



HOME BUSH BOYS HIGH SCHOOL

BUSH BULLETIN



HOME BUSH BOYS HIGH SCHOOL

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Principal Report

Mr Kevin Elgood

2021 will always be remembered by everyone for the COVID19 pandemic lockdowns and the unprecedented move to remote learning in schools. We thought 2020 was a difficult year without suspecting what 2021 would bring. I am very proud of the amazing way the Homebush Boys High School community reacted so quickly to the change to remote learning which occurred with no real warning. The support from staff, students and parents in trying to rapidly adapt to a new way of learning was fantastic. Our Challenge in 2022 will be to ensure that all students are back on track and working to the best of their ability.



HSC 2021

Congratulations to the Year 12 class of 2021 who have completed their HSC in very trying circumstances. We held a graduation assembly for Year 12 students on Friday 3 December giving us the opportunity to congratulate our boys and recognise the end to 13 years of schooling. Unfortunately, we were unable to have parents present for the second year in succession but we were able to live stream the graduation which enabled parents to share in the event. The formal followed last week at Daltone House, on Monday 6 December, and allowed the boys the opportunity to celebrate in style. Best wishes to all our Year 12 students for great results in the HSC and great success in the future, they are an amazing group of young men.

Presentation Day

We are planning to celebrate the achievements of 2021 early next year when we hope restrictions will be eased and we can invite you to come along and celebrate with us. More information will follow at the beginning of next term.

Farewell

At the end of each year we farewell staff who leave for promotions, retirement or new challenges. This year we are farewelling a number of teachers:

- Dr Balan – from the Science faculty, who has made the difficult decision to retire from teaching after 34 years of teaching at Homebush Boys High School.
- Mrs Judith Edwards – from the Learning Support Faculty
- Mr Stephen McFarlane – from the TAS faculty
- Mrs Kate Crosby – from the Mathematics faculty
- Mrs Michelle Degney – Library and Learning Support
- Ms Qingyue Zhou – From Languages faculty
- Mr Leigh Johnson – From the CAPA faculty
- Mrs Monique McQueen – our Teacher Librarian.

We thank all of these teachers for the great contribution they have made to the students of Homebush Boys High School and wish them great success and happiness in the future.



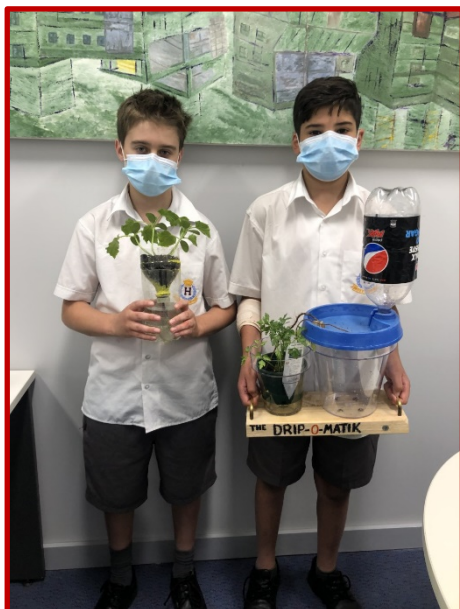
Best wishes for the festive season

I would like to say that it has been a pleasure to work with the students, parents, teachers and support staff at Homebush Boys this year. On behalf of the whole school community I wish every family a very merry Christmas, a happy new year and a wonderful holiday. I hope that all boys enjoy the rest and relaxation that the summer holidays provide and look forward to returning to school fresh for 2022.

Deputy Principal Report

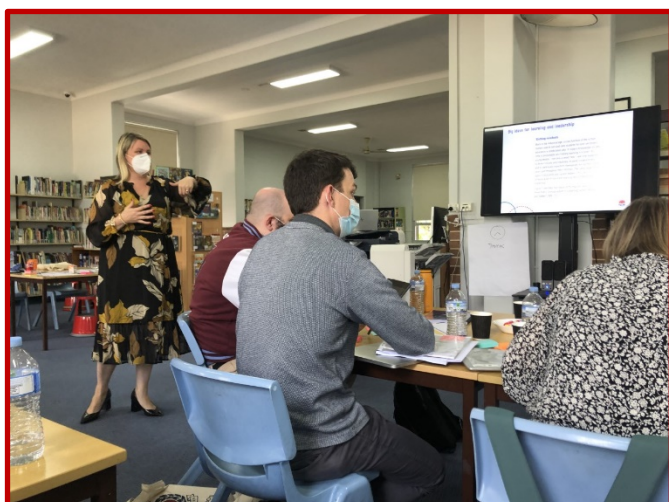
Years 8 & 11

Ms Jennie Dalamagas



It has been a very difficult, but productive year for all. As the year comes to a closure we are continuing to produce outstanding initiatives to ensure our students attain the education they truly deserve. Our staff can be congratulated for accomplishing an amazing feat during the lockdown this year with assisting our students achieve their educational goals.

This term the Executive managed to have their Executive Conference. Due to COVID restrictions the conference was held in our school library. The agenda of the conference was mainly directed on planning for 2022 with the main focus being on our Strategic Improvement Plan 2022-2025. The Executive also reviewed the feedback we received from our External Validation and investigated future directions. Our guest speaker, Lisa Stipanovic, Principal School Leadership, presented 'Inspiring Leadership' to our Executive. Overall the day was very successful and extremely productive.



It was a great honour and privilege to be the Relieving Principal during Week 9 of this term while Mr Elgood was on leave. During this week I was very excited to be part of our Year 12 Graduation ceremony where our students were presented with their final certificates and prizes to acknowledge their accomplishments at Homebush Boys High School. I was extremely proud to see our Year 12 students graduate and personally wish them the best in their future endeavours.



The Year 12 Formal was held on Monday 6 December at Dolton House. Our students were all very impressive in their formal outfits. We all had a wonderful evening and every student honoured our school name by displaying exemplary behaviour.





Our Year 12 Hospitality students showcased their culinary talents on Thursday 9 December by cooking recess and lunch for our school staff. I was extremely impressed by the outstanding effort of our students and their class teachers, Ms Bolbol and Ms Houvardas. Congratulations to all.



I wish our school and local community a wonderful & well-deserved break and hope to see everyone return in 2022 safe and well.

Deputy Principal Report

Years 9 & 12

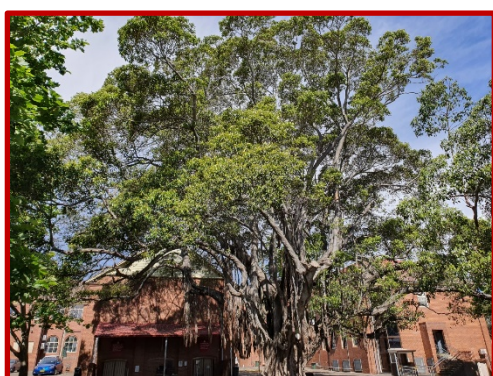
Mr Cheiban Elaro

2021: A Tale of Two Semesters

2021 is over and what a year it has been!

Whilst the lockdown and the pressures of the COVID virus and restrictions have been well documented, and rightly so, there have been many more milestones and achievements.

The year has concluded with some wonderful events.



The HSC exams proceeded without a hitch. The school was able to use more classrooms to accommodate the 3 big exams. I can't thank Mr Burke for his work in relocating classes and finding spare rooms. The exams concluded on Thursday 2 December. That was also the sign-out day for Year 12 students. It was great to see the majority of students looking much more relaxed returning their books and paying outstanding fees. We then farewelled Year 12 via their Graduation on Friday 3 December. It was a restructured event to accommodate the COVID restrictions. Whilst parents and friends were not permitted on the school grounds, the event was live streamed and the video is now on Youtube. Over 50

students received awards and certificates for excellence. Notable achievements include James Wark winning 8 sport trophies and, for the first time in memory, we had three students come equal first in the year. Congratulation to Merton Cheng, David Kadamani and Si Kun Rong for coming first in Year 12.



Below is the list of all the Academic and Cocurricular Awards and the winners.

First in Mathematics General

Ashwin ALAGENDRAN

First in Korean in Context

Jeongchan AHN

The Kerry MEUCCI Memorial Award for Effort in EAL/D

Nianrong CAI

Outstanding Contributions to the School

Sahil CHAUHAN

Outstanding Contributions to the School

Jonathan DEVERAJ

First in VET Construction

Taylan ELGUN

The Rhonda Roberts Memorial Award for Equal First in

Extension 1 English

Serhan ERSAN

Services to the SRC

Ashfeen FERDOUSE

Services to the SRC

Emre GUNDOGANLI

First in Visual Arts

Matthew HARLEY

The Peter Smith Rotary Memorial Award for

Community Service

Benjamin HUANG

First in Extension Science

Mingyuan JING

Services to the SRC

Prasanna JOHNPILLAI

First in Studies of Religion 2

Mahdi KHALIL

Services to the SRC

Ali KHAN

Outstanding Contributions to the School

Kaif KHAN

First in Korean and Literature

Junhyuk KO

Outstanding Contributions to the School

Justin LAM

First in VET Hospitality

Seokhee LEE

First in Software Design & Development

James LIN

First in VET Business Services

Tyler LINKER

First in Standard English

Ayatullah MOJAADDEDI

First in Music 2

Hoi NG

First in Industrial Technology

Thomas SAAD

Outstanding Contributions to the School

Nitish SAREEN

First in Engineering Studies

Krish SETHI

The Peter Smith Rotary Memorial Award for

Community Service

Yoshua TSANG

Services to the SRC

Vinujan VIJAYATHAS

ADF Long Tan Youth Leadership and Work Award

Edmund WONG

Equal First in English EAL/D

Frank XU

Equal First in English EAL/D

First in Korean in Context

Jeongchan AHN

First in Legal Studies

Services to the SRC

Zayd AYISH

Equal First in Modern History

First in PDHPE

Jack KEANEY

First in Information Processes and Technology

Outstanding Contributions to the School

Kimheng THAI

Equal First in Extension 2 Mathematics

Exemplary Academic Performance

P & C Award for Most Outstanding Boy in the School

The Peter Smith Rotary Memorial Award for

Community Service

Merton CHENG

Ampol Best All Rounder Award

The Peter Smith Memorial Award for Community

Service

Outstanding Contributions to the School

Rahim KAMARA

First in History Extension
Equal First in Ancient History
Equal First in Modern History
Samuel LIVINGSTON
The Rhonda Roberts Memorial Award for Equal First in
Extension 1 English
First in Music 1
First in Extension 2 English
James WARK
Equal First in English EAL/D
First in Chinese and Literature
First in Physics
Sijie PENG
First in Extension 1 Mathematics
First in Advanced English
First in Biology
Outstanding Contributions to the School
Exemplary School Performance
P & C Award for Most Outstanding Boy in the School
Si Kun RONG

First in Advanced Mathematics
First in Business Studies
First in Geography
The John Taggart Memorial Award for Excellence in
Social Sciences
Services to the Drum Corps
Exemplary Academic Performance
Enze WANG
First in Chemistry
First in Economics
Equal First in Extension 2 Mathematics
Outstanding Contributions to the School
P & C Award for Most Outstanding Boy in the School
ADF Long Tan Youth Leadership and Work Award
Exemplary School Performance
David KADAMAN

Congratulations to all the students for their achievements

And on Monday 6 December Year 12 had their formal at Dolton House in Pymont. More than 80% of Year 12 students were in attendance and it was a memorable celebration to finish high school. All in attendance had a whale of a time and the goodbyes were tinged with a little sadness. The cohort had a challenging year and we are all very happy that they completed their studies successfully at Homebush Boys High School. A big thanks to Ms Kumaralingam and Ms Karas for their enormous work in making it such a memorable event for the students. And thanks to all the staff who attended the formal.



The Education Cycle was in full swing on Monday 6 December. We farewelled Year 12 as high school students at 6.30pm and we welcomed the Year 6 students at 9.30am the same day on Orientation Day. We had over 130 eager young men, from more than a dozen primary schools, spend half a day at Homebush Boys. They were introduced to a variety of staff members, they completed some literacy and numeracy activities, had recess and undertook a tour of the school.



They look good in their colourful uniforms but they will look even better when they all don the Homebush Boys colours on Tuesday 1 February, 2022, their first day of high school. We can't wait to get to know them and help them settle into high school.

A big thank you to Ms Cheung and Mr Jesu the 2022 Year 7 advisers, Mr Brien, Ms Deo and her LS helpers, Ms Whelan, Ms Stippard and all the speakers on the day. Everyone contributed to the day running very smooth and finishing ahead of schedule.

Finally, I wish all our staff, students and their families a wonderful holiday. And may the new year be full of joy and lots and lots of normalities.

Deputy Principal Report

Years 7 & 10

Ms Catherine Player

The Year in Review

As we come to the end of the year, it is a time to reflect on the achievements and events of the year. It has definitely been another challenging year, where one moment we are teaching students face-to-face and the next minute we are teaching remotely through zoom and google classroom. With a term and a half learning from home, our students and families have shown resilience and commitment through these challenging times, and I thank you all for your efforts. Through it all we have continued to show that bushy boy spirit.



I would like to take this opportunity to thank the staff for their efforts in adapting to the ever-changing environment that was the extended Covid lockdown period. Their dedication to our students to continue to create and deliver high quality lessons, as well as engage in professional learning to develop and enhance their skills, is a testament to their commitment to our students, your sons. The resilience of our students to adapt to change, especially during Covid, was wonderful to see. They once again experienced something that none of us had ever been through in such an extended timeframe and they worked hard to learn a new way to learn and engage online with their teachers and peers, and continued to grow and flourish. And finally, to the parents and guardians who supported our students through this period, Thank you. We are truly lucky to have such a supportive community. At the end of the day, this roller coaster year has produced outstanding results, great learning experiences and a world of opportunities for the students and staff of HBHS.



Year 8

This has been an interesting year for Year 8, and they have done a great job navigating the changes and new experiences they have encountered this year. They should be proud of all their efforts this year. I know I am proud of them as their Deputy Principal.

Throughout this year they have proven themselves in the classroom with some outstanding results, on the sporting field, as leaders in our environmental team, as SRC leaders, artists and musicians, especially during lockdown, creating amazing pieces of music and through the new legends art competition.

Year 8 have continued to develop their talents in all areas and share their gifts with the school community, and we are richer for it and I would like to acknowledge their achievements and contributions to our school in and beyond the classroom. They have certainly proven themselves to be wonderful assets to the school again this year.

Looking ahead to next year, I hope they remember the lessons they learnt this year about respect, commitment to their studies and working hard to achieve their goals. In Year 9, they begin their elective studies, guiding their own

path of study for the first time. I challenge them to set their goals even higher, ensure learning is their first priority in the classroom, treat everyone with respect and be proud to call themselves Bushy Boys.

I look forward to supporting them on their learning journey next year as they develop their many skills and talents. Thanks to Mr Lee and Ms Khan for all their hard work as Year 8 Year Advisors this year. It has been a pleasure working with them.



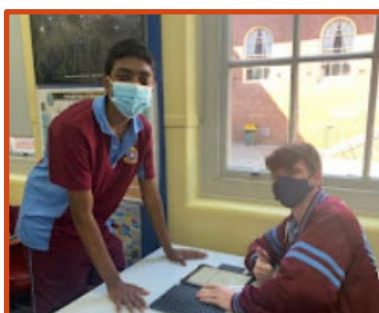
Year 11

It is a pleasure to celebrate the many outstanding achievements of Year 11 at the end of a productive year where they have worked hard and achieved amazing things, despite the challenges during Terms 3 and 4.

It has been an interesting year full of challenges, however, their resilience and perseverance ensured they kept working hard towards their goals. Many have taken up leadership roles as School Prefect, House Captains and Leaders of Interact. Students have excelled in the classroom, on the sporting fields and in volunteering opportunities including the Fig Tree Café. It is wonderful to see them share their many and varied talents with the school community, and we are richer for it.

They have begun their final year HSC studies and this time will fly by for them. I hope they remember the lessons they learnt this year about respect, commitment to their studies and working hard to achieve their goals. I have high expectations for them and will work hard with them to ensure learning is their first priority in the classroom, that they treat everyone with respect and chase their dreams. I challenge them to set their goals high for their final year as they work towards their future and make themselves proud. I hope they Dream big, work hard and make it happen.

I look forward to supporting them on their learning journey next year. I would like to thank their Year Advisors Ms Cuneen and Ms Carrasco for all their hard work this year guiding and supporting them.





House Captains for 2022

I would like to congratulate our new House Captains for 2022:

GREENING

Captain: Joshua CHO
Vice-Captain: Abishek KARNAN



HAYES

Captain: Aaron KORDY
Vice-Captain: Hussain RAHIMI



HOWE

Captain: Kade Humphreys-JONES
Vice-Captain: Ryon NGO



VAUGHAN

Captain: Casper LIU
Vice-Captain: Nitharshan RAVEENDRAN



I know these students will represent their Houses and the School with Pride. We look forward to working with them as part of our student leadership team. I would like to thank Ms Napoli, Sports Coordinator, for all her hard work with this process.

I wish all our families a safe and Happy Holiday and wonderful 2022.

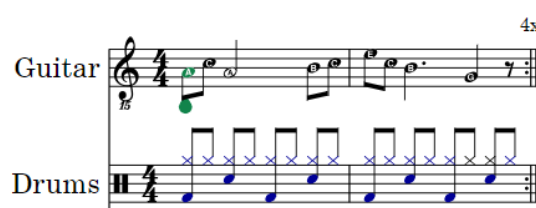
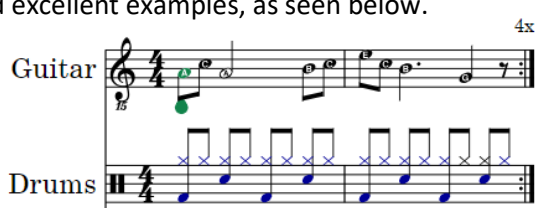
Head Teacher Report

Creative & Performing Arts

Mr Emile Norrish

What a term for Homebush boys and the CAPA department. In a busy finish to the year, CAPA students have been making the most of the practical components of Visual Arts and Music classes, completing a range of engaging and exciting hands-on tasks.

Year 7 and 8 Music students studied the topics of *Rock Music* and *Hip Hop* this term, learning to play, compose and perform a variety of works across these genres. Year 7s were given the opportunity to learn and play both classic and contemporary riffs, developing skills on guitar, ukulele and the drum kit. As well as learning how to play and perform famous rock riffs together, students composed their own two bar riffs. Omri Mullen and Charles Day of 7B both composed excellent examples, as seen below.



Year 9 and 10 students studied the topics *Music Technology* and *Jazz*, where they honed their skills across both digital and traditional music making and performance platforms. Students in these elective courses had opportunities to take part in Covid safe performances, developing repertoire to a high standard and remembering what it takes to put on a show and deliver an interesting and engaging performance.



The Year 11 Music class transitioned into the HSC Music 1 course this term, with students returning to Homebush Boys after spending the beginning of this year at Strathfield Girls. Looking at the topic, *An Instrument and its Repertoire*, these students completed their first task of their HSC course, presenting Viva Voces discussion outlining repertoire for their first performance task.

Outside of the classroom, Music has been itching to restart the extracurricular ensembles program after another difficult year of disruption for the arts. Under the direction of Mr Alexander, the Drum Corps were able to take part in and bring a sense of ceremony and tradition to two important school events. Performing as part of the year 12 graduation farewelling our senior students, the Drum Corps were able to demonstrate their precision, unity and flair with a number of highly refined cadences, giving the outgoing year 12 students a very loud and very memorable send off. On the following Monday, after saying goodbye to our oldest students, the Drum Corps welcomes our newest and youngest students as part of the year 6 orientation day.

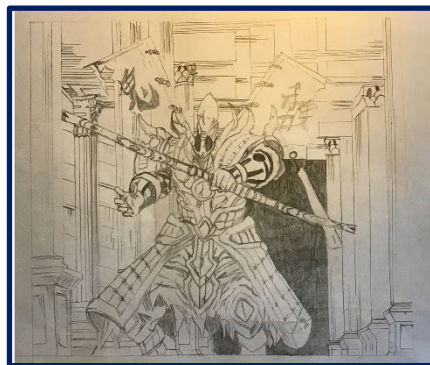
Year 8: New Legends Art Competition

This Year, our Year 8 students were invited to enter a New Legends Art Competition. The students had to research and create a mythical creature legend. There were a lot of amazing entries, showing the many talents of our students. The students really enjoyed the task and entries were voted for on Facebook and in class. The winners are listed below with some photos from the presentation on assembly.

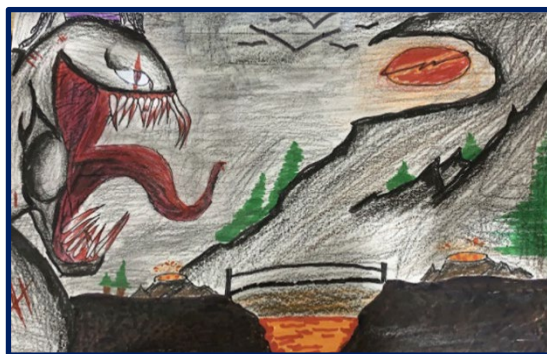
Congratulations to our winners and all the students who participated.



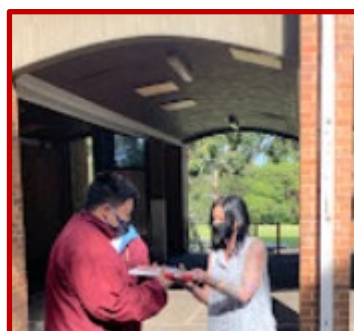
FIRST PLACE:
Alan Wang



THIRD PLACE:
Abdulkarim Taha



SECOND PLACE:
Li-Ke Shi



Head Teacher Report

English

Ms Emily Yong

Relieving HT | Refugee Co-ordinator

Term 4: Year 9

"Memories Unit of Work"

Term 4: Year 9 "Memories Unit of work"

This term, Year 9 have been working on a unit called Memories. In Ms Bonis' class 9A, students were asked to choose a place they remember being important to growing up. In this task they had to develop a piece of writing on this place using descriptive language. The following piece has been shared by Melvin Chen.



In the Wake of the Dark Times by Melvin Chen [9ENA]

The irksomely high pitch of the ringing bell was stuck in my ears for a good 5 seconds after it rang. Ms Bonis, my English teacher, yelled, "Class dismissed!" (No one actually says that, but for story purposes only) From that moment, I knew I would be spending the next 30 minutes lethargically walking back home with each new step aching just a little bit more than the last.

I was perhaps 5 minutes away from home but something else grabbed my attention. A maple leaf flew down, swaying side to side in the wind, until it eventually ended up on top of my black leather shoe. I picked it up and twirled it round with the movement of my fingers. I glanced up at the tree which it came from, prospering on the green grass inside of the gates of that primary school. My primary school.

Whenever I walked past Homebush West Primary, I would always feel the cool breeze of the wind, the crunchy rustle of autumn leaves, and a wide blue sky with only one cloud or two in sight. It didn't matter the temperature or the season or the weather. It always feels like these things, yet, it never did. Every day, the children would walk in and out of the thread-like khaki gates surrounding the school, filling the air with excited youthful chattering.

Was this place always like this? No. It wasn't.

I stood, leaning against the pale brick walls of an apartment, opposite the school, "I don't even know this place anymore," I thought. It's been a lifetime since the last time I stepped on those grounds... I shut my eyes for a few seconds and tilted my head down to my chest, clearing the fog out of my mind.

Before I knew it, I would reach the gates of the ever-so daunting primary school. The exchange of goodbyes between myself and mum was the last moment before I delved into the realm of strangers and wild newness. There were lots of other kids my age who all seemed to get along with each other just fine, and teachers who were still talking amongst themselves and other parents. But where was I? Lost. Alone.

By now, the skies were practically all greyed-out with only a pocket of blue here with only a faint, yellow light coming out of the classroom window.

A gentle sprinkle of rain started a series of intermittent ticking on the concrete pavements. It gradually sped up and up, ticking faster and faster. It continued on, and on, until eventually, the void faded out

of my mind. The wretched memories ended and my heart rate returned to normal. A place of pain was now a place of peace, only because now, I never step inside those gates.

Maybe I'm the only one who can't feel this feeling, "nostalgia". What was the point of dwelling on the past when there's more waiting in the future? I traced my steps back to where I was 30 minutes ago; to a happier place. It read "Recte et Fortiter".

^ Not based on a true story

By Nicholas Xue [9ENA]

A bright-eyed happy go lucky child speeds around his neighbourhood on a little broken-down bike, a sunny, yet rainy summer day, as the nostalgic petrichor smells hits him like it has so many times before. This time of day was special; the bright-eyed kid had just been freed from the chains of school and was finally able to indulge in the scenery that he had seen so many times.

He sets off, going where his heart desires, taking him to the familiar sight of the oh so dazzling park filled with happiness and laughter of familiar faces as the haughty sun flaunts its golden rays and radiates brightly, colouring that park in a maple like glow. The young boy would wave them down like he always did, beckoning them to join him on an adventure they had ventured so many times before.

As companions joined him, sun showers would pour down while they floored it in their bikes down the hill. Smiles worn wide across their faces as the sun illuminates their world in golden glow and yet another memory was birthed at the hill that was oh so special to the young boy and his friend. "Ah, I am having so much fun." The boy often thought this and often, he questioned whether this will last.

After the sun shower, without fail, comes the humidity. A gateway to the coming of their sparkling world of golden reflections from the hot and wet surroundings. With this new beginning, they advance down a long road, simply enjoying the company of each other. This road was long, very long but short; short when in the company of bliss and friends. "Ah, there it is, the one stop shop!" A boastful, wide and immaculate corner store that always stood proudly in the eyes of the young boys. Owned by everyone's adored grandmother, a kind lady with an unwavering aura of happiness around her at all times. The young boys could not help but converse with her for hours while basking and indulging in her sunshine personality and free sweets. Together, they'd be invited into the back of this shop, into a cosy and dimly lit room without the best ventilation. On a hot day, the fans would be blasting at full speed as they shared the wind, greedily attempting to steal more of the cool breeze, only to build up more heat, adding fuel to a steady brewing flame, welling up until a war, akin to that of the chemical reaction of a dynamite explosion, erupts.

As the hours go by and the sparkle of their world fades, they exit and go their separate ways home, bidding farewell to each other. A tinge of sadness would always spark within the boy's chest on the long ride home however, today was different. Tears streamed down his face and trailing behind him as emotions pushed the skinny legs of the boy, powering his bike to its limits. The feeling of dread and hopelessness overcame him as he reached his driveway. Slowly, it all became too much and he collapsed onto his knees, unable to contain his emotions, which erupts from him in the form of tears and incoherent cries.

"I'm glad I spent my final moments like this," the boy thinks to himself as he picks himself up and throws on a brave face. "Goodbye, my friends," He mutters.

His parents beckon him into the car and soon, the view of the neighbourhood he has grown up in, disappears from sight.

By Arnav Trivedi [9ENA]

The diesel engine sputtered to life and a plume of black smoke clouded my vision. I eagerly climbed the steps into the bus to escape the encroaching cold rapidly robbing the feeling from my face. Sadly, despite the roaring heater, the frosty cold seeped in through the gaps of windows robbing the warmth from our tightly wound jackets. The dilapidated bus lurched forwards and we gained a steady speed on the main road which was essentially a back-alleyway gully compared to the urban jungle of Sydney. I looked around and small cottages lined the street, and the locals milled around maintaining their rural way of life, despite a war being fought 100 kilometres away. As the fog cleared a monstrous mountain took up the entirety of the windscreen and gloomy storm clouds shrouded the peak in agitated misty swirls of precipitation and tempest.

As I looked around, other buses and cars were also making their journey across the highest motorable road in the world, but they all clattered past us, with chains covering their tires webbed in chains. The endless patches of snow were only disrupted by trees and the vibrant prayer flags. The road was still dry, but as we ascended the mountain, the morning sun turned the snow to sludge, besetting our constantly burrowing our vehicle into every patch of freshly fallen snow and pothole on the road to the summit of the mountain, only being saved by the generosity of the locals.

As soon as the snow hardened after hours of constant setbacks, I gazed out the window and amidst a sea of white, the rural village of Leh seemed to disappear under the sheer brightness of the snow and the guise of trees. As the altitude further increased past 13000 feet, I seemed to hit a barrier as well as everyone else in the bus as the air pressure had dropped so significantly, and my ears ached in agony as I failed to equalise the pressure. Nausea spread throughout my body as the air became thin and the altitude slowly increased. Soon I fell asleep for what seemed like only a few seconds to escape the sickening sensations developing in my stomach after failing to subside.

I awoke to a cloudless blue sky above the peak which presented good visibility to observe the true expanse of the Himalayas. A golden concrete sign stating that we had reached the top of Khardung La Mountain, 18380 feet above sea level. I stepped out of the bus, and the Gleaming white snow reflected the might of the Sun's rays, and sizable stone boulders and colourful prayer flags contrasted against the white patches of snow. I walked to the edge of the mountain to bask the reflection of the sun off the snow, which warmed my face and provided feeling back to my toes, fingers, and nose.

The sound of snow crunching approached me, and my mother said to me that we still had a few hours left until we got to our accommodation. With my bones aching and joints stiff, I reclaimed my seat in the bus and the familiar rattling and shaking of the car sent me into a deep slumber.

8D Do the Wall-E

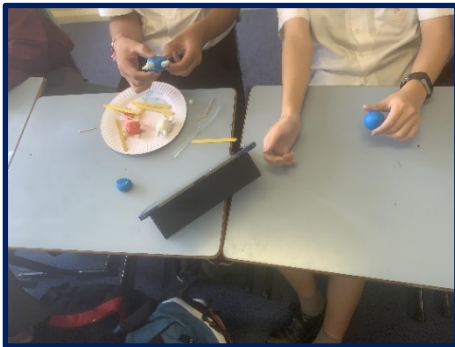
By Mr Casey

Term 4 saw Year 8's Unit of "Visions of the Future" come to life. After examining Science Fiction and a close study of WALL-E, Mr Casey and Mr Lea set 8D a task of self-directed learning in teams, to create a stop motion trailer for a "NEW WALL-E 2".

The boys were set some loose parameters but were required to demonstrate an understanding of Auteur (Film) Theory in their work.



As with most activities set for 8D, the boys took to it like ducks to water; Concept Maps, Storyboards, Model and Set production. There were phases of pre-production experimentation and then filming commenced in earnest.



Post production is happening as this publication goes to press and the Bushy Boys are excited.

The boys will be hoping to have a "WALL-E 2 Film Trailer Festival" in the final week of term.

Great teamwork, Great ideas,
Great experiential learning.



See you Boys back in 2022

Head Teacher Report

Human Society In Its Environment

Ms Christina Papavramidis

Commerce

Written by Melvin Chen [Year 9]

Ms Jessica JANG [Commerce Teacher]



Generally, commerce refers to the exchange of goods, services, or something of value, between businesses or entities. As we surround ourselves with knowledge of the business world, we are able to use the information that we are taught and create opportunities out of them, possibly earning a little (or a lot) of money on the way! This term, myself and the Year 9 Commerce Cohort have delved into the topic of “investing”.



Investing can be seen as a tall tree with many different branches attached to it, and by venturing through these branches we find that investing is more than just stocks and Bitcoin! For instance, so far, students have learnt about the reasons why individuals/businesses may choose to invest, the range of ways to finance investment (including through savings, borrowings, and superannuation), and the risks and benefits of different types of investment.

Our teachers have set up a number of engaging activities for us to participate in which would broaden our understanding of the current topic. For instance, all students were able to play the “ASX School Sharemarket Game”, an innovative, virtual trading game that allows students to trade shares of different companies, which followed the trend of the stock market in real time, with a pool of \$50,000 in virtual currency. This game was not only really entertaining, but it also allowed us to understand how, when and why to buy and sell shares on the ASX.



Students in Homebush Boys High School study a variety of critical life skills that will help them prepare for the future. Learning how to invest the money they earn when they join the work market is a prime example of a life skill. As people mature and develop a life for themselves, learning how to make their money work for them can provide some financial stability. That is why it is critical for students to get an understanding for the field of investing and commerce as a whole in order to navigate the obstacles and possibilities that the markets will provide to them.

In my opinion, Commerce is a great subject because everything we learn is useful and applicable in real life, being especially crucial for our futures. Investing, particularly, is an area where anyone can dive into, and is an effective way to put money to work and potentially build wealth. Across my previous lessons, I have enjoyed researching about the many types of investments, and their advantages

& disadvantages. In addition to this, we have recently been looking at houses/townhouses/apartments and comparing

them to see their approximate average price, and using it as a benchmark to estimate how much a mortgage would cost for that specific property. I thoroughly enjoyed this task as it challenged me to apply our theory work to a more practical standpoint and it also gave me an opportunity to work with my peers and find out what kind of home suits them! As someone who actually was never really interested in finance, I have slowly developed a commendation for economics as I definitely see myself using the knowledge I have gained, in order to earn some money on the side!

Economics

Written by Anargyros.Kallos

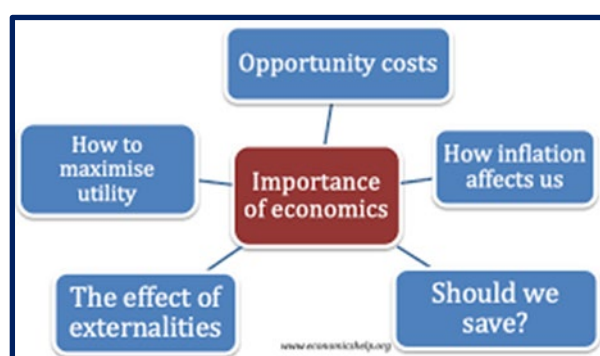
Mr Prakash INNASI [HSIE Teacher]

Economics is gaining momentum and getting popular among school children especially in year 11 and 12. Obviously, students select economics to achieve high ATAR and to gain admission in some of the prestigious universities.

The subject economics affects our daily lives in both obvious and subtle ways. From an individual perspective, economics frames many choices we have to make about work, leisure, consumption and how much to save. Often people get confused whether to buy an expensive car or to buy a house.

Every decision of ours come with an opportunity cost. Our lives are also influenced by macro-economic trends, such as inflation, interest rates and economic growth and our general standard of living.

An economics degree will boost your employability in many areas, regardless of the industry you work in. There is strong demand for highly numerate graduates throughout the global labour market, and the widely transferable analytical and problem-solving skills developed by economics students means that careers in economics are extremely wide ranging and diverse. Economics can work as financial risk analyst, data analyst, financial planner, accountant, Economic researcher, financial consultant, Investment analyst, Actuary etc.



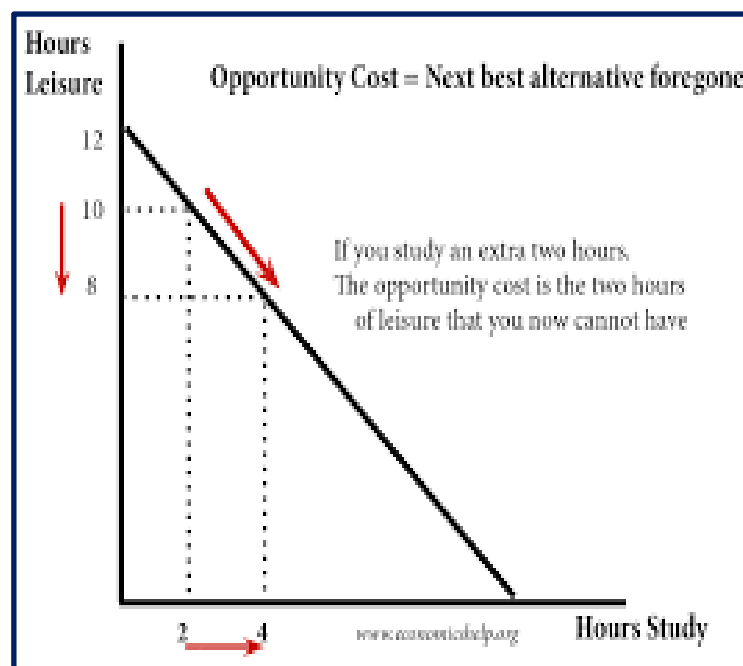
The first term of year 12 economics included many topics concerning our globalised world and economy. In a world where we are more integrated than ever before, we learned many interesting, but also very relevant issues. At times, the classroom looks like a battlefield where students present a range of perspectives, often linked to political decisions. We learned to express our opinion in relation to various decisions made by various governing political institutions. Our teacher **Mr. Innasi** provides an excellent platform for students to improve their understanding and augment ammunition to further the

discussions. Apart from the syllabus, students are also being exposed and challenged by Mr. Innasi to further our understanding on a range of topics such as property market, stock market, currency trade etc.

The whole term, we learned about how government policies and strategies assisted to boost our trade, increased access to technologies, Foreign Direct Investment and services such as education and tourism. We looked at the case study China and how this country has achieved massive economic growth and development. China has transformed since 1990 and slowly drifted from a government controlled planned economy to market economy.

As we discussed above, every decision comes with an opportunity cost. The price that various economies pay for achieving economic growth and development is degrading environmental quality and compromising the future generation. Massive use of fossil fuels in China and other emerging economies such as India and Indonesia facing widespread problems of maintaining their environmental quality which obviously impacts the quality of life in that country.

Although these concepts sound quite complex, which they were, to a certain extent, the journey was truly fascinating. We hope to learn much more about our economy in term one and two in 2022, furthering our knowledge even more, and enjoying doing so at the same time.



HSIE

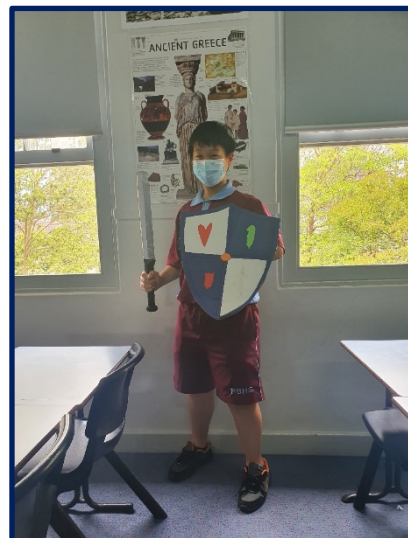
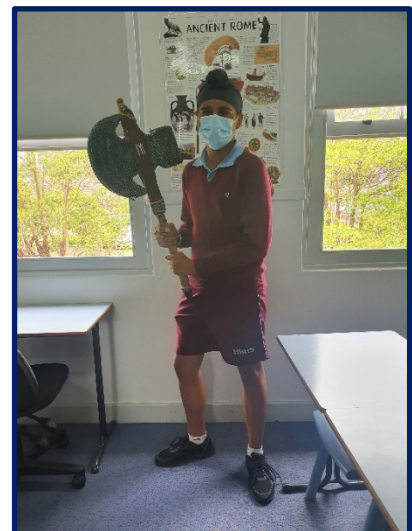
Students at Homebush Boys High School have had another incredibly successful and rewarding year in History. Their ability to overcome all obstacles that came with remote learning and ongoing COVID-19 restrictions is a testament to their strong character, maturity and commitment to their studies. All our students are to be congratulated for their outstanding application to their work and for the fantastic results they achieved this year. Below is a snapshot of their success in each of the History courses studied in 2021.

Year 8 History

Written by Lucas Fonseca

During 2021, History was a fun and engaging subject, with many interesting topics explored over time. We have learnt many topics, including Medieval Europe, the Black Death, Japan Under the Shoguns, the Age of Discovery and the Spanish Conquest of the Americas. There have been many key highlights in this subject in terms of assessments, such as the Make Something Medieval project, Black Death essay and Japanese Samurai Shoguns multimedia presentation. Some interesting aspects of this subject included the history of the feudal system and castles in Medieval Europe and the mysteries surrounding the Black Death. A personal favourite of this year was the creation of Medieval weapons, armour and tools, which was a wonderful and creative way of learning. During the lockdown, students in Year 8 created

an interactive multimedia presentation based on the Aztecs or Incas and the Samurai, which were both fun to create. This subject has been rewarding for all and we have all gained further understanding of the past and the present. Overall, History has been exciting and interesting, and we all look forward to what is to come.





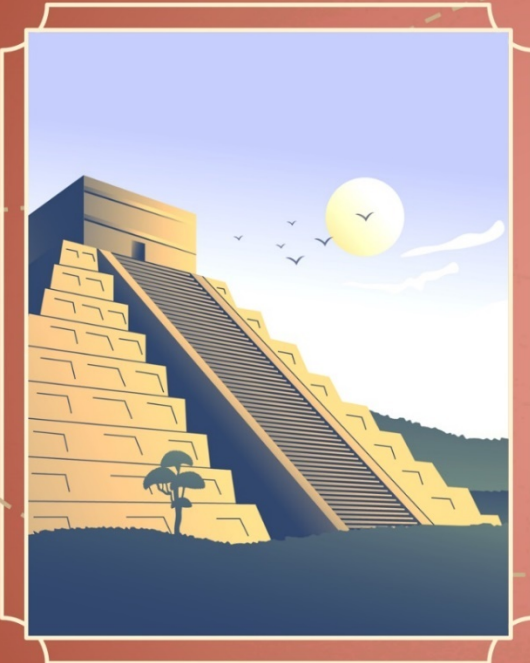
Japan Under The Shoguns

By Neel Gandhi 8HISD



What Was A Samurai

- The Samurai were the warrior class in Japan, who were regarded as armed supporters of their daimyo. They were warriors who risked their lives to protect and support the daimyo.
- They were also regarded as elite and skilled horsemen who rode into battle without thinking that their lives were at stake.
- Their main aim in life was to support and protect the daimyo in every way they can, even if it causes suffering to the Samurai or his family.
- They also lived by a strict code known as Bushido which translates to "Way of the warrior". According to the code, Samurai were meant to live frugally, kindness, benevolence, as well as loyalty to his daimyo and the royal family.
- Samurai also committed ritual suicide known as Seppuku.
- The Samurai lived by seven virtues throughout their life; strength, courage, respect, honesty, honour, and loyalty to the lord

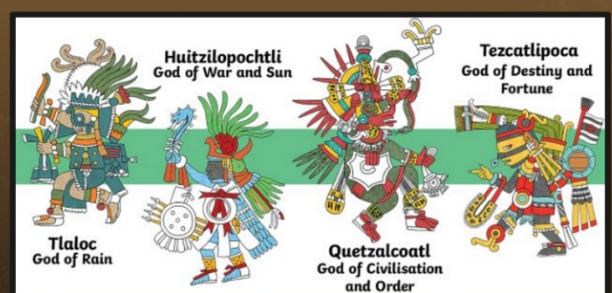
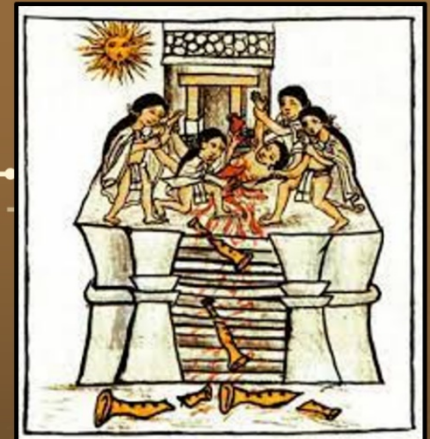


Aztecs

Hassan Awan
8D

Religion

- The Aztecs followed a polytheistic belief system consisting of many gods. The most prominent were *Tonatiuh* (sun deity), *Tlaloc* (rain deity) and *Huitzilopochtli* (the god of the sun and war); these gods were worshiped above all others. The Aztecs believed that they lived in the fifth sun era, and that the world could end at any time. To prevent this fate, the Aztecs performed human sacrifices to postpone their destruction and appease their gods.
- Moreover, the construction of shrines constituted a major aspect of Aztec culture. Each shrine was dedicated to a different god and thus had unique characteristics and distinct building styles.
- The Aztecs also believed in an afterlife. They believed that the souls of the deceased would descend into *Mictlan* (the underworld), which was ruled by *Mictlantecutli*, the god of death.



Year 9 Military History

Written by Filip Ilic

Military History has by far been my favourite subject this year. In class we have gone through a range of engaging topics, learnt interesting things about the past and integrated fun activities into our learning. The topic we are currently studying is 'The Accuracy of Historical Movies' where we have watched the movie *Braveheart* and discussed its ability to accurately portray the Scottish Wars of Independence while still trying to be an entertaining movie. We are currently watching and analysing the movie *Gladiator*. Prior to this, we studied the topic 'Warrior Societies' where we focused on the Vikings and how they ravaged much of Europe. The assessment we completed for this topic was the creation of a museum exhibition on the different ways in which a society can be classified as a 'warrior society'. Our second topic was 'Famous Military Leaders – Hero or Villain'. In this topic we studied the importance of perspective in the way a leader is viewed and represented. A famous military leader studied in class was Genghis Khan. He was a ruthless killer who committed genocide and conquered almost all of Asia, however, he allowed religious freedom for the people under his rule, provided gender equality and united the previous warring Mongol tribes. Based on these facts we formed opinions which we also debated in class. The first topic that we studied in class was 'Battles of the Roman Army'. In this topic we learnt all about Romans fighting techniques, their equipment, their armour and fighting strategies. We also examined the people they went into battle with. The assessment task for this topic was incredibly unique and fun. We wrote a front-page news article on a battle of our choosing which would have been read by the people of Rome. I thoroughly enjoyed this task, and it was an indication that this subject would be really fun.

Our classroom is always filled with interesting discussions and debates. Our teacher, Ms Symonds, is always helping us understand things when we are confused about things, as well as making each of our lessons fun and engaging. Military History has been the most engaging subject I have studied this year, and I'm sure that I'll be continuing History for future years.

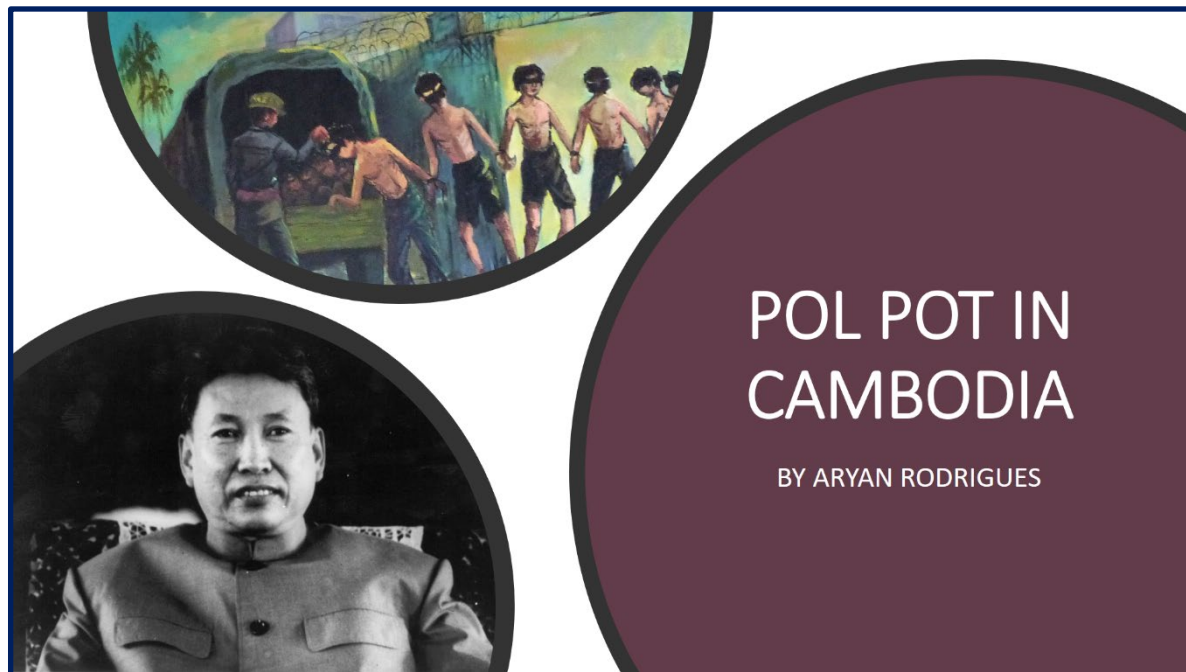
Year 10 History

Written by Aryan Rodrigues

History was a memorable subject for all Year 10 students in 2021. Filled with interesting facts and significant events about Australian history, students were continuously engaged in gripping tasks which absolutely restricted the boredom in strenuous times such as lockdown. The History staff successfully supported students to complete fun tasks, assignments and pieces of work especially during home schooling, enhancing the students' interest in History and their knowledge of Australia's past.

Term 1 of 2021 captured the attention of students as they learnt about World War Two and the Holocaust. Studies on German and Australian warfare as well as their significant role during World War Two contributed to a strong interest in the unit. Australia's involvement in World War Two was also incorporated in this unit as significant battles that Australia fought in were researched about in detail such as the Kokoda Campaign. During Term 2 we learnt about Australia's involvement in the Vietnam War and the Cold War. Students completed tasks that provided insight on Australian soldiers in Vietnam and their experiences, as well as the reasons for the Vietnam War and tactics utilised by opposing armies. Towards the end of the term, a small unit about the Cold War was studied along with the Petrov Affair. As lockdown hit and students were forced to learn remotely, Term 3 introduced Rights and Freedoms of Australian history. In this topic we learnt about the struggles and achievements of Indigenous Australians in the 20th

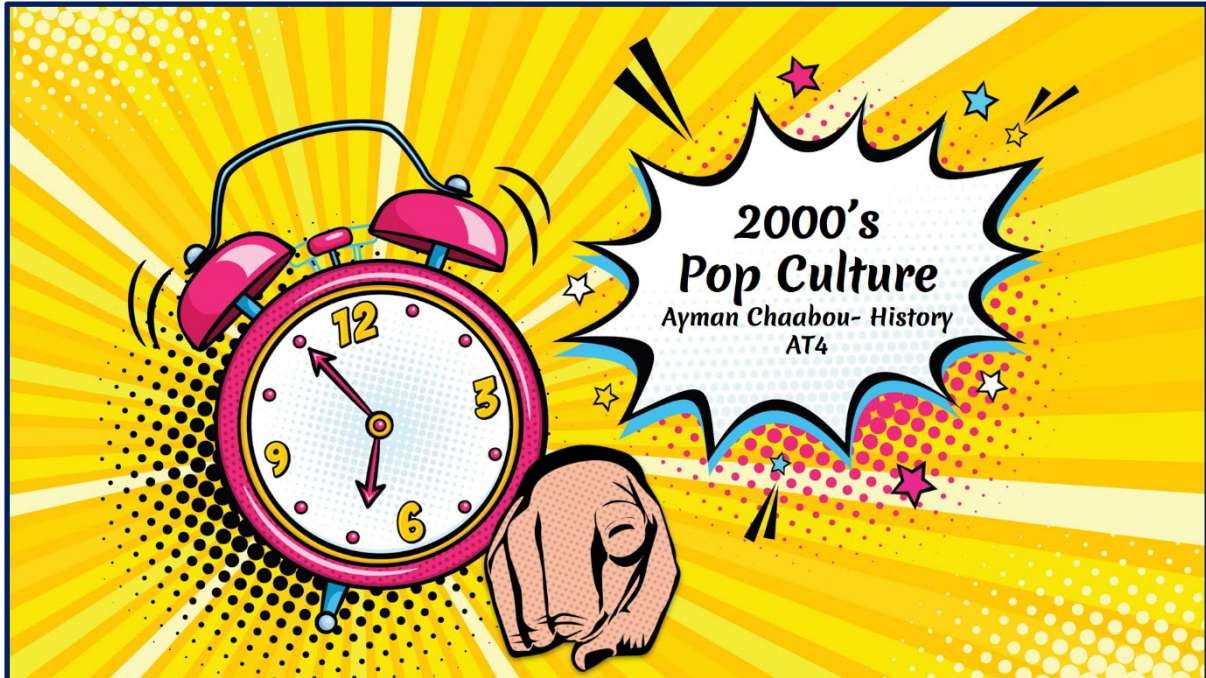
century. A highlight included learning about the achievements of significant activists, such as William Cooper and Eddie Mabo, who tirelessly worked towards improving the lives of Indigenous Australians. The year concluded with an examination of Australian popular culture that was significantly influenced by global trends, especially in the United States of America and Britain. Students learnt about significant global events that impacted Australia's popular culture from the 1950's to the 2000's. The fads of other countries brought excitement to students as they learnt about the influences of popular forms of entertainment such as Rock 'n' Roll and specific clothing styles that dramatically changed the lives of Australians.



METHODS OF CARRYING OUT THE GENOCIDE

- The Khmer Rouge killed all intellectuals and Christian, Buddhist and Muslim citizens.
- People were put into categories based on backgrounds, religions or age.
- Recruited younger people for armed forces.
- Created death and labour camps around Cambodia.
- People from cities were sent to work on communal farms.
- Propaganda misled people which was Pol Pot's aim.
- Children were taught to hate their families.

Three circular images illustrating the methods of the genocide. The top-right circle shows a group of men being led by a soldier. The bottom-left circle shows a child holding a rifle. The bottom-right circle shows a long line of people in a field.



The First iPhone

- The iPhone was first released on the 29th of June 2007
- One of the first smartphones and the most technologically advanced devices of the time.
- It was referred to as, "an iPod, a phone, and an internet communicator"
- The first phone which allowed people to browse the internet and do everything a computer could.
- This led to the creation of newer, better and a larger variety of smartphones.



Year 10 Military History

Written by Aryan Rodrigues

Military History in 2021 was jam-packed with fascinating historical content and engaging topics which encouraged students to be engaged in all assigned tasks. Even in stressful times such as the transition to online learning due to the sudden lockdown, students were continuously captivated by fun activities, tasks and assignments that helped students understand many concepts of significant events in history.

Term 1 of 2021 blasted off with studies on weapons and warfare in the Middle Ages. Students grasped valuable information on how and why weapons were made and what types of weapons were manufactured to benefit armies in war during the Middle Ages. They also learnt various strategies that were implemented during war to benefit armies. An enthralling assignment of creating a castle using Minecraft dragged the attention of all students from other subjects to Military History as students were focused on this creative task. Term 2 commenced with the Crusades as students learnt what the Crusades were, and why tensions continued to rise between the Christians and Muslims. The assessment task encouraged us to select a Crusade and go into depth about its significant events, identifying some fascinating information. As the lockdown affected individuals of Homebush Boys from the start of Term 3, the wellbeing of Military History students were continuously supported with content learned from interesting battles that changed Modern History. Students were tremendously engaged in this topic as we watched several significant war movies at home such as *Dunkirk* and *The Darkest Hour*. Tasks such as researching significant battles assisted individuals of Military History to tackle the strenuous times of lockdown as students were mentally, physically and emotionally challenged. Finally, Term 4 was all about civilians in warfare as students learned about the impact of war on innocent civilians and key decisions made by them through stressful war times. The unrecognised effects of destruction and damage on civilians were deeply acknowledged by Military History students as we continued to identify their struggles and misfortunes in war.



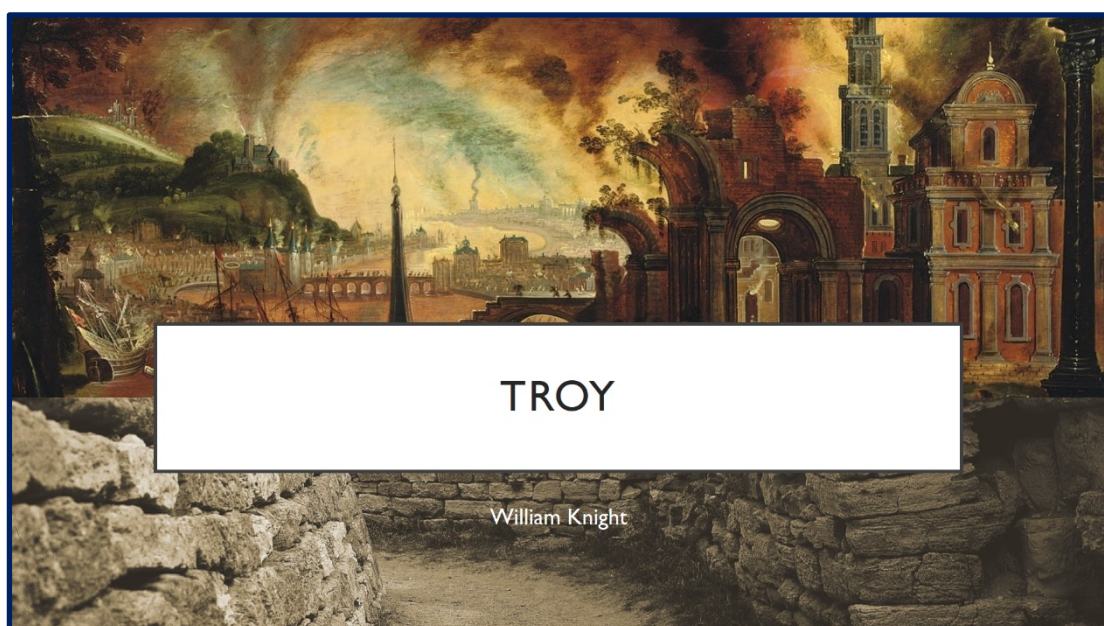
Year 11 & 12 Ancient History

Written by William Knight

Learning Ancient History has been an incredibly enjoyable experience despite all the complications that are inevitable and unavoidable with online learning. Both Mr Morales and Ms Budanovic have worked tirelessly to give every student the best educational opportunity in the circumstances, and I have been left feeling as though I was not at any disadvantage learning in lockdown. Their commitment and dedication to their lessons and students was greatly evident throughout the term, has continued and only become more evident as students have returned to school. Feeling isolated from the classroom was inevitable during online learning, however, this was quickly solved by Mr Morales' everchanging Zoom backgrounds of ancient sites.

The Year 11 course was full of many interesting subjects and topics. In Term 4, we were taught about weapons and warfare in Ancient Assyria, the army, its composition, as well as the crude and barbaric methods used against political and military opponents. Certainly, this subject brought to light the violent element of Ancient History. Amongst other interesting elements of the subject included learning about the ancient Mesoamerican city Teotihuacan, where we learnt about the site itself as well as the original inhabitants. Learning about human sacrifices that were likely performed at the pyramids or temples was another engaging part of the topic that highlights the violent nature of ancient history. Our other topic, the Roman Games was another gruesome topic, though admittedly it made it incredibly interesting. The course was also analytical of the role of gladiators who were not merely present in Roman society for violent and entertainment purposes, but also had a significant political and economic role in the Roman Empire. Studying this topic allowed students to engage with a deeper understanding of the history. Additionally, for the Historical Investigation task students were able to evaluate the achievements of an important historical figure. I chose Tiberius Gracchus, a politician of the Roman Republic. Through this assessment task I understood the highly political side of Ancient History, investigating Tiberius Gracchus' contributions to the Roman Republic and his potential role in causing its demise. Throughout the Year 11 course we have engaged with many interesting and diverse subjects that has made Ancient History an incredibly enjoyable subject.

In Term 4 we began the Year 12 course where students learnt about Pompeii and Herculaneum, exploring the ancient site, how it was excavated and what it reveals about Ancient Roman society. The topic has been very enjoyable, engaging, and interesting. I certainly feel appreciative being able to be back in the classroom with my teacher and peers and feel confident in confronting the challenges of the HSC with their invaluable support. Overall, my experience learning Ancient History has been overwhelmingly positive and I thoroughly enjoy my classes.



William Knight

WAS THIS CITY TROY?

"A WEALTHY, WELL-FORTIFIED PORT CITY THAT WAS BURNED"

- Schliemann found a sophisticated and valuable collection of jewellery, Priam's treasure.
- Predicted that it wasn't owned by authorities of Troy.
- Demonstrates that wealth was widespread in Troy.
- Troy is currently positioned kilometres from the ocean, raising doubts if it was a port city.
- Soil testing undertaken in the farmlands near Troy, marine sediments were found, proving the ocean did once cover the land near Troy.
- Large, charred stone walls were found.
- Matches description of a well-fortified city that was razed by fire.



Ancient History – Task No. 2

Henry Gao 11HIS2

Mr. Morales

Essay Question:

"Evaluate the Achievements of your Personality"

Pericles (495 – 429 BC) was an extremely influential and wealthy statesman, that is arguably one of the most significant figures in Greek history who dedicated his lifeworks into achieving remarkable feats. Pericles is exceptionally known for organizing and developing the Athenian empire through instilling what is considered to be radical democracy as well as political reforms that transformed Athens into a superior Greek culture, and devoted his heart into fighting for Athens. Although Pericles is an extraordinary leader whose interests were to expand and transform Athens, such measures hold him accountable for the gradual degeneration of the Athenian Empire.

Pericles introduction of Athenian Democracy was perhaps one of his most notable achievements in the course of ancient history. With his strong political background, Pericles had the ability to advance the foundations of democracy and attained the power to govern during Athens's Golden Age. Pericles was only able to gain a great deal of practical political power through the reformer **Ephialtes**, an Athenian politician and early leader of the Athens democratic movement, who organized a vote in the popular assembly that stripped all remaining powers from Areopagus, a traditional council controlled by the Athenian aristocracy, marking the birth of Athenian Democracy. Following the Assassination of **Ephialtes**, Pericles stole the position as leader of the democrats and achieved the political elimination of his opponent Cimon through ostracism. Pericles changed the political system for its initial intended use and promoted a populist social policy. He appointed people to positions in government not based on their social class but their abilities, as well as proposed a decree that bestowed ordinary Athenian citizens' generous wages to participate in public affairs (e.g., jurymen). However, Pericles political methods were not approved by everyone that in ancient historian **Plato's** book *"The Trial of Athens"*, Plato rejected and attacked Athenian democracy on the basis that such democracies were anarchic societies without unity, and was unable to allow a sufficient number of citizens to have their voices heard, as well as such democracies were run by fools. Ancient Historian **Thucydides** argues that *"Democracy is only acceptable when guided by a good leader"*, who in this case approved of Pericles power over the people but did not approve of the democratic commoners. Although, Pericles established a radically democratic system in Athens it is considered that his form of democracy was impure. This was because the political system was dominated by the corrupt elite men of the upper city state, as well as the absence of an unelected parliament which caused instability, and limitation of citizenship and human rights. As a result, Pericles's democracy was a contradiction in the sense that it did not allow the participation of a large selection of the public, namely women, and slaves. Furthermore, although Pericles is credited for his significant achievement of instilling and ushering what is radical democracy, it was a flawed system since quarter of the Athenian population had political rights.

Another extraordinary achievement of ancient history's greatest leader Pericles is the development of the 'Grand Strategy' in the Peloponnesian war. Pericles led many naval expeditions in his lifetime and his rise to power ultimately resulted in the Peloponnesian war (a contest between land and sea power), which was due to its loosing alliance with the Peloponnesian league, another Greek coalition under the leadership of the powerful Sparta. **Thucydides**, an ancient historian highlights that Athens under Pericles chose a strategy of exhausting Sparta and that Sparta chose a strategy of annihilating the Athenian army in a major land battle early in the war. This makes evident for why the duration of the war was long, as Athens under the directions of the commanding general Pericles, formed a defensive grand strategy to convince the Spartan forces that Athens was unbeatable in military terms. This was because Athens heavily relied on the resources of their allies, the Delian league to survive the siege, and had a more

Year 11 & 12 Modern History

Written by Sean McGlade

Learning about the modern world has been an incredibly enjoyable experience despite the disruptions faced by all, and the unavoidable process of online learning. The teachers of Modern History have continued to work tirelessly to give every student the best education opportunity despite the circumstances, and all the students have been left with the feeling that we are at no disadvantage, despite being stuck at home in Term 3. The commitment and dedication shown by Ms Napoli and Ms Symonds, to their lessons and students, was greatly appreciated and made evident throughout the term, and it has only continued to become clearer as the students have returned to school. Lockdown has the inevitable feeling of being isolated from the learning experience, however, this was far from the truth in Ms Napoli's lessons with the engaging lessons that we had, not only educating us on our topics, but checking in on her students. Overall, my experience learning Modern History has been overwhelmingly positive, even though the trying times of lockdown, and I can speak for my peers when we say we thoroughly enjoy our classes.

Year 12 History Extension

Written by William Knight

Extension History has been a highly enjoyable course that gives students a completely different and entirely new understanding of history. In this course students are able to dive deeper into history and examine it as a subject from more of a critical point of view. We don't merely focus on the past, but how one can reconstruct the past. The class is incredibly interactive, and debates/discussions are common features of lessons. Historians, such as Bede, were hotly debated in class. Students were posed with the question of whether Bede could be considered a historian at all as a result of the flaws in his thinking and thus works. Exploration of ideas and movements are also a key part of lessons, with the Renaissance sparking interesting debates about morality and human nature. A particularly interesting debate was in reference to the work and theories of French philosophers and whether all humans are inherently good or evil.

Extension History has been a subject that has already been of great value to me and peers who study it. Not only does one gain a deeper insight into history, its construction, and the central themes of what composes the creation of history, it is a course that allows reflection about oneself, one's society and humanity's past. Additionally, it gives students freedom to explore ideas and topics that they are passionate about. For the Major Work, I have chosen to explore the Whitlam dismissal, an incredibly controversial event in Australian political history. In this work I will analyse the opinions of historians and their theories, understanding the contestability of history, especially in a highly political topic. Key ideas that emerge when exploring the Whitlam dismissal includes the forces at play. This focused on whether Kerr, the Governor-General of Australia at the time, was influenced by any foreign powers such as the United State's CIA and the enemies that Whitlam made both domestically and internationally that could have influenced his dismissal. Other topics that my peers are researching is the questionable and debated existence of King Arthur, Otto Von Bismarck and his effects on Germany's political systems and psyches, the Hundred Years' War and the factors that influenced the Decline and Fall of the Roman Empire.



Head Teacher Report

Mathematics

Ms Manjula Lakshmipathy

Maths Puzzle

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

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



Try to strengthen your brain by attempting the following question!

(The solution will be in the next edition of the Bush Bulletin.)

QUESTION:

**If 123,456,789 is multiplied by 999,999,999,
how many of the digits in the answer are nines?**

[The answer to the question in the last Bush Bulletin was: **12km/h.**] - **Mr Johnston**

Mathematics Results

Congratulations to the following students for their end of year results:

First in Year 7 Mathematics

Harsha Mahendran

First in Year 8 Extension Mathematics

Ridhwan Sikder

Equal first in Year 8 Mathematics

Ridhwan Sikder

Ahash Thiyagalingam.

First in Year 9 Mathematics 5.3

Jerry Li

First in Year 9 Mathematics 5.2

Andrew Vu

First in Year 9 Mathematics 5.1

Anthony Mylonas

First in Year 10 Mathematics 5.3

Sanila Vithanage

First in Year 10 Mathematics 5.2

Hayder Mangol

First in Year 10 Mathematics 5.1

Hyun Kim

First in Year 11 Mathematics Extension 1

Keegan Pham

Equal first in Year 11 Mathematics Advanced

Keegan Pham

Abdullah Syed

First in Year 11 Mathematics Standard

William Knight

Head Teacher Report

Personal Development, Health & Physical Education

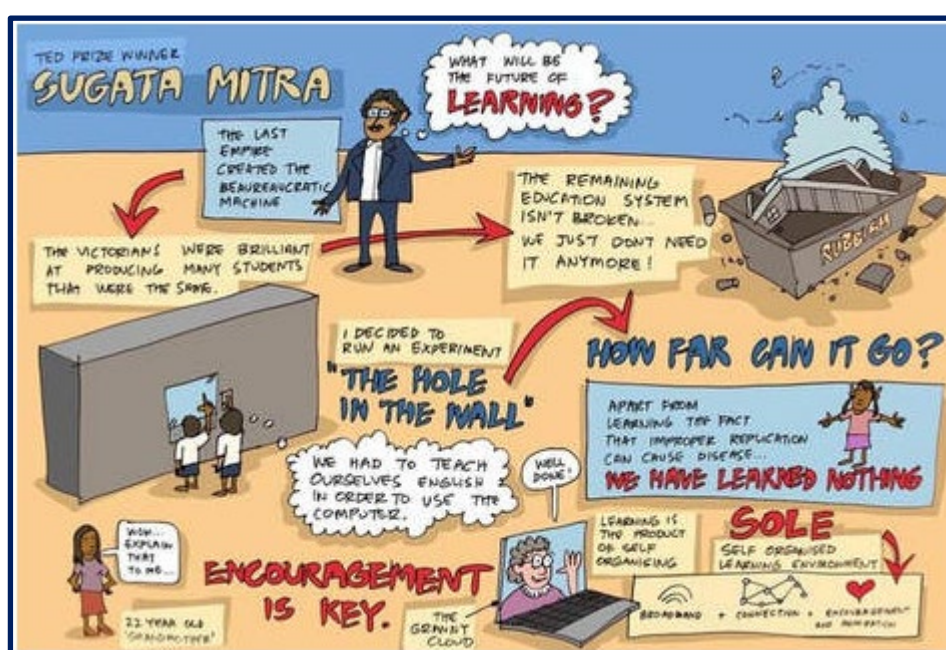
Ms Kathryn Fitzsimmons

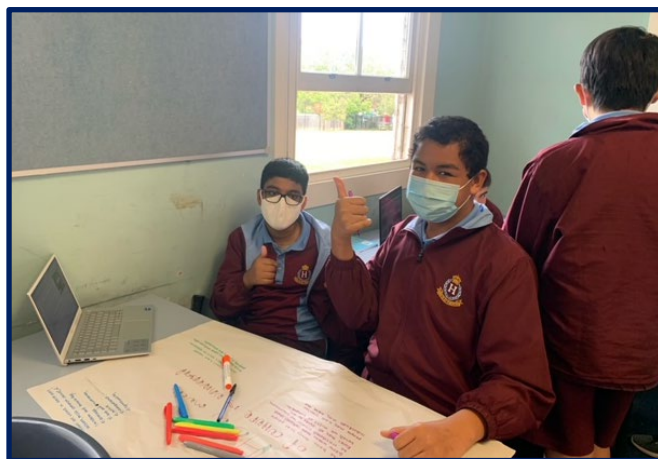
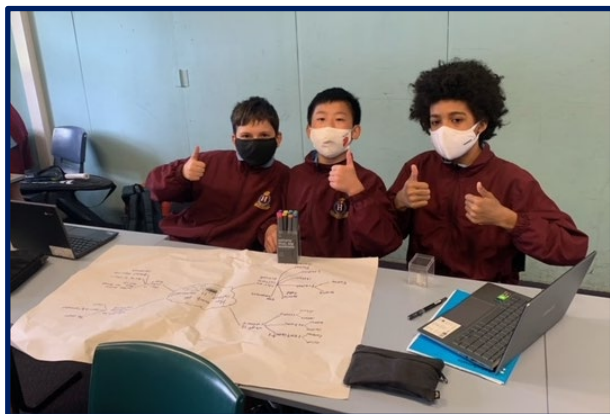
Year 7 PDHPE have been looking this term at Inclusivity and Diversity. One of our lessons in the Unit is delivered via an S.O.L.E session. What is S.O.L.E? You might ask. In 1999, Professor Sugata Mitra was leading a team of researchers at the MIIT research facility in New Delhi. His research facility bordered an urban slum. Sugata and his colleagues were interested in solving how the rural impoverished children of India might access an education. They decided to conduct an experiment using technology, knocked a hole in the wall, installed an internet-connected PC and left it there with a hidden camera filming the area. At that time their observations were quite surprising. Children began using the computer and appeared to be teaching themselves what to do. That famous experiment quickly became known as the "Hole in the Wall".



From this research S.O.L.E (Self Organised Learning Environments) have been developed. These lessons have been adapted to facilitate *student inquiry* learning via the internet. Each S.O.L.E. session is focused through a question. *Our question was IS CULTURE UNIVERSAL (IF ANY)?* This linked to our current PDHPE unit on Inclusivity and Diversity. Each S.O.L.E. session adheres to five key Principles:

- *Student's self-organise - groups; computers; movement; learning direction; behaviours;*
- *Pace of discovery*
- *Learning occurs through lots of collaboration & discussion*
- *Teachers transfer the power to learn to students*
- *Children are free to observe what other groups are doing and share information with each other*
- *Children present their research to the class at the end of the session*





Year 11 Community and Family Studies (CAFS)

INDEPENDENT RESEARCH PROJECT (IRP)

Currently the CAFS class is engaged in their IRP. They have been working hard on their project plan.

Below you can see work from one of the students in the class. His research question is:

“What are the advantages and disadvantages of at-home learning during COVID-19 regarding student wellbeing?”

This topic is very poignant, as it reflects the current climate and the year that was 2021.

IRP DEFINITION:

An independent research project is a form of research, conducted by individuals, on a topic of their choosing. It allows the conductor to collect multiple sources of data on topics that have greater significance or impact on them. A research project can only be classified as an IRP if it contains various vital components including a title page, a contents page, an abstract, acknowledgements, an introduction, a literature review, methodology, results, a discussion, a summary, recommendations, a bibliography, and an appendix.

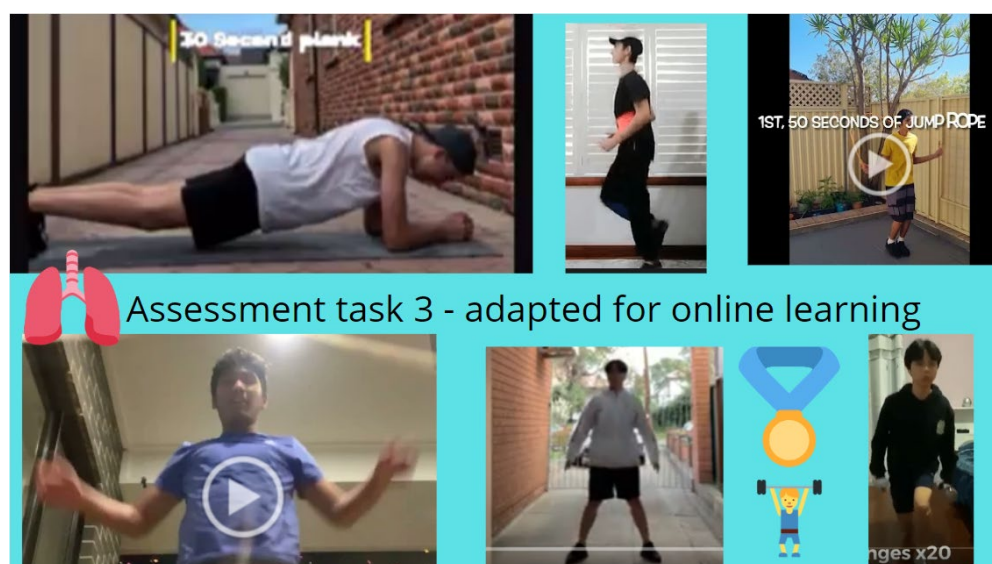
HYPOTHESIS QUESTION:

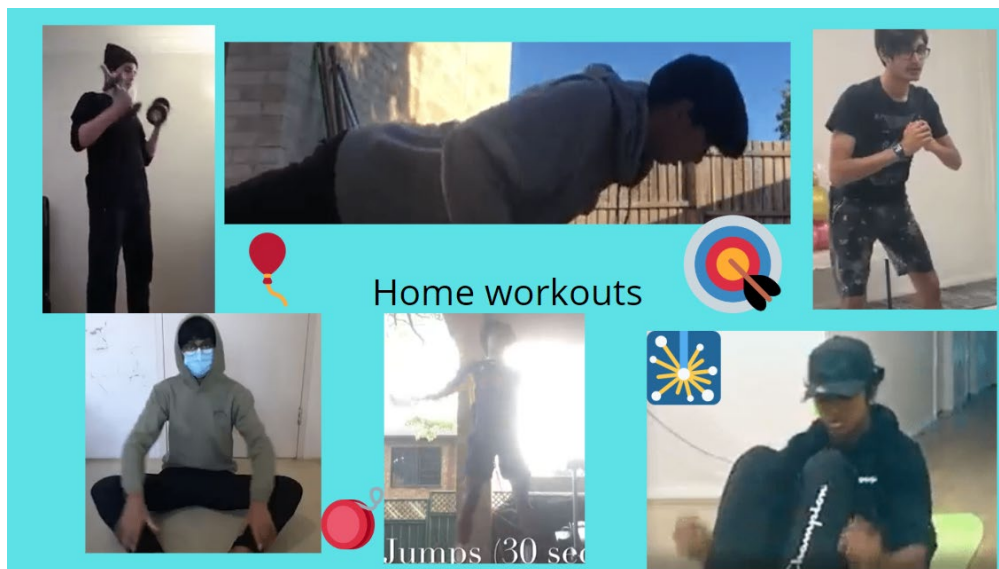
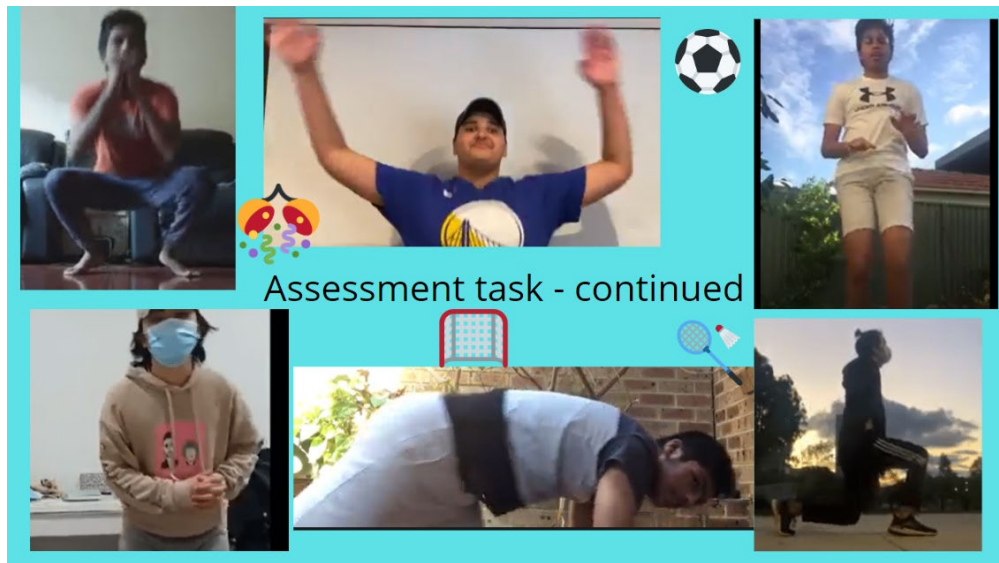
“What are the advantages and disadvantages of at-home learning during COVID-19 regarding student wellbeing?”

My independent research project will explain the advantages and disadvantages of at-home learning during COVID-19 regarding student wellbeing. The evidence needed to answer my proposed question will be gathered by a means of conducting questionnaires. I strategically chose this topic as it is relevant to most students, meaning data can be efficiently collected and is of significance to me as I was personally affected by this matter.

The final IRP is due early next year, giving students time to complete each section of the Assessment Task.

Year 10 Online Practical Assessment





Students were asked to create a routine linked to a component of fitness. They designed a fitness routine consisting of 6 activities which linked to their chosen component of fitness. They had to perform their routine in time to music with smooth transitions between each activity.

Year 10: Net/Court Games – Spike Ball



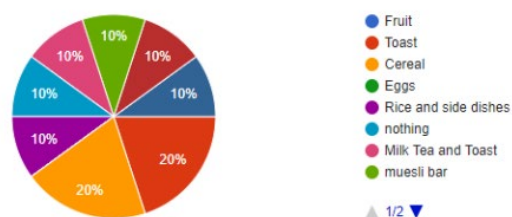
10PDHPE had a chance to try out the new Spike ball equipment. A great way to keep active and work on reflexes.

Year 9: Food & Nutrition Assessment Task

Students were asked to survey adolescents about what influences their eating habits. The students created a survey for their peers and an adult. Graphs were created from the data and used to explain the differences and similarities for adolescents and adults.

What do you usually eat for breakfast

10 responses



Everyone has particular eating habits and some may differ or be similar. Eating habits refers to the types of foods eaten and in what quantities. However, this essay will compare the eating habits of teenagers to the healthy eating habits of adults who both love junk food. Similarities include both feeling hungry most of the time throughout the day and being forced by peers or culture to eat in a certain manner. Differences include teenagers having a taste for spicy and junk food whereas adults have a taste for healthy food such as chicken.

Head Teacher Report

Science

Mr Iqbal Singh

At the outset I would like to thank each member of the Science faculty for their continued support throughout the year. As we all are aware that this year has been a tough year both for the students, parents, and the teachers due to the Pandemic, however, we have been able to get through this successfully. Each member of the faculty contributed to the pooled resources that we created to facilitate the teaching and learning of our students providing them with online support and continued to do so when we returned to face-to-face teaching and learning.



There have been a few staff changes within the science faculty this year. To start with, Ms R Kamil, who worked at HBHS for over 10 years, took a transfer to Cecil Hills High School. She has been replaced by Ms H Lu on a temporary contract. On behalf of the science faculty and on my own behalf I would like to thank Ms R Kamil for her contribution to the science faculty. We wish her all the very best, and I am quite sure that the students at Cecil High School will benefit from her knowledge of science and teaching.

A very warm welcome to Ms H Lu to HBHS. In a very short period, Ms H Lu has proven to be a great teacher and has developed a good rapport both with students and staff at HBHS. I am quite confident that she has enjoyed her first year of teaching at HBHS and looking forward to her continued support in the year 2022.

I would also like to welcome Mrs K Anand who has been with the science faculty at HBHS for the last two years. Mrs Anand replaced Ms K Kaur, who had taken a temporary placement in the support unit at another school in Sydney. Mrs Anand has worked with great dedication and provided great support to the science faculty. She too has built a good rapport both with the students and staff at HBHS.

Mr C Burke has taken up the new role as relieving HT Admin at HBHS, however, he continues to remain one of the most important members of the science faculty. Not only in science but he has been doing a tremendous job in his new role as HT Admin. This has been acknowledged by everyone at HBHS. Congratulations, Mr Burke.

I would also like to acknowledge the extra work that Ms J Lee has put in. She volunteered to take one lesson with the students from the support unit at our school. She provided the students with some exciting hands-on activities. The boys truly enjoyed it.

I am confident that the HSC students have benefitted from the hard work that has been put in by Dr Balan, Mr Johnston, Ms M Catalano, Mr K Pathan, Mr C Burke, Ms H Lu and Mr S Thanabalasingam in preparing them for their HSC this year. Teachers have gone above and beyond in providing them with the much-needed support during the online learning. I am quite sure students will appreciate this. We in the science faculty wish the outgoing HSC students all the best for their bright future.

As we all know that our Lab Assistant, Ms H Gower has been on leave. I would like to thank Ms Annette Di Val for filling in for Ms H Gower. In this very short period, she has equipped herself with all the necessary skills and knowledge that is needed in getting the practicals ready for the lessons. Ms Di Val is a great asset to the science faculty.

A Surprise from Dr Balan. Dr Balan has decided to retire from teaching and will be saying good bye to HBHS at the end of this year. He has been teaching for over 56 years, including 34 years at HBHS. One can write a book on his dedication, commitment, his knowledge that he brings to this noble profession. I have known Dr Balan for quite some time before I joined HBHS through our meetings at the cricket grounds during the school games and the grade cricket matches. This has been a great honour and privilege to work with Dr Balan at HBHS.

For You:

Dr Balan, we wish you nothing but good health and joyous days in your retirement. Have a wonderful life and pray that we can carry out your ideals. Sending heartfelt wishes for the new chapter of your life. May you be able to do all those exciting and happy things you couldn't do all these times. A teacher like you is a blessing for many struggling students.

There will be more to follow on Dr Balan's retirement later.



Highlights for 2021

CHEMISTRY QUIZ RESULTS [2021]

Like the previous years, this year students from year 7 to year 12 also participated in the Chemistry Quiz. Unfortunately, due to COVID, there was not much participation from the junior classes, however, our Senior students participated more enthusiastically and achieved some very good results.

The following are some of the results:

Year 11 (23 participants)

- Distinction (2): Huy Khang PHAM, Abdullah SYED
- Credit(3): Andrew KING, Ryan LAM, Andy LAM

YEAR 12 (5 participants)

- High Distinction (1): David KADAMANI (Top 10% in state)
- Distinction (3): Theeshan NESHALAN, Frank X, Mingyang Yu (tUhe next 15% in the state)
- Credit (1):Vigesh PRADEEPAN (the next 15% of the students in state)

In Summary (31 participants)

- 1 High Distinction
- 5 Distinctions
- 4 Credit

A big THANK YOU to Ms M Catalano for her organisation.

VALID YEAR 8 SCIENCE COMPETITION

This has been a regular event in NSW Science, but unfortunately due to the COVID, this was cancelled, however, an online replacement test was organised to give some experience to our year 8 students.

MACQUARIE SCIENCE AND ENGINEERING CHALLENGE 2021

This is an annual event organised by Macquarie University at Sydney Olympic Stadium and other venues. The challenge involves year 10 students from across all the schools in NSW. I took 25 students from year 10 A and 7 students from 10 B to participate in this competition. Our boys successfully completed all the activities, though we could not make it to the top 3. However, this is a great experience for the students to participate in some challenging STEM activities.



Year 10 student at the Science and Engineering Challenge at the Sydney Olympic Park

Marie Bashir Public School students enjoying some Science Experiments at HBHS



Meet and greet evening. Students of Year 7 enjoying some science experiments on display.



Year 11 Biology students for their Depth Study

Head Teacher Report

Technology Applied Science

Mr Abderrahim Abbou

Bobalina the Builders

Written by Pragya Gunti [SGHS]

I feel extremely grateful to be a part of the few students who are doing Engineering Studies for the very first time in the entire history of Strathfield Girls High School. The cross-school course that my school and Homebush Boys initiated has been wonderful to learn hands-on content, thereby cementing my interest in engineering.



The Homebush Boys students in class have been very welcoming. Their openness and understanding of our situation eases the whole experience and it is comforting to know that they are always willing to help with any queries we may have regarding the different school system. We are also very fortunate to have Mr Tserpes as our teacher who is incredibly skilled in his field and proficient in maintaining a dynamic class. His method of teaching the content with an occasional sprinkle of jokes never loses the class' attention.

Overall, Engineering Studies has been, and continues to be, an exciting experience for me and the other students from Strathfield Girls. We will never run out of stories to tell of the little things that bring us laughter from this experience. I am thankful for the students' cooperation as none of us would have expected the irony of coeducation in an all-girls/boys' school, and deeply appreciate all the teachers' hard work that granted the opportunity for us to study Engineering as HSC course.



Year 9 & 10: Food Technology



Head Teacher Report

Special Education

Mr Samuel Widmer

We have had a big focus on orientation days for our new students coming into the Support Unit in 2022. There have been three days where the new students have engaged in cooking lessons, science practicals, a scavenger hunt around the school and a casual meet-and-greet with our current students in year 7. Our existing cohort of students were fantastic in welcoming the new students and should all be commended. Particular mention must go to Hamza Malik, Ekrem Uyk and Dohun Lee for ensuring the boys felt comfortable and welcome. Another big thank you to all the staff that made this possible. Especially Annette Houvardas and Iqbal Singh.



We are extremely excited to announce that work has begun on a Yarning Circle and sensory garden inside the Support Unit. This is an outdoor learning space designed to be used by the whole school community and support Aboriginal education at HBHS. There has been a focus on using sandstone blocks for seating and native plants with different natural smells to fill the area.

Congratulations to the boys on the resilience shown to successfully complete their first year of high school. As we work towards our end-of-year graduation lunch in week 11, all of us in the Support Unit would like to wish the whole school community a happy and safe holiday period!





Head Teacher Report

Wellbeing

Ms Annabel Chapman

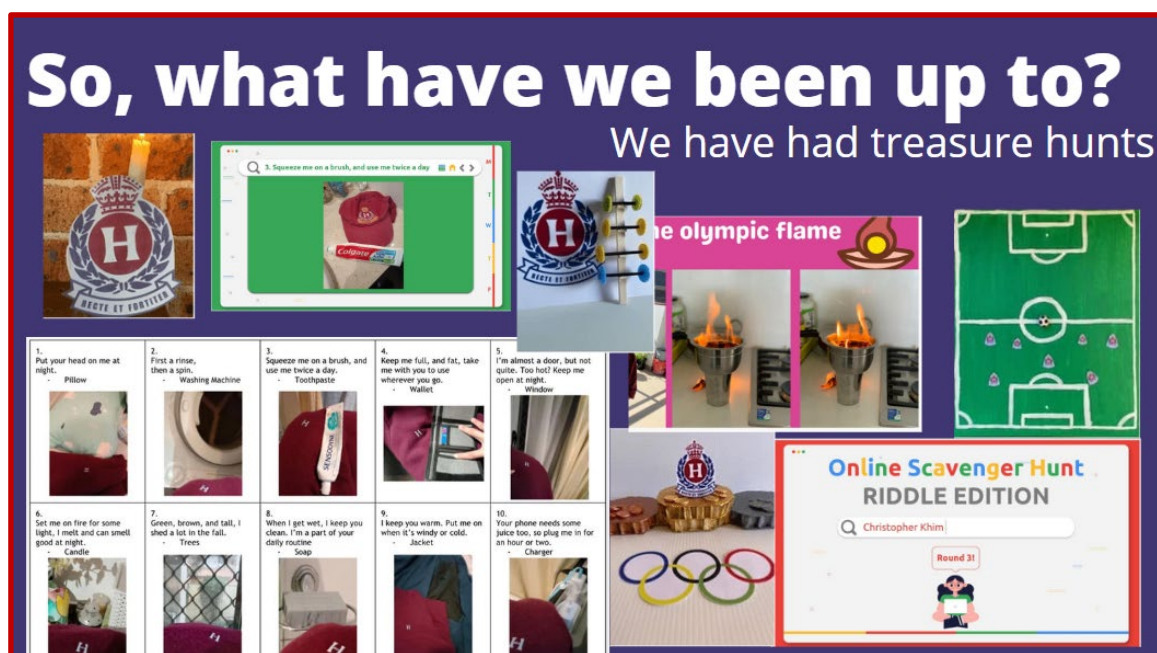
We made it! What a year! I am so proud of all of the students at Homebush Boys High School and the Wellbeing team. It has been a year like no other. There have been highs and lows, but we made it. We actually made it.

I can whole heartedly say that this year has been one of the toughest years of my teaching career. Despite this we have pushed through and come out the other side. There are many highlights to such a rocky year.

Starting with our Peer Support Program and helping build connections for our newest Bushy Boy members, the year 7 cohort of 2021. The Peer Support Leaders helped co-design the program using the current structure and giving new life and more meaningful connections for students at Homebush boys High School.



When we moved to online learning it became apparent that we needed to support the wellbeing of our students. At first we thought it would only be about a 4 week lockdown, which turned into 16 weeks. After much discussion the school moved to have Wednesday renamed Wellbeing Wednesday and have staff and students offline as much as possible during this time. I would like to take this opportunity to thank all the year advisers and assistant year advisers for their tireless efforts to run assemblies during Wellbeing Wednesday. There were a lot of interactive activities for the students to engage in and really supporting their wellbeing. I had created a canva video for the wellbeing team with a collage of pictures, activities and other programs that ran through lockdown.





We have connected via Google Classroom



Y Year 12 Wellbeing 2021

Y YEAR 11 WELLBEING

Y Year 9 Cohort

Y Year 8 Cohort

Y Year 7 Cohort - 2021









Introduced Wellbeing Wednesday





You will need the following and wear the jersey of your favourite team.

- Full roll of toilet paper
- Chair/couch (for tricep dips)
- Coloured objects to hold up, one of each colour (red, yellow, green, blue)
- Foam roller or rolled up towel
- There will be exercises done on the ground so may need a yoga mat if on a hard surface

Wednesday sport zoom sessions



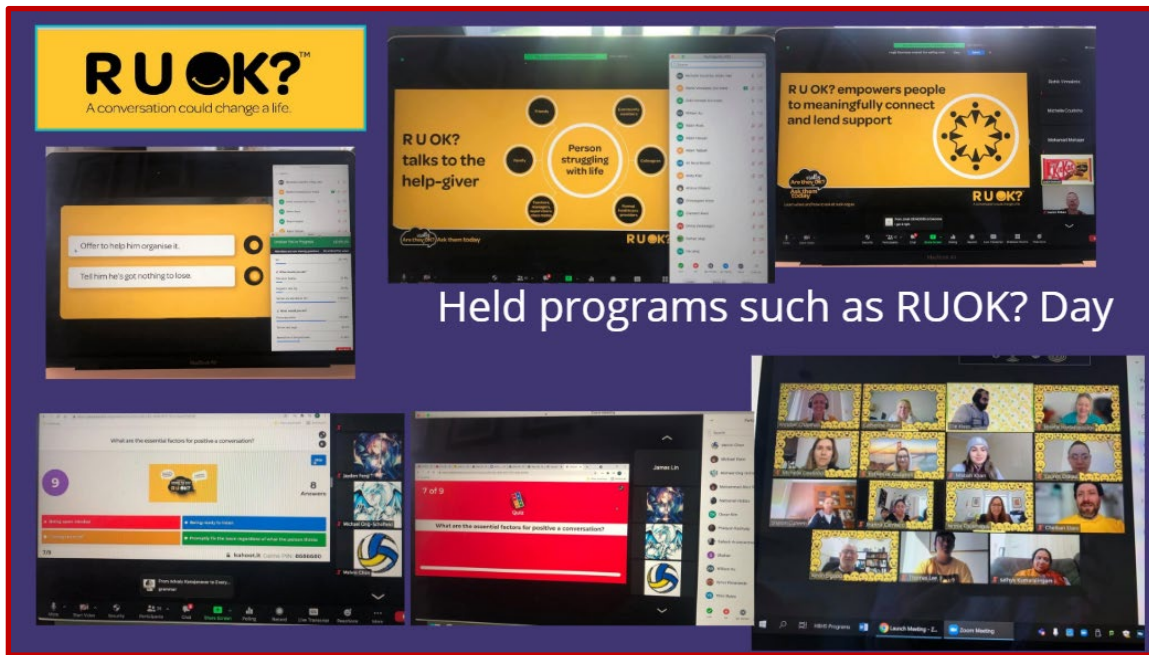




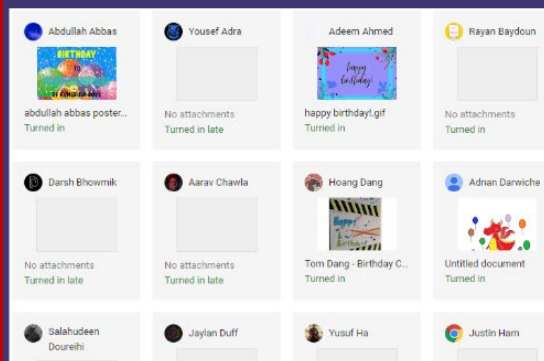
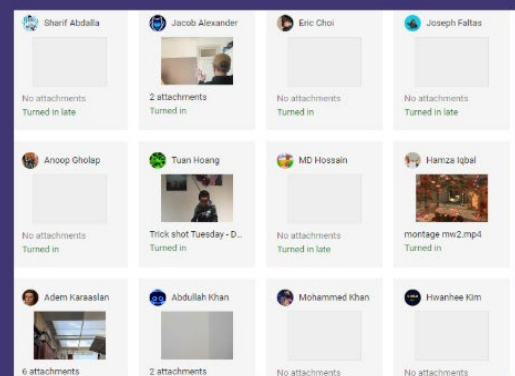
Advertised many opportunities to get involved







Trick shot competitions

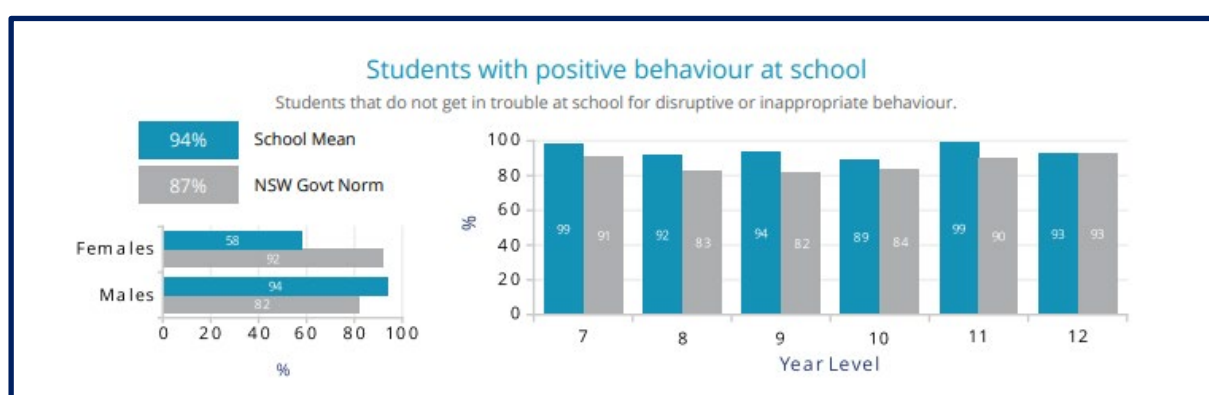


Birthday card competitions

A big thank you to the wellbeing team for all your hard work this term!



The Tell Them From Me (TTFM) survey was completed by students in Terms 2 and parents and teachers in Term 3 and 4. Thank you to everyone for completing the surveys. The school uses the data to evaluate processes, make adjustments where necessary and celebrate our successes.



I encourage all students to reflect on the year that was 2021, recharge for the next year and take a well-deserved break.

A massive thank you to the parents for all their hard work this year. We could not have done this without you.

I would like to wish everyone a safe and happy holiday. I look forward to starting fresh next year.

Peer Support Leadership Program

Year 9



On Thursday and Friday of week 10, all year 9 were involved in a wellbeing program. The students who signed up for the peer support leadership program were taken through engaging activities.

Thank you to the staff who gave up their time to run this wonderful program. It was great to see all the smiles and laughter after a tough year.



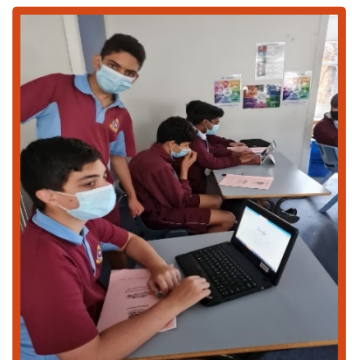
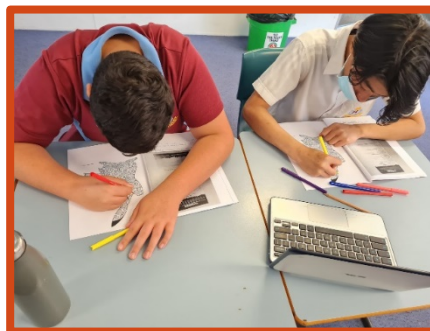
We will be in contact with the successful applicants to become Peer Support Leaders in 2022.



Resilience Program

Students who did not choose to take part in the Peer Support Leadership program were given an opportunity to be involved in resilience building workshops throughout the two days. The activities;

- Resilience; including a resilience plan
- Gratitude, happiness and hope
- Worry, anxiety and stress
- Staying safe online
- My qualities
- Resilience Escape room
- Mindfulness activities



Year Advisor Report

Year 7

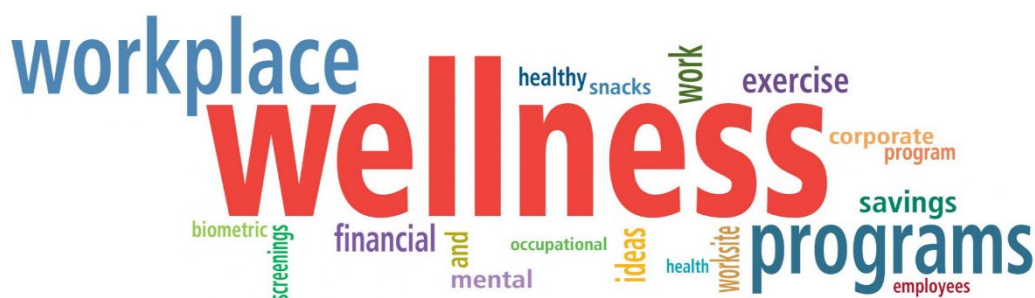
Mr Elie Kisso

We have reached the finish line. A disjointed first year of high school for our Year 7 cohort however with sheer will and determination our students never gave up. Through walking through the gates for the first time, attending camp and facing our fears, learning about school expectations, the importance of our online presence and social identity, multicultural day, and the list goes on!

Our cohort has had wonderful opportunities throughout the year even though some could not be run this year it does not mean that this will stop us for the 2022 calendar year. Some of the exciting opportunities coming up for Year 8 include:



- Check-in wellbeing surveys (To ensure we give a voice for all our students to speak about their mental health in a private forum)
- Olympics unleashed (Guest visit from Olympian's who speak on goal setting and resilience)
- RAGE Program (Suitable for students to understand acceptable behaviours and develop strategies to control anger)
- Beyond Blue Speakers on mental wellbeing
- KIDS Help Line -Virtual Presentations
- Smashed Live performance (Awareness on the dangers of alcohol use)
- Go Blue for Autism day (World Autism Awareness Day promotes autism awareness by encouraging everyone to don blue).
- Black Dog Institute - Insights program
- Black Dog Institute - Mental Fitness challenge
- R U OKAY Day - Year 8 lead daily messages
- Sydney Thunder Leadership program
- Sydney Sixers, "BETHEBESTME" program
- Sydney Kings community outreach program
- Western Sydney Wanderers Community Sports session



Mathletics National Champion

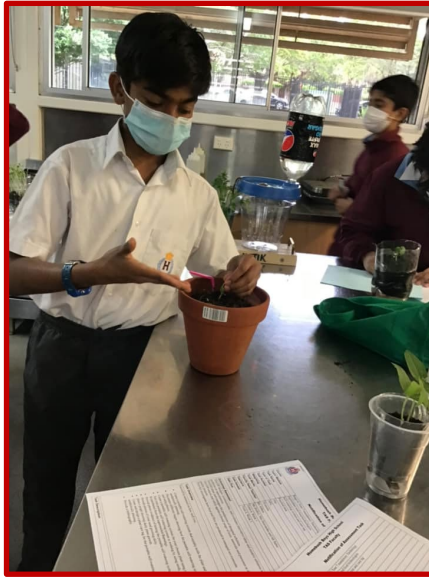
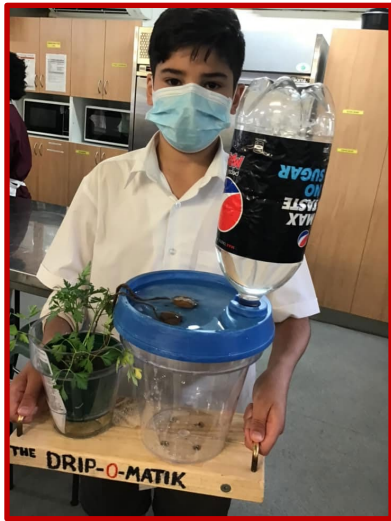
Odysseas Lagos [Year 7]

Odysseas Lagos of Year 7 has achieved an outstanding accomplishment in his Mathletics journey. Odysseas claimed the prestigious position of 1st place in Mathletics in the whole of Australia. This is a feat that we as a school are extremely proud of. Mathletics has over a quarter of a million students participate every year. Congratulations Odysseas you superstar!



Snapshot of our first Year @ HBHS





Year Advisor Report

Year 8

Mr Thomas Lee



2021. A year of distractions and hardships. I am pleased that despite the rollercoaster ride that this year was, year 8 has survived and come out experienced and developing into gentlemen.

It was pleasing to witness that despite their time away from school, it did not negatively affect them. If anything, it strengthened their friendships and students have told me how refreshing it felt to be back at school.



Below are accounts from some students detailing their experience.

My name is Ridhwan Sikder and the experience I had in lockdown would be as similar as everyone else. Constant zoom meetings, work piling up and the lack of control to avoid distractions. The life I had in lockdown can best be put into perspective as a wild roller coaster. It started off easy, but as time went on, I found it difficult to persist. Being the oldest child, has it's responsibilities, so whether I was on a zoom or not, I was always preoccupied. Sometimes, I would be helping with technology, sometimes I would be a video recorder and other times I might be cooking up lunch. I can definitely say the lockdown has taught me many qualities, just to name a few, self-discipline, showing much more empathy and being a lot more independent. Although it was hard to manage the constant distractions and my sibling's calls to fun, I tried having adequate time spent outdoors as well as balancing the time on the screen.

Missing my friends and teachers was one thing, but I'm glad it's all over. Once the day came, I was prepared to take the first steps back into Homebush Boys. My relief was indescribable. I could once again smell the dusty books and fresh classrooms, I could once again walk through the corridors filled with lively pupils, I could once again hear the joyful laughs of the students I walked past. Coming back to Homebush Boys after a prison-like quarantine was like bringing colour back into a painting. Although, I do miss waking up a little later than usual, being back at school is such a comfort. My life in lockdown has evolved and contributed to my experiences greatly, it has taught me many valuable lessons, and at the same time it highlighted the memories I've made at my time in Homebush Boys. Overall, I am very glad to be back and can't wait to continue down this path.

Anthony Sumadiredja

Lockdown was a hard time for everyone. Even by being isolated from friends, less learning resources and less time with teachers in the classroom, we were still able to learn and we are now back to face-to-face school. Even though we are back to school, the lockdown was still very enjoyable. Some things that I enjoyed about lockdown was being able to easily monitor my work, spending more time with my family, and still being able to learn even though we were away from school. Teachers were always there for us to help. Now that we have returned to school, we can learn at a higher level with the teachers, without the worry of the teacher not receiving emails. What matters now is that we are back and learning.

Youssef Tabikh

Face-to-face learning had ceased for three months, and covid had significantly disrupted my usual school day routine. Is it better to learn face to face or online? Personally I prefer face-to-face learning. During online learning I missed the social aspect of hanging out with my friends. My only means of communication with my friends was through technology. The online learning experience was very unique. I felt like there was more work assigned to me, which kept me busy. I did enjoy the extra sleep and feeling at ease in my home clothes. Wednesday was a lot of fun due to the Year Advisors hosting 'Wellbeing Wednesday', there was no school work that day; instead, Zooms were hosted for the cohort, participating in fun games and activities. That, I believe, was needed during the lockdown.

It was announced face-to-face learning was to resume, and yes, I was excited and eager to return to school. It felt good to regain some sense of normalcy. It was great to see my friends and teachers.

Life in Lockdown

My name is Yousef Adra and I'm going to tell you how my life in lockdown was. I would wake up at 10 O'clock, check what classes I had then go downstairs to eat breakfast. After breakfast I went to my desk and joined my zoom classes. The work was tedious and dull. I couldn't find any motivation to work with all the distractions around me. The only motivation I had was my mum screaming at me when I missed one of my zooms. After school I would watch TV then sleep till the next day. I only socialised with my family and occasionally with my friends on a call.

It was annoying in lockdown but I'm not complaining because now I'm back at school. I can ask my teachers questions. I can talk with my friends face to face. I can go out and hang around in the sun during recess and lunch. It feels great to be back at school. In fact, I kind of missed my teachers telling me that my homework is overdue. Lockdown may not have been the funnest time of my life, but it was definitely worth it because now I actually enjoy school rather than begging my parents to let me sleep in.

My name is Rashed Rana and this was my life learning in lockdown. I would wake up at around 8:40 am, take a shower, eat breakfast and then go onto Google Classroom and check for a zoom and work for my classes. I personally enjoyed working in lockdown as it allowed me to work on my own terms, I found it more relaxing as I could easily work through my work without distractions and learning at my own pace rather than needing to wait to catch up or for my class to catch up which allowed me to finish all my daily work faster and to a standard I couldn't before. I found a lot of motivation for learning in earning my right to play games. My parents would let me play video games after I finished my school work.

Although I personally really enjoyed Lockdown, I am glad to be back to school. I can now interact with my classmates easier, enjoy the sun during recess and lunch, ask my teachers questions and so much more. Lockdown was fun but it feels so rewarding to be back at school.

I want to take this opportunity, to wish all of Year 8 and their families a wonderful and safe break. Take the time to relax and recuperate from the year that we had. I look forward to seeing you all in the new year

Year Advisor Report

Year 9

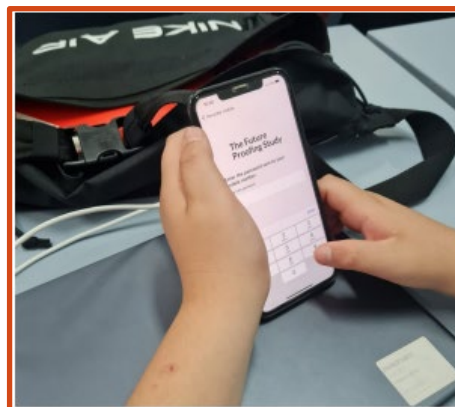
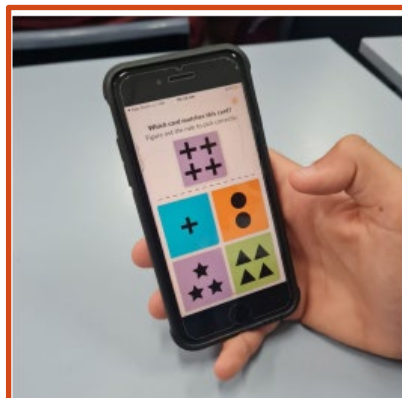
Ms Michelle Coutinho

We made it to the finish line! It wasn't quite the year we all expected (or had hoped for) but the boys have shown me their resilience, strength and determination to get through such a challenging year. This year has been particularly busy for Year 9 - not even lockdowns were going to stop us! Year 9 has been fortunate enough to participate in numerous programs such as the West Tigers Unite Harmony Program, Sydney Thunder Leadership Program, STEM workshops, theatre performances, Olympic guest speakers and so many more. I am excited to say that next year we will be having many of these programs and events again and I want every single student in Year 9 to have the opportunity to participate in various programs throughout the year. Year 9 students are also about to undergo Peer Support training which is open for all students who are interested in being a mentor to the new Year 7 students next year. Below is a snapshot of the year and an overview of some events over the past few weeks.



Blackdog Institute: Future Proofing Study

The boys participating in the Blackdog Institute's Future Proofing Study completed their follow up survey. It is the biggest study to ever be undertaken on youth mental health. It is such an important initiative to be a part of and I am so proud of these boys for taking part



Environment Club

As always the Year 9 boys continue to lead the Environment Club. We now have over 30 dedicated Year 9 students who are passionate about making a difference. It was great to be able to meet again and get back to our regular clean ups, worm feeding, recycling and volunteering in the local community. We have had some very exciting meetings this term including a webinar with high school students from Dapto & Warilla High School sharing their stories about recycling, Return and Earn and sustainability. The Environment Club and I also just met with Strathfield Council to discuss current environmental challenges being faced such as climate change. The students were able to share their ideas on improving the environment over the next 10 years which they will see come to light. It was an amazing opportunity highlighting the importance of student voice in the local community



Snapshot of the Year



Year Advisor Report

Year 10

Ms Rashmi Singh



The whole academic year of 2021 is coming to an end. This year presented its own set of challenges and along with Ms Kaur, I feel happy that the Year 10 have emerged on the other end stronger, resilient, and wiser.

The cohort was back in Week 5 and was well-prepared to write Yearly Examinations in their core and elective subjects. They completed all examinations diligently while communicating with their Deputy principal-Ms J Dalamagas, other members of school executive team and teachers to finalise the subject selection for their Year 11 course, in 2022.

Their ability to self-analyse, weigh their own strengths, likes and dislikes, match the NESA's Prelim and HSC requirements and guidelines while seeking guidance from the Careers advisor, Ms Anton is very reassuring. They are laying foundations for success and achievement that shall pave the way for their favourite courses in Universities or TAFEs of their own choices.

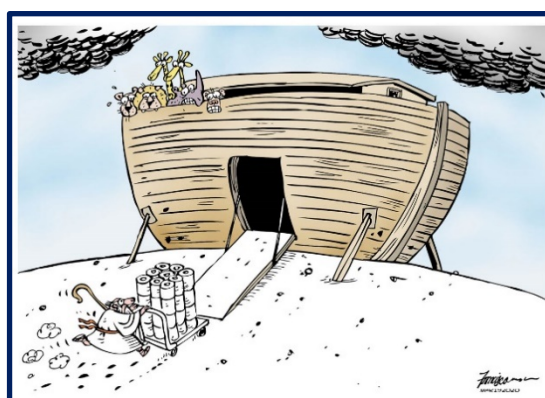
The Year 10, semester 2 academic reports are ready and while reading them, I became certain of one truth – the lockdown could not prevent them from learning, it could not hinder their progress. This knowledge alleviates the collective fear among the teaching fraternity of adverse impact of the lockdown. Year 10s, I feel very positive and hopeful for your future. Many thanks for staying connected and doing the right thing during difficult days.

It was also very pleasing to see some students knocking at the Maths faculty door and asking for textbooks for Year 11 courses or getting the textbook access online. It reminds of a saying that my teacher used to say – NEVER DO TOMORROW WHAT YOU CAN DO TODAY. Good on you boys!

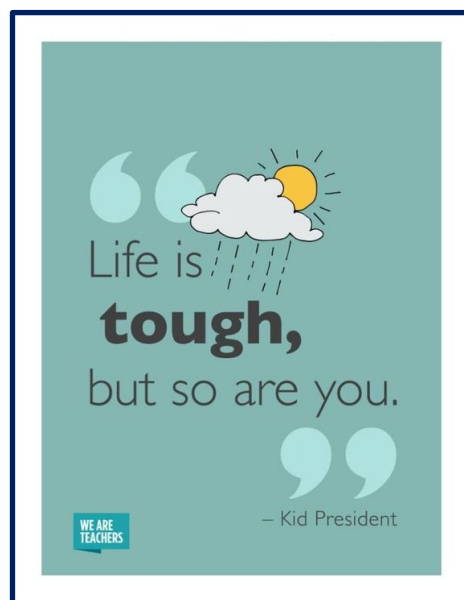
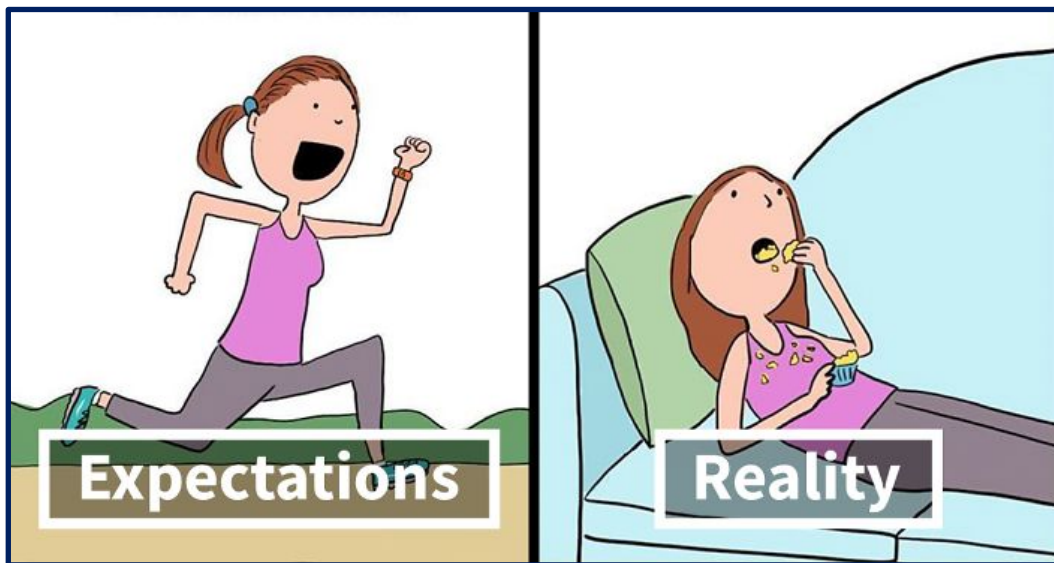
Now, as the school is winding down, Year 10s are getting ready for the Christmas festivities and are busy writing cards to the residents of Strathdale Nursing Home at Strathfield. Soon, we shall visit and greet the residents sharing the joy of Christmas with them.

I wish you all and your families a very joyful Christmas and a very happy new year- year of 2022. Year 10, when you are going to springboard and reach out to the exciting future that awaits you all!

Sharing some posters I put on the Google Classroom throughout the year including the lockdown time. Enjoy and laugh 😊



Who can forget the Toilet Rolls 😊



Year Advisor Report

Year 11

Ms Sharon Cuneen

On behalf of your Year Advisor, Ms Cuneen, we would like to congratulate you all on completing your first term of the Higher School Certificate course. We would like to wish you all a fantastic holiday break.

We would also like to thank Ms Player for her assistance this year as our Year Deputy.

As the year concludes, we would like to remind you of a few things we have discussed at our most recent Year Assembly.

1. Have a break for the remainder of the year! Look at returning to studying in the first week after New Year. When you return, remember to wear your Senior uniform.
2. Try something new (safely of course). Pop online and check out what school holidays activities are happening in your area or the city.
3. If you are a Penrith Panthers fan, head out to the club for a photo with the Premiership Trophy and try some Aqua Golf.
4. Over the holidays, also consider donating one study period to join a junior class and volunteer your expertise in the subject. I will post a list on Google Classroom over the holidays for you to add your name.

What a year we have had!

Thank you for all your effort, both in class and during online learning. Thank you for the UNO games and the jokes, the sporting highlights and the online Zoom meetings.

Please contact myself, Ms Carassco, or Ms Cuneen via Google Classroom if you need some advice over the holidays.



Year Advisor Report

Year 12

Ms Sathya Kumaralingam

A strong group of gentlemen have graduated from Homebush Boys High School. I am very proud to say that I am their Year Adviser. They were well mannered, kind hearted children when they arrived here at Homebush 6 years ago and now thanks to their families and teachers and the executive teams at school, they have grown into fine young men in spite of the challenges thrown by COVID along with the struggles any HSC student might face.

Thanks to the tireless hardworking teachers of HBHS - Well-done! My hats off to the teachers and the students of class of 2021. Every single student who was planning to sit for the HSC exam at the beginning of this disruptive year, did sit the exam, although it was easier to give up during the long lockdown, everyone persevered and succeeded.

I trust this cohort will continue to embrace the Bushy Boy spirit, work hard and achieve their potential and contribute to their families, communities and the wider world.

Remember, you are not what ATAR points you score or don't score, you are you and all your teachers value you for who you are as a person and the world will value you for the wonderful human spirit in you.

Thank you, as I always say, I am blessed to have had the opportunity to be a Year Adviser of such wonderful children who are now wonderful young men. Wish you all the very best for your future.

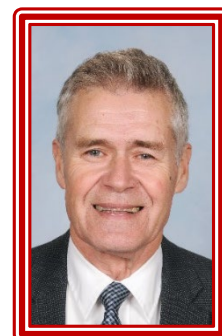


Literacy & Numeracy Report

Mr Martyn Bawden



At the end of a second year disrupted by the pandemic, it is timely to reflect on the boys' learning progress – particularly in the area of literacy and numeracy skills. The effects of interrupted schooling can be most damaging here, so please encourage your son to take advantage of any support offered him. And let us know of any particular concerns you may have in connection with his literacy or numeracy levels.



Years 7, 8 & 9 Students

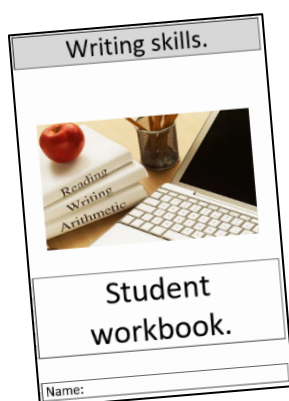
I mentioned in the last newsletter that all Year 7, 8 & 9 students would this Term be participating in **reading and numeracy Check-in online assessments**, just to get further, up-to-date information about how they are progressing. These assessments do not provide parent reports, but they are a valuable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

Please just send me an email, via the school email address, if this is the case.

Years 10 & 11 Students

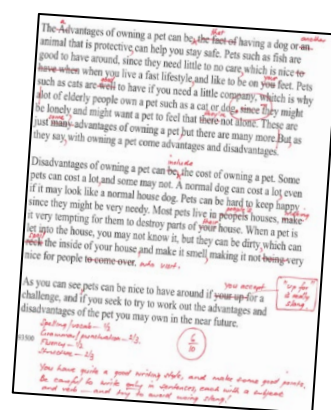
As always, I remind parents that achievement of **Minimum Standards in reading, writing and numeracy** remains a requirement for the award of the Higher School Certificate, in spite of remote-learning. For students in Years 10 and 11 who still need to achieve one or more Minimum Standards, support this Term (and the last) has been less face-to-face than usual. However, test-schedules have been resumed, and most testing has now finished for the year.

Congratulations are due to quite a number of students who achieved Minimum Standards recently, in spite of the challenging circumstances. And parents are invited to contact Mr Bawden, if they have queries about their sons' Minimum Standards status or support needs.



Writing Support

I make special mention of *writing*, this edition.



Of all the literacy and numeracy skill-areas, writing presents the greatest challenge, to the greatest number of students. So, through the *whole-school writing strategy*, as well as through NAPLAN results, writing skills are carefully monitored.

From this data, a number of students are selected for extra writing support, which includes the chance to take part in small-group workshops. Here, the *rules of writing* are practised, along with *brainstorming of ideas*.

The school's aim is to develop students' confidence and skills in extended writing – something which will stand them in good stead for the rest of their lives.

Parents, if you have any queries or concerns, please contact Mr Bawden (Literacy/numeracy Support Person) via the school phone or email address. Above all, please support any offers made, by the school, to give your son additional support in his literacy or numeracy skills.

Your considerable efforts to encourage your sons have been enormously valued throughout this year.

May you and your families enjoy a relaxing and safe summer holiday!

Media Literacy Week 2021

As a part of Media Literacy Week, 7A participated in a 'Fake Out' study by the University of Melbourne to see how well they could identify deep fake videos. The distribution of false or misleading information online is a significant problem in our digital age. There is growing concern that credible fake videos (or deep fakes) create a new and powerful form of online disinformation, challenging long held beliefs that video and photographic evidence is reliable, aiding society's growing distrust in information sources and promoting disengagement from democratic processes. 7A were initially confident, however as the study progressed, they commented on how hard it was to detect fake videos. The class average was 18.3/30 Do you think you can detect a deep fake video? A link to the study can be found here: <https://inspiringvictoria.org.au/fake-out/>

**MEDIA
LITERACY
WEEK 2021**



Year 8: Literacy Persuasive Writing

Persuasive writing lesson prior to their assessment task.

The students sat for their yearly examination for PDHPE which included the question:

You are to write an article that is aimed at convincing people of the importance of regular physical activity for both individuals and communities.

Below is an example of an introduction from one of the students.



"It's time to get moving!

Have you ever been tired, angry or socially afraid? This may be due to the lack of physical activity. Scientist and researchers believe that physical activity plays a vital and significant part of your life, and I clearly believe this statement is 100% accurate, because physical activity supports your physical health, mental health and social health. These three health components are of great importance as they can help you achieve a better, happier and healthier life."

Anon

Prefect Leadership Team 2022



As a Vice Captain of 2020-21, I have encouraged and helped the prefects to hone in on their teamwork and communication skills, actively involving myself in their tasks and keeping everyone on track. I have played a leading role in organising our two fundraisers (two-in-a-roll day and Krispy Kreme donuts), which mainly revolved around getting permission for the day and organising the logistics. This included getting the canteen's approval, composing and submitting proposals to executives, organising times to use the kitchen, and figuring out who would collect the goods.

I also attended and represented the school at numerous prefect events, such as the leadership conference earlier in the year, presenting a speech at Strathfield's ANZAC day memorial, ACU leadership conference, and prefect afternoon teas. I never strayed from my canteen duties, finding it a valuable location to communicate with other students and raise funds for important causes, such as COVID relief for India. I also helped with welcoming former NSW Premier, Gladys Berejiklian, and Education Minister, Sarah Mitchell, into our school for a press conference. Furthermore, I participated as the Master of Ceremonies for many assemblies, including the 2021 whole-school Multicultural day assembly, as well as helping out with the running of stalls and cleaning up on the day. I went around classrooms and rollcalls to give students a voice by carried their ideas for improving the school through to the executive body, ultimately reflecting my duties as a school representative.

I also had the privilege of speaking to numerous year groups and at year assemblies to raise awareness for prefect causes and help students in becoming their best selves. This included my speech to the 2021-22 prefects during their Prefect Incursion, which allowed me to reflect on all my experiences – both the struggles and achievements – as a Vice Captain. I has the privilege of being involved in discussions on areas for improvement for our prefect successors to ensure that the great name and reputation of our school, Homebush Boys High, is carried on indefinitely.

David Kadamani
Vice-Captain 2020-2021

I was elected as Senior Prefect of Homebush Boys High School for 2020/2021. I focused on consisted of building on the teamwork, communication and organisational skills of the Prefect body. I achieved this by actively involving myself in all the ongoing tasks and making sure to provide my insights and passing on any required messaged to the

appropriate person. I also set up the agenda for the weekly prefect meetings, delegating the role of chair and minute to different people each week. I also helped create the canteen roster and whole school assembly and was tasked with reminding the appropriate person of their job each week. This role also required me to attend all these things. I never strayed from my canteen duties, as it became a vital spot for fundraiser events (such as COVID Relief India). I was also active in various fundraisers that we held, both providing my input during meetings about various logistical aspects as well as volunteering to work during the fundraiser.

My role as prefect resulted in me attending various activities and events throughout the year. I helped greet former NSW Premier Gladys Berejiklian, Education Minister Sarah Mitchell and reporters and camera crew from various institutions into our school. I attended the International Women's Day assembly at Strathfield Girls High School, representing our school. I had roles in various major assemblies throughout this year, hosting the NAIDOC Week Assembly, reciting a poem during the ANZAC Day Assembly and giving the vote of thanks at the Multicultural Day Assembly. I also attended various Prefect Afternoon Teas, connecting with other students and building a strong, lasting relationship between our school and theirs. In order to strengthen my leadership qualities I, along with the rest of the prefects, attended the John Hawley Leadership Conference.

By far the most important aspect of my role was talking to the students, understanding their opinions on various topics and conveying these to the executive team of Homebush Boys High School. I was able to achieve this through the bi-weekly meetings I had with Mr Elgood, Ms Player, Ms Papas and Ms Cheung. I also achieved this by attending the Student Voice session set up by Ms Chapman, where I interviewed a diverse group of year 9 to understand their struggles to improve their experience at Homebush Boys. I believe by doing so, our efforts will have a direct impact on the character these students will become, making our role fulfilling. I was able to convey the achievements and shortcomings, both as the Senior Prefect and the Prefect Body as a whole, to the Prefect body of 2021/2022, in an attempt to help create the best group to lead our wonderful school. I believe all these things that both I, as an individual, and as part of the Prefect Body had a direct impact on the students, both current and future, and future leaders of the school, ensuring that the reputation and name of Homebush Boys is upheld.

I would also like to thank Ms Papas and Ms Cheung. Without them, many of our plans would not have succeeded and we would not have been able to make the impact that we did. They pushed us to become the best leaders we could, providing us with opportunities and resources that benefited us greatly. I would also like to thank Mr Elgood, Ms Player, Mr Elgood and Ms Dalamagas, who listened to our concerns and voiced it to the other staff on our behalf.

Leo Simon
Senior Prefect 2020-2021

Being a prefect of Homebush Boys High School was a real blessing to me, it gave me an opportunity to improve my leadership skills and allowed me to engage myself in events. As a sports captain my main goal was to improve the school spirit, however, due to restrictions I was unable to achieve this goal. As a sport captain I represented Homebush Boys High School at CHS level, I participated in helping out with the athletics carnival, and I organised a basketball tournament. As a prefect I helped with all fundraising events in areas that I could for example, setting up the stalls, being a bodyguard, cleaning up, and packing away the stalls. I helped out with the Anzac Day Ceremony being the chair of the assembly, I raised a significant amount of money for the India Covid 19 outbreak with the help of my fellow prefect bodies. I participated in multicultural day, being a dancer, singer and a drummer. I went out of my role as sports captain to be a school ambassador and talk to primary school kids why Homebush Boys high school is a great school.

Rahim Kamara
Sports Captain 2020-2021

During the year 2020-21, I was fortunate enough to have been able to serve in the prefect body of Homebush Boys' High School. While a prefect, I had the opportunity to represent my school in a variety of different ways such as in the annual leadership conference, the Sydney parliament leader's day, and the John Howley local leaders conference. From these experiences, I gained valuable leadership experiences and comradery with my fellow prefects all skills that will prove to be very valuable for my future endeavours. Furthermore, the relationships that I made during this time, I will cherish forever. To conclude, I would like to give my sincere thanks to Ms Papas, the prefect coordinator for her diligent efforts and support throughout the year, Ms Cheung who tolerated us every morning without any complaints, and Ms Kumaraligam, who treated us like her own children and supported us ever since we entered the school as little babies in year seven till now when we are leaving as full-grown and mature men. I would also like to take this opportunity to thank our executive committee, Ishu, Leo, David, James and Rahim, who led this body gracefully and took our points across to the school executive board. You all have my thanks and will be remembered even after I leave high school and am a 60-year-old man. I have attached some snapshots of my time as a prefect below.

Harry Oberoi
Prefect 2020-2021

I've had the pleasure of serving as prefect with the role of primary school links for 2021. The main motivation in becoming a prefect was to reciprocate the positive impact the HBHS has had upon my life by serving as a leader towards others. In this role I had the responsibility of maintaining primary school links and upholding the reputation of HBHS in the local community. I contributed in many areas including leading the school mini orientation and official orientation days as a tour guide for primary school students and parents and visiting primary schools in the local area to promote the standing of HBHS for future students and as an ambassador to what HBHS has to offer. I also interacted generally with the newer students by making sure their needs were met and accommodated too, becoming a helpful senior student. Aside from my specific duties I took part in the planning and facilitation of prefect duties and events such as multicultural day, prefect afternoon tea and executing fundraisers such as 'Be brave and shave' and Covid fundraisers and the two in a roll fundraisers. Serving in this role has been the highlight of my high school journey as I transitioned into a capable leader who understood the responsibility entrusted over many people. I would sincerely like to thank the rest of the prefect team as they pushed and guided me along this path and to the many teachers especially Ms Papas who pulled us together.

Arzaqy Hanif Abdul Azis
Prefect 2020-2021

As a Prefect at Homebush Boys High school, I worked closely with my Year 7 and 8 Link Edmund Wong making contributions, whilst undertaking a variety of roles. Although we were affected at the end of the year, I hope we made a positive impact on the school. I was given the opportunity to organise our Prefect Afternoon Tea allowing us to collaborate with other Prefects around the local area. We were able to run a smooth and outstanding event, being praised by other schools. By the end of the year we were able to achieve our goals to make the school a place of learning and providing great opportunities for the students. Overall, being a Prefect was a great learning experience and I was able to strengthen my leadership skills.

Benjamin Huang
Prefect 2020-2021

As part of the prefect body my job, along with Stephen Wilcox, was overseeing High school links. High school links involves communicating and building connections/relationships with different high schools within the local community. During my time as High school links, I wanted to establish relationships with local high schools such as Strathfield Girls High School and Concord High School among others. The main goal and purpose was to build

fundamental connections/relationships which could ultimately improve the schools reputation. The biggest highlight of my tenure was organising the Prefect Afternoon Tea which involved inviting several high schools within the local community to our school to build relationships and gain different perspectives on leadership. In the same tier as the Prefect Afternoon Tea, another highlight has to be playing a role in organising the multicultural day dancing with Strathfield Girls High School at Homebush Boys. Those conversations started a long time before it became reality, special mentions to Strathfield Girls and their prefects as they through the progression of conversation between schools, it made it easier to plan and develop ideas for the multicultural dance, inherently bonding both schools together over a sense of mutuality. Aside from what my job description was and supposed to do, I enjoyed leading by example and setting the standard along with the other prefects of what it means to be at Homebush Boys High School creating a sense of culture and unity. Being a part of the prefect body at Homebush Boys has definitely made me a better person and leader, being a part of the triumphs and trivial moments of our prefect team and daily interactions have influenced my high school and prefect career. On behalf of both myself and the prefect body, I would personally like to thank the prefect coordinator Ms Papavramidis, Principal Mr Elgood and Deputy principals Ms Player and Ms Dalamagas, it's been a privilege.

Daniel Aaron
Prefect 2020-2021

First, let me clear up some misconceptions about the prefect body that I've had in my junior years – we're not some unapproachable bunch of guys that discuss business on the Round Table like medieval times. We're students just like everyone else, and we love talking to you guys! It's just that sometimes, we can be busy with everything happening in year 12, so just ask us if we have time. Think of us as advocates who preach the student voice – your voice.

Being a prefect comes with both its prestige, and its responsibilities to uphold that prestige. Over the past year, my main role was as the Year 11-12 Link; similar to the junior year links, I'm the guy who listens to people, their worries, problems and triumphs, and communicates this across. Especially during these times where the pandemic doesn't seem to want to cooperate, I've been messaging senior students and passed this on to teachers and executive staff who can help. A lot of this work is behind the scenes, so you won't see it nor will I be credited with it. I'm essentially the catalyst that raises ideas and puts pressure on them to bear fruit.

Most of the prefect is behind the scenes – school activities such as Pizza Day, Multicultural Day and many more require a lot of planning and needs to pass by many people in order to host them. It takes weeks of discussion to reach a mutual agreement and follow legal procedures.

In my down time, I help out other prefects organising other events, as well as fill in their roles – just as they do mine when I'm struggling. I've hosted school assemblies and stood on weekly canteen duty – the scariest time of the week might I say if you're short or skinny. There are a lot of 'housekeeper' roles as a prefect.

However, without a doubt, this role has been the most fulfilling as it's developed my people skills and shown me what an ideal leader looks like. It challenges you every step of the way to be the better you compared to yesterday, and you never what tomorrow or the day after will bring.

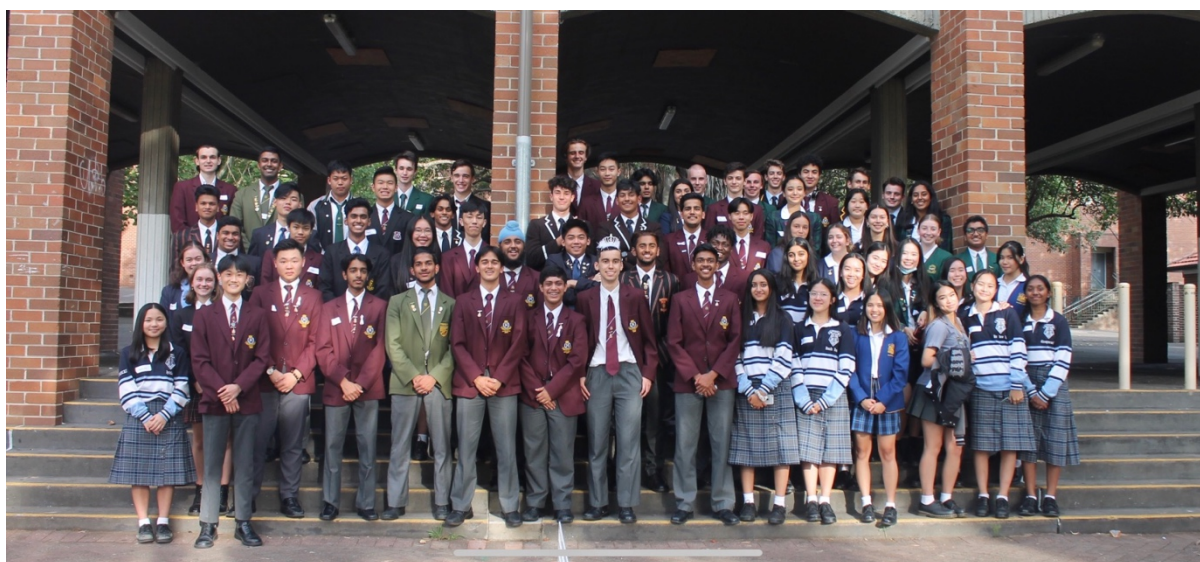
Si Kun Rong
Prefect 2020-2021

As a part of the prefect body of Homebush Boys High School in 2020/21, we have endured and overcome many challenges as a team. Organising and hosting a host of successful school events and fundraisers, we as a prefect body have been fortunate enough to get to know more students, teachers and members of the Homebush Boys Community. Having helped with the previous 2020 graduate year's ceremony, multiple school tours, Multicultural Day and other events which are a foundation for the 'Bushy Boy' spirit, we only wished to be able to hold more events like this, our

service to the school being cut short due to the lockdown in Term 3. As a prefect body we were also proud of our HBHS Prefect Afternoon Tea, a great success where we were able to commend the good name of Homebush Boys, hosting a range of prefects from other schools for an afternoon of food and activities. On the whole, we are proud of our achievements as leaders of Homebush Boys High School in this turbulent and uncertain year but wish the best for the prefect body in succession. Upright and Strong we go.

Yoshua Tsang
Prefect 2020-2021

Besides being a prefect my main role has been the schools social media manager where I've been involved in majority of the school events. Behind the scenes I'm responsible for managing and monitoring our schools Instagram account, keeping in contact with other schools, promoting school events, being a source of help for Homebush boys students to ask questions, during lockdown providing information to keep students stay motivated with online school and maintaining good wellbeing and also keeping the community up to date on what Homebush boys and the prefects of Homebush boys have been up to.



Being the schools social media manager, me as well as Merton had the opportunity to create and direct a short film regarding the issues of vaping and the importance of upholding the schools uniform policy. We had finished this right before we entered lockdown but were unable to showcase our work; we wish to pass this on to the future 2021/22 prefects of Homebush Boys in hope that it will be showcased in the near future and help enlighten the students of Homebush Boys.

Besides being the schools social media manager, my general role and responsibilities as a being a part of the prefect body included working in collaboration with the prefect body to create and develop ideas for the betterment of our school and community. Whilst being a prefect I have chaired for our international women's day assembly, imputed ideas and thoughts into various activities and events, promoted these activities and events, organised multicultural day dance in collaboration with Strathfield girls social media prefect,

been a photographer in majority of events and was tasked with publishing the prefect body's achievements throughout the year. We together have also helped multiple charities and raised awareness for Movember, world's greatest shave, international women's day, covid19 crisis and many more in a short period of time.

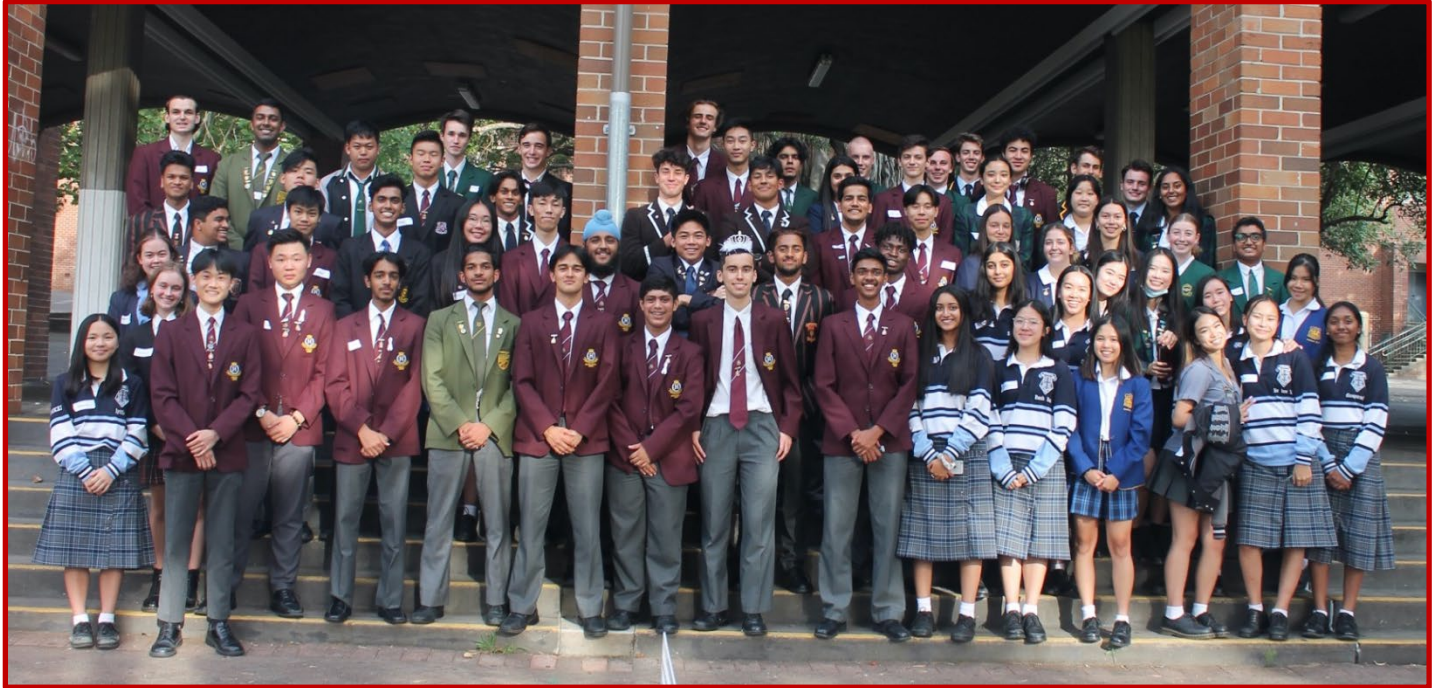
Being a part of the prefect body helped me to develop and strengthen my leadership skills. Knowing the importance of student voice, I was able to voice out the students of Homebush boys opinions and concerns and incorporate them within our school, this was achieved through the student voice session held by Ms Chapman were I got to hear the

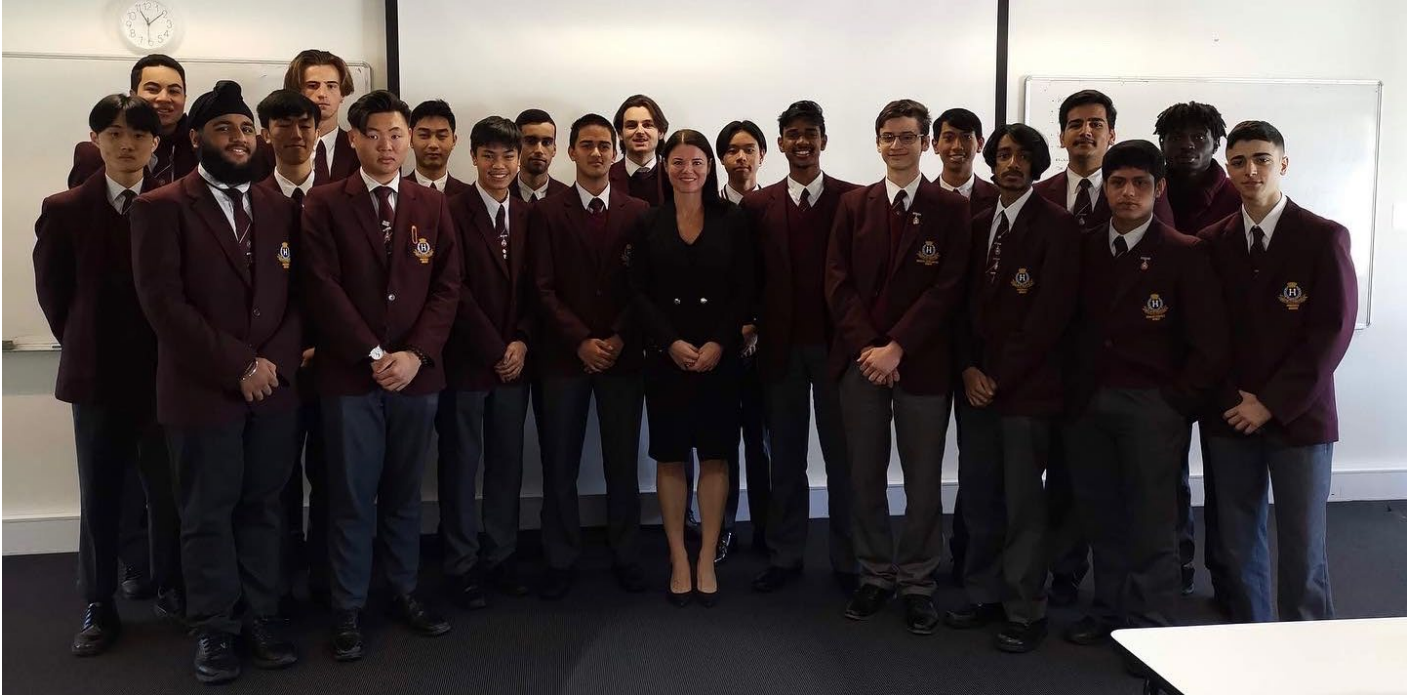
opinions and concerns of the year 12 cohort. Being a prefect of Homebush boys also gave me the opportunity to attend Prefect Afternoon Teas at our school as well as many others where we shared ideas and built a bond with other young leaders. Through the various opportunities given to us such as attending the National Young Leaders Day event and the John Hawley leadership conference I was able to strengthen my leadership qualities which I could use beyond high school.

I am honoured and grateful to have been a part of the 2020-21 prefect body. Throughout this year I've learnt many valuable life lessons and skills. I'm happy to say that we have made it and persevered through unexpected circumstances. We have achieved so much together over this short amount of time and I'm proud to have achieved this with my fellow peers. I would also like to thank our prefect coordinators Ms Papas and Ms Cheung for consistently supporting us and helping us strive to achieve our best, overall giving us opportunities to become great young leaders. I hope that the future leaders of Homebush Boys High School look upon us for inspiration and continue to strive forward and uphold our school values.

Matthew-Rowan Jackson
Prefect 2020-2021







HBHS Library Report

Ms Monique McQueen

Genrefication of Fiction Collection

As the students returned to school this term the Library staff were busily genrefying the Fiction collection. Genrefication means to organise books, either fiction or nonfiction, by category in a scheme other than the Dewey Decimal Classification or general alphabetical order. The main reason to genrefy a library collection is to increase borrowing and reading for pleasure. So far, our most popular genres to be borrowed have been; Manga, Humour, Fantasy and Horror.



New Digital Library Resources

The last six months have seen the addition of digital resources to the library collection. The addition of the Gale eBooks to our library resources which includes hundreds of digital non-fiction eBooks. This online resource also incorporates citation tools, searching tools and integration into Google Classroom.

This collection can be found at <https://link.gale.com/apps/GVRL?u=61homebush> and the access code is **library**.

Holiday Reading

All students who have returned items loaned in 2021 or those outstanding in their names and are definitely returning to HBHS in 2022 are permitted to borrow books for holiday reading. The Summer holidays are a great time to read for pleasure: research suggests that if students don't read at all during this longer holiday there can be a significant "Summer Slide" in reading and comprehension skills.

<https://natlib.govt.nz/schools/reading-engagement/summer-reading/take-a-community-approach-to-summer-reading>

“It’s in the Bag – Share the Dignity” Charity Project

The staff from the library space hosted the school’s annual “It’s In The Bag- Share the Dignity” charity project collection. The HBHS proudly contributed 60 new handbags filled with toiletries for people in need. This is a wonderful and important social justice project that the Library team is proud to support.



Library Staff Team

2022 will see some changes to the Library staff team. Our wonderful Library assistant Ms Pearce will remain on staff and Ms Karas will join the team in the Teacher Librarian role.

New Library Building – to be completed by 2022

Finally, 2022 will be an exciting chapter for the HBHS Library team and space as the school’s old gym will be converted into a modern two-storey library thanks to the NSW Government’s Metro Renewal Project funding. Stay tuned for plans of the new facilities.

The team at the Library would like to wish you all a Merry Christmas and a relaxing holiday full of good reads!

Student Support Officer Report

Ms Lauren Di Biasi

What a year 2021 has been! It was wonderful having an opportunity to thank the students who volunteer their time and efforts to Breakfast Club.

Their commitment, community mindedness and overall kindness is a large part of what makes Thursday Breakfast Club a success. A huge thank you to Ms Anton and Ms Houvardas for their early morning starts and efforts too.

A big thank you to the Homebush Boys High School community for the generous donations for Breakfast Club as well. It has been a wonderful opportunity to be a part of as the Student Support Officer.

I truly hope you all have a chance for a proper, restful break these School Holidays. Students and carers alike have certainly worked very hard.

I have also included below e-Safety Parent Information Seminars and School Holiday Activity options. As well as the Canterbury/Bankstown Council Events listed below, the Inner West Youth Alliance are hosting incredible options too. You can see their calendar details by visiting: <https://www.innerwest.nsw.gov.au/explore/whats-on#/>

There are fabulous Wellbeing Programs and opportunities being planned by the Wellbeing Team for next year.

In the meantime, please have a wonderful holiday break. Stay safe and I can't wait to see you all back for a brilliant 2022!





Parent and carer webinars

2022

2022 schedule

eSafety's free webinars provide parents and carers with the knowledge, skills and tools to support children to have safe, positive online experiences.

Our live webinars for parents and carers attracted record attendance numbers in 2021. To meet the growing demand, our education and training team is expanding the program in 2022 to include more dates and topics to support school communities.

Each month, we will present either a new webinar topic or a video with simple tips to keep young people safe online.

2022 Parent and carer education topic schedule

January Can't make it to a webinar? You can watch this short video on Cyberbullying and online drama . (Suitable for parents and carers of young people aged 11 to 18 years old).	February Webinar: Helping kids thrive online (Suitable for parents and carers of young people aged 5 to 12 years old). 8th February – Safer Internet Day 2022 #SID22	March Webinar: Cyberbullying and online drama (Suitable for parents and carers of young people aged 11 to 18 years old).
April Can't make it to a webinar? You can watch this short video on Online sexual harassment and image-based abuse . (Suitable for parents and carers of young people aged 13 to 18 years old).	May Webinar: Parental controls (Suitable for parents and carers of young people aged 4 to 13 years old).	June Webinar: Online gaming (Suitable for parents and carers of young people aged 13 to 18 years old).
July Can't make it to a webinar? You can watch this short video on Parental controls . (Suitable for parents and carers of young people aged 4 to 13 years old).	August Webinar: Popular apps (Suitable for parents and carers of young people aged 13 to 18 years old).	September Webinar: Online sexual harassment and image-based abuse (Suitable for parents and carers of young people aged 13 to 18 years old). National Child Protection Week #NCPW22
October Webinar: Digital technologies and mental health (Suitable for parents and carers of young people aged 10 to 18 years old).	November Webinar: Guide to the holidays (Suitable for parents and carers of young people aged 8 to 13 years old).	December It's December! You can check out our annual Gift Guide here.

Subscribe to [eSafetyNews](#) for dates and registration details or visit esafety.gov.au/parents/webinars.

December Kindness 2021

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY



1 Spread kindness and share the December calendar with others

2 Contact someone you can't be with to see how they are

3 Offer to help someone who is facing difficulties at the moment

4 Support a charity, cause or campaign you really care about

5 Give a gift to someone who is homeless or feeling lonely

6 Leave a positive message for someone else to find

7 Give kind comments to as many people as possible today

8 Do something helpful for a friend or family member

9 Notice when you're hard on yourself or others and be kind instead

10 Listen wholeheartedly to others without judging them

11 Buy an extra item and donate it to a local food bank

12 Be generous. Feed someone with food, love or kindness today

13 See how many different people you can smile at today

14 Share a happy memory or inspiring thought with a loved one

15 Contact an older neighbour and brighten up their day

16 Look for something positive to say to everyone you speak to

17 Give thanks. List the kind things others have done for you

18 Ask for help and let someone else discover the joy of giving

19 Contact someone who may be alone or feeling isolated

20 Help others by giving away something that you don't need

21 Appreciate kindness and thank people who do things for you

22 Congratulate someone for an achievement that may go unnoticed

23 Choose to give or receive the gift of forgiveness

24 Bring joy to others. Share something which made you laugh

25 Treat everyone with kindness today, including yourself!

26 Get outside. Pick up litter or do something kind for nature

27 Call a relative who is far away to say hello and have a chat

28 Be kind to the planet. Eat less meat and use less energy

29 Turn off digital devices and really listen to people

30 Let someone know how much you appreciate them and why

31 Plan some new acts of kindness to do in 2022



ACTION FOR HAPPINESS

Happier · Kinder · Together



BYRC Summer 2021/22 School Holiday Program



Program designed and developed by young people for young people.
Register from **9am, Monday 10 December 2021.**

Monday		Tuesday	Wednesday	Thursday	Friday
10 Jan Kayaking and barbecue At Bundeena. Lunch provided. Time: 8.45am-5pm Where: Meet at Paul Keating Park Who: Ages 12-18 years Cost: \$10		11 Jan Camera Etiquette Self-development. Lunch will be provided Time: 11am – 2pm Where: BYRC Who: Ages 15 – 24 years Cost: FREE	12 Jan Tweens Cultural Art With Aunty Noelene and Uncle Matt. Lunch provided. Time: 11am-3pm Where: BYRC Who: Ages 8-14 years Cost: FREE	6 Jan Aqua water park At Penrith. Bring your own lunch and water. Time: 10am-4pm Where: Meet at BYRC Who: Ages 12-18 years Cost: \$10	7 Jan Dungeons and Dragons Beginners workshop. Lunch provided. Time: 11am-3pm Where: BYRC Who: Ages 12-18 years Cost: FREE
17 Jan and 18 Jan Safer Drivers Course Get 20 hours added to your logbook. Lunch provided. Time: 10am-5pm Where: BYRC Who: Ages 16-24 years Cost: FREE			19 Jan Cultural bushwalk and Swim At La Perouse. Lunch provided. Time: 9am-3pm Where: Meet at BYRC Who: Ages 12-18 years Cost: FREE	13 Jan BYRC Open Day Check out and enjoy a tasty food and ice cream truck. Time: 12-4pm Where: BYRC Who: Ages 12-18 years Cost: FREE	14 Jan Learn to surf At Cronulla beach. Lunch provided. Time: 8.45am – 3pm Where: Meet at Paul Keating Park Who: Ages 12-18 years Cost: \$10
24 Jan Movie Marathon Enjoy two movies** and one popcorn combo. Time: 5-10pm Where: HOYTS Bankstown Who: Ages 15-24 years Cost: \$5		25 Jan Tweens' Nerf Wars Lunch provided. Time: 10am-2pm Where: Terry Lamb Park Who: Ages 8-13 years Cost: FREE		20 Jan Oz tag Tournament Lunch provided. Time: 11am – 3pm Where: Clemton Park Who: Ages 12-18 years Cost: FREE	21 Jan Raging waters Joint School Holiday Activity. Bring your own lunch. Time: 8.30am – 5pm Where: Meet at Paul Keating Park Who: Ages 12-18 years Cost: \$10