



HOME BUSH BOYS HIGH SCHOOL

# BUSH BULLETIN



HBHS  
A WORLD  
OF  
OPPORTUNITIES



## HOME BUSH BOYS HIGH SCHOOL

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## Principal Mr Kevin Elgood



Last Thursday the Premier announced that Strathfield and Burwood LGAs have had a high level of community transmission of COVID-19 and greater restrictions were introduced. NSW Health has asked you to please keep your children at home unless you are an essential worker or they cannot be educated at home. As always, our school will be open with minimal supervision. All students and families will be supported with learning from home materials and resources provided by your teacher.

We want to thank all the families who are supporting our community by keeping your children at home, learning from home, to minimise movement in the community. All students including those in Year 12 and those completing their HSC exams in 2021 will need to continue learning from home.

If you are working from home, your child is able to learn from home and should stay at home as directed by the NSW Health Public Health Order.

Find resources to help you and your child learn from home at [education.nsw.gov.au/parents-learning-at-home](https://education.nsw.gov.au/parents-learning-at-home).

### Wellbeing Wednesday

Judging by feedback from students and teachers Wellbeing Wednesday was a great success. After weeks of continuous online classes, we felt it was time for a break from the screens and a time to check in to see how everyone was going. A big thank you to Ms Chapman, our Year Advisers, Assistant Year Advisers and the whole Welfare Team for organising the day and running the assemblies and activities.

### HSC Students

It is a particularly difficult time for our Year 12 students who are restricted to completing their HSC courses and preparing for the HSC examinations online, learning from home. The trial exam period has been cancelled and we will run Trial exam practice in weeks 8 and 9 at home. Final assessments will be calculated using the marks from assessments completed to date.

Year 12 teachers are working extremely hard to ensure that students are best supported in the current situation. We will be working with NESA to ensure that disadvantages caused from working from home will be considered for the HSC. For the present though, it is important that all students continue to work hard to achieve their best.

### Preparation for 2022

We are already well underway with our preparation for our 2022 timetable, almost completing subject selections for Year 9 2022 and Year 11 2022. With COVID restrictions we were unable to interview Year 10 boys and their parents, so the senior executive undertook calling each Year 10 family to discuss subject choices over the phone, a task that we have almost completed. For all the families that I spoken to, it was a great opportunity to talk to you and your sons about their future and what they wanted to do.

We offer a wide variety of courses every year, many more than we can run to cater for the preferences of each cohort. Where it is not feasible to run a course due to lack of numbers, we will call to discuss option. This process should be completed over the next few weeks.

I hope that you and your family stay safe and stay well. I look forward to welcoming all our students back as soon as possible.

## Ms Catherine Player

### Deputy Principal (Year 8 & 11)



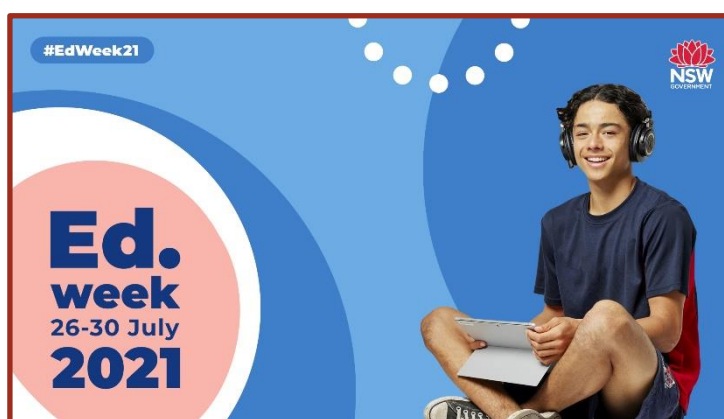
This term has been a term like no other. With the prevailing health conditions and students remaining at home and learning online, it has definitely been challenging for us all. The school is doing as much as possible to support our community through wellbeing initiatives, communication through Facebook, website and emails, parent calls to check wellbeing and much more. We are here to support your family and your son's learning so please do not hesitate to contact the school with any questions or concerns and we will get back to you. Throughout this edition are examples of student work and things that have been happening during On-line learning. Please check them out here and on our social media page.

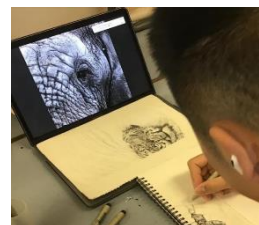
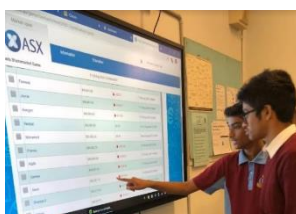
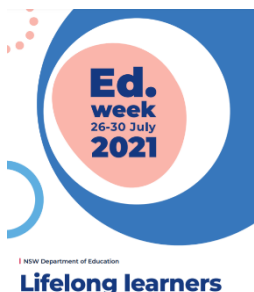
One initiative we introduced this week was Wellbeing Wednesday. We know students are working hard and trying their best to engage with their online lessons and learning experiences. As a result, we looked to create a break and provide some social interaction and so Wednesdays will now be Wellbeing Wednesday where there will be no online lessons. This will occur on Wednesdays for the rest of the time we are in lockdown. We realise that staff and students are working much harder whilst online. And we made this decision with everyone's wellbeing in mind. Instead, there will be Zoom meetings organised by the Year Advisers, which will focus on fun activities, social interactions between the students and wellbeing checks. The first one happened this week and was a great success. Students played Kahoot games with each other and their Year Advisors, chatted with each other, were set challenges of fun activities to do outside and generally took a break from screen time and lessons. We hope that it helped provide the much-needed break from On-line lessons for one day.



#### Education Week:

Education Week is an annual celebration of NSW public education and the achievements of our schools, students and education system. This year Education Week ran from Monday 26 to Friday 30 July 2021. This year's theme was 'Lifelong learners' and celebrates education as a lifelong journey from before a child enters an early childhood setting, progressing to primary and secondary school, and continuing their learning journey into adulthood; learning a trade, entering tertiary education, or the workforce. Continuous learning is critical for success throughout life and everyone can be a lifelong learner. At Homebush Boys High School, we are developing lifelong learners. Learning can look different for individual students and at HBHS we try to provide learning support for all of our students and offer them a world of opportunities. Learning often takes place beyond the classroom and we should celebrate all types of learning that occurs at all levels across our education system.





Remember, the School is here to support you during these difficult times. Please encourage your sons to stay positive, stay connected with their friends and get plenty of physical exercise away from their screens. Help them stay in a routine where they get up and get dressed, follow their usual school timetable and take breaks at recess and lunchtimes and afterwards. Please stay safe and look after yourselves.

### Tell Them from Me Parent Survey



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 provide 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. The survey window for parents runs from Monday 16th August - Friday 15th October and the link will be emailed to families.

## Ms Jennie Dalamagas

### Deputy Principal (Year 7 & 10)

Term 3 has been a very different start for all of us. I was very much looking forward to meeting our Year 10 parents during our Subject Selection interviews, but this did not eventuate. We had to be satisfied with phone interviews. This is how the term has progressed with us heavily relying on technology – Google Classroom, ZOOM meetings, Teams – to complete our ‘learning from Home’ requirements.



I am very impressed with the manner our students have coped with having to learn from home and with the way they have embraced their individual class requirements. It has been a commendable effort.

However, Homebush Boys High School is **definitely not** the same without our students!

### Year 10 Subject Selection

A very successful Parent Information Evening and EXPO at the end of Term 2 highlighted the wonderful choices our students have in their senior years at Homebush Boys High School. Our parents and students were provided with NESA requirements, as well as options of different pathways such as TAFE.

The following are examples of our wonderful displays at our Subject Selection EXPO. Our staff really need to be commended for their enthusiasm and tireless efforts.



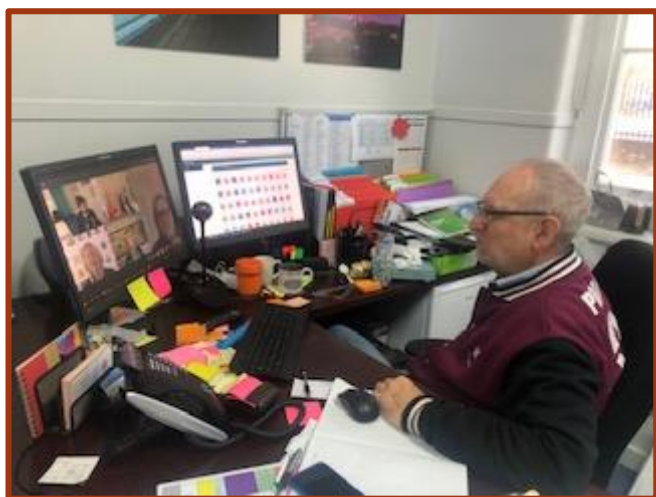


It was disappointing that our scheduled interviews with Parents and Year 10 students did not eventuate for our Year 10 Subject Selection. We did, however, manage to have phone interviews to ensure our students were getting the opportunity to receive the correct advice in choosing their Preliminary courses for 2022.

Year 10 students will be able to review their subject selections in Term 1 2022 after Week 3.

### **It is ZOOM for ALL**

We are now getting very used to communicating with one another via ZOOM. This is not the ideal platform, but it suffices during these difficult times where we are unable to meet face to face. Our Staff Meetings, Executive Meetings and even our Senior Executive Meetings have all been conducted via ZOOM. It is great to be able to see 70 smiling faces on our screens, but nothing can replace our face-to-face connections.



## Mr. Chabes Elaro

### Rel. Deputy Principal (Year 9 & 12)



Term 3 has been a highly unusual term so far.

Last year we said that the COVID lockdown and online learning was a first for everyone.

Version 2 of lockdown and online learning in 2021 is also a first. This time around, the new variant has everyone much more concerned about their own and their loved ones' wellbeing. Whilst the online learning and teaching is smoother and working better, it is still an enormous amount of work for teachers, parents and students. Regular engagement in the lessons is vital for all students.

The Fig-tree area at lunchtime during lockdown

#### Year 12

Now that the Trial HSC exams have been cancelled, students have an excellent opportunity to revise, prepare and practise for the HSC exams. We have some 10 weeks before the scheduled HSC exams and all students need to be engaged in their online lessons. Whilst most of the students are working well with their teachers; completing set work on the relevant platforms and attending Zoom lessons, not all students are doing this. We are currently contacting parents of students who aren't engaging in online learning. At the same time, a huge thanks to Ms Kumaralingam, Year 12 adviser, for monitoring students and supporting their wellbeing needs. She has been supported by Ms Gudgeon, Ms DiBiasi, Ms Chapman and Ms Karas. The team needs to be contacted when students need any support with their studies and wellbeing.

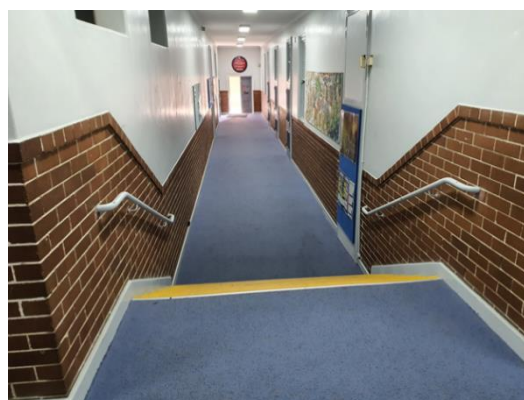


As well, we have been constantly sending out information to students and parents re the latest advice and restrictions this term. We realise that there is a great deal of trepidation amongst Year 12 students, largely caused by the lack of certainty about the next 3 months. I can assure you that all decisions we make at school are made with the wellbeing and safety of Year 12 first and foremost in our mind. We are trying to make the period leading up to the HSC exams as stress-free as possible for all Year 12 students.

The corridor outside rooms 1,2 and 3

#### Year 9

A huge thanks to Ms Coutinho for her constant contact with Year 9 students. She has supported student learning, their wellbeing and engaged them in various activities outside the online classrooms. Year 9 students should be following their regular timetable lessons with work left on Google Classroom and when Zoom lessons are scheduled. And if students or parents have any concerns or need support, please contact the school. Students engaging with their online lessons need to ask questions and seek clarification from their teachers when they need to.



We now have been in some form of lockdown for more than 7 weeks. And, at times, it is hard to imagine when we will come to the end of this tunnel. Stay positive, keep busy and do things that bring joy, and before you know it, that light will reach us. Then life will go back to how we want it in no time. In the meantime, support your family and your friends, stay in contact with your teachers and seek help when you need it.

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

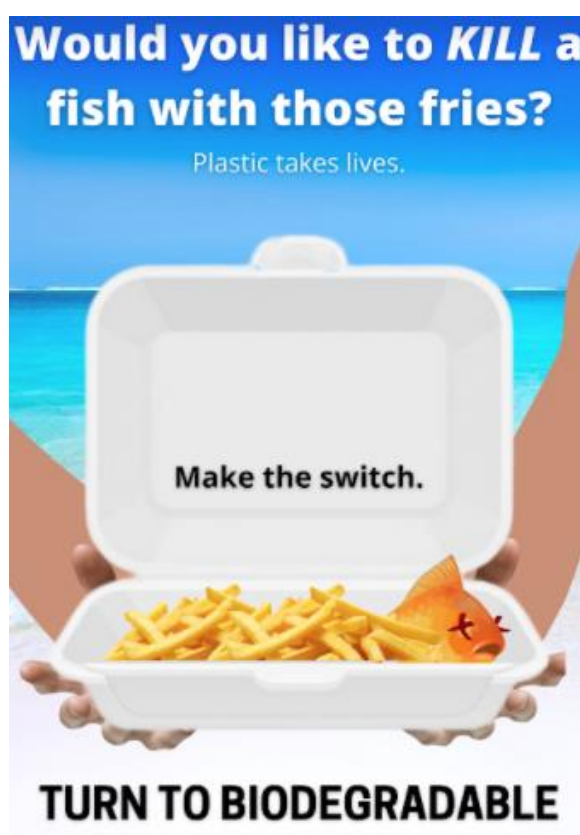


It has been a challenging start to the term with remote learning but the students have been engaged with the range of topics studied in Literacy and English in the junior years, across to the seniors. What has been really positive to see is how adaptable the students have been, developing their skills on how to use ZOOM and Google Classroom. The teachers have also been able to share their digital skills with other staff to support one another and as well as learn from our digitally native students.

### Juniors

Year 7 have been working through a Fantasy unit, focusing on what makes up this genre including the stages of a hero's journey and studying a range of texts as examples. Each class will focus on a main text and work towards creating their own fantasy world.

Our Year 8 students have done a tremendous job in completing their assessments during lockdown, showing their technological skills and perseverance. Their task was to create a persuasive speech on a chosen topic about the environment. They also had to create a poster which supported the ideas in their speech and this was recorded and uploaded on Google Classroom. Below are two examples from 8A by Yaliniyan and Emre.



Year 9 are currently completing a novel study, so they should be very busy at home reading. Through this study they are deepening their understanding of the plot, characters and themes of the text. Their focus is to work towards constructing a sustained argument in relation to their novel.

Unfortunately, Year 10 will not be able to attend the *Macbeth* excursion at the Seymour Centre this term as Ms Karas of 10A had planned. Teachers are being inventive and using a range of modes and forms to share one of

Shakespeare's greatest tragedies and working tirelessly using: videos, comic versions, translations and reading out the play over Zoom to engage our students with the Scottish play.

***When shall we meet again Year 10, in thunder, lightning, or in rain? When the vaccinations are done,  
when Covid's lost and we've won.***

### **Literacy**

Year 7-9 students are working through WordFlyers and if they don't have their passwords they can ask their Literacy teachers for them. They should be steadily working through the activities on this program to help develop their vocabulary, spelling and comprehension. Year 7 students should also be reading books for the Accelerated Reader program and completing their quizzes online for these books.

Year 8 Literacy have been completing activities for their Wide Reading Matrix which is based on the Super Six Reading Strategies. They were able to choose their own novel to complete a variety of tasks. As well, they've been working through the Grammar Revolution course while also completing Creative and Critical Thinking Crunches.

Year 9 have been working through the Grammar Revolution course as well, while also completing a range of writing tasks and CCTCs. The newest introduction to the year 9 classes has been the interactive videos on Clickview where they watch 'Round the Twist' episodes while answering questions.

Also, a reminder that the Premier's Reading Challenge has been extended until 3<sup>rd</sup> of September. For more information: <https://online.det.nsw.edu.au/prc/studentExperience.html#/>

### **Seniors**

Year 11 Standard students have been working through a suite of Wilfred Owen's war poetry in their Close Study of Literature module. The Advanced cohort are focusing on Shakespeare's tragedy *Othello* through a Critical Study of Literature. The focus of each module is to analyse how meaning is created through language, form and structure. Each teacher is working towards developing their analytical and essay writing skills so they are ready for the HSC course starting next term.

It has been extremely stressful for our Year 12 cohort and their families. We wish our year 12 students all the best in their continuing studies for the HSC. Remember to revise your texts through the lens of each of the relevant modules and to look at previous papers for practice: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-exam-papers>

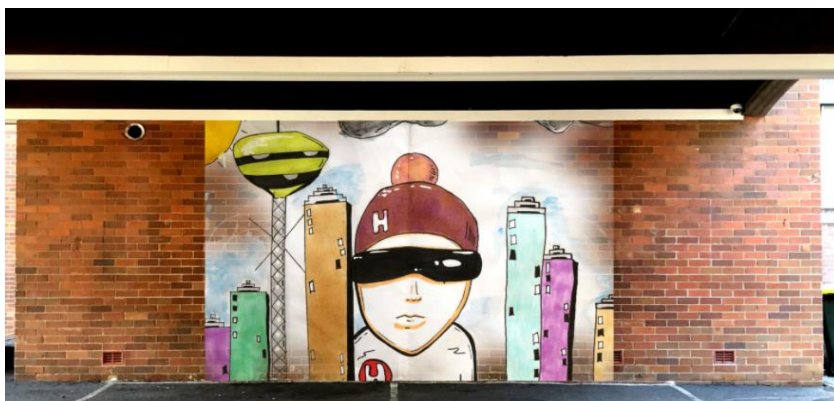
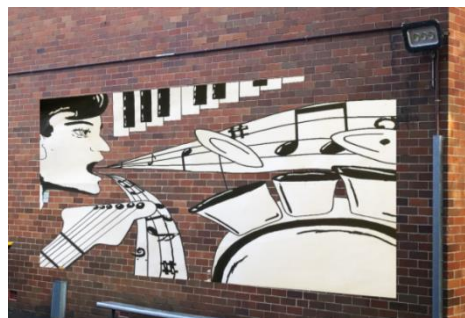
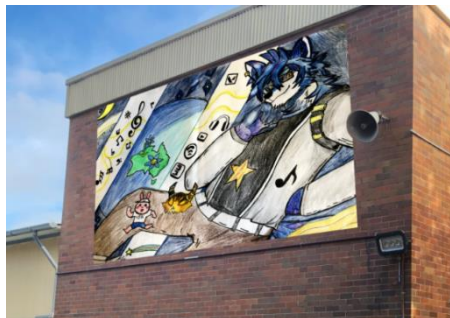
It is also so important for you to take time out for own wellbeing and stay physically healthy.

The English Faculty really appreciate all your support and engagement during these challenging times. We look forward to teaching our classes face to face again when the situation improves and it is safe to do so. Until then, ensure you stay connected with your peers, teachers and reach out if you need something to read during lockdown. We have many suggestions for you 😊

## Leigh Johnson

### Visual Arts

Our Visual Arts students have been hard at work creating some outstanding pieces of work that they should be proud of. Before lock down 11 VA 1 investigated the impact of site-specific art and how concept designs present audiences with visuals to express ideas and intentions. Here the Year 11 have demonstrated their research into the interests of Homebush Boys, resulting in Mural concepts for the quad and canteen area. Great to see these students come up with ideas to beautify the school grounds.

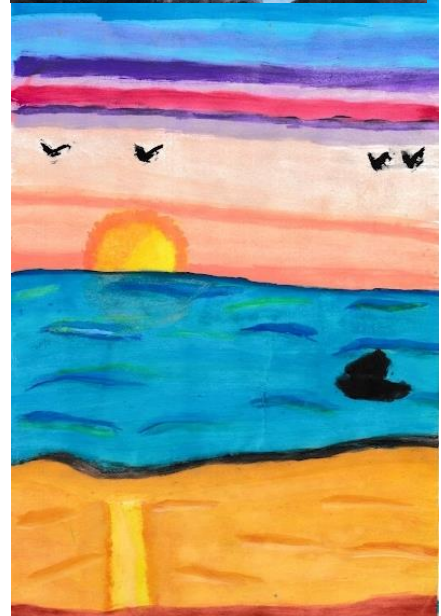


**Year 8 Visual Arts** are looking into Mythological Creatures and how artists have represented myths and legends across various cultures. The year 8 cohort has begun by sketching mythical creatures from history and are working towards designing their own Myths and Legends. Keep an eye out!



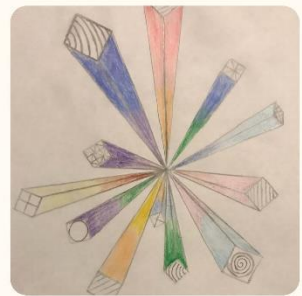
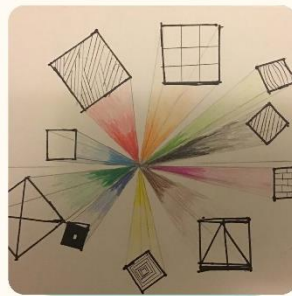
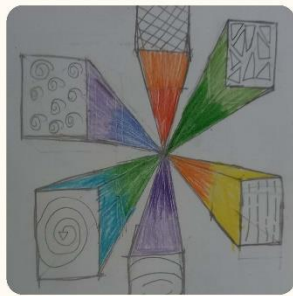
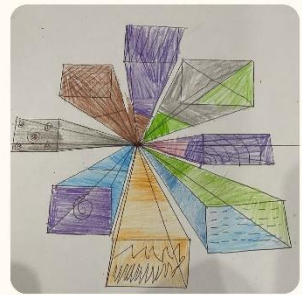
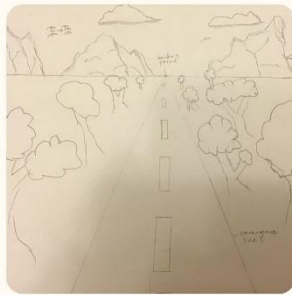
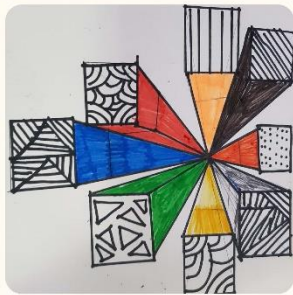


During lockdown the Year 7's have been working on their artmaking skills using watercolours. Many students have been improvising by painting with instant coffee. What a resourceful bunch. Students are building their skills up to create surreal collage landscapes, that will be combined to create a collaboration artwork. Looking forward to the final results.



## Images of some Year 7 works!

Year 7 have been learning perspective drawing from home which is not an easy job but as you can see they are doing some amazing work!



## Ms Michelle Coutinho

### HSIE Teacher



Another fantastic term in the books for the HSIE faculty. It is phenomenal the amount of commitment and dedication the team places to ensure every student has an opportunity to flourish and achieve their potential. Despite having to transition to online learning, the students have shown their resilience and dedication, and are constantly being challenged with amazing lessons and opportunities each day.

Our Year 11 Studies of Religion cohort have learnt about a variety of religions and significant individuals within these religions. More recently, a focus on Buddhism and meditation was undertaken where our students actually practiced some meditation which helped them understand the traditions and rituals of other cultures/religions.

**Daniel Wong of the Year 11 Studies of Religion class** said the experience of meditation created a *“very calming environment, relaxing all the muscles and cleansing the mind”*. Who says there isn't space for cultural understanding in this world?!

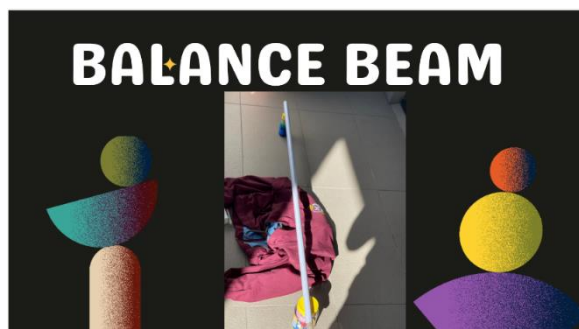
Year 9 Geography students have also started learning about Human Wellbeing and comparing the wellbeing in Australia to that of other countries around the world. Students will continue to look into key wellbeing issues such as human trafficking, differences in life expectancy, health rates, crime rates, and much more during the topic. They will understand the various strategies that individuals, groups and governments who work to improve human wellbeing worldwide. A recurring notion that our students bring forward is, *“Why can't every individual and government in the world just help improve each other's wellbeing?”* - A fantastic inquiry question and one that is answered each and every day. Maybe one day one of our Bushy Boys will be a future leader in wellbeing development around the world. I know there are definitely so many leaders in the making in my classes! Have a read at Rishik Vinnakota and his experience with online learning and Human Wellbeing.



#### Rishik Vinnakota - Year 9 - Geography and Commerce Student

*“The sudden shift to online learning was dramatic and mostly a rollercoaster ride for me and almost certainly for my peers. Whilst my previous experiences with online learning have been pleasant and expected, the actual arrival of this lockdown was unexpected which made it hectic and sudden as before that things felt like they were returning to normal. Whilst the change has been challenging and far from normal in regards to the social side of life and school life, it was definitely made easier by supportive teachers. In particular the Social Science’s, or as they are more recently known as the HSIE department, have always dedicated their time and resources to keep us entertained during these hard times. These creative initiatives ranged from the Year 9*

*Google Classroom Cohort, where Ms Coutinho has fun scavenger hunts that always put us on our legs; art competitions that displayed the hidden talent in the year group and also lunchtime Kahoot sessions that tested our knowledge. There have also been useful links to websites that are published weekly in pdf format by our librarian Ms McQueen. These resources and fun activities have been a huge help and acted as a vital source of fun during the lockdown.*



*While in lockdown in our Geography lessons have been particularly fun. We have often discussed how we feel about various topics and school life in general. The class has been focused on the topic of Human Wellbeing, which has really opened my eyes to the many current world problems the world is facing and how we as a society can help*

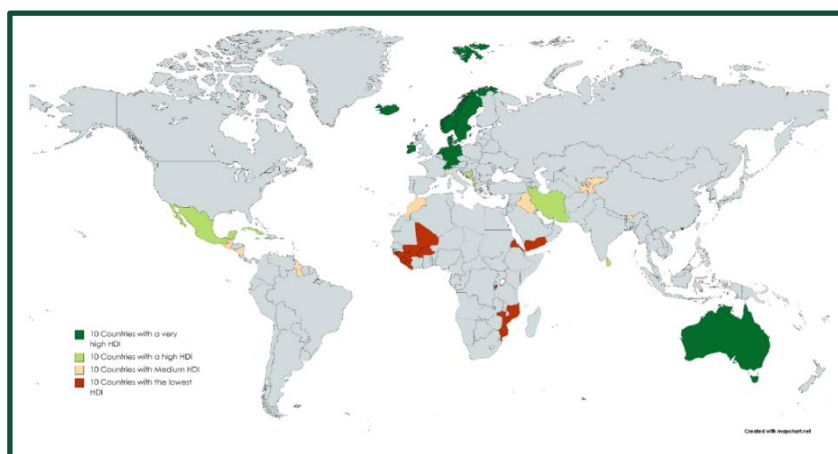
tackle some of these inequalities and differences. Even though the topic has been interesting and eye-opening, the teaching method and activities have been the primary tools that made the topic more engaging. It has allowed our class to understand how wellbeing is always an important aspect of our lives, even during testing times like these.

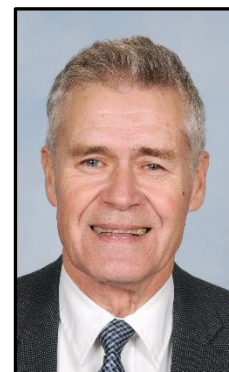
HDI RANK	COUNTRY	HDI	Life expectancy at birth	Expected years of schooling	Mean years of schooling	GNI per capita (per person)
1	Norway	0.957	82.4	18.1	12.9	66494
2	Ireland	0.955	82.2	18.7	12.7	68371
2	Switzerland	0.955	83.8	16.3	13.4	69394
120	Kyrgyzstan	0.697	71.5	13	11.1	4864
121	Morocco	0.686	76.7	13.7	5.6	7368
122	Guyana	0.682	69.9	11.4	8.5	9455
182	Sierra Leone	0.452	54.7	10.2	3.7	1668
184	Mali	0.434	59.3	7.5	2.4	2269
185	Burundi	0.433	61.6	11.1	3.3	754

Also, as part of the HSIE faculty, in Commerce, we procured deeper insights into entrepreneurs' and their steps to success. Along with the discussed topics, our class gained knowledge about the different types of business and the essentials to running businesses. The zoom classes have always been interactive, and our teacher is also keen to hear our understanding of the topic and always taking questions which essentially helped us as a class to comprehend the objectives of the topic.

Overall, teachers have been helpful and supportive and continue to engage and guide us through these tough times by enlightening us with interesting things we never knew. All of this whilst conveniently adapting to the current circumstances.

These are some of my work and initiatives that I have gotten involved in.





## **Literacy & numeracy program**

*At the time of writing, we are in a period of remote-learning, and it is uncertain how long that period will continue. At such times, it is important that literacy and numeracy skills don't suffer - so the advice in this article is especially important.*

### **Year 7:**

It is important for all Year 7 students to continue their home reading program, for at least 20 minutes per day, and preferably using the MyOn virtual library to access their Accelerated Reader books. During remote-learning, it will not be possible to complete the reader comprehension quizzes, but the reading should continue!



### **Year 8:**

Writing tasks were held in all Year 8 courses during Semester 1, and writing grades placed on Semester reports. Those results have been analysed, and a number of students identified who need extra support with their writing skills. Contact will be made with these students, and parents, in the near future, even during remote-schooling, and follow-up discussed.

### **Year 7 & 8 students:**

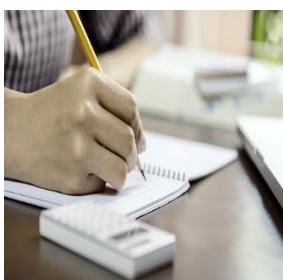
During remote-learning, there will be a weekly literacy & numeracy quiz posted on the Google Classroom platform, for all Year 7 & 8 students. Each quiz will take roughly 15 minutes to complete, and all students and parents have been emailed the Classroom join-codes. Scores and feedback from each quiz are provided to students instantly, and the data will assist the school to track individual progress.

Parents, please encourage and remind your sons to complete these weekly quizzes! Students' participation and progress scores are at any time available to parents, on enquiry through Mr Bawden.

### **Year 10, 11 & 12 students:**

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 have been sent, by email, to all students still to achieve Minimum Standards in one or more areas, and they have been asked to communicate with Mr Bawden if they have any queries, or when returning work for marking.

Minimum Standards catch-up tests have been tentatively scheduled for Weeks 7, 8 and 9 of this Term - or, as soon as normal schooling resumes, after that. Parents are invited to contact Mr Bawden, if they have queries about their sons' Minimum Standards status or support needs.



*These are challenging times! Parents, if you have any queries or concerns, please contact Mr Bawden (Literacy/numeracy Support Person) via the school email address.*

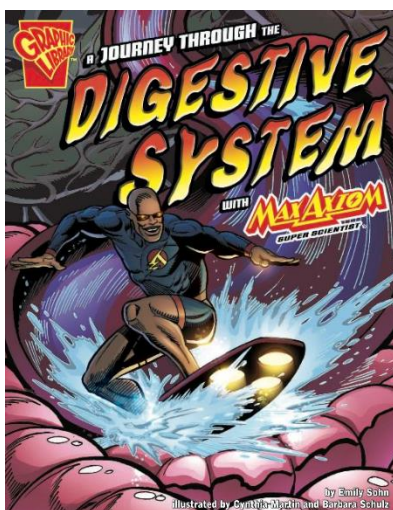
## Mrs Judith Edwards Literacy Support



### Year 7 Literacy

Students in Year 7 Literacy classes can access all three literacy sites to which the school holds licenses.

MyOn is an online library that all HBHS students can access. An added bonus is that most of the texts on this site link to Accelerated Reader, so Year 7 Literacy students can read online, then take a quiz on that book on the Accelerated Reader site. MyOn has a variety of books at different levels, both fiction and non-fiction. Some of the non-fiction correspond to topics from different KLAS, such as History and Science.



**Many myOn books have the option to listen to the text as you read. Most also have an onboard dictionary for unknown words. Teachers can see how many books their students have read.**



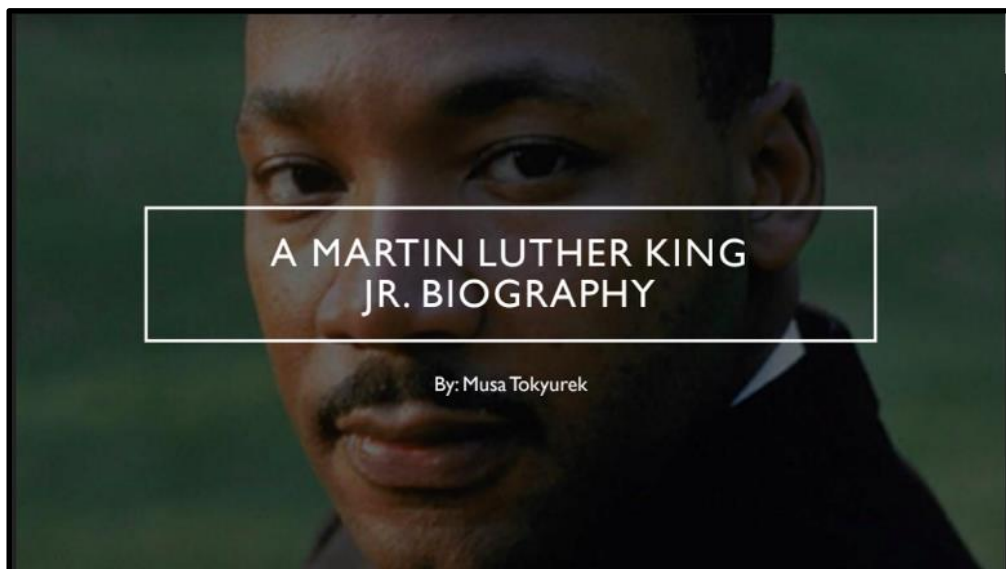
ARRIVALS/DEPARTURES		1	2	3	4	5	6	7	8	
Vocabulary/Spelling	...	...	...	...	...	...	...	...	...	5000
Punctuation	...	...	...	...	...	...	...	...	...	5000
Grammar 1	...	...	...	...	...	...	...	...	...	5000
Grammar 2	...	...	...	...	...	...	...	...	...	5000
Writing 1	...	...	...	...	...	...	...	...	...	5000
Writing 2	...	...	...	...	...	...	...	...	...	5000
Reading comprehension 1	100%	...	...	...	...	...	...	...	...	5000
Reading comprehension 2	...	...	...	...	...	...	...	...	...	5000
Reading comprehension 3	...	...	...	...	...	...	...	...	...	5000
Reading comprehension 4	...	...	...	...	...	...	...	...	...	5000

WordFlyers is a useful online grammar site which helps students revise many Literacy skills such as punctuation, spelling, conventions of writing and comprehension. It is an important part of the students' Literacy classes. Mrs Edwards, teacher of Year 7 Literacy, has assigned students homework on WordFlyers. Year 7 students are to do twenty minutes of work on WordFlyers during their regularly scheduled Literacy lesson while lockdown occurs.

**Ms Lidia Budanovic**  
**History Teacher**

## **Young Historians in Lockdown**

By Lidia Budanovic



**In Term 3 History** students have immersed themselves in the past through a variety of online activities that have enabled them to learn about people, events and societies in the ancient, medieval and modern eras. They have engaged in zoom lessons, historical inquiry, source analysis and comprehension question activities. Students have also watched documentaries and viewed PowerPoint Presentations about their topics, and they have had opportunities to reflect upon how the past has impacted the world in which they live, and the lessons from history that can be applied today and in the future.

**Year 8 historians** have spent Term Three learning about Japan during the time of the shoguns. They have been engaging in Zoom lessons and completing work on the geographical context, social and political structure, and religious beliefs of people in Feudal Japan. From Week 4, students will be creating an interactive multimodal presentation on a samurai and aspect of Feudal Japanese society.

**Year 10 students** are working on the Changing Rights and Freedoms of Indigenous Australians in the Twentieth Century topic. They have studied and researched the Universal Declaration of Human Rights and the United Nations as well as the American Civil Rights Movement, as important contexts in which to understand the struggles for equality faced by Indigenous Australians and early forms of activism. Students have researched forms of protest and the lives and contributions of Martin Luther King Jr and Malcolm X.

Below are examples of work by Year 10 History students Maison Pani, Muhammad Zameel and Marc Garcia:

## MARTIN LUTHER KING JR

By Maison Pani

## ASSASSINATION

- On Thursday 4 April 1968, Memphis, Tennessee, United States Martin Luther King Jr was assassinated.
- He was staying in room 306 at the Lorraine Motel.
- Martin Luther King Jr was struck in the face at 6:01 p.m. by a single .30-06 bullet fired from a Remington Model 760 rifle.
- James Earl Ray was an American fugitive and felon convicted of assassinating Martin Luther King Jr.
- On April 9 King's funeral was held and was a big international event.

### Key events of his life

- He led the Montgomery Bus Boycott.
- He led the Birmingham Campaign
- He was instrumental in organizing The Great March on Washington
- His speech intensified the Civil Rights Movement.
- King was Time Magazine's Man of the Year in 1963.

"Make a career of humanity. Commit yourself to the noble struggle for equal rights. You will make a better person of yourself, a greater nation of your country, and a finer world to live in."

Dr. Martin Luther King Jr.  
April 18, 1929

## Legacy

- His martyrdom, ideas, and speeches contributed to the development of Black nationalist ideology and the Black Power movement.
- This helped popularize the values of autonomy and independence among African Americans in the '60s and '70s.
- Thanks to the hardships Malcolm X suffered, today's young activists don't need to go through the same rite of passage.
- Malcolm's legacy turned mass democratic struggle as a precondition for achieving basic economic and social overhaul of a system that breeds oppression.

**Year 9 Military Historians** have been working on Warrior Societies, with a focus on Vikings. They are creating a virtual museum exhibition on a warrior society of their choice. In the meantime, our Year 10 Military History enthusiasts are engaged in a study of the battles that have shaped the modern world. They are learning about leadership, strategy, tactics and results of battles such as the Somme and Dunkirk. Students also engaged in a study of photographs as sources for History. Through a study of iconic historical photographs of the 20<sup>th</sup> Century,

they analysed, using specific criteria, the usefulness of photographs as sources of information for historians. Students then applied these skills by individually selecting a photo from one 20<sup>th</sup> century battle and presented their analysis in a PowerPoint Presentation and speech.

**Below are examples of work on photograph analysis from Kelvin Chen and Aditya Tiwari:**



#### Military history behind the image

- This photograph was taken during The Blitz during WWII from 7 Sept 1940 – 11 May 1941.
- The Blitz was an intense bombing campaign undertaken by Nazi Germany against the United Kingdom.
- The Luftwaffe dropped bombs on London and other strategic cities across Britain for 8 months.



#### Description of the photograph

- The title of this photograph is 'St Paul's Survives.'
- It was taken from the 'Blitz.'
- The photograph was taken on 29 December 1940 in London.
- The author is Herbert Mason, who was the Daily Mail's chief photographer.

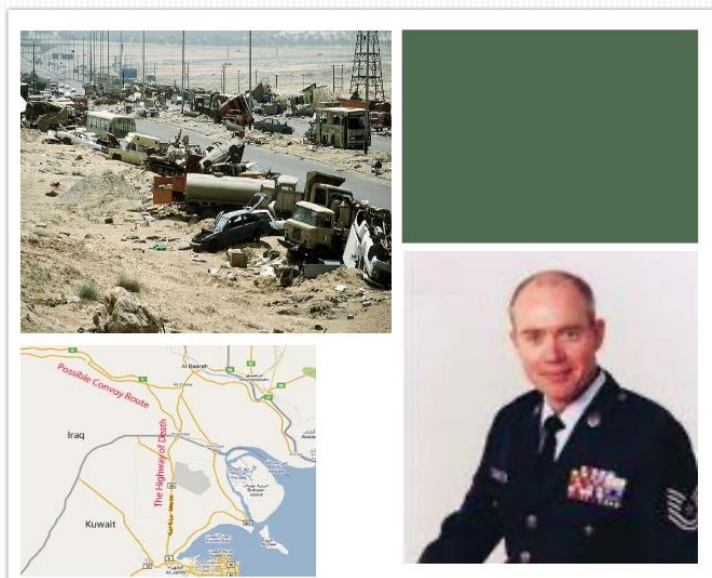


## Speech - "St Paul's Survives"

Kelvin Chen 10MH

The notable war photograph, 'St Paul's Survives,' has had a profound impact on the history and legacy of Britain. This prominent photograph of St Paul's Cathedral is considered one of the most iconic images of WWII and has manifested into a symbol of British resilience and courage. This speech will cover the description of the photograph, outline its historical context, provide an overview of the military history behind the image, and discuss its significance. A deeper understanding of the legacy, importance, and history of 'St Paul's Survives' will be gained by the end of this speech.

Every aspect, key feature and description of 'St Paul's Survives' provides a great extent of the history surrounding the terrors of WWII. Being one of the most notable war photographs, it offers an extensive understanding of Britain's history and legacy. As mentioned, the title of this photograph is 'St Paul's Survives' and it was taken in London during the night air raid on 30 December 1940, the 114th night of the Blitz in World War II. The iconic image was captured by the Daily Mail's chief photographer, Herbert Mason, who was fire-watching on top of the roof of his newspaper's building when German planes bombed and destroyed hundreds of buildings. Mason waited hours for the smoke to clear sufficiently to get a clear shot of St Paul's, and his patience was worthwhile as he captured the perfect picture. The photograph depicts the great dome and bell towers of St Paul's Cathedral looming in the background engulfed by the maelstrom of billowing black smoke generated by the burning city. Despite the horrors illustrated, the photograph has become a national symbol of British courage and resilience. The ruinous description of "St Paul's Survives" provides an emphasis on the destructive nature of war and the horrors that come as a result.



## SLIDE 2

- Photo taken by TSgt Joe Coleman in 18<sup>th</sup> April 1991
- Desert being split by the road and debris
- Vast desert in the background
- Vehicles are destroyed and scrapped
- Vegetation and possible civilization on the horizon

## THE HIGHWAY OF DEATH

By Aditya Tiwari

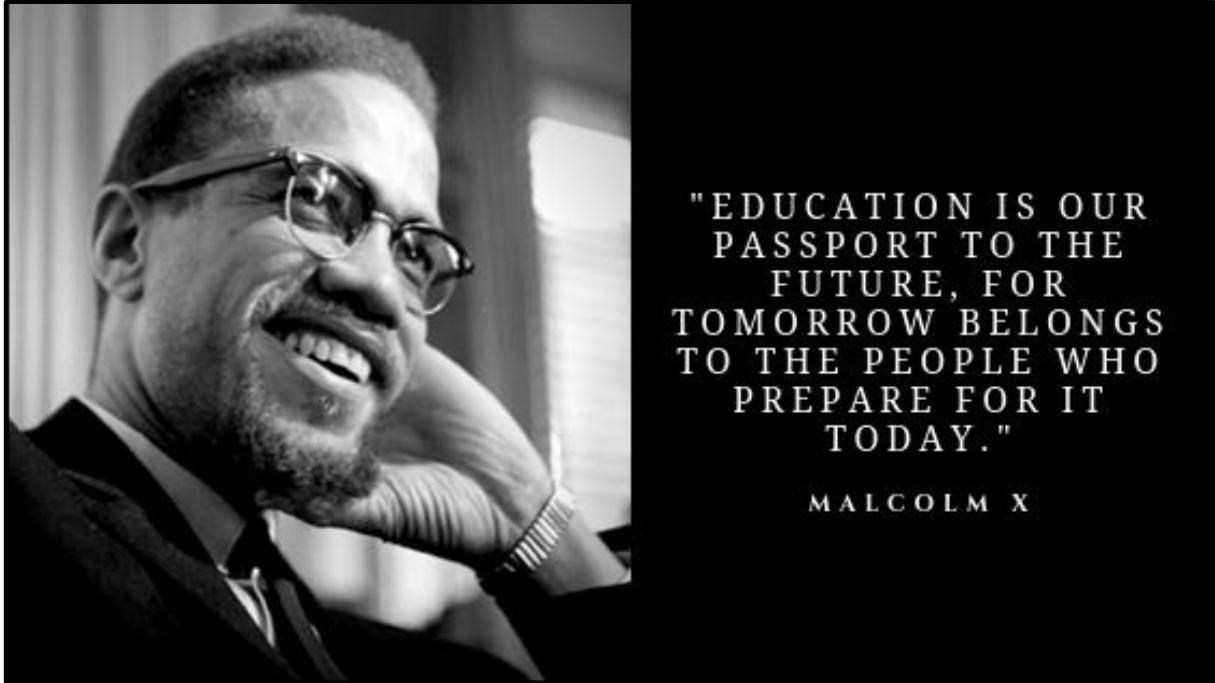


**Year 11 Ancient History** classes have been finishing the topics on the ancient Mexican site of Teotihuacan, and the Iceni Rebellion against Roman Rule in Britain in AD 61. They have discussed and debated various historiographical issues relating to these topics. Students have explained what lessons can be learnt from Teotihuacan with regards to the decline and fall of other ancient and modern cities. They have also learned to analyse ancient written sources for bias by looking at their interpretations of the warrior queen, Boudicca. Year 11 have written an essay using ALARM on either the daily life of the inhabitants of Teotihuacan or the Impact of the Iceni Rebellion. In Modern History, Year 11 students are studying World War I, an important precursor to the HSC course in Term Four, Power and Authority in the Modern World. They are learning the crucial skills of source analysis and analytical writing.

**Year 12 Ancient History** have been learning about their final HSC topic, Agrippina the Younger, a highly significant and influential personality from early Imperial Rome. They have participated in discussions and debates, through Zoom, on the changing role and relationship that Agrippina had with two Roman emperors, Gaius, Claudius and Nero. In Modern History, Year 12 are completing their final topic, The Civil Rights Movement, a topic which is still highly relevant today. Students have been engaged in a variety of activities, including discussions on Zoom, to learn about the origins of the Civil Rights Movement, significant individuals and methods of protest. In addition to this,

**Year 12 Ancient and Modern History** students have been busy refining and revising their study notes on all topics learnt in their HSC year to ensure that they are prepared for their Trial HSC exam.

We would like to congratulate all our students on their efforts during remote learning this term. The samples we have provided of student work in this article is just a snapshot of the wonderful work that many students across all History classes have done.



## Monique McQueen Teacher Librarian



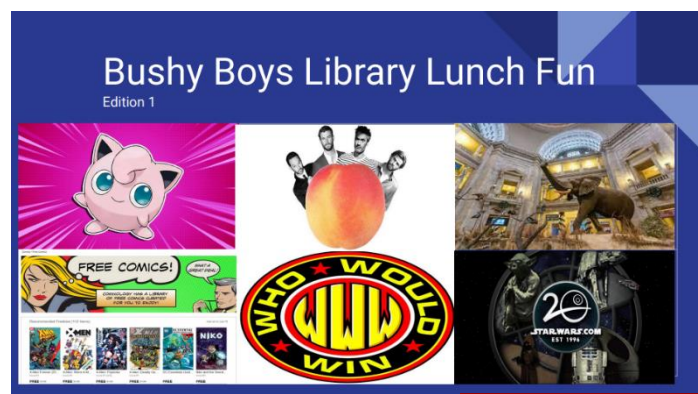
### A digital solution to some lockdown fun!

The Bushy Boys Library Lunch Fun flyers have been created by the teacher librarian Ms McQueen and the Library team. This digital flyer shares recommendations of fun activities for the students and staff to enjoy during lockdown. The topics range from books, movies, art, podcasts, Manga, Virtual tours, Marvel characters and so much more.

We value the role of the Library program to engage and entertain our community: whether it be online, on campus, digitally or in person.

Two editions of Bushy Boys Library Lunch Fun will be published each week during lockdown and all editions can be viewed online

at <https://sites.google.com/education.nsw.gov.au/bushyboyslibrarylunchtime/home>



## Ms Annabell Chapman

### PDHPE



### Community and Family Studies (CAFS)

Firstly, I would like to thank all the students in my CAFS class. They have been really trying hard to focus on their studies and complete the work online (as much as they can). The boys have truly been amazing.

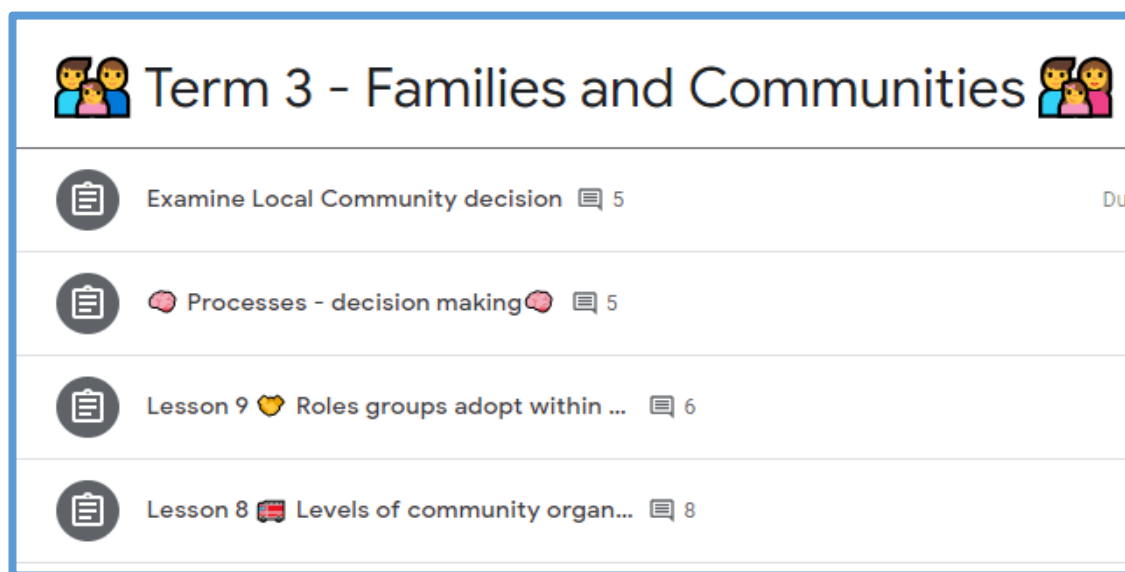
I would also like to say keep up the good work and let your teachers know when it is all just a little bit too much. Keep trying hard and the effort will pay off.

This term we have been focusing on Families and communities.

🚩 Challenge for parents/guardians with boys who are studying CAFS! Please ask them the following questions;





1. What family structure do we belong?
2. What is a community?
3. Explain what is meant by legislation and how this might influence decisions in a community.

**This is a little image showing all the work students have been completing during class.**



We are also focusing on ALARM (A Learning and Responding Matrix) where students can plan out answers, especially extended responses.

## Student sample of ALARM scaffold completed.

Name Content	Describe (main features)	Explain (how and why it has impact)	Analyse	Critically Analyse	Evaluate (make a judgement)
<b>Arbitration</b> 	Arbitration is a process in which the parties to a dispute present arguments and evidence to a dispute resolution practitioner (the arbitrator) who makes a determination.	Arbitration offers a flexible and efficient means of resolving disputes both domestically and internationally.	<b>Institutional arbitration.</b> An institutional arbitration is one where a specialised institution is appointed and takes on the role of administering the arbitration process.	Domestic and International Arbitration.	The parties to the dispute usually agree on the arbitrator.
<b>Consensus</b> 	A general agreement. "there is a growing consensus that the current regime has failed"	A general agreement about something <b>an idea or opinion that is shared by all the people in a group.</b>	<b>Common acceptance of laws, rules, and norms</b>	Attachment to the institutions which promulgate and apply the laws and rules	A widespread sense of identity or unity, which discloses to individuals who experience it
<b>Election</b> 	A formal and organized choice by vote of a person for a political office or other position.	An election is a formal group decision-making process by which a population chooses an individual or multiple individuals to hold public office. Elections have been the usual mechanism by which modern representative democracy has operated since the 17th century.	A task force of polling experts found surveys notably understated support for Donald Trump	Both nationally and at the state level. Here's what may have gone wrong, according to a polling historian.	Assessing the quality of an election or the performance of organisation responsible for delivering an election is a difficult task
<b>Voting</b> 	Voting is a method for a group, such as a meeting or an electorate, in	Voting is a method for a group, such as a meeting or an electorate, in order to make a collective decision or express an opinion usually	There are many variations in	Block Voting, the	The Voting Rights

## Written responses use the ALARM scaffold to plan out paragraphs. Student sample;

Arbitration is a legal process in which a decision is made by an outside third-party to determine the act of agreement between the two parties, with most of these cases being taken in private. It is considered to be a legally binding act, in which the involved parties are bound to accept the binding decision made by the arbitrators regarding the dispute. Through this, cases such as arbitration such as a divorce between two people prevent the establishment of hostility/negativity towards each other, where the main problem - whether it be financial purposes or such - is structured to shape everyone's needs and wants in a peaceful and equal way. Concluding, arbitration is a great way to have an equal balance between the two parties in dispute and is also extremely beneficial if the parties aim to quicken and classify the dispute as well.

Keep up the good work CAFS!!

## Ms Kate Fitzsimmons Head Teacher PDHPE

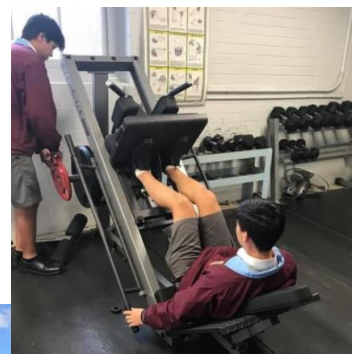


PDHPE is an important part of the curriculum. Through the study of Personal Development, Health and Physical Education courses, students develop the knowledge, understanding, skills and attitudes needed to act to protect and enhance their own and others' health, safety and wellbeing in varied and changing contexts. Physical education is fundamental to the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively.

### The importance of Physical Activity for kids when in lockdown:

Children aged 5 to 17 need a minimum of one hour a day of moderate physical activity – and more is better. “We also need to limit their sedentary recreational screen time to no more than two hours per day,” Professor Shilton said. “Break up the TV or movie with some fun activities with the kids. Keep them out of their bedrooms and on devices and be active together.” Suggestions include:

- Try something new, like hula hoops, or juggling.
- Play the kids' favourite music and see how many “cool” moves you can do together.
- Dust off the Twister game or Wii Sports.
- Use a tennis ball to knock over plastic bottles filled with water (have a family competition).
- For strengthening muscles and bones, try skipping, yoga, jumping, push-ups, sit-ups, lifting weights, lunges and squats.
- Build a cubby house together – even a makeshift one using re-purposed materials from around the house and yard.
- Get them helping with the housework.
- Try using this app on their phone so you can battle each other as a family "BattleFit"



## **Mr Abderrahim Abbou**

### **Rel. Head Teacher**

### **Technology and Applied Science**

**By Rishik Vinnakota Year 9 IST**

This term our focus in the IST lessons was robotics; with us students exploring various components and aspects of this broad topic. During our initial lessons we were led to marvel at the sheer tasks an active robot can perform by going through various timelines and closely studying the evolution of robots throughout history. This was an amazing experience, as we were able to indulge in knowledgeable sessions with our teacher who engaged us with the various periods of robot development and their specified improvements. We have also gained knowledge about this topic via interesting tasks ranging from various projects and research tasks such as re-constructing a thorough timeline with images to enlightening our knowledge to syllabus-related worksheets which allowed us to test our knowledge and gain deeper insights into this topic. We then in our class went through the processing of coding and innovating robots to function at our will by looking at various examples such as the Honda© Asimov and Hanson Robotics© Sophia whilst exploring the basic languages and also studying the laws of robotics mentioned by the iconic American writer Isaac Asimov in his novels.



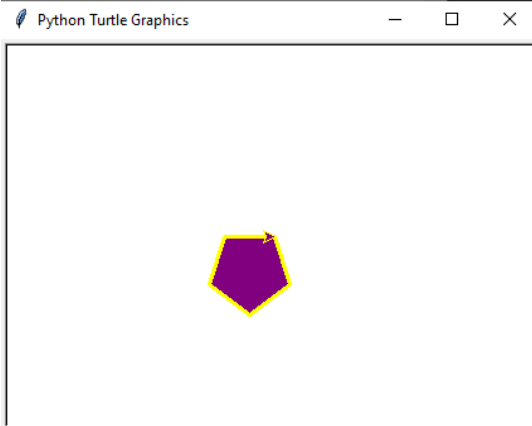
After a few more lessons we, as a class, were introduced to various coding platforms such as Edware, Edpy, Edblocks and Edscratch. During this phase we explored the higher functions of these programming languages and deeply engaged in informative classes with our teacher who dedicatedly explained the various aspects and functions of the languages which we would later use to program the Edison robots. In the coming lessons we focused on programming our Edison robots using the different languages we gained knowledge about. Soon we were to program a wide range of activities that the robots had to perform- these ranged from clap driven bots to obstacle detecting Edison robot. The IST classes also had the chance to use the latest equipment including the latest Version 2 Edison robots and updated programming platforms. At some stages, we were also given the opportunity to compete with the various innovations that were created by our fellow peers. As we neared the end of the term we were given a chance to present our works to the class. Overall, this unit has played an important role in helping increase our understanding about robots and helping us get to know the various coding languages while also allowing us to test our newly learned programming skills to use on our Version 2 Edison robots.

**From Shaswat Bhatt Year 10 IST**

Year 10, IST has been an exciting year for students. We have learnt various ways to operate computer systems via the use of programming in Python and Web development. We were tasked to develop Web pages as our first assignment. The assignment was created in order to test the knowledge of students on the various factors of web design such as JavaScript, HTML5 & CSS that we have learnt in term 1 through interactive lessons and practicals. Students learnt how to design and create a professional Web pages and learnt the basics of reading, understanding and structuring programming concepts through the use of professional tools. Structuring and understanding how a program / code works is essential in all programming languages. The skills that students acquired in Term 1 was crucial for them to understand and learn how Python operates in Term2. Python is a heavily typed language with a range of syntaxes and libraries. Python tests a student's understanding of logical and algorithms to perform logical and arithmetical processes in the most efficient manner which is a skill that is essential and valued in modern computing. The use of technology is expanding enormously and the need to understand how machines operate is essential in today's world where everything is digitalised.

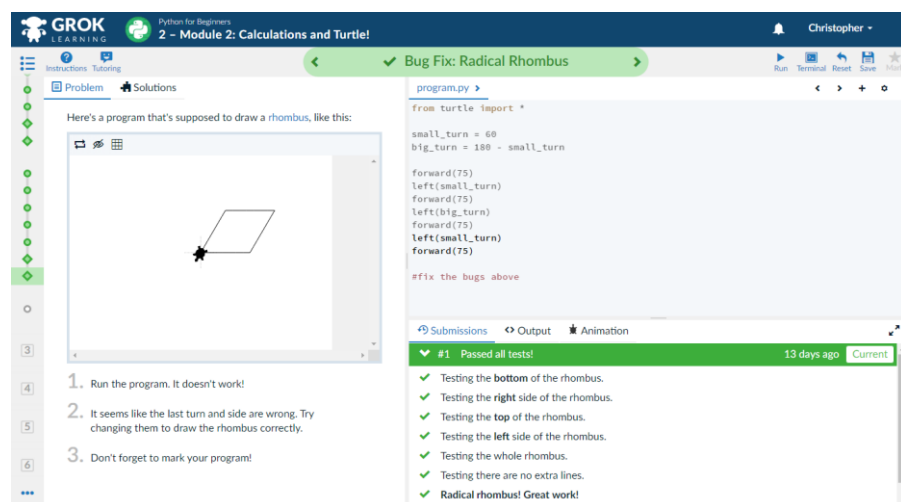
During the lockdown of term 3, the work received from Mr. Abbou in Year 9 IST (Information and Software Technology) was to complete turtle activities on the software Python IDLE. Activities we had to complete about the turtle using the software was to create shapes and learn the basics on how to code the turtle to move around and to color lines and fill shapes as intended. The codes that were used to perform the movement of the turtle could be for example, ***t.forward(100)*** or ***t.fd(100)***. This code will show us that the turtle has moved forward by 100 units to reach its desired destination. Codes like ***t.pensize(2)***, ***t.pencolor('green')***, ***t.fillcolor('red')*** and ***t.goto(x,y)*** are examples of complex and advanced codes for performing turtle programs.

```
import turtle
s = turtle.getscreen()
t = turtle.Turtle()
|
t.pensize(3)
t.pencolor('yellow')
t.fillcolor('purple')
t.begin_fill()
t.rt(72)
t.fd(40)
t.rt(72)
t.fd(40)
t.rt(72)
t.fd(40)
t.rt(72)
t.fd(40)
t.rt(72)
t.fd(40)
t.end_fill()
```



This code will produce a pentagon with a yellow outline, fill colour of purple and a pen size of 3.

We also got to further learn advanced codes on a learning website called Grok Learning which helped improve our understanding on how to perform complex codes to create perfectly displayed shapes and images during our free time. Not only were we able to increase our understanding of turtles, we could also learn other programming languages such as Blockly, HTML/CSS and Python.



The screenshot shows the Grok Learning interface for a Python turtle exercise titled "Bug Fix: Radical Rhombus". On the left, a diagram shows a rhombus with a turtle cursor at the bottom-left vertex. Below the diagram are three numbered instructions:

1. Run the program. It doesn't work!
2. It seems like the last turn and side are wrong. Try changing them to draw the rhombus correctly.
3. Don't forget to mark your program!

In the center, a code editor shows the following Python code:

```
from turtle import *
small_turn = 60
big_turn = 180 - small_turn

forward(75)
left(small_turn)
forward(75)
left(big_turn)
forward(75)
left(small_turn)
forward(75)

#fix the bugs above
```

At the bottom, a "Submissions" tab shows a successful submission:

- #1 Passed all tests! 13 days ago Current
- Testing the bottom of the rhombus. ✓
- Testing the right side of the rhombus. ✓
- Testing the top of the rhombus. ✓
- Testing the left side of the rhombus. ✓
- Testing the whole rhombus. ✓
- Testing there are no extra lines. ✓
- Radical rhombus! Great work! ✓





## Mr Sam Widmer

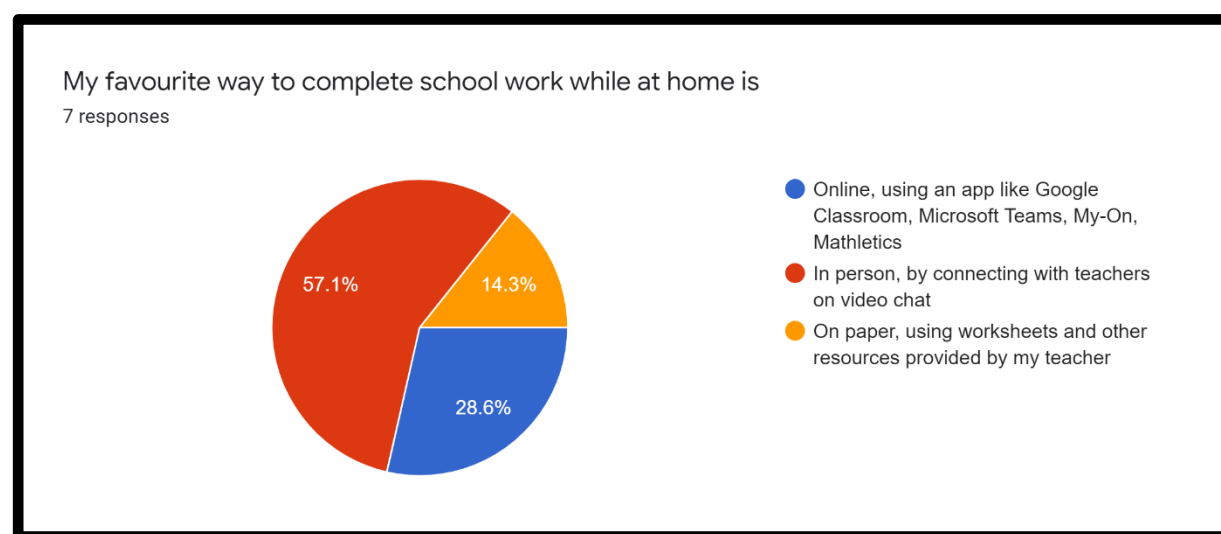
### Head Teacher Support Unit



Students, parents/carers and staff have adapted to online learning very quickly in the Support Unit. Huge efforts have been made by everyone to ensure students are engaged in authentic learning experiences and are maintaining a positive sense of wellbeing throughout a challenging circumstance. We thank parents and carers for their help.

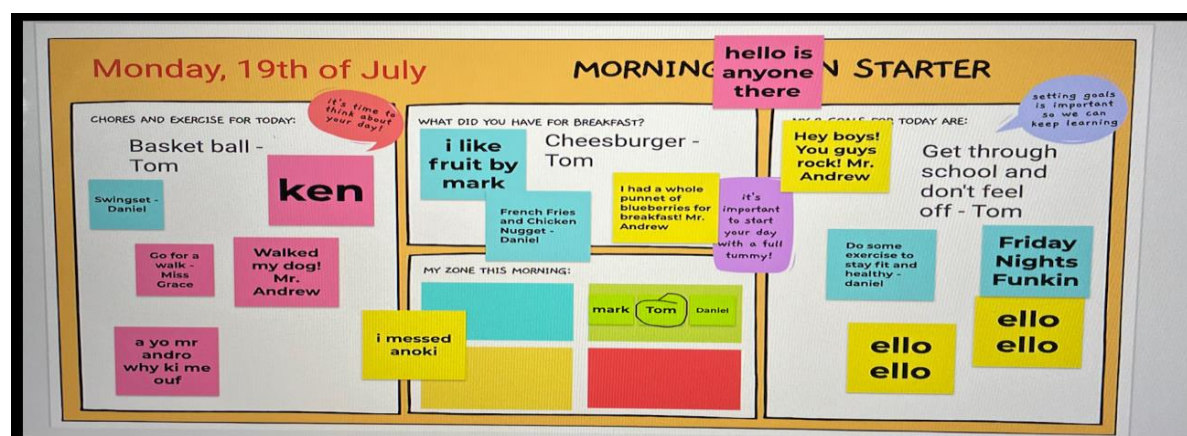
Students and parents/carers were sent a short survey to determine the best possible way to improve online learning in a way that appeals to all students. The results informed staff of the different digital platforms and learning styles each student preferred and whether or not they were getting enough contact from their teachers. Staff were able to use the results to tailor effective individual learning experiences for all students.

#### Example survey question

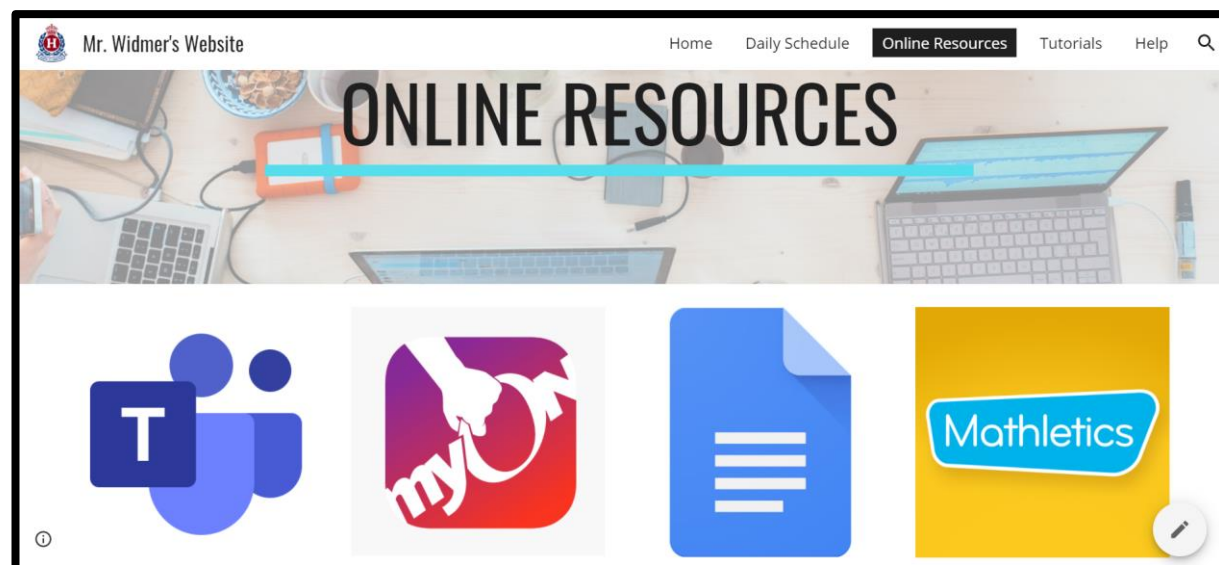


Students have been very busy and have worked extremely hard. A typical day of online learning consists of a morning video conference with the class on Microsoft Teams, a daily schedule being posted to Google Classroom, literacy and numeracy activities, breaks from the screen, exercise, special interest projects, afternoon check-ins and daily journal questions.

Staff and students have used the opportunity of online learning to try new programs and platforms. Google Jamboard has been a great interactive ice-breaker in the morning and used as an exit-slip in the afternoon.

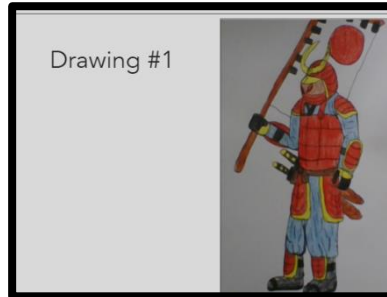
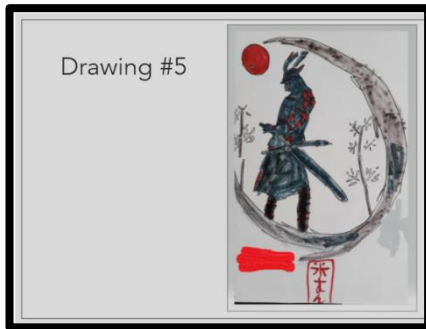


Students have been given a range of different activities to choose from as well. A class website has been set up to provide a quick link to all their learning platforms in the one place and to encourage students to try new things. For example, Flipgrid has been a way for to students to connect with each other by making a video in response to a question or topic. Furthermore, games and quizzes have been used to connect students with each other and there has been an emphasis on Wednesdays to be away from their screen and engage in wellbeing activities.



We have held two drawing competitions this term. A Viking and Samurai challenge was thrown at the boys and there were some fantastic entries. The boys were shown a slide show of all entries and sent their votes in to their teachers.



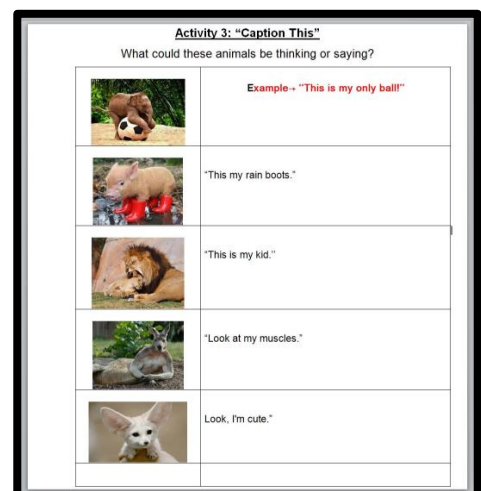
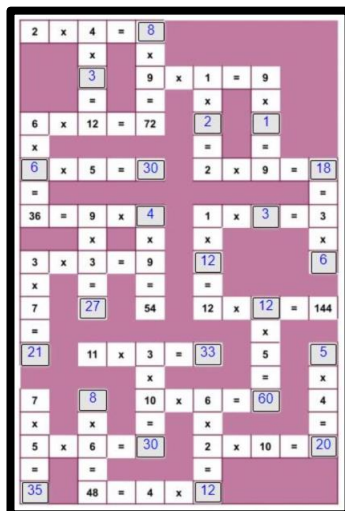


Students have enjoyed completing a variety of learning activities both digitally and on pen and paper. They have shown an enormous amount of resilience throughout online learning and need to be commended for this. They have faced this challenge head-on and have just kept going with it. Student wellbeing will continue to be a major focus for our staff to ensure students feel supported whilst at home and not with their peers.

Thank you again to all the parents/carers and students who have helped make online learning fun and engaging.

From all staff in the Support Unit

## Work samples



## Vale Peter Smith

An incredible man, family man, businessman, mayor, Rotarian, and many other aspects that defined him. For those of us who had the pleasure of getting to know this magnificent man we would agree that certain traits come to mind when we described him. Kindness, humility, compassion, generosity, patience, determination, respectful, courteous, cooperative, initiative, team player and resourcefulness are just a few that spring to mind.

The photos are a mere snapshot of his involvement, respect, and care that he had for the HBHS community.

This wonderful man and friend and mentor to HBHS lost his battle with cancer and even during his biggest adversity he continued to attend Interact Meetings on a weekly basis, pick up and drop off the students to set up and pack up Concord Markets at ungodly hours, nothing was ever too much and always done with a smile on his face.

Peter had a great rapport with staff and other members of the community. To the students both past and present he was definitely like their long-lost grandfather and held in very high regard.

Heaven has gained an angel and we will all miss him dearly. We are indebted to him for his outstanding contribution, support, and guidance!

We would like to extend our condolences to his family and loved ones. Our thoughts and prayers are with them.

Rest in Peace Pete!

Your legacy will live on and your memory will be eternal!



## Mr Elie Kisso

### Year 7 Year Adviser – Mr Elie Kisso



Speak about a year where the world continues to change and evolve due to COVID-19. I would like to personally thank all Year 7 students who have greatly adapted to the online learning systems Homebush Boys High School has set in place. I have been hearing great news about the Year 7 cohort who are joining Zoom lessons, completing work to the best of their abilities and not being afraid to take a break from time to time.

The message I stressed heavily since going into the online learning model is that all students must take care of their mental wellbeing before anything. It definitely can be a challenge when students are overwhelmed with work and do not know what to do. As mentioned, it is of utmost importance that all Year 7 students have downtime during online learning – we must rest and recharge as our brain capacity can only retain so much information in a day. Let's all work together to reduce mental fatigue – take a break in your day, go outside and absorb some precious Vitamin-D, read a book, go for a walk, or kick a ball outside.

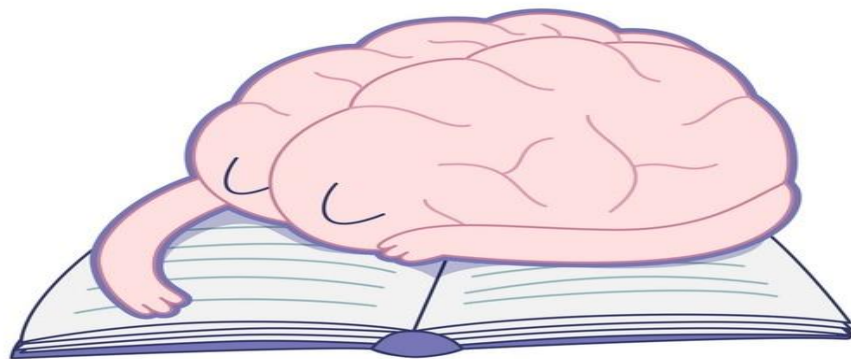
Whatever it is make sure that you know that all Homebush Boys High School staff are here to support each and every one of you during this challenging period. As always, I am available to contact via Email – [Elie.kisso1@det.nsw.edu.au](mailto:Elie.kisso1@det.nsw.edu.au)

Now it is time to showcase some of the awesome activities Year 7 students have been participating in throughout the online lockdown. Firstly – We have two students of Year 7 sharing their own lockdown experiences (Aymen Radwan and Harshavardhan Mahendran)



#### Aymen Radwan – My online learning experience

*"I am enjoying online learning because you are more comfortable at home and you can stay up at night because we have online learning and we don't have to drive to school. The changes don't really impact me because it's just the same work that we would have in school, the only thing that is impacting me is seeing my friends and being outside. Most of the work I do is easy and when I finish it, I can watch tv and hang out with my family. I have been working in a place that I cannot get distracted by my family and I always upload my work in time".*

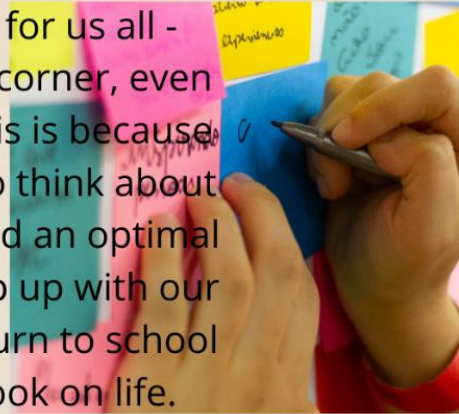




# Online Learning - A Change For Us All

How have we have thrived in our change?

Online learning a change for us all - change is right around the corner, even after the virus has gone; this is because we have had a lot of time to think about life in general and developed an optimal amount of strategies to keep up with our learning. Hence, we will return to school with a more postive outlook on life.



## Challenges

Low social interaction leads to

- Depression and
- Poor sleep quality
- This limits productiveness
- Pressure from parents to complete schoolwork.
- Domestic violence
- Higher screen time

## Pleasures

- Might feel more comfortable with family
- Family bonding time
- Lower hurrying for students who live far away.

## Interesting Activities

In this difficult time for many our teachers have been very flexible and continued to keep us motivated and on focus. This was achieved by most teachers using zoom meetings to clarify our work, scavenger hunts breakfast club and Mrs. Mcqueen(our new librarian) who has created Bushy Boy Library Lunch Fun.



Some of the great wellbeing activities Year 7 have been participating in since entering lockdown.

- Year 7 Exercise Challenge
- Weekly Kahoot sessions
- Online scavenger hunts
- Weekly Google Form check-in

### Year 7 Wellbeing Check in

Hi Year 7 - This is a check-in form you can complete to reflect on how you have been coping with online learning and learning from home. Please be honest in the form :)

How have you enjoyed learning from home?

	1	2	3	4	5	
Hate It	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Love It

Are you receiving enough work?

	1	2	3	4	5	
Too Much	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Too Little

Have you felt lonely at any time?

	1	2	3	4	5	
Very Lonely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not Lonely at all

Are you doing any exercise?

	1	2	3	4	5	
Nothing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Everyday



## Mr Thomas Lee

### Year 8 Adviser



Despite these trying times, Year 8 have taken a responsible role in their online learning. I have only heard positive words from their teachers in regards to their participation in Zoom lessons and completing their work. Well done gents!

During our recent 'Well-being Wednesday,' we were able to connect with 130 students over Zoom and had a great time catching up, playing Kahoot, sharing our gratitude and getting active. As part of their exercise outside, we encouraged the boys to take a picture based on a theme. The theme for our first Well-being Wednesday was 'nature.' The boys did a great job in capturing nature during their exercise outside. A special mention to Umar Rasul, he accumulated 18,125 steps during his exercise. Well done!

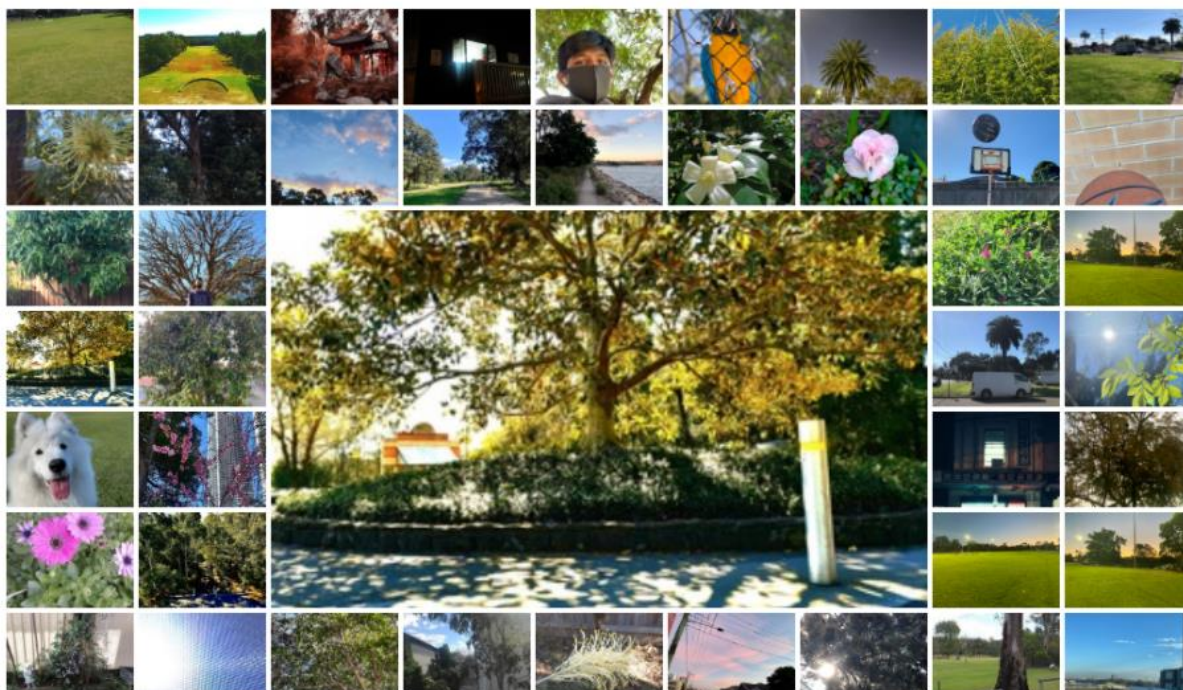
I must say that it was a very enjoyable day to see a majority of the Year 8 cohort together albeit in the cyber world.

I want to thank Ms Player and Ms Khan for their continued support for this wonderful cohort and to all staff for their guidance.

Can I just encourage Year 8 to keep up a well-rounded routine that involves getting outside and breathing in the fresh air and spending time away from the screens. Take up new hobbies and enjoy this time with your loved ones.

Stay safe and take care.

Mr Lee.



## Ms Michelle Coutinho

### Year 9 Adviser



Term 3 has been quite the challenge. I think it is safe to say it is not the term we all expected but I am so proud of all students in how they have adapted to these drastic changes in their routine. The Year 9 boys in particular have shown me just how resilient and positive they can be.

Online classes can be challenging for everyone - students, parents and teachers. The feedback from all teachers has been positive and the boys have kept up their motivation to learn, logging on to classes and submitting their work. Throughout this time, I have continued to remind the boys that taking care of their mental health and wellbeing is of utmost importance. Ensuring each day students get some sunshine, drink lots of water and get in some exercise will help with overall wellbeing during this time.

I have been engaging with Year 9 through various initiatives that hopefully have kept them having fun during this time. We have been having lunch time zoom sessions to play Kahoot, weekly online scavenger hunts and artwork competitions. Below is a snapshot of some of these initiatives and the first-hand experiences of some of the Year 9 boys.



#### Year 9 Art Competition - Learning from Lockdown!

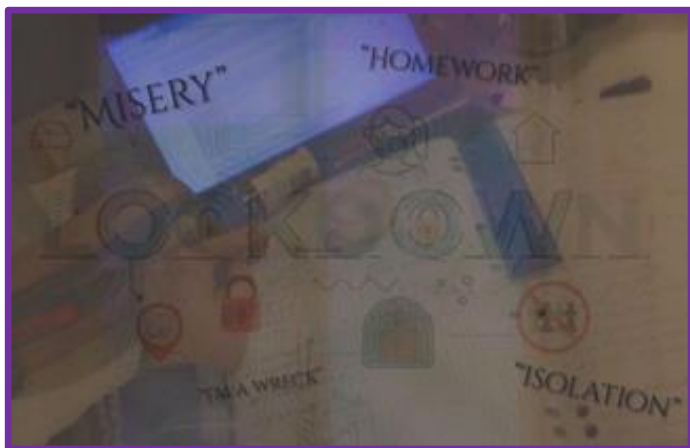
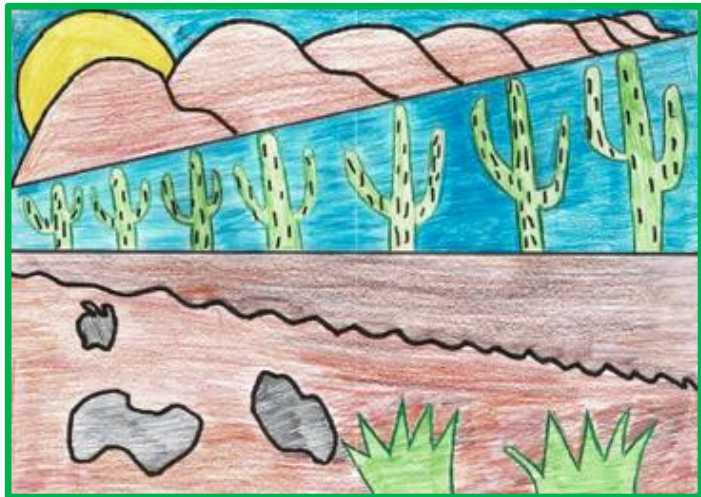
**Lockdown:** a word most of us had probably never ever said a year ago. A word now so common that Collins Dictionary named it 2020's 'Word of the Year!' A word that summarises the shared experience of MILLIONS of students around the world. A word that formed the theme of our 'Year 9 HBHS Cohort Artwork Competition 2021 - Learning from Lockdown'.

All students were invited to make an artwork that interpreted the theme – 'Learning from Lockdown'. Students had to create an artwork that relates to 'Learning from Lockdown'.

Winners were judged on things like creativity, visual appeal and overall effort.

Below are some of the winning entries: Ehsaan Bhatti, Edward Kim, Salmaan Zakir, Mayavan Rathanthas, Zulkar Ashraf Nuhumann, Michael Ayoub, Melvin Chen, William Xu





## Online Scavenger Hunts



The boys have participated in various scavenger hunts. Each week the boys have to find a list of items in their house and take a photo of each of these items with the Homebush Boys logo in the background. Some of the themes so far have included COVID-19 related items, guessing the item through the riddle and an Olympics themed edition.

Below is a snapshot of some of the creative entries each week by Adam Atwa. He also shares his experience of online learning below.



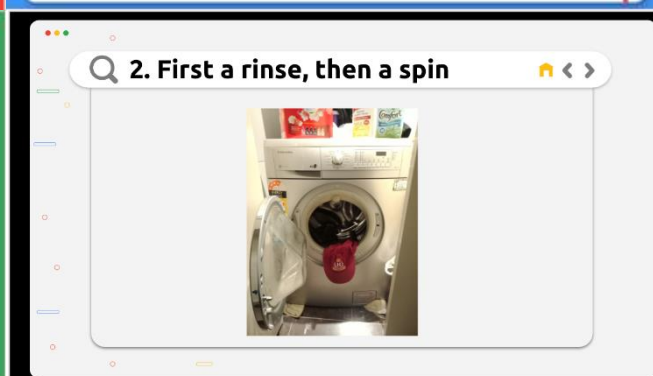
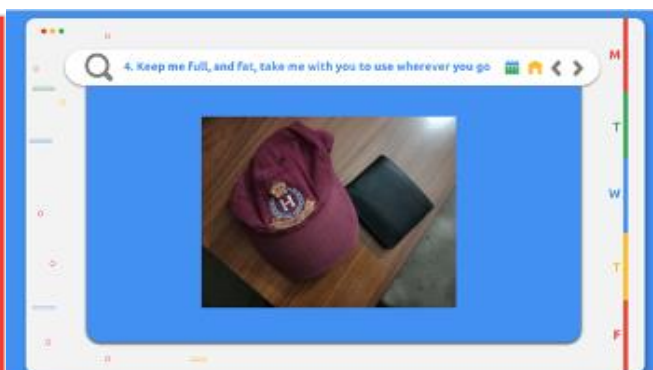
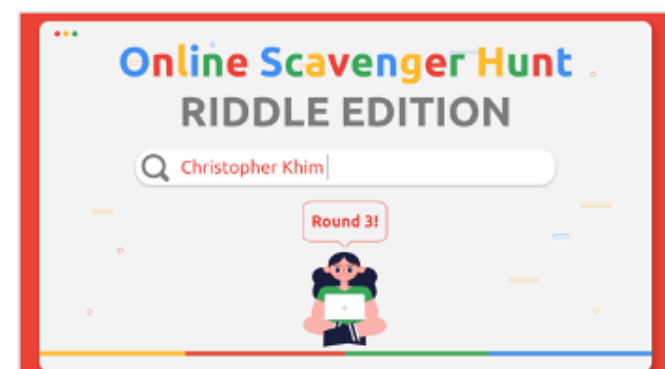
*"I've found learning at home easier than going to school and completing the work in class. Learning from home has helped me complete my work on time and I feel I've been much more organised. While learning from home I've learnt to work more independently and found to be less distracted and focused on completing the work on time.*

*I've really enjoyed participating in the online Scavenger hunts, as they've been very fun, challenging but most importantly enjoyable. I must admit I've made a new friend during lockdown, it's the "Fridge!!" and it can be very distracting sometimes! The one thing I dislike about learning from home is that it can be pretty boring not being able to go hangout with friends and*

*family" - Adam Atwa - Year 9*



Below are some other great entries in our scavenger hunts from winning students Christopher Khim and Alan Simone.



### Lunchtime Kahoot sessions

A special mention to some of our Kahoot winners from Year 9 - Sailesh Arulanantham, Kabir Yadav, Mostafa Faid, Pradyun Kashyap, Chaitanya Kothawade, Mohammed Abul Khair Mir, Christopher Khim and William Xu.



Below Mostafa Faid shares his experience.

*"2021 has and is still going to have a lot of ups and downs. Obviously, the lockdown was a huge downfall. It destroyed our economy and we can't go to school or play our sports. But despite all of this happening, we were blessed to receive some ups with Ms Coutinho supporting us most of the time in the lockdown. She has made lunch time Kahoots (I have won a few), online scavenger hunts and we have just been informed we will have Wellbeing Wednesday now too! All I have to say to teachers is thank you for everything that you have done for us and I wish everyone all the best."*

**Mostafa Faid - Year 9**










## Learning from Home Experience from a Year 9 Perspective - Melvin Chen

*"The COVID-19 pandemic has presented us with several unprecedented challenges and has definitely disrupted our back-to-school timetable. Yet again, it has infuriatingly come to meddle with our holiday and school term by putting us back into lockdown. As we start our learning experience from home, it is important that we all stay resilient and maintain a good mental wellbeing; having a positive outlook on life is crucial for sustaining ourselves in a time of crisis.*

*For myself, and hopefully for my other fellow students, lockdown hasn't been a completely calamitous thunderstorming wreck. Although the term holiday at home was tremendously boring, I found this limbo period to be a great way to spend time on the things I enjoy: practising piano and spending more time with family.*

*Let's get this out of the way because there was one obvious factor that made online learning a pain in the brain - not being able to see anybody. Sitting at a desk and a rather uncomfortable spinny-chair for what felt like almost the entire day with the absence of friends, teachers and the renowned ringing of the bell was undoubtedly the worst part of online learning. My home-learning-environment wasn't as 'efficient' as the classrooms at school as I found myself to be less focused but at least, I'm still able to finish my tasks on time. Regardless of these negatives, one pleasant aspect of learning from home was that I was able to be flexible with my studying schedule. Another plus was that some of our teachers orchestrated lessons with zoom meetings which made it feel like I was in a classroom again (but just multiple kilometres away from everyone this time).*

*One thing I must commend, this term especially, is our teachers. They have put effort in ensuring that we students have the best possible learning experience at home and that we take some breaks and also enjoy ourselves. One big example of this is the teacher's part of the Year 9 Cohort google classroom. Ms Coutinho has set up a range of online activities for me and the Year 9 cohort to complete at home such as scavenger hunts, lunch-time Kahoots, and artwork competitions (the optional part is what really sold it to me). Scavenger hunts, for instance, consisted of us checking off items on a list and taking photos of these items in our house to show as proof and trying to get the fastest possible time or the most creative pictures. As I have participated in most of these activities, I can say that despite taking up a bit of time, they were actually really enjoyable and kept my mental health from rotting away into the depths of the homework pit. Attached is my entry for the riddle edition*

<p>1. Put your head on me at night. - Pillow</p> 	<p>2. First a rinse, then a spin. - Washing Machine</p> 	<p>3. Squeeze me on a brush, and use me twice a day. - Toothpaste</p> 	<p>4. Keep me full, and fat, take me with you to use wherever you go. - Wallet</p> 	<p>5. I'm almost a door, but not quite. Too hot? Keep me open at night. - Window</p> 
<p>6. Set me on fire for some light, I melt and can smell good at night. - Candle</p> 	<p>7. Green, brown, and tall, I shed a lot in the fall. - Trees</p> 	<p>8. When I get wet, I keep you clean. I'm a part of your daily routine. - Soap</p> 	<p>9. I keep you warm. Put me on when it's windy or cold. - Jacket</p> 	<p>10. Your phone needs some juice too, so plug me in for an hour or two. - Charger</p> 

*Overall, there were quite a few ups and downs to kick Term 3 off, but hopefully we can clear out the bumps in the road and things will start to improve. The sooner we get out of lockdown, the better. Just one last message to all the teachers and students out there: stay home & stay safe!" - Melvin Chen - Year 9*

## Ms Lauren DiBiasi Student Support Officer



I can only begin to imagine the level of maturity, diligence and determination currently required for online learning. This incredible strength is not only shown by our amazing HBHS students but carers and parents also. Thank you.

I have had the wonderful privilege of being added into the year group Google Classrooms this term. Seeing the incredible activities and competitions the Year Advisors have been posting has been fabulous. I very much look forward to seeing the lunchtime Kahoots and other challenges continue (even if I keep losing). There are such incredibly diverse skills and attributes within the year groups on display and being celebrated. Whether mathematically minded, artistic, sporty or even fabulous in the kitchen.



The NRL Youth Advocates have also been working with the NRL this term, to produce various #passiton challenges for students and families alike to try! Our very own Jethro Rinakama of Year 10 had his challenge posted to the NRLyouthadvocates Tik Tok page and our own Facebook page. I encourage all of you to give Jethro's challenge a try. Physical activity is an excellent way to get out in the sunshine and have a break from the devices, so a huge congratulations to Jethro for creating a fitness challenge and promoting positive wellbeing.

We also had virtual breakfast club on a Thursday morning. It was a great opportunity to hear from students the ideas they have for upcoming "Wellbeing Wednesday Workshops". Keep an eye out for some workshops and challenges being posted!



Please do feel free to also fill in the Student Support Officer referral form as needed, which has been posted in the year group Google Classrooms. The Wellbeing Team are here to support you.

I cannot wait to see you all back at school in person but in the meantime please reach out and celebrate the wins every single one of you are having.

**Lauren DiBiasi**  
**Student Support Officer**



**THE RECONNECT PROJECT IS A REPAIR SHOP WITH IMPACT. SKILLED TECHNICIANS SPECIALISE IN REPAIRING MOBILE PHONES, TABLETS, LAPTOPS AND ELECTRONIC APPLIANCES.**

**THE RECONNECT PROJECT AIMS TO CLOSE THE DIGITAL DIVIDE IN AUSTRALIA BY PROVIDING REFURBISHED DEVICES TO PEOPLE IN NEED, (RE)CONNECTING THEM WITH FAMILY, FRIENDS AND ESSENTIAL SERVICES.**

If you've got devices to donate, that's great! The Reconnect Project accepts all makes and models of mobile phones and tablets, regardless of their age or condition. Every device received is securely erased using Blancco software, the global leader in end-of-life solutions for technology. If required, a Certificate of Erasure for each device you donate can be provided.

**Our authorised donation stations are located at:**

**Castle Hill:** iPulse Phone Repairs, 3/45 Gladstone Road, Castle Hill (Mon – Fri, 9am – 4pm)

**Marrickville:** The Bower, 34/142 Addison Road, Marrickville (open 7 days)

**Parramatta:** Parramatta Mission, 119 Macquarie St, Parramatta (Mon - Thur 8:30am - 4:30pm, Fri 8:30am - 3:30pm)

**Windsor:** The Hawkesbury Remakery, 126 George Street, Windsor (Wed – Sun, 10am – 3pm)

**Zetland:** The Bower, 3 Joynton Avenue, Zetland (Mon – Fri, 10am – 4pm)

**You can mail in your device to:**

**The Reconnect Project**

**8 The Strand**

**Penshurst NSW 2222**

## Annabel Chapman – Wellbeing Report

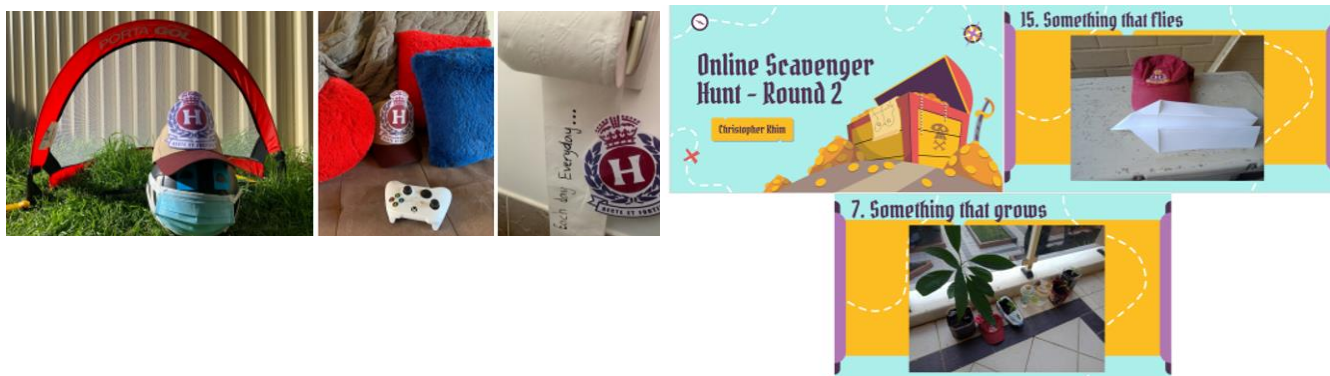
During this lockdown period, our Year advisors and Wellbeing team have been working overtime to look after the wellbeing needs of our students. All year groups have google classrooms for Wellbeing to stay connected to their year advisers. I suggest your son check in regularly to see what's happening on them. Contact the school if your son needs the code. Year Advisors have been doing an amazing job with engaging our students in wellbeing initiatives throughout the term. Some are really quite creative and interactive. Some of the highlights include:

- Department of Education updates
- Birthday wishes and singing Happy Birthday
- Daily check ins from Year Advisors and Assistant Year Advisors
- Information from Ms Anton regarding University entry
- Online forums by a variety of agencies to provide information on Covid and other topics
- Self-care strategies
- Youth Communication Skills Workshop run by Strathfield Council
- Youth Event Management Skills Workshop run by Strathfield Council
- Scavenger hunts
- Kahoot games
- Art and design competitions
- Fitness Challenges
- HBHS Hall of Fame for Contest Winners



The students are really being encouraged to stay connected, ask questions and have some fun with their year group and Year advisors.

Some inventive Scavenger Hunt entries from Year 9 Include:



Our Student Support officer, Ms Lauren Dibiasi has also been busy supporting our students running Virtual Breakfast clubs and joining year meetings to offer support. The Breakfast club was a great idea for students to connect during lockdown.

Our Counsellors are a big part of our Wellbeing team who are staying connected and supporting our students remotely. Learning from home and being in lockdown can be tough. Our counsellors have put together a form that allows students to self-refer for a catch up with the School Counsellors, Katherine or Kim to stay connected and get some ideas / coping strategies during this period or remote learning.

**Some other strategies include:**

In case of emergency, please call 000.

Lifeline: 13 11 14

Kids Helpline: 1800 551 800

Suicide Call Back Service: 1300 659 467

eHeadspace: 1800 650 890

Beyondblue Support Service: 1300 224 636

NSW Mental Health Line: 1800 011 511

Congratulations to the Students who have been inducted into the Homebush Hall of Fame and who are staying connected to their year group and friends, and working their best online.

Keep working hard and stay connected.



Dear Community Members,

**COVID TESTING CLINIC IN MERYLA STREET, BURWOOD NOW OPEN**

There is great concern that the number of residents testing for COVID -19 in the Burwood Local Government Area is comparatively low.

To help raise the numbers, Council has been working with NSW Health to establish a Drive Through and Walk-In Testing Site at the Meryla Street Car Park in Burwood.

The site is now up and running and will initially operate from 8am – 4pm for the next two weeks. At this location, it will be easy for the community to come forward and get tested so please help us by making everyone in the community aware of the new testing site.



Dear parents/students,

**The school counsellors** can be contacted for counselling support by students and parents during school hours by:

**Either:**

- sending an email to the school email address or by phoning the school.

- or your son can self-refer by filling out the confidential referral form on their Wellbeing google classroom.

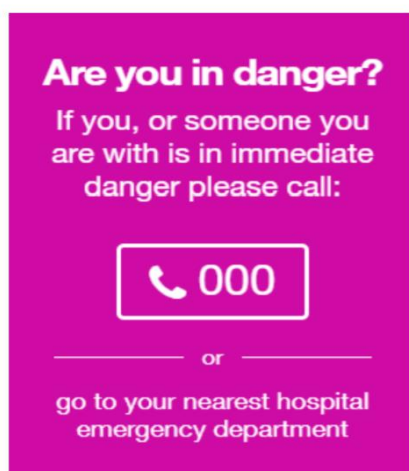
Outside of school hours, excellent telephone and online services are available for students and parents. These include:

- Kids Helpline on 1800 55 1800, or at <https://kidshelpline.com.au/> (24/7)
- Reachout at <https://au.reachout.com/>
- headspace on 1800 650 890 or <https://eheadspace.org.au/>
- Lifeline on 13 11 14 (24/7)

**In the event of an emergency call 000.**



*Katherine Gudgeon and Kim Gane (School Counsellors)*





## Resources for Adolescents During Remote Learning





**If you need to talk to someone...**




Name	About	Phone	Online
<b>Kids Help Line</b> 	For anyone 25 or under - Kids Helpline is a free, private and confidential 24/7 phone and online counselling service for young people aged 5 to 25.	1800 55 1800 24/7	Webchat 24/7 <a href="https://kidshelpline.com.au/get-help/webchat-counselling">https://kidshelpline.com.au/get-help/webchat-counselling</a>
<b>Lifeline</b> 	For all ages - 24-hour crisis support telephone service. Lifeline provides 24/7 crisis support and suicide prevention services.	CALL: 13 11 14 24/7  TEXT: 0477 131114 6:00PM - Midnight	Crisis Support Chat 7:00PM – Midnight <a href="https://www.lifeline.org.au/get-help/online-services/crisis-chat">https://www.lifeline.org.au/get-help/online-services/crisis-chat</a>




<b>Suicide Call Back Service</b> 	A nationwide service that provides 24/7 telephone and online counselling to people who are affected by suicide, experiencing thoughts of self-harm or suicide	1300 659 467 24/7	Online Chat 24/7 Video Chat 24/7 <a href="https://www.suicidecallbackservice.org.au/">https://www.suicidecallbackservice.org.au/</a>
<b>Youth Beyond Blue</b> 	Beyond Blue provides information and support to help everyone in Australia achieve their best possible mental health, whatever their age and wherever they live.	1300 22 4636 24/7	Chat Online 3:00PM - Midnight <a href="https://www.youthbeyondbue.com/">https://www.youthbeyondbue.com/</a>

<b>SANE Australia</b> 	SANE Australia supports people living with complex mental health issues and the people that care about them	1800 187 263 10:00AM – 10:00PM	Webchat 10:00 AM – 10:00 PM <a href="https://www.sane.org/about-sane">https://www.sane.org/about-sane</a>
<b>Headspace</b> 	ehheadspace provides free online and telephone support and counselling to young people 12 - 25 and their families and friends.	N/A	Group Chat 24/7 1 on 1 Chat 9AM - 1AM <a href="https://headspace.org.au/ehheadspace/">https://headspace.org.au/ehheadspace/</a>
<b>QLife</b> 	QLife provides anonymous and free LGBTI peer support and referral for people wanting to talking about sexuality, identity, gender, bodies, feelings or relationships	1800 184 527 3PM - Midnight	Webchat 3PM – Midnight <a href="https://www qlife.org.au/resources/chat">https://www qlife.org.au/resources/chat</a>
<b>1800RESPECT</b> 	Confidential information, counselling and support service, open 24 hours to support people impacted by sexual assault, domestic or family violence and abuse	1800 737 732 24/7 Interpreter: 13 14 50	Online Chat 24/7 <a href="https://chat.1800respect.org.au/#/welcome">https://chat.1800respect.org.au/#/welcome</a>



<b>Carers NSW</b> 	Carer Line offer emotional support, referrals and distribute carer specific resources and information to carers and community members	1800 242 636 9AM – 5PM Monday - Friday	<a href="http://www.carersnsw.org.au/how-we-help/support/carer-line/">http://www.carersnsw.org.au/how-we-help/support/carer-line/</a>
<b>Mental Health Line</b> <b>Mental Health Line</b> <b>1800 011 511</b>	A mental health professional will answer your call about mental health concerns for you or someone you are concerned about, including children, teens, adults and older people	1800 011 511 24/7	<a href="https://www.health.nsw.gov.au/mentalhealth/Pages/Mental-Health-Line.aspx">https://www.health.nsw.gov.au/mentalhealth/Pages/Mental-Health-Line.aspx</a>
	<b>Child Protection Helpline</b>	13 21 11	<a href="https://reporter.childstory.nsw.gov.au/s/mrg">https://reporter.childstory.nsw.gov.au/s/mrg</a>



If you are looking for an app...

Name	About	Website
<b>Calm Harm</b> 	Calm Harm provides tasks that help you resist or manage the urge to self-harm. You can add your own tasks too and it's completely private and password protected.	Free App Store Google Play
<b>Clear Fear</b> 	The fear of threat, or anxiety, is like a strong gust of wind. It drags you in and makes you want to fight it or run away. Instead, face your fear with the free Clear Fear app and learn to reduce the physical responses to threat as well as changing thoughts and behaviours and releasing emotions.	Free App Store Google Play
<b>ReachOut Worry Time</b> 	ReachOut WorryTime interrupts repetitive thinking by setting aside your worries until later, so you don't get caught up in them and can get on with your day. This means you can deal with worries once a day, rather than carrying them around with you 24/7	Free App Store


<b>ReachOut Breathe</b> 	ReachOut Breathe helps you reduce the physical symptoms of stress and anxiety by slowing down your breathing and your heart rate with your iPhone	Free App Store
<b>Smiling Mind</b> 	Smiling Mind is a meditation app for young people. It has been developed by a team of psychologists and uses mindfulness to boost calmness, contentment and clarity. Mindfulness meditation has been shown to help manage stress, resilience, anxiety, depression and improve general health and wellbeing.	Free App Store Google Play
<b>WellMind</b> 	WellMind is designed to help you with stress, anxiety and depression. The app includes advice, tips and tools to improve your mental health and boost your wellbeing.	Free App Store Google Play


If you are looking for online support...

Name	About	Website
<b>Bite Back</b> 	Promoting resilience and wellbeing in 12-18-year old's through activities	<a href="https://www.biteback.org.au/">https://www.biteback.org.au/</a>
<b>The BRAVE Program</b> 	BRAVE-ONLINE is an evidence-based cognitive behavioural therapy (CBT) available online to help children (8-12) and teenagers (13-17) cope with anxiety	<a href="https://www.brave-online.com/">https://www.brave-online.com/</a>

<b>ConnectEDSpace</b> 	A website provided by Relationships Australia Victoria with tip sheets, news and useful links to help young people manage problems and issues such as bullying, relationships, stress and mental health, and conflict with parents	<a href="https://www.connectedspace.com.au/">https://www.connectedspace.com.au/</a>
<b>Smiling Mind</b> 	Online and app-based program to improve wellbeing of young people through mindfulness meditation.	<a href="https://www.smilingmind.com.au/">https://www.smilingmind.com.au/</a>
<b>MyCompass</b> <b>myCompass</b>	Are you feeling the pressures of study, finding a job or starting a career? It has an interactive self-help service that aims to promote resilience and wellbeing for people experiencing mild to moderate stress, anxiety and/or depression	<a href="https://www.mycompass.org.au/YoungAdults">https://www.mycompass.org.au/YoungAdults</a>

If you are seeking additional information...

Name	About	Website
<b>ReachOut</b> 	Our mission is to deliver innovative e-mental health services that enable young people to take control of their mental health and wellbeing.	<a href="https://au.reachout.com/">https://au.reachout.com/</a>

<b>Black Dog Institute</b> 	Primary areas of mental health research and treatment include: depression, bipolar disorder, post-traumatic stress disorder (PTSD), anxiety, workplace mental health, adolescents and young people, suicide prevention, e-mental health, and positive psychology and wellbeing.	<a href="https://www.blackdoginstitute.org.au/">https://www.blackdoginstitute.org.au/</a>
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