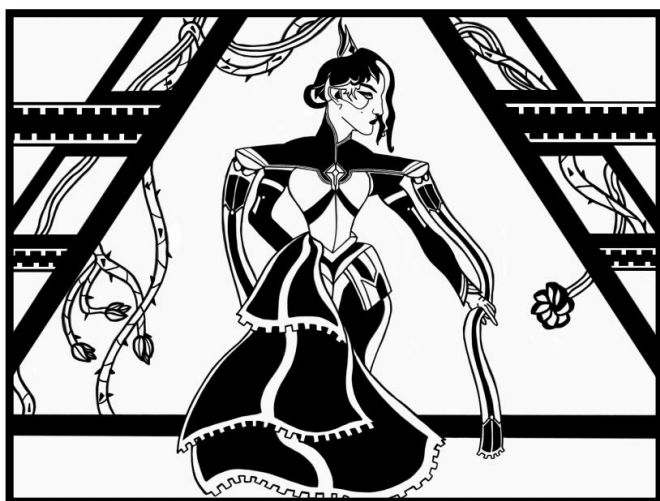
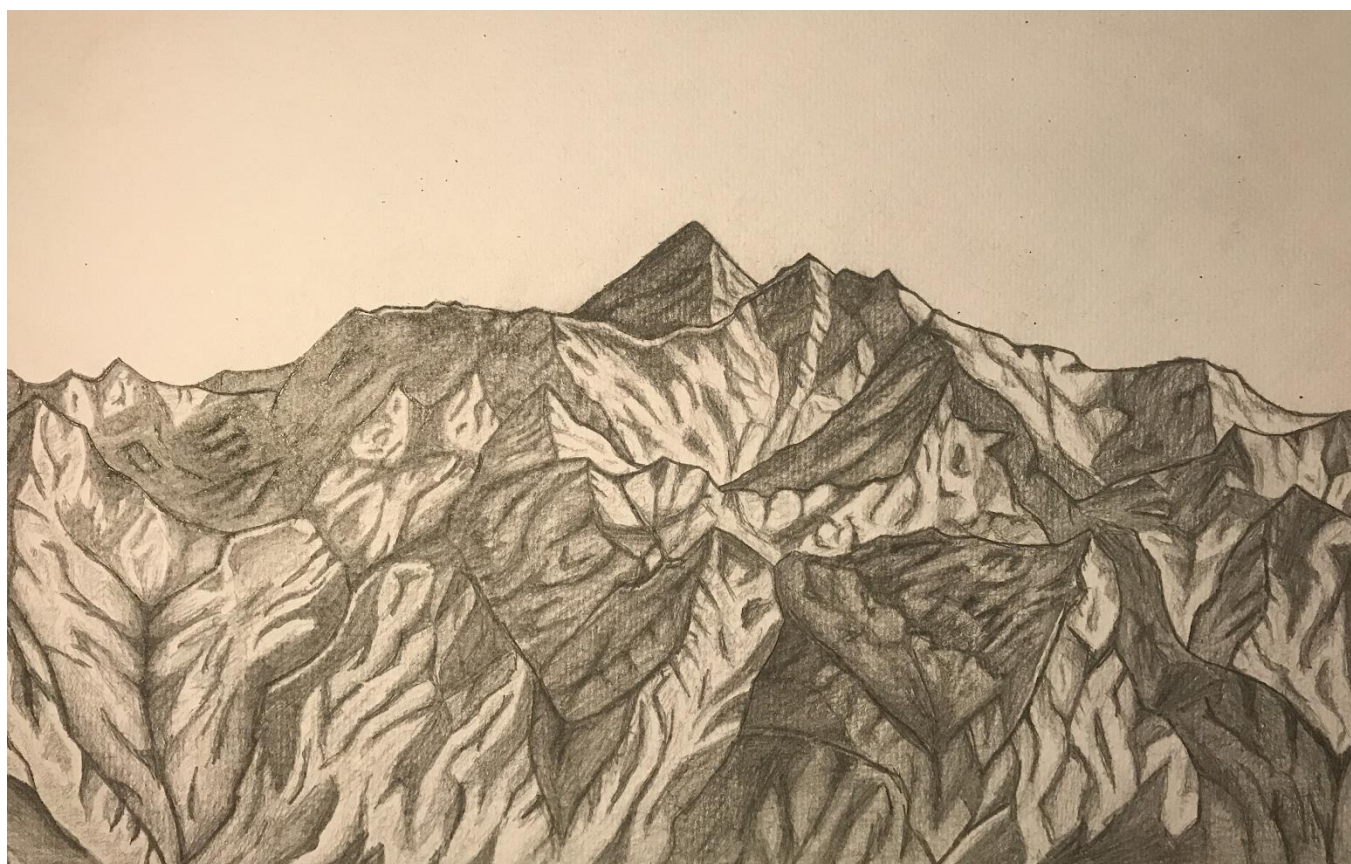


# HBHS

# BUSH BULLETIN



Email: [homebushbo-h.school@det.nsw.edu.au](mailto:homebushbo-h.school@det.nsw.edu.au) Ph.: 9764 3611



Year 11 Covid 19 Artworks

## Principal Mr Kevin Elgood



### Return to onsite learning next week

We look forward to welcoming all students back to school full time next week.

So far 2020 has been a year of unbelievable challenge for both schools and everyone, beginning with bushfires bringing in the New Year and then the COVID-19 pandemic. I have been so proud of the way teachers, parents and students have undertaken the challenges of a sudden conversion from face to face to on-line learning, this was not easy and we were always continually working to improve delivery, monitoring and feedback. It will be a great relief for everyone to return to school for onsite delivery. There will be continuing restrictions on a number of activities, we will have increased cleaning in the school and various precautions have been introduced as we work to ensure safety for all people in our school and the community. You will find more detailed information about the return to school in the Deputy Principals' report below.

We had sad news last week with the passing of Homebush Boys High school old boy Arthur Summons. Arthur attended Homebush Boys High School completing his leaving certificate in 1952. He was an outstanding sportsman who went on to represent Australia in rugby union and rugby league at the highest levels. Please look for the article by Catherine Player on Arthur's achievement later in the newsletter.

Thank you again for your support in these challenging times. Please do not hesitate to contact the school if you need further clarification or advice.

## From the Deputy Principals'



### Welcome Back Students:

It was great to welcome back our students on the 11<sup>th</sup> of May as we began DoE Phase One: Return to School. Most of the students were very excited to be back and said how much they missed school and their teachers, which is nice to know. They really enjoyed catching up with their mates and hanging out together. The students appreciated the face-to-face explanations after working remotely for so long. As we visited classes, it was great to see staff and students working collaboratively with various learning platforms, such as Google Classroom, Zoom and Moodle. It reinforces the great sense of collegiality that exists between staff and students at our wonderful school.







### Return to full time face-to-face on Campus Teaching and Learning

The Premier and Minister for Education and Early Childhood Learning announced this week that all students will return to full time on-campus teaching and learning from Monday 25<sup>th</sup> of May (Week 5 Term 2).

Schools are safe and open for full time face-to-face learning. School students do not need to follow physical distancing guidelines, but should follow good hygiene practices like:

- Regularly washing hands
- Avoiding sharing drinks or food
- Coughing or sneezing into your elbow, or a tissue which should be discarded immediately



### School Attendance

All students should be at school unless:

- They have a medical certificate which states that they are unable to return to school due to an ongoing medical condition
- They are currently unwell

Students who have a medical certificate to stay at home will be supported to learn from home in line with regular procedures if they are able to. These regular procedures are different to what was offered during the learning from home period. If you require work to be provided to your child whilst they are at home due to an underlying health condition, you should contact the school for assistance.

Please note, students who live with a family member in one of the categories identified as being at increased risk by the AHPPC, should attend school unless a medical practitioner advises otherwise in writing. **If your child is unwell, please do not send them to school.** If they are unwell at school you or your nominated emergency contact will need to collect them immediately. Please make sure your contact details are up to date. If a student is absent without a medical reason for more than three days, this will be recorded as an unauthorised absence and followed up by the school. If you need any support to get your child back to school, please contact your school.

### Assessment and Reporting

Your son has been assessed during the learning from home period and will receive additional assessment on their return to school. In order to give teachers enough time to provide quality feedback on student progress in Semester 1, report timelines have been extended. You will receive your child's Semester 1 report before the end of August (Week 6, Term 3) and in many cases earlier. The distribution due dates will be published when they are confirmed.

### School Activities

While students return to normal timetabled classes from Monday there will be many activities that cannot resume yet:

<b><i>What children can do:</i></b> <ul style="list-style-type: none"><li>• Use the school library</li><li>• Engage in non-contact sporting activities</li><li>• VET work placement for Year 12 students is able to proceed from 1 June 2020. Year 10 and 11 work-placement is able to proceed from Term 3 2020.</li></ul>	<b><i>What students can't do:</i></b> <ul style="list-style-type: none"><li>• School assemblies (unless for critical information)</li><li>• School incursions and excursions including camps</li><li>• Work experience</li><li>• Inter-school activities (debating, inter-school sport)</li><li>• In-school activities requiring parent or other volunteers</li><li>• Drink from a water bubbler – bring a water bottle instead</li><li>• Students cannot attend TAFE for study but may continue to learn online</li></ul>
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### School Cleaning and Hygiene Supplies

Our school has received additional cleaning in line with the AHPPC guidelines and advice from NSW Health. The School has also purchased supplementary cleaning supplies to support hygiene for the safety of the School community. Targeted areas include high-touch areas and other hard surfaces, door handles, lockers, light switches and handrails in stairways and movement areas. There will also be additional cleaning of toilets and bubblers and topping up of supplies like soap. Our school has also received supplies of soap, hand sanitiser, toilet paper, paper towels, disinfectant wipes and personal protective equipment.

### Uniform/Technology Policy

Students are expected to wear their full school uniform. Especially with the colder weather, please ensure students are wearing the School jumpers, jackets, tie, scarves and beanies. The following items are not permitted:

- Hoodies or other coloured jackets
- No non HBHS hats
- Mobile Phones and Non-educational devices (during school hours)



Parents please note, we are encouraging students to maintain a sense of pride in their uniform by always having their shirts tucked in and being in full HBHS uniform apparel.

### Questions/Queries/Concerns

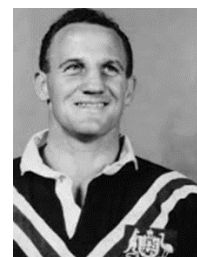
If you have any questions regarding your child's academic or wellbeing needs, please do not hesitate to contact the relevant Deputy Principal:

- Ms Catherine Player (Years 7 and 10)
- Mr Syarief Achmad (Years 8 and 11)
- Mrs Anna Paleothodoros (Years 9 and 12)

# Vale Arthur Summons

13 December 1935 – 16 May 2020

HBHS Alumnus – Class of '52



**Arthur James Summons** was an Australian representative rugby union and rugby league player, a dual-code rugby international fly-half or five-eighth. He captained the Australian National Rugby League team in five undefeated test matches from 1962 until 1964 and later also coached the side.

Arthur was educated at Homebush Boys High School where he captained the school's first grade rugby union side. He also represented for the Combined High Schools team. Mr

FIRST XV — Front Row: K. O'Brien, D. Sheath, A. Tinni, A. Summons (captain), C. Weir, B. Rudd, G. Graham.  
Second Row: Mr. W. McCulloch (coach), C. Irving, K. Clancy, B. Dredge, N. Street, K. Ward, Mr. G. Brown (Sportsmaster).  
Back Row: D. Donaldson, A. Flowers, D. Stewart, G. Dylor, A. Halliburton, T. Bourke.



Summons won one of only Three School Blues awards where he was described as:

***"A brilliant leader and five-eighth. Possibly the finest all-round player to don a Homebush jersey."***

Arthur was also an outstanding Athlete whilst at Homebush Boys High School. Excelling in running, both sprinting and longer distances and

hurdling. He also went on to represent at the Combined High Schools Athletics Carnival where he placed 2<sup>nd</sup> in the 100 yards event.

SENIOR:  
100 yards: B. Fullagar 1, A. A. Summons 2, C. Graham 3; 10.4s.  
220 Yards: B. Fullagar 1, A. Summons 2, J. Ross 3; 24.0 secs.  
440 yards: J. Ross 1, A. Summons 2, B. Fullagar 3; 56.0s.  
880 Yards: K. Young 1, M. Bray and J. Armsworth 2; 2m., 18.5s.  
1 Mile: M. Bray 1, K. Young 2, C. Shields 3; 5mins., 13.4 secs.  
120 yds. Hurdles: K. Young 1, A. Summons 2, M. Yee 3; 18.7 secs.  
High Jump: R. Anderson 1, C. Elvy 2, K. Cole 3; 5ft. 6ins.  
Broad Jump: B. Fullagar 1, C. Elvy 2, G. Johnston 3; 21ft. 2½ins.  
Hop, Step and Jump: B. Fullagar 1, G. Johnston 2, K. Elvy 3; 42ft. 4¼ins.  
Shot Putt: A. Tinni 1, R. Anderson 2, B. Fullagar 3; 41ft. 10½ins.

## The Combined High Schools' Athletic Carnival.

The team this year achieved considerable success and was unlucky not to have done even better. The indisposition of some three members prevented the team from reaching expectations. The School was fourth in the Aggregate, fourth in the Junior division, and second in the Juvenile division.

Details of the Homebush results are as follows:—

SENIOR:  
A. Summons: Second in 2nd division 100 yards.  
J. Ross: Third in 440 yards.



Arthur signed with Western Suburbs in 1960. He played in the 3 consecutive Wests Grand final losses to St George between 1961 and 1963. He was a dual international having played rugby union for Australia before his nine Tests for the Kangaroos. He also played seven games for NSW Firsts in his four seasons with the Magpies and had the distinction of playing for both NSW City and Country sides.

In 1962 he played in all three Tests against Great Britain, including being named captain in the Third Test. In 1963-64 he was captain-coach of the Kangaroos that won the Ashes in England for the first time since 1911.



Arthur is the subject of one of the most memorable sporting photographic images ever captured in Australia. The 1963 NSW Rugby League Premiership grand final between long term rivals Western Suburbs and St George was played in a torrential downpour on Saturday, 24 August. This, combined with the fact that the centre cricket pitch area of Sydney Cricket Ground was notoriously muddy in such

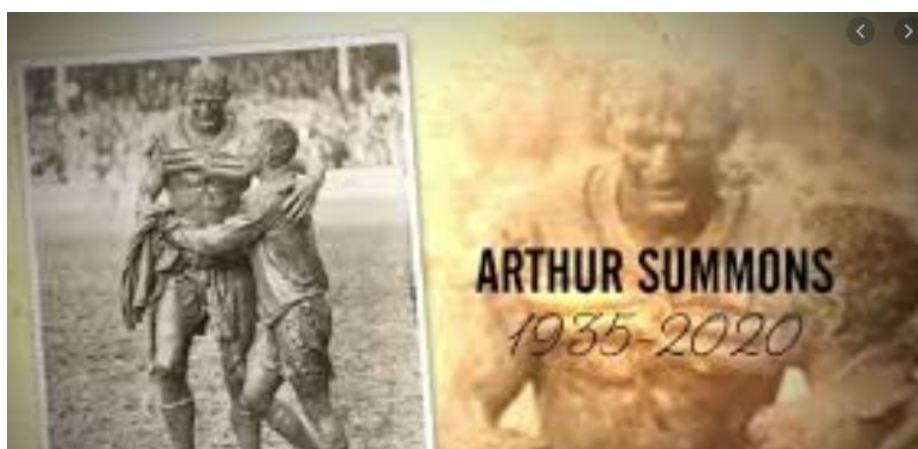


conditions, ensured that the players were not only saturated but also caked in mud from head to toe. At the conclusion of the hard-fought match, which was won by St George, the captains of the two teams, the very tall Norm Provan and more diminutive Summons,



embraced in appreciation of each other's stoic efforts. The moment was captured by a newspaper photographer, John O'Gready, and published in the following day's Sun Herald. The image became known as *The Gladiators*. This image was the inspiration for the current premiership trophy's bronze statue.

In 1964 Summons retired to Wagga Wagga and was secretary-manager of the Wagga Wagga Leagues Club. He died aged 84 on May 16<sup>th</sup>, 2020.



## Ms Georgia Anton Career Adviser



### Work Placement

As many of you will know work placement is a mandatory component of many VET Courses. Most of our students will have a great experience at a local business, however Phoreal decided to challenge himself and found a resort called “Emirates One and Only”, located in Lithgow. So he'd get up at the break of dawn each day to commute to his chosen destination.

From there we can see that he did a range of activities from reception, to admin to getting exposure to the whole resort from what may seem like luxurious ventures. He has received glowing reviews whilst doing his Work Placement and we'd like to congratulate him for thinking outside the square, taking the risk and representing himself and the school so well. There could be something there for your Phoreal.

### BIG THINGS ARE BUILT ONE BRICK AT A TIME

Mid-March we had the pleasure of Simon Mulligan from Granville TAFE, visit our school for a week where a group of 13 Year 9 - 11 students got a taste of Bricklaying. They put their fitness, work ethic, agility and enthusiasm to the test and passed with flying colours. The students learnt a lot and were really inspired by their teacher, mentor Simon Mulligan. He came with his expertise, great people skills and the boys were immersed in brick and mortar.

This was part of the Trade Ready Program which meant that the students developed some vital trade skills in the construction industry. The supplies and the expertise of Simon for the week were complementary. A great program and a big shout out to Granville TAFE - Bricklaying and of course Simon who was as brilliant as he was very knowledgeable, inspirational and managed to engage all of our students throughout the week.

On behalf of the school we'd like to thank the team from Granville TAFE for bringing this wonderful program to our students and look forward to collaborating with them on future programs.

Written by Georgia Anton  
Career Adviser



# LITERACY PROGRAM

Potentially, the greatest harm from interrupted schooling is in the area of literacy and numeracy skills development. Long after Covid-19 has gone, the effects of this harm may linger.



This is the first literacy/numeracy report since Covid-19 arrived, and began to interrupt school attendance. Here is an excerpt from an email sent to parents at the end of Term 1:

*"Year 7 & 9 NAPLAN tests have been cancelled for the year; however, HSC requirements for Minimum Standards in literacy and numeracy remain. Year 10 students will need to take these on-line tests (which can only be done at school) soon after normal schooling resumes this year, and Year 9 students will attempt them early next year. Those students in Years 11 & 12 who have yet to satisfy Minimum Standards requirements, will still need to do so. And in both Years 7 and 9, schools will not now benefit from diagnostic data normally provided by NAPLAN."*

**In view of the above, the following is of vital importance:**

## **Year 7 students:**

Please continue supporting the Accelerated Reader program! As you know, at least 20 minutes per evening is needed by each boy, reading his Accelerated Reader book.

## **Year 7, 9 and 10 students:**

On-line literacy & numeracy exercises are being posted, on the Google Classroom platform, for all students in each of these Years. The exercises need to be completed weekly (deadline is each Sunday evening), and will continue until the end of Term 2. They focus on examples similar to the ones used in National testing, and feedback to students is almost instantaneous. In some ways, they will make up for the data that now will not be available through NAPLAN tests. Parents, you will be kept informed about your son's participation in this program.

## **Year 10 students:**

Year 10 students have been advised that they will need to sit for their on-line Minimum Standards tests (reading, writing and numeracy) as soon as resumption of school attendance permits. In the meantime, they should prepare by doing the weekly on-line Google Classroom exercises mentioned in the previous section, and carefully checking all feedback.

## **Year 11/12 students:**

Year 11 & 12 students still needing to do catch-up Minimum Standards tests have been emailed support materials, advice about this Term's catch-up tests and further support available.

## **All students:**

Homework Help, normally available on Mondays and Tuesdays, after school for one hour in the library, is, under the current circumstances, temporarily suspended. Parents and students can expect the program to resume shortly.

**If there are further enquiries, please ring Mr Bawden (Literacy/numeracy Support Person) at the school (Tuesdays and Thursdays), Ph. 9764 3611. And please keep checking your emails.**



## Mr Cheiban Elaro

### Head Teacher English



#### BBBs in the COVID Age

Rest assured students, your great work is still being recognised by your teachers whilst you are learning remotely. The Coronavirus can't stop you doing your best and it hasn't stopped your teachers teaching and rewarding great work and great efforts.

Your teachers are still issuing you with BBBs and the raffles are still being drawn. I am having fortnightly draws rather than weekly ones. And these prizes will be distributed to the winners once school returns to normal.

I will list the weekly winners below.

Before we do that, let me share some statistics with you for term 1 and the first week of term 2.

- The first 8 weeks of term we averaged 1244 BBBs per week.
- The past 4 weeks we have averaged 556 BBBs per week.
- During that time, Year 8 led the way with a weekly average of 357; ahead of Year 7 by the narrowest of margin.

The weekly winners since our last whole school assembly are:

2-Mar	Joshua MANSFIELD (12)	Mustapha DERBAS (10)	Luke KANG (7)
9-Mar	Minh BUI (10)	Loklan DUONG (12)	Pradeepan VIDUSH (9)
16-Mar	James WILSON (7)	William XU (8)	Dipesh POKHREL (8)
3-Apr	Ivan CHAU (9)	Hussain RAHIMI (8)	Mahdi KHALIL (11)
4-May	Jyothir KARAMSHETTY (7)	Krishiv MANISH (9)	Anthony KING (8)

The first round of Silver Awards are now in. This means that a student has received at least 30 BBBs, which equate to 5 Bronze Awards. That means a Bronze Award for 6 BBBs. And, in turn, 5 Bronze Awards equal one Silver Award. There are 5 students that have achieved a Silver Award thus far. The students are Dhananjay VIJAYAN and Chris ZHANG from Year 7. As well, Hussain RAHIMI, Mayavan RATHANTHAS and Rishik VINNAKOTA from Year 8.

Well done to all of you for your wonderful efforts in all your subjects and for engaging in your class work under very challenging circumstances. And congratulation to the winners listed above. I am looking forward to rewarding more students as the term progresses.

Finally, please let me remind you all, if you feel that you have tried your best or achieved good results, "suggest" to your teachers that you deserve a BBB. Don't just expect it.

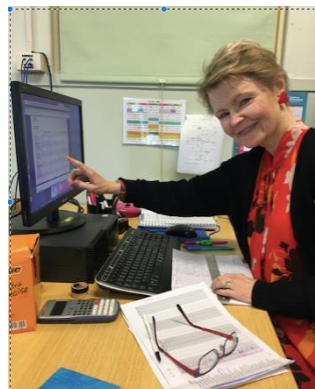
Mr Elaro  
HT English



## Ms Judith Edwards

### Literacy Support

All teachers have to record students' online work. In year 7 Literacy, that means working on the three sites assigned for their lessons. This includes Accelerated Reader, where students take quizzes on novels they've completed, myON, an online library where reading might be assigned by teachers from Science and History as well, and WordFlyers, where students do activities to strengthen their vocabulary, grammar and comprehension.



Mrs Edwards has created a shared-screen video, with the help of the school's IT expert, Mr Kirubakaran, to remind students how to navigate these three sites. The link to this video appears on the Library page of HBHS website.

If students are having any trouble accessing sites assigned by their teachers, they need to contact their teachers through Google Classroom or through their school email. Teachers are always willing to help their students, especially during this difficult time.

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## Mr Abbou

### Rel. Head Teacher Technical and Applied Science



#### Online Learning and Assessment



During remote learning, the Mathematics faculty has been operating its timetable virtually to the minute for our school boys. Teachers have been running their classes using different online platforms such as Google classrooms, Adobe Connect and Zoom. Our senior students in Mathematics Advanced and Extension had an assessment task that contains two parts. Investigation task submitted online and marked by the teachers, and an online Quiz of 30 minutes conducted online through secured platform Moodle. Students attended their online classes using Zoom with their camera to be supervised by their teachers. Almost 120 students have been enrolled and completed the Mathematics & Extension 1 Quiz. It was a great experience and achievement.

**Ms Vilcins**

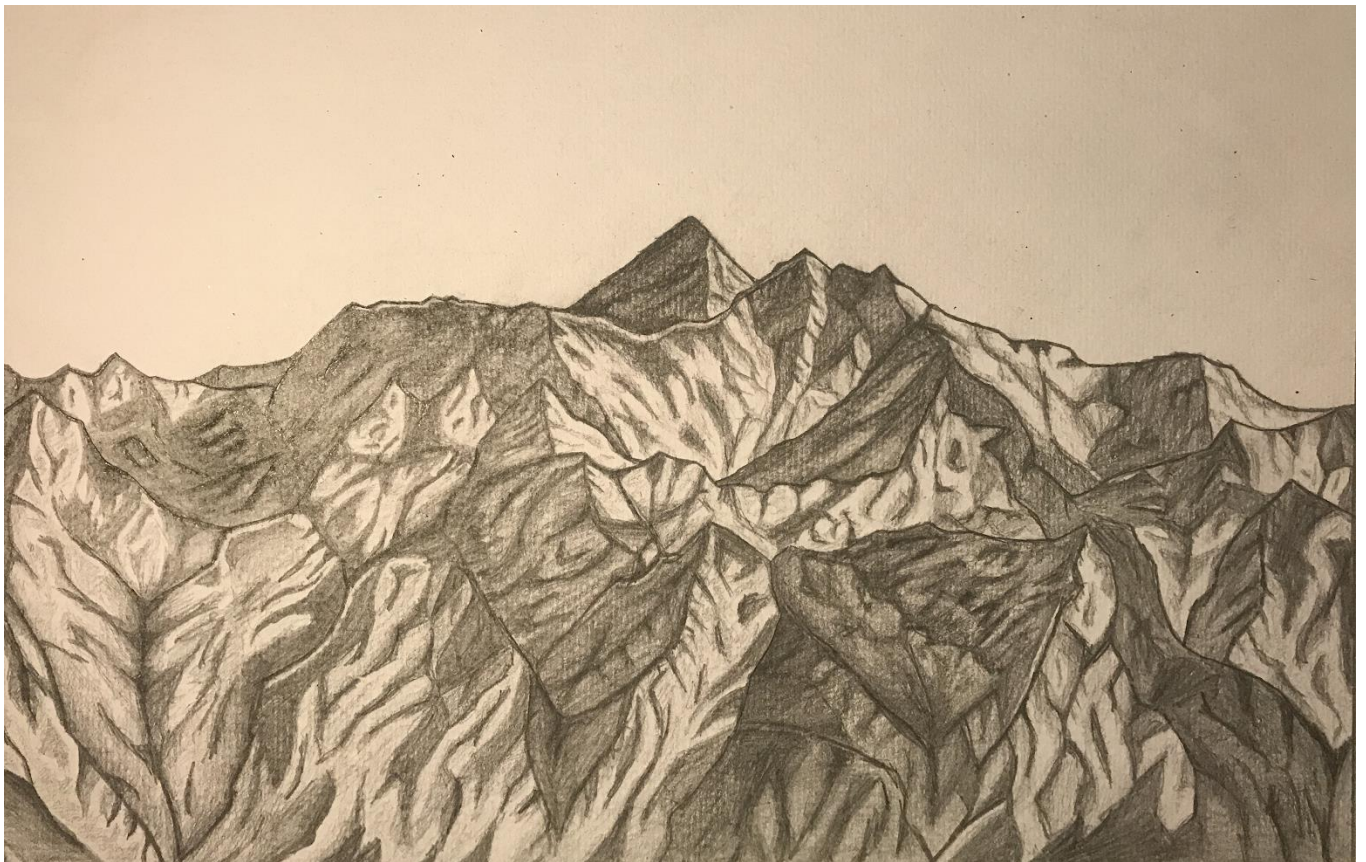
**Head Teacher Creative and Performing Arts**



## **YEAR 11 ARTWORKS DURING COVID 19**

Year 11 Visual Arts students were to create a series of works that related to the world around them. They were to research other artists, artworks and method of practice to create a work that describes and explains their experiences within this world, its politics, its societal trends, its

environmental issues its cultural impacts etc. These are just a few of the works. The material ranged from ink, digital, pencil and oil painting.







**Ms Budanovic**  
**Rel. Head Teacher History**

**Congratulations History Students!**

**Remote – Learning success stories!**



***Advertisement for a cure for the 14<sup>th</sup> century Bubonic Plague, by Ethan Celestino, Year 8***

The History Faculty congratulates all those students who embraced the challenges of remote learning and engaged in a proactive and positive way in the tasks that were set for them to complete.

Students from Years 7 – 10 continued to learn about the narrative of the histories they were learning about in the classroom. Year 7 explored the societies of Greece and Rome, while Year 8 delved deeper into Medieval Society. Year 9 engaged in source-work and reading about the Trans-Atlantic Slave Trade and Year 10 concluded their study of World Two with an examination of the Holocaust. Year 11 Ancient and Modern History Students completed their case studies on Meiji Japan, The Roman Games and Tutankhamun, and a special commendation goes to the Year 12 students who kept up with their workload.

Students engaged in online reading, source-work and comprehension questions. They researched and viewed documentaries and other clips posted for their learning and enjoyment. Students even completed online group work in Military History and while, we won't deny, they challenged our patience many times with posts such as: "Miss I can't find the work"... five minutes later..."Oh sorry miss, I found it." "Sir what do we do?" "Miss you said to read Source A but it's not there" "When is it due?" "Miss we did this in class" "I can't submit the essay" (when the teacher did not set an essay to complete) and with telling us that they cannot upload the work due to internet issues, not realising that they are using the internet to communicate with us on Google Classroom or Moodle, that they are having internet issues, we are, overall proud of their efforts!

We have seen a number of students embrace the remote learning situation and have adapted well to the different environment, new flexibility and thrive.

Tired of your friends calling you a “lowlife?”  
Want to be on top of the world?

**BECOME A BRIDGE BUILDER TODAY!**



With a handsome pay of  
**FIFTEEN SHILLINGS**  
and the social standing of working under Sir Brunel  
you’ll almost forget that you’re working on a thin line  
of metal that can snap any moment, plunging you  
into the sea!

***An Advertisement for a class task titled “Worst jobs during the Industrial Revolution”  
By Aman Jifry, Year 9***

**A reflection from Ms Symonds:**

One of the many success stories is that of Mohamed Chaker in my Year 9 History and Military History classes. Poor Mohamed! He has me for two different History courses and on those days when he is really lucky he gets to have me twice in the day. That’s almost half the day! Perhaps this is why he is enjoying remote learning from home so much! On a serious note, Mohamed is a student who has really stood out in his level of engagement and has been very organised during this period of remote learning. Most impressive is that he was switched on and ready to learn and complete his work right from the outset. In the first week as I struggled to juggle everything for so many students and classes electronically at the one time, trying to read and answer the hyper inflated flow of emails, at times mixed up which week we were in, and had so many screens open at once that frequently not only did my computer say “not responding” but so too did my brain. Amidst all this sudden chaos there were a few occasions when I failed to unlock my lessons for my classes to access. Mohamed always came to the rescue, probably to the great disappointment of the class who would undoubtedly have loved an excuse not to be able to complete or submit the work. Without fail, within minutes of the lesson starting, and sometimes even beforehand, up would pop a message; “Hi Miss. The lesson isn’t opened.” or “Hi Miss. You say to do a worksheet. There is no worksheet.” Thanks to Mohamed those errors of



mine were quickly rectified, no lessons were missed and I soon established a routine for myself that ensured I avoided these problems.

I asked Mohamed if he would share his thoughts about the remote learning experience. Mohamed said he has really enjoyed remote learning and found it a positive experience in History classes, giving the experience a 10/10 rating. He explained the reason the experience has been positive is because it wasn't really a big change for him as he had always been using his computer in class beforehand. Mohamed said the remote learning experience has also been positive because it has given him the chance to reflect on how he can do things better and improve his learning and that it has given him the opportunity to improve his computer skills and get better at managing work electronically. Mohamed also said that he has enjoyed this new type of "coming to school" and "sitting in class" because it is easier to communicate with the teacher and you get a deeper understanding of the work."

In addition to the successfully completing his work and maintaining his learning, Mohamed identified a few extra benefits of remote learning. He has enjoyed being able to sleep longer without being late for school. He has appreciated being able to get up and get a snack and eat while working. Mohamed said "I am having fun and still getting my work done." Mohamed acknowledges that his home and family have been a big help in making this a successful and positive learning experience, stating "I am in the safety of my home with my family. It is a good environment for me to get my education in."

The boys are mastering a wonderful array of new skills, even if through necessity. It may seem challenging at first, but often we learn best when thrown in the deep end and are forced to be responsible and act with initiative. The remote learning environment is forcing the boys to read and follow instructions, manage their time, improve their computer skills and become more independent. These are all valuable skills, mastery of which will prove highly beneficial in higher education, the workplace and adult life generally.

I appreciate that trying to work at home ourselves and monitor our children can be a challenge and increase our workload, not to mention our stress levels as I too have been working at home with my children continuing their education remotely. But as we meet for lunch, cross paths in the kitchen, sort out quarrels and force them to join me for an afternoon walk I am grateful for the increased family time this crisis has forced upon us...It will be a long time, if ever, we get this opportunity again.

While these strange times and the "new normal" might be challenging and worrying, we should have confidence that at least some things are continuing successfully in the face of the challenge even if some changes have had to be made. Courses are continuing, the same syllabuses are being followed, Assessment Tasks are proceeding, Year 12 students will sit and receive their HSC, university and other tertiary places will be offered for 2021. The journey might be slightly different, but the destination is still the same: quality teaching and learning. There are even some additional benefits thrown in along the way.

Mohamed is one of the many success stories of our sudden switch to remote learning. There are many students whose efforts and engagement tell the same story. Well done, and while we look forward to having students all back in the classroom, we encourage them to continue to embrace technology as an important part of their learning experience.

Included are examples of some of the work our Year 8, 9 and 10 students have completed while working from home.

Enjoy!

# **Besieging Dunstanburgh Castle**

**Class: 10 MHIS2**

**Subject: Military History**

**Anargyros Kallos, Jordan Nguyen & Sanket Kumar**



## **Besieging a Castle**

You and your group have been commanded by King Philip IV of France to attack Dunstanburgh Castle in Northumberland, Northern England. You have a force of 500 troops under your command. King Philip IV has given you a budget of \$5000 to buy weapons for your troops in preparation to attack the castle. The King has graciously supplied you with appropriate armour for your force.

Your intelligence has informed you that the castle is being defended by a garrison of 200 troops. Each group needs to write a short report showing their method of laying siege to Dunstanburgh Castle. Your report must include the following points:

## **Command**

### **1. How roles will be divided between the group**

Jordan shall address the variety of weaponry which we will utilise. Sanket shall be the chief financier and economic planner. Anargyros shall work primarily in the area of strategy as well as the area of analysis. However, all members of the command will collaborate in all spheres to produce the greatest siege plan.

## **2. How troops in your force will be organised – all 500 troops must have a role**

The garrison will be organised into three categories: the bowmen, artillery workers and footmen. The archers will consist of at least 100 soldiers within the garrison, whereas the artillery will hold 150 people, and the foot soldiers having almost 250 people. The other hundred will be equally divided amongst the three sectors. All of them will play a significant role in the siege, as the attack will entirely focus on swift actions and decisions.

## **3. Your garrison's overall strategy for attacking the castle**

Our overall strategy on sieging the castle mostly focusing on weakening the defences and then striking with a swift attack of forces. Our artillery and bowmen will use every technique and way to bring the guard down from its full working capacity, where we will focus all of our efforts into lowering morale and numbers before a certain deadline. Once we have done enough to achieve this, we will enforce a large number of siege towers and ladders, taking advantage of their weakened status in the process. Hopefully, our numbers and efforts will be enough to bring down the fort.

## **Analysis of the Castle**

### **4. Identify the type of castle**

Dunstanburgh Castle is a stone keep castle, as it is surrounded by a primary rectangular wall of thick stone.

### **5. Castle strengths and weaknesses**

The castle is made of the durable material of stone, which means that we can rule out the idea of burning the castle. The castle also features a few watch towers, which means that we can possibly be spotted. In addition to this, the castle is huge, meaning that we will need to lay siege to a very large area. Although this can also be an advantage. If there is too much land, the castle's garrison may not be able to defend the entire area, and we can target some of the blind spots. However, the walls are relatively low, meaning we can climb over, or can easily attack it.



**6. Location challenges (look at the location of the castle on a map)**

The fact that the castle is surrounded by three artificial lakes makes it quite difficult to travel to. Not to mention the steep hills surrounding the actual structure, as well as a spread of rocks, which will very possibly make the actual siege much more difficult.

**7. Possible strategies to attack**

By laying siege to every area of the castle, we block escape. While blocked, we set up camp and additionally block supply routes. We will throw two infected cows over the wall. The castle's garrison, delirious of hunger, eats the infected cows and they themselves face infection and possibly die. When the enemy is at its weakest, we will begin by firing a multitude of rocks with the trebuchet at the castle at night. Doing it at night, will catch the knights at their weakest. We will first attempt to attack the towers, in order to block their strategic advantage of perspective and height. After obliterating the front of the castle, we need to diversify. We must surround the entire perimeter of the castle. Before the enemy has time to react to the attack, we climb over the walls using the siege ladders, armed with crossbows. Then rapid fire with the crossbows takes place. Every attack will be quite rapid. From the front of the castle, the main soldiers enter the castle using the siege tower... The castle enters the possession of the French King.

**8. Reasons for choosing your strategy**

The reason why we have conducted our siege in such ways is mostly to bring the enemy down, morally and physically. Weakening them allows many opportunities to arise, as they would not be able to defend the castle to their full capacity, where we can then take advantage of this.

**Weapons**

**9. The types of weapons you chose to purchase and why (look at the pros and cons from earlier in the term)**

We selected traditional siege weapons i.e. trebuchet, siege ladder, siege tower. We chose crossbows as we need fast weapons that are not too difficult to carry.

**11. How these weapons will help with your overall strategy**

The main strategy of our attack will mostly be close-quarters, where our attackers are established mostly within the castle's hallways and rooms. This is the reason why we purchased mostly close-quarter melee weapons, as weapons with a high length will mostly be

useless in close-quarter combat. Crossbows will be able to snipe guards at an overwhelming rate, and would be easy to use, weakening the defence even further.

**12. Include a table showing the type and number of weapons purchased (example below)**

Weapon	Unit Price	Qty	Total
<b><u>Bladed</u></b>			
Axes	\$5	125	\$625
<b><u>Blunt</u></b>			
Maces	\$10	80	\$800
<b><u>Ranged</u></b>			
Trebuchets	\$300	3	\$900
Crossbows	\$10	100	\$1000
<b><u>Ammunition</u></b>			
Large Rocks	\$15	9	\$135
Cows	\$10	4	\$40
Crossbow Bolts	\$10	100	\$1000
<b><u>Siege</u></b>			
Siege Tower	\$100	3	\$300
Siege Ladder	\$10	20	\$200
Overall total			\$5000

## Treasury

### 13. How you decided to divide the money up for the weapons

How we divided the money up for weapons was to decide upon the quality and efficiency of the weapon. This decision was due to an average mace's superiority in comparison to axes. Axes tend to break more than maces, and since the weapons will be used as armour hitting the ground, maces are a must for our plan.

### 14. Reasons why you decided to buy the weapons that you did

We didn't purchase top-notch weapons such as long bows or long swords, since our strategy purely focuses on speed and time-management. Weakening the guard to a certain level is the highest priority of our attack, and we will then be able to strike in time before they can form a resistance against us or gain assistance from neighbouring allies.

The cover page for your report should show your group's coat of arms. Along with your report, your group needs to produce a model of one of the weapons that you are using in your siege.

Trebuchet





# SOLVIN KANG AND NATTHAKORN – YEAR 10

## Besieging a Castle



### Coat of arm meaning

My coat of arms has a lion in the centre of a shield. The lion represents strength courage, justice and military might. Above the lion is SK, which represents my initials and to show that we are Siege Kings. The shield consists of two colours, red and blue. Red represents, love, power and determination while blue represents loyalty, truth and royalty. The two arrows and the sword represent militarism and strength. It is to show that we have power and are able to kill and take over other armies.

### Command

I have split my army into 5 groups. The first group are the Trebuchets. This group consists of 4 Trebuchets controlled by 5 soldiers each. They will be at the back of my attack firing rocks to try and destroy the curtain wall, gate house and archer tower. The next group are my archers which consists of 100 soldiers. They will also be at the back of the army in front of the Trebuchets. They will try sniping enemy soldiers on land or other archers in the archer tower. Another group of my army are the battering rams and a few soldiers. They consist of 2 battle rams and 80 soldiers. Their job is to flank around to the main gate inside the inner ward while the rest of the army are destroying and distracting them. The final two groups include my foot soldiers which consists of 300 soldiers. One group will be in front charging at the castle while the other group pushes the siege tower towards the curtain war.

My overall strategy is attacking from the front to try and break down the curtain walls and archer towers with Trebuchets. My soldiers will try and get into the castle by using the siege tower and later on using the battering ram. I have decided to use a blitz attack as we have more than double the number of soldiers they have.

### Analysis of the castle

The Dunstanburgh castle is a stone keep castle with both strengths and weaknesses. Some of the advantages includes agricultural earthwork which means they can grow their own crops and its location. The Dunstanburgh castle is located on a large cliff which gives it natural barrier and high ground. A disadvantage of the castle is that they only have 200 troops and we have 500 troops which we have more than double the troops. A possible strategy we can use is a blitz, an aggressive style strategy. We can use our trebuchets and archers to fire melee weapons to smash walls and crush people. Therefore, the blitz strategy can be effective for the Dunstanburgh castle as both strengths and weaknesses.

### Weapons

Weapon	Unit Price	Qty	Total
Siege Towers	100	1	100
Trebuchets	300	4	1200
Battering rams	80	2	160
Large rocks	10	10	100
Small rocks	5	5	25
Longbows	5	100	500
Axes	5	350	1750
Longbow arrows	8	145	1160

A **Siege Tower** will be helpful as it can help get soldiers into the castle, but it took 200 soldiers to transport the tower and it could be burnt down. The siege tower would let soldiers get inside the castle and attack within the castle.

**Trebuchets** are the most crucial weapon during my attack as it will break down the curtain walls and archer tower. The positives are that it is very effective and can create a lot of damage. On the other hand, it is really expensive as it costs \$300.

**Battering Ram** will help my overall strategy as it will help break and enter in the castle. The positive about the battering ram is that it is effective breaking walls and doors. But the battering ram had to be brought in front of the castle which leaves the soldiers extremely vulnerable.

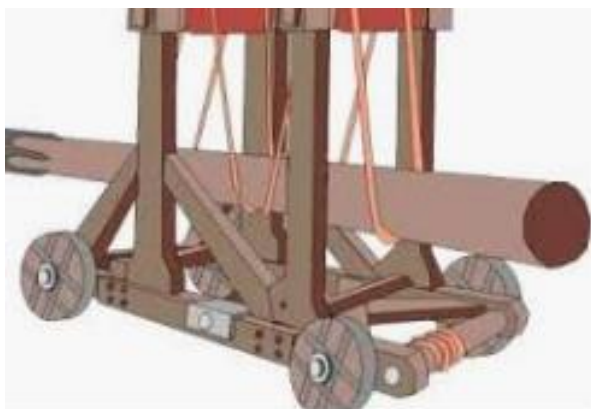
**Longbows** will help with my plan as it can kill enemy soldiers from afar and it can go through chain mail armour. It can also fire around 5-7 arrows a minute which is also very effective. However, the arrows and bows are expensive and only strong and well-trained soldiers can use the bow effectively.

**Axes** are mainly used for close combat and is crucial for my overall strategy as most of the soldiers are going to be using the axe. They are not as effective as long swords but it still can kill other soldiers and it is very cheap which means we can buy large quantities.

### **Treasury**

I have bought these weapons to help defeat and take over Dunstanburgh Castle. I have decided to spend most of my money for long ranged weapons and use most of my soldiers for close combat weapons. Firstly, I have bought the trebuchets to destroy the curtain walls and archer tower. If we destroy the walls first, it will be easier for the soldiers to get over the castle. I also bought long bows to kill soldiers and other archers. The siege tower is to help soldiers get on top of the castle so they can do damage from the inside. The axe is the main weapon for soldiers. The axe is for close combat fights to kill off any foot soldiers. I have also bought the battering ram to flank around to the gate and smash its door down. This will allow some soldiers to attack from the main gate.

I have bought these weapons which will play a different and important role during my attack.



## Model of Trebuchets





# Mentemia – “Everybody Better Everyday”

Pronounced – Men-te-mia  
Italian for “my mind”



Mentemia is an engaging, accessible, and free eHealth app for students, staff, and parents. Co-founded by Sir John Kirwan, All Blacks player and New Zealand Rugby Union Coach, Kiwi tech entrepreneur Adam Clark, and an expert team of medical advisors. The app was launched in NZ over a month ago, to provide practical tips and techniques to help people take control of their mental wellbeing at a time when levels of anxiety and uncertainty were high with the impact of COVID-19.



Quick, easy, fun  
Created by psychologists and behaviour change specialists  
Safe and secure

Sir James Kirwan (JK) approached former three-time world champion surfer Mick Fanning to support the launch of Mentemia in Australia because of the Mick's focus on the importance of supporting mental wellbeing. Mick Fanning was quoted as saying, ***“I got involved with Mentemia and JK for the simple reason to try to help. I've had my own personal struggles and hardships throughout my whole career. At first, I thought I was a failure if I asked for help, but then I realised it's the most courageous thing I could do.”*** Fanning also said Mentemia is ***“a great little handbook for how you can help yourself and reminds you about the importance of spending time looking after you.”***

Mentemia is packed with evidence-based ideas and tools that work to build and nurture greater wellbeing. These include a 'Mood Tracker' to help identify what is affecting a person's mood, and a 'Breathing Tool,' which has advice on breathing techniques and how these can be used to cope in stressful situations. Mentemia provides tips to help you deal with some of the most common stressors we experience in the modern connected world today - poor sleep, anxiety and stress. Research shows that these stressors, if left unattended, can significantly impact one's quality of life at home, school, or work.

The 'Explore' section of the app has short videos on sleep, exercise, nutrition, and mindfulness, and links to the Australian Government Department of Health. The app also provides daily suggestions of simple yet valuable things to try, such as how to relax your mind before going to sleep, and providing 'bite-sized brain science,' which breaks down complex ideas into insights that are useful and easily understandable.

Download Mentemia today through the App Store or Google Play, and check out if it can assist you create any needed change with sleep patterns, exercise regime, nutrition, or mindfulness.

Mental health apps in the school setting are not a replacement for talking with your Year Advisors, School Counsellors, parents, or a trusted adult, for ongoing worries or concerns. They are to be used as an adjunct as further support.

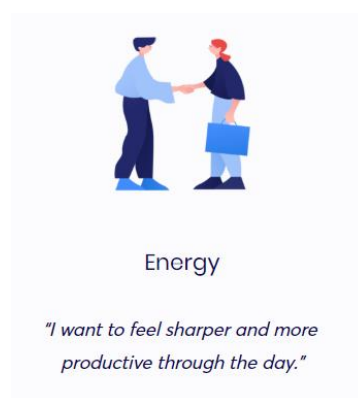
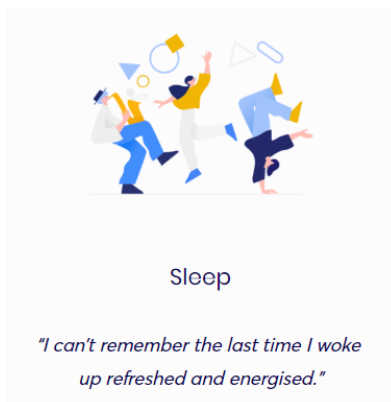
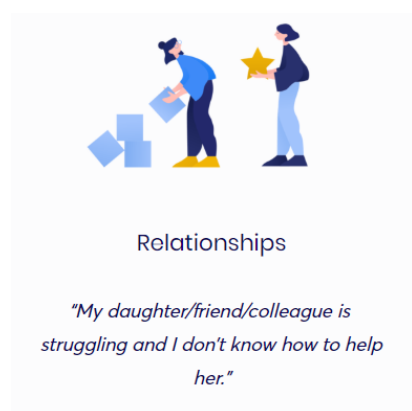
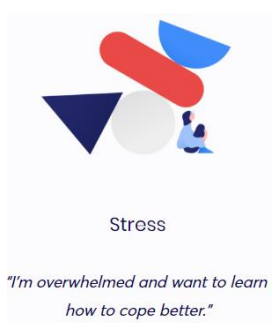
The School counselling service is available to all students ***in school hours during the school terms.*** School counsellors can be contacted to schedule appointments by telephoning the school and asking to

Speak to them, or by students self-referring – by simply knocking on the school counsellor office door Rm 22A.

In an emergency please call **000**. Excellent telephone and online services available for students and parents outside of school hours include:-

- Kids Helpline on 1800 55 1800, or at <https://kidshelpline.com.au/> (24/7)
- Reachout at <https://au.reachout.com/>
- headspace on 1800 650 890 or <https://eheadspace.org.au/>
- Lifeline on 13 11 14 (24/7)
- Mental Health Line on 1800 011 511 or <https://www.health.nsw.gov.au/mentalhealth/Pages/Mental-Health-Line.aspx>
- Beyond Blue on 1300 22 46 36 or <https://www.beyondblue.org.au/> (24/7)

### School Counsellors Ms Gane and Mrs Gudgeon



# Take care of your mental health



It's okay to feel stressed, anxious or worried.



Use credible sources when looking for information about COVID-19 and how to stay safe.



If you're feeling overwhelmed, take a break from watching the news and social media.



Try these healthy coping strategies to find the ones that work best for you:

- Talk to family, friends or teachers about your problems.
- Do something you enjoy.
- Use relaxation techniques like deep breathing or meditation.

If you want to talk it through with someone or find more tips, reach out to one of the following groups:

**Kids Helpline**

1800 55 1800 (24/7)

[kidshelpline.com.au](http://kidshelpline.com.au)

**Reachout**

[au.reachout.com](http://au.reachout.com)

**headspace**

1800 650 890

[eheadspace.org.au](http://eheadspace.org.au)

**Lifeline**

13 11 14 (24/7)



**Please use hand sanitiser**

[education.nsw.gov.au](http://education.nsw.gov.au)







# How to Survive the HSC

Every Monday 4:00 - 5:00pm  
Starting 18 May 2020  
via online video



The School counselling service is available to all students **during school hours in Term 2**. School counsellors can be contacted to schedule appointments during these times by telephoning the school. In an emergency please call **000**.

Excellent telephone and online services available for students and parents outside of school hours include:-

- Kids Helpline on 1800 55 1800, or at <https://kidshelpline.com.au/> (24/7)
- Reachout at <https://au.reachout.com/>
- headspace on 1800 650 890 or <https://eheadspace.org.au/>
- Lifeline on 13 11 14 (24/7)
- Mental Health Line on 1800 011 511 or <https://www.health.nsw.gov.au/mentalhealth/Pages/Mental-Health-Line.aspx>
- Beyond Blue on 1300 22 46 36 or <https://www.beyondblue.org.au/> (24/7)

# SCHOOL ZONES

## Understanding the rules

School zones operate between 8am - 9.30am and 2.30pm - 4pm during school term. A speed limit of 40km/h as well as increased fines and demerit points apply during these hours.

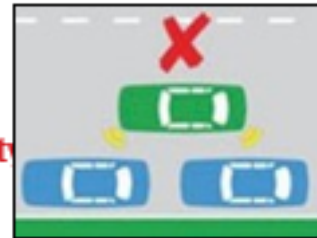
### NO STOPPING

- Stopping is not permitted at any time.
- Dropping off or picking up passengers is not permitted.
- **Minimum penalty \$344 and 2 demerit points.**



### DOUBLE PARKING

- Stopping next to legally parked vehicles is not permitted.
- **Minimum penalty \$344 and 2 demerit points.**



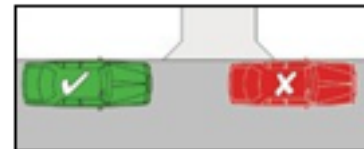
### NO PARKING

- Drivers may stop to drop off or pick up passengers for a maximum of 2 minutes.
- Drivers must remain in or within 3 metres of vehicle.
- **Vehicle must not be left unattended.**
- **Minimum penalty \$191 and 2 demerit points.**



### DRIVEWAYS

- Do not park across, or on a driveway or any other vehicle access.
- **Minimum penalty \$344 and 2 demerit points.**



### BUS ZONE

- Stopping is not permitted in a bus zone during times of operation.
- **Minimum penalty \$344 and 2 demerit points.**



### MOBILE PHONES

- **It is illegal to use mobile phones while driving.**
- **\$457 penalty and 5 demerit points.**



**School zone rules are for your child's safety.**



For more information please visit:  
[www.strathfield.nsw.gov.au](http://www.strathfield.nsw.gov.au) or call 9748 9999



## **ISS FACILITY SERVICES ARE NOW HIRING**

### **SCHOOL CLEANING JOB VACANCIES – APPLY NOW**

#### **Duties**

- Cleaning school facilities including but not limited to; classrooms, toilets, bubblers, kitchens, windows and grounds
- Maintenance of stock supplies and orders
- Full Training and uniforms provided

#### **Minimum Criteria**

- Verbal and written communication skills
- Ability to pass Government criminal background check
- Ability to obtain a Working with Children number prior to commencement \$80
- Have valid driver's Licence and reliable vehicle for Regional Locations

#### **Days of Work & Shifts Available**

- Monday to Friday
- Shift Times Available 5am-9am, 10am-3pm or 2pm-6pm
- Please outline your shift preference in the employment application

**DON'T DELAY** Follow the link below to the ISS Careers page and complete an employment application, which will take approximately 5 minutes. Please have a copy of your ID available e.g., drivers licence and passport to assist with the application process.

<http://careers.au.issworld.com/cw/en/job/517878>

If you need any assistance with your application, or have further questions, please email [sandra.moussa@au.issworld.com](mailto:sandra.moussa@au.issworld.com)