



**Kandos**  
HIGH SCHOOL

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# Newsletter

Term 2 Week 8 2022



## PRINCIPAL MATTERS

Welcome to our last Newsletter for the term, featuring some great reports of student achievement across the curriculum. You will notice we have had quite a few excursions recently and more are upcoming. I would like to acknowledge the planning and preparation that goes into excursions by our staff to ensure students are able to enjoy learning experiences outside of the classroom. Especially to our staff and volunteers who organise overnight excursions as these are examples of staff giving up their own time and these events take a considerable amount of organisation and risk mitigation to ensure our students have engaging experiences in a safe environment. It is pleasing that our students represent the school with pride on these outings, demonstrating respect, responsibility and building positive relationships whilst enjoying the activities. On occasion despite all our planning and support some students choose to be an exception to the rule, and this is disappointing as it jeopardizes their future participation in events. Please remember to remind them from home about your expectations of behaviours for additional support, it does make a difference.

### NAPLAN

NAPLAN has been completed for 2022, another great effort of our teachers and students in preparing for and sitting the online test. We know the information we receive from these tests will help us create better teaching and learning experiences for students. We look forward to presenting some of the highlights in the future.

### VAPING – we need your support, please

The use of e-cigarettes or “vapes” is a growing concern for all schools. Students seem to be vaping out of curiosity after being attracted by the enticing “fun” flavour marketing, after seeing their friends or adults doing it, or because they unwittingly think it’s cool.

It is important as parents and carers we are proactive in talking to our children around e-cigarettes, helping them to understand the very significant risks that are involved in the practice. Informing and promoting the risks associated with vaping is the key strategy we have collectively as a community to ensure we are sending consistent messaging when the opportunity arises.

A key resource is the Health NSW Vaping Toolkit which can be found at <https://www.health.nsw.gov.au/vaping>

The Vaping toolkit is a collection of resources and creative assets designed to raise awareness of the health risks of using electronic cigarettes (e-cigarettes, vapes).

Please read the following fact sheets from the toolkit.

## What's on?

### 2022

#### Monday, 20 June 2022

Year 9 & 10 Art/Geography Excursion

#### Tuesday, 21 June 2022

#### Wednesday, 22 June 2022

#### Thursday, 23 June 2022

Priscilla - Matinee starts at 12pm &  
Evening Performance 7pm

#### Friday, 24 June 2022

#### Monday, 27 June 2022

#### Tuesday, 28 June 2022

State Opens Touch Championship

#### Wednesday, 29 June 2022

State Opens Touch Championship  
Bright Girl Health Presentation

#### Thursday, 30 June 2022

#### Friday, 1 July 2022

PJ Day and Beanies for Brain Cancer  
Last Day Term 2

#### Tuesday, 19 July 2022

All students return to school

# THE FACTS ABOUT VAPING

Electronic cigarettes or e-cigarettes, often called 'vapes', are electronic devices designed to deliver vapourised liquids into the lungs. There are many different styles of vapes available and they can be difficult to spot.

The main ingredient in vapes is propylene glycol, vegetable glycerine or glycerol, and they often also contain nicotine, flavours and other chemicals. Vapes may contain harmful chemicals that aren't listed on the pack.

The biggest misunderstanding about vapes is that they are harmless compared to cigarettes. This is not true. **Vapes are not safe.**

## DO YOU KNOW WHAT THEY'RE VAPING?



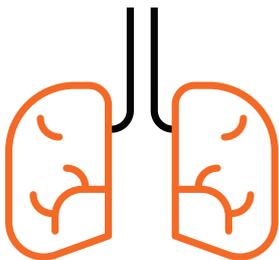
Many vapes contain nicotine making them **very addictive**



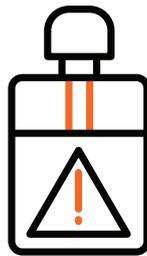
The nicotine in 1 vape can **= 50 cigarettes**



Young people who vape are **3 times** as likely to take up smoking



Vaping has been linked to **serious lung disease**



Vapes can contain the same **harmful chemicals** found in cleaning products, nail polish remover, weed killer and bug spray



Vapes come in a variety of designs and styles and can be **easy to conceal**



Do you know what they're vaping?  
Get the evidence\* and facts at [health.nsw.gov.au/vaping](https://health.nsw.gov.au/vaping)

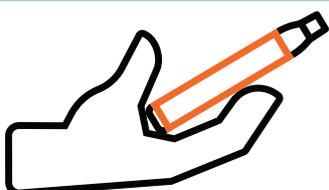
\*All statements are backed by evidence which can be found on the website



## VAPES APPEAL TO YOUNG PEOPLE

The flavours (such as watermelon, grape, caramel, bubble-gum, vanilla and mint) and colourful packaging used for vapes make them appealing to young people. **Many vapes also contain nicotine, which young people can become addicted to very quickly.**

Tobacco companies are continuously looking for new customers. Vapes are a new way to get young people addicted to nicotine, which is often difficult to quit.



## HOW BIG IS THE PROBLEM?

The take-up of vaping by young people is increasing. Research shows that **1 in 5 young people have vaped** and nearly **80% of them say it is easy to get a vape illegally** at a shop or online.

In a recent survey, 64% of teachers reported being aware of the sale of vapes at school. The consequences of vaping are starting to emerge, and any uptake of vaping by young people is a concern.

## NICOTINE IS HARMFUL FOR YOUNG PEOPLE



Nicotine is a drug that is often in vapes and is highly addictive for young brains.

**It can cause long-lasting negative effects on brain development.**

Nicotine changes the way brain synapses are formed in young people.

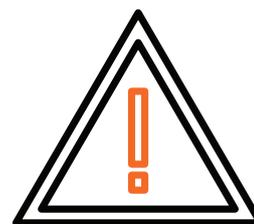
The impacts can include impaired attention, learning, memory, and changes in mood.

## RISKS TO PHYSICAL AND MENTAL HEALTH

Vapes may expose young people to chemicals and toxins at levels that have the potential to cause negative health effects. **Vapes can leave a young person at increased risk of depression and anxiety.** Vaping has also been linked to serious lung disease. Importantly, many of the long-term harms of vaping are still unknown. The liquid in vapes and the vapour is not water. Vapes can expose young people to:

- the same harmful chemicals found in cleaning products, nail polish remover, weed killer and bug spray.
- toxins such as formaldehyde and heavy metals.
- ultrafine particles that can be inhaled deep into the lungs.
- flavouring chemicals such as diacetyl (a chemical linked to serious lung disease).

Vapes have even been known to explode causing serious burns.



Do you know what they're vaping?  
Get the evidence\* and facts at [health.nsw.gov.au/vaping](https://health.nsw.gov.au/vaping)

\*All statements are backed by evidence which can be found on the website



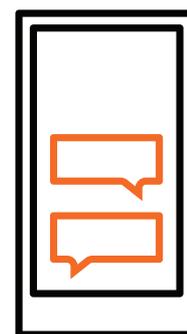
## SELLING VAPES TO YOUNG PEOPLE IS ILLEGAL

**It is illegal to sell any vape to anyone under 18 years of age.** Many young people purchase their vapes at school from friends and contacts using social media.

It is illegal to sell nicotine vapes to anyone, unless they are prescribed by a doctor to someone over 18 years for smoking cessation purposes, and obtained with a prescription from a pharmacy.

There are a number of retailers who sell vapes to young people. This is a crime.

If you suspect someone is selling vapes to minors, you can report it to NSW Health via its website or by calling the Tobacco Information Line on 1800 357 412.



## IS YOUR CHILD VAPING?

You may not know your child is vaping as vapes are small and resemble common items like highlighters, pens and USB drives. They are also not easy to smell.



Tell-tale **signs that your child might be vaping include the symptoms of nicotine addiction** such as your child feeling irritable or anxious. If your child is vaping, encourage them to stop and let them know that help is available and you are there for them. Stopping vaping can sometimes be hard and your child may need advice from a GP.

It also helps to set a good example by being tobacco and vape-free yourself.

## MISLEADING AND DANGEROUS LABELLING

Vaping products are often not labelled or are incorrectly labelled.

The labels may state that vapes are nicotine free, but **many of these products contain nicotine and a lot of other chemicals.**

They just don't put it on the pack.



## THE IMPORTANCE OF TALKING TO YOUR CHILD



If you suspect your child is vaping, take the time to talk to them about it and help them understand all of the risks.

As vaping is often common in schools, they may see it as a normal or safe thing to do, but that is not the case.

**It is important to let your child know the risks of vaping.** Try to start the conversation with your child in a relaxed easy-going way, perhaps taking the cue from around you, such as a note from school, a news story about it, or seeing people vaping on the street. And have your facts ready.



Do you know what they're vaping?  
Get the evidence\* and facts at [health.nsw.gov.au/vaping](https://health.nsw.gov.au/vaping)

\*All statements are backed by evidence which can be found on the website



## GRAB A BOOK - The benefits of reading for pleasure

Dr Seuss once said, "You can find magic wherever you look. Sit back and relax, all you need is a book." Reading is not just an activity that our students should do in school, it needs to become an everyday activity at all ages. As a parent often it is a challenge to get our kids to be ready at home and to enjoy reading so they continue to read on their own for pleasure.

Research tells us reading for pleasure has many benefits: with increased proficiency in literacy; greater all round academic success; greater empathy and connection to the wider community. Reading increases a person's understanding and sense of their own identity, and gives them an insight into perspectives and viewpoints of others. For students who may be struggling with the changes and stresses of teenage life, reading can be another form of self-care.

However, despite the positive links there has been a decline in children reading outside of the classroom. Many parents and educators worry that the increased use of technology has gotten in the way of the love of reading, which can be considered a form of play that allows us to experience other worlds in our imagination. Using technology, in particular tablets to access literature can increase reading enjoyment and confidence as these are usually seen as a fun activity. Other strategies to engage reluctant readers could be:

- A library visit to choose their own reading materials
- Visually stimulating books to draw in their imagination as beginning readers
- Reading with your child, short stories, or read the novel and watch the films
- Help them find or access reading material about their interests
- Start a reading challenge, with books or chapters ready rewarded with a fun activity
- Schedule a regular time to read every day. Reading before bed is ideal as it calms the mind and can help you drift off to a more restful sleep.

## CATCHING UP WHEN ABSENT

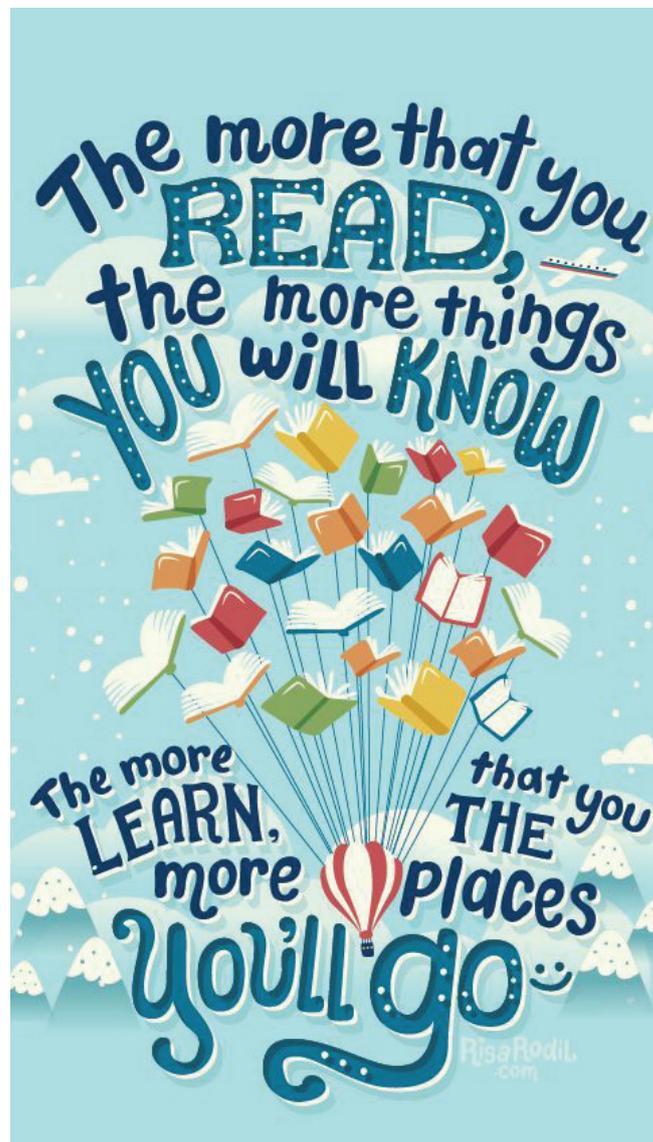
The mandated isolation requirements due to COVID are having a significant impact on the continuity of student learning. The construction of knowledge and understanding requires a strong foundation and developing gaps through missing work can have negative consequences. It is important for all students to understand what their learning responsibilities are if they are away from school, even for a day.

In situations where a student is absent from school they should be checking in with their teachers to ensure they are aware of the current topic or concepts they have missed, including assessment tasks. If a student knows that they will be absent for an extended period of time, they should inform their Year Advisor who will notify subject teachers of their absence and seek support to maintain learning progress, where possible, with the rest of the class.

While teachers will provide some support to students to catch up, students have ultimate responsibility for their learning and will need to commit extra time outside of regular school hours to ensure they remain on track for a successful outcome at the end of the semester.

## FAMILY DETAILS

Each year we ask people to update their contact details as these are used to distribute information via text or email. We also need correct details to contact people quickly when children may need medical attention. If your contact details have changed please notify the front office to ensure effective communication.



## RESILIENCE

Some people can handle even the most difficult of circumstances without missing a beat, while others can become overwhelmed at the slightest disappointment or challenge. The way people bounce back from adversity or handle a difficult situation is often referred to as resilience. Resilience is a significant concern in contemporary society given the challenges that we have all faced over the past few years with drought, bushfires, floods, and the pandemic, that is without even thinking about the highs and lows of life.

Resilience is about our ability to successfully manage life and adapt to change and stressful events in healthy and constructive ways. A resilient person is not just born with characteristics that enable them to cope and deal with adversity, it is affected by the quality of interactions within the family, school, and other social environments.

Resilience is something that can be taught and nurtured in young people. Most experts agree the building of resilience starts at an early age. However, there is a lot that can be done during later childhood, adolescence, and adulthood to promote resilience in an individual. One of Australia's leading experts on resilience in young people, Andrew Fuller has compiled a list of 10 ways that parents can build resilience in young people. Here are his hints on resilience building.

### *Promote Belonging*

Resilience is the happy knack of being able to bungee jump through the pitfalls of life. It is the strongest antidote we know of for self-harm, depression and drug abuse and it's built on our sense of belonging.

Have some down time

We live in a world that suffers from attention deficit disorder. We rush children from activity to activity, from lesson to lesson and from one organised event to another. Then we wonder why, when there is a lull that they say "I'm bored". Find some time each week just to be at home without anything structured happening.

### *Rediscover some family rituals*

It doesn't matter whether it is the family walk after dinner, the Sunday roast, the Friday night pizza or the Saturday morning clean up; rituals are highly protective. The best rituals often cost nothing. These are the activities you hope that later on your children will reminisce and say "Mum always made sure we did this" or "Dad always made sure we did that."

### *Spontaneity and curiosity*

Spontaneity and curiosity are the building blocks of good mental health. You cannot tell someone how to have better mental health and you can't give it to them by getting them to read a book. So the really hard message here is that if you want to raise your children to have mentally healthy lives you are going to have to have a good time yourself. If you want your children to succeed you need to show them that success is worth having.

### *Love kids for their differences*

When families function well people are allowed to be different and to be loved for those differences. We all know that children take on different roles. Having children who are strongly individual and who have a sense of who they are is a sign of good parenting. The problem may, of course be that they will then express their independent spirit in ways that you don't like. The ideal is someone who has their own independent nature but is comfortable enough with themselves to allow inter-dependence.

### *Make it is clear who is in charge*

Families do not work well as democracies. In fact they seem to work best as benevolent dictatorships in which the parent or parents consult a lot with their children but at the end of the day, the parent has the final say. Some parents fear that if they take charge they will lose the friendship of their children, but often the reverse is true.



## Consistency

Consistency is the ideal. Having parents who agree on rules and standards and who convey the same sorts of messages and who value compassion over coercion, clearly have the best outcome in terms of children's well-being. It is also important that parents not be open to manipulation; rather they work together as a team. Sometimes parents have different value systems or can't come to a consistent way to handle particular areas. In these situations, a second possibility is for one parent to take charge of a particular area.

## Teach the skills of Self-esteem

Families that work well seem to praise one another a lot. Compliments are made, positive efforts are commented on. Optimism is in the air. Even in these families, teenagers still shrug and say, "yeah Mum" or "yeah Dad" whenever a compliment is made. Teaching the skills of self-praise is useful. One way of doing this is to ask questions about any achievement or accomplishments. Asking questions like "How did you do that?" "How come you did so well at that test?" and "Have you been doing homework behind my back?"

## Know how to Argue

Families that work well know how to argue. It seems strange to say this because we all have the sense those families that work well don't have conflicts. The family is really where we learn to resolve disputes fairly. The way that parents teach children to resolve differences of opinion with their brothers and sisters provides the basis for sharing, negotiating and problem solving in the world beyond the family. While differences of opinion should be allowed to be expressed, children also need to learn that they will not be able to win at all costs.

## Parents are reliably unpredictable

With young children it is important to provide consistency and predictability. This allows them to feel secure. As they get older it is important to have structure and consistency but it is also useful to act in ways that your children wouldn't expect. This keeps them interested in learning from you or at least wondering what you are up to. Utilising some or any of these strategies may help our students deal with the pressures of teenage life and reach their potential.

## Where to access support if needed over the holidays

The holidays are almost here and although they are often seen as the happiest time of the year, holidays can also be a difficult time for a lot of people. It's okay to reach out to your friends or family during the holidays and remember there is support available from other agencies. Cut them out and stick it on the fridge, you never know when they might be needed.

**Kids Helpline.** Phone 1800 55 1800 for free, confidential support that's available 24/7. You can also email or webchat via their website <https://kidshelpline.com.au/>

**Headspace.** Phone 1800 650 890 (free, confidential & available, 9:00 am - 1:00 am) or chat online via their website <https://headspace.org.au/eheadspace/>

**Lifeline.** Phone 13 11 14 for free, 24 hour crisis support and suicide prevention services. Check out the list of services and resources available at <https://au.reachout.com/>

I hope that you have something planned for your holiday break, take the time to re-energise and we look forward to seeing you in Term 3.

Until next time...

*Dyanna Thommeny*  
**Principal**

*"Writing is perhaps the greatest of human inventions, binding together people who never knew each other, citizens of distant epochs. Books break the shackles of time.*

*A book is proof that humans are capable of working magic."*

~ Carl Sagan

## GRIN BIN WINNERS

Lucy Gale  
Brandi Wilkinson  
Bridget Grimshaw  
Kirilee Besant  
Reine Annovazzi-Palme  
Jack Murphy

## \$2 TEACHER VOUCHER

Ms M. Toufayli  
Mrs B. Anderson  
Mr N. Nassis  
Ms T. Therese  
Miss E. Kelson x 2

# TECHNOLOGY MANDATORY - STAGE 4 BAGS

Stage 4 Technology Mandatory students have been learning the skills to complete a fully reversible, sustainable bag with individual print pocket designs. The results are outstanding and will last a lifetime.

Cheryl Murray  
Textiles Teacher





## TALOOBY VISIT

Earlier this term our Year 12 Agriculture students spent the day at “Talooby” with owner, Peter Grieve. All areas of farm and animal management were discussed as well as an insight into marketing strategies used to promote upcoming sales. Students were fortunate enough to be invited to the Bull Sale at Talooby that was held on the 10th of June and saw firsthand the culmination of stud management.

Thank you to Peter and Jill for inviting students to attend this event.

*Deb Johnston*  
**Agricultural Teacher**



## CLOSED FOR THE WINTER

With winter well and truly upon us, students took advantage of a sunny day to close and reduce the size of entrances to our beehives. This helps the bees to stay warm during our cold winter months and ensures that there will be honey to go around.

## THANK YOU!

Thank you to *Redbank Partnership* for sponsoring this edition of Ag Brag. Rod Moore kindly donated his expertise to make sure that Alf, Roo and Martha were trimmed ready for the Holbrook Show.



# SUCCESS AT THE HOLBROOK SHEEP AND WOOL FAIR

Year 10 and Year 11 Agriculture students travelled to the Holbrook Sheep and Wool Fair where they showed our coloured sheep: Alf, Roo and Martha and participated in wool, merino sheep and meat sheep judging. Our results were:

Schools' Interbreed Competition:

- Alf 3rd in the 2 tooth ram section.

Open Competition:

- Alf Reserve Champion Coloured Cross Bred Ram
- Martha Champion Coloured Corriedale Ewe
- Roo Reserve Champion Coloured Corriedale Ewe.
- Alf "The Harold Cottrell Memorial Trophy" for Champion Strong Wool Ram – Black and Coloured Sheep.

Riverina Group Final of the Meat Sheep Judging Competition:

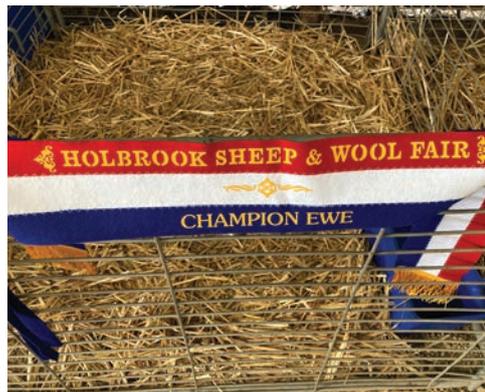
- Brayden Moore 5th

Riverina Group Final of Merino Sheep Judging Competition:

- Laura Kubbere 1st
- Gabrielle Moore 2nd
- Brayden Moore 4th
- Millie Brown 5th

Top 5 Novice Judge in Meat Sheep Judging Competition:

- Izaak Orchard



# NORTH WEST EQUESTRIAN EXPO 2022

Students were able to attend and compete at the North West Equestrian Expo in Coonabarabran that took place over 5 days last weekend. The girls represented Kandos High School by competing in both Sporting Events and Hacking classes. They went very well despite freezing cold temperatures and muddy conditions, and Shani Bray rode well in her Hacking classes, competing in Riding in Pairs with a student and horse combination that she had never met or practiced with, to be pegged as 3rd in the judge's group workout! However, the wind got the better of her mare in the individuals workout, and they did not place in the final round. We came away with smiles and renewed energy for next time!

Overall, a great effort and opportunity seized by the team!

*Shannon Prosser*  
**Visual Arts Teacher**



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SILVER**



# 2022 PREMIER'S ANZAC MEMORIAL SCHOLARSHIP

Congratulations to Blainey Heath on her successful application for the Premier's Anzac Memorial Scholarship program. The tour will visit significant sites, cemeteries and memorials in regional NSW, Canberra, Darwin, and Sydney from Friday 23 September to Thursday 6 October 2022.

Thank you to Mrs Parsons and Miss Shannon, Blainey's Distance Education Modern History teacher, for the support that they provided Blainey with this application.

*Deb Johnston*  
**Deputy Principal**



## INVESTING IN THE NEXT GENERATION

For the past five weeks volunteer firefighters from the NSW RFS - Cudgegong District have been delivering the NSW RFS Secondary School Cadet Program to 16 students at Official Kandos High School.

The NSW RFS Secondary Schools Cadet Program provides Year 9 and 10 students with an insight into fire safety and prevention whilst developing practical life skills and a general appreciation of community service and volunteerism.

Linked to the NSW Personal Development, Health and Physical Education (PDHPE) Years 7-10 Syllabus, this week students were afforded an insight into the other emergency services that play an important part in emergencies across the Mid-Western Regional Council area and NSW.

Thanks to Fire and Rescue NSW Station 342 Kandos, Rylstone & Kandos Rescue Squad - VRA Rescue NSW and Kandos/Rylstone NSW SES for coming along and investing your time in the next generation of volunteers.



# SQUASH WESTERN REGIONAL CHAMPIONSHIPS SUCCESS

Our KHS Open Girls and Boys Squash teams travelled to Parkes on Friday 3 June to compete at the Western Region Squash Championships.

The girls team won all their games and were crowned the Western Region Squash Champions for a second year in a row. Well done to Jessica Reynolds, Teegan Reynolds, Latara Hammond and Halli O'Brien.

The boys team played well against some very experienced schools to finish Third in the Western Region. Well done to Brayden Moore, Cooper Duff, Noah Kernaghan and Ryan Moore.

The girls will now compete against the Top 16 teams in the state at the NSW knockout for the opportunity to be state champions.

Huge thank you to Cooper for a late call into the team and winning two of his three games.



## CLIP SCIENCE

In Clip Science we have been investigating the different types of fire extinguishers and how they work. The Clip students have been designing their own carbon dioxide extinguisher and have been testing these in a controlled environment. We have created the extinguisher using bi carb soda, vinegar, an empty 600ml bottle, a tea bag and a straw.

Nicholas Ellery thought outside the box and used a glove instead of a tea bag to hold the bi carb.

The next experiment to stay tuned for is the bottle rocket experiment which we will be performing this week.

*Daniel Skourmallas*  
**Science Teacher**

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# YEAR 8 TECHNOLOGY MANDATORY PROJECTS



# NSW CHS SQUASH CHAMPIONSHIPS

Last week, Western Girls Opens Squash team won first place at the NSW CHS Squash Championships after successfully winning all of their games. The team of 4 included Kandos High School students Halli O'Brien and Jessica Reynolds.

Halli O'Brien, Jessica and Teegan Reynolds then represented KHS individually, battling for a place in the NSW U15s and Opens Girls Squash teams.

We are pleased to announce that Jessica Reynolds finished 3rd in the Opens Division and Halli O'Brien finished 3rd in the Under 15s Division, both securing spots in the respective NSW teams. Teegan Reynolds finished 6th in Under 15s Division narrowly missing out on the team selection and is the first reserve for NSW.

Well done girls, we're very proud.

*Kerry Reynolds*  
**PDHPE Teacher**



# OPPORTUNITIES EXCURSION

June 1-2 saw 17 Year 7 and 8 students travel to Newcastle for the annual Stage 4 Opportunities Excursion. The excursion is an initiative under the School To Work program and is focused on exploring a range of post-school options which this year included TOCAL, Newcastle University, TAFE, John Hunter Hospital, the Anzac Memorial Walk, Fort Scratchley, a 'dark stories of Newcastle' tour and Merewether Surfhouse.

The excursion is organised to:

- Raise students' awareness of career and training opportunities;
- Develop a deeper understanding and knowledge of the world outside of the local area; and
- Increase knowledge and confidence to seek information regarding post school options and opportunities.

A big thankyou to Mrs Parsons and Mrs Fuller for organising the excursion, Mrs Dunn and Mr Della Libera for accompanying students and Mr Fuller for volunteering to drive our new bus.

*Julie Parsons*  
**Carers Advisor**



## PRISCILLA

Students are busy rehearsing for Priscilla, which will be held on 23 June at 7pm. Don't forget to get you tickets for the show!



## RECONCILIATION WEEK

During Reconciliation Week, 27 May to 3 June, our school community made Johnny Cakes with Ms Orr. Students joined in, learnt some new skills and had something warm to eat at lunchtime.



# ATHLETICS CARNIVAL 2022 RESULTS

On Friday 27 May, we held our annual school athletics carnival. It was great to see so many students participating in their house colours and spectators from our school community cheering on our students. Ryan Fuller broke Mathew Nielsen's 2007, 37.4 meter, 15 year old boys discus record that with a throw of 39.64 meters

<b>1st King</b> 430 points	<b>2nd Phillip</b> 395 points	<b>3rd Macquarie</b> 286 points	<b>4th Hunter</b> 240 points
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Age Champion	Girls	Boys
<b>12 years</b>	Jocelyn Cafe	-
<b>13 years</b>	Emily Gallaher	Charlie Conlon
<b>14 years</b>	Alexis Farrugia	Saxon White
<b>15 years</b>	Alex Grimshaw	Matthew Brown
<b>16 years</b>	Chloe Farrugia	Ky Reddish
<b>17 years +</b>	Jessica Reynolds	Ty Stone



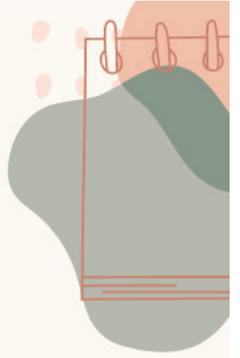
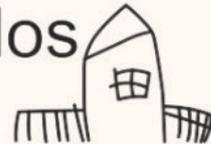








Rylstone Kandos  
Preschool



# ENROL TODAY



RYLSTONE KANDOS PRESCHOOL PROVIDES THE COMMUNITY WITH AN EDUCATIONAL FACILITY FOR CHILDREN AGED FROM 3 YEARS TO SCHOOL AGE.

THE PRESCHOOL IS OPEN 5 DAYS PER WEEK 8.30AM - 4.00PM

CONTACT US TODAY: [ADMIN@RKPRESCHOOL.COM.AU](mailto:ADMIN@RKPRESCHOOL.COM.AU) OR PH: (02) 6379 4273



## 2022 GERRIC STUDENT PROGRAMS

July 5 - 8 | Online & On-campus

Expanding student minds in a  
fun & challenging setting

Interested? Click to learn more.



# ATTITUDE IS EVERYTHING

The attitude you bring influences your thoughts and actions and the approach you then take to your learning. Your attitude will affect how much time you put into your schoolwork, how you manage challenges, and ultimately your path to achieving your personal academic best.

## **Take the time to determine reasons to put in effort into your schoolwork.**

*Think about which of the following reasons might be motivating for you:*

- To achieve the best marks you are capable of at school.
- To give you lots of options for what subjects you can choose in the senior years.
- To give you lots of options of what you can choose to do when you leave school.
- To have a personal sense of satisfaction about doing your best.
- To show your gratitude to your parents for giving you an education.
- To avoid getting in trouble from your teachers.
- To avoid getting in trouble from your parents.
- To avoid getting a detention or other negative consequences from not working.
- To avoid disappointing your parents.
- So you don't feel bad about wasting your parents' time and money giving you an education.

You may have heard about 'carrot' and 'stick' people. If you want a donkey to move forward, you can either lead it forward with a carrot (a reward) or tap it with a stick (punishment).

Some students are motivated by working towards rewards, positive consequences of doing the right thing, while others are motivated to avoid negative consequences. Which do you think you are?

Understanding what motivates you and what affects your attitude can make it easier for you to make positive changes.

Learn more this year about study skills techniques by working through the units on [www.studyskillshandbook.com.au](http://www.studyskillshandbook.com.au). Our school's access details are:

Username: kandoshs

Password: 28success



# GLENCORE



## Glencore Coal **Apprenticeship Program** 2023

**APPLY NOW**

[glencore.com.au/apprenticeships](https://glencore.com.au/apprenticeships)

Applications open  
Wednesday 18 May 2022

Applications close  
Sunday 19 June 2022

## **YEAR 11 BIOLOGY**

Year 11 biology students dissecting lamb hearts.

*Emma Kelson*  
**Science Head Teacher**



## TRY A TRADE

Kandos High School Year 9, 10 and 11 students attended the annual Try-A-Trade held at Mudgee High School. It was an opportunity for students to gather information and experience hands-on activities in a wide range of trades available to them.

*Julie Parsons*  
**Carers Advisor**



**DON'T FORGET TO  
BUY YOUR TICKETS**



**AVAILABLE FROM THE OFFICE  
7pm, 23 June 2022**

## PAYMENTS

Cash, cheque or EFT payments can be made directly at the school office. Alternately, parents have the option to pay by using an online option, the Parent Online Payments (POP), via Kandos High School's website, by clicking on the "[Make a Payment](#)" tab and following the instructions.

*Kandos High School proudly supported by*

