

# Arthur Phillip High School Newsletter

Visit our website [www.arthurphil-h.schools.nsw.gov.au](http://www.arthurphil-h.schools.nsw.gov.au)

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## Waisuddin Ansar Year 10

The school was thrilled to learn that Waisuddin Ansar in Year 10 had been awarded an ABCN Scholarship. This year ABCN received close to 200 applications from around Australia, of which only 31 scholars were selected, so it is certainly an amazing achievement for Waisuddin and our school.

An ABCN scholarship entitles students to:

- \$7000 over Years 11, 12 and the first year of further education, training or employment
- A senior business mentor selected by ABCN from our network of member companies
- Participate in the ABCN Accelerate program

Once again congratulations to Waisuddin.



## Upcoming Events

Wed 6th November	Year 9 Visit to new school site
Thurs 7- 8 November	Year 11 Fast Forward Interviews
Fri 8th November	Year 9 Commerce Wheely Gourmet Food Truck Incursion
Mon 11th November	Year 7-10 Vaccinations



*At APHS we Strive*



# Maths in Action Day WSU

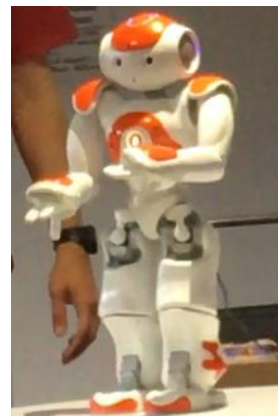
The Maths excursion arranged by Ms. Sisko and other teachers was really one of the splendid moments of this term. It is a day you really don't want to miss. This excursion highlighted the "fun" part of mathematics and helped me look at maths from a different viewpoint. Getting involved with the lecturers who spoke and are some of the most famous mathematicians in Australia, who have dedicated their lives to solve some of the hardest problems, has encouraged me enough to take math seriously, and even think about taking a job in the mathematical field.

## Maths in Action

1. Jobs in Mathematical Field → This introductory talk gave a brief idea of how many jobs there are in the mathematical field, while outlining its importance as well as its place in the money world.
2. Rubik's cube - Group theory → This engaging activity gave us a chance to get a hands on Rubik's cube, and the maths behind it. The most intriguing fact was that there are 43,252,003,274,489,856,000 different combinations for a standard 3 x 3 cube, and surprisingly it only requires 20 moves or less to solve it.
3. Juggling - Probability (Combinations) → This was the most entertaining talk as we looked at the presenter juggling 9 balls! Presented with the maths behind juggling. Then we got to do the juggling ourselves. It was really a Wow! Moment.
4. Robot - Vectors → We looked how math is applied in robotics and video games. We interacted with a robot, that could dance! We also looked at how maths is utilised in video games, since programming is developed from maths.
5. Infinity and beyond → Here we looked at how '∞' Infinity is used in maths, as we looked at various interaction with infinity such as  $\infty + \infty = \infty$ ,  $\infty + 1 = \infty$ ,  $\infty \times \infty = \infty$ , but  $\infty / \infty = \text{undefined}$ . The speaker also presented us with one of the most common math problems about infinity 'Hilbert's Hotel problem'.

By Karan Sharma Year 9.

6.



A Mathematics excursion for students at Arthur Phillip High School was planned and I was glad to be a part of it. We went to the Maths Action day at Western Sydney University and explored the world of maths and what opportunities it has to offer. Maths Action Day is specifically designed for students in years 9 to 12 and involves talks on Computers, Computing Mathematics and Visualisation.

We attended six sessions throughout our day at Western Sydney University. First we were shown the multiple career pathways that involve maths and what type of jobs exist. My personal favourite was the Rubik's cube session where we were taught tips and tricks on how to solve the Rubik's cube. This included the patterns and the placement of colours. Next was juggling with numbers where we were shown the mathematical side of juggling and how it works. We also got to try juggling ourselves to see how it practically happens. We were taught about the use of math in 3D games and graphics. Overall it was an education day where we got to discover how important maths is.

By Banafsha Sayed Year 10.



# Faezah Heidari Year 7

The City of Parramatta Council and Suez Resource Recovery Australia recently had the truck art competition within the LGA. The competition received amazing and creative artworks from participating schools.

Faezah Heidari from 7V was a runner up in this competition. There will be an awards ceremony later this month to celebrate the achievement of these creative children. Once again congratulations Faezah on your efforts and commitment to making Australia more sustainable.

**EXHIBITION  
OPENING DAY**  
Tuesday 12<sup>th</sup> November  
Time: 10am - 2pm

Showing students work on:  
Family Studies: 'Interest & Self-learning'

**YEAR 11/12  
ART EXHIBITION 2019**  
Also showcasing student work from year 7/8

**LOCATION  
Room  
117**

**Arthur Phillip  
High School**  
Macquarie Street,  
Parramatta  
(02) 9635 8638

**Wen Bo Yu**  
**Jamie Saad**  
**Julious Lucas**

**Liam O'Neil**  
**Leila Rahimi**

**Mesui Ilolahia**  
**Kartikeya Rai**  
**Adrian Corbett**  
**Ibrahim Salameh**

**Sahil Mainali**  
**Joshua Maynard**  
**Vignesh Yogalingam**

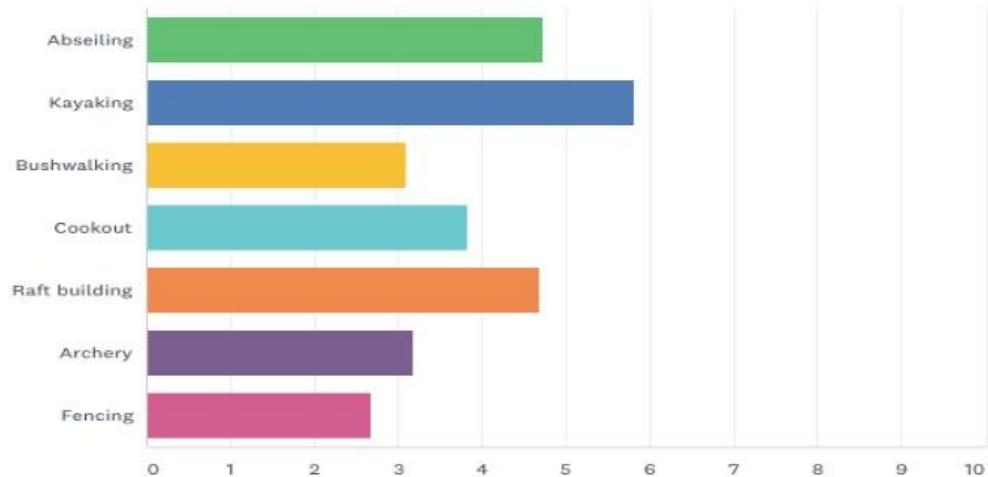
Curated by:  
Miss Siddiqui

## Stage 5 Camp – Milson Island



Q5. Please rank the activities from most popular to least popular - kayaking was a clear winner

Answered: 44 Skipped: 0





**Q9. Of our school's STRIVE values, which ONE do you feel you developed most as a result of camp? Choose one value and explain.**

- 7 respondents explicitly stated 'Respect'. Some responses are below:

Respect: I think this relates most to what i achieved at camp. I learnt a lot from the camp leaders as well as from my close friends, it was an opportunity to respect those around me although they each had different perspectives.

Respect, as I have seen many people that don't look like that they much and that but showed me how tough and resilient they are

All of them, I strived to to respect and took responsibility and Strived for success. So all of them.

respect was one value that stood out throughout the experience in camp.

Respect for our teacher because they have to deal with us. :)

## Stage 5 Milson Island Camp

*Ivy Oware & Melika Azimi*

In Week 1 Term 4, students from Stage 5 attended camp at Milson Island on the Hawkesbury River. The first stage of the camp was meeting at school just after 7am! But even those of us who are known to arrive to school late at times turned up bright and early; sleepy but definitely excited.

After getting a bus to Kangaroo Point, we took a short ferry ride to Milson Island where the fun immediately began. From kayaking to abseiling, students, we had the opportunity to participate in a range of activities. These activities promoted important skills such as teamwork, communication and conflict resolution as well as the importance of our school's STRIVE values of Respect, Responsibility and Success.

When interviewing our peers, we realised that everyone was happy from the onset. Banafsha, Year 10, had a simple and straightforward response to her journey to the camp: "Long, tiring, fun and a great view." The journey wasn't long but we agree, the view was amazing!

We were split up into three groups during our three-day stay at Milson Island. The first activity for Blessing of Year 9 was abseiling. "It was a new experience. Surprisingly, I wasn't scared," she said of this activity. Meanwhile, other students like Kevin, Year 9, tried kayaking. "The adrenaline of trying something new was refreshing," he remarked.

Aside from abseiling and kayaking, we took part in raft-building, fencing, archery and bushwalking as well as a grand cookout session. The cookout involved having to produce a meal with only the ingredients given to us. We had to really rely on and put trust in our team members during this particular activity, as we knew we would starve until dinnertime if we didn't manage to successfully cook something to eat. On top of that, we had to deal with the pesky flies that did not leave us alone all throughout our stay at Milson Island. Despite this minor inconvenience, all else seemed to go well and we all managed to cook up something for lunch!

Other than the various water activities we took part in, we also got the chance to have a splash in the outdoor swimming pool. It was refreshing to end our day and open our final night at the camp with a swim with our friends and peers. The night activities, we believe, were the best in comparison to the other activities. The instructors were very enthusiastic and energetic in leading the events. The first night activity was more physically demanding yet thrilling, whilst the second night's trivia activity was more relaxed and intellectually stimulating. The mini quizzes were separated with challenges that gave you the chance to score extra points for your team. These challenges included a dry Weetbix and Vegemite eating challenge, as well as more physically demanding challenges such as the planking and chair-holding challenge.

Overall, the Stage 5 Milson Island camp was a great opportunity for students. We were able to learn new skills and build strong connections with not just our peers but also our teachers. It also motivated us to prepare for our upcoming assessments. We can't wait for the next camp!

The school continues to struggle with students who fail to comply with our *Personal Devices Policy*. I have attached a segment of the policy as a reminder for students and their parents:

Arthur Phillip High School staff prefer that students not bring personal electronic devices to school. If students do choose to bring such devices, it is important to note:

- The school accepts no responsibility for those devices that are brought to school and undertakes no responsibility to investigate their misplacement, loss or theft.
- Our policy is that the authority to permit the use of personal electronic devices rests with the classroom teacher. The devices will only be allowed when the technology is directly linked to the learning outcomes of the lesson.
- On entry to the classroom, these devices and earphones must be out of sight. They must always be switched off and out of sight during all assemblies.
- Where a mobile phone rings during a lesson, assembly or meeting, the phone will be confiscated by a classroom teacher. If a teacher sees a personal electronic device being used without permission, it will be confiscated and secured at the school's front office. Students will collect their device from their respective Deputy Principal at the end of the school day.
- Personal electronic devices are not to be used as a musical device, timepiece, calculator or personal organiser during class time without the express permission of their teacher for that lesson. If a student uses it, it will be confiscated and secured with a Deputy Principal until the end of the day.
- It is expected that students will follow the STRIVE code and be respectful if and when their devices are confiscated. Any student who causes a disruption will be followed up with appropriate disciplinary action from an Executive member of the school staff.
- Student infractions using personal electronic devices will be recorded and closely monitored. The following consequences will be implemented to help support students manage their use of personal devices:
  1. On the **5th recorded infraction** students will be interviewed by the Deputy Principal of that stage and will be expected to hand in their mobile phone each morning for a period of 10 school days (mobile phone exclusionary period). Failure to be responsible and hand in a mobile phone each morning will result in a recess or lunch detention.
  2. Any student who states they do not have a mobile phone on their person and this is proven to be false or misleading may be issued with a Formal Caution. Parents will be notified.
  3. Students who continue to use personal devices belonging to friends inappropriately during the personal device exclusionary period will be issued with an after school detention and parents will be contacted.
  4. If a student receives more than **5 infractions in a term** that student will be issued with a Formal Caution of Suspension for Continued Disobedience and parents will be contacted.
  5. Upon the **10<sup>th</sup> infraction** a suspension from school will be issued.
- For excursions and other extra-curricular activities personal electronic devices are not to be used without the permission of the teacher in charge. This includes using them on buses travelling to and from venues.



## Euthanasia - A Speech by Aryan Singh, Year 10

Mr Speaker and fellow parliamentarians, I am honoured to be a representative of the Australian people. And today I would like to talk about something very close to my heart.

All of us present in this parliament hail from diverse and unique backgrounds; many of whom follow different cultures and religions. However, each and every one of us goes through a process, one that has been repeated for tens of thousands of years: the cycle of life. We are born, we grow, reproduce and we **die**. I believe that every single human, regardless of their social standing or financial status, should have the right to complete this cycle with dignity.

As the son of a migrant, I, personally, have seen the drastic increase in one's quality of life when they migrate from a third world country to a first world country like Australia. Imagine the shock when I discovered that euthanasia, a first world necessity at this point, is illegal in most Australian states and territories.

I still remember the time when my uncle was diagnosed with stage 4 lung cancer in India. The diagnosis was extremely shocking to him and his family. During the next eight months of his life, his final months, I witnessed not just the cruel deterioration of his life, but also the stress and pain that the months of suffering had placed upon his family. My uncle and his family, with nothing and nowhere to turn to, wanted nothing more than a respectful and dignified end to his life. Euthanasia, however, was illegal in India at the time.

The National Center for Biotechnology Information is an American organisation that investigated terminally ill patients and their opinion towards euthanasia. 69% of patients strongly supported euthanasia. Essential Research, an independent organisation conducted a similar investigation in Australia. However, this investigation also included the general public. According to it, 73% of Australians support euthanasia. This percentage increases, even more to an astounding 81% when results from only people aged over 55 years are analysed. Statistics such as these force me to wonder as to why our government continues to beat around the bush and refuses to take a firm stance on this issue.

I believe that the largest contributing factor to this is the idea of a 'slippery slope'; people against euthanasia argue that once narrowly defining legislation that legalises euthanasia is made, there will be more pressure to widen the range of the conditions. It is important to remember that amending legislation is far easier than creating it. Nevertheless, I believe that this problem can be solved by implementing a range of checks and balances such as investigations by third-party groups. This type of model has already been successfully implemented in the Netherlands.

Subsequently, I would like to conclude on a positive note. Euthanasia was recently legalised in Victoria under strict laws and it was legally utilised for the first time on the 15<sup>th</sup> of July 2019. I hope and I believe that this is just the first of many steps towards national and international legalisation of Euthanasia.

Thank you for listening.

# R&W

Richardson & Wrench Real Estate  
Parramatta  
0412 242 184 | Rocco Ranieri  
[www.ranw.com.au](http://www.ranw.com.au)

Richardson and Wrench, Parramatta supporting Arthur Phillip HS staff and students.



## EVERY MINUTE COUNTS...

Your child's best learning time is at the beginning of the day.....

When your child misses just.....	that equals...	which is....	and therefore, from Kindy to Year 12, that is.....
10 minutes a day	50 minutes of learning each week	Nearly 1 <sup>1</sup> / <sub>2</sub> weeks per year	Nearly <sup>1</sup> / <sub>4</sub> a year of school
20 minutes a day	1 hour and 40 minutes of learning a week	Nearly 2 <sup>1</sup> / <sub>2</sub> weeks per year	Nearly a year of school
<sup>1</sup> / <sub>2</sub> hour a day	<sup>1</sup> / <sub>2</sub> a day of learning a week	4 weeks a year	Nearly 1 <sup>1</sup> / <sub>2</sub> years of learning
1 hour each day	1 whole day of learning each week	8 weeks per year or nearly a term a year	Over 2 <sup>1</sup> / <sub>2</sub> years of learning

School starts at: **8:30am**

**BE ON TIME**

# Homework Centre

## **Stage 4 Homework Club**

Day: Tuesday 3 - 4pm

Where: Eastern Campus Library

## **Stage 5 Homework Club**

Day: Tuesday 3-4pm.

Where: Main Campus Library

## **Stage 6 Homework Club**

Day: Monday 3 - 4pm

Where: Main Campus Library

Hope to see you all there!