



BOSSLEY BIZ

NEWSLETTER



NOVEMBER 2020



Azra Tekin (Year 9)



Amelia Vargas (Year 8)



Indiana Cabellero (Year 7)

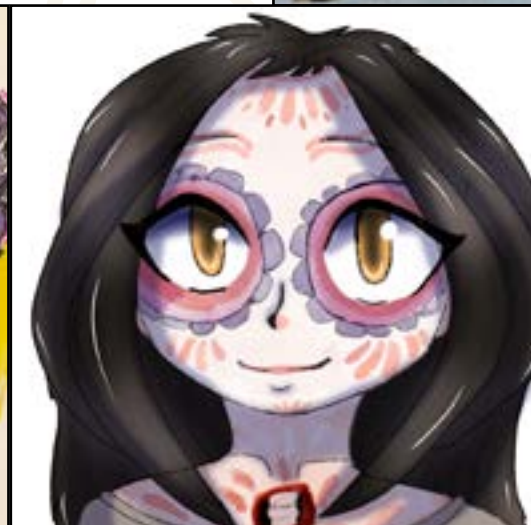
Drawlloween



Throughout the months of September and October, approximately 40 students from Years 7 - 9 participated in the Drawlloween art challenge with Ms Coleman and Ms Tarar. *See more on page 15*



Norjana Pundogar (Year 9)



Mia Cabellero (Year 7)



Emma Thomas (Year 9)

Bossley Park High School



Focussing on Excellence & Success



Vera Chevell
Principal - Bossley Park HS

Welcome back parents/carers and students to Term 4. This term Years 7-11 will be busy with their final assessment tasks for the year. Parents and students can click here - [Sentral Calendar](#) to view the dates of upcoming assessment for each year group. As a staff we will be working the new Strategic Improvement Plan for 2021-2024. A Strategic Improvement Plan (SIP) is a working document that details the steps our school will take to improve learning outcomes, and the achievement and growth of all students. To ensure continuous improvement, the Strategic Improvement Plan (SIP) reflects where our school is at and how it will further improve learning, teaching and leading. These are our draft strategic directions:

DRAFT - Directions for Strategic Improvement Plan 2021-2024

Strategic Direction 1: Student Growth and Attainment (this strategic direction is mandated across all NSW schools)

Our purpose at Bossley for this Strategic Direction is:

Learning opportunities for all students will be grounded in teaching practices that are evidence-based, innovative, and maximize impact. A dynamic, inclusive curriculum will establish a culture of high expectations, curiosity, and engagement, developing students with personal resources for future success. It includes the following system negotiated targets as improvement measures:

- Reading and numeracy - increase in top 2 NAPLAN bands
- Expected growth - increase in NAPLAN growth in reading and numeracy
- Attendance - increase in the proportion of students attending 90% and above
- Attendance - a decrease in students attending less than 80%
- HSC achievement - increase in % of course results in top 2 Bands
- HSC achievement - increase in % of course results in top 3 Bands
- Aboriginal student HSC attainment – increase in number of students completing the HSC
- Aboriginal student achievement – increase in the number of students achieving in the top three bands in NAPLAN reading and numeracy.

Our initiatives to achieve the above improvement measures will be based on the consistent application of evidence-based teaching strategies - explicit teaching, high expectations, effective feedback, and assessment, use of data to inform practice, classroom management, wellbeing and collaboration. This also incorporates the use of high leverage HSC teaching strategies.



Strategic Direction 2: Teacher expertise and Leadership



Our purpose at Bossley for this Strategic Direction is:

Teachers and staff demonstrate personal responsibility for improving their teaching by evaluating their teaching and learning practices that are informed by the fullest, richest student data. Teachers will be supported to engage in professional learning and frequently collaborate with their colleagues and share ideas, recognising their own expertise while being open to accepting advice and feedback from others, creating a pipeline of leaders.

Strategic Direction 3: Unearthing student potential, developing the talent

Our purpose at Bossley for this Strategic Direction is:

Find the potential in students, develop their talent, and make a difference in the school and community. Engagement and challenge for every student regardless of background across intellectual, creative, social-emotional, and physical domains. This supports every student to achieve their educational potential, through talent development, opportunities, and differentiated teaching and learning practices to ensure their specific learning and wellbeing needs are being met.



These draft directions have come from feedback from each of the faculties within the school for continuous improvement at Bossley Park HS. We also look forward to consulting with our community of students, parents and carers to gain their feedback on our future directions. The first consultation will occur during this week at the CSG meeting Tuesday 27th October. There will also be further opportunity for student and parent consultation as the plan is being developed late this year and early next year.

Student Assistance

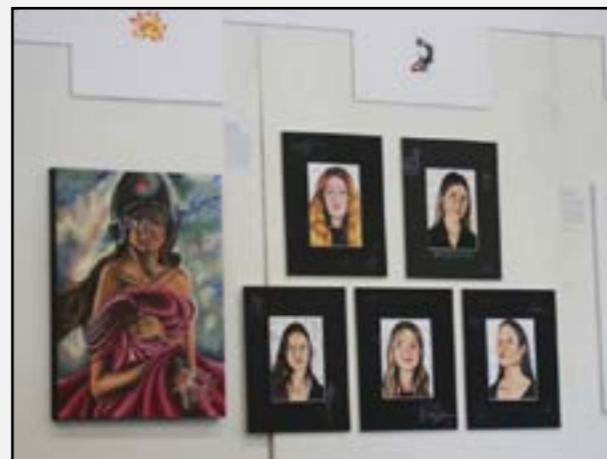
As we are approaching the end of the year and because of the potential disruption to employment for parents/carers because of COVID-19. Please contact the school if you require financial assistance with school fees.

HSC Visual Arts - 6 ArtExpress nominations!

Woohoo! An amazing achievement from our Yr 12 Visual Arts students and their teachers Melanie and Ty! Despite the disrupted year the students and teachers have continued to work hard to produce outstanding work. Well done! (see the artworks below that have been nominated for ArtExpress)



Colena Nguyen, *Game of Life*



Cynthia Baba, *Miss Representation*



Maya Petrovic, *Biblical Ambiguity*



Matilde Pacini, *The Final Act*



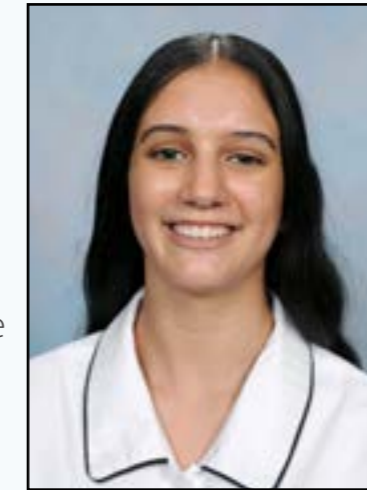
Emily Khochaba, *Symphony of the Forgotten*



Khoa Do, *Three Fishermen Brothers*

HSC Dance - Callback nominations

HSC DANCE Callback nominations - well done to two Year 12 dance students who have received a Callback nomination for their HSC dance components. Congratulations Elissa and Nikolina!



Elissa Zapiaa - Dance Works Nominated - 2020 Dance Core Composition



Nikolina Markovic - Dance works nominated - 2020 Major Study performance



End of Year Presentation Day

The end of year Presentation Day will run differently this year due to COVID-19 guidelines. Parents are still not permitted in large group at the school; as a result, we will have separate year group presentation assemblies. Year 11 will be on Monday 7th December and Years 7-10 will be on Tuesday 8th December 2020.

New School Shorts for Boys

At this stage, The School Locker will have the shorts ready for purchase by the 1st week in December, and Lowes should follow with a supply later in December.





Deputy's Desk

Mr Foti

Deputy Principal - Years 7 & 11

COVID-19 restrictions saw our School Captain 2021 speeches move to an online platform that was watched live from classrooms, staffrooms and offices.

We welcome our new school captains for 2021:

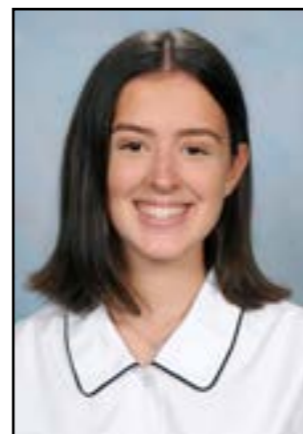
- Sophia Simic
 - Alexander Wood
- and Vice-Captains for 2021:
- Monique Di Maria
 - Robert Melisi

Traditionally our captains receive their badges at the Year 12 Graduation Ceremony; however, with COVID-19 restrictions limiting the duration of that event, this part of the ceremony has been scheduled to take place at our Year 11 Presentation Ceremony to be held on Monday 7th December 2020.

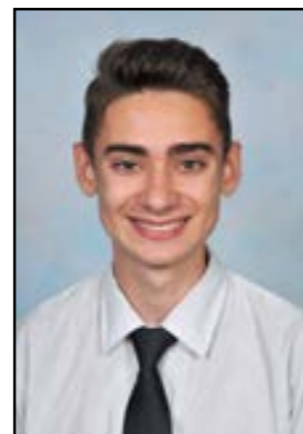
Year 11 have now transitioned to their HSC courses. Part of this transition involved the presentation of their Assessment Booklet along with an in-depth presentation on: HSC requirements; how their assessment marks are moderated and then used to form 50% of their HSC result for most subjects; and, how the ATAR is calculated. Senior students are now working eagerly towards their individual educational goals with HSC assessment tasks starting this term.

Students in Years 7, 8 & 10 selected their elective courses for 2021 through an Expression of Interest earlier this year. As we continue to construct next year's timetable, students will shortly be informed of the outcome of their Expression of Interest.

School Captains 2021



Sophia Simic



Alexander Wood

Vice-Captains 2021



Monique Di Maria



Robert Melisi

Deputy's Desk



Mr Stanley

Deputy Principal - Years 8 & 12

This time of the school year has a strong focus on assessments. Years 7 to 10 students will be competing assessments (exams) in the coming weeks. These results will be used by teachers when completing End of Year Reports. Year 10 results will be used to finalise RoSA grades. Year 11 have now moved into the HSC year and will be completing HSC assessments across all courses this term. We expect all students to be fully prepared for every assessment task in all their subjects. This will then be reflected in the results they achieve.

Unfortunately we have had some local residents express concerns regarding unsafe driving in Tuncurry St. They are particularly concerned with the driving behaviour of 'P' plate drivers when leaving the school. I had communicated this to the Year 12 cohort last term and inform them that police will and have been making regular patrols in the area. During the HSC time can I please ask that parents of Year 12 students speak with their child regarding safe driving.

Year 8 and 12 Update

The term 3 positive recognition letters for Year 8 have been completed. I am pleased to report that 64% students received positive recognition in 8 or more courses including 49 students gaining recognition in all 11 courses. 19% of students received between 6 and 8 course recognition while only 17% received recognition in 5 or less courses. This is positive data and I look forward to continued improvement in Year 9. I spoke about this positive data at our recent year meeting and congratulated the fantastic efforts by the students. I spoke at length how this data can continue to improve by outlining the importance of positive and respectful conduct, organisational skills, attendance/punctuality, engaging in class/group discussions, asking questions and developing home study patterns. With families and school continuing to work together, I am confident this trend will improve moving into Year 9. We love to hear from parents so thank you to the parents who completed the feedback

slip have returned it to school.

Term 3 recognition letters for Year 12 saw 40% of students receive recognition all their courses. It was also pleasing to see a further 32% receive recognition in at least half their courses. This data reflects that despite the challenging year our HSC cohort have had, their application to doing their best and overcoming obstacles has been tremendous. I am very proud of the Class of 2020 and I am confident the HSC results will reward all the students who consistently put in the work, did not cut corners and applied themselves with sustained effort and due diligence.

Picnic and Graduation Day were fantastic. The students did a wonderful job transitioning from having fun in the morning to the more serious approach needed for the afternoon ceremony. I hope parents enjoyed the livestream as some consolation for not being able to attend in person. A reminder that HSC exams run from October 20th to November 11th. Last day for clearance including payment of fees is 16th November. Formal will take place at school on 18th November.



The Jewellers vs TFP during Picnic Day

*In closing, what makes Bossley Park a great school?
Wonderful staff, fantastic students, supportive
parents and community.*



Deputy's Desk

Ms Ager

Deputy Principal - Year 9

I've been working with a few families on issues stemming from technology recently and found this article by one of our partners at My Strength who work with our Year 10 students. I thought it might be helpful for some of our parents struggling to get the kids off the screens.

I can't get my teen off the screen.

Many parents are noticing that after a period of screen time, children are often irritable and moody, short tempered and foul. And it's not just with small children – we notice this with adolescents and even adults. Most agree: "Screen time equals scream time". And the longer the screen time, the worse the meltdown.

Why is my teen addicted to the screen?

Kristy Goodwin, a researcher into the effects of technology on a child's brain, says that whenever we do anything pleasurable with technology (whether it's watching funny cat videos or looking through people's feed on Instagram) our brain releases the feel-good neurotransmitter, dopamine. Our brains naturally want more and more of this feel-good state, and so we crave more use of technology.

The digital world offers continual sensory seduction. We can bounce from one excitement to the next with less than a second to wait between applications. For example, when using tablet devices, children can play an app and then touch the home button and instantly launch into another app. They can be watching YouTube clips and find a menu of other videos that entice them on the right-hand side of the screens. Their desire for novelty is easily and constantly met in an online world.



Today's screen time presents a different dilemma to those we have faced in past generations. Previously, we could become bored with what is on offer, making it easier to peel away from the TV. The favourite show would last a certain time and then something else comes on that is less desirable. It gave a natural brain break, so it would be an opportunity to divert to other activities. And until we could buy videos, we had little control over what program was next. Nowadays, we have access to unlimited entertainment and discoveries. Our brain loves online media because we just don't know what's around the corner. We don't want to miss out on something funny, interesting or amazing. So we keep flicking. Longer and longer. Hours can pass and we're still immersed – almost in a trance-like state.



Why are you doing this to me?

Dragging a teen out of that narrow, all-encompassing world is like taking a half-eaten lolly from a toddler. I've got a taste of the good stuff, and now you want to take it away. It feels like a punishment!

Dr Godwin reflects that our kids are reluctant to turn off technology because it will mean terminating their supply of dopamine. Their response is often more pronounced if they're playing apps or video games where there's lots of external rewards and praise. For adolescents, it also taps into that desire for independence, self-determination and personal choice. So we not only battle the unconscious bias of the brain, but the complicated dance of independence and individuation. It's the perfect formula for a teen-sized tantrum – everytime.

Deputy's Desk

Ms Ager

Deputy Principal - Year 9

Preventing a nuclear melt-down

Navigating the challenges of screen time and limiting the melt down requires some very intentional steps, and the ability to negotiate with a young person who wants to be treated as an adult. Here are some tips that might just help with the melt-down:

Agree to the rules in advance – Before screen time begins, it is critical to agree on the rules. How long do we agree that this session should last? How long do we agree that you at the end? What will you be using and looking at? What will we avoid looking at? It may be worth creating a written, visual checklist for how we manage screen time, and if necessary, sign off on it like a contract!

Negotiate the rules, resist arbitrary confines – During the teen years, our parent style is forced to change. While younger children need us to choose for them, teenagers want choice. Negotiation becomes a necessary skill when dealing with teens, and working out screen time is a prime example. Ask your teenager how long they think is suitable. Allow some back and forth. "Oh, so you think 2 hours is good? I was thinking half an hour. Could we find somewhere in between? What if before you watch YouTube, you finish your homework first. What do you think?" Follow through on agreements – One of the common failings of all negotiations is that we get to the pointy end of the deal and avoid the hard conversations because it takes time and energy. The agreed hour passes and the home is quiet. Why disturb it? Why have conflict? After all, I'm halfway through my glass of wine. Is it worth it? If you fail to enforce the rules, they mean nothing. The whole idea of negotiating goes out the window. It's all just lip service and you're back to the drawing board. The next time you actually want to stick with the rules, there is a bigger conflict because the teen brain has noted all the times when the rules are bendable.

Create a phone curfew – Screen time before bed is causing a dramatic rise in sleep disorders among young people. Latest findings show that over 60% of 16 year olds are going to bed after 11 pm, and the #1 thing they are doing

before bed is using social media. Families who have an agreed curfew on their screen time instantly increase the opportunity for healthy sleep patterns, decreasing white light to the retina of the eye, and allowing the brain to enter REM sleep in a more stable pattern. By asking family members to place their device in a common place at an agreed time, we prevent them browsing for hours and hours while they should be sleeping. Being strict at the beginning will make it easier to maintain



Consider your broader family rhythms – Creating family rhythms is a perfect way of breaking from screen time and getting back into real-world activities. If dinner is consistently at 6:30pm every evening, family members know that this is "just what we do". The fight and backlash is quashed as our response is quite calm and consistent... "This is what our family does together." Perhaps it is setting a homework hour before the screen time. So they know that we come home and get our chores and homework out of the way, and then if it's all done, the reward is screen time. It's the same with other activities. Teenagers may not be the initiators for a family bushwalk or a pattern of exercise. So it may be up to you to create some routines as a family unit. Decide in advance that on Tuesday and Thursday's, we go bike riding together before dinner; or that each Sunday afternoon, we explore a new bushwalk or waterhole together. The rhythm will be serve your agenda to get teens off screens and engaged in real-world activities.

By Dan Hardie, teen therapist & creator of the MyStrengths Assessment. Referenced: Kristy Goodwin is a children's technology and brain researcher and the director of Every Chance to Learn.



Deputy's Desk



Mr Hooke
Deputy Principal - Year 10

Term 4. We are almost there! This year has been an extremely unique and challenging year for all students and teachers, however we have all risen to these challenges and demonstrated amazing adaptability and resilience, learning many new things along the way. With the end of year in sight final assessment tasks for courses are being completed. Year 10 students must complete all assessment and class tasks to the best of their ability to realise their potential and achieve the best possible RoSA grade they are capable of. Students should also complete any incomplete work to ensure that they satisfy the outcomes required for the accreditation of the RoSA.

students undertaking the program and acquiring skills and qualifications that include a First Aid Certificate and a Barista qualification. This program also aims to improve student mental wellbeing, confidence and communication through collaborative projects whilst developing essential life skills necessary to function as responsible members of their community. This program will run on Thursday's for the remainder of the term.

On Wednesday the 4th November, 14 Year 10 students will undertake a white card course. The course requires students to demonstrate personal awareness of Work Health & Safety

Sentral for Parents app

The Sentral for Parents app allows you to monitor your child's school journey simply and efficiently. You will find numerous smart features that help streamline your day. Receive messages and notifications from teachers, report absences, make payments for school activities and more. The Sentral for Parents app helps you stay connected and informed about your child's education.

GET IT ON Google Play | Download on the App Store

I also want to encourage all parents to utilise the Parent Portal to monitor the progress of their children. Within this portal there is a wealth of information that will allow you to obtain an insight into your child/children's life at school. It will be probably more informative than asking them how their day was. Within this portal you can access information on their behaviour, both positive and negative, N – Determination Warnings, Reports and Academic progress. If you are having problems accessing the portal please email the school and Mr Bennet, the school's IT Coordinator, will provide you with log in details. Parents can also download the Sentral for Parents app, which will allow you to receive messages and notifications.

(WHS) legislative requirements, and the basic principles of risk management and prevention of injury and illness in the construction industry. Students completing this course will increase their employability within this industry.

Also, on the 30th November 30 students from Year 10 will participate in the "Giving Students the EDGE for Work" workshops, which are day-long workshops which get students "job-ready!" By the end of the day, the students will be prepared to secure work experience, and any other employment opportunities. The workshops are a fun and engaging way to introduce students to the world of work and what employers are looking for in young people seeking work. Students will learn about everything from how to tackle a job interview and write up a cover letter, to how they present themselves and communicate with employers.

This term the BESP Program will finally resume; a holistic program for Year 10 students that provides active learning opportunities to empower students to value education and provide meaningful enterprise and employability related skills and qualifications. This year we have 12

AMA GROUP

SCHOOL TO SUCCESS

Your Rapid Path to a Rewarding Automotive Career
The AMA Group is the market leader and the largest autobody repairer in Australia with more than 200 sites nationally.

We are offering paid careers NOW, providing young women and men to be part of our world-class training and development program. For more information contact us at pitcrew@amagroupsolutions.com.au and visit our website amagroupltd.com

Belief, Real Values, Self-Worth & Opportunity

"AMA has spent the last two years working on the development of a dedicated Coaching Apprenticeship Program (CAP). We invest millions of dollars each year on training, development and technology to be ahead of the curve when it comes to safety and quality. Most importantly, we take new entrants and develop them into quality individuals who find a new lease in trust, and life, by being part of our organisation."

Steve Bubulj
AMA Panel CEO

"Sometimes people need something and someone to believe in. We win over our competitors by giving our team something to believe in - real values, self-worth and opportunity. AMA is a business with a family touch where people matter."

Mark Reid
AMA Business Development Director

Zanoa's Story

Zanoa was an apprentice Spray Painter but was expelled from Year 12 just two weeks prior to her graduation.



Zanoa was given an opportunity with AMA as an apprentice 2 ½ years ago and with her life now on track and will complete her apprenticeship early due to her diligence and drive.

Zanoa was given an opportunity with AMA as an apprentice 2 ½ years ago and with her life now on track and will complete her apprenticeship early due to her diligence and drive.

Jenaya's Story

School wasn't for Jenaya, and she finished school in Year 11 with an interest in art and drawing.

She took an apprenticeship with AMA and over the past three years Jenaya has seen her interest grow into passion and a clear idea of her career path.

She will be a fully qualified Spray Painter by the time she is 20-years-old.



300K +
Repairs per annum

4000+
Employees across Australia

\$1B plus
Annual Revenue

200+
Locations nationwide

Ms Sari-Daher
HT Wellbeing

Welcome back to our final term for 2020 to end a certainly strange time in our lives. Last term was busy term with the Wellbeing Team working tirelessly behind the scenes.

At the end of Term 3 we held our School Captain application and elections for 2021. A big congratulations to the successful candidates.

School Captains 2021: Alexander Wood and Sophia Simic
Vice Captains 2021: Robert Melisi and Monique DiMaria.
We also welcomed Ms Ebony Ulbrand and Ms Louise Coleman to the Wellbeing team as the Year 7 Advisers for 2021.

School Captains 2021



Alexander Wood



Sophia Simic

Vice Captains 2021



Robert Melisi



Monique Di Maria

Year 7 Advisers 2021



Ms Ulbrand



Ms Coleman

We ended Term 3 with a spectacular finish for our Year 12 students. The students all enjoyed the Picnic Day held at the school followed by the Virtual Graduation Ceremony where students were recognised for their achievements and their successful completion of high school. This year was definitely an unforgettable year for all of the students, but we were all able to come together to make it a memorable end to this chapter in their lives. The Year 12 formal is coming up in Week 6 which will be held at school 'Under the Stars'. Stay tuned to see the magical transformation of the quad for the event.

As students receive their HSC marks later this term; please remember that your marks don't define you. There are many ways to get to your end goal - whether it be uni, tafe, getting a job or other good stuff. Look after yourselves and look after your mates who may be having a tough time. Any students who are concerned about work or study can get free and confidential support from the work and study specialists at headspace at:

<https://headspace.org.au/work-and-study-support/>

Coming up this term we have guest presenter Jonny Shannon delivering a virtual presentation to Year 11 and Batyr delivering a presentation to Year 9 and Year 10 on Mental Health.

Finally, as you are aware due to Covid-19, the 2020 Year 7 school program School Clinics were suspended at the beginning of 2020 and then resumed after June. The required interval between HPV - Gardasil 9 dose 1 and dose 2 is 6 months. Therefore all Year 7 students who were given HPV - Gardasil Dose 1 from June 2020 onwards will be offered HPV - Gardasil - dose 2 during Term 1, 2021. There is no need for parents to take their children to the GP as all outstanding 2020 Year 7 vaccinations will be caught up through the school immunisation program in 2021. The dates for the Year 7 and Year 10 vaccinations in 2021 will be published early next year.

Remember to regularly check our Wellbeing Hub for the latest information on the different initiatives we run at Bossley as well as Study Skills tips and strategies. Visit: <https://sites.google.com/education.nsw.gov.au/bphs-wellbeing-hub>.

TIPS FOR COPING WITH THE HARD STUFF

Sometimes life can get heavy, but these tips should help lighten the load.

Read more here: reachout.com/articles/10-tips-for-coping-with-the-hard-stuff

1 GET JOURNALLING

Putting pen to paper can be the 'write' move. Jotting down your feelings can help you work out what might be troubling you and things you can do to improve the situation.

2 TALK IT OUT

While it can be hard to open up, sometimes the best way to crack a problem is to share it with someone else: your best friend, your family, a professional... Whichever way you look at it, two brains are better than one!

3 SELF-LOVE

Self-love is a great way to banish the bad vibes. Go for a long walk, spend the day at the beach, or book in for a solo movie session (featuring popcorn, obviously).

4 GO BIG PICTURE ON IT

When you're going through a stressful situation, ask yourself: 'How important is this? Will I remember this in five years?'

5 FOCUS ON THE POSITIVES

If you're on a run of bad luck, it can be easy to feel hard done by. Instead of letting the negative noise take over, find at least one positive thing about the situation.



by Mr Huseyin

Jump Off Day



Congratulations to all of Year 8 who recently participated in Bossley Park High Schools inaugural Jump Off Day !

The high standards of behaviour, effort and enthusiasm displayed on the day were commendable.



The Jump Rope for Heart program was embedded into both of our Term 3 Theory and Practical units which aimed to encourage a positive attitude towards exercise, healthy eating and heart health. Jump Rope for Heart provided a unique opportunity to engage in physical activity in a non-competitive way and encouraged students to develop lifelong healthy habits.

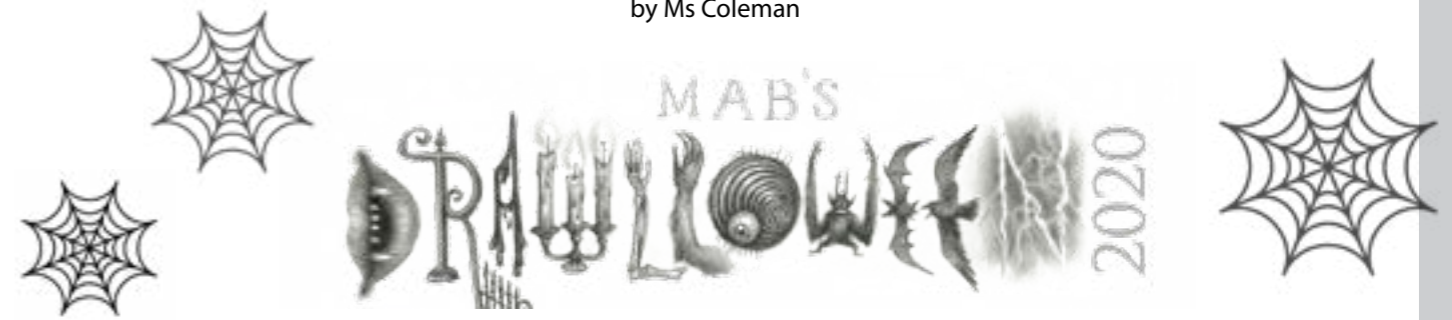
Bossley Park High School raised thousands of dollars which was donated to the Heart Foundation to support research into the cause, diagnosis, treatment and prevention of cardiovascular disease in the Australian community.



Finally, a special mention needs to be made about Alessandra Bibic's outstanding contribution who logged over 30 hours skipping time and raised \$1,683.64.
Congratulations Alessandro!!



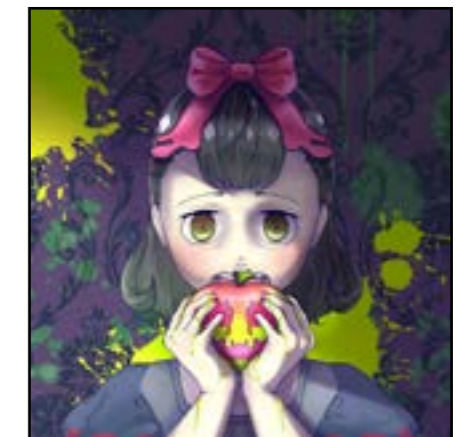
by Ms Coleman



Amelia Vargas (Year 9)



Ms Coleman, Indiana, Mia & Giuliana



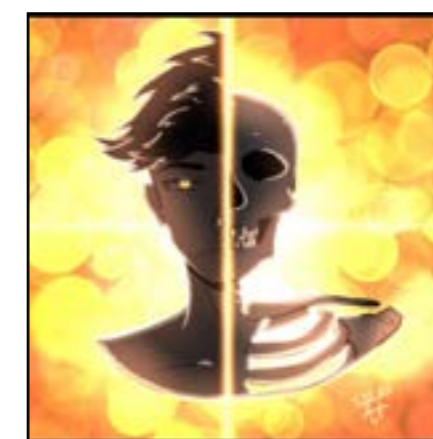
Quindira Supriyono (Year 9)

Throughout the months of September and October approximately 40 students from years 7-9 participated in the Drawlloween art challenge with Ms Coleman and Ms Tarar. This art challenge is inspired by American artist Mab Graves where every day for the month of October students were asked to complete an artwork based on a Halloween inspired prompt.

This art challenge was a club that became a creative platform for students to inspire, challenge, encourage and build each other up at weekly meetings and on Google Classroom. The quality of artworks were outstanding and prizes were awarded to students for consistent effort (Norjana Pungador, Azra Tekin, Angelina Ly, Emma Thomas, Giuliana Pluto, Indiana Caballero and Mia Caballero) with all other students who contributed also receiving a prize. Well done and congratulations to all these outstanding students!



Norjana, Ms Coleman & Azra



Azra Teko (Year 9)



Drawlloween participants receiving their certificates and awards

What Have Year 9 History Elective Students Been Learning About?

Year 9 History Elective students recently completed their study of History's Mysteries where they used historical evidence collected to solve some of history's greatest mysteries as History Detectives. Since the beginning of Term 4, students have used the skills developed within this unit of work, applying their critical thinking skills to a new, exciting project-based learning assignment.



Our Year 9 historians have examined a range of sources in response to the inquiry question, *"If the Black Plague had happened today, which would have been worse: Covid-19 or the Black Plague?"* Students have been debating the response to this inquiry question in teams following an intense learning journey into 14th century life; through this discovery, each team developed an understanding of medieval health and hygiene practices, scientific and medical knowledge and socio-economic aspects of medieval life.



In their teams, students have also mapped and tracked the spread of the Black Plague; they have even invented a toothbrush design which would support the improvement of dental health and hygiene in the middle ages! Students in Year 9 are looking forward to the next part of their project-based journey.



"So far, I have enjoyed gaining team-work skills and working with my fellow peers." - Anson Quach

"My favourite activity so far was constructing an argument because our group all got to individually express their opinion and then we came together as a group to decide whether we would survive living in the middle ages." - Bianca Rizzo



Year 8 History Elective Update

In Year 8 History Elective, students have been working on an exciting historical investigation project that involves Minecraft. Our task is to select a historical building of our choice and build it from scratch using the materials featured in the game. In addition to this, we are required to write a report about why and how this building was constructed, as well as its legacy as an important historical site.



Year 8 History Elective students made a pagoda using Minecraft

In history, buildings represent many different societies and historical periods and building materials vary depending on the location, availability and the society. For example, temples in China were constructed using jade while in Europe, buildings were usually made with stone and marble.

We have chosen to construct a Japanese pagoda for our project. A pagoda is a two-seven story temple made out of wood that originated in Ancient China. Sometimes, they are little stone pillars that people leave offerings at for good luck. We made this pagoda using various types of wood, prismarine, carpets, stairs, red wool, red clay, and lanterns. These were combined to make a five-story pagoda with a beacon coming out the middle like a spire.

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