

Deni High News



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Issue 3 Term 1 - Week 11

Friday 8 April 2022

PRINCIPAL MESSAGE

END OF TERM

It has certainly been a very busy term. Despite the fact that we were dealing with COVID it was great that we were able to run our Year 7 excursion as well as having several sporting events occur. We held a Dry Aussie Day which raised over \$1000 for flood victims in Lismore. It was fantastic to see the school community come together to support families that have been affected by the floods.

Recently students and staff were involved in training in Restorative Practice with Kerrie Sellen from Restorative Journeys along with students and staff from our local public schools. This approach, which focuses on relationships, has the potential to make a huge difference in the lives of all our students.

We also introduced the Yondr pouches and are already seeing a positive impact in the classroom with an increase in focus, as well as a reduction in issues around social media which is certainly pleasing.

This term we were able to fill a permanent vacancy in History and Geography with Amanda Astill – it is great to welcome her on staff. We have welcomed several Non-School Based Teachers in to help us out, with COVID creating staffing shortages, and we are certainly thankful for that. I would like to thank all my staff for going above and beyond to support our students during what has been a trying term to say the least.

COVID UPDATES

We have had several cases of COVID among students and staff over the past few weeks.

The current Health advice is If a student or staff member lives with someone who has COVID-19 then they must follow the NSW Health Self Isolation Guidelines and self-isolate for 7 days. The student/staff member must also follow the NSW Health Self-Isolation Guidelines for 7 days if they have been notified to do this by NSW Health.

A household contact does not need to repeat isolation if another person in their household tests positive in the 14 days after their 7-day isolation period ends.

If another person in their household tests positive for COVID-19 more than 14 days after their 7-day isolation period ends, they will have to isolate again and follow the instructions for household contacts of people with COVID-19. Also, if you have had COVID in the 12 weeks prior to a person your household having COVID then you are not required to isolate again.

As I am sure you would be aware with the prevalence of COVID in our community and the current household contact rules we are having troubles with teacher shortages. As a school we are managing this the best that we can do with teachers going above and beyond to support the learning of students. We may need to combine classes, reduce supervision of senior classes and in extreme cases have students supervised in the playground to maintain our duty of care.

As a result of the cases we have had, the school has cancelled all assemblies to help protect our students and staff and to try to reduce the risk of infection. This includes our Formal Assembly and ANZAC Day Assembly.

CLOSURE OF WELLINGTON STREET

The work in Wellington Street continues and we are pleased to know that the footpath will be safer to use. As a result of the work access to the school will be via Harfleur Street only. Buses will continue to drop off and pick up students from Junction Street while these works are occurring.

DATES TO REMEMBER

TERM 2

APRIL

- 25** Anzac Day March 10.30am
Meet on grassed area next to the Town Hall
- 26** P & C Meeting Admin Building
or via Zoom 6pm
- 27** Students first day

MAY

- 4** Athletics Carnival
- 13** Do it for Dolly Day

ASSESSMENTS DUE

WEEK 1

- Yr 7 Visual Arts
- Yr 10 Visual Arts, Child Studies

WEEK 2

- Yr 9 Visual Arts, Timber, Metal
- Yr 10 Timber, Metal
- Yr 11 Biology
- Yr 12 Music

WEEK 3

- Yr 8 HSIE
- Yr 10 Science, HSIE
- Yr 11 Visual Arts, CAFS
- Yr 12 PDHPE, Modern History

Nyernangurrang nyumangurrang katimang nyuman Kurrek Wamba Wamba Perrepa Perrepa Kuli Pakaya-puk Mim kilayitya kiki.

We would like to pay our respects and acknowledge the traditional custodians of the land, the Wamba Wamba and Perrepa Perrepa people and also pay respect to Elders both past and present.

PRINCIPAL MESSAGE CON'T

ANTI-RACISM

With your support, we do the very best we can to ensure that our students feel safe and are able to reach their potential.

The Department of Education rejects all forms of racism and is committed to the elimination of all forms of racial discrimination in NSW public schools. The Department's [Anti-Racism Policy](#) aims to ensure that no student, employee, parent, carer or community member experiences racism within the school environment.

The policy asks all members of the school community to assist in countering racism by demonstrating respect for the cultural, linguistic and religious backgrounds of others, and by behaving in ways that promote acceptance and harmony in the school environment.

Each school has an Anti-Racism Contact Officer (ARCO) who is trained to assist with [complaints](#) and countering racism. For more information about anti-racism and the role of the ARCO, see: [Anti-Racism Policy - Information for parents and carers](#).

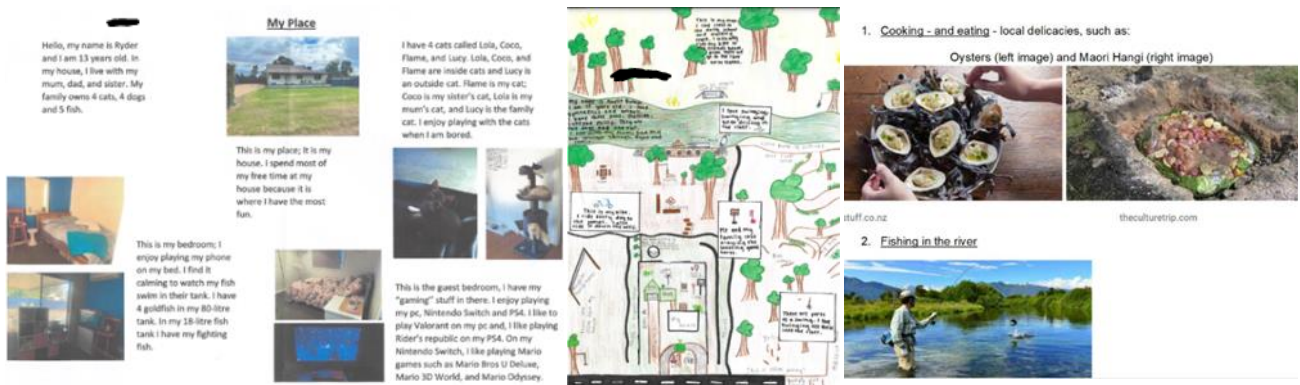
Thank you for assisting us to maintain a positive school environment in which all forms of racism are rejected. Please contact me if you or your child experience any form of racism, witness anyone experiencing racism at our school, or if you would like further information or support.

I would like to take this opportunity to wish everyone a safe and enjoyable holiday. School resumes on Wednesday 27 April for all students.

Glen Warren
Principal

ENGLISH NEWS

This term Year 7 completed their assessment task on 'My Place', a place that has special significance to them. They created maps and visual representations of these places and what they love to do there.



Year 8 concluded their 'Journeys' unit by creating their own picture book that portrayed an imaginative journey of their own. They covered a variety of topics and the quality was quite impressive!



COGS PLANNING

On Thursday 31st March, the cogs members went to Big 4 for their annual planning day, they enjoyed their time with the guest presenter, Tim Roebuck from his own company, Purple Glue. They started off by building ducks with Lego to show differences and creativity. They were put into groups with 4 main areas to consider for our event planning. The areas were Student voice, collaboration, engagement and belonging. Later, we joined together to pair with someone we didn't know well for a game of mini golf. There were challenges we needed to solve like if someone didn't agree with an event name. Each member had a jar with their name on it and throughout the day we added positive affirmations about that person. We were joined by staff members Mrs Van Lieshout, Mrs Laing and Kylie Andrews. Personally, my favourite part of the day was the mini golf because it gave everyone a great chance to get to know one another to become a tighter group. Jasmin Currie Year 9 COGS member.



CAREERS NEWS

YEAR 10 WORK EXPERIENCE – 30 MAY – 3 JUNE (T2)

Year 10 students are reminded that work experience will be happening in Term 2. We have started preliminary organisation of paperwork in class; however, students now need to speak with prospective employers about a placement opportunity. The dates for this year are Monday 30 May to Friday 3 June. The best way to secure a placement is to speak with family and friends and use your network to explore options. Students are not limited to Deniliquin and can source opportunities in other parts of the country. If students choose to go away, the associated costs will have to be covered by parents/carers. There are additional forms for students who are required to travel with employers and/or stay away from home and these will be downloaded as required.

LA TROBE EARLY ENTRY SCHEME - ASPIRE

A few of Year 12 students have asked about when you should start applying for early entry.

La Trobe University's Aspire Program have released dates for information webinars to be held in the coming months. They are running these webinars nice and early in preparation for **applications to open on April 26**. If you are interested in securing a conditional offer nice and early, please join one of these sessions in the coming weeks. The first one is next week (Tuesday 12/4 during Term 1 break). Early entry takes a lot of worry off your shoulders as you enter the final months of the HSC.

<https://www.latrobe.edu.au/study/aspire/about-aspire/aspire-webinars>

- La Trobe Aspire Early Admissions webinar **Tuesday 12 April 12:00pm** Learn how you can be rewarded for your involvement in community, leadership and volunteering with an early conditional offer into your dream course at La Trobe. Our Aspire coordinator will go through everything from the benefits of the program, to what makes a successful application.
- La Trobe Aspire Early Admissions webinar **Tuesday 10 May 05:00pm** Learn how you can be rewarded for your involvement in community, leadership and volunteering with an early conditional offer into your dream course at La Trobe. Our Aspire coordinator will go through everything from the benefits of the program, to what makes a successful application.
- La Trobe Aspire Early Admissions webinar **Tuesday 14 June 05:00pm** Learn how you can be rewarded for your involvement in community, leadership and volunteering with an early conditional offer into your dream course at La Trobe. Our Aspire coordinator will go through everything from the benefits of the program, to what makes a successful application.

UNI OPEN DAYS

Most universities in Australia have Open Days of some description. Some provide Campus Tours and other options. Many also have Information Sessions for specific groups of people such as future students, parents, career markets, etc.. Many also have documents you can download. If considering university study, you should take the opportunity to be part of one of these events at the university [or universities] of your choice. You will not only find information about the academic side of university life [courses, processes, requirements, etc.], but information about the social, accommodation and support aspects, which are designed to help you gain success.

TALK & TOUR – LA TROBE UNI

Make the most of your opportunities. Some students are looking to go to LaTrobe Uni and with the school holidays fast approaching here is a chance to check out the Bendigo Campus. This could be an excellent opportunity to go down with a friend and check it out. Parents/guardians are encouraged to attend all welcome!

Here is the link to register for the TALK & TOUR being held Monday 11 April 2022 10:00 am until Thursday 14 April 2022 04:00 pm (first week of the holidays).

<https://www.latrobe.edu.au/events/all/bendigo-campus-talk-and-tours>

SCHOOL BASED APPRENTICESHIPS - YEAR 11 ARE CLOSED.

We have been advised that DET will not be processing any further SBATs for students in Yr 11 this year. The final cut off is the end of Term One. Students in Year 10 wishing to undertake SBATs are advised to source employers for 2023. It is becoming increasingly difficult to place SBATs into fully occupied RTO's (namely TAFE).

CAREERS NEWS CON'T

UNE EARLY ENTRY OFFER

Monday 7 February — Early Entry applications open/Fri 23 September — Early Entry applications close. Monday 7 November — Early Entry offer released.

UNE Early Entry is open to all Year 12 applicants, whether or not you're expecting to receive an ATAR. Early Entry relies on your school's assessment of your attributes and abilities: your ability to work and learn independently, and your overall potential for academic success.

Apply with UNE directly and you can get your offer before the release of the Year 12 results, giving you the certainty that no matter what happens, you have a place at UNE. Based on the school's recommendation, they will guarantee you an offer to start with them in 2023*.

AT UNE they believe everyone should have the chance to become future fit and able to adapt to a rapidly changing world. The direct Early Entry program recognises that an ATAR score is not the only measure of future success at university, and has been ensuring students like yourself have the best opportunity to go to university. To find out more go to:

<https://www.une.edu.au/study/study-on-campus/early-entry>

AUSTRALIAN TERTIARY ADMISSION RANK

ATAR is used to assess and compare the results of school-leaving applicants' entry into university. Most university courses in NSW, Victoria and the ACT attract greater numbers of applicants than available places. The ATAR is a system that enables universities to rank applicants for university entrance in a fair and equitable way. The University Admissions Centre (UAC) releases the ATAR the same day as NSW Education Standards Authority (NESA) releases the HSC results.

Your ATAR is:

- a rank, not a mark
- based on scaled marks (not on actual HSC marks)
- calculated by the universities and released by UAC.

CHS GIRLS BASKETBALL

The DHS Girls basketball Team consisting of Annie Harvey, Jerrah Caruso, Bonnie Everett, Mia Parks, Emma Parks, Jarrah Fitzpatrick and Kate Westcott headed to Albury to compete against three Wagga and Albury teams. The first game was against Wagga High and our girls had a convincing win. They then went onto play Albury High which was a tough game and they were beaten and then the final game was against James Fallon High where our girls dominated. Jemima Treble was our umpire and she did an amazing job umpiring all three games.

Sue Laing



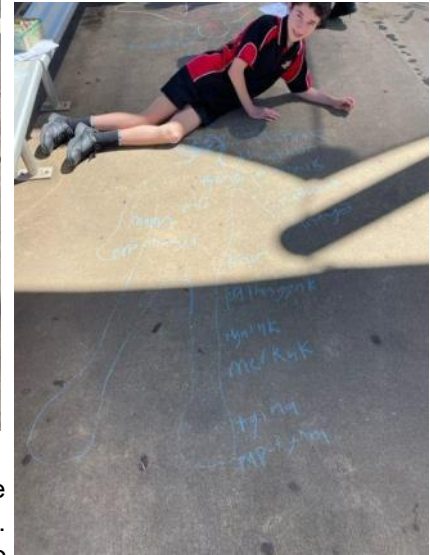
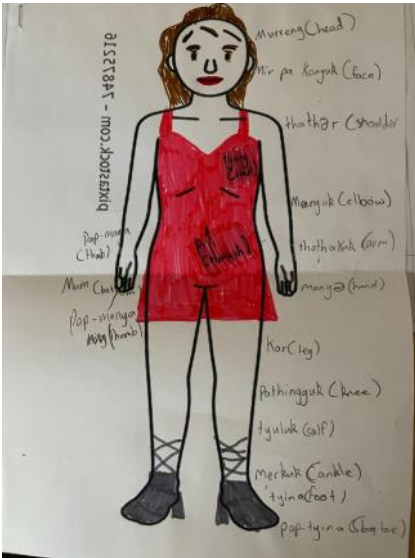
SUSTAINABILITY 2.2

Year 8 students have looked closely at irrigation at the school farm learning about sustainable use of water. We have been watering our sorghum and preparing for our winter pasture. Students have also been gaining basic animal handling skills while working with the poultry, sheep and cattle. As part of the cross curricular aim of this subject, students have been putting maths skills into practice and have begun using a satellite mapping program to look at the farm and surrounding environment.

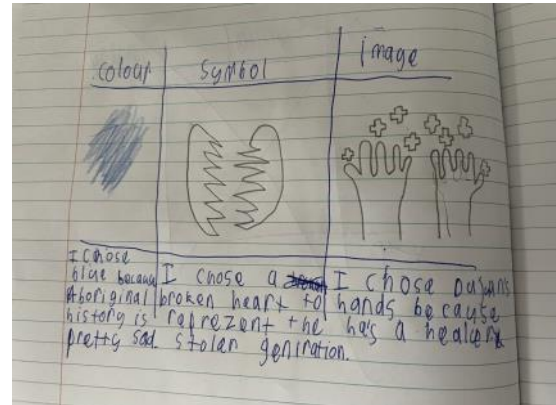
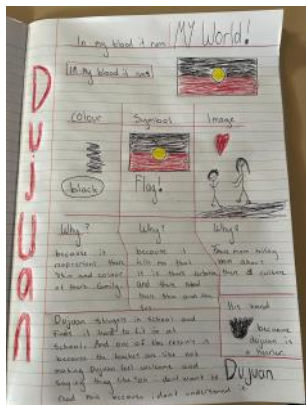


CULTURE PROJECT

In Language, we have been joined by Shae from Yarkuwa who has been able to share her knowledge of the correct pronunciation and use of the traditional language. We have practiced counting, and learned the names for body parts - culminating in class choruses of Heads, shoulders, knees and toes!



In History, we have been building understanding of how the perspectives of First Nation Peoples culture have changed over time. We read a book by AFL great Adam Goodes, Somebody's Land, to gain appreciation of how the lands were traditionally used before colonisation. We have also watched a documentary, In my blood it runs, about the difficulties experienced by a young Indigenous boy from Alice Springs, trying to find where he fits in-between traditional culture and the ways of modern society. The students showed great insight into the challenges experienced by Dujau by completing a Colour, Symbol, Image (CSI) chart:



Kulken Milwil (Mallee Snake) have started to write reflections on the project so far:

"Probably my favourite thing this term has been walking down to Yarkuwa and seeing all of the different family trees."

Amity

"I like making the rope."

Lexi

"I've loved learning the songs like From little things, big things grow in music. I played keyboard and guitar"

Zoe

WELL-BEING MATTERS

ATTENDANCE MATTERS

Minutes lost = days lost per year

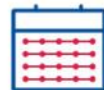

A couple of minutes here and there doesn't seem like much, but...

When your child misses just...	they miss days per year
5 mins per day  = 3 days 	 <p>Patterns of lateness can have a serious impact on your child's education.</p>
30 mins per day  = 18 days 	

education.nsw.gov.au

Days missed = years lost

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

When your child misses just...	they miss weeks per year	and years over their school life
1 day per fortnight  = 4 weeks  = Over 1 year missed	 <p>APRIL</p>	
1 day per week  = 8 weeks  = Over 2.5 years missed		

education.nsw.gov.au

ACTION FOR HAPPINESS

Active April 2022

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
 4 Eat healthy and natural food today and drink lots of water	 5 Turn a regular activity into a playful game today	 6 Do a body-scan meditation and really notice how your body feels	 7 Get natural light early in the day. Dim the lights in the evening	1 Commit to being more active this month, starting today	2 Spend as much time as possible outdoors today	3 Listen to your body and be grateful for what it can do
11 Set yourself an exercise goal or sign up to an activity challenge	12 Move as much as possible, even if you're stuck inside	13 Make sleep a priority and go to bed in good time	14 Relax your body & mind with yoga, tai chi or meditation	8 Give your body a boost by laughing or making someone laugh	9 Turn your housework or chores into a fun form of exercise	10 Have a day free from TV or screens and get moving instead
18 Try a new online exercise, activity or dance class	19 Spend less time sitting today. Get up and move more often	20 Focus on 'eating a rainbow' of multi-coloured vegetables today	21 Regularly pause to stretch and breathe during the day	15 Get active by singing today (even if you think you can't sing!)	23 Go out and do an errand for a loved one or neighbour	17 Be active outside. Dig up weeds or plant some seeds
25 Have a 'no screens' night and take time to recharge yourself	26 Take an extra break in your day and walk outside for 15 minutes	27 Find a fun exercise to do while waiting for the kettle to boil	28 Meet a friend outside for a walk and a chat	22 Enjoy moving to your favourite music. Really go for it	24 Get active in nature. Feed the birds or go wildlife-spotting	
				29 Become an activist for a cause you really believe in	30 Make time to run, swim, dance, cycle or stretch today	

ACTION FOR HAPPINESS

Happier · Kinder · Together



COURAGE TO CARE SYP Upstander Program for Secondary Years students



TRANSFORMING BYSTANDER BEHAVIOUR TO UPSTANDER ACTION

Courage to Care is an educational program about the importance of standing up to discrimination, empowering each of us to confront prejudice and bullying. Taking inspiration from real-life extraordinary acts of courage by ordinary people, our Upstander Programs inspire people to make a difference by standing up and taking action, creating real change in the schoolyard, workplaces, and in our communities.

Delivered by our team of skilled and dedicated volunteers, our Upstander Programs promote acceptance of diversity within our community. Programs transform bystander behaviour by demonstrating the core fact that a bystander is never neutral, and by offering participants practical tools for standing up against racism, bullying and prejudice.

Upstander programs are offered at no cost to schools across Victoria. Our social enterprise delivers professional development for teachers.

Since 2000, more than 150,000 students have participated in our upstander programs in Victoria.

SYP OR MYP? HOW DO I CHOOSE?

The two programs are complementary. Younger students participate in the **Middle Years Program** and progress to the **Secondary Years Program** later in their education.

MYP introduces the concept of accepting diversity across society and the concepts of stereotyping, prejudice and discrimination. **SYP** explores more thoroughly the dangerous progression that begins with stereotyping and can lead to hatred and genocide - and how to nip it in the bud.

WHAT HAPPENS IN OUR WORKSHOPS

SYP Upstander Program for Years 8 - 12 is delivered as an incursion directly to schools or during regional exhibitions in a 1 hr 40 mins workshop with 50 - 80 students.

- 1 A brief documentary film
The film gives historical background to the Holocaust as an extreme example of the progression of racism and discrimination and consequences of bystander behaviour.
- 2 A survivor's personal testimony of the progression of discrimination and how rescuers had the courage to care.
- 3 Upstander stories examining upstanders in history and Local Heroes of today.
- 4 Facilitated discussion so students understand the consequences of their choices and to empower students with extensive tools to overcome bystander behaviour and become Upstanders.
- 5 Students gain a toolkit to help them respond when they witness injustice.

CURRICULUM ENRICHMENT

- Intercultural capabilities
- Interpersonal and Social Capabilities
- Ethical Capabilities
- Humanities (English, History, Politics, Holocaust/genocides, Philosophy)
- Social sciences (Psychology)
- Student Wellbeing
- Respectful Relationships

"The talk by a survivor was listened to in silence, although there were over one hundred students present. Attendance is free, yet the 'return' in information gained and discussion generated is massive." Teacher, Tintern Schools

"It engaged the students with real details, then took it further to make it matter. Excellent presenters, great materials, effective program." Teacher, Xavier High School Albury

"I believe this excursion to be one of the best I have experienced in 30 years of teaching." Teacher, Oberon High School

"Very powerful! It was great for students to hear REAL stories which were then linked to the Local Heroes, so the goal of making a difference is made achievable." Teacher, Carambalac College Werribee

"I've realised today that you don't have to be powerful to do something like stand up for someone in trouble." Student, Werribee

"I thought the morning was brilliant and every school should hear the stories." Student, Richmond

ENQUIRIES AND BOOKINGS

9533-0955

pm@couragetocare.org.au

visit couragetocare.org.au

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NAPLAN – information for parents and carers



2022

Why do students do NAPLAN?

NAPLAN is a national literacy and numeracy assessment that students in Years 3, 5, 7 and 9 sit in May each year. It is the only national assessment all Australian students do.

As students progress through their school years, it's important to check how well they are learning the essential skills of reading, writing and numeracy.

NAPLAN assesses the literacy and numeracy skills that students are learning through the school curriculum and allows parents/carers to see how their child is progressing against national standards and over time.

NAPLAN is just one aspect of a school's assessment and reporting process. It doesn't replace ongoing assessments made by teachers about student performance, but it can provide teachers with additional information about students' progress.

NAPLAN also provides schools, education authorities and governments with information about how education programs are working and whether young Australians are achieving important educational outcomes in literacy and numeracy.

Your child will do the NAPLAN tests online

Schools are transitioning from paper-based to computer-based assessments. Most schools will complete NAPLAN tests online in 2022. All Year 3 students will continue to complete the writing assessment on paper.

Online NAPLAN tests provide more precise results and are more engaging for students. One of the main benefits is tailored (or adaptive) testing, where the test presents questions which may be more or less difficult depending on a student's responses.

Tailored testing allows a wider range of student abilities to be assessed and measures student achievement more precisely. A student's overall NAPLAN result is based on both the number and complexity of questions they answer correctly. Your child should not be concerned if they find questions challenging; they may be taking a more complex test pathway.

What does NAPLAN assess?

NAPLAN assesses literacy and numeracy skills that students are learning through their regular school curriculum.

Students sit assessments in writing, reading, conventions of language (spelling, grammar and punctuation) and numeracy. Questions assess content linked to the Australian Curriculum: English and Mathematics.

All government and non-government education authorities have contributed to the development of NAPLAN test materials.

To find out more about NAPLAN, visit nap.edu.au

Participation in NAPLAN

NAPLAN is for everyone. ACARA supports inclusive testing so all students can participate in the national assessment program.

Adjustments are available for students with disability who have diverse functional abilities and needs.

Schools should work with parents/carers and students to identify, on a case-by-case basis, reasonable adjustments required for individual students with disability to access NAPLAN. Adjustments should reflect the support normally provided for classroom assessments.

To help inform these decisions, you may consult the [NAPLAN public demonstration site](#), the [Guide for schools to assist students with disability to access NAPLAN](#), or our [series of videos](#) where parents/carers, teachers and students share their experience of using NAPLAN adjustments.

In exceptional circumstances, a student with a disability that severely limits their capacity to participate in the assessment, or a student who has recently arrived in Australia and has a non-English speaking background, may be granted a formal exemption.

Your school principal and your local test administration authority can give you more information on adjustments for students with disability or the process required to gain a formal exemption.

What if my child is absent from school on NAPLAN days?

Where possible, schools may arrange for individual students who are absent at the time of testing to complete missed tests at another time during the school's test schedule.

What can I do to support my child?

Students are not expected to study for NAPLAN.

You can support your child by reassuring them that NAPLAN is a part of their school program and reminding them to simply do their best.

ACARA does not recommend excessive preparation for NAPLAN or the use of services by coaching providers.

Some familiarisation and explanation of NAPLAN is useful to help students understand and be comfortable with the format of the tests. Teachers will ensure students are familiar with the types of questions in the tests and will provide appropriate support and guidance.

See the types of questions and tools available in the online NAPLAN assessments at nap.edu.au/online-assessment/public-demonstration-site

NAPLAN timetable

The NAPLAN online test window is nine days. This is to accommodate schools that may have fewer devices.

The NAPLAN online test window starts on Tuesday 10 May and finishes on Friday 20 May 2022. Tests must be scheduled as soon as possible within the testing window, prioritising the first week.

Online NAPLAN test scheduling requirements are detailed in the table below.

How is my child's performance reported?

Individual student performance is shown on a national achievement scale for each assessment. A result at the national minimum standard indicates that the student has demonstrated the basic literacy and numeracy skills needed to participate fully in that year level.

A NAPLAN individual student report will be provided by your child's school later in the year. If you do not receive a report, you should contact your child's school.

How are NAPLAN results used?

- Students and parents/carers may use individual results to discuss progress with teachers.
- Teachers use results to help identify students who need greater challenges or extra support.
- Schools use results to identify strengths and areas of need to improve teaching programs, and to set goals in literacy and numeracy.
- School systems use results to review programs and support offered to schools.
- The community can see information about the performance of schools over time at myschool.edu.au

Where can I get more information?

For more information about NAPLAN:

- contact your child's school
- contact your local test administration authority at nap.edu.au/TAA
- visit nap.edu.au

To learn how ACARA handles personal information for NAPLAN, visit nap.edu.au/naplan/privacy

Test	Scheduling requirements	Duration	Test description
Writing	<ul style="list-style-type: none"> • Year 3 students do the writing test on paper (on day 1 only) • Year 5 writing must start on day 1 (schools must prioritise completion of writing across days 1 and 2 only) • Years 7 and 9 writing must start on day 2 (schools must prioritise completion of writing across days 2 and 3 only) 	Year 3: 40 min. Year 5: 42 min. Year 7: 42 min. Year 9: 42 min.	Students are provided with a 'writing stimulus' (sometimes called a 'prompt' – an idea or topic) and asked to write a response in a particular genre (narrative or persuasive writing)
Reading	<ul style="list-style-type: none"> • To ensure online schools are able to complete NAPLAN tests within the nine-day testing window, Year 7 and 9 students can start with reading on day 1; however, writing must start on day 2 • To be completed before the conventions of language test 	Year 3: 45 min. Year 5: 50 min. Year 7: 65 min. Year 9: 65 min.	Students read a range of informative, imaginative and persuasive texts and then answer related questions
Conventions of language	<ul style="list-style-type: none"> • To be completed after the reading test 	Year 3: 45 min. Year 5: 45 min. Year 7: 45 min. Year 9: 45 min.	Assesses spelling, grammar and punctuation
Numeracy	<ul style="list-style-type: none"> • To be completed after the conventions of language test 	Year 3: 45 min. Year 5: 50 min. Year 7: 65 min. Year 9: 65 min.	Assesses number and algebra, measurement and geometry, and statistics and probability

FOR PARENTS AND CARERS

THE FACTS ABOUT VAPING



Do you know what they're vaping?
For more information visit [health.nsw.gov.au/vaping](https://www.health.nsw.gov.au/vaping)



Do you know what they're vaping?

Many schools have seen a recent spike in young people vaping. Vaping is a whole of community issue. NSW Health has released resources aimed at increasing awareness of the negative health impacts of e-cigarettes and dispelling some of the myths around vaping.

Electronic cigarettes or e-cigarettes, often called 'vapes', are electronic devices designed to deliver vapourised liquids into the lungs. There are many different styles of vapes and types of e-liquids, or e-juices, available. Vapes come in many shapes and sizes and can be made to look like everyday items including highlighters, pens or USB memory sticks.

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

Vaping facts

- Many vapes contain nicotine making them very addictive. The nicotine in 1 vape can equal 50 cigarettes.
- Vapes can contain the same harmful chemicals found in cleaning products, nail polish remover, weed killer and bug spray. They just don't put it on the pack.
- Vapes can leave young people at increased risk of depression and anxiety.
- Young people who vape are 3 times more likely to take up smoking cigarettes
- Vape aerosol is not water vapour.
- Vaping has been linked to serious lung disease.
- Vapes can cause long-lasting negative effects on young people's brain development.

Signs your child might be vaping

Tell-tale signs that your child might have started vaping include the symptoms of nicotine addiction such as feeling irritable or anxious.

The laws around selling vapes

Young people often purchase vapes online, from retail stores or from friends and contacts on social media.

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

There are a number of retailers who sell vapes to young people. This is a crime. If you suspect someone is selling vapes to minors, you can report it to NSW Health [via its website](#) or by calling the Tobacco Information line on 1800 357 412.

Talk to your child about vaping

Whether you suspect your child is vaping or not, take the time to talk to them about vaping and help them understand the risks. Try to start the conversation in a relaxed easy-going way, be patient, and remember your goal is to have a conversation, not deliver a lecture. Importantly, have your facts ready.

For more information

Get the evidence and facts at www.health.nsw.gov.au/vaping

UNIFORM

- Plain black shorts (not sports shorts) OR
- Plain black skirt (with black stockings in winter)
- Black pants (not tracksuit pants)
- Plain White, black or grey socks
- Black leather enclosed shoes with black laces
- Black/red polo shirt with DHS logo
- White collared shirt
- Red polar fleece, woollen jumper or hoodie (with DHS logo)
- DHS logo black jacket
- Plain black or red hat or cap
- Summer dress

SPORTS UNIFORM FOR PD/H/PE AND SPORT SESSIONS

- Black/red polo shirt with DHS logo
- Red hoodie or red woollen jumper or red polar fleece with DHS Logo
- Plain White, black or grey socks
- Plain black sports shorts or Plain black tracksuit pants (no 'skins')
- An appropriate cap/hat is highly encouraged

Additional notes

- Shoes** - It is compulsory for all students from Year 7-12 to wear full leather shoes –shoes with 'holes in the top of them' or shoes that essentially only cover the toes are not acceptable. Shoes must have leather covered uppers as required by the Education Department for safety in **all** subjects.
- Hats** - It is highly encouraged for all students from Year 7-12 to wear an appropriate cap/hat when involved in outside activities such as at the Ag farm or on any excursion or activity where there is a lot of outside activity.
- In winter months, other layers underneath the jumper can be worn, although they cannot be visible

If there is a valid reason for your child not being able to wear the full school uniform, please write a note explaining the reason so your child can receive a uniform pass for that day. Please strongly encourage the wearing of correct uniform to ensure that notes are seldom required.

If you have any questions or concerns please ring the Uniform Coordinator, Nicole Jenkins on 0358811211

BELL TIMES

Period	Mon, Tues, Thurs, Fri	Period	Wed
Roll Call	8:50 - 8:58	Roll Call	8:50 - 8:58
1	9:00 - 9:50	1	9:00 - 9:50
2	9:53 - 10:43	2	9:53 - 10:43
Recess	10:43 -11:03	Assembly	10:43 - 11:03
3	11:03 - 11:53	Recess	11:03 - 11:23
4	11:56 - 12:46	3	11:23 - 12:13
Lunch	12:46 - 1:26	4	12:16 - 1:06
5	1:26 - 2:16	Lunch	1:06 - 1:46
6	2:19 - 3:09	Sport	1:46 - 3:00

COMMUNITY INFORMATION

**P & C
MEETING
26 APRIL**

**6pm in the Admin
Building or on Zoom**

ALL WELCOME


**DENILIKUIN LOCAL ABORIGINAL LAND COUNCIL
INVITES YOU
TO A
COMMUNITY
FUN
DAY**



**13TH APRIL 2022
FOUR POST YOUTH CAMP DENILIKUIN
STARTS AT 11:30AM**

BBQ LUNCH JUMPING CASTLE HOT DONUTS

**Transport available- contact DLALC on
58814891**



**DHS P&C COMMITTEE
AND CANTEEN COMMITTEE**

BOOK, GAMES & PUZZLE SALE

EASTER SATURDAY 16 APRIL , WE WILL BE RUNNING A
STALL AT THE KIOSK IN CRESSY STREET.

2ND HAND BOOK, GAMES & PUZZLE SALE

- Quality recent books, games and puzzles can be dropped off now at Fleming Partners or call Sue on 0400 567 201
- Donations for the book and puzzle stall would be greatly appreciated.
- Donations are needed NOW!
- Late donations on the day can be dropped off between 8.30 and 9.30am.

**STAND-UP COMEDY WORKSHOP
WITH GRADUATION PERFORMANCE**

HOSTED BY ANTHONY LAMOND



What Will I Learn?

- The Science Of Laughter
- Developing A Character
- Sourcing Material & Writing For Yourself
- Stage Craft
- Microphone Technique
- Shaping, Editing & Finalizing Your Material
- Developing A 2-5 Min Routine

How Will I Benefit From The Workshop/Performance?

- Self Belief & Confidence
- Growth & Development
- Expression
- Building Resilience
- Connection & Making New Friends
- Learning How To Present & Influence Others

• FINLEY SCHOOL OF ARTS - FRIDAY 8TH APRIL
 • TIME: WORKSHOP 10AM - 12PM, GRADUATION PERFORMANCE 1PM (COMMUNITY, FAMILY & FRIENDS WELCOME)
 • REGISTER DETAILS @ DANAE DANA, DANAE@BERRIGANNSW.EDU.NSW.GOV.AU OR MOBILE 0425441333
 • RECOMMENDED AGE 12-24 YEARS - LUNCH PROVIDED



2022 YOUTH WEEK

BATTLE OF THE BANDS

FIRST PRIZE \$500 CASH

**THURSDAY 14 APRIL 2022
12PM WARING GARDENS**

**EVERY BAND THAT PERFORMS WINS A CASH PRIZE!
OPEN TO HIGH SCHOOL STUDENTS. ENTER BY CALLING DANA ON 0413 725 057 BY 11 APRIL**

**COME WATCH THE FREE SHOW
AND GET A \$10 FOOD TRUCK VOUCHER**

