
THE SEFTON TIMES

SINCERITY - SCHOLARSHIP - SERVICE

TERM 3 - 2021



EXCELLENCE IN EDUCATION FOR ALL OUR STUDENTS

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PRINCIPAL'S MESSAGE

Welcome to what is a very different – The Sefton Times

Term 3, 2021. Unique in our lifetimes. A term with no students on site. A term with only a skeleton crew of usually three staff on site for security and administrative purposes. I do not imagine any of us could have foreseen this being our reality when, on Friday 25 June 2021, the last day of Term 2, whispers and speculation existed about a school holiday lockdown. Now, at the end of Term 3, we have a conditional road map to return to school across October and November but even these dates are subject to change.

Throughout, our thoughts have been for the Year 12 students. The class of 2021 is one of the finest cohorts of young people to pass through the big blue school in the last twenty years. Occasionally you see this, in particular year groups. One cohort just stands out at you. We have had a sense of this for some time with our class of 2021. Just as the most challenging and the most exciting term of their schooling journey is upon them, the rug gets pulled from under their feet. This cohort has endured so many setbacks in terms of assessment loss, face to face contact with close friends, exam stress and changes to return and HSC dates which has meant staying buoyant and focussed on the task at hand has been difficult. Coupled with the loss of end of school experiences, it is heartbreaking.

Yet, due the energy and personalities of the students, together with the amazing support of Ms Tran, Mr Beggs, Mr Dimopoulos and the Year 12 teachers, they remain upbeat, determined, resilient and agile, ready for whatever comes next. Year 12, 2021 inspire me. I cannot express my admiration for this cohort sufficiently. We will continue to do whatever we can to partner them in the remainder of this journey.

I want to pose food for thought for our school community as I reflect on Term 3 and what may lie ahead. My three reflection points are these.

1. Is investment in appropriate household technology devices and infrastructure now, an essential?
2. Is our shared experience a reminder of the central role of the family as the primary educator of children?
3. Will access to everyday activities in future, be subject to proof of vaccination status?

PRINCIPAL'S MESSAGE



My reflections below on each of these points is simply a snapshot of what has come to pass throughout this unique term.

In respect of the level of technology within homes, it was made clear by government from the outset, that as a system and a city, learning was to be online at home. There was a presumption that this expectation is something households were prepared for. Many households were equipped for this. Some were not. We know that university and TAFE have moved this way. Our interactions with every type of service and organisation is now done digitally and is web based. Working from home demands a variety of devices, software and infrastructure including high speed, reliable broadband. Has this term been an indicator that, like it or not, we all need to ensure that our homes are equipped with adequate numbers and fit for purpose devices, that we have the functional skills to use these and the other infrastructure items needed to support an increasing, domestic digital lifestyle?

In respect of the role of the family in education, long before COVID was known, two things were certain.

- Historically, the education of children was always the role of the family or the village. Schools were an afterthought and supplementary to the primacy of parents.
- Even in our compulsory schooling model, educational research is crystal clear in establishing parents and the home as the single biggest influence on students learning, engagement and achievement. Has the learning from home experiences of Term 3, given us a very real reminder of the critical role of the family in the education of students?

In respect of everyday life and vaccinations, I note that to drive a car I need a licence. To travel overseas I need a passport. We never question this. We just do it. Now, to work in a NSW school or a child care facility, requires evidence of being double vaccinated. A Digital COVID Vaccination certificate is issued through Medicare to us. Various organisations and industries across Australia are starting to implement this requirement. There has been much public debate and consternation as to which vaccination should I have, how far apart should my vaccinations be, is vaccination beneficial, is vaccination appropriate, is vaccination needed for younger people etc etc etc.

Regardless of where you or I might stand on any of this, moving forward over the next few years, what everyday opportunities and events will not be available to us if we do not have the double vaccination? It seems vaccination may simply be something we might all just have to get on and do in order to participate in things we once took for granted. Like many things we experience, we don't have to like it, but we might just have to do it. I guess we will find out in due course.

I am sure you all have your own reflections and experiences from this term of lockdown and remote learning. That is a natural outcome of the individual human experience.

For now, stay safe. As a school, above everything, we want all of our teachers and students back in classrooms as soon as it is safe to do so.

Stay healthy, stay safe, stay purposeful, stay together and stay connected. Hopefully, at some point in Term 4 we will be resuming normal transmission.

Year 10 Vaccination Program

Year 10 Meningococcal Vaccinations: Due to the current Public Health Order in Sydney, the school based Vaccination Program for Meningococcal run by the NSW Government has been postponed. It will be rescheduled and future dates will be communicated with students and families. Vaccinations have seen Meningococcal rates significantly decline in the last few decades, and as such are considered a crucial Health Initiative in the community.

Wellbeing

I encourage anyone and everyone to seek help for themselves or their families should they think they need support during these tough times.

Support Services

Kids Helpline <i>Support for kids on any issue</i>	1800 551 800 (7 days, 24 hours) www.kidshelpline.com.au
Youth Beyond Blue <i>Mental Health support for kids</i>	1300 224 636 (7 days, 3pm-midnight) www.youthbeyondblue.com
Reachout <i>Mental Health support for under 25s</i>	au.reachout.com
Headspace <i>Mental health support</i>	1800 650 890 (7 days, 9am-1am) www.eheadspace.org.au (7days, 9am-1am)
Head to Health <i>Digital Mental health advice</i>	Headtohealth.gov.au
On the line <i>Relationship support</i>	Ontheline.org.au
Parents works <i>Free online program for parents or caregivers to individuals 2-16</i>	Parentworks.org.au

Year 12 Workshop

On 18 August, all of Year 12 were invited to attend an online Wellbeing Workshop presented by Professor Hawken of the Kidman Centre, UTS. Professor Hawken is a Clinical Psychologist with expertise working with High School Students. The session focused on emotions, languishing, how to positively distract ourselves, self-soothing strategies, gratitude, negative/positive thoughts, common COVID 19 thought processes, behaviours to look after ourselves as well as mindfulness.

It was great to see so many students attend and take an interest in maintaining and developing positive habits to continue a healthy lifestyle.

Life in Lockdown

Life in Lockdown is challenging as we all know. It is important that we keep busy to challenge our minds and our bodies. I have been setting some Weekend Challenges on the Cohort Google Classrooms the last few weeks, they break up my day and allow me to get up from my desk for 20 minutes. In addition to doing my school work, I have also been playing lots of board games, and keeping active with an intense daily stretching routine. What have you been doing?

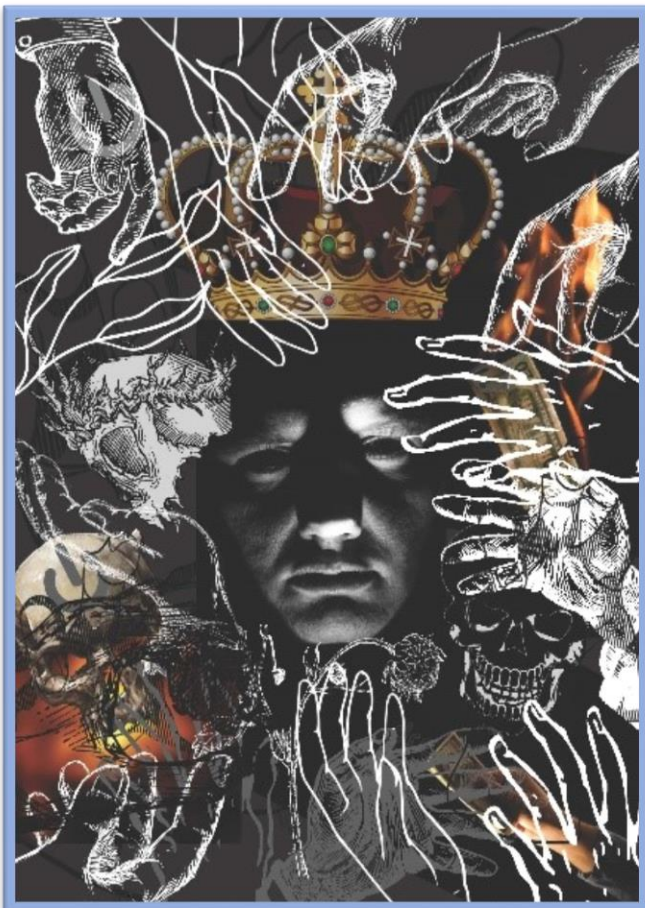
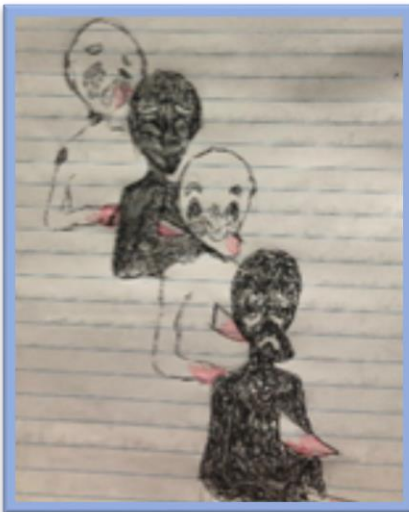


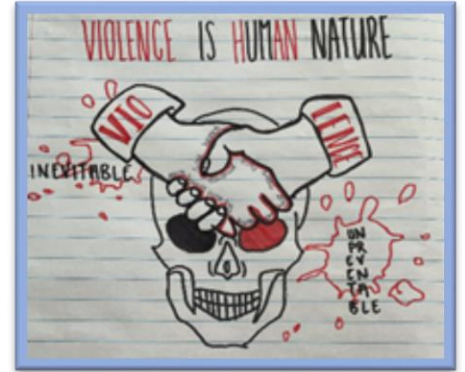
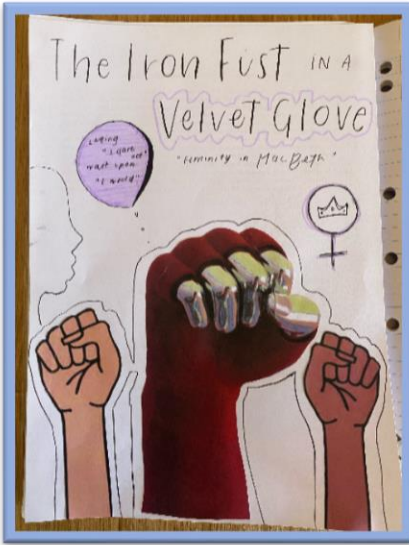
YEAR 10 ENGLISH



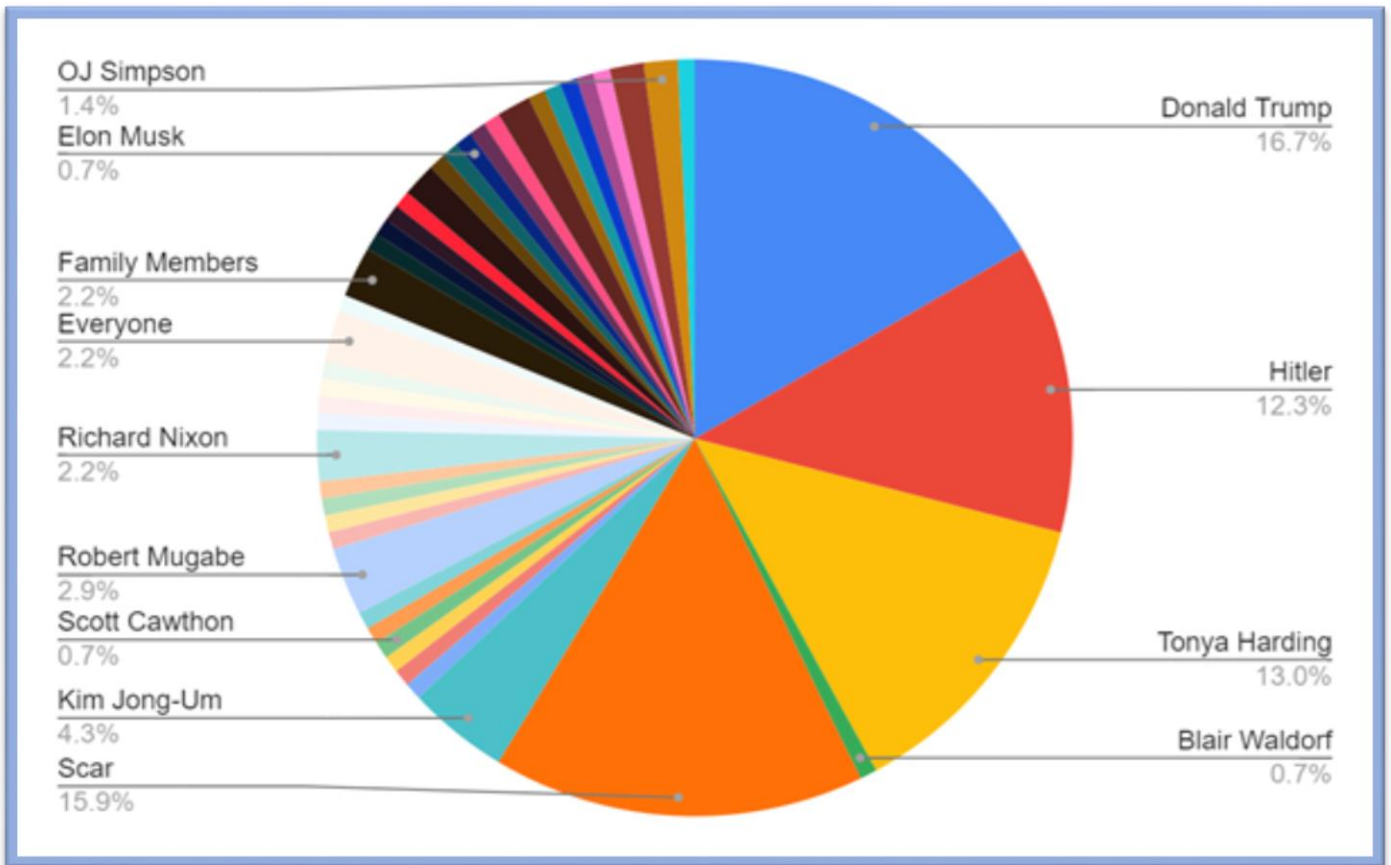
Year 10 English have been reading and analysing Shakespeare's Macbeth this term. Despite the challenges of learning about Shakespeare online, Year 10 have been incredibly dedicated to their learning and have been giving it their best.

During one of our lessons, we were considering the impact of the play on the modern era. They were required to create a visual representation of the ideas within the text. Students came up with some amazing work!





They were also instructed to decide on a historical, modern or fictional character who they thought has similar traits to Macbeth and justify their reasoning. There were some very interesting responses, varying from Hitler, to Tonya Harding, to a number of characters from Korean Dramas. Below is a table that shows the diversity in their responses.



I'm really proud of the work Year 10 has done, and continue to do, during this unit.

Ms Auzins

YEAR 11 ENGLISH EXTENSION



The Art Gallery of NSW & The State Library of NSW



Students posing outside the Art Gallery as we waited to enter due to Ms Tran overestimating how much time it would take for us to walk 500m.

The Independent Related Project is a 6 month project that students in Year 11 English Extension undertake. Students are given the parameters of this project in February and are given class time to work on this Project throughout the Year 11 course. It is an excellent opportunity for critical and creative thinking, and to push students to experiment, take risks with their learning, and produce something they can be truly proud of.

On the bright and chilly morning of 4 June, the Year 11 English Extension One class made its way to the Art Gallery of NSW to observe the confluence of artistic and literary eras. We meandered through the art gallery, observing the architecture, the artwork and paying close attention to the explanatory plaques next to each piece.

As we walked through the echoing hallways, we were encouraged to engage with freewriting, an essential skill for creative composition which would ultimately be useful in our development of our Independent Related Project. Additionally, being surrounded by the creativity of others got our own creative juices flowing, allowing us to interact with and be inspired by different literary and artistic eras and their paradigms and ideologies.



Students posing with an art piece that confronted us all with the cycle of life and how inevitable and immutable it is.

YEAR 11 ENGLISH EXTENSION



After some rigorous writing, we shared some lunch in the Art Gallery's gorgeous eating area. We had pastries galore, mountains of snacks, cakes and cupcakes, drinks and the best company!

Students gathered around the table to share a meal.



We walked over to the State Library of NSW through the gorgeous botanical gardens, stopping now and then to observe the natural world around us, humanity's interaction with it and how we fit into this part of the world like perfect puzzle pieces. The girls felt like Austen heroines pacing through wild countryside, hitching up imaginary Regency era skirts! While we did this, of course we voted on our favourite trees. Here's one of our favourites!

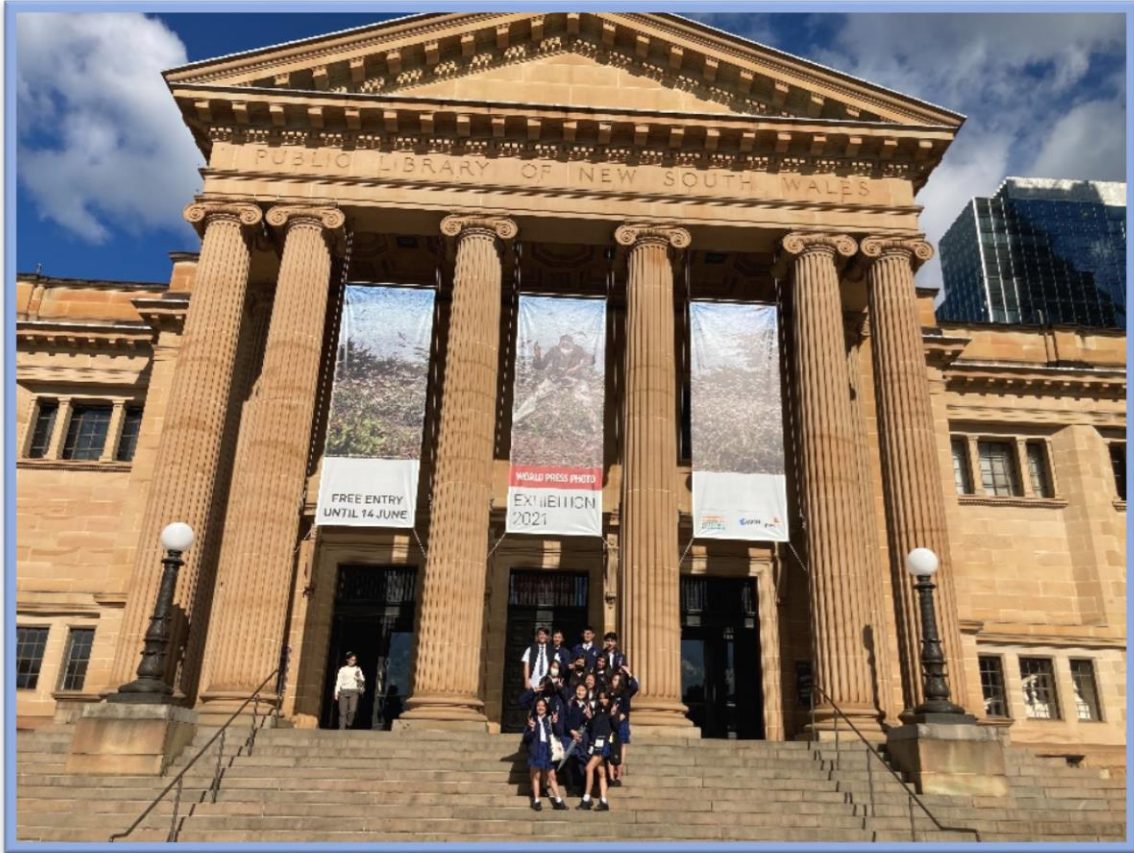


Students gathered in front of our favourite tree.

YEAR 11 ENGLISH EXTENSION



Finally, we made it to the State Library of NSW!



Students in front of the State Library of NSW

Its hallowed halls were quite intimidating but we wound our way down to the lower levels of the Library, got our free library cards (that gives us access to a wealth of resources!) and listened to the fabulous research specialist librarian explain to us how to maximise our learning processes.

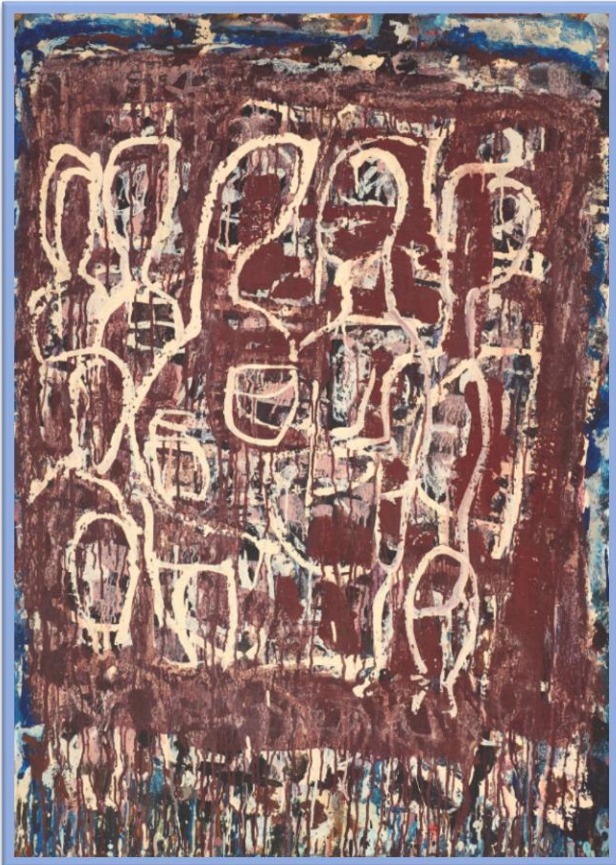


Students reading quietly in the State Library of NSW

Student Commentary on the Excursion

The excursion was very enjoyable especially at the art gallery, the combination of abstract and modern artworks were good materials of inspiration as they gave rise to the development of new ideas for my IRP. I was especially drawn towards the abstract artforms since they provided me with endless possibilities to brainstorm concepts to somehow include in my Independent Related Project whether it'd be plot wise or theme wise.

Winston C



Our Extension English class had the opportunity to visit the State Library and Art Gallery for us to inspire ourselves for our Independent Related Project. Ian Fairweather's painting, *Composition with Figures*, was my source of inspiration for parts of my free writing. At first glance, the painting seemed chaotic and nonsensical but after periods of staring and inspecting, it was one which conveyed the multitude of experiences we have as humans. Some are desirable, and some aren't. This excursion opened my eyes to the complexity of the human experience and it was a nice relaxing day!

Composition with Figures by Ian Fairweather

Megan D

Appearance vs. Reality

Roi soleil by Ian Fairweather

The central figure of the boy king in 'Roi soleil' asserts his divine status with the gesture of his hand. His image reappears in successive layers on the board, emphasising his presence and authority. The bottom half of the composition suggests the subject is seated on a buffalo.

The first of Ian Fairweather's large paintings, 'Roi soleil' was painted in the summer of 1956 when he had just finished building himself a new hut on Bribie Island which, though primitive, greatly improved his living conditions.



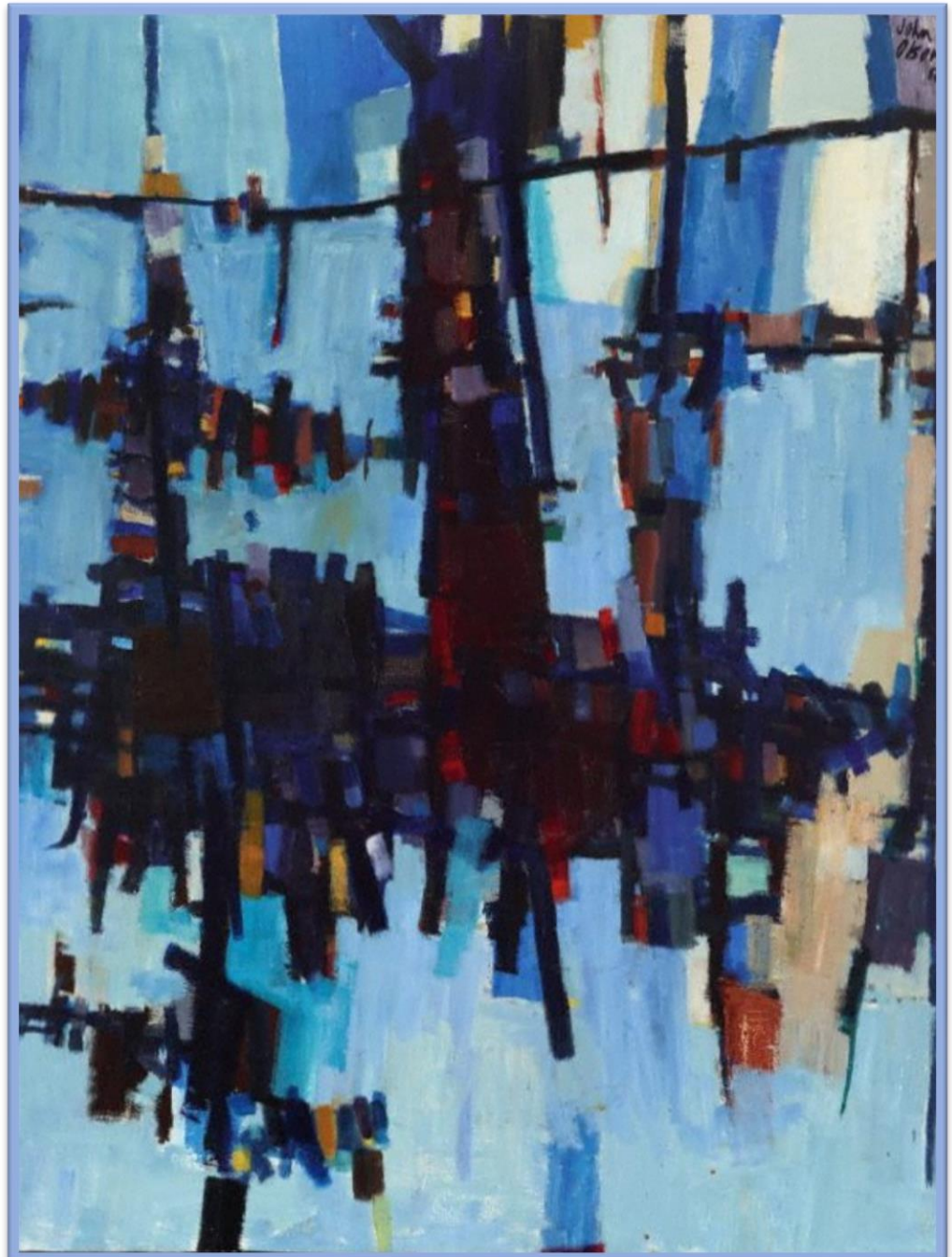
Considering the context of this painting being about the last king prior to the French Revolution, I feel it presents an idea about the image of the self that the world perceives, which is dissimilar to who we are. The 'sun king' in this painting presents divinity and authority. However, all I feel in relation to the context of this king, is loneliness, confusion, and fear. In light of the uprisings and protests and upheaval across the city prior to the major events of the French Revolution, I would assume the king had other feelings suffocating him behind the throne. Would even those of authority or divinity not be consumed by anxiety, fear or frustration? The royal status of what the king may have endured, is what I believe was only the surface of who he was. In relation to my manifestation for my Independent Related Project, despite the appearance my character presents to her audience, in her everyday life she struggles with the frustration of an anxiety she cannot shake, as she walks through life with the eyes of men following her path.

Queenie D

The entire experience itself was both refreshing and insightful. To be given so many occasions to engage in free-writing while being immersed in such culture-rich areas (in the art gallery especially - the atmosphere was breath-taking and the diversity of the artworks appealed to everyone's different interests) was a delight. My favourite artwork, in particular, was *Dry Salvages* by John Olsen (1956), an interesting representation of our quiet acceptance to rippling voids - *how far can a void stretch before we notice?* It greatly inspired me to write a short satirical paragraph on how absurd almonds can become before we notice. This actually inspired me to explore this concept deeper in my IRP as well, amongst other artworks I will reference in my IRP. :)

Dry Salvages by John Olsen

Lisa H



The excursion was a pretty fun and relaxing day! It was a good break from learning in classrooms at school. I enjoyed the Art Gallery visit the most. It was very peaceful and quiet and there were some pretty paintings too. Plus the Art Gallery was also where we ate our lunch for the day which was very cool. The State Library was also a nice place to visit though the quietness there was a bit more tense since everyone was studying. I felt tired at the end of the day but it was an awesome day.

Pricilla K

Our year 11 Extension One class all gathered to explore the history behind art and all different art forms, from different eras that combine to create different types of literature. We explored the Art Gallery of NSW, where we took a moment to appreciate and recognise the purpose between different artworks, and what evaluations had been made for this artwork depending on its time period. During the tour around the State Library of NSW, we all took a more personal approach to literature, having the opportunity to immerse ourselves into the enchantment and appreciation of the many, many books there. Overall, it was an amazing experience to gather around with each other and experience the history between literature and art itself!

Yoona L

This excursion was more motivational than inspirational, but then again, in order to be motivated it would mean that I was, if anything, quite inspired. The sparkly atmosphere of this outing with my classmates and Ms Tran, as well as having wonderful food and free writing sessions - by the end of which I had written two solid paragraphs - was a refreshing experience that motivated me to progress on my Independent Related Project when I arrived back home. Overall, I had heaps of fun, would do it again!

Isabelle L

A Free Writing Piece

There was not much that I could say or think of as I set my vision deep into the realm of abstract art. Perception of the land, the unknown, humanity, and the experiences of arriving in a new place. I could see everything. They say that the artist often reveals himself in his paintings. The artist unlocked his own barrier for me, for us. They allowed me to see their deepest fears, thoughts, unspoken desires, cherished memories.

I stare at art to unravel the mess of secrets within the heart of the artist. But how could you be so courageous as to showcase yourself to the world. I could never reveal my own soul to the world, for they could never handle the tumult of my wrath, the tsunami of my grief, or the torrents of my jealousy.

They'll drown.

Jasmine L

During our tour at the Art Gallery of NSW, I came upon a sculpture that truly resonated with me. Robert Klippels's No.300 at first seems like a bunch of random steel sections combined together in a mess, but through further analysis it is easy to identify that each component has a lot of detail to it and could be reflective of our lives as being chaotic but every moment serves a particular purpose. This idea is further explored through the material that has been used where steel represents hardships. The sculpture also seemingly has a linear function that has the steel sections being very compact symbolising that early on our lives the only thing we know how to is conform with society, but once we develop and progress through life we are able to think for ourselves and create our own ideas and perspectives thus developing a sense of individualism shown by the steel components branching out at the top.

No.300 by Robert Klippels

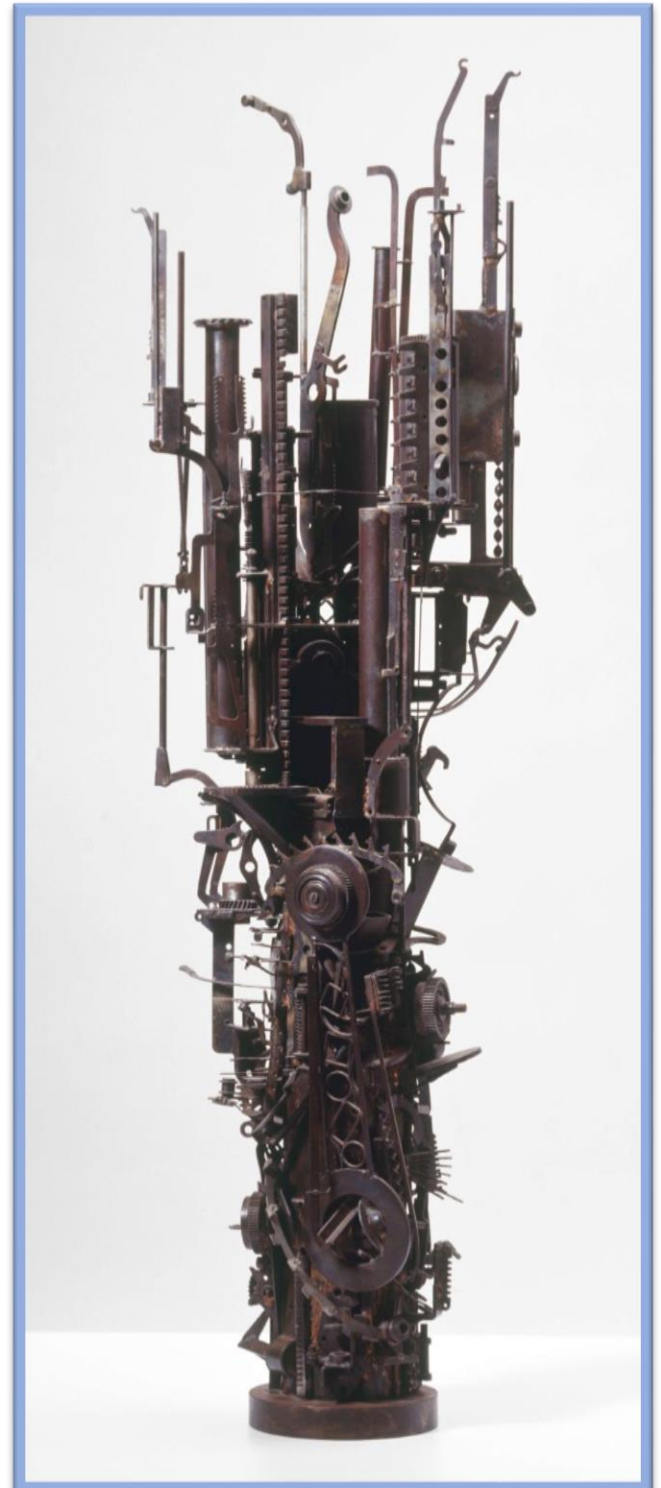
Edwin L

I found the excursion to be very thought-provoking. Many ideas came to mind; I found it especially interesting how I was able to link most of the paintings to a possible idea that I could explore in my manifestation. However, one art piece, in particular, gave me a particularly great idea, which involves critiquing how humans live, where they will sacrifice all to reach a higher state than any other figure in society, for the sake of power and authority.

Brian N

Despite the constant reminders that we actually had to somehow relate our excursion to the work we were doing in class, the Extension English excursion was an enjoyable experience. On the day, we were shown beautiful pieces of art, endless shelves of books and a few bugs that decorated the trees that Ms Tran thought looked 'cool'.

Nancy N



YEAR 12 ENGLISH EXT MOVIE NIGHT



Year 12 English Extension students have been working so hard recently preparing for exams and making sure our critical and creative skills are on point.

But we received a weird homework task from Ms Tran: to host a movie night get together and watch a wholesome movie! So, we together to watch a movie on the weekend!!!

It was a great break from all the online work on google classroom and a way to reconnect with classmates in an online space :) It was an amazing experience and a tiny escape from lockdown 😊 we talked about a lot of random things and had so much fun and would recommend doing this in other classes as well!!! Keeping connected is so important in times like these and it's great to know that your classmates are still around for you as well. It's a bonus that we all have a shared love for English!

Take some time to connect with your friends and peers and make sure to stay safe and healthy :D



From: The Year 12 English Extension Class



MATHEMATICS NEWS



This term in Mathematics we adapted to online teaching. Of course, our agility went into overdrive and the Mathematics staff continued to work remotely to deliver quality work to our students to suite all abilities.

During our online learning experience, we were able to run the Mathematics Competition and were pleased to have a high participation rate. We also engaged in Zoom meetings with our year 12 students to assist with their queries.

The Mathematics staff have been working diligently to provide the best learning opportunity for our students online by developing resources, recording lessons, creating numeracy activities, challenges, supporting students with queries and ensuring that they are coping well with the work given.

The engagement level of our students has been at a high level and we are proud of the effort they have put in to complete the work assigned. We were humbled by the positive feedback from our students as well as suggestions towards their learning on Google classroom.

We would like to pass on a warm good luck to our year 12 students for their HSC. You are doing an awesome job and we hope you do well!

Thank you also to the parents and carers who have supported our students during these extraordinary times. We really appreciate your assistance in ensuring the continual learning of our students remotely in mathematics. We are looking forward to seeing our students again when the time is right for us all.

Thank you,

Ms Najem

Head Teacher Mathematics

2021 Year 10 Maths
Class code: lgrev45
Meet link: Generate Meet link

Upcoming
Due Friday 11:50 AM - Week 6 Outline

Announce something to your class

Ms Bian posted a new material: Week 6 Numeracy Activities (10:26 AM (today 10:27 AM))

Ms Law posted a new material: Graphing Lesson 7 (Standard+Extension) (Yesterday)

Ms Law posted a new material: Graphing Lesson 8 (Standard+Extension) (Yesterday)

Australian Maths Comp Online 2021
Class code: xavgye2
Meet link: Generate Meet link

Upcoming
No work due soon

Announce something to your class

Remote Learning Questions

Questions (Posted Yesterday)

Remote Learning Week 6 2021

Week 6 Unit of Work (Due Aug 20, 11:00 AM)

Lesson 1 Rates of Change (Posted Yesterday)

Lesson 2 Displacement, Velocity and Accel... (Edited Yesterday)

Lesson 3 consolidation (Posted 8:24 AM)

Logs, Expo and Differentiation Review Task (Due Aug 23, 3:00 PM)

Remote Learning Week 5 2021

Positive comments from students online

NEW COMMENT
Junehyuk GOH
Hi! I'm doing well. Thank you for asking.
No miss that's more than enough!
Thanks so much 😊
Reply
Posted Aug 5 by Junehyuk GOH

NEW COMMENT
Elannah Tan
Ok, Thank you Miss :)
Reply
Posted Aug 3 by Jalal Hadid

MATHEMATICS CHALLENGE



One of the programs the Mathematics Faculty offered our students this year was the Australian Mathematics Trust's Maths Challenge. This three week program was run over the April school holidays and requires students to work independently to solve six challenging mathematics problems, often outside the scope of the school curriculum.

The Maths Challenge's aims are to encourage and foster greater interest and awareness in the power of mathematics as well as to assist students discover joy and satisfaction in solving challenging problems. The program also helps identify talented maths students and recognise their achievements.

This year we had 10 students complete the program. Congratulations to the following students who achieved a Credit or higher.

Alexander C (Year 10) - High Distinction

Linkai H (Year 7) – Distinction

Joseph N (Year 10) – Distinction

Paul P (Year 9) – Credit

Usman K (Year 10) – Credit

Alexander W (Year 10) – Credit

Tristan W (Year 10) – Credit



Ms Li - Maths Challenge Co-ordinator

GIRLS DO THE MATHS



The Girls Do the Maths workshop run by The School of Mathematics and Statistics at UNSW is annual series of free workshops for female students in their final years of high school. The workshop is usually run on campus, but this year schools had the option of participating via an online Zoom meeting held on 17 June. The event is aimed at encouraging talented female maths students to study maths related university courses. Participants learned about UNSW's programs in mathematics, statistics and data science, and the wide array of careers that studies in these areas can lead to.

During the Zoom workshop, students participated in interactive mathematical activities, learning about one of the fundamental theorems of statistics, the mathematics of Graph Theory and the "Bacon Number" (named after Kevin Bacon). Students also heard from mathematicians and how they used their skills to solve problems. One of the presenters was Dr Virginia Wheway, who is an accomplished and influential data-focused executive with diverse skills and experience across numerous industries including aviation, mining, manufacturing, government, medical research and finance. Her talk and career really demonstrated to our students the interesting and varied jobs a background in mathematics can open doors to. Dr Wheway is an engaging speaker and here is a link to the talk she delivered at the on campus Girls Do the Maths event this year : <https://www.youtube.com/embed/eEj56HGccg>

Ms Li - Maths Teacher



Natalie N-T and Vivian H



Katherine N, Caitlin D and Natasha L



STEAM CHALLENGE

This year our Year 10 students were invited to participate in the Sydney Metro Minds STEAM Challenge. Sydney Metro believes Sydney's youth has what it takes to come up with innovative solutions to Australia's biggest public transport project by working together.

The challenge involves students using the design thinking process to address areas of priority which include sustainability, customer experience, health and safety, engineering, and place making. The design thinking process requires students to empathise with stakeholders, come up with a driving question requiring a solution, select an idea, produce a prototype and test and evaluate that prototype.

During the challenge, our students met with Sydney Metro Ambassadors to sound out their ideas and get some advice. Our four teams came up with some fabulous pitches for their ideas but unfortunately did not make the list of finalists this year. Despite this, the Sydney Metro Minds Challenge provided an incredible learning experience for all participants. Students developed their skills in the design thinking process, worked collaboratively as a team, researched and developed prototypes and engaged in technology.

We look forward to more teams participating in next year's challenge.

Ms Li - STEAM Challenge Co-ordinator



A well-crafted Mathematics assignment that integrates technology can motivate students to become creative problem solvers. It can open up opportunities for them to explore and discover various mathematical ideas, make connections with them, and understand the relevance of the subject in the world around them.

In Term 2 this year, our Year 12 Mathematics Advanced students completed an investigative assignment using technology, as part of their course requirements. The task involved using Mathematical equations on DESMOS to design a roller-coaster that meets certain specifications. The goal was to encourage students to bring out the creative genius within them by utilizing their knowledge of the mathematical content covered in the course and undertaking further research where required.

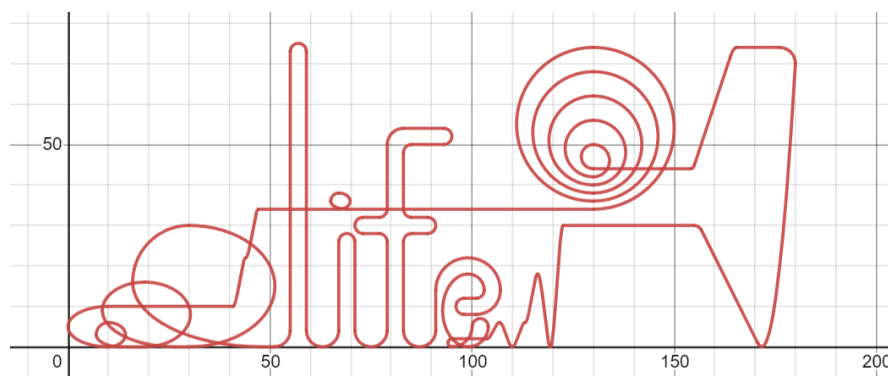
The enthusiasm shown by the students towards this task was surprising as well as impressive. Although this was a Mathematics Advanced only assignment, a few of our Extension 2 students voluntarily completed this, amidst their demanding workload, and produced some astounding designs. Many of the submissions were beyond our expectations and here are some that really deserve a big shout-out.

Ms Abrams - Maths

Roller coaster design connected by using various mathematical functions and graphs.

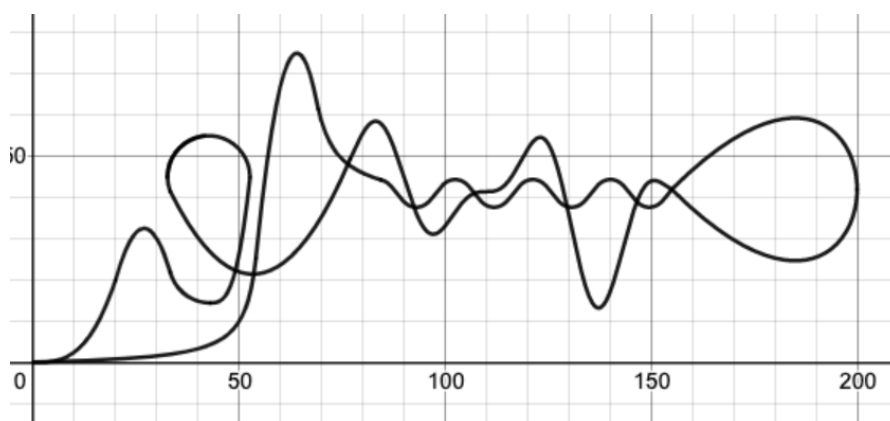
Kevin D Year 12

Design 1:



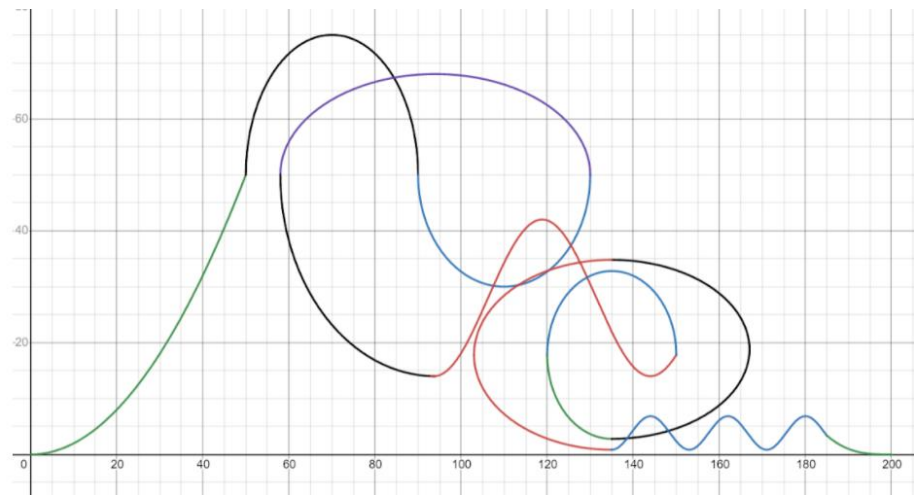
Ho C Year 12

Design 2:



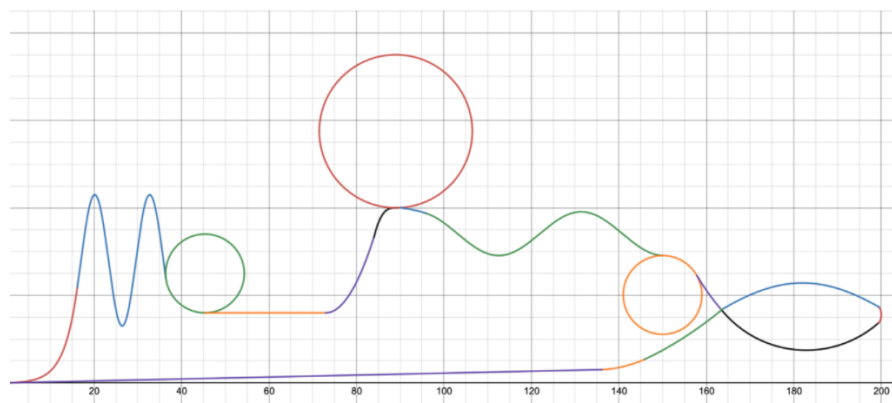
Jiali M Year 12

Design 3:



Angel D Year 12

Design 4:



Further creativity in mathematics –
using equations to make various designs.

Alan D-B N Year 12

Design 1:



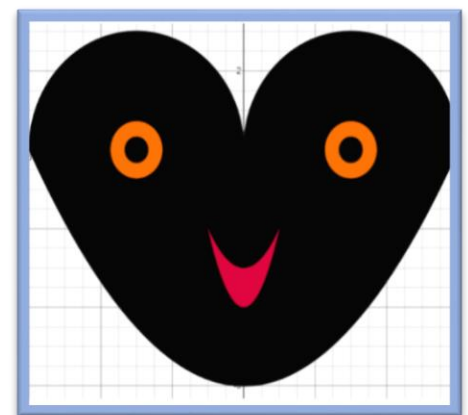
Jennifer T Year 12

Design 2:



Bao B Year 12

Design 3:



Australian Science Olympiads 2021 @ Sefton High School

During Week 3 of this term, several students from Years 10 and 11 participated in the Australian Science Olympiad exams. These exams challenge students' scientific knowledge, critical thinking and problem solving skills. For Year 11 students, this is an opportunity to test their expertise in the disciplines of Biology, Chemistry and Physics. For Year 10 students, the Junior Science exam covers general science content up to Year 10 level. The exams lasted 2 hours and were held online.

Our participants this year were Megan D, Amy P, Kylie H, Angela N, Anh Phong Brandon T, Kexin Q, Patrick P, Nancy N, Edwin L, Mohammed S, Sheridan D, Andy H, Kathleen C, Tina N, Lisa H, Frederick H and Gilbert Z from Year 11 as well as Ava S, Chloe P, Lucinda N, Sharon C, Sara R, Leyna N and Laura L from Year 10.

I would like to congratulate all our participants and special congratulations to Sharon C of Year 10. Sharon was selected to participate in the Junior Science Olympiad Spring school based on her outstanding performance in the exam. The results from this competition will be released later this month.

Obesity and Heart disease

disease and other serious medical conditions like type 2 diabetes.

children are over weight

to obesity

A way to prevent obesity and heart disease is to eat more vegetables & fruits with vitamins and minerals

For every 10 years someone is older, they

It is important to watch the amount of food you

Why Is It An Issue?

- Heart disease is the leading cause of death for men, women and most racial and ethnic groups in Australia.
- 1 in 4 Australians are affected by heart disease, accounting for more than 4.2 million Australians
- Heart Disease kills one Australian every 12 minutes

How Diet And Exercise Are Linked To Heart Disease

Diet and exercise are important factors linked to heart disease. Having an unhealthy diet and rarely exercising could lead to bad heart health and increase the risks of heart disease. Having a healthy eating plan, however, can help lower the risks of heart disease.

Solutions

You can lower your risks of getting heart disease by:

- Exercising for at least 30 minutes on most days of the week
- Limiting alcohol consumption

Health & Disease STAY AWAY FROM OBESITY

Obesity is a disorder involving excessive body fat that increases the risk of health problems. It is also associated with the leading causes of death in the United States and worldwide, including diabetes, heart disease, stroke, and some types of cancer. Obesity often results from taking in more calories than are burned by exercise and normal daily activities. Obesity occurs when a person's body mass index (BMI) is 30 or greater.

Obesity is usually a self treatable disease, this could be done through taking your diet, by eating more healthy meals your body does not take in more calories which make it easier to burn which is done through exercise. Physical activity increases people's total energy expenditure, which can help them stay in energy balance or even lose weight, as long as they don't eat more to compensate for the extra calories they burn.

1 in 3 adults are OBESE

CAUSING:

- CANCER
- HIGH CHOLESTEROL
- BACK PAIN
- HEART DISEASE
- HIGH BLOOD PRESSURE
- DIABETES

DIET AND EXERCISE

DIETING & EXERCISE HELPS REDUCE OBESITY AND ALSO REDUCE THE RISK OF HEART DISEASE (by lowering blood pressure & levels of LDL)

2 OUT OF 3 don't get any more PHYSICAL ACTIVITY

ADAPTING THE DIET AS WELL AS BEING HEALTHY CAN HELP REDUCE THE RISK

YOU can REDUCE the RISK

Work in Science 7-8

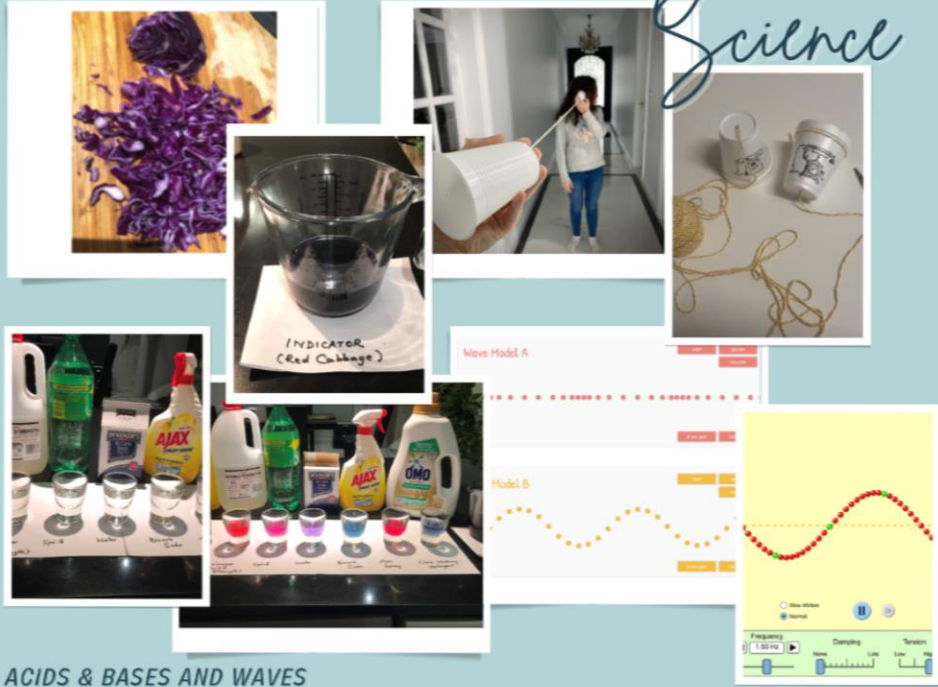
home experiments!

Shop edgy

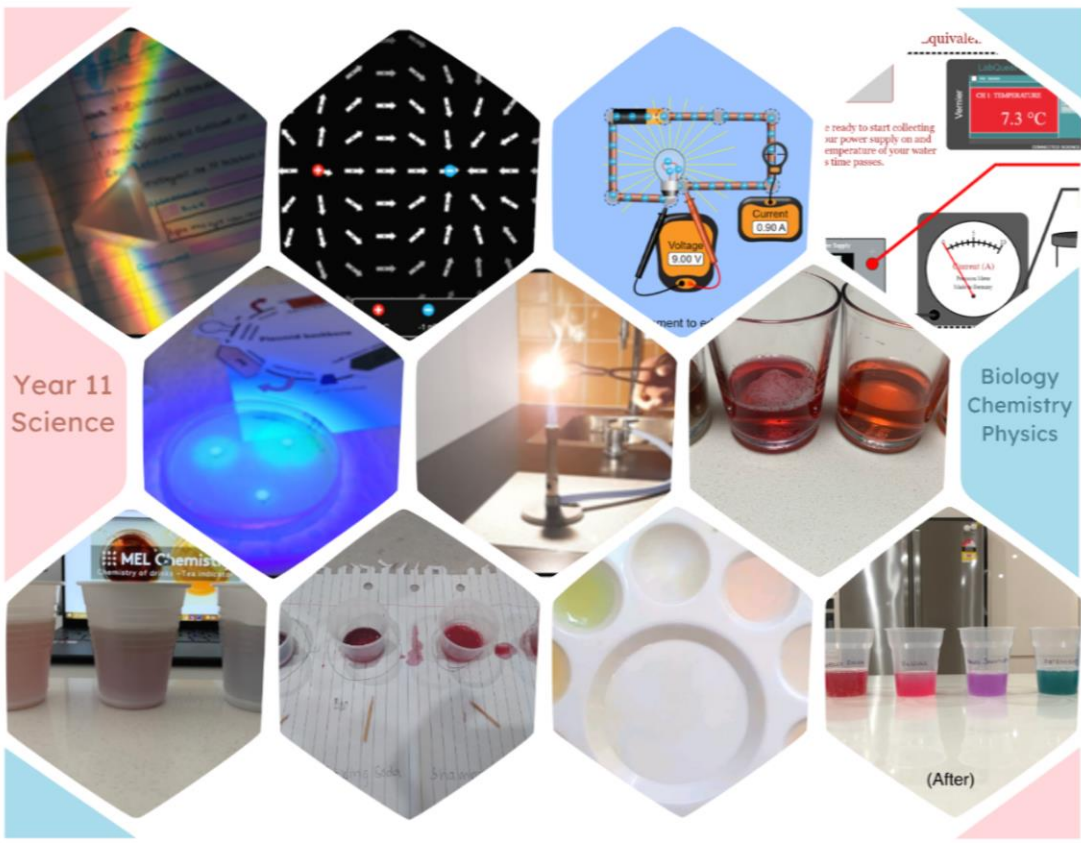
AUSTRALIAN SCIENCE OLYMPIADS



*Year 9 & 10
Science*



ACIDS & BASES AND WAVES

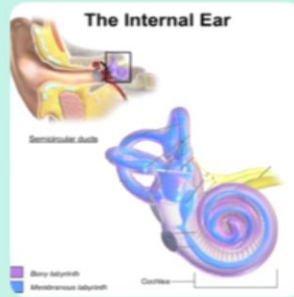
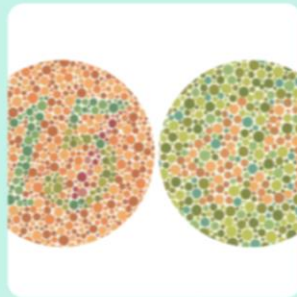
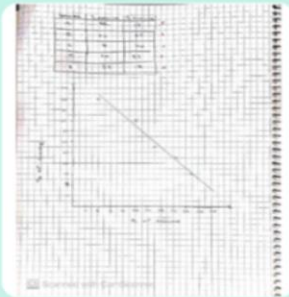


Year 11
Science

Biology
Chemistry
Physics

(After)

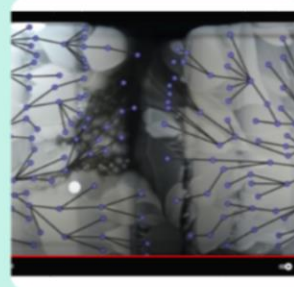
AUSTRALIAN SCIENCE OLYMPIAD



Year
12

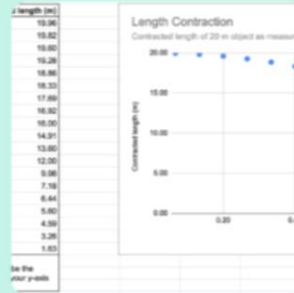
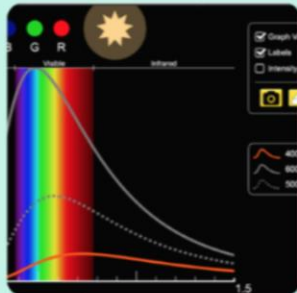
DE TO COMMON HOUSEHOLD PLA

Science



Handwritten text, likely a student's response to a question.

De Broglie's $\lambda = h/mv$
Bohr's quant $\frac{1}{\lambda} = R_H \left(\frac{1}{n_2^2} \right)$



Bio
Chem
Phys



Jokes & Puns to take you through the week! 🤪 📅

~ brought to you by Year 10 Science and Year 11 Biology students 😊 ~Mr. Lu

Me: *sees a dope meme*
Brain: *releases dope-a-meme*



What do you call a magic dog?
A labracadabrador!

Q: why can't you trust an atom?
A: because they make up everything!

The past, present, and future walked into a bar. It was tense.

What do biologists post on Instagram? Cell-fies



I'm reading a book about anti-gravity. I can't put it down.



What do you call an acid with attitude? ***a-MEAN-o acid***



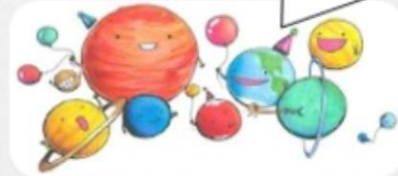
How does Juliet maintain a constant body temperature?
Romeostasis.

Q: What did Gregor Mendel say when he founded genetics? A: ***Whoopea!***



How do you organise a space party? You planet!

Why don't eggs tell jokes? Because they'd crack each other up!



What did the sushi say to the bee? ***Wasabee!***



Why did Adele cross the road? To say hello from the other side.

What does a subatomic duck say? Quark!



What did the drummer name his twin daughters? ***Anna 1 Anna 2***



One tectonic plate bumped into another and said "sorry, my fault"



What did the grape say when it got crushed? Nothing, it just let out a little wine

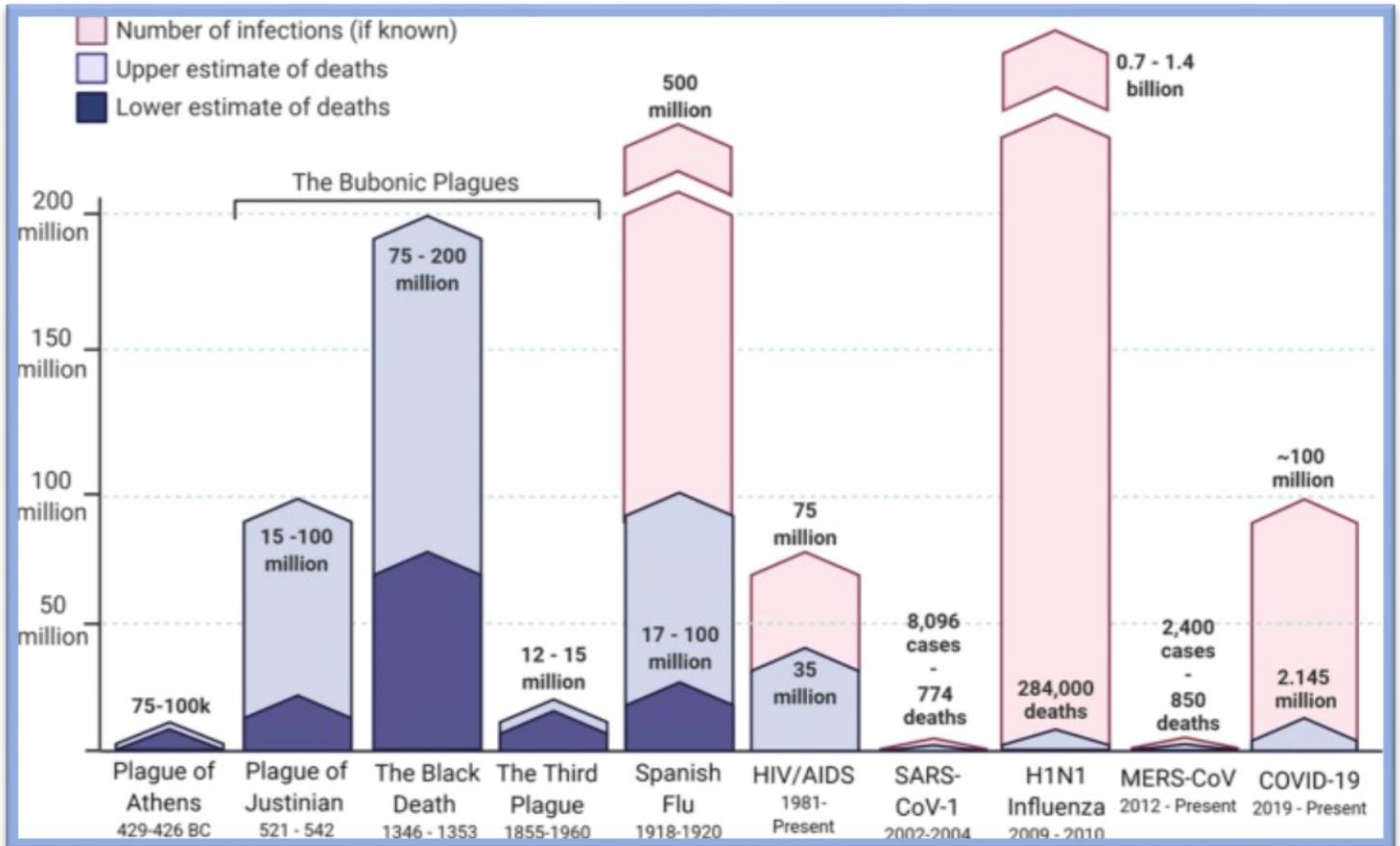
What do a tick and the Eiffel Tower have in common? They're both Paris sites.

Why did the golfer bring two pairs of pants? In case he got a hole in one.

What did the juice say to the other? **THEY SQUEEZED THE LIFE OUTTA ME!**

Students are studying pandemics in history. They focus on the bubonic plague as part of their unit on medieval Europe. Students were then asked to research other pandemics. The relevance is to our contemporary pandemic. Students are asked to draw similarities and how history can repeat itself. What can we learn about pandemics by studying the past?

History Repeating Itself - How does Covid-19 compare?



Plagues and epidemics have ravaged humanity throughout its existence, often changing the course of history.

Cholera, bubonic plague, smallpox, and influenza are some of the most brutal killers in human history. And outbreaks of these diseases across international borders, are properly defined as pandemic, especially smallpox, which throughout history, has killed between 300-500 million people in its 12,000 year existence.

WHAT ABOUT COVID-19 (THE NOVEL CORONAVIRUS)?

In late December of 2019, a series of mysterious pneumonia cases were reported in Wuhan, a city of 11 million people in central China. Initially, Chinese health officials said there was no human-to-human transmission, but that assessment quickly came into question as cases doubled and then tripled. Wuhan went on lockdown, but by then it was too late — cases were now showing up in Thailand and beyond. By March of 2020, the virus had spread to nearly every corner of the world, with entire nations under stay-at-home orders. Schools shifted to online learning. Workplaces transitioned to Zoom. On March 11, the World Health Organization declared a global pandemic.

The disease has spared nobody. British Prime Minister Boris Johnson and U.S President Donald Trump were both hospitalized with covid-19. Late last year, hope arrived in the form of vaccines. So far, however, they have reached only a fraction of the people who really need them.

But we can learn from pandemics in history to determine our best courses. These are our teachers – the Spanish flu, the Asian Flu, and more.

ASIAN FLU (1956-1958)

Death Toll: 2 million

Cause: Influenza

Asian Flu was a pandemic outbreak of Influenza A of the H2N2 subtype, that originated in China in 1956 and lasted until 1958. In its two-year spree, Asian Flu travelled from the Chinese province of Guizhou to Singapore, Hong Kong, and the United States. Estimates for the death toll of the Asian Flu vary depending on the source, but the World Health Organization places the final tally at approximately 2 million deaths, 69,800 of those in the US alone.

SPANISH FLU PANDEMIC (1918)

Death Toll: 20 -50 million

Cause: Influenza

Between 1918 and 1920 a disturbingly deadly outbreak of influenza tore across the globe, infecting over a third of the world's population and ending the lives of 20 – 50 million people. Of the 500 million people infected in the 1918 pandemic, the mortality rate was estimated at 10% to 20%, with up to 25 million deaths in the first 25 weeks alone. What separated the 1918 flu pandemic from other influenza outbreaks was the victims; where influenza had always previously only killed juveniles and the elderly or already weakened patients, it had begun striking down hardy and completely healthy young adults, while leaving children and those with weaker immune systems still alive.



THE BLACK DEATH (1346-1353)

Death Toll: 75 – 200 million

Cause: Bubonic Plague

From 1346 to 1353 an outbreak of the Plague ravaged Europe, Africa, and Asia, with an estimated death toll between 75 and 200 million people. Thought to have originated in Asia, the Plague most likely jumped continents via the fleas living on the rats that so frequently lived aboard merchant ships. Ports being major urban centers at the time, were the perfect

breeding ground for the rats and fleas, and thus the insidious bacterium flourished, devastating three continents in its wake.

Above: The Plague doctor's mask.

PLAGUE OF JUSTINIAN (541-542)

Death Toll: 25 million

Cause: Bubonic Plague

Thought to have killed perhaps half the population of Europe, the Plague of Justinian was an outbreak of the bubonic plague that afflicted the Byzantine Empire and Mediterranean port cities, killing up to 25 million people in its year long reign of terror. Generally regarded as the first recorded incident of the Bubonic Plague, the Plague of Justinian left its mark on the world, killing up to a quarter of the population of the Eastern Mediterranean and devastating the city of Constantinople, where at its height it was killing an estimated 5,000 people per day and eventually resulting in the deaths of 40% of the city's population.



Déjà vu? These kids are doing remote learning over the radio during a polio outbreak in the '40s.



SEFTON OLYMPICS COMPETITION

Sefton High School Historians proved that remote learning can be just as engaging and competitive with their fun Sefton Olympics Competition.

Year 7 History were challenged in re-enacting or modelling an important aspect of the Ancient Olympic Games, which of course originated in Ancient Greece.

Australia won many Gold medals during the 2021 Olympic Games and this competition cleverly coincided with the closing ceremony of the 2021 Olympic Games in Tokyo.

The modern Olympic Games still use some of the traditions from the past, such as the winner's wreath, Olympic torch and medallions.

The Olympic Games have continued through centuries and have only been disrupted twice, during both World Wars.

Not even COVID-19 could dampen the Olympic spirit!

Congratulations to Skye H our Sefton Olympics winner 2021.



One of the options in our Olympics competition was making a winner's wreath!



Note: The instructions are for making a Roman laurel wreath rather than specifically an olive leaf wreath as the Greeks made, but it still worked out great!



SEFTON OLYMPICS COMPETITION

Winners Announcement

Hi historians! ^^

At last, what you've all been waiting for, we will be announcing the winners of the **2021 Sefton Year 7 Olympics!** We were SO impressed with the level of effort, creativity and talent that we saw! We had soooooo many brilliant entries that we had to invent more categories. We wish that we could make it rain merits, but unfortunately, that is not possible given the present situation. Therefore, there can only be one first place recipient! After several rounds of very intensive and completely unbiased judging, here are the winners!

First Place (WOOOOW!)

SKYE H

Skye recreated a scene from the Olympics and it was awesome! It also featured a super cute and well made torch. We crown you the winner of the 2021 Year 7 Sefton Olympics, please enjoy this wreath that you have earned with much dedication:



Special Mention!

NASRIN E

Nasrin did a fabulous job recreating a scene from the Olympics! Nasrin's props involved a handmade torch (which is very awesome as you can see from the picture), a super cute olive wreath and even a very cool medal announcing Nasrin as the winner of the 2021 Pandemic Olympics! Such creativity and effort, really praiseworthy!



Fanciest Editing Skills!

ZENO D

It took us a while before we realised that the image of Zeno playing basketball was actually photoshopped! Such superb editing skills, we just had to make up a new category to recognise Zeno's efforts. Thanks for giving us a laugh!

Cutest Sibling Feature!

JONATHAN O

Too cute and 100% effective for bringing a smile to anyone's face! Thank you to Jonathan's sister for being so adorable and for her hard work in running down the hallway with a super awesome Olympic torch in hand and cutely shouting 'The Olympics!' at the end in order to earn Jonathan recognition in the competition!



Most Aesthetic Olympic Wreath!

SHARA L

Made with 100% natural and REAL leaves from the outside world! Absolutely brilliant arrangement and the final product is SO COOL! Gasps in awe O:



Reigning Javelin Champion

JEREMY L

Jeremy: Ms I'm pretty good at javelin?

Ms Pham: Psh, yeah okay.

Jeremy: I just threw my paper javelin 18.40m

Ms Pham: ...Cool T_T

Congratulations to Jeremy who with such skill totally clowned Ms Pham's measly 5m javelin record!



Cutest Pet Feature

VANESSA C

Credit to Vanessa's dog for being a totally adorable floofy ball of fur. Vanessa's Olympic torch design was also very aesthetic, that is partly why lil doggo was very happy to be in the photo we're sure!

Awesomest Colouring-In!

ELINA C

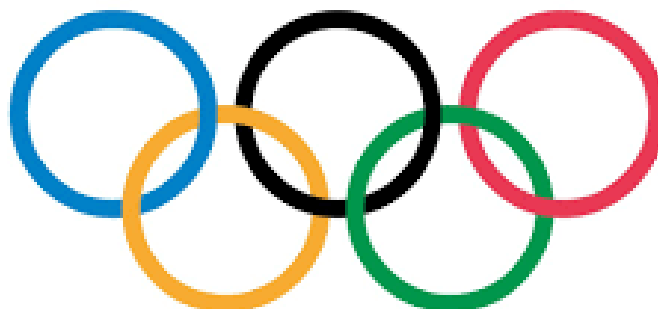
Elina's submission was super colourful and the attention to detail when working on the piece was so apparent. Look at the rainbows they are so awesome don't you just love rainbows, us too! Great job! :D



Most On-Point Written Response

CARDON W

Fantastic answer that completely blew us away and was hit the nail on the head in terms of answering the question. Super impressive!

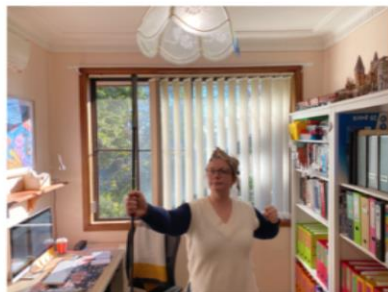


SEFTON OLYMPICS COMPETITION

Defeating A Spider to Make a Wreath With Real Leaves!

MS IRVINE

In order to make an awesome wreath with real leaves, Ms Irvine suffered a frightful ordeal involving a very close encounter with a spider who had been meanly hiding under the leaf and rudely crawled over Ms Irvine's hand! D; But, Ms Irvine bravely endured and defeated the spider in order to finally submit entry for our Olympics competition! Truly demonstrating great Olympic spirit! We just had to invent a new category to recognise what Ms Irvine went through in order to give us these pictures, so a big thank you and please enjoy:



You Tried!

MS PHAM

As recognised by the History faculty, Ms Pham did her best. Effort is what matters after all! Congratulations for your 5m record!

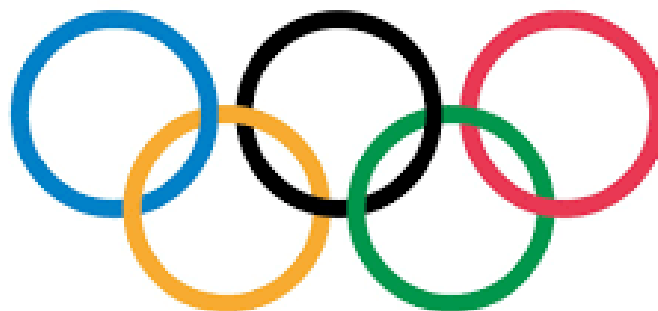
Ms Pham's Winning Speech — I knew I would win an award, I mean I thought it would be first place, but it is still an award so I'll take it! Thank you for all the support and compliments of my javelin skills! I will keep working to beat my record and one day become the reigning javelin champion of Sefton HS!



A huge congratulations to all of our winners! Eternal glory and fame is yours to enjoy!

Once again, thank you all SO MUCH for taking the time and effort to create such awesome submissions! Hope everyone enjoyed participating :)

All the best,
The History Faculty ^^



YEAR 8 HISTORY



Something truly incredible happened in A24 last term. Through the magic of magic we were able to travel THROUGH TIME!!

Unfortunately, when we landed it was right at the beginning of an Aztec sacrifice! There in the heart of Tenochtitlan the Aztecs priests were ready to pull the heart out of a living sacrifice to appease their gods and spare them any smiting in the year ahead.

Fortunately, Miss Itzstein's clever Year 8's managed to create some flawless disguises using some local flora and blended right in.



Unfortunately, they blended in so well, Muditha was mistaken as their latest scheduled sacrifice. It's okay though, he was still smiling all the way to the end - thanks to his noble sacrifice the rest of us managed to make it back unharmed, ready to learn more exciting things about the Aztecs and the Spanish conquest next lesson.

Miss Itzstein - History



YEAR 9 HISTORY



Year 9 history have been studying contemporary political issues. Below are 2 samples of a persuasive task that was written in response to the current Australian political landscape in whether quotas should be introduced to promote gender equity.

Everyone knows that for every one dollar a man makes, women earn 82 cents. Gender inequality has become so incredibly normalised in the workplace, it almost becoming a tradition as years go by with no change. Quotas in the workplace promote equality as well as erase misogynistic ideologies, these quotas giving all genders a fair chance in hiring and ensure the inferiority of women cease to exist. Therefore, quotas are absolutely necessary to advocate for equality.

When introducing quotas, it enforces gender equality in the workplace. When applying for a job, the moment a woman steps into the interview, she has a lower chance of getting the job due to her gender. Employers usually favour men in the workplace as they believe women require too much, for example time off for giving birth; this is something men do not require. It is also known that people believe men are harder working, women being considered 'fragile' and have less work-ethic. Due to this, men are given an advantage even before they are employed, the prejudiced beliefs against women giving men a head start. Despite being in the 21st century, the concept of male superiority is prominent in the workplace and the world as well, thus quotas will prevent any bias stemming from sexist beliefs occurring and to give women as much credit men get for their hard work. According to The Atlantic, when women take time off in order to give birth, 43% of women with children, highly qualified women in fact, leave their careers. After their leave, no matter how qualified they are for work, they do not get assistance for re-entry. This highlights how women get a disadvantage in the workplace because they need to give birth and be a mother to their children, thus workplaces usually employ men, who they think require less. To conclude, it is clear that quotas must be introduced to remove the influence of internalised misogyny in the workplace.

Quotas will ensure there is no internalised misogyny in the workplace. There has never been a time where women are seen as anything other than a mother or a caretaker, believed to merely stay home and care of children. These stereotypes continue to the 21st century, as society is conditioned to believe they must allow men to work and women must stay home. In order to reduce these degrading stereotypes within society we must introduce quotas, to provide insight towards women in the workplace, and how women do not simply belong at home—or in the kitchen. Although discrimination towards all minority groups will always prevail, to reduce misogynistic ideologies, these ideologies being so incredibly outdated and degrade women, quotas must be introduced to promote gender equality. When jobs are male dominated, such as engineering, if quotas are introduced, it would seem less peculiar and not badly looked upon for women to work for something they wish to, whether or not the job is dominated by men. As a result, when women get a fair chance in the workplace and no longer get depicted as just caretakers, it will catalyse gender equality in other aspects of the world and not just merely the workplace. Subsequently, sexism will be reduced and the need for all genders will become known, and to stop prejudiced ideas against any gender. To conclude, it is clear that in order to stop the misogyny in not only the workplace, but in society, we need to introduce quotas.

In essence, the world is in desperate need of quotas in workplaces, which are put forward in hope of advertising for gender equality. Quotas will allow for any bias to be removed when hiring workers as well as removing the misogynistic belief that women must stay home, giving everyone a fair chance at being employed. In conclusion, quotas are a necessity to ensure there is gender equality in the workplace.

Angeline P

Gender inequality has been a significant issue of our society since the start of history, and is prominent in most countries around the world. However, this can be reduced by the use of quotas. Quotas are a rule applied to end inequalities of a society, and imposing gender quotas would allow more equity, resulting in an increase in representations for women, eradicate bias when hiring and remove any negative stereotypes. Thus, quotas evidently must be established to promote gender equity/ equality.

In order to promote gender equality, quotas must be applied in order to allow more women in the workplace. In the political world, quotas ensure that parliament truly reflects the population it represents. When a parliament consists only or mainly of men, it becomes very hard to gain broad support for political decisions, and to demonstrate that every citizen can be elected. However, political leadership around the world is still very much a predominantly male privilege. According to Phumzile Mlambo- Ngcuka, executive director of UN Women, it will take another 50 years to achieve gender equality in the political sphere at the current rate of change. Tough measures are needed, and quotas for women in parliamentary meetings is the most important one. An example of a country which imposed quotas in order to fix inequalities is Belgium. Over the last 15 years, Belgium has introduced legislation governing increasingly ambitious quotas. The pioneering Tobback- Smet Act led to an increase in the proportion of female members of parliament from 16% previously to 25% in 1999 (Chamber of Representatives). Under this act, political parties were required to fill at least a third of their electoral lists with members of the under-represented gender group, in this case, women. Following the implementation of stricter legislation governing quotas, the Chamber of Representatives saw the percentage of women rise to 38% by 2007. This new legislation dictated that the difference between the number of candidates from each gender on every electoral list a party submits should not exceed one. Furthermore, the first two candidates on the list should be of the opposite sex. Since then, the percentage of female representatives has risen further, and in 2014 women made up 41% of the Chamber of Representatives, 44% of the Flemish parliament and 50% of the senate. Hence, it is obvious that establishing quotas has, and will certainly promote gender equity/ equality in our societies.

Furthermore, quotas must be applied in order to put an end to our unfair past, and also to benefit our society. Gender inequality is not just a problem that affects the world's politics, but also concerns the business world too. Quotas in the business world can put an end to the "old boys" networks and ensure that qualified women are no longer denied access to management positions because of their gender. Since 2011, quotas have applied to listed companies in Belgium. By law, executive boards of listed companies (depending on their size and other particularities) must consist of a minimum of a third and a maximum of two-thirds of members of one or other gender by 2017 or 2019. In the run-up to the statutory deadline, Belgian companies are stepping up their efforts to adopt gender equality policies. The majority go the extra mile not to waste women's talents and are examining why women all too often fail to climb the career ladder. Meanwhile, most directors are satisfied with the results of the quotas, which have brought fresh blood on to executive boards without affecting quality. Although Belgium still scores below the European average with women making up 16.7% of the executive boards of (large) listed companies, marked progress is expected in the years ahead as they attempt to promote gender equality in the workplace. Quotas help rectify women's under-representation in prominent positions, and make it entirely normal for women to take up managerial roles in the political, economic and academic systems. Therefore, quotas are certainly crucial in promoting gender equity/equality in our societies.

In essence, quotas must be established in every society in order to eradicate gender inequality against women, and to advocate for equal opportunities for both genders. Quotas have been applied to assist both political and business concerns for many countries around the world, such as Belgium. Thus, it can be concluded that quotas are significant in its ability to promote gender equity/equality in our societies.

Yuchen W

THE AUSTRALIAN HISTORY



COMPETITION

After a year hiatus due to COVID in 2020, Term 2 2021 saw Sefton High Schools finest young historians competing against the nation in the Australian History Competition. The competition, supported by the Australian History Teachers Association, is an opportunity for students to showcase their historical knowledge and skills in a source based multiple choice quiz. Each year the competition is open to students in Years 7-10 with two divisions, Stage 4 and Stage 5.

In 2021, Sefton High School achieved remarkable results. We had our largest number of entries ever, with 62 students competing. Of these 16 students received Credits, 15 students received Distinctions and 8 received High Distinctions. The History Faculty is proud to congratulate the following students for achieving a High Distinction: Sean A, Adrian F and Muditha J in Year 8; Josie B, Dean L, Salma M, Nicholas T and Tristan W in Year 10.

The History Faculty is extremely proud to announce the winners of our school prizes for the best result in their grade:

Year 7 - Muhammad M

Year 8 - Adrian F & Muditha J (tied)

Year 9 - Aryan S

Year 10 - Josie B, Dean L & Tristan W (tied)

These students will be able to further their historical thinking when they receive their book vouchers from Mr Humphreys on return to school.

Congratulations to all our historians and winners.

Mr Holt - History



YEAR 11



ANCIENT HISTORY EXCURSION



As a nice memory to simpler times, earlier this year (let's call them 'The before times'), 11 Ancient History were allowed out into the community (GASP!) to spend a day exploring ancient artefacts at the brand-new museum on the Sydney University Campus.

It was such a great day, Ibrahim and Susan just couldn't wait to write down all about it:

ANCIENT HISTORY EXCURSION

27 May 2021. Was it a random day? NO. On this day Year 11 Ancient History classes set out on a thrilling adventure to Chau Chak Wing Museum. Located at the spectacular University of Sydney, the cohort was able to witness and experience on campus, student life. Under the amazing supervision of Sefton's lovely History teachers, we split up into 3 groups and put on our historian caps with our archaeologist tour guides. Our time in the museum consisted of two main activities- study rooms where we handled and examined REAL ancient artefacts and exploring the museum's exhibitions and artworks. The study rooms were a one of a kind experience where we were able to virtually go back into the past and reflect on ancient civilisations' ways of life. Each student was given access to their own box of artefacts to handle individually. We had objects like swords from Cyprus to cuneiform trading tablets from Rome in our very own hands. The excitement and thrill! The rest of the museum was just as fascinating. MUMMIES! That was something everyone was super stoked about. We sighted so many pieces of artworks, artefacts and even human remains. The endless array of historical pieces from around the globe time travelled us from Celestial China to Ancient Greece in merely seconds. It was finally 12:59pm and everyone knew it was time to leave. Reluctantly we strolled out of the building to go for our lunch time. No one said a word but deep inside, we were all devastated. However, like a beacon of hope, there was one thing left that cheered us all up, and that was the Kebab shop in the cafeteria. Just about everyone bought from this nameless kebab shop and it did not disappoint. Our line spread long but the shop delivered skilfully. This kebab shop was the most unbelievable meal we've ever eaten. It almost single-handedly convinced us all to attend USYD. The sauces were immaculate, chips fried to the perfect crisp, kebab meat came straight down from heaven and they had great customer service too. They towered over the other restaurants greatly- they were the alpha. This was a day that both students and teachers would never forget. Both our minds and stomachs were enlightened and reached divinity. Thank you Ms Itzstein for organising such an amazing day.

Rating: 19292/10 will come back for kebab shop mmmmmmm yum (and timeless historical artefacts)

Ibby and Susan - History



YEAR 11



ANCIENT HISTORY EXCURSION



Archaeologists Claim They've Discovered the Trojan Horse in Turkey. Homer was telling the truth!



In Year 11 Ancient History this year we were learning about whether the Trojan War story written by Homer, was based on any historical truth.

Much evidence has been uncovered by famous archaeologists such as Schliemann and Korfmann which suggest the legend is true. Tall towers and a double fort, with lots of evidence of weapons and war were uncovered at Hissarlik in Turkey, which suggest a war was in fact fought.

On the issue of Paris' abduction of Helen, the class remained divided on whether this cataclysmic love affair which sparked the war or whether it was just Homer's dramatic fable.

On the issue of Homer's Trojan Horse, the ruse that was used by the Greeks to trick the Trojan in opening their gates, the class mostly voted that the Trojan Horse did not exist, rather it was probably mistaken catapult or siege weapon, or perhaps the horse was the symbol of Poseidon, the earth shaker, after a devastating earthquake may have cause a weak spot in Troy's wall. UNTIL NOW!!!!

Turkish archaeologists claim they have found what they believe are pieces of the Trojan Horse. Historians and archaeologists think what they have discovered are remains of the legendary Trojan Horse.

YEAR 11 ANCIENT HISTORY



The excavations brought to light dozens of fir planks and beams up to 15 meters (49 feet) long. The remnants were assembled in a strange form, that led the experts to suspect they belong to the Trojan Horse. The wooden structure was inside the walls of the ancient city of Troy.



The Trojan Horse — with soldiers inside — is depicted on a vase found on Mykonos. Archaeological Museum of Mykonos.

The Trojan Horse is considered by most to have been a mythical structure. The horse is commonly associated with Homer's epic poems the Iliad and the Odyssey.

The story of the Trojan Horse comes in at the very end of the war, as it is used as a strategy to seize Troy and win the war completely.

Can the pieces of the Trojan Horse be scientifically verified?

The two archaeologists leading the excavation, Boston University professors Christine Morris and Chris Wilson, say that they have a "high level of confidence" that the structure is indeed linked to the legendary horse. They say that all the tests performed up to now have only confirmed their theory.

"The carbon dating tests and other analysis have all suggested that the wooden pieces and other artefacts date from the 12th or 11th centuries B.C.," says Professor Morris. "This matches the dates cited for the Trojan War, by many ancient historians like Eratosthenes or Proclus. The assembly of the work also matches the description made by many sources. I don't want to sound overconfident, but I'm pretty certain that we found the real thing!" History rocks!

Jessica T – Ancient History

HISTORY - WE MISS YOU



HISTORIC PHOTOGRAPHS



Some things change, some things stay the same. We can all relate.



Two French men restrain a woman, while the other cuts her hair after she has been accused of collaborating with the Germans during World War II.



Italian children drying pasta for dinner in 1928.

HISTORIC PHOTOGRAPHS



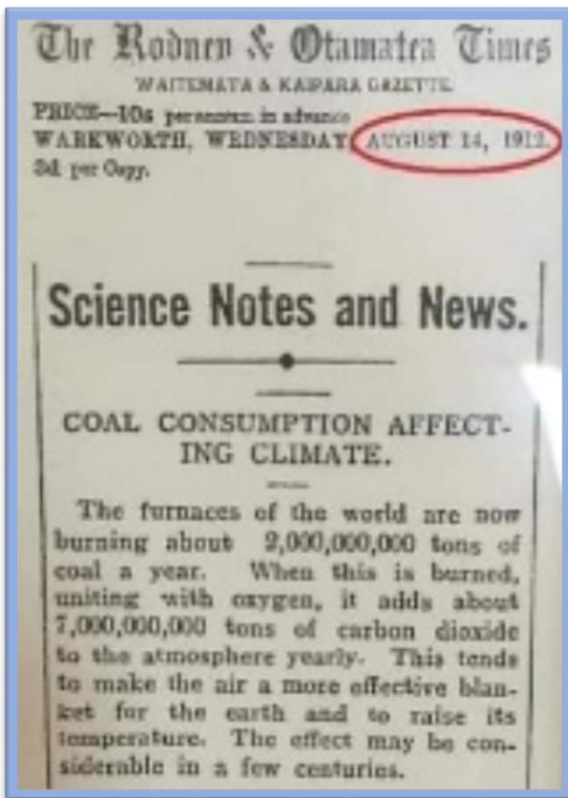
Children having to cross a river by pulley in Moderna Italy 1959 just to go to school.

Families of this size were common in the past. How many children can you count?



Soviet nurses tending to babies left to sleep outside for 'cold therapy' to build their immune system in 1958.

HISTORIC PHOTOGRAPHS



Climate change predictions in 1912.



Swiss psychologist and genetic epistemologist Jean Piaget in his home office in 1979.



The moment when George Bush learned about the World Trade Centre being attacked on 11th September 2001, while he was reading a story book to primary school children.



People fighting to get on a plane in Nha Trang on 1 April 1975, during the US withdrawal from South Vietnam.

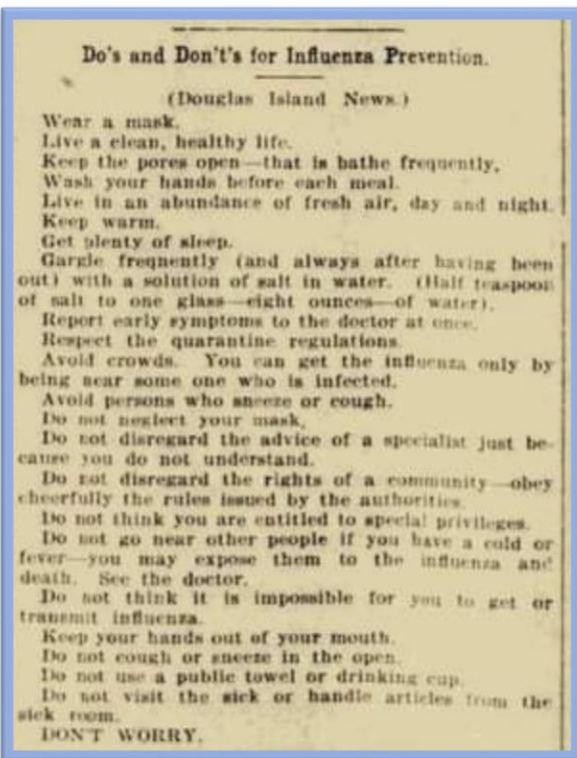
HISTORIC PHOTOGRAPHS



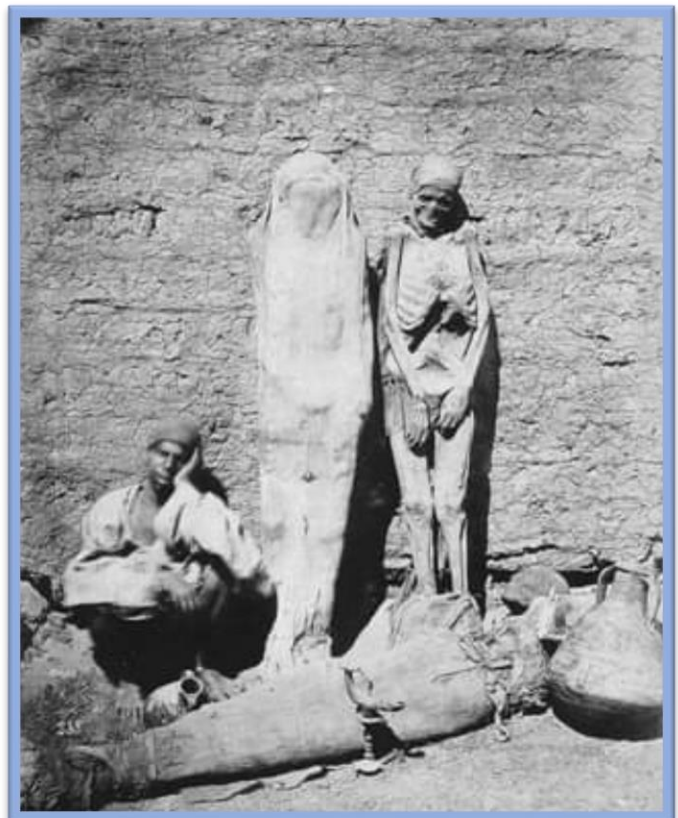
Washing DC the morning after the assassination of Martin Luther King, 5 April 1965.



Milkman keeping calm and carrying on during the London blitz in 1940.



Pandemic Restrictions for the Spanish Flu 1918.



Street Vendors selling mummies in Egypt 1875.

HISTORIC PHOTOGRAPHS



People in front of a TV store in Italy watching the Olympic Games in 1960.

Russian teachers were paid with Vodka bottles during the 1990's economic crisis.



Bill Gates introducing Windows 3.0 in 1990.

AUSTRALIAN GEOGRAPHY



COMPETITION 2021

In Term 1 this year 47 students from Years 7 to 11 participated in the 27th annual Australian Geography Competition. Over 73 000 students from around Australia entered the competition which was a joint initiative of the Australian Geography Teachers' Association and the Royal Geographical Society of Queensland.

With current international affairs, geography is a vital subject that all young people should consider pursuing as part of their academic growth. Understanding place and people, and the socio-economic interactions at local, regional and international scales is important to the economic future of Australia.

This year the competition focused on a holistic understanding of the world around us and our place in it. Students' understanding was tested in a series of challenging multiple-choice questions. Our school's results were most pleasing with 13 credits, 11 distinctions and 8 high distinctions.

Congratulations to all the 2021 participants.

Ms Manno - Social Sciences



Year 7

Over the term in Year 7 PDHPE theory, students have been focusing on emotions, stress and factors to support mental health. Students have developed their critical thinking skills through investigating and proposing strategies as to how individuals can positively manage their physical and mental health. Year 7 students have also begun brainstorming what connectedness and belonging mean and are in the process of making links to how these concepts are significant to the ATSI culture.

In Year 7 PDHPE practical lessons, throughout the term Year 7 have engaged in a variety of different skill, fitness and initiative activities. Throughout the term Year 7 have been competing against each other in the SHS Mini Olympics, whereby each week's task contributes points to an overall ranking and combined total for the term. The leaderboard is continually changing each week, which different students rising to the top. Currently, Year 7 students are working on a range of activities including soccer, physical fitness and some minute to win it challenge activities. A range of students also provided their feedback on the practical lessons, particularly the SHS Mini Olympics. Some of these comments are below.

I liked the AMRAP practical lesson as it got me to test many skills such as endurance, strength and my muscles. It was also something that I would not normally do for physical activity and while it was challenging, it was also very fun and got me moving. Another practical lesson I enjoyed was the SHS Mini Olympics, as it gave me the opportunity to compete against others in my grade despite being locked up in our houses.

I enjoyed the Mini Olympics activities because they were a little bit different from the normal activities.

I enjoyed the previous lesson (lesson 6 Olympics) because the activities were enjoying.

The Olympics activities because I was able to do them with others and it felt fun :)

the mini Olympics because I thought they were cool.

The mini Olympics because it was the most fun.

Year 8

So far in Term 3 PDHPE, Year 8 have been exploring a variety of skills and components of fitness in our practical lessons. In the theoretical content, Year 8 have been exploring 'Risk Taking', specifically road safety.

Year 8 have engaged with a variety of different media such as videos and infographics while exploring road safety, as well as having to analyse scenarios for the best outcome by explaining the decision-making process. In Week 5 theory, students looked at different scenarios, ranking them from the lowest to highest risk, exploring the idea of being safe in the community and on the roads. In Week 6, students will be designing a road safety poster and over the next weeks will continue to develop their knowledge on road safety and risk.

In the practical classes for PDHPE, Year 8 have engaged with a variety of different skills and fitness activities. Year 8 are still currently competing in the SHS Mini Olympic program, whereby each week's task contributes points to an overall ranking and combined total for the term. The leader board is changing every week which shows the competitiveness is pumping! Currently, Year 8 are focussing on Soccer skills whilst learning from home using household items like a rolled-up pair of socks and a laundry basket. Throughout the term, Year 8 have participated in basketball, bowling, golf, dance, minute to win it skill tasks, paper plane darts, bocce, and volleyball. Year 8 have also been investigating the Olympic and Paralympic Games, the importance of a warmup/down, as well as goal setting and mindfulness.

Year 9

This term Year 9 have been completing aspects of their "Today's Decisions, Tomorrow's Realities" unit within PDHPE. Students have been learning about aspects such as Taking risks on the road, The impact of drugs on a driver, Local, national and international responses to the over-representation of young people in road crash data, Factors affecting young drivers, Cost of road trauma on individuals and the community as well as, gaming and mental health. Throughout these lessons, students have been engaged through various learning activities such as The Roadset program, whereby students complete modules on being a road user in different contexts. They also were exposed to various road safety campaigns that address areas such as *drink driving, mobile phone use and not trusting your tired self*. Amongst such learning activities, students were given the opportunity to practise their Learners license test in preparation for if and when they meet the requirements for gaining such a permit. Also with the current higher exposure to gaming due to lockdown, students have been educated on what a gaming addiction might look like, how it can affect our mental health and where we can seek treatment or support.

Students have also been completing practical based lessons in a variety of sporting areas. Lessons were based around such content as: Cardio workouts, stretching to ensure the relaxation of muscles during remote learning, pilates and minute to win it challenges, aerobics, yoga, boxing, high intensity interval training, kickboxing, ballroom dancing and callisthenics. Students were also provided with 2 Mini-Paralympics lessons to not only celebrate the Paralympics, but also bring to light the respect that they deserve for becoming elite athletes despite having a physical, intellectual or visual impairment. All students have been provided with the opportunity to continue their physical activity lessons in some capacity whilst away from school, but also to use such lessons as a way of supporting their wellbeing throughout lockdown. Thus further supporting their ability to succeed.

Year 9 PASS

Students from Year 9 PASS finished their First Aid unit of work to begin the term, learning about safety around waterways and techniques for making a sling out of different sorts of cloth. Students commenced the unit 'Australian sporting identity' the week of the Olympics starting (perfectly timed if you ask me). This unit focuses on how Australia's sporting identity has been created over the years, is engrained in our Australian culture, and covers the economic, social, and cultural benefits of hosting international events such as the Women's FIFA World Cup in 2023 and the Brisbane Olympics in 2032. Exciting times ahead for Australian sport!

In practical lessons students have been taking part in a wide range of activities to get as active as possible whilst confined in their households. A highlight from these practical lessons is the Bingo that we versed Year 10 PASS in. Unfortunately, Year 10 PASS reigned supreme at the end of the two weeks of activities, however, Year 9 PASS will be back and hungry for a victory in future competitions. Another highlight from these lessons were the Olympic themed lessons where students were competing against their peers in different household physical activities that related to some of the Olympic events like Basketball shooting practice into a cup, target practice with the Olympic rings, toilet roll throwing and several different jumping and agility tests. It's great to see students getting into the Olympic spirit at home!

Mr. Idle

Year 10

Year 10 has shown their diligence and enthusiasm all throughout remote learning. For the theory side of things, they have covered topics such as finance management, resilience and understanding what constitutes a healthy intimate relationship. Year 10 has shown their willingness to learn which can be seen through the high quality of work which has been submitted. As for practicals, they have been keeping healthy and active by engaging in a variety of sweaty workouts and challenging activities! They smashed a variety of different workouts including kickboxing, pilates, yoga, boxing and calisthenics. They have also been showing their talent through different challenges such as bottle flipping, toilet paper roll stacking and sock basketball! They have taken these challenging circumstances in their stride and have demonstrated admirable resilience. Well done Year 10! - **Mr Munoz**

Year 10 PASS

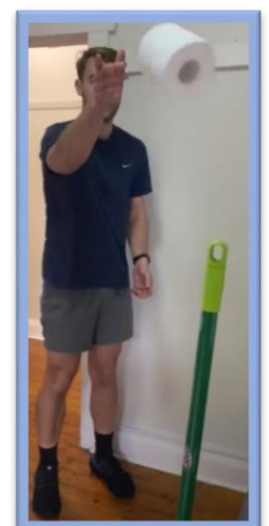
During remote learning year 10 PASS have been busily working away at their Sports Injuries unit. So far students have focused on how they can prevent injuries occurring in sporting contexts, how to assess the extent of an injury and whether an athlete can continue play, ways to manage a variety of injuries should they occur, as well as the basic first aid principles that should be used before approaching any first aid situation. With the guidance of Mr Beggs' expert knowledge, students have explored and practiced the DRSABCD action plan which is vital to accurately assessing whether people have life threatening injuries, as well as determining the best course of action for their injury. By doing so our PASS students have developed the knowledge of injury management procedures that players, coaches and managers often utilise in sporting contexts to ensure the safety and wellbeing of all.

Throughout practical lessons students have been participating in a range of fun and exciting challenges including sportopoly (think Monopoly with fitness challenges), snakes and ladders, yoga and fun bingo challenges. With all of us sitting for longer periods of time at the moment these games and activities have been a fun way for everyone to step away from the computer and raise their heart rate, all whilst having fun and competing against their peers. With the Olympics recently taking place students were also able to partake in a range of Olympic based challenges in their own homes where they were tasked to get athletic with the use of everyday items. Mr Idle designed some home grown Olympic challenges which included toilet roll throwing, target practice challenges, balloon volleyball and some stability challenges linked to gymnastics. If there's one thing PASS took from this it's that Mr Idle should stick to playing AFL and avoid target sports requiring pin point accuracy at all costs... all students were able to obliterate his scores – well done PASS!

Ms Wood



Mr Idle attempting the toilet paper throw



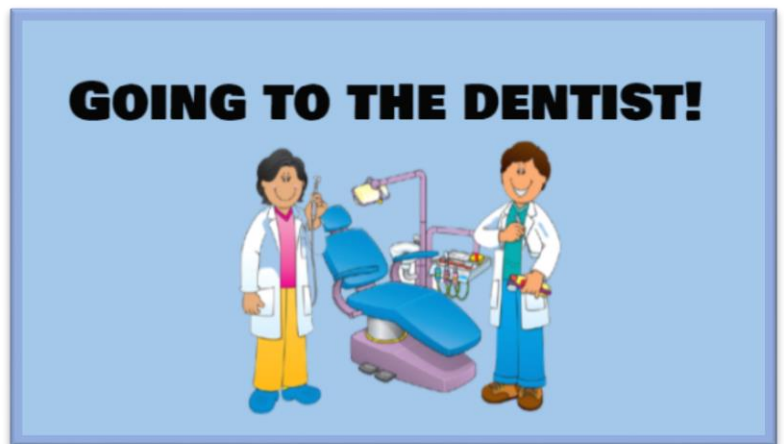
Mr Beggs demonstrates CPR and the use of the Defibrillator

Year 11 Community and Family Studies

Year 11 CAFS have been finished the last of the preliminary core – Families and Communities. In particular over the last couple of weeks we have been looking at the importance and value of socialisation across the stages of life. Socialisation is how we interact and communicate with each other, something that has changes for all of us lately. This has provided us with a variety of examples to support the importance of communication on wellbeing. Students applied their knowledge of stages of the life span and specific needs of individuals by developing children’s books. They did a great job putting content into practice and I cannot wait to share them in the near future.

Your commitment to learning has been exceptional over this time 11CAFS, with this dedication we are sure to achieve big things in our HSC year!

Ms Holt



Year 11 PDHPE

Year 11 have spent their first few weeks of remote learning exploring and developing some of the most important life skills... knowledge of first aid practices and procedures! Throughout the first aid option Year 11 have explored assessment and management techniques for a variety of types of injury and medical conditions that often require first aid treatment, as well as exploring the cause and symptoms of each injury and medical condition. They also spent some time looking in depth at how to administer CPR effectively and were given the chance to put their newly learned skills to the test online by engaging with some interactive first aid scenarios. With each scenario students had to consider the most appropriate way to respond by following the DRSABCD action plan which is vital to accurately assessing life threatening injuries and determining the best course of action for the casualty. Whilst they could not physically deliver CPR to the patients to practically apply their knowledge, they did have to mimic the pace and timing of compressions for a full 2 minutes through keyboard prompts which many reported was a little stressful, yet rewarding as they successfully kept their compressions in time, thus keeping the casualty alive. Hopefully the knowledge and skills developed throughout this option are something Year 11 will remember and apply to any injuries, conditions or accidents they may encounter throughout the course of their lives.



Year 12 Community and Family Studies

The HSC class of 2021 have been engaging in lessons on their final option for the HSC – Social Impact of Technology. Quite a fitting topic considering the circumstances! CAFS allows us to use real world examples and remote learning is providing us plenty on in depth examples we can use in the HSC. Students have spent time research a selected piece of technology, most students chose a mobile phone, and have been analysing how they impact our lives, both positively and negatively. What would we do without our phones and devices during remote learning? How is having constant access to news during this time impacting our emotional wellbeing?

HSC Students on the last week have moved into HSC Prep. The highlight of the day is most definitely our zoom Kahoot competitions, but I keep reminding them it also important to break down questions too.

I wish you all the very best class of 2021, you have got this!

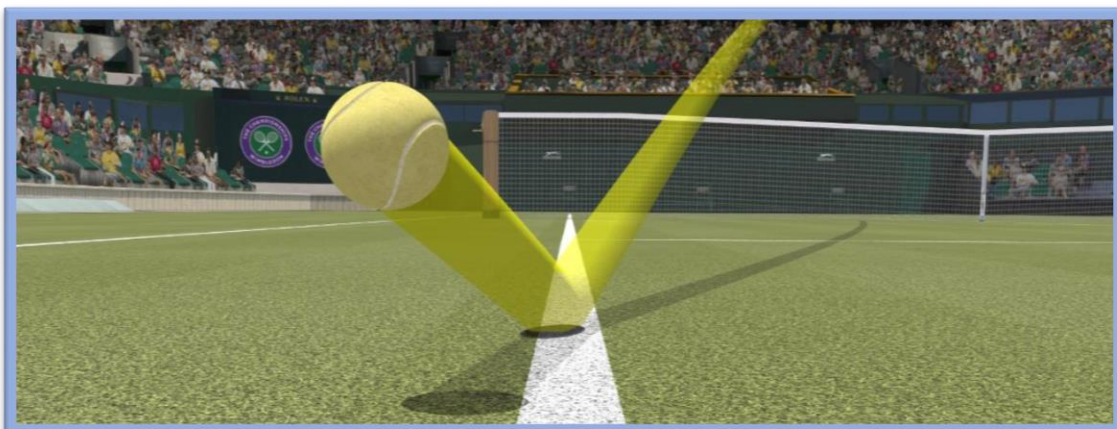
Ms Holt

Dounia D - Illustrated syllabus.



Year 12 PDHPE

The PDHPE HSC class of 2021 have been giving Remote Learning everything they have got thus far in Term 3. With lots of HSC content still to be delivered, the class took it in their stride to ensure their HSC journey continued. The class had to finish their final option, titled Improving Performance, which addresses a range of issues of how both individuals and teams ensure their performance is maximised. Concepts include how to avoid overtraining, developing Periodisation Charts just like an Olympian would as well as discussing the ethical implications of drug and technological use in sporting competitions.



The highlight of the term thus far has got to be when Sefton's very own Joanne B, Kaitlyn L and Kaela G, created a satirical yet content relevant video on how to design an effective training program for an athlete. The girls showed great imagination and wit, whilst implementing the critical and application based thinking required to be successful in the course

We hope that all our Sefton High School students and their families have been keeping safe and well during lockdown.

Learning from home can be a challenge, however it is very pleasing to see our Visual Arts students engaging with their learning from home lessons via Google Classroom. The Visual Arts Faculty has planned extensively and thoroughly to support students and provide a balance of learning opportunities during remote learning. These include explicit teacher led instruction, independent learning as well as opportunities for feedback, and self-reflection. Students have also been offered opportunities to explore and create artworks using materials that are already available to them at home as well as continuing to learn about artworks and artists across time and place.

Thank you to all students who have embraced this different way of learning and congratulations on your perseverance and hard work. We will continue to support and guide you and together we will do our best to move towards achieving learning outcomes in the Visual Arts during lockdown.

Year 8 Visual Arts

Learning from Home lessons for Year 8 have encouraged investigations and interpretations of the world around us as a source of inspiration for artmaking. Students also completed focus studies about artists who have been inspired by their immediate environments at home. These included the Pop Artist Roy Lichtenstein and the Post-Impressionist artist Vincent Van Gogh. Students also explored Post-Modernism in the Visual Arts and produced their own appropriations of a famous artwork using everyday objects.



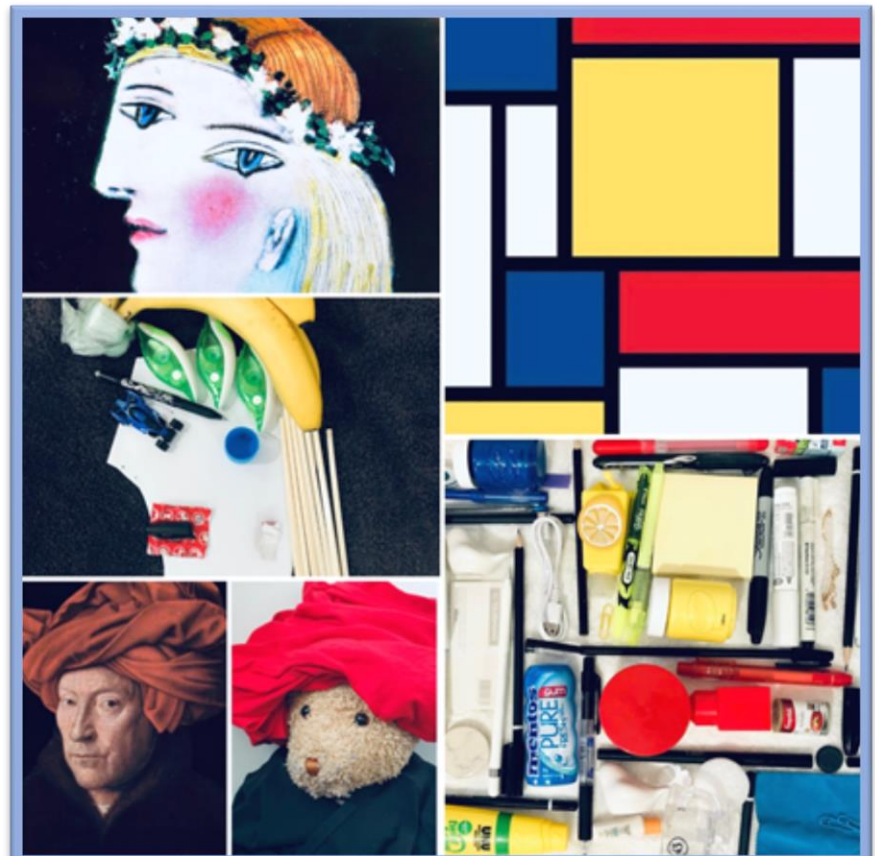
At Home

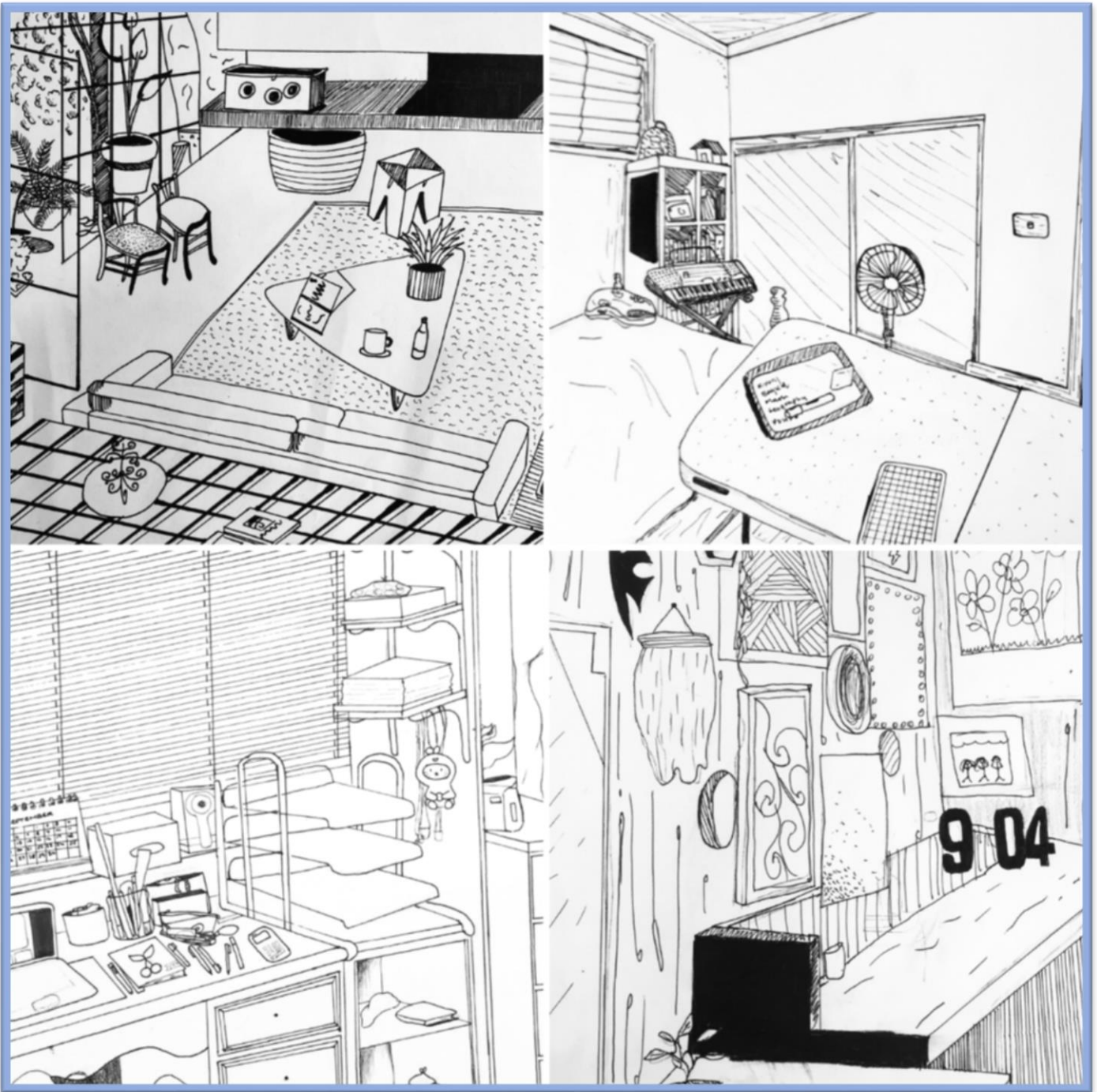
by Victor H, Hannah N, Tiana N, Aliza A, Cynthia K,
Eeshna S, Malakai K and Jing K Year 8



Appropriations of a Famous Artwork

by Alicia N, Eeshna S,
Aliza A, Savio D, Cynthia K,
Keakeak L Year 8





Interiors

by Tiana N, Mohaddesa H, Alicia N and Jing K, Year 8

Year 9 Visual Arts

At the start of Learning from Home, our Year 9 students were encouraged to use and recycle everyday throw away items and reimagine them as something else in the form of a sculpture. In preparation for their sculptures students collected materials such as paper, plastic bags and containers, packaging eg juice cartons and cereal boxes. They also researched examples of artists and artworks that also used recyclable materials in their construction.



Recycled and Reimagined
by Angelina D Year 9

VISUAL ARTS NEWS



Currently, Year 9 students have been exploring the work of Julianne Ross Allcorn, a highly accomplished practising artist, whose inspiration is the natural world. Students were asked to draw themselves surrounded by nature. They were required to take a technology break and to go outdoors and collect things from nature to include in their artwork.



Artwork by Emma K Year 9

Year 10 Visual Arts

Our Year 10 Visual Arts students have continued with the creation of their artist's books during Learning from Home. The students' books are a personal way for them to express their views about the world and current global issues. This has been informed by the students' study of the practice of artists who have also made artist's books. Students have been investigating artists who use collage, mixed media and abstraction in their art practices.



Pages from Artist's Books
by Melina L, Chloe D, Kasey V Year 10

Year 11 Visual Arts

The themes of Identity and Social Issues have been explored by Year 11 Visual Arts students throughout Term 2 and during Learning from Home lessons in Term 3. Students have been working on their skill development and mastery in a range of media as well, demonstrated by the very successful drawings below which were created using charcoal. It is very pleasing to see Year 11 Visual Arts students working continuously in order to prepare themselves for the technical autonomy required for the start of the HSC Visual Arts course in Term 4.



Self – Portraits

by Samira A, Selina N, Elle N and Evelyn P Year 11

Year 12 Visual Arts

Lockdown has been particularly challenging for our Year 12 Visual Arts students who are required to complete a Body of Work as part of their HSC Practical Examination. As a result of the restrictions that have been implemented, Year 12 students are unable to continue working on their Bodies of Work at school and have transitioned to working on them at home. Students have been guided and supported throughout this process and have been provided with the opportunity to have online discussions regarding their Bodies of Work. These discussions include ongoing feedback on how they could further develop the conceptual strength and technical resolution of their works. We would like to congratulate Year 12 Visual Arts students on their resilience and continued effort and we look forward to showcasing their completed Bodies of Work in the next The Sefton Times.



Year 12 HSC Visual Arts students showing their creative talent.

Annabella L,
Fiza S,
Antonia R,
Antoinette L,
Martin T, Erin K
and Janne G.

While at home you can explore some remarkable 2021 exhibitions at the Art Gallery of NSW. These include **Hilma af Klint: The Secret paintings**, **The Archibald Prize 2021**, **Archie 100**, **ARTEXPRESS 2021** and the **Arthur Streeton Exhibition**.

Find all of the Art Gallery at Home free virtual visits here
<https://www.artgallery.nsw.gov.au/art/channel/virtual-visits/>

Ms Simic and Ms Barbari - Visual Arts Teachers

ADMINISTRATIVE SUPPORT STAFF

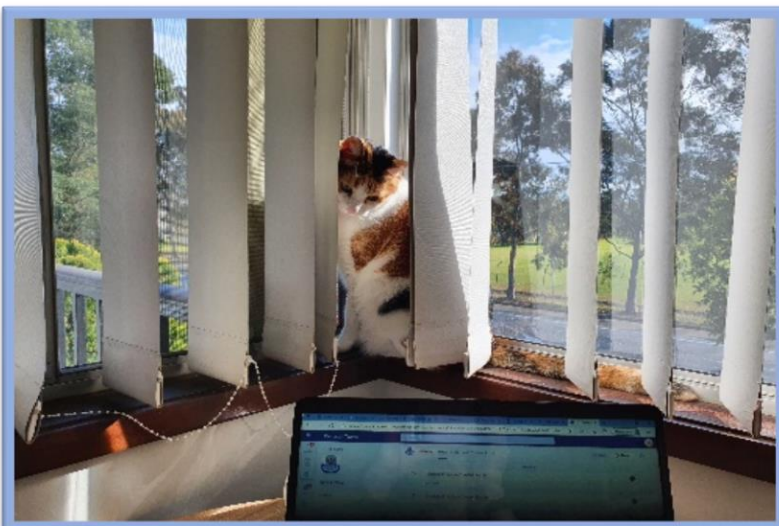


Office Staff Photo taken before Lockdown



The School Administrative Support Staff at Sefton have been hard at work to ensure that the schools systems run smoothly. We are always working behind the scenes helping students and families to connect to online classes, have access to emails, administration systems and offer assistance when needed. We support the whole school in many areas to help students and teachers thrive.

The SAS staff have been hard at work helping students and families connect to online learning and managing the new operations of an online school.



Ms Parker's cat watches over her work

ADMINISTRATIVE SUPPORT STAFF



Ms Donovan needed to connect her laptop outside her local school so she could access administrative systems to further support students and teaching staff.



Ms Burns is practicing her baking skills and making sure attendance is recorded.

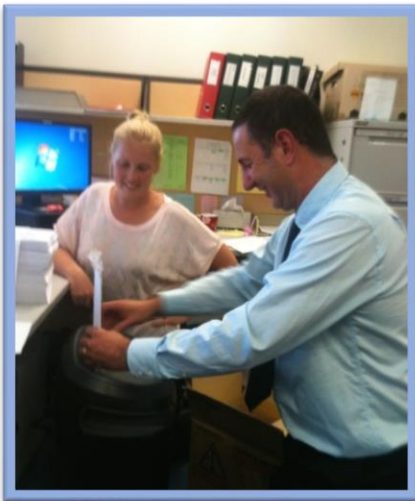


Mr Wolter and Mr Surace our GA's are making sure the school is still standing for when we come back. Mrs M Burns is making sure the work is done correctly ☺

ADMINISTRATIVE SUPPORT STAFF



Ms Lane is keeping fit with the 11am report fitness challenge.



Mr Dimopoulos is making sure the equipment is working for our return. Mr Mortimer is ensuring he is keeping fuelled and saving the environment.



Every morning Mr Humphreys gives us a motivational speech and chooses a few songs to brighten our days.

ADMINISTRATIVE SUPPORT STAFF



Ms Stone, Ms Saveski and Ms Zafirovska are keeping up with vaccinations to keep us all safe.



Mini Chocolate Mud cake

Ingredients
 1 egg
 125 grams Butter or Margarine
 125 grams Cooking Chocolate
 1/2 Cup Sugar
 1/2 Cup Water
 1/2 tsp coffee
 3/4 Cup Self Raising Flour
 1/4 Cup Cocoa

Method:

1. Preheat oven to 180 degree
2. Melt butter, chocolate, water, coffee and sugar together, and then cool.
3. Add beaten egg
4. Sift flour and cocoa powder together.
5. Add liquid mixture to flour, cocoa mixture. Mix well.
6. Pour into a patty cake tin lined with paper cups.
7. Bake for approx 20 minutes.
8. Dust cupcakes with icing sugar.

Mrs Lai from TAS is busy baking these delicious recipes.

cream horne

Ingredients:
 Puff Pastry
 600ml Thickened Cream
 Instant Pudding
 Icing Sugar

1. lightly grease cream horn moulds with butter.
2. Combine 600ml thickened and 1pkt instant pudding with fork in a mixing bowl then keep in the fridge until ready to be filled.
3. Cut into 7 to 8 Strips
4. Wrap the pastry strip around the mould.
5. Place the rolled mould on a baking sheet, with the end side down so it doesn't unwrap or puff up. Bake for 20 minutes golden brown.
6. Place filling in a piping bag and pipe it into each cream horn and dust with powder sugar.

PIC-COLLAGE

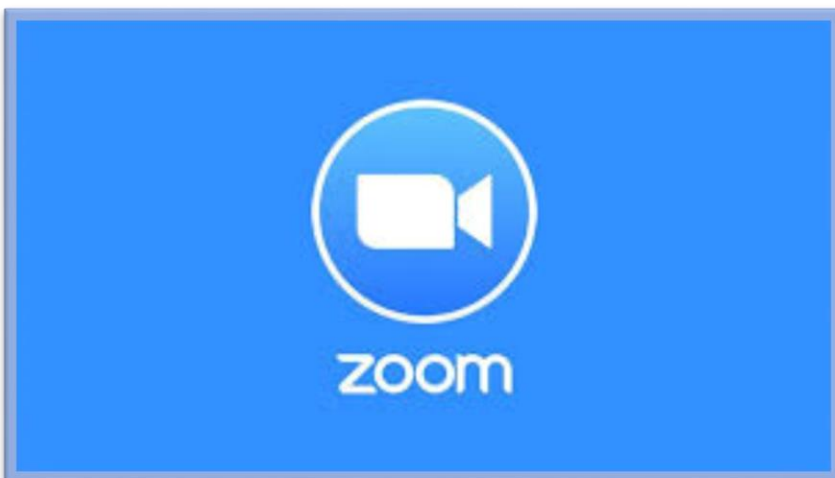


Year 10 students have been taking part in Friday trivia every week since Week 4. What started as a bit of fun on Google Classroom for some friendly competition has led to a full year meeting zoom call.

The first of which was run on Friday 20 August in Week 6. Students across the Year group joined the zoom call to engage in Friday trivia to determine the ultimate champion of general knowledge. A good number of students joined in with some great discussions had to help keep spirits high. It was great to see all the students in attendance and helped to really brighten the day of all involved.

Year 10 zoom meetings will continue to be held on a Friday afternoon with trivia and other enjoyable activities to be had moving forward!

Mr. Idle



'To Your Classmates During Lockdown' by Antoinette L

2.08.21

'To your classmates during lockdown.'

Hey you. Yes you. We should call, not to do anything, not because we have an agenda, or a plan, but just to chat. Chat about what? I was afraid you'd ask, because I don't have an answer, and there doesn't need to be an answer.

Our conversation doesn't have to be as perfect as scripted banter; sometimes, we claw and barrel through it awkwardly. More often than not, we laugh about the dumbest of things.

Our conversational thread might trail off into a frayed end. Perhaps that's what we're afraid of. But, our friendship is stronger than the convenience of being in a classroom and I'm more afraid of losing a friend than some awkward small talk. Small talk is underrated because sometimes it's the little things that matter. So give me a call and we'll start off by saying hey, how 'bout that weather, huh?

4.08.21

Lockdown.

Locked in a dream.

They're both the same thing to me.

Becoming accustomed to the lack of normality has become our new normality.

But being aware in a dream is the best way to control it. So I remember that this is a dream.

That's how I know I'll wake up again.

'A Momentary Lapse' by Kaela G

16.8.21

'Lockdown Rap'

We in lockdown
but we aint gonna go down

like that old sound
u gotta turn that frown
upside down

cos we aint here to clown
we not gonna let ourselves down
we turn up to hsc
not in a massive crowd
cos we be a socially distanced town

and we grind for our academic gowns
we gonna leave with a crown
cos we survived
this crazy lockdown.

'Lockdown Rap' by Henry C

5.08.21

'Before Spring'

The classroom built for thirty
Now seats none
And all the rooms sit there
Collecting dust.
Student's idly coloured pictures hung upon the
walls

That used to watch us all gather
That used to hear the obnoxious laughter
That followed after a rude joke

Banter, study and play
Each frosty winter morning,
Now gaze at empty seats

But a continuous mantra runs through my head
Winter must past before spring blossoms

'Before Spring' by Kaitlyn L

'A Love Letter To Creativity'
by Annabella L

12.08.21

'A Love Letter to Creativity'

Journaling—writing your thoughts, your emotions, your favourite movie—is sort of like leaving your handprint in cement.

You're saying "I was here. I took notes. I lived through this moment. I stumbled a little bit. I might have fallen. But I dusted myself off, stood back up, and I am ok.

I am ok because I wrote and drew and cut and pasted and FELT my way through it. Poems, diaries, stories, sketches, collages, photos."

And as I look back, on every single page, love says "I'm right here."

'The Guilt We Feel For Turning Away From The World' by Annabella L

18.8.21

The Guilt We Feel For Turning Away From the World

There is so much devastation happening in our world right now, and it is important to keep ourselves educated and updated. But often we feel helpless and it always seems as if we're not doing enough.

Sometimes, we give the world and the news too much permission to enter our houses, our safe spaces. It feels as if all the trauma of the world chatters away in our minds, and everything else feels trivial.

But know that you are in control of what you read and watch. You control your feeds, your browsers, your televisions.

See next page!

When you divert your attention away from the world to whatever is sitting in front of you (a drawing, a funny book, a soccer ball) you are not guilty of ignoring the news. You are not guilty of acting as if there is no devastation in the world.

You are showing us and yourself that amongst this darkness, there is light. That tragedy does not define the world. Yes, we must give the injustices of our world a spotlight. But we must also illuminate the joy, the humanity, and compassion in our smaller spheres.

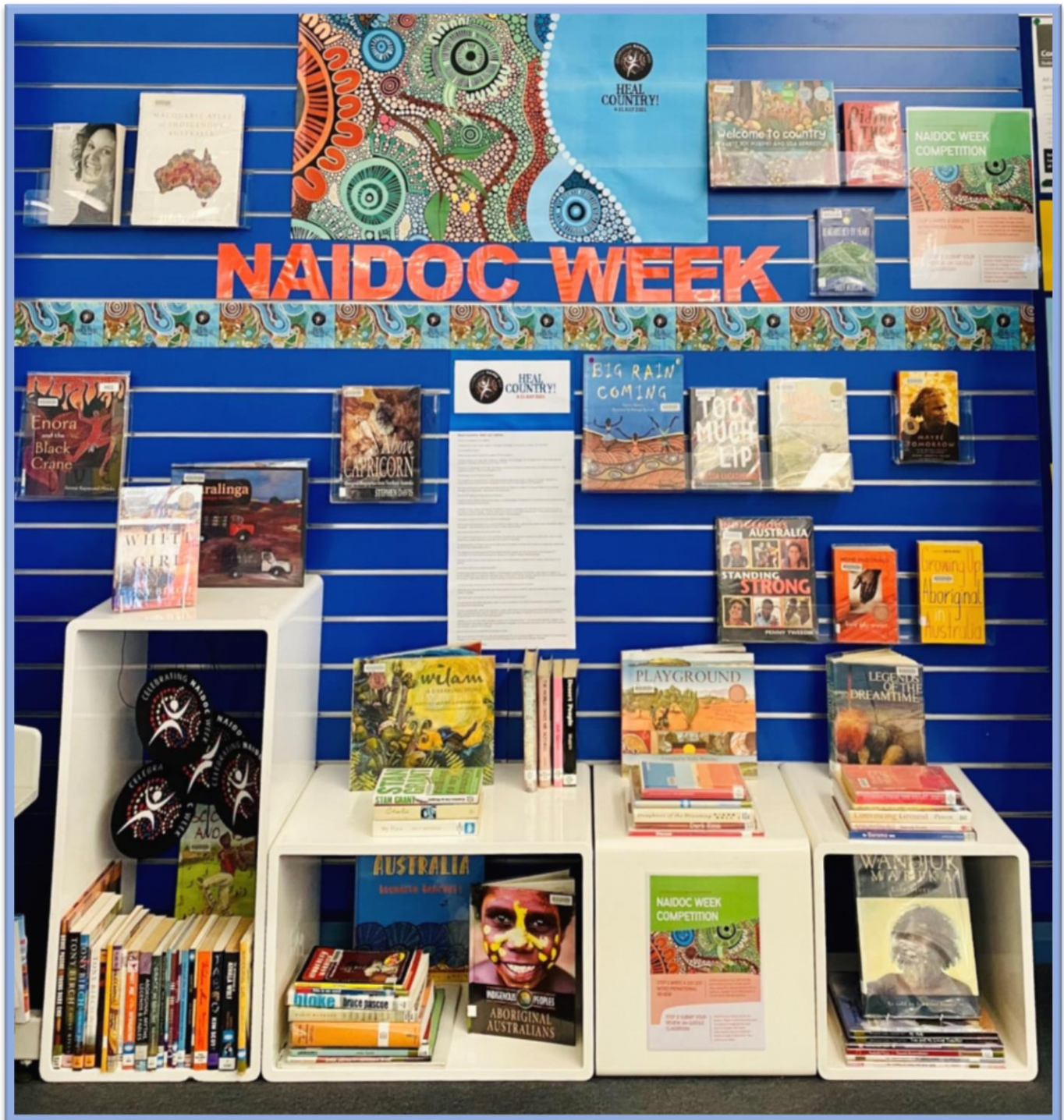
Spend some time reading "positive news." Send funny memes to your friends. Play your favourite songs. Watch a feel-good movie.

"To make injustice the only measure of our attention is to praise the Devil." - Jack Gilbert

NAIDOC WEEK 2021



NAIDOC Week is a week of celebration for Aboriginal and Torres Strait Islander people and this year we held some whole-school events so that everybody could join in on the fun! Our library staff created a beautiful book display to encourage students to enjoy novels, artworks and non-fiction texts created by First Nations people.



If you look closely at the picture of the display, you might spy a NAIDOC competition poster! All Sefton students were invited to participate in our 2021 NAIDOC Week competition, which saw entrants write a 100-200 word piece promoting their favourite novel, poem, film, recipe, dance, song or artwork created by an Aboriginal or Torres Strait Islander person. We received so many wonderful entries, which reflects both the talent of our students and the diverse richness of the works of First Nations creators.



The judges of the competition were myself - an Aboriginal (Gamilaroi/Wiradjuri) teacher - along with Deputy Principal Mr Mortimer, and Ms Curmi, a teacher of Aboriginal descent. While we had many excellent entries, after much deliberation we judges narrowed our selection down to the five we felt were the most outstanding. These were:

FIZA S – 1st Place

Ali Cobby Eckermann's anthology, *Inside My Mother*, revolves around her personal and cultural context of being a victim of the Stolen Generation. This powerful set of poems brilliantly emphasises the need to recognise the lasting impacts of European colonisation on the lives of Indigenous people. Truly being able to acknowledge the power of the often-suppressed cultural voice in these poems is quite remarkable. My favourite part of these poems was the final sentence; ending abruptly, every poem thrust an unsettling idea into my mind as they left me. For hours after reading the poems, these final lines stayed with me, chilling me to the bone and pushing me to evaluate the haunting experiences that the victims of colonisation underwent. I would recommend this anthology to anyone who resides on Australian land, as it truly prompts us as Australians to contemplate the history of the First Nations people. It pushes us to recognise, acknowledge the history and significance of Indigenous Australian culture.

AMEER A – 2nd Place

Anita Heiss' anthology, *'Growing up Aboriginal in Australia,'* brings together 51 Aboriginal writers' multivocal and highly captivating reflections on their experiences growing up in Australia. This is an excellent resource for individuals who wish to listen to, learn from, and better understand Aboriginal people's different experiences and perspectives. Each writer shares unique and different perspectives on their own personal experience. The stories reveal the devastating effects of racism and shame brought on by colonialism, dehumanisation, and attempts to erase Aboriginal cultures and break apart families. Heiss emphasises that the anthology is one of strength and resilience, of pride and inspiration, demonstrating the will to survive and the capacity to thrive against the odds.

AYDEN L - 3rd Place



NGO N – Highly Commended

The multifaceted satirical poem 'No More Boomerang' composed by Indigenous Australian Oodgeroo Noonuccal expressing her discontent towards the assimilation of Aboriginal Australian cultures during the mid-1980s. This meaningful masterpiece foreshadows the danger of white supremacy as it illustrates how Indigenous cultures have been subjugated in modern society and been replaced with White Australian cultures. Oodgeroo Noonuccal or previously known as Kate Walker express her pain as an Aboriginal Australian through her utilisation of rhythmic ABCD rhyming scheme fused with a satirical tone. Her truncated five syllables poem has created a discomforting but engaging tone to captivate the audience into her poem. She reinforced her ideas through her use of juxtaposition, metaphors, alliteration and other vivid literary devices. Her implication of visual imagery has created a luminous comparison between the past and present which allows the audience to sympathise with the erosion of Aboriginal cultural values. This poem transcends context and time to illustrate the detrimental effect of assimilation in Indigenous cultures signifying the loss of identity in Aboriginal Australians and perpetuate the importance of preserving Indigenous values.

CHARLIE P – Highly Commended

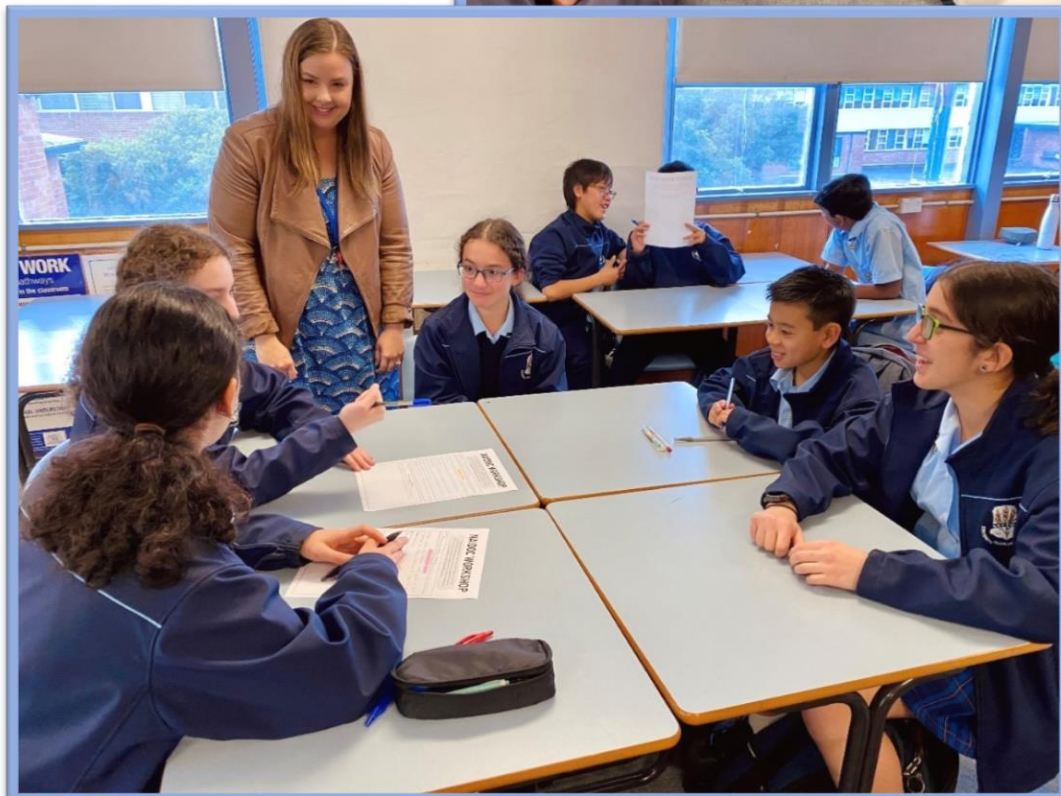
Aunty Joy Murphy's 'Welcome to country', illustrated by Lisa Kennedy is an captivating picture book that effectively immerses audiences into the lore and culture of the Aboriginal Wurundjeri people. The immersive text explores the welcoming ritual of these people by describing the rich ancestry and deep spiritual connections the Wurundjeri people have with the land that they are born on through the imagery of the traditional, yet vividly appealing painting of each page of the book. Murphy engages her audience through her evocative detailing of the Wurundjeri people's culture which is perfectly paired with the awe inspiring Aboriginal-est artstyle of Kennedy, providing audiences with an enjoyable journey through Aboriginal customs and lore. This picture book holds great importance in today's society as many people today are not knowledgeable in the history of the Aboriginal people and the vast and rich culture that they have. This book is a perfect starting point for people to introduce themselves into Aboriginal lore and allows them to fully respect the culture. Personally, I believe that Murphy's 'Welcome to country' is a great short read to immerse readers in the spiritual lore of the Wurundjeri people, and in extension, Aboriginal culture.

Congratulations to our winners!

The second NAIDOC event we hosted at Sefton High School was a workshop, which all student leaders and First Nations students were invited to attend. The purpose of this workshop was for students to discuss how we could further enhance their understanding of First Nations cultures in a meaningful and engaging way. With the help of Ms Kasady, Ms Curmi and Ms Castino, students workshopped ideas about what we could do for next year's Sorry Day, Close the Gap Day, Mabo Day, Reconciliation Week and NAIDOC Week events. Our talented student leaders came together to share some truly inspiring ideas, and we can't wait to see the best ones come to fruition in 2022.

Ms Castino

NAIDOC WEEK 2021



BOOK WEEK AT SEFTON HIGH

Each year since 1945 the CBCA has brought children and books together across Australia through CBCA Book Week. Despite being in lock down this year, Sefton High School hosted a digital version of Book Week for our wonderful school community - allowing students to share their passion for reading during such a challenging time.

During each day of Book Week, activities were posted across all Year Adviser Google Classrooms as well as on the school social media platforms. It was fantastic to see Sefton students engaging in ALL of the activities put forth whether it be Book Bingo, 'Guess the Book' quizzes or the Bookmark competition. Additionally, the teachers of the Sefton High School community also got involved in the celebrations, recommending their favourite books to students!

A huge thank you must also be given to **Juhaina J, Bridgette D and Nora R, in Year 8** for helping Book Week come to life. Their fantastic leadership and dedication to this important event allowed this year's Book Week to be a massive success.

Even though Book Week has now to come to an end, featured below for you are a few of the exciting activities that took place during online learning at Sefton High School.



Ms Alali and Mr Elley

The Year 8 cohort came together to recommend their favourite books to the Sefton High School community!



BOOK WEEK AT SEFTON HIGH



Students participated in the 'Rewrite the Ending' Competition



Students wrote wonderful reviews to be displayed around our library!

What rating would you give the book out of 5 stars (5 out of 5 being the absolute best)? *

Your answer _____

Can you briefly summarise the plot? Maybe make reference to the characters, the plot, the setting ... but don't spoil the ending! *

Your answer _____

Who would you recommend this book to? What sort of person do you think would enjoy it? *

Your answer _____

Students participated in the 'Guess the Book Quiz'

BOOK 5 SUMMARY: An intelligent man succeeds in creating a new life.

Your answer _____

BOOK 6 SUMMARY: A young boy and his grandmother must be careful as they hide from a group of individuals who seek to turn children into mice.

Your answer _____

BOOK 7 SUMMARY: Young individuals are forced to battle in an arena.

Your answer _____

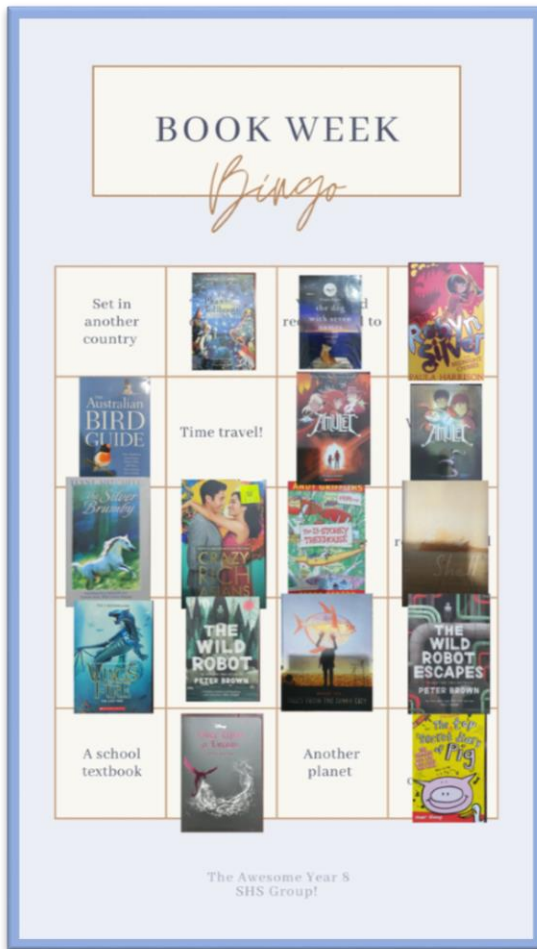


Students participated in the 'Book or Movie' Poll!

BOOK WEEK AT SEFTON HIGH



Students also participated in 'Book Bingo' with some fantastic results!



By Alicia N Year 8 student



By Adrian F Year 8 student



The teachers of Sefton also identified their favourite books!