



Kandos
HIGH SCHOOL

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PRINCIPAL MATTERS

A CHARACTER LESSON FROM THE ANZACS

Our transition back into term two learning is always one that starts with reflection. We have shown the discipline to get out of bed earlier than usual, on a chilly morning before sunrise to show our respects for the Australian and New Zealand Army Corps as the rising sun warms the hearts and memories of our nation. We remember those brave men who landed on that inhospitable beach at Gallipoli in 1915. Anzac Day has become all-encompassing of the reflection and acknowledgement of many conflicts throughout history, the challenges and the loss of life. Remembering those that fought for our country puts the light on their heroism and bravery, it reminds us in a modern world that we must try not to become increasingly alienated from each other, from nature and we need to avoid becoming characterised by selfishness and materialism which are sold to us at every opportunity in the media. Instead, we should seek to be active in fulfilling our purpose in life. It is important for us to remember the meaning of the Anzac spirit and their values, and for us to embody the legends of the Anzacs and others in our daily lives to ensure we enjoy both the freedom in the landscape and connections with our fellow Australians.

LEST WE FORGET

• ANZAC DAY •



Newsletter

Term 2 Week 3 2023

What's on?

2023

Monday, 15 May

Year 11 ROBMAR Excursion

Tuesday, 16 May

ABBA Rehearsals

Wednesday, 17 May

Opportunities Excursion
Year 9 & 10 Maths Half Yearly Exam

Thursday, 18 May

Opportunities Excursion

Friday, 19 May

Year 12 Adv Eng Excursion

Monday 22 May

RPS Zone

Tuesday, 23 March

Holbrook Sheep & Wool Fair
Year 9 & 10 TRY-A-TRADE
ABBA Rehearsals

Friday, 26 May

Year 9 & 10 Music Half Yearly Exam
National Sorry Day

Monday, 29 May

Reconciliation Week
History Competition

Tuesday, 30 May

NSW CHS Squash
ABBA Rehearsals

Friday, 2 June

North West Equestrian Expo

The Anzacs are more than just a legend, they were not superhuman, they were ordinary people who embraced some extra ordinary qualities. As we listen and hear about the challenges and victories lost and won during these times, I watch on as our students are learning about the values they are remembered for. Beneath the bravery, resilience and camaraderie lies many characteristics that embody the “Anzac Spirit”, which our young students of today can be inspired and influenced by. As an educator, we know the youth of today are tomorrow’s future, and with the inspiration from the Anzacs, it is a future we are able to strive towards. The Anzac legend, and celebrations, inspires the youth of today, in their personification of how ordinary Australians can achieve anything if we set our minds to it. So, what were some of those characteristics that made them so special, and how can we apply that to our modern learning and life? How can we as parents and educators instill these characteristics in our teenagers so they have a foundation for success in the modern world?



COURAGE

The Anzacs were known for their bravery in battle, facing tremendously tough conditions at mostly overwhelming odds. Living with courage can be challenging and especially difficult for our young students navigating the complexities of a rapidly changing world, we need to support them in several ways.



- Building self-confidence is a crucial aspect of courage so that they believe in themselves, their ability and their decision making. Encourage them to set achievable goals, trying new things and recognising and celebrating their achievements.
- Courage involves standing up for what is right, even when it is difficult or unpopular. Encourage teenagers to develop a strong “moral compass” and to speak up when they witness injustice or wrongdoing.
- Emotional intelligence is the ability to recognise, understand and manage one’s emotions as navigate those of others. Practicing empathy, active listening, and open communication is key.
- Cultivating a growth mindset or belief that one’s ability and intelligence can be developed through dedication and hard work. This is about supporting our teenagers to learn from failure and to view mistakes as an opportunity for growth, what will they do different next time?
- Developing resilience, the ability to bounce back from setbacks and challenges. We need to encourage our teenagers to face challenges head on and ensure they can learn from mistakes and not see this as failure. Seeking support from trusted friends, family members and professionals when needed.
- Taking care of oneself is an important aspect of courage. Encourage teenagers to practice self-care by getting enough sleep, eating a healthy diet, engaging in physical activity, and finding healthy ways to manage their stress.

MATESHIP (FRIENDSHIP)

A strong sense of camaraderie was an important part of the ANZAC identity. They formed strong bonds with each other and looked out for one another in battle. Teenagers can develop this rapport with others in many ways and forge strong bonds with their peers, who can act like a support network in times of need.



- Mateship often forms among individuals who have shared experiences, particularly challenging or intense ones. We can encourage our teenagers to participate in team sports, volunteer activities, or community service projects where they can work together and develop a sense of camaraderie.



- Mateship is built on a foundation of loyalty and trust. Encourage our teenagers to be reliable and dependable, and to stand up for their friends and teammates in times of need.
- Good communication is essential for building strong relationships, including mateship. Encourage teenagers to be open and honest with their friends, to listen actively, and to be supportive and encouraging.
- Mateship is based on mutual respect and understanding. Encourage teenagers to treat others with kindness, empathy, and consideration, and to celebrate the diversity of their peers.



- Mateship is often forged in difficult or challenging circumstances. Encourage teenagers to persevere through setbacks and challenges, to support their friends and teammates during tough times, and to never give up on themselves or others.
- Mateship is often rooted in a shared sense of purpose or values. Encourage teenagers to explore and develop their own values, and to seek out friends and peers who share those values.

DISCIPLINE AND DETERMINATION

The Anzacs, despite the challenges they faced, showed exemplary determination to succeed in their mission. Discipline and determination are qualities that can be challenging to cultivate, because the easy road is to opt out, but they are crucial for success and resilience at school.

- Goals provide direction and motivation for achieving success. Encourage teenagers to set realistic and achievable goals, and to break them down into smaller, manageable steps.
- Establish a consistent routine that includes time for study, exercise, self-care, and other important activities, this can help build discipline and determination. Getting up and making their bed is a great daily discipline for setting their day up for a mindset of organisation and success.
- Discipline often involves resisting impulses and delaying gratification. We need to encourage our teenagers to practice self-control by avoiding distractions, prioritising important tasks, and staying focused on their goals. Even taking little action steps toward the achievement of goals is progress.
- Persistence in the face of adversity or setback even slows us adults down. We need to ensure our teenagers embrace challenge as an opportunity to grow and develop and if they fail, remind them it is a “learning opportunity”.
- Building discipline and determination can be difficult if you approach it alone, and it is important to seek support from family, friends, or mentors for guidance advice and encouragement.
- A tough one but staying motivated is essential for maintaining discipline and determination. Keeping teenagers focused on their goals, celebrating their accomplishments, and encouragement



RESOURCEFULL

Often face with limited resources, challenging conditions, and difficult situations, the Anzacs learned to be resourcefull and make do with what they had. Resourcefulness is the ability to find creative solutions to problems and to adapt to new situations. It is a valuable skill that can help teenagers succeed in school, work, and life.

- Encourage your teenager to identify problems and come up with creative solutions. Ask open-ended questions that require critical thinking, and help your teenager think through the pros and cons of different solutions.
- Allow your teenager to make decisions and take responsibility for their actions. Provide guidance and support when needed but encourage them to take ownership of their choices
- Creativity is essential for resourcefulness. Encourage your teenager to explore their interests and passions and provide opportunities for them to try new things and think outside the box.



- Resourcefulness often involves overcoming obstacles and setbacks. Encourage your teenager to develop resilience by staying positive, bouncing back from failure, and persisting in the face of challenges. Parents can model resourcefulness by solving problems creatively, adapting to new situations, and taking initiative. Show your teenager how you find solutions to challenges in your own life.
- Allow your teenager to take on new responsibilities and try new things. Provide opportunities for them to develop independence and make their own decisions, while still providing guidance and support.



HUMILITY

Perhaps one of the most valuable character traits that involves recognizing one's limitations, being open to learning from others, and showing respect and consideration towards others. This is a significant characteristic of the Anzacs, they were humble about their achievements and sort no recognition for their extreme bravery and sacrifice.

- Practice active listening to what others have to say, show interest in their opinions, and consider their perspectives. Avoid interrupting or dismissing others and ask questions to clarify their point of view.
- Recognise that everyone makes mistakes and view them as learning opportunities. Accept responsibility for mistakes and take steps to correct them and most importantly avoid blaming others or making excuses. Own it!
- Use feedback to improve their performance and behaviour. Seeking feedback from others, such as teachers, mentors, or peers, and be open to constructive criticism.
- Express gratitude and appreciation towards others and acknowledge their contributions and efforts. Avoid taking credit for others' work and recognize the role that others play in their success.
- Put themselves in others' shoes and considering their feelings and perspectives helps develop empathy and compassion towards others and avoids judging or criticizing them.
- Recognising their own limitations and avoiding acting superior or entitled. Avoid bragging or boasting about their accomplishments and showing respect and consideration towards others is a key characteristic.
- Developing these character traits are a significant factor in our student's achieving success at school, in their future careers and in life. An ancient Chinese philosopher, Toa Te Ching is credited with reminding us that we need to watch our thoughts, for they become words, to watch our words as they become our actions, to watch our actions as they become our habits, watch our habits as they become our character, watch your character it becomes your destiny. Character may determine our fate, but character is not determined by fate, it is determined by our choices.
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“Gratitude and attitude are not challenges; they are choices.”

Untill next time...

Dyanna Thommeny

First Day of Term 2



ANZAC Day

It was fantastic to see so many of our school's students and staff attend the ANZAC Day Dawn Services, ANZAC March, and the Commemoration of ANZAC Service.

Well done to our School Captains, Blainey, Brayden, Izaak and Noah for their leadership, and to Leanne, Dakota, Kirilee and Oskar for speaking so well at the Commemoration of ANZAC Service.

Our school is very honoured and proud to be able to contribute and be a part to our communities ANZAC Day commemorations.

Lest We Forget



KHS ANZAC Day Service

Thank you to our local veterans and their families for attending our school ANZAC Day Service. In addition, thank you and well done to the students and staff who spoke and organised our school ANZAC Day Service. The presentations and speeches were incredibly well researched, informative, thought provoking and well-articulated by the speakers. In this edition of KHS's Newsletter, we feature Elanor Vidler's speech she presented at the KHS ANZAC Day Service.

Sacrifice of a New Nation - Eleanor Vidler

Today, I will be discussing the meaning of sacrifice and what it means to me in relation to the First World War, and why remembrance is important and is upheld every year on ANZAC Day.

World War 1 began in 1914, because of the assassination of Archduke Franz Ferdinand, the heir to the throne of Austria Hungary, and ended in 1918. War had been brewing across Europe with tensions escalating between countries due to various alliances being made. Over 250,000 young Australian men became involved in the war. They fought to protect their country, their motherland and for the adventure that was promised to them. To me, the meaning of sacrifice would have changed for the young Australians during their time in WW1. At the beginning their sacrifice would have been leaving their families, partners, and their jobs for a foreign adventure. When they returned, if they did at all, the meaning of sacrifice would have drastically changed for them. Sacrifice now represented nightmares, loss of sanity, dignity, and dead comrades.

Many Australians signed up to the war because of the Win The War League (WTWL). This was established for the purpose of making people focus on supporting and reinforcing the Australian Army. The league set up propaganda posters to enhance the amount of people to enlist. From source F we are given a poster of a man standing there mindlessly while a group of men attempt to put out a raging bushfire. The fire in the background is a visual metaphor to represent the war and the man is to represent you doing nothing. The bold text reads "Would you stand by while a bushfire raged? GET BUSY and drive back the Germans!". The WTWL wanted to save themselves and their families by pleading with and guilt-tripping young naive men to enlist and that is why they used the bushfire metaphor which most Australians could relate to. This was an effective tool to encourage Australians to make huge sacrifices to fight in a war that had nothing to do with them.

During the war the Australian Government was willing to sacrifice almost anything to preserve our relationship with the British Empire. These sacrifices included the economy, the lives of 38% of men aged between 18 and 44 who went to war, family's wellbeing, mental health of returning soldiers, and the future of the next generation. This can be clearly seen in source A and source B. The Prime Minister Joseph Cook stated in source A that "... when the British Empire is at war so is Australia at war.... All our resources in Australia are for the preservation and security of the Empire." Meanwhile in source B, Opposition Leader, Andrew Fisher said "... to help and defend her to our last man and our last shilling." He knew that it was not worth sacrificing their lives over.

Fisher was aware that Australia still needed time to build as a country, since it was only federated in 1901 and WW1 was an opportunity for Australia to prove itself to the world. The Political Leaders were both keen to sacrifice similar things to protect and contribute to their mother country, which still to this day we still have not completely shaken the shackles off.

Written in 1914 the Victorian Labour Party had a newspaper called the Labour Call. Their goal was to convince the government and parliament to not interfere with the war. In source C, the newspaper stated that “They will be food for powder and shot...”, they are expressing that the soldiers who died made sacrifices that were meaningless and pointless for Australia. This can also relate to the ‘Memoirs of a Digger’ written by my Great Great Grandfather Charles Baker. He spoke of finding a grave of a soldier in 1918 just before the war ended. He recollected that last time he saw him alive he said “ I told him to report sick when he got to England, if not you’ll be pushing up daisies”. This highlights the fact that the soldiers who fought there knew that it was not worth sacrificing their lives over.

These sacrifices are why the remembrance of ANZAC Day are important. These soldiers who were ordinary Australians were enticed to go to war by propaganda, their own government, and peer pressure to fight in a war where they would never return home the same. We are told it is our duty to remember and reflect on what happened to them and the sombre lessons learnt from their experience. However, it’s hard to maintain the meaning of it when Australians are still having to fight in new wars.

My understanding of the nature of sacrifice and the importance of ANZAC Day remembrance is not all about getting up early on the 25th of April. It’s about remembering the sacrifice of those Australians who were persuaded by powerful forces such as government, propaganda outlets such as the W.T.W.L, media and peer pressure to risk their lives, relationships, careers, mental health such as Post Traumatic Stress Disorder and families for a war on the other side of the world to keep the Mother Country pleased and proud of us. There were different perspectives of sacrifice. There were those of the government who were willing to sacrifice everything, but on the other hand there were refreshing articles such as ‘The Labour Call’ who thought the sacrifice was way too high. And lastly there was my Great Great Grandfather who walked away from the war with his life but knew many who didn’t.



Blast from the Past - Ex-KHS Teacher Visits School

Kandos High School had the honour of welcoming past science teacher, David Brace to our school on May 4. He was delighted to be given a personalised tour of the school and was amazed by how much the school has grown and how impressive the learning spaces are, commenting on what was new and what hasn't changed since he departed the school.

David was a teacher at KHS from 1973 to 1976 and was sent to KHS from Windsor High School as a part of an education program aimed to get teachers teaching in country schools. His principal at the time thought it would be a nice for David to teach at KHS as he enjoyed camping and the great outdoors. David said originally our local community wasn't very welcoming as they had the opinion that he was just another teacher that would come and go. However, David quickly immersed himself into our community by joining many local community groups, specifically volunteering at Rylstone hospital and at the Kandos Ambulance Station as a Volunteer Paramedic. David then felt 'accepted' and made great friends within our community, some of who he has 'bumped into' when visiting the area.

Despite David only teaching at KHS for 3 years, he was actively involved in school and extracurricular activities and managed to make the most of his time here. He produced the musical West Side Story, led an excursion to Tasmania, Kosciusko National Park and Taronga Zoo, as well as facilitating Career Camps in Sydney. David also taught students driving lessons with a car provided by Christfield Holden Dealership.

Over the years, David has kept a keen interest on KHS's progress and updates by reading our website and newsletter - Hi David!



Above: David Brace in 1973

Right: David in his old KHS science lab



SCHOOL ACHIEVEMENTS

Moolarben Spirit Award

The Moolarben Spirit Awards are an initiative in partnership with local high schools to recognise students that display a good attitude towards their schooling and extracurricular activities. KHS Year 10 student Dakota Smith was nominated for the Junior Award, and KHS Year 12 student Blainey Heath was nominated for the Senior Award. Seven additional students from various schools in the district were also nominated for the awards. KHS is very pleased to announce that Blainey Heath won the 2023 Moolarben Spirit Award! Congratulations to Blainey on winning this prestigious award, and to Dakota for your nomination! Well done, girls! ☐



FIVER FOR FODDER
OUR LOCAL SCHOOL COMMUNITIES WORKED
TOGETHER AND RAISED OVER A
\$1000
TO HELP PROVIDE GRAIN AND HAY FOR THE
ALPHA ROAD TAMBAROORA BUSHFIRE
AFFECTED LIVESTOCK.
LITTLE SCHOOLS CAN ACHIEVE BIG
THINGS!

John Coutis Visits KHS

“Don’t tell me what I can’t do, let me show you what I can do” – John Coutis

On Tuesday, May 9, one of Australia’s most inspirational speakers, John Coutis (JC), visited KHS to speak to our students and staff about his life, how he has overcome his disabilities, how we can set goals for ourselves, as well as the importance of being the best versions of ourselves.

JC was born without the lower part of his spine, a severe physical disability that causes many life challenges. JC spoke sincerely to our students about these challenges, specifically the horrendous emotional and physical abuse he endured from bullies during his schooling. His message to our students was to think deeply about the impact that bullying has on a person, specifically their self worth and how that bleeds into day to day life.

Through pure determination, and thanks to his realisation of how strong his support network was, JC managed to overcome a lot the trauma from his experiences and embraced a full and positive life. He enforced that to our students, stating that every life has value, is important, and anyone can achieve anything if we set up our goals; Direction - Purpose - Strength.

JC now shares his inspirational message across Australia with the aim to inspire everyone to maintain a positive outlook on life and to “get out of our comfort zones” because he realised there was “no more running and no more hiding” from the life that he was given. JC’s message was that he wants KHS students to also think about what the best version of themselves is, what life they have been given, and what their plan is to also embrace a full and positive life.

Thank your for visiting our school, JC. We hope to see you again!



AG BRAG - A Year In Review

This time last year, we were preparing to attend our first show as a team – The Holbrook Sheep and Wool Fair. Following a conversation at the Rylstone Artisan Markets with Sylvana and Ken Thompson, they kindly offered to donate 2 coloured Corriedale ewes, and Melissa Henry from Young donated a coloured ram. It was with much enthusiasm that Alf, Martha and Roo joined our school family - the Show Team was born and there was no holding us back!

As a teacher, it is our job to provide learning opportunities to students and sometimes this requires some encouragement to step outside our comfort zones. This year, for the first time we had students compete at the Royal Easter Show in Merino & Meat Sheep Judging, Grain Judging, Cattle Judging and Fruit & Vegetable Judging. It was here that one MC announced to the spectators that “the students competing come from some of the best Agricultural Schools across the state”. A compliment we readily grabbed with both hands and that MacAlister Heath Pearce reinforced with his 3rd place in Grain Judging.

Watching our Show Team compete has not become any easier for me and I am sure that I am more anxious than those competing! There are no words to describe the pride I feel seeing students straighten each other's ties and participate in competition. This feeling has not changed from the first competition in Holbrook where Halli O'Brien and Alf were awarded 3rd place in Rams, and now to the Royal Bathurst Show where Millie Brown and Hercules became Reserve Champion Led Steer.

Judges have commented on how our students conduct themselves. They are courteous to other competitors and embody our school values which is how you want those representing you to be known. Alexis Farrugia, our youngest team member is building a reputation of her own and after winning Fleece Judging at the Royal Bathurst Show a member of the public said *“that girl from Kandos can speak well, she had it wrapped up before it even started”*.

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Halli O'Brien & Alf at the 2022 Holbrook Wool & Sheep Fair



(left) Alexis Farrugia accepting her 1st place ribbon for winning the Junior Fleece Judging at the 2023 Royal Bathurst Show

What started a year ago with 3 coloured sheep and a bus load of enthusiastic students has become an unrivalled learning experience, where learning terminology and receiving feedback to improve is readily accepted. The team supports each other and values participation over winning. It is uncommon for a week to go past without a member asking “hey Miss, the Show in [pick a town] is on in a few weeks, are we going?” Their willingness to give up a weekend only adds to the respect that I have for these young people.

Finally, I want to acknowledge our supporters within our community. Without the donation of a wash bay from Judi and Andrew Brown from “Round Mount”, I would not have had the shove I needed to start our steer program. Thank you to Rob and Leanne Cooper from Coopers Country Meats for answering questions about “exactly how does one break in a steer”. Through the support of Mt Hercules Pty Ltd and Cudgegong Valley Veterinary Services, we can show quality animals. To Alex Pateman from Rose Hill Speckle Park who answered our last-minute call and groomed our boys for the Royal Bathurst Show. To the parents, grandparents and siblings who have attended shows and workshops, thank you for supporting our team and nurturing this interest in the future of Agriculture in our community. Finally, I want to thank my mum and dad for letting the school run our 5 head of cattle at Robmar, for providing the vaccines and drenches, for giving us hay when we ran out and for the holiday feeds.



You would be hard pressed to find a community more supportive of their public school and for that I thank you all.

Deb Johnston
Agriculture Teacher

AG BRAG - Sydney Royal Easter Show

Grain Junior Judging

3rd | MacAlister Heath



Meat Sheep Junior Judging

Top 10 | Blainey Heath



Fruit & Veg Junior Judging

Top 28 | Amelia Brown



AG BRAG - Royal Bathurst Show

Fleece Junior Judging

1st | Alexis Farrugia



Led Steer - Light Weight

Reserved Champion | Hercules



Led Steer - Medium Weight

1st | Johnnie



SPORTS NEWS

Opens Boys & Girls Touch Football Gala

23 KHS students travelled to Mudgee on Monday, May 1, to compete in the Open Boys & Girls Touch Gala. The girls team played extraordinary well, losing 1 game, drawing 2 games, and winning their last game; coming 2nd overall in the competition. Well done, girls! The boys didn't manage a win this time around, however Mrs. Nikki O'Brien congratulates the boys on their spirit and determination on the field.



Opens Boys Squash Comp

The KHS Squash Team travelled to Bathurst, Tuesday 9, to play Forbes High School in the Western CHS Squash Championships. Kandos were too skilled and experienced for the young Forbes team, winning all four matches in straight sets. Well done to Noah Kernaghan, Brayden Moore, Cooper Duff and Mitchell Moore! They will now progress through to the top four teams in the Western Region Final later this term. Best of luck, boys!





KHS SPORTING ACHIEVEMENT



KY REDDISH

**SELECTED FOR
THE OPEN
RUGBY LEAGUE
GREATER
WESTERN TEAM**



TEENS & VAPING ONLINE FORUM WHAT PARENTS SHOULD KNOW

Western NSW Local Health District invites parents, carers and professionals who work with teens to hear from experts in the field on:

- The latest research findings
- Signs your teen may be vaping
- Health concerns
- Laws and regulations in Australia
- How to talk with your kids about vaping

Register here:

<https://www.surveymonkey.com/r/FHBB6YW>



Date: May 23rd 2023



Time: 7:30 - 9pm



Email enquiries:

WNSWLHD-HealthPromotion@health.nsw.gov.au

Attend the forum and complete the evaluation for a chance to receive 1 of 5 \$100 petrol vouchers*

*Terms and conditions apply

Do It For Dolly Day



\$315.35
Raised for
Dolly's



“After Dolly left us, Kate and I could see that Dolly’s story had touched people everywhere and we felt the best way to remember our beautiful girl was to start a nationwide conversation about the devastating effects of bullying.”

Tick Everett

Dolly's Dream

Dolly's Dream was created by Kate and Tick Everett following the shattering loss of their 14-year-old daughter, Dolly, after ongoing bullying.

Kate and Tick's aim is to prevent other families having to walk this road and experiencing this devastation.

Dolly's Dream is committed to changing the culture of bullying by increasing understanding of the impact of bullying, anxiety, depression and youth suicide – and by providing support to parents.



Support Line

Support from a trained counsellor isn't cheap, and it's not always accessible, which is why we've partnered with Kids Helpline to offer free mental health support.

You don't need a referral, and the line is open to anyone who needs support.

Call **0488 881 033**, anytime, for any reason.



Parent Hub

Many parents feel teaching their kids about online safety is important, but they don't quite know how to go about it. That's why we're here.

To help make life a little easier, we've done the research for you and pulled together the most trusted information about online safety and bullying.

Our articles, tips, links and videos will help you have those talks around online safety, bullying, choosing kindness, gaming, tech use and more.

Visit dollysdream.org.au/parent-hub

Our workshops

Our online safety and anti-bullying workshops can be tailored to students, parents, teachers as well as the general community.

We know that everyone's level of knowledge of the online world is different, and that's why we adapt our workshops to suit the audience.

Designed by leading experts and delivered by one of our teacher-trained facilitators, our workshops are interactive and engaging, without fear of judgement.

Visit dollysdream.org.au for our list of workshops.

How you can support us

Our Dolly's Dream community is truly special. From individual donors to corporate partners to groups, fundraising for Dolly's Dream is a great way to directly impact the lives of those affected by bullying.

There are so many ways you can help! The incredible support from our community enables the development of vital bullying prevention and online safety programs for kids, families, schools and communities across Australia.

Visit dollysdream.org.au/get-involved or email community@dollysdream.org.au

Family Tech Plan

The Family Tech Plan gets families talking in order to find common ground around how to best use technology. From experience and research, we know there are some things that will set you up for success, and we'll step you through our easy online process to tailor a plan just for your family.



Connect with our tribe

There are heaps of ways to connect with Dolly's Dream.

Start by visiting dollysdream.org.au and subscribe to our newsletter to keep in touch.

For general enquiries email info@dollysdream.org.au



Dolly's Dream office team

1800 951 955

Dolly's Dream Support Line

0488 881 033

 facebook.com/dollysdreamaustralia

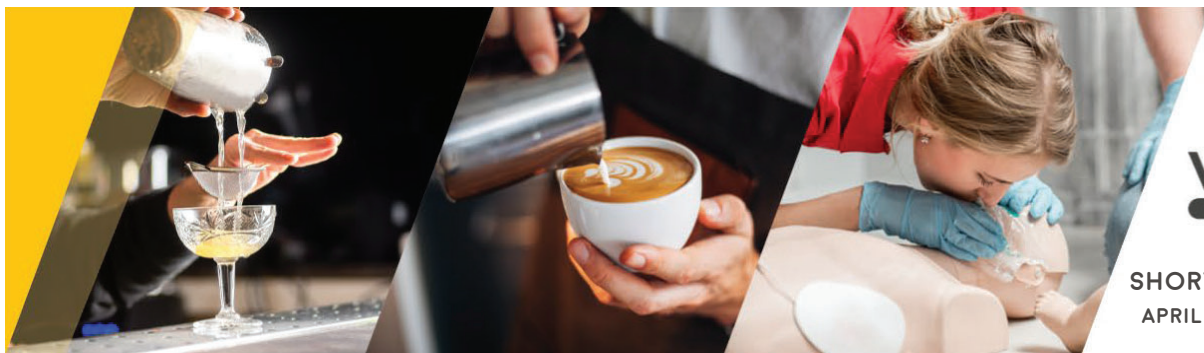
 [@dollysdream_au](https://twitter.com/dollysdream_au)

 instagram.com/dollysdreamaustralia

 au.linkedin.com/company/dollys-dream

Dolly's Dream (ABN 96 514 115 810) sits within the Alannah & Madeline Foundation, which is a registered charity with the Australian Charities and Not for Profits Commission (ACNC) and is endorsed as an Item 1 Deductible Gift Recipient (DGR).

CAREERS



SHORT COURSES
APRIL - JUNE 2023

SITHFAB021 PROVIDE RESPONSIBLE SERVICE OF ALCOHOL (RSA) **SITHGAM022 PROVIDE RESPONSIBLE GAMBLING SERVICES (RCG)**

What you will learn:

The skills and knowledge to provide responsible service of alcohol (RSA) under the Liquor Regulation 2018, and to responsibly monitor gambling under the Gaming Machines Amendment Regulation 2022. This course will enable you to work in a licensed premises (hotel, restaurant or pub) as well as a registered club.

2 x Day Course: \$280 GST FREE

1 x Day RSA Only: \$170 GST FREE

1 x Day RCG Only: \$130 GST FREE

On successful completion, you will receive a Statement of Attainment in:

- SITHFAB021 Provide responsible service of alcohol (RSA)
- SITHGAM022 Provide responsible gambling services (RCG)

The fine print:

You do not need to be 18 years or older to complete the course, however, it is the minimum legal age required to use the certification. *Please note that there is a strict start time of 9am. Late arrivals will not be permitted entry to the course.*

To obtain your interim certificate, you must complete an additional online assessment which is administered by Liquor & Gaming NSW.

Delivery:

2x Full day training sessions

9.00am – 5.00pm

Day 1: RSA, Day 2: RCG

Bathurst	9-10 May, 15-16 June
Blayney	13-14 April
Coonabarabran	1-2 May
Cowra	27-28 April, 27-28 June
Dubbo	22-23 April, 13-14 May, 27-28 May, 10-11 June, 24-25 June
Grenfell	13-14 May
Lithgow	23-24 May
Orange	4-5 May, 1-2 June
Young	4-5 April

BARISTA AND CAFE SKILLS

What you will learn:

The skills and knowledge to work in a café/food outlet. This practical course will give you hands-on experience in a café setting.

\$440 GST FREE

On successful completion, you will receive a Statement of Attainment in:

- SITHFAB004 Prepare and serve non-alcoholic beverages
- SITHFAB005 Prepare and serve espresso coffee
- SITXFA005 Use hygienic practices for food safety

For non-accredited content, a Certificate of Attendance can be issued upon request.

The fine print:

You must wear a uniform of long black pants, black top and enclosed shoes on each day of training. You must attend all 5 days of training.

Delivery:

5 x Full day training sessions

9.00am - 5.00pm

Bathurst	19-21 June
Cowra	5-9 June
Dubbo	17-21 April
Orange	15-19 May

HLTAID011 PROVIDE FIRST AID

What you will learn:

The skills and knowledge required to provide a first aid response to a casualty. This course is perfect if you are working in a professional workplace or community environment.

\$130 GST FREE

On successful completion, you will receive a Statement of Attainment in:

- HLTAID011 Provide First Aid
- These units demonstrate the required skills of CPR in accordance with the Australian Resuscitation Council (ARC) guidelines.

The fine print:

You must collect the first aid book, complete the theory assessment prior to the face-to-face practical training day and submit on the day of training.

Delivery:

Full day training session

9.00am – 5.00pm

Bathurst	5 April, 14 June
Coonabarabran	22 May
Cowra	14 April, 6 May, 23 June
Dubbo	12 April, 5 May, 29 May, 17 June, 27 June
Forbes	28 April
Lithgow	19 April
Orange	3 May, 28 June
Parkes	19 May
Young	2 June



Please consult liquorandgaming.nsw.gov.au to determine whether you require the licensee training

Our RSA/RCG is approved by Liquor & Gaming NSW

If you have completed RSA training in another State other than NSW, please contact Liquor and Gaming NSW regarding the online NSW RSA Bridging Course. You may be eligible to obtain a NSW competency card with an RSA endorsement. This information must be disclosed prior to enrolment in an RSA course.



VERTO
SKILL TO TRANSFORM

Training Organisation ID: 6971



CONNECT WITH VERTO

1300 483 786

VERTO.ORG.AU





CPCWHS1001 PREPARE TO WORK SAFELY IN THE CONSTRUCTION INDUSTRY

What you will learn:

This course covers the essential requirements needed to work safely in the construction industry.

\$220 GST FREE

On successful completion, you will receive a Statement of Attainment in:

- CPCWHS1001 Prepare to work safely in the construction industry
- Recognition through SafeWork NSW and issuance of an interim statement of training valid for 60 days.

The fine print:

You must be 14 years or over. 100 points of original identification is required on the day of training. Enclosed shoes must be worn.

www.safework.nsw.gov.au/licences-and-registrations/licences/evidence-of-identity

Delivery:

Full day training session
9.00am – 5.00pm

Bathurst	17 May
Coonabarabran	8 May
Cowra	24 May
Dubbo	3 April, 31 May, 19 June
Mudgee	19 April, 29 May, 26 June
Orange	31 May

RIIWH5202E ENTER AND WORK IN CONFINED SPACES

What you will learn:

The hazards associated with working in confined spaces, planning and preparing to work in confined spaces, entry and working in confined spaces, existing confined spaces, clean up and legislative requirements.

\$250 GST FREE

On successful completion, you will receive a Statement of Attainment in:

- RIIWH5202E Enter and work in confined spaces

The fine print:

Students must be 16 years of age or older.

You must wear protective clothing including long pants, long sleeve shirt and enclosed shoes.

Delivery:

Full day training session
9.00am – 4.30pm

Bathurst	5 May
Dubbo	2 May, 9 June
Mudgee	7 June
Orange	26 May

RIIWH5204E WORK SAFELY AT HEIGHTS

What you will learn:

The hazards associated with working at heights, the function and operation of basic heights safety equipment, inspection and maintenance requirements for equipment used to work at heights and legislative requirements.

\$250 GST FREE

On successful completion, you will receive a Statement of Attainment in:

- RIIWH5204E Work safely at heights

The fine print:

Students must be 16 years of age or older.

You must wear protective clothing including long pants, long sleeve shirt and enclosed shoes.

Delivery:

Full day training session
9.00am – 4.30pm

Bathurst	4 May
Dubbo	1 May, 8 June
Mudgee	5 June
Orange	25 May

Courses are subject to change

VERTO can accommodate private bookings for all our training programs at a time convenient for you and your business. Please contact us to discuss your options (minimum participant number apply).

This training is subsidised by the NSW Government through the ACE Community Service Obligation program. Please contact courses@veto.org.au in relation to eligibility criteria



RESOLVING CONFLICT AROUND HOMEWORK

Some of the most common schoolwork arguments at home lead to statements like this:

- "Stop playing computer games and do your homework."
- "Why haven't you started your homework yet?"
- "What do you mean you have no schoolwork to do?"

If these are common refrains in your household there are some simple steps that can be taken to deal with this.

Step 1: Family meeting. Both students and parents get a chance to explain what is bugging them.

Step 2: Agree on how much time will be allocated to schoolwork per day or per week. Minimum would be around 1 hour per day.

Step 3: Agree that during this time homework will be the first priority, then assessments and any remaining time should be spent on independent learning (e.g. reviewing difficult work, making summaries).

Step 4: Allocate set times for schoolwork and write these out and put them on the fridge e.g. Monday 4-5pm, 6-6.30pm.

Step 5: Agree that in these blocks of time, there will be no personal technology use (preferably phones switched off and put out of sight).

Step 6: Decide on rewards and consequences if the agreement is not honoured.

There are many units in www.studyskillshandbook.com.au that can help you specifically with these areas. For example:

DEALING WITH CONFLICT – strategies for conflict resolution

TIME MANAGEMENT SKILLS – find out the recommended amount of time to spend on schoolwork, learn more about independent learning and print weekly planners

DEALING WITH DISTRACTIONS – strategies for managing technology addictions

Log into www.studyskillshandbook.com.au with these details:

Username: kandoshs

Password: 28success

eSafetyWomen Invitation

You are invited to attend training on Social Media Self Defence & Awareness and Responding to Online Abuse

Date: 19 May 2023

Time: 8.45am – 12.30pm

Venue: CWA Hall, 48 Market St, Mudgee

Location: Mudgee

To register:

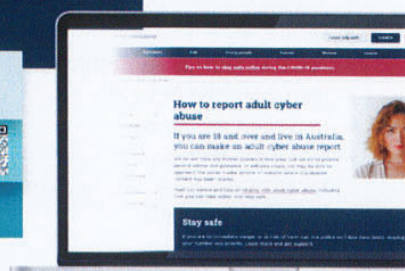
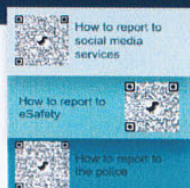
<https://www.123tix.com.au/events/38487/social-media-self-defence-responding-to-online-abuse>

Ticket sales close: COB Tues 16 May 2023

For more Information visit

www.esafety.gov.au/women

Report and support



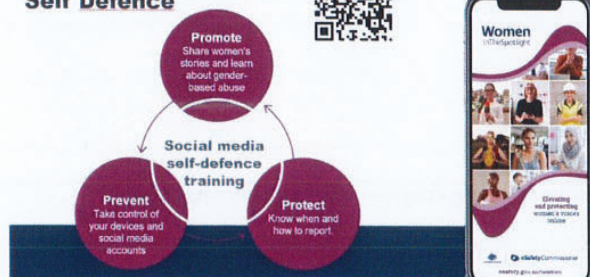
About Women In The Spotlight

Women In The Spotlight (WITS) elevates and protects women's voices online.

Everyone should expect to have safe and positive experiences online. But many women face online abuse simply because they have an active online presence as part of their working life.

The WITS program provides training and resources to raise awareness about gendered online abuse and the ways it can be stopped. The aim is to elevate and protect the voices of all women whose work or leadership gives them an online presence, and ensure they are not silenced simply because they are women.

Book Social Media Self Defence



Check out the latest research here

Contact us at
esafetywomen@esafety.gov.au
wits@esafety.gov.au



eSafetywomen

We have delivered our workshop to over 10,000 frontline workers across Australia.



PROGRAM

Session 1: Social Media Self Defence Session 2: Awareness & Responding to Online Abuse 3 Hours	
<ul style="list-style-type: none"> • Research 2022 • Types of Online and Tech Facilitated Abuse • Reporting Schemes • Social Media Platforms • eSafety Guide • Password Psychology • Screening for Risks and Red Flags • doxing and trolling. • Setting Up For Safety • Security and Safety Settings • Platforms and Devices • Apps and Programs • Social Media Frame Tik Tok/Facebook/Instagram/Snap Chat/LinkedIn Google Workplace Social Media Policy Safe Work Australia • Play it Safe and Fair Online • Q&A's 	<ul style="list-style-type: none"> • eSafety Commissioner • Recognise and respond to Online and Tech Facilitated Abuse • Reporting Schemes and Referral • TFA in DFV Situation • Evidence Gathering • Prevention and Intervention orders • Supporting Children and Young People experiencing TFA in DFV • TFA intersections • Resources • Screening Tools • Disability (Promo) • First Nations (Referral) • Online Dating (Info) • eSafety Plan • Digital Separation Guide • Q&A
15 Min Break	<ul style="list-style-type: none"> • Session Feedback / Organiser Survey • Resource Pack • Be Connected / WWID cards / Be Safe Cards • Swoosh and Glide Book

Presenter:



Paula Smith

Professional Development Facilitator

DFV Specialist and SME Police Capacity Building Program, eSafety Commissioner

eSafety women

We have delivered our workshop to over **10,000** frontline workers across Australia.



Meaningful May 2023

MONDAY

1 Do something kind for someone you really care about

TUESDAY

2 Focus on what you can do rather than what you can't do

WEDNESDAY

3 Take a step towards an important goal, however small

THURSDAY

4 Send your friend a photo from a time you enjoyed together

FRIDAY

5 Let someone know how much they mean to you and why

SATURDAY

6 Look for people doing good and reasons to be cheerful

SUNDAY

7 Make a list of what matters most to you and why

8 Set yourself a kindness mission to help others today

9 What values are important to you? Find ways to use them today

10 Be grateful for the little things, even in difficult times

11 Look around for things that bring you a sense of awe and wonder

12 Listen to a favourite piece of music and remember what it means to you

13 Find out about the values or traditions of another culture

14 Get outside and notice the beauty in nature

15 Do something to contribute to your local community

16 Show your gratitude to people who are helping to make things better

17 Find a way to make what you do today meaningful

18 Send a hand-written note to someone you care about

19 Reflect on what makes you feel valued and purposeful

20 Share photos of 3 things you find meaningful or memorable

21 Look up at the sky. Remember we are all part of something bigger

22 Find a way to help a project or charity you care about

23 Recall three things you've done that you are proud of

24 Make choices that have a positive impact for others today

25 Ask someone else what matters most to them and why

26 Remember an event in your life that was really meaningful

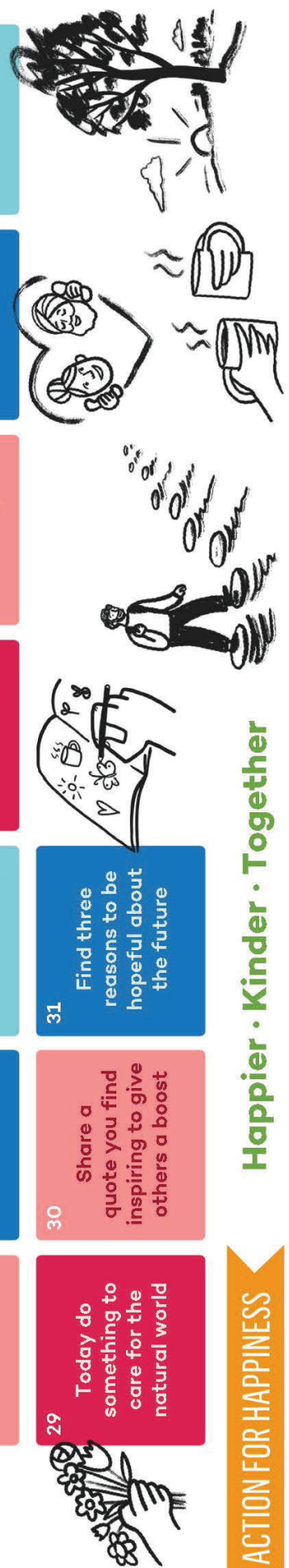
27 Focus on how your actions make a difference for others

28 Do something special and revisit it in your memory tonight

29 Today do something to care for the natural world

30 Share a quote you find inspiring to give others a boost

31 Find three reasons to be hopeful about the future



ACTION FOR HAPPINESS

Happier · Kinder · Together

Advice for people exposed to COVID-19

COVID-19 is currently circulating in the community. There are simple steps you can take to protect yourself and others around you.

If you have been exposed to COVID-19, it is especially important you follow these steps to keep others safe.

If you are at [higher risk of severe illness](#), speak to your doctor now about what you should do if you become unwell, including whether your doctor recommends that you have antiviral medicines.

What should I do?

There are simple steps you can take to reduce the risk of spreading COVID-19 to others:

- **Monitor for symptoms.** If you have or develop cold or flu symptoms (runny nose, sore throat, cough, fever), stay home and get [tested for COVID-19](#). If your test result is positive, follow the [testing positive to COVID-19 and managing COVID-19 safely at home](#) advice. If your test result is negative, stay home until your symptoms have gone.
- **Wear a mask** indoors, including on public transport
- **Maintain physical distancing** where possible and get together outdoors or in well-ventilated indoor areas
- Stay up to date with your vaccinations
- Regularly **wash your hands**.
- Consider doing a rapid antigen test before visiting people at higher risk of severe illness.

What should I do if I live with or spent a long time with someone who has COVID-19?

If you live with or have spent a long time with a person with COVID-19, you are at higher risk of getting infected (e.g., you spent the evening indoors with them, drove a long distance together or you looked after children who are now positive). In addition to [the steps above](#), you should:

- **Test regularly for at least 7 days**, even if you do not develop symptoms. This is very important if you are at higher risk of severe illness or are in contact with [people at higher risk of severe illness](#).
- **Avoid visiting high-risk settings** such as a hospital, aged or disability care facilities, or visiting [people at high risk of severe illness](#) for at least 7 days. If you have to visit, have a rapid antigen test before you go and wear a mask.
- **Talk to your employer** about when you should return to your workplace. This is particularly important if you work in a high risk setting such as health, disability and aged care. Consider working from home where possible.

How long am I at risk for?

After being exposed to someone with COVID-19 you are at risk of getting COVID-19 for up to 14 days. Most people who develop COVID-19 will get symptoms in the first 7 days, however some people will develop symptoms between 7 and 14 days. Some people with COVID-19 do not develop symptoms at all but may still infect others.

Who is at higher risk of severe illness?

Some people are at higher risk of severe illness (more likely to get very sick, and may be at higher risk of needing hospital care), including:

- People aged 70 years and older
- People aged over 50 years with additional risk factors including obesity, diabetes, cardiovascular disease, chronic lung disease (including moderate or severe asthma requiring inhaled steroids), neurological disease, severe chronic liver or kidney disease, active cancer or those who are not up to date with recommended vaccination
- Aboriginal and Torres Strait Islander people aged 30 years and over with additional risk factors listed above
- People who are moderately to severely immunocompromised of any age
- People with significant or complex disability
- Pregnant women
- Children with complex chronic conditions

If you live in a remote area and have reduced access to healthcare or are a resident in an aged care or disability care facility, discuss your risk with your GP as you may also be eligible for antiviral treatment or additional supportive care.

I am at higher risk of severe illness, what should I do?

If you are at higher risk of severe illness and have been exposed to someone who has COVID-19:

- Speak to your doctor now about what you should do if you become unwell, including whether your doctor recommends that you have antiviral medicines, what test you should get if you get sick, and whether you need a pathology form for the test. Antiviral medicines work best when used as soon as symptoms start.
- Get a PCR test if you have cold or flu symptoms (runny nose, sore throat, cough, fever), or live with someone who has tested positive to COVID-19. A PCR test is recommended as they are more accurate. If you cannot get a PCR test result quickly, do a rapid antigen test while you wait for the PCR.
- Wear a mask in public. This can help reduce your risk of COVID-19 exposure.

What if I have recently recovered from COVID-19?

If you have recovered from COVID-19 in the past 4 weeks your risk of getting COVID-19 again is low.

If you have any new [symptoms](#) in the 4 weeks since you have recovered, stay home until they have gone. If you are at a [higher risk of severe illness](#) and have symptoms, speak to your doctor as they may recommend further testing including testing for other respiratory viruses.

For further information, see the [Testing positive to COVID-19 and managing COVID-19 safely at home](#) fact sheet.

More information:

For more information about testing for COVID-19, visit [What COVID-19 test should I do?](#)

Help in your language

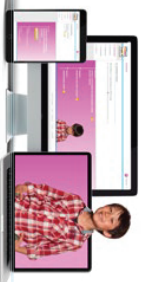
If you need an interpreter, contact the Translating and Interpreting Service (TIS) National on 131 450. This service is free and confidential.

The Triple P – Positive Parenting Program system includes the following online programs:



TRIPLE P ONLINE
for parents/carers of
children under 12

read more



FEAR-LESS TRIPLE P ONLINE
for parents/carers of
children 6+ who are often
anxious

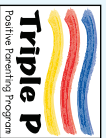
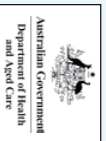
read more



- Interactive, easy-to-use online programs with videos and activities and a downloadable workbook.
- Each module only takes about an hour or less, and you can do just a few minutes at a time.
- Available anytime, at your place, at your pace!

START YOUR FREE PROGRAM TODAY
triplep-parenting.net.au

Delivery of the Triple P – Positive Parenting Program® to parents and carers of children in Australia is supported by funding from the Australian Government Department of Health and Aged Care under the Parenting Education and Support Program.



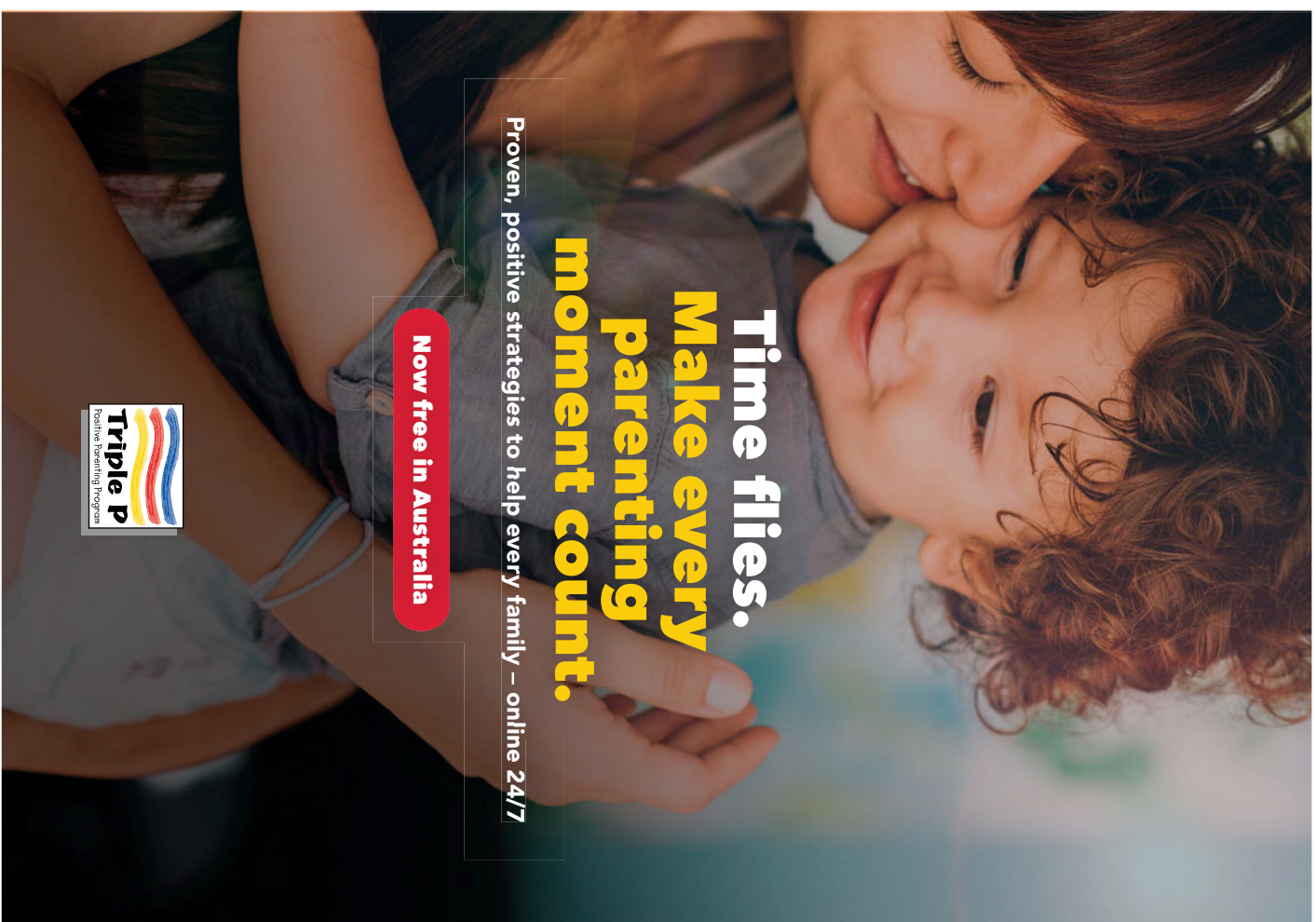
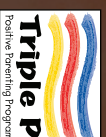
We acknowledge the Traditional Custodians of the land on which we live and work, and pay our respects to Elders past, present and emerging.

BRPESP101

Time flies. Make every parenting moment count.

Proven, positive strategies to help every family – online 24/7

Now free in Australia



UPCOMING PAYMENTS & PERMISSION NOTES

Just a reminder that payments and permission notes are due for the following:

- Great Aussie Bush Camp
- Newcastle Opportunities Excursion
- Try A Trade
- Holbrook Sheep & Wool Fair
- Year 12 Riverside Theatre - The Crucible
- 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.



Mental Health Services and Support

Beyond Blue

24/7 mental health support service

1300 22 4636
beyondblue.org.au

headspace

Online support and counselling to young people aged 12 to 25

1800 650 890 (9am-1am daily)
For webchat, visit: headspace.org.au/eheadspace

Kids Helpline

24/7 crisis support and suicide prevention services for children and young people aged 5 to 25

1800 55 1800
kidshelpline.com.au

1800RESPECT

24/7 support for people impacted by sexual assault, domestic violence and abuse

1800 737 732
1800respect.org.au

Lifeline

24/7 crisis support and suicide prevention services

13 11 14
lifeline.org.au

Suicide Call Back

24/7 crisis support and counselling service for people affected by suicide

1300 659 467
suicidecallbackservice.org.au

Mensline

24/7 counselling service for men

1300 78 99 78
mensline.org.au

QLife

LGBTI peer support and referral

1800 184 527 (6pm-10pm daily)
qlife.org.au (online chat 3pm-12am daily)

If you are concerned about someone at risk of immediate harm, call 000 or go to your nearest hospital emergency department.



With delivery partners



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Kandos High School is proudly supported by

