

Baulkham Hills High Newsletter

www.baulkhamhillshighschool.com.au



BHHS 2021 Remembrance Day

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Website Link: <http://www.baulkhamhillshighschool.com.au>

From the principal's desk:

The school marked **Remembrance Day** on Thursday 11 November with a virtual ceremony. This moving ceremony, put together and led by our prefects, was a fitting tribute. Thank you to Miss Kite and the prefects for their work.

The **HSC Examinations continue**. The exams are being held this year in the Gym in order to follow COVID guidelines for the HSC. A reminder to students to please keep very quiet when walking past the gym, especially immediately after school.

As you are aware, our **Year 12 Formal** is on the evening of Tuesday 14 December 2021. The current guidelines from the NSW DoE are that "if a graduation or formal is to be held in an external hospitality venue, current public health orders (expected to be in effect until 15 December) meaning **that anyone over the age of 16 must be fully vaccinated**

15 November 2021



Calendar 2021

This calendar is subject to change so please check carefully each week for any alterations. A whole year calendar is on the school website at www.baulkhamhillshighschool.com.au

Term 4

Week 7
Monday 15 November HSC Exams 9/11 to 30/11 incl.
Tuesday 16 November Y7 Vaccinations P1-6 (Fletcher) SRE Seminars 2021 – All Years (Humphreys)
Wednesday 17 November
Thursday 18 November
Friday 19 November Y7 (incl support) Wellbeing Day (Huang/Thurlow) Y9 Peer Support Training (Fletcher)
Week 8
Monday 22 November HSC Exams 9/11 to 30/11 incl. Y11 Buffer Week 22/11 to 26/11 incl.
Tuesday 23 November P&C General Meeting 7.30pm
Wednesday 24 November
Thursday 25 November
Friday 26 November
Week 9
Monday 29 November HSC Exams 9/11 to 30/11 incl. Y11 Assessments 29/11 to 3/12 incl.
Tuesday 30 November
Wednesday 1 December
Thursday 2 December Y9&10 History Elective Excursion P1-8 (Reid) Y12 Sign Out Day 9-12pm
Friday 3 December
Week 10
Monday 6 December
Tuesday 7 December
Wednesday 8 December
Thursday 9 December Virtual Year 7 Orientation 2022 – Evening Y9 Recognition Assembly
Friday 10 December Y12 Graduation Assembly
Week 11
Monday 13 December Y7 and Y8 Recognition Assembly
Tuesday 14 December Y9 and Y10 Recognition Assembly P&C Dinner CAPA Showcase P1-8 – Houliston (Pugliano) Y12 Formal
Wednesday 15 December Y11 Recognition Assembly
Thursday 16 December Last day of school for all students
Friday 17 December School Development Day – Staff Only (Pupil Free Day)

Term 1, 2022

Week 1
Monday 31 January Staff Development Day – (Staff Only Pupil Free Day)
Tuesday 1 February Y7, Y11, Y12 & Y10 Peer Support commence
Wednesday 2 February Y8, Y9 & Y10 commence
Thursday 3 February
Friday 4 February

to attend venues." This means that if you are attending our Formal, you will be required to show proof of vaccination at the venue prior to entering the venue. This requirement may affect you. If you are not vaccinated, but have already paid for the formal, you may request a full refund by emailing the school. Make the subject heading "Application for Formal Refund". If you have any questions, please contact the school.

Students in Years 7 to 9 will complete **Check-in Assessments** over the coming weeks. Check-in assessments are online assessment for students in Years 3 to 9. They are mapped to the NSW Syllabuses and National Literacy and Numeracy Learning Progressions. There are two assessments: reading and numeracy. Each assessment consists of between 40 to 50 multiple choice questions. Data from the test will provide further information as to the effect lockdown may or may not have had on our students learning. Results will enable targeted support to be implemented for students as required.

Wayne Humphreys
Principal

Baulko News

Check-in assessment for Years 7&9

Dear Parents and Carers,

Year 7-9 students will participate in a mandatory reading and numeracy Check-in assessment.

The Check-in assessment is a NSW Department of Education online reading and numeracy assessment to support schools to assess and monitor student learning.

The assessments will supplement existing school practices to identify how students are performing and then be used to help teachers tailor their teaching more specifically to student needs.

The assessments have been scheduled for

Year 7 on 15th November P 1-4

Year 8 on 29th November P 1-4

Year 9 on 22nd November P 1-4

Students will need to bring a fully charged laptop and headphones or earbuds that plug into their computer to enable them to hear audio during the assessment. Earbuds used for mobile phones or other portable devices may be suitable for use during the assessment.

Students will be given advice on checking their device prior to the examination to ensure that it operates on the day. If your student is having technical difficulties please see the IT staff before test day.

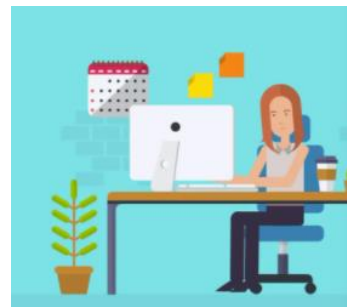
With thanks for your support.

Lisa Greenlees
HT Teaching and Learning

Study Space

Reminder that Study Space is available for use and support of all students. It is in B12 on Tuesdays and Thursdays at lunch time. There is always a teacher and 2 specifically selected Year 11 students to help work through any questions about work, assignments or study tips.

Students may have fallen behind with work over Term 3. Please encourage them to access the resources available to get caught up or receive some support in a great environment.



Or maybe they struggle to complete homework or assignments and need some help. There is not a formal exam period for the different year groups this year but there will be lots of class tests to assess student learning and it is important that students are preparing summary and study notes for their work. Practicing questions from the textbook will help identify weaknesses to be addressed prior to the test.

L Greenlees

HT T & L

Applications to join Minister's Student Council in 2022 for Years 7-9 (2021)

Applications to join the Minister's Student Council in 2022 are open now and close on **Monday 22 November 2021**.

Do you feel like you have voice to make a difference in making decisions and are in years 7-9.

Please see the following attachment for how you can apply

https://education.nsw.gov.au/student-wellbeing/student-voices/minister-s-student-council/apply-to-be-involved?fbclid=IwAR0jFw90l2COFTpHSGY8u4KcKR9gkCo6pVpFTyN_AMJnsllcbbchUJXvBdA

Lisa Greenlees

HT Teaching and Learning

Band News

We are very excited for and planning multiple performances, NSW State Band Championships, workshops and more for 2022!

Thank you to all the families who have promptly re-enrolled for band next year.

So that we can plan effectively, we require all band members to complete an "Intention to continue band" form. This is so we can organise a good balance in each band and fill positions in bands when vacancies occur.

It is essential we have everyone complete this, whether you intend to continue in 2022, and also if you do not. Please complete this form by 30th Nov [Intention to Continue Band 2022](#).

A quick reminder the following positions are available to audition for the Orchestra (spots have now opened for flute and clarinet parts).

Please email bhhsbandcom@gmail.com with your interest. You will receive audition requirements and a registration form to complete your application. Please ensure the completed form is returned no later than Dec 10th.

Orchestra opportunity

The following positions to join the Orchestra are now available to start in 2022. Conducted by Dr Luis Madrid, the orchestra rehearses on Tuesdays 7:20am in the TLC. Expected level of playing is minimum Grade 5, and you will need to continue commitments with your current band. There is no additional band cost above the annual fee. Audition day will be Sat 29th January.

- oboe
- flute
- clarinet
- sax
- french horn
- trumpet
- trombone
- tuba
- percussion

Head to our Facebook page to watch [Orchestra Performance ASBOF](#)

Registrations for auditions on Sat 29th Jan 2022 are now open. Intermediate, Concert and Senior Band members will have received an email with audition requirements and the application form to register. Please complete forms prior to Dec 10th to ensure you receive an allocated time on the day. It will be fully booked and late applications cannot be accepted.

Information for Junior Band and String Ensemble members will be emailed soon.

Parent Group

The band committee is now seeking two parent helpers to join the parent group. We would like a volunteer to oversee the school owned instrument assets. This involves yearly stocktake of instruments, organising servicing of instruments with our service provider and allocation of instruments and band lockers to students as required. Most of the work is at the end and start of the school year but does not involve too much time commitment.



We are also seeking someone who would be interested in the Band President role for 2023. The current President, Mr Hoa Lam will be leaving at the end of 2022 and this is an opportune time to join the committee to see how everything runs over the next year. Meetings are generally held in the first week of each term. The band program is not able to run without the all important parent committee.

If you are not receiving band emails, contact the band administrator at bhhsbandcom@gmail.com

The Band Committee

Sports Captains – nominated for Olympic Change-Maker Award

On Thursday 2nd September Jessie Wong and Chapman Tai attended the virtual Olympic Change-Maker Forum after being nominated with 900+ students from across Australia for this award which recognises students who are demonstrating the Olympic spirit - friendship, sportsmanship and striving for excellence – both on and off the playing field, through leadership and driving positive change in their school or local community. Jessie and Chapman were nominated not only for their individual sporting achievements but also for their work demonstrating the Olympic spirit by promoting health and fitness in the BHHS community, especially with the Push Up Challenge this year - with the school raising \$3313 for Headspace Castle Hill with students and staff completing a total of 303,669 push ups in June.

The forum was hosted on the Gold Coast by former Olympic swimmer [Brooke Hanson OAM](#) and streamed live across the nation to award recipients and their families who heard from returning Olympic medallists about their experiences and Olympic values - swimmer [Zac Stubblety-Cook](#), beach volleyballers [Mariafe Artacho del Solar](#) and [Taliq Clancy](#) as well as Indigenous athlete [Kyle Vander-Kuyp](#) (Australia's greatest men's 110m hurdler) who was an ambassador to the Tokyo Olympics, supporting the Australian team.

Thank you to Mr Fisher for working closely with Jessie and Chapman to help them produce engaging, high quality video submissions which were required for this award. Clips from both students' videos were shown in the session, chosen from 900+ videos which is also an achievement!

Big congratulations to Jessie and Chapman for being nominated for this award and good luck for the national competition!

Ms Hardy



First Annual BHHS English Faculty Writing Competition - Announcement

The Baulkham Hills High School English Faculty would like to congratulate the winners and shortlisted entrants of the inaugural writing competition, which took place over the course of Term 2. Judging occurred throughout Term 4.

I would like to thank Mr Humphreys, Ms Martin, Mrs Sronic, Mrs Arblaster, Ms Swancott, Ms Bovard, and Ms Kitching for rigorously judging the 41 entries we received, so I will.

Winners from years 7 and 8 have received a \$50 Booktopia voucher, and winners from years 9 to 11 will receive a \$100 voucher. Award certificates will be formally presented to the students once we can have an assembly in person.

Please congratulate Mohijit Singh (Essay, Year 8), Sathanika Thivagaran (Poem, Year 8), Urvee Sarkar (Essay, Year 9), and Dominique De Guzman (Poem, Year 10) if you see them around. I am sure they will be appropriately sheepish about the whole thing.

Winning entries are below.

Regards, The BHHS English Faculty

Winners: Years 7 and 8

Poetry

Judges: Mrs Arblaster, Ms Swancott, Ms Kitching

Name: Sathanika Thivagaran

Grade: Year 8

A World So Wonderful

Alluring, abominable, a beauty, unbearable
Calmly captivating, catastrophically controllable
Dainty, a dear, enigmatic, electronical
A fantasy so fair, what a great grey gimmick-al
How happy, a haven, a world so wonderful
It is ignited, but jubilantly joyful
Keen killers are mankind, only some heartfelt
Less land each day, lost will be most
Much money much matters, but not much moral
Noting that nice things will not be anymore
Open land regarded as open opportunity
Putting worlds through politics, pride and pillage
Queer, questionable, qualming, quite quick
Right and wrong, remarkably relatable
Concepts that should not be similar
The time is ticking, ticking so swift
Uncertain, unwilling, unable, unstable
Venomous, vile, violent, volatile
Worried, a wasteland, a world so wonderful?

Winners: Years 7 and 8

Essay

Judges: Ms Bovard, Mr Poole

Name: Mohijit Singh

Grade: Year 8

The Wonders of Dreaming **An Analysis of the History and Great Implications of Dreams**

It seems it was only yesterday that I explored the hearts of stars, walked through wormholes, and experienced the joy of surviving a black hole. Although now, as of this writing, I am incapable of such feats, I long for the opportunity to relive these experiences and more. The ability to render such things as possible, even for a short time, is provided by the phenomenon of dreams. Many theories provide reasons for dreams, some more plausible than others, and they all serve to present an idea of why dreams present themselves to us and what they mean.

Initially, during the days of the Greeks and Romans, many dreams were believed to hold prophetic power, predict the future, or provide interaction between a person and the deceased. This theory reigned in the somewhat fragile study of dreams, later known as oneirology, for over 1900 years, until the 19th century, when Carl Jung and Sigmund Freud proposed modern theories of what immersifies dreams.

Most prominently, Sigmund Freud, the founder of psychoanalysis, often put forward the idea that dreams are "unlatchers" of specific memories of one and allow the fulfilment of desires which one hopes to resolve. Essentially, he elaborated that dreams allowed one to do things one had always wanted to do. The Interpretation of Dreams (1899) is a book authored by Sigmund Freud, which outlines his theory of the Oedipus complex, which underlines dream interpretation. On the other hand, Carl Jung was much more scientific in his research of dreams and found that they had strong links to memories and other psychological aspects of one's life. Altogether, the 19th century's dream theories were pioneered by Sigmund Freud and Carl Jung, who provided the basis for oneirology.

As oneirology developed into the 20th and the 21st century, the development of sophisticated theories of dreams started taking the general perception of oneirologists by storm. One of these theories, called the "activation-synthesis hypothesis" outlines that dreams are simply electrical brain impulses that extract information that has been revising in our minds for an extended period. However, this information could just be random.

Interestingly, through experimentation with other animals, we have produced a decently descriptive model, which fits in the picture of evolution, on why dreams exist. In particular, this theory is the "threat simulation theory", which suggests that dreaming is an ancient defence mechanism present in animals that can simulate threatening events that an animal might face, like predators or fires. This theory also states that the simulating process enhances an animal's neuro-cognitive abilities required for avoidance and efficient threat perception.

By now, we have explored theories into why dreams exist and what they represent. Yet, the fact of the matter has not been revealed. What do we know about dreams?

A few years ago, a study published in the Journal of Neuroscience explained that through human trials and studies like this, they found compelling evidence of a link between dreams to help process emotions to build memories based on emotions. We now know that dreams represent our emotions, and there is an increasing number of areas of dream therapy that help correlate emotions with past events. Dreams are much more common in people with anxiety and depression. It has been identified as a mechanism that allows dreams to dispel emotions.

Incidentally, the striking thing is that we have only developed the surface of oneirology and still have much to learn about why they are immersive in nature, for example. The true challenge behind a greater understanding of this phenomenon is the limited amount of knowledge of the brain, and similarly, the limited amount of knowledge that we have of the brain's computational ability. What seems the most wholesome piece of information is that the entire idea of dreams ties together on the complexity that underlies the human body and that despite years of learning, we have not learnt much if one thinks about it.

This evolutionary advantage that we have gained by dreaming may have much more implications for us as a species. In fact, dreams function as disablers of convoluted information that enable life to function and sort itself out. Our ability to dream makes me joyous, with an appreciation for the intricate wonders that the world has to offer and the subtle impacts these wonders have on civilisation itself. I relish the fact that we can engage in a world, not entirely our own, to expand our abilities beyond the reach of current science.

Winners: Years 9 to 11

Essay

Judges: Mr Humphreys, Ms Srnicek, Ms Swancott

Name: Urvee Sarkar

Grade: Year 9

“5G is a weapon”: Understanding Social Media as a World of Speculation

The Lock Screen: Introduction

To those who didn't catch the reference in the title, the blue scrawl was graffitied on the Windsor Road wall opposite the bus bay, and refers to the 5G conspiracy theory. Essentially, this is a discussion that aims to explore the pros and cons of speculation as a notable aspect of social media, specifically in the form of citizen detectives, and you guessed it, conspiracy theories.

The Passcode: Getting the facts straight

Social media, first of all, is the “websites and applications that enable users to create and share content or to participate in social networking”, according to Oxford Languages. The aspects of “create”, “share” and “participate” can be regarded as key parts of the most fundamental process of speculation. Speculation is defined by the same website as “the forming of a theory or conjecture without firm evidence”. Within the context of the internet, where information was once taken in by the human brain at a rate of 34 gigabytes a day nearly twelve years ago, said “evidence” could be found with a few clicks and searches. In fact, in November 2020, there were 4.14 billion active social media users globally. Considering that the internet is a “global system of interconnected computer networks”, social media is undeniably a world of speculation.



- Scrolling through Instagram/Twitter/Facebook/Youtube et cetera -

Wannabe Nancy Drews in the Age of the Internet

The internet has drastically changed the manner in which humans communicate with each other and therefore the manner in which we collaborate as well. This is due to the rise of a phenomenon called Commons-Based Peer Production (CBPP), and is "based on sharing resources and outputs among widely distributed, loosely connected individuals who cooperate with each other without relying on either market signals or managerial commands." Put forward by Yochai Benkler, I believe that this notion partially explains the hand of speculation in the solving of a mystery, criminal or otherwise. The other part I believe is involved in the hand of speculation is generativity, which is "a system's capacity to produce unanticipated change through unfiltered contributions from broad and varied audiences", as defined by Jonathan Zittrain. The "unanticipated change" occurs due to CBPP as a method of production, and is based upon these "unfiltered contributions" without reliance on "managerial commands". The participatory culture of the Internet ecosystem encourages this process. The contributions and sharing of resources combined allow for these "varied", "widely distributed" individuals to speculate upon such information within CBPP to effectively create "unanticipated change". After all, sharing content is the name of social media's game, and utilising this content to drive effective speculation that successfully uncovers the truth only takes it up a notch. Not only is speculation, in the form of citizen sleuthing, beneficial for law enforcement and the public, it has been suggested that citizen sleuthing is also able to "harness people's creative contributions while still adhering to diverse and multiple individual motivations for engagement." A fantastic example of a citizen detective utilising social media speculation is journalist Billy Jensen, who has solved ten homicides and helped to find missing persons. Clearly, the role speculation on social media plays in the work of citizen detectives is of a positive standing.

Information and misinformation, meet your sibling: disinformation

Here's a fun(ny) fact: the word "disinformation" was invented by Josef Stalin during WWII. Laughs aside, it is safe to say that misinformation and disinformation is the backbone of conspiracy theories, while speculation is the nerve cells that mobilise it, and social media is the body holding them together. Speculation, placed within the conspiracy theory context, is mostly driven by people's need to take in information that aligns with their views. This is known as motivated reasoning, a psychological phenomenon where emotionally biased cognitive processes are used when assessing evidence in order to construct and evaluate beliefs. It is observed in the forms of attitude congruence bias, confirmation bias and disconfirmation bias. These biases all relate to actively supporting or seeking information which align with their previous attitudes and beliefs, regardless of whether it is evidence-based. Social media has made it easy to find echo chambers where people only mingle with those who are like-minded, while distrusting people "outside" of the chamber. This can lead to some people deliberately fabricating information, known as disinformation, which supports the beliefs and attitudes of members within the echo chamber in order to manipulate them. This is where speculation occurs, and gets out of hand, because not only is the information being "created" used negatively, it also creates confusion and sows further distrust in "outsiders". The speculation occurring via "sharing" eventually leads to outlandish claims and beliefs that can reach so far that it results in demonstrations and protests. While it hasn't led to protests or been necessarily negative, there has been speculation that Walt Disney was cryogenically frozen after his death, and the movie *Frozen* was made so that Google searches would only come up with Frozen-related results because the company wanted to maintain their family-friendly image. Truly bizarre. Having healthy scepticism is undoubtedly important, however pro-conspiracy theory speculation often fuels anti-science or anti-technology rhetoric like the 5G conspiracy theory aforementioned, and this discourse can be detrimental for the public's health and safety. Even remaining within the echo chamber can lead to social isolation and disengagement, a trend already fuelled by social media and the digital biome. Speculation can evidently have adverse effects on society when weaponised for negative purposes.

The Lock Button: Conclusion

In an era where the boundary between social media and the real world has become incredibly blurred, I believe that it is time to question the objectivity and credibility of the information we receive at our fingertips (literally). Social media has allowed a diverse group of people to come together to collectively and constructively speculate on information that will benefit society as a whole, as demonstrated by the case of citizen detectives. On the other hand, social media has set up echo chambers that cause negative speculation to become rampant, fuelling conspiracy theories that can jeopardise public safety and health. Therefore, it is especially important to regularly lock up the world of speculation, put it down, and bring yourself back into reality.



Poetry

Judges: Ms Martin, Mrs Arblaster, Mr Poole

Name: Dominique De Guzman

Grade: Year 10

Magnum Opus

In the corner of his room, dimly lit,
The old man writes out his final piece:
A book of mysteries, and if his pen will permit

He'll finish it before his release
From life. There's still so much he yearns to know,
Like how the sun decided to set in the east,

And what really lies in the Earth deep below.
In the cool crisp dusk, he looks up into the sky,
Where the stars put on an illuminating show,

Figuring that dust and gas cannot be why
These faraway things came to be.
Orion, Leo, Cancer, Gemini,

Spread across the sky, forever free.
There must be a god out there because
Nothing else could have spawned or created such beauty.

Is there a god? He reaches a pause,
And if there is, there must be also
Angels and devils, Christ on the cross?

What about an Inferno, Purgatorio, Paradiso?
He knows he will leave this earth soon, however
What will await him then? Will he undergo

Before reaching heaven, a perilous endeavour?
But if heaven exists, he remembers, so does hell,
And through his body he feels a light shudder.

But not yet ready to give the world a farewell,
He keeps on writing about his search for truth.
His pen jots down thoughts on worlds parallel,

Like the books he had written long ago, in his youth.
Or maybe other worlds were closer than he thought,
Because this world, already so uncouth,

The thought of never knowing makes him distraught.
What if, in the fathomless depths of the sea
Lay the Lost City of Atlantis-- a utopia long sought?

And who was Jack the Ripper, the man guilty
Of killing five female victims, maybe more--
What if he was a woman too? That's a possibility

Too intriguing for the old man to ignore.
And where do thousands, millions of people go,
Disappear with no trace, with no sure

Answer or explanation, he'll never know--
He coughs. Grasps his chest, *excruciating pain*
But it *can't happen*. Not now! No, no, *no--*

The old man lurches forward, he feels the strain,
Hand still on heart, there's a slow circulation
Or maybe none at all. He's *going insane--*

The pen hits the floor, his final condemnation,
And at least he thinks, at the end of his dire situation,
He's close to finding out the answer to one speculation:
God may just not be a figment of his imagination.



Shortlisted Entrants

These pieces will be published in full in an anthology that will be available digitally and in the library in early-2022. They are listed in no particular order and should be considered equal runners-up.

Years 7 and 8			
Essay		Poetry	
Name (Grade)	Title	Name (Grade)	Title
Tanishkaa Ramesh (8)	<i>The Paths Before Us</i>	Adhya Nayak (8)	<i>Nirvana...</i>
Dhanya Singh (7)	<i>Beauty</i>	Arjun Venkatesh (7)	<i>What a wonderful world</i>
Abhi Thota (7)	<i>What a Wonderful World, Strange, but Wonderful</i>	Munim Bhadiar (7)	<i>OUR NEW WORLD</i>
		Tanishkaa Ramesh (8)	<i>At 3am</i>
		Kian Bagherian (8)	<i>The Interview</i>
		Vaani Gupta (8)	<i>Wonderful World</i>

Years 9 to 11			
Essay		Poetry	
Name (Grade)	Title	Name (Grade)	Title
Yuanxin Gao (9)	<i>Untitled</i>	Janiru Liyanage (11)	<i>Exodus 23:9</i>
Oliver Appave (9)	<i>Title Open for Speculation: Thoughts compiled by [Author Unnamed]</i>	Yuanxin Gao (9)	<i>Interview</i>
		Judy Zhang (10)	<i>All We Do Is Speculate</i>
		Lauren Lubrano (9)	<i>Gen-Cryo</i>

Procedure for Late Arrivals

If a student arrives at school late, they must provide a note to the office signed by their parent/guardian when signing in giving reasons for their partial absence. **The student needs to sign in at the Office when they arrive at school including senior students with study leave in the morning.** The student will be issued a late arrival pass which they can present to their teacher when they arrive in class.

If a note is not provided from home, the student will be issued with a late pass slip which is signed by a parent/guardian. The signed slip must be handed into the office the next day or **within 7 days**.

Senior students with Flexible Study Leave must be in by Recess and sign in at the Front Office



What a sensational term we are having so far! All CAPA students have been working diligently in preparation for their upcoming online virtual Creative and Performing Arts Showcase.

Students across the Creative and Performing Arts faculty are currently working towards our very first virtual CAPA Showcase which will be available to view in Week 11 via a link published in the school newsletter so stay tuned!

A very special mention to our sensational Year 12 Music 2 and Visual Arts students who have completed their HSC practical performances and Body of Works have their theory exams in the coming weeks. We are beyond proud of everything you have achieved in such a difficult year!

We aim for extraordinary results with all our students in the Creative and Performing Arts Faculty. To assist us in developing your sons and daughters, it is essential that each student in our classes has the appropriate equipment for each lesson. Please check with your child to ensure that all students are prepared for each lesson. At this time we ask that students have their own equipment to avoid students sharing or borrowing school equipment.

Have a great week everyone!

Visual Arts

During lockdown Year 10 Visual Design further developed and employed their Adobe Illustrator skills to realise their own unique contemporary isometric architectural design in digital form. Inspired by the Contemporary Architecture their work is impressive both conceptually and technically.



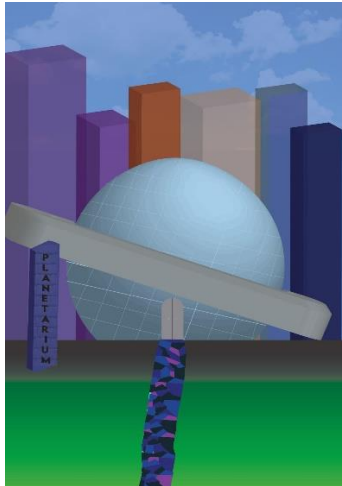
Anika Bahinipati



Shayan Bidiwale



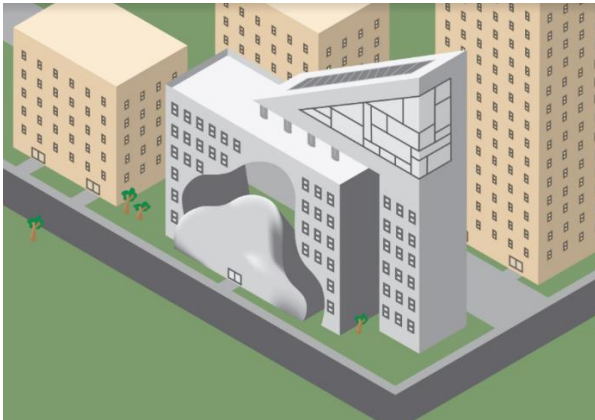
Rachel Kim



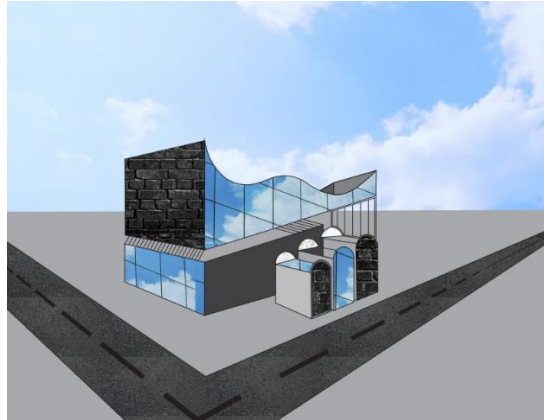
Anoushka Pandey



Jasmine Wang



Hannah Park



Wethmi Rupasinghe



Borna Sangsari



Parleen Gill

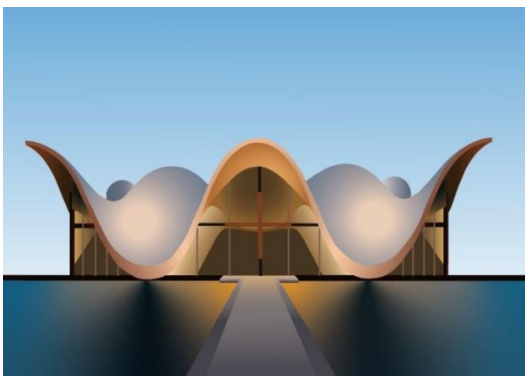
15 November 2021



Tharuki Wataraka Gamage



Kabir Wankhede



Sophia Xia



Cindy Zhao

Year 7 Visual Arts have been enjoying experimenting with Adobe Photoshop to create some excellent and colourful artworks. The following images were part of an extension exercise, called the Harris Effect.



Amanda Chen



Amelia Tranlam



Aaron Joseph



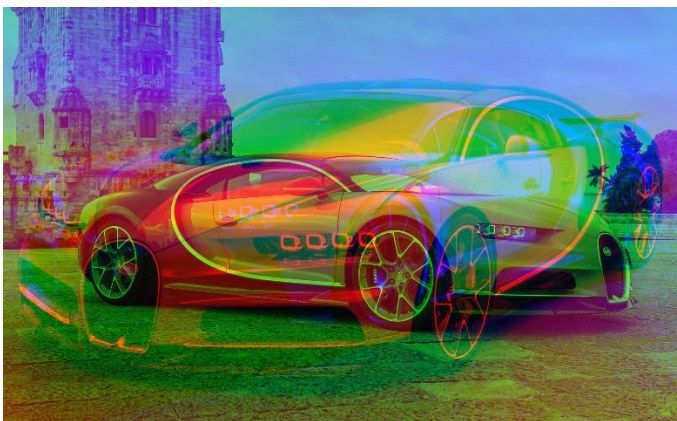
Saambavi Sutharsanan



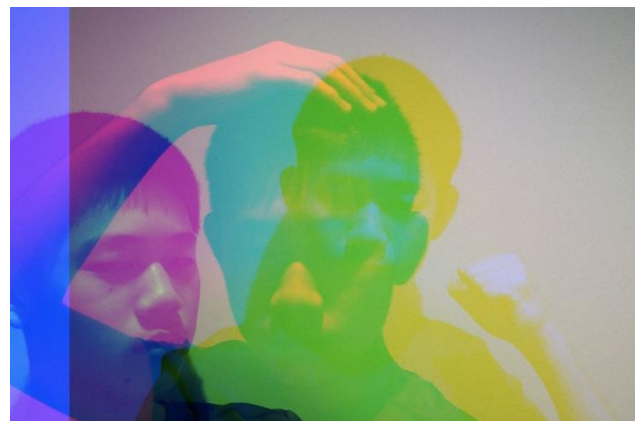
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Margaret Zhao



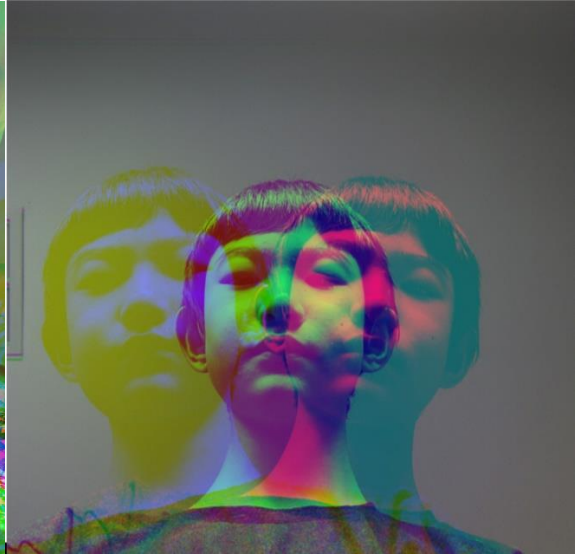
Shaurya Patel



Chengsu Li



Ashah Junaid



Daniel Zhang



Neil Zhao



Agamjot Sohana



Evelyn Huang

Year 8 Visual Arts:

Year 8 have been exploring colour theory in preparation for painting an artwork inspired by the Surrealism movement. They have started studying Surrealist artists by exploring signs and symbols in their artworks and appropriating these with some innovative photographic work. They have experimented with mixing different colours and enjoying being back in the classroom using a range of painting materials. We look forward to seeing what imaginative dreamscapes they will create with this new artmaking challenge.

The Colour wheel



Zihni Mursith



Rahul Desai

Complimentary colours



Nethya Liyanage

15 November 2021



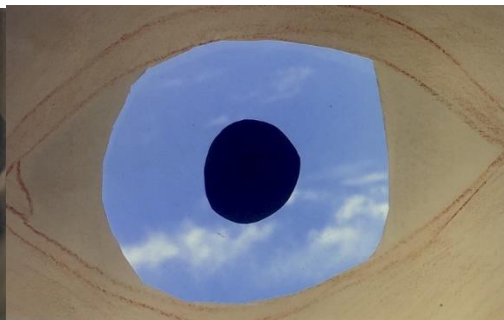
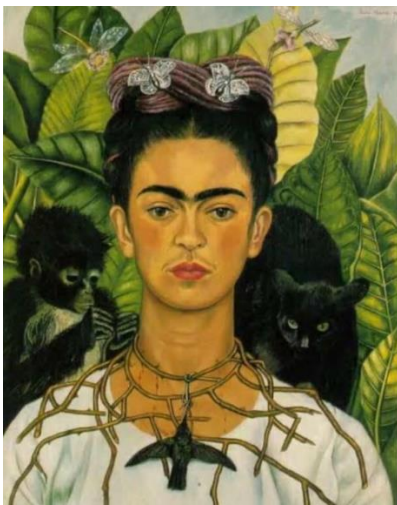
Gurteer Rai



Isini Withanage

Rahul Desai

Surrealist artwork appropriations:



15 November 2021

Year 7

During lockdown, students learnt how to use Photoshop to create some fantasy landscape works. These students explored layer masks, blending modes and various other tools to create these exciting works!

-Mrs Fong



Chloe Seo



Candy Tang



Zheng Weng



Bijen Bajracharya



Tanisha Shah

Year 8

Year 8's worked using mixed media and symbolism to create beautiful self portraits inspired by Archibald Prize winning artist Del Kathryn Barton. Students utilised watercolours and colour pencils to create a base colour layer, and added lots of fine details and patterns within their composition to create engaging and creative works.



Tanishkaa Ramesh



Natalie Huynh



Emily Wang

Mrs Fong



Dulanga Kariyawasam



Max Yang



Benjamin Nguyen



Lara Hoang



Saanvi Asgoud

Music

The final term of the year is upon us, with students at last returning to school after a long lockdown period and are well underway with their learning. This year truly has been a test to our students' resolve and determination in their learning. They have shown diligence and perseverance whilst learning from home and continue to demonstrate enthusiasm and effort at school. Our Music students are very much happy to be back engaging in face-to-face learning and using the school's resources for practical content.



Both Year 7 and 8 Music students have been following up on the content we have worked through during the online learning period and are currently mainly concentrating on practical components we have so enduringly missed for the past 3 months. Year 7 are now going through their final topic of the year, exploring various musical styles with the focus on songs and artists from Australia, including traditional indigenous music culture, pop music culture and fusion styles.



Year 8 are looking at the topic Music of other cultures and have had the opportunity to learn about traditional African music and drumming patterns in the early parts of the term. They are now looking into Reggae Music, focusing on its origins and some of the most prominent figures that pioneered this style of music onto the international stage.

15 November 2021

A lot of practical work is currently in progress for our end of year online CAPA Showcase presentation. Please stay tuned for this event to spectate the work our students have been working through this year.

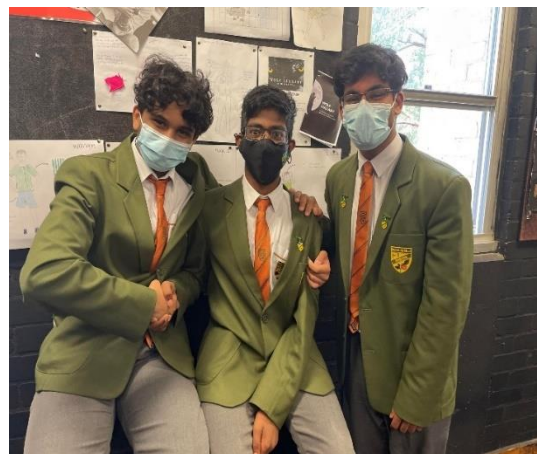
I wish everyone in the community well and hope you are all staying safe and looking after your loved ones during these times.

Have a wonderful day!

Mr. Li
Music Teacher

Drama:

This group of budding thespians are currently working on a performance to include in the CAPA showcase. It has been wonderful to get back into performing now that we are back into face-to-face learning. This task is a self-devised piece which allows the students to work in whatever style they most enjoy. We have also been focusing on physicality and eye contact through gameplay. Some of our talented class members entered the Penrith Eisteddfod in a virtual medium during lockdown, producing interesting performances. We are looking forward to sharing the performances with the school community in December!



A Message from the Wellbeing Team

Dear Parents/Guardians,

In the midst of uncertainty and ever-changing circumstances, it is especially important to support you and your child's mental, physical and emotional wellbeing. We understand that disruptions to routine can cause undue stress and anxiety, and we understand that the present circumstances surrounding Covid-19 are also likely to cause a mix of feelings and emotions.

The Wellbeing Team would like to remind you that there are many support services and information available to you and your child -24/7. We encourage you to be proactive in seeking information and/or support services when needed, and in safeguarding your child's mental health.

To assist you with this, the Wellbeing Team has put together a document containing details for a range of support services and information pertaining to mental health issues, parenting resources and more specifically to Covid-19.

Be proactive in supporting you and your child's mental health – access any of these resources when needed, and stay informed. Have regular conversations with your child about their wellbeing, and encourage them to engage with support services and open discussion about mental health.

If you have any questions or concerns, do not hesitate to contact one of your child's Year Advisers or myself.

We are here to support you, but there are also many resources and organisations available to support you beyond the school environment. We encourage you to engage with them.

On Behalf of the Wellbeing Team 2021 - Take care of yourselves!

Ms Terryanne Fletcher
Head Teacher Wellbeing
Baulkham Hills High School
Ph: 9639 8699





Resources to Support Wellbeing

Information for Parents!



Who can you call for support?

- In an emergency, always call triple zero (000)
- Mental Health Intake Line: 1800 011 511
- National Coronavirus Hotline: 1800 020 080
- Lifeline: 13 11 14 (24/7) (Webchat also available)
- Parent Line NSW: 1300 1300 52 (Webchat also available)
- Beyond Blue: 1300 22 4636 (Webchat also available)
- Suicide Call Back Service: 1300 659467 (24/7)
- Family Referral Service: 1300 403 373
- For support regarding domestic violence: 1800RESPECT

Resources on parenting

- <http://www.resourcingparents.nsw.gov.au/Parents>
- <https://raisingchildren.net.au/>
- <https://www.parentingideas.com.au/parent-resources/>
- <https://www.relationships.org.au/relationship-advice>
- <https://parenttv.com/>

How do you access external mental health support for your child?

- Talk to your local GP to obtain a referral to a psychologist.
- Online Psychologist Database: <https://www.psychology.org.au/Find-a-Psychologist>
- Headspace centres: <https://headspace.org.au/headspace-centres/>
- Mental Health Care Plan: <https://www.healthdirect.gov.au/mental-health-care-plan>

Online wellbeing programs for your child

- <https://www.cci.health.wa.gov.au/resources/looking-after-yourself> (self-help resources on various topics)
- <https://thiswayup.org.au/> (mood, anxiety, mindfulness, sleep, and stress)
- <https://brave4you.psy.uq.edu.au/> (anxiety)
- <https://moodgym.com.au/> (mood)

Apps your child can download

- Headspace (mental health support and guided relaxation strategies)
- Smilingmind (guided relaxation strategies)
- Virtual Hopebox (distraction techniques and relaxation strategies)
- What's up (for managing difficult thoughts and emotions associated with anxiety, depression etc)
- Self-Help for Anxiety Management (SAM) (build your own 24-hour anxiety toolkit)
- Daylio (mood and activity tracker, to help remind you which activities lift your mood)
- BeyondNow (create a safety plan to help you if ever at risk of harm)
- Mindshift (teaches the importance of changing how you think about anxiety)
- Calmharm (supports individuals with temptation to self-harm)



Where can you learn more about mental health?

- Beyond Blue: <https://www.beyondblue.org.au/the-facts>
- Headspace: <https://headspace.org.au/>
- Kids Helpline: <https://kidshelpline.com.au/teens>
- Black Dog Institute: <https://www.blackdoginstitute.org.au/>
- Butterfly Foundation: 1800 33 4673 or <https://butterfly.org.au/get-support/chat-online/>

Information about Covid 19

- World Health Organisation Q & A: <https://www.who.int/news-room/q-a-detail/q-a-coronaviruses>
- World Health Organisation Advice for the Public: <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public>
- Australian Government Official Covid Website: <https://www.australia.gov.au/>

Tips for supporting stress & anxiety around Covid

- Tips for Handling Coronavirus Anxiety & Stress: <https://www.blackdoginstitute.org.au/resources-support/coronavirus-resources-for-anxiety-stress/>
- Coronavirus Mental Wellbeing Support: <https://coronavirus.beyondblue.org.au/>
- CDC: Mental Health and Coping during Covid-19: <https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/managing-stress-anxiety.html>
- How to cope with Covid-19 stress: <https://headspace.org.au/young-people/how-to-cope-with-stress-related-to-covid-19/>
- CDC: Helping Children Cope with Emergencies: <https://www.cdc.gov/childrenindisasters/helping-children-cope.html>



BODY IMAGE *Tips* YOUNG PEOPLE

Did you know that body image is how you FEEL and THINK about your body? It's actually not about what you look like!

No two people were born to look or be the same. Celebrating and embracing our differences is really important. There isn't a right or a wrong way to look.

Beauty and appearance ideals exist in all societies and they are all unhelpful! These ideals don't encourage uniqueness but instead suggest that everyone 'should' and 'could' look a certain way, which is unrealistic! Spending time, money and energy on changing your appearance is exhausting and research tells us that altering your appearance won't help your body confidence or self-esteem in the long run. What will help, is reminding yourself that you have the power to change the way you see, think and feel about how you look.

Here are some positive tips to help you:

You are so much more than your appearance. You are not an 'object' or a 'thing'. You are a human being. Your weight, body shape, muscles, hair/skin colour, complexion, height does not define you. Your appearance does not determine your worth.

Avoid making unhelpful comparisons. The more you compare your appearance to siblings, friends, celebs, sport stars or anyone, the more unhappy you'll feel. It's ok to admire beauty in others, but avoid devaluing your own body if you do.

Treat your body well. Your body is the only one you're ever going to get. It might not look exactly as you'd like, but it does so many amazing things for you. Speaking kindly, finding exercise and activities that you love, eating mindfully and taking time out to rest, demonstrates body respect. It's really important that you avoid any kind of restrictive diet and excessive exercise plans. They do not work or help your body confidence (no matter how much advertisers try to make us think otherwise).

Keep yourself media and social media savvy.

What you see may not always be! It's important that you stay savvy when looking at media and social media images. Photoshop, hair and make-up, endless filters and editing tools work to create the highly stylised and perfect images that you see – on celebrities and our friends. You never really know what is going on behind the image, remember, no one is perfect.

Go easy on yourself... AND your friends! Body bullying and food shaming is never ok. Speaking kindly to yourself and your friends – face to face and online – is the only way. If you wouldn't say it to a friend, avoid saying it to yourself. If you couldn't say it to someone's face, don't say it to them online. Words can build people up or tear them down. Use your words carefully (to yourself and to others).

Have fun with your appearance but don't let it rule your life. It's ok to take pride in your appearance and have fun with fashion and styling (if that's what interests you), but obsessing and worrying about how you look is not good for us. Remember, you are more than your appearance, so spend time doing the things that make you feel good.

Surround yourself with people who accept you as you are. Changing your appearance to fit in won't make you a better, more lovable person. If a person or group doesn't like YOU for who YOU are, then it's time to find some new people to spend time with. You are enough just as you are.

If your body image is getting you down or you are worried about a friend, talking helps and Butterfly is here to listen:

National Helpline on 1800 ED HOPE (1800 33 4673) or support@thebutterflyfoundation.org.au



BODY IMAGE *Tips* FOR PARENTS

Children are very sensitive to messages about body image and appearance from their parents. Often you may not even be aware of the messages your child is hearing from you. Parents can have a very positive impact on the way a child feels about the way they look and their self esteem. Helping your child develop a healthy body image is important as it can also strengthen their relationship with eating and exercise and reduce the risk of developing disordered eating and eating disorders.

Here are some tips on ways you can be a good body image role model for your child:

Reflect on your own relationship with your body.

This may not be easy but being aware of your attitude towards your own body will help you be conscious of the messages you send to your kids. Try to avoid looking in the mirror and making negative comments about the way you look. If your child sees that you feel comfortable and happy with your body, this can help them feel comfortable in their own skin.

Avoid talking about diets. Dieting is the biggest risk factor for an eating disorder. Try to avoid talking about diets, your "naughty" eating habits, or your weight and size. This can give kids the impression that weight and size are highly valued by you and they might feel pressure to look a certain way or be a certain size. Celebrate diversity and emphasise how loved and valued your child is no matter what their weight, shape or size.

Talk to your child about the way they feel about the way they look. Encourage your child to talk with you about their feelings. Create space to talk about things on a daily basis including what is happening with their friends. If your child feels safe to talk to you, then they are likely to share feelings about their bodies with you.

Help your child stay body confident when using social media. Talk to your child about the realities of digital manipulation and that what they see in the media and online is not always real. Encourage them to reflect on how their social media experiences make them feel and if it's not positive then they need to change it up.

Despite best parenting efforts serious body image issues and eating disorders do develop. It's important to recognise the warning signs of body dissatisfaction and low self esteem as early as possible. There are certain cues you can pick up on in your child once you know what to look for.

Here are some warning signs to keep an eye on in your child:

- Withdrawal from social events and activities that they used to enjoy
- A focus on diets, calories, health and particular foods. They might talk about wanting to be healthier or fitter and become obsessive about checking the nutritional content of what they are eating.
- They might become irritable or anxious around dinner time. They may refuse to eat certain foods or whole food groups.
- Complaints about the way they look, e.g. "I'm ugly" or "I'm fat", or negative comments about their abilities, e.g. "I'm hopeless"
- Frequent self scrutiny – such as weighing themselves or excessively looking at their reflection.
- Change in clothing style such as wearing baggy or oversized clothing

If you notice any of these signs in your child it is important to seek help as early as possible. You know your child best, so trust your instincts. If you are finding it hard to be accepting of your own body, remember it's never too late to seek help.

Butterfly can support you. Call our National Helpline on **1800 ED HOPE (1800 33 4673)** or email us at support@butterfly.org.au



Careers News

Year 12 2021 Final Checklist!!

Use this checklist to keep you on track for uni applications.

Good luck with receiving an offer and please share via email if you receive a scholarship/cadetship!

1. I have:

Check all that apply.

- ☐ Prepared for an interview by watching the videos, doing online course, mock interview etc.
- ☐ By 1 Nov - sent my EAS documentation to Ms Hardy via email including code (e.g. F01K)
- ☐ By 4 Nov - updated my preferences/contacted universities for my SRS application
- ☐ On 12 Nov - checked my SRS offers & accepted any offers (can reject later)
- ☐ Attended uni Info Days online or F2F in Dec/Jan to help me make my final choices
- ☐ By 17 Dec - uploaded all my EAS documentation to my UAC EAS portal (school to send EIS)
- ☐ 20 Jan (ATARs) until midnight 21 Jan - checked my UAC preferences and made any changes
- ☐ On 26 Jan 7:30 checked and accepted my offer [most offers will be made in this offer round]
- ☐ [if wanting another offer in later round] - checked UAC vacancy lists and re-ordered prefs
- ☐ Celebrate getting into university!

Careers News – Uni Zoom Lunch Sessions


Both UNSW and the University of Sydney (the top 2 destinations for students for Baulkham Hills High School students) presented via Zoom in Week 4 at Tuesday and Thursday lunches to supplement the face-to-face presentations that were held in Term 2 for a range of universities.

Thank you to USyd and UNSW for adapting to the changing environment and presenting to Year 10, 11 and 12 students in engaging presentations, preparing students for life beyond high school, notifying them of upcoming Open Days and answering questions.


Ms Hardy

University life


200+ clubs and societies




Sydney Uni Sport and Fitness




25+ cultural groups




University of Sydney Union



Events and activities





Jack Tropea

The University of Sydney
2021-08-05 13:20:13

Admissions timeline

Look at scholarships, admission pathways and accommodation
Application close dates vary, so research early and make a note of important deadlines!

Open Day

Apr

May

Jun

Jul

Aug

Sep

Oct

Nov

Dec

Jan

Feb

Create UAC application

Check if your degree has additional selection criteria

Submit UAC application to avoid higher fees!

HSC/IB results and ATAR released

Close of preferences Dec Round 2

Majority of offers made

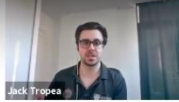
Further offers made

Offers made for your **highest eligible preference!**

Info Day

Welcome Week

Uni starts



Jack Tropea

The University of Sydney
Page 15
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Careers News - Update for Year 12 Parents

What does my child have access to for Careers in Year 12?

Face-to-face/individual support

- Individual appointments with the Careers Advisor (applying to uni, scholarships, general Careers advice) – students can book via the link in Google Classroom to a Google Sheets schedule
- Written feedback for cadetships/scholarships/medicine applications is given via Google Docs as well as general advice via email
- Mock interviews for cadetships/scholarships/medicine

Speaker sessions

- Universities visit the school Tues & Thurs lunchtimes in Term 2 – schedule posted on Google Classroom and in the Year 12 Study; reminders sent to students via Google Classroom
- UAC Session and Scholarships/Written Applications Workshop (as part of Year 12 Wellbeing Day); resources have been emailed to students/on Google Classroom – please ask your child if you would like to see this information
- Students also had a speaker (doctor) present a session on Career Resilience & Planning as part of their Year 11 Wellbeing Day in 2020

Subscription Services

- Online interview skills course (see handout in this newsletter; access details have been emailed to students)
- Study Work Grow newsletter (to receive information directly from universities/industry)
- Morrisby Online Profiling – students have had access to this since Year 10 – list of career suggestions/uni courses based on a student's individual profile
- Career Central Career Management Software – access via BHHS Google Accounts
- The Careers Department (Virtual Work Experience and audios/videos of careers & university courses)

Online/informational Support

- Regular updates are posted in Google Classroom including scholarship & cadetship information, expos, competitions, university & industry updates
- UAC info sessions: <https://www.uac.edu.au/schools/uac-digital>
- Information on Early Entry (SRS) has been emailed to students (PowerPoint slides) and also information on an upcoming session run by UAC: <https://uacdigital.easywebinar.live/earlyentry-43>
- Year 12 students can use the UAC online tool Course Compass to assist their decisions
- Reminders about upcoming deadlines are posted on Google Classroom/emailed to students
- Create Your Career Google Site with tailored resources (via BHHS accounts)

- * EAS
 - * Documentation due to school 1 Nov
 - * Documentation uploaded by students to UAC 17 Dec (school to send EIS directly to UAC)
 - * Eligibility letters released progressively from 21 Jan (for offers 26 Jan)
- * SRS (Early Entry)
 - * Change of preferences 4 Nov
 - * Offers released 12 Nov
- * ATARs 20 Jan
- * HSC Results 24 Jan
- * [Change of preferences Midnight 21 Jan]
- * Uni Offers 7:30am 26 Jan (most offers made in this round)

*Key Dates

- * Please contact me via email to book a mock interview
- * Attend Info Days online/F2F in Dec/Jan to ask questions about preferences, courses
- * See Google Classroom/emails for:
 - * Co-op Interview Tips (video/guide)
 - * Med Interview Tips (video/guide)
 - * Study Skills Video (Dr Marie Hadley)
 - * Interview Skills Online Course (From High School to Hireable)
 - * EAS Video/Guides
 - * UAC Digital recorded sessions (various topics)
 - * Study Work Grow Choosing Preferences Guide

*Resources/Events



REAL WORLD JOB INTERVIEW SKILLS VIDEO COURSE

Helping students perform at their best.
From application to outfit, interview to job offer.
For entry level job interviews & Uni interviews.



Includes: Bonus peer interviews with 16-24 years olds. How I got my job and other helpful info. + loads of FREE Interview preparation resources



Includes: Resume and Cover Letter Template Pack. How to write a resume that gets you to the interview. Step by step instructions

4 INTERVIEW PREPARATION MODULES

16 Videos | 4 Downloadable Workbooks | 10 Practical Tasks



CONFIDENCE & HOW TO TALK ABOUT YOU



FINDING STRENGTHS & WEAKNESSES



JOB SEARCHING & HANDLING REJECTIONS



APPLYING FOR JOBS & UNI + RESUMES

Sign in details have been emailed by Ms Hardy to Year 12

Follow us and get FREE resources at [in](https://www.linkedin.com/company/highschoolhireable) [f](https://www.facebook.com/highschoolhireable) [ig](https://www.instagram.com/highschoolhireable) info@highschoolhireable.com.au

HighSchool Hireable
BY INTERVIEW CHIX

Update of Address and Contact Details

If there have been any changes to your home address, phone number or email address, please email the school with any changes **asap**

It is important that parents/guardians keep the school informed of any changes

baulkham-h.school@det.nsw.edu.au

If your preferred email address is a hotmail/yahoo address please check your spam/junk folder

Careers News – Create Your Career Google Site

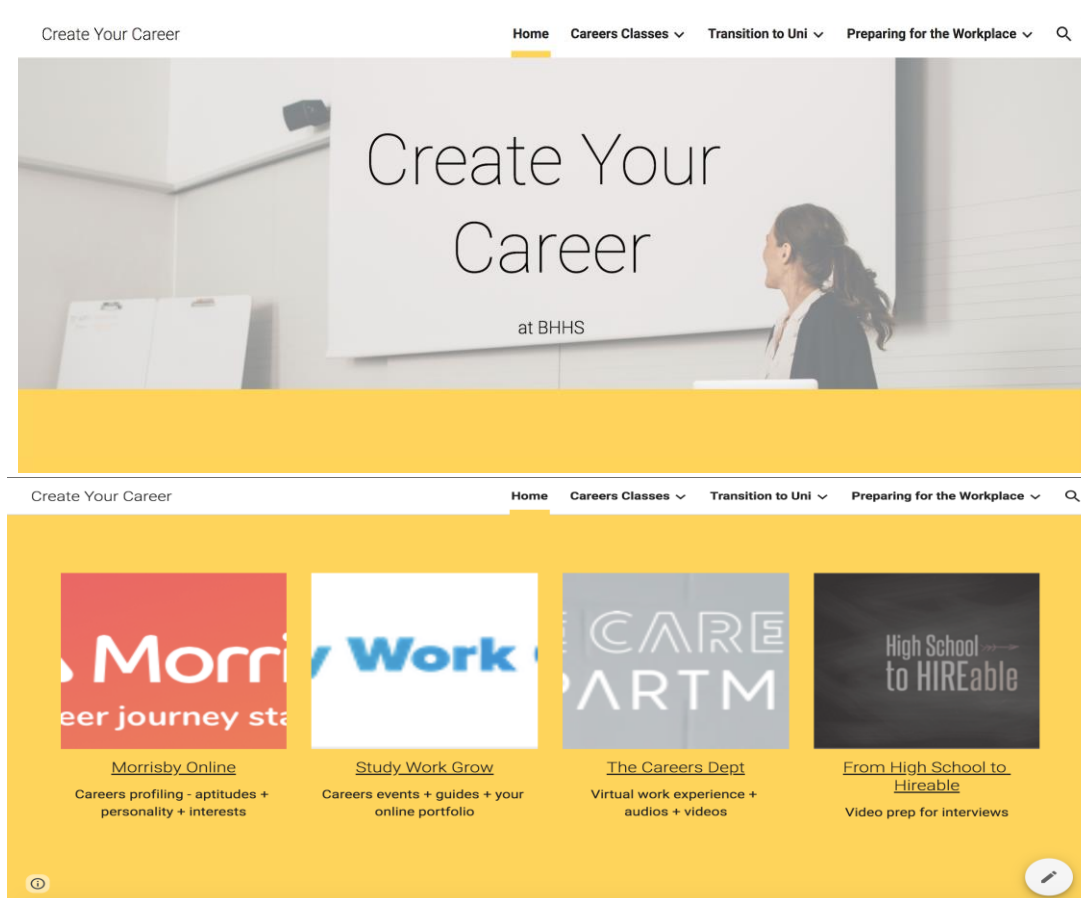
Students can access this content via their @bhhs Google accounts. To help your child with their career development process, please see this link: <https://myfuture.edu.au/assist-your-child>

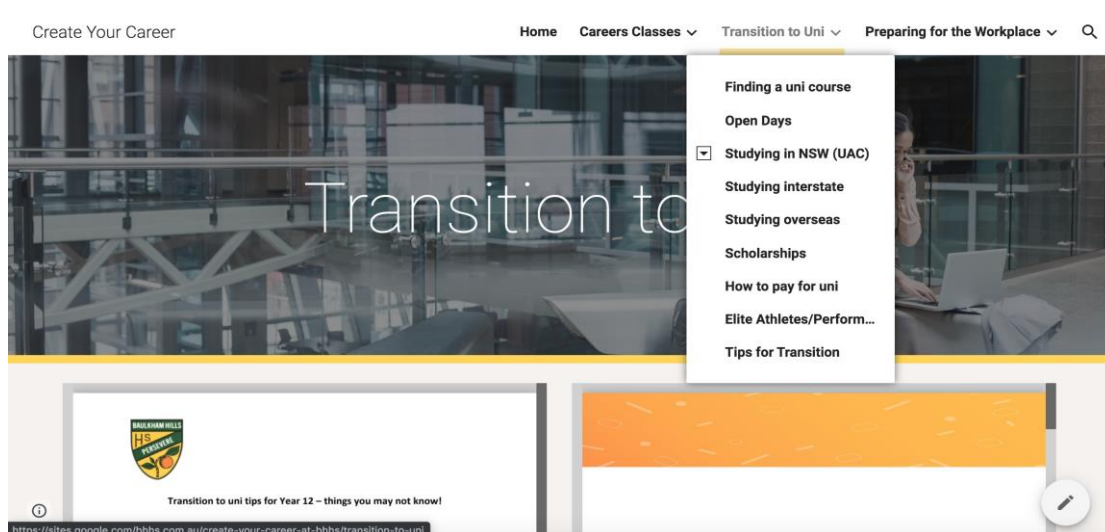
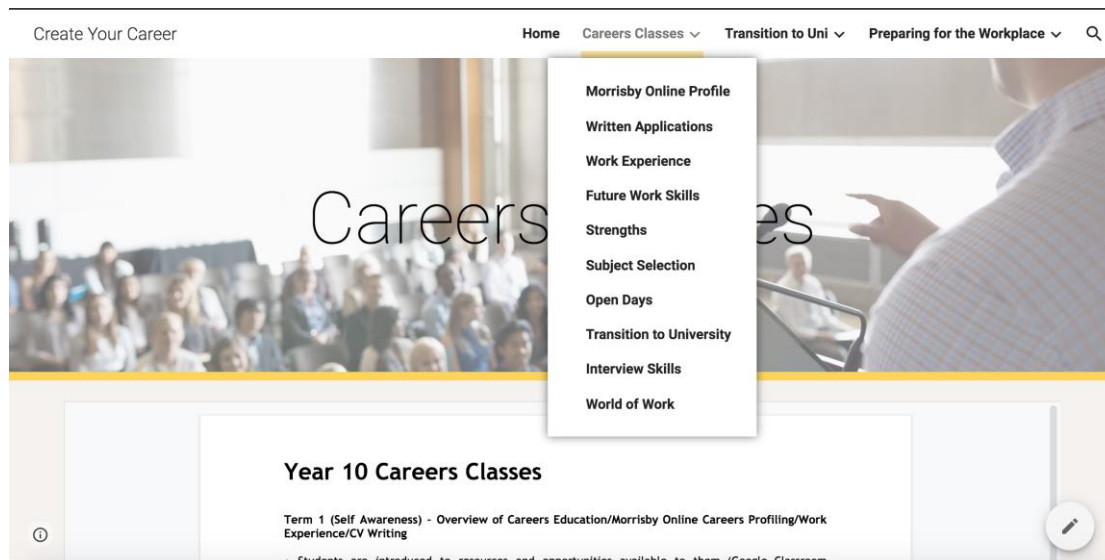
From the homepage, students can access all their subscription resources:

- Morrisby Online Career Profiling (aptitudes, personality, interests)
- Career Central (Career Management software)
- Study Work Grow (guides, updates, portfolio)
- The Careers Department (virtual work experience, audios, videos)
- From High School to Hireable (coming 2021 – online interview skills course)

As well as content on Careers Classes, Transition to Uni and the Workforce, students have easy access to useful tools:

- Book a Careers appointment spreadsheet
- Careers Checklists
- Uni speakers at BHHS
- Year 12 Deadlines







myfuture has a new look!

Informed by feedback from users and experts, myfuture's updated website continues to provide access to high-quality and reliable career information from official sources, but its tools and resources have been restructured to make them easier to explore. A number of new features have also been introduced, including a 'My Favourites' section, glossary terms and tips to help students uncover new information and options.

As a government-funded service, myfuture provides free online resources and tools to support students to develop self-knowledge for career decision-making.

myfuture's personalised features assist young Australians to explore how their values, interests and skills relate to a wide range of career options and vocational and higher education pathways.



Complete [My career profile](#) activities



Use [Career bullseyes](#) to learn about career pathways related to school learning areas



Explore over [350 occupations](#)



Discover higher education and vocational education and training (VET) [courses](#)



Access important [industry information](#), including employment prospects



Get tips and tricks by reading real-life [career stories](#)



Read [career articles](#) to discover practical information to support career exploration



Learn more about educational [institutions](#) and study options



Find out about [organisations](#), career resources, opportunities and career pathways



Explore resources for [teachers and career practitioners](#)



Begin the conversation about the world of work as a [parent or carer](#)

myfuture also offers targeted resources and professional development opportunities for those who support or influence career choices, such as teachers, career practitioners, parents and carers.

Explore the recent updates: <https://bit.ly/myfuture20>

Lost Property on Hills Bus

Lost Property Contact Details

For enquiries about lost items, please contact the relevant depot for further information.

Alternatively, if your matter is urgent please contact Transport for NSW on 131 500.

Not sure who to contact? Visit [Lost Property – Transport for NSW](#).

Hillsbus

☎ (02) 9890 0000

✉ customer.service@cdcbus.com.au

Symptoms of COVID-19

Symptoms of COVID-19 include:

- Fever (37.5°C or higher)
- cough
- sore/scratchy throat
- shortness of breath
- loss of smell or
- loss of taste

Other reported symptoms include:

- fatigue
- runny nose
- muscle pain
- joint pain
- headache
- diarrhoea
- nausea/vomiting
- loss of appetite

When COVID-19 symptoms appear

The amount of time between exposure to the virus and the first appearance of symptoms is usually 5 to 6 days, although it may range from 2 to 14 days.

People who might have been in contact with someone who is confirmed to have COVID-19 should [self-isolate](#) for 14 days.