



**From the Principal
Memoriam ANDREW XU**

'Good morning. Thank you to you all for gathering to remember, honour and celebrate Andrew Xu's life. His funeral has been held, with numerous friends and family delivering eulogies or placing white roses – the universal symbol of respect, remembrance, innocence, purity and love. Our school community needs to demonstrate its emotional solidarity and respect for Andrew's family in their inconsolable grief, and to process his passing.



As cruel Fate would have it, Andrew will remain forever young. His life was taken at a moment of youthful hope and expectation. His story, like that on Keats's urn, is frozen in time. It is a story of unfulfilled promise, of potential left unrealised, of friendships cut short of hopes dashed. He will always be excited about his 18th birthday, remember fondly the music camp and look forward to the rugby camp. He will always be studying for his Trial HSC and organising his next game of pool. He will continue to plan his post-secondary life. He will expect to cross the road to go home. He is captured now in eternal anticipation.

Cicero observed that 'the life of the dead is placed in the memory of the living.' For those who knew and loved Andrew their memories of him will become treasures. These memories might be found in reading the 'group together' testimonials of his friends or reading the cards with their floral tributes at the collision site or enjoying one of Andrew's Year 10 movies or just sharing moments from his memorial 18th birthday celebration. We will establish perpetual memorials to Andrew on school grounds. They will connect us tangibly to his memory.



Life is beautiful, but also fragile. Loss of life is classified as tragic when it meets four preconditions. The harm done is irreparable. There is a shock at the sudden nature and finality of the death – 'this should not have happened.' The event has moral weight for us – it violates our sense of what ought to be. A promising life ended. It offends our values – innocence lost, love forgone, a family shattered, friends bereft, criminal negligence by a driver. We appreciate the moral preciousness of what was taken away.

When confronting tragic events, grief is the price we pay for loving, empathising and caring. Rather than describing grief in traditional stages – denial, anger, bargaining, depression and acceptance – modern researchers are emphasising oscillating processes for managing grief. Sufferers move in and out of coping strategies. We need to accept the loss intellectually and emotionally. We must process the pain caused, rather than 'get over' it. We have to adjust to a world without that person in it. Finally, we should try to build an enduring connection with the deceased person while reinvesting in our lives, which must go on.

So, it needs to be for Andrew's memory. After some grieving time, we need just to value the worth of his life, so much of it un-lived, and try to build our resilience and determination to maximise our own opportunities. We need to hold on to moments or events together and share with him products he created, or photographs he shared. Physical or audio-visual symbols can be powerful reminders of the joy of living and its purposeful pursuit. Preserve and protect memories of Andrew, because you cannot relive them. His life mattered but he did not get to fulfil it. Your lives matter also, live them well as he would have done'.



High Talent

Well done to our High Rifle Shooting Teams who earned the trifecta at the All-Schools competition. The champion team consisting of Tristan Dean, Kaiwen Wang, James Cao, Jensen Wang, and Anderson Lee. Tristan Dean placed second overall on individual score. He also achieved first place at the New South Wales Rifle Association King's Competition in C grade at the end of last term. Congratulations to our table Tennis Team on their 3rd place in the CHSSA Table Tennis Championships. Our team comprised of Alex Huang, Jasper Wu, Bryan Liu, Timothy Zhou and Thomas Cao, all of Year 12. Well done to Eric Yu (SHS-2021) who was awarded second place in the AIPS awards in the Young Photographers Category. He has recently been invited to photograph the Tokyo World Athletics Championships.



Interpreting Year 10 Reports - Semester 1

All boys in Year 10 should have their reports out after consultation with the *Relieving Principal or me*. Year 10 is an important time to try out electives to help goals identify possible stage 6 courses that students might be interested in studying. Equally, it can confirm which courses students do not enjoy and will not pursue in stage 6. Above all, Electives should be taken for enjoyment of the subject concepts, content and activities. **Parents should be aware that there are changes to the way the rank order is calculated in Year 10.** HDs (6 points) and credits (3 points) etc are no longer added together to form the scores on which the rank order is based. **We use individual marks supplied by teachers.** We calculate ATAR equivalent scores for those marks based on 12.3 units (six subjects). PE is included in the calculations as 30% of two units (a subject) because it has only four periods and is assessed as a practical subject in Year 10. PASS elective scores are calculated in the usual way. Boys good at PE and taking PASS may be advantaged in the ranking. Rank order variations can be large between Years 9 and 10 for these and other reasons. For example, boys take on additional electives which do not have to include history or geography. Many boys are attempting stage 6 courses as **accelerating students**, and they are assessed on stage 6 criteria which are more rigorous than those in stage 5. Sometimes, they spend more time than they should on their accelerated course and get their time

management out of balance. Some of their other subjects might have weaker results as a consequence. This can lead to a large rank fluctuation and a reduced ATAR estimate. **Some stage 5 electives**, like commerce, robotics and filmmaking, are **infused with stage 6 concepts and content**. The *Online Elective* can only be calculated as the average of the rest of the students' scores because it is a mastery-based elective. That calculation may lower a student's rank or advantage him because he would have done worse in any other elective. **Science** is delivered in a series of modules – e.g. chemistry, biology and physics. Some boys are much more engaged with one science module rather than another. Regrettably, some boys switch off in modules or subjects they are not planning to pursue in Year 11. These subjects can be electives that they just picked for enjoyment because they had already decided on their Year 11 courses, or ones that they chose but with which they have not become engaged. When discussing the report with your son, please bear in mind the possible impacts on ranking in the cohort of these changed contexts. **Quiz him about his three electives** and how he is engaging with them and whether he is enjoying them and if he is thinking about his stage 6 course selections. Look closely at his **learning behaviours profile** to see how his engagement is perceived by his teachers. Discuss the **next steps recommendations** by his teachers to develop personal growth goals.

Dr K A Jaggar
Principal



Reports



GOALS

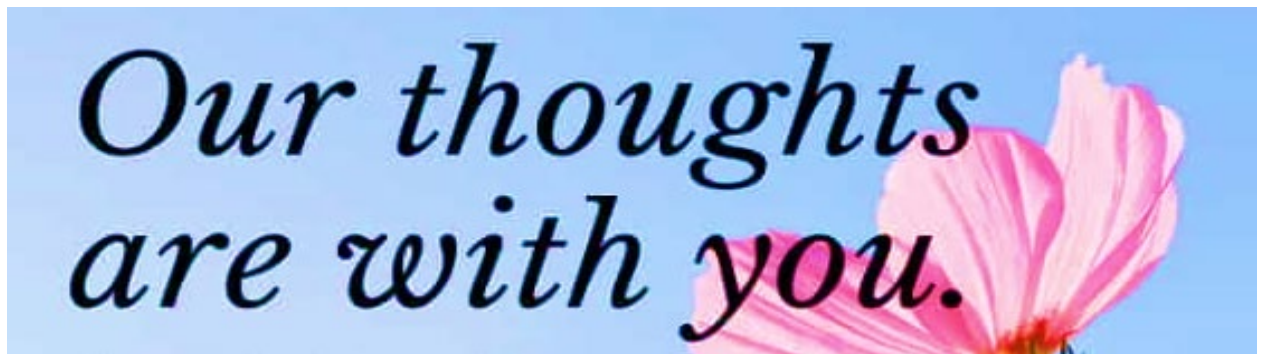
Music NOTES

We are deeply saddened by the sudden tragic passing of Year 12 student Andrew Xu.

Andrew was a highly valued member of the Music Performance Program since his participation in Year 7.

Andrew played the Alto Saxophone in Intermediate Concert Band in his junior years and later progressed into the Senior Concert Band.

Andrew's Family and Loved ones are in our Thoughts and Prayers, "May He Rest in Peace".



Annual Music Camp

Over 300 students in the music performance program attended the annual music camp at Stay KCC in Katoomba in the last week of term 2. The students participated in 3 days of intense music rehearsals with a talent quest held on Wednesday evening which showcased a variety of talents including a teachers act.

The Music Camp Concert was held on Thursday evening, upon return from camp. The concert showcased all our ensembles performing a wide variety of repertoire and culminating in our big camp finale, this year's item, the very popular 'best of boy bands' arranged and conducted by Peter Aoun. A huge thank you to Lindy Masya (Music Committee president), and the wonderful parent volunteers in organising the BBQ dinner to feed our hungry musicians before the camp concert.





High Music Talent

Liam Greacen (Year 12 HSC Music Extension) competed at the NSW State Solo at Baker College on Sunday 23 June representing the Shire Band for the U19 against 12 other players and placed 2nd with just one mark away from 1st place.

Congratulations on Liam's very fine achievement and success!

Alexander Wu (Year 10 music accelerant) gained 1st prize in the Sutherland Shire and St George Youth Music Awards Composition section with his piece titled 'Cycle', a remarkable achievement.

Well done!



HSC Showcase Concert

The HSC Showcase Concert was held on Thursday 24 July in the Great Hall with students in the Music 2 course performing a wide variety of pieces on their instruments.

This **Sunday 27 July, we continue the performances in the Governors Centre auditorium commencing at 2:30pm.** The concert will include all music extension ensemble pieces and some accompanied Music 2 soloists. ALL welcome and we hope to see you there to support our HSC students in preparation for their upcoming performance exams.

HSC Music Composition Recording and Performance Trial Exams

HSC Mandatory and Elective composition recordings will be held over 2 days, on Monday 28 and Tuesday 29 July to submit with their written work. The students are busy rehearsing and making final edits this week.

HSC Music 2 and Music Extension students will have their trial performance exams on Thursday 31 July and Friday 1 August in the Great Hall. This year we have 15 Music 2 and 7 Music Extension candidates sitting the HSC with 5 accelerated Year 11 students.

We wish the boys all the best in their preparation leading up to their HSC performance exams in early September.

Music Ensemble Rehearsals

Ensemble rehearsals have recommenced this week, please ensure you attend your ensembles punctually to make the most out of the sessions.

Suzanna Lim

Music Teacher

2025 Music Ensemble Schedule

MONDAY (Before School)	TUESDAY (Before School)	WEDNESDAY (Before School)	THURSDAY (Before School)	FRIDAY (Before School)
Intermediate Concert Band 7.30am – 8.30am Governors Centre	Senior Concert Band 7.30am – 8.30am Governors Centre	Symphonic Strings Ensemble 7.45am – 8.45am Room 204		Marching Band GH/MPW Scheduled Sessions Term 1
Guitar Ensemble 7.45am – 8.45am Room 201		Senior Stage Band 7.45am – 8.45am Room 201	Symphony Orchestra 7.45am – 8.45am Room 201	Chamber Choir Ensemble 8.00am – 9.00am Room 201
Philharmonic Strings Ensemble 7.45am – 8.45am Room 101	Junior and Senior String Quartet 7.45am – 8.45am Room 101	Junior Stage Band 7.45am – 8.45am Room 101	Intermediate Stage Band 7.45am – 8.45am Room 101	
(After School)	(After School)	(After School)	(After School)	(After School)
Guitar Ensemble 3.15pm – 4.15pm Room 201				Jazz Ensemble 3.15pm – 4.15pm Room 201
				Percussion Ensemble 3.30pm – 4.30pm Governors Centre

SKIING

CAMP







PHYSIOTHERAPY

Injury and Rehab Updates!

School Physiotherapy will now take place on **Wednesday mornings**, starting **Wednesday 30 July 2025**.

Please note this is a change from the previous **Monday sessions**.

Physiotherapy sessions will be held in **Room 901 from 7:00am–9:00am**.

Bookings can be made via this link: [Physio Booking Sheet](#)

Jeremy Granger has recently moved overseas; we thank Jeremy for his valuable contribution to the school.

We now welcome **Jason Huo** as our new School Physio.

Jason, an Old Boy of Sydney Boys High School was **Athletics Captain in 2017**.

Jason has been coaching Athletics since graduation and is now a qualified physiotherapist. Jason brings both clinical expertise and a deep understanding of the physical demands placed on our students. He is eager to support student performance, recovery, and long-term wellbeing.

In addition, **Neil Song** will continue his work as the **School Physiologist**, located on the **gym gallery steps** during the physio sessions.

Kurt Rich

Head of Strength Conditioning



Jason Huo with Kurt Rich at GPS Athletics Championships 2024



Welcome Back to Term 3!

I hope everyone had a restful and enjoyable break, and hope you are all ready for the final stretch of the Cross-Country season.

This Saturday 26 July we will be competing in another GPS relay event. Please check Clipboard for full details and team information.

On the first day back of Term 3, **Tuesday 22 July**, 12 High boys proudly represented the school at the **NSW All Schools (State) Cross Country Championships**. A summary of their results is provided below:

Kurt Rich
MIC Cross Country

SBHS Cross Country – NSW State All Schools Championship Results:

Age Group (Distance)	Name	Placing (Field)	CHS Placing	Time
13 (3.2 km)	Anton Bolofer	92 / 104	73/85	12:40
15 (4.0 km)	Nathaniel Ng	45 / 96	28/79	13:45
16 (6.4 km)	Elijah Lees	17 / 92	7/73	21:51
	Nestor Chan	23 / 92	9/73	22:35
	Charlie Chesire	34 / 92	15/73	23:49
17 (6.4 km)	Aayush Kumar	29 / 94	13/76	23:01
	Max Chen	31 / 94	15/76	23:08
	Lucas Zhang	42 / 94	25/76	24:06
18 (7.7 km)	Tanish Sarathy	19 / 83	8/65	27:33
	Aaron Chu	47 / 83	29/65	30:19
	Matthew Taylor	62 / 83	44/65	31:55
	Micah Jouravlev	63 / 83	45/65	31:56



Aayush Kumar (Y11), Elijah Lees (Y11), Charlie Cheshire (Y10), Max Chen (Y11), Lucas Zhang (Y11), Nestor Chan (Y11), Nathaniel Ng (Y10)



Matthew Taylor (Y12), Tanish Sarathy (Y12), Aaron Chu (Y12), Micah Jouravlev (Y12) - 2 Other School Representatives!

"Congratulations"



Dear Parent or Caregiver

The Life Ready program is a mandatory program. The course aims to prepare and support students to lead, and contribute to, healthy, safe and meaningful lives, which promote respect, responsibility, enjoyment, inclusion and social justice for self and others.

The Key Skills:

Communication and Interpersonal skills.

Decision making, problem-solving and critical thinking skills.

Building independence and confident transitions.

The course addresses six learning contexts:

Independence.

Mental Health and Wellbeing.

Respectful Relationships.

Sexuality and Sexual Health.

Drugs and Alcohol.

Safe Travel.

***Note – these skills have been addressed in but not limited to the PDHPE program and Values Education.**

IMPORTANT

The program will run across 3 days:

From Monday 15 December 2025 to Wednesday 17 December 2025.

During the last Week of the School Year 2025!

Any student who does not complete this course will be required to complete the **2026 program** which will again be in Term 4 - **therefore during their 1st Term of Year 12.**

Kurt Rich

Life Ready Coordinator



NEW SOUTH WALES RIFLE ASSOCIATION

Rifle Shooting at the NSW Rifle Association Kings Series

Sydney High's Fullbore Squad competed in the McIntosh and Kings Rifle Shooting Competition at the Anzac Rifle Range in Malabar.

Our Team was provided with valuable experience against other shooters of all different ages and skill levels, serving as preparation for the upcoming GPS competition in July.

Over the course of five gruelling days, our squad faced various challenges, including unfavourable weather and unpredictable winds across distances from 300 to 800 metres.

Despite these conditions, our Team followed through and delivered excellent results, with many shooters being recognised with numerous range prizes. Most notably, Tristan Dean secured first place in C Grade, with an exceptional aggregate of 484.42/500.

Even those that did not receive prizes still managed to set personal records and perfect 50/50 scores.

Committment

These results have been a testament to the Team's commitment and devotion, inspiring great hope for the season ahead.

We are deeply grateful to our MIC, Mr. Comben, and our coaches, for their support and guidance, which have enabled us to reach our full potential.

We also want to thank the NSW Rifle Association for hosting all our shooters at Malabar and for staging this excellent competition.

Lachlan Yuen

Vice-Captain of Rifles



IMPORTANT

Student Leave Requests – Reminder

There is a Department of Education and school policy on **Student Leave of Absence – Extended Leave Travel** requests. This applies to leave that is **five school days or more** in duration. Parents are reminded that as a matter of policy leave may not be processed or approved unless **four weeks'** notice has been given. Also, **cogent reasons** for travelling during school term need to be supplied. No travel should be booked during the assessment or examination blocks affecting your son. The effect of this decision is that all leave requests that involve the last four weeks of term should have been lodged with Dr K A Jaggar for approval by **the end of week 6, each term**. If you are planning to travel during the school term you need to download, complete and submit the form for approval to Dr K A Jaggar.



LOST PROPERTY

Please label all items clearly with a first and last name to enable identification.

It is the responsibility of students to claim their lost property from the **McDonald Wing Office** during recess.

Parents are NOT permitted to collect lost property on their son's behalf.

Items are cleared every fortnight and will not be available for collection after then.

McDonald Wing Office Staff

School Absence

STUDENT ABSENCE

If your son is absent from school, please email absences@sbhs.nsw.edu.au to explain the absence.



STUDENT LATE ARRIVAL

If your son is going to be late for school, please ensure that he scans in on arrival outside the main office.

The scanner will generate a late slip that can be presented to the teacher on arrival to class.

EARLY LEAVE

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

The note must contain the student's name, ID number, 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.

Requests

Please note: Early leave requests sent via email or telephone will **not** be accepted. It is the student's responsibility to bring the note and submit with signatures before 8.55am Monday to Thursday and

ATTENTION PLEASE!

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*.



SYDNEY BOYS HIGH SCHOOL

The Phillip Day Memorial Scholarship
Closing Date: **28 November 2025**



Nurturing scholar-sportsmen since 1883

Applications available at: sbhs.co/scholarships

556 Cleveland St, Moore Park NSW 2021 | Ph: **9662 9300**

SYDNEY BOYS HIGH SCHOOL

Sir Roden Cutler and Lady Cutler Foundation

Scholarship



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556 Cleveland St, Moore Park NSW 2021 | Ph: 9662 9300



Dear Students and Parents,

Just to remind you that our school is a subscriber to the study skills website www.studyskillshandbook.com.au including the Study Samurai video library.

This website will help you develop essential skills for academic success.

There are units of work on improving time management skills, how to study, research skills, summarising, technology use, brain and memory as well as many wellbeing topics in the Study Samurai Library.

Everything you need to know about becoming a more powerful learner and improving your marks at school can be found on this site.

For example, learn how the colour of your room affects your ability to study, what the best study techniques are for your type of brain, how to improve your handwriting and useful software and Apps to block yourself from technology distractions.

You will also see lots of useful handouts, grids and planners at the bottom of the THINGS TO PRINT page.

To access the handbook, go to www.studyskillshandbook.com.au and **login** with these details:

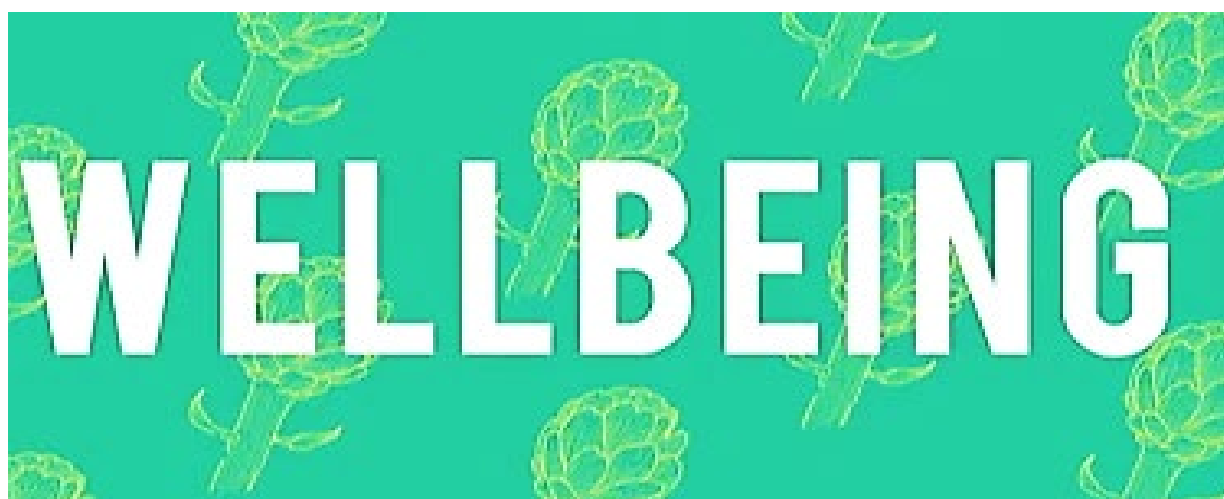
username: **sydneyboys**

password: **sydneyboys**

OR, through the Student Portal, go to My Library then Online Databases, scroll down to the Study Samurai.

The more of this website you can work through, the more you will set yourself up for academic success.

Miss Joanna Chan
Head Teacher Student Wellbeing





STUDY SAMURAI

FIVE KEYS TO UNLOCK PERSONAL ACADEMIC PERFORMANCE

The Study Samurai Library includes:

1. THE ELES ONLINE STUDY SKILLS HANDBOOK WEBSITE

Working Better At Home Units

1. Home Study Environment
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

NOTE: A subscription to the Study Skills Handbook includes all topics in this first section.

The Study Samurai Library includes everything on this whole page including all the handbook topics.

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)
- Independent Learning (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)

The
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FREE WORKSHOP CALENDAR 2025

To register for a workshop please make sure to sign up:

[https://tinyurl.com/
KidmanParentWorkshops](https://tinyurl.com/KidmanParentWorkshops)



Call us
02 9514 4077

Email us
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Prince of Wales Hospital
High Street
Randwick Sydney 2031

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WORKSHOP 6

Tech-Smart Parenting: Creating Healthy Screen Time Habits

WHO IS THIS FOR: Parents and caregivers of children and teens

DESCRIPTION: Held during the school holidays, this workshop will help you develop balanced screen time routines with your kids. Learn how to create a family plan, understand common apps, and build healthier digital habits that support mental wellbeing.

TUES 16 SEPT 2025 (4–5PM)

WORKSHOP 7

Supporting Teens with Low Mood and Suicide Risk

WHO IS THIS FOR: Parents and caregivers of teens

DESCRIPTION: Learn how to support teens experiencing low mood and navigate conversations around suicide safely. This session explores the cycle of low mood and offers practical, evidence-based strategies for checking in, building connection, and opening difficult conversations with care.

WED 1 OCT 2025 (6–7PM)

WORKSHOP 8

Helping Teens with ADHD: Tools to Support Executive Functioning

WHO IS THIS FOR: Parents and caregivers of children and teens with ADHD

DESCRIPTION: Executive functioning plays a key role in ADHD. This workshop introduces practical tools used in therapy—like planners, visual timetables, verbal warnings, and scaffolds—to help teens improve organisation, focus, and independence.

TUES 11 NOV 2025 (6–7PM)

WORKSHOP 9

Putting It All Together: A Clinical Psychologist's Guide to Supporting Your Child

WHO IS THIS FOR: Parents and caregivers of children and teens

DESCRIPTION: Want to know how it all fits together? In this final session, a clinical psychologist shares five key evidence-based strategies to support children's emotional wellbeing—covering thoughts, feelings, behaviours, body signals, and the role of family connection.

TUE 2 DEC 2025 (6–7PM)



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