



# ASHFIELD BOYS HIGH SCHOOL NEWSLETTER

**TERM 2 WEEK 2 2020**

**The next three weeks for your diary**

	Monday	Tuesday	Wednesday	Thursday	Friday
18 - 22 May	<ul style="list-style-type: none"> <li>• Year 7</li> <li>• Year 12</li> </ul>	<ul style="list-style-type: none"> <li>• Year 8</li> <li>• Year 12</li> </ul>	<ul style="list-style-type: none"> <li>• Year 11</li> <li>• Year 12</li> </ul>	<ul style="list-style-type: none"> <li>• Year 9</li> <li>• Year 12</li> </ul>	<ul style="list-style-type: none"> <li>• Year 10</li> <li>• Year 12</li> </ul>
25 - 29 May					
01 - 05 June					

## PRINCIPAL'S REPORT

It has been wonderful to have the boys back this week. We have had a very high attendance rate each day. The old proverb that “absence makes the heart grow fonder” has been demonstrated in bucket loads this week. It was really joyous to watch the genuine affection and excitement of each year group when they returned to school. The boys were really excited to see each other in person and their teachers were really happy to see them back.

The overwhelming majority of the boys have also come to a realisation during their time in isolation – they have missed school much more than they would have thought. Despite the difficulties that we are all facing at this time I think that the forced separation has caused us all to appreciate each other more. The level of cooperation we have had in maintaining social distancing and sticking to the measures we put in place for everyone’s safety has been great.

Although the boys in Year 7-11 have been working on line during their day at school, we have actively encouraged them to connect and chat while they are working. We feel that the social aspect of school is of huge importance at the moment as the boys have not seen their friends for such a long time. As much as possible, the boys have organised themselves into friendship groups when we allocated them classrooms. There have been some zany and creative things happening to get the boys moving.

Phase 1 will continue next week with the boys returning on their allocated day, the same as this week. Can you encourage your son to check their school email and log onto their Wellbeing Classroom each day to ensure they keep up to date with any changes. I assume that we will receive information about the next steps next week. As soon as I know what the NSW Government plans, I’ll be in touch with parents.

**Dwayne Hopwood**  
Principal



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# YEAR 7S GEOGRAPHY

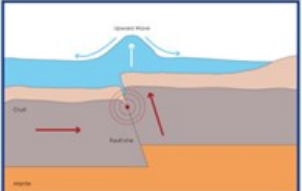
Year 7S has been investigating changing landscapes in their studies of Geography this term. To end our term, the boys were asked to investigate a recent 'disaster' that made an impact on the natural and man-made landscapes. As well as investigating how the disaster occurred, the boys had to also look at the management strategies in place to help prevent future disasters. Here are some of the reports they have created.

*Ms Durand  
History Teacher*


## TSUNAMIS

By Ness Vasa

**What are tsunamis?**  
A tsunami is a large wave that is created by a sudden motion under the sea / ocean. The motion could be an earthquake, an underwater landslide or even a strike from a meteorite. This sudden motion creates a small wave that travels across the open ocean at rapid speeds and grows massively in height. Tsunami waves are small initially but as they travel in shallow water, the height of the waves increases and grows significantly. It can grow as high as 30 feet with a hard hitting force.



**Where are tsunamis most likely to occur?**  
Many natural disasters or hard-hitting motions can cause tsunamis however, the most common cause to tsunamis are earthquakes. Earthquakes mostly take place in subduction zones. A subduction zone is an area where tectonic plates meet and an oceanic plate is pushed into the mantle because of tectonic force. This action can create an earthquake/motion, which then, triggers a tsunami. This makes tsunamis most likely to occur in an earthquake/subduction zone. An example of an earthquake zone is the Pacific Ocean as; data states that, in 2019 there were 1500-recorded earthquakes in the area around the ocean.

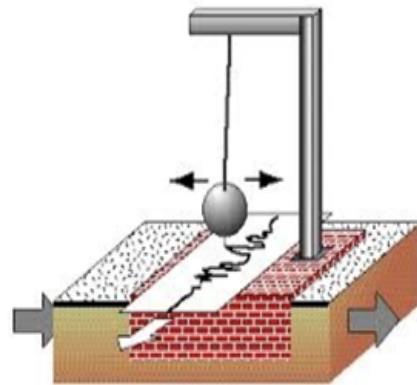


Ness's report on Tsunamis

### Management Strategies

In the succeeding decades, the experiences Tangshan has with the earthquakes is used to help improve their predicting capabilities. Additional research also focused on abnormal animal behaviours before an earthquake, because before the deadly had struck the behaviour of the animals was peculiar. Fishes were jumping around and other sorts of animals were either not eating or running around to find a place to hide. Today scientists use seismographs to record earthquakes to see how big the impact will be so people can get prepared.

This is what a seismographs looks like:



Oliver's management strategies for earthquakes

## Earthquakes

By Diesel - 7S

Earthquakes are caused by tectonic movements in the earth's crust but the main cause of earthquakes is when two tectonic plates ride one over the other causing orogeny and severe earthquakes. The plates don't just slide smoothly over each other, the rocks catch between each other and once the rocks break that's when the earthquake occurs. During the earthquake or afterwards, the plates start moving and continue moving until they get stuck again. The spot underground where the rock breaks is called the focus of the earthquake and the place right above the focus is called the epicenter of the earthquake.




The most recent earthquake was on the 22nd of march 2020 in Zagreb, Croatia with a magnitude of 5.5 an epicentre of three kilometers southwest of Kasina and seven kilometers north of Zagreb city centre. The earthquake was followed by several aftershocks. It was the strongest earthquake to hit Zagreb since the 1880 earthquake and caused substantial damage in the historical city centre. This earthquake caused several fires, power blackouts in the capital and people getting injured, David Bozinovic appealed people rushing onto the streets to keep social distances from each other as the country struggles to



Diesel's report on earthquakes

## Most Recent Tornado (report)

The tornado outbreak of March 3, 2019 was a significant severe weather event that affected the Southeastern United States. It lasted for 6 hours, a total of 41 tornadoes touched down across portions of Alabama, Georgia, Florida, and South Carolina. The strongest of these was an EF4 tornado that devastated rural communities from Beaugard, Alabama through Smiths Station, Alabama to Talbotton, Georgia, killing 23 people and injuring at least 100 others. It had more deaths in 2018, and it was the deadliest single tornado in the country since the 2013 Moore EF5 tornado. An EF3 tornado destroyed residences to the east of Tallahassee in Leon County, Florida, and was only the second tornado of that strength in the county since 1945. Several Other strong tornadoes occurred across the region throughout the evening of March 3 and caused Severe damage.



Andre's report on tornados



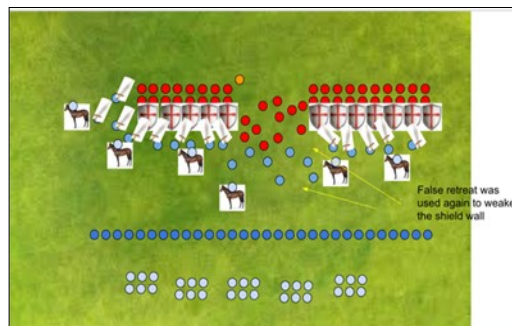
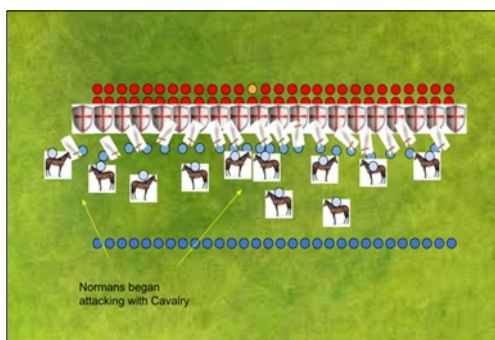
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# YEAR 8T HISTORY

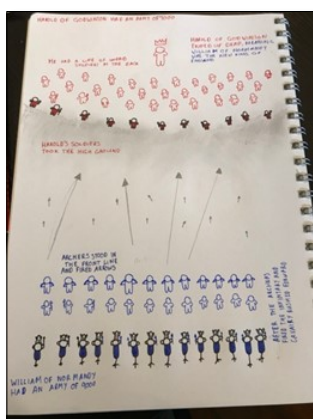
Year 8 Tolstoy has recently finished their study of the Medieval Period, completing their unit with an investigation into the 'who, what, where and whys' of the Battle of Hastings. Here are some of the creative ways they were undergoing their investigation at home!

*Ms Durand, History Teacher*



It is October 14th, 1066, at approximately 9am. I am fighting for William the Conqueror, because in exchange for our service, we were offered a share of land and wealth. We were well trained and equipped. We wore chainmail armour for protection, and we only had the finest of horses, specially bred to carry our men. Our clearly superior army consisted of archers, foot soldiers and mounted knights. We moved east and inland, a few miles away from Hastings after landing at Pevensey on the 28th September. Our army gathered into a large crowd whilst we cheered and roared at our enemies. Today was October 14th, 1066, approximately 9am. Senlac hill was where we fought. We cheered and roared as the battle had begun. The archers aimed their bows upward as arrows shot out at high speeds toward the enemy, King Harold's army, who had formed an 'unbreakable' shield wall. Those who didn't cover themselves in time... Well, they were unlucky to say the least. I was among the foot soldiers, as we charged into battle toward the shield wall, pushing against Harold's army.....

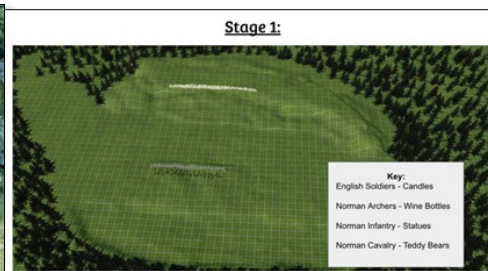
*Excerpt written by Ilyas N*



**Alec H's battle ground**



**Finn M-W recorded the plans**



**Nate L's battle ground formations**



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*Me and my cavalry battalion charge up to face the weakened English soldiers. I see our forces begin to tire, and we can't break through the shield wall the English have put up. I stab at one man, but the shields are too strong. I manage to poke someone in the arm with my spear, but it does little. As I charge up, I see a flank of our soldiers suddenly run back down the hill. Parts of the English army follow them. William has tricked the English into thinking we were almost defeated, but now they have broken their shield wall, and we could attack. Me, being close to the break away, charge, and get many easy pickings on the English who are scattered, no longer protected by their shield wall. I do receive a sharp blow to my knee, but there is too much adrenaline in me to feel anything until after the battle. However, right now back at the Norman camp, a rumour has spread that William has died. There, I see him remove his helmet. The soldiers rejoice, and now feel renewed strength to attack the scattered English.*

*Jasper C's 'first-hand' account of the battle*

And here are some film stills from a part Claymation, part "Live TV Coverage" video of the battle, created and filmed by Peter and Thomas D.



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## YEAR 8: SURREALISM

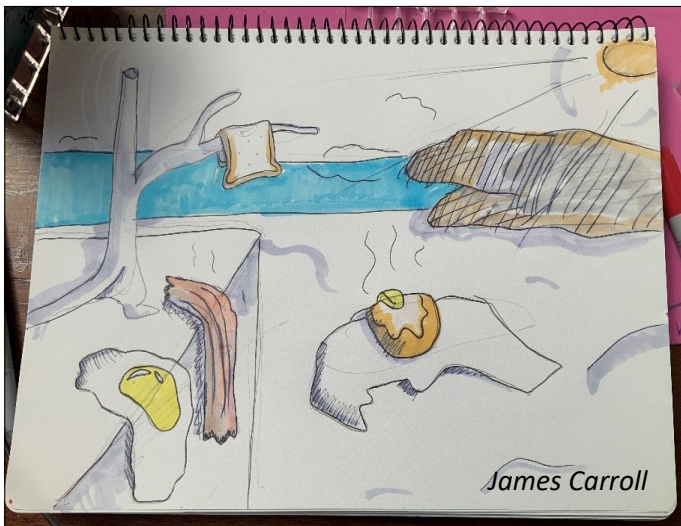
Year 8 has started to investigate Surrealism as this term's unit of work. They have studied the practice of Salvador Dali; in particular, his artwork; "Persistence of Memory". The students had to create an appropriation of this work inserting real world experiences into their interpretations. They could use photography or drawing as their media.

Here are some wonderful examples of their online work:



This is my work that I called the 'Persistence of School'. Instead of clocks I used textbooks. The branch in the original painting with the clock hanging off it changed to a school teacher holding an exam paper in mine. The person on the floor where the white figure originally resided, represents me, overloaded with assignments and taking a well- earned break. I

had to have an alarm clock to echo the original painting. Plus, I made a house visible through the window, so I could display where I lived like Dali painted the cliffs of his hometown.



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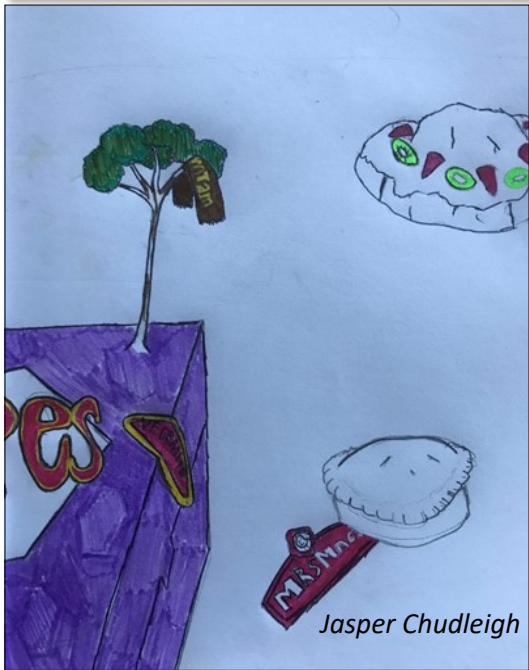
Tino Fusi



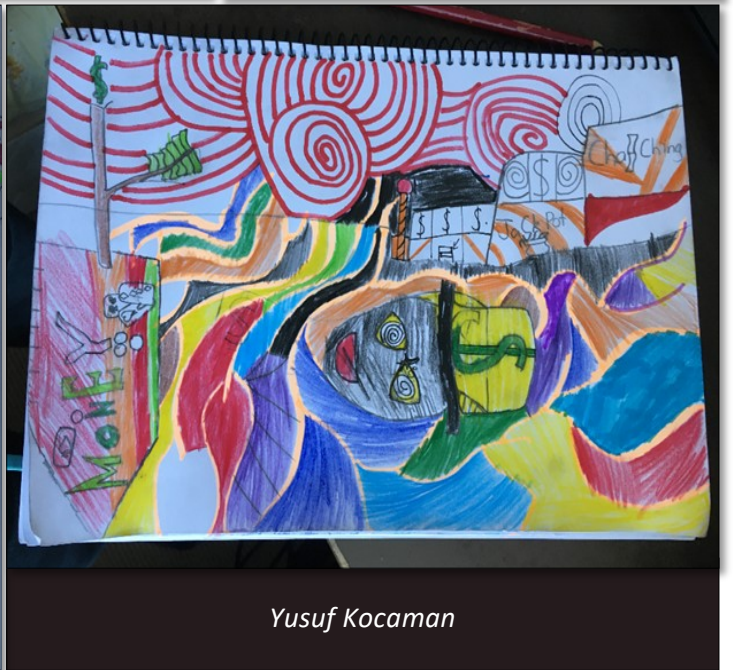
Alexander Szeniaich



Nishant Chowdhary



Jasper Chudleigh



Yusuf Kocaman



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## YEAR 10: PHOTOGRAPHY AND THE SELFIE

Year 10 have exhibited their growing maturity by thinking about the world in which they are living. They are creating works that are experimental, considered and reinterpreting tasks in unique and interesting ways. We began our studies into photography by understanding the “selfie” in art. We have photobooths images that represent their world now. They are also learning to use photoshop to adjust and improve their images. Students have also studied the practice of a “reflected self-portrait” and an “obscured self-portrait”

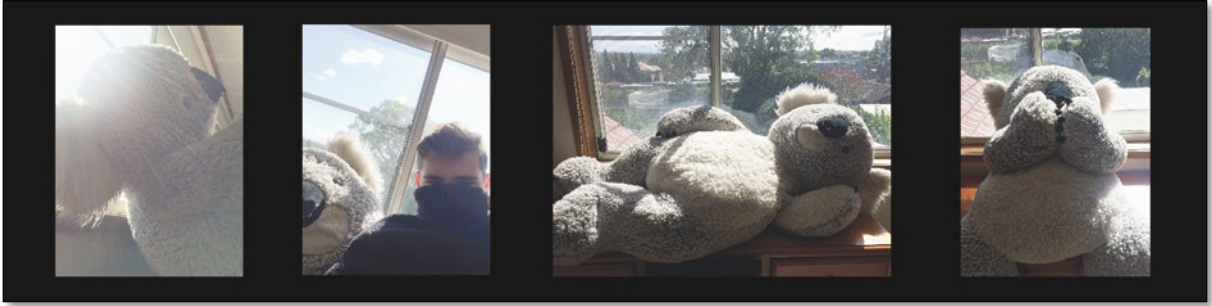
Here are some of my favourite works:



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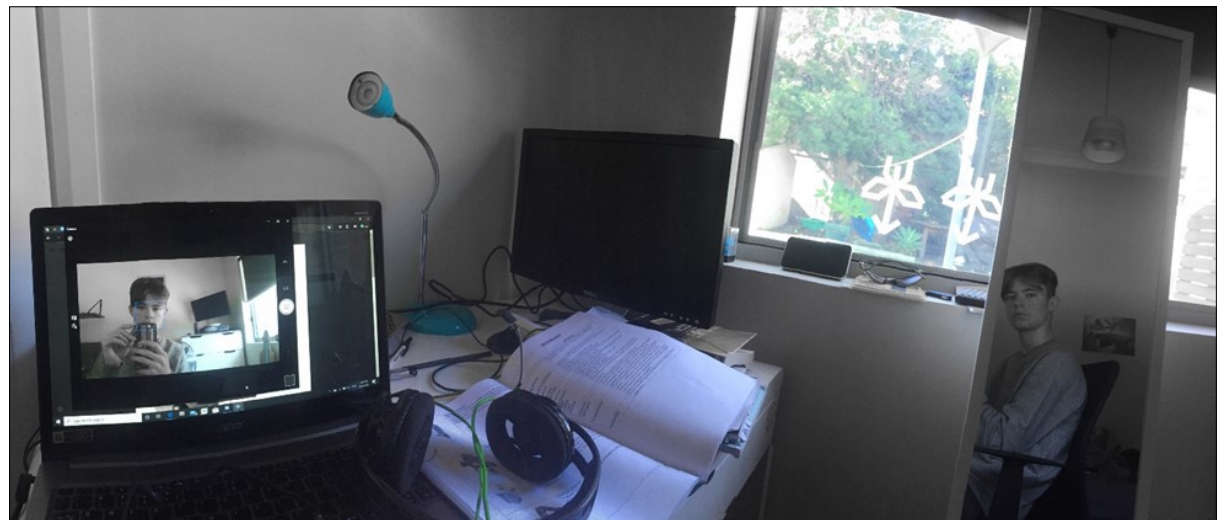


# #AŠHĪĀĠ



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C. Morris (Visual Arts-CAPA)

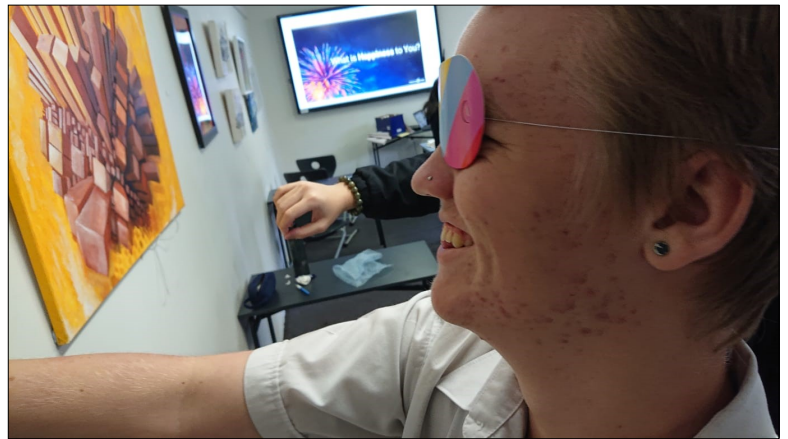


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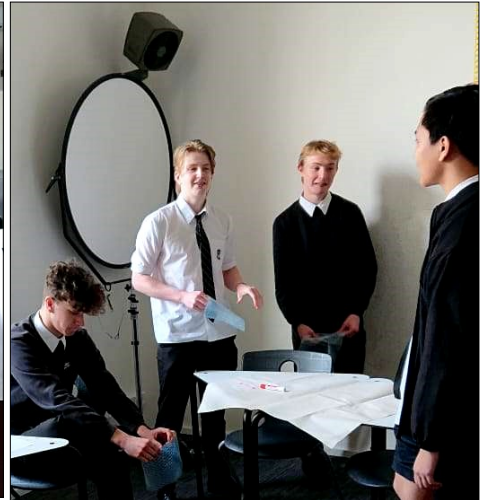
## HAPPINESS IS NOT A COMMODITY

On Wednesday afternoon, Year 11 participated in a series of workshops focused on wellbeing and goal setting. As a part of this, the Science and HSIE faculties conducted a workshop on happiness. The students had discussions and played team building games to reflect on what happiness means to them and how it is connected their support network of friends, family and teachers. Students explored the true meaning of happiness, that is not linked to the material world, and reflected on how working together and helping each was the most meaningful way to achieve happiness, even in challenging times.



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Science Faculty



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*Ms Arya demonstrating the art of happiness with Year 11*



*Ms Babbage Queen of the Pinatas*

*Ms J Summers*



## YEAR 12 HOSPITALITY

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The second half of the Year 12 Hospitality class hard at work making apple pie from scratch !  
Delicious.

*Ms Henry*



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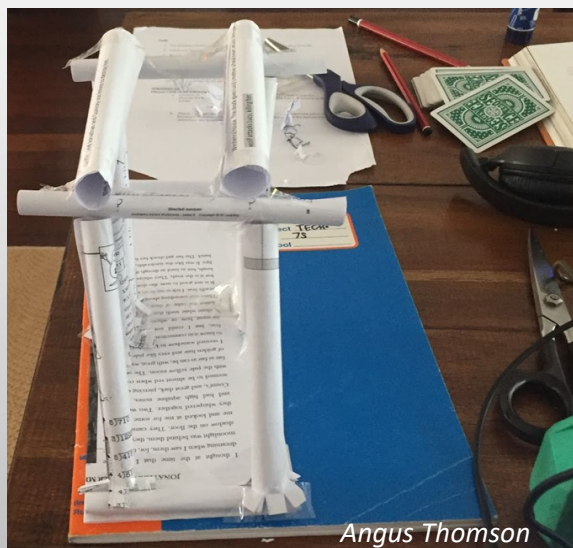
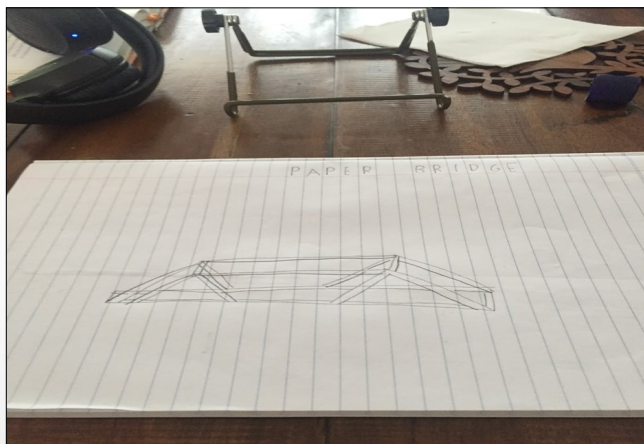


## TAS ACTIVITIES ENGINEERING IN ACTION

### Paper Bridge Challenge

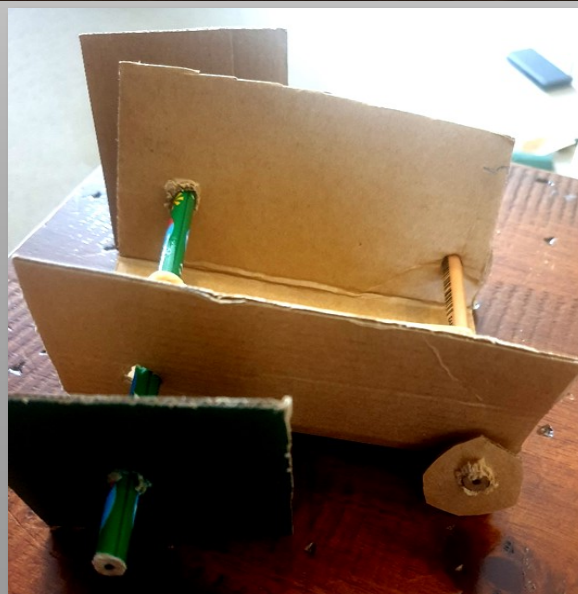
Our students use their engineering skills to solve problems at home! We encourage them to use their design skills to bring the possibilities of engineering to life and inspire them to investigate and solve challenging problems that could change the world!

*Mr Mahmud - TAS Teacher*



### Engineering Project Cardboard Rover

*Cooper Duque*



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## WELLBEING



The Wellbeing Team has set up an individual Wellbeing Google Classroom for all year groups. The aim of this google classroom is to check in with students while we are doing on-line learning. This is the platform for year advisers, to do what I normally do in person. This includes ensuring they are kept in the loop with information on a range of topics and welfare support. This classroom will also contain some resources and activities that you may need now or in the future.

If your son would like to chat to someone, as part of the well-being side of this classroom, our school counsellors - Francesca and Suzy will also let them know how they can access counselling at this time.

This platform will remain in use when we return to regular schooling.

To begin with your son will need to go into their google classroom site and use the code emailed to them by their Year Adviser in order to join.

We have been impressed with the number of boys who joined their Wellbeing Classroom for both the Wellbeing 'check in' and accessing various resources and information.

An example of the types of resources post on the Wellbeing Classrooms is below:

This link that helps you to select an app that may be of assistance on a range Mental health concerns e.g. managing stress, anxiety, managing emotions etc. click on the link and answer a couple of questions and a list of suggested apps will appear.

<https://au.reachout.com/tools-and-apps>



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# WELLBEING



## Ashfield Boys High Schp

<https://www.thepushupchallenge.com.au/community/ash> copy

Welcome to our Push-Up Challenge Community. Ashfield Boys High School is passionate regarding the health and wellbeing of our whole community. Our teams are 'pushing through' this challenge to raise awareness of mental illness concerns of young people. You can support us by joining one of our teams or donate to an individual or team.

**29 legends**  
**5,359 push-ups completed**  
**\$281 funds raised**

**135**  
 Boost your mood with exercise

Mon 11th - Day 1 - 135

**171**  
 What's an anti-depressant?

Tue 12th - Day 2 - 171

**155**  
 Support LGBTQIA+ youth

Wed 13th - Day 3 - 155

<p>There is growing scientific evidence suggesting that aerobic exercise can be utilised to prevent and treat depression. One recent analysis of this evidence suggested that three 45-minute exercise sessions per week (<b>135 minutes total</b>) was enough to provide anti-depressant benefits to mental health.</p>	<p>In 2018-2019, <b>17.1%</b> of Australians received a prescription for a mental health medication. The most common anti-depressants work by increasing the availability of neurotransmitters, which affect how our nerves communicate with each other in our brains and all over our bodies.</p>	<p>An estimated <b>15.5%</b> of young LGBTQIA+ Australians have made a non-fatal suicide attempt at some point in their lives LGBTQIA+ people continue to face high rates of discrimination and stigma from a young age</p>
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**180**  
 The price of mental ill health

Thu 14th - Day 4 - 180

**147**  
 Switching off for better sleep

Fri 15th - Day 5 - 147

<p>A draft report released in October 2019 by the Productivity Commission estimated that the total cost of mental ill health in Australia was approximately <b>180 billion dollars per year</b>.</p>	<p>Australian adolescents are not getting enough sleep on school nights, averaging 6.5-7.5 hours instead of the recommended 8-9. Not enough sleep can dull our positive emotions and make it more difficult to regulate our negative emotions. As well as putting down the electronics, some other suggestions to improve sleep include getting exercise during the day, drinking caffeine before lunch only, getting some sunlight every day, making sure the sleeping environment is dark and cool, having a set bedtime and getting up the same time every day.</p>
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**Year 7-11 Classrooms – Distanced Entry / Exit Points**

Classroom	Room	Entry and Exit Points
1	D2	Door next to D1
2	E3	Glass door from quiet area near E2
3	E5	Door from Year 7 Quad between F and E Blocks
4	F1	Door from outdoor Table tennis tables
5	F6	Door near the gym
6	F16	Door near Gym and closest stairs
7	F15	D Block near kitchen, closest stairs, walkway D to F Block
8	F11	Door from outdoor Table tennis tables closest stairs
9	G1	G Block entry off Canteen Quad
10	G2	B Block Entry off Basketball courts
11	G3	G Block entry off Canteen Quad
12	G24	G Block entry off Canteen Quad, south stairs
13	G26	G Block entry off basketball courts, north stairs
14	G27	G Block entry off basketball courts, north stairs
15	G29	G Block entry off Canteen Quad, south stairs

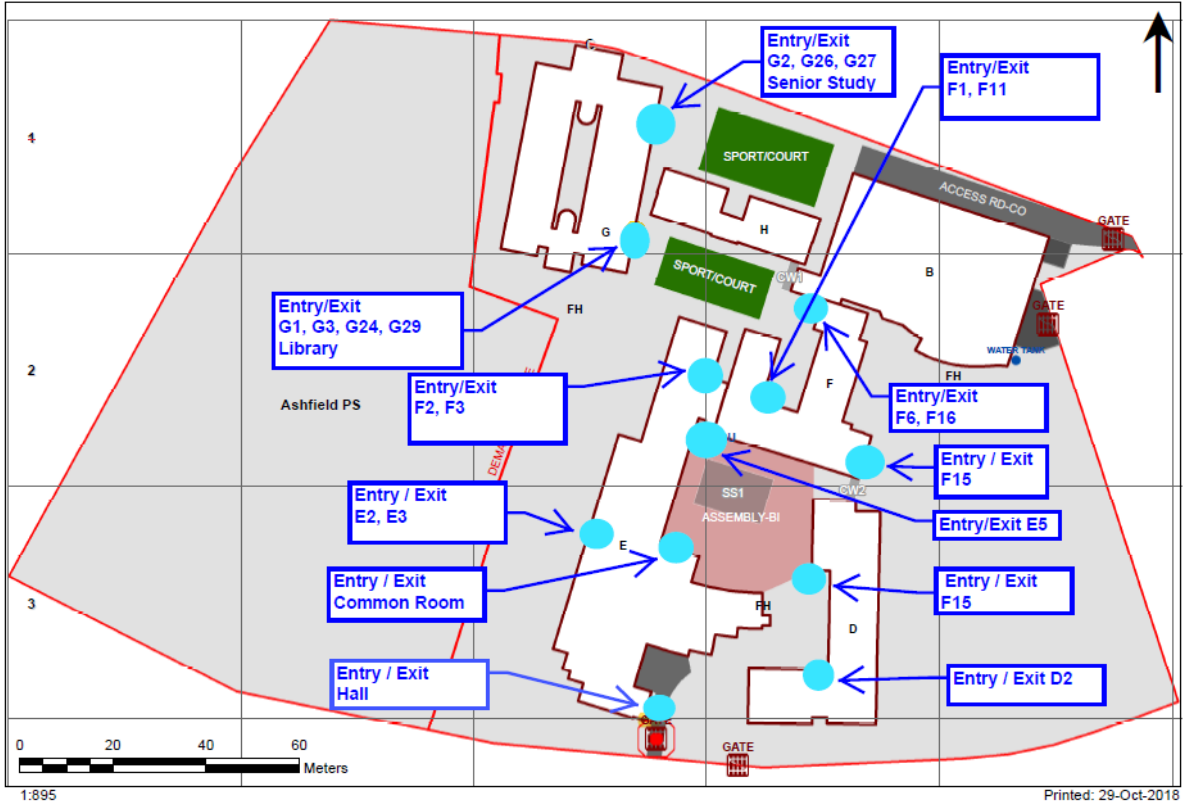
**Year 12 Mega Classrooms – Distanced Entry / Exit**

Mega Classroom	Room	Entry and Exit Points
1	The hall	The passive areas doors to the back of the hall
2	E2	Glass door from quiet area near E2
3	The Common Room	Year 7 Quad doors near office
4	F2 and F3 combined	Door from Year Canteen quad between F and E Blocks
5	The Senior Study	G Block entry off basketball courts, north stairs
6	The Library	G Block entry off Canteen Quad, south stairs



# ENTRY AND EXIT POINTS FOR CLASSROOMS

8832 - Ashfield Boys High School  
Site Plan (12292)



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## Online Learning Lesson Times Continue

	Monday	Tuesday	Wednesday	Thursday	Friday
Check emails	8:50 am	8:50am	8:50am	8:50am	8:50am
Period 1	9 am	9 am	9 am	9 am	9 am
5 minute break	9:30 am	9:30 am	9:30 am	9:30 am	9:30 am
Period 2	9:35 am	9:35 am	9:35 am	9:35 am	9:35 am
<b>Recess</b>	<b>10:05 am</b>	<b>10:05 am</b>	<b>10:05 am</b>	<b>10:05 am</b>	<b>10:05 am</b>
Period 3	10:35 am	10:35 am	10:35 am	10:35 am	10:35 am
5 minute break	11:05 am	11:05 am	11:05 am	11:05 am	11:05 am
Period 4	11:10 am	11:10 am	11:10 am	11:10 am	11:10 am
5 minute break	11:40 am	11:40 am	11:40 am  30 Minute Reading	11:40 am	11:40 am
Period 5	11:45 am	11:45 am		11:45 am	11:45 am
5 minute break	12:15 pm	12:15 pm		12:15 pm	12:15 pm
Period 6	12:20 pm	12:20 pm		5 minute break	12:20 pm
<b>Lunch</b>	<b>12:50 pm</b>	<b>12:50 pm</b>	<b>12:10pm Lunch</b>	<b>12:20 pm Lunch</b>	<b>12:50 pm</b>
Period 7	1:20 pm	1:20 pm	12:40 pm  SPORT  Do something active!	Period 6 12:50 pm	1:20 pm
5 minute break	1:50 pm	1:50 pm		Period 7 1:20 pm	1:50 pm
Period 8	1:55 pm	1:55 pm		1:50 pm 35 Minute Reading	1:55 pm
5 minute break	2:25pm	2:25pm			2:25pm
30 Minute Reading	2:30 pm	2:30 pm			2:30 pm
School ends	3 pm	3 pm		2:25pm	2:25 pm



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## YEAR 12 ROOMING

Follow your normal timetable and go to these rooms

Line	1	Room	2	Room
	12EA.1H: POOLN	F2/3	12InTT.2H: JONESG	D12
	12EALD.1H: RICHARDSONR	Library	12MA.2H1: WHITEM	Hall
	12ES.1H1: FINIGANL	Hall	12MA.2h2 TENEFRANCIA	E2
	12ES.1H2: KUCHERUKN	E2	12MA.2H1: THOMASM	F2/3
	12ES.1H3: WHITTINGA	C/Room	12MS2.2H2: KOBEISSIA	C/Room
			12Study.: WHITEC G25	G25

Line	3	Room	4	Room
	12BIO.3H: ARYAA	Library	12AH.4H: CHATWINJ	Hall
	12BUS.3H: BURFORDJ	C/Room	12BUS.4H: ZACZEKC	Library
	12CHIN.3H: WANGE	E2	12CHE.4H: CURRANB	C/Room
	12MH.3H: PHILLIPSA	F2/3	12ENGST.4H: MAHMUDK	E2
	12MU.3H: PIETERSEI	D11	12MS2.4H: MARKSM	F2/3
	12SDD.3H: CINIA	G23	12Study.: LONGMANJ	G25

Line	5	Room	6	Room
	12ECO.5H: SKELTONJ	E2	12BIO.6H: PRASADM	C/Room
	12HOS.5H: HENRY	Kitchen	12CHE.6H: ARYAA	Library
	12MH.5H RADOJEVICM	F2/3	12FT.6H.BELLEPAGES	E2
	12PD.5H: TYLERW	Hall	12VA.6H1: JOVICICD	G11
	12PH.5H: LAMS E5	Library	12VA.6H2: MORRISC	G14
	12Study.: WHITEC	G25		

N/B – C/Room is the teacher common room.



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<b>HOT CHICKEN CAESAR TURKISH</b>		<b>\$6.00</b>
<b>CHICKEN BURGER</b>		<b>\$5.50</b>
<b>SWEET CHILLI TENDER ROLL OR BURGER</b>		<b>\$5.50</b>
<b>SWEET CHILLI CHICKEN CAESAR SALAD BOX</b>		<b>\$6.50</b>
<b>BEEF PIE</b>		<b>\$4.50</b>
<b>BUTTER CHICKEN &amp; RICE</b>		<b>\$6.00</b>
<b>WATERMELON BOWLS</b>		<b>\$4.50</b>
<b>WEDGES</b>	<b>CUP</b>	<b>TRAY</b>
	<b>\$4.50</b>	<b>\$5.50</b>

If you have special dietary requirements, please ask as counter for options



 total canteen solutions



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