
THE SEFTON TIMES

SINCERITY - SCHOLARSHIP - SERVICE

TERM 1 - 2024



EXCELLENCE IN EDUCATION FOR ALL OUR STUDENTS

PRINCIPAL'S MESSAGE



Welcome to the 2024 school year and a special welcome to all of the new families of the Sefton High School community. I wish our new Year 7 students a fabulous start to high school life and I am pleased to see all year groups have quickly settled into their new routines.

Every year I am reminded of how privileged I am to be leading this wonderful community. I look forward to building on last year's achievements and continuing our focus on improving outcomes for all students. At Sefton High School, we encourage a structured, disciplined learning environment where all our students have the opportunity to pursue their personal best to achieve the social and academic outcomes that students need beyond the gates. All teachers at our school set high expectations and pursue excellence in teaching to drive excellence in learning whilst working in partnership with families and the wider community.

HSC Success

To achieve personal excellence at the HSC level is the product of the investment of a significant amount of effort into the learning process. Aristotle insightfully stated "We are what we repeatedly do. Excellence, then, is not an act, but a habit." Excellence is achieved when students persevere through the discomfort and challenge of learning something new, reflecting on feedback, making the necessary adjustments along the way, learning through making inevitable mistakes, and developing a toolbox of strategies that includes the "habits" that best support them become more effective learners. Excellence is achieved when students display a mindset that values striving to do better and seeking to improve.

Our school prepares its learners for success outside of the school gates in a range of domains, and to know that all of our graduates are now happy, having secured post school destinations that suit their identified talent domains, is a most important aspect of the work we do to set up our learners to achieve success in life.

Student Medical Information and Family Contact Details

Our school asks for medical information when you enrol your child. It is also important that you let us know if your child's health care needs change or if a new health condition develops. Information about allergies, asthma, diabetes and other healthcare-related issues (including prior conditions such as medical procedures in the last 12 months) should be provided to the school by parents. Please also remember to notify staff in the school office of any changes to your contact details or to the contact details of other people nominated as emergency contacts. We appreciate your assistance in this regard and assure you that any information you provide the school will be stored securely and will only be used in order to support your child's health needs or as otherwise required by law.

Swimming Carnival

The swimming carnival proved to be a resounding success again this year, with a commendable turnout from our students in wet, cool conditions. A special appreciation goes to Mr Melki and his dedicated team for their efforts in organising the event which ran smoothly. The spirited atmosphere was further heightened by the hotly contested house games and of course the much loved the silly fish contest.

Naplan

Our Year 7 and Year 9 students have successfully completed the NAPLAN Online assessments. Congratulations to Mr Atton, Ms Irvine, Ms Turan and Ms Pham for their seamless organisation of these days.

Attendance

Undoubtedly, consistent attendance is the crucial foundation for your child's positive school experience. Education holds immense importance for your child's growth, and regular attendance is key to unlocking their educational potential, broadening career prospects, and enhancing life choices. NSW public schools, in partnership with parents, actively promote and support the regular attendance of children. A daily presence at school not only facilitates easier learning but also enables your child to forge and sustain meaningful friendships with peers.

Thank you for your commitment to improving student attendance. I know that you care deeply about your students and their progress at school.

Kevin Humphreys
Principal

Immunisations- NSW Health

All Year 7 and 10 parents were sent an email with instructions on how to provide online consent forms.

This program is run by NSW Health and the vaccines are administered by trained Nurses from the NSW Health Department. The school simply provides the location and administrative duties for the immunisation program. As such, if you have any questions, I strongly encourage you to contact NSW Health directly at www.health.nsw.gov.au/schoolvaccination or the Liverpool Immunisation Branch on 9794 0855.

The dates for the immunisations are as follows and consent can be given at anytime prior to these dates:

- Year 10- 1st of May, Meningococcal ACWY
- Year 7 - 3rd of July, Diphtheria- Tetanus- Pertussis (DTpa Whooping Cough) and Human Papillomavirus (HPV).

Students are encouraged to wear full sports uniform on these relevant days, and eat a big breakfast, with plenty of fluids.

There will be a catch up session on the 31st of October for any student, in either grade, who is unable to attend school on the above dates.

Mental Health Seminar- Batyr

On March 11th, both Year 9 and 10 participated in different Presentations delivered by Batyr, a highly respected organisation in the field of Mental Health. Students heard stories of resilience and shared stories of how best to support your mates if they are going through a hard time.



Brainstorm Production

On February 21, year 8 watched an engaging presentation from the Crew at Brainstorm Production titled Wired. This focused on Mental Health and the threats of Cyber Bullying to our children. This presentation is designed to engage students in a theatrical setting, and inform them of the harm caused by Cyber Bullying. Year 8s behaviour during this session was impeccable as was noted by all supervising staff.



YEAR 11 WELFARE NEWS

Our wonderful Year 11 cohort has started off the year by immersing themselves in a variety of programs. Students were invited to participate in the prestigious UNSW Leadership Gateway program, where they engaged in workshops centred around effective communication and dynamic leadership. Additionally, all Year 11 students were given the chance to attend a thought-provoking 'Road Safety Seminar' conducted by the 'You Choose' group, aimed at fostering safe and responsible community engagement. Insightful student testimonials have been provided below for your perusal.

Ms Alali
Year 11 Adviser

ROAD SAFETY SEMINAR

On the 20th of March, Year 11 had the opportunity to listen to the "You Choose" Youth Road Safety seminar, gaining great insight into the importance of their choices and actions, particularly on and around the road. The program revolved around the motto 'Own the Choice, Own the Outcome', whereby the speaker shared her personal story associated with the importance of being safe on the road and being aware of the choices you make and how they can have consequences on yourself and others.

The tear-jerking story of the speaker struck a nerve in the students, allowing them in real-time to prevent any reckless behaviour now and in the future, and further compelling them to hold their friends accountable for their actions if they try to engage in negligent driving. This program ultimately called upon students to change the legacy that teens are incapable of good decision-making and made students realise the impact of their choices, highly outweighs their intentions.

By Juhaina J
Year 11 Student

INTENTIONS - CHOICES - ACTIONS

YOU CHOOSE participants are engaged by powerfully relatable concepts of choice and consequence which are placed in context with their own social skills, their own lives and their own loved ones. Students are inspired by LOVE, FAMILY and the EMPOWERMENT of CHOICE to act as advocates of good decision-making in everyone around them.



UNSW GATEWAY LEADERSHIP PROGRAM

Term one saw leadership within Sefton starting off strong, with Year 11 students afforded the opportunity to attend a memorable day at UNSW as a part of the leadership gateway program. On the 19th of March, 15 year 11 students made their way to the university of NSW ready and excited to partake in a program to test and prepare them for their future aspirations in leadership in and beyond the schooling environment. In collaboration with students from many other schools including Birrong Girls, Arthur Phillip High School and Nepean Performing Arts High School, our students took on the challenge of learning what it meant to be a leader as they navigated the different dimensions of leadership and defined their own individual leadership characteristics. The day saw many bright smiles, new friends and growing leaders formed as Year 11 enjoyed a lovely meal provided by UNSW staff and exploring the university campus.

As Year 11 represented the school, they were able to meet and engage with a number of current university students, gaining valuable information on the university experience, in particular the Gateway program offered at UNSW. Further, students participated in a workshop led by communication expert Jo O'Reilly to develop and discover leadership strategies working with and meeting many students from across Sydney, with two of our very own students, Mohaddesa H and Adrian F, giving powerful and moving stories to inspire leadership, recognised and praised by the workshop leaders. By the end of the day it was safe to say that Year 11 had learnt a lot from the leadership program and all those involved with a massive thanks to all university ambassadors and workshop leaders for enabling students to take on such an opportunity. This program granted Year 11 a valuable and unforgettable day that will assuredly assist in the journey to becoming our schools and the future's next leaders.

By Nora R
Year 11 Student



YOUTH LEADERSHIP CONFERENCE



State Youth Leadership Conference

In Week 8, two of our schools' leadership groups were provided with the opportunity to attend the State Youth Leadership conference. As a program designed to redefine and promote leadership, the conference on the 21st of March, saw our SRC and Prefects tasked with building their very own leadership skills as well as communicating with leaders from other schools. Led by the Youth Leadership Academy and the motto 'Inspiring young leaders, igniting change', our leaders actively listened to and were inspired by three speakers who revealed their very own leadership journeys and provided advice in regard to the ways to achieve or begin our personal leadership adventures. Students heard from the CEO of the Youth Leadership Academy, Wil Massara, taking notes from his story of growth and determination, the key take away something that resonated with our very own leaders; that you're never too young to make change, a message they continue to demonstrate through their efforts and commitment to representing and serving the school.

Further, our students engaged in a number of activities and games, defining what they believed leadership to be and broadening their social networks. We saw friendships and partnerships formed between our own leaders and those from other schools as members from both the Prefects and SRC enjoyed



the event hosted by the International Convention Centre Sydney. There was a heavy focus on creating change within the schooling community and further society through our actions and the importance of having a plan B. Our leaders were also lucky to hear from the Minister for Youth Dr Anne Aly who spoke on the importance of using your voice to speak up, for if you don't someone else will speak for you. All in all, the conference was a memorable and valuable day for our leaders providing a key opportunity to reflect upon and develop the leadership skills they display on a daily basis.



By Nora R

YEAR 7 CAMP



From the 4th-6th March this year, Year 7 students attended school camp at Camp Yarramundi. Students enjoyed a variety of outdoors activities over the three days – including rock climbing, giant swing, an obstacle course, flying fox, orienteering, archery, initiatives, and high ropes. And who could forget the endless hours of “Gaga ball”?!

We ate delicious feasts of tacos, chicken and rice, sandwiches, salads, cake and of course ice cream. Our night activities included a music trivia night (where the teachers clearly reigned supreme) and a bonfire night where we roasted marshmallows and stargazed. During our trivia night, students competed in planking contests and vegemite-eating competitions – all while battling it out bravely for their teams.

It was a quiet bus ride home on the Wednesday, where students were tuckered out from the non-stop adventure that was camp. It was an amazing few days with excellent students and teachers!



Swimming Carnival 15 February 2024 – Birrong Leisure Centre

Thank you to all those who attended and helped make the event a great success and an enjoyable day. We had some amazing races and a couple of Sefton records being broken.

In terms of house winners - In 4th place was Thorpe. 3rd place was Court. Now the point difference between 1st place and 2nd place was tight, only 57 points between them. In 2nd place was Cuthbert. So 1st place was Bradman. Congratulations to everyone in Bradman.

Zone Swimming Carnival 1 March 2024 – Max Parker Leisure Centre

Congratulations to the following students who qualified for individual events for the regional swimming carnival on Monday March 11th 2024.

James A, Alex H, Hara K, Legend L, Katee Le T, Sophie L, Akshan M, Levi P, Runnan Z.

Many of these students qualified for several events as well. Well done to every student who represented SHS proudly. Special shout out to the very impressive Hara K who qualified for a whopping 6 events and even won the Champions race, beating every other competitor from ages 12-17+

Congratulations also to the following students who qualified for relay teams for the regional swimming carnival. We had 13 boys, 15 boys, 17-19 girls and 17-19 boys relay teams qualify:

Le Dan N, Noah L, Hayden N, Namtrung N, Alston S, Nora R, Sandra T, Francine M

If you qualified for regionals, please return your completed and signed permission note by no later than Wednesday 6th March to Mr Melki.

Regional Swimming Carnival 11 March 2024 – Gordon Fetterplace Aquatic Centre

Congratulations to the 20 students who represented Sefton High proudly at the Regional Swimming Carnival. We had some students who narrowly representation at the state level, but had 5 students who qualified for the CHS State Swimming Carnival. A massive congratulations to these students:

Hara K, Alston S, Namtrung N, Hayden N, Alex H.

Bankstown Zone Sports Report

Like the starters pistol of a race, we have started 2024 off with a BANG in sport. We had a number of very talented students attend the Bankstown Sporting Trial Days, competing against a large amount of students across the Bankstown area. Numbers on each team were limited though Sefton Students managed to make up nearly half the Bankstown Volleyball and Basketball teams. Unfortunately mother nature intervened for our Touch Football and Soccer trials though once we were able to get these up and running, our Sefton students once again impressed the selectors.

With a very quick turn around, the Bankstown Volleyball team competed in the Sydney South West Championships on Monday 19th February, finishing 2nd overall. A huge congratulations to this team and in particular Savio D who was successful in being selected to progress through to the Sydney South West team. We wish all our students competing in upcoming Championships the best of luck.

Dear Parents please see below Road Safety Brochures from Canterbury Bankstown City.

NSW Police Force
With your help, a safer community.

DRIVING OFFENCES IN SCHOOL ZONES

Disobey 'No Parking' Sign

DROP OFF & PICK-UP ONLY

8:15-9:30 AM
2:15-4:15 PM
SCHOOL DAYS

- ONLY stop to drop off or pick up
- Stay within **3 metres** of your car
- Stay less than **2 minutes**

Fine = **\$201***
& Lose 2 Points

Section 168 Road Rules 2014

'KISS & DROP' ZONE

DROP OFF & PICK-UP ONLY

8:15-9:30 AM
2:15-4:15 PM
SCHOOL DAYS

SCHOOL ZONE

8:15-9:30 AM
2:15-4:15 PM
SCHOOL DAYS

40

NO STOPPING

← →

Fine = **\$362***
& Lose 2 Points

DO NOT STOP for ANY reason

Section 167 Road Rules 2014

NO STOPPING

← →

Fine = **\$481***
& Lose 5 Points

Driver Uses Mobile Phone When Not Allowed by Law

DO NOT talk, text or view your phone while driving.

Section 300 Road Rules 2014

Fine = **\$362***
& Lose 3 Points

Child or Passenger Not Restrained

(Not wearing a seat belt or not in a child seat)

Sections 205, 206, 207 Road Rules 2014

For more information see: Road Rules 2014
<http://www.rms.nsw.gov.au/roads/safety-rules/road-rules/index.html>

*Fines are current as of February 2022. Fine amounts change regularly
 For up-to-date fine amounts see: <http://www.rms.nsw.gov.au/roads/safety-rules/defaults-offences/index.html>




DAYLIGHT SCHOOLWEAR | COMPLETE UNIFORM SOLUTIONS

Sefton High School - UNIFORM SHOP – Price List

Prices effective 1st March 2024

ITEM	PRICE
GIRLS	
Junior Girls Blouse	\$40.00
Senior Girls Blouse	\$40.00
Junior Girls Blouse Long Sleeve	\$42.00
Senior Girls Blouse Long Sleeve	\$42.00
Girls Skirt	\$55.00
Girls Skirt X-long	\$70.00
Girls Slacks	\$40.00
Blazer Female	\$110.00
BOYS	
Junior Boys Shirt	\$40.00
Senior Boys Shirt	\$40.00
Junior Boys Shirt Long Sleeve	\$42.00
Senior Boys Shirt Long Sleeve	\$42.00
Boys Shorts Beltloop	\$37.00
Boys Trousers Beltloop	\$45.00
Blazer Male	\$110.00
UNISEX	
Softshell Jacket	\$75.00
JUMPERS	
Wool Jumper	\$73.00
SPORTS	
Microfibre Jacket	\$70.00
Sports Shorts	\$35.00
Sports Shorts Long	\$35.00
Trackpants	\$50.00
Sports Polo Long Sleeve	\$42.00
Sports Polo	\$40.00
ACCESSORIES	
Hijab	\$20.00
Apron Black	\$15.00
Apron White	\$15.00
School Backpack	\$70.00
School Cap	\$18.50
Scarf	\$36.00
Socks Reg White – 5 pack	\$20.00
Socks Short White – 5 pack	\$20.00
School Tie	\$20.00
Girls Tights	\$9.50
OTHER	
Reusable Tote Bag	\$1.00

Monday 8:00am – 4:00pm – closed during school holidays.

Purchase online: <https://daylightschoolwear.au/sefton> - pick up from uniform shop.

WE ACCEPT MASTERCARD, VISA, EFTPOS, AND CASH – NO CHEQUE PAYMENTS

**Prices are subject to change without notice



Sefton High School - UNIFORM SHOP – Order Form

Prices effective 1st March 2024

ITEM	PRICE	SIZE	QTY	TOTAL
GIRLS				
Junior Girls Blouse	\$40.00			
Senior Girls Blouse	\$40.00			
Junior Girls Blouse Long Sleeve	\$42.00			
Senior Girls Blouse Long Sleeve	\$42.00			
Girls Skirt	\$55.00			
Girls Skirt X-long	\$70.00			
Girls Socks	\$40.00			
Blazer Female	\$110.00			
BOYS				
Junior Boys Shirt	\$40.00			
Senior Boys Shirt	\$40.00			
Junior Boys Shirt Long Sleeve	\$42.00			
Senior Boys Shirt Long Sleeve	\$42.00			
Boys Shorts Beltloop	\$37.00			
Boys Trousers Beltloop	\$45.00			
Blazer Male	\$110.00			
UNISEX				
Softshell Jacket	\$75.00			
JUMPERS				
Wool Jumper	\$73.00			
SPORTS				
Microfibre Jacket	\$70.00			
Sports Shorts	\$35.00			
Sports Shorts Long	\$35.00			
Trackpants	\$50.00			
Sports Polo Long Sleeve	\$42.00			
Sports Polo	\$40.00			
ACCESSORIES				
Hijab	\$20.00			
Apron Black	\$15.00			
Apron White	\$15.00			
School Backpack	\$70.00			
School Cap	\$18.50			
Scarf	\$36.00			
Socks Reg White – 3 pack	\$20.00			
Socks Short White – 3 pack	\$20.00			
School Tie	\$20.00			
Girls Tights	\$9.50			
OTHER				
Reusable Tote Bag	\$1.00			
			TOTAL	

Monday 8:00am – 4:00pm – closed during school holidays.

Purchase online: <https://daylightschoolwear.au/sefton> - pick up from uniform shop.

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**Prices are subject to change without notice



NEWS FROM THE OFFICE

SCHOOL BYTES

All excursion permission and payments are on School Bytes. Download the app today

- App Store -
<https://apps.apple.com/us/app/school-bytes/id6463097826>
- Google Play -
<https://play.google.com/store/apps/details?id=education.schoolbytes>

NEW PROCEDURES

SICK OR EARLY LEAVE

Parents must come to the office and sign out
students if they leave school sick or with early leave
permission

CHANGE OF DETAILS

If you change address or phone numbers please let
the office know as soon as possible

sefton-h.school@det.nsw.edu.au



TERM DATES

The last day of school for Term 1 is
Friday 12 April 2024

School returns for all students on
Tuesday 30 April 2024



Term 1

Sefton libraries highlight this term was an excursion to the State Library. The following report was created by Michelle N and Adrian F from year 11.

State Library Excursion 12 March 2024

Going to the excursion was by far one of the best experiences I have attended in 2024. It was honestly such an amazing opportunity being able to see the many sights of the gorgeous state library! It was so clean, beautiful and it had this ambience to it that created such a luxurious yet cosy sensation to it. At the start of our tour in the State Library, we got taken to the Shakespeare room. One might believe that the Shakespeare room would only consist of his main classics but to my surprise, the room had a lot more meaning and depth. From the carpeting to the miniature intricate designs to the ceilings and stained-glass art on the windows, many jaws were dropped when we realised that every single aspect of the room including just the decorations adorned on the walls were subtle allusions to Shakespeare's more older works.

We journeyed to a collection of photographs, where we saw many curious photos, such as one of a man sleeping in a car, one of some goths presiding over the scenery with an air of confidence I hope to achieve one day, and one of a building in the shape of a clown's head.

We also looked at some of the underground areas of the library, where books so delicate they must be kept in a freezer are stored. The tour guide explained that the library has over 5 million items in its collection, many of which are kept in underground areas such as the one we saw. She also explained that, once the library had an item, it held onto it forever. Upon myself asking what would happen once the library ran out of space, the tour guide responded that the library also had off-site facilities within which to hold extra items. It seems to me as if this library is like a snake that never stops consuming itself (in a good way).

Afterwards, we visited an exhibition of Indigenous artefacts, made up of various spears, shields, handbags, and necklaces. The tour guide explained that the spears used the laws of physics by allowing one to extend their arm to have a deeper impact upon strike. The shields, interestingly, had impact marks upon them, indicating an attack. These items had been transported to Britain hundreds of years ago and were now returned to Sydney for the exhibition. One of the handbags, the tour guide explained, consisted of a weaving technique which had been forgotten until the handbag was returned to Sydney. Unfortunately, at the end of the exhibition the artefacts must go back to Britain because there is apparently no proof that they were stolen.

However, the paintings were a major hit of the tour as we were given insight into many works that featured Australia's beautiful landscapes. The notable ones depicted perceptions of how certain events would have been seen/presented back in the 18th century. A painting that struck out too many of the students was one that exhibited a visualisation of how the British people would have celebrated New Years Eve, in a lovely summer day with many families on the landscape, enjoying a picnic and interacting with other people. The fascinating part was when the tour guide revealed that in the painting, there is a hidden ghostly figure that may or may not have been purposely placed there. Some have said that the artist may have intentionally done that to evoke a haunting atmosphere while many others believed that the painting attempted to layer paint on top of that figure and after many years, the outlines of that figure started to become more notable due to the ageing of the painting. There were many other paintings that featured portraits of nobles of high status during the 18th century and more striking paintings of the Australian landscape.

Our minds still reeling from those awe-striking paintings, we were then shown the smallest book in the library, one so small it could fit in one of the sections of my finger. It was apparently a prayer book that, miraculously, had writing in it, consisting of prayers in both English and Spanish. We were also shown a photograph of the biggest book in the library,

LIBRARY



which the tour guide could not bring out because it was taller than an adult person and wider than seven of them. An awe-inspiring sight.

We also managed to see the main section of the library, where the public could usually be relied upon to be found. We viewed the splendour of its glass-stained windows depicting the Canterbury Tales. We also learned that any book published in NSW, if it has an ISBN, is kept at the library, which is comforting for any future aspiring authors.

After that, our excursion concluded and we left the library feeling grateful for having experienced such a beacon of knowledge and history, almost 200 years old and still in existence.



LIBRARY



Books and Buddies

Every Tuesday after school, students in Year 7 to 11 spend their time immersing themselves in a wide range of fiction and non-fiction books. The literacy program involves peer tutoring, providing 1 to 1 support to our Year 7, 8 and 9 learners, aiming to improve their phonemic awareness, memory, vocabulary, fluency, decoding skills which are key elements to reading comprehension. Students work with their tutor at their own pace to complete their reading, homework, assignments or literacy workbook.

Miss C. Pham (Learning and Support Teacher)



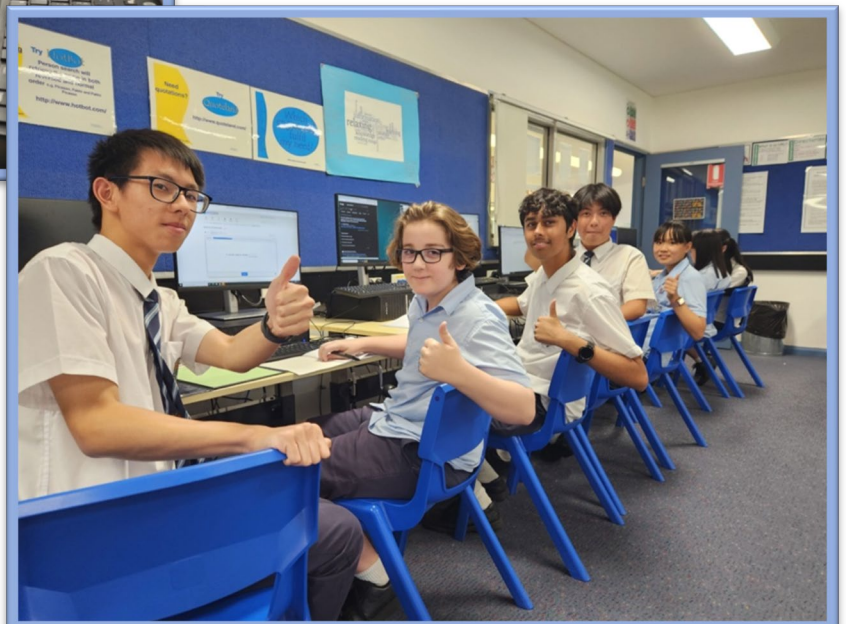
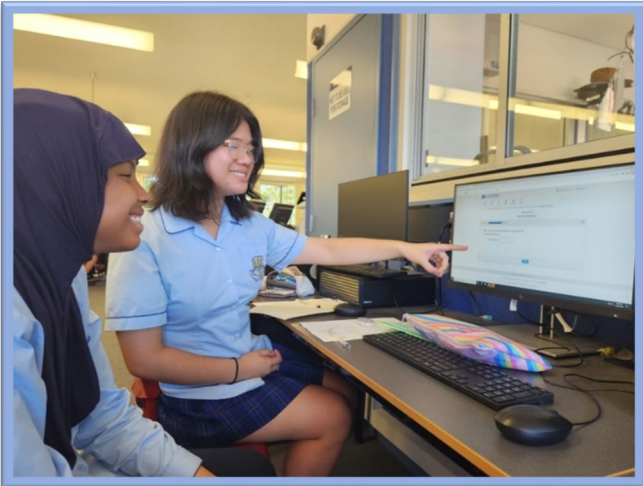
STUDENT SERVICES



Maths Mates

Every Tuesday after school, students in Year 7 to 11 spend their time quantifying mathematical patterns and solving number problems using an online learning platform called MathsOnline. The numeracy program involves peer tutoring, providing 1 to 1 support to our Year 7, 8 and 9 learners, aiming to improve their numeracy skills. Students work with their tutor at their own pace to complete their mathematics homework, revision or misunderstood work.

Miss C. Pham (Learning and Support Teacher)



YEAR 9 RECREATIONAL SPORT DAY



Basketball & Gymnastics

On Friday, week 7, Year 9 travelled to YMCA, Epping for our first recreational day excursion for Year 9. We had the opportunity to engage with and experience a variety of gymnastic equipment, many of which are not available at school. This included trampolines, bars, vault, rings, balance beams, a foam pit etc. With this great opportunity, we practised gymnastic moves for our upcoming practical assessment and had a great time.

Under the guidance of qualified coaches, we enjoyed an exhilarating session of basketball. It was a fun bonding time with the entire grade, encouraging teamwork and communication among students. Overall, this recreational day was a fantastic experience for Year 9, allowing us to both improve our skills in gymnastics and basketball and develop closer bonds with our peers.

Hide C



At YMCA Epping I had a lot of fun. There was a range of activities and equipment that we otherwise wouldn't use at school. These included the parallel bars, rings and foam pit. The best of those was definitely the foam pit. There was a weight gym at Epping that everyone was excited to use but unfortunately, we did not have a chance to use it. In the future, they should let students trial the gym and test their strength using the weights. The staff there were very kind and professional, they taught us how to do basic movements such as a cartwheel and kept us safe when we were using the equipment. They even let us eat inside which we otherwise wouldn't do so. Overall, I had a great experience there and I would recommend you visit.

Lachlan M



YEAR 9 RECREATIONAL SPORT DAY



The day started with uncertainty as the thought of doing the splits for the whole day wasn't pleasing. However, as we stepped into the gymnasium, we became wilder than monkeys. Before we knew it, we were swinging around, doing flips on the bars, jumping down the trampoline like a runway, rolling across the floor, and walking the beam like a plank. The best moment was, without a doubt, the foam pit as we flew into the sea of soft cushioning, struggling to get out in the process. Despite the repulsive smell of feet and sweat, it was a unique and thrilling experience.

Jessica N



On Friday of Week 7, Year 9 had a recreational day at Epping YMCA. I really enjoyed the experience as the instructors were incredibly supportive and nice to talk to. The equipment was different to what we used at school and I talked to so many people in my grade that I normally wouldn't have. I especially found the gymnastics rooms fun and really stepped out of my comfort zone. Overall, although sports isn't something I excel in, the day went by quickly and I had a good time.

Sherry W

YEAR 9 RECREATIONAL SPORT DAY



On the 15th of March, Year 9 students went to the YMCA in Epping. The centre had various rooms, each with different equipment which we did not have at school, and we were very excited to try them out. There was also an indoor basketball court that was really fun to play on. The coaches helping us with gymnastics were extremely nice and helpful. The highlight of the day for me was definitely the foam pit. Overall, the excursion was very fun and I am looking forward to future excursions.

Sean T



Pulse Alive 2024

On Friday the 8th of March The Pulse Alive 2024 dancers travelled to Netball Central for a full day rehearsal. They participated in a warm-up and run through of the choreography with Sally Danger the choreographer their item. They then went through a process of positioning which was a massive task with a large number of dancers.

The item was titled "Shut Up and Dance" performed by our students alongside 4 other schools. On Thursday the 14th of March students, accompanied by Miss Isaac set off back to Sydney Olympic Park for a long day of rehearsals at Ken Rosewall Arena. Students rehearsed their item in the performance space. After the lunch break students rehearsed the finale with the entire cast. Following the rehearsals, students performed in the show. The students performed like true professionals and are congratulated on their efforts and dedication to rehearsing consistently.



Sefton High School English Olympiad

The English Olympiad's first chapter has concluded, with more than 100 entries submitted for competition 1, 'Unleash your Imagination'. This competition served as a creative stage where students could craft narratives resonating with the prompt 'Echoes', enabling them to curate truly compelling stories about meaningful human experiences. The significance of unity, complexity of power, and the consequences of isolation were just some of the many ideas students embedded in their own compositions.

We encourage all Sefton students to take advantage of the platform the English Olympiad provides to foster their love of writing. There will be more competitions throughout the year that students can enter.

The creative pieces of the finalists have been provided below. Enjoy reading!

Ms Alali
English Teacher

Stage 1 Finalist - Lucas Ngo (Year 8)

The foolish echoes never felt so ambitious.

The melancholy hums of drones pierced through the stale air, consolidated by the drizzle of rain. Monoliths of steel and concrete buildings arced into the sky and spires punctured into the stagnant clouds.

I hate the rain.

It often reminds me of working on the 'Project-X,' hapless and daunting. They never interpret it that way, propaganda gets into everyone's heads, gets into mine sometimes. I am desperate, something's on my mind, whether it will shut the city into lockdown, I don't care. My strides rose in swiftness, as the station of the Maglev welcomed me in open arms.

Instead the arms were laced with spikes.

The platform was consumed by waves of people, endless waves of drones aimlessly advertising for the project, the empty words echoed in my ears. The rain hammered harder.

The whirl of the magnets and motors dimmed as the doors slid open, reluctance flooded my mind. The doors slid shut behind me, it was the point of no return. The thought rang in my mind.

And what if I fail?

And what if I fail?

The words echoed in my head.

The maglev roared through the tunnel, reverberating on the tunnel walls. The maglev abruptly halted, the doors slid open. An array of colours wandered past me, no one would see me, I said to myself. In one fluid motion, behind a fence, I was out of sight.

My foolish echoes never felt so ambitious.

The nebulous atmosphere expanded as the silence grew louder, empty footsteps vibrated in the tunnel. A mystical ladder, wandering up and out of sight. Vines intertwining, nature never was so beautiful. At the top, the refreshing scent of flowers blooming beneath the manhole. And then I opened it.

Monoliths of glass, bricks, spires with statues. The rain ceased, vines crawled across the floor, sprouting flowers every which way. The echoes of me, silently chimed through the streets interwoven with moss. Buildings seized by nature, a captivating fragrance of lucious fauna. The wind's hallucinogen of honey and pollen. I never thought how nasally drones get ingrained in your head, but it must've been impactful. Strolling down the boulevard, I wondered why someone would let a world disappear, vanish into the bottomless void of our past.

You may be wondering, what would happen if someone got this far? No idea, no one has ever been this far.

From turning corners of bygone eras of our society, embracing the warm sun on my skin, I never thought I would leave such a place. Flowers draping from traffic lights, urban sprawl terraforming into nature's sprawl. Years of reminiscing for a day of liberty from tyrannical agitprop on walls and obnoxious brainwashing misinformation.

And yet, not everything is eternal.

And the very environment that I stand in is why.

An unwilling force brought me back, as if it was beckoning me to return, and yet I wish it was as simple as refusing. My very life may be tossed away like this very city, isolated from contact. Yet this is my remedy, former streets of jovial chattering, boisterous nightlife and a past enlightenment.

Getting lost would be just so easy.

The echoes had never felt so ambitious, and would forever more.

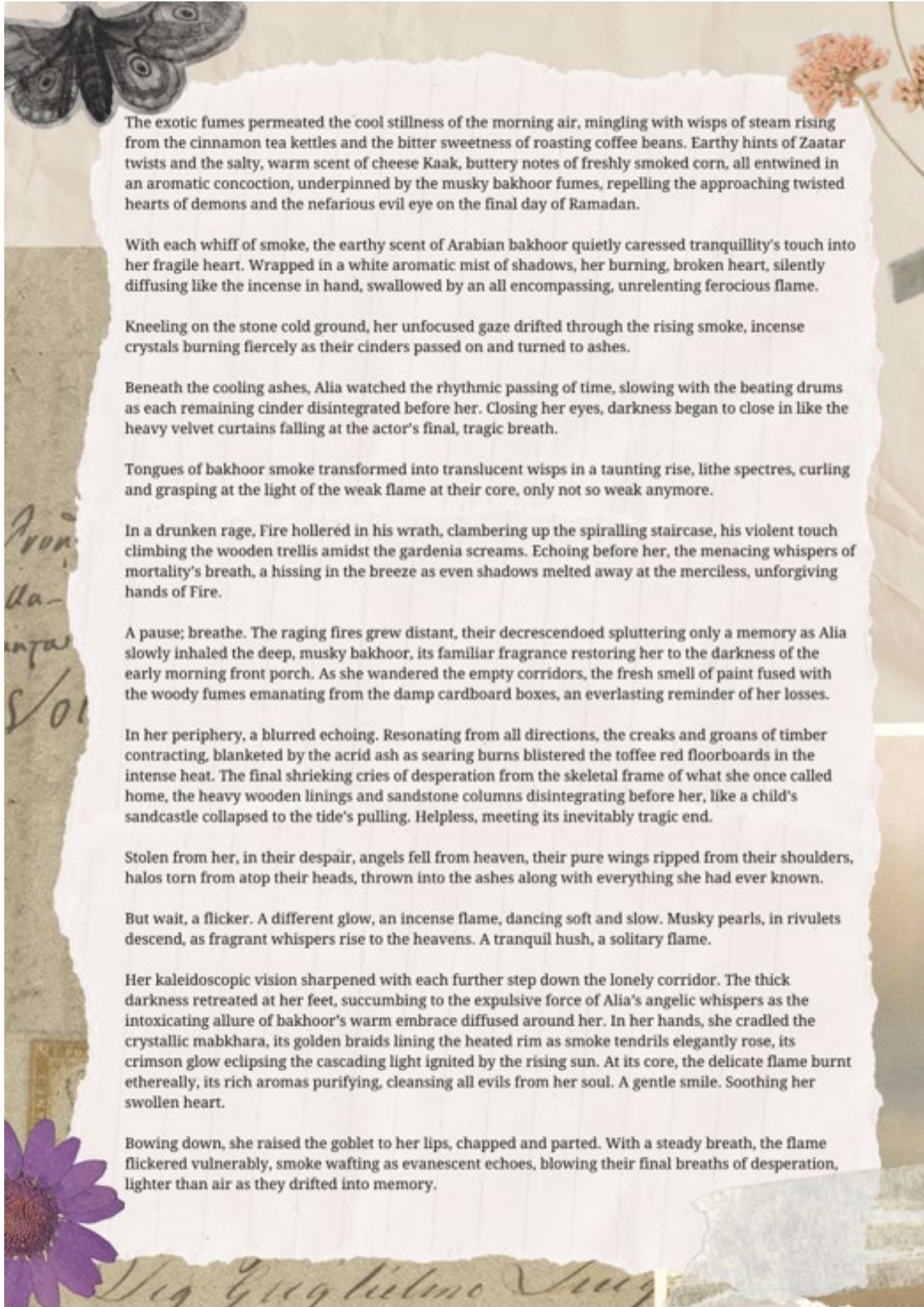
Stage 5 Finalist - Dia R (Year 10)

White Heart

A shaky breath. A trembling hand. The match spluttered to life, its feeble flame illuminating the pre-dawn sky.

Crackling and spitting ominously at her, Alia reached for the gold laced goblet, the mabkhara, spreading the young blaze's pathway as it sparked amidst the crystalline flakes of bakhoor incense. Catching fire, it engulfed the incense crystals, hissing ever so gently as Arabian aromas rose before her, a thin smoke veil spiralling and weaving with the elegance of an ensemble of ribbon dancers on an empty stage, a feeble spotlight casting light upon their intricate beauty.

The bakhoor attar began to drape the blank damp walls surrounding her; fruity and green with subtle hints of earthy spice. The top notes of grasses and saffron soon dwindled away, revealing the heart of a beautiful floral symphony. Jasmynes, their rich sweetness angelic, intertwined with the spring meadow fumes of rose, amber and vanilla, ending with a finale of bold musk and marzipan, returning her to those early morning fajr prayers, a place of serenity and peace.

The background is a collage of aged, textured paper with torn edges. It features several decorative elements: a large grey butterfly in the top left, a cluster of orange flowers in the top right, a purple flower in the bottom left, and a piece of paper with cursive handwriting at the bottom. The text is arranged in paragraphs on this background.

The exotic fumes permeated the cool stillness of the morning air, mingling with wisps of steam rising from the cinnamon tea kettles and the bitter sweetness of roasting coffee beans. Earthy hints of Zaatar twists and the salty, warm scent of cheese Kaak, buttery notes of freshly smoked corn, all entwined in an aromatic concoction, underpinned by the musky bakhoor fumes, repelling the approaching twisted hearts of demons and the nefarious evil eye on the final day of Ramadan.

With each whiff of smoke, the earthy scent of Arabian bakhoor quietly caressed tranquillity's touch into her fragile heart. Wrapped in a white aromatic mist of shadows, her burning, broken heart, silently diffusing like the incense in hand, swallowed by an all encompassing, unrelenting ferocious flame.

Kneeling on the stone cold ground, her unfocused gaze drifted through the rising smoke, incense crystals burning fiercely as their cinders passed on and turned to ashes.

Beneath the cooling ashes, Alia watched the rhythmic passing of time, slowing with the beating drums as each remaining cinder disintegrated before her. Closing her eyes, darkness began to close in like the heavy velvet curtains falling at the actor's final, tragic breath.

Tongues of bakhoor smoke transformed into translucent wisps in a taunting rise, lithe spectres, curling and grasping at the light of the weak flame at their core, only not so weak anymore.

In a drunken rage, Fire hollered in his wrath, clambering up the spiralling staircase, his violent touch climbing the wooden trellis amidst the gardenia screams. Echoing before her, the menacing whispers of mortality's breath, a hissing in the breeze as even shadows melted away at the merciless, unforgiving hands of Fire.

A pause; breathe. The raging fires grew distant, their decrescendoed spluttering only a memory as Alia slowly inhaled the deep, musky bakhoor, its familiar fragrance restoring her to the darkness of the early morning front porch. As she wandered the empty corridors, the fresh smell of paint fused with the woody fumes emanating from the damp cardboard boxes, an everlasting reminder of her losses.

In her periphery, a blurred echoing. Resonating from all directions, the creaks and groans of timber contracting, blanketed by the acrid ash as searing burns blistered the toffee red floorboards in the intense heat. The final shrieking cries of desperation from the skeletal frame of what she once called home, the heavy wooden linings and sandstone columns disintegrating before her, like a child's sandcastle collapsed to the tide's pulling. Helpless, meeting its inevitably tragic end.

Stolen from her, in their despair, angels fell from heaven, their pure wings ripped from their shoulders, halos torn from atop their heads, thrown into the ashes along with everything she had ever known.

But wait, a flicker. A different glow, an incense flame, dancing soft and slow. Musky pearls, in rivulets descend, as fragrant whispers rise to the heavens. A tranquil hush, a solitary flame.

Her kaleidoscopic vision sharpened with each further step down the lonely corridor. The thick darkness retreated at her feet, succumbing to the expulsive force of Alia's angelic whispers as the intoxicating allure of bakhoor's warm embrace diffused around her. In her hands, she cradled the crystallic mabkhara, its golden braids lining the heated rim as smoke tendrils elegantly rose, its crimson glow eclipsing the cascading light ignited by the rising sun. At its core, the delicate flame burnt ethereally, its rich aromas purifying, cleansing all evils from her soul. A gentle smile. Soothing her swollen heart.

Bowing down, she raised the goblet to her lips, chapped and parted. With a steady breath, the flame flickered vulnerably, smoke wafting as evanescent echoes, blowing their final breaths of desperation, lighter than air as they drifted into memory.

Stage 6 Finalist - Trinity C (Year 12)

With a shaking hand, she turned the bronze handle, entering the room she had promised herself she would never return. Sacrilegious, nihilistic, blasphemous, the devil stood in an echo of The Last Supper, holding a golden goblet in his hand, a sly smile etched on sinful lips.

She observed the way he stood up from his chair, different yet quite the same, and the luminosity of his cheeks had somewhat faded, yet in his eyes, there was still the Devil. He remained imperially powerful, a poem of epicurean connotations, with dark curls framing his moonlit complexion, he stood with the commanding presence of a sovereign amidst his devoted disciples.

"Well," his sinuous timbre echoed with a subtle hiss, and even after so long, it was still the zephyr of midsummer on her soul, "Delighted to have you back my daughter".

It had been years since she had sat at his table, yet the echo of his voice, the creaking ceiling, the sobs of her mother, constantly permeated her mind every second since.

You will always need me. He used to yell.

But she came back for her. Her Mother. She would've never found solace knowing her mother was still trapped under his totalitarian grasp.

That demonic bloody viper.

He picked up a chalice. One she recognised all too well. She had seen her reflection in it as it flew past her head, the day she left this forsaken place.

Watching his mocking features stare into her, he slowly poured some blood red wine into the chalice, holding it out for her to take.

You will always need me. His voice echoed.

No. She was no longer the scared little puppet he controlled anymore. With a swift, forceful motion, she swept her arm forward, her hand colliding with the cup, the sonorous metallic sound pounding at her ear as it fell to the ground. The hematic tones crawled into the floorboards. Clang!

You will always need me. The clattering chalice echoed.

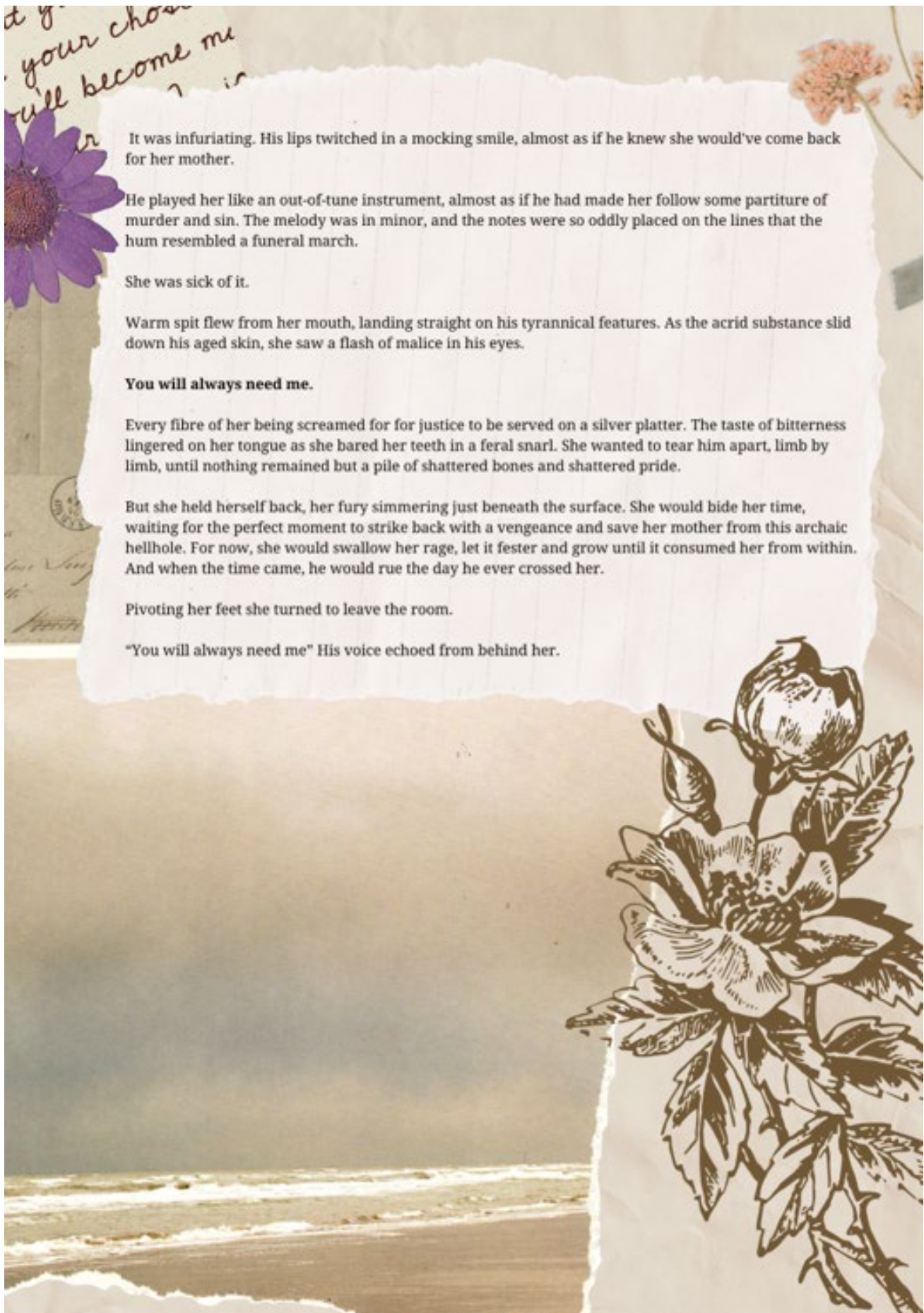
His eyes fell on the spilled wine, and he clicked his tongue in displeasure. It reminded her of times when she had been too delicate to fight against his dishonesty.

He smirked, and then he pushed himself off the table, hands stuffed in his pockets before he halted in front of her. His forehead towered over her figure, and he almost grunted at her obstinate eyes, unimpressed by her insubordination.

He knew how to get to her. The apple never falls far from the tree after all. She was his puppet and he had been plucking at her strings endlessly, devising a hypnotic tune of sorrow, a call for action. Shaping her future.

You will always need me. His gaze echoed in her mind.





HSC English Advanced Excursion



As part of their study of 'Textual Conversations,' Year 12 English Advanced students ventured on an insightful excursion to the Neilson Nutshell in Dawes Point. There, they participated in a seminar about 'King Richard III' hosted jointly by Bell Shakespeare and the University of Sydney. The seminar enhanced students' understanding of the universal issues explored in Shakespeare's historical play and Pacino's contemporary reframing of the canonical in his docudrama, 'Looking for Richard.' During the event, students had the opportunity to observe performances of key soliloquies from the play and engage in critical analysis offered by leading academics from the University of Sydney. We look forward to reading students' comparative essays in their upcoming assessment.

Ms Alali
English Teacher



MODERN HISTORY



Our year 12 Modern History students are deep within the middle of the HSC course and are currently studying the National Study: USA 1919-1941.

Here they are completing quick-fire conversations to explore the social tensions dot point and putting together essay puzzles to match up key arguments, terminology and historical evidence to a range of essay questions on US Society.



ELECTIVE HISTORY



Year 9

On the most historic day of the 21st century, Year 9 History Elective classes participated in an epic boat race to demonstrate how Vikings used their longboats and raided different parts of Europe! We started the race by preparing our amazing Viking outfits and planned our strategies to achieve our goal of reaching the 5 different stations that held resources such as fur and silver.

It was very funny to see everyone waddle around in boats like penguins (including myself) and failing miserably, stepping on each other shoes multiple times. Overall, it was a very enjoyable experience, and I truly did love getting the chance to be a Viking for a day! Not only was the actual race fun but so was the construction for the boats. All teams made extraordinary longboats with various designs and came up with clever ways to keep the boats stable. The decorating, the building and even just the moments where we got to work together helped us bond as a class.

My team used tape to stabilise the boat and we created a box to hold all the resources. Other teams used rope to be placed on their team-mates shoulders and had Viking shields on their boats. All teams did a great job creating intricately designed drawings of a dragon to add on to the Viking boat's scary reputation. In the end our cardboard boats were a very accurate representation of Viking longboats and it was overall an amazing experience I won't forget!

By Deepti, Year 9.



ELECTIVE HISTORY



Elective History - National History Challenge!

Last year, the historical investigations of our Year 9 and 10 Elective students that had earned recognition at the school level were entered into the National History Challenge, a research-based competition for Australian students. It provides students with the opportunity to demonstrate their skills and knowledge as historians, researching world history, examining Australia's past, investigating their own community or exploring their own roots. The challenge is run by the History Teachers' Association of Australia, who aim to promote public support for a more widespread involvement of students in the field of History. The theme for 2023 was '**Continuity and Change.**'

Year 9

Dia R

Changing Perspectives – Maralinga and the Anangu Pitjantjatjara (Special Category: Indigenous History)

Against the backdrop of a deeply divisive national debate regarding an Indigenous voice to parliament, History can play a role in understanding how and why Indigenous voices are heard, marginalised or ignored. In 1956, Britain began a twelve year long experiment testing nuclear weapons on Pitjantjatjara lands, altering the political, social and environmental conditions of Maralinga. The state's ongoing callousness regarding the political voice and wellbeing of Indigenous peoples, as well as their spiritual connection to the land, was demonstrated in the deliberate endangerment of their safety and the subsequent harm to their health. The choosing of Maralinga, said to be an 'unoccupied' area, as the site for nuclear testing perpetuated the state's cultural ignorance and prevented further societal advancement. Australia's ongoing discussion regarding an Indigenous parliamentary voice emphasises the exigency of reflection upon history, particularly the Maralinga nuclear tests, in reaching a conclusion on such a controversial issue.



Dia earned a Silver Award for her entry. Dia's essay, after passing through judging at the school level, qualified to be judged at the state level in the Indigenous category. Her entry then passed to judging at the national level, an amazing achievement for our school, and a credit to her enthusiasm and effort in her engagement in historical inquiry.

Congratulations to all our hard-working and passionate historians!



Year 10

Mohaddesa H

My essay exposes disparities in Australian immigration policies, shedding light on the preferential treatment of Western nations and the neglect of war-torn countries like Afghanistan. It contrasts the acceptance rates of Afghan and Vietnamese refugees, emphasising the impact of evolving policies on immigrants' paths to citizenship. Through personal narratives, it humanises the struggles of asylum seekers, urging a call for a more equitable and compassionate immigration approach in Australia.

Adrian F

My submission for the National History Challenge this year was an essay that aimed to explore the impact of changes in government policy towards the Puritans during the reign of Charles II. My essay covered three main aspects of this topic, that being the changes themselves, the subsequent migration that happened as a result of these changes, and the continuation of the Puritan religion after these changes. Thus, I created an extensive report on the factors influencing the Puritans during the 1600s. My first body paragraph went over the persecution of Puritans by Charles II, particularly in regards to his treatment of the Puritan clergy, as well as his growing relations with Catholicism. Both of these angered the Puritans, influencing their decision to migrate to America in hopes of establishing an ideal Puritan society, which my second body paragraph covered. Finally, I explored the ways in which the Puritans utilised their religious beliefs in their new lives in America, thus continuing the Puritan religion. From this, I concluded that the effects of Charles' policies were voluminous.

Ethan H

I really like public transport. 10 years ago is when I got into trains, and ever since then I've held a fascination about transport in Sydney, its history, and the politics behind it. The trams essay combines my interests into a story about the loss of the tramways: From road lobby influence, to Government involvement, to the destruction and change in culture that the loss caused.

I am a massive public transport advocate due to my interest in the issue. The destruction of the Tramways in my opinion, was indicative of changing government attitudes that have caused the preferencing of the car to every other travel method to today. You see this every day. Maybe it's at intersections like at Auburn where despite many pedestrians waiting, cars get priority of travel. Maybe it's those 6-8 lane arterials like Parramatta Road which actively force people into cars due to the unpleasantness of walking or cycling along them. Maybe it's in the building of so many ugly motorways like the M4 that need multiple lanes for what 2 railway tracks could do.

I know that many of you will prefer your car for many reasons. But I'd argue that this preference stems right from the destruction of the trams and urban planning ever since then actively trying to get you into one over getting onto public transport. If you find yourself on the Harbour Bridge, around the inner west, in the Eastern Suburbs or in the Northern Beaches, please consider the trams and what we could've still had today.

ELECTIVE HISTORY

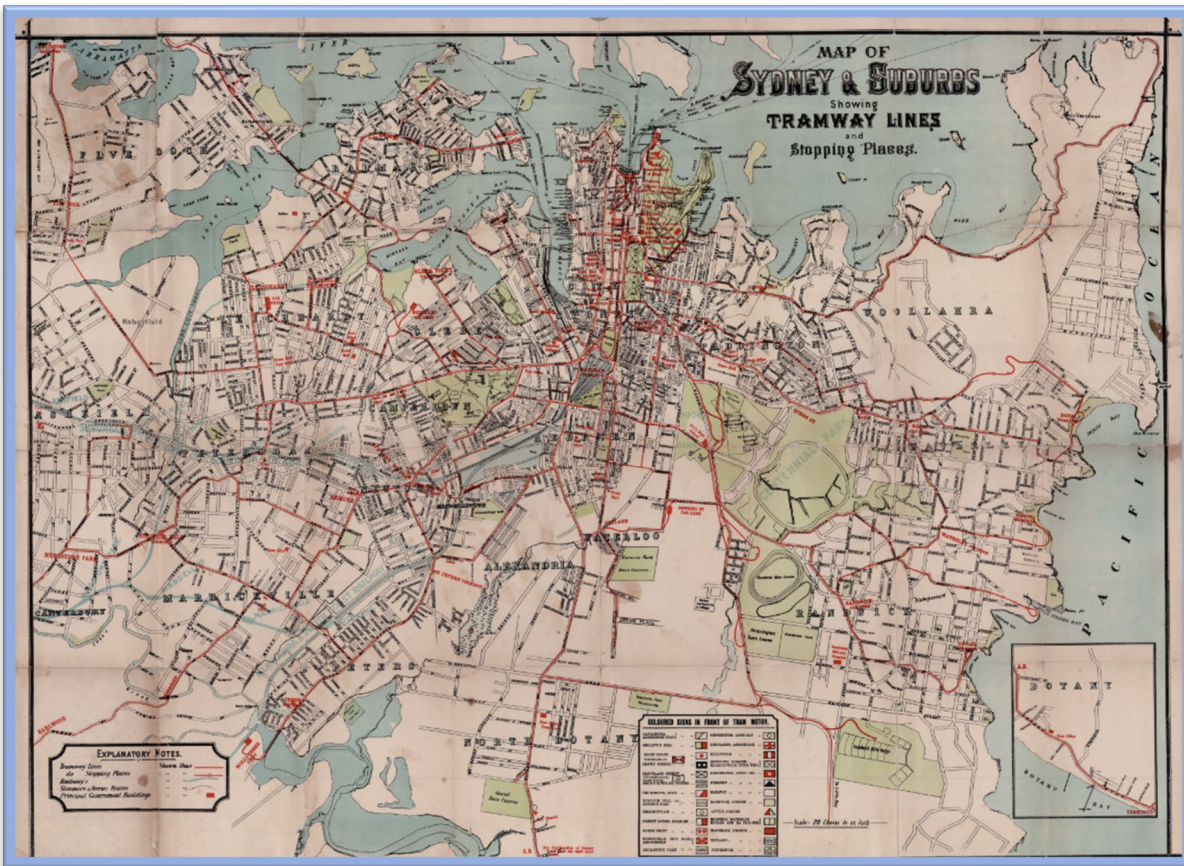


Image: 1925 map of tramway lines running through Sydney.



Image (left to right): Ethan H, Mohaddesa H, Adrian F.

Year 10 Elective History Phalanx Battle!

As part of our study of Alexander the Great, king of Macedon in the 4th century BCE and military genius famed for his conquest of the mighty Persian Empire, Year 10 Elective historians staged a dramatic battle that attempted to reenact one of Alexander's greatest victories in Persia! The Battle of Gaugamela ended the Achaemenid dynasty and made Alexander the undisputed ruler of western Asia.

Using cardboard, scrap paper, a lot of sticky tape, and our handy knowledge of Macedonian and Persian weaponry, we tirelessly worked to assemble armour, shields, swords and sarissas, which were 4-6m long spears that made the Macedonian phalanx so formidable, to prepare ourselves for the battle of the century! Behind E Block, Alexander's army assembled in phalanx formation, with the commander of the allied cavalry led by Parmenion on the left wing as at the Battle of Gaugamela in 331 BCE, facing off against the superior numbers of the Persian force, who were ready to defend their king and territory.

After an inspiring and motivational speech given by our class' very own version of Alexander himself, acknowledging the contributions of his loyal soldiers one by one as well as taunting Darius, the Macedonians and Greeks were ready to fight. The Persians could not refute, they were also in awe of this amazing speech, but were nevertheless determined to prove Alexander wrong and end his winning streak. Much was at stake.

On the morning of 4th May, the battle commenced. Alexander's phalanx moved forward slowly, but quickly dispersed and lost formation, leaving them vulnerable to the Persian cavalry. However, that was clearly an intentional and genius tactic by the one and only Alexander the Great and obviously not a result of lack of training and skill. As Darius' army moved to outflank the phalanx, they left their king unprotected. Alexander, with the aid of his trusted general Parmenion (who somehow became Parmesan cheese...), utilised this disadvantage, and managed to mortally wound Darius, leading to a Greek victory! Note, Darius' ending here was not historically accurate, but it made the allied forces under Alexander very happy and raised morale!

The Persians, in shock to suddenly hear of their leader's loss, began a disorganised retreat, and were chased and defeated once and for all, until the later rematch that is. As Alexander and his men achieved victory, and remained undefeated in battle, he cried out 'Another Macedonian classic!' Also inaccurately, Alexander was at one point betrayed by his own men. So ultimately, the battle was accurate in that Alexander's forces won over the Persians, but in terms of little else.

Thus, although this reenacted battle was not totally historically accurate, at the end of the day, what mattered most was that we had so much fun running and chasing each other around with cardboard sarissas and made another unforgettable memory in Elective History!

Chirag A-C, Year 10.

ELECTIVE HISTORY



Year 9 Elective History Incursion

Last year, Year 9 Elective History students attended an extraordinary and memorable incursion presented by Mr James Adams, an expert on ancient and medieval history, weapons and battle tactics!

From start to end, over two periods, we were completely absorbed in an engaging and hands-on lesson about the wide variety of medieval weaponry, tools, and equipment! From the heavy mail weighing up to 20kg (depending on what you could afford) to the sharp silver swords (but in reality blunted for safety purposes) and the intimidating looking lances and the flaming arrows (note: they were not actually on fire), we were allowed a glimpse into the medieval experience of battle and violence.

The detailed explanations of the diverse Viking instruments by Mr Adams, especially the shields that doubled as weapons and the battle axes and hammers, fascinated us and encouraged curiosity. Furthermore, not only were the tools of the Vikings presented to the students, but weapons and methods of torture from different ancient places across the world were also introduced! One such terrifying weapon was the *katar*, a dagger from India that could open up like a pair of scissors once embedded in the enemy! Methods of torture used on accused witches were also discussed, which was a great preface to our final topic of the year, the representation and history of witches through a study of the film *The Crucible*.

Finally, at the end of a spectacular incursion, students enjoyed a light morning tea for being on their best behaviour, their enthusiastic participation and rapt attention throughout a very special and memorable lesson by Mr Addams! History is awesome!* :D

**Views, thoughts and opinions expressed here are my personal views, and not prompted by my History teacher.*

Chirag A-C



ELECTIVE HISTORY



Year 10 Elective History Incursion

Year 10 Elective History students journeyed across land and sea to attend an incredible and astounding excursion to Cockatoo Island/Wareamah, allowing students to learn about the significance of the island's role into the history of Australia's development as a society from the 1830s, and how different periods of Australia's history left a mark on the island.

Throughout the tour by our awesome and extremely knowledgeable guide Nicole, we were provided with opportunities to show off our historical knowledge and skills developed through two years of Elective History, which greatly impressed her, proving us to be awesome mini-historians!

We demonstrated great enthusiasm and engagement when investigating the history of Cockatoo Island using a variety of primary and secondary sources found through the site, such as the guardhouse and the convict barracks. We discussed the Aboriginal flags painted during the Summer Olympics in Sydney, the use of the island during the First and Second World Wars, especially for building and repairing ships, and how it was even featured in a movie starring Angelina Jolie.

After the tour, everyone collectively agreed that the excursion was worthwhile for those with curious minds or those with particular interest in the field of history, which describes us perfectly!

M. Nguyen

Reviews:

'It changed my life, such a breathtaking experience. Best \$14 I ever spent!' – Oscar L.

'10/10, magnificent scenery, it felt like I was actually there at the time.' – Mohamad A.

'Highly recommended, a very insightful glimpse into the rich history of the island, and the watermelon was very fresh on such a hot day, so well worth it!' – D. Nguyen.

'ELECTIVE HISTORY IS AMAZING.' – Mohaddesa H.



ELECTIVE HISTORY



HISTORY EXTENSION



Two of Sefton's 2023 History Extension students, Josie Bennetts and Ava Sael, were recognised by the NSW History Teacher's Association at the end of last year for their outstanding major projects.

The History Extension project is a 2500-word essay on a topic of the student's choosing. Students research and develop their projects over seven months to represent 'interesting and well written history'.

Josie's project answered the question: *To what extent has Social Evolutionism impacted how Australian Indigenous history has been represented over time?* She applied the anthropological theory of Social Evolutionism which believes that societies undergo a process of evolution from 'simplicity' to 'complexity', to explore how Indigenous Australian history has been constructed under colonial and post-colonial lenses.

Ava's project answered the question: *Assess the impact of censorship on Turkish constructions of the Armenian Genocide.* She explored how censorship laws in place in Turkey control historical narratives about the genocide.

Both student's projects were judged to be of excellent quality and both girls have been awarded a **Certificate of Excellence** from the HTA.



THE
HISTORY **WIDE**
READING CHALLENGE

IS BACK FOR 2024!

Visit the History Wide Reading Website or see Ms Irvine for more details, to sign up, and for book lists:

<https://bit.ly/historywidereading>

Get involved in the History Wide Reading community by joining the Google Classroom!

Code: p25u7wh

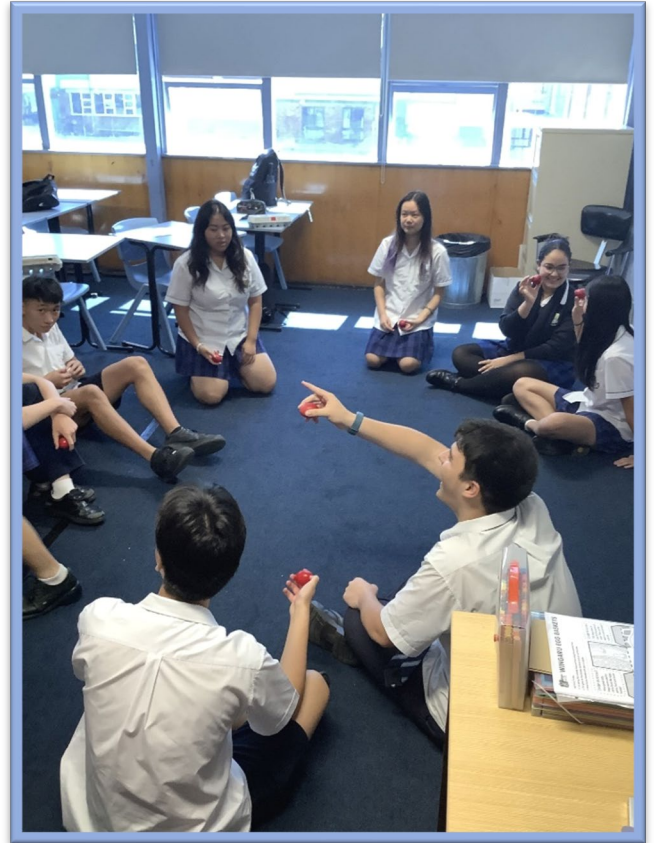
STUDIES OF RELIGION



Year 11 Studies of Religion enjoyed their Easter celebrations this term as an introduction to their study of Christianity. They practiced the Greek Orthodox tradition of cracking red eggs to symbolise new life and good luck, made Easter baskets and designed Easter cards.



STUDIES OF RELIGION

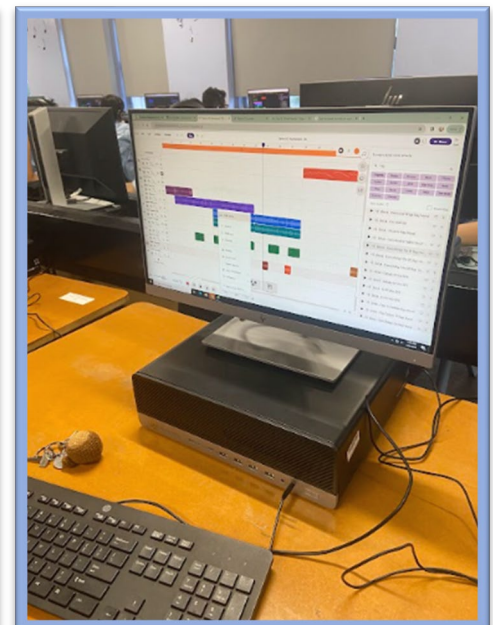
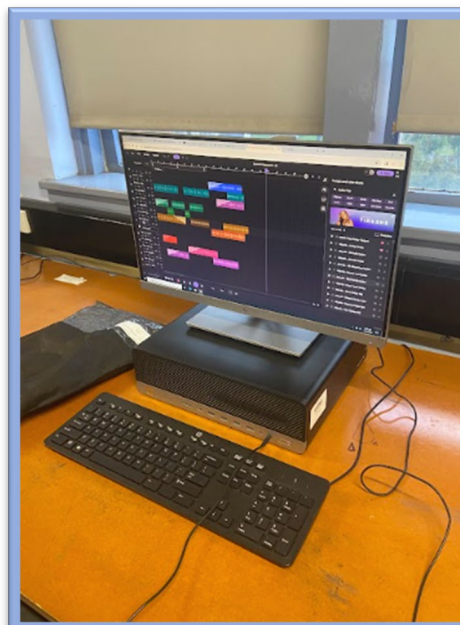


Stage 4 Music – Year 7 & 8

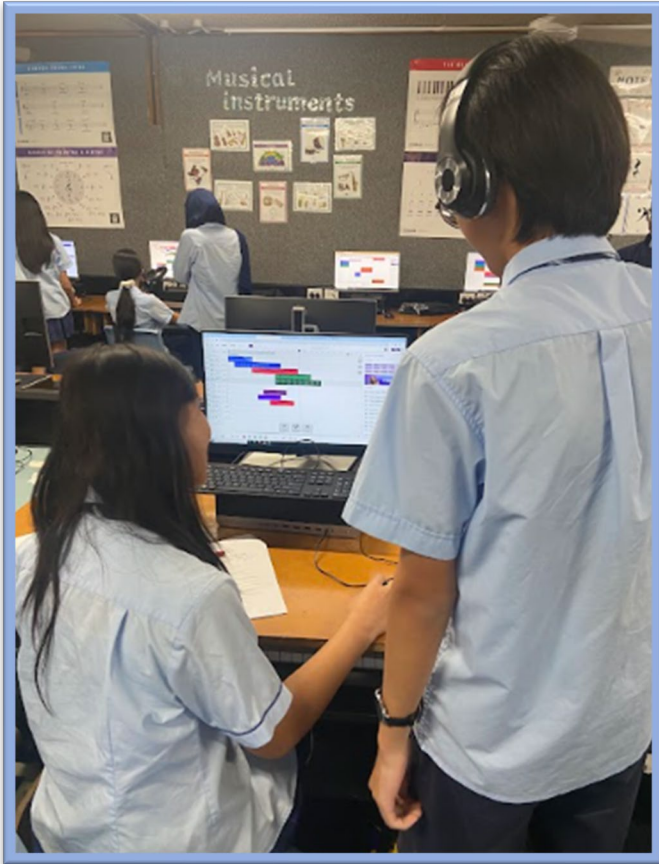
In the year 7 students embark on an exciting journey of musical discovery. The focus lies on understanding the fundamental concepts of music and the introduction to learning the keyboard. Through hands-on keyboard pieces, students develop basic playing techniques and begin to understand the principles of music notation.

Moving into year 8, students expand their musical knowledge through the world of remixing. They learn how to reinterpret existing songs, exploring techniques such as sampling, looping, and digital manipulation to create innovative pieces. Students are also introduced to the process of composition, where they have the opportunity to express their creativity by crafting original musical pieces. This allows students to gain a deeper understanding of the creative process within music.

Miss Nguyen



MUSIC



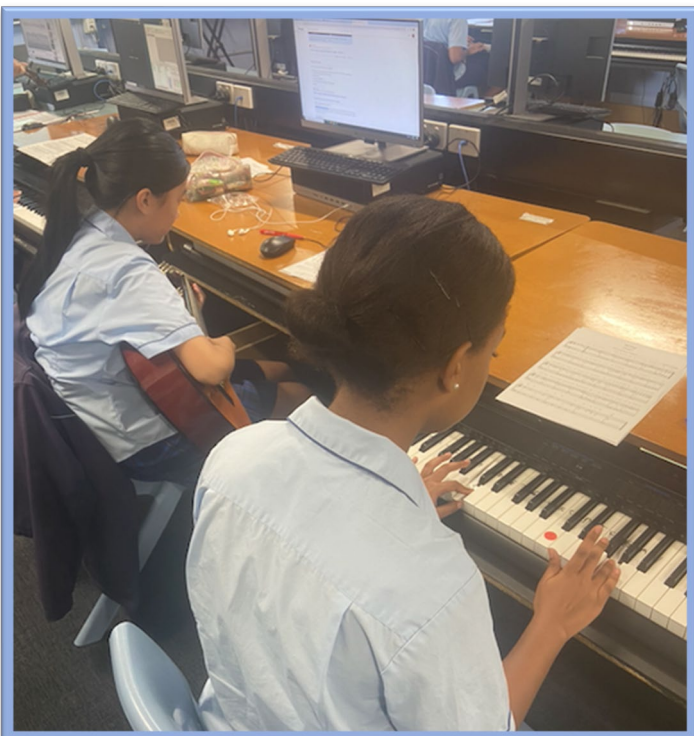
Music Electives – Year 9, 10 & 11

Music elective classes offer a dynamic blend of creative exploration and practical skills development.

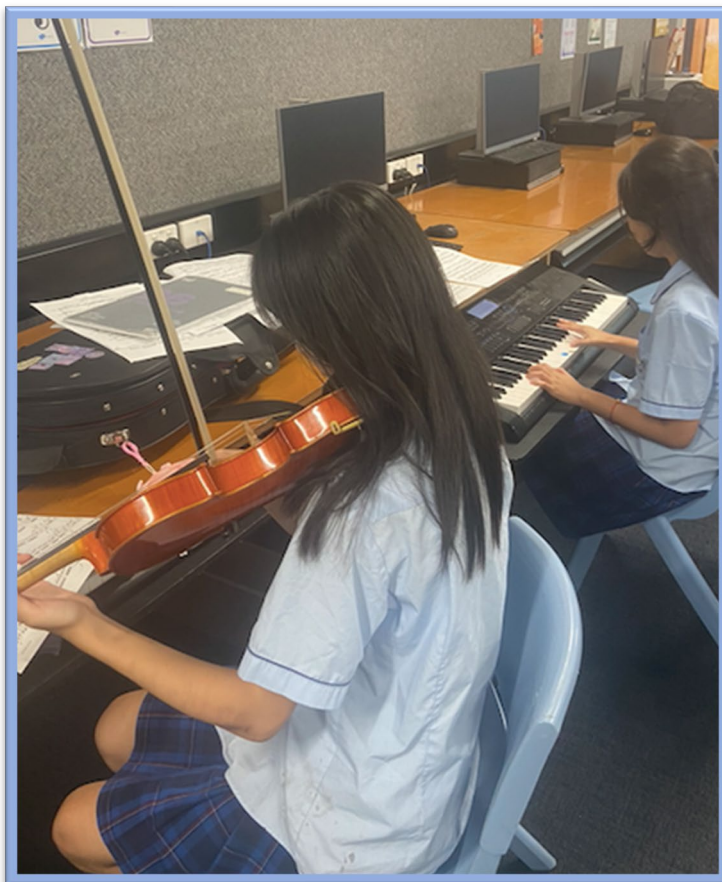
Students have opportunities to showcase their musical abilities through performances. These performances may take various forms, such as solo presentations and group ensemble. This allows students to learn how to collaboratively work together with various instruments, while also gaining a deeper understanding to their choice of piece performed.

In addition, students are using a digital audio program to create mashups and podcasts, where they are able to learn how to manipulate sound elements, layer tracks, and apply effects to produce compositions.

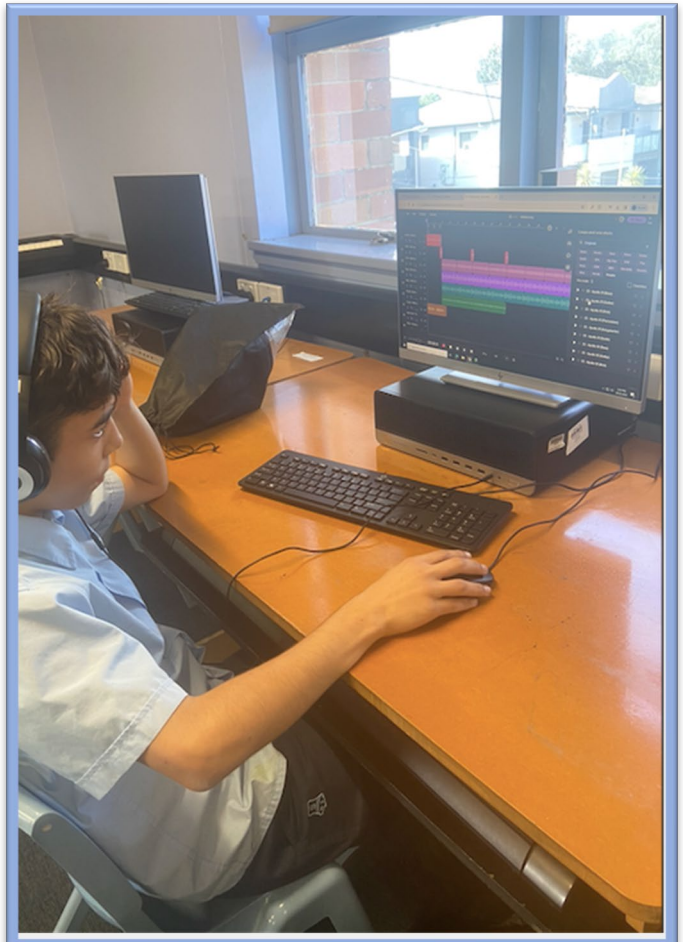
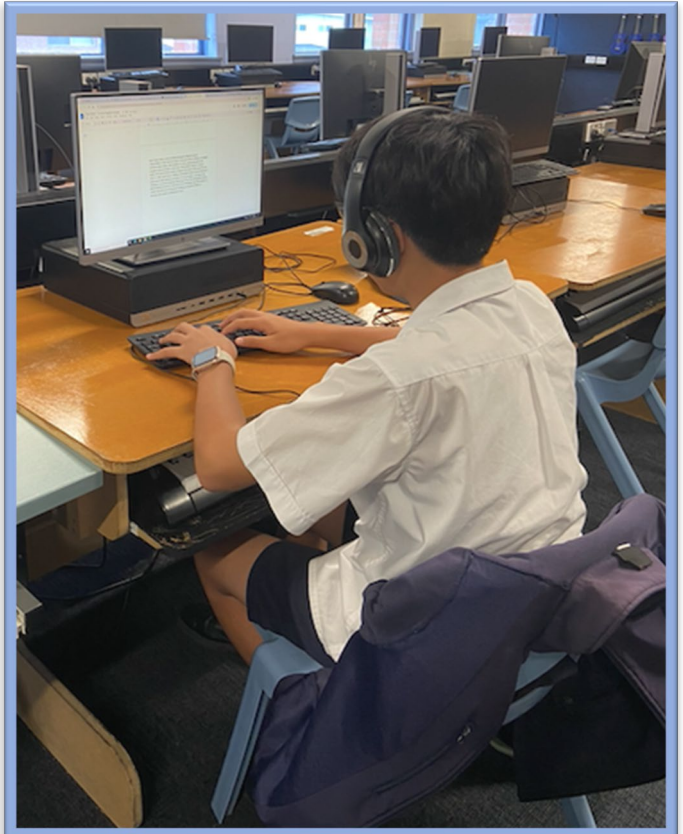
Miss Nguyen

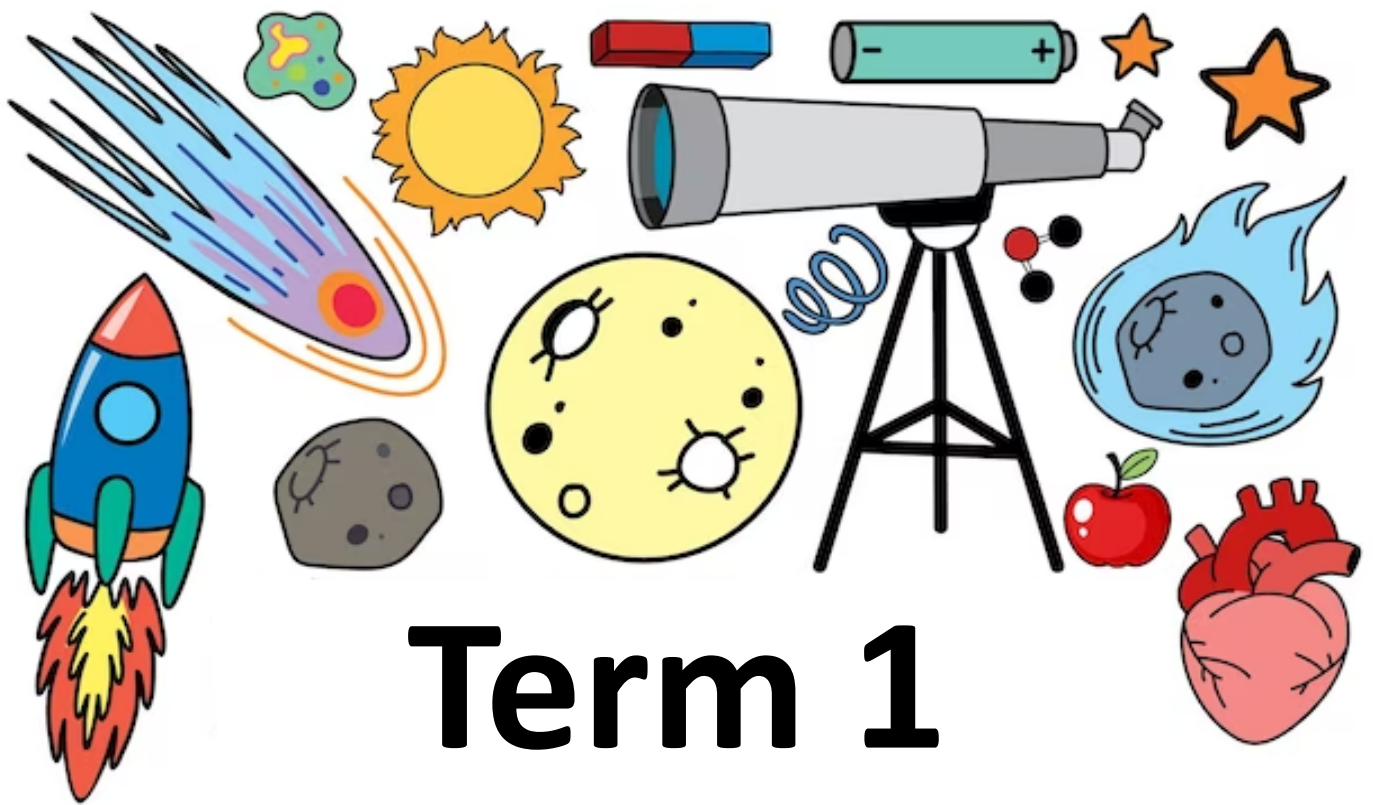


MUSIC



MUSIC





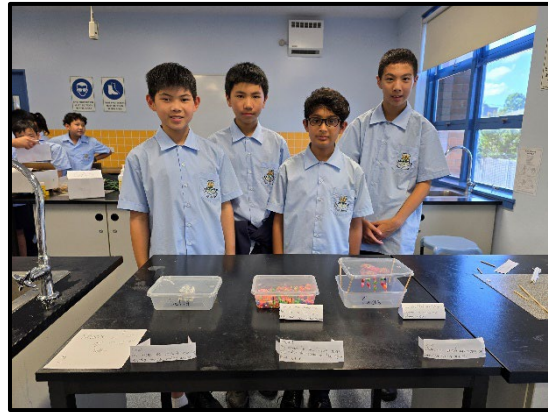
Term 1

Science Corner

Showcasing student work in Science and celebrating classroom success big or small.

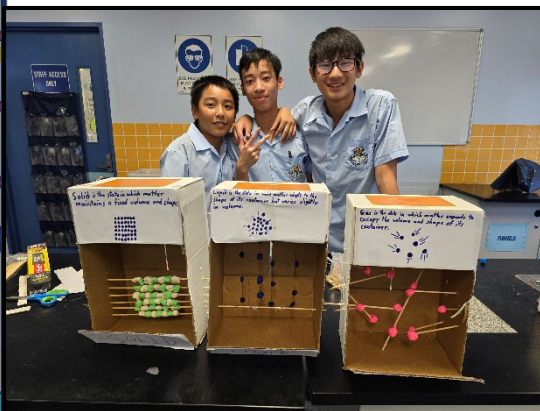


Stage 4 Science Experiments



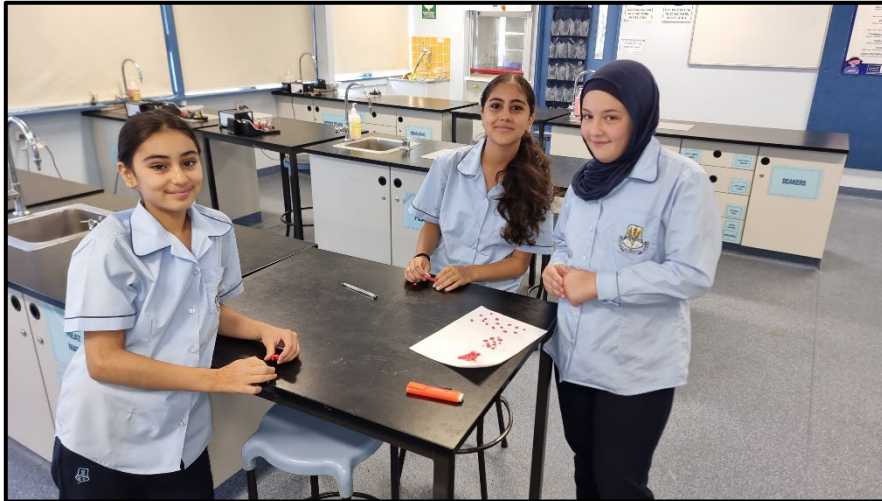
Modelling States of Matter

Year 7 students kept their cool in the heat of the moment to produce some solid work when they used common household materials and stationery to build a model of different states of matter. Well-done! :D

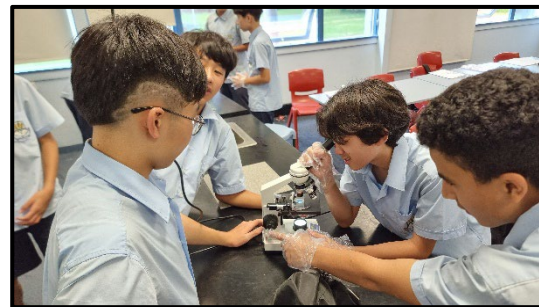
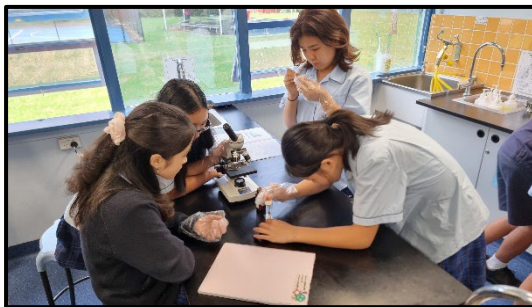


I don't trust atoms... they make up everything!

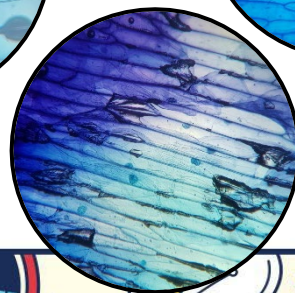
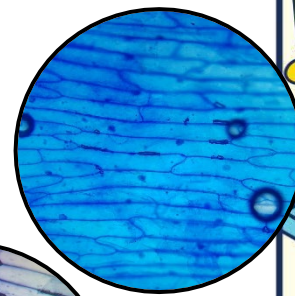
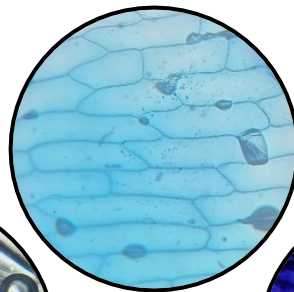
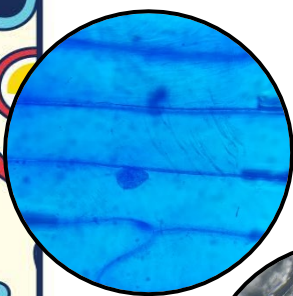
Modelling States of Matter



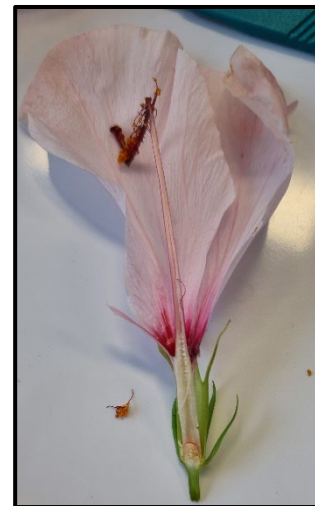
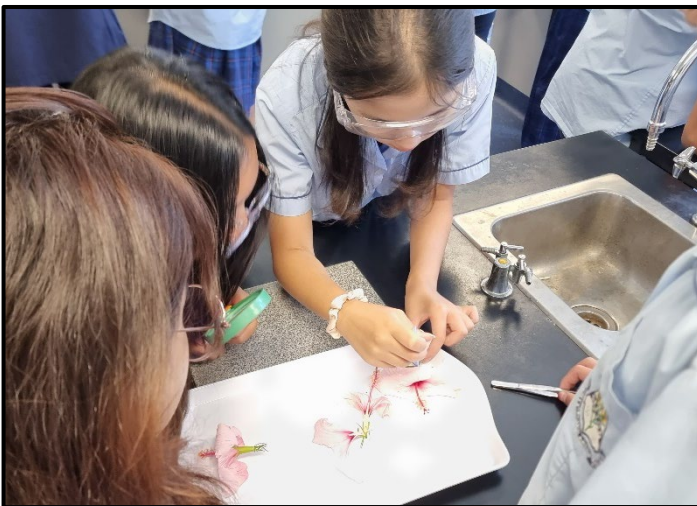
Creating a wet mount of onion cells



Year 8 students exCELled at producing a microscope slide of an onion membrane to view basic structures such as the nucleus, cytoplasm, cell membrane / wall.



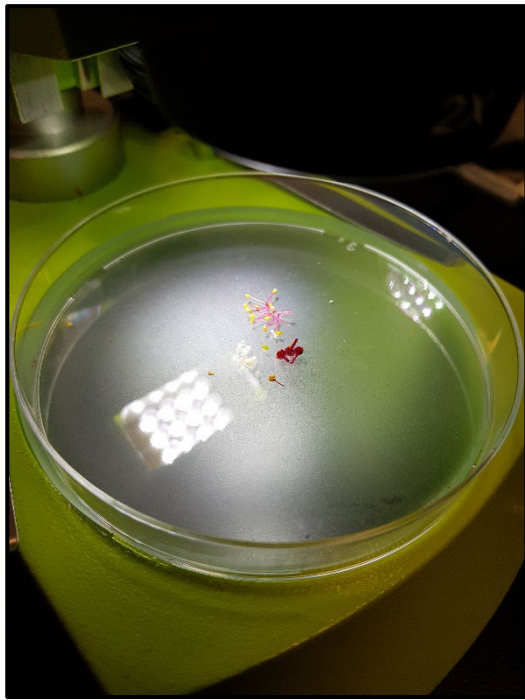
Dissection of a Hibiscus Flower



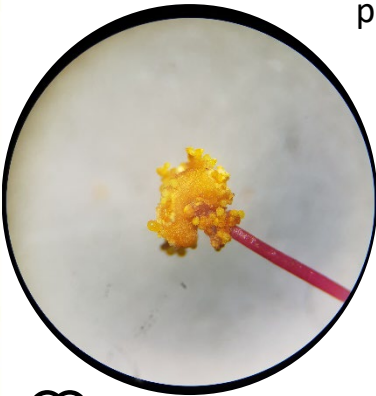
Year 8 students dissected a Hibiscus flower to investigate its structure and how it functions to ensure their own survival.



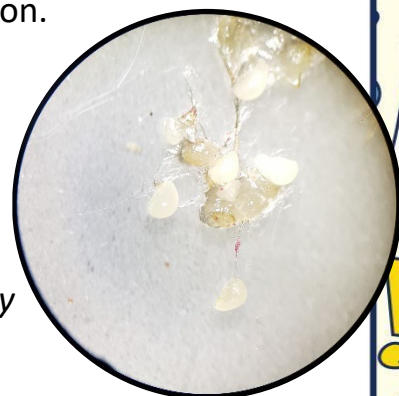
What do you call flowers who are BFFs? Buds!



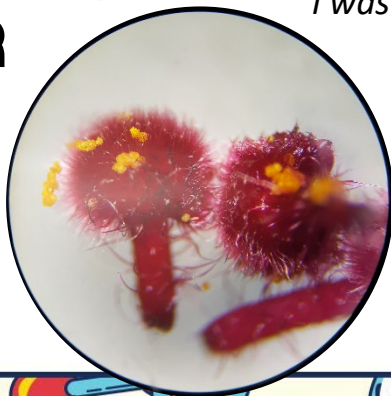
Students used stereomicroscopes to view flower structures at greater magnification and clarity and linked them to the process of pollination and fertilisation.



*What did the stamen say to the pistil?
I like your "style!"*



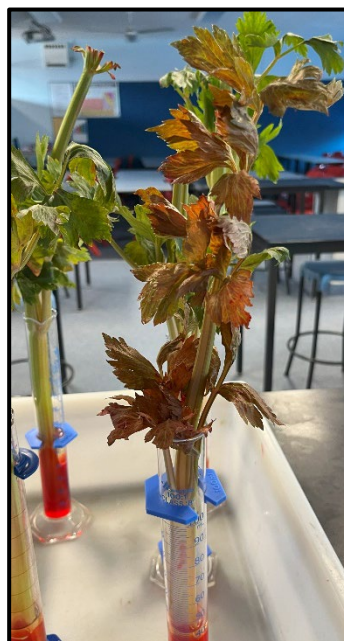
*What did the flower say after it told a joke?
I was just pollen your leg!*



Transpiration in plants

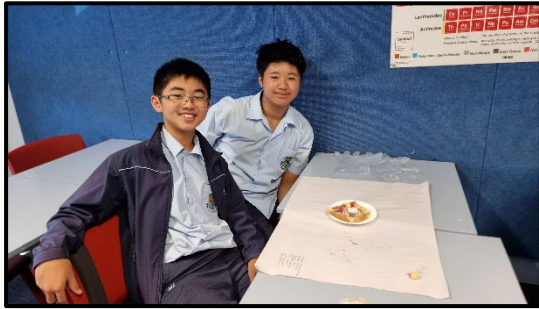


Year 8 students modelled the process of transpiration using celery and red food colouring. As water molecules *leaves* via the stomata, the red has *leaf* a lasting impression! 😊



Modelling a plant cell

Year 8 students used various pantry ingredients to design and create a model of a plant cell. The exCELLent results were very tasteful. They've gained my undivided attention!



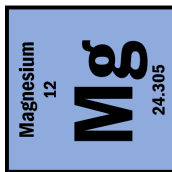
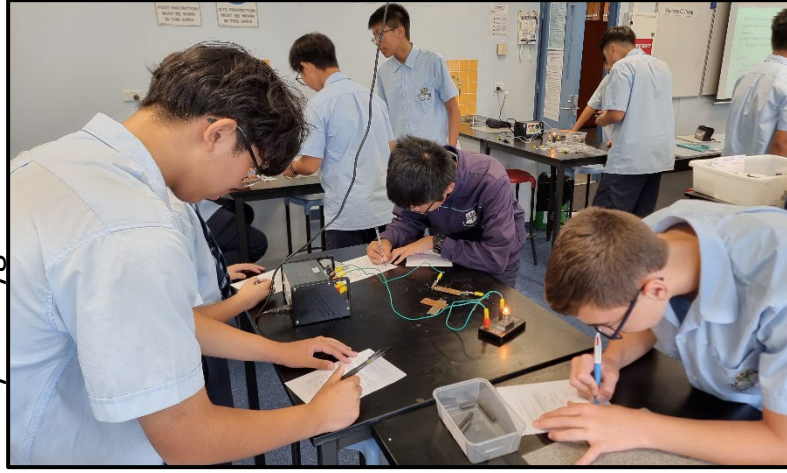
How do biologists stay in touch with each other?
They use cell phones and post cell-fies!



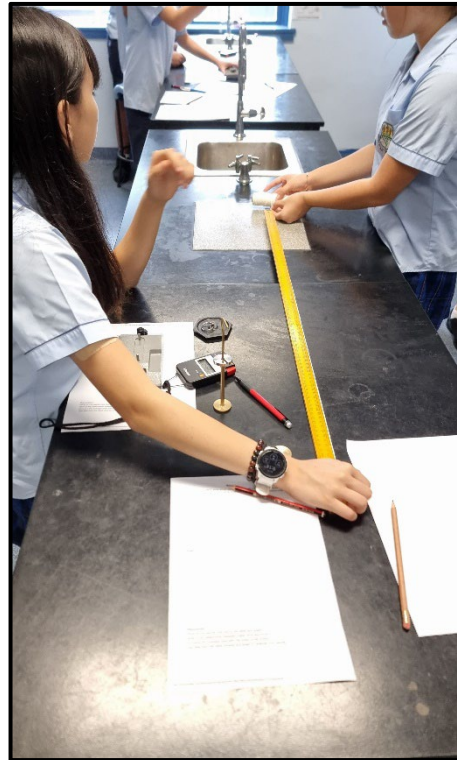
Physical and Chemical Properties of

Various Elements and Compounds

Year 8 students investigated the physical and chemical properties of various elements and compounds by observing its appearance, state, toughness, malleability, ductility, conductivity to electricity and its reactivity to oxygen.

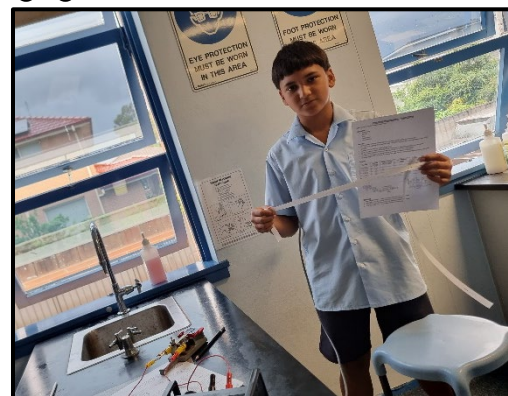
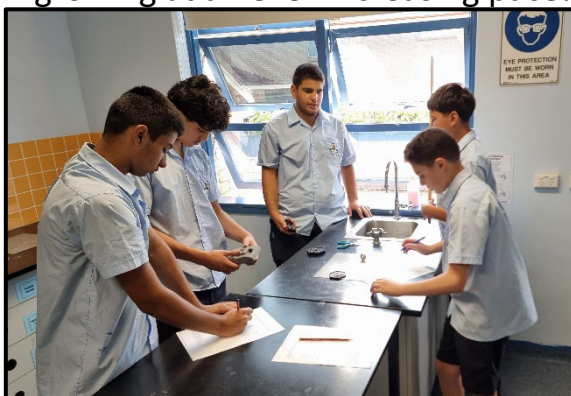


Stage 5 Science Experiments



Investigating acceleration

Year 9 students used ticker timers and collision trolleys to investigate acceleration and Newton's 2nd law of motion. Their knowledge is growing at an ever-increasing pace! 🚗



May the 'Mass times Acceleration' be with you.
That joke felt quite... forced.

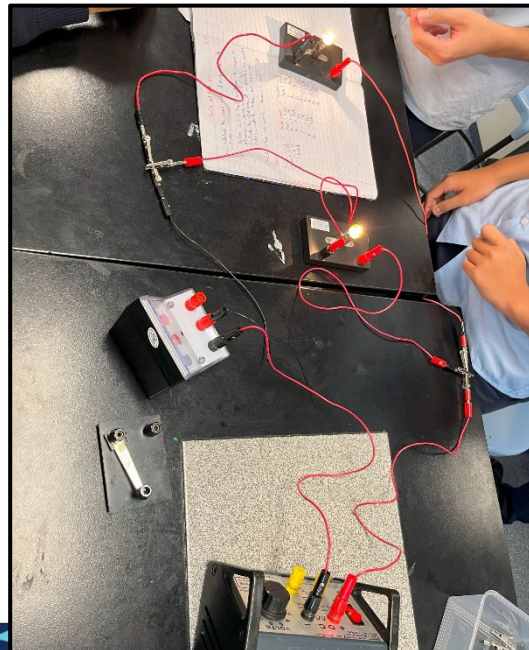
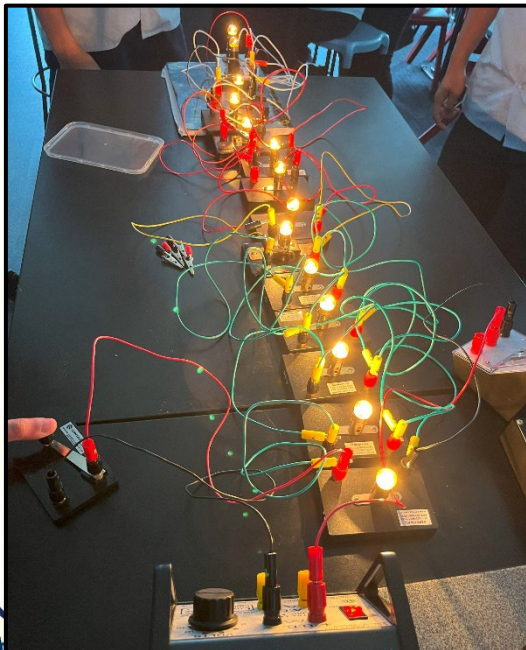
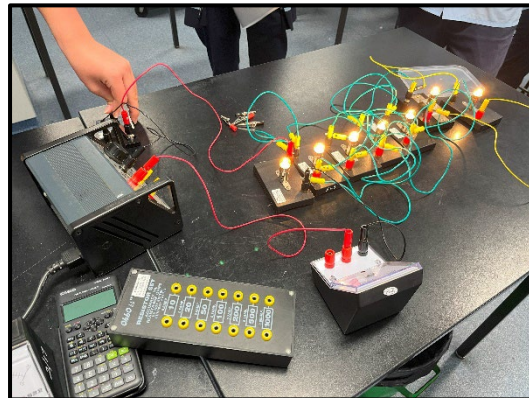
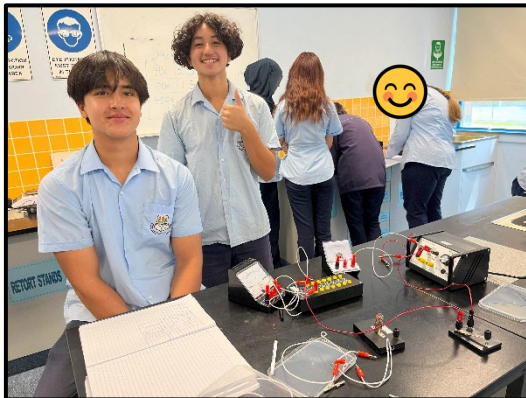
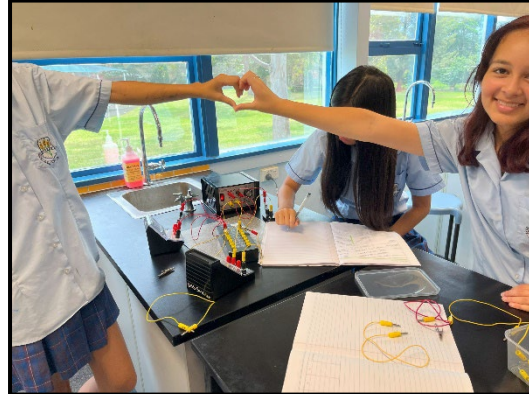
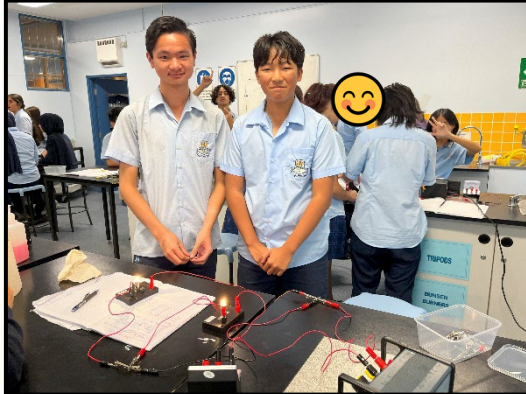


Investigating Newton's Third Law of Motion

Newton's third law of motion states that for every action, there is an equal and opposite reaction. Year 9 students investigated this law by engaging in a balloon race and launching water rockets. As the air or water is released in one direction, it pushes the balloon or bottle in the opposite direction.

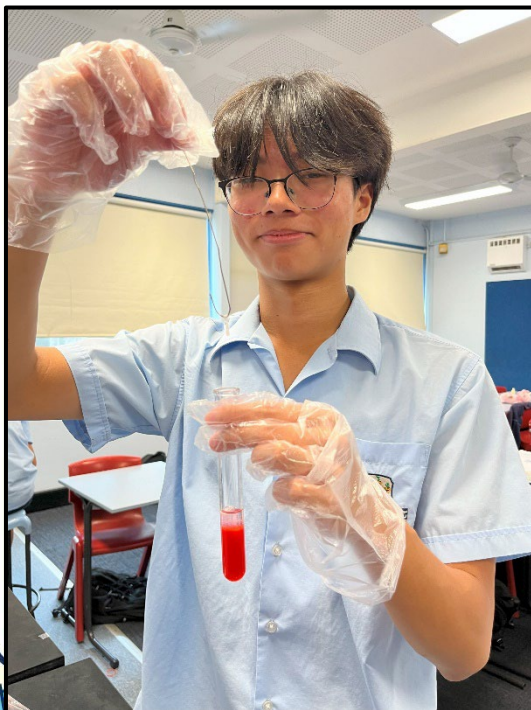
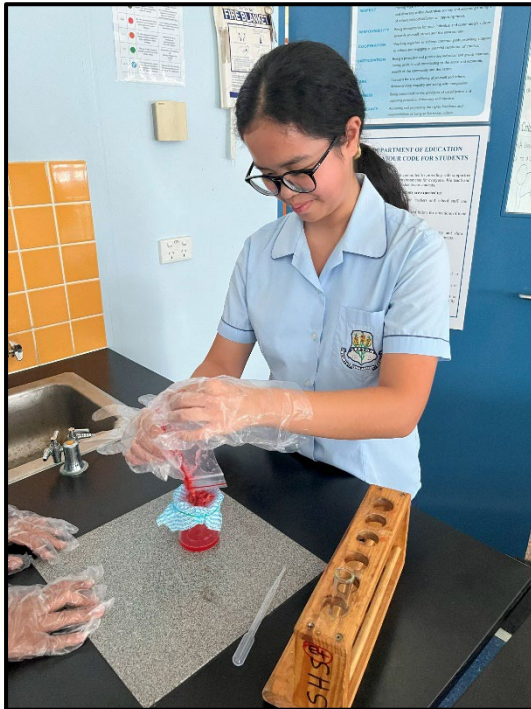


Investigating the Effects of Simple and Parallel Circuits on Voltage and Current



Extracting DNA from Strawberries

Year 10 students used detergent and salt solution to breakdown the cell wall to release its cell's contents. They then used chilled ethanol to separate the genetic material from other cellular components.

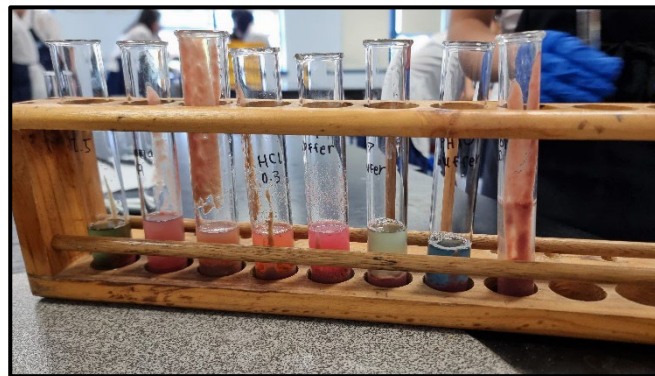


Stage 6 Biology Experiments

Fluid Mosaic Model



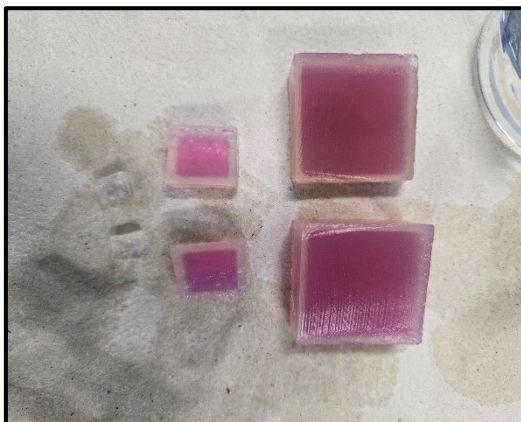
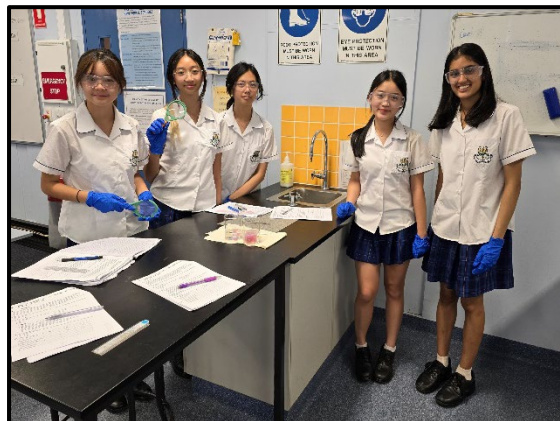
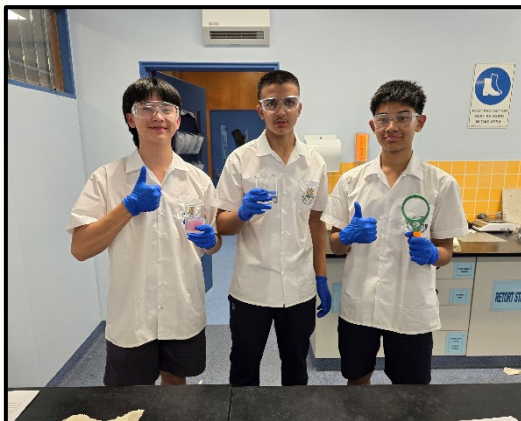
Modelling diffusion



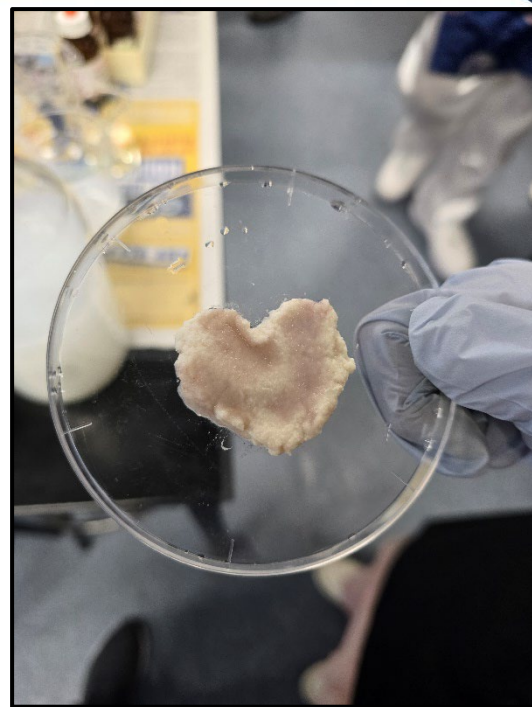
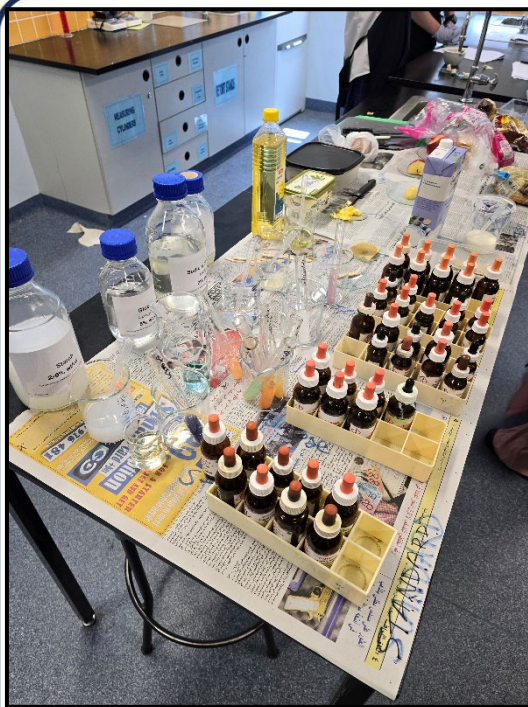
Avoiding parallax error
Effects of pH on enzymes

Surface Area to Volume Ratio

Year 11 Biology students investigated the effects of surface area to volume ratio by using agar cubes absorbed with phenolphthalein and hydrochloric acid and related their findings to efficiency of nutrient and waste exchange in cells and the reason why cells are so small.



Biology is the only science in which multiplication is the same thing as division.

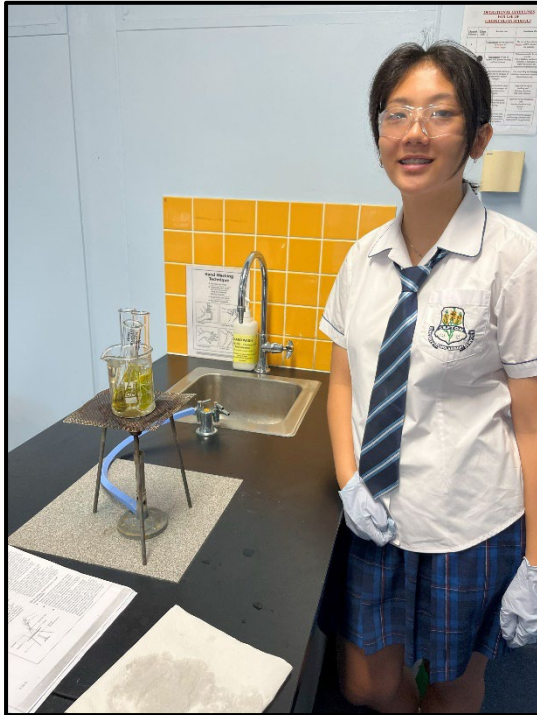


Testing the Presence of Nutrients in Cells

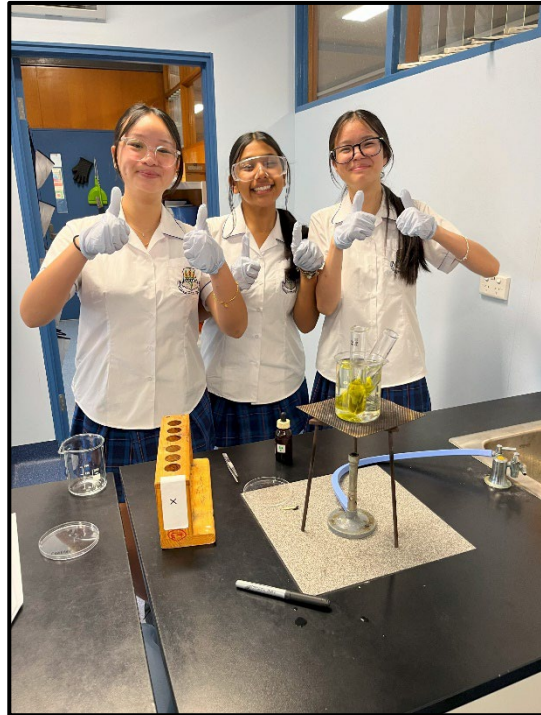


The students used a range of chemical reactions to show the presence of various nutrients such as sugars, proteins and lipids.

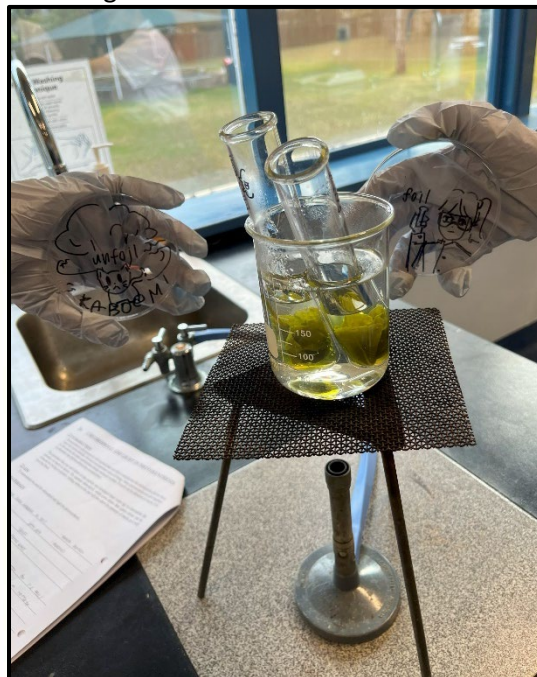
Investigating Photosynthesis



These students are well qualeafied to be great botanist in the future! :D



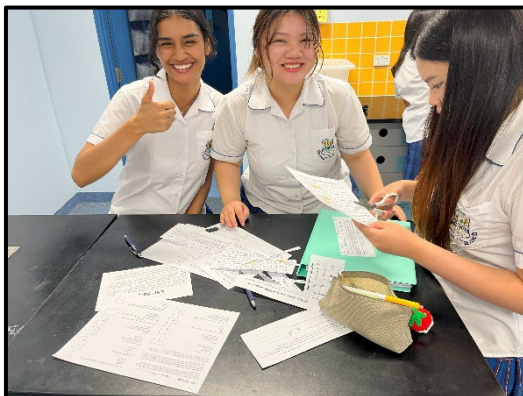
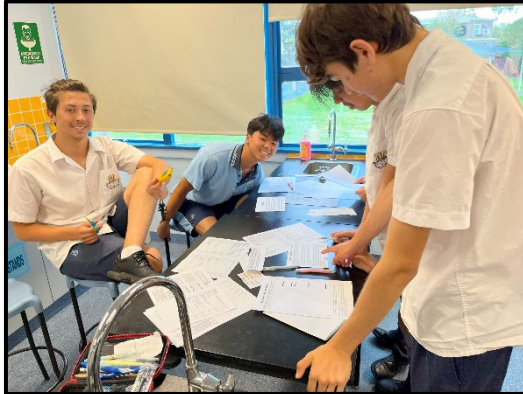
Year 11 Biology students investigated the effects of sunlight exposure to the production of sugars in Geranium leaves. Below, both leaves were stained with iodine to show the presence of starch if darkened. The left exhibited high levels of starch whereas the leaf that was covered in aluminium foil for a few days showed no signs of starch.



Foliage is power, you better beleaf it!

CSI Sefton – Episode 1

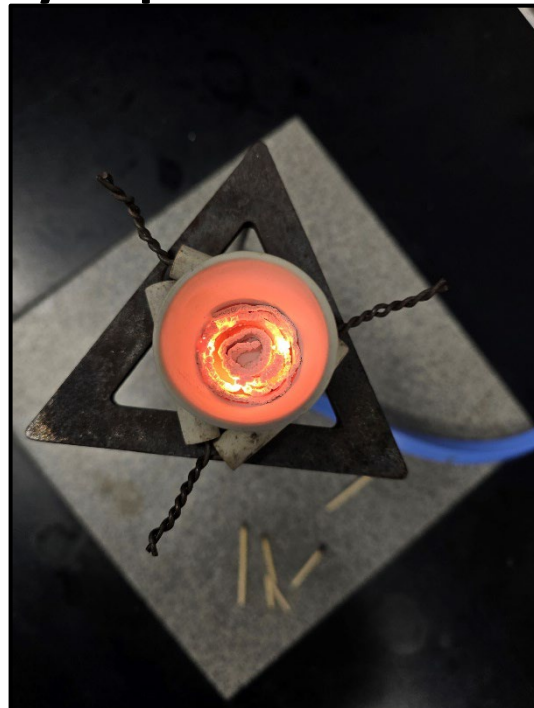
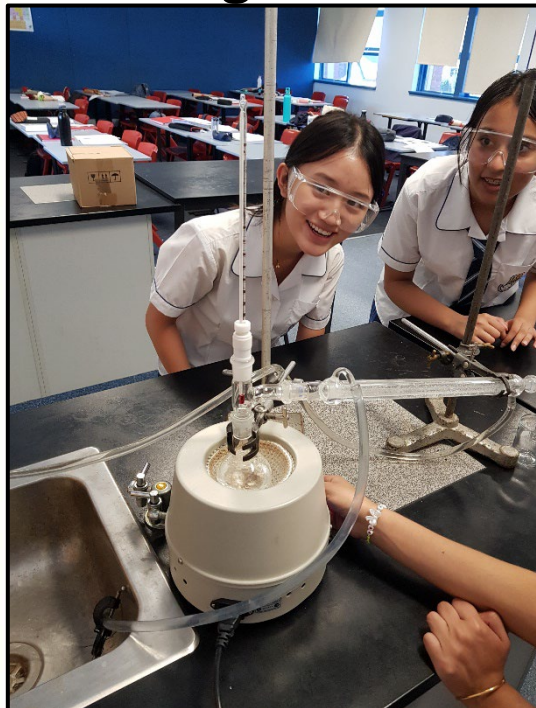
CSI Sefton agents used their thorough biological understanding of genetics and DNA profiling to solve a series of complex problems in order to determine the real culprit to these unprecedented murders.



I made a DNA joke in my biology class, but no one laughed... Guess my thymine was off.

What's a forensic scientist's favorite board game? Cluedo!

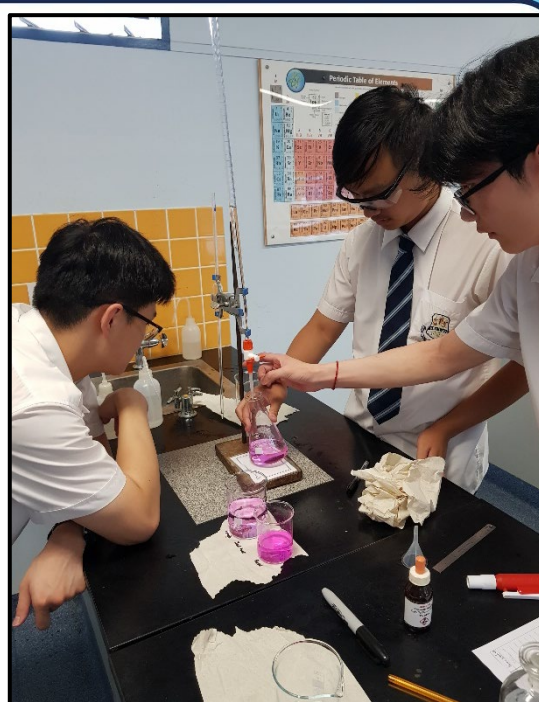
Stage 6 Chemistry Experiments



Separation of a solution using different boiling points via distillation (above left), calculating the empirical formula of magnesium oxide (above right) and extracting useful natural indicators from red cabbage (below).



Why are chemists great for solving problems?
They have all the solutions.



Cannot get enough of titration (above). Observing that colour change one drop and swirl at a time. Their group work showed great chemistry! Producing and observing the effects of buffers (below). The buffers showed great resilience to change, as too the students.

