LEAVING TOO LATE: Is the new school leaving age an overreaction?

HOW TO ANNOY COD FANATICS: You know you want to.

THE 4TH GENERATION OF LAPTOPS: How do they measure up?

ISSUE 3, TERM 3 WEEK 10, 2012

KEEP CALM AND GANGNAM STYLE

CHUCK NORRIS APPROVED
THE MAG TEAM!

It’s been a long wait for this third issue, but I think it’s been absolutely worth it to get this collection of wonderful student work out into circulation. This is a glorious day in the student magazine history, for New Name Coming Soon finally has a new name! Welcome to the first issue of Beat Around The Bush. Kudos goes to Nour Hajar of year 10 who coined the title for us.

I think this title works on two great levels. Firstly, that the magazine aims to capture the atmosphere around the school, the ‘beat’ around the ‘bush’, if you will.

The other level is that to beat around the bush means to avoid getting to the point, which seems very appropriate considering the student journalists I have to work with, who come up with a lot of great ideas and then take a very long time putting them on paper.

As an interesting historical lesson, according to The Phrase Finder (http://www.phrases.org.uk/meanings/beat-around-the-bush.html) the expression first appeared in 1440 in a medieval poem called ‘Generydes - A Romance in Seven-stanzas’. The expression refers to the fact that in bird hunts, “some of the participants roused the birds by beating the bushes and enabling others, to use a much later phrase, to ‘cut to the chase’ and catch the quarry in nets. So, ‘beating about the bush’ was the preamble to the main event, which was the capturing of the birds.”

This third issue has been put together with the assistance of:

Eren Aral
Chun Kent Chan
James Fu
Angus Jin
Samuel Mansfield
Simon Monro
Misha Mu
Jason Mulya
Justin Perkins

A special mention must go to a graduating student, Jeremy Chung, who drew and coloured the cover image. Isn’t it fantastic? He is a talented student and will go far, I am sure. We will feature the HSC artworks of this year in the next issue, among which Jeremy is included. I hope students got to see the HSC exhibition, but if not, our feature will be the next best thing.

This third issue is also marks a sad time for me as editor, as I farewell one of the magazine’s most enthusiastic contributors and faithful supporters. Thomas Goth-Towney, aka Wombat Grylls, graduates from HBHS and will leave a huge void in this magazine that I will struggle to fill with the efforts of others. He pushed to get this magazine off the ground last year even when I was ready to let this idea slide back into the dark depths of oblivion. He did not let himself be fazed or discouraged by constructive criticism of his articles - rather he learned from the experience to cater to write for different audiences. And he persisted in keeping this magazine going when the majority of students lost their enthusiasm. Thomas is a creative and unique individual and I know he will go far in this world. I only hope he may send us a line back here when we need to inject some life into these pages once more.

Well I’m about to attend the yr 12 graduation ceremony in the hall. We are farewelling some wonderful students and despite my often obvious irritation and frustration with many of them at various times of their high school lives, I will miss their spirited and enthusiastic presence around school. I hope you all, when you come to leave HBHS, can look back and feel proud of your accomplishments, knowing that all your teachers have been committed to helping you do your very best in your time with us.

Editor,
Ms Goulden
EDITORIAL: WOMBAT GRYLLS

IS THE NEW LEAVING AGE GOING TOO FAR?

So now it’s been a few years and we can start to see the effects of the changes in the law to change the age you can drop out of school to 17 (and you MUST have a government certified full time job or TAFE course in order to do so). Well, the minimum level of education has definitely increased, with a record number of students completing their HSC this year, and an even larger number estimated for next year. This should mean that the average Australian should be better educated as more and more Australians finish their school life in year 12, and have more motivation to go into university.

However I disagree with these assumptions for the simple reason that we Australians are more than just words on a page. The government has not thought this through and there are several very obvious reasons why this is so.

Firstly, students being forced into years 11 and 12 means that they miss the opportunity to start on other work that they may wish to do, such as building or concrete laying. This to many sounds like a job simply there for people too thick for anything else, however everyone has their dream job, and for some brick laying is to them what owning a business is to others. But now they miss out because they can’t simply drop out and sign up for work experience, then train on the job. They must finish year 11 and now year 12, by which time they could have already finished their on-the-job training and be getting a nice pay check.

The government has also said that this should encourage more students to go into university, to fill many much-needed jobs that are going to people outside the country. However they clearly didn’t think this through. If they had actually thought this through, they would have thought to expand on the amount of university courses or places available. Now we simply have more year 12s being rejected by universities, with no other options.

This also forces students who don’t want to be in school to stay. Before this rule happened, senior years and classes were much better because the only people in them were people who actually wanted to be in them. Now you’ve got idiots who couldn’t care less sitting in the class, wasting everyone’s time simply mucking about and trying to gain themselves attention, slowing down the learning of all others.

Furthermore, I vehemently disagree with this decision because it has stalled my life plans massively. After year 10 I intended to simply drop out and go into the stunting industry. However with such new rules in place, I now have to wait to finish year 12, meaning I will be 18 by the time I leave, changing the fees of the stunting course from a mere $300 to a whopping $5000. This inconveniences my life even further as I have to now find another job to build up to $5000 and save up extra because as an 18 year old (or adult) I will be expected to pay for accommodation, food, and extensions. Mine is but one of the many life dreams cut down by this new government decision and I sincerely hope that, for the next generation, this rule is removed.

Wombat

WHAT DO YOU THINK?

Go onto our Moodle page for Beat Around the Bush and comment:

‘Is the new leaving age beneficial for Australian students?’
The Fourth Generation of DET Laptops

How do they measure up?

The 2012 laptops have once again been upgraded to try and beat the previous generations. There have been substantial improvements and as a whole the laptops are actually quite respectable now.

Recently I was given one of the new Year 9 laptops by Mr Sheath and the TSOs. So now it’s been mine for a while, it’s time to evaluate it and ask the big question: Have they got it right?

Let’s get to that in a moment.

First of all, the positives.

The keyboard is actually quite nice. It’s relatively easy to type, and only requires small amount of wrist and hand movement for anyone who is able to touch type. The design of the laptop is also much better. There is some substantial shielding of the screen and internals this year, meaning that people have more room to drop it, as they always do. The screen is improved.

The battery size is also far more convenient, allowing a much wider variety of cases to be used, and makes it feel more like a proper notebook, not some budget device that was administered to you.

However the mouse pad is the single most annoying mouse pad that has even been invented. It is almost impossible to click and scroll with it and it seems to decide when it wants to be clicked more than you do. Once again that annoying red scroller has appeared in the keyboard, meaning that you’re constantly hitting the wrong thing, scrolling places, and once again it has the ability to freeze your mouse from all inputs.

The graphics, as well as a few other specifications, have been improved. Yet this laptop does beg the question, why on earth would you put 4 GB of RAM (Random Access Memory) on a device that only has Windows 32-bit installed (meaning that you can only use about 2.85 GB of the RAM)? And why the CPU (Central Processing Unit) has been downgraded is just completely beyond me, it’s the only statistic on the older models that made any remote sense. Essentially the laptops have been made slower.

When you compare these statistics to those of the older laptops, they may be better on paper, but they certainly don’t work better in reality. The simple point is that these are just not user friendly. They have a bunch of unusable RAM, confusing the device, a worse CPU which seems to be unable to handle it, and you are really unable to use these day to day without buying your own mouse, because the mouse pad is really that bad.

So why make them? I think there is a reason that the government has not made it a priority to improve these laptops. And although the problem started with the government, it is the students who are largely at fault.

Every year students load their laptops with dozens of Gigabytes of pirated HD movies, and expect their laptops to be able to play them with crystal clarity during lessons they find boring. Every year students attempt to fit GTA (Grand Theft Auto), or PVZ (Plants vs. Zombies) & WOW (World of Warcraft) and many other games to their laptops and get annoyed when they begin to lag. Every year students will fill their laptops with rubbish and expect to still function at full pace.

In addition, they throw their laptops around and abuse their right to use them. If students had, from the start, just used their laptops as they were meant to, then maybe some proper complaints could have been made and addressed, instead of the government believing that the laptops are able to function perfectly for their intended use. The truth is that these laptops, overloaded with proxies and files, are unable to perform their classroom duties of helping students make notes, and designing their assignments. They are unable to sufficiently supply them with research resources online support. But because no one really uses them for this purpose, no one knows about it.

Whilst in IPT the other day, learning about advanced uses of PowerPoint, I noticed that myself (using the new laptop) and the student sitting next to me (using the 2009 model) both had to open PowerPoint 4 times before it let us do anything (instead of just sitting there saying “not responding”).

There are similar problems with Microsoft Word and Excel, and much worse problems with programs like Adobe. However as almost everyone else in the class was using the school’s computers, no one else noticed. And as a large number of students don’t even bring their laptops to school, they never notice.

The laptops need to be improved, that is something we’ve known since even before they came out. However students who use them need to learn that they are there to be used properly. Maybe if students began using their laptops for class work on a regular basis, and many started complaining the Microsoft Word can sometimes take in excess of 8 minutes to open, the government would look at improving that problem. And perhaps if instead of finding proxies to access Facebook and pornography during class, boys actually used their laptops for research, they might start complaining they are unable to do adequate research with all the proxies in place on the internet, and the government might look into that. And maybe if instead of complaining about not being able to play Counter Strike on laptops, people started complaining about not being able to install programs that will help them during school (like Robolab, or Arduino IDE) the govern-
ment might actually expand on their program list, or give a password to the TSOs to allow them to install programs for us.

So we know that both the students and the government are at fault. And we know that none of the laptops really do what they were designed to do, and that either way they’re not used properly. We know that the laptops don’t make sense mechanically, nor are they user friendly. But the question is now asked again, which one is the best?

The simple answer? The first ones. And why is that? The reason can be found in my paragraphs above, and the software installed on them. For anyone who just skipped to the last paragraph to find out, or didn’t understand it. I’ll summarise it for you. The software/proxies on the laptop are designed to make these for school work ONLY. People have been complaining about video and game quality. Stats for gaming and video has been increased, proxies remain the same. The laptops naturally become more of an un-usuable person laptop then a laptop to work on every year. You cannot use it for personal use because of the proxies. Therefore the laptops best suited for working at school are the originals, which were entirely designed for school work.

That and of course I maintain that they are the toughest. I have seen many dozens and dozens of laptops for 2010-2011 and even a few of the 2012 have already been placed in the AV room for repairs. Whilst using mine last year I had it knocked out of my hands, and down the entire flight of stairs just behind the Computing staff room. The screen still remains intact. There are no dents and virtually no scratches upon the laptop, and this laptop has never gone in for repairs or replacement.

So I finish this article as I did last year’s one. I believe that the 2009 model is the best, and I sincerely hope that the government is able to realise this and follow in its tracks next year. Fun Fact: Chuck Norris can use any of these laptops and they don’t lag.

### Feature Comparison

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<tr>
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</thead>
<tbody>
<tr>
<td>Screen Size</td>
<td>10.1”</td>
<td>12.1”</td>
<td>13.1”</td>
<td>11.6”</td>
</tr>
<tr>
<td>RAM</td>
<td>1 GB (about 870 MB useable)</td>
<td>2 GB (never seems to be used)</td>
<td>2 GB (1.86 useable)</td>
<td>4GB (2.75 useable)</td>
</tr>
<tr>
<td>HDD</td>
<td>149 GB</td>
<td>149 GB</td>
<td>149 GB</td>
<td>149 GB</td>
</tr>
<tr>
<td>CPU</td>
<td>1.6GHz (Intel atom single) *</td>
<td>N450 1.66GHz *</td>
<td>1.07 GHZ (U3400)</td>
<td>1.2 GHZ (CELERON 857)</td>
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<tr>
<td>OS (BUILD FOR)</td>
<td>Windows XP</td>
<td>Windows XP</td>
<td>Windows 7 (32 bit)</td>
<td>Windows 7 (32 bit)</td>
</tr>
<tr>
<td>ADOBE</td>
<td>Creative Suite 4</td>
<td>Creative Suite 4</td>
<td>Creative Suite 5</td>
<td>Creative Suite 5</td>
</tr>
<tr>
<td>THOMAS’ LAG ( /10)</td>
<td>8</td>
<td>9.5</td>
<td>5</td>
<td>5.5</td>
</tr>
<tr>
<td>(10 being unusable)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>USEFULNESS ( /10)</td>
<td>7</td>
<td>2</td>
<td>5</td>
<td>6</td>
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The laptops need to be improved.... However students who use them need to learn that they are there to be used properly.
A CELEBRATION OF CINEMA - JUSTIN PERKINS

HUGO - Martin Scorsese

Based upon Brian Selznick’s novel The Invention of Hugo Cabret, the aptly titled Hugo revolves around a 12-year-old boy who lives in the Parisian Montparnasse train station in the 1930s. An orphan, Hugo is left alone when his uncle disappears and lives in a train station to run the clocks within it, keeping them on time. He seeks to fulfill his father’s legacy in rebuilding a broken automaton with the ability to write. However he must avoid the Station Inspector patrolling the station, as his job is to snatch up wandering children and taking them to the orphanage, a fate which would await Hugo upon his capture. However, although the film’s trailer states otherwise, Martin Scorsese’s Hugo is a film about a celebration of cinema and one of its leading pioneers, Georges Méliès.

Méliès is a significant figure in film cinema as he was, as the film so eloquently states “the first to realize that films had the power to capture dreams”. Méliès was responsible for such films as Le Voyage dans la Lune, or A Trip to the Moon, and Voyage à travers l’impossible or The Impossible Voyage, the former of which features arguably one of the most famous pictures in film history; that of a spaceship flying into the eye of the man in the moon. Although the era in which Méliès made films was the silent and black-and-white era, he managed to overcome this limitation by tinting the film reels painstakingly, frame-by-frame, giving the illusion of a coloured film in the finished product. Other versions of his films have narration laced on top of the visuals.

What makes Hugo appealing is its historical accuracy; many of the events depicted about Méliès’ life are known to be true. In a way, the film reflects Scorsese’s own cherishing of cinema and serves as a reflection into Scorsese’s inner workings. Scorsese’s Hugo exemplifies Méliès’ cinematic endeavours with such fervour that it almost reflects the charisma of the great filmmaker’s works. What makes Hugo an even more courageous film is that it is from the same director who is synonymous with typically violent films; some that come to mind include Raging Bull, Taxi Driver, GoodFellas and Cape Fear, all of which are strictly not-for-children. In addition to this, the score to Hugo, composed brilliantly by Howard Shore, is a perfect embodiment of Paris in the 1930s and a fitting complement for the backdrop of the film.

The two lead characters in the film, Hugo and Isabelle, played by Asa Butterfield and Chloe Moretz respectively, are worthy of praise for the “realness” they bring to the story in contrast to the one-dimensional characters we see in many children’s movies nowadays. Some of the praise I believe they should be given includes through their maturity and realism they imbue their on-screen personas with, which shows sophistication that belies their age. The eclectic dialogue and cinematography of the movie is also top notch. Although this is classified as a children’s movie, it should be noted that the younger audiences it targets would probably miss the higher meaning of the film. For example, the main characters of Hugo and Isabelle are very literate and vibrant in their expression and dialogue; namely because they are fond readers of such books by Jules Verne and Alexandre Dumas.

The secondary characters in the film are also rich and diverse; they only seek to further the plot rather than serve as a distraction. These characters are played by well-known British actors, namely, Sir Christopher Lee plays a stern and generous bookkeeper named Monsieur Labisse who gives Hugo a copy of the book Robin Hood Le Proscrit by Alexandre Dumas; Richard Griffiths who plays Monsieur Frick and Frances de la Tour as Madame Emile, of which their attempted relationship results in several comical situations involving an aggressive Dachshund belonging to Emile. The most surprising of the secondary characters is Station Inspector Gustav Dasté, played by none other than Sacha Baron Cohen of Borat “fame”, although his role in this film is more emotionally significant and relatable than in his earlier movies.

It is interesting to note that the two contenders for Best Picture at the Academy Awards, Hugo, directed by Martin Scorsese and The Artist, directed by Michel Hazanavicius are both films with a deep fondness for classic films, even fittingly so. As a film, Hugo is a mirror image of Scorsese’s own life and love of movies. At the risk of sounding overly pretentious, I believe the film to be a parable to the surreptitious nature of cinema in its early phases, as its nature appeals most to cinemaphiles with a fond appreciation of early films.

This film I believe would be appreciated most by those who enjoy films for the higher cultural meaning and literary style they bestow upon their audience. Although the younger audiences will miss the central theme in regards to cinema, it is still a film that one can take the whole family to watch. After re-watching Hugo on the weekend in 3-D, I can safely conclude that this is one film in which the additional visual effects are used to compliment the storyline already present, rather than the dismally-appalling concept of merely using 3-D for the sake of it, the likes of which I have seen used to over-effect in far worse movies. To sum up, Martin Scorsese’s Hugo is a timeless classic; it would be a complete misnomer to refer to this film as anything but a tale of discovering one’s purpose and meaning in the world.

DVD RELEASE MAY 23, 2012. RATING PG, 126 MINUTES
BEAT AROUND THE BUSH

CALL OF DUTY: BLACK OPS – ZOMBIES

With over millions of sales from the successful Call of Duty: Black Ops – Zombies on major consoles (like PS3) now the popular game has arrived on Apple’s smartphone and even iPod touches. Want to just play Call of Duty: Black Ops – Zombies without your mother screaming at you in front of the TV? Now you can!

Every single element from the console version of this game are all on the iOS version including all the features and missions. With solo play and multiplayer up to 4 players you can versus your friend and see who is the best.

The Call of Duty: Black Ops – Zombies app will also include never-seen before maps, weapons and achievements and 50 levels of Dead-Ops Arcade, providing the ultimate challenge for all Call of Duty admirers!

For a world successful game on your hand and only $7.49 it is a definite must-have for all Call of Duty lovers.

Chun Kent Chan
RATED: Age 17+

INFINITY BLADE II

Want a gaming experience for less than $10? Love great graphics on games? The medieval-themed Infinity Blade 2 is for you! Infinity Blade 2 is the sequel to Infinity Blade - the best-selling and award-winning role-playing game. Currently #14 on the Australian market, Infinity Blade 2 gives more features, graphic enhancements and enjoyable game play than any other game on the market.

Infinity Blade 2 continues its breathtaking story filled with sword battles set in the realm of a 3D castle. It also includes the option of rebirth. Rebirth means you’ll start at the beginning of the map again, choosing new paths and fighting more enemies - but you’ll keep all your gold, inventory, and statistics.

Fantastic graphics will fascinate you: every precise detail on your foe’s armour, every gain of sand. With every breathtaking view and with every battle you will want more and more.

This game raises the bar with its great graphics and ease of gameplay. For just $7.49 it’s worth every cent. Don’t hesitate – buy it! Chun Kent Chan
RATED: Age 9+

REVIEWS

Smartphone Apps

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STUDENT ARTWORKS

These brilliant works of art come to us from Angus Jin (below) in year 9 and Samuel Mansfield (left) in year 8.

If you are a budding artist or photographer, why not send us your work to feature in the magazine? We’d love to have your images brighten up our pages.
TEN THINGS NOT TO DO ON FACEBOOK

1. Re-post a chain mail: When you do this your friends will be very annoyed, and will often post something against you.
2. Click a link sent to you by a friend: The links sent to you by a friend are usually a prank, so before clicking on it ask them exactly what it is about.
3. Leave your Facebook account open: If you leave your Facebook account open and for example your friend is over at your house, he/she could easily post something stupid or rude as your status when you're not looking.
4. Add your parents as a friend: If you add your parents you won’t be able to do many things, such as swear, put stupid photos up or other rude things – these will lead you into trouble.
5. Start comment fights: If you’re in a comment fight it could go on for a long time, and you will get notifications from it all the time – you could also lose a friend.
6. Forget to block strangers from viewing your profile: If people who are not your friends can see everything on your profile, including your photos, you can be stalked or observed by other awkward people.
7. Accept a friend request from someone you don’t know: If you accept a friend request from a complete stranger make sure you know them or have met them because it may be a stalker or worse.
8. Put embarrassing photos up of yourself – or let someone else put a bad photo up of you: Putting up embarrassing pictures on Facebook is a good way to start getting teased or made fun of.
9. Spam someone: If you continuously spam someone they will get angry and annoyed at you and probably block you – meaning you lost a friend.
10. Join too many groups: If you join too many groups the person who made the group could continuously post things on your wall, making it hard for you to see things like friend statuses and other more important things.

Simon Monro

TEN WAYS YOU KNOW YOU ARE A LAD

1. You own a Dri Fit.
2. You own a bumbag from Footlocker.
3. Your only pair of shoes are TNs.
4. You have been smoking since you were a kid.
5. You always wear short shorts.
6. You wear polo shirts.
7. You always carry a knife everywhere.
8. You spit everywhere.
9. You think hanging around a train station is cool.
10. You staunch people who give you dirty looks.

Misha Mu

TEN WAYS TO ANNOY YOUR SIBLINGS

1. Steal their favourite possession.
2. Hold their nose when they are sleeping.
3. Jump on their neatly made bed (which took ages to make).
4. Knocking on the door or wall when they are trying to sleep.
5. Don’t open the door when they are trying to enter.
6. Scare them every five minutes.
7. Hog the playstation or computer.
8. Steal their food when they aren’t looking.
9. Sing a song that they don’t like repetitively.
10. Call them names.

Jason Mulva

HOW TO ANNOY COD FANATICS

Know someone stuck staring at a screen who plays COD all day? Know someone that keeps bragging that they “OWNED” you? Trying to find strategies to put them down on your wall of shame?

1. Join a game of HC search and destroy (make sure you’re on the same team), kill them and t-bag over their dead body.
2. Use a noobtube (grenade launcher) :) - most annoying way to die.
3. Say Battlefield 3 is way better than the COD franchise.
4. Use the most overpowered weapons in a game (Instakill FTW.)
5. Play the most annoying song ever over the problem (suggestions: Aqua’s Barbie Girl, anything by Justin Bieber or One Direction,
6. In Black Ops, use hardline pro on someone else’s care package if they get a good killstreak.
7. Play dead using Ghost and Hacker Pro, shoot them using a pistol to get their attention or hide in a corner of the map until the game finishes.
8. Put a RPG on your class and kamikaze.

James Fu (with additions in italics by Wombat Grylls)
EDITORIAL: ANONYMOUS

INCREASE PRACTICAL PATHWAYS AT HBHS

Students should have more opportunities to study courses that are job related in order for them to have an experience that they enjoy at school. Subjects for specific careers should be offered for student pathways, jobs they have an interest in, instead of general subjects. In particular, courses that meet student interest and provide skills adaptable to many fields are most useful. Two courses that Homebush Boys High should have are Automotive Technology and Retail Services.

Since this is a boy’s school, a lot of our students are into cars and the basic mechanics of cars – acceleration, brakes and so on. Automotive Technology should be offered to cater for these students. The course can include the basic components of an engine, interior and exterior of a car and safety components. All these topics are both theory and practice. In addition, this specific course encourages independence and problem solving skills, particularly getting students to think before they act.

Retail Services should also available at Homebush Boys High because the retail industry is expanding therefore more people will go into that industry, so we need to prepare to meet that demand. It will definitely benefit our economy to have efficient workers with training and experience. Retail topics include customer service, management and sales service, among other areas. Retail is a huge industry that should be explored and examined for student future pathways.

All these specific courses should be made available at this school in order for students to have a range of options that students can experience in order for them to be successful workers and discover their ideal careers.

TEN TOP WAYS TO SHRED FOR SUMMER

- Anti-oxidise: anti-oxidants (such as green tea, lemons) increase your metabolic and efficiently uses and burns nutrients.
- Cut out the carbs (sugars): this source of energy doesn’t need to be digested and can be stored into fat very quickly.
- A high-intensity interval training regime: most exercise machines have an interval training setting. Each week, you should increase the intensity.
  - Increase good fat intake. Sources include beef, nuts and avocado.
  - Sleep it off: 8 hours of sleep = quality down time. No pre-bed interruptions like texting or using the computer.
  - Avoid starchy foods such as bread and oats. Fruit is a very good source of energy.
  - Have small meals frequently: 5 – 7 meals a day.
  - No treats. If you’re willing to lose weight then you’re willing to do whatever it takes.
  - Spice it up: include spices in 3 meals of your day, such as cinnamon, cayenne peppers and chilli. These spices contain ingredients which promote calorie loss and decreases hunger and fat intake.
  - Drink at least 2 litres of water a day. Dehydration can leave you tired and slow down your metabolism.

Eren Aral
CAREERS AND OPPORTUNITIES

WRITING OPPORTUNITIES

Voiceworks is a national, quarterly magazine that features exciting new writing by Australian young writers. It is a unique opportunity for young writers and artists (under 25) to publish their poetry, short stories, articles and comics, illustrations, drawings and photos, as well as receiving feedback on their submission. They pay $100 for each accepted piece. If you would like to submit content to the magazine, please check the website for more information. http://www.expressmedia.org.au/voiceworks/index.php/submissions/

MATHS HELP @ SCHOOL

Falling behind with your Maths work? Or are there some concepts you just don’t get in class? Well, never fear, because FREE help is available! Every Tuesday morning from 8am in the ILC, Mrs Edwards is there to help you out with your Maths problems. Work your way through the Mathletics program and never get your dog to eat your Maths homework again!

Alternatively, help is also available every Tuesday and Friday lunchtime in room 50 with Ms Gobel - come along and solve all those Maths problems plaguing you. Again, absolutely FREE!

READING GROUP @ SCHOOL

Have you been told to watch your language? Do you want to improve your English? Increase your vocabulary? Well the solution is right here at school! Every Monday and Tuesday afternoon room 32, Mrs Edwards and her merry band of volunteers are available to help you work your way to reading brilliance. They are also available every Wednesday and Thursday morning room 32 from 8am! AND IT’S ABSOLUTELY FREE!

But you’re a confident reader, I hear you say? Well, WE NEED YOU! Mrs Edwards regularly needs volunteers to help out our fellow students. Do something valuable for your school and receive recognition for your efforts. It’s the sort of thing employers and institutions love to see on your resume! See Mrs Edwards for details.

AND REMEMBER...

Google won't search for Chuck Norris because it knows you don't find Chuck Norris, he finds you.

Your search - Chuck Norris - did not match any documents.

Suggestions:

- Run, before he finds you.
- Try a different person.
- Try someone less dangerous.