

High School Happenings

Term 1, 2018

Welcome

Prior to school's return, I saw a theatre production, My Name is Jimmy, a wonderful weaving of the lives of four generations of a Torres Strait Islander family. In one scene, the father expresses frustration and disillusionment that the focus of his teenage son is more with his phone than his cultural identity and story! The Old woman of the family speaks in language, the uncles step in, enabling the focus to shift from the parent/teen to a broader supportive context of uncles/community.

It is my hope for Kindlehill junior high school, that together as a community, we can be a kind of aunties/uncles community. Together we are growing these young people in a rich and supportive environment and while they are transitioning to independence, there can be more supports available for them beyond the immediate family.

Related to this idea is the fostering of an inclusive, social and positive culture for teenagers.

This year, we would like to support a social network where activities outside of school are organised and communicated amongst the students. Opportunities for high school students to socialise from pizza/movie night at someone's house to music jams and kick around at the oval.....hopefully organised by the students but supported by the parent community.



Kangaroo Valley River Trip

In week 5, the whole high school will go on a three day canoe/camp trip to the Kangaroo Valley. This is an opportunity to build social cohesion, work on teamwork, connect to selves, each other and to nature. We will be doing some Geography fieldwork too. This is a 3 day canoeing trip for all high school. A start on gathering gear such as small tents and sleeping bags/mats would be helpful. All the gear we take has to go into barrels on the canoes so compact is good.



Geography – Year 7/8. The Global Garden

We started by sharing the vision of the first astronauts as they looked back to earth and saw the wholeness of this beautiful fragile planet, a moment in human consciousness when we sense the oneness of the world and the splendiddness of its diversity. We will undertake a broad overview of the 7 continents, examining their unique characteristics in landscapes and culture, as well as the inter-relationships between them. The aim is for students to recognise themselves as global citizens in a wonderful and complex world, and to explore the ways in which each of us can contribute to creating a fairer and more peaceful existence for all.

Geography Year 9/10. Human Well Being and Development

This is a rich and relevant study of the way we measure and think about well being in a world context and how we respond to support the improved well being where inequality exists. As part of the study there is a focus on Refugees and the complex issues around well being for this grouping of vulnerable people. Compassion, concern and interest in others is vital as is the developing of one own ethical stance to issues that affect us all.

Lynn

Drama

Year 7/8

Well, we're off and running... or bouncing, squatting and planking to be precise. Year 7/8 had their first taste of the physical and vocal work that we will be jumping into this term – great foundation skills for our first play later this year and an excellent way to build ensemble. Our focus this term is choral speaking, which will see us playing with poetry and speeches, experimenting with the power of the unified voice and the impact of the lone voice, distilling and expanding story and emotion, and finding the physical expression that best illustrates our message. Speaking as one and many, we will learn orchestrate our shared voice to deliver a story and message to move and inspire the hearts and minds that hear it.

Year 9/10

After our in-depth exploration of our relationships to home last year, year 9/10 drama is tackling another subject close to the heart – how to speak your truth with passion. We all have a voice, both physical and essential, and standing alone and giving expression to this – articulating our stories, our dreams, our questions and our dissent – is essential to how we get on in the world... behind and in front of closed doors. Using monologues, short stories and speeches, we will each find a voice we wish to explore and express. It may be our own, it may be a character we empathise with or a figure we admire but rest assured, we will all have something to say.

Gx

Homework Club Tuesday 3-4pm

Sharon (maths teacher) runs the homework club and it is a great opportunity to get some homework done and have access to school computers. Homework does increase in high school and I send out weekly information to parents about homework requirements. Out of class assessment tasks are an important part of the learning programme. Establishing and supporting good homework habits is helpful. Bigger research tasks are spread out over the term so that they aren't all due at one.



High School Science

Year 7/8

Human physiology - the wisdom and beauty of the human body, and the functions of its parts.

Computers – basic computer skills, how do computers work, where is the human being in the picture.

Year 9-10

Geology - continental drift, the formation of the Earth.

Electronics – basic electrical circuit skills, AC-DC power supply, transistor as a switch.



How tall was that tree?

Last year the high school studied trigonometry, they used their new knowledge to work out the height of the tree by the pod swing. We averaged their answers and calculated it to be 11.77 metres. The high school asked the rest of the school to guess the height. They designed posters, entry slips and organised how the competition would be run. The term 4 competition had a great response, we had many entries. They ranged from 3 cm high to 50 metres high! We drew two winners, Anna Andrew (current year 8) and Edan Caganoff (current year 1). Well done everyone who entered, it was lots of fun.

Sarah

Creative Arts 7/8

"We cannot solve our problems with the same thinking we used when we created them."
- Albert Einstein

This term in creative arts year 7/8 are exploring how contemporary artists are using their art practice to inspire profound love for the planet, educating people, encouraging action and creating solutions to the many challenges we face today such as climate change. Can art help us create the future we dream of?

Maths

Year 7

We start the year pulling together all the mathematical threads from primary school, so lots of revision of place value, the four operations, fractions, decimals and percentages. Text books and calculators are introduced to this year group, with lots of discussion about how to work efficiently from homework set text exercises.

Year 8

To match the leap in these young people's cognitive development, the year 8 curriculum jumps into more abstract concepts and ideas- oh no algebra! We start the year with a great topic, Pythagoras' theorem. The students start with a right angled triangular homestead and extend each side into a square field. With manipulation the students see the relationship between the three fields - Pythagoras' theorem. We then translate the findings into algebra and use the theorem to find missing sides. We spend the

remainder of the term looking at number properties and extend this into algebra.

Year 9/10

This group works more as a tutorial than a lesson. Each of the students worked at their pace through their individual program. We use text books, work sheets and maths on line, a software package. The topics covered will range from percentages through to algebra.

All the high school students completed a 20 question quiz about their learning styles. It is a very basic indicator of their preferred learning style (auditory, visual or tactile), but it opens up a discussion about how we all learn differently and to be aware of the conditions needed to suit each learning style.

Sharon



High School Japanese

"How do you live?" was the question asked by a novel written in 1937, in Japan when the nation was in the middle of Sino-Japan war. 80 years later, it was recreated as Manga format to again ask us the same question in this modern world where everyone seems to place Self as a centre of the Universe just like how people blindly believed the Earth to be the centre of Universe.

The HS students will be exploring several essential questions of human life through many dramas of a teenage boy in this manga book as well as learning new vocabulary, the history and culture of Japan in the 1930's. The answers are in each individual's hands.

Sayoko



High School English

In English this term we are exploring identities and seeking new ways to express evolving ideas via the written word. Whilst Class 7/8 will be searching for treasure with Paul Coelho's 'The Alchemist', Class 9/10 will take a journey closer to home with Nam Le's 'The Boat'. Students will respond to these texts through creative writing, essay explorations, book reviews, and poetry, whilst revisiting the fundamentals of writing, and playing a few games of Word Nerd and The Spelling Game along the way!

Steph

Music

Year 7/8

This term Year 7/8 learn to battle blues music through perseverance and a dash of improvisation. Whether you like Ella Fitzgerald, Louis Armstrong, Bruno Mars or good ol Rock n Roll, much of the music we love today has been inspired by the Blues. Students learn about Blues Music's African origins, The Slave Trade, The American Civil War and early African American poverty. Through research and assignments students develop a broader understanding of the music's powerful historical context. Watch out as year 7/8 expand their solo and ensemble instrumental range. Expect an explosion of warped Blues scales to morph into jazziness, before magically ascending to Blues with improvisational flair.

Year 9/10

Year 9/10 are shaping their musical understanding by studying World Music this year. They have been thrown into the deep end this term, learning the compositional elements behind African and Salsa Music. Authenticity is the key when composing for television and stage. Students learn about the traditional cultural origins behind the music, the instruments, the dance, the rhythms and the spice. Mixed with a healthy dose of African languages and modern Latino culture, be prepared for a new music to emerge from Classroom 1. We anticipate a spliced and blended cacophony of colourful musical sounds, call and response song and friendly 1990's Zimbabwean bus music.



The Arrival

I look at the paper crane, my hat and coat. I look at the photograph of my family. I want to leave with no tear on my face. I wrap the photograph in paper, tie it with string and put it into my suitcase. I pause, my hand still on the case, my wife covers it with hers as if to say, "Don't go and you must..."

I sit up in bed, the light shining in my face. Cereal for breakfast. My dad's suitcase is at the door. I put on beanie, scarf, boots. Dad puts his hat on and mum winds a scarf around his neck. It's as if someone like me is looking up at dad, like he is a giant with the saddest face, we walk out of the house and his dark gloomy serpent shadow moves across the houses along the street. Imagine yourself looking into a telescope, that you zoomed right out.....look from that perspective.....

I walk down the street, my daughter's hand in mine. We are almost clutching. Others are at the station, others like us. I tell my daughter, cheering her, "You know the paper crane, it's been under my hat all way down to the station." I lift my hat, give the crane to her along with a hug. My wife, I kiss her goodbye, get on the train with my suitcase. I put both of my hands out of the carriage window and they hold a hand each. Mum and I walk away from the station, walk toward the gloomy town of dark serpents.

Olivia Wylde.

Kindlehill School is situated on Darug and Gundungurra land. We pay our respects to the traditional custodians of this land, to the Darug and Gundungurra peoples, whose cultures and customs have nurtured and continue to nurture this land. We pay our respects to elders past and present. We recognise the strength, capacity and resilience of all past and present Aboriginal people in this region.

We acknowledge the spirit that resides in and flows through this land, the elemental and spiritual beings who cohabit this place. We support reconciliation between all Australians. We are committed to upholding the imperative of justice and equity for Aboriginal and Torres Strait Islander peoples.