



# Alamanda College

Inspire, Shine, Create.

*Dare to be wise.*



## IMPORTANT NOTICE

**Please notify the school if your child/ren will not be returning to Alamanda College in 2019. This will greatly assist our facilities and staff planning.**



Welcome to Term 4, it appears this year has just flown by!

Our Year 7, 8 and 9 students all seem to have had an eventful break and have come back ready to learn and play a vital role within the Alamanda College community. We have not missed a beat, as 15 Year 8 and 9 students headed off on our third annual Uluru school tour as they hopped, skipped and jumped their way through the red centre exploring Ayers Rock, King's Canyon and Kata Tjuta national parks, whilst also gaining a deeper and greater understanding of the Aboriginal heritage and culture. I'm sure there will be plenty of stories to tell upon their return; including life without wi-fi for a week!

This term we also commenced our highly anticipated second annual Lunchtime Basketball League (LBL). We have 7 teams and well over 100 participants competing for the highly coveted LBL title for 2019. Our Year 9 students were initially selected as captains whilst going through a rigorous drafting process of selecting their teacher participants, as well as their Year 7, 8 and 9 teammates. Games usually draw a gym full of envious onlookers, as they

jeer and cheer their Alamanda classmates and favourite teachers on. I'm sure that it will be an exciting finish as the finals draw nearer.

This term will also be very exciting as our secondary students are beginning to spread their wings to recognise themselves as global citizens with their community projects coming into fruition. We have our 'Vega program' where Year 8 students will get their first taste of being a teacher, as they put on their brave faces to run after-school activities for some 200-odd primary students (with some teacher supervision on the back end of course!). Our 'Dare to Dash' house competition was also a huge success, as it helped to launch awareness towards our 'Relay for Life' team for 2019. Mrs. Tjia is madly counting all the laps completed as we speak. Another special mention to a plethora of Year 9 students, as they spent most of event tending the BBQ and selling icy poles to raise funds for new soccer goals for the school oval. We also have another Year 9 group heading into the city to raise awareness for National Bandanna day, which is an organisation selling bandannas to help support young people living with cancer. As part of the

## IMPORTANT DATES

8 November  
Year 5- Year 9 Swimming Carnival

31 October-2nd November  
Year 8 Photography Camp

5 November - Curriculum Day

6 November  
Melbourne Cup (Public Holiday)

7 & 12 November  
Fine Dining Parents and Students

13- 14 November  
F1 in Schools Competition

21 November  
Year 8 Music excursion

23 November  
Year 7 Queenscliff Marine Excursion

26 November - Year 9 Exhibition

3-6 December  
Year 9 Point Cook Transition Day

10-14 December  
Year 9 Werribee Transition Day

12 December 6PM-8PM  
Year 9 Graduation

13 December  
Year 9 After Party



MYP program, we are continuing to stretch student learning to involve more student voice and agency towards their personalised learning experiences. The community projects are certainly a strong showcase of Alamanda students linking their learning from what occurs inside the classroom and broadening it towards what is going on in the world surrounding them. Research has clearly identified that students who are empowered to make decisions are more likely to identify and understand a range of perspectives, develop solutions and take actions that have a genuine impact on self and others while also building school pride. Hopefully our strong emphasis in this area of the departmental framework for improving student outcomes will prove to be life-changing/altering for all our secondary students moving forward.

During the next couple of weeks, we will have a plethora of sporting teams (Year 8 Boys and Girls volleyball, Year 7 girls tennis, Year 8 Boys cricket and Year 8 boys rugby) competing in the Western Metropolitan Region finals for their respective sports. All of the teams have been training throughout the year and should be well prepared for their next round of competition. So good luck to those teams competing in the next rounds and hopefully we will earn some State championship berths along the way.

Just another reminder for the parents of the Year 8 students, that we are still looking for student interest for the survival camp in early December. If your child is interested, please contact the relevant homeroom teacher for further details. Kirsten and I are currently in the process of trying to organise our programming for 2019. So, parents if you know that your child will not be returning for 2019, could you please kindly notify the office so that we can have the most accurate and up-to-date numbers as we plan for 2019. Your assistance in this matter is greatly appreciated.

Dare to be wise,

*Kirsten Sullivan* and *Ryan Ma*  
Acting Assistant Principal  
Secondary School  
Alamanda College



*Alamanda College*

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# Year 7 News

## F1 in school's state finals are upon us!



*Year 7 Development class team 'Conquest racing' are taking racing and development to unseen levels in Alamanda's second racing season. Using stats and data to prove positive progression of design and manufacture, racing results have come from an average track time of 1.5s to 1.19! The evolution of design and component choice has led to vast improvements in race times. Developing skills in marketing, collaboration, communication and digital processing the skills Conquest are developing will surely carry them to victory!*

### ALAMANDA SENDS DREAM TEAMS TO NOVEMBER'S F1 IN SCHOOLS COMPETITION

F1 in Schools is an exhilarating and competitive program designed to teach students the skills of engineering, aerodynamics and business management. From the start of the year, we have been coming every morning to work on building cars, designing logos, and creating posters. We have enthusiastically invested our time and effort during the holidays.

We have been preparing for the competition in November. Alamanda will compete against schools all around the state. We are very proud of the hard work we have put into preparing for this competition. Alamanda is counting on us to make them proud. - **Aadav Vijaykumar, Takshil Kamineni & Hridey Kapoor**

### CHILDREN ARGUING WITH EACH OTHER? AN AFTER SCHOOL ACTIVITY?

"Bottled water should not be banned!" You just come up with a topic, and Bang! You set to work. Researching, typing facts, buzzing ideas around in your head, and before you know it,

you are standing in front of everyone else telling them why bottled water should not be banned. That is debating. A fun recreational activity which you can do anytime and anywhere, whether it's formal, or just for fun. Debating improves your public speaking skills and it helps you talk in front of crowds of people. Debating is an activity you NEED to do so join Ms Sobey's debating period six class now! - **Kenodh Gamanayake**

### ALAMANDA COLLEGE PURSUES STUDENTS TO EXTEND THEIR PUBLIC SPEAKING AND DEBATING SKILLS IN A FUN AND ENGAGING WAY.

Do you want to build your confidence? Do you want to be a better public speaker? Do you want to be able to express your opinion? Then join our Alamanda, Grade 7, Period 6, Debating Class! In debating, students are able to express their opinions on controversial topics thinking locally and globally. Is nuclear testing beneficial or unbeneficial for the world? Should plastic be banned? Should Fortnite Battle Royale be banned for kids under 13? Debating is the class for you

to express your opinion, without being judged, and improve your public speaking skills. What else could you ask for in a class? - **Adi Joshi**

### LIGHTS, CAMERA, ACTION!

"Romeo oh Romeo wherefore art thou Romeo"

Drama is unlike any other subject. The one class where you are given liberty to make noise, move around and express yourself. The criteria of drama lessons are very flexible, allowing us students to select our own interests in the area of performing arts. Term 4 period 6 consists of several groups collaborating together to create an open night performance at the end of the year. We await to show the school community our acting, dancing, and vocal skills. - **Neona Kennett, Sahana Ilango-swaminatha & Aleena Saji**

### HAPPY PLACE - OR NOT

I felt as if I couldn't move. My limbs felt numb. I thought my arms would fall off any minute. These are all effects of an activity known as Fitness Club...

# Year 7 News



As I entered, the smells of sweat and our filled my nostrils, making me nauseous. But I later found out, the worst was yet to come...

My whole body was on fire, as I threw the heavy ball into the air, for who knows what reason. Soon after, I found myself on the floor, attempting to do "push-ups". The noise of screaming, mixed with music filled my mind.

And that was a glimpse into the world of Fitness Club. - **Rahmah Azam**

## SPLISH SPLASH I'M SAILING A BOAT

The water crashed into other boats, capsizing many boats, the destruction and anarchy had just begun. Being the first term for sailing as a full term recreational sport, we were introduced to many ways to gain some speed and to manoeuvre around the water buoys. After crashing into many other boats, and doing figure eights around water buoys for some time, we were advised on what some of us did wrong, and techniques in which we could try

next time. Some of us were allowed to jump off the pier. But the real fun began when we were changing our clothes into dry ones. - **Matthew McCann**

## FIRE YOUR CANNONS

"Turn, turn, turn!" The wind roared and the water was rising. Callum twisted and steered the tiller, Ashton pounded upon the sail and I stood up, morphing into shapes and forms no-one has seen before, just to avoid some sea water. After what seemed like an eternity, we made it. This wasn't such a pleasant ride since people splashed water on us, firing their artillery and drowning our little sail, but apart from that, it was fun. Spilling water on other people, smashing into them, seeing them stuck in a corner. Oh, it was fun. We hacked through the water and drifted through corners, doing figure eights between two buoys.

Our smiles turned to a frown as we pulled our ships up shore, but two weeks later, we will be back for more. - **Po-Hsu Chen**

## SAILING - THE STRUGGLE OF NOT CAPSIZING OR GETTING WET.

This was absolutely not expected.

A rainbow of colours met my eyes. The rest of the boat was not as appealing.

With an open back, so the water would flow in, and with really low walls, it was easy to see how my clothes would end up drenched. It was like those origami boats, except somebody chopped half of the back off, and the little triangle thing in the middle became a sail bigger than the boat itself.

All I'd remembered from the instructor's words was, not to sit as the 'skipper' (the term used for the poor soul steering from the back of the boat).

Everyone had already gone into groups, and I'd found myself alone with a person I barely knew, as the rest of the boats were pushed off.

It was funny, watching them trying not to sink, and seeing them almost tip

# Year 7 News

over, but when it was my own turn I found myself in the skipper's spot, to my dismay. The day itself was the opposite.

It was worth it, despite the risk of my head getting hit by the boom, the thing under the sail that moved with the wind and threatened to knock me out on several occasions, and my ridiculously drenched shorts, and the mess that was trying not to bump into any boat. Or not tipping over.

Steering was hard, what with everyone in the way (we were meant to do a figure-eight course around a couple of buoys), and the splashing.

Oh, the splashing. Another boy had been transferred to my boat, and he and his friends engaged in a rather messed up game of truces and war, alliances and treachery, with the ammunition being water.

My clothes were soaking wet when I got out, but that's hardly a price to pay for fun.

Hardly.

My parents did not agree. - **Yanah Ilayan**

## 'RIDE AS MUCH OR AS LITTLE, AS LONG OR AS SHORT AS YOU FEEL. BUT RIDE'

Ever want to do a stunning sport to improve your body physically and your mind mentally? Well look no further. Cycling, as one of the wide array of options for year 7 recreational sport has been an extremely enjoyable experience for me and other participants. Every rec sport week, cyclists will head off with the facilitators, Mr. Blay, Ms. Saddler, and Malcolm to a destination chosen or voted by the participants. Students are allowed to bring their own bicycles, or they can use the ones provided by the school. Cycling is also educational on the topics of road and bike safety as well as a thrilling way to heighten stamina and physical performance.

Life is like riding a bicycle - to stay balanced, you need to keep moving. If you are interested in joining you can parttake in cycling next year for rec sport, or during period 6 on Thursdays.

- **Akshat Srinivas**

## ROCK CLIMBING WHILE BEING A LEFTY

As we entered Cliff Hanger, we were all so overwhelmed of the height of walls. As a sense of nervousness hit me, the person at the desk introduced himself and talked us through the safety precautions. We journeyed outside to put on our harnesses. We started at the colourful rock wall and learnt how to climb the wall while being safe at the same time. The bit I got nervous for was the belaying mainly because I was left hand and had to get used to controlling the rope with my right hand in a matter of five minutes. As we selected the climbing wall that we wanted to climb, we hooked each other up to the rope. Surprisingly, it wasn't as difficult as I thought it would be.

Rock climbing has be an amazing experience and I can't wait to continue doing it this term. - **Niveda Rajesh**

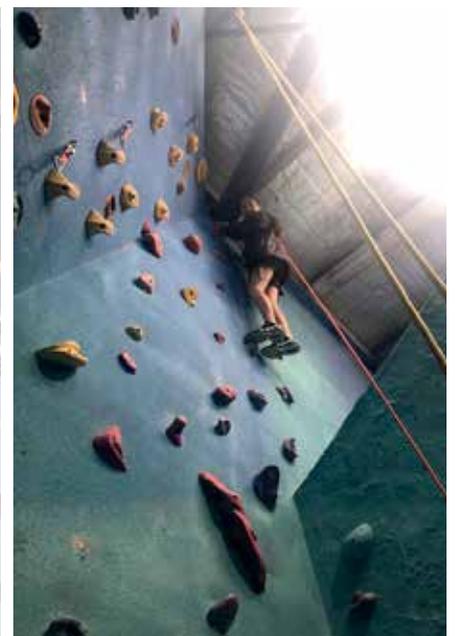
## CLIMBING THE CLIFFHANGER

As we proceeded into cliff-hanger, we felt a sense of excitement when looking up at the giant walls. We were instructed to put on the black diamond harness. We were then taught the technique to belay. After the belaying lesson, we had the chance to climb on the other walls that were very high and challenging. Everyone got to have a go and experience what it felt like to climb on a very high wall. At first, we struggled to belay, but as we practised to belay, we eventually got better. Overall this was a remarkable experience. - **Michael Lim & Sohan Bongale**

## TARGET PRACTICE

TWACK! The loud sound of a golf ball being hit into the golf course. CLANG! Sounds of cheer and encouragement rang throughout the field as a fellow student finally managed to hit the golf ball into the gong.

It was a crisp, windy day. We were all shivering in sport shorts and shirts. The golf instructor droned on and on and on. I shifted impatiently on my feet, when was this going to end? We couldn't wait to start! - **Melody Chong**



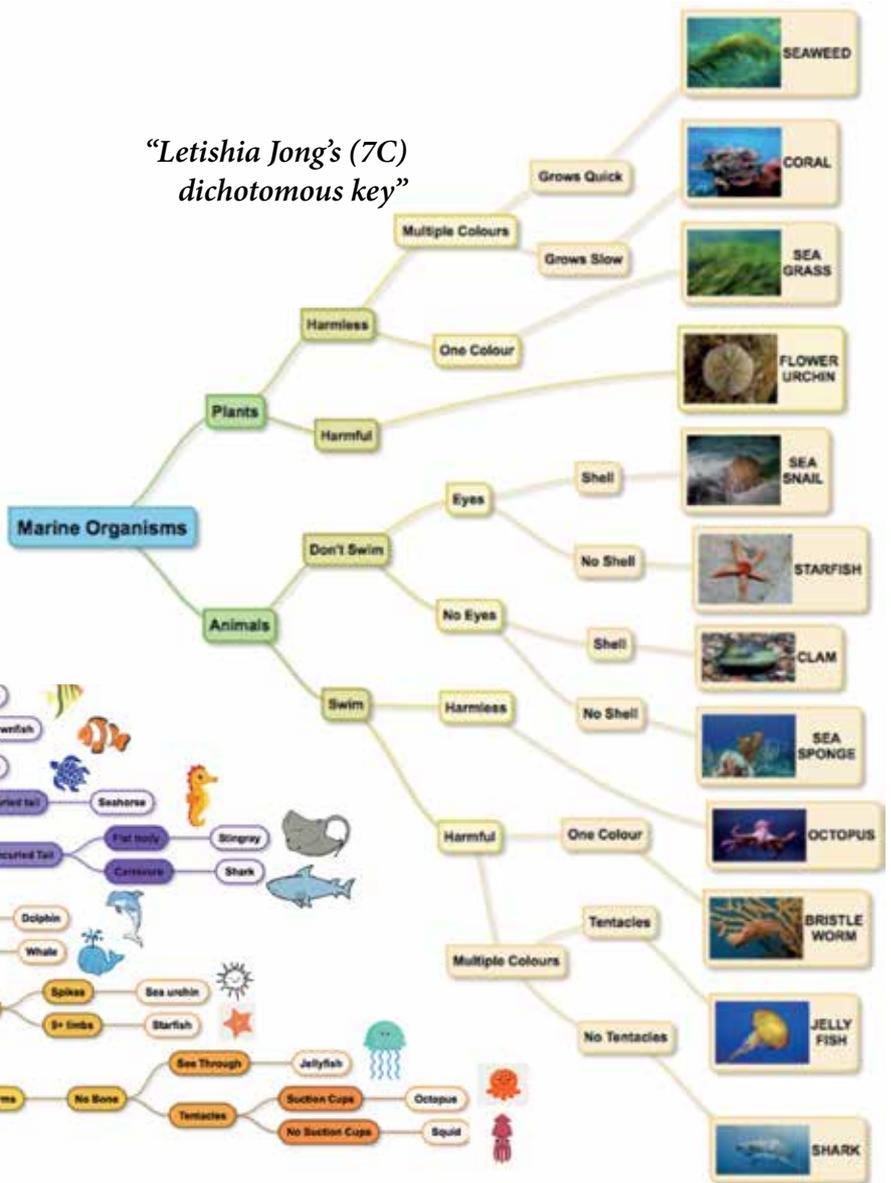
# Year 7 Science

This term the Year 7s are studying Marine Biology. Students have been studying the ways Biologists group similar organisms including dichotomous keys. Dichotomous keys are branched keys, where branches split organisms into two groups at each level. Students created their own dichotomous keys for organisms of their choosing. Chen-Ju Chen (7B), Nari Kim (7B) and Letishia Jong's (7C) dichotomous keys have been included.

*“Chen-Ju Chen’s (7B) dichotomous key”*



*“Letishia Jong’s (7C) dichotomous key”*



BY NARI KIM 7B  
*“Nari Kim’s (7B) dichotomous key”*



# Year 7 Maths

Our current unit in Maths in Year 7 is wrapping up. Students have been exploring Geometry and Angles, using the continua to explore their own personal goal setting. Students across the classes have had the opportunity to work as both individuals and in groups to process and cement their new understandings, ranging from understanding types of angles and triangles, to exploring trigonometry and Pythagoras' theorem in the context of 3D shapes, with some students even stretching into Years 11 work, exploring the rules to calculate angles of non-right angle triangles. Students are now working on their summative assessment pieces, putting their new skills into a context, measuring and calculating triangles and angles on a map of the Great Barrier Reef. Here are some student reflections taken after their Test, and images of their summative pieces.

## Reflections

I have found working with corresponding and co-interior and alternate angles easy throughout this unit. I have learnt how to use my calculator to help me with angles and also about the congruence rules. My next step I to learn how to use Pythagoras' theorem confidently. – Nivdea.

Pythagoras' theorem was pretty easy compared to other topics in this unit, but at the beginning I could only solve some of the easier questions. I was really proud of my transformation goals, as I had put a lot of effort and time into it. In the future, I would like to work more deeply into Pythagoras' theorem and Trigonometry, as I still have a lot of areas to cover! – Melody.

I found learning SOHCAHTOA pretty easy. Since I had friends helping me to learn it, I found it more fun and engaging. I really liked creating my SOHCAHTOA video with MinJin (to show my achievements). If I do this unit in the future, I would like to work on goals from levels 10 and 10A. I

would choose these goals based on my results from the test. - Kevin

Something that I found easy in this unit was how I was able to learn all my goals, as well as use the continua. Something that I am proud of accomplishing in this unit it how to apply Pythagoras' theorem and Trigonometry on 3D objects. I am also proud of memorising the different types of angles, as this will help me not to make mistakes in the future. Something that I would like to work on in the future is to extend my knowledge on Trigonometry, and

using the angles of elevation and depression. I would also like to look at the Sine and Cosine rules for non-right angled triangles, as it can help and challenge me in other areas. – Rahmah.

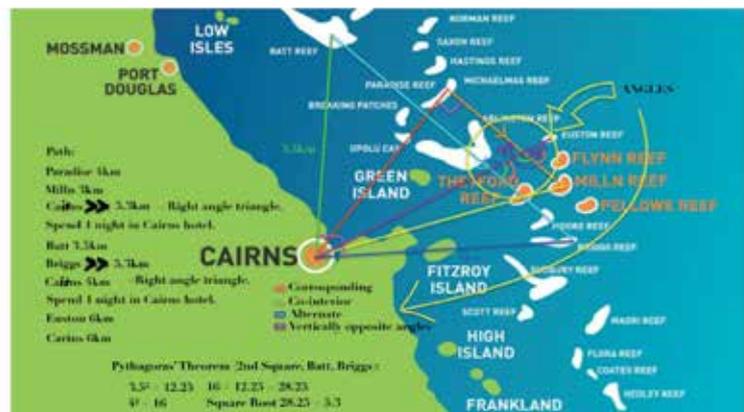
I found Pythagoras' Theorem and 3D trigonometry pretty easy in this unit. I am proud of my improvement from the start to now. My next goal is to work on goals that relate to multiple maths subjects and continue to work on calculating the angle of depression. – **Sahana.**



**CONGRUENT TRIANGLES**

The ship we saw travelled on the same congruent triangle as us. We can assume they are congruent because:

- Red = Purple = 40km
- Green = Orange = 20.53km
- Yellow = Blue = 30km
- Red = Purple = 30°



# Year 8 Psychology

Recently in Year 8 Psychology our students have been studying Ethics and the role they play in experiments.

We have looked at some historical psychological studies, and reviewed them with currently ethical standards. The following are two essays that our students have submitted on the topic. Does ethics support or hinder research in psychology?

Psychology is the study of the unconscious and conscious behaviour and the mind. An academic discipline, studies the brain (for e.g., the major parts of the brain, the feelings we feel, how we react to certain things). Psychologists like Ivan Pavlov (Classic Conditioning), B.F Skinner (Theory of Behaviourism), Sigmund Freud (Psychoanalytic Theory), William James (Functionalism), Carl Rogers (Psychotherapy Theory) and Jean Piaget (Cognitive Development) were all psychologists who took a big part in changing the way we look at Psychology. These Psychologists, and many more, held experiments to collect results and data for their curiosity, and conducted theories. But some Psychologists choose if their experiments should be ethical or not.

Firstly, what is Ethics? Ethics is a branch of Psychology that involves concepts of the right and wrong, means doing stuff the right way, being moral. Ethics helps psychologists with their experimental research, but some Psychologists don't follow the ethical requirements for experimentation. Ethical requirements are rules that Psychologist should follow when experimenting. All these experimental restrictions are rules I believe should be in every psychology experiment.

## **Harm for Participants**

No participants should be in distressed during the duration of the experiment. Experimenters must not embarrass, offend, hurt, or frighten the participants.

## **Informed Consent**

Experimenters must ask the participant for full consent. If the participant is not capable to give consent (e.g., too young) the parent or carer of the participant may give consent. Participants must also need to know all information of the experiment they

## THE MILGRAM EXPERIMENT

...nothing is bleaker than the sight of a person striving yet not fully able to control his own behavior in a situation of some consequence to him.

- Stanley Milgram  
Obedience to Authority, 1974



A teacher holding the hand of the learner on the shock plate in the "Touch Proximity" condition.

Beginning in the 1960s, Stanley Milgram performed a series of experiments designed to uncover just how susceptible to authority we are. How far would we as individuals go when compelled by an authoritative figure to act in ways which contradict our fundamental moral standards? The findings of these experiments surprised and

will be completing, in order to give full consent, little to no deception.

## **Deception**

Participants must not be wrongly informed about information about the experiment. There must be little to no deception.

## **Confidentiality**

The information of the participants must be kept confidential, unless full consent is given by the participant.

## **Withdrawal**

Participants will be given the right to withdraw at any time of the experiment if they feel distress or uncomfortable to continue.

## **Debriefing**

After the experiment has been conducted, the participants are able to discuss findings and data collected with the psychologist. The psychologists job in debriefing is to make the participant leave the experimental setting in the same state as they entered it.

Alongside that, it all depends on the

theories and how the psychologist wants to prove them. Participants and volunteers in unethical experiments may have been harmed, either psychically or emotionally. There are many psychology experiments that have been very unethical, but some experiments have been listed as the most unethical experiments ever in Psychology history. These psychology experiments listed below I completely disagree with. I believe that experimenters should always follow the experimental requirements when conducting experiments.

## **The Milgram Study (1974)**

The Milgram Study was conducted by Stanley Milgram to test obedience to authority. He had a participant which the teacher and an actor to play the learner. They were both given notes to say who was either the learner or the teacher. They both received the teacher notes but the learner claimed to have the learner note, the teacher was deluded. They would be separated by a wall and he teacher would ask questions with four possible answers. If the learner gave the wrong answer, the teacher would shock

the learner with volts going up by increments of 15 volts, but the teacher was deceived, again. No one was being shocked, although the teacher assumed that the learner was being shocked because of the reactions the learner was giving. After each shock the teacher would give, an audio tape of someone exclaiming in pain would play. The learner would hit the wall in agony, asking to stop. 65% of the teachers would give the maximum levels of shocks. All teachers obeyed until 300V. Some teachers would want to stop because they feel like they're doing something morally wrong but the experimenter would calmly tell the teacher to continue with the experiment.

### **The Stanford Prison Experiment (1971)**

The Stanford Prison Experiment Philip Zimbardo conducted this experiment, examining the behaviour of participants placed in roles of either prison guard or prisoner. It wasn't exactly unethical but the results were devastating. The prison guards weren't given instructions. Guards were then given a privilege system, then became paranoid about the prisoners. The prisoners developed emotional pain like depression. The prisoners would be stripped naked, left in unsanitary places and slept on concrete floors. Additionally, ethics are the norm to separate right from wrong. They inform the acceptable and unacceptable behaviours. Ethical behaviour is important for collaborative work, especially between experimenter

and participants when data sharing, confidentiality, and other problems. The ethical standards would prevent falsifying data, promoting knowledge and truth. Ethics also ensures that the participants aren't being harmed in anyway. Ethics makes sure that the participants feel safe in the experimental environment that they are in.

In summary, I believe that ethics supports research in Psychology. Ethics should always go hand in hand with psychological experiments, to ensure that the experiments should never go down the wrong end. Without the participants, there would be no experiment. Ethics should always be a part with Psychology, in order for right, ethical results. - **Hayden Chan, 8B**

## **Persuasive Essay on Psychology**

Jason Koech

Psychology is a special study in which we use facts and proof to support a statement. Ethics supports research in psychology, and that is what makes a study to be accurate. Reasons why ethics support research in psychology is to make sure that both the experimenter and the subjects are safe before, during and after the study, and there are no temporary or lasting harm done to the subject. Secondly, ethical studies are required to be voluntary and the subject is to be given the right to leave the study at any time. Thirdly, ethics are set to make the experiment as accurate as possible. In an experiment the subject needs to feel comfortable and should trust the experimenter. Emotions like fear or lack of trust is crucial in conducting research and experiments.

Ethics refers to the correct rules of conduct necessary when carrying out research. We have a moral responsibility to protect research participants from harm. Ethics in psychology are set to make sure that both the experimenter and the subject are safe before, during and after the experiment. They are also to make sure that there is no lasting or temporary harm done to the subject. If ethics in psychology weren't set, the experiment won't be

accurate enough as supposed to the experiment being ethical. However important the issue under investigation psychologists need to remember that they have a duty to respect the rights and dignity of research participants.

Ethical experiments are required to be voluntary and the subject is to be given the right to leave a study at any time if they feel uncomfortable. They should also be allowed to withdraw their data. They should not have any pressure placed upon them to continue the experiment if they don't want to. Whenever possible investigators should obtain the consent of participants. In practice this means it is not sufficient to simply get potential participants to say yes. They also need to know what it is that they are agreeing to. In other words, the psychologist should, so far as is practicable explain what is involved in advance and obtain the informed consent of participants. An adult capable of giving permission to participate in a study can provide consent. Parents/ legal guardians of minors can also provide consent to allow their children to participate in a study.

Naturally, ethics are set to the experiment as accurate as possible.

In an experiment the subject needs to feel comfortable and trust the experimenter. Emotions like fear or lack of trust might lead to inaccurate results. Researchers need to ensure that those taking part in research will not be caused distress. They must be protected from physical and mental harm. This means you must not embarrass, frighten, offend or harm participants. Normally, the risk of harm must not be greater than or additional to those encountered in their normal lifestyles. The researcher must also ensure that if vulnerable groups are to be used (elderly, disabled, children) they must receive special care. For example, if studying children, make sure their participation is brief as they get tired easily and have a limited attention span.

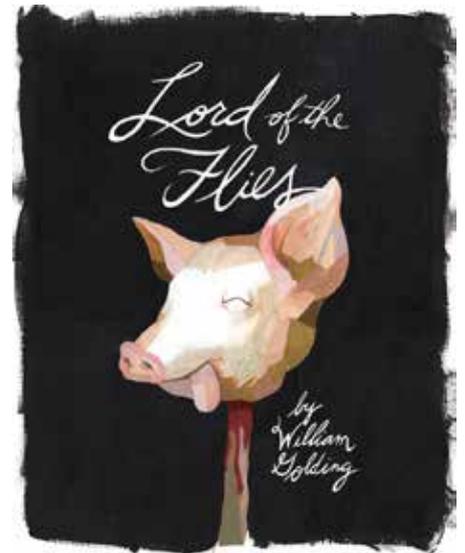
To sum it all up, ethics support research in psychology so as to get the most accurate results and to avoid any harm to the subject, and to prove or support a study, to ensure that consent form from the subject has been received, to make sure that debriefing is done after the study. All studies are to be voluntary and people with people who require special care should be given treated specially, as to their needs.

## Year 8 English

This term in year 8 English, students have begun looking into the statement of inquiry that 'Authors may connect their audience to explore a belief or idea about global issues'. The students are using a book club to investigate the concepts of connections, audience imperatives and intertextuality. The novels on offer include 'The Giver' by Lois Lowry, 'The Outsiders' by S.E. Hinton and 'Lord of the Flies' by William Golding. 'The Giver' is a Sci-Fi dystopian novel exploring a community completely controlled by their government – from assigning its people a "family unit" and careers, to inhibiting their ability to experience colour to achieve "sameness". 'The Outsiders' is a coming of age story that explores gang mentality, the power-plays that arise when different socio-economic classes clash, as well as the decision to stop being powerless and take charge of creating a better life. Finally, 'Lord

of the Flies' centres around a group of boys who are left stranded on an island after their plane is shot down and all the adults are killed. Delving into the theme of human nature, it asks the age-old question, when there are no rules to guide us, do we become our best selves, or descend into savagery? After completing the text, students will write a persuasive response about the global issue the author used their novel to comment on. Then students will be watching the film versions of the texts and comparing and contrasting the messages to the audience of the novel vs the film. The students have been working with their new groups, passionately discussing (or arguing) as to whether the characters are heroes or antiheroes, about what is going to happen next, and ultimately how these novels interrelate with their humanities unit of identity, government and the law.

We all encourage families to discuss the novels at home – ask you child if they are enjoying the book club experience? Ask them what they think of the novel, or what does the novel tell them about human nature? Happy reading!



## Year 8 Digital Technologies

*Year 8 students have taken flight!*

*If using programmable drones to fight fires, plant forests and bring aid to people in need sounds exciting, you need to join the year 8's in Digital Technology!*



*Learning the implication of basic coding, (IPO, Input – Process – Output) students are using on-board sensors to make drones react to the environment around them and are taking on challenges of search and rescue, supply drop and BATTLE!*

## Year 9 Maths

In Year 9 Maths, we have just completed an in-depth study into Geometry, Pythagoras' Theorem and Trigonometry. Throughout this unit, our students have made some fantastic real-world connections with their classroom learning and the following two reflections outline some students' perspective on a recent problem-solving session applying Pythagoras' Theorem.

"During this term, we have been inquiring and learning about Pythagoras theorem in maths. We revised the formula of solving the hypotenuse of a triangle or any other sides. We were set an activity to work in groups to use the formula, ( $a^2 + b^2 = c^2$ ), to apply our knowledge to create a right-angled triangle using equipment such as threads, wood stakes and hammers that represented our understanding of the formula. At the end, my group managed to successfully create a triangle that demonstrated our learning for this concept." Maheen, 9D

"The rain definitely let down our motivation. As we hobble to the oval, it is drizzling —or dribbling? (I swear. Australia these days...) Despite so, the atmosphere seemed refreshing, mostly because of the clear summer rain, but it is the second day of our last Term. The task came to me unexpectedly. From observance of my peers, they obviously didn't forget that we were heading out today. In the grey plastic box, I snatched a moist wooden stake and head to my group. There were three of us at first, the two have already hammered the wooden blocks formed of something that looks like an utterly deformed "right-triangle". Ours was the largest in the class. I carefully measured the distance between the moist wooden blocks; A side was around 7.4 meters and the B side was around 6 meters on the first go. Perfectionist I may be with. Constant adjustments, based on the estimation of the human eye, were made. During this time, another

person joined our group to calculate based on my findings. We found that we were at least 100 centimetres off the calculated C side. This was about applying the test's "not-to-scale" IRL. We made a smaller triangle (finally... OML!), but only after the whole class gathered to seek another method. To pre-establish the measurements and use the measuring tape to apply in opposition to "not-to-scale". In other words, just don't rely on your error-prone eyes and actually use the math we have learnt. Post-application,

we ended up making only minor adjustments with a little struggle with communication. We were only five-millimetres off from the calculated hypotenuse. Here, it wasn't just about applying our knowledge, but actually feeling and experiencing it. That in the future waiting for us, just knowing the content isn't enough to get the work done. You've got to find a way to communicate clearly, formulate efficient strategies, look out for your team mates and find how your group cooperates." Sachi, 9D



# Year 9 Exhibition

  
**PRESENTS**

## 2018 YEAR 9 ARTS AND DESIGN EXHIBITION

**OPENING NIGHT:  
MONDAY 26TH NOVEMBER**

**OPEN TO THE ALAMANDA  
COMMUNITY**

**27-29TH NOVEMBER**

**Upstairs in the Secondary Building  
(Year 9 Area)**

Within the Electives team, we are SUPER excited to showcase the work of our amazing students in the upcoming Design and Arts Exhibition. This exhibition is an opportunity to recognise the hard work and effort that our students have put into their elective learning throughout this year, whilst promoting the capacity of young people within our community.

The launch evening for the Exhibition will take place on Monday 26th of November, with the work displays available to view throughout the remainder of the week. All members of our school community are invited to respectfully visit the exhibition throughout the week and help us to celebrate our incredible students.. - Mr L