



KANDOS HIGH SCHOOL

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Term 4 Week 4 2014

Textiles & Design and Visual Design

Congratulations to all the Textile & Design and Visual Design students who put work into the Wollemi Children's Art Exhibition. It was wonderful to see your creative works on display. Congratulations to the following students who received awards:

First: Rachel Chadwick, Castle Vidler and Bella Sherbet-Schmidt.

Second: Amanda Turner, Krystal Lilley & Liam Pennell

Highly Commended: Rebecca Walker, Ashlie Campbell, Rachael Rogers, Melissa Keeley, Tylanda Murray, Allanah Smith, Lala Gietzmann & Emily Cole



Sponsors' choice: Tylanda Murray

A huge thankyou to Mrs Robyn Walsh for her help collecting the students work.

Year 11 Visual Design

Students in the Visual Design class are currently working on props for the upcoming school musical- Grease. They are working hard to produce props which will add colour and life to the musical.



Cheryl Murray Textiles & Design and
Visual Design Teacher

What's on...?

Monday 3/11/14 Day 1	
Tuesday 4/11/14 Day 2	Blood Donations
Wednesday 5/11/14 Day 3	
Thursday 6/11/14 Day 4	
Friday 7/11/14 Day 5	Sculptures by the Sea
Monday 10/11/14 Day 6	Yr 7-10 Assessment week
Tuesday 11/11/14 Day 7	Yr 7-10 Assessment week
Wednesday 12/11/14 Day 8	Yr 7-10 Assessment week ESSA tests
Thursday 13/11/14 Day 9	Yr 7-10 Assessment week
Friday 14/11/14 Day 10	Yr 7-10 Assessment week Yr 12 Formal

Wollemi Childrens Artshow 2014

Congratulations to all of the talented students who entered their artworks into the Wollemi Art Exhibition which was held last week at the Rylstone Hall. The theme for the exhibition was “A Century of Change” and the artworks reflected the vast array of concepts and media from students in Year 7 through to Year 11. Listed below are the students who were awarded prizes for 2014. Thank you to all students who were willing to share their artwork with the local community and to the volunteers from the Wollemi Children’s Art Committee who worked so hard to make this happen for us every year, we really do appreciate everything you do.

Years 7/8 (Stage 4)

Committees Choice – Kane Nolan

1st Painting, Mixed Media & Drawing – Zoe Brown

1st Sculpture – Nic Morgan

2nd Mixed Media & Sculpture – Josh Payne

2nd Sculpture – Liam Pennell

2nd Painting - Emma Keeley

2nd Drawing – Daniel Chadwick

Highly Commended Drawing – Jake Hellegers, Katelyn Lewis-Phillips, Shannon Norbat

Highly Commended Painting – Emerson Maunder

Highly Commended Mixed Media – Lily Best, Tyron Pennell, Kylie Campbell, Emma Keeley, Caige Crandon, Shellie Campbell, Charlie McKay



Zoe Brown Year 8



Nic Morgan Year 7

Years 9/10 (Stage 5)

Committees Choice – Bridget Baskerville (Drawing), Katelyn Franks (Drawing)

Theme Award – Krystal Lilley (Drawing)

1st Drawing – Melanie Waterton

1st Painting – Jayde Stewart

1st Mixed Media – Bridget Baskerville

2nd Painting – Bridget Baskerville, Krystal Lilley

2nd Drawing – Katrina Campbell

2nd Mixed Media—Melanie Waterton



Krystal Lilley Year 10

Wollemi Childrens Artshow

Highly Commended Painting – Alannah Smith, Jasmine Morgan, Kaesan Wilson, Luther Curtis, Grace Murphy, Riley Murphy, Alana Ross

Highly Commended Drawing – Grace Murphy, Travis Lewis-Phillips, Jade Botham-Barnes, Alana Ross

Highly Commended Digital Art – Bridget Baskerville

Highly Commended Mixed Media – Lana Geitzman, Katelyn Franks, Jasmine Morgan



Bridget Baskerville Year 10



Tylanda Murray Year 11

Years 11 (Stage 6)

Sponsors Choice Award – Tylanda Murray (Drawing)

Judi 'Martinelle' Rasmussen Encouragement Award – Emily Gardiner (Painting)

1st Drawing – Melissa Keeley

1st Painting & Mixed Media – Skye Botham-Barnes

1st Sculpture – Tylanda Murray, Melissa Keeley

2nd Drawing – Emily Gardiner

2nd Painting - Abby McKay

2nd Sculpture – Skye Botham- Barnes



Emily Gardiner Year 11

Highly Commended Painting – Nikita Marshall, Emily Gardiner, Tylanda Murray, Melissa Keeley

Highly Commended Drawing – Abby McKay, Skye Botham-Barnes, Nikita Marshall

Kathi Brown Visual Arts Dept

**Naplan
Afternoon
Tea**

Thank you to all parents/caregivers who attended the NAPLAN Afternoon Tea on Wednesday 22 October 2014. The afternoon provided parents/caregivers with important information regarding NAPLAN, handy tips to use at home to prepare your child for NAPLAN and an opportunity to discuss their child's results with a staff member.

The afternoon was a great success.

Regards

Jacqueline Simpson

Learning & Support
Teacher

GRIN BIN WINNERS

Tiffany Abrahams

Melissa Campbell

Jaydan Dann

Luke Hundy

Lucy Quarmby

Shania Szokil



Touch Referees Course held at Kandos High School



On the 11th October 2014 two level 3 referees from Mudgee Touch travelled to Kandos to conduct a Level 1 touch Refereeing course. The course was offered to any interested players from the Rylstone/ Kandos Touch competition. Fourteen people attended the course with the majority of participants being Kandos High school students and staff. The course was held at Kandos High School, starting at 9am and concluding at 3pm. There was a large amount of theory, where participants learnt all the rules of touch including signalling, whistle blows, refereeing as a team of referees, safety and correct referee conduct. At the end of the day there was a game of touch, and all participants had a turn at refereeing the game under the guidance of Ben and Ivan (level 3 Referees). We received great feedback from Ben and Ivan on the way all the participants behaved and performed during the day. All participants are now Level 1 qualified Touch referees and we hope they take refereeing to the next level and attend the Junior State cup in February and represent the region. Congratulations to Quinn McDonald-Webster, Callum McDonald-Webster, Logan Radzievic, Lucy Quarmby, Eliza Quarmby, Riley Murphy, Emily Cole, Drew Cini. Thank you to Mrs Nikki O'Brien for organising the course and morning tea/lunch for all the participants.

LOVE BITES

On Monday the 27th, Year 10 students participated in a program called Love Bites. Run by Barnados, Love Bites introduces students to ideas surrounding what is and isn't a healthy relationship. Students were asked to consider what constituted physical, sexual and emotional abuse within relationships and discuss options to talk about this abuse if it is seen or experienced. Students finished the day by creating pieces of art that advertised the need for an end to abusive relationships. These pieces of art are now on display in the library.



Helping your child with Literacy

Comprehension strategies to use at home

These comprehension strategies are mental processes that effective readers use as they are reading in order to understand what they have read. As readers, we often use these strategies without even realising it. By making these strategies more obvious to your child, they will be able to use them when they come across new and challenging texts.

Good readers use these strategies as they read - before, during and after reading. They can also use different strategies at different times depending on what they are reading (e.g. novel or report) and why they are reading (e.g. an assignment or for pleasure). No two readers will use exactly the same strategies at the same time.

Making connections	We make personal connections with the text, by comparing it to: <ul style="list-style-type: none">• something in your own life (text to self)• another text (text to text)• something occurring in the world (text to world)
Predicting	We use information from the text, images and our own experience to try to predict what might happen next, how the characters might respond or what the outcome might be.
Questioning	We ask and then answer questions that help clarify the meaning of the text, and also help us consider deeper meanings.
Monitoring	If we are reading a text and something doesn't make sense, we know it's okay to stop, reread and think about it to try and understand the meaning.
Visualising	We paint a picture in our head of the things that are being described and explained in the text. Visualising brings the text to life, engages the imagination and uses all of the senses
Summarising	We notice the most important things in the text, and can then put them together in our own words to describe what we have read.

Helping your child with Numeracy

Numeracy strategies to use at home

- Show your son or daughter short cuts to solving number problems, like rounding off numbers to make the problem easier, then adjusting the final answer.
- Talk to your son or daughter when you are solving everyday number problems such as:
 - how many kilometres left in a journey
 - how much change to expect after paying a bill
 - working out a discount on the cost of an item
 - comparing the cost of two items.

This will help show the connections between what is learnt at school and how this can be applied in daily life.

- When you are working out a number problem, discuss the method you used so that your son or daughter can see how you approached the problem.

There is usually more than one way of solving a number problem and you may have a different method from those used at your son or daughter's school.

<p>In high schools, reading and creating graphs and tables involves:</p> <ul style="list-style-type: none">• representing information in different ways• interpreting information from tables, such as on a train timetable, or finding information from graphs such as when interpreting the annual rainfall represented visually on a graph rather than as text.	<p>What can you do at home?</p> <ul style="list-style-type: none">• Show your child different examples of graphs and tables. Newspapers, magazines and advertising brochures often contain a variety of graphs and tables. Talk about what information is given in the graph or table. Ask why the information has been presented like this.• Ask questions to help your son or daughter to explore the information in a graph or table, e.g. What facts can be gathered from this graph? What information is not included on the graph?• Encourage your son or daughter to consider graphs and tables as a way of presenting information in each subject, e.g. if a survey is completed for homework, talk about the best way to present this information.
<p>In high school, questioning information involves:</p> <ul style="list-style-type: none">• developing skills in questioning numerical information to see if it is valid• checking that the source of information is reliable.	<p>What can you do at home?</p> <ul style="list-style-type: none">• Encourage your son or daughter to ask questions about advertising, e.g. if a sale sign says up to 70% off, does this mean that everything is 70% off, or does it mean that many items may only be 10% off, with a few items 70% off? This type of information is often deliberately left out.• Use newspaper, television and advertising examples where numbers are used. Look for details about where the information came from, e.g. in opinion polls or surveys, how many people were asked? How were these people chosen? Would the results be different if different people were asked?

A HUGE THANK YOU

To

The Community Charity Shop

Thank you for
your very generous
donation of \$1000
towards the Year 7
2015 camp & oth-
er student activi-
ties.



Grease the Musical
Claim the dates for
KHS musical

GREASE

On Wednesday 3rd
December & Thurs-
day 4th December.

Tickets will be on sale
soon

YEAR 7 Bookpacks

Are available now to col-
lect from the school
canteen \$40 each



Dental Care Raffle

Zoe Brown is the winner of an
Ipad in the recent Australian Mo-
bile Dental Care Raffle.

Congratulations Zoe.

NSW RURAL FIRE SERVICE ILFORD—RUNNINGSTREAM VOLUNTEER RURAL FIRE BRIGADE

*Please join us to celebrate the
75th Anniversary & Presentation
of 50 Year Long Service Medals*

At

Running Stream Hall

On

22nd November 2014

Time

11am—3pm

*Heritage fire brigade vehicles,
equipment & memorabilia needed
for display.*

Please bring along

Phone Mitchell Clapham to

Coordinate

CWA catering for lunch

(sausage sizzle)

Jumping castle for kids

*Enquiries: Mitchell Clapham on
63588451*

Wendy Murphy

0428142830



Like us on
Facebook

www.facebook.com/Kandos
High School

Kandos High School now has a Facebook page.
Like us on Facebook to keep up to date with things
that are going on at KHS. Please ensure that you
take the time to read the Policy document within
the 'Notes' tab at the top of the page.

Social Media has been chosen as a median to grow
our schools and community's connection, please en-
sure that you use it to generate useful and produc-
tive discussion about school business.

PCYC | Safer Drivers Course

For Learner Drivers



PCYC are an accredited provider of the Safer Drivers Course.
Guiding young people in the right direction since 1937



The Safer Drivers Course involves two modules:

Module one: A three-hour facilitated group discussion on how to manage risks on the road. This will involve a maximum of twelve participants and will be delivered by a facilitator.

Module two: A two-hour in-vehicle coaching session to develop low-risk driving strategies. This will involve two participants and a coach. **Course cost: \$140**

Participants must have completed 50 hours of actual on-road driving experience to be eligible for the course. Credits gained under the 3 for 1 scheme cannot be included.

Participants who complete the course will receive 20 hours credit recorded in their learner driver log book.

To find your closest club or book into the next available course check out our website:

www.saferdrivers.org.au

Call us on 9625 9111 or drop into your local club to find out more