Doonside Technology High School

Newsletter

Term 3, 2026

Principals Message

As we come to the end of another busy and rewarding term, I want to take a moment to reflect on what has been a wonderful Term 3 for our school community.

One of the things I value most about being Principal is seeing the many different ways our students grow, develop and contribute to our school. Whether it has been in the classroom, on the sporting field, through the creative arts, in leadership or simply through the everyday moments that make school life special, there has been so much to be proud of this term.

I would like to sincerely thank our staff for the incredible commitment they continue to show to our students. Our school is a special place because of the people who work here and the care, energy and belief they bring to their work every day. I am incredibly grateful for everything they do.

To our parents and carers, thank you for your continued support and for the partnership you share with our school. We know that when schools and families work together, our students are the ones who benefit most. Your encouragement and support are deeply appreciated.

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Principals Message

Continued....

A Special Message to Year 12

As we approach the end of the school journey for our Year 12 students, there is a real sense of pride and excitement across our school.

For me, one of the most rewarding parts of being a Principal is watching a Year 7 student walk through our gates for the first time and then, several years later, seeing that same student preparing to graduate. So much happens in those years. They learn, they make mistakes, they overcome challenges, they build friendships, they discover their strengths and, most importantly, they grow into young adults.

Our Year 12 students have certainly experienced their share of challenges and successes, and I hope they take the time to appreciate just how far they have come.

As they now prepare for their final HSC examinations, my message to them is simple: believe in yourselves, give your very best and be proud of what you have achieved. The HSC is an important milestone, but it is only one part of a much bigger journey.

I also hope our graduating students take the time to enjoy these final moments together. It is often only when we leave somewhere that we truly appreciate the everyday moments that made it special — the friendships, the laughter, the celebrations, the challenges and all those little memories that have become part of their school story.

To our Year 12 students, wherever life takes you from here, I hope you carry with you the values, experiences and friendships you have developed during your time at our school. Be courageous enough to take opportunities, resilient enough to navigate setbacks and kind enough to make a difference to the people around you.

And please, always remember Doonside THS fondly and know that you will always have a place in our school community. We will be incredibly proud to hear about the people you become and the things you go on to achieve.

On behalf of the entire school community, I wish our Year 12 students every success for their final examinations and, more importantly, for the exciting journey that lies beyond them.
Finally, to all our students, staff and families, I hope you have a safe, relaxing and enjoyable holiday break. Take the opportunity to slow down, recharge and spend time with the people who matter most.

Thank you for another wonderful term. I feel very fortunate to be the Principal of such a great school community, and I look forward to what Term 4 will bring.

Warm regards,
Colin Campbell

Year 11: Finishing Strong and Ready for Year 12!

Term 3 marks an exciting milestone for our Year 11 students as they complete their final term of Preliminary studies and prepare to officially commence Year 12 next term.

Throughout the term, students have continued to demonstrate their commitment to both their studies and the wider school community. Year 11 celebrated **National Donut Day** by selling Krispy Kreme donuts to students and staff across the school. The fundraiser was a fantastic success, with all funds raised going towards supporting Year 12 (2027) activities and events. A huge thank you to everyone who purchased a donut and supported the cohort!

Another exciting moment this term was the arrival of our **2027 Senior Leavers Wear**. After finalising the designs last term, students were finally able to see their new jerseys come to life. Featuring the beautiful Indigenous artwork created by **Rosie Winslow**, the jerseys represent *connection, journey and belonging to Country, while celebrating the students' shared journey through Doonside Technology High School*. We look forward to seeing the cohort proudly wearing them as they begin Year 12.

This term has also seen students undertake their **Preliminary Exit Examinations**, marking the culmination of their Year 11 courses. These examinations provided students with an important opportunity to demonstrate the knowledge, skills and understanding they have developed throughout the year, while also gaining valuable experience in preparation for the demands of their HSC courses.

We are also incredibly proud to congratulate our newly elected **2027 Student Leadership Team**. Congratulations to **Mikaela Barnes** and **Isabella Irinco** on being elected School Captains, **Connor Hewitt** and **Faith Lauina** as Vice Captains, and **Nathan Lopez** and **Sakina Adeli** as Prefects. We look forward to seeing them represent their peers, contribute to our school community and continue to develop as leaders throughout their final year of schooling.

As Year 11 draws to a close, students should be proud of how far they have come throughout their first year of senior school. They have embraced new challenges, taken on greater responsibility and continued to grow both academically and personally.

We now look forward to an exciting new chapter as the cohort officially commences Year 12 and their HSC courses next term. This is a significant step in their schooling journey, and we encourage every student to begin Year 12 with clear goals, positive routines and a commitment to making the most of their final year at Doonside Technology High School.

Congratulations on completing Year 11 - we cannot wait to see what the Class of 2027 achieves!

Warm regards,
Kimberley Twaddle
Year 11 Advisor

Year 11 Life Ready: Bstreetsmart

As part of their Life Ready program, Year 11 students attended the bstreetsmart Road Safety Education event, an important experience designed to help young people understand the realities and consequences of road trauma.

Throughout the day, students explored the impact that decisions such as speeding, distraction, fatigue, drink and drug driving, and not wearing a seatbelt can have on drivers, passengers, families and the wider community. Through realistic demonstrations, personal stories and interactive activities, students were encouraged to think carefully about the choices they make as both passengers and emerging drivers.

The excursion provided students with an opportunity to connect their Life Ready learning to real-world situations and reinforced the importance of making safe and responsible decisions on the road. With many students currently learning to drive or preparing to get their licence, the messages from the day were particularly relevant.

It was a valuable and thought-provoking experience for Year 11 as they continue developing the knowledge and skills needed to navigate greater independence and responsibility.

Kimberley Twaddle
Year 11 Advisor

2027 SCHOOL LEADERSHIP TEAM

MIKAELA BARNES
SCHOOL CAPTAIN

ISABELLA IRINCO
SCHOOL CAPTAIN

CONNOR HEWITT
SCHOOL VICE CAPTAIN

FAITH LAUINA
SCHOOL VICE CAPTAIN

SAKINA ADELI
SCHOOL PREFECT

NATHAN LOPEZ
SCHOOL PREFECT

Year 11 CAFS: Learning in Action

Year 11 CAFS students have been busy exploring the Individuals and Groups module through a range of hands-on and collaborative learning experiences. This module examines the roles individuals adopt within groups, group dynamics, power, leadership and conflict, and how these can influence relationships, group effectiveness and wellbeing.

Students put this learning into practice by investigating the different task, relationship and influence roles individuals adopt within groups. Through observation and group challenges, including creating balloon animals, students considered how different roles can influence a group's progress and cohesiveness. They also explored autocratic, democratic, laissez-faire and transformational leadership styles through the Paper Chain Challenge, examining how different approaches to leadership can affect teamwork, relationships and task achievement.

In the lead-up to their Preliminary Examination, students have also been putting their knowledge and exam skills to the test through pilot marking sample responses, the CAFS Showdown Quiz and CAFS Pong for multiple-choice revision. These activities have provided students with opportunities to apply their knowledge, practise exam technique and build confidence ahead of their final assessment.

We wish our Year 11 CAFS students the very best of luck in their Preliminary Examination and look forward to seeing them take on HSC CAFS next term!

Kimberley Twaddle
Year 11 CAFS Teacher

Year 9 HSIE Commerce Update

This term, our Year 9 Commerce students have been exploring the topic Law, Society and Political Involvement, developing their understanding of the role that law and democratic institutions play in Australian society.

To extend their classroom learning, students participated in the Law in Action Excursion, visiting the Justice and Police Museum and NSW Parliament for an engaging day of hands-on learning.

At the Justice and Police Museum, students explored the history of policing and the legal system, gaining insight into how court processes have evolved over time. Students participated in an interactive courtroom role-play and explored the museum's historical spaces, allowing them to connect the concepts they had studied in class with real-world examples.

The excursion continued at NSW Parliament, where students toured both the Legislative Assembly and Legislative Council. They also took part in a parliamentary role-play, learning about the democratic process and developing their understanding of how a bill progresses through Parliament, including the important role of debate and voting.

It was a fantastic day of learning beyond the classroom, providing students with valuable opportunities to explore Australia's legal and democratic institutions and consider the ways citizens can participate in society.
A special thank you to Miss Vlasic for joining us and supporting our students throughout the excursion.

Miss Ali
Year 9 Commerce Teacher

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HPGE Intellectual Domain

HPGE Students Lead Community Engagement at Doonside Festival

Our HPGE Intellectual students recently worked collaboratively with senior urban planners from Blacktown City Council to prepare an interactive community-engagement stall for the Doonside Festival. This authentic learning opportunity challenged students to apply their creativity, complex thinking and analytical skills to a real local issue: how the Hill End Road area can respond to heat, improve liveability and reflect the needs of the Doonside community.

In preparation for the festival, students considered a range of urban-planning priorities, including shade, green space, accessibility, transport, safety, recreation and community identity. Working alongside council planners enabled students to see how community feedback is gathered and used to shape future decisions. They then helped design an activity that invited local residents to share their ideas, concerns and hopes for the area.

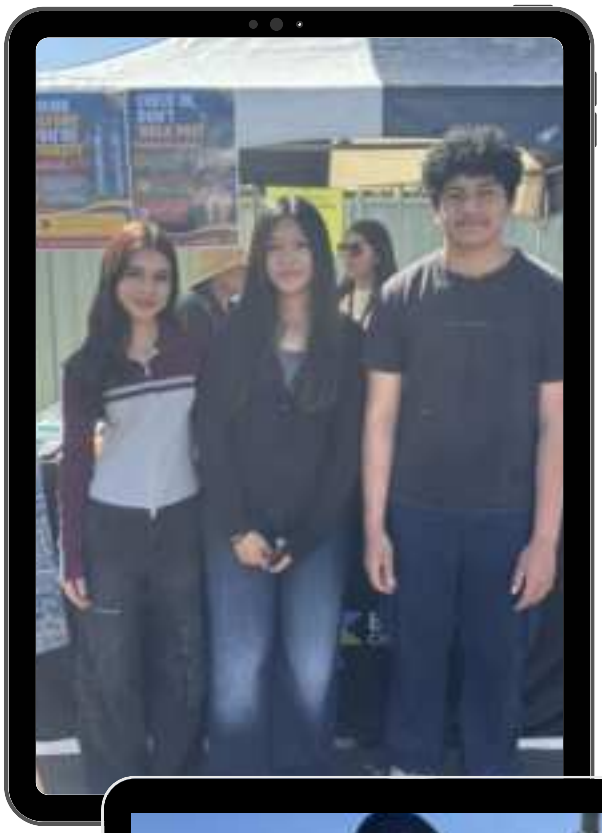
The event was an outstanding success. Our students facilitated more than 300 interactions with local residents, while over 180 community members directly contributed their perspectives through the student-designed activity. These contributions will help inform future conversations about heat, liveability and the future of Hill End Road.

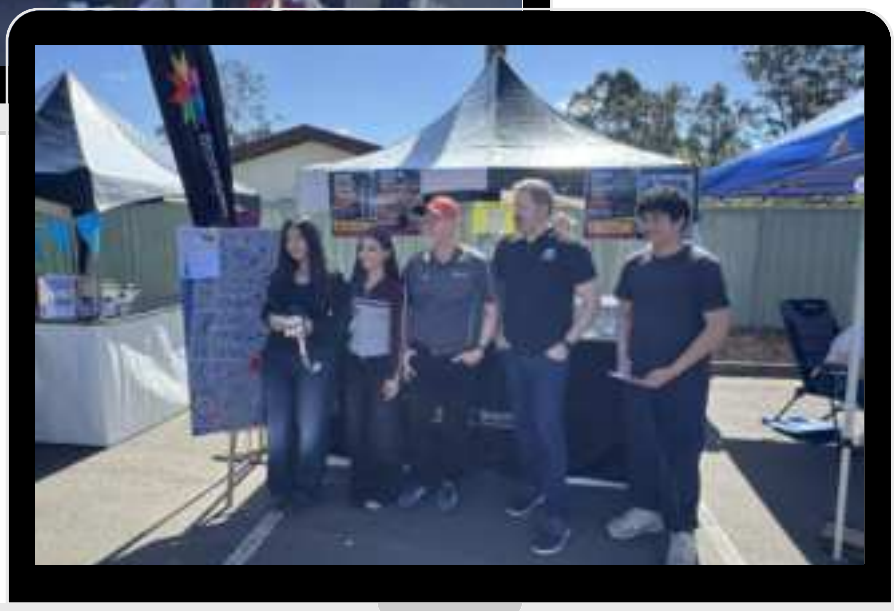
Our HPGE Intellectual and Roots & Shoots student leaders were enthusiastic, articulate and highly effective throughout the day. While working alongside the DTHS community, they represented the school and wider Doonside community with great credit. Their involvement demonstrated a genuine commitment to active citizenship, community voice and positive local change.

We are exceptionally proud of the initiative, maturity and leadership displayed by our students.

Regards,

Mr McMahon
HSIE Teacher





HPGE Intellectual Domain

WRITE A BOOK IN A DAY - HPGE

As part of our HPGE Intellectual program, a group of talented Year 8 students — Sidnee, Tanya, Helaena, Gabby, Justine and Katherine — recently participated in the Write a Book in a Day competition.
Working collaboratively, the students were challenged to plan, write, illustrate and edit an entire book within just 12 hours. Their finished story, Lost Connections, showcased their creativity, critical thinking, teamwork and ability to work under pressure.

The competition provided a fantastic opportunity for students to extend their writing and problem-solving skills while working towards a shared goal. We are incredibly proud of the way the students supported one another throughout the day and of the final book they produced.

Book Week Update

Celebrating Book Week 2026 in the DTHS Library

The DTHS Library became a hub of reading, creativity and activity during Book Week 2026. This year's program gave students opportunities to explore books in different ways, participate in friendly competition and experience their library as a place where stories can be shared and celebrated.

The library was transformed with Harry Potter displays, costumes and activities, marking 25 years of the Harry Potter film adaptations. From the Platform 9¾ display to the themed decorations and audio-visual displays across the space, the library created an immersive setting that attracted students and staff throughout the week. The magic of Hogwarts was felt throughout the DTHS Library.

Students also took part in a range of Book Week activities, including Lunchtime Book Bingo and Book Tasting at the Doonside Library Café. Book Tasting encouraged students to sample a range of titles and genres, while Book Bingo prompted them to look more closely at book covers, themes and the diversity of our own library collection. The week concluded with a closely contested Book Week Trivia Competition, congratulations to The Captain's Underpants team who took out the title ahead of Sherlock Homies and Wonder Women. Book Week also extended into classrooms through whole-school lesson resources developed by the library. Alongside Book Cover Bingo, students explored Dystopian Doonside: What Happens Next? - an interactive story in which classes voted on story pathways and considered possible endings.

For the DTHS Library, Book Week provides a chance to connect students with great books and experiences that make reading feel relevant, social and enjoyable.

Mrs King
Teacher Librarian

Book Week Update

Maths Report

Maths in Action – Square and Cube Roots

Year 7 students explored square and cube roots through a fun, hands-on card-matching activity. Students were given different number cards and challenged to match each number with its correct square or cube root. The activity encouraged students to think mathematically, make connections between numbers, and discuss their answers with their classmates. It was great to see students engaged in their learning and enjoying Maths through an interactive activity. Here are a few snapshots from our square and cube roots challenge!

Science Update

Year 7

This term, Year 7 Science students have been learning about cells and classification. Students have developed their practical skills by learning how to use a microscope, creating classification keys and classifying organisms using observable characteristics. As part of the topic, Year 7 students visited Sydney Zoo to complete fieldwork. During the excursion, students observed a range of organisms and completed first-hand investigations to identify and research their features and adaptations.

Year 7 also celebrated National Science Week – Seeds of Science by attending the Sydney Science Trail. Students explored the Australian Museum and the Royal Botanic Garden Sydney, where they had the opportunity to take part in hands-on activities, explore different areas of science and learn from a range of scientists and science organisations.

It has been a busy term with plenty of opportunities for students to apply their learning outside the classroom and develop their skills as young scientists.

Science Update

Year 8

This term, Year 8 Science students have been learning about cells and body systems. Students have explored different types of cells, cell division, respiration and photosynthesis, as well as how the major body systems work together, including the digestive, circulatory and respiratory systems. As part of their assessment task, students selected a body system to investigate in more detail. They created a presentation using Canva and developed a speech to communicate their understanding of the key structures, functions and processes involved in their chosen system.

Students have also had plenty of opportunities to develop their practical skills through a range of dissections. These included a chicken wing to investigate the musculoskeletal system, a heart to explore the circulatory system and a kidney to examine the excretory system. These practical experiences have allowed students to see the structures they have been learning about in the classroom and develop a better understanding of how different parts of the body work together.

Science Update

Year 9

In Term 3, Year 9 have undertaken a new unit that explores Chemical Bonding and Materials. They have investigated how the bonding of atoms in materials relate to their properties and uses. Students have also explored the mining, extraction and processing of important materials and metals. Through practical activities and scientific modelling, students have been able to make connections between atomic structures and the materials we encounter in everyday life.

Year 10

During Term 3, students explored the key concepts of Genetics and Evolution, learning how genetic information is stored and inherited through DNA, genes and chromosomes. They investigated patterns of inheritance and how genetic variation contributes to natural selection and evolution over time. Students also considered how environmental pressures can influence which characteristics become more common within a population. As part of the topic, students completed a Depth Study on a genetic disease, where they researched its genetic cause, inheritance pattern, symptoms and impacts, and communicated their findings using scientific evidence. This allowed students to apply their understanding of genetics to a real-world condition while developing their research, analysis and communication skills.

Science Update

Year 11 Biology

Year 11 Biology students have been studying Ecosystem Dynamics, exploring interactions between organisms and their environments, including population dynamics, biodiversity, past ecosystems and the impacts of environmental change. In the lead-up to their Yearly Examinations, students also strengthened their study and examination skills, with a focus on breaking down questions, analysing stimulus material and constructing extended responses using appropriate biological terminology and evidence.

Science Update

Year 11 Physics

This term, students completed their Depth Studies and presented their findings to their teacher and class. For their Depth Study, students designed and carried out a practical investigation on a topic related to Waves and Thermodynamics. The investigations covered a wide range of physical phenomena and allowed students to explore areas connected to their own interests.

Two students chose to investigate insulation. Ethan explored how changing the air gap in a double-glazed window affected heat and sound insulation, while Sakina investigated whether adding extra layers of felt reduced heat loss. Two students focused on musical instruments. Celeste investigated how heating a high E guitar string affected its fundamental frequency, while LJ compared the measured frequencies of guitar strings of different lengths with the theoretical values predicted using Physics equations. Rhys compared the energy efficiency of different cooking appliances used in the kitchen, while Shriya investigated whether the colour of a container affected how quickly the air inside heated up.

The Depth Study gave students the opportunity to develop their practical investigation skills, analyse results and communicate their findings while applying Physics concepts to real-world situations.

Year 11 Chemistry

This term students explored the factors that initiate and drive chemical reactions and developed an understanding of the energy changes associated with chemical processes. They conducted practical investigations to measure temperature and heat changes and used calorimetry to determine enthalpy changes. They also explored Hess's Law and used it to determine enthalpy changes for chemical reactions. Students developed an understanding of entropy and how disorder and energy dispersal contribute to the direction of chemical processes. They investigated the relationship between enthalpy, entropy and Gibbs free energy. Students used Gibbs free energy to understand and predict the spontaneity of chemical reactions. They interpreted experimental and secondary data and evaluated the reliability and validity of scientific investigations. Students also practised interpreting Preliminary exam-style questions and constructing structured responses.

Science Update

Year 12 Chemistry

This term students explored how chemical knowledge and principles can be applied to real-world situations and industrial processes. Students investigated the chemistry involved in the production and use of a range of important chemical substances. Students developed their understanding of reaction pathways and how chemical reactions can be controlled to achieve desired products. They considered factors that influence reaction rates and equilibrium in industrial and practical contexts. Students also explored the environmental, economic and social impacts associated with the production and use of chemicals. Students also practised interpreting HSC-style questions and constructing structured responses supported by chemical evidence. Overall, the module enabled students to connect theoretical chemical concepts with practical applications and contemporary issues, while further developing their problem-solving, analytical and working scientifically skills.

Year 12 Physics

During Term 3, Year 12 Physics students completed Module 8: From the Universe to the Atom, exploring how our understanding of matter and the structure of the atom has developed over time. Students examined key ideas in nuclear and particle physics, including radioactivity, nuclear reactions and the use of particle accelerators. As part of the module, students visited ANSTO, where they learned more about the operation and applications of a nuclear reactor and particle accelerators. They also completed hands-on investigations involving radioactive materials, giving them the opportunity to connect the concepts studied in class with real-world applications of nuclear physics

Science Update

Year 7 Paddock to Plate

This term, our Year 7 students have been getting hands-on experience caring for chickens on our school farm. Students have been learning how to safely handle chickens, identify different parts of the chicken and understand their basic needs. They have been busy collecting fresh eggs, cleaning the chicken shed and caring for the flock. These practical activities are helping students develop important skills in animal husbandry, responsibility and teamwork.
It has been wonderful to see our Year 7 students becoming more confident and responsible around the chickens and taking pride in caring for our school farm animals.

Science Update

International Chemistry Quiz (ICU)

In 2026, our school proudly participated in the International Chemistry Quiz (ICQ), an international competition organised by the Royal Australian Chemical Institute (RACI) to promote students' interest in chemistry and encourage them to apply their chemical knowledge to challenging and unfamiliar situations. The ICQ is an international competition involving students from 21 countries and regions and provides students with an opportunity to challenge themselves beyond their regular classroom learning. The quiz consists of 30 multiple-choice questions completed within 60 minutes and covers a broad range of chemistry concepts appropriate to each year level.

A total of 16 students from our school participated in the 2026 International Chemistry Quiz. We are very pleased to celebrate the excellent results achieved by our students, with five students receiving a Distinction, including one Year 10 student and four Year 8 students. A further eight students received a Credit, while three students received a Participation award. Overall, 81.25% of our participating students achieved a Distinction or Credit, demonstrating a strong level of engagement and achievement in Chemistry. In the international award structure, approximately the top 10% receive High Distinction, the next 20% receive Distinction, and the following 20% receive Credit, making our students' results particularly pleasing.

We congratulate all 16 students for their enthusiasm, commitment and willingness to challenge themselves through this international competition. Their participation has provided them with an opportunity to extend their scientific thinking, strengthen their problem-solving skills and experience Chemistry in a broader international context. We are particularly proud of the five students who achieved Distinction and acknowledge the efforts of every student who represented our school in the 2026 International Chemistry Quiz.

TAS Update

TAS – Making, Creating and Getting Stuck In!

It has been a big term in TAS! Our kitchens, workshops and computer rooms have been full of students testing ideas, solving problems, learning new skills — and getting the occasional reminder that things don't always go according to plan!

For our Stage 4 students, their second TAS rotation has been a chance to try something new and discover what each area of Technology has to offer. In Textiles, colourful fabrics, googly eyes, pom poms and plenty of thread have been transformed into some very entertaining Stitch Monsters. Every monster has its own personality, and students have had the opportunity to develop their sewing skills along the way.

Over in Food Technology, the smell of freshly cooked hot calzones has been hard to beat! Students have worked through the process from preparing their ingredients to shaping, filling and cooking their calzones — with the best part, of course, being the opportunity to enjoy what they have made.

Meanwhile, our Computing rooms have taken on a whole new look as students created sustainable communities in Minecraft. It wasn't simply about building impressive structures. Students had to think about how people would live in their communities, what resources they would need and how their designs could support a more sustainable future.

There has been plenty of noise coming from the workshops too. Metals students have taken flat pieces of metal and, with a combination of cutting, bending, hammering and shaping, turned them into functional tool trays. Timber students have been measuring, cutting, joining and sanding as they bring their BBQ trays together. Engineering has provided a few moments of triumph — and a few moments of “why didn't that work?” — as students designed and tested bridges, rafts, catapults and marble runs. The real learning often happened after something failed, when students had to work out what to change and try again.

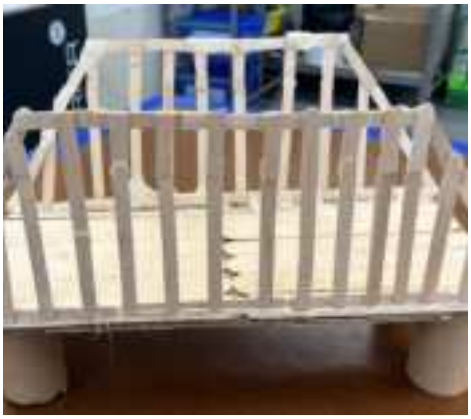
TAS Update

Taking it to the Next Level

Our Stage 5 students have been tackling projects that require more planning, independence and decision-making. In Food Technology, Australian food has been the focus, with students exploring our food culture and considering how Australian foods can be marketed to an audience. Year 10 students also put their creativity and presentation skills to work when they planned and produced their own grazing boxes.

In Computing, the challenge moved from creating virtual worlds to solving real-world problems. Year 9 students have been investigating needs within the community and considering how an app could provide a solution. Along the way, they have had to put themselves in the shoes of the user and think carefully about what would make an app easy and enjoyable to use.

Our Industrial Technology students have certainly kept the workshops busy. Lamp tables are taking shape in Timber, with students refining their construction and learning that good craftsmanship often involves a lot more sanding, checking and adjusting than first expected! In Metals, motorcycle stands are progressing as students develop their fabrication skills. And after plenty of designing, constructing, testing and troubleshooting, our Year 10 Engineering and Metals students have finally reached the finish line with their collaborative go-kart project.



TAS Update

Learning Beyond the Classroom

TAS learning doesn't always stay inside the classroom. Our Year 11 Hospitality students have had some fantastic opportunities to put their skills into practice, catering for events including Art Beats and the Sports Presentation. Preparing food for a real audience brings a whole different level of purpose to a practical lesson — suddenly timing, teamwork and presentation really matter!

Our Cookery students have continued their YES Catering program, preparing meals that support an organisation working with young people in our community. It has been wonderful to see students recognise that the skills they are developing in the kitchen can be used to make a difference beyond the school.

Food and Beverage students also swapped the classroom for a coffee excursion, gaining an insight into the industry and seeing how the skills they are learning at school are used in a professional setting.

In EEC Food and Nutrition, students have taken their Healthy Lunch Box learning from the page to the kitchen. After exploring what makes a healthy and balanced lunch, they have put their ideas into practice through food preparation and cooking. There is nothing quite like eating the evidence!

TAS Update

Something New is Growing in TAS

There is also something exciting taking root in the faculty — quite literally!

This term we began developing our Bush Tucker Garden, which will eventually provide native Australian food plants that can be incorporated into our practical Food Technology lessons. What makes this project particularly exciting is the way it brings different areas of TAS together. Our Support & Timber students have been helping construct the garden infrastructure, while our Food Technology students assisted with planting and will eventually have the opportunity to use some of what is grown.

It's a project that will take time to grow, but we are looking forward to seeing where it leads — and hopefully seeing some of those ingredients make their way into our kitchens!

TAS Update

A Special Farewell to Year 12

We have also reached an important milestone with our Year 12 students finishing their time in TAS. After years of practical lessons, projects, assessments and plenty of time spent in our kitchens, workshops and classrooms, it is exciting to see them move on to their next chapter.

Year 12 is always a busy time, and our students have shown plenty of perseverance as they worked towards completing their courses. More importantly, they leave TAS with skills that go beyond the projects they have completed. They have learnt how to use equipment safely, manage their time, work with others, solve problems and keep going when something doesn't work the first time.

We wish all of our Year 12 students every success as they finish their final exams and head into whatever comes next. We hope they take a little bit of TAS with them — the confidence to have a go, the ability to work something out and the satisfaction that comes from making something with their own hands.

Across Food Technology, Industrial Technology and Computing Technology, it has been fantastic to see our students creating, experimenting, problem-solving and learning by doing.
And if the noise coming from our workshops and kitchens is anything to go by, there is still plenty more to come!

Keep an eye out for what our TAS students get up to next term.

Wellbeing Report

Programs and Life Education

It has been another big term for our Wellbeing team. Throughout Term 3, 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 2 initiatives which are still operating, we were proud to expand the lineup and introduce the following new programs for Term 3:

- Connect Ed
- Play Our Way (Creating Chances)
- In League In Harmony
- Kapwa Filipino Program
- Year 7 Scripture

Wellbeing Report

Wellbeing Events, Excursions and Incursions

Term 3 was a busy one! We packed the calendar with events, excursions, and incursions—all dedicated to supporting student wellbeing and building leadership skills.

- Grow Boys Incursion
- Jeans for Genes Day
- B Street Smart
- Year 8 Camp
- HPGE Physical Immersion Day
- Year 7 Body Confidence Workshops
- Year 7 Bullying No Way Week
- Marayong South Public School Immersion Day
- ELITE x Marayong Public School Community Clinics
- RUOKAY Day
- WAGEC Fundraiser and Walk for WAGEC Day
- In League in Harmony Gala Day and Peace Project
- Year 11 Life Ready Workshops

Highlight: African Cultural Library Excursion

Our African Cultural Group recently headed off-site to the African Cultural Library in Parramatta for an enriching cultural learning experience. Students were mentored through the African Queens exhibition, exploring the stories and achievements of prominent African women throughout history, including the woman whose story inspired the Black Panther film series. Through a range of engaging activities and discussions, students also reflected on what it means to be African and living in Australia, and explored how they can proudly share and tell their own cultural stories. It was an incredible opportunity for students to connect with their heritage, learn from powerful stories and celebrate the richness of African culture.

Wellbeing Report

Highlight: RUOKAY and Walk for WAGEC

Our school community came together to mark RUOK? Day while supporting the Walk for WAGEC, combining conversations about connection and wellbeing with meaningful action for an important cause.

Throughout the week, students participated in Year 10 focus groups, connected across year groups, made Kindness Pledges and used Gratitude Conversation Starters to encourage positive conversations. Our PRIDE Wellbeing Teams also held a Bake Sale and Sausage Sizzle, helping raise funds for WAGEC and their work supporting women and children experiencing domestic and family violence.

To finish the week, students from GROW, PRIDE and our Leadership Team represented Doonside at the Walk for WAGEC in Centennial Park. Walking together in solidarity, our students demonstrated compassion, leadership and a commitment to speaking up for positive change in our community. We are incredibly proud of our students and grateful to the staff who supported these initiatives and helped turn meaningful conversations into meaningful action.

Wellbeing Report

Highlight: Marayong South Public School Immersion Day

Last Thursday, we welcomed Stage Two students from Marayong South Public School to Doonside Technology High School for an exciting taste of high school life. Our student leaders did a fantastic job welcoming our younger visitors, building connections and helping them feel comfortable throughout the day.
Students participated in a range of taster lessons and team-building activities, giving them the opportunity to experience high school learning, meet new people and get a feel for life at Doonside. It was wonderful to see so many smiles throughout the day, and we look forward to welcoming our future students again soon!

Wellbeing Report

Highlight: PRIDE x Year 7 Workshops

Our PRIDE students in Years 9 and 10 recently stepped into leadership roles, designing and facilitating workshops for our Year 7 students. The girls focused on body confidence, while the boys explored healthy relationships and positive identity. It was fantastic to see our senior students confidently lead activities, share their experiences and connect with younger peers. Their enthusiasm, maturity and ability to create a welcoming environment made the workshops a great success. This was a wonderful example of student leadership in action, with our PRIDE students helping to inspire and support the next generation of students.

Highlight: ConnectEd

This term a group of year 7 girls have taken part of DTHS' ConnectEd program that runs for 8 weeks teaching girls about how to develop and maintain healthy friendships as well as how to navigate friendship conflicts. The girls meet every Friday for a period where they take part in activities that build their social skills and reflect on how they can apply this new knowledge to their own friendship circles.

Wellbeing Update

Highlight: ELITE at Marayong Public School

Our ELITE program students are taking their leadership off our fields and into the community. Our athletes have been visiting Marayong Public School to mentor and coach younger students in rugby league fundamentals. Beyond passing on their game knowledge, our team is hard at work building communication, teamwork, and confidence in the next generation. We are so proud of their dedication to developing their own skills while giving back to future stars!

Wellbeing Update

Highlight: Year 8 Camp - Building Resilience and Community at The Great Aussie Bush Camp

This term, 35 Year 8 students headed to The Great Aussie Bush Camp in Morisset for two nights of adventure, challenge, and connection.

Throughout the camp, students took part in a wide range of activities and challenges designed to push them outside their comfort zones and help them discover their own strengths. From high-ropes courses to team-building tasks, students had countless opportunities to develop resilience, build confidence, and strengthen their sense of community with their peers.

Beyond the physical challenges, students were also given valuable time for reflection, looking back on obstacles they've faced both at camp and in their broader lives, and recognising the personal growth that comes from working through difficulty.

A particular highlight of the camp was the exemplary behaviour shown by every student. Mrs Awad, Mr Wiggins, and Isaac from Wellbeing all commented on how proud they were of the way students conducted themselves, supported one another, and threw themselves into every activity with enthusiasm and good spirit.

In their own words:
"Camp was good, I really liked the zip line activity and the team building activity where we had to cross water as a team and not fall in. I got to speak to new people in my year group and developed my teamwork skills." — Iuni, Year 8

Congratulations to all our Year 8 students on a fantastic camp experience!

Wellbeing Update

SRC

This term, the SRC proudly supported Jeans for Genes Day, raising funds for the Children's Medical Research Institute. Our students also embraced the opportunity to organise a Father's Day Stall, selling novelty items and sweets, as well as providing a card-making station. It was wonderful to see our students working together to create a fun experience for their peers while supporting meaningful causes.

Our student leaders have also continued to represent Doonside Technology High School with pride. This term, Prefect Matthew Ringland represented our school at the Quakers Hill Network Meeting, alongside School Captain Maria Dumaog. Their participation provided a valuable opportunity to connect with other student leaders and represent our school within the wider community.

One of the major highlights of the term was the selection of our **2027 Senior Leadership Team.** This year, students were invited to self-nominate and participate in a comprehensive leadership process, including interviews, speeches delivered to the whole school and a student voting process. We are incredibly proud of every student who put themselves forward. Their courage, confidence and willingness to contribute to our school community are qualities to be celebrated.

With great pride, I am delighted to announce our 2027 Senior Leadership Team:

School Captains: Mikaela Barnes. and Isabella Irinco
Vice-Captains: Connor Hewitt and Faith Lauina
Prefects: Sakina Adeli and Nathan Lopez

Congratulations to our incoming leaders! We look forward to watching them grow into their roles and lead with pride, integrity and enthusiasm throughout 2027.

Wellbeing Update

As we welcome our new leaders, we also take this opportunity to recognise and celebrate our 2026 Senior Leadership Team. I would like to extend my sincere thanks to Captains Syed Abbas and Maria Dumaog, Vice-Captains Hezekaiah Fakatou and Krish Lakdawala., and Prefects Julia Hninwai and Matthew Ringland for their dedication, commitment and service to our school. Their leadership and contribution throughout the year have made a meaningful difference to the DTHS community. We thank them for representing our school with such pride and wish them every success as they move forward into their next chapter.

Zainuba Ali
SRC Coordinator

Wellbeing Update

Staff Member Highlight

A huge welcome back to Student Support Officer Nicola, who returned to DTHS this term and was welcomed with open arms by students and staff alike. Many of our students had dearly missed Nicola during her time away, so it has been wonderful to see her back in our school community.

Since returning, Nicola has already made a wonderful impact, working closely with students and families and helping connect them with appropriate support services. She has also commenced ConnectEd, our Year Seven friendship program, creating opportunities for students to build positive relationships and strengthen their sense of belonging. We are so grateful to have Nicola back as part of the DTHS Wellbeing Team. Welcome home, Nicola!

Another incredible term for wellbeing at DTHS! From student leadership and cultural programs to opportunities for connection, advocacy and personal growth, our students have continued to embrace the many opportunities available to them. A huge thank you to our students, staff and wider school community for your continued support and enthusiasm. We are proud of everything our students have achieved this term and look forward to building on this momentum in Term Four!

Alexandra Kelly
Head Teacher Wellbeing

Keeping Up With PDHPE

Year & PDHPE

This term, Year 7 students have spent time discovering what it truly means to value movement and stay active for life. As part of the "Get Skilled, Get Active" unit, students learned about the many benefits of regular physical activity, recognising that it supports not only physical health but also mental, social and spiritual wellbeing. They explored common barriers to participation, such as cost, confidence and access, and worked together to find practical ways to overcome them. Students also looked at how physical activity connects to identity and culture, learning about the contribution of Aboriginal and Torres Strait Islander peoples to sport in Australia, and the importance of inclusion and fair play for all. We hope this unit inspires our students to stay active well into adulthood and to keep making healthy choices for life.

Keeping Up With PDHPE

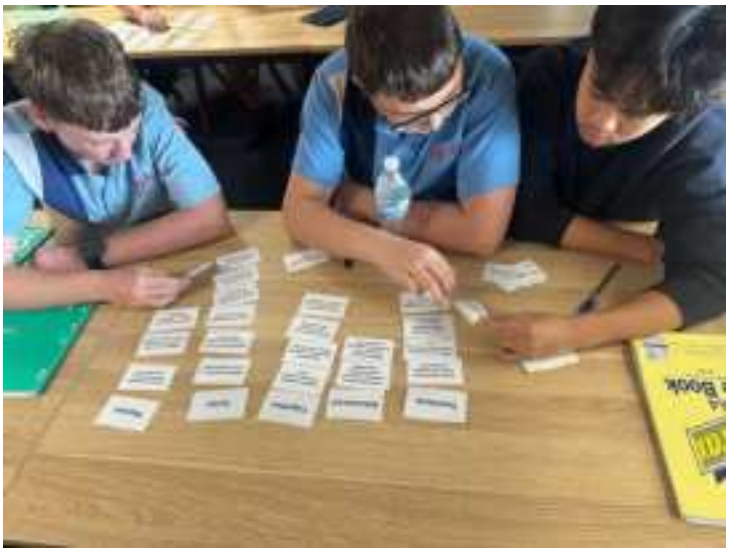
Year 8 PDHPE

This term, Year 8 students have been exploring diversity and discrimination through the "Stronger Together" unit. Students investigated the discrimination experienced by different groups in Australia, including Aboriginal and Torres Strait Islander peoples, Muslim Australians, the LGBTQIA+ community and people living with a disability, and learned how to communicate respectfully and inclusively with all people. They explored the value of celebrating culture and religious diversity, and worked on strategies to promote inclusion and challenge discrimination in their own lives. As part of their assessment, students built a website to educate others on these topics, applying what they learned each lesson. We hope this unit helps students grow into respectful, inclusive members of the community who value and celebrate differences.

Keeping Up With PDHPE

Year 9 PDHPE

This term, Year 9 students have been learning about mental health and wellbeing through the "R U OK?" unit. Students explored the different dimensions of wellbeing and how emotions can influence mental health, and learned to recognise early warning signs of mental health struggles in themselves and others. They investigated Australia's mental health landscape and how perceptions of mental illness are shaped by society, while also learning about self-care strategies and where to find support. A key focus was building the skills to check in with someone who may be struggling, using respectful and supportive language, and knowing how to encourage them to seek help. We hope this unit gives students the confidence and compassion to support both their own wellbeing and that of those around them.



Keeping Up With PDHPE

Year 10 PDHPE

This term, Year 10 students have been exploring health equity through the "Equal Opportunity" unit. Students examined the difference between equality and equity, and investigated the contextual factors that can affect a person's health, safety and wellbeing, including for Aboriginal and Torres Strait Islander peoples. They explored how community, policy and marginalisation can influence health outcomes, and researched strategies that empower people and communities to access health information, services and support. Students applied their learning through a research task and extended response, developing their ability to write and argue with evidence. We hope this unit has broadened students' understanding of the barriers some people face, and inspired them to think about how communities can be made fairer and healthier for everyone.

Keeping Up With PDHPE

PASS

This term, PASS students have combined practical sport with the Olympic spirit through the "Faster, Higher, Stronger, Together" unit. In the practical component, students competed in a Team Pentathlon across basketball, futsal, rugby, tennis and volleyball, before moving on to individual events including archery, rowing and table tennis. In the classroom, students explored the history and evolution of the Olympic Games, the achievements of the Australian Olympic Team, and issues such as performance-enhancing drugs in sport. They also examined the themes of resilience, leadership and team culture, and how sport can be used to empower and unite others. We hope this unit has helped students build both their physical skills and a deeper appreciation for the values that underpin sport at every level.

Keeping Up With PDHPE

Child Studies

This term, Child Studies students have been exploring the world of early childhood education and care. Students investigated different types of care and education, including Steiner and Montessori approaches, and looked at how these services have changed over time. They explored how educators meet the diverse needs of children and families, including the role of allied health professionals and culturally responsive practice, and examined the legislation that protects children's rights and wellbeing in care. Students also looked at how services support children's transition to school, and researched the career pathways, qualifications and training available to those wanting to work with young children. We hope this unit has given students a genuine appreciation for the important role early childhood educators play in supporting our youngest learners.

Keeping Up With PDHPE

Stage 6 Sport Coaching

This term, Year 11 Sport Coaching have been working through their unit 'Coaching the Individual'. This has seen our coaches undertake meaningful learning focused on understanding participant needs and creating coaching sessions based on their results. Students have been working closely with younger PDHPE classes to practice their coaching skills and receive feedback. Additionally, Year 12 Sport Coaching have been finalising their coaching journey with the unit 'Intermediate Coaching.' This unit builds upon work done in previous terms and allows Year 12 a final chance to demonstrate their coaching skills.

Keeping Up With PDHPE

Stage 6 SLR

This term, Stage 6 SLR students have completed two modules focused on outdoor recreation. In Module 1, "Navigation in Outdoor Recreation," students learned to read maps, use a compass and interpret environmental clues to plan safe routes, before applying these skills in a school-based orienteering assessment. In Module 2, "Prepare, Respond, and Lead," students explored the many forms outdoor recreation can take, and learned how weather, equipment, wilderness first aid and low-impact practices contribute to safe participation. They also developed campcraft and emergency shelter skills, before planning and leading their own school-based outdoor recreation challenge. Throughout both modules, students built confidence, communication and leadership skills that will support them in any outdoor setting. We hope these modules have given students the practical knowledge and self-assurance to enjoy the outdoors safely for years to come.

Keeping Up With PDHPE

Stage 6 CAFS

Year 11 CAFS students have been busy exploring the Individuals and Groups module through a range of hands-on and collaborative learning experiences. This module examines the roles individuals adopt within groups, group dynamics, power, leadership and conflict, and how these can influence relationships, group effectiveness and wellbeing.

Students put this learning into practice by investigating the different task, relationship and influence roles individuals adopt within groups. Through observation and group challenges, including creating balloon animals, students considered how different roles can influence a group's progress and cohesiveness. They also explored autocratic, democratic, laissez-faire and transformational leadership styles through the Paper Chain Challenge, examining how different approaches to leadership can affect teamwork, relationships and task achievement.

In the lead-up to their Preliminary Examination, students have also been putting their knowledge and exam skills to the test through pilot marking sample responses, the CAFS Showdown Quiz and CAFS Pong for multiple-choice revision. These activities have provided students with opportunities to apply their knowledge, practise exam technique and build confidence ahead of their final assessment.

We wish our Year 11 CAFS students the very best of luck in their Preliminary Examination and look forward to seeing them take on HSC CAFS next term!

Keeping Up With PDHPE

Year 12

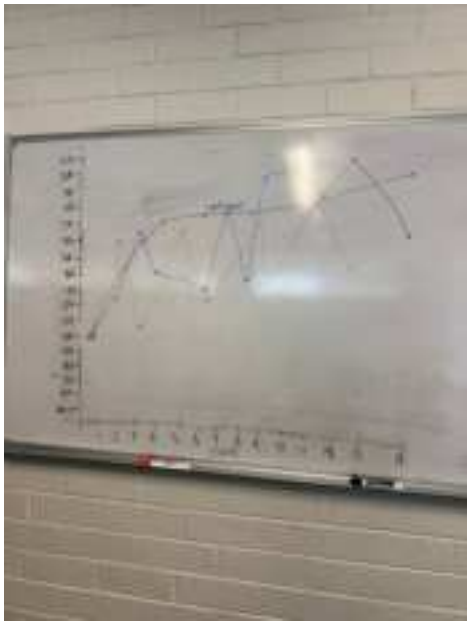
This term, Year 12 CAFS students have completed the Individuals and Work module. Students explored the many reasons people work and investigated current trends in the Australian labour force, before examining the different patterns of work available to individuals across the lifespan. They looked at the rights and responsibilities of employees and employers, and the workplace structures, such as legislation, leave entitlements and flexible work arrangements, that support individuals to balance work with their other roles and commitments. Students also explored the issues affecting youth employment and strategies for optimising their own future job prospects. Alongside their classroom learning, students have recently sat their Trial HSC exams and are now in the revision period ahead of their HSC exams. We wish them all the best as they enter this final stretch.

Keeping Up With PDHPE

Stage 6 HMS

Year 11 HMS have begun learning the complexities of the human body in relation to movement, from learning about the different systems to participating in practicals that explore skill acquisition students have been enthusiastic in the approach to learning in Focus Area 2. Students worked together to complete their Collaborative Investigation about how the body responds to exercise and participated in a series of short experiments to gain real world insight and data. They then applied their real world knowledge to their first lot of unseen responses - with success! Finally they have consolidated their knowledge and work hard on revising key concepts in the lead up to their Year 11 Exits exams- best of luck for your exit exams!

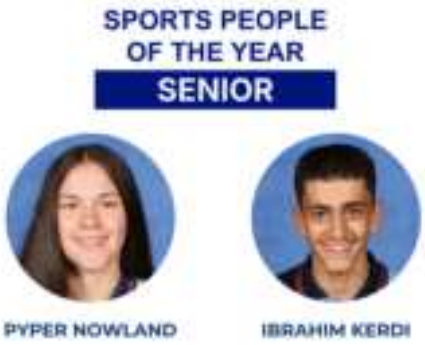
Year 12 HMS have finished the term looking at the various ways people can sustain and improve movement and performance. Students explored the world of professional athletes and the wide range of considerations that athletes, coaches and sports scientists leverage when planning for peak performance. Biomechanics, recovery, sports medicine and the role of drugs in sport are all concepts they have needed to unpack in preparation for their HSC examinations. We are proud of the effort these students have applied learning difficult concepts and wish them the best of luck in their HSC examinations later in the year.



Sports Report

DTHS ANNUAL SPORTS PRESENTATION

On September 4th, we celebrated our Annual Sports Presentation here at DTHS, a fantastic event highlighting the achievements of our amazing athletes at both school and representative level. Thank you to our inspiring guest speakers who helped make the evening a memorable one. A big congratulations to all award and medal recipients including our 'Sport People of the year':



As well as Matthew Ringland who was named our 2026 recipient of the 'Aina Gibbons Service to Sport Award'. A great honour and a fantastic celebration of Matthew's contribution to sport here at DTHS throughout his sporting years. Well done Matthew.

Sports Report

We look forward to an exciting year of sport to come in 2027 and expect to only see our schools sporting success grow.

CHS & NATIONALS CROSS COUNTRY CARNIVAL

Congratulations to Angelica Miller who achieved an incredible2nd place at the State Cross Coiuntry Carnival and 3rd place at the National Cross Country Championships. Anjelica competed in the Girls 16+ years Multiclass devision. We are so proud of the effort Anjelica puts into her running and look forward to witnessing her future success post school. Good luck Angie!

Sports Report

SYDNEY WEST ATHLETICS CARNIVAL

On August 5th and 6th, 12 of our students represented Doonside Technology High School at the two-day Sydney West Athletics Carnival held at Sydney Olympic Park. While no students progressed through to the CHS level this year, all competitors should be proud of the way they represented our school.

YEAR 7 GALA DAY

Unfortunately, due to a busy Term 3, the Year 7 Gala Day was postponed to Term 4.

House Report

DTHS 2027 HOUSE CAPTAINS

Congratulations to our newly elected House Captains for 2027!

We also extend a huge thank you and well done to our outgoing 2026 House Captains for their leadership throughout the year.

Sports Report

Inclusion Sport Report

NSW Inclusion Futsal State Championship

Our Support Unit students proudly represented Doonside Technology High School in the AWD Division at the Futsal NSW Secondary Schools Championships, competing against Support Units from across Sydney.

After a fantastic day of competition, our team progressed through to the Grand Final, where they once again faced our friends from Chifley College Bidwill Campus.

The final was an absolute thriller! With the scores locked at 2–2 and only one minute remaining, both teams were battling hard for the championship. Then, with just 30 seconds left on the clock, our students found the winning goal and held on to secure an incredible 3–2 victory, becoming 2026 State Champions in the Inclusion Competition!

COACHES: Miss McKinlay

Sports Report

AFL NSW/ACT SECONDARY SCHOOLS INCLUSION CARNIVAL

Our Support Unit community continued its long-standing partnership with AFL NSW/ACT by taking part in the Schools Inclusion AFL event.

Students had the opportunity to further develop their AFL skills under the guidance of GWS Giants development staff, while also building positive relationships with students from other schools across the region.

It was a fantastic day both on and off the field, with our students proudly bringing home the Junior Champions Shield!

COACHES: Miss McKinlay, Mr Marques, Miss Billie, & Mr Ethan

Sports Report

NSW DEC BOCCIA INCLUSION CARNIVAL

On 5th June, seven students from our Support Unit represented Doonside Technology High School at the School Sport Unit Boccia Competition held at Blacktown Leisure Centre, Stanhope Gardens.

Our team consisted of Aleec Tulba, Jackson Keaton, Aiddyn Piho, Luke Perich, Liam Hawkins-McLean, Emma Logali and Flynn Hayes. The participating schools were divided into four pools- A, B, C and D. Our team was placed in Pool C and competed against teams from Pool D, finishing in 7th place.

The day commenced with a practice session at 9:30 am, providing students with an opportunity to familiarise themselves with the competition environment and develop their strategies.
Aiddyn Piho was selected as our team captain and demonstrated excellent problem-solving and decision-making skills throughout the competition. Aleec Tulba also made a valuable contribution by scoring a bonus point for the team.

The competition was a wonderful opportunity for our students to demonstrate strategic thinking, teamwork, collaboration and sportsmanship. School spirit and inclusion were on full display as students encouraged and supported one another throughout the day.

Congratulations to all seven students for their enthusiasm, determination and outstanding representation of Doonside Technology High School. It was a fantastic day celebrating sport, inclusion, teamwork and school spirit.

COACHES: Mrs Kumar & Mrs Da Silva

Sports Report

NSW DEC SYDNEY WEST BOWLING INCLUSION CARNIVAL

Incredible work to our inclusion team at the Sydney West Bowling Inclusion Carnival. They represented our school with great pride and wonderful sportsmanship!

COACHES: Mrs Hardeep Kaur & Mrs Kirkpatrick

Sports Report

Sports Gala Day Report

Girls City Cup - Rugby League Gala Day (Girls U16s Rugby League)

The Girls City Cup was a significant day for our U16 girls as they became history makers, reaching this stage of the competition for the first time in our school's history.
The girls started slowly and went into halftime down 14–4. Rather than letting the score define them, they regrouped, adjusted their attack and came out firing in the second half.
Their confidence and composure grew as they found their rhythm, creating opportunities and dominating the game, particularly out wide. They fought their way back and finished strongly, narrowly going down 18–14 after running out of time.
In this game, the girls showed resilience, courage, determination and belief. They backed each other, fought for one another and refused to give up. Additionally, they have set a new benchmark for our school and created a legacy for the girls who will follow.
They may not have won in the books, the girls achieved something far more valuable. They have set a new benchmark and created a legacy for the girls who follow.

COACHES: Meta Tusini & Kimberley Twaddle

Sports Report

OPEN BOYS & GIRLS FUTSAL

Our Girls Futsal Team travelled to Hawkesbury PCYC for the Futsal Gala Day, and while the results didn't go their way, the girls showed incredible resilience, determination and sportsmanship, supporting one another and representing DTHS with pride. Our Boys team faced tough competition, with a special shout out to Hassan Darwich for his hat trick in the final match, which really lifted team spirits.

COACHES: Mr Gerard & Mrs Awad

PENRITH 9 & 10 GIRLS & BOYS NETBALL GALA DAY

Congratulations to our Year 9/10 Girls Netball Team, who finished with four wins from five games, an incredible result considering only three players in the team regularly play netball. Our Boys team also impressed, taking out 3rd place in an unfamiliar sport while perfectly demonstrating our CORE Values, with special recognition to captain Jayden Calder for teaching his teammates the game and modelling hard work and enthusiasm throughout the day.

COACHES: Mrs Awad & Mr Gerard

Effective 01 October 2026

DOONSIDE TECHNOLOGY HIGH SCHOOL
UNIFORM ORDER FORM

ORDERED BY:	ORDER METHODS	DELIVER VIA:
Name: _____	**Online:www.exceluniforms.com.au**	**Student Name:** _____
Telephone: _____	**Email:** dths@exceluniforms.com.au	**Class:** _____
Date: _____		▫ **Pick Up At SchoolOffice** ▫ **Pick Up At Uniform Shop**

Garment	Price	Size	Quantity	Total
GIRLS	$41.00			
Junior Navy Skirt	$49.00			
Senior Tartan Skirt	$46.00			
Slacks	$41.00			
Blouses				
BOYS	$32.00			
Elastic Waist Trousers	$26.00			
Elastic Waist Shorts	$41.00			
Senior White Shirts				
UNISEX	$41.00			
Polo Cotton Shirt	$41.00			
Polo Mesh Shirt	$77 (Sz 10-16)			
Wool Jumper (65% Poly 35% Cotton)	$81 (Sz 18-22) $86 (Sz 24-28)			
Standard Microfibre Shorts	$35.00			
Navy Fleecy Top	$42.00			
Navy Hoodies	$44.00			
Microfibre Jacket	$63.00			
Microfibre Trackpants	$42.00			
Blazers	$170.00			
Ties	$30.00			
Home Delivery	$18.00			
			Total:	

1. CREDIT CARD DETAILS: VISA/MASTERCARD

CARDNUMBER:
__:__:__:__:__:__:__:__:__:__:__:__:__:__:__:__

EXPIRY DATE: __:__/__:__ CVV__:__:__AMOUNT: $_____

CARDHOLDER NAME(PleasePrint): _____

SIGNATURE: _____

2.Internet Banking or Bank Deposit
(Please Attach BankingReceipt)
ANZ Bank
Account: Excel Uniforms
Account No.:4960 98813
BSB: 012 294
Pay ID: 0405 506 383
(Reference: DTHS and Your Last Name)

School Information

Stay Connected with DTHS

@Doonsidetechnology_highschool

Doonside Technology High School

Address:	PowerStreet,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.SchoolHolidays)8:00am - 3:30pm

Dates for your Calendar

Friday 25th September 2026 - **Last Day of Term 3, 2026**

Monday 12th October 2026 - **Staff Development Day**

Tuesday 13th October 2026 - **First day of Term 4 (All Students Return)**