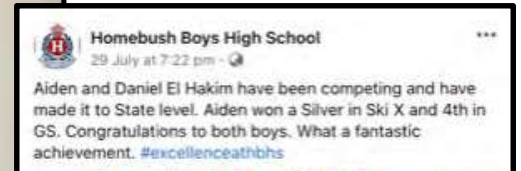


Bush Bulletin

BUSH BULLETIN



HOME BUSH BOYS HIGH SCHOOL

Recte Et Fortiter - Upright and Strong

Safety | Learning | Respect

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PRINCIPAL REPORT

Mr Kevin Elgood



We have passed the halfway mark in Term 3 and there is so much happening around the school, time seems to be flying by:

- Year 12 have completed their Trial HSC exams and are currently in the process of receiving results and feedback on how to improve further for their HSC exams. The extra work and effort students put in now can make a significant difference to their HSC results. Only a few weeks to go.
- Year 11 are in the final weeks of their Preliminary Course and will soon commence their final preliminary course exams to be held in Weeks 8 and 9.
- Year 10 have made their subject selections for Year 11 2023 and our timetable team headed by Mrs Dalamagas is currently forming subject lines for the 2023 timetable.
- Year 9 continue to work hard, some harder than others! All boys should be concentrating on their literacy and numeracy work in preparation for the Minimum Standards tests next year.
- Year 8 elective selections for 2023 are now finalised and I encourage all students to try to improve on their results in preparation for Stage 5 studies next year.
- Year 7 are certainly settled in and most are working well. Camp is coming up early in Term 4 and teachers are working hard to ensure that all students will be challenged and have a great time.
- Congratulations to all our students who have excelled in various activities and sports outside of school recently, including: Mathew Chan (8), Husayn El Chami (11), Aiden EL-Hakim (12) and Daniel EL-Hakim (9) all pictured on the front cover, Adnan Darwiche (9) pictured here.



I regularly remind students that studies have shown, 30 minutes of reading every night makes a significant difference to HSC results. There is a direct correlation between the number of hours a student reads each week during high school and the results they achieve in the HSC. I ask all parents to help encourage your son to read regularly.

Progress on our new Library has been slow recently, we have experienced an 8-week delay while designs were reengineered due to unexpected issues with the existing structure that were encountered after construction began. We should be back on track now, looking forward to a completion of the new Library during Term 4.

DEPUTY PRINCIPAL REPORT

Mr Cheiban Elaro

Years 7 & 10



We are at the mid-point of a busy term.

We started the term with about 70 students from the 2021 HSC cohort finally having the opportunity to return to school. All but 2 of the young men have started their university studies this year. It was good to see them all grown up and responsible.

The first Gold Awards in 2 or 3 years were handed out this term. Students were encouraged to look through their records and find 5 Silver Awards to convert into a Gold Award. I am sure there will be many more of these awards to come.

Another exciting initiative is reviving the traditional annual school magazine. We have a small team of Year 7 and 8 students working with Ms Karas on the new magazine. We are breaking with tradition as the magazine will have a new name and it will be sent to students as a PDF file in March 2023.

Enjoy the photos from this term below.



DEPUTY PRINCIPAL REPORT

Ms Jennie Dalamagas

Years 8 & 11



Term 3 2022 commenced with the SRC and Interact Investiture finally occurring and our students formally receiving their badges of honour. It was great to have our student's parents present to pin their son's badges and to acknowledge the leadership roles they represent in our school. I would also like to acknowledge Ms Papas, Mr Morales and Ms Anton for their ongoing support with our school leaders.

This term also commenced with our Year 12 students preparing for their HSC Examinations in weeks 3 and 4 with their Trial HSC Examinations. Year 12 are now on their home stretch and need to be congratulated for their resilience and persistence to succeed. I wish all our Year 12 the very best with their current and future examinations.

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 8

Year 8 have been progressing very well in their programs and have been working with Mr Bawden to improve their writing skills via our Year 8 Writing Strategy. Mr Bawden sets home activities for our students to complete and individually interviews students regarding their progress. Mr Bawden will be sending a progress report to parents later this term that identifies your son's achievements in this area.

Congratulations to Adam Hamad, Hwanhee Kim, Rohit Rukman and Ekrem Uyük of Year 8, who received their SRC badges during our special SRC and Rotary Investiture. Well done!





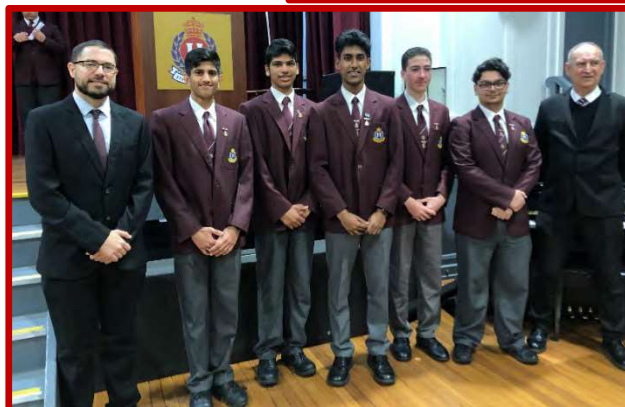
Congratulations to Mathew Chan, from 8C, for competing and **achieving 1st place** in the ice-skating competition, *Hollins 2022*, at Canterbury Ice Rink. That is an amazing achievement and I am extremely confident we will hear more about Matthew's future endeavours with ice-skating. Congratulations on an amazing feat!!



YEAR 11

Interviews for student leadership roles commenced in Term 3. I wish all of the Year 11 candidates all the best with their interviews and with the leadership selections.

I also wish to congratulate our Year 11 SRC representatives who received their badges at the SRC Investiture on Thursday 21 July 2022. Mr Morales, our SRC Coordinator, needs to be acknowledged for his hard work in developing our young leaders.



LIBRARY

During Term 2 and 3, Ms Karas, our Teacher Librarian, has awarded students who have assisted her in the library. Our students are very diligent and extremely keen to learn the processes associated in running a school library. All students are welcome to participate in this great initiative.



HOMWORK 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 and 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

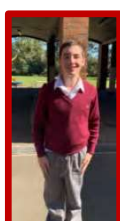
Miss Catherine Player

Years 9 & 12



We are halfway through Term 3 and the year seems to be getting busier and busier. Year 12 are almost to the end of their final year and the HSC seems to get closer and closer by the minute. This term the students sat their HSC Trial examinations, a chance to sit the examinations as they will be in the HSC in style and length of the exam. It is a great way for the students to prepare and get crucial feedback. Its important the HSC students access the resources that are available from NESA including The Stay Healthy HSC Hub at <https://education.nsw.gov.au/student-wellbeing/stay-healthy-hsc?q=#topics> and the HSC Study Hub at <https://www.hsclub.nsw.edu.au/> for help, tips and study material.

Our Prefects also went to numerous afternoon Teas at different High Schools to make connections with fellow Year 12 students throughout the term. Samee and Haydar went to one at Canterbury Boys High School where they were privileged to meet the Honourable Ms Sophie Cotsis and received a Leadership Award. Our students have also been receiving awards on Assembly for their contribution to school life including Student Commendations and BBB Awards. Syed Omar Noor received a Gold Award for his continual effort throughout the year. It is wonderful to be able to recognise the hard work and dedication of our students both in the classroom and with extra-curricular activities.



Congratulations to Adnan Darwich (Shotput), Youssef Abdul-Rahman (shotput) and Muhammed Abu Mahmoud (110m Hurdles) and James Knight (Shotput) for making the NSWCHS Athletics Competition. A great achievement by these outstanding athletes.

Year 9 have been working hard and really showing their engagement in their learning. In English they have been working on Claymation and extended responses, as well as leading literacy and vocabulary activities, showing great talents in these areas.



Our Commerce students also held a very successful Market Day. Students were asked to create a catering business from the ground up. They had to pitch their ideas, develop a business plan and marketing strategy, delegate roles to create and source the product and finally run the stall on a market day. There was an array of options on the day including pizza, brownies, sandwiches, crepes, donuts, Zatar and cheese pizza and much, much more. So many delicious treats, it was a feast for one and all. Such a wonderful day. Congratulations to the students for their efforts and a big thankyou to the HSIE faculty, especially the Commerce teachers – Ms Wilcox, Ms Duch and Mr Innasi for all their hard work leading up to the day and on the day. Such an engaging and authentic task for our students.



CREATIVE AND PERFORMING ARTS & LANGUAGES

Mr Emile Norrish

Head Teacher

Term 3 is in full swing, with students in CAPA and LOTE hard at work with a variety of class tasks, artmaking activities, cultural activities, ensemble rehearsals and student performances.

The final push is on for our HSC cohort, with students preparing their final performances for Music Course 1, and refining and completing their Body of Works in Visual Arts. With their HSC trials behind them, students have taken on feedback from their teachers and are completing their final preparations before submissions and performances for external markers in weeks 7, 8 and 9 of this term.

The CAPA department invites all students, staff and community members to celebrate the fantastic work of these students with our HSC CAPA Expo, held on Tuesday August 30 from 6:30pm - 7:45pm.

Our extracurricular ensembles are going from strength to strength, with weekly rehearsal for our Mixed Concert Band on Tuesday mornings, and Drum Corps on Thursday lunchtimes. Please click on the link below to see our Mixed Concert Band in action as they performed Radioactive for the Year 7 assembly.

[Radioactive Mixed Concert Band August 18 2022.MOV](#)



hEAd ON
foundation

Finalist Announcement!

A big congratulations to our Photography champion Jake Ruan of Year 9 on being selected as a finalist in this year's National Head On Photo Awards. Jake's work will be a part of the Head On Photo Festival on Friday 4th of November, where the winner will be announced. Unfortunately, we cannot display the selected image until the launch of the festival however here are a few examples of Jake's quality photographs. Good Luck Jake!



Korean Excursion To Korean Education Centre

A group of Korean students went on an excursion to the Korean Education centre. We enjoyed a tour of the photo exhibition and Hanok, 'The traditional Korean house'. Dressing up in Hanbok, Korean traditional dress was fun and some were even daring enough to try out Female costumes. Making traditional masks and hand drums were the great opportunity to show off the art skills. Yunoli games were proven to be more challenging to some! After visiting the Centre, we went to a Korean restaurant where we enjoyed Korean food, Yum~



CAPA HSC Expo

TUESDAY 30TH
AUGUST

ART EXHIBITION FROM 6:30PM
MUSIC PERFORMANCES STARTING AT 7:15PM

HOMEBUSH
BOYS HIGH
SCHOOL



SCHOOL HALL



ENGLISH

Mr Thomas Lee

Head Teacher

OTHELLO EXCURSION

Written by Venkat Mallemla

In Term 3, Week 9, the Year 11 English Advanced cohort along with Ms Bonis and Ms Khan attended a performance of Shakespeare's 'Othello' at the Seymour Centre.

Watching a live performance of Shakespeare's 'Othello' was a truly delightful experience. Viewing the performance allowed me to connect with the actors as an audience member and caused me to feel as though I was part of the drama that took place. The dialogue and actions of the characters, conveyed such emotions that were extremely palpable and provided an unrepeatable experience. The excursion played an important role in my interpretation of 'Othello'. In Shakespeare's plays, the stage directions are often set with minimal restrictions, allowing directors to modify them to their interests in newer versions. The performance at Seymour Centre allowed me to view one of these unique modifications and provided me with a greater understanding of the themes and ideas prevalent in the play. The live performance was a great opportunity that provided my peers and me with pure enjoyment and enhanced our understanding of the play



Written by Aman Jifry

In Term 3, Week 9, the entire Year 11 English Advanced cohort were treated to a magnificent performance of 'Othello' at the Seymour Centre in the University of Sydney, at Redfern. I consider this to be one of the most enjoyable experiences I have had throughout my time in HBHS. We were supervised by Ms. Bonis and Ms. Khan. 'Othello' was an incredible experience for all of us. The play is about the life of Othello, a man of colour in Venice who was extremely insecure due to his belief that others looked down at him based on his skin colour and heritage. He marries a woman of a higher status, furthering his insecurity, which enables his friend Lago to manipulate him into jealousy. Lago wants to use Othello to gain a higher position in the Venetian navy, and thus ends up pushing Othello to believe that his wife is being unfaithful and sleeping with his Lieutenant (which is the position Lago wants). Othello, driven by jealousy due to his insecurity, gets angrier and angrier towards his wife Desdemona, until he eventually suffocates her, before realising that he never even considered asking her whether anything Lago said was true. Othello then realises how he has been strung along by who he assumed was his closest friend, then after a soliloquy and brief confrontation with Lago, he suicides on the same bed he suffocates his wife in.

The aggressive themes and ideas presented in this play bring up the question: Is Shakespeare still important today? Personally, I believe that he is. Owing to the fact that the ideas he presents in all of his plays are globally relevant, regardless of time, and that the narratives he presents are also interesting, I feel that Shakespeare is still very important to today's world. More specific to Othello, the themes of insecurity and jealousy are not only relevant to the general public, but they are also extremely more relevant to a teenage audience, who may be coping with such emotions and ideas in a turbulent phase of their lives where they are unsure about everything that happens around them. Shakespeare's referral to these ideas and his portrayal of how such values can negatively impact a character who is flawless except these specific values such as Othello can be a wakeup call to anyone who is going through the play, and can push them into changing themselves as a person. Furthermore, the historical importance of Shakespeare is not negligible. He can be viewed as one of, if not the most important primary sources of Elizabethan-era history, as he has managed to capture events that occurred before and during his lifespan and reframe them to be relevant during his time. However, this does not mean that his plays are completely irrelevant to our present. He has still left enough room for modern performers to alter the play ever so slightly, enough to not make the audience feel bored or as though they are watching the performance of a history lesson. Altogether, these are some firm reasons as to why I believe that Shakespeare and his works are of the utmost importance and relevance even today.

PUBLIC SPEAKING- LEGACY

On 26th July, Homebush Boys High School took part in the Local Junior Legacy Public Speaking Competition. Five other schools participated on the day with two representatives from each school. We had two speakers representing our school, Brendan Le and Emre Boz along with Emre Boz, Rashed Rana and Shabbir Arsiwala for support. All four of us prepared for this competition but literally decided on the competitors just minutes before the competition started.

In this competition the two speakers had to prepare a 5-minute speech before hand, that was presented in our school's public speaking competition earlier this year. Brendan's prepared topic, "**The Greatest Things in Life are Free**" focused on how society had been overtaken by social media and the ways we need to adapt in order to truly enjoy life without needing money.

The adjudicator had provided Brendan with feedback regarding the content of his speech, encouraging him to provide more details and alterations to the structure.

Similarly, Emre's prepared speech was on "**Technology Has Gone Too Far**" was lively and thought provoking. Emre focused on modifying genetics, facial recognition and artificial intelligence. He presented very well and exceeded everyone's expectations.

There were few problems with both the speakers and the adjudicator provided the feedback of “Going over heads.” From now on, we will make all our speeches relatable to the average person.

For the second part of the competition all speakers also had to compose an impromptu speech on an unseen topic and were given 5 minutes to prepare while the others were in a Lockout room. This year’s topic was “**Hit and Miss**”. This section really tested our ability to mould our research to the topic. This really taught us to keep up with current affairs.

After a very exhausting day, we all appreciated the opportunity provided to us by Ms Sahay. All four were very grateful for the canteen vouchers courtesy of Ms Player. We promise to do better in future competitions.



HUMAN SOCIETY IN IT'S ENVIRONMENT

Ms Christina Papavramidis

Head Teacher

HISTORY

Written by Lidia Budanovic

History students in Year 8 completed their studies of the Ancient World with a unit of work on Ancient Egypt. They explored the geography, religion, and society of the Egyptians from the importance of the Nile River to the almighty power of the pharaohs. But undoubtedly, the most popular part of the course was the practice of mummification, which involved a complex procedure of embalming and wrapping the body in preparation for the journey into the afterlife. Year 8 engaged in a hands-on group work activity in which they had to demonstrate, and explain, the process of mummification in the correct order. This activity was used to consolidate their knowledge and prepare them for their examination on Ancient Egypt, which tested several skills ranging from accurately recalling facts in multiple choice questions, identifying meaning from historical sources, and writing a well-structured, detailed paragraph about mummification.



In the last week of Term Two, the class of 8A participated in Trivia as a part of their endeavour to improve their general knowledge in History. Groups energetically and passionately competed to win over 5 rounds of questions from topics on Australian political and military history, 20th century conflicts, world leaders and current affairs. They eagerly await their next battle, at the end of this term.



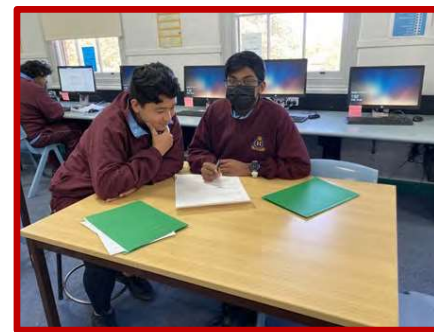
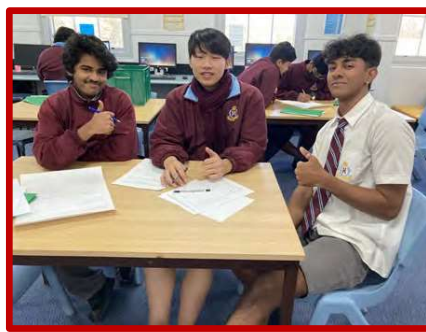
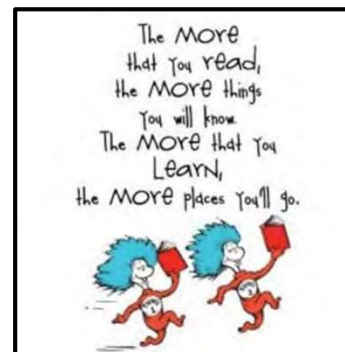
Congratulations to our Year 12 Ancient, Modern and Extension History students for completing their Trial HSC. We encourage them to read the detailed feedback provided by their teachers and apply the recommendations to improve their performance, as they head into the final weeks of their schooling.

Extension History students also submitted their major works last term. These were the culmination of months of research and writing, which involved submitting multiple drafts, editing and refining of their work. The final result from each student was a 2500-word essay, with synopsis, footnotes, bibliography and an analysis of the usefulness of three sources used in their essays. Students had engaged in complex reading material about historical debates on their topics. Topics included the *Whitlam Dismissal*, *Otto Von Bismarck*, *Richard III*, *the origins of King Arthur*, and *an analysis of a historical work, the Decline and Fall of the Roman Empire by Edward Gibbon*. One student wrote his thesis on the *use and validity of films as historical sources*. A huge congratulations to Jackson Campton, William Knight, Sean McGlade, Toby Knight and Vasanth Kumaralingam for undertaking this challenging course and successfully completing their major works.

TAFE PEER TUTORING LITERACY PROGRAM

Written by Louise Symonds, Program Coordinator

Our dedicated Year 10 Peer Reading tutors completed their third TAFE training session on Friday 29 July 2022 and as always proved to be excellent ambassadors for our school, impressing Ms Craig, the Literacy Teacher from TAFE NSW with their organisation and commitment to the program. During this session the tutors learnt a number of strategies to help develop their partners' reading skills, focussing on improving fluency, expressive reading and comprehension. The tutors also learnt about the importance of active listening and developed strategies to help them become better listeners. Thank you to all our tutors, tutees, Ms Kumaralingam, and Ms Lea for their support of this wonderful program.



Year 10 Peer Reading tutors working with Ms Craig at their recent training session

GEOGRAPHY

Year 7

This term, the students in Year 7 Geography are learning the topic of Water in the World. The boys are examining water as a resource and the factors influencing water flows and the availability of water resources in different places. They will be investigating the nature of water scarcity and assess ways of overcoming it. All classes are currently working on their next assignment where they have to create a newspaper article on a contemporary atmospheric or hydrological hazard that has occurred. Below, Gibson Chew and Brian Tran describe their learning this term and some images of the boys engaged and working in our class.



I really like Geography because it talks about the environment and how we can save it. My class recently started the topic of Water in the World, and we had a competition on who would make the best title page. I wanted to win because of the prize, my teacher, Ms Coutinho, said whoever had the best title page would win a reusable water bottle. I did not win, sadly but hopefully next time! Now we are doing an assignment about a natural disaster. We have to write a newspaper report on the economic, social and environmental damages of the disaster.

By Gibson Chew

In Geography, we are learning the topic of Water in the World. So, let me ask you this, what is water and why do we need it? Water is how we live and how we grow. Water can help grow food for us. Take plants for example. How do they live? They use water, soil and sunshine. The water helps the plant grow stronger and the soil helps with the roots. Water helps crops and us to survive. What I have learnt about water in the world is that drinking water is helpful to life and we are dependent on it in so many aspects of our life.



By Brian Tran



STUDIES OF RELIGION

Year 11



The Studies of Religion classes Stage 6 Studies of Religion syllabus is to promote an understanding and critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society. Below is a recent excursion that my Y11 Studies of Religion class took part in. It was an initiative called Respect, Understanding and Acceptance, which was an interfaith program aiming to bring students of different backgrounds and faiths together to create a deeper understanding of course content for students when learning about aspects of different faiths. It was a great day and all students are looking forward to the next one!



2023 LANGUAGE COURSES



Applications for the NSW School of Languages and The Secondary College of Languages (formerly Saturday School) are opening in August 2022.

NSW School of Languages

- ❖ Applications opened on 17.8.2022 and application forms are now available for completion.
- ❖ Only students in Year 8 and Year 10 in 2022 can apply to the NSW School of Languages for 2023 courses.
- ❖ These courses replace one of the student's electives and will be studied during school hours as part of their school timetable.
- ❖ Courses offered range from Beginner to Extension level.

Secondary College of Languages (formerly Saturday School)

- ❖ Applications will open on 22.8.2022. Applications will be available online at <https://sclanguages.schools.nsw.gov.au/about-our-school/enrolment.html> from that date.
- ❖ Courses at the Secondary College of Languages are only available to students for whom the language is their background language.
- ❖ Students who enrol at the Secondary College of Languages must attend school on Saturday mornings each week to complete these courses.
- ❖ All students in Years 7-10 can enrol in courses for 2023.

Please see Ms Symonds in the HSIE Staffroom for more information.

LEARNING SUPPORT

Ms Lisa Brien

Head Teacher [Acting]

STEM DAY

Written by James Knight, Filip Ilic & Koda Shalabi

On the 1st of August, a number of year 10 students were invited to participate in a STEM day set up by the people at Engineering Link Group. The seminar was delivered by experienced individuals in both the fields of mathematics and engineering. During our time at the program we had been introduced to a number of different topics and activities, including a model water treatment facility, and the concepts of mechanical engineering. These concepts of engineering were explored through practical activities such as building a miniature water treatment plant on a budget and the building of our own miniature car designed to travel at a certain speed.



To start the day off, the team had introduced themselves to us. Leading the demonstration was Greg Millican, a man who is well experienced and extremely knowledgeable in the field of mathematics and physics. He has been involved in a number of programs like the one he provided to us on the day. Accompanying him were two engineering graduates, Rohan and Bettina. Rohan had been working on the M4-M5 link and Bettina was working on project delivery for Transurban. The two of them began by introducing themselves and further explained the tasks their jobs consist of. They gave great insight to a number of different people explaining their own personal experiences. These experiences help a number of people develop interests in their respective fields of engineering.



Our first activity of the day was the designing and construction of the miniature water treatment facility. This consisted of the use of multiple scientific processes such as flocculation, filtration and absorption. Once we became familiar with each of these processes, we were given testing kits, organised groups, and began testing the effectiveness of the different processes. Once finished with that, we were tasked with creating our own treatment plant having to follow a \$10 budget. The items we could purchase with this budget were filter paper, sand, activated carbon, plastic bottles and a flocculant. The groups would be judged based on the clarity of their water, amount of water filtered, adherence to the budget and the integrity of the whole plant. The challenge was very fun and forced us to create ideas and communicate together about what the best course of action would be.

After finishing our break, Greg introduced us to a new topic of mechanical engineering. This activity was mainly about the way that gear ratios and gearboxes function, in order for us to precisely construct a miniature car with the goal of travelling two metres in a time as close to 10 seconds as possible. We began by determining the speed of our electric motor, this was done through the construction of a gear train with as slow of an output as possible, therefore allowing us to manually count the RPM (Rotations Per Minute). After calculating the speed lost through our gear train, we were able to extrapolate the results giving us the final speed of the motor (which differed for all groups). Teams then needed to design their cars with their individual motors output in mind, forcing us to think coherently with our classmates and the equipment provided, similar to the experience of an actual engineer.



Overall the day was an enlightening experience and we can say on behalf of our peers that we would be ecstatic to participate in the program again. The organisers had planned and executed the activities to perfection, with the water treatment activity being a fun and entertaining experience for all in attendance, and the mechanical engineering activities were a great introduction to a new topic for all of us students.

LIBRARY

Although construction of the library had halted for a little while, the new library has begun to progress further. Construction has re-continued and the library staff are looking forward to the transition into the new space.

Homebush Boys has introduced fiction ebooks. This has been popular as 150 total loans have been documented on the system. Students are able to borrow books through our online consortium and read them on their personal device wherever they may be. Students who may not always use the library space are able to benefit from this. Furthermore, students in years 7 through to 9 are able to use the e-books to complete their accelerated reader quizzes if they align with the program which has led to further success.

Homebush Boys High School	
Loan Statistics by Bibliographic Type	
from 31 Jan 2022 12:00:00 AM to 15 Aug 2022 11:59:00 PM	
Bibliographic Type	Copies Issued
Book	2837
Equipment	2129
Search Source	3
Website	1
Total:	4970

The library staff have also acquired new texts to aid those who need to complete the accelerated reader program. Students now have access to simplified texts to suit their needs as well as challenging texts. We have also acquired new HSC resources for students and teachers. Students have benefitted from this as they have access to current content including study notes and past papers. The staff have also come to peruse the new texts relevant to their subject areas. This has been a wonderful process of collaboration across faculties. The Holiday reading challenge was successful. To complete the challenge, students had to read a range of texts and review them on our library website. The students who participated were awarded a bronze award for their effort. The book reviews are slowly growing and we are hoping that the more reviews that we have, the more books become read as a result of the recommendations.



Students who are in Year 11 Standard English have had lessons on how to correctly research a topic. Students were taught how to deconstruct the APA 7th referencing system and learn how to apply it to their research task. They were also taught how to access our non-fiction e-book collection and use database search tips like truncation and boolean operators to find specific information that they require. Knowing these skills can help students as they enter the workforce. Students can also apply these ideas to their other subjects.



At the start of term 3 the library had a Library Monitor badging ceremony. Regular book monitors came to the library to receive their termly silver award for their effort towards bettering the library. Their contribution to the library has been enormous and their continuous assistance has helped the staff streamline processes. Congratulations to those students.

The Year 12 study night was held to provide students with a quiet space to study for their upcoming trials. Students who participated in the study nights were able to seek help from their peers and use the library resources to help them consolidate their knowledge.



The 2022 CBCA book week has been promoted. We have considered how we can get more students reading and considering literature. We created a Kahoot and asked students if they would wish to compete against the English staff. Many students expressed interest and the Kahoot attracted a range of students who wished to compete against the English faculty. We are also offering prizes to students who create written works and correctly guess the shredded book. On Monday the 22nd, we are holding a lunch event where students are to collect the images of Wally and whoever collects the most will be awarded with a prize.



USYD Year 12 Focus Day

On Thursday 17th March I had the pleasure of taking a group of Year 12 students to Sydney University. Students explored various study techniques that they may not have considered, nonetheless they were open to any suggestions and engaged positively to challenges presented to them. From there, a Mathematics academic presented the sort of career prospects that Mathematicians could venture into and it made them think outside the square, which was great. We then got treated to some hearty, yummy lunch and finally ended up in the Business Lecture Theatre where they were given specific tips on the sort of schemes that they could apply to and the pointers that would make them gain a competitive edge.

Overall the day was a huge success, the boys were great ambassadors for the school, they gained some invaluable insights on what it would be like to study at USYD and I'm sure that they'll apply the tips given.

I'd also like to thank Sydney University for making this available to our students.



MATHEMATICS

Ms Manjula Lakshmipathy

Head Teacher [Relieving]

MATHEMATICS COMPETITION

The Australian Mathematics Competition is an internationally recognised competition that has been held annually since 1978. It is one of the largest of its type in the world. More than 40 countries participate each year. There is an emphasis on problem solving, a valuable life skill, and the questions are designed to be fun for the student. This year the competition was held across three days, from Wednesday the 3rd of August, to Friday the 5th.



MATHEMATICS PROBLEM

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

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

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

A group of students decide to buy a gift for a teacher. At the last moment, two students opted out and the rest each had to pay \$1 more. If each paid a whole number of dollars and the cost of the gift was between \$100 and \$120, how many students eventually shared in the cost of the gift?

Answer to the question in the last Bush Bulletin is below

The time taken for the first part of the journey is $100 \div 80 = 1.25$ hours

The time taken for the second part of the journey is $100 \div 100 = 1$ hour

Therefore, the average speed for the entire trip is $200 \div 2.25 = 89$ km/h (nearest km/h)

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

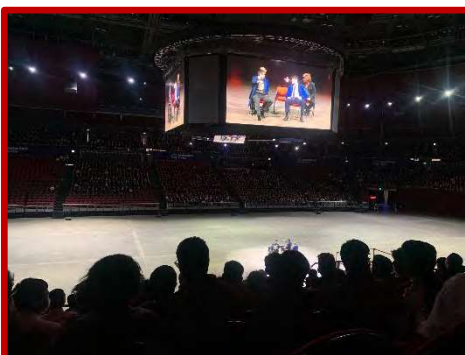
Ms Kate Fitzsimmons

Head Teacher

On Tuesday 2nd August, Year 11 attended the BSTREETSMART excursion, at Qudos Bank Arena, in Homebush. Young drivers are over-represented in car crashes. Speeding, drink driving, fatigue and not wearing seatbelts are major factors contributing to death and serious injury of young people on our roads. young drivers are also more likely to drive less safe vehicles which increases the severity of crashes when they occur.

Attending bstreetsmart opens the student's eyes to the reality of these statistics and the impact their decisions can have on not only their own lives but on the lives of those who love them.

One major point I took from the event was that these are not "accidents", the crashes that adolescents are involved in are due to poor decisions made by them. Please speak with your sons about the impact their decisions have on the road.



SCIENCE

Mr Iqbal Singh
Head Teacher

NATIONAL SCIENCE WEEK

Written by Miss Shashi Shashi

The National Science Week was celebrated at Homebush Boys High School. A range of activities were designed to ensure that students participate and demonstrate various skills in science.

The Paper Plane Contest was organised by the Science faculty for the Year 7 cohort including the Support Unit. The students were asked to design and create a paper plane. The students were encouraged to explore the scientific principles involved in the design of an airplane, such as the aerodynamics, wingspan, thrust, drag and the distribution of weight. The students applied these scientific principles and their skills in creating their own paper planes and participated with a great enthusiasm. The aim was to make the paper plane fly the furthest.

The competition was organised in the school hall and new gym during the Science lessons. All the students in year 7 cohort participated and we got to see some exceptional designs of the paper planes.

Top three students from each class made to the finals which was held on Thursday August 19, 2022. Thank you to Mr Elaro and Mr Singh to be the judges for the finals.

I would like to congratulate all the participants and the winners. Thank you to the Support Unit for their participation in this competition. I also would like to thank the PDHPE faculty for letting us use their gym. Thank you to all the members of the Science faculty and all the other faculties for extending their help in collecting the papers which were used in the competition.

Looking forward to the National Science Week in 2023.



SPECIAL EDUCATION

Mr Sam Widmer

Head Teacher

Written by Andrew Dickinson

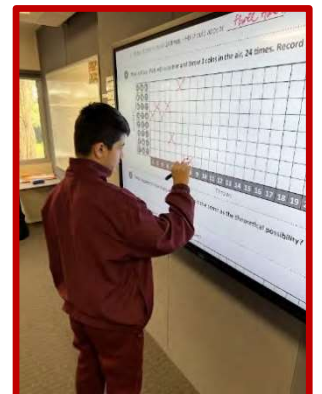
It's been another big term so far for our boys in the Support Unit. Lots of learning and lots of fun in the classroom, the laboratory, kitchen, workshop, the sporting field and the playground. As a result, the boys have earned heaps of BBB awards and a whole clutch of Bronze and Silver awards!

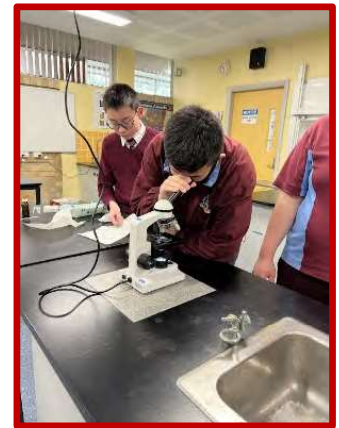
After loving studying *Hard Ball* for English last term, there has been a real vibe for handball at recess and lunch and it's been so great to see the boys develop their skills and their friendships on the playground.

Our Biology unit for Science has really engaged the boys and they have developed a solid understanding of living and non-living things as well some excellent skills using microscopes. World War One is a challenging topic for any student but in History the boys have made great progress to analyse the causes of the war and the conditions it was fought in. Reading has been another popular pursuit this term; our boys are all becoming strong readers and achieving excellent results in the Accelerated Reader program. For many, tackling their first proper novel in English, *Wonder*, will be quite the achievement. In Maths the boys are also kicking goals, acing the challenge of algebra and probability.

We've been out and about in the community this term, using our sports afternoons for walking and urban exploring. We're becoming familiar with Flemington and Homebush shops and train stations as well as important landmarks such the local library and the Sri Karpaga Vinayakar Temple. We also had a wonderful visit to the support unit at Strathfield South to join in the birthday celebrations for Onyx the support Labrador over there. Our boys are making a great community of peers in the Support Unit and an important part of the wider community that is Homebush Boys.







TECHNOLOGICAL AND APPLIED SCIENCE

Mr Abderrahim Abbou

Head Teacher [Acting]

Tech News

Written by Zakariya Chaker [Year 7]

Ever since I started Electronics this term it has been a blast. I have learnt so much and have enjoyed working on my project. This term we are working on a device known as a water indicator. It is a device that detects if there is any water in the soil of your plants. My experience so far this term has been positive and I have enjoyed Electronics very much. I have learnt how to use a welder and how to connect the wires on my device. I am very excited to see the final results of my project.

My Experience in Metal workshop

Written by Likith Sajjan [Year 7]

This is the first rotation of metalwork or the technology subject in general for year 7. The class of 7F is making a baseball bat keyring out of aluminium metal which the students can keep after the finished project. The project is educational as well as fun for students as they have a hands-on experience with the project that also includes computer skills, which can be helpful in future projects. So far, the students of 7F are up to sanding and facing the aluminium piece to remove scratches and have a smooth, flat surface to work with. The first step of the task of making the keyring was to use a hacksaw to cut the aluminium piece into a 225mm pole insuring that there is enough space for the further steps. The second step in making the keyring is to put the aluminium piece into a Lathe to make the filing process easier. The third step is to sand and face the metal piece to make it shiny and nice.

My Experience in Practical Lessons of Electronic Technology

Written by Zainadine EL-BEB [Year 7]

It's really fun if you ask me, at the start it can be scary, but we got through it and now some of us are experts. There are some fast learners and slow learners, I was in the middle of both. Right now, we are working on a circuit board, powered by a battery. First, we use nails and stick them in the correct spot. Later, we used a transmitter and put it on three nails. We keep working with wires and we use a soldering iron to stick the wires on the nails. Some accidents can happen if you do not know what you are doing. My teacher Mr Madakasira has helped me overcome my fear of being scared of the soldering iron. The soldering iron is 400 degrees Celsius, which means if you touch it, it will sting and burn for a bit, but it goes after a while. The sting will last a bit longer. So overall Electronic Technology is a great subject.

Designing a Spice Rack

Written by Ajay Mahiban [Year 8]

This year, my class and I have been constructing a spice rack out of timber in our Woodwork class workshop. We previously built a pencil case which was just the way we wanted it to be and now we're moving on to a new amazing project. One of the things I liked in the workshop was sawing and nailing the timber and one of the things I disliked in the workshop is that you have seen dust flying around everywhere and it gets in your eyes, either way that's completely normal, when you saw wood or when you sand wood in the machine. In HBHS we all learn different varieties of subjects with different topics like in any other high school, whereas in the workshop we learn different household items or anything that we use in our everyday life such as bed frames, shelves, tables, pencil cases, spice racks and many other things.



My experience in Industrial Technology - Electronics

Written by James Lin Year 10

I can't really speak for all of my classmates attending Industrial Technology, but I sure had a blast this year working with Mr Madakasira. Don't get me wrong, I have always looked forward to his lessons right after our tiresome English or Maths periods, speedily working through numerous different projects, each with their own unique touch. For 2-3 lessons a week, we test, solder, and experiment with different electronic components while also practising using machines in the electronics laboratory to construct a visually pleasing housing for that circuit. As long as you're not as clumsy as me, getting your marks will be a breeze.

For this term in particular, we each created a Perspex box that houses a circuit with a fancy mini-strobe light, the same bright, flashing lights used on planes for their visibility in the sky. Occasionally, we also have theory lessons in the computer lab where we use online resources such as Onguardv3 to study the basic rules of the electronics laboratory, as well as using Google Slides/Docs to create rather professional portfolios on our projects.

All in all, I have really enjoyed my time in Industrial Technology and I encourage all students not to bludge, but to enjoy this practical experience. There won't be regrets.





WELLBEING

Ms Annabel Chapman
Head Teacher

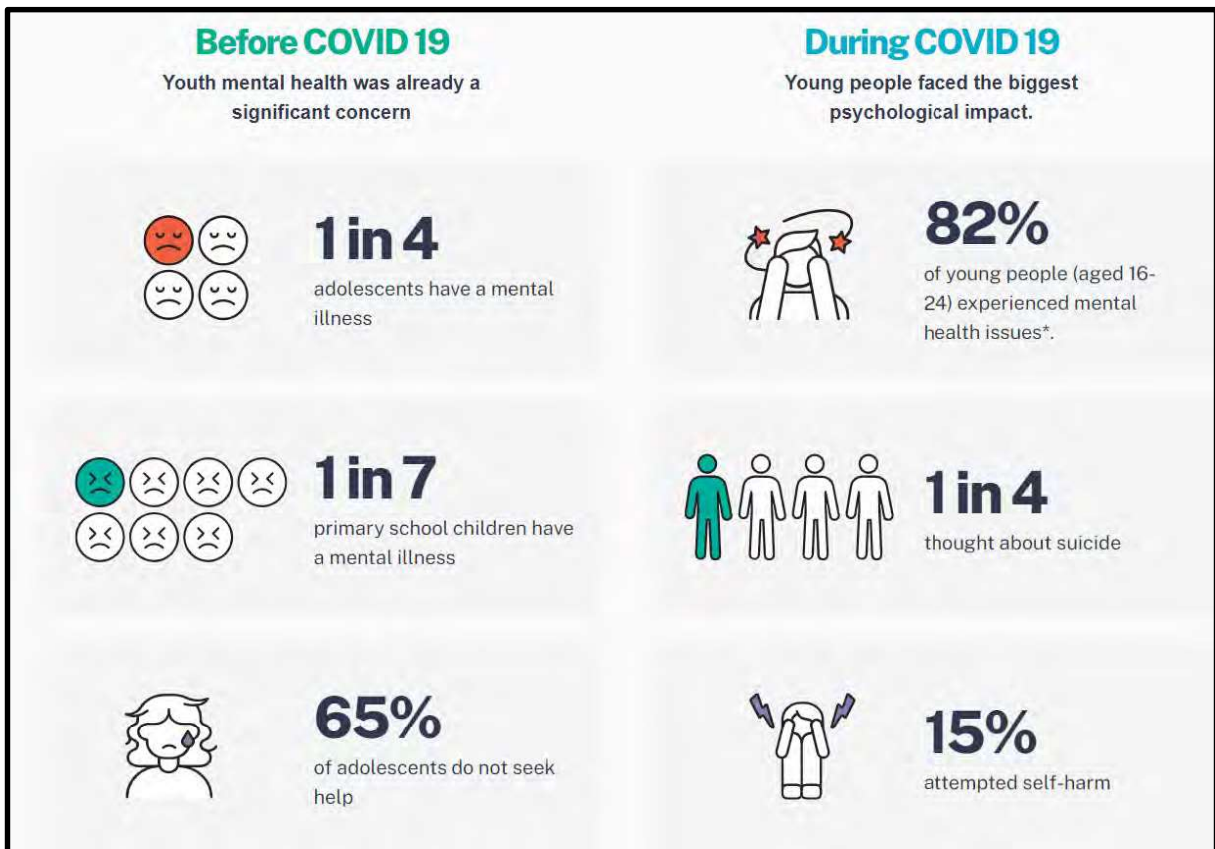


Peer support has wrapped up for another year. I would like to acknowledge all the hard work and organisation from Ms Jang. We really appreciate all your hard work.

A massive thank you to the year 10 Peer support leaders who have supported our year 7 students through weekly peer support sessions on topics such as 'Strengthening our Connections' and 'Behaving with integrity'. I know the Year 7 students had a good time, made some strong bonds and feel connected to the school.



A big issue facing young people in today's climate is mental health. Most importantly are those strategies for seeking help and seeing that as the normal. Please take some time to read through the following statistics.



Source: The Resilience Project <https://theresilienceproject.com.au/2023-school-partnership-program/>

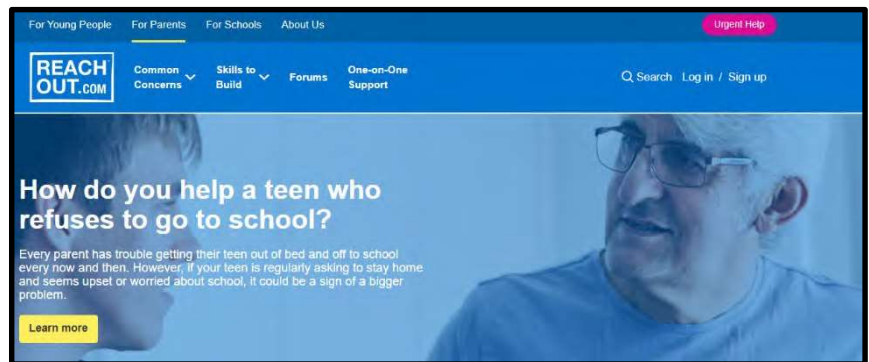
What are we doing as a school community?

Education policies such as “The Wellbeing Framework” is embedded in all our practices. It aims to strengthen student’s physical, social, emotional and spiritual development. Homebush Boys High school does this through the key concepts of Connect, Succeed and Thrive and supports students at each stage of their development through quality teaching, learning and engagement.



REACH OUT IN THE SPOTLIGHT

Please see the images below for samples of the website and where to go for help as a parent/carer. This is only one source of information. For more information, please go to <https://parents.au.reachout.com/> for more information.



Support that works for you

We offer different types of support, depending on what you and your teenager need and want. Choose an option below that's right for you.

Self-help content

Community Forums

One-on-one support

Common concerns

See All

Managing COVID-19 within your household

Whether it's you or a family member who has tested positive, our strategies will help your family feel prepared, informed and, most importantly, okay.

Helping your teen cope with bad world news

Hearing about bad world news can be stressful for your teen. Get some tips on how to help them think critically about and cope with bad world news.

Helping your teen deal with the stress of a natural disaster

You can help your teen by being open to any stress bushfires may cause and taking steps to help them manage it.

Helping your teen deal with anxiety about climate change

Many teens are seriously concerned about our planet's future. Here's how you can help them feel more in control.

1. What to notice



Level of concern	Very low	Low	Moderate	High
Core features	Optimal wellbeing	Overall positive wellbeing with a few isolated experiences of distress	Occasional and time limited periods of distress with mild impact on wellbeing	Poor mental health and wellbeing causing distress and significantly impacting on daily experiences
Support focus	Maintain	Enhance	Monitor & Internal Support	External Support & Collaboration

Flourishing

Going OK

Struggling

Severely impacting everyday activities

What it can look like

Behaviours, emotions, thoughts	Learning	Social relationships
<ul style="list-style-type: none"> Regularly experiences more positive than negative emotions Manages negative emotions in a healthy way Manages stress and challenges in a productive way Well-developed emotional regulation Understands and utilises personal strengths Healthy lifestyle habits that promote wellness and educational achievements 	<ul style="list-style-type: none"> Interested, curious and absorbed in learning Pursues and achieves learning goals with determination Growth mindset when faced with learning challenges Sense of optimism about future learning Engaged in social and emotional learning as appropriate for developmental level 	<ul style="list-style-type: none"> Maintains positive and supportive peer relationships Manages conflict effectively Continues developing awareness of and skills for connecting with others Makes valued contributions to others Has established relationships with significant adults that are meaningful, with warm, caring and responsive interactions that support them.
<ul style="list-style-type: none"> Displays emotional stability, or a range of emotions at a level appropriate to the context or situation Copes with normal stressors of learning environment 	<ul style="list-style-type: none"> Participates in learning experiences Makes progress within expected parameters Realises own abilities 	<ul style="list-style-type: none"> Has several friendships Interacts appropriately with peers Shows consideration and empathy for others Interacts in meaningful relationships with significant adults that are warm, caring and responsive
<ul style="list-style-type: none"> Fluctuations in emotions at times seem disproportionate to event or situation More frequent or intense expression of emotions such as anger, worry or sadness in comparison to peers Reduced expression of emotion 	<ul style="list-style-type: none"> Some reluctance to try tasks or completes them at a lower level than ability Often distracted, off-task or disengaged Progress is slower than expected 	<ul style="list-style-type: none"> Has some difficulties getting along with peers (for example, isolates self at times, or refuses to share or take turns) May find it challenging at times when engaging in interactions (e.g. separating from families, entering into peer group, or transitioning between experiences or places)
<ul style="list-style-type: none"> Frequent displays of externalising (irritable, low impulse control/anger) or internalising (avoidance, worry, sadness) behaviours Needs things to be perfect; distressed at mistakes Low energy or tiredness Frequently critical of self and others Loss of interest in previously enjoyed topics/activities Constant reassurance seeking Regular complaints of physical symptoms (e.g. headaches, tics/tics) Excessive or limited appetites; significant change in weight Regression in behaviour 	<ul style="list-style-type: none"> Educational progress has slowed or declined Avoids completing tasks, or tasks are completed at a much lower standard than expected Regular absences Avoids participating in new learning experiences or group work Significant change in learning outcomes in comparison to their normal level Difficulty paying attention 	<ul style="list-style-type: none"> Regular difficulties getting along with peers or joining in Withdrawn from others or socially isolated Bullies others or is bullied by others

Use the **BELTS observation tool** to assist you in gathering information about a child or young person: <http://beyou.edu.au/resources/tools-and-guides>

Note: Indicators and precursors are in a period of rapid development. Their mental health needs to be understood within a developmental framework in the context of key relationships. Refer to the early learning streams of the Be You Professional Learning for a more comprehensive understanding of early childhood mental health.

SUPPORTING YOUR WELLBEING

Are you in danger?

If you or someone you are with is in immediate danger please

Phone: **000**

or

GO to your nearest hospital emergency department

Looking for online support and counselling for your wellbeing and mental health?

You may find the following resources helpful:



Phone: **1800 55 1800** Age Group: 5 to 25 years

A **private and confidential** 24/7 phone and **online counselling service** for young people their family and friends.

Link: [kidshelpline WebChat Counselling](#)

Chat Online: 24/7



Phone: **1300 22 4636** Age Group: All ages

24/7 information and support to help everyone in Australia achieve their best possible mental health, wherever they live

Link: [Welcome to Youth BeyondBlue](#)

Chat Online: 3.00pm - Midnight

1800RESPECT

Phone: **1800 737 732** Age Group: All ages

Interpreter: **13 14 50**

A confidential information, counselling and support service for people impacted by sexual assault, domestic or family violence and abuse

Link: [1800RESPECT Online Chat](#)

Chat Online: 24/7



Age Group: 12 to 25 years

A 24/7 online and telephone support and counselling service for young people, their families and friends.

Link: [Welcome to eheadspace](#)

Chat Online: Group chat 24/7

1-on-1 chat 9.00am – 1.00am 7 days



Phone: **1300 659 467** Age Group: All ages

A 24/7 nationwide online counselling to people who are affected by suicide, experiencing thoughts of self-harm or suicide

Link: [Suicide Call Back Service Online Counselling](#)

Chat Online & Video: 24/7

Mental Health Line

1800 011 511

Phone: **1800 011 511** Age Group: All ages

A mental health professional will answer your call about mental health concerns for you or someone you are concerned about including children, teens, adults and older people.

Link: [NSW Health Mental Health Line](#)

Phone: 24/7

LOOKING FOR MORE INFORMATION?



Black Dog Institute

Primary areas of mental health research and treatment include: depression, bipolar disorder, post-traumatic stress disorder (PTSD), anxiety, workplace mental health, adolescents and young people, suicide prevention, e-mental health, and positive psychology and wellbeing. Link: [Black Dog Institute home page](#)



Our mission is to deliver innovative e-mental health services that enable young people to take control of their mental health and wellbeing

Link: [Reachout.com home page](#)

LOOKING FOR AN APP?



Calm Harm provides tasks that help you resist or manage the urge to self-harm. You can add your own tasks too and it's completely private and password protected.

Cost: Free Available: App Store & Google Play



The fear of threat, or anxiety, is like a strong gust of wind. It drags you in and makes you want to fight it or run away. Instead, face your fear with the free Clear Fear app and learn to reduce the physical responses to threat as well as changing thoughts and behaviours and releasing emotions.

Cost: Free **Available:** App Store & Google Play



ReachOut Worry Time

ReachOut Worry Time interrupts repetitive thinking by setting aside your worries until later, so you don't get caught up in them and can get on with your day. This means you can deal with worries once a day, rather than carrying them around with you 24/7

Cost: Free **Available:** App Store



ReachOut Breathe

ReachOut Breathe helps you reduce the physical symptoms of stress and anxiety by slowing down your breathing and your heart rate with your iPhone

Cost: Free **Available:** App Store



Smiling Mind is a meditation app for young people. It has been developed by a team of psychologists and uses mindfulness to boost calmness, contentment and clarity. Mindfulness meditation has been shown to help manage stress, resilience, anxiety, depression and improve general health and wellbeing.

Cost: Free **Available:** App Store & Google Play

With Term 3 truly up and running there are some wonderful initiatives that are new this term, mixed in with regular traditions such as Coffee Club and Breakfast Club.

Hillsong CityCare have commenced providing a free pancake breakfast to students on a Wednesday morning. The breakfast has been a great way to start the day in the lead up to sport of an afternoon and a compliment to our Thursday Breakfast Club.



I again have the pleasure of working alongside incredible student volunteers, giving up their time in the morning to assist with serving, as well as set up. A big thank you to those students from me for all your incredible work.

The students consistently show dedication, consistency and kindness in their efforts to provide to the wider school community.



As Ms Khan has mentioned, we have also had the NRL In League In Harmony program commence with a group of year 9. I look forward to the students highlighting their leadership qualities and interpersonal skills both in and out of the program!



MACQUARIE
University
SYDNEY - AUSTRALIA

I also continue to offer the Study Without Stress program to Year 12. The program is an evidenced based program aiming to support senior students in their studies whilst maximising their emotional wellbeing in the process. Students still interested in taking part on a Wednesday afternoon are encouraged to come see me for more information.

LITERACY & NUMERACY

Mr Martyn Bawden
Strategic Planning Advisor



YEAR 7 & 9 STUDENTS

This is a further reminder that **NAPLAN results** will likely now be released in the second half of Term 3, providing important information to parents and schools about all-important student language, reading, writing and numeracy skills.

YEAR 8 STUDENTS

Parents are reminded that Year 8 have entered a phase of readiness for their **final NAPLAN tests**, scheduled for early next year (earlier than in previous years). All Year 8 parents have been sent a letter about some important programs, to assist with this:

- ❖ **Homework Help** runs each Monday and Tuesday for one hour after school, in the Library. Valuable support for literacy and numeracy is available at these times.
- ❖ **Weekly on-line literacy & numeracy homework quizzes** have been set for all Year 8 students, available through Google Classroom. These take about 15 minutes per week, are due each Sunday evening during Terms 3 & 4, and provide practice in NAPLAN-style questions. They all give instant scores and feedback, and parents will be kept informed about their sons' participation and progress.

Aside from this, follow-up is being done with a number of students in relation to their **writing skills**. Please encourage your son to take all the support that is offered him!

YEAR 10,11 & 12 STUDENTS

Catch-up **Minimum Standards tests in reading, writing and numeracy** are taking place for those students who have not yet satisfied one or more of these standards. As a guide, Year 11 and 12 tests will take place in Weeks 5 & 6 of this Term, and Year 10 tests in Weeks 7, 8 & 9.

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

ALL STUDENTS

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



Term 4 is quickly approaching and with Term 4 comes the Year 7 Wellbeing Camp. We are excited to announce details and begin preparing for this exciting event. The camp is taking place in Term 4 Week 3 Monday 24 to Wednesday 26 October 2022. We are gathering in the hall at 8:00am on Monday to ensure that the buses will have a smooth 8:30am departure. Many fun activities have been packed into the schedule from arrival to our departure on Wednesday, so we do not want to be late and miss out on anything! We will return to school on Wednesday at approximately 4:00pm.

The camp will be at StayKCC Katoomba Christian Convention, located in the scenic Blue Mountains. Year 7s will be participating in exhilarating activities, including archery, a challenge course and abseiling. They will also be taking the opportunity to visit Scenic World right opposite the campsite. The fun does not stop even at night, with a campfire night and a movie night planned for the two nights we will be there. We are sure the Year 7s are looking forward to embarking on the adventure of a lifetime and we cannot wait to hear all the amusing stories they will no doubt share when they return.



After two and a half terms, we welcomed the end of the Year 7 lunch room in Room 50. It had been great fun to have sat with numerous Year 7 students while they escaped the freezing cold and enjoyed each other's company. Many interesting games and conversations were held in this room. As the weather warms up, Year 7s are encouraged to go out into the playground and engage in physical activities.



YEAR ADVISOR REPORT

Mr Elie Kisso

Year 8



Message from the Year Adviser

It has been a wonderful start to the term as I have had the privilege to engage closer with students of our Year 8 cohort and it is fantastic to see some of the achievements our students have made this semester. Our Year 8 cohort strives to be the best versions of themselves and as a Year Adviser I hope that we can provide our students with the best opportunities possible.



One key takeaway that I would like to express in this bush bulletin is our respect towards one another. We are fortunate to be in a school so diverse and rich in culture. It is of utmost importance that we are all respectful to each other and embrace the beauty that our diversity brings within our school environment. I can't wait to see all the fantastic cultural experiences at multicultural day later this term.

Sydney Thunder Leadership Program

During the start of Term 3, Year 8 students were given the opportunity to express their interest in participating in the Sydney Thunder Leadership Program. Three weeks of the program have already gone past and we have seen the wonderful messages of goal setting, role modelling and leadership exude from all our participants. This program is not for students whose main intention is to play sport, it is more than just that. This opportunity creates future leaders within our school community and also our external community. These programs are what makes our students get up off a busy train carriage and sacrifice their chair for somebody who needs it more than they do. I look forward to seeing more and more involvement from our participants in the remaining weeks of the program.

If you were a student who did not participate in the program this time around, that's okay! The program will be running again in Year 9 so we can give more students the opportunity to improve their leadership skills and better themselves as overall active citizens in society. Here are a few shots of students participating in the program.



The new Sydney Thunder Program that our wonderful Year Adviser Mr Kisso has organised for some of the year 8. It's a leadership program that involves mentoring, and leading younger groups. You are free to discuss leadership strategies and it gives us the opportunity to self-reflect. It helps with your leadership skills and after every lesson you learn something new about yourself. I found a lot of things about myself that I never knew about myself. I found it to be useful and motivational and highly recommend this program in the future!

By Balaji Suraparaju



I genuinely believe that the "Sydney Thunder Program" was incredibly enjoyable. I liked it because we got to participate in a variety of activities and were asked questions about our leadership styles, role models, and other topics. After we are done with our discussions and questions, we got an opportunity to do some fun practical activities. We should do it again sometime in the future and I thank my year advisor Mr Kisso for letting the Sydney Thunder Program come to our school.

Rohit Rukhman



The Sydney thunder program was and is an amazing experience for someone like me. I am a diehard basketball fan. My dream is to be an NBA player and be basically stated as the best and captain of the team I'm on.

Uzair Khan

This program allows you to focus on skills that you will eventually have to prove that you have that fundamental knowledge on the sport and other related topics. The people from the Sydney Thunder were amazing and they allowed me to be more focused on my dream, I would definitely recommend this program to those with a love for sports.

A few snaps from the sessions so far!



Black Dog Institute - Insights Presentation

Presented by Mitch

On Tuesday 16 August 2022, Mitch from the Black Dog Institute hosted a fantastic presentation to our Year 8 cohort on mental health, illness and wellbeing. Mitch was a fantastic presenter who spoke about breaking down the stigma of mental health for young males. Within the presentation he touched on various topics that sometimes get brushed over or have a stigma attached to them which usually teenagers keep to

themselves. Mitch spoke about his own experiences and battles with mental health as a teenager and into early adulthood and it wasn't until he was provided with support avenues that he was truly able to battle mental illness. Our cohort were extremely respectful and grasped onto a lot of the ideas Mitch presented.

Here is some insight from Year 8 student Arvind Lo and his thoughts on the presentation:



On Tuesday 17th of August, Year 8 opened arms to a presentation on a serious topic of Depression and Anxiety. Mitch (host) was able to provide us with helpful advice on what to do if we or one of our friends are currently going through depression. He covered many ways to determine if you are depressed. Mitch had also covered the topic of anxiety which much of us may face during difficult times. We were also introduced to 'R U OK Day'. 'R U OK Day' on the 8th of September is a day to ask your friends, peers which you may not even know or in general anyone if they are doing ok and alright.

As a school we are extremely fortunate to have opportunities like this and hope to continue to educate our cohort that it is okay to reach out, it is okay to speak to someone. It is highly encouraged to break that stigma and ask for help. Next time do not be afraid to ask, "Are you okay"?



YEAR ADVISOR REPORT

Miss Misbah Khan

Year 9



As we pass through the halfway point of this schooling year, Year 9 has been working very hard to make positive changes and improvements in their academics and behaviour after receiving and reflecting on their Semester One reports. It was wonderful to meet so many Year 9 parents at the end of Term 2 and also have discussions about their successes, progress and ways in which we can optimise their learning at school. Please read on for some highlights from the last few weeks!

Sydney North Regional Athletics Carnival

Adnan Darwiche has once again put our school's name up by achieving the second position in the **shot put** in the Sydney North Regional Athletics Carnival today. He will now be participating in state finals this September. Previously, he had great success in the Australian Little Athletics Championships in Melbourne. We are so proud of you Adnan!

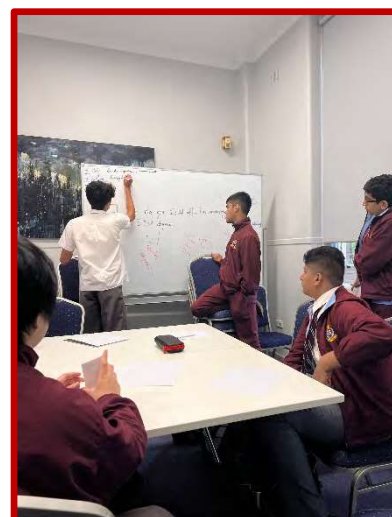


Year 9 Debating

Tuesday the 11th of August marked the final round of debating for the first 3 rounds of the Premier's Debating Challenge. This round involved the debating of Homebush Boys High School Team A (Year 10) against Team B (Year 9). The two topics given to the teams were:

1. That the government should offer free university for women in STEM degrees
2. That climate change policy should be determined by a panel of scientists instead of the government.

They debated furiously and had some interesting arguments and points to support their models. However, Team A won both to secure their victorious position. I am still so proud of their efforts and have seen great progress in their debating skills since the beginning of the year. The Zone champions will be determined very soon for the knockout finals stage, so let's hope Homebush will make it through!



NRL 'In League in Harmony' program

On Thursday the 18th of August, 20 boys from Year 9 were selected to participate in the NRL's 'In League in Harmony' program. With a focus on respect, responsibility and inclusiveness, the NRL's In League in Harmony (ILIH) program aims to promote social cohesion by addressing issues such as social disengagement, racism, gender inequality and bullying; empowering youth to be agents of change for a more cohesive society.

The program is delivered over a period of six school-based sessions which culminate in a celebratory Gala Day. There are also opportunities for the students to be selected to become an NRL youth advocate as a long-term incentive and opportunity. The boys were provided with an activity handbook where they discussed the structure of the program, got to know one another and established some team codes of conduct that they would be abiding by for the entirety of the program. They are all incredibly excited for what is to come!

A massive thank you to Ms Di Biasi, our Student Support Officer, for assisting with the organisation.



YEAR ADVISOR REPORT

Miss Michelle Coutinho

Year 10



The term so far has been really busy for Year 10 and there have been several opportunities for the boys to engage in various extracurricular workshops. The Careers Adviser - Ms Georgia Anton and Myself organised a STEM day with Engineering Link Group. The facilitator and fellow educator, Greg Millican, came all the way from Queensland to run the workshop for the boys and the day was a huge success! James Knight, Filip Ilic and Koda Shalabi have written about the exciting day below. The Year 10 Environment Club students have also been running several Environmental Workshops with Year 7 in order to educate students on environmental issues and promote the practices of sustainability to help save the environment that surrounds us. The workshops have really left an impact on Year 7 and I couldn't be prouder of the Year 10 students for being such great leaders and mentors. A big shout out to Michael Ong-Schofield who created the presentations and recounts his experience below.

YEAR 10 STEM DAY

Written by James Knight, Filip Ilic and Koda Shalabi



On the 1st of August, a number of year 10 students were invited to participate in a STEM day set up by the people at Engineering Link Group. The seminar was delivered by experienced individuals in both the fields of mathematics and engineering. During our time at the program we had been introduced to a number of different topics and activities, including a model water treatment facility, and the concepts of mechanical engineering. These concepts of engineering were explored through practical activities

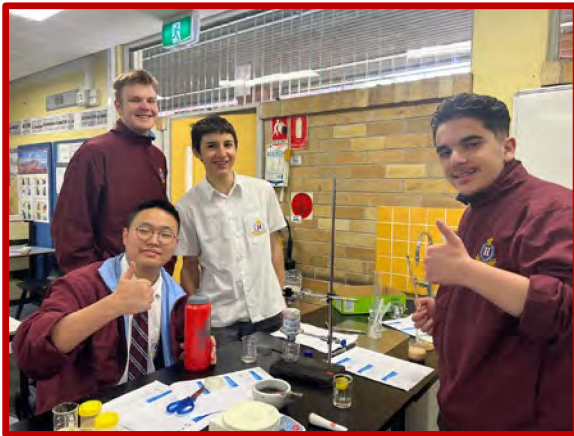
such as building a miniature water treatment plant on a budget and the building of our own miniature car designed to travel at a certain speed.

To start the day off, the team had introduced themselves to us. Leading the demonstration was Greg Millican, a man who is well experienced and extremely knowledgeable in the field of mathematics and physics. He has been involved in a number of programs like the one he provided to us on the day. Accompanying him were two engineering graduates, Rohan and Bettina. Rohan had been working on the M4-M5 link and Bettina was working on project delivery for Transurban. The two of them began by introducing themselves and further explained the tasks their jobs consist of. They gave great insight to a number of different people explaining their own personal experiences. These experiences helped a number of people develop interests in their respective fields of engineering.



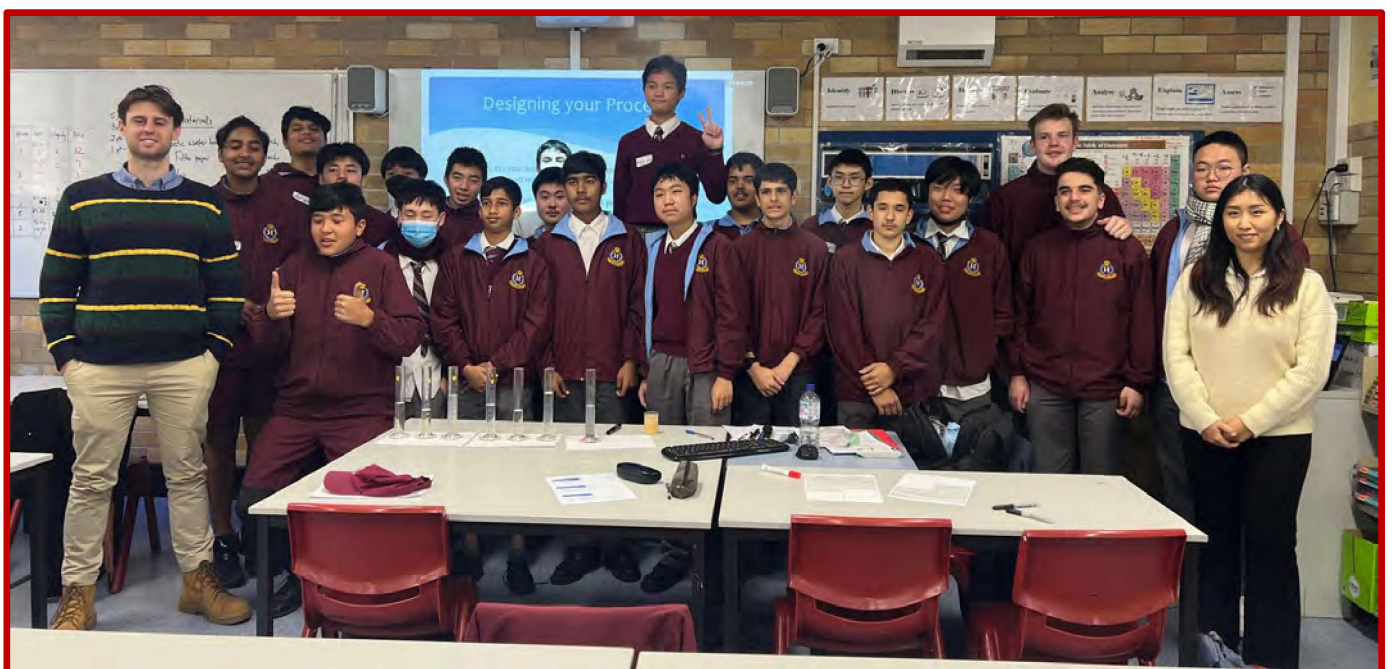
Our first activity of the day was the designing and construction of the miniature water treatment facility. This consisted of the use of multiple scientific processes such as flocculation, filtration and adsorption. Once we became familiar with each of these processes, we were given testing kits, organised groups, and began testing the effectiveness of the different processes. Once finished with that, we were tasked with creating our own treatment plant having to follow a \$10 budget. The items we could purchase with this budget were filter paper, sand, activated carbon, plastic bottles and a flocculant. The groups would be judged based on the clarity of their water, amount of water filtered, adherence to the budget and the integrity of the whole plant. The challenge was very fun and forced us to create ideas and communicate together about what the best course of action would be.

After finishing our break, Greg introduced us to a new topic of mechanical engineering. This activity was mainly about



the way that gear ratios and gearboxes function, in order for us to precisely construct a miniature car with the goal of travelling two metres in a time as close to 10 seconds as possible. We began by determining the speed of our electric motor, this was done through the construction of a gear train with as slow of an output as possible, therefore allowing us to manually count the RPM (Rotations Per Minute). After calculating the speed lost through our gear train, we were able to extrapolate the results giving us the final speed of the motor (which differed for all groups). Teams then needed to design their cars with their individual motors output in mind, forcing us to think coherently with our classmates and the equipment provided, similar to the experience of an actual engineer.

Overall the day was an enlightening experience and we can say on behalf of our peers that we would be ecstatic to participate in the program again. The organisers had planned and executed the activities to perfection, with the water treatment activity being a fun and entertaining experience for all in attendance, and the mechanical engineering activities were a great introduction to a new topic for all of us students.



YEAR 7 ENVIRONMENT CLUB WORKSHOPS

Written by Michael Ong-Schofield

Organising the workshops was a delight, and I was able to learn so many new things. Myself and my fellow Environment Club leaders taught the workshops and we have definitely enjoyed teaching and learning the content more ourselves. I believe that this workshop can benefit our environment by teaching young people who are willing to make a difference and help our community. The workshop teaches people sustainable practices that should be implemented while doing everyday or weekly activities like shopping online or in shops. It also provides a purpose on why we should be more sustainable and the importance and significance of the impact that it has on the environment in today's climate. Overall, I love creating and teaching others about this workshop as I know the difference the content can make and am aware it is likely to influence the younger generations more and more each day. I believe that together we can make a difference.



YEAR ADVISOR REPORT

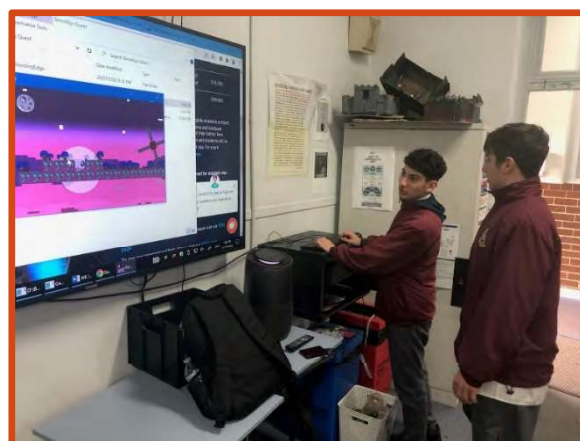
Ms Rashmi Singh

Year 11



The Year 11s are pushing themselves to do their best as they want to enter term 4, their first HSC term, with their best foot forward. Their continued diligent effort in Year 11, has earned them a huge number of Blue and Maroon awards. So much so, the Year adviser Ms Singh and assistant Year adviser, Ms Kaur are continuously busy in sorting and distributing them.

In week 1, Baily Kan, an ex-student who finished HSC in 2018 visited Year 11s, and shared his own journey with them. Interestingly he has chosen neither, University nor TAFE courses. Instead he chose to do specialised course from a technological course provider – AIE Australia. He enjoyed coding and always dreamt of becoming a gaming programmer. AIE helped him to achieve his dream. The courses provided by AIE are equivalent to TAFE Cert III or IV, depending on what course one chooses to do. He shared the games that he himself created as a part of his course project.



If anyone is interested in finding further information, its only one click away from:

<https://aie.edu.au/>



In week 3, a group of 30 students were lucky to visit the beautiful campus of University of Sydney and get taster lesson in Social Sciences faculty. The careers counsellor, Ms Anton and Ms Singh accompanied them. The university bus collected us from the school and drove us to the campus.

The boys enjoyed the hospitality of the university ambassadors who politely answered their queries and show them around the campus. By 2:30 pm, we were driven back to school. Needless to say, the students were very engaged throughout the lessons. According to Mr Issac, teacher in Arts and Social Science faculty, USYD - "The best cohort who is well read, well-mannered and articulate." He specially came to congratulate Ms Anton and Ms Singh as he was impressed by the knowledge of our cohort.



Great effort young men! Continue your earnest effort! Have a great term ahead.

YEAR ADVISOR REPORT

Ms Sharon Cuneen

Year 12



Since our last Bush Bulletin, Year 12 students have had two weeks of holidays and two weeks of lessons to prepare for their Trial HSC Exams. During Weeks Three and Four all Year 12 students have had a busy schedule completing these exams. The boys that I was able to catch up with during this time seemed to be in good spirits and working hard. I wish them all the best with their results and encourage them to use the feedback they receive from their teachers in a positive manner. If they feel like they need support, they are encouraged to seek support from their teachers, Year Advisers, School Counsellors or our Student Support officer.

As they have completed their trials, all Year 12 students are expected to attend school every day and be in all lessons, until the end of Term 3 when they graduate. There is still content to complete in each subject and the last weeks of revision can be invaluable to their HSC results.



Congratulations to Patrick Nguyen who has been invited to the VET excellence awards. This function is held to acknowledge the outstanding achievements of Year 12 VET students.

Syed Warisi has been awarded a certificate for his excellent contribution at work experience. Well done Patrick and Syed.



A reminder to all Year 12 students wishing to attend the Formal, a \$50.00 deposit to the front office is now overdue.

Our Student Support Officer, Ms Di Biasi will continue running the Study Without Stress Program on Wednesday afternoons in the Library from 12.30pm to 2pm. Any new students wishing to attend are more than welcome.



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