



From the Principal High Talent



Eric Scholten (11R) and Joshua Li (9S) have been invited by the Australian Maths Trust to participate in the 2023 AMOC Senior Contest. This invitation only competition is for highly accomplished student mathematicians. Congratulations, boys! High took home the AJ Rae Shield for Boys by scoring the highest accumulated points from the teams' Fencing competition held last weekend. SBHS Senior Foil A Team (Dean Johnsun (11F), Daniel Kim (10M), Henry Lin (11S), Andrew Wang (11S)) won Silver; Senior Epee A Team (Jarrod Su (12R), Jack Wang (12M), Tommy Xu (10E), Xavier Perry (10M)) won the Gold; Senior Epee B Team (Kelvin Chen (10F), Jack Huang (12T), Jamison Lai (10E), Tian Yang (11E)) won the Silver; Senior Sabre A Team (Jayden Ho (11M), Samuel Hui (11T), Mahesh Karki (10S), Oscar Shi (11S)) won the Gold; and the Senior Sabre B Team (Hayden Chen (10M), Andrew Pye (10R), Nathan Lee (10R), Akith Perera (10E)) won equal Bronze. Well done to all our team members.



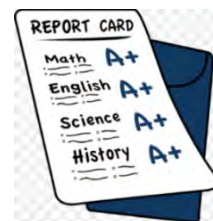
At the Australian Intermediate Schools Fencing Championships held in Melbourne, in the Boy's Individual Foil, Benjamin Dang (9R) won equal Bronze; in the Boy's Individual Epee, Hudson Cai (9M) won Silver; in the Boy's Individual Sabre Ethan Li (9F) won equal Bronze. Well done indeed to our intermediate fencers at national level. For the teams events - Boy's

Intermediate Foil Teams - Benjamin Dang (9R), Tom Ye (8T), Lyndon Chow (9E), George Mermelas (9F) won equal Bronze; Boy's Intermediate Epee Teams - Hudson Cai (9M), Vihaan Rajit (9E), Benjamin Wu (9F), Daniel Zhu (8R) won the Gold; and Boy's Intermediate Sabre Teams: Ethan Li (9F), Oliver Xie (8R), Aaron Li (8S), Kenzie Yuan (8S) won equal Bronze. Congratulations to all our successful teams!



Interpreting Year 11 Reports - Semester One

All Year 11 students should have their reports. Parents should be aware that the information upon which the first semester report marks are based, might be a measure of just one or two skill sets or a limited number of completed topics, or just one task, and thus a proportionately fewer number of marks. Since the number of assessment tasks allowable was reduced, some courses have had no formal assessment tasks. These marks are extrapolated to produce a mark out of 100 or 50 per unit. In some cases, where students have missed the only task set, a blank or N/A might appear against the student's name for a course on the report. Individual marks for courses supplied by teachers are recorded and run against an ATAR predictor program. All the raw marks are converted into scaled marks per unit. Students missing a mark for a course will be given the score of the average of their other course scores for ATAR calculation purposes. In the iterative scaling process, students' marks in one course are compared against all the other students who completed the same course and against their performances in their other courses.



The data we use are last year's HSC results for High. We shape current data, in terms of means

and standard deviations, against the previous year's actual HSC data. The essential comparative assumption is that students, as a cohort, will perform at or around the same standard this year, as they did last year. This process can skew results (positively or negatively) if students miss tasks in several courses. Of course, individual courses have better or worse results on any given year, but overall, the predictor yields ATAR 'guesses' that are usually reliable to the ± 1 level. A scaled score out of 50 is calculated for each course on a one-unit basis. English and Mathematics Extension courses are given a scaled mark out of 150. In English, the relative contributions of Advanced and Extension can be distorted if a wide discrepancy exists in performance in each course. Accuracy improves in Year 12 when only 10 units are considered for the ATAR calculation. Any student studying a course outside the school is given the average per unit of their other courses, instead of missing the values altogether. Students good at PE may be negatively affected with PE removed from the overall calculation of performance.

We use all 12 Preliminary Units to calculate our ATAR estimate (rather than 10 as in the HSC calculations), for two reasons. First, we would like students to receive a realistic appraisal of their progress in State terms as well as relative to their peers at High. Second, we want them to know their relative performance in each of their courses, in terms of scaled marks contributing to their TES score for ATAR calculation. Students can use this data later in the year to make decisions about which courses to add, continue or terminate for their HSC year. Their choices are restricted, given that 12 Preliminary units can only be reduced to ten for the HSC, nine if an extension course is added (as in music extension) after successful acceleration, or eight if an accelerant performed well in two HSC units in a course in Year 11. Big fluctuations in rank order can occur in the transition from Stage 5 to Stage 6 work. High scoring Stage 5 electives might be replaced by more difficult Stage 6 courses. Students good at mathematics and science have one extra mathematics unit and up to four extra science units added into their calculated ATAR as compared to their Year 10 report calculation. By contrast, those weak in English have to count one extra unit of English in their calculated score. Students may find the intellectual challenge and workload of Stage 6 a bit of a shock in their first semester of learning. In short, the reasons for big fluctuations in rank order are many and varied. The point of the exercise is to determine strengths and weaknesses in various courses and to gauge how strong student interest in them is, as evidenced by their commitment to trying to master them.

June 30 is EOFY Time

Starting to think about making a donation? The EOFY is a week away. Act now and join the growing number of Australians giving something back to society to help others. You will feel better after having made a contribution to a worthy cause. If you have intended to



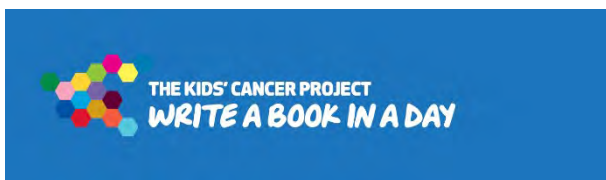
make a tax-deductible donation to our **SHSF Building Fund [The Governors Centre Finishing Touches Appeal]** or to the **SHSF Advancement Fund [Fairland Rebuilding Project]** but haven't yet done so, I invite you to make that donation, *as I have done*, before the end of the financial year. If you prefer assisting **The Library Airconditioning Project**, make your donation to the **Sydney Boys High School Building Fund**. If you have a sports focus or give to one of our **ASF Projects**, go to <https://asf.org.au/explore-projects/>. There are so many great achievements coming from the boys in a diverse range of endeavours. In order to consolidate, maintain and improve upon our resources for them and services to them, they would really benefit from your financial support. I ask for your help to make High an even better place in which our students can learn and grow.



Sentence Conscious Pedagogy: Writing at length....one step at a time.

To craft quality writing, students need to follow four basic steps: *planning, outlining, drafting, revising and editing*. For *planning and outlining* - gather information; distinguish between essential and irrelevant material; put ideas and supporting details into categories; arrange the ideas and details in an appropriate order or importance, logic or sequence; and develop a topic sentence for a paragraph or an introductory paragraph for a composition. For *revising and editing* - vary your sentence structure; make your sentences more informative and interesting; check word use - vivid, varied and precise; use transition words and phrases to connect your ideas. Does the writing follow a logical sequence? Is the writing coherent? Does it address the topic? Remove extraneous, irrelevant or unnecessary words.

Dr K A Jaggar
Principal



What *Write a Book in a Day* is a fun and creative team writing competition for students in Years 5 – 12. It involves a collaborative team effort (5 – 10 per team) where students plan, write, and illustrate a book. The book must be completed within 12 hours. Completed books are shared digitally with children in hospitals across Australia. In 2021, 1,252 teams participated in the competition!

When Friday 30 September 8am - 8pm

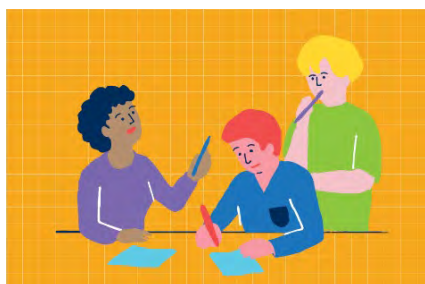
Where Senior Library

Why This competition is a fun way to help kids with serious illness as funds raised through sponsorship go towards finding kinder, more effective treatments for childhood cancer. Will your book win one of the State, Territory and National book awards? There are awards for Best Book and Best Illustrations to be won.

How For more information, go to:
www.writeabookinaday.com/about/

Create a team of 5 - 10 members.

Contact your coordinator, Ms Hinton with your team details – hintone@sbhs.nsw.edu.au



HIGH STORE SALE

Zoot suits (for training purposes ONLY)

Not the current design

Sizes L, XL, XXL

\$20

Cricket Senior Cream Shirts with S.H.S crest
 (for training purposes ONLY)

Assorted sizes

Canterbury Brand

\$20

Cricket Academy Training Shirts

Sizes M & L Only

\$20

Offer Ends 30 June 2023

SRC WEEKLY UPDATE Week 9 Term 2

We will be hosting a Multicultural Talent Quest on Friday 30th June (last day of Term 2) - scan the QR code below to submit your act for the competition!

The deadline for submitting your acts in the Talent Quest is Monday 26th June (Week 10) at 3pm.

If you have any suggestions, you can message us on Instagram @sydneyhighsrc.






Premier's Debating Challenge

Premier's Debating Challenge

Last Wednesday, our Year 9 and Year 10 team went head-to-head in the second round of the Competition. The topic for the debate was 'That Doctors should be allowed to overrule the medical decisions of parents.' After a heated and intellectually stimulating exchange of ideas, the victorious team emerged – the Year 10 team. The Year 9 team presented a compelling case arguing that doctors should be given power to overrule parent's medical decisions. On the other side, the Year 10 team eloquently countered their opponents' arguments. They skilfully highlighted the significance of parental rights, emphasising the need to respect a parent's authority in making medical choices for their children.

The adjudicator commended both teams for their knowledge base and the maturity with which they

presented their cases. Ultimately, the Year 10 team's articulate delivery, logical reasoning, and ability to address the complexity of the issue secured their victory.

I extend my congratulations to all participants. We eagerly anticipate more engaging debates and discussions in the future as both teams progress to round three of the Premier's Debating Challenge.

Keep up the outstanding work, Sydney Boys High School Debaters!

Beth Hinton
Year 9 and 10 Debating Coordinator



Opal Card Reminder



Please remember to **tap on and off** when travelling with a school opal card.





Enrichment ACTIVITIES

Enrichment Activities June 2023

SBHS Junior Philosophy discussion group meets each Wednesday at lunchtime under the tutelage of Michael Alam (class of 2022). We are now preparing our Middle School Ethics Teams for NSW Ethics Olympiad in November. Students cover a series of case studies and the tutor provides depth to the discussion by introducing the students to aspects of philosophical thought and theory.

Team to be announced.
(6 students for each team-one Year 9, one Year 10).

Ethics at Rosebank

On Wednesday 14 June we accepted an invitation from Mrs Cheryl McArthur at Rosebank to join students from a number of independent, Catholic and GPS schools in a day of ethical exploration relating to 'The Ethics of Protest.'

Dr Wesley Watkins (Jazz Democracy TED) The Importance of Voice, an engaging interactive presentation, developed around the extended metaphor of teamwork in performance. This resonated with an audience which seemed to consist predominately of musicians! (implies link between music and philosophy?).

This was followed by a series of inquiries which required students to create questions and interrogate the issues raised by our pre-readings around the Ethics of Protest. Our students were courageous in promoting a point of view in their enquiries and Balhar Athwal and Tra Nguyen were prepared to step outside their comfort zones by volunteering to present their group findings to the larger audience.

After lunch, the Philosophy In Schools (PiNS) association Essay competition winners were announced.

Session 3 was a large group 'Crossing the Floor' discussion involving a series of increasingly dystopic scenarios which produced some highly contentious reactions. This activity proved confronting for participants.

It was a wonderful opportunity for critical thinking and collaboration with the added benefit of meeting like-minded students. We are grateful to GATSTA (Gifted and Talented Secondary Teachers Association) and to PiNS for including students at SBHS in their programmes.

Well done: Tra Nguyen, Ioannis Chatzinikolaou (Year 10) Mohomad Rachid, Vihaan Rajit, Tristen Cheung, Balhar Athwal, Adruith Anand, Sami Rashid, Michael Lippa, Lachlan Yuen, Hedi Kathia (Year 9).

More Able Learners Conference

5 June Ascham School Edgecliff

This year SBHS is offering Philosophy as a one unit subject in Year 11.

It was wonderful to have an opportunity to combine our philosophy discussion group with Ms Harcourt's students for our annual philosophy excursion.

The programme:

KNOWING WHAT YOU KNOW AND WHAT YOU DON'T KNOW: Examining epistemology. What can we know exists? This session explored different ways that we might establish knowledge, such as empiricism, rationalism and fallible foundationalism.

THE OXBRIDGE INTERVIEW QUESTION:

How to think laterally and originally in an interview.

Dr JULIE ARLISS

THE SCIENCE OF HAPPINESS: Can Science tell us about How to be Happy? We all want to be happy, so how is that achieved? Dr O'Neill will review the scientific literature on the secret of happiness.

DR. CHRISTOPHER O'NEILL

SOCIAL PHYSICS: The relationship between Big Data and AI. The engine that drives social physics is big data: the newly ubiquitous digital data now available about all aspects of human life. What are the connections between human behaviour and the digital breadcrumbs we all leave behind us as we move through the world. The process of looking at this data is called 'reality mining'. The work of Social Physicist, Alex Pentland, living laboratories, socioscopes and modern-day tribes will be explained and examined as will the potential for artificial intelligence to 'read our minds'.

Dr JULIE ARLISS

DEBATE: THIS HOUSE BELIEVES THAT LOVE IS NOT A COMMODITY TO BE TRADED

A commodity is a useful or valuable thing that can reasonably be bought or sold.

Dr Arliss and Dr O'Neill engaged in hypothetical debate.

Students were invited to contribute to this energetic 'difference of opinion'. Well done to Joseph Britton, Luka Miletic and Tristen Cheung for their articulate and considered contributions to the debate, "Is Love a Commodity?"

Thank you to Dr Jaggar and the school for supporting activities that extend our students' thinking beyond our immediate context.

Attendees:

Year 8 Alay Mahidadia, Balhar Athwal, Tristan Cheung, Vihaan Rajit, Jude Ou, Adruth Anand, Lachlan Yuen. (Junior Philosophy).

(Year 10 Philosophy discussion group unable to attend due to assessment block).

Year 11 Daniel Bian, Andris Dang, Ayaan Hafiz, Aarav Gandhi, Fynn Hopkins, Zayn Hakim, Luka Miletic, Ashwin Rajeswaran, Kridaya Singh. (Senior Philosophy).

Ms Harcourt's Year 11 Philosophy Class:

Aryan Bhalerao, Joseph Britton, Roy Chae, Liam Cowan, Karan Dahiya, Nitinder Raghavan, Vithushan Srimurugakumar, Alexander Valanidas.

Julie Eggleton

Enrichment Activities Co-ordinator



Meet the Teacher – Mr Paul



Describe a little bit about yourself and your role at this school.

Fantastic at karaoke. Undefeated at Monopoly. Lord of Catan. I'm a passionate Old Boy ('02) of the school as was my grandfather. His blazer from 1941 hangs in my office. My sister and nanna also went next door to SGHS. I've got two lovely kids at home of my own and wear a variety of hats at the school. I help look after new students in Years 8-11. I'm the MIC for Rugby and the Fed Rep within the teaching body. I also love helping with Rowing and Debating in my utterly non-existent spare time.

Describe a little bit about your background in education and how you came to be a history teacher at this school.

History was my favourite subject in school. I majored in it at university before commencing a teaching degree. I worked for an organisation called AIME for close to a decade working to support the education and university admissions of Indigenous students before returning to High as an undercover English teacher in 2019. I've been in my current role within the History faculty for 2 years.

Is there anything you find unique about teaching at SBHS?

The connection I feel to the school.

Given that you are the Manager in Charge of Rugby at this school, is there anything you think the school community should know about the program?

It's the most enjoyable to play and the most prestigious sport in the GPS by a country-mile and is not the most dangerous sport offered!! Sydney High plays at a safe and suitable level. We're not sending your sons out to face giants.

What is a fun fact about you?

I was once a professional sports mascot for the Wests Tigers NRL team.



EARLY LEAVE REMINDER

The school **does not** accept early leave applications via email or telephone.

The procedures for early leave are as follows:

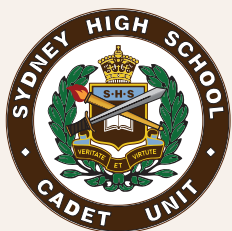
Students must bring a note to the office that has been signed by **both** a parent **AND** a Deputy Principal **BEFORE 8.55am Monday to Thursday and 9.25am Friday**.

The note must contain the student's name, roll class, date, time of departure and reason for leave.

The student then returns to the office at the stated time and collects an early leave pass.

Please note: Early leave requests submitted after 8.55am and / or sent via email or telephone will not be accepted or processed by the office.

Please resubmit your request using the procedures above.



Invitation to Ex-SHSCU Cadets

CELEBRATING 140TH ANNIVERSARY

OF SYDNEY HIGH SCHOOL CADET UNIT

THE PRINCIPAL OF SYDNEY BOYS HIGH SCHOOL, DR KIM JAGGAR OAM
AND OC OF SHSCU, LT(AAC) RONALD LUO, INVITES EX-SHSCU CADETS
TO ATTEND THE 2023 PASSING-OUT PARADE, FOLLOWED BY THE
140TH ANNIVERSARY CELEBRATION SUPPER.

TUESDAY 29TH AUGUST 2023

3:30PM - 7:30PM

SYDNEY BOYS HIGH SCHOOL
(GATE 2, CLEVELAND ST ENTRY)

DRESS CODE:

MILITARY MEMBERS:
CEREMONIAL SERVICE DRESS

CIVILIAN GUESTS:
SMART CASUAL

RSVP:

PLEASE RSVP BY 5TH AUGUST 2023
BY SCANNING THE QR CODE:



Music NOTES

Music Camp Concert ALL WELCOME!!!!

A Music Camp Concert will be held on Friday 23 June, 6.30pm Great Hall (approximately 8.30pm finish).

All music ensembles will be performing including a special combined item you don't want to miss!

Junior & Senior String Quartet

Congratulations to the following students who have achieved a place in the Junior and Senior String Quartet.

Junior String Quartet: Jimmy Li (9E), Tony Roberts (8E), Aidan Li (7T), Barry Zhang (7T).

Senior String Quartet: Jason Yu (10S), Kevin Dong (9R), Lucas Wang (9R), Ryan Chai (8S).

The Music Department would like to thank all students who auditioned for the school's Junior and Senior String Quartet.

Please note: Successful audition candidates have been emailed. Rehearsals will commence at Music Camp.

Term 2 Music Performance Program

No Music Ensemble Rehearsals in Week 10 (last week of Term 2).

Private Instrumental lessons will continue till the end of Term 2.

Students need to ensure they take their instrument(s) home over the break. Students and parents are reminded that SBHS does not provide instrument insurance or cover. The Music Department will not take responsibility for loss or damage whether on or off the school property.

Term 3 Music Performance Program

Both music ensembles and private instrumental lessons resume from Week 1 in Term 3 i.e. from Tuesday 18 July. It is never too late to join a music ensemble(s) and/or learn a new instrument!

Please contact the music department for more information.

Jordan Chung (SBHS Ex-student) – Jazz Night

Jordan Chung (SBHS 2017 ex-student) will be holding a Jazz Night performance on Saturday 1 July at Gracepoint Christian Church (1355 Botany Road, Botany).

Entry via donation. All welcome!

Jordan Chung completed his HSC Music 2 and Extension studies as an accelerated Year 11 student. He went on to studying a Bachelor of Music Performance (Jazz Studies) at the Sydney Conservatorium of Music.

Jordan regularly performs in many different forms of jazz ensembles (solo piano, jazz trios and quartets) and has great experience in a wide range of jazz genres including swing, Latin, Blues and contemporary Jazz.



Parent/Guardian/Student Communication

Parents and Guardians: Please download **SZapp** from the Apple App Store or Google Play and subscribe to 'MUSIC.' Installation guide can be found in the school's High Notes.

Students will be notified of any music news and notifications via Clipboard, Music Performance Program CANVAS page, school's daily notices and High Notes. Students are responsible to read and keep updated of any Music Performance Program related events/material on a regular basis. Students will also be notified of any music related events during ensemble rehearsals.

Attention Music Ensemble Students: If you are in the Music Ensembles Program and have not yet received a Music Performance Program Canvas invitation, please email the Music Department: music@sbhs.nsw.edu.au

2023 Music Ensemble Schedule

MONDAY (Before School)	TUESDAY (Before School)	WEDNESDAY (Before School)	THURSDAY (Before School)	FRIDAY (Before School)
Intermediate Concert Band 7.45am – 8.45am Governors Centre	Senior Concert Band 7.45am – 8.45am Governors Centre	Junior Stage Band 7.45am – 8.45am Room 101	Intermediate Stage Band 7.45am – 8.45am Room 101	Symphonic Strings 8.00am – 9.00am Room 101
Guitar Ensemble 7.45am – 8.45am Room 201		Senior Stage Band 7.45am – 8.45am Room 201	Philharmonic Orchestra 7.45am – 8.45am Room 201	Chamber Choir 8.00am – 9.00am Room 201
			Junior Strings Ensemble 7.45am – 8.45am Room 203 <i>Terms 1 & 2 only</i>	Marching Band 8.00am – 9.00am MPW/ Room 102 <i>Terms 1 & 4 only</i>
			Junior & Senior String Quartet 7.45am – 8.45am Room 202 <i>From Term 2</i>	
(After School)	(After School)	(After School)	(After School)	(After School)
Guitar Ensemble 3.20m – 4.20pm Room 201	Marching Band 3.30pm – 4.30pm GH/MPW/ Room 102 <i>Terms 1 & 4 only</i>	Percussion Ensemble 3.30pm – 4.30pm Governors Centre		Jazz Ensemble 3.30pm – 4.30pm Room 201

Please note:

- * The above schedule is subject to change. The Music Department will inform students asap via the CANVAS Music Performance Page and the school's daily notices if there are any changes.
- * Guitar Ensemble: Students who are unable to attend one of the rehearsals can join the alternate session.
- * Marching Band: Rehearsals only run in Terms 1 and 4 only. Compulsory attendance is required for students in Concert Band, Stage Band and selected Percussion Studently (no piano + guitar students).
- * Students must schedule private instrumental lessons at a different time to music ensemble rehearsals.
- * An attendance rate of 80% is required per semester to obtain Award Scheme Points.
- * Music Pocket: Attendance of 5 full years is required. New students in Years 8-11 will need to speak with the Music Department.

2023 Term 2 Music Events Calendar

WEEK	DATE/TIME	EVENT	MUSIC STUDENTS INVOLVED
9A	Tuesday 20 June – Friday 23 June	Annual Music Camp, Stay KCC	All music ensembles
9A	Friday 23 June	Music Camp Concert, 6.30pm Great Hall	All music ensembles
10B	Thursday 29 June	NAIDOC Assembly, 10.05am Great Hall	Thomas Chen (11S) Ethan Hybler (11R)

Music Events are continually added and/or are subject to change.

SYDNEY BOYS HIGH SCHOOL
presents

MUSIC CAMP CONCERT



Friday 23rd June, 2023 | 6.30pm

SBHS GREAT HALL

*****ALL WELCOME*****



The Armidale School Smallbore Rifle Shooting Competition

Just a few weeks after the onset of the winter season, six shooters from the Sydney High School Rifle Club travelled the exhausting eight-hour journey up to The Armidale School for our annual competition for the smallbore Tank Shell Trophy. The competition consisted of a 10-shot match on two separate 50m targets, each with the centre ring being less than a centimetre wide. The final match was an extremely challenging rapid shoot directly after the 10-shot match, where shooters only had 80 seconds to fire eight shots, with only five seconds to reload and another five second exposure to take the shot.

Our team had faced numerous challenges leading up to our shoot day. Most notably, our team was composed primarily of inexperienced shooters who had only been shooting prone for a few weeks. This was unfortunately due to our best smallbore shooters departing to begin their challenging journey into fullbore, for which we wish them the best of luck. Thankfully, we were still able to assemble a team of enthusiastic shooters, where with the help of our coaches, we were able to promptly prepare them for the upcoming competition.

Our team performed admirably, scoring 755.08 for SBHS. However, TAS was ultimately victorious with an exceptional score of 879.12.



We are delighted to recognise an outstanding achievement by Brendan Li, shooting exceptionally well and ending with the highest overall score, placing him as the King of the Range. We would also like to recognise Jasper and Zeeshan's composed shooting despite their relative inexperience, as well as the outstanding determination of Lance and Hamzah who, under extreme stress and pain, were able to persevere and finish their match. Well done to the entire team for the truly

exceptional shooting under the freezing seven-degree conditions at an unfamiliar range.



We would like to extend our thanks to The Armidale School for welcoming us with breakfast and refreshments as well as hosting our team at their home range. Congratulations to them on winning the Tank Shell Trophy and we look forward to bringing a team up again next year.

We would also like to thank the coaches, Darren, Dinan and Wentao and especially MIC Mr Comben who organised and coordinated the trip without whom this would not have been possible. A final mention of thanks to all for travelling up with us and helping at the range including encouragement from Dr. Jaggar and parents.

Karlson Fung 11F

Captain of the Smallbore Team at Armidale

Cessnock Open Prize Meeting

Sydney High's Fullbore Squad set out to Cessnock in the early hours of a Sunday morning to compete in the Cessnock Rifle Club Open Prize Meet. As last year's squad was largely comprised of Year 12 students who have since graduated, many new shooters have taken their place. For many, this would be their first major competition.



The Open Prize Meet consisted of three matches at a range of 600 yards with 2 sighters and 10 shots with a maximum possible score of 50 with 10 centres. Having completed a mock competition at our home range, we quickly fell into a familiar rhythm. Gear was thoroughly checked, shooters promptly prepared on the mound, rounds were loaded, and scorers and check scorers shouted their calls. Throughout the day, impressive scores would fill the blackboards. In the first match, Kyle Lee's first place with 48.7 and Alan Lu's second place with 48.3 demonstrated the talent our team has. In the second match, Wayne Lee achieved second place with a score of 48.2/50 while Oscar Chen shot a 47.3/50 for third place. In the third match, Daniel Huang scored 48.1/50 and Saxon Dean scored 45.2/50, attaining first and third place respectively.

At the conclusion of the competition, the award presentation highlighted the success and consistency of our shooters. In C grade, Daniel Huang placed first with an aggregate of 141.3/150 and Kyle Lee placed second with 138.9/150. Wayne Lee and Alan Lu were just outside the podium positions, achieving fifth and six place.



Despite this being the first Open Prize meeting for many of the students in the fullbore squad, the team performed admirably. The experience gained will serve the team well as we prepare for the upcoming GPS competition.

While the rifle shooting team may have been the stars of the show, none of this would be possible without the support of our experienced and dedicated coaches and our MIC who all gave up their time so that we would be able to compete at Cessnock. We are also very grateful for Cessnock Rifle Club's support of our team members and for hosting a brilliant competition.

Jensen Wang - Captain of Rifles
Tristan Dean - Vice Captain of Rifles
Wayne Lee - Fullbore Shooter

Wingham Open Prize Meeting

Over the long weekend commemorating the King's Birthday, Sydney High's fullbore squad, accompanied by their invaluable team of experienced coaches, took a seven-hour trip out to Wingham for the annual Open Prize Meet. Our shooters endured freezing cold nights to compete in six matches. Over those four days, the team gained valuable experience both on and off the range.



Wingham is more than just a competitive environment that reminds us to trust the processes we have developed over the year. A multi-day meet is also the perfect opportunity for our inexperienced, grade diverse squad to grow as a team with trivia night, dinner around the campfire and games after dark. It is these experiences that will act as the catalyst driving us all closer together and allow us to work together during the GPS competition at the start of term three.



The competition spanned two days with three matches per day. Our team completed matches and 400 metres, 500 yards and 600 yards. As it was an Open Prize Meeting, we were shooting alongside some of the very best in the sport ranging from international champions to previous winners.

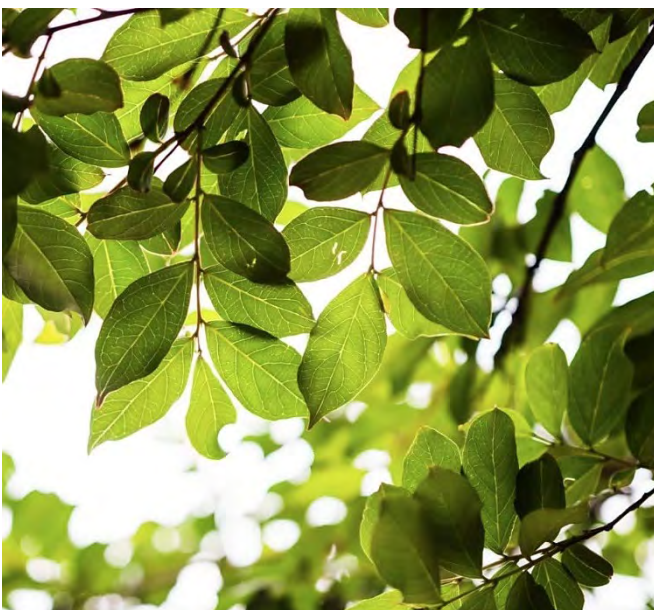
In the face of such stiff competition, both Daniel Huang and Kaiwen Wang stepped up, placing fourth with a total

aggregate of 303.26 and sixth with a score of 299.16 out of 325 respectively in C grade. Similarly, Felix McAllan-Yem came third in the fourth match with a score of 48.4 / 50. While not all of us can achieve a podium position, every shooter no matter how well they scored will take everything they learnt throughout this prize meeting on-board in the lead up to the winter holiday training camp and the subsequent competition.

In the end, none of this would be possible without the coaches and our MIC Mr. Comben who sacrificed their long weekend to attend Wingham along with us. Our coaches are unwavering in their support for our team and their depth of experience has helped us to perform to the best of our abilities.

Sydney High School Rifle Club would like to thank the Wingham Rifle Club for their hospitality and for running a OPM annually. Without their dedication none of this would be possible.

Wayne Lee 11E



**LASTING FRIENDSHIPS- HIGH SPIRIT-
PASSION – RESPECT – TEAMWORK –
DISCIPLINE – INTEGRITY**

Rugby Important Dates and Congratulations

After a bumper season in which we have become the 2nd largest Winter sport by student enrolments (152) it gives me great pleasure to congratulate Harry Xin (Year 11) and Naeer Nibras (Year 10) who have both been selected to represent SBHS Rugby in the GPS Presidents XV (Under 16s). Both play in our 1st XV side and their selection is proof of the rising tide of Rugby at High and the hard work of our coaching staff.



In other news, important dates remaining for the season are as follows:

High Performance Camp – July 5-7

Juniors Holiday Training Camp – July 11-12

Seniors Holiday Training Camp – July 13-14

Home games vs Joeys (July 22), Grammar (July 29) and Scots (August 7)

Rugby Dinner – September 1

Vivian Paul
MIC of Rugby



Sydney Boys High School Fencing

Senior AJ Rae School Teams Competition

Last weekend, Saturday 17 and Sunday 18 June 2023 was exceptionally busy for SBHS Fencing. Junior fencers travelled to Melbourne to compete in the Australian Intermediate Schools Championships while senior fencers competed in the Senior AJ Rae School Teams Competition at the NSW Fencing Centre in Alexandria.

Earlier in the season, SBHS Fencing took home the Roberta Nutt Shield. So last weekend, everyone had high hopes of taking home the AJ Rae Shield as well. Junior squad fencers already accumulated many points for the AJ Rae competition two weeks ago. Now it was up to the senior fencers to contribute. The competition was extremely tough with a total of 23 teams from different high schools competing across the three weapons – foil, epee, sabre. After more than 6 hours of physical exertion, we were victorious! Congratulations to the boys. We now working towards taking home many medals at Nationals.

Results

Boy's Senior Foil Teams (11 teams competing):

SBHS Foil A Team [Dean Johnsun (11F), Daniel Kim (10M), Henry Lin (11S), Andrew Wang (11S)] won Silver.

SBHS Foil B Team [Tony Guo (11T), Pranav Gupta (10M), James Pullinger (11T), Steven Zheng (11M)] came 7th.

Boy's Senior Epee Teams (4 teams competing):

SBHS Epee A Team [Jarrod Su (12R), Jack Wang (12M), Tommy Xu (10E), Xavier Perry (10M)] won Gold.

SBHS Epee B Team [Kelvin Chen (10F), Jack Huang (12T), Jamison Lai (10E), Tian Yang (11E)] won Silver.

Boy's Senior Sabre Teams (8 teams competing):

SBHS Sabre A Team [Jayden Ho (11M), Samuel Hui (11T), Mahesh Karki (10S), Oscar Shi (11S)] won the Gold.

SBHS Sabre B Team [Hayden Chen (10M), Andrew Pye (10R), Nathan Lee (10R), Akith Perera (10E)] won equal Bronze.

Dean Johnsun 11F
Senior Foil Captain

AJ Rae School 2023 Champions



AJ Rae Senior Epee Podium



AJ Rae Senior Foil Podium



AJ Rae Senior Sabre Podium





Sydney Boys High School Fencing

Australian Intermediate Schools Championships

Last weekend, Saturday 17 and Sunday 18 June 2023, 12 selected junior fencers flew down to Melbourne for the Australian Intermediate Schools Championships. Upon arrival in North Melbourne, the weather was gloomy, cold and windy. The Victoria State Fencing Centre on the other hand was a wonderful venue with many pistes and spectator friendly.

The competition was split into individuals of the respective weapon competing, followed by the teams' matches. Fencers came from NSW, VIC and QLD. We kicked off with foil on Saturday with 30 competitors. The highlight of the first day was Ben Dang's glorious comeback down, 8 to 14, coming back 7 points.

The epee competition, having 27 people, began early the next day on Sunday. The highlight was the team bout with Trinity Grammar VIC where our High team began behind but managed to gain a lead and then won 45-40. The sabre competition followed shortly after with 18 competitors.

A big thank you to Mr Huynh for carrying all our equipment and organising the coaches to accompany us on this trip. We would also like to thank our parents for travelling with us, giving us many encouragement and providing snacks to keep our energy up.

Results:

Boy's Individual Foil (30 competitors):

Benjamin Dang (9R) won equal Bronze (highlight of the weekend when he clawed back 7 points from 8-14 to win 15-14 to take him into the semi-finals!)

Boy's Individual Epee (27 competitors):

Hudson Cai (9M) won Silver.

Boy's Individual Sabre (18 competitors):

Ethan Li (9F) won equal Bronze.

Boy's Intermediate Foil Teams (5 teams competing):

SBHS Foil Team [Benjamin Dang (9R), Tom Ye (8T), Lyndon Chow (9E), George Mermelas (9F)] won equal Bronze.

Boy's Intermediate Epee Teams (3 teams competing):

SBHS Epee Team [Hudson Cai (9M), Vihaan Rajit (9E), Benjamin Wu (9F), Daniel Zhu (8R)] won the Gold.

Boy's Intermediate Sabre Teams (4 teams competing):

SBHS Epee Team [Ethan Li (9F), Oliver Xie (8R), Aaron Li (8S), Kenzie Yuan (8S)] won equal Bronze.

Hudson Cai 9M

Junior Epee Captain

Epee Teams Podium



Foil Teams Podium



Sabre Teams Podium





SBHS FOOTBALL RECAP – GPS ROUND 3 vs Scots College

Saturday 17 June

The third round of the GPS competition saw High matchup against Scots College in a great round of fixtures.

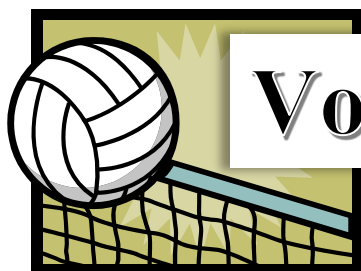
Some great wins for 8th Grade, 16D, 15A, 15D, 14A, 14C and 13C teams. Some great individual performances included five goals from Derek Wu (10T) in the 16D's, four goals from Yuhai Wang (8M) in the 14A's, a superb game in goals from Roman Samsonov (9M) to keep a clean sheet for the 15A's, a goal from halfway by Nissi Pillay (11M) in 3rds and a brace from Hadi Kathia (9E) in the 15D's.

Our next GPS fixture will be the first week back next term on 22 July against St Josephs College.

Mr S Higgins
MIC Football

Football			
Team	Opponent	Score	Result
1st	Scots	1 - 2	L
2nd	Scots	0 - 1	L
3rd	Scots	1 - 2	L
4th	Scots	0 - 2	L
5th	Scots	0 - 3	L
6th	Scots	0 - 1	L
7th	Scots	1 - 2	L
8th	Scots	7 - 0	W
16A	Scots	1 - 3	L
16B	Scots	0 - 1	L
16C	Scots	1 - 1	D
16D	Scots	7 - 1	W
16E	Reddam	2 - 2	D
16F	Knox	0 - 1	L
15A	Scots	1 - 0	W
15B	Reddam	1 - 2	L
15C	SHORE	1 - 2	L
15D	Scots	4 - 1	W
15E	BYE	-	-
15F	Reddam	1 - 5	L
14A	Scots	5 - 2	W
14B	Scots	0 - 1	L
14C	Scots	5 - 1	W
14D	Scots	0 - 1	L
13A	Scots	1 - 3	L
13B	Scots	0 - 7	L
13C	Scots	1 - 0	W
13D	Scots	1 - 12	L





Volleyball Notes

Volleyball Results SHS vs Newington College / Knox Grammar School Saturday 17 June (Term 2 - Week 8) 2023

All matches vs Newington College at Newington College, except 13A, 13B, 14A & 14B vs Knox Grammar School at SBHS.

1st and 2nd Grade Opens, 16A, 15A and 15B all had 3-0 Wins. 3rd Grade a 2-1 Win.

14A and 14Ball had a 2-0 Win. 16A and 13B had a 2-1 Win.

16B 1-1 Draw, Win on Pts. 13B 1-1 Draw, Tie on Pts. 13A 1-2 Loss.

1st: 25-16; 25-14; 25-21. 3-0 Win. 2nd: 25-17; 25-5; 25-18. 3-0 Win.

3rd: 25-11; 21-25; 25-16. 2-1 Win.

16A: 25-15; 25-15; 17-9. 3-0 Win. 16B: 27-29; 25-11. 1-1 Draw, Win on Pts.

15A: 25-17; 25-19; 19-11. 3-0 Win. 15B: 25-9; 25-16; 25-16. 3-0 Win.

14A: 25-9; 25-17 18-17. 2-0 Win. 14B: 25-9; 25-17; 18-17. 2-0 Win.

13A: 23-25; 25-16; 14-17. 1-2 Loss. 13B: 25-18; 19-25; 18-19. 1-1 Draw, Win on Pts.

Area (/3)	First Grade	Second Grade
Serving	Dimi LOGOTHETIS – 1.5 (8) Nelson LEE – 1.42 (12) Karan DAHIYA – 1.33 (9)	Jono ZHANG – 2.11 (19) Ross ZHOU – 1.89 (9) Dev PUNJABI – 1.87 (15)
Serve Reception	Sean LIM – 2.17 (6) Steven YIN – 2.0 (5)	Dev PUNJABI – 2.2 (10) Haoran ZHANG – 1.92 (13)
Freeball Passing	Sean LIM – 3.0 (2) Karan DAHIYA – 2.0 (2)	Dev PUNJABI – 2.83 (6) Haoran ZHANG – 2.6 (10)
Outside and Opposite Hitting	Edward LY – 2.07 (14) Oswald XIE – 2.0 (7) Dimi LOGOTHETIS – 1.92 (13)	Branson CHAN – 2.75 (4) Owen LI – 2.17 (6) Jay TA – 2.0 (6)
Middle Hitting	Andy ZHANG – 2.33 (3) Karan DAHIYA – 2.25 (4)	Ross ZHOU – 2.5 (6) Jinho MOON – 2.14 (7)
Setting	Nelson LEE – 2.65 (34)	Jono ZHANG – 2.45 (33)

Mr Coan
Coach

CHSSNSW Cross Country Team List 2023 – Congratulations!

Congratulations go to the below students, who will compete at the State Championships, Friday 21st July 2023

Boys 13 years Name

Owen Smith

School

Sydney Boys HS

Boys 14 years Name

Nestor Chan

Elijah Lees

School

Sydney Boys HS

Sydney Boys HS

Boys 16 years Name

Tanish Sarathy

School

Sydney Boys HS

Boys 17 years Name

Kiran Nayager

Adrian O'Young

School

Sydney Boys HS

Sydney Boys HS

Boys 18 years Name

Max Russell

Ren-Shyan Balnave

School

Sydney Boys HS

Sydney Boys HS



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THE SYDNEY HIGH
2023

JUDY CASSAB
PRIZE

FOR PAINTING
AND DRAWING

THEME 'A SLICE OF LIFE'

Students from Sydney Girls and Sydney Boys
are eligible to enter **one drawing or painting**
for consideration in the Judy Cassab Art Prize.

The winner will be announced at the
Illuminate Festival opening night on 28 August
at the Governors Centre.

One prize of two thousand dollars will be
awarded to the successful entrant.

ENTER by 14 August here <https://sbhs.co/jc23>

Conditions:

Only one artwork per entrant

Size should not exceed one metre square

No HSC artworks

The shortlist process and judging is final.

Works must be collected on Friday 2 September
from the Governors Centre.

Cassab 06



ILLUMINATE

CELEBRATING STUDENTS WHO
ARTICULATE CREATE INNOVATE

SAVE THIS DATE

MONDAY 28 AUGUST 2023

The Governor's Centre, Sydney High School

5:30pm Exhibition viewing

6:30pm Judy Cassab Prize and Official Opening

Special Guest

Ramesh Mario Nithiyendran

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JULY 11TH-14TH

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5TH-7TH JULY 2023 11AM-5PM, Years 7-12 (Ages 12-18)

SYDNEY BOYS HIGH SCHOOL HIGH PERFORMANCE HOLIDAY RUGBY CAMP

BOWDITCH and SCOLARI Rugby Coaching

- High quality coaching from Jack Bowditch (World Rugby Level 1 Accreditation, Ex Waratahs U/20, Ex Australian A Schoolboy) and Liam Scolari (West Tigers NRL Contracted Player, Ex NSW Schoolboys, Current Knock On Effect Cup Player)
- High quality insights and coaching from special guests; Chris Whitaker (Current NSW Waratahs Backs/Attacking Coach, Ex SBHS Student) Josh Mitchell (Director of Pathways Gordon Rugby)
- At our rugby camp we aim to intensify growth development with the goal of building the holistic rugby player, whilst also taking the time to identify areas of improvement within their specific position/s or aspirations on the field
- We believe in developing a strong work ethic in our players, which can be taught through all facets of Rugby, individually or as a team
- What differentiates us from other Rugby camps is that we do not allow for any player to be left out no matter what the skill level or interest
- Allergy Requirements to bowditch.jack96@gmail.com ASAP w/ subject as; RUGBY CAMP ALLERGY – (Name Contact Number) with a detailed explanation, Jack is currently qualified with his First Aid and CPR.
- Payments to be made by 2nd of July to The High Rugby Association, BSB: (032)-(010) Account No: (423695), Reference: Your Childs Name
- RSVP to be made by 2nd July 2023 as there are limited spaces available.

\$120/PP
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TO BE GIVEN AWAY!!

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YOUR SON PLAYING
BETTER & ENJOYING HIS
RUGBY MORE!!

SYDNEY BOYS HIGH SCHOOL/MOORE PARK WEST

Location/Dates are Subject to
Change
11am-5pm
RSVP: Jack-0410775017 ||
bowditch.jack96@gmail.com

FACT SHEET FOR PARENTS, GUARDIANS AND CARERS

WHAT IS THE NCCD?

The Nationally Consistent Collection of Data on School Students with Disability (NCCD) takes place every year.

The NCCD is a collection that counts:

- the number of school students receiving an adjustment or 'help' due to disability
- the level of adjustment they are receiving to access education on the same basis as other students.

Students are counted in the NCCD if they receive ongoing adjustments at school due to disability. This 'help' allows them to access education on the same basis as a child without disability. The NCCD uses the definition of disability in the [Disability Discrimination Act 1992](#).

Schools provide this information to education authorities.

Go to *What is a reasonable adjustment?* below to learn about adjustments.

WHY IS THIS DATA BEING COLLECTED?

All schools in Australia must collect information about students with disability.

The NCCD:

- ensures that the information collected is transparent, consistent and reliable
- provides better information that improves understanding of students with disability
- allows parents, guardians, carers, teachers, principals, education authorities and government to better support students with disability.

Student with disability loading

Funding from the Australian Government for students with disability is based on the NCCD through the student with disability loading.

Students with disability who are counted in the top three levels of the NCCD (extensive, substantial and supplementary) attract the loading. Funding is based on a per-student amount at each of the three levels of additional support. The amount of the loading reflects the level of support students with disability need to participate fully in school, with higher funding for those who need higher levels of support.

Australian Government recurrent school funding is provided as a lump sum to school authorities including state and territory governments, which can then distribute the funding to their member schools according to their own needs-based arrangements.

The Government expects schools and school systems to consider their funding from all sources (ie Australian Government, state and territory and private) and prioritise their spending to meet the educational needs of all of their students, including students with disability.

WHAT ARE THE BENEFITS OF THE NCCD FOR STUDENTS?

The information collected by the NCCD helps teachers, principals, education authorities and governments to better support students with disability at school.

The NCCD encourages schools to review their learning and support systems and processes. This helps schools to continually improve education outcomes for all students.

WHAT MUST SCHOOLS DO FOR STUDENTS WITH DISABILITY?

All students have the right to a quality learning experience at school.

Students with disability must be able to take part in education without discrimination and on the same basis as other students. To ensure this, schools must make reasonable adjustments if needed for students with disability. Educators, students, parents, guardians, carers and others (eg health professionals) must work together to ensure that students with disability can take part in education.

The *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005* describe schools' responsibilities.

WHAT IS A REASONABLE ADJUSTMENT?

An adjustment is an action to help a student with disability take part in education on the same basis as other students.

Adjustments can be made across the whole school (eg ramps into school buildings). They can be in the classroom (eg adapting teaching methods). They can also be for individual student need (eg providing personal care support).

The school assesses the needs of each student with disability. The school provides adjustments in consultation with the student and/or their parents, guardians and carers.

Schools must make reasonable adjustments if needed. The Disability Standards for Education 2005 define 'reasonable adjustment' as an adjustment that balances the interests of all parties affected.

WHO IS INCLUDED IN THE NCCD?

The definition of disability for the NCCD is based on the broad definition under the *Disability Discrimination Act 1992*.

The following students are examples of those who may be included in the NCCD if they need monitoring and adjustments:

- students with learning difficulties (such as dyslexia)
- students with chronic health conditions (such as epilepsy or diabetes).

WHO COLLECTS INFORMATION FOR THE NCCD?

Schools identify which students will be counted in the NCCD. They base their decisions on the following:

- adjustments provided for the student (after consultation with the student and/or their parents, guardians and carers)
- the school team's observations and professional judgements
- any medical or other professional diagnoses
- other relevant information.

School principals must ensure that information for the NCCD is accurate.

WHAT INFORMATION IS COLLECTED?

A student is counted in the NCCD if they receive reasonable adjustments at school due to disability.

Each year, schools collect the following information about the student, including:

- their year of schooling
- the level of adjustment received
- the broad type of disability.

For students who have more than one disability, the school uses professional judgement to choose one category of disability. They choose the category that most affects the student's access to education and for which adjustments are being provided.

A high level summary of the NCCD data is available to all Australian state and territory governments to improve policies and programs for students with disability.

HOW IS THIS DATA USED?

The NCCD data informs funding and work by schools and sectors. It ensures that support for students with disability becomes routine in the day-to-day practice of schools. The NCCD also supports students in the following ways.

- The NCCD helps schools better understand their legislative obligations and the Disability Standards for Education 2005.
- Schools focus on the individual adjustments that support students with disability. This encourages them to reflect on students' needs and to better support students.
- The NCCD facilitates a collaborative and coordinated approach to supporting students with disability. It also encourages improvements in school documentation.
- The NCCD improves communication about students' needs between schools, parents, guardians, carers and the community.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) annually publishes high-level, non-identifying NCCD data.

WHEN DOES THE NCCD TAKE PLACE?

The NCCD takes place in August each year.

IS THE NCCD COMPULSORY?

Yes. All schools must collect and submit information each year for the NCCD. This is detailed in the *Australian Education Regulation 2013*. For more information, ask your school principal or the relevant education authority.

HOW IS STUDENTS' PRIVACY PROTECTED?

Protecting the privacy and confidentiality of all students is an essential part of the NCCD.

Data is collected within each school. Personal details, such as student names or student identifiers, are not provided to federal education authorities. Learn more about privacy in the [Public information notice](#).

FURTHER INFORMATION

Contact your school if you have questions about the NCCD. You can also visit the [NCCD Portal](#).

There is also a free [e-learning resource](#) about the *Disability Discrimination Act 1992* and Disability Standards for Education 2005.

This document must be attributed as *Fact sheet for parents, guardians and carers*.



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AND BE

PREPARED

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Working Better At Home Units

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2. Organisation and Filing
3. Time Management Skills
4. Managing Workload
5. Dealing with Distractions
6. Overcoming Procrastination
7. Developing Motivation
8. Goal Setting
9. Lifestyle and Balance
10. Managing Stress

Improving Your Skills Units

1. Reading Skills
2. Writing Skills
3. Mathematical Skills
4. Science Skills
5. Foreign Language Skills
6. Assignments Skills
7. Research Skills
8. Presentation Skills

Improving How You Study Units

1. Summarising
2. Active Studying
3. Preparing for Exam Blocks
4. Test-Taking Techniques
5. After Tests & Exams

Working Better At School Units

1. Will we ever use this?
2. Using Classtime
3. Asking for Help
4. Dealing with Conflict
5. Groupwork Skills

Using Technology Units

1. Technology Tools
2. Basic Computer Skills
3. Be CyberSmart
4. Useful Apps for iPads
5. Microsoft OneNote

Skills for Specific Stages Units

1. Preparing in Primary
2. Starting Secondary School
3. Mastering Middle School
4. Becoming a Senior Student
5. Studying at University

Tools for Managing Challenges Units

1. Strategies for Dyslexia
2. Remote Home Learning
3. Living Across Two Houses
4. Bullying: Issues and Strategies
5. Managing Part-Time Jobs
6. Educational Kinesiology
7. Your Brain and Memory
8. Live Your Best Life
9. Tips for Parents
10. Tips for Teachers and Schools

2. THE HUMAN CONNECTIONS ONLINE WELLBEING RESOURCE

- Module 1: What is stress?
- Module 2: Stress and peak performance
- Module 3: Positive Psychology, what determines happiness
- Module 4: Quick relaxation & wellbeing tips
- Module 5: Learning how to relax, progressive muscle relaxation
- Module 6: Meditation
- Module 7: Mindfulness
- Module 8: Stress and the way you think

- Module 9: Changing your thinking
- Module 10: Turning negative thinking into positive thinking
- Module 11: Breathing techniques
- Module 12: Changing your focus
- Module 13: Pressure points to help you relax
- Module 14: Time management
- Module 15: Self-image beliefs
- Module 16: How to create positive habits

3. THE STUDY SAMURAI LIBRARY VIDEO LESSONS BY DR PRUE SALTER & ROCKY BIASI (20-30 MINS EACH)

Performance:

Achieve personal best performance

- Neuroplasticity (ROCKY)
- Brain Rules (ROCKY)
- 7 Motivation Strategies (ROCKY)
- What Drives Human Behavior (ROCKY)
- How to Set Goals (ROCKY)

- Maximising Classtime (PRUE)
- Practice Methods (ROCKY)
- Mental Practice (ROCKY)
- Practice Principles (ROCKY)
- Getting in the Flow (ROCKY)

- Your Brain and Memory (PRUE)
- Finding Help (PRUE)
- Aligning Goals To Values (ROCKY)
- Model Masters (ROCKY)
- Sustain Progress Develop Mastery (ROCKY)

Study Skills:

Know how to make learning easy

- Study Notes 1 (PRUE)
- Mind Maps (PRUE)
- How to Study (PRUE)
- Test-Taking Techniques (PRUE)
- Common Study Mistakes (PRUE)

- Study Notes 2 (PRUE)
- Learning Preferences (PRUE)
- Improving Reading Skills (PRUE)
- Improving Handwriting (PRUE)
- After Tests & Exams (PRUE)

- Study Notes 3 (PRUE)
- Subject Specific Study (PRUE)
- Advanced Memory Techniques (PRUE)
- Preparing for Exam Blocks (PRUE)
- Essay Writing Skills (PRUE)

Time Management: Become organised, efficient and productive

- Home Study Environment (PRUE)
- Organisation and Filing (Paper) (ROCKY)
- Organisation and Filing (Digital Resources) (PRUE)
- Fixed and Growth Mindset (PRUE)
- Managing Workload (PRUE)

- Time to Allocate to Schoolwork (PRUE)
- Creating Afternoon Routines (PRUE)
- Dealing with Technology Distractions (PRUE)
- Dealing with Other Distractions (PRUE)
- Overcoming Procrastination (PRUE)

- Prioritising Techniques (PRUE)
- Managing Workload 2 (PRUE)
- Planning Holiday Study (PRUE)
- The One Thing (ROCKY)
- 80/20 Rule (ROCKY)

Mindset:

Develop a growth and success mindset

- When will we ever use this? (PRUE)
- How Winners Think (ROCKY)
- Identity Beliefs (ROCKY)
- Fixed and Growth Mindset (ROCKY)
- Vision and Purpose (ROCKY)

- Senior School Mindset (PRUE)
- How to Change Negative Thinking (ROCKY)
- Problem Solving Questions (ROCKY)
- Mental Mindset of Champions (ROCKY)
- Focus (ROCKY)

- Keeping Things in Perspective (PRUE)
- The Power of Failure (ROCKY)
- 5 Steps To Get Your Head Right For Senior School (ROCKY)
- Changing Your Thinking ABC (ROCKY)
- Strategies for a Growth Mindset folder (ROCKY)

WellBeing:

Have energy and motivation

- Lifestyle Factors (PRUE)
- Power Poses (ROCKY)
- Positive Psychology (ROCKY)
- Starting Your Day For Success (ROCKY)
- Creating Positive Habits (ROCKY)

- Sleep and Study (PRUE)
- Stress and Anxiety Relief with The Tapping Technique (ROCKY)
- Accessing The Emotions You Want (Anchoring) (ROCKY)
- Asking Better Questions to change your mental focus (ROCKY)
- Healthy Mind Platter (ROCKY)

- Nourishing Body and Brain (PRUE)
- Meditation and Mindfulness (ROCKY)
- Happiness Advantage (ROCKY)
- Wellbeing Factors (ROCKY)
- Progressive Muscle Relaxation (ROCKY)



Surviving & Thriving in High School

with the Study Samurai Library!

Sydney Boys High School has organised a unique opportunity for students and parents to learn from two experts: Dr Prue Salter, who specialises in study skills and Rocky Biasi, who specialises in peak performance, motivation and wellbeing. All students in Years 7 - 10 are explicitly spending at least two lessons per term in using the study skills and Wellbeing materials in their Values Education or Careers Education classes. Parents are recommended to check out the materials and encourage their child using the resources regularly at home.

To learn more, here's what you need to do:

- Go to **studysamurailibrary.com** click on Login and enter these details:

Username:

Password:

- Watch the welcome video.

Using the Study Samurai Library:

1. Try and watch at least one of the video lessons each fortnight - there are 75 to choose from! If there is an area you want to learn more about you are also welcome to watch those videos at any time.

The categories are:

- Performance
- Time Management
- Wellbeing
- Study Skills
- Mindset

2. Your Study Samurai Library also includes access to Prue's Online Study Skills Handbook website and Rocky's Online Wellbeing Resource. These resources can be accessed through the menu at the top when you log into the Study Samurai site. Explore the resources on these sites to learn more about study skills and wellbeing.

Your Study Samurai Library Includes



75 Video Lessons from Prue and Rocky on study skills and wellbeing topics



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