

BUSH Bulletin



HOME BUSH BOYS HIGH SCHOOL

Recte Et Fortiter - Upright and Strong

Safety | Learning | Respect

29 Bridge Road, HOMEBUSH NSW 2140
Telephone: (02) 9764 3611
Email: homebushbo-h.school@det.nsw.edu.au

PO Box 4159, HOMEBUSH SOUTH NSW 2140
Facsimile: (02) 9746 3614
Website: www.homebushbo-h.schools.nsw.edu.au

PRINCIPAL REPORT

Mr Kevin Elgood



Our school values are Safety, Learning, and Respect. We emphasise these values every day. Our goal is for each boy to achieve his potential in all fields of endeavour. Each boy has a responsibility to come to school prepared to work to the best of his ability.

While many students do always work to the best of their ability, I am concerned that some students are not taking enough responsibility for their learning. I ask your support in ensuring that your son makes the most of the outstanding opportunities that he has here at Homebush Boys and strives to achieve his best.

To assist our students in developing effective organisational skills we ask them to write their homework and assessments into their books or school diary, please take time to discuss with your son what is doing at school and how he is coping with the workload. Some boys need a little prompt to help them to get organised and ensure that they complete their work.

I also ask that you support the school in ensuring that your son:

- ❖ **has and brings the materials they require for each subject;**
- ❖ **completes homework and assignments.** Teachers give homework, when you ask to check your son's homework, do not accept a response such as – “the teacher never gives homework” or “I finished it all in class”.
- ❖ **wears the correct school uniform,** please check that they have the correct uniform and leave home with it each day. Correct uniform includes hard leather shoes and a school tie in Terms 2 and 3. PE uniform should only be worn on days when students have a timetabled practical PE class. Hoodies should never be worn to school. A school's reputation can open doors for students outside the school gates and a school's reputation can easily be tarnished by poor appearances;
- ❖ **arrives on time in the morning and for each class.** We currently have between 50 and 80 students arriving late every day. Many are just getting up too late or catching a late train. This is not acceptable, they are missing valuable learning time, disrupting lessons by entering late and developing poor habits which will not be tolerated in a workplace.

Student Absences

I am concerned that some students have a low attendance rate this year, the Law is very clear in New South Wales, children under the age of 17 must attend school every gazetted school day. Students who do not meet minimum attendance requirements may not meet the curriculum requirements for that Year/stage. Students who do not meet the minimum requirements for their Year may not be allowed to proceed to the next Year. If your son is not well enough to attend school, keep him at home and provide a note explaining his absence on his return to school. If a note is not received within a week the leave will be designated as unapproved leave.

Please note, following Department of Education policy, I do not approve leave for holidays within the school term. **Holidays** need to be taken during school holiday periods. With the return of international travel, we are currently receiving a number of extended leave applications, unfortunately I am unable to approve this leave.

School Improvement Projects

We are fortunate to have a number of improvement projects currently underway around the school:

1. Stage 1 of the metro renewal project to convert our old Gym to a new Library has begun. Photos below show demolition work well underway.



The design diagrams below provide a picture of how the new Library will look when complete.



2. Outdoor GYM equipment is being installed on the Southern Grass.



3. A new Electronic Sign has been installed at the front of the school



We have a couple of other projects scheduled to start soon, I will update you on these in the next Bush Bulletin.

Living with COVID-19

With COVID still spreading throughout in the community it is important to maintain safe practices. Please ensure that your son does not come to school if he is unwell. Unfortunately, we regularly have boys arrive at school in the morning only to come to the office with cold and flu symptoms. We then have to call you to come and pick up your son if he has these symptoms.

The **household contact rules** have changed this term. If a member of your family tests positive to COVID, your son can continue to attend school if he:

- ❖ has no symptoms
- ❖ completes a RAT test each morning and obtains a negative result
- ❖ wears a mask all day

We have a large supply of RAT test kits, if you require more test kits for your son, please send a note with your son requesting more RAT test kits. He can obtain them from the front office.

DEPUTY PRINCIPAL REPORT

Mr Cheiban Elaro

Years 7 & 10



The start to term 2 has felt like school has returned to “normal”. It has been a long time since we have experienced “normal” and it is good to have it back.

Consequently, the school is back to being a hive of curricular and extra-curricular activities. We have joined the Cooling Schools Program by Greening Australia. This means we are very excited about having over 300 native trees and shrubs planted in the school grounds on Wednesday 29 June. There will be over 50 students involved in the planting process. This is a very important aspect of environmental education for all the students at Homebush. While we are on the environment, all the lights were changed to LED lights in blocks B, C, D, E and G over the past 8 weeks. This means that over 600 lights were removed and replaced by power-saving LED lights. This is not only environmentally friendly, it will also save the school’s electricity use and costs a great deal. As well, the school is part of the Smart School Energy Pilot program. This entails a 30kw battery installed in the school and solar panels feeding it. Another excellent initiative that will reduce the school’s carbon footprint in the future.



There is a great deal of work going on around the school as well. Work on the old gym has started. It is being converted into a two-storey state of the art library. The project is set to be completed by the end of September. The old library will be converted into a staff meeting area and break out rooms for interviews and study. On the bottom end of the southern grass, near the new gym, outdoor exercise equipment has been installed. At the moment we are awaiting some dry weather so that the ground around the equipment can be laid with sand and synthetic grass. This is a welcome addition for the PE staff and their lessons, as well as for the whole student body.

Year 10

Year 10 students are currently involved in a Sydney Thunder leadership program. This highly valued program is giving a group of students the opportunity to work with others to become leaders and better students in the school. This program follows up a similar program run by the Wests Tigers last term. Year 10 Year Adviser, Ms Coutinho, has worked tirelessly to provide her cohort with leading experiences outside school. Another initiative will involve Year 10 students attending various universities to learn about various courses and what life is like for university students. A big thank you to Ms Coutinho for her continuous support of Year 10 students.



Year 7

The Year 7 cohort are now well settled into the day to day life of high school. They are eager young men who are engaged in their studies and heavily involved in sporting events. I was proud to hand out over 230 Silver awards late last term to almost every student. These awards were for BBBs handed out in Year 7 classrooms. Through these BBBs, teachers recognised students’ efforts, SLR values and consistent work. I would like to thank Ms Cheung, year adviser,

for her relentless support of Year 7 students. She spends most of her lunchtimes supervising Year 7 students who want to study and spend time with friends.

As we approach the half-yearlies, a reminder that the Blue and Maroon Awards will be awarded to students' efforts in all subjects. I look forward to recognising all the wonderful efforts by hundreds of our students. Still on the topic of awards, the BBB awards are being issued to students by the hundreds each week. These awards recognise student effort, application, Bushy Boys behaviours and values in every lesson. Below are the winners of the weekly BBB raffles so far this term:

	First Prize	Second Prize	Third Prize
02-May-22	Arnav TRIVEDI (10)	Tom NELSON (8)	John STACK (7)
09-May-22	Jai COLEMAN (7)	Junah SONG (11)	Henry GAO (12)
16-May-22	Wei Lin XU (9)	Rohan KC (10)	Zak CHAKER (7)



This photo is of the school leaders who represented the school at our old Deputy Principal, Bill Hilliard, funeral during the April holidays.

DEPUTY PRINCIPAL REPORT

Ms Jennie Dalamagas

Years 8 & 11



Term 2 2022 has started with great enthusiasm and eagerness as we finally get back into our usual school routine and push behind the days of having to work from home. Our students have embraced our school rules and policies and have once again honoured our school name in their educational journeys at Homebush Boys High School.

Our students are regularly reminded of our 'Bushy Boys Behaviour' values:

Show Respect
Be Safe
Value My Learning

As the Deputy Principal in charge of Year 8 and Year 11, I continue to work closely with Mr Kisso and Ms Singh to ensure our students attain the best outcomes in all areas of their education, including in leadership, wellbeing and academia.

Year 11

Year 11 have now very much settled into their Preliminary courses. Currently they are required to continue with at least 12 units (2 units per subject = 6 subjects) until the end of Term 3. In Term 4 they will commence their HSC pathway where they will only need 10 units. This is a time, especially after their first and second assessment tasks, where students can consider which subject they may wish to drop in Year 12. I highly recommend open discussions with your son and with your son's class teachers in making this decision.

On 12 May 2022, at one of our fortnightly Year 11 assemblies, Ms Singh was able to invite a team to present **SMASHED AUSTRALIA**. Smashed Australia is an organisation that tries to teach students about the repercussions of alcohol abuse, bullying, anxiety and depression, coercion and the importance of education. Our students were given opportunities to role play and respond to various scenarios throughout this extremely worthwhile session.

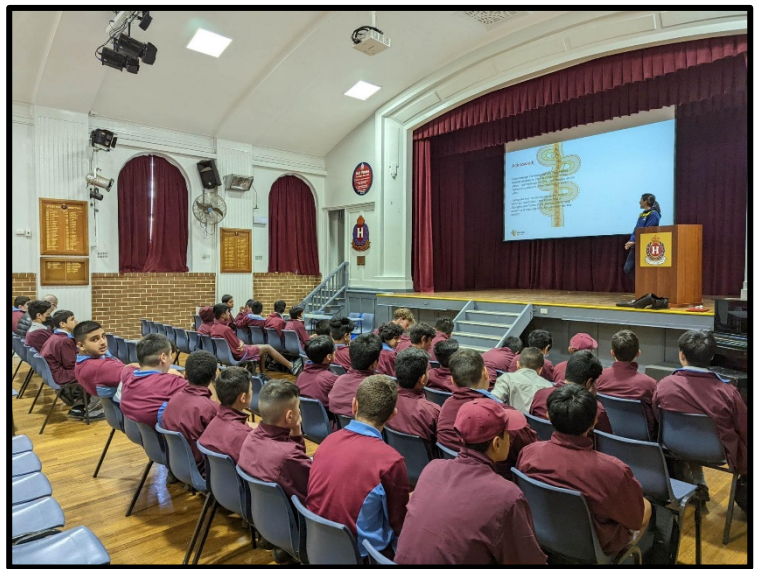




Year 8

There are going to be a number of events during Term 2 that will involve Year 8 making some important decisions in regards to their education. One of these is selecting two electives that they will continue in Years 9 and 10. This is a very important decision, however, staff from all faculties will present the courses they are offering to our students at a special assembly. This event will be followed by a special address to both parents and students on Monday 20 June 2022, followed by an EXPO where parents will be able to talk to staff.

Mr Kiso has continued to work with our students and planned a number of year assemblies with special guests. One most recent event was the Australian Institute of Sport – Mental Fitness Challenge hosted by Danielle Spitty, a professional water polo player. Our Year 8 students were given an insight into the importance of mental fitness, as well as flexibility, mindfulness and gratitude.



Library News

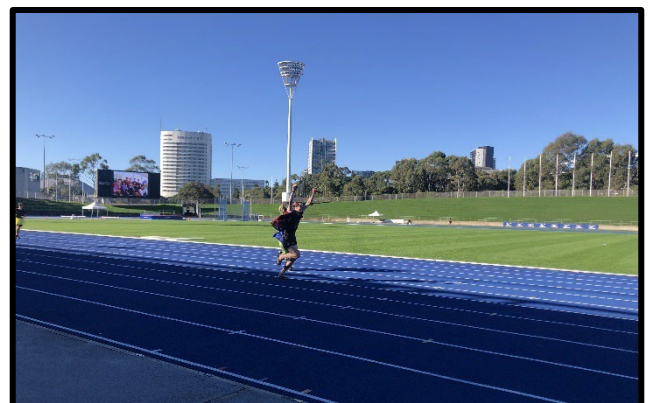
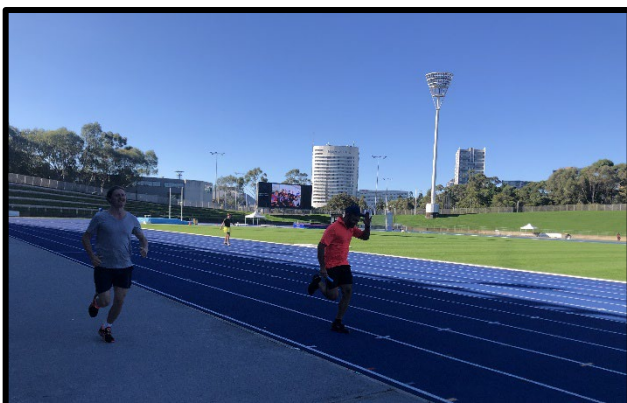
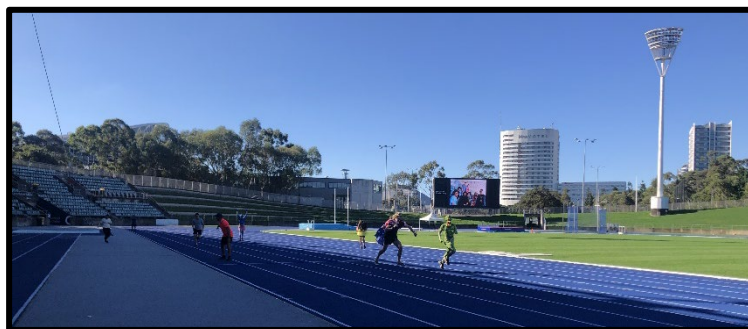
Our wonderful Teacher Librarian, Ms Angelene Karas, is always planning on ways to improve our library and how to positively involve our students in many whole school initiatives. Currently students are writing book reviews of some of their favourite reads.

Ms Karas has made the library a 'choice learning space' for many of our students.



Athletics Carnival 2022

It is wonderful to see our students at our annual athletics carnival on Monday 16 May 2022. The weather was perfect and our students (and staff) not only competed, but also had a lot of fun. For our current Year 12 it was their final athletics carnival and many came dressed in various characters. Overall, it was an amazing day!

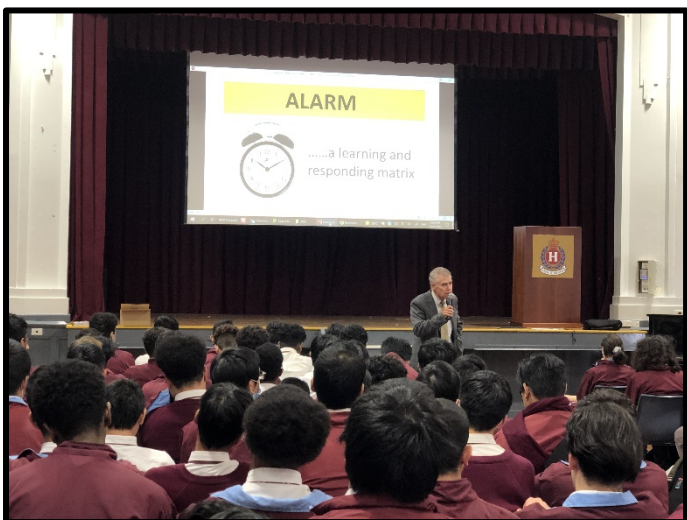
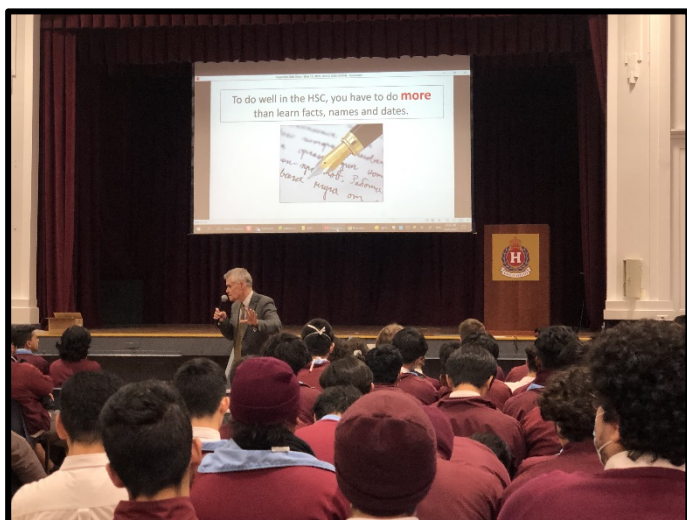


Homework Help

On an important note, 'Homework Help' continues to occur every Monday and Tuesday from 3:10pm to 4:10pm. Ms Jang, one of our teaching staff members, is on duty to assist your son with his homework, assignments and/or assessments. Please ensure your sons take advantage of this valuable initiative. Please ensure your son utilises this great resource.

Final Note

Please don't hesitate to call me in regards to any concern you may have in regards to your son's educational requirements. As a team, Mr Kisso, Ms Singh and I want to ensure your son succeeds in achieving his personal best at Homebush Boys High School.



DEPUTY PRINCIPAL REPORT

Miss Catherine Player

Years 9 & 12



Here we are in week 5 and the term seems to be flying by. So many wonderful things happening around the school and Year 12 are inching closer to the finish line. This year we are returning to face-to-face parent teacher interviews, and it was wonderful to welcome our families back to the school grounds. We held Year 11 and 12 parent teacher interviews on Tuesday 24 May 2022 and it was a great night of sharing information and study advice for our students. It was great to see so many families take advantage of the opportunity provided by the school.



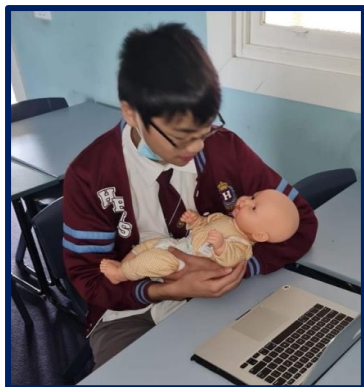
We will hold two further evenings on Thursday 16 June 2022 for Years 8 and 10 and Tuesday 28 June 2022 for Years 7 and 9. Reports will be uploaded to the Parent Portal prior to each evening. There will be no phone interviews, only these face-to-face evenings. We look forward to seeing you at these events and discussing your son's educational progress.

Year 12

Year 12 have been involved in some university workshops recently with Sydney University coming to speak to them about university life, and entry requirements and scholarships. It was great to see so many interested students asking wonderful questions. As we move closer to the HSC, we will continue to run information assemblies for our students so they are well informed about their post school choices.



Our Community and Family Studies (CAFS) students are currently taking part in a Parenting and Caring Unit of Work. It requires them to care for a baby for two days. As you can see by the photographs, the students are really taking their job seriously and learning some great life lessons.



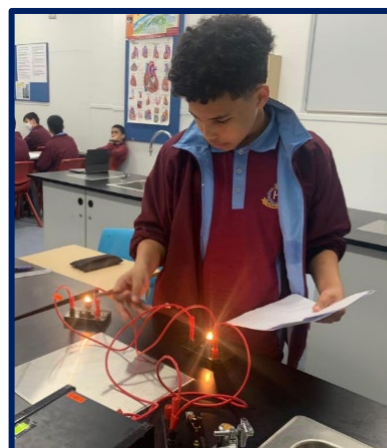
Adnan Darwiche of Year 9 has had some amazing results at the Australian Little Athletics Championships in Melbourne recently. He placed 1st in 200m and 800m and 3rd in Long Jump, Shot Put and 100m.

A great effort from Adnan.

We are so proud of you and your Bushy Boy Spirit.

Year 9

Year 9 are also working hard in the classroom, developing their skills, and really starting to mature in their approach to their studies. They are also leading the way as part of our Figtree Café volunteers, showing their skills as barristers and mentoring younger students. I am so proud of their progress and look forward to continuing to watch their development. They really need to focus on their studies and start thinking about what they would like to do in Years 11 and 12 and start preparing themselves now for the Senior Years by working hard, improving their results, and showing what they are capable of in the classroom.



Our wonderful Drum Corp did the school proud with their performance at the ANZAC Day march in the city. We were the only Government School that were chosen to be part of the Commemorative March and they certainly did the school proud. The school received many emails complimenting our students including:

'My name is Tim, and I'm a former soldier of the ADF, having served for 15 years. I attended the ANZAC day march yesterday and while watching with some other soldier mates of mine, we noted how well your drum band performed during the march. They were moving at a quick pace (hard for professionals, let alone kids) and their playing was sharp, well accented, and of a very high standard. They should be very proud of themselves for their performance yesterday.'

Please pass on my compliments, their performance was of note. No doubt others noticed as well.'



Congratulations to the Drum Corps and Mr Alexander

Recently two of our students were nominated and won Youth Awards for their involvement in volunteering. They were nominated for their extensive involvement in community engagement. Each year they average a minimum of 150 hours of volunteering. Health Minister Brad Hazzard presented the students with their awards at a Gala Evening. Congratulations to Michael Ong-Schofield and William Xu of Year 10 for this wonderful achievement. We are very proud of you and the Busy Boy spirit you display through your volunteering efforts.



UPCOMING PARENT TEACHER INTERVIEW EVENINGS

Parent teacher interviews will be a face-to-face event held at school.

Please take note of the following dates:

Thursday 16 June 2022: Years 8 and 10

Tuesday 28 June 2022: Years 7 and 9

CREATIVE AND PERFORMING ARTS & LANGUAGES

Mr Emile Norrish

Head Teacher

Term 2 has seen a wealth of opportunities for students to develop their understanding and experiences within the Creative and Performing Arts, with a range of excursions, school incursions and formal school assemblies taking place.

As the term progresses students are focused and on task, preparing artworks and performances for the upcoming Creative and Performing Arts Showcase Evening, which will be held on June 21 in the HBHS hall from 5:30pm. This evening is a whole school and community event showcasing the talents of our boys in elective CAPA courses across Years 9, 10 and 11. Please save the date for your diary and come along for a great night!

The poster features a dark blue background with large, stylized musical notes and a treble clef. A central dark blue circle contains the year '2022' in large white font. Below the circle, the event details are listed in white text. The background also includes abstract colorful patterns and a close-up of a person's eye with pink and blue makeup. The school crest is in the top right corner.

HomeBush Boys High School

CAPA NIGHT

Art Exhibition and Music Performances



2022

Creative & Performing Arts Night
Tuesday 21st June

Homebush Boys High School
School Hall

5:30pm: Art Exhibition
6:00pm: Music Performances

Music

The Drum Corps proudly represented HBHS in numerous ANZAC day ceremonies, performing in the official ANZAC march through the City of Sydney: [Sydney March Anzac Day 2022 OFFICIAL BROADCAST ABC Australia HBHS Drum Corps \(2\).mp4](#), assisting with the formal assembly at our neighbouring Victoria Avenue Public School, and performing at the HBHS ANZAC ceremony. A big thankyou goes out to Mr C Alexander for his dedication and time to this group. This is surely a memorable experience for our boys that will stay with them for a long time.



As part of the unit 'Music for Another Culture', year 8 students took part in an African Music incursion. [West African Drumming.MOV](#) This engaging opportunity had students dancing, singing and playing along to some of the traditional instruments and songs used in the music from West Africa.



Performance opportunities are back at HBHS in a big way, with Music students from each year invited to perform at year assemblies. Below, two students from 7P rehearse and perform Bach's Minuet in G, while Year 9 students rehearse repertoire for the upcoming CAPA Showcase.



Visual Arts

With the formation of works for the CAPA showcase and HSC Body of Works taking shape, Stage 6 students and teachers travelled to various galleries around the Sydney CBD to gain inspiration from the top 2021 student works selected for the annual Art Express Exhibition.



ENGLISH

Mr Thomas Lee

Head Teacher [Relieving]

English Speaking Competition

Written by Gyan Sahay

Congratulations to Vasanth and Samee for their supreme efforts in the prestigious competition on the 7th April via ZOOM. Despite their busy schedules and the competition being moved to an earlier date, their dedication and Homebush spirit shone in both the prepared speech and their impromptu sections. Samee's impromptu speech was deemed the best which made him the commended speaker. Samee will be called to take part in the next stage of the competition if any of the placegetters are unable to do so.

Here's what they had to say about their experiences:



For as long as I can remember, I have participated in every school public speaking competition that was available, from year 3 to year 12, I have delivered countless speeches to countless audiences. As a result of my many years of experience in public speaking, I have gained vital skills which are relevant not only to the realm of public speaking but to every aspect of my life clear communication, confidence and other leadership abilities. In my final competition for the school, Samee and I were tasked with giving a prepared speech and an impromptu speech. I am proud to have represented my school one final time and look forward to the next few years, as many of the up and coming speakers from the younger grades are doing well to uphold the reputation of good public speaking within Homebush Boys High School.

Written by Vasanth Kumaralingam
Year 12

Public speaking has given me the opportunity to voice my opinions and thoughts to a greater audience as I participated in our school's public speaking competition yearly since year 7. Whilst speaking, the stress we feel come from the nerves that take over your body when you step onto the stage, and the pressure that is placed on you when asked to write an impromptu speech, but nonetheless the feeling of accomplishment after completing your speech is one of the greatest feelings I've ever felt.

Written by Samee Kamal Siddiqui
Year 12

On the 7th of April, Vasanth and I participated in the Plain English Speak Award Local Final, and while we felt that we did well with our prepared speeches, we were quite worried about our interpretation of the impromptu topic, 'Broken Promises'. After listening to so many fresh topics, we thought we would not be placed but lo and behold, I was nominated as the highly Commended speaker, which means that I will go onto Zones in May if I am called up.

Written by Samee Kamal Siddiqui
Year 12

We wish both the boys the best in their future endeavours.

HUMAN SOCIETY IN IT'S ENVIRONMENT

Ms Christina Papavramidis

Head Teacher

History

Written by Louise Symonds, History Teacher

As we approach the end of Semester One the students at Homebush Boys High School have been well engaged in their history courses and have produced high quality responses in a range of different assessment tasks. While exploring the events and personalities of ancient, medieval and modern societies students have demonstrated their development of a wide range of skills, with a strong focus on literacy and extended response writing. History students are to be congratulated on their efforts and achievements in these tasks and their efforts this semester.

Students in Year 8 History demonstrated their engagement in the fascinating study of Otzi the Iceman, a 5300-year-old mummy discovered in the Alps in 1991. Their developing writing skills were evident in the outstanding responses to their first assessment task. Using ALARM and TEEL writing scaffolds, students were able to present their knowledge in well-structured and clearly expressed extended responses, written under exam conditions. The response below by Dishant Agarwal of 8HISC provides an example of students' developing writing skills:

Describe the discovery, life and death of Otzi the Iceman.

Otzi the Iceman is a wet mummy, whose discovery provides information about his life and death. Otzi was discovered in the Italian section of the Otzal Alps where the freezing climate had preserved his body.

The discovery of Otzi provided scientists and historians with information about his life. Otzi was found by two hikers, Erika and Helmut Simon, 3200 metres above sea level. Otzi was found on 19th September 1991. His torso was poking out of the ice. The cold climate had preserved Otzi's body. Scientists worked out that Otzi was forty-five years of age when he died, which was a very old age at that time. Many artefacts were found with Otzi, including a copper axe, used for hunting and chopping wood. There was also a large bow for hunting and fourteen arrows but only two had arrow heads. Otzi also carried pieces of fungus to stop bleeding and a maple leaf to carry embers so he could start a fire. He also carried a dagger for hunting and protection. The copper axe showed that Otzi may have been an important person in his community because copper was very rare and valuable at that time. Otzi's well-preserved body and his belongings gave scientists a lot of information about his life.

Otzi the Iceman's body has also allowed scientists to develop theories about his death. Scientists did many tests on Otzi's body and the results provided a lot of information. Tests showed that Otzi had suffered a blood clot in his head. He also had many injuries and cuts over his body. One of the theories about Otzi's death is that because he had a rare and valuable copper axe he might have been attacked. When scientists were examining Otzi's body they found a puncture wound on the back of his left shoulder. They believe he was shot with an arrow. Otzi's arm was wrapped over his neck. This suggests he could have fallen after being shot with the arrow and rolled. The discovery of Otzi's body and belongings provided a lot of information about how he died.

The discovery of Otzi provided information about his life and death. Otzi was forty-five years old when he died. His belongings suggest he was an important person and his job was hunting.



The remains of Otzi the Iceman

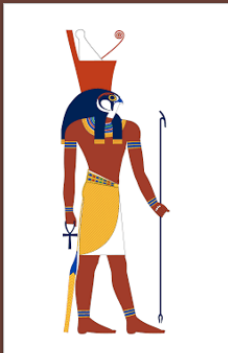


Otzi's arrows




Otzi's copper axe

Having completed their study of Otzi the Iceman, Year 8 began their study of ancient societies, beginning with Ancient Australia and Ancient Egypt. Year 8 students have been fascinated by Ancient Egyptian religious beliefs and practices, particularly those of the Afterlife, the 'Weighing of the Heart' and mummification. Important in the study of this unit is the continued focus on literacy, particularly developing vocabulary, spelling and punctuation skills. Below are extracts from a series of resources developed to teach vocabulary, spelling and punctuation within the context of Ancient Egyptian religion.



Horus

- The god Horus was shown as a (man/men) with the head of a (beetle/dog/falcon).
- Horus was the god of the sky and the protector of the (faroah/paroh/pharaoh).



Anubis

- The god Anubis was shown as a man with the head of a (horse/ jackal/ bird).
- He was the God of the Underworld and mummification/mumification.

Define mummification: _____

Use the word mummification in a sentence to show your understanding of the word: _____

William Nghiem from 8HISC describes his experiences in History:



We have studied a number of topics in History during Semester 1. We started off with King Richard III. Richard was a King who had scoliosis, which means he had a curved spine. My class and I were amazed by what could be learnt from a skeleton which is hundreds of years old. This was our first topic, and it was so interesting.

Our next topic was about Otzi the Iceman. Otzi is a wet mummy that was frozen in the Otzal Alps. He was discovered by Erika and Helmut Simon on September 19th 1991. My class spent around three weeks on this topic, and it was the basis of our assessment task. We also learnt how to write an extended response using ALARM and kept practicing our TEEL paragraphs. We learnt information about Otzi and how to write this information in a well-structured response.

Our current topic is Ancient Egypt. We have been learning about the Nile River and of course the pyramids. We also learnt about the Sphinx, pharaohs, and religion. Ancient Egypt was an amazing civilisation.

The topics we have studied so far in History have been really interesting and I am looking forward to studying many more exciting topics during Semester Two.

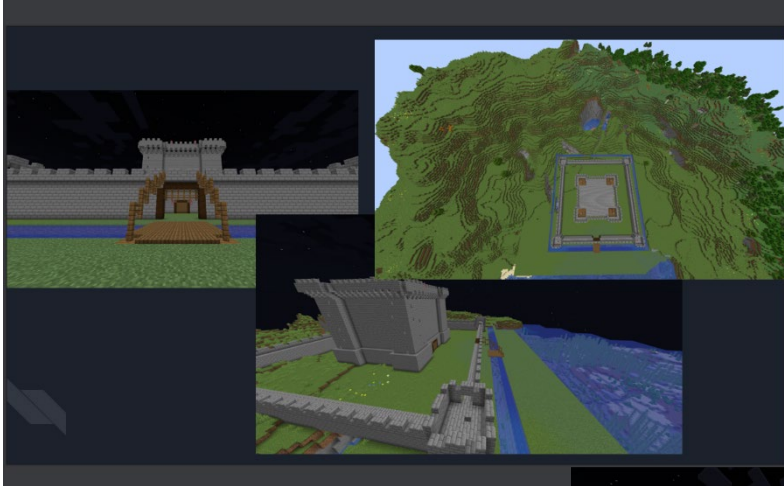


8HISC working on Ancient Egypt

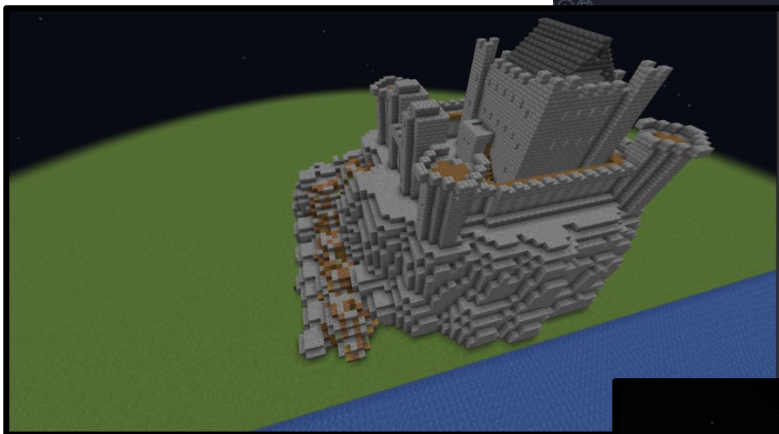
Year 9 Military History completed their study of the Ancient Roman Army and Boudicca's Rebellion in Celtic Britain and are now studying Heroes and Villains in History. The topic involves an analysis of military leaders and freedom fighters throughout history and the differing views towards these personalities. Students will learn that heroes and villains are often one and the same individual, and that the decision to consider them a hero or a villain is determined by perspective. Students have been working on their assessment task in which they are to research a personality from ancient, medieval or modern history, and explain why they were considered heroes by some but villains by others. Students are required to explain the reasons for each perspective and then reach and explain their own conclusion regarding their chosen personality. Examples of the historic personalities being researched include Julius Caesar, Hannibal Barca, Saladin, King Richard III, Hernando Cortez, Mussolini, Stalin, Malcom X and Nelson Mandella. Students will conclude this topic with a study of Oskar Schindler and consider why survivors of the holocaust consider this Nazi a hero.

Having completed their study of Medieval Weapons and Warfare and creating a virtual tour of a medieval castle **students in Year 10 Military History** are continuing the theme of medieval warfare with a detailed study of The Crusades. In this topic students debate whether The Crusades were aimed at securing Christian access to holy sites to allow religious pilgrimage or whether they were simply a holy war launched by the Christians to satisfy imperialistic

aims and expansion into the Middle East. The topic includes a detailed study of the two key personalities, Saladin and Richard the Lionheart. Below are examples of the virtual castles created as part of an assessment task. Visual displays of the virtual castles were accompanied by guided tours through the castles. These tours were presented to the class as a speech, and included explicit historical detail about the components of the castles and the purpose of the various architectural features.



A series of slides from Harrison Day's virtual tour of a medieval castle

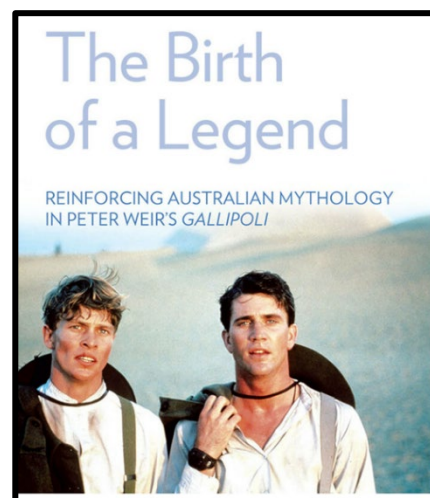


tour of a medieval castle



Year 10 History recently completed their first assessment task on The Movement of Peoples. Having learnt how the Industrial Revolution transformed daily life, students then explored how this contributed to the expansion of European empires and the beginning of the mass movement of people around the world, beginning with the terrible trade in human life known as the Trans-Atlantic slave trade. The criminals of Britain were the next group to embark on forced journeys across the world as convicts. Continuing with our strong focus on literacy, the assessment task required students to write a series of short and extended responses which required extensive knowledge, analysis of historical sources and well-structured paragraphs.

Year 10 History is now studying Australians at War and are exploring Australia's involvement in World War One. Students have learnt about the strong bond of kinship that existed between Australia and Britain at the time and how this contributed to our nation's involvement in the war. The Gallipoli campaign is an important component of this study and includes a film study of Peter Weir's *Gallipoli*, in which students consider the historical accuracy of the film and its contribution to the continuation of the Anzac Legend.



Year 11 Ancient History have been completing a topic on the Roman Games. They have discussed and debated various historiographical issues relating to the purpose and nature of the Roman Games. Students have also started working on their Historical Investigations where they have chosen a significant personality from the ancient world and are in the process of evaluating their achievements. They are using ALARM to research, plan and write their essays at school and at home.

In **Year 11 Modern History** student responses to their first assessment task on the contestability of the assassination of John Fitzgerald Kennedy demonstrate the progress being made in the development of essay writing skills. Students were to present an argument assessing different views on the assassination of Kennedy. Extracts below from the response written by Ali Manzali in 11MH provide an example of student responses.

There is strong evidence which suggests the assassination of John Fitzgerald Kennedy was the result of a conspiracy. Evidence provided by numerous eyewitnesses suggests a second shooter on the grassy knoll, as did the angle of the shots seen in the Zapruder Film. However, Lee Harvey Oswald was identified at a sixth-floor window of the School Book Depository and was proven to be the owner of the Carcano rifle found at the scene of the crime. Other extensive evidence suggested Mafia involvement as part of a conspiracy due to organised crime having been disrupted by John F Kennedy and his brother, Robert Kennedy as part of their policy aimed at reducing organised crime. However, the Warren Commission argued that Oswald was a lone assassin, claiming that he had both the skill and the motive to commit the act alone. Thus, while much evidence supports the view of conspiracy, there is also substantial evidence suggesting otherwise.

Evidence strongly suggests a shooter on the grassy knoll, proving conspiracy. Witnesses such as William Newman claimed to have heard shots from close behind, in the direction of the grassy knoll, as he was attempting to shield his family from harm. Later interviewed, he claimed to have felt an explosion behind him as he was facing the motorcade. S.M. Holland witnessed smoke and shots coming from the bushes on the grassy knoll. The Zapruder Film also suggests the angle from which JFK was shot, as indicated by the movement of Kennedy on impact, indicating the shot came from in front of Kennedy, not from behind from the direction of the School Book Depository. However, witnesses claim to have spotted and identified Oswald at the sixth-floor window of the School Book Depository. Additionally, a work colleague, Frazier, claimed to have seen Oswald carrying a package the size of a rifle into the Depository the day of the assassination, saying they were curtain rods. There is also documented evidence that

Oswald collected the rifle from a PO box two weeks prior to the assassination, proving he was in possession of the murder weapon. Furthermore, three spent cartridges were found at the place where Oswald was identified on the sixth floor. Therefore, due to substantial evidence suggesting Oswald was a lone assassin, the view that Kennedy was assassinated as a result of conspiracy is contestable...

...Thus, although there is ample evidence to support the view that the assassination of Kennedy was the result of conspiracy, it must also be acknowledged that there is evidence to suggest the assassination was the work of the lone gunman, Lee Harvey Oswald, as argued by the Warren Commission.

Preliminary Modern History students are now studying the Meiji Restoration, during which Japan embarked on a period of rapid modernisation in an effort to resist Western control. To do this they adopted a policy of modelling themselves on the West and as a result emerged as a modern, powerful nation in just fifty years. Students will consider the impacts of this process on Japan internally and on the global community.

Year 12 Ancient History have been learning about the Julio-Claudians, the first emperors of Ancient Rome. They have participated in discussions and debates on the role and significance of these emperors within Rome and the Roman Empire. Students are now completing a research assessment task on Ancient Sparta, a topic which they are also beginning to study in class.

Year 12 Modern History have completed their National Study on Japan 1904 -1937 during which they saw Japan's rise as a world power, but their constant struggle to be fully recognised as such by the Western powers. Students also considered what appeared to be emerging democratic reform in Japan during the 1920s, and analysed the reasons why this could be nothing more than "shallow democracy". Their study of Japan ended with the rise of militarism in the 1930's and consideration of Emperor Hirohito's involvement and responsibility for this process. Year 12 Modern History students are now studying Conflict in Europe, having just completed evaluating the various factors that contributed to the development of tension and the outbreak of war in 1939. Students are now studying the Western, Eastern and North African theatres of the conflict in class and completing their research task on the impact of the conflict on civilians in Britain and Germany.

Homebush Boys High School Anzac Day Commemorative Assembly

On Tuesday the 3rd of May, HBHS paid tribute to our fallen soldiers and remembered those who risked their lives for our freedom during our Anzac Day commemorative assembly. Our prefect leaders spoke beautifully and the rendition of the "And the Band Played Waltzing Matilda" was perfectly performed. The wreath laying was done with dignity by our special guest Mr Dennis Quinlan along with the Principal Mr Kevin Elgood and the School Captains Anargyros Kallos and William Knight. Congratulations must be extended to Ms Budanovic for her meticulous organisation, to Mr Norrish and Mr Alexander for their work with the Drum Corps and the music for the ceremony, to our Prefect Michael Vlahos for chairing the ceremony and to Ms Papavramidis for her support and work with the Prefects.

Below is the Anzac Day speech delivered by **William Knight**

Good morning. I am William Knight, and I would like to extend a warm welcome to the official party, Mr Elgood, the Deputy Principals our guest Speaker Mr Dennis Quinlan, Honorary Secretary of the Burwood RSL Sub-branch, staff and students to today's commemoration of Anzac Day.

On Monday April 25th, all Australians stopped to remember those who served in the army, Navy, Airforce, or as Nurses, and particularly those who gave their lives in war. War veterans marched through the streets and many

people laid wreaths of flowers on War memorials. Others attended dawn services to remember those who served and died.

Each year on Anzac Day Australians show respect for the servicemen and servicewomen who are willing to risk their lives in wars, peace-keeping missions and in disaster relief. This morning, as a school community, it is our chance to remember the sacrifice of our fellow Australians. It is important, especially as young people, we never forget the sacrifices that have been made, and continue to be made, by Australians serving in the armed forces.

“Lest We Forget” is the reason we are holding this ceremony. “Lest We Forget” is written on many war memorials and in RSL Service Clubs around Australia. It is written on this wreath you see before me. “Lest We Forget” emphasises the importance of not just those who fought and died but also in remembering how terrible the wars of the last 100 years have been. Today we reflect on those who have died in war and on the terror of warfare. We also dream of a more peaceful future, for our country, and the world.

A wreath will be laid at the base of our school’s flagpole in the Northern Quadrangle. Flowers have traditionally been laid on graves or memorials to show respect for the dead. Laying a wreath of flowers is an integral part of many Anzac ceremonies. The wreath is made of laurel leaves. Laurel is traditionally associated with Anzac Day. In Ancient Rome, laurel was worn by emperors and victorious generals and early Olympians were crowned with a laurel wreath. It has come to symbolize bravery and victory. As a round wreath, laurel represents eternity, making it even more apt as a commemorative wreath. The red poppies on the base of the wreath have long been a symbol of Anzac Day and Remembrance Day and it has special significance for Australians. The poppies were among the first to flower in the battlefields of northern France and Belgium. To soldiers, at the time, the vivid red of the poppy came from the blood of their friends soaking in the ground.

You will also hear the Last Post. The Last Post is sounded in military barracks at the end of each day to show that the day’s work has been done and to signal goodnight. It is sounded at ceremonies such as this one as a tribute to the dead. After the last Post, we will remain silent for one minute.

ANZAC stands for Australian and New Zealand Army Corps. The soldiers in those forces quickly became known as ANZACS and the pride they took in that name endures to this day.



Homebush Boys High School Anzac Day Ceremony

By William Knight

Our school, students and teachers alike, have always taken immense pride in our Anzac Day Commemorations. Our Anzac Day ceremony is one of the most important days in our school's calendar as we contribute to remembering the Anzacs and the Anzac spirit.

Prefects such as myself, Anargyros Kallos, Sean McGlade and Vasanth Kumaralingam, were able to participate in the commemoration through giving speeches, reading poems, and following features of formal Anzac Day Commemorations.

As a school we are very grateful that the Honorary Secretary of the Burwood RSL subbranch Dennis Quinlan was able to give an address to the school and join us in our commemoration. The address was incredibly interesting and was a valuable insight into the mateship and nature of the individuals in Anzac forces. Dennis Quinlan's speech focused on the contribution of indigenous Australians and women to war efforts throughout Anzac history, an element that sometimes seems neglected. He commented on the attitudes towards indigenous Australians, explained that they were given equal pay, were treated the same as their counterparts and in some instances were in leadership positions, however, when they returned to Australia, the societal injustices continued. Dennis Quinlan emphasised the deep mateship which is engrained in the Anzac culture and tradition and how racial attitudes were cast aside. This neglected part of history is something that I and many others knew very little about. Anzac Day is about commemorating the sacrifices of all Australians, no matter racial, cultural, or other differences. It is a day of unity and respect. The speech implied a need to adopt the Anzac spirit of mateship more broadly and inspires us to achieve a higher standard of equality. Dennis Quinlan's contribution to the Anzac spirit has been immense and as a school we acknowledge his courage and dedication, having served this nation in wartime, and continuing in serving through his work at Burwood RSL and sharing his knowledge with younger generations through the speeches he has given to our school and many others over the years.

A laurel wreath was laid at the school's flagpole to commemorate those who fought and died in the terrible wars of the last 100 years. As a school, we did not celebrate war over peace, or one nation over another, but rather the spirit, the courage, and the standard established by the Anzacs. We commemorated their sacrifice and contributed to the proud Australian tradition of ensuring the Anzac spirit of mateship, courage, determination, and selflessness prevails in the public memory.





External Languages

Written by Louise Symonds, External Languages Coordinator

*"One language sets you in a corridor for life.
Two languages open every door along the way."*

Frank Smith

Homebush Boys High School recognises the importance of the study of languages both as an academic pursuit and as a critical link to cultural heritage. Therefore, to supplement the range of language courses offered at Homebush Boys we provide students with the opportunity to study a wider range of languages with various external language schools.

There are three main external language providers whose courses are offered to our students.

The Secondary College of Languages, previously Saturday School of Community Languages, offers an extensive range of community language courses on Saturday mornings to students in their mother language. For students in Years 11 and 12 courses studied at The Secondary College of Languages contribute towards their Preliminary HSC and HSC requirements.

NSW School Of Languages offers courses to students in Years 9 to 12 that are studied during school hours as part of their regular timetable here at Homebush Boys. The courses are a combination of online learning, phone or zoom lessons, and face to face lesson days at the Petersham campus. These courses contribute to ROSA, Preliminary HSC and HSC studies.

The Tamil Study Centre, Homebush is a specialist Tamil school offering courses to students for whom Tamil is their mother language. The courses are studied outside regular school hours and contribute to Preliminary HSC and HSC requirements. Students who study at The Tamil Study Centre are often accelerated so that they complete their HSC in Tamil a year earlier than they sit their HSC in other subjects.



Eight of our external language students are completing their HSC for their language course in 2022. Our HSC candidates this year are:

- ⇒ Vincent Kwee: Continuers Japanese
- ⇒ Anargyros Kallos: Continuers Modern Greek and Extension Modern Greek
- ⇒ Mayavan Rathanthas: Continuers Tamil
- ⇒ Sanjay Ragunathan: Continuers Tamil
- ⇒ Kadiravan Sathish Kumar: Continuers Tamil
- ⇒ Piraveen Sivachchandran: Continuers Tamil
- ⇒ Vikashan Athavaran: Continuers Tamil
- ⇒ Chaitanya Kothawade: Continuers Hindi

These students are to be congratulated on their effort in their language studies because completing a HSC course externally requires students to work independently and therefore requires a very mature and responsible attitude to their studies. Special acknowledgement should be given to our five Hindi and Tamil students as they are all completing their HSC as accelerated students, being only in either Year 10 or 11 for all other subjects studied here at Homebush Boys High School. This is an outstanding achievement.

For each language course studied students must complete two HSC examinations, both an oral and a written examination. The Oral Language Examinations will soon commence, starting on 6th August and ending on 10th September 2022. The students need to travel to various venues within Sydney to complete these oral examinations. We wish these HSC students every success in their upcoming Oral Language Examinations.

John Nekipelov embraces his Russian heritage at NSW School of Languages



John Nekipelov in Year 11 has studied Russian at the NSW School of Languages since Year 9, where he has worked with the wonderful Russian teacher, Ms Maria Lobytyna, who has helped John improve his Russian language skills and has contributed to John's development of a greater appreciation of his background language. John's studies of Russian at the NSW School of Languages have consisted of online lessons, individual lessons via phone and zoom, and face-to-face lesson days at the NSW School of Languages where he has had the opportunity to meet and work with other students studying Russian from a wide range of different schools across Sydney. Unfortunately, during 2021 all face-to-face lessons at the NSW School of Languages needed to be held via Zoom, but thankfully this year these wonderful days have been able to resume, and John attended his first face-to-face lesson

for 2022 on 13th May at the NSW School of Languages in Petersham. John has thoroughly enjoyed learning Russian at the NSW School of Languages. He describes his experiences below.

Studying Russian at the NSW School of Languages has been very enjoyable for me. I particularly like being able to work at a pace suitable for me. The teachers at the school are friendly and supportive. I have a one-on-one phone lesson with my teacher every week. Being a private lesson, it allows me to have any individual support I need. This is very different and a big advantage compared to being in a class with many other students. I would recommend studying at the NSW School of Languages to any student wanting to learn a language or wishing to study a language they already speak.

Three years of studying Russian through distance education has also helped John develop a mature and responsible attitude to his studies. These are skills which will serve John well as he continues his studies in the senior school and beyond.

TAFE Peer Tutoring Literacy Program

Written by Louise Symonds, Program Coordinator

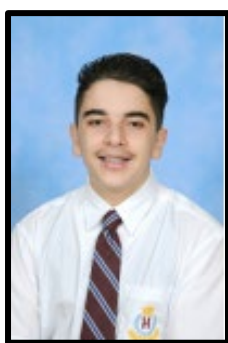
"Books are the quietest and most constant of friends, they are the most accessible and wisest of counsellors, and the most patient of teachers."

Charles W Eliot

One of the many wonderful and successful programs offered at Homebush Boys High School is the TAFE Peer Literacy Tutoring Program which runs in Rolls 19 and 20. Homebush Boys has worked with TAFE to offer this reading program to our boys for over 17 years and as a result helped many boys improve their skills and develop an appreciation of reading. The program is a significant component of our whole school focus on improving literacy. The program provides an opportunity for twenty Year 10 boys to provide peer tutoring to twenty Year 7 and 8 boys in need of

reading support. Tutor positions are offered to boys based on staff recommendation and provide the Year 10 boys with valuable skills in tutoring, taught to them by a qualified TAFE Reading Teacher during four training sessions throughout the year. The program also provides the Year 10 tutors with an opportunity to develop their leadership skills and to provide positive role models to the Year 7 and 8 students with whom they are partnered for the year.

The tutors completed their second TAFE training session on Friday 6th May 2022 and proved to be not only excellent ambassadors for our school, but also highly independent, responsible and mature young men as they navigated their way around a very last-minute change to the delivery of the session. At very short notice the mode of delivery changed from face-to-face here on site at Homebush Boys High School, to online via TEAMS. The tutors very responsibly and independently downloaded TEAMS, joined the presentation and worked conscientiously through a two-hour online session. During this training session the tutors learnt a number of important skills to assist them in their roles as reading tutors, including the development of effective listening skills and the importance of reflection. **Koda Shalabi in Year 10 describes his experiences in the TAFE Peer Tutoring Literacy Program:**



Here at Homebush Boys we offer a program to provide reading support and develop reading skills. This peer tutoring program is open to students in both Years 7 and 8 and runs through allocated roll call times so students do not miss out on any other lessons. Year 10 students fulfil the role of tutors. In order to ensure tutors are providing optimal support, we complete a TAFE training program, where we learn about the various strategies used to provide support and confidence building for tutees, whilst also improving their literacy skills. Through this training we were able to recognise certain challenges our tutees experience, and are equipped with the skills to help them overcome these. Particularly, we learnt that often students read words individually, causing them to lack fluency. The training sessions teach us how to help students read words collectively. However, reading improvement is not the only outcome of this program. Developing relationships is another important result, and as tutors we often fulfil the important role of mentor to these younger students and help Year 7 students transition into high school.

I am thoroughly enjoying my participation in this wonderful program. Not only am I helping another student but am developing important skills myself. I highly recommend participating in this program if given the opportunity to do so.

Thank you to the wonderful Year 10 tutors, Ms Lea and Ms Kumaralingam. Without their dedication and support this wonderful program would not be possible.



2022 Peer Literacy Tutors and Ms Lea and Ms Kumaralingam

Written by Elie Kisso, HSIE Teacher

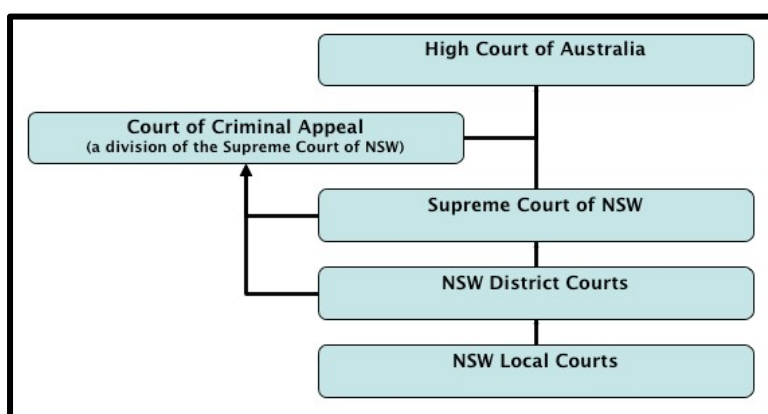
This Term has been a fantastic term of learning with endless opportunities for our HSIE students. Below is a summary of the great opportunity's students have had in our courses this term.

Year 10 Commerce

Our Year 10 Commerce cohort have been undertaking the Law, Society and Political Involvement unit of work. Students develop an understanding of how laws affect individuals and groups and regulate society, and how individuals and groups participate in the democratic process. Students examine various legal and political systems and learn how strategies are used to resolve contentious legal and political issues.

Some of our lessons have included delving deeply into the ideas of why our nation has laws and how it compares to other nations around the world, and the concept of morals, values and ethics. However, where students really begin to gauge a real interest is when they start understanding the Australian court hierarchy and the division of power. For example, students were given a task to research three cases that have taken place in the local, supreme and high court and really understand the issues that arise in the court and who is involved in this process.

As the term goes on students will be participating in their own version of a mock trial based on a very famous child's tail Hint – It relates to three terrifying yet suspicious bears...



Year 12 Business Studies

Our Year 12 Business Studies students are currently knuckling down on the third of four key topics for the HSC. Students are learning about the Finance topic which focuses on interpreting financial information in the planning and management of a business.

At this stage of the term students are focusing on understanding the importance of financial ratios – diving into the mathematical concepts of the subject. Historically this is a section of the syllabus where students can easily be deceived however, our Year 12's are working hard to understand and interpret the importance of these figures.

Year 12 Business Services

Our Year 12 Business Services students have been quite busy this semester. They have successfully completed all mandatory requirements to pass the course and the majority of our class have successfully completed all assessments tasks including work placement! This is a fantastic achievement for our students and our now finalising their last topic before preparing for the HSC.

Students have been working on the Innovation topic in class which helps students understand what innovation in the workplace looks like, the challenges involved and the individual/groups who can make it possible. The class has researched the innovative and state of the art office of Google and also have researched the change in office environments from the 1950s to today. Our Year 12 Business Services classroom is jam packed with student designed posters that demonstrate their understanding of the course content and have really livened up the atmosphere and ambience in the room. As the year has gone on, students have really improved their office skills and knowledge and would all be an asset to any organisation in the near future. The other day our students worked on creating an HSC revision Kahoot where they had the task to set 20 questions which would reflect the HSC content and test the knowledge of their fellow colleagues.

In Term 3 – Students will be heading out to an excursion completing an escape room and understanding the positives of working in a team to achieve a common goal!



LEARNING SUPPORT

Ms Lisa Brien

Head Teacher [Acting]

Library

Written by Angelene Karas

It has been a very busy term and the library has been widely used. In fact, the new library is being developed as you read this. All of the library users have been enquiring about the end date of the building and anticipation is being built up as the new library is being constructed.

Last term, the Library staff in consultation with the Literacy and Learning Support staff worked on linking the Literacy program, Accelerated Reader, with the library management system, Oliver. Students who have completed the star test in their Literacy class have been provided with their book level. Now, students who access Oliver can input their reading levels and select books within their range. They can also refine it to a specific genre of their liking. This has significantly increased the borrowing rate of the library.

Around weeks 10 to 11 of Term 1, a great book giveaway was held in the library. Students were able to take books which had been deleted from the library collection. It was great to see that many students were excited to take books. All of the classes that were scheduled in the library were encouraged to take at least one book. Lunch and recess were busy during this time due to the amount of students who were perusing the deleted books.

As of the end of Term 1, the library loan statistics for books indicate that over the course of 10 weeks, 1425 books have been borrowed. We are aiming to improve this figure by encouraging students to read widely. Over the holidays, students were able to complete a reading challenge and at the end of the challenge they had to prove that they read the books by completing a short, accurate book review. Those who reviewed the books had them printed out and attached to the book itself so the next student who borrows it can see who has read it. Students who successfully completed the reading challenge received a bronze award. The library staff are going to continue this holiday tradition moving forward.

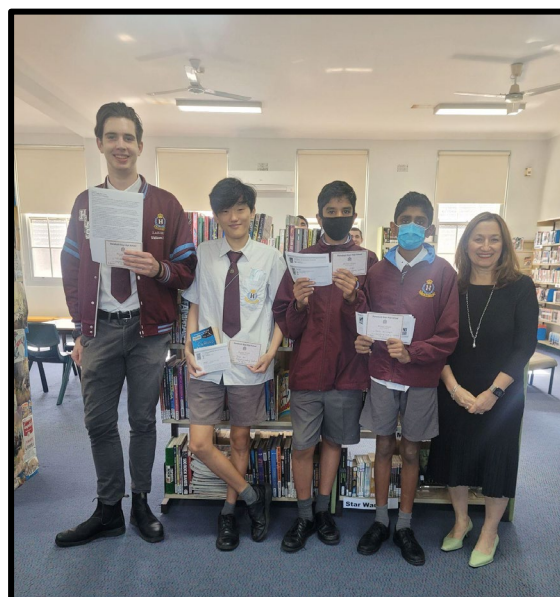
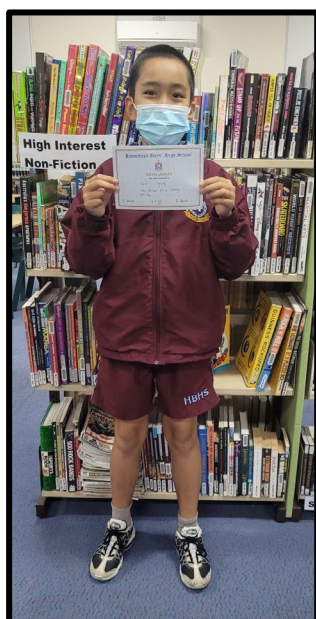
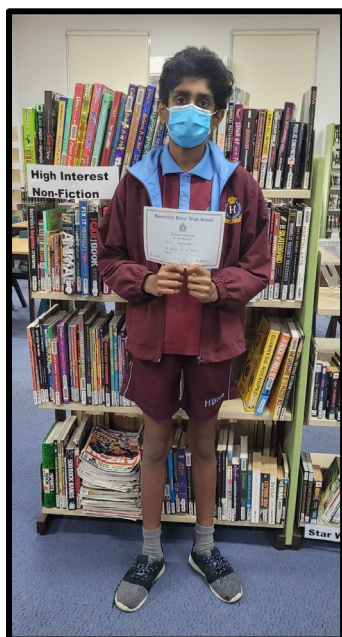


Our library monitors have been doing a fabulous job with keeping the library in top shape. We have 4 students who have been consistent in helping to put the books back and engaging with other students to find books. We are always on the lookout for new monitors who are interested in helping and even gaining some new friends along the way. At the end of each term, our library monitors are given a silver award for their efforts.

The library staff have been working closely with the CAPA faculty to promote student artworks. The miniatures were a success as many of the library users would enquire about the works. At the moment, we are featuring Year 9 photography which has also been a success.

As you have read, this has been a busy term. The library staff have begun to promote what happens in the library by advertising these great events on the library's flat screen television. We are looking forward to what is to come next.





MATHEMATICS

Ms Manjula Lakshmipathy

Head Teacher [Relieving]

Mathematics Results

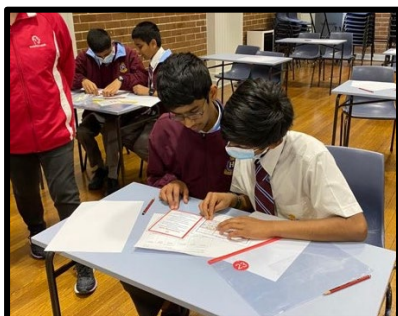
Our senior students recently completed their midcourse assessments. This brings us the opportunity to congratulate the following students on their achievement:

- | | |
|---|---|
| ⇒ First in Year 11 Numeracy:
Adam Akram | ⇒ First in Year 12 Standard Mathematics:
William Knight and Elias Mansfield |
| ⇒ First in Year 11 Standard Mathematics:
Hayder Mangol | ⇒ First in Year 12 Advanced Mathematics:
Alex Ng |
| ⇒ First in Year 11 Advanced Mathematics:
Piraveen Sivachchandran | ⇒ First in Year 12 Extension 1 Mathematics:
Abdullah Syed |
| ⇒ First in Year 11 Extension 1 Mathematics:
Piraveen Sivachchandran | ⇒ First in Year 12 Extension 2 Mathematics:
Abdullah Syed |
| ⇒ First in Year 12 Numeracy:
Brennan Banh and Daniel Row | |



Inquisitive Minds

On Tuesday, May 24, students from Years 7 and 8 participated in Problems, Patterns, Pictures, and Puzzles. This is a joint initiative run by the Sydney based educational business, Inquisitive Minds, and the Mathematics Association of NSW. During this incursion, students were immersed in mathematical and logical thinking as they learned and utilised foundational and advanced problem-solving strategies. They participated in an interactive lesson on strategic problem solving and worked together on a diverse range of original hands-on problems. Additionally, students were given a take-home collection of Australian Mathematics Competition questions.



Pre-Service Teachers

The mathematics faculty has recently welcomed 4 pre-service teachers from the Australian Catholic University: Ms Davelis, Ms Khoo, Ms Kitchen, and Ms Meleca (in that order in the accompanying photo). They will be visiting once a week before attending full-time for a few weeks of teaching towards the end of the term. They are being guided by Mr Carrozza and Mr Johnston.



Mathematics Puzzle

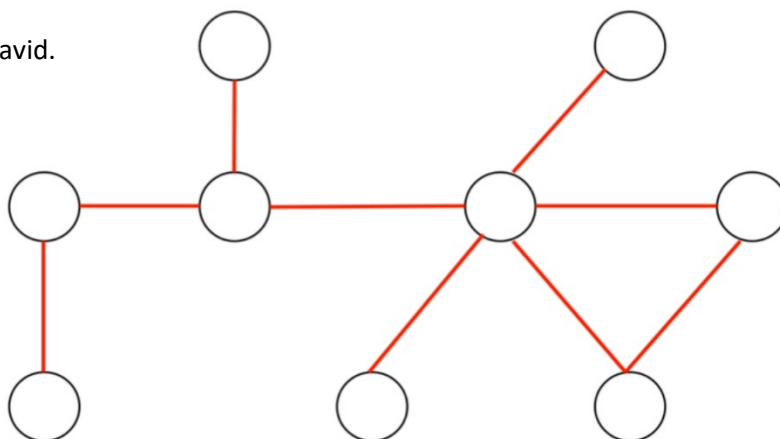
Mathematics is important because it strengthens our ability to think rationally. Numeracy equips us with the senses of quantity, calculation, estimation, space, statistics, and probability. We all use these senses every day to interact with the world around us.

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.)

Abdul, Bilal, Cai, David, Emran, Fardin, Geet, Henry, and Isaac play chess. Use the following clues to complete the following diagram by placing the first letter of each person's name in the correct circle. A line between two circles indicates that the two people have played against each other.

- Bilal hasn't played Abdul, Fardin, or Emran.
- Henry has played David.
- Isaac, Geet, and Bilal have each played against 2 people.
- Abdul has played against the most people.
- Geet has played against less people than David.



(The answer to the question in the last Bush Bulletin was: 45)

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

Ms Kate Fitzsimmons

Head Teacher

Year 12 CAFS

We are currently undertaking a unit called Parenting and Caring. Students have to wear a sling to school for two days to signify they are holding a newborn baby. They have completed some practical tasks like changing a nappy and making a sandwich with a baby in their arm. They are trying to understand the roles that parents and carers take and the multiple commitments parents and carers take on.

I was overwhelmed with the generosity of our community when I put a message out to parents about not having enough dolls for this unit. The generosity has blown me away. I am truly thankful for our loving parents for the dolls that were donated. We really appreciate all the support.



Year 11 PDHPE

Students have been engaged in Core 2 – The body in motion. They have been learning about muscles, bones, joints and their actions. Recently they have undertaken some fitness testing as part of understanding the relationship between physical fitness, training and movement efficiency.

Students were asked to put the circulatory system back together so that the system was complete. Good team work.



The students have also been undertaking brain breaks – such as taboo. The students were very focused in learning the vocabulary from core 2. Keep up the hard work!

Year 11 PDHPE have been learning about the circulatory system. The students were given a card and asked to get into order so the oxygenated/deoxygenated blood could flow through the system. Great team work!!



Year 9 PASS

Over the past 7 weeks 9PASS have been performing their Coaching Assessment Task. During theory lessons in Term 1 they have been learning about all aspects of Coaching and how to design a training session. In pairs, they designed a 30min coaching session and submitted their lesson plan online. Each group was allocated a date for their lesson to be delivered. All groups did well, with I think some empathy for teachers being developed as they delivered their coaching session to the class.



Year 9 PDHPE

Year 9 PDHPE have started a unit on invasion games. They were engaged in a possession game using a tennis ball then exchanging it with a Basketball. They explored questions such as "How does changing the ball change the game? And what would happen if we changed other aspects of the game?" [#excellenceathbhs](#)



Year 7 PDHPE

Year 7 PDHPE started their Net/court games unit of work. They worked on some badminton skills and transitioning forwards and backwards on the court. Well done Year 7!



16's Futsal School Championship

Written by Adrian Michael

The under 16's attended the Under 16's Futsal Schools Championship tournament on the 5th May 2022. The boys made it through to the Grand Final undefeated and were the favourites to win the tournament. Unfortunately, the Homebush team were unable to secure 1st place due to two penalties awarded to Matraville Sports and lost the game 3-2. Second place still secures our under 16's team to progress to the State Championships on the 28th July. The boys represented their school honourably and were amazing sports throughout the day. We are eagerly looking forward to State Championships coming up and we are working hard preparing ourselves for the challenge ahead. Congratulations gents! Missing from the picture below is Mohammed Rhana.



SCIENCE

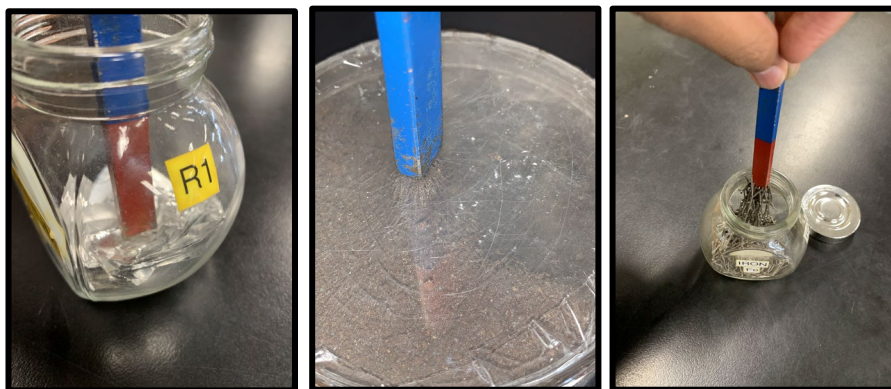
Mr Iqbal Singh

Head Teacher

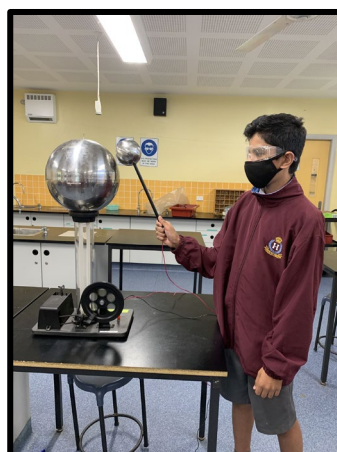
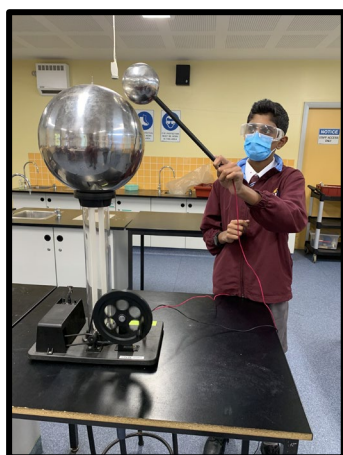
How Magnetism Works

Written by Vihaan, Harien, David, Brian & Muzammil

All magnets have north and south poles. Opposite poles are attracted to each other, while the same poles repel each other. When you rub a piece of iron along a magnet, the north-seeking poles of the atoms in the iron line up in the same direction. The force generated by the aligned atoms creates a magnetic field. If you put your finger between two magnets that are repelling then you can feel a very strong force as they repel and if you do the opposite thing with super magnets then your finger will experience a lot of pain as the pressure will be too strong.



The Van De Graaff was invented by Robert J. Van de Graaff in 1933 November the 3rd. He invented it so he can supply high energy needed for early particle accelerators. It works by letting the Van De Graaff charge up and wait for it to generate. After a little while, you get the charged rods then it will create electricity. The volts are 300,000 volts. That's the shocking news.



SPECIAL EDUCATION

Mr Sam Widmer

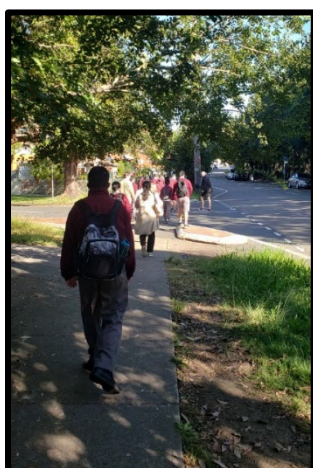
Head Teacher

Students in the Support Unit have hit the ground running this term. It has been a very positive start and we are hoping to build on the gains made in term 1 with regards to settling into a new setting and transitioning to new classes.



This term, the boys are studying narratives and how to write short stories. They are using the ABC TV series *Hardball* as a stimulus and prototype for character building and plot creation. In Mathematics, students are engaging in problem solving using algebraic expressions. This includes learning how to expand brackets and substitute values using pronumerals. In History, we have started a unit of work titled *Australia – building a nation*. The Goldrush of the 1850's has been a popular topic of this unit amongst all classes. During Science lessons this term, students have been learning to understand and work with mixtures through a variety of practical lessons.

The Support Unit travelled on their first community trip earlier this term to Strathfield Plaza. This involved catching the train and exploring the local community shops in Strathfield. The weather was kind to us and the boys enjoyed eating recess in Strathfield Square. This trip was quickly followed by an excursion for our year 8 boys to Centennial Park, organised by Mr Andrew. This was an excursion to complement goals and outcomes from their Geography unit last year, which was delayed due to restrictions on excursions. The weather was not so kind this time around and the group were caught in a barrage of rain whilst out completing field work. Although, the excursion was thoroughly enjoyed by all!





The Athletics carnival was attended by most students and it was fantastic to see the level of participation by those that competed and won ribbons. Tom Nelson should also be commended on his 8th place finish in the school Cross-Country carnival.



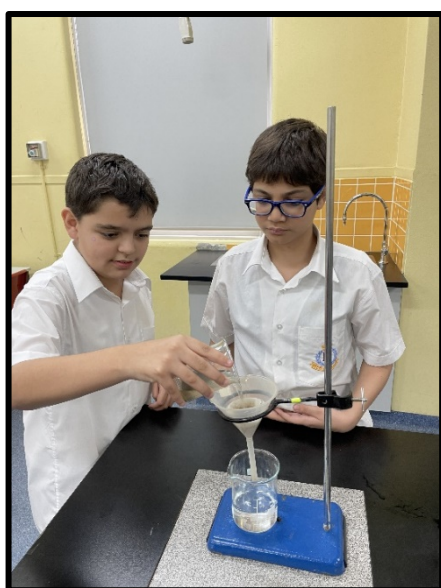
Staff Commendation

A special mention to Mr Alexander from Music who has composed a score of music with S2 that included all seven students successfully playing a different part on a different instrument. This was no mean feat by any means and is a credit to his skill and dedication to music at HBHS. Mr Adam Holt, SLSO in the Support Unit, has started a reading program, alternating each week between year 7 and 8 students. The focus is on social aspects of life that include sound morals at the end of each book with an engaging plenary activity. The boys have responded very positively to these sessions.



The Support Unit is looking forward to learning about the shared histories, cultures and achievements of Indigenous Australians during National Reconciliation Week. A BBQ has been organised with students from Strathfield South High School, to come together in our Yarning Circle and promote the week of learning.

From all of our team here in the Support Unit!



TECHNOLOGICAL AND APPLIED SCIENCE

Mr Abderrahim Abbou

Head Teacher [Acting]

Industrial Technology, Engineering & Metal

My experiences with the Industrial Technology, Engineering & Metal course has been a fantastic one so far. At the moment I am finishing up my side piece as I sand the bottom plate of the cannon we are making in class that goes towards our half-yearly report. Every Wednesday, we do theory lessons and we look into the structures of metal and draw designs on computer software like Sketchup and learn the basic safety rules on OnGuard, a website where you learn many things about the machines you would use in a workshop. Overall, I am enjoying my experience in Metalwork and will be looking forward to what's ahead.

Written by Michael FJ Elaro

Year 10

Taking the Industrial Technology, Engineering & Metal course has been a great hands-on experience. I am currently creating a metal cannon working on the side pieces and the bottom plate. I hope that I am able to finish my side piece as I have to put a lot of effort into it. The theory work that our class completes is on every Wednesday which allows us to have an insight into what metal finishes are and the different uses of metal pieces. Overall, I really enjoy metal work as it's such a great sophisticated & hands-on course.

Written by Michael J Ong-Schofield

Year 10

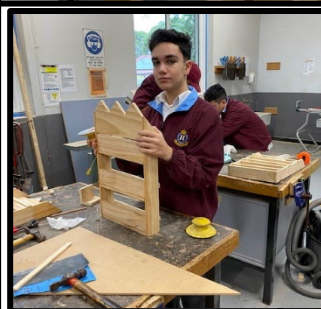
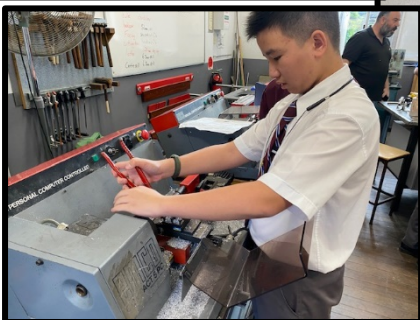
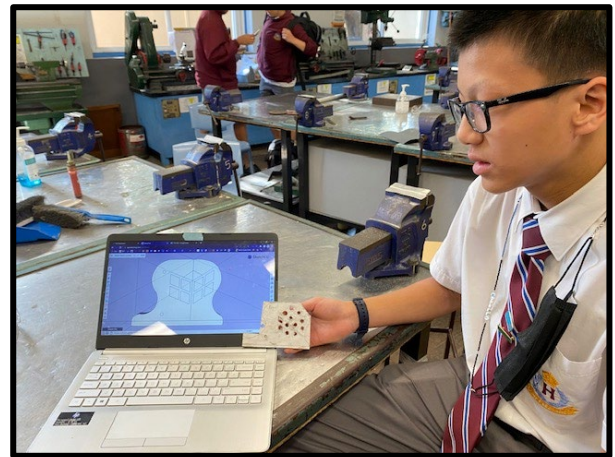
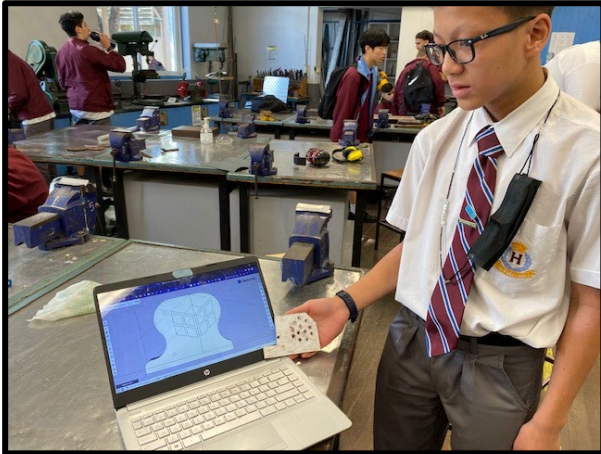
Hospitality

This morning, My Year 11 hospitality class made crispy fish tempura with a side of Japanese style salad. We changed into our chef's uniform and started straight away, we started by preparing our vegetables (carrot, coriander, bean sprouts) by washing and cutting the vegetables. We then started to prepare our seasoned flour and tempura batter. After we finished preparing our ingredients together, we then started to heat up our oil, and prepared the fish. We dipped the marinated fish into the seasoned flour, then into the tempura batter. After the fish was coated in the batter, we submerged the fish into the hot oil and then we cooked the fish for 3 minutes on each side until golden and crispy brown in colour. After the fish was cooked, we started to clean up as the fish was cooling down. We then assembled our presentation plate with the salad, dressing and the fish on top with coriander for garnish. We finalised our cleaning tasks and completed the lesson.



Written by Marc Garcia

Year 12



TEACHING AND LEARNING

Mrs Leila Achmad

Head Teacher

What's happened in Literacy so far in Term Two?

Many parents will instantly supply the answer to this question: NAPLAN is big news for Year 7 and Year 9 students. For Year 9 in particular this last NAPLAN experience has allowed them to put almost two and a half years of dedicated reading, writing and language conventions learning to the test. So while year 7 and 8 students learn more about writing to inform, and continue to develop their reading through the Accelerated Reader Program, students in Year 9 sat down to reflect on the NAPLAN experience.

NAPLAN Review

Written by Ridhwan Sikder (Year 9B)

This year, for the first time, year 9 students experienced NAPLAN online, and the change had quite the impact. All Numeracy, Language Conventions, Reading and even Writing Tests were digitised, but Homebush Boys prepared us for this modification. We have been practising NAPLAN-style questions since our first year as high schoolers, including the many Best-Start tests, in-class practices and even Mr Bawden's special google classroom that provided countless NAPLAN questions for all the topics that were in the actual tests. These applications turned out to be very beneficial when the day came.

For example, before the language conventions tests, Ms Lea, my Literacy teacher, went through a practice test. From spelling to grammar and grammar to punctuation many questions were similar in the NAPLAN test we actually did. Some of the spelling questions were actually identical! This year, for tests such as reading comprehension and numeracy, not everybody got the same set of questions. We would have questions adjusted to our personal level, based on our progress on previous questions. If you answered most of the questions before correctly, the difficulty may be pushed up a little, and vice versa.

The stimulus for the writing test this year was about a journey. Frankly, I found the writing task to be inconvenient online. Although there were many computer-tools such as italics, underline, bold writing, font sizes and paragraph positioning, it was annoying that mis-types kept happening. Sometimes when you know how to spell a word, but mistype the word due to the ferocious speed you're typing at, you may have to slow down, go back and fix those mistakes that wouldn't have been made on paper.

All in all, the change from traditional paper to online may have been drastic, but I believe that we have coped well. I found the clock on the computer screen to be very helpful, in order that I could keep track of my time and manage it well. Although it would have been better if the writing test was on paper, overall, I did enjoy my time doing my final NAPLAN. Teachers and resources have contributed greatly to our NAPLAN "Journey" and I am very grateful for their efforts.

Nailing NAPLAN

Written by Ahash Thiyagalingam (Year 9B)

From the very beginning of this year, one word stood bold in my mind: **NAPLAN**. I knew that it was just a national-wide test to assess your progress and your strengths and weaknesses - mainly strengths due to tailored testing but Mr Bawden's advice on how Year 9 NAPLAN was the final and the most important one, added to the rising pressure. Days,

weeks and months flew by recklessly as NAPLAN neared and became a burden on our shoulders. Nearly everyone was predicting and setting up goals to achieve in NAPLAN, which - for most - was band 10. Finally, the last two weeks came as NAPLAN practice became a formality. Especially in our Literacy class, as we received helpful intuitions on how to ace NAPLAN.

It was the day of the NAPLAN testing period, I remember that I had language conventions on period 4. Mrs Lea, our Literacy teacher, had distributed sample NAPLAN practice for language conventions which fulfilled my requirements as words from the sample were in the real test. It was smooth sailing as the final countdown struck. I remember dashing to my allocated room since I felt overwhelmed by the thought of being late. As the test began, pressure decreased as focus took hold. It was the language convention test; the one I found relatively easy. The last-half part of the test was purely spelling and I was surprised to find that numerous words from the sample came in the actual NAPLAN test. This assisted me significantly and I'm truly grateful for that.

Just two days earlier, I had my writing test which took a massive weight off my back when I successfully finished it. I remember that we had to write about a journey: journey of life, events, complexities, etc. For the first couple of minutes, I frantically planned a narrative with a plot twist. I then rushed against the clock as I frantically made sure to maintain fluency and consistency and that I wasn't making any imprudent errors. I vigorously finished - just five minutes early - and edited any spelling, punctuation or grammar errors. One minute remained as realisation of a blunder hit me: I forgot a captivating title. Luckily, I was able to succeed in writing one, and the first thing that came to my mind when the test concluded: deep solace.

The fact that NAPLAN was fully online this year wasn't really an eye-opener since I had done online NAPLAN back in year 5. To be honest, the introduction of NAPLAN being online was a great idea due to tailored testing, as it focuses more on your strengths than your weaknesses, which, therefore, means that students input what they know and how much they know of the areas being assessed which finally gives students and teachers a more detailed understanding of a student's progress. Cheating is also a factor in NAPLAN which has severely declined due to the establishment of NAPLAN online. The person sitting adjacent to you is given a variety of different questions compared to you to decrease the chances of copying. Overall, NAPLAN being online improves academic performance data, is flexible, decreases cheating and is effective for the environment: less paper, more trees. Covid 19, a devastating pandemic that has been plaguing the world for the past two years, has led to delays and interruptions. Overall, my NAPLAN experience is one of promises and losses and one that is short-lived. If I were to describe NAPLAN in three words, it would be: A rollercoaster ride.



WELLBEING

Ms Annabel Chapman
Head Teacher

Student Wellbeing

COMMON VAPES





Disposable vapes are the most common vapes used by young people. They can contain between 300 to over 4,000 'puffs' in each device. They often range in price from \$15 to \$50, depending on the number of 'puffs' the device contains. Many of these vapes contain nicotine, despite often not being labelled as containing nicotine.



Vapes can also come in pod-style or refillable devices, where the user refills the device with e-liquids or new pods containing e-liquids. These devices don't seem to be as popular with young people.

Vaping facts

- ⇒ Many vapes contain nicotine making them very addictive
- ⇒ Vapes contain many toxic chemicals, they just don't put it on the pack
- ⇒ Vapes can contain the same harmful chemicals found in cleaning products, nail polish remover, weed killer and bug spray
- ⇒ Vapes can leave young people at increased risk of depression and anxiety
- ⇒ The nicotine in 1 vape can = 50 cigarettes. Depending on the size of vape and nicotine strength, it can be much higher
- ⇒ Young people who vape are 3 times more likely to take up smoking cigarettes
- ⇒ Vape aerosol is not water vapour
- ⇒ Vaping has been linked to serious lung disease
- ⇒ Vapes cause long-lasting negative effects on brain development

What is Homebush Boys High School doing?

Smoking and vaping is banned within the grounds of, and within four metres of an entrance to, schools in NSW.

NSW public schools treat vaping the same as smoking cigarettes, as outlined in the Drugs in Schools Policy:

Smoking (including vaping) on school premises, including school buildings, gardens, sports fields and car parks, is prohibited. This includes students, employees, visitors and other people who use school premises, including community groups.

Homebush Boys High School follows the procedures within the *Drugs in Schools Policy* and the [Student Discipline in Government Schools Policy](#).

Our teachers have a range of resources to ensure that students know the facts about vaping, but we also need your help. As parents and carers, we ask that you talk to your child about the dangers of vaping so together we can protect the health of our students.

Is your child vaping?

Signs that your child might have started vaping are the usual symptoms of nicotine addiction such as feeling irritable or anxious. If they are vaping, encourage them to stop and let them know that you are there for support. Stopping can sometimes be hard and they may need advice from a GP or other healthcare professional.

What can you do as a parent?

Take the time to talk to your child about vaping and help them understand all of the risks associated with vaping. As vaping is so common, they may see it as a normal thing to do, which is not the case. Try to start the conversation with your child in a relaxed easy-going way, perhaps taking the cue from this letter, and, importantly, have your facts ready.

For more information

Get the evidence and facts at
[**www.health.nsw.gov.au/vaping**](http://www.health.nsw.gov.au/vaping)

The biggest misunderstanding about vapes is that they are harmless compared to cigarettes. This is not true. **Vapes are not safe.**

DO YOU KNOW WHAT THEY'RE VAPING?

 <p>Many vapes contain nicotine making them very addictive</p>	 <p>The nicotine in 1 vape can = 50 cigarettes</p>	 <p>Young people who vape are 3 times as likely to take up smoking</p>
 <p>Vaping has been linked to serious lung disease</p>	 <p>Vapes can contain the same harmful chemicals found in cleaning products, nail polish remover, weed killer and bug spray</p>	 <p>Vapes come in a variety of designs and styles and can be easy to conceal</p>

Dates for the calendar:

Year 10 Vaccinations and catch up for Year 7 students

Friday 17 June 2022

Men's Health Week

MEN'S HEALTH WEEK

13 June 2022 to 19 June 2022

Activities include:

- ❖ The Star Jump Challenge
- ❖ The Push Up challenge
- ❖ Trivia and plenty of other activities.

LITERACY & NUMERACY

Mr Martyn Bawden
Strategic Planning Advisor

Year 7 & Year 9 students

NAPLAN on-line tests will likely have been completed by the time parents receive this newsletter report. Parent reports from these tests will be very important in providing information about areas of student weakness in language, reading, writing and numeracy – so critical to future prospects in education and life.

Results from these tests are also a good guide to students' prospects in future Minimum Standards tests in literacy and numeracy. These tests are scheduled for early in Year 10, and passing them is a condition for the award of a Higher School Certificate.



Year 8 students

All of Year 8 have completed **Check-in reading and numeracy assessments**, offered by the NSW Department of Education. These tests are part of regular and ongoing monitoring of student literacy and numeracy progress, and offer good diagnosis of learning which has taken place since early in Year 7.

Parent reports are not part of this assessment program. Nevertheless, please contact me at the school if you would like feedback about your son's results.

Year 10 & Year 11 students

At the end of last Term, the Year 10 cohort took their on-line **Minimum Standards tests in reading, writing and numeracy**. Catch-up tests have been scheduled for those students who may have missed these test opportunities, and follow-up support organised for those who need to re-take one or more tests. Some Year 11 students are also part of this follow-up.

Again, if parents would like to find out more about their sons' Minimum Standards status, please contact me at the school.



Don't forget - **Homework Help** is available, after school for one hour in the library, on each Monday and Tuesday of the school Term. Assistance, especially in literacy, is available at these times. Make use of this valuable time!

If there are further enquiries, please ring Mr Bawden (Literacy/numeracy Support Person, Tuesdays/Thursdays) at the school.

YEAR ADVISOR REPORT

Ms Christy Cheung

Year 7



Year 7 are now officially settled in as they began their second term at high school. They are now confidently navigating themselves around the school, as they now know where their classes are and where the best spots to sit for recesses and lunch times are. For lunch, the best spot is, no doubt, the computer room open for Year 7s every Monday, Tuesday and Friday lunch. They have been working well in their classes, and their excellent progress and behaviour were recognised through the enormous amount of Bushy Boy Behaviour awards given to them by teachers this term (already 500 and counting)!



Year 7s had their NAPLAN assessments this term in Week 4 and 5. With the practice from the Best Start assessments at the beginning of the year, they were fantastic this time around with organising themselves, finding the correct rooms to go to, and bringing the correct equipment. We hope they were able to perform to the best of their abilities and that their hard work and effort will be reflected in their results.



Year 7s also experienced their first Athletics Carnival of high school on Monday 16 May. Many students participated eagerly and earned many ribbons across the fantastic variety of events offered. Although there was some confusion about how to join the events and hence some students missed their opportunities to participate in certain events, we look forward to seeing how they perform at the Athletics Carnivals in the future years!

YEAR ADVISOR REPORT

Mr Elie Kisso

Year 8



Good morning/Good afternoon/Good night! Whenever you are reading this, I hope you are all having an amazing and wonderful time. Our Year 8 cohort have had a jam-packed Term 2 with whole school events.

It was great to see so many Year 8 students participating in our whole school athletics carnival. Throughout the day it was great to see boys running and jumping through any obstacle they faced and was even greater to see the number of students representing their house colours. Well done boys! Be sure to check out the Homebush Boys High School Facebook page for great photos 😊



Year 8 Mental Fitness Challenge

During Week 4, 45 Year 8 student volunteers were part of the Australian Institute of Sport Mental Fitness Challenge. Now hold on just a second... if you have been following the journey of our Bush Bulletin's you are probably thinking to yourself... not another Sport program. Well, the good news is just because it is run by the A.I.S it does not necessarily mean it has to do with sport. The Mental Fitness Challenge presentation was run in conjunction with the Black Dog Institute whose aim is, "As the only medical research institute in Australia to investigate mental health across the lifespan, our aim is to create a mentally healthier world for everyone."

This program was run by a successful Australian Water Polo Athlete, Danielle Spitty. Our fantastic volunteer who works in conjunction with both organisations came to HBHS to speak to our boys about the Mental Fitness Challenge. Her presentation was amazing and a great opportunity for all our students to hear. From having an injury ravaged Water Polo career Danielle quickly realised her passion for mental health and presents this program around New South Wales schools. Danielle's message resonated with our students as she emphasised how much she wished she had known

about the importance of mental fitness during her early adulthood and how it would have helped her face difficult challenges in life.

The presentation had a key focus on areas such as resilience and gratitude. We were very fortunate as a group to have Danielle as our speaker! This is not where the fun ends for the students... it is just the start. Students are now required to participate in the 6-week Bite Back challenge via <https://www.biteback.org.au/>. This website will provide students with an opportunity to complete one of 6 weekly challenges that will help you improve your mental fitness, increase your happiness, reduce stress, improve your friendships and your focus. In one of the pictures, you can actually see the focus of our boy's practicing mindfulness and some meditation techniques.

We urge all our participants to participate in the challenge and boost their mental health!



YEAR ADVISOR REPORT

Miss Misbah Khan

Year 9



With Term 2 now well underway, time is flying past and Year 9 are almost at the halfway point for the year! Here are some highlights from the past few weeks.

Smashed Live Performance

On the 1st of April, Year 9 had some wonderful presenters come in to present some hard-hitting interactive education which focused on empowering students to behave responsibly and make informed choices. Students observed the experiences of teenage characters, as they explored and reflected on vital underage drinking themes including; relationships, consent, health and safety and career aspirations. By interacting with the characters, the students were prompted to consider what they would do if they were in their position. There was a great discussion at the end, with the presenters providing useful advice and realistic ways to deal with peer pressure and where to get further support.



Student commendation



One of our very own year 9 students, Adnan Darwiche, participated in the Australian Little Athletics Championships in Melbourne last week. He came back with some fantastic results as followed:

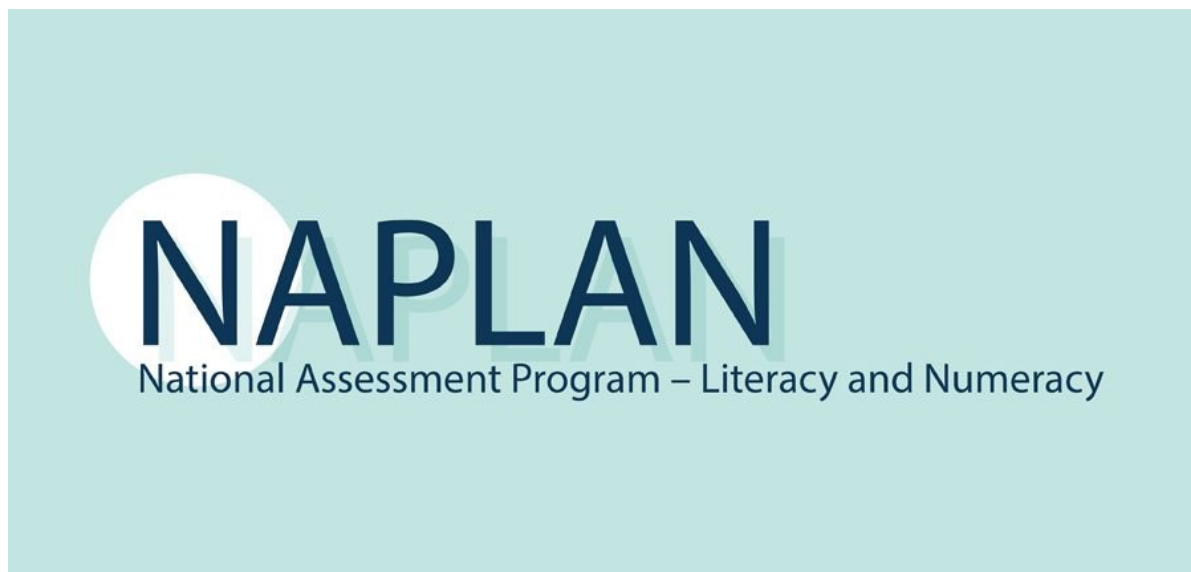
- ⇒ 200 metres track – 1st place
- ⇒ 800 metres track – 1st place
- ⇒ 100 metres track – 1st place
- ⇒ Long jump – 3rd place
- ⇒ Shot put – 3rd place

Adnan Darwiche

Well done, Adnan! We are all very proud.

NAPLAN assessment

The time had finally come for Year 9 to complete their final NAPLAN assessment ever. They have all been quite nervous and have been preparing quite diligently for their assessments which occurred during Week 3 and 4 of Term 2. Students came out of the exam feeling quite confident and the school is looking forward to hearing about their impressive results!



YEAR ADVISOR REPORT

Miss Michelle Coutinho

Year 10



This term the Year 10 boys have been involved in various programs and are starting to think about their subject selection choices later in the term. It really is an exciting time ahead and I know many boys are looking forward to choosing their subjects. It is also great to see so many boys involved in various programs around the school, whilst also focusing on their studies. Below is a snapshot of the past few weeks.

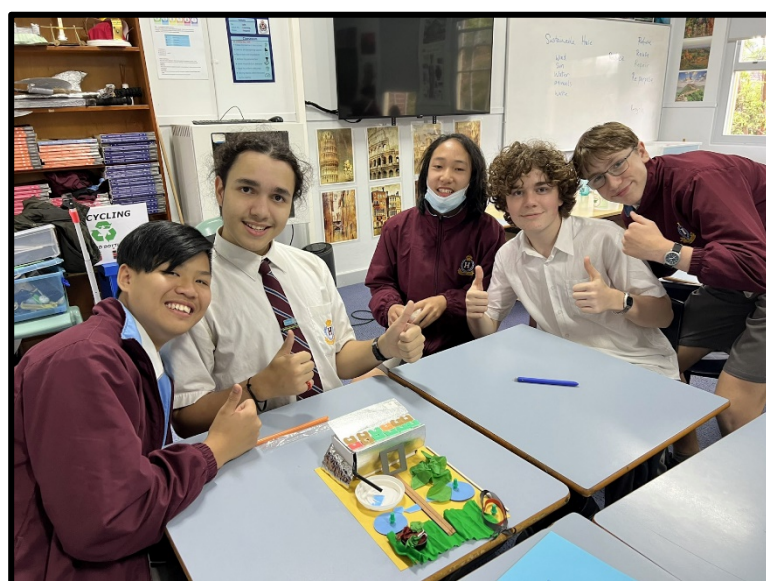
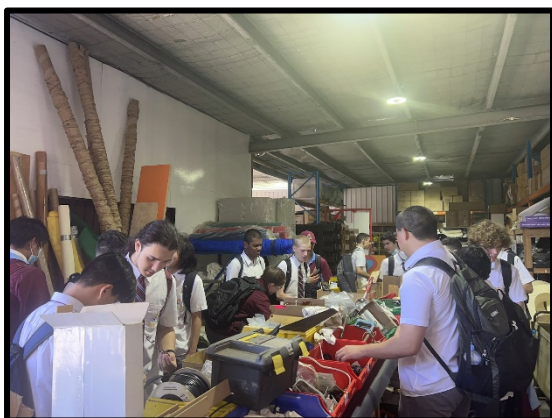
Sydney Thunder Leadership Program

This term, we have been running the Sydney Thunder Leadership Program again with a small group of Year 10 students. The leadership program runs over 4 weeks and is being delivered in conjunction with Homebush Boys High School and the Sydney Thunder cricket team. The Sydney Thunder Leadership Program aims to encourage and unite high school students to be leaders in their community and features a combination of theory workshops that focus on teamwork, leadership, decision making and problem solving, as well as practical cricket components. It aims to inspire young leaders and help them develop a sense of self-confidence and community connection. Over the 4-week course, students have been focusing on a central theme and have been involved in various activities each week to build their communication and teamwork skills. I have enjoyed watching the boys grow each week and I know that these students will continue to be leaders in school and the wider community.



Environment Club Workshops with Reverse Garbage

The Environment Club undertook two days of workshops with Reverse Garbage in Marrickville. This was part of a sustainability grant that we earned last year. Due to covid, the workshops had to be postponed twice before but we finally made it after much excitement and anticipation from students. During the workshops, the boys gained knowledge on environmental issues and came up with sustainable ideas to implement in the school and local community. They learnt the importance of repurposing and reusing items to avoid waste. Below are some photos which showcase some examples of repurposed items that the boys created such as the dog toys that were made from materials that would have otherwise ended up in landfill. As the saying goes, one man's trash is another man's treasure! The boys also created a sustainable home with recycled materials. On the adventure to the Marrickville centre, the boys were able to see so many recycled and repurposed items and get some great ideas on how they could teach the boys at Homebush Boys High School some of their findings. Our next step is that the boys are going to deliver workshops to Year 7 Geography students and aim to teach younger students on the importance of sustainability.



YEAR ADVISOR REPORT

Ms Rashmi Singh

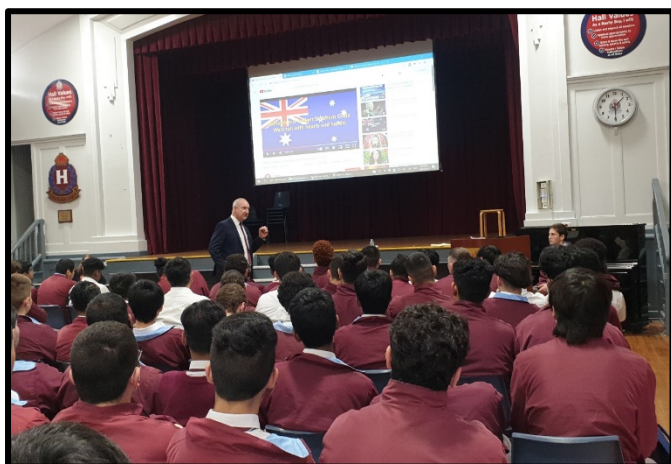
Year 11



For the year 11s, term 2 has begun with more dedication, sincerity and reflection. They have completed their first assessment task and have developed a good grasp of the demands and requirements of the Stage 6 subjects.

A great deal of reflection is happening in their minds about their own studying methods, note making and examination techniques. As a result, many students have requested to conduct session about studying for HSC. It gives me great pleasure to see the year 11s students maturing gradually and ready to make changes in themselves to plan for success in their HSC in 2023 and studies post HSC. Ms Dalamagas, Mr Bawden and I, are planning to conduct a couple of sessions on Study Skills this term.

The first-year assembly of this term was in Week 1 and was addressed by Mr Elgood and Ms Dalamagas, where they both emphasised studying hard, seeking teachers help and completing the set tasks diligently in due time. Ms Dalamagas also requested you all to maintain a good level of attendance and adopt a sincere work ethic.



Last week, the year 11s had the privilege to watch a performance- SAMSHED in the New Gym. This interactive play was around the concept of drug and alcohol usage, peer pressure, consent and the consequences. The students found it very riveting and were engaged throughout the presentation. So much so that a few boys went and thanked the performers for bringing out a subject that revolves around the teenagers.

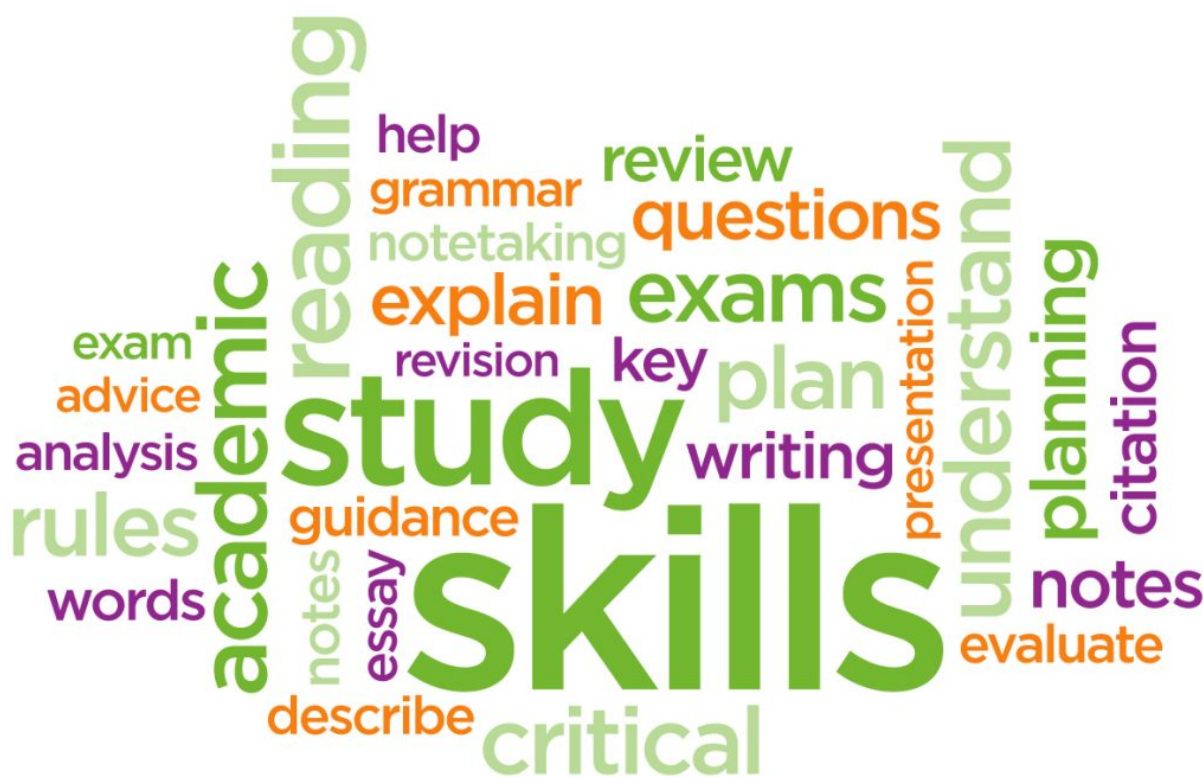


Continuing with providing wellbeing assistance, the school support officer, Ms Di Biasi, is conducting Mindfulness activities during roll call every Monday and Friday of this term (Except week 6 and 10). Some students are already finding it very useful and have downloaded the app to help them build their resilience. Thanks, Ms Di Biasi.

We are getting one step closer to Year 12 jackets!!! Finding the correct size process has started. Each Monday and Friday lunch time, the students can come to Room 51 and try jackets of different sizes to ascertain their own size so that correct orders can be placed towards the end of the term.

Before we wrap up, once again:

- ⇒ Maintain a good attendance record; if you are away, try to get doctor's certificate.
- ⇒ Complete the set tasks within the given time; You have to do the task anyways, even if you receive an N-Awards- So BE PUNCTUAL
- ⇒ When required, Seek help from:
 - your teachers
 - School Counsellors: Ms Gudgeon | Mr Smith
 - School Support Officer: Ms Di Biasi
 - School Nurse: Ms Credaro
 - Careers Adviser: Ms Anton



YEAR ADVISOR REPORT

Ms Sharon Cuneen

Year 12



On behalf of Ms Cuneen and Ms Carrasco, we would like to congratulate Year 12 on another successful term this year. This term, students have participated in a range of activities.

Earlier this term, several boys from our Year 12 cohort attended the CHS Rugby Tournament in Coffs Harbour. Congratulations goes to Erik Patterson, Aaron Kordy, Kade Humphreys-Jones and Tali Lea for their courage, tenacity and excellent behaviour.

Another round of congratulations also goes to Amir Yatim. He was recently awarded the Zone Blue for Rugby League. This is the most prestigious award given in the Zone.

We would also like to acknowledge the ongoing achievement of Samee Kamal Siddiqui in the Zone Public Speaking Competition.

The Year 12 Fig Tree Cafe students, Hayden Law and Benjamin Lian have also been generously donating their time teaching the junior students how to make delicious coffee. Make sure you pop down in the morning!

On Monday May 23rd, students attended The Big Day Out for PDHPE. This brought together leading academics, industry experts and world recognised athletes to share their insights on the PDHPE syllabus with Year 12 HSC students from Homebush Boys High School.

Currently, too, CAFS students are completing their Parenting and Caring Module. As part of their classwork, they are responsible for looking after baby dolls.

Also, students have been attending work placement as part of their coursework in a variety of subjects. We would like to congratulate the following boys for the outstanding feedback they received from the businesses: Nouraddine Sari and Zac Pelikani. Too, a distinguishable mention goes to Syed Warisi who organised his own work experience at JMC in digital animation. He has displayed a strong sense of teamwork and initiative.

Just as a bit of a reminder, please return your permission note for the upcoming Western Sydney Careers Expo.

And don't forget to pay your \$50 deposit to secure your ticket for the formal. It will be on the 15th November 2022 at Doltone House.

