Doonside Technology High School

Newsletter

Term 2, 2026

Principals Message

Dear DTHS Community,

As we reach the end of another school term, I'd like to take the opportunity to reflect on an incredibly busy, engaging, and successful period for our school. This term has been marked by outstanding learning opportunities, memorable excursions and camps, as well as a series of special events that have helped strengthen our school's sense of community and belonging.

Our students have embraced a wide range of excursions and camps this term, designed to bring learning to life beyond the classroom. From creative arts and environmental explorations, to history and cultural visits, our students have gained invaluable experiences, deepening their understanding and curiosity. Camps have been particularly positive, offering challenges in outdoor education, fostering teamwork, resilience, and independence. It's wonderful to see the enthusiasm and engagement as our learners stretch themselves and discover new skills.

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Principals Message

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One of the term's highlights was hosting the Public School Expo at DTHS. This milestone event welcomed Crawford PS, Doonside PS, Marayong PS and Marayong South PS, as we collectively promoted the power and promise of public education. The theme "Choose Public, Stay Public" provided a platform to celebrate the quality, diversity, and opportunities offered in public schools. Families and community members explored displays and presentations about our unique programs – from enrichment classes, to sporting, creative, and leadership pathways – and learnt about the commitment our staff bring to nurturing every student, every day. The positive atmosphere and strong attendance was testament to our shared belief in the value of public education, and I felt immense pride to showcase all that DTHS has to offer.

Another standout event was our annual Pacifica Fiafia Night, held in our school hall. This vibrant evening brought together students, families and staff in celebration of Pacifica heritage and culture. Our students shone in their performances – singing, dancing, and storytelling – expressing joy, pride, and tradition. It was deeply moving to witness the pride students have in sharing their cultural identity, and the warmth with which our community embraces and celebrates diversity. Events like Fiafia Night remind us of the richness of our school and the importance of inclusivity. My heartfelt thanks to Meta and Ms Tofa, whose dedication and organisation ensured the occasion's success. Our gratitude also extends to the staff who stayed back and assisted, exemplifying the teamwork and commitment that makes DTHS such a wonderful place to work and learn.

Despite weather causing a last-minute reschedule, our annual Athletics Carnival was a fantastic event, held on the school oval. Students participated enthusiastically in track and field events, demonstrating sportsmanship, determination, and school pride. Watching students encourage one another, try their best, and celebrate achievement was inspiring. The Carnival was an opportunity for all students to participate, have fun, and contribute positively to the school's vibrant culture. An enormous thank you to Ms Awad for her leadership, careful planning and adaptability, which ensured the event ran smoothly despite the challenges. Her role as Sports Organiser has been key to fostering involvement and lifelong skills in our students.

As we head into the holiday break, I hope all our students enjoy a well-deserved rest and return refreshed for another productive term. To our parents and carers, your trust, partnership, and ongoing support are essential to our work. Thank you for collaborating with us and for believing in the value of a DTHS education. We are privileged to serve your children and cannot wait to welcome them back next term.

Wishing everyone a safe, restful, and happy holiday.

Warm regards,
Colin Campbell

BiG Day In

On Tuesday the 2nd of June, students from DTHS attended the "BiG Day In" at Western Sydney University Parramatta campus. A variety of STEM industry experts from Google, Microsoft and many more gave insights into career paths, opportunities, and the latest developments in technology. Students had opportunities to visit exhibitor stands to speak with company and university representatives, learn about courses, degrees, work experience, internships, and engage with hands-on demonstrations of awesome technology.

TAS Update

Term 2 has been a busy and productive term across the TAS faculty, with students engaging in a wide range of practical projects, industry experiences and creative challenges. From coding computer games and exploring emerging technologies to designing furniture, catering school events and constructing engineering projects, students have continued to develop valuable skills for both future study and employment.

STEM HPGE Day

Students from DTHS mentored primary school students from Crawford, Doonside Public, Marayong, Marayong South at the STEM HPGE day hosted by Doonside Public. Events included an electronic circuit workshop, a sustainable research challenge, and a robotic race.

Computing Technology

A highlight of the term was the opportunity for students to attend the Big Day In at Western Sydney University, Parramatta. Students heard from industry experts representing organisations such as Google, Microsoft and other leading technology companies. Presenters shared insights into current and emerging technologies, career pathways and future opportunities within the STEM sector. Students also explored exhibitor stands, spoke with university and industry representatives, and learned about courses, degrees, internships, work experience opportunities and the latest technological innovations.

Year 9 Computing Technology students have been developing their programming skills through the design and creation of their own arcade-style computer games using Python. Students have applied coding concepts including variables, loops, conditional statements and user interaction to bring their game ideas to life. The project has encouraged creativity, problem-solving and computational thinking while giving students a taste of real-world software development.

Home Economics

Year 7 Food Technology students have been building their confidence in the kitchen by preparing a variety of healthy recipes. Throughout the term, students have focused on developing safe food handling practices, improving their knife skills and learning how to work effectively as part of a kitchen team. Their practical lessons have introduced them to nutritious ingredients while helping them gain independence in food preparation.

Year 9 Food Technology students have been exploring Australia's unique food culture through a unit on bush tucker foods. Students investigated the history and significance of Indigenous ingredients before participating in tasting sessions featuring a range of native Australian foods. This experience encouraged students to broaden their understanding of Australia's food industry and appreciate the cultural significance of traditional ingredients.

TAS Update

Continued....

Creativity has been on display in Year 10 Food Technology, where students have been designing and producing their own spectacular Crazy Shakes. Students researched current food trends, developed original concepts and applied food presentation techniques to create visually impressive and delicious products. The project challenged students to balance creativity, flavour and presentation while considering target markets and consumer appeal.

Year 11 Hospitality Food & Beverage students have successfully taken over the operation of the school café this term, whilst Year 11 Cookery students have taken over the YES catering. All students have embraced the responsibility of preparing and serving food and beverages, maintaining food safety standards and providing quality customer service. Their professionalism, teamwork and growing confidence have been evident, and they have done an excellent job managing realistic industry environments while gaining valuable real-world hospitality experiences.

Year 11 Hospitality students have also taken on an important role in catering a variety of school events throughout the term. Their catering experiences have included preparing and serving a range of cultural dishes for Harmony Day celebrations, allowing students to showcase their skills while contributing to the wider school community. These events have provided valuable real-world experience in food production, service and event catering.
Year 12 Hospitality Food & Beverage students have continued refining their barista skills as they prepare for employment within the hospitality industry. Students have focused on coffee extraction, milk texturing and customer service skills while producing a range of café-style beverages. Their confidence and professionalism have continued to grow through regular practical experience.

Year 12 Cookery students have been challenged with advanced food preparation techniques, including deboning a whole chicken. Students then utilised the different parts of the chicken to create a variety of dishes, demonstrating their understanding of food utilisation, sustainability and waste minimisation. This task reflected the practices used in commercial kitchens and highlighted the importance of maximising product value.
Students in the EEC have been working on a creative Story Rocks project. Students designed, painted and decorated rocks which will be used to create an interactive storytelling game for young children. The project has encouraged creativity, communication, artistic expression and collaboration while producing a resource that can be enjoyed by others.

TAS Update

Continued....

Industrial Technology

Year 9 Timber students have been designing and constructing padded chairs. Throughout the project, students have developed skills in measuring, marking out, cutting, assembling and finishing timber components. They have also been introduced to upholstery techniques as they worked to create functional and comfortable seating solutions.

Year 9 Metals students have been learning a range of fabrication processes while producing metal dice. Students have developed skills in marking out, cutting, shaping, drilling and finishing metal materials. Precision and attention to detail have been key elements of the project, with students working carefully to ensure accuracy in their finished products.

Year 10 Metals and Engineering students have collaborated on the exciting challenge of designing and constructing a go-kart. Students have worked through the design process, developed technical drawing skills and applied fabrication techniques to manufacture various components. The project has highlighted the importance of teamwork, problem-solving and innovation while giving students valuable practical engineering experience.

Year 9 Engineering students have been investigating structural design through the construction and testing of bridges. Students explored different bridge designs and learned how forces such as tension, compression and load distribution influence structural performance. They then tested their designs to determine their strength and efficiency, applying scientific and engineering principles in a practical context.

Students in our Support classes have enjoyed hands-on learning experiences this term while constructing a wooden candy dispenser and a couch caddy. These projects have allowed students to develop confidence in using workshop tools and equipment while building skills in measuring, assembling and finishing timber products. It has been fantastic to see students take pride in their work and celebrate the completion of their finished projects.

The TAS faculty was also proud to showcase student learning at the school's Subject Information Evening. Students and families explored displays of work from across the faculty and participated in a range of interactive activities. One of the most popular attractions was the **#FutureMe Photo Booth**, where students had the opportunity to try on a variety of career-related hats and imagine themselves in future professions. The evening provided a fantastic opportunity to celebrate student achievement and highlight the many pathways available through TAS subjects.

The TAS faculty congratulates all students on their enthusiasm, creativity and dedication throughout Term 2 and looks forward to another exciting semester of learning and achievement.

Bec Malouf - Head Teacher TAS

TAS Update

Continued....

Year 11 Update

Year 11: Adventure, Achievement and Community!

Term 2 has been a busy and memorable term for Year 11, filled with opportunities to challenge themselves, strengthen friendships, and continue developing the skills needed for success in senior school.

One of the highlights of the term was the Athletics Carnival, where Year 11 students demonstrated outstanding participation, sportsmanship and school spirit. Congratulations to our Age Champions, **Mia Davies, Jasmine Woolard** and **Josh Puletau**, on their exceptional performances throughout the day. A special congratulations goes to **Josh Puletau**, who not only claimed the Age Champion title but also set a new school **discus record**, surpassing the previous record by an incredible 16 metres.

Another memorable experience this term was the **Year 11 Life Ready Camp** at Stanwell Tops Conference Centre. Over three days, students embraced a range of challenges and adventures, from hiking the Wooli Wooli Trail through the escarpment to Stanwell Beach, to tackling the Giant Swing, High Ropes Adventure Course, Go-Karts and Archery. Beyond the activities themselves, camp provided valuable opportunities for students to build resilience, support one another, strengthen friendships and create lasting memories. It was wonderful to see students step outside their comfort zones and demonstrate courage, teamwork and determination throughout the experience.

Year 11 students also demonstrated their commitment to supporting others through the organisation of **Pyjama Day**. Led by our student leadership team, the initiative encouraged students and staff to swap their uniforms for cosy pyjamas while raising funds and awareness for children living in foster care. The day was a fantastic example of the compassion, empathy and community spirit that our Year 11 students continue to display.

This term also marked an exciting milestone as students finalised the design of their **2027 Senior Leavers Wear**. A huge thank you to **Rosie Winslow** for creating the stunning Indigenous artwork featured across the collection. The artwork tells a story of connection, journey and belonging to Country, reflecting the shared experiences, growth and relationships developed throughout the students' schooling journey. The first round of orders has now been finalised, and we look forward to seeing students proudly wearing the design next year.

As we look ahead to Term 3, students will begin preparing for an important milestone in their Preliminary studies – their final Year 11 examinations in Weeks 8 and 9. These assessments provide an opportunity for students to demonstrate the knowledge and skills they have developed throughout the year while preparing for the demands of the HSC. Students are encouraged to maintain consistent study habits, seek support when needed and continue taking responsibility for their learning.

As always, we are incredibly proud of the way Year 11 students have represented themselves and the school throughout the term. Whether on the sporting field, at camp, leading fundraising initiatives or in the classroom, they have continued to demonstrate resilience, leadership and a willingness to embrace new opportunities. We look forward to seeing what they achieve in the second half of the year.

Warm regards,
Kimberley Twaddle
Year 11 Advisor

Year 11 Update

Continued....

Year 11 Life Ready Camp

What do you get when you combine a mountain hike, giant swings, high ropes, beach sunsets, campfires and a group of determined Year 11 students? An unforgettable three days at Stanwell Tops Conference Centre!

From the moment students laced up their shoes and set off down the Wooli Wooli Trail, it was clear this camp would be about more than just adventure. The challenging hike through the escarpment tested students' resilience, determination and perseverance as they made their way down the mountain towards Stanwell Beach Park. Along the way, students encouraged one another, shared plenty of laughs and demonstrated outstanding teamwork, proving that sometimes the best way to tackle a challenge is together.

After reaching the beach, students enjoyed a well-earned afternoon of volleyball, soccer and cricket, making the most of the stunning coastal surroundings. As the day drew to a close, students climbed the sandhills to watch the sun set over the ocean—a memorable moment that provided an opportunity to pause, reflect and appreciate the beauty of the environment around them.

Back at camp, the energy continued with a series of night games that challenged students to communicate, think creatively and work as a team. Whether competing against friends or collaborating to solve problems, students embraced the activities with enthusiasm before settling in for a movie night.

Day two was packed with excitement as students rotated through a range of adventure activities, including the Giant Swing, High Ropes Adventure Course, Go-Karts and Archery. These experiences pushed many students outside their comfort zones and encouraged them to confront fears, take risks and back themselves. From the nervous anticipation before stepping off a platform to the excitement of reaching the finish line or hitting a target, students displayed courage, confidence and determination throughout the day. Equally impressive was the support shown by peers, with students cheering one another on and celebrating each success, no matter how big or small.

As the sun set on the final evening, students gathered around the campfire to roast marshmallows and share their favourite moments from the trip. Stories ranged from conquering the Giant Swing and navigating the high ropes course to memorable moments on the beach and the friendships strengthened along the way. The campfire provided a fitting opportunity to reflect on the experiences, challenges and achievements that had shaped the camp experience.

While the activities themselves were exciting, the true highlight of the camp was seeing students grow in confidence, build stronger connections with their peers and develop valuable life skills. Throughout the three days, Year 11 students demonstrated resilience, teamwork, respect and a willingness to embrace new experiences. They challenged themselves, supported one another and represented our school with maturity and pride.

A huge thank you to the staff who attended and supported the camp. We are incredibly proud of the way Year 11 embraced every opportunity, and we have no doubt the memories and lessons from Stanwell Tops will stay with them for years to come.

Kimberley Twaddle
Year 11 Advisor

Year 11 Update

Continued....

Year 11 Update

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Year 11 Update

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Snuggled Up for a Cause - Pyjama Day!

There was no need for alarm clocks and formal uniforms on Pyjama Day, as students and staff arrived at school dressed in their favourite flannelette sets, fuzzy slippers and cosy robes in support of a very important cause.

Organised by our Year 11 Leadership Team, Pyjama Day provided an opportunity for our school community to come together, have some fun and make a positive difference in the lives of children living in foster care. Through gold coin donations, students and staff raised an impressive **$591.60** for **The Pyjama Foundation**, an organisation dedicated to improving educational outcomes for children in care through its **Love of Learning Program**.

The school was filled with colour, comfort and plenty of smiles as students embraced the chance to swap their uniforms for pyjamas while supporting a cause that helps vulnerable young people access the opportunities and support they deserve. Beyond the fun of wearing pyjamas to school, the day served as an important reminder of the challenges some children face and the impact that kindness, connection and education can have on their lives.

Events such as Pyjama Day provide valuable opportunities for students to demonstrate empathy, social responsibility and community spirit. It was wonderful to see so many members of our school community get involved and contribute to the success of the day.

A huge thank you to our **Year 11 student leaders** for their organisation and enthusiasm, and to all students, staff and families who supported the initiative through their participation and donations. Together, we were able to support a truly worthwhile cause while creating a fun and memorable day for everyone involved.

Sometimes, making a difference can be as simple as showing up in your pyjamas.

Kimberley Twaddle
Year 11 Advisor

Year 11 Update

Continued....

Sports Report

ZONE CROSS COUNTRY CARNIVAL

A huge congratulations to all DTHS students who competed at the Colebee Zone Cross Country Carnival at Morreau Reserve!

Despite the wet and muddy conditions, our students showed incredible determination, resilience and school spirit throughout the day. We celebrated multiple 1st place finishes and an outstanding number of athletes qualifying through to Sydney West!

A massive shout-out to every student who competed, supported their peers and represented DTHS with pride. You should all be extremely proud of your effort!

Sports Report

Continued....

SYDNEY WEST CROSS COUNTRY

Congratulations to the 11 Doonside Technology High School students who proudly represented our school at the Sydney West Cross Country Championships.

Competing against some of the strongest runners from across the region, our athletes demonstrated outstanding determination, resilience, and sportsmanship throughout the event. Reaching the Sydney West level is a significant achievement in itself, and all competitors should be incredibly proud of their efforts.

Special congratulations go to Jasmine Woolard and Anjelica Miller, who delivered exceptional performances and have successfully qualified for the NSW CHS Cross Country Championships. Their hard work, commitment to training, and dedication to their sport have been rewarded with the opportunity to compete against the state's best school-aged runners.

We are extremely proud of all 11 athletes for representing DTHS with pride and professionalism. We wish Jasmine and Anjelica the very best as they prepare for the CHS Championships and look forward to following their continued success.

Sports Report

Continued....

DTHS ATHLETICS CARNIVAL

While our original Athletics Carnival plans were unfortunately disrupted due to wet weather, the DTHS community demonstrated remarkable flexibility and positivity by embracing an alternative carnival held on the school grounds.

Students enthusiastically participated in a range of modified athletic and recreational activities throughout the day, creating an atmosphere filled with energy, teamwork, and friendly competition. Although the event looked different from what was originally planned, it provided students with a fantastic opportunity to represent their houses, connect with peers, and enjoy being active together.

One of the highlights of the day was the incredible display of house spirit. Students proudly wore their house colours, cheered on their teammates, and contributed to a positive and inclusive environment. The enthusiasm shown by all four houses was a testament to the strong sense of community that exists at DTHS.

A huge thank you must also go to our staff, who adapted quickly to the change of plans and worked tirelessly to ensure students still experienced a fun and memorable carnival. Their support and willingness to embrace the new format helped make the day a success.

The Athletics Carnival reminded us that while plans may change, the spirit of DTHS remains strong. We are incredibly proud of the way our students represented themselves, their houses, and our school throughout the event.

Sports Report

Continued....

ZONE ATHLETICS CARNIVAL

DTHS Athletes Excel at Colebee Zone Athletics Carnival

On Friday, 19 June, 40 students from Doonside Technology High School proudly represented the school at the Colebee Zone Athletics Carnival held at Blacktown International Sportspark.

Our students competed across a range of track and field events, demonstrating outstanding determination, sportsmanship, and school pride throughout the day. Competing against some of the strongest athletes in the zone, DTHS students embraced every opportunity to challenge themselves and perform at their best.

The carnival was filled with impressive individual performances, personal bests, and encouraging displays of teamwork as students supported one another both on and off the field. Whether competing in sprint events, distance races, jumps, or throws, our athletes represented the school with professionalism and enthusiasm.

Beyond the results, the day showcased the positive culture of sport at DTHS. Students encouraged their peers, celebrated successes, and displayed resilience when faced with challenges, embodying the school's values throughout the carnival.

We congratulate all 40 students who attended and thank them for their commitment to representing DTHS. We also acknowledge the staff who supported the team throughout the day and helped ensure the carnival was a positive and successful experience for all involved.

We look forward to seeing many of our athletes continue their representative sporting journeys at the Sydney West carnival in August.

Sports Report

Continued....

WEEK 2: SOCCER (HARMONY DAY)

Our Harmony Day Staff vs Students Soccer Match was an incredible display of school spirit, teamwork, and friendly competition.

In an entertaining contest, the staff secured a 4–2 victory (currently undefeated). Unfortunately, the students were no match for our skilful staff team. The staff team's striker and leading goal scorer brought in some attention. Rumour has it that he may have once had a promising semi-professional football career before deciding to pursue teaching instead...

Thank you to everyone who participated and supported the event.

Sports Report

Continued....

WEEK 4: OZ TAG (Uati Faletolu Memorial Shield)

The match, held in honour of the late Uati Faletolu, has become a highlight on the school calendar, a chance for teachers and students to swap the classroom for the field and compete for bragging rights.

From the opening whistle, the staff made their intentions clear. Isaac opened the scoring with a sharp run through the defence, setting the tone for what would be a clinical performance. Mr Brown then took control, crossing twice in quick succession to extend the lead and give the teachers a commanding buffer. Kyah rounded out the scoring with a trademark finish, sealing the result and sending the staff bench into celebration.

While the scoreboard favoured the teachers, the students showed plenty of fight and can hold their heads high. The real winner, as always, was the sense of community, staff and students coming together to honour Uati's memory through sport, laughter, and a bit of friendly rivalry.

Congratulations to the victorious staff team, and thank you to everyone who played, cheered, and helped make this year's memorial match another memorable occasion.

Sports Report

Continued....

NSW CHSSA BOYS RUGBY LEAGUE COMPETITION

Congratulations to Kuanell Sene on his selection in the Sydney West Under 18s Boys Rugby League Team this term. Kuanell travelled to Wollongong to compete at the NSW CHS Rugby League Championships, where he had the opportunity to test his skills against some of the state's most talented school-aged players. Selection in a Sydney West representative team is a significant achievement and reflects Kuanell's dedication, commitment, and ability on the rugby league field.

Throughout the carnival, Kuanell represented both Sydney West and Doonside Technology High School with pride, demonstrating outstanding sportsmanship, resilience, and teamwork. His efforts on and off the field were a credit to himself, his family, and our school community.

We are incredibly proud of Kuanell's achievements and congratulate him on this fantastic representative opportunity. He has done DTHS proud, and we look forward to following his future success in rugby league.

SYDNEY WEST GOLF TRIAL

Congratulations to Year 8 student William Jones, who recently represented Doonside Technology High School at the Sydney West Golf trials held at Stonecutters Ridge Golf Course. Competing against a strong and talented field, William demonstrated great determination, composure, and sportsmanship throughout the day as he challenged himself against some of the region's best young golfers.

Although the competition proved tough against older and more experienced players, William should be incredibly proud of his efforts and the way he represented the school. Experiences like these are valuable opportunities for growth and development, and we have no doubt this is only the beginning of his golfing journey.

We look forward to seeing William continue to develop his skills and wish him the very best for future success at the 2027 trials and beyond.

Sports Report

Continued....

Knockout Sports Report

OPEN BOYS SOFTBALL

The Doonside Boys Softball Team recently took on Glenwood High School in their first knockout fixture. While the result did not go our way, the boys should be extremely proud of the sportsmanship, camaraderie, and skill they displayed throughout the match.

The team faced a significant challenge, coming up against the Australian Under-18s pitcher, making it difficult to get runners on base. Despite this, our students celebrated plenty of individual and team successes throughout the game.

Mathew Ayoub produced a brilliant catch in the outfield, while Matthew Ringland showcased his game awareness by helping orchestrate an impressive double play. Irwindeep Singh achieved the difficult task of making contact with the Australian representative pitcher and reached first base, a fantastic achievement in itself. Rynzyd contributed several strong catches in the field, and Jordan Sleaman worked tirelessly behind the plate, making some excellent blocks as a catcher.

Most importantly, the boys embraced the opportunity to compete against high-quality opposition and gained valuable experience playing against some of the region's elite softball players. Their positive attitude, resilience, and willingness to challenge themselves were a credit to both the team and the school.

It is always a privilege to take our students to knockout competitions, particularly in a sport I am passionate about. While we may not have secured the win this time, the future is bright, and we look forward to the next opportunity to represent DTHS on the softball field.

Knockout Sports Report

Continued....

U15's BOYS BASKETBALL

Coached by Sydney West representative Rynzyd Altamarino, the future DTHS Open's Team faced Baulkham Hills High School in their only clash for the year. Going down by a close margin, the team were working right from the first bucket. Rookie centre Moto Nyuar was strong in his debut for the school, making movement to the rim difficult for Baulkham Hills. Mabil Mabil led the team in offence, remaining calm and composed even in the back-end chase to close the gap. Similarly, Kyler Goddard's consistent defence certainly made the job difficult for the opposition. We're looking forward to seeing what the future holds for this group, and thank the coaches Rynzyd and Isaac for their dedication to the team.

Knockout Sports Report

Continued....

Under 15's Girls Knockout Netball

In Round 1 of the Girls U15's Sydney West netball Knockout competition, the girls took on Merrylands High School and came away with a convincing 30–14 win. This was the first time the team had played together, making the result even more impressive. The girls worked well as a team and played a fair and respectful game throughout.

Unfortunately, Round 2 saw us knocked out by The Ponds High School, with a final score of 32–25. Despite the loss, the girls never gave up and continued to put in their best effort until the final whistle.

Overall, the girls demonstrated excellent sportsmanship, teamwork and determination throughout the competition. They represented the school proudly and should be congratulated on their efforts.

Sports Gala Day Report

NSW Secondary Schools Oztag Tournament (Year 9 & 10)

After a long trip to Vaucluse, we started our day with a tough game against a competitive team. The girls tagged well in their own half and worked hard for each other to protect their try line. As the day progressed, the girls' performance improved, culminating in a win and an almost-secure place in the finals. Another great day out with our students representing Doonside with pride!

Sports Gala Day Report

Continued....

KATRINA FANNING CUP (Girls U16's Rugby League)

The energy in the playing group was electric from the outset at the Katrina Fanning Cup. The athletes laid a solid foundation in the first game and built on it.
The attack was second to none. Distribution from the halves was outstanding, meaning runners consistently found themselves in dominant positions both before and after contact. This created the platform for some memorable team tries, built on the hard work of the forwards.

The defence, however, was what stood out most. Markers were busy and effective from the first whistle, the line pushed up aggressively, and the opposition's attacking raids were shut down with authority. The grappling and control on the floor was a coach's delight, seeing those one-percenters worked on in training being executed in game situations was something special.

Because of the collective team effort and the players showing up for one another, the team finished the tournament undefeated. Worth noting: there were no substitutes available, while every other team had a full bench.

The expectation for the day was never about the scoreboard; it was about continuing to show up for each other, and that's exactly what was witnessed.

"Courage doesn't come from what you can do. It comes from doing what you think you can't."

WANDERERS CUP (7&8 BOYS, 9&10 BOYS, 9&10 GIRLS)

Our teams represented the school with enthusiasm, resilience, and good sportsmanship throughout the day. All students arrived well prepared and ready to compete. While the results did not go our way in the opening matches, the students remained positive and continued to give their best effort.

A highlight of the day was the girls' strong performance in their final match against Al Amanah College, securing a well-deserved 2–0 victory. Unfortunately, the game was stopped early due to an incident between players. The boys' team also put in a commendable performance across their matches.

Congratulations to all students for their effort, determination, and positive attitude. We look forward to building on this experience in the next round.

Sports Inclusion

NSW DEC BOCCIA INCLUSION CARNIVAL

On 5 June, students from the Support Unit proudly represented Doonside Technology High School at the NSW Inclusion Boccia Competition held at Blacktown Leisure Centre, Stanhope Gardens.

The team competed against Chiefly College Mt Druitt, Glenwood High School, Northmead CAPA High School, South Creek School, and The Ponds High School. A total of 24 schools participated in the event, competing across four pools. Doonside Technology High School finished 7th in Pool C and D overall.

Our students demonstrated excellent teamwork, determination, resilience and sportsmanship throughout the day. Team captain Aiddyn Piho played a key leadership role, supporting teammates, helping make strategic decisions, and encouraging everyone to perform at their best. Aleec Tulba displayed outstanding concentration and skill, earning a valuable bonus point for the team.

The competition provided students with an opportunity to develop their Boccia skills, build confidence, and enjoy friendly competition with students from other schools. The day was a great success, thanks to the cooperation, positive attitude, and effort shown by all team members. A special thank you to the parents and carers who transported students to and from the venue and stayed to cheer on the team throughout the competition. Their support played an important role in making the day such a positive experience for our students.

Congratulations to all students who participated and represented our school with pride.

Sports Inclusion

Continued....

NSW SOFTBALL SECONDARY SCHOOLS INCLUSION SHIELD

2026 Softball NSW Schools Inclusion Challenge- Doonside vs BidwillProudly marking the 5-year anniversary of our partnership with Softball NSW, Sports 4 All, and Chifley Bidwill, our Stage 4 Support Unit students took the field to build social skills, community spirit, and softball skills in an inclusive environment.Throughout the day, The Hills High School Softball TSP students facilitated coaching clinics, sharing their expertise and officiating a grand final that ended in a draw. The experience was further enriched by our Stage 6 Support Unit helpers, who returned after participating in the inaugural 2022 carnival to support the next generation.To recognise this milestone and the program's success, a commemorative frame was presented to Donna McGrath from Softball NSW for her ongoing commitment. We look forward to the program's continued growth and its impact in promoting sports inclusion for people with disability for years to come.We also would like to extend our gratitude to Josh Brown from Sports 4 All and Jess Morley from Softball NSW for their commitment to supporting our athletes in the lead up

Community - Ownership - Resilience - Empowerment

POWERFUL

SUPPORT UNIT STUDENT OF THE WEEK

The following students are recognised for consistently upholding our CORE values of Community, Ownership, Resilience and Empowerment. Through their actions, they embody our school expectation to "Work Hard & Be Nice." We congratulate them on being positive role models within our school community and our Support Unit.

Connor

Luke

Brianna

Aleec

Xavier

Giovanni

Daniel

Ameya

Aiddyn

Keeping Up With PDHPE

Year 7 PDHPE

Year 7 students have spent the term exploring how to navigate the digital world safely, responsibly, and respectfully. Through a range of engaging activities and discussions, students examined the opportunities and challenges associated with technology and social media use. Key topics included cyberbullying, online friendships, password security, excessive gaming, free downloads, and the importance of balancing time spent online. Students also investigated how their actions can contribute to positive online communities and developed strategies to demonstrate respectful and responsible behaviours both online and offline. This unit has empowered students to become safer digital citizens and encouraged them to make positive choices that support their wellbeing and the wellbeing of others.

Keeping Up With PDHPE

Continued....

Year 8 PDHPE

Year 8 students have spent the term investigating the importance of building ethical, respectful, and inclusive relationships. Through class discussions and practical learning experiences, students explored how rights and responsibilities contribute to positive relationships and examined the role that power can play in interactions with others. They developed strategies to recognise and challenge the misuse of power, while also learning how to support their own health, safety, and wellbeing, as well as that of others. Throughout the unit, students strengthened their communication, empathy, and help-seeking skills, empowering them to foster positive relationships and contribute to a safe and inclusive community.

Keeping Up With PDHPE

Continued....

Year 9 PDHPE

Year 9 students have spent the term developing their understanding of sexual health and the factors that can influence the choices young people make. Through a range of age-appropriate learning experiences, students explored the social, emotional, and personal influences that may impact decision-making around sexual activity. They examined the potential consequences of different choices and investigated strategies that support safe and responsible sexual health practices. Throughout the unit, students were encouraged to think critically, ask questions, and develop the knowledge and skills needed to make informed decisions that promote their health, wellbeing, and respectful relationships now and into the future.

Keeping Up With PDHPE

Continued....

Year 10 PDHPE

Year 10 students have spent the term exploring a range of real-world issues that young people may encounter as they navigate increasing independence and social responsibility. Through engaging learning experiences, students examined risk-taking behaviours and strategies to promote personal safety, with a particular focus on alcohol and drug use, road safety, harm minimisation, and responding to unsafe situations. Students also developed practical first aid skills and applied their knowledge to analyse and respond to a variety of realistic scenarios. Throughout the unit, students strengthened their decision-making, problem-solving, and critical thinking skills, equipping them with the confidence to make informed choices and support both their own wellbeing and the safety of others.

Keeping Up With PDHPE

Continued....

PASS

PASS students have spent the term participating in the "For the Gainz" unit, exploring the important connection between nutrition, physical activity, and overall health and wellbeing. Through a combination of theory and practical experiences, students investigated how nutrition influences athletic performance and examined the effectiveness of a range of products marketed to support health, fitness, and weight management. They were encouraged to think critically about the information presented to consumers and make informed decisions based on evidence. Students also developed their understanding of the components of fitness and the role physical activity plays in maintaining a healthy lifestyle. Through practical participation, they applied their learning to improve their own fitness and gain valuable insights into achieving and maintaining lifelong health and wellbeing.

Keeping Up With PDHPE

Continued....

Child Studies

Child Studies students have spent the term exploring the significant stages of growth and development that occur from birth to five years of age. Through a range of engaging learning experiences, students investigated developmental milestones and examined how relationships, communication, cultural identity, and physical growth contribute to a child's overall wellbeing. They also explored the important role that safe environments, support services, and positive care practices play in promoting healthy development and participation. Throughout the unit, students developed a deeper understanding of the diverse factors that influence children's lives and gained valuable insights into how positive outcomes can be supported for children from a variety of backgrounds and experiences.

Keeping Up With PDHPE

Continued....

Stage 6 Sport Coaching

Our Sports Coaching unit is currently transforming students from players into mentors. We are focusing on the art of communication and the ability to break down complex skills into manageable drills. Students are practicing how to provide constructive feedback, manage group dynamics, and adapt their coaching styles to suit different age groups and skill levels. It's inspiring to see them step up, take initiative, and develop the leadership qualities necessary to foster a positive and inclusive sporting environment.

Keeping Up With PDHPE

Continued....

Stage 6 SLR

Sport, Lifestyle and Recreation (SLR) students have spent the term developing their understanding of invasion games through the study of AFL and Lacrosse. Through a combination of practical participation and theoretical learning, students refined their technical skills while exploring offensive and defensive strategies, team roles, and the importance of creating and reducing space during gameplay. Students compared the tactical demands and structures of both sports, gaining insight into how strategic principles can be applied across different game settings. Throughout the unit, students also strengthened their leadership, communication, and collaboration skills by designing, modifying, and evaluating activities that promoted inclusive participation. The term concluded with students creating and reflecting on their own small-sided games, demonstrating their growing confidence as both participants and leaders in physical activity.

Keeping Up With PDHPE

Continued....

Stage 6 CAFS

This term, Year 11 CAFS students have been exploring the Families and Communities core module, investigating the important role families and communities play in supporting individuals throughout life. Students examined family structures, community organisations, socialisation and the ways families and communities respond to change.

Students are currently applying their research skills by conducting a literature review on the significance of specific needs at different stages of the life span, including infancy, childhood, adolescence, adulthood and the aged. Through their investigations, students are analysing how needs such as adequate standard of living, health, education, employment, safety and security, and a sense of identity vary across life stages and influence individual wellbeing.

It has been wonderful to see students engaging with contemporary issues, developing their research and critical thinking skills, and making meaningful connections between course concepts and the world around them.

Keeping Up With PDHPE

Continued....

Stage 6 CAFS

Year 12 Community and Family Studies (CAFS) students have spent the term developing their understanding of the diverse roles and responsibilities of parents and carers and the factors that influence effective caregiving. Through in-depth analysis, students examined how the characteristics of dependents, along with personal, social, and cultural influences, can shape parenting and caring practices. They explored different parenting styles and considered how these approaches impact the wellbeing of dependants. Students also investigated the range of informal and formal support services available to assist families in their caregiving roles. Throughout the module, students strengthened their critical thinking skills and developed a deeper appreciation of the complexities involved in supporting the health and wellbeing of individuals within family contexts.

Keeping Up With PDHPE

Continued....

Stage 6 HMS

Year 11 Health and Movement Science (HMS) students have spent the term investigating how the human body responds to and enables movement. Through theoretical and practical learning, students explored the structure and function of body systems and how these systems work together to produce efficient movement. They examined the role of energy systems, training methods, and physiological adaptations that occur in response to physical activity and exercise. Students also developed their understanding of skill acquisition, considering how movement skills are learned, refined, and improved through practice, feedback, and an awareness of individual learner characteristics. In addition, they explored the influence of psychological factors such as motivation, as well as the role of community and social environments in shaping participation and performance in physical activity.

Keeping Up With PDHPE

Continued....

Year 12 HMS

In this focus area, students investigate the significance of Training for Improved Performance. This includes recognising the importance of personalised exercise assessment and prescription, and exploring how various training types and methods can be used to positively affect physiological adaptations.

Students compare training plans and programs for recreational or elite individuals and groups, applying their understanding of biomechanics, injury prevention, training methods and technology to analyse how athletes can train for sustained movement and performance.

Wellbeing Update

Continued....

Programs and Life Education

It has been another big term for our Wellbeing team. Throughout Term 2, we delivered a range of programs designed to strengthen students' social and emotional wellbeing, build resilience and self-efficacy, and deepen cultural awareness.

Building on the momentum of our Term 1 initiatives which are still operating, we were proud to expand the lineup and introduce the following new programs for Term 2:

- RAGE program - self awareness and anger management workshops
- Deadly Dreaming and Liven Deadly - Aboriginal and Torres Strait Islander students program deepening cultural connection
- Thrive Christian Group - lunchtime meet group
- Year 8 Scripture

Additionally, our Life Ed program was hugely successful this term, focusing on vital emotional regulation skills with an overarching theme of neuroscience. Students loved exploring the 'hand model of the brain' to understand their emotions, and walked away with a great toolkit of physical regulation strategies to use whenever they feel overwhelmed.

Wellbeing Update

Continued....

Wellbeing Events, Excursions and Incursions

Term 2 has flown by! We packed the calendar with events, excursions, and incursions—all dedicated to supporting student wellbeing and building leadership skills

- Health week - dental, eyesight and hearing testing, alongside year 7 and 10 vaccinations.
- Harmony Day
- SRC Quakers Hill Network Meeting
- Year 10 Girls PPEP Talk (Periods, Pain and Endometriosis Program)
- Period without Pause excursion
- HPGE Social Emotional Immersion Day at Marayong South Public School
- Dalmarri Art workshop
- Year 9 Elephant Ed Talk (Healthy Relationships - Consent and Sexual Health)
- Reconciliation Week
- Stand Tall excursion
- Bond and Grow Mentoring Excursion
- Year 11 Life Ready Day and Life Ready Camp
- FiaFia Night
- Year 7-8 Pathways to Dreaming Excursion WSU Hawkesbury
- Pride Boys Tree Tops excursion
- Enterprising Girls workshop
- Refugee Week
- Year 11 Pajama Day fundraiser
- African Cultural Cooking Workshop
- NAIDOC week
- Year 8 team building day

Wellbeing Update

Continued....

Highlight: Life Ready

Our Year 11 students recently took part in the Life Ready program, designed to help them navigate senior school and beyond. Through hands-on workshops and our Life Ready Camp, students tackled real-world topics like team building, critical thinking, and personal wellbeing. It was a fantastic opportunity for the cohort to bond, face new challenges, and build the independence they need for the future.

Wellbeing Update

Continued....

Highlight: HPGE Social Emotional Immersion Day

We were thrilled to connect with our local community recently for the HPGE Social Emotional Immersion Day at Marayong South Public School. Designed for high potential and gifted students, the day focused on nurturing not just academic minds, but the social and emotional skills needed to thrive. Our students did a fantastic job collaborating with peers, building resilience, and diving into some brilliant critical thinking challenges!

Wellbeing Update

Continued....

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Wellbeing Update

Continued....

Highlight: Stand Tall Excursion

Our Year 10 students recently headed to the ICC Sydney for the Stand Tall event, Australia's largest youth wellbeing festival. Far from a standard seminar, the day felt more like a live concert, packed with music, energy, and world-class speakers sharing powerful, real-life stories of resilience, hope, and overcoming adversity. It was a deeply moving experience that equipped our students with practical mental health strategies and a renewed sense of purpose as they navigate their senior school years

Highlight: Grow Boys: Push Up Challenge

The Year 8 Grow Boys students at Doonside Technology High School have shown outstanding commitment, teamwork, and resilience by participating in this year's Push-Up Challenge in support of Headspace.
Over the course of the challenge, students worked together to complete an incredible 7,500 push-ups, demonstrating determination and a positive attitude while raising awareness about mental health. Through their fundraising efforts, the group also raised $260 for Headspace, helping to support vital mental health services for young people across Australia.
The challenge provided students with an opportunity to improve their physical fitness while learning about the importance of mental health and wellbeing. Their dedication to both the physical and fundraising aspects of the event reflects the values of responsibility, perseverance, and community spirit that are encouraged at Doonside Technology High School.
We are extremely proud of the Year 8 Grow Boys for their efforts and congratulate them on making a positive difference in the lives of others. Thank you to the families, staff, and community members who supported the students and contributed to this successful fundraising initiative.
Well done, Grow Boys team!

Wellbeing Update

Continued....

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Well done, Grow Boys team!

Wellbeing Update

Continued....

Highlight: Grow Girls: Bond and Grow

Every Friday morning during roll call, our Year 8 'Grow' girls have been meeting with senior mentors who have walked the same path through our Grow/Pride system. To deepen this connection, students recently headed out on the 'Bond and Grow' excursion. It was a wonderful day filled with wholesome activities like cooking together in the school kitchens before heading offsite for painting and team-building. Most importantly, it gave our Year 8 girls a relaxed space to connect with the older students, share a meal, hear invaluable advice, and build friendships that will support them throughout their high school journey.

Highlight: FiaFia Night

There was an incredible turnout for our recent Fiafia Night, where our Pasifika students and their families gathered for an evening of community and culture. The night featured a special guest appearance from an ex DTHS student who has since published poetry, as well as powerful cultural student performances. Students worked alongside Meta and Ms Tofa for weeks in the lead up, perfecting their performances and ensuring it was a night to remember. Families also got to enjoy cooked meals and deserts as they watched their loved ones. It was a fantastic celebration of community, family, and pride.

Wellbeing Update

Continued....

Highlight: Harmony Day

We had a fantastic time celebrating Harmony Day this term! It was a wonderful opportunity for students and staff to honour our diverse backgrounds and embrace the message that everyone belongs! Thank you to all the students who wore orange or traditional cultural attire to show their support for an inclusive school community. The Welcome to Country ceremony, cultural food stalls, teachers vs students football match and student performances all came together to make some incredible memories for our DTHS community. Thank you to Ms Ali and the SRC students for coordinating such an important and impactful day!

Highlight: African Cultural Cooking Workshop

The school kitchens were filled with incredible aromas during our recent African Cultural Cooking Workshop! Students learned how to prepare authentic West African Jollof rice and perfectly golden fried plantains. It was an incredible hands-on opportunity for students to expand their culinary skills while celebrating the rich flavors, traditions, and history of African culture.

Wellbeing Update

Continued....

Aboriginal Education

Term 2 has been busy for our Aboriginal and Torres Strait Islander students. Our AEC Miss Kernaghan and AEO Julie have worked tirelessly to not only establish our first ever First Nations Roll Call group, but also facilitate the Dalmarri Art workshop and plan some of the largest events on our school calendar, Reconciliation Day and NAIDOC week! Students have been working with Jie Pittman through the Liven Deadly program, to strengthen connection to culture and build important leadership skills. Indigenous students who participated in this program were tasked with running our annual NAIDOC assembly! They did an incredible job and we look forward to seeing them grow further in this space. A big congratulations also to our Year 7 and 8 students who visited WSU Hawkesbury Campus to participate in the Pathways to Dreaming program!

As another dynamic term comes to a close, the DTHS wellbeing team is incredibly proud of the initiatives delivered and the meaningful impact they've had on our student body. Thank you to our school community for your ongoing support, and we look forward to returning with more great programs in Term 3.

Alexandra Kelly
Head Teacher Wellbeing

What's Happening In Science

Year 7

This term, Year 7 students have been learning about Forces through a variety of hands-on practical activities. They explored static electricity and magnetism, investigating how forces can act without direct contact, and examined how simple machines such as levers, pulleys and inclined planes make everyday tasks easier. These activities have helped students develop their scientific inquiry skills while building an understanding of the forces that affect the world around them.

Year 8

Year 8 students at DTHS have been learning about Chemical changes in Term Two. They were taught about Elements, compounds, Mixtures and separation techniques. They also learnt about Periodic table, arrangement of elements in periodic table, physical and chemical changes etc. Learning about Chemistry has been exciting and challenging at the same time for year 8 students.

Year 9

This term, Year 9 Science has explored the unit 'Disease' and its impact on individuals and communities. Students explored how infectious diseases are spread, how the immune system protects the body, and the role of vaccinations and immunisations in preventing illness. As part of the unit, students completed a Depth Study on an infectious disease of their choice, investigating its causes, transmission, symptoms and treatments. This Depth Study enabled students to develop expertise in their chosen disease and apply their scientific understanding to real-world contexts. It has been excellent to see students strengthen their research skills and deepen their understanding of the science behind disease and public health.

Year 10

This term, Year 10 students explored the topics of Motion and Waves. During the first half of the term, students investigated how forces affect the movement of objects and examined the science behind road safety, including how seatbelts, airbags and other safety features help protect people in car accidents. In the second half of the term, students studied waves, including sound and light, and explored how waves interact with different materials through processes such as reflection and refraction. Through these topics, students gained a deeper understanding of the science behind everyday technologies and developed their scientific thinking and problem-solving skills.

What's Happening In Science

Continued....

Year 11 Physics

This term, Year 11 Physics students completed their study of **Dynamics** and began exploring **Waves and Thermodynamics.**

In Dynamics, students investigated how forces affect the motion of objects. They developed an understanding of Sir Isaac Newton's three laws of motion and applied these principles to real-world situations. Through studying vehicle safety features such as seatbelts, airbags and crumple zones, students explored how physics plays a vital role in reducing injuries during car accidents.

Students have now moved into the Waves and Thermodynamics module, where they are learning about the behaviour of light and energy. One focus has been understanding how light changes direction when it passes between different materials, such as from air into water. Students have also investigated total internal reflection, the principle that allows fibre optic cables to transmit information over long distances. These technologies form the backbone of modern communication systems and carry much of the world's internet traffic.

Students are currently undertaking their **Depth Study**, a 15-hour assessment task that combines scientific research and practical investigation. This project allows students to explore an area of personal interest related to Waves and Thermodynamics while developing valuable skills in scientific inquiry, data analysis and communication.

Year 11 Chemistry

Year 11 students studied the mole concept and quantitative chemistry to understand how chemists measure and compare amounts of substances involved in chemical reactions. This topic develops skills in interpreting chemical equations and predicting the quantities of reactants and products in reactions. Understanding quantitative chemistry is essential for carrying out accurate scientific investigations and industrial processes. The mole concept forms a foundation for more advanced studies in chemistry and helps students appreciate how chemistry is applied in medicine, manufacturing, environmental science, and research.

What's Happening In Science

Continued....

Year 12 Chemistry

Year 12 students studied acid–base reactions to understand how acids and bases behave and interact in chemical systems. It develops their understanding of pH, neutralisation reactions. The study of acids and bases also provides practical skills in conducting titrations and analysing chemical data accurately. Understanding acid–base chemistry helps students make informed decisions about real-world issues such as soil treatment, water quality, and pollution management. This topic builds a strong foundation for further studies in chemistry, health sciences, engineering, and environmental science.

Year 12 Biology

Year 12 have been learning about Heredity which includes reproduction, DNA replication and importance of genetic material to be replicated exactly. They also learnt explicitly about polypeptide synthesis and its importance. Another topic taught was genetic similarities and differences within and between species. This is all part of Module 5 in which topic of genetic variation was also very important and they learnt about pedigrees, punnet squares and various other related content.

Year 7 Paddock to Plate (Agriculture)

This term, our Year 7 Paddock to Plate students have embraced hands-on learning on the school farm and in our hydroponics system. They have been monitoring plant growth, testing pH and electrical conductivity levels, preparing and mixing nutrient solutions, and spraying crops to keep them healthy and productive.

The school farm has become much more than a learning space—it's an outdoor classroom where students love getting their hands dirty and experiencing agriculture in action. Through these authentic experiences, students develop practical farming skills, teamwork and responsibility while gaining a deeper appreciation of where their food comes from. It has been wonderful to see their confidence, curiosity, and enthusiasm grow alongside the crops.

What's Happening In Science

Continued....

What's Happening In Science

Continued....

What's Happening In Science

Continued....

What's Happening In Science

Continued....

HPGE: Intellectual Domain Elevate Day

At Doonside Technology High School, Elevate Days are held once each term to provide our High Potential and Gifted Education (HPGE) students with opportunities to extend their learning beyond the classroom. These enrichment days are designed to challenge students through engaging, hands-on experiences that develop skills such as critical thinking, creativity, collaboration and problem-solving.

On Friday of Week 9, our Year 7 and 8 HPGE Intellectual students took part in the Crime Story workshop. Throughout the day, students worked alongside former detectives to investigate realistic crime scenes, carefully examining evidence, identifying clues and piecing together events to solve the mystery. They also participated in hands-on activities exploring fingerprint analysis, DNA testing and the science behind forensic investigations. The workshop challenged students to think logically, communicate their ideas and work collaboratively, making it an engaging and memorable learning experience for everyone involved.

What's Happening In Science

Continued....

NCCD

FACT SHEET FOR PARENTS, GUARDIANS AND CARERS

WHAT IS THE NCCD?

The Nationally Consistent Collection of Data on School Students with Disability (NCCD) takes place every year.

The NCCD is a collection that counts:

- the number of school students receiving an adjustment or 'help' due to disability
- the level of adjustment they are receiving to access education on the same basis as other students.

Students are counted in the NCCD if they receive ongoing adjustments at school due to disability. This 'help' allows them to access education on the same basis as a child without disability. The NCCD uses the definition of disability in the ***Disability Discrimination Act 1992***.

Schools provide this information to education authorities.

Go to ***What is a reasonable adjustment?*** below to learn about adjustments.

WHY IS THIS DATA BEING COLLECTED?

All schools in Australia must collect information about students with disability.

The NCCD:

- ensures that the information collected is transparent, consistent and reliable
- provides better information that improves understanding of students with disability
- allows parents, guardians, carers, teachers, principals, education authorities and government to better support students with disability.

Student with disability loading

Funding from the Australian Government for students with disability is based on the NCCD through the student with disability loading.

Students with disability who are counted in the top three levels of the NCCD (extensive, substantial and supplementary) attract the loading. Funding is based on a per-student amount at each of the three levels of additional support. The amount of the loading reflects the level of support students with disability need to participate fully in school, with higher funding for those who need higher levels of support.

Australian Government recurrent school funding is provided as a lump sum to school authorities including state and territory governments, which can then distribute the funding to their member schools according to their own needs-based arrangements.

The Government expects schools and school systems to consider their funding from all sources (ie Australian Government, state and territory and private) and prioritise their spending to meet the educational needs of all of their students, including students with disability.

WHAT ARE THE BENEFITS OF THE NCCD FOR STUDENTS?

The information collected by the NCCD helps teachers, principals, education authorities and governments to better support students with disability at school.

The NCCD encourages schools to review their learning and support systems and processes. This helps schools to continually improve education outcomes for all students.

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NCCD

WHAT MUST SCHOOLS DO FOR STUDENTS WITH DISABILITY?

All students have the right to a quality learning experience at school.

Students with disability must be able to take part in education without discrimination and on the same basis as other students. To ensure this, schools must make reasonable adjustments if needed for students with disability. Educators, students, parents, guardians, carers and others (eg health professionals) must work together to ensure that students with disability can take part in education.

The *Disability Discrimination Act 1992* and the Disability Standards for Education 2005 describe schools' responsibilities.

WHAT IS A REASONABLE ADJUSTMENT?

An adjustment is an action to help a student with disability take part in education on the same basis as other students.

Adjustments can be made across the whole school (eg ramps into school buildings). They can be in the classroom (eg adapting teaching methods). They can also be for individual student need (eg providing personal care support).

The school assesses the needs of each student with disability. The school provides adjustments in consultation with the student and/or their parents, guardians and carers.

Schools must make reasonable adjustments if needed. The Disability Standards for Education 2005 define 'reasonable adjustment' as an adjustment that balances the interests of all parties affected.

WHO IS INCLUDED IN THE NCCD?

The definition of disability for the NCCD is based on the broad definition under the *Disability Discrimination Act 1992*.

The following students are examples of those who may be included in the NCCD if they need monitoring and adjustments:

- students with learning difficulties (such as dyslexia)
- students with chronic health conditions (such as epilepsy or diabetes).

WHO COLLECTS INFORMATION FOR THE NCCD?

Schools identify which students will be counted in the NCCD. They base their decisions on the following:

- adjustments provided for the student (after consultation with the student and/or their parents, guardians and carers)
- the school team's observations and professional judgements
- any medical or other professional diagnoses
- other relevant information.

School principals must ensure that information for the NCCD is accurate.

WHAT INFORMATION IS COLLECTED?

A student is counted in the NCCD if they receive reasonable adjustments at school due to disability.

Each year, schools collect the following information about the student, including:

- their year of schooling
- the level of adjustment received
- the broad type of disability.

For students who have more than one disability, the school uses professional judgement to choose one category of disability. They choose the category that most affects the student's access to education and for which adjustments are being provided.

A high level summary of the NCCD data is available to all Australian state and territory governments to improve policies and programs for students with disability.

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NCCD

HOW IS THIS DATA USED?

The NCCD data informs funding and work by schools and sectors. It ensures that support for students with disability becomes routine in the day-to-day practice of schools. The NCCD also supports students in the following ways.

- The NCCD helps schools better understand their legislative obligations and the Disability Standards for Education 2005.
- Schools focus on the individual adjustments that support students with disability. This encourages them to reflect on students' needs and to better support students.
- The NCCD facilitates a collaborative and coordinated approach to supporting students with disability. It also encourages improvements in school documentation.
- The NCCD improves communication about students' needs between schools, parents, guardians, carers and the community.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) annually publishes high-level, non-identifying NCCD data.

WHEN DOES THE NCCD TAKE PLACE?

The NCCD takes place in August each year.

IS THE NCCD COMPULSORY?

Yes. All schools must collect and submit information each year for the NCCD. This is detailed in the ***Australian Education Regulation 2013***. For more information, ask your school principal or the relevant education authority.

HOW IS STUDENTS' PRIVACY PROTECTED?

Protecting the privacy and confidentiality of all students is an essential part of the NCCD.

Data is collected within each school. Personal details, such as student names or student identifiers, are not provided to federal education authorities. Learn more about privacy in the **Public information notice**.

FURTHER INFORMATION

Contact your school if you have questions about the NCCD. You can also visit the **NCCD Portal**.

There is also a free **e-learning resource** about the ***Disability Discrimination Act 1992*** and Disability Standards for Education 2005.

This document must be attributed as *Fact sheet for parents, guardians and carers.*

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School Information

Stay Connected with DTHS

@Doonsidetechnology_highschool

Doonside Technology High School

Address:	Power Street, DOONSIDE NSW 2767
Phone:	(02) 9622 2463
Website:	https://doonside-h.schools.nsw.gov.au/
Email:	doonside-h.school@det.nsw.edu.au
Office Hours:	Monday - Friday (Excl. School Holidays) 8:00am - 3:30pm

Dates for your Calendar

Friday 3rd July 2026 - **Last Day of Term 2, 2026**
Monday 20th July 2026 - **Staff Development Day**
Tuesday 21st July 2026 - **First day of Term 3 (All Students Return)**