



# PLUMPTON HIGH SCHOOL - LINK UP

TERM 1 | ISSUE 39 | APRIL 2021

## KEY DATES

### APRIL:

- 20th First Day of School
- 26th ANZAC Assesmbly

### MAY:

- 6th School Athletics Carnival
- 10th Zone Cross Country Carnival
- 11th Start of NAPLAN Online (Yrs 7 & 9)
- 19th GWS Careers Expo
- 20th Last day of NAPLAN Online (Yrs 7 & 9)

### JUNE:

- 2nd Synergy Dance Festival
- 11th Start of HSC Trials
- 25th Last day HSC Trials

## PRINCIPAL'S MESSAGE

Dear Plumpton High School students, parents and carers,

### Welcome Back Plumpton High School Students 2021

A wonderful sight as we welcomed the entire Plumpton High School Student body for 2021.

We are commencing the year with a positive outlook and the notion that:

Excellence is only possible with courage, determination, hard work and if you believe, without any doubt, that the future is bright. Success is students becoming the best they can be, and supporting their peers to become the best that they can be.

Success is students contributing positively to our school and as a global citizen by making the most of all opportunities available to support them on their journey.

Our 2021 School Captains and Prefects will lead our great school with Year 12 and staff throughout the year as positive role models:

**Captains:** Taylor Brookes and Jacquelyn Refalo

**Vice Captains:** Alyssa Gardner and Tomika Harley

**Prefects:** Farhaan Ali, Adeena Alvarado, Gisele Barbagallo, Enrique Buttita, Akekaro Atera-Chapman, Emilee-Rose Hicks, Myles Inman, Elord Joe Justo, Caleb Kennedy, Johnaiya Ngawi Kukutai, Johradan Leiaia, Leesa Mataafa, Paris Mitchell, Isaac Mortley, Nate Napoles, Henry Neemia, Ime Neemia, Chinonye Okereafor, David Okereafor, Heidi Pak, Syed Naseer Ali Shah, Devnel Sinha, Maceyla Smith, Ceciluia Taeloa, Josephine Yankuba.

The 2021-2024 School Improvement Plan has been finalised during Term 1 with our new Vision Statement and Strategic Directions listed.

As part of this process significant consultation was undertaken with the school community with a major part of it through the Student Executive Council (SEC).



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WE ARE PLUMPTON HIGH SCHOOL

#WAPHS



# PRINCIPAL'S MESSAGE

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## Vision Statement

The school's vision is based on the premise that excellence is achieved when the school community is courageous and commits to being the best we can be, contributing to the local and global context in a meaningful way. Our strategic directions will facilitate a whole school cultural shift in thinking around individual and collective performance and achievement. Through a focus on personal best in all areas of school life, we will use evidence-based/data informed processes, feedback, reflective practices and collaboration to create opportunities for incremental, achievable and measurable growth.

## Strategic Directions

### Strategic Directions and Purpose Statements

Strategic Direction 1	Strategic Direction 2	Strategic Direction 3
Student growth and attainment	Nurturing personal responsibility	Strengthening community connections
A culture of continual improvement encourages all learners to reflect, explore and build upon their personal capabilities ("Your plus one").	Determined, resilient and accountable students are able to make considered and informed choices for their learning, wellbeing and relationship.	Strong, collaborative and inclusive relationships are essential for students' educational success.

More detail will be provided around the detail of each Strategic Direction throughout Term 2 and the year. I would encourage all students, parents and broader community to read thoroughly the newsletter as it provides a great opportunity to understand what our great school is doing to support student learning, well-being, leadership to a level of excellence and making positive contributions to the broader community.

*Tim Lloyd*  
PRINCIPAL



# PRINCIPAL'S MESSAGE

## CONGRATULATIONS YEAR 12 2020 - DUX ASSEMBLY

The Dux Assembly for Year 12, 2020 high achieving students was held on Friday 12 February. Congratulations to these students upon their achievements that resulted them becoming the best that they can be. I am incredibly proud to be the principal of this great school supporting the needs of all our students, staff and the community.

Excellence and success is only possible with courage, determination, hard work and if you believe, without any doubt, that the future is bright.

They persisted in the face of the COVID-19 adversity making the most of opportunities available to them, learning from feedback and critique, understanding that failing was a critical part of longer-term success, essential for growth and finding solutions to complex problems. Success was students contributing positively to our school and as global citizens.

Our staff are also to be congratulated for this HSC success. They have continued working tirelessly to ensure students have developed the intellectual capacity to understand complex concepts, develop quality professional and personal relationships and positive self-concept, attributes that are essential for life success and to be tomorrow's world leaders. This is not only evident in each student's individual classes, but also through the implementation of Plumpton's Wellbeing Framework that incorporates Growth Mindset and Positive Psychology at its core.

Year 12 have represented themselves at level of excellence and none more than Asad Malik, our 2020 Dux with his 94.6 ATAR, and being recognised as a NSW HSC Distinguished Achiever in Engineering Studies. Congratulations ASAD.

I would also like to make mention of and congratulate Mathew Hupton as a NSW HSC Distinguished Achiever in Industrial Technology and also a nominee for Intech for Industrial Technology Timber along with Kodi Fox, continuing a tradition of great success for Plumpton in this course. Reese Berry was recognised as a Distinguished Achiever in Visual Arts and Isabella Constantinou in Food Technology all incredible achievements.

As a cohort they achieved extraordinary success with 120 students completing the HSC and having 115 Early Entry Offers to a multitude of different Universities including Sydney, UNSW, UTS, Macquarie, New England, Wollongong, WSU and more.

These student results show that anything is possible with hard work and rigor. In addition, it shows that excellence can be achieved in Western Sydney Comprehensive Public schools.



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# PRINCIPAL'S MESSAGE

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Your cohort's mindset fostered a broader view of the possibilities: you created more value than if you had worked individually. Relationships were cultivated based on a goal of creating greater levels of success especially during 2020. Relationships centred on improving the performance of all students, and the process of creating value together. The levels of collaboration deepened with time, creating more valuable relationships between students, teachers, families and business partners such as Citi Group, and ABCN.

No one could ask for more than that, and they should be proud of their accomplishments, as this type of mindset will place them well as they continue study and ultimately the professions they pursue.

I want impart this thought that is extremely relevant and essential in this modern world for success and you experienced this during your time in year 11 and 12 at Plumpton High School -

*"There is always a step small enough, from where we are, to get us to where we want to be. If we take that small step, there's always another we can take, and eventually, a goal thought to be too far to reach, is achieved."* Ellen Langer

Congratulations Year 12, 2020 and thank you.

*Mr. Lloyd*



# PRINCIPAL'S MESSAGE

## CITI GROUP AND STUDENT EXECUTIVE COUNCIL LEADERSHIP SUMMIT

Plumpton High School's business mentoring partnership with Citi Group continues building the leaders of tomorrow. The Student Executive Council (SEC) and 18 Citi Group mentors spent Tuesday participating in the annual Citi Group and Student Executive Council Leadership Summit, a feature of the partnership over the last 3 years.

The students were able to learn from the journeys of their mentors by demonstrating what their world, both at and beyond school looks like by being immersed in it. Students gained an understanding of each mentors role and responsibilities at Citi; schooling history including subjects studied, where they are from, University and professional training; a life or professional challenge/setback and one thing that they would tell their student self. Students learnt and developed an understanding that they have necessary skills/capabilities to succeed in that world understanding that they are 'just like their mentors'.

Citi mentors also worked with the SEC Project teams on developing a network and how to build their personal brand. This was followed by ongoing mentoring in understanding and implementing the Gazelle Project Management platform and provision of feedback on their projects.

The day concluded with the SEC participating in a 'Leading at Plumpton High School' module designed to continue building of a strong positive and supportive cultural of student learning and leadership.

Thank you to Citi for their incredible ongoing commitment and partnership that is opening doors to networks and opportunities our students did not know existed. Students are continuing to build their world of possibility as their capacity, confidence, grit and courage grows. Thank you also to Mr Temby, Ms Donohue and Ms Della Vega for their amazing work in preparing and facilitating the successful day



# PRINCIPAL'S MESSAGE

## FORMAL POSITIVE PSYCHOLOGY YEAR ASSEMBLIES TERM 1

I was honoured to attend and present at four formal Year Assemblies this term. Each term all years have a formal assembly each, led by Student Executive Council representatives from each year and their respective Positive Psychology teachers and Deputy Principal's. The Assemblies have varying themes based on the Positive Psychology curriculum the students are studying that term in class.

The program is aimed at improving student wellbeing, developing positive mindset, intellectual engagement and developing the skills required to be a successful, positively contributing global citizen on the journey to be the best each student can be along with the year group and school.

The following themes were the focus of Term 1 2021:

**Year 7:** Kindness, Teamwork, Support, Culture

**Year 8:** Values

**Year 9:** Leap of Faith - Personal Responsibility, Courage, Resilience, Grit, Determination, Support, A plan - What is your + 1?

**Year 10:** We are what we repeatedly do

**Year 11 & 12:** Legacy – what do you want to leave behind?

Students are recognised for their significant accomplishments during the term across all aspects of school and community life in line with the Celebrating Success Merit System. There are various musical performances by students from the year groups, cultural performances, light hearted, entertaining, comical student centred competitions and displays, presentations by Positive Psychology teachers, Deputy Principals and other information about opportunities to support student achievement of personal excellence.

Thank you to the Positive Psychology teachers – Mr Streatfeild, Ms McKenzie, Ms Prior, Mr Nicholls, Ms Rojas, Mr Symes, Ms Fioravanti, Mr Tongol, Ms Riley, Ms O'Neill, Ms Karan and Mr Canning, Head Teacher Wellbeing - Ms Leihn and Deputy Principals – Ms Groth, Ms Devine, Ms Cook for the significant work they are undertaking in supporting student success.



# PRINCIPAL'S MESSAGE

## PLUMPTON CORPORATE MENTORING PROGRAM – LEND LEASE PARTNERSHIP

Plumpton High School launched its new Corporate Mentoring Program partnership last Friday with Robert from Lend Lease. This program will support our students in shaping their futures. During Term 4 2020 students in year 11 and 12 were invited to apply for a personal mentorships. Following an assessment process undertaken by the principal and Lend Lease five students were selected to participate in the program across Years 11 and 12, with the mentorships lasting between 1-2 years.

On Friday students met Robert from Lend Lease and engaged in an introductory three hour session that focussed upon; introductions, career stories from Robert, Peer Mentoring and Goal setting. Students are now involved in assessing their strengths and weaknesses using various tools and developing their goals using the SMART goal structure. Later this term the students will meet again with Robert to assess their goals and undertake their individual mentoring.

Thank you to Robert and Lend Lease for their incredible commitment and partnership that is opening doors to networks and opportunities our students did not know existed. Students are continuing to build their world of possibility as their capacity, confidence, grit and courage grows.



### PLUMPTON HIGH SCHOOL Corporate Mentoring Program Learning Log

If we demonstrate what the world beyond school looks like by being immersed in it through mentorships and partnerships with industry our students learn and understand that they have necessary skills and capabilities to succeed in that world. It builds self-concept, courage and an understanding that our kids are *'just like their mentors'*.  
Tim Lloyd, Principal



'The opportunities students receive in this program are unlike anything I have experienced. It allows students to network with corporate leaders who can broaden students' mindsets and provide them career opportunities in the future.'  
Jessica, 2018 Cohort



'It's honestly changed my life and I would like everyone to have the same opportunity as me, to be able to achieve your goals and be guided by experienced individuals.'  
Faqeeha, 2020 Cohort



# PRINCIPAL'S MESSAGE

## ***ABCN SCHOLAR GOALS AND PLANNING MEETING***

On Tuesday two of our ABCN Scholars attended their Goals and Planning meeting in the city at TAL offices and worked with their personal mentors, executives from Bain and Co. This is regularly held over the three year period of the students' mentorships.

During the first session students and mentors focussed on sharing their 2020 learnings, key concerns and challenges in evaluating the past year and looking forward.

Session two looked at managing stress, balancing work & social needs, whether subject choices that students had made were meeting their future goals and if a gap year would be effective following school prior to tertiary study.

The final session for the day provided insights about how to select a university, the scholarships available, how to access and apply for them.

Plumpton and other students along with their mentors enjoyed an extremely successful day. We would like to express our sincere thanks to Bain & Co, TAL and ABCN for their ongoing partnership in supporting our young peoples success as the leaders of tomorrow.



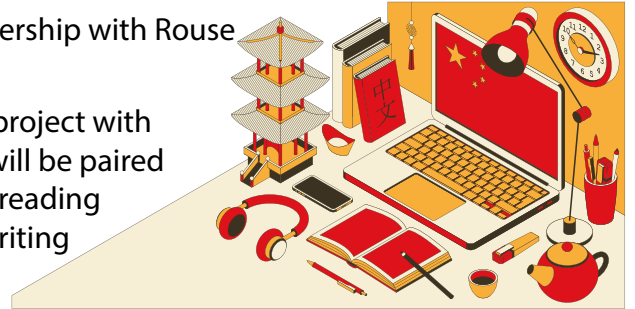


# PRINCIPAL'S MESSAGE

## **CHINESE LANGUAGE PARTNERSHIP - PLUMPTON AND ROUSE HILL HIGH SCHOOLS**

Plumpton High School has developed a Chinese language partnership with Rouse Hill High School.

Throughout the year students will participate in a letter writing project with Rouse Hill High School. Every student from our Chinese classes will be paired with a student at Rouse Hill High School. They will practice their reading and writing skills in Chinese through reading letters from, and writing reply letters to their buddy over the year.



Thank you to Ms Zhang for her work in developing this and providing our students another opportunity to engage in a valuable learning experience.

## **EMPOWER PROGRAM YEAR 9 – CONFIDENCE, RESILIENCE, MINDSET BUILDING WITH KPMG MENTORS AND ABCN**

Empower is designed to equip Year 9 students with the confidence, behaviours and mindsets needed to prepare for the rapidly changing world of work. This two-hour, fully digital program involves students at school working with mentors from KPMG in the workplace to focus on resilience and practical strategies for building it into their day-to-day lives.

The program was originally developed as a response to the increasing challenges faced by high school students as a result of the COVID-19 pandemic. Consultation with educators indicated that more than ever, building connections with positive role models outside of students' local communities was important in reducing the sense of isolation and uncertainty felt by many students.

Thank you to our business partners ABCN for developing this program and KPMG for their invaluable ongoing mentoring support of our young people at Plumpton High School and in building the next generation of school, community, and Australian leaders.



# PRINCIPAL'S MESSAGE

## **FOCUS – YEAR 11 WOMEN IN LEADERSHIP COURSE WITH LEND LEASE AND ABCN**

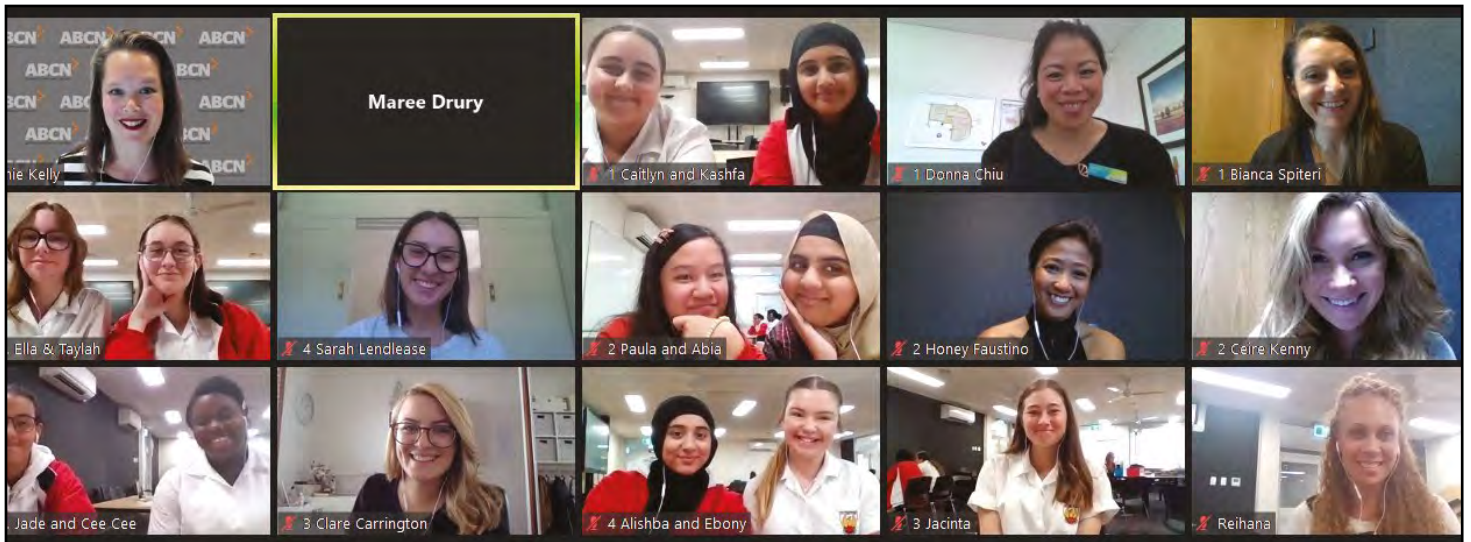
Year 11 girls commenced the first of three days in their Focus Women in Leadership course today. Plumpton High School has been running this course with our business partners Lend Lease and ABCN for the last 4 years.

The initiative seeks to help overturn the underrepresentation of women in senior roles in Australia, and the corresponding gender pays gap. The program involves female students working in small groups with female executives who act as role models and mentors. It is designed to support the young women to develop their own leadership skills, to aspire to senior roles in business and the community, and to foster a sense of self-belief that will encourage them to aim high. Sessions include an introduction to leadership styles, realising strengths and creating a leadership picture.

All girls who have participated over the years have continued to take up Prefect positions in the Senior Student Executive Council. The course assists them greatly in developing their leadership capacity assisting them not only at school, but beyond at University and in their chosen areas of work.

This year are conducting the course online as we did in 2020, in previous years we travelled into the City of Sydney. However, this has been a tremendous opportunity for our students to work online with their corporate mentors. It replicates well, the circumstance of a significant portion of the workforce by working remotely using Zoom and other mediums throughout 2020-21 during COVID-19.

Thank you to our business partners ABCN and Lend Lease for their invaluable ongoing support of our young women at Plumpton High School and in building the next generation of school, community, and Australian leaders.



# PRINCIPAL'S MESSAGE

## YEAR 7 STUDENT DATA FOUNDATION REPORT

When your child commenced at Plumpton High School, they undertook 2 assessment tests called PAT Reading (Progressive Achievement Test in assessing reading comprehension) and PAT Maths (Progressive Achievement Test in measuring mathematical ability across all 6 content strands) to assist teachers to create effective, dynamic and targeted teaching & learning activities to support and develop your child's knowledge and skills in literacy and numeracy. To ensure all our students make ongoing learning progress, we use assessment data to identify their starting points for learning, target teaching and monitor growth from the time they start Year 7 until they complete their education with us. By measuring a your child's knowledge, skills and understanding in literacy and numeracy, teachers are able to pinpoint where your child is in their learning journey and what they need to progress in most curriculum areas.

Plumpton High School is committed to supporting our students in reaching the standards necessary to attain a Higher School Certificate (HSC) and have every opportunity for success during school years and beyond at University, TAFE or in employment.

**NESA now requires students to sit online tests to prove that they have met this minimum standard. NESA says:**

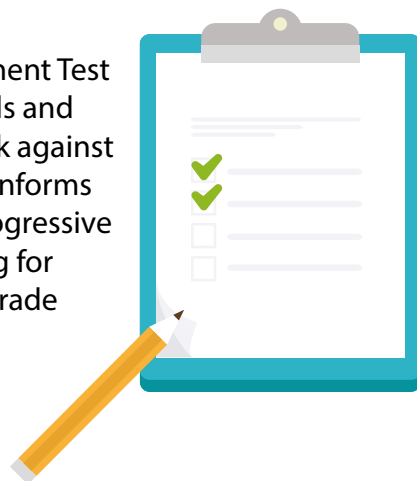
- Literacy and numeracy skills are key for success in everyday life. Achieving the HSC minimum standard means you will have a level of skills necessary for success after school.
- Students show they have met the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills needed for everyday tasks. The minimum standard online tests are not based on NAPLAN.
- Students master basic skills at different stages so there are multiple opportunities available for students to understand what to expect and pass the minimum standard online tests, from Year 10 until a few years after Year 12.

What is assessment data? Assessments are a key tool in evaluating individual ability and identifying skills that each student has mastered and their key gaps in understanding. They pinpoint areas of understanding today, so teachers can see which students are meeting age related expectations, allowing ongoing progress monitoring toward goals and insight to guide planning for instruction.

At Plumpton High we have also implemented a Reading program, **Accelerated Reading Program**. This program identifies students that need intervention and helps teachers and librarians manage and monitor student's independent reading practice. Accelerated Reading provides key insights into a student's reading practice, allowing teachers to focus on the reading activity that accelerates a student's reading growth.

At Plumpton High School, every student from Year 7 to Year 9 your child will be participating in **15 minutes of silent reading at the beginning of every English, History, Geography and Science lesson**. They will need to complete a 'Reading Log' at the end of every 15 minute session and they are also encouraged to read their book at home. **Students are expected to bring their book to school everyday**. According to research, children who read at least 35 minutes a day with a 90% comprehension rate (average percent correct) on AR quizzes see the greatest gains.

The report is divided in Accelerated Reading Data and the Progressive Achievement Test scores. For Accelerated Reading the data will show you your child's reading levels and reading age as at the time of testing. Where they sit in relation to the benchmark against their age and their actual mark for each section of the testing. This information informs us as a school where your child needs the most support in their Literacy. The Progressive Achievement test scores has tested them at the expected level of understanding for Year 6 in both Reading & Mathematical content, giving the score and at which grade level they sit at the time of testing.



# PRINCIPAL'S MESSAGE

## SENIOR SEC LEAD JUNIOR SEC

Plumpton High School's Senior Student Executive Council (SEC) as part of their role have a project team - Team Leadership that leads the Junior SEC team supporting them in the development of their leadership capacity through mentoring and coaching.

Junior students are able to learn from the journeys of their senior SEC mentors by demonstrating what their world at school looks like by being immersed in it. They also support the Junior SEC in developing and implementing their projects under the Gazelle Project Management framework. This also acts to consolidate senior SEC leadership capacity whilst continuing to build a strong positive Plumpton High School culture.



**Team Leadership is made up of**

Alyssa Gardner  
Isaac Mortley  
Henry Neemia  
Ime Neemia



**the following Senior Students:**

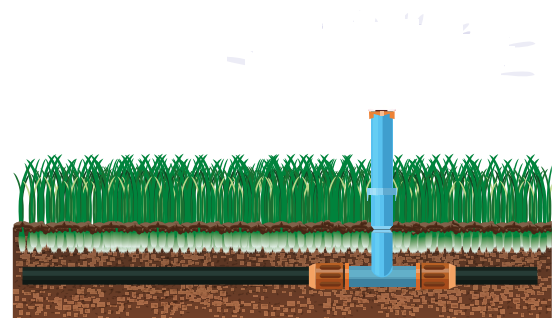
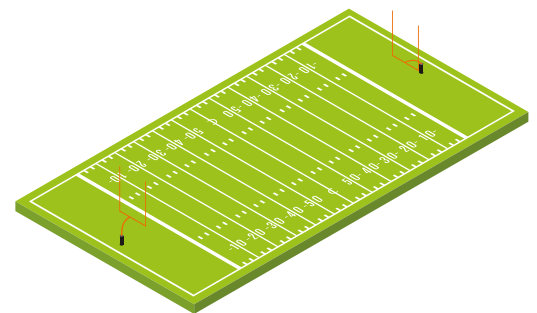
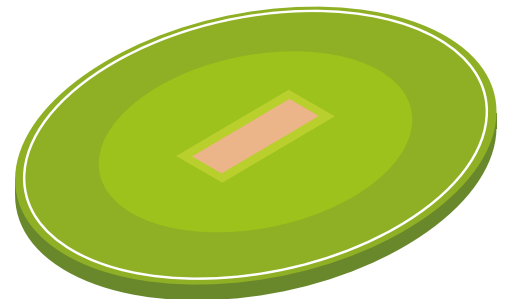
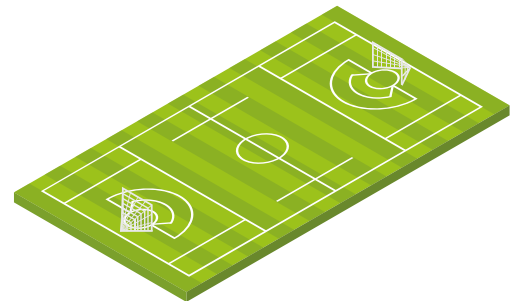
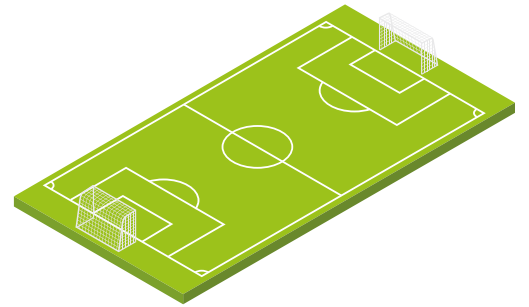
Paula Garces  
Alishba Salah  
Gaitlin Sinclair  
vvvvvvvvvv

# PRINCIPAL'S MESSAGE

## PLUMPTON OVAL UPGRADE UPDATE

Plumpton High School's oval upgrade has commenced this week with the excavation of the hole that will contain a 100,000 litre water tank being completed along with the removal of the existing surface from the oval.

Following this the tank will be installed along with the irrigation system .



# SCHOOL HOUSE UPDATE

## ***SURVIVAL OF THE FITTEST: DANGAR DOMINATION***

On Wednesday Week 4, we held one of our most competitive and interactive events of the year. Which house would be successful, which would dominate over the rest? Hundreds of students and teachers ran the Beep Test, designed to determine the fittest people in the school. The test involves a shuttle run of twenty metres, and competitors have to finish each run within an ever increasingly short interval. It truly is the "Survival of the Fittest". Fortunately for Dangar, they came out ready and strong and brought the heat, with all the top 3 Senior winners being Dangar runners. In the Juniors, Halkirk won, with Karinga and Dangar bringing up 2nd and 3rd place. The competitive energy was seen throughout the crowd, with their vicious war cries driving their house representatives to keep going and push till the very end. A huge thank you to the teachers who participated too, including Mr Simo and Miss Rojas, the male and female winners of the teacher event.



**JUNIORS**

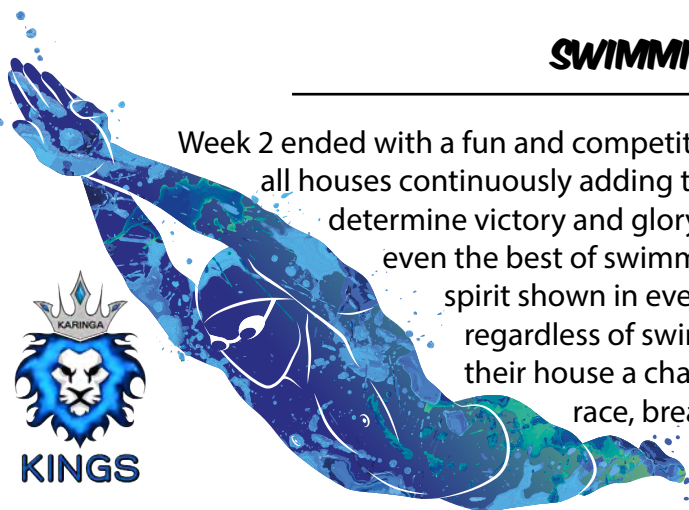


**SENIORS**

## ***SWIMMING CARNIVAL***

Week 2 ended with a fun and competitive aquatic event, our Swimming Carnival! Each race had all houses continuously adding to their scores on an ever changing leaderboard to determine victory and glory! From hard and lengthy races that'd be sure to challenge even the best of swimmers to the more recreational activities, there was excellent spirit shown in every event. There was great diversity amongst all houses and regardless of swimming capabilities everyone gave it their best shot to give their house a chance for triumph. Events included the classic 50m freestyle race, breaststroke and backstroke races, a footy passing challenge, boat race, noodle race and a triathlon relay. However, the most important factor achieved by each person was

fun! Teachers and students alike all managed to produce a fun and engaging day event with great success. Congratulations to Karinga for their overall victory, Halkirk for a stunning 2nd place and Woodstock for a very close 3rd place. Better luck next year to Dangar.



**1ST**



**2ND**



**3RD**



**4TH**

# SCHOOL HOUSE UPDATE

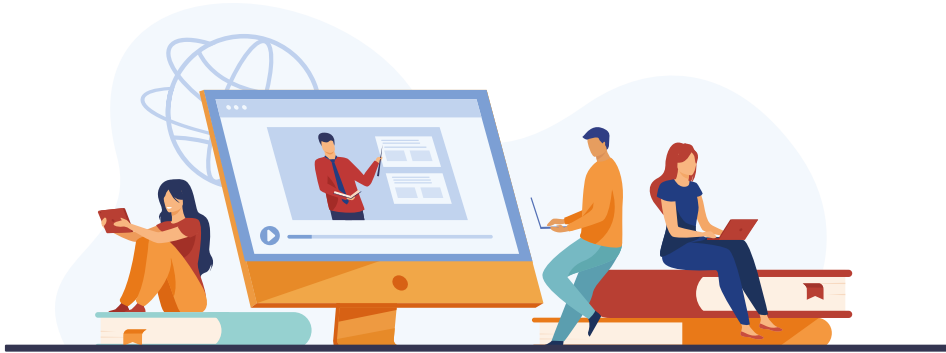
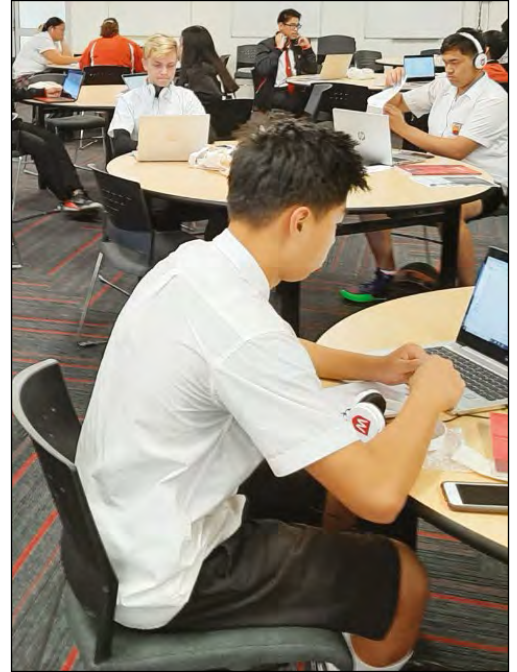
## HOUSE BANNERS

In Week 5, Plumpton High School announced its second house competition: The House Banner Competition! This competition was all about artistic skills and graphic design. We asked that each house submitted a design to put on a banner that we can use at school activities like Swimming Carnivals, Athletics Carnival and House Olympics! We received many different designs that represented our houses and the spirit of the houses. We especially received a lot of designs from Halkirk! Go Halkirk! After we received all the designs, we picked the top designs for each house. Congratulations to Bella, Ethan and Alishba. After we had the top design for each house, it was time to start voting! We posted a poll online for the community to vote and got a lot - and I mean a lot - of votes. After we had the votes collected we finally had our top 3. In first place we had Woodstock! In second place we had Dangar! And in third place we had Halkirk! Sadly Karinga did not place but we tried our best. We can't wait to see these banners in real life and at our house events.



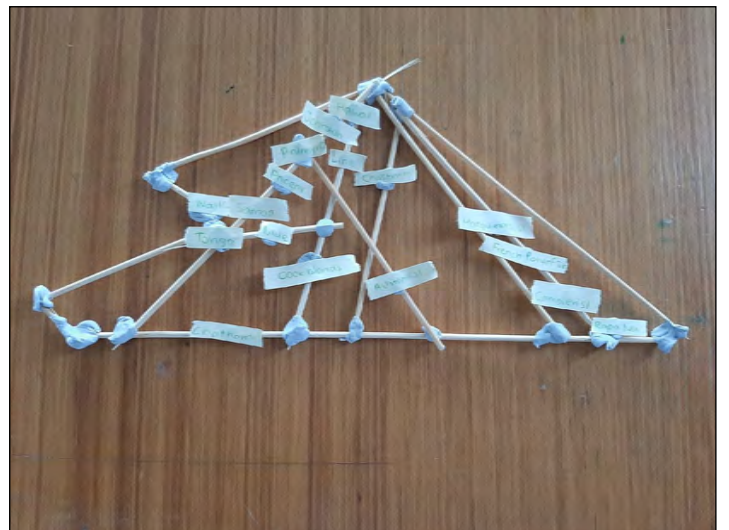
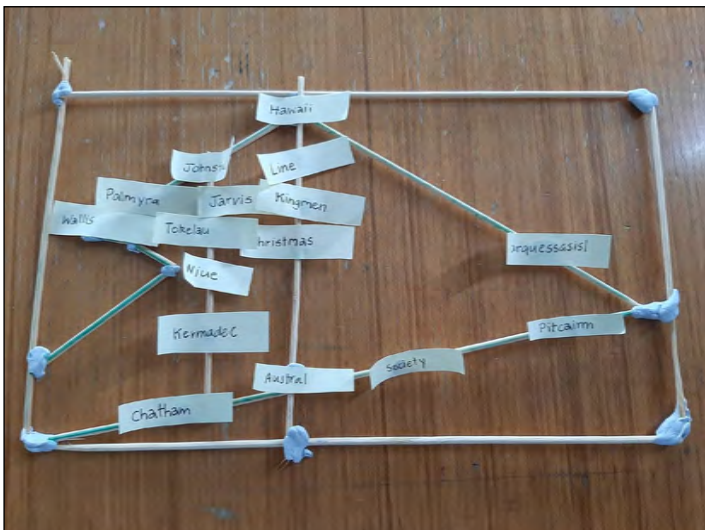
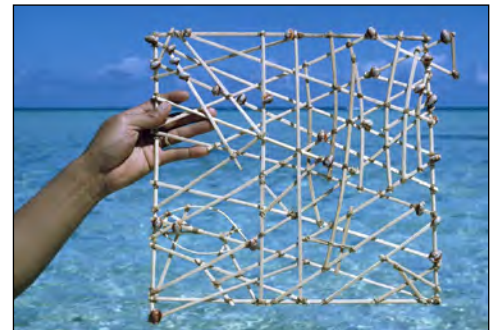
## **YR 12 FAST FORWARD/PATHE VIRTUAL CONFERENCE - 26/2/21**

The Year 12 Fast Forward and PATHE students participated in the first Virtual Western Sydney University Conference on 26/2/21. Students engaged in a range of online workshops with university professionals about the nature of particular courses and pathways to finalise their understanding of where their university pathway may lead them after high school. This conference is the final major event in the four year journey these students began in 2018 as Year 9 students who started in this program with aspirations to one day go to university.



## **YR 8 POLYNESIAN NAVIGATIONAL CHARTS**

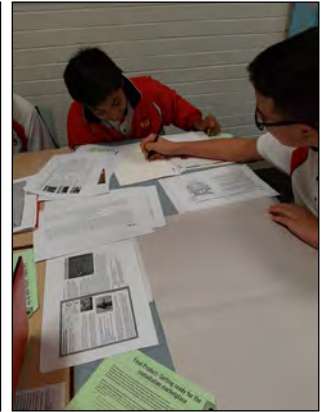
In HSIE Year 8 have been exploring different features of Polynesian societies as a part of their investigation into Preserving Culture. In their investigation of applied geography to explain migration patterns in the Pacific, students constructed their very own navigational charts after an in-depth study of the history of different locations in Polynesia. Students worked in groups to plan, construct and present their charts to their peers to explain how these charts were used as mapping devices to navigate the oceans of the Pacific.





## **YEAR 8 PRESERVING CULTURE ASSESSMENT TASKS**

Year 8 HSIE have been exploring Polynesian Cultures as part of their Term 1 unit of study. For their assessment task they have been working on a creative way to design a Polynesian village as part of a consultation marketplace. They have been working hard in groups to communicate significant information about Polynesian cultures, including legacies, values, beliefs, history and geographical features. This term has seen many students engage with a range of historical sources, including Polynesian artefacts to enhance their appreciation of Intercultural Understanding.



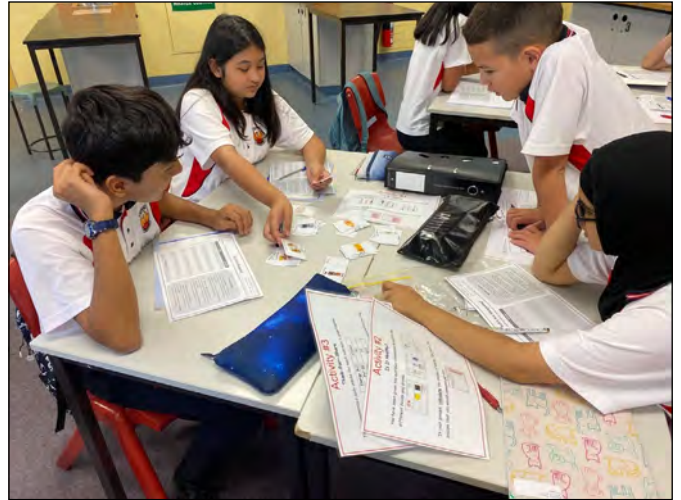
## **HISTORY ELECTIVE MEETS FORENSIC SCIENCE!**

In History Elective, Mrs Wright's 9/10 class have been learning about Jack the Ripper and the methods used to solve the crime in the 19th century. With the help of Ms Linaris in Science, students had the opportunity to experiment with modern forensic methods to help solve crimes. Students were then asked to consider how these methods would have helped detectives to solve the great Jack the Ripper case. Students learnt about handwriting analysis, DNA analysis, blood spatter patterns and fingerprinting.



## YEAR 7 ENTRY EVENT

Year 7 learn through Project Based Learning at Plumpton High School. Pictured are some students from Year 7 Da Vinci participating in the Entry Event for the first topic where they looked at a number of food and drink items related to cost and nutritional information. In Science, they are currently doing an integrated project with the Maths faculty where they are looking at the quantity of sugar in soft drinks. We are trying to get students to think about their consumption of sugary drinks.



## INFORMATION EVENING

On the 23rd of February, Plumpton High School welcomed students from surrounding schools for the annual Information Evening. On their tour to the Science faculty, students observed experiments such as a carbon dioxide fire extinguisher and a "witches potion".



# SCIENCE

## GAT FORENSIC SCIENCE CLUB

In Week 8 of GAT Classes, the GAT Forensic Science Club were tasked with creating the longest and strongest rope made out of only newspaper and sticky tape under a certain time limit. It was great to see everyone working well together within a time limit to meet the requirements of the challenge.

We hope to see the GAT Forensic Science Club use the skills they have learned in this challenge to solving cases throughout 2021.



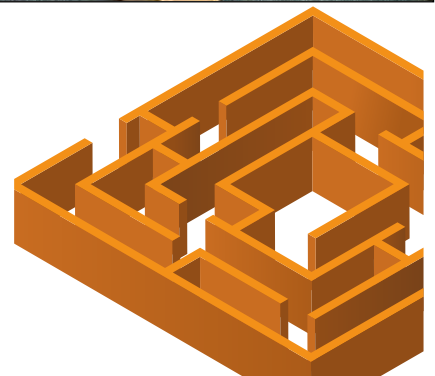
## **YEAR 11 INDUSTRIAL TECHNOLOGY AUTOMOTIVE**

Year 11 Industrial Technology Automotive have just completed a complete tear down and rebuild of their two stroke lawn mowers. During this activity students learnt to use a range of automotive tools as well as the basic operating principals of an internal combustion engine.



## **YEAR 8 TECHNOLOGY**

Year 8 Technology students have been developing their skills in computer coding this term. Students have learnt about a range of coding principles using both block and text based coding and have utilised their skills to program a Sphero Bot to make its way through a maze. Amazing stuff!



## **CODING FANTASTIC NAO ROBOTS IN ITALIAN!**

'Ciao' (Hello) everyone! Welcome to Term 1 news! There are so many 'eccellente' (excellent) tasks we learn and do in Italian! We have learnt the history and geography of Italy, we have learnt how to code in Italian and most importantly how to read, write, listen, speak and respond in Italian.

We now know how to greet someone, how to introduce ourselves, how to say what our favourite colours are and how to say our birthdays. We have had so much fun learning how to ask and respond in Italian with help from our Italian teacher, Ms Fioravanti. We have completed many written tasks which included many fun activities that we could do at home and at school.

During our 10 weeks of learning Italian, we have done so many fun tasks, but by far, coding our robots, Isabella and Raffaello has been the funniest. With the help of our talented paraprofessional, Mrs Dela Vega, we have coded our robots to speak in Italian! We used an application called Choregraphe so we could successfully code a conversation. We used code blocks to allow the robots to speak, listen and respond to us. We have enjoyed this activity tremendously and we can't wait to do further tasks so we can communicate with Isabella and Raffaello, the NAO robots.

At the end of Term 1, we will be doing an exciting assessment! This is where we will be having a conversation with a classmate to get to know them better. This will be performed in front of the class, but here is the catch; we will be talking in Italian! We have to try our best to say some phrases like 'What's your name?' in Italian like this: 'Come ti chiami?' It is going to be really a lot of fun! Maybe you should try it out!

It has been enjoyable to learn another language. We can now have a basic conversation with our classmates in Italian. It has been such a wonderful experience to be able to speak in Italian after just 1 term! We are all looking forward to how much more we will learn throughout the year.

Written by Lilith Dartnell, Shivani Joshi and Ashton Quizon - 7 Da Vinci



## **ENGLISH TERM 1 WRAP UP**

What a whirlwind our first term of English has been! Students have been busy, with year 10 drafting essays about the impact of World War 1 Poets, year 7 experimenting with free verse poetry, year 8 persuading their audiences about the importance of living sustainably and year 9 delving into the world of crime fiction.

This term has brought about changes for our faculty. Ms Cobden has returned to the position of Head Teacher English this year, and I have had the privilege of joining her in the shared leadership of our hardworking and passionate faculty. Our English staff have undertaken a range of professional development opportunities this term, with Ms Donohue extending and applying high impact strategies to Extension English, Ms Harb and Ms Rojas working with expert HSC Standard teachers from across the state to further refine our Stage 6 English Standard course progression, and Ms Eddie leading the EAL/D Education Project.

Our Preliminary Standard and Advanced cohort have begun their Senior English journey with Reading to Write, a module taking them through the enthralling yet challenging world of writing. Students are currently completing their portfolios of imaginative, persuasive and discursive pieces, exploring the values and assumptions our students feel most convicted of.

We look forward to an exciting year ahead. We hope students will continue to take advantage of public speaking opportunities, excursions and feedback back from their English teachers. We also look forward to a year of close communication and partnership with the parents and carers within our Plumpton High School community.

*- Mrs Galea*

Head Teacher English



## **INTERNATIONAL WOMEN'S DAY - MARCH 8, 2021**

International Women's Day is a global day celebrating the social, economic, cultural and political achievements of women. The day also marks a call to action for accelerating gender parity. Significant activity is witnessed worldwide as groups come together to celebrate women's achievements or rally for women's equality.

Marked annually on March 8th, International Women's Day (IWD) is one of the most important days of the year to:

- celebrate women's achievements
- raise awareness about women's equality
- lobby for accelerated gender parity
- fundraise for female-focused charities

The campaign theme for International Women's Day 2021 is 'Choose To Challenge'. A challenged world is an alert world. And from challenge comes change. So let's all #ChooseToChallenge.

*- Mrs Cobden*

Head Teacher English



# International Women's Day

## ***INTERNATIONAL WOMEN'S DAY EXCURSION***

In line with International Women's Day March 8, 20 young girls from Year's 11 and 12 attended The Girl's Edit, an event to celebrate and elevate First Nations, gender diverse, non-binary, trans-women and girl students of colour. The girls were given an exclusive opportunity to partake in what allowed for many courageous conversations and thought-provoking ideas around the importance of intersectionality in spaces for all women. The day began with Welcome to Country by Rowena Jarrettwelsh followed by a riveting performance from Ballroom Girls.

Things then got a little more serious when the panelists opened up with very real and meaningful conversations around experiences with sexism, racial prejudice, the search for identity and the importance everyone's right 'to your seat at the table,' in other words, having a rightful space to speak up and voice your opinions as a woman. All girls listening felt empowered. The conviction and passion left everyone with goosebumps. In the Q&A segment, questions of colour were also discussed with one student asking, "I'm too brown to be white and too white to be brown. What advice would you give to someone like me?" Sandy, a middle aged woman from Sri Lanka exclaimed, "embrace it! Coming from a mixture of diverse backgrounds, religions, colours, styles, beliefs is what makes you unique and wonderful, so own it."

The day ended with spoken word poetry performances, workshops on body positivity, flash fiction, jewellery making, drama and life after school. It was a memorable day and the bus ride back to school... well Beyonce would have been proud with girls screaming, "Who run the world? Girls."

*"Each time a woman stands up for herself, without knowing it possibly, without claiming it, she stands up for all women."* - Maya Angelou

*-Mrs Rozas*

English Teacher



## INTERNATIONAL WOMEN'S DAY

“International Women’s Day is a global day celebrating the social, economic, cultural and political achievements of women. The day also marks a call to action for moving towards gender parity.”

- International Women’s Day website



### FOR OVER 100 YEARS

Held every year, International Women’s Day (IWD) has taken place on **8 March** for over 100 years.

*In 1975, IWD was adopted by the United Nations as an official, world-wide celebration of women’s rights and world peace.*

While IWD celebrates inspirational contemporary and historical women, the day also aims to start conversations about gender equity issues.

### Did you know?

- Globally, women make up less than **25%** of people in national parliaments worldwide.<sup>1</sup>
- Women, on average, earn **25–40%** less than men who do the same job.<sup>2</sup>
- Across the world, over **60%** of the people who cannot read are women.<sup>3</sup>

### THE MAIN AIMS OF INTERNATIONAL WOMEN'S DAY ARE:



to celebrate the achievements of women around the world



to encourage action on issues of gender equality



to empower women and girls around the world

The International Women’s Day website says that the day “belongs to all groups”. People of all genders, cultures, ages, languages and religions can take part in International Women’s Day. Some of the important topics that are thought about on International Women’s Day are:



gender equality



girls and women in leadership



personal and family safety



poverty



access to education



empowerment

<sup>1</sup> <http://archive.ipu.org/wmn-e/world.htm>

<sup>2</sup> <https://www.weforum.org/reports/the-global-gender-gap-report-2017>

<sup>3</sup> <http://uis.unesco.org/sites/default/files/documents/ts45-literacy-rates-continue-rise-generation-to-next-en-2017.pdf>



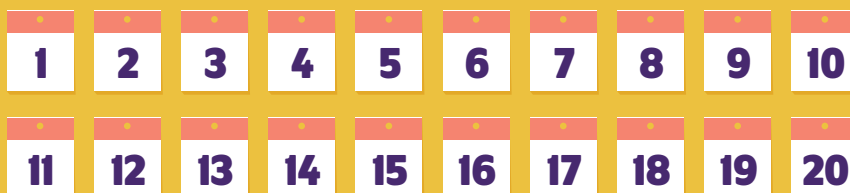


## GENDER INEQUALITY IN EDUCATION

Around the world, there are at least **34 million** girls of primary school age out of school, compared to about **28 million** boys.<sup>1</sup>



**Two-thirds** of the world's illiterate adults are women. This proportion of illiterate women has not changed for the past **20 years**.<sup>2</sup>



**15 million** girls of primary school age will never have the opportunity to learn to read and write in primary school, compared to about **10 million** boys.<sup>2</sup>



'At least **60%** of the world's countries have fewer girls enrolled in secondary education than boys.'<sup>2</sup>



**In general, girls who get an education:**



marry later



have fewer children

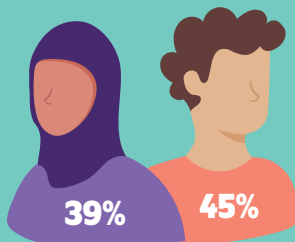


earn higher wages



support healthier families

Globally, only **39%** of girls living in rural areas attend secondary school, compared to **45%** of boys living in rural areas.<sup>2</sup>



<sup>1</sup> <https://www.globalpartnership.org/data-and-results/education-data>

<sup>2</sup> United Nations Educational, Scientific and Cultural Organization (UNESCO)

## OPEN GIRLS BASKETBALL

On Friday, 19th February, Plumpton High School took on Doonside High School in the Sydney West Open Girls Basketball Knock-Out competition.

Having just come together in 1 week, this amazing group of Year 10-12 students only had the opportunities of a few training sessions. Despite this, they combined really well as a team and lost a nail-biting game by 3 points: 31-28.

Congratulations to the following girls who positively represented Plumpton High School in this game:

Ake Sini, Sylvana Siitia, Cecilia Taeiloa, Juliette Delgado, Lesa Mataafa, Faustina Tili, Kathyrine Sandaga, Bles Polinar, Yanitah Ekueti and Tomika Harley.

- Ms Riley  
(coach)



## RUGBY LEAGUE / MT DRUITT CUP / BOYS UISS

Earlier this term we were lucky enough to welcome back the return of competitive school rugby league following a 12-month absence. We had a very enthusiastic group of boys keen to participate and represent the school at the Mt Druitt Cup gala day. The boys faced a tough draw competing against several teams with significantly more experience, while for many of our boys it was their first taste of rugby league.

The day started against Rooty Hill HS, who fielded a much bigger team and broke out to an early lead. Our boys fought back into the contest with a converted try to take the lead towards the end of the first half. Despite their best efforts, the boys conceded a late try to go down in a tight affair. Following this, were games against combined Chifley and Doonside teams, along with one against a more seasoned Chifley Shalvey team. The boys tried gallantly but were ultimately outscored with their defence being tested all across the field.

Following the completion of the day, we were honoured to have EJ Vaoliko Savesi and Brody Stanley selected to represent the Mt Druitt Zone at the Sydney West gala day, along with Levi Atileo joining as cover for any injuries. This was a pleasing result and one the boys thoroughly deserved for their efforts, reflective of some strong performances both in attack and defence. We are looking forward to more upcoming rugby league gala days and competitions throughout the year.

- Mr Lowe  
(coach)



## OZTAG GALA DAY

On the 3rd of March, our Open Girls and Boys Oztag teams partook in the NSW Secondary Schools Regional Oztag Gala Day at The Kingsway in St. Mary's. Across the day under the watch of Ms. Parry-Ridolfo and Mr Tongol, our boys and girls teams faced the likes of Granville Boys, Gilroy College, St. Clair High, Rooty Hill High, Glenwood High and Glenmore Park High who all fielded great, agile and dynamic teams.

Over the course of the day, our girls team found great success with a couple wins and draws under their belt which subsequently placed them into the quarter-finals. Whilst being edged out just before the final siren in the quarter-final, the girls showed great teamwork, determination and skill which were testament to their dedicated hours during school training sessions.

Our boys experienced mixed results across the day; finding some success in parts of their game that are to be highly commended. Heart, determination and relentless pressure were a core value for the team, who demonstrated they were more than capable to mix with the highest of skilled teams. Despite missing the finals, the boys' effort and display of strong brotherhood did not go unnoticed.

Ms. Parry-Ridolfo & Mr Tongol are proud of the students for displaying high levels of pride, skill and cooperation. They have represented Plumpton High School with utmost respect.

*-Ms. Parry-Ridolfo & Mr. Tongol*  
(coaches)



## SCHOOL SWIMMING CARNIVAL

On a beautiful and sunny Friday in February, Plumpton High School held its annual Swimming Carnival. With a very good turn out, all students enjoyed the variety of novelty and competitive events that were held throughout the day. There were a number of students who excelled with Mukhtar Qayom Zada, Ahmad Qayom Zada and Vin Ramos all winning multiple races in their respective age groups.

*Congratulations to the following Age Champions:*

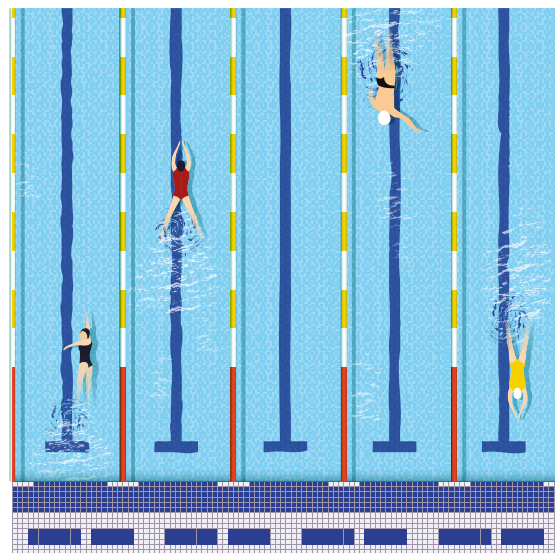
AGE	BOYS	GIRLS
12	---	---
13	Jonathan Fabar	---
14	Ahmad Qayom Zada	Kristiana Ramos
15	Vin Ramos	---
16	Mukhtar Qayom Zada	Brooke Asbury
17+	---	Amber Steward



## ZONE CARNIVAL

On Thursday 25th February, the following students represented Plumpton High School at the Mt Druiitt zone swimming carnival where they demonstrated great swimming ability and outstanding sportsmanship.

<b>Rhys Gibson</b>	<b>Evelyn Fant</b>
<b>Kristiana Ramos</b>	<b>Bailey Murray</b>
<b>Vin Vamos</b>	<b>Brooke Asbury</b>
<b>Amber Steward</b>	<b>Brendan Murray</b>
<b>Mukhtar Qayom Zada</b>	<b>Jonathan Fabar</b>
<b>Ahmad Qayom Zada</b>	<b>Charlea McVernon</b>
<b>Emily McAskill</b>	



The carnival was a great success with Plumpton High School finishing 2nd behind Rooty Hill in the overall points score. There were some outstanding races throughout the day, the standout being the close competition between Brendan Murray and Mukhtar Qayom Zada in numerous races. Plumpton High School also had 4 age champions which is an awesome achievement.

*Zone Age Champions:*



**14 YEARS GIRLS:** KRISTIANA RAMOS  
**14 YEARS BOYS:** AHMAD QAYOM



**15 YEARS GIRLS:** VIN RAMOS  
**16 YEARS BOYS:** MUHKHTAR QAYOM



-Mr. Nicholls  
(sports organiser)

More Swimming continued on next page

## SWIMMING PICTURES



# MATHS

## WHAT ARE WE DOING IN MATHEMATICS IN TERM 1?

### YEAR 7

**Concept:** Plumpton Pride

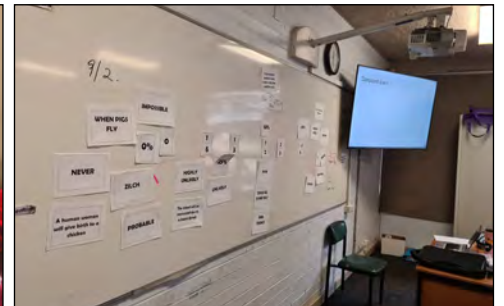
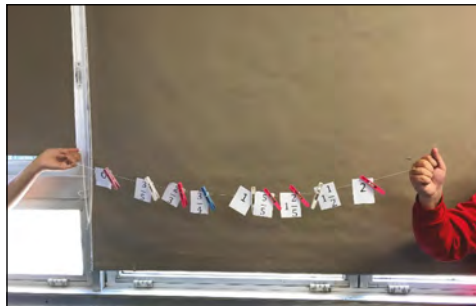
**Topic in mathematics:** Data representation, Integers and Angle relationships

Students have worked collaboratively to design google surveys per class for the Plumpton High School Community on "Is it time to Rethink sugary Drinks?" They are working in building their numeracy fluency in class activities, through consistent work set on Mathletics and Smarter Maths websites. Many students are completing their daily homework with great enthusiasm.



### YEAR 8

Year 8 students have been enjoying their RMF lessons, where we explore problem solving in groups and come up with some interesting discoveries! RMF groups in 8Rome and 8Venice hung up some fractions in order. Then the groups compared with each other, just to make sure everyone had it right! 8Sparta worked together to post some fractions, decimals and words about probability in order on the whiteboard. It took time and care, but the fun and learning made it all worthwhile!



### YEAR 9

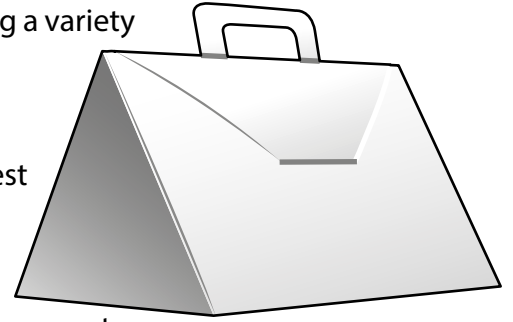
This term our Year 9 5.3-5.2 Mathematics learning focused on Surface Area/Volume of different Prism and Pyramid, Simple Interest and Compound Interest. The students had an opportunity to learn using the stem program that collaborated the topics on a conceptual basis. While continuing the stem learning they had an opportunity to build their numeracy skills using SmarterMaths program and numeracy lessons. Students had a great time collaborating with each other while building their numerical skills.



## YEAR 10

### 10 5.1 - PHS Entrepreneures

Year 10 has been planning to start their own business by considering a product that they would like to sell and the packaging required for it. By designing a variety of different prisms and calculating their surface areas and by researching real-world packaging, they needed to justify the packaging they would use for their product. Then they are going to investigate borrowing start-up money from a bank and compare the different interest rates being charged. Students make calculations regarding the interest they would owe over the course of the loan and decide which bank has the best deal for them. Students also make calculations around the depreciation of their key business assets such as their work car and their computer.



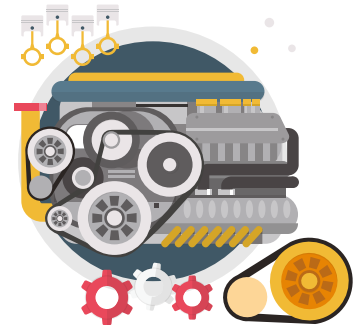
### 10 5.2 - 'KAHOOT!'

This term 10 Hawk has made so much effort on algebra. As a return, we had Kahoot as revision. They were allowed to use phones and compete with each other. Everyone in the lesson was involved and engaged, as they wanted to be the fastest one to answer the question with a correct response. All the subtopics were included in the competition so it is such an amazing lesson to wrap up the topic.



### 10 5.3

This term 10 Davinci has worked on Surface Area and Volume of Right and Oblique Prisms and Pyramids, including cylinders, cones and spheres. They are currently independently working on designing a pyramid to align with specific Surface Area and Volume, as well as real world application of these aspects in car engines. They are at the moment learning to analyse bive ariate data. Congratulations to each student in the class for attaining the minimum standards in Numeracy.



## YEAR 11

### Year 11 Financial Services

Unit: BORWHS201

This Financial Service VET course is running for the first time in Plumpton High School. In this unit students were given the opportunity to learn about Work Health Safety and carry out practical tasks such as performing inspections, filling hazard forms and participating in WHS meetings. So far, the students are enjoying the course and looking forward to each lesson.



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## YEAR 11

### Year 11 Mathematics Advanced

Topic of the Term: Functions

This is a class of very enthusiastic mathematicians who are working on sharing their learning with each other and coming forward to explain their way of answering questions. The class is focused on the work set and has the grit to move forward.



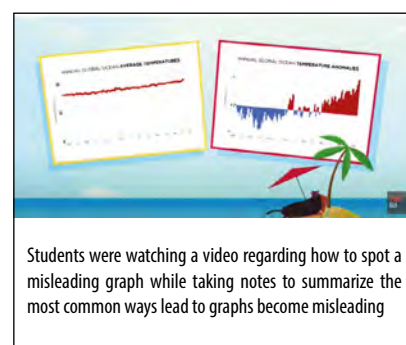
### Year 11 Numeracy

Topic of the Term: Whole Numbers, Operations with Whole Numbers, Distance, Area and Volume, Data graphs and tables

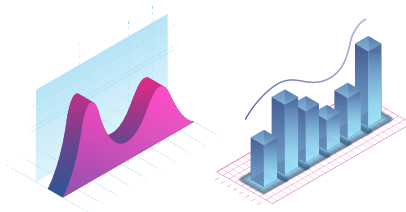
In Whole numbers and Operations with Whole numbers, students have been learning the content through participating in activities such as Australia's population growth, comparing population growth, world area comparison, population density and world temperatures.

In Distance, Area and Volume, students were engaged in activities such as using trundle wheels to measure the length and width of the basketball court and the classroom and were to use the numbers they have got to calculate the areas and volumes.

Regarding Data, Graphs and Tables, students have been learning to identify misleading graphs and graph population data.



Students were watching a video regarding how to spot a misleading graph while taking notes to summarize the most common ways lead to graphs become misleading

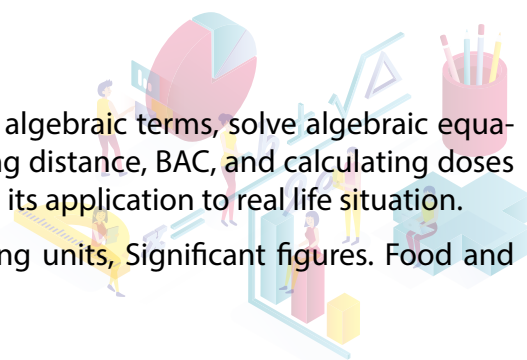


### Year 11 Mathematics Standard

Topic of the Term: Algebra and Measurement

In Algebra the students were learning how to simplify and evaluate algebraic terms, solve algebraic equations and apply substitution in formulas like speed, distance, stopping distance, BAC, and calculating doses in medication. They are studying linear relationship theoretically and its application to real life situation.

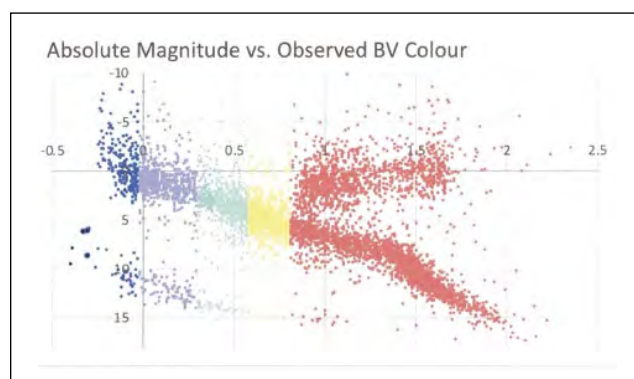
In Measurement they are learning errors in measurement, converting units, Significant figures. Food and nutrition and energy consumption.



## YEAR 12

### Mathematics Advanced

Mathematics Advanced class has worked on an investigative task on Statistical Analysis of discrete data where they used real world data on Stars. They used Google Sheets to display the data and use features to colour code the data looking at the brightness of the stars. Currently they are studying Statistical Analysis of continuous data.



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## YEAR 12

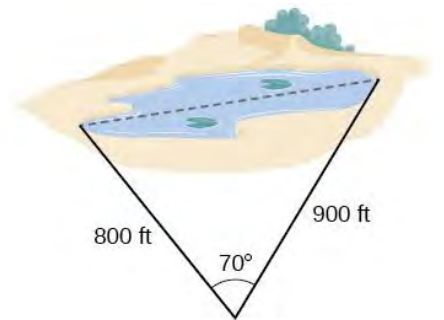
### Mathematics Extension 1

Students are currently working on Investigative Assessment Task where they will use their Mathematics knowledge of Sampling Proportion and Binomial Theorem on a TV game show to work out the chance of winning as well as some other real world applications. Currently they are studying Trigonometric Equations.



### Year 12 Mathematics Standard 1 and Standard 2

This term the Year 12 Mathematics Standard students focused on Non Right Angled Trigonometry where they used a variety of ways to connect to the real world by calculating directions in True Bearing and Compass Bearing and recognise Radial Survey to find any missing angles. Year 12 had good experience applying sine and cosine rules to find angles and sides. Students were able to relate trigonometry to geography (locations) and as applications to field measurements.



# NAPLAN

## **OUR SCHOOL WILL BE PARTICIPATING IN NAPLAN ONLINE BETWEEN MAY 11TH AND 21ST, 2021**

The National Assessment Program – Literacy and Numeracy (NAPLAN) is a point in time assessment of literacy and numeracy skills that are essential for every child to progress through school and life. Students in Years 3, 5, 7 and 9 participate in the annual NAPLAN tests in writing, reading, conventions of language (spelling, grammar and punctuation) and numeracy.

In preparation for NAPLAN Online, our school will also be participating in practice tests between 22 March and 1 April. The practice test is a trial-run and key preparation activity for NAPLAN Online in May. It is not an assessment of student ability and the tests will not be marked.

Excessive preparation for NAPLAN Online is not recommended. Students can use the public demonstration site (<https://www.nap.edu.au/online-assessment/public-demonstration-site>) to familiarise themselves with the types of questions and tools available in the NAPLAN Online tests.

If you have any questions about NAPLAN Online, please contact the school on 96257020.



# NAPLAN ONLINE

## ***NAPLAN ONLINE: INFORMATION FOR STUDENTS IN YEARS 7 AND 9***

### **How can I get ready for NAPLAN Online?**

Use the demonstration tests to practise the types of questions and tools available in the NAPLAN Online tests.

Access the demonstration tests here:

[www.nap.edu.au/online-assessment/public-demonstration-site](http://www.nap.edu.au/online-assessment/public-demonstration-site)



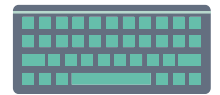
### **Can I use my own calculator for the numeracy test?**

No. The online numeracy test will have an on-screen calculator. Try out the NAPLAN Online calculator in the numeracy demonstration tests on the public demonstration site.



### **Do I need to touch type?**

No. You do not need to be able to touch type to complete the tests.



### **What is tailored testing?**

The test changes depending on your performance in the test. Questions will adapt to get easier (or harder) based on the answers you provide.



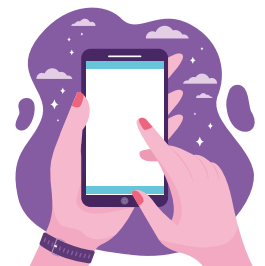
### **Note for 2021**

Conventions of language test - a message will appear on your device to let you know you have finished the grammar and punctuation section. Check your answers before selecting Next. When you select Next the spelling section will start and you will not be able to go back to the grammar and punctuation section of the test. Same will be true for Numeracy Test. Once the Calculator section starts you will not be able to the non-calculator section of the test.



### **Questions?**

Contact Plumpton High School on 96257020.



# DUKE OF EDINBURGH

## ***DUKE OF EDINBURGH PROGRAM AT PHS UPDATE***

The Duke of Edinburgh award is off to a flying start at Plumpton High School this year. We awarded year 12 students with their Bronze certificate, as due to COVID there was a delay in the awarding of the students. Those students are now looking forward to finishing their Silver award to receive those certificates at their graduation ceremony this year.



Year 10, 11 and 12 students, have been reflecting on their previous journeys, finalising their hours for the skill, physical recreation and community service hours and preparing for their chance to tackle the next level of the award; Silver. From the beginning of term 2 the students who have completed their Bronze award will be offered the chance to apply to complete the silver. There will be an application process, success criteria to meet and a commitment needed towards after school weekly meetings. Further information to be emailed, delivered and communicated at the commencement of term 2.



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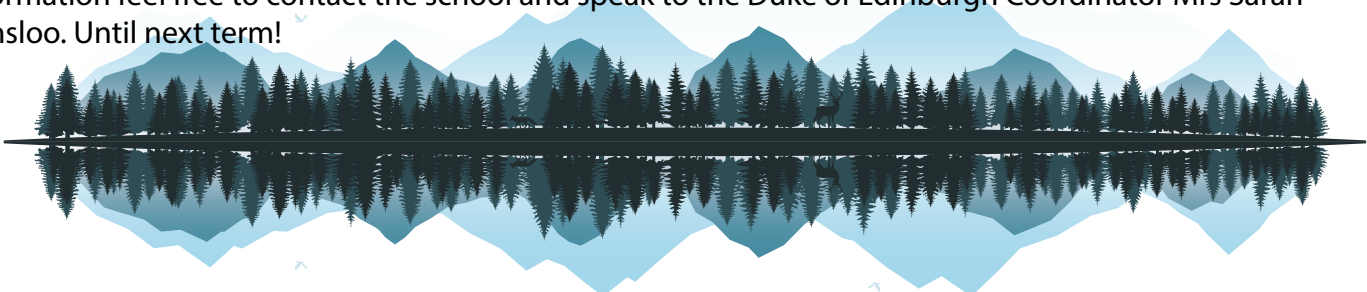
# DUKE OF EDINBURGH

## CONTINUED FROM PREVIOUS...

Year 9 students have begun their journey into investigating and learning about what the award can offer for them. Throughout term 1 they have been learning the elements to complete the Bronze level of the award and successfully navigate through an adventure journey. The students are finalising their term 1 content with a scavenger hunt within the back oval of the school. Some classes have successfully found the clues and are very excited for what term 2 brings for them. Dates for the adventure journeys will be realised at the commencement of term 2. (Pictures 3-7)



Thank you to all the community support towards all students completing the awards thus far. Keep watching this space for more information about the award program for our students. For any enquiries please or more information feel free to contact the school and speak to the Duke of Edinburgh Coordinator Mrs Sarah Prinsloo. Until next term!



# INTERCULTURAL UNDERSTANDING

## HAKA WARRIORS

A number of our Pacific Islander boys from years 7 to 12 have been working with Blacktown PCYC and the NSW Police Department under the guidance and support of Lance to participate in the Haka Warriors program throughout term one. The boys have been engaging in social and wellbeing programs as well as learning a number of Hakas in preparation for the upcoming Haka Warriors competition. The boys are the defending champions of this competition. We wish them all the best on April 1st as they plan to hold onto the championship at the Sydney Coliseum.



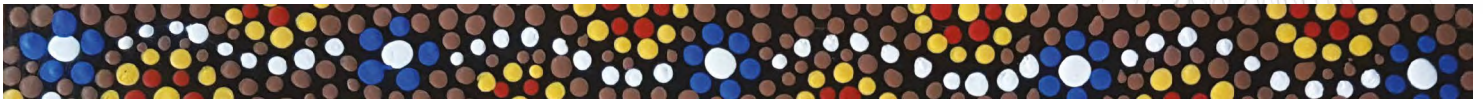
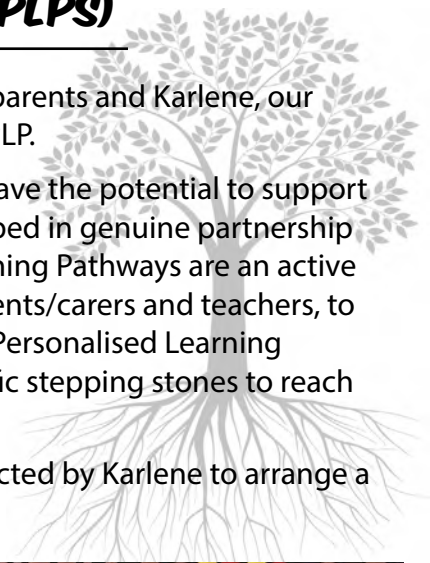
# INTERCULTURAL UNDERSTANDING

## **PERSONALISED LEARNING PATHWAYS (PLPS)**

Each year our Aboriginal and Torres Strait Islander students, together with their parents and Karlene, our school's Aboriginal Education Officer, work together to create and update their PLP.

'PLPs are an effective tool for increasing Aboriginal student engagement. They have the potential to support improved learning outcomes and educational aspirations when they are developed in genuine partnership with Aboriginal students, their parents or carers and teachers. Personalised Learning Pathways are an active process. They are developed in a consultation process between the student, parents/carers and teachers, to identify, organise and apply personal approaches to learning and engagement. Personalised Learning Pathways can have short term or long term goals. Short term goals can be specific stepping stones to reach long term goals.'

This year our PLP meetings will be held throughout term 2. Parents will be contacted by Karlene to arrange a time to meet.



## **HARMONY DAY**

As the newsletter is heading into being published, we will be recognising and celebrating Harmony Day on Monday 22nd March. Our SEC are running a fundraiser by collecting a gold coin donation for students to wear orange to celebrate unity and harmony. Students will participate in an assembly and a lesson to raise awareness on the importance of creating and supporting harmony in our school community and beyond.



## **WATCH THIS SPACE!**

Over the coming months the Intercultural Understanding team will be working hard to recognise and celebrate the diverse country and community that we live in. Check back in for updates on:

- Reconciliation Week
- NAIDOC Day
- Community Survey results
- As well as program updates and what we're up to here at Plumpton High School



# COVID ILSP

## COVID INTENSIVE LEARNING SUPPORT PROGRAM

We are excited to announce the commencement of the Plumpton High School COVID ILSP. Whilst the program is formally known as the COVID Intensive Learning Support Program, we say that:

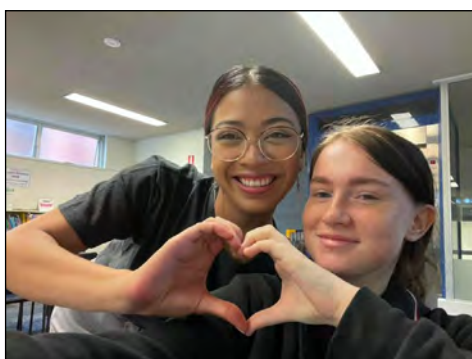
**I** is for **I**  
**L** is for **Love**  
**S** is for **Studying at**  
**P** is for **Plumpton High**



Our school has been allocated funds to support students that may have been impacted upon during various lockdowns last year. This is an amazing opportunity for students to accelerate their growth in Literacy and/or Numeracy. We have kicked off the program with Year 9. Students were targeted to participate based on a selection of testing criteria and teacher input.

We have recruited and inducted a team of Tutors (many of whom are ex-students) to run, under the supervision of relevant Heads of Departments, small groups of up to 6 students. Well-crafted support materials have been designed and the feedback so far has been really positive.

We are so thrilled to be working together (our students, our staff and the broader community) to build the skills and confidence of our students as they navigate their way through their education and working toward further study at University or TAFE or the world of work.



## Important information 2021-22

Dates relate to UAC applications only. Times indicated in this Guide are based on Sydney time.



### Application dates

Thursday 1 April 2021	Undergraduate applications open
Thursday 15 April 2021	International undergraduate applications open
Sunday 19 September 2021	Schools Recommendation Scheme applications close
Thursday 30 September 2021	Early bird applications close*
Friday 4 February 2022	Applications close for semester 1, 2022

Some courses have early closing dates set by the institutions. Check the course descriptions on UAC's website at [uac.edu.au/search](http://uac.edu.au/search).

\* To avoid a higher processing charge, early bird applications must be **completed, paid for and submitted by midnight on Thursday 30 September 2021**.

### Processing charges

<b>Early bird</b>	Thursday 1 April – midnight Thursday 30 September 2021	\$70
<b>Standard</b>	Friday 1 October 2021 – Friday 4 February 2022	\$200

All fees and charges are in Australian dollars, not refundable under any circumstances (except as required by law) and subject to change after 30 June 2021. Applications must be **completed, paid for and submitted by midnight** on the relevant closing date. For a complete list of UAC fees and charges, go to [uac.edu.au](http://uac.edu.au).

### Year 12 results and ATAR dates

All dates determined by external organisations are subject to change.

#### 2021 NSW HSC students

##### Friday 10 December 2021

2021 NSW HSC results released by NESA from 6am  
 ATARs released by UAC on UAC's website from 9am

#### International Baccalaureate (IB) students

##### Sunday 2 January 2022

Results released by IB Cardiff, UK

#### 2021 ACT Year 12 students

##### Thursday 9 December 2021

Statement (including ATAR) issued by ACT Board of Senior Secondary Studies. Students should collect their certificates from their college on or after this date

##### Friday 10 December 2021

ATARs released by UAC on UAC's website from 9am

### Key offer dates

All dates are subject to change. For the latest information, check [uac.edu.au/key-dates](http://uac.edu.au/key-dates).

### Undergraduate

To ensure your application is assessed in time for a particular offer round, apply and provide your additional documentation as early as possible. The main offer rounds for Year 12 students are December Round 2 and January Round 1.

Offer round	Apply and pay by midnight on	Upload PDF documents by midnight on	Change preferences by midnight on <sup>^</sup>	Offers released at 7.30am on
November Round 1	Thu 21 Oct 2021	Thu 28 Oct 2021	Thu 4 Nov 2021	Fri 12 Nov 2021
November Round 2	Thu 4 Nov 2021	Tue 9 Nov 2021	Thu 18 Nov 2021	Thu 25 Nov 2021
December Round 1	Mon 8 Nov 2021	Fri 12 Nov 2021	Thu 2 Dec 2021	Thu 9 Dec 2021
December Round 2	Mon 15 Nov 2021	Mon 22 Nov 2021	Mon 13 Dec 2021	Mon 20 Dec 2021
January Round 1	Thu 9 Dec 2021	Tue 28 Dec 2021	Thu 6 Jan 2022	Thu 13 Jan 2022
January Round 2	Thu 6 Jan 2022	Tue 11 Jan 2022	Thu 20 Jan 2022	Thu 27 Jan 2022
February Round 1	Thu 20 Jan 2022	Thu 27 Jan 2022	Thu 27 Jan 2022	Thu 3 Feb 2022
February Round 2	Fri 4 Feb 2022*	Fri 4 Feb 2022	Fri 4 Feb 2022	Thu 10 Feb 2022
March Round 1	Fri 4 Feb 2022*	Thu 24 Feb 2022	Thu 24 Feb 2022	Thu 3 Mar 2022

\* This is the final closing date to apply for courses starting semester 1, 2022. Note that for February Round 2, the application, document upload and change of preference deadlines are all on the same day.

<sup>^</sup> There are short periods before each offer round when you are unable to change your preferences in your application.

### International

**Conditional offers:** You will receive a conditional offer approximately 48 hours after you have successfully submitted your application. You may use this as part of your pre-visa assessment if required. It does not make you eligible to enrol in a course of study. To enrol, you need an unconditional offer.

**Unconditional offers:** This table shows the UAC dates by which you need to apply and pay, and change your course preferences, to be considered for an unconditional offer in each offer round.

Apply and pay by midnight on	Change courses by midnight <sup>^</sup> on	Unconditional offers released at 7.30am on
Sun 12 Dec 2021	Mon 13 Dec 2021	Mon 20 Dec 2021
Sun 2 Jan 2022	Mon 3 Jan 2022	Mon 10 Jan 2022
Sat 15 Jan 2022	Sun 16 Jan 2022	Fri 21 Jan 2022
Sun 23 Jan 2022	Mon 24 Jan 2022	Mon 31 Jan 2022
Fri 4 Feb 2022*	Sun 6 Feb 2022	Fri 11 Feb 2022
Fri 4 Feb 2022*	Sun 27 Feb 2022	Fri 4 Mar 2022

\* This is the final closing date to apply for courses starting semester 1, 2022.

<sup>^</sup> Do not change your courses between this date and the date offers are released; if you do, you may miss out on an offer to your preferred course.



# 2021 GREATER WESTERN SYDNEY

## *Careers Market*



**OVER 100  
EXHIBITORS**

**19 & 20 MAY  
PENRITH  
VALLEY  
REGIONAL  
SPORTS CENTRE**

**9 AM - 2 PM  
BOTH DAYS  
30 HERBERT ST  
CAMBRIDGE  
PARK**

Offering your students the chance to speak with the professionals and explore career and further education options available to them through Universities, Registered Training Organisations, Apprenticeship Centre's, Group Training Organisations, Private Colleges, Professional Associations and Employers.

[gwscareersmarket.com.au](http://gwscareersmarket.com.au)



Schools  
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Game

# PLAY THE GAME!

You get \$50,000 virtual cash!

**YOUR CHALLENGE...** to create  
a winning share portfolio.

Compete with your classmates and  
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# UNIFORM

## UNIFORM AT PLUMPTON HIGH SCHOOL

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

### Year 7 to Year 9 Uniform

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

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

### Year 10 to Year 12 Uniform

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

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

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

Uniform detentions may occur for students out of uniform.

### REMINDER:

Students are expected to:

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

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

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

Please remember any issues getting uniform or for uniform assistance **contact:**  
HT Wellbeing Mrs Claire Leihn on 96257020 or [claire.leihn@det.nsw.edu.au](mailto:claire.leihn@det.nsw.edu.au)



# BEING THE BEST WE CAN BE



## Our School Expectations:

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

## We want our students to be:

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

# SAFETY

## Can I answer YES to these questions?:

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



## ALL ACTIONS HAVE CONSEQUENCES

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

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

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

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

## ACHIEVING HIGH BEHAVIOUR STANDARDS TOGETHER

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

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

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



# BEHAVIOUR EXPECTATIONS

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

# ATTENDANCE

## Attendance Updates Via E-mail & SMS



School success starts  
with attendance

Dear Parents / Carers,

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

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

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

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

## SMS Notifications

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



# MANAGING MY PASS OUT CARD RESPONSIBILITIES

## INFORMATION FOR YEARS 11 & 12'S:

As a Year 11 or 12 student at Plumpton High School you have been provided with a 'Pass-Out Card' that will allow you to enter and leave the school at different times to that of junior students (Years 7-10). Plumpton High School sees the Year 11 and 12 students as young adults and as such the school seeks to provide a level of responsibility equivalent. Outlined below are the expectations and guidelines associated with your Pass-out Card.

1. You will only be permitted to leave the school if YOU have YOUR Pass-Out Card
2. If you do not have a class Period 1 you may arrive at 10am
3. If you have no class P4 you need to leave during lunch 2 (gates are locked at the end of lunch 2, if you are still here you need to be in the library)
4. All students to be present Period 2 and Period 3 = Senior Study or Library
5. Food purchased at the shops is to be consumed at the shops (please do not buy for juniors).
6. If you attend TAFE you are to depart at 1:00pm unless alternate permission is granted.

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**Note:** The front gates are closed during the course of the normal school day. Please ensure you enter/exit at set times to reduce inconvenience to office staff.

Should you make decisions and take actions that contravene the expectations and guidelines associated with the Pass-Out Card the privilege may be removed.





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