



14 December 2021

Principal's Report



Who would have imagined a start to the year like this? Unexpected, unprecedented, unrelenting, unusual, uncertain. As has been the case with all the challenges we have faced, it is our adaptability, our resilience and our sense of community that will overcome this challenge.

This year has been filled with many challenges that we have overcome but also many wonderful achievements and collective successes of the campus and its community.

GR Principals Network Awards

Congratulations to

- Jason Rea for being the recipient for the **School Executive Teacher as part of the GR Principals Network Awards**. Jason Rea is the Head Teacher Wellbeing at Georges River College Hurstville Boys Campus. As Head Teacher Wellbeing, Jason has been a key driver of the school's wellbeing focus to support students to connect, succeed and thrive. Jason is a collaborative, consultative and affiliative leader who draws on evidence-based research to adapt to new challenges with innovative practices. In a short time, he has established effective programs that have positively impacted the wellbeing of students. These include RAISE, Headspace Program, and Year Group Wellbeing Program. Jason partnered with RAISE in 2020 to provide mentoring for Year 8 students at GRC Hurstville Boys Campus through early intervention working one-to-one with students on a weekly basis to help support them reach their full potential. Jason has achieved similarly positive results in many of the wellbeing programs he leads. These initiatives are largely supportive of our strategic

directions and have already led to whole school improvements.

- Shafia Birem (Youth Worker) for being the recipient for the **Parent and Community Member Award as part of the GR Principals Network Awards**. Shafia Birem is the Youth Worker at Georges River College Hurstville Boys Campus. Shafia is a dedicated member of our school community through her roles with 3 Bridges Hurstville and as a Youth Worker at our school. Her primary responsibilities are to connect with students 1 on 1, and develop small group programs for students targeted for social and emotional support. Shafia is appreciated across the school by our boys who value her ability to support and connect them with appropriate services for their wellbeing. Shafia coordinates a number of programs including the Year 7 Own It program. She worked with the key stakeholders to identify students who required further support to successfully transition into high school. Shafia's insightful knowledge of our students and their families allow her to build and sustain positive relationships with our diverse student group. Her skills in running small group work and making connections with individual students has benefited our community by providing valuable information to support our students and support the development of lifelong skills.

Thank you to our staff, students and parents for their patience when the school was made non- operational due a member of our school community testing positive for COVID-19. The safety and wellbeing of our staff and students is always of paramount importance. While we recognise this was a disruptive and inconvenient time for families, it was important that we follow NSW Health advice and take all necessary precautions to minimise the risk of further transmission to support our community.

Presentation Days

Presentation Day was celebrated with each cohort this year but continued and continued to recognise the achievements

of all our year 7 to 9 students. Parents once again had the opportunity to watch the sessions via a recorded link. We thank all our boys who worked extremely hard this year to achieve these awards. I wish to congratulate our award recipients for taking a strong hold of the opportunities that have led to their achievements. I am proud of you and proud of our staff that continue to help and support you.

Year 10 Graduation

Year 10 Graduation not only celebrated student achievements but we sadly said goodbye to Year 10. Congratulations on getting to this important stage in your life. Good luck in the next phase of your life and thank you for being a wonderful graduating class of 2021. Year 10 was also received a graduating cookie to remember the graduating class of 2021.

I want to say a special thank you to the **Student Leadership Team**

School Captain: Thomas Jensen

School Vice-Captain: Ali Bazzi

Student Prefecture Team: Harrison Girginis, Lachlan Ram, Reuben Ratanasone, Gary Zeng

SRC members: Hussein Aldirani, Trilochan Kharal.

You have been extraordinary this year. I know that you commenced the year with many dreams and goal and some of those things were not possible due to COVID, but to your credit you found new ways to lead and have had an impact. Your collective leadership work has been outstanding. Thank you.

I would also thank our special guest Anna Girginis Principal Oatley Senior Campus and Leanne Larcombe, College Principal, Georges River College who gave up her time to present the special awards.

On a final note to the class of 2021, in a year that has been fraught with unpredictability, you have risen to its challenges – you have adopted and adapted to change. 2021 has taught you to grow, to be open to new things, it has given you opportunities, to innovate, to create, to dream, to aspire... and although you have been physically, emotionally and socially distanced at times, the close connections you have forged with one another, and within our community, have never been separated.

Leadership Team for 2022

Congratulations to our new team of prefects. What an outstanding group of students. Mr Peckham our Student leadership and Prefecture Coordinator will continue to lead and enhance the Student leadership Team at the school to build greater student voice, mentoring capacity, peer support opportunities and stronger community links. Together we have an extraordinary team capable of great things.

School Captain: Chris Rakis

School Vice-Captain: Raeden Pantaleon

Student Prefecture Team: Jabir Chalakh, Dominic Faraj

Year 7 Orientation Day 2022

We had a large number of our 2022 Year 7 students join us here on Orientation Day. I could best describe the atmosphere amongst the year 6 students as a real buzz, so enthusiastic to commence their high school journey and so proud to do so at

GRC Hurstville Boys. We are looking forward to all our year 6 students joining our school community in 2022.

For information regarding Year 7 2022, please access our link:

<https://sites.google.com/education.nsw.gov.au/grchbcyear72022/home>

As we come closer to the end of the school year, we'd like to extend our thanks to you our parent community, for demonstrating so much resilience and patience towards the circumstances we faced together. We strived together to get the best outcomes for our students despite the pandemic and you have stayed by our side the entire time. Be assured that the years ahead hold even greater promise, as we provide access to a growing range of opportunities for boy's education. Thank you again.

I would also like to take the opportunity to thank the following staff for their work in 2021

- Sarah Bernie our Relieving Head Teacher Special Education and thank her for her hard work and dedication she has shown the school in Term 4.
- Maria Papageorgiou our relieving Head Teacher English 2 days a week who returns to her classroom teacher position.

We also say goodbye to our Deputy Principal Teaching and Learning Aaron Cook. Aaron has been instrumental in driving our school priorities in the 2021 strategic improvement plan. His proven leadership has had a positive impact on teacher development with a focus on evaluative practices. This has been evidenced our LEED project data. He has also been instrumental in building authentic connections with external academic partners in pursuit of excellence and to improve student outcomes.

We also say goodbye to a number of staff who have been with us this year, Nabinia Roshanak (English Teacher) Hyemin Chan (Mathematics Teacher), Michael Fry (Mathematics Teacher), Sarah Kansou (Mathematics Teacher), Rebecca Jamieson (TAS Teacher), Jan Krisman (Special Education Teacher), Helen Murray (Learning and Support Teacher) Gina Balsamo (Learning and Support Teacher), Lini Lomov (School Counsellor) and Rebecca Keats (School Learning and Support Officer). We wish them all the best of luck in their new endeavours. We may also see some of them return in different capacities in 2022.

I would like to wish Sue Keats who will be taking leave for 2022 and Beatriz Anderson who will continue her leave until Semester 2 2022 a well deserved break.

I would like to welcome:

- Andrew Peckham who was successful in gaining a permanent full-time classroom teacher position with our school. He now joins the TAS Faculty after 8 years at the school. Congratulations to our very talented colleague!
- Rachell Pirie who has been successful in the school funded Deputy Principal Teaching and Learning position. Rachelle comes to us from Blakehurst High School having been in the role of Head Teacher

Teaching and Learning. She has had a key role driving school improvement through a strong emphasis on evaluative and evidenced based research to ensure dynamic teaching and learning builds teacher's capacity and improves student outcomes. I look forward to working with you in 2022.

- Rimlesh Rai who was successful in the EOI relieving Head Teacher Special education position. Rimlesh comes to us from Holsworthy High School, but more recently having established a multi categorical class in the Support Unit as Head Teacher Special Education at Blacktown Boys High School earlier this year. She also has considerable experience having taught at Easthills Boys High School support unit and established an autism class there. Congratulations Rimlesh.
- Celina Ang who will be joining us in the Career adviser's role in 2022 working on Thursday and Friday.
- Sonya Bradford School Psychologist who will be joining our counselling services on Mondays and Wednesdays. Erin Grinham will continue to work with us but her days will change to Tuesday, Thursday and Friday.

From all of us at GRC Hurstville Boys Campus be safe and enjoy the school holidays

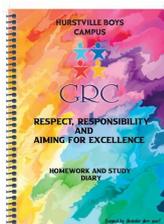
Kathy Klados | Principal

Deputy Principal's Wellbeing Report

Term 3 was an extremely interesting time to start at GRC HBC. Adapting to Learning From Home was challenging for all staff, students and families. It was particularly challenging for me, adding on top of that learning a completely new staff, student body, procedures and role. I have loved my time at GRC HBC and am delighted to be able to continue in the role in term 1 2022. Enjoy your break and come back recharged and ready to learn!

2022 Diary Winners

During the learning from home period students were invited to participate in the 2022 Diary Cover Competition. Congratulations to Abubaker Ghorri and Evan Navrozoglou whose front and back cover designs can be seen below.



Return to school wellbeing sessions

Students, parents and staff all faced the monumental challenge of moving to Learning from Home, and this term we faced the similarly large task of moving back to face-to-face learning

following 17 weeks away from the classroom. Students and staff from across the college came together in a forum to inform us of their needs, and develop the experiences students would need to successfully return to school. On Monday 25 November our students returned for the first time since the end of term 2. Teachers delivered lessons on "how to wear masks," "how to wash their hands" and "how to keep themselves and the community safe." Each faculty designed lessons to that focused on creative thinking whilst working collaboratively. They provided students with a sense of reconnection and mental health strategies.

These activities have resulted in an increase in attendance for the rest of the year as students adapted quickly to their new normal.

Year 7 2022 orientation day

Year 7 2022 orientation day was held on 23 November and it was fantastic to see our new cohort arriving nervously, but equally as excited. The students participated in a range of activities being provided with an overview of the school, undertaking a physical and engineering challenge and even a getting to know you quiz. There is more to look forward to next year when they participate in the Georges River Integrated Transition (GRIT) program leading up to the ever-popular year 7 camp in week 3. It was also amazing to see so many parents attending the 22 February 2022. Many thanks to Bridgette Fox, Jason Rea, Shafia Birem, Helen Meliss, Athina Giannarakis for their work developing and delivering activities to our newest students in 2022.

Headstart @Hurstville

Year 7 2022 Support unit transition was held on the 30 November and it was fantastic to see our new year 7 students who will join our support unit next year. While some students had already attended the Year 7 orientation day, for most it was their first introduction to our school. Many thanks to Kellie Vuke, Julia Burns, Sarah Bernie and Linda ten Cate for showing our new students around and making them feel so comfortable in their new school.

Getting Ready for 2022

The new school year seems a long way away, but it is important that students come back prepared. Make sure that you give yourselves enough time to purchase new school uniforms and fully enclosed hard leather shoes so that they can start next year off on the right foot. The uniform is available at Lowes Hurstville and Roselands, and information on the uniform can be found here. All students are expected to wear full and correct school uniform every day. You should also make sure their pencil case is well stocked and they have enough books and paper to write in. Lastly, make sure that both you and your sons enjoy the break, relax, stay safe, and come back next year recharged and ready to learn.

David Davis | Relieving Deputy Principal Wellbeing

Deputy Principal, Teaching and Learning Report

This will be my final newsletter report for GRC Hurstville Boys Campus. The 12 months I've spent in this role have been incredibly enjoyable. Working with a passionate leader, caring and committed staff, and a vast network across the college has been an absolute pleasure personally and professionally.

I've made the tough decision to return to my substantive position with the department in 2022. While I've loved being part of a school community again, I'm also looking forward to returning to the team I helped create – working with schools across the state to adapt to new ways of teaching. Like many, life over the past two years has prompted me to consider the way I live and work. As my own children start their school journey, I'm grateful that I'll be able to drop them to school, pick them up, and be deeply involved in their education. And I'm sure I'll gain a whole new insight into education from the other side of the school gates.

Thank you to everyone in the school community for the experience.

Student reports

You'll notice some changes to your son's academic reports over the next two semesters. These changes are being made in response to:

- an extended period of learning from home
- what you told us about reports.

Learning from home

The department's reporting policy has been modified for this semester. These changes acknowledge that learning from home for the majority of semester 2 was a very different context to a normal period of learning.

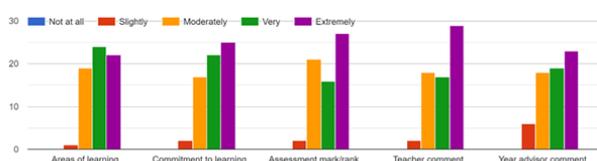
The biggest difference with this semester's report is that there's no subject grade. An A-E grade will be reintroduced in future reports.

What you told us about reports

In October, we asked you to share your opinion on the current school reporting structure. Here's what you said:

- while most of you told us the reports were very or extremely useful, a third suggested there was room for improvement
- the year advisor comment wasn't quite hitting the mark
- your son's commitment to learning is as important as their subject learning

How useful do you find each section of the school reports?



What we're doing with this information

We're taking this feedback on board and making the following changes:

Areas of learning

We're:

- providing more detail on the skills, knowledge and understanding a student has shown in each subject.
- using "plain English" so that this makes sense to you and your child.

Commitment to learning

We're:

- revisiting these statements to reflect the school values and skills that help students get better at learning
- looking at subject-specific commitments to learning.

Assessment mark/rank

We're:

- continuing to provide a subject grade, which shows student performance against the common A-E scale
- clarifying what this means
- showing the distribution of grades, so you can see how your child is faring against the cohort.

Overall grade



The graph shows the distribution of grades across the year group

C - the student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

Figure 1 An example of a grade distribution

Teacher comment

This will be the biggest area of change. We're:

- improving our use of plain English
- focusing on what each student can improve and how they can do so
- communicating succinct, actionable next steps for learning
- shifting our focus from task-related feedback (what a student can do) towards process (how they approach tasks) and self-regulation (how they approach learning). Evidence shows this type of feedback leads to greater impact on learning.

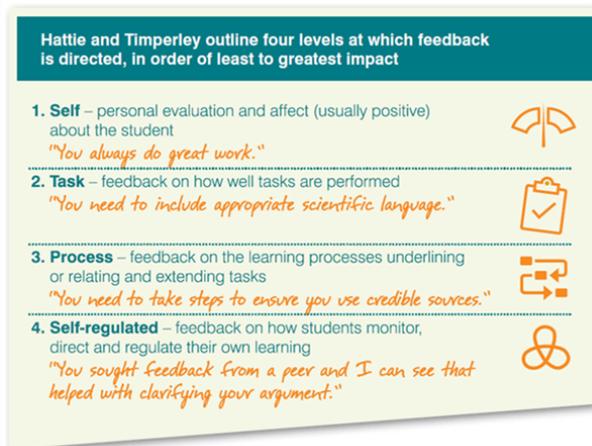
Year advisor comment

Year advisors know your child in a different way to their classroom teacher. In the past, we haven't used this knowledge as well as we could.

Traditionally, year advisors have looked for trends across subjects to make comments. While this will continue to be an

important part of the assessment, reporting and learning cycle, we're going to find these trends through other ways.

Instead, your son's year advisor will comment on their personal and social development, based on their involvement in the school community, peer relationships and personal growth. This, again, supports self-regulation that helps learning.



Supporting students transitioning to high school

Thankfully, we were able to have our incoming year 7 students visit our campus on 23 November. We introduced them to a number of teachers and showed them around our school. Although an important activity on the calendar, the school visit is only one of the ways we support our boys to start their high school career. We also had a well-attended parent information evening via Zoom on the same night and have put together a website for students and their families to visit whenever they like. The site has information on:

- many of the teachers they'll get to work with when they start year 7
- what the first few weeks of school will look like
- key events, such as the year 7 camp
- forms for parents to complete
- uniform, stationary, and technology requirements.

We also filmed a site tour video to help students familiarise themselves with the school. The site tour was hosted by our very own year 7 student Augie. Watch the video using the QR code or link below.



<http://www.youtube.com/watch?v=eSkhq8OwezW>

School planning for 2022-2025

At the start of 2021, we published our 2021-2024 Strategic Improvement Plan (SIP). The SIP is a working document that details the steps our school will take to improve learning outcomes and the achievement and growth of all students.

Throughout terms 2 and 3, we undertook the department's external validation. This process provides us with an opportunity to reflect on all our key programs, practices, and initiatives, and present them to a panel of principals. This collaborative reflection helps us to identify our strengths and opportunities for improvement.

On the back of external validation, we're currently undertaking our next strategic improvement plan. This will be active from 2022-2025, at which point we'll undertake another external validation.

Situation analysis

The first step is the situational analysis, an authentic and rigorous assessment of our school's current state used to inform our improvement journey in learning, teaching and leading.

As part of this situational analysis, we collect qualitative and quantitative data, collate evidence, collaborate widely, and engage with research. Through a process of 'looking inward', 'looking outward' and 'looking forward', a situational analysis answers the questions:

- 'Where are we now?'
- 'Where do we want to be?'
- 'How good can we be?'

Looking inward

- **Data:** what data do we have and what does it tell us? How do we know and what evidence do we have?
- **Views and feedback:** have we considered the views and feedback of staff, students and parents/ carers about where the school is now and where it needs to be? How do we know and what evidence do we have?
- **Professional judgement:** using professional judgement, have we considered what has been done, how well has it been done, and what happened as a result? How do we know and what evidence do we have?

Looking outward

- **Priorities:** have we considered current educational priorities and our school's system-negotiated targets?
- **Research:** what does reliable and relevant research tell us about effective strategies for school improvement that are relevant to our current context?
- **Opportunities:** what are the opportunities within and beyond my professional learning network that are contextually relevant?

Looking forward

- **Decommission:** which current practices or initiatives will we decommission (stop doing)?
- **Adapt and improve:** how can we consolidate, adapt and improve on our current high impact practices and initiatives?

- **Innovate:** what new, innovative practices or initiatives should we adopt in our next Strategic Improvement Plan (SIP)?

Next steps

By 'looking inward', 'looking outward' and 'looking forward', our school gains the clarity to envision and map our future directions in the next SIP.

We'll be looking to gain your feedback on our draft directions in upcoming weeks. Look out for communication the Sentral portal email and SMS notifications.

Aaron Cook | Deputy Principal Teaching and Learning

Wellbeing Report

Return to Face to Face

Our return to face to face learning was supported by all staff in an effort to get students feeling positive about being back at school. During the first two days we had seminars on the domains (Physical, Social, Emotional, Spiritual and Cognitive) of wellbeing and activities to help students reconnect with their peers and teachers. During the two days students worked in small groups and individuals to achieve tasks and heard about strategies to support their wellbeing upon returning to school.



November

Our male staff got behind Movember to support Men's Health, particular cancer and mental health. During the month students were informed of some of the health inequities that males face and how they can take control of their own health.



Activities for the holidays

To continue to support your wellbeing while you're on your holidays it is important to top up each of your domains of wellbeing! Ensure that you are physically active, connect with friends and family (in person) and are doing other leisure activities that are away from screens! If during the holidays you need any support there is a list of services available! We hope you all have a fun and safe holidays and come back in positive spirits to tackle your goals in 2022!

EXTERNAL SUPPORT

Lifeline

24/7 crisis support and suicide prevention services

13 11 14
lifeline.org.au

Beyond Blue

24/7 mental health support service

1300 22 4636
beyondblue.org.au

Headspace

Online support and counselling to young people aged 12 to 25

1800 650 890
headspace.org.au/eheadspace

1800RESPECT

24/7 support for people impacted by sexual assault, domestic violence and abuse

1800 737 732
1800respect.org.au

QLife

LGBTI peer support and referral

1800 184 527
qlife.org.au

Mensline

24/7 counselling service for men

1300 78 99 78
mensline.org.au

Suicide Call Back

24/7 crisis support and counselling service for people affected by suicide

1300 659 467
suicidcallbackservice.org.au

Kids Helpline

24/7 crisis support and suicide prevention services for children and young people aged 5 to 25

1800 55 1800
kidshelpline.com.au

Mr J Rea
Head Teacher Wellbeing

UPCOMING EVENTS

Term Dates	Event
Term 1 2022	
January	
28 & 31	School Staff Development Days
February	
1	Year 7 students first day
2	Year 8, 9 & 10 students first day
8	School Swimming Carnival

Term Dates	Event
16, 17 & 18	Year 7 Camp
22	Meet the Teacher BBQ
March	
21	Year 7 First HPV Vaccination

English Report

Term 4 will be wrapping up the unforgettable year that was 2021. At the commencement of Term 4, students were still learning from home and accessing their lessons through Google Classroom. Many students enjoyed Zooming with their teachers and responded positively to this teaching platform. The transition back to face-to-face teaching saw students and teachers happily return to school and reconnect with one another.

Year 10

Year 10 in Term 4 have been working on a transition unit that gives them a taste of what English in Stage 6 may look like. This specially designed program is based around the theme of 'Power' and how it is represented in various literary forms. Students were introduced to discursive writing and were explicitly taught how to compose a discursive text. Year 10 students are wished success for their senior school journey.

Discursive texts are those whose primary focus is to explore an idea or variety of topics. These texts involve the discussion of an idea(s) or opinion(s) without the direct intention of persuading the reader, listener, or viewer to adopt any single point of view. Discursive texts can be humorous or serious in tone and can have a formal or informal register. (NESA)

Year 9

Year 9 jumped straight into an exciting 'Advertising' unit of work in Term 4. This program looks at the different modes of advertising: print, digital, radio, televised, etc. Students analyse how advertisers use many strategies to reach their core audience and get the message across to a wide customer base. This unit is always well received as class teachers select the most creative and innovative advertising campaigns to deconstruct and comment upon. Well done Year 9 for a solid term of work.

Year 8

Year 8 enthusiastically embraced the newly redesigned 'Resilience' unit of work. This program was deemed a relevant inclusion into the Year 8 English curriculum due to the resilience students have had to exert to successfully cope with the COVID pandemic and lock down conditions. Teachers have worked through a variety of texts that explore individuals, groups and whole nations that have experienced hardships and the

resilience required to overcome adversity. English teachers eagerly await 2022, when Year 8 will move on to the stage 5 syllabus.

Year 7

Year 7 are discovering the joy of poetry this term. Students have been exposed to a variety of poets and poems that showcase the wonderful world that is figurative language. Many of the poems contain vivid imagery that allows students to actively engage with the text, to mentally and emotionally connect with the poet and their experiences. Year 7 have had a tumultuous introducing to a high school setting but have come through with flying colours!

Final comments

The English staff have taken great pleasure in teaching all students this year, both online and onsite. As the year winds down, we wish students and their families to congratulate themselves for their efforts this year. The English faculty look forward to another year of learning and academic achievement in 2022.

Ms Cally Loughlin
Head Teacher English

The Creative Writing Workshop

A different and yet exciting school year draws to a close for the Creative Writing Workshop. Our writers dabbled in poetry, challenged themselves to five-sentence stories, took up script writing and immersed themselves in their own unique storytelling. Our virtual Tim Tams turned into real ones again, fuelling our Tuesday afternoons into a powerhouse of writing.

Our team warmly welcomes its new members: Evan, Matthias and Zane who are make their writing debut in this last instalment for 2021. Our Workshop is getting bigger, our skills more developed and our creativity boundless!

The Creative Writing Workshop wishes all students, their loved ones, and staff a wonderful summer, a very Merry Christmas and a Happy New Year!



The Devils Piano

By Matthias Painemella

"Okay let's go!"

"Okay you're gonna go inside Santiago!"

"N-n-noo".

"Okay, well are you a chicken?"

"N-noo. F-fine I-I'll g-go in first" Santiago stuttered.

"Come on, what's taking so long?"

"Be quiet E-Emily!"

“Fine, well just go into the house! It’s not like anyone’s there.”

I take one giant leap into the house and then I take a deep cold breath. I walk into the house, and I immediately hear a piano, quietly playing in the distance. It’s silent, it’s dark, it’s wet, it’s gloomy. All I can hear are the silent keys playing in the background.

The house is supposed to be empty and abandoned. It has been for thirteen years. The people who live around here haven’t seen anyone enter or leave the house in all this time. But every step I take inside the house brings me closer to the piano, which is becoming quieter and quieter until it falls silent.

“I just had to go first”, I mutter under my breath. I am freaking out. My hands are shaking and cold sweat drips down my forehead.

“G-Guys? D-Do you hear that?”

“No? Are you good?”

“All good.” I calm my nerves, I’m fine. “We can explore the house”, I blurted.

“Okay then. Let’s go!” Sebastian exclaimed as he pushed me out of his way.

“Guys we go in groups, so Jett, Jessica, Mark and Nathan you guys are Group One. Group Two: me, Johnathan, Andrew, Ryan, Santiago and Julia and everyone else you are all in Group Three” Sebastian ordered.

Group One went upstairs. Group Two remained on the ground floor as Group Three made their way down to the basement.

Group One:

We wave our goodbyes for now, knowing for a fact that we will see them soon. We slowly take one step at a time as the stairs creak, echoing with the screams of the people who lived here.

CRASH!

“**AHH!**” Jett screamed as his foot was just trapped between the floorboards. There is blood gushing out of his leg in every direction.

“Oi guys! Help Jett! We gotta do something NOW!” I shouted, encouraging my group to help. We pull Jett out but his leg... the skin is all gone. Pulled off! The bone of his leg is apparent, blood gushing. Yet, even with the blood and the bone we must continue.

“Jessica!” I hear my name and turn to Nathan. “We need to stay in the master bedroom to patch his wound up”. “Jett this should do” I say to Jett in my calm soothing voice as I tear a long piece of my jacket and wrap it around his leg.

We hear a shriek from deep down the stairs and a strange soothing piano music begins to calm everyone. Even though Jett is bleeding and moaning in pain, we are soothed.

We have a weird feeling we should follow the shriek but as we stumble past the staircase, we hear a scream... followed by Lucas running up the stairs. He is very different upon closer inspection, his eye dangling by a thread with blood gushing, painting the walls red.

“Lucas are you okay? You’re bleeding everywhere!” Mark utters with a terrified voice. Lucas looks at us and starts to smile and

then he laughs hysterically. As if he has seen something so bad his mind has become unhinged. Insane. He stops laughing, turns to us and says, “Well, that’s the least of your worries” and with that Lucas looks at the railing and jumps into the darkness as his laugh echoes. We are startled by this, but we must venture onwards. Reaching the room where the piano music came from, our nerves are strangely calmed and...

Group Two:

As we give our last waves, we know our friend wouldn’t last that long in this haunted home. “This is probably the last time we’ll see our friends, family and everything we know and love”, I think to myself as our friends disappear from sight.

We head off to explore the dining room. The room has a layer of dust, food is on the table, untouched. It’s all just clean and fresh while the chairs have been thrown and there is a picture on the wall of... the groups!

We walk on, each of us suffering our worst fear. A scream pierces the darkness, a shriek of death or something far, far worse. We direct ourselves to the scream. As we go down the staircase, I look up and see blood dripping on the stairs.

“Who would’ve hurt themselves?” We all say in sync. But as I look down, I see Group Three all running up the stairs. The lights at the bottom slowly turn off as they scream and go silent. Only Lucas has survived. He has blood all over his face and he needed to be washed.

“L-Lucas come! We need to clean you!” urged Sebastian. He agrees and stumbles over to the sink, splashing brown water onto his face. We’re all with Lucas, apart from one. Julia.

The piano begins to play its soft music. The piano that has caused all this mayhem is the source of everything and our misfortune. We take a few steps but then we hear screaming from upstairs. Windows shatter and two loud thuds hit the ground. We have no other choice but to run and leave this hell hole.

The group has just sprinted out when we get separated, caught by the darkness that consumes the house. This could be the last time we would see each other before.....

The House in the Middle of Nowhere

By Evan Navrozoglou

Northumberland, England. In the year 1982, a lone house stood in the middle of an ancient otherwise undisturbed natural landscape. Correction- not undisturbed. There was something happening to the house. It was being swallowed back up by the Earth, for sorcery was happening inside this lonely dwelling. The fact that they were disappearing was unknown to the inhabitants of the house.

At that moment, one of its inhabitants, a girl of fifteen, was sitting in front of a mirror. The mirror had been reverently placed in the basement of the house where it would be kept safe. As Volgara’s hand moved along the mirror, the glass rippled following her finger as if it was water. But the mirror was not showing her reflection, it was showing places from around the world. She kept moving her finger along the mirror until she suddenly stopped. Her once calm face now a face of shock. She ran up the stairs to warn the others. As she left, the mirror

turned back to an ordinary mirror, but not before there was a glimpse of the very house being swallowed up by the lushness of the surrounding countryside.

Despite being fifteen years old, the other wizards and wizardesses (sorcerers as they liked to call themselves) treated Volgara like she was a child. So, when they heard her story, they didn't believe her, asking how she knew when nobody was allowed outside the house. She reminded them of the mirror in the basement and the sorcerers started to talk amongst themselves, deciding that a few of them should go outside to check. After a few moments of discussion, they all looked to the head of the table where the oldest sorcerer sat, their leader, Vegharion.

"My Lord, what should we do? Can we take the word of the girl?" Vejemoth exclaimed. His voice shaking in anger.

"To venture out is forbidden. And yet, should we not be sure?" Begorath whispered as she tossed her long golden hair away from her beautiful face.

Vegharion stood unsteadily. His usual steady voice betraying his disquiet.

"Begorath, Vejemoth! I command you to go outside!"

The men summoned all their courage and walked to the door. At first, they had trouble opening the door, thinking it was because it had not been opened in years. Strangely, the door opened easily. They took their first step outside, blinded by the sunlight. It took a few moments for their eyes to adjust to the light and then they saw... The house was covered in grass, melting into the countryside. They rushed back in and told their leader what they saw. He remembered something and rushed to the library. Once there, he picked up the dustiest book that was reserved for the leader only. He flipped through the pages before finding his page and placed it on the table for everyone to see.

The page he showed them spoke of time spells. The old sorcerer explained that when he had become leader, his predecessor had revealed to him that this specific time spell would, one day, become very important for him. He never knew why until now.

The sorcerer told everyone to follow him outside. Once in front of the house, he ordered everyone to use their wands, staffs, or whatever magic-wielding weapon they used and to recite the spell 'Tempus Reverso' and to think of the house when it was untouched by the grass swallowing it.

In unison, Vegharion, Volgara and twenty sorcerers, recited the spell and slowly the grass moved off the house and back to the ground. When they went back inside, their bodies exhausted with the intensity of the spell, Vegharion quietly left them. Taking the ancient spell book, he decided to add more information to the spell's chapter. A forewarning to his successor for when they must deal with the Earth swallowing them up again.

The Object

By Jayden Cheng

In an island of luscious green lay a house.

Here I stand in the house, a lone girl. I don't even know how I got here. I don't even know what language I'm speaking in my mind. I just don't know. But I know. Weird right?

I sit alone in a room with an object that reflects my face. My finger touches it. The moment my finger touches the reflective thing it ripples and at the same time pressure pushes onto my ears. A piano sound plays. This object appears in my mind, and it makes me wonder. I put my whole arm in the reflective object, and it engulfs my hand. It feels like water. I open my palm wide then clench it into a fist and pull.

It is as if my whole body is pulled but it is not. My eyes are shut open, then flash open. I look down my whole body. It is transparent. I walk back down the stairs and see a woman and a man staring up at me.

"Is that really you?" the woman asks tentatively. I don't understand what she is saying. My head feels pain and then I understand.

"Yes?" I blurt out. She hugs me. I can only hear her say the words "lost" and "never see you" because she is crying so loudly.

"Where have you been?" she finally asks.

"Lost in a mirror," I reply and smile into her perplexed eyes.

Chapter One: A Bad Greeting

By Zane Taleb

Casteria was the queen of the dark sorcerer's realm which was not a very welcoming place. She had many different slaves that would do all her dirty work for her. Although immensely powerful, Casteria would call the best slaves to do things like "destroy the planet" or "wipe out their living population!" Now, Owen and his friends will have to face her finest slave which she actually considered as an equal from his power and immortality.

BOOM! There was a massive explosion as a red lightning bolt struck from the skies.

"Oh no" Owen said with a jolt of fear in his voice as a ball of flames flew towards them. Then the fire ball was redirected back to Mutitan, and he absorbed it like it was just a gust of wind. "Thanks Combo" Owen said with relief.

Then Ghost fired a massive laser beam thinking it would obliterate him, but Mutitan just became stronger and bigger.

Just when they thought all hope was lost, Raitoningu split Mutitan into two pieces. "I guess that was his weakness" she said in disgust.

"Um, I think that's the opposite of his weakness!" Screamed Combo.

His body slowly reconnected, his long red hair shimmered and floated and his ferocious ruby eyes glared in glowing hatred.

"RAAAAA! ZAP" he roared and electrocuted Raitoningu. "You little brat. Did you really think that would affect me...AHHHH!"

Raitoningu screamed. He had grown a hand out of his chest that grabbed her and was starting to crush her bones.

"H... HELP...ME." Raitoningu squealed trying her hardest to breathe. Snap! Raitoningu was killed and dropped to the floor.

“Raitoningu!” They all screamed. Ghost flew and punched a hole through him. Then Combo sent a blob of water that froze him in place and Owen created a massive, magical sword that exploded Mutitan into a million pieces.

Thinking they had defeated him, they looked on in shock as his body reconnected growing extra limbs and another head. He grabbed Ghost but then he phased through him, shaped his arm into a sword and cut off both his heads.

“Leave the freak show to me” Ghost said then Combo and Nightmare ran to Raitoningu.

“Raitoningu! Raitoningu!”

Owen quickly summoned the Life Bringer with the intention of healing Raitoningu. Suddenly, Life Bringer’s eyes turned black, and he muttered the words, “She... she’s cursed!” He started to yell out in pain as he slowly dissolved, returning to the comic book.

“What is happening! Who cursed her! What is going on!”

Meanwhile, Ghost was trying his best to defeat Mutitan but every time he would kill him, he just multiplied all over again. As the numbers went up, they continuously zapped and fired balls of flames at him.

Owen and Combo ran back to Ghost, trying to contain the three monsters as they did not know what to do.

Each one was fighting one of the monsters, meaning Owen and his friends could not assist each other. With Ghost all worn out it was exceedingly difficult for him to fight and contain the monster, so he had to dodge and run.

The monster kept attempting to strike him and Ghost kept phasing through and although the monster was almost mindless, it had picked up Ghost’s weakness. Electricity.

The monster clenched his fist that roared with electricity and BANG! He struck him hard in the chest and Ghost went flying. Ghost realized that the monster had picked up on his weakness and, purposely, he continued to fly upwards, trying to ignore the pain of that punch.

The monster burst into flames and flew towards Ghost, slowly picking up the pace. Turning, Ghost saw an explosion of blue light and the monster disappeared.

Owen created heroes that had similar power as those of the monster and they kept absorbing the monster's hits. The monster was overflowing with power which made it hard for the heroes to absorb all the power he was emitting and eventually they combusted into nothingness.

Owen created mind controllers, staffs, shields, laser guns, robots and yet, the monster barged through them as if they were a simple little obstacle course. He only had one thing left that might defeat the monster. The absorbing orb. The orb had the ability to absorb any magic attack. The monster was so furious that it grew more limbs and turned gigantic. Suddenly a blue light burst, and the gigantic beast disappeared.

Combo blew away the fire balls with a swipe and blocked the electricity with a gush of water. It was hard for her to react to the monster's attacks as she did not know which attack, he would use first.

Just as he started to grow angrier and bigger, Combo scrunched him up in a pile of boulders and tried to hold him in place, attempting to stop him from growing any larger.

He struggled and struggled whilst Combo’s grip of the boulders was loosening and then ended. The monster burst out and the boulders were flung into the air like a pile of dirt.

He grew and grew until he was twice the size of a castle. His whole body emitted electricity as Combo created a large barrier of ice to block it.

Mutitan burst through it with ease and prepared to strike Combo down. Combo looked up and her eyes were glowing.

“This is for Raitoningu!” She shouted and started to flourish with blue aura. Mutitan’s soul slowly shifted out of his body, looking like a normal human being.

“What’s going on?” She said to herself. “Who are you really and what do you want from us? Why would you kill that innocent person?” She asked with hatred in her voice.

“The Queen... The Queen it was all the Queen! She made me do it! Queen Casteria told me if I got rid of you, she would turn me back to a normal human! I didn’t want any of this to happen, I swear!” He yelled in sorrow.

“I can help with that,” said Combo and his body crumpled back into human shape and his soul returned to his body.

“What... What happened to me? Did you fix me?” asked Mutitan in confusion. “Yes. It looks like I can mend living souls and calm them,” said Combo with slight excitement.

“Can’t say much about fixing the collateral damage we caused,” she sighed. “But I guess it is fixable.” She explained, “Actually, my real name’s Kellen Thilonious. I was just a kid when I figured out that I had these powers. And once I got angry something bad happened...” He explained with sadness.

“What happened?” Combo dared to ask.

“I blew up my house... with my parents in it,” he admitted as a tear ran down his face. “I didn't know what was happening and I started crying after the house blew up since I knew that something had happened to my parents. Then the Police came and tried to capture me and when one of them touched me he shot back and was unconscious. After they saw that, they all held up a gun at me and were about to shoot. But then, they all started choking and screaming and I assumed that was from me too. I heard a swoosh and there she was, the devilish lady Casteria. She took me to her dimension and promised she would take care of me. About a month later, after studying my power, she threw me in a cell to rot. She only took me out of there when she needed to use me!” He announced with anger and hatred. Combo was still sad for him, and sad from what had happened to him. She realized that he had no control over his power.

“That’s...really sad to hear. I’m deeply sorry for your losses, I truly am, but do you have any idea how you got this power?” Combo curiously asked. “I think it was something to do with a Demon that I saw while I was asleep. But I assumed that was just a coincidental nightmare. I also remember it speaking to me and explaining my power but that’s all,” he stated.

“Then I guess you're one of our kind Kellen. How would you like to join our team?”

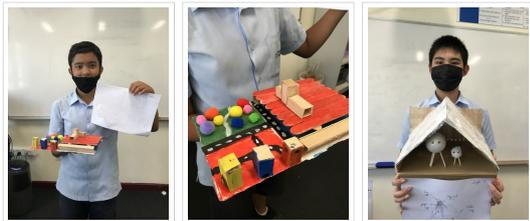
“You really mean it? It would be an honor.” He responded with joy.

Ms Papageorgiou
Relieving Head Teacher English/Languages | Creative Writing Workshop Coordinator

HSIE Report

This semester the faculty of HSIE engaged students with a range of hands-on learning experiences that inspired creativity and critical thinking skills.

Year 7 Geography students engaged in researching, designing, sketching and model making of environmentally friendly futuristic cities as part of their studies on ‘Place and Liveability/ Megacities’. This student centred pedagogy allowed students to acquire a deeper knowledge through active exploration of real – world challenges. Our students learned about urbanisation and the pressures of overpopulation by working for an extended period of time to investigate and respond to this challenge. Students got the opportunity through project based learning to pose questions, problems and scenarios in support of their learning.



7U with Ms Fourfouris and Ms Aboushadi taking part in Project Based/ Kinaesthetic Learning engaging in the learning process by doing, exploring, discovering and self reflecting

Year 8 History students had lots of fun designing Aztec symbols representing their quality traits and linking them to the Wellbeing Domains. While our year 9 Geography students navigated various electronic platforms and enhanced their digital skills in CANVA and Jamboard.



8 A engaging in Aztec symbol design, reflecting their personality traits and linking to Wellbeing Domains.

Year 10 Elective History were challenged and excited to create Viking Longboats. Our students honed their critical thinking skills, reading, researching the material culture to support their learning of Viking Transportation. History was brought to life with their recreation of the Viking Longboats.

Year 10 have been engaging with their ‘Senior Transition Program’ to support their learning in year 11. Our students undertook an intense Text Type writing skills workshop

mastering different types of writing structures such as; Exposition and Discussion using exemplars, explicit writing scaffolds and deconstruction to enhance their writing skills.

Our Work Education Elective students explored the various facets of the workplace environment, studying safety workplace practices.

Our Commerce Elective students have been exploring the relationship between the economy and business with an analysis of impacts of globalisation as well as technology on businesses and the future of jobs.

The HSIE faculty would like to commend our students on their transition from the online learning environment at home to on site learning this term. We have been impressed with their engagement and resilience.

We would like to wish all our students and their families Seasons Greetings and a wonderful summer holiday.

A very big thank you to the HSIE faculty of 2021; Mrs Aboushadi, Mrs Rasic, Mr Bonanno and Mrs Nabinia for your continued support, inspiration, dedication and for continuing to make learning so much fun for our boys.

Ms M Doulakis
Head Teacher HSIE

Languages Report

Year 8 Italian

The students of 2021 studying Italian this year raised the bar for themselves in more ways than one.

Students continued learning the Italian language, accessing it through recordings of the phonics alphabet. This gave the boys an opportunity to practise on their own as many times as they wished and increased their confidence impressively.

Numbers were the favourite topic in Numeracy as students noted the pattern and link to English numbers and felt confident in the familiarity.

On the practical side, the alumni of year 8 took on some challenging skills and discovered that they can cook basic Italian food. Students were also surprised that Italian food is a common culinary delight enjoyed by millions of Australians and is found within easy reach all around them. Pasta and cheese platters were among the favourites in the show and tell.

The students also drew on other skills from other subjects, such as art, to make venetian masks.

Other topics studied were:

- Fashion
- Art
- Cars
- Sport
- Food and drink.

Finalmente, they concluded the online learning by bringing it all together with a writing activity – creating a postcard. Students composed a letter that described their favourite spot in Italy and

utilised their cultural knowledge of famous Italian landmarks. The boys enjoyed this task and were enthusiastic in selecting what historical site they would be visiting.

Dear Best Friend,

My long weekend in Rome was amazing. When I first landed there, I took a taxi of some sort and went to my hotel to drop things off. After I dropped my things off, I started to get hungry and went to eat some food. I had some delicious pasta and pizza. After that, I went to the famous Colosseum to see how old it was. The Italian classes I took were useful. The next day I went to the leaning tower of Pisa. That was all I did.



From Kevin

Upon returning to face-to-face teaching, the students began experiencing and discovering the location of Olympic games in Milano Cortina 2026.

Ms N Samman

Language Teacher

Library Report

The library is undergoing a change over the next 3 years to support our schools priorities in reading, teacher collaboration and student wellbeing.

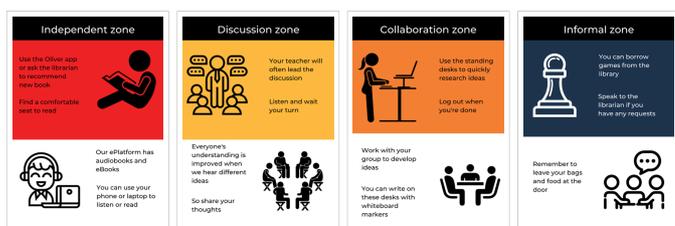
To find out what students want their library to be, we asked them to contribute to our vision. Students told us they wanted a place:

- for quiet reading, study and retreat
- to socialise
- to play games
- with resources to support their interests and learning

In response, we have developed a master plan. We'll be purchasing furniture, technology and other resources over the next 3 years to achieve this vision.

We are currently testing our ideas by developing and prototyping these spaces.

We will continue to ask students what they like about the changes, and what else we can do to make a space they want to use.



Over the holidays, don't forget that you have access to our schools online library - ePlatform.

The online library is stocked with eBooks and audiobooks from the best authors and publishers from across the globe. You can borrow whenever and wherever you are.

<https://hurstville.eplatform.co/>

Use your school email and school email password to login.

Happy holidays and happy reading!



Ms J Stanborough

Teacher-librarian

Mathematics Report

Term 4 started with a continuation of learning from home but it was wonderful to see the students back face to face.

We have used this time for Year 7 to introduce a new way of mathematics as outlined below.

Traditionally in schools, it has been extremely difficult for one teacher to cater to the specific learning needs of each student in class. As a result, not every student has experienced success in maths, with many students finding it stressful, too difficult, or not challenging enough. Our teaching team is working very hard to change that. One of the bigger ways we're doing that is changing the way we deliver the maths curriculum.

We're moving away from the traditional teaching and learning approach where each student learns the same topic at the same time. So, what will those changes look like? We'll be building on their fundamentals as learners and how they approach discovering and exploring new mathematical concepts. There are a few things that will happen differently in the classroom:

- Class wide rich learning tasks that aim to get your child excited and engaged in problem solving using the maths skills they've developed, alongside their friends.
- Tailored mini-lessons for smaller groups of students. Teachers can hone on specific mathematical topics with smaller groups of students who will benefit most from that lesson.
- Your child will receive maths that they're ready for. Each student will have their own maths program tailored to what they're ready to work on next while working with their teacher to figure out how they can continue to develop their learning skills. That includes regular check-in tests and goal setting to figure out what your child wants to achieve next.
- One-on-one teacher and student lessons. When students are stuck on a particular piece of maths, that info is easily surfaced for teachers, so they can see and reach out to students to help them out as needed.

Our maths team will be sending home further communication to parents about these changes and we will be holding an information session later in the year. In the meantime, we encourage you to chat with your child about what it means to

have a growth mindset (you can find out more about this at Mindset Kit | Growth Mindset for Parents Course).

Years 8 and 9 have also undergone diagnostic testing in all the areas of mathematics using the on-line platform, Mathspace Waypoints. This has provided excellent data and has allowed both students and teachers to identify areas of need that the students must work on. This data is currently a focus in class and will provide the basis for homework tasks for Mathematics in 2022. Our aim is to fill in any prior learning gaps to provide a strong foundation for future learning.

Year 10 have been busily preparing for senior studies with an intensive focus on Algebra. We would like to take this opportunity to wish all Year 10 students the very best in the future as they follow different school to work or higher education pathways.

We also wish students a relaxing Christmas break and look forward to starting 2022 with a renewed focus and passion for learning.

Merry Christmas

Mr M Laverance
Relieving Head Teacher Mathematics and Music

Science & PDHPE Report

So we come to the end of a very unique year. We have had many challenges, but our students showed their resilience and adaptability through the multitude of changes this year and were able to demonstrate their learning of science. This year has brought around some positive changes. Science introduced the STILE learning platform to support the learning of science this year. This online learning tool was very successful in not only enabling our learning to continue during the lockdowns this year, but also increase the success of our students in the classroom. STILE will become an integral part of the Science lessons next year. This means that students will need to have their devices (especially in years 7 and 8) to fully engage with the learning of science in 2022.



Students using STILE in the classroom

From the PDHPE team

It was welcome relief for everyone to finally return to school after the extended period of remote learning. Initially, our PE classes engaged in minimal contact games and activities to adhere to

the COVID policies. Games of 'kickball', 'zone Ball', 'handball' and 'paddle tennis' have been enjoyed by our boys, giving them a chance to socially engage with each other.

In theory classes, students have been completing units of work in the following areas of study:-

Year 7 – Fun in the Sun (A focus on general beach, road and water safety)

Year 8 – Courage (A focus on conflict resolution and communication)

Year 9 – Relationships (A focus on the use of positive and negative power in relationships)

Year 10 – Six Mates, Six Stories (A course designed to address social issues of older adolescence with a focus on extended response writing)

At GRC Hurstville Boys, are all committed to finishing this year with a resilient mindset. We look forward to a more stable learning environment in 2022, after a restful and well-deserved holiday break.



Students practicing CPR for the 'Fun in the Sun' topic

From all of us in the Science/PDHPE faculty we hope all have a good and relaxing break and we look forward to seeing you all next year for another successful year of learning in 2022.

Mr S Baker
Head Teacher Science & PDHPE

SPORT

Semester 2 has been quiet on the sporting front as we were learning from home for all of Term 3 and the start of Term 4. Through this time our students were encouraged to continue taking part in physical activity at home to maintain their fitness levels, by walking around their neighbourhoods or going to the local park with their family members.

A return to school earlier this term allowed our boys to take part in modified sport activities on Wednesday afternoons. While we couldn't resume grade sport competitions, our boys have been able to elevate their heart rates and enjoy well-spirited games and activities on our school grounds, including badminton, basketball, soccer and volleyball.

We will be hitting the ground running in 2022 with the School Swimming Carnival taking place on Tuesday 8 February at Angelo Anestis Aquatic Centre and our Grade Sport teams will be busy preparing for the Summer Competition that will commence on Wednesday 23 February.

Have a safe and enjoyable holiday!

Mr J Derbridge
Sports Coordinator

Support Unit Report

This term the students in the Support Unit have accessed the curriculum in a variety of ways. The students in the Support Unit have returned from learning at home and literally hit the ground running. With the long awaited arrival of our treadmill, all students are finally getting their steps up each day at school and enjoying their new piece of equipment in the sensory room. Many of our students were getting lots of walks in while learning from home so to be able to continue this at school was a great relief to many of our boys.



The boys have been busy in class also. During Science the boys have participated in many experiments to help consolidate their knowledge in this subject. SR4 have been extremely busy creating artwork pieces for the holidays and all students have been enjoying getting back into their cooking and technology lessons.

On top of this, Year 10 students have been preparing themselves to transition to Oatley Senior Campus. We had a class zoom with Miss Wille, the Head Teacher of the Support Unit from Oatley, so students could see their class and teachers for next year. We have also welcomed our Year 7 students for next year with an Orientation Day. The students participated in many fun activities to get to know each other, our teachers and the current students. We are very excited to have them join us next year! However we are not looking forward to losing our fantastic year 10 students. We wish them all the best in their future endeavours and hope that Oatley is everything they expect and more. We know they will be in good hands and will be missed very much. We also thank their families for their support over the last four years.

I would like to thank all staff and students for their hard work and perseverance during a difficult year.

Hoping all students and their families have a happy and safe holiday.



Ms S Bernie
Head Teacher Special Education (Rel)

TAS and Visual Arts Report

YEAR 7 – TECHNOLOGY MANDATORY – MATERIALS TECHNOLOGY

SOLAR CARS

Students have been very busy in the assembly and construction of their Solar Cars ensuring all parts and components are connected properly and safely to ensure the Solar Panel Electrical Circuit will work. Students had the opportunity to assemble the electrical circuit of the solar car using the new electronic equipment such as the electrical Soldering Iron and the Crippling Tools.

YEAR 8 – TECHNOLOGY MANDATORY – ENGINEERING SYSTEMS

PLANTER BOX DESIGN

Students have been very busy in the design, assembly and construction of their Planter Box.

Students sketched, designed, planned and assembled all the parts of the Planter Box successfully.

YEAR 9 – INDUSTRIAL TECHNOLOGY – ENGINEERING

HAND MADE SOLID BRASS RING DESIGNS

Students have been very busy in the design of their personal handmade ring. Students learnt the properties of metals through the construction of their rings through bending, heating, cooling, shaping, hammering, forging, coldworking, soldering, filing and polishing their brass work piece.

YEAR 9 – INDUSTRIAL TECHNOLOGY – TIMBER WOOD TURNING – WOODEN BOWL

Students have been very busy in the design of their wood bowl. Students safely learnt how to use the wood turning lathe to make a wooden bowl by shaving the timber as its turning.

YEAR 10 – INDUSTRIAL TECHNOLOGY – TIMBER

UNIVERSAL SPICE DEVICE

Students have been very busy in the final assembly of their spice device units using dowel joints, PVA glue and clamps in their assembly.

WORKSHOP MAINTENANCE

Year 9 Industrial Technology Timber students were involved in the maintenance of the Timber Workshop. Students repaired and lubricated the Bench Vices and replaced the timber face plates. Well done and a big thank you to the following students Rajeev Basnet, Hadi Mustapha, Sarkiya Karki and Sayed Ahmed Rizvi.

COMPUTER ROOM MAINTENANCE

The TAS Faculty takes pride in maintaining the functionality of all computers and hardware in every computer lab. This ensures that all students are able to complete their work using industry standard software, 3D printing and laser cutting technology.

INFORMATION SOFTWARE AND TECHNOLOGY

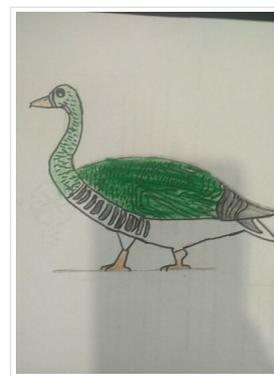
This semester Information and Software Technology students have done an excellent job adjusting to the uncertain teaching and learning environment. Year 9 IST students used their graphic design skills to plan and construct a keyring using Adobe Illustrator, to cut from acrylic using the school's laser cutter. Year 10 IST students recycled old school computers by dismantling them piece by piece and developing a presentation for the class to outline how their chosen part functions, gaining a deep understanding for how technology works around them.



VISUAL ARTS

Year 7

They have been focussing on animals in art. They have studied the depiction of animals in cultures and completed a range of artworks. They are currently doing an original painting on canvas of an animal of their choice.

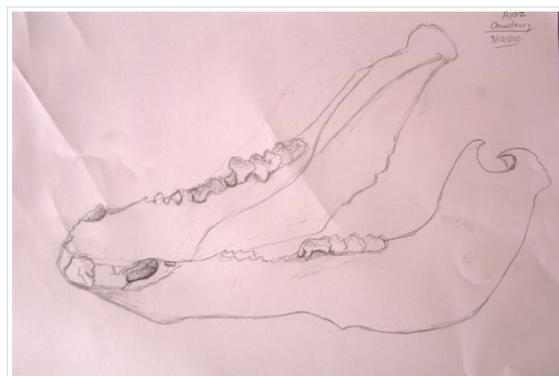


Year 8

Visual Art students produced some fantastic surrealist inspired storyboards as part of the final assessment this year. Students had the option to create their artworks digitally using CANVA producing some great stories.

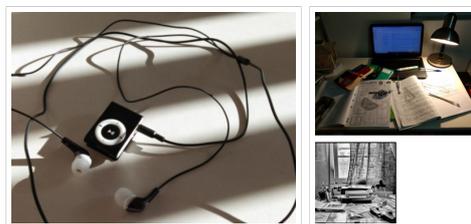
Year 9

Are doing preparation work to complete a soapstone drawing. The students are using the work of Henry Moore and their own observations of nature as inspiration. These pencil drawings are based on bones.



Year 9 PHOC

Have just completed an assessment task on still life. It was the perfect task for the boys to complete during lockdown. The boys were asked to assemble original compositions and also to replicate a modern version of some famous still life photographs.



Mrs P Cazouris
Head Teacher TAS and VA

Uniforms

The school is committed to ensuring that students are dressed in correct school and sports uniform as required. Students are required to wear the correct school uniform while at school at ALL times.

Please ensure students arrive at school in Term 1 2021 wearing the correct school uniform including correct footwear and new school hat.

We would like to remind you of our school uniform rules as it has been noted that in Term 2 several students were not wearing the correct uniform for the school.

Note: Footwear with uniform should be black hard leather shoes only. It is not permitted for students to wear trainers with white trims. We have included a sheet with images of the types of shoes that are acceptable when entering a Science, Art or TAS classroom.

If a student is out of uniform due to unforeseen circumstances, they are required to provide a note from home explaining why they are not in uniform and when this situation will be rectified. This note should be presented to the supervising Head Teacher or Deputy Principal in order to obtain a uniform pass.

Failure to wear uniform may result in the student not being allowed to represent the school or attend major functions or excursions. Persistent refusal to wear uniform will be discussed at an interview with parents/caregivers and further action then decided.

GRC Hurstville Boys School uniform is available at Lowes Hurstville and Roselands stores.

[https://www.lowes.com.au/schools-online/georges-river-colleg](https://www.lowes.com.au/schools-online/georges-river-college)
e



GRC Hurstville Boys Campus
WHAT ARE ACCEPTABLE SHOES FOR TECHNOLOGY & SCIENCE SUBJECTS?



The School Student Transport Scheme

The School Student Transport Scheme (SSTS) provides eligible school students with free or subsidised travel on public transport between home and school, on trains, buses, ferries and long distance coach services.

If a student lives too close to the school to be eligible, they may still be eligible for a School Term Bus Pass which provides discounted travel on buses between home and school for the whole school term. Additionally, eligible students can now apply for travel on light rail.

In areas where there is no public transport eligible NSW residents may receive a subsidy for private vehicles for driving the student to school.

Students with a disability who are unable to travel to and from school under the School Student Transport Scheme may be eligible for assistance under the Department of Education Assisted School Travel Program opens in new window.

One online application form for all NSW resident school students

You can now apply online regardless of whether the student needs to travel inside the Opal network or in rural or regional areas.

The online application also now covers day students, boarding school students who need daily travel to school from a term-time address and TAFE school students under 18 years of age.

Depending on the transport operators you select for the school journey, we will advise you whether the student will receive a School Opal card or a rural/regional school travel pass (or passes).

<https://www.transdevnsw.com.au/>



With the introduction of our Twitter page, our followers have grown and have created a more

connected community. Please feel free to follow our journey by following our Twitter page @GRCHurstvilleB



We encourage you like us on facebook and keep up to date with what's happening



Follow us on Instagram and like our pictures.



We also encourage you check out our Youtube feed, subscribe and like us.