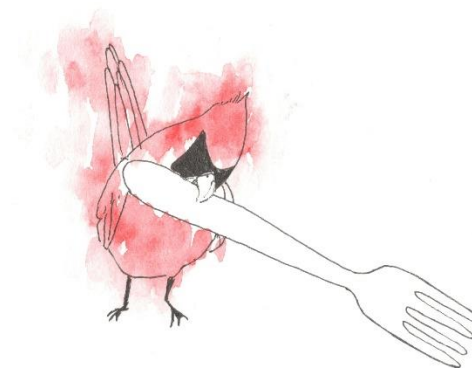
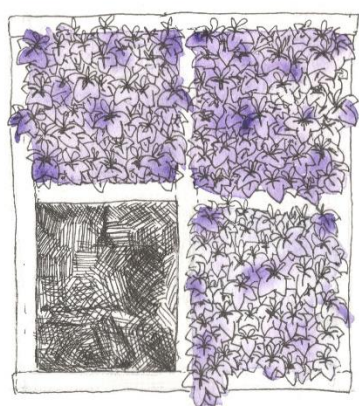


HBHS BUSH BULLETIN



Email: homebushbo-h.school@det.nsw.edu.au Ph.: 9764 3611



Artwork by *Stephen Hua* Year 11 Visual Arts

Principal

Mr Kevin Elgood



Term 2 2020 has proved a very challenging time for everyone in our community. Moving to online learning, partial return to school and then back into full return has presented enormous challenges to students, teachers, support staff and parents. I have been amazed at how well our community has taken on and met the challenges that have been presented to us. Teachers and support staff quickly adapted to massive changes in the way they work each time they were asked to, to ensure student learning continued. Our students have adapted well and demonstrated great resilience during this very trying time and I thank our parent community for the support throughout this time.

While we have returned to full attendance, restrictions have continued for some activities. There have been no excursions or incursions, no sport or no assemblies. Some of these activities will begin to resume in Term 3, we are planning to start sport again at the beginning of Term 3. It may be some time however before we return to normal with other activities, such as excursions.

I would like to remind parents that all students must be in full school uniform. If there is a legitimate reason as to why they cannot be in full school uniform they need to comply with school procedures, that is, with a note from home explaining why they are out of uniform. Homebush Boys High School prides itself on its reputation for wearing school uniform and the school's reputation in the community is further enhanced when all students are in school uniform.

Now that some cooler weather is here, remember:

- If cold, students must wear either the Homebush Boys High School jumper or jacket. (No hooded jumpers or jackets)
- Shoes are black, fully enclosed, school shoes
- Long grey trousers or grey shorts. Students will begin to resume sport and PE practical lessons next term.

We are holding Year 12 parent/teacher sessions via phone or Zoom on Tuesday afternoon. We will assess the success of this platform to determine how to proceed with parent/teacher sessions for our other Years next Term.

We are now in the last week of Term 2, I would like to take this opportunity to wish you a safe and relaxing break. For Year 12 students, I know this is really a study break, a chance to go over all that you have been learning to date for the Trial Exams in Weeks 4 and 5 of Term 3. You have the potential for great results, a strong effort now will set you up well for your HSC exams in Term 4. Good Luck.

School resumes again for all students on Tuesday 21st July 2020.

Ms Catherine Player

Deputy Principal (Year 7 & 10)

Term 2 has been a unique and busy term at Homebush Boys High School. We started the term with students working remotely, moved into phase one where students came back one day a week and finally back to face-to-face learning. Students have slowly been settling back into the routine of school and I am glad to have the opportunity to get to know the students better. Year 10 have sat their first round of Minimum Standards testing with great results and Year 7 continue to learn and grow in their first year of High School. It has been great, as a new staff member this year, to be part of the opportunities in and beyond the classroom available at HBHS. I had the privilege of watching the John Symonds Public Speaking Competition and present the winners with their awards. Please see the articles later in the Bulletin. The talent on display in this competition just reinforces to me what a wonderful school HBHS is and the world of opportunities available to students.

Tell Them From Me Parent Surveys:

At Homebush Boys High school, we value our school community and encourage feedback and parent voice. The Tell Them From Me surveys help us to capture the voice of our entire school community to guide school planning. Feedback from parents and caregivers, teachers and students provides an accurate and complete picture of our school climate and culture. The Tell Them From Me Parent Survey can aid in strengthening parent, teacher and school collaboration by providing our school with a deeper understanding of our parents' perceptions of their child's experiences at home and at HBHS.



The parent survey provides the Principal, Mr Elgood and our school leaders, with parents' perspectives on our school as well as learning at home. Communication between parents and staff, activities and practices at home, and parent views on the school's support of learning and behaviour help build an accurate and timely picture that our school can use for practical improvements.

The survey data can help our school:


- understand parents' perspectives on their children's experience at school, including teaching, communication and the school's support of learning and behaviour
- understand parents' perspectives on activities and practices at home related to their children's learning
- engage the school community in discussions to identify strategic directions for school improvement
- establish quantitative improvement measures and help schools track achievement against them

The survey is anonymous, voluntary and easy to use, is held once a year in Term 3 and is available in multiple languages. It is conducted entirely online on computers, tablets, iPads or smartphones during the specific survey window.

I encourage you to update your email address with our front office to ensure you receive the information regarding these surveys. Information will be sent out during term three.

Instilling Good Learning Habits:

It is important that as a school, we work to instil good learning habits in our students to ensure their future success in life. Here at HBHS we aim to motivate students to become confident in their ability to achieve success. To this effect, students are supported in acquiring and developing skills necessary for learning and to become lifelong learners. An important employability skill is punctuality. It is important that students arrive at school on time and are on time for every lesson. The "Every Minute Counts" table below gives you an indication of how lateness can impact on student learning. For example, if a student is 10 minutes late to school regularly, by the end of the week he may have missed 50 minutes of valuable learning time per week. When students are late, it disrupts the lesson and impacts on everyone's learning, not just the late student's learning. It is important that we all work together to ensure that students arrive at school and class on time every day to support the wonderful teaching and learning that is going on in our classes.

 EVERY MINUTE COUNTS....			
When your child misses just...	that equals...	which is...	and therefore, from Kindy to Year 12, that is...
10 minutes a day	50 minutes of learning each week	Nearly 1½ weeks per year	Nearly ½ a year of school
20 minutes a day	1 hour and 40 minutes of learning each week	Nearly 2½ weeks per year	Nearly a year of school
½ hour a day	½ a day of learning a week	4 weeks a year	Nearly 1 ½ years of learning
1 hour each day	1 whole day of learning each week	8 weeks per year or nearly a term a year.	Over 2 ½ years of learning
<i>Your child's best learning time is at the beginning of the day...</i>		School starts at 8.50am DON'T BE LATE!	

Enjoy the holidays and looking forward to a wonderful Term 3.

Mr Syarief Achmad

Deputy Principal (Year 8 & 11)



Term 2 this year has been quite unique with the situation the world finds itself in. I am pleased to say that Year 8 and Year 11 students have transitioned back to full time face-to-face teaching and learning since Monday 25th May with aplomb. While we have had to make some changes to the way we operate, it is great to see the students getting back into their normal routines. As I visit students in class, it is fantastic to see them engaged in their learning and with smiles on their faces. Below are some reflections from students about their experiences over the past few months.

Year 8 Anecdote of Learning from Home

At the end of last term Australia was hit with a pandemic known most commonly as COVID-19. This affected all of us and we were all advised to stay at home in order to avoid catching and transmitting the virus. This resulted in online learning or learning from home. Now that most students were learning from home, online homework setting applications became the new norm. Google Classroom among other platforms were utilised as a means for education.

I did prefer learning from home as I was in a more quiet and comfortable environment. I liked how I was able to wake up later than if I was going to school. This allowed me to feel more energetic and be more productive throughout the day. Despite being at home, where I was comfortable, I didn't like not being able to enjoy a day out with my friends, or going to family celebrations where I can thoroughly enjoy myself. Overall I think that the learning from home experience was unfortunate, but relaxing in a unique way.



By Deon Tran





Year 11 Anecdote of Learning from Home

Not a good way to start senior schooling, is it? Probably not, however, it taught us our strengths, weaknesses and yes, school is actually useful. With the start of online learning, the temptation to spend a couple more minutes in front of the heater in the morning or watch one more episode became quite profound. However, the teachers certainly came prepared. A quick guide to keep us on our toes kept us all in line and in class at the right time was definitely noted. Unfortunately, it became a bit difficult to do the usual consultations with teachers and handing in work on time. However, after a few weeks, it became a bit easier to get the hang of things. The work at home became a bit frustrating after a while with less and less class discussions, viewpoints, and other support structures. With all of this said, all of us learnt how much the teachers at this school care about us. Whether it be a query on how we were going or what difficulties we had or if we were lucky, a lessened workload, we have become extremely grateful for them. I can surely say that we won't take them for granted. Or at least try to.

Going back to school was kind of a relief if I'm being completely honest. The transition period was very helpful, with Year 11 coming back one day a week like the rest of the cohorts, our designated day being Wednesday. The timetables were shifted to ensure every subject would be able to have a lesson, changing the usual Wednesday timetable from three periods to six. These periods were also shortened from an hour to 50 minutes, to fit into the regular 8:50 to 3:10 schedule. This went on for three weeks, until we transitioned back into full-time learning. The return to normal classes, albeit with some new distancing/sanitary protocols, made me realise just how much we take teachers for granted. Yes, distance learning was new, and many students took advantage of it to relax, but personally, I realised it really is difficult to be an independent learner, and in some cases you really can't get a proper understanding without the guidance of a teacher. We were lucky enough to be in Year 11 when this occurred, I can't imagine the stress it would have put us under if this occurred during our HSC. All in all, it certainly wasn't the start to our senior years that we expected, but I can say that it definitely was an eye opener to how important school actually is.



By Ashfeen Ferdouse and Matthew Harley

General Reminders

- The wearing of full school uniform is compulsory for all students. The school community has decided on the school uniform and its significance to the school and we expect the support of all parents. Non-school hats and hooded jumpers are not to be worn. Incorrect items of clothing will be confiscated and students may face further consequences for repeated breaches of the Uniform Policy.
- Students are required by law to attend school regularly for public instruction. It is vital that students attend school by 8:50am each morning and remain at school for the duration of the school day. Any absence must be explained within seven (7) days. Students who arrive late to school without a valid reason must report for lunch detention in Room 9 during the first half of lunch.
- Early leave passes can be obtained from the HT Administration Office for legitimate reasons. Students must bring in a note from their parent or guardian to request a pass be issued and this must be submitted before school. Parents are reminded that non urgent medical and leave for family reasons should not be scheduled during normal school hours.
- All contact between parent/guardian and students should be through the front office and mobile phones should not be used during class time for phone calls/messages. All messages can be relayed through the front office staff. The school has banned mobile phones and non-educational devices during school hours. Such items will be confiscated and stored at the front office for the rest of the school day. Repeated use will require parent/guardian collection of the item and may result in further consequences for repeated breaches.

As always we appreciate the support of the school community in maintaining high standards for our students and setting high expectations. If you have any questions or concerns, please do not hesitate to contact me to discuss these.

Have a great break everyone and stay safe!

Mrs Anna Paleothodoros Deputy Principal (Year 9 & 12)



Term 2 Return after COVID-19

Term 2 has been a slow and steady start for Year 12 after returning from COVID-19 restrictions. Some students have found the pressures of the restrictions and the HSC a bit of a challenge whilst others have adapted well. Regardless of the situation, it has been a trying time for the whole school community let alone for Year 12 students and their families. I would like to take this opportunity to thank all the staff at Homebush Boys in supporting all our students and especially Year 12. Even though assemblies, sport, and excursions have not taken place this Term, we believe that the structures have been in place for all students to achieve positive learning outcomes. We will continue to support our Year 12 students and encourage them to use these great initiatives outlined by the Department of Education and NESA below.

Stay Healthy During the HSC (NESA)

This year hasn't exactly been a 'normal' year for Year 12 students, with announcements about changes to the HSC due to COVID-19.

Despite all the goings-on, students across NSW are continuing to study for their HSC, and NESA is partnering with mental health organisation **ReachOut** to deliver news, information, guidance and advice to support all HSC students and are planning to lighten Year 12 students' mental load with practical tips and tricks for staying active, connected and in charge of their wellbeing.



ReachOut's Study Hub has detailed information about taking a proactive approach to their mental health or information if they need more support. Year 12 students are encouraged to use #StayHealthyHSC for regular health and wellbeing updates and information.

HSC Hub (NSW Department of Education)

Murat Dizdar, the Deputy Secretary, School Operations and Performance, NSW Department of Education announced this week the development of new resources that will provide additional support to our 2020 HSC cohort, many of whom have been impacted in some way by bushfires, drought, floods and COVID-19. These resources have been developed in response to the feedback from teachers.

To assist HSC students, the DoE are developing an online platform called the **HSC Hub**. From the beginning of the Term 2 holidays, they will progressively make available, via the HSC Hub, high quality on-demand support modules that teachers can assign to their students to help them prepare for the HSC. The hub will be a carefully curated central repository for third party material as well as new support material created by the department.



As part of the HSC Hub, the department has negotiated short term license agreements, at no cost to schools, for a range of third party curriculum software already in wide use across NSW public schools. This includes Edrolo, a curriculum-focused resource platform, with NESA-aligned video lessons, examination practice and a range of support materials created by leading teachers to help students as they prepare for Year 11 and 12 assessments and exams. This contract will be in place until the end of 2020 at no cost to schools.

It is important that all Year 12 students are digitally enabled so they can access the HSC Hub material, which is being made available at no cost. We are working to ensure that every Year 12 student has access to a laptop and connectivity so they can access the HSC Hub support material during the upcoming holidays. The school has accessed extra support from the Department for laptops and dongles required by some of our students.

Year 9



The majority of Year 9 students have settled back into schooling life well, however, there is a small group of students who are still out of uniform and have not engaged fully with school life. Could parents assist teachers in checking their son's schoolwork, ensure they are completing assessment tasks to the best of their ability and ensuring that their son has good study and daily routines. If parents have any concerns in regards to their schoolwork or school life, please do

not hesitate to ring the school and discuss these issues with either their teachers or their Year Adviser Ms R Singh.

I had a great opportunity this week to visit Mr Stinson's Year 9 Visual Arts class who had a whole day incursion on developing their realistic oil painting portraits. They were asked to paint a portrait of a famous person that they chose and it was remarkable to see how advanced their practical skills were. The students thoroughly enjoyed the day and were very proud to display their wonderful work! I would like to thank Mr Stinson and his Year 9 class who allowed me the opportunity to share in this wonderful experience. I always enjoy visiting classes and will aim to visit many more classrooms this Term.



Ms Georgia Anton Career Adviser



SUBJECT SELECTION CONSIDERATIONS

The selection of subjects to be studied for the Preliminary and HSC courses are very important and will in many cases shape future career pathways, including University, TAFE, Apprenticeships or employment. It is important that students, along with their parents and caregivers, seek advice and support from the school, your son's teachers and the careers advisor. You should think about your career pathway and see if there are any prerequisite courses you need to take in school to help support your goal. It is important for families to acquaint themselves with all the subjects available and ensure that their sons make an informed choice that will enable the pathway to a successful career. You need to choose subjects wisely and you need to reflect deeply on what it takes to commit to the senior years of schooling. Years 11 and 12 are very different from Year 10. Expectations are higher in regards to diligence, sustained effort, attendance and commitment.

Below is some information that you can think about before making these decisions:

The following sources contain valuable information:

- Job guide
- Students guide to the HSC
- UAC University guides and TAFE information forms.

When making your decision there are 4 main things that students need to consider:

- What am I good at?
- What do I enjoy?
- Is this something that will prepare me for what I want to do when I leave school?
- What is my plan B so I have flexibility in case I change my mind?

Different types of subjects:

When considering what to choose, there are many factors to keep in mind including:

- Minimum number of units in Preliminary Year = 12 Units (unless doing a TVET course which means 14 Units for the first 2 terms)
- Minimum number of units for HSC = 10 Units
- Category A Board Developed Courses: external exam and counts towards your ATAR
- Category B Framework Courses -usually have industry placement of 70 hours in 2 years, 240-hour course over 2 years, examination is optional but strongly recommended, as it can count towards the ATAR
- If a student is doing 2 Category B subjects and sits the examination for both subjects, only one will count towards the ATAR

- Board Endorsed Courses: count towards HSC but not the ATAR (e.g. Photography, Sport & Recreation and some VET courses)
- VET Course: you can gain a certificate whilst still at school
- To qualify for an ATAR a student needs 8 units of Category A subjects and have 2 Units of English (excluding English Studies)
- Must do 3 Board Developed Courses of 2 Units or greater to be eligible for HSC
- SBAT 2 Units Year 11 and Year 12 and can increase by doing an IBL and it generally requires 100 days (800 hours) so it could be 3 days of school; 1 day in the workplace and 1 day at TAFE but this will vary from industry to industry and Retail settings e.g. McDonalds or KFC has more flexibility as the company is the RTO and the hours can be done on weekends/weeknight

Examples of Framework Courses at Meadowbank TAFE:

- Allied Health is 6 units for both Year 11 and 12 - 2 in Year 11 and 4 in Year 12 or vice versa; there is flexibility as to how it is done (Podiatry, Physiotherapy, Dietetics)
- Human Services (Nursing) core in Year 11 is the same for Allied Health as is for Human Services but different electives in Year 12. There is some flexibility for movement from one to the other in Year 11
- Financial Services – Accounting, Bookkeeping
- Electrotechnology
- Retail Services

Steps involved in doing a TVET Course:

- See Ms Anton for a TVET Application Form (must be completed and signed by student, parent/carer, Career Adviser or Principal and returned to Ms Anton by the due date)
- Have a back-up plan in case you don't get into your desired course
- Once accepted, the course will commence in the February of the following year and you will be notified when the class will run (usually on a Tuesday afternoon – sign out from 12 noon onwards)
- Your TVET Class only run once a week, in 4-hour blocks, and it is important that you attend every lesson otherwise it will be difficult to catch up. You do not want to risk receiving N Award Notifications. If there are any problems you will need to see Ms Anton



**CURRENT APPRENTICESHIP
VACANCIES AT 22/06/2020**

To apply for these vacancies click on the position title.

Vac #	Position	Location	Requirements
VAC-08014	Business Administration - Certificate III - Traineeship	Chatswood, Lower North Shore area of Sydney	Must have a good attitude, excellent communication skills, be hardworking, well presented, and efficient and enjoy working in the office atmosphere. The employer is looking for a reliable candidate that is keen to learn and has basic computer skills. Juniors are encouraged to apply.
VAC-07986	Carpenter Apprentice - Out of Trade and wanting to Recommence	North Strathfield NSW	Must be reliable, willing to learn, have a White Card and a car and current drivers licence. Juniors and recommencing carpentry apprentices are encouraged to apply.
VAC-08056	Certificate III in Early Childhood Education and Care - Trainee	Prestons South West Sydney	- The successful applicant will be enthusiastic, caring, have a friendly, happy and mature attitude and have a genuine passion for working with children.
VAC-07895	Formworker - 1st, 2nd or 3rd year apprentice	Chatswood	Must have a car and licence, be willing to learn, have a good work ethic, and be reliable and committed. You must also be available to travel for work on occasions (all travel costs will be covered).
VAC-07754	Hairdresser - 1st year Apprentice	Sydney NSW	Must have a genuine interest in the Hairdressing industry, be willing to learn, committed to an apprenticeship and reliable. Junior candidates are encouraged to apply.
VAC-08087	Sawmill Technician - 1st year apprentice	Ingleside	Must have a car and licence, or be close to obtaining a licence and have reliable transport to Ingleside. Be committed, reliable, physically fit (due to some lifting) and have a white card (or a willingness to obtain one).
VAC-08011	Shopfitter or Carpenter - 1st or 2nd year Apprentice	Sydney Metropolitan Area	Must be willing to learn, enthusiastic, committed and reliable. You must have your own basic tools and a White card. Juniors and Recommencing 2nd year Shopfitting or Carpentry Apprentices are encouraged to apply.
VAC-07979	Stonemason - 1st year apprentice	Wollongong, NSW.	Must have an eye for detail, be willing to learn and enjoy working outdoors. A current drivers licence and own transport is preferred. Age is open to the right candidate.
VAC-08077	Toolmaker - 1st Year Apprentice	Wetherill Park	Must have a "Can Do" attitude and you must of have received good marks for Mathematics at school. This would be suitable for recent school leavers with a strong interest in metal work with good mathematics ability. Junior applications encouraged to apply.

Mr Callum Alexander CAPA Teacher



Year 7 Music Composition Competition

Composing has been the focus in Music during our time learning online at Homebush Boys High School. Students in all grades have been working hard to create some excellent works. In particular our Year 12 and Year 7 students have been exceptional.

Year 12 have been busy developing their core works for the HSC. Many of them will continue to refine their talents and elect to submit a composition for one of their elective HSC works. Some students have been so engaged with their compositions and doing their best that they sometimes forget that there's still pieces to practice!

Year 7 may have worked better than any other grade over the past few months. They learnt how to read and write music and also learnt how to use the cloud notation program 'Flat.io', all during remote learning! To celebrate their efforts, we organised a competition for all students who completed their final task to a high standard. This task required students to compose and notate an 8-bar melody over a chord progression provided by their teacher. After preliminary voting took place in their classes, 4 finalists were chosen and they had their works presented to the whole school. These 4 finalists were:

- ♪ Keith Liu
- ♪ Abel Jacob
- ♪ William Luong
- ♪ Ayman Khalid

After two weeks of voting, Ayman emerged as our winner. If you would like to hear the pieces composed by Ayman and our other finalists please enter the following links into your browser.



Scan Here

Or use - shorturl.at/nqCY8



It was wonderful to see such engagement from our staff and students.

Mr Martyn Bawden

Literacy Program



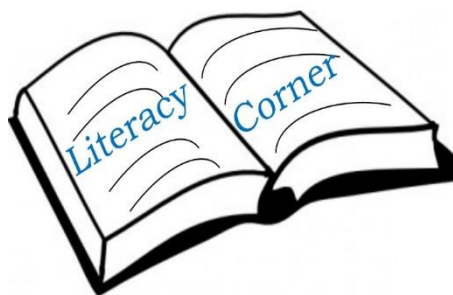
Parents – Here is an update of the current important issues in literacy and numeracy. Some of them impact directly on your son's credentialing, and all will affect his schooling!

Year 7 students:

The first Accelerated Reader progress report has now been sent home to all Year 7 parents, showing the number of books read, and comprehension quizzes taken, by each student to date. Also, a number of phone calls have been made, asking parents to remind their sons about reading at home for at least 20 minutes per evening.

Year 7, 9 and 10 students:

On-line literacy & numeracy exercises have been posted during Term 2, on the Google Classroom platform, for all students in each of these Years. The exercises were to be completed weekly (deadline each Sunday evening), and will finish at 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 to us through NAPLAN tests. Parents, please encourage your son's completion of this program.



Year 10 students:

As already advised, the NSW Educational Standards Authority (NESA) has stated that, from now on, students need to achieve minimum literacy and numeracy standards in order to gain an HSC. In Week 9 this Term, all Year 10 students will have sat for three on-line tests (in reading, writing and numeracy), in order to demonstrate these standards.

Year 11 and 12 students:

If uncertain about the status of your son with respect to Minimum Standards, please do not hesitate to contact Mr Bawden (Tuesdays and Thursdays), at the school. Catch-up test opportunities are scheduled each Term, along with ready support.

All students:

Homework Help will re-commence in Term 3, each week on Mondays and Tuesdays, after school for one hour in the library. Assistance, especially in literacy, is available at these sessions. Make use of this valuable time!

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

From the English Faculty

7A Haiku Writing

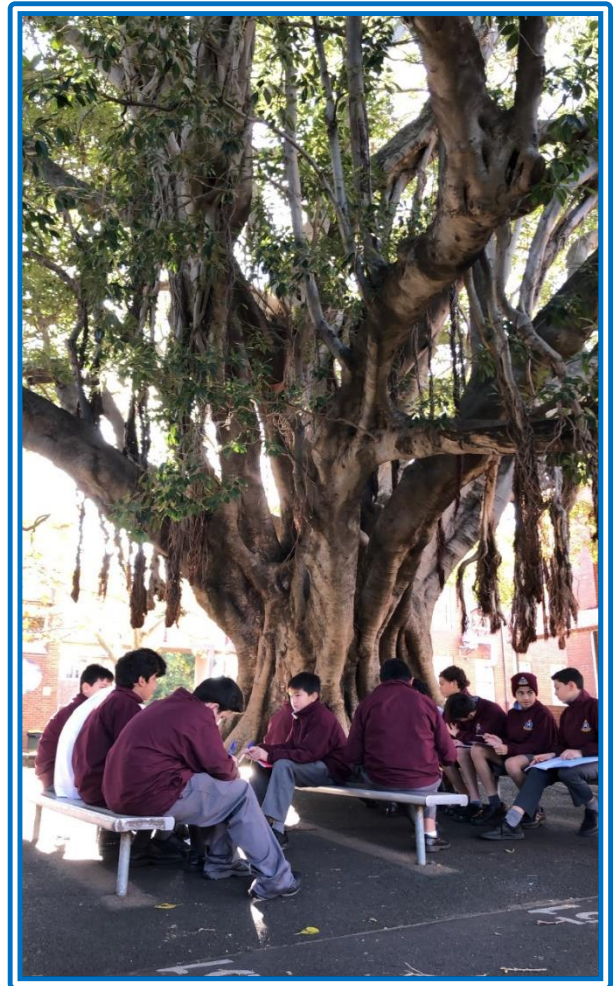
A traditional Japanese haiku is a three-line poem with seventeen syllables, written in a 5/7/5 syllable count. Often focusing on images from nature, haiku emphasises simplicity, intensity, and directness of expression.

Mrs Brien's 7A class took inspiration from the school's famous Fig tree and were encouraged to submit their poems to ABC Education for the national haiku writing competition. The 2020 theme is *Nature*. Below are some haikus written by 7A – great work boys!

*As its time goes on
Its legacy goes on too
For all bushy boys*
Rashed Rana

*It sways with the wind.
Man and tree share memories.
It still stands greatly.*
Sai Boppe

*Too tall to climb this
Too precious to destroy this
Fig tree still living*
Kenzo Cailloce



*Birds dwell on the tree
Roots extend throughout the school
Oh fig tree live on*

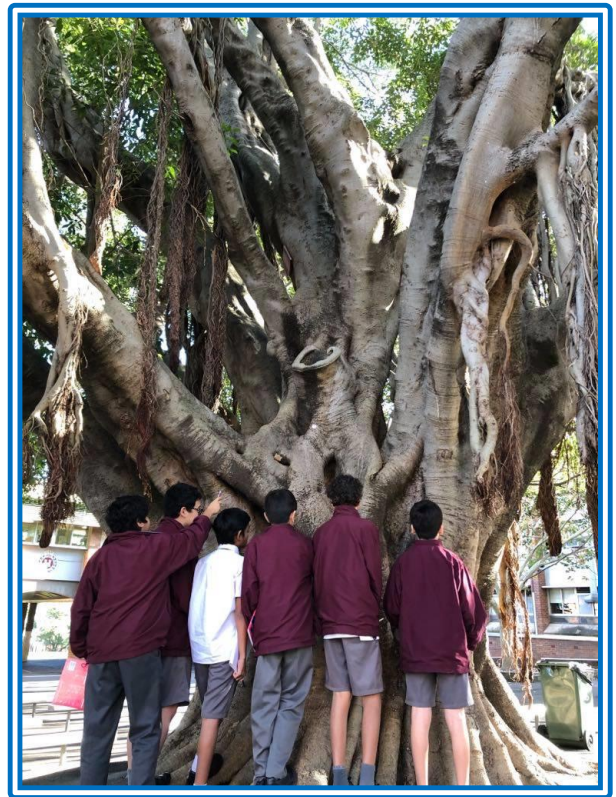
Anonymous

*The fig tree, it grows
old with withered trunks and roots,
And forever still.*

Saurav Mainali

*Fig tree my old love,
The centre of my school and
the centre of me.*

Anonymous



*Low and high branches
Trunks like double buses
Brown bark like wrinkles*

Anonymous



Haiku

- Composed of 3 lines
- Has 17 syllables
- Describes beauty of nature
- Uses the senses

Ms Gyan Sahay English Teacher



John Symonds Public Speaking competition



On Friday the 5th of June, a diverse range of students expressed their academic brilliance in the annual public speaking competition, organised by Miss Sahay. Boys in Years 7 through 9 competed in the Junior Division, voicing their views on the topics “We are not doing enough!” “Gender Equality,” or “Are we Australian enough?” Students from Years 10 to 12 competed in the Senior Division, speaking on the topics “Flights of Fancy,” “Towards 2050,” and the “Artificiality of society.”



The speeches that were delivered were most definitely of a high quality, and each of the competitors should be greatly commended for their efforts. The competition was close, evidently making a tough job for Miss Sahay to adjudicate. The winner of each division received the John Symonds Shield, while the Runners-Up and Highly Commended speakers received a trophy and cash prize.

The public speaking competition is a great chance for all students of any calibre of speaking to gain some valuable public speaking experience, and I urge all students to ‘give it a go.’ On behalf of the competitors, I’d like to thank Miss Sahay for organising the renowned competition, as well as the English staff in its entirety, and Ms Player for her work behind the scenes.

Tom Nieser
Year 12



All Boys John Symond Public Speaking 2020

On Friday, the 5th of June, our School Hall once again resonated with the dulcet voices of 18 students from years 7 to 12 who spoke on contemporary and challenging topics ranging from Artificiality in society to Flights of Fantasy. Although the annual John Symond Public Speaking Competition attracted fewer participants this year, the quality of the speeches was of a very high calibre, making it very difficult for me to choose 4 winners in each category.

All contestants are applauded for their fine speeches and their courage to speak up, especially for those who were taking part for the first time. All contestants received a certificate with their photos, thanks to Mr Stinson.

Our Deputy Principal, Ms Player was very impressed with the quality of the few speeches she could listen to due to her tight schedule. Tom Nieser and Aman Jifry were winners of the Senior and Junior section respectively and were awarded the HBHS Public Speaking Shield, a trophy and a \$50 gift voucher.

Junior Section		
Winner	Aman Jifry	Year 9
Runner Up:	Rashed Rana	7
2 nd Runner Up:	Rishik Vinnakota	8
Highly Commended	Brendan Le	7

Senior Section		
Winner	Tom Nieser	Year 12
Runner Up:	Ahmad Alameddine	12
2 nd Runner Up:	Samuel Livingston	11
Highly Commended	Vasanth Kumaralingam	10

Adjudicator: Ms Sahay

Trophies and a gift card of \$25 were awarded to the first and second runner up recipients as well as the Most Commended Speakers in the Junior and Senior Divisions. All students were treated to some gourmet pizza for their excellent effort.

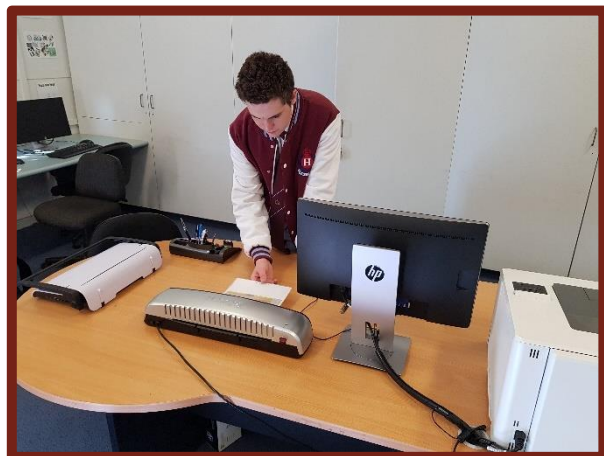
The winners will take part in the prestigious Plain English-Speaking Competition later this month and Junior Legacy next term organised by The Arts Unit. The format for these competitions will be digital. We wish the boys good luck.

I would like to thank the participants, their parents, the Office staff, English teachers for encouraging the students to participate and Mr Elaro for his continued support over the 15 years I have been running this competition.

Special thank you to John Symond for his generous support of this tournament over the years.

G Sahay
Public Speaking Coordinator

Social Science Faculty



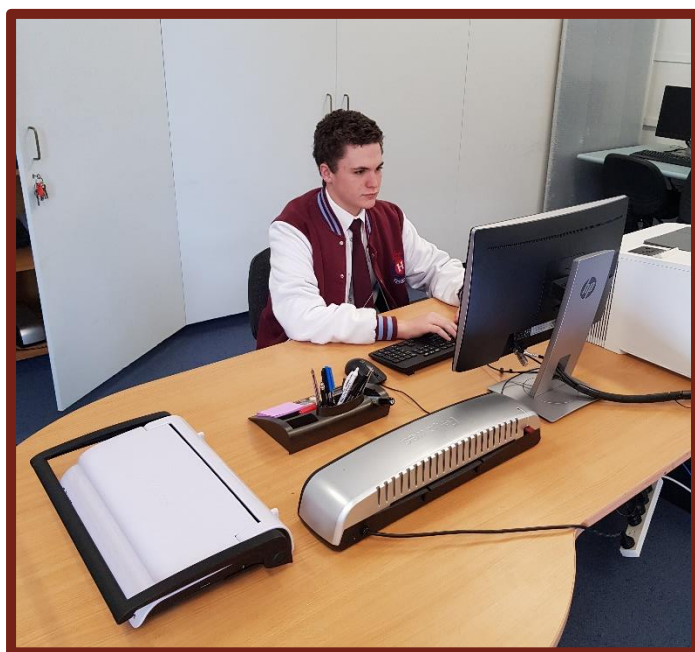
Business Services (VET) Awards Nominee for 2020

This year we are lucky enough to have an extraordinary VET Awards nominee from the Business Services Course. Year 12 student Joshua Mansfield has excelled in the course over 2019 and 2020. In all aspects of the subjects Joshua has placed his best foot forward. His aptitude in the classroom is next to none as he has shown a key interest in the core competencies of working in an

office environment and has completed all his cluster assessment tasks to a high standard.

Joshua is also commended for his excellence in the mandatory seventy hours of work placement that is a mandatory component of all VET courses. He has utilised these seventy hours to improve his experience within the Business Services industry giving himself a greater chance of employment within the field after school. Joshua has represented not only himself with pride but also Homebush Boys High School and has displayed excellent effort and commitment of a young adult. We hope to see more students come through and take these opportunities in our VET subjects in the near future.

Mr Elie Kisso



***Joshua Mansfield
Year 12 Student***

Prefects 2020

“COVID 19 might have changed the world, but teachers changed the way of teaching”.

The start to Term 1 2020 was just like any other however little did we know what lay ahead. News of a virus called COVID-19 reaching Australian shores was to have a profound impact on so many aspects of our lives. While the number of cases of COVID-19 continued to grow around the world, the likelihood of completing the term with face-to-face learning diminished. The Remote Learning Plan was initiated with 95% of the students choosing to self-isolate whilst the school kept its doors open for families providing essential services. Teachers worked tirelessly to upskill on the various platforms such as Zoom, Adobe Connect and Google Classroom in anticipation of delivering online classes.

As the term progressed so too did the growing anticipation of COVID-19 lockdown, severe caution was introduced at Homebush Boys High School and a number of students decided to begin self-isolation. As the term came to an end, teachers began to prepare for online learning for the inevitable move to online schooling. Hence began the posting of numerous worksheets on google classroom, face to face ZOOM lessons, pre-recorded lessons, whilst at the same time trying to maintain the motivation and drive of students, particularly those in the senior years.

Over the course of 4 weeks rather than put on their uniforms and pack their school books students opened their laptops at home and signed into ZOOM or Adobe connect. The first week was problematic, with students and teachers struggling to manoeuvre the uncharted waters of online classes. The overall consensus was that most students found learning from home more difficult than expected, often with complaints of struggling to concentrate and staying motivated. Term 2 week 3, Phase One of return to school began which involved Year 12 students returning to full time face to face learning 5 days a week with an alternate bell schedule, and Years 7-11 continuing with online learning from home. In week 4 the school began Phase Two, with all staff and students returning to school full time.

Throughout these unprecedented times, the staff at Homebush Boys High School have been our ‘unsung heroes,’ and to recognise this, the Prefect Body decided to produce a “Thank you” video. The video pays tribute to all the hard work of teachers and their dedication to ensuring all students continued to receive an education. Without their continued support throughout this pandemic, Year 12 students would have struggled to remain motivated.

In order to overcome the adversity of this semester, the Prefect Body has also aimed to spread positivity through the use of our social media platform. The Prefects have planned to reintroduce a prior initiative named “Thought of the week” which aims at encouraging peer bonding, work ethic and general wellbeing. The Prefect Body will continue to support our current Year 12’s in their endeavours and strive for our goal of creating a positive school culture and student wellbeing for the remainder of 2020.

Finally, a message to the staff and teacher of HBHS for your continuous support during this pandemic, we appreciate all your hard work and thank you.

School Captain

Zain Ousmand

Vice-Captain

Tom Nieser

Senior-Prefect

Loklan Duong

YEAR 7 GEOGRAPHY

"Landscapes & Landforms"



Throughout Term 2, Year 7 Geography students have been working on an exciting and innovative unit of work called "Landscapes and Landforms". Students have been engaged in learning about processes that create landscapes and shape individual landforms and the value of landscapes and landforms to different people. Students have also been examining issues of landscape degradation, focusing on the impacts of mining and strategies used to manage and protect landscapes and landforms.

Last week, Year 7 Geography classes were given the opportunity to engage in a simulation activity where they used a choc chip cookie to simulate coal mining.

The cookie represents the land and the chocolate chips within the cookie represented an ore such as coal. They were also given a mining area grid with images on the grid representing various attributes of the environment where they would be mining. With a toothpick, student attempted to carefully extract the choc chips from the cookie whilst it remained flat on the paper, this proved a difficult task as the choc chips were also found within the cookie. Once they had finished mining all the choc chip from the cookie, they used a pencil to outline the area on the grid paper that was covered in cookie crumbs, which represented the environment that had been affected by the mining activity.

The mining activity allowed students to explore the impact of coal mining on the landscape and introduced concepts of environmental impact and non-renewable resources. Students were then given the opportunity to complete a before and after sketch of the environment.

It has been a great term working with conscientious students who have worked hard throughout the term given the difficult circumstances. I would also like to take this opportunity to thank the brilliant Social Science staff who have work collaboratively in order to create great resources throughout the term for this great unit of work.

Ms Papavramidis
Head Teacher Social Science



Ms Michelle Degney
Librarian



What's Been Happening in the Library?

The library remained open during the lockdown to ensure that all students had laptops and a place to study. We were also busy buying and ordering new books. Many of these books are now available for borrowing. We have also updated our Year 12 resources.

Now we are back to full time learning the library has become a very busy place. Three mornings a week, during roll call, we have a TAFE peer tutor reading program. During study periods Years 11 and 12 have somewhere to study, discuss their learning and share their expert knowledge with each other.

The library has become a computer game free zone and students can now come before school, recess and lunch to study, read books, play chess and ask for help to prepare for tests. We would very much like to thank the older students who have given up their own time to help students better understand their work.

We are constantly updating our books and resources to better meet the needs and interests of our students. Students are now borrowing nonfiction books, rather than just relying on the internet, for their information (on the advice of their parents according to one boy). Laptops remain available for short term borrowing.

Every week we are displaying books that address particular themes. This week the theme is refugees, to acknowledge refugee week.



Mr Abderrahim Abbou

(Rel.) Head Teacher Technological & Applied Studies
VET Coordinator



It was a very busy and exciting term for the students doing Technological Applied Studies. The study of Technology Mandatory in Years 7–8 enables students to become responsible users of technologies and designers of solutions. Through the practical application of knowledge and understanding, students develop skills in the safe use of a range of technologies to design, produce and evaluate solutions to identified needs and opportunities. Our students are having opportunities to develop practical skills with tools, materials and processes while working safely, independently and collaboratively on design projects. The year 7 – 8 classes are rotated three times a year to enable students to explore and develop their skills in the following Technology Mandatory courses: Agriculture Technologies, Digital Technologies, Food Technologies and Material Technologies.

The study of Industrial Technology, Food Technology and Information and Software Technology in year 9 and 10 provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings. The focus areas at Homebush Boys High School are: Electronics, Food Technology, Metal and Timber.

I would like to thank all teachers in the TAS faculty for their hard work with students in guiding them to design projects and evaluate their solutions. Project based learning is happening in Electronics, Metal and Timber classes.

Year 10 Information and Software Technology students have participated in a Web Competition run by *Grok Learning* platform for free, due to Covid19 pandemic. Our students have stretched their web design skills. The Competition was run over five weeks. In this stream, the students have learnt to make interactive web pages using JavaScript, plus covering a bunch of CSS and HTML.



In Food Technology we tried cooking fried rice with chicken, mushrooms, capsicum and corn. We had a preparation day where we diced the mushrooms and the capsicums and marinated the chicken. The chicken was marinated for a day and was made with spices and herbs. The next day we cooked the chicken by ourselves and boiled the rice. Then we stir-fried the vegetables and put them all together. We put them in containers and had them for lunch. It was very fun to make and was just as delicious. 10 out of 10!



By Zayd Abou-Zeid Year 7



Electronics is a subject that can be thoroughly enjoyed as it combines the art of creativity with the hands-on experience when creating projects. In Term 2, we were required to make a Dasher Flasher for cars. A Dasher Flasher is essentially an alarm system that is used to deter thieves, by sounding an alarm when a stealing attempt is being made. Once the ignition in the car is off, the red light flashes to indicate that the alarm has turned on. This complex system was actually simple to make, with a limited number of components needed for it to function. Alongside this, we had to make a wooden car. Our creativity was unleashed as we had the choice of making the car look just like we wanted. The car functioned quite similarly to full-scaled car. It was battery operated-which meant that the ignition was replaced by the battery. Once the battery had been disconnected, the Dasher Flasher instantly activated. On the other hand, when the battery was connected, the Dasher Flasher was turned off and the car roared to life. Overall, this was an extremely interesting and enjoyable project as we could use our creativity to create a miniature car while understanding the uses of different components throughout the circuit.

By Abdullah Syed Year 10



HSC minimum standard tests

To achieve an HSC in 2020 and beyond, students must sit the HSC minimum standards online tests in reading, writing and numeracy. Each of the three tests are of 45 minutes duration. Students must achieve a level 3 in each test in order to meet the HSC minimum standard. For this purpose the year 10 cohort at HBHS had their online reading test on Tuesday and Numeracy, Writing on Thursday (Week 9).

168 students out of 180 have completed their reading test; three students need to re-sit the test. 166 students out of 180 have completed their numeracy test; eleven students need to re-sit the test. The students have also completed their writing test; the results will be released in two weeks' time. I would like to take this opportunity to thank all teachers for their great work in supervising these tests and students for their application and interest in completing the tests and achieving well.

A. Abbou

