YEAR 8 NEWS

2 Dec 2025

As Year 8 ends Term 6, there is a collective realisation that this is their final term in Middle School. It's a moment that brings both nostalgia for the journey we've shared and excitement for what lies ahead. Over the years, this cohort has learned, grown, travelled, created, and explored together. Some students have been here from the very beginning and others have joined more recently, but together they have formed a remarkable community. They have laughed and learned, played sports, travelled across the coast and hinterland, created projects, climbed mountains (literally and figuratively), and built memories that will stay with them well into their Academy school years.

This term, their learning has been grounded in authentic, meaningful work. In Mathematics, students have completed their major projects designing beeswax wraps and constructing insect hotels, applying their skills in calculating area, perimeter, and volume to solve real-world problems. In Science, they deepened their understanding of regeneration and biodiversity during a service excursion to the Lismore Rainforest Botanic Gardens, learning firsthand about the significance of preserving and servicing ecosystems.

On their Service Camp across the Tweed Valley and coastline, Year 8 immersed themselves fully in community contribution. They weeded, picked, and trained passionfruit vines, and even earned the delicious reward of trying the fruits of their labour. They explored waterfalls hidden within caves, visited Point Danger Volunteer Marine Rescue to understand the value of coastal stewardship, and experienced an unforgettable snorkelling session at Brunswick Heads, where the sudden appearance of a beautiful 1.9-metre tiger shark meant a very swift exit from the water! Students also spoke to the Murwillumbah Rotary Club, sharing their reflections on what "service" means to them and earning their breakfast through thoughtful discussion and engagement.

The adventures continue. Students will soon take on a breathtaking section of the Northern Rivers Rail Trail near Burringbar, learning about the history and stories embedded in the landscape. And as a final camp celebration, they'll enjoy a visit to Gold Coast Aqua World for one last moment of joy and togetherness as Year 8 before stepping into the next chapter of their schooling journey.



As we move through this last Middle School term, we want to recognise the efforts, resilience, and growth of every student. We are grateful to all staff who have supported this cohort over the years.

Middle School is filled with opportunities if you choose to embrace them, and this Year 8 group has shown time and again what can be achieved when you step up, participate, and work with purpose.

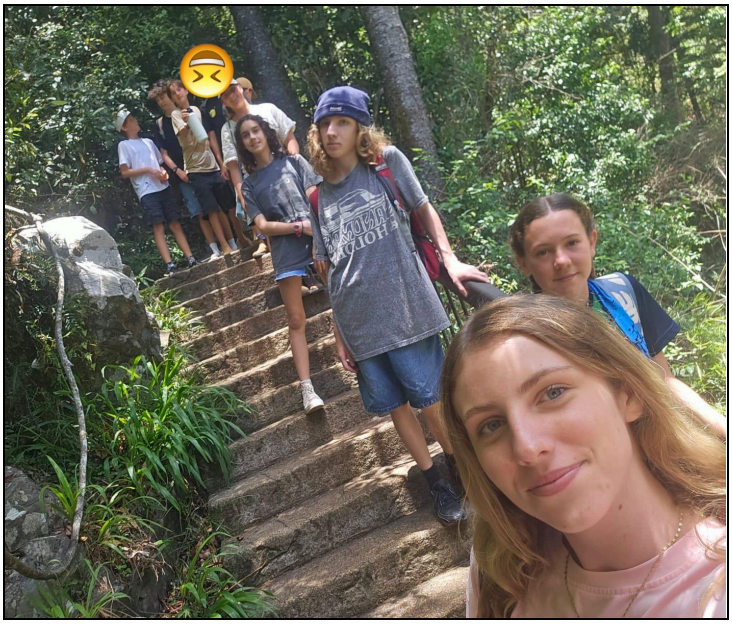












A Newsletter article by ~~Claire~~ ~~Ash~~ ~~Jeremy~~ Year 8! 🙂

As we start Term 6 we realise that it is our last term in Middle School. A realisation which makes us both nostalgic for what we have had and excited for what is to come. As a class we have experienced so much. We have classmates who have been here since the beginning and new friends that have only joined us in the last year, but together we have learnt and grown. As we look back we remember the laughter and the learning, the plays, the travelling, the sport, the adventures, the camps and the people who we experienced it with. We have sung and danced on stages in front of crowds, we have represented the school at all levels of sport, we have travelled as far as Arnhem Land and built everything from bikes to apps to robots for Mars. We have surfed and fished, painted and cooked, sewed and camped. And we can't really count it, but we have probably spent thousands and thousands of hours together. But as well as remembering the good times, we are excited for what is to come next, a new campus, new classmates, new ideas and new adventures.

For our final term in Middle School we finish with a series of PBL tasks delving into the keystone question "How can acts of service to our environment promote stewardship of our world". In English we are undertaking a comparative study of the novel and film versions of Tim Winton's '*Blueback*' to better understand how people connect to places. In Science we are studying biomes and ecosystems to identify how we can better preserve places by better understanding them. In HSIE we have embarked on a virtual world tour of UNESCO World Heritage Sites and are keeping travel journals documenting the geographical, historical and cultural elements of our trips. In Maths we are applying our knowledge of area, volume and perimeter to calculate materials and costs for building pollinator homes and beeswax wraps. In Art we are composing a collaborative 'look and find' mural designed to teach younger children about life under the sea. In TAS we are making reclaimed materials into desk sculptures promoting awareness of endangered animals or at risk environments. We are busy, but we are still having fun.

And among all that is happening we have even more exciting things to come. In the final few weeks we will also fit in; performing in the *Charlie and the Chocolate Factory* musical, going on an *Earn & Learn Service Tour* where we earn our accommodation and meals through acts of service to community groups and small businesses, a graduation assembly, and even our class leaving its Middle School legacy by planning and hosting a colour-run for the whole school to participate in!

As we move into our final term we are thankful for all of the staff who we have had over the years to get us through Middle School. We need to thank Jeremy and Ash for taking us through our final Middle School adventures and again thank Claire for getting us this far. We want to make a special mention of Emma who makes things happen, and to Richard who has always been there for us. As a final message to all of our Middle School friends that we leave behind next year we just want to say make the most of every opportunity that you get here. Remember that hard work makes hard workers and that you can achieve amazing things if you choose to engage and challenge yourself.

Thanks for letting us write our own newsletter article and good luck. From Year 8 Class of 2025

This term, our Keystone Question is:

What is a *civil*-isation? A focus on civil rights in Ancient and Modern Times.

Students have focused on a study of Ancient Japan, learning more about sushi, zen garden designs and Japanese Art. We have looked at artefacts from the Ancient world and asked, “What can we learn from Primary Sources?” Students noted that artefacts work well when grouped together, to tell a story. Students are busily creating a museum exhibition pitch on Ancient Japan for the Year 6 students to view on Thursday, their project for this term. They have built their dioramas and digital drawings and are now adding artefacts to their presentation that *tell A Story of Ancient Japan.*

We have continued our trips to Lismore over the last few weeks, looking at multicultural food offerings in the CBD for a maths study and learning more about art when visiting the Lismore Regional Art Gallery exhibition of the winners of The Archibald Prize. We were really interested in a painting by Yoshio Honjo that took inspiration from the screen prints of Ancient Japanese art (see painting below)



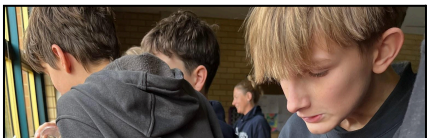


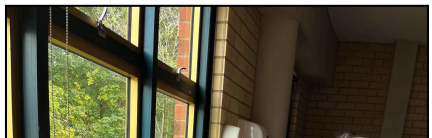


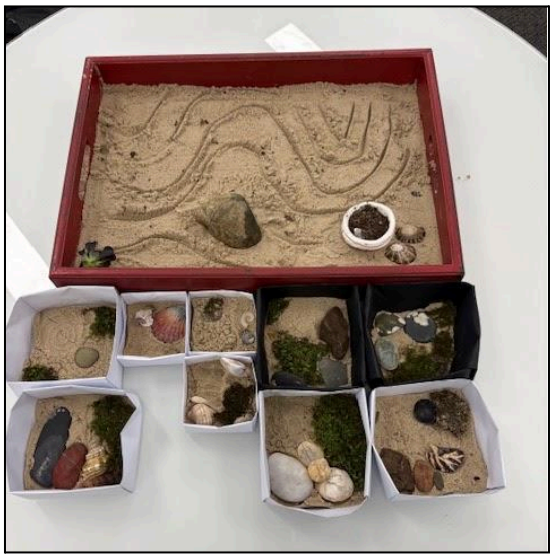


During our science and history research we have learned more about the origins of sushi and looked at how vinegar was used as a preservative in Ancient Japan to keep fish through the winter periods. This led us to a science experiment on how acids preserve food. Another science task we completed linked to the geography of Japan. Students researched how volcanoes erupt, linking their responses to tectonic plate movement and changes to magma under the earth’s crust. Here are the students completing volcano experiments that look at these ideas in more depth. The photos below show students looking at the reactions of magma when a volcano explodes, and secondly, how the gas pressure builds up as a volcano erupts in the balloon experiment.









The Edo Period of Ancient Japan is known for its art styles and simplicity of ideas. We learned about the introduction of Buddhism to Japan and how zen gardens are a place of peaceful reflection. Students created mini zen gardens, building on their origami skills by creating origami boxes to house their designs. Then using simple materials such as moss, rocks and etchings in the sand students create their own original designs that are linked to Japan's geography and aesthetics. Simplicity was the key to creating our designs.





Japan is famous for art designs and particularly "The Great Wave off Kanagawa" by Katsushika Hokusai. We looked at how this design was created using woodblock prints, and why Mt Fuji was an important symbol in Japanese culture. (This image was one of 31 pictures of Mt. Fuji from different perspectives by the same artist). Students learned how to analyse a work of art through the structural frame, looking at composition, colour palette, effect of painting tools and symbols in the art. Students then created images inspired by the original print, using different colour palettes to create different moods.

Students now are collating all this knowledge about Japan into their museum designs and are excited to show their presentations to the year 6 classes. Here are photos of them creating their display rooms. Some are physical spaces and others are digital. Students are showing the capacity to excel in both mediums.









Another busy term of learning.
Well done on all your hard work year 8s!!
Kind regards,
Claire

YEAR 8 NEWS

5 Aug 2025

This term, our Keystone Question is:

What is a *civil*-isation? A focus on civil rights in Ancient and Modern Times.

Students have focused on a study of Ancient Japan, they have studied different architecture in the Lismore CBD, and have been learning more about the history of Northern Rivers Rail Trail over the last three weeks. The challenge week activities included a range of arts and crafts activities focusing on Ancient Japan. Students learned more about calligraphy, folded origami, sculpted coil pots, completed chopstick food races, and made neat and carefully presented sushi. Here are some photos of the students at work and the items they created:





Students are keen to complete more cooking and art activities over the next few weeks. Ideas include more calligraphy, zen garden designs and maybe even Bonsai tree designs.

A favourite activity every term four is wheelchair basketball. Here are the students taking part in a game on the outside basketball courts.







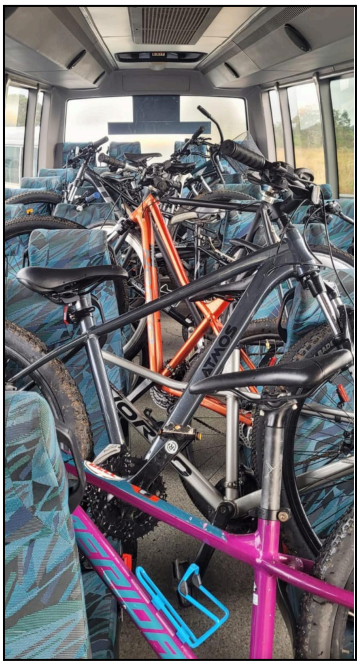




Week one started with an excursion to the Northern Rivers Rail Trail. Students cycled between Casino and Lismore (close to 30 km, uphill!). The weather looked like rain, and it did rain for the first part of the ride, however, the sun then came out and the day was a success. Students are looking forward to another bicycle ride towards the end of the term. Many thanks to Jeremy and Lucy who joined the class for the bicycle ride, and to Jeremy who took the photos you see below.

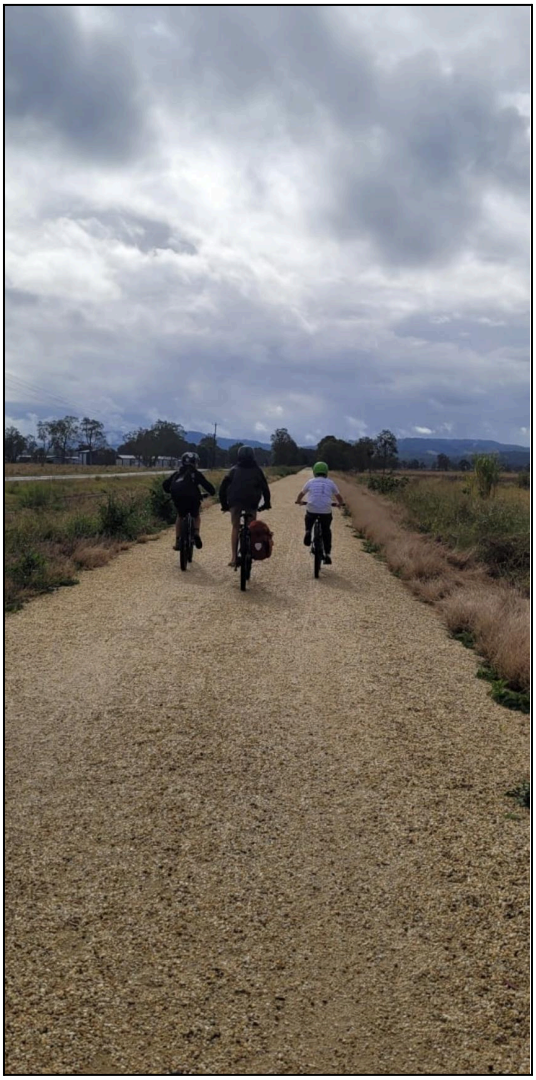


The Northern Rivers Rail Trail





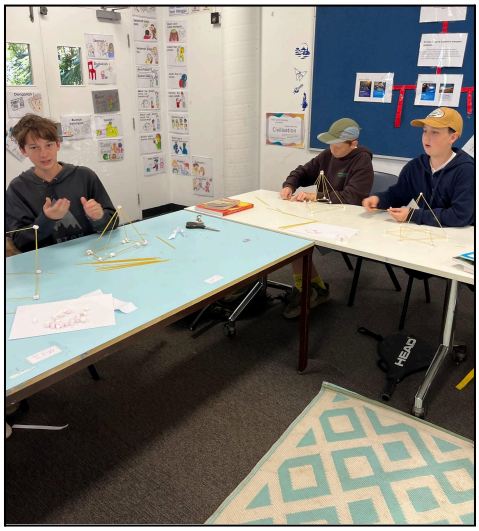
Casino → Lismore





Over the last few weeks students have been learning more about Japan.
In Maths, students have been looking at Ancient Japanese number systems of counting. Students have been learning how in Ancient Japan mathematics was seen as a form of art, and many mathematical and geometrical equations were displayed in places of prominence.

While studying Geography, students have looked at how Japan's proximity to tectonic plates make it prone to earthquakes and volcanic eruptions. Students have been testing different structural designs to see how buildings are made stronger in this region of the world. The images below show students developing structures from spaghetti and marshmallows and testing them on an earthquake table (an unstable table structure made with tennis balls and elastic bands) to see who can make the most stable building.





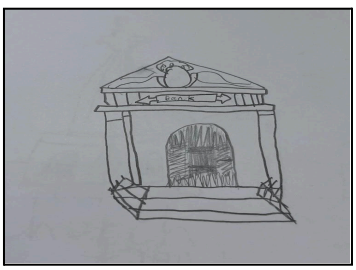
Here are some images of the examples of different architecture we looked at on Molesworth street, in Lismore. Students are completing an art unit with a focus on architecture around the world. Students will visit important buildings in the Lismore CBD each week this term. Over the walk students saw examples of Art Nouveau, Classical Revival, Italianate, Federation, Neo-Gothic and Art Deco designs. Students are creating a field journal of their drawings and are discovering how architecture can tell us a lot about different civilisations. Here are some early sketches of their work, next week we will study perspective as a drawing technique.



All the students have made a great start to the new term. Kind Regards, Claire and Brendan.





YEAR 8 NEWS

17 Jun 2025

This term, our Keystone Question is:

How can analysing past innovations be a key factor in HALVE-ing our global impact for a more sustainable future?

We have had a busy two weeks, where students have been working on their science projects, exploring new ideas about the future of transport, running a bake sale to raise funds for more bicycle tools and equipment, creating advertisements for the Halve-it festival, and trying out more cooking skills. Below is a subject-by-subject breakdown of the key ideas we have been exploring:

Science

In Science, students have been working on writing a science report of their own and completing a range of experiments to help them improve their lab skills. Here they are working on an experiment with Ash, our science teacher.







English

In English, students are half way through the novel "Trash" by Andy Mulligan, and are revising for a short test on the key themes in the novel next week. They are practising writing short responses to extracts of the novel using quotes to analyse the text and to support their point of view.

Future of Transport Challenge



Students are at the brainstorming and collecting data stage for their NRMA Future of Transport Challenge. They are whittling down their many ideas into a design that they want to create a prototype for. The different groups early ideas include; new AI car monitoring systems, new car designs, a bus driven by wind, bicycles made of kelp, a bicycle km tracking app where you can get rewards for riding a bicycle rather than taking a car into local townships.



There are so many good ideas to choose from.

Technology- Cooking

The class has been thinking a bit about food over the range of tasks they have been doing over the last few weeks. (eg. Bake Sale to raise money, Financial Maths food events), so they were excited to put their skills to the test.
The class decided on a simple and cheap recipe to make with the food equipment that had just been donated to the Living School. Many thanks also to the Academy students' who allowed us to use their student lounge to make the pancakes. The pancakes cost 30 cents each to make, and the students are keen to use the skills they learned in this lesson for another fundraising sale in the near future. Here are the students at work.

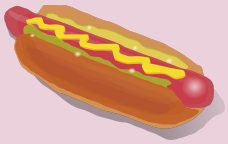






Maths

Students are studying financial maths and are creating a proposal for the best meal they can make with a budget of $75 (to feed 20 people). With ideas that range from sausage sandwiches, to tacos, to sushi, the students will pitch their proposals to their classmates and the most popular meal idea will be the meal the class will have when setting up for the Halve-it Festival on Thursday during the last week of term.







Technology

Many students are completing their bicycle maintenance stand designs, they are now ready to paint and use. The next task in technology is to make a phone speaker out of wood.







World Bicycle Day- Bake Sale







The World Bicycle Sale Bake Sale was a great success. The students raised $194 to provide more bicycle workshop tools to help with the refurbishing of bicycle projects we have planned for the next semester.
The photos tell the story of how busy the stall was. The students worked well as a team for this activity. All students mixed up their roles and helped out for all of their recess break to make the event a success.

The Halve-it festival preparations are definitely underway. The students are looking forward to sharing their learning with everyone on Friday, week 7, at the farm. Students are learning much about working as part of a bigger team, and the hard work and dedication it takes to create parts of a community event.

Looking forward to seeing everyone at the Halve-it festival in the next few weeks,

Kind Regards,
Claire and Brendan

YEAR 8 NEWS

27 May 2025

This term, our Keystone Question is:

How can analysing past innovations be a key factor in HALVE-ing our global impact for a more sustainable future?

Students are focusing on creating resources for the Halve-it festival at the end of the term. In this festival students will present an independent science project looking at how to *Halve* their environmental impact connected to one of the following categories; **W**aste, **W**ater, **W**ellness, **P**ollution, **E**nergy, **E**nvironment, **N**utrition. Below is a subject-by-subject breakdown of the key ideas we have been exploring:

English

In English, students are studying the novel "Trash" by Andy Mulligan. They have been given a reading list to complete the novel over the next two terms, however, many are reading past the required reading schedule and are ready to discuss the stylistic features of the text including the many first person narratives, the fast paced dialogue and the mystery genre format.

Art

In Art, students are studying the cultural frame. The cultural frame is used to interpret the ways that meaning in art is shaped by social, community, and cultural issues. Students are creating their own visual diary, using sketching and notes together to create meaning.
Our focus this term includes pop art, still-life, and advertising logos. Students are currently creating still-life drawings of their favourite foods and food packaging.

Geography and Environmental Science

In Geography, students will continue to look at landscape management and protection. This will tie closely to the SDG 12: Responsible consumption and production and SDG 13: Climate change.
Both the key projects; an independent science investigation and the NRMA Future of Transport competition connect closely to our use of resources and sustainable futures.

Halve-it

The Halve-it festival is an important part of the Year 8 calendar. The year 8 students are excited to lead this event and are busy writing speeches, organising schedules, creating signage and posters to showcase the day. Watch this space for examples of their work over the coming weeks.

H A L V E - I T

Picture 1-2 Art sketching





STEM

For our bicycle task this week, students have been dismantling their bicycles back to the frame. This activity was all about sorting, identifying and labelling parts of the bicycle. Once complete the students will re-paint their bicycle frames inspired by the colours in the Living School logo.

Maths

In Maths this term, students are studying financial maths. In the last week, students have been revising percentages, decimals and discounts. Students are practicing using mental arithmetic to work out 10%, 20% and 5% discounts on items. Later this week we will look at GST and work on a real world activity to cost a BBQ lunch at the farm when the class sets up for the Halve-it Festival.

World Bicycle Day

Students are celebrating world bicycle day soon with a bake sale for the middle school students to raise funds for bicycle maintenance tools.



Technology

In Technology this term, students are completing two different projects:
-Students will finish their bicycle maintenance stands (just in time for our rebuild). Students are going to Brown and Jolly workshop to complete this task in small groups.
-Students also have the opportunity to revise and extend their understanding of coding. Students are using the BBC micro.bit programming site to create simple projects using block coding. This program allows students to advance from block coding to Python and by the end of the term students will create short written coding projects. Students are looking at inputs, logic, variables, maths and outputs as key programming concepts this term.

Poster- Design for the bake sale by Samaya.

Picture 5-7 Dismantling bicycles back to the frame.







All the students are excited about the science projects this term, we are looking forward to hearing more about their ideas as we finalise the science project topics by the end of the week.
Kind Regards, Claire and Brendan

YEAR 8 NEWS

29 Apr 2025

This term, our Keystone Question has been:

How does nature's diversity and design shape our creativity?

Students have focused on designing nature documentary storyboards and geology over the last two weeks, visiting the Lismore Rainforest Botanic Gardens to support our class tasks . Below is a subject-by-subject breakdown of the key ideas we have been exploring:

English

In English, students have studied nature documentaries and are currently in the process of creating a storyboard of a video news report of an animal/plant/insect found in the Lismore area, and how it connects to its surroundings.

Students have looked at how a storyboard is created and different film techniques. In order to complete this task students wrote notes about adding special effects, soundtracks and different types of camera angles in order to enhance the presentation of how the video will be created.

Geography and Environmental Science

In Geography, students have been studying landforms and coastlines. Students have learned about the rock cycle and have learned the difference between sedimentary, igneous and metamorphic rocks by creating rocks made out of chocolate bars.
In Environmental Science, students have been studying dichotomous tables to identify different plants and animals. We visited the Lismore Rainforest Botanic Gardens last week to get further help and resources to help us classify the plants we have seen on our weekly incursions to the Lake near Z block at Southern Cross University.

Picture 1- Making rocks out of chocolate, **Picture 2-** Spotting Koalas on the way to Z-block at Southern Cross University, **Picture 3-** Discussing plants and trees at the Lismore Rainforest Botanic Gardens.







STEM

In STEM, students are still looking at the NRMA Future of Transport Challenge. This fortnight students have been building ideas around the focus question, "How can we make bike riding more popular to reduce traffic and increase people's health?"

For our bicycle tasks this fortnight, students have been creating lesson plans and resources to teach the year 5 students how to change a tyre and fix a puncture on their bicycles. The classes went well and the year 5 students are interested in learning more bicycle maintenance tasks.

Maths

In Maths this fortnight, students have studied probability trees and 2-way tables. Students have extended their understanding of probability by creating their own probability games.



Students have been working out if their games are fair or not based on the probability of winning in each round of the game. If a game was found to be unfair students have tweaked their games, reworking the probability of winning to a fairer amount.









Picture 1- Teaching the theory component of the bicycle maintenance class. Students created their own presentations on the computer.

Picture 2 and 3- Year 8 students showing the Year 5 students how to change a tyre.

Picture 4- Year 5 students are fixing a tyre and supported by the Year 8 students

All the students have made fantastic progress this term, working with their peers, teaching other year groups and leading tasks amongst their family groups. Well done Year 8!

Kind Regards,

Claire and Brendan

YEAR 8 NEWS

This term, our Keystone Question is:

How does nature's diversity and design shape our creativity?

Students have studied nature as a main focus over the last two weeks, looking at different nature documentary styles and visiting the lake at the Southern Cross University campus to identify different plants and animal species. Below is a subject-by-subject breakdown of the key ideas we have been exploring by subject area over the last few weeks:

English

In English, students have studied nature documentaries and are currently in the process of building a script for their own mini-documentary on nature in the local area.
Students have started developing a focused voice by writing newspaper articles about endangered species (koalas) or invasive species (cane toads). They have looked at the 5 W's (who, what, where, when and why) and the 1 H (how) of journalism, and are practising writing with clarity and in a succinct manner.



Visual Arts

In Visual Arts, our focus has been on **How does the artist use Art to communicate an intention?**
Students finished aerial designs of the neighbourhood at the beginning of the term (from last term).
This term students have been working in mixed media and have and have created collages showcasing the erosion displayed mapped against the native flora and fauna, when on excursion at Sharpes beach last week.

STEM

In STEM, students have started looking at the NRMA Future of Transport Challenge. This Australia wide competition seeks to find solutions for current transport issues in urban and rural settings. Students are completing a design scaffold focusing on researching all elements of the topic "future transport" before creating inquiry questions to solve modern transportation issues.



Geography and Environmental Science

In Geography, students have been studying landforms and coastlines.
The class went on an excursion last week to view the coastal bicycle and cultural path walk between Shelly Beach and Sharpes beach. On the way they were able to assess the qualities of the bicycle track (noting views, resources, safety and maintenance of the track) as a cultural resource (reading and understanding the indigenous knowledge shared in the cultural walkway starting at Angels beach), as a natural resource (noting all the plants, birds and trees along the path) and as an example of coastal erosion after ex-cyclone Alfred.

Maths

In Maths this fortnight students have studied probability trees and 2-way tables. Students are extending their understanding from simple probability problems to two-step probability problems.



Language

In language, students have been studying community. Students have been working with the Year 7 class to present a dance for the Indonesian consular visit later in the week (more photos to come)

Music

In music, students have just finished a research presentation on a local musician.









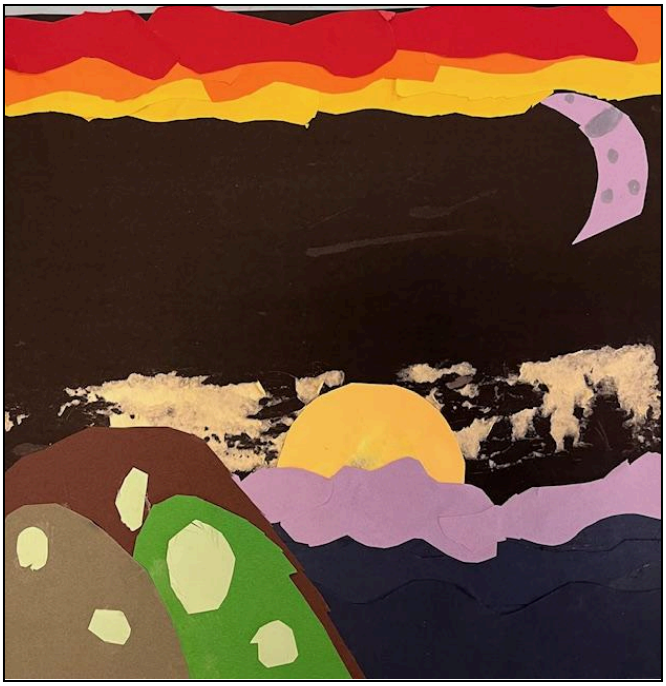


On the Ballina bicycle path there was much to learn. Clockwise from top left, Picture 1- students were identifying different indigenous trees (eg. kurrajong, paper bark, pandanus), Picture 2 and 3- Students mapped the erosion of the non-existent sand dunes at Sharpes Beach, compared to pictures taken a few months earlier, Picture 4- stopping for a break for morning tea half way through the walk, despite the rain for the week on the excursion the sun shined brightly, Picture 5- learning language and uses for plants from the resources shared by the Bundjalung elders on the path.

Collages inspired by Sharpes Beach









All the students have made a fantastic start to the term and we look forward to seeing their continued progress as the term progresses.

Regards,

Claire and Brendan



12 Mar 2025

This term, our Keystone Question is:

How is our identity shaped by technology and our ability to travel?

Students have studied transport and roadways from Medieval times to modern, focusing our studies around roads and bicycles. This fortnight students have visited the Lismore Regional Gallery to look at the multimodal artworks produced by the 2024 HSC students from NSW, and created artwork with a transport focus. Students have learned to complete a basic bicycle maintenance check, and are now creating resources to teach other students how to do the same thing. Below is a subject-by-subject breakdown of the key ideas we have been exploring by subject area over the last few weeks:

English/History

In English, students have been reading "A Knight's Tale", a short story from "The Canterbury Tales" by Geoffrey Chaucer. In History, students have been studying Medieval history and have learned about the Battle of Hastings in 1066, using sources including the Domesday book and the Bayeux tapestry.
For their assessment students have created a multimodal response encompassing both subject areas. They have created a pictorial scene from "A Knight's Tale" in the design of The Bayeux tapestry. This narrative will be on display in the open classrooms next term.

Visual Arts

In Visual Arts, our focus has been on looking at art through a cultural lens. Students have looked at artworks by Lorraine Connelly-Northy, a Wirradjuri artist and created aerial depictions of the local area looking at how roads and paths create a prominent form in the landscape.



Here students were learning about multimodal texts in the Lismore Regional Art gallery on a tour of the HSC art exhibition.
Students learned much about sculpture and using varied materials to make a work of art.



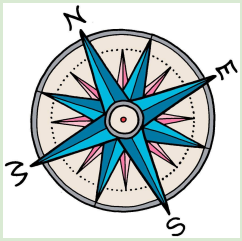
STEM

In STEM, students have been studying how bicycles work and have learned to fix the caliper brakes, complete a 5-section maintenance check, and identify when things are not working correctly on the class bicycles.Currently students are able to fix simple problems on the class bicycle or are noting what work needs to be completed for the bicycle to be able to work efficiently again.

Students will be studying physics and balance in more depth over the next few days and have been practicing riding bicycles through a range of balance activities for their bicycle proficiency tests. These tests have just started and will carry on through the next term. In the photos below students are practicing riding as slowly as possible around a set of road markers.

HSIE

In Geography, students have been looking at mapping and bicycle safety. We have been planning the safest cycle routes (with the least hazards) between Southern Cross University and Brown and Jolly using google maps and learning where the new bicycle lanes are being added in the town of Lismore.









Maths

In Maths this fortnight students have studied Pythagoras' Theorem. While many were apprehensive at learning algebra initially, all students have shown a clear understanding of this topic and can identify right angle triangles, and use the equation
To find the missing length of any side of a triangle, and identify whether a triangle has a right angle or not..

$$a^2 + b^2 = c^2$$

Language

Students have been studying conversations in Bahasa this term.
They have been focusing on the days of the week, colours and the topic "who am I?"
In music, students have been completing an assessment task on a local Northern Rivers musician, and are creating a canva presentation to showcase their research work.

All the students have made a fantastic start to the year and we look forward to seeing their continued progress next term.

Regards, Claire and Brendan





18 Feb 2025

Dear parents /carers,

The class has been working on answering the following driving questions as related to our key-stone question: How is our identity shaped by technology and our ability to travel? Here are the activities we have been working on,

What modes of transport are available to us?

Students answered this question early in term one, brainstorming different modes of transport and which is the most energy efficient. Bicycles are high on the energy efficient list being close to 91% efficient. This has given the class a good starting point on why bicycles are a good topic to study.

What impact did changes in transportation have in early history?

The class have been looking at medieval history, the feudal system and the Battle of Hastings to answer this question. We have been analysing primary and secondary sources of evidence to analyse and understand what life was like in this time and how transport affected it (History) . Students learned that in medieval times in England, people often travelled less than 16 km from their homes in their lifetime. In another path of study we looked at the impact of wars at this time and whilst travel by land was slow and limited, travel by sea was increasing as people moved between neighbouring lands.

We have built castles and drawn plans for castle designs (Maths and Art/Architecture), we have made simple catapult machines using elastic energy and learned more about Newton's three laws of motion (Science), and have read a medieval story, "A Knight's Tale" by Geoffrey Chaucer building an understanding of how travellers learned more about the world around them as they journeyed by foot on a pilgrimage from London to Canterbury (English).

How can an understanding of science and history help build better transport systems (eg. bicycles) ?

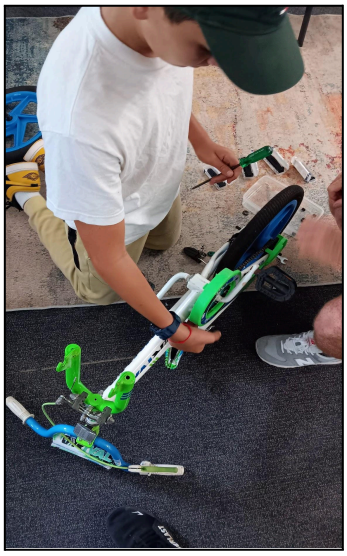
In the last few weeks we have added another driving question with a STEM focus. We have looked at the difference between elements, compounds and mixtures and looked at a case study on where carbon is found in the world. (Chemistry) Students have just researched the different materials that have been used to make bicycle frames and researched which is better based on their durability, weight, cost and strength (STEM).

Practical tasks: Learning about bicycles

Students have been looking at the practicalities of fixing a bicycle and next week we will be starting to make bicycle maintenance stands out of scrap materials, now their designs are close to being finalised. This week there has been a strong focus on beginning bicycle maintenance. All students are able to change a bicycle tyre and fix a picture with ease. We started these activities in groups, however, students will also get a chance to show their skills in independent bicycle maintenance tasks in the weeks that follow. (Tech/Engineering)













Here we learned how to take a wheel off a bike, how to find a puncture, fix it and, change a tyre.



All the students have made a fantastic start to the year and we look forward to seeing their continued progress in the upcoming weeks.

Regards, Claire and Brendan