



AL IMAN

N E W S L E T T E R

20 - 40 Rees Road Melton South VIC 3338 | www.aliman.vic.edu.au | info@aliman.vic.edu.au | 03 9743 4140



IMPORTANT DATES:

TERM 4 2022 BEGINS (Students)

- ◆ Monday 3rd Oct 2022

VCE EXAMS

- ◆ Wed 19th Oct - Wed 16th Nov

CURRICULUM DAY

- ◆ Monday 31st Oct 2022

PUBLIC HOLIDAY

- ◆ Tuesday 1st Nov 2022

HIFZ BOYS GRADUATION

- ◆ Wednesday 16th Nov 2022

VCE GRADUATION

- ◆ Friday 18th Nov 2022

HIFZ GIRLS GRADUATION

- ◆ Wednesday 23rd Nov 2022

YEAR 6 GRADUATION

- ◆ Friday 25th Nov 2022

TERM 4 LAST DAY (Students)

- ◆ Friday 2nd Dec 2022

IN THIS ISSUE

Principal's Message	2
Messages from Victoria Police	3
Al-Nasihah (Islamic Advices)	5
Primary Content	7
Student Representative Council	17
HPE & Extra Curricular Department	18
Secondary Content	23

2023 STARTING DATES

Students Begin: Fri 27th Jan 2023

Foundations Begin: Tues 31st Jan 2023



PRINCIPAL'S MESSAGE

Dear students, colleagues and parents

Assalam-O-Alaikum

Abu Umamah Radiyallahu 'anhu narrates that a man asked Rasulullah (sallallahu 'alayhi wa sallam): O Rasulullah! What is Iman? He replied: When your good deed pleases you and your evil deed grieves you, then you are a Mu'min (believer).

Welcome to Term 4. I hope everyone had a lovely holiday break with their families. It promises to be a very busy and exciting term. This term, students will be participating in additional activities at the college. This includes VCE Graduation, Year 6 Graduation, Foundation Orientation Program and Kinder Graduation, Transition and Orientation Programs.

We are certainly proud of our Year 12 students for not only completing their work successfully but showing incredible resilience and strength. All their assessment tasks are completed and only revision and the VCE Exams remain.

Congratulations to all our students who have done well so far this year and congratulations to our SRC members. I am incredibly proud of them. They are amazing young people and inspiring role models.

We are very blessed to have many amazing teachers at our school as well who have been helping our students to grow into practicing Muslim professionals. Great teamwork.

May Allah Subhanahu Wata'ala enable us to finish the academic year in the best possible manner. Allah Subhanahu Wata'ala Has Blessed each one of us with great potential. Our test is to use this potential to become successful in this life and in the life hereafter.

Wassalam

Zulfiqar Ali

Principal

OFFICIAL: Sensitive



VICTORIA POLICE

BIKE/SCOOTER HELMETS

A MESSAGE FROM YOUR LOCAL POLICE

This is a reminder that all users of bikes and scooters (including the motorised versions) MUST wear helmets unless exempt. We have had concerns raised by members of our community, and it is quite apparent that residents have become complacent regarding these laws.

Mandatory bicycle helmet laws were introduced in July 1990. This applies when riding:

- on roads and road-related areas
- on bike and shared paths
- in bike lanes
- in recreational parks
- in car parks
- on footpaths.

Police can stop bike and scooter riders and issue a fine or a warning for not wearing an approved bicycle helmet. **The current fine for this offence is \$231.**

Research indicates that bike helmets greatly reduce the risk of head injuries, which are the major cause of death and injury to bike riders.

- Bicycle helmets reduce the chances of a serious head injury by almost 70 %
- Two years after introducing bicycle helmet laws in 1990 a 23% reduction in head injuries in Victoria.

This is a significant safety issue, and we encourage you all to look after yourselves, family, and friends.

OFFICIAL: Sensitive

OFFICIAL: Sensitive



VICTORIA POLICE

- Younger people are using e-cigarettes or vapes more frequently (One in five people aged 18-24 years old who have never smoked before; have tried the devices.
- Short term adverse effects of exposure to e-cigarettes are usually mild and transient, and may include nausea, vomiting, mouth and airway irritation, chest pain, and palpitations.
- Vapes with nicotine is an Offence under Drugs Poisons and Controlled Substances Act 1981 (Possession of a Schedule 4 Poison – prescription only) this is for children and adults.
- Intentionally or accidentally ingesting nicotine e-liquids can lead to poisoning and is fatal in some cases. Evidence suggests that nicotine exposure during adolescence, a time during which the brain undergoes rapid development, may have a long-term negative impact on higher cognitive function. The brain keeps developing until about the age 25.
- Even though most vapes don't state that they contain Nicotine THEY DO. The amount of nicotine in each vape brand is unknown however the nicotine content in a vape can be equivalent to smoking a whole packet of cigarettes.
- It is illegal to sell e-cigarettes to minors, this includes adults or minors selling to minors.

Tobacco Act 1987

Section 12 Selling tobacco products or E-Cigarette products to persons under 18 years of age.

(1) A person must not sell a tobacco product or E-Cigarette product to a person under 18 years of age.

Penalty: In the case of a natural person, 120 penalty units or \$19,826.40 fine.
 In the case of a body corporate, 600 penalty units or \$99,132.00 fine.

- It is illegal for a store to advertise vapes, they must all be hidden and covered – not on display.

If you are aware of any information in relation to stores selling to minors please forward this on to your school leaders in order for them to pass on to the Proactive Policing Unit 😊

[https://victoriapolicemy.sharepoint.com/personal/emma_toll_police_vic_gov_au/documents/desktop/vaping information.docx](https://victoriapolicemy.sharepoint.com/personal/emma_toll_police_vic_gov_au/documents/desktop/vaping%20information.docx)

Page 1 of 1

OFFICIAL: Sensitive

Al-Nasīhah

(Islamic Advices)

Islam; an Embodiment of Positivity

To allow growth, improvement, and development of any kind; whether on a personal, communal, or even on a one-on-one relationship level, it is very important to shun off all negative vibes. Although, negative feedback and constructive criticism helps shed light upon the areas of improvement, at the same time if it is practiced in the wrong manner, it can become the means of fusing the spark of enthusiasm, hope, and determination. The Prophet Muhammad ﷺ turned towards encouragement and positive feedback for improvement purposes and restricted criticism and negative feedback to dire need. As for complaints, it was never a trait or a part of those beautiful characteristics and manners that Allah Most High praised when He said:

“And you are surely on an excellent standard of character.” (Quran 68:4)

Syedunā Abu Huraira (may Allah be pleased with him) said that **the Prophet ﷺ never expressed a defect of food; if he desired it, he ate it and if he disliked it, he left it alone.** (Bukhari and Muslim.)

All the Prophets (may peace and blessings be on them) and the Companions (may Allah be pleased with them) never allowed negativity to prevail or become the centre of attention. They were the most positive, hopeful, and optimistic people towards events.

Syedunā ‘Umar (may Allah be pleased with him) said:

وَاعْلَمُوا أَنَّ لِلَّهِ عِبَادًا يُمِشُونَ الْبَاطِلَ يَهْجُرُهُ وَيُحِبُّونَ الْحَقَّ بِذِكْرِ

“Know that Allah has servants who cause some falsehood to die out by ignoring it and they give life to the truth by mentioning it.” (Kitāb al-Kharrāj 1/23)

Similarly, when an extensive discussion took place in the presence of the great saint Rabīah Basriah (may Allah have mercy on her), wherein her students condemned the worldly distractions (dunyā), she told them to leave for they have too much love for the worldly affairs (dunyā) in their hearts. When she was asked as to why she claimed that their hearts were full of love for this world when they were in fact condemning it, she replied: “Whoever loves something, excessively discusses it.” (Malfūzāt Hakīm ul Ummah)

While mentioning the characteristics of the successful believers, Allah Most High said: **“And who keep themselves away from vain things”** (Quran 23:3).

In another place while mentioning the characteristics of the slaves of the Merciful, He says:

“And those who do not witness falsehood, and when they pass by senseless play, Pass by them with dignity.” (Quran 25:72)

...Cont

The focus point, and the centre of discussions should be diverted towards solutions, paths to improvement and development. Exertion into this method will automatically wipe out the problems and issues.

Therefore, it is incumbent for us as guardians, teachers, mentors, and advisors that we focus on the positives more than the negatives, and we strive to fill our learners with hopefulness, zeal, and love by introducing the positive aspects of events in our discussions with them.

May Allah Most High give us the ability to realise our blessings while they exist and protect us from realising it after they are removed.

Maolana Ahmad Moim Siddiqui

Islamic Studies Teacher



Animal Habitat Diorama Exhibition

PRIMARY WING

This term as part of literacy, grade 2 students focused on writing information reports about animals. Throughout the term they learnt about various Australian native animals and did plenty of research about it. Eventually, the students created amazing information report booklets on their chosen animal, demonstrating an excellent understanding of new vocabulary. To add a touch of creativity and further boost their understanding, students were asked to design a diorama depicting an animal in its habitat. All students were dedicated and diligently worked on this project over a few days. After completing their diorama, they were given the opportunity to present it to the class.

Ultimately, to praise their effort, we decided to hold an exhibition, where all grade 2 classes would display their dioramas in their classrooms. We then walked around to each other's classes in an orderly way, seeing the amazing displays. Some curious foundation and grade 1 classes also visited and had a tour! Additionally, each grade 2 class held a voting system wherein other students voted for their favourite diorama (that were numbered). This added even more excitement to the already entertaining exhibition. Prizes were awarded to the highest voted dioramas. Alhamdulillah, students had a great time!

Ms Andleb Arshad

Year 2 Team



Year 3's Excursion to the Children Animal Farm

Alhamdulillah, Year 3s had a fantastic day at the Children Animal Farm.

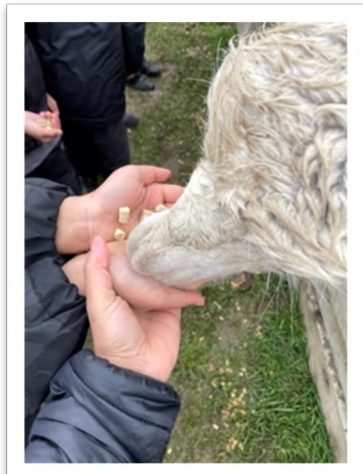
Around 9 am, they buckled up in their seats in the morning and were very excited. Upon their arrival at the farm around 10 am, they received a warm welcome from a farm lady. The lady gave us a brief briefing on what we would do on the farm.

On the farm, there were many delightful events and activities. First up, we all hopped into the tractor-trailer for a ride to the other side of the farm. A short ride around the farm, which stopped mid-way for the students to feed the animals. We got out and fed the sheep, lamars, and alpaca. The tour gave students authentic first-hand experience of farm animals. They gained insight into how a farm really works.

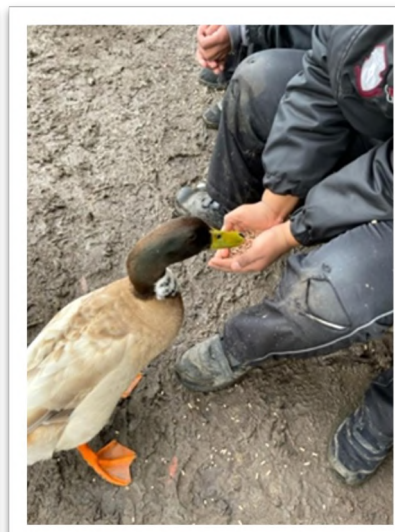
Afterwards, the tractor picked us up and took us to the duck pond, where we could feed the ducks. Then it was over to the pony, and all the children got to go on a pony ride. It was fantastic, and all students loved every minute. Then, students were given the opportunity to hold chicks, bunnies, and guinea pigs. Hence, students enjoyed the baby animals patting.

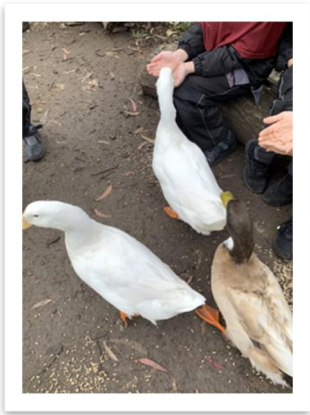
The next stop was the moo cow. Surprisingly, the farm lady called out to the cow and she just walked into the milking area and waited for us. She seemed to know what was expected of her. All students got a turn at milking the cow, which was lots of fun!

Overall, students had a great time learning about animals and new experiences. Viewing them in their natural habitat and getting an opportunity to interact with them was really educational. It provided students with a hands-on experience of a real working farm.



Year 3 Teachers





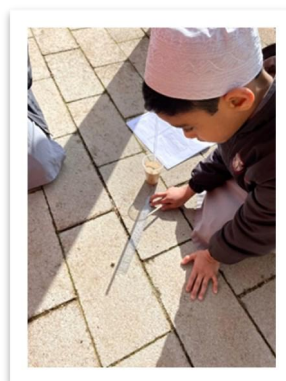
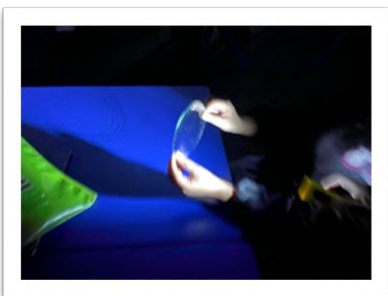
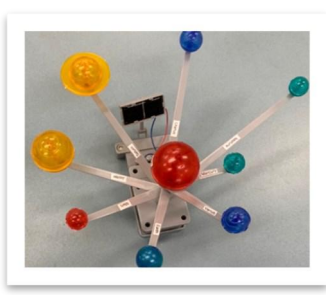
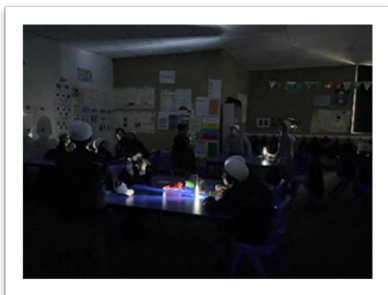
When It Is Hands-on, The Mind Is on - Year 3B

“Learning by doing” is a common theme in an experiential educational environment. That is because when students are engaged with their hands and their minds, they actually are more focused and motivated to learn. The hands-on learning benefits that students experience in the classroom help children of all ages retain knowledge and grow. Research has shown that students of all ages learn better when they are actively engaged in their learning journey. When children have busy hands, they have a busy brain.

At Aliman College, we always try to create an experiential educational environment where students can carry their learning for the rest of their life. In Science during Term 3, Students learnt about earth and space science where students conducted investigations about how day and night take place; students also investigated shadows. In technology, Students learnt about farming and different farming technology and also about food production. For that, students were taken to an animal farm where they had hands-on experience with farming and got a real feeling about the farmers.

Ust Md Abu Yusuf

Year 3B Form Teacher



Year 5 Expedition to the M.A.R.S. Base

Year 5 (Science-Earth and Space Sciences)

YEAR 5

This term Year 5 students went on excursion to Victorian Space and Science Education Centre (VSSEC). VSSEC is a STEM learning education centre where students can participate in hands-on activities focusing on Earth and Space Sciences. The students participated in the 'Size of Your Sol' and 'Expedition to the M.A.R.S. Base' program. In the Size of Your Sol, students learned about the solar system engagingly. The Expedition to the M.A.R.S. Base program delivered a scenario-based learning environment that engages the students in a wide range of science activities, uses computer and communications technology and strongly encourages collaborative learning and teamwork. It offers a rich experience in science and builds core skills. Students worked in two teams. Team 1 acted as the controller of the M.A.R.S mission from the earth while team 2 went to the M.A.R.S. Base. The teams were:

- observing the astronauts working in the Mars Australian Research Station (M.A.R.S.)
- using interactive software to monitor systems and solve related problems.
- working in pairs to complete hands-on science tasks and communicate their results to Mission Control.

Overall, the excursion was very engaging, and students enjoyed this excursion a lot.

Ust M Waheed Imtiaz Ust Abu Shaid & Ms Karishma C

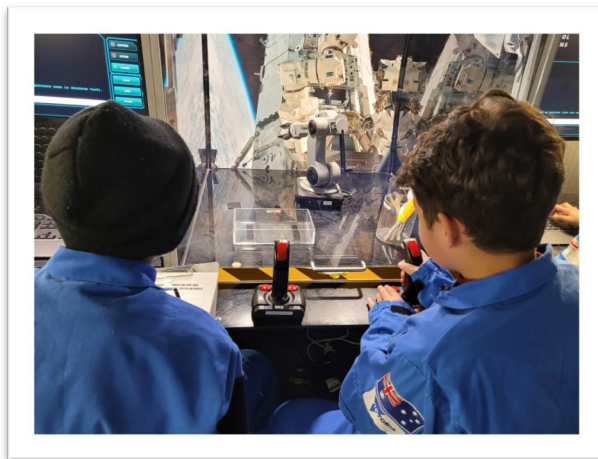
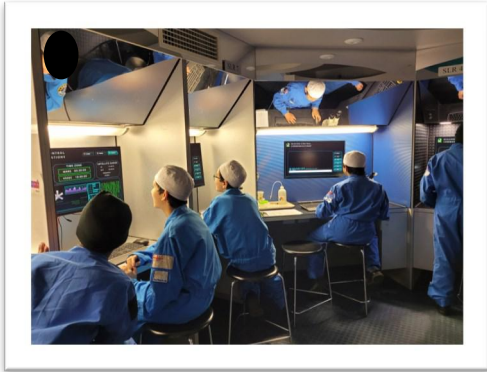
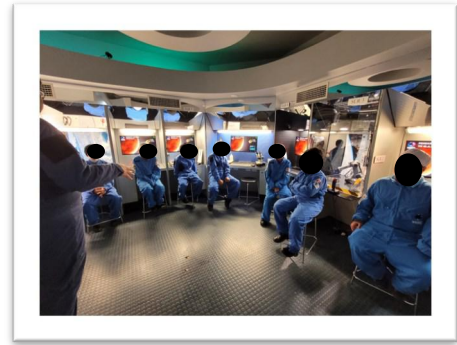
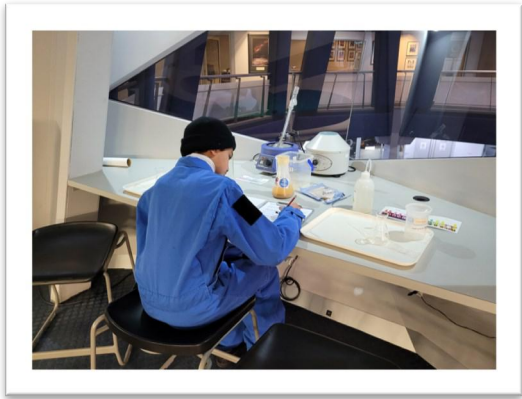
Year 5 Form Teachers

The Size of Your Sol

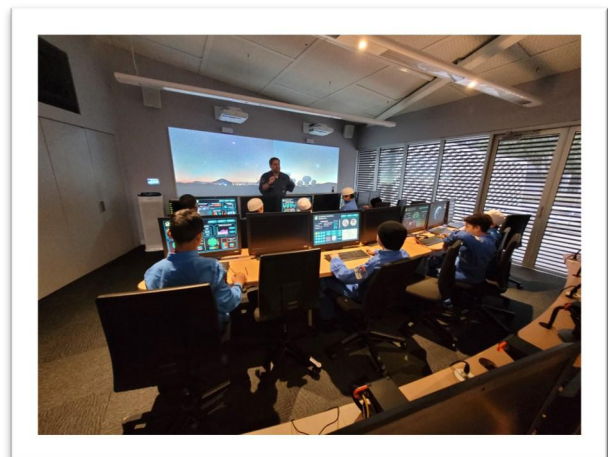


Expedition to the M.A.R.S. Base





Expedition to the M.A.R.S. Base



Year 5C Healthy Lunchbox Program 2022

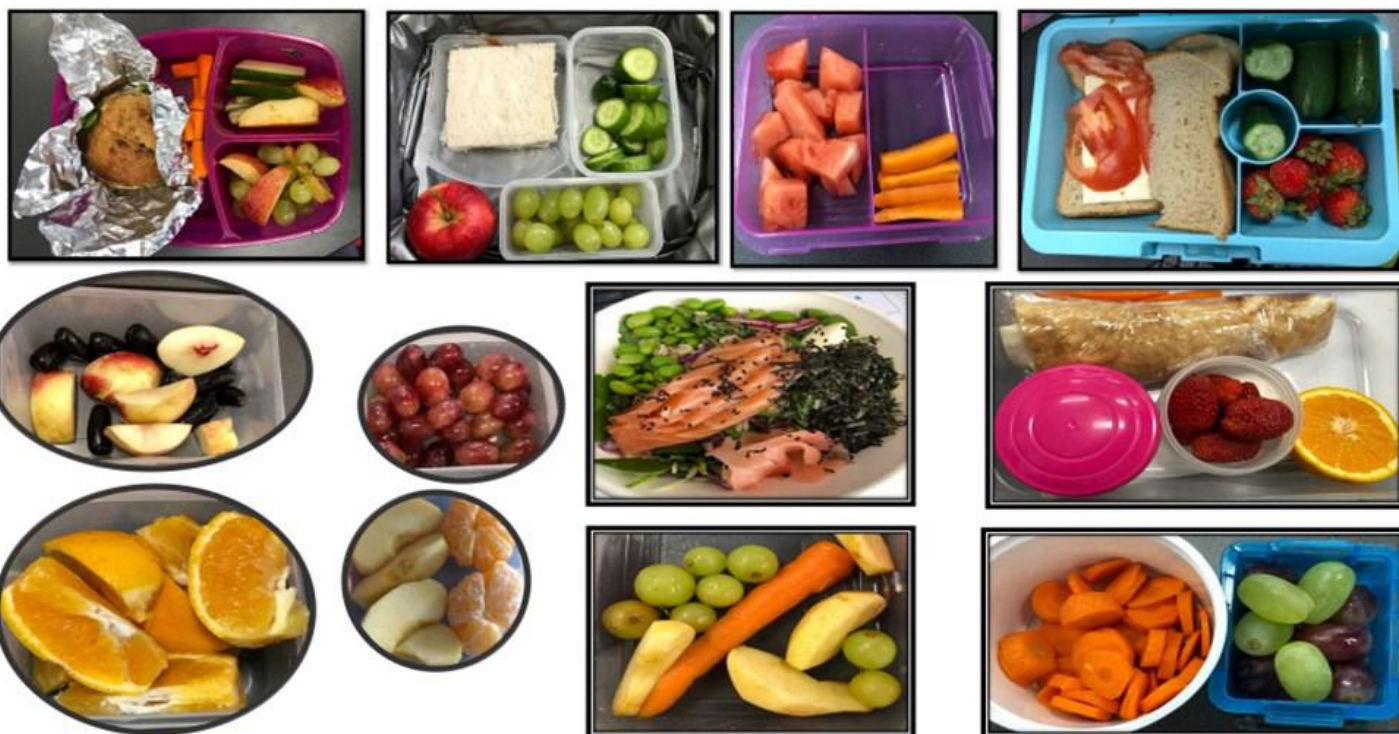
Year 5C students have successfully completed their Healthy Lunchbox Program 2022. Alhamdulillah, the students enjoyed this competition a lot. During this program, students were encouraged to bring fresh fruits, vegetables, whole grains, milk, etc., following the Australian Guide to Healthy Eating. Through this healthy lunchbox competition, students learned about the significance of balanced diet to stay fit and healthy.

Congratulations to the winners and all 5C students for completing this competition successfully. Thanks to the Health and Physical Education Department for arranging this competition.

Ms Karishma Chowdhury

Year 5C Form Teacher

Healthy Lunchbox Competition 2022 Grade 5C



Arabic

Asalam alaikum Wr Wb

Dear Respected Parents

Arabic is the language of the Quran as well as the mother tongue of our beloved prophet Muhammad SAW Hence, learning the Arabic language is vital in order to understand the Quran and Sunnah in the most complete way.

During Term 3, our Year 2 and 3 students participated in foundational guided Arabic reading exercises, whereby they were exposed to a range of short Arabic texts, and prompted to translate unfamiliar words with the assistance of visual cues. Among the texts students were exposed to included 'My Home' and 'The Islamic Holidays'. Arabic grammar and the numeral system were also introduced.

At Al Iman College, it is our priority to foster the passion and interest of our students to learn Arabic – and we strive to develop new and creative teaching methodologies to harness their eagerness and attention.

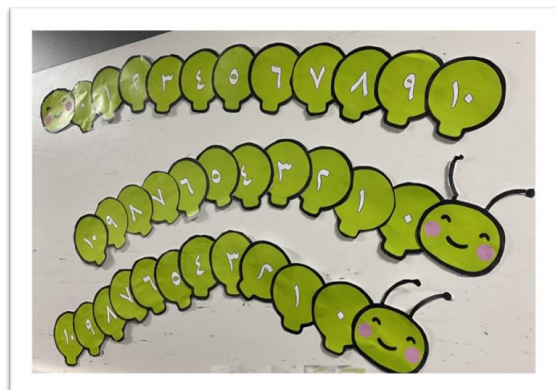
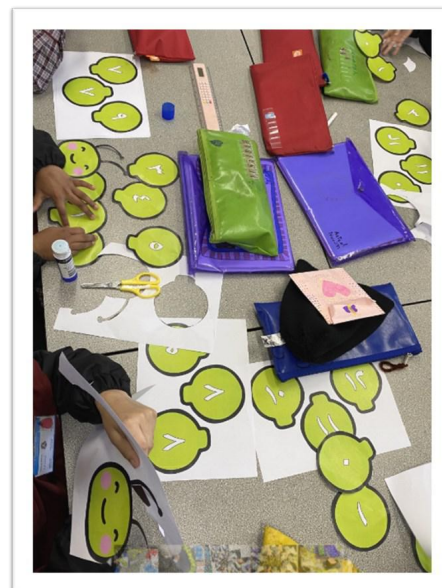
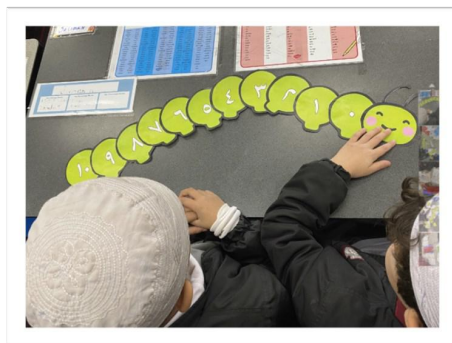
Some of the selected methods we employed were the extensive use of visual aids, games and hands-on activities.

Pictured below are some examples of the work produced by our beloved and dedicated students during these classes:

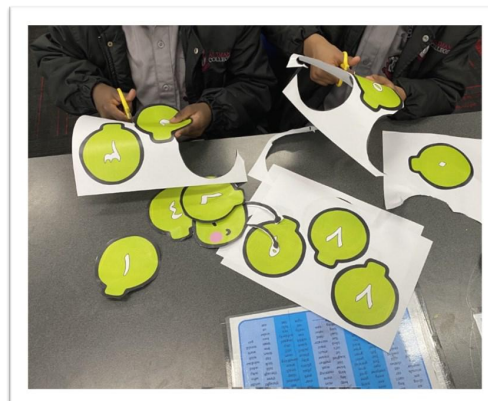
Jazakum Aallahu khayran

Wassalam

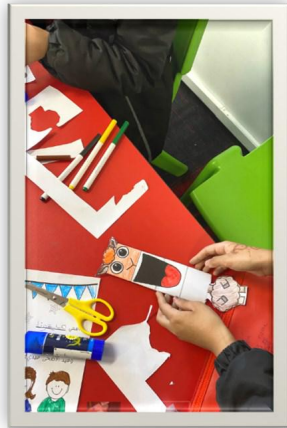
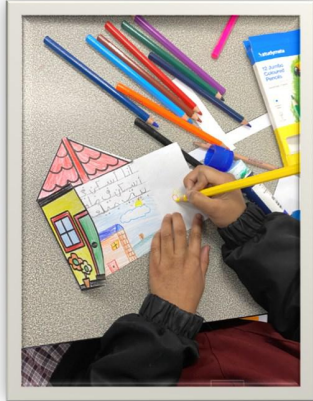
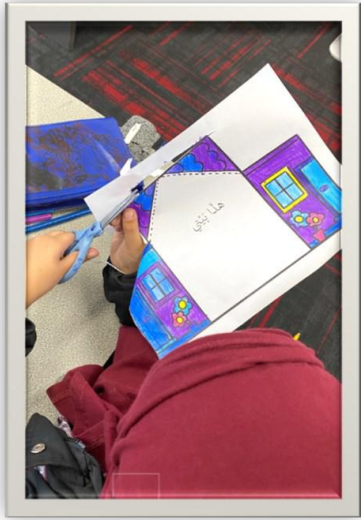
Ms Sohad Qashou (Tarbiyah & Arabic teacher)



Year 2s (Hands on activity – Arabic numbers)



Year 2s (Hands on activity – My Home)



Year 3s (Hands on activity – Islamic holiday/eid Al Adha)



Tarbiyah

Asalam alaikum Wr Wb

Dear respected parents

As another term draws to a close, I would like to take this opportunity to share with you a brief overview of the learning journey embarked upon by your child in their Islamic Study endeavors at Al Iman College.

During this term, our Year 1 and 2 students were engaged in a variety of Tarbiyah curricular activities, with particular focus on Ahadith and Aqaid. This included exploring the 7 articles of faith and the 4 names and qualities of Allah SWT.

The Year 1s were exposed to the following four names of Allah SWT: Al Ahad, Ar Razaq , Ar Rahman and Al Raheem. Whereas, the Year 2s were introduced to the subsequent four names: As Sami, Al Basir, Al Ahad and Al Hafeez. With the introduction of every name, a corresponding short story was read and discussed which illustrated the divine attributes of each name.

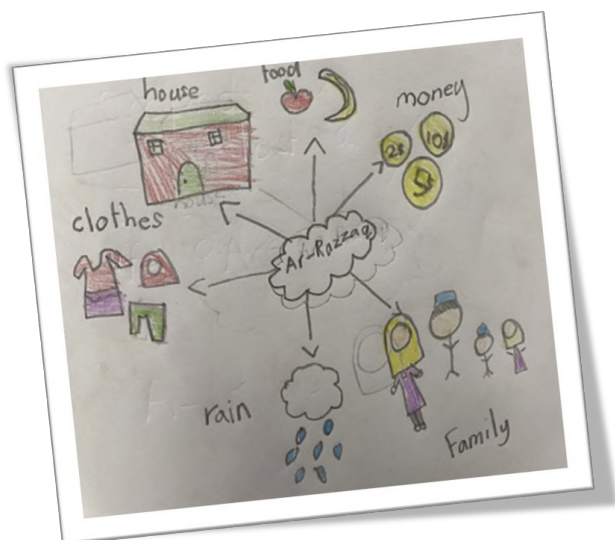
Moreover, students were taught 5 new Ahadith and encouraged to implement the practical aspects of each Hadith into their daily lives. To foster love and excitement for the Sunnah of the prophet SAW, many students will receive special awards/certificates for presenting the Ahadith they had learned to our respected Tarbiyah coordinator (Ustatha Hufsa).

As always, our methodology within the Tarbiyah classes endeavors to engage students in an interactive and creative manner to establish a salient love for the learning of our religion, enabling us to deliver a comprehensive, self-driven religious education. Therefore, you will find pictured below some examples of work produced by our beloved and dedicated students during these classes:

Jazakum Allahu khayran

Wasalam

Ms Sohad Qashou (Tarbiyah & Arabic teacher)



Allah Is Ar Razaq (Year 1C & 1D)

The 7 Articles of Faith (Year 1C & 1D)



Hadith: The best person is he who benefits/helps others (Year 1C & 1D)



4 Names of ALLAH SWT (Year 2C)



The 7 Articles of Faith (Year 2C)



Student Representative Council (SRC) Team-Building and Responsibilities for Boys Wing



In term 3, our Years 3-12 SRC boys embarked on various activities to start-off and better their leadership and teamwork values.

SRCs attended and participated in an SRC Leadership and Team-Building session where they took part in an archery session at ArrowPlus. Through individual focus and control, teams worked together to earn points for their groups to achieve top positions.

They then embarked on simple team-building activities where SRCs were put in situations to solve problems together as a team.

In order to provide SRCs with regular responsibilities, our SRCs hold regular yard duties, which involve providing support for their classmates and yard duty teachers in ensuring safety and order. The rationale behind the yard-duty responsibilities is to provide all SRCs a consistent platform to allow them to plan, schedule and get committed to tasks to serve their school community. Selected SRCs were chosen for a bigger role, where they had to ensure that their team SRC members are down for the job.



Archery briefing at ArrowPlus

Insha Allah in Term 4, our SRCs will be involved at various capacities, in the organization of school programmes and competitions run by the SRCs themselves. We hope this will provide them with an autonomy and opportunity to better their organization and people-management skills.



An SRC member being vigilant during his yard-duty session

Ust Hafizzudin Ng

HPE Coordinator on behalf of SRC Team

(Right) Our SRC Notice Board, where SRCs receive updates, refer to their duty list and have their achievement certificates displayed





Alhamdulillah, after waiting for 1.5 years of Covid and Lockdowns, Al Iman College was able to carry out the combined Al Iman College Sports Challenge 2022 on the last day of Term 3!



Left: Medals ready! Right: Students practising during PE

Students worked hard and started training for the event from as early as Week 2 of the term. Students were organized into various teams, where they face off and compete with one another in various events, in hopes of achieving top positions and winning medals!



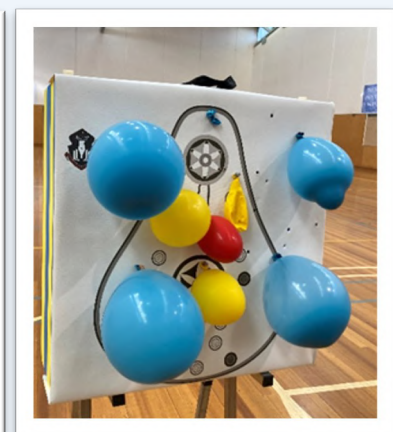
Obstacle Course Challenge

The event was organized alongside Terrain Training and Archery Ascension to provide opportunities for our students to team up and get 'Stronger Together' (theme of the event)!



Briefing for the boys at the Ottoman Archery challenge!

Students participated in a handball tournament, running relays and sprints, traditional Ottoman archery tournament, overcoming obstacle courses and various other events that rely primarily on teamwork and resilience!



Ottoman Archery Challenge

The top 2 teams of each category were awarded with medals.

We hope that all students and staff enjoyed the day as much as we have enjoyed organizing the events for the school!



Prize Giving for Our Champions and Runners – Up!



Tug of War and Tyre Challenge! Students were really putting their muscles into work!

We would like to thank everyone who has been involved in making the event a success and may Allah SWT grant us with even better in the future!!

Ust Hafizzudin Ng

HPE Coordinator



HEALTH & PE

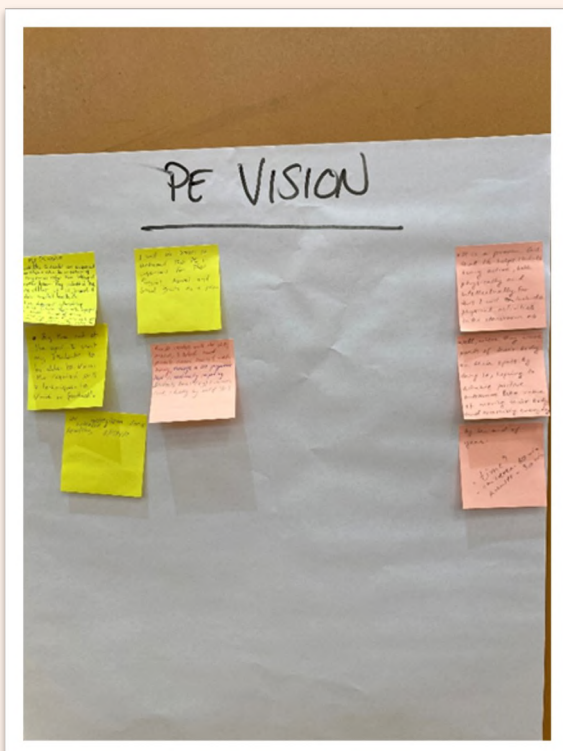
PD



Alhamdulillah, our HPE teachers from Foundation to Year 10 were given the opportunity to attend a long-awaited professional development workshop to better their teaching in HPE.



In partnership with trainers from the Australian Council for Health, PE and Recreation (ACHPER), teachers go through a hands-on approach into learning the various teaching strategies and ideas that are realistic and doable in the context of our school!



'It was very practical and engaging. Every single teacher learnt something to take away from the PD. We learnt a lot of games that will be useful in PE' – Ms Mariam Barakat, Secondary HPE teacher

Teachers were all very engaged and their willingness to learn and improve their craft were very apparent during the session!



'It was engaging, practical and very informative. The course was a bit tiring due to its physical nature but it's good to experience the activities at first hand' – **Ustaz Waheed Imtiaz, Year 5 HPE teacher**

With these skills, educators now look forward to upcoming terms to apply these newly- learnt 'bag of tricks' for our classes and make learning through physical activity more engaging.

Ust Hafizzudin Ng

HPE Coordinator

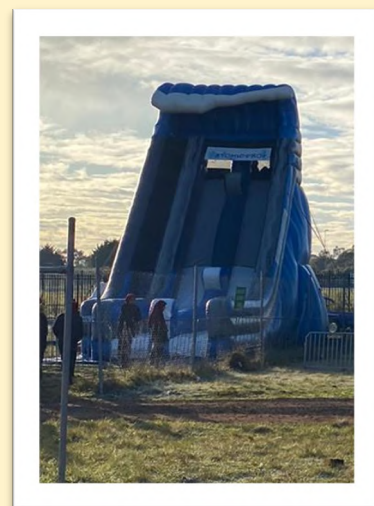
EID UL ADHA FESTIVAL

Alhamdulillah first we thank Allah SWT for giving us the opportunity to be able to have another Eid Festival this year. It was great to see a lot of the students happy, running around enjoying their day and thanking the teachers for the day. Unfortunately even though a lot of planning went into the event and ensuring different rides were hired out for students to enjoy, there were some unavoidable setbacks with one company setting up late and cancelling a few of the rides on the day on both the boys and girls wing. We had four companies hired out to bring about 16 rides for both the boys and girls wing. Rides are not easy to hire out especially with the rise of costs and ensuring they have female operators for the rides on the girls wing. Some of the rides can cost upto \$9000. This delay and cancelation of rides caused a few problems to the schedule of the day for both teachers and students especially the F – 2 classes who have missed out on some of their rides, as this was supposed to be an enjoyable day for everyone.

Jazākumullāhukhairā to all the Maintenance Staff, IT Staff, Male and Female Integation Staff as well as our Uloom Ud Deen Boys for the BBQ and food preparation; the teachers, support staff and volunteers in helping supervise the students, running the activities and food stalls; as well as the Management and Office Staff for their ongoing support. This day would not run without all your support and Duas. We apologise for any hiccups or shortcomings with regards to the preparation and running of the festival but we hope you all had a great time.

Ust Othman Abubakar

Extra Curricular Activities Coordinator



7C - Creating Dichotomous keys

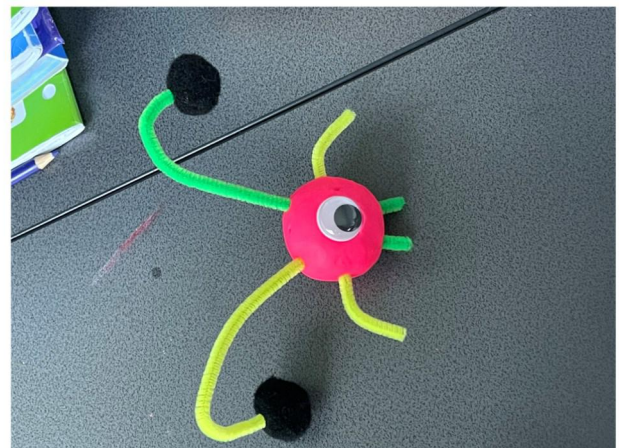
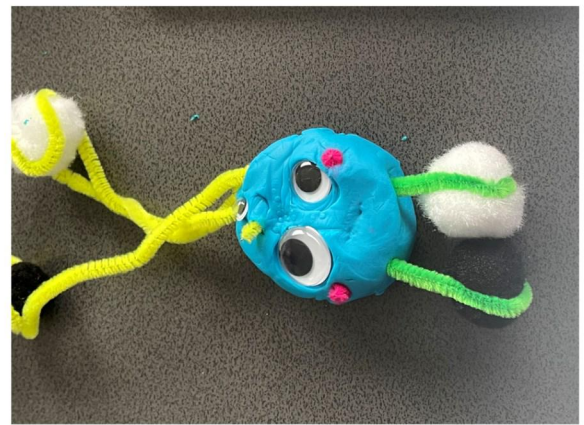
SECONDARY

The Dichotomous Key is a tool that scientists use to determine the classification of living things in the natural world - from trees to animals to fungus. It's usually presented in the form of a flowchart, giving you two options on each branch to help make the identification process easier.

Our year 7C's have learnt on how to classify things and organisms based on their similarities and differences. Creating the Dichotomous keys with craft material was fun for students and they got the hang of them quickly. Each student was able to make their own organism using the rules they learnt in class.

Ms Asma Shaheen

Secondary Specialist Teacher



WORLD WAR 1- LIFE IN THE TRENCHES

WORLD WAR 1

Year 9A students studied about the World War 1 events.

Students learned about why Britain got involved in the War and the causes of World War 1.

We learned about the trigger (the assassination), and the underlying tensions between the major European powers before 1914 (nationalism, imperialism, militarism). We also studied how World War 1 transformed many lives, and the changes that took place in world history because of World War 1.

Students were encouraged to read fiction and non-fiction about World War 1 and were allowed to follow up areas that interest them.

We have used multiple resources to investigate and explore more about the War Trenches.

Our Y9A students had written Journal/ diary entry imagining themselves be the soldiers of World War 1.

Below are some attachments of the entries.

Ms Asma Shaheen

Secondary Specialist Teacher

DIARY ENTRY ABOUT THE CONDITIONS IN THE TRENCHES

Dearest wife and children,

I love you all so much and miss you tons. I hope life is going well for you guys. For me however, life has been a little rough on the fields lately. More men have been dying lately, good men. I suffer the nights sleeping in the cold and in the days, I sweat, the days are humid and exhausting. I can't even walk out the trenches without constantly being exposed to enemy fire. When rain occurs the trenches become muddy, I dig my feet through the mud in the trenches and trust me you don't ever want to experience that. It's ankle-deep slime and it makes my shoes soggy. My clothes are filthy, their patchy and discolored. I can't even talk about the food, it's absolutely disgusting, I miss mums' porridge. I'm always eating beef, corn, and biscuits. I am sick of them. Just a week ago I was diagnosed with trench foot too, so life has been very problematic. I might get my foot amputated but no need to worry, I'm still alive after all. Oh children! There are so many pests here you could never bare! Up in the trenches we got rats, lice, mosquitoes and soon maybe even monkeys. But unfortunately, they are quite naughty, they spread awful illnesses and some they have been eating away our limited supply of food. What absolute devils! On the good side, my muscles have gotten a ton bigger than it was back at home. I've dug so much, that I think I'm more buff than mum now (hahaha). I drag so much artillery and sandbags through the mud, that it does get unbearable sometimes. The soldiers assist me when it gets hard. They're like my second family, I go through everything with them. I have made so many friends out here but so many have died, so I try not to get too attached. But writing the letter, gives me comfort. I'm glad you will hear my words once more. I may not be around for much longer considering the harsh conditions. But there is certainly a chance I will be back! Holding you all in my arms although I should take a shower before that. Don't worry about me my dear ones! I will be alright, and I hope you all have a lovely day and lovely life. Daddy will be home soon...

Signing off with lots of love, dad.

-DUAH, 9A

Lieutenant Frank Boyes

December 1915

Dear Diary,

We landed on Gallipoli in what we were wearing and continued to wear it day and night until the socks were the first piece of clothing that became unwearable, we all just took them off and went barefoot in our boots.

Conditions here are extremely difficult for us Anzacs. The Turks are holding high ground and we are always exposed to the enemy fire. Nowhere is safe, there is constant danger day and night.

We discarded our tunics during the day as the weather became hotter, and working and living in earthen trenches, sometimes sweating so much caused our pants and thick shirts become even worse than filthy, in easy words, we all stank like faeces.

We only got sufficient fresh water, on some days barely enough to drink, so washing garments was out of the question. All my boys are so conscious about the water they started using their left-over cold tea to shave. I wish my skin was able to bare that much torture.

There were parasites which caused an abominable itch to which ever part of the skin where they operated. The best control was to wear your clothing upside down. I did this with my shirt, but it was way too ugly and awful with my pants.

Two of my poor guys had to get their leg amputated due to the filthy trench foot, it was nasty. It was a serious condition from your feet being wet for way too long.

In the start of this month, December, we finally ordered to withdraw from Gallipoli. We did this after weeks of planning, our plan was to attach tins to our rifles' trigger mechanisms with string. When the tins filled up from other tins, their weight caused the triggers to be pulled and the rifles to fire, we called this the 'ghost guns of Gallipoli', cool innit? The last of us evacuated 19-20 December. This silent withdrawal was the most successful part of our campaign. Thank God, or else it would be a few more months of long torture and shoving with cold tea!

Ayesha Noman
9A

My experience in the trenches of Gallipoli

Dear diary,

Somewhat passionate, frightened, confused, and nervous, this is what I felt like when I arrived in Gallipoli on 25 April 1915. The Gallipoli campaign was launched because Britain and France needed to move troops, equipment and weapons to allied troops in Russia. In order to do this, they needed to travel across the Mediterranean Sea, pass through Turkish waters and cross over the Black Sea into Russia. In result, the plan required Turkey (part of the Ottoman Empire and an ally of Germany) to be forced out of the war. To be honest, I never imagined myself going in the army, and fighting for my country, this all seems unbelievable to me. Who would have thought that I would leave my kids and wife, just to serve my country. My experience at the Gallipoli campaign, was something very special to me, as I had never lived in such unusual but life changing conditions. I'll admit, conditions at Gallipoli were appalling and quite harsh. Flies spread diseases rapidly through the troops living in cramped, over-crowded trenches and dugouts and we were even unable to wash our hands. There were no bathing facilities and few opportunities to wash bodies or clothes. The lack of sanitation in the Anzac areas caused the rapid spread of dysentery, which was called "The Gallipoli Gallop." Food was also a major problem, there wasn't a variety, rations commonly included canned meat, corned beef (called 'bully beef') and hard biscuits. Fresh food was rarely available. This was something, that was hard for me to adjust to, as I was used to having homemade meals cooked by my mother. At that time when I was with my mother, I always used to complain about what she had made, "What is this?", "Why do you make the same thing every day!" I regret what I had said in the past, if I had a choice I would go back and apologize for everything I had said, but it's too late now. Now I realize my mistakes, and I am forever grateful for whatever I get. Conditions in the trenches were unbearable, but my passion is what got me through the tough times. Sleeping for a few minutes also scared me, as I was in danger day and night, I felt like there was no safety for me no one guarding me, no one was there for me. Weather conditions were also extremely brutal, during summer we discarded our tunics during the day as the weather became hotter, and working and living in earthen trenches, while sometimes sweating profusely caused our pants and thick pure woolen shirts to become even worse and filthy. This was very challenging for me, but I learned to overcome my fears and come out of my comfort zone.

By: Armeen Ali Zahid

Grade: 9A

Dear Diary,

We arrived in Gallipoli on the 25th of April. The clothes we arrived in continues to be what we wore day and night for the next eight months we stayed there, and our socks were the first things to go. I can barely feel my feet that have constantly been soaked in the rain. Mud have reached places I didn't even know could be reached. All the man are always working, gun shots are always being fired. No one has had enough time to sleep, yet alone take a nice warm shower. The fresh water supply is not enough to drink nor is it to wash our one and only uniform. People are using their clothes inside out because of all the pests that are not being controlled. I remembered laying under the stars wondering how it would feel like to not only be a hero but a hero for my country. I regret it, regret faking my age to join, regret acting brave, regret all my thoughts thinking this was a good idea. I worry, worry that I won't be able to come home in one piece, many men are injured most are dead, but they still make us work, make us fight, is this really all worth risking my life? I wasn't always alone, my best mate Fetu Akamu was from New Zealand. He left me on October 18th, the Turkish land mines killed him, he ran through no man's land fighting like a hero he was, but right in front of my eyes, I saw his dismembered body landing on the ground. But I moved on, we all had to at some point, I wasn't the only one who lost a friend. However, over time we grew respect and honour for the Turks, many agreements were made allowing both sides to bury the dead respectfully, I was fully against it, but thinking about Fetu's body laying in the middle of nowhere allowed me to forgive and forget, he deserved to be buried.

-Qaylah Mohamad 9A