



From the Principal

Valé Robert McCredie May (Lord May of Oxford, OM AC FAA FRS TFSE FRSN)

Bob May was a self-effacing, straight-talking polymath who was born into a dysfunctional family on January 8, 1936. His mother divorced his brilliant, but alcoholic father when he was young. He rose to become a member of the House of Lords and a recipient of the very rare Order of Merit, bestowed by The Queen.



Described as a 'professor of everything', Bob May had great strengths in chemical engineering, physics, mathematics, ecology, zoology and finance. He was made a member of the Royal Society in 1979. He was knighted in 1996. He was Chief Scientific Advisor to the British Government 1995-2000. He served as President of the Royal society 2000-2005. He advised British Prime Ministers.

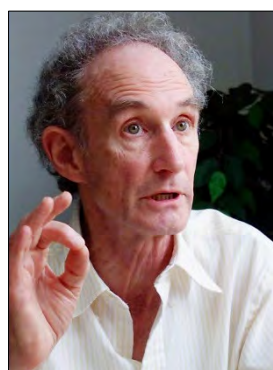
Bob May was described as the 'grandfather of chaos theory'. His influential work *Stability and Complexity in Modern Ecosystems* (1973) established the understanding that complex systems are not more resilient than simple ones. As they grow more complex, they tend to become more unstable and chaotic. He believed that similarities among systems can help scientists to develop unifying theories. Of great relevance to us in the midst of a COVID-19 pandemic, was his proposition, developed with two collaborators in 2001, that for an infectious agent to establish itself in a new population it must have a basic reproductive number R_0 which satisfies $R_0 > 1$. This number now drives the speed of our road out of social restrictions. He applied systems thinking to many branches of science and to finance.

Bob May attended Sydney High (1948-52). He rowed at the Head of the River in the Fourth IV.

He was a member of the outstanding 1952 debating team which won the double – the Hume Barbour Competition and the Louat Shield. This feat has been achieved only very rarely in High's history. Bob topped the state in Mathematics I and was third in Mathematics II. He was named on the list for Chemistry. He was awarded first class honours in three subjects. Incredibly, this wasn't good enough to stop Phillip Freeman from winning the Grafton Elliott Smith Prize for the highest aggregate mark at the Leaving Certificate for Physics and Chemistry at High.

Bob was another of Lennie Bassier's protégés. Lennie challenged his students to think outside of the boxes set by the curriculum. He nurtured in his students an abiding love for Chemistry. At the University of Sydney, Professor Harry Messel inspired Bob in Physics. He was in the right places at the right times to learn the craft of science from inspirational people. Lord May's work changed whole fields of science.

In 2007, Bob came to Australia to address the Lowy Institute on climate change. He gave a powerful, articulate address. I met him that year when he appeared at High unannounced. He came down to my office having not found anyone in the office he remembered as the Headmaster's, near the main entrance. He introduced himself as Bob May and said he was having a look around. We chatted briefly as he



was on his way to an engagement. I didn't realise that I was conversing with 'the brightest boffin in Australia'. Ever since that brief encounter, I have felt a sense of loss that I did not manage to engage him in a

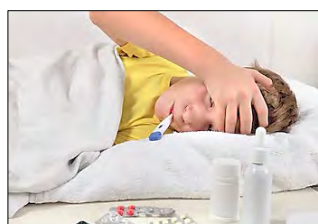
longer conversation to experience his formidable intellect at first hand and recognise his outstanding achievements. In a cruel irony, Bob's last battle was with dementia. He died on April 28, aged 84. He was unquestionably one of the greatest Australians on the world stage, in any era. He will be missed.

REMINDER: This is the Cycle One Roster, Commencing Week 3 – Monday 11 May.

Week and Cycle	Week 3B: 11.5	Week 4C: 18.5	Week 5A: 25.5
Monday	10 12	7 12	11 12
Tuesday	11 12	10 12	9 12
Wednesday	7 9	8 9	7 8
Thursday	8 10	9 11	7 11
Friday	8 12	11 12	10 12

Accommodating Absent Students on Face-To-Face Days

It is unreasonable to ask teachers to teach students in front of them at the same time as trying to teach those absent from school and online. In week three, once school resumes for nominated years on the roster, teachers at school will **only** offer face-to face lessons. On the other hand, now that we have moved so much of our programming online with CANVAS, teachers have the possibility of contacting absent students to let them know about the content of the lesson they missed, where it resides and any resources that are to be used with it. Teachers may be in a position to make units of work available at certain times or do so after the lesson, at least at some time on the same day it was delivered. Each faculty will do things their own way, but there will be communication in CANVAS 'Announcements' at some point or else in the location where the individual teacher chooses to upload it. Each student away from school has the personal responsibility to check CANVAS to access



work. Naturally, students who are away sick may not feel up to taking part in an online lesson. Their situation is the same as pre-COVID-19, except they may have access to that lesson

once they feel up to it. Notwithstanding whether they complete the work or not before they return to school, they must return with an appropriate note explaining their absence.

Student Attendance Marking

Teachers delivering from home on a face-to-face day can assume all members of their class that can be are online – whether in one or two classrooms at school, in the senior library or online at home when they are sick. There

are around six teachers who will continue to deliver their lessons in online mode because they are at risk or have no childcare available. They will mark the roll, as has become the routine, by counting those who are logged in. Teachers delivering face to face will only mark the roll for those in class in front of them. All other students will be absent and will have to explain their absence in the usual way.

Students in Acceleration

Students enrolled in **stand-alone** acceleration classes will attend school on the nominated days for Years 10 and 11 and follow their timetables in the usual way. Students enrolled in acceleration in a **vertically integrated group** will have to attend the scheduled class for Preliminary or HSC with the cohort above them, as well as attending on the rostered day for Year 10. The rest of the day's lessons on non-roster days will be online and take place in a designated space – usually the senior library.

The Australian Health Protection Principal Committee

The Australian Health Protection Principal Committee (AHPPC) has provided advice for schools to reopen. The Prime Minister stated on 24 April that, 'the 1.5m in the classrooms and the four-square metre rule is not a requirement of the expert medical advice for students in classrooms'. Research into COVID-19 in schools found that:

1. Kids get infected with coronavirus at much lower rates than adults
2. Children rarely get severely ill from COVID-19
3. Children don't spread COVID-19 disease like adults
4. School children in Australia with COVID-19 haven't spread it to others
5. There is no evidence closing schools will control transmission

Nevertheless, the state of NSW is taking a more cautious approach and maintaining social distancing in classrooms, at this stage. I am recommending that parents send their sons back to school from Monday in accordance with the roster for our first cycle.

Arrangements for Rooming In Cycle One: Weeks 3B-5A

Mr Prorellis has done a mountain of work in re-rooming and re-scheduling our learning spaces to conform to social distancing requirements. Spaces for classes of 30 with social distancing have been created - in the Great Hall (2), in the Junior Library (2), in the senior library (1), in rooms 607-8 (1), in the gymnasium (1), in Rooms 704-5 (1). A number of teachers have indicated that they want to have some or all of their classes re-roomed to these larger spaces. There are 51 teachers who will teach their classes in their normal timetabled spaces. I thank them for making this commitment.

Keeping Us Safe



Mr Kay has been busy assigning our fit young coaches to the task of creating our large learning spaces by deploying furniture to

them. They also sprayed the desks and chairs with Glen 20. Mr Prorellis has procured and distributed 16 hand-held infrared thermometers to faculties and other key areas such as libraries. Our first defence against the virus is to check people's temperatures. The accepted febrile temperature is 38 degrees. Staff have been asked to take each other's temperatures. They are empowered to take students' temperatures randomly. **Anyone on site with a temperature reading of 38 degrees will be asked to go home and get a COVID-19 test or doctor's clearance letter before returning to school.**

Every staff room has been issued with – hand sanitiser, Glen 20 ethanol spray, alcohol wipes, rubber gloves and face masks. Hand sanitising stations have been set up at six locations in the school. Individual hand sanitiser bottles will be offered to staff and students next week. Staircases have been set up with arrows to separate people going up from those going down. Corridors have been divided with tape and students are asked to respect these and keep to the left when they return. 1.5m gaps have been indicated with tape at the front office, with limits of four students at a time lining up to engage in business with SASS staff. The Canteen will be open for business. Social distancing will apply in the Canteen area. It would help if lunches were ordered and non-cash

payments made by students. We are confident that our learning environment is as safe as we can make it.

Resumption of School Sport

The following statement gives an indication of the direction that GPS sport is taking in response to social restrictions remaining in place. "As boys return to Schools, the AAGPS continues to monitor Government guidelines regarding a possible return to School Sports. It appears that the approach of a systematic phased return could be adopted with details and timing to follow. However, for the AAGPS, the decision has been made to concentrate on Athletics in Term 2 with the possibility of the AAGPS Carnival being scheduled for the second Saturday of Term 3, 1 August. It is proposed that the full Winter Sports season may then take place between 8 August and 19 September. A schedule of events will be published as soon as is possible after guidelines are released by Government sources: Mark Ticehurst Chairman, AAGPS.



At High, from **Week 3**, we will be conducting sport in the usual sport times on Thursdays for juniors only. **In Week 3B -Year 8; in 4C Year 9 and 5A – Year 7.** Social distancing restrictions will be observed. We will focus on athletics and cross country, where training is individual and where social distancing can be maintained. Mr Marcos is drawing up a plan for students to be able to access other suitable sports in the interim, until restrictions are eased. Should health advice change and social distancing rules be relaxed, our planning will respond accordingly.

Dr K A Jaggar
Principal



OPENING TIMES

The High Store will be re-opening from Monday 11 May 2020
Open During School Terms Only

Monday, Tuesday, Wednesday & Friday 10.30am to 1.30pm
Telephone 9662 9360

balancing online schooling and working from home

Coronavirus (COVID-19) has resulted in new opportunities and challenges for those supporting and caring for young people in our community.

The transition to online schooling and working from home will be exciting for some people who may thrive in this new style of working and learning and for others this transition may be quite stressful and overwhelming. It may also be a mixture of both these experiences. All of these feelings and experiences are understandable in these circumstances.

Each household will be different in what they are managing. There may be multiple people of various ages trying to transition to online schooling and working at home or there may be just one or two in your household. Everyone will balance this differently with each household having different ways of managing and different priorities. This is okay. There is no one right way to go about this and no household will get it perfectly right.

The initial weeks of this transition will be the hardest whilst everyone is trying to adapt to new routines.

Here are some tips to support the balance of online schooling and working from home.

1. Create good communication

Creating good communication between young people and others at home will be very important during this time. It could be the difference between balancing and negotiating everybody's different needs or increasing conflict in the household.

Some important ideas for good communication include:

- **communicating early**

Start conversations and model talking early when you are noticing things aren't working so well or there are differences in priorities, expectations or people's needs being met in the household.

- **taking a 'you and me vs the problem' approach**

If you think about any problems coming up 'side by side' rather than 'you vs me' you are more likely to get a good outcome for everyone. This includes letting everyone have a turn to express their perspective, expectations and opinions in a respectful way.

- **acknowledging and summarising what each person has said when communicating**

This shows you're interested and listening to the other people. When we feel our perspective has been heard and understood we are more able to listen to what the other people have to say.

- **using 'I' statements rather than you statements**

Using 'I' statements to express our perspective or needs helps us to own what we are saying rather than giving a sense of blame that can happen with 'you' statements.

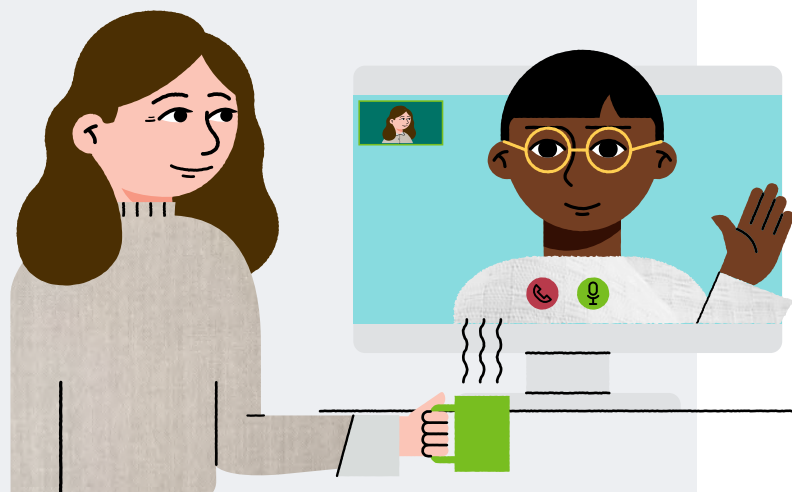
Take some time to talk about what everyone in the house is going to need to be effective in online schooling and

working from home. It is good to set up a time for this conversation when everyone is available and able to be focus on what you are talking about. This conversation may need to keep occurring over time as you try things out and adapt to see how it is going.

This conversation could include thinking together about ideas such as:

- **how you will let each other know when you can be available to support young people's online schooling and when are you not able to be interrupted**
- **how you will let each other know when you need some help or support**
- **how you are going to manage shared work and schooling spaces**
- **what is working or not working for the household?**

If you feel like there is some tension between household members during this transition or you would like more ideas on communication, check out the responding to family conflict fact sheet for more tips and information.



2. Consider and manage your expectations

Each household will be managing different things during this time. For some households, those working from home are going to need to prioritise work and won't be available for online schooling support. Other households will have more flexibility in moving between supporting online schooling and working.

Consider what your household is managing and adjust your expectations accordingly.

It is okay if you are not always available or if young people aren't completing all of the allocated tasks during this time. If this is happening some things to think about include:

- **using the communication tools discussed above to have a conversation with the young person and ask them about what feels reasonable and manageable. Once they have come up with some ideas, negotiate and work together to come up with an agreed solution.**
- **keeping the communication with teachers going so that they are aware of what is happening for the young person during this time.**

Usually school time and work time is a time of social contact for young people and adults too. Discuss expectations around talking to friends during school or work time and encourage peer to peer connection in an appropriate way to maintain social connectedness.

4. Foster independence

Young people are usually independent during their school day without the support of care givers to guide their work. Wherever possible, try to encourage this to remain the same.

Take some time to talk to them and ask them about what they would normally do if they got a bit stuck at school with some work or don't know quite what to do.

Some ideas might include:

- **sending a question to the teacher**
- **asking their friends.**

Independence also includes things like encouraging young people to make their lunch, choose what to do at breaks or lunch time and setting up their work space.



3. Create a routine

As much as possible try to keep to a normal routine for online schooling and working from home. It can be easy for work time, school time and home time to merge into one which can be overwhelming at times. It can be good to create routines to differentiate this time and support being able to 'switch off' from work or school time.

Some ideas around this could be:

- **taking a walk around the block or exercise when you finish work/school to mimic your usual travel home time (whilst still obeying the COVID-19 restrictions)**
- **packing down your work space at the end of your work day, closing computers and putting books away. You may even want to cover your station with a blanket**
- **changing into different clothes for work or study time and home time.**

5. Use your resources

Think about the resources that you have around you. This may be adults in the household taking turns to provide support to young people. If this is not possible, there may be other extended family members or friends that have special skills in areas such as Maths or English that young people can reach out to for support with tasks online or via phone when required.

6. Get creative and flexible

There are many ways of learning and different areas of learning for young people. As young people develop they are learning how to be independent and complete the tasks of an adult. The online learning environment creates an opportunity for young people to have the time to learn different skills associated with this process. These skills might include:

- **cooking a meal for the household**
- **helping out with chores**
- **learning how to pay bills and managing finances**
- **taking care of the garden.**

Remember to use the communication ideas discussed above in thinking about and trying out these ideas. Ask young people what they are interested in learning and negotiate to come up with what will be appropriate for your household.

If online schooling support is required consider whether these tasks could occur outside normal school hours so that you are able to provide support during non-work hours.

7. Take regular breaks

Stepping away from the computer, getting some fresh air and stretching is important for everybody. If you do this on a regular basis everybody in the house will be more productive in their work and learning. It also supports good physical and mental wellbeing.

8. Model self-compassion

We are experiencing something very unusual and unprecedented at the moment with the transition to online schooling and working from home.

Remember, nobody is going to get this perfectly right. Lots of people are experiencing increased stress and anxiety at the moment and that is really understandable. It is important to take care of yourself during this time. If we can model self-compassion, talking about our experiences and looking after ourselves to young people, they are more likely to practise this themselves.

For some more ideas on looking after yourself during COVID-19 check out the 7 tips for a healthy headspace and how to cope with stress related to the Coronavirus outbreak situation.

Check in with yourself

It's important to check in with yourself and notice what might be making you feel good or what might be contributing to your stress and worries. It can be helpful to practice self-care, and our resources can help to give you a sense of control during this unusual time.

Check out our headspace COVID-19 resources for a range of information and support services:

headspace.org.au/covid-19

The latest medical information for COVID-19/ Coronavirus is changing on a regular basis. If you would like to understand more, please visit the Department of Health's website.

health.gov.au

There's support available

If you think your young person might be feeling overwhelmed, anxious or needs additional support help is available.

By visiting the headspace website, young people can connect with others, interact with self-help tools and access lots of great mental health resources. This is in addition to one-to-one direct support that young people can access via eheadspace or at headspace centres.

Help is available through these mental health organisations

- headspace: visit headspace.org.au to find your nearest centre or call eheadspace on 1800 650 890
- Kids Helpline: 1800 55 1800 or kidshelpline.com.au
- ReachOut: reachout.com
- SANE Australia: 1800 187 263 or sane.org

You can speak to your local General Practitioner (GP) and help make a plan to support your young person's mental health. Appointments with your GPs are available over the phone, via a video chat or in-person.

Search for your local health service or GP on the healthdirect website.

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If you feel like someone you love might need immediate support, help is available:

National 24/7 crisis services

- Lifeline: 13 11 14 or lifeline.org.au
- Suicide Call Back Service: 1300 659 467 or suicidecallbackservice.org.au
- Beyond Blue: 1300 224 636 or beyondblue.org.au



SYDNEY BOYS HIGH STORE & CLOTHING POOL
AUTUMN / WINTER PRICE LIST 2020

SCHOOL UNIFORM			SPORT UNIFORM		
BLAZERS	6-8 weeks delivery from date of order		PE / HOUSE SPORT	PE Polo	\$40.50
	From	\$295.00		Black Short with logo	\$40.50
				Sport Socks	\$9.90
PANTS	Trousers - Junior, Dark Grey	\$79.00			
	Trousers - Senior, Light Grey	\$79.00			
SHORTS	Grey College	\$55.00	TRACKSUITS (sold as separates)		
				Microfibre Jacket	\$95.00
BELTS	Black Leather	\$20.00		Microfibre Pant	\$65.00
SHIRTS	Sky Blue & White, Short Sleeve with Crest				
	Sizes 10 - 14	\$28.00			
	Sizes 16 - 22	\$30.00			
	Sizes 24 - 28	\$32.00	ATHLETICS	Singlet	\$55.00
				Short	\$49.50
	Sky Blue & White, Long Sleeve with Crest			HIGH Training Top	\$79.00
	Sizes 10 - 14	\$30.00			
	Sizes 16 - 22	\$32.00			
	Sizes 24 - 28	\$34.00			
			CROSS COUNTRY	Top	\$69.00
JUMPERS	Up to Size 14	\$96.00			
	Sizes 16 -22	\$98.00			
	Sizes 24-26	\$100.00			
			FENCING	Top with SHS Logo	\$55.00
SOCKS	Anklet SHS Colours	\$9.90			
	Knee High SHS Colours	\$15.00			
	Sport Socks	\$9.90			
			FOOTBALL	Jersey Sky & Choc Stripe	\$65.00
TIES	Junior	\$28.50		Short Matching Design	\$45.00
	Senior	\$31.50		ISC Training Top	\$40.00
	Prefect	\$27.50		Socks	\$20.00
	Old Boys	\$27.50			
	SRC	\$33.00			
CAPS	HIGH Beanie	\$27.50	RUGBY	Jersey Fitted	\$80.00
	SHS Cap	\$22.00		Advantage Short with Crest	\$49.50
				Socks	\$20.00
BAGS	Backpack with Lap Top Section	\$95.00			
	Hav-a-Sak	\$33.00			
	Sports Bag	\$71.50			
			VOLLEYBALL	Polo Top Numbered	\$68.00
ART	Progressor 2B Pencil	\$5.50		Short with Sydney High	\$55.00
	Progressor 4B Pencil	\$5.50		Socks with SHS Colours	\$9.90
	Visual Art Diary A3	\$11.00			
	Visual Art Diary A4 120 page	\$9.90			
DESIGN & TECHNOLOGY			WET WEATHER	Umbrella (Golf)	\$33.00
				Jacket Water Proof	\$55.00
	DT Apron	\$12.00			
MATHS	Calculator	\$40.00			
	Compass	\$1.75	SCARF	SHS Scarf	\$22.00
	Grid Book 96 page	\$2.95			
	Protractor	\$0.75			
MUSIC	Music Book	\$2.95			

SYDNEY BOYS HIGH STORE & CLOTHING POOL

AUTUMN / WINTER PRICE LIST 2020

RESTED MEMORABILIA

Bridge Scorer	\$11.00	Mug (boxed)	\$25.00
Car Number Plate Cover	\$39.95	Pen (red wood in leather box)	\$33.00
Car Sticker	\$4.50	Pencil Case	\$12.50
Coaster Wooden (box of 4)	\$27.50	Spoon	\$5.50
Cufflinks (stainless steel) - new	\$66.00	Sticker	\$1.10
Drink Bottle (stainless steel)	\$20.00	USB (wood)	\$16.50
Letter Opener	\$6.50	Wine Glasses (set of two)	\$44.00

OLD BOYS MEMORABILIA

OBU Tie	\$27.50
GPS Tie	\$40.00
Sydney High Hoodie Grey Marle	\$77.00
Cufflinks (Stainless Steel)	\$66.00

CLOTHING POOL

A recycled section operates within the High Store Shop. Items such as blazers, shorts, trousers, jumpers, rugby/soccer tops & boots, tracksuits, can be sold on a commission basis - The High Store Shop retaining 1/2 of the sale price.

Please ensure that when sending items for sale you include your name and address.

All items sent should be clean and in good condition. Shirts are gladly accepted as donations.

PAYMENT

Cash, Eftpos, Mastercard, Visa or Cheque payable to HIGH STORE.

GOODS & SERVICES TAX (GST)

GST is included on all prices listed.

BLAZERS

GPS Pocket	\$31.00
Music Pocket	\$35.00
Prefect Bottom Pocket	\$52.00
Prefect Top Pocket	\$31.00
Service Charge	\$39.50

Dry Cleaning	\$16.50
Full Braiding	\$90.00
Embroidery Line	\$22.00
Embroidery Line Removal	\$33.00
Crossed Rifles or Swords	\$38.50
House Badge (cloth)	\$12.50

BADGES

Basketball (metal)	\$7.70
Cricket (metal)	\$7.70
Debating (metal) with attachment	\$8.95
Fencing (metal)	\$7.70
Orchestra (metal)	\$4.40
Rifle (metal)	\$8.80
Rowing (metal)	\$7.70
SBH Lapel Pin (metal)	\$2.75

OPENING TIMES

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Monday, Tuesday, Wednesday & Friday 10.30am to 1.30pm
Telephone 9662 9360

May/June 2020

08-05-2020

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
3 B	11 Face to face lessons, years 10+12 HSC Assessment: 12CiC, P4+Recess, room 215 P+C Executive Meeting, Online, 17:30 P+C Meeting, Online, 18:30	12 Face to face lessons, years 11+12 Preliminary HSC assessment, Software Design and Development, p2, room 802 School Council Meeting, Online, 17:30-19:00	13 Face to face lessons, years 7+9 Class test: 7Ch1-P5	14 Face to face lessons, years 8+10 Class tests: 8La2-P0, 8La3-P0, 8ChB-P3, 8La1-P3 10XCA-P5, 10XLa-P5	15 Face to face lessons, years 8+12 The Great Hall: Prefect Confirmation Ceremony and Book Signing, Lunch 1+2 (Prefects only) HSC Personalised Exam Timetable available HSC Exam Timetable available on NESA website	16 The Great Hall: room booking, 07:30-15:30	17
4 C	18 Face to face lessons, years 7+12 HSC Assessment: Engineering Studies, Part 1	19 Face to face lessons, years 10+12 HSC Assessment: SDD-Lunch+P3 Foundation meeting, online, 18:30-20:30	20 Face to face lessons, years 8+9 Class tests: 9En1-P1 (Science lesson), 9En2-P1, 9En3-P1, 9En5-P1, 9En6-P1, 9En7-P1, 8ChA-P2, 8Fr1-P2, 9En4-P3, 8Fr2-P4	21 Face to face lessons, years 9+11 Class test: 9XCA-P1	22 Face to face lessons, years 11+12 Preliminary Assessment: Ancient History: Summative Task 2, Submission on CANVAS, 09:00 Year 9 History, Assessment 2: WW1, submission on CANVAS	23	24 Salvos Red Shield Appeal
5 A	25 Attendance and Progress Review (all Years) Face to face lessons, years 11+12 HSC Assessment: Engineering Studies, Part 2	26 Preliminary HSC Assessment: Legal Studies, assessment 2 submission on CANVAS, 09:00 Face to face lessons, years 9+12 Class test: 9MaA-P1, 9YLa-P2 HSC Assessment: Drama, P4	27 Face to face lessons, years 7+8	28 Face to face lessons, years 7+11 Sports Council Meeting, Online, 07:30	29 Face to face lessons, years 10+12 Assignment submission, 10YPH	30	31
6 B	1 Year 11 Half Yearly exams, The Great Hall HSC History Extension: Historical Investigation submission Science: Year 10, Class Skills Task	2 Year 11 Half Yearly exams, The Great Hall	3 Year 11 Half Yearly exams, The Great Hall	4 Year 11 Half Yearly exams, The Great Hall Science: Year 10, Class Skills Task Half Yearly exam: Year 10 Mathematics Assessment (in classrooms), P2	5 Year 11 Half Yearly exams, The Great Hall	6	7