

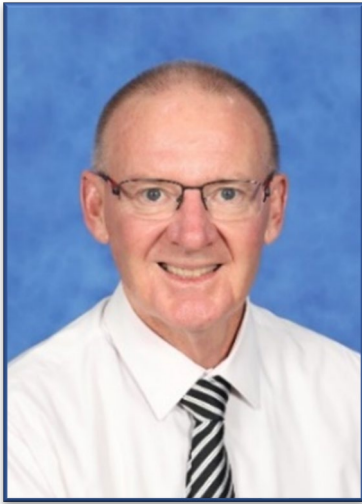
## The Sefton Times 2024 – Term 3



### Important Dates for Term 4 2024

<b>Monday 14 October</b>	<b>Staff &amp; Students Return</b>
<b>Tuesday 15 October – Friday 8 November</b>	<b>HSC Examinations</b>
<b>Monday 21 October – Friday 1 November</b>	<b>Year 10 Yearly Examinations</b>
<b>Monday 11 November – Friday 15 November</b>	<b>Year 9 Yearly Examinations</b>
<b>Monday 18 November – Friday 22 November</b>	<b>Year 8 Yearly Examinations</b>
<b>Monday 25 November – Friday 29 November</b>	<b>Year 7 Yearly Examinations</b>
<b>Tuesday 12 &amp; Wednesday 13 November</b>	<b>Year 12 Clearance Days</b>
<b>Wednesday 18 December</b>	<b>Presentation Day &amp; Last Day of School</b>

# From The Principal



It is a privilege to once again share this edition of Sefton News with you. We have had a busy term, packed with learning, excursions, assessments, sporting events and subject selections. Commitment to learning, to growth, and to community permeates this school. It is inspiring to see hard work, resilience and growth mindsets that make our school a place where everyone can connect, succeed and thrive.

## **Where Culture is King**

To choose to be a part of Sefton High School, whether as a student, staff member or parent comes with high expectations. The overarching expectation is that you choose to buy into the culture, heritage and ways of doing and being. Sefton is demanding and hard. For this reason, it is not for everyone. We make no apology for this. For those who choose to invest themselves into the fabric, values, culture and essence of this school, the rewards are substantial.

I want to extend my gratitude to the staff, who have worked tirelessly throughout Term 3 to provide the best possible learning environment for our students. These staff are truly invested in Sefton, its culture and ways of doing and being. Their passion, dedication, and care are the heart of our school, and I am so grateful for everything they do.

My gratitude also extends to those parents and caregivers, who invest in and partner Sefton with their ongoing support. Your active involvement in your children's education is invaluable and makes a world of difference to the outcomes you will see in your children, both in their schooling journey and in life beyond the gates. It is this partnership between home and school that builds a strong and supportive community that enables our students, your children to thrive.

The photos that follow in this Sefton News along with the accounts of events are just a snapshot of the amazing things happening at Sefton High School every week. Please enjoy.

## **Where Tears and Joy Collide with New Horizons.**

Our HSC Graduating students have successfully completed their Trial HSC Examinations and have been back in class working with commitment to consolidate their learning during this vital post-trial revision period.

Our HSC Graduates should feel a sense of accomplishment knowing that they have successfully navigated their Trial HSC Examinations. The time between the trial HSC and the actual HSC examination is the most crucial period for every HSC student. The significance of the actual

external HSC examination cannot be understated. Students raw scores from this examination are used to calculate students ATAR. In addition, whilst the raw examination score is reported as making up 50% of a student's final HSC "mark" (it is not in fact a mark but rather a ranking within a performance band), it is more than this as the raw score is used to moderate students' school-based assessment.

Students wanting to excel, and be considered for university placements and scholarships, must maximise their efforts in this time to consolidate their areas of strength and identify the areas that now require further attention and focus leading into these crucial examinations. The practicing of past papers and ensuring that students can see the direct links between the syllabus and each of the questions is the strategy that serves students best. For now, they must focus on and confront that which is before them. This process is an examination of one's learning. Moreover, it is an examination of a student's character, resilience and willingness to embrace challenges as opportunities.

As a school, we officially farewell our HSC graduating students on Friday 27th September. We have been enjoying with them a series of well-anticipated end of term activities and to commemorate this significant time. It has been a pleasure to have these students as such an integral part of the school's social fabric for the past six years, and I would like to thank the Graduating Class of 2024 for their continued support and contribution to the school.

# From The Principal

I am confident that Sefton has put before our graduates, every opportunity to develop the skills and values necessary to see them into the well to take on the next challenge in their lives and the new pathways that will be in front of them in 2025 and beyond.

I would like to thank Ms Wood, Ms. Kasady and Mr. Dimopoulos and for their unconditional support of the Class of 2024 and for the significant investment they have made supporting our graduates over their time at the school, and in the lead up to their final weeks of formal schooling.

**Where rest, refreshment and good books are appreciated.**

I wish all our students, staff, and families a safe and restful break and eagerly await welcoming everyone back for what will be an exciting and rewarding Term 4.

**Kevin Humphreys Principal**



## Opal Card Update from Transit Systems

Dear Parents,

It is a condition of the use of a School Opal card that students must tap on at the beginning of a trip and tap off at the end of a trip at an Opal Card Reader, when they travel to and from school. Please refer to the Transport for NSW website for further details: <https://transportnsw.info/school-pass-terms>

Opal data gathered by tapping on and off is used to determine demand for bus services. If students fail to tap on and tap off, services for your school may be reduced or even cancelled due to the lack of recorded patronage.

**Remember**  
**Students are to tap on and off**  
**at the beginning and end of each trip**

## Year 11 Welfare News

Year 11 has enjoyed an incredibly eventful term taking part in a range of enriching experiences that have significantly contributed to their overall wellbeing. This includes the 'B Street Smart' excursion, Year 11 camp, and most recently, the completion of the Life Ready program. Additionally, Year 11 has recently finalised the design of their Year 12 Jerseys, which are now available for purchase. Our Yearbook and Formal committees have also been established, with students working hard to create a memorable Year 12 experience as we move into Term 4.

**Ms Alali**  
**Year 11 Adviser**

### YEAR 11 CAMP

This term, Year 11 were granted the opportunity to take a break from the stresses of senior school life and unwind at the pleasure that was Camp Yarramundi. Following an hour-long drive, one filled with laughter and chatter, we arrived to see the smiling faces of our camp leaders. Filled with excitement and anticipation we wandered off to our cabins to prepare for the great day we knew awaited us.

After a quick lunch, everyone split off into their respective groups, each led by our very own amazing teachers and camp staff and kicked off the day with our first activities, with a quick visit from Mr Beggs, Mr Lu and our amazing Deputy Principal who undertook the giant swing, Mr Dimopoulos.

Over the next three days we experienced it all - from abseiling and alpine rescue to navigating the cave maze, conquering the high ropes, rock climbing, initiatives and taking on the giant swing. To end off the first day, we excitedly gathered around the bonfire for our first night activity, listening to the rich history of the campsite, roasting marshmallows and making s'mores. Day 2 came quicker than we imagined, with a full day of activities and a disco trivia night, singing "I want it that way," and happily dancing to "YMCA," we were sent back to our cabins, filled with sheer joy and contentment. On the final day, after an early breakfast and our last activities, we ended the trip with mixed emotions - bittersweet farewells tinged with the relief of sleeping and eating at home.

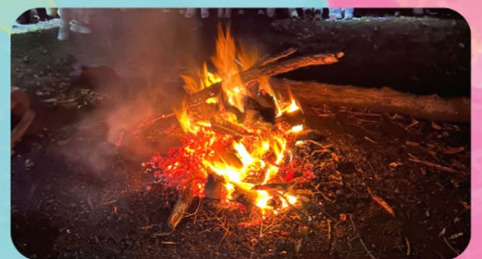
As our first and last camp, it was truly one for the history books. From the small moments, like chatting in our cabins, to the exhilarating giant swing, we were pushed out of our comfort zones, grew closer as a grade and created memories that will last a lifetime.

**By Nora R, Juhaina J and Bridgette D**  
**Year 11 Students**

# Welfare News



# Welfare News



# Welfare News



# Welfare News





## YEAR 11 'ACADEMIC ACHIEVEMENT' AWARDS

As part of our commitment to recognising academic excellence, we review students' mid-course reports to identify those achieving exceptional results across their subjects. I am pleased to announce that 30 students have earned the Year Adviser's 'Academic Achievement' award this year. Congratulations to the following students, who received their awards at a recent Year 11 Assembly:

- |              |                   |
|--------------|-------------------|
| ·Hiba A      | ·Cynthia K        |
| ·Brittany B  | ·Jason L          |
| ·Collin D    | ·Leonardo L       |
| ·Bridgette D | ·Michelle L       |
| ·Savio D     | ·Vivian L         |
| ·Steven D    | ·Do Hoang Giang N |
| ·William F   | ·Tiana N          |
| ·Angela G    | ·Tuan Hung P      |
| ·Raisa H     | ·Nora R           |
| ·Reagan H    | ·Jennifer T       |
| ·Victor H    | ·Anh Kiet T       |
| ·Yuan Xing H | ·Steven T         |
| ·Muditha H   | ·Trinny T         |
| ·Juhaina J   | ·Rohan V          |
| ·Malakai K   | ·Veronica V       |



## NEWS FROM THE OFFICE

September 2024



### Reminder

Students leaving school at any time for any reason must be collected from the office by a parent or nominated person.

Parents need to inform the office who is picking their child up and that person will need to show ID to collect the child.

### Upcoming Events - Term 4

#### HSC

The HSC begins 15 October 2024.

Year 12 students are to be in full school uniform with all equipment needed. **Mobile Phones must be OFF and IN your bag.**

We wish our year 12 students best of luck.



#### House Games - running all term

Y10 Exams - 22 Oct - 8 Nov

Y9 Exams - 9 Nov - 15 Nov

Y8 Exams - 18 Nov - 22 Nov

Y7 Exams - 25 Nov - 29 Nov

### EVENT/ EXCURSION REFUNDS

If you have to request a refund on School Bytes you must give a reason and/or medical certificate for non attendance. Refunds will not be processed without a valid reason.

### OUTSTANDING FEES

Term 4 is fast approaching. Check your fees owing on School Bytes. Clearing fees now, assists a smooth end of year process.

### Old Uniform

If you have an old uniform at home in decent condition, bring it in to the office to donate to a family in need.





## **GATE TO GATE**



**NO MOBILE PHONES  
OR ACCESSORIES**

**Mobile phones & accessories must be turned off  
and in bags.**

**If used, phones will be confiscated & parents  
will need to make an appointment to collect.**

**SEFTON**  
HIGH SCHOOL  
EXCELLENCE IN EDUCATION FOR ALL OUR STUDENTS



## نحن نقدر ملاحظاتك

امسحني ضوئياً

تشارك مدرسة سفتون الثانوية في استطلاع يسمح للآباء بالتعبير عن آرائهم حول تصوراتهم لتجارب أطفالهم في المنزل والمدرسة. مشاركتك مجهولة الهوية وسرية. عند إرسال الاستطلاع، يتم تسجيل الإجابات على موقع آمن دون معلومات تعريف شخصية.



<http://nsw.tellthemfromme.com/sefton2024>

**SEFTON**  
HIGH SCHOOL  
EXCELLENCE IN EDUCATION FOR ALL OUR STUDENTS



## WE VALUE YOUR FEEDBACK

Sefton High School is participating in a survey that allows parents to express their views about their perceptions of their children's experiences at home and school.

Your participation is anonymous and confidential. When you submit the survey, the responses are recorded on a secure site without personal identifying information.

SCAN ME!



<http://nsw.tellthemfromme.com/sefton2024>

**SEFTON  
HIGH SCHOOL**  
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## CHÚNG TÔI GIÁ TRỊ PHẢN HỒI CỦA BẠN

Trường trung học Sefton đang tham gia một cuộc khảo sát cho phép phụ huynh bày tỏ quan điểm của họ về nhận thức của họ về trải nghiệm của con em mình ở nhà và ở trường.

Sự tham gia của bạn là ẩn danh và bảo mật. Khi bạn gửi khảo sát, các phản hồi sẽ được ghi lại trên một trang web an toàn .mà không có thông tin nhận dạng cá nhân

<http://nsw.tellthemfromme.com/sefton2024>

QUÉT TÔI



**SEFTON  
HIGH SCHOOL**  
EXCELLENCE IN EDUCATION FOR ALL OUR STUDENTS



## 我们重视您的反馈

塞夫顿高中正在参与一项调查，该调查允许家长表达他们对孩子在家和学校经历的看法。

您的参与是匿名和保密的。当您提交调查时，答案将记录在一个安全的网站上，不会包含个人身份信息。

<http://nsw.tellthemfromme.com/sefton2024>

扫描我



# Administration News

## From 30 September, Southwest Link buses replace trains between Sydenham and Bankstown

### Dear Parents and Carers,

The NSW Government recently announced the T3 Bankstown Line will close from 30 September 2024 between Sydenham and Bankstown, for up to 12 months, while the line is upgraded to Metro Standards.

During this time, trains between Sydenham and Bankstown will be replaced by a free, dedicated, and high-frequency bus service, known as Southwest Link.

To prepare for Southwest Link, between 21 and 29 September, the T3 Bankstown Line will close between Birrong and Campsie, with buses replacing trains between Lidcombe, Bankstown and Campsie while the T3 Line is closed between Birrong and Campsie.

Given these changes start during the school term and may impact your child's travel, it is important they are aware and prepared.

### Key features of Southwest Link

Southwest Link comprises three dedicated bus routes, which include both all stops and limited stop services.

Please see the diagram below which details the stopping pattern for bus routes SW1, SW2 and SW3 respectively.

### Supporting bus and train changes from 30 September

A new train service will be introduced between Lidcombe and Bankstown called the T6 Lidcombe & Bankstown Line.

Students will be able to interchange between the new T6 Lidcombe & Bankstown Line and T3 Liverpool & Inner West Line at Regents Park to access services to the Sydney CBD, Liverpool or Bankstown.

This will impact students who catch T3 Line trains from Berala, Regents Park, Birrong, Yagoona, Bankstown, Punchbowl, Wiley Park, Lakemba, Belmore, Campsie.

### Train replacement bus routes: 21-29 September

Lidcombe – Change for trains to the City, Parramatta or Liverpool

Regents Park – Change for trains to Liverpool

Campsie – Change for trains to the City

During this time, Southwest Link buses will provide a free, high-frequency service between Sydenham and Bankstown to help students and other passengers get where they need to go.

### Where to find more Information

Information including Frequently Asked Questions (FAQs) and translated information about Southwest Link can be found at: [transportnsw.info](https://transportnsw.info)



# League Tag Gala Day

Over the last couple of years, we have seen Oz Tag become one of the most popular sports at Sefton High School. With this in mind, there was no surprise the amount of interest we had for this event.

After a number of false starts, we finally managed to get the event up and running to the delight of our students. Sefton managed to fill teams from all age groups, making us one of the largest schools at this event. Whilst a number of results, unfortunately did not go our way, our students had a blast demonstrating their high skill and leadership abilities. It was amazing to see a number of students step up into leadership positions and shine on the day.

I hope this passion for sport and physical activity continues well beyond your schooling journey.



# League Tag Gala Day





# Regional Athletics

## The Sydney South West Regional Athletics Carnival 2024

Congratulations to the many students who were selected and represented SHS for the **Sydney South West Regional Athletics Carnival 2024**. A big congratulations to the following students who achieved in the top 3 for their events:

Sulyman M 17 Boys - 1500m run 3<sup>rd</sup> place

Ohmeer H 15 Boys – 800m run 2<sup>nd</sup> place

Ethan L 14 Boys – 400m run 2<sup>nd</sup> place, 800m run 2<sup>nd</sup> place, 1500m run 3<sup>rd</sup> place, 3000m run 3<sup>rd</sup> place

Lucas C 14 Boys – Javelin 1<sup>st</sup> place, Shot Put 3<sup>rd</sup> Place

Lachlan M 14 Boys – Long Jump 3<sup>rd</sup> Place

The CHS State Athletics Carnival 2024 will be held from Wednesday, 11 September 2024 to Friday, 13 September 2024. Good luck to the students attending.

**Mr Melki**

# Zone Athletics

## The Zone Athletics Carnival 2024

The Zone Athletics Carnival 2024 was held over 3<sup>rd</sup>-4<sup>th</sup> July 2024 at The Crest Athletics Track. Congratulations to all those who attended Zone Athletics for their excellent participation, effort and overall behaviour. I was very proud of taking them there and seeing them compete with excellent sportsmanship skills. We placed 2<sup>nd</sup> as a school out of 11 schools. A big congratulations to the following age champions:

Sulyman M 17 Boys

Saw Jeremy L 16 Boys

Ohmeer H 15 Boys

Ethan L 14 Boys

Please see the following images of Sefton High students in attendance at the Zone carnival.

The Regional Athletics Carnival 2024 will be held on the 29<sup>th</sup>-30<sup>th</sup> July 2024. Good luck to all those attending.

**Mr Melki**



# Zone Athletics



# Zone Athletics



# Futsal Gala Day

## The Coaches Debrief

The day started off smoking hot.

The students all sat there under the cola, waiting. Waiting patiently for the next command, the next word, the next utter of advice from the teacher.

We, the coaches, were among them too.

We sat there knowing that the duty upon our shoulders bore the result of the day.

To win or not to win.

Mr Silburn alongside Ms Isaac broke the non-existent silence. Out came from his mouth the best words of advice:

'Play with pride and a winning personality and then nobody can beat us. We will all walk away as champions, regardless of results. Make. Sefton. Proud.'

And making Sefton proud was what we did.

We started off strong with the Year 11/12 girls dominating the field, winning and becoming coaches for the day, as their skills were too good. They left UNDEFEATED. At the same time the Year 11 and 12 boys were becoming feisty. **Things were about to get Messi.** With two defeats in a row, they knew they had to win the third to keep up any hope of making the finals and demonstrate the Sefton spirit. You know what they say third time's the charm! And with a heavy battle with the other school our determined boys had won, 3-2!!!



On the other side of the field, the Year 9 and 10 girls said 'what a fun game' after losing a close match with a smile on their faces, a smile that erased the loss. It's the friends we made along the way which really mattered. Like tigers on the field, they came back and better for each match, having a winning personality! Year 9 and 10 boys, our cheetahs were off and about in the wild. Luckily the gates were there to protect us from their powerful shooting, with shots one after the other.



# Futsal Gala Day



Year 7 and 8 girls cheered their peers, with booming enthusiasm that could be heard throughout the venue, although they were exhausted from carrying their matches. And obviously the best for last, we have our beloved Year 7 and 8 boys they made us proud winning matches one after the other making it to the semi-finals!

In our hearts we won wholeheartedly!



The day wasn't complete without the coach's amazing photography skills. They got the essence of futsal. The vigour. The energy. The pressure (what pressure?). They got the poses right, the angles. All the angles. They took amazing photos of the jerseys, the cleats, the sweat (they were the real sweats), the anger. Below you can see some of the astounding photos they took, but before that here are the top five reviews and quotes from the day:

# Futsal Gala Day



**Mr Silburn:** Girls (Delta, M, Sarah, R, Serene) you are doing an amazing job they should hire you at the school!

**Opposition:** they glazing (while we were winning 11-1)

**Shams:** COME ONNNNN \*insert him banging on the fence\*

**Rafay:** screaming their names isn't gonna do anything

(it did everything, we won again and again and again)

Honourable mention: Serene the **best** coach buying her team ice cream!!



# Year 7 Rec Day

## Rock Climbing, Arcade & Ten Pin Bowling

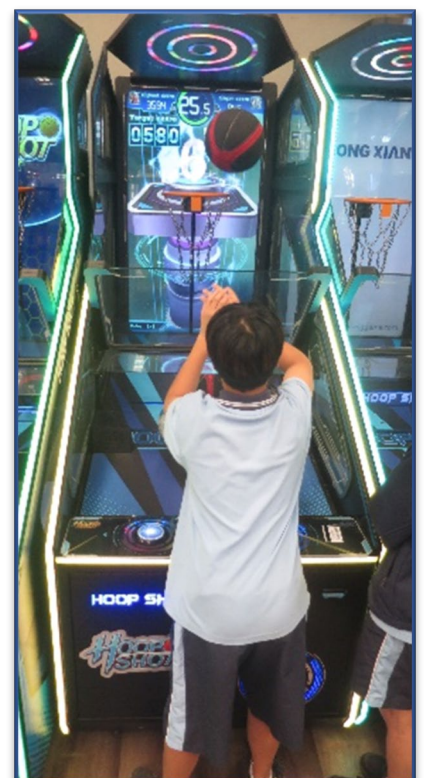
The House of Wow is an amazing place packed with things you can never get bored of! I had an amazing day bowling with my friends, playing arcade games (the basketball was my fav), and facing my fear by rock climbing, which was surprisingly easy. The canteen has good food and I really wanted to stay longer, but we had to go back to school :( Anyway, it was a 10/10, would come back ^^

### Clivia



On Friday, I visited Monkey Mania where I spent the day engaging in a variety of activities, including bowling, rock climbing, and exploring the arcade. The arcade was particularly enjoyable as I wandered around, immersing myself in a range of exciting games. Bowling was another highlight, allowing me to compete with friends and other students, which added a thrilling edge to the experience as we aimed to score the highest points. Lastly, rock climbing was a standout activity for me; it was not only fun but also offered a mix of emotions, making it a memorable part of the day.

### Ju Young





# Year 7 Rec Day

I had a wonderful time at the recreational day event. The activities were diverse and enjoyable, offering something for everyone. Whether it was the excitement of rock climbing, the fun of bowling, or the entertainment of the arcade, each activity provided a unique and memorable experience. The worst part was getting destroyed in bowling by Mr Silburn. The event was well-organised, ensuring that everyone had a great time. I would highly recommend it to anyone looking for a day of fun and adventure.

## Lucas



My experience at my Year 7 Rec Day was absolutely amazing! The house of wow was a great place to do different varieties of activities like bowling, rock climbing and playing arcade games! My personal favourite activity was rock climbing, as it was a cool experience to feel like I was climbing a building. The different types of rock-climbing walls were very cool and creative. I liked racing my friends to the top and creating a personal best score! Another thing I liked about rock climbing was that it was kind of fun clipping on and off the ropes and holding onto the rope while going down. I also really enjoyed playing arcade games! The games were really fun, my favourite was the ball collecting game and the photobooth! I enjoyed the variety of food, like the pizzas, slushies and popcorn, which were very delicious. Overall, I really enjoyed my experience at House of Wow for my Rec day! I would definitely recommend it to anyone who is interesting in fun day activities.

## Thuyan



It was a wonderful experience, joy and laughter was in the air and it was a once in a lifetime experience which we would all love to do again whether it be about social bonding or an exciting thing in our lives as it was such a treat after 2 terms of year 7!

## Aubree

# Year 7 Rec Day



The House of Wow is an exhilarating entertainment hub that brings together the thrill of rock climbing, the friendly competition of bowling, and the nostalgic allure of an arcade, making it a paradise for fun-seekers of all ages. As you step inside, the vibrant atmosphere embraces you, filled with the sounds of laughter, the clattering of bowling pins, and the cheerful beeping of arcade machines. The rock-climbing wall towers overhead, challenging adventurers to scale its heights, offering both beginner and advanced routes that ensure everyone can find their inner climber. Watching friends encourage each other as they conquer the wall adds an inspiring sense of camaraderie and achievement.

After an adrenaline-pumping climb, we can head over to the bowling lanes, where we engage in classic strikes and spares amidst a backdrop of colourful neon lights. The energy is infectious, with groups cheering for each other and sharing fun moments, whether it's celebrating a strike or playfully teasing over a gutter ball. The added twist of themed bowling events is the special prizes anyone can win by either hitting a complete strike, or trying to only hit one pin, which is not only fun but also competition.

Now, the visit to House of Wow would not be complete without spending some time in the arcade, where a dazzling array of games awaits. From classic pinball machines to the latest immersive video games, there's something for everyone. The atmosphere buzzes with excitement as players compete for high scores, and the redemption counter is always a flurry of activity as visitors turn their hard-earned tickets into fun prizes. The House of Wow truly stands out as a one-stop destination for unforgettable experiences, where every moment is packed with joy and laughter, leaving everyone eager to come back for more!



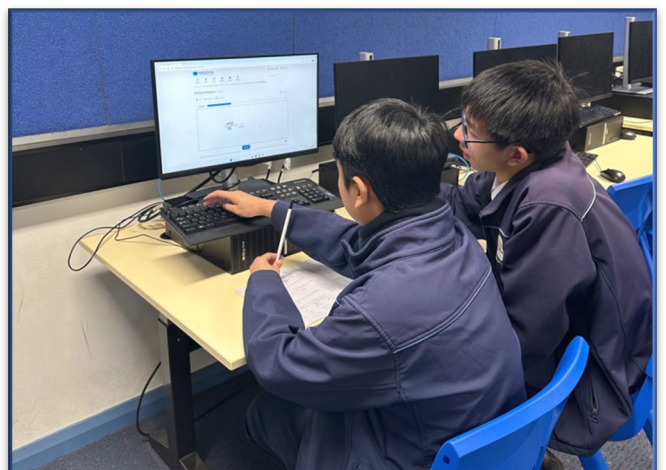
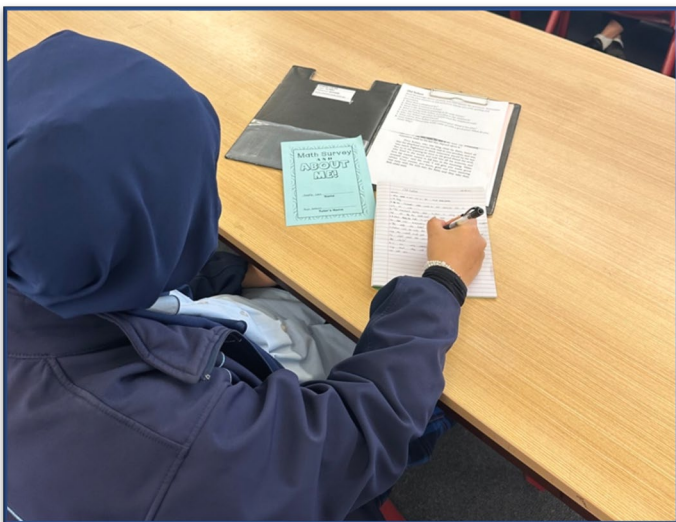
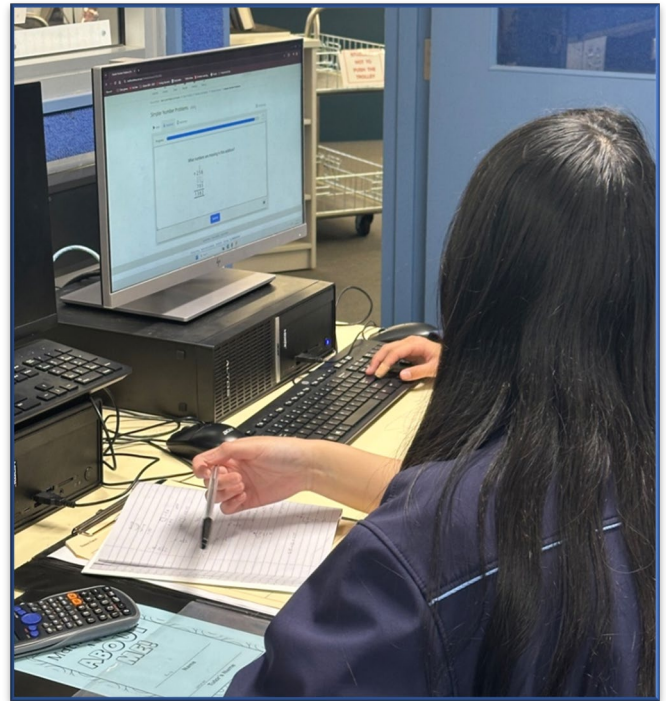
## Adhira



# Student Services

## Books and Buddies & Maths Mates

Students in Year 7 to 11 continue to spend their time on Tuesdays after school in the Sefton Library, aiming to improve their literacy and numeracy skills. Books and Buddies, and Maths Mates is designed to provide a supportive and focused environment for students to complete their homework and gain additional help with learning areas where needed. While working with their tutor (peer tutoring) students have consistently demonstrated a positive attitude, a strong work ethic and a willingness to engage with their learning.



# Student Services

This term, students in Books and Buddies, and Maths Mates celebrated Book Week: Reading is Magic.

On Tuesday, 20<sup>th</sup> August 2024, students participated in two activities: Library Genre Hunt and Book Bingo.

Library Genre Hunt: The objective is to find and record the correct number of book titles and authors from each genre category provided. Students must search the library for books that fit each genre. Once finished, students submit their recording sheet in for marking.



# Student Services

Our first, second and third place students who correctly completes the recording sheet with the right number of book titles and authors for each genre wins a prize.

## First place winners →

Luna L (Yr 8), Anna T (Yr 10)  
and Ahmad G (Yr 8)



## ← Second place winners

Mustafa N (Yr 7), Jocelyn C (Yr 8)  
and Catherine T (Yr 10)



## Third place winners →

Melissa D (Yr 10), Anahita L (Yr8)  
and Thomas H (Yr 8)

# Student Services

**Book Bingo:** The objective is to cover the entire board with the correct book title called out. The first student to cover all their book titles on their board shouts "Bingo!" and wins a prize.

Thank you to Ms Doval (SLSO) for joining in on the fun! She randomly drew book titles and announced them to the students.



# Student Services

## Guessing Competition

During Book Week, Sefton celebrated by inviting students to participate in the Book Week Guessing Competition in the Library. To win a prize, students were required to correctly predict the number of books the Sefton Library has currently in the Fantasy Genre and Family and Relationships Genre.

The correct number of Fantasy Genre books in the library is 1423.

The correct number of Family and Relationships Genre books in the library is 2367.

Congratulations to the following winners who were very close with their guesses.



Harry D (Year 12)

Terrence Z (Year 12)



## Coding Club

The Coding Club at Sefton High School is now in its fifth year, providing students with the chance to develop practical computational thinking skills. Through exploring various programming languages such as HTML, Python, Scratch, Blockly, and more, students gain hands-on experience in coding.

Participants in the Coding Club have discovered it to be a space where they can:

- Learn and practice coding skills.
- Engage in problem-solving and apply logical thinking.
- Meet and interact with new people.
- Enhance their critical thinking abilities.

Students also find the Coding Club to be both fun and intriguing, as it helps them build confidence in coding, paving the way for future career opportunities.





## Sefton High School

# ENGLISH OLYMPIAD

The third round of the English Olympiad has concluded, with more than 50 entries submitted for competition 3, 'Write your Mind'. This competition provided students with the opportunity to write an opinion piece on any topic of their choosing. We encourage all Sefton students to take advantage of the platform the English Olympiad provides to foster their love of writing, with our next round starting soon. The opinion pieces of the finalists have been provided below for your perusal. Enjoy!

Ms Alali  
English Teacher

### 'Imperial vs. Metric System' by Lucas N, Year 8 Student (Stage 4 Finalist)

This debate should not even exist. It's not because the whole debate is stupid, well, it is to some extent, but the answer is unequivocally simple and it's not even close. I speak for billions of people that use the metric system, and how nonsensical it is that people still use the imperial system, the name literally means a monarchy, which is dominantly a thing of the past.

You would think that because the imperial system and the metric system are both used, it would be roughly 50/50 in terms of usage, well, no.

Only three countries use the imperial system as their prime form of measurements, Liberia, Myanmar and the United States, the US being the most relevant.

This may interpret the imperial system as the underdog, and you'd be right.

Firstly, simplicity. One kilometre equals 1000 metres. Easy, simple. Extremely easy to calculate, and unanimously perfect. Then you get a poor excuse for a measurement. Where one mile is equivalent to 1760 yards. I honestly feel pity for anyone that uses the imperial system, as they have more to worry about and calculate. This also includes Fahrenheit to Celsius calculations. An entire mathematical formula would not have been invented if it weren't for the imperial system. Furthermore, it's also an incredibly basic system. 0 degrees Celsius is the freezing point. 100 degrees Celsius is boiling. 32 degrees Fahrenheit is freezing. 212 degrees Fahrenheit is boiling. Plus, no one wants to do maths to convert these measurements, and no one needs to. If only those three countries abolish the imperial system, and inevitably join the almighty metric system. Am I overreacting? Perchance.

## Setton High School

# ENGLISH OLYMPIAD

Moreover, consistency is key when creating a system without formulas. The metric system utilises decimals and zeros for an easy to memorise, fundamental system that makes its user happy that it isn't memorising 5,280 feet in a mile and 12 inches in a foot. Whilst they're happily frolicking in their own field of 10 millimetres in a centimetre, 100 centimetres in a metre and 1000 metres in a kilometre. Don't get me started on liquid measurements. Ounces are 20 pints, 40 quarts and 160 gallons. Sure, a pint is convenient in relation to the term 'pint,' but anything outside of that and it is pointless. To add insult to injury, in American English, they misspell kilometre as "kilometer." What a punch to the gut.

I may have, however, been a little too harsh. It may be too difficult and complicated to abolish the imperial system by tomorrow, as the United States is built on it. It's not easy changing measurements so fast, even though we changed our measurements to metric only in 1947, even though it the change was prominent in the 1800s. It's best we accept countries for what they are instead of arguing over measurements systems. Instead, we should be arguing about whether a straw has one hole or not.

*'Who are you?'*

*By Biemma C, Year 9 Student (Stage 5 Finalist)*

I'm just an ordinary, boring girl that no one will ever glance at twice unless I have food on my face. I look nothing like a princess and I guess I never will. Stubby legs, tan skin, a big nose, and small eyes and I am twenty kilograms heavier than the other girls in my grade. I stick out like a sore thumb. I hate looking in the mirror and browsing through Pinterest or Instagram. It's just so unfair. There is this feeling that eats me from the inside out. I was disgusted by the way I looked but mostly from the way I thought, it was too addictive to stop. I didn't know why I hated myself so much.

To fit in... It's a despondent thought seared into the embroidery of my existence. I wanted to be like every other girl with long shiny hair, big round eyes and tall slim figures. I wanted to be seen. But, soon enough a fashion trend will sprout and spread seeds of insecurity to germinate inside our minds, and suddenly those same girls look ordinary. It is impossible to be 'perfect'.

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Beauty standards will change. They point out the tiniest things, down to the shape of your fingernails and it's your decision whether you change with them.

Imagine a dog chasing its tail. Silly, right? Don't they know it's their tail? Well, why do you chase these standards then? It is an endless cycle you're trapped in. As you persist in pursuing a futile endeavour, life becomes more arduous. The more you adhere to this pursuit, the more it evolves, ultimately leading to manipulation and agonising suffering. You are society's puppet and the longer you stay as one, the tighter the key gets into the door to escape the dollhouse.

Zebbras. They're bold, but wavy black and white stripes varnish their skin, making them unidentifiable. Like a zebra, you try to blend in and travel in a group, copying each other, one by one; herd behaviour. You accompany one another just so you aren't the person eating lunch in the toilet cubicles. That term, 'loser', is slang for someone who doesn't fit in but I'd rather be a loser than a zebra.

My problem wasn't that I couldn't fit in, it was that I wanted to fit in, but doesn't everyone?

I guess it's only natural.

The choice is yours at the end. You can wear all the makeup you want and get all the surgery you want, but will you be able to recognise yourself after? The fact that I am alive and breathing makes me human, not what's on the outside. My nose is for me to smell the most delicious foods the world has to offer. My legs are there to help me walk to and from. My eyes are there to guide me through this journey.

So, I'll ask you one more time ... Who are you?

But who am I, an ordinary, boring girl that no one will ever glance at twice unless there is food on my face. I am no Cinderella or Rapunzel, and I guess I never will be. I still have stubby legs, tanned skin, a big nose, small eyes and bigger than my peers but at least I'm not a zebra. All of that doesn't matter because when I look in the mirror I see me.

I am free.

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'What doesn't Matter?'

By Samet D, Year 12 Student (Stage 6 Finalist)

In the unending comedy that is life, there is a punchline that we're all waiting to hear yet dread: all good things come to an end. It is a truth universally acknowledged yet perpetually surprising, much like finding out that your favourite show is being discontinued just when you thought you were starting to understand the plot.

Take the Romans—powerful gladiators, renowned for their innovation and astonishing togas. They could throw parties that lasted longer than some countries exist today! Yet, despite their architectural superiority, they eventually clocked out—leaving behind ruins for tourists to graffiti on.

There is something, however, comforting in the knowledge that even the most powerful in history weren't immune to the universal concept of "what goes up must come down". It's a gentle reminder that maybe your inability to keep your garden healthy isn't such a big deal after all. Besides, if the Romans couldn't make it last with all their ingenuity, realistically, your basil plant will not turn out the way you want it to.

In our world today, where technology is ever-evolving, we find ourselves grappling with the transient nature of our latest apparatus and social stardom. Today, you're the proud owner of the newest Apple gadget; devices so advanced they require several PhDs to operate. Tomorrow, it's as outdated as the concept of privacy in the digital age — a mildly infuriating reminder that today's pinnacle is tomorrow's antique.

Then, the elusiveness of social media — a place where validation is measured in likes, shares and (if lucky) a 'relationship status' update.

Technology has refined romance. Star-crossed lovers are now emoji-slinging keyboard warriors. Yet, like all good things that emerged from the digital age, these connections often face the 'seen' graveyard.

On a more personal front, let us not forget our own achievements — those moments of glory that promise to define us, until—

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well,

they don't.

From academic accolades to professional ascendancies, each victory marks a climax in the symphony of life. However, the radiance of past achievements start to fade, leaving us chasing the next grand crescendo.

It is a humbling, yet somewhat hilarious realisation that today's 'Worker of the Month' is tomorrow's 'Remember when?' anecdote. This unhealthy pursuit of validation somewhat mirrors the entertainment industry: one day you're starring in the lead Emmy-winning movie, and the next, you're doing a cameo appearance in a budget soap opera wondering where it all went wrong.

The reality of all good things coming to an end is inescapable. Take this moment to embrace the present, acknowledge happiness and discover a dour kind of humour in what is inevitable.

In fact, if being satisfied is beyond our ability due to the cagey nature of genuine joy, then maybe we aren't losing anything after all. The strategy, as dull as it may appear, involves acceptance. Accepting and embracing a paradigm of dissatisfaction is the secret recipe to avoid eternal disappointment; being prepared for the downfall means you are always ready for the crash. If you never allow yourself to soar too high in the first place, the fall is far less unsettling.

In essence, we shall progress through life with stoic indifference, aware that the ending of a once-bright story simply confirms our rudimentary belief that it was never meant to last in the first place. If anything, the most fruitful counterplay to inevitable disappointment might be to avoid getting overly attached to the notion of happiness at all.



Year 9 English

## TRANSFORMING SHAKESPEARE

Year 9 have been studying William Shakespeare's play, *Romeo and Juliet*, this term as part of their study of the unit, *Transforming Shakespeare*. This involves not only a close analysis of the play but also an exploration of how the canonical has been reimagined by various composers over time. Drawing inspiration from directors like Baz Luhrmann and Steven Spielberg, students had the opportunity to create their own modern adaptations of the play. These projects included the creation of original album covers with accompanying playlists, the filming of a K-Drama version of the play and a news report inspired by current conflicts in the hip-hop industry. Featured in this edition of *The Sefton Times* are excerpts from 9 English F's outstanding submissions, which were recently presented to an enthusiastic class response.

Ms Alali  
English Teacher



Album Cover & Playlist by Lachlan M, Alex H, Lucas C, Lucas N and John U



## Explanations

### **Act 1 scene 1 (Dreams by Fleetwood Mac)**

The regretful and melancholic emotions that overwhelm Romeo in his one-sided-love is captured through the song 'Dreams' by Fleetwood Mac. The slightly upbeat music yet sorrowful voice capture the cheerful environment Romeo is in which contrasts the emotional turmoil he is experiencing inside. The lyrics 'well, who am I to keep you down?/... Women, they will come and they will go' illustrate his thoughts as he is 'letting go' of Rosaline.

### **Act 1 scene 5 (Perfect by Ed Sheeran)**

The song 'Perfect' by Ed Sheeran cleverly depicts the passion Romeo experiences upon falling in love at first sight with Juliet. The lyrics 'Darling, just hold my hand ... I see my future in your eyes ... Now I know I have met an angel in person' reflects the profound love Romeo feels as he marvels in her beauty and overcomes his heartbreak over Rosaline.

### **Act 2 Scene 2 (In the Name of Love by Martin Garrix)**

In this scene, the couple warn each other of their punishment as they meet under dangerous circumstances. Juliet's warnings of 'If they see you they'll murder you' can be seen in verse 1 'If I told you this was only gonna hurt' and Romeo's response 'If you just look at me with love, their hatred would not be able to touch me.' can directly be referenced to the line in the same verse 'Do it all in the name of love.'

### **Act 2 Scene 6 (Parachute by Ingrid Michaelson)**

The upbeat nature of the song represents the euphoric state the couple is in as they get married. The lyrics 'It's you and me up against the world' capture how their love is opposed by the world around them. In addition, the lyrics 'Won't tell anybody that you turn the world around'

**Album Cover & Playlist**  
**By Jessica L, Jenny L and Darlene B**



The tragic Romance play of "Romeo and Juliet" is encapsulated by the album cover "Eternal Midnight" using its imagery. The 2 falling silhouettes falling from the starry sky indicates the 2 star crossed lovers' unstoppable demise. The city below anchors the story in reality whereas the clouds symbolise their surreal love and on top of this the juxtaposition between the city floor and endless starry night emphasises their forbidden love as they go their separate ways. The title, which is in gold, displays their loss with the shift in gradient indicating their hope to tragedy and despair.

## Album Cover & Playlist

By John N, Dominic O, Huapeng M and Nicholas P



## K-Drama Adaptation (excerpt from the 'Balcony Scene')

By Amie T, Pranusha N and Julia T



## Know it Now - Verona News

ISSUE 56 | 6th July 1996

\$1.00

# Blood on Verona Beach

When do they decide it's enough?



*the Capulets and Montagues - at war*

### CITY COUNCIL DEBATES

### The feud that predates time

For nearly 10 years, Capulets and Montagues have been battling it out wherever each member meets each other. On the streets, drivebys, shopping malls, houses, you name it. For many, this is a pointless war, with both families having blood on their hands. Even lawsuits had no effect, as both families just ignored the cries for stopping.

Police have been onto Capulet and Montagues' tail for quite a while now, with both managing to evade charges against them. Could this be a call against the wealthy amongst us?

Excerpt from Newspaper Article

By Dat L

urgently been trying to shut down major videos that have been spreading throughout the media, stating that they would diffuse this situation themselves.

### Whose FAULT was it?

By Writer Alex Jones

"They're all hurt, even the people around are afraid of them. May a plague strike both your families. Those darn Capulets and Montagues. How could the authorities just let them get away? Unharmed and unarrested, free to do crime. PRINCE!..." An important message from the famous writer Alex Jones. A huge outrage surges in accordance with this tweet, only fueling the fire. The masses are rising up and asking the authorities to bring the punishments to the two houses, accusing them of mass shootings and creating a disturbance all throughout the days they've rivalled each other.



### WHAT WILL HAPPEN BETWEEN THE MONTAGUES AND CAPULETS?

By Prince

"Well, until we've finished our investigation, we cannot be sure of specifically who was at fault. However, from witness reports, it seems that there was a conflict between lovers and sending killers to finish the other one off. With just the information we have, it can be said that the two families will be suspended from all external activity and house-grounded, personally. Letting these monsters do their own things is not what we had intended and fully apologise for all those who happened to be affected. We apologise sincerely, not just me but the Montagues and Capulets.



Excerpt from Newspaper Article

By Tony P

## METROPOLITAN PUBLIC SPEAKING COMPETITION

Congratulations to Carina P [redacted] in Year 8 for receiving the 'Highly Commended' award in the Metropolitan Public Speaking competition for her speech titled, *Nothing More, Nothing Less*. Her speech on gender inequality over the past 100 years tackled this important issue with depth and passion. Carina offered profound insights into how gender inequality perpetuates unrealistic beauty standards and extends its influence into the political arena. Furthermore, Carina went beyond highlighting the challenges of such inequality by also offering thoughtful solutions, particularly through education reform, showing how systemic change in schools can help bridge the gender gap.

Carina is set to compete in the grand final this November. Well done, Carina!

Ms Alali  
English Teacher



# Ancient History Year 11

## The Persians: A Play Recreated Aeons Later

Words are the delectable meal to my gourmet. Yet at this banquet of delicacies lies a figure in wait- taking us through the interweaving curtains of time to arrive at our destination- the devastating battle of Salamis. Any Ancient Athenians reading this may scorn with derision at my outrageous claim that the Greek-victory Salamis battle was anything remotely resembling devastation. I care not, for I know that among these critics I may find one sympathiser to my claim: Aeschylus. Some amongst my all-knowing Ancient Greek audience might laugh at my supporter, potentially claiming, "E's skillless!" But Aeschylus, far from skillless, has appeased many, ranging from scholars with great skill to scullers who skillet.

Aeschylus remains the only surviving source of Ancient Greek historical drama- all the other plays are based on existing mythology or the playwright's imagination. Already, Aeschylus has proven himself to be unique, but where he shines is with his seemingly compassionate depiction of the Persian loss, where his writing trembles with its depictions of how young soldiers, symbolised as the flowers of Persia, are needlessly slaughtered through war. Yet, let us not get carried away here. Aeschylus is not anywhere near the airport that takes one to the vicinity of people resembling pacifists. He is no Wilfred Owen, no Joseph Heller, no Elem Klimov.

Indeed, one may reasonably put forth that Aeschylus rather smugly glorifies the Athenian victory at Salamis, with his grandiose imagery of the might of the Athenian army, the intrinsic doom faced by the Persian force, the humiliation of Xerxes- all either exaggerations or simply untrue. And who could ignore the fact that he rather obviously asserts that the gods themselves deemed it that Greece should win? All of this is very evidently propaganda driving the war-machine that was Ancient Greece. So perhaps among these Ancient Athenian readers I might not find reinforcement from Aeschylus.

Within this point lies the fascinating conundrum of Aeschylus' play- how much of it may we take as a valid historical account, especially considering Aeschylus was a playwright, not a historian? Well, Aeschylus' depiction of the Athenian army generally lines up with other accounts such as Herodotus. This makes perfect sense, considering Aeschylus himself fought in the Athenian army. Despite this, it is evident that Aeschylus' knowledge of the Persians and their culture may be compared to a blind mule nibbling a live electric wire, thinking it is a carrot.

Year 11 Ancient History 2024 may not be compared to any visually-impaired equines, however. As we studied the works of Aeschylus, meticulously aided by the profound insights of our teacher, we felt an itch to bring the words swirling around in our heads, like Frankenstein, to life. We felt irate, knowing that the battle of Salamis was long gone and thus our imaginings would stay that way- the incoherent ramblings of minds fully immersed in Ancient History.

Thankfully, our thirst was quenched with the opportunity that arose to reenact the battle for ourselves, to see what Aeschylus must have envisioned sitting at his desk thousands of years ago. I was personally on the team of the Persians, and was regaled- nay, absolutely floored- by our glorious leader Sean A's oratorical prowess. His impassioned tools of rhetoric stirred within me feelings that could only be properly described by quantum physicists. I felt secure knowing this was the leader that would bring me and my cardboard weaponry into dealing a coup de grace to the Greeks- and obtaining for us Persians plenty of wartime spoils.

However, staying true to historical accounts, the Greeks did win. We were overpowered by their ferocity in acquiring our weaponry and using it to their advantage. For, after all, a soldier without their weapons is like a notebook without its writing.

Thus, with a trumpet blast that may only be rivalled by the seven trumpets of the Apocalypse, our study of the Weapons and Warfare topic ended, with the mock battle truly living up to the name of the topic. One might even call it eponymous. For a term, we immersed ourselves to devouring with detail Aeschylus' most famous work, and we walked away all the more aware of exactly why scholars and scullers have been so enthralled by him.

**Adrian F, Y11.**

# Ancient History Year 11



# Ancient History Year 11



# Ancient History Year 11

## Year 11 Ancient History Chau Chak Wing Museum Excursion

Within the glimmers of time, a sparkling diamond lies, buried in the embers. Allow me to uncover it for you. Peel back the coal that enshrouds it, and behold! It is the Year 11 Ancient History Excursion 2024 (Term 2), a gem of a find. Enclose your hand upon this diamond of requiescence, forget about any pecuniary troubles, and hear the tale of the Chau Chak Wing Museum. A tale I've told many times, yet must tell once more, for it is a tale that shall live on in ages to come.

We set off, intrepid explorers, on a mission. One that ended in tragedy – with a downpour most torrential. Yet we braved on throughout the day, showing our phenomenal skills with umbrellas. But I get ahead of myself.

We arrived at the museum, located by the archaic architecture of USYD, where the large arches of buildings enshrouded upon us like vengeful spirits over gravestones. After examining our resources, ensuring that our trusty compasses were in our bags, we dared to venture into the pathways of the museum. There we found rugs suspended from the ceiling, mummies staring at us through glass boxes, weaponry with details of warfare inscribed upon them. We found busts of Roman statues, photographs of giant hands emerging from the ground as if from the depths of Hades, and some cool telescope thingies.

We were introduced to an expert of archaeology, our guide for the day, with whom we needed not our compasses, nor our maps. She was our fountain of wisdom, the guide that shone us through into knowledge of Ancient History never thought possible. For fools do not know what lies beyond the surface of mundanity.

She took us through this museum of mirrorballs, explaining to us how mummies were preserved by the museum using computer-enhanced reconstructions, elucidating the Trials of Hercules through a display that made us feel as if we were there with him, taking us through various Ancient Middle Eastern empires of yore with inscriptions and carvings from those very empires, displaying to us the museum's collection of toggles – cute little trinkets made of ivory, wood, and jade.

We were blessed enough to get the opportunity to handle some artefacts ourselves (with protective gloves on, of course). Our learned guide instructed us in the ways of archaeology, espousing her travels in Italy, and related her work there to the skills she wished to relay to us – those of taking a piece of history and transforming it into a story – where does this come from? For what purpose was it used? I received an iron pipe from Pompeii, potentially used as a garden fountain and made out of bronze.

Finally, we marvelled at the museum's Lego reconstruction of Pompeii, which had figurines of various events that had happened on the site ever since it was burned, such as the filming of movies there. A massive display of aeons of history, reconstructed for our eyes to behold.

Then the rain came. Arise, fair sun, and kill the envious rain! Cursed was the day when you appeared to us in your reprehensible form! Though the rains had appeared, they were not a pathetic fallacy for our mood, because we learned much and enjoyed some nice lunch from the University stores.

And so a Saga ended, and I must remove my hand from the diamond once more. It is a diamond I shall return to, but for now, it is best if you leave. Carry this story, traveller, to your compatriots and let it be known throughout the Seven Seas. Let Gaia herself hear what we achieved that day, we intrepid purveyors of Ancient History.

***Adrian F. & Darren L, Y11.***

# Ancient History Year 11



# Ancient History Year 11





# Ancient History Year 11



# Ancient History Year 11



# Year 12 History Excursion

On 20<sup>th</sup> June, Year 12 students from Ancient, Modern and Extension History attended the HTA Study Day at Sydney University. This excursion enhanced students' understanding of the three Stage 6 History courses and supplemented our classwork, providing valuable insights into the HSC exams and course content.

Throughout the day, students attended lectures presented by experienced teachers and HSC markers. These experts offered invaluable assistance as we prepare for HSC History exams, covering a wide range of topics from key historical events and figures to analysis techniques and exam strategies. The presenters shared their extensive knowledge and provided practical advice, helping students deepen their understanding of complex historical themes and improve their analytical skills.

The opportunity to engage with seasoned educators and examiners was particularly beneficial. Experienced lecturers provided new perspectives on the material we have been studying, highlighting important areas of focus and common pitfalls to avoid in exams. Their insights not only clarified difficult concepts but also boosted our confidence as we approach our final assessments.

Overall, the HTA study day excursion was a great success, enriching our historical knowledge and aiding in exam preparation. We look forward to more opportunities like this to learn and grow together, ensuring we are well-prepared for the challenges ahead in our HSC History exams!

## Samet D



# Year 11 Biology Excursion

Year 11 Biology went on an excursion on Thursday 29<sup>th</sup> August to study Biological diversity.



Here are what students had to say.

The excursion supported my learning of the concept of natural selection, in particular my understanding of the concepts of divergent and convergent evolution. Since I was not in class when we learned about divergent evolution, this excursion really helped to solidify what exactly that meant. Additionally, this excursion extended on the knowledge I had gained from the previous one for Module B, where we investigated various ways of collecting and analysing data. In particular, the section with the eucalyptus trees gave me more information on how ecologists collect data in the field.

A hands-on experience differs from theoretical learning due to the involvement of all of the five senses, as opposed to using one's imagination and the pictures, diagrams, or videos provided to understand the content. In particular, I enjoyed the added element of tactility, which brought a lot more groundedness and solidity to the imaginings in my brain. That being said, I do learn better with theory, as, firstly, it is far less time consuming, and, secondly, my brain is more trained at comprehending the information thrown at it when it is in a form it is familiar with. Since I have spent the majority of my schooling career engaging with theory, I tend to lean towards it.

I definitely applied problem solving methods during my experience today. One example is with the activity where we had to examine the Diprotodon, wombat, and Tasmanian devil skulls to see which two of the three were more closely related. By examining the types of teeth the skulls had, the shape of their craniums, and their skull shape, we could determine whether the devil or the wombat shared a closer common ancestor to the Diprotodon. Additionally, the museum required us to do a simpler version of biochemistry and comparative anatomy to solve the problem of identifying a mystery animal.

A fact I found fascinating was that echidnas can be found in Papua New Guinea, which staggered me as I had previously thought they were only native to Australia. Additionally, I found the ways in which snow gums adapted to higher altitudes, for example, by growing multiple branches, to be intriguing, particularly when compared with temperate-climate gumtrees.

# Year 11 Biology Excursion

I have already mentioned that I learned about the difference between convergent and divergent evolution, but I also learned how to approximate a tree's height without directly measuring it, along with some very rare positive impacts of humans on the ecosystem, with our efforts in preserving the ecological nightmare known as the koala.

**Adrian F**



- How the excursion supported your learning of Year 11 Biology concepts.

It provided us the first-hand ability to understand the biology concepts easily and in a fun manner.

- How a hands on experience differs from learning the content through theory only, and which of the two you find more beneficial towards your learning.

Through the hands-on experience we were able to engage more with the content, whereas when we learn using theory only I feel less engaged and sleepy, hence I find learning through the hands-on experience more beneficial towards my learning.

- if you applied any problem solving methods during your experience today.
- A fact that you found fascinating or interesting.

Australia has one of the highest extinction rates in the world

- Something new that you learnt as an outcome of today's excursion.

How to estimate the measurement of a tree: 🤖

**Alicia N**

# Year 11 Biology Excursion

The excursion to the Botanic gardens and Australian museum gave me valuable insight into my learning of biology concepts. I had the opportunity to observe and educate myself on the environment such as by looking at eucalyptus trees and native animals at the royal botanic gardens. This hands-on experience gave me a break from learning biology concepts through theory in class, and allowed me to understand complex concepts from a different perspective. I used my critical thinking and problem solving skills throughout the day as we investigated reasons for adaptations and evolution. At the Australian museum I was grateful to be able to learn about comparative anatomy through examining animal structures and educational videos. This was very interesting because it was hands-on and it allowed me to apply my knowledge in biology through the activities we had to do. The museum also enriched my understanding of past and present organisms through its displays. Through this experience i learnt about different adaptations to various environments which have affected evolution.

**Cynthia K**



This excursion has allowed me to have a better understanding of how animals of the same ancestor have evolved to adapt to their environment, whether it is structural, behavioural, or physiological. This hands-on experience differs from theory content learning as it allows a more fun and engaging physical approach to understanding these concepts. Personally, I find both types of learning beneficial. During the experience, many problem solving methods were utilised, in particular during the Museum where an activity required us to calculate the most similar DNA sequence to the mystery

# Year 11 Biology Excursion

animal to solve which animal it was most likely to be. Despite many facts told during the excursion were extremely fascinating and interesting, I found one of the most interesting facts there to be the fact that the 'saddle-back' Galapagos Tortoise has longer limbs and feet in comparison to its ancestor to help it move faster and further as an adaptation. As an outcome of the excursion, I have learned more about the adaptations of animals.

## Elizabeth B

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## Jayden Nguyen

