE DUKE OF EDINBURGH'S
INTERNATIONAL AWARD**



BREAKFAST CLUB

Our Breakfast Clubs was founded with the philosophy that a healthy breakfast is the best start to a productive and wholesome day. But more than that, we believe that the preparing and sharing of food is a way to care for ourselves and our community. At Sefton High School, we want to create the most warm, welcoming atmosphere for students and for staff, so that entering the big blue gates is like coming to your second home. When we are happy, when we feel safe, when we are comfortable, we can learn with confidence and curiosity!

Breakfast Club has been such a success over the past two terms! We target days when students are close to exams or just coming out of exams to show our community that we are here supporting them through all their exciting and challenging times.

The Prefects' team starts us off every Breakfast Club session by setting up a breakfast bar near E16 to get our students out of bed and in school early, energised and pumped to start the day. A whole range of healthy foods is available — cornflakes, Weetbix, rice bubbles, whole and lactose free milk, soy and almond milk, healthy fruit juice and delicious muesli bars; even teachers have shown up to share their morning and provide some much appreciated encouragement and advice.

It's become a really strong opportunity for students to form a rapport with their classroom teachers and across different grades, as well as with peers beyond their cohort (not to mention a wonderful place to learn about nutrition and health before school even starts). Thanks again to Ms Tran for organising these Clubs and making the magic happen.

Excited to see where we can take this next!

The Prefects Team

Getting ready for the rush!

From left to right: our wonderful volunteer teachers, Ms Alali (Year Adviser for Year 8), Ms Kacopieros (Year Adviser for Year 11) and Ms Madrajat (Year Adviser for Year 11)





Our students getting ready to share a wonderful breakfast with the Head Teacher of English
From left to right: Norman Khou, Arif Azimi, Minh Tran, Andrew Lam, Subhan Nadeem, Jaafar Kbaili, Mr Atkinson



Our students hanging out at the beginning of the day.

From left to right: Brian Nguyen, Gilbert Zhang, Zhifu Huang, Edwin Luu, Dominic Eid, Jordan Tran, Sam Nguyen, Tommy Nguyen, Antoinette Luu, Alexander Paou, Kaela Goldsmith, Annabella Luu



Our prefect team getting ready for Breakfast Club as the sun rises.

Top row: Yanick Godinet, Kaitlyn Lee, Vianney Tran, Victoria Nguyen, Muhammad Ali, Kaela Goldsmith, Ho Lun Henry Cheng, Mia Bennetts

Front row: Jaafar Kbaili, Ms Tran, Alexander Paou

Students hanging out in E16 to start their day with friends, food and fun!

From left to right: Henry Lam, Jayden Eap, Joanne Bui, Angela Nguyen, Hadia Ansar, Ting Jun Liang, Tina Dang



Around the circle: Nathan Do, Jessie Huynh, Stephanie Nguyen, Leanne Le, Kathleen Ong, Alicia Liu, Jemmie Le

CODING CLUB

This term, we welcome Maths teacher, Mr Halliwell to Sefton High's Coding Club. Mr Halliwell will be assisting our Coding Club students develop their coding skills on Tuesday afternoons.

As I have mentioned in previous newsletters, we use a learning platform called Grok Learning. The beauty of Grok Learning is that students are able to work at their own pace, choose learning modules that are most appropriate for their coding experience and it marks their code giving immediate feedback on the accuracy. This is a highly motivational way of learning for many students. Learning modules cover coding languages including Python, Java Script, HTML/CSS, as well Cyber Security and Cyber Encryption.

Each term, Grok Learning also runs a competition in which students learn how to code as they complete the challenge over 5 weeks. In Term 1, it was the NCSS Challenge in which students learnt how to code in Python. This term, the competition is the Web.Comp, where students learn how to code using HTML/CSS and then apply their skills to create a webpage.

Here at Sefton, we believe coding is a valuable skill, not only for those who see a future career involved in technology but it is also a great way to exercise the brain, just like doing Maths! Coding Club is currently full but if you would like to learn to code, you can still access Grok Learning from home. See Ms J Li or Mr Halliwell in the Maths Staffroom for more information.

Ms J Li

Coding Club Publicity Officer



COUNCIL NEWS

Hi all,

Council's Community Safety & Crime Prevention Officers are hosting several outreach sessions along with Local Safety Forums.

These will provide an opportunity to hear current safety tips and initiatives as well as an update on the latest local crime and safety trends.

This is also a great chance to discuss safety concerns and provide direct feedback to help us better develop programs within Canterbury-Bankstown.

If you could please include in your newsletters or circulate amongst networks it would be much appreciated.

Please contact me on the details below if you had any further questions (flyer is attached).

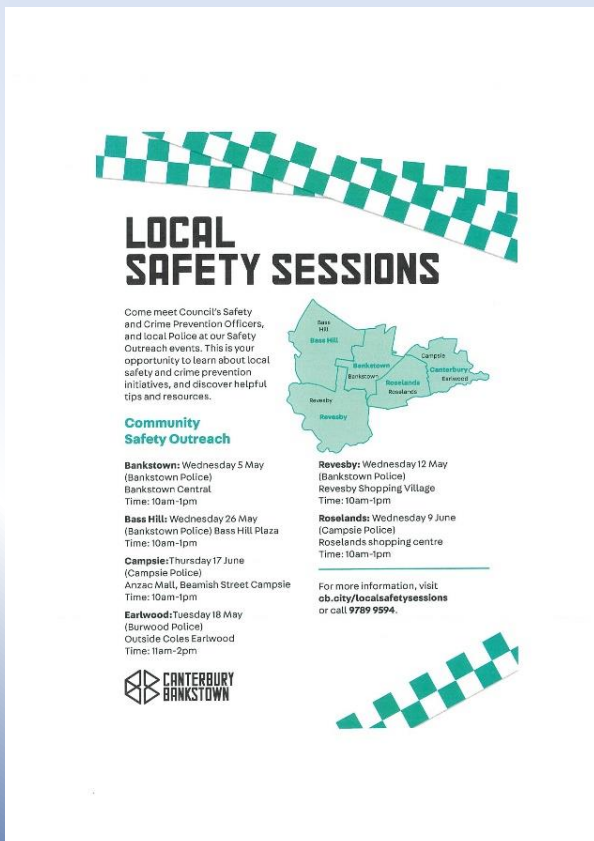
Kind regards,

Emma Brown - Community Safety and Crime Prevention Officer

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E Emma.Brown@cbc.city.nsw.gov.au

www.cbcity.nsw.gov.au



LOCAL SAFETY SESSIONS

Come meet Council's Safety and Crime Prevention Officers, and local Police at our Safety Outreach events. This is your opportunity to learn about local safety and crime prevention initiatives, and discover helpful tips and resources.

Community Safety Outreach

Bankstown: Wednesday 5 May (Bankstown Police) Bankstown Central Time: 10am-1pm

Bass Hill: Wednesday 26 May (Bankstown Police) Bass Hill Plaza Time: 10am-1pm


Campsie: Thursday 17 June (Campsie Police) Anzac Mall, Beannah Street Campsie Time: 10am-1pm

Earlwood: Tuesday 18 May (Burwood Police) Outside Coles Earlwood Time: 11am-2pm

Revesby: Wednesday 12 May (Bankstown Police) Revesby Shopping Village Time: 10am-1pm

Roselands: Wednesday 9 June (Campsie Police) Roselands shopping centre Time: 10am-1pm

For more information, visit cb.city/localsafetysessions or call 9789 9594.



LOCAL SAFETY SESSIONS

Come meet Council's Safety and Crime Prevention Officers, and local Police at our upcoming Safety Forums. Learn about safety tips and initiatives, and get an update on the latest local crime and safety trends. There will also be opportunities to discuss safety concerns, and give direct feedback to help us better develop programs you want.

Local Safety Forums

Bankstown: For Bass Hill, Revesby and Bankstown Ward residents. Tuesday 1 June (Bankstown Police) Bankstown Library and Knowledge Centre Time: 6-8pm **Book by Thursday 27 May**

Campsie: For Roselands and Canterbury Ward residents. Thursday 24 June (Campsie and Burwood Police) Campsie Library and Knowledge Centre Time: 6-8pm **Book by Monday 21 June**

Bookings are essential For more information and to book, call 9789 9594 or visit cb.city/localsafetysessions

