

# Bulli High School Newsletter

Ursula Road, Bulli NSW 2516  
Telephone +61 (0)2 4284 8266

[www.bulli-h.schools.nsw.edu.au](http://www.bulli-h.schools.nsw.edu.au)  
[bulli-h.school@det.nsw.edu.au](mailto:bulli-h.school@det.nsw.edu.au)

April 2020



## Principal's Report

This has certainly been the most unexpected way to finish the school term. Learning for our school community is very different, but on the plus side we have students, teachers and parents working together supporting our students in their learning. I have been so impressed by the way our teachers have taken to preparing online resources and working with students in the virtual world. Our LAST's and SLSO's are regularly checking in and supporting students and the office staff are responding to the many calls coming in from parents as we navigate this new world. We are also very aware of how family life has been turned on its head. Bulli HS certainly looks and feels different with no students, and most staff working from home.

We are in the process of reviewing our lesson delivery mode and school day structure. We will advise parents with an update before the end of the term.

Some of the newsletter items show activities which happened before the social distancing came into effect.

A new department hub is now live, to find all information in relation to COVID-19

**Public-facing hub** – <https://education.nsw.gov.au/covid-19>

- Quick links to help people find the info they want including all the ECE stuff
- FAQs for parents and the community
- News updates
- Wider Government updates – via links

### STUDENT REPORTS

We are endeavouring to maintain as many structures and/or practice as possible. Interim reports, based on the first 8 weeks of Term 1, will be issued via Sentral next week to all students in Years 7-11.

An e-news will be sent informing parents when and how to access the reports.

Teachers are currently completing Year 12 Midcourse Reports to be issued by Week 1, Term 2.

### HOW TO RESPOND

Here are 3 positive steps we can all take when facing difficult times:

**KEEP CALM**

There are lots of things outside our control. Let's remember to breathe and focus on what really matters so we can respond constructively.

**STAY WISE**

Making wise choices helps everyone. Let's choose positive actions that support our wellbeing and help others to do the same.

**BE KIND**

We're all in this together, even when we're forced apart. Let's stay connected and reach out to help others who may be in need.

*We acknowledge the traditional custodians of the land on which we live and work and pay our respect to Aboriginal elders past, present and future*

Proud member of the  
Seacliff Community of Schools



*Respect - Responsibility - Integrity*



# Bulli High School

## Newsletter

April 2020

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### Register for E-News

If you are already registered you will continue to receive our e-news bulletins.

To register for e-news follow these steps:

- Download the e-news app onto your phone or device
- Add Bulli HS (click on the bottom right + symbol)
- Select 'Newsletters' and relevant years

### *BHS P & C*

Thank you to the 2019 office bearers of the BHS P & C.

The following people were elected to the new positions at the March AGM:

President:	Mrs Jo Reed
Vice President:	Mr Steve Morgan
Treasurer:	Mrs Jane Grant
Secretary:	Mrs Pip Budgeon

Thank you to all members for your continued support of BHS.  
Please note the April P & C meeting has been cancelled.

### *EMPTY GROUNDS !!!*



Take care, and look after yourself and others.

*Chris Gregory*

Principal

## Deputy Principal's News

Hello Bulli High Community,

Who would have thought we'd end up here? Wow, what a year it has been! I am so glad to see so many of you engaged with your online learning. We understand it will take a little while to sort things out and get used to a new normal. On top of that we don't know how long this is going to be in place, but still we must go ahead as best we can!

I have said elsewhere, that we recommend that junior students (7-10) do no more than 4 hours of school work a day AND then we tell you to follow your normal timetable! How does that work squeezing 5 hours into 4? Given that you don't have to move from class to class, unpack and get settled and ready for class, a 1-hour lesson can be condensed down to around 40- 45 minutes and voila you have whittled down to less than 4 hours.

Please also stick to your regular timetable to work out what you are going to do each day. As much as it pains me (being a science teacher!!) to say there are other subjects to do than maths and science! Please make sure you work on all your subjects. Follow the work set but you could also modify it. If you have a prac PE lesson – go for a run, or do an online workout., If you have a prac tech lesson, make something, cook something. Art? Create something? Music? Play something.

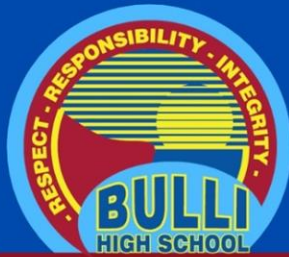
If you don't get all your work finished on one day; carry on the next day where you left off. We are very mindful of students sitting in front of a computer for too long. You can arrange the 4 hours to best suit yourself. But two sessions probably works best. If you end up doing 5 hours one day because you are engrossed in what you are doing that's fine but don't overdo it every day.

We need to play the long game!

Next term, (if we are still learning from home) we will be giving you some challenges to get involved in. The whole family can join in on these, and of course they are voluntary. We hope you will join so we can keep everyone connected. There will be PRIZES!!! Look out for details via e-news, Facebook and the new website we are building

I hope to see you all back at school soon!

# STAY CALM AND WASH YOUR HANDS!



# LEARNING FROM HOME

2020



**FOLLOW YOUR  
REGULAR CLASS  
TIMETABLE.**



**TEACHERS ARE  
AVAILABLE  
DURING YOUR  
NORMAL  
LESSON TIME**



**CHECK YOUR  
GOOGLE  
CLASSROOMS  
FOR SET WORK**



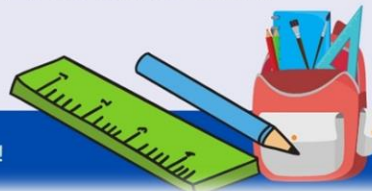
**RESPOND TO  
QUESTIONS OR  
VIDEO INVITATIONS  
FROM YOUR  
TEACHERS**



**MAKE SURE YOU  
GET REGULAR  
EXERCISE AND  
BREAKS FROM  
THE COMPUTER**



**LOG INTO YOUR  
YEAR ADVISER'S  
CLASSROOM**



If you need more help, ring the school and ask for support!

Ms Robyn Lang  
Deputy Principal

## Deputy Principal's News

From the 'Even' Years Deputy

I am hearing of lots of exciting and effective learning that is taking place despite the unusual circumstances we find ourselves in.

In times such as these it is easy to fall into a malaise – a state of uneasy restlessness which can lead to laziness, loss of interest and 'giving up'. It is very important that students, and all of us, try as much as possible to maintain our regular daily routines to prevent malaise creeping up on us. Despite the restrictions of social distancing we can still have positive, productive and enjoyable days.

This includes reserving school hours for school activities. As you are aware, school work is being provided online. If your child is experiencing difficulty or is unsure about what they should be doing please contact the school office and ask to speak with the class teacher, subject Head Teacher or me.

Just before I wrote this Miss Martin held a Zoom session for Year 12. I was impressed and pleased to see so many students join in. The atmosphere was very positive, demonstrating that despite the tight restrictions we are all subject to at present, there is room for cheerfulness and determination to keep moving forward.

There are, no doubt, many questions in the minds of HSC students and their parents. The NESAs Board is meeting this week to consider the specific issue of HSC major works. We will keep you informed of any developments or announcements.

The next in our series of evening sessions for HSC parents and students was to take place in April. As this is no longer possible it will be recorded and made available to you. The topic this term is 'Fine tuning the year 12 brain for the HSC' and will be presented by Mr John Wyles, one of our school counsellors.

There is no shortage of inspirational and encouraging comments on the internet. Some are funny, some are thought-provoking and some are simply sensible. I like this one (courtesy of Mr Pember) –

*Going outdoors is not cancelled, listening to music is not cancelled, quality time with our families is not cancelled, reading a book is not cancelled, sharing with friends is not cancelled, singing out loud is not cancelled, laughing has not been cancelled, sharing hope with others has not been cancelled. Let's embrace what we have.*

Take good care of yourselves,

Mr Chris Neave  
Year 8, 10, 12 Deputy

## Head Teacher - Wellbeing

Whilst the day to day structure has been thrown in the air for everyone, it is important to attempt to provide students with a sense of normality and structure. Whilst it might seem redundant to have students maintain regular use of their school diary in this environment, there are several benefits from making use of this learning tool at home.

The diary helps students maintain structure to support their learning each day. Without regular bell times, teachers directing movements or following peers to class, student can be left feeling isolated as so many connections to their regular school environment are lost. By writing lesson tasks and homework activities into their diary each day, they can still maintain a connection to their regular learning environment.

As students learn online, they may want to quickly write down some notes and having multiple tabs open on a device can be cumbersome. Not only is a paper diary able to support online learning, but research published in the Journal of Psychological Science, found that laptop note taking is less effective than longhand note taking for learning. The research proposed that one of the reasons for this is that students using technology were likely trying to take down ALL of the information, verbatim, whereas those using pen and paper, being unable to write absolutely everything down, were taking notes and therefore paying more attention to what was being communicated.

### MINDFULNESS

“ Being in the moment and feeling calm and relaxed. ”

What are you going to do this month to help you **feel calm and relaxed**?

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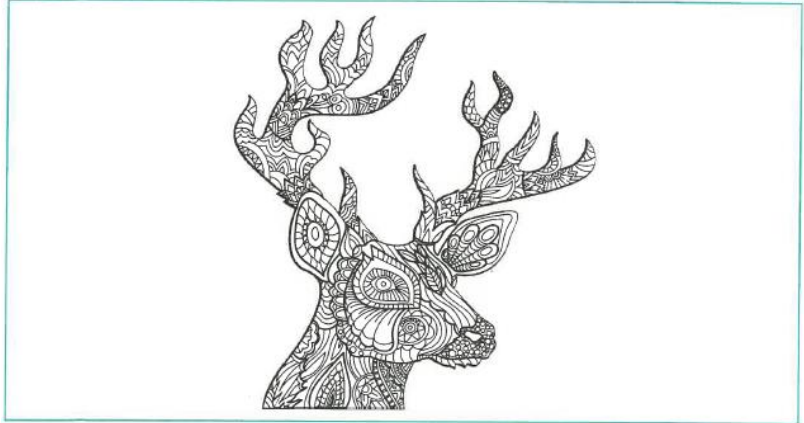
There is a lot of pessimistic media currently due to COVID-19. The 2020 Bulli HS diary is a positive psychology tool that has a resilience focus supporting Gratitude, Empathy and Mindfulness (GEM). Mindfulness is important for students as it allows them to focus on the present moment and acknowledge their thoughts and feelings. There are activities each week in the diary to support this. Ask your child to share with you their school diary and consider doing some of these activities with them. They are beneficial for all ages.

Please feel free to contact the school if you want additional support for your child's health and wellbeing. Email [bulli-h.school@det.nsw.edu.au](mailto:bulli-h.school@det.nsw.edu.au)

Additionally, there are several online medical services available that now support bulk billing arrangements introduced for telehealth during the Covid19 pandemic restrictions. Contact your local GP and they can provide details and referrals for these services.

### SPOT THE DIFFERENCE

Spot the difference between these two images and colour in. Hint – There are 10 to find!



## Head Teacher – Wellbeing - continued

### YEAR 9 YAM

During Week 7, 8 and 9 of this term Year 9 participated in three sessions of YAM and wellbeing seminars/interactive lessons. YAM is a universal, evidence-based program that teaches school students to open up conversations around mental health and wellbeing in order to improve mental health literacy skills. From all accounts Year 9 were extremely receptive, well behaved and gained a lot from the program. To break up the sessions, students also participated in alternating activities. Firstly, a careers seminar delivered by our Careers Advisor Mr Richard Harding. This also saw Year 11 student Taia Hanley, and Year 12 student Louis Stephen deliver PowerPoint presentations and speeches about their experiences entering the world of part-time and casual work. This was well received by Year 9, and saw some students even begin preparing their own resumes.

During the second YAM session, Year 9 participated in a number of physical activities. These included wheelchair basketball, yoga, which was delivered by Kathy Gaudiosi from Kinkou Yoga, and boxing from our local PCYC. Despite the downpour of rain as students were moving between activities, the day went extremely well with both students and providers expressing their excitement and eagerness for the session.

Finally, Year 9 were able to engage with mindfulness activities during their final session. They reflected on their mental health, worked with friendship groups, built connections with peers and familiarised themselves with our new school diary.

The three weeks were extremely successful and I would like to thank Year 9 for their behaviour, enthusiasm and commitment to the program, our providers who continue to support Bulli High school in its pursuit of student wellbeing and all our teachers who helped supervise, organise and were accommodating with the loss of lesson time. These days would not be possible or as successful without a whole school approach.

Mrs Tamara Dal Molin  
Year 9 Advisor 2020

### STUDENT EXPERIENCES OF YAM

The YAM program was a program aimed to improve mental health awareness in teenagers. For me, the YAM program helped with how to help friends in need and how to identify mental health problems like depression and anxiety.

I especially enjoyed the activities the school provided while half the year was engaging in YAM, such as, wheelchair basketball and yoga.

During YAM I learnt a lot about signs of mental health which benefitted my awareness of serious problems like stress and crisis.

YAM overall was a great learning experience.

#### **Lani Taylor**

The YAM program was a course designed to help raise awareness in teenagers about mental health, depression and anxiety. Over a 3 week period we were encouraged to learn and participate in activities involving all students. It helped us to learn the importance of wellbeing and how its ok to go and ask for help.

Overall I found the program enjoyable and full of important life lessons and situations. We learnt how to deal with mental health problems and how to help others. I liked this program and would do it again.

#### **Tamara Marshall**

## Head Teacher – Wellbeing - continued



**Ms Monika Gulabovska:** *Monday, Thursday, Friday*

**Mr John Wyles:** *Tuesday, Wednesday*

*Come visit us, we're between the Kitchens and DT LAB rooms*

*Contact us by emailing: [bulli-h.school@det.nsw.edu.au](mailto:bulli-h.school@det.nsw.edu.au) and  
addressing your email to your Deputy Principal*



**KEEP CALM**  
And see your  
**SCHOOL COUNSELLOR**



## Head Teacher – Wellbeing - continued

### MAKE USE OF ONLINE SERVICES TO SUPPORT MENTAL HEALTH

There are several online counselling and information that can be accessed from home providing information and support via the web and phone. Some examples of services that are easily accessible.

<p><b>Kids Helpline</b></p>  <p><b>kidshelpline</b> Anytime Any Reason</p>	<p>Online webchat and phone counselling</p>	<p><a href="https://kidshelpline.com.au/">https://kidshelpline.com.au/</a>  1800 55 1800</p>
<p><b>eheadspace</b></p> 	<p>Free online and phone support and counselling for young people aged 12-25</p>	<p><a href="https://headspace.org.au/eheadspace/">https://headspace.org.au/eheadspace/</a></p>
<p><b>Reachout</b></p> 	<p>ReachOut.com is an internet service for young people that provides information, support and resources about mental health issues</p>	<p><a href="https://au.reachout.com/">https://au.reachout.com/</a></p>
<p><b>Parent Line</b></p> 	<p>Parent Line is a telephone counselling, information and referral service for parents of children aged 0 to 18 years who live in NSW</p>	<p><a href="http://www.parentline.org.au/">http://www.parentline.org.au/</a></p>
<p><b>Mindfulness: Smiling Mind</b></p> 	<p>a non-for-profit web and app-based meditation program developed by psychologists and educators to help bring mindfulness into your life.</p>	<p><a href="https://www.smilingmind.com.au/">https://www.smilingmind.com.au/</a></p>

### SCHOOL WELFARE SUPPORT

The school will still provide welfare support to students. If a student needs to contact their Year Adviser, Supervisor of Girls, School Counsellor or School Psychologist, they can do so via email to: [bulli-h.school@det.nsw.edu.au](mailto:bulli-h.school@det.nsw.edu.au)



World Health Organization

## Helping children cope with stress during the 2019-nCoV outbreak



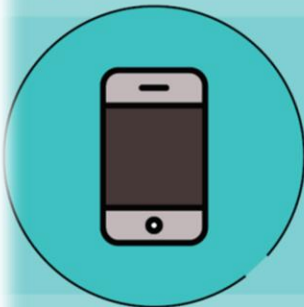
Children may respond to stress in different ways such as being more clingy, anxious, withdrawing, angry or agitated, bedwetting etc.

Respond to your child's reactions in a supportive way, listen to their concerns and give them extra love and attention.

Children need adults' love and attention during difficult times. Give them extra time and attention.

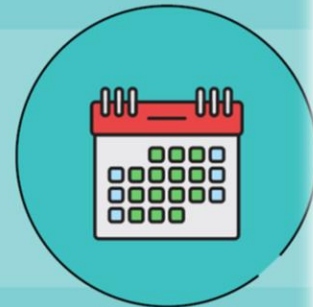
Remember to listen to your children, speak kindly and reassure them.

If possible, make opportunities for the child to play and relax.



Try and keep children close to their parents and family and avoid separating children and their caregivers to the extent possible. If separation occurs (e.g. hospitalization) ensure regular contact (e.g. via phone) and re-assurance.

Keep to regular routines and schedules as much as possible, or help create new ones in a new environment, including school/learning as well as time for safely playing and relaxing.



Provide facts about what has happened, explain what is going on now and give them clear information about how to reduce their risk of being infected by the disease in words that they can understand depending on their age.

This also includes providing information about what could happen in a re-assuring way (e.g. a family member and/or the child may start not feeling well and may have to go to the hospital for some time so doctors can help them feel better).

## English

Despite the unpredictability of our current global situation, teaching and learning in English at Bulli High School continues. Over the past week or so, I have fielded a number of enquiries regarding access to our faculty's online resources. Here is some information to help clarify any questions you may have.

Most students will have access to a Google Classroom set up by their English teacher. If students are having problems gaining the codes for their English Google Classroom, a list has been placed on the Google Drive. It is important that students use Google Chrome and their NSW DoE portal to log on to the suite of Google programs. Don't forget though, students can also email their English teacher if they need help.

As a faculty, we have also uploaded resources for each Year group onto the Google Drive. Once again, students can access it through their student portal or through the Bulli Online tab on the school's website. Student should check in with their teachers by email or through Google Classroom on a regular basis.

On a much different note, ABC Illawarra Mornings presenter, Nick Rheinberger, interviewed three of our fabulous Year 9 students in March. The students were asked to present their views on a wide range of issues including climate change, gender roles as well as education in the 21<sup>st</sup> century as part of a new monthly segment for ABC Illawarra radio. The group did not get a chance to see the questions beforehand so the fact they were able to articulate their perspectives and opinions in a clear, comprehensive way is to be applauded. Congratulations to Finlay, Gus and Rose on a great interview. Even Nick Rheinberger couldn't believe they were in Year 9.



Ms Heather Gardiner  
Head Teacher English

## Science

Year 7 students have made a strong start to the year, completing the 'Working Scientifically' unit and earning their Bunsen burner licenses.



Mrs. Herrmann's class (7SCIT) applied their understanding of all things Science to their Gyrocopter Investigation. The aim of the investigation was to determine how adding weight to a gyrocopter affects the time taken to fall. Students used this opportunity to investigate the variables that need to be controlled to make their results valid, the use of replication to make their experiment reliable and ways to improve accuracy of their results.



## Science - continued

### ONLINE LEARNING

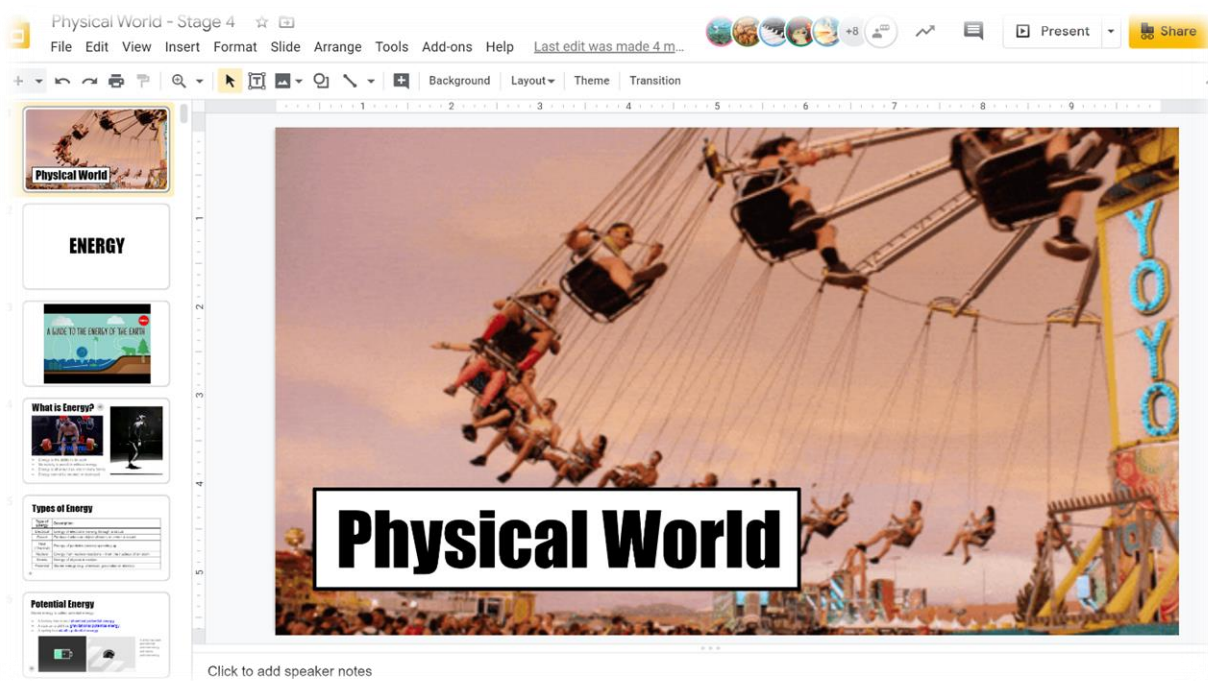
Students have made an excellent start to Online Learning. Some students took to it straight away, getting involved in activities and even jumping ahead with their learning and completing extension activities. There are Google classrooms set up for the whole Year group so the work is consistent amongst classes. The codes for these classroom are as below:

YEAR 7 : gm53ojz  
YEAR 8 : 5xfadzu  
YEAR 9 : p6vcfxi  
YEAR 10: fxtoe5v  
Marine Studies : w7i6tez

Senior students will be given work through their individual teacher google classrooms. If any student is unsure of what work needs to be done they can email their teacher.

All google classrooms have a variety of activities to keep the students engaged. Colourful PowerPoints, Interactive activities, quizzes, You Tube clips, Zoom teacher meetings have been developed for each of the classes. Below is a sample from the Year 7 google classroom

This the Physical World unit of work:



In Week 9 Year 7 students began the Energy component of the Physical World unit. Students learned about the different types of energy, energy transformations and the law of conservation of energy.




## Science - continued

Students were challenged to make a Rube Goldberg Machine to demonstrate the law of conservation of energy. There were some outstanding submissions, including this one from Ike Stroud.



Students were given a quiz to complete by Friday, 3 April concerning the content from Week 9 and several students have already engaged in this task.


## Assignments

 Energy Quiz 1  15 Due Apr 3 

Posted 8:30 AM

This quiz consists of five questions and is based on work from Week 9.

<b>3</b> Turned in	<b>84</b> Assigned	<b>57</b> Graded
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 **Energy Quiz 1**  
Google Forms

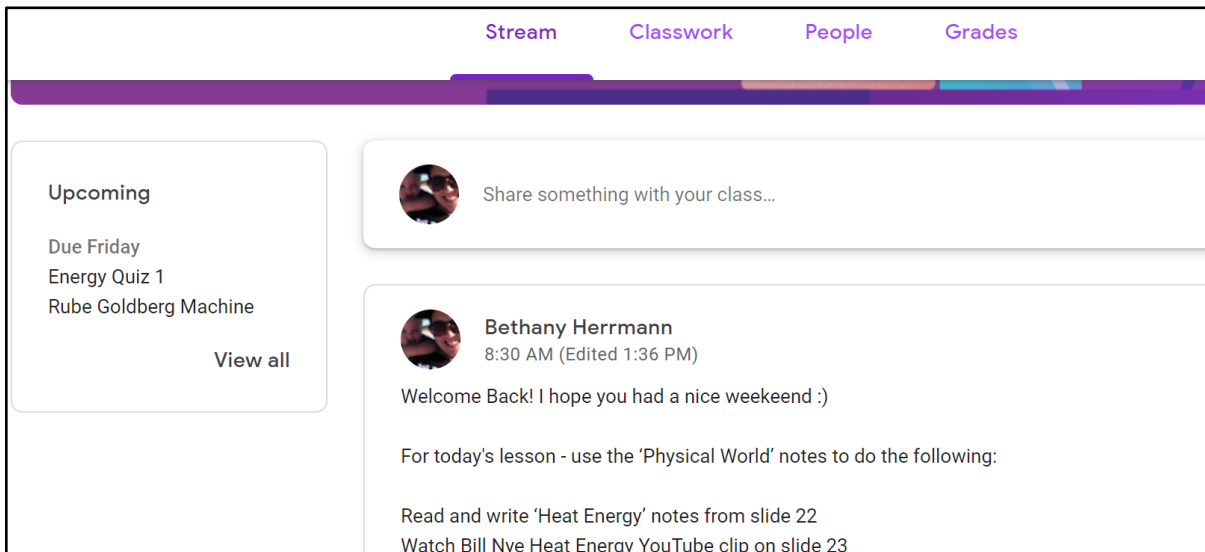
15 class comments

[View assignment](#)

 Rube Goldberg Machine  4 Due Apr 3 

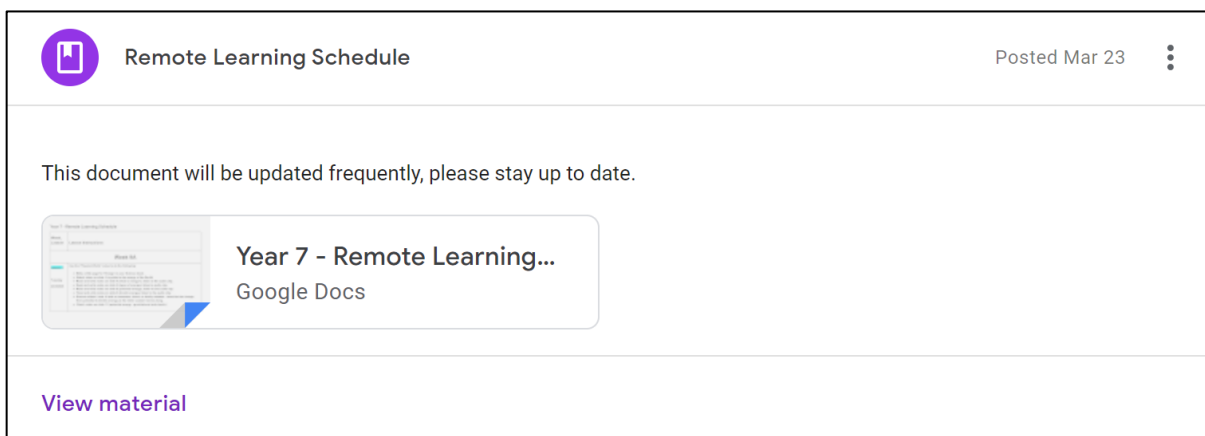
## Science - continued

In week 10 students will be focusing on Heat Energy, and the way it is transferred (conduction, convection and radiation). Year 7 students should be checking the stream every day for the day's welcome message (posted around 8:30am). Here they will be given instructions for online learning for the day.



The screenshot shows a classroom stream interface. At the top, there are four navigation tabs: "Stream", "Classwork", "People", and "Grades". Below the tabs is a purple header bar. On the left side, there is a box titled "Upcoming" with the text "Due Friday", "Energy Quiz 1", and "Rube Goldberg Machine", and a "View all" link. The main content area shows a post from a user with a profile picture. The post text reads: "Share something with your class...", "Bethany Herrmann", "8:30 AM (Edited 1:36 PM)", "Welcome Back! I hope you had a nice weekend :)", "For today's lesson - use the 'Physical World' notes to do the following:", "Read and write 'Heat Energy' notes from slide 22", and "Watch Bill Nye Heat Energy YouTube clip on slide 23".

Students can also access these instructions under the Classwork tab, looking for the 'Remote Learning Schedule'.



The screenshot shows a Google Docs document titled "Remote Learning Schedule". The document is posted on "Mar 23". The text inside the document reads: "This document will be updated frequently, please stay up to date." Below this text is a thumbnail of a document titled "Year 7 - Remote Learning..." with "Google Docs" written below it. At the bottom of the document, there is a purple link that says "View material".

If there are any concerns with the classroom please contact the class teacher or myself.

Mrs Jo Canvin  
Head Teacher Science  
Josephine.canvin@det.nsw.edu.au

## HSIE

Thank you all for your patience while we adjust to the online learning platforms. It has been quite the learning curve in HSIE but staff are to be commended on how positively they have approached this new challenge. There is already quite an extensive amount of work available for all HSIE subjects including junior Geography and History and all of our senior courses. Our students must also be commended on how well they have adjusted to learning online and not being able to see their teachers every day. We know this is a very stressful period for all so we are trying to make all of our online content as easy to access as possible. One thing that we do need to stress however is for our students to try and engage with their individual teachers as much as they can when they would normally have a HSIE period. All teachers are online and waiting to answer questions in line with their normal timetable and the best way to access them is through their emails. Any students who have not yet connected with the relevant Google Classrooms should check their emails as we have taken to inviting all students individually who have not joined.

As we move forward with the use of Google Classroom as our main platform, we are beginning to play with new (to us anyway) tools to improve lesson delivery. You may have already seen your sons and daughters using a program called Zoom where they have been able to video conference some of their teachers.

It is very important that all students understand that their teachers will be continuing (as normally as possible) with the set curriculum. This means that all lessons that are provided will be in line with the topics that would normally be studied in class. Students may also notice that a lot of the junior courses have extension work provided just in case they wish to test themselves a little more or even expand their learning further. These extension tasks are not compulsory and students should not rush through the normal lessons just to get to the extra activities provided. Students are also encouraged to maintain their bookwork as they would in class and a lot of the set lessons require students to write notes in their books or stick in sheets. This will be a fantastic record of what you have been doing from home and I am sure your teachers will love having a look upon your return.

Once again thank you for your patience during this time. We are very appreciative of the support of students and their parents as we navigate these often-unchartered waters.

Stay safe,

Mr Sam Dixon  
Head Teacher HSIE





**PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION**

*Bulli High School*

# PDHPE NEWS

MARCH 2020

*Monthly Newsletter*



*March top three*

### HELLO FROM THE PDHPE STAFF

We miss our students, and we miss teaching face-to-face. Read on to find out what we are doing to support remote learning for Bulli High School students

### THANKYOU MR MANN

A big thanks to Mr Mann who has been relieving for Mr Cranney over the last two weeks. He has done an outstanding job during this transition to online schooling. We appreciate his dedication and hard work for Bulli High students and have really valued his contributions within our PDHPE team.

### POSITIVE PSYCHOLOGY

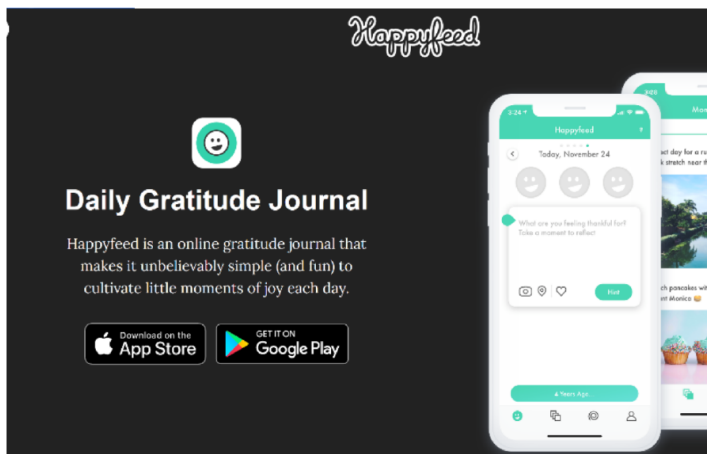
Are you feeling tired and stressed out by the world's current events? We have great tips on how our students can combat these feelings and focus on the positive.



## HELLO FROM THE PDHPE STAFF

*There is no "I" in "TEAMWORK"*

Like all teachers at Bulli High School, we have been working hard to create meaningful and engaging online tasks that students have been able to access at school or at home. Just like our students, we have been on a steep learning curve these past two weeks. Our method of modifying our lessons has sparked some really innovative teaching approaches! We are using ZOOM video conferencing, Flipgrid and various other Google Apps. Reach out to your peers and help each other adapt to this dynamic learning environment. Team work makes the dream work!



## POSITIVE PSYCHOLOGY

A gratitude journal called "HAPPY FEED"

During this unique time it is vital that all students look after their well-being. During a time like this, an effective way of staying positive and enhancing well-being is by being grateful for the things we have in life. A great way of doing this is by keeping a gratitude journal. Happy feed is an excellent application that allows users to record the things they are grateful for, with the ability to include photos of these positive moments so they can revisit these memories on a down day. It also has many other fantastic features like regular reminders and motivational messages to keep you thinking positively.

## EXERCISE INDOORS

*Physical activity at home*

We are faced with very troubling times and one of the first things we forget is that exercise is vitally important to maintain our physical and mental health. How good do you feel after you've just done a workout? Exercise triggers the release of "happy hormones", like endorphins, which have a positive impact on our mood.

It might sound obvious but exercising at home is a great way to stay active. To help students through self isolation, we've put together a series of resources to motivate students to exercise at home.

We have issued a range of engaging activities to students across all junior year levels. A crowd favourite is "The Body Coach", a high energy youtuber who makes working out fun. Another hit has been an activity where students 'vlog' their own fitness circuits, for their classmates to see. We are thinking a Bulli High School fitness challenge is in order! Stay tuned.

**ACTIVE COPING CALENDAR: APRIL 2020**

**SUNDAY**    **MONDAY**    **TUESDAY**    **WEDNESDAY**    **THURSDAY**    **FRIDAY**    **SATURDAY**

**"Everything can be taken from us but one thing: the freedom to choose our attitude in any given set of circumstances" ~ Viktor Frankl**

1. Make a plan to help you keep calm and stay in contact
2. Enjoy washing your hands. Remember all they do for you!
3. Write down ten things you feel grateful for in life and why
4. Stay hydrated, eat healthy food and boost your immune system
5. Get active. Even if you're stuck indoors, move & stretch
6. Contact a neighbour or friend and offer to help them
7. Share what you are feeling and be willing to ask for help
8. Take five minutes to sit still and breathe. Repeat regularly
9. Call a loved one to catch up and really listen to them
10. Get good sleep. No screens before bed or when waking up
11. Notice five things that are beautiful in the world around you
12. Immerse yourself in a new book, TV show or podcast
13. Respond positively to everyone you interact with
14. Play a game that you enjoyed when you were younger
15. Make some progress on a project that matters to you
16. Rediscover your favourite music that really lifts your spirits
17. Learn something new or do something creative
18. Find a fun way to do an extra 15 minutes of physical activity
19. Do three acts of kindness to help others, however small
20. Make time for self-care. Do something kind for yourself
21. Send a letter or message to someone you can't be with
22. Find positive stories in the news and share these with others
23. Have a tech-free day. Stop scrolling and turn off the news
24. Put your worries into perspective and try to let them go
25. Look for the good in others and notice their strengths
26. Take a small step towards an important goal
27. Thank three people you're grateful to and tell them why
28. Make a plan to meet up with others again later in the year
29. Connect with nature. Breathe and notice life continuing
30. Remember that all feelings and situations pass in time

# TAS

## DESIGN GARAGE RENOVATION UPDATE

We're getting there...

Thanks to Mr Storey and the Construction class for completing the concreting and door treads and Mr Steel for his work knocking up the framing, architraves and door jams. We even have one semi functional (& recycled from the old front office) door in place!

And the data projector is connected now inside! How exciting!

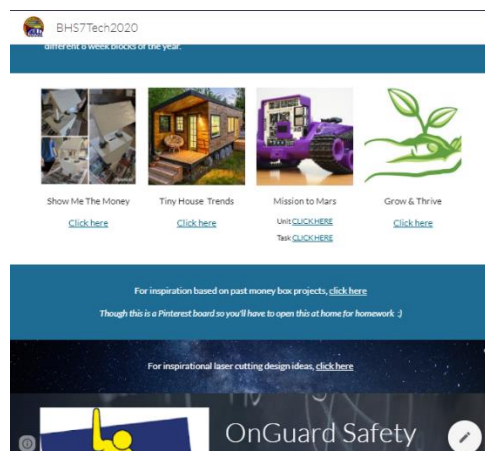


## TECHNOLOGY FACULTY GOOGLE SITES

We miss seeing all of our classes and students. However we aim to make sure no one misses out on connection to our curriculum. In addition to our Google Classrooms for each class, most of our subjects also have a Google Site (follow the links below) where students & parents can access resources & units of work. These are open to all & frequently updated, so keep an eye on them for updates.

## 7 TECHNOLOGY MANDATORY

<https://sites.google.com/view/bhs7tech2020/home>



MANDATORY COURSE: Year 7 Technology Mandatory						KLA: Technologies	
Assessment Schedule: 2020							
Name of Task	Unit 1 Tasks of Each Money (8 weeks)	Unit 2 Show Me The Money (8 weeks)	Unit 3 Tiny House Trends (8 weeks)	Unit 4 Mission to Mars (8 weeks)	Unit 5 Final Examination (8 weeks)	Unit 6 Grow & Thrive (8 weeks)	
Description	Students will focus on research, problem solving, and understanding of the world & the role of technology in the world. This unit will include the use of various materials and digital design tools to create a functional design.	Students will focus on research, problem solving, and understanding of the world & the role of technology in the world. This unit will include the use of various materials and digital design tools to create a functional design.	Students will focus on research, problem solving, and understanding of the world & the role of technology in the world. This unit will include the use of various materials and digital design tools to create a functional design.	Students will focus on research, problem solving, and understanding of the world & the role of technology in the world. This unit will include the use of various materials and digital design tools to create a functional design.	Students will focus on research, problem solving, and understanding of the world & the role of technology in the world. This unit will include the use of various materials and digital design tools to create a functional design.	Students will focus on research, problem solving, and understanding of the world & the role of technology in the world. This unit will include the use of various materials and digital design tools to create a functional design.	Students will focus on research, problem solving, and understanding of the world & the role of technology in the world. This unit will include the use of various materials and digital design tools to create a functional design.
Weighting	10%	10%	10%	10%	10%	10%	

# TAS - continued

## 8 TECHNOLOGY MANDATORY

<https://sites.google.com/view/bhs8tech2020/home>

**Year 8 Technology**

What's Technology all about for Year 8 students @ Bulli High School?

In Year 8 we expand the opportunities available to students based on their successful experiences in Years 7 & 6. Students have access to a wide range of technologies throughout the course to meet the needs of their project briefs.

Students learn to analyse design situations, brainstorm, collaborate, design, test & produce appropriate solutions in both team and individual design projects.

Students will develop expertise in practical & technical industrial design & construction. Students will also begin to master digital learning environments, software applications (including CAD, CAM & CNC) & be provided with the opportunities to explore the creation of projects using traditional tools & techniques AND the wide range of technologies we have at Bulli High, including 3D printing, laser cutting, CNC machining, sublimation, vacuum forming & much more!

**ASSESSMENT SCHEDULE**

MANDATORY COURSE: Year 8 Technology Mandatory						KLAs: Technologies
Name of Task	Unit 1 Digital Design & Technology Basics (8 weeks)	Unit 2 Storage Solutions (8 weeks)	Unit 3 Vehicles & Velocity (8 weeks)	Unit 4 Creative Coding (8 weeks)	Unit 5 Yearly Examination (8 weeks)	Unit 6 Fantastic Food (8 weeks)
Task Description	Storage assignment Inventor award Design challenge 3D printing & laser cutting 3D modelling & graphics 3D printing & laser cutting 3D modelling & graphics 3D printing & laser cutting 3D modelling & graphics	Printer based storage Opportunities for personalisation 3D printing & laser cutting 3D modelling & graphics 3D printing & laser cutting 3D modelling & graphics	Control systems using sensors, relays, switches, solenoids, servos, micro:bit, Raspberry Pi, Arduino Uno, etc. 3D printing & laser cutting 3D modelling & graphics	Students complete a series of design tasks to produce a basic robot car using a range of digital electronics & advanced manufacturing techniques	Yearly Examination Practical written examination Practical written examination Practical written examination Practical written examination Practical written examination Practical written examination	Students learn about the different nutrients present in food and how they affect the body and how they affect the body and how they affect the body and how they affect the body and how they affect the body and how they affect the body

**BHS8Tech2020**

Storage Solution  
[CLICK HERE](#)

Vehicles & Velocity  
[CLICK HERE](#)

Creative Coding  
Task [CLICK HERE](#)  
Unit [CLICK HERE](#)

Fantastic Food  
[CLICK HERE](#)

For inspiration based on past storage projects, click here  
 Though this is a Pinterest board so you'll have to open this at home for homework :)

For inspiration based on past vehicles & velocity projects,  
 click here for battle bots  
 click here for propeller powered planes  
 click here for F1 race cars  
 and click here for 4wd vehicles  
 Though these are Pinterest boards, so you'll have to open these at home for homework :)

## 9 DESIGN & STEM

<https://sites.google.com/view/bhs9design2020/home>

**9 Design & STEM**

What's Design & STEM @ Bulli High?

In Year 9 we expand the opportunities available to students based on their successful experiences in Years 7 & 8. Students have access to a wide range of technologies throughout the course to meet the needs of their project briefs.

Students learn to analyse design situations, brainstorm, collaborate, design, test & produce appropriate solutions in both team and individual design projects.

Students will develop expertise in practical & technical industrial design & construction. Students will also begin to master digital learning environments, software applications (including CAD, CAM & CNC) & be provided with the opportunities to explore the creation of projects using traditional tools & techniques AND the wide range of technologies we have at Bulli High, including 3D printing, laser cutting, CNC machining, sublimation, vacuum forming & much more!

**ASSESSMENT SEQUENCE**

**Year 9 Scope & Sequence**  
 All units of work involve the development & production of a design folio (desktop publishing), video diary & mandatory Workplace Health & Safety training

<b>Unit 1 Contest-a-Ball 15%</b> Engineered Systems – structural ICT – architecture, 3D modelling & multimedia
<b>Unit 2 Sun Saving 15%</b> Engineered Systems – environmental ICT – 3D modelling, graphics, marketing Material Technologies – jewellery, polymer & textiles

**BHS9Design2020**

ICT – 3D modelling, graphics, marketing Material Technologies – jewellery, polymer & textiles
<b>Unit 3 Crash Test Dummies 15%</b> Engineered Systems – transport systems ICT – 3D Modelling & Graphics
<b>Unit 4 Life's a Beach 15%</b> Engineered Systems – environmental, aeronautical & transport systems ICT – multimedia, graphics, marketing & 3D Modelling
<b>Special Interest Project 30%</b> This module of work allows students to build on the skills & experiences learnt in the previous units to explore an individual or group project of their choice. This project may include (but is not limited to) the Australian Aeronautical Velocity Challenge, F1 in Schools or 4x4 in Schools Technology Challenges.
<b>Yearly Examination 10%</b>

UNIT 1  
Contest a Ball  
[CLICK HERE](#)

Unit 2  
Sun Saving  
[CLICK HERE](#)

Unit 3  
Crash Test Dummies

Unit 4  
Life's a Beach

## 9-10 INDUSTRIAL TECHNOLOGY

<https://sites.google.com/view/bhs9-10indtech/home>

**Year 9-10 Industrial Technology**

What's Industrial Technology @ Bulli High?

In Year 9 we expand the opportunities available to students based on their successful experiences in Years 7 & 8. Students have access to a wide range of technologies, machines, materials & techniques throughout the course to meet the needs of project briefs.

Students learn to analyse design situations, brainstorm, collaborate, design, test & produce appropriate solutions in both team and individual design projects.

Students will develop expertise in practical & technical industrial design & construction. Students will also begin to master digital learning environments, software applications (including CAD, CAM & CNC) & be provided with the opportunities to explore the creation of projects using traditional tools & techniques AND the wide range of technologies we have at Bulli High, including 3D printing, laser cutting, CNC machining, sublimation, vacuum forming & much more!

Note: your classroom teacher for each Industrial Technology class will have a specific Google Classroom &/or Google Site for your class subject.

**YEAR 9 ASSESSMENT SCHEDULE**

**BHS9-10IndTech**

Wash & wax a car

Change windshield wipers

Replace indicator lights

Change an air filter

Change brake pads

Replace wheel bearings

Check & replace spark plugs

Replace brake fluid

Replace radiator coolant

Replace wiper fluid

Replace transmission oil


Rotate tyres

# TAS - continued

## 11 DESIGN & TECHNOLOGY

<https://sites.google.com/view/bhs11dt2019/home>


BHS 11DT 2020



### Past Projects & Ideas

For Memorabilia  
<https://www.pinterest.com.au/stevedelaney/vr11-memorabilia/>

Note - this will only open on your mobile phone or NON school network connection as Pinterest is blocked by the DoE :(



### Past Projects & Ideas

For Illuminate  
<https://www.pinterest.com.au/stevedelaney/vr11-illuminate-projects/>

Note - this will only open on your mobile phone or NON school network connection as Pinterest is blocked by the

BHS 11DT 2020

# Year 11

## Design & Technology

There's 2 types of students

Those that picked DESIGN & those that WISHED THEY PICKED DESIGN! :)

This year is perhaps the coolest year of your life & what makes it even better is that you're doing THE COOLEST SUBJECT too!

Throughout the course of this year you'll be focusing on the design, development, production, promotion, testing & evaluation of creating projects based on meeting the needs of design briefs, which can be basically anything you can imagine.

If you can think it, you can draw it & if you can draw it, you can do it!

E=R :)

### Delaneyisms You All Need To Know

1. Design IS Life - everything in life has been designed & YOU can design DESIGN YOUR LIFE! Remembering this subject is all about enjoying your life! :)
2. E=R - effort = results. The effort you put in will equal the amount you get. Good effort = good result. Great effort, great result. Crap effort, crap result. Personal best = personal effort, personal best = personal merit!
3. Losers are the losers - they get all of it & there's 2 types of people in general. 1) those who make success & those that don't. So which type of person do you want to be?
4. Winners come up with answers - do you know "loser" comes up with excuses for why they CANT do something, "winners" come up with answers & find a way to develop a solution & overcome their disadvantages or what? :D :D :D


### ASSESSMENT SCHEDULE 2020

## 12 DESIGN & TECHNOLOGY

<https://sites.google.com/view/bhs12dt/home>

BHS12DT 2020

# Yr 12 Design & Tech



### There's 2 types of Yr12s

Those that picked DESIGN & those that WISHED THEY PICKED DESIGN : ) This year is perhaps the coolest year of your life & what makes it even better is that you're doing THE COOLEST SUBJECT too!


Throughout the course of this year you'll be focusing on the design, development, production, promotion, testing & evaluation of your MDP (major design project) which can be basically anything you can imagine.

If you can think it, you can draw it & if you can draw it, you can do it!

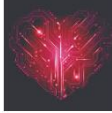
E=R :)

BHS12DT 2020


## Essential Need To Knows...




1) Syllabus Extract / Course Program



2) NESA - Full DT Syllabus Doc



3) MDP FAQ



4) NESA MDP Marking Guide


COURSE: DESIGN & TECHNOLOGY		KLA: TECHNOLOGY			
UNITS: 2 (Board Developed – ATAR)		2019 - 2020			
Name of Task	Task 1	Task 2	Task 3	Task 4	
Task Description	Project Proposal, Management & Development Presentation	Innovation and Emerging Technology Case Study	Trial HSC Examination 1 1/2 hour written examination covering all course content	Project Evaluation & Promotion Presentation	
Proposed Date	Term 4, 2019 Week 9	Term 2, 2020 Week 6	Term 3, 2020 Weeks 1-2	Term 3, 2020 Week 4	
Syllabus Outcomes	H2.1, H4.1, H4.2	H2.2, H3.1, H3.2, H6.2	H3.1, H3.2, H3.1, H2.2, H3.1, H6.2	H4.3, H5.1, H5.2, H6.1	

### Design and Technology

D

## Your E=R

### Dot Point Guide

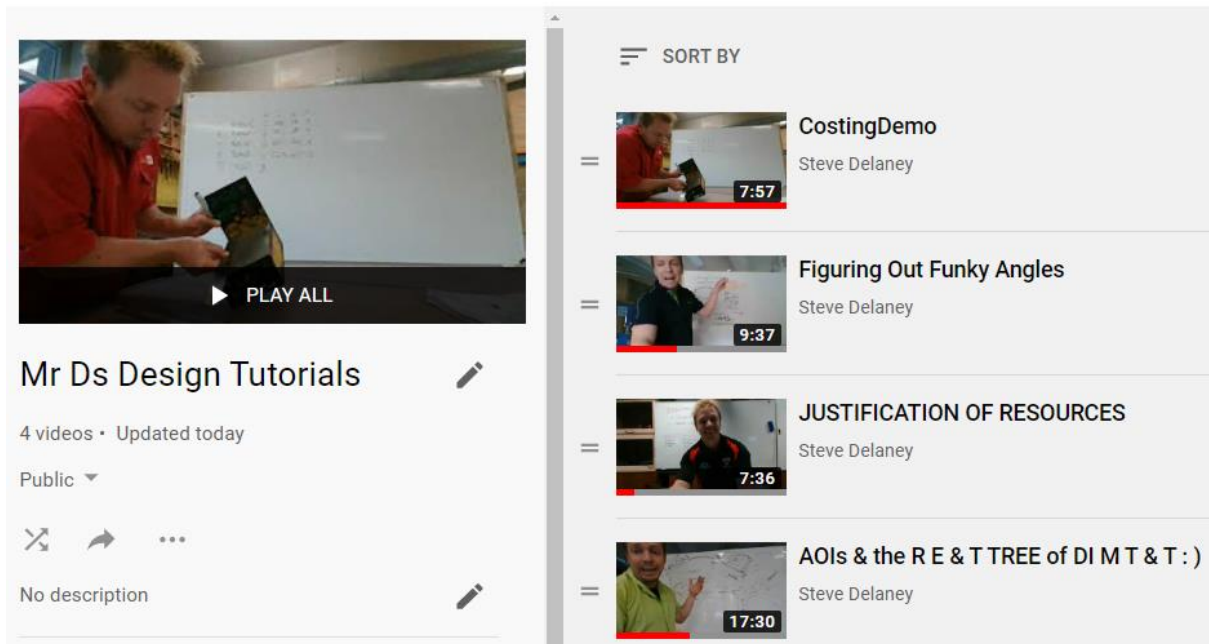


## TAS - continued

### MISSING PRACTICAL CLASS &/OR MR DELANEY?

Check out the video tutorials by following the link below:

<https://www.youtube.com/playlist?list=PL2Cz0xVSeN-M--nGxeSWa0QHdZCATqw7W>



Mr Ds Design Tutorials

4 videos · Updated today

Public

No description

SORT BY

- CostingDemo  
Steve Delaney  
7:57
- Figuring Out Funky Angles  
Steve Delaney  
9:37
- JUSTIFICATION OF RESOURCES  
Steve Delaney  
7:36
- AOIs & the R E & T TREE of DI M T & T : )  
Steve Delaney  
17:30

There's only 4 videos at the moment, but plenty more to come!

Mr Steve Delaney  
Head Teacher TAS

## Black Diamond Learning Centre

Hello Bulli High School Community,

The senior students in the BDLC are working above and beyond with their online learning. I have included below a few of the responses I am getting as the teacher of the Working and the Community and the Mathematics Year 11/12 class. They have been using online work readiness learning and online financial calculators to assist their learning. This is just a minute snapshot of what is happening behind the scenes – screens (forgive the pun). Keep up this great effort and stay safe everyone. I'm extremely proud of your efforts.

Peta Josh  
BDLC (Teacher)

"1. I am a filmmaker, specifically a director/executive producer/writer depending on the project I'm working on. I work in my own house. Part of the house is taken up by my colleagues who come in every day and do their assigned jobs. We have a room for special effects/miniatures, another room for our computer geeks that create the CGI effects, another room for props and another for filmmaking equipment. Sometimes actors come in to provide voiceovers for our animated work and even perform motion-capture sometimes! They do this in a booth, sometimes with a green screen of motion capture is involved. My skills include brainstorming ideas during meetings, communicating my own ideas as well as listening to others ideas. I must use good social skills as I am always working with people every day. We also go outside to shoot scenes which gives us an excuse to see the world! I work in the film industry, specialising in stop-motion animated features mainly.

2. Creativity helps with writing stories, solving problems, improvisation, giving new ideas as well as a focus. It can also be encouraging for everyone.

Communication/listening: Sharing ideas, giving guidelines, exploring different ideas, giving others satisfaction of being heard and giving a focus to the task.

Social skills: Communicating the rules, adapting to different personalities, overall job satisfaction.

Technology: Using computers and keeping up to date with the film industry.

3. I am the 'Techie', which involves me keeping equipment up to date, being up to date in techniques, communicating well to staff. I am thoughtful in being able to solve problems but also listening to others ideas.

4. The quiz: My strengths are adaptability, critical thinking, digital literacy/information technology skills. All of these skills can also apply to my dream job as well."

## **Black Diamond Learning Centre - continued**

"1. my dream job would be owning a hospitality establishment e.g. coffee house, bar and restaurant my reason why is that I find working at a coffee house very calming as a day to day job.

2. creativity is important to my work because it helps to create new recipes and drinks also it helps us figure out new ways to recreate old recipes into something new. Communication is also useful because it helps us convey ideas to each other and express our opinions and finally social skills helps to tie all of this together because we need to have good social skills to talk to people about our ideas in a manor that is acceptable.

3. I am the "techie". this helps me to be able to understand and how to use the equipment that me and the employees will be using it will also keep me up to date with new equipment that is being made.

4. my skill set is adaptability, critical thinking, digital literacy, information technology and skills."

"Hello, I've done the two scenarios.

Bec:

Debt product 1 type: Holiday (personal loan)

Interest rate: 7.69%

Monthly payment: \$149.00

Total payment: \$1785.00

Debt product 2 type: Wardrobe update (credit card)

Interest rate: 18%

Monthly payment: \$39.50

Total payment: \$1740.00

Will:

Debt product 1 type: World trip (credit card)

Interest rate: 18%

Monthly payment: \$635.00

Total payment: \$38,100.00

Debt product 2 type: Car (personal loan)

Interest rate: 7.69%

Monthly payment: \$504.00

Total payment: \$30,240.00"

"I am alive as well and i have realized just how much easier it is to do work at school"



## **Black Diamond Learning Centre - continued**

Students have been working through a number of Studyladder task online. Students have been working hard at home to complete booklet work for English, Science, HSIE and Mathematics. They have also been helping around the home packing the dishwasher, cleaning and vacuuming and tidying their room. WOW! Special mention to Chase Leathley who worked hard to find facts about Madagascar and even found where it is on a globe.



Mr Jason Carpini  
BDLC Teacher

### ***CLASS 7/8B***

Over the last week the 7/8B class have been working from home as we gradually get our heads around all the different logins, passwords and websites. In between the technology, old fashioned workbooks are being completed, thus giving Mrs Kennedy time to set up Google Classrooms and devise interesting lessons. Mrs Baker, pictured below, has been volunteered to check that lessons have been uploaded correctly, and to ensure that students can access the uploaded work! (Yes, it did take me 3 goes before everything was uploaded correctly...!) Thank you everyone for your continued efforts with overcoming the various challenges of technology during this time, (hey Brock!) keep persisting, we will all be technological superstars at the other end of this.



Mrs Kennedy and Mrs Baker

## Sydney Parliament House

On the 5th of March, Charli Crane (another female year 11 student) and I attended Sydney Parliament House for the morning to be a part of a Women's Week/ women in leadership parliamentary experience. We had an opportunity to listen to a few high-ranking female leaders give speeches about what their jobs are and how it is important as women for us to lead each other towards an equal future. We also had the opportunity to go into the parliamentary chambers, one of which was even in session. This was one of my favourite parts as I had never seen anything like this before.

This day was an eye-opening experience into the world of women's leadership. It also helped me understand that, as a woman, I don't have to just sit back and wait for someone to do something for me... I can take charge and make a change myself.

I would like to thank the organisers at Parliament House for inviting us along for the day and I hope future Year 11 female students get the chance to take part in a pretty cool experience.



Leila Christofides  
Year 11 SRC

## **Basketball**

### *MASON BROADHEAD – OUR AUSTRALIAN REPRESENTATIVE*

So whilst Mason Broadhead was due to represent Australia in the upcoming holidays, with that now cancelled, at least we have a few clips of Mason in his AUSTRALIAN UNIFORM training with the team. So whilst he & we won't be able to train together for a while, at least he got to don the green & gold. Best wishes for the future Mason! (PS These photos were taken last week!!!)



Mr Steve Delaney

# ONE AGENCY

DOWNIE & DENISON-PENDER



**Belinda Pisana**

Clinical & Health Psychologist, MAPS (CClin, CHP)  
B.A. Grad Dip Couns. Psych, M. Psych

Phone (02) 42 258 584  
Fax: (02) 42 272 188  
Web: www.belvista.com.au

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**Michael Faulkner & Associates**

T 61 2 9524 3700  
F 61 2 9524 3766  
E MICHAEL@FAULKNERASSOCIATES.COM.AU  
A UNIT 23/15-23 KUMULLA RD, MIRANDA NSW  
P PO BOX 2530, TAREN POINT NSW 2229



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