



PLUMPTON HIGH SCHOOL

TERM 3 | ISSUE 53 | SEPTEMBER 2024

PRINCIPAL'S MESSAGE

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

What an incredible term of accomplishment and achievement to be proud of at Plumpton High School culminating in the Graduation of our Year 12 2024 HSC Cohort on the final Tuesday evening of Term 3 celebrating 13 years of school. This preparing them well for a prosperous and bright future contributing as global citizens and leaders of our future. I have highlighted some of the significant work undertaken by our students, staff and business partners in this introduction and more detail can be found inside this term's edition of Link-up.

We have worked exceptionally hard for our students and each other and accomplished and conquered much that we need to celebrate and be proud of. Our continued push in Curriculum Reform, Resilience In Our Teens (RIOT) and Wellbeing framework, preparation for the HSC, sport, creative and performing arts, improving academic rigor, securing futures through our Career Path Planning framework, corporate mentoring and partnerships, Student leadership as we strive for excellence across all facets of provision of a comprehensive education for our students is exceptional. This demonstrating the richness of educational tapestry at Plumpton High Schools that provides a world class education for all students irrespective of their desired pursuits or areas of strength.

This was duly recognised early in the term with the completion of the External Validation process where we demonstrated to the external assessors our school is excelling in 13 of the 14 Elements in the School Excellence Framework. A huge thank you to Jess Page and Sally Freshwater for leading this process and all involved for their valued contribution and congratulations to all staff in our school that has enabled this continued sustainable growth.

Congratulations to the 2025 School Captains – Lochlan Falzon and Chantelle Tabone, Vice-Captains – Rochelle Nica Cortez, Caiden Bond and Faryal Tayyab and Prefects were inducted into their roles at the annual Leadership Ceremony. These students have all made a decision to be courageous and step outside of their comfort zone to serve our community. Many of our new senior Student Executive Council (SEC) leadership team have been members of the SEC since year 7.

Anis Ali, School Captain of Year 12 who has been selected to sit on the Duke of Edinburgh National Youth Advisory Panel. This is a non-standing committee established by the National Board to provide advice on issues important to young people and relevant to the Duke of



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Edinburgh International Award framework. Therese Tagra, School Vice-Captain established our partnership with Blacktown Ponds Lions Club enabling our Student Executive Council (SEC) to be more involved in community leadership and service.

Jonathan Fabar in Year 11 for his selection in the All Australian Schools Softball Team. Jonathan recently represented NSW at the National Championships where NSW defeated Qld in the final with Jonathan hitting the winning home run.

Congratulations to the newly nominated and elected Plumpton High School House Captains for 2025 – Zeeshan Ali, Tyrese Arriaga, Lilith Dartnell, Evelyn Fant, Shivani Joshi, Denis Jose, Annacemone Nashid, Ewen Neoh, Megan Nicholas, Armin Riahi, Daniel Sramek and Tiannah Tunks. These students were inducted into their positions at the Whole School Leadership Ceremony putting themselves forward to serve their fellow peers building school spirit, sense of belonging and engagement.

Jenny Ton and Nyah Napoles in Year 8 who have were crowned Australian Champions in The Day of AI competition and have won \$1,200 for their class for their entry in the Day of AI Student Challenge with their submission, Water PH Monitor.

Nine Year 12 and 17 Year 11 students who travelled to Schofields Dairy Farm in the Southern Highlands recently to complete the Gold Duke of Edinburgh International Award Framework 5-Day Residential. The Residential marks the end of the Gold Level requirements for our 2024 Year 12 students. Sixteen Year 11 students, accompanied by teachers Ms McKenzie and Mr Simonovski, completed an incredible Adventurous Journey in the Northern Territory towards achieving the Duke of Edinburgh International Award Framework's Gold Award. This marks the school's second group of students to undertake this challenge,

Annacemone Nashid from Year 10 who has been selected as a representative for the Western Sydney Zone at the Junior State Debating Championships having been coached and mentored by Ms Dixon a former debater for Sydney University.

Early Entry University for our 130 students Year 12 stands 136 offers ninety of whom are seeking and ATAR to enter university before the completion of the main rounds, including 9 places at UTS through the UTS U@Uni program – a remarkable achievement.

Huge congratulations to 8 of our Plumpton High School Year 12 2024 HSC students whose Major Works for Industrial Technology – Graphics, Timber and Automotive have been nominated for the prestigious NESAs SHAPE Exhibition. SHAPE is a selection of outstanding works from HSC Design and Technology, Industrial Technology and Textiles and Design students.

An outstanding Mock Interview Day for Year 10 was held with the incredible support of 29 business partners from across a diverse landscape of industries. Year 10 students prepared for Mock Interviews all year.



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Plumpton High School continues to be recognised for its' delivery of excellence and innovation in NSW and beyond across many spheres. Our teaching non-teaching staff are to be congratulated for their outstanding contribution to the education landscape. Some of the notable recognitions during Term 3 include – leading NSW in generative AI using NSWeduChat with multiple presentations to schools and the media, Futures Centre structure presentations at the NSW Deputy Principal Conference and to other schools, Centre for Educational Statistics and Evaluation (CESE) 'What Works Best' in classroom management excellence case study, presentations at the National Conference for The Duke of Edinburgh International Award Framework and Curriculum Reform Community School Representation as examples.

We look forward to a successful Term 4 where students consolidate their learning for the 2024 year in preparation for a step up in rigor as they progress to a higher year level. It will be another term where our school community and business partners strive to continue the momentum of improved opportunities for our students and staff to build capacity maintaining the rate of change as that in our ever-evolving world.

Tim Lloyd
Principal



PRINCIPAL'S MESSAGE

CONGRATULATIONS YEAR 12 - 2024 GRADUATION CEREMONY

Congratulations to our 2024 Year 12 Graduating class who have completed their 13 years of school and celebrated at their Graduation Ceremony.

Our community is dedicated to keeping pace with the evolving world outside school, ensuring that our students are equipped for a successful and prosperous future. We extend our gratitude to the collective effort of our educators, support staff, parents, and over 60 business partners, including ABCN and their member companies, The Duke of Edinburgh International Award Framework, Lend Lease, Citi Group, Waratah Education Foundation, Aurora Education Foundation and many more. Your support has been instrumental in the success of our Year 12 students and has made their graduation a reality – Thank you.

Today, we gather to honour and celebrate the 13-year journey of learning undertaken by our Year 12 students. As you venture into the world beyond school, embarking on a new and intricate path towards your dreams and aspirations, I wish to impart some reflections with you.

First and foremost, congratulations on reaching this milestone! While it may seem trivial compared to the vast opportunities awaiting you, it's worth acknowledging that you all look truly impressive!

Throughout the past 8 years for some of you and 6 for most, we have had the privilege of knowing you and collectively shaping our school into its current form. Together, we have achieved 8 Australian and 1 International Award since 2019. The collaboration in developing and implementing innovative structures has been a rewarding journey, setting a strong foundation for your future endeavours and leaving a lasting impact. Your dedication and hard work will pave the way for the students who follow, benefiting from the legacy you leave behind.

Our school now stands among the most successful in NSW, a testament to our combined efforts. From integrating the Duke of Edinburgh Framework into PDHPE, with your cohort being the first to achieve the Gold Level Award with 9 students, to initiatives like the Student Executive Council Leadership, Agency and Voice Framework supported by our business partners and Alumni, GAT programs, the House Model, Teaching and Learning frameworks, Corporate mentoring, Celebrating Success Merit system, Futures Centre and Career path planning framework, Aboriginal Pathways structure, and the Positive Psychology Program - the list of accomplishments is extensive and continues to grow.



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Simon Sinek stated:

"The ability to inspire those around you and to achieve remarkable things starts with WHY".

"Your WHY is your purpose, cause or belief".

"Knowing our WHY is essential for lasting success".

Why, in essence, refers to your purpose, cause, or belief. What drives you to rise from your bed each morning? And why should anyone take notice?

Your cohort's impact on our school and community has been profound because you grasped the significance of the "why." As you transition into the Plumpton Alumni community, you are already making a difference as optimistic global citizens, capable leaders who advocate for both yourselves and those who follow in your footsteps.



To all of you who hold optimism close to your hearts, keep that positive spirit alive. There will be moments ahead, both near and far, where the lessons learned in school will guide you through challenging times.

Your collective optimism has been a source of strength, aiding you in achieving success in the HSC. Be proud of the support and encouragement you have shown one another. Let this unity and positivity carry you through the remaining HSC examinations and into the future.

Up to this point, your cohort of 130 students has secured 110 early entry offers to universities before the completion of the main rounds, including 9 places at UTS through the UTS U@Uni program – a remarkable achievement.

With 29 outstanding Student Executive Council Senior Leaders, including 24 Prefects, led by the exemplary team of Anis who was also selected to sit on the Duke of Edinburgh National Youth Advisory Panel, Ayma, Therese who established our partnership with Blacktown Ponds Lions Club, Ugochi, and Ella, you have showcased the transformative power of leadership. Your commitment to improving the lives of others through compassion, empathy, courage, determination, and hard work has been truly inspiring. Supported by our SEC Coordinators Ms Racela, Ms Caramancion, and Mr. Chandra, you have led various projects and events, such as Plumpton's inaugural Prefect Afternoon Tea for student leaders from across Sydney, and meaningful causes like Harmony Day, Teacher Appreciation Day, Eid celebrations, Iftar, Nursing Home visits, Clean-up Australia Day, and more.

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Your cohort has excelled in representing the school at Zone, Regional, and State levels across diverse disciplines, with many of you achieving the Duke of Edinburgh International Award Scheme Bronze and Silver Awards. This collective success has facilitated enhanced support through your 7 Project Teams utilising the Gazelle Project management structure, including the development of junior leadership.

As you depart Plumpton High School, equipped with essential capabilities, remember to uphold your optimism and sense of purpose – the 'WHY'. These capabilities, including leadership skills, problem-solving abilities, emotional intelligence, resilience, reflective practice, and a strong sense of self, will serve you well in navigating the complexities of the ever-evolving world, including the realm of Generative Artificial Intelligence, again another sphere that Plumpton leads NSW in Piloting the NSWeduChat app.

Harness your leadership potential to contribute meaningfully to local and global communities, leveraging technology, critical thinking, and empathy to drive positive change. Cultivate a love for learning, challenge the status quo, and approach life with balance, joy, and gratitude.

While adversity is inevitable, your ability to overcome challenges will define your success. Each obstacle conquered will fortify your resolve, confidence, and resilience for future endeavours. Embrace the opportunities that come your way, trusting in your capabilities to excel in whatever path you choose, just as you have thrived throughout your school journey.

I'd like to leave you with this quote from Golda Meir:

"Trust yourself. Create the kind of self that you will be happy to live with all your life (that WHY). Make the most of yourself by fanning the tiny, inner sparks of possibility into flames of achievement." –

Thank you to our guest speaker Katherine Sahagun-Rojo 1995 Alumni and School Captain - Fraud Product Owner Commonwealth Bank Australia, Phil Gardner - CEO ABCN, Cathy McInerney - National Operations Manager the Duke of Edinburgh International Award, Greg Andrews - Aurora Education Foundation, Jason Miezis – Director Eastern Creek Network and other special guests for joining us to celebrate our Year 12 Graduation of 2024

I would like to make special mention of Ms Leihn your Deputy Principal, Mr Symes and Ms Musson your Positive Psychology teachers, Karlene our AEO, Tamika and Lance who have supported Year 12 and all of the fabulous teachers who have made their journey rich and rewarding. Thank you to Ms Langham, Mr Simonovski, Ms Portelli, Ms Racela, the Futures Centre and our Executive for organising and making this special occasion possible this evening.

Tim Lloyd
Principal



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2025 SCHOOL CAPTAINS AND PREFECT INDUCTION CEREMONY

Congratulations to the 2025 School Captains and Prefects were inducted into their roles at the annual Leadership Ceremony. These students have all made a decision to be courageous and step outside of their comfort zone to serve our community. Many of our new senior Student Executive Council (SEC) leadership team have been members of the SEC since year 7 building their leadership capacity in areas of project management, public speaking and emotional intelligence whilst developing an understanding of their role in strengthening our community. Thank you to our incredible SEC Coordinators Ms Racela, Ms Caramancion and Mr. Chandra for their outstanding development and leadership of the SEC.

I am confident that our new leadership team will rise to the challenges ahead with courage, focus, passion, and determination. They are a dynamic and enthusiastic group of students who I believe will continue to grow and develop over the next 12 months.

They will undertake important work to uphold the values of Inclusion, Unity, Charity, Diversity, Sustainability, Media and Leadership, as well as lead our school, support student engagement, foster school spirit, and promote a sense of belonging. Congratulations on your selection for these roles.

We wish our 2025 School leadership team well as they embark on their leadership journey at Plumpton High School, contributing to the ongoing success of the school and assisting all students reach their full potential.

Thank you to our 2024 Leadership team who have been outstanding role models to their peers throughout the school and have set a very high standard for those following them. Their approach and their ability to work in a team has seen them work towards establishing greater school spirit through a variety of mediums and have provided a platform from which our future leaders may build. I would also like to recognise our business partners Citi Group, ABCN and their member companies who have contributed to the ongoing leadership mentoring of our Student Executive Council.

Three examples that stand out are the joining of our SEC to the Blacktown Ponds Lions Club to increase our ability to build student leadership and contribute to the community, leading our school with the first 9 Gold Duke of Edinburgh students and running our first Prefect Afternoon Tea with schools from across Sydney invited.

Once again congratulations and thank you for your excellent leadership, valued contribution and mature approach to your role.



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2025 Plumpton High School Student Executive Council Senior Leaders and Prefects

School Captain - Lochlan Falzon	School Captain - Chantelle Tabone
School Vice-Captain - Rochelle Cortez	School Vice-Captain - Caiden Bond
School Vice-Captain - Faryal Tayyab	
Prefects	
Jiya Barot	Martin Basta
Nadira Ali	Ianis Bukhan
Lara Corit	Safecor Ahmad
Logan Dartnell	Katherine Komal Devi
Kristine Kajal Devi	leigh Bernardine Aba
Elaine Garces	Sania Begum Hussain
Komal Ilyas	Shamanta Islam
Maryam Ahmad Joyia	Ahmad Kamandi
Alisha Makkar	Mariyam Malik
Jayden Manriquez	Maxene Marasigan
Bailey Murray	Daniel Nisa-Blake
Arozo Jan Salari	Made Ayu Prajna Kalyana Sarjana
Faiza Shajar	Jack Smith
Suamata Aë' Sua	Bernina Taufeulungaki
Sumairaa Ali	Hannah Ualesi
Alexandra Assuncao	



PRINCIPAL'S MESSAGE

ANIS ALI YEAR 12 – CONGRATULATIONS DUKE OF EDINBURGH NATIONAL YOUTH ADVISORY PANEL

Congratulations to Anis Ali, School Captain of Year 12 who has been selected to sit on the Duke of Edinburgh National Youth Advisory Panel. This is a non-standing committee established by the National Board to provide advice on issues important to young people and relevant to the Duke of Edinburgh International Award framework. It is a participation mechanism for young people, enabling them to engage in the decision-making processes that affect the Duke of Edinburgh framework.

The Panel will contribute to the vibrancy of the Duke of Edinburgh framework and provide advice and insight relevant to assisting the National Board, management, and the Award Operating Authorities. The Panel will reflect the diversity of the Duke of Ed and contribute to building the leadership acumen in young people and Award Alumni, ultimately strengthening the leadership sustainability of the Duke of Ed.

Anis, along with 8 of his Year 12 peers are currently completing their Gold Level Duke of Ed Award and 17 Year 11 students about to undertake their Gold Level Adventurous Journey at Uluru and surrounding areas. There are 44 Year 10 students working towards completing their Silver Level Award and 133 Year 9 students completing their Bronze Level Award at Plumpton High School.

Once again congratulations to Anis for being selected to hold this prestigious position. A huge thank you to Mr. Canning, Ms. McKenzie for Coordinating the framework supported by Tamika Rex at Plumpton High School. Thank you also to the Duke of Ed National and NSW Office for their ongoing support that has enabled our students to thrive through engagement in this highly valued credential that builds high-level capacity of students to be leaders and positive contributors in society securing them prosperous futures.



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GOLD LEVEL DUKE OF EDINBURGH INTERNATIONAL AWARD ULURU ADVENTUROUS JOURNEY

Sixteen Year 11 students at Plumpton High School, accompanied by teachers Ms McKenzie and Mr Simonovski, completed an incredible Adventurous Journey towards achieving the Duke of Edinburgh International Award Framework's Gold Award. This marks the school's second group of students to undertake this challenge, with nine students from the 2024 Year 12 cohort having recently completed the Gold level award.

Throughout this challenging adventure, the students camped each night under the stars, creating unforgettable memories and pushing their limits in pursuit of personal growth and achievement. We extend our heartfelt congratulations to Suamata Ae Su'a, Nadira Ali, Bhuvan Arumugam, Jericho Bregania, Haris Bukhari, Rochelle Cortez, Logan Dartnell, Lochlan Falzon, Jayden Manriquez, Matthew Marshall, Tobias Matikainen, Muhamad Moiz, Daniel Nisa-Blake, Isabella Southerwood, Justin Tran, and Abigail Vukovic for their courage, determination, and unwavering commitment.

Students followed the itinerary below during their Adventurous Journey to The Northern Territory:

Day 1: 20th September – Practice Hike (Day 1) Complete Uluru Base Walk, Students Fly to Uluru, shop for the next few days, Uluru Sunset. Camp at Ayres Rock Campground.

Day 2: 21st September - Practice hike (Day 2) Sunrise at Kata Tjuta, Valley of the Winds walk - Drive to Kings Canyon & begin Giles Track, camp at Reedy Creek; Pack up and leave camp at 5am, Students need day bag with breakfast, snacks & lunch + hiking pack ready for overnight expedition on the Giles Track. Drive to Kata-Tjuta viewing platform for sunrise, arrive here at 5.40am, Our favourite Uluru sunrise spot! Continue on to the start of the Valley of the Winds Walk. Depart Valley of the Winds before 11.30am and drive across to Kings canyon, stop at Kings Creek Station. Arrive at Lila Community Giles Track head and begin walk at 3.30pm and complete the walk, arrive at camp - Rocky Creek- by 6pm and cook dinner.



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Day 3: 22nd September - Practice hike (Day 3) Complete Giles Track + Kings Canyon rim walk. Camp at Erldunda; 5.00 am wake up and leave at 5.45 am, begin walk and complete the Giles Track + Kings Canyon rim walk, Camp at Erldunda, Light up a fire with flint and steel and enjoy a great night out together, sleep in in the next morning and enjoy a morning fire.

Day 4: 23rd September - Practice hike (Day 4) Camp at Hamilton Downs; Get a morning fire going, pass through Alice Springs, drive out to Hamilton Downs, walk up Drovers Hill to complete practice hike at Sunset, BBQ Dinner, camping in old homestead converted into dormitories.

Day 5: 24th September - Qualifying hike (Day 1) Larapinta Trail, explore 100 + year old cattle station homestead - Hamilton Downs; Explore Hamilton Downs and search for Aboriginal Etchings, off track Navigation, learn how to cook the perfect damper, learn how to prep a kangaroo tail and cook on an open fire.

Day 6: 25th September - Qualifying Hike (Day 2) Hamilton Downs; Off Track Navigation, enjoy an evening fire, Camp around campfire, off Track Navigation.

Day 7: 26th September - Qualifying hike (Day 3) Jay Creek; Wake up for a morning Fire, Depart camp and hike to Fish Hole, Camp at Jay Creek for the night.

Day 8: 27th September - Qualify hike (Day 4) Larapinta trail, Jay Creek to Standley Chasm via the famous and spectacular high route. Night in hotel and club meal; Rise at 4.30am, head torches on and depart camp as soon as possible, a spectacular day of scenery, views and adventure ahead as we tackle the infamous high route over the West MacDonnell Ranges, enjoy Standley Chasm and feel the thrill of a great achievement. Check in to the hotel & enjoy a meal at the Gillen Club.

Day 9: 28th September - Souvenir shopping and return flight to Sydney; Get bus pick up for 10:00am, Depart Alice Airport 12.50pm

A huge congratulations to our Sixteen Year 11 students at Plumpton High School, accompanied by teachers Ms McKenzie and Mr Simonovski, who have completed their Adventurous Journey, another part of the Duke of Edinburgh International Award Framework's Gold Award.

We are immensely proud of our student's courage, determination and teamwork during this difficult mental and physical challenge and grateful to Ms McKenzie, Mr Canning, and Mr Simonovski for their dedicated support in providing our students with this incredible growth opportunity.



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INDUSTRIAL TECHNOLOGY HSC NESA SHAPE EXHIBITION

Huge congratulations to 8 of our Plumpton High School Year 12 2024 HSC students whose Major Works for Industrial Technology – Graphics, Timber and Automotive have been nominated for the prestigious NESA SHAPE Exhibition.

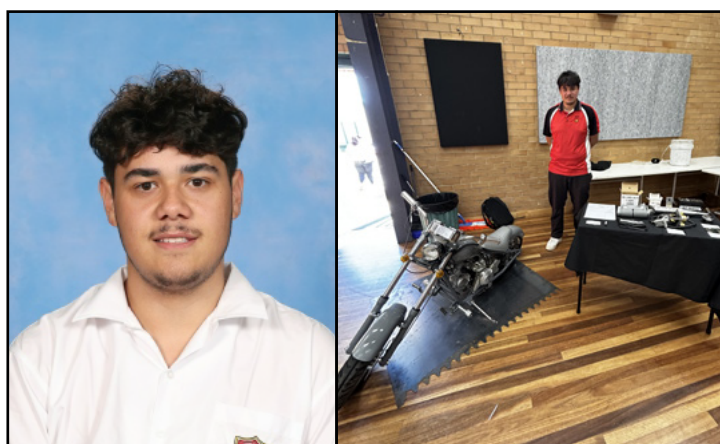
SHAPE is a selection of outstanding works from HSC Design and Technology, Industrial Technology and Textiles and Design students and will be held at the Walsh Bay Arts Precinct from March 2025. Being nominated for an HSC Showcase is an incredible achievement.

Congratulations to the following students along with their teachers, Mr Shakespeare - Head Teacher TAS, Mr Attard and Mr. Honeysett:

Leviticus Atileo	<i>Automotive</i>	Pit Bike restoration
Francis Baniqued	<i>Timber</i>	Study Desk
Ethan Hawke	<i>Graphics</i>	Product Drawing Lego Car
Lennix Lafu	<i>Automotive</i>	Chopper Motorcycle restoration
Ibrahim Muhmmad	<i>Automotive</i>	Victa 2 stroke lawn mower restoration
Elijah Nisa-Blake	<i>Graphics</i>	Product Drawing Lawn Mower
Braithe Roberts	<i>Graphics</i>	Model car
Siddharth Sajith	<i>Automotive</i>	Suzuki Trail Bike Restoration

As NESA can only show a selection of works in the SHAPE showcase, a final selection process will take place and finalised by early December.

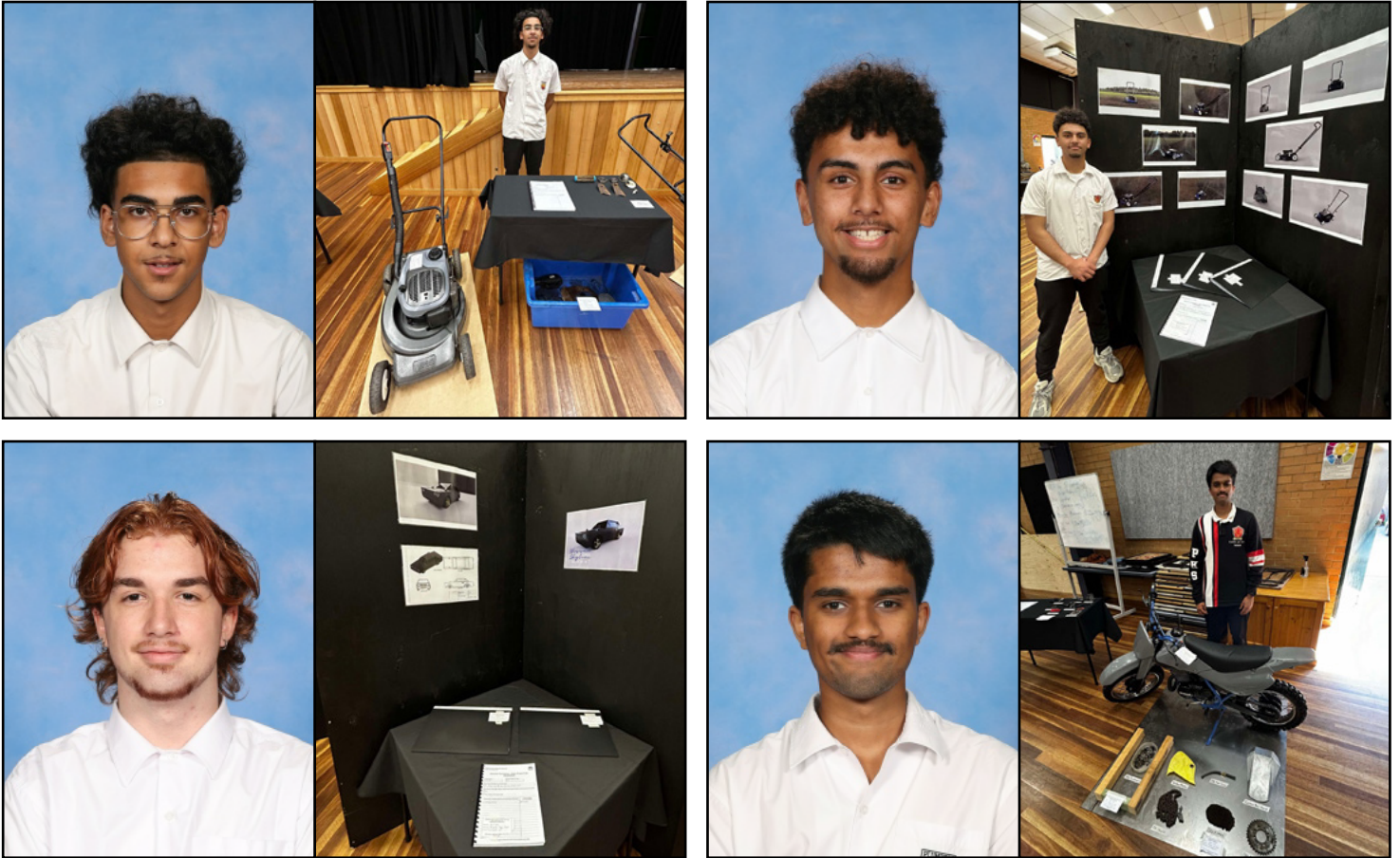
Once again congratulations students and out incredible TAS Faculty!



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EARLY ENTRY TO UNIVERSITY 2025 CONGRATULATIONS 2024 YEAR 12 HSC COHORT

Congratulations to the 2024 HSC Cohort students and their teachers for their outstanding efforts, with 94 Early Entry university offers to date across various universities and degree courses. In addition to these offers we have 9 of our UTS U@Uni Year 12 students who have gained access to their chosen course taking the current university entry total to 103 offers. Updates to this will be published as they are received. This achievement upholds Plumpton High School's legacy of providing diverse pathway options for students, guided by the dedicated Futures Centre team of Ms Karan, Ms Avon, and Ms Langham through the Career Path Planning Framework.

Plumpton High School's commitment to student success is evident through initiatives like the Student Executive Council (SEC), where students gain valuable experience in project management, public speaking, charity work, and leadership development in collaboration with City Group and ABCN. The school's Duke of Edinburgh International Award Scheme, recognised with a national award in 2023, fosters qualities such as resilience, community engagement, and leadership within the PDHPE Year 9 program.

The school's strong partnerships with over 60 business mentors, including ABCN, Citi Group, and others, provide students with guidance in leadership, career planning, STEM, and the arts. Additionally, involvement in University Partnership programs like UTS U@Uni Academy, UNSW Gateway, Western Sydney University Fast Forward, and Macquarie University Leaders and Achievers and Sydney Universities Future Students exposes students to university life experiences.

Plumpton's 14 High Potential and Gifted Education (HPGE) programs offer students direct links to universities and future career opportunities, including Media Industry Studies with UNSW, Engineering Studies, Computer

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Science with CS in Schools, Robotics, and Forensic Science. These programs, taught by industry experts such as engineers, dancers, musicians, scientists and artists, provide students with unique pathways to university.

Congratulations to all involved in supporting our students on their educational and career journeys, preparing them to become impactful global citizens and future leaders.

Plumpton High School Early Entry University Offers for 2025				
Last Name	First Name	Course	University	Program
Ahmad	Hibah	UNSW Prep Program (Science)	UNSW	Gateway Program
Ahmad	Hibah	Bachelor of Criminology	Western Sydney University	True Rewards
Ahmad	Hibah	Bachelor of Exercise & Sport Science	Torrens University	Early Entry
Ahmad	Hibah	Bachelor of Nutrition	Torrens University	Early Entry
Ahmad	Hibah	Diploma of Exercise & Sport Science	ACU	ACU Guarantee
Alassadi	Zeinab	Bachelor of Health Science	ACPE	Early Entry
Alassadi	Zeinab	Bachelor of Social Science	University of Wollongong	Early Entry
Alassadi	Zeinab	Bachelor of Nursing	Torrens University	Early Entry
Alassadi	Zeinab	Bachelor of Psychology	Torrens University	Early Entry
Alassadi	Zeinab	Bachelor of Midwifery	Southern Cross University	Early Entry
Alassadi	Zeinab	Bachelor of Science	UNSW	Gateway Program
Alassadi	Zeinab	Open Foundation Course	University of Newcastle	Early Entry
Alassadi	Zeinab	Bachelor of Biomedical Science	University of New England	Early Entry
Alassadi	Zeinab	Bachelor of Scientific Studies	University of New England	Early Entry
Alassadi	Zeinab	Diploma in Science	University of New England	Early Entry
Alassadi	Zeinab	Bachelor of Social Work	Western Sydney University	True Rewards
Ali	Anis	Bachelor of Nursing	Torrens University	Early Entry
Ali	Zia	University Prep Program (Science)	UNSW	Gateway Program
Ali	Zia	Bachelor of Nursing	Torrens University	Early Entry
Ali	Zia	Bachelor of Sports Science	ACPE	Early Entry
Ali	Anis	Bachelor of Biomedical Science	University of New England	Early Entry
Ali	Anis	Bachelor of Nursing	University of New England	Early Entry
Ali	Anis	Bachelor of Scientific Studies	University of New England	Early Entry
Ali	Anis	Bachelor of Health Science (Exercise)	ACPE	Early Entry
Bundu	Fatima	Bachelor of Criminology/Bachelor of Laws	University of New England	Early Entry
Byrnes	Kyan	Bachelor of Science	UNSW	Gateway Program
Chand	Shivesh	Bachelor of Aviation (Flying)	UNSW	Gateway Program
Chand	Shivesh	Bachelor of Commerce	Macquarie University	Leaders and Achievers
Chand	Shivesh	Bachelor of Business	Torrens University	Early Entry
Chand	Shivesh	Bachelor of Business	University of New England	Early Entry
Chand	Shivesh	Bachelor of Commerce	Macquarie University	Leaders and Achievers
Chand	Shivesh	Bachelor of Business	Western Sydney University	True Rewards
Charles	Hezekiah	Bachelor of Criminology and Criminal Justice	UNSW	Gateway Program
Chaudhry	Ayma	Bachelor of Education (Primary)	Macquarie University	Leaders and Achievers
Chaudhry	Ayma	Bachelor of Psychological and Social Sciences	Western Sydney University	True Rewards
Duru	Ugochi	Bachelor of Nursing	University of Wollongong	Early Entry
Duru	Ugochi	Bachelor of Pre-Medicine	University of Wollongong	Early Entry
Duru	Ugochi	Bachelor of Medical Science	Macquarie University	Leaders and Achievers
Duru	Ugochi	Bachelor of Medical Science	Western Sydney University	True Rewards
Fleming	Ella	Bachelor of Psychological Science/Bachelor of Social Science	University of Wollongong	Early Entry
Fleming	Ella	Bachelor of Nursing	University of Wollongong	Early Entry
Fleming	Ella	Bachelor of Nursing	University of New England	Early Entry
Fleming	Ella	Bachelor of Psychological Science	University of New England	Early Entry
Fleming	Ella	Bachelor of Education (K-12)	University of New England	Early Entry
Fleming	Ella	Bachelor of Medical Science Radiation (Nuclear Radiation)	University of Newcastle	Early Entry
Furneyvall	Amelia	Bachelor of Fine Arts/Bachelor of Media	UNSW	Gateway Program
Furneyvall	Amelia	Bachelor of Media and Communication	Macquarie University	Leaders and Achievers
Furneyvall	Amelia	Bachelor of Social Work	University of New England	Early Entry
Furneyvall	Amelia	Bachelor of Media and Communications	Macquarie University	Leaders and Achievers
Hawke	Ethan	Bachelor of Education (Secondary STEM)	University of New England	Early Entry
Hawke	Ethan	Bachelor of Engineering (Honours)(Electrical)/Master of Engineering (Electrical)	UNSW	Gateway Program
Hawke	Ethan	Bachelor of Information Technology	ACU	ACU Guarantee
Hawke	Ethan	Bachelor of Construction Management (Honours)	Western Sydney University	True Rewards
Hubble	Jorja	Bachelor of Education (Primary) (Honours)	UNSW	Gateway Program
Hubble	Jorja	Bachelor of Education (primary) (Honours)	UNSW	Gateway Program
Hubble	Jorja	Bachelor of Psychology	Macquarie University	Leaders and Achievers
Hubble	Jorja	Bachelor of Primary Education	University of Wollongong	Early Entry
Hubble	Jorja	Bachelor of Psychological Science	University of Wollongong	Early Entry
Hubble	Jorja	Bachelor of Psychology	Macquarie University	Leaders and Achievers
Hubble	Jorja	Bachelor of Social Work	Western Sydney University	True Rewards
Hupton	James	Bachelor of Design/Bachelor of Media	UNSW	Gateway Program
Iram	Bushra	Bachelor of Science/Bachelor of Education (Secondary)	UNSW	Gateway Program
Iram	Bushra	Bachelor of Education (Secondary)	Macquarie University	Leaders and Achievers
Joyia	Sumaya	Bachelor of Education (Primary)	Macquarie University	Leaders and Achievers
Kaur	Kavleen	Bachelor of Accounting/Bachelor of Law	Western Sydney University	True Rewards
Khan	Abdullah	Bachelor of Science	UNSW	Gateway Program
Legaspi	Jcelle	Bachelor of Criminology and Criminal Justice	UNSW	Gateway Program
Legaspi	Jcelle	Bachelor of Human Rights/Bachelor of Laws	ACU	ACU Guarantee

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Last Name	First Name	Course	University	Program
Malaluan	Phoebe	Bachelor of Science	UNSW	Gateway Program
Moheed	Areeba	Bachelor of Nutrition/Masters in Dietetics and Food Innovation	UNSW	Gateway Program
Moheed	Areeba	Bachelor of Speech and Hearing Sciences	Macquarie University	Leaders and Achievers
Rishad	Nikhath	Bachelor of Medical Science (Human Nutrition)(Innovative Foods)	Western Sydney University	True Rewards
Shinwari	Marwah	UNSW Prep Program (Arts & Social Sciences)	UNSW	Gateway Program
Shinwari	Marwah	Bachelor of Law	University of New England	Early Entry
Shinwari	Muskan (Mariam)	Bachelor of Commerce	ACU	ACU Guarantee
Shinwari	Muskan (Mariam)	Bachelor of Law	University of New England	Early Entry
Shinwari	Marwah	Bachelor of Nursing	University of New England	Early Entry
Shinwari	Marwah	Bachelor of Criminology	University of New England	Early Entry
Soward	Sophie	Bachelor of Midwifery	ACU	ACU Guarantee
Soward	Sophie	Bachelor of Nursing	Torrens University	Early Entry
Taulia	Epenesa	Bachelor of Policing	Western Sydney University	True Rewards
Tran	Thao-Nghi	Bachelor of Psychology	Macquarie University	Leaders and Achievers
Tran	Thao-Nghi	Bachelor of Psychological Science	UNSW	Gateway Program
Tran	Thao-Nghi	Bachelor of Psychology	Macquarie University	Leaders and Achievers
Tran	Thao-Nghi	Bachelor of Tourism and Event Management	Western Sydney University	True Rewards
Uddin	Sabeeh	Bachelor of Cyber Security	UNSW	Gateway Program
Uddin	Sabeeh	Bachelor of Cyber Security	Macquarie University	Leaders and Achievers
Wilson	Thomas	Bachelor of Arts	UNSW	Gateway Program
Yolola	Jehziel	UNSW Prep Program (Arts & Social Sciences)	UNSW	Gateway Program
Yolola	Jahzeel	UNSW Prep Program (Arts & Social Sciences)	UNSW	Gateway Program
Young	Jamie-Leigh	Bachelor of Physical Education/Masters in Teaching (Secondary)	Western Sydney University	Early Entry
	Unknown	UNSW Prep Program (Science)	UNSW	Gateway Program
	Unknown	UNSW Prep Program (Science)	UNSW	Gateway Program
Charles	Hezekiah	Bachelor of Criminology/Bachelor of Laws	University of New England	Early Entry
Charles	Hezekiah	Bachelor of Exercise and Sports Science	University of New England	Early Entry

2025 HOUSE CAPTAIN LEADERSHIP INDUCTION CEREMONY

Congratulations to the newly nominated and elected Plumpton High School House Captains for 2025 who were inducted into their positions at the Whole School Leadership Ceremony. These students have put themselves forward to serve their fellow peers in these roles.

The House Captains have significant roles to play at Plumpton High School as they continue to lead and expand the House system of the school promoting student engagement, school spirit and sense of belonging through the projects they develop and implement. In 2025 the House Captains will continue working closely with the SEC to enhance school culture and opportunities for all students.

Thank you to the Heads of House – Mr. Moon, Mr. Porritt, Mr. Honeysett and Mr. Single for their ongoing leadership role in developing our young leaders. In addition thank you to our business partners who mentor our students in their leadership journeys Citi Group and ABCN.



2025 Plumpton High School House Captains

Dangar	Zeeshan Ali	Tyrese Arriaga	Lilith Dartnell
Halkirk	Evelyn Fant	Shivani Joshi	Dennis Jose
Karinga	Annacemone Nashid	Ewen Neoh	Megan Nicolas
Woodstock	Armin Riahi	Daniel Sramek	Tiannah Tunks



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PRINCIPAL'S MESSAGE

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PRINCIPAL'S MESSAGE

WESTERN SYDNEY ZONE DEBATING TEAM

Congratulations Annacemone Nashid from Year 10 who has been selected as a representative for the Western Sydney Zone at the Junior State Debating Championships.

Throughout Term 3 each region runs debating trials to pick a squad of their very best Years 9 and 10 debaters. Annacemone Nashid and Anisha Joiya were selected to represent Plumpton at the regional try-outs, competing in a series of debates. Both were strong contenders for selection, facing students from a range of comprehensive and top academically selective high schools in NSW.

Annacemone progressed to the second round of callbacks, impressing the panels of selectors and securing a spot on the regional team.

In being selected for the team, Annacemone goes on to represent the Western Sydney against the other nine regions at a championships debating camp held over three days in December, at the Women's College of Sydney University.

I would also like to congratulate and thank Ms. Dixon our Head Teacher Mentor who has competed internationally in debating for Sydney University and Ms. Matthews for their incredible coaching and preparation of our school debating teams that has led to this extraordinary level of accomplishment and success.

Well done Annacemone on this considerable achievement.



PRINCIPAL'S MESSAGE

YEAR 12 2024 UNIVERSITY OF TECHNOLOGY SYDNEY UTS U@UNI GRADUATION

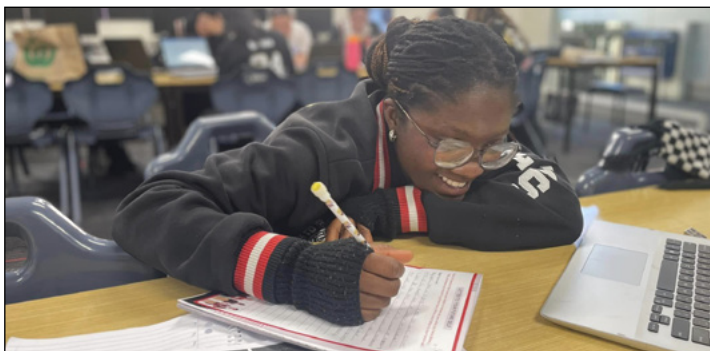
Congratulations to our cohort of University of Technology Sydney Year 12 UTS U@Uni students who have graduated from their course – Zeinab Alassadi, Jaron David, Marissa Galea, Anam Khan, Judith Okereafor, Ella Parker, Therese Tagra, Leanne Viegas and Chelsea Weir.

Having successfully completed the Program they will gain automatic early entry into their choice of university degree at the University of Technology Sydney (UTS). Courses selected have included: Bachelor of Landscape Architecture; Bachelor of Laws; Bachelor of Advanced Science; Bachelor of Sport and Exercise Science; Bachelor of Interior Design; Bachelor of Business (majoring in Accounting); and Bachelor of Nursing to name a few.

These students commenced their UTS U@Uni journey at the beginning of Year 11 and have continued their Program throughout Years 11 and 12. They participated in an on-campus Winter School (devoting a week of their school holidays), 12 UniPrep sessions and numerous other activities and tasks.

Heartfelt thanks to Sonal Singh (Executive Manager, Student Access and Equity - Centre for Social Justice and Inclusion), the incredible U@Uni team (Christine Afoa, Steffi Dourado, Kendell Powell and Tom Stonestreet) and U@Uni Ambassadors (including Analatai Fuko, Katie Deng, Siokapesi Faiva to name a few) for making the playing field a more even place.

A big thank you to Gemma Avon our Student Advocate for supporting these students throughout their U@Uni journey.



PRINCIPAL'S MESSAGE

DAY OF AI AUSTRALIAN CHAMPIONS

Congratulations! Jenny Ton and Nyah Napoles in Year 8 who have been crowned Australian Champions in The Day of AI competition and have won \$1,200 for their class for their entry in the Day of AI Student Challenge with their submission, Water PH Monitor. This is the 3rd consecutive year that Plumpton High School students won National Titles with Zain Al-Shible and Haaziq Anwaar in 2023, Caiden Bond and Alice Ton in 2022 and Ewen Neoh and Annacemone Nashid placed 3rd in 2022.

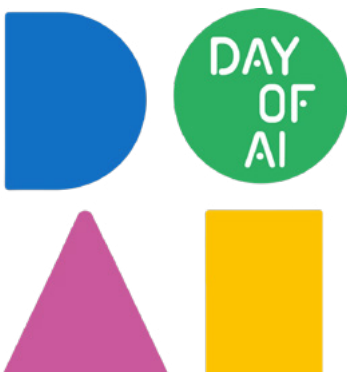
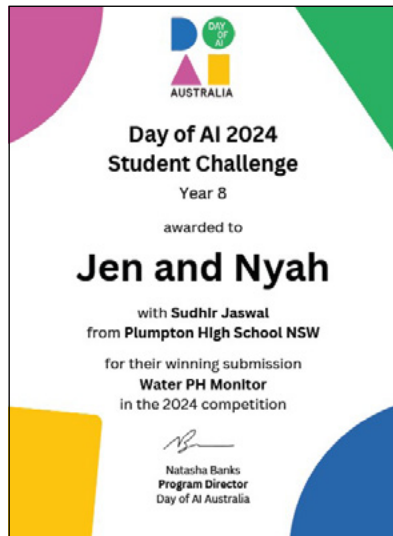
The prize money can go towards setting up a great technology environment or experience. For example, the students could use the funds to purchase technology for the classroom (such as iPads, laptop, audio-visual equipment) or for an excursion to a tech-centric location for themselves or their class.

Day of AI is a full day of highly interactive lessons for students' year 5 to 10 on artificial intelligence (AI). Day of AI's program is designed by MIT, i2Learning, and CS in Schools to support all teachers with AI education.

In 2023 there were participants from over 110 countries, with 7,512 teachers ranging from large public classrooms in major cities to homeschooled children in rural communities. Educators are encouraged to teach the curriculum year-round. That has been the impact of our work to date. But we are continuing to expand.

Developed by MIT RAISE (Responsible AI for Social Empowerment and Education) researchers, Day of AI is a novel, low-barrier, high-impact short curriculum offered free of charge to K-12 students and their teachers. AI is for everyone, impacting our personal and professional lives, which is why we encourage teachers and students across all grades to utilize our materials to educate for the growing use of AI.

A big thank you to Mr. Jaswal, Mr. Honeysett and Mr. Shakespeare for leading our Plumpton team in this wonderful opportunity and capacity building for our students. Also, to the TDI Foundation and CS in Schools for their support in enabling the event to take place in Australia.



PRINCIPAL'S MESSAGE

EXCEPTIONAL YEAR 10 CAREER PATH PLANNING MOCK INTERVIEWS DAY

An outstanding Mock Interview Day for Year 10 was held with the incredible support of 29 business partners from across a diverse landscape of industries. Year 10 students prepared for Mock Interviews all year. In Term 1 they had a 'Resume Preparation' lesson and were given templates and access to resume building software. In Term 2, a team from United Way delivered lessons on 'Interview Skills and Techniques' and in Term 3 students were briefed on the organisation and procedures for the Mock Interview Day (including appointments and expectations). This forms Career Path Planning and Mock Interview process takes place in August/September as part of our Student Future Framework.

The valued process also involves students developing a Career Path Plan in Year 10 that is reviewed in Year 11 and 12. Students use this in selecting courses of study in Year 11 and 12, for setting goals and developing a strategy and commitment for entry into university, other training and employment.

Thank you to our incredible business partners for giving of their valuable time and expertise to support the aspirations, dreams and goals of our young people as they prepare to enter Year 11 on a path to secure a bright and successful future in the world beyond school. Thank you to: UTS, United Way, Multiplex, AON, NAB, Komatsu, Macquarie Technology Group, Expertec, John Holland, Optus, Ai Group Apprentices, Dolly Parton Imagination Library, NSW Premiers Department, Parramatta Dental, UNSW, Jodie Taylor Coaching and Consulting and Minter Ellison

Thank you to our amazing Futures Centre team of Priyanka Karan, Gemma Avon, Carolyn Langham and Robina Portelli for their incredible organisation and leadership of a significantly important day for our students. Thank you to our Year 8 students who acted as ushers for the day Zakariya Al-Shible, Serene ELYASSIH, Giannah ESGUERRA, Sadia Haidari, Nyah Napoles, Ashley Quizon, Jennifer Ton, Almarie Yacat, Jehan Namrawi and Gillian Taminaya. In addition to Year 12 Hospitality students Janaye Jeffery, Lisa Buttigieg, Judith Okereafor, Leanne Viegas, Mariana Atileo and Tamas Sasinszki who took orders and prepared food and beverages for the mentors.



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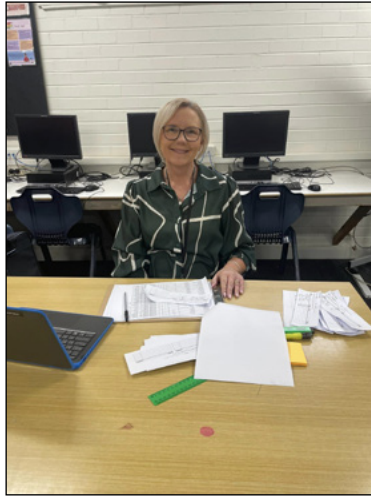
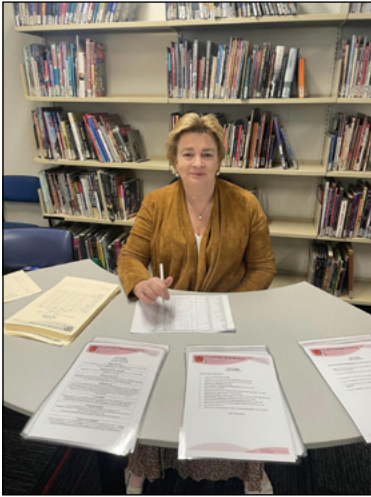
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PRINCIPAL'S MESSAGE

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PRINCIPAL'S MESSAGE

YEAR 9 GOALS PROGRAM - PLUMPTON PARTNERING WITH ABCN AND MINTER ELLISON

GOALS is designed to encourage the completion of high school and widen the aspirations of students in their middle years of secondary school.

Our students are provided an opportunity to network outside their immediate community and access corporate professional role models who can demonstrate a variety of career options. Mentors sharing their own career journeys and challenges can make an enormous impact as students consider their options for the future, including whether they should leave school early.

GOALS focuses on building students' confidence, the importance of setting goals and continuing their education to Year 12 and beyond. Students work with mentors on activities that include goal setting, communication, values, and personal strengths.

Students who take part in the program are drawn from Year 9 and have been identified as students who would benefit from a mentor.

The Program was run over 4 consecutive weeks Week 1 - 30 Jul, Week 2 - 6 Aug, 1Week 3 - 3 Aug and Week 4 - 20 Aug. This was a big commitment for the Year 9 students and the MinterEllison Mentors.

Upon settling in after Week 1, we realised we had some time to spare after each session. In Week 2 we walked to the Opera House and students enjoyed an ice cream (or other). Most students circumnavigated the Opera House and were able to enjoy the sweeping views over to the Harbour Bridge. In Week 3, we visited the NSW State Library. Students were broken into 4 groups and were able to immerse themselves in The Country Cries for Truth exhibition, The Peter Kingston exhibition, complete a circuit of the Amaze Gallery, the Paintings Gallery and the Shakespeare Room. In Week 4 and one day after the opening of the new Sydney Metro (Australia's biggest public transport project), students took a ride embarking at Martin Place, travelling through Gadigal station and disembarking at Central.

Thank you to ABCN, Minter Ellison and most importantly the mentors for supporting our students learning journey to realise their dreams, aspirations and potential by providing valuable advice and ways of thinking. Thank you also to our incredible Futures Centre for the work they undertake in developing and implementing a highly structured system and processes that enables students to bring to reality the future they seek, whether that be university, other tertiary training, an apprenticeship, cadetship, traineeship or employment.



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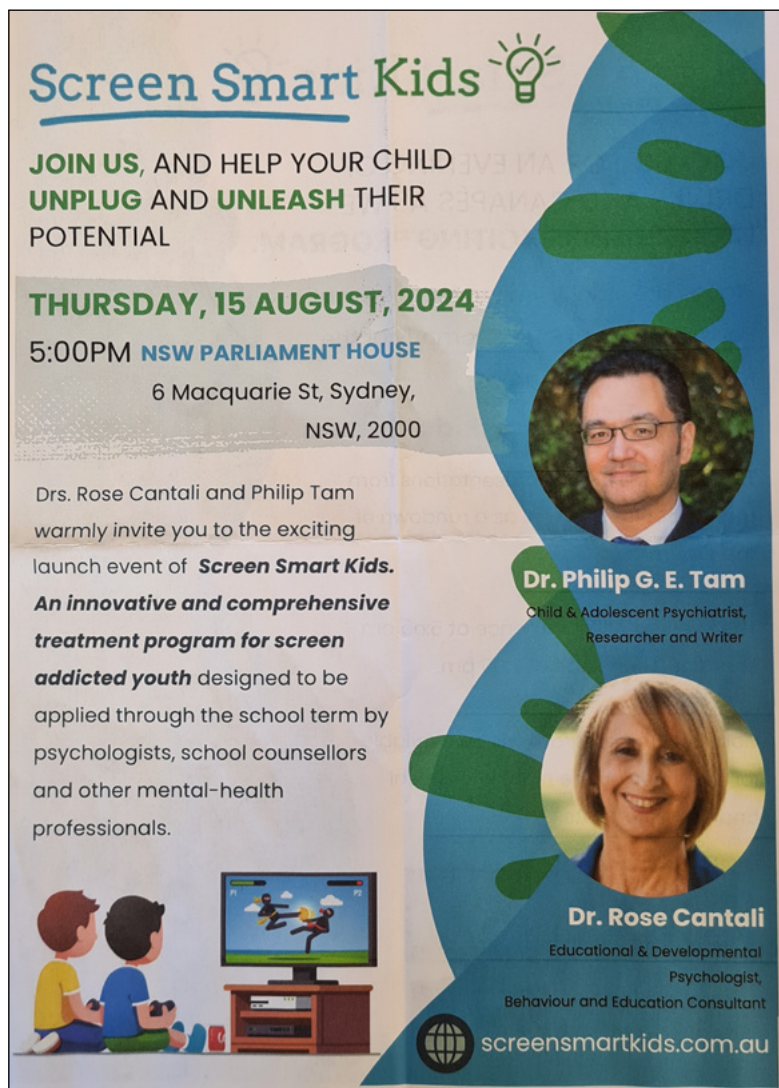



PRINCIPAL'S MESSAGE

LAUNCH OF SCREEN SMART KIDS - TREATMENT FOR SCREEN ADDICTED YOUTH

I honoured to be invited to speak at the launch of Screen Smart Kids, an innovative and comprehensive treatment for screen addicted youth and NSW Parliament House. The program has been developed by Child and Adolescent Psychiatrist Dr. Philip Tam and Educational and Developmental Psychologist Dr. Rose Cantali.

Plumpton High School piloted the program with a group of year 9 and 10 students with great results. The program is designed to be completed during a school term delivered by school counsellors, psychologists and other mental health professionals.





Screen Smart Kids 


JOIN US, AND HELP YOUR CHILD UNPLUG AND UNLEASH THEIR POTENTIAL


THURSDAY, 15 AUGUST, 2024
5:00PM **NSW PARLIAMENT HOUSE**
6 Macquarie St, Sydney,
NSW, 2000

Drs. Rose Cantali and Philip Tam warmly invite you to the exciting launch event of **Screen Smart Kids**. **An innovative and comprehensive treatment program for screen addicted youth** designed to be applied through the school term by psychologists, school counsellors and other mental-health professionals.




Dr. Philip G. E. Tam
Child & Adolescent Psychiatrist,
Researcher and Writer


Dr. Rose Cantali
Educational & Developmental
Psychologist,
Behaviour and Education Consultant

 screensmartkids.com.au



Screen Smart Kids 

PRINCIPAL'S MESSAGE

GOLD DUKE OF EDINBURGH AWARD 5-DAY RESIDENTIAL

Congratulations to a group of 9 Year 12 and 17 Year 11 students who travelled to Schofields Dairy Farm in the Southern Highlands recently to complete the Gold Duke of Edinburgh International Award Framework 5-Day Residential with students staying in the town Avoca.

The dairy farm has over 330 producing cows not including the 100+ calves and a dozen bulls. Students were required to wake up at 4:15 am to walk the 1km trip through the farm to be ready assist in milking the cows at 5:00am. This same process occurred at 3:00pm for the afternoon milking each day. The students cooked breakfast and provided coffee for all the dairy farming staff each morning. During the day following the morning milking students would partake in weed pulling, wood chopping and maintenance around the homestead of the farm.

The Gold Residential Project is for Gold Award participants only. This section of The Duke of Ed encourages students to broaden their life experience by working with others towards a common goal. It takes place in a residential setting over 4 nights and 5 days. It encourages personal achievements, enhanced social connections with new and interesting people and is a truly life changing experience. The opportunity continued to build the resilience, determination and other capacity required to have a bright and successful future.

The Residential marks the end of the Gold Level requirements for our 2024 Year 12 students with the Year 11 students completing their 9-day Adventurous Journey during the next school vacation period in October where they will travel to Uluru and other areas within the Northern Territory.

I would like to sincerely thank and congratulate Mr. Canning and Ms. McKenzie for the incredible work they continue to undertake in leading and managing the Duke of Edinburgh International Award Framework. In this instance for the tremendous work they undertook in organising Plumpton High School's first Gold Level Residential, one of the components required for successful completion of the Award. This involved taking our 9 Year 12 and 17 Year 11 students for the 5-day Residential.

On behalf of the school and personally I would also like to extend sincere thanks to the NSW and National Office of the Duke of Edinburgh International Award Framework for their support and guidance that has culminated in the first group of 9 Year 12 Plumpton High School students completing the Bronze, Silver and Gold Level Awards.



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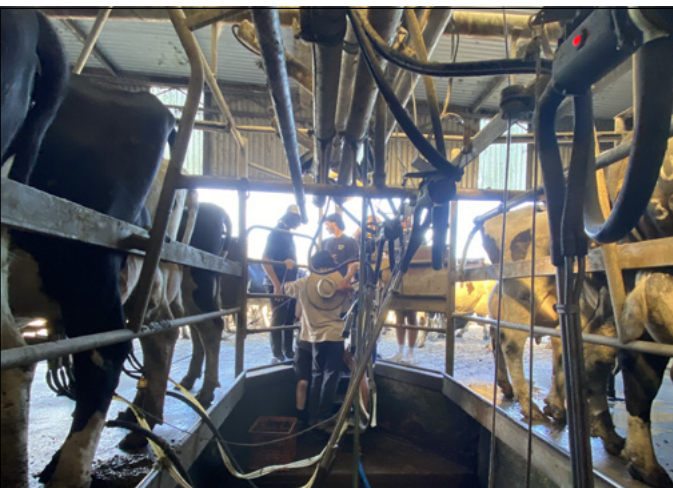
PRINCIPAL'S MESSAGE

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Congratulations - Gold Duke of Edinburgh Residential Completed

Shivesh	Chand	Year 12
Anis	Ali	Year 12
Oluomachi (Judith)	Okereafor	Year 12
Ella	Parker	Year 12
Nikhat	Rishad	Year 12
Siddharth (Sid)	Sajith	Year 12
Marissa	Galea	Year 12
Kavleen	Kaur	Year 12
Ugochinyere	Duru	Year 12
Logan	Dartnell	Year 11
Lochlan	Fatzon	Year 11
Suamata	Ae Su'a	Year 11
Rochelle Nica	Cortez	Year 11
Jayden	Manriquez	Year 11
Matthew	Marshall	Year 11
Tobias	Matikainen	Year 11
Muhammad Ibrahim	Moiz	Year 11
Bailey	Murray	Year 11
Daniel	Nisa-Blake	Year 11
Nadira	Ali	Year 11
Bhuvan	Arumugam	Year 11
Jericho	Bregania	Year 11
Syed (Haris)	Bukhari	Year 11
Isabella	Southerwood	Year 11
Justin	Tran	Year 11
Abigail	Vukovic	Year 11



PRINCIPAL'S MESSAGE

PARTNERING THE BEACON FOUNDATION POLISH PROGRAM WITH AON

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

The Beacon Foundation, in partnership with AON Corporate Mentors, worked this week with 16 of our Year 10 and Year 11 students.

AON's mission is to shape decisions for the better — to protect and enrich the lives of people around the world. Through actionable analytic insight, globally integrated Risk Capital and Human Capital expertise, and locally relevant solutions, our colleagues in over 120 countries provide our clients with the clarity and confidence to make better risk and people decisions that protect and grow their businesses.

Program Outline

Polish is a high energy one-day program facilitated by a professional Beacon Foundation Facilitator. The involvement of industry mentors in the afternoon gives participants an invaluable opportunity to meet and network with industry mentors from their own business community.

Module topics include:

- The new 'world of work'
- Identifying and celebrating existing employability skills
- Personal presentation and pitching
- Communication and networking; and
- Interview techniques

The Beacon Foundation work to create an Australia that understands, cares and is motivated to support young people to successfully transition from education to meaningful employment. They build connections between industry, education, and the community to create real world education in schools that is relevant and engaging for young people in the 21st century.

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



PRINCIPAL'S MESSAGE

PUBLIC SPEAKING TRAINING PREFECTS & HOUSE CAPTAINS 2025

Students wishing to nominate for the position of Prefect for the 2025 Year 12 HSC Cohort or House Captain for the 2025 Year 11 Preliminary Year undertook their professional Public Speaking training this week in preparation for their speeches to peers and staff in the upcoming weeks.

This training was developed in partnership with the ABC Public Speaking Coaches who work with journalists at the ABC and this year led by Ms Dixon – Head Teacher Mentor, Ms Racela – Student Executive Council Coordinator and me. We trained 60 students in years 10 and 11 over a day so as the students have the confidence and skill to plan, develop and deliver a high-quality speech. This skill being invaluable not only at school but also for lifelong success in tertiary education and the careers our students pursue.

Congratulations to the following students who participated in the training and have courageously put themselves forward for a leadership position: Jarmain David, Awais Joyia, Leigh Bernardine Aba, Rochelle Nica Cortez, Shamanta Islam, Noor Alanzi, Annacemone Nashid, Suamata Ae Su'a, Safer Ahmad, Alisha Makkar, Maxene Marasigan, Evenlyn Fant, Ewen Neoh, Nadira Ali, Sumairaa Ali, Ahmad Kamandi, Faiza Shajar, Lilith Dartnell, Noor Emaan, Rhea Prasad, Alexandra Assuncao, Lara Cerit, Jack Smith, Faryal Tayyab, Tyreese Arriaga, Inara Quazi, Daniel Sramek, Jiya Barot, Martin Basta, Mariyam Malik, Daniel Nisa-Blake, Attia Tul Joyia, Shivani Joshi, Caiden Bond, Haris Bukhari, Jayden Manriquez, Bernina Taufeulungaki, Muhammad Ali, Amber Avillanoza, Logan Dartnell, Katherine Devi, Maryam Ahmad Joyia, Chantelle Tabone, Luca (Belinda) Hughes, Anisha Joyia, Kristine Devi, Lochlan Falzon, Sania Begum Hussain, Tobias Matikainen, Made Ayu Prajna, Kalyana Sarjana, Dennis Jose, Ashton Mattieu Quizon, Mohammad-Armin Riahi, Elaine Garces, Komal Ilyas, Bailey Murray, Hannah Ualesi, Arozo Salari.



PRINCIPAL'S MESSAGE

ALL AUSTRALIAN SCHOOLS SOFTBALL TEAM – CONGRATULATIONS JONATHAN FABAR

On behalf of our school community, we would like to congratulate Jonathan Fabar in Year 11 for his selection in the All Australian Schools Softball Team.

Jonathan recently represented NSW at the National Championships where NSW defeated Qld in the final with Jonathan hitting the winning home run. NSW was undefeated throughout the National Championship.

During the tournament Jonathan hit 3 home runs and his pitching was outstanding.

Congratulations again to Jonathan for his selection in the All Australian Schools Softball team and his success.



CAREERS DAY AT RAGING WATERS WITH REGIONAL INDUSTRY EDUCATION PARTNERSHIPS (RIEP)

Year 10 students participated in a Raging Waters Careers Day coordinated by the Regional Industry Education Partnerships (RIEP) team.

It was a super fun and immersive program. Students were introduced to Raging Waters team members and were able to learn more about the business operations, positions available, and the application process.

Students participated in hands on activities related to different operations at Raging Waters, including food and beverage, customer service & lifeguarding.

Attendees were encouraged to apply for summer casual jobs at Raging Waters. Participating in this program ensured that students could position themselves well for interviews for upcoming jobs.

Thank you to Jess Blain and the team at RIEP and the Raging Waters staff.



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PRINCIPAL'S MESSAGE

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PRINCIPAL'S MESSAGE

CHINESE STUDENT STUDY GROUP TOUR

Plumpton High School welcomed a group of Chinese students from Beijing to our school this week as part of a study tour. The 22 students were from ages 12-17 and were buddied up with our students who study Chinese (Mandarin) language at Plumpton. They attended the classes and courses our students' study at Plumpton enabling them to experience a very different schooling system with many courses our students' study not a part of the Chinese curriculum.

The Plumpton and Beijing students were able to spend significant time learning from each other and understanding the cultural differences and similarities. It was an excellent opportunity for our students to improve their Chinese language and the Chinese students improve their English. Students in China generally start school at 7:00am and finish their school study commitments at 10:00pm.

On Thursday the students went to Taronga Zoo with their Plumpton buddy to not only see the animals but also to participate in Aboriginal history of Australia and cultural customs.

A huge thank you to Ms Ramos who led the organisation and coordination of the study tour and to Ms Zhang our Chinese language teacher who assisted Ms Ramos and gave up an incredible amount of her time to support the tour group and deliver combined language lessons. Thank you also to all teachers who assisted the success of the program by welcoming the Chinese students into their classrooms during the week including Ms Kaur for preparing the Indian dancers, Lance for work with our Pasifika dancers and Mr Symes for the audio-visual parts of the final farewell assembly.



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PRINCIPAL'S MESSAGE

FUTURE THINKERS – DESIGN THINKING - YEAR 9 PARTNERING WITH ABCN & MITSUBISHI UFJ

Our Year 9 Bashir class students participated in the Future Thinkers program that aims to build creative and innovative problem-solving skills through the process of design thinking.

Design thinking is a human-centred approach to innovation increasingly used by organisations to transform challenges into opportunities. Research on the future of work indicates that these problem-solving, critical thinking and judgement skills are key transferable enterprise skills for the Australian workforce to remain competitive and thrive in a rapidly changing global economy.

Future Thinkers involves small groups of students working with mentors in teams to create solutions to a problem using the design thinking methodology, and at the end of the session the students present their results.

A huge thank you to ABCN for facilitating this opportunity and the wonderful mentors from Mitsubishi UFJ Financial Group for sharing their own career journeys, challenges and collaborating with our students as they learned and applied the process of design thinking. This makes an enormous impact as students consider their options for the future whilst building valuable career skills.



PRINCIPAL'S MESSAGE

YEAR 9 TECH CAREERS EXPO PARTNERING ABCN, PVH AND MITSUBISHI UFJ FINANCIAL GROUP

Over 2 consecutive weeks, Year 9 students from 4 separate Tech courses, attended two full day sessions of the ABCN Tech Careers Expo. Week 1 was held at PVH in the city and Week 2 at Mitsubishi UFJ Financial Group in Parramatta. PVH is an American clothing company which owns brands such as Tommy Hilfiger and Calvin Klein. Mitsubishi UFJ Financial Group is Japan's largest financial group and one of the world's ten largest bank holding companies holding around US\$1.5 trillion in deposits as of April 2024.

With fabulous mentors and sessions at both companies, technology careers for young people were demystified.

The employment landscape is changing. STEM skills are essential and Australia is not producing enough tech talent for the 21st century workforce.

Through the annual Tech Careers Expo, ABCN member companies collaborated to leverage their impact and help tackle the tech skills crisis. The Tech Council of Australia & Accenture's recent report emphasizes a joint commitment between the Australian Government and the tech sector to create 1.2 million tech jobs in Australia by 2030.

These jobs are vital for major industries, but increased efforts are necessary to ensure broader understanding and access to these opportunities. Despite this demand, 45% of students say they did not learn enough about tech skills in high school, and 63% would be more likely to consider a tech career if they knew about these opportunities (Tech Council of Australia, 2022).

The Tech Careers Expo brings together 20 ABCN member companies from diverse industries to address the tech talent gap.

Each company delivers a technology career showcase, designed to raise awareness and stimulate interest in the diversity of Tech careers and the different pathways into them.

Year 9 students from schools in Sydney and Melbourne visit a number of ABCN member companies to help them see the practical application of technology in the workplace. They hear from tech professionals who share valuable insights from their own career journeys.

Through hands-on immersive experiences, students explore a range of critical tech skills, including cybersecurity, data analytics, Artificial Intelligence, coding and UX design. Through their participation in the program students are inspired by the range of careers and equipped with the knowledge of how to take the next step toward a 21st century career in technology.

Thank you to PVH and Mitsubishi UFJ Financial Group Mentors, ABCN (in particular, Daniella Di Santo) and special mention to Year 12 Bushra Iram who was a great support on the PVH event.



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PRINCIPAL'S MESSAGE

YEAR 12 HOSPITALITY AND ENTERTAINMENT STUDENTS VISIT WEST HQ

Our Year 12 Hospitality and Entertainment students recently visited West HQ. The venue is known as Sydney's leading landmark destination for entertainment, fitness, lifestyle & accommodation in the Western Sydney region.

The tour commenced with a presentation by Daniela Challita (Training & Development Administrator). Students were escorted by the Customer Service desk to the HR Training Room (in the depths of the building). Daniela run through a "WHO ARE WE - WEST HQ" Presentation.

Students were then introduced to JP (Head of Operations) and were taken to an entertaining tour of the production kitchen and gained insights into "Back of House" operations. We then made our way to Eat St Bar for a Mocktail tasting and class and then on to Gelatissimo for an ice-cream tasting.

Going via CHU Restaurant (by China Doll serving Pan-Asian cuisine) students made their way to the breathtakingly beautiful, Sydney Coliseum Theatre where West HQ welcomes a line-up of nationally and internationally renowned acts. The venue recently hosted this year's Australian Idol performances. The tour with an amble through Novotel Sydney West HQ described as the pinnacle of luxury.

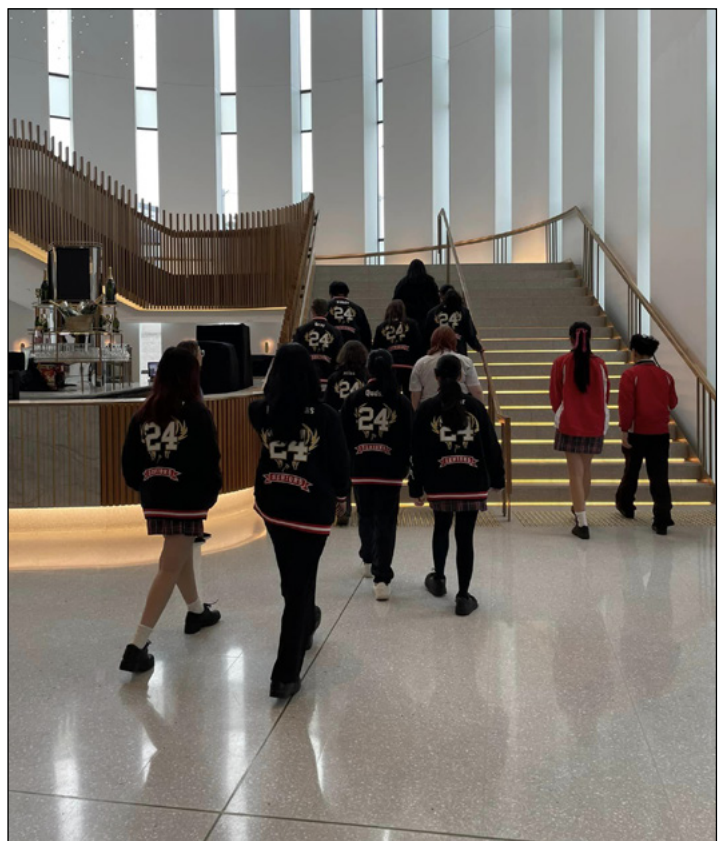
It was a fabulous experience with our Hospitality and Entertainment students having their eyes opened to the raft of roles within these respective industries. Thank you very much to West HQ for hosting us.



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PRINCIPAL'S MESSAGE

THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD – CONGRATULATIONS YEAR 9 BRONZE ADVENTUROUS JOURNEY

Plumpton High School's Year 9 cohort of 125 Bronze Duke of Edinburgh students attended their Qualifying Adventurous Journey in Week 7. The group gathered bright and early on Thursday morning in Heathcote, where they organised their gear and packed their hiking bags for an exciting trek through the Royal National Park. During the hike, students explored different sections of the park, with some enjoying the sights of Karloo Pools and the hidden waterfall at Uloola Falls on the East side of the loop, while others traversed the Bullawaring Track on the West side, passing by Kingfisher Pools.

Upon reaching the campsite, each group efficiently set up camp, built fires, and had time to relax together outdoors. Cooking dinner over the fire was a highlight for the students, showcasing their culinary skills and creativity. After dinner, the groups engaged in games and laughter around the campfire, with some even embarking on a night exploration to the nearby 'bubble caves'.

The following morning, the students rose early to prepare for another day of hiking. Setting out by 8am, they embarked on a challenging 12km trek towards Audley Weir, their final destination. Despite the increased distance compared to their practice journey, the students demonstrated determination and resilience, overcoming the heat and fatigue to reach Audley in good time for their bus.

Thank you to Black Diamond Adventures who lead our Adventurous Journeys who commended all Plumpton students on successfully completing their Bronze Adventurous Journey and look forward to accompanying some of them on their Silver journey next year.

A big Thank you to Ms. McKenzie and Mr. Canning who coordinate The Duke of Edinburgh's International Award Framework at Plumpton for the incredible work they do to ensure our students have access to this highly sought after credential. Thank you also to Ms. Kumar, Ms Gordon, Mr. Griffiths, Ms Hackenberg, Ms Naganathan and Mr Clark for accompanying and supporting our students.



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PRINCIPAL'S MESSAGE

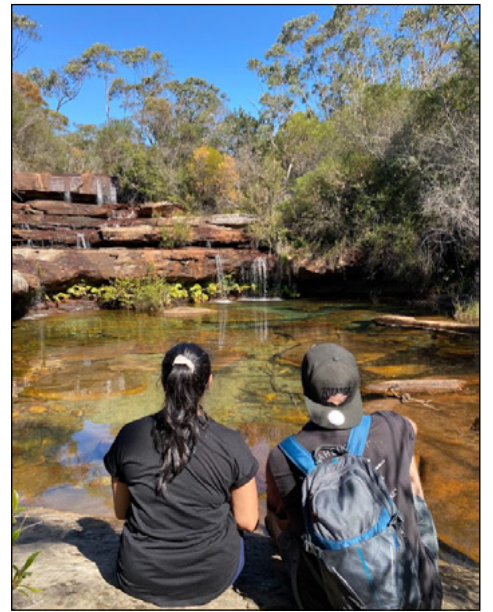
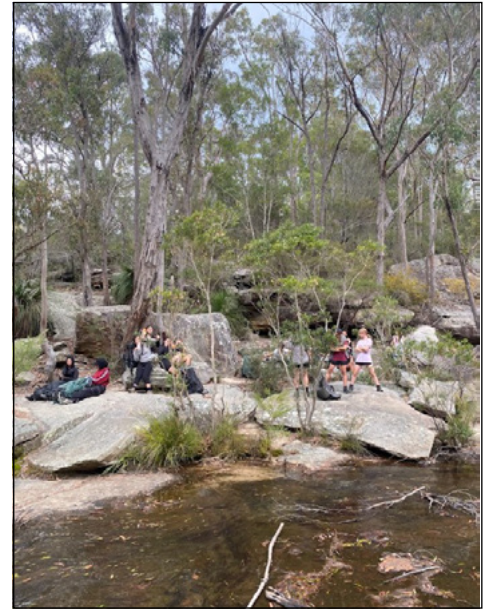
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PRINCIPAL'S MESSAGE

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PRINCIPAL'S MESSAGE

IMPROVING RESILIENCE IN OUR TEENS (RIOT) – ADJUSTMENTS AND ACCOMMODATIONS

Plumpton High School is continuing its journey to support the wellbeing of all students through the implementation of the Resilience In Our Teens (RIOT) framework. This is to ensure all students develop the necessary skills for successful bright futures in life, learning and long-term wellbeing. Plumpton has already implemented the majority of our Wellbeing frameworks that includes Choice Theory, Positive Psychology, Growth Mindset and Restorative Practice. This final component of the Wellbeing Frameworks is wholly focussed on building resilience in our students.

There are two main themes that need to be understood by the community to enable a successful implementation of RIOT. The first is Adjustments:

Adjustments are deliberate strategies and actions that are provided by significant adults in a child's life that lead to increased function through enabling the child to overcome situations, circumstances and challenges that were previously preventing success. We will continue to work with families to ensure our young people have the necessary strategies to secure bright, successful futures.

Examples of Adjustments include: Student Improvement Plans, Deputy Principal monitoring, Faculty monitoring, Reset / Reflect Cards and the How Big Is My Problem framework.

Accommodations are actions that significant adults take in a child's life that lead to decreased function through avoiding situations, circumstances and challenges.

Examples of Accommodations include: allowing lateness to school, no public speaking, not completing and submitting assessment on time, allowing procrastination and not celebrating success.

The question we need to constantly ask ourselves as students, parents, staff and the community is – Are our actions leading to increased resilience of our young people and a bright, successful future for them with NO self-imposed limitations?

IMPROVING RESILIENCE IN OUR TEENS


RESILIENCE



Resilience is the ability to bounce back from adversity, challenges, or setbacks, demonstrating strength, adaptability, and perseverance.

IMPROVING RESILIENCE IN OUR TEENS

ADJUSTMENT



Adjustments are deliberate strategies and actions that are provided by significant adults in a child's life that lead to increased function through enabling the child to overcome situations, circumstances and challenges that were previously preventing success.

IMPROVING RESILIENCE IN OUR TEENS

BRIGHT SUCCESSFUL FUTURE



Positive and promising outlook for one's life.

IMPROVING RESILIENCE IN OUR TEENS

ACCOMMODATION



Accommodations are actions that significant adults take in a child's life that lead to decreased function through avoiding situations, circumstances and challenges.

PRINCIPAL'S MESSAGE

CAREER CONNECT INDUSTRY PROGRAM PARTNERING WITH ABCN, JP MORGAN, ASHURST, KPMG & WSP

Twenty of our Year 11 students participated in the Career Connect program, designed to support students to better understand themselves and to build confidence in making career decisions. It is supported by JP Morgan, with mentors working with students during 2 face-to-face workshops at JP Morgan offices and an additional school-based session facilitated by ABCN.

What is Career Connect?

The Career Connect program aims to:

- Equip students with the skills and tools they need to understand their strengths in relation to their career choices and the world of work
- Raise awareness of different career pathways and the connections students need to make informed career choices.

Mentors will support students and be a sounding board for students as they learn about their own strengths and explore potential future career pathways.

What will Career Connect involve?

The program will run across approximately 5 weeks with students attending:

- Workshop 1 in the city with mentors
- A school-based session where they will use an online profiling tool (Clifton Strengths Survey) to identify their unique strengths
- Workshop 2 in the city with mentors
- Students will also receive follow up support after Workshop 2.

ABCN also invite Careers Advisors to attend a follow-up session after Workshop 2.

Student Selection

Career Connect is for students who:

- Are in Year 11 or Year 12
- Either have no idea of what career they wish to pursue after school or have some ideas they would like to further explore
- Are motivated to get the most out of the program and the workshops

Thank you so much to our Career Connect Industry panellists for sharing their journeys and highly valued insights that has led to their success and the career they currently enjoy. They also provided incredible insights into their role, secrets of success and inspiration to our students for their future.

@ Katherine Karcz – Accountant at #KPMG

@ James Blake – Engineer at #WSP

@ Sunny Yu – Accountant at #JPMorgan

@ Tihana Zuk – Lawyer at #Ashurst

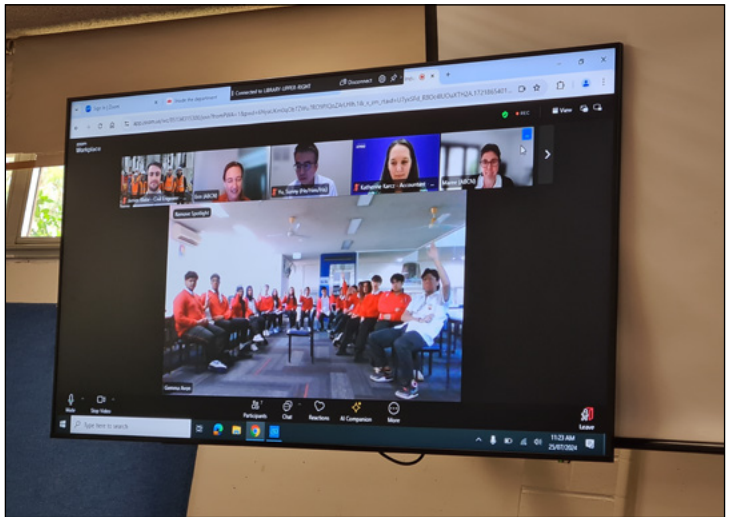
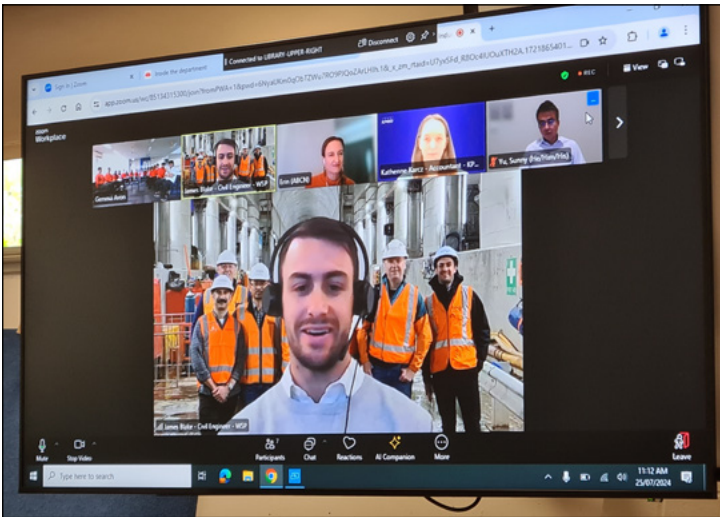
Thank you to ABCN for their tremendous work in ensuring our students have access to opportunities such as industry experts to assist them in making informed decisions about their futures beyond school.



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PRINCIPAL'S MESSAGE

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PRINCIPAL'S MESSAGE

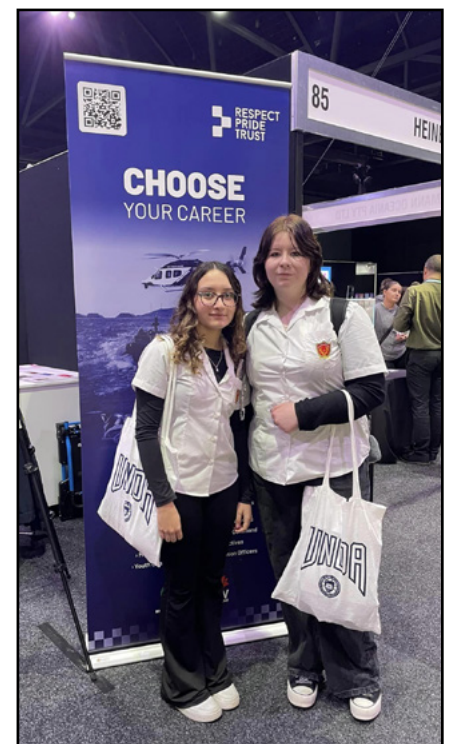
SYDNEY CAREERS & EMPLOYMENT EXPO – YEAR 11 & 12

The Sydney Careers & Employment Expo was held over August 16 & 17 2024 at the Hordern Pavilion, Moore Park. The Expo showcased over 120 organisations and employers with career opportunities for all ages. A group of our Year 11 and 12 students attended, collecting lots of ideas, resources and exhibit bags.

The Expo targeted school students, parents, teachers, graduates, job seekers, people looking for courses and workers seeking new opportunities.

The Expo was packed with free advice and provided the opportunity to:

- Talk with over 120 Training Organisations & Employers
- Gain free Career Advice
- Discover Jobs of the Future
- Talk with Leading Organisations about Training & Apprenticeships
- Experience the Free Career Seminars
- Learn how to write a Winning Resume



CHINESE LANGUAGE

YEAR 8 CHINESE

This term has been exceptionally dynamic and rewarding for our Year 8 Chinese students. In Week 3, eight of our students had the unique opportunity to participate in a Chinese study project, spending a week with international students from China. This immersive experience allowed them to engage deeply with Chinese culture and enhance their language skills by communicating in Chinese while teaching their assigned buddies English. The excitement continued with an interactive language lesson where both our students and the international visitors boosted their Chinese and English proficiency through engaging games and activities. Throughout Term 3, our students made impressive strides in their writing skills. They explored new sentence structures and practiced crafting sentences on various topics such as food, pets, and home life. Utilizing videos, slides, and interactive activities, they consistently applied their learning to create detailed and accurate sentences.

The letter-writing project with their buddies from Rouse Hill High School has also been a highlight. The students were thrilled to receive and read responses from their buddies, applying their reading and writing skills to translate and compose formal response letters. Their letters, which covered all the topics learned throughout the year, demonstrated their growing proficiency in Chinese and their ability to write beyond the classroom content. Many students submitted outstanding letters, showcasing their creativity and dedication. Overall, Term 3 has been a testament to our students' hard work and enthusiasm for learning Chinese. Their achievements in both language skills and cultural understanding are commendable, and I look forward to seeing their continued progress in the coming term.



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亲爱的, Toshiaki

你好! 谢谢你给我的信。我家里有四位成员: 一位妈妈, 一位爸爸, 一位妹妹和我。我有九只宠物, 五只狗和四只鸟。我最喜欢的动物是水豚。我最喜欢的季节是夏天, 因为我可以去海滩住, 而且天气不冷。我的十二生肖是虎。我最喜欢的颜色是粉色和抹茶绿。你最喜欢什么颜色? 我最喜欢的爱好是听音乐和看电影。我最喜欢的运动是羽毛球和排球。你喜欢什么运动? 我将来想成为最喜欢的运动是羽毛球和排球。你喜欢什么运动? 我将来想成为一名心理学家。你将来想成为什么? 祝您幸福快乐每一天!

Aliah
九月十号

You can add me : insta: @loahhh.685
tiktok: @kech-ujc

亲爱的 Jennifer Park ★★

感谢你的来信! 我喜欢折纸礼物! ♡

我家有四口人。在我的家里, 我有我的妈妈, 我的爸爸和我的哥哥。我也没有妹妹。我也没有宠物, 但是我想要一只猫。🐱

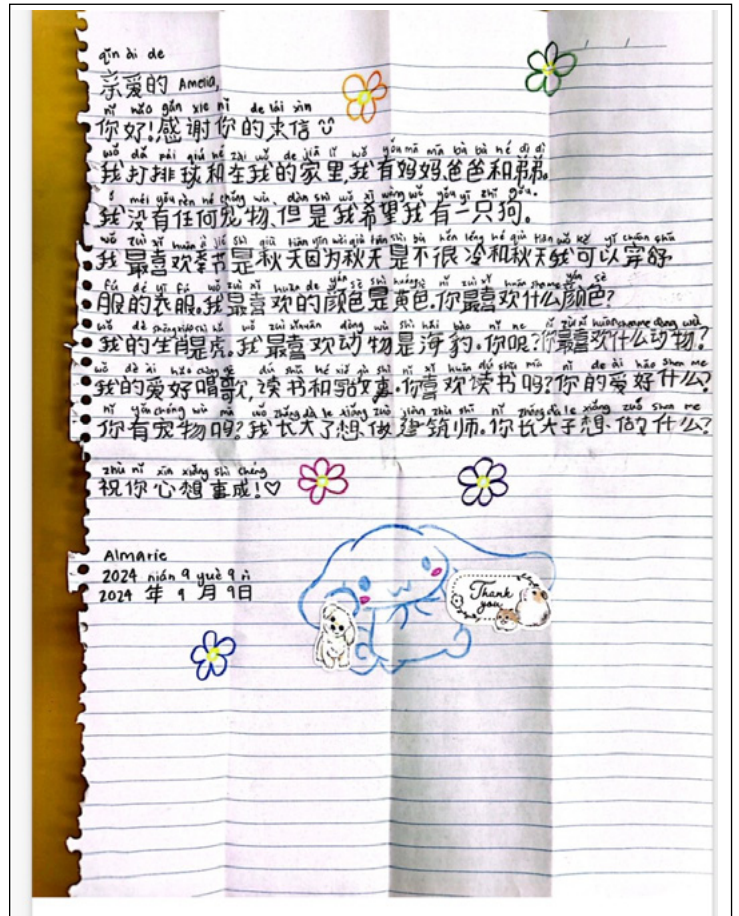
我的爱好是画画和听音乐。你喜欢你的爱好! 你最喜欢的运动是什么? 我最喜欢的运动是羽毛球。你喜欢什么季节? 你喜欢冬天吗? 我喜欢冬天和秋天, 因为冬天和秋天很冷。我长大了想做乐医。但是我妈妈想我长大了做乐医。你长大了想做什么?

祝你天天开心! 再见!!! ♡

Ashley Quizon
2024年9月10日

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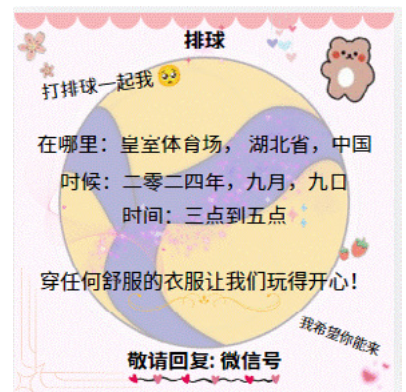


YEAR 9/10 CHINESE

Term 3 has been a remarkable period for our Year 9/10 Chinese students, who have shown extraordinary achievement and dedication. In Week 3, our students were thrilled to participate in a Chinese study group with 22 international students from China. This immersive experience allowed them to actively support and communicate with their assigned buddies, greatly enhancing their language skills and cultural understanding.

Throughout the term, students made significant strides in their language learning, focusing on topics such as sports, hobbies, leisure activities, emotions, seasons, and weather. They demonstrated impressive growth by constructing complex sentences, which strengthened their grammar, vocabulary, and comprehension. A notable accomplishment this term was their project on formal writing. Students composed formal invitation emails and letters, using Canva to create visually appealing invitation cards. These invitations, extending a warm welcome to their buddies for leisure activities, showcased their creativity and practical application of language skills.

Our students' initiative and enthusiasm in going beyond classroom content have been truly commendable. Their efforts to support others and deepen their understanding of Chinese culture and language reflect their dedication and commitment. We are proud of their accomplishments and look forward to their continued progress in the next term.



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冯丹青你女子!

我是你的澳大利亚同学
Ephang
Hingwo. 在澳大利亚的冬天,人们喜欢穿日
爱未口的衣服去蓝山旅行,喜欢在皇家
公园进行丛林徒步和徒步方旅行,
参见三姐妹,确实这个伟大的传统,
欣赏风景,锻炼身体.在夏季大多
数澳大利亚人喜欢去海边,在一望
无际的清澈海洋中游泳冲浪,与一些角
一走已沾到冰,探索大海.人们喜欢做的
另一件事是钓鱼.澳大利亚人在夏季和冬季
喜欢做什么?

我喜欢有很多爱好只是为了在忙于学
业和家庭时让自己保持忙碌和活
跃.我的爱好是阅读,烹饪.我喜
欢阅读,因为它让我远离手机和电
子产品,而且非常放松.然后我喜
欢烹饪,因为它让我更独立,而且我不
必吃不健康食物.所以对我来说,
烹饪是最好的在家.

Anna

最近,我对攀岩产生了兴趣.这看起来
是一种可以挑战自我的绝佳活动,
我觉得会非常有趣.我很希望我们
能一起去尝试攀岩.你觉得怎么样?
我附上了一张邀请卡,上面写着活动的
详细信息,希望你能参加.

期待你的回复!

祝女子,Anna

Date:

Invitation

嗨,伙计

我叫Noddy.我将成为你本周的伙伴.在澳大利亚,人
们在夏天喜欢去游泳,冬天,人们喜欢在雪
山上滑雪.春天人们喜欢在公园里散步.
在这些季节,你喜欢做什么?

我喜欢打排球,因为它很有趣.我喜欢做
的另一个爱好是听音乐,因为音乐可以让
放松心情.我通常在感到无聊或无事可
做时进行这些活动.我想学习如何玩
的一项活动是无板篮球.我想学习如何
打无板篮球,这样我就可以和我的朋友
一起玩了.
你的爱好是什么?
你知道如何打无板篮球吗?
也许有一天你可以和我一起玩无板篮球.

我真的很喜欢在假期和我的朋友们一起
出去玩.你喜欢在假期和朋友一起出去玩吗?
假期共同你们都做什么?
期待您的回复!
祝您一切顺利
-Noddy >>>

当然,我真的不喜欢成为哥哥,因为我
不是个擅长做家务的人,而且我的朋
友总是比我更忙,而且我的朋
友总是比我更忙.在夏天,我喜
欢去海边游泳和冲浪.在冬天,我喜
欢去滑雪.我想学习如何打无板篮球.
我想学习如何打无板篮球.你想让我
试着教你吗?

当学校放假时,我喜欢出门在外,
与家人和朋友一起出去玩.我喜欢
去海边游泳和冲浪.我喜欢去海边游
泳和冲浪.我喜欢去海边游泳和冲浪.
我喜欢去海边游泳和冲浪.我喜欢去
海边游泳和冲浪.我喜欢去海边游泳
和冲浪.我喜欢去海边游泳和冲浪.

期待您的回复!

希望你一切顺利!

Anna

亲爱的布婷婷,

你,我叫Anna.很高兴能成为你在澳大利
亚的伙伴!我知道搬到一个新家可
能会有些挑战,但我会帮助你在这
里找到家的感觉,并尽可能地享
受这段时光. very good!

澳大利亚有很多令人兴奋的休闲活动,
我期待能向你介绍一些.在夏天,我们
经常去海边游泳和冲浪.温暖的天气和
美丽的海滩使这成为一种非常受欢迎
的消遣方式.秋天的时候,很多人喜欢
在公园或郊外野餐.凉爽的微风和五
颜六色的树叶为户外活动提供了完美
的环境.虽然我们的冬天比较温和,但
滑雪依然是很多人喜欢的活动.

至于我的爱好,我对几项活动充满热情.
我喜欢打羽毛球,因为这是一种很有
趣的方式来保持活跃,并和朋友们一
起度过美好时光.我还喜欢玩视
频游戏,这帮助我放松并缓解压力.
游泳也是我喜欢的一项活动之一;
我通常在周末游泳,因为它既令人清
爽又是一种很好的锻炼. Answer!

你好,Anna

二零二四年九月九日

我叫Re.我是你的新同学.在澳大利亚,
中国人在季节里喜欢做什么?夏天你
喜欢做什么?游泳.最近中国的天气
怎么样?

我有多项爱好,我的爱好是看电影和
打排球.我喜欢看电影,因为它可以
扩展我的知识.我喜欢打排球,因为
它很有趣.我想学唱歌,因为它很放
松.你的爱好是什么?至于冬天,
我想学滑雪.你想和我一起滑雪吗?

当学校放假时,我喜欢看电影和电
视节目,因为它很有趣,让我快乐.
学校放假期间你做什么?

期待您的回复!

祝好!

Re/雷

你好,Anna

我是Sharon.在澳大利亚,很多人喜欢
在夏天去游泳,因为天气非常热.
你的爱好是什么?夏天,人们喜欢野
餐,因为天气非常热.阳光明媚,冬
天,人们去滑雪,因为山上白雪皑皑.
春天你喜欢做什么?

我最喜欢的两个爱好是听音乐和看电
影.我喜欢听音乐,因为它能让我感
到快乐和放松.我喜欢看电影,因为
其中的故事非常有趣,让我感到放
松.我在空闲时间和家人一起看电
影,在做其他事情时听音乐,或者在
空闲时间听音乐.

每周我都会练习武术,因为它可以
让我保持健康并且很有帮助.你喜
欢武术吗?你有什么爱好?我想学
习如何滑冰,因为它看起来非常有趣
和冒险.你想和我一起滑冰吗?我
认为这会很非常有趣.

祝你一切顺利,
Sharon

二零二四年九月九日

你好,Anna

我是你的朋友,Anna.在澳大利亚,夏天
的时候,很多人喜欢去海边游泳.冬
天的时候,很多人喜欢去滑雪.中国
人在一年中的不同季节喜欢做什么?

我最喜欢的两个爱好是听音乐和看电
影.我喜欢听音乐,因为它能让我感
到快乐和放松.我喜欢看电影,因为
其中的故事非常有趣,让我感到放
松.我在空闲时间和家人一起看电
影,在做其他事情时听音乐,或者在
空闲时间听音乐.

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其中的故事非常有趣,让我感到放
松.我在空闲时间和家人一起看电
影,在做其他事情时听音乐,或者在
空闲时间听音乐.

祝你一切顺利,
Anna

Date:
二零二四年八月三十日

Anna

亲爱的布婷婷,

你,我叫Anna.很高兴能成为你在澳大利
亚的伙伴!我知道搬到一个新家可
能会有些挑战,但我会帮助你在这
里找到家的感觉,并尽可能地享
受这段时光. very good!

澳大利亚有很多令人兴奋的休闲活动,
我期待能向你介绍一些.在夏天,我们
经常去海边游泳和冲浪.温暖的天气和
美丽的海滩使这成为一种非常受欢迎
的消遣方式.秋天的时候,很多人喜欢
在公园或郊外野餐.凉爽的微风和五
颜六色的树叶为户外活动提供了完美
的环境.虽然我们的冬天比较温和,但
滑雪依然是很多人喜欢的活动.

至于我的爱好,我对几项活动充满热情.
我喜欢打羽毛球,因为这是一种很有
趣的方式来保持活跃,并和朋友们一
起度过美好时光.我还喜欢玩视
频游戏,这帮助我放松并缓解压力.
游泳也是我喜欢的一项活动之一;
我通常在周末游泳,因为它既令人清
爽又是一种很好的锻炼. Answer!

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你好 buddy!

我是 Rhea, 我希望你过得愉快。我写这封信是为了邀请您和我一起参加一些休闲活动。在澳大利亚有很多活动。在一年中的每个季节都有不同的活动。澳大利亚的三种类型休闲活动包括游泳、羽毛球和去海滩度假。

人们在夏天游泳因为天气炎热、水凉爽。由于羽毛球是一项室内运动,因此可以在任何季节全年进行。大多数人在夏天去海边是因为天气炎热,他们可以参加冲浪、排球和沙滩排球等水上运动。然而,我最喜欢的活动是游泳和羽毛球。

我喜欢游泳因为我三岁开始游泳。我通常在周末和夏天游泳。我喜欢羽毛球因为它让我的身体健康并提高我的注意力。工作之余我和朋友一起打羽毛球。

我想尝试的一项新活动是冬天在雪地里玩耍。做单板滑雪、滑雪和堆雪人等活动。我想尝试这项活动因为我以前从未见过,而且冬天是我最喜欢的季节。

这封邮件附有一份邀请函,希望您在澳大利亚逗留期间能和我一起去看雪地里玩耍。我希望你能早点和我一起参加活动,我迫不及待地想见到您!

在我走之前我想问你五个关于休闲活动的问题:

1. 您最喜欢的休闲活动是什么? 2. 你为什么喜欢这个活动?
3. 您多久进行一次这项活动? 4. 您一周内都做哪些活动?
5. 您想尝试哪些活动,为什么?

亲切的问候
Rhea
= 季 = 四年, 九月, + 日

攀岩
Rock climbing

冒险岩攀岩馆
Adventure Rocks Climbing Gym

地址: 美国加州山麓镇顶峰街
123号, 邮编94016
Address: 123 Summit Street, Pacifica.

电话: (025) 123-4567
邮箱: info@adventurerocks.com
网站: www.adventurerocks.com

时间和日期
Time and date
六点至五点半至八点十五分下午
2024年9月21日, 星期六

如需预订或咨询, 请联系前台或访问我们的网站。
For bookings and inquiries, please contact our office or visit our website.

Rhea

= 季 = 四年, 九月, + 日

你好 buddy!

我希望你过得愉快。我写这封信是想邀请你和我一起参加一些不同的休闲活动。在澳大利亚有很多活动。在一年中的每个季节都有不同的活动项目。您邀请澳大利亚期间, 我想试试的三项运动是游泳、羽毛球和去海滩度假。

人们在夏天游泳因为天气炎热、水凉爽。由于羽毛球是一项室内运动,因此可以在任何季节全年进行。大多数人在夏天去海边是因为天气炎热,他们可以参加冲浪、排球和沙滩排球等水上活动。

然而,我最喜欢的是游泳和羽毛球。我喜欢游泳因为我三岁开始游泳。我通常在周末和夏天游泳。我喜欢羽毛球因为它让我的身体健康并提高我的注意力。工作之余我和朋友一起打羽毛球。

我想尝试的一项新活动是冬天在雪地里玩耍。我想尝试这项活动因为我以前从未见过,而且我喜欢冬天。

这封邮件的附件是邀请您和我一起参加这些休闲活动的邀请函。我希望你能早点和我一起参加活动,我迫不及待地想见到您!

在我走之前我想问你五个关于休闲活动的问题:

1. 您最喜欢的活动是什么? 2. 你为什么喜欢这个活动?
3. 您多久进行一次这项活动? 4. 您一周内进行哪些活动?
5. 您想尝试哪些活动以及原因?

我希望很快收到您的来信!
亲切的问候, Rhea
Date in Chinese: Very good!

我邀请您和我一起度过充乐趣的一天。
我非常高兴地邀请您参加这次活动!

冬日, 我们将 - 地点
• Perisher Ski Resort, NSW, Australia
• 2024年9月12日

• 单板滑雪、滑雪和堆雪人等活动

每日例行公事
每个活动的时间以及一天的运行方式:
• 带上您需要的所有东西一个袋子
• 在雪地上乘坐滑雪缆车 - 9:00am
• 选择滑雪板和雪地装备 - 9:00am - 9:30am
• 在山上做单板滑雪 - 9:40am - 12:00pm
• 午餐: 肉夹馍, 葱油饼, 饺子, 杏仁饼, 油条, 糖葫芦, 水果 - 12:00pm - 1:30pm
• 滑下山并堆雪人 - 1:40pm - 3:00pm

联系方式
电子邮箱: rhea.prasad@education.nsw.gov.au
电话号码: 0498 456 123 (悉尼九八四六一二二三)
我希望尽快收到您的来信, 我迫不及待地想见到您!

你好 Bozhen,

我是你的朋友, Janna! 在澳大利亚, 夏天的时候, 很多人喜欢去海滩游泳。冬天的时候, 很多人喜欢去雪地。在秋天, 很多人喜欢去野餐。在春天, 很多人喜欢去公园。中国人在一年中的不同季节做什么?

我有很多爱好。我最喜欢的爱好是唱歌, 弹吉他和钢琴。我也喜欢看片和打排球。我喜欢唱歌, 因为它很有趣, 也喜欢演奏乐器。我喜欢看书, 因为它让我放松并发挥我的想象力。我喜欢打排球, 因为这是一种与朋友增进联系的有趣方式。你的爱好是什么? 你喜欢唱歌或看片吗? 在春天的时候, 如果天气不太热也不太冷, 我要和你一起打排球。你想和我一起打排球吗?

因为我很多朋友都会踢足球, 我想学足球的基础知识。你喜欢踢足球吗? 假期里, 我想练习我的中文, 我希望变得更好, 并能用普通话与人正常交流。你有想学习的语言吗? 如果有, 他们是什么? 我假期里想做的另一项活动是滑冰。我希望有一天我们可以一起滑冰。你想和我一起做什么爱好或活动吗?

我期待您的回复!
祝一切都好,
Janna

Date: in Chinese

TERM 3 DEBATING

Were you aware that being part of a debating team can provide numerous advantages that contribute to personal and intellectual development? Participating in debating enhances critical thinking abilities, refines public speaking skills and promotes teamwork and collaboration.

These lifelong skills were demonstrated by our Plumpton High School Stage 4 and 5 debaters who completed their rounds in the Premier's Debating Challenge.

Congratulations to our debaters.

Sumayyah Anayet • Caroline Bramley • Reese Cheong • Lilith Dartnell • Willow Dartnell • Abigail Dizon • Emil Dominguez • Mohammad Elyassih • Anisha Joyia • Ruby Luxford • Annacemone Nashid • Muhammad (Abdul Ahad) Shahid • Holleigh Smith • Connor Velasco • Lokesh Yalamanchili • Sumaira Ali • Nasreen Bhurgri • Rose Lucas • Nimit Joshi



YEAR 7 - UNIT: SAVE THE PLANET

Have you ever thought about how students can learn about the environment and sustainability to become guardians of the planet and make a positive impact?

During this term, Year 7 delved into this by exploring how documentary filmmakers employ their craft to reveal insights about the world. They enhanced their understanding by upskilling themselves in effective research practices to compose persuasive presentations on the topic "Save the Planet".

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Here are some exemplary openings from our Year 7 cohort:

"How would you feel if you lost your home, taken against your own will, absolutely destroyed by something or someone, with no choice given whatsoever? This may not be a likely reality for you and me, but there are thousands of species having to withstand such horrific experiences. Guess what's the main reason? That's right, it's us. Deforestation is the act of destroying, demolishing and decreasing the land, trees and plants in an area. When I was younger I would always see giant machines cutting down helpless trees and hearing the overpowering booms and crashes just from driving to school. This should not be normal and we need to stop the heinous degradation of our species, our habitats, our own planet, before its effects worsen."

"Australia has a diverse population of creatures, from the weird, adorable and downright scary, all these animals have one thing in common, a global wide problem called species extinction. Species extinction is scientifically the complete disappearance of a species from earth. As I learnt, after an unfortunate birthday having my favorite animal for dinner, I cried and refused to eat it. This animal was a kangaroo, the Aussie icon, and after some research I enlightened myself on all of Australia's endangered to extinct animals and what I saw horrified me. So, I demand of all of you, please address this problem with me, and we can move towards a future where species extinction no longer threatens our biodiversity."

Imagine enjoying a delicious meal until you hear a crunch in your smoked salmon and find to realise there are tiny bits of plastic in your salad! This is exactly what is happening to 88% of the world right now. It is inarguable that plastic pollution is a serious issue in our society and has negatively impacted our threatened marine life, natural habitats and polluted oceans.

There is a material that is cheap to make and made in bulk each day. It is easy for consumers and retailers, it is made out of natural gasses and crude oil, and it is slowly deteriorating the Earth, bit-by-bit. This material is called plastic and it is destroying local, national and global areas rapidly.



YEAR 8 - UNIT: THE GOTHIC

How do Gothic conventions remain relevant in today's literary world?

This term, Year 8 English students have been grappling with a compelling question that has been at the forefront of their studies. Engaged in Project Based Learning alongside HSIE and Visual Arts, they have been delving into the transition from the Ancient to the Modern World. Within the realm of HSIE, their focus has been on the captivating history of Medieval Europe. Meanwhile, in their English classes, they have harnessed their historical insights from this era to fuel their creativity in crafting a Gothic imaginative writing piece. In Visual Arts, they experimented with forms and techniques to construct a scratch foam print illustration, inspired by their narratives. This interdisciplinary approach has not only allowed students to explore the rich tapestry of Medieval Europe and to explore how artists have been influenced in the world of Medieval but has also inspired them to develop a website as part of their learning journey.

Through Project Based Learning, students have had the opportunity to delve deeply into topics, honing their research skills and collaborating effectively with their peers in HSIE, Visual Arts and English. By leveraging their historical knowledge to create Gothic imaginative writing pieces, students have not only showcased their ability to work independently and think critically, but have also demonstrated their adaptability in navigating evolving circumstances. This comprehensive approach equips Year 8 students with a range of skills that will serve them well in their academic pursuits and beyond.

Below are some outstanding story openings composed by the students.

"It gets lonely here.

Alone... No one around. So I watch. I watch and I watch and I watch. I watch my castle and its inhabitant. That weak, scrawny human. He gets scared far too easily to even step foot in the magnificence that is my castle. My castle is an imposing structure. It stands proudly on the cliffs of England's coast. It is not a hut for a serf to inhabit. With its wind howling and trees whispering judgmentally it keeps people away. A human touch would just ruin it. Alas, there is nothing I can do. Unless... No, I won't be getting out soon, but I promise when I do... He will pay."



"Sienna felt a sudden gust of wind shoot through the roof, and an uneasy feeling sank into her stomach. A slow drip... drip... drip... sounded out. The hair on the back of Sienna's neck stood up at the unexpected sound. She brushed it off, continuing her search for the cure, till she spotted a diary, covered in cool, black leather that concealed its discoloured pages. She opened it, flicking through its contents till a page caught her eye.

14th September 1349,

The lab researchers have attempted to make a cure for the Black Plague. They used melted glaciers and dark fog. They failed, instead creating a creature with humanoid properties. They are working on giving it life. I don't think this is a good idea. I fear for the worst if this creature comes to life.

She quickly flipped to the final page of the diary. The last page had one word. The ink was not an obsidian black but instead a deep brown. Smudges of the colour were scattered across the page. The word? RUN."



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"I reached the forest, shivers ran down my spine like icy fingers, the freezing air humming like a low dirge, hitting my neck. I pressed forward, guided by a sense of dreadful familiarity. The forest loomed tall, its trees stretching up like skeletal fingers clawing at the dark sky. Noticing I was at the exact location that occurred in my exhaustive visions, I dug feeling the damp earth beneath giving away as eventually my fingers brushed past a folded piece of paper, ancient and eroded. Unfolding the prophecy, my expression converted to a fear stricken one, it was a picture of the present. Me. Holding the prophecy.

Struggling to breathe, suffocating thick fog, enormous dark blobs of cotton in the sky emerged as faint whispering turned prominent. A wispy grey smoke unfurled from the paper, whirling into the air, its touch carrying vapours of a centuries old deadly illness, the black plague, seemingly dispersing into every breath. I flinched as footsteps echoed behind. Slowly, I turned, recognising the silhouette gripping a shovel with a smug grin. I knew exactly who it was."



The sound of the beating rain against the window at twilight swallowed my ears, as if pleading to let it in. Despite the icy wind, I managed to see out the arched stained glass window, through the intricate designs. A gust of wind swept through the ruined window. The air filled with uneasiness, watching the trees waving and howling for help as they drowned in the rain. I trace my fingers over the weathered stone wall, the dimly lit candle light flickering before fading in the harsh wind.

My thoughts drifted to the disappearance of women in the abnormally hushed village growing common, the occurrence of missing women now gossiped like a normal topic. Time is a thief. Stealing people's lives brutally. Our lives are like a candle in the wind.

Not knowing where they've disappeared has overtaken my thoughts. I've imagined phantom perfumes, soundless footsteps and faint screams.

I cringed at a creaking noise. Then a shadow flickered at the corner of my vision.

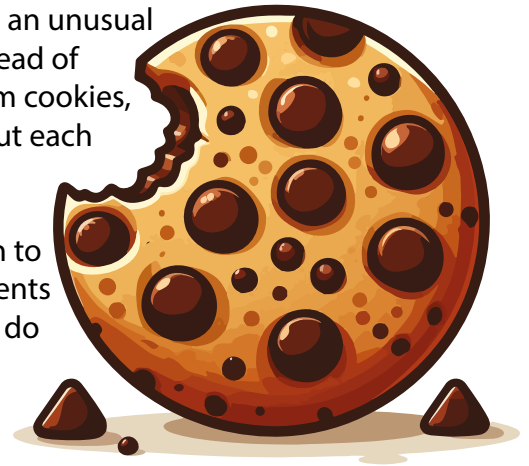
Coming closer.

And closer.



YEAR 7

This term, Year 7 Kookaburra students got a taste of archaeology through an unusual and delicious experiment: cookie excavation. Armed with toothpicks instead of trowels, the young archaeologists carefully extracted chocolate chips from cookies, mimicking the painstaking work of real-life excavations. As they picked out each morsel, students learned how tricky and tiring it can be to become an archaeologist. The activity provided a fun, hands-on introduction to archaeological techniques and valuable lessons about patience, attention to detail, and preserving historical artefacts. By the end of the session, students gained a newfound appreciation for the challenging work archaeologists do in uncovering the secrets of our past, one tiny piece at a time.



YEAR 8

Students in Year 8 engaged in an investigation of Medieval Europe through a project-based learning experience that combined elements of HSIE, English and CAPA. In HSIE students were tasked with exploring the key focus areas of medieval crime and punishment, military and defence systems and towns, cities and commerce in groups of three. They ventured into the past by selected a significant individual from the Medieval World and analysing both a written and a visual source to support them in explaining the legacy and change that occurred during this period. Students produced their findings on their PBL website.



YEAR 11 ANCIENT HISTORY

Year 11 Ancient History students spend Term 3 learning about varying examples of ancient weapons and warfare. They investigated the nature of warfare through the case studies of Mycenaean soldiers and Macedonian armies to support their understanding of how weapons and armour were used to fight in the ancient world. Their higher order thinking skills were also enhanced through comparing and contrasting how different examples of weapons and armour changed over time throughout the ancient world.



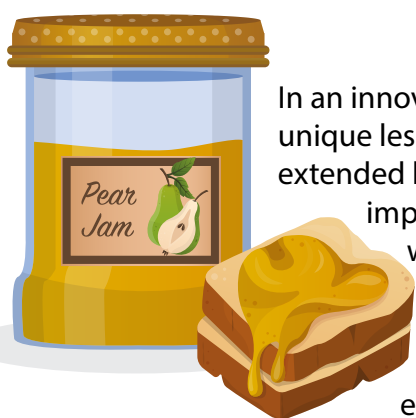
YEAR 11 MODERN HISTORY

Students in Year 11 Modern History explored how the modern world was shaped through their study of World War I. Through their immersion with all kinds of sources, students ensured that they deepened their understanding of the causes, effects and impacts of the war. They investigated how examples of militarism, alliances, imperialism and nationalism influenced the events and actions involving key individuals and groups. Students also engaged in critical thinking as they cross-referenced the details from source evidence when evaluating what can be learned from the past.



YEAR 11 LEGAL STUDIES

In an innovative approach, Year 11 Legal Studies students recently participated in a unique lesson designed to help them remember the PEARRJAM technique for writing extended legal responses. The class tried homemade pear jam while discussing the importance of this writing method in legal analysis. PEARRJAM is a crucial framework for structuring legal arguments. By associating the sweet taste of pear jam with this mnemonic device, teachers hope to make the concept more memorable and engaging for students, ultimately improving their ability to craft well-reasoned legal responses in their future academic and professional endeavours.



SCIENCE

TERM 3 IN SCIENCE

The Science Faculty at Plumpton High School has had an exciting and very interesting Term 3, with many staff members engaging students and the wider community in various activities and events. One of the major events Science was involved with this Term was Science Week which occurred in Week 5. A lot of Science staff were involved with this week-long event and ran fun and engaging activities for our students focussing on the theme of survivability and sustainability of our ecosystems and natural resources. Ms. Narayan constructed food webs and food chains with Year 7, while Ms. Racela worked with Year 8 to create fossils using plaster of Paris. Ms. Renno modelled predator and prey relationships with Year 9 and Mr. Ghaz modelled natural selection in birds using household items.



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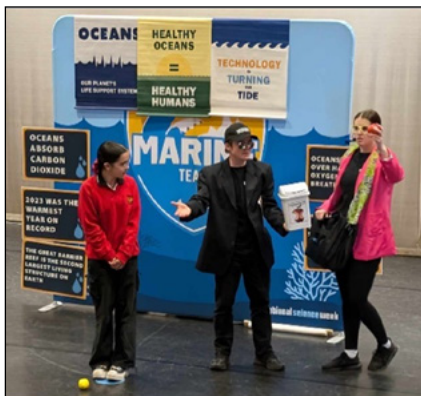
SCIENCE

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Also in Week 5, Ed Husic and his team engaged local schools in the Chifley Science Fair for 2024 which Plumpton High School had the opportunity to participate in. A small team of Year 10 students were involved in creating a model of the Mount Druitt Hospital area and what it may look like in 2040. These students conducted copious amounts of research, used sustainable materials to build their model, and then presented to Ed Husic and his team and won prizes and awards for their efforts!



During Science Week we also had Perform Education come into the school to teach our Year 9 students about marine ecosystem sustainability as well as how to promote healthier oceans for the longevity of our natural resources. They employed theatrical and cinematic techniques to engage the students and even had students participate in their performances! The students found the experience very entertaining, and it was a unique way to increase their understanding and awareness of sustainability movements across the globe relating to our marine ecosystems.

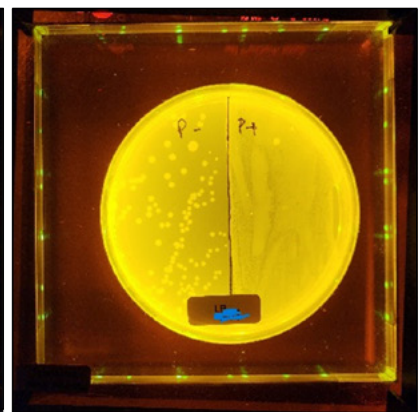
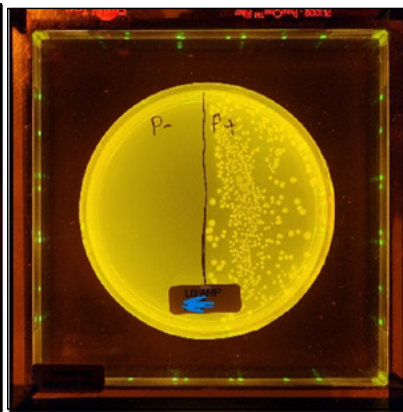
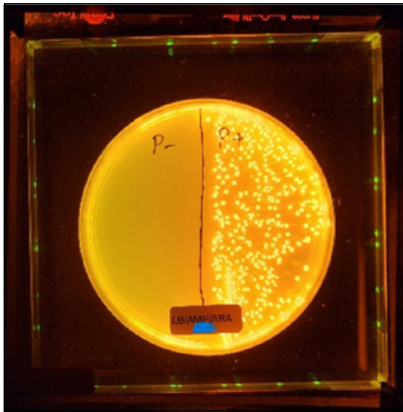
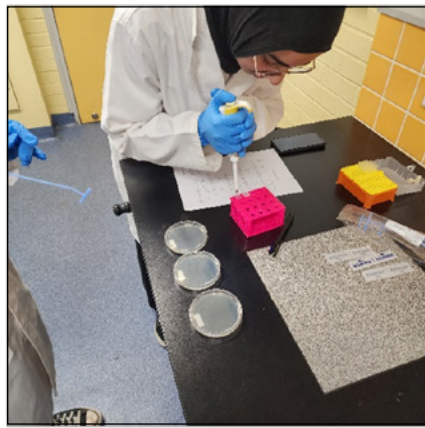


Additionally, Plumpton High School collaborated with the University of Sydney and their AMGEN project to engage Year 12 Biology students in conducting genetic engineering of E. coli bacteria for their Depth Studies. These students were able to learn about the use of specific and precise equipment, such as micropipettes, and utilised various biotechnologies, such as restriction enzyme digest and gel electrophoresis, to transform regular E. coli bacteria to glow under ultraviolet illuminators. They then extended this to possible medical applications of this technique to genetically modify bacteria to create human insulin for diabetic patients.

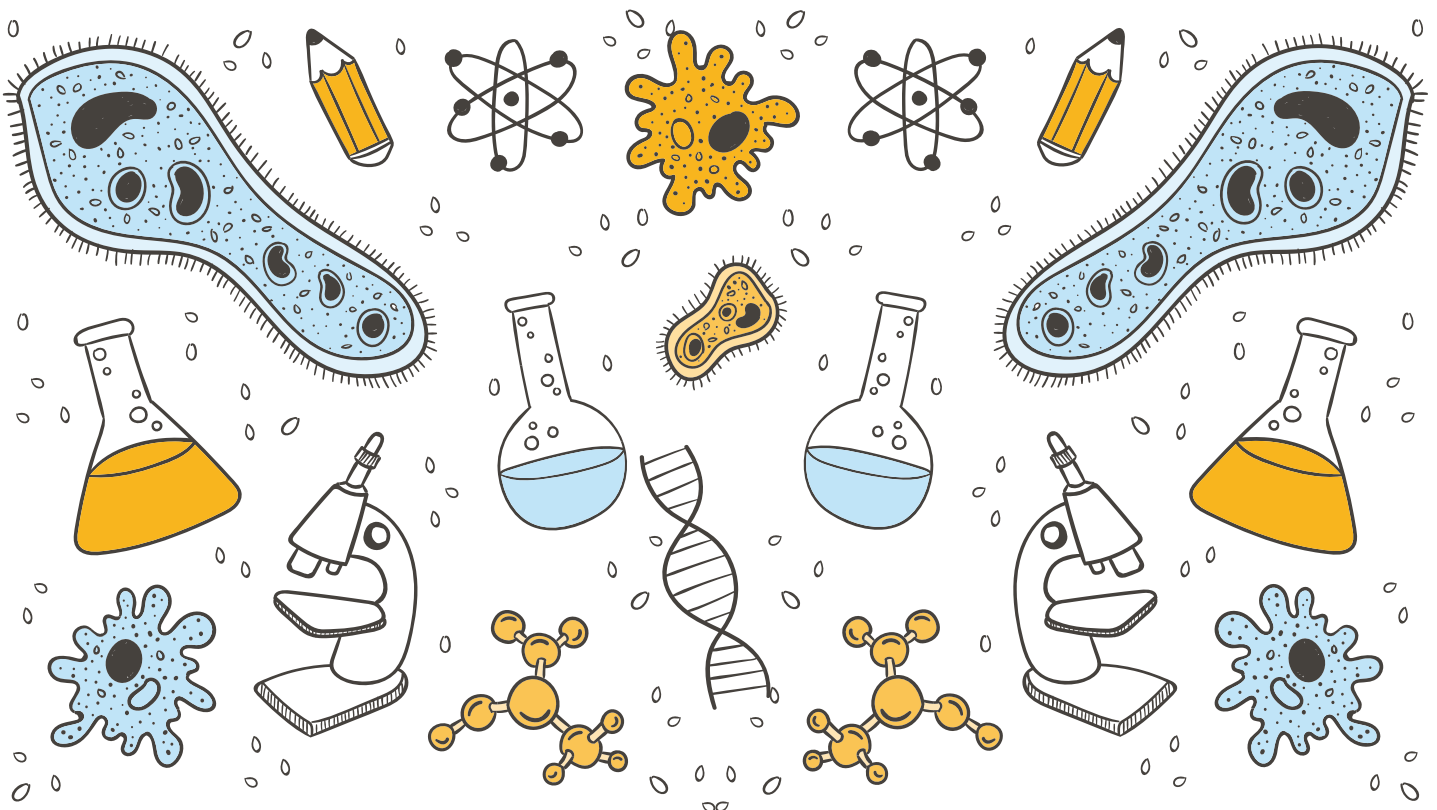
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SCIENCE

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All in all, the Science Faculty has had a very busy Term 3 creating meaningful, inclusive, and educational experiences for all our students. We have strived to engage with the wider community and have engaged in networking to share expertise to improve the outcomes of students and teachers across NSW. We aim to bring this enthusiastic approach into Term 4 for an impactful end to an incredible school year!



TERM 3 JACKMAN UPDATE

This term Jackman have been learning about Polynesia through the film Moana. Each student was allocated a Polynesian Island to focus on and learn about during the term.

ENGLISH: Students analysed and deconstructed a number of texts, films and short films and created a range of storyboards. Students also had the opportunity to create their own storyboard using

MATHS: In Maths, students learnt how to create pie, column and line graphs on a spreadsheet and used these to make a data display.

HSIE: During HSIE lessons, students researched their island and created a map which identified a range of geographical features.

SCIENCE: Through theory and practical lessons students learnt about a range of environmental features such as weather, earthquakes and volcanoes.

PDHPE: The focus during theory lessons was to learn about being healthy, safe and active when visiting Polynesia. Students created brochures and posters to display the information

As part of student feedback at the end of Term 2 and teacher observations, Jackman had a focus on writing in all KLAs and Skills. Students learnt about the different types of sentences and applied their learning in a range of activities across all subjects. Students were also required to write an ALARM paragraph as part of their assessment in each subject. As a result, Jackman staff have recognised the effort, confidence and improvement in all student's writing this term.

In Week 3, Jackman students travelled by bus to Zone Bowling at West HQ Rooty Hill. Students demonstrated independence when boarding and exiting the bus by tapping on and off correctly with their opal cards, giving way for the public and thanking the bus driver. They had great fun bowling across 2 rounds, scoring strike after strike as they practised for the Bowling Competition which was held in Week 5. Students displayed excellent teamwork and collaboration as they helped each other in aiming and choosing the right bowling ball. Lots of cheers were heard as students encouraged their own teammates and opposing teams (including the teachers) to keep giving it their best shot. Students also got to make new high scores at the arcade and exchange their tickets for cool prizes. It was a successful day of travel and bowling training with students ending the day with big grins.

On Tuesday of Week 5, 4 students along with Mr Vella and Miss Jodi attended the Bowling Competition. All 4 students represented Plumpton High School, Jackman and themselves with pride and respect. They competed against many other schools from the area and out of thirty schools, we were ranked 10th! Congratulations Team Jackman on such a wonderful result and their commitment to teamwork, collaboration and personal development.



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This term, Jackman Senior students have had the opportunity to participate in NOVA Employments STEP Program. Each fortnight Aaron, from NOVA visits and runs workshops to support our students with skills that will set them up for a successful future beyond school. In addition to these visits, Mrs Gladden, Miss Anwar and Miss Alex took the senior students on an excursion to NOVA for an information day where they listened to the opportunities, services and supports that they offer. Many students were interested and were networking with NOVA staff to help them in life beyond school.

Jackman staff and students would also like to congratulate Joseph for the completion of the Duke Of Ed Bronze Qualifying Hike. Joseph is the first Jackman student to complete the Bronze Hike. Well Done Joseph, we are all so incredibly proud of your determination, resilience and success!

As the term comes to an end, students will be provided with an opportunity to participate in some experiences during 'X Week'. Students will be attending two excursions (The Australian Museum and NOVA Employment), in-school work experience, a team building and social skills program and an assessment presentation day. At Plumpton, our goal is to provide students with a diverse range of learning experiences that go beyond the classroom.

Jackman staff and students are looking forward to the exciting opportunities that 'X Week' has to offer.

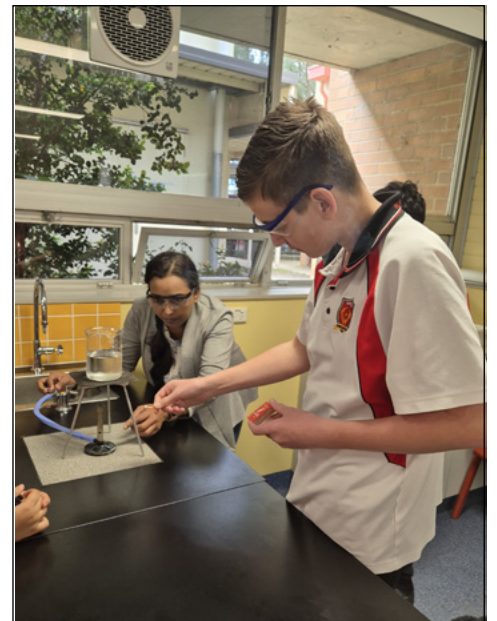
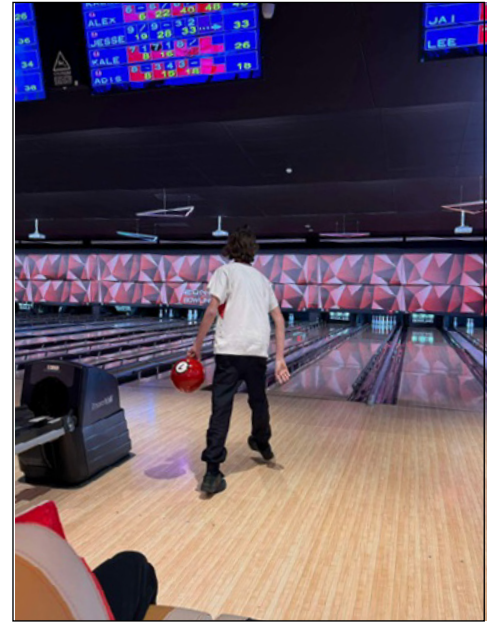
Jackman Staff are proud of the efforts and dedication that our students have demonstrated throughout the term! Well Done everyone.



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JACKMAN

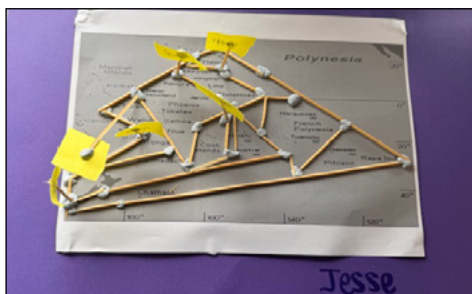
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JACKMAN

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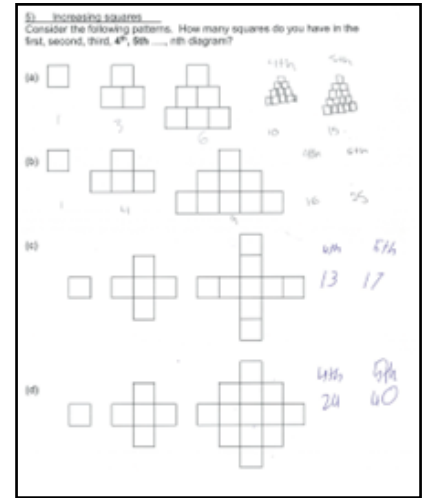
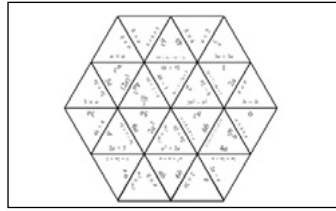
MATHEMATICS

MATHEMATICS TERM 3 - 2024

YEAR 7

Exciting Update on Year 7 Learning!

Our Year 7 students have been diving into their learning this term, and we are thrilled to share some of the highlights with you!



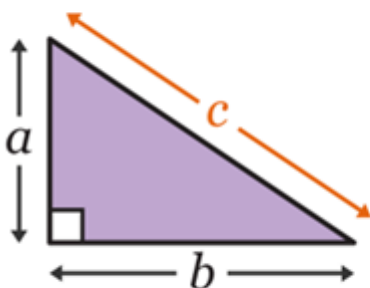
Year 7 students have been sharpening their numeracy skills through a variety of engaging games and activities. From fun challenges to real-world applications, they are honing their mathematical abilities every step of the way! Additionally, algebra has been a key focus this term, and our students have been making significant strides in their understanding. They've been exploring concepts like variables, expressions, and equations, setting a strong foundation for their algebraic journey ahead. Another one of the highlights of the term has been the students' development in solving algebraic equations to crack a challenging Tarsia puzzle. This hands-on activity not only reinforces their algebra skills but also encourages critical thinking and problem-solving abilities. Our Year 7 students are truly embracing the world of mathematics and are making great progress every day. We're immensely proud of their dedication and enthusiasm for learning!

YEAR 8

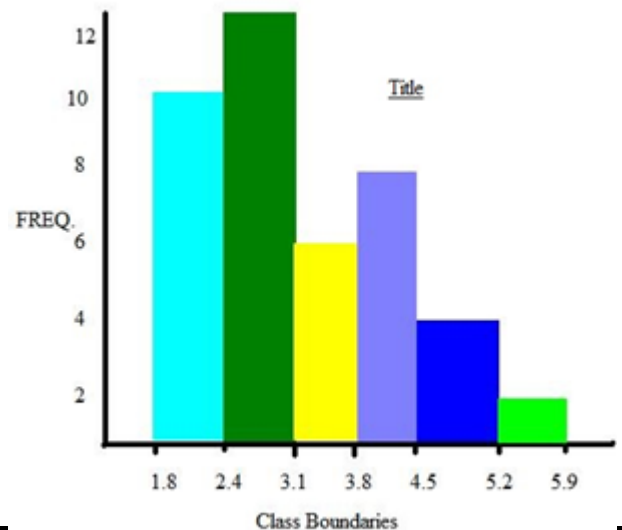
Year 8 in term 3 saw students calculating the Hypotenuse of a Right-Angled Triangle using Pythagoras' Theorem and discovering ways to describe data using the statistics of Mean, Mode, Median and Range. Most recently they have been working with ratios and rates comparing numbers and will be finishing the term learning how to apply the concepts of percentages in real world contexts.

The assessment this term was different, with students taking home a text they looked at in English classes, and then applied what they had learned in Statistics to discover things like the average number of words in a paragraph, and how to display the information in a useful graphic.

Next term students will look at linear relationships and probability before doing a mathematics bootcamp of revision in preparation for year 9 in 2025. Students will also have the opportunity to work on the fluency of their times tables knowledge and improve their numeracy skills by completing RMF (Reframing mathematics futures) activities in class.



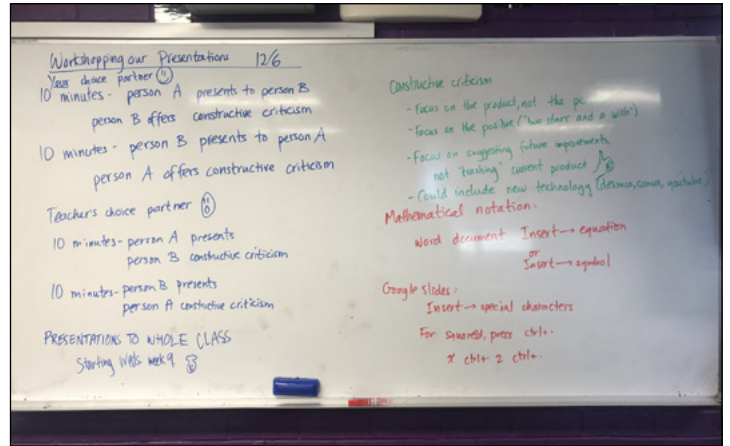
$$a^2 + b^2 = c^2$$



MATHEMATICS

YEAR 8 - EXTENSION

In 8 Mathematics Extension, we are excited about exploring non-linear functions. Some of these functions are found in the syllabus for year 9 and beyond, but that is no barrier to understanding what they are, and how to graph them. Students in 8 MXT can even dance to their shapes, as seen here.



Each student is putting together a slide presentation describing their chosen function, how to graph it, and what it represents in the real world, including exercises for their classmates to complete. Students workshopped their presentations one-on-one and exchanged constructive criticism, before delivering their presentation to the whole class.

YEAR 9 - ADVANCE & EXTENSION

This term in our Year 9 Advanced and Extension Maths course has been both challenging and rewarding as students have explored a range of complex topics. They have deepened their understanding of linear relationships by learning to write linear equations in gradient-intercept form, graph these equations on the Cartesian plane, and solve real-world problems involving linear relationships. Mastery of midpoint and line segment length calculations using formulas has also been achieved. In geometry, students have applied their knowledge of scale factors to accurately enlarge shapes, determine unknown angles, and solve problems involving similar figures. They have tackled financial problems related to compound interest and revisited the calculation of volumes for composite solids. To assess their progress, students completed a comprehensive checkpoint assessment task booklet, covering all topics along with an advanced pathway paper that includes content such as direct proportion, congruence tests, and polygon angle calculations. The course also required students to measure and calculate the volume of different composite solids, reinforcing their practical skills. Overall, their engagement and skill development have been impressive, preparing them well for future mathematical challenges.

Continued on next page 

MATHEMATICS

YEAR 9 - ADVANCE & EXTENSION

Part I: Measurement (6 marks)
 Outcome to be tested:
 MA3-ARE-C-as solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids
 MA3-VOL-C-as solves problems involving the volume of composite solids consisting of prisms and cylinders

Question 1:
 Instruction: Pick an item from what your teacher provides you. Take all the measurements to calculate the volume of the solid.

You may use this space to draw a diagram or record measurement.

Use your measurements to calculate the volume of the solid. Show all work. 2m

$A_{top} = \frac{1}{2} \times 10 \times 10 = 50 \text{ cm}^2$
 $A_{side} = 10 \times 10 = 100 \text{ cm}^2$
 $A_{bottom} = 10 \times 10 = 100 \text{ cm}^2$
 $A_{total} = 50 + 100 + 100 = 250 \text{ cm}^2$
 $V_{prism} = A_{total} \times h = 250 \text{ cm}^2 \times 10 \text{ cm} = 2500 \text{ cm}^3$
 $V_{cylinder} = \pi r^2 h = \pi (5)^2 \times 10 = 785.4 \text{ cm}^3$
 $V_{total} = 2500 + 785.4 = 3285.4 \text{ cm}^3$

Part I: Measurement (6 marks)
 Outcome to be tested:
 MA3-ARE-C-as solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids
 MA3-VOL-C-as solves problems involving the volume of composite solids consisting of prisms and cylinders

Question 1:
 Instruction: Pick an item from what your teacher provides you. Take all the measurements to calculate the volume of the solid.

You may use this space to draw a diagram or record measurement.

Use your measurements to calculate the volume of the solid. Show all work. 2m

Handwritten notes:
 $V_{of\ shape} = 5.703 \text{ cm}^3 + 53.5557856 \text{ cm}^3$
 $A = \frac{1}{2} \pi r^2 = 1.35^2 \times \frac{\pi}{2} = 3.125 \text{ cm}^2$
 $V = 1.325 \times 2.8 = 3.71 \text{ cm}^3$
 Example:
 $A = bh = 1.4 \times 6 = 8.4 \text{ cm}^2$
 $V = 8.4 \times 2.8 = 23.52 \text{ cm}^3$

Part I: Measurement (6 marks)
 Outcome to be tested:
 MA3-ARE-C-as solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids
 MA3-VOL-C-as solves problems involving the volume of composite solids consisting of prisms and cylinders

Question 1:
 Instruction: Pick an item from what your teacher provides you. Take all the measurements to calculate the volume of the solid.

You may use this space to draw a diagram or record measurement.

Use your measurements to calculate the volume of the solid. Show all work. 2m

Volume of the shape = (Volume of Cuboid) + (Volume of Hemisphere)
 $= (l \times b \times h) + \frac{1}{2} \pi r^2 h$ Unit³
 $= (9 \times 1.5 \times 2.9) + \frac{1}{2} \pi (1.4)^2 \times 2.9$ cm³
 $= 39.825 + (2.891 \times \pi)$
 \therefore Exact value = $39.825 + (2.891 \times \pi)$ cm³
 Real answer = 48.90384438 cm^3

Handwritten notes:
 Cuboid
 $l = 9 \text{ cm}$
 $b = 1.5 \text{ cm}$
 $h = 2.9 \text{ cm}$
 Hemisphere
 $r = 1.4 \text{ cm}$
 $h = 2.9 \text{ cm}$

Part I: Measurement (6 marks)
 Outcome to be tested:
 MA3-ARE-C-as solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids
 MA3-VOL-C-as solves problems involving the volume of composite solids consisting of prisms and cylinders

Question 1:
 Instruction: Pick an item from what your teacher provides you. Take all the measurements to calculate the volume of the solid.

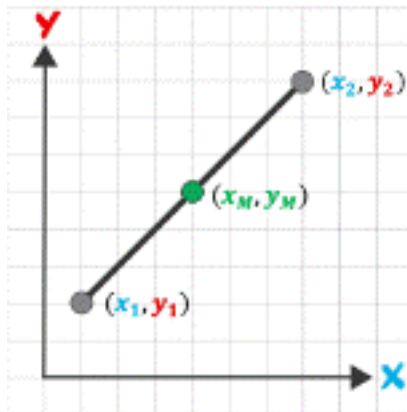
You may use this space to draw a diagram or record measurement.

Use your measurements to calculate the volume of the solid. Show all work. 2m

Handwritten notes:
 $V_{cylinder} = \pi r^2 h = \pi (1.4)^2 \times 1.4 = 8.64 \text{ cm}^3$
 $V_{prism} = l \times b \times h = 1.4 \times 1.4 \times 1.4 = 2.74 \text{ cm}^3$
 $V_{total} = 8.64 + 2.74 = 11.38 \text{ cm}^3$
 Total Volume = 51.72 cm^3

THE MIDPOINT FORMULA

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$$(x_M, y_M) = \left(\frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2} \right)$$

Definition:

The **midpoint** of a line segment is a point that divides or splits the line segment into two equal parts or lengths.

YEAR 10 - 5.3 PATHWAY MATHEMATICS

The 5.3 Pathway Mathematics students in 10th grade have elevated their understanding and expertise in Trigonometry, Surds, Indices, and Circle Geometry this term, transforming theoretical concepts into practical skills with real-world applications.

Venturing into the realm of Trigonometry, these students honed their abilities to apply Trigonometric principles in everyday scenarios, from determining the height of towering trees to using cutting-edge software for precise distance calculations. Armed with phones to measure bearings and distances, and equipped with Clinometers for measuring angles of Elevation and Depression, the students embraced hands-on learning experiences. A select group of students even had the thrilling opportunity to put their skills to the test during The Maths In Surveying excursion at the esteemed Olympic Bicentennial Park, further enriching their mathematical journey.

In the domain of Indices and Surds, the students showcased their prowess in simplifying algebraic expressions ranging from simple to intricate, involving Indices and Surds, while mastering scientific notation and significant figures.

Continued on next page

MATHEMATICS

YEAR 10 - 5.3 PATHWAY MATHEMATICS

Exploring the captivating world of Circle Geometry, students delved into the diverse properties of chords and angles, applying their newfound knowledge to solve innovative and challenging questions. Their assessment task, meticulously designed to evaluate both practical application and theoretical understanding, served as a testament to their growth and proficiency in mathematical concepts.

The dedication and enthusiasm displayed by these students in translating mathematical theories into real-world solutions and embracing experiential learning opportunities underscore their commitment to academic excellence and innovation, inspiring a passion for mathematics among their peers and beyond.

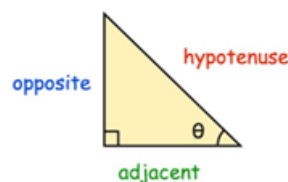


YEAR 10 5.1

Year 10 (5.1) has been diving deep into some essential life skills this term! From mastering the applications of money to understanding the ins and outs of tax calculations and filing returns/refunds, they are becoming financial wizards. Equipped with this knowledge, they are well on their way to making informed financial decisions in the future. They've also been sharpening their right-angled trigonometry skills by learning how to find unknown angles and lengths, they are developing problem-solving abilities that will serve them well in various real-life situations. Additionally, students have been honing their data literacy skills by reading, creating, and interpreting box plots. This skill is crucial in today's data-driven world, allowing them to make sense of information, draw meaningful conclusions, and communicate effectively with data. These learnings aren't just confined to the classroom - they are directly applicable to daily life. Whether it's managing finances, solving real-world problems using trigonometry, or making informed decisions based on data, Year 10 (5.1) students are gaining skills that will empower them to navigate the complexities of the modern world. Keep up the great work, Year 10 (5.1)!



Corbettmαths



Trigonometry

$$\tan \theta = \frac{\text{Opposite}}{\text{Adjacent}}$$

$$\sin \theta = \frac{\text{Opposite}}{\text{Hypotenuse}}$$

$$\cos \theta = \frac{\text{Adjacent}}{\text{Hypotenuse}}$$

YEAR 11 - EXTENSION 1

In a term filled with academic growth and exploration, the Year 11 Mathematics Extension 1 students have delved into the intricate realms of Trigonometry Identities and Rates of Change, including Exponential Growth and Decay, expanding their knowledge and skills to new heights.

Immersing themselves in Trigonometry, these students embarked on a journey to derive and master various Trigonometric Identities, harnessing their understanding to tackle a spectrum of simple to complex proofs with precision and skill.

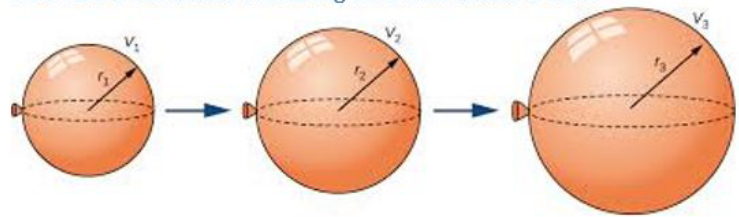
In the realm of Rates of Change, the students elevated their proficiency in applying diverse differentiation techniques to a range of equations, seamlessly translating mathematical concepts into real-life scenarios. By analysing rates at which quantities and dimensions evolve under specified conditions, the students honed their problem-solving abilities and practical application of mathematical principles.

Their assessment task, the Yearly Examination, provided a platform for the students to showcase their knowledge and skills under examination conditions, offering a glimpse into the challenges and expectations awaiting them in the upcoming HSC examinations next year.

Through their dedication and commitment to academic excellence, these students have demonstrated a remarkable ability to navigate complex mathematical concepts with finesse and precision, setting a stellar example for their peers and embodying a spirit of intellectual curiosity and growth.

Rates of Change

A spherical balloon is being filled with air at the constant rate of $2 \text{ cm}^3 / \text{sec}$. How fast is the radius increasing when the radius is 3cm.



Trigonometric Identities

Quotient Identities

$$\tan \theta = \frac{\sin \theta}{\cos \theta}$$

$$\cot \theta = \frac{\cos \theta}{\sin \theta}$$

Co-Function Identities

$$\cos\left(\frac{\pi}{2} - \theta\right) = \sin \theta$$

$$\sin\left(\frac{\pi}{2} - \theta\right) = \cos \theta$$

$$\cot\left(\frac{\pi}{2} - \theta\right) = \tan \theta$$

$$\tan\left(\frac{\pi}{2} - \theta\right) = \cot \theta$$

$$\sec\left(\frac{\pi}{2} - \theta\right) = \text{cosec } \theta$$

$$\text{cosec}\left(\frac{\pi}{2} - \theta\right) = \sec \theta$$

Reciprocal Identities

$$\cot \theta = \frac{1}{\tan \theta}$$

$$\text{cosec } \theta = \frac{1}{\sin \theta}$$

$$\sec \theta = \frac{1}{\cos \theta}$$

Even-Odd Identities

$$\sin(-\theta) = -\sin \theta$$

$$\cos(-\theta) = \cos \theta$$

$$\tan(-\theta) = -\tan \theta$$

$$\cot(-\theta) = -\cot \theta$$

$$\sec(-\theta) = \sec \theta$$

$$\text{cosec}(-\theta) = -\text{cosec } \theta$$

Pythagorean Identities

$$\sin^2 \theta + \cos^2 \theta = 1$$

$$1 + \tan^2 \theta = \sec^2 \theta$$

$$1 + \cot^2 \theta = \text{cosec}^2 \theta$$

Half-Angle Formulas

$$\sin\left(\frac{\theta}{2}\right) = \pm \sqrt{\frac{1 - \cos \theta}{2}}$$

$$\cos\left(\frac{\theta}{2}\right) = \pm \sqrt{\frac{1 + \cos \theta}{2}}$$

$$\tan\left(\frac{\theta}{2}\right) = \frac{1 - \cos \theta}{\sin \theta}$$

$$= \frac{\sin \theta}{1 + \cos \theta}$$

$$= \pm \sqrt{\frac{1 - \cos \theta}{1 + \cos \theta}}$$

MATHEMATICS

YEAR 11 - NUMERACY

This term students in Year 11 numeracy have focused on a topic near and dear to many of us: Footy! Sport is all about numbers, and our exploration of the footy stats proves this point. Finding average points scored per game, measuring the perimeter of the minimum and maximum sized field, or calculating what percentage of capacity a sporting venue was filled to - all of these are becoming second nature to students in Numeracy.

And this is helping students to design their Dream Team - their GOAT - complete with coaching team, player salaries, past statistics and all the reasons they have chosen their favourite players. If all our GOAT teams got together and played a comp, I wonder which one would win?

Number	Position	Player	Current Team	Salary	Relevant statistics why you chose this player
1	Fullback	James Tedesco	Sydney Roosters	\$1.1 Million	Known for his excellent ball-handling skills.
2	Wing	Josh Addo-Carr	Canterbury - Bankstown Bulldogs	\$800,000	Renowned for his speed and try-scoring at
3	Centre	Latrell Mitchell	South Sydney Rabbitohs	\$900,000	Versatile player with great strength and kic
4	Centre	Joseph Manu	Sydney Roosters	\$720,000	Strong defensive and attacking skills, with
5	Wing	Brain To'o	Penrith Panthers	\$750,000	Outstanding try-scorer with powerful runnin
6	Five-Eighth	Cameron Munster	Melbourne Storm	\$1 million	Known for his creativity, kicking game, and



YEAR 11 - MATHEMATICS STANDARD

This term, our Year 11 Mathematics Standard students have been busy exploring the world of budgeting, household expenses, simple interest, depreciation, and time zone-related calculations. Through practical investigations of household bills and exploration of interest rates and calculations, students have been equipped with essential financial knowledge.

In preparation for their preliminary examination, students have diligently reviewed past exam papers to familiarise themselves with the testing format and enhance their understanding of the topics covered. The engagement and enthusiasm displayed by our students in class have been commendable as they strive to master the content and develop their problem-solving abilities.

Moreover, students have been introduced to strategies for tackling problem-solving questions using Bloom's Taxonomy, enabling them to deconstruct questions effectively and identify key components for successful problem-solving.

As the term draws to a close, we extend our best wishes to all Year 11 students as they prepare to transition into Year 12 and commence on the final year of their secondary education journey. We are confident that they will continue to demonstrate dedication and resilience in their academic pursuits next year.



MATHEMATICS

YEAR 12 - MATHEMATICS ADVANCED

As we near the end of HSC year, we reflect on the last term we had together. It was an incredible journey, we started the term by reflecting on the Trials and how to improve. Then we embarked on exploring the fascinating world of Continuous Random Variables and the Normal Distribution. The students' dedication to enhance their understanding of these topics has been truly inspiring.

Throughout this term, we have delved deep into the realm of Continuous Random Variables, exploring their properties and applications in various real-world scenarios. From understanding probability density functions (PDF) to calculating probabilities and expected values, This exploration has broadened the students' horizons and deepened their appreciation for the intricacies of mathematics.

Our focus on the Normal Distribution has been equally enlightening, as we have uncovered the beauty of this fundamental concept and its significance in statistical analysis. By mastering the properties of the normal distribution, and the z-scores we have been able to make informed decisions, draw meaningful conclusions, and interpret data with greater accuracy and precision.

In our quest for excellence, we have revisited and revised all content, ensuring that we cover all gaps in the curriculum. By integrating year 11 content seamlessly with our current studies, we have created a cohesive learning experience that builds upon foundational knowledge and prepares our students for success in their academic pursuits.

As a testament to our dedication and hard work, we have also gone through some HSC exams, providing our students with the opportunity to test their knowledge, improve their skills, and showcase their understanding of the material. These exams have been invaluable in gauging our progress, identifying areas for improvement, and empowering our students to excel in their academic endeavours.

I am incredibly proud of the progress the students have made. As we look ahead to the future, I wish all the students to continue with the same enthusiasm to finish the HSC and as they go out into this world they would be successful in whatever they choose.

This was an incredible two years and I am proud of every student.

YEAR 12 - MATHEMATICS STANDARD 1

This is it. The final term. We have been working very diligently in the lead up to our HSC in term 4. Students have been practicing past paper questions by topic, looking at Algebra, Statistics, Measurement, Networks and Finance and getting feedback from their teachers on how best to approach each problem. "The more we practice the better we become" has been the mantra this term with hundreds of problems being solved to round out the students' mathematics education of the past 13 years!

The Mathematics faculty would like to take this opportunity to wish the very best of luck to the students of Plumpton High School as they enter into the next chapter of their lives. They have only known school so far, and the realities of the world are a whole new ball game. Take with you the skills you have developed at school like determination, diligence, and grit and apply them into whatever you choose to do with the rest of your life. All the best in your HSC, and as always, if you ever need any help, all you have to do is ask.



MATHEMATICS

YEAR 12 - MATHEMATICS EXTENSION 1

As we approach the end of the school year, we want to take a moment to reflect on the incredible journey our Mathematics Extension 1 students have been on this year. It has been a year filled with learning, growth, and achievement, and I am so proud of each and every one of them.

Throughout this term, students have delved into a range of challenging topics, including Sample Proportions, Further Integration, and revised HSC content. They have worked diligently to master these concepts, pushing themselves to new heights of understanding and capability.

I have seen them tackle complex problems with creativity and perseverance, demonstrating a deep passion for mathematics and a commitment to excellence. Their dedication to their studies has been truly inspiring, and I know that they have bright futures ahead of them.

As our students prepare to say goodbye to high school and embark on a new chapter in their lives, I want to take this opportunity to congratulate them on all that they have achieved. I am confident that they are well-equipped to succeed in whatever path they choose to pursue, and I cannot wait to see the incredible things they will accomplish in the future.

To the students, I want to say a heartfelt goodbye and wish them all the best for their future endeavours. I wish that the skills and knowledge they have gained in Mathematics Extension 1 will serve them well in whatever they choose to do, and I have no doubt that they will continue to excel.

YEAR 12 - MATHEMATICS EXTENSION 2

It is with great pleasure that we share with you the remarkable achievements of our Mathematics Extension 2 students in their exploration of Mechanics and Integration during this past term. They have demonstrated exceptional dedication, passion, and perseverance in mastering these challenging topics, and I am thrilled to highlight their accomplishments.

Throughout this term, students have delved into the fascinating world of Mechanics, exploring the principles of motion, forces, with restrictions and without restrictions. By studying the dynamics of moving particles and systems, students have gained a profound understanding of the physical laws that govern the universe and have improved their problem-solving skills.

In addition to Mechanics, students have also delved into the intricate world of Integration, exploring recurring relationships and patterns that emerge in the process of finding antiderivatives. By mastering the art of integration by parts, they have enhanced their analytical skills, developed a deeper understanding of calculus, and honed their ability to tackle complex mathematical problems with confidence and precision. After the last assessment task, students dedicated time to revisiting and revising previous HSC examinations, providing them with valuable insights into the format, structure, and content of these assessments. By analysing past exam papers, identifying key concepts, and practicing exam-style questions, students have been able to refine their exam technique, boost their confidence, and prepare effectively for their upcoming assessments.

The dedication, hard work, and passion demonstrated by the Mathematics Extension 2 students are truly commendable, and I am incredibly proud of their achievements and progress. Their enthusiasm for learning, their willingness to embrace challenges, and their commitment to excellence serve as an inspiration to me and exemplify the spirit of academic excellence that defines our school.

I look forward to the continued growth and success of our Mathematics Extension 2 students as they embark on their academic journey with confidence, resilience, and a thirst for knowledge. I wish them a bright future filled with endless possibilities and boundless opportunities for growth and success.

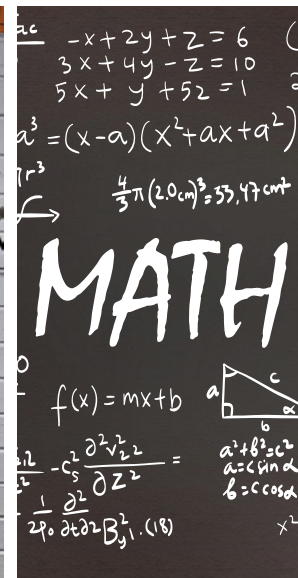
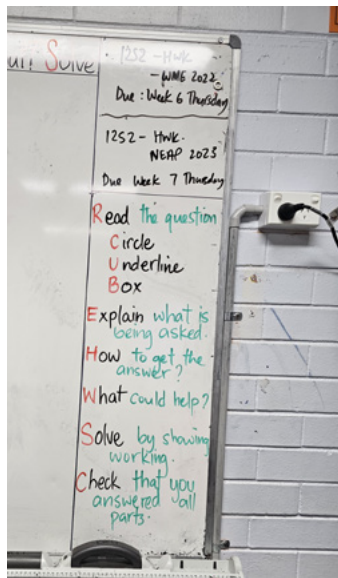
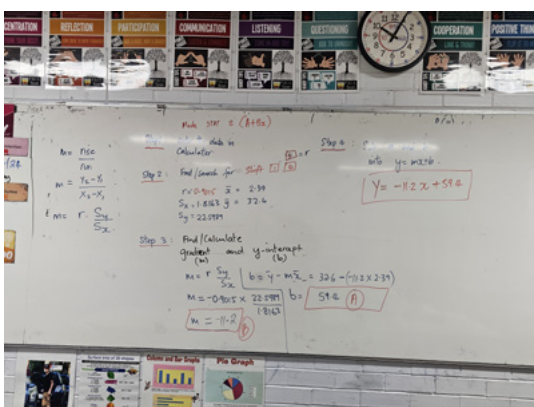
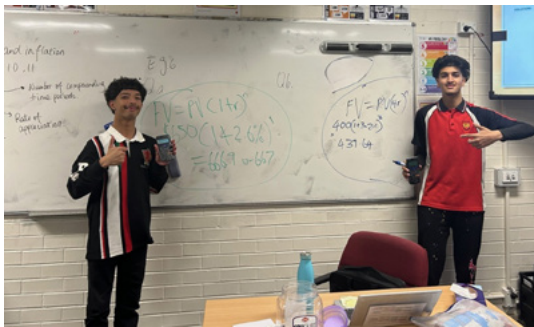
MATHEMATICS

YEAR 12 - MATHEMATICS STANDARD 2

Students have been diving deep into Bivariate Data this term, mastering the use of calculators to calculate standard deviation and correlation coefficient (r). They have effectively utilised graphical methods to analyse the range of r values, determining the correlation between variables as weak, moderate, or strong, and either positive or negative. Their successful completion of Task 3 highlighted their ability to apply these complex calculations and understand the formulas and shortcut methods to deduce the equation of the line of best fit. This has significantly enhanced their skills in analysing and interpreting data effectively.

Throughout the term, students engaged in rigorous practice of examination-type questions in each lesson, using a blend of testing, collaboration, and teacher-led explanations to enrich their learning experience. This holistic approach has not only deepened their comprehension of financial concepts but also equipped them with valuable skills for future assessments and real-world financial decision-making.

In addition to their diligent studies in Mathematics Standard 2 content, Year 12 Standard 2 students also participated in a full-day excursion organised by Mrs. Prasad. During this immersive experience, they received a comprehensive overview of all course topics and were guided through important study techniques and requirements in preparation for their upcoming HSC Examination. This study day provided them with valuable insights and strategies, enhancing their understanding and preparation for success in their exams. The combination of rigorous coursework and targeted study sessions has set them on a promising path towards academic excellence and future achievement.

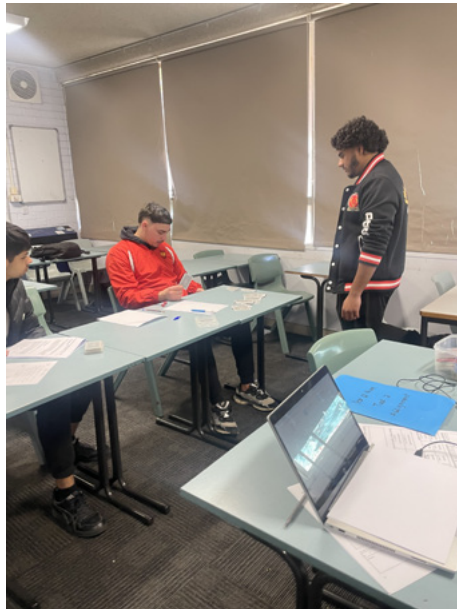
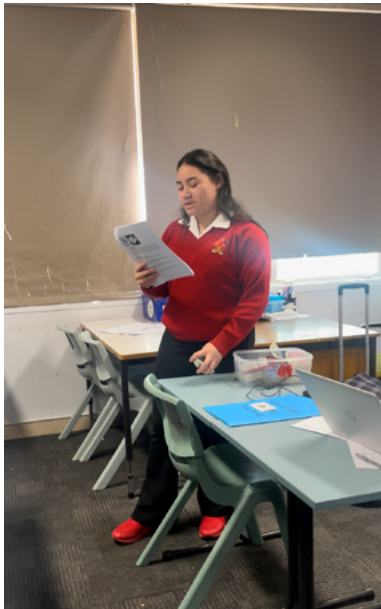


MATHEMATICS

YEAR 12 - NUMERACY

This term marks the final term for Year 12 Numeracy students, who have dedicated themselves to enhancing their skills in assignment "New Job, New Opportunity." In this task, students explored strategies for relocating to a new location for job opportunities, considering various factors that impact relocations such as rent, familiarising themselves with the area, locating nearby amenities like shops and medical centers, understanding directions to their new workplace, and identifying other essential places associated with the new location during the relocation process.

Throughout this term, students also investigated the complexities of taxation, utilising government websites to determine the tax payable and Medicare levy, enabling them to calculate potential tax refunds or amounts owed in comparison to their Pay-As-You-Go (PAYG). It was inspiring to witness the Year 12 Numeracy students fully engaged and applying their acquired knowledge in the assessment tasks. The practical skills and knowledge gained during this term in numeracy will undoubtedly benefit them in their future careers. I extend my best wishes to all Year 12 Numeracy students as they commence on their future endeavours.



NUMERACY WEEK

From 29 August to 4 September, Plumpton High School went all out to make Maths fun again! Our wonderful Maths teachers and keen student volunteers pulled together to organise great activities which gave students opportunities to challenge their skills, earn awards and house points, and enjoy other great rewards.

Thursday kicked off with an exciting Numeracy Kahoot hosted by Mrs. Singh. The winners were Jericho Villareal 1st, Ysabela Marasigan 2nd, and Lanvy Nguyen 3rd.

Friday featured the delightful Doughnut Dash hosted by Mrs. Waldon. Mrs. Nabhan held another numeracy Kahoot, which was won by Tony Tan, followed by Rachel Toso and Chelyn Murphy.

On Monday students flocked to the PAC to engage in a numeracy relay designed by Mrs. Prasad (Head Teacher). The winning team consisted of Ramiyan Purusothaman, Maaz Faraz, Afaq Joiya, and Mrs. Nirmala Deni Savio.

Continued on next page ➡

NUMERACY WEEK

Later, Mrs. Yang presented a brain-stimulating card game called Get24!, leading to first, second and third placings by Tyler Hunt, Maaz Faraz and Tony Tan. Down the hall, teams of mathemagicians battled to create the longest and strongest Lego bridge under the leadership of Mr. Obwoyo. Despite some mischievous rule-bending by Mr. Smith, a victorious student team emerged comprised of Mox Patel, Owen Mitchell and Ahmad Mahmoud.

Tuesday, Mrs. Prasad (not Head Teacher) brought an enormous jar of lollies to tax students' skills in estimation, along with other vital mathematical skills. The winner, Kias Tomlinson, was rewarded very abundantly.

During lunch two on Tuesday, the PAC became a scene of fierce competition, trickery and hilarity with the Escape Room activity. More than ten student teams faced many brain-bending challenges and the NPCs running the activity proved delightfully treacherous, adding unforeseen twists and mysteries. Spiderman even attended, and to this day no one knows who was under the mask. In a fit of creative inspiration, our own Mr. Smith tripled the challenge of the last station, bringing sweat to the brows of the most talented maths students battling it out at the finish line. Finally, the winning teams can be seen triumphantly cheering in the group photo, led by first place winners Seth Mortley, Leanne Viega, Tao-Nghi Tran, Siddharth Sajith, Shivesh Chand and David Rivera. To the best of our knowledge, all students made it out of the Escape Room alive.

Wednesday brought a mellow finish to the festivities with "Fill my square", a multiplication contest run by Mrs. Deni Savio. The winners were Josephine Telea, Tony Tan and Kias Tomlinson.

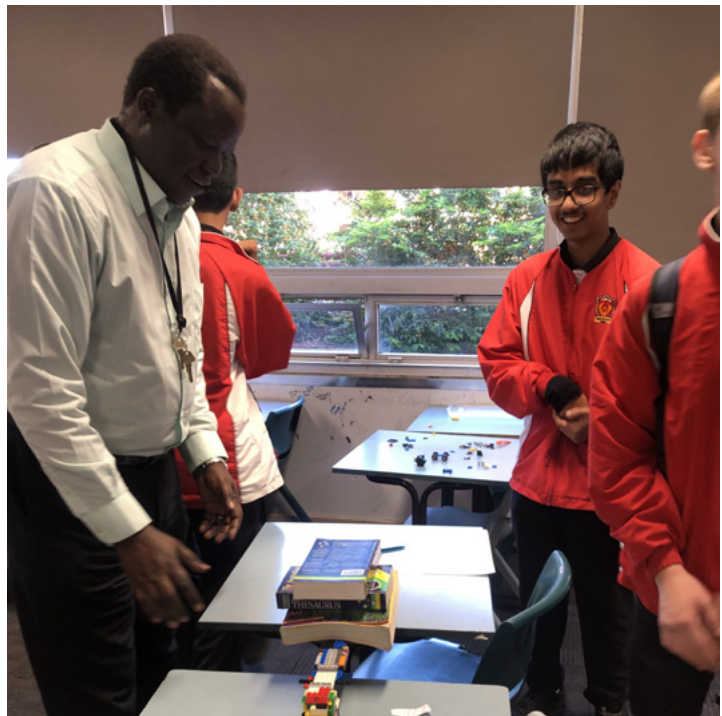
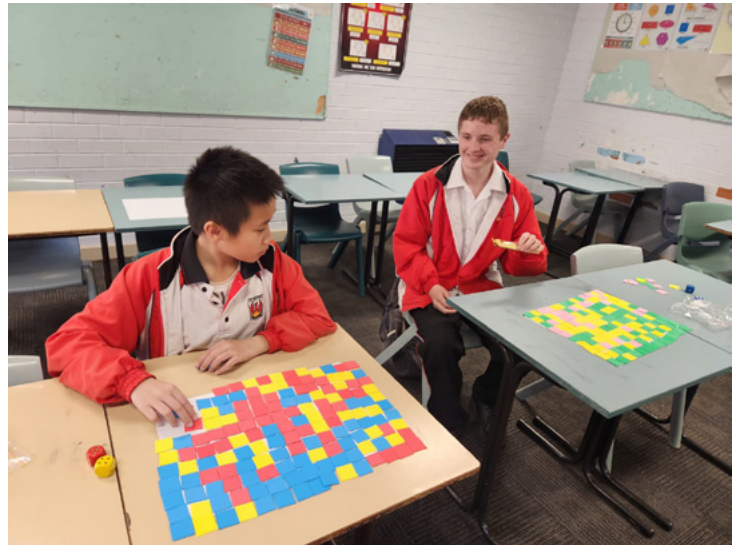
We look forward to Mr Lloyd's event "Red Line Fever" which had to be postponed, but will take place at a later date, extending our numeracy focus even more! Thank you teachers and students, for making Maths fun again!



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MATHEMATICS

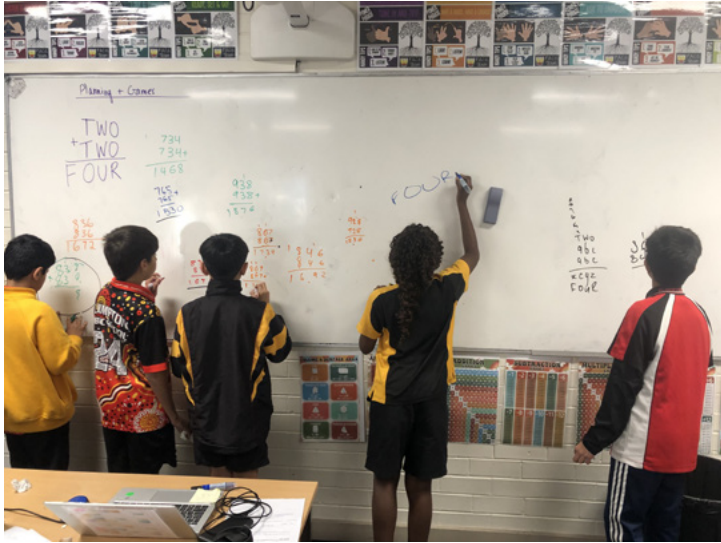
NUMERACY WEEK



MATHEMATICS

AUSTRALIAN MATHEMATICS COMPETITION

The HPGE Mathematics Extension club practised their problem-solving skills in team activities, solving questions from authentic past papers.

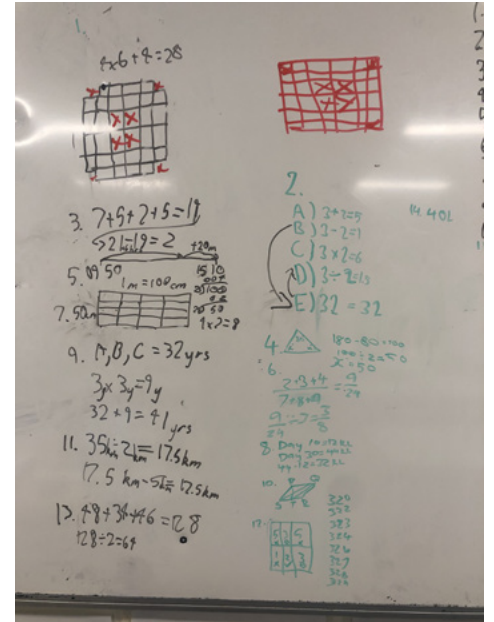
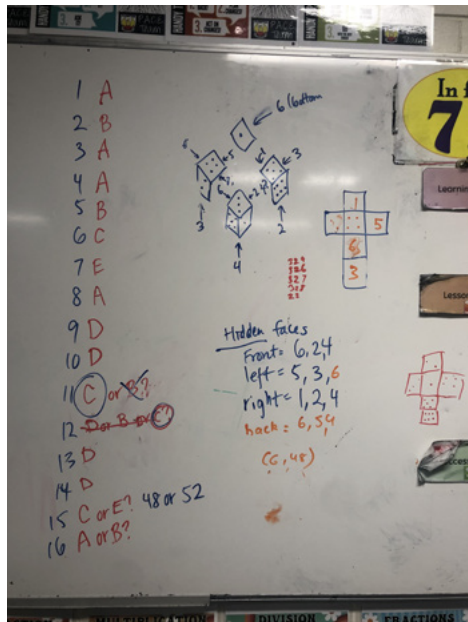
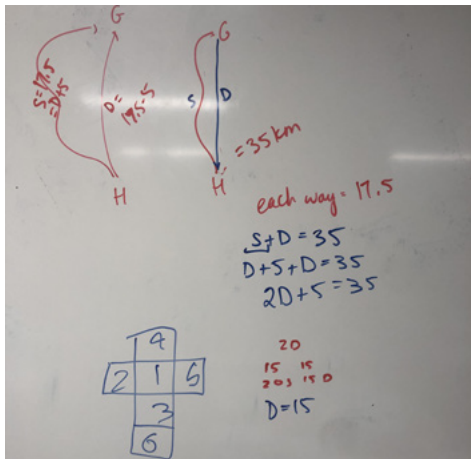


ICAS MATHEMATICS COMPETITION

On the 1st of September this year, students were given the opportunity to sit the ICAS competition for Mathematics. We had nearly 60 students compete online for certificates and awards in this prestigious competition. At the time of writing this the results were not available, however, we expect all participants to find out their results by the end of the term.

It was so good to see the large contingent of students attempt the competition this year and we look forward to giving more opportunities to the students of Plumpton High School in the future.

The HPGE Mathematics Extension club which not only included students from Plumpton High School, but also some extended year 5 and 6 students from our local primary school, practiced their problem-solving skills in team activities, solving questions from authentic past papers. See the photos attached in the other file. The students availed themselves admirably and we look forward to sharing their results with them when they come in.



BSTREETS M A R T - Y E A R 1 0 R O A D S A F E T Y E X C U R S I O N

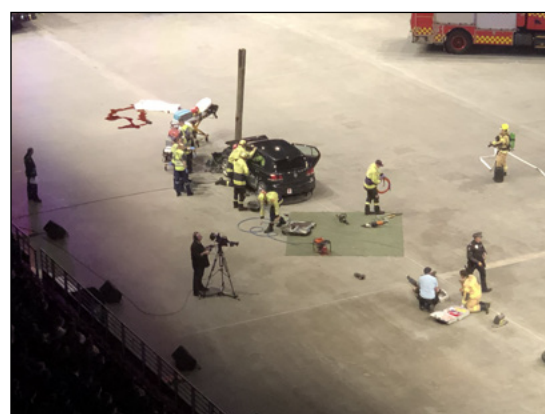
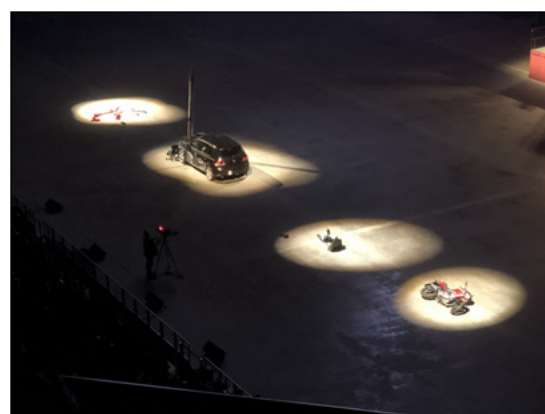
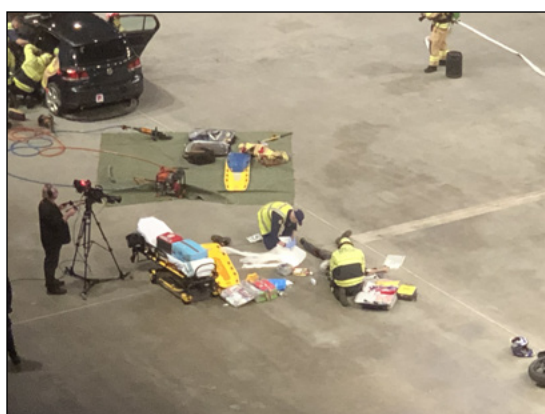
On Tuesday 20th of August, 37 students traveled to Qudos Bank Arena, Sydney Olympic Park to attend a program focused on road safety and risk factors on roads. This program seeks to educate students on the risks, consequences and impacts of dangerous behaviour and choices on the road relating to concepts such as fatigue, mobile phone use, speed and alcohol consumption during/before driving. This program directly links towards the Year 10 cohort as it aligns with the content that they are taught within PDHPE lessons. This is also very relevant to this cohort as they are at the age where they are learning to drive and as such, should be equipped with a realistic perspective of how dangerous behaviours behind the wheel can lead to lifelong consequences and change the direction of multiple lives forever.

Once students arrived at the event, they were brought into a colossal area filled with students from a wide range of schools. After some videos highlighting risk factors, as well as poor choices in action, the lights dimmed to highlight a single car that had crashed into a pole and had suffered severe damage. This was the beginning of a reenactment of a real accident which focused on the poor decision of a drunk and distracted driver behind the wheel which led to the death of one of his friends, as well as severe injuries to a motorbike driver as well as a passenger who required multiple emergency teams to treat her. The show went on to highlight what happened to the passenger, showing snapshots from her surgeries and recovery process. They also showed snapshots from the drunk driver's point of view, including some of his time in the police station as a reinforcement of consequences that arise from dangerous behaviour and poor choices.

Later, students heard speeches from crash survivors who had suffered physical and/or psychological injuries because of crashes. Seeing their life stories and testimonies proved to be a powerful reinforcement of the key messages being presented throughout the day. Their stories even got an emotional reaction out of many students with several tears being shed.

After the show finished, students were able to walk around a wide range of displays with some having interactive elements. This experience is one that painted a vivid picture of risk and consequence which every student engaged with and left an impression that will develop students into more aware and careful drivers.

-Mr Johnston



STUDENTS AS LIFESTYLE ACTIVISTS (SALSA) PROGRAM

This term selected Year 10's took part in the Students As LifeStyle Activists (SALSA) program, which is a peer-led leadership program designed to motivate high school students in Western Sydney to maintain a healthy lifestyle and increase their physical activity.

Year 10 had the opportunity to be coached by university students as SALSA educators, and they, in turn, coach high school students to be Peer Leaders for younger students. Many participants have had the opportunity to demonstrate their leadership abilities while fostering and building relationships with our news members of Plumpton High School Year 7. Many students have walked away with a new appreciation as to what it really takes to be a teacher with many saying "how do you do it" and "were we really like that in year 7".



BRONZE QUALIFYING ADVENTUROUS JOURNEY

From the 5th-6th of September 2024, Black Diamond Adventures had the pleasure of taking the Year 9 cohort of Bronze Duke of Ed students from Plumpton High School on their Qualifying Adventurous Journey!

We met bright and early on Thursday morning in Heathcote, and spent some time organising our gear and packing our hiking bags, ready for another exciting adventurous journey into the pristine Royal National Park. During this hike, the students had the opportunity to walk the opposite side of the Heathcote Loop track, allowing them to experience and appreciate a different section of the national park. Those who walked the East side of the loop got to see the crystal clear waters of Karloo Pools as well as explore the secret hidden waterfall at Uloola Falls. Two beautiful hidden spots that showcase the beauty of the outdoors and our surrounding national parks. On the opposite West side, the students had the opportunity to walk the renowned Bullawarring Track which took them through Kingfisher Pools where many took the chance to cool off, splashing some water on their face and dipping their feet in the water.

Every group arrived at camp in great time, allowing them to enjoy the afternoon setting up camp, building their group fires and spending some time relaxing together in the outdoors. One of our favourite parts of the Duke of Ed journey is cooking dinner together as a group around the fire - it's always fun seeing what everyone cooks up! After dinner each group enjoyed playing games and having a laugh around the fire. Some groups even went for a night exploration to the hidden 'bubble caves' just a short walk from camp!

The next morning, the students were up bright and early at 6am packing their bags and getting ready for another big day of walking. All groups were out of camp by 8am and on track heading towards Audley Weir - their final destination. The students were challenged on this day, hiking 12km on their second day in comparison to the 6km they walked on the last day of their practice journey. They showed great determination and resilience during the hike on this day, battling the heat and sore feet. Yet every student persevered and made it to Audley in great time where the bus was waiting. Black Diamond Adventures would like to congratulate all of the students from Plumpton on completing their Bronze Adventurous Journey. We look forward to seeing some again next year on their Silver journey!

- *Black Diamond Adventures*



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SILVER QUALIFYING ADVENTUROUS JOURNEY

From the 14th-16th of August, Black Diamond Adventures took Plumpton High School's Year 10 Duke of Edinburgh cohort on their Silver Qualifying Adventurous Journey in the picturesque Morton National Park, Kangaroo Valley. It was a truly memorable experience that combined adventure, skill-building and personal growth.

The expedition was packed with activities that challenged the students both physically and mentally. They hiked through the stunning landscapes of Kangaroo Valley, navigating various terrains and demonstrating incredible resilience. In addition to hiking, the students also took to the water, paddling along the Kangaroo River in canoes, which was a fantastic way to appreciate the area's natural beauty.

On the first day, group 2 hiked from Jack's Corner Road down to Beehive point and then along to Acacia Flats. Group 1 paddled their canoes from Bendeela campground along Kangaroo River to meet group 2 at Acacia Flats and set up basecamp. Day 2 consisted of a half day on the water, where the students consolidated their new canoe skills and played games. The groups also completed a bushwalking navigation masterclass as well as some additional skill sessions. They learned the art of whip cracking, a skill that requires precision and concentration. Additionally, they mastered essential outdoor skills in a fire-building workshop, where they learned to build and maintain a campfire, an important skill for their outdoor adventures. On day 3, groups 1 and 2 swapped roles and group 2 canoe paddled back to Bendeela Campground and Group 1 hiked out to Jack's Corner before reuniting at Bendeela to catch the bus home.

Evenings were spent around the campfire, where the students cooked up a storm showcasing great meals and preparation prior to the expedition. The students also played mind games and Black Diamond Adventures' famous rhythm and timing game 'Betty, Bob, Bill, Barney' in the evening.



Continued on next page 

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Overall, the expedition was a great success, providing the students with the opportunity to develop new skills, challenge themselves and build lasting memories. We would like to thank Plumpton High School parents and staff for their on-going support of the Duke of Edinburgh program and congratulate the students on successfully completing both their Practice and Qualifying Silver Adventurous Journey.

- Black Diamond Adventures



NEW
NEW
NEW
NEW



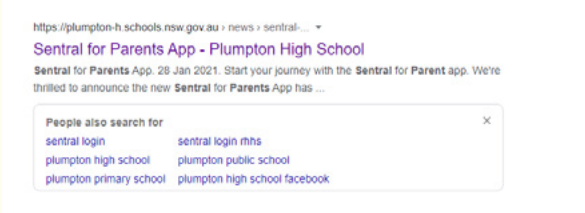
HOW CAN I SUPPORT MY CHILD AT PHS?



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 a 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

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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

KEY QUESTIONS

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?



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



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.

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.



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Skoolbag 