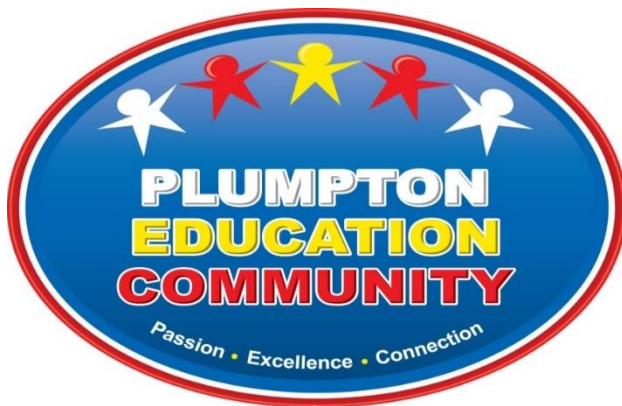


Plumpton High School Gifted and Talented Programs 2020



Forward

Dear Students, Parents and Carers,

Plumpton High School offers a significant number of Gifted and Talented (GAT) programs available to students that are directly linked to a future focussed world. To support the link to the world beyond school most of the programs are taught by industry experts who are teachers with links to a University and employer.

These programs build and develop a student's intellectual capacity, ensuring that they have attained the necessary skills and ability to solve complex problems, develop and understand concepts and be the leaders of tomorrow. Many of the courses are at a university level with the students excelling through a highly supportive structure.

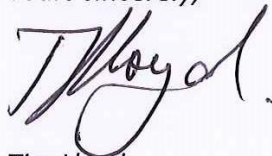
There is a significant focus on Science, Technology, Engineering and Mathematics (STEM) an area of significant need in the world, Media and Communications and the Creative and Performing Arts (Dance, Drama, Art & Design).

All courses ensure students build the essential skills and capacity to develop quality professional and personal relationships that are essential for life success. Successful employment as stated by great leaders, entrepreneurs, business people and research requires our young people to have the ability to; collaborate and work successfully as part of a group or team within an organisation; develop solid positive, productive partnerships with clients or customers; and build a network to mutually benefit the individual and business.

Students who have participated in these courses have received State and National level recognition. Examples of this includes NSW State Championships, NSW Premiers recognition through the Duke of Edinburgh Award Scheme, Mentorships by national and multinational organisations such as the ABC and Citi Group/Bank, The Australian Business Community Network (ABCN) and Microsoft.

All GAT programs at Plumpton focus on the development of a Growth Mindset. For students to have a Growth Mindset, they should understand that trying harder - and trying new strategies - not only helps them succeed at the current task but also helps them succeed in the future by strengthening their brain and confidence.

Yours sincerely,



Tim Lloyd

Principal | Plumpton High School | NSW Department of Education

Safe Respectful Learners

Building Intellectual Relational Self-conceptual infrastructures

141 Hyatts Rd. Plumpton NSW 2761 | ☎: +61 2 9625 7020 | ✉: Timothy.Lloyd@det.nsw.edu.au

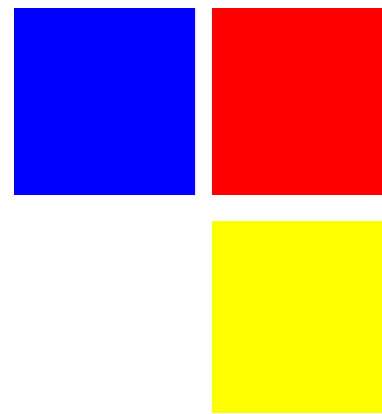


Programs that we offer	
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Drama	Pages 13 - 17
Duke of Edinburgh (<i>separate application process</i>)	Pages 18 - 22
Engineering Studies (STEM)	Pages 23 - 26
Experimenting with STEM (STEM)	Pages 27 - 30
Media and Communications Team	Pages 31 - 34
Music Performace	Pages 35 - 39
Problem Solving and Data Science	Pages 40 - 43
Student Executive Council (<i>separate application process</i>)	Pages 44 - 47
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Young Einstein - (STEM)	Pages 53 - 56
Computer Science (STEM) Including Edustem information	Pages 57 - 67
Robotics (STEM) Including Edustem information	Pages 67 - 79
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Application Form Information
<p>The Plumpton High School Gifted and Talented Clubs have a generic application form which will need to be completed highlighting which program that your child is applying for.</p> <p>Each club will require an individual version of the generic application form to be completed and submitted to the school.</p> <p>Please read the information and submit the application forms back as per the due date.</p>

****STEM = Science Technology Engineering Mathematics**

Art & Design



Rationale

The study of Art and Design is a combination of elements of both the Visual arts course and Visual Design course where the students will be completing artworks with a project based approach. Each term the students will be working towards completing a group task where they will be working towards achieving learning outcomes. This will require the students to work collaboratively and develop their communication and problem solving skills where the students will be developing their understanding of and skills in art making and art appreciation.

The Gifted and Talented Program for Art and Design (GTPAD) as a part of the Plumpton Education Community aims to provide students with a deeper understanding and knowledge of Art as an opportunity for self-expression and exploration of the world as a source of ideas. The GTPAD will provide students with the opportunity to work with others to develop their ideas and work collaboratively to complete their projects. The students will be investigating the world as a source of ideas to make artworks for an audience, through this they will learn the value of art making and art appreciation and how as an artist the importance of the intention of the work for a specific audience. The students will learn how to engage with and work in contribute to the school and the wider community while working with clients for their projects.

The Art and Design program will provide the students involved with a range of experiences where they will focus on art making and appreciation and develop new skills across a range of modes such as Drawing, Painting, Printmaking, Photography and Digital Media. In the Art and Design course students will be provided with the opportunity to experience Art and Design with a focus on either making projects in a range of forms, appreciating art, understanding subject matter, learning about influential artists to the project, analysing and interpreting artworks, understanding how the audiences or the world interpret art differently and how they are able to take on the role of the audience. The approaches to teaching and learning of Art and Design will be varied over the entire program so that the student's experiences working across a range of art making modes over the duration of the course. These opportunities also lead to culturally rich and imaginative learning experiences that assist students to enjoy and value the visual arts in their own lives.

Objectives

Knowledge, understanding and skills

Students will develop knowledge, understanding and skills in Art and Design through:



1. Art Making

Students will learn how to investigate and experience a range of material in art making and how to make artworks for the enjoyment of different audiences.

Students will learn how to make artworks informed by their investigations of the world as subject matter, use of expressive forms, and consideration of the audience for their works

2. Art Appreciation

Students realise the role of the artists and what artists do and the artists' intentions

Students learn about appreciating their own artworks and those of others, recognising the roles of artists, audiences and how the world can be interpreted.

Value and attitudes

Students will value and appreciate their engagement in the study of Art and Design and working collaboratively with others how the visual arts, as a field of practice and understanding, is subject to different interpretations..

Teachers will report to parents on the student's competencies in the above facets.

Reporting Procedure

Teacher will report to parents on the achievements of students in this program through a semester report. Students will be assessed on their knowledge and skills outcomes. These are descriptors of what students will know and be able to do as a result of studying the art and design program. The purpose of the assessment is to provide information on students' achievement and progress and set the direction for ongoing teaching and learning.

Visual Art and Design, as an area of the curriculum, is based on students learning about the Artist, Practice, Representation, Critiquing and Appreciation. Teachers use a range of strategies to collect information on the demonstration of skills and understanding which students exhibit in a variety of contexts. It is important to make judgements about students' achievement of outcomes, understanding that evidence relating to a number of outcomes might be embedded in a single demonstration. Similarly, a student will demonstrate that he or she can achieve the requirements of an outcome, in a number of different activities.

Judgements about student achievement of outcomes are made on the basis of evidence. A variety of strategies may be used to collect evidence on student achievement. Some examples include:

- observing students during the process of making the work and the final product
- discussing with students their own work and the work of others
- interviewing individual students about their involvement in the collaborative work and the process of making
- collecting and analysing written work in art and design journals
- peer assessment and self-assessment

Teachers will record student achievement for reference when providing feedback to students and others and when formally reporting to parents and caregivers.

Selection Process

Students will be selected for the program through expression of interest.

Students who show expression of interest will be required to complete a short entry form.

Students will be selected based on the following criteria:

- Demonstrates a high work ethic in their academic studies
- Demonstrates exemplary behaviour and self-discipline
- High level of school attendance

What will each

lesson look like?

3:00pm – 3:20pm:

Review of Elements of Art

And Art Appreciation

3:20pm – 4:00pm:

Art making on projects

4:00pm – 4:15pm:

Drink/Snack Break

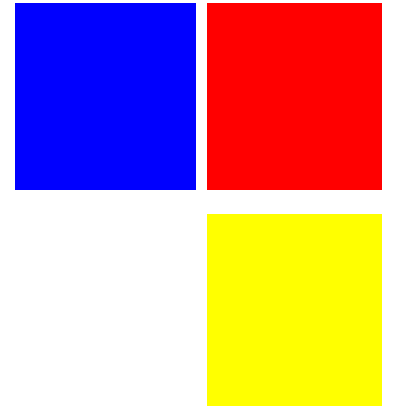
4:15pm – 5:00pm:

Art marking and Pack up

Application Information

Who is able to Apply?	Any student in years 5-10 from the Plumpton Education Community, with a passion to learn Art and Design Skills .
How to Apply?	Students will need to submit an application to attend through Plumpton High School by the cutoff date on the form or return to their schools front office by the cut off date. Students will be notified in regards to their application.
What is required?	Students will be required to participate in the full two hour class every week.
What does my child wear?	Normal school uniform is appropriate and there will be aprons made available however, if you would like to send your child with a spare shirt to paint to avoid their school uniform potentially being damaged.
How do I find out if my child was successful?	Students will be notified in writing one week after the application process whether they were successful or not for the program.

Why will the GTPAD be beneficial for my Child?



This program offers the opportunity for students to

Develop their individual skills in understanding and

Appreciating Art.

Your child will develop skills in;

- Art appreciation
- Problem solving skills
- Developing critical thinking skills
- Developing design skills
- Enhancing communication skills
- Working collaboratively.

The program will be developed for your child to

Develop their interpersonal skills and

communication with others by working in

consultation with others. Your child will benefit

from learning how to turn their ideas into a final

in collaboration with others to develop a product

from their design brief.

Meet the Teacher

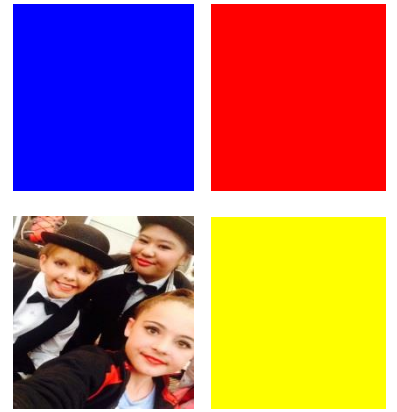
Mrs Natasha Atai – Bachelor of Visual Communications / Bachelor of Teaching (Secondary) - Secondary methods-Visual Arts and Design & Technology Mandatory.

Graduate of University of Western Sydney.

Mrs Atai has been working at Plumpton High School since 2003 as a Visual Arts, Photography & Digital Media and Visual Design teacher, across all year groups as well as working in the Primary Links program with our Primary feeder schools over the years. She has extensive knowledge, understandings and skills in various art forms, materials, and techniques, which she is passionate about in guiding and mentoring students to develop independent critical thinking and problem solving skills through creative and artistic making.

Integral to Mrs Atai's teaching philosophy is the importance of forming positive relationships with her students in order to improve learning outcomes and add value to each student's emotional, social and educational needs. Mrs Atai believes in the importance of students expressing themselves through the creative arts as a personal output to express various facets of themselves through art making, as well as building lifelong skills that are transferable to other subjects and beyond the classroom.

Dance



Rationale

The study of dance as an artform is the philosophical base of the *Dance Years 7-10 and HSC Dance Syllabi*. 'Dance as an artform' determines the content and teaching approaches that are used in the teaching of dance as art in education and underpins the students' artistic, aesthetic and cultural education through dance. The Primary Dance syllabus provides students with a unique medium for learning and addresses a range of different learning styles. Dance provides students the opportunity to express their feelings, moods and ideas symbolically through movement.

The Gifted and Talented Program for Dance (GTPD) as a part of the Plumpton Education Community aims to provide students with a deeper understanding and knowledge of dance as an artform. The GTPD will provide students with a personal expression and enjoyment through dance, learning about oneself, other people and the world and confirming cultural identity. Students will learn to value dance as a form of cultural expression related to cultural understanding, tradition, location, gender and through social and technological issues.

The program will develop student's knowledge, understanding and experience of dance as an artform through equal emphasis on the process of experience and end products. Students will learn both movement principles and stylised techniques, through problem solving and directed teaching. The development of creativity, imagination and individuality is emphasised equally with knowledge of theatre dance.

The integration of the practices of performance, composition and appreciation is a key feature of the dance syllabi and the elements of dance are the components that link the study of the practices. Students will learn the three elements of dance, being space, time and dynamics and will learn how to use these elements to increase their dance technique, performance quality and dance knowledge.

Safe dance practice is embedded through the practices to ensure that students are able to maintain safe, healthy and rewarding lives.

The GTPD provides students with a high quality performing arts education, with a focus on the development of a strong dance technique and performance skills and aims to educate, train and prepare students for the study of dance in years 7-12. The GTPD is an exclusive program offered by Plumpton High School with a fully qualified DEC Dance Teacher.

At Plumpton High School, students have the opportunity to study dance as an elective from years 7-12, this program gives students the opportunity to access the program earlier.

Objectives

Knowledge, understanding and skills

Students will develop knowledge, understanding and skills about dance as an artform through:



		
<p>1 Dance Performance</p> <p>as a means of developing dance technique and performance quality to communicate ideas.</p> <p>Students learn about the technical and performance elements of dance.</p>	<p>2 Dance Composition</p> <p>as a means of creating and structuring movement to express and communicate ideas.</p> <p>Students learn how to create a dance with a theme or idea.</p>	<p>3 Dance Appreciation</p> <p>as a means of describing and analysing dance as an expression of ideas within a social, cultural or historical context.</p> <p>Students learn to evaluate and discuss a dance work.</p>
<p style="text-align: center;">Value and attitudes</p> <p style="text-align: center;"><i>Students will value and appreciate their engagement in the study of dance as an artform.</i></p> <p style="text-align: center;"><u>Teachers will report to parents on the student's competencies in the above facets.</u></p>		
<p><i>Reporting Procedure</i></p> <p>Teacher will report to parents on the achievements of students in this program through a semester report. Students will be assessed on their knowledge and skills outcomes. These are descriptors of what students will know and be able to do as a result of studying the dance program. The purpose of the assessment is to provide information on students' achievement and progress and set the direction for ongoing teaching and learning.</p> <p>Dance, as an area of the curriculum, is based on students learning about performance, composition and appreciation, and learning to perform, compose and appreciate. Teachers use a range of strategies to collect information on the demonstration of skills and understanding which students exhibit in a variety of contexts. It is important to make judgements about students' achievement of outcomes, understanding that evidence relating to a number of outcomes might be embedded in a single demonstration. Similarly, a student will demonstrate that he or she can achieve the requirements of an outcome, in a number of different activities.</p> <p>Judgements about student achievement of outcomes are made on the basis of evidence. A variety of strategies may be used to collect evidence on student achievement. Some examples include:</p> <ul style="list-style-type: none"> • observing students performing dance sequences • observing students during the process of composition • discussing with students their own work and the work of others • interviewing individual students about their own performance and their involvement in composing dance • collecting and analysing written work in dance journals • peer assessment and self-assessment <p>Teachers will record student achievement for reference when providing feedback to students and others and when formally reporting to parents and caregivers.</p>		

Selection Process

Students will be selected into the program through audition only.

Students who audition will be selected on the following criteria:

Practical

- Level of performance quality
- Level of dance technique
- Movement style
- Ability to work as part of a team
- Understanding of their bodies and how they move in space

Academic

- Demonstrates a high work ethic in their academic studies
- Demonstrates exemplary behaviour and self-discipline in class and during rehearsals and performances

What will each lesson look like?

3:0pm – 3:20pm:

Warm Up

3:20pm – 3:55pm:

Technique

3:55pm – 4:05pm:

Drink/Snack Break

4:05pm – 4:40pm:

Composition

Creativity

Choreography

4:40pm – 5:00pm:

Appreciation

Watching a dance work and discussing it

Audition Information

Who is able to Audition?	Any student in years 5-8 from the Plumpton Education Community, with a passion to learn Dance.
How to Audition?	Students will need to submit a signed permission note to your school office which will be collected. The students will be contacted by the teacher with an audition time that must attend to be considered for the course.
What is required?	Students will be required to participate in the full two-hour class.
What does my child wear?	Students are required to wear any clothing they are most comfortable in to be able to move around in.
How do I find out if my child was successful?	Students will be notified in writing one week after the audition whether they were successful or not for the program.
Where will the Audition take place?	The audition will take place at Plumpton High School in the Performing Arts Centre.
Are parents able to watch the application process?	The application process is a closed audition and as such parents will not be permitted to watch the audition. There will be teacher supervision during the audition.

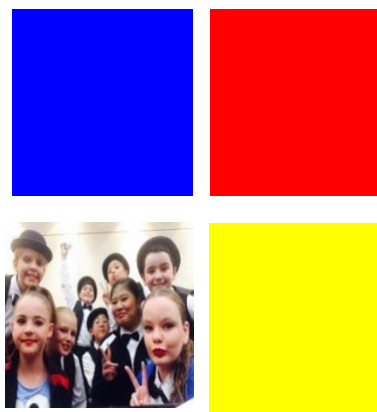
Why will the GATD program be beneficial for my child

This year GAT Dance will have two separate groups, one offered to students from years 5 to 7 and the other offered for students from years 8 – 11. This will give students the opportunity to experience dance in a professional and educational setting with other likeminded students. Dance involves the development of physical skill as well as aesthetic, artistic and cultural understanding.

Learning in dance and learning through dance enables students to apply their own experiences to their study of dance. They learn to express ideas creatively as they make and perform dances, and analyse dance as works of art. They think imaginatively and share ideas, feelings, values and attitudes, while physically and intellectually exploring the communication of ideas through movement.

The GTPD is designed to complement and enhance the student's prior knowledge of dance and to work with the students towards their individual and goals. The program will provide students with; knowledge, skills and understanding about dance as an artform, the capacity for students to manage their own learning, the facility to work together with their peers towards a goal and respect for dance as an artform. Each lesson will be personalised to the students in the class and differentiation of the lesson content is available for student's individual learning needs.

The GTPD staff work in a nurturing environment provide students with the highest quality of teaching available.



Meet the Teachers

Miss Ashley Jones – Bachelor of Arts (Dance)/Bachelor of Education

Graduate of the University of New South Wales

Dance Coordinator - Southern Stars Performing Company Dance Director - Southern Stars - The Arena

Spectacular Senior Tutor/Choreographer – NSW School's Spectacular and Arts Unit

Miss Jones has fifteen years teaching experience in a dance studio environment and nine years in the classroom environment. For the past six years Miss Jones has developed and instructed auditioned dance programs for the Illawarra and South East Region, Wollongong High School of the Performing Arts, Southern Stars – The Arena Spectacular, NSW State Companies and the Schools Spectacular. Miss Jones has also run a successful dance studio on the South Coast for 10 years and is well in-tuned to student's individual needs of technique and training.

Miss Jones' educational philosophy is to provide students with an education that fulfils their individual needs, through quality teaching and directed learning. Miss Jones aims to develop student's physical health, social awareness, cognitive development and academic achievement through the study of dance as an artform.

Miss Natasha Chandra – Bachelor of Dance Education

Graduate of the Australian College of Physical Education (ACPE)

Miss Chandra has been working at Plumpton High School since the beginning of 2018 where she has been teaching stage 5 PDHPE, maths and science. Prior to working at Plumpton High School, Miss Chandra had recently completed her Bachelor of Dance Education where she has represented her university through cheerleading and dance in a number of state-wide competitions. Miss Chandra has also been a part of professional company productions, including "The Yard", choreographed by Shaun Parker and the ChunkyMoves dance Company.

Miss Chandra's education philosophy is to provide all students with tools which enable them to reach their potential, through differentiated teaching. By catering to students specific learning needs, Miss Chandra aims to develop student's physical awareness, confidence and ability in dance.

Performance Opportunities

There are a variety of performance opportunities available for the PEC dance group including:

Synergy Dance Festival

Mount Druitt – Minchinbury Public Education Concert

Formal Assemblies

MADD Night @ Plumpton High School

PULSE @ the Opera House

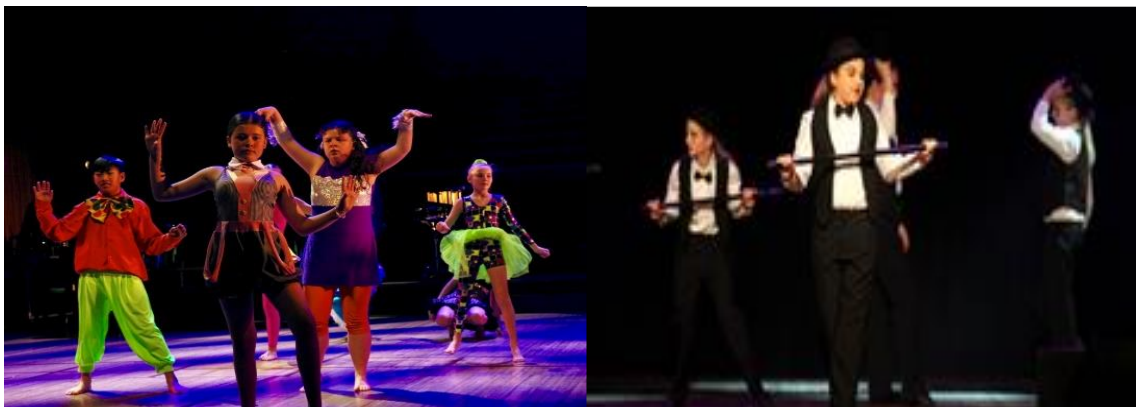
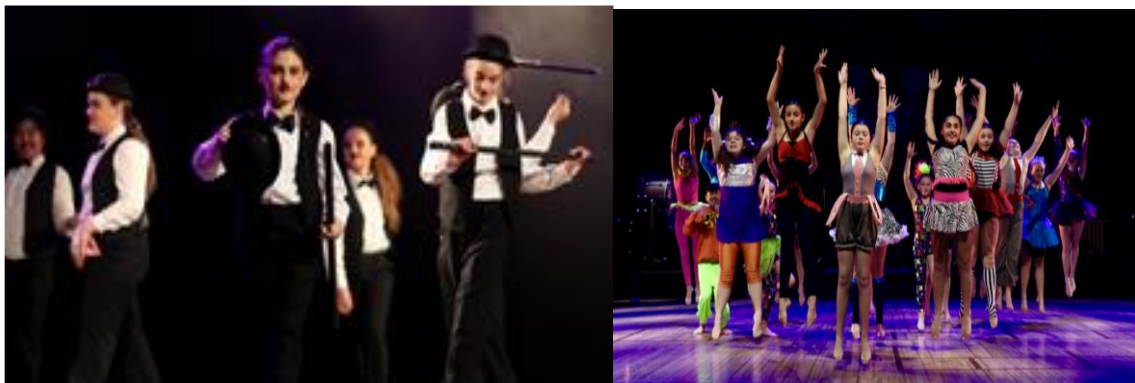
Southern Stars – The Arena Spectacular

Schools Spectacular

Arts initiatives and events

Dance excursions

State Dance workshops



Drama



Rationale

Drama is an artform with a discrete body of knowledge including conventions, history, skills and methods of working. It is an integral aspect of our society and is taught in school curricula worldwide. Drama fosters an understanding of continuity and change, and of the connections between different times and cultures. It provides opportunities to explore social, cultural, ethical and spiritual beliefs, including the diverse values of Australian culture.

Drama encourages a cooperative approach to exploring the world through enactment. The collaborative nature of this artform engages students in a creative process of sharing, developing and expressing emotions and ideas. It is a form of action in which students take on a role as a means of exploring both familiar and unfamiliar aspects of their world. They portray aspects of human experience while exploring the ways people react and respond to different situations, issues and ideas.

In Drama, students can communicate in complex and powerful ways how they perceive the world. They can investigate, shape and symbolically represent ideas, interests, concerns, feelings, attitudes, beliefs and their consequences. Drama can reflect the external world and the inner world of thoughts and feelings through fictional contexts. Learning experiences in Drama are provided which involve the intellect, emotions, imagination and body, and engage the whole person. Self-confidence, motivation and self-esteem are developed through the devising, workshopping, rehearsing and performing of individual and collaborative works. This syllabus draws on the contemporary drama and theatre practices of making, performing and appreciating drama. These practices are active, experiential, critical and reflective. While students develop knowledge, understanding and skills that pertain to each of these practices, it is vital to integrate experiences in these areas in order to effectively realise the outcomes. In their appreciation of drama and theatre, students are aware of the collaborative contribution of actors, directors, playwrights, designers and technicians to productions.

The GTPD provides students with a high quality performing arts education, with a focus on the development of a strong understanding of dramatic styles, techniques and performance skills and aims to educate, train and prepare students for the study of drama in years 7-12. The GTPD is an exclusive program offered by Plumpton High School with a fully qualified DEC Drama Teacher.

At Plumpton High School students have the opportunity to study drama as an elective from years 7-12, this program gives students the opportunity to access the program earlier.

Objectives

Knowledge, understanding and skills

Students will develop knowledge, understanding and skills about Drama as an artform through:



1. Making Drama

Making drama that explores a range of imagined and created situations in a collaborative drama and theatre environment



2. Performing Drama

Performing devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions to engage an audience



3. Appreciating Drama

Appreciating the meaning and function of drama and theatre in reflecting the personal, social, cultural, aesthetic and political aspects of the human experience.

Value and attitudes

The collaborative and diverse nature of drama and theatre

The contribution of drama and theatre to enriching and sustaining cultures and societies.

Teachers will report to parents on the student's competencies in the above facets.

Reporting Procedure

Teacher will report to parents on the achievements of students in this program through a semester report. Students will be assessed on their knowledge and skills outcomes. These are descriptors of what students will know and be able to do as a result of studying the drama program. The purpose of the assessment is to provide information on students' achievement and progress and set the direction for ongoing teaching and learning.

Drama, as an area of the curriculum, is based on students learning about making, performing and appreciating, and learning to make, perform, and appreciate. Teachers use a range of strategies to collect information on the demonstration of skills and understanding which students exhibit in a variety of contexts. It is important to make judgements about students' achievement of outcomes, understanding that evidence relating to a number of outcomes might be embedded in a single demonstration. Similarly, a student will demonstrate that he or she can achieve the requirements of an outcome, in a number of different activities.

Judgements about student achievement of outcomes are made, based on evidence. A variety of strategies may be used to collect evidence on student achievement. Some examples include:

- observing students performing
- observing students during the process of making
- discussing with students their own work and the work of others
- interviewing individual students about their own performance and their involvement in making drama
- collecting and analysing written work in drama logbooks
- peer assessment and self-assessment

Teachers will record student achievement for reference when providing feedback to students and others and when formally reporting to parents and caregivers.

Selection Process

Students will be selected into the program through audition only.

Students who audition will be selected on the following criteria:

Practical

- Level of performance quality
- Level of dance technique
- Movement style
- Ability to work as part of a team
- Understanding of their bodies and how they move in space

Academic

- Demonstrates a high work ethic in their academic studies
- Demonstrates exemplary behavior and self-discipline in class and during rehearsals and performances

What will each lesson look like?

3:00pm – 3:20pm: *Warm Up/Drama Games*

3:50pm – 4:15pm:
Developing Dramatic Skills

4:15pm – 4:25pm:
Drink/Snack Break

4:25pm – 4:40pm:
Making Drama

5:40pm – 5:00pm:
Appreciation
Watching drama performances and discussing it

Audition Information

Who is able to Audition?	Any student in years 5-8 from the Plumpton Education Community, with a passion to learn Drama.
How to Audition?	Students will need to submit a signed permission note to your school office which will be collected. The students will be contacted by the teacher with an audition time that must attend to be considered for the course.
What is required?	Students will be required to participate in the full two-hour class.
What does my child wear?	Students are required to wear any clothing they are most comfortable in to be able to move around in.
How do I find out if my child was successful?	Students will be notified in writing one week after the audition whether they were successful or not for the program.
Where will the Audition take place?	The audition will take place at Plumpton High School in the Performing Arts Centre.
Are parents able to watch the application process?	The application process is a closed audition and as such parents will not be permitted to watch the audition. There will be teacher supervision during the audition.

Why will the GATPD be beneficial for my child



The GTPD offers students from years 5 to 8 the opportunity to experience drama in a professional and educational setting with other likeminded students.

Drama involves the development of physical skill as well as aesthetic, artistic and cultural understanding.

Learning in drama and learning through drama enables students to apply their own experiences to their study of drama. They learn to express ideas creatively as they make and perform drama, and analyse drama as works of art. They think imaginatively and share ideas, feelings, values and attitudes while physically and intellectually exploring the communication of ideas.

The GTPD is designed to complement and enhance student's prior knowledge of dance and to work with the students towards their individual and group goals.

The program will provide students with; knowledge, skills and understanding about drama as an artform, the capacity for students to manage their own learning, the facility to work together with their peers towards a goal and respect for drama as an artform. Each lesson will be personalised to the students in the class and differentiation of the lesson content will be made

Meet the Teacher

Ms Kylie Nguyen – Bachelor of Arts (Dance Studies, Theatre and Performance Studies with Distinction / Bachelor of Education

Graduate of the University of New South Wales

UNSW Arts and Social Sciences Dean's List for Academic Excellence 2015

Ms Nguyen is a passionate and dedicated teacher who joined Plumpton High School in 2017 as a Dance and Drama teacher. Ms Nguyen recently joined the Technology and Applied Science Faculty as a Technology Mandatory teacher, broadening her professional expertise as a 21st century educator

Ms Nguyen's educational philosophy focuses upon the teaching and learning of three key skills: creative problem solving, critical thinking and collaboration. Ms Nguyen is a strong advocate for the Creative and Performing Arts, and enjoys sharing her passion and knowledge of the Arts with students to instill a deeper sense of creative appreciation towards creative learning.

Ms Nguyen believes every student can benefit from the Arts, as students will be developing life-long skills in a dynamic and collaborative classroom approach, as well as developing knowledge about themselves and the world around them socially, culturally and ethically.

Performance Opportunities

There is a variety of performance opportunities available for the PEC drama group including:

Mount Druitt – Minchinbury Public Education Concert

Formal Assemblies

MADD Night @ Plumpton High School

PULSE @ the Opera House

sPEctacular Performances at Plumpton High School

Community Performance

School Performances



Duke of Edinburgh



Rationale

The Duke of Ed is an enriching program that invites young people between the ages of 14 and 25 to participate in a number of activities over a set length of time. Participation is mandatory in Year 9 and is structured so participants can design their own unique program centered on their interests and passions.

The Duke of Edinburgh program provides opportunities for all students regardless of their abilities, to develop individual goals based on their interests and ambitions. It engages over 35,000 young people annually to challenge, motivate and explore student potential. It is not easy, but very rewarding.

The purpose of the Duke of Ed program is to promote and preserve a framework of Award participation that equips, engages and empowers all young people to explore their potential. This program aims to move students beyond their comfort zone to gain a sense of real life achievement and self-confidence.

The program will develop students' knowledge, understanding and experience throughout the modules of Volunteering, Physical Recreation, Skill and Adventurous Journey.

Throughout the year students will be provided the opportunity to achieve the bronze award that will include a 1 night 2 day adventurous journey. Plumpton High School encourages any individual regardless of ability, gender, culture, background or location, with the right guidance and inspiration to achieve an Award.

The Duke of Ed at Plumpton High School will deliver a balanced framework to develop the students mind, body and community spirit by engaging them in a range of different activities and skills.

The Duke of Ed Award inspires individuals to exceed their expectations. Plumpton High School encourages students to set their own challenges and goals before starting an activity, aim for these goals and by showing improvement to achieve the Award.





The Duke of Ed National Office is committed to monitoring the processes, policies and procedures to maximize the safety of The Duke of Ed for all participants and volunteers. As such, Plumpton High School embeds strict child protection policies to all assessors, adopts detailed Risk Management plans and provides brand new cellular emergency equipment for adventurous journeys.

At Plumpton High School students have the opportunity to utilise the skills and knowledge they have learnt throughout the program to help them with the School Representative Council and HSC courses. The Duke of Ed also compliments many other activities that young people may already be doing which could include: Surf Life Saving, Scouts or Guides, music lessons and team or individual sport.



Objectives

Students will foster personal and social development, gain valuable experiences and life skills, grow in confidence and become more aware of their environment and community, transforming them into responsible young adults. This is achieved through:

			
<p><u>1. Community Service</u></p> <p>To connect with your community and give service to others and their communities.</p> <p>Students give back to the surrounding community whether it is care and concern for the environment, love of animals or a desire to make a difference to the lives of the less fortunate.</p>	<p><u>2. Physical Recreation</u></p> <p>To improve your physical fitness and wellbeing by becoming active.</p> <p>Students participate in regular physical activity, either alone or in competition, to develop healthy fitness habits.</p>	<p><u>3. Skill</u></p> <p>To unleash your talents and broaden your personal interests and skills.</p> <p>Students explore and discover talents based on individual interests or passions such as artistic, creative, musical, academic or technical.</p>	<p><u>4. Adventurous Journey</u></p> <p>To discover a spirit of adventure and discovery whilst undertaking a journey in a group.</p> <p>Students will undertake an expedition or exploration in an unfamiliar and challenging environment. This is about team work and social connections with the group</p>

Bronze Award

Plumpton High School is offering completion of the Bronze Award in 2018. The Duke of Edinburgh Bronze Award program will provide students enough confidence, resources, experience and knowledge to achieve the award within the first year. Students meeting the age requirements below are able to participate in the Bronze Award. The minimum age to start - 14 Years and the maximum age to start - 24 Years 6 Months. The Bronze Award program includes the time requirements shown below which need to be met prior to completing the Bronze Award.

Silver Award

The Silver Award is the second level of the Duke of Edinburgh's International Award, which involves continual work in the four areas for a longer period. The progression into the Silver Award recognises that every individual learner is different and as such encourages students to look at themselves, their interests, abilities and ambitions to then set challenges in the four different sections of the Award. Students can continue expanding on their skills throughout the sections of the award they completed in the Bronze level, or use this level as a new opportunity to start something new and fresh. Students are required to further explore the outdoors with longer, more student focused, Adventurous Journeys. The Silver Award will be running as an after school class for 1-2 hours per week. This will include teaching required topics, learning skills and monitoring progress.

Qualifying

For both awards regular commitment is defined as 1 hour per week or 2 hours per fortnight spent completing physical recreation and practicing a skill. This regular participation will be monitored by a teacher assessor.

The service component of the Bronze Award will offer students work as a team to implement and run a program within the school. The service component of the Silver Award will be discussed with a teacher assessor at the beginning of the course.

Bronze Award

- Physical Recreation – Minimum of 3 months
- Skill – Minimum of 6 months
- Service – Minimum of 3 months
- Practice Adventurous Journey - 2 days + 1 night
- Adventurous Journey - 2 days + 1 night

Silver Award

- Physical Recreation – Minimum of 6 months
- Skill – Minimum of 6 months
- Service – Minimum of 6 months
- Practice Adventurous Journey - 3 days + 2 nights
- Adventurous Journey - 3 days + 2 nights

Selection Process

Bronze Award students will be offered the course in Term 1 2018. Silver Award students will be selected for the program through expression of interest.

Students who show expression of interest will be required to complete a short entry form. Students will be selected based on the following criteria:

- Demonstrates a high work ethic in their academic studies
- Demonstrates exemplary behaviour and self-discipline
- High level of school attendance

Once selected, students will have the option to apply for a 'Plumpton Duke of Ed' Scholarship. This scholarship will help pay 60% of the Duke of Ed registration fee.


Students will be required to sit a short interview where the following two questions will be asked:

- *What do you wish to achieve from the Duke of Ed program.*
- *How will participating in the Duke of Ed program benefit you and your future studies.*

What topics are taught?

- *First Aid*
- *Leadership skills*
- *Group Management*
- *Dangers in explorations*
- *Route Planning*
- *Navigation*
- *Shelter/Fire*
- *Knots*
- *Food/water Preparation*
- *Cooking*
- *Interpreting weather*
- *Equipment/clothing*
- *Communication*
- *Emergency procedures*
- *Environmental care*

Additional Information

Who is able to apply?	Any student from Plumpton High School in Year 9 to Year 12, with a passion to learn outdoor skills, become active and discover exciting new adventures.
How to Apply?	Year 9 students will be offered the course Term 1 2020. Silver Award students will need to submit an expression of interest to apply by Monday Week 5, 2020. Students will be notified in regards to their application and then provided an opportunity to apply for the scholarship.
How much is the Duke of Ed registration?	Bronze – Year 9 registration fee covered by the school. Silver – Year 10 Onwards = \$100.00.
When will the course run?	Year 9 Bronze Award students – during selected classes unless the students wishes to use an outside assessor. Silver Award students - Thursday afternoon between 2:45 - 4:00pm each week.
What personal equipment is required for the adventurous Journey? <i>*further information will be provided before the adventurous journey</i>	Basic camping equipment such as tents and cooking gear will be supplied for students without access to gear. However, students are encouraged to start purchasing their own equipment for better comfort and hygienic purposes. As a minimum all students will be required to supply their own items such as: <ul style="list-style-type: none"> • Sleeping Bag • Appropriate Clothing • Walking Shoes • Backpack • Sunscreen • Water Bottle • Appropriate Food 

2016 - 2019 Activities and Achievements

There are a variety of activities that were undertaken and achievements that were made throughout 2016 - 2020 as part of the Duke of Edinburgh Scheme program, including:

Navigational Photo Challenge

Assessed Adventurous Journey

Basic First Aid and Camp-craft Training

After School Sports Programs

Bronze Practice Hike- Glenbrook National Park

Premier's Volunteer Recognition Program Award

Silver Practice Hike – Somerset Outdoor Learning Centre

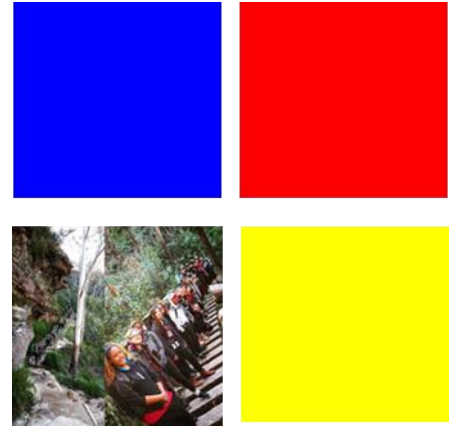
Year 9 in the process of completing their Bronze Awards,

10 Students in the process of completing their Silver Awards



Why the Duke of Edinburgh Award?

- Develop leadership and thinking skills
- Enhance your ability to attend University
- Enhance your CV through development of enterprise skills
- Increase your self-confidence and courage
- Design your own individual program
- Challenge yourself and have an adventure to assist in developing your natural curiosity
- Learn new skills and follow interests to understand the importance of intellectual, physical and emotional balance to achieve personal wellbeing
- Develop communication skills and make some more friends
- Have great fun!
- Meet new people and develop a personal commitment to service, and act to make a positive difference to the lives of others
- Receive a prestigious and highly valued International Award



This program offers the opportunity for students to maintain physical recreation that they are currently participating in. It allows students to expand their knowledge, attitude and to adopt new types of physical recreation and/or sports.

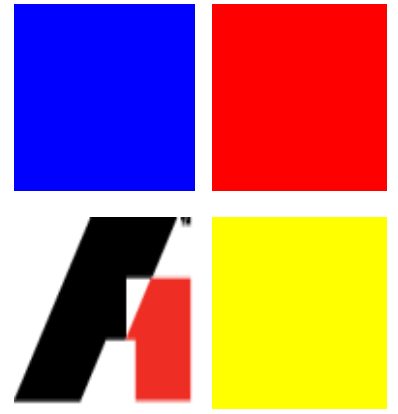
Students will be provided the opportunity to adopt, perfect or continue learning a type of skill. This skill type is completely up to the students' interest and can range from many aspects of the students interest. The Duke of Ed encourages students to try something new to experience versatility in learning and applying a new skill set.

Plumpton High School encourages all students to give back to the community. This program compliments this through the requirement of volunteering. Student will be giving back to the local community through charity work.

Meet the Co-ordinator

Sarah was previously a part of the Mathematics Faculty at Woonona High School in the Illawarra region. Sarah's passion and drive is for kids to enjoy school and maths, especially to be able to comfortably attempt any mathematics course. Sarah is ready for a new beginning and is also very excited to share her passion for teaching within Plumpton High School. Sarah has previously been involved in the Duke of Edinburgh Scheme having completed Awards within it successfully. The Duke of Edinburgh awards have developed her skills in communication, bush walking, community service, first aid and many more. She is looking forward to working with our students to lead them through the process.

Engineering Studies (STEM)



Rationale

Engineering studies is fundamental to our society today. It has shaped the way we work, the way we live and the way we do business. The *Industrial Technology* (stages 4 and 5) and the *Engineering Studies* (Stage 6) syllabi provide a framework for students to explore engineering concepts and theories and apply them to real world scenarios. This includes the interaction of mechanisms, systems, social and environmental aspects.

As part of the Plumpton Educational Community, the Gifted and Talented Engineering Studies program (GATES) aims to provide students with deeper knowledge and understanding of engineering systems and the way these can be manipulated and interacted with. This will help students to have a broader understanding of the world and *why* the world is the way, it is. It will help students to see how we came to this place in the world and provide them with a method to understand where we are headed and why.

The program will allow students to explore the concept of design and apply ideas to a variety of contexts and projects that will expand on different aspects of design implementation and help students to assess the world using engineering concepts, scientific principles, functionality and aesthetics.

The integration of the design principles, computer software, time management and manufacturing processes will broaden student knowledge of the production cycle and industrial systems. This knowledge will also allow students a greater understanding of career paths in these fields.

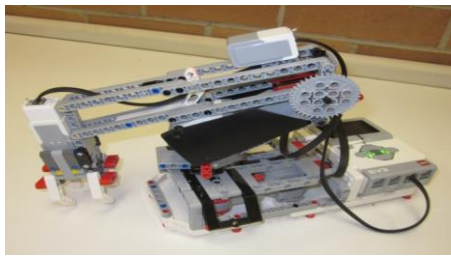
The GATES program will offer students a high quality engineering studies program with a focus on design process, mechanisms and software that will prepare students for further study in Industrial Technology – Engineering in Stage 5 (Years 9-10), Engineering Studies in Stage 6 (Years 11-12) and in preparation to study Engineering at University with the F1 in Schools Program equivalent to 2nd year university. The GATES program is an exclusive program offered by Plumpton High School and will be taught by a qualified Department of Education engineering studies teacher.

Objectives

Knowledge, understanding and skills

Students will develop knowledge, understanding and skills of Engineering through:



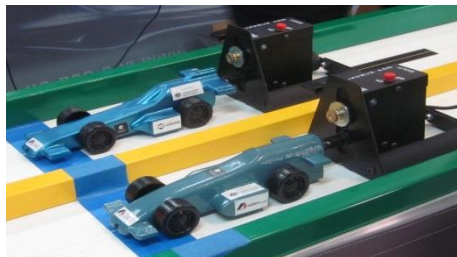


1. Mechatronics

Mechatronics is the study of mechanical and electrical systems. These systems can include robots and production lines.

Students will build working mechanical systems in Lego and use the Mindstorms interface to control the system. Each system can be programmed to undertake a series of tasks such as following a line, picking and placing a ball and playing soccer.

Students will learn about control systems, inputs and output and mechanisms.



2. F1 in Schools

F1 in Schools is a program that is run by the REA foundation. This is a competition that allows schools to compete with each other in the building of CO₂ powered racing cars.

Students will use a number of software packages, including Autodesk Inventor, to design a racing car that can be machined on a CNC router. This car needs to meet a number of criteria and the goal is to compete at the local competition. If successful students may be able to compete at the state level.

Students will learn about aerodynamics, CAD, CAM and practical skills.



Assessors will report to parents on the students' competencies under the above criteria.

Reporting Procedure

The teacher will report to parents on the achievements of students in this program through a semester report. Students will be assessed on their knowledge and skills outcomes, which are descriptors of what students will know and be able to do as a result of participating in the GATES. The purpose of the assessment is to provide information on students' achievement and progress and set the direction for ongoing teaching and learning.

Engineering, as an area of curriculum, is based on students learning about how mechanisms and machines work, how the design process work and how to apply analysis of data to practical situations. Teachers use a range of strategies to collect information on the demonstration of skills and understanding which students exhibit in a variety of contexts. It is important to make judgments about students' achievement of outcomes, understanding that evidence relating to a number of outcomes might be embedded in a single project. Similarly, a student will demonstrate that he or she can achieve the requirements of an outcome in a number of different activities.

Judgments about student achievement of outcomes are made on the basis of evidence. A variety of strategies may be used to collect evidence on student achievement. Some examples include:

- Observing a student's application of techniques in a practical project
- Examining the quality of the student's product
- Examining the functionality of the student's product
- Student self and peer assessment
- Collecting and analysing project folios

The teacher will record student achievement for reference when providing feedback to students and others and when formally reporting to parents and caregivers.

Selection Process

Students will be selected for the program through expression of interest.

Students who show expression of interest will be required to complete a short entry form. Students will be selected based on the following criteria:

- Demonstrates a high work ethic in their academic studies
- Demonstrates exemplary behaviour and self-discipline
- High level of school attendance
- **When and Where?**

This class will held in the workshops at Plumpton High School on Wednesday afternoon From 3.00pm to 5.00pm



What topics are taught?

- *Design Skills*
- *Computer Aided Design (CAD)*
- *Computer Aided Manufacture (CAM)*
- *Autodesk Inventor*
- *Timber finishing skills*

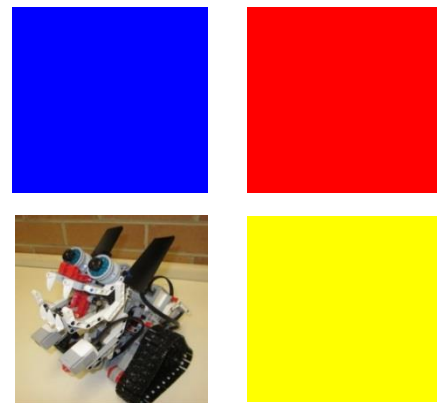
Students will do the following:

- *Build and program Lego Robots to perform a variety of challenges/tasks*
- *Compete in the Local F1 in Schools Competition*

Application Information

Who is able to apply?	Any student in Year 5 to Year 9 in the Plumpton Educational Community, with a passion for engineering and how the world works is able to apply.
How to Apply?	Students will need to submit an application to attend through Plumpton High School by the cutoff date on the form or return to their school's front office by the cutoff date. Students will be notified in regards to their application.
What is required?	Students will be required to participate in an engineering workshop and will need to complete 2 practical projects. These are used as part of the assessment. Students will also need to be aware that the F1 in Schools program is conducted externally and the competition will be held at a specified date and time. It is intended that the students will compete in the F1 in Schools competition at a school level and regional level with the possibility of competing at the state level.
What does my child wear?	Normal school uniform is appropriate however, it is essential that students wear leather shoes for WHS reasons in the workshop.
How do I find out if my child was successful?	Students will be notified in writing after the application whether they were successful or not for the program.

Why will the GATES be beneficial for my Child?



This program offers the opportunity for students to engage in complex intellectual pursuits with guidance and direction.

Students will be able to explore facets of design including aesthetics and time management in the process of producing projects.

Students will be provided the opportunity to learn new skills and these skills will focus on a variety of 'smarts' including visual, kinesthetic and logic. This will cater for a variety of learning styles and help students to gain new experiences and skills.

- **Challenge yourself and explore your intellect**
- **Work with like-minded people**
- **Learn new and interesting skills**
- **Have fun**
- **Compete with fellow students**

Meet the Teacher

Mr Benjamin Clark Bachelor of Arts (Humanities) – Western Sydney University Bachelor of Education Studies (Technical and Applied Studies) - Charles Sturt University Masters of Teaching Secondary - Western Sydney University Certificate III in Hospitality Operations (Commercial Cookery)

Mr Clark started off as a History/ English teacher before retraining as a TAS teacher. He has a passion for the practical application of science after spending several years working as a chef in a variety of restaurants in the upper mountains.

He is a strong believer in the value of public education and works hard to deliver the best outcome for students. The creation of a safe supportive environment is a cornerstone of helping students achieve at their full potential. He is looking forward to joining the engineering and technology program as it will allow him to share his passion for solving problems in a creative fashion.

In 2019

- Five teams entered and competed at regionals
- One team qualified at regionals and went to state

In 2018 State and Regionals awards that were won:

- Cadet Class Junior competed at state to qualify for regionals
- Cadet Class Junior Third place winners at F1 in schools

In 2016 State and Regionals awards that were won:

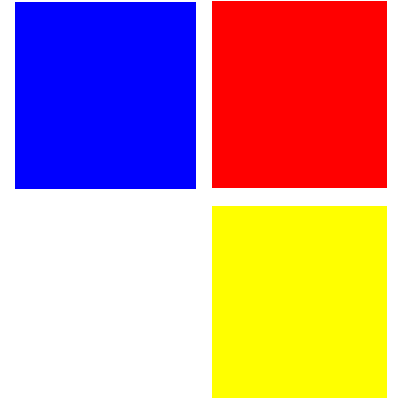
- Cadet Class Junior won 1st place Smash and 2nd place Neoen
- Development class won 2nd place with Project Zoom
- Professional Senior Class won 3rd Place with Mission Infinitaty
- 1st Place in NSW State Cadet Class F1 in Schools
- 4 of the 7 teams competed at the State Championship

In 2015 First F1 in Schools teams in NSW to be from Primary School

- 9 Teams entered in the F1 in Schools Regional Competition
- 1st, 2nd 3rd, Place in Western Sydney Cadet Class F1 in Schools
- 3 teams to the F1 in Schools State Competition



Experimenting with STEM



Rationale

STEM is an all-encompassing term referring to a range of fields (Science, Technology, Engineering and Mathematics). The study of STEM is often broken down, with a strong focus on one of the four subject areas. The aim of the experimenting with STEM is to expose students to a variety of skills and knowledge from across these subject areas, with no particular focus on one area or the other.

The global economy is changing. Current jobs are disappearing due to automation and new jobs are emerging every day as a result of technological advances. Employer demand for STEM qualifications and skills is high, and will continue to increase in the future. Currently, 75% of jobs in the fastest growing industries require workers with STEM skills and 50% of current jobs with skill shortages are in STEM fields. STEM empowers individuals with the skills to succeed and adapt to this changing world.

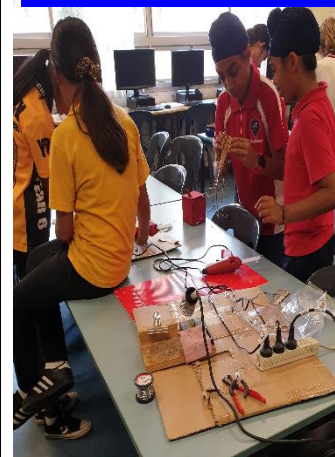
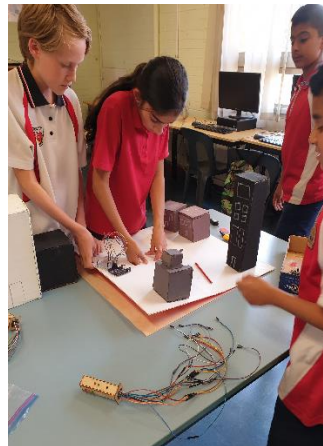
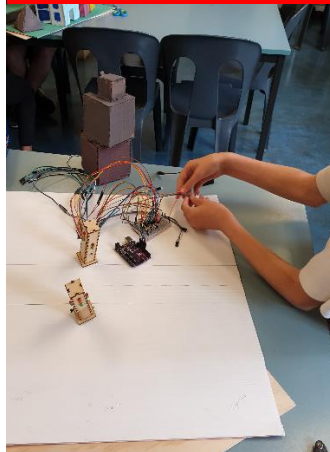
The Gifted and Talented Program for Experimenting with STEM as a part of the Plumpton Education Community aims to provide students with a deeper understanding of the interconnectedness of STEM disciplines and to develop student's capabilities across these areas. Students will be exposed to a range of theoretical and practical experiences with a focus on developing skills which can be applied across fields, including problem solving, creativity, critical analysis, initiative, communication skills, collaborative skills and independent thinking.

Each term students will work collaboratively and independently to apply the design process in the development of solutions which respond to real world problems. Students will be exposed to a range of technological solutions such as coding of Arduino boards, laser cutting, 3D printing, CNC machining, developing electrical circuits, use of robotics and mechatronics, construction of models and utilizing renewable energy sources. In experimenting with STEM, the scope for both problems and solutions is broad. Therefore students are encouraged to demonstrate their own creativity and problem solving skills, with the opportunity to then develop these ideas into a real product or solution.

Objectives

Knowledge, understanding and skills

Students will develop knowledge, understanding and skills in STEM through:



SCIENCE

Science is the study of the natural world. With the understanding what already is, we are able to inform our thinking towards the future. Students will develop an understanding of existing systems in the development of their projects.

TECHNOLOGY

Technology is the tools we develop from scientific understanding to overcome problems or simplify our lives. Students will be exposed to a range of technologies in the development of their solutions.

ENGINEERING

Engineering focusses on designing and building things to solve real world problems. Students will be given the opportunity to turn their ideas and solutions into real world products.

MATHEMATICS

Mathematics is a language used to describe the world we live in. Students will utilise mathematics to describe the theoretical underpinnings of their designed solutions.

Value and attitudes

Students will value and appreciate their engagement in the study of Problem solving and Data Science and working collaboratively with others, as a field of practice and understanding, is subject to different interpretations.

Teachers will report to parents on the student's competencies in the above facets.

Reporting Procedure

The teacher will report to parents on the achievements of students in this program through a semester report. Students will be assessed on their knowledge and skills outcomes, which are descriptors of what students will know and be able to do as a result of participating in the GATSTEM. The purpose of the assessment is to provide information on students' achievement and progress and set the direction for ongoing teaching and learning.

STEM , as an area of curriculum, is based on students learning about how mechanisms and machines work, how the design process work and how to apply analysis of data to practical situations. Teachers use a range of strategies to collect information on the demonstration of skills and understanding which students exhibit in a variety of contexts. It is important to make judgments about students' achievement of outcomes, understanding that evidence relating to a number of outcomes might be embedded in a single project. Similarly, a student will demonstrate that he or she can achieve the requirements of an outcome in a number of different activities.

Judgments about student achievement of outcomes are made on the basis of evidence. A variety of strategies may be used to collect evidence on student achievement. Some examples include:

- Observing a student's application of techniques in a practical project
- Examining the quality of the student's product
- Examining the functionality of the student's product
- Student self and peer assessment
- Collecting and analysing project folios

The teacher will record student achievement for reference when providing feedback to students and others and when formally reporting to parents and caregivers..

Selection Process

Students will be selected for the program through expression of interest.

Students who show expression of interest will be required to complete a short entry form.

Students will be selected based on the following criteria:

- Demonstrates a high work ethic in their academic studies
- Demonstrates exemplary behaviour and self-discipline
- High level of school attendance

What will each

lesson look like?

3:00pm – 3:20pm:

*Share/ Talk about a project and
new learning*

3:20pm – 4:00pm:

Design Process: Group activity

4:00pm – 4:15pm:

Drink/Snack Break

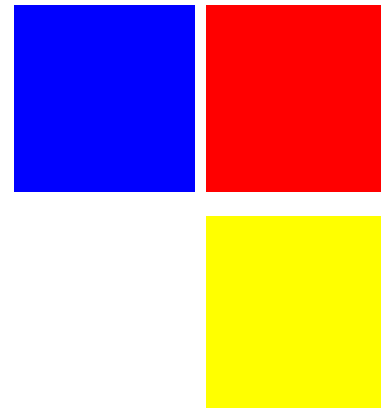
4:15pm – 5:00pm:

*Collaborative Discussions,
Presentations and Pack up*

Application Information

Who is able to Apply?	Any student in years 5-10 from the Plumpton Education Community, with a passion for learning about a range of STEM areas .
How to Apply?	Students will need to submit an application to attend through Plumpton High School by the cutoff date on the form or return to their schools front office by the cut off date. Students will be notified in regards to their application.
What is required?	Students will be required to participate in the full two-hour class every week.
What does my child wear?	Normal school uniform.
How do I find out if my child was successful?	Students will be notified in writing one week after the audition whether they were successful or not for the program.

Why will the GATES be beneficial for my Child?



Experimenting with STEM program offers the opportunity for students to use 21st century tools of Information and technology industry. It allows students to expand their knowledge, attitude and to gain new skills that will enable them to build relationships within the school and the wider community. This Program will give an opportunity for students to learn a range of different skills in Science, Technology , Engineering and Mathematics to develop way of thinking which can be used in everyday life, and strengthen students problem solving and analytical skills.

Your child will develop skills in;

- reasoning
- Problem solving
- Developing critical thinking
- Logical thinking
- Developing design skills
- Enhancing communication skills
- Working collaboratively
- A range of areas of STEM

The program will be developed for your child to develop their interpersonal skills and communication with others by working in consultation with others. Your child will benefit from learning to identify patterns, thinking logically and communicate recommendations.

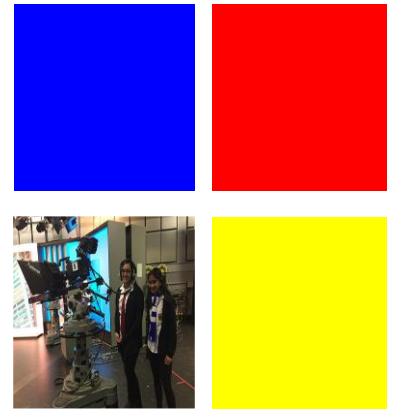
Meet the Teacher

Mr Gavin Boardman – Bachelor of Education, Certificate 2 Construction, Certificate 3 Electro-Technology Systems, Qualified Electrician and Certificate 4 – Industrial Electronics and Control

Mr Boardman has been working at Plumpton High School for 2 years teaching a range of Industrial Technology and Engineering subjects. He has 10 years of industry experience working as a qualified electrician in the mining, automation and manufacturing industry.

He is passionate about sharing his industry experience with students to strengthen students connections between school work and the world outside of the classroom. He believes creating a safe environment for students to explore, experiment, and discover is key to effective learning.

Media and Communications Team



In partnership with the with the Australian Broadcasting Corporation (ABC)

Rationale

Communicating with one another effectively is an increasingly significant part of our everyday life, and will continue to be in a global society. The way in which we communicate is undergoing numerous exciting changes and adjustments as we grow into the 21st Century. Communicating is no longer just about face-to-face discussions. In today's world, communicating takes place across a variety of mediums, platforms, at varying speeds, and with numerous purposes.

Plumpton High School is moving with these ever-advancing times by implementing a Communications and Media Team, which will provide students with the opportunity to demonstrate as well as develop their communicative skills in order to be successful 21st Century learners. This program aims to provide students with deeper knowledge and understanding of the ways in which messages and information can be conveyed, as well as the appropriate format in which to do so, and why that is. This new venture in **partnership with the Australian Broadcasting Corporation (ABC) and the University of Technology Sydney (UTS)** aims to help students develop a broader understanding of our society, its members, and why/how to reach them.

Being a part of this venture will allow students to increase their relational skills within the Communications and Media Team, Plumpton High School, and the wider Plumpton community. Students will be provided additional learning opportunities to equip them with the tools to harness their potential as future leaders of the modern world. Selected students will be working across a variety of communicative mediums from paper to online platforms, including newsletters, social media, and emerging software programs. This knowledge and skill-set will also provide additional insight into potential career paths in life after school.





The Communications and Media Team is an exciting and unique new program being offered by Plumpton High School, and as such, the selected student team will have strong input into its creation and evolution. Therefore, skills outside of technological and communicative ones will also be valued and developed, such as creative thinking, innovation, and commitment. Being an effective communicator is one of the most valued skills both within the schooling environment, and the world beyond school. Being a member of the Communications Team provides students the opportunity to develop and engage with their communicative abilities in an innovative, supportive, and structured way.

Objectives

Students will foster personal, social and intellectual development, gain valuable experiences in school and workplace situations as well as life skills. Students will grow in confidence and become more aware of their local and global community, transforming them into responsible and informed young adults.

This is achieved through:



			
<p><u>1. School Newspaper</u></p> <p>To build school community and engage in broadening personal interests and skills</p> <p>Students participate in the fourmation of the school newspaper from the ground up. Students build the newspaper's frameworks and engage in journalism surrounding issues that are important to plumpton and its specific context.</p>	<p><u>2. Celebrating Achievement</u></p> <p>To connect with the community and inform them of the great work being done at Plumpton.</p> <p>Students participate in reporting on student achievements across the school in all aspects including academic, sports and the creative arts.</p>	<p><u>3. Social Media</u></p> <p>To unleash your talents and broaden your personal interests and skills.</p> <p>Students explore and discover talents based exploring the power of social media as an educational tool for learning and celebration of school achievement.</p>	<p><u>4. Working with the Australian Broadcasting Corporation (ABC)</u></p> <p>To gain experience working with a world class news network.</p> <p>Students will undertake excursions to the ABC's main offices and studios in Sydney and will have the opportunity to work with some of the professional journalists and news staff from the station.</p>
<h2>Application Information</h2>			
Who is able to apply?	Any student from Plumpton High School in Year 7 to Year 12, with a passion to learn journalism skills, become active in the school community and learn exciting new skills.		
How to Apply?	Students will need to submit an expression of interest to apply by Monday Week 2, Term 1 2020. Students will be notified in regards to their application and then provided an opportunity to sit for the interview.		
How much will it cost?	There is no initial cost to being a member of the Media and Communications Team. Students will be encouraged to go on numerous excursions and this will incur fees for students. However, they will be given sufficient notice of such events in line with the schools excursion policies.		
When will the course run?	The Media and Communications Team will begin work in early 2016 and will function as a working part pf Plumpton High School all year round.		
<i>Assessors will report to parents on the students' competencies under the above criteria.</i>			

Selection Process

Students will be selected for the program through an expression of interest process.

Students who show expression of interest will be required to complete a short entry form. Students will be selected based on the following criteria:

- Demonstrates a high work ethic in their academic studies
- Demonstrates exemplary behavior and self-discipline
- High level of school attendance

Students will be required to sit a short interview where the following two questions will be asked:

1. *What do you wish to achieve as a member of the PLUMPTON HIGH SCHOOL MEDIA AND COMMUNICATIONS TEAM?*
2. *How will participating in the PLUMPTON HIGH SCHOOL MEDIA AND COMMUNICATIONS TEAM benefit you and your future studies.*

What will I be involved in?

What's in it for me?

- *Objectivity in the Media*
- *Leadership Skills*
- *Team Management*
- *Celebrating Achievement*
- *Reporting & Journalism*
- *Time Management*
- *Photography*
- *Visual Literacy*
- *Journalism based literacy skills*
- *Latest technology*

2016 – 2019 Activities and Achievements

There are a variety of activities that were undertaken and achievements that were made from 2016- 2019 as part of the Media and Communications Team, including:

A feature Article in the Australian Teacher Magazine as implementing highly innovative programs to support student learning and opportunity in careers beyond school.

Successful establishing of the MAC room with industry standard equipment.

Successful publishing of four editions of the Plumpton Howler

Creating and launching the online editions of the Plumpton Howler

Numerous contributions to the school social media sites

ABC excursions to the Ultimo studios

PHS takes over Triple J Unearthed for Unearthed High

Mentorship programs with ABC senior executive, public speaking coach's journalists and photographers

Organisation of Charity events such as the juice day and bake sales

Live costing of events on social media.

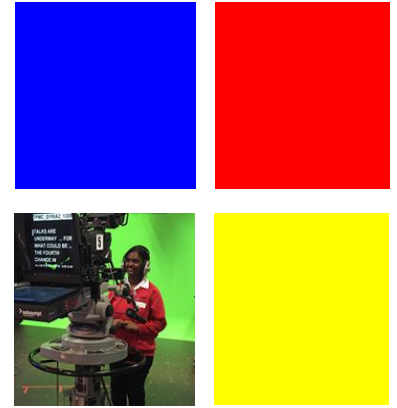
Why the Plumpton Media and Communications Team?

- Develop leadership and thinking skills
- Enhance your CV through development of enterprise skills
- Challenge yourself and have an adventure to assist in developing a school newspaper and school community
- Learn new skills and follow interests to understand the importance of intellectual, physical and emotional balance to achieve personal wellbeing
- Develop communication skills and make some more friends
- Increase your self-confidence and courage
- Have great fun!
- Meet new people and develop a personal commitment to service, and act to make a positive difference to the lives of others

This program offers the opportunity for students to maintain engagement in programs that they are currently participating in. It allows students to expand their knowledge, attitude and to gain new skills that will enable them to build relationships within the school and the wider community.

Students will be provided the opportunity to adopt, perfect or continue learning skills that will enable them to work as part of the Media Team.

Plumpton High School encourages all students to give back to the community. This program compliments this through engagement with the wider community to



Meet the Teacher

Miss Amy Galea

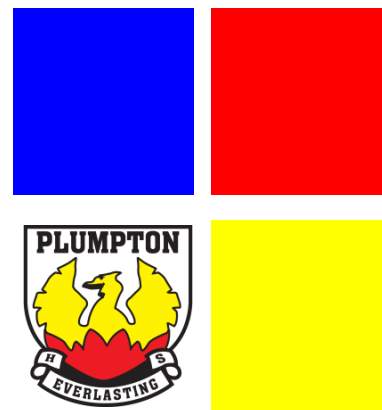
**Bachelor of Creative Arts (Creative Writing) /
Bachelor of Arts (English and Philosophy) University
of Wollongong**

**Diploma of Secondary Education Southern Cross
University**

Miss Galea is an English and Positive Psychology teacher, who worked for four years in media before training in education. She has worked in advertising, arts journalism (where she got to review delicious restaurants and scary films) and also as an online and book editor.

She is very excited to have been running the MAC team in 2017 and believes that everyone has a story to tell, and that words are powerful and can change people's lives.

Music Performance Program



Opportunities in the Program:

Plumpton High School is now taking expressions of interest for ensemble/solo music lessons to start in Beginning of Term 1 2020. Lessons will be facilitated by Mrs O'Brien who is a Music teacher at Plumpton High School in the Creative and Performing Arts Faculty. The music tuition lessons are available on the following instruments:

- Guitar
- Bass
- Keyboard
- Voice
- Drums

This program exists to develop and refine student performance skills in a professional environment that caters to students of all year groups, abilities and walks of life. This program takes great care to cater lessons to each student's abilities and interests, offering relevant and engaging musical knowledge and material in a variety of styles and instruments. Students will develop their practical skills while gaining confidence and developing quality performance skills. Students will participate in a range of performance opportunities ranging from performing in front of their peers, to working their way up to a live audience at a range of school and community events.

I understand that my child is applying to join the after-school Music program (run by Mrs O'Brien at Plumpton High School and they will be expected to:

- Turn up to all lessons (unless a medical certificate is presented to the teacher)
- Do home practice of 30 minutes / day
- Perform at School Events

Objectives

Knowledge, understanding and skills

Students will develop knowledge, understanding and skills about music as an artform through:

Performance, Composition and Listening activities



Performance

as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques.

Students will learn how to perform music on an instrument of their choice



Composition

as a means of self-expression, musical creation and problem-solving.

Students will learn how to compose music in different formats



Listening

as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts.

Students learn to discuss and explore music works relevant to their instrument

Value and attitudes

Students will value and appreciate their engagement in the study of music as an artform.

Teachers will report to parents on the student's competencies in the above facets.

Reporting Procedure

Teacher will report to parents on the achievements of students in this program through a semester report. Students will be assessed on their knowledge and skills outcomes. These are descriptors of what students will know and be able to do as a result of studying the music tuition program. The purpose of the assessment is to provide information on students' achievement and progress and set the direction for ongoing teaching and learning.

Music, as an area of the curriculum, is based on students learning about performance, composition and listening, and learning to perform, compose and appreciate. Teachers use a range of strategies to collect information on the demonstration of skills and understanding which students exhibit in a variety of contexts. It is important to make judgements about students' achievement of outcomes, understanding that evidence relating to a number of outcomes might be embedded in a single demonstration. Similarly, a student will demonstrate that he or she can achieve the requirements of an outcome, in a number of different activities.

Judgements about student achievement of outcomes are made on the basis of evidence. A variety of strategies may be used to collect evidence on student achievement. Some examples include:

- performance goal setting and reflecting
- observing students performing musical pieces solo and in front of an audience
- observing students create and arrange musical pieces
- discussing with students their own work and the work of others
- collecting and recording performance work
- peer assessment and self-assessment

Teachers will record student achievement for reference when providing feedback to students and others and when formally reporting to parents and caregivers.

Tuition Available

The Plumpton High School Music Performance program will provide students with the opportunity to develop and refine skills on any of the following instruments;

- **Guitar**
- **Bass**
- **Voice**
- **Keyboard**
- **Drums**

We are currently offering an amazing opportunity for students to have group after school lessons to work towards their performance goals.

Lessons will commence **beginning of Term 1.**

Tuition Structure

The tuition will be arranged into instrumental / vocal solo and ensemble groups where the student's will receive tuition in areas of their interests and abilities.

The tuition will be for 2 hours after school, running from 3-5pm.

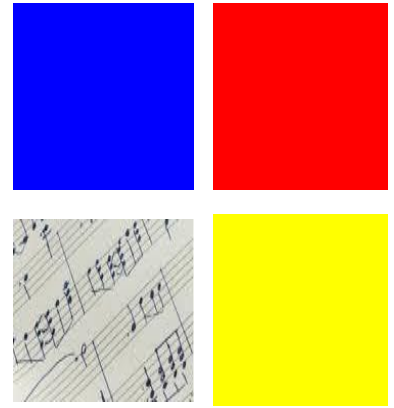
Students are able to access the music room to practice during lunchtimes and before school.

Students will have the opportunity to learn songs of their own interest throughout the year.

Application Information

Who is able to Apply?	Any student at Plumpton High School in years 7 – 12
How to Apply?	Students will need to complete the application form and submit it by the due date
What is expected?	Students will be required to participate in their full tuition class every week.
What does my child wear and bring?	Normal school uniform is appropriate and the students do not need to bring their own instruments for the classes.
How do I find out if my child was successful?	Students will be notified in writing one week after the application whether they were successful or not for the program.

Why will the GATMP be beneficial for my Child?



This year GAT Music Performance program will run like a 2 hour workshop where the students will be given the opportunity to experience private solo and ensemble tuition. This will give students the opportunity to experience music in a professional and educational setting with other likeminded students.

Students will develop their skills on an instrument of their choice and learn to perform pieces suited to their ability. Students will also be given the opportunity to compose music if that is something that interests them. Students will learn to express ideas creatively as they make and perform musical pieces while analysing different pieces of music and studying performance etiquette. This program is designed to complement and enhance the student's prior knowledge of music and to work with the students towards their individual goals.

The program will provide students with; knowledge, skills and understanding about Music and the capacity for students to manage their own learning, the facility to work together with their peers towards a goal. Each lesson will be personalised to the students in the class and differentiation of the lesson content is available for student's individual learning needs. The GATMT staff work in a nurturing environment provide students with the highest quality of teaching available.

Your child will develop skills in;

- Music appreciation
- Problem solving skills
- Developing critical thinking skills
- Enhancing communication skills
- Working collaboratively.

The program will be developed for your child to Develop their interpersonal skills and communication with others by working in consultation with others. Your child will benefit from learning how play an instrument and refine their skills.

Meet the Teacher

Mrs Hayley O'Brien

Bachelor of Music / Bachelor of Education

Graduate of Western Sydney University

AMEB 8th Grade Piano

Mrs O'Brien has 14 years experience teaching Music in the classroom and 5 years experience teaching private lessons for AMEB piano. In that time Mrs O'Brien has been developing student's skills in the area of performance and composition. Mrs O'Brien has a deep passion for Music and has experience with piano, guitar and vocals. Mrs O'Brien aims to develop student's individual skills and their technique to suit the style they wish to learn. Mrs O'Brien caters for individual solo performances and group ensemble pieces, also working on performance practice. Mrs O'Brien also hopes to cater for students wishing to compose Music to perform or record. Mrs O'Brien believes music is beneficial for student learning by developing academic skills, social skills, and boosting self-esteem and confidence.

Performance Opportunities

There are a variety of performance opportunities available for the Music Tuition Students including:

Music Night @ Plumpton High School

Education Week

Formal Assemblies

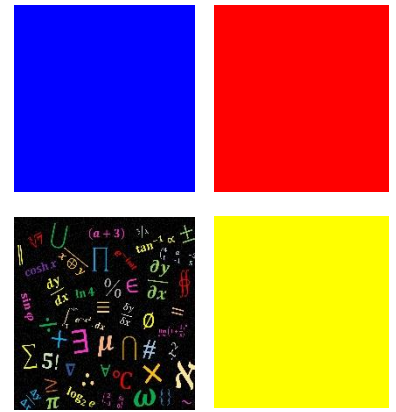
MADD Night @ Plumpton High School

Schools Spectacular

Performing Arts initiatives and events



Problem Solving and Data Science (PSDS)



Rationale

The study of Problem Solving and Data Science is a combination of Mathematics and Science to instill in our students the idea of problem solving through patterns, probability, and randomness without much effort. Students will be completing group activities and independent problem-solving tasks with a project-based approach. Each term the students will be working towards completing a group task where they will be working towards achieving learning outcomes and then independently reflecting on their learning. This will require the students to work collaboratively and develop their communication and problem-solving skills where the students will be developing their understanding of collecting data leading towards problem solving.

The Gifted and Talented Program for Problem Solving and Data Science (GTPSDS) as a part of the Plumpton Education Community aims to provide students with a deeper understanding and knowledge of Data Analysis and Problem Solving as an opportunity for linking learning towards the reality. The GTPSDS will provide students with the opportunity to work with others to develop their ideas and work collaboratively to complete their projects. The students will be investigating the world as a source of ideas through using materials around the house and school where we can easily teach students about patterns, randomness, and data visualization. The students will learn how to engage with and work in contribute to the school and the wider community while working with clients for their projects.

The Problem Solving and Data Science program will provide the students with a range of experiences where they will focus on identifying a problem, finding strategies to lead towards problem solving through Data Collection and displaying Data and then making recommendations. Moreover, they will develop an appreciation and new skills across a range areas that will make them more confident Problem Solvers of future. The approaches to teaching and learning of PSDS will be varied over the entire program so that student experience working across a range of problem solving and Data analysis over the duration of the course. These opportunities also lead to authentic, real-long learning experiences that assist students to enjoy and value the significance of Data in problem solving.

Objectives

Knowledge, understanding and skills

Students will develop knowledge, understanding and skills in PSDS through:



Discovering: Discovery Oriented



Strengthening: Mathematical, statistical, logical and reasoning skills



Complementing: Problem solving-holds longer-term and larger employment opportunities.

Value and attitudes

Students will value and appreciate their engagement in the study of Problem solving and Data Science and working collaboratively with others, as a field of practice and understanding, is subject to different interpretations.

Teachers will report to parents on the student's competencies in the above facets.

Reporting Procedure

Teacher will report to parents on the achievements of students in this program through a semester report. Students will be assessed on their knowledge and skills outcomes. These are descriptors of what students will know and be able to do as a result of studying the Problem Solving and Data Science program. The purpose of the assessment is to provide information on students' achievement and progress and set the direction for ongoing teaching and learning.

Problem Solving and Data Science, as an area of the curriculum, is based on students learning data **to draw insights and solve problems around us**. Teachers use a range of strategies to collect information on the demonstration of skills and understanding which students exhibit in a variety of contexts. It is important to make judgements about students' achievement of outcomes, understanding that evidence relating to a number of outcomes might be embedded in a single demonstration. Similarly, a student will demonstrate that he or she can achieve the requirements of an outcome, in a number of different activities.

Judgements about student achievement of outcomes are made on the basis of evidence. A variety of strategies may be used to collect evidence on student achievement. Some examples include:

- observing students during the process of making the work and the final product
- discussing with students their own work and the work of others
- interviewing individual students about their involvement in the collaborative work and the process of making
- collecting and analysing project work PSDS journals
- peer assessment and self-assessment

Teachers will record student achievement for reference when providing feedback to students and others and when formally reporting to parents and caregivers.

Selection Process

Students will be selected for the program through expression of interest.

Students who show expression of interest will be required to complete a short entry form.

Students will be selected based on the following criteria:

- Demonstrates a high work ethic in their academic studies
- Demonstrates exemplary behaviour and self-discipline
- High level of school attendance

What will each

lesson look like?

3:00pm – 3:20pm:

*Share/ Talk about a problem and
New Learning*

3:20pm – 4:00pm:

Design Process: Group activity

4:00pm – 4:15pm:

Drink/Snack Break

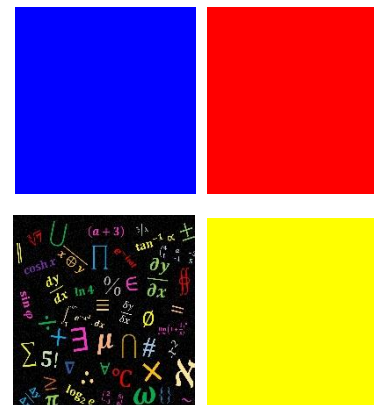
4:15pm – 5:00pm:

*Collaborative Discussions,
Presentations and Pack up*

Application Information

Who is able to Apply?	Any student in years 5-10 from the Plumpton Education Community, with a passion for Problem solving and investigation.
How to Apply?	Students will need to submit an application to attend through Plumpton High School by the cutoff date on the form or return to their schools front office by the cut off date. Students will be notified in regards to their application.
What is required?	Students will be required to participate in the full two-hour class every week.
What does my child wear?	Normal school uniform.
How do I find out if my child was successful?	Students will be notified in writing one week after the audition whether they were successful or not for the program.

Why will the GATPSDS be beneficial for my Child?



Problem Solving and Data Science program offers the opportunity for students to develop way of thinking which can be used in everyday life, and strengthen students mathematical, statistical, logical and reasoning skills.

Your child will develop skills in;

- reasoning
- Problem solving
- Developing critical thinking
- Logical thinking
- Developing design skills
- Enhancing communication skills
- Working collaboratively.

The program will be developed for your child to develop their interpersonal skills and communication with others by working in consultation with others. Your child will benefit from learning to identify patterns, thinking logically and communicate recommendations.

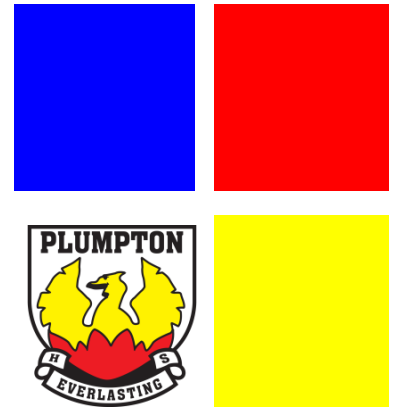
Meet the Teacher

**Mrs Shalveena Prasad – Graduate
Diploma-Education, Bachelor of
Education in Mathematics/science**

Mrs Prasad (Head Teacher-Mathematics) has been working at Plumpton High School since 2008 where she has been teaching Mathematics for years 7 to 12.

Mrs Prasad is passionate about Problem solving strategies and using of Data to inform teaching and Learning. She is keen to provide all students with the opportunity in their education to excel in the Mathematics and Data Science. Mrs Prasad aims to develop student's capacity to work individually and collaboratively to successfully reach and achieve their learning goals in a supportive environment that enriches their education through developing the student's ability to create and problem solve through the study Problem Solving and Data Science.

Student Executive Council



Rationale

At Plumpton High School we continue building and developing students intellectual capacity, ensuring that they have the necessary skills and ability to solve complex problems, develop and understand concepts and to be the leaders of tomorrow in our future focused world. Plumpton believes in a Growth Mindset and for students to have a growth mindset, they understand that trying harder - and trying new strategies - not only helps them succeed at the current task but also helps them succeed in the future by strengthening their brain.

The Plumpton High School Student Executive Council, or SEC, is a team of students that strives for and leads the constant improvement and growth of our school. It consists of representatives from each Year level, as well as the Year 12 leadership team elected that year. Our supervising teachers lead these students. Plumpton High School has implemented the Student Executive Council instead of a 'Representative Council' as we believe our students should have a role in the changes and decisions made within the school and push for the improvements they desire. Our students have the capacity to do so much more than simply represent the school in public forums, as they are future leaders of Australia. Leadership capacity can be built when students are provided the necessary skills and experiences, combined with the setting of high expectations and encouragement. Additional responsibility that is placed upon students encourages them to be more courageous, learn more and achieve more. The students that become a part of this team are expected to fulfil their roles with a high level of responsibility and professionalism in a Project Management based Learning model, teaching them skills they can carry on for a lifetime.

In 2017, the SEC decided to aim to unite our school by building school spirit, fostering connections with the community and embracing diversity, among our other goals. They began various initiatives, aiming to achieve these goals and know that future junior members will be able to bring more to the table and allow us to reach these goals quickly and efficiently. SEC members are not the only ones that can bring a change to the school or suggest improvements. Part of the role of the SEC is to receive suggestions from the student body and incorporate their ideas into our agenda and our decisions. This is done through our school's suggestion box, where students can submit their innovative and creative ideas that begin as undiscovered solutions, with the potential to improve the school environment. As a whole, the Plumpton High School Student Executive Council is a team that empowers the students and allows them to be involved in making decisions that will affect them, their environment and their peers.

Selection Process

- Students interested in the running of their school and in making their learning environment the best it can be should consider applying for the Student Executive Council.
- Students should consider if they have such leadership qualities as commitment, communication skills, and cooperation.
- To apply for the SEC students will need to fill in an application form that addresses their commitment to attendance, uniform and school activities.
- The next step of the process is to answer several questions about how you can be a helpful member of the SEC. These responses will be brought to the current SEC so they can assist students in creating a slide that will be shown to the year group for voting.
- Students from years 7-12 will be elected by their year group to join the SEC.

What will each

lesson look like?

SEC meetings are held once a week

after school from 3:00pm to

3:30pm (some meetings may be extended).

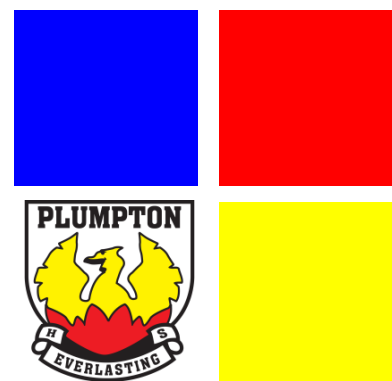
During this time students will collaborate to plan projects for the improvement of the school and community.

These projects focus on the areas of unity, charity, diversity, spirit and sustainability.

Application Information

Who is able to apply?	Any year 7-12 student who wishes to contribute to their school community.
How to apply ?	Apply by filling out an application form and answer the relevant questions.
What is required?	A positive and outgoing personality, along with a desire to help others.
How do I find out if my child was successful?	Students will be notified in writing one week after the application whether they were successful or not for the program.
Where will the application process take place?	A combination of working with the current SEC and the Year 7-12 Formal Assemblies.
Are parents able to watch the application process?	The application process is closed and as such parents will not be able to watch the process.

Why will the SEC be beneficial for my Child?



The SEC has been designed to allow students the ability to drive their own community, through a process of self-determination.

The thoughts and voices of the students are lead and managed by the students to direct future decision making towards enhancing not only the community of Plumpton High School, but also of the greater Plumpton Community. In this sense, the SEC is not just an activity for positive or outgoing students, but more a role centred upon the building of future leaders.

Leadership skills and responsibilities are an integral part of the SEC program and when combined with the philosophy of egalitarianism, provides a multitude of benefits to the development of all students involved.

Meet the SEC

SEC Supervisors

Mr Lloyd
Mrs Groth
Miss Linaris
Mr Temby

School Captains

Tamika Rex
Maui Nicolas

School Vice Captains

Nafeesa Rishard
Faqeeha Amal

Senior Representatives

Kimberly Aba
Kyle Abarabar
Saad Babar
Victor Banting
Kainat Bibi
Sarah Bolehala
Emma Campbell
Olivia Caragay
Kate Chapman
Isabella Constantinou
Lilly-Anna Cutuk
Brianna Da Conceicao
Alicia Enriquez
Shantelle Garcia
Tem Huatahi
Urooj Hussain
Meerab Imran
Mariam Jalloh
Moeroa Joseph
Kanza Khan
Vaughn Lean
Kian Llacuna
Bethennie Llagas
Julliet Lui
Jazmine Malaluan
Asad Malik
Zain Minhas
Kylene Mosqueda
Christian Nugal
Mya Okorie
Sonia Prasad
Frizzalyze Sandaga
Tyla Sinclair
Leilani Tatuila
Dave Tubongbanua

Junior Representatives

Year 7

Jamie-Leigh Young
Sweeta Yusufi
Ella Parker
Nikhat Rishard
Bushra Iram
Andrew Fa'au
Mohamed-Ali Zraika
Abdullah Zahid
Andrew Tauga
Laetisha Campbell
Mia Corra

Year 8

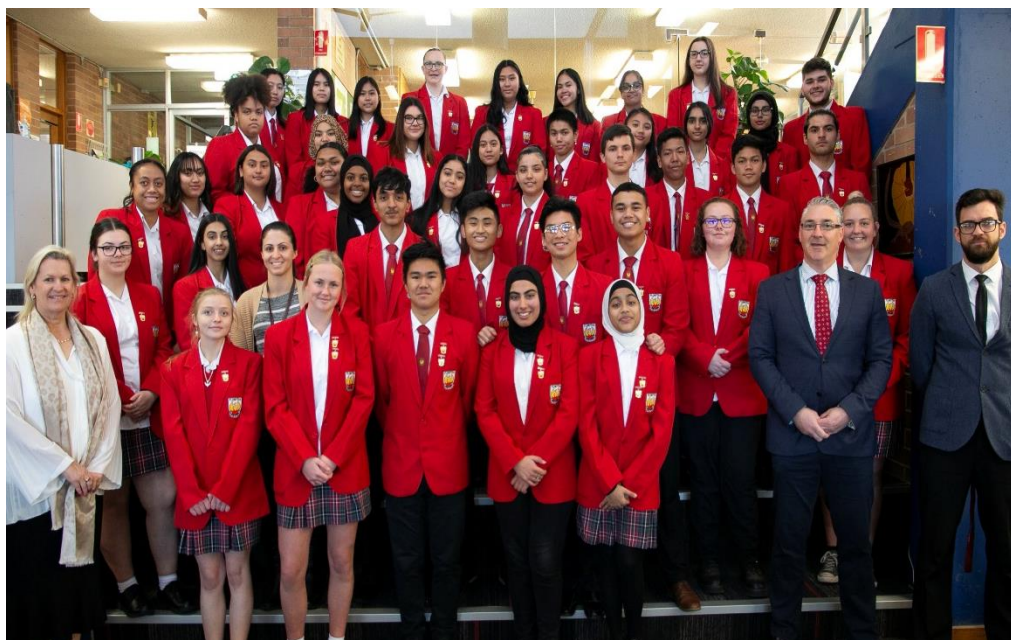
Arianna Constantinou
Louise Barton
Mohammed Al Jorani
Sabeeka Shakeel
Vin Ramos
Nicole Saville
Hayley Fox
Visesio Fonua
Summah-Rose Dixon

Year 9

Shaibah Hussain
Isabella Angel
Alishba Salah
Taha Chughtai

Year 10

Tamina Abawi
Tanzeela Shakeel
Enrique Buttita
Praneet Singh
Meena Marbina



Meet the Teacher's

Miss Sonya-Lee Donohue

Bachelor of Arts Double Major In Modern History and English, Bachelor of Teaching in Secondary

Graduate of the University of New England

Miss Donohue Believes that an effective teacher understands the diverse physical, social, intellectual and emotional wellbeing needs of their students through the development of positive relationships. Positive relationships combined with evidence based best practice enables every student to reach their full potential in a safe and inclusive learning environment. In her new role she works with the Student Executive Council (SEC) to facilitate development of leadership skills in students so they can be active participants in society and advocates for their local community.

Mr Jarrod Temby

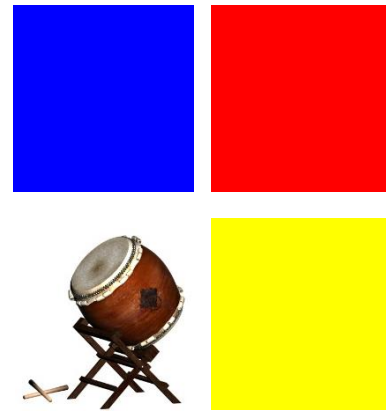
Bachelor of Ancient History Honours (with Honours), Graduate diploma of Education

Graduate of Macquarie University

Mr Temby is a strong adherer to learning through experiences. Having undertaken teaching positions both here and within the UK, he has a wealth of practical experience in promoting learning, pastoral care and wellbeing to many individuals from a whole multitude of diverse background. He strives to bring unique experiences to these students. The most special being the capacity of teamwork building through canal boat operating by a select group of vulnerable students.

Mr Temby hopes to allow the current and future members of the SEC to experience more of their own learning environment but also their wider community. Through building their responsibilities and capabilities he hopes to aid in the development of future community leaders of the Plumpton and Western Sydney area.

Taiko Drumming



Rationale

All students should have the opportunity to develop their musical abilities and potential. As an artform, music pervades society and occupies a significant place in world cultures and in the oral and recorded history of all civilisations. It uses a unique symbol system that uses sound to imply meaning and convey information, and has the capacity to cross cultural and societal boundaries. Music plays important roles in the social, cultural, aesthetic and spiritual lives of people. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences.

The study of music combines the development of affective, cognitive and psychomotor domains in the act of making music. It allows for the expression of emotion and imagination, the intellect and the exploration of values. Music fosters an understanding of continuity and change, and of the connections between different times and cultures. The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activity that reflects the real-world practice of performers, composers and audiences. The study of music fosters knowledge, understanding and skills that contribute to lifelong processes of learning and to the appreciation and enjoyment of music.

While students will develop knowledge and skills in each of the individual areas of performing, composing and listening, the integration of experiences in these areas enhances the understanding and manipulation of the concepts of music in differing musical contexts.

The curriculum structure is adaptable enough to meet the needs and abilities of students whose interests range from the broadly based to the pursuit of specialised musical knowledge and skills.

The GTPD provides students with a high-quality performing arts education, with a focus on the development of a strong understanding of Taiko styles, techniques and performance skills and is an exclusive program offered by Plumpton High School with a fully qualified DEC Music Teacher.

At Plumpton High School, students participate in Music in year 7, and have the opportunity to study Music an elective from years 8-12. This program gives students the opportunity to access the programs earlier.

Objectives

Knowledge, understanding and skills

Students will develop knowledge, understanding and skills about Taiko Drumming as an artform through:



1. Performing

As a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques.

2. Composing

As a means of self-expression, musical creation and problem solving.

3. Listening

As a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts.

Value and attitudes

The aesthetic value of music and enjoyment of engaging in performing, composing and listening.

Teachers will report to parents on the student's competencies in the above facets.

Reporting Procedure

The teacher will report to parents on the achievements of students in this program through a semester report. Students will be assessed on their knowledge and skills outcomes. These are descriptors of what students will know and be able to do as a result of studying the drama program. The purpose of the assessment is to provide information on students' achievement and progress and set the direction for ongoing teaching and learning.

Music, as an area of the curriculum, is based on students learning about making, performing and appreciating, and learning to make, perform, and appreciate. Teachers use a range of strategies to collect information on the demonstration of skills and understanding which students exhibit in a variety of contexts. It is important to make judgements about students' achievement of outcomes, understanding that evidence relating to a number of outcomes might be embedded in a single demonstration. Similarly, a student will demonstrate that he or she can achieve the requirements of an outcome, in a number of different activities.

Judgements about student achievement of outcomes are made, based on evidence. A variety of strategies may be used to collect evidence on student achievement. Some examples include:

- observing students performing
- observing students during the process of making music
- discussing with students their own work and the work of others
- interviewing individual students about their own performance and their involvement in making music
- collecting and analysing written work in music workbooks
- peer assessment and self-assessment

Teachers will record student achievement for reference when providing feedback to students and others and when formally reporting to parents and caregivers.

Selection Process

Students will be selected into the program through expression of interest. Students who show an expression of interest will be required to complete a short entry form.

Students will be selected based on the following criteria:

- Demonstrates a high work ethic in their academic studies
- Demonstrates exemplary behaviour and self-discipline
- High level of school attendance

What will each lesson look like?

3:00pm – 3:15pm:

Warm Up Activities

3:15pm – 3:45pm:

Developing Performance Skills in Taiko Drumming

3:45pm – 4:10pm:

Musicology and Musicianship

4:10pm – 4:20pm:

Drink/Snack Break

4:20pm – 5:00pm:

Performance and Discussion

Application Information

Who is able to Apply?	Any student in years 5-8 from the Plumpton Education Community, with a passion to learn Music, with a focus on Taiko Drumming, as an artform.
How to Apply?	Students will need to submit an application to attend through Plumpton High School by the cutoff date on the form or return to their schools front office by the cut off date. Students will be notified in regards to their application.
What is required?	Students will be required to participate in the full two-hour class.
What does my child wear?	Students are required to wear any clothing they are most comfortable in to be able to move around in.
How do I find out if my child was successful?	Students will be notified in writing after the application as to whether they were successful or not for the program.

Why will the GATTD be beneficial for my Child?



The GTPD offers students from years 5 to 7 the opportunity to experience Music, focusing on Taiko Drumming, in a professional and educational setting with other likeminded students.

The GTPD is designed to complement and enhance student's prior knowledge of music and to work with the students towards their individual and group goals. The program will provide students with; knowledge, skills and understanding about Music and Taiko Drumming as an artform, the capacity for students to manage their own learning, the facility to work together with their peers towards a goal.

Each lesson will be personalised to the students in the class and differentiation of the lesson content will be made available for students individual learning needs.

The GTPD staff work in a nurturing environment and provide students with the highest quality of teaching available.

Meet the Teacher

Mrs Amy Nicholls – Bachelor of Music Education (Musicology)

Graduate of the University of Sydney, Conservatorium of Music

Associate Music Diploma on Recorder

Mrs Nicholls is an enthusiastic and passionate teacher who joined Plumpton High School in 2018 as a Music teacher in the Creative and Performing Arts faculty.

Mrs Nicholls's educational philosophy focuses on engaging students in opportunities to express and communicate through musical experiences, using the universal language of music to develop skills and confidence in the world of Music and the Creative and Performing Arts.

Whilst Mrs Nicholls will be focusing on the musical practices of Taiko Drumming, her depth of musical knowledge of various histories and cultures, along with her extensive abilities in performing on woodwind and percussion instruments, is evident in her musicological and ethnomusicological understandings and practices.

Mrs Nicholls will be continuing to engage in professional learning with Taiko Drumming experts, bringing together a fusion of traditional and contemporary practice in this innovative program.

Performance Opportunities

There are a variety of performance opportunities available for the Taiko Drumming Students including:

Music Night @ Plumpton High School

Education Week

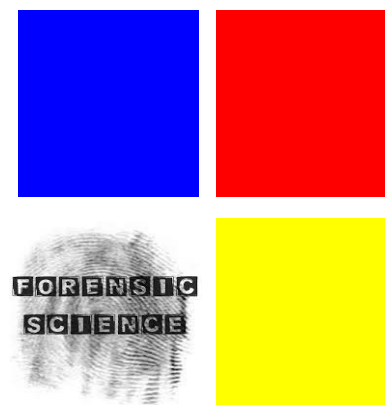
Formal Assemblies

MADD Night @ Plumpton High School

Performing Arts initiatives and events



Young Einstein (STEM)



Science Technology Engineering Mathematics

Rationale

Forensic Science is a vital component in our legal system in society. There are several types of forensic scientists all with a common goal, to use their knowledge to collect, examine and report on evidence for legal proceedings. In order to do so, they must develop analytical and problem-solving skills.

As part of the Plumpton Educational Community, the Gifted and Talented Young Einstein program aims to allow students to delve deeper into the career of a forensic chemist and biologist as well as explore technologies in forensics used in modern society using a STEM (Science, Technology, Engineering and Mathematics) approach. In doing so, they will acquire an understanding of scientific investigations, legal proceedings and will debunk myths portrayed in crime shows. This will allow students to perceive how a range of different forensic scientists work and how this field has developed over history as well as where it is headed for the future. They will be able to analyse the importance of the development of this field to its role in legal proceedings.

The program will allow students to explore the idea of forensics from the perspective of the four disciplines of STEM.

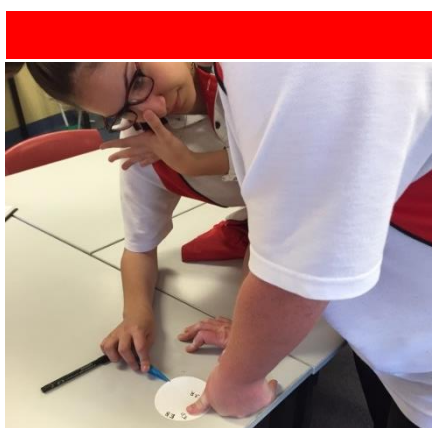
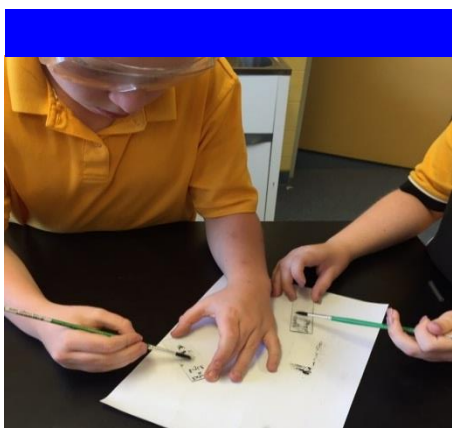
Looking at the range of divisions of scientists involved in forensic science will give students an understanding of how a crime is solved in the real world in real time. The knowledge that they attain will give students an understanding of a career path in these fields.

This program will offer students a high-quality Forensic Science experience with a focus on forensic chemistry, forensic biology and technologies that will prepare students for further study in Science (Years 7-10) and Chemistry & Biology (Years 11-12). The Gifted and Talented Young Einstein program is an exclusive program offered by Plumpton High School and will be taught by a qualified DEC science teacher.

Objectives

Knowledge, understanding and skills

Students will develop knowledge, understanding and skills of Forensic Science through:



1. Forensic Chemistry

Forensic chemistry is the application of chemistry in a legal setting.

Students will be exploring a range of techniques to analyse evidence in the context of a chemist. They will see how these techniques are used to collect specific information from evidence to aid in legal proceedings.

Students will learn about toxicology, chromatography, DNA fingerprinting, flame tests and chemical analysis of powders, paints and fuels.

2. Forensic Biology

Forensic biologists use scientific techniques in the laboratory to examine evidence such as hairs, insects, bones, bodily fluids, plant and animal remains in order to provide information of a case in a legal setting.

Students will be examining some of the evidence listed using a variety of different techniques in order to see what information can be collected and used for a case.

Students will learn about DNA analysis, examination of bones, entomology and botany.

3. Forensic Technologies

Forensic technologies refers to the component of forensics which looks at electronic data.

Students will look at how electronic data is examined as well as programs that are used to do so in the legal setting.

Students will learn how electronic data is accessed, the types of data which are examined and the techniques used to examine this data.

Assessors will report to parents on the students' competencies under the above criteria.

Reporting Procedure

The teacher will report to parents on the achievements of students in this program through a semester report. Students will be assessed on their knowledge and skills outcomes, which are descriptors of what students will know and be able to do as a result of participating in the Gifted and Talented Young Einstein program. The purpose of the assessment is to provide information on students' achievement and progress and set the direction for ongoing teaching and learning.

Science, as an area of curriculum, is based on students learning about physical, chemical and biological phenomena and how they apply to the world around us. Teachers use a range of strategies to collect information on the demonstration of skills and understanding which students exhibit in a variety of contexts. It is important to make judgments about students' achievement of outcomes, understanding that evidence relating to a number of outcomes might be embedded in a single investigation. Similarly, a student will demonstrate that he or she can achieve the requirements of an outcome in a number of different activities.

Judgments about student achievement of outcomes are made on the basis of evidence. A variety of strategies may be used to collect evidence on student achievement. Some examples include:

- Observing a student's application of techniques in several investigations
- Examining the quality of the student's reports
- Student self and peer assessment
- Collecting and analysing student investigation notes

The teacher will record student achievement for reference when providing feedback to students and others and when formally reporting to parents and caregivers.

Selection Process

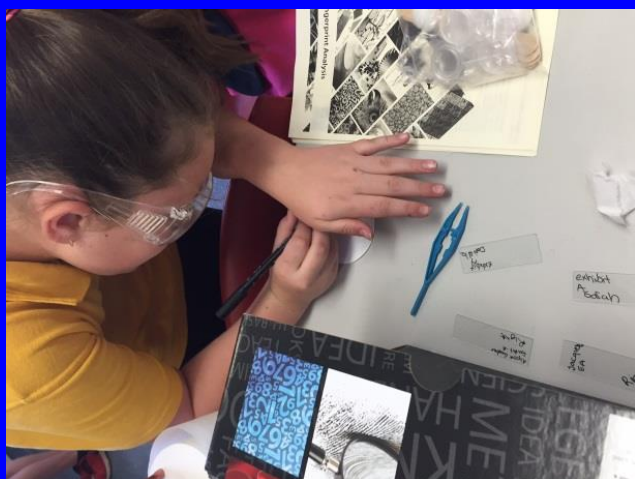
Students will be selected for the program through expression of interest.

Students who show expression of interest will be required to complete a short entry form. Students will be selected based on the following criteria:

- Demonstrates a high work ethic in their academic studies
- Demonstrates exemplary behaviour and self-discipline
- High level of school attendance

When and Where?

This class will held in the Science laboratories at Plumpton High School on Tuesday afternoon from 3.00pm to 5.00pm



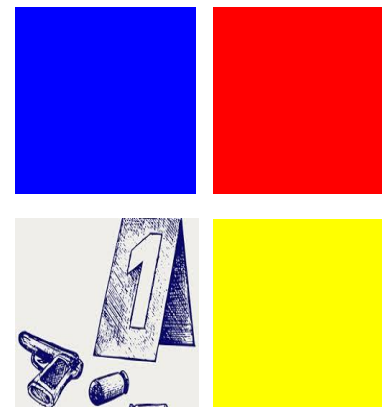
What topics are taught?

- Toxicology
- Pathology
- Computer Forensics
- DNA fingerprinting
- Entomology
- Forensic Anthropology
- Forgery detection
- Flame Tests
- Fibre Analysis
- Fluids Analysis
- Blood Spatter analysis
- Chromatography
- Organic/ Inorganic properties of soils
- Decomposition of biological matter
- Fingerprint analysis

Application Information

Who is able to Apply?	Any student in Year 5 to Year 8 in the Plumpton Educational Community, with a passion for science is able to apply.
How to Apply?	Students will need to submit an application to attend through Plumpton High School by the cutoff date on the form or return to their school's front office by the cutoff date. Students will be notified in regards to their application.
What is required?	Students will be required to participate in several forensic science investigations combined with theory related to these investigations. Some of these will be used as part of the assessment. Students will also be provided with a case study at the completion of this program to solve which will act as their final assessment. There will be some independent work that the students will need to complete at home.
What does my child wear?	Normal school uniform is appropriate however it is essential that students wear leather shoes for WHS reasons in the science laboratories
How do I find out if my child was successful?	Students will be notified in writing after the application whether they were successful or not for the program.

Why the Gifted and Talented Young Einstein Program?



This program offers the opportunity for students to engage in complex intellectual pursuits with guidance and direction.

Students will be provided the opportunity to learn new skills and these skills will focus on a variety of 'smarts' including visual, kinaesthetic and logic. This will cater for a variety of learning styles and help students to gain new experiences and skill

- Challenge yourself and explore your intellect
- Work with like-minded people
- Learn new and interesting skills
- Have fun
- Compete with fellow students

Meet the Teacher

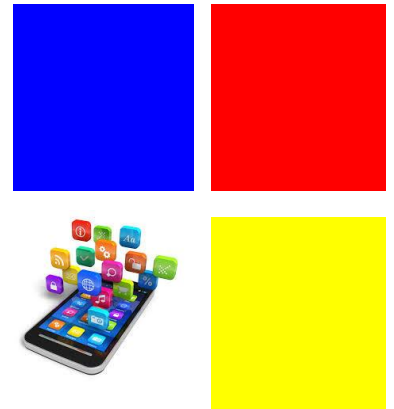
Miss Mirachael Racela – Bachelor of Science / Bachelor of Education (Secondary) -with Distinction

Graduate of University of New South Wales

Miss Racela completed a science degree where she studied biology, chemistry and physics. Throughout her schooling she has enjoyed learning about the different branches of science and wants to pass on her love of science to those around her.

Growing up in Western Sydney, Miss Racela has built up her passion to provide students in Western Sydney the best education possible. She works to provide a safe environment to help build her students' capacity to be able to explore complex concepts and ideas so they can extend themselves and value the knowledge they are working for.

Computer Science (STEM)



Science Technology Engineering Mathematics

Rationale

The Gifted and Talented Computer Science program that is offered at Plumpton High School is internationally recognised and has been developed by the Carnegie Mellon Institute in the United States. Upon completion of the course student will receive accreditation from Edustem. The Computer Science course that has been developed aligns with the Australian Curriculum's general capabilities.


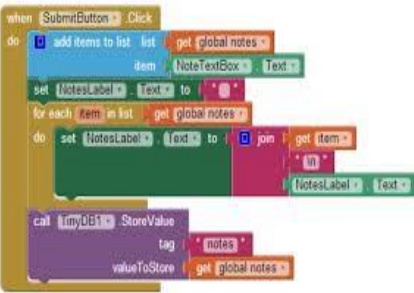

In the 21st century, scientific and technological innovations have become increasingly important as we face the benefits and challenges of both globalisation and a knowledge-based economy. To succeed in this new information-based and highly technological society, students need to develop their capabilities in STEM to levels much beyond what was considered acceptable in the past. People can expect to work and live in environments requiring highly developed levels of computing and technological literacy. Current technologies are becoming obsolete at a rapid rate and new generations will need to be flexible to accommodate changes as they emerge. It is important that students learn about, choose and use appropriate information and software technology and developed an informed awareness of its capacities, scope, limitations and implications. Technological competence in the rapidly evolving area of information and software technology will require lifelong learning.

Students will be able to build capacity to understand, reference, apply and engage themselves into 21st century learning tools. Every student should learn how to program a computer because it teaches them how to think. Through experiential and collaborative tasks, students engage in processes of analysing, designing, producing, testing, implementing and evaluating software technology-based solutions. Creative, critical and mega-cognitive thinking skills are developed through students' practical involvement in projects. Students will be able to enhance their skills of developing an algorithm (a step-by-step process to solve a problem) through learning of app development.

Objectives

Students will grow in confidence about Information & Technology Industry, and become more aware of the global progress in this field. The aim is to develop students' knowledge and understanding, confidence and creativity in analysing, designing, developing and evaluating web-based solution.

Mobile app development includes organised series of activities to design, produce and evaluate web-based solutions for an identified need or problem. The content for apps focuses on problem-solving, generating ideas, modelling, managing, communicating, collaborating and evaluating solutions. Benefits of this course are:

		
<p>1. Designing Apps</p> <p>Students will learn how to design an app for mobile devices (android) for real world use.</p>	<p>2. Developing Apps</p> <p>Students will learn to write code to execute that app and perform a specific function. App's performance can be seen on a simulator or a real mobile phone.</p>	<p>3. Web-based solutions</p> <p>Developed apps can be downloaded on to a mobile device and its performance can be seen like any other normal app.</p>
<p style="text-align: center;">Value and attitudes</p> <p style="text-align: center;"><i>Students will value and appreciate technology and how to work with it.</i></p> <p style="text-align: center;"><u>Teachers will report to parents on the student's competencies in the above facets.</u></p>		
<p><i>Reporting Procedure</i></p> <p>The teacher will report to parents on the achievements of students in this program through a semester report. Students will be assessed on their knowledge and skills outcomes, which are descriptors of what students will know and be able to do as a result of participating in the – Phone Apps and Coding (STEM). The purpose of the assessment is to provide information on students' achievement and progress and set the direction for ongoing teaching and learning.</p> <p>Mobile app development is based on students learning about how web applications work, how their design process work and how to apply analysis of data to practical situations. Teachers use a range of strategies to collect information on the demonstration of skills and understanding which students exhibit in a variety of contexts. It is important to make judgments about students' achievement of outcomes, understanding that evidence relating to a number of outcomes might be embedded in a single project. Similarly, a student will demonstrate that he or she can achieve the requirements of an outcome in a number of different activities.</p> <p>Judgments about student achievement of outcomes are made on the basis of evidence. A variety of strategies may be used to collect evidence on student achievement. Some examples include:</p> <ul style="list-style-type: none"> • Observing a student's application of techniques in the practical work. • Examining the quality of the student's product. • Examining the functionality of the student's product. • Student self and peer assessment. <p>The teacher will record student achievement for reference when providing feedback to students and others and when formally reporting to parents and caregivers.</p>		

Selection Process

- *Students will be selected for the program through an expression of interest process.*
- *Students who show expression of interest will be required to complete a short entry form. Students will be selected based on the following criteria:*
 - *Demonstrated a high-work ethic in their academic studies.*
 - *Demonstrates exemplary behavior and self-discipline.*
- *High level of school attendance.*

What will I be learning in this program?

- **Software designing.**
- **App development for mobile phones & tablets (android).**
- **Use of latest technology in the app development industry.**

Application Information

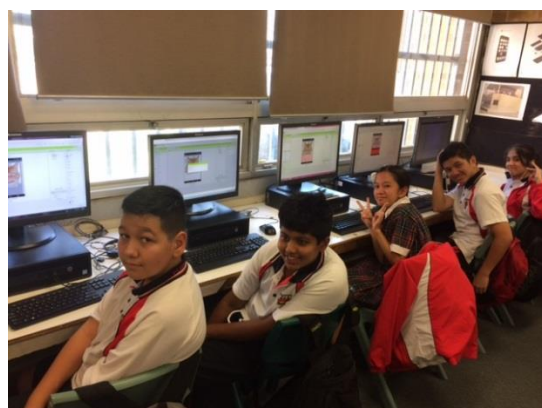
Who is able to Apply?	Any student in years 5-8 from the Plumpton Education Community and any student from Plumpton High School in year 7 & 8, with a passion to learn application development for mobile devices.
How to Apply?	Students will need to submit an application to attend through Plumpton High School by the cutoff date on the form or return to their schools front office by the cut off date. Students will be notified in regards to their application.
What does my child wear?	Normal school uniform is appropriate however, it is essential that students wear leather shoes for WHS reasons in the workshop.
How do I find out if my child was successful?	Students will be notified in writing one week after the audition whether they were successful or not for the program.

Opportunities from this course

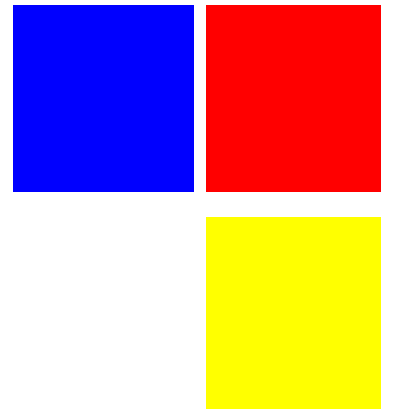
There are no prerequisites for the study of Phone Apps and Coding.

Where this course could take you?

- Stage 5 (Information and Software Technology)
- Foundation for Stage 6 (Software Design and Development)
- Software Developer as a career
- Applications Developer as a career.



Why will the GATCS be beneficial for my Child?



The program offered is the Edustem developed course.

This program offers the opportunity for students to learn about 21st century tools of Information and technology industry. It allows students to expand their knowledge, attitude and to gain new skills that will enable them to build relationships within the school and the wider community.



Plumpton High School encourages all students to give back to the community. This program compliments this through App development as students can utilise this skill to serve their community in a better way.

- **Develop leadership and thinking skills**
- **Enhance your software development skills**
- **challenge yourself and have an adventure**
- **Develop communication skills**
- **Make new friends**
- **Increase self-confidence and courage**
- **Make a positive difference to lives of others**

Meet the Teacher

**Miss Veneta Bailey Bachelor of Science - Mathematics,
Bachelor of Education (Secondary)**

**Graduate of Macquarie University and Global Leaders
Program**

teach.NSW Scholarship Recipient

**NSW High Achievers List - Information Processes and
Technology**

Miss Bailey joined Plumpton High School in mid-2017 as a scholarship graduate in Mathematics. She undertook studies in programming and in 2018 implemented the Computer Science course for Stage 4.

She believes that the most valuable lessons learnt as a coder are persistence, problem-solving and critical thinking. Miss Bailey is committed to helping students connect the dots between mathematical theory and coding applications.

STEM with Computer Science

Fact Sheet

Years 2 - 10

edu **STEM**

World-class, tried & tested STEM curricula

Developed by researchers from Carnegie Mellon University, one of the world's leading universities for robotics, artificial intelligence and computer science, eduSTEM's STEM curricula are research-backed, tried and tested. Used by over 16,000 schools and 1,000,000 students internationally, eduSTEM's curricula represent the gold standard in global STEM education.

Ready-made curricula

100 hours of curriculum per year level, reinforcing learning outcomes from the Mathematics, Science and Digital Technologies National Curriculum. Programs are sequential, running from Year 3 to Year 10.



Easy to follow lesson plans

eduSTEM's curriculum is easy to implement in the classroom with ready made lesson plans, guidance videos, and provision of student portals.



STEM Professional Development & Certification

Designated staff members from your school go through eduSTEM's professional development program, receiving certification from Carnegie Mellon Robotics Academy. eduSTEM's PD program has already trained 11,000 educators internationally and ensures smooth and easy implementation within the school.



Practical, hands-on & engaging

Students interact with the curriculum through hands-on exercises with robotics, simulated virtual worlds and coding challenges, making the curriculum practical and engaging.



Student Certification

All students who successfully complete the eduSTEM program receive STEM certification from the Carnegie Mellon Robotics Academy.



Parent Sessions

eduSTEM also conducts seminars with parents, helping them understand the importance of STEM education and building support for the program amongst the school community.

eduSTEM

COMPUTER SCIENCE CURRICULUM

Course Description

IDEAS: Iterate, Design, Engage, Apply, Synthesize

- 10 courses that progress through higher levels of complexity
- Courses available starting with grade 2 (7 year olds) through high school
- Up to 64 hours of activity and instruction per course

IDEAS 1: Exploring Computer Science

As an introduction to the broad range of computer science topics and skills, students learn the basics of the computer, its parts and its functions, how to use the computer's interface, how to draw, how to type using age-appropriate applications, and how the computer's local memory is organized.

IDEAS 2: Creativity in Computer Science

Creativity in Computer Science introduces students to new applications and also deepens the understandings and skills that were introduced in Exploring Computer Science.

IDEAS 3: Interactive Quizzes and Games

In Interactive Quizzes and Games, students learn to use Scratch as a tool for communication through four in-class design challenges that involve cross-disciplinary quizzes and games.

IDEAS Accelerator: Catch-Up Course

The Computer Science Accelerator course provides an entry point for older students to begin the IDEAS curriculum. Students begin with the basic computer skills that were taught in Exploring Computer Science and Creativity in Computer Science and are then introduced to Scratch programming and begin to make their own programs in animations.

IDEAS 4: Introduction to Algorithms

Introduction to Algorithms positions Scratch as a tool for computations by showing students how to use lists, functions, and algorithms to create a basic, descriptive statistical application within Scratch.

IDEAS 5: Thinking in Terms of Objects

Thinking in Terms of Objects introduces students to object oriented programming and Sandbloqs, a new programming language designed for students who have never programmed before, or only have experience with visual programming.

IDEAS 6: Designing with Objects

Students learn new applications within Sandbloqs and deepen their knowledge of object-oriented programming.

IDEAS 7: Creating with Java

Creating with Java introduces students to text-based programming and programming in the Android Studio as students apply object-oriented programming concepts to the Java programming language.

IDEAS 8: App Building

This course introduces students to new applications within Java and the Android Studio while also deepening understandings and skills introduced in Creating with Java.

IDEAS 9: Creating a Virtual World

Creating a Virtual World introduces students to the C# programming language, the Unity 3d editor, and many of the concepts that are used in successful game design and the game creation process.

IDEAS 10: Game Design

Game Design presents students with a deeper exploration of game design theory as they further explore more advanced game design principles; such as, genres, goals, mechanics, player motivation, structure and game play.



1300 667 945

Broad curriculum outcomes

Big ideas

- Creativity
- Abstraction
- Data
- Algorithmic Thinking
- Programming
- The Internet
- The impact of computing

Computational thinking practices

- Connecting computing
- Developing computational artifacts
- Using abstraction and models
- Structured Problem-Solving
- Analysing problems and artifacts
- Effective communications
- Collaboration

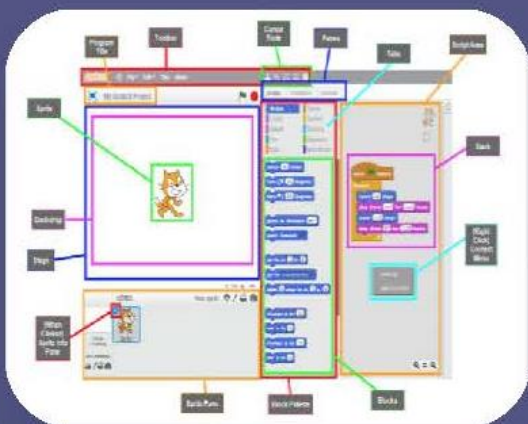
Core concepts

- Computer Science Knowledge and Fundamentals
- The 21st Century Skills of Teamwork
- Collaboration, project planning and problem solving
- Computational Thinking Skills and Logic
- Cybersecurity

Student Resources

SCRATCH Software

Students learn to code and program using SCRATCH, a visual, block programming language that allows students to drag and drop parts of a code into a stack and then quickly run their code to test its effectiveness. SCRATCH allows students to design and program games, quizzes and animations, whilst building the foundation to move to more complex programming languages



Resolvers Computer Game

Students are provided with access to Resolvers, a computer game which helps students develop an understanding of the elements of computer game design and game play. The Resolvers also includes functionality allowing students to code their own levels within the game, providing a highly gamified environment for students to put their new coding skills to the test.

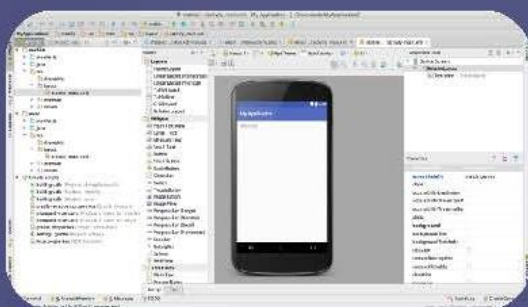


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Student Resources

Android Studio

Students will create an app using Android Studio that will incorporate photos and/or videos. The projects will require the students to dive further into layouts and list views while designing their apps. Students will investigate how to dynamically populate lists and also how to format those lists.. After students have mastered these concepts, students will move towards learning how to incorporate games and animations into their app development.



Unity Editor

Students are introduced to the Unity 3D Editor and many of the concepts that are used in successful game design and the game creation process. Learners will be introduced to various game genres during this unit. They will also become familiar with elements of game play and project management concepts, as related to interactive application and video game creation. Students will apply 21st century skills as they begin to apply the design process to the creation of their own interactive, three dimensional games.



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Teacher Resources

Lesson Plans



Each module contains step-by-step lesson plans and includes instructional videos, walking teachers through each component of the in-class exercises.

Staff PD



Up to 4 members of your school's STEM team attend the Professional Development and STEM Training program to orient themselves with the curricula, best-practice for implementing in the classroom, and eduSTEM's hardware and software packages. Staff members successfully passing the final exam receive certification from **Carnegie Mellon's Robotics Academy** and are accredited to train other members of the school staff.

Phone Support



Access to eduSTEM's trained staff for phone based support to trouble shooting and advice on implementation.

eduSTEM

Robotics (STEM)

Science Technology Engineering Mathematics

Rationale

The Gifted and Talented Robotics' program that is offered at Plumpton High School is internationally recognised and has been developed by the Carnegie Mellon Institute in the United States. Upon completion of the course student's will receive accreditation from Edustem. The Robotics' course that has been developed aligns with the Australian Curriculum's general capabilities.

'Coding is the new Literacy', is a wide spread idea in today's STEM community. Executions of the simplest and most basic tasks in all sectors of life today are overwhelmingly aided by machines and automated systems. Different high level programming languages act as a vehicle for humans to communicate with such machines and devices which reduce efforts by taking loads of tedious jobs off our shoulders. It is evident that everyone will need to learn to code in 21st century. Applied mathematics and programming languages will be at the heart of our Robotics and Coding Program at Plumpton High School.

Our Gifted and talented Robotics program aims to provide students with deep knowledge and comprehensive exposure to Mechanical, Mechatronics and Software Engineering Systems, building on their knowledge of Science and Mathematics. Better understanding of Science and Mathematics allows an individual to make better decisions, develop better judgement, logically approach problems and hence enjoy everything that life has to offer better.

Students will be developing skills in assembly of mechanical parts which will have soaring implication to their interests which they might not have had otherwise. Experience in building structures will also enhance their knowledge and understanding of how physical aspects of nature influence our solutions to problems. Exposure to programming and coding will not only enable development to their computer skills but also direct their intellect to deduce solutions based on logic.

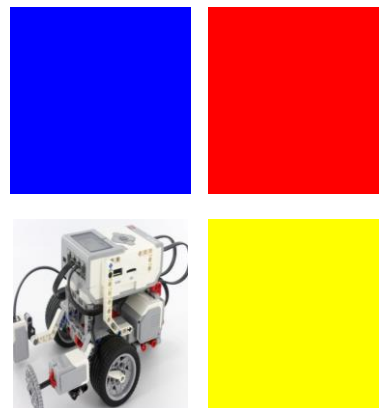
Early exposure to STEM projects is crucial for every student in choosing the right career path. The Robotics and Coding program at Plumpton High School will allow students to explore their interest by experiencing a variety of research projects which will broaden their knowledge and understanding on fresh and mainstream ideas. A wider and comprehensive understanding will lead to higher logical thinking and solid expression and creativity which will deem success inevitable.

The Robotics and Coding program is an exclusive program offered by Plumpton High School and will be delivered by a team of qualified teachers who are also capable of providing solid mentoring, guidance and a safe learning environment for every student.

Objectives

Knowledge, Understanding and skills

Students will develop knowledge understanding and skills in robotics and coding.



		
<p>1. Coding</p> <p>Learning to code can increase once productivity and is also a fun and creative skill. High level programming acts as a bridge for communication between humans and machines.</p> <p>Student will primarily be using Mindstorms interface to program Robots which is a visual coding interface. At an advanced level, students will be using Python to program Microcontrollers which will be creating systems small blocks of programs to execute a certain task.</p>	<p>2. Mechanics</p> <p>Mechanics is the branch of applied mathematics dealing with motion and forces producing motion.</p> <p>While working with robots, during the design phase, students will need to apply mathematical functions and rules to determine motions of an object as well as force required to push, pull and lift objects using the mechanical arm of the robot.</p>	<p>3. Mechatronics:</p> <p>Mechatronics is the division of engineering which combines Electronics and Mechanical engineering.</p> <p>Students will build working mechanical systems using Lego and program the system using Mindstorms interface. Students will also be designing parts for a system with the aid of 3D printer.</p> <p>Students will learn about digital systems, control system, electronic input/outputs and assembly.</p>
<p style="text-align: center;">Topics Taught</p> <p style="text-align: center;"><i>Design Skills, Software technologies, Engineering principles and processes, Mechanics, problem solving and design, Computer aided design, Computer aided Manufacturing, Minstorms interface, Python IDLE</i></p>		
<p>Reporting Procedure</p> <p>The teacher will report to parents on the achievements of students in this program through a semester report. Students will be assessed on their knowledge and skills outcomes, which are descriptors of what students will know and be able to do as a result of participating in the GATES. The purpose of the assessment is to provide information on students' achievement and progress and set the direction for ongoing teaching and learning.</p> <p>Robotics and Coding, as an area of curriculum, is based on students learning about how mechanisms and machines work, how the design process work and how to apply analysis of data to practical situations. Teachers use a range of strategies to collect information on the demonstration of skills and understanding which students exhibit in a variety of contexts. It is important to make judgments about students' achievement of outcomes, understanding that evidence relating to a number of outcomes might be embedded in a single project. Similarly, a student will demonstrate that he or she can achieve the requirements of an outcome in a number of different activities.</p> <p>Judgments about student achievement of outcomes are made on the basis of evidence. A variety of strategies may be used to collect evidence on student achievement. Some examples include:</p> <ul style="list-style-type: none"> • Observing a student's application of techniques in a practical project • Examining the quality of the student's product • Examining the functionality of the student's product • Student self and peer assessment • Collecting and analysing project folios <p>The teacher will record student achievement for reference when providing feedback to students and others and when formally reporting to parents and caregivers.</p>		

Selection Process

- *Students will be selected for the program through an expression of interest process.*
-
- *Students who show expression of interest will be required to complete a short entry form. Students will be selected based on the following criteria:*
 - *Demonstrated a high-work ethic in their academic studies.*
 - *Demonstrates exemplary behavior and self-discipline.*
 - High level of school attendance.*



What will each lesson look like?

3:00 – 3:15 pm

Concept Explanation

3:15 – 3:40 pm

Demonstration

3:40 – 4:50 pm

Planning and organization of
creative tasks

(Break 4:05-4:15)

4:50 – 5:00 pm

Observe student progress,
planning activity/conclusion

Application Information

Who is able to Apply?	Any student in years 5-8 from the Plumpton Education Community, with a passion to learn about coding and robotics.
How to Apply?	Students will need to submit an application to attend through Plumpton High School by the cutoff date on the form or return to their schools front office by the cut off date. Students will be notified in regards to their application.
What is required?	Students will be required to participate in the full two hour class.
What does my child wear?	Normal school uniform is appropriate however it is essential that students wear leather shoes for WHS reasons in the workshop.
How do I find out if my child was successful?	Students will be notified in writing after the application whether they were successful or not for the program.

Why will the GATR be beneficial for my Child?

Plumpton gifted and talented Robotics program aims to provide exposure to valuable skills and knowledge which will prepare students to cope with today's challenging workforce. One of the biggest challenges for graduates, is choosing the right career path which will be both fulfilling and are in demand in current market place. At the same time at school they do not always get the opportunity or exposure to experiences that allows them to be wise decision makers.

The Robotics program will test student's ability in mathematics, science and technology. The program will allow the development of a physical platform for a direct application of mathematics. Students will explore functions of levers, pulleys, gears while learning mechanics. The variety of activities and tasks will help students become logical thinkers.

Students who will complete the Robotics program will develop ability to find solutions to problems based on facts, knowledge and understanding.

These are skills are highly valued in all professions.

The Gifted and Talented Robotics program allows students to work in a safe and nurturing environment that can enable the exploration of their deepest curiosity involving Science and Engineering by obtaining meaningful Understanding.



Meet the Teacher

Mr Gavin Boardman – Bachelor of Education, Certificate 2 Construction, Certificate 3 Electro-Technology Systems, Qualified Electrician and Certificate 4 – Industrial Electronics and Control

Mr Boardman has been working at Plumpton High School for 2 years teaching a range of Industrial Technology and Engineering subjects. He has 10 years of industry experience working as a qualified electrician in the mining, automation and manufacturing industry.

He is passionate about sharing his industry experience with students to strengthen students connections between school work and the world outside of the classroom. He believes creating a safe environment for students to explore, experiment, and discover is key to effective learning.

STEM with Robotics

Fact Sheet

Years 2 - 10



World-class, tried & tested STEM curricula

Developed by researchers from Carnegie Mellon University, one of the world's leading universities for robotics, artificial intelligence and computer science, eduSTEM's STEM curricula are research-backed, tried and tested. Used by over 16,000 schools and 1,000,000 students internationally, eduSTEM's curricula represent the gold standard in global STEM education.

Ready-made curricula

100 hours of curriculum per year level, reinforcing learning outcomes from the Mathematics, Science and Digital Technologies National Curriculum. Programs are sequential, running from Year 3 to Year 10.



Easy to follow lesson plans

eduSTEM's curriculum is easy to implement in the classroom with ready made lesson plans, guidance videos, and provision of student portals.



STEM Professional Development & Certification

Designated staff members from your school go through eduSTEM's professional development program receiving certification from Carnegie Mellon Robotics Academy. eduSTEM's PD program has already trained 11,000 educators internationally and ensures smooth and easy implementation within the school.



Practical, hands-on & engaging

Students interact with the curriculum through hands-on exercises with robotics, simulated virtual worlds and coding challenges, making the curriculum practical and engaging.



Student Certification

All students who successfully complete the eduSTEM program receive STEM certification from the Carnegie Mellon Robotics Academy.



Parent Sessions

eduSTEM also conducts seminars with parents and the school community, helping them understand the importance of STEM education and building support for the program amongst the school community.

eduSTEM

About eduSTEM's curricula

16,000 Schools using the curricula

11,000 STEM certified teachers

1,000,000 Students engaged

“With the help of [eduSTEM's] STEM curriculum my students are more active in class, participate more, are more collaborative and dare to share their ideas with others”

“With the new methodology, students are learning not only programming but also project management, research and analytical skills. Government and Industry need students with the right skills and [the] program will provide them with such that they would be able to work anywhere in the world.”

eduSTEM

ROBOTICS CURRICULUM

Course Description

TREC: Technology, Robotics, Engineering, Coding

- 10 courses that progress through higher levels of complexity
- Courses available starting with grade 2 (7 year olds) through high school
- Up to 100 hours of activity and instruction per course

TREC 1: Sense, Plan, Act

Students learn about mechanical construction systems using educational building systems such as LEGO MINDSTORMS or VEX Robotics. Through age-appropriate activities, students learn how to build basic mechanical systems and complete a number of activities and exercises around computational thinking the fundamentals of robotics.

TREC 2: Mechanisms

Students will use their robotics kits to explore elementary math concepts, the properties of different objects, and the concept of Force.

TREC 3: Mobility and Sequence

Students build and program robots to complete basic dead-reckoning navigation tasks in themed worlds. Age-appropriate handling of robot-drive geometry and distance-rate problems, and physical drive design constraints round out the engineering experiences.

TREC 4: Sensing and Logic

Students build and program robots to complete sensor-assisted navigation tasks in themed worlds.

TREC 5: Experiments and Analysis

Students build and program robots in applications focused around responsive real-time autonomy through Repeated Decisions (looped conditionals).

For use with VEX IQ and LEGO EV3 hardware platforms.

Portions of this product are manufactured under license from Carnegie Mellon University.

Courses subject to change.

TREC On Ramp: Catch-Up Course

Students learn or review the fundamental programming concepts covered in previous years during a single-year catch-up curriculum. This curriculum component allows middle and high schools to “on-ramp” students who are transferring in from schools that did not offer robotics training.

TREC 6: Engineering Explorations

Students will be introduced to engineering principles as they use their previous knowledge of programming and robotic design to solve real-world problems.

TREC 7: Data and the World

Students undertake engineering projects that require them to model the physical world using data abstraction.

TREC 8: Algorithmic Thinking

Students undertake programming and engineering projects that require their robots to manipulate data abstractions of substantial complexity.

TREC 9: Engineering Collaborations

Using the Engineering Process, students will complete second-level engineering challenges requiring them to apply all programming, engineering, and design knowledge learned to date to develop effective designs.

TREC 10: Internet of Things

This capstone level course is designed to bring the concepts of industrial design, electronics, programming and connectivity together in a course focused around developing “smart” devices for everyday life.

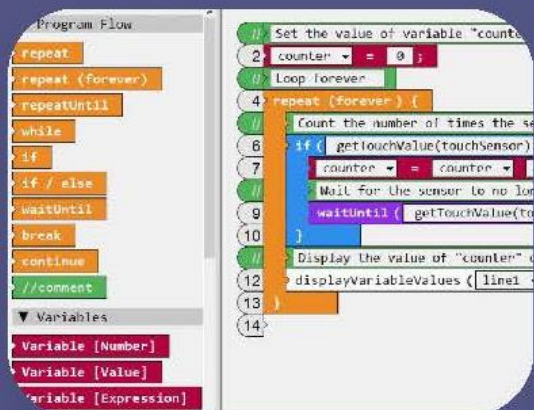
edSTEM

1300 667 945

1. Student Resources

Robot C Software

eduSTEM virtual and physical robots run off Robot C software designed by Carnegie Mellon University's Robotics Academy. This software has been designed to introduce students to programming using a simple drag and drop interface that quickly allows them master the basic language structure of programming and provides them with the basic tools to perform more complex programming over the later years.



Physical Robots

Students apply the mathematical and computational thinking skills that they learn by programming and performing activities and games with physical robots. These robots make the program hands-on and engaging, effectively bringing the content to life. Students work in groups to perform activities and challenges such as navigating robots through mazes uses pre-programmed instructions, which provides a sense of gamification and competition to increase engagement. Robot C runs on both Vex and Lego robots.



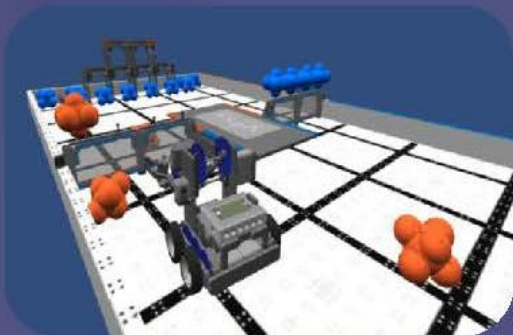
eduSTEM

Student Resources cont...

Virtual World

The eduSTEM student portal contains a **3D Virtual Worlds** program in which students can test and run their programmed instructions in a simulated, computer game-like environment. This makes activities more efficient in the classroom, as students can run a greater number of tests virtually to perfect their code, before running it on a physical robot.

In addition, the ability to test programs virtual removes the risk of students failing in front of a group, increasing students' willingness to take risks and try something new. Finally, the virtual worlds provides schools with a cost effective option for introducing robotics in the classroom by decreasing the number of physical robots that a school has to purchase.



Expedition Atlantis

All students are provided with access to **Expedition Atlantis**, a computer game in which students discover and explore the remains of the lost city of Atlantis using submersible robots. **Expedition Atlantis** combines gaming quality graphics and narrative with basic introductory robotic programming skills, maths reasoning and fraction exercises in order to help students build the basic knowledge and competency to perform the unit's later tasks.



edSTEM

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2. Teacher Resources

Lesson Plans



Each module contains a guide on the activities to be conducted and includes instructional videos walking teachers through each component of the in-class exercises.

Staff PD



Up to 4 members of your school's STEM team attend the Professional Development and STEM Training program to orient themselves with the curricula, best-practice for implementing in the classroom, and eduSTEM's hardware and software packages. Staff members successfully passing the final exam receive certification from **Carnegie Mellon's Robotics Academy** and are accredited to train other members of the school staff.

Phone Support



Access to eduSTEM's trained staff for phone based support to trouble shooting and advice on implementation.

eduSTEM

4. Key Details

Year groups

The curriculum is relevant for years 2 - 10.

Cost

\$60 per student (ex. GST) for a full year's access. Modularised programs & costings available for shorter usage periods

\$499 per teacher for PD training (including Carnegie Mellon University's Robotics Academy.

\$265 for parent information evenings.

Robots

eduSTEM's programs run on Vex or Lego robots. If the school doesn't have robots, eduSTEM can arrange a quote through our relationship with Vex. We suggest one robot to every 3-4 students, or circa 8 robots to a class of 25 students.

Can I run this in Math, Science or ICT classes?

Most schools run STEM with Robotics in ICT, Digital Technologies or as its own STEM subject line. Although the program draws heavily upon and reinforces a range of mathematical and science concepts, we don't recommend embedding in either subject alone. Instead, the curriculum can be spread across a maths, science and ICT classroom as a interdisciplinary, cross-curricula STEM subject.

The logo for eduSTEM, featuring the word 'edu' in black and 'STEM' in blue, with a stylized robot head icon integrated into the 'd'.



**PLUMPTON EDUCATION COMMUNITY
GIFTED AND TALLENTED PROGRAMS 2020**



APPLICATION FORM – Please fill out AND submit one form per group/club

Student Name: _____ **School Year:** _____

Address: _____

School: _____

Parent/Carer Name: _____

Phone: _____ **Work Phone :** _____

Email Address (This will be point of contact): _____

Emergency Contact name and number: _____

Medical Conditions and Medication: _____

Do you give Permission to Publish : Yes or No (Please Circle)

Which club are you applying for? (Please tick one per application, if on at the same time please preference with numbers)

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