



HOME BUSH BOYS HIGH SCHOOL

BUSH BULLETIN



HOME BUSH BOYS HIGH SCHOOL

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Principal Mr Kevin Elgood



After 13 weeks of remote learning, it was great to welcome students and staff back to school for face-to-face learning that recommenced on 25 October. We laid out the red carpet to welcome students and staff back and show how much we missed them, as you can see on the front page. As the community continues to enjoy new freedoms so do we, from today, 8 November we move to a Level 3 setting. This allows fully vaccinated members of the community onto the school site to support curriculum delivery, school operations and student wellbeing activities. Sport, assemblies and presentations can recommence following guidelines as we move back towards normality.

We may be back, but we do have to follow NSW Health and the Department of Education guidelines:

- All students and staff must wear masks inside school buildings
- Students and staff must stay at home if unwell
- Visitors to the school site must be fully vaccinated and check in both at the front office and with the QR code
- Always practice good hygiene – wash hands regularly and use hand sanitiser. We continue enhanced cleaning onsite for high-touch areas and other hard surfaces, door handles, lockers, light switches and handrails in stairways and movement areas. Enhanced cleaning is delivered as part of the daily cleaning of schools.

Thank you for your support in reinforcing these practices with your son.

The Department of Education conducted a ventilation audit of the school before students returned to ensure adequate ventilation in all rooms. Some rooms were supplied with air purifiers to assist with ventilation where required, otherwise all rooms were deemed to have the required level of ventilation with doors and windows open.

The HSC

The HSC begins tomorrow, 9 November. This has been the most disruptive year ever for HSC students and we will work hard to ensure that their exams run smoothly. It has been a long wait this year for Year 12 and we wish them great success in their exams.

In order to comply with the distancing requirements and keep everyone safe we will need to use more rooms than in the past for the days with the highest candidatures – The English and Mathematics exams. The only way we can manage this is by asking one Year group to stay at home on these days. Mr Elaro has sent communication home regarding these arrangements, shown below, please ensure that your son remains home if rostered to be at home so that we can support our Year 12 in the smooth running of the HSC.

- Tuesday 9 November - **Year 9** to stay home for the day
- Wednesday 10 November - **Year 10** to stay home for the day
- Monday 15 November - **Year 8** to stay home for the day

Introducing our new 2021/22 Student Leadership Team

Our new Prefect body participated in a leadership program in week 3. I was fortunate to visit and spend time with them during the program. During this time they completed activities that required teamwork, communication and leadership skills. I was very impressed with their problem-solving skills and ability to work together as a team.

Ms Player introduces the new team in her report, Congratulations to these boys, I look forward to working closely with them in leading the school from the beginning of next term and through 2022.

Thank you to Mrs Papas and Ms Player for all their efforts in ensuring that the camp was a great success.

Ms Catherine Player Deputy Principal (Year 8 & 11)

Welcome Back!

It was lovely to welcome students and staff back to school and back to face-to-face learning. The students were so excited to be back as staff greeted them at the gate. We literally rolled out the red carpet for our students.



Students are really enjoying being back in the familiar classroom environment, catching up with friends and talking with their teachers. They haven't wasted anytime in the kitchens or during sport to engage with each other, create yummy treats and debate topics with their teachers. Walking around the school and hearing the conversations, the laughter and the pure joy of learning going on in the classroom is a wonderful sound. I would like to thank all the parents and care providers for their hard work supporting their sons at home during term 3. You did a great job. I would also like to thank the staff for their hard work and commitment to their classes teaching online, providing engaging lessons, checking on the wellbeing of their classes and ensuring quality learning continued. And last but not least, thank you to all the students who committed to a new way of learning, accessing work on google classroom and turning up to zoom lessons. It was new and different, and you did a great job. Welcome back everyone.



Leadership:

Our newly elected 2021/2022 Prefects attended the Prefect Conference as their first official team building activity. The aim of the Conference is to develop and enhance their leadership, learn about being a leader and the importance of communication skills, and develop a strong team bond. During the conference, the students developed their Vision for their leadership tenure – “Cultivate to Motivate”. The students want to give back to the school and encourage every student to do their best in all areas and grow and develop their true potential. It was a privilege to work with these students, with many commenting on what a great experience the conference was and how much they learnt about the importance of leadership. I would like to thank Ms Papas, the Prefect Coordinator for all her hard work with the Conference. I would also like to thank some of the presenters on the day – Ms Chapman, Ms Couthino and Mr Kisso. It was a great experience for the students.

At the Conference the students elected the new School Captains. Introducing our new School Leaders:

Captains:



Anargyros Kallos



William Knight

Vice Captains:



Sean McGlade



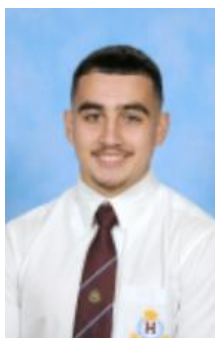
Vasanth Kumaralingam

Senior Prefect:



Diluxan Ramanan

Sports Captain:



Erik Patterson

Introducing our 2021/ 2022 Leadership Team:



It was a pleasure to work with such a fine group of young men who are motivated, committed, and passionate about giving back to the school they so clearly love. I look forward to working with the team and Ms Papas over the coming year. I would like to welcome Ms Budanovic to our team as Assistant Prefect Coordinator. I know this group will do a great job and be wonderful role models.

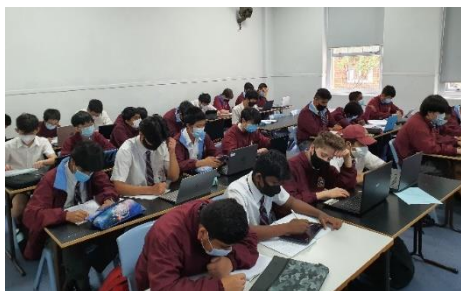
To Ishu, James, David, Leo, Rahim and their team of 2020/2021 Perfects – you did a great job for the school, especially during the difficult times of lockdown. You always represented the school with dignity and honour, were great role models to the students and you have truly left your mark on the school. I wish you every success in your upcoming HSC exams and on your chosen future pathways. Be sure to always do your best and keep striving to achieve your goals. I hope the skills you have learnt during your time as school leaders will help you reach every success in the future.



Mr. Chabes Elaro

Rel. Deputy Principal (Year 9 & 12)

It was very pleasing to see students return to school in the middle of October. For four months, the school was an abandoned enormous vessel that had not ever had its rooms empty for that long before. It was great to see the playground come to life with the sounds of laughter and debates. The classrooms are now abuzz with discussions and keyboards tapping away. This is how schools are meant to sound and look.



Year 12 are now well into their HSC exams. These exams will end on Thursday 2 December at Homebush Boys. We wish them well in their endeavours to achieve the highest marks they can, and in most cases, attain the best ATAR possible. It has been an unusually long process due to the COVID restrictions and the lockdown in Sydney. They will have their Graduation Day at school on Friday 3 December and their formal is scheduled for Monday 6 December at Dolton House in Pyrmont. It starts at 6.30pm and it will be a fitting way to farewell members of the cohort who will be in attendance.



A reminder to parents that we are asking different year groups to stay home on the 3 biggest days of HSC exams. On Tuesday 9 November we are asking Year 9 to stay home for the day as over 150 Year 12 students will be attempting the first English paper. On that day we will need to use the hall and 9 rooms for exam. On Wednesday 10 November we are asking Year 10 to stay home. And on Monday 15



November we are asking Year 8 to stay home. The rest of the term is normal school for the students. We thank you parents, in advance, for your assistance in this matter. Year 12 have experienced a tough year, as have other year groups, and we are trying to make their HSC exams as stress-free as possible. Year 12 will also have a sign-out day when they return all their texts and other resources to school. Upon the completion of their sign-out, they will receive their school reference and a gift from the school. We look forward to seeing Year 12 for their exams. Please note that full school uniform is expected for the exams. There is also a Year 12 yearbook being completed and this will be sent in a PDF file to all the students. It is the first time such a keepsake has been produced in an electronic format. An enormous amount of gratitude is due to Ms Sathya Kumaralingam and Ms Angelene Karas for their tireless work in supporting Year 12 and ensuring every student completed the year. Year 9 are sitting their final assessment tasks for the year before reports are completed. I am pleased to see the boys back at school and doing the best they can in every subject. They have changed in the four months of online learning – they are now young men who are about to enter Year 10 as mature adults. I look forward to seeing them finish the academic year very strongly and achieve good results in all their subjects. Thank you to Ms Michelle Couthino and Ms Jessica Jang for their enormous amount of work in maintaining contact with the cohort during lockdown and keeping them focused during online learning. I hope all students enjoy the last 6 weeks of the year. It will be good to end the year well and lead into a healthy and safe 2022 for everyone.



Ms Emily Yong
Rel. H/T English
Refugee Co-ordinator



My experience with Public Speaking at Homebush Boys High School plays a prominent role in my High School life. During my participation in the in-school competition and the Junior Legacy Competition, I learnt that Public Speaking is not just about words rather a combination of emotions, experiences, heartfelt facts and many more techniques that help express one's perspective and provide them with a stance on an argument.

The amount of effort I put into Public Speaking was worth it, as I was able to meet some excellent individuals; gain new perspectives and mainly bring out the creativity in me and express what something feels like from my point of view. With this mindset and skills I picked from other speakers, I was able to seek success in various subjects as well.

The advantages that I gained didn't end there, as the speeches I heard were like textbooks to me. Their ability to convey facts, to me, was just important as speeches that I listened provided me with fine-tuned information that probably no textbook can put together. This info propelled my studies and helped me with my understanding in the classroom. Each experience in return, positively influenced my performance during tests, resulting in my advancing in grades.

My participation in the recent Junior Legacy during Lockdown was organised by The Arts Unit via Zoom. This competition was organised by our public speaking Coordinator Mrs Sahay. The spirit of the speakers seems to shine at another level. Even though I was not picked as a winner, I benefitted from the detailed feedback which will help me take part in senior competitions.

Overall, public speaking is a great opportunity to make use of and advance in various aspects of life. I urge the school's populace to pick up Public Speaking and explore the unlimited opportunities. This is a career field that must be explored and during the current circumstances, the world, and the school needs someone who can take initiative and speak out to make lives better for many.

Rishik Vinnakota
Year 9

Ms Manjula Lakshmipathy
Head Teacher (Rel.) Maths



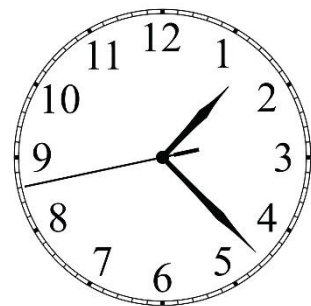
The solution to the problem will appear in the next bush bulletin.

Mathematics is important because it strengthens our ability to think rationally. Numeracy equips us with the senses of quantity, calculation, estimation, space, statistics, and probability. We all use these senses every day to interact with the world around us.

One way to build numeracy is to attempt difficult problems. Allowing time to think deeply about a solution develops our numerical senses. Deep thought creates and strengthens connections within the brain, which improves cognitive function and mental health—so maths is good for you!

Try to strengthen your brain by attempting the following question! (The solution will be in the next edition of the Bush Bulletin.)

A cross-country skier sets out on the same course, at the same time, every afternoon. If she travels at 20km/h, she finishes at 4:30PM. If she travels at 10km/h, she finishes at 5:15PM. At what speed must she travel in order to finish by 5:00PM?



Ms Christina Papavramidis Head Teacher HSIE



After many months of learning from home we are happy to announce that we are back to face to face learning. It is an amazing feeling to be back at school and to see our lovely HBHS community ready to transition back to high school. Over the course of online learning, it was great to see all students involve themselves to the best of their abilities and it is even greater to see that our students have arrived back into the classrooms with the same attitude.

We would like to also wish the best of luck to all out HSC students who are currently preparing for their exams.

VET Business Services

Over the course of this semester students from our Year 11 Business Services course have been engaging in activities to help develop their Keyboard Speed and Accuracy. Students have been thoroughly engaged with activities completed via Typing.com and also the ability to compete against each other via typer.io. It is fantastic to see that our students are engaging in activities that develop their employability skills and further progress themselves in completing their Certificate II in Business Services.

Overall, our students have accomplished at least half of their competencies in the course and are starting to progress with HSC content. I am proud to say that the students have worked exceptionally hard and now, transitioning back to the classroom, will be able to get more practical learning experiences.



Junior Geography

Both our Year 7 and 9 Geographers are in the middle of completing their final core topics of interconnections and environmental change and management respectively.

Year 7 have a core focus on the topic of interconnections and are currently investigating how the world has slowly become more connected over time through concepts such as Globalisation. Students brainstormed different items they own at home and where these items came from, quickly realising that not everything was made in Australia. They also examined the good old Sydney theme park – Wonderland and what the impact of tourism is on a community and particular area.

One word that you think interconnections is about?

Mentimeter



20

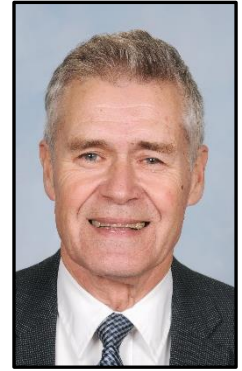


As mentioned, Year 9 are currently studying the Environmental management and change topic and starting to understand how our natural environments protect themselves, how they can change over time and how humans are attempting to manage and sustain them. During the topic students will also watch a film study on the movie, “Before the Flood” which stars Leonardo DiCaprio. The film helps students understand the impact of human induced environmental change and strategies that can help shift the earth from global warming over time.

It is a wonderful opportunity for all students at HBHS to appreciate the environment we live around and hopefully makes all students more aware of ways they can protect the environment. Who knows, students may be coming home and finding ways to reduce water wastage, recycle or even make you stop purchasing products that damage the environment!

Nevertheless, all our students are constantly engaged by relevant topics and issues surrounding our world. We are grateful for the effort and engagement by the students and hope to enjoy the remainder of the term with them.





Literacy & numeracy program



Back to normal schooling! It's good to see all the boys again, and we need to make the most of the remaining weeks this year. There are some on-line assessments to deliver in some Years – and it could be that some students need extra support if they have fallen behind in their literacy and numeracy skills. A big “thank you” should go to all those parents who have coped so well with remote-schooling!

Year 7 & 8 students:

During remote-schooling, all Year 7 & 8 students were asked to do **weekly literacy & numeracy quizzes**, on a Google Classroom platform. This was important, to keep them in touch with their skills.

Parents were given a report, on the parent portals, about their sons' progress in these quizzes after the first 8 weeks of the program. Any parents who would like an *update* on that participation and progress, over the last few weeks of remote-schooling, are asked to contact Mr Bawden at the school.

Year 7, 8 & 9 students:

All Year 7 & 9 parents should now have received their sons' **NAPLAN Online reports** for 2021. Please contact the school if this report has not been received!

Later this Term, all Year 7, 8 & 9 students will also participate in **reading and numeracy Check-in online assessments**, just to get further, up-to-date information about how they are progressing. These assessments do not provide parent reports, but they are a valuable source of information for the school – and results will be available to parents, if they request them.

Year 10 & 11 students:

This is a further reminder that achievement of **Minimum Standards in reading, writing and numeracy** remains a requirement for the award of the Higher School Certificate, in spite of remote-learning. Support materials were sent, by email, to all students still to achieve Minimum Standards in one or more areas, and they were asked to communicate with Mr Bawden if they had any queries or were returning work for marking.

Term 4 Minimum Standards catch-up tests are now being held. Year 11 tests have already been conducted, and Year 10 tests are scheduled for Weeks 6 & 7 of this Term. Parents are invited to contact Mr Bawden, if they have queries about their sons' Minimum Standards status or support needs.

Parents, if you have any queries or concerns, please contact Mr Bawden (Literacy/numeracy Support Person) via the school phone or email address.



Above all, please support any offers made, by the school, to give your son additional support in his literacy or numeracy skills.

Your considerable efforts to encourage your sons have been, and are, enormously valued!

Ms Louise Symonds
History Teacher



History Students Reflect on Online Learning and Their Return to the Classroom

Year 12 Ancient, Modern and Extension History

Written by William Knight

Studying both Ancient and Modern History during lockdown and now back at school has been an incredibly enjoyable and highly informative experience. I have found the History staff to be incredibly efficient in overcoming the obstacles of online learning and giving their all to ensure that our education continued at the same standard as during face-to-face learning. Their effort, dedication and hard work have been invaluable during this challenging time and is something myself and my peers are incredibly grateful for. However, nothing beats face-to-face learning, being with your mates, the connection you develop within the class, and the level of engagement that is simply not possible when learning from entirely behind a computer screen.

Having been stuck at home for hours each day, completing online learning for over a quarter of the year, I believe we have all developed a greater appreciation of each other, our teachers, and the classroom. It has been great being back at school in Ancient and Modern History lessons, and especially with the additional challenge of Extension History. It is so much easier to engage with the topic, understand the content, analyse sources and challenge different interpretations of the past when in the classroom. Time spent at school now seems significantly more valuable after the challenge of fourteen weeks of learning in isolation, granted of course, we have been presented with another grand hurdle from COVID, this one being the issue of upside-down masks!



12 Modern History- welcome being back in the classroom.



Extension History – hard at work

Throughout this experience I have become aware of the great effort and dedication of the History teachers at Homebush Boys High, not just during online learning, but every day, to support, assist and teach us to the highest standard. My experience in all my History classes, Ancient, Modern and Extension, has been overwhelmingly positive and I hold a great deal of respect for all my History teachers and their commitment to education in this school.

I hate lockdown. Oh wait, we have Military History!

Written by Aryan Rodrigues, Year 10 Military History

The sudden lockdown due to the pandemic forced students and teachers to adapt and work in a unique way never before imagined. Transitioning to online schooling, students were challenged to attend Zoom classes on time and complete online lessons and assessments, testing our time management and organisation skills. Luckily, Military History was one of the few subjects where students would be required to complete fascinating assessment tasks and engage in captivating pieces of work, supporting our well-being during lockdown. Military History students were motivated to take part in a range of engaging tasks about WWII, Civilians and War, and Great Battles of the Modern World.

The stressful period of completing numerous tasks from a variety of subjects within restricted time was relieved as Military History students were able to support their learning with historical movies such as *The Darkest Hour* which portrayed Winston Churchill's role as the leader of Britain during WWII, and *Dunkirk* which depicted the struggles of British soldiers trapped by the Germans on the coast of France. Not only were we able to find relief from relentless screen time while analysing the accuracy of historical movies, but we completed engaging assessment tasks such as curating an Exhibition on Civilians at War. Activities and assessments such as these helped us survive the tough lockdown period by allowing us to enjoy the wonderful stories of History while at the same time effectively continue our learning. The History staff and the intriguing stories of the past helped students to feel energetic throughout lockdown, encouraging them to work hard and perform to the best of their abilities.



“Those who don’t know history are destined to repeat it.” Edmund Burke

Written by Kelvin Chen, Year 10 Military History

At last, after staring at our screens for 5 hours a day, 5 days a week, for 3 months, we are finally back at school. The abrupt lockdown has unquestionably turned the second semester of 2021 upside-down. Teachers must be commended for their outstanding patience, creativity and tolerance in their support of students throughout the tedious months of being stuck within the confinements of our homes while being under the pressure of completing classwork and assignments by due dates. Most subjects coped remarkably with the sudden change and ensured student engagement throughout our time in online learning. One of these subjects was Military History.

Military History, with its wonderful stories of noble self-sacrifice as seen in the Battle of the Somme, the inspiring resilience and determination of the human spirit throughout the relentless bombing of London during the Blitz, the horror and suffering endured by civilians during war as a result of horrendous weapons of destruction such as napalm, Agent Orange and atomic bombs, and the fight to the death by the Japanese at Iwa Jima kept us motivated and engaged during the long days of lockdown.

We explored Battles that Shaped the Modern World, including the Somme, Dunkirk, Stalingrad and Long Tan. We analysed iconic photographs from history and determined their use to historians taking into consideration their perspective, reliability and value as evidence of the past. We created reconstructions of the past using photographic collections and curated museum exhibitions of the Impact of War on Civilians.

Overall, Military History has definitely been one of the subjects I looked forward to during my time in lockdown and I highly recommend this elective to any year 8 student with a deep interest in the history of armed conflict.

The UNforgotten People of Vietnam



Museum Exhibition by
Aidan Ellassad



Introduction to Museum Exhibition by Aidan Ellassad

History Lessons During the Pandemic

Written by Brendan Phan Le, 8HISA

The COVID-19 pandemic has led all students to surprising and unexpected experiences, both good and bad. Precautionary and preventive measures were taken to reduce the spread of the virus so Bushy Boys, along with all other students from different schools and regions were participating in online learning (e-learning) in the safety of our homes. We were lucky to have the support of our parents, but more importantly, the support, assistance, dedication and encouragement from our teachers.

History lessons during this pandemic had its challenges for all of us, but also brought benefits. For myself, it helped me develop my research and technology skills. Instead of having 50 minutes of face-to-face discussions in class, we would have these via Zoom from home.

In our online History lessons, we delved extensively into topics such as: **“Japan under the Shoguns”** and **“The Age of Discovery.”** In each of these topics, we learnt a lot about the life of people during these eras and how their respective societies functioned. We learnt how the Aztecs were very religious and were advanced engineers who were able to build complex plumbing systems and reclaim and build on swampland.

I speak for many students when I say that online schooling as a whole was a very difficult experience as we struggled to focus on work with so many distractions at home. Our History teachers, however, helped to make the online schooling experience much easier, enjoyable and successful.



Aztec ritual of human sacrifice – on of the most fascinating stories from Year 8 History

Online learning – The preferred method for some students

Written by Daniel Nobile, 12Modern History

Due to the recent outbreak of COVID-19 schools across NSW have been forced to teach via online learning. While most students prefer to learn face-to-face in a classroom environment there are also many who prefer to learn this way. I personally prefer online learning, as I enjoy being in the comfort of my own home, learning at my own pace.

For me, Modern History was a subject that managed to be just as effective online as face-to-face. I had a very positive experience while learning the subject at home, and I felt that I worked better while learning remotely. There were regular Zoom lessons and the tasks assigned through Google Classroom were clear and effective at improving my knowledge. Although I enjoyed online learning, eventually I had to return to the classroom. I approached this cautiously, as I can now no longer learn in my desired environment or complete work at my own pace. Thankfully at Homebush we have wonderful teachers who have welcomed us back warmly and supported us through yet another change and I now feel it is good to see our school back to normal.

Welcome Back to Our History Classrooms

Ms Symonds History Teacher

Homebush Boys High History students are to be congratulated on their level of engagement and the outstanding quality of work produced during the fourteen weeks of lockdown and online learning. During this difficult time they rose to the challenge, met for meaningful and engaging lessons via Zoom, submitted enormous quantities of a variety of classwork, and successfully completed a wide range of assessment tasks including online examinations. Our boys have made an amazing effort, but despite the positive experiences of online learning, we welcome you back into our History classrooms and look forward to face-to-face lessons for the remainder of 2021 and beyond.

Students in Year 8 History have commenced Term 4 learning about the Age of Discovery. They have engaged in Zoom lessons and completed work on early modern explorers such as the Spanish Conquistadors, the Renaissance and the Scientific Revolution. Students have created an interactive multimodal presentation on

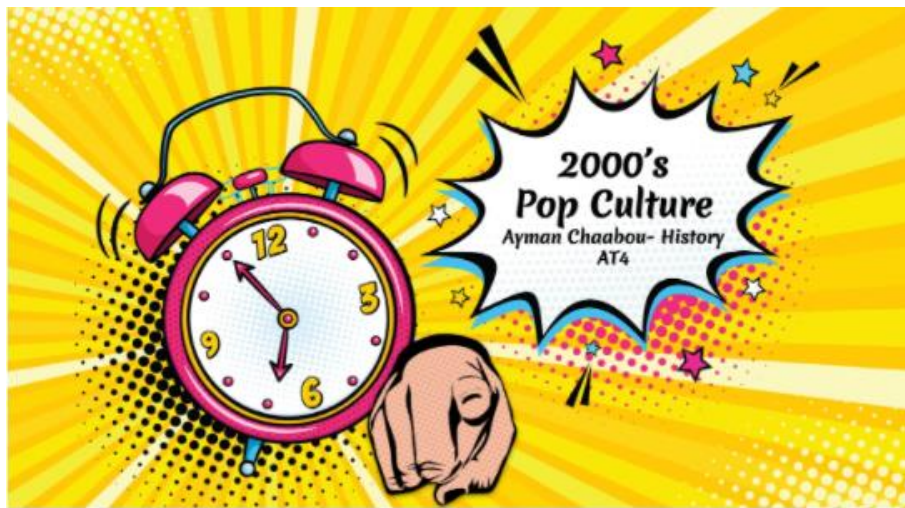
an indigenous society of the Americas. Below is a sample of slides from the interactive multimodal presentation on The Incas by Kenzo Cailloce.



Henry Chen in Year 8 describes his experience in History over the past four months:

“My experience in History during lockdown was exceedingly engaging and educational because of the support and effort of our history teachers. Returning face to face was difficult and stressful at first as it's been months since we were to school.”

Students in Year 10 History have been learning about Popular Culture since the 1950s. They have participated in Zoom lessons and completed a variety of activities on significant events, music, fashion and television from the 1950s to the 2000s. They have listened to the music of The Beatles, Elvis Presley and The Doors and seen clips from iconic TV shows such as *I Love Lucy* and *Leave it to Beaver*. Students have also created an interactive multimodal presentation on Popular Culture during a decade of their choice. Below is a series of slides from the interactive multimodal presentation on Popular Culture by Ayman Chaabou.



- Film was extremely popular in the 2000s
- Specifically Fantasy Films such as the Harry Potter series, the Lord of the Rings sequels, The Chronicles of Narnia, the Pirate of the Caribbean, Avatar, etc.
- There was also an increase in demand for Sci-Fi film such as Star Wars and Star Trek.
- Superhero Movies were also very popular, such as the X-Men movies, Unbreakable and Spiderman.
- Action movies were also in high demand, with blockbuster movies like Fast and the Furious and the Matrix.
- These are also popular in Australia

Film

- Popular Actors at the time include; Leonardo DiCaprio, Scarlett Johansson, Denzel Washington, Brad Pitt, Natalie Portman, Angelina Jolie, Sandra Bullock, Tom Hanks, Robert Downey Jr, Meryl Streep, Nicole Kidman, Tom Cruise, Julia Roberts and many more.
- Upcoming actors/actresses include: Jennifer Lawrence, Zac Efron, Jessica Alba, the Sprouse Twins, Vanessa Hudgens, etc.

Social Media

- The 2000's sparked the creation of many social media platforms
- Facebook (2004), Twitter (2006), Youtube (2005) and Skype (2003).
- These platforms have become increasingly popular
- Used by hundreds of millions of people around the world
- Have created ways for people to market, advertise, model, influence, convey news, etc.

Students in Year 9 Military History completed a study of Warrior Societies, with a focus on The Vikings and curated a museum exhibition on a Warrior Society of their choice. Some of the engaging exhibitions created displayed The Spartans, The Samurai, The Knights Templar, The Ottomans, The Conquistadors and Imperial Japan. Students are now studying The Accuracy of Historical Movies and are analysing the historical accuracy of *Braveheart* by comparing the facts learnt about the Scottish Wars of Independence and the role of William Wallace with the perspective presented in the Hollywood presentation. Below is a series of exhibits in an Exhibition of Samurai Warriors curated by Harrison Day.

SOURCE 1 – SAMURAI ARMOUR

The armour worn by the samurai, known as the *Karuta* was tough, but flexible, allowing for higher ranges of movement on the battlefield. The plates on the armour were mostly made of leather or metal bound together by silk. The arms would be protected by large rectangular plates, and armoured sleeves. The samurai helmet, known as the *kabuto*, was made of metal plates, while the face was protected by a piece of armour that tied around behind the head and under the helmet. The *kabuto* often featured ornaments and attachable pieces, for example demonic masks that protected the face and would be used to intimidate the enemy.



SOURCE 7 – SAMURAI HAND CANNON

The Samurai iron cannon, also known as the *Teppo* was a form of Japanese artillery introduced in the 13th century. These weapons were very basic, as they had no trigger or sights and were outclassed later when more advanced European artillery which came to Japan about 250 years later. Firearms were introduced into Japan in the 13th century but saw little to no use until the conflicts of the late 16th century.



Students in Year 10 Military History have studied the Geneva Convention and recently completed the curation of An Exhibition of Civilians and Warfare, creating outstanding visual presentations on the horrifying impacts of war on civilians in a range of modern world conflicts including German Civilians During Allied Bombings, Japanese Civilians as a result of Hiroshima and Nagasaki, and Vietnamese Civilians in the Vietnam War. They are now studying the Warsaw Ghetto Uprising, gaining an understanding of the impact on civilians through a range of historical sources including survivor interviews and memoirs, photographic evidence and eyewitness statements. Below is a series of exhibits from the exhibition curated by Kelvin Chen.

Museum Exhibition of Japanese Civilians at Hiroshima and Nagasaki During WWI

Curator: Kelvin Chen



Ruins of the Hiroshima Chamber of Industry and Commerce



Placard:

The photograph depicts an Allied correspondent standing on the rubble of decimated infrastructure on September 7, 1945, staring at the ruins of the Hiroshima Chamber of Industry and Commerce following the atomic bomb attack. The building was located within a popular business district next to the Aioi Bridge and was primarily used to display arts and educational exhibitions for the city of Hiroshima. Furthermore, the landscape is barren and eerie, as the destruction of the city and skeletons of trees stretches dominates the landscape overseen by the outcast sky, reminiscent of a dystopian world. This photograph is displayed on the exhibition as it highlights the calamitous nature of warfare and it destroys civilians' memories of a city they grew up in along with its infrastructure and history.

Bedridden Man



Placard:

The photograph displays a victim of the Nagasaki atomic bomb attacks lying bedridden in a makeshift hospital, lacking proper treatment as he lies on a straw sheet on the floor. Subsequent to the bombing, millions of civilians were left to fend for themselves 90 percent of physicians and nurses were killed or injured, and 42 of 45 hospitals were rendered non-functional. Makeshift hospitals were established to tend injured civilians affected by the deadly radiation poisoning, as shown by the man's blistered arm and leg in the photograph. Unfortunately, hundreds succumbed to the radiation due to insufficient treatment. The image symbolises the suffering and deaths of innocent civilians from warfare weapons of mass destruction.

Rusty Bicycle



Placard:

3-year-old Shinichi Tetsutani was riding this tricycle when the bomb fell. He died an excruciating death from burns that night, and he and his tricycle were buried together. Decades later, Shinichi's body was moved to the family grave and his father, Nobuo Tetsutani, donated the treasured toy to Hiroshima's Peace Memorial Museum. This artifact is exhibited to serve as a reminder of the horrors endured by innocent civilians such as Shinichi and how warfare tears families apart.

Students in Year 12 Ancient History have started the HSC course with the core study of Pompeii and Herculaneum. They have learnt about the geographical and historical context of both cities, the eruption of Mount Vesuvius and the changing nature of archaeological excavations in the 19th and 20th centuries. Students have also examined the plans and streetscapes of Pompeii and Herculaneum to identify the key features of both cities. Students are currently analysing various historical sources to provide an assessment of the economy and social structure of both cities. They are completing various questions based on the HSC examination to start preparing them for their final exam next year.

Students in Year 12 Modern History have commenced the HSC course with the core study of Power and Authority which involves the study of dictatorships which emerged after World War I in the USSR, Italy, Japan, and Germany. The topic analyses the conditions that allowed these dictatorships to be established, with a detailed study on the rise of Adolf Hitler, the Nazis and life in Germany under the Third Reich. An

integral part of this topic is the use of historical sources as evidence of History. This involves students developing skills to engage in the complex process of source analysis which is the basis of the HSC questions for this section of the Modern History course.

Extension History is an extremely intellectually demanding HSC course. The class of 2022 consists of eight highly enthusiastic History students who have already demonstrated their passion for controversial topics in History and their love of historical debate. Extension History lessons have so far been forums for heated and thought-provoking discussion and analysis of complex historical ideas.

Students have begun their work on their Major Project, a highly academic, 2500-word essay, with footnotes, annotated sources and bibliography, in which students conduct a study into historiography and the forces that shape the construction of History. The Major Project is a long-term task and is a significant component of this challenging course.

The calibre of the 2022 Extension History class is evident in the proposed topics for their Major Project. Suggestions so far include:

- The dismissal of Gough Whitlam
- Christianity and the Fall of the Roman Empire
- Patriarchy and the depiction of historical women, such as Elizabeth I
- The origins of the Wars of the Roses
- The Knights Templar
- The rise of fascism
- The Dutch East India Company
- Imperialism
- The place of fiction in historical accounts



Extension History students debate differing perspectives of Imperialism.

We are extremely proud of the efforts and achievements of all our History students over the past fourteen weeks of online learning. We welcome them back into our History classrooms and look forward to working with them face-to-face again.



Year 7 PDHPE C

During Term 3, Year 7 completed a practical assessment task which meant they needed to learn a Kata routine and video themselves completing it. They also had to find out the meaning behind Kata, who originally used it and the reasons they used it. Students also described how it made them feel and discuss whether it was easy or difficult to learn. I am proud of 7PEC for trying their best at home. Well done boys.



Mr Abderrahim Abbou
Rel. Head Teacher
Technology and Applied Science



Returning to school after lockdown.

We are extremely proud of how resilient and positive our children have been throughout the unprecedented period of lockdown. It is pleasing to start welcoming students back to school. Everyone is excited to be back, including the teachers. The classrooms are once again alive with students engaged in their learning and practical activities.

The students are engaged and challenged in different learning areas to maximise their individual talents and capabilities for lifelong learning enabling them to develop positive self-concepts and their capacity to establish and maintain safe, healthy and rewarding lives.

All practical lessons have resumed in our faculty, food technology, industrial technology metal, timber and electronics. The classrooms and workshops are vibrant with excited students working on their practical lessons and projects. It is a smooth and successful transition from the online learning environment to face-to-face teaching and learning. Well done all!





Ms Lauren Di Biasi
Student Support Officer



A huge welcome back to in person learning at Homebush Boys High School. It is an absolute delight to see students back on school grounds again. The hallways were far too quiet and empty without you all.



Proudly supporting

**Black Dog
Institute**



\$ 1989.30 RAISED

I wanted to extend a huge congratulations to the Wellbeing Team participants of the Black Dog Institute One Foot Forward Fundraiser. What was originally set as a \$1000 team goal, very quickly grew to a total of **\$1989.30** raised! An incredible effort in support of vital Mental Health Services.

A big thank you to those that donated and to those that cheered on the km's achieved over the month of October.

I also very much look forward to the recommencement of Coffee Club and Breakfast Club this term. These are both initiatives that students continue to commit an incredible amount of dedication, enthusiasm and fun to. The time students give up to be part of Coffee Club and Breakfast Club is something I am truly thankful for.

24/7 Support Lines

If you or someone close to
you is experiencing distress or
is in immediate danger dial **000**

lifeline
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beyondblue
1300 22 4636

mensline
1300 78 99 78

kids helpline
1800 55 1800

**suicide call
back service**
1300 659 467

qlife
3pm-midnight
1800 184 527

Mr Sam Widmer

Head Teacher Support Unit

In the last two weeks there has been a focus on the wellbeing of all students whilst engaging in learning activities. During week 4, both S1 and S3 classes focused on the history and origins of Halloween and incorporated the event into teaching and learning activities for the week. This culminated in a showcase of artwork titled *Spooky Street* and a small celebration as a reward for such a hard-working first week back onsite.

The boys have thoroughly enjoyed being back at school and engaging in all the hands-on subjects that they have missed so much like TAS, Art and Music. Being back in the classroom has also provided for more learning opportunities in Science and Geography. Miss Stojanov runs weekly hands-on activities to demonstrate the main ideas of specific learning outcomes. This week's experiments looked at how water defies gravity and the environmental impact of coal mining (using chocolate chip cookies). One of our School Learning Support Officers (SLSO), Mr Adam, has engaged the boys in a reading program once a week for which there has been a very positive appreciation of by the students.

We are all looking forward to our special interest projects starting next week and to finishing this challenging year off strongly together!





Mr Elie Kisso
Year 7 Year Adviser



A welcome back to our Year 7 cohort, it was fantastic to see the cohort back at school after so many months of learning from home. The return to school was enlightening for staff and students; so many happy faces to see friends really made us cherish how important it is for our wellbeing to be together in person.

From all accounts it seems that Year 7 have transitioned back to face to face learning quite well. Students were offered a variety of support avenues if they felt the transition was a bit difficult to begin with. Our overarching message to our students is to try their best and to focus on themselves for the rest of the term.



Olympics Unleashed – Online Zoom Visit (Nathan Katz)

On Thursday 4th of November – The Year 7 cohort had a live virtual visit from Dual Olympian – Nathan Katz. Nathan participated in both the Rio and Tokyo games in Judo. The theme of the event was to give a background on Nathan's life as an Olympian and also teaching Year 7 how to set achievable goals in life.

All Year 7 classes had the opportunity to participate in the virtual visit and each classroom had the chance to directly ask Nathan a question. Nathan provided a background of his upbringing in the sport of Judo and the fact he came from a family who were heavily invested in the sport. Nathan continued to speak about the ups and downs of being a professional athlete and the challenges he faced on a daily basis to reach his goal of becoming a dual Olympian.

He was a fantastic speaker and related to all the students as he told his story of once being a student who grew up and was on the brink of Olympic selection while being at school. His ups and downs were highlighted and challenges he faced making the Olympic team for a second time; the emphasis placed on goal setting was fantastic allowing each student listening to really understand how to set a goal and really go after it. The message of setting the bar high and not low really connected to students. Each student received a goal setting card to take home and who knows we might have a few future Olympians on the way!



It is not every day you get to speak to an Olympian. Truly an amazing opportunity for our students. I huge thanks to Ms Napoli for providing the networking opportunity for our students.

Mr Emile Norrish

Teacher Creative and Performing Arts



It is with great pleasure that I begin my tenure as the Head Teacher Creative and Performing Arts (CAPA) at Homebush Boys High School Term 4. As we emerge from the extended lockdown period it is clear that the talented and dedicated teachers of the CAPA faculty provided a diverse range of learning experiences centred on keeping students engaged, on task and connected to the school community.

In welcoming back students to face to face learning we saw the fruits of this labour, with students excited to get back into normal school patterns, see their friends and teachers, and to build on and demonstrate the new skills acquired during this period.

Mr Emile Norrish
Head Teacher CAPA

Music

Learning in lockdown has been a challenge for all of us in numerous ways. In Music, the biggest challenge faced was many students not being able to play musical instruments. Composition became the focus for all of our boys in years 7-10, so they could continue making music. I was blown away with the efforts of some of our boys across all year groups. A few of them even wanted to share their work with you!

Mr Callum Alexander
Music Teacher

Zac Southall Year 7

My name is Zac Southall and I am in year seven. This term in Music I have been doing lots of composing and also have been doing lots of theory study and have enjoyed it a lot. In fact, I have enjoyed music in lockdown because it has allowed me more time to focus on it and music is my passion. Recently I composed a piece of Music as part of our final assessment task. Before hearing or seeing my composition, what I would like you to know is that it was an edited version of the original (because it was very long and on different instruments) so it sounds different. I hope you enjoy!

<https://drive.google.com/file/d/1eghbFZpetSnw-0j4VyqbGcJrgVoxTAVI/view?usp=sharing>

Ridhwan Sikder Year 8

My name is Ridhwan Sikder and I am a year 8 student. Although this is not the way I imagined our last semester of compulsory music would have started, we still managed to get tremendous things done. Since week one term three, our year eight cohort has been working towards a music composition across the entire term. I think that this way, students are more productive throughout the weeks and do not have to worry about getting the composition done at the last minute. I find this method very effective because I am able to allocate one time in the week where I can work on this project and there is no worry to get it done in a rush.

Our Soundtrap composition comprises various musical elements such as melodies, chords, basslines, drums and a mixture of our creativity. This assignment allowed our imagination to run wild and free. Mr Alexander has done a fantastic job aiding students across the term with his entertaining videos to his self-made quizzes and although we did not get to feel the sense of being in the classroom, he has surely made us feel like a renowned composer.

Going through this lockdown has been tough for all of us. Frankly, this lockdown has connected me with my family more than ever. It has taught me new skills at home and the agitated ability to be patient. Honestly, I am not a talented musician, but with the help of Mr Alexander and his effective teaching techniques, I was able to compose a piece to the best of my ability. I have put in 100% of my effort and tried my hardest throughout the entire term. I am very happy with the work I have completed and my Soundtrap Composition.

<https://drive.google.com/file/d/1mwRWbA1NOJaFHQil1hxFG5zMxC7r7CE0/view?usp=sharing>

Oson Hui Year 9

My name is Oson hui and I am in year 9. I have tried to make the most of remote learning and time at home by practicing the guitar and the piano. I have also enjoyed being able to listen to music all day long and having time to watch lots of performance and music tutorial videos on Youtube. As fun as all of that is, I have missed the fun of playing music with friends. For our final assessment this term we had to make a piece of music to go with a video clip. I titled it 'Bad Time' but I actually had a great time making it!

https://drive.google.com/file/d/1Ex247lBpOYUWyRmt4LD87LedNFdo1M_k/view?usp=sharing

Visual Arts

Visual Arts continued to offer opportunities for students to build and develop their skills during remote learning.

Year 8 Visual Arts students took part in the HBHS *New Legends* competition, with each student creating a new mythical creature in an environment suited to the legend of their creature. This task required students to consider how their creature would interact with their world and environment, the placement of the creature in their scene, and select which techniques and materials they would utilise for this artwork.

Students voted for their favourite NEW LEGENDS creatures via Facebook and Google Classroom. Alan Wang took out the competition with his skillful and technical use of drawing technique and perspective with Li-ke Shi coming in a close second and Abdulkarim Taha in third. Congratulations go out to all Year 8 students for their contributions to the New Legends competition.

1st Place: Allan Wang



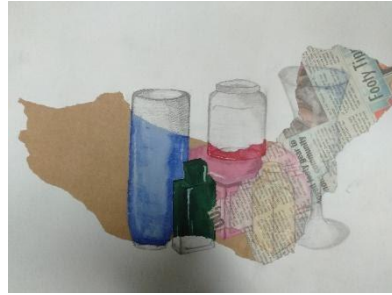
2nd Place - Li-Ke Shi



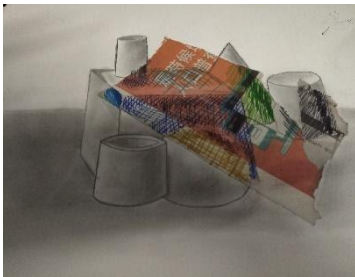
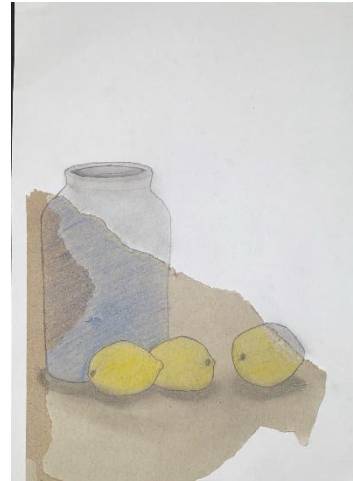
3rd Place: Abdulkarim Taha



Year 10 Visual Arts students continued studying the genre of Still Life, refining and honing their artistic skills and techniques as they prepare to move into the stage 6 Visual Arts course in 2022. Here are some of the amazing mixed media artworks they have created during remote learning.



Year 10 Visual Arts
Mixed Media Still Life



On behalf of Homebush Boys High School the CAPA Faculty would like to congratulate all students, parents and the community for their resilience, support and hard work during remote learning 2021.

Ms Rashmi Singh Year 10 Adviser



Welcome back to term 4, gentlemen! A term of face-to-face learning!

It's a pleasure to see you all attending your lessons, interacting with the school executive team, your teachers, and the staff in person. I'm sure you're all happy to be back at school after a long period of lockdown.

During lockdown, you took online lessons, submitted your work online and have become very familiar with using technology tools such as Google Classroom, Zoom or Microsoft Teams, Kahoot and Online quizzes to accomplish your learning. Great work, gentlemen!

The staff at HBHS has made a great effort in welcoming you. Many thanks to the Wellbeing team who worked hard to roll out a red carpet, a balloon filled arch at the front gate and posted beautiful notes saying- "Welcome back. We missed you." all around the school. The year advisers have kindly made small lolly packets which you may have already seen floating around. I hope you're all settling into your routines and are aiming to achieve your personal best.

Under Mr Elgood and Mrs Dalamagas' great leadership, the year 10s have successfully completed their subject selection process. Covid restrictions and lockdown conditions presented many challenges to organise the process but in line with the Bushy boys' spirit, we plodded on.

Subject selection process also made many students reflect about their senior years in Homebush Boys High seriously, and I am very proud to say that with the help of Mrs Anton, the careers adviser, they chose pathways of either getting an apprenticeship in the industry of their choice or enrolling in relevant TAFE courses.

I wish to convey my very best wishes to Diyar Kordy, Mohammad Ghanem and Ali Hammoud for their future endeavours in the industry where they wish to succeed.

I welcome Sami Hatoum, Tommy Li and Alexander Edmondson who are joining face-to-face learning with our cohort this term.

I also would like to congratulate Aarav Sharma and Aryan Rodrigues for winning a prize of \$250 each and a certificate from the ADF (Australian Defence Forces). Aarav was awarded the Long Tan award in Future Innovations and Aryan was awarded the Long Tan award in Youth leadership and team works. I also want to thank Mrs Anton for her hard work behind the scenes to enlist our students and help them to get due recognition.

Some comments from our students-

"Ms, I am so happy to see my friends even the people who are not my friends! Never thought home can be so boring."

"Ah, I am glad to look at faces rather than the screen. I hated it."

"Thank you, teachers, for teaching us even when you knew we were not there." (I don't know what that means 😊)



Aarav SHARAM (left)

ADF Long Tan award for Future Innovations

Aryan RODRIGUES (Right)

ADF Long Tan award for Youth leadership and Teamwork



Year 10 Assembly

18th October 2021

Ms Dalamagas explaining the Covid restrictions to follow around the school



"Welcome Back. Good to see you." Filipino language



Year 10s being Year 10s during the assembly 😊



"Welcome Back. Good to see you." Hindi language.



"Welcome Back. Good to see you." Arabic language

Ms Georgia Anton Career Adviser



LONG TAN AWARDS



Long Tan Awards are affiliated with the Australian Defence Force Recruiting. Each year they ask us to nominate two students who have excelled in a range of areas such as community engagement and their contributions towards STEM from Year 10 and Year 12. Although we have several students that qualify, there were really two standouts from the given cohorts. Aryan Rodrigues and Aarav Sharma from Year 10, and Edmund Wong and David Kadamani from Year 12 were the successful recipients of this prestigious award. All four students have an extensive array of achievements, not only in the academic arena but their desire to be actively involved in a broad spectrum definitely defines them as being very high achieving students.

Congratulations on this amazing achievement Aryan, Aarav, Edmund and David! I am sure that this award will put them in great stead to continue to shine in the future.

Well done boys!



BARISTA TRAINING AT SCHIBELLOS COFFEE



In Term 2 a group of students accompanied by 4 staff members (Ms Di Biasi, Mrs Stibbard, Mrs Crozier and Mrs Anton) had the pleasure of going to Schibellos at Rhodes to further develop their Barista Skills. The students and staff had a great day of making, tasting and experimenting with coffee. It definitely meant that the skills gained could be put to use within the school's Fig Tree Cafe.

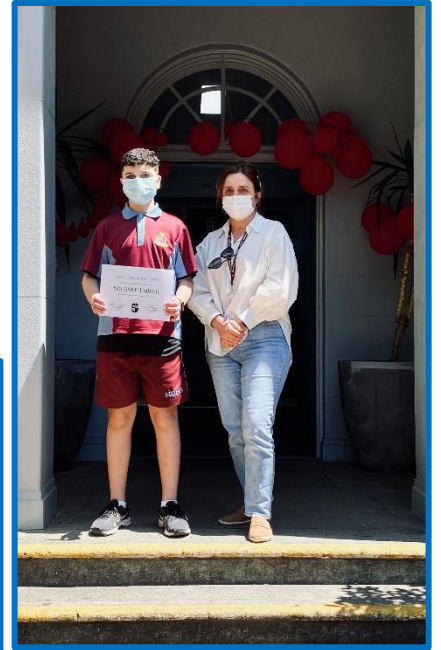
It was great to be able to present the boys with their long-awaited certificates, as a result of the Lockdown and look forward to the recommencement of the Fig Tree Cafe.

I'd like to congratulate the boys on this wonderful achievement and also thank the support of my colleagues who attended on the day, as well as Mr Elaro who was our designated driver on the day!

Well done boys!







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WEDNESDAY 22 DECEMBER, 2021

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INTERMEDIATE - ELITE PLAYERS ONLY

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FT. TOM RAMOS, CAM COLEMAN & VILI FOKETI

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