



# PLUMPTON HIGH SCHOOL - LINK UP

TERM 2 | ISSUE 48 | JULY 2023

## PRINCIPAL'S MESSAGE

**Dear Plumpton High School students, parents and carers,**

Term 2 2023 has been an exceptionally productive, rigorous and successful term for students and staff alike concluding with our 2023 Year 12 Cohort HSC Trial Examinations over Weeks 9 and 10. In this introduction I would like to recognise some outstanding accomplishments and milestones as we continue to ensure our Plumpton students have the necessary education and opportunities that will ensure they can compete, achieve excellence and success at and beyond school .

Attaining new heights in the recognition of some of our programs has continued to be this term with Plumpton being awarded Duke of Edinburgh Program National Recognition as the 'Whole of Year Model Australian Champions'. The program has historically been the realm of Independent private schools providing students with a valuable internationally recognised credential that supports entry into university and employment. A big congratulations to Mr Liam Canning and Ms Tahlia McKenzie who coordinate the program.

Congratulations and thank you to our staff and students for their unwavering commitment to excellence undertaken over the past eighteen months to present Shrek the Musical. Musical theatre has a long tradition of conveying valuable messages and none more than Plumpton High School's production of Shrek. Thank you Tyson Moon (Director/Production Manager), Hayley O'Brien (Music Director/Producer), Kylie Nguyen (Choreographer), Timothy Symes (Stage Manager), Georgia Henry (Co-Makeup Supervisor), Mel Organ (Co-Makeup Supervisor), Larelle O'Neill (Costume Manager), Uma Naganathan (Hair/Wig Supervisor), Cameron Honeysett (Set Design/Head Mech), Kayley Waldon (Green Room Manager) and Hendrik Theys (Set Construction).

Plumpton continues its commitment to excellence and maintaining the same rate of change as that in the world beyond school with its commencing partnership with Computer Science (CS) in Schools Australia and Amazon. Our TAS Faculty staff have undertaken ongoing training in computer science including artificial intelligence (AI) over the last 2 years with CS in Schools and this new venture will increase the opportunities for our students to access and learn the latest technology available in industry and throughout the world. Thank you to Mr. Nigel Shakespeare and his TAS team for their tremendous work ensuring Plumpton stays at the forefront of technological innovation and change.

Wellbeing along with teaching and learning is always at the forefront of everything we undertake. To this end we have continued to provide professional learning for our staff in Restorative Practice through our Partnership with Real Schools Australia and its founder Adam Voight. This complements our existing Wellbeing framework and continues to

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WE ARE PLUMPTON  
HIGH SCHOOL

#WAPHS



# PRINCIPAL'S MESSAGE

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develop a positive school culture and essential positive relationship building skills necessary for life success.

Curriculum Reform planning has commenced this year with our English, Mathematics, Language, HSIE and TAS faculties currently developing programs for their new Syllabi that will be introduced to the classroom imminent-ly. Plumpton has devoted its Twilight and School Development Days to ensuring preparation is of the highest level and meets the needs of our students into the future. Plumpton High School hosted the Maths Talent Day through Inquisitive Minds with students engaged in interactive lesson on problem solving strategies followed by a Hands-on Problem-Solving Competition. It was a great way of extending High Potential Gifted Education (HPGE) students and provided a fantastic opportunity for them to mix with like-minded students from other schools. Thank you to Ms Prasad and the Mathematics Faculty for organising this day.

Business partner programs have continued to flourish providing exceptional opportunities and real-world learning experiences bringing authenticity to the classroom and providing access to networks our students did not know existed. As you read the newsletter some of these rich and unique experiences are detailed. These programs are also opening up employment for our students such as Azka Chaudhry our 2022 Dux who is studying architecture and working at Western Sydney International Airport – one of our most valued business partners. Thank you to Ms Priyanka Karan and Ms Gemma Avon in our Futures Centre for this amazing work.

Hospitality is one of the fastest growing industries in Australia with Plumpton offering this framework as one of the 10 Vocational Education and Training (VET) courses for Year 11 and 12 students. As such, Plumpton runs the Feathers and Flames Café that serves breakfast and coffee to staff each week. This experience is preparing our students and assisting them in gaining their VET Cert in Hospitality Operations. Thank you to Ms O'Neill, Ms Karan and Ms Gazzera for enabling this excellent initiative.

I would like to wish all students, parents and carers a restful vacation and look forward to welcoming students return for Semester 2. During the vacation period please spend some time reflecting upon your child's Semester 1 School Report with them. Acknowledge and congratulate your child in the areas of success and encourage them to think about the small changes that they can make to enable improvements in areas teachers and your child have suggested need improvement.

**Tim Lloyd**  
Principal



# PRINCIPAL'S MESSAGE

## ABCN LEADERS OF TOMORROW WITH AMERICAN EXPRESS

The Leaders of Tomorrow program is designed for year 11 aspiring student leaders to develop leadership skills and engage with senior and emerging leaders within American Express. The program consists of two facilitated workshops held at the American Express corporate offices (Sydney CBD)

Thank you to ABCN and American Express for providing this unique opportunity for our students and they continue on their journeys to be positively contributing global citizens and the leaders of tomorrow.



# PRINCIPAL'S MESSAGE

## ABCN LEADERSHIP SUMMIT 2023

Last week Bushra our ABCN Scholarship holder from Year 11 attended the ABCN 2023 ABCN Leadership Summit. Bushra is mentored by Taryn Saunders from PVH and this summit allowed Bushra to engage heavily in her mentoring with Taryn and learn valuable skills from the presenter across the two days.

Craig Griffin, Executive Director and Head of Marketing and Growth, Macquarie Group presented to students and their mentors across Australia during the virtual summit. In this dynamic professional and personal development workshop, Craig lead mentors and students through activities to develop skills in goal setting, time management, making conversations and rapport building.

Thank you to Taryn, PVH and ABCN for your ongoing support of our students as they pursue their journeys. Our students are continuing to say YES to opportunities that open up new possibilities and networks.



Business Partnering with Education



TOMMY HILFIGER  
Calvin Klein

# PRINCIPAL'S MESSAGE

## ANZAC DAY COMMEMORATION CEREMONY

Student Leaders at Plumpton High School lead a moving ANZAC Day Commemoration Ceremony during the Whole School Assembly on Monday of Week 2.

Thank you to Ms Maait for supporting the students in their leadership of this significant occasion.

Lest we forget



# PRINCIPAL'S MESSAGE

## ATHLETICS CARNIVAL 2023

Plumpton High School enjoyed a wonderful Athletics Carnival at the end of Week 1 with both students and staff engaging in healthy competition demonstrating great house spirit and support of each other. This is one of the major events on the House Championship Calendar.

Thank you to Mr Nicholls for his tremendous organisation and leadership of the carnival, that of our PDHPE Faculty and all staff for ensuring such a successful day. Thank you to Year 12 students for their BBQ that ensured students and staff were well fed and a boost to their fundraising efforts for the year.



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# PRINCIPAL'S MESSAGE

## BEACON FOUNDATION POLISH EMPLOYMENT SKILLS DEVELOPMENT

The POLISH Program is a powerful, practical program focused on confidence building. To build self-advocacy, young people learn how to identify and promote their skills to employers. Volunteer business mentors help young people understand how varied a career path can be, how valuable transferable skills are and what are common workplace expectations. Polish ends with a fun and encouraging "mock" interview session.

Beacon Foundation work to create an Australia that understands, cares and is motivated to support young people to successfully transition from education to meaningful employment. They build connections between industry, education, and the community to create real world education in schools that is relevant and engaging for young people in the 21st century. In partnership with Corporate Mentors, Beacon worked with 10 Richmond students Plumpton High School students in the POLISH Program on Wednesday and will be running this course for the majority of Year 10 students.

We would like to express our sincere thanks to the Beacon Foundation and their corporate mentors for supporting our Plumpton High School students and contributing positively to Australia's future workforce.



# PRINCIPAL'S MESSAGE

## YEAR 11 DEBATING TEAM VICTORIOUS

Congratulations to our winning Year 11 Debating Team - Bushra, Kavleen, Epenesa, Lucas and their outstanding Coach Ms Gonzaga our Head Teacher of the English Faculty. The team who has won their first 2 debates in the 2023 Premier's Debating Challenge.

Debate one was against Kellyville High School and posed the question – Should studying Australian History be mandatory in year 11 and 12? Debate two against Miller Technology High School posed the statement – TV producers should give profits from true crime productions to victims.

The Premier's Debating Challenge is open to all NSW government schools with the aim of developing the reasoning and public speaking skills of students from Years 5 to 12.



## NEW ZEALAND CANTERBURY WEST COAST SECONDARY PRINCIPALS' ASSOCIATION VISIT

Plumpton High School welcomed 21 principals from the New Zealand Canterbury West Coast Secondary Principals' Association on Thursday 4 May.

Canterbury West Coast Secondary Principals' Association is based in the South Island of New Zealand. They cover a reasonably large geographical area (for New Zealand) and includes Christchurch.

There are about 65 schools in the Association. They include co-educational and single sex, and school rolls that range from about 200 up to 2300 students. Many schools are Year 9 to 13 (the equivalent of our Year 8 to 12) and some are area schools with students aged 5 to 18. They have state schools, state integrated (with a religious affiliation) and private schools.

The dialogue was rich and informative and we were humbled by the opportunity to share Plumpton's story. This included the strategic ways in which we ensure that the futures of our students and staff will be bright and that they develop the necessary capacities to contribute as positive global citizens and the leaders of tomorrow within their spheres of influence and expertise.



# PRINCIPAL'S MESSAGE

## DUKE OF EDINBURGH PROGRAM NATIONAL RECOGNITION BE YOUR OWN CHAMPION - WHOLE OF YEAR MODEL AUSTRALIAN CHAMPIONS

Plumpton High School was recognised for the incredible success of its' Duke of Edinburgh Whole of Year Model along with Fort Street High School that with their models embedded in the PDHPE program at the schools. All students in Year 9 participate in the internationally recognised program with the school funding each student to complete the Bronze Award and subsidising both the Silver and Gold levels. The program has historically been the realm of Independent private schools providing students with a valuable internationally recognised credential that supports entry into university and employment. Congratulations to Kavleen, Nikhat and Isabella who were presented with their Silver Award.

We were privileged to have Kerrie Otto de Grancy as the guest speaker and presenter at the year 8 and 9 recognition assembly. Kerrie is a multi-talented individual with a passion for optimising human behaviour. She is an internationally certified life coach, published writer, and accomplished speaker who has inspired audiences around the world. Before embarking on her entrepreneurial journey, Kerrie started her career as an actor and television commercial production assistant. She then ventured into entrepreneurship, where she founded the international fashion label, otto mode. In 2015, Kerrie co-founded Evolve Yourself Institute, an education company that provides self-care and wellness programs to frontline workers and corporate professionals.

The Duke of Edinburgh International Award Scheme whole year cohort model provides equity of access to all students preparing them well to be positively contributing global citizens and the leaders of tomorrow. It develops grit, courage, determination, leadership and new skills whilst building a deeper understanding of the global community through engaging in meaningful volunteering and charity work promoting empathy and advocacy for those less fortunate.

Plumpton commenced the Duke of Edinburgh scheme in 2015 with a pilot of 20 students, all attaining their Bronze Award and one student being recognised across NSW for their tremendous accomplishment as a part of the program. From that point we worked to expand and embed the program into the PDHPE program as the outcomes of the scheme compliment the PDHPE syllabus. In 2023 Plumpton High School has the largest and one of the most successful Duke of Edinburgh International Award Scheme programs operating across Australia an amazing accomplishment that we are extremely proud of. High praise and congratulations must be extended to Mr Chris Holmes who led the Pilot at Plumpton, the PDHPE faculty and the current coordinators Mr Liam Canning and Ms Tahlia McKenzie who have further developed the program. In 2023 we commence our first Gold cohort of 7 students, also an amazing journey and accomplishment by these students.

Thank you to Paddy Pallin who kindly donated 10 packs for us to give away including items that can be used on an Adventurous Journey and in general. Also to Penrith Panthers who donated limited edition signed posters

Thank you to David, Ian, Peter, Kathleen, Brooke and Tahnee from the State and National Offices of the Duke of Edinburgh Award Scheme for their ongoing support and for making this event possible.



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# PRINCIPAL'S MESSAGE

## GIRLS IN TECH – COMM BANK AND TELSTRA

Girls in Tech (GIT) is a global non-profit focused on the engagement, education and empowerment of girls and women who are passionate about technology. Our aim is to accelerate the growth of innovative women who are entering into the high-tech industry and building successful startups.

The day was structured in 3 parts: Keynote Speakers by women in STEM, Exhibitions (including Emerging Technologies, Cyber Security, Artificial Intelligence, Animation and Visual Effects, Stem Career Pathways) and an Influential Communications session facilitated by NIDA (National Institute of Dramatic Arts).

Girls in Tech Australia will be hosting the Catalyst Conference for the first time in Australia on 30 & 31st May.

Thank you to the Commonwealth Bank and Telstra for supporting the vital work of engaging more girls into technology-based career options and opportunities. This is working to build their self-confidence and knowledge that they have the capacity and skills to succeed in the tech world.



# PRINCIPAL'S MESSAGE

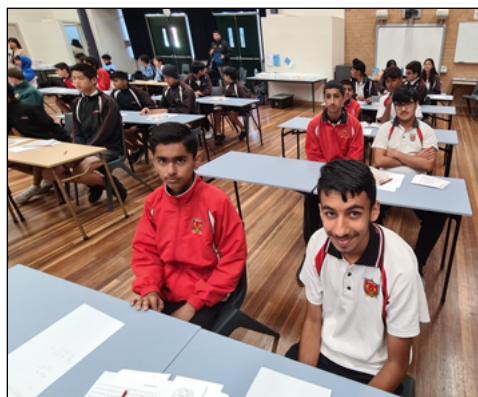
## MATHS TALENT DAY

Plumpton High School hosted the Maths Talent Day through Inquisitive Minds with students engaged in a 'Problems, Patterns, Pictures, Puzzles' Workshop. A total of 135 Year 8 and year 9 students participated in the event from four other schools and Plumpton High School.

The day included an Interactive Lesson on problem solving strategies followed by a Hands-on Problem-Solving Competition. It was a great way of extending High Potential Gifted Education (HPGE) students and provided a fantastic opportunity for them to mix with like-minded students from other schools.

The activities were challenging, fun and engaging. Selected students from Year 11 and 12 were trained in marking student responses and assisted teachers marking question responses in a fast and competitive environment. Our SEC students from Year 9 and Year 10 helped in welcoming the teachers and students upon arrival, and with the sausage sizzle serving Lunch. They displayed exemplary leadership skills.

Well done to all the students who took part in the event and thank you to Ms Prasad our Mathematics Head Teacher for organising and hosting the highly valued event.



Given Name	Surname	Year	Given Name	Surname	Year
Ysabela	Marasigan	8	Haaziq	Anwaar	9
Lanvy	Nguyen	8	Shanum	Nisa	9
Rana Hamza	Khan	8	Inara	Quazi	9
Dev	Patel	8	Annacemone	Nashid	9
Saad	Faraz	8	Kris	Santos	9
Jannalyn	Barbuco	8	Zain	Al-Shible	9
Katie	Smith	8	Nathaniel	Santos	9
Jericho	Villareal	8	Nigina	Azimi	9
Jordan	Villareal	8	Ashton	Quizon	9
Yusuf	Kabirshan	8	Jarmain	David	9
Rayan	Mumtaz	8	Awais	Joyia	9
Ashlee	Dixon	8	Leila	Mirian	9
Taha	Ali	8	Harsh	Mal	9
Isabella	Gutierrez	8	Ahmad	Raza	9
			Rhea	Prasad	9
			Anisha	Joyia	9



# PRINCIPAL'S MESSAGE

## ROYAL EASTER SHOW

Plumpton High School, in Sydney's west, will be competing in the meat bird categories with chickens raised at school by the Year 9/10 agriculture students.

Agriculture teacher Hayden Gerrie said the birds were raised in a brooder compartment for three weeks and then transferred to an indoor coop with an outdoors run.

"These birds were handled delicately by these students and were constantly checked for growth factors including muscle sizing, feathers, and leg sizing," he said.

The students also trialled a new feeding system and collected and recorded data to present at the Royal Easter Show.



# PRINCIPAL'S MESSAGE

## SUSEONG-GU CITY SOUTH KOREA SISTER CITY VISIT

On Friday of Week 5 Plumpton High School hosted the Mayor, two City Councillors and his delegation from Suseong-gu City South Korea including senior education and business people as part of our Sister City partnership with Blacktown City Council. The 20-person delegation also included 4 incredible musicians equivalent to the Sydney Symphony Orchestra singing and playing traditional Korean instruments and an amazing juggler who performed a suite of songs and acts.

Our SEC students Emceed the event with our 350 invited Plumpton Public School students, their teachers and Ms Larkin their principal.

Following this, on Friday evening a group of our Filipino female students performed at the Official Blacktown City Sister City Formal Dinner with the special guests from Suseong-gu City South Korea, Quirindi Mayor and delegation and the Māori Wardens. Ms Ramos and Ms Racela have been working with our students teaching them traditional Filipino dance that they performed as a part of the evening. Our School Captains also spoke at the evening setting a wonderful example for our younger students as role models. Thank you also to Katherine Gonzaga, Edan Caramacion and Christine Marin who volunteered their time to attend the event on Friday evening at the Colebee Centre.

In October we will head to Quirindi with our delegation of staff and students continuing our Sister City Partnership with Quirindi, Suseong-gu, Blacktown and Rotorua Cities.

I would like to extend my sincere gratitude and thanks to Ms Ramos and Ms Racela for the incredible work they undertook in organising our Sister City event at Plumpton. Thank you also to Ms Gonzaga, Ms Caramacion and Ms Marin who volunteered their time to attend the event on Friday evening at the Colebee Centre.



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# PRINCIPAL'S MESSAGE

## ST IVES HIGH SCHOOL PREFECT AFTERNOON TEA (PAT)

Vin (School Captain), Sabeeka (School Vice-Captain) and Rabia (Prefect) attended a Student Representative Council Networking afternoon at St Ives High School with students from Asquith Boys, Asquith Girls, Cammeraygal, Cheltenham Girls', Girraween, Knox Grammar, Mosman, Normanhurst Boys, North Sydney Boys, Northern Beaches Christian, Manly Selective, Pymble Ladies College, Ravenswood, Sydney Grammar, Turramurra and Plumpton on Monday 8 May.

Students participated in team building activities and networking activities sharing the various school experiences they have engaged in and leadership opportunities that exist at the various schools in attendance. Students were able to learn from each other and take back to their schools' initiatives that may support students in other schools.

Thank you to St Ives High School for inviting our students and hosting and to Ms Racela for accompanying students to the event.



# PRINCIPAL'S MESSAGE

## UNIVERSITY OF NSW GATEWAY WINTER PROGRAM

Our Year 12 seeking to enrol at UNSW continuing their Gateway program in the Winter Program preparing for their HSC exams and supporting them perfect personal statements and submitting their Gateway Admission Pathway application.

Gateway is a three-year program and early admission pathway for students in Years 10, 11 and 12 who attend a Gateway school. Thank you to UNSW for the incredible support and partnership you provide Plumpton High School students. This program is securing a positive future for our students enabling them to continue tertiary education in a course they display passion and commitment to.



Gateway Program  
For Years 10, 11 & 12



UNSW  
SYDNEY

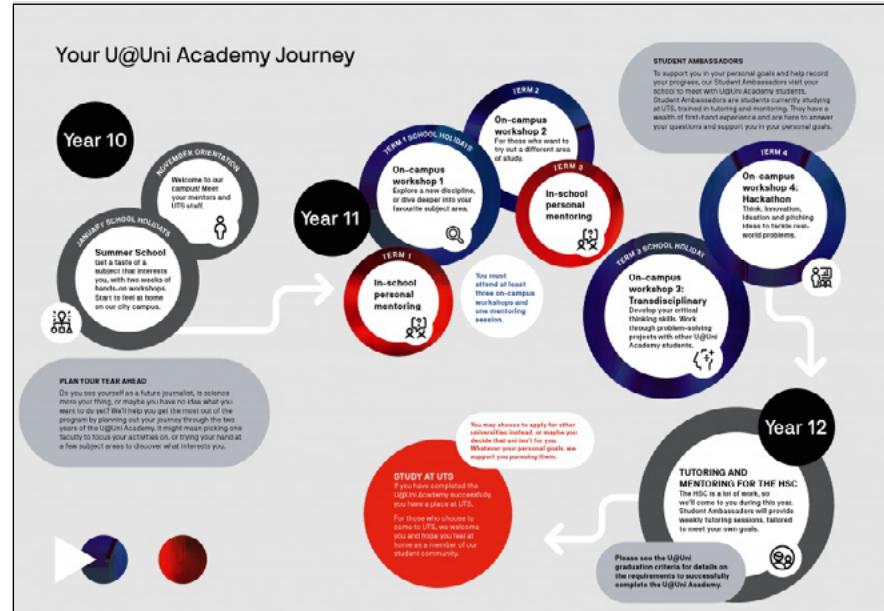
# PRINCIPAL'S MESSAGE

## UNIVERSITY OF TECHNOLOGY SYDNEY – CONGRATULATIONS UTS U@UNI 2023 PLUMPTON COHORT

Congratulations to the newly selected University of Technology Sydney – UTS U@Uni 2023 Plumpton High School Cohort. The following Year 11 students were selected: Zeinab ALASSADI, Jaron DAVID, Marissa GALEA, Anam KHAN, Judith OKEREAFOR, Ella PARKER, Kristiana RAMOS, Therese TAGRA, Leanne VIEGAS and Chelsea WEIR.

The U@Uni Academy is a two-year program for senior high school students of our U@Uni partner schools. Beginning at the end of Year 10, the Academy introduces students to the Uni experience, with tutoring and additional support to develop skills to succeed at Uni and beyond. Students who successfully complete the program will be offered a place at UTS. Below is an infographic that details the program our students will undertake on the journey to the University of Technology Sydney.

Thank you to UTS for providing this invaluable opportunity for our students to engage in, that furthers their learning journeys enabling them to chart a pathway to tertiary education and the subsequent careers that a university qualification can provide.



# PRINCIPAL'S MESSAGE

## WESTERN SYDNEY AIRPORT - ABCN FUTURE THINKERS

Year 9 students were able to participate in an ABCN Future Thinkers learning day at Western Sydney Airport. The day focussed on continuing to build the necessary skills students require to be successful in the world at and beyond school. Skill building included understanding the principles of Design Thinking, developing creative solutions to problems, confidence in coming up with solutions to problems and communicating ideas to others.

Students also explored post school education and career options linked to and associated with Western Sydney Airport. Some of the feedback from the course included:

### Student Comments:

- I have learnt that no idea is bad so just give out ideas even if you are not confident.
- I learnt how to empathise and teach others in a way that they can understand.
- I learnt how to communicate ideas and solutions.
- Thank you for helping me improve my enterprise skills.
- I would like to say thank you, they were really helpful and I appreciate their efforts immensely.
- You guys were the best mentor's ever!
- I would like to thank them so very much for being such great and supportive mentors to us and me.
- This program was engaging and was a great experience overall. I feel as if I have improved my communication skills and overall enterprise skills.

### Mentor Comments:

- I think its great opportunity and more events like this should happen.
- It's very rewarding.
- It's a session well spent to listen to student ideas.
- My colleagues should definitely volunteer as this program is well run & great to be a part of.

Thank you to ABCN and Western Sydney International Airport for providing our Plumpton Year 9 students with this incredible opportunity.



# PRINCIPAL'S MESSAGE

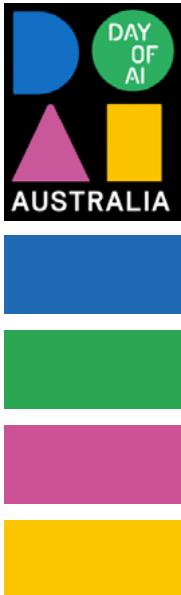
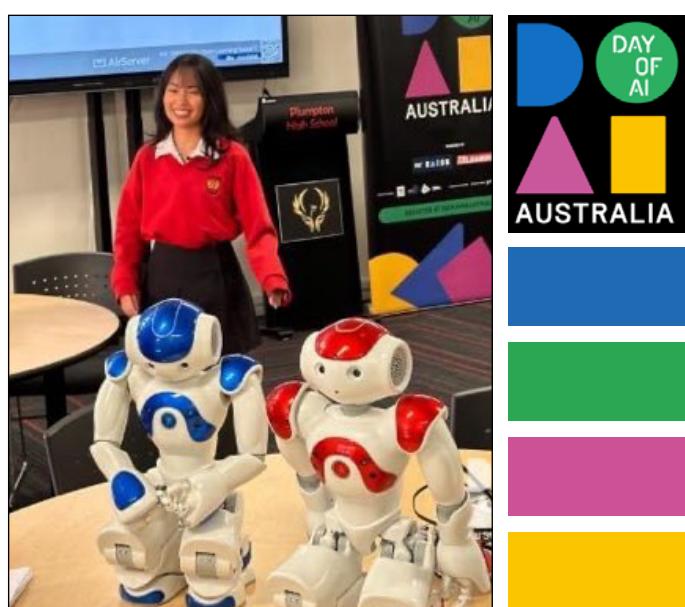
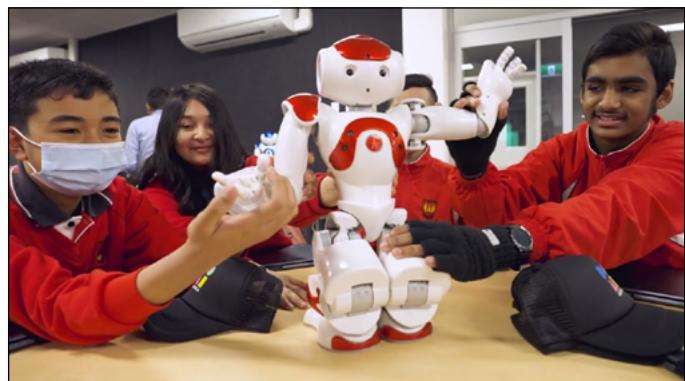
## DAY OF AI (ARTIFICIAL INTELLIGENCE)

On Thursday, 18th May 2023, stage 5 IST (Information and Software Technology) students from Plumpton High School participated in a day of creative, fun, and hands-on activities to immerse themselves in AI. Topics covered everything from the basics of AI to the design and creation of exercises using AI and understanding the benefits and potential risks.

The Day of AI has been developed by the Massachusetts Institute of Technology (MIT), i2Learning, CS in Schools and UNSW to introduce students to the knowledge and skills they need to thrive in a world that will be powered by AI.

Thank you to the TDM Foundation who brought the Day of AI to Australia and to CS in Schools who support our programs at Plumpton High School.

Last year, over 22,000 Australian students registered as part of a global movement.



# PRINCIPAL'S MESSAGE

## WESTERN SYDNEY UNIVERSITY YEAR 10 FAST FORWARD PROGRAM

Plumpton High School Year 10 High Potential Gifted Education (HPGE) students continued their WSU Fast Forward program in Week 5 this term. The Fast Forward Program has been offered at Plumpton for many years and is providing many opportunities for our students to not only continue their learning at school, but also explore post school tertiary education university options.

The WSU Fast Forward Year 10 University Days provide students with the opportunity to explore a Western Sydney University campus and engage in workshops geared towards uncovering their transferrable skills and how these are relevant to them now, in further education and their future careers! This is done through fun activities to identify their skills and put this into practice when completing challenges around the campus. This year, the theme is "Destinations Unlimited" and students were invited on Flight WSU100 to take a journey with us around the world! The day was full of fun activities, a competition (which we won), information about regions around the world, boarding passes, flight crews, Kahoots and navigation exercises.

Continuing to build skills and confidence is the focus of the program for Year 10 students. In-School Workshops identify educational goals and give students the opportunity to engage in interactive learning sessions with program staff.

The University Day for Year 10 students was centred on "Unleashing Your Unlimited Potential". Program participants explored university facilities and heard from current students who shared insights into their real-world, personal university experience. A key focus of the day was providing students an opportunity to discuss their career aspirations and discover possible study pathways to their goal.

Thank you to WSU for providing our students this highly valuable opportunity that can lead to an incredibly successful future. Thank you to Ms Avon for her ongoing work in supporting our HPGE students.



# PRINCIPAL'S MESSAGE

## INTERVIEW 2 IMPRESS PROGRAM PARTNERING WITH EVANS & PARTNERS AND ABCN

Interview 2 Impress is a half-day program designed to equip students with the practical skills needed to engage in employment options beyond school.

While most students are taught about interview preparation at school, the opportunity to explore this topic and learn from a corporate employee adds considerable value. The focus of Interview 2 Impress is to allow students to experience realistic interview scenarios in a corporate environment. The session allows students to practice the theory they learn at school by working with a mentor who provides direct and relevant feedback based on their own job interview experiences. Topics covered include effective non-verbal communication, building rapport, a typical interview structure and what sorts of questions to expect.

The following are summarised student response results which demonstrate the percentage improvement from start of the program to end. These results demonstrate that the students gained a lot from the program and their time.

Rating Area	Before i2i Rating 5-7	After i2i Rating 5-7
I understand how to prepare for a job interview.	44%	100%
I am confident to participate in a job interview.	37%	94%
I am aware of the skills that employers are looking for.	37%	100%
I understand how to answer interview questions based on my strengths and previous experiences.	37%	100%
I intend to complete Year 12.	100%	100%
I intend to undertake further education such as TAFE, university or other courses.	81%	88%
I am aware of a wide range of career options and pathways	69%	100%



### Student Comments:

- Thank you all for your time and I appreciate the help and advice you've given.
- I am very grateful and appreciative of the advice and information given to us by our mentors.
- Thank you so much for your advice and guidance, as well as extra advice and tips on ending high school.
- I learned to make sure to make a first good impression and make a welcoming impression the whole interview.
- I learned to breathe and be myself.
- I learned how to be comfortable and confident in ourselves during interviews.
- I learned that interviewers expect in candidates and how to be more aware of visual body language.
- The most useful thing I learnt was how to use my previous experiences and how to tell a story confidently.

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# PRINCIPAL'S MESSAGE

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## Mentor Comments:

- Do it! The students were able to teach me a lot about myself whilst we worked on improving their interviewing skills. I was able to look at things from a different perspective.
- Absolutely do it. You get so much out of it. I feel like I've been a part of something bigger by helping these students out.
- All the students I worked with were extremely eager to learn & improve. Across the course of the day, the student's level of confidence increased immensely.
- It is worthwhile and very humbling to help kids.
- Confidence and expectations from employers. The structure of a job interview and how to prepare for interviews.
- Do it! It stretches you as a mentor and you learn so much from the participants.
- Definitely join as it is rewarding.
- I've enjoyed learning from and about the students and their background and passions.
- I have been able to reflect on my own skills, specially mentoring.
- A stretch - forced me to think more about the interview process both from an interviewer and candidate perspective. And also took me back to being young and looking for my first role.
- I come from a similar background and felt great to be able to hopefully inspire / share my story with others.

Thank you to Evans & Partners and ABCN for supporting the learning journey of our students that contributes to their long-term success beyond school.



# PRINCIPAL'S MESSAGE

## PI DAY – CONGRATULATIONS STUDENTS

Congratulations to the top 3 students this year who have recited an incredible number of decimal places of PI during our annual PI Day recognition:

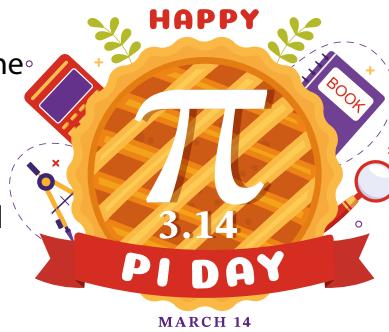


**1st Place:** Jannalyn Barbuco (Year 8) with a new Plumpton High School record **260 decimal places remembered!**

**2nd Place:** Annacemone Nashid (Year 9) with **158 decimals.**

**3rd Place:** Ysabela Marasigan (Year 8) with **142 decimals.**

Thank you to Mr. Smith and the Mathematics Faculty for running such a successful PI Day and developing student understanding of such critical mathematical concepts and formulae.



## WESTERN SYDNEY AIRPORT WSI FIRST NATIONS TAKING OFF PILOT PROGRAM

Plumpton students attended the Western Sydney International Airport First Nations Taking Off Pilot program on 2 June at the Western Sydney International Airport.

The program is designed for First Nations students who are interested in pursuing a career in the construction and airport industry. It aims to teach them about the various jobs opportunities and skills required to succeed in the roles. It has a strong focus on helping students to build networks and a sense of belonging to the airport community. Through network events and mentorship opportunities, First Nations young people will have the opportunity to connect with First Nations employees. Through the various activities, students will have the opportunity to learn about First Nations culture and history, and how this is integrated into the workplace.

Overall, the program is committed to fostering connections between First Nations young people and First Nation employees at WSI, and to providing the support and guidance they need to succeed in their chosen career path.

We would like to sincerely thank Western Sydney International Airport, ABCN and Eva for providing this incredible opportunity for our Aboriginal students.



## YEAR 10 HSIE

Year 10 HSIE students have been investigating the significance of equality in society by inquiring into the meaning of human rights and freedoms. Combined with this study is the exploration of how human wellbeing elements have been historically affected by particular events in Australia's history, including the Stolen Generations. Their investigation has enabled them to look back through history to discover the origins of the Universal Declaration of Human Rights and how to recognise examples of these in society by using Australia as a case study. This has led students to engage in critical thinking while discussing and critically analysing the impact past events have had upon how human rights and freedoms affect human wellbeing in society.



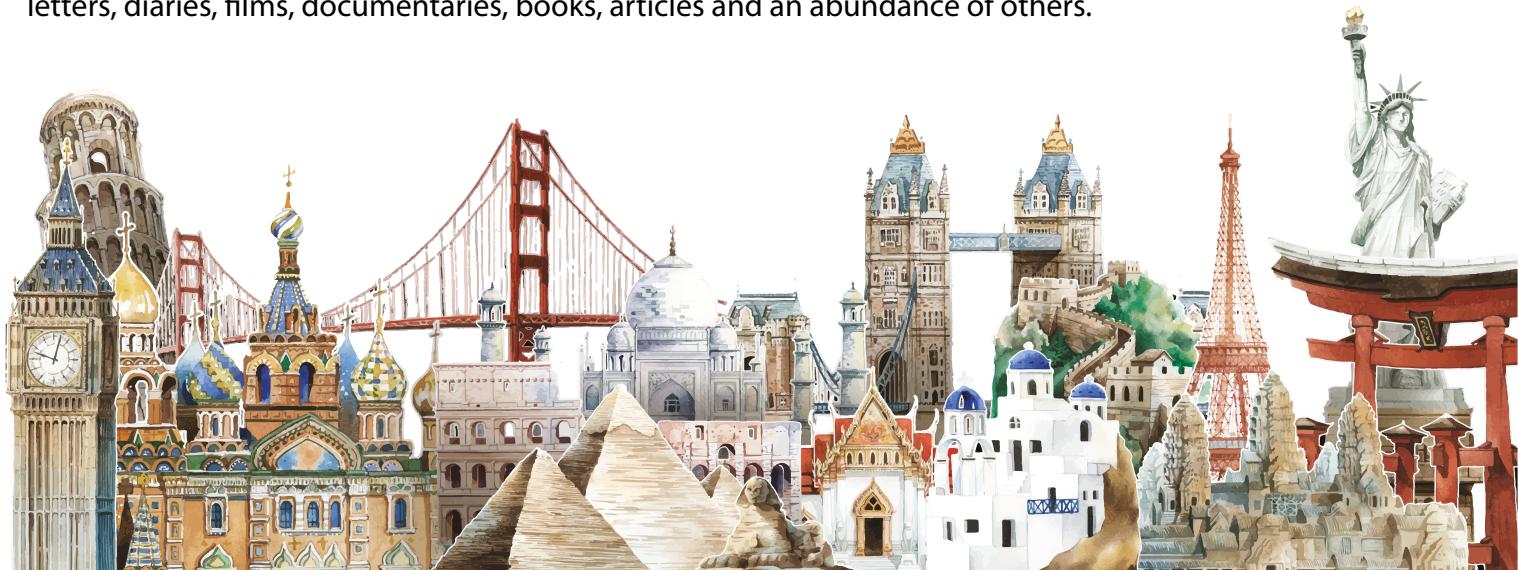
## YEAR 11 ANCIENT HISTORY

Year 11 Ancient History students have been investigating the ancient past during Term 2. Their exploration led them to a place called Wilusa and they discovered that an event may or may not have unfolded at the site of ancient Troy. They have been researching the archaeological findings found at the site and drawing conclusions about whether or not Troy was real and if the Trojan War really happened. This has seen them investigate the strategic location of Troy, the main figures involved in Homer's Iliad, as well as discussing historical views and interpretations related to the mystery.



## YEAR 11 MODERN HISTORY

Year 11 Modern History students began their exploration into the past by pursuing their historical investigation during Term 2. As part of their investigative journey students selected a topic of their choice ranging from 1750 to the present to research and create a new found understanding of how history has been recorded. They covered a range of interesting topics that comprise conspiracies, personality studies, site investigations and powerful movements that all shaped the modern world. As part of their investigation they have been collecting and analysing a range of historical sources including interviews, speeches, video footage, images, portraits, letters, diaries, films, documentaries, books, articles and an abundance of others.



# HSIE & TAS

## HSIE - AUSTRALIAN HISTORY COMPETITION

The HSIE Faculty congratulates all students who participated in the Australian History Competition to extend their application of historical skills and content. This competition saw Plumpton High School students compete against other schools across Australia. In addition to having a chance to be named a National Champion, students also had the opportunity to win \$250. Congratulations once again to all students who participated.

## AUSTRALIAN HISTORY COMPETITION



### TAS - 9/10 TIMBER CLASS

This Term Mr Honeysett's 9/10 timber class has had the opportunity to work on the woodwork lathes to create pens. These pens could be designed however the student saw fit and could be utilized in other subjects to ensure they are always packed for learning



### TAS - YEAR 12 CONSTRUCTION

The Year 12 construction class has had a busy term where they got to create and assemble the set for the school's production of Shrek the Musical. With the help of Mr Thyes and Mr Honeysett they were able to achieve this over a day and assembled all the frames together, attached the staircase and landing platform and sheeted the front and sides. This set met all the current WHS safety requirements and has made a great centre piece for the show.



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## YEAR 7 TAS

Year 7 this term were focusing on creating healthy meals for teenagers, adults or the elderly and got to pick an individual recipe they were interested in and cook it within their class. We had some amazing food come out of our kitchens and year 7 did a fantastic job!



## YEAR 12 EXPLORING EARLY CHILDHOOD

On Tuesday the 13th of June, our Year 12 Exploring Early Childhood class visited Plumpton Long Day Care as part of their Children's Services unit. Students are learning about the different services that cater for young children and families, as well as career opportunities in Early Childhood Education. Students spent the day getting a hands-on experience of an average day as an early childhood educator and what daily tasks and responsibilities they would encounter in that role. Students had the opportunity to get involved in the daycare's daily routines including serving the children lunch as well as playing 'hide and seek' and 'teachers' with the kids. Some of our students took the opportunity to network and seek out future traineeships at the centre as well. The girls had a wonderful time playing and chatting with all of the kids and hearing their wonderful stories.

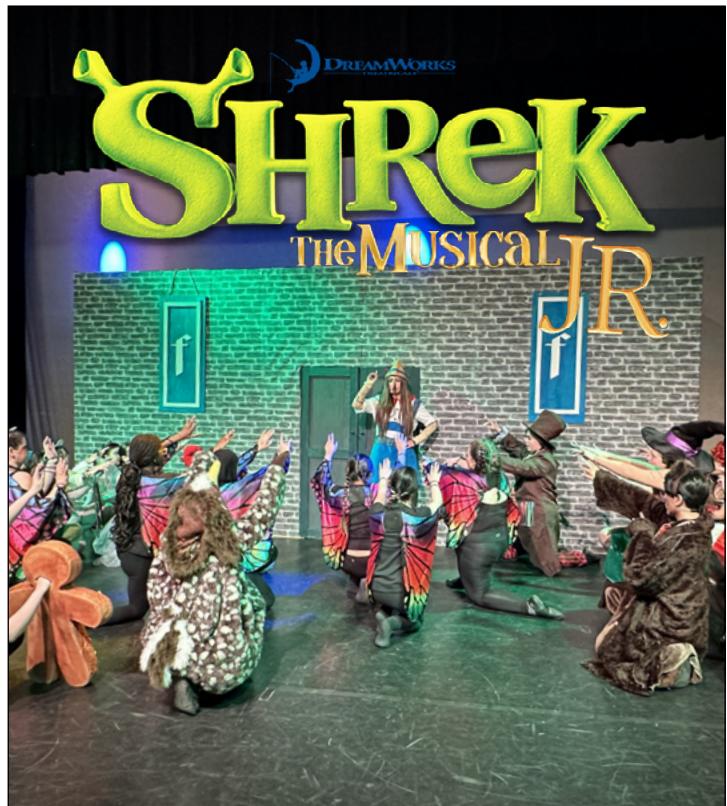


# GWS PERFORMANCES

## SHREK THE MUSICAL

For the past eighteen months, the 80 cast and crew students of Shrek: The Musical have been tirelessly working on the production to bring the audience the best show possible.

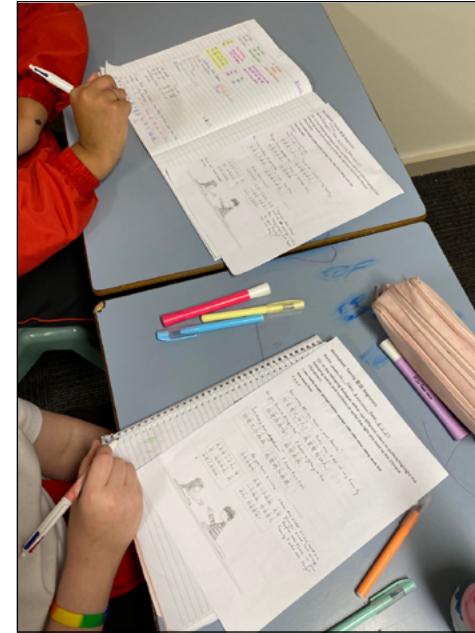
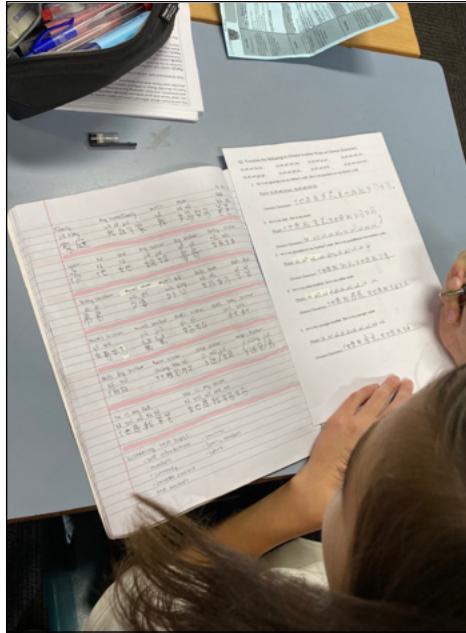
After 13 years without a major musical, this is a production that is sure to put Plumpton High School back on the map; bring your friends, family, colleagues – everyone! Performances are on Tuesday evening 7pm (Opening Night), Wednesday evening 7pm (Shrek Standby Performance), Friday evening, Saturday matinee 2pm (Understudy Show) and Saturday evening 7pm (Closing Night).



# CHINESE LANGUAGE

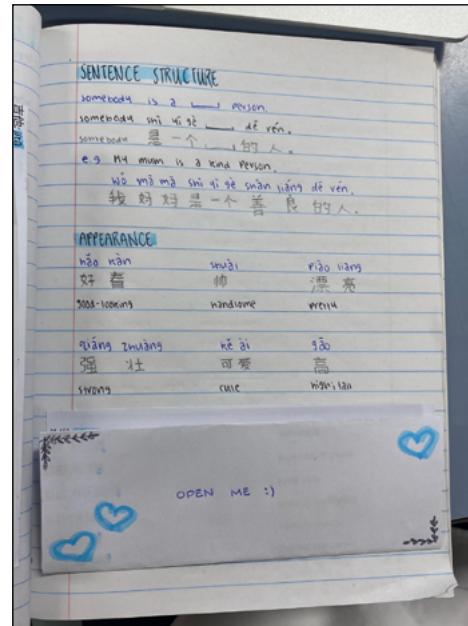
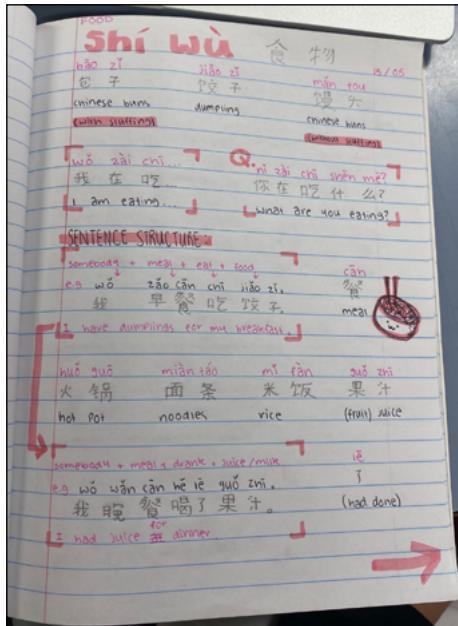
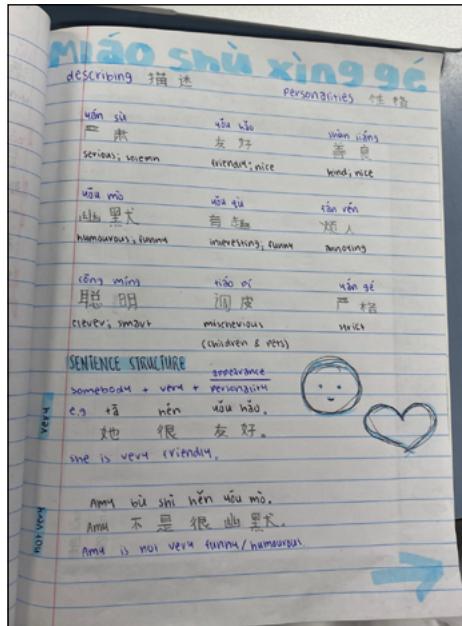
## YEAR 8 CHINESE

During Term 2, students have made significant improvement in their listening skills, exploring various topics such as seasons, colors, animals in the zoo, and sports. They actively participate in listening exercises every lesson, applying their acquired knowledge to translate spoken content from videos and interactive activities in class throughout the term. By the end of the term, the students are expected to complete a listening assessment task that demonstrates their comprehension and application of the acquired listening skills.



## YEAR 9/10 CHINESE

Throughout Term 2, the students have made progress in developing their listening skills across topics such as colours, vegetables, describing people, and leisure activities. They actively engage in listening exercises by utilizing their acquired knowledge to translate the content from videos on Education Perfect or YouTube, or practice the skills through class interactive activities. Additionally, students complete assigned tasks on Education Perfect that align with their proficiency levels, allowing them to further reinforce newly learnt sentence structures and vocabulary. By the end of the term, the students are expected to complete a listening assessment task that demonstrates their comprehension and application of the acquired listening skills.



## RING THE ALARUM BELL! SHAKESPEARE ARRIVES AT PLUMPTON

"By the pricking of my thumbs, something wicked this way comes"

On Tuesday, 13th June, Year 10 students were fortunate to bear witness as the Bell Shakespeare Players "rehearsed" their upcoming performance of one of Shakespeare's most famous plays, Macbeth.

Our students (and staff) were active participants during the Macbeth: The Rehearsal performance where they played significant roles like the wicked witches, innocent King Duncan and cautious Banquo. They also provided special effects to create the mood of the scenes and took the opportunity to ask the players their questions.

The English staff would like to commend the Year 10 students for their attentive and respectful behaviour during the production and we hope this will get you excited as we prepare to study the play in Term 3.

Most especially, thank you to the Bell Shakespeare Company for their generosity and for providing this wonderful opportunity for our students.

Here is what some of our students had to say about the production:

"The play was very interactive and immersive. They displayed the emotions of the characters very clearly through their acting. The best part of the performance to me was probably the time where the girl screamed. This was funny to me."

"The best part of the performance was how the actors really got into character. Their facial expressions, emotion and the flow of everything was perfect."

"The play (rehearsal) was planned out perfectly. The actors were extremely professional and super talented!"

"The play was extremely interesting and unique, giving an explanation of each scene with the actors interfering with the explanation which enables the new generation to understand and hook them in."

"The actors really helped break down scenes so we (the audience) could get a great understanding. My favourite part was when the 'director' would stop scenes to break down the meaning of what Macbeth said."

"It wasn't like your average play. They made it entertaining in a way that was comedic and relatable. I learned how Shakespeare would expect his actors to improvise by using context clues in the script and show it through acting."

"I learned a lot about societal views at the time (how women were seen and what people believed about witches, kings, queens). The best part of the performance was when Lady Macbeth stood up for herself as a woman in society. Especially when she said a great woman stood beside a great man, not behind him."

"It was a highly engaging rehearsal with a unique way of keeping the audience interested. I learnt that Macbeth is such a long and complex play. Even the quick and watered down version was almost an hour long. My favourite parts were the times which J.T. was acting as if he had no idea what he was doing but then started reciting Shakespeare two seconds later."



*Continued on next page* 

# ENGLISH

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"I'm glad I was there to see it. It was a fun experience and I learnt how emotion and facial expressions can change how something is perceived."

"My favourite part was seeing the teachers get involved."

"I thought that the play was a good experience and it was a chance to see good acting. I know that they were good because a lot of the time it was hard to tell if they were being real or just acting. From this play it helped us learn and understand what the play is actually about. One of my favourite scenes was the fight scene. It was very real and very well choreographed."

"It was really fun and the actors were really good and friendly. I wish they could perform more plays in the future for the school so others can watch them."

"I really enjoyed the rehearsal. It was eye-opening and the way it was set out made it easier for me to understand. What made it even more immersive was when they involved the audience by getting us to act and asking us questions. The best part was when the actor playing Macbeth was in character at the end. It showed the audience his troubled thoughts. Thank you, Bell Shakespeare."



## SYDNEY WRITER'S FESTIVAL

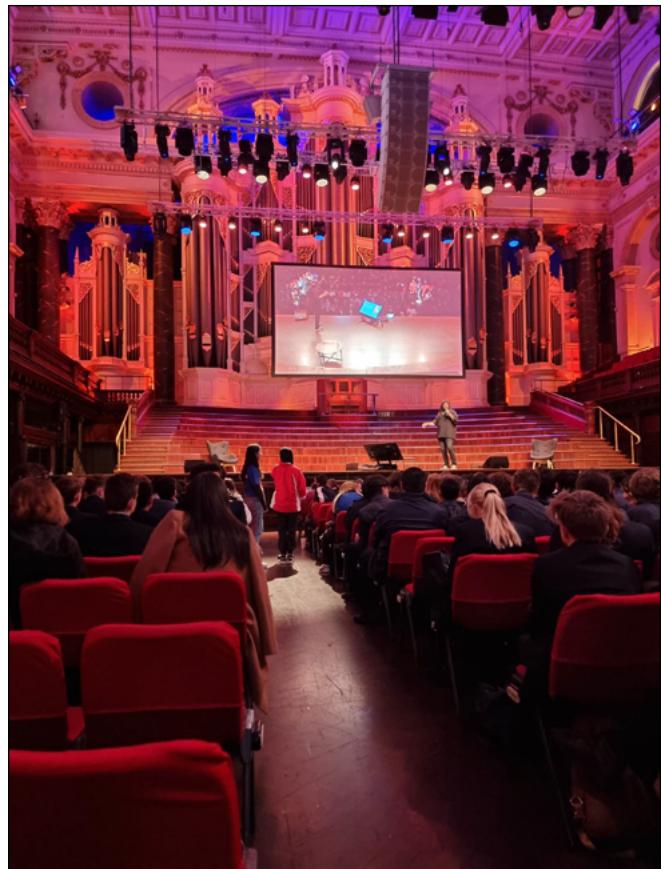
On Thursday Week 6, students from Years 10 and 11 travelled to Town Hall in the Sydney CBD to attend the Sydney Writer's Festival. We were up bright and early to freeze our fingers and toes off at Mount Druitt station before riding the train into the city. The morning session involved talks from Australian writer's Lili Wilkinson, author of 'A Hunger for Thorns', 'The Erasure Initiative' and 'After The Lights Go Out', and Jeremy Lachlan, author of the award-winning 'Jane Doe' series. Authors talked about the importance of representation and building worlds and characters based on personal experience, fears and hopes. Students enjoyed stories on the power of getting books published in socially conservative countries, so that all readers can see themselves mirrored in texts.

Lunchtime. Students explored the Queen Victoria Building, sampling a range of artisan chocolates, pastries and sandwiches before settling on KFC for lunch. Excellent healthy choices Y10 and Y11.

The afternoon session featured a talk from Jane Godwin, who tantalised with tales of her ill-fated attempts to solo-hike in the bush in the middle of the night so she could write from a more authentic perspective for her new book 'A Walk In The Dark'. We then heard a powerful talk from American Author Jason Reynolds. Reynolds is the Library of Congress' National Ambassador for Young People's literature and has won a swathe of awards for his writing, including the Carnegie Medal, the National Book Award, the Coretta Scott King Award and Newbery Medal. Reynolds spoke on his journey from growing up as an African American, facing trauma, discrimination, violence and drug issues to find his calling as an author who writes with an authentic voice. This talk was loved by all the students and left a lasting impact on all of them as young readers and writers.

Students were able to purchase books and to meet the authors, collecting signatures and chatting about their own experiences. Finally, it was time to head home and enjoy a well-deserved rest on the train. What a brilliant event.

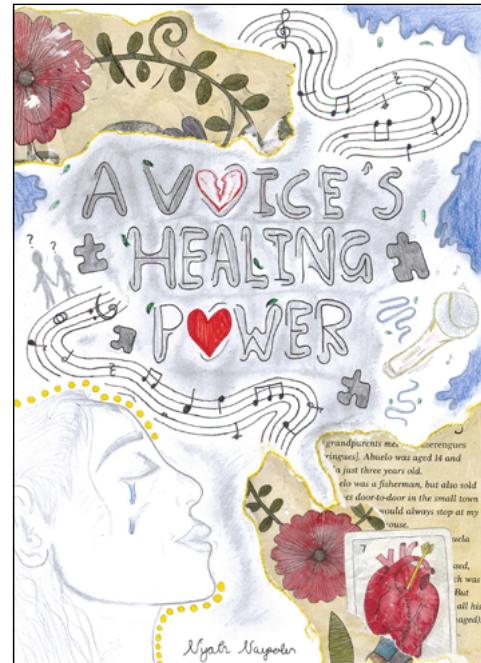
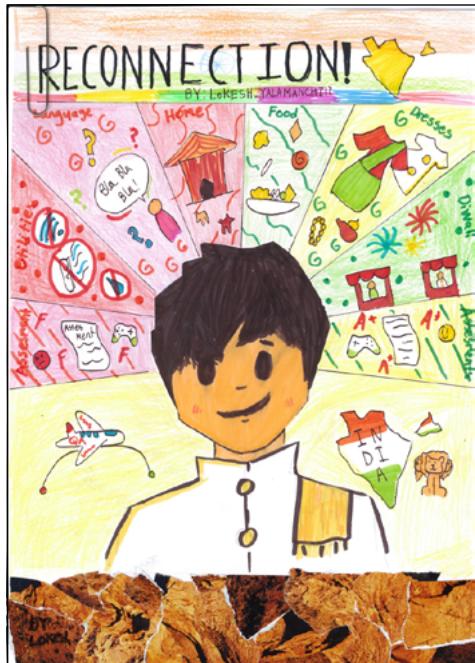
- Mr Ben Porritt



## YEAR 7 ENGLISH

Telling stories is a key part of human societies and cultures. Every culture tells stories and we socialise with other people through storytelling. This term, Year 7 used their knowledge of culture, storytelling and narrative features to compose a short story about an aspect of their own cultural background.

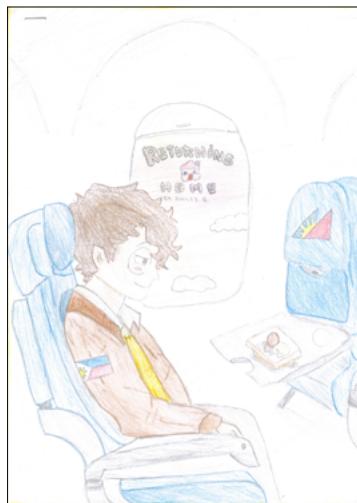
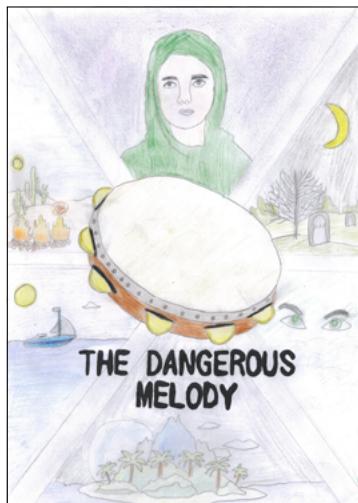
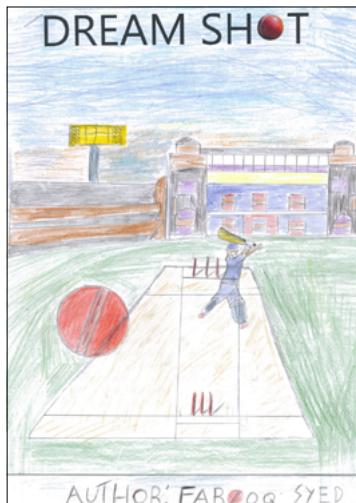
To accompany these magnificent compositions, students designed a book cover and utilised their understanding of symbols, colour, salience and vectors to convey a key message and authentic aspect of their culture. Here is a collection of some of these book covers



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# ENGLISH

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## PREMIER'S DEBATING CHALLENGE YEAR 11

Did you know that joining a debating team offers several benefits that can positively impact personal and intellectual growth? It enhances your critical thinking skills, it improves public speaking skills and it fosters teamwork and collaboration.

These lifelong skills were demonstrated by Plumpton High School's amazing Year 11 debating team who went up against Kellyville High School and Miller High School to win Round 1 and 2 of the Premier's Debating Challenge. For Round 3, our team were worthy adversaries against Sydney Boys High School but were unfortunately defeated.

Congratulations to our Plumpton High School Year 11 team:

**1st Speaker:** Epenesa Taulia • **2nd Speaker:** Kavleen Kaur • **3rd Speaker:** Bushra Iram • **4th Speaker:** Lucas Gray



## GIRLS TOUCH FOOTBALL

The Open Girls Touch Football team had a new look this year. From some incumbents from last year's team, we looked at building on some foundational skills blended with some new faces and a new approach. With an immediate move into Round 2, the team went head-to-head with Model Farms High School.

Immediately straight off the bat, the girls went straight to our structure and were able to move up the field until a few execution mistakes meant we couldn't quite get on the board. Although coming up against an experienced Model Farms team, the senior girls took charge and led some of our younger girls around the park and got them involved. Despite being down on the scoreboard, the girls were able to look sharp around the touchdown zone and score quick touchdowns back-to-back. With it being tight, the girls were up for the battle.

Unfortunately, the girls went down on the scoreboard which meant we couldn't progress to Round 3. Despite this, it was impressive to see that our senior girls were able to lead a new look team with many junior girls, around the park and show them the ropes of what may come in future campaigns. The team took touch football as another learning curve to refine their skills and are always willing to go head-to-head with the best without backing down.

**Team list:** Kerra Sita (captain), Alisa Neemia (captain), Kylah-Lee Munro-Owen, Briana Cronin, Leilani Appleby, Toryleigh Baldock-Shoobridge, Kathleen Kennedy, Fatima Bundu, Talia Villaluz, Shaliece Simpson, Rahab Elrayah, Raba Elrayah, Leti Neemia, Quiana Vaoliko-Savesi

-Mr. Tongol



## BOYS TOUCH FOOTBALL

The campaign for our Open Boys Touch Football team was again about building on last year's success and going one further. Although we've found great success in making our way to the Gala Day in three consecutive years, it was now about finding that extra jump in our step to go one further on the day.

It all started in Round 2 against Rooty Hill High School, a team we always love going to battle against. Year on year, they always produce a quality touch football side that consistently pushes us to be better. Breeding a new squad again after some big departures last year, it was now testing the waters to see where our new juniors stepping up could fit into the squad. It all pulled off instantly. Our younger boys pairing nicely with our seniors meant we could immediately shoot out to a 2-0 lead. Despite only a few training sessions under our belt, it was obvious that chemistry was already a thing. With Rooty Hill consistently pushing the envelope, we had to figure out new ways of getting into the touchdown zone; through the middle, the outside channels and through silky hands. With a very strong finish, our boys came up with a 10-6 win.

Next up, we traveled to St. Clair High School onto their back oval knowing that St. Clair always produces quality touch football players based on our past clashes at the Gala Day. With some confidence, a solid game plan and our ability to ice games when needed, again, the boys shot out to a 3-0 lead. Despite some lack of execution and misreads, our boys were still able to stay in our shapes, look at different opportunities and link up all over the park. We got to the half time break 4-1 up and we just now needed to keep adding the pressure and stay confident with and without the ball. We continued to build on that and showed what we were capable of and stayed in rhythm. Although we couldn't quite keep our foot on the gas, we came out 7-3 winners.

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We finally came back to the Gala Day where we showed really good glimpses despite not having any natural touch football players. We came up against schools like Wyndham, Castle Hill and Jamison which all presented us big challenges. At the completion of the day, we just missed the finals by one touchdown after having a mixed bag of a day. Despite not getting to our ultimate goal of going one further in our campaign, it definitely is an insight into what is yet to come for our younger boys coming through.

**Team list:** EJ Savesi (captain), Genesys Daniela (captain), Hunter Thocolich, Bailey Miller, Sanjay Mani, Sosaia Kolope, Zaydan Boyd, Archie Skinner, Devontae Va'a, VJ Sita, Jethro Tanielu, Brody Stanley, Jonathan Fabar, Tyler Leach, Lester Polinar

-Mr. Tongol



## OPENS UNIVERSITY SHIELD RUGBY LEAGUE

Year on year, we seemingly present a strong rugby league side despite being a smaller and less-well known rugby league school than other sporting schools in our area and overall district. This year was no exception. Our past years always came up short of the Grand Final despite fielding strong teams. The goal for this campaign was to get the job done regardless of who was in the jersey.

Again, debuting our younger boys eligible to play in our senior team meant our team dynamic was different. However, we understood solely that our team culture was to remain and we challenged anybody regardless of who took the field. With a brand new look forward pack and spurts of really strong talent in our back-line meant we had strike in many areas of the field; it was just about utilising the whole team and sharing the load to be one complete system, with and without the ball.

We started the day off against Wyndham College and were able to match intensity and win the middle of the field. It seemed that Wyndham was going to be our biggest challenge of the day with their large forward pack and depth in their outside backs. Regardless of who we stepped on the field against, our boys were always going to go head-to-head and try to get the job done. We trained for weeks on end to ensure that we didn't play in our end of the field and we could look sharp with the ball. However, we couldn't quite ice the game and ended up going down by one try. This took us by surprise and we vowed to come back into the second pool game and go all out.

Coming up against Evans, we knew we had to play hard and fast. There was nothing that could get in our way and we needed to get our roll on quickly. Despite getting on the board with one of the few possessions we had, we just couldn't find our rhythm. Although we were executing the big tasks like muscling up in defence, allowing our forwards to lay a platform, we again couldn't find the crispness in our passing and attack that we'd hoped for. Nevertheless, we came up 14-4 winners.

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Our last pool game came up against Mitchell High School. Based on past campaigns, we knew that they could either surprise us and take the game head on, or we could be our worst enemy. After giving some clear instructions and a strong game plan to the boys, we came out firing. It was as if a new mentality had taken over and it was make or break. Our boys got stuck into the job and it was relentless for 18 minutes straight. This was the performance we were looking for all day. Plumpton 22, Mitchell 4.

Just scraping into the top four of twelve schools by 4 points, we knew we had a job on our hands going up against the top seed of Wyndham. With them beating us at the start of the day, we knew what we had to do to win. Again, the message was the same; muscle up, don't give them an inch and believe in what we can do. The boys shook off our early lackluster performance and got stuck into work in the semi-final. Some really strong defensive reads, dominance with the ball and overall determination - quite literally with Devontae beating 5 defenders to score before the buzzer - meant we could walk into the Grand Final, 10-0 winners.

Getting to our goal of going 'one more' this year and making it into the Finals Day came true. We appeared out at the Kingsway Fields a few weeks later and versed Glenmore Park, Chifley College and a handful of Parramatta schools like Marist. This day unfortunately wasn't ours. Missing a few of our bigger boys meant we were a bit loose in our forward pack. We pride ourselves on allowing our forwards to get the upper hand so our backs could work some magic. Despite this, we walked away knowing we stayed in the fight regardless of the score-board and our team culture remained strong. Although we couldn't get the big one, we knew we took a big step in our rugby league story.

**Team list:** EJ Savesi (captain), Genesys Daniela (captain), Hunter Thocolich, Brendan Murray, Jethro Tanielu, Rhys Gibson, Dionte Etuale, Matthew Barlow, Benji Kure, VJ Sita, Elijah Nisa-Blake, James Hupton, Dylan Fowler, Brody Stanley, Zaydan Boyd, Devontae Va'a, Levi Atileo, Archie Skinner, Andrew Tauga, Jermaine Kearns

- Mr. Tongol



## OPENS UNIVERSITY SHIELD RUGBY LEAGUE

Annually, our Open Girls and Open Boys Oz-tag teams partake in the Metro All-Schools Regional Championships which sees our school go against our local arch rivals, but also other sporting schools across western Sydney.

Our girls experienced mixed results across the day; finding some success in parts of their game that are to be

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highly commended. Heart, determination and relentless pressure were a core value for the team, who demonstrated they were more than capable to mix with the most skilled teams. Despite missing the finals, the girls' effort and display of teamwork did not go unnoticed.

On the other hand, our boys team faced the likes of Jamison, Rooty Hill, Patrician Brothers and Glenmore Park. With strong teams across the board, we adopted a football mindset knowing that all the boys in our squad knew a thing or two of how to cross the white line. From creative plays behind the defensive line, attacking prowess across the park and strong defensive reads, meant we were a good look in across many other schools. We were able to find some strong wins against Glenmore Park, but more so another classic and storied win against Rooty Hill HS who we seemingly find a lot of celebration and camaraderie despite who wins.

Seeing both our girls and boys team take the field is again testament to our students who not only value sport as an avenue of achievement, but also as an opportunity to refine their skills.

It is not often that we take out large squads of students and see so much success. Great job to both teams!

**Girls team list:** Kylah-Lee Munro-Owen (captain), Toryleigh Baldock-Shoobridge, Briana Cronin, Kerra Sita, Kathleen Kennedy, Alisa Neemia, Shaliece Simpson, Chantel Casipit, Quiana Vaoliko-Savesi, Sophie Cox, Rahab Elrayah, Rabab Elrayah

**Boys team list:** EJ Savesi (captain), Genesys Daniela (captain), Hunter Thocolich, Sanjay Mani, Archie Skinner, Devontae Va'a, VJ Sita, Brody Stanley, Jethro Tanielu, Jonathan Fabar, Tyler Leach

- Ms. Parry-Ridolfo & Mr. Tongol



## NSW BASKETBALL TOURNAMENT

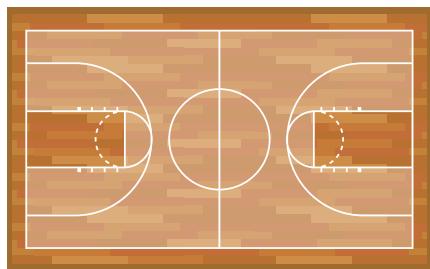
In a thrilling display of skill, determination and teamwork, students from Plumpton High School recently competed in the highly anticipated NSW Basketball Tournament. Over the course of two days, both boys and girls showcased their basketball prowess, but it was the girls' team that truly stole the show with their gutsy performance. Despite facing tough competition, these talented athletes left no stone unturned and emerged victorious in one of their matches, marking a remarkable achievement for their school.

With a fierce drive to succeed, they faced their opponents head-on, exhibiting exceptional skills and teamwork. Match after match, the girls demonstrated their unwavering dedication and love for the game. Although the results didn't always go in their favor, their commitment and perseverance remained unshaken.

**Thank you to the following girls:** Lily Fowler, Rochelle Nica Cortez, Bernadette Mercardo, Jaelyn Stirk, Moana Appleby, Leilani Appleby, Sonali Mani, Yasmin Troltsch, Kairen Atera-Chapman, Faustini Tili, Matiare Williams

This would not have been possible without the guidance and leadership of their coach, Miss Jenny Prior. Miss Prior played a pivotal role in nurturing the players' skills, instilling a sense of discipline, and fostering a winning mentality.

-Ms. Tuilaselase



## PANTHER TROPHY CUP - U14S GIRLS

On the 13th of June, Plumpton High School's Under 14s girls competed in the NRL - Panther Trophy held at Whalan Reserve, Whalan. Prior to the competition, the girls were fortunate to have Louis Musson, Managing Director and Strength and Conditioning Coach of CSP Seven Hills, run various training sessions involving contact, defense/attacking drills and the structuring of game plays.

On the day, the girls were scheduled to play four games. In Pool B, this meant that we needed to play Winmalee and Erskine Park twice. In our first game against Winmalee, Plumpton had a convincing 12-8 win. Then, in the first game against Erskine Park, strong carries from Quiana Vaoliko-Savesi, Alexi Ta'avale and Sophie Cox led to a dominant win.

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Our third game, our second against Winmalee, resulted in another Plumpton win.

However, our fourth game, against Erskine Park, was a tight contest. With Alexis needing to be replaced because of a head knock and players suffering from increasing fatigue, Plumpton lost to a much improved Erskine Park.

Having reached the final against Pool 2 winners, Rooty Hill, a tired Plumpton team lost by a try. Overall, given that most Plumpton players were from Year 7, and were giving up a significant weight advantage to the other competitors, the girls showed a great deal of courage and determination. Well done girls on a wonderful performance.

Special mention to all the girls involved in the day. Sophie Cox, Maddison Leach, Lotoa Manessa, Tiarnie Marsters, Ryley-Jane Miller, Kobe Owen, London Riki, Elizabeth, Hallie Schembri, Janaali Skinner, Miah-Jane Smith, Alexis Ta'avale, Quiana Vaoliko-Savesi, Sheilla Lui .

- Claire Riley



## KNOCK-OUT NETBALL 2023

In a thrilling showcase of skill, teamwork, and sportsmanship, students from various schools recently participated in the highly anticipated Knock-Out Netball School Competition 2023. With high hopes and unwavering determination, these talented athletes battled it out on the court. While the journey ended with mixed results, the students' gutsy performance throughout the competition showcased their resilience and determination to excel in the sport.

### **Round 1 Triumph:** Overcoming Arthur Phillip High School

The opening round of the Knock-Out Netball School Competition was filled with excitement and anticipation. The students, representing their respective schools, displayed exceptional talent and dedication in their quest for victory. One team, in particular, emerged triumphant in Round 1, defeating the formidable Arthur Phillip High School in a match that left spectators in awe.

With a combination of precise passes, strategic positioning, and relentless defence, the victorious team showcased their remarkable netball skills. Their seamless coordination and unwavering determination allowed them to outmanoeuvre their opponents, securing a hard-fought victory that propelled them further into the competition.

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## **A Bitter Loss: Battling against Model Farms High School**

Despite their Round 1 triumph, the journey for the students in the Knock-Out Netball School Competition took a challenging turn when they faced off against Model Farms High School in a closely contested match. The encounter proved to be a true test of their skills, resilience, and mental fortitude.

In a game characterised by intense competition, both teams exhibited their best skills and strategies. The students, displaying unwavering commitment and sportsmanship, fought valiantly until the final whistle. However, despite their tremendous efforts and gutsy performance, they fell short, experiencing a heart-breaking loss.

A big thank you to the players for their tremendous efforts and to the coaching staff: Miss Allison Clark, Miss Karlene Rex & Miss Tamika Rex

- Ms Tuilaselase (Sports Organiser)



## **MT DRUITT CUP - U15S RUGBY LEAGUE**

Term one is jam-packed with sporting opportunities for our students and one of the first events to take place is the Mt Druitt Cup. This is an U15s rugby league gala day, where schools within the Mt Druitt zone participate and players have the opportunity to be selected for the zone team. Therefore, players are not only playing for their school, they are trialing for a representative team.

The boys had spent the first few weeks of term training at lunch times. Our team consisted of about half who played rugby league on the weekend and the remaining students who had played in the past, or had zero experience with league. It was great to see how enthusiastic the boys were in developing their skills.

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Our first game started slow and the boys gave away possession too easily which allowed Shalvey to score first. As the game went on, we improved and were able to score an equalizer. Poor ball handling prevented us from scoring again and the game finished in a draw. Our second game was against one of the strongest teams at the gala day, Mt Druitt. The boys were not overwhelmed and actually played better than in their first game. The boys showed a lot of heart and managed to score a try against a much larger and more experienced team. However, the opposition scored in the last few minutes, with the final score being a 10-6 defeat. Despite this, the boys progressed to the finals where they met Bidwill High School. In this game, the boys made some uncharacteristic errors and poor defensive efforts which meant they went down 10-4.

The team have a lot to be proud of, mostly due to the fact that half of the team were not current league players. Special mention to the three boys who were chosen to represent the Mt Druitt zone at the Sydney West gala day: Tyler Leach, Jonathan Fabar, George Schaumkel.

Special thanks to Matthew Barlow, Rhys Gibson, Brody Stanley and Zaydan Boyd, our trainers who assisted with training sessions at school and running warm-ups and the water during the gala day.

**Team list:** Lucas Abiuso, Nabil Ali, Taratoa Atera-Chapman, Sam Cover, Jonathan Fabar, Cooper Green-Pavey, Braylen Jones, Tyler Leach, Orlando Mahe, Wesley Moala, Siakini Pinomi, George Schaumkel, Thomas Schaumkel, Kuanell Sene, Kahniel Taruia, Jay White, Levai Smith, Israel Patiole-Johnson.

- Mr Simonovski (Head Teacher PDHPE)



## SMASHED: ALCOHOL EDUCATION SEMINAR

Students in Year 9 participated in SMASHED: Live which is an Alcohol Education workshop based on the Australian National Curriculum and Australian laws around underage drinking.

SMASHED provides hard-hitting interactive education that empowers students to behave responsibly and make informed choices. Students observed the experiences of three teenage characters, exploring and reflecting on vital underage drinking themes including relationships, consent, health, safety and career aspirations.

By interacting with the characters, the students were challenged to think, what if that was me? Discussions after the performance centred around offering advice and discovering realistic ways to deal with peer pressure and where to get further support.

Nationwide, the program has been very successful, with over 165,000 young people taking part since 2018. To date, 913 performances have been delivered in 483 schools across Australia and the results are extremely positive:

- 98% of students said they are less likely to drink alcohol underage after taking part in SMASHED.
- 97% of students enjoyed the performance and workshop and 98% thought it was a good way to learn about the dangers of underage drinking.
- 100% of teachers say the program was well produced and presented and 100% say their students understand more about the dangers of underage drinking than they did before.

More information can be found on their website:

<https://www.wearegibber.com/schools/breaking-underage-drinking/>

- Mr Simonovski (Head Teacher PDHPE)

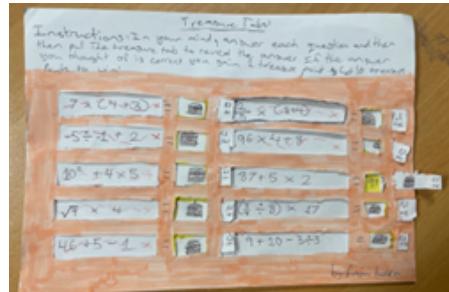


# MATHEMATICS

## MATHEMATICS TERM 2 - 2023

### YEAR 7

This term year 7 have been working hard at developing board games and puzzles that involve integers, the 6 operations and order of operations. They have also been using and developing the skills learnt whilst they inquire and discover the link between fractions, decimals and percentages and their applications in everyday life. Furthermore, students have been working toward developing their basic numeracy skills using the online learning platform Smartermaths to test their knowledge under timed examination conditions to practice answering questions in a timely manner.



percentage	fraction	decimal
30%	$\frac{3}{10}$	0.3
to go from a fraction to a percentage we can convert to a decimal first		
$\frac{3}{5}$	0.6	60%

### YEAR 8 - MONEY MATTERS

This term, the Money Matters students have been looking at the "My Dream Job" topic, discovering what their passions are and which jobs would best suit their needs and strengths through online learning platforms. Students also engaged in mock interview day where they prepared for and acted out an interview for their job that they had spent time researching and matching with their personal strengths and personality. Additionally, students have spent time researching wages and salaries, working hard to calculate a range of different pay rates including overtime and leave loading.



### YEAR 8 - EXTENSION

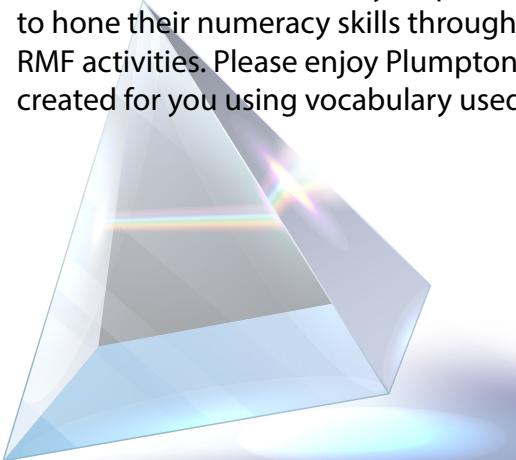
In Term 2, the students had a chance to look into the topic of Equation including solving different types of equations from one-step to three-step equations, equations with pronumerals on both sides and brackets, and solving simple quadratic equations. They have been challenging themselves by attempting Year 9 content and questions. Their ability to solve equations was assessed through completing all 3 parts of the Solving and Creating Equations Assessment Task by the end of Term 2.

$$\begin{aligned} \frac{5x - 2}{4} &= \frac{2x + 2}{2} \\ 2(5x - 2) &= 4(2x + 2) \\ \text{expand} &\qquad \qquad \text{expand} \\ 10x - 4 &= 8x + 8 \\ -8x &\qquad -8x \\ 2x - 4 &= 8 \\ +4 &\qquad +4 \\ 2x &= 12 \\ \div 2 &\qquad \div 2 \\ x &= 6 \end{aligned}$$

# MATHEMATICS

## YEAR 8

This term the concept for Year 8 was 'Plumpton Goes Vivid' and the topics taught included calculating Volume of Prisms, Rates and Ratios, and Pythagoras Theorem. They created a light box which featured an endangered Australian animal of their choice, where they demonstrated their research skills, their creativity as well as the mathematical skills they acquired in the Mathematics lessons. They continue to hone their numeracy skills through Numeracy Ninja tasks, Smarter Maths and RMF activities. Please enjoy Plumpton Goes Vivid find a word puzzle especially created for you using vocabulary used in Year 8 this term.



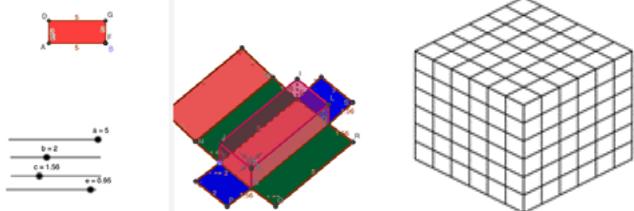
### Plumpton goes Vivid

HYPOTENUSE PFOZA  
DIAMETER GSSCALE  
DERAUQSWCETOIME  
PRISM PIMTFAHUGN  
NYHGNINIWARDALUVL  
OETHOREMIOARCA  
IZZHTEANHVYAQRR  
TILBACTECITUEAG  
CIRGIGIRAVIVRDE  
UEQOMGOGGVCCTIM  
DLDEHSSRADAPIUE  
ECTTSMLAXPELNU  
RRIJWRENNSSAYEST  
EIGASNRYSECTON  
TCBSTRYFILPMISV

area	Capacity	circle
cross	diameter	Drawing
enlargement	equivalent	height
hypotenuse	litre	metre
pi	Prism	Pythagoras
radius	Rates	Ratios
reduction	Scale	section
simplify	squared	Theorem
Vivid	Volume	

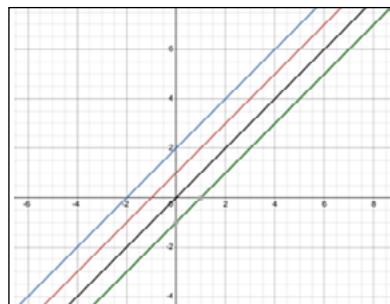
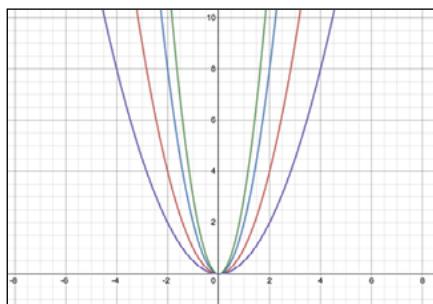
## YEAR 9 5.1

In Year 9, during this term, 9Mat Goodes, 9Mat Cowan, and 9Mat Simmons have been enhancing their understanding of Geometry, specifically surface area, volume, and similarity. To comprehend abstract concepts better, we extensively utilised online resources. Websites like Geogebra and Desmos were commonly employed to visualize three-dimensional solids, enabling students to gain a clearer perspective when dealing with related questions



## YEAR 9 5.3-5.2

In term 2, the 5.2-5.3 Mathematics students in year 9 took on the difficult task of learning about Linear and Non-Linear Relationships. Number Planes abound as x and y values were compared and relationships discovered. New understanding of gradients, intercepts and the effect of changing equations lead to new knowledge and understanding. All of this learning is in preparation for higher levels of Mathematics in year 11 and 12 so students are being challenged regularly so they may reach higher heights in future years. Our students at Plumpton were also tested on their Algebraic Techniques ability to solve Equations. Great results were obtained by students who came prepared and have dedicated themselves to their studies. We have a very good cohort of young learners going through our school at the moment as we teach future engineers, scientists and leaders.



# MATHEMATICS

## YEAR 10 5.1

In Term 2, 10Tweed, 10Lachlan, 10Nepean and 10Richmond have been studying data collection, display and analysis. 10MatTweed used the information given and followed instructions to create a stem and leaf plot on the board. We also worked collaboratively with our own authentic data. Classes gathered their own data on students' heights, and used stem and leaf plots to analyse their results for mean, median, mode and range. You can see 10Tweed's (rather messy) results here!



## YEAR 10 5.2

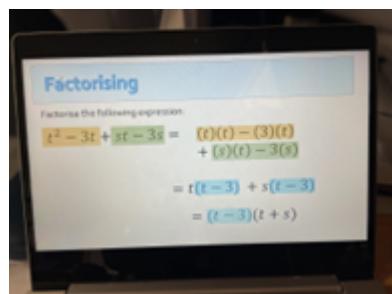
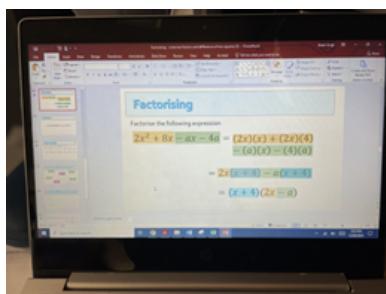
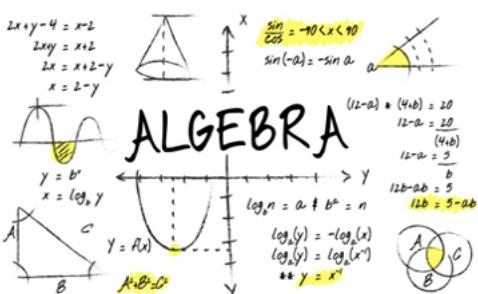
The revenue and costs of mining iron ore for Australian mining companies depends on many factors, including the quality of iron ore, the number of qualified staff, the amount of equipment, the price of iron and the depth of the iron ore in the ground. Maximising profit therefore requires the need to balance all the cost factors against the revenue. This is achieved by using a mathematical process called linear programming, which involves graphing all the various constraints as straight lines to create a feasible region on an x-y plane. The profit equation is then graphed over this feasible region to determine how maximum profit can be achieved. Such simple mathematical analysis can save mining companies millions of dollars. To make it practically understand, students of Year 10 5.2 (Clarence & Yarra) learn the following topics, Algebraic Techniques and Linear Relationships in Term 2 comprising of: simplifies algebraic fractions; expands and factorise quadratic expressions; solve linear equations using analytical and graphical techniques; Inequalities; Solve linear simultaneous equations by Substitution and Elimination; solve quadratic equations; generate and solve linear equations from worded problems and interpret the results.



# MATHEMATICS

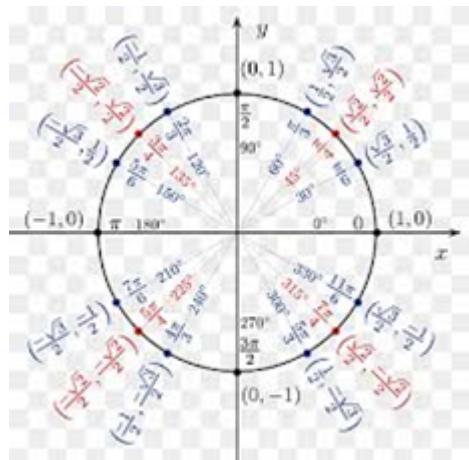
## YEAR 10 5.3

During this term, Year 10 students in Davinci and Hawk classes have been immersed in the study of linear relationships and algebraic techniques. They have actively developed their problem-solving abilities by applying algebraic techniques to quadratic equations. To reinforce their learning and enhance their skills, students have utilised Education Perfect, an online platform that provides support and practice opportunities. It has been truly inspiring to witness the enthusiasm with which students have approached solving various algebraic problems. They have not only worked independently but have also engaged in collaboration with their peers. This collaborative environment has further enriched their learning experience and fostered a sense of teamwork. We are proud of the progress made by our Year 10 students in Davinci and Hawk classes, as they have demonstrated a commendable dedication to mastering algebraic techniques and applying them to real-world scenarios.



## YEAR 11 MATHEMATICS ADVANCED

In the second term of our Advanced Mathematics class, we delved deeper into various topics. We explored graphing polynomials, absolute value functions, and other types of functions, as well as investigating asymptotes. Additionally, we tackled direct and inverse variation questions, enhancing our problem-solving skills. To comprehend and illustrate translated functions, we utilised DESMOS, a powerful tool. Subsequently, we embarked on the fascinating realm of Calculus, which examines the concept of change and the rate of change. We began by differentiating functions from first principles and gradually incorporated differentiation rules. Consequently, we were able to determine equations for tangents and normals to curves. Moreover, we acquired proficiency in the chain rule (function of a function), the product rule, and the quotient rule. Our exploration extended to Trigonometry, where we explored a variety of topics. We calculated the area of non-right-angled triangles, solved problems using bearings, and expanded our understanding of trigonometric ratios. We employed the Sine Rule and the Cosine Rule to solve for missing angles or sides. Furthermore, we applied the unit circle to derive different trigonometric ratios. As we approach the conclusion of this term, we will develop the ability to solve trigonometric equations and accurately sketch trigonometric functions. It has been an enriching journey thus far, and we look forward to further growth and exploration in the future.

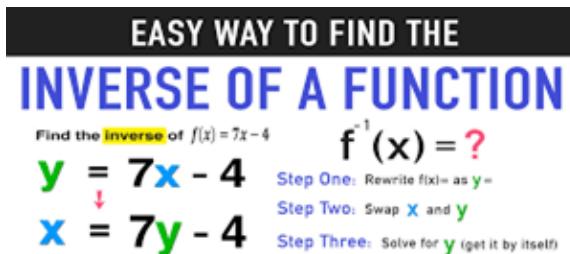
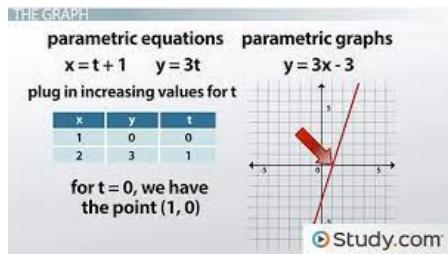


EXPLORE MATH

# MATHEMATICS

## YEAR 11 EXTENSION 1

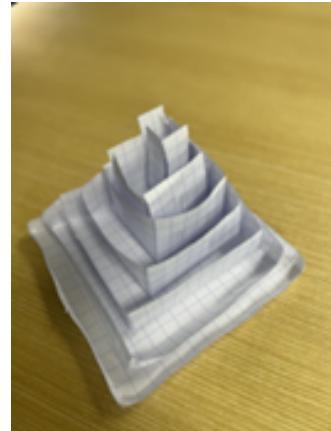
In our Extension One course this term, we embarked on a journey of mathematical exploration. We commenced by delving into the realm of inverse functions, discovering how to determine their domains and ranges, as well as mastering the art of graphing inverse functions. Continuing our mathematical odyssey, we ventured into the fascinating realm of Parametric equations, unraveling their intricacies and uncovering their applications. Next, we delved into the captivating world of the Binomial Theorem and Pascal's triangle. Utilizing Pascal's triangle, we expanded binomials and harnessed the power of the binomial theorem in combination with mathematical permutations and combinations. Our efforts were rewarded as we successfully unraveled complex questions and accurately determined coefficients, such as those associated with  $x$  to the power of 7. Building upon our achievements, we transitioned into the study of Polynomials, where we embarked upon the exciting quest of finding roots and unraveling the intricate relationships between them. This exploration promises to be a captivating endeavor as we continue to delve into the depths of polynomial analysis. Our journey in Extension One has been both intellectually stimulating and rewarding. As we progress further, we eagerly anticipate the wealth of knowledge and discoveries that lie ahead.



1								
1	1							
1	2	1						
1	3	3	1					
1	4	6	4	1				
1	5	10	10	5	1			
1	6	15	20	15	6	1		
1	7	21	35	35	21	7	1	

## YEAR 11 NUMERACY

The Year 11 Numeracy class placed its focus on Metric Relationships encompassing Length, Mass, and Capacity. Throughout the course, students were provided with opportunities to engage in measuring activities and numerical manipulations aimed at deepening their understanding of unit conversions. Additionally, students undertook practical exercises involving the measurement of various spaces within the school premises and also building paper prisms to assess the accuracy of their estimations of length, area and volume. The class found these activities enjoyable, as they contributed to the development of their capacity for mathematical concepts and their application in real-life scenarios. The acquired skills will be put to use in their forthcoming assignment titled "Around the Moon."



# MATHEMATICS

## YEAR 11 MATHEMATICS STANDARD

The Mathematics Standard class curriculum for this term focused on developing a solid understanding of fundamental mathematical concepts and their real-world applications. The key topics covered were studies involving perimeter, area, and volume calculations, as well as unit conversions related to food calories and energy consumption.

### Perimeter:

- Definition and calculation of perimeter for different shapes (e.g., rectangles, squares, triangles)
- Application of perimeter in solving real-life problems, such as fencing a garden or determining the length of a boundary

### Area:

- Computation of the area for various polygons (e.g., rectangles, squares, triangles, circles)
- Use of formulas to find the area of irregular shapes
- Application of area in practical scenarios, such as determining the amount of paint required to cover a wall

### Volume:

- Understanding and calculation of volume for solid objects (e.g., cubes, rectangular prisms, cylinders)
- Application of volume in real-life situations, such as calculating the capacity of containers or determining the amount of water in a swimming pool

### Unit Conversions:

- Conversion of units related to food calories (Calories vs. calories) and energy consumption (e.g., converting kilowatt-hours to joules)
- Understanding the importance of accurate unit conversions and their practical implications

Students were presented with problem-solving tasks related to perimeter, area, and volume in practical scenarios, such as designing a garden layout or calculating the capacity of a container. Students also actively participated in unit conversion exercises that specifically targeted food calories and energy consumption. This allowed them to understand the differences between food Calories (kcal) and calories (Cal), as well as apply unit conversions in the context of energy measurements using Kilowatt hour.

#### Power

□ Rate at which energy is generated or consumed.

□ Watt (W) is the unit of power and is equal to one joule per second.

□ Standard prefixes such as milli, kilo, mega, giga and tera are then added

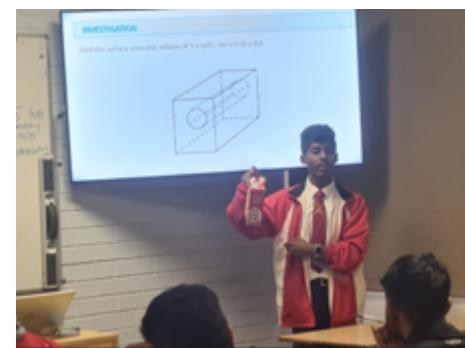
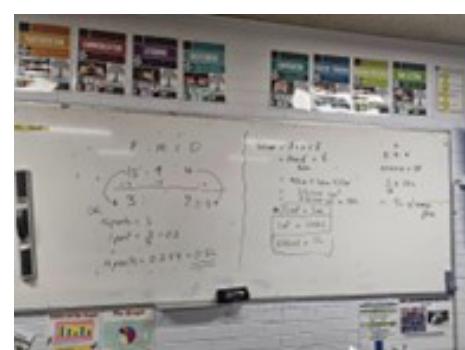
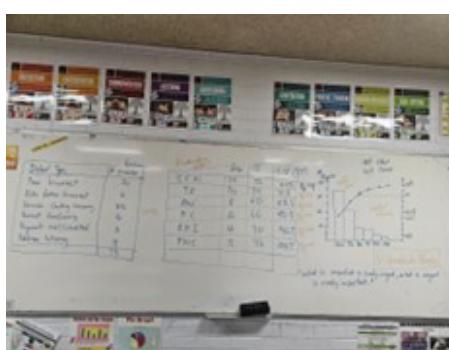
Name	Symbol	Meaning	Value	Example
Milliwatt	mW	One thousandth of a watt	$10^{-3} \text{ W}$	Small laser pointer
Watt	W	One watt	$10^0 \text{ W}$	Smartphone making a call
Kilowatt	kW	Thousand watts	$10^3 \text{ W}$	Electric heater
Megawatt	MW	Million watts	$10^6 \text{ W}$	Large diesel generator
Gigawatt	GW	Billion watts	$10^9 \text{ W}$	Very large power station
Terawatt	TW	Trillion watts	$10^{12} \text{ W}$	Worldwide nuclear power

Food energy is measured in kilojoules (kJ). If you consume a lot of food with a high kilojoule rating you may be getting more energy than you need. The excess energy is stored as fat.

$$1 \text{ Calorie (Cal)} = 4.184 \text{ kilojoules (kJ)}$$

$$1 \text{ kilojoule (kJ)} = 1000 \text{ joules (J)}$$

$$1 \text{ Calorie (Cal)} = 1 \text{ kilocalorie (kcal)} = 1000 \text{ calorie (cal)}$$

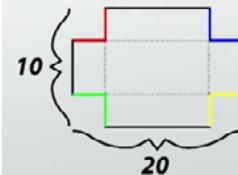


# MATHEMATICS

## YEAR 12 MATHEMATICS ADVANCED

This term Year 12 Mathematics Advanced students practiced application skills in Calculus (Differentiation and Integration) and Normal Distribution. Most of the questions they tackled were related to real life problems. They were challenged by some of the questions which lead to them displaying their collaboration and teamwork. They will also be taking their Trial assessment this term and have been exposed to HSC types questions to prepare them for it. Sample question attached for anyone who wants to give it a go.

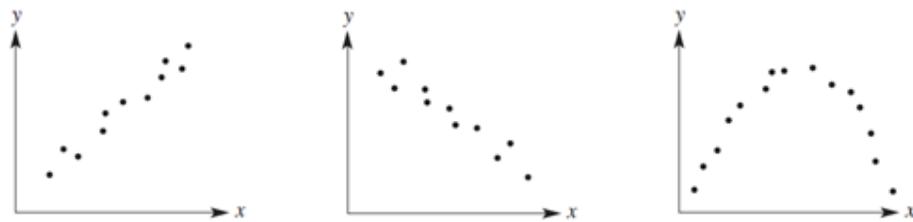
*Take a sheet of paper that is 20cm by 10cm. Cut a square from each corner and fold the sheet to make an open box. How large of a square should you cut to get the largest box volume?*



## YEAR 12 MATHEMATICS STANDARD 1

In the Year 12 Mathematics Standard 1 course, we have been investigating bivariate data using scatterplots. These graphs are used to investigate whether there is a relationship between two variables—for example, "Do students' marks suffer when they spend more time on social media?" or "Does an ice cream shop sell more as the temperature increases?"

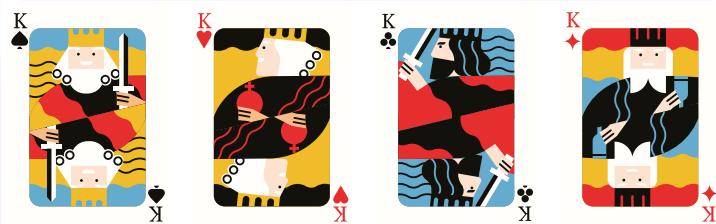
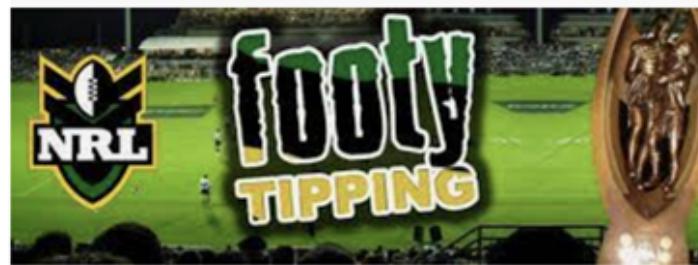
These graphs are used extensively by business, advertising, government, and many other entities. Students will come in contact with bivariate graphs later on, and will be well equipped to read and interpret them.



## YEAR 12 NUMERACY

Year 12 Numeracy students have been working on Probability experiments and investigating the real pitfalls of gambling and lotto. We have been looking at card games and the odds of winning at particular games and what makes a game fair vs unfair. Why do we play games we know are not fair? How can we design a game that could be played at a fair?

We have also continued to enhance our Numeracy skills through the lens of rugby league looking at Area of a field for the purpose of costing grass and paint. We have looked at graphs of scores in an NRL round to visually compare winners and losers. We have also looked at probability questions - like what's the probability of Penrith winning a 3rd Premiership in a row? What do you think?

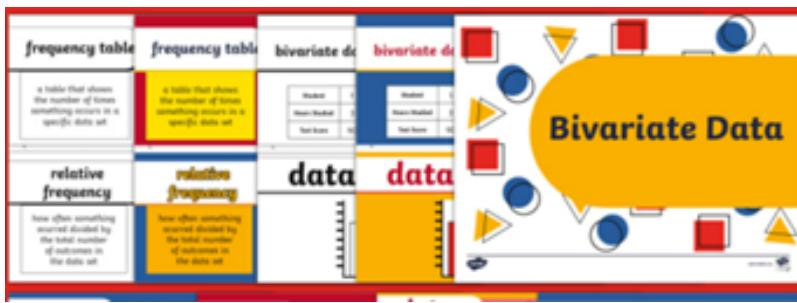
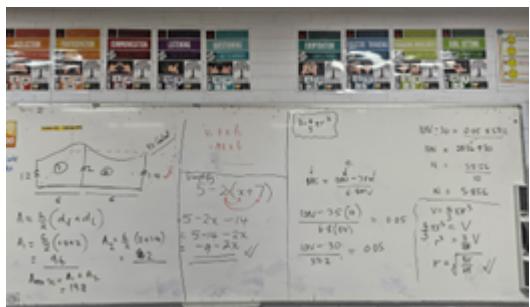
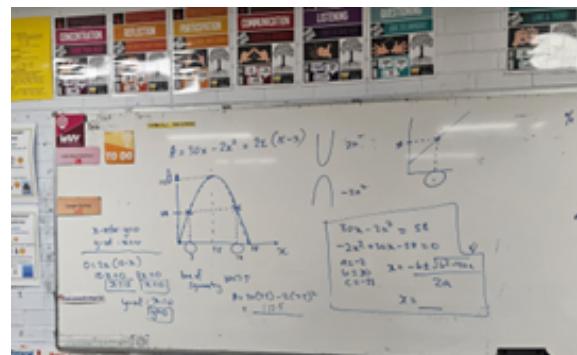
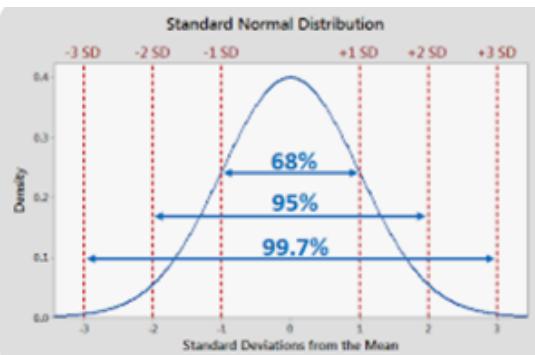
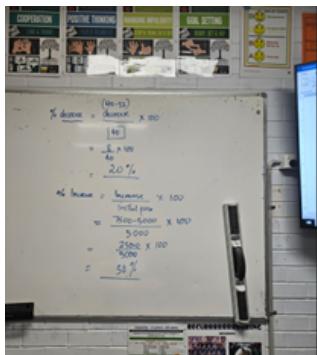


# MATHEMATICS

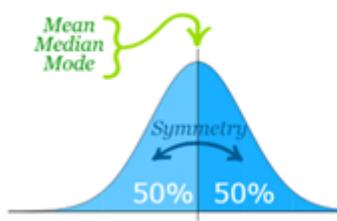
## YEAR 12 MATHEMATICS STANDARD 2

In the Year 12 Mathematics Standard 2 course, students delved into three key topics this term: Financial Mathematics, Bivariate Data, and Normal Distribution. Throughout the term, the emphasis was placed on honing problem-solving skills, particularly in the context of Higher School Certificate (HSC) type questions. Financial Mathematics is a central component of the curriculum, equipping students with practical skills for managing personal finances. Students explored concepts such as compound interest and loan repayments. By applying these principles to real-world scenarios, students gained a comprehensive understanding of financial decision-making. The study of Bivariate Data enabled students to analyze and interpret relationships between two variables. They learned how to construct and interpret scatter plots, calculate correlation coefficients, and make predictions using regression lines. By studying real-life examples, such as analysing the correlation, students developed their analytical and critical thinking abilities.

Furthermore, students engaged with the topic of Normal Distribution, which is widely applicable in various fields, including statistics and probability. They explored the characteristics of a normal distribution curve, such as mean and standard deviation, and learned to calculate probabilities associated with different ranges of values. This knowledge enabled them to make informed decisions and draw meaningful conclusions based on statistical data. Throughout their studies, students were presented with a range of challenging problems mirroring those encountered in the HSC examination. By tackling these HSC type questions, students sharpened their problem-solving skills, developed logical reasoning abilities, and gained familiarity with the exam format. Overall, the Year 12 Mathematics Standard course this term provided students with a solid foundation in Financial Mathematics, Bivariate Data analysis, and Normal Distribution. Through focused problem solving and exposure to HSC type questions, students were well-prepared to apply their mathematical knowledge and skills in practical and academic contexts, ready for HSC Trial examination.



We say the data is "normally distributed":



The Normal Distribution has:

- mean = median = mode
- symmetry about the centre
- 50% of values less than the mean and 50% greater than the mean



It is often called a "Bell Curve" because it looks like a bell.

Simple Interest	$FV = PV(1+rt)$	$FV$ = future value $PV$ = present value $r$ = annual interest rate $t$ = time in years
Compound Interest	$FV = PV(1+i)^n$	$FV$ = future value $PV$ = present value $i$ = interest rate per period $n$ = number of compounding periods

# MATHEMATICS

## MATHS TALENT DAY-10TH MAY 2023

Get ready for a thrilling adventure in the world of numbers!

Plumpton High School recently transformed into a hub of mathematical brilliance as it hosted the exhilarating Maths Talent Day in the PAC. Powered by 'The Inquisitive Minds' and their mind-bending 'Problems, Patterns, Pictures, Puzzles' Workshop, this event was a true spectacle.

Over 130 supercharged students from Year 8 and Year 9 converged upon Plumpton High School, along with their peers from four other schools. Together, they embarked on a journey through an Interactive Lesson that delved deep into the secrets of problem-solving strategies. But that was just the beginning!

Learning Mathematics got even more exciting with a gripping Hands-on Problem-Solving Competition. The atmosphere was electric as these young mathematical wizards battled it out, putting their skills to the ultimate test. It was a mind-blowing showcase of talent, allowing these bright minds to shine and connect with like-minded peers from different schools.

But it didn't stop there! Selected students from the older years, Year 11 and Year 12, took on the role of live markers, adding an extra layer of competition and speed to the event. Their expertise and lightning-fast reactions were invaluable, supporting the teachers in evaluating the students' answers.

SEC students from Year 9 and Year 10 played an integral part in making the day a resounding success. From welcoming teachers and students with respect and smile to managing the delicious sausage sizzle and serving a scrumptious lunch, their exemplary behavior and leadership skills truly shone through.

We applaud each and every student who participated in this extraordinary event! Keep pushing the boundaries of your mathematical powers, for the world awaits your brilliance!







# PHS UNIFORM

Enrolment and continuation at Plumpton High School (PHS) is in part conditional on the preparedness to abide by the school policies including those relating to school uniform requirements.

## Year 7 to Year 9 uniform

**Girls:** white PHS crested polo, black or tartan skirt, black 3/4 shorts or black pants, tartan dress, red PHS crested jumper, and black leather shoes.

**Boys:** white PHS crested polo and black shorts or pants, red PHS crested jumper, and black leather shoes.

## Year 10 to Year 12 uniform

**Girls:** white PHS crested senior blouse and tartan skirt, tartan shorts or black long pants, tartan dress PHS crested jumper, and black leather shoes.

**Boys:** white PHS crested senior shirt, black shorts or pants, red PHS crested jumper, and black leather shoes.

**Note:** Tie is optional and blazer is for prefects or other school events and will be given out when needed.

**Sports uniforms must not be worn to school. Students are to bring this in their bags and change into it when they have PDHPE or sport.**

**Uniform detentions may occur for students out of uniform.**

**If a student is out of uniform for a short period they need to see the office with a note or phone call from home and get a green uniform note.**

**All black pants and shorts must be plain black with no stripes.**

**Non-uniform items include: Tights, short shorts, denim, and any other jumpers and must not be worn.**

**(please note during the COVID 19 lockdown uniform was hard to get we now have stock so plain black and plain red jumpers are no longer uniform)**

**For inquiries please do not hesitate to contact our Wellbeing Head Teacher, Mrs. Claire Leihn on 9625 7020 or email her at [Claire.Leihn@det.nsw.edu.au](mailto:Claire.Leihn@det.nsw.edu.au).**



## Plumpton High School Procedures Reminders

**What do I do if I need to pick my child up early or if they have an appointment and will return?**

- Give my child a note with the time they need to leave and ask them to go to the office preferably first thing in the morning to get an early leavers pass.

or

- Call the office at the earliest convenience and advise them of the time and they will pass on the early leavers to the student

- Ask the student to go to the office at the time they need to leave by showing the teacher the early leavers note.

- If they are returning the office will put in a timed absence and when the student returns they need to inform the office they are back and then return to class.

**What do I need to do if my child doesn't have the correct uniform?**

- Write a note which lists the item of clothing you are missing, ask them to take the note to the office, and get a green uniform slip.

or

- Ring the office and explain the items of clothing which are missing and the office ladies will pass on a green uniform slip.

- Ensure that the child is wearing school appropriate clothing

- Ensure the correct uniform is out back on asap, if you need help to access the uniform please contact the office for a student assistance form.

**What do I do if my child is absent?**

- Call the office and inform them that my child is absent and this will be entered as an explained absence.

- When my child returns to school ask them to bring in a signed note which explains the absence to the front office.

- Use the Sentral App to explain the absence.

**What does my child do if they are sick at school?**

- Ask their teacher for a note to go to the sickbay

- Sickbay will assess the student and will do the following:

1. Contact parents/guardians to organise students to go home

2. In emergencies, arrange for an ambulance to take the student to school

**Making a payment to the school**

- Payments need to be made before school or at lunch (payments close at the end of lunch 2)

- Payments can also be made online(via the make a payment section on the website homepage) or over the phone

- EFTPOS or cash are both accepted

**Any questions please contact the office 96257020 or email: [plumpton-h.school@det.nsw.edu.au](mailto:plumpton-h.school@det.nsw.edu.au)**

# ATTENDANCE

## Attendance Updates Via E-mail & SMS

Dear Parents / Carers,



School success starts with attendance

If you would like to develop an email link with our Head Teacher Administration, Ms Catterall regarding your child's ATTENDANCE at Plumpton High School, please just send her an email at:

[deborah-jane.catterall@det.nsw.edu.au](mailto:deborah-jane.catterall@det.nsw.edu.au)

The email should state the following: your name (first & last name), your child's name (first and last name) and what year they are in. She will then add you to her Parent/ Carer contact list. This will enable her to send you a graphic displaying your child's attendance record for the term. The graphic will be sent as an email attachment (Word file). This will be a quick form of communication if she has any attendance concerns regarding your child.

In 2013, the school has introduced a new attendance tracking system, that has removed the need for paper rolls and runners to collect the rolls. Teachers are now marking rolls electronically in class, giving the school instant data on student attendance in class (as shown below). The new system has been an instant success giving all staff access to an excellent attendance profile of all students, so that any concerning patterns of attendance can be addressed promptly. Remember that there is a very close relationship between high attendance and student success. To encourage students to set high standards for attendance, 3 awards will again be presented at Presentation Day & Graduation in 2020: Gold, Silver & Bronze Attendance Awards.

## SMS Notifications

Since 2016 you would have been receiving SMS notifications if your child is either absent from school or late to school. Please reply to these SMS notifications promptly so that your child's attendance record can be updated. If the school does not have your most recent **mobile number**, could you please contact the school on 9625 7020 and request a '**Change/Update of Details Form**'



# UNIFORM

## UNIFORM AT PLUMPTON HIGH SCHOOL

Enrolment and continuation at Plumpton High School (PHS) is in part conditional on the preparedness to abide by the school policies including those relating to school uniform requirements.

### Year 7 to Year 9 Uniform

**Girls:** white PHS crested polo, black skirt, black 3/4 shorts or black pants, red PHS crested jumper and black leather shoes, white ankle socks or black stockings.

**Boys:** white PHS crested polo and black shorts or pants, red PHS crested jumper, white ankle socks and black leather shoes.

### Year 10 to Year 12 Uniform

**Girls:** white PHS crested senior blouse and tartan skirt, shorts or black long pants, PHS crested jumper, white ankle socks or black stockings and black leather shoes.

**Boys:** white PHS crested senior shirt, black shorts or pants, red PHS crested jumper, white ankle socks and black leather shoes.

All black pants and shorts must be plain black with no stripes. Tights, short shorts, denim and any other jumpers are not school uniform and must not be worn. Sport uniform must not be worn to school. Students are to bring this in their bags and change into it when they have PDHPE or sport.

Uniform detentions may occur for students out of uniform.

### REMINDER:

Students are expected to:

1. Wear correct uniform
2. If out of uniform for some reason bring a note from home and see the office for a uniform note which gives permission to be out of uniform for the day.
3. Show the teachers if asked for the note for permission to be out of uniform.
4. Get the correct uniform as quickly as possible
5. Get a student assistance if needed to get uniform from the front office

Reminder we are working hard to ensure all students are in correct uniform from the start of 2021 including black leather shoes for WHS reasons.

The Uniform shop is being restocked and is open Tuesday 8:00am-12:00pm and Thursday 11:00-3:00pm with school holiday dates being published soon.

Please remember any issues getting uniform or for uniform assistance contact:

**HT Wellbeing Mrs Claire Leihn on 96257020 or [claire.leihn@det.nsw.edu.au](mailto:claire.leihn@det.nsw.edu.au)**



# BEING THE BEST WE CAN BE



## Our School Expectations:

- ✓ Be Safe
- ✓ Be Respectful
- ✓ Be a Learner

## We want our students to be:

- ✓ Great Learners
- ✓ Responsible, Productive Citizens
- ✓ Leaders Now and in the Future
- ✓ Kind and Respectful to ALL Others

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### Can I answer YES to these questions?:

- ✓ Am I in the right place?
- ✓ Am I doing the right thing?
- ✓ Am I being fair?
- ✓ Am I being helpful?
- ✓ Am I being kind?



## ALL ACTIONS HAVE CONSEQUENCES

At Plumpton High School, we understand that all actions have consequences. As a school, we work together in peaceful, helpful and kind ways so that the consequences of our actions are positive ones. There are many rewards for working together in such a way, including:

- Feeling good about ourselves and others
- Enjoying our lives at school
- Being able to participate in great learning and many school activities
- Being acknowledged for our work with merit certificates and other awards
- Being involved in leadership activities
- Being successful in our learning

Sadly, it happens that people sometimes lose their way and forget their responsibilities to themselves and to others in our school community. We have to make sure we have good systems in place to prevent such things from negatively affecting our lives at school and our learning. Some of the consequences for people behaving badly include:

- Warnings and action by your teacher if you fail to meet the behaviour standards.
- Referral to the head teacher for action if the problem persists.

## ACHIEVING HIGH BEHAVIOUR STANDARDS TOGETHER

We all have a shared responsibility to help the learning and wellbeing of the large majority of students. To do this we need to re-establish our standards in a number of focus areas.

It must be clearly understood that there will be consequences for people who fail to meet the behaviour standards outlined in the document.

We cannot accept behaviours which impact negatively on our school learning environment. We each have a responsibility to be the best learners, citizens, and leaders we can be. We must respect the wellbeing of others and the learning of others



# BEHAVIOUR EXPECTATIONS

	Be Safe	Be Respectful	Be a Learner
<b>Common Areas</b>	<ul style="list-style-type: none"> <li>● I wear school uniform.</li> <li>● I walk at school.</li> <li>● I keep my hands and feet to myself.</li> <li>● I report any problems.</li> <li>● I stay where I am supposed to be (in class during lesson or in bounds during lunch.)</li> </ul>	<ul style="list-style-type: none"> <li>● I say no to bullying.</li> <li>● I follow teachers' instructions.</li> <li>● I speak politely and use appropriate language.</li> <li>● I put my rubbish in the bin.</li> <li>● I leave banned items at home.</li> <li>● I keep the school vandalism and graffiti free.</li> </ul>	<ul style="list-style-type: none"> <li>● I say no to bullying.</li> <li>● I follow teachers' instructions.</li> <li>● I speak politely and use appropriate language.</li> <li>● I put my rubbish in the bin.</li> <li>● I leave banned items at home.</li> <li>● I keep the school vandalism and graffiti free</li> </ul>
<b>Class</b>	<ul style="list-style-type: none"> <li>● I ask permission to leave my seat/class.</li> <li>● I sit on my seat properly.</li> <li>● I sit at my desk properly.</li> <li>● I follow the safety procedures of the class.</li> </ul>	<ul style="list-style-type: none"> <li>● I listen to the person who is speaking to the class.</li> <li>● I put my hand up and wait silently to speak.</li> <li>● I take my hat off when I enter the room.</li> <li>● I am accepting of the opinions and contributions of others.</li> </ul>	<ul style="list-style-type: none"> <li>● I do my class work to the best of my ability.</li> <li>● I bring the equipment needed for each lesson.</li> </ul>
<b>Playground</b>	<ul style="list-style-type: none"> <li>● I stay inbounds.</li> <li>● I act and play safely.</li> <li>● I report any dangerous or damaged equipment.</li> <li>● I report strangers to a teacher.</li> </ul>	<ul style="list-style-type: none"> <li>● I wait my turn at the canteen.</li> <li>● I start walking to class when the bell goes.</li> <li>● I put my rubbish in the bins.</li> </ul>	<ul style="list-style-type: none"> <li>● I use the toilets during breaks rather than during class.</li> <li>● I use lunchtime effectively by having something to eat, talking to friends, playing a game, visiting the library or seeing a teacher.</li> </ul>
<b>Hallways</b>	<ul style="list-style-type: none"> <li>● I stay to the left when walking.</li> <li>● I line up as directed by my teacher.</li> <li>● I use the banisters for my hands.</li> <li>● I carry my bag safely so it won't hit into others.</li> </ul>	<ul style="list-style-type: none"> <li>● I walk quietly so others can continue learning.</li> <li>● I stand and wait until instructed to enter the room.</li> <li>● I enter and exit classrooms without pushing.</li> </ul>	<ul style="list-style-type: none"> <li>● I move to class quickly.</li> <li>● I encourage other students to get to class.</li> <li>● I show that I know how to go from class to class.</li> <li>● I have a permission note if I am out of class.</li> </ul>
<b>Toilets</b>	<ul style="list-style-type: none"> <li>● I wash my hands after using the toilets.</li> <li>● I keep the toilet facilities clean.</li> </ul>	<ul style="list-style-type: none"> <li>● I use the toilets correctly.</li> <li>● I save water by turning off the tap.</li> </ul>	<ul style="list-style-type: none"> <li>● I use the toilets during lunch times.</li> <li>● I have a permission note if I go to the toilets during class time.</li> </ul>
<b>Bus Bay/ Bus</b>	<ul style="list-style-type: none"> <li>● I wait patiently for the bus.</li> <li>● I stay behind the green fence while I wait for the bus.</li> <li>● I get on and off the bus without pushing.</li> <li>● I keep myself and my belongings inside the bus.</li> </ul>	<ul style="list-style-type: none"> <li>● I line up when I see my bus approaching.</li> <li>● I speak politely to the bus driver and other passengers.</li> </ul>	<ul style="list-style-type: none"> <li>● I model the right behaviour on the bus.</li> <li>● I have my bus pass and T-Card.</li> </ul>
<b>Formal Exams</b>	<ul style="list-style-type: none"> <li>● I sit properly on my chair.</li> <li>● I sit properly at my table.</li> <li>● I walk carefully to my table.</li> </ul>	<ul style="list-style-type: none"> <li>● I am silent.</li> <li>● I put my hand up and wait silently to ask a question.</li> <li>● I face the front.</li> <li>● I listen to instructions.</li> <li>● I sit where I am asked.</li> <li>● I leave banned items at home.</li> </ul>	<ul style="list-style-type: none"> <li>● I do my best and attempt every question.</li> <li>● I bring the necessary equipment.</li> <li>● I keep my eyes on my own work.</li> <li>● I allow others to concentrate.</li> </ul>
<b>Assemblies</b>	<ul style="list-style-type: none"> <li>● I enter &amp; exit in an organised manner.</li> <li>● I sit appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>● I am quiet throughout the assembly.</li> <li>● I listen to all announcements.</li> <li>● I act as a mature audience member.</li> <li>● I congratulate the achievements of others appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>● I think about what is presented at the assembly.</li> </ul>
<b>Free Periods</b>	<ul style="list-style-type: none"> <li>● I remain seated in the appropriate area.</li> </ul>	<ul style="list-style-type: none"> <li>● I am respectful of classes by sitting quietly.</li> </ul>	<ul style="list-style-type: none"> <li>● I use the time to complete all homework or study.</li> </ul>



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Skoolbag A small icon of a yellow and blue school backpack.