



Kandos

HIGH SCHOOL

Fleming Street Kandos NSW 2848

PH 02 6379 4103

FAX 02 6379 4818

EMAIL kandos-h.school@det.nsw.edu.au

 Official Kandos High School

kandos-h.schools.nsw.edu.au

Newsletter

Term 2 Week 4 2021

FROM THE PRINCIPAL

Dear parents and members of our school community,

Welcome back to another term at Kandos High School.

It has been great to see students back in class, focused on their learning and we welcome the return to having our parents and carers back with us.

Engaged parents are a key factor in helping students and our school succeed. With families, schools and communities working together as partners, student achievement is enhanced and children are better prepared to do well in school. We are very aware that parents' and carers' are a child's first teachers and the home is a child's first classroom. As key resources for learning and growth, parents help to shape a child's social, emotional and physical development so that they can thrive in school and beyond. Following are some easy tips and reminders to support student learning at home as well as some valuable ideas for supporting numeracy skill development to help your child succeed at school. To help prepare your children for school readiness to stay on track and expand their learning opportunities:

- Set up a daily family routine, including healthy eating and sleeping habits
- Provide a place and time at home for homework
- Check on assignments, homework and projects to keep them on track
- Talk each day with your child about his/her activities
- Promote literacy by reading to your child and by reading yourself
- Limit and monitor screen time with TV watching, gaming, social media and computer time
- Express high expectations and standards for your child's learning
- Attend parent-teacher conferences and information nights so you can participate in decisions that affect your child's education
- Tap into community resources with visits to the library, our local museum, and encourage student participation in after-school clubs, sports and art activities.

Providing opportunities to discuss and engage in mathematics supports your child's learning in and out of school. Your child will also begin to connect the importance of mathematics with their everyday activities, such as navigating maps, comparing and choosing the best item to buy in stores, setting a budget, and cooking up a storm.

What's on?

2021

Monday 17/05/2021

Years 7-10 Half-Yearly Exams

Tuesday 18/05/2021

Years 7-10 Half-Yearly Exams

Try-a-Trade, Mudgee

Wednesday 19/05/2021

Years 7-10 Half-Yearly Exams

Thursday 20/05/2021

Years 7-10 Half-Yearly Exams

Friday 21/05/2021

Primary School Zone Cross Country

Monday 24/05/2021

Tuesday 25/05/2021

Wednesday 26/05/2021

Thursday 27/05/2021

Friday 28/05/2021

Opens Girls Squash, Forbes

Talk positively about maths so your child also values it. Encourage your child to talk about how they might work out maths problems. This helps boost their confidence and deepens their understanding. Regardless of your own school experiences in maths, be reassured that maths today is not about learning by rote. Today, the focus is on recognising that there are multiple ways to get an answer, and being able to explain how and why you chose the approach you did. There are many activities you can do at home to help explore maths with your child. When participating in these activities, avoid associating them with speed, try to focus on the process and not the outcome.

EXPLORING NUMERACY WITH YOUR CHILD

Exploring sports - Sports provide a good opportunity to engage your child in maths, particularly if they are a keen sportsperson. Here are some questions to ask your child when watching or playing their favourite sport:

- How does your favourite sport tally the score? What maths is presented on the tally?
- How do other sports tally the score – for example, tennis, golf, cricket, netball, football?
- What maths do you use to find the total of the scores?
- Who is at the top of the ladder? How is this determined?
- Are there other ways to record the score?
- How long do your favourite sport games go for in minutes and seconds? How is the time in the game divided? Into halves, quarters or something else?
- What are the shapes of different playing fields and courts? Talk about edges and angles.
- How can you estimate the perimeter and area of a playing field?
- How many cars could be parked on the SCG field? How could we work this out?

Watching the weather - Because it changes daily, the weather can be a great topic to discuss maths with your child. Try these activities:

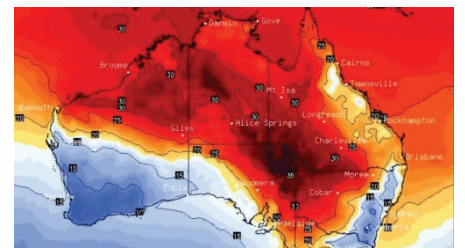
- Visit the Bureau of Meteorology website
- Ask your child the difference between each day's minimum and maximum temperatures. Do they notice a pattern or trend in the weather changes?
- Find a seven-day forecast, then record the actual temperature for each day and compare. Ask your child if the forecast was accurate. Ask them what similarities and differences they notice.
- Use the information on the weather website to explore differences in weather between your area and other areas. Ask your child how much rain you get compared to other areas. Ask your child to identify differences in temperature between your area and other areas. Who might be affected by an increase or decrease in rainfall?

Sharing recipes - Discussing maths when cooking can provide a daily maths lesson involving measurement, time, and cost. Here are some activities you could try at home:

- Collect and read recipes and discuss the use of fractions, millilitres and grams. Encourage your child to make accurate measurements using measuring cups and spoons.

The only way
to learn
mathematics
is to do
mathematics.

PAUL HALMOS



- Discuss how you would double or halve a recipe. Encourage your child to record new measurements for the recipe. Discuss why and when you might need to do this.
- Identify the temperature and cooking time on the recipe.
- Discuss why different recipes have different temperatures and cooking times.
- Estimate the cost to buy all the ingredients to make the recipe. Compare this with the actual cost of items. Ask your child if they think it was cheaper to buy the ingredients and make dinner or get takeaway.
- Make a list of the abbreviations used in the recipe and then write them in full – for example, L for litre, ml for millilitre, tsp. for teaspoon, tbsp. for tablespoon.
- Investigate the prices of fresh fruit and vegetables available in the supermarkets.

Browsing catalogues - Discussing catalogues can be a great way to improve your child's knowledge of money and percentages. Here are some questions you could ask:

- How would you spend \$40 from a catalogue? How many products can you buy for \$40?
- Select five products from the catalogue, then calculate what the cost would be if there was a 50% sale. Does it make a difference if you add up the items, and then deduct 50%, or if each item is reduced by 50% then totalled?
- What is the best value sale item in the catalogue? Can you explain your reasoning?
- Compare the cost of a product across different stores using different catalogues. What did you find?



Travel timetables - Here are some questions to ask your child that improve their knowledge of time and their problem-solving skills:

- Can you identify your starting point on the timetable?
- What is the earliest and latest time to travel on this route?
- How long does it take to travel the entire route?
- How many stops are there on this route?
- What is the difference in the time travelled when not making all the stops?
- What is the cost? Is it good value compared to other travel options?
- Which is the best route to travel? Why do you think this?
- To get to training on time, when will you need to leave?

Handling money - Encouraging your child to think about money, saving money, and considering how they spend money is very important. Here are some tips and activities:

- Encourage your child to work out how much change you will get after buying something.
- Investigate costs for family trips together. For example, a visit to a theme park may include the cost of transport, entry tickets, food and transport.
- Discuss saving money for presents or something your child may want to buy. Work out how long it will take to save this much if they get a small amount of money each week.
- Negotiate increases in pocket money as percentages. For example, a 5% increase would be how much money per week? Is this better than a monthly increase?

- Encourage your child to save a percentage of their pocket money or birthday money and work out how much this would be. For example, how much money would you have if you saved 40% each week?
- Calculate together how much a mobile phone costs per month. What percentage of total cost is spent on messages and what percentage on phone calls?
- Read the newspaper or watch the news. Discuss what is happening with the stock market and why these changes may occur.

Understanding fractions – Fractions is a maths topic that is very relevant to everyday life. We use our knowledge of fractions to solve problems and make decisions all the time. Support your child by using mathematical language to talk about fractions. Here are some maths language terms your child uses at school:

Fraction – any part of a whole, a group or a number (for example, $\frac{3}{8}$)

Numerator – showing the number of parts of the whole (for example, in the fraction $\frac{3}{8}$, the numerator is 3)

Denominator – shows how many equal parts the whole is divided into (for example, in the fraction $\frac{3}{8}$, the denominator is 8)

Proper fraction – when the value of the numerator is less than the denominator (for example, $\frac{3}{8}$)

Improper fraction – when the numerator is greater than or equal to the denominator (for example, $\frac{5}{3}$)

Equivalent fraction – fractions that have the same value or amount (for example, $\frac{2}{3} = \frac{4}{6}$)

Mixed numbers – a whole number and a fraction (for example, $1 \frac{1}{2}$)

Children begin by learning that there are many numbers between whole numbers. A number line is an effective model to help your child understand this:



Your child also begins to develop an understanding of the relationship between fractions, decimals, ratios and percentage.

Decimals – a fraction that is made by dividing a whole into ten equal parts (tenths) or one hundred equal parts (hundredths). For example, 75 red pens of 100 total pens can be rewritten as 0.75 or .75

Ratio – a comparison of two or more amounts. For example, in a fruit bowl there are 3 apples and 4 pears. This ratio of apples to pears is represented as 3:4.

Percentage – is the number of parts out of 100. For example, in a collection of 100 buttons, 75 are red. This can be represented as 75 per cent or 75%.

Talk positively about how you use fractions in everyday life. Making models of fractions for your child will support their understanding of fractions.

Try some of these ideas by making use of everyday objects:

- Can you show me halves and quarters as you cut the orange?
- Can you cut up the apple to make six equal pieces? What fraction of the whole apple is one piece? Four pieces?
- How else could you say that?
- What percentage of the glass is filled with water? What is the ratio of water to air in the glass?
- How do the hands on the clock face show the time quarter past? Why do we use the word 'quarter' when telling the time?
- If you fold a towel three times equally, what fraction does it show?



Until next time...

Dyanna Thommeny
Principal



FROM THE DEPUTY

RESPECT

One of our school values is respect. This is a vital part of our everyday schooling. Without respect, our lessons cannot run smoothly. Without respect, learning is interrupted. Without respect, teachers cannot do the job that they have been trained to do.

So, what does respect look like in a school?

Students will be RESPECTFUL by:

- Putting up their hand to indicate that they have something they would like to say
- Actively listening to the contributions of the rest of the class
- Remaining silent while the teacher is teaching
- Bringing all the correct equipment for each lesson
- Being willing to work and allow the others in the class to work
- Using appropriate language, tone and volume in each lesson
- Caring for property belonging to you, the school and its staff, and other students
- Keeping their hands to themselves and allowing others to maintain their personal space
- Acknowledging that the school is a shared space.

Teachers will be RESPECTFUL by:

- Admiring their students' strengths and helping them to overcome their weaknesses
- Being concerned about what is going on in their lives
- Appreciating their students for who they are
- Caring for their students
- Honouring their students' achievements
- Teaching students to grow both academically and personally, socially and culturally
- Developing a student's sense of civic responsibility
- Enlisting students' partnership in creating a classroom that dignifies each person within it
- Maintaining their obligations to the Department and KHS policies.

Our school is part of a learning community that thrives on respect. It is something that can be worked on and improved day by day so that we can all lift the roof on the endless possibilities that are out there for our students.

Carol Heilman
Deputy Principal



GRIN BIN WINNERS

Janine Maw x 2
Natasha Abrahams x2
Jorja Witcher
Chris Edwards
Chloe Mackander
Laandi Buckland
Willow Connellan
Shanae White
Tyler Jupp
Gnomoss Roberts

\$2 TEACHER VOUCHER

Miss S. Prosser
Mrs M. Dunn
Miss E. Kelson
Mrs L. Thorn
Ms M. Toufayli
Ms T. Newitt
Mrs K. Reynolds x2
Mrs W. Murphy
Mrs N. Nelson
Ms T. Therese

MAX POTENTIAL YOUTH PROGRAM CELEBRATES 15 YEARS IN OUR REGION

We are pleased to have Blainey and Caitlin represent our school as part of the 14 young adults from our regions schools participating in the 15th Max Potential program. Their evaluations of the workshop indicated they both think the program will help them. We would like to thank the community coaches, Adela and Sophia for their mentoring throughout this program, it is a great opportunity for our students.

Proudly sponsored by
BOWDENS
SILVER

Helen Fuller
Teacher Librarian



Adela & Blainey



Sophia & Caitlin

ENGLISH

The English staff are proud to report some of the outstanding achievements of our graduating Year 12 students of 2020. Most impressive are the achievements of Tess Botham-Barnes, who worked tirelessly to achieve three Band 6 results; one each for English Advanced, English Extension 1 and Drama. Congratulations should also go to Tess's teachers, Mr Anthony McDonald (English Extension 1) and Mr Trevor Hopkins (Drama).

Other results for English Advanced were also quite strong, with Band 5 results being earned by Lucy Waddell and Jasmine Kernaghan respectively. A special mention should go to Raynor Pearce; Raynor was an accelerated student who went into Year 11 Advanced English when she was in Year 10 in 2019, and went on to achieve a high Band 4 in 2020.

These students participated in their classroom learning and course work at a very sophisticated level for the duration of Year 11 and Year 12, working hard together to ensure their success. I would like to congratulate these students on their strong results.

As part of their course work, all Year 12 students complete a compulsory module of study titled The Craft of Writing. Through this module, students study a range of modes and types of texts, and they use their observations of these texts to inform their own written work. The work that follows was written by Tess as part of her assessment work for this module.

Rod San Martin
Head Teacher English / HSIE / CAPA

Zenosyne

*He sat and swayed with the waves
That teetered to and fro,
Tempting him with their solace,
A home away from home?*

*A dream has found his heart,
Entangled in its wrath,
To return to the depths of the sea.
Alone – free at last.*

*Free from the days of pain and longing,
From the nights of sorrow and yearning;
The waltz with the waves distracted
His heart from ceaseless turmoil.*

*An aged heart felt love again,
For a sea that gave him youth –
It enveloped his soul, desperately reaching
For it's toll.*

*When the waves lapped up
Against his shoes, a hurt voice
Echoed, "Must you really leave?
We don't want you to go."*

*It stunted the draw of the sea,
Like the tide without it's moon,
The pain now felt bearable –
But really, for how long?*

*To depart from the world of
Constant depravity, to that of
A gravity-less paradise.
A clouded mind now steeped in wonder.*

*A full life lived with love and loss,
Could there have been more
To see, to feel, to wonder?
I guess now, we will never know.*

*Because he no longer sways with the waves
That teeter to and fro,
Because they tempted him with their solace,
And now, he is finally home.*

Osism

*Leave your calamity at the shoreline,
The place where the sea meets your toes.
Let the foam dissolve your worries,
And the moon control your woes.*

*Seek comfort in the whispers,
Or voices, echoing over the waves;
Holding the secrets of the millennials,
Whilst rolling in their marsh-like graves.*

*When you stare at her with longing,
To be enveloped by her watery touch –
Remember those before you,
Whose hearts yearned too much.*

*As we marvel at her beauty,
And utterly serene grace,
We forget about her danger –
And the risk seeming out of place.*

*An ignorance is found prevalent
Amongst those who step too close.
The people tempted by the solace,
And pushed by the world they seemingly imposed.*

*We know not of the pain she brings,
When she takes a hold of our lungs.
She leaves no breath left behind –
Be they old or young.*

*Their voices are lost to the world,
Left only to dance to shore with the tide.
Their cries perpetually muffled,
Heard only when standing at the seaside.*

by Tess Botham-Barnes

PAYING TRIBUTE TO THE ANZACS

On the Friday 23 April, some students in Year 9 and 10 were accompanied by teaching staff and members of the Kandos RSL Sub-Branch to the Rylstone cemetery, where they showed their respect by placing Australian flags at the final resting place of service men and women.

A member of our community later contacted the school to thank the staff and students on the display, that she herself found it very moving when she went to visiting her husbands grave.

Our school leaders attended the dawn service at Rylstone reflecting on the sacrifice of others. We held a school ANZAC ceremony with tributes read about the ANZACs. Thank you to Glen Evans, Ken Bevitt, Kerry and Carol Morrissey for attending our school ANZAC ceremony and congratulations to Kirilee Besant, Felikss Sander & Jorja Witcher for their winning essays on ANZAC.



UNDER 14s RUGBY LEAGUE

The U14s Rugby League team went up against Mudgee High at Cahill Park. Our team started strong opening with the first try which shocked most of the Mudgee players. First half we were only down 16 to 12. The second half we ran out of gas as we only had two subs and the final score ended 36 to 22.

All players represented the school with pride and great sportsmanship. A big congratulations to Ky Reddish who got his first hat trick, and also Halli O'Brien who could of made Kandos High history being the first girl to represent the school at Rugby League. The best and fairest awards go to Ky Reddish and Matt Brown, and the encouragement award went to Ryan Mackander. Well done everyone and hope to see the same attitude at our next game.



Daniel Skourmallas
Science Teacher / Year 10 Adviser



Harley, Ryley, Cody, Felikss, Noah, Matthew, Ryan, Zachary, Mr Skourmallas, Ky, Aaron, Ricky-J, Charlie, Halli, Saxon & Jonathan

OPENS TOUCH

On Monday the 26th of April 24 students traveled to Bathurst to compete in the Western Open Touch Football Carnival and Trial. The girls had a fantastic day comfortably winning all of their pool games against Cowra, Lithgow and Gilgandra. They advanced to the semi finals where they were beaten 9-0 by a well drilled Orange High Team who were the eventual winners on the day. The boys drew a very tough pool and unfortunately didn't come away with any wins against much bigger sides from Bathurst, Cowra, Lithgow and the eventual winners Dubbo. All our our students were praised for their sportsmanship and participation.

Congratulations also goes to Jessica Reynolds who was selected in the Open Girls Western Team to compete at the State Titles in Mudgee in June.

Nikki O'Brien
Assistant Coach



Jessica, Latara, Aleisha, Hayley, Sophie, Caitlin, Shanae,
Alex, Teegan, Amelia, Vivienne & Halli



Ky, Noah, Ryan, Flynn, Ty, Brayden, Matthew, Zachary, Bailey
Ricky-J, Charlie, Aaron & Jonathan



STUDY SKILLS TIP FOR MAY - SET TIMES FOR HOME LEARNING

PARENTS: Many students come home from school and end up just waiting until they might 'feel' like doing schoolwork. Or else they drag everything out over the whole night. A much better way is each night have set allocated times for home learning. Many students find that learning in 20-30 minute blocks works well for them. During this time students should do homework first, then work on any assignments or upcoming tests, then use the rest of the time allocated for schoolwork to complete independent learning activities such as reviewing work they find difficult, making study notes or doing practice questions to build their skills. All distractions should be removed during this time, so students learn to focus for 20-30 minute blocks of time. It is a great idea to make a timetable of the home learning and place it on the fridge so everyone is clear when students are focusing and when they are doing other activities or having free time.

STUDENTS: Some of the benefits for students of having set times allocated for home learning are:

- You are more likely to learn at home if you know when to start and when to end.
- You will be more effective when you remove distractions and learn to focus for 20-30 minute blocks.
- In all the times NOT allocated to schoolwork you can do whatever you like without feeling guilty about it.
- Having set times stops arguments between students and parents as everyone has agreed when the timeslots allocated to students will be.
- You know that you are definitely doing enough work for school.
- Keeping your home learning and personal life separate means you will be able to manage all of the distractions in your life and still complete your work for school.



Learn more this year about how to improve your results and be more efficient and effective with your schoolwork by working through the units on www.studyskillshandbook.com.au - our school's access details are:

Username: kandoshs
Password: 28success

STAGE 4 ENGLISH

Stage 4 English students were recently introduced to various facets of autobiographies, in part as a way of introducing themselves to their teachers. This is a particularly valuable activity for our new additions to the school; students in Year 7. The students were tasked with creating a visual representation of important moments in their lives, and to choose one of these moments to write about as a more detailed anecdote.

Many of the students produced work of a very high quality, including both Luke and Jonathan Brooks-Lloyd, Haidee Burlington, Willow Connellan and Jack Desreux.

Shown to the right is a detailed image from Willow Connellan's visual representation. Willow undertook the task of creating bunting out of paper, with each flag illustrating part of her journey so far. If you look carefully, you can see that she has used a scalpel to painstakingly cut shapes in each flag, creating a stunning visual effect that brings the reality of her world through the work. Her story is also shown below.



Before moving to Kandos, my family and I lived in North Ryde, Sydney. We lived in a small fibro house with hardwood floors, six tiny rooms including a guestroom. My Sister and I went to school at Holy Spirit in the main street of North Ryde. While we were at school my mum would stay home and made quilts, read, and take care of the house and Papa went to work. One of the main reasons we moved was because the company my dad worked at had been going through changes, so he was laid off. He used to work at Aristocrat as a Computer graphics consultant. My Mum and Dad decided we should move to Kandos closer to both our grandparents. My Dad's Mum has Parkinson's disease and they thought we should live near them in case something happens so we can support her when necessary.

When my parents broke the news to me and Maddie that we were moving away to Kandos, we were sad but didn't cry that much before having to say goodbye to our friends. I remember progressively getting increasingly scared about having to say goodbye to our friends, Neighbours and house and moving to a new place. We went to school the next day. Near the end of the school day at Holy Spirit the whole of Year two were sat down and the teachers stood at the front of the class and explained that my family was moving to the country and that it would be quite different and far away from Sydney. I was called up to the front of the class by one of the teachers and she presented me with a beaded bracelet that she brought back from Africa. It was always a tradition to give a parting gift to a leaving student. The teachers and my classmates all gave me a goodbye when the school bell rang, and Maddie and I went home.

My mum planned a farewell party a week before we had to leave that would take place at one of our favorite parks. I got changed into my favorite outfit, then we went to the car and started driving to our favorite park. My friends arrived and we played and talked in the playground until it was dark. A few of my friends gave me farewell gifts but the ones I remember the most was a bunch of roses given to me by a girl called Isabella with a card attached that read, 'I hope we can stay friends forever.' and a photo of me and my best friend, Olivia at a beach. My mum gave my sister and I a small notebook each and the task of going to all the parents and asking them to give us their addresses we could send them letters from our new house. We had to say goodbye after that, we cried, and we had to thank all our friends for being so kind to us while we were there. Then we left to go back to our empty house.

I recall piling our final things into the car and said goodbye to the house. It felt strange seeing the house so empty and smelling of dust, instead of the candles mum would burn. My sister and I sat in the guest bedroom with our dog, Syrup and cried. We cried a lot in the last few hours we were in the house.

By Willow Connellan

Bringing services to your community



We're bringing NSW Government services to communities with our Mobile Service Centres

Access frequently used services including:

- Driver Knowledge Tests
- Cost of Living service
- Birth, death and marriage certificates
- Driver licence and Photo Card applications and renewals
- Working With Children Checks.

Visit service.nsw.gov.au/msc to find out when we're next near you.

Next in town



18th of May from 9:00am to 3:30pm at Kandos Community Centre, 44 Angus Avenue, Kandos



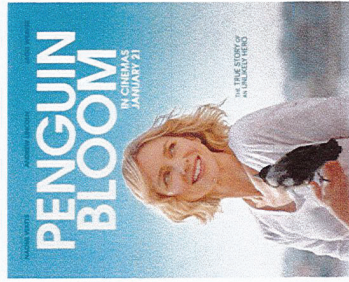
Service NSW



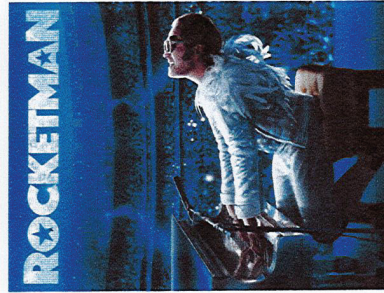
KANDOS RYLSTONE FILM CLUB

PRESENTS

**At Kandos
Community Hall from
5.30pm for 6pm start on
8 May 2021**



**At Rylstone
Hall from 5.30pm
for 6pm start on
12 June 2021**



You must become a member of the Kandos Rylstone Film Club to be allowed admittance to these events to ensure copyright requirements are met. We are planning to hold one film a month and your membership will cover the costs to all movies shown during the year. Costs to join the Film Club (subsidised by Mid Western Regional Council for the first year) will be: \$15 initially and \$30 each year thereafter for single membership and \$30.00 initially and \$50 each year thereafter for a family membership. You may join on the night. Next Dates are 10/07/2021 at Kandos and 14/08/2021 at Rylstone.

Kandos

News Corp



FRRR
Foundation for Rural
Regional Renewal



INTERSCHOOL THEATRESPORTS COMPETITION

Last week five 9/10 Drama Students from Kandos High School took part in the Interschool TheatreSports Competition. This competition, run annually for High Schools across all of NSW, involved improvising scenes on the spot for dramatic and comedic effect from different game genres and topics given. These in turn were given scores by three different theatre judges (via Zoom) with five rounds played.

Our five students, who had been rehearsing once a week the entire year, acquitted themselves superbly! Jenna's Cleopatra commanded respect whilst Jaiden's Bear impression was truly frightening! Kirilee's human-budgie hybrid was hilarious, only matched by our two boys – Ryan & Chris – becoming one person combined and lurching wildly all over the stage!

Our drama students are to be commended for their hard work during rehearsals and their performances on the night. The judges were very impressed with the team's creativity, vocal projection, stage presence, physicality, teamwork and positive attitudes, as was reflected by the high scores that were achieved. A fantastic effort and wonderful result for our budding thespians!

Trevor Hopkins
Drama Teacher



AURORA COLLEGE VISIT

I had the pleasure of visiting our two Stage 6 students at Kandos High School. Our Aurora College Coordinator, Mrs Parsons, welcomed me to the site and I was able to spend time with our students Montgomery and Mackensy, even supervising their Aurora College HSC Maths assessment task. Speaking to the students about post school choices and their plans in the future was very enlightening. One student is due to complete her HSC this year and the other is completing his via pathways. Both of these students aspire to attend university once they complete their HSC.

Virginia Cluff
Head Teacher Science and CLO



WESTERN ROCK CAMP 2021

The Western Rock Camp 2021 was held at the Ridgcrest Conference Centre in Term 2, Week 2, 2021. The camp will provide an opportunity for keen and talented music students of intermediate to advanced levels of ability to be involved in a challenging and stimulating music education program. The Western Rock Camp promotes excellence within our schools and develops the talents of both students and teachers.

It looks like our students, Oskar and Felikss Sander, were having a great time, which is also evidenced by the very comprehensive song list!

Theresa Therese
Music Teacher



Song Choice Western Rock Camp 2021

1. Who knew – Pink
2. Black Velvet – Alannah Myles
3. Young Blood – 5SOS
4. I love Rock and Roll – Joan Jett
5. Bring me to life – Evanescence
6. Letters to Cleo – Cheap Trick
7. Edge of 17 – Stevie Nicks
8. All fired up – Pat Benatar
9. Believer – Imagine Dragons
10. Little Talks – Of Monsters and Men
11. Ship to wreck – Florence and the Machine
12. Radioactive – Imagine Dragons
13. Tainted Love – Imelda May/Jessica Mauboy
14. Love Yourself – Justin Bieber Rock Cover Jeje (Female sing)
15. Gold on the ceiling – The Black Keys
16. thnks fr th mms – Fall Out Boy
17. Learn to Fly – Foo Fighters
18. Dog Days are Over – Florence and the Machine
19. Kings and Queens – Thirty Seconds to Mars
20. Yellow - Coldplay
21. Higher Ground – Red Hot Chilli Peppers
22. High Voltage – AC/DC
23. Pick You Up - Powderfinger
24. Queen- We Are The Champions or We Will Rock You (pos group to do?!?)
25. Betterman – Pearl Jam
26. (I can't get no) Satisfaction – Rolling Stones
27. Last Nite – The Strokes
28. Sunshine of your Love - Cream
29. Black Betty – Ram Jam
30. Science Fiction - Divinyls
31. Boys In Town - Divinyls
32. Eurythmics - Sweet Dreams (are made of these) Rock Cov
33. Roxette - Listen to your Heart - Metal/Rock Cover - <https://www.youtube.com/watch?v=8v8v8v8v8v>
34. Get The Party Started, Just Like Fire - Pink
35. Go your own way – Fleetwood Mac
36. ** Possible Acoustic Group and Vocalist - Pink- Walk Me In



WESTERN RUGBY LEAGUE TRIALS

Ky and Aaron representing the school at the Western Rugby League Trials in Blayney.

WESTERN CHS GOLF 18 HOLE STROKE PLAY CHAMPIONSHIP

Aaron Large representing the school at the Western Golf Trials in Cowra.



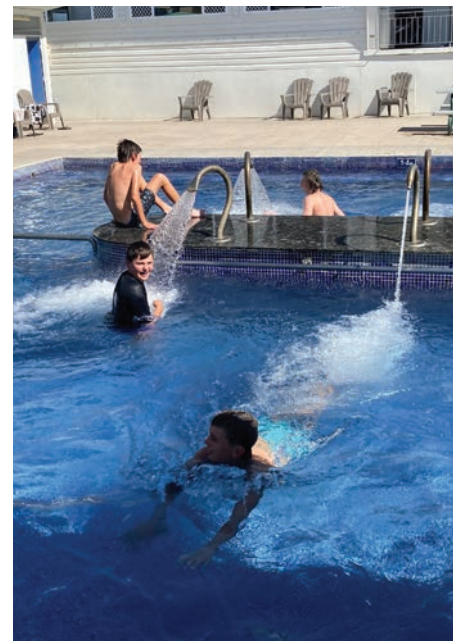
YEAR 7 DUNNS SWAMP EXCURSION

Year 7 students enjoyed a day of kayaking together at Ganguddy-Dunns Swamp .



YEAR 8 WILD WEST EXCURSION

Traditionally students at Kandos High School have participated in a whole year group excursion in Year 7 to foster positive relationships and develop interpersonal skills in environments beyond the classroom. Due to COVID it was postponed and fortunately the current year 8 students were able to set off this term with their Year Advisor Mr Vaughan for a 3-day excursion exploring Warrumbungle National Park, Emu Logic and Moree Artesian Hot Pools. A huge thanks must go to the staff at Gunnedah High School for their hospitality, it was very much appreciated.



YEAR 12 LIFE READY EXCURSION

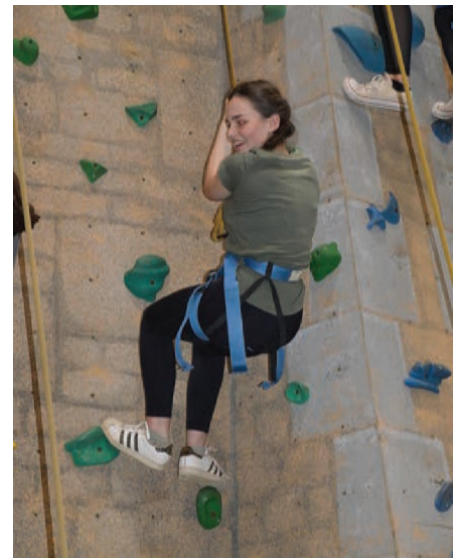
Year 12 students joined Year 10 travelling to Sydney to visit city attractions. As part of their Stage 6 curriculum students participated in the Life Ready program that included a Cook 4 Good Workshop, cooking and distributing food to the homeless as well as completing workshops on life choices and drug and alcohol education.





YEAR 10 EXCURSION TO SYDNEY

Year 10 students had the opportunity to engage in a variety of unique activities on their 3-day Stage 5 excursion to Sydney. The excursion was designed to challenge students to step outside their comfort zones and learn how to interact positively in unfamiliar environments, travelling on public transport to navigate their way around Sydney. The students were able to participate in: rock climbing; went to Capitol Theatre to watch the Frozen Musical; a surfing lesson and beach games at Bondi Beach; a coastal walk and visit Madam Tussauds, Sydney Zoo and the Sydney Aquarium.



Proudly supported by



Schools Plus

UPCOMING PAYMENTS & PERMISSION NOTES



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

- Priscilla rehearsal permission notes due.
- HSC Biology Revision, permission note and \$40 due 21 May 2021.
- HSC Chemistry Revision, permission note and \$40 due 21 May 2021.
- Zone Primary Cross Country, permission note due 20 May 2021.
- Mudgee Try-A-Trade, permission note due 16 May 2021.
- Open Girls Squash - Parkes, permission note and \$5 due 28 May 2021.
- Course Fees and Voluntary Contributions

PARENT PAYMENTS

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

Calculators

All students should have their own scientific calculator for use in class every day.

Year 7 and 9 will need to have their own calculator for the NAPLAN tests and the Half Yearly tests in week 5.

Kandos High School students, and the Maths faculty prefer to use the Casio fx-82au plus or fx-82au plus II.

If you need to buy a calculator, make sure it is the Casio fx-82au plus or fx-82au plus II available from the school office for \$24.



Kandos High School proudly supported by

