



PLUMPTON HIGH SCHOOL - LINK UP

TERM 2 | ISSUE 44 | JULY 2022

KEY DATES

JULY:

- 19th** First Day of School
- 26th** Sydney West Athletics
- 29th** Year 12 Photo

AUGUST:

- 16th** Parent Teacher Night
- 29th** House Spirit Week

SEPTEMBER:

- 5th** Year 11 Exams Start
- 16th** Last day of Year 11 Exams
- 22nd** Year 12 Graduation at Blacktown Workers

PRINCIPAL'S MESSAGE

Dear Plumpton High School students, parents and carers,

Term 2 at Plumpton High School has seen an incredible commitment from the school staff and students to continue our return to pre-COVID times. We are continuing to develop our understanding that there are many undiscovered solutions that still lie ahead to ensure all our community can thrive, believing they can become the best they can be, but this will require increases in their courage, grit, resilience, and determination.

Our Duke of Edinburgh Award Scheme that is delivered through our PDHPE, Student Leadership and Wellbeing Frameworks is one such initiative that is building courage, grit, resilience, and determination in our students and it has been extremely exciting to see that nearly 200 Year 9 students have completed their Adventurous Journey this term. This program has worldwide recognition and as written about previously increases our students' employability skills and is sought after by employers. As such, please encourage your children to participate in the scheme.

Another component is students attending school every day as evidence and research states clearly that learning, and wellbeing can be maximised by being at school and if students are not engaged in learning by attending school their life chances are significantly compromised. This includes but is not limited to employment opportunities being reduced, increased mental health illnesses, other reduced long-term prospects of education engagement. We seek your support as parents in partnership with the school to ensure your children attend school every day. Please work with us should you have concerns by contacting the school so as we can develop a plan and implement strategies to support your child returning to full time attendance. It should also be noted that is a legal requirement for children to attend school and the Department of Education has an obligation to enforce the law.



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PRINCIPAL'S MESSAGE

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As you read on you can see the multitude of initiatives that we have our students engaged in to maximise learning and post school opportunities that open doors and access to networks our students would have otherwise not ever know about. We must thank and recognise our business partners and staff who bring these rich opportunities to our students that most schools do not have access to. Please encourage your children to become involved in these to support their successful future.

Changing Plumpton High School Mobile Phone and Electronic Device Policy

In 2021 the school revised the Plumpton High School Mobile Phone and Electronic Device Policy in consultation with the school community in the hope that students would be able to manage their mobile phones in a mature way. However, students have made choices not to follow the Policy which has caused significant disruption of teaching and learning, increased conflict amongst peers, increases in wellbeing concerns and significantly increased workload for staff managing student non-compliance with the Policy as a result of inappropriate usage of mobile phones during the school day.

As such, we will be making our school a phone-free space to improve teaching and learning using a system called Yondr. Yondr has been implemented in over 1,000 schools across 21 countries to facilitate an engaged learning environment.

We believe that phones have great utility. We have also found that learning and social behaviour improve drastically when students are fully engaged with their teachers and classmates.

The Yondr Program utilizes a simple, secure pouch that stores a phone. Every student will secure their phone in a personally assigned Yondr pouch when they arrive at school. Students will maintain possession of their phones and will not use them until their pouches are opened at the end of the school day. Students are required to bring their Yondr pouch to and from school each day and are responsible for their pouch at all times.

Yondr recently surveyed over 900 school partners to measure the effects of creating phone-free educational environments. These schools achieved notable progress in multiple areas:

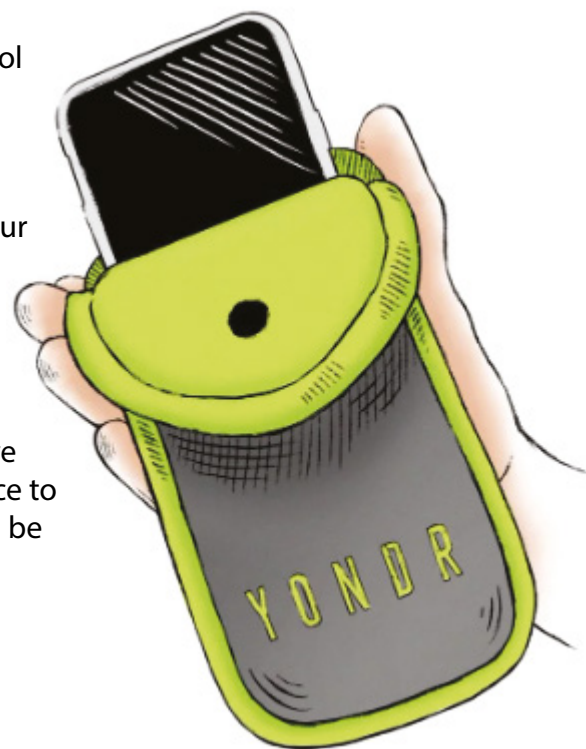
- **65% of schools saw an improvement in academic performance**
- **74% of schools saw an improvement in student behaviour**
- **83% of schools saw an improvement in student engagement in the classroom**

If you have any questions, please do not hesitate to contact the school directly at 02 9625 7020, or attend one of our upcoming meetings about the adoption of Yondr, with the date and time to be advised in early Term 3.

If there is an emergency and you would like to get in contact with your child, please reach out to The Front Office at 02 9625 7020 as is contained within the existing Policy.

In an effort to best serve your child, we appreciate your full support in adoption of the Yondr Program at our school.

The new Policy document will be available in early Term 3 as we move towards the implementation of making our school a phone-free space to improve teaching and learning by Week 5 in Term 3. More details will be forwarded through the Sentral Portal to both students and parents.



Tim Lloyd
Principal

PRINCIPAL'S MESSAGE

JONATHAN FABAR AUSTRALIAN SOFTBALL SQUAD

Congratulations to Jonathan Fabar who has been selected in an Australian Softball Squad following a successful National Championship representing NSW at the National tournament played in Canberra with NSW qualifying for the grand final against Queensland and placing 2nd in Australia.

Jonathan plays softball for Lansvale Saints and was selected to represent Southern Districts in the u14s Boys Rep team. This is such a great opportunity to not only represent his state but also Australia.

Once again congratulations Jonathan!



PLUMPTON HSC STUDENTS - WESTERN SYDNEY AIRPORT EMPLOYMENT OPPORTUNITY EXCURSION



As you are aware Plumpton High School is partnering with Western Sydney International (ASI) Airport to secure meaningful training, mentorships, and long-term employment for our students and those throughout Western Sydney.

On 10 May we took our HSC students who are seeking an ATAR for entry into tertiary education to Western Sydney Airport. The excursion was targeted at informing our students about the endless opportunities that are available to them at the airport precinct and aerotropolis following their completion of school, during or post university studies.

Students were able to tour the airport being able to view all of the present construction of the terminal, runway and other components, hearing about the scale of the project and technical aspects of its construction and end state when it commences operation in late 2026 future by the Community Engagement Team.

Mr. Peter Jensen - Aboriginal Engagement Manager, Community Engagement and Partnerships for Western Sydney Airport spoke to the students about the work being undertaken to incorporate Aboriginal culture and history into the aerotropolis and the employment opportunities available for Aboriginal people.

A number of current employees at the airport who live in Western Sydney spoke with the students about their journeys and how they have benefited from working there. The head of People and Culture (Human Resources) for the International Airport outlined the Higher Education Strategy including Traineeship, Internship and University Programs. Lyn also detailed jobs and roles/careers available including Airport Operations, Aviation Business Development, Commercial and Retail, Logistics and Cargo as well as Corporate Management and Professional Services. At least 50% of all jobs when WSI is operating will go to Western Sydney Locals.

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PRINCIPAL'S MESSAGE

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On behalf of Plumpton High School, I would like to sincerely thank Western Sydney Airport, #ABCN, Eva Atkins, Rob Parker, Ahmed Yar Khan and Jelena Pisaturo from the Western Sydney Airport Community Engagement Team. Thank you to Lyn Osborne - head of People and Culture, Peter Jensen - Aboriginal Engagement Manager, Community Engagement and Partnerships, current employees at WSA Alissa Anastasio, Renee Wootton, Candice Clark, Sophie Scalla and Anne Boulos for sharing their stories, journey, knowledge of WSA and for supporting and enabling our students, and the community to pursue their dreams and goals to secure once in a generation roles and careers.

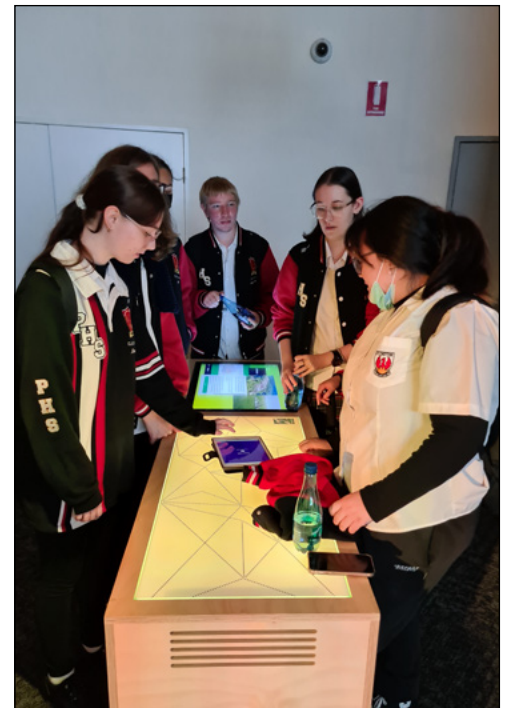
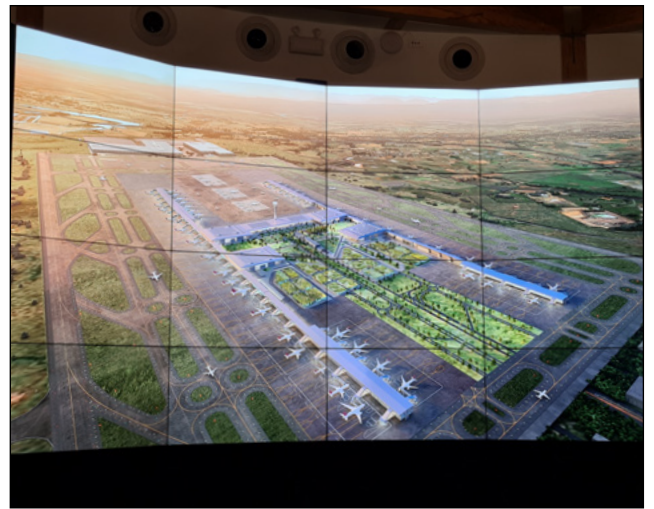
Thank you to Ms Avon (student Advocate) and Ms Karan (Futures Centre Coordinator) for organising this invaluable experience in collaboration with WSA.



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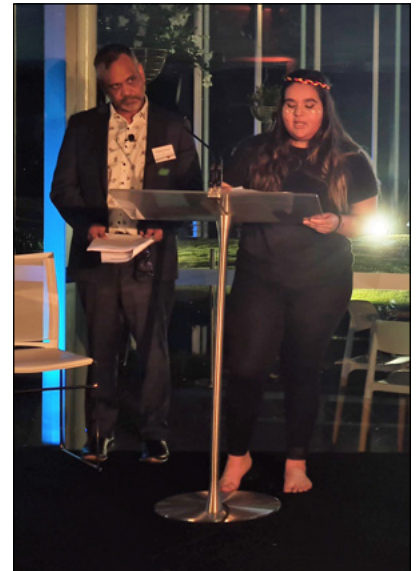
PRINCIPAL'S MESSAGE

AURORA EDUCATION FOUNDATION STUDY TOUR RECEPTION - ROYAL BOTANIC GARDENS

Plumpton High School Aboriginal students Kathleen Kennedy, Ebby Morgan, Isabella Cobban, Janaali Skinner and Summah-Rose Dickson were invited to perform at the prestigious Aurora Education Foundation Study Tour Reception held at the Calyx in the grounds of the Royal Botanic Gardens. This was to celebrate 11 years since Aurora's first international Study Tour, which has now seen more than 200 Aboriginal and Torres Strait Islander students build networks of support at some of the world's best universities, including Harvard and Stanford in the US, and Cambridge and Oxford in the UK.

Plumpton has 21 Aurora Education Foundation Scholars presently being provided a pathway for progress in their education and Indigenous leadership, and it is inspiring to see our students with this same opportunity.

Thank you to the Aurora Education Foundation, Karlene and Tamika Rex for organising and providing this invaluable experience for our Aboriginal students in collaboration the Aurora Education Foundation.



PRINCIPAL'S MESSAGE

ABCN LEADERSHIP SUMMIT 2022 – MACQUARIE BANK SYDNEY

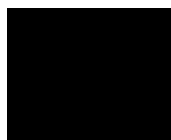
Sabeeka and EJ of Year 11 our two newest ABCN Scholars are attending the 2022 ABCN Leadership Summit over 2 days at Macquarie Bank Sydney. EJ and Sabeeka will be working closely with their mentors to build their capacity and opportunities into the future. They also attended the ABCN Leadership Dinner hosted by Macquarie Group.

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

Some of Plumpton High School's ABCN business partners that we work with on a regular basis include Lend Lease, TAL, JP Morgan, Microsoft, Amex, Accenture, Ernst and Young and The Commonwealth Bank. Plumpton students have now been awarded 8 ABCN Scholarships over the last 6 years, which is an outstanding achievement

Once again congratulations Sabeeka and EJ. Please see a short video of the Leadership Summit Dinner through the link:

<https://www.facebook.com/abcnoz/videos/what-a-night-it-was-at-our-2022-leadership-dinner-we-were-overjoyed-to-see-more-/554258302775912/>



PRINCIPAL'S MESSAGE

CORPORATE MENTORING PROGRAM - ROBERT TAWAF (FUND MANAGER, REAL ASSETS) AT AXA INVESTMENT MANAGERS

The Plumpton High School Corporate Mentoring Program is another extraordinary opportunity offered to our students. We are striving to demonstrate what the world beyond school looks like. Students in the Program are immersed in the world of work through mentorships and partnerships. Students learn and understand that they have the necessary skills and capabilities to succeed in that world of work, building self-concept and courage.

Four senior students, Taha Chughtai, Shaibah Hussain, Rabia Ahsan and Azka Chaudhry visited their Corporate Mentor, Robert Tawaf (Fund Manager, Real Assets) at AXA Investment Managers in the CBD. With breathtaking views of our spectacular city, our students were so warmly welcomed by everyone from the Receptionist to the CEO. The first stop was the Boardroom where students were introduced to the Executive Team and were able to observe and immerse themselves in the weekly high-level meeting. Rob then presented an informative session on the business, its clients, its products and its services. Over a delicious lunch, the students were able to chat with staff from various teams and learn about their roles, their careers and more about the company.

It was a truly memorable experience and gave the students much to think about for their futures. The students are mentored over a 2 year period by Rob and meet approximately twice a term.

Thank you Rob and AXA Investment Managers. You certainly made a difference to the lives this group of students.



PRINCIPAL'S MESSAGE

PLUMPTON PRELIMINARY AND HSC STUDENTS - WESTERN SYDNEY AIRPORT EMPLOYMENT OPPORTUNITY

Some Year 11 and 12 students who are seeking employment, apprenticeships, traineeships and cadetships were fortunate enough to experience the Western Sydney International Airport (WSA) on 19 May. The students toured the precinct and engaged in presentations from WSA and Multiplex staff outlining the opportunities available for people living in Western Sydney and the processes to access them.

Supported by Peter Jensen, Aboriginal Engagement Manager, Community Engagement and Partnerships for Western Sydney Airport, students were also able to acknowledge and pay respect to First Nations peoples as the Traditional Custodians of the lands on which the airport is being developed.

The vision for the Airport is for reconciliation and to deliver on the unique opportunity to connect both Australians and visitors with First Nations cultures - helping them to understand its role in shaping both ancient and modern Australia, and to celebrate its richness, wonder and value.

On behalf of Plumpton High School, I would like to sincerely thank Western Sydney Airport, #ABCN, Eva Atkins, from the Western Sydney Airport Community Engagement Team for this opportunity.

Thank you to Ms Avon (student Advocate) and Ms Karan (Futures Centre Coordinator) for organising this invaluable experience in collaboration with WSA.



PRINCIPAL'S MESSAGE

ABCN - INTERVIEW 2 IMPRESS CORPORATE MENTORING WITH FTI CONSULTING

A group of our Year 10 and 11 students attended a mentoring workshop in the city of Sydney on Tuesday 7 June. They participated the 'Interview 2 Impress' half-day program designed to equip students with the practical skills needed to engage in employment options beyond school.

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

Thank you, ABCN and FTI for providing this incredible opportunity for our students. You certainly made a difference to the lives this group of students. Thank you also to Ms Avon, our HPGE Student Advocate for organising this opportunity



PRINCIPAL'S MESSAGE

TEAM CHARITY ELECTION BBQ – SUPPORTING SANE CHARITY

Congratulations and thank you to Team Charity from the Student Executive Council (SEC) for running such a successful Election Day BBQ with much more than just a 'democracy sausage'. The team raised money for SANE Australia <https://www.sane.org/> is a national mental health charity working to support four million Australians affected by complex mental illness including schizophrenia, bipolar, personality disorders, eating disorders, OCD, PTSD and severe depression and anxiety.

It is wonderful to see our students and staff volunteering their valuable time to raise money for such worthwhile charities that support our community so well. We also appreciated the CEO of SANE Australia Ms Rachel Green for coming out to Plumpton on the day to thank out team.

I would like to thank Ms Racela for the leading and organising of Team Charity from the SEC to run the Election BBQ on Saturday. I would also like to thank Ms Linaris, Mr Aguiar, Mr Streatfeild, Ms Ramos, Ms Karan and Mr Eder for also assisting on the day.



PRINCIPAL'S MESSAGE

ATHLETICS CARNIVAL - A GREAT SUCCESS

Plumpton High School held its annual athletics carnival, the first opportunity for students and staff to have a carnival in 18 months. Great to see such school spirit, enjoyment, sense of team and healthy competition.

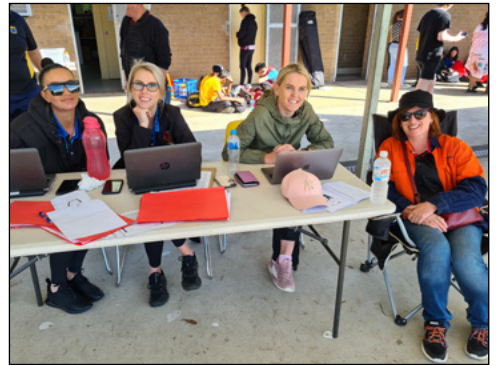
Thank you to the PDHPE Faculty for their fantastic organisation and all staff for their commitment to ensuring a wonderful day enjoyed by all.



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PRINCIPAL'S MESSAGE

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PRINCIPAL'S MESSAGE

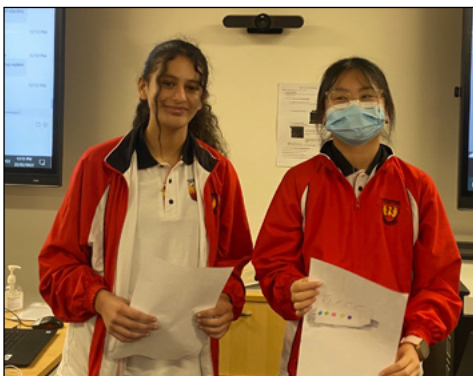
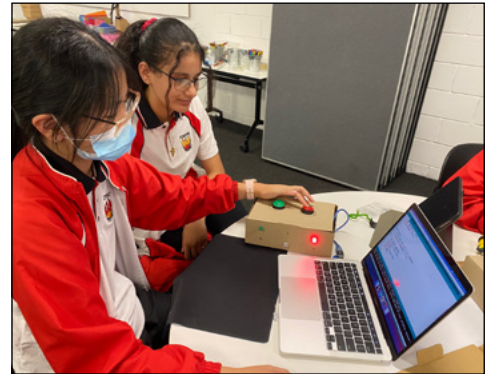
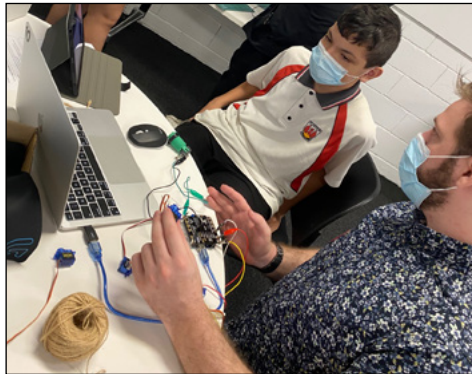
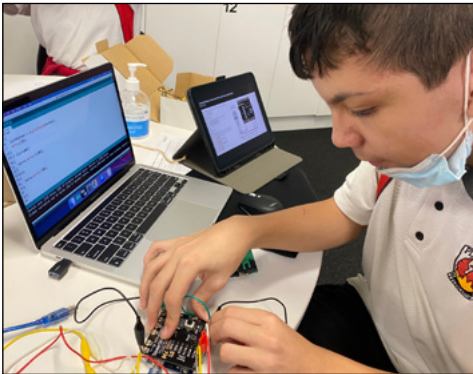
FULL STEAM AHEAD – ABCN AND COMMONWEALTH BANK BUSINESS PARTNERSHIP

Throughout Term 1, 20 of our Year 8 students visited the Museum of Applied Arts and Sciences to participate in ABCN's Full Steam Ahead program. During this program, students collaborated with industry professionals from the Commonwealth Bank of Australia to explore career pathway opportunities in the STEAM field.

There were 9 Schools from across NSW participating Face 2 Face and 5 Schools online in VIC and WA. A Total of 280 students engaged in the Full STEAM Ahead over a four-week period. We are very thankful to CBA for helping us make this happen. The Powerhouse Museum staff were amazing with their coding education. We were even more excited that we could run this Program Face 2 Face.

Students further developed their coding skills and design solutions to a real-world problem. Students attended the Museum of Applied Arts and Sciences to bring these designs to life in the Hackathon event. A hackathon is a design sprint-like event, in which often computer programmers and others involved in software development, including graphic designers, interface designers, product managers, project managers, domain experts, and others collaborate intensively on software projects.

Thank you to Mr. Andersen, Mr. Attard, the Commonwealth Bank, ABCN and the Museum of Applied Arts and Sciences for their incredible work in supporting our students success.



CommonwealthBank

ABCN

Business Partnering with Education

PRINCIPAL'S MESSAGE

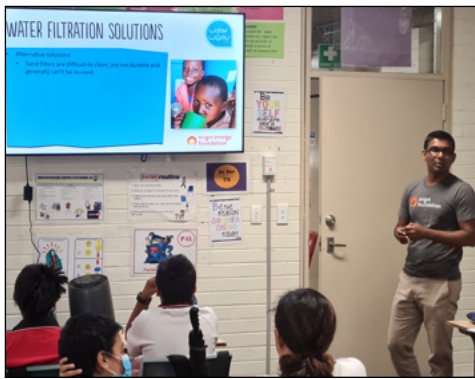
ORIGIN ENERGY WATER WORKS PROGRAM

Year 7 da Vince were able to participate in the Origin Energy Foundation Water Works program. The program built problem solving skills, collaboration whilst building students deep understanding of the essential resource of clean water.

What do students do? Assemble an emergency water filter, to be donated to a central African refugee camp, and design art for more permanent water filter.

What does it address? The importance of clean, safe drinking water and sanitation, the scientific concepts of water filtration and potential to reduce prevalence of avoidable water borne disease.

Thank you to the Origin Energy Foundation and their volunteers for facilitating this highly valuable learning experience.



WATER WORKS

What do students do?
Assemble an emergency water filter, to be donated to a central African refugee camp, and design art for more permanent water filter.

What does it address?
The importance of clean, safe drinking water and sanitation, the scientific concepts of water filtration and potential to reduce prevalence of avoidable water borne disease

Suggested age group:
Students in early high school - Years 7 and 8

Duration: Minimum 60 minutes

HELLO.

WELCOME TO THE WATER WORKS PROGRAM

SHORT TERM SOLUTIONS

- Immediate use in emergency situations
- Maximum capacity of 8L filtered at once.
- Portable and compact – weighs less than 1 kg
- Slightly less robust but can last up to 2 years (if stored properly and looked after).
- Focus is on safety and speed of distribution and limited tracking is available.

LONG TERM SOLUTIONS

- Hold a minimum of 30L of clean water for a household system (50L or above for school systems)
- Faster throughput of water – up to 10 litres per hour
- Easy to set up and use
- Each filter lasts up to 2 years
- Training sessions held to ensure that people understand how to fix common problems and who to go to if they need help.
- Supported by a local clean water committee
- Detailed tracking of each system and ongoing monitoring/evaluation.

PRINCIPAL'S MESSAGE

WESTERN SYDNEY UNIVERSITY WSU INFORMATION DAY

On Friday 13 May 24 Year 12 students were offered a special opportunity to learn more about Western Sydney University (WSU). Ana Setiu Tuala, Talalelei Tutaia and Tyra-Emerentyana Gae'e visited Plumpton High School and delivered an excellent presentation outlining:

- **The WSU HSC True Reward Western's Early Offer Program**
- **The University's 11 Campuses**
- **Life on Campus**
- **Application Pathways**
- **Scholarships available**
- **Application processes**
- **WSU Degrees offered; and**
- **The College (a Diploma to Degree Pathway)**

Students engaged in a vibrant Question/Answer session. They were able to come away with lots of information as they work through their decision-making processes for next steps and their exciting FUTURES after school.

Thank you to WSU and Ms Avon for facilitating the Information Day for our Year 12 students



WESTERN SYDNEY
UNIVERSITY

PRINCIPAL'S MESSAGE

YOUTH WEEK - SCHOOL SERVICE EXPO

Plumpton held its annual Youth Week School Service Expo on 5th May. Youth Week is a national event that encourages and supports the youth of our community. It is about engaging young people in the community, letting them express themselves and about raising awareness of issues that are affecting young people's lives.

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

Thank you to the following services for their presence on the day and supporting our students so well; #BlacktownAreaCommunityCentresInc. (BACC), #LadderStepUpSydney, #Batyr, #HearspaceMountDruitt, #AbilityOptions, #WesternAreaAdolescentHealthTeam (WAAT) – WSLHD, #IntegratedViolencePreventionResponse-Service WSLHD, #St VincentdePaulSocietyNSW, #JunayaFamilyDevelopmentServices, #MissionAustralia, #SydwestMulticulturalServices, #TAFENSW (Mount Druitt and Nirimba), #UniversityNewSouthWales, Faculty of Arts, Design and Architecture, #Anglicare and #AustralianHealthScienceInstitute

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



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PRINCIPAL'S MESSAGE

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STUDENT EXECUTIVE COUNCIL TERM 2 UPDATE

Term 2 brought about another abundance of events that your 2022 senior SEC team ran, starting off strong with the ANZAC ceremony organised by Team Inclusion, which happened on the 2nd of May.

The ceremony was held in lieu of our normally scheduled Monday whole school assembly. The hosts of this assembly were Team Inclusion's Isabella Angel and Mareayah Maroof, who excellently led our assembly through the ANZAC ceremony. During this assembly, we heard from Alexander Stafford, a modern history student, who gave a speech on Gallipoli and the significance the battle upon the Gallipoli shores was for the ANZAC soldiers who bravely fought that day. Following afterwards was a reading of "The Ode", read in English by Shaibah Hussain and then in Maori by Moroni Thocolich. The last post played afterwards, followed by a minute of silence and then the rouse was played.

Overall, the assembly was a major success! The preparation that went into the planning and execution of this event was wonderfully handled by the team.



However, alongside handling the preparation of this assembly, there are plans to create an ANZAC memorial mural on one of the walls in school. It is meant to be a memorial for local heroes who have given their life or are currently giving it towards fuelling the ANZAC spirit. Currently, the project is still under development, however when it comes to fruition, it will definitely bring opportunities for younger students to help with painting the mural, as well as further solidifying the importance of the ANZACS and recognising just how close this ANZAC spirit is.

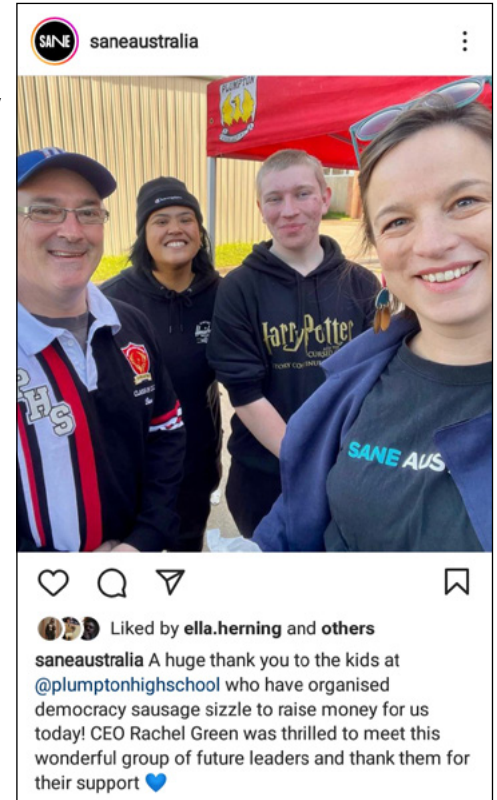
A few weeks after the ceremony, Plumptown High held a fundraising barbeque during the 2022 election (the 21st of May), which was run by Team Charity with help from other SEC members. The funds raised during the barbeque were raised for SANE Australia. SANE Australia is a, "national mental health charity working to support four million Australians affected by complex mental illnesses including schizophrenia, bipolar, personality disorders, eating disorders, OCD, PTSD and severe depression and anxiety." They provide free digital and telehealth support services to help those suffering from mental health recover, however they also provide peer support and counselling. As Team Charity member, Bryce, had said about choosing this organisation, he had spoken about how important the issue of mental health is, especially amongst teenagers. Being able to donate to a charity that provided support services to those suffering from mental illness was important to the team, and SANE Australia was the perfect pick.

During the day, we had a surprise visit from SANE's CEO, Rachel Green! She was ecstatic and grateful for the support that we were generating from our event, going as far as to post about the event on the official Instagram page!

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The barbeque itself was a huge success! Volunteers sold items such as bacon and egg sandwiches, beef sausage sizzles, chicken sausage sizzles, soft drinks and water. Those who were voting at Plumpton High School and the primary school came over to the stall to indulge in the food being sold! The event was able to raise \$610.90!



Then, on the 26th of May, Team Inclusion alongside the Aboriginal Office ran an assembly for Sorry Day. Every year, we celebrate this day to acknowledge the horrific and traumatic experiences that Aboriginal families had (and still do) to deal with during the mid-1800's to the 1970's. This historic event is known to us as the Stolen Generation, where many Aboriginal and Torres Strait Islander children were wrongfully taken away from their families because of the policy of Assimilation. This policy was created under the misguided assumption that the lives of Aboriginal and Torres Strait Islander people would be improved if they became part of white society.

It is important that we celebrate and acknowledge Sorry Day as it helps remind modern society about the mistreatment of Aboriginal and Torres Strait Islander people in a way which can hopefully prevent such events from happening ever again. Run by Aboriginal students, the assembly was utterly engaging and solemn. We also had Aboriginal Elder, Uncle Charlie Mundine, talk to the students about the significance of Sorry Day for him. After the assembly, classes participated in activities to further educate students about the importance of the day, one activity being to create a wreath of cut out paper hands with messages about Sorry Day.



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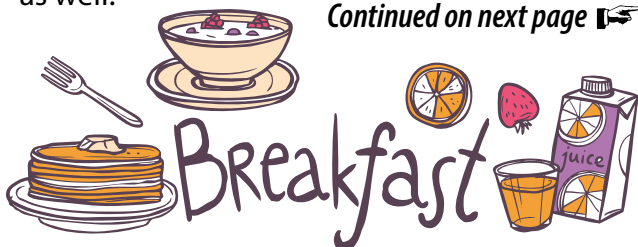
Following this was another Team Charity event, Cancer Council's Biggest Morning Tea which ran on the 2nd of June. The Biggest Morning Tea is a, "community event that raises vital funds to make a big difference for those impacted by cancer." Being run under the Cancer Council, an Australian cancer charity, all funds being raised on this day were donated to the council and will be used to support those impacted by cancer. The event was strictly only for teachers and staff members. Each faculty in the school were required to come on the day with their own baked goods, which would then be judged by Team Charity members. Alongside this pastry competition, Team Charity sold raffle tickets, where the winner would receive a \$50 gift card.

Assisting Team Charity were Team Media, the MAC (Media and Communications) Team and the Year 12 Hospitality class, who contributed by helping in preparing the morning tea, serving beverages such as coffee to the teachers and taking photos. It was an exciting event to be part of, and it was especially interesting to see the different kinds of food each faculty brought in.



At the end of the day, this was another incredibly successful event for Team Charity, who were able to beat their donation goal of \$300 by raising \$372 during the tea! Miss Page from the HSIE faculty won the gift card, and the CAPA (Creative and Performing Arts) faculty won the competition for the best desserts - and if presentation was something the team were judging, then they would've won this category as well!

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Every year, we are introduced to a new generation of senior students. This year was no different as the SEC volunteered during the Year 11 Subject Selection night (the 7th of June), where our current Year 10 cohort are able to inquire about the different courses offered in the senior years to decide which courses they would like to undertake for the HSC years.

This event was open to any and all SEC members. Primarily, those volunteering were in charge of chauffeuring parents onto and around the school grounds, as well as answering any burning questions parents or students may have about the courses. While all the faculties were showing off in the library, representatives from Western Sydney Uni, TAFE and UNSW were also in attendance, offering students an opportunity to inquire about the courses they offered and a chance to contemplate about what they wanted to do after school.

It was, once again, an excellent event that went by successfully. The crowd of parents and students who attended was quite large - something that was quite unusual, one of the teachers in charge of the event commented. As someone who had helped out during this event, the library had been very crowded for a large portion of the night. There were many eager year 10s in attendance, it was almost overwhelming! Running just outside of the library was also a barbeque run by the Senior Positive Psychology team, who were raising funds for the year 12 formal. It wasn't quite as successful as the barbeque that was run during the Athletics Carnival, however. Regardless, the event was lively, joyful, and most definitely helpful for the students!

National Oceans Day happened on the 8th of June, and Team Sustainability seized the opportunity to run many activities on this day! The purpose of National Oceans Day is to, "inform the public of the impact of human actions on the ocean, develop a worldwide movement of citizens for the ocean, and mobilise and unite the world's population on a project for the sustainable management of the world's oceans." The activities that were run on this day was a bake sale where they sold items such as cupcakes, brownies and sea-animal shaped cookies, a lolly guessing competition and a photo booth run by the MAC team. Funds raised on this day will be donated to the Great Barrier Reef Foundation's Plant a Coral initiative, where the organisation will plant a coral in a priority reef area as a way to rebuild the unique ecosystem that many flora and fauna rely on.



The event was extremely successful, and while there were hiccups in setting up the event, the team were able to generate a large amount of money, engaged a lot of students and the team's bake sale sold out fast! When asked about their opinions on how the event went, the team were all smiles and that it was a great event! As of writing this article, the final amount of money raised from this event has yet to be officially finalised.

Finally, the junior SEC will be taking over the last two weeks of this term to run the Plumpton World Records! As our year 12 leaders are going on study leave for the Trial Examinations, the junior SEC being guided by Team Leadership will be stepping up alongside the year 11 leaders! The Plumpton World Records event will host a wide range of different activities that all students are able to participate in. As it has yet to commence, there is not much to talk about, though the junior leaders are eager and excited for this upcoming event! And we are too! We are cheering the junior leaders on and wishing them the best of luck in running their first big event of the year!

Term 2 has been jam packed with events, immensely so, and it has only been another successful term for the SEC team. Until next term, please continue supporting the school and these SEC events! We at Plumpton High School greatly appreciate your efforts, and are tremendously grateful. It is only with your engagement that these events run smoothly!

Written on behalf of the SEC team by:

Paula Garces



UNDER 14'S BOYS FUTSAL

On Wednesday the 25th of May, two under 14's boys' futsal teams travelled down to Campbelltown to play in a tournament. Leading up to the event, the boys undertook extensive training at least twice a week to prepare them for the tournament. They were committed and willing to learn new skills and the differences of futsal to the normal outdoor soccer they were used to.

On the day of the tournament, the boys were ready and pumped to start their first game. Both Plumpton teams had 4 other schools they had to verse in the group stage. Team-B got off to a great start, winning 4-0, whereas the Team-A got off to the complete opposite start, losing 4-0. Both teams fought hard in all their matches, coming up against some difficult opponents. Team-A finished their group stage on 6 points, whereas Team-B finished with 3 points. This unfortunately meant the end for the Team-B. Team-A, however, got through to the quarter finals. They ended up only losing by 1 goal- with the end result finishing 4-3. A few errors allowed the opposition back into the game, which also cost them the game with 2 quick goals getting put into the Plumpton goal.

All the boys seemed to enjoy themselves and still had high spirits despite not getting to the final- Onto the next tournament with that valuable experience!



YEAR 12 - PDHPE BIG DAY OUT

On Monday 23rd May, students from Year 12 who study Personal Development/Health/Physical Education attended the annual PDHPE Big Day Out workshop at the Wesley Conference Centre within the Sydney CBD.

Throughout the conference, the students were exposed to industry professionals and experts that discussed three key areas of the PDHPE syllabus:

- Factors Affecting Performance
- Health Priorities in Australia
- Sports Medicine



The three sessions were run over 1.5hr intervals and some of the experts included: John Quinn; the current high performance coach for the Australian Olympic track and field team, Tom Cross; the current consultant doctor to the Sydney Swans, Rohan Browning; Australian sprinter who recently ran a PB of 10.01 and qualified for the semi finals at the Tokyo Olympics. As well as, speakers from Dementia Australia, Cancer Council and The Heart Foundation.

The students' exposure to these leading professionals, allowed them opportunities to revise their knowledge and understanding of key concepts related to health and physical performance, as well as, gain real life examples of how PDHPE related content is applicable beyond the classroom. All of the students in attendance represented Plumpton High School with pride and they are all commended for their high level of engagement within the workshop.

- Ms Parry-Ridolfo (PDHPE Teacher)

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Cancer risk factors

	Behavioural					Environmental			Biomedical		
	Alcohol use	Diet	Illicit drug use	Physical activity	Tobacco use	Unsafe sex	Air pollution	Occupation	Sun exposure	Diabetes	Overweight & obesity
Breast											
Cervix											
Colorectal											
Liver											
Lung											
Melanoma											
Prostate											

Source: Australian Institute of Health and Welfare 2019. Cancer in Australia 2019. Cancer series no. 119. Cat. no. CAN 123. Canberra, AIHW



PANTHER TROPHY CUP - U14S GIRLS

On the 7th of June, Plumpton High School's Under 14's girls competed in the NRL's Panther Trophy held at The Kingsway, Werrington. Prior to the competition, the girls were lucky to have Managing Director and Strength and Conditioning Coach of CSP Seven Hills, Louis Musson, run various training sessions that involved contact, defence/attacking drills and running through game plays.

On the day, the girls were scheduled to play two games in Pool B against Chifley Dunheved and Blacktown Girls. Our first game was against Chifley Dunheved, in which we came away with a convincing 14-8 win. This was a credit to their high level coaching.

Our second game was against Blacktown Girls and before the start of the game, the team chat further emphasised the importance of encouraging one another on the field and trusting the inside player. The start of the game saw strong carries from forwards from Quiana Vaoliko-Savesi, Kimora Sene, Anna-Belle Tanielu and Sheilla Lui. This led to a dominant 12-8 win.

For the final game, Plumpton played the second placed team from Pool B, St Agnes. From the opening siren, Plumpton set-up the momentum to score the first try. As play continued, there were several impressive runs by Sophie Cox, Kimora Sene and Quiana Vaoliko-Savesi. While the St Agnes team came back to level the final score at 12-12, Plumpton emerged victorious due to a count back where the team to score first is given the victory.

As a result, Plumpton, along with Doonside Technology, will proceed to the next level of this competition and represent the Penrith area.

Overall, there were a few girls on the team that had never played rugby league before and a few girls from Netball, Soccer and Touch Footy backgrounds that volunteered to participate, showing their courage and eagerness to try new things. Well done girls on a wonderful performance.

Special mention to all the girls involved in the day - Fateemah Aiyaz, Sophie Cox, Rose Dunn, Epiphany Hingano, Rydah Mondon, Kobe Owen, Te-Mataara Pehi, Lexia Ruapuna, Anna-Belle Tanielu, Quiana Vaoliko-Savesi, Sheilla Lui, Elizabeth Sasinszki, Maddison Tregaskes, Amina Ezzeddine, Kimora Sene and trainer Anthony Tulua.

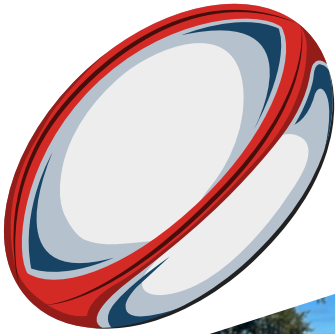
- Ms Riley (PDHPE teacher and coach)

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PDHPE

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MOUSE TRAP CAR - BY EWEN NEOH YR 8

This year in Year 8 engineering, we have been designing and constructing our own mousetrap cars. A mouse trap car is a model car that's powered by a mousetrap. The mousetrap stores potential energy in the form of a spring, the energy is then transformed into kinetic energy in the appearance of the arm rotating forward. The arm pulls on the wound-up string which rotates the axle that's connected to the wheels, making the car move forward.

We started the design process for the mousetrap cars by creating a design brief, which is a piece of document that informs the designer (the year 8 engineering students) a description of what the project entails including the constraints and the success criteria. This piece of document will later assist us in our design sketches.

We then researched ideas and inspirations for our cars, this step allowed us to explore the numerous possibilities for our project and granted us the power of utilising our creativity to design a unique car. We would then analyse the 'reference cars' with a PMI table to help further assist/inspire us into creating a unique design.

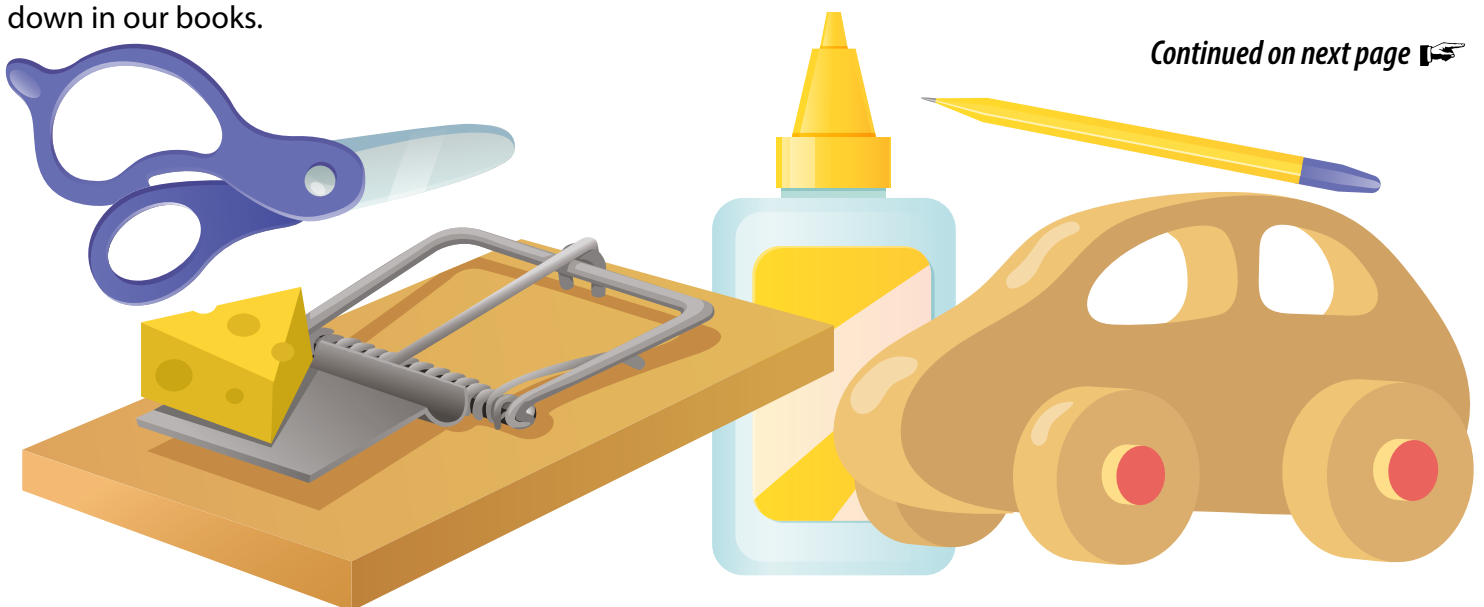
Then, by using the information from the design brief and the research ideas, we created two preliminary sketches. The two sketches allowed us to use different features in different combinations and allowed us to try different options to see whether they would be good together. These sketches were taken very seriously as they were crucial in the design process as it allowed more thoughts to be put into our final project which would consequently result in a higher quality design. The preliminary designs acted as tools of inspiration for us to create a final design, and we utilised our analysis on the two preliminary sketches to create a final design that suited us, and would be realistic to build in the time frame provided.

Then, came the construction process, which everybody was obviously excited for. The construction process required us to cut, glue, assemble, measure and drill all pieces needed to make a mousetrap car. Prior to this, all students completed necessary safety tests to ensure that we were aware of the danger involved and what was needed to avoid them. The safety tests were extremely important and the students who had not completed them were forbidden from doing any practical task until they were finished.

The frame of our cars and the axles for our wheels were made from plywood and timber with students bringing in various materials for wheels. Everyone's designs were different, therefore, we all worked independently and at our own pace, however we still all assisted one another when it was necessary.

In this process, students were expected to problem solve and persevere through challenges and problems they encountered through the construction of the cars. For example, some of the problems I personally encountered was that my car would not move due to the light-weight and lack of friction. In the end I was able to solve the problems and created quite a successful car. Afterwards, the students that had time, were able to modify their car and test out which version would fit their criteria better and all the findings would be noted down in our books.

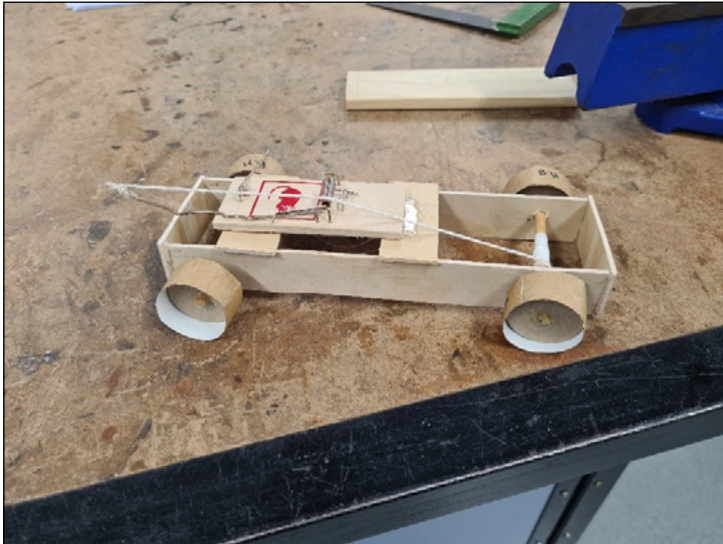
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We would then evaluate our cars and analyse our final project. We would think about what went well, what didn't, what things would we have done differently and other ways to improve. Whenever we did a practical lesson we would also make sure to write down our process in the journal to track our progress to make sure that we would be able to finish within the time frame.

The construction of the mousetrap car wasn't as difficult as I had anticipated it to be, and was a lot of fun. The practical lessons were extremely enjoyable and I looked forward to it every single week and would certainly recommend it to other students as well.



YEAR 11 HOSPITALITY

Year 11 Hospitality had a go at making their own bread rolls and focaccia bread. This was a 2 day process. They then used their bread products to make chicken Caesar sliders and vegetarian open focaccia melts



YEAR 12 HOSPITALITY

Year 12 Hospitality have been working hard to catch up on time lost during lockdown last year.

They made a range of non-alcoholic beverages to demonstrate their competence. They used a range of ingredients and equipment to make:



hot chocolate, smoothies, frappes, fresh squeezed juice, iced coffee, and milkshakes

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GIRLS IN TECH

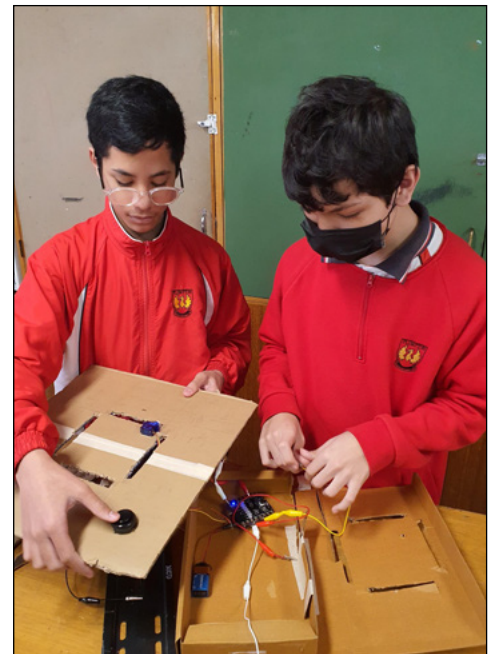
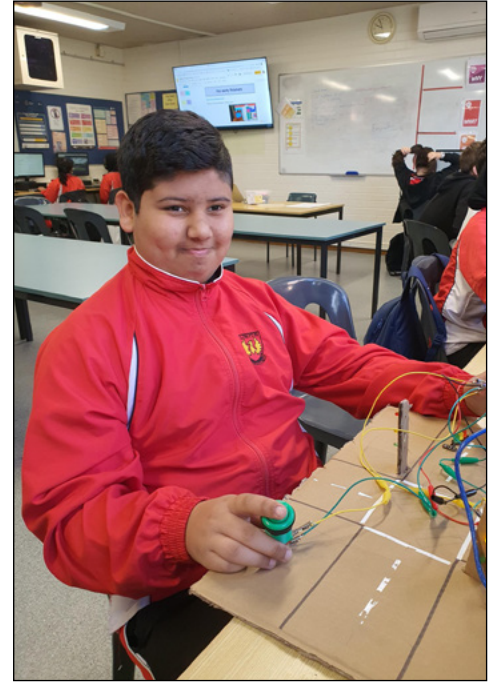
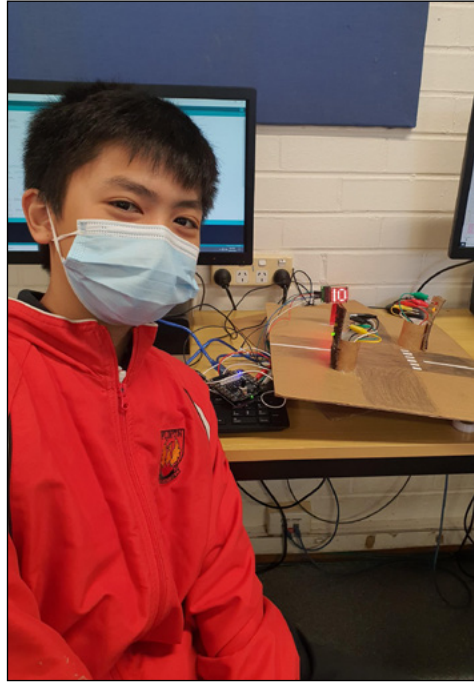
Over the past semester our students have been fortunate enough to participate in events aimed at the increase of women in S.T.E.A.M originated careers. Students participated in the Academy for Enterprising Girls Program is aimed at developing core skills around an entrepreneurial mindset, problem solving and critical thinking to help young women prepare for the future of work where entrepreneurship and adaptability is not an exceptional trait, but the ingrained habits of the next generation of Australian women.

Hosted by CBA and Telstra, Girls in Tech is an event focused on inspiring and engaging female high school students to consider careers in the innovation and technology fields. This provided hands-on immersive experiences, presentations and workshops designed to bring these careers to life. This educational experience will help girls broaden career perspectives and gain an understanding of technology roles of the future.



ROBOTICS AT PLUMPTON

Students have been exploring robotics while incorporating crucial 21st century technical skills like data science; software, mechanical and electrical engineering, for an authentic learning experience. Emphasis is placed on the importance of combining science and technology to reflect the mechanics of the human body. The road safety project enabled students to code an Arduino microcontroller to improve the safety of a school crossing.



ROBOTICS

AT PLUMPTON HIGH SCHOOL



YR 8 PBL PROJECTS

During Term 2 Year 8 students have been working hard on their Landscapes and Artforms projects. They have been investigating the different features of Australia's diverse landscapes and landforms, found in hidden valleys, coastal wonders and the Australian outback. As part of their projects they have been working on identifying the main aesthetic features and value that Australia's environment provides for tourists to promote the beauty of our nation. Students are also using their critical thinking skills to put together a tourism campaign to promote people to visit different sites in Australia to promote awareness of Australia's landscapes and landforms in a sustainable way.



YEAR 10 EQUALITY IN SOCIETY

During Term 2, Year 10 HSIE students have been exploring the significance of equality in society by investigating the meaning of human rights and freedoms, as well as how to recognise human wellbeing. Their investigation has enabled them to look back through history to discover the origins of the Universal Declaration of Human Rights and how to recognise examples of these in society by using Australia as a case study. This has led them to being critical thinkers who can discuss and critically analyse past events by explaining the link between how human rights and freedoms impact upon human wellbeing in society both in the past and today.



YR 11 ANCIENT HISTORY - TROY

During Term 2, Yr 11 Ancient History students have been investigating the ancient past through what may or may not have unfolded at the site of Troy. They have been researching the archaeological findings found at the site and drawing conclusions about whether or not Troy was real and if the Trojan War really happened. This has seen them investigate the strategic location of Troy, the main figures involved in Homer's Iliad, as well as collating historical views and interpretations related to the mystery.



YR 11 MODERN HISTORY HISTORICAL INVESTIGATIONS

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



SWSP (SCHOOL WORK SUPPORT PROGRAM)

The School Work Support Program offers a range of support for students from Years 7-10 who are looking for some extra time, resources and guidance to complete their coursework and assessment tasks for all subjects. It is held in the Library after school on Wednesday and Thursday afternoons between 2:45pm and 4pm. Students who wish to attend should see Mr De Paoli (HSIE) or Ms Harb (English) for a permission note to attend. The program also has a range of highly enthusiastic, passionate and skilled student mentors who offer their time, wisdom and support to students who participate in the program. Their expertise ranges across all 7-10 subject areas and they use their combined knowledge to assist all students who attend the program. They do this to uphold a strong culture of learning and foster important dialogue around learning among their peers. The SWSP mentors also spend their time promoting the positive benefits of what the program has to offer. They have all worked extremely hard this term to plan, collaborate and create the following posters to inform the school community about what the program has to offer. We congratulate their efforts in ensuring that all students in the program feel valued and supported in their learning as they continue to encourage more students to join the program.

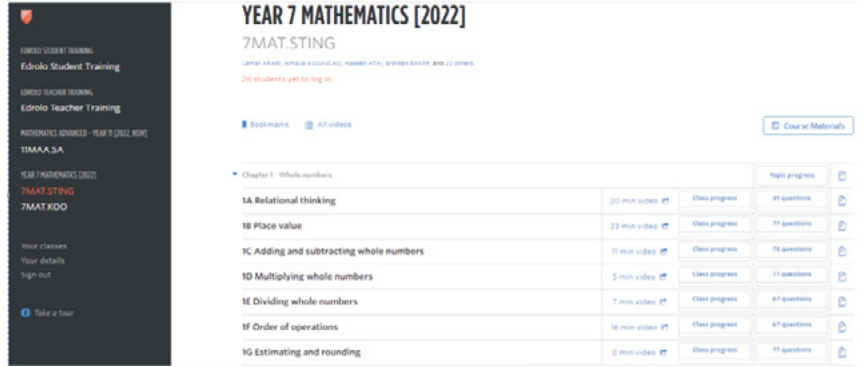


MATHEMATICS

MATHEMATICS TERM 1 - 2022

YEAR 7

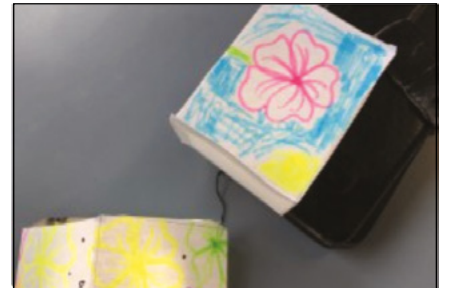
This Term Year 7 Mathematics classes received access to the Website Edrolo as extra support towards building their Mathematical skills. It has individual topics broken down into subtopics and each subtopic has a video for students to watch where a professional teaches the topic and this is followed by questions they can attempt. These videos and questions are not limited to the teacher assigning them, the students can access any video and questions they choose to. The classroom teacher can always monitor the progress in terms of videos watched and questions attempted. By the end of Term 2 all Year 7 will receive their logins and would be familiar with Edrolo and ready to use it as part of their classroom lesson or as extra support when they are learning at home.



YEAR 8

Early in the term we made some small light boxes to practice for the big ones we are making to show off at our PHS Goes Vivid light light show at the end of the term. We lit them up using phones.

Recently, we have been learning the formulas to calculate the volume of rectangular prisms. It's a lot more fun when we can get our hands on them, though. Here we are figuring out what capacity is, how it compares to volume, and how to measure a container's capacity using rulers, centicubes and formulae.



YEAR 8 - MONEY MATTERS

"How much do you make?" Everyone likes to ask, but can you understand the answer? Do you know since pay is calculated in different lengths of time, some people's pay might look twice as high because they are paid fortnightly rather than weekly.

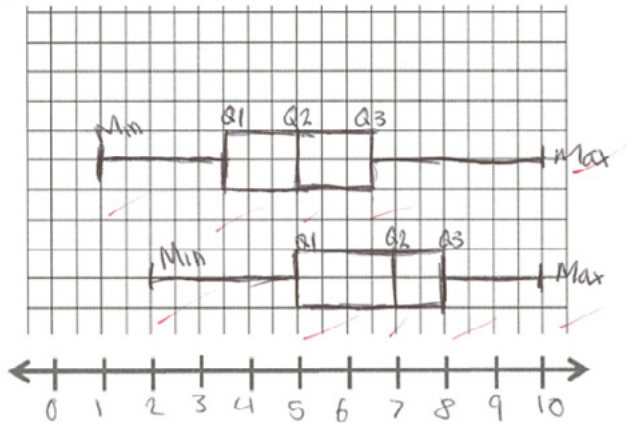
We are investigating this along with many other pressing issues.



YEAR 10 5.1

This term, year 10 5.1 have been focusing on Data Analysis and algebra. They have worked hard at interpreting data to build box plot to compare different data sets

Section 2: Draw a box and whisker plot for each data set, make sure they are on the same scale, making them parallel to one another.



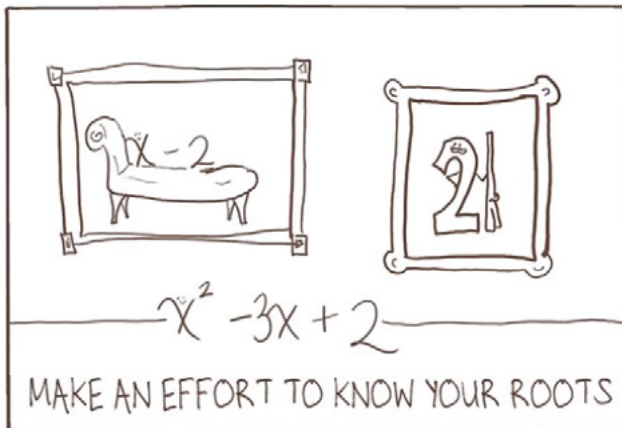
Data set 1:
 $\sqrt{2, 4, 5, 6, 6, 7, 7, 8, 8, 9, 10}$
 Min Q_1 Q_2 Q_3 Max
 Min = 2 ✓
 Max = 10 ✓
 $Q_1 = 5$ ✓
 $Q_2 = 7$ ✓
 $Q_3 = 8$ ✓

Data set 2:
 $\sqrt{1, 3, 3, 4, 4, 5, 5, 6, 6, 7, 9, 10}$
 Min Q_1 Q_2 Q_3 Max
 Min = 1 ✓
 $Q_1 = 3.5$ ✓
 $Q_2 = 5$ ✓
 $Q_3 = 6.5$ ✓
 Max = 10 ✓

YEAR 10 5.3

This term year 10 Da Vinci were working on Algebra, we were expanding binomials, factorising monic and non monic trinomials, factorising by completing the square. In the process simplifying algebraic fractions.

Then we started Solving Quadratics using different methods that include factorising by completing the square and the quadratic formula. We are also going to learn about Geometry.



YEAR 11 - MATHEMATICS EXTENSION 1

This Term, the major topic, Year 11 Mathematics Advanced class was taught was Trigonometry; from Right Angled triangles, to Graphing and to solving complex applications. The method of assessment was through Seen Questions where students were given a set of about 80 questions to work on their own and questions worth 40 marks were selected from it and given as students in class test. Students were overwhelmed by some parts of it but put in their best. They are commended for their efforts.



MATHEMATICS

YEAR 11 - NUMERACY

This term has been about looking more at numeracy connected to the NRL. Each week we make our predictions, then collect data off the results of the competition. We then apply skills in statistics, measurement and number to the scores and other aspects of the competition.



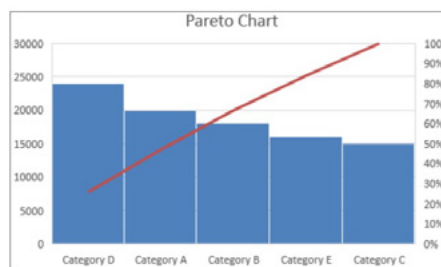
We have also started to look at a process to solve numeracy problems which is meant to improve our Mathematical Thinking and Numerical Reasoning skills. We start by Interpreting the information and then Choosing the appropriate strategies to solve the situation. Then we Apply our understanding and Reflect on the appropriateness of the solution. To finish off we are learning to improve our Communication of our result.

YEAR 11 - MATHEMATICS STANDARD

Students in the Standard Mathematics Class have been working on the topics Measurement, Data Analysis and Probability. They have been introduced to new content such as Trapezoidal rule and Pareto Charts. A Pareto chart is a type of chart that contains both bars and a line graph, where individual values are represented in descending order by bars, and the cumulative total is represented by the line.

In order to test if students are achieving outcomes, teachers have used small checkpoints over the term as formative assessment to check student progress. Many students have also been thinking about balancing their time to give enough time to completing homework and practice tasks. Students have also learnt how to calculate mean and Standard deviations using a calculator. All students have access to 'Edrolo' and "Atom" to build on their learning in class.

Assessment Task:
Seen Questions Task(Given in Week 7)
Week 9 (Thursday)-In class test



YEAR 12 - MATHEMATICS ADVANCED

Mathematics Advanced students have studied Data Analysis and Representation and Financial Mathematics for this term. They explored Compound Interest, loans, and annuities with various real life applications. Students then studied 'Series and Sequences' in terms of number patterns. Arithmetics and Geometric series and sequences were studied in depth and then formulas were applied to solve nth terms and sum of certain terms. Later they looked at application of compound interest and geometric series and formulas for recurrence relation were then evaluated.



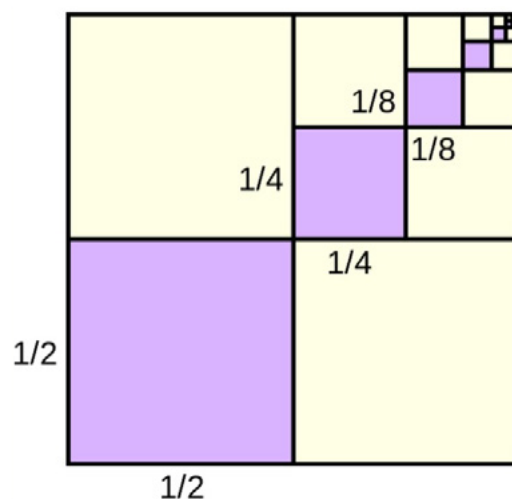
Why Does Compound Interest Matter?

Compound interest = interest earned on money that was previously earned as interest.

Compound interest causes interest and account balances to grow.

Good for savings and investments, but can work against you in paying interest on a loan.

Frequency, time, interest rate, deposits, and the starting amount all make compound interest powerful.

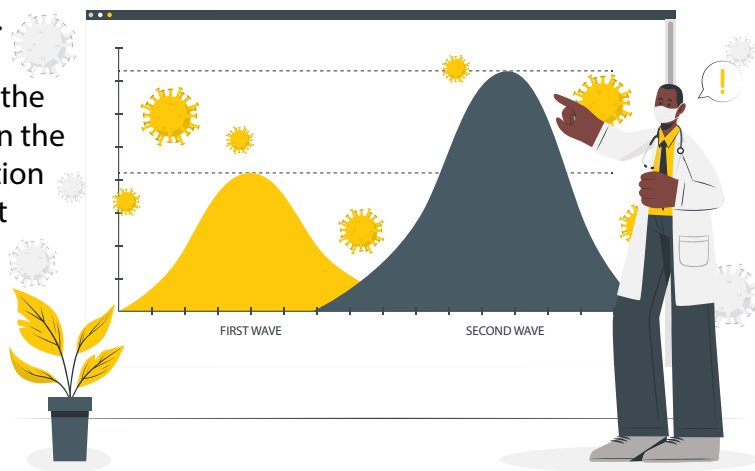


MATHEMATICS

YEAR 12 - MATHEMATICS STANDARD 1

This term in Standard 1 Mathematics we have been learning about Modeling real world situations with graphs. We have looked at problems that model themselves with straight lines and curves. We even modeled the outbreak of Covid-19 using exponential graphs.

We have recently begun looking at Depreciation in the context of borrowing money and the loss of value in the items we buy. This will lead us to our Trial examination at the end of the term and into our final assignment next term.



YEAR 12 - MATHEMATICS STANDARD 2

This term we learnt about Financial Mathematics, we learned about the compound interest. The declining balance depreciation, credit cards, Annuities and superannuations. Future value of an investment, present value of an annuity. We also learned how to use Excel to calculate annuities.

CHINESE LANGUAGE

YEAR 8 & 9/10 CHINESE

During Term 2, students have developed their listening skills through topics including seasons, colors, animals in the zoo, sports and hobbies. They engage in listening practices every lesson through applying the knowledge learnt to translate what they heard from the videos or what I said in class this term. They also complete worksheets and participate in interactive activities to reinforce new sentence structures and vocabulary. They are to complete a listening assessment task by the end of the term to show their understanding.

During Term 2, students have developed their listening skills through topics including fruits, countries, shopping and stationaries. They engage in listening practices every lesson through applying the knowledge learnt to translate what they heard from the videos or what I said in class this term. They also complete worksheets and participate in interactive activities to reinforce new sentence structures and vocabulary. They are to complete a listening assessment task by the end of the term to show their understanding.

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CHINESE LANGUAGE

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Shuǐ Guǒ 水果 Fruit

apple píng guǒ 苹果	banana xiāng jiāo 香蕉	grape pú táo 葡萄	cherry yīng táo 樱桃
lemon níng méng 柠檬	orange chéng zi 橙子	mandarin jú zi 橘子	watermelon xī guā 西瓜

Would you like some fruit?
nǐ xiǎng yào chī diǎn shuǐ guǒ ma?
你想吃点水果吗?
Yes, I'd like to.
是的, 我想吃水果。

What fruit would you like to eat/have? I would like to have an...
你想要吃什么水果?
What is ur favourite fruit? Why?
你最喜欢的水果是什么?
My fav fruit is... because... are very sweet.
我最喜欢的水果是... 因为它... 很甜。

Guó jiā 国家 Country

China zhōng guó 中国	Japan rì běn 日本	South Korea nán guó 韩国	Thailand tāi guó 泰国
Australia ào dà lì yà 澳大利亚	UK yīng guó 英国	Germany dé guó 德国	France fǎ guó 法国
America mǐ guó 美国	Canada jiā ná dà 加拿大	Brazil bā xī 巴西	Spain xī bānyá 西班牙
Indonesia yìn dù ní xī yà 印度尼西亚	Vietnam yuè nán 越南	Russia ē luó sī 俄罗斯	India yìn dù 印度
Malaysia mǎ lái xī yà 马来西亚	Singapore xīn jiā pō 新加坡		

From which country does she come from? she is...
她是哪国人?
Which country do you want to visit/travel? I want to travel to...
你想去哪个国家旅行? 我想去... 旅行。
Which countries have you visited?
你去过哪些国家?
I have been to... but I haven't been to...
我去过... 但我没去过...



9/10 Chinese
Cheat sheet
16/06/22

I want to travel to Spain and France. I would like to buy coffee and ice-cream.
P: wǒ xiǎng qù xī bānyá hé fǎ guó lǚ xíng. P: wǒ xiǎng yào mǎi kā fēi hé bīng qǐ lǐn.
C: 我想去西班牙和法国旅行。C: 我想要买咖啡和冰淇淋。

Grape: My favourite fruit is... You can go to a fruit shop and a pharmacy.
P: wǒ zuì xǐ huān de shuǐ guǒ shì... P: nǐ kě yǐ qù shuǐ guǒ diàn hé yào diàn.
C: 我最喜欢的水果是香蕉。C: 你可以去水果店和药店。

Pear: He likes Japan, but his mum likes Singapore. What would you like to buy?
P: tā xǐ huān rì běn, dàn shì tā mā ma xǐ huān xīn jiā pō. P: nǐ xiǎng yào mǎi shén me?
C: 他喜欢日本, 但是他妈妈喜欢新加坡。C: 你想要买什么?

Watermelon: How much are the grapes and pears per half kilo? What fruit that you dislike?
P: pú táo hé lí duō shǎo qián yì jīn? P: nǐ bù xǐ huān shén me shuǐ guǒ?
C: 葡萄和梨多少钱一斤? C: 你不喜欢什么水果?

Fruit: I want to buy many things, but I don't want to go out! What's your name?
P: wǒ xiǎng yào mǎi hěn duō dōng xī, dàn shì wǒ bù xiǎng chū qù. T: nǐ jiào shí me?
C: 我想要买很多东西, 但是我不想出去。R: wǒ de míng zì jiào... (name)

Apple: Where are you from? Which country do you want to visit?
P: nǐ lái zì nǎ lǐ? T: nǐ xiǎng qù nǎ ge guó jiā lǚ xíng? Russia

Banana: I come from Australia. I want to go to Japan and France. I love it.
P: wǒ lái zì à o dà lì yà. R: wǒ xiǎng qù rì běn hé fǎ guó lǚ xíng. ē luó sī

China: Australia: America: fruit shop: ice-cream store: shoe store:
香蕉 中国 à o dà lì yà měi guó shuǐ guǒ diàn bīng qǐ lǐn diàn xié diàn
cherry: zhōng guó 澳大利亚 美国 水果店 冰淇淋店 鞋店
ying táo Japan: UK: Canada: seafood shop: florist: electronics shop:
樱桃 日本 yīng guó jiā ná dà hǎi xiān diàn huā diàn diàn zǐ chǎn pǐn diàn
lemon: rì běn 英国 加拿大 海鲜店 花店 电子产品店
níng méng South Korea: Germany: Spain: bakery: Pharmacy: supermarket:
柠檬 韩国 dé guó xī bānyá miàn bāo diàn yào diàn chāo shì chǎng / chāo shì
orange: hán guó 德国 西班牙 面包店 药店 超级市场/超市
chéng zi Thailand: France: Indonesia: dessert shop: clothing store: online shopping:
橙子 tāi guó fǎ guó yìn dù ní xī yà tián pǐn diàn fú zhuāng diàn wǎng shàng gòu wù
strawberry: 泰国 法国 印度尼西亚 甜品店 服装店 网上购物
cǎo méi Bā xī India: Vietnam: cafe: toy shop:
草莓 bā xī yìn dù yuè nán kā fēi diàn wán jù diàn (Shopping Stores)

Shāng diàn 商店 Shop/Store

seafood hǎi xiān	bread miàn bāo	coffee kā fēi	ice-cream bīng qǐ lǐn	flowers huā
sweets tián pǐn	tea chá	books shū	toys wán jù	pets wǎng wù

Where to go?
xié / xié zi 鞋子
shoes 鞋
xié / xié zi 鞋子
Where to go?
xié / xié zi 鞋子
shoes 鞋
xié / xié zi 鞋子
Where to go?
xié / xié zi 鞋子
shoes 鞋
xié / xié zi 鞋子

Zì wǒ jiè shào 自我介绍 Self introduction

What is your name? 你叫什么名字?
ni jiào shí me?
你叫什么名字?
My name is Bernadette.
我的名字叫 Bernadette.
How old are you? 你几岁?
ni jǐ suì?
你几岁?
I am 14/fourteen years old.
我十四岁。
What is ur last name? 你姓什么?
nǐ xìng shén me?
你姓什么?
My last name is Mercado.
我姓 Mercado.
Where are you from? 你来自哪里?
nǐ lái zì nǎ lǐ?
你来自哪里?
I am from...
我来自...
Where do you live? 你住在哪里?
nǐ zhù zài nǎ lǐ?
你住在哪里?
I live in Sydney.
我住在悉尼。
How many people are there in your family? 你家有几口人?
nǐ jiā lǐ yǒu jǐ kǒu rén?
你家有几口人?
There are 14 people in my family.
我家有十四口人。
wǒ jiā yǒu shí sì kǒu rén.
我家有十四口人。
They are 14 people in my family.
我家有十四口人。
wǒ jiā yǒu shí sì kǒu rén.
我家有十四口人。
The big ones cash & guan per half kilo?
大约五块钱一斤。
yī duō shǎo qián yì jīn?
大约五块钱一斤。
yī duō shǎo qián yì jīn?
大约五块钱一斤。
The big ones cash & guan per half kilo?
大约五块钱一斤。
yī duō shǎo qián yì jīn?
大约五块钱一斤。
yī duō shǎo qián yì jīn?
大约五块钱一斤。

HOUSE UPDATE

2022 SCHOOL ATHLETICS CARNIVAL

On Wednesday 19th May 2022 we had our School athletics carnival located at Charlie Bali Reserve. It was a really great day where students wore their House colours based on what house they were in. Track events that were held were the 800m, 100m, 200m, 400m, relays and teachers relays. The very muddy field events were the discus, long jump and shot put, with high jump unfortunately being cancelled. We saw great participation from students in all Houses, as students braved mud pits, slippery grass and freezing winds to give it their all.

Some Year 12 students next to the canteen were selling sausage sandwiches for students and staff members to enjoy, raising money and providing hot food for rumbling bellies. The teacher house relay was a highlight, with HSIE and TAS running a great race to win it for Karinga.

Overall, Dangar brought home the bacon on the day, with Karinga bringing up a close second. Woodstock came third, and then Halkirk just inches away from overtaking them in fourth.

We can't wait for next year's Carnival, where hopefully the weather is good for once. Good luck to all students at the Zone and Sydney West carnivals.



**COMING
SOON!**

What does it mean to represent your house team in Plumpton High School? Better question, how do you see yourself when representing or cheering on for your favorite sport teams?

You're hyped, cheering and shouting loudly when your team is doing amazing and their success, and their rivalry fueling your adrenaline. You're possibly jumping up and down and being absolutely exhilarated when they win events in your jerseys, hats, face paint, signed sports equipment and keychains.

Well why don't we bring that to Plumpton High School and do the absolute same thing? You may not be the best at sports or participate in house events as much, but the House System wants you to still show and represent your house colors when on the sidelines or cheering for your house participants. We want you and groups of people in houses to stand out and truly show rivalry and encouragement as your house racers and friends are running down the 100m track, running the 5km cross country or swimming the 50m. You can give power to your own house members as they see their entire house and peers cheer them on and look forward to them reaching and getting that first place. What do you think would be a good way to represent your house?, how about a little change in style and look for the Plumpton Houses?. Look forward to the next couple weeks if your house captains and heads of house have a little something to show off.

HOUSE UPDATE

2022 LIP SYNC COMPETITION

Our Lip Sync Competition from last year has been revived by the heads of house and house captains! Because last year's event was so successful, we wanted to bring it back to give students another chance to be recognised for their talents! Before the event, students could sign up for the competition and choose a song to perform. Teachers were also invited to participate and serve as judges in the battle!

At the GWS, we held two rounds: a seniors competition and a juniors competition. The battles between rounds were extremely intense, as was the audience's excitement. Both rounds drew a large and engaged audience!



Our Woodstock Warrior Jeremiah kicked off the day with Billie Eilish in round 1 (seniors tournament)! It was an incredible performance, and we can't wait to see him again next year. We also had Emma from Halkirk come in second and Isaac from Karinga come in third, both of which did a wonderful job and absolutely smashed their performance.



Continued on next page...

HOUSE UPDATE

Continued from previous page...

Round 2 featured our Juniors battle, which attracted many more contestants than our Seniors. Our top three competitors, Maria (1st), Makayla (2nd), and Skye (3rd), amazed the audience with hit tracks. Their performances were breathtaking and amazing. We hope they return stronger than ever next year!

Overall our Annual Lip Sync Competition was a success, everyone had a great time and we hope to see everyone next year either as a competitor or a spectator. On behalf of heads of house and house captains, we thank all the students and teachers who came down to our event.



CLASS POSTER REDESIGN COMPETITION

A house competition to redesign class posters was announced recently. The heads of house as well as the house captains, wanted to use the talents that Plumpton High School has on offer to upgrade the school posters in every classroom throughout the school. We have been encouraging students to express their creativity and imaginative viewpoints in a classroom setting where all teachers and students can see them. These posters may be produced in a variety of styles, involving illustrations, paintings, and even digitals. We encourage our students to let their ideas run wild while exhibiting their diligence and skill in the form of artwork.

These re-designments of posters are based upon these 4 slogans listed below:

- ★ In475
- ★ P4L (Packed for Learning)
- ★ Hands Off
- ★ In Line on Time

Here are two brilliant examples produced by our talented students!



NEW
NEW
NEW
NEW



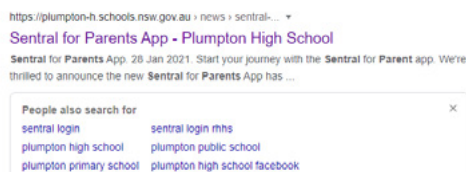
HOW CAN I SUPPORT MY CHILD AT PHS?



CHECK IN AT THE PORTAL

Each day check in on students **Attendance**– a real-time reflection of your child/ren's attendance at school. Helping you to support your child to stay above 85% attendance.

REGISTER FOR THE SENTRAL PORTAL
GOOGLE PLUMPTON HIGH SCHOOL SENTRAL PORTAL FOR MORE INFORMATION



OR

DOWNLOAD THE APP TO YOUR PHONE OR IPAD FROM THE App Store OR Google Play AND CONTACT THE SCHOOL FOR THE FAMILY ACCESS CODE



What some Parents have said after using the app:

"I love the app"

"Great way to communicate"

"Easy to use and quick"

The portal is accessible by staff, students, and parents to communicate with the school. Students can logon using their det- user.name and password

EVERY DAY COUNTS...

A day here or there doesn't seem like much, but...

When your child misses just...	that equals...	which is...	and therefore, from Kindy to Year 12, that is...	This means that the best your child can achieve is...
1 day each fortnight	20 days per year	4 weeks per year	Nearly 1 ½ years of school	Equal to finishing Year 11
1 day a week	40 days per year	8 weeks per year	Over 2 ½ years of school	Equal to finishing Year 10
2 days a week	80 days per year	16 weeks per year	Over 5 years of learning	Equal to finishing Year 7
3 days a week	120 days per year	24 weeks per year	Nearly 8 years of learning	Equal to finishing Year 4

Give your child every chance to succeed...

Every day counts!

WHAT ELSE CAN I DO ON THE PARENT PORTAL?

- Message your child's teachers
- Check your child's timetable
- Receive announcements and reminders about school events
- See assessment schedules and calendars
- View child's goals, journal, and other information about their learning
- Access parent-teacher night bookings
- More to come in the future- including online notes

note: the sentral portal replaces skoolbag



PHS UNIFORM

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

Year 7 to Year 9 uniform

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

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

Year 10 to Year 12 uniform

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

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

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

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

Uniform detentions may occur for students out of uniform.

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

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

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

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

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



Plumpton High School Procedures Reminders

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

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

or

- Call the office at the earliest convenience and advise them of the time and they will pass on the early leavers to the student
- Ask the student to go to the office at the time they need to leave by showing the teacher the early leavers note.
- If they are returning the office will put in a timed absence and when the student returns they need to inform the office they are back and then return to class.

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

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

or

- Ring the office and explain the items of clothing which are missing and the office ladies will pass on a green uniform slip.
- Ensure that the child is wearing school appropriate clothing
- Ensure the correct uniform is out back on asap, if you need help to access the uniform please contact the office for a student assistance form.

What do I do if my child is absent?

- Call the office and inform them that my child is absent and this will be entered as an explained absence.
- When my child returns to school ask them to bring in a signed note which explains the absence to the front office.
- Use the Sentral App to explain the absence.

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

- Ask their teacher for a note to go to the sickbay
- Sickbay will assess the student and will do the following:
 1. Contact parents/guardians to organise students to go home
 2. In emergencies, arrange for an ambulance to take the student to school

Making a payment to the school

- Payments need to be made before school or at lunch (payments close at the end of lunch 2)
- Payments can also be made online(via the make a payment section on the website homepage) or over the phone
- EFTPOS or cash are both excepted

Any questions please contact the office 96257020 or email: plumpton-h.school@det.nsw.edu.au

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

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

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

SMS Notifications

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



UNIFORM

UNIFORM AT PLUMPTON HIGH SCHOOL

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

Year 7 to Year 9 Uniform

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

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

Year 10 to Year 12 Uniform

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

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

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

Uniform detentions may occur for students out of uniform.

REMINDER:

Students are expected to:

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

Reminder we are working hard to ensure all students are in correct uniform 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



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

YES

Can I answer YES to these questions?:

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



ALL ACTIONS HAVE CONSEQUENCES

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

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

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

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

ACHIEVING HIGH BEHAVIOUR STANDARDS TOGETHER

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

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

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



BEHAVIOUR EXPECTATIONS

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



FOLLOW US



Skoolbag 