



TERM 1 | ISSUE 55 | APRIL 2025

PRINCIPAL'S MESSAGE

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

I would like to extend my sincere gratitude and thanks to all staff, students, parents, carers and business partners for their tremendous support, effort and work this term. As a result of the work, we all undertake our school continues to be recognised in NSW as one of the most innovative and successful Public High Schools. Please take time to read about our collaborative accomplishments throughout the term in the newsletter, I have outlined some of these achievements briefly below.

Recent examples of this include our invitation to speak at the NSW Deputy Principals mini conference in Term 1 about our journey using NSWeduChat, a big thank you to Cameron Honeysett and Nigel Shakespeare for presenting and to all staff who have been using the app to assist in their teaching and learning. We have also had a case study published this term featuring our staff and students on the use of NSWeduChat. We were invited to present earlier this term to the Executive Director for Metropolitan South and West about HSC and Pathways Strategic Discussions answering the following questions:

1. What initiatives and programs are your schools implementing through your SEP to support senior secondary student achievement?
2. What trends or patterns have you observed in HSC data across your school in 2024? How does this look through an equity (low SES) lens?
3. What sort of initiatives and practices do you use to support a broad range of students to leave school at the end of Year 12 on a positive pathway?

This opportunity happens as a result of the wonderful daily work we undertake that is embedded in the frameworks of our curriculum delivery and our constant striving to be the best we can be for our students, as teachers and leaders in our classroom and across our school.

We were invited to co-present with Michael Hawton, the developer of Resilience In Our Teens (RIOT) at the South-Western Sydney Principals conference this term as we have been recognised as an exemplar school. This is a great credit to our RIOT Team comprised of both teaching and non-teaching staff led by Mr. Streatfeild and Ms Nash.



Continued on next page ➔



PRINCIPAL'S MESSAGE

Continued from previous page...

Plumpton High School launched a new cohort of corporate mentoring for 11 Year 11 students who applied in late 2024 to have a corporate mentorship over the next 2 years. The group have met twice in Term 1 as have our existing Year 12 student mentees with their corporate mentors. ABCN Accelerate Program Scholar Masooma Mohammadi and her mentor Charlotte Cuda from Minter Ellison met for the first time at Plumpton High School.

Our Student Executive Council Leadership Agency and Voice Framework was recognised by Stephanie Salizar an Instructional Leader working with many schools across NSW who came to learn about how our framework works and the incredible opportunities it provides both at school, entry to university and employment. This is a great credit to the SEC Coordinators, Futures Centre and Heads of House. In Term 2 we will undertake some significant work to support other schools across NSW in developing their Student Leadership, Agency and Voice Frameworks.

Individual students were recognised for their expertise and achievements including Caiden Bond who was selected as a 2025 Blacktown City Youth Ambassador, Chantelle Tabone selected to represent Australia as Miss Teen Earth Australia, Annacemone Nashid selected in the NSW Debating Union Development Squad and Jonothan Fabar was selected in the Australian U18 Softball Team to tour New Zealand.

Some of our university partnership programs recommenced and continued including the UNSW Gateway program, UTS U@Uni, Western Sydney University Fast Forward and we continue to work with Macquarie and Sydney Universities. Business partnership programs with ABCN, The Beacon Foundation and United Way have also recommenced supporting our students and school with career path planning across the diverse landscape that is the world of education and employment.

Mr. Streatfeild and Ms. Leihn presented our Wellbeing Framework to Holsworthy High School as it is being widely recognised as a best practice framework that supports student wellbeing, growth and accomplishment. Plumpton has developed a program that is embedded in the curriculum timetable from Year 7-12 with the including a combination of Choice Theory, Positive Psychology, Restorative Practice, Growth Mindset and Resilience In Our Teens (RIOT).

I trust that students will take time over the break to recharge their batteries, reflect and celebrate their successes and the areas that they can make small changes each day on the journey to become the best they can be.

Once again thank you for your expertise, passion and commitment to each other and our students in securing their prosperous and bright futures working collaboratively as a village to raise the next generation of positively contributing global citizens and the leaders of tomorrow.

Tim Lloyd
Principal



Continued on next page ➡

PRINCIPAL'S MESSAGE

Continued from previous page...



PRINCIPAL'S MESSAGE

BLACKTOWN CITY YOUTH AMBASSADOR 2025 – CAIDEN BOND SCHOOL VICE-CAPTAIN CONGRATULATIONS

Congratulations to Caiden Bond in Year 12 who won the Blacktown City Youth Ambassador 2025 position against strong competitors from throughout Blacktown City. Caiden will have the honour to serve the youth of Blacktown City in this prestigious leadership role with Jiya Sardeep from Castle Hill High School over the next year. He along with his fellow ambassador will work collaboratively with Council on initiatives to improve the lives of youth across the vastly diverse Council. During the time they will also represent the city at Citizenship Ceremonies and Civic Receptions, as well as representing the Youth as part of the Sister Cities and Youth Advisory Committees.

There were 101 applicants for this prestigious position with the final 7 from across schools in Blacktown City. The finalists were required to deliver their 5-minute speech addressing the question; As a youth of Blacktown City today, what do you think the City will look like in 20 years and what would you implement now to create a better environment for the youth of the future? The competition runs over 3 rounds with students having to participate in two rounds of interviews and if selected for the final make a 5-minute speech at the Blacktown Youth Ambassador Award Dinner and Ceremony held at the Colebee Centre.

I would also like to recognise the outgoing 2024 Blacktown City Youth Ambassador Annacemone Nashid, Year 11 at Plumpton High School for her exceptional work in this role.

Plumpton High School has had a long tradition of having students selected as Blacktown City Youth Ambassador. In 2017 Jessica Szakacs, Plumpton High School Vice-Captain fulfilled this role along with a position on the NSW Youth Advisory Council, in 2018 Emily Potloka and in 2024 Annacemone Nashid held the position with several Plumpton students holding the position prior to this.

Thank you to Emily Joan who teaches at Plumpton High School for supporting Caiden in preparing for this prestigious opportunity.



Continued on next page ➡

PRINCIPAL'S MESSAGE

Continued from previous page...



PRINCIPAL'S MESSAGE

FOCUS WOMEN IN LEADERSHIP - PLUMPTON HIGH SCHOOL PARTNERING WITH ABCN AND THE COMMONWEALTH BANK

Over 2 session weeks, 10 of our Year 11 girls attended an ABCN Focus Program with the Commonwealth bank at South Eveleigh. The program typically targets young women from Years 10-11 who already demonstrate leadership potential.

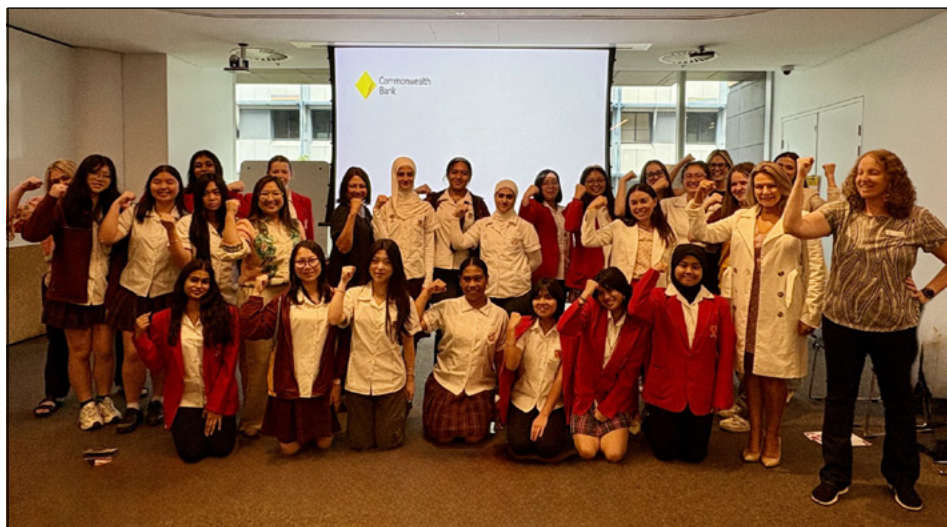
The Program aims to provide young women with the essential leadership skills they need to engage in a successful, meaningful career.

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

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

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

We would like to thank ABCN, the Commonwealth Bank, Jacqui Rodgers and Melissa Shumak for another fabulous Program and opportunity.



PRINCIPAL'S MESSAGE

AUSTRALIAN U18 SOFTBALL TEAM – CONGRATULATIONS JONATHAN FABAR

Congratulations to Jonathan Fabar who was recently selected for the Australian Under 18 Softball Team. He will travel to New Zealand to compete against in New Zealand during April in a 3-game test series.

Jonathan's recent success as an elite athlete and one of Plumpton High Schools Aboriginal students is outstanding. He has been selected for the following teams recently in addition to the U18 Australian team – NSW Combined High Schools (CHS) Softball team, Sydney West Baseball team, NSW Combined High Schools (CHS) Baseball team, and the NSW U18s softball team.

Once again congratulations Jonathan and all the best for your New Zealand test series.



PRINCIPAL'S MESSAGE

LINKEDIN PARTNERING WITH PLUMPTON HIGH SCHOOL SECURING PROSPEROUS STUDENT FUTURES

Plumpton welcomed Matt Chilko - Senior Account Director, Government Partnerships, Talent connection, Learning Solutions, Data & Insights @ LinkedIn to work with our Futures Centre, myself and senior students who are currently planning their post school destinations using our Career Path Planning Framework. Plumpton supports and encourages all students in Year 11 and 12 to develop a LinkedIn profile as preparation for their post school destinations.

Our school has developed a partnership with LinkedIn over the past 2 years to support our school and students' futures. This learning centred around the LinkedIn Insights package. Insights is a talent intelligence platform that helps you make informed decisions with real-time insights from the world's largest professional network with over 1.2 billion members.

For our students Insights it is enabling them to understand what skills they need to develop to gain employment beyond school, universities to attend for specific qualifications and what employers are hiring from different universities for specific qualifications whether that be Engineering, Law, Finance, Construction, Business etc... This is now forming part of our Career Path Planning Framework process. Insights is the next step for our students that compliments the work our students are engaged in through completing various modules of LinkedIn Learning. Our School Captain Lochlan and Vice-Captain Caiden shared their journey and the benefits they are seeing having engaged with LinkedIn and developed a LinkedIn profile to support their futures.

Thank you to Matt, LinkedIn and Gemma from our Futures Centre for providing access to such valuable opportunities for our students that is allowing us to maintain the same rate of change in our school as that in the world beyond school.



PRINCIPAL'S MESSAGE

MISS TEEN EARTH AUSTRALIA 2025 – CONGRATULATIONS SCHOOL CAPTAIN CHATELLE TABONE

Congratulations to Plumpton High School, School Captain Chantelle Tabone who was crowned as Miss Teen Earth Australia. Chantelle will now compete in Thailand later in 2025 at the prestigious Miss Teen Earth World Pageant representing Australia.

Chantelle stated "Being a part of the Miss Teen Earth Pageant has been an awakening experience where I have met wonderful fellow candidates and was guided to envision our upcoming approaches to restore our habitat. Through my advocacy of tackling the leading causes of climate change to ensure sustainability, we are able to unite and restore our Earth's prosperity through regenerative practices. Together, we are able to guarantee a safeguarded homeland for the generations which follow in our footsteps."

Miss Teen Earth is an international beauty pageant that celebrates young girls' beauty, grace, and intelligence worldwide. It provides a platform for these young women to showcase their talents, achievements, and dedication toward environmental causes. Miss Teen Earth goes beyond the traditional concept of beauty pageants and focuses on the importance of environmental conservation and sustainable living.

Miss Teen Earth's contestants possess physical beauty and demonstrate a deep understanding of environmental issues and a commitment to making a positive impact. They engage in various activities and initiatives to raise awareness about environmental conservation, such as tree-planting campaigns, beach clean-ups, and educational programs.

Once again congratulations Chantelle and we wish you well as you represent Australia later in 2025.



MISS TEEN EARTH



PRINCIPAL'S MESSAGE

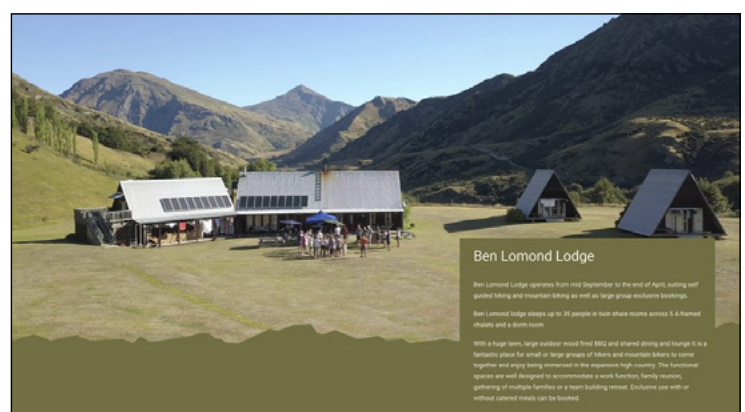
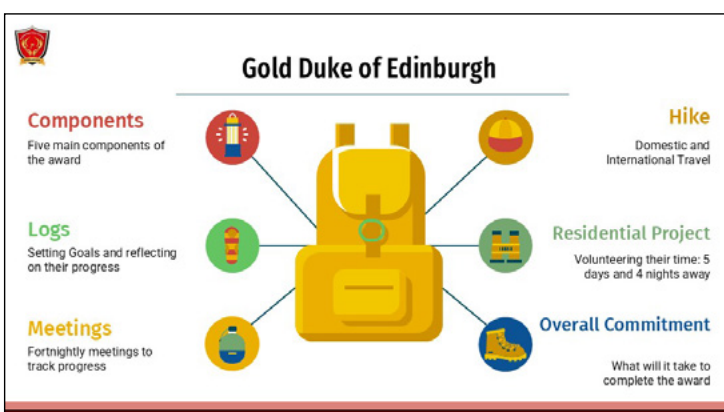
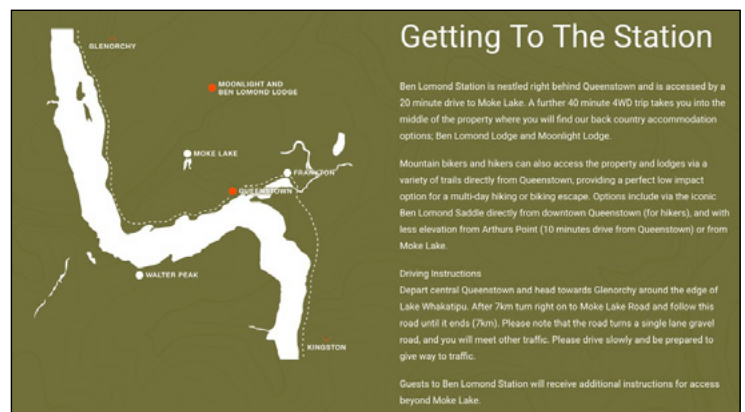
PLUMPTON DUKE OF EDINBURGH GOLD AWARD ADVENTUROUS JOURNEY – NEW ZEALAND

In 2025 our incredible Duke of Edinburgh International Award Framework team are headed to New Zealand in December with our 34 students currently completing the Duke of Edinburgh International Award Gold level to complete their Adventurous Journey. Students and leaders will be headed to Ben Lamond Station in Queenstown for the journey. This will be the first Plumpton High School Duke of Ed team to head internationally to complete the adventurous journey component of the award

Plumpton held their information evening for parents and students recently outlining the details and requirements for students to participate in this critical component of their Gold award. We are partnering with Black Diamond Adventures as we have over recent years to support the students and school achieve this incredible milestone and accomplishment.

I would like to express my sincere thanks and gratitude to the amazing group of teachers and leaders who coordinate the Duke of Ed program at Plumpton High school especially to Ms McKenzie and Mr. Canning who coordinate the framework. They spend late nights and weekends working tirelessly ensuring every detail and need is take care of. Thank you to the team in the National and NSW offices of the Duke of Edinburgh International Award for your support and guidance as we work collaboratively to increase access to this incredible life-changing opportunity for young people. In addition, thank you to Mr. Honeysett and Ms Gordon for volunteering to accompany the students to New Zealand.

Plumpton High School has approximately 220 students commencing the Bronze Level Award and 60 students currently working through the Silver Award in 2025. These students are also supported by 2 of our Gold Award recipients' alumni Ugochi Duru and Anis Ali.



PRINCIPAL'S MESSAGE

DAY 1 2025 - ENGAGED IN LEARNING AND PURSUIT OF PERSONAL EXCELLENCE

It was wonderful to welcome our students back and engage them in meaningful learning and wellbeing from the very first day of the 2025 school year. All students in Years 7-12 began their journey on Thursday, February 6.

We took the time to celebrate the successes of 2024 and set the direction for 2025, inspired by this idea and a quote from Simon Sinek: "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." I encouraged students to reflect on what motivates them to get out of bed each day and why their actions matter.

I emphasised that learning is a collaborative effort at Plumpton, and we each have a personal responsibility for our own learning while supporting our peers and allowing our teachers to teach. This responsibility includes seeking help when needed, whether for learning or wellbeing, and offering support to classmates who may require it.

I reminded all students that adopting the right mindset is crucial for excelling in school and life, helping us become the best we can be, illuminated by this quote: "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."

Achieving this requires courage, determination, hard work, and teamwork. I highlighted the importance of valuing time stating "time is the only currency you spend without ever knowing your balance. Use it wisely."

All students received new timetables, an overview of our Wellbeing Framework, information about available supports, and expectations to ensure that 2025 is a successful year as we continue to foster a positive, productive, and collaborative school culture.

I wish all our students, families, and staff a successful and fulfilling 2025 filled with achievement and accomplishment.



PRINCIPAL'S MESSAGE

DUX ASSEMBLY - CONGRATULATIONS 2024 HSC HIGH ACHIEVING STUDENTS

Excellent to be able to celebrate with and congratulate the 2024 HSC High Achieving students at the annual Dux Ceremony. Students in the current Year 12 and 10 also hear from these students who participate on a panel about the structures and habits that lead to their respective successes.

Congratulations to Joshua Richards, our 2024 Dux with his 93.45 ATAR, and being recognised as a NSW HSC Distinguished Achiever in Software Design and Development along with Ugochi Duru being recognised as a Distinguished Achiever in Music 1 and nomination for HSC Music ENCORE Showcase, Amelia Furneyvall – Community and Family Studies, Ethan Hawk – Industrial Technology, Sumaya Joyia – Ancient History and Society and Culture, Nikhat Rishad – Food Technology, Siddarth Sajith – Industrial Technology and Thomas Wilson – Mathematics Standard 2.

I would also like to make mention of and congratulate the 8 Students selected for Industrial Technology HSC NESA SHAPE Exhibition: Leviticus Atileo, Francis Baniqued, Ethan Hawke, Lennix Lafu, Ibrahim Muhmmad, Elijah Nisa-Blake, Braithe Roberts and Siddharth Sajith. This continuing a tradition of great success for Plumpton with these incredible achievements.

As a cohort you achieved extraordinary success with 130 students completing the HSC and having 165 University Early Entry Offers for 90 students seeking to attend university to a multitude of different Universities including Sydney, UNSW, UTS, Macquarie, New England, Wollongong, WSU and more.

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

No one could ask for more than you have achieved, you need to be proud of your accomplishments, as this type of mindset will place you well as you continue study and ultimately in the professions you pursue.

I want to impart this thought that is extremely relevant and essential in this modern world for success, and you experienced this during your time in year 11 and 12 at Plumpton High School - "No matter where or when, always bring your 'A' game, because you never know when it will open doors for you". – Simon Sinek.



Continued on next page ➡

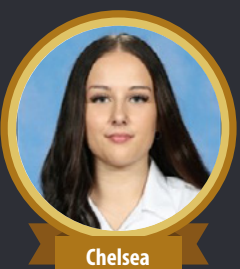
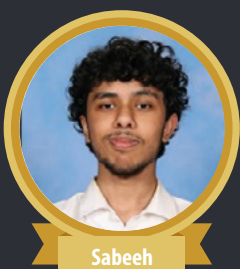
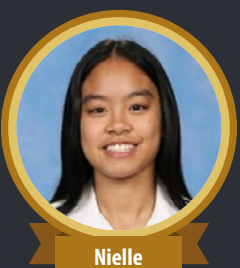
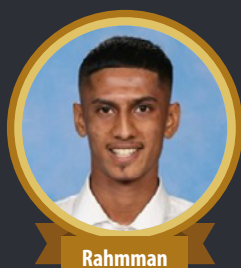
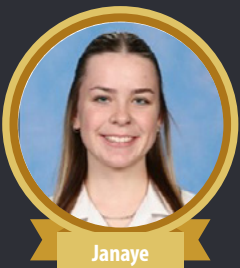
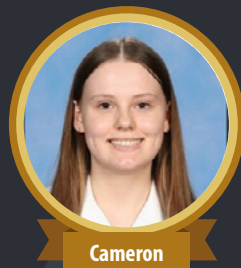
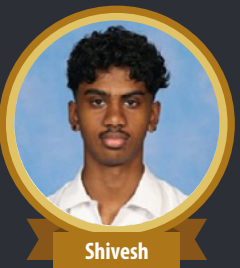
PRINCIPAL'S MESSAGE

Continued from previous page...

CLASS OF 2024

ACHIEVEMENT AWARDS

{2 or 4 units of a Band 5 or 6}



Continued on next page 

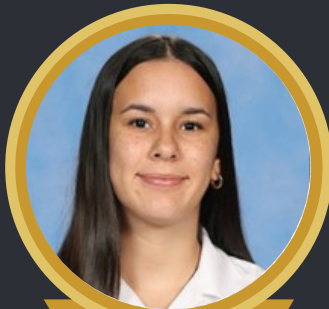
PRINCIPAL'S MESSAGE

Continued from previous page...

CLASS OF 2024

HIGH ACHIEVEMENT AWARDS

{6 or more units of a Band 5 and/or 6}



Maddison



Kyan



Emillia



Hezekiah



James



Gurnar



Abdullah



Jcelle



Areeba



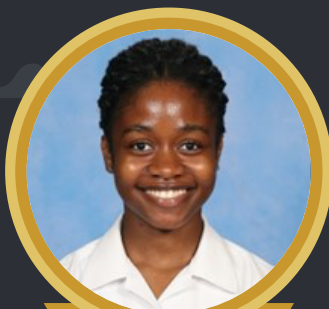
Nikhat



David



Siddharth



Ugochinyere



Pheobe



Thomas

Continued on next page

PRINCIPAL'S MESSAGE

Continued from previous page...



CLASS OF 2024



OUTSTANDING ACHIEVEMENT AWARDS

{10 units or more of a Band 5 and/or 6 or an ATAR over 85}



Amelia Furneyvall

BAND 6
Community & Family
Studies
BAND 5
English Advanced
Mathematics Standard 2
Society & Culture
Visual Arts



Ethan Hawke

BAND 6
Industrial Technology
BAND 5
English Advanced
E3
Mathematics Extension 1
Mathematics Extension 2
ATAR - 89.10



Bushra Iram

BAND 5
Biology
English Advanced
Human Services
Mathematics Standard 2
PDHPE
ATAR - 87.60



Sumaya Joyia

BAND 6
Ancient History
Society & Culture
BAND 5
English Advanced
Modern History
Visual Arts
ATAR - 89.65



Joshua Richards

BAND 6
Software & Design Development
BAND 5
English Advanced
E3
Mathematics Extension 1
Mathematics Extension 2
ATAR - 93.45



Thao-Nghi Tran

Band 5
Business Studies
English Advanced
Hospitality
Mathematics Standard 2
Society & Culture
ATAR - 86.15

PRINCIPAL'S MESSAGE

UNIVERSITY OF NSW (UNSW) YEAR 10 GATEWAY PROGRAM AT PLUMPTON HIGH SCHOOL

The UNSW Gateway Program supports students on their journey to university from Years 10 to 12. Our Year 10 students worked with UNSW Gateway Ambassadors to create their own 'Pocket Guide to My Future'. Through thoughtful discussions with current UNSW Gateway Ambassadors, Plumpton High School students explored their personal values and learned how values can connect them to potential career paths and study options.

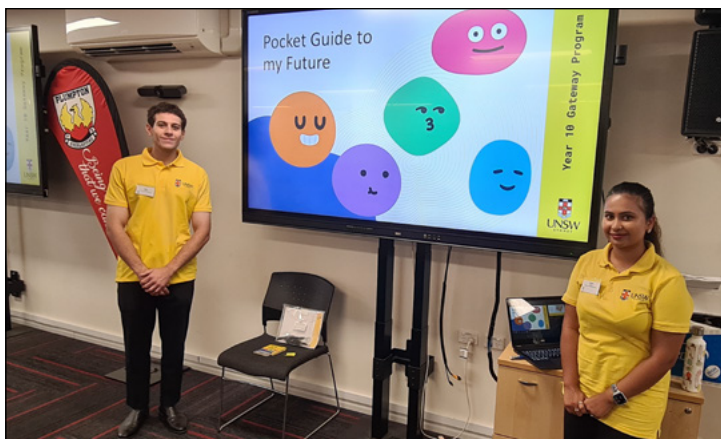
Students unpacked their unique values and saw firsthand how these can steer them towards meaningful careers and study opportunities. The UNSW Ambassadors shared their own educational journeys from high school to UNSW through the Gateway Pathway, encouraging participants Year 10s to remain open to various pathways for the future. Plumpton High School is a UNSW Gateway Partner School giving students the opportunity to attend on-campus days, in-school workshops and exclusive HSC tutoring sessions – all for free!

As part of the program, students learn how to navigate their final exams, explore interests and apply for uni. They take part in workshops, on-campus days, online learning, and gain support in applying for the Gateway Admission Pathway to fast-track entry into UNSW.

Year 10 is a great time to start thinking about what the future holds. If students are interested in pursuing an ATAR and applying for uni, the Gateway Program is a great first step on their journey.

The Gateway Program is available for students in Year 10 at Gateway partner schools, who intend to pursue an ATAR and are interested in attending university. Your school will need to sign up for you to attend.

Thank you to UNSW their Gateway Ambassadors including Shaibah Hussain one of our alumni for their support of our school in supporting successful futures for our students. Also, to Ms Karan and Gemma Avon our Futures Centre leaders for fostering this strong partnership.



PRINCIPAL'S MESSAGE

PARTNERING WITH INDUSTRY - PLUMPTON HIGH SCHOOL CORPORATE MENTORING FRAMEWORK 2025-2026 COHORT – MEETING THE MENTORS

Plumpton launched its 2025-2026 Cohort Corporate Mentoring Framework, pairing 10 Year 11 students with corporate mentors. This mentorship program offers each student guidance from a mentor for up to two years, supporting them during their final years of high school. The 10 students applied for corporate mentorship in late 2024 and were selected to participate in this initiative, which began in 2016 with Michele Fonseca mentoring two students. Congratulations to these students; Melcam Aberu, Zaine Al-Shible, Lilith Dartnell, Jarmain David, Dennis Jose, Shivani Joshi, Annacemone Nashid, Ewen Neoh, Ashton Quizon, Carissa Tagra and Josephine Telea.

Our corporate mentors come from a range of industries and have volunteered to join the initiative. In the last 4 years we have piloted the structure continuously refining it with one of our mentors Mr Robert Tawaf – Head of Transactions & Residential Strategies at Axa. Rob has worked with 11 students over this period with these students significantly benefitting from the experience with the students moving on to study at university in a variety of fields. We would like to extend our sincere thanks and gratitude to Rob who has provided these students opportunity to think differently about their futures, unlock an unknown world of possibility enabling them to maximise their potential at school and supporting them to successful futures beyond school.

We were able to welcome our new mentors into the Plumpton community at the Mentor Introduction and Welcome meeting and thank them and their companies for giving of their time, passion, and expertise to support our students' success in the coming years:

- **Vasikaran Naganathan** - Academic and Consultant Geriatrician at University of Sydney / Concord Hospital
- **Justin Woodcock** - National Director - Development & Infrastructure at CBRE
- **Raza Rizwan** – Engineer and National Finalist - Systems Engineering Award (IRSE/MTM/ARIA).
- **Steve Smith** – Business Services Contractor
- **Nicole Concepcion** - Corporate Partnerships & Marketing Coordinator at United Way Australia
- **Fionan McDonnell** - Customer Success, Sales Growth, Innovation, CX, Macquarie Technology Group
- **Darren Lowe** - Senior Account Executive Digital Macquarie Telecom
- **Athena Carfax-Foster** - Senior Market Development Specialist, NICU/PICU ANZ Acute Care & Monitoring at Medtronic

We strive to demonstrate, through the Plumpton High School Corporate Mentoring Program and the Futures Centre, what the world beyond school looks like. Students are immersed in this world through mentorships and partnerships with industry and our students then learn and understand that they have necessary skills and capabilities to succeed in that world. It builds self-concept, courage and an understanding that they are just like their mentors.

It is important to show students that a postcode should not define them but rather they should be defined by the ABC of the Attendance, Behaviour and Character qualities they display.

A huge thank you to Gemma Avon our Student Advocate and Michelle Dela Vega who have worked with me tirelessly to bring this framework to life for these students and those who come after them.



PRINCIPAL'S MESSAGE

NSW DEBATING UNION DEVELOPMENT SQUAD – CONGRATULATIONS ANNACEMONE

Congratulations to Annacemone Nashid who has been invited to attend the National Schools Debating Championships (NSDC) as a member of the NSW Debating Union Development Squad. This is a unique opportunity that the Union have decided to make available to public school students who were successful in making callbacks.

Training for the program is online on Tuesday evenings from 5:30pm, and on Sundays in-person at Knox Grammar School from 10:00am-5:00pm. Annacemone will be able to both have the opportunity to participate in debates and training seminars, as well as shadowing the coaches during some trainings and at NSDC in order to gain foundational coaching and adjudication experience, to support the taking on of coaching roles in the future. The opportunity may also allow time at training and NSDC to count towards the Duke of Edinburgh's volunteering requirement.

Once again congratulations to Annacemone Nashid upon this amazing opportunity and a huge thank you and congratulations to the Plumpton High School Debating Coach and Coordinator Ms Dixon and Ms Matthews for their time and expertise in preparing not only Annacemone, but also the other 35 students in the Plumpton High School High Potential and Gifted Education Debating Program.



KANGOUROU SANS FRONTIÈRES (KSF) INTERNATIONAL MATHEMATICS COMPETITION 2025 SUCCESS

Kangourou sans Frontières (KSF) is the largest maths competition in the world, with more than 6 million participants each year. Held in March, the KSF is a great opportunity for students to experience mathematics in a competition environment prior to the Australian Mathematics Competition (AMC) in August.

During Term 1, we had 79 students from Year 7 to Year 10 participate in the KSF maths competition. To all the students who participated, whether you tackled many or just one tough problem, your dedication to mathematics is highly commendable. We had 17 students who achieved either Credit or Distinction.

Once again congratulations to these students and the teachers of mathematics at Plumpton for your commitment to seeking excellence in mathematics by supporting our students through high quality teaching and learning. Thank you to Vukovic for her work in coordinating our participation in this prestigious competition.

KSF Mathematics Competition High Achiever Awards 2025		
Tarnvir	Khupal	DISTINCTION AWARD
Kai	Surma	DISTINCTION AWARD
Ervin	Esguerra	CREDIT AWARD
Vishesh	Gurralla	CREDIT AWARD
Divjot	Khupal	CREDIT AWARD
Felicia	Owoseni	CREDIT AWARD
Bilal	Faraz	CREDIT AWARD
Ahyaan	Syed	CREDIT AWARD
Archer Zamu	Trinidad	CREDIT AWARD
Syed	Bukhari	CREDIT AWARD
Austin	Lucas	CREDIT AWARD
Syed Zain A	Quadri	CREDIT AWARD
Rhona	Santos	CREDIT AWARD
Zakariya	Al-Shible	CREDIT AWARD
Amani	Hussein	CREDIT AWARD
Ysabela	Marasigan	CREDIT AWARD
Ramiyan	Purusothaman	CREDIT AWARD

PRINCIPAL'S MESSAGE

EXTRAORDINARY STUDENT ACCOMPLISHMENTS AT PI DAY – CONGRATULATIONS JANNALYN

Congratulations to the students at Plumpton High School who participated in Pi Day. Plumpton runs an inhouse competition where students learn and recite Pi to as many decimal places as possible with Pi being an infinite number. This year Jannalyn in Year 10 recited Pi to 510 decimal places, and she was also the Pi Champion in 2024.

We had 9 other students making up the top 10 with extremely impressive performances of 100 or more places listed below. There were 15 students who recited 50+ decimal places and 56 students reaching a minimum of 10 places. In 2025 there was 112 students taking part in our annual Pi Day competition.

Pi Day is celebrated on March 14th (3/14) each year, as the date represents the first three digits of the mathematical constant π (pi), which is approximately 3.14. This day is an opportunity to recognise the significance of pi in mathematics, particularly in geometry, where it is used to calculate the circumference and area of circles.

In addition to its educational significance, Pi Day also highlights the beauty and wonder of mathematics, encouraging students and enthusiasts to explore mathematical concepts in a fun and engaging way.

I would like to express my sincere thanks and gratitude to Mr. Smith from our mathematics faculty for his continued, persistent commitment to improving the mathematical capacity of our students through leading our Pi Day event. Thank you also to other teachers from the mathematics faculty who supported Mr. Smith during the event.



Pi Day 2025 Competition Extraordinary Success

Place	Name and Year	Decimal Places of Pi Recited Accurately
1st	Jannalyn Barbucio (Year 10)	510
2nd	Tanisha Alizah (Year 10)	400
3rd	Inaya Bajwa (Year 11)	367
4th	Ashton Quizon (Year 11)	334
5th	Kris Santos (Y11)	156
6th	Archer Trinidad (Year 7)	118
7th	Afaq Joyia (Year 9)	107
8th	Almarie Yacat (Year 9)	101
9th =	Willow Dartnell (Year 8)	100
9th =	Leila Mirian (Year 11)	100

MARCH 14

HAPPY
PI DAY

π



PRINCIPAL'S MESSAGE

ABCN SCHOLAR MASOOMA MEETS MENTOR CHARLOTTE FROM MINTERELLISON

ABCN Accelerate Program Scholar Masooma Mohammadi and her mentor Charlotte Cuda from Minter Ellison met for the first time at Plumpton High School. This is the beginning of a three-year journey through Years 11-12 and Masooma's first year of university.

Charlotte is a paralegal at Minter Ellison. MinterEllison is a multinational law firm, and professional services firm, based in Australia. By number of lawyers, it is the largest law firm in Australia.

Thank you to Charlotte, the ABCN Accelerate team including Kirsty Edwards, and Minter Ellison for allowing Charlotte to mentor Masooma as she pursues her dreams and goals. Masooma is the 12th Plumpton High School student to win an ABCN Accelerate National Scholarship since 2016 and 1 of 41 students from across Australia in 2025.



SUCCESS ROUND 1 STAGE 6 PREMIER'S DEBATING CHALLENGE

Congratulations to our Stage 6 Premier's Debating Challenge team of Year 11 students Lilith, Anisha, Isaac and Annacemone who defeated Katoomba High School in Round 1. The debate topic 'all high schools should be split into junior and senior campuses' with our Plumpton Team taking the negative side of the debate.

Plumpton's High Performing Gifted Education (HPGE) Debating program has evolved recently with great success in 2024 with Annacemone being selected at the State level for her debating and teams experiencing great success under the tutelage of Ms Dixon and Ms Matthews. The HPGE Debating program is one of 14 such programs at the school lead by expert teachers in their specific fields.

Ms Alice Dixon, Head Teacher Mentor leads the Debating program Bachelor of Arts (Hons) in English, History and Anthropology, Master of Teaching in Secondary Education from Sydney University. As a school and university student, Ms Dixon competed in debating and public speaking competitions. At university, Ms Dixon was a member of the Sydney Uni varsity team, competing at national and international tournaments as both a speaker and adjudicator.

Once again congratulations to the team and we look forward to hearing more from the debating season as our whole team of junior and senior debaters begin their respective competitions.



PRINCIPAL'S MESSAGE

HOUSE ASSEMBLIES – SWIMMING CARNIVAL PREPARATION AND SCHOOL SPIRIT

House Assemblies were held to begin the 2025 House Cup competition with House Captains leading their respective Houses – Dangar, Halkirk, Karinga and Woodstock. Captains encouraging participation at the swimming carnival and house spirit as they promoted the importance of supporting each other and 'having a go'.

The carnival brings the school together for a great day where students and teachers alike have an opportunity to build a sense of belonging, school spirit all contributing to a healthy supportive school culture whilst supporting each other.

Looking forward to a great day as the mighty Karinga Kings start the year on top having won the House Cup in 2024.



PRINCIPAL'S MESSAGE

PLUMPTON STUDENTS PRESENT AT INTERNATIONAL MOTHER LANGUAGE DAY SILVER JUBILEE CELEBRATION

Plumpton High School was invited by Blacktown City Council was invited to participate and present at the International Mother Language Day 25 Year Silver Jubilee Celebration for Blacktown City Council. Plumpton students spoke several languages on the day including Mandarin, Tagalog, Korean and Farsi. Our Senior Taiko Ensemble also performed as they do often at Council events.

Rochelle Cortez spoke Tagalog the national language of the Philippines, Ewen Neoh – Mandarin, Isaac Lee – Korean and Mohammad-Armin Riahi – Farsi. The 25th anniversary of International Mother Language Day celebrates a quarter-century of efforts to preserve linguistic diversity and promote mother tongues. This milestone emphasizes the importance of language preservation in safeguarding cultural heritage, improving education, and fostering more peaceful societies.

At Plumpton we have over 65 cultures contributing to the rich cultural fabric of our community that are highly valued. This diversity enriches our learning environment and fosters mutual respect and understanding among students. We celebrate this multiculturalism through events like Multicultural Day and Harmony Day, where students showcase their traditions, food, and performances, promoting inclusivity and unity. These events not only highlight the unique backgrounds of our students but also strengthen our community bonds, making Plumpton High School a welcoming place for everyone.

Congratulations to our Senior Taiko Ensemble of Danilo Bautista, Gianna Jumong, Manav Mithil Kumar, Isaac Lee, Joel Lee, Elena Panbu, Carissa Tagra and Justin Tran for their performance. Our Taiko Ensembles regularly perform at significant Blacktown City Council events such as the Luna New Year celebration earlier this year. Our students and Taiko ensembles are becoming widely recognised for the level of excellence they continue to display.

Thank you to Mr. Symes and our teachers for the tremendous work they undertake in ensuring opportunities such as this are available for our students



PRINCIPAL'S MESSAGE

ANNUAL SWIMMING CARNIVAL SCHOOL SPIRIT AND SENSE OF BELONGING

The 2025 Plumpton High School Swimming Carnival was a resounding success, showcasing not only the athletic prowess of the students but also a vibrant display of school spirit and camaraderie. As students gathered at Mt Druitt Pool, the atmosphere was electric with excitement. The event brought together both experienced swimmers and newcomers, fostering a sense of belonging that is crucial for new students transitioning into the Plumpton community. Cheers of encouragement resonated throughout the day, creating an environment where every participant felt valued and supported, regardless of their swimming ability.

The House Captains from the four houses—Dangar, Halkirk, Karinga, and Woodstock—played a pivotal role in the carnival, demonstrating exceptional leadership skills that inspired their peers. Each captain rallied their house members with enthusiasm, coordinating relay teams, and igniting friendly competition. Their ability to motivate and unite students was evident as they encouraged everyone to give their best, celebrating not only victories but also personal achievements. This leadership fostered an inclusive atmosphere, ensuring that even the newest members of the school felt empowered to participate and engage.

The strong sense of community at Plumpton High School was evident throughout the carnival. New students were welcomed with open arms, and many found themselves quickly integrated into the various house activities. This spirit of inclusion is essential for helping new students build friendships and connections, which can significantly ease their transition into high school life. The supportive environment created by staff and students alike ensures that everyone feels a sense of belonging, enhancing the overall experience for all participants.

A heartfelt thank you goes out to the dedicated staff of Plumpton High School, whose tremendous efforts behind the scenes made the carnival a success. From organising logistics to ensuring the safety and well-being of all students, the staff worked tirelessly to create a memorable event. Their commitment to fostering a nurturing and spirited environment is what makes Plumpton High School a place where students can thrive academically and socially. The success of the 2025 Swimming Carnival is a testament to the collaborative spirit of the school community, highlighting the importance of teamwork, leadership, and belonging.



Continued on next page ➡

PRINCIPAL'S MESSAGE

Continued from previous page...



PRINCIPAL'S MESSAGE

UNIVERSITY OF TECHNOLOGY SYDNEY UTS U@UNI PROGRAM UNIPREP SESSION 1 YEAR 12

Our Year 12 U@Uni Academy students have commenced their final year in the program with their first session of the year UniPrep 1. UniPrep is a free tutoring and mentoring program, supporting students to achieve your personal best and get ready to start uni. UniPrep will focus on different areas throughout the year, from study skills to discovering what inspires students. Plumpton High School has been engaged in our partnership with UTS for 5 Years.

In a typical tutoring session, students might work through past exam questions, share study tips, get help with assignments and homework, and discuss subject material with other students and with their U@Uni Student Ambassadors. The Student Ambassadors can also share their personal experience of what it's like to start uni, how to choose a course or subjects, and other things students can expect if they choose to pursue uni themselves.

There will be time during sessions where UTS Student Ambassadors can also help make sure students are meeting the graduation requirements to gain entry to UTS through the U@Uni Academy.

The University of Technology Sydney UTS U@Uni Program through the U@Uni Academy is an alternate, non-ATAR entry pathway for high school students from our partner schools. It focuses on 21st century skills, on-campus experiences, and transition support from high school to university.



PRINCIPAL'S MESSAGE

FIRST 2025 WHOLE SCHOOL ASSEMBLY FOR THE YEAR – CONTINUING BUILDING STRONG CULTURE

Plumpton held its first whole School Assembly for the year on Monday 10 February. Excellent to see our students and staff coming together every Monday throughout the year. This contributes to building a strong collaborative and supportive culture. It adds to school spirit, student engagement, sense of belonging and contributes to student leadership, agency and voice with Student Executive Council members leading the assembly.

There is a structured format to support the continued growth of our students and school. The first component is the recognitions of both students and staff for their individual and collaborative achievements across all areas and presentations to them for these accomplishments. Some examples include recognising individual and groups of students for their achievement in the Australian Mathematics Competition, Attainment of Bronze, Silver and Gold Duke of Edinburgh Awards, sporting achievements, recognising students who perform at community events for Blacktown City Council etc...

Second is reminders from both students and staff of what is occurring at the school in terms of events and programs providing students opportunities to be involved. Examples of this include High Potential Gifted and Talented events, Student Executive Council initiatives, sporting fixtures, local and national academic competitions, creative and performing arts etc...

Thirdly we highlight the responsibilities individual students must fulfil and expectations at Plumpton High School as positively contributing global citizens. Some of these responsibilities include responsibility for their learning, allowing others to learn and teachers to teach and seeking support when they require assistance. We also instil the responsibility as a student to maintain their wellbeing and seek assistance when required and support their peers wellbeing.

This all links to students becoming the best they can be and ensuring that as individuals and groups they leave the school with the knowledge they have contributed positively to make the school a better place for those who come after them as part of their legacy



PRINCIPAL'S MESSAGE

YEAR 7 PARENTS & STUDENTS - MEET THE TEACHERS AFTERNOON

A wonderful afternoon was enjoyed by parents, students and teachers at the annual Year 7 Parents and Students - Meet the Teachers Afternoon. Parents were able to have conversations with their child's teachers about learning at Plumpton and make a connection that will continue to strengthen over the next 6 years of high school. The Student Executive Council were also present sharing their journeys with parents and new Year 7 students and ran a BBQ for the event.

The collaboration between teachers and parents at Plumpton High School is crucial in supporting the learning and wellbeing of students. When our teachers and families work together, they create a cohesive support system that reinforces the values and skills being taught in the classroom. This partnership allows for open communication regarding a child's progress, strengths, and areas needing improvement, ensuring that both parties are aligned in their approach. By sharing insights and strategies, teachers can tailor their instruction to meet individual student needs, while parents can reinforce learning at home, creating a consistent and nurturing environment for the child.

This collaboration significantly enhances the overall wellbeing of students. When parents are actively involved in their child's education, it fosters a sense of belonging and support, which is essential for emotional health. Teachers, equipped with knowledge about their students' home environments and challenges, can better address social and emotional issues that may arise. This holistic approach not only aids academic achievement but also cultivates resilience and self-esteem in students. Ultimately, the combined efforts of teachers and parents contribute to a well-rounded educational experience, paving the way for students to thrive both academically and personally becoming the best they can be.



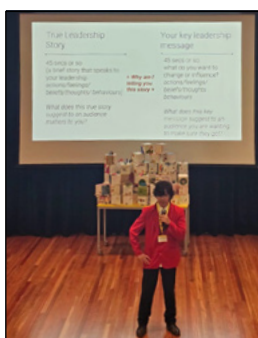
PRINCIPAL'S MESSAGE

PLUMPTON HIGH SCHOOL YEAR 11 LEAD THE WAY TO UNSW

Plumpton has a long-standing partnership with UNSW with a group of Year 11 students participated in the UNSW Gateway Leaders Program recently. The day began with a leadership workshop run by UNSW Gateway University Ambassadors called "Who am I as a leader?" Students explored individual values, purpose and passions for social impact and explored the kind of leader they want to become.

The second workshop was run by the incredible Jo O'Reilly, who asked our student's "How do we communicate with purpose?". Jo is an accomplished professional speaker, former comedian and has worked extensively with UNSW and the AGSM to develop leadership skills and potential in all kinds of people. Jo's workshop is a practical and inspiring workshop that explores what it means to have a leadership presence that aligns with your values and purpose. Students were reminded that leaders do not always have to have the loudest voice and that we all have leadership potential.

Thank you to UNSW for enabling Plumpton High to be a UNSW Gateway partner school. For more information about the opportunities and academic support that are offered to students to UNSW Gateway partner schools, visit their website here: [UNSW Gateway | Early Admission Pathway | UNSW Sydney](#)



PRINCIPAL'S MESSAGE

GIRLS IN TECH 2025 WITH COMMBANK AND ABCN

A group of Years 9 -11 girls and Mr Honeysett travelled to the South Eveleigh precinct and the Commonwealth Bank offices to attend the fabulous 2025 Girls in Tech event.

Keynote speakers and Panelists included Ly Lien (MC - CommBank), Nivaaz Sehmbhi (Founder@Sukara Tech), Lina Kim (Cochlear), Zahra Hadi (Cochlear), Paula Nolan (CommBank), Holly Takos (CommBank), Myrna Kennedy (Commbank) and Arushi Agrawal (CommBank).

Students were able to immerse themselves in a variety of Technology Exhibitions including: Unleash the Power of Robotics with Telstra; Artificial with CommBank; Cyber Security; Engineering and Design with Cochlear; Career Pathways; Science and Engineering with Macquarie University.

Students were also able to join a Biomedical Engineering Workshop by UTS Women in Engineering and IT. They were able to collaborate in teams to ideate and rapidly prototype solutions for Alzheimer's. This hands-on session combined human-centered design with rapid prototyping, encouraging brainstorming, designing, and refining ideas. The workshop offered a unique opportunity to collaborate, experiment, and bring concepts to life particularly if students were passionate about healthcare innovation or exploring STEM.

Thank you to CommBank and their supporting partners for enabling our students to understand what the future of Tech looks like, engage in the processes and the vast career opportunities available.



Continued on next page ➡

PRINCIPAL'S MESSAGE

Continued from previous page...

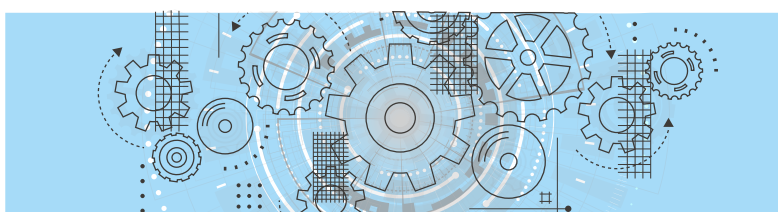


PRINCIPAL'S MESSAGE

ZEAL AND EDUCATION PATHWAYS PROGRAM – ENGINEERING PATHWAY

Congratulations to Year 10 Plumpton High School students, Ysabela, Lanvy and Shaaistah for undertaking the Engineering Trades course with Zeal Futures as part of the EPP's Apprenticeship and Traineeship Head Start program. These girls are strongly considering undertaking Engineering degrees at university as a post school option. The students gained hands-on skills to set them up for further training for their future careers over the 7-day course. Well done girls!

Thank you to ZEAL and the Educational Pathways Program for supporting our students and their bright futures.



PRINCIPAL'S MESSAGE

VENTIA (NORTH SYDNEY) - ABCN FUTURE THINKERS PARTNERING WITH PLUMPTON HIGH SCHOOL

Year 9 students were able to participate in an ABCN Future Thinkers learning day at Ventia recently. The day focussed on continuing to build the necessary skills students require to be successful in the world at and beyond school. Skill building included understanding the principles of Design Thinking, developing creative solutions to problems, confidence in coming up with solutions to problems and communicating ideas to others.

Ventia is one of the largest essential services providers in Australia and New Zealand. They proudly provide the services that keep infrastructure working in communities. They have a diverse and proud heritage combined with a track record for delivering the best outcomes for their clients and the communities in which they operate.

They specialise in the long-term operation, maintenance and management of critical public and private assets and infrastructure across a broad range of industry segments including defence and social infrastructure, infrastructure services, telecommunications and transport. They have a large and diverse workforce of more than 35,000 people and they operate in over 400 sites across Australia and New Zealand, enabling them to deliver an extensive range of services for their customers and communities.

Students also explored post school education and career options.

Thank you to ABCN and Ventia for providing our Plumpton Year 9 students with this incredible opportunity.



PRINCIPAL'S MESSAGE

PLUMPTON STUDENTS AT UNIVERSITY TECHNOLOGY SYDNEY - UTS BIG DAY IN

Mr Jaswal accompanied a number of his Year 12 Software Engineering and Information & Digital Technology students to the 2025 UTS BiG Day In at the University of Technology Sydney (UTS) Broadway campus.

Presenters included Google, Microsoft, Woolworths, ADF Careers, Adobe, Wisetech Global, Canstar Blue, Westpac, Australian Signals Directorate many more.

The event has helped thousands of students explore where a career in technology can take them. The very first BiG Day In event was held at UTS in Sydney for 220 students (approximately 160 UTS students and 60 high school students) in 2012. The BiG Day In is an event designed for students by students – it was designed by two interns at the ACS Foundation who had a brief to develop an event that they and their peers would like to attend. The biggest of our BiG Day In events is held at UTS. It is so popular that the Great Hall is filled to capacity (850 school students).

Between 10 – 12 BiG Day In events are held nationally each year with approximately 6,000 – 6,500 students attending. More than 40% of attendees are female students, which is more than twice the industry average. By the end of 2018, approximately 30,000 high school students had attended a BiG Day In event somewhere in Australia.



PRINCIPAL'S MESSAGE

PLUMPTON HIGH SCHOOL HARMONY WEEK

Harmony Week at Plumpton High School and in Australia should be every Week. It is an essential celebration in Australia that promotes inclusiveness, respect, and a sense of belonging for all individuals, regardless of their cultural or linguistic backgrounds.

Held annually on March 21, it encourages communities to come together and recognise the value of diversity. The week serves as a reminder of the rich tapestry of cultures that make up Australian society and highlights the importance of mutual respect and understanding among people from different backgrounds. Through various activities, events, and educational programs, Harmony Week fosters dialogue and connections, helping to break down barriers and combat discrimination.

Furthermore, Harmony Week plays a crucial role in educating individuals, particularly students, about the significance of cultural diversity and the contributions of various communities to Australian society. Schools often engage in activities that promote cultural awareness and appreciation, allowing students to learn about the traditions, languages, and stories of their peers. This education is vital in shaping a more inclusive future, as it cultivates empathy and respect among young people. By celebrating Harmony Week, we not only honour our multicultural heritage but also reinforce the values of acceptance and community, ensuring that everyone feels valued and connected.

I would like to thank our Intercultural Understanding Team, the SEC, SEC Coordinators, House Captains Entertainment and Photography students for their tremendous work in ensuring our Plumpton Harmony week is successful.



PRINCIPAL'S MESSAGE

BEACON FOUNDATION AND AON PARTNERING WITH PLUMPTON HIGH SCHOOL

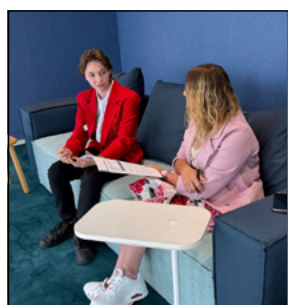
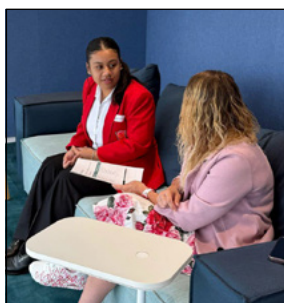
Sixteen Year 11 students along with Ms McKenzie, attended a Beacon Foundation PERFORM Program at Aon in Parramatta. Aon plc is a British-American professional services firm that offers a range of risk-mitigation products. Aon has over 66,000 employees across 120 countries.

PERFORM is a dynamic, 4-hour career readiness program equipping students with essential workplace skills. The program covers key topics such as transitioning from school to work, professionalism, diversity, and transferable skills. Through engaging activities, students learn to communicate effectively, adapt to different workplace environments, and present themselves confidently in interviews.

A key highlight was the opportunity to connect with Aon volunteers. Students gained real-world insights and were able to practice the STAR interview techniques. The interactive approach ensured students developed critical skills that might support career success whilst receiving structured feedback.

PERFORM empowered our Year 11 students by building their confidence and understanding of workplace expectations and preparing them for successful career pathways.

Thank you to the Beacon Foundation and Aon for yet another fabulous opportunity.



PRINCIPAL'S MESSAGE

INTERNATIONAL WOMEN'S DAY – PLUMPTON PARTNERING WITH THE AUSTRALIAN DEFENCE FORCE (ADF)

As part of International Women's Day (IWD) celebrations, 15 of our senior girls attended an Australian Defence Force (ADF) Careers Event at Lil Miss Collins in Parramatta. The theme of this year's IWD was #MarchForward: It's time to turn promises into progress.

The Australian Defence Force (ADF) offers unique employment opportunities for high-performing young women eager to challenge themselves, make quick decisions and inspire those around them. Students discovered the rewards of working in the ADF and the variety of roles they may thrive in. On the day, enjoy light catering, hear from guest speakers and have your questions answered.

Students were able to hear from current serving women in the ADF. They highlighted their experience and provided insights on how being in the ADF fits with their lifestyle, study, work and family commitments. The presenters thrilled our students with their passion and inspiring presentations. The main Guest Speaker was a Commander, supported by an Able Seaman, Aircraft Woman and two other defence force women.

Students learnt, that as an Officer, in the ADF, they'd be challenged to be a leader, a quick decision-maker and a motivator. The Navy, Army and Air Force have numerous roles available, ranging across many different specialties including engineering, aviation and logistics.

The ADF IWD Morning Tea gave students the opportunity to network with Defence leaders about their experiences in management positions and life in Defence.

Thank you to our hosts at Lil Miss Collins in Parramatta who presented our students with a spectacular Morning tea feast.



PRINCIPAL'S MESSAGE

PLUMPTON HIGH SCHOOL PARTNERING WITH BEACON FOUNDATION AND SCHNEIDER ELECTRICAL - ELECTRIC INNOVATION SUMMIT 2025

Through our longstanding partnership with The Beacon Foundation, a group of our Senior Engineering students were given the opportunity to attend the Schneider Electric Innovation Summit 2025 at the International Convention Centre Sydney in Darling Harbour.

This summit was a unique opportunity to explore cutting-edge advancements in energy management and sustainability and to engage directly with industry leaders and thought-provoking panel discussions.

The Summit showcased the future of innovation and sustainability, and it helped our students connect their academic journey to real-world opportunities in STEM and beyond.

Highlights included:

- ▶ The early Engagement with Students on their academic journey on order to spark interest in higher education and STEM fields
- ▶ Being able to strengthen Industry Connections by utilizing networking opportunities with industry leaders and corporate partners in order to forge relationships that can lead to future collaborations
- ▶ The direct Engagement with STEM Students: to encouraging them to pursue pathways in vital fields of the future
- ▶ Access to gain insights into current industry trends, emerging technologies, and in-demand skills
- ▶ A mini industry Expo
- ▶ The exploration of the "Innovation Hub
- ▶ Panel discussions - "The Culture Shift: How Gen Z is Redefining the Workplace" and "Building Tomorrow: Why a Career in STEM is Key to a Cutting Edge & Sustainable Future"

Many thanks to Schneider Electrical Australia and Matt Phyland and the team at The Beacon Foundation for yet another fabulous opportunity.



Continued on next page ➡

PRINCIPAL'S MESSAGE

Continued from previous page...



PRINCIPAL'S MESSAGE

LINKEDIN TALENT CONNECT SUMMIT - SUPPORTING STUDENTS BRIGHT FUTURES

I was able to attend the LinkedIn Talent Connect Summit in Sydney with our Student Advocate Gemma Avon that centred around the theme 'The age of artificial intelligence'. A strong focus was on the transition from the 'Knowledge Economy to the 'Innovation Economy' and the opportunity this change brings for people. Resulting from AI the value of human centric skills including communication, creativity, compassion, courage and curiosity are being highly valued by employers. AI cannot replace the human skills that help us collaborate and adapt - communication, customer service, leadership, project management and management.

Some of the additional insights LinkedIn executives shared at the summit include:

- 9 out of 10 C-suite executives consider AI a top priority
- 9 out of 10 C-suite executives say some employees are already using AI
- A 6x increase in job postings demanding AI literacy skills
- 60% of professionals globally are looking for a new job in 2025 (82% in India, 68% Singapore, 60% Australia).
- Less than half of job applicants meet all the criteria
- More than 10% of professionals hired today have job titles that didn't exist in 2000, some examples include – Full Stack Engineer, Social Media Manager, Data Scientist, Customer Success Manager, Digital Marketing Specialist, Content Creator, Behavioural Health Technician, Human Resource Business Partner and Artificial Intelligence Engineer.
- Expansion of Australian companies into other markets between 2019-2024 with the Asia Pacific (APAC) leading in business expansion

The LinkedIn Talent Connect Summit is an immersive, invitation-only experience designed for talent and HR leaders to solve the biggest challenges facing us today. Attendees gathered in Sydney to join like-minded peers to network and build possibility through collaborative ideation and peer-to-peer problem solving. LinkedIn is the world's largest professional network on the internet with approximately 1 billion members. You can use LinkedIn to find the right job or internship, connect and strengthen professional relationships, and learn the skills you need to succeed in your career.

LinkedIn partner Plumpton High School in supporting our Futures Framework, Career Path Planning process and Futures Centre ensuring our students have bright and prosperous futures. Thank you to LinkedIn for their work in supporting our students.



PRINCIPAL'S MESSAGE

PHS PARTNERING WESTERN SYDNEY INTERNATIONAL AIRPORT (WSI)

Construction students and their teacher Mr. Theys visited the Experience Centre which is an interactive and educational hub that showcases the Airport and overlooks the construction site.

A Community Engagement and Social Impact team member delivered a presentation, and students were invited to participate in a Careers Q&A. This was followed by an opportunity for students to explore the interactive pods.

The perimeter tour of the site was run by the Community Engagement and Social Impact Team enabling students to get up close to the new Airport and the runway. Through the excursion students gained insights into:

- the planning and construction of a major airport
- the socio-economic benefits Western Sydney International Airport will bring to Western Sydney
- the different career paths associated with the construction and operation of a major airport.

Thank you to WSI and Lendlease for their ongoing support of our school that continues to provide students opportunities to explore career opportunities in construction, engineering and the multitude of employment futures that will exist when WSI opens.



PRINCIPAL'S MESSAGE

CORPORATE MENTORING FRAMEWORK AT PLUMPTON HIGH SCHOOL - JOIN OUR TEAM

With the world as it is, do you often think "I'd like to help" and wonder "how can I make a difference with an already crowded schedule?"

We have a solution for you...

Plumpton High School have been running their Corporate Mentoring Program for several years and each year is building upon the last. We recruit students from Year 11, match them to a Corporate Mentor and then run 3 x 1-hour structured sessions per term. It's a small yet powerful commitment. Please check out our webpage.

<https://plumpton-h.schools.nsw.gov.au/supporting-our-students/corporate-mentoring-program.html>

What's in it for you?

- An opportunity to change a young life and their future
- A chance to share your knowledge, skills and experience
- Utilise your annual Volunteer Leave
- Enhance your social media profile

What's in it for Mentees?

- Access to people, industries and networks otherwise not available to them
- Exposure to different ways of thinking

Some of our areas of interest are Nursing, Medicine, Hospitality, Aviation, Engineering and Finance. To find out more, for yourself or others within your networks, please contact Gemma Avon at gemma.avon@det.nsw.edu.au **OR** 0416 058 020.

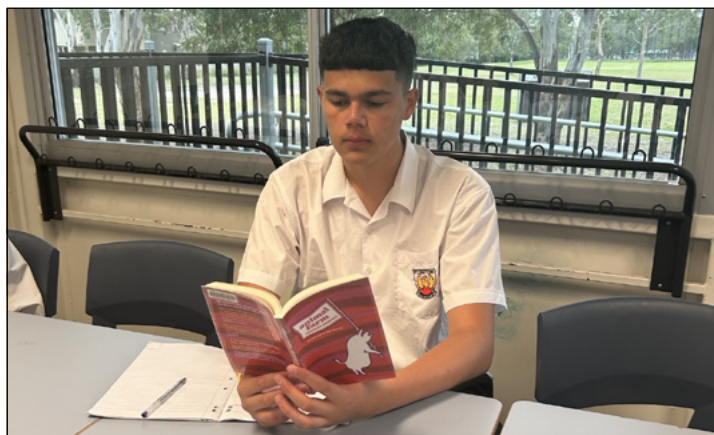
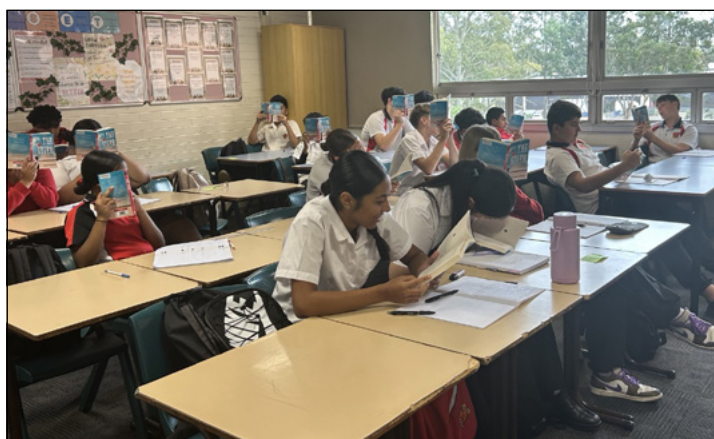
I would like to thank you, in advance, for taking the time to consider contributing to the bright and prosperous futures of our young people.



DYSTOPIA: YEAR 10 NAVIGATING GENRE AND SOCIETY IN TERM 1

As Term 1 draws to a close, Year 10 students have engaged in a captivating exploration of dystopian literature through the program titled "Dystopia: A Glimpse of Gloom." This unit has provided students with a deeper understanding of genre conventions while honing their discursive writing skills. Central to their study was the provocative statement, "Genre conventions evolve to reflect the values of society," prompting students to analyse how the characteristics of dystopian novels mirror contemporary societal issues. In their assessment task, students crafted discursive responses that examined this relationship, showcasing their ability to articulate thoughtful reflections on the intersection of genre and societal values.

Additionally, students reflected on their learning experiences by justifying how their genre study and understanding of discursive writing contributed to their engaging pieces. They delved into the genre conventions they addressed, articulating their thought-provoking elements, and identified the discursive concepts and techniques employed to create meaning. The insights gained from this unit will undoubtedly serve students well in their future literary endeavours.



THE ART OF ANNOTATING POETRY

In Term 2 of the HSC English Standard course, students engaged with Module A: Language, Identity, and Culture, focusing on the poetry of Ali Cobby Eckermann. This module encourages deep analysis of how language shapes identity and cultural perspectives, with Eckermann's work offering insight into Aboriginal identity and history. Students explored these themes through a combination of lecture-style, workshop-style, and exam-style approaches, ensuring a well-rounded understanding of the material.

By using a mix of teaching methods, we catered to different learning styles, allowing students to engage with the poetry in varied ways. This approach helps students develop the skills needed for both class discussions and the HSC exam, ensuring a comprehensive learning experience throughout the term.



TERM 1 - JACKMAN UPDATE

Jackman had a wonderful start to 2025! We welcomed 4 new year 7 students who have settled in beautifully to highschool and their new classes.

Jackman Entry Event - Aussies at War

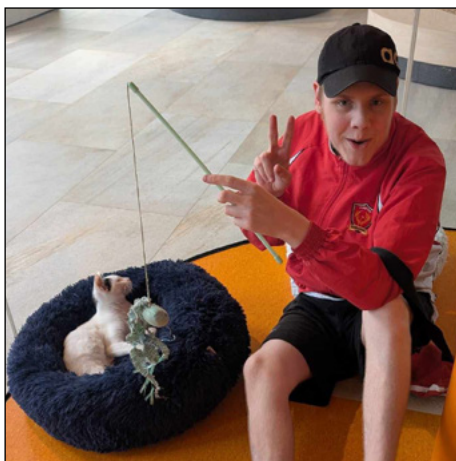
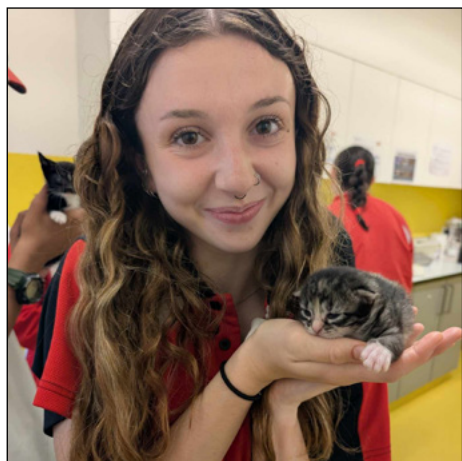
On Friday 7th February, Jackman students engaged in their entry event for the term 1 unit 'Aussies at War'. Students explored a range of artefacts, made poppies & used their senses to examine rosemary, listened to the last post, reveille and a soldier's diary entry before trying some foods that soldiers may have had access to. Some very brave students even tried the sardines! Through the entry event, students' prior knowledge, questions and wonderings were activated to set them up for a successful term of learning.



Jackman visit BARC

On Friday 7th March, Jackman Staff and students engaged with the community and developed their travel training by attending the Blacktown Animal Rehoming Centre (BARC) to learn about responsible pet ownership, how to read cats and dogs and the story behind BARC.

Staff and students went on a tour through the centre where we were able to meet & feed some of the dogs before getting up close to some cats and kittens for cuddles.



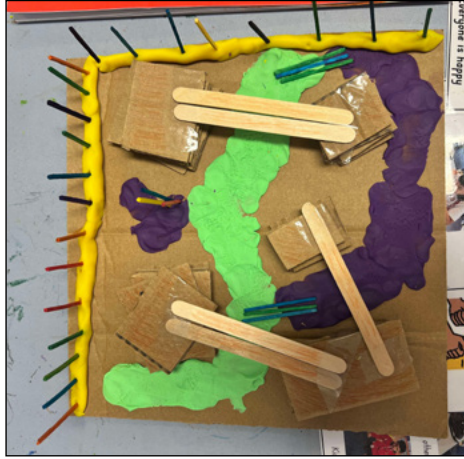
KLA Highlights

English: During English, students have been listening to and analysing a range of picture books themed around World War 1. They were preparing for and learning to write and illustrate their own picture book.

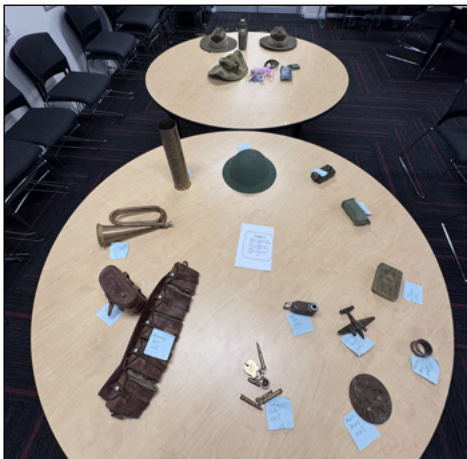
Continued on next page ➡

Continued from previous page...

Maths: This term, we have been learning about perimeter and area to help us construct a plan and model of a trench. Students used a range of materials such as cardboard, playdoh and paddle pop sticks to make their models, based on their plan and measurements that they had done previously.



HSIE: In HSIE, students have been learning about World War 1 and Gallipoli to support them in writing a diary entry of a soldier. They also have been able to explore and analyse a range of primary sources from World War 1 to support them in understanding of life and experiences of the soldiers.



Science: Students have been building their knowledge and understanding of materials and their properties, chemicals and their reactions as well as researching weapons that soldiers used during battle. Their research has assisted students in drawing a blueprint of a weapon and annotating it.



Continued on next page ➡

JACKMAN

Continued from previous page...

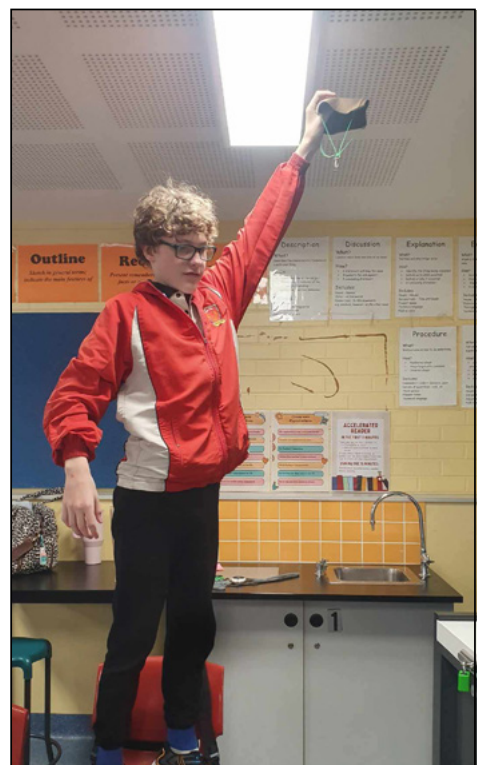
PDHPE: Friday mornings are our dedicated PE Prac lessons. Students have been learning a range of exercises and techniques to create their own bootcamp session where they will be required to demonstrate and teach 1-2 exercises to their peers. During theory lessons, students have been learning about the illnesses and conditions that soldiers were exposed to during war and how they tried to prevent these from happening.

Languages (Japanese): Stage 4 has started learning Japanese in class. They have been learning about Japan and the culture. During week 7, students learnt what a 'daruma' is and set themselves a goal for Japanese lessons this year. Students also have begun learning a range of simple greetings and counting.



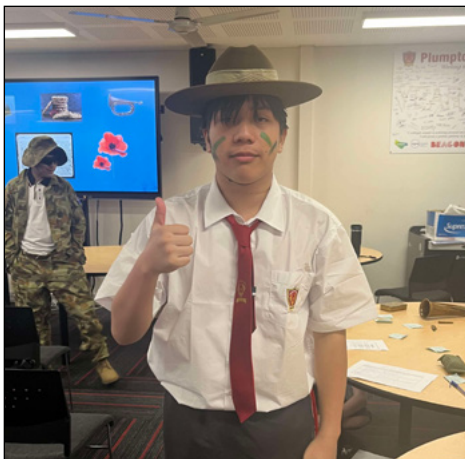
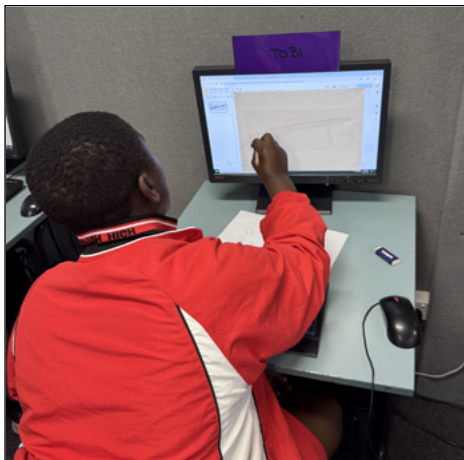
Work Life & Community: Our year 11 students have been engaged with work experience this term, both at school and at Sunnyfield. They have been building their skills to support them in gaining employment post school.

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



Continued on next page ➡

Continued from previous page...



PLUMPTON HS SOFTBALL TEAM STEPS UP TO THE PLATE!

Plumpton High School has made an exciting return to the softball field, entering a team for the first time in several seasons. Facing off against The Ponds High School, our team made up of girls from Years 7 to 12 showed incredible spirit and determination in their debut game.

Under the guidance of coach Mr. Nick Eder and assistant coach Jayden Gearman, the team brought plenty of energy and enthusiasm to the field. For many of the players, this was their first time playing softball, but that didn't stop them from giving it their all. Despite their limited experience, they displayed great teamwork, sportsmanship, and resilience throughout the match.

While The Ponds HS may have had more seasoned players, Plumpton HS provided plenty of excitement, keeping the game fun and entertaining for everyone involved. The girls played with heart, cheering each other on and celebrating every great play, whether it was a strong hit, a solid catch, or a successful run.

This season marks a fresh start for softball at Plumpton HS, and with such a positive first game, the future looks bright for the team. As they continue to practice and develop their skills, there's no doubt they'll be a force to be reckoned with in upcoming games.

Well done to the team for stepping up to the challenge and making their return to softball a memorable one!

Stella Tuilaselese
Knockout Sports Organiser



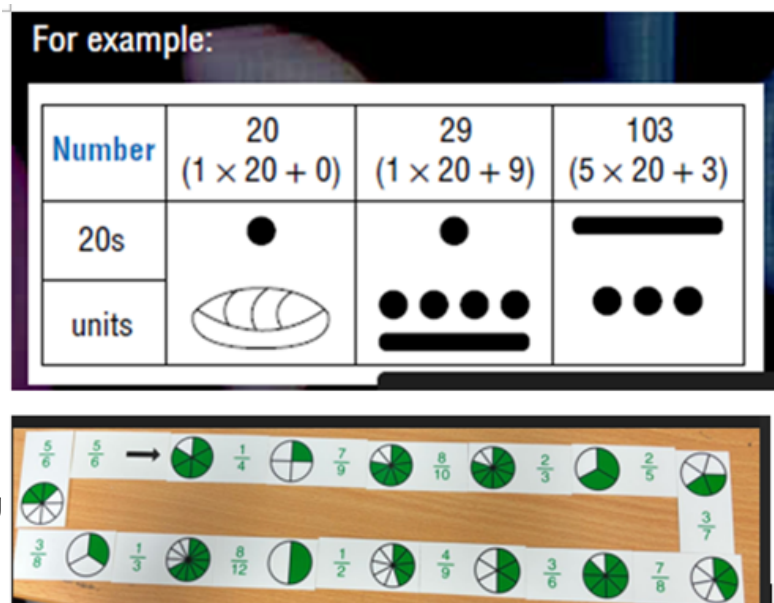
MATHEMATICS

MATHEMATICS TERM 1 - 2025

YEAR 7

In term 1 Year students were learning about “The computation of Positive Integers” and Fractions and Percentages. The study of number symbols and systems reveals a fascinating history, from the Mayans of Central America, who lived from 1500 BCE to the 16th century CE and counted in 20s using a shell for zero, a pebble for one unit, and a stick for five units. In this chapter, students develop their mathematical understanding and fluency by exploring and connecting concepts, applying techniques to solve problems, and communicating their reasoning clearly. They learn to apply place value and zero to represent numbers, select strategies for addition, subtraction, multiplication, and division, construct number sentences with multiplicative relations, and work with integers to solve problems.

Understanding percentages is crucial in our money-based society, where most calculations involve rates expressed as percentages, meaning 'per 100'. For example, stores offer percentage discounts, such as a 30% discount reducing each dollar by 30 cents. Similarly, a 5% pay rise adds 5 cents per dollar to current pay. As students plan for independent living with a budget, they also learn to represent and operate with fractions, decimals, and percentages to solve problems. This foundation helps prepare them for managing financial responsibilities and making informed decisions.

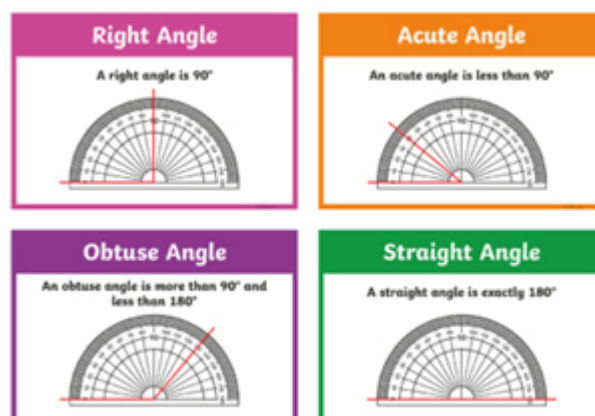


YEAR 8

Year 8 started the term with great enthusiasm, tackling vital mathematical concepts like Algebraic Techniques, Laws of Indices, and Angle Relationships. Students were involved in building up their skills through a range of algebraic concepts, including substitution and equivalence, adding and subtracting terms, multiplying and dividing terms, adding and subtracting algebraic fractions, multiplying and dividing algebraic fractions, expanding brackets, factorising expressions, and using algebra. In the indices unit, they concentrated on index laws, specifically index laws of multiplication and division, and the zero index and power of a power.

Further, students examined angle relationships with emphasis on understanding parallel lines and finding angles on the given sides of the transversal. During the term, the students had an effective classroom routine, utilising every bit of their time to practice the mathematical concepts taught. In preparation for Assessment Task 1, all Year 8 students had prepared a learning log, which assisted them in organising their study activity and use during the test in Week 9. Overall, the Year 8 students demonstrated great dedication and effort, and their performance in the test is an indicator of their hard work and understanding of the content covered.

ALGEBRA



MATHEMATICS

YEAR 8 - MONEY MATTERS

Year 8 Money Matters is an elective subject that introduces students to essential financial concepts and real-world applications of mathematics. This term, students explored major concepts such as percentages, GST, profits and losses, and best buys to enhance their capability to make informed purchasing decisions. They practice calculating prices with and without GST, discovering how prices rise or fall by what percentage, and choosing the best bargains by reading unit prices.

Students also examine consumer strategies, read receipts, compare market prices, and assess the impact of financial choices on budgeting. Daily classroom practice made them study more effectively and apply what they learned on tests and in actual situations. Throughout the term, students engage in problem-solving activities and practical exercises that improve their financial literacy. Their participation and dedication are evident in their growing confidence in applying mathematical concepts to everyday financial decisions.



YEAR 8 - EXTENSION

Year 8 Maths Extension elective students have been diving deep into the world of algebra, tackling increasingly complex problems with enthusiasm. Their current focus? Simplifying algebraic fractions, expanding terms, and taking on more advanced challenges involving perfect squares and the difference of two squares.

With plenty of practice worksheets and Mathletics activities, students are sharpening their skills and building confidence in their algebraic reasoning. The sense of achievement is evident as they master these challenging concepts, pushing themselves beyond their comfort zones.

What's particularly exciting is seeing students embrace the challenge—enjoying the satisfaction of cracking tough problems and recognizing the patterns that make algebra so powerful. These foundational skills will serve them well in higher-level mathematics, and their dedication is already paying off!

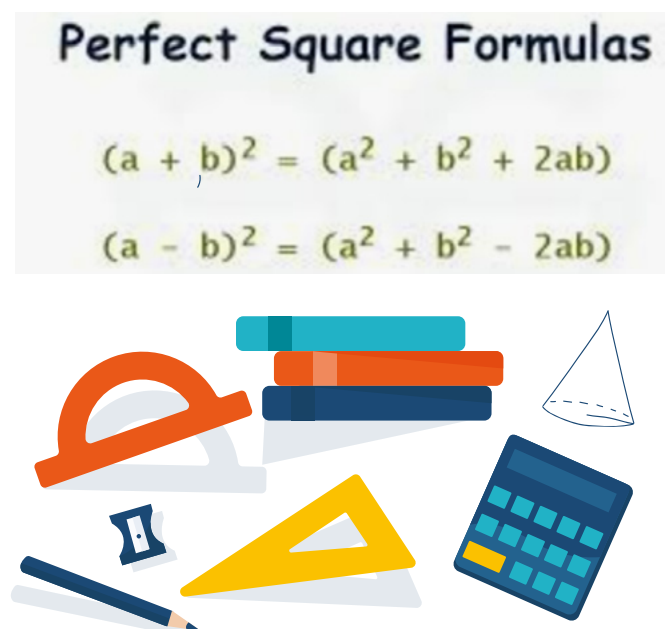
Keep up the fantastic work, Year 8

Binomial \times Binomial
 $(x + 4) \times (x + 4)$

$= x^2 + 4x + 4x + 16$
 $= x^2 + 8x + 16$

Perfect Square Trinomial

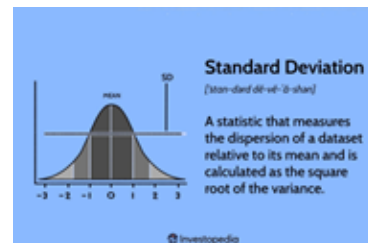
A diagram on a grey and white checkerboard background. It shows the multiplication of two binomials, (x + 4) and (x + 4), with a curved arrow connecting the two. Below this, the expanded form is shown: x^2 + 4x + 4x + 16, which simplifies to x^2 + 8x + 16. An upward-pointing arrow from the text "Perfect Square Trinomial" points to the final expression.



MATHEMATICS

YEAR 9 - MATHS ADVANCED

In the Year 9 Mathematics curriculum, students delved into the fascinating areas of data analysis and probability. This term, they tackled a variety of engaging tasks that enhanced their grasp of these subjects and sharpened their problem-solving skills. Additionally, they participated in numeracy lessons designed to build and enhance their understanding in preparation for the NAPLAN examination. Their ability to work with Venn diagrams, two-way tables, dot plots, histograms, and frequency tables, along with their skills in addressing probability challenges, is being assessed through a thorough evaluation process. This includes a project that involves playing interactive games to explore probability experiments and a test in class aimed at reinforcing their understanding. We applaud our students for their commitment and enthusiasm in mastering these vital mathematical concepts.



YEAR 9 - MATHS CORE

Year 9 Core have been working on learning about Organising and Analysing data as well as determining the chance of multistage events to occur. Students have been given the opportunity to play and research probability games, as well as look at the Australian Bureau of statistics website for data they can analyse themselves.

We have also been preparing all term for the NAPLAN numeracy assessment which was held on Tuesday of Week 8. Students were given practise on the types of questions they would see in the national assessment and how they would go about completing their final NAPLAN of their educational lives.

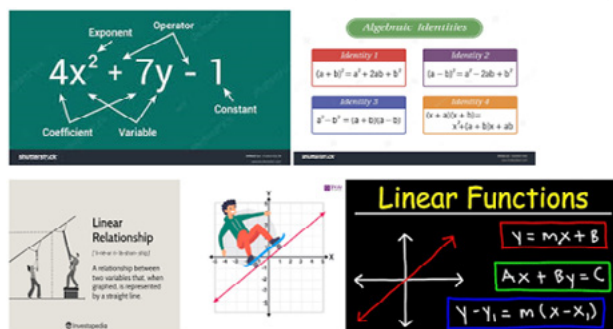
We now look forward to completing our assignment and starting in on our next topic for term 2: Equations and Algebra.



YEAR 10 - MATHS STANDARD

In Term 1, Year 10 Core/Standard students explored Algebraic Techniques, Scientific Notation, Significant Figures, and Linear Relationships. Through these topics, they developed their understanding and fluency in mathematics by exploring and connecting mathematical concepts, selecting appropriate techniques to solve problems, and effectively communicating their thinking and reasoning. They simplified algebraic fractions with numerical denominators, expanded algebraic expressions, and simplified expressions involving positive-integer and zero indices. Additionally, students learned to establish the meaning of negative indices for numerical bases and solved measurement problems using scientific notation and rounding to a specified number of significant figures.

In their study of Linear Relationships, students enhanced their understanding and fluency in mathematics by exploring and connecting various mathematical concepts. They learned to choose and apply appropriate mathematical techniques to solve problems and to communicate their thinking and reasoning clearly and coherently. Students also graphed and interpreted linear relationships using the gradient/slope-intercept form, and identified and solved problems involving direct and inverse variation along with their graphical representations.



MATHEMATICS

YEAR 10 - MATHS ADVANCED

As Term 1 comes to a close, Year 10 Advanced Mathematics students have immersed themselves in a comprehensive exploration of algebra and graphing techniques. This term's curriculum focused on strengthening foundational skills essential for higher-level mathematics, covering topics such as simplifying algebraic expressions, solving linear equations, plotting linear graphs, working with indices and surds, and identifying regions and solving simultaneous equations.

The term began with a focus on simplifying algebraic expressions, including those involving fractions. Students honed their skills in manipulating algebraic terms, learning to combine like terms and simplify complex expressions. This foundational knowledge is crucial for tackling more advanced algebraic concepts in the years to come.

Building on their algebraic skills, students delved into solving linear equations. They explored various methods for solving equations, including balancing, substitution, and elimination, developing a toolkit of strategies to tackle different types of problems.

In parallel, students learned to plot linear graphs, gaining a visual understanding of linear relationships. By graphing equations on the Cartesian plane, they explored concepts such as slope and y-intercept, which are fundamental to understanding linear functions.

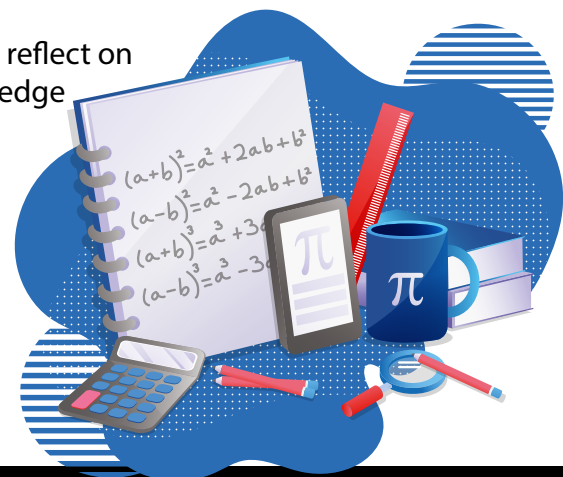
They also were introduced to simultaneous equations, a critical concept in algebra. Students learned to solve pairs of equations with two variables, using graphical and algebraic methods. This topic not only enhances problem-solving skills but also introduces students to the idea of systems of equations, which are prevalent in mathematics and its applications.

Identifying regions on the Cartesian plane further expanded students' analytical abilities. By understanding how equations define boundaries, students gained insights into inequalities and the graphical representation of solutions.

In addition to algebra and graphing, students explored the world of indices and surds. These topics provided them with the tools to work with powers and roots, essential for simplifying expressions and solving equations involving exponential terms. Mastery of indices and surds is crucial for success in more advanced mathematical studies.

This term has equipped Year 10 Advanced Mathematics students with essential skills that are foundational for higher-level mathematics. By mastering algebraic manipulation, graphing techniques, and the properties of indices and surds, students are well-prepared to tackle more complex mathematical concepts in the future. These skills are not only vital for success in mathematics but also have applications in science, engineering, design and technology, where mathematical modelling and problem-solving are crucial.

As Year 10 Advanced Mathematics students conclude Term 1, they can reflect on a term filled with significant learning and growth. The skills and knowledge acquired during this term lay a strong foundation for their continued studies in mathematics. With a solid grasp of algebra, graphing, and indices, these students are poised for success in their future academic pursuits and beyond, as they build the mathematical skills necessary for a wide range of careers in the modern world.

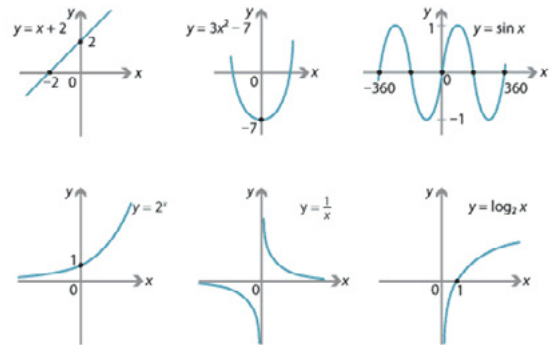


MATHEMATICS

YEAR 11 - MATHEMATICS ADVANCED

Year 11 Advanced have been busy this term trying to take in the topic of Functions. WE have been going over all the content covered in Year 10 Advanced Mathematics which includes binomial products, factorisation, graphing linear, quadratic and cubic equations as well as tackling difficult simultaneous equations and polynomials. Advanced Mathematics in year 11 is particularly difficult due to its pace and large number of exercises needed to get a good grasp of the application side of the skills we are learning about. All of these Algebra topics will lead in to Trigonometry and Calculus in term 2.

Students are encouraged to maintain their work ethic and complete all home work on a regular basis so they can be prepared for future learning. Students who push themselves, ask for help and answer questions in class will be best prepared for their assessments and year 12 content next year.



YEAR 11 - NUMERACY

Year 11 Numeracy focuses on developing practical mathematical skills that students can apply in everyday life. In Term 1, students learn about whole numbers, data representation, and practical measurement techniques. They engage in activities that enhanced their numeracy to help them deal with numbers and make effective estimates for day-to-day situations.

A key highlight of the term is the integration of the NRL tipping activity, which combines sports with mathematical analysis. Students track game results and use statistical concepts such as mean, range, and winning margins to interpret and compare data. In addition, they explore large numbers and place value through population studies and real-world datasets. Practical measurement skills are also a focus, with students learning techniques such as the rule of thumb and using a ruler to estimate the height of a tree. The structured learning approach, supported by weekly mental calculation strategies, enabled students to improve their numeracy skills in meaningful contexts.



YEAR 11 - MATHEMATICS STANDARD

This term, we have been exploring topics that are highly relevant for our students who will soon be learning to drive. In the "Equations and Formulae" topic, we have investigated the formulae for calculating blood alcohol content, based on the number of standard drinks consumed and the number of hours elapsed. We have also looked into speed, distance and time, focusing on calculating stopping distance based on a vehicle's velocity and the driver's reaction time.

In the "Linear relationships" topic, we have investigated equations and how they can be used to graph lines. We looked into how to calculate the gradient of a slope, which was interesting as I had just visited the steepest street in the world over the holidays (Baldwin Street, Dunedin, pictured).

Blood alcohol can be estimated using a BAC formula.

$$BAC_{\text{Male}} = \frac{(10N - 7.5H)}{6.8M} \quad \text{or} \quad BAC_{\text{Female}} = \frac{(10N - 7.5H)}{5.5M}$$

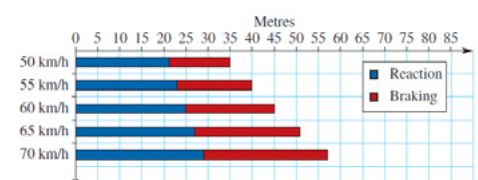
BAC – Blood alcohol content

N – Number of standard drinks consumed

H – Hours drinking

M – Mass in kilograms

The graph below shows the reaction distance and the braking distance.



YEAR 12 - MATHEMATICS ADVANCED

Year 12 Advanced Mathematics: Mastering Data Analysis & Graph Transformations

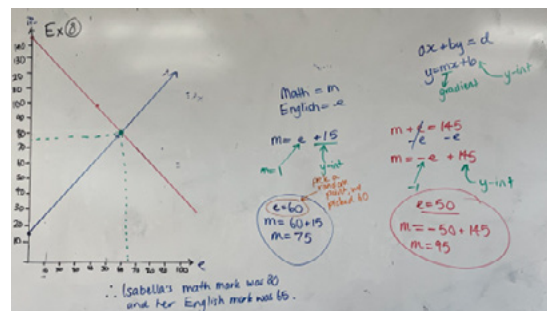
As Term 1 wraps up, Year 12 Advanced Mathematics students have been tackling data analysis, bivariate data, and graph transformations. Through statistical methods and scatter plots, they explored real-world data relationships, developing critical analytical skills.

Graph transformations, including translations, reflections, and dilations, deepened their understanding of functions such as trigonometric, exponential, and hyperbolic graphs. These concepts have real-world applications in fields like economics, science, and engineering, preparing students for future academic and career challenges.

Their hard work is paying off, setting them up for success in their final year and beyond!

YEAR 12 - MATHEMATICS STANDARD 1

This term, Year 12 Mathematics Standard 1 students have engaged in a variety of compelling topics, including Right Angled Triangles with a focus on Trigonometry, linear relationships emphasising simultaneous equations, and non-linear relationships where they identified different types and explored practical applications. Through these studies, aligned with the HSC Mathematics Standard 1 syllabus, students have cultivated their problem-solving skills and deepened their understanding of essential mathematical concepts. Activities such as hands-on problem-solving and collaborative projects allowed them to apply trigonometric ratios in real-world contexts and analyse data through linear relationships. In exploring non-linear relationships, they developed critical thinking skills by connecting mathematical models to everyday scenarios. Overall, it has been a productive term for the group, and their dedication and hard work have truly paid off as they continue to prepare for their upcoming HSC examinations, building confidence and proficiency in mathematics for their future pursuits.



YEAR 12 - MATHEMATICS EXTENSION 1

This term in Extension 1 Mathematics, we were learning about Further Integration and Differential Equations. Extension 1 Mathematics is a challenging yet rewarding. Among the many intriguing topics covered this term are further integration techniques and differential equations.

Integration is a fundamental concept in calculus, often described as the reverse process of differentiation. Students extend their knowledge of integration beyond the basic techniques learned in the Advance curriculum.

Students learnt about integration using substitution, a method that simplifies integration by transforming complex integrals into more manageable forms. This technique is particularly useful when dealing with integrals involving polynomial, trigonometric or exponential functions.

Differential equations describe the relationship between a function and its derivatives, providing valuable insights into how systems change over time. Students were introduced to basic differential equations and their applications.

They learnt to solve first-order differential equations, these equations appear frequently in real-world scenarios, such as modelling population growth, radioactive decay, and cooling processes. By understanding how to find solutions to these equations, students can predict future behaviour of dynamic systems.

Continued on next page ➡

Continued from previous page...

We also solved simple second-order differential equations, which involve second derivatives. By exploring these equations, students gain a deeper appreciation for the mathematical principles that underpin many natural and technological processes.

In class we learnt about mastering abstract concepts; and emphasise the application of mathematics to solve real-world problems. By studying further integration techniques and differential equations, students develop critical thinking skills and a problem-solving mindset that are highly valued in various careers.

In conclusion, the students were challenged to push the boundaries of their mathematical understanding. Through the study of further integration and differential equations, students gained valuable skills that extend beyond the classroom. By mastering these advanced topics, they are well-prepared for future academic pursuits and the analytical challenges of the modern world.

YEAR 12 - MATHEMATICS EXTENSION 2

This term year 12 was exploring the World of Complex Numbers. Complex numbers, a fascinating concept in mathematics, extend the idea of the one-dimensional number line to a two-dimensional complex plane. This expansion is essential for solving equations that have no real solutions, such as quadratic equations with negative discriminants.

We learnt that a complex number is composed of a real part and an imaginary part. It is typically expressed in the form $(a + bi)$, where (a) and (b) are real numbers, and (i) is the imaginary unit, defined by the property $i^2 = -1$. The real part, (a) , represents the number's position along the horizontal axis, while the imaginary part, (b) , represents the position along the vertical axis.

We also learnt that the concept of complex numbers emerged from the need to solve polynomial equations. As these are numbers we learnt how to use the operations with complex numbers and to extend the familiar arithmetic of real numbers:

Addition and Subtraction: These are performed by combining the real parts and the imaginary parts separately. For example, $((3 + 4i) + (1 + 2i) = 4 + 6i)$.

Multiplication: This involves distributing the terms and using the fact that $(i^2 = -1)$. For instance, $((2 + 3i)(1 + 4i) = 2 + 8i + 3i + 12i^2 = 2 + 11i - 12 = -10 + 11i)$.

Division: This requires multiplying the numerator and denominator by the conjugate of the denominator to eliminate the imaginary part from the denominator. Realising the denominator.

We also learnt that complex numbers can be represented graphically on the complex plane, where it can be expressed in polar form as $r(\cos \theta + i \sin \theta)$ or $re^{i\theta}$ where (r) is the modulus, representing the distance from the origin, and (θ) is the argument, indicating the angle from the positive real axis.

Euler's formula, $e^{i\theta} = \cos \theta + i \sin \theta$ elegantly ties together exponential functions and trigonometry. Complex numbers are not just abstract mathematical constructs; they have practical applications like computer graphics to perform rotations and transformations.

In conclusion, complex numbers have transformed the landscape of mathematics and the interest of students to Mathematics, its applications, offering a comprehensive framework for solving problems that were once thought unsolvable. Their ability to bridge algebra and geometry, alongside their practical applications in technology and science, underscores their significance in both theoretical and applied mathematics. As we continue to explore and innovate, complex numbers remain an indispensable tool in our mathematics classroom.

MATHEMATICS

YEAR 12 - MATHEMATICS STANDARD 2

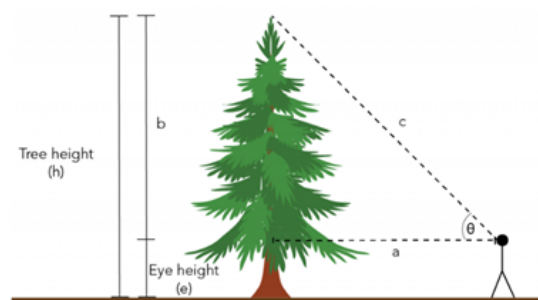
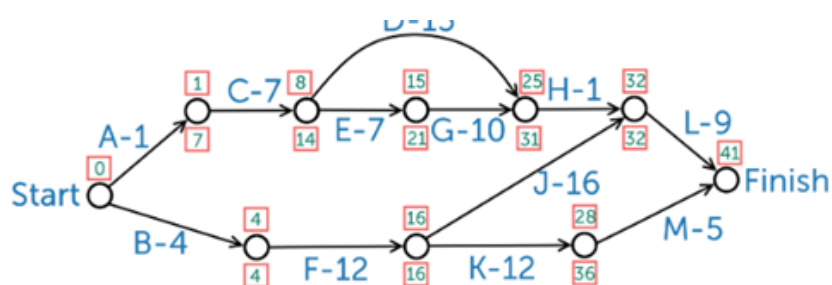
This term, the Year 12 Standard 2 class has been focusing on Critical Path Analysis, Trigonometry, and Non-linear Relationships. Students have been studying these topics in the past few weeks, practicing and becoming more aware of the need to understand these concepts. During Critical Path Analysis, learners found out how to identify important tasks in project management in order to facilitate planning and carrying out a project effectively. Through discussions, practical experiences, and real-life situations, they were taught the significance of proper project management.

In Trigonometry, they learned everything from application of trigonometry ratios. They understood how the trigonometric functions are used in science, engineering, and astronomy. With the help of these concepts, they solved real-life problems, and their problem-solving skills and mathematical thinking were improved. Students really enjoyed applying the trigonometry knowledge to find the angles and sides of different real-life lengths.

The study on Non-linear Relationships exposed the students to new concepts. They learned about the behavior of non-linear functions and how changing one variable might affect another. They applied processes like exponential growth and decay to graphs and mathematical models.

Recently, the students wrote a learning log in preparation for Task 1 on the topic areas of Critical Path Analysis, Trigonometry, and Non-linear Relationships. The test enabled them to consolidate and practice their knowledge and problem-solving abilities in a setting similar to the Higher School Certificate (HSC) examinations.

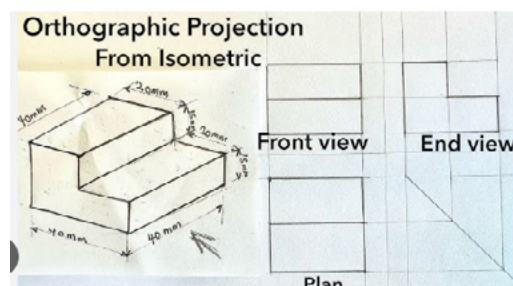
The dedication and hard work shown by our Year 12 Standard 2 students have been very incredible. Their eagerness to learn and cover challenging concepts is a reflection of their resilience and determination. Moving forward with the academic year, we look forward to their success. With a good understanding of Non-linear Relationships, Trigonometry, and Critical Path Analysis, we are confident they will perform well in their upcoming exams and beyond.



YEAR 12 - NUMERACY

This term we have been looking into location, temperature, space and design. We have created some three dimensional models and then measured their volume or made orthographic projections of them. We have also made and measured scale drawings of various locations. We also used a treadwheel to measure distances which we then compared to our measurements of the same distances, made using Google Earth.

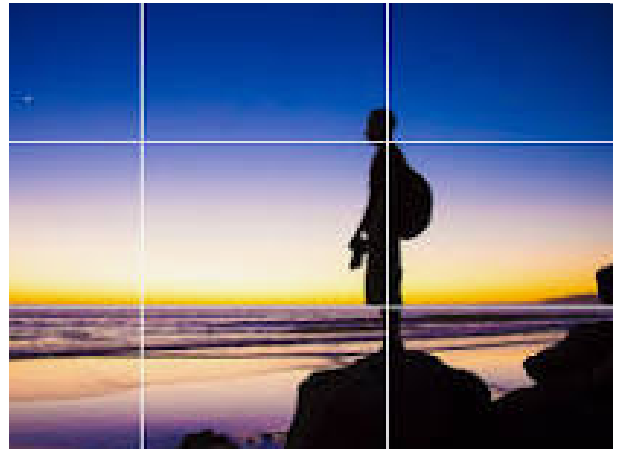
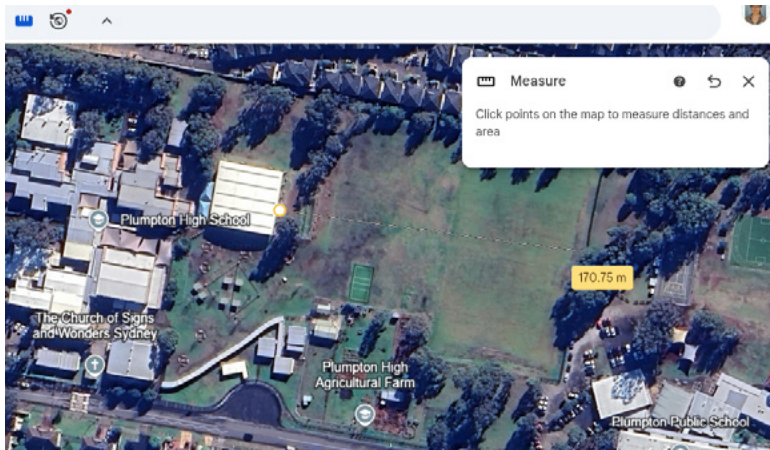
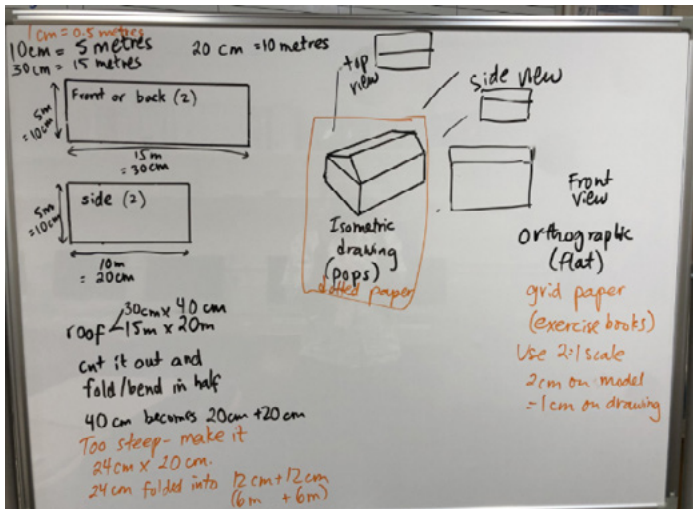
In our term one assessment project, we are exploring the rule of thirds, which postulates that well-proportioned photographs place pivotal features about one third from the top, bottom or sides of a photo.



Continued on next page ➡

MATHEMATICS

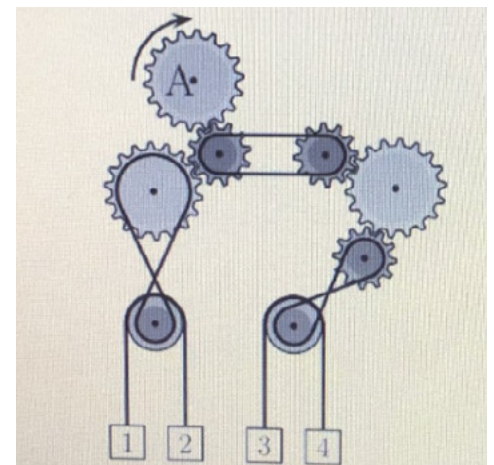
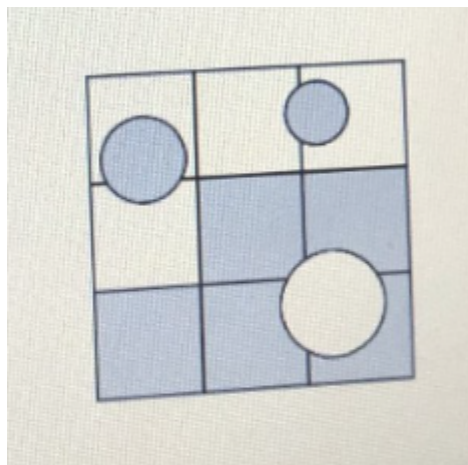
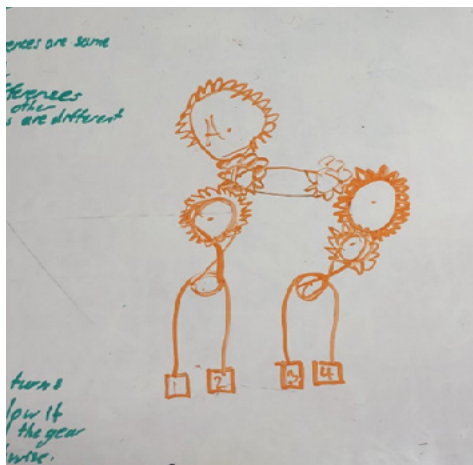
Continued from previous page...



HPGE MATHS EXTENSION

With a full class of 24 successful applicants and several on the waiting list, we have started the year in great form. We have been preparing for our first competition, the Kangourou Sans Frontières slated for this week, by sitting practice sessions then going over the questions in our teams. Further competitions will take place throughout the school year.

Students have grouped by stage and have chosen their Patrons. Stage three students are Da Vinci, stage four are Pythagoras, and stage five are Euclid. Students have researched their Patrons and collaborated to create a presentation on them, showcasing these historical mathematicians and how their discoveries shaped Mathematics and still help us solve problems to this day.



Continued from previous page...

What hardships did they have to overcome?

Emma

We do not know much of Euclid's life and thus can only address hardships he would have faced due to the period of time he was alive and what is evident through his works. When he was alive many mathematical ideas were not conceived which limited the language he could use.

When did the mathematician live? What culture? Tell us a bit about the times. Felicia and Kamal

In Anghiano, Italy, on 1452, on the 15th of April, a genius mind was born. Leonardo Da Vinci is a famous mathematician that had many occupations like being an artist, an engineer and sculptor. He made groundbreaking discoveries such as geometry and perspectives in his thirties. He was apart of the Italian renaissance. During these times, there was a resurgence of classical learning, art and culture.

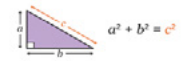
WHAT WAS THEIR INNOVATION?

Mohammad, Archer

Pythagoras is most notable for creating the pythagorean theorem.

What is the pythagorean theorem?

The pythagorean theorem is a formula for finding the lengths of a right angled triangle it's also the basis for trigonometry and connects geometry and algebra. This theorem is used in astronomy, construction and social networking.



PI DAY (π)

Pi Day 2025 has come and gone and the students of Plumpton High School have once again taken up the challenge of Pi day to memorise as many decimals of Pi as they can. Students were asked to remember at least 10 digits of pi (3.1415926535) in order to get a chocolate of their choice, but some students took this to new heights this year.

Last year if you remembered 100 digits you would have come equal 2nd. This year students who memorised 100 digits came 10th. Our 2025 Champion (for the third time in row), surpassing her previous records of 280 (2023) and 345 (2024) decimals of Pi was Jannalyn Barbuco with 510 digits of Pi! Being in year 10 we hope she continues to push the boundaries of possibilities and can get to 1000 digits by the time she leaves in year 12. Coming in 2nd was Tanisha Alizah with 400! Decimals of pi. This was a fantastic effort by the community of Plumpton High School even with Mrs Prasad, the Head Teacher of Mathematics getting involved in the day



HOUSE SPIRIT

HOUSE BUCKET HATS FOR SALE

House Captains have been hard at work bringing House Spirit to Plumpton High! We've seen people all around wearing the house bucket hats and we're excited to get even more people on board.

Hats are available from the Student Counter OR on Wednesdays Week B from the Quad. For a limited time, hats are **just \$12** - get in quick before the price goes back up after the athletics carnival!

**REVERSIBLE
BUCKET HATS**



**REVERSIBLE
BUCKET HATS**



**\$12
EACH**

**REVERSIBLE
BUCKET HATS**



**REVERSIBLE
BUCKET HATS**



MOBILE PHONE & ELECTRONIC DEVICE POLICY

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

PLUMPTON HIGH SCHOOL MOBILE PHONE & ELECTRONIC DEVICE POLICY

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

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

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

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

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

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

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

PLUMPTON HIGH SCHOOL MOBILE PHONE & ELECTRONIC DEVICE POLICY

CONTINUED...

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

IN SUMMARY	
STUDENTS MUST	STAFF WILL
● Switch off mobile phones prior to them being placed in the Yondr Pouch	● Inspect Yondr Pouches at the commencement of Period 1 or after allowed use in class
● Lock Phones/Electronic communication devices and ear buds/headphones in Yondr Pouches prior to the bell at the commencement of Period 1. Keep mobile phones and electronic devices in bags during lessons unless directed by the teacher to use	● Ensure the Mobile Phone and Electronic Device Policy is followed during the school day and at all school events
● Ensure mobile phones are used appropriately at all times	● Follow the school's discipline code should students choose not to adhere to the Mobile Phone and Electronic Device Policy

FREQUENTLY ASKED QUESTIONS

WHAT IS YONDR?

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



ARRIVAL



SECURE



OPEN



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

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

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

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

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

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

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

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

WHAT IF I DAMAGE OR LOSE MY YONDR POUCH?

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

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

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

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

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

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

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

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

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

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

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

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

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

WHAT IF I NEED ACCESS TO URGENT PERSONAL HYGIENE ITEMS?

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

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

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

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

You should report to the Front Office for assistance.

HOW MANY LOCKING STATIONS WILL BE PROVIDED AROUND THE SCHOOL?

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

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

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

WHAT IF I HAVE AN EARLY LEAVERS PASS?

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

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

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

WHAT IF THE SCHOOL GOES INTO LOCKDOWN OR LOCKOUT?

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

KNOW HOW AND GENERAL INFORMATION

ATTENDANCE

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

DAYS MISSED = YEARS LOST

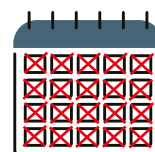
A DAY HERE AND THERE DOESN'T SEEM LIKE MUCH, BUT...

1 DAY
per fortnight



=

4 WEEKS
per year



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

ABSENCES

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

All notes should include the following information:

Student Name:

Year:

Date:

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

Reason:

Parent / Guardian Name (printed):

Parent / Guardian Signature:

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

LATE ARRIVAL OR EARLY LEAVING FROM SCHOOL

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

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

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

PERMISSION TO LEAVE THE SCHOOL GROUNDS

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

STUDENTS SICK AT SCHOOL

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

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

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

MEDICATIONS

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

UNIFORM INFORMATION

Enrolment and continuation at Plumpton High School (PHS) is in part conditional on the preparedness to abide by the school policies including those relating to school uniform requirements. Uniforms can be purchased from our uniform supplier, Daylight Schoolwear, via our Uniform Shop which is opened on Tuesdays from 8:00am to 12:00pm OR Thursdays from 11:00am to 3:00pm. Alternatively, they can be purchased online using the link located at the back of this handbook.

Year 7 to Year 9 Uniform:

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

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

Year 10 to Year 12 Uniform:

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

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

- ▶ Tie is optional and blazer is for prefects or other school events and will be given out when needed.
- ▶ Sports uniforms must not be worn to school. Students are to bring this in their bags and change into it when they have PDHPE or sport.
- ▶ Uniform detentions may occur for students out of uniform. If a student is out of uniform for a short period they need to see the office with a note or phone call from home and get a green uniform note.
- ▶ All black pants must be plain black with no branding. Non-uniform items include: Grey pants, tights, short shorts, denim, and any other jumpers and must not be worn.

**For Inquiries**

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



FREQUENTLY ASKED QUESTIONS

HOW CAN I CONTACT THE SCHOOL?

Address: Plumpton High School 141 Hyatts Rd Plumpton / Phone: 02 9625 7020 /

Email: plumpton-h.school@det.nsw.edu.au

WHAT DO I DO IF I AM LATE?

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

WHAT HAPPENS WHEN I HAVE BEEN ABSENT FROM SCHOOL?

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

WHAT HAPPENS WHEN I RETURN FROM BEING ABSENT FROM SCHOOL?

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

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

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

WHO DO I TELL IF I NEED TO TAKE MEDICATION?

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

CAN I BRING SPRAY DEODORANT TO SCHOOL?

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

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

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

WHERE DO I GO TO PAY FOR EXCURSIONS?

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

WHERE CAN I GET MY TRAVEL PASS?

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

WHERE DO I GO TO GET A NEW TIMETABLE?

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

HOW OFTEN IS A NEWSLETTER PRODUCED?

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

WHERE WILL I FIND LOST PROPERTY?

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

VISITING THE SCHOOL GROUNDS

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

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

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



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

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

WHAT ARE THE UNIFORM EXPECTATIONS?

- 1.) Wear correct uniform (see General Information section on 'Uniform Information')
- 2.) If out of uniform bring a note from home and see the office for a uniform note
- 3.) Show the teachers if asked for the note for permission to be out of uniform
- 4.) Get the correct uniform as quickly as possible
- 5.) Get a student assistance form from the front office if you require help accessing proper uniform

NOTABLE WEBSITES



PLUMPTON HIGH SCHOOL WEBSITE

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

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



PLUMPTON HIGH SCHOOL FACEBOOK

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

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



SCHOOL PAYMENTS SCHOOL BYTES

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

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



ATTENDANCE & MORE SENTRAL

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

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



APPLICATION DA VINCI (HPGE)

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

[HTTPS://FORMS.GLE/HZMYYXSGDXUXZ4ZA8](https://forms.gle/hzmyyxsgdxuxz4za8)



PORTAL LOGIN SENTRAL

Quick access to the Sentral Portal Login

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



UNIFORM SHOP DAYLIGHT SCHOOLWEAR

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

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



RENAISSANCE ACCELERATED READER

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

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



TRANSPORTATION OPAL CARD

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

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



TRANSPORTATION BUSWAYS

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

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

WELLBEING POSTERS

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



LEVEL
5

EMERGENCY



Myself or others are in Danger / unsafe now.

SUPPORT

- The closest trusted teacher or staff member



LEVEL
4

GIGANTIC



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

SUPPORT

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



LEVEL
3

BIG



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

SUPPORT

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



LEVEL
2

MEDIUM



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

SUPPORT

- Myself
- Classroom Teacher



LEVEL
1

SMALL



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

SUPPORT

- Myself



LEVEL
0.5

GLITCH



Slight difficulty or inconvenience.

SUPPORT

- Myself

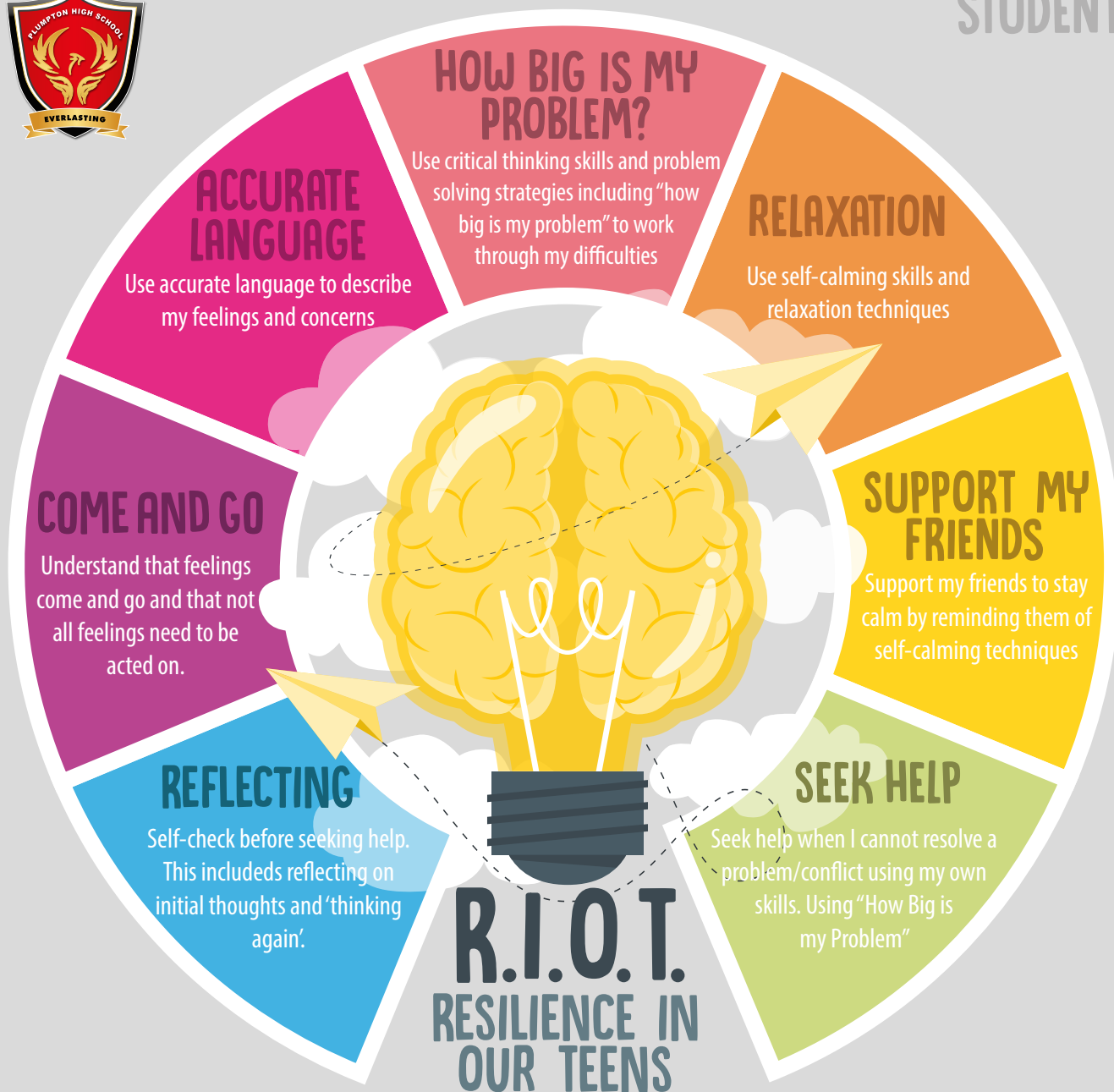


PP Teacher = Positive Psychology Teacher • AEO = Aboriginal Education Officer • CLO = Community Liaison Officer

WELLBEING POSTERS



STUDENT



AS A STUDENT AT PLUMPTON HIGH SCHOOL I...

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

BEING THE BEST WE CAN BE



Our School Expectations:

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

We want our students to be:

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

YES

Can I answer YES to these questions?:

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



ALL ACTIONS HAVE CONSEQUENCES

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

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

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

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

ACHIEVING HIGH BEHAVIOUR STANDARDS TOGETHER

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

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

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



BEHAVIOUR EXPECTATIONS

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



**BEING THE BEST
WE CAN BE**

PLUMPTON HIGH SCHOOL

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

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

Address

141 Hyatts Road
Plumpton, NSW
AUSTRALIA 2761

Phone, E-mail & Website

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