

Cumberland High School

Excellence in Education

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Upcoming Events for Term 4	
Mon 02 Nov	Year 8 exam week
Mon 09 Nov	Year 9 exam week Year 10 exam week
Mon 16 Nov	Year 12 Formal
Tue 17 Nov	Year 12 Graduation



Welcome 2021 Leadership Team!

This term has offered many opportunities and simultaneously many challenges.

In the first instance I would like to acknowledge the appointment of our brilliant 2021 Student Leadership Team. Our wonderful Captains, Rachel Harkin and Husain Alhashemi; Vice Captains, Rachael Edmonds and Harry Choi, and the Prefect Body - Charlotte Ballard, Fay Bekiaris, Jocelyn Lay, Mai (Elisa) Nguyen, Negar Sanati, Aditya Agnihotri, Nihar Kadkol, Arjun Madar, Jaineel Pathak, Sai Sriman Tadepalli - are already planning innovative leadership structures to drive student engagement, how exciting!

Please click on the link below to see our fabulous Leadership Induction Ceremony. Although we were not able to have parents and guests attend due to COVID restrictions, we are delighted to be able to share snippets of the ceremony with you. Enjoy!

<https://bit.ly/2HFFeFY>



Our graduating Year 12 cohort commenced their HSC exams with Covid protocols in place! Their resilience and adaptability has been so very impressive. They are to be commended for their tremendous strength and perseverance. We are so very proud of this fine cohort!

Over the next few weeks we will have Year 7 to Year 10 students engage in their final assessments. We would like to encourage all students to revise and ensure they approach the exam period with confidence and preparedness.



Thank You

Today is World Teacher's Day!

I would like to acknowledge the remarkable work and dedication of our whole staff – teachers and administration support – in providing the wraparound care that they do for each and every student!



Our 2021 Year 7 Year Advisors have been appointed. We look forward to Ms McCubbin and Ms Isachsen settling in our new Year 7 students next year!



Finally, and with much sadness, one of our beloved Year 9 students passed during the October holidays. Alex was a warm, kind, caring and loyal young man who was loved by friends and staff and will be deeply missed.

He was a passionate footballer and loved his sports. Our staff and students have raised funds and, in collaboration with Carlingford Cougars Football Club, we will be framing a jersey and creating a memorial for Alex that will always bring a gentle smile as we remember our Alex.

Ms M Pikoulas
Principal

**Encourage, lift and strengthen one another.
For the positive energy spread to one will
be felt by us all.**

~ Deborah Day

WTSEFAMOUSQUOTES.COM

From Our Deputies



Mrs Matina Shadwick
Deputy Principal
Years 7, 9, 11



Mrs Johanna Ashton
Deputy Principal
Years 8, 10, 12

Year 7, 8, 9 and 10 Yearly Exam period

Over the next few weeks, Year 7, 8 9 and 10 students are busy completing their Yearly Assessment Tasks and working towards the requirements for the Yearly Report outcomes. Students were given vital information regarding preparation for tasks, time management strategies and examination procedures during Tuesday's extended Home Room session. Click on the link below to view the presentation.

<https://bit.ly/3jHyxA7>



Year 7, 8, 9 and 10 Yearly Reports will be distributed to students in Week 10 this term. Students are encouraged to work consistently and diligently for the remainder of the year, as all learning in Term 4 will prepare them for their 2021 studies.

Year 12, 2021

Congratulations on our Year 12, 2021 students for the positive start to their HSC 2021 studies. Many students have undertaken the challenge of their final year of schooling with gusto and a real determination to make every day count!

At the end of Term 3, I addressed the new prefect leadership team with my dreams for them as students and leaders of our School. I inspired them to reach for greatness and welcome opportunities that will add to their experiences as the graduating class of 2021. I hold the same dreams and prayers for all Year 12, 2021 students and wish them every success in their final year of secondary education and trust that their experiences will add to the person they will be in the future.

Throughout the next 12 months one thing remains certain - Year 12 will have my 100% support. My door will always be open.

Year 11, 2020 Report Conferencing


Year 11 Yearly reports were distributed last Friday and all students took part in the Report Conferencing interviews with a member of the Executive Team.

Below is a copy of the Year 11 Reflection Sheet completed by students. Please find the time to talk to your son/daughter about their report marks, their reflections on whether the marks meets their expectations and what strategies they can adopt to improve on their performance, as we prepare for the HSC 2021 Assessment Task One for each of their subjects in the next few weeks.

As always, do not hesitate to contact Ms Saouma (Year Advisor) or Mrs Shadwick (Deputy Principal) if you have any questions. Students have been issued with the Assessment Schedule for HSC 2020-2021.

Mrs Matina Shadwick
Deputy Principal, Years 7, 9 and 11

Mrs Johanna Ashton
Deputy Principal, Years 8, 10 and 12

 Cumberland High School - Goal Setting Conference Year 11 Report Reflection, Semester 2 – 2020			
Student Name: _____		Teacher Name: _____	
Post HSC Goals:	Plan A: _____	Plan B: _____	Plan C: _____
			Anticipated ATAR: _____
Subject	Semester 2 Report Mark	Did this meet your expectation? Why or Why not?	What will you do to improve your overall results? (study notes/study group sessions/regular homework/consolidation strategies)
What additional support can the school offer you to help you achieve your goals?			In which subject are you underperforming (not doing as well as you could) at the moment? _____ Why?

Year 9 Engineering – Mechanisms

Students enjoyed making their own cam toy using their knowledge of levers and pulleys. The task involved problem solving and teamwork. They also used the Adobe Illustrator program to design their cams to be cut using the laser cutter.

Miss Chate



I enjoy being in engineering I love the practical work like when we were working on the bridge or like now making our Cam Toy (a toy with a mechanism). - Jose



In engineering we have been making cam toys. I have made a working prototype out of cardboard. - Alex



In engineering we are currently learning about cam toy mechanisms. We learnt about all the different types of cams and we are now building our own cam toy. Previously in engineering we learnt about bridges and how to build them. - William



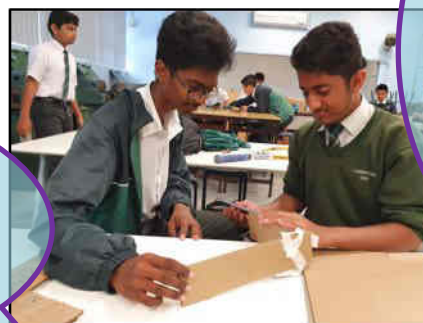
In engineering we learnt about the use of mechanisms to design simple toys. In the design process we have learnt how to use Adobe Illustrator to turn a paper drawing into a template so it can be cut out using the laser cutter. Currently I am learning how to use the scroll saw and drill press which are used to make the frame of the toy. - David



Engineering is a really great elective. It enhances my creativity and inspires me to work harder. The practicals are the best part of this elective and for the assignments in this subject puts knowledge into the brain. Engineering makes a creative mind using life skills and techniques. - Arunachan




Engineering is a very engaging and practical course as it is very inspiring. In fact I am working on my cam toy which is very engaging and interesting. I think engineering is very interesting and I am pleased to continue with this course. - Harish



**Year 8 Technology
Mandatory – Materials**

This unit of work explored the properties of materials such as trees, timber, timber products and plastics through research and practical investigation. Students learnt about the design process and applied this to planning and producing a pencil case using their newly acquired woodworking skills.

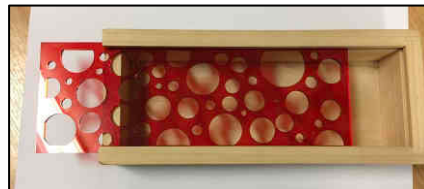
**Ms Czulowski and Ms Nowakowski
TAS - Engineering Teachers**

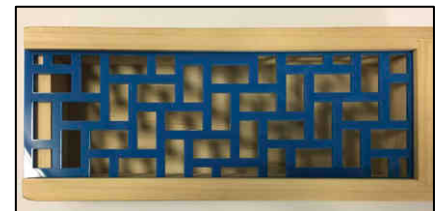
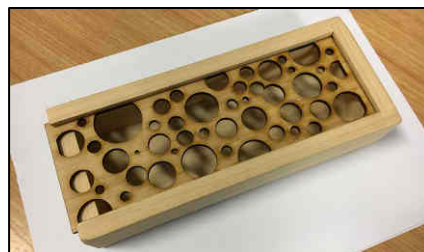
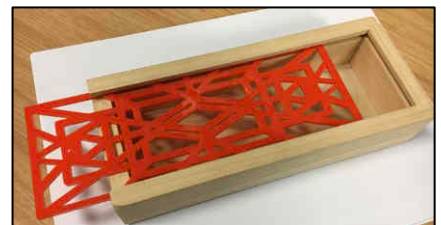
This subject was extremely thoughtful and extremely fun. I learnt many valuable skills that I will need in adulthood such as hammering nails!
- Wasay




I greatly enjoyed this experience as I have learnt many things about how to shape wood, how to cut wood and patience. We made a box this is supposed to be used as a pencil case. It is now the "hardest" pencil case I have ever owned.



I personally have learnt a lot this term. I've learnt how to make a box, I've learnt how to nail, sand, saw, plane and most things associated to timber working.
- Nickan



RUBBER BAND RACER

Year 8 Technology Mandatory – Engineering

In this unit of work students focused on Engineered Systems, learning about force, motion and energy and how these can be used in systems and machines. Students also had the opportunity to apply these engineering principles to the design and manufacture of a rubber band powered car.

Ms Perry
TAS Teacher



It was very fun to make a rubber band racer.

In the class I learned how to make a rubber band race car. It is very interesting because I've never done it before.

In this class I've learnt how to make a rubber band car and learnt about energy and different people and their inventions. I liked how we could design and make our own car. It was interesting learning about Aboriginal inventions and how innovative they were with minimum tools and raw materials.



I learnt about energy, aboriginal woodwork and how to make a car function with kinetic energy through rubber bands. I liked how we could design our own cars, I liked playing around with the car. We had to learn about canoes and how the aboriginals made them, which I did not think had any connection to making rubber band cars!

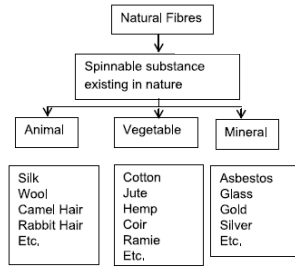
I learnt what an engineer is and what they do. I also learnt different safety precautions to take when learning and working with tools.

I like how we build cars and overcome challenges. I learnt that to never give up and just keep trying. The interesting part was to build a car that moved.

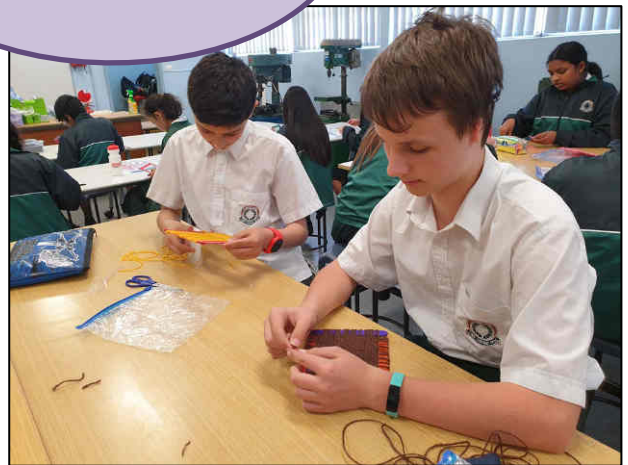


**Year 7 Technology
Mandatory – Materials**

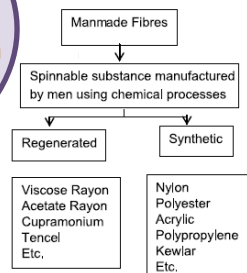
Year 7 Students learning about materials worked with different fibres for their weaving activities.



I learnt that cotton is produced by plants. I liked weaving with wool and found it interesting that all fibres are different.



I learnt more about fibres and our everyday clothes. It was much bigger than I expected it to be. I really enjoyed making basket and paddle pop looms. I am so looking forward to my llama. I never knew there were so many types of fibres and weaving was fun and interesting to me.



It was interesting weaving the llama. I liked doing weaving in general and with the needle. I learned different weaving types in different parts of the world.

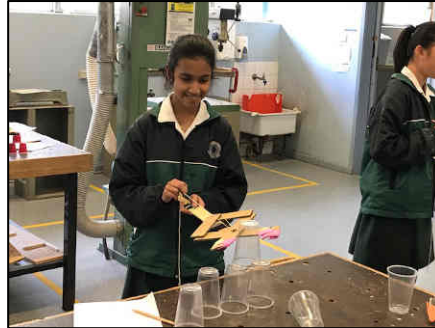


LIFTING WITH LEVERS

Year 7 Technology Mandatory - Engineering

In this unit of work students are learning about forces and levers. They designed and constructed an extendable grabber in response to a design challenge, and tested its performance in strength, dexterity and range of applications.

Ms Czulowski and Ms Nowakowski
TAS - Engineering Teachers



OMG! Tech practical lessons are the best. The lessons allow us to think smartly, cooperate and collaborate with our fellow peers. Wood Tech in practical lessons have been the best because Miss Nowakowski wishes to do more creations. - Dheeraj



I enjoyed doing this work because if you failed you had the option to improve the grabber and if it worked it was great. There were always more challenges.



“Wood Tech” is the best because we get to make a grabber which is used to carry many things when going shopping. The lessons allowed us to think creatively how to build something or make it better. We had the best teacher Miss Nowakowski who had interesting ideas for us. I wish we get to do more creation. - Abilan

COOKING WITH PRODUCE

Year 7 Technology Mandatory – Food and Agriculture

In this unit of work students studied the concepts behind Farm to Fork including sustainability, organic food and locally sourced products.

In Year 7 we have learnt about many things like planting and the nutrients of different food.



In Year 7 we learnt about many different things such as farm to fork process, locally grown food and different types of nutrients.



During this course we learned how food industries work. We also learned the nutrition diet and why it is important to get enough of everything. We also had done educational and interesting practicals. Everyone also enjoyed listening to Miss Chate's many stories.

- Vlada

This term we have been learning about different food and the importance of food. We have also been learning about what food does to our body to keep it stable. We've been taught kitchen and garden safety when handling potting mix to knowing how to hold a knife. This included hygiene in the kitchen and the garden. We also learned all about organic food products and how to cook in the kitchen.

FOOD INEQUITY & BAKING

Year 10 Food Technology

During the semester students studied a range of issues relating to food equity, including the circumstances that cause food inequity and the groups that may experience unfairness both in Australia and globally. Students also examined food production practices and prepared and cooked a number of dishes relating to the course content.

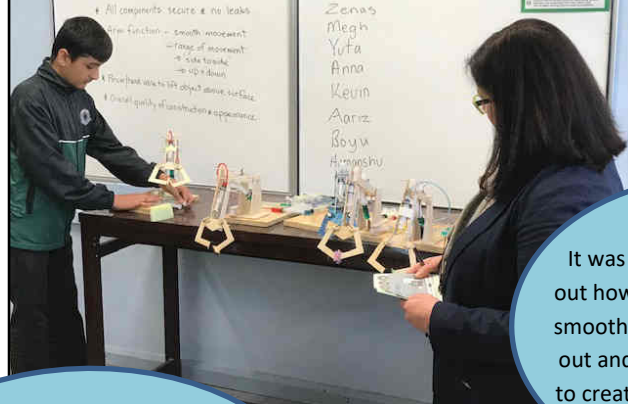


Year 10 Industrial Technology - Engineering

Year 10 Engineering students enjoyed participating in the hydraulic robotic arm project. Here's some feedback from the students....

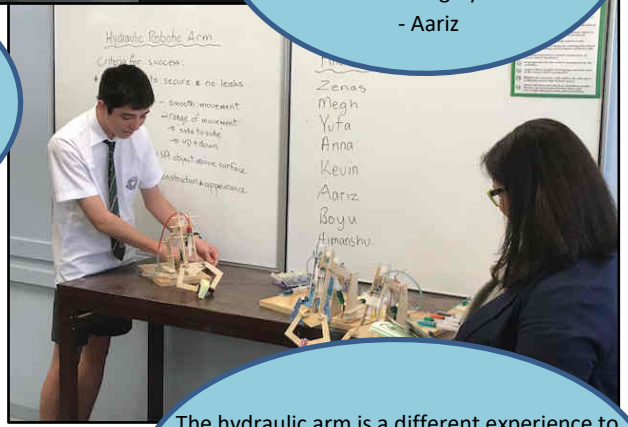
Ms T Czulowski
TAS Engineering Teacher

HYDRAULIC ROBOTIC ARM PROJECT

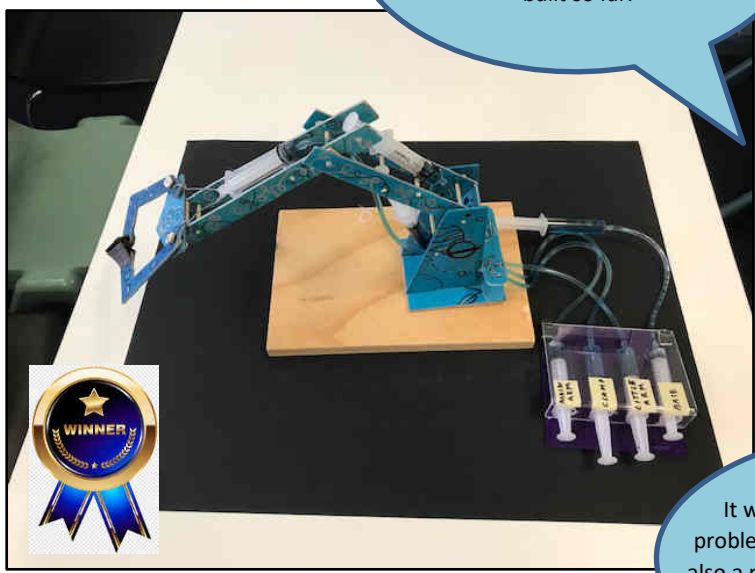


It was quite challenging figuring out how to make the parts moving smoothly, but in the end it worked out and I had fun problem solving to create a working hydraulic arm.
- Aariz

A very fun experience, I learnt many new skills. I learnt how to work hydraulics. One of the best projects built so far.



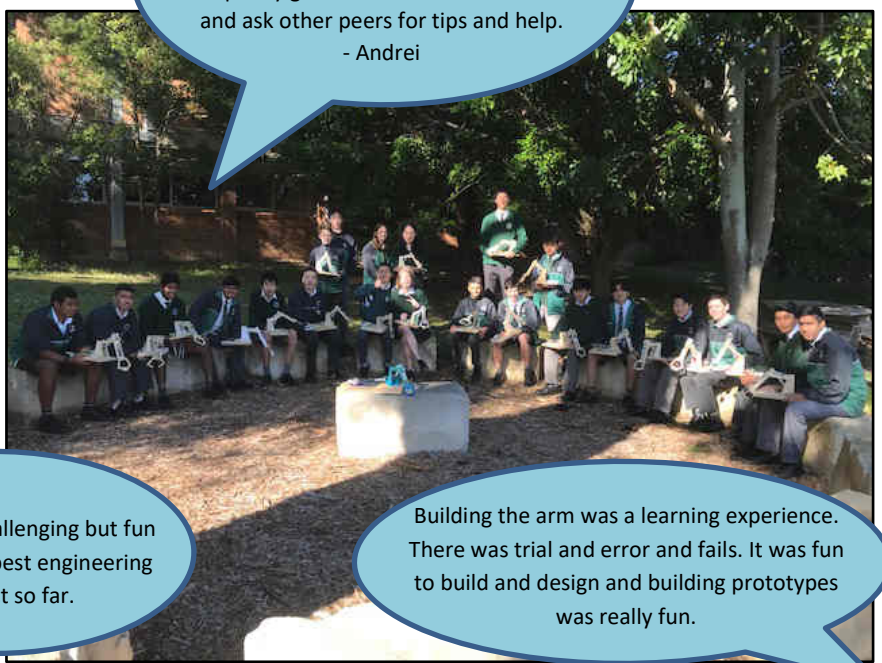
The hydraulic arm is a different experience to any other task you will do at school. It is fully constructed by you and it is customised to your taste. It teaches you skills such as independence and creativity.



It was a difficult project but taught us problem solving skills and teamwork. It was also a pretty good task to be able to socialise and ask other peers for tips and help.
- Andrei



It was very challenging but fun to build. The best engineering project so far.



Building the arm was a learning experience. There was trial and error and fails. It was fun to build and design and building prototypes was really fun.

PROSTHETIC HAND PROJECT

Year 10 Design and Technology

Year 10 students have been tackling their last project of Stage 5 before their end of year exams. They were given the following scenario:

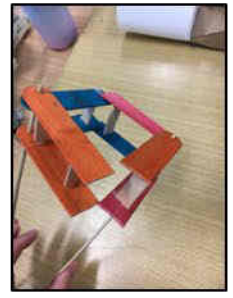
“You are working with a team of engineers from a biomedical engineering company that specializes in the design and manufacturing of prosthetic devices. Your challenge is to design a prosthetic hand that can perform ONE function to help improve the quality of life of the amputee who uses the prosthesis.”

Students worked in small groups to define the needs and opportunities relating to their project before working individually to solve this problem using readily available materials. This process has been heavy on testing, experimentation and redesigning – something we often don’t have time to do. As you can see, they have worked through a number of ideas before producing a finished solution.

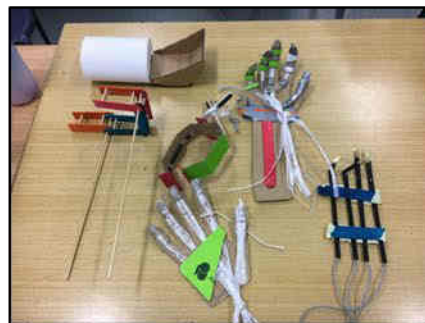
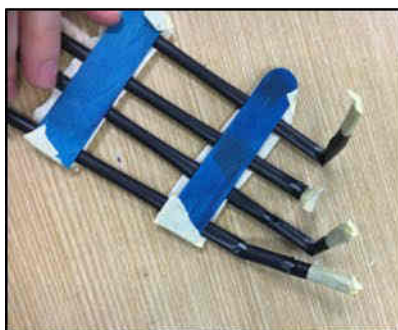
Ms K Nowakowski
Design & Technology Teacher



I learnt how to plan properly for projects.
I learnt about the design process.



I learnt a new method of making functioning fingers for the prosthetic hand. Putting the thumb in the middle of the palm creates a better grip.



I've learnt it is hard to make a prosthetic hand without being classic and similar to others. Making a prosthetic hand to fit its function is difficult.

Year 10 Industrial Technology - Timber

Students created their own cabinets in Year 10 Timber class. Everyone should be very proud of their amazing work.



RETRO CABINET PROJECT

Year 11 Industrial Technology – Timber

Students began the year constructing a frame for the base of their 'retro' cabinets, a new project for Year 11 timber this year.

Although interrupted by online learning, which gave us LOTS of time to focus on theory, upon our return we began to produce the body, or carcass, of the cabinet itself. This involved manufactured board, biscuit joints, routers and jigs – lots of jigs.

Once the carcass was complete, we then began constructing a drawer and door to complete the project. Although we haven't all finished just yet, we are pretty pleased with how they are turning out!

Ms K Nowakowski
Industrial Technology - Timber Teacher

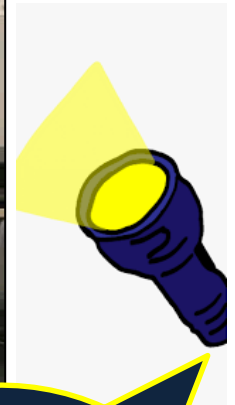


Year 11 Design and Technology

“Light has the capacity to change the way we see our world. Sometimes we might talk about ‘seeing things in a different light’. The kind of light that shines on an object may give us very particular ideas or feelings about it. Light is very powerful in this way. We respond differently to different types of light.”

Students were given the task to design and produce their own lighting solution in response to the above statement. This assessment task has given them the opportunity to design their own product, thinking on their feet and solving a range of problems during the design and production process. They also learnt new skills such as woodworking, shaping acrylic, using a computer drawing program for laser cutting and engraving, and soldering a circuit for the 12volt lighting.

Ms T Czislowski
Design & Technology Teacher



I have learnt new skills and have become more confident in my way of thinking and problem solving. Design and Technology has allowed me to manage time more efficiently and become a much better student.
- Acshathan

In DT I have developed a better understanding on old methods and have gained knowledge on new methods. I have also gotten a better understanding of environmental, social and individual impacts of design.
- Uulun

During 11DT I've learnt many new skills that I can bring to Yr12 with me. During the Illuminate project I was taught how to use the newly purchased laser cutter to assist in the creation of my project.
- Vivian

Throughout this year I was able to develop new skills and current skills in Design and Technology. I have been able to work in the woodwork rooms as I was able to put together many ideas to create new innovative designs. Overall I am enjoying this course and am excited to complete my Major project next year.
-Abirami



The project Illuminate has taught me many things throughout its process. One of the main challenges was working under pressure so I would recommend to take time management very seriously. Overall this project was a fun project.
- Natalie

SOFTWARE DESIGN & DEVELOPMENT

Year 12 Software Design & Development

Student feedback...

I really enjoyed this subject, with the practical coding being my favourite part. Revitalisation of alternate encouragement methods was greatly appreciated. The projects enabled me to expand my knowledge of coding beyond the scope of the course, and experiment with new ideas.

So many great memories from this class. It was a lot of fun.

It was fun doing coding, especially making the game. Coding does seem difficult in the beginning but quickly becomes a fun challenge. Although the content may quickly date, the concepts and idea behind remain relevant. Make sure you don't fall behind and the class will be easy. Overall a fun class.



Even though I was the only girl in the class, I always felt included and supported. Miss Mac always encouraged me and explained the task whenever I needed help. - Alma

Year 12 Information Processing & Technology

Student feedback...

INFORMATION PROCESSING & TECHNOLOGY

I love the teacher and the people in the class. The lessons were very interesting and I have great memories from this class.

This year's IPT class was a small yet collaborative class, working together to achieve the best results. It has been an entertaining and hard-working experience as I progressed to learn topics of interest and develop skills. Together, it has been fun!

IPT was one of the best classes as we learnt about tech and had great banter with our classmates. We all got along really well and enjoyed beating the ender dragon in class.

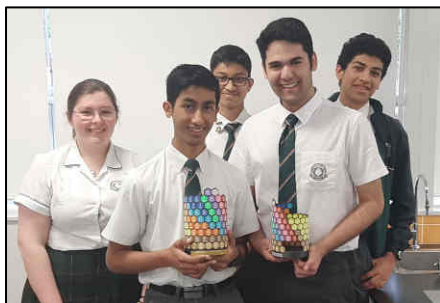


I enjoyed every single session with our class group. Each lesson had a great balance of learning and entertainment. I really appreciate this class.

Everyone in this class is friendly and inclusive. We all worked well together, allowing a deeper understanding of the content being taught. I will miss this group after high school.

Year 11 Chemistry

"A proud moment for our accelerated HSC Chemistry students. This is the first time that year 11 students have been able to complete the HSC Chemistry course a year early under the Accelerated Study program, and two of these (Aditya Agnihotri and Husain Alhashemi) have placed first and second across the entire Chemistry cohort! Pictured below are all the students of the Accelerated program, Rachael Edmonds, Aditya Agnihotri, Sai Sriman Tadepalli, Husain Alhashemi, and Nihar Kadkol."



Editor's note: FYI, Mr Naray printed each tile in the awards individually on his 3D printer and then assembled the awards by hand – massive effort!



Rachael Edmonds in the PC2 (Physical Containment Level 2) Laboratory working with researcher Alex Kelly (at the back) and students from King's, James Ruse, Loreto Normanhurst, Cherrybrook THS and Wahroonga Adventist.



The Future Project

The Future Project provides opportunities for Year 10 students moving into Year 11 to collaborate with scientists and engineers, solving real-world problems and to communicate innovations to the broader public.

This year's intake of senior students (Year 11) into The Future Project was bigger than ever! Several schools are involved including, The Kings School, Cumberland HS, Baulkham Hills HS, Cherrybrook Technology HS, James Ruse Agricultural HS, Cheltenham Girls HS and Kellyville HS, Loreto Normanhurst .

Students meet after school to work with real scientists from our partnering companies – Aegros Biopharma, Joan Lloyd Veterinary Science Consultancy and Quantal Bioscience. Together they participate in research on real world projects such as the Development of an industrial scale application for

plasma protein separation by CyMES (Cylindrical Membrane Electrophoresis Separation) and Bioinformatics of complex microbial ecosystems.

Rachael Edmonds and Husain Alhashemi are Cumberland's 2020 representatives in the program.



Husain Alhashemi working in the Future Project Lab

STOP THE PRESS!!

Right now, eligible Cumberland scientists are preparing their applications for next year's intake. Watch this space.

<http://www.thefutureproject.com/>

Year 11 Earth and Environmental Science – Lake Parramatta Field Trip



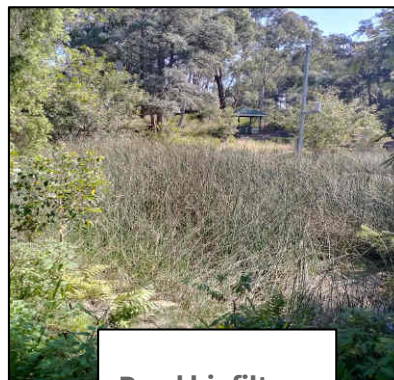
Accompanied by teacher and driver Mr Walford, students from Cumberland High School’s Year 11 EES class travelled in the school’s minibus to study the impacts of humans on Lake Parramatta. The lake was created by damming Hunt’s Creek in 1856.

Various human impacts have affected the lake and surrounds over many decades including the addition of pollutants and introduced species. These impacts have continued to challenge the quality of life for both native animal and plant species. Human impacts have been exacerbated by population growth and climate change. Water pollution sources such as sewage and stormwater contain contaminants including nitrogen, phosphorus, pathogens, sediment and litter, particularly plastic.



Did you ever wonder... that some non-native plants were introduced by humans deliberately to minimise the impact of pollution of the Parramatta Lake?

Well... whether you did or not, the answer is: **Ab-so-lu-te-ly**



Reed biofilter

The government of NSW has introduced the plant (see the image above) to absorb nutrients and sediment entering the lake via run-off from gardens and hard surfaces like roads. The biofilter reduces the chances of algae using these excess nutrients to grow out of control. Algal blooms covering the lake surface can deprive the ecosystem of natural solar light and can also deplete the lake of oxygen when they ultimately decompose.



Students of EES class exploring the area



Story and pictures
– Ana Sofia Gonzales 11EES

Science



Year 12 Earth and Environmental Science – Blue Mountains Field Trip

This semester, the department finally lifted restrictions on outdoor excursions to venues such as parks and waterways. This enabled 12EES to hit the road in our minibus to tour the Blue Mountains. During the trip we investigated various localities such as Wentworth Falls, Echo Point, Mt Tomah and Bell to complement our knowledge and understand of course concepts. We checked out the rocks, geological processes, native flora and fauna as well as the impacts of introduced species and the Gosper's Mountain megablaze.



Science App of the Month



[TerraGenesis](#)

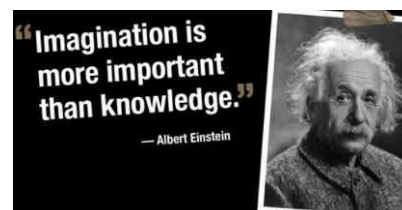
Utilize real science and this biosphere simulator from NASA to cultivate life on desolate planets. Think you have what it takes to bring a dead planet back to life? Can you settle the stars? The universe is your playground in TerraGenesis. Colonize real planets in our solar system, planets created just for TerraGenesis and even alien worlds! When the world is in your hands, the possibilities are truly endless.

Did You Know?



There is enough DNA in the average person's body to stretch from the Sun to Pluto and back – 17 times!!

Science Quote of the Month



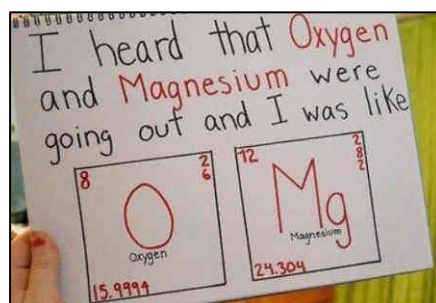
Cool Science Link



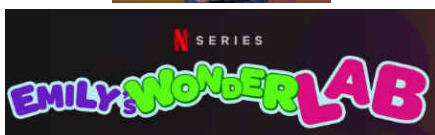
<https://www.abc.net.au/ourfocus/waronwaste/>

Excellent, companion website to the ABC TV series including challenges, video clips, quizzes. Tips and resources all about reducing our waste.

Science Joke of the Month



Science on the Box

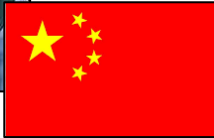


This G-rated series is hosted by scientist Emily Calandrelli who makes STEAM fun with activities, demonstrations and at-home experiments that will make you think and blow your mind!



International Students Spotlight

SENIOR STUDENT EXPERIENCES:



My name is Addy and I am a Year 12 international student who came to Cumberland High School from China two years ago.

My favourite thing about living in Sydney is the welcoming and friendly atmosphere that surrounds me every day. There are bus drivers waiting for me on the way to school, and there are cheerful greetings from friends, teachers or even strangers.

When I first entered Cumberland High School, I was surprised because the building style is very different to what schools look like in China. It seemed to be more 'natural' and simple. At canteen, the snack packs are what I like best.

My favourite teacher in Cumberland High School is my Japanese teacher, Ms Wai, and my favourite subject is Japanese as well.

Except during this COVID-19 lockdown period, I usually go back to China during school holidays to meet my parents and friends, who I miss a lot.

In the future I would like to study secondary education in university and become a Science or Japanese teacher.

Finally, my recommendation to other international students is to enhance their English in their junior years when they are relatively not busy, as they can gain huge benefits in senior years and the HSC, not only English subject.

Yichen (Addy) Qin

Volleyball



Our Under 17's boys entered themselves into the Baulkham Hills Tournament during the recent holidays. As you can see from the photo, they were victorious.

Here is a report from Josh Singh (Captain/Coach):

Our first game was against Westside Tukia who we beat 25-10 first set and 25-8 the next, with the final set score being 2-0. After our first game, we had both a break and a duty before our second match against Westside Blue. In an intense first set, we emerged victorious with a set score of 25-22 and the second set being 25-19, we won our second game 2-0! Our last round-robin match was against BHV Rams, the set scores were 25-14 and 25-11 ensuring us our place in the finals.

We were now first place in our pool and we were to verse Chester Hill in the gold medal match as they were also first in their pool. Cumberland

won the first set 25-20, at this stage the boys were tired from all the previous matches but we were determined to finish this game 2-0.

However, due to silly mistakes and errors, we lost the second set 25-20. As both teams won a set each with the same number of points, our game was to be decided by a golden point. The pressure was on. Both Cumberland High School and Chester Hill High School were eager to win this last point. In an intense rally that lasted almost a minute, we had won!



Players: (L-R) Robin Kim, Anthony Hang, Blayke Yoo, Lennie Hoang, Jeffrey Xian, Joshua Singh (Captain), Kierre Ramos, Patrick Kang and Joe Sleiman (Tournament organiser)

This was our first gold medal as a team and we couldn't have been any more excited. The tournament organizer congratulated us and awarded us our medals. To end the day, we took a team picture with Chester Hill High School who were our volleyball rivals ever since 2018.

- Josh Singh

Now, there are many tournaments coming up this term...stay tuned for more successes!

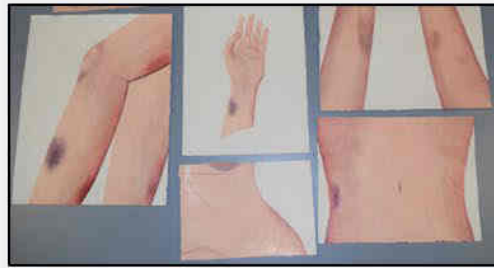
Mr K Thomas
Cumberland Volleyball Manager

Visual Arts



Year 12 Art students are to be commended on their outstanding Body of Work artworks. Students worked incredibly hard to create unique and conceptual artworks, showcasing their skills in a number of mediums. This includes painting, drawing, photography, graphic design and film. Year 12 Art students should be proud of their efforts.

Ms K Hawes
Visual Arts Teacher



Artist: Emily McLean



Artist: Jack O'Brien-Sauni



James

Title: 'Deviation of Cisnormality'
Printmaking

Artistic statement:

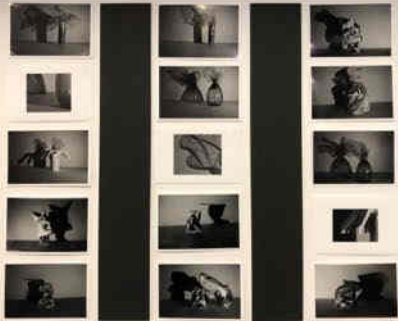
"In creating this work, I aimed to bring attention to the ideology of cisnormality, that is, the idea that being born the gender you are assigned is considered the only "normal" possibility. This work, developed from my own experiences, utilizes the colours of the non-binary pride flag, prints of the heart and brain, and other symbols to represent the natural connection between identity, and the heart and brain. As well as this the work aims to show that it is normal and common to question and be unsure of your identity." - James



Artist: James Darcovich



Artist: Jayden Goddard-Ware



Shaun Younger

Title: *'Polluted Penumbra'*
Photography

Artistic statement:

- 'Polluted' - contaminated with harmful or poisonous substances.
- 'Penumbra' - the partially shaded outer region of the shadow cast by an opaque object.

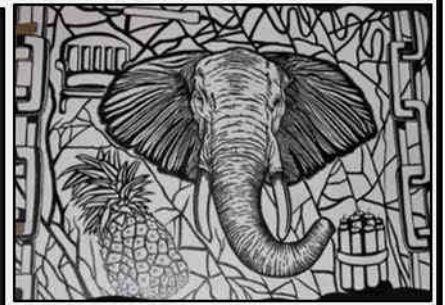
"My work 'Polluted Penumbra' is made to represent the action of polluting the earth so much, a carbon footprint is made to represent that plastic forming into our flora on earth. I chose mediums such as plastic, glass and lights to cast a shadow to convey my ideas. My ideas are to show a world in the near future overrun by landfill that has taken over nature, which can be seen through how the objects used to cast a shadow are plastic. - Shaun Younger



Artist: Shaun Younger



Artist: Jianjun (William) Huang



Name: William

Title: *'love my skin'*
Category: Collection of works

Artistic statement:

This work is about human impact on animals through their selfish desires. It aims to raise awareness of how animals are treated and 'purchased' for sale. The post cards are encouraged to be turned over as they reveal hidden truths on the back.



Jumi Park

Title: *'Do you see my face?'*
Painting

Artistic statement: "My Body of Work showcases my personal fears relevant to 2020. I have recontextualised many famous artworks to change the meaning relevant to me." - Jumi Park

Artist: Jumi Park



Visual Arts



This was a film artwork - titled 'BLM 2020'

Artist: *Samsoni Kalonihea*

Ljubica Momcilovic

Title: *Humane Touch of Destruction*
Painting

Artistic statement: "My work showcases the before and after affects of humans on the environment. Inspired by Van Gogh's 'Stary Night and Impressionist, I have used paint and impasto medium to create textural and layered artworks." - Ljubica Momcilovic

Artist: *Ljubica Momcilovic*

Samuel Strbik

Title: *'Symphonic Stepback'*
Graphic Design

Artistic statement: "The work is a representation of how I chose to separate myself from the harsh realities present today with music and put myself in another world or dimension, a 'stepback'. The entire work was a devious process of pixelation, each work's individual pixel placed by me to create the final work. I put myself in the work to reveal how profound of an impact this effect has had on me, distracting and causing procrastination. My choice of artists present on the side of the work are those that I strongly resonate with." - Samuel Strbik

Artist: *Samuel Strbik*

School Travel for 2021



2021 school travel applications are now open

Applications for student travel in 2021 opened from Monday 12 October 2020.

Students who require a School Opal card or travel pass for 2021 can now [apply](#) online. A new application should be submitted if a student is applying for a school travel pass for the first time or requesting an additional pass as a result of a new shared parental responsibility situation (e.g. joint custody).

Students who have changed school/campus, changed address, repeated a year or received an expiry notification from Transport for NSW for their school travel entitlement should [re-apply or update their details](#).

*Applications must be completed by the student's parent or legal guardian if the student is aged under 16 years. Students 16 years and over must complete the application form themselves.

Where there is a change of distance eligibility based on a student's grade, the system will automatically update a student's entitlement if they meet the new criteria. If they do not meet the new [eligibility criteria](#), they will receive an expiry notification via email.

Students who have an entitlement approved under a medical condition which is due to expire will receive a notification advising them to re-apply.

[Term Bus Pass](#) holders will receive a notification to re-apply.

If a student needs to update their information or re-apply, they should go online to <https://apps.transport.nsw.gov.au/ssts/updateDetails>

Applications need to be submitted before **31 December 2020** to ensure that current student entitlements are updated and their current entitlement/card remains valid. If their application is submitted after 31 December 2020, the system will automatically cancel an entitlement/card and a new one will need to be issued.

Students in the Opal network applying for a SSTS or Term Bus Pass entitlement for the first time will receive their card at their nominated postal address. Cards will be mailed out from January 2021.

Students residing in Rural and Regional (R&R) areas should receive their travel pass at the commencement of the new school year from their nominated operator, this may be distributed via the school or sent direct to their address. **Note:** some R&R operators do not issue travel passes. Students/Parents should confirm with their nominated operator if they do not receive a pass.

New Concession Entitlement Cards

Transport for NSW will be replacing the below cards with Transport Concession Entitlement Cards (TCEC) from October 2020:

- Senior Secondary Student Concession Card (16 years and over) – also used by Mature Secondary Students (18 years and over), Distance Education Students and Home School Students
- Proof of Age card (when a student under 16 years of age looks older)
- Boarder Rail Pass.

All previous cards will be valid until they expire. Students who require a Transport Concession Entitlement Card should speak with their school administration staff.

Enquiries regarding school student travel can be submitted to Transport for NSW at:
<https://transportnsw.info/contact-us/feedback/passes-concessions-feedback>

Not Returning to Cumberland High School in 2021?



We are sorry
to see you go!

The accurate number of students attending Cumberland High School next year is a critical factor in our planning and organisation of classes for 2021. To ensure that we have a smooth start to the new year, we need to know exactly how many students will be at Cumberland High School. This affects the number of classes and teachers allocated to the school by the Department of Education.

It is essential that we have written advice:

- If your family is moving. Please advise what school your child/children will attend in 2021
- If your child/children will be starting school later than the first day in 2021. School resumes for students in Years 7, 11 and 12 on **Friday 29th January 2021 and Years 8, 9 and 10 on Monday 1st February 2021**
- If your family will not be at school for the start of 2021 please submit a letter explaining the absence and clearly state your intended return date.

We ask that families with students who already know that they will not be returning to Cumberland High School in 2021, to inform the school as soon as possible.

Phone: **02 9871 7718**

Email: **cumberland-h.school@det.nsw.edu.au**