



Newsletter

Term 3 Week 4 2023

Kandos
HIGH SCHOOL

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kandos-h.schools.nsw.edu.au



PRINCIPAL MATTERS

Attendance Matters

At Kandos High School, your child is the center of our educational community. Our dedicated staff work diligently to ensure this is a place where your child will feel safe and enjoy a quality learning environment. We ask our students to do their best, be safe, responsible, and respectful whilst our teachers and support staff aim to provide all our students with an education program that is relevant, engaging and catering to their personalised learning needs. Strong home school communication and partnerships underpin this journey.

At the forefront of our efforts is the current and future success of your children. I recently read a quote about success that attributes "80% of success to just showing up". Whether this be for domestic chores, work, leisure, sport or school, we cannot underestimate the importance this essential element plays for achieving positive life outcomes. For our students', regular school attendance will see them make the most from educational opportunities and achieve positive future career pathways and life outcomes.

One of our key strategic priorities this year is to establish a dedicated attendance team to work in collaboration with staff, community, and our Wellbeing Team to improve our student attendance and engagement. The targeted attendance rate set by the Department of Education is 90%.



What's on?

2023

Tuesday, 8 August

ABBA Rehearsals

Wednesday, 9 August

Year 9 & 10 CCC Leadership Program
Student Finance Solution - Bathurst

Monday, 14 August

Year 12 HSC Textiles Project Due

Tuesday, 15 August

ABBA Rehearsals

Thursday, 17 August

Coffin Creek Angus Bull Sale

Friday, 18 August

CLIP & Year 10 Mock Interviews

Monday, 21 August

Trans - Tasman Squash

Tuesday, 22 August

Trans - Tasman Squash
ABBA Rehearsals

Wednesday, 23 August

Trans - Tasman Squash
Max Potential
Dubbo Merino Breeders Ram Sale

Thursday, 24 August

Trans - Tasman Squash
Cementa Artist Visit - Josie Cavallaro

Our meetings generally focus on students with less than this expected attendance rate and communicating with parents and carers to identify ways in which to improve attendance at school. This includes a range of strategies from a simple phone call home to explain a pattern of absence, through to coordinating a meeting to investigate strategies and resources to assist students with special needs in regard to engaging with school.

Students who are of concern regarding attendance where our internal supports have not been successful are referred for extra assistance to the Home School Liaison officer, where we work in partnerships with families. We know that all good habits start at home so here is a recap on some of our expectations, the importance of good attendance and getting our children to arrive at school on time, along with some interesting visuals on how absences add up. For instance, missing as little as one day per fortnight will add up over a student's K-12 education to nearly a year and a half of missed learning opportunities. When our children are not at school they miss important learning content, which becomes harder to catch up with if it becomes a pattern.

NSW Department of Education

Days missed = years lost

A day here and there doesn't seem like much, but...



Arriving at school and class on time:

- Ensures that students do not miss out on important learning activities scheduled early in the day.
- Helps students learn the importance of punctuality and routine.
- Gives students time to greet their friends before class.
- Reduces classroom disruption at the beginning of the lesson, when teachers are usually explaining key concepts and lesson outcomes to the class.
- Lateness is recorded as a partial absence and must be explained.
- Lateness also contributes to the overall absence rate for a student.

When a student is absent

When a student is absent from school (including lateness), the absence must be explained by the parent/carer.

Absences are recorded as the following:

Explained/Unexplained - Absences are 'explained' if parents provide the reason for the absence. This does not automatically mean the absence will be deemed 'justified'. Absences for which the school does not receive details will be marked as 'unexplained'.

Justified/Unjustified - For an absence to be accepted as justified, schools must be certain that the leave was warranted. Frequent absences, including lateness to school, may require further action.



Where absences are frequent, schools may:

- Request medical certificates or other evidence. This may require the medical practitioner to state that 'the child is unfit for school' on the specified dates, and/or provide further details of the medical condition and an appropriate health care action plan.
- Refer the absence to the Home School Liaison Officer for intervention.
- In extreme cases, referral of the matter to Family and Community Services as Educational Neglect.

Good pattern of attendance are extremely important. On occasion, students can become school refusers. This term refers to when a child refuses to attend school or has problems remaining in class for an entire day - and is anxiety-based. It can present as extended absences from school, periodic absences from school, missed classes, or chronic lateness with the child experiencing anxiety about school that precipitates pleas for future non-attendance. Parents/carers are usually aware of school refusal absences as there is no attempt by the child to conceal these absences.



If your child has missed school 2-3 times over a two week period, especially if this absence is related to some of the behaviours below, your child may be at risk of developing a pattern of school refusal. As a parent, some common traits to be aware of include:

- Frequent unexplained/unjustified absences (especially on Mondays, after holidays, school camps or sports days).
- Frequent lateness or partial attendance.
- Absences on significant days (e.g. days on which tests, speeches, or particular classes are scheduled).
- Frequent requests to go to the sick bay, to call home, or to go home during the day. These absences will usually be noted by staff and brought to your attention.
- Tearfulness before school or repeated pleas to stay at home resulting in frequent lateness or absences.
- Frequent complaints of illness before or during school such as stomach aches, headaches, dizziness or fatigue.

Regardless of the reason, non-attendance at school has serious long-term consequences for the child's development, particularly in the areas of intellectual, social and emotional development. There is no off-the-shelf solution for families' experiencing school refusal as each case presents its own set of circumstances.

However, there are school staff trained in managing these complex issues who are often able to add further clarity to a child's particular circumstances.

Please act promptly if you are having difficulty with getting your child to attend school, to enable early intervention. You can seek urgent assistance by contacting the relevant Deputy Principal or Year Adviser so that appropriate supportive strategies can be put into place.

Kandos High School

Every Day Counts

NSW Department of Education



When your child misses just...	that equals...	which is...	and therefore, from Kindy to Year 12, that is...	This means the best your child can achieve is...
1 day each fortnight	20 days per year	4 weeks per year	Nearly 1.5 years of school	Equal to finishing Year 11
1 day a week	40 days per year	8 weeks per year	Nearly 2.5 years of school	Equal to finishing Year 10
2 days a week	80 days per year	16 weeks per year	Over 5 years of learning	Equal to finishing Year 7
3 days a week	120 days per year	24 weeks per year	Nearly 8 years of learning	Equal to finishing Year 4

Give your child every chance to succeed.
Every student should be at school every day!

Education Week - 175 Years of Public Education in NSW

The Coomber Provisional School was the first school in Kandos to be built. A rubblestone building that consisted of 1 classroom, 4 teachers residence rooms and a veranda. The school did not have a bathroom, running hot water or a stove; however, this was quite common during this time. The school later moved to the current Kandos Public School as enrolments grew.



The Coomber Provisional School building is still standing strong and located behind the Kandos Police Station.



In the 1920's, Kandos Public School was an education facility for all ages. The Great Depression had commenced; however, the Kandos district was booming and enrolments at the school was growing rapidly towards 400 students. As a result, the classrooms were overflowing and there wasn't enough resources for the school to thrive. In 1929, after tirelessly campaigning for new classrooms, the Principal, Mr. Meany, the P&C, and the Cement Works had managed to secure two new weatherboard classrooms from Mudgee, as well as a beautiful two-story building that featured four classrooms, an assembly area, staff offices and lavatories. After the buildings were erected, the school celebrated with an open day, inviting the local Catholic School and the Minister of Education to officially open the building.

The two-story building now resides on the Kandos High School grounds and is the oldest building remaining today.



Lithgow Network Education Week Awards

CAPA Award Cheryl Murray & Theresa Therese

Cheryl and Theresa have worked tirelessly to contribute to the school CAPA program. Every 2 years they take on the mammoth task of directing our school musical. This process includes writing scripts, set, prop and costume making and design, auditions, weekly rehearsals and a lot of glitz and glamour. These performances are very popular with our students and are well supported by our school community. Within their classrooms, Cheryl and Theresa maintain high expectations for their students and consistently achieve high academic success.



Systems & Processes Helen Fuller & Melanie Moore

Helen and Melanie have displayed a commitment to ensuring that our school is a safe place to work, learn and visit. They have worked collaboratively with the Department of Education consultants to generate policies, procedures and risk assessments for various activities held within the school. Through their hard work and leadership, our school continues to meet and excel when meeting compliance requirements contributing to a safer workplace for all.



Sports Award Girls Squash Team - Sophie Grimshaw, Halli O'Brien, Teegan Reynolds, Alexandra Grimshaw and Coach Mrs. Kerry Reynolds

The Girls Squash Team are rewarded for their commitment and travel to their sport, as well as being crowned for the Girls Western Region Champions for the second year running. Two team members, Halli O'Brien and Teegan Reynolds, successfully gained selection into the Western Region Team. That team went on to win the NSW State Championships in Coffs Harbour. Halli placed 2nd in the NSW Open Girls Squash, while Teegan finished 6th in the U15s.



Education Week Awards - Lithgow Network

Academic Excellence Michael Vaughan

Under the guidance of this exceptional teacher, students have excelled in the research, design, construction and evaluation of major projects. This staff member has had 5 student projects receive InTECH Nominations at KHS, as well as 3 students receiving Band 6 results in their 2022 HSC. Furthermore, students have participated and won Judges Choice and People's Choice in the Mitre 10 Major Project Competition. Michael's commitment to excellence have been recognised by the Institute of Technology Education and many of his past students have successfully gained employment through learning opportunities he has provided.



Extra Curriculum

KHS Show Team - Amelia Brown, Blainey Heath, Gabrielle Moore, Brayden Moore, Lindsey Pateman, Jordan Sant, Laura Kubbere, Halli O'Brien, Matilda Eisenhauer, Tegan Godwin, Emily Sack, MacAlister Heath, Alexis Farrugia and Roxy Sultana

The KHS Show Team reformed in 2022 and has since experienced success on an individual and team level. Students have participated in judging workshops and attending shows locally and afar. More recently, the team contributed to the Black and Coloured Sheep Breeders exhibit at the Mudgee Field Days and engaged with the public, representing our school with pride. Some notable achievements of the team in 2023 include Reserve Champion Lightweight Lead Steer at the Royal Bathurst Show with Hercules. At Holbrook, our team had their most successful show. Alf and Roo were both awarded Champion in their sections. Marilyn, our first bred ewe, won Reserved Champion Ewe in the Interschool Comp. In addition, all finalists in Fleece and Merino Judging were all from KHS, with MacAlister Heath winning the Group 9 Final. MacAlister will progress to the Royal Easter Show in 2024.



Community Award The Community Charity Shop

The Community Charity Shop have supported the students at KHS for many years. They have been financial supporters of our school Presentation Day, student financial and well-being support, and assisted in reducing the cost of countless excursions. They are active participants within our school community and host our students annually with our Work Transition Program. This program enables students to develop employability skills while developing confidence with communication. The Community Charity Shop's contribution to KHS is valued and reflects the strong community values of supporting public and local education.

Thank you to Colleen Yates for attending our Education Week Assembly and accepting this award of behalf of The Community Chairty Shop.



Stone Strength Gym Scholarship

A big shout out to Morgan McNair from Stone Strength for her generous donation of 4 Stone Strength Scholarships. Morgan attended our Education Week Assembly and addressed the school, speaking of her passion for fitness and her beliefs that exercise is for anyone and should be accessible for everyone. Thank you for supporting our school, Morgan!

Congratulations to Brienna Fuller, Harley Stone, Eathan Mundy and Ruby-Rose Siskovic for receiving the Stone Strength Scholarships.



Ahmedi's IGA - Community Chest Donation

The IGA Community Chest is a community support fund that is made up of a percentage of sales of IGA branded products and selected product lines bearing the Community Chest logo.

A big thank you to Amedi's IGA Kandos for their generous donation of the IGA Community Chest, and to store manager Jane Johnston who presented KHS with a cheque for \$1826.48 at last week's Education Week Assembly. Your donation is greatly appreciated!



Glencore Junior Sports Grant

KHS is excited to announce that Mrs. Kerry Reynolds has successfully obtained the Glencore Junior Sports Grant at a value of \$5100! The Glencore Junior Sports Grant will be used to fund the Stone Strength Program. The program will see students travel to Rylstone twice a week to Stone Strength and aims to educate students on the correct ways to utilise gym equipment and create a fun and healthy environment.

A big thank you to Glencore for this amazing opportunity for our students, Morgan McNair from Stone Strength, and to Mrs. Kerry Reynolds for the hard work and effort you apply to make our students physical education the best it can be!



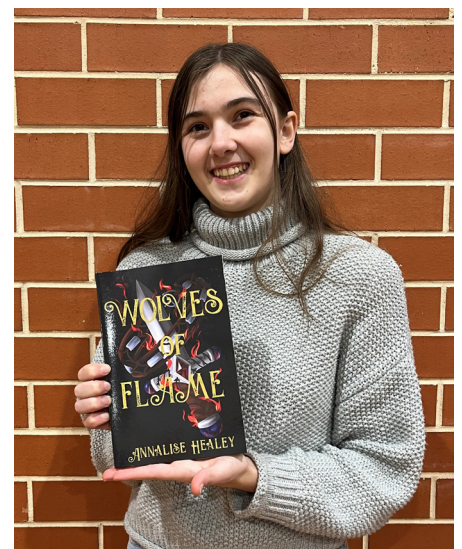
Book Donation by Author Annalise Healey

Past Kandos High School student and newly established author, Annalise Healey attended our Education Week Assembly, August 3, to present her latest novel 'Wolves of Flame' to our school. When presenting her novel to our Librarian, Helen Fuller, Annalise proudly said that she was "glad to be at KHS" celebrating the release of the novel "with my school and all of you."

Her novel is a fun exploration of humanity and the natural environment, providing criticism of current political systems in a subtle way. It took Annalise 5 months to complete her novel in her spare time while studying a Bachelor of Education K – 12.

Visit annalisehealeywrites.com for book purchases.

kandos-h.school@det.nsw.edu.au | www.kandos-h.schools.nsw.edu.au



NAIDOC Day

On Tuesday, 25 July, KHS held a belated NAIDOC Ceremony in our School Cultural Garden. Local Aboriginal and Torres Strait Islander Elders, as well as Community Elders, were invited to the ceremony to honour the 2023 NAIDOC theme, 'For our Elders'.

The Ceremony was facilitated by Dabee Wiradjuri man, Peter Swain. KHS students and Peter worked together to identify who our local Elders are, why they're important to the community, as well as their cultural and historical significance.

After a Smoking Ceremony, students invited the Elders into the Cultural Garden Circle where students and Elders connected their Storylines. Students then individually thanked the Elders for their contributions to our community.

The event was finalised with a BBQ lunch where students had the opportunity to meet our local Elders and listen to stories about their past.

KHS would like to thank all of the Local Aboriginal and Torres Strait Islander Elders, as well as Community Elders who were able to join us today. We also thank you for your contribution to our community and sharing your knowledge and wisdom with many generations.



IN THE CLASSROOM

Support Unit's Baaewetiful Visitor

On Monday, 24 July, students in the Support Unit engaged in hands on experience in their studies of the animal world. Students had 8 day old, Lambington visit their classroom where the students learned how to feed and care for a baby lamb; though none were keen to help change her nappy!

Lambington loved the attention with lots of laps to fall asleep on. The students were thrilled to learn that Lambington loves to race on the oval, and even at only 8 days old can keep up with the best of them!

Mr. Trevor Hopkins

Support Unit Teacher



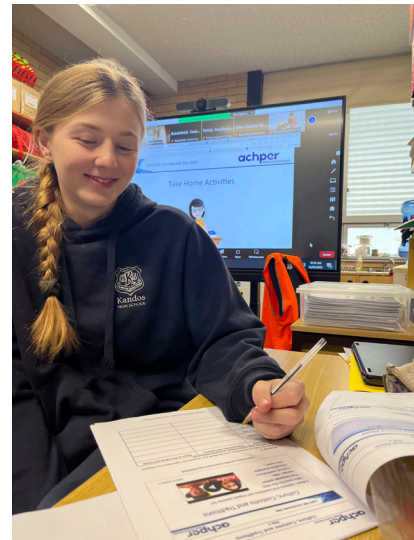
Year 7 Technology Mandatory - Design a Unique Clock



CAFS Enrichment Day Online

PDHPE teacher, Mrs. Kerry Reynolds and Year 12 student Caitlin Healey, joined the online Achper HSC Enrichment Seminar this week to get prepped for Caitlin's upcoming HSC Exams.

Enrichment Days are a great opportunity to learn and revise outside of regular school and home settings. Presenters are experienced PDHPE teachers who have taught and marked the HSC and guiding students through quality lectures, activities, and discussions.



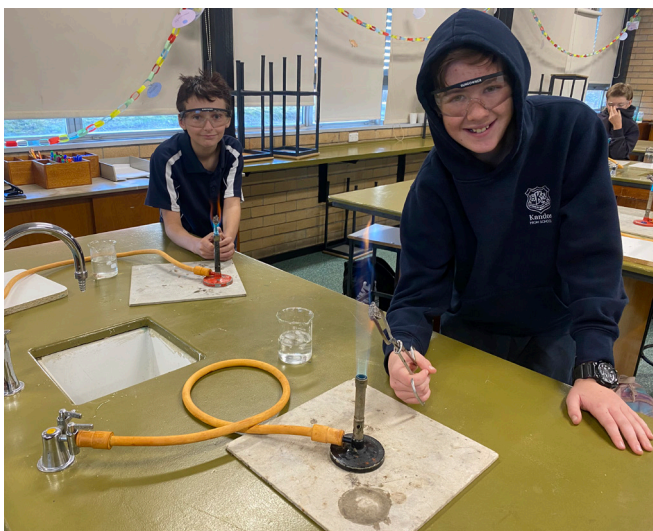
Year 12 TVET Collaboration Project

Year 12 TVET students have been working together on a Collaboration Project for their Furniture Making Vocational Education & Training course. Students chose to make a Love Seat Set; 4 seats and 1 table. Each student was allocated a different component of furniture and had to work as a group to ensure it fit into the Love Seat Set. Their teacher, Mr. Mick Vaughan said he was very impressed with how well the students worked together and their final results! Well done Gabbi, Jordan, Ky and Izaak!



Science

Year 7 science have been exploring the earth and its spheres. They simulated how extreme weather effects the rocks present in our environments. Year 9 have been exploring how heat is transferred in different substances. It is hard to visualise convection currents, so students assembled lava lamps to model the movement that occurs.



Stage 6 Hospitality Students host Rotary Changeover Dinner

Congratulations to Mrs. Julie Parsons and her Stage 6 Hospitality students, Jordyn, Emily, Isabelle, Lauren, Sarah and Jessica on achieving a successful dinner at the Rotary Changeover Dinner on Thursday, July 27. KHS received a lot of positive feedback stating that our students represented our school with pride, delivered exceptional service and delicious food!

Students spent the day prepping a delicious pesto platter for guests on arrival. For dinner, there was a choice of chicken or pork, served with an array of yummy roasted veggies. For dessert, students served sticky date or chocolate pudding!

Thank you to Andrew Gee and the Rotary Club of Rylstone Kandos for your continuous support of our school and our Pop Up Restaurants.



Grin Bin Winners



JORJAH
MUNDY

TERM 3
WEEK 3



VIVIENNE
GEORGE



CHANTELLE
JONES-SACK



EMILY
GALLAHER



HALLI
O'BRIEN



ETHAN
MUNDY



REMINDER



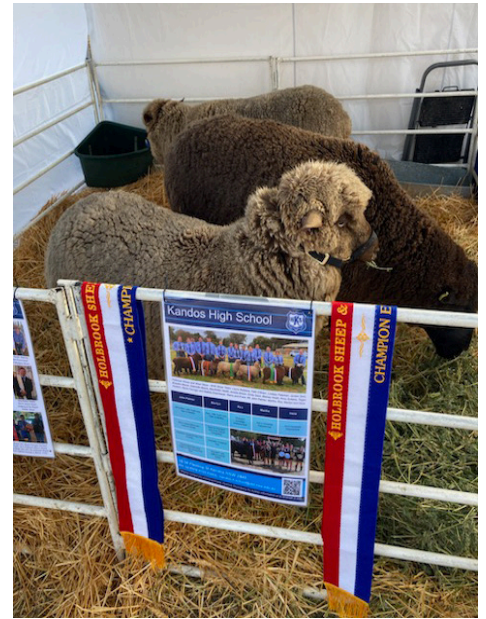
Parents and carers can now
start making payments for
the 2024 Year 9 Excursion.
Call our Office 6379 4103
for more information.



AG BRAG

No Rest for the Woolly

Taking a break from their holidays - Alf, Martha and Roo were invited to join the Black and Coloured Sheep Breeders Association display at the Mudgee Small Farm Field Days. Tegan Godwin, Brayden Moore, MacAlister Heath, Blainey Heath, Roxy Sultana and Alexis Farrugia also gave up their time in the holidays to attend and speak to interested members of the public about the sheep and their wool. The highlight was when Alf, Martha and Roo enjoyed a walk around the Field Days, with Alf putting on his usual charm to receive many head scratches and treats from passers by. Alf, Martha and Roo knew who to impress, with Matt Bolger from Riverina Stock Feeds at Young donating a bag of finisher pellets to the school and Alf wasted no time trying to sample the product.



What is that sound?

It is the pitter patter of little feet!! Roo and Alf welcomed non-identical twin lambs who are yet to be officially named. The consensus is that they are very cute with staff and students popping over to the Ag Plot just to see the boys chasing each other around.....and getting in trouble off their mum.



One Day Old



15 Days Old



Coffin Creek Angus Industry Visit

This term, Year 12 Agriculture students were hosted by Jack and Harry White from Coffin Creek Angus for an industry visit. They were provided with information about the beef industry and were given an insight into on farm operational practices.

Students were lucky enough to be given the opportunity to get their hands dirty and assist with some cattle work including drafting and preparing cows for AI.

A big thank you to all at Coffin Creek Angus for providing students with this authentic learning experience.



Meals on Wheels

Johnnie and his best friend Hercules have also returned to school this term to prepare for their next show. To help fuel these growing boys, Phil English from Monivae Station has kindly donated bales of oaten hay for them to enjoy.



Deb Johnston
Agriculture Teacher

Western Athletics Carnival

On Friday, 28 July, 25 KHS students travelled to Dubbo to attend the Western Athletics Carnival. Our students performed exceptionally well on the day with an impressive 11 students qualifying for the NSW All Schools Championships due to be held in Sydney later this year. Furthermore, KHS achieved 2nd place in the overall Combined Team Scores! Congratulations to all the students who attended the Western Athletics Carnival, and to the 11 students who won their events on the day:

Samuel Benjamin
Mia Reddish
Emily Gallaher
Ryley Sack
Saxon White
Oscar Sander
Seanna Duffield
Alexandra Grimshaw
Cody Perry-Weekes
Ky Reddish
Lindsey Pateman

Combined Team Scores - 43 Events Scored			
			120.
	166	2) Kandos-W	86.
	88	4) Orange-W	65
	72	6) Trundle Cent-W	52.
	63.50	8) Condobolin-W	43
	44	10) Canowindra-W	35.
	43	12) Gulgong-W	33.
	35	14) Cobar-W	28
	32	16) Warren Cent-W	25
	26	18) Blayney-W	21
	21	19) Wellington-W	19
	20.50	22) Dubbo SC Delroy-W	17
	17	23) Narramine High School	15
	16	26) Tullibigeal Cent-W	12
	14.50	28) Dubbo SC Senior-W	7
	7	29) Canobolas Rur T-W	6
	6	31) Mendooran Cent-W	

A huge thank you to Mr. Nick Nassis and Mrs. Kerry Reynolds for their dedication to our athletic students and for the hours of training and coaching you've provided to these students.



SEPT

4

2023

Parkes Squash Presents

DONNA LANE SHIELD

Teams can be:
2 Boys
2 Girls
2 Boys & 2 Girls
Individuals

***High School Squash
Competition - All
schools welcome***

\$5 entry fee



jayandjudykross@hotmail.com

Made with PosterMyWall.com



NAPLAN 2023 results: Information for parents and carers

What's changing?

From 2023, proficiency standards replace the previous reporting of student NAPLAN results that used numerical bands and the national minimum standard.

What are proficiency standards?

Proficiency standards describe what students are expected to know and should be able to do in literacy and numeracy at the time of NAPLAN.

There is a proficiency standard for each test area within each year level.

Students' results are measured against 4 levels of proficiency:

- **Exceeding:** The student's result exceeded expectations at the time of testing.
- **Strong:** The student's result met challenging but reasonable expectations at the time of testing.
- **Developing:** The student's result indicated that they are working towards expectations at the time of testing.
- **Needs additional support:** The student's result indicated that they did not achieve the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.



Has there been a change in what NAPLAN assesses?

No, there has not been a change in what NAPLAN assesses. NAPLAN continues to measure student achievement in numeracy, reading, writing, spelling, grammar and punctuation.

Detailed information on the knowledge and skills being measured in each NAPLAN assessment is available at www.nap.edu.au

Your child's teacher can provide more information into how your child's NAPLAN result relates to their other school-based assessments and classroom learning, and any additional support your child might need.

Why has the reporting changed?

Proficiency standards provide clearer information about a student's NAPLAN achievement based on reasonable expectations of what students should be achieving at the time of testing.

The standards will allow you and your child's teachers to easily identify areas of strength, as well as any areas that may need more support.

How do I know if my child is meeting expectations?

A result in the *Exceeding* or *Strong* level means your child has met and/or exceeded expectations for their current stage of schooling.

A result in the *Developing* or *Needs additional support* level means your child has not yet demonstrated they are meeting expectations for their year level at the time of testing.

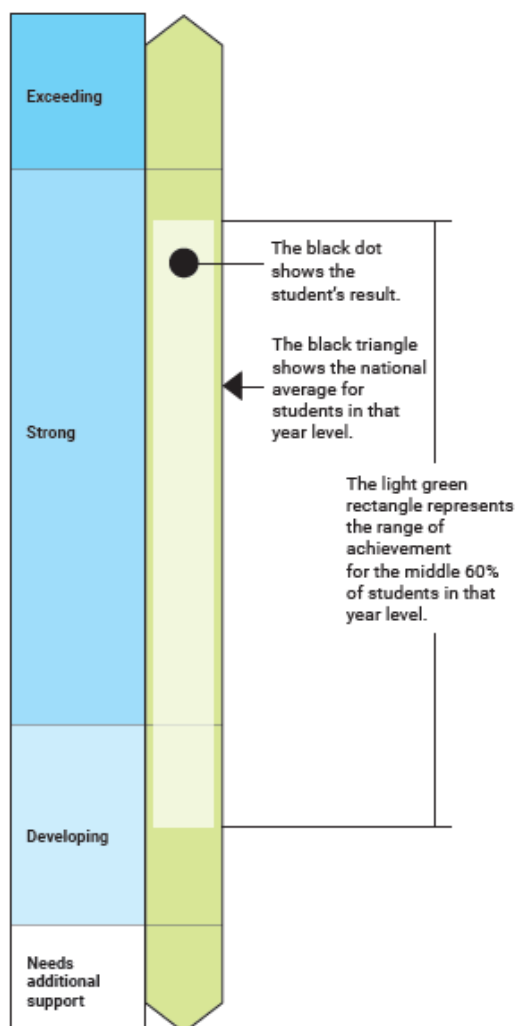
The results are simple to interpret and will allow you to easily identify areas where your child may require additional support.

How will proficiency standards appear on individual student reports (ISRs)?

The report shows 4 levels of proficiency - *Exceeding, Strong, Developing* and *Needs additional support*.

A student's result is shown as a black dot on an achievement scale for each assessment area, which shows increasing levels of knowledge, understanding and skills demonstrated in the assessments.

The new report continues to show each student's achievement against the national average (black triangle) and the range of achievement for the middle 60% of students in their year level (light green rectangle).



What skills are expected at each proficiency level?

Proficiency levels are set at a challenging but reasonable level expected for your child at the time of NAPLAN testing, based on what has been taught in previous years of schooling.

Page 4 of the ISR includes a summary of the skills expected at each level of proficiency.

Detailed proficiency level descriptions are available at www.nap.edu.au

Can I check my child's progress against previous NAPLAN reports?

Results from 2023 cannot be directly compared with results from 2008 to 2022 as:

- all schools now complete NAPLAN online
- the tests are held earlier in the year
- a new measurement scale that is more suited to the online tests has been introduced.

Questions?

If you have any further questions, please contact your child's teacher in the first instance.

Your child's teacher can provide insight into how your child's NAPLAN result relates to their other school-based assessments and classroom learning, and any additional support your child might require.

NSW Education Standards Authority NAPLAN team

Phone: 1300 119 556 or (02) 9367 8382

Email: naplan.nsw@nesa.nsw.edu.au



**Learning
Difficulties
Coalition** NSW Inc.

**July
2023**

LDC Regional, Rural & Remote Schools E-Update

JULY ARTICLE

Anxiety in Children with LD

"In Australia approximately 16 per cent of children have a learning difficulty, with 3 per cent having a severe, ongoing learning difficulty" (www.psych4schools.com.au)

Therefore in an average classroom of 30 students, 4-5 will have a learning difficulty and 1 will have a severe learning difficulty. The anxiety that students with learning difficulties experience can appear in a number of ways. The most common ones being:

- F Forget** - they can 'forget' what is asked of them when the anxiety takes over
- E Excuses** - they will give reasons why they can't do something
- A Avoid** - they will have many avoidance techniques, such as, looking for something in their pencil case when the teacher comes over
- R React** - their reactions can be aggressive and defensive as they feel they are backed into a corner.
- S Sick** - they can feel sick in the situation

Sometimes young children will withdraw from the situations, whereas teenagers may become quite angry and blame others rather than admit the turmoil they are experiencing.

WHAT CAN TEACHERS DO?

- ✓ Be realistic about where they are –they might be the age of an independent learner, but this skill may still be beyond them.
- ✓ Be aware as students get older they will prefer not to be removed from class for "support". Work out alternatives.
- ✓ Ensure they know what support they can access at school, eg School Counsellor, Year Advisor, etc.
- ✓ Encourage them to always 'have a go' and reward them for the attempt and the persistence, rather than focussing on the result.
- ✓ Be aware of anxiety creating situations at school, eg. group work, speaking/reading to the class. Modify these activities so as not to increase anxiety levels.
- ✓ Provide the opportunity to develop confidence in their strengths in the classroom situation to help improve their social standing.

References: "Learning Difficulties" by M Evely & Z Ganim (www.psych4schools.com.au)
"How anxiety problems affect children" (www.kidsmatter.edu.au), "Assisting children with anxiety problems - suggestions for parents and carers - suggestions for teachers" (www.kidsmatter.edu.au)

Have you read this article... Don't discard comprehension strategies: <https://fivefromfive.com.au/blog/dont-discard-comprehension-strategies/>

Have you seen this book... **Executive Skills and Reading Comprehension: A Guide for Educators**, by K B Cartwright, N K Duke. Available from www.booktopia.com.au \$71.25. Each chapter reviews the research base for a particular executive function and presents practical skills-building strategies for the classroom.

Have you seen this on You Tube: https://www.youtube.com/watch?v=iB_9TMgzKw
What is DLD?



02 9806 9960

PO Box 140 Westmead 2145

info@ldc.org.au

www.ldc.org.au

Please contact the LDC office if you would like Helpline brochures/posters for your school.

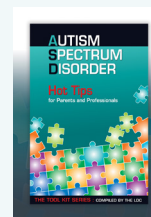
MEMBERSHIP COSTS

1 year School M'ship \$55
3 year School M'ship \$150

MEMBERSHIP BENEFITS INCLUDE:

- A Quarterly Newsletter
- Fortnightly Member Updates relating to LD
- Discount on LDC resources
- Discount on entry to LDC seminars

RESOURCE HIGHLIGHT



AUTISM SPECTRUM DISORDER TOOLKIT

This booklet covers areas such as diagnosis, behaviour, school

support, girls with ASD, sensory issues and more. It includes strategies for parents, teachers and health professionals.

\$12 for LDC members
\$17 for non members
+ P/H (see website)

See www.ldc.org.au for details

The information herein is provided on the understanding that the Learning Difficulties Coalition Helpline is NOT providing professional advice and services. The information herein provided is NOT to be used as a substitute for professional, medical, or clinical advice.

Supporting school-aged students with Developmental Language Disorder



Presented by Shaun Ziegenfusz

Co-CEO / Co-Founder of The DLD Project and
Lecturer at Griffith University (in childhood Speech, Language and Literacy)

Watch Live (via zoom) or Watch Later (via video link)

Tuesday 5th September 2023

10am - 12pm

Students with DLD will struggle across all areas of the curriculum (Ziegenfusz et al., 2022), as language is the default modality for teaching and learning. This presentation will explicitly address the educational needs of students with DLD (1 in 14 students), including literacy, language, numeracy, and social-emotional wellbeing, as well as outline the current research to provide high quality classroom-based support. We will explore how to ensure students with DLD can access and participate in education on the same basis as peers without DLD (Disability Standards for Education, 2005). Examples of practical strategies will be provided, including the need for collaboration between teachers, speech pathologists and families.

Term 3
Online
Seminar

Price

- ☐ \$35 LDC Member
 - ☐ \$68 Seminar Entry and NEW Individual Membership (until 31.5.24)
 - ☐ \$70 Non LDC member
 - ☐ \$85 Seminar Entry and NEW School/Organisation Membership (until 31.5.24)
 - ☐ \$350 School Video Link* (Member rate)
- * School Video Link option enables schools to show staff the video link in a staff meeting situation for one viewing only. For further details about this option please contact the office.

Select Option (tick one):

☐ WATCH LIVE VIA ZOOM

☐ WATCH LATER VIA VIDEO LINK
(30 day expiry)

☐ SCHOOL VIDEO LINK
(30 day expiry)

Name: _____ Ph: _____

School Name (if applicable): _____

Address: _____ Suburb: _____ Post Code: _____

Email (PRINT CLEARLY): _____

Area of Interest: ☐ Primary ☐ Secondary ☐ K-12 Purchase Order No.: _____
(if applicable)

Payment Details

Payment due by 29th August (please note - EDConnect payments accepted late)

2 registrants @ member rates per Individual M'ship (Member + Guest), Each staff member @ member rates per School/Org M'ship

- PayPal OR PCard OR credit card (go to www ldc org au)
- Direct Deposit (St George Bank, BSB 112 879, A/C: 044 050 245 Please insert your surname as the reference to verify payment)

Refund of fees, less 30% administration, will be available up to 14 days prior to conference commencement. No cancellations accepted later than 14 days to conference. Substitute delegates welcomed at no extra charge.

GST FREE TAX INVOICE ABN 93 046 401 929 E: info@ldc.org.au PH: 02 9806 9960

Register online ldc.org.au or send completed form with payment to the LDC



MUDGE DRAGONS WOMEN'S RUGBY LEAGUE

Mudgee Dragons Women's Rugby League are taking EOI's for girls turning 12,15,16,17 &18 this year.

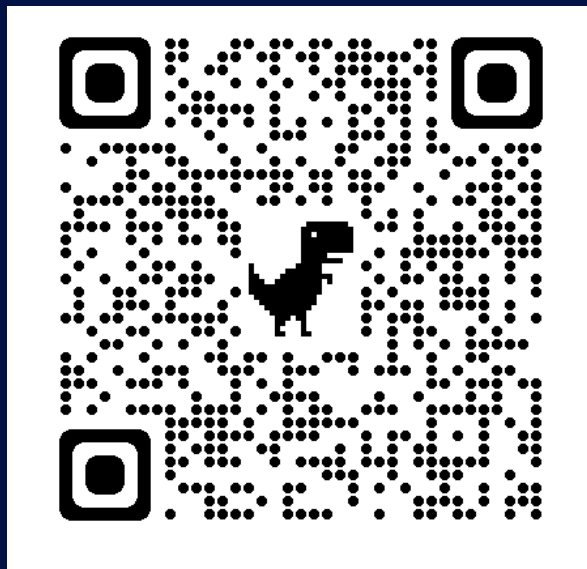
**If you would like to be part of the team, please register your interest at
mudgeedragonswrl@gmail.com**

**Alternatively, contact us on our socials
facebook-Mudgee Dragons WRL
instagram- mudgeedragonswrl_**

Kandos High School



Facebook Website



Youtube



16-36 Fleming St Kandos NSW 2848

PH: 02 6379 4103 EMAIL: kandos-h.school@det.nsw.edu.au


Please contact the school principal, Dyanna Thommeny for further information or to arrange a visit.

UPCOMING PAYMENTS & PERMISSION NOTES

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

- 2024 Year 9 Excursion
- EOI - Year 11 Life Ready Excursion
- School Fees


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/headspace	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.



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