



PLUMPTON HIGH SCHOOL

TERM 2 | ISSUE 56 | JULY 2025

PRINCIPAL'S MESSAGE

Dear students, parents/carers, business partners and community,

On behalf of the Plumpton High School community, I would like to extend my sincere thanks and gratitude to all staff, students, and business partners for the outstanding contributions made during Term 2 of 2025. Our shared dedication to ensuring that our students thrive both in school and beyond is clearly reflected in the events and achievements we celebrate this term. Once again, our students and staff have proven that excellence is within reach as we have established high-quality frameworks in teaching, learning, wellbeing, leadership, and partnerships that prioritise our students and staff.

This term, our students have excelled in the Creative and Performing Arts, achieving notable successes including wins in the NSW Sharp Short Theatre competition, a 3rd place finish in the NSW Shakespeare Carnival, and Ewen Neoh's selection as a NSW Featured Drama Ensemble Artist for the 2025 Schools Spectacular. Our Taiko Ensemble and other performers showcased their talents at the Blacktown City Council Streets Alive event, and Year 11 students attended the NSW Drama Camp in Newcastle, culminating in our wonderful Music Night. Congratulations to the CAPA team!

We have also made strides in building capacity across various schools on behalf of the Department, including presenting on NSW EduChat with Cameron Honeysett to a cross-sectoral group at UTS. Our ongoing support for schools in implementing their Career Path Planning processes highlights the valuable work we conduct through our Futures Centre and other interconnected frameworks, including SEC, House, and Wellbeing Teams. Thank you to the Futures, SEC, House, and Wellbeing Teams, as well as our corporate business partners and mentors.

Our SEC received recognition from The Blacktown Ponds Lions Club, which awarded us a Community Service Award for Outstanding Service to Lions and the Community. Additionally, Therese Tagra (Alumni 2024) was honoured for her exemplary community service in establishing our Leo Club and facilitating collaboration between the Lions Club and Plumpton High School for joint community projects.

In academics, our Plumpton Mathematics Faculty and students excelled, with 66 students participating in the Bebras Mathematics International Competition. Among them, 6 students earned High Distinction at the HPGE Primary level, 1 received a Distinction, 6 earned Credit awards, 22 received Merit awards, and 31 were recognised with Participation Awards.

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PRINCIPAL'S MESSAGE

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Furthermore, 120 students from 7-10 Da Vinci classes competed in the Australian Geography Competition, showcasing the HSIE team's commitment to providing enriching opportunities for our students.

Congratulations to Annacemone Nashid, who was selected for the NSW CHS Debating team, and to Alice Dixon and Jazmine Matthews for their support in developing Annacemone's skills, as well as for fostering a robust HPGE Public Speaking and Debating program that has empowered other students to excel.

University partnerships continued strongly in Term 2 with our Year 11 and 12 students involved in the UNSW Gateway program, Year 11 commencing their UTS U@Uni program and Year 12 concreting their university courses, WSU Fast Forward and Pasifika Achievement to Higher Education (PATHE) programs as well as University of Sydney Future Students

Thank you to our dedicated Year 12 teachers for their tireless efforts in preparing the HSC 2025 Cohort for their Trials during the last two weeks of the term, and for their unwavering support in helping students reach their full potential. Our Year 11 Exploring Early Childhood students also had the opportunity to return to Plumpton Public School to share the storybooks they created, inspired by the ideas and dreams of the Kindy and Year 1 students they engaged with earlier this term.

The Year 10 Subject Selection process has been a remarkable success, allowing students to access a diverse array of subjects across all disciplines, ensuring they can thrive in Year 11 and 12 with our high-quality teaching. We take immense pride in the culture we've cultivated over the past decade. Our gratitude extends to UTS, UNSW, USYD, Macquarie University, ACU, WSU, NIDA, and other business partners such as TAFE, Asuria, ABCN, The Beacon Foundation, and United Way for their continuous support at our Careers Market and pathways programs.

Our Corporate Mentoring framework and business partnerships have continued to flourish this term, with mentors and mentees meeting three times either on site, at school or online to support our Year 11 and 12 students. This initiative aids students in goal setting, maintaining focus, and receiving overall mentoring/coaching that will guide them toward meaningful post-school opportunities, whether in medicine, aviation, engineering, architecture, nursing, construction, or entrepreneurship. We greatly appreciate our corporate mentors for their passion, commitment and expertise.

Congratulations to our sporting teams for their achievements, with Plumpton winning both the Zone Athletics and Cross-Country Carnival titles for 2025, and many teams reaching new heights in various State Knockout and other competitions.

Our Duke of Edinburgh International Award Framework remains strong, with 220 students engaged in Bronze, 54 in Silver, and 36 in Gold. We continue to support the NSW and National Offices, the NSW Department of Education, and other schools in developing their programs. Special congratulations to Liam, Tahlia, Alyssa, Tamika, Anis, and Ugochi for their exceptional contributions in this area. A big thank you to all staff who participated in the two Adventurous Journeys this term, and to the NSW and National Duke of Edinburgh offices for supporting our students in accessing this valuable internationally recognised credential.

Thank you for your valued contribution in continuing to build our Plumpton High School Community that sees our students leave this place to make a positive contribution as global citizens and leaders of tomorrow. This is only possible as we continue to maintain the same rate of change as that in the world beyond school that enables our students to successfully integrate into that world as they have the necessary skills, confidence and capacity.

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Tim Lloyd
Principal

PRINCIPAL'S MESSAGE

NSW CHAMPIONS SHARP SHORT THEATRE FESTIVAL

Congratulations to Tyrese Arriaga and Plumpton High School drama students for taking out first prize Best Script and Audience Vote in the NSW Sharp Short Theatre Festival Competition Final at the Riverside Theatre Parramatta. Tyrese's self-devised play "Life, Death and Wedding Bells" was a knockout. Well done to all the cast for fabulous performances. This is the first time Plumpton High School has entered the prestigious competition against students from all school sectors across NSW.

Students created this work in their own time over the past 6 weeks. Tyrese has written, directed, cast and designed the props. Cast included: Tyrese, Jayden, Jacinta, Jeanpier, Allana, Noah, Jessica, Angela, Charlotte, Jaxon-Thomas, Jordan, Holleigh, Evelyn, Shivani, Ewen and Armin. Plumpton High School's Drama Program forms part of the High Potential and Gifted Education (HPGE) curriculum areas at the school. Congratulations also to Shivani and Jeanpier who undertook the role of MCs during the final.

Sharp Short Theatre is a chance for young writers, directors and performers to showcase their stories on Riverside's stage and learn from industry mentors.

All entries perform in a heat. The best pieces are invited to perform in the final where students are awarded prizes in categories including best script, best direction, best performance, audience vote and best overall production. Plays come from all theatrical genres including comedy, documentary, suspense, period, drama and fantasy, giving students a chance to play to their strengths and interests and let their imaginations run wild!

Entries must be written and directed by students (18 years and under) and can be up to a maximum of 10 minutes in duration. Entries must be submitted by a producer, for example, a parent, teacher or responsible adult.

Prizes are designed to help further develop the winner's talents and are from some of the best theatre companies in Australia. Previous prizes have included opportunities from Riverside's National Theatre of Parramatta, Australian Theatre for Young People, Belvoir, Currency Press, Playwave, Shopfront Arts Coop, Sydney Opera House and Sydney Theatre Company.

Thank you to Ms Marashian one of our incredible drama teachers for supporting our students and building their capacity to a level of excellence as playwrights, actors, costume and set designers and giving up her weekends and nights.



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PRINCIPAL'S MESSAGE

CONGRATULATIONS ANNACEMONE NATIONAL SCHOOLS DEBATING CHAMPIONSHIP - AUSTRALIAN CHAMPIONS 2025

Congratulations to Annacemone Nasid in Year 11 who is part of the NSW National Schools Debating Championship squad who recently won the Australian Championship for 2025. Plumpton High School has a High Potential and Gifted Education (HPGE) program with approximately 35 students led by Alice Dixon our Head Teacher Mentor who was a National level Debater whilst studying at the University of Sydney.

The National Schools Debating Championships (NSDC) are Australia's most prestigious high school debating competition. The Championships involve one team from each state and territory, who compete in seven preliminary rounds and three finals rounds to be named national champions. Each state and territory representative team is selected and trained by their local affiliate body.

Participants benefit from a unique opportunity to broaden their intellect, heighten their confidence as public speakers, and meet high-performing students from around Australia. Additionally, participation in the Championships is required to be eligible for selection in the Australian Schools Debating Team, which competes at the World Schools Debating Championships.

The Championships have been run every year since 1971 and rotate between states and territories. The 2025 National Schools Debating Championships were held in Sydney.

Team:

Maya Garg (c)
Harry Tong
Summer Chen
Kitty He



Reserves:

Angus Martinez
Ryan Wu
Jude Ou
Zimo Kang



Congratulations additionally to Dana and Annacemone Nashid for their selection to participate in NSWDU's inaugural NSDC development squad program.

Coaches: Bennett Roebuck-Krautz & Jordyn Gibson

Chief Adjudicator: Uday Kamath

Adjudicator: Toby Mok

Result: Broke 1st (6-16), National Champions (Defeated Queensland in a 5:2 split).



Australian Representation:

Maya Garg
Harry Tong



2024 - National Championships -

nswdu.com

NSDC
SYDNEY
2025

PRINCIPAL'S MESSAGE

NSW FEATURED DRAMA ENSEMBLE 2025 SCHOOLS SPECTACULAR – CONGRATULATIONS EWEN

Congratulations to Ewen who has been selected as a part of the NSW Featured Drama Ensemble for the 2025 Schools Spectacular during Term 4.

The featured drama ensemble showcases the exceptional dramatic talent of NSW Public School students from Years 5 to 12. The ensemble is made up of select high-potential and gifted drama students from schools right across NSW. As part of the featured drama ensemble, students will work to master the elements of drama including rhythm, timing/pace, space, and filmic elements. Students will also develop skills in voice, movement dynamics and the ability to create and sustain a character/role.

Once again congratulations Ewen and our wonderful drama teaching team of Ms Marashian, Ms Leihm and Ms Nguyen at Plumpton High School for their tremendous work in supporting Ewen and our other high potential and gifted education drama students.



CONGRATULATIONS STUDENT EXECUTIVE COUNCIL – BLACKTOWN PONDS LIONS CLUB AWARDS 2025

Congratulations to our Student Executive Council (SEC) who were awarded a Community Service Award in recognition of Outstanding Service to Lions and the Community by the Blacktown Ponds Lions Club of which our SEC is a member. Therese Tagra (Alumni) was also personally recognised for her incredible Community Service receiving an award for the work she has undertaken in establishing our Leo Club and the work she does in liaising between the Lions Club and Plumpton High School to initiate joint projects in the community.

I would like to congratulate, thank and express my sincere gratitude to our exceptional Student Executive Council and their Coordination and leadership team – Arezo Kohistani, Arvind Chandra, Kayley Waldon and Therese Tagra for the incredible work they undertake as the SEC. Therese Tagra initiated and led the partnership with the Blacktown Ponds Lions Club in 2024 as one of her leading projects. The initiative is continuing to strengthen over time with our students acting as Office Bearers in our Plumpton High School Student Executive Council Leo Club. In 2025 there are 168 members of the Plumpton High School Student Executive Council.

Plumpton's Student Executive Council (SEC) Leadership, Agency and Voice reached 168 student members

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actively engaged in leadership at the school and beyond in 2025. Students are mentored and supported in their learning of commercial Gazelle Project Management process by Citi Group mentors. Students use this structure in developing and implementing projects both within school and through various charity and volunteering work they undertake as part of their SEC responsibilities. All students are trained in professional public speaking and engage in charity and volunteering work through their project teams. The SEC was internationally recognised in 2021 as an exemplar in Australia and beyond supporting our students to become positively contributing global citizens and the leaders of tomorrow.

Our SEC as you know, undertake projects both inside and outside the school to improve our community and this award recognises the exceptional work the team undertakes with initiatives such as the Christmas Toy Drive, the Ration Challenge and Push-up Challenge as three examples of the more than 40 projects undertaken each year.

Once again congratulations Arezo, Therese, Arvind and Kayley.



PRINCIPAL'S MESSAGE

FOCUS WOMEN IN LEADERSHIP - PLUMPTON HIGH SCHOOL PARTNERING ABCN, A&O SHEARMAN, MINTER ELLISON AND MITSUBISHI UFJ FINANCIAL GROUP

In 2 Sessions over 2 consecutive weeks, 21 of our girls attended an ABCN Focus Women in Leadership Program with A&O Shearman in the City.

The program targets young women from Years 10-11 who already demonstrate leadership potential. The Program aims to provide young women with the essential leadership skills they need to engage in a successful, meaningful career.

The initiative addresses the under-representation of women in senior roles in Australia. It is designed to support young women to develop their leadership skills, aspire to senior roles in business and the community, and foster a sense of self-belief that will encourage them to aim high.

Focus involves female students working in small groups with female executives who act as role models and mentors. Mentors sharing their own career journeys and challenges can make an enormous impact as students consider their options for the future.

The 2 fully facilitated Sessions included an introduction to leadership styles, realising strengths and creating a leadership picture.

Whilst in the City, students visited the QVB, after Session 1, and browsed through the beautiful architecture and stores. After Session 2, students explored the new Metro system boarding at Gadigal and alighting at Central. Another great adventure.

We would like to thank ABCN, A&O Shearman and all the Mentors for another fabulous Program and opportunity.



PRINCIPAL'S MESSAGE

PLUMPTON HIGH SCHOOL PRACTICE SILVER DUKE OF EDINBURGH ADVENTUROUS JOURNEY 2025

Congratulations to the 54 students from Plumpton High School who completed their Silver Duke of Edinburgh Practice Adventurous Journey in Berowra Valley National Park. Special thanks to Liam Canning, Alyssa Gordon, Pritika Kumar, and Hayden Gerrie for their support.

Day 1 - Berowra Oval to Crosslands Reserve

Day one kicked off at Berowra Oval, where the students met their expedition leaders: Jack, Sienna, Lewis, and Georgia. Wasting no time, the students jumped straight into action—splitting into their four walking groups, reviewing the itinerary, and packing their hiking packs in preparation for the adventure ahead.

Once everyone was packed and ready, each group gathered to go over the day's route. Then, one by one, the groups departed from the oval and hit the trail. With a 6km hike ahead, the students quickly found their rhythm, slipping back into expedition mode after their Bronze experience.

The first major stop of the day was Berowra Waters Lookout, where the groups paused for morning tea and took in the stunning views of the river they'd be paddling the following day. Two groups took the chance to relax with a friendly game of cards—building camaraderie and morale.

After the break, it was time to tackle the notorious 'Heartbreak Hill'—a steep switchback staircase that really tested the legs. After conquering the descent and carefully crossing the river below, the groups made great time as they reached Mitten Caves for a short rest. Here, the first two groups took another opportunity to play a round of cards, sharing a camp favourite: "Emperor and Scum."

With just 1km to go, the students powered through the final stretch, arriving at camp by 3:00 PM. Once at camp, they got straight to work setting up their tents before heading out for an important firewood collection. Once camp was ready for the evening groups had the opportunity to learn how to crack a stockman whip in a short whip cracking lesson led by the Black Diamond Leaders.

As the sun began to set and temperatures dropped, each group lit their campfires and sat down for a well-earned dinner. The students cooked up a storm—serving everything from hearty pastas to creative fried rice dishes.

The evening wrapped up around the fire as groups stayed warm and enjoyed a mix of games including Mafia, some spirited karaoke, and plenty of storytelling. It was a fantastic end to an adventurous and rewarding first day.

Day 2 - Berowra Waters Pack and Paddle

Thursday brought an exciting day of adventure, despite a frosty morning at camp. Spirits remained high as the students gathered around the fire for breakfast, packed their day packs with lunch, water, and extra warm layers, and prepared to head out on their split-day journey.

Sienna and Georgia's groups set off first for their hiking leg—a 7km trek back to Berowra Waters. The trail took them once again past Mitten Caves and up the infamous 'Heartbreak Hill'. The climb was no small feat, but the students showed fantastic determination as they powered to the top. After a brief section along a fire trail, they began a steep descent into Berowra Waters, carefully navigating the rocky path and catching glimpses of the river below as the sun finally broke through the clouds. Upon arrival, they crossed the river via ferry to meet up with Jack and Lewis's groups.

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Meanwhile, Jack and Lewis's groups had kicked off their day at the canoe trailer. With help from Tyson, they unloaded the boats and received a canoe demonstration before hitting the water. Once everyone launched, the groups began their paddle toward Berowra Waters. The students practiced their new strokes with growing confidence, enjoying calm waters and perfect paddling weather—no wind and the sun shining overhead.

At Berowra Waters, both teams reunited to swap stories and share laughs. Some students even treated themselves to hot chips during the lunch break—well deserved! After lunch, the groups switched activities: the hikers grabbed paddles, and the paddlers laced up their boots for the return journey to camp.

Sienna and Georgia's groups arrived back at camp first, enjoying their time on the water before wrapping up with a final canoe clean and loading the boats onto the trailer. As each group returned, students dried off, layered up, and gathered more firewood for the evening.

With routines well established, the students settled in for their final night—lighting their fires, cooking dinner, and enjoying each other's company. The four groups showing their own interests as groups spent the evening solving mind games, playing highly competitive games of mafia or even participating in a talent show!

Day 3 - Crosslands Reserve to Mt Ku-ring Gai Oval

Day three began bright and early as students packed down camp for the final time—this time embracing a new challenge: carrying their sleeping mats and tents in their hiking packs. With the end in sight, the groups moved with purpose, repacking gear and preparing for the final 7km hike to Mt Ku-ring-gai Oval.

After one last breakfast around the fire at Crosslands, the students said their goodbyes to camp and set off on a new trail for the day—making their way through the stunning Lyrebird Gully. Walking confidently beside the river, the groups carefully navigated a series of river crossings before beginning the climb up to Lyrebird Cave.

Here, they paused for morning tea, taking a well-earned break. Refreshed, the students continued along the trail passing a spectacular waterfall and began the steady climb out of the valley, enjoying each other's company and the lush, rainforest-style trail.

As they approached their final challenge—fittingly named 'Solebreaker'—the groups rested at the base, mentally preparing for one last push. With no doubt they'd make it, the students rallied together, climbed with confidence, and took their time to ensure everyone reached the top.

Upon arriving at Mt Ku-ring-gai Oval, the sense of achievement was clear. The students celebrated completing their practice expedition with high spirits, wrapped up their final yarns, repacked their duffel bags, and boarded the bus home—tired but feeling accomplished!

The students from Plumpton High School should be incredibly proud of their achievements throughout their Adventurous Journey. Their perseverance and positive attitudes throughout the week were remarkable to see and attributes they will use for years to come. The Black Diamond Adventures team are excited to continue to watch the students grow at their upcoming trip to Kangaroo Valley in August for their Qualifying Journey.

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PRINCIPAL'S MESSAGE

CONGRATULATIONS PHS GIFTED EDUCATION YEAR 7-10 MATHEMATICS STUDENTS - BEBRAS MATHEMATICS COMPETITION

Congratulations to Plumpton students for the excellent results in 2025. A total of 66 students took part in this event. Among them, 6 students achieved the High Distinction award at the HPGE Primary level, 1 student received a Distinction, 6 students earned Credit awards, 22 students received Merit awards, and 31 students were honoured with the Participation Award.

Bebras is a fun and engaging computational thinking challenge for students in Years 3 to 12. It is an international challenge that involves over 2.9 million students from 60 countries.

Coding skills are not required to complete the Bebras Challenge. The main round of the challenge is held in Term 1 over several weeks. Students can participate individually or in teams of up to four. To celebrate international Bebras week, a follow-up event will be held in Term 4.

Lithuanian for beaver, Bebras was the name chosen by the founder of the challenge, Professor Valentina Dagiene from the University of Vilnius, in honour of the animal's collaborative nature and strong work ethic.

The Challenge is coordinated by the International Bebras Committee which meets annually to assess potential questions and share resources.

Bebras Australia began in 2014 and was delivered by CSIRO until 2023. From 2024, the AMT is delivering the Bebras Challenge in Australia. With support from CSIRO, the AMT provided the Bebras Challenge free of charge for Australian schools in 2024.

Thank you to the Mathematics Faculty at Plumpton for their wonderful work.

Bebras Mathematics Competition 2025		
NAME	ACHIEVEMENT LEVEL	
Saarim	Mohammed	CERTIFICATE OF HIGH DISTINCTION
Felicia	Owoseni	CERTIFICATE OF HIGH DISTINCTION
Divjot	khipal	CERTIFICATE OF HIGH DISTINCTION
Vishesh	Gurrala	CERTIFICATE OF HIGH DISTINCTION
Ervin	Esguerra	CERTIFICATE OF HIGH DISTINCTION
Kamalveer	Singh	CERTIFICATE OF HIGH DISTINCTION
Ysabela	Marasigan	CERTIFICATE OF DISTINCTION
Soofiya	Fathima	CERTIFICATE OF CREDIT
Iba	Shaikh	CERTIFICATE OF CREDIT
Lokesh	Yalamanchili	CERTIFICATE OF CREDIT
Joel	Lee	CERTIFICATE OF CREDIT
Zakariya	Alshible	CERTIFICATE OF CREDIT
Kai	Surma	CERTIFICATE OF CREDIT
Iryana-Zahra	Aiyaz	CERTIFICATE OF MERIT
Tarnvir	Khipal	CERTIFICATE OF MERIT
Sean Jaden	Delgado	CERTIFICATE OF MERIT
Balkaran	dhaliwal	CERTIFICATE OF MERIT
Yasin	Ibrahim	CERTIFICATE OF MERIT
Archer	Trinidad	CERTIFICATE OF MERIT
Mohammad	Umer	CERTIFICATE OF MERIT
Salaar	Syed	CERTIFICATE OF MERIT
Haadi	Ghauri	CERTIFICATE OF MERIT
Olivia	Hawke	CERTIFICATE OF MERIT
Fatiha	Morshed	CERTIFICATE OF MERIT
Tamana	Kumari	CERTIFICATE OF MERIT
Ellie	Neoh	CERTIFICATE OF MERIT
Lachlan	Ellis	CERTIFICATE OF MERIT
Muhammad Shazil	Siddique	CERTIFICATE OF MERIT
Simrat	Singh	CERTIFICATE OF MERIT
Ahyaan	Syed	CERTIFICATE OF MERIT
Samaira	Ali	CERTIFICATE OF MERIT
Inez	Yirenkyi	CERTIFICATE OF MERIT
Emma	Lucas	CERTIFICATE OF MERIT
Ashley Sophia Mai	Quizon	CERTIFICATE OF MERIT
Almarie	Yacat	CERTIFICATE OF MERIT



AUSTRALIAN MATHS TRUST

PRINCIPAL'S MESSAGE

YEAR 11 & 12 CORPORATE MENTORING CONTINUES IN TERM 2 AT PLUMPTON HIGH SCHOOL

Plumpton High School's unique Corporate Mentoring program continued during Term 2 for students in Years 11 and 12 with most meeting on three separate occasions in person or online from all parts of the globe. Year 12 mentors continued working with their mentees who were approaching their HSC trials, finalising university applications and continuing to set and accomplish goals.

Year 11 students are continuing establishing their relationships with their mentors and goalsetting and as they discover the opportunities available to them and how to go about achieving those goals and aspirations.

A huge thank you to our mentors Robert Tawaf Barbara Allwright Shoaib Bahkt Hannah Duong Susana Do Vale Joyce Lowe Katherine Sahagun Vasikaran Naganathan Valarie Karim Justin Woodcock Raza Rizwan Steve Smith Nicole Concepcion Fionan McDonnell Simone Bozic Darren Lowe Athena Carfax-Foster who come from across such a diverse landscape for supporting our students achieve their dreams and aspirations. You have unlocked the world of possibility for our students and are assisting them unlock their potential and secrets of long-term success.

Thank you to Gemma Avon our Student Advocate who leads our mentoring framework and Michelle Dela Vega who supports each session.



PRINCIPAL'S MESSAGE

YEAR 10 SUBJECT SELECTION FOR HSC 2027

A hugely successful Year 10 Subject Selection process for HSC 2027 has been underway this term including Head Teacher information sessions about HSC courses, Corporate Mentoring for Year 10 students, University Ambassador access, Futures Centre support, and our Year 10 Subject Selection Information Evening with a Careers Market that included Plumpton's major university partners, other tertiary partners including TAFE, Educational Pathways Program and many more.

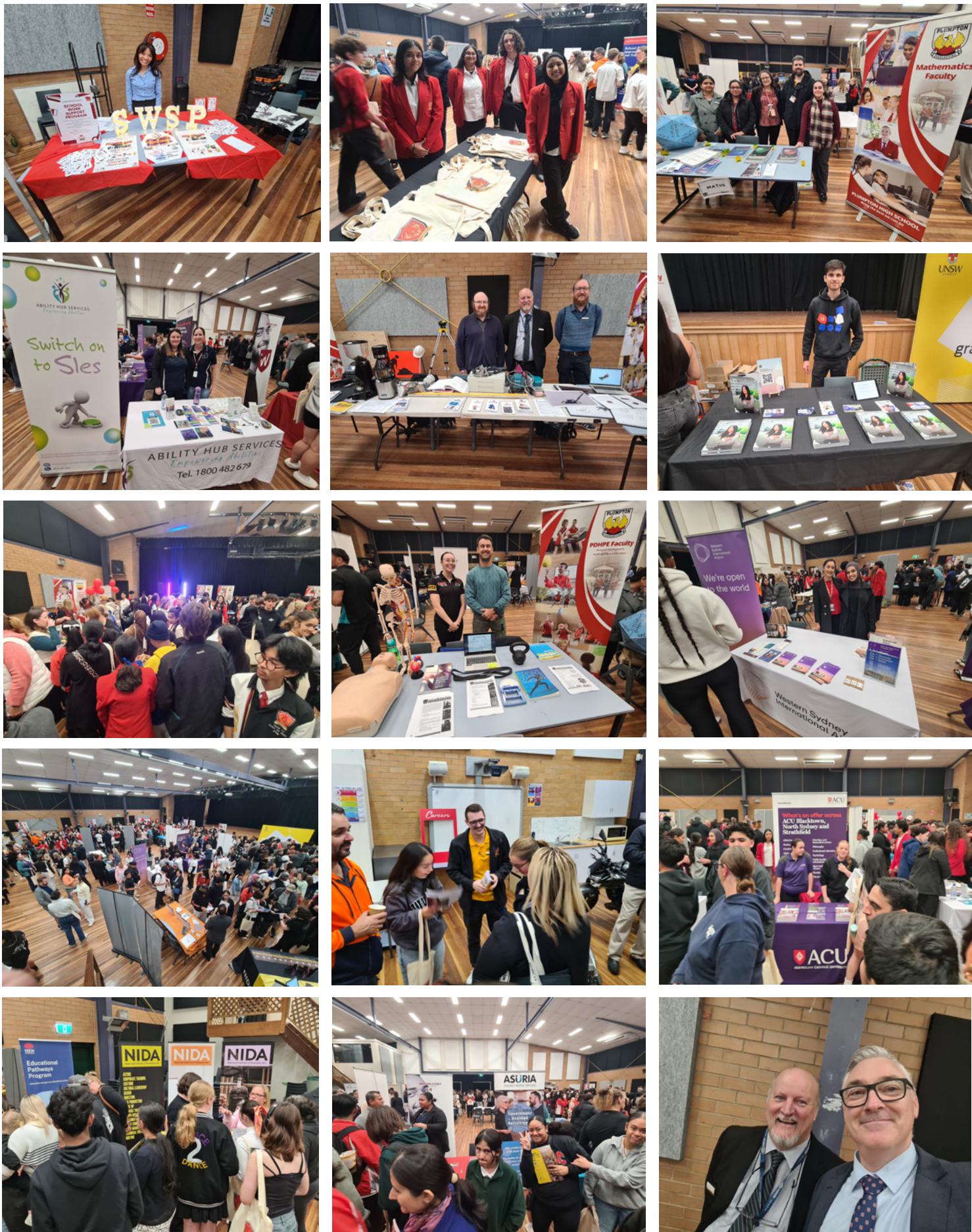
Below is the presentation provided to students and parents. A more detailed presentation will be emailed to all Year 10 students and parents to support students and families. Should you have any other questions please contact Ms Karan in the Futures Centre, Ms Leihn or myself.



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PRINCIPAL'S MESSAGE

ABCN CAREER CONNECT PROGRAM PARTNERING WITH JP MORGAN AND PLUMPTON HIGH SCHOOL YEAR 11 STUDENTS

Over a 3 session Program, 30 Year 11 students had the opportunity to participate in a JP Morgan (one of Australia's leading investment banks), fully funded, ABCN Career Connect experience. Sessions 2 and 3 were held in JP Morgan's spectacular city offices with JP Morgan mentors.

Session 1 was held at school. In this Session, students undertook a Clifton Strengths Survey. The Survey provided students with information about their unique strengths and was geared to support them in understanding how these could be used to fulfil their potential.

The Program was developed on the basis that knowing what you want to do after school is not always easy. Recognising your potential is one thing but knowing where to focus your time and energy when you join the world of work is another.

Career Connect was designed to support students whether they have some idea of what they want to do after school or no idea at all. One of the key objectives of the Program was to support students gain a better understanding of themselves and to be able to explore career options that could see them building a life they love.

Students worked closely with Mentors from JP Morgan to:

- Discover a broad range of careers available after school
- Build the skills needed to be ready for the world of work
- Better understand their strengths
- Explore the careers that might suit their values, strengths and interests
- Take steps toward making decisions about their study and career

This year, and as a final note to this Program, students have been invited to attend a Careers Expo (fully funded by ABCN) to further explore their career choices moving forward.

Thank you ABCN and JP Morgan for yet another extraordinary opportunity. Thank you to Gemma Avon our incredible Student Advocate for supporting our students through the Plumpton High School Futures Centre.



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ONE HP LEADING THE FUTURE OF WORK CONFERENCE – PLUMPTON FUTURES CENTRE LEADERS ATTEND

Wonderful opportunity to attend the One HP Leading the Future of Work Conference with our Futures Centre Coordinator - Ms. Karan and Student Advocate – Ms Avon. Our learnings from the conference continuing to enhance our capacity developing our career path planning process for our students. It also allows us to maintain the same rate of change as that in the world beyond school through networking with business leaders and hearing about current trends in employment.

Keynote speaker Brad Pulford Director & VP HP ANZ presented a session on 'How do we lead in these times?' and shared incredibly interesting data, such as only 28% of knowledge workers have a healthy relationship with work. Fulfillment in the workforce comes through people having purpose, sense of community, growth opportunities, competence in their roles and autonomy. There were 6 key fulfillment enablers identified: Collaboration, Technology, Recognition, Goal clarity, Balance, Focus and flow

In the area of technology 73% of knowledge workers agreeing: "AI makes their Job easier", and 24% fear that AI will replace their job and human interaction. Research found that 72% of workers say its critical to have the right technology for the way they work and notably 23% say that their company currently provides the tech they need. A huge focus is on providing seamless solutions that are 'frictionless'.

Keynote speaker Dan Haesler, a performance coach who works with international athletes, teams and business focused on what is required to perform at the highest levels. His quote "the ability to bring the best in the moments that matter" resonated in what we are doing at Plumpton High School to enable our students to perform at their best.

He also spent some time discussing his meeting with Jessica Fox – Olympic Gold Medalist for Australia in canoeing and what mindset she has developed over time that has assisted her with her success. Her quote "I deserve to do my best", the thought in her head whilst at the starting gate was extremely powerful as she knew how hard she had trained.

Dan also discussed the notion of pressure and its impact on performance linking it to: Expectations – Will I live up to expectations? (Mine or Others); Judgement – What will people think of me? (If I don't); Consequences – What will happen? (If I don't)

An opportunity to attend the One HP Conference supports amazing work of our Futures Centre securing meaningful pathways for students beyond school to employment, university and beyond.

Thank you Brett Salakas, HP for the generous invitation to attend the One HP Conference. Opportunities like this open doors/access to networks the next generation of positively contributing young people and leaders of tomorrow's work force



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UNSW GATEWAY PROGRAM WORKSHOPS FOR YEARS 11 AND 12

This term, Year 11 students participated in the UNSW Gateway Strengths for Success workshop. Students explored their strengths and tools for success through thought-provoking conversations and reflective activities. Guided by UNSW Gateway ambassadors, students discussed their "backpack of success"—the tools and strategies that will equip them to navigate future challenges and opportunities.

Year 12, on the other hand, participated in the UNSW Gateway Chatter That Matters workshop. Students explored their values, strengths and post-school aspirations through thought-provoking conversations and reflective activities. Guided by UNSW Gateway ambassadors, students tackled big questions like "Would you rather be liked or respected?"—a great starting point for further conversations at home.

We were delighted to see our former student, Kyle Marcelino (Year 12 - 2020), join us as a UNSW Gateway University Ambassador. Kyle entered UNSW through the Gateway Admission Pathway and is studying a combined Bachelor of Law/Bachelor of Commerce degree.

The workshop also introduced students to the UNSW Year 11 and 12 Gateway Programs. Through registering for the UNSW Gateway online program, Plumpton High School students can access free HSC support, tutoring, and instant access to the HSC4ME app - featuring practice exams, study notes, videos, and more, all developed by senior teachers and HSC markers. To learn more, visit: [Gateway website](#).

As a UNSW Gateway partner school, Plumpton High students are eligible to apply for early admission through the Gateway Admission Pathway, with reduced ATAR requirements and tailored application timelines. Applications are now open! To learn more, visit: [Gateway Admission Pathway](#). Thank you to UNSW and their Gateway ambassadors for supporting our students and school.



PRINCIPAL'S MESSAGE

PLUMPTON HIGH SCHOOL YEAR 11 AND 12 CORPORATE MENTORING PROGRAM

The Plumpton High School Corporate Mentoring Program, in terms of the life cycle of a project, is now in the monitoring and control phase. Project life cycle phases are typically initiation, planning, execution, monitoring and control, and closure.

After years of planning and a year of trialling the Corporate Mentoring Program is starting to shape up as a key and unique offering to our high potential and gifted education (HPGE) senior students.

Our Year 12 2025 cohort of Mentees (Bernadine Aba, Nadira Ali, Jiya Barot, Caiden Bond, Logan Dartnell, Lochlan Falzon, Elaine Garces, Mariyam Malik, Maxene Marasigan and Chantelle Tabone) have been supported by their Mentors (Rob Tawaf - AXA, Joyce Low - NSW Nurses & Midwives Association, Kathrine Sahagun - Commonwealth Bank, Barbara Allwright - formerly United Way, Hannah Duong and Shoaib Bahkt - John Holland and Susana do Vale - Shakeup Architecture) over the past year. Mentees and Mentors have engaged in 3 Mentoring sessions per term, either face to face or digitally (depending upon Mentor commitments and availability).

Last term, Mariyam, along with sister, Fatima, were invited to a site visit "The Hive" (a community hub) by Mariyam's Mentor, Barbara Allwright. The connection being Mariyam's interest in studying Psychology beyond school and "The Hive's" relationship with United Way.

We are looking forward in Term 2 to taking a group of interested students to John Holland to experience firsthand major infrastructure projects.

Also during Term 1, we inducted 8 new Corporate Mentors (Vasikaran Naganathan - University of Sydney, Justin Woodcock - CBRE, Raza Rizwan - ARCH Artifex, Steve Smith - Business Services Contracting, Nicole Concepcion - United Way, Fionan McDonnell and Darren Lowe - Macquarie Telcom Group and Athena Carfax-Foster - Medtronic) for our 12 new Year 11 Mentees (Melcam Aberu, Zain Al-Shible, Lilith Dartnell, Jarmain David, Shiarna Holland, Dennis Jose, Shivani Joshi, Annacemone Nashid, Ewen Neoh, Ashton Quizon, Carissa Tagra and Josephine Telea).

The Year 11 cohort had their first meeting at the end of Term 1. We were thrilled to welcome most of the Mentors for face-to-face meeting but in a great show of commitment and a testament to the power of technology, our Mentor, Justin Woodcock, attended session in the wee hours of the morning from Abu Dhabi.

In Term 2, Mentees have already been offered an opportunity, by Medtronic, to attend a University of Sydney PERiscope Commercialisation Award program. They are hosting a group of standout students and early-stage researchers at their ANZ headquarters in Macquarie Park where they will share insights in health economics.

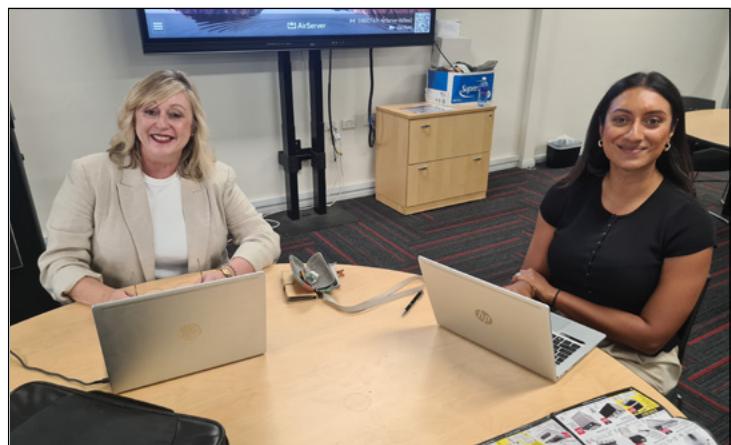
Embracing the framework for the stages of team development (forming, storming, norming and performing), we have been able to see our Year 12 Mentees and Mentors transition to performing teams whilst our Year 11 Mentees and Mentors are enthusiastically forming their new relationships.

To sum up, we now have 15 actively participating Corporate Mentors and 22 Mentees all working toward building our community and our student capacity and networks. *Continued on next page* 



PRINCIPAL'S MESSAGE

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PRINCIPAL'S MESSAGE

3RD PLACE NSW FINAL AT SHAKESPEARE CARNIVAL - EXCELLENCE AT PLUMPTON

Congratulations to our year 11 Drama Ensemble who took third place in the 2025 Shakespeare Carnival NSW Finals over the weekend. It was a tough competition with many high calibre students competing. The judges commented that they loved the theatre images our students created and the tightness of timing and characterisation. Excellent work, Tyrese, Evelyn, Ewen, Belinda, Zoha, Megan, Tayla, Haylee, Shivani and Armin.

Well done to our year 8 Dance Group who also qualified for the NSW final and performed brilliantly on the main stage. It was a very tough competition and Plumpton High Students were certainly presenting impressive work. Congratulations for your commitment to your craft, Hannah, Ava, Saba, Caitlyn and Annalise.

These students are part of the Plumpton High School High Performing and Gifted Education (HPGE) Creative and Performing Arts program led, taught and supported by our expert teachers in rehearsals and at the performances. Thank you to these teachers - Ms Nguyen, Ms Henry, Ms Marashian and Ms O'Brien.



CORPORATE MENTORING SITE VISITS – ADOBE, MEDTRONIC, MINTERELLISON

As part of our growing Corporate Mentoring Program and supporting our ABCN Accelerate Scholars and their Mentors, Site Visits are an integral part of each framework. Site Visits enable our students to experience hundreds of industries and careers that would be otherwise unbeknownst to them. Recently students have enjoyed visits to Adobe, Medtronic and MinterEllison

Adobe was founded 40 years ago on the simple idea of creating innovative products that change the world, Adobe offers groundbreaking technology that empowers everyone, everywhere to imagine, create and bring any digital experience to life. Isabella Cobban in Year 12 has been fortunate enough to visit her ABCN Accelerate Mentor, Ali Constantinou (Executive Assistant to Senior Director APAC Partner Sales + Director Digital Media ANZ #AdobeLife) at Adobe offices. Thank you Ali for your support of Bella and for welcoming her to your place of work.

Masooma Mohammadi in Year 11 has quickly formed a strong relationship with her ABCN Accelerate Mentor, Charlotte Cuda (Paralegal), at Minter Ellison. Minter Ellison is one of Australia's largest law firms, with nearly 200 years of business history. We're known for our legal and consulting expertise — and for our inclusive culture and authentic character. Masooma has an interest in the law and with Charlottes support and guidance this may be a dream she can come to realise. Thank you, Charlotte.



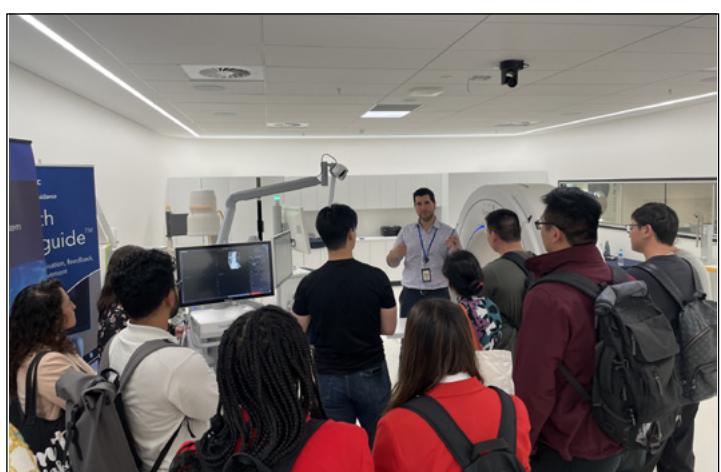
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PRINCIPAL'S MESSAGE

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Athena Carfax-Foster (Senior Market Development Specialist, NICU/PICU ANZ Acute Care & Monitoring) from Medtronic has recently joined us as a Year 11 Corporate Mentor. Medtronic provides groundbreaking health-care technology solutions for the most challenging conditions. Inspiring hope and new possibility in people all over the world. Medtronic is a sponsor of the University of Sydney PERIscope Commercialisation Award program. This week, Year 11 students Shivani Joshi and Mazi Gebreegziabher went on-site for a 90-minute session – part presentation, part information conversation – where Medtronic will share insights from an operating unit leader, health economics and policy reimbursement leader and clinical perspectives as well, making it a well-rounded and candid discussion.

Many thanks to our Mentors. You are changing lives because "if you can't see it you can't be it"!



PRINCIPAL'S MESSAGE

ANZAC DAY COMMEMORATION CEREMONY 2025

Plumpton High School conducted its annual ANZAC Day Ceremony that was facilitated and lead by our Student Executive Council (SEC) representatives and SEC Coordinator. Having our students lead the ceremony with students in various years presenting including from the Jackman Support Unit is a true indication of the inclusive nature of our school. We were also privileged to have bagpiper James Coombs play the last post and reveille.

Our students were exceptional and displayed their true leadership capacity in the way in which they conducted the ceremony doing justice to such an important day on the Australian calendar. Students at Plumpton learn about the importance of ANZAC Day, the sacrifices made, and to commemorate all Australians who have served in times of peace and war.

Thank you to Ms Kohistani for her leadership of our SEC and Mr. Symes for his expertise in ensuring our sound, lighting and stage production were at a level of excellence.



PRINCIPAL'S MESSAGE

CAREERS HEALTH EXPO WESTMEAD HOSPITAL YEAR 11 & 12

Year 11 and 12 students recently attended the Careers in Health Expo at Westmead Hospital, gaining valuable insights into the diverse world of healthcare. Throughout the day, students explored a wide range of health-related professions—from nursing and physiotherapy to paramedicine and medical imaging. Industry experts shared their experiences through “day in the life” presentations, offering a real-world perspective on the rewards and challenges of working in health.

Students also learned about various pathways into the field and witnessed exciting medical simulations, including scenarios involving pregnancy, cardiac arrest, and a broken arm.

The day was an inspiring opportunity for students to connect their interests with future career possibilities, leaving many motivated to pursue a future in the health sector. Thank you to Westmead Hospital and their staff for enabling this valuable experience for our students.

Plumpton High School also provides as a part of its Corporate Mentoring program medical profession mentors for high achieving students over years 11-12 to support their post school destination aspirations into Medicine, Nursing, Physiotherapy and Paramedicine. Some of our Waratah Education Scholarship holders utilise their scholarship to support participation in UCAT and other similar courses as they prepare for university.



PRINCIPAL'S MESSAGE

PLUMPTON YEAR 10 INTERVIEW SKILLS AND TECHNIQUES WITH CORPORATE EXPERTS

Part of the Year 10 Positive Psychology Curriculum this year has, once again, been devoted to Job Readiness as part of Plumpton's unique Career Path Planning process.

In Term 1, all students participated in a Resume Preparation Session and were given access to "The Careers Department" - Resume Builder and were provided with a raft of resume templates.

This also was the beginning of an ongoing campaign to encourage students to:

- Find a part-time/casual job (with parental/carer approval and consent)
- Create a personal portfolio folder for official documents
- Create a LinkedIn account (once they turn 16 years old)

During Term 2, all Year 10 students participated in a second Session, "Interview Skills and Techniques". We partnered with United Way, specifically, the fabulous Nicole Concepcion (Corporate Partnerships & Marketing Coordinator) who brought Industry Managers into the school to deliver these Sessions. United Way Australia connects community, business, government and philanthropy, through youth employment initiatives, to build strong and resilient communities, where children and young people can thrive.

We would like to sincerely thank:

Nicole Concepcion - Corporate Partnerships & Marketing Coordinator at United Way Australia

Michael Kalonikos - Territory Manager at Medtronic Brain Therapies - Neurosurgery

Barbara Allwright (Consultant)

Ashleigh Fogwill - Customer Service Supervisor at Macquarie Technology Group

Darren Lowe - National Service Assurance Manager at Macquarie Telecom

For giving of their valuable time to come to our school and share their wisdom and experience with our Year 10 students. We appreciate you.

We would also like to thank Ms Avon for her wonderful work in leading this initiative through our Futures Centre and Ms Kumar and Mr Canning for their support of the initiative.

In Term 3, we will continue the Job Readiness Series with our 2025 Year 10 Mock Interviews led by our Futures Centre.



PRINCIPAL'S MESSAGE

MARYAM KAUSAR – PLUMPTON HIGH SCHOOL ALUMNI 2016, UTS GRADUATE – LINKEDIN FEATURE 24 JUNE 2025

Congratulations Maryam Kausar upon your engineering accomplishments. The University of Technology Sydney (UTS) is sharing a series featuring women in engineering and IT – exploring their journeys, what inspires them, and the advice they'd give to future engineers. The first was @Maryam Kausar Plumpton High School Alumni 2016 student and UTS Mechatronic Graduate alum, current Outreach Officer WiEIT, and soon to be PhD candidate. Below is Maryams inspirational story, what drives her and the advice she has for the next generation of engineers.

COMMUNITY SPOTLIGHTS

UTS Women in Engineering and IT

International Women in Engineering Day



MARYAM KAUSAR
Outreach Officer, Women in Engineering and IT

What inspired you to pursue engineering?

From a young age I was always interested in cartoons and shows about futuristic technology, and thought I'd love to learn more about that kind of stuff. When I discovered that mechatronics engineering was a degree that I could study at university, it was an instant decision to apply.



COMMUNITY SPOTLIGHTS

UTS Women in Engineering and IT

International Women in Engineering Day

How has the Women in Engineering & IT community impacted your journey?

WiEIT provided me with opportunities to further my career, helped me build my confidence, and provided me with a network and community where we all support one another. This has been a pillar for my survival throughout my degree and career so far.

What is something in your field that excites you right now?

More opportunities for research that can be applied to help communities grow and learn.

COMMUNITY SPOTLIGHTS

UTS Women in Engineering and IT

International Women in Engineering Day

What change would you like to see in the engineering industry?

I would love to see more projects focused on bringing up our most vulnerable communities, and providing them with the safety to pursue opportunities and careers where they can thrive.

What advice would you give to aspiring engineers?

Don't worry about how it will turn out. Try everything!

PRINCIPAL'S MESSAGE

UNIVERSITY OF TECHNOLOGY SYDNEY – UTS U@UNI ACADEMY 2025 PROGRAM YEAR 11 ORIENTATION

Congratulations to our group of Year 11 students who have recently commenced their University of Technology Sydney – UTS U@Uni Academy 2025 Program Year 11 Orientation Day at UTS. UTS are looking at a wide range of skills that students can bring to university and things that will be developed over the Year 11 and 12 program and will support students to get there.

Launched in 2019, the U@Uni Academy is a non-ATAR entry pathway for high school students from UTS partner schools in South West and Western Sydney. Over 2 years, students (in years 11 and 12) participate in on-campus experiences, mentoring and tutoring, develop 21st century skills, meet new people and get a taste of what university life is like. Upon successful completion of the program students are offered a place at UTS, regardless of their ATAR.

In 2023, UTS U@Uni Academy students achieved a success rate on par with comparable student cohorts nation-wide – 82.6% vs. 82.5% for low SES students. It shows that the right systems and support can help to facilitate student success at university.

Students receive both academic and personal support from trained UTS mentors, who are UTS ambassadors studying a diverse array of courses. Many of these ambassadors have previously attended our high school and are dedicated to mentoring current students. They provide guidance on HSC-related questions, university inquiries, and support students in reflecting on their skill development. Additionally, they assist Year 12 students with their academic work, helping them feel prepared and confident for the HSC.

Students explore the career opportunities that university can offer while benefiting from tutoring and personal mentoring from UTS student ambassadors. This support helps them develop essential academic and life skills necessary for achieving their goals, whether those are related to university, professional aspirations, or social objectives.



PRINCIPAL'S MESSAGE

CONGRATULATIONS ANNACEMONE – NSW COMBINED HIGH SCHOOLS (CHS) DEBATING TEAM

Congratulations to Annacemone Nashid, who has been selected to represent all NSW government schools in the NSW Combined High Schools (CHS) debating squad. She will go on to compete in the NSW Representative Debating Cup. Huge thank you to Ms Dixon Plumpton High School Debating Team Coach for her incredible expertise and commitment to our highly successful High Potential Gifted Education (HPGE) Debating and Public Speaking program.

CHS has a highly competitive selection process. On Saturday 28 June, Annacemone attended trials. NSW senior government school students trial for places in one of three representative Combined High Schools teams. Those teams then compete against other representative teams from various private school organisations in a bid to win the NSW Representative Debating Cup.

As a member of the NSW squad, Annacemone will take part in a series of training sessions with some of the state's most experienced coaches. Annacemone is the only student gaining a position in the team who is not from a fully Selective Academic High School or Selective Stream High School, this demonstrating that at Plumpton High School our students, teachers and school are excelling in NSW. Other students in the team come from Sydney Girls HS (3), Fort Street HS, North Sydney Girls HS (2), Sydney Boys HS (4), Plumpton HS, Hornsby Girls HS, James Ruse Agricultural HS, Merewether HS, Normanhurst Boys HS and Inner Sydney HS.

She will then compete in a series of representative rounds against private school debating associations during term 3.

Annacemone has had an outstanding year of successes in public speaking and debating. These include competing in the final of the Junior State Debating Championships (JSDC) regional finalist at the Plain English Speaking Award (PESA) and selection as a reserve for the NSW Debating Team and representing NSW at the National Schools Debating Competition (NSDC).

Congratulations again to Annacemone and Ms Dixon for these incredible achievements.



PRINCIPAL'S MESSAGE

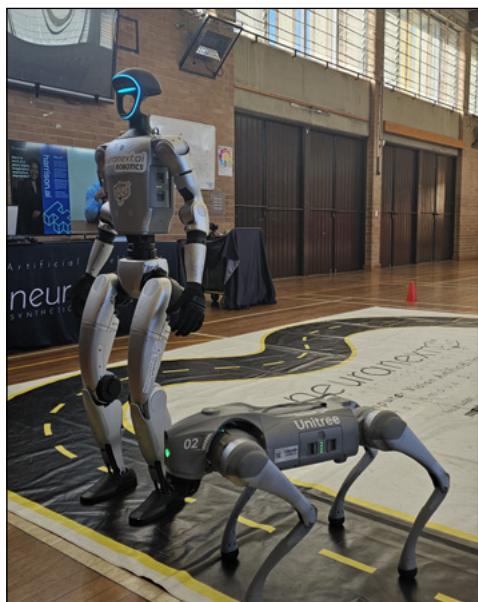
NEURANEXT AI PARTNERING WITH PLUMPTON HIGH SCHOOL

Plumpton High School's Science Faculty had the pleasure of welcoming Adrian Tyson, founder of Neuranext AI, for an inspiring and hands-on workshop with our Year 9 and 10 students.

Adrian led students through an exciting exploration of the rapidly growing world of Artificial Intelligence and emerging technologies, highlighting the increasing demand for skilled professionals in this space. Neuranext's mission is to empower Australia's youth with the curiosity, knowledge, and skills to actively participate in an AI-driven future.

Through interactive, curriculum-aligned STEM activities, students engaged with cutting-edge robotics and humanoid technologies, experimenting with object detection, human pose estimation, and autonomous robotics. They also explored real-world applications of generative AI, its impact across industries, and the qualifications that can equip them for the jobs of tomorrow.

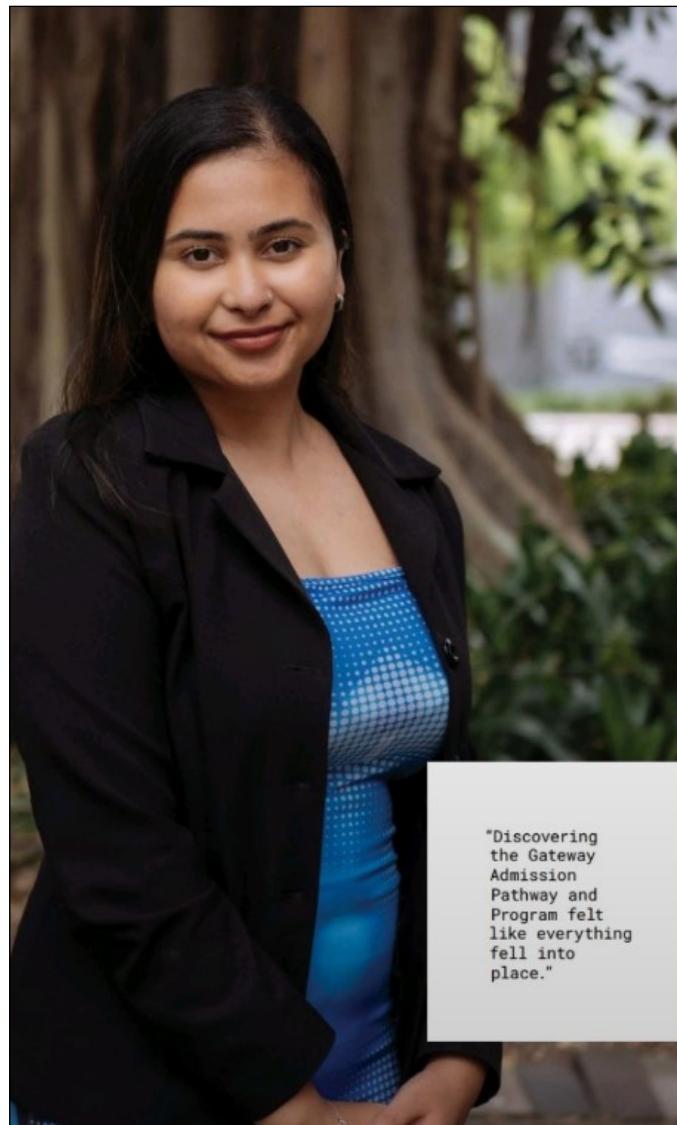
A heartfelt thank you to Adrian and the team at Neuranext AI for delivering such a valuable, forward-thinking experience. Our students left inspired and better informed about the exciting possibilities ahead in STEM and AI. Thank you to our Science Faculty for organising such a valuable experience for our students



PRINCIPAL'S MESSAGE

SHAIBAH HUSSAIN PLUMPTON HIGH SCHOOL ALUMNI 2023 – UNSW GATEWAY EARLY ENTRY: BACHELOR OF PSYCHOLOGY (HONOURS) – LINKEDIN FEATURE

Congratulations to Shaibah Hussain alum 2023 and Prefect who was recently featured by the University of NSW (UNSW) on LinkedIn. Shaibah is currently completing a Bachelor of Psychology (Honours) degree at UNSW. Thank you to UNSW for providing such incredible pathways option for students, especially knowing that our Plumpton High School students complete their university studies at the same rate as those who enter university by way of an ATAR only pathway. Please see her inspirational story below:



"Discovering the Gateway Admission Pathway and Program felt like everything fell into place."

Shaibah Hussain

Bachelor of Psychology (Honours)

My passion for psychology began close to home. I grew up in a close-knit Fijian Indian household in Western Sydney, where my grandmother played a big role in raising me. Some of my earliest memories are of catching the bus together and listening to her sing Fijian lullabies.

My Grandmother, Rasidan, always dreamed of going to university, but she was forced to marry at just 14, long before she had the chance. Watching her face the challenges of cognitive decline, later in life, had a deep impact on me. Seeing someone I loved struggle in ways I didn't fully understand made me want to learn more about the brain and how I could provide meaningful support.

At Plumpton High School, I was encouraged to aim high, but the pathway to university wasn't always clear. I was advised to transfer to a selective school for Years 11 and 12, but my principal urged me to stay.

It turned out to be one of the best decisions I made, not only because it kept me connected to my community, but it gave me access to UNSW's Gateway Admission Pathway and Program.

Making connections was something my family and school always instilled in me and it has shaped my journey in many ways. A simple conversation with my best friend led me to discover a psychology course that aligned with my interests, and from there, I dived into research exploring UNSW psychology degrees and found Gateway. I also reached out to a neuropsychologist who allowed me to shadow them at Royal North Shore Hospital, showing me what a career in psychology could look like in the real world.

Discovering the Gateway Admission Pathway and Program felt like everything fell into place. Through the Year 12 Gateway Program, I received free HSC tutoring from Cluey Learning and took part in on-campus days, where I built meaningful connections with like-minded people. The Gateway Admission Pathway gave me an early offer to study a Bachelor of Psychology (Honours) at UNSW, freeing me to focus on learning rather than stressing about achieving a particular ATAR. The application process also encouraged me to reflect deeply on who I am and where I want to go. Since arriving at UNSW, I've been supported through mentoring and career development

opportunities, building personal and professional networks that helped me secure work as a support worker.

Mental health wasn't something openly discussed in my community and psychology wasn't a typical career path for someone with my background. At first, my family were unsure about my choice but, over time, they became some of my biggest supporters. I owe a lot to my parents, Rosmin and Bobby, and my little brother, Shahid, who have backed me every step of the way.

Now in my third year of Bachelor of Psychology (Honours), I genuinely love my degree, even with the challenge of maintaining the grade point average needed for Honours. Being part of Gateway gave me the confidence to step into University life and feel a sense of belonging.

Outside of study, working as a University Ambassador has been one of the most rewarding parts of my University experience. Returning to Plumpton High to speak to students about mental health, University pathways and the importance of backing yourself has been incredibly meaningful.

Representation matters, especially for young people from communities where they don't often see themselves reflected. Sharing my story is about showing what's possible and inspiring others to take their own first steps, even when the road ahead isn't always clear.

"Discovering the Gateway Admission Pathway and Program felt like everything fell into place. Through the Year 12 Gateway Program, I received free HSC tutoring from Cluey Learning and took part in on-campus days, where I built meaningful connections with like-minded people. The Gateway Admission Pathway gave me an early offer to study a Bachelor of Psychology (Honours) at UNSW, freeing me to focus on learning rather than stressing about achieving a particular ATAR."



UNSW
SYDNEY

PRINCIPAL'S MESSAGE

INQUISITIVE MINDS MATHS TALENT DAY – PLUMPTON HIGH SCHOOL CHAMPIONS

Inquisitive Minds challenge for both Primary and Secondary school students with hands-on activities and problem-solving workshops which have been designed to improve students' attitude and performance in Maths. The day is a High Performing and Gifted Education (HPGE) initiative to support our students who excel in mathematics.

The day exposes our HPGE mathematics students to four hours of problem solving alongside like-minded peers! These workshops focus not only on teaching students advanced problem solving strategies, but also on having them consider the best way of solving a problem.

This year, Plumpton High School proudly celebrated outstanding success in the competition!

In the Schools Competition, congratulations to Emma Lucas and Zina Nwigbo of Year 9, who took out 1st place, securing Plumpton High School the top spot ahead of strong contenders from Jamison High and Riverstone High School's.

In the Student vs Student Challenge where students partnered with a student from another school, Zackary Al-Shible claimed 1st place, followed by impressive performances from Joel Lee and Emma Lucas.

Well done to all participants for showcasing such mathematical talent and teamwork! Thank you to Ms Prasad, Mr. Lou, Ms Waldon and Ms Nabhan, for organising and leading such a valuable High Potential and Gifted Education (HPGE) initiative.



PRINCIPAL'S MESSAGE

PLUMPTON FUTURES FRAMEWORK CASE STUDY

Wonderful to be able to present the incredible work of our school through a NSW Department of Education case study. Great credit to the wonderful staff at Plumpton High School and in this instance the work of our Futures Centre Team – Ms Karan, Ms Avon, Ms Langham and Ms Portelli, Student Executive Council Coordinator Ms Racela and TAS teachers Mr. Shakespeare, Ms Gazzera and Mr Honeysett.

We would also like to extend our sincere gratitude and thanks to the amazing industry and university business partners that work alongside us to ensure our students have bright and successful futures. Our industry partners bring industry, enterprise, entrepreneurship to life through facilitated programs, mentorships and access to industry experience across a diverse landscape.

NSW Department of Education education.nsw.gov.au

Case Studies – Strengthening School and Industry Engagement

May 2024

NSW GOVERNMENT



CASE STUDY

Plumpton High School

Plumpton High School is located on Dharawal country in metropolitan Western Sydney, serving a diverse population within a low socioeconomic context. Approximately 1100 students attend the school, including approximately 10% Aboriginal and/or Torres Strait Islander students.

The school has established strong community partnerships with 42 local, national and multi-national organisations including local government, universities, not-for-profit community organisations and financial institutions. The approach taken from Plumpton is highly successful in post-school destinations, with 97% of the school's 2022 cohort in further education, training and employment in the first 12 months after they completed their HSC. Recent years have seen significant improvements in the school's HSC results, ranking among the state's top 10 for enhancing students' ATAR performance.

Plumpton High School's approach to effective industry engagement

- Aligning school education with industry skill and capability needs.
- Proactively engaging and collaborating with industry led by the school's leadership team.
- Resourcing a dedicated 'Futures Centre' hub and team.

Principal, Tim Lloyd



“Everything we've done at Plumpton High School has been very much linked to what our business partners say that our students need to have in terms of their capabilities and capacity when they leave school, when they leave TAFE, when they leave university into employment.”

Principal, Tim Lloyd

Aligning school education with industry skill and capability needs

Plumpton High School is dedicated to adapting its educational programs to meet the changing demands of industry, equipping students with the necessary skills for success in the professional world. By embedding real-world, industry-relevant examples into teaching and learning, Plumpton High School prepares students for the challenges and opportunities they will meet in their future careers. The school's curriculum is designed to align with industry needs, focusing on developing critical thinking, problem solving, and communication skills. For instance, the timetabled HSC (high potential) and gifted education at Plumpton High School are taught by current staff who have previous industry backgrounds and qualifications who can transfer their industry skills and expertise into the classroom.

Hands-on learning experiences, internships, programs and workshops such as the Girls in Tech event co-hosted by Commonwealth Bank and Telstra, which aims to inspire female students to consider a career in STEM (science, technology, engineering and maths) are available to give students practical exposure to different industries that they may not usually be exposed too. By creating a real-world learning environment, Plumpton High School has increased interest in industry, leading to increased connections to industry for students across K-12, preparing graduates to succeed in the professional world with both academic qualifications and practical skills.

“If we demonstrate what the world beyond school looks like by being immersed in it through partnerships with industry, our students learn and understand they have the necessary skills and capabilities to succeed in that world.”

Principal, Tim Lloyd

Proactive engagement and collaboration with industry led by the school's leadership team

Plumpton High School has established a reputation as a school of choice for employers to partner with for its proactive approach in building strong connections with industry. Plumpton High School's leadership team led

by the Principal, Tim Lloyd, has built a strong vision and culture demonstrating a dedication to offering students a comprehensive and relevant education guided by the business partners of the school. In recognising the importance of open communication and collaboration between school and industry in readying students for the workforce, the school has developed a range of community partnerships with local, national, and international businesses. This can often start with cold-calls or emails to employers who the school views may benefit them in improving post-school options.

The school proactively engages with its alumni students, who are employed across various industries, in organising skills-based workshops where they are employed as SLSOs for the day, therefore respecting the skills they have built and the time they are providing back to the school. Hands-on collaboration with industry professionals ensures that the school's external programs are current and relevant, and staff develop strong relationships with industry, and connections between what students learn and the workplace are made, thus equipping students with the most up-to-date skills needed in the workforce. Students are then positioned to leave the school as productive, contributing global citizens and the leaders of tomorrow.

“Those links help the teachers understand what it is like out there in the industry. It makes the discussions in classrooms much more authentic, real and relevant.”

Head Teacher, Nigel Shakespeare

Resourcing a dedicated 'Futures Centre' hub and team

Plumpton High School has created a dedicated team in the Futures Centre, which is responsible for the school's engagement with industry and implements the school's Career Path planning framework. It is managed by a dynamic group of teachers, including Head Teacher Secondary Studies, Student Advocate and dedicated administrative staff. The student advocate position has no teaching load and is used to manage partnerships with industry.

The Futures Centre serves as a focal point for advocating, building and enhancing relationships with key industry partners, promoting collaborations that bring career guidance, mentoring, opportunities and experiences to students, including those that have graduated. Through regular meetings, workshops with

universities, and collaborative projects, such as employee-led mock interviews and careers market with employers, the 'Futures Centre' team ensures the school sustains a mutually beneficial relationship between school and industry. This forward-thinking approach not only positions Plumpton High School as a leader in education-industry collaboration but also provides students with a unique and relevant educational experience and opportunities that prepares them for success in their post-school pathways and future careers.



“Everything that I do is about what our children are going to do beyond their years at Plumpton High School.”

Teacher and Student Advocate, Gemma Avon, Futures Centre

Other advice from Plumpton High School

- School vision and culture is crucial in ensuring comprehensive school-wide support for students are embedded to develop skills that are transferable and valuable in the employment market.
- The school recognises the specialised skills of staff and leverages their expertise to establish and maintain connections with industry partners.
- The school's social media platforms, website, Facebook page and newsletters highlight how the school works with industry partners to mentor and bring opportunities to students.
- Schools need to strategically allocate staffing and resources to support teachers who drive effective industry engagement and partnerships.

The Pathways Program team would like to thank Tim Lloyd, Gemma Avon, Loretta Gazzera, Priyanka Karan, Cameron Honeysett, Mirachael Racela and Nigel Shakespeare for their valuable input into this case study.

PLUMPTON HIGH SCHOOL BUSINESS PARTNERS



PRINCIPAL'S MESSAGE

SHORT SHARP THEATRE FESTIVAL – PLUMPTON HIGH SCHOOL HEAT CHAMPIONS

Congratulations to Tyrese Arriaga and Plumpton High School drama students for taking out first prize in the Short Sharp Theatre Festival competition in the heat at the Riverside Theatre Parramatta. His self-devised play "Life, Death and Wedding Bells" was a knockout. Well done to all the cast for a fabulous performance. This is the first time Plumpton High School has entered the competition. Students created this work all in their own time over the past 6 weeks. Students compete from across all school sectors in prestigious series of performances. Plumpton has now qualified for the final that will be held in the Seymour Centre on 6 June. Please come along and support our amazing talented students!

Tyrese has written, directed, cast and designed the props. Cast include: Tyrese, Jayden, Jacinta, Jeanpier, Allana, Noah, Jessica, Angela, Charlotte, Jaxon-Thomas, Jordan, Holleigh, Evelyn, Shivani, Ewen and Armin. Plumpton High School's Drama Program forms part of the High Potential and Gifted Education (HPGE) curriculum areas at the school

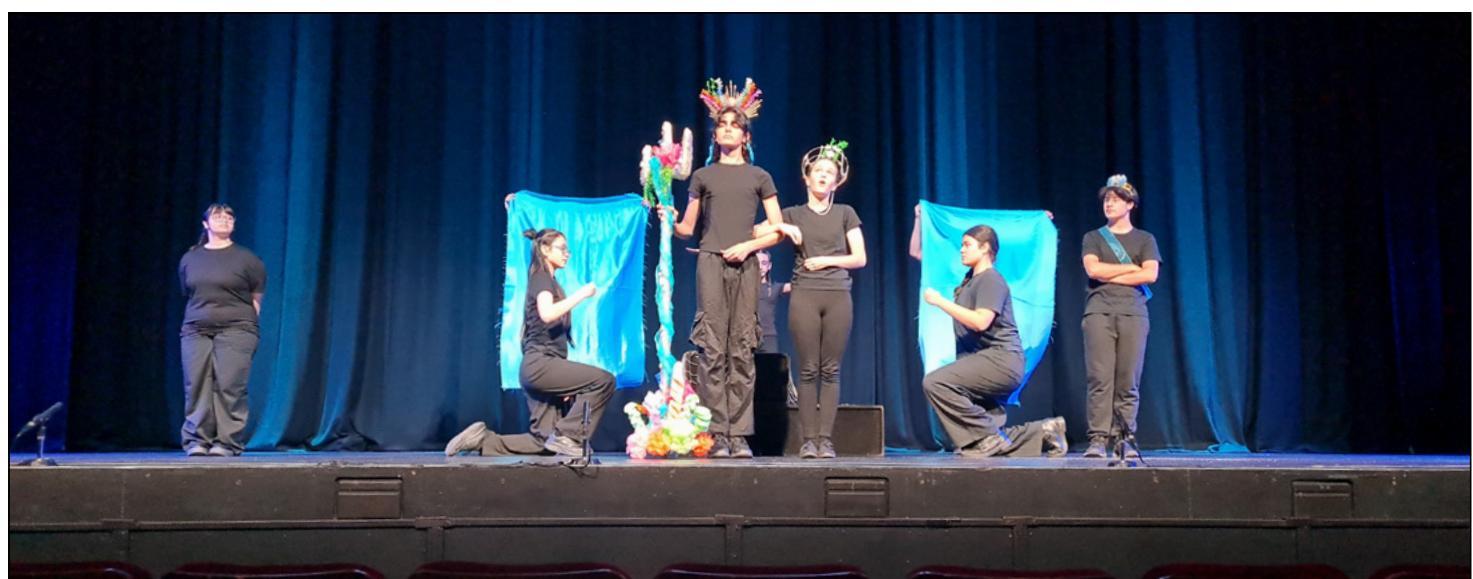
Sharp Short Theatre is a chance for young writers, directors and performers to showcase their stories on Riverside's stage and learn from industry mentors.

All entries perform in a heat. The best pieces are invited to perform in the final where students are awarded prizes in categories including best script, best direction, best performance and best overall production. Plays come from all theatrical genres including comedy, documentary, suspense, period, drama and fantasy, giving students a chance to play to their strengths and interests and let their imaginations run wild!

Entries must be written and directed by students (18 years and under) and can be up to a maximum of 10 minutes in duration. Entries must be submitted by a producer, for example, a parent, teacher or responsible adult.

Prizes are designed to help further develop the winner's talents and are from some of the best theatre companies in Australia. Previous prizes have included opportunities from Riverside's National Theatre of Parramatta, Australian Theatre for Young People, Belvoir, Currency Press, Playwave, Shopfront Arts Coop, Sydney Opera House and Sydney Theatre Company.

Thank you to Ms Marashian one of our incredible drama teachers for supporting our students and building their capacity to a level of excellence as playwrights, actors, costume and set designers.



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PRINCIPAL'S MESSAGE

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RIVERSIDE



PLUMPTON EXCELLENCE AT SHAKESPEARE REGIONAL CARNIVAL

Congratulations to our Year 8 HPGE Dance Group and Year 11 Drama Ensemble have taken first place in their division at the Shakespeare Regional Carnival and selected to represent Plumpton in the Grand Final. Congratulations also to our Year 9 HPGE Drama Group devised project and Year 11 Music Group who were also well received. It is wonderful seeing our students rehearse and perform Shakespeare. The overall comment the judges expressed was of the high calibre of performance skills and concepts at this year's heat.

The Grand final will be held on the weekend of 31 May - 1 June at the Seymour Centre. Students will have a full day Masterclass with the Sport for Jove Theatre Company followed by performance of their items. Grand final winners will be announced on the Sunday.

Thank you to Ms Nguyen, Ms Henry, Ms Marashian and Ms O'Brien for supporting their students in rehearsals and at the performances.



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PRINCIPAL'S MESSAGE

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SCHOOL DEVELOPMENT DAY: PLUMPTON HIGH SCHOOL - HIGH POTENTIAL AND GIFTED EDUCATION FOCUS

Teachers at Plumpton High School commenced Term 2 2025 with a School Development Day focus on High Potential and Gifted Education (HPGE) across the 4 domains of potential including Intellectual, Social-emotional, Physical and Creative. This continues the significant work that Plumpton has been undertaking over the last 10 years in building multiple frameworks to support high potential and gifted students across a diverse range of areas including Science, Technology Engineering and Mathematics (STEM), Humanities and Leadership, Creative and Performing Arts, Sport and Social Emotional dimensions. We encourage you to visit our Website <https://plumpton-h.-schools.nsw.gov.au/> and the 'High Potential and Gifted Education' tab to see some of the work we already undertake in the area in addition to our HPGE classes in each year.

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PRINCIPAL'S MESSAGE

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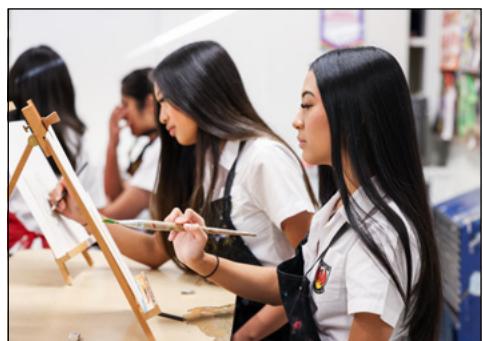
Our teachers are focussing on 6 key responsibilities in the HPGE Policy:

1. Engaging with new syllabus, teachers will need to consider how assessment and data will be used to identify the specific advanced learning needs of High Potential Gifted Students (HPGS) across all 4 domains of potential
2. Teachers are required to apply evidence-based approaches that extend HPGS beyond their current level of mastery and we know that flexibility within new syllabus enables this.
3. Differentiated programs within new syllabuses should meet the learning needs of HPGS
4. The impact of professional learning for teachers cannot be underestimated regarding new syllabus requirements when building capability to effectively plan for HPGS
5. Supporting talent development within the new curriculum requires collaboration between teachers particularly at the beginning stages of syllabus implementation.
6. Supporting transitions continues to be crucial during new syllabus planning, programming and assessment – teachers will consider how they communicate during transition points. These include stage or grade acceleration, and entry into high school from a primary setting.

Our Head Teacher leaders have a key role in supporting teachers with these responsibilities so that improvement is sustainable, vision is maintained, and learning is optimised. This will include consideration of inclusion, equity and strategic purposeful use of evidence.



**HIGH POTENTIAL GIFTED EDUCATION
PROGRAM @ PLUMPTON HIGH SCHOOL**



PRINCIPAL'S MESSAGE

MARIYAM'S YEAR 12 CORPORATE MENTORING

Mariyam Malik (Year 12) has been part of the Plumpton High School Corporate Mentoring Program since 2024. Her Mentor, Barbara Allwright (formerly of United Way Australia UWA), has supported her through her HSC journey. We have had a strong connection with UWA for a number of years. They have supported us in our "Interview Skills and Techniques" training with Year 10 and have participated consistently and reliably in our Mock Interview Days.

UWA is focused on bringing people together and empowering communities to support the development and well-being of the next generation. In 2014, UWA collaborated with others to launch The Hive in Mt Druitt. UWA is the over-arching organisation behind The Hive and supports the work through networking, sourcing funds, measurement and evaluation, advocacy and administrative support.

As part of our Corporate Mentoring Program, we strive to introduce students to different industries and different roles whilst at the same time understanding what student goals and aspirations are. To this end, Barbara was able to arrange a Site Visit to The Hive for Mariyam and her sister Fatima. They were able to see first-hand the work of UWA through The Hive.

The Vision and Mission of The Hive includes:

- Ensuring every child to start school well in 2770
- Enabling a thriving generation of children in Mt Druitt
- Community Voice & Aspirations
- Creating System-Level Change

With interest and aptitude in Community and Social Work, Mariyam was able to directly experience the work of this important community-based organisation. Many thanks to Barbara Allwright, the UWA Team and Rubie Ireson (Director) and her team at The Hive for providing this fabulous opportunity.



PRINCIPAL'S MESSAGE

MASOOAMA ATTENDS ABCN - ACCELERATE LEADERSHIP SUMMIT CAMP

Last week, Masooma Hamidi in Year 11 joined her other 27 Year 11 Accelerate scholarship students from across Australia in Sydney for the Accelerate Leadership Summit Camp for two great days of learning, inspiration, and connection. Masooma was able to spend time speaking with Allegra Spender during the event understanding what has made her successful.

The Summit is part of ABCN Foundation's unique three-year scholarship program that provides high potential students from low socio-economic backgrounds with financial support, tailored development opportunities, and one-on-one corporate mentoring.

During the summit, scholars:

- Spent time building strong connections with their corporate mentors
- Visited Optus to gain insights into the world of work and hear about different career pathways
- Attended an evening at PVH Brands Australia, where Allegra Spender, Federal Member for Wentworth and former ABCN CEO, spoke about leadership and the value of learning from mistakes
- Explored identity and creativity during a visit to the Museum of Contemporary Art

Thank you to ABCN for enabling this incredible experience and their member companies Optus and PVH Corp., for their support and for welcoming our students into their workplaces. Thank you also to Charlotte Cuda from Minter Ellison for her ongoing mentoring of Masooma.



PRINCIPAL'S MESSAGE

BRONZE DUKE OF EDINBURGH AWARD ADVENTUROUS JOURNEY YEAR 9 2025

Congratulations to our first 2025 cohort of 140 Year 9 students who completed their Bronze Duke of Edinburgh Adventurous Journey.

Over the three-day expedition, students faced significant rainfall, necessitating numerous adjustments to ensure safety and challenge. Original walking routes and activity plans were modified accordingly.

Both groups set up base camps at their respective Scout camps, demonstrating remarkable adaptability. Despite the adverse weather, students engaged positively, learning navigation skills, problem-solving to keep their gear dry, and enjoying card games and riddles.

The Year 9 students were divided into two groups for the expedition. Groups 1–4 began at Heathcote Scout Camp, camping for two nights, while Groups 5–8 started their journey from Waterfall Train Station to Camp Coutts Scout Camp for the same duration.

Groups 1 to 4 met their Black Diamond Adventures leaders—Tyson, Jordan, Lewis, and Jack—at Heathcote Scout Camp. After packing for their first day, two groups embarked on a challenging hike to Kangaroo Creek, while the other two enjoyed a scenic lunch at Karloo Pools.

All groups took breaks to appreciate the beautiful surroundings before regrouping for the challenging climb back out. This fostered teamwork and determination, with students encouraging one another throughout.

After returning to camp, the teams enjoyed dinner and games. With spirits high, they wrapped up a successful first day before resting in their tents. Students honed their Trangia cooking skills that evening, solving riddles alongside their leaders.

Despite the weather changes, the day turned out to be an exciting part of the expedition. As night fell, the groups settled into their tents after a memorable day.

On the final morning, all groups faced the rain to pack up camp. Students worked together efficiently, then moved inside for a warm breakfast. Groups 1–4 capped off their experience with a short walk through Heathcote before repacking for the trip home.

The students from Plumpton High School demonstrated exceptional adaptability and perseverance throughout their Adventurous Journey. Their dedication and positive attitudes were commendable.

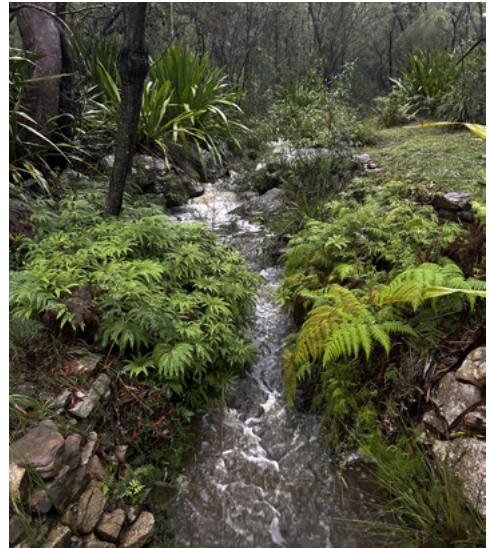
I would like to express my heartfelt thanks on behalf of Plumpton High School to Tahlia McKenzie, Liam Canning, Sarah Hackenberg, Alyssa Gordon, Ben Clark, Cameron Honeysett, Brayden Griffiths, and Emily Joan for their commitment in leading the 2025 Duke of Edinburgh Adventurous Journey, especially given the challenging weather. Thank you to Black Diamond Adventures for their support of our Duke of Ed program, along with the NSW and Australian Offices of the Duke of Edinburgh International Award.



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PRINCIPAL'S MESSAGE

YOUTH WEEK 2025 AT PLUMPTON HIGH SCHOOL - SCHOOL SERVICE EXPO

Plumpton held its annual Youth Week School Service Expo on 11 April. Youth Week is a national event that encourages and supports the youth of our community. It is about engaging young people in the community, letting them express themselves and about raising awareness of issues that are affecting young people's lives.

Blacktown City Council's Youth Week event had 15 services sharing information on how they can support students in the local Area. This is an important event and will provide young people confidence to know that if they need support that there are people to walk them through this.

Thank you to the following services for their presence on the day and supporting our students so well: Blacktown Area Community Centres Inc (BACC), Gamble Aware, Fusion Western Sydney, Blacktown Youth Services Association, TAFE, Yarra Place, WAAT, Western Area Adolescent Health Team, Youth Link, The Salvation-Army Reconnnect, MECA, Asuria, HELP, Blacktown City Council, & Uni Social.

Thank you and congratulations to Gary our Student Support Officer for facilitating the School Services Expo and for engaging so many services to support our students.



PRINCIPAL'S MESSAGE

PASIFIKA ACHIEVEMENT TO HIGHER EDUCATION (PATHE) YEAR 10 "CHASE THE DREAM" CONFERENCE

Thirteen of our Year 10 Pasifika students visited Western Sydney University at the Kingswood Campus, along with a number of other schools, for the Year 10 PATHE "Chase the Dream" Conference. PATHE is the University's Pasifika Achievement To Higher Education Program.

The theme of the Conference was "Path to Purpose: Finding Your Career, Creating Your Future" and it looked at empowering students to explore their limitless potential and take charge of their future career. Students were able to walk away with greater insights and useful information to navigate a brighter future for themselves.

The Program Outline included a Morning Plenary, a Keynote address (by Vaughan Vitale, Samoan, Bachelor of Tourism Management), 2 Sessions and a "Dream Chasers" Panel.

Students broke into smaller groups for Sessions 1 and 2. All Session were led by Pasifika presenters. The Sessions

Session One Sessions

- Empower Your Body, Empower Your Mind: Explore Health & Sports Science
- Create, Write & Perform: Tune into a Career in Music
- Shaping Future Learners: Become a Leader in Teaching & Education
- Champion Justice: Pursue Your Passion in Law
- Turn Ideas into Reality: Embark on Your Business Journey

Session Two Sessions

- Protect & Serve: Make a Difference in Policing & Criminology
- Unleash Your Creativity: Dive into the World of Creative Industries
- Make a Difference, One Life at a Time: Embrace Social Work
- Care Beyond Limits: Embrace the Heart of Nursing
- Build The Future: Construct Your Career in Engineering and Construction

Students a wonderful day meeting new people, embracing new ideas and learning about many different paths they can pursue.

Thank you to Western Sydney University and the PATHE team.



PRINCIPAL'S MESSAGE

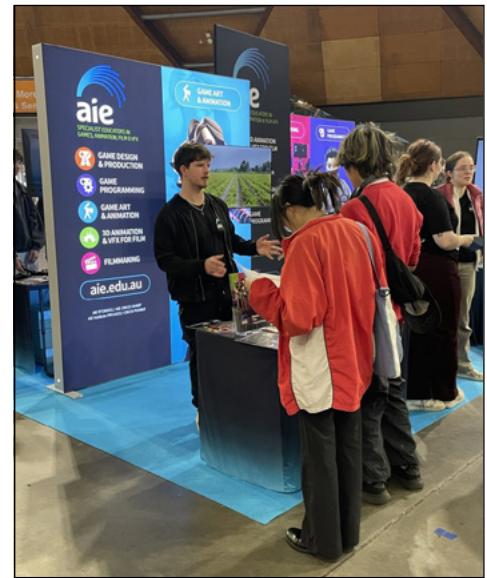
WESTERN SYDNEY CAREERS EXPO – PARTNERING WITH ABCN AND JP MORGAN

The Western Sydney Careers Expo celebrated its 15th year this year and some of our Year 11 students had the opportunity to be involved. The Expo was held at The Dome, Sydney Showground, Olympic Park. ABCN and JP Morgan, as part of a recent ABCN Career Connect Program generously funded the bus and admission for students who completed the Program. Other students were invited to join as well. ABCN Career Connect was designed to support students whether they have some idea of what they want to do after school or no idea at all.

One of the key objectives of the Program was to support students gain a better understanding of themselves and to be able to explore career options that could see them building a life they love. The Careers Expo was the final piece of the puzzle and students were able to explore:

- Universities, TAFE colleges and training providers
- Providers of HSC resources, information and services
- Organisations with apprenticeship information and opportunities
- Organisations with employment opportunities
- Organisations with cadetship opportunities
- Career advisers and student support services
- Providers of tutoring services, lecture and study skills programs
- Providers of international exchange and GAP year programs
- Providers of youth services and programs

Thank you to ABCN and JP Morgan for yet another eye-opening experience.



PRINCIPAL'S MESSAGE

BEACON CAREER PROGRAM (BCP) – PARTNERING WITH THE BEACON FOUNDATION

During Term 2, 24 of our Year 10 students, and in partnership with Beacon Foundation, participated in the Beacon Career Program (BCP). Plumpton High School was the first school in NSW to run BCP. This, after many years of working together, reinforced the strength of the relationship between Beacon Foundation and Plumpton High School. The Program started with an Induction Session and concluded with a Celebration event.

Students attended 8 sessions over consecutive weeks (1 hour per week). Each session focused on exploring career options and developing essential soft skills. Students were provided with practical knowledge and hands-on experiences to prepare them for modern workplace challenges and opportunities. Key components of the Program included:

- Fully supported and delivered by a Beacon Facilitator
- An early focus on personal strengths, skills, and interests and how they align to opportunities in the world of work through a Career Clusters framework
- Multiple opportunities for students to engage with industry volunteers both in the classroom and on-site
- Hosted on-site visits (Schneider Electric and GWS Giants) exploring career alignment with a local industry volunteer
- Student-led work experience opportunity where participants identify and approach host businesses to set up their own placement
- Program Celebration to celebrate what each participant has learnt about themselves and how their thoughts and plans for post-school life have developed.

Industry volunteers visited the school for Sessions 2 and 7. These volunteers included Kasey Freckleton, Valerie Karim, Bani Singh, Georgia Thomas, Tess Sayas, Bek Smith, Dean Brodie and Sherrie Davis. GWS Giants volunteers included Omar Elrayes, Aidan Russell, Alicia Eva (AFLW), Erin O'Brien and William Helm. Schneider Electric volunteers included Hazel Hazel, Masha Ellis, Dave Smith, Yazan Abdeljaber, Lauren McGinley, Cain Hillier, Daniel Pocock and Daniel Hancock

BCP was very well received by students. Over the Term, we were able to observe, firsthand, their development into responsible young men and women thinking seriously about their futures.

We are very grateful to Beacon Foundation for entrusting this special to us and for the opportunity for our students. We would like to make special mention of Taylor Angelo, as the key Beacon Facilitator, for bringing the Program to life and Nick Humphries for his leadership passion and creativity in this space. We would like to thank the many volunteers who gave up their valuable time to work with our students as they navigate their transition from school life to the world beyond.



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PRINCIPAL'S MESSAGE

EXCELLENT ATHLETICS CARNIVAL – EXTRAORDINARY PERFORMANCES AND SCHOOL SPIRIT

Congratulations to students and staff for an incredible 2025 Plumpton High School Athletics Carnival. Students not only excelled in their athletic performances but also supported their house and peers in an extraordinary show of school spirit.

A huge thank you to Mr. Nicholls, Mr. Simonovski and the PDHPE faculty for their professionalism and organisation that contributed to the wonderful success of the day. Thank you to our great Heads of House who have been working with our House Captains to ensure they have the capacity to lead and manage our students through encouraging participation, school spirit and a sense of belonging that brought the school together. Amazing work House Captains, something to be extremely proud of.

Thank you to our staff who ensured the day ran so smoothly ensuring students were able to demonstrate the best version of themselves as they competed for themselves and their peers in the House Championship. Thank you to the parents who were able to attend to see their children compete.

The athletics carnival is one of a number of sporting and non-sporting events that run throughout the year forming the House Championship. The House structure is led by 4 Heads of House and 12 House Captains. Their brief is to build school spirit, sense of belonging and student engagement through their respective roles. The House Captains plan and implements events using a commercial project management process, have participated in professional public speaking and are supported by corporate mentors.



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STUDENT EXECUTIVE COUNCIL - REFLECTION OF TERM 2

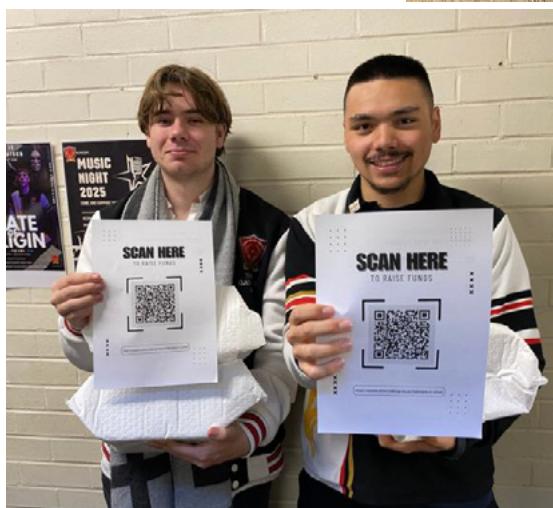
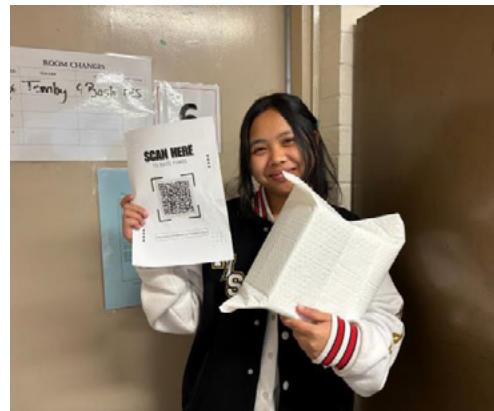
Student Executive Council

Issue No. 2 | Term 2 2025

The Ration Challenge

The Ration Challenge was an impactful initiative led by Chantelle, one of our school captains. From June 18th to 20th, with the support of the Ration Challenge team, the group successfully raised an impressive **\$2,853** while raising awareness about the experiences of refugees in Jordan. To raise additional funds and show support, our school held a Blue Day—wearing blue, the colour of hope and solidarity for refugees around the world—to stand in unity with those affected by displacement. The challenge engaged the entire school community, encouraging empathy, education, and action. It was a powerful example of student leadership and the positive difference young people can make through compassion and teamwork.

On May 27th, SEC invited the Act for Peace representative, Ms Stephanie Lenert, who visited our school and discussed the important role students could play in the Ration Challenge. (By Ashton Quizon)



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The Push Up Challenge

The Push-Up Challenge was a successful event led by Caiden and Ahmad, two senior Student Executive Council (SEC) leaders, with support from the PDHPE faculty. Their strong leadership and organisation helped run the event smoothly, encouraging participation from both students and teachers. The challenge was well-received across the school community, promoting physical activity and raising awareness for mental health in a fun and engaging way.

(By Arsh Malik)



Blacktown Ponds Lions Club Award



On June 14th, SEC was awarded a Community Service Award in recognition of Outstanding Service to the Blacktown Ponds Lions Club and the Community by the Blacktown Ponds Lions Club of which our SEC is a member.

(By Haaziq Anwaar)

Blacktown Ponds Lions Club's Recent Contributions

The Blacktown Ponds Lions Club has recently made contributions supporting the initiatives of the Student Executive Council (SEC). Their donations included a variety of books, toys, and makeup kits, which are intended to support the SEC's future projects. The collaboration between the Blacktown Ponds Lions Club and Plumpton High School exemplifies a strong community partnership aimed at empowering young individuals and promoting educational excellence.

(By Mike Marfil)



PRINCIPAL'S MESSAGE

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Whole School Assembly

Throughout Term 2, Whole School Assemblies were held online every Monday. SEC students successfully managed these virtual assemblies, ensuring they ran smoothly each week. Their efforts were supported by the entertainment team and Mr. Symes, who helped with planning and setting up the necessary equipment. Thanks to their teamwork and organisation, the assemblies remained engaging and well-coordinated despite being held online. (By Ashton Quizon)



Subject Selection Night

On June 3rd, SEC students helped run the Year 10 Subject Selection Evening. They were the MCs for the event and also worked as ushers, welcoming families and guiding them throughout the night. Their support, teamwork, and organisation helped the evening run smoothly and showed their strong leadership skills. (By Nathaniel Santos)



Arthur Phillip Afternoon Tea

On May 16th, three Senior SEC students attended Arthur Philip High School's afternoon tea event. This formal yet relaxed gathering enabled our students to celebrate student leadership, foster community, and recognise their achievements. (By Kris Santos)



Glendenning Public School

On June 6th, three of our SEC students visited Glendenning Public School to assist with the creation of a promotional video. Glendenning reached out to Plumpton to explore an opportunity for our students to take part in a creative project that would benefit the local community. The involvement of our SEC students highlighted their leadership and creativity while strengthening ties between the two schools. (By Arsh Malik)



PRINCIPAL'S MESSAGE

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Junior SEC

In Term 2, the Junior Student Executive Council (SEC) members proudly received their official badges in a special presentation, marking the formal beginning of their leadership journey at Plumpton High School. This important milestone symbolised their commitment to taking on responsibilities and making a positive impact within the school community. With ongoing guidance and mentorship from the SEC Coordinators and the experienced Senior SEC leaders, the Junior members began the exciting process of developing their own project proposals. Through this experience, they engaged in collaborative discussions, brainstorming sessions, and planning activities that helped them build essential skills in areas such as goal setting, time management, teamwork, and effective communication. These early steps not only fostered their confidence but also gave them a deeper understanding of what it means to lead with purpose and contribute meaningfully to the wider school environment. Their journey has set a strong foundation for future involvement in student leadership and community initiatives.

(By Nathaniel Santos)

Upcoming Projects



FIRST NATIONS DANCE ENSEMBLE SEMESTER 1

Semester 1 has been a powerful and inspiring journey for the Plumpton High School First Nations Dance Ensemble, who proudly represented our school community through a series of high-profile performances and cultural opportunities. Our students have shown outstanding dedication, leadership, and pride in sharing Aboriginal culture through the performing arts.

PULSE Alive Festival

Our ensemble took to the stage at PULSE Alive 2025, performing their breathtaking item 'Milkali' in front of the festival's largest-ever audience of 3,000 people, as part of a showcase involving over 5,000 students across NSW. This powerful performance was the culmination of countless lunchtime rehearsals at school and two full-day combined rehearsals with other schools to bring the entire production together. The ensemble performed with pride and precision, honouring culture and connection through dance on one of the biggest stages of their lives.

Students involved: Mackenzie Anne Rahaley Blunt, Kaleisha Brown, Alivia Cobban, Layla Cobban-Hmura, Breanna Hair, Charlie Kennedy, Lachlan McKee, Annabelle Stojanovski, Tiarna Vuki



Bangarra Dance Theatre Workshop

Students also had the unique opportunity to attend a cultural dance workshop led by professional dancers from Bangarra Dance Theatre, one of Australia's premier Aboriginal and Torres Strait Islander dance companies. This experience allowed students to connect more deeply with their cultural identity, refine their dance skills, and be inspired by some of the most respected First Nations artists in the country. A heartfelt congratulations to Shayla Bloomfield, who was invited to audition for the NSW State Aboriginal Dance Company. This honour, offered through the Department of Education's Arts Unit, is a prestigious opportunity to work with other talented young dancers from across NSW while learning more about Aboriginal culture and storytelling through dance.

Students involved: Shayla Bloomfield, Mackenzie Anne Rahaley Blunt, Kaleisha Brown, Alivia Cobban, Layla Cobban-Hmura, Charlie Kennedy, Annabelle Stojanovski, Tiarna Vuki



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Festival of the Hills

Another standout moment this semester was the participation of Plumpton students in the Festival of the Hills. Sisters Isabella Cobban and Layla Cobban-Hmura opened the event by offering a moving and respectful Acknowledgement of Country, representing their school and culture with pride and authenticity. Following this, Isabella performed her Aboriginal Studies Major Work—a powerful cultural dance that tells her personal story, honouring her connection to Country, culture, and community. Her performance was a deeply personal and proud expression of identity, met with heartfelt applause and admiration from the audience.

As a school, we are incredibly proud of the leadership, talent, and cultural pride shown by all students involved. The First Nations Dance Ensemble continues to lead by example—bringing community together, honouring tradition, and celebrating identity through the transformative power of dance. We look forward to many more opportunities in Semester 2 to continue sharing these important stories.



DRAMA ACHIEVEMENTS - SEMESTER 1 HIGHLIGHTS

This semester has been a remarkable journey for our drama students, showcasing their talent and dedication in various competitions and events. For the first time, our school proudly participated in the Shakespeare Carnival, where students immersed themselves in the world of Shakespearean theatre. Additionally, our dance and drama items made an impressive mark by reaching the grand final held at the Seymour Centre Theatre, highlighting the hard work and creativity of our performers. A special mention goes to our Year 11 ensemble, who secured an outstanding 3rd place, demonstrating their skill and teamwork.



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Another standout achievement was Tyrese, in Year 11, who wrote, directed, and starred in his self-devised play, "Life, Death, and Wedding Bells." His remarkable work earned him first prize for writing and the audience's pick at the Sharp Shorts Theatre competition at Riverside Theatre.

Looking ahead, we are excited to announce that several of our students have been selected for the state drama camp in Week 10, and Ewen from Year 11 will represent us in the state drama ensemble for the School Spectacular.

Don't miss our upcoming drama showcase in Term 3! Keep an eye on our social media for updates. Congratulations to all our talented students on their fantastic achievements!



CHINESE LANGUAGE

YEAR 8 CHINESE

This term, Year 8 students are learning to express their preferences in Chinese through the unit My Favourite. They have learned to talk about their favourite season and why they like it, describe objects using different colours, and discuss zoo animals and what can be seen at the zoo. Students are also able to name a variety of animals and share which ones they like best.

In addition, students have explored hobbies and sports, learning how to talk about their own interests and ask others about theirs. They are beginning to express likes and dislikes about sports and hold simple conversations in Chinese. These topics have helped students build practical vocabulary and grow in confidence as they use Chinese in everyday contexts.



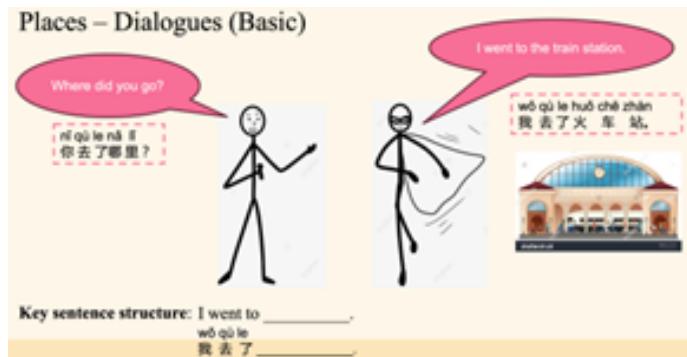
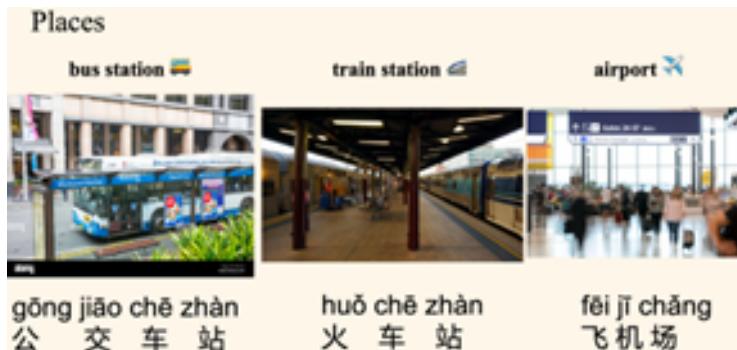
橙色的	hóng sè de	orange	胡萝卜
黄色的	chéng sè de	green	香蕉
白色的	lán sè de	white	草莓
黑色的	zī sè de	black	西瓜
紫色的	hēi sè de	purple	鸟
红色的	bái sè de	red	葡萄
蓝色的	lù sè de	yellow	钢琴
绿色的	huáng sè de	blue	飞机



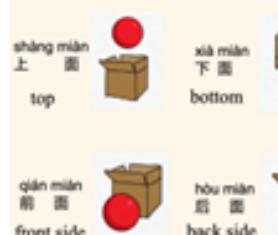
YEAR 9/10 CHINESE

This term, students in the Year 9/10 Chinese elective are exploring the theme My Home and Local Area. They have learned vocabulary for common places in the community, practised giving and understanding directions, and described rooms and furniture in a home setting. These topics have allowed students to build useful language for everyday conversations.

Students also revisited hobbies and learned to talk about daily routines using time expressions. They are now able to describe what they do, when and where they do it, and ask similar questions in return. Through these practical contexts, students are strengthening their speaking and writing skills while developing a deeper understanding of how to use Chinese in real-life situations.



Directional phrase



Directions
bian
side
mián
surface



CELEBRATING STUDENT CREATIVITY: YEAR 7, 9, AND 10 POETRY SHOWCASE

This term, students across Years 7, 9, and 10 have delved into the expressive world of poetry, embracing their creativity and exploring diverse themes through their own poetic creations. Through engaging units, our students have honed their writing skills and developed a deeper understanding of the power of language and emotion.

Year 7 students explored their identities through "Self in Stanzas," crafting poems that reflect their unique perspectives and experiences. This encouraged them to express themselves authentically, fostering self-awareness and confidence in their voices.

In Year 9, the focus shifted to "Protest Poetry," where students engaged with social issues and used their words as a form of activism. This unit challenged them to think critically about the world around them and inspired them to use poetry as a tool for change and advocacy.

Year 10 students tackled the complex theme of "All is Fair in Love and War," prompting them to explore the intricacies of human relationships and conflict. Their poems reveal a rich tapestry of emotions, showcasing their ability to engage with challenging subjects and articulate nuanced ideas.

Studying poetry offers invaluable benefits to students. It enhances their appreciation for language, encourages critical thinking, and fosters emotional intelligence. Through poetry, students learn to articulate their thoughts and feelings, developing important communication skills that will serve them well in all areas of life. Furthermore, poetry cultivates empathy, as students explore diverse perspectives and experiences through the lens of others.

INTRODUCTION

A MEMOIR

PERSUASION

GUST

The glory was gone,
as he sat there, a pawn.
The breeze was tall,
Did he feel anything at all?
Liquid drained from his leg,
As he crawled and begged.
He climbed the mountains,
While his heart burst like a fountain.
Even the wonderful moon
Knew of his doom.
Although his screams were loud,
None of them could be found.
The glistening stars touched his soul.
As he couldn't tell anymore.

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ENGLISH

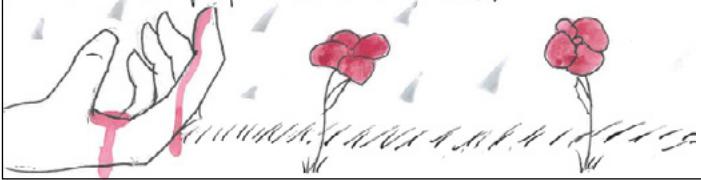
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Crimson Red - by Isabela Marasigan

Rain drips after crimson red,
Washing away the memories,
Soaking into the soft flower bed.
My veins fill with hardened cement,
As I wonder how much time I spent.
How many years were cut off - dead.
Glory and shame fueled my aching heart,
Hoping to better the world.
Nevertheless, it was all for naught.

Rain drips on a brand new layer of crimson red,
New memories inevitably washed away,
Yet the same old flower bed.
My time that I spent caused no change;
No difference was made,
Nor any lesson gained.

What was the reason for our sacrifice,
If the world did not better?
When more people are sent to die?



Stand Stay by Jordan M.

Upon the bloodied soil I stand,
Beneath the bloodied soil you stay.
Frozen eternal among the rocks and the worms
My friend, I ask, was the agony worth
The 'honor' of dying this way?
Why, I must know,
did you leave me behind?
I shall never know, so I leave you with this:

I hope that the sun warms the soil,
I hope that you rest peaceful and easy,
I hope that a rainbow grows upon your shallow grave,
that I do not forget your name,
Or your face,
Or your eyes,
Or your smile,
Even though, at heart, I know
that you will not see the sun, feel that warmth,
that where you lay is not rest,
But will you fault me,
If I want for the ghost of your presence to persist?

Beneath the warm sun, I stand,
Among the cold soil, you stay.
My friend, was it worth it
To leave your life this way?



Our Victory by Jannalyn B

The sky darkened. Rain fell from the sky.
This victory, was it all just a lie?
We all limped through the downpour.
Hearts too heavy. All too shocked from the pain.
Lightning struck and thunder roared.
The blood on our hands, will it wash away with the rain?

Looking around at the lives we took and our friends that were taken.
Realising we served for our country, only to be forsaken.
The rain's attempt to wash our sorrows away
Feels like the clouds are crying for us too.
How I wish for it to be a brand new day.
But the loss we suffered is something we can't undo.

All coming back to our loved ones, all desperate to go home.
Only for some of us to realise our families are long gone.
Were our efforts all for nothing? Our sacrifices futile.
To think, we all watched our friends die.
It makes me sick. This war so wretched and vile.
This victory means nothing. The glory? It's all a lie.

Shrapnel and Shadows

The gloomy smoke hides the sun, the
World goes quiet.

Our marching boots leave strong
Silence in awakening.

The echoes of fallen soldiers
Cheer our names during our
dreadful path to freedom.
The ones who give the orders
never bleed.

Flora rises with sweat, blood,
and tears, not sunlight.

We cry, but no ears listen.
This struggle promises glory,
but takes lives.
Yet, the dark awaits ...

ENGLISH

YEAR 10 STUDENTS EXPERIENCE A 'DOUBLE PLUS GOOD' ADAPTATION OF 1984

Shake & Stir's adaption of 1984, organised by the Joan Sutherland Performing Arts Centre, was an exhilarating take on an Orwell classic and was the perfect way to finalise Year 10s study of dystopian texts. One student, who had previously read the novel, noted that, "the play revived my passion for the book."

Students were able to immerse themselves into the world of the novel, with exciting and immersive technological upgrades. Isabella said, "It was incredible - the way it was able to show multiple perspectives through video footage, was more powerful and impactful than the book." The power of the production, especially in a 2025 context, was not lost on students, with AJ expressing that he now has "a newfound respect for literature and freedom." Student engagement during the performance, and the generous Q&A session, was overwhelmingly positive, and Ysabela praised the performance as "mind blowing that brought to life a dystopian world, in which the ending exceeded my expectations."

Overall, students were wildly impressed with the phenomenal acting, staging, and technological elements - a 'double plus good' performance that they were extremely grateful to have had the opportunity to witness.



EXPLORING THE DEPTHS OF 'THE CRUCIBLE': YEAR 12 STUDENTS ENGAGE IN PERFORMANCE SYMPOSIUM

Year 12 English Advanced students attended an engaging performance symposium on their Common Module HSC text, 'The Crucible', on Wednesday, 7th May. This provided students with a unique opportunity to connect with the characters and explore the play's language, themes, structure, and theatrical elements. The discussion with the director encouraged students to reflect on the play's contemporary relevance and challenged them on personal, familial, judicial, and political levels, providing invaluable knowledge as they prepare for their HSC examinations.

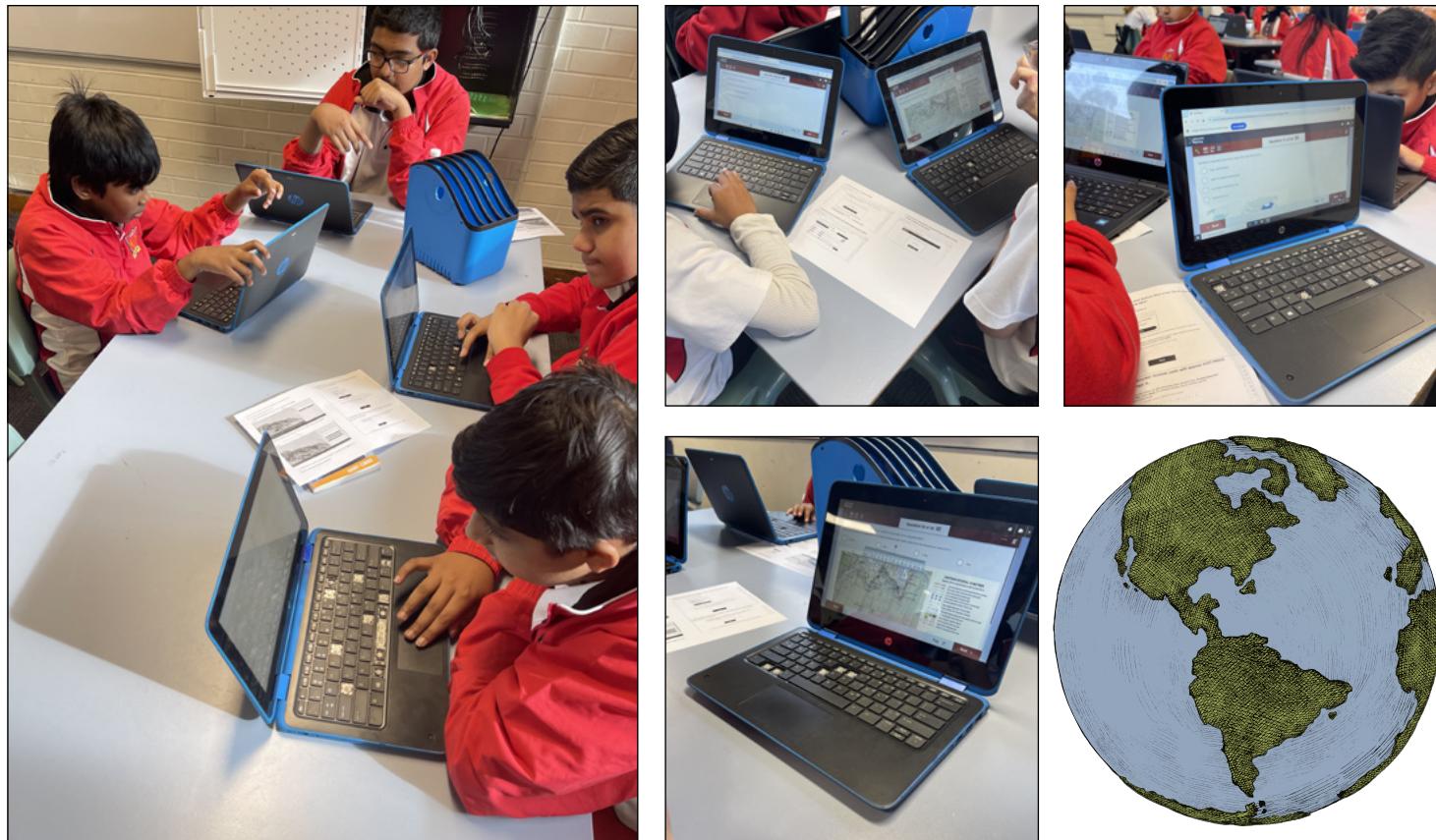


HSIE

AUSTRALIAN GEOGRAPHY COMPETITION 2025

As part of HSIE's HPGE strategy, 120 students across Years 7-10 participated in the Australian Geography Competition. The competition took place across the 19th and 20th of May. Students competed online against thousands of participants across Australia and had to compete 30 skills-based questions within 30 minutes.

We congratulate all participants for taking part and will receive competition certificates and results in July.



AUSTRALIAN HISTORY COMPETITION 2025

In Week 5, 120 students across Years 7-10 Da Vinci participated in the Australian History Competition. Students competed against 38,000 participants across Australia and had 45 minutes to complete 50 source-based questions. We congratulate all participants and look forward to sharing the results with the school community next term.



AUSTRALIAN HISTORY COMPETITION

7. There has been recent media discussion about the Australian War Memorial's need to give greater recognition to which military conflict?

A. Gulf War B. Korean War
C. Second World War D. Australian Frontier Wars

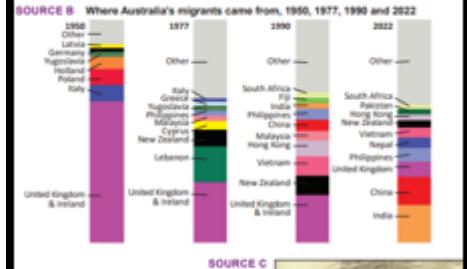
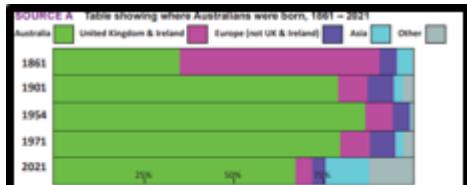
Questions 8 – 12 refer to Sources A and B.

8. From Source A, what percentage of Australians in 1954 had been born in Australia?

A. 100% B. 90%
C. 80% D. 60%

9. The 'other' category for 2021 and 2022 in Sources A and B will include migrants from which of the following areas?

A. Africa
B. The Pacific
C. South America
D. All of the above



BUCKLEY SHIELD - U14S RUGBY LEAGUE

On Tuesday, April 6th, our U14s boys rugby league team participated in the Buckley Shield gala day held at The Kingsway playing fields. Despite being a young team, many players stepped up by competing in an age group above their own. Their dedication and teamwork truly shone throughout the day.

The boys committed many lunch times to honing their basic skills and building strong teamwork, which was evident in their performances. Unfortunately, two of Plumpton's best and biggest players were sidelined due to injury, but the team rallied together to give their best. Due to unavailable players, the team played with only 3 players on the bench. This meant everyone had to fulfil their role and assist in a secondary position when called upon.

In their first match against Riverstone, the boys faced a strong team that dominated possession. However, Plumpton's defence improved as the game progressed, culminating in a well-deserved try near the end of the match. The final score was Riverstone 8, Plumpton 6.

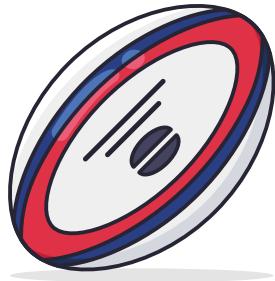
Next, Plumpton took on Doonside. The team started strong, showcasing their skills and dominating the game. Aggression was high in this game and the boys really impressed in defence. However, silly errors in attack led to incomplete sets and added pressure on our defence. Luckily, great individual play helped secure a victory with a final score of Plumpton 10, Doonside 4.

The last pool game was against a formidable Erskine Park team. Plumpton knew they needed to elevate their play to compete. Although Erskine Park quickly took the lead with two tries from strong ball runners, Plumpton fought back with two tries of their own. Unfortunately, a missed conversion resulted in a narrow defeat, with the final score being Plumpton 10, Erskine Park 12. A win here would have seen the team finish second in their pool and progress to the finals.

Congratulations to the boys for playing with heart and effort throughout the day! A special thank you goes to the trainers who generously volunteered their time at lunch to assist the coach. We are proud of our team's commitment and look forward to their continued growth in the season ahead!

Team list:

Riley Adams, Jassim Almoail, Isaak Barba, Meliki-J (MJ) Bola, Cooper Buhulon, Jayden Calder, Elijah Chaseling, Mohammad Elyassih, Penikolo (Peni) Fine, Braxton Hands, Keenan Krosman, Braxton Mascarenas, Iziah Nau, Johnny Pedro, Lancelot Taulia, Kylan Zammit, Liam Ward (trainer), Bailey Baker (trainer), Kevin Peni (trainer).



HEALTH AND MOVEMENT SCIENCE

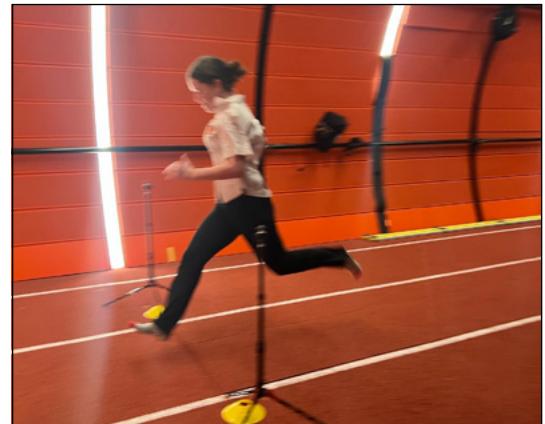
Health and Movement Science is the new subject within the PDHPE faculty which is being run for the first time in 2025. This innovative course emphasises the real-world application of health and movement concepts, providing students with invaluable insights into their field of study.

As part of their coursework in The Body and Mind in Motion unit, our inaugural cohort had the exciting opportunity to visit the Blacktown Exercise and Sports Technology Hub. This state-of-the-art facility is renowned for its world-class patient care and rehabilitation services, as well as its commitment to excellence in education and research.

During their visit, students toured several key areas of the facility, including the contrast baths (hot and cold water), gym, and altitude chamber. They participated in a variety of hands-on activities that highlighted the practical applications of biomechanics and fitness testing. Activities included reaction time testing, where students measured their response time, blood lactate level testing to explore how lactate levels react to exercise intensity, force plates to analyse power production, running analysis to observe and improve running mechanics, and the Wingate test, which challenged students with a cycling test designed to assess anaerobic power.

The feedback was overwhelmingly positive, with students expressing how much they enjoyed the experience. Many noted that seeing the intersection of science and sport in a real-world setting was both inspiring and motivating for their future careers in health and movement science.

This unique opportunity not only enhanced our students' understanding of the subject but also ignited their passion for exploring future career paths in health and fitness. We look forward to seeing how this experience shapes their academic journeys and professional aspirations!



SEMESTER 1 NETBALL

This semester has been an exciting and action-packed one for our school's netball teams, with three major excursions showcasing our students' talent, teamwork, and sportsmanship.

CHS- Sydney West Open Girls Knockout Netball

Our Open Girls Netball team displayed incredible determination and skill as they progressed through two competitive rounds of the Sydney West knockout competition. The standout moment was a dominant win against Castle Hill, where the team executed impressive plays and showed their grit on court. Their effort and sportsmanship have set a high standard for future teams to follow – congratulations, girls!

Team list: Fateemah Aiyaz, Iryana-Zahra Aiyaz, Lily Fowler, Sheilla Lui, Chelsea McInerney-Littlefield, Leti Neemia, Ewen Neoh, Asarleyah Nifo, Chloe Rewi, Salina Sale

Student umpire: Hannah Milroy

Netball Schools Cup – Year 7/8 Gala Day

On Tuesday 13th May, our Year 7 and 8 boys and girls teams travelled to Penrith to compete in the Netball Schools Cup Gala Day. With high energy, enthusiasm, and a fantastic attitude throughout the day, all teams demonstrated great progress and teamwork. For many students, this was their first time competing in an inter-school netball event, and they rose to the occasion with pride.

Team list Year 7/8 Girls: Iryana Zahra Aiyaz, Kayla Briggs, Zoey Cain, Mackensy Carroll, Rubie Dauw, Meliya Ford, Olivia-Rose Hawke, Brielle-Marie Panapa-King, Betty Taufeulungaki

Team list Year 7/8 Boys: Isaak Barba, Cooper Buhulon, Jayden Calder, Sean Jaden Reuel Delgado, Mohammad Elyassih, Braxton Hands, Keenan Krosman, Braxton Mascarenas, Johnny Pedro, Kylan Zammitt

Student umpires: Soteria Gearman, Hannah Milroy

Netball Schools Cup – Year 9/10 Gala Day

Thursday 12th June saw our Years 9 and 10 teams take to the courts at the Blacktown Gala Day. Both boys and girls teams played with great commitment and represented the school with integrity and passion. The competition was tough, but our players showed resilience and strong game sense, making the day a rewarding experience for all involved.

Team list Year 9/10 Girls: Fateemah Aiyaz, Rose Dunn, Lily Fowler, Soteria Gearman, Chelsea McInerney-Littlefield, Brianna Mills, Asarleyah Nifo, Anna-Belle Tanielu, Tiarna Vuki

Team list Year 9/10 Boys: Bryce Caroll, Jasper Geering, Lachlan Hawke, Matthew Hughes, Tyson Maher, Ben Singh, Charles Southerwood, Liam Ward, Nayte Wylie Fahey, Prince Ysula

Student umpire: Hannah Milroy

A big thank you to all staff, students, and umpires who supported these events. We look forward to building on this momentum in Semester 2!

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NETBALL

OPEN BOYS TOUCH FOOTBALL

This year, our Open Boys Touch Football team had a large turnover which meant our core group that we built over a few years had become slightly smaller. Nevertheless, this allowed the team to continue to breed new talent that will foster a culture of determination, discipline and winning mentality. The Open Boys Touch team saw a blend of experience with a few rising stars lamenting their spot in the future team environment.

Off the back of some strong performances last year, it was our goal this year to return to winning ways and make our way back into the top 8 teams and involve ourselves in the gala day. Our training sessions revolved heavily around regaining familiarity with structure and introducing plays that allowed the boys to find success in different areas of the field. With the large turnover, we also saw the need to create new partnerships and explore different options to ensure we, as a team, could play with our best foot forward.

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During the phase of exploring positional possibilities, many of the boys were versatile and could play many positions. This worked in our favour as it allowed us to mix connections and consistently make our opposition problem solve and find different matchups. While we identified our core middle and directional leaders, we were able to blend structural players with solid eyes up football.

Playing against new opponents in round 2, Girraween High School, we could finally put our work to the test. Lead by our middles Jedi Nifo and Braylen Jones, it was no surprise that we played some expansive football with speed and strike out wide. We quickly got onto the scoreboard could continued to poke our head over the advantage line. Naturally, we wanted to play a quick fast game around the ruck with the potential to isolate and create space out wide. However, we couldn't keep up with the pace as Girraween returned serve. Heading in at the half, our side were down on the scoreboard, but small mistakes around the ruck and defensive lapses meant we were our own worst enemies. We had to make small adjustments and the edges would open up with and without the ball.

With time winding down, we were going score-for-score with Girraween; tied game, up by one, tied game, down by one and finally back to a draw. The boys made some adjustments in the half and it proved to be working, but again, we were our own worst enemies when we struggled to scramble in defence after playing some solid, quick and expansive football. In the final minute, Girraween went up by one touchdown and we couldn't recover.

Although we were knocked out and didn't quite reach our goal, I was happy with the boys ability to make adjustments on the fly, play a structured yet creative football. By creating a good foundation and allowing the boys to play eyes-up, meant that I could carry a large amount of this team into next year's team with the aim of going one better. The Open Boys Touch team has always been a prestigious team to be apart of as the ultimate goal has always been to win or get eliminated. I have very high hopes for next year's team as I get to see the same football that played this year, but they get the second chance to keep building. Always improving, never backwards!

Team: James Andaya, Liam Cox, Braylen Jones (c), Lincoln McClean, Jedi Nifo (c), Lester Polinar, Ben Singh, Devontae Va'a, Taevin Vini, Liam Ward and Jay White.



OPEN GIRLS TOUCH FOOTBALL

This year's Open Girls Touch Football was diverse in nature, but strong in attack. The girl's team was diverse in the sense that we had a strong mix of senior students, with a few junior girls who showed that their spot remained unquestioned for years to come. Half of the 15-girl squad was made up of junior girls who were willing to step up to the plate and demonstrate their talent on the touch football field.

The squad had a large range of football IQ with general sport stars who were willing to learn and develop in a system that revolved around learning general structure and strategy behind the 6-player code. Our training sessions were focused on field placement and identifying defensive player positioning to use to their advantage. This involved getting to attacking positions and isolating players to create space across the field. With that, we held strong middle players with changing our edges to ensure we could use our edge speed and strong football IQ whilst fostering and encouraging our new players to find their feet within the team.

Having a large number of junior players in the senior system means that the team can develop consistently and aim to build upon foundations built early. Without having a dedicated and consistent touch football program or competitions throughout the sporting calendar, it's advantageous for our girls to get involved in the sport and team culture early on to ensure they can understand the determination, strategy and skill required to succeed. So far, this box has been ticked and it's very rewarding to see the girls put in a large amount of training and effort to learn, develop and refine their skills despite touch football being a minority sport in this demographic.

After an intense few weeks of consistent training, the girls were ready to hit the park against Windsor High School. Fielding a large 15-girl squad meant that we could rely on our partnerships, but there was a large amount of flexibility to test our skills and keep the girls fresh with effective substitutions. The girls headed into the game ready to go and were able to show confidence in their abilities and each other.

After the girls were pushed on the back foot by a strong outing by Windsor, the girls were able to settle into a groove and understood the pressure of an active defence on their structures and general play. The girls were able to string back a few touchdowns but remained behind on the scoreboard after some lapses in defence and misreads around the ruck. Without being able to capitalise on strong glimpses of attack with the ball, the girls couldn't catch up and keep pace with a fast Windsor outfit.

Despite not coming out with the win, it's evident in the squad that there's a level of confidence blended with a strong desire to achieve and find success. The aim for next year is to continue to build on the moves and foundations that the team has built over the last year or two. This squad is tipped to see a higher level of commitment and strength and less of a player turnover. There are good things coming out of the Open Girls Touch Football team and program, and the girls will get to a level where the fruits of their labour will be rewarded. There are big things coming. Stay tuned with this team!

Team: Isabella Cobban, Sophie Cox, LJ Dunn, Rosie Dunn, Seren Elyassih, Junelle Erupi, Lily Fowler, Sheilla Lui (c), Ryley-Jane Miller, Elizabeth Saszinki, Meita Taufeulungaki, Maddison Tregaskes (c), Danielle Va'a, Adonai Vaoliko-Savesi, Quiana Vaoliko-Savesi.



SMASHED - ALCOHOL EDUCATION

In PDHPE, Year 9 students recently took part in the SMASHED: Live alcohol education workshop, aligning with the Australian National Curriculum and laws relating to underage drinking. This interactive program aims to equip students with the knowledge and skills required to make responsible decisions regarding alcohol consumption. Throughout the workshop, students engaged with the experiences of three teenage characters, delving into crucial underage drinking themes such as relationships, consent, health, safety, and career aspirations.

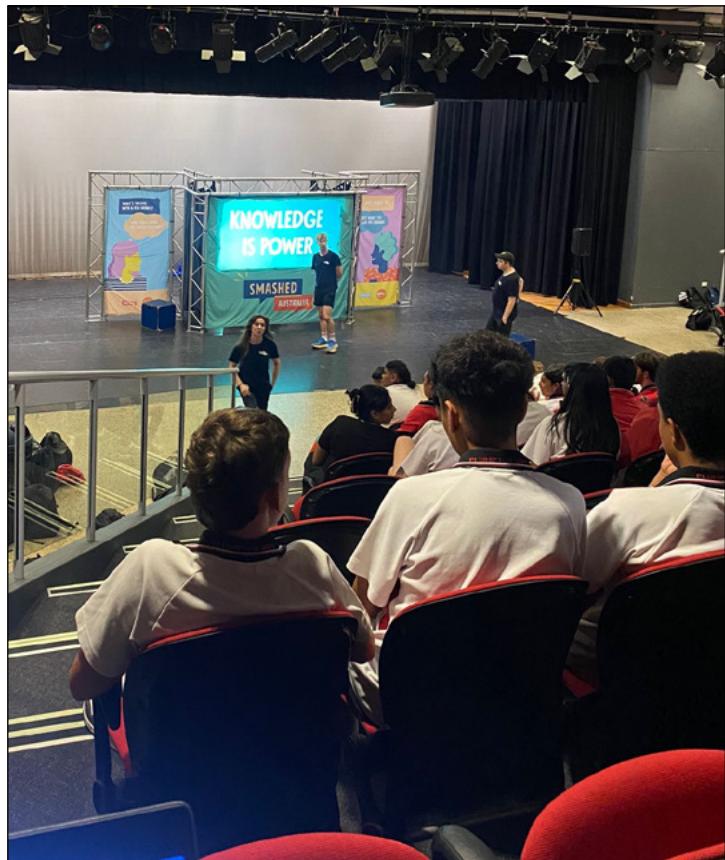
Through interaction with the characters, students were prompted to consider how they would respond if they were in similar situations, fostering critical thinking and self-reflection. Following the workshop, discussions centered on providing advice and identifying practical strategies to navigate peer pressure, as well as accessing additional support resources. Overall, the SMASHED: Live workshop serves as a valuable platform for empowering students to make informed choices and develop responsible attitudes towards alcohol.

Nationwide, the program has been very successful, with over 300,000 young people taking part since 2018. To date, 1650 performances have been delivered in 700 schools across Australia and the results are extremely positive:

- 81% 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/>



UNIVERSITY SHIELD OPEN BOYS RUGBY LEAGUE

This year's University Shield Open Boys Rugby League campaign marked a fresh chapter for our Open Boys Rugby League team, with a significant turnover of players and an almost brand new starting 13 taking the field. While the faces may have been new, the heart, hunger and pride in the jersey remained as strong as ever. The team brought together a unique blend of experienced rugby league players and passionate athletes who simply loved the game. This combination fostered a competitive and driven environment from the get-go. Training sessions were intense and purposeful, with a clear focus on ball movement, green zone attacking structures, and mastering the A, B, and C defensive patterns.

Following several strong performances in previous years, including a memorable grand final appearance in 2023, the squad entered this season determined to replicate that success. That hunger was on full display in every game, none more so than in our fiery clash with arch-rivals Rooty Hill High School.

The game started as a tight, back-and-forth contest, with both teams trading tries in a physical and passionate battle. But just when the match hung in the balance, a masterful attacking play from Jedi Nifo and Braylen broke the game wide open. Their combination of vision, timing and execution sealed a dominant win. It was a powerful statement and a highlight of the campaign.

Against tough opponents like Glenmore Park High School and Wyndham College, with both schools boasting experience across the park, our side refused to be intimidated. Our forward pack laid a strong platform for our backs to work their magic. They showed enormous heart, sticking to our structures and fighting for every metre.

The boys' efforts saw them earn a spot in the top four of the competition, an incredible achievement in a pool that included powerhouse schools such as Chifley College and Kingswood High School.

In the semi-final, we faced Kingswood High School, a side confident in their chances and quick to underestimate our forward pack due to our perceived lack of size. But what our boys may have lacked in stature, they more than made up for in heart, resilience and sheer determination. The game was a battle from start to finish, with our team leading 6-4 for the majority of the match. Sadly, a last-minute try before the final siren broke the deadlock and ended our campaign. It was a heartbreaking finish, but the pride in the group was undeniable. I couldn't be more proud of the performance as it was what we were looking for all day.

Standout performances came from Wesley Moala, whose powerful tackling and defensive presence set the tone, and Jedi Nifo, who led with passion and skill, orchestrating attacking plays with poise and power. In the engine room, they were ably supported by strong, charging runs from Chris Peni and Maison Refalo, who consistently pushed back defensive lines and created opportunities. They both delivered great, solid runs on the edge and in the middle, with and without the ball, proving once again why they were two of the most reliable and consistent players on the field. Another shoutout must go to Devontae Va'a, who had a hand in many of the tries across the day and broke many games open with sheer strength and support of his teammates.

Though the scoreboard didn't go our way in the end, the 2025 Open Boys University Shield team reminded us all that courage, teamwork and spirit are what define true success. A huge congratulations to the entire squad, you've done your school and I proud.

Team: James Andaya, Taratoa Atera-Chapman, Aries Banez, Liam Cox, Etuate Fine, Luka Fuimaono, Braylen Jones (c), Lincoln McClean, Wesley Moala (c), Jedi Nifo, Chris Peni, Wayne Peni, Lester Polinar, Maison Refalo, Devontae Va'a, Taevin Vini, Jay White

Trainers: Sheilla Lui & Gonzalo Moran

PDHPE

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PLUMPTON HIGH SCHOOL SWIMMING SUCCESS – 2025

The 2025 swimming season at Plumpton High School has been one to remember, filled with outstanding performances, strong school spirit, and incredible achievements by our students.

School Swimming Carnival – A Huge Splash!

On Friday 14 February, over 500 students gathered at Mt Druitt Swimming Centre to participate in our annual School Swimming Carnival. The day was blessed with perfect weather, creating the ideal conditions for fun, competition, and team pride.

Students raced across a wide variety of events, showcasing not only their swimming ability but also their enthusiasm and sportsmanship. House spirit was alive and well, with colourful support from each team and energetic participation in both competitive and novelty events.

Congratulations to all who participated and especially to our 2025 Age Champions, whose performances on the day stood out among their peers:

- 💧 **12 Years Girls:** Ellie Morris-Stiskin (Karinga)
- 💧 **13 Years Girls:** Trishika Biswas (Dangar)
- 💧 **14 Years Girls:** Elena Panbu (Karinga)
- 💧 **14 Years Boys:** Jayden Calder (Dangar)
- 💧 **15 Years Boys:** Liam Ward (Woodstock)
- 💧 **16 Years Girls:** Lily Fowler (Halkirk)
- 💧 **16 Years Boys:** Lachlan Hawke (Halkirk)



These students not only excelled at our school carnival but went on to represent the school with distinction at the next level.

Colebee Zone Swimming Carnival – Standing Out Across the Zone

On 6 March, our top performers from the school carnival took to the pool again, this time representing Plumpton High School at the Colebee Zone Swimming Carnival, also held at Mt Druitt Swimming Pools.

Our swimmers competed against students from across the zone and showed immense determination, courage, and school pride in every event they entered. Each student gave their all, and the results were a testament to their training and commitment.

A special mention must go to Ellie Morris-Stiskin and Elena Panbu, who both placed in the top three of their age champion categories, finishing 2nd and 3rd respectively – a truly fantastic achievement at this level of competition.

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2025 Zone Swimming Team



The following students proudly represented Plumpton High at the Zone Carnival:

Riley Adams

Izac Ali

Trishika Biswas

Jayden Calder

Rose Dunn

Lily Fowler

Lachlan Hawke

Braylen Jones

Muhammad (Umar) Khan

Jeanpier Le Miere

Kayley Mitchell

Ellie Morris-Stiskin

Bailey Murray

Tonu (Jedi) Nifo

Elena Panbu

Archer Zamuel Trinidad

Liam Ward

Jessica Gale

Congratulations to all zone team members – your commitment, teamwork, and representation of our school were exemplary.

Sydney West Swimming Carnival – Reaching the Next Level

The journey didn't end at the zone carnival for some of our strongest performers. We are incredibly proud to announce that five of our students were selected to represent Plumpton High School and the Colebee Zone at the prestigious Sydney West Swimming Carnival, held at the Sydney Olympic Park Aquatic Centre.

This elite regional event brings together the very best swimmers from Western Sydney, and qualifying is a major milestone for any student-athlete.

Our Sydney West Representatives for 2025 were:

 **Riley Adams**

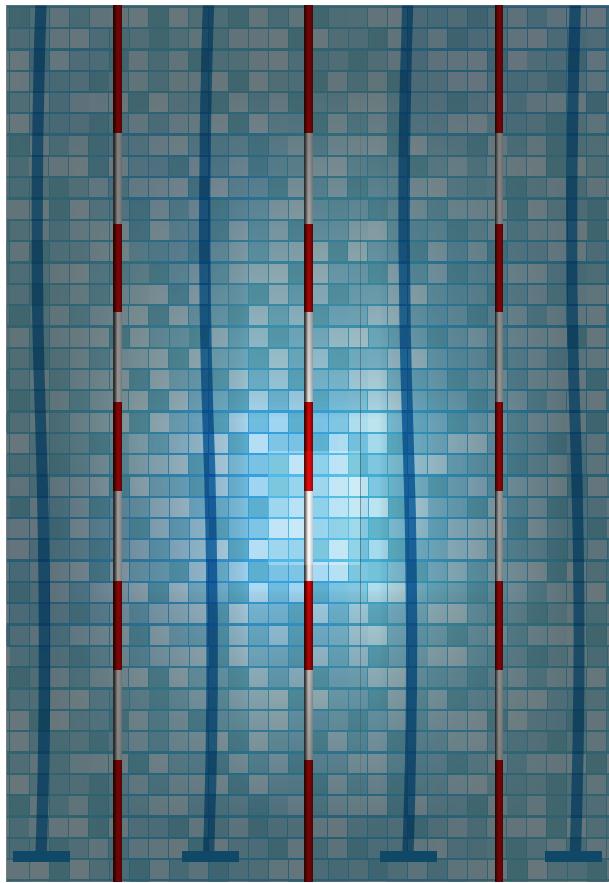
 **Ellie Morris-Stiskin**

 **Bailey Murray**

 **Elena Panbu**

 **Archer Zamuel Trinidad**

These students demonstrated exceptional talent and dedication, competing on one of the biggest school swimming stages in the region. Their success is something they – and the entire school community – can be extremely proud of.



STAGE 4 TECHNOLOGY

This Term in Technology Year 7 has been finishing off their first unit of work and beginning their second unit, where they have either been creating a logo to be put onto a tote bag, A timber Mantle clock or their own healthy burger recipe. These projects allow our students to develop a great range of practical skills across 3 different context areas as well as creating a supporting design portfolio to document the steps they have taken.



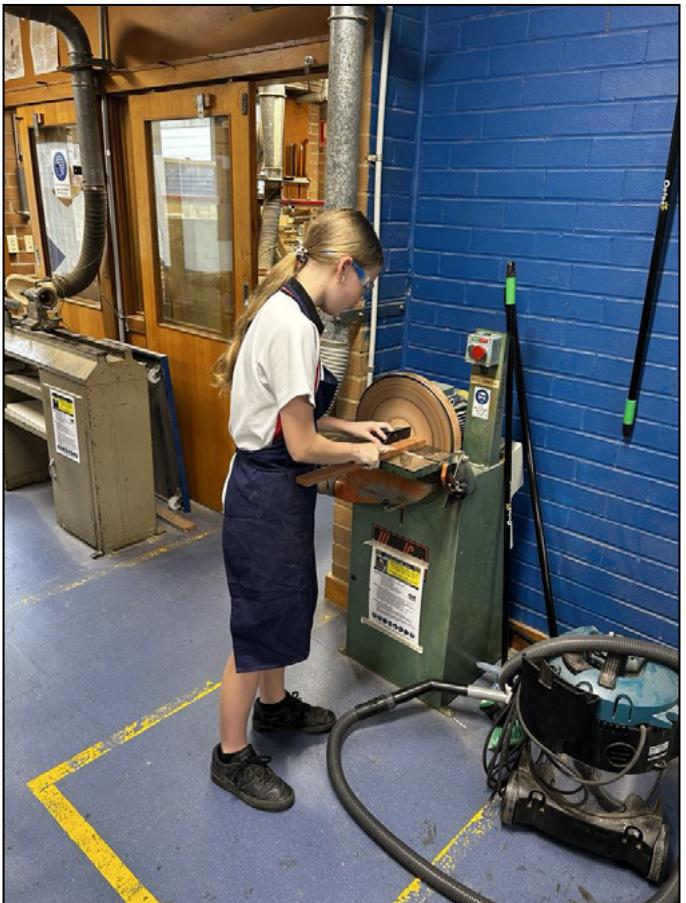
STAGE 5 TIMBER

Students in Stage 5 industrial technology timber have finished their charcuterie boards which have been a huge success. While doing so they began completing their industry study based around how different processes are completed in the classroom vs the industry. Now they have been creating their side tables using 19mm timber for the sides and 45x45mm timber for the legs. This project is going to incorporate lots of design features chosen by the students which they are excited to complete.



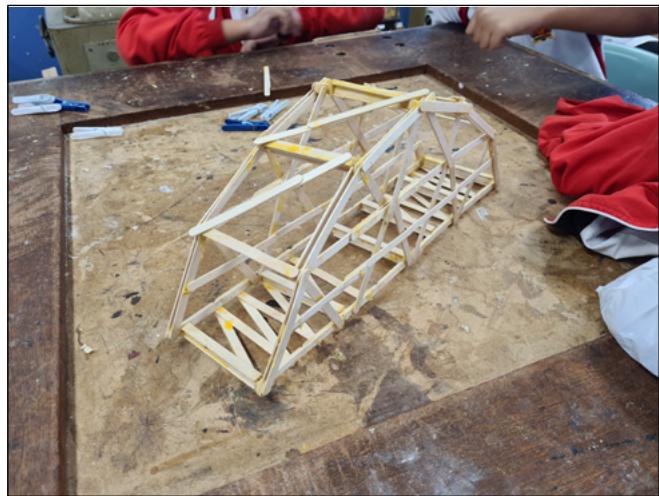
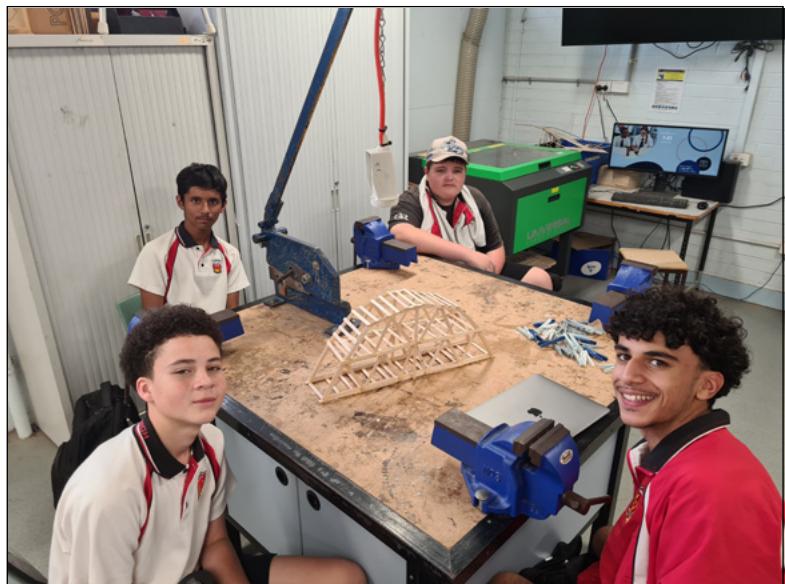
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STAGE 5 ENGINEERING

Students in Stage 5 Engineering have had to design and build a bridge in a group. These were then tested to destruction. The bridges contained 200 paddlepop sticks and the strongest ones held the weight of a student (as seen with one sitting on it in the picture).



TERM 2 - JACKMAN UPDATE

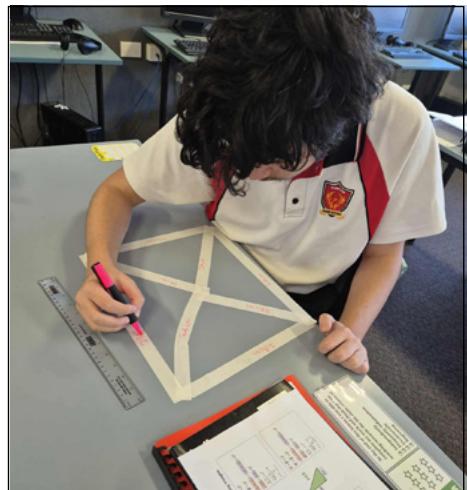
This term, Jackman has engaged in a range of experiences and learning both in and out of the classroom. It has been amazing, watching our students participate in the opportunities offered to them.

Key Learning Areas

Throughout the term, we have been using the text 'A Series of Unfortunate Events - The Bad Beginning' and the Netflix Series to accompany our unit of work. Across all key learning areas, students have analysed characters, measured triangles and angles, written up a number of scientific reports, created timelines and explored the past as well as learning about how to maintain a healthy and safe lifestyle.

During PE Prac lessons, students learnt the rules and played a new sport 'Boccia', in order to compete in the Inclusive Schools Sport day.

Our Year 7 and 8 students have been busy learning and refining their reading, writing and counting skills in Japanese. They also started learning one of the Japanese writing systems; Hiragana.



Jackman Shout Outs

- ★ Sofia, J.P, Tobi and Julius - Outstanding participation in the 2025 PHS Athletics Carnival
- ★ Jack - Writing an amazing diary entry from the perspective of a World War One soldier that was presented at the 2025 ANZAC Ceremony
- ★ Tobi & Julian - Commitment to improving in class

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Work Life & Community - Community Connections: Stage 6 Work Experience

Throughout Term 2, Stage 6 Jackman students will be engaging with work experience at Woolworths Mt Druitt.

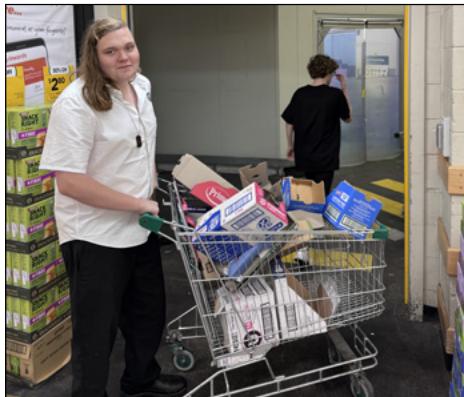
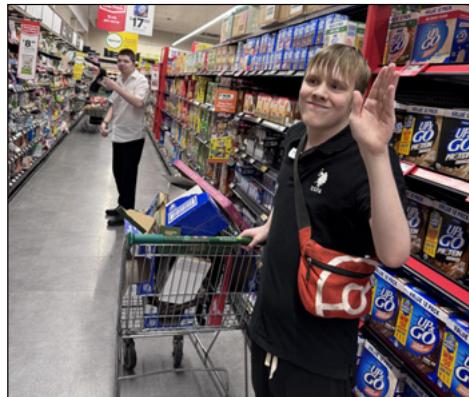
On Tuesday 6th May, students began their work experience. They were given a tour of the store and provided with safety instructions.

Students paired up before being teamed up with a member of the Woolworths Team.

They worked across several departments: produce, bakery, groceries and fridge engaging in a range of different experiences.

Students faced the products on shelves, removed empty boxes, stacked the shelves with produce & tidied, rolled out cookies and packed them as well as communicated with Team members and members of the public.

All students were outstanding citizens of Plumpton High School and the local community.



NOVA Film Festival- Jackman Unit

Jackman Unit had the exciting opportunity to attend the first-ever Nova Focus on Ability exclusive screening at the Liverpool Catholic Club. We watched an inspiring selection of short films created by young people with disabilities—each one a powerful showcase of creativity and talent. While enjoying popcorn, gelato, and a delicious lunch, we were fueled up and ready to dive into our own creative journey.

The day continued with a dynamic storyboard workshop, where we brainstormed and planned our own film ideas. We left inspired, energized, and ready to bring our stories to life together as a unit.



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Wheelchair Sports

On Tuesday 3rd June our Jackman students along with 8 Sports Studies and 9/10 Pass participated in an incursion with Brendan from Wheelchair Sports NSW/ACT. Students listened to a short presentation about disability awareness and how that affects individuals with disabilities to participate in physical activity. The students then participated in a game of Wheelchair basketball. All students had a lot of fun and enjoyed the experience.



Boccia

On Thursday 19th June, Jackman participated in their very first Inclusive Schools Boccia competition. Mr Vella and Miss Jodi took a team of 7 students; Maddix, Kaleb, JP, Josh, Xavier, Turhan and Alexsandross to the Penrith Valley Sports Centre. Throughout the day the team participated in multiple games, coming 3rd in their pool. They progressed to the finals, where they finished off 6th overall. Maddix, was the captain for the day who spent time organising the team and substitutions in each game. All students were excited and well behaved. Congratulations Team Jackman!



MATHEMATICS

MATHEMATICS TERM 2 - 2025

YEAR 7

In Term 2, Year 7 students engaged in an exciting exploration of the computation of positive and negative numbers, a fundamental concept in mathematics. Through interactive lessons and hands-on activities, they learned to effectively add, subtract, multiply, and divide integers, which significantly enhanced their problem-solving skills and mathematical reasoning. The curriculum was designed to be engaging, allowing students to grasp these concepts through practical application and exploration. By collaborating on group challenges and utilising real-life scenarios, they developed a deeper understanding of how these mathematical principles apply beyond the classroom.

The enthusiasm and curiosity displayed by the students fostered a supportive learning environment that encouraged participation and collaboration. This positive atmosphere not only made learning enjoyable but also laid a strong foundation for their future mathematical endeavours. As they continue their journey through mathematics, the skills acquired in this unit will undoubtedly serve them well in their upcoming studies. The ability to work with positive and negative numbers is crucial for their success in more advanced mathematical concepts, and the confidence they gained during this term will empower them to tackle future challenges with assurance.

YEAR 8

We are excited to share the latest updates from our Year 8 mathematics program, where students have been immersing themselves in the captivating world of equations, inequalities, and measurement. This term has been a remarkable journey of discovery, as our students have learned to appreciate the significance of these mathematical concepts in understanding the world around them.

Our students have been mastering the art of equations, learning to see them as powerful tools that reveal relationships between different quantities. They have explored how equations function like providing insights into balancing different elements. Through various activities, students have gained confidence in solving equations and applying their knowledge to real-world scenarios.

In addition to equations, students have delved into inequalities, which offer a unique perspective on comparison and difference. This concept has allowed them to explore a range of possibilities and understand how to express relationships that are not strictly equal. Through engaging discussions and problem-solving exercises, they have developed a deeper understanding of how inequalities shape our comprehension of the world.

Measurement has been another key focus this term. Students have learned to appreciate the importance of accurate measurement in daily life and various fields of study. They have been working on practical activities involving length, area, volume, and more, reinforcing their understanding of how measurement plays a crucial role in both mathematics and real-world applications.

With the content Year 8 also had opportunity to utilise Mathletics and Smarter maths program to enhance their knowledge practice using computers.

As we move forward in the term, we encourage our students to continue exploring these mathematical concepts and applying them to their everyday lives. We are proud of their hard work and dedication and look forward to witnessing their continued growth and success in mathematics.

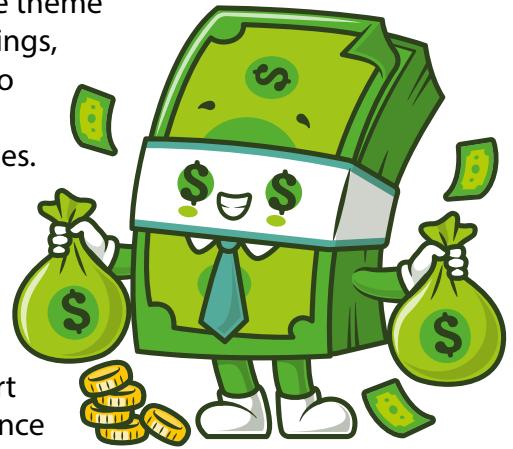


MATHEMATICS

YEAR 8 - MONEY MATTERS

This term in the Year 8 elective Money Matters, students are exploring the theme My Dream Job. They are learning how to calculate different types of earnings, including wages, commission, and piecework, and are developing skills to read and interpret payslips. These practical financial skills are helping students better understand how people are paid across different industries.

Beyond numbers, students are also exploring a wide range of career options, thinking critically about what roles align with their interests, values, and strengths. They are researching pathways to their dream jobs and preparing for the world of work by developing mock interview questions and practising responses. This unit encourages students to start thinking about their future and builds both financial literacy and confidence in career planning.



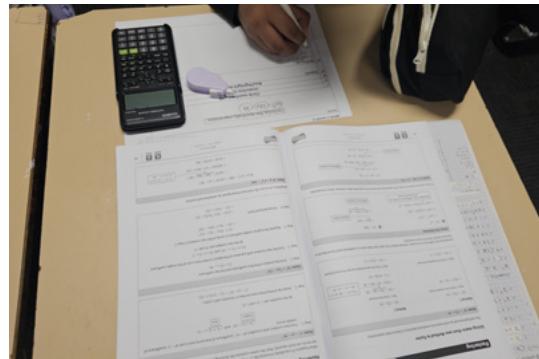
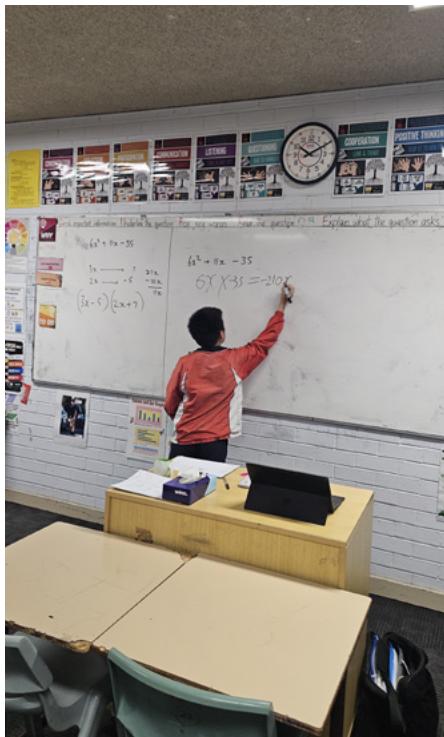
YEAR 8 - EXTENSION

This term, the 8Mat Extension students concentrated on factorising quadratics, covering both monic and non-monic forms. They learned various techniques to break down complex expressions into simpler factors, strengthening their algebraic skills.

To make learning more engaging, we organised a Maths Challenge Competition during lessons. Students were tasked with solving six multi-part questions designed to test their understanding and problem-solving abilities. The challenge encouraged teamwork, persistence, and creative thinking.

One standout moment was when a student showed exceptional commitment by choosing to continue practising factorising beyond the challenge questions. This extra effort highlighted their dedication and eagerness to master the topic.

Overall, the term was a great success, with students building confidence in handling quadratic expressions and enjoying the competitive yet supportive learning environment.



MATHEMATICS

YEAR 9 - MATHES ADVANCED

In the Year 9 Mathematics curriculum, students are currently exploring the essential topics of expressions, equations, inequalities, and indices. This term, they are engaged in a variety of stimulating tasks that not only enhance their understanding of these critical areas but also sharpen their problem-solving abilities. A significant focus has been placed on solving simultaneous equations through algebraic methods, where students are learning to apply techniques such as substitution and elimination. These skills are being reinforced through collaborative activities and real-world problem-solving scenarios that promote deeper comprehension. Moreover, students are developing their understanding of inequalities, learning to graph and solve them, which is essential for interpreting mathematical relationships. They are also diving into the laws of indices, mastering the manipulation of expressions involving exponents, including both negative and fractional indices.

We commend our students for their dedication and enthusiasm as they work to master these vital mathematical concepts, laying a strong foundation for their future studies.

YEAR 9 - MATHS STANDARD

This term featured students learning Algebra, Indices and Solving Equations. We learned how to use letters to represent unknown values and delved into the properties of index notation. Year 9 is the first time students worked with negative powers and discovered how to transform fractions into terms with positive indices. Not an easy thing to do!

Students also looked at solving equations using different contexts and forms like fractions, pronumerals on both sides of an equation and equations with brackets. These activities are more about getting students to think in a way that is different to what they are used to, in order to have strategies to solve problems they have not yet met.

We will finish off the term by learning about measurement and shapes and continue this into term 3. Students have received their examinations back from term 2, and are advised to re-do problems they were unable to do on the day of their exam, or seek assistance if they can't do it independently. Students are reminded that YouTube, Google, Mathletics, friends and family can all be good resources for helping outside of class, however, they are encouraged to get additional help from their teachers if that is a better course of action. The worst action is inaction, so get moving, get studying and get help to be the best you can be!

YEAR 10 - MATHS STANDARD

In Term 2, Year 10 Core and Standard students immersed themselves in the practical and theoretical aspects of measurement, equations, and formulas. Through a series of dynamic lessons, they explored various measurement concepts, including area, volume, and surface area, while developing a solid understanding of how these principles apply in real-life contexts. The curriculum was designed to engage students actively, enabling them to see the relevance of mathematics in their daily lives and future careers. By applying these concepts to real-world scenarios, students gained a deeper appreciation for the subject and its practical implications.

In addition to measurement, students tackled the intricacies of equations and formulas, learning to manipulate and solve them with confidence. Collaborative problem-solving activities encouraged teamwork and critical thinking, fostering an environment where students could share ideas and strategies. This comprehensive approach not only prepared them for future mathematical challenges but also highlighted the importance of measurement and equations in everyday life. By the end of the term, students felt empowered to approach problems with clarity and precision, equipped with the skills necessary to excel in their ongoing mathematical studies.

MATHEMATICS

YEAR 10 - MATHS ADVANCED

Students in year 10 Core and Extension Pathway delved into crucial areas of mathematics, building foundational skills and exploring advanced concepts. Students continued a comprehensive exploration of Measurement. They developed proficiency in calculating area, surface area, and volume, essential skills for understanding both theoretical and real-world problems.

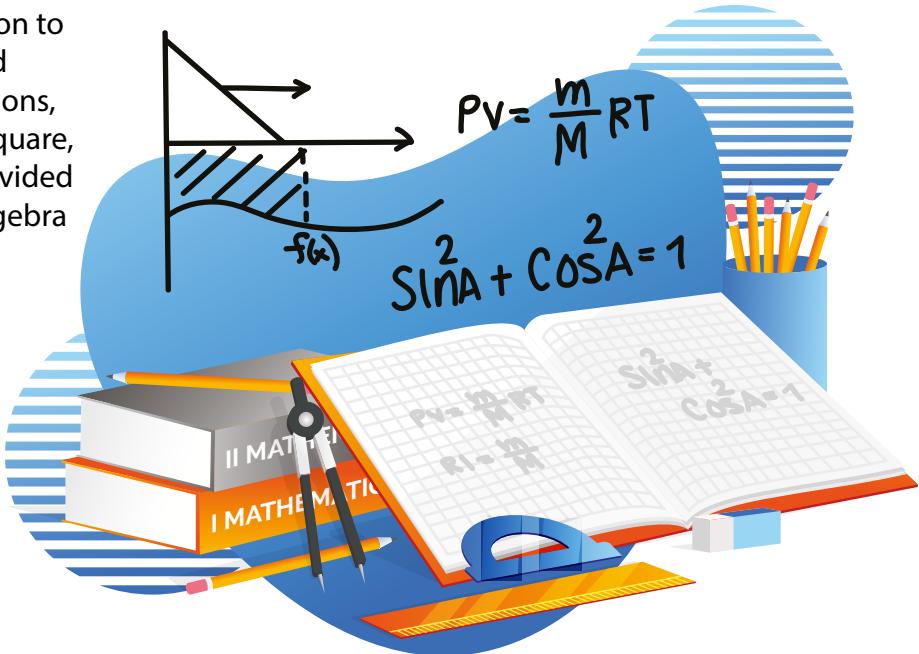
We revisited the formulas for calculating the area of basic shapes and extended our skills to composite figures. This provided students with the ability to tackle complex problems with confidence.

Students explored the surface area and volume of three-dimensional objects, including prisms, cylinders, and spheres. They also learnt how to calculate the capacity of various solids. They engaged in activities that connected these calculations to practical scenarios, enhancing their comprehension.

The term also saw Year 10 students strengthen their algebraic skills, focusing on factorisation, a fundamental technique in simplifying expressions especially quadratic trinomials and solving equations. They learned how to factorise a variety of algebraic expressions, breaking them down into simpler components. This skill proved invaluable in simplifying complex equations and preparing for higher-level algebra.

A significant highlight was the introduction to quadratic equations, where they explored different methods of solving these equations, including factorisation, completing the square, and using the quadratic formula. This provided a solid foundation for future studies in algebra and calculus.

Throughout the term, students demonstrated remarkable progress and enthusiasm. Their ability to connect mathematical concepts with real-world applications has been particularly impressive



YEAR 11 - MATHS EXTENSION

This term, our Mathematics Extension 1 students explored key topics including polynomials, inverse functions, and trigonometric inverse functions.

They practised dividing polynomials, solving equations, graphing functions, and understanding how roots relate to coefficients. Students also used Desmos to investigate graphs and better understand how equations behave visually.

We worked through many HSC-style questions to build confidence and exam skills. Students also completed a research task and a class test to apply what they had learned.

It's been a productive and challenging term, and we're proud of the effort and growth shown by the class. We look forward to more great learning in Term 3!

MATHEMATICS

YEAR 11 - MATHEMATICS ADVANCED

This term in Year 11 Advanced Mathematics, the focus has been on deepening students' understanding of Trigonometry and introducing the fundamentals of Calculus. The term began with a comprehensive exploration of trigonometric functions, identities, and equations, building on the students' prior knowledge from Stage 5 and expanding their conceptual grasp to include more complex applications. The complexity of Trigonometry increased, challenging students to apply their skills in diverse scenarios, such as real-world problem-solving and analytical reasoning.

The introduction of Calculus has been particularly engaging for the students, many of whom were surprised to find the subject more intriguing than anticipated. Through a series of interactive lessons, they have begun to understand the basic principles of differentiation and how these concepts form the cornerstone of calculus. Practical applications were emphasised, as students discovered the power of calculus in calculating instantaneous rates of change - for example, determining the speed of a vehicle at a specific moment, or the rate at which water fills a trough.

By applying these mathematical concepts to tangible problems, students have not only appreciated the relevance of their studies but have also developed a newfound appreciation for the subject's intricacies and its broad applicability in various fields. As the term progresses, Year 11 Advanced Mathematics students will continue to build on this foundation, preparing them for more sophisticated applications of calculus and trigonometry in their future studies.

YEAR 11 - NUMERACY

This term, Year 11 Numeracy students engaged in a range of practical and interactive activities focused on real-life applications of time, distance, area, and volume. They developed their ability to read analog and digital clocks through online games, estimated and measured time by creating and leading 5-minute warm-up routines, and calculated how these routines would add up over a week, month, and year—adjusting for rest days and public holidays. Students explored how to use both formal and informal units to estimate distance, area, and volume in everyday contexts, discussing when accuracy is essential. As a culminating task, they participated in a "Think, Pair, Share" activity to plan a school sporting tournament, identifying key factors for success and applying their numeracy skills in scheduling, planning, and presentation. These engaging activities helped build their confidence, problem-solving abilities, and understanding of how numeracy applies to everyday life.



MATHEMATICS

YEAR 11 - MATHEMATICS STANDARD

This term, students in Mathematics Standard have explored many useful concepts such as converting volume to capacity or calculating the probability of having a particular blood type. We have been fine-tuning our problem-solving skills in each lesson using the CUBOWS method, which is a step-by-step process where we Circle relevant numbers, Underline the question, Box key terms, Organise our information and formulas, Work out the solution, then communicate the Solution clearly, after checking that we have successfully answered the question. In each lesson's Do Now, students are applying this independent approach to unstructured or unfamiliar questions that combine concepts, well in advance of the HSC exams. This is best practice preparation for HSC success.

We have just started a unit on Data, where we are exploring various exciting concepts such as the "capture/recapture" technique, a method used in ecology and biology to estimate the size of wildlife populations. It involves capturing a sample of individuals from a population, marking them, and then releasing them back into their habitat. After allowing some time for the marked individuals to mix back into the population, a second sample is captured. The first sample captured divided by the population is approximately proportional to the number recaptured divided by the number in the second sample captured.

YEAR 12 - MATHEMATICS ADVANCED

This term, students explored key mathematical concepts including sequences and series, financial mathematics, and probability. They learned to apply formulas like and sum to nth term to identify patterns and calculate terms and sums, with many impressed by how quickly they could solve complex problems.

In financial maths, we focused on simple and compound interest and annuities. Students were surprised at how changing just one variable could significantly impact results—highlighting the real-world value of these concepts.

We also introduced Probability Density Functions (PDFs) and Cumulative Distribution Functions (CDFs), helping students interpret probabilities using area under a curve.

To support preparation for the upcoming Trial Examination, students received a booklet of five past test papers at the start of the term. In Week 8, all lessons were dedicated to revision—reviewing key topics and working through exemplar questions to build confidence and deepen understanding. It's been a productive term, and students should be proud of the effort and progress they've made.

YEAR 12 - MATHEMATICS STANDARD 1

In the Year 12 Mathematics Standard 1 curriculum, students are currently delving into the important area of financial mathematics. This term, they are engaging in a variety of practical tasks that enhance their understanding of investment, depreciation, and loans, all of which are crucial for real-world financial literacy. A key focus has been on investment strategies, where students are learning to calculate returns on investments and understand the impact of interest rates and compounding. They have been expanding their knowledge and skills particularly through the use of Excel spreadsheets and Google Sheets, allowing them to model different investment scenarios and make informed financial decisions that can affect their personal and professional futures.

Additionally, students are exploring the concepts of depreciation and loans. They are developing skills to calculate the depreciation of assets over time, learning about different methods such as straight-line and reducing balance depreciation. This knowledge is vital for understanding how asset value changes and for making sound financial choices. In their study of loans, students are investigating various loan types, including personal loans and mortgages.

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MATHEMATICS

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They are learning to calculate repayments, understand loan terms, and evaluate the total cost of borrowing, which is essential for managing personal finances effectively.

To support their learning, numeracy lessons are being integrated to reinforce these concepts in preparation for their assessments, including the HSC examinations. As students approach their final term of high school and prepare to sit for their HSC examinations, we wish them the best of luck. We applaud their commitment and enthusiasm as they master these essential financial mathematics concepts, equipping themselves with the skills needed for a successful future.



YEAR 12 - MATHEMATICS EXTENSION 1

This term, our Mathematics Extension 1 students tackled a range of challenging topics with great focus and determination.

We explored Simple Harmonic Motion, modelling real-world systems like springs and pendulums using differential equations. Students also studied Bernoulli Trials and the Binomial Distribution, gaining a solid foundation in probability theory. In addition, we worked through Trigonometric Equations and advanced integration techniques, including substitution.

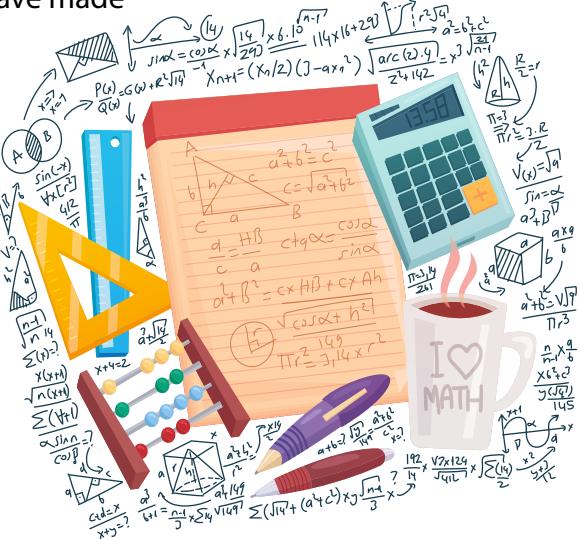
Students showed strong analytical thinking and resilience throughout. We wish our Year 12s the very best as they prepare for their Trial Exams.

YEAR 12 - MATHEMATICS EXTENSION 2

As Term 2 comes to a close, our Mathematics Extension 2 students have made impressive progress through a challenging and enriching term.

They mastered advanced integration techniques, including substitution, integration by parts, and partial fractions—building strong analytical skills. We also explored Recurrence Relationships, deepening their understanding of sequences and patterns with real-world applications. In addition, students applied calculus to Straight Line Motion, connecting abstract theory to physical motion.

Their dedication and curiosity have been outstanding. We look forward to building on this momentum in Term 3 with even more exciting challenges ahead.



MATHEMATICS

YEAR 12 - MATHEMATICS STANDARD 2

In the Year 12 Mathematics Standard 2 course this term, students explored the critical concepts of Non-Linear Relationships and Financial Mathematics. The curriculum emphasised the development of problem-solving skills, particularly in relation to Higher School Certificate (HSC) examination-style questions.

During the study of non-linear relationships, students enhanced their graphing skills by working with various non-linear graphs. They utilised tables of values to understand the relationships between graphs and their functions, applying these concepts to real-life scenarios. This practical approach allowed students to connect mathematical theories with everyday situations.

In the realm of Financial Mathematics, students investigated key concepts such as compound interest and loan repayments. By applying these financial principles to real-world contexts, they gained valuable insights into effective financial decision-making.

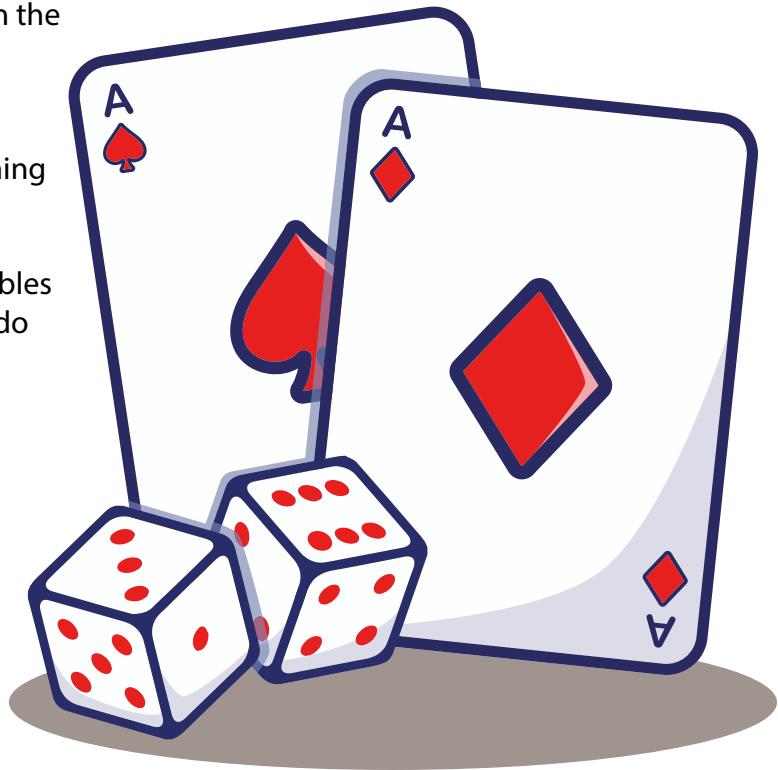
Throughout the term, students faced a series of challenging problems that mirrored those found in the HSC examinations. Engaging with these HSC-type questions not only sharpened their problem-solving abilities but also fostered logical reasoning skills and familiarity with the exam format.

Overall, the Year 12 Mathematics Standard course this term equipped students with a solid foundation in focused problem-solving and exposure to HSC-style questions. As they prepare for the HSC Trial examinations in Weeks 9 and 10, students are ready to apply their mathematical knowledge and skills in both practical and academic contexts.

YEAR 12 - NUMERACY

This term, students have been exploring the applications of probability in real life, then designing their own games and calculating the probability of certain outcomes such as randomly drawing a face card. Students have come up with variations on common games which add a fascinating twist, such as rolling a die to determine the value of a four-card set captured in Go Fish.

We have discovered some other fascinating facts in the course of our explorations and discussions. For example, if you own what we thought was a fairly typical number of clothing items - 5 pairs of shoes, 20 pairs of socks, 5 pairs of pants, 40 tops (not naming the boy who confessed to this), and 5 jackets, the number of possible combinations would be a staggering 100 000!!! If you add two hats, that doubles the possible outfits, making it 200 000. Now, why do we think we have nothing to wear?



MATHEMATICS

HPGE MATHS EXTENSION

This semester we have been focusing on teamwork in our competition preparation and have competed in the CAT competition in teams of two to four. Students have been introduced to the computational thinking skills (decomposition, pattern recognition, abstraction, modeling and simulation, algorithms, and evaluation) with the aim of cultivating metacognition in the problem-solving process, both in individual and in group settings. Students have participated in three competitions this term: Bebras, the Computational and Algorithmic Thinking competition and the Coding Challenge. They have also been immersed in the Mathematics Enrichment program which is engaging students in more challenging themed problems to expand their repertory of skills.

Students of all ages are exploring exciting new puzzles and problems to exercise their active minds, with lots of *aha* moments all around.



MATHS TALENT DAY (YEAR 8 AND YEAR 9)

Inquisitive Minds challenge both Primary and Secondary school students with hands-on activities and problem solving workshops which have been designed to improve students' attitude and performance in Maths. This year, Plumpton High School proudly celebrated outstanding success in the competition!

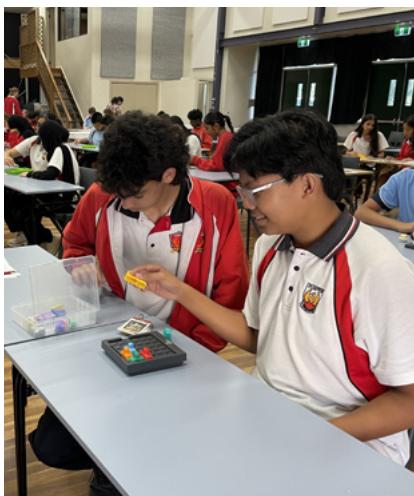
In the Schools Competition, congratulations go to Emma Lucas and Zina Nwigbo of Year 9, who took out 1st place, securing Plumpton High School the top spot ahead of strong contenders from Jamison High and Riverstone High.

In the Student vs Student Challenge where students partnered with a student from another school, Zackary Al-Shible claimed 1st place, followed by impressive performances from Joel Lee and Emma Lucas. Well done to all participants for showcasing such mathematical talent and teamwork!



MATHEMATICS

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WORLD OF MATHS INCURSION (YEARS 7-9)

Recently, our school hosted an exciting incursion titled The World of Maths, where external experts came in to engage our students with innovative and interactive mathematical learning experiences. The company's approach is centred around making learning enjoyable through real-life examples, understanding instructions, and applying problem-solving skills.

Throughout the incursion, students had a fantastic time participating in hands-on activities that not only reinforced their mathematical concepts but also encouraged collaboration and creativity. They were challenged with projects that required them to think outside the box, pushing their boundaries and inspiring them to explore maths in new and exciting ways. The activities were designed to cater to all abilities, fostering an environment of positive thinking and participation. Students felt a sense of achievement as they worked through various challenges, with no pressure to finish quickly—just an emphasis on giving it a go and enjoying the process.

By encouraging teamwork and discussion, students developed essential problem-solving skills, learning to strategize together and support one another. This collaborative approach not only boosted their confidence in their mathematical abilities but also sparked a genuine love of learning.

We are grateful to the external facilitators for their engaging sessions, and we applaud our students for their enthusiasm and participation. This incursion was a wonderful opportunity to experience the world of mathematics in a fun and interactive way, and we look forward to seeing how these experiences will enhance their future learning!



MOBILE PHONE & ELECTRONIC DEVICE POLICY

Following consultation with the school community in 2020 and 2022, the NSW Department of Education's 2023, Student Use of Mobile Phones in Schools, and NSW Government Policy, adjustments have been made to the Plumpton High School Mobile Phone and Electronic Device Policy.

PLUMPTON HIGH SCHOOL MOBILE PHONE & ELECTRONIC DEVICE POLICY

At Plumpton High School, while the increasing use and importance of mobile phones in our lives is recognised, processes have been well established over a long period of time to assist parents and caregivers to deliver messages to their children, which are of an urgent or important nature, without the need for students to have a mobile phone.

For parents who need to contact their child during class time, a call to the office is appropriate and always welcomed. Messages are delivered to students in a prompt manner. In general, mobile phones are not necessary for communication to and from students during school hours and we ask that this is respected by all.

At times before and after school, however, mobile phones offer students and their parents many advantages in terms of ease of communication and a sense of personal safety. For this reason, the school respects the need for students to carry mobile phones, provided students observe the following conditions and courtesies.

Mobile phones and personal electronic devices are not to be used from the commencement of Period 1 until the end of Period 4. This includes making or receiving calls, sending or receiving text messages, taking photographs or videos, recording conversations, to listen to music or any other unauthorised purpose.

- ▶ Mobile Phones/earbuds/Electronic communication devices will be locked in Yondr Pouches prior to the bell at the commencement of Period 1 - Period 4 end.
- ▶ Students will be responsible for locking their devices in the Yondr Pouches each morning prior to the bell at the commencement of Period 1 or before they enter the classroom if arriving after the bell.
- ▶ At the commencement of Period 1 all students will place their locked Yondr Pouch containing their Mobile Phones/earbuds/Electronic communication devices on their desk where the teachers will inspect that they are locked with devices contained within them.
- ▶ Larger headphones need to be stored in student bags throughout the school day.

Appropriate use of mobile phones and electronic devices may occur during Lunch 2 for those students who require them (wellbeing needs) in Room 1.

- ▶ 1 Yondr Pouch unlocking device will be made available for students who require use of their Mobile phones or Electronic Devices in Room 1 for wellbeing or medical reasons that will require documentation from parents and health professionals.
- ▶ A maximum of 15 students will be able to access Room 1 at a time during Lunch 2 and students will be required to sit in chairs at their associated desks.
- ▶ A playground duty roster with teacher supervision has been established to support this process.
- ▶ The Department's Behaviour code for students applies to this duty area as with all others.

PLUMPTON HIGH SCHOOL MOBILE PHONE & ELECTRONIC DEVICE POLICY

CONTINUED...

- At times, teachers may instruct, or allow students to use mobile phones or electronic devices for specific educational purposes, such as recording an experiment, using music in a dance composition or using an app specific to a subject. At these times students may use their phones but only when instructed to by their teacher who will unlock the Yondr Pouches. Upon completion of the task teachers will instruct students to place devices back into the Yondr Pouch and lock them, followed by an inspection of the classes locked Yondr Pouches
- As with all valuable items, students are strongly discouraged from bringing mobile phones and electronic devices to school due to the potential for loss, theft or damage of the item. Plumpton High School cannot accept responsibility for the loss, theft or damage to such items, including mobile phones. These items are brought to school at your own risk.
- Should a student have a mobile phone or electronic device at school, it must be turned off during lessons and other school activities. It must be kept securely in the student's Yondr Pouch and bag during lessons or other school activities. This will ensure that there is no disruption to the school's learning environment.
- Students must not have any material stored on their mobile phones or electronic devices which is offensive, harmful or illegal. It is an offence to possess images of illegal acts, such as fights, to have inappropriate images, to bully or intimidate others through the use of mobile phones (carriage service), or to record and upload images/video of people without their consent, on these devices. In such cases the school is required to confiscate mobile phones and refer the matter to police.
- All students will receive a free Yondr Pouch that is their responsibility to manage. Should a student misplace, damage or lose the pouch they will be responsible for the replacement cost of \$20.
- Any student who brings a mobile phone or electronic device to school will be responsible for ensuring the above conditions and courtesies are observed. Incidents involving students failing to adhere to the Mobile Phone and Electronic Device Policy will result in consequences in accordance with the Department of Education Code of Conduct for Students and the Plumpton High School Discipline Policy.

IN SUMMARY

STUDENTS MUST	STAFF WILL
<ul style="list-style-type: none">Switch off mobile phones prior to them being placed in the Yondr Pouch	<ul style="list-style-type: none">Inspect Yondr Pouches at the commencement of Period 1 or after allowed use in class
<ul style="list-style-type: none">Lock Phones/Electronic communication devices and ear buds/headphones in Yondr Pouches prior to the bell at the commencement of Period 1. Keep mobile phones and electronic devices in bags during lessons unless directed by the teacher to use	<ul style="list-style-type: none">Ensure the Mobile Phone and Electronic Device Policy is followed during the school day and at all school events
<ul style="list-style-type: none">Ensure mobile phones are used appropriately at all times	<ul style="list-style-type: none">Follow the school's discipline code should students choose not to adhere to the Mobile Phone and Electronic Device Policy

FREQUENTLY ASKED QUESTIONS

WHAT IS YONDR?

Yondr's mission is simple: alleviate the intrusion of personal technology to create vital, distraction-free experiences that enrich people's lives. Yondr works with educators around the world to create phone-free spaces where genuine connection, focus, and creativity can flourish in the absence of technology.



ARRIVAL



SECURE



OPEN



WHAT IF I FORGET TO BRING MY YONDR POUCH TO SCHOOL?

You should report to DP office. Phone will be stored securely. The phone can be collected after the end of Period 4.

WHAT IF I DON'T WANT TO PUT MY PHONE INTO MY YONDR POUCH?

You will be given the opportunity to make a good choice and follow the policy. However, if you still refuse, your phone will be confiscated and given to the DP to be stored securely until the end of the day. It can be collected from the DP after 2.45pm.

DO EARPHONES / AIRPODS NEED TO BE LOCKED INTO A YONDR POUCH?

Yes, and any large headphones should be placed in bags.

WHAT IF I DON'T POSSESS A MOBILE PHONE OR HAVE NOT BROUGHT IT TO SCHOOL THAT DAY?

The expectation is that you bring your Yondr pouch to school every day regardless of whether you have a mobile device with you or not. You must present the pouch at the beginning of period 0/1 and inform the teacher it is not at school today.

WHAT IF I DAMAGE OR LOSE MY YONDR POUCH?

The pouch remains the property of the school. You will be referred to a DP and charged \$20 (cash or added to school fees) for a new pouch. If deliberately damaged you may face disciplinary actions.

CAN I USE MY PHONE AT SCHOOL PRIOR TO 8.40AM OR AFTER 2.45PM?

You are allowed to use your phone at these times, unless you are in a Period 0 or after school activity. If you are seen using your phone at any time during the school day it will be confiscated and securely stored by a DP. Disciplinary action may result from repeated offences of this type.

I USE MY PHONE TO BUY FOOD FROM THE CANTEEN OR UNIFORM ITEMS.

You will need to bring your debit card or cash to make payments.

WHAT IF I NEED TO CONTACT MY PARENT/CARER DURING THE SCHOOL DAY?

You should go to the Front Office or DP. If you need to contact a parent/carer urgently, you may use the school phone.

WHAT IF MY PARENT/CARER NEEDS TO CONTACT ME IN THE EVENT OF AN EMERGENCY?

Your parents/carers can contact the school if there is an emergency. Staff will contact you to relay the message.

WHAT IF I HAVE A MEDICAL CONDITION THAT REQUIRES ME USE MY PHONE TO RECORD OR MONITOR MEDICAL INFORMATION?

If you have a medical condition that requires use of a mobile phone, you will be given a special pouch as negotiated between the Principal/DP and your parent/carer.

WHAT IF I HAVE A MENTAL HEALTH CONDITION AND I NEED TO CONTACT A CASE WORKER, COUNSELLOR, PARENT OR CARER?

A mobile unlocking station will be kept in the Sick Bay and Front Office. Teachers/admin staff will assist you to unlock your pouch and access the phone to make the call. The teacher/admin staff will support you to lock the pouch after use.

WHAT IF I NEED ACCESS TO URGENT PERSONAL HYGIENE ITEMS?

You should visit Sick Bay, your PP Teacher, Head Teacher Wellbeing or DP for assistance.

WHAT IF I FORGET TO UNLOCK THE YONDR POUCH BEFORE GOING HOME?

An unlocking station will be available near the front entry to the school for after-hours access.

WHAT IF I CANNOT UNLOCK MY YONDR POUCH WHEN I LEAVE THE SCHOOL?

You should report to the Front Office for assistance.

HOW MANY LOCKING STATIONS WILL BE PROVIDED AROUND THE SCHOOL?

10-12 stations will be located close to entry and exit points. Pathway to the front gate / Old PAC / Bus Bay / Mobile stations will be located in the Front Office and Library. No stations are available at the staff car park

WHAT IF I AM A SENIOR STUDENT WHO HAS NO MORE CLASSES FOR THE DAY, AND I NEED TO LEAVE SCHOOL EARLY?

Early leavers will need to unlock their phone at the office. Year 11 & 12 on Mondays and alternative Fridays will be able to access two unlocking boxes at the front of the school.

WHAT IF I HAVE AN EARLY LEAVERS PASS?

You will go to Front Office to unlock your pouch prior to leaving the school.

WHAT IF I NEED MY PHONE IN CASE MY PART TIME WORK NEEDS TO CONTACT ME?

What if I need my phone in case my part time work needs to contact me?

WHAT IF THE SCHOOL GOES INTO LOCKDOWN OR LOCKOUT?

Students will follow existing school procedures. If parents/carers need to be contacted, usual processes will be followed in line with school policy. Please make sure your contact details are up to date.

KNOW HOW AND **GENERAL INFORMATION**

ATTENDANCE

Regular attendance is essential as it enables students to maximise their learning potential. Continued absences affect a student's progress as they miss the valuable information provided in lessons that enable students to meet the requirements of their subjects and more importantly – LEARN. Students should aim to attend school every day.

DAYS MISSED = YEARS LOST

A DAY HERE AND THERE DOESN'T SEEM LIKE MUCH, BUT...

1 DAY
per fortnight



= **4 WEEKS**
per year



= **OVER 1 YEAR MISSED**
(over the students school life across K-12)

ABSENCES

Any absence of half a day or more requires a note from parents or guardians. The note should be handed in to the front office within two days of their return to school, or the absence can be explained on the Sentral App, or if you receive a text, you can reply to it. It is essential that notes explaining absences are received promptly as school rolls are legal documents and are required to be accurate and up to date.

All notes should include the following information:

Student Name:

Year:

Date:

Date(s) and day(s) of absence:

Reason:

Parent / Guardian Name (printed):

Parent / Guardian Signature:

NOTE: If the parents'/guardians surname is different to child's, please print FULL NAME OF STUDENT

KNOW HOW AND **GENERAL INFORMATION**

LATE ARRIVAL OR EARLY LEAVING FROM SCHOOL

If you are running late to school, you are required to go to the front office and be signed into school and you'll receive a late slip. Once you receive this, you should go straight to your timetabled room and give the late slip to your teacher.

If a student needs to leave school early, a note is required from their parents / guardians, similar to the example note found under 'Absences'. The student should:

- ▶ Take the note to the front office **BEFORE** Period 1 where an early leavers note will be issued.
- ▶ Show the early leavers note to the Teacher prior to leaving their class
- ▶ Take the early leavers slip to the front office to be sighted by the office staff

PERMISSION TO LEAVE THE SCHOOL GROUNDS

Students are not allowed to leave the school grounds before the final bell without the permission of the Principal or Deputy. The school has a duty of care towards all students. We cannot guarantee your safety if the above procedures are not followed.

STUDENTS SICK AT SCHOOL

When students become sick at school, they should report to their class teacher for a note, or in the case of lunch times, report to the teacher on playground duty. First Aid assistance is available in the Sick Bay, next to room 2 in the bottom of A Block (Science and HSIE). Students are not to call parents directly. All students that are sick must go through the sick bay and staff will then contact the parent/carer.

Where necessary, depending upon the situation, the school will either:

- ▶ Contact parents/guardians and or/emergency contacts listed (a contact phone number must be provided by all parents/guardians whether at home, work or even a neighbour's phone number).
- ▶ In emergencies, arrange for an ambulance to take the student to hospital.

MEDICATIONS

No student is to carry any medication (except asthma sprays or epipens). If medication is required please see the Head Teacher Wellbeing, Mr David Streatfeild or the First Aid Officer in the First Aid Room who will give you the relevant forms to complete an individual health care plan.

KNOW HOW AND **GENERAL INFORMATION**

UNIFORM INFORMATION

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. Uniforms can be purchased from our uniform supplier, Daylight Schoolwear, via our Uniform Shop which is opened on Tuesdays from 8:00am to 12:00pm OR Thursdays from 11:00am to 3:00pm. Alternatively, they can be purchased online using the link located at the back of this handbook.

Year 7 to Year 9 Uniform:

Girls: White PHS crested polo, tartan skirt, tartan skort or black long pants or black trackpants with red stripe, tartan dress, red PHS crested jumper or jacket, and black leather shoes.

Boys: White PHS crested polo and black shorts or pants or black trackpants with red stripe, red PHS crested jumper or jacket, and black leather shoes.

Year 10 to Year 12 Uniform:

Girls: White PHS crested senior blouse and tartan skirt, tartan shorts/skort or black long pants, tartan dress, red PHS crested jumper or jacket, and black leather shoes.

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

- ▶ 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 must be plain black with no branding. Non-uniform items include: Grey pants, tights, short shorts, denim, and any other jumpers and must not be worn.



For Inquiries

Please do not hesitate to contact our Wellbeing Head Teacher, Mr David Streatfeild on 9625 7020



FREQUENTLY ASKED QUESTIONS

HOW CAN I CONTACT THE SCHOOL?

Address: Plumpton High School 141 Hyatts Rd Plumpton / Phone: 02 9625 7020 /
Email: plumpton-h.school@det.nsw.edu.au

WHAT DO I DO IF I AM LATE?

Go straight to the front office and present to staff for a late note and then proceed to class and hand the note to the teacher. If you have a note or medical certificate please hand it in to the front office.

WHAT HAPPENS WHEN I HAVE BEEN ABSENT FROM SCHOOL?

If you are recorded as absent, an SMS is sent to your parent's mobile to inform them of your absence (which parents can reply to with an explanation). If parents are aware of their child's absence they can call the Front Office in the morning to notify staff of the absence.

WHAT HAPPENS WHEN I RETURN FROM BEING ABSENT FROM SCHOOL?

You must bring a note from your parent or guardian on the day of your return. If you are going to be absent for a reasonable period of time your parent would need to speak to your Positive Psychology Teacher for them to organise class work to be sent home and complete the appropriate paperwork available in the Front Office. Alternatively, you can use the Sentral App to explain the absence.

WHAT SHOULD I DO IF I BECOME SICK OR INJURED DURING THE SCHOOL DAY?

If you are sick or injured during lunch you must report to a teacher on playground duty. They will then advise you as to what action is to be taken. If you are sick during class, you must inform your teacher. The teacher must give you an 'out of class' permission note and will direct you to the Sick Bay. The First Aid member of staff will assist you. If your problem is of concern, your parents or guardians will be contacted

WHO DO I TELL IF I NEED TO TAKE MEDICATION?

If you require medication your parent will need to supply the medication and written dosage requirements to the Front Office. The medication will be administered by a registered medication officer. Students are not to have medication with them whilst at school. A meeting will need to be arranged to create a Student Health Care Plan.

CAN I BRING SPRAY DEODORANT TO SCHOOL?

Spray deodorants are not allowed at school. Many people have serious allergies to these spray deodorants.

WHAT DO I DO IF I NEED TO GO TO THE TOILET DURING CLASS TIME?

If you have the need to go to the toilet during class time you must get a note from your teacher to be out of class.

WHERE DO I GO TO PAY FOR EXCURSIONS?

The office is open for student payments every morning from 8:00am up until 8.40am, and lunch 1 and 2. Parents/Guardians are welcome to pay anytime in our front office between 8:00am- 1.30pm. Online payments are also available via the school website or the School Bytes app.

WHERE CAN I GET MY TRAVEL PASS?

For all enquiries in relation to transport, please refer to the Opal or Busways links at the back of this book.

WHERE DO I GO TO GET A NEW TIMETABLE?

You are to go to the Front Office to have one reprinted. Lost timetables cost 20 cents.

HOW OFTEN IS A NEWSLETTER PRODUCED?

The newsletter is produced at the end of each term and gets uploaded to our schools website and a link is provided on Facebook. The newsletter is also delivered electronically to all staff and students via their department email.

WHERE WILL I FIND LOST PROPERTY?

All articles of lost property are held at the Front Office until the end of term when they will be disposed of. If you have lost anything while at school, please go to the front office and ask one of the office staff to check lost property. Remember to ensure that you have your name on ALL of your belongings so they can be returned to you.

VISITING THE SCHOOL GROUNDS

All parents and visitors to Plumpton High School must go to the front office.

WHAT SHOULD I DO IF I PLAN ON TAKING EXTENDED LEAVE FROM SCHOOL?

If you are planning on taking any extended leave from school, you will have to complete an Application for Extended Leave form. You can find that form by scanning this QR Code



WHAT SHOULD I DO IF I DO NOT HAVE THE CORRECT UNIFORM?

Get your parent/carer to write a note which lists the item(s) of clothing that you are missing, and take the note to the front office to get a green slip. Or, get your parent/carer to ring the front office and explain why you do not have the correct uniform on, and the office staff will provide you with a green slip. If you need help accessing a school uniform, please contact the office for a Student Assistance Form.

WHAT ARE THE UNIFORM EXPECTATIONS?

- 1.) Wear correct uniform (see General Information section on 'Uniform Information')
- 2.) If out of uniform bring a note from home and see the office for a uniform note
- 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 form from the front office if you require help accessing proper uniform

NOTABLE WEBSITES



PLUMPTON HIGH SCHOOL WEBSITE

Our school website will provide you with almost any information you may require regarding our beautiful school.

[HTTPS://PLUMPTON-H.SCHOOLS.NSW.GOV.AU/](https://plumpton-h.schools.nsw.gov.au/)



SCHOOL PAYMENTS SCHOOL BYTES

This is the platform that we use for parents / carers to make payments. You can make payments via the website or download the app

[HTTPS://PORTAL.SCHOOLBYTES.EDUCATION/](https://portal.schoolbytes.education/)



APPLICATION DA VINCI (HPGE)

A wonderful opportunity for students from different years and schools to participate in programs linked to a future focused world.

[HTTPS://FORMS.GLE/HZMYYXSGDXUXZ4ZA8](https://forms.gle/HZMYYXSGDXUXZ4ZA8)



UNIFORM SHOP DAYLIGHT SCHOOLWEAR

Daylight Sportswear is the company whom supplies our school uniforms. Uniforms can be purchased via the link or at the Uniform Shop.

[HTTPS://WWW.DAYLIGHTSCHOOLWEAR.AU/PLUMPTON#1](https://www.daylightschoolwear.au/plumpton#1)



TRANSPORTATION OPAL CARD

Students can apply for a School Opal Card that will allow them to travel to and from school via public transit.

[HTTPS://TRANSPORTNSW.INFO/SCHOOL-TRAVEL-APPLY](https://transportnsw.info/school-travel-apply)



PLUMPTON HIGH SCHOOL FACEBOOK

We post up to date information about what is happening at our school and what our amazing students are up to.

[HTTPS://WWW.FACEBOOK.COM/PLUMPTONHS/](https://www.facebook.com/plumptonhs/)



ATTENDANCE & MORE SENTRAL

Sentral is used as a way to communicate to the school, check your child's timetable, receive announcements, and track attendance

[HTTPS://WWW.SENTRAL.COM.AU/GETTING-STARTED](https://www.sentral.com.au/getting-started)



PORTAL LOGIN SENTRAL

Quick access to the Sentral Portal Login

[HTTPS://PLUMPTON-H.SENTRAL.COM.AU/AUTH/PORTAL](https://plumpton-h.sentral.com.au/auth/portal)



RENAISSANCE ACCELERATED READER

For more information about the Accelerated Reader program that our school offers, visit the Renaissance website.

[HTTPS://WWW.RENAISSANCE.COM/](https://www.renaissance.com/)



TRANSPORTATION BUSWAYS

To find out more information regarding Busways school timetables please open up website and click on your region.

[HTTPS://WWW.BUSWAYS.COM.AU/NSW/SCHOOL-SERVICES/SCHOOL-TIMETABLES](https://www.busways.com.au/nsw/school-services/school-timetables)

WELLBEING POSTERS

How BIG is... **MY PROBLEM?**



**LEVEL
5**

EMERGENCY

Myself or others are in Danger / unsafe now.



SUPPORT

- The closest trusted teacher or staff member



**LEVEL
4**

GIGANTIC

Myself or others are exposed to risks that could cause harm to us in the future.



SUPPORT

- Principal
- Deputy Principal
- Head Teacher
- PP Teacher
- AEO
- CLO



**LEVEL
3**

BIG

I am struggling to manage myself in this situation, I need support from my teachers to resolve this.



SUPPORT

- Head Teacher
- Positive Psychology
- School Youth Worker
- AEO
- CLO
- Counsellor
- Teacher



**LEVEL
2**

MEDIUM

I have tried a range of strategies myself but these have been unsuccessful. I should seek support from others to resolve this issue.



SUPPORT

- Myself
- Classroom Teacher



**LEVEL
1**

SMALL

I can resolve the issue in a positive way without help from others.



SUPPORT

- Myself



**LEVEL
0.5**

GLITCH

Slight difficulty or inconvenience.



SUPPORT

- Myself

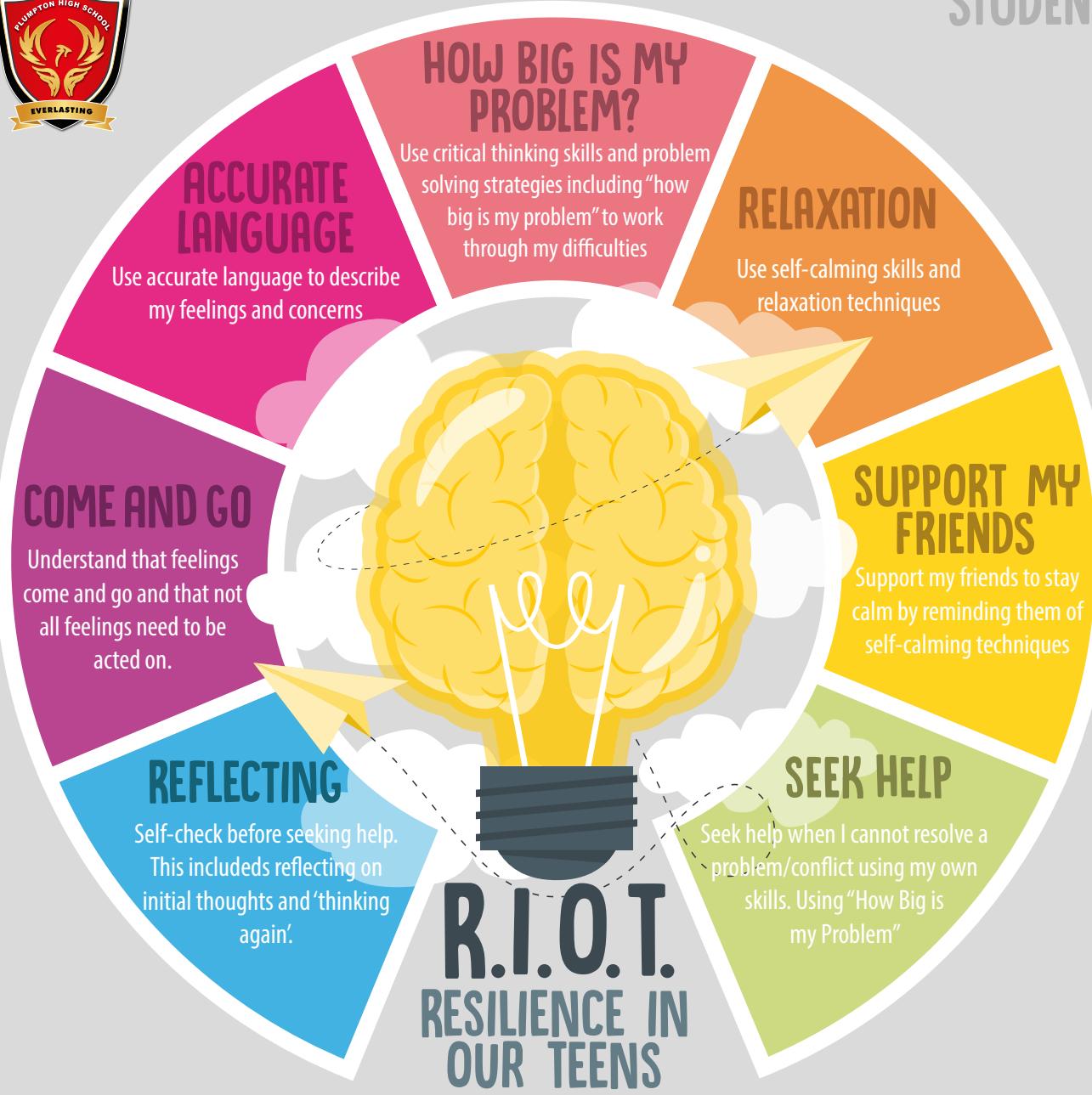


PP Teacher = Positive Psychology Teacher • AEO = Aboriginal Education Officer • CLO = Community Liaison Officer

WELLBEING POSTERS



STUDENT



AS A STUDENT AT PLUMPTON HIGH SCHOOL I...

- ✓ Self-check before seeking help. This includes reflecting on initial thoughts and 'thinking again'.
- ✓ Understand that feelings come and go and that not all feelings need to be acted on.
- ✓ Use accurate language to describe my feelings and concerns.
- ✓ Use critical thinking skills and problem-solving strategies including "How Big is my Problem" to work through my difficulties.
- ✓ Use self-calming skills and relaxation techniques.
- ✓ Support my friends to stay calm by reminding them of self-calming techniques.
- ✓ Seek help when I cannot resolve a problem/conflict using my own skills. Using "How Big is my Problem".

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

Y
E
S

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



BEING THE BEST
WE CAN BE

PLUMPTON HIGH SCHOOL

The school's vision is based on the premise that excellence is achieved when the school community is courageous and commits to being the best we can be, contributing to the local and global context in a meaningful way. Our strategic directions will facilitate a whole school cultural shift in thinking around individual and collective performance and achievement.

Through a focus on personal best in all areas of school life, we will use evidence-based/data informed processes, feedback, reflective practices and collaboration to create opportunities for incremental, achievable and measurable growth.

Address

**141 Hyatts Road
Plumpton, NSW
AUSTRALIA 2761**

Phone, E-mail & Website

**02 9625 7020
plumpton-h.school@det.nsw.edu.au
www.plumpton-h.schools.nsw.edu.au**