



COFFS HARBOUR HIGH SCHOOL

Cnr Edinburgh & Nile Streets, Coffs Harbour, NSW, 2450
Telephone: 02 6652 3466

“Light out of Darkness”

newsletter

QUALITY EDUCATION SINCE 1938

Term 1 — 2020/02

18th March 2020

FROM THE PRINCIPAL

Dear Parents,

We clearly have challenging times as Australia adapts to the COVID 19 health situation. At Coffs Harbour High, we follow the advice from the Department of Education which is informed by health authorities and governments. The Department of Education information for schools is found at the link below.

<https://education.nsw.gov.au/public-schools/school-safety/novel-coronavirus.html>

The Department is also populating our school Facebook site and school website directly with important information as it becomes available. The Health Department also notifies schools directly if there are any confirmed cases related to a particular school. **We have had no cases notified.**

So at this stage school remains open and classes are running as per timetable. As you would expect our teachers of senior classes in particular are making sure that they have learning materials accessible online to students if the situation were to change.

Your child will no doubt be disappointed with the cancellation of school excursions and many sporting activities both school and in the local community. Our job as parents and teachers is to help them manage this disappointment. Once COVID 19 has peaked and passed we will be doing our best to find replacement excursions.

Meanwhile our office staff are working hard on processing refunds – I have emailed you directly about this. I do understand that some families may be undergoing financial stress so we are keen to do this as quickly as possible.

Patti Kearns
PRINCIPAL

FROM THE DEPUTY PRINCIPAL

Covid 19

We wish to thank our school community for their patience and understanding as we navigate our way through the changing management environment created by the Covid 19 virus. The Deputy Principals have spoken with all students in class groups about the current management procedures and students have been very receptive and have asked some interesting questions. We will continue to provide updates to students and community as they come through from the Department of Education.

Absence texts

We also wish to thank parents for their understanding as we continue to refine and trial new systems to monitor student attendance and communication with parents, including the daily text messages for partial truancy and the use of the parent portal. While there are still roll marking errors relating to student attendance, which can result in text messages being sent home by mistake, it is worthwhile for parents to ask their child the questions below when they receive a text and their child tells them that "I was in class or, I was at the incursion or excursion". The onus of proof is on the student to prove that they were in class and the Deputy Principals will happily correct rolls if there is proof that a mistake has been made. This proof may be a note from the teacher or showing the DP the work they did in the lesson.

1. If your child says "I was in class", please ask them:

Did you arrive to class on time?

Rolls are marked at the beginning of each lesson generally and when students are late, they have often missed the roll call. Many teachers are able to change the roll to reflect the late arrival, but for some practical classes, it is not possible for teachers to stop their supervision and go back to the roll marking procedures, as it may not be safe to do so (for example students using machines in technology or swimming at the beach).

2. If your child says "I was at _____ instead of class", please ask them:

Did you hand in your incursion/excursion note on time? Did you have permission from your teacher to be somewhere else?

Teachers provide roll lists to the office in advance for incursions and excursions to enable health care and risk management procedures to be completed. If students are late to hand in notes, this can result in inaccurate information initially being provided to the rolls office, which may not be corrected until the completion of the event, which may be after the automatic message has been sent.

FROM THE DEPUTY PRINCIPAL

3. If your child says "I was at school", please ask them:

Were you in the right place at the right time?

Being in the library or in the playground without your teacher is not counted as being in class during lesson time. Some students have individual learning plans to assist them to manage emotional control or learning difficulties, however they all have a specified person to report to or place to be which ensures their attendance is accounted for. Students who are with the counsellor or an outside agency are marked as being on school business for that period of time.

We are trying to reinforce personal responsibility, punctuality, reliability and emotional control, which are all important workplace skills and help our school to be settled and orderly each day.

Positive recognition

We have refined our systems of recognition of student improvement and achievement this year and it is very pleasing to see many students receiving notifications on our system for effort and improvement in class. We have high expectations for our students and strive to keep their focus on achieving learning goals and developing skills for their futures.

**Kath Steward
DEPUTY PRINCIPAL
(YEARS 8, 10 & 12)**

IMPORTANT DATES

DATE	EVENT
Thursday 9 th April	Last day of Term 1
Tuesday 28th April	Term 2 commences for all students
28 th April	School Cross Country (Years 9 to 12) <i>To be Advised</i>
30 th April	School Cross Country (Years 7 and 8) <i>To be Advised</i>
11 th May	Vaccinations (Years to be advised)
1 st May to 3 rd May	NAPLAN test period
15 th May	MNC Cross Country – Nana Glen
23 rd May	Year 10 Careers Expo – Coffs Harbour Racecourse
29 th May	School Athletics Carnival
8 th June	PUBLIC HOLIDAY
12 th June	NC Cross Country – Lismore
18 th June	MNC Zone Athletics Carnival –Cex Stadium
22 nd June to 26 th June	Year 10 Work Experience
3 rd July	Last day of Term 2

MATHS FACULTY

Google Classroom for Maths

The Maths Faculty have set up a Google Classroom for each course. The PDF for each chapter and answers are available, as well as the scope and sequence for each course. Students need to use their school email to access the Google Classroom. The codes have changed from previous years. 2020 codes for access are below:

Year 7	(All classes)	eqvii6s
Year 8	(8MA1 to 8MA4)	5q5ccuz
Year 8 MOD	(8MA5)	jw56i47
Year 9 5.1	(9MA7 and 9MA8)	yw3gshw
Year 9 5.2	(9MA3 to 9MA6)	xlnsdtc
Year 9 5.3	(9MA1 and 9MA2)	ny76aqc
Year 10 5.1	(10MA6)	d7vch4x
Year 10 5.2	(10MA3 to 10MA5)	b7uyco2
Year 10 5.3	(10MA1 and 10MA2)	togeyke
Year 11	Mathematics Standard	ak3x3lf
Year 12	Mathematics Standard 2	2umkm2gw
Year 12	Mathematics Standard 1	2rx45wx

Some teachers have specifically set up a Google Classroom for their own class and the code to access these are available from the teacher. If there are issues accessing the Google Classroom students can seek assistance from the Maths Staff.

Angela Kellahan
Head Teacher Mathematics

Science News

Agricultural Careers Expo 2020 North Coast Regional Botanic Gardens

Thursday 3rd March

A massive thank you must go to Careers Advisor Ms Dionne Court for coordinating this years Agricultural Careers Expo, held once again at the North Coast Regional Botanic Gardens. Students from a number of schools were in attendance, and Coffs Harbour High School's Primary Industry class was joined by the Year 9 & 10 Agriculture students on the day.

Students were treated to talks and presentations from a diverse range of careers. Discussions included horticulture, forestry, mapping, weed control, both European and native bees, national parks, and TAFE. Students were even able to take home a potted edible that they had planted themselves on the day themselves.

The agriculture industry is a fantastic career path for students to consider. The agricultural sector has such a wide variety of jobs with varied skill sets to choose from. It is a growing field (pun intended) that needs new and talented employees to be ready to fill positions and be the next generation of agriculture.



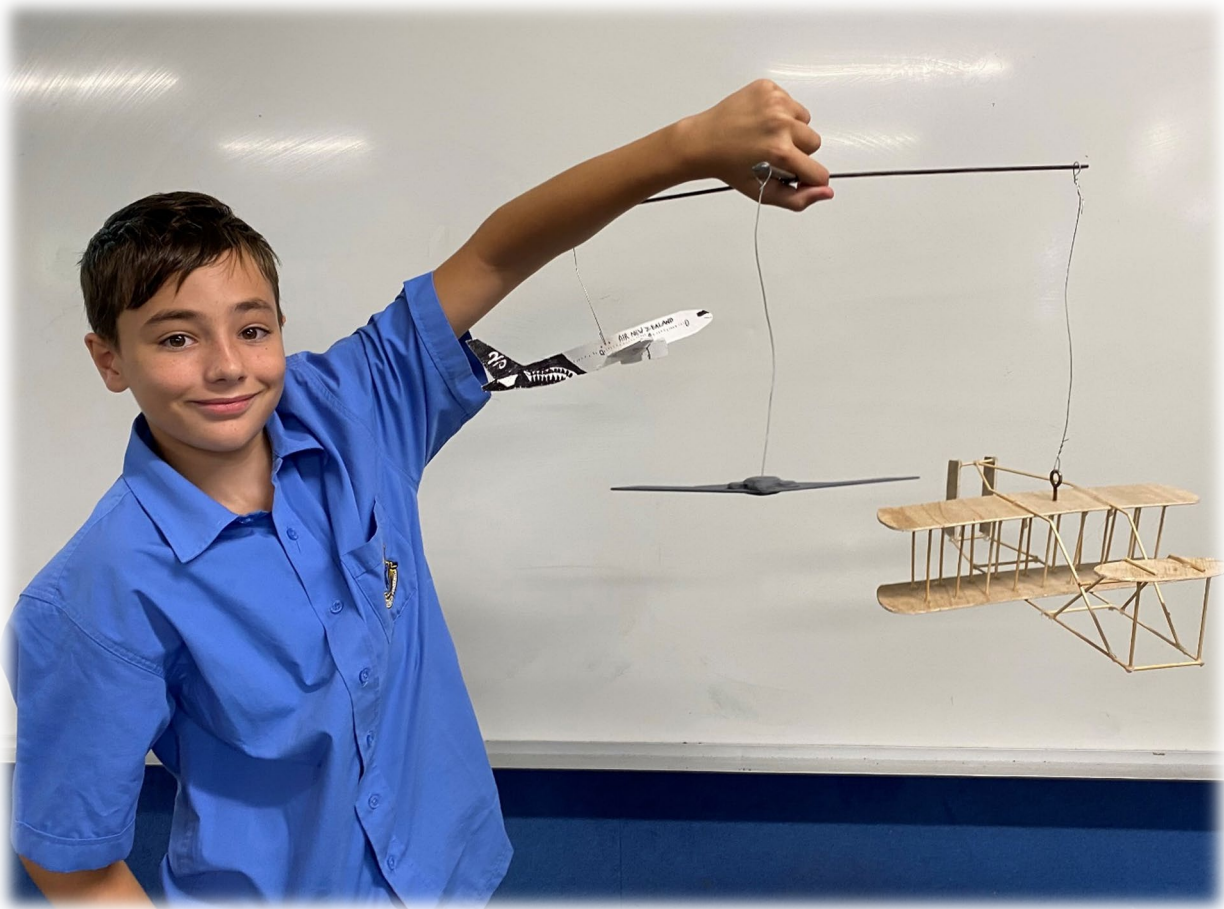
SCIENCE FACULTY



Amanda Joyce
SCIENCE TEACHER

SPECTRA,

or **Science Program Exciting Children Through Research Activities**, is a national science award program developed by the Australian Science Teachers Association. At Coffs Harbour High School, Year 7 students choose one topic from a range of science cards, and then complete activities related to their chosen topic. The students carry out a range of practical and observational activities, research, experiments and projects both at home and at school. The photos show some of the Year 7E Science class, which has thrown themselves with gusto into the activities, and have presented to the class some amazing tasks and creations. Students across Year 7 are to have completed twenty stars worth of activities by the end of Week 2, Term 2.



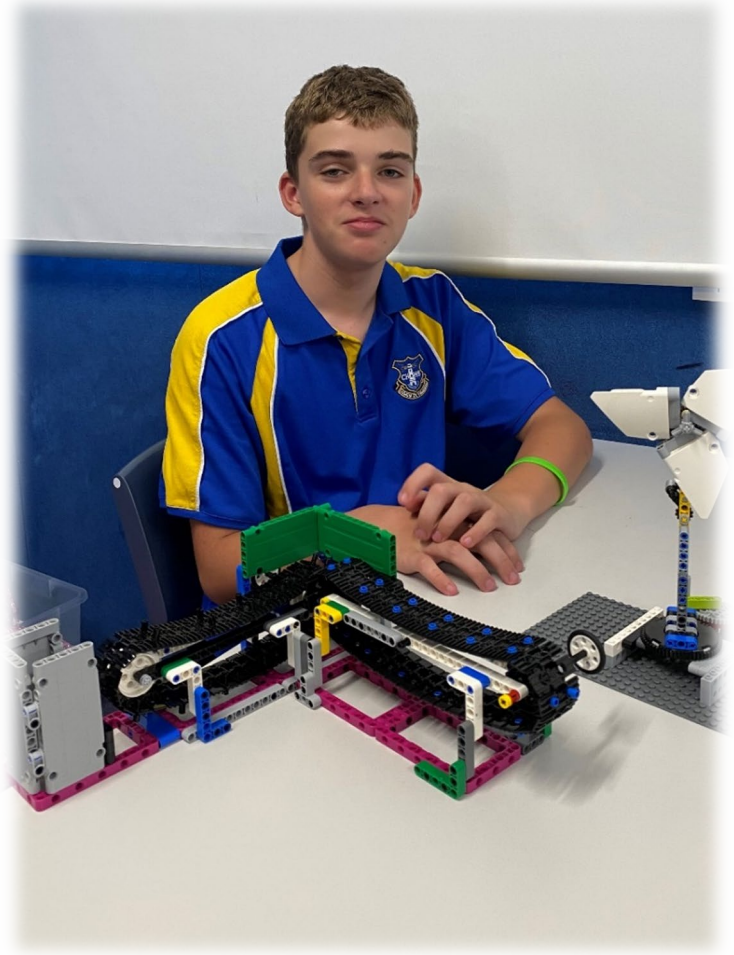
Student: Jesse Smith Yr7

Amanda Joyce
SCIENCE TEACHER

SCIENCE FACULTY



Student: Mia Chou Yr7



Student: Nico Brakenhielm Yr7

Amanda Joyce
SCIENCE TEACHER

Earth and Environmental Science: Mt Warning Excursion

This Yr 12 class is currently studying geological hazards. Wild rain and weather couldn't deter the keen environmentalists and geologists who scaled to the top of Mt Warning in the pouring rain. Visibility from the top was 10metres to the clouds. Unfortunately we were unable to witness first hand Mt Warnings caldera (A caldera is a large cauldron-like hollow that forms shortly after the emptying of a magma chamber/reservoir in a volcanic eruption), which is the second largest on the planet. Students all achieved first-hand data that they will use to support them with their Depth Study.



Amanda Joyce
SCIENCE TEACHER

Metals and TAS workshop upgrades

Recently our workshops have been receiving some positive attention. With the support of staff, student and some funding from the P&C we have begun the upgrade of industrial machines. This represents a significant financial investment from the school and has given our students the ability to better access the curriculum. We have also been working hard to improve the façade of our workshops with the installation of large promotional posters (picture). Please encourage your son/daughter to wear covered leather footwear on days they have practical classes.



Jack Sheehan – Year 10 IT Metals Students using the recently acquired Metal Finishing machine.



Promotional Poster (picture)

Josh Myles
TAS TEACHER

Coffs High Makes Waves

Congratulations to the Coffs Harbour High School swim team who braved the weather on Tuesday to compete at the MNC swimming championships in Grafton. The rain poured for most of the day but that did not dampen our performance. 11 individuals and 10 relay teams have qualified for North Coast Swimming events! Our school blitzed the point score coming in 1st place. Stanley Morrison, Isaiha Phillips, Oscar Croak, Bella Teale, Benni Maloney and Imogen Richards were awarded Age Champions. We wish all swimmers the best of luck at North Coast next Tuesday.



12 x 50m Relay team came first place at the MNC Carnival and are off to compete at:

L-R front: Isaiha Phillips, Levi Bannerman, Olissa Onley, Benni Maloney, Bella Teale, Oscar Croak, Jekoda Wood
Back Row: Georgia Kuchel, Imogen Richards, Charlize Angus, Riley George, Syllas Phillips

Jennifer Pearce
CHHS CARNIVALS COORDINATOR/PDHPE TEACHER

North Coast Swimming Report

Instant Athlete, Just Add Water!

It was a pleasure this year to be Team Manager for MNC and watch Coffs High School Swim Team swim at the North Coast Championships. This meet qualifies our swimmers through to NSW CHS Swimming at the end of this term.

Congratulations to all swimmers which were brilliant on the day. Imogen Richards, Oscar Croak, Stanley Morrison and Isaiha Phillips won all of their events. As a school we came second place on the point score out of 30 schools!

Outstanding results were attained with 22 students qualifying for the next level. We had 10 relay teams swim on the day, with 8 coming in 1st or 2nd place.

Girls Open 200 Medley Relay 2:19.48 Bella Teale; Benni Maloney; Imogen Richards; Olissa Onley Georgia Kuchel – 1st place

Boys Open 200 Medley Relay 2:11.81 Levi Bannerman; Isaiha Phillips; Riley George; Oscar Croak Syllas Phillips – 1st place

Girls 13 Year Olds 200 Freestyle Relay 2:19.89 Brodie Lee King; Lexi Weiley; Lani Cooper; Bella Teale – 3rd place

Boys 13 Year Olds 200 Freestyle Relay 2:13.68 Cale Ogilvy; Charlie Morrison; Stanley Morrison; Beau George – 2nd place

Girls 14 Year Olds 200 Freestyle Relay 2:26.48 Johanna Kuchel; Maya Thompson; Charlize Angus; Isobelle O'Garey – 3rd place

Girls 16 Year Olds 200 Freestyle Relay 2:03.68 Imogen Richards; Olissa Onley; Georgia Kuchel; Benni Maloney – 1st place

Boys 16 Year Olds 200 Freestyle Relay 1:55.35 Isaiha Phillips; Riley George; Levi Bannerman; Oscar Croak – 1st place

Boys 12-19 6x50 Freestyle Relay 3:01.78 Stanley Morrison; Beau George; Syllas Phillips; Oscar Croak Isaiha Phillips; Jekoda Wood;- 1st place

Jennifer Pearce
PDHPE/ CARNIVALS COORDINATOR/PDHPE TEACHER

SPORT



Girls 14Years 200m Freestyle Relay: Isobelle O'Garey, Charlize Angus, Johanna Kuchel, Maya Thompson



Girls 13Years 200m Freestyle Relay: Lani Cooper, Lexi Weiley, Brodie-Lee King, Bella Teale

SPORT



Boys 13years 200m Freestyle Relay: Cale Ogilvy, Charlie Morrison, Stanley Morrison, Beau George

2020 CHS Individual Tennis Championships

Lily and Ruby Pade in Year 12 & 7 respectively travelled to Parramatta to contest the 2020 CHS Individual Tennis Championships. Both girls played really well over the few days with awesome results in their respective events. Lily played in the Open Girls Singles where she made the $\frac{1}{4}$ finals where unfortunately the event was washed out. Ruby, playing in the 15/under Girls Singles went all the way to the final and won the Gold medal. Both girls have been selected in the NSW CHS Open Tennis Team with Lily being in the NSW CHS First team whilst Ruby is in the NSW CHS Seconds team. The NSW All Schools Titles are to be held in Bathurst where the girls will take on the best from the Catholic, Combined Independent & Combined High Schools to make the NSW All Schools team that will travel to Perth later in the year to contest the National High Schools Championships.



Allan Pade
THE HARBOUR TENNIS ACADEMY

LIBRARY

HOW DOES YOUR LIBRARY FARE?

QUESTIONS TO ASK ABOUT THE SCHOOL LIBRARY

- Does the school have a library with access for all students before, during and after school?
- Does it have a qualified teacher librarian AND qualified library staff?
- Do students engage in activities to promote reading for pleasure?
- Do the students have the opportunity to visit the library regularly to borrow books?
- Is the library used by students to develop research skills?
- Does the collection support all abilities, cultures and individual needs?
- Are classroom teachers team teaching with teacher librarians?
- Can students use the library for private study and reading?
- Does it have a wide range of print materials and access to electronic resources?
- What can the current students tell you about the library?

Next steps

If you are a parent:

Ask questions about the school libraries you visit.

Find out more about what makes a good school library:



Students Need School Libraries

Visit: studentsneedschoollibraries.org.au

References

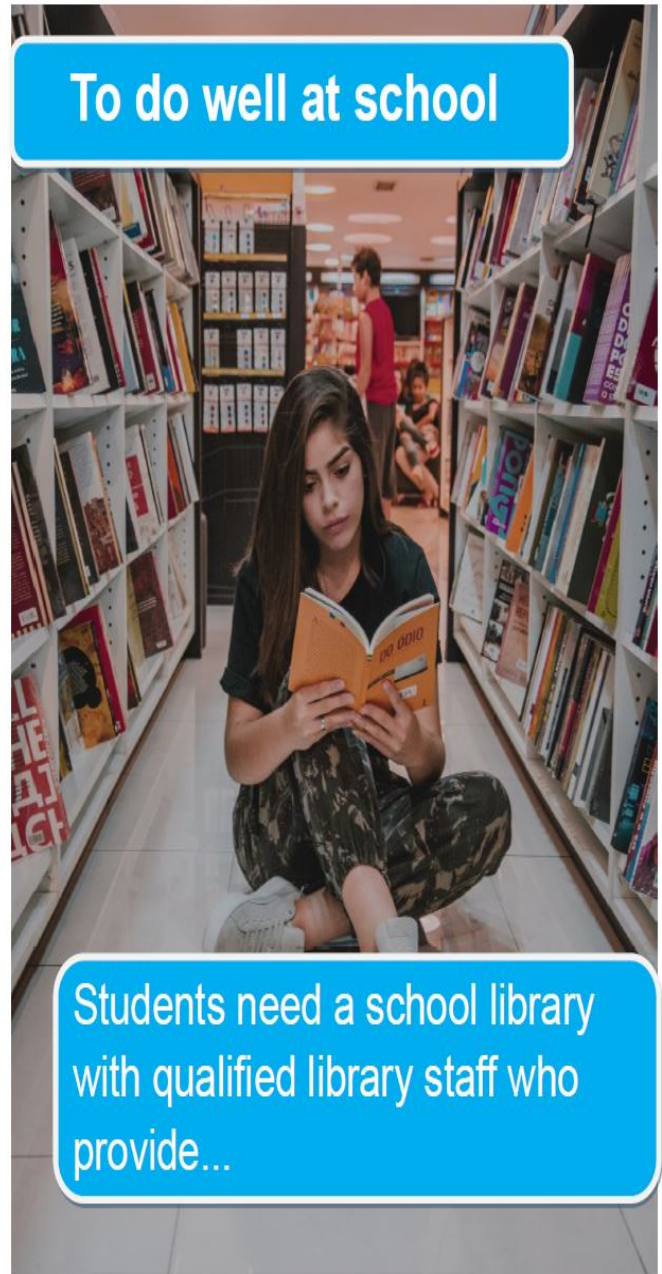
CILIP: School Libraries Group n.d., *Professional librarian*, CILIP, pdf, viewed 1 February 2020, <<https://archive.cilip.org.uk/sites/default/files/documents/Professional%20Librarian%20-%20Hi-res.pdf>>.

'Do students today read for pleasure?' 2011, *PISA in focus*, 8 September, viewed 18 January 2020, <<http://www.oecd.org/pisa/pisaproducts/pisainfocus/48624701.pdf>>.

Lance, K & Kachel, D 2018, 'Why school librarians matter: what years of research tell us', *Phi Delta Kappan*, vol. 99, no. 7, pp. 15-20.

Brochure adapted with permission from CILIP: School Libraries Group

To do well at school



Students need a school library with qualified library staff who provide...

LIBRARY

Support and encouragement for their reading from someone who:

- is an expert in contemporary fiction for young people
- knows how to find the right book for each individual



Students who are highly engaged in a wide range of reading activities are more likely than other students to be effective learners and to perform well at school. (Do students today read for pleasure?, 2011, p.1).

A welcoming and safe place to:

- read, browse, study or learn before, during and after school hours
- relax, read, study, play games and meet friends

Advice and instruction from a teacher librarian on using information in today's world to:

- find relevant and reliable print and online information to meet their research needs
- know how to evaluate sources and search the Internet safely
- understand the ethical use of information and how to cite their sources



Students tend to thrive academically where library programs provide ready access to free and subscription-based online resources alongside more traditional collections of books, periodicals, and audio visual resource. (Lance & Kachel, 2018, p.18)

Resources that are:

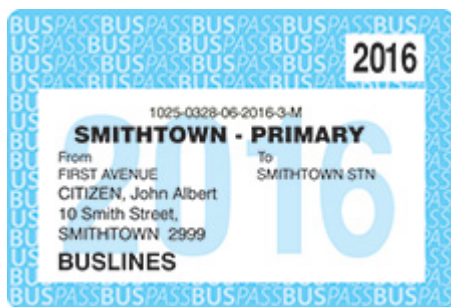
- current, relevant to the curriculum and their interests
- appropriate to their age and ability
- easily accessible

The best school libraries do **ALL** of these things



Busways' School travel advice regarding COVID-19

With the COVID-19 situation continuing to evolve in NSW, it is important to keep up to date with the latest information and advice. School and route bus services are currently operating as normal, however, should this change unexpectedly, our school bus operator, Busways, advises it will post updates to school and route bus services to its website. Parents are encouraged to regularly check the Busways website at www.busways.com.au for updates and announcements regarding bus services for our school in case changes happen unexpectedly outside of school hours. Regular checks to the Busways website will ensure you have the most up to date information.



A friendly reminder from our bus drivers, students are to produce their 2020 School Bus Pass each time they ride the school bus.

Thank you

Wellbeing News

New ASPIRE Behaviour Framework

Schools play an important role in developing and shaping the character and wellbeing of children and young people. Here at Coffs Harbour High School, we strive to provide learning experiences and opportunities that develop the character of our students by promoting self-regulation and positive behaviour, resilience, ethics and leadership.

In order to help us support and communicate with students and parents about student behaviour in the playground and classroom, we have created the 'Aspire' behaviour framework. 'Aspire' consists of a series of colour-coded levels upon which students will be placed, several times each term, by their year advisers. The level upon which students are placed will vary according to the types of positive and negative behaviours they have been engaging in at school. Some examples of positive behaviours, for which students receive merits leading to Bronze, Silver, Gold and Platinum awards, are listed below:

- participating actively in their own learning and positively contributing to the learning environment for others
- achieving at a high level academically in assessment tasks and exams
- displaying positive social behaviours such as resilience, co-operation and helping others
- participating in school teams and events
- displaying effort and improvement in the classroom

When students achieve these higher levels of 'Aspire', they will be eligible for opportunities such as regular end of term rewards excursions.

Examples of negative behaviours, which may have students moving to lower levels on the framework such as Amber or Orange, include:

- showing disregard for their own learning or the learning of others
- being disrespectful to their peers or to staff
- acting in a manner which is unsafe to themselves or others

Please note that when students are at the Orange level they will not be eligible to play for the school in sporting teams, nor will they be able to attend school excursions, camps or the school social.

While implementing the 'Aspire' framework, staff at the school have been paying particular attention to recognising the positive behaviours of our students by distributing more merit awards. This is in recognition of the fact that most of our students are doing the right thing the majority of the time. Our renewed focus on positive behaviour has meant that we have a far higher number of students reaching bronze level near the end of Term One than at the same time last year.

We hope that the new framework will provide a shared language for all members of the school community. It will assist us in supporting our young people to become active learners, and to develop qualities that will enable them to succeed, thrive and contribute positively throughout their lives.

Kate Pullinger
HEAD TEACHER WELLBEING

COMMUNITY INFORMATION

Coffs Harbour High School Aspire Program

Colour	Student sample:		Student is supported by:
Platinum	<ul style="list-style-type: none"> Has achieved an overall balance of 26 or more positive Sentral entries Merit Certificates across 3 categories Consistently demonstrates engagement, respect and safe behaviour Has 85% or higher attendance rate 	↓	<ul style="list-style-type: none"> Recognition of Achievement at Excellence Assembly Positive contact home from Principal (Phonecall) Lunch hosted by School in Term 4 with other Platinum Achievers
Gold	<ul style="list-style-type: none"> Has achieved an overall balance of 19 - 25 positive Sentral entries Merit Certificates across 3 categories Consistently demonstrates engagement, respect and safe behaviour Has 85% or higher attendance rate 	↑↓	<ul style="list-style-type: none"> Recognition of Achievement at Excellence Assembly Positive contact home from Year Advisor (Phonecall) Lunch hosted by School in Term 4 with other Gold Achievers
Silver	<ul style="list-style-type: none"> Has achieved an overall balance of 12 -18 positive Sentral entries across any categories Consistently demonstrates engagement, respect and safe behaviour Has 85% or higher attendance rate 	↑↓	<ul style="list-style-type: none"> Recognition of Achievement at Whole School Assembly Positive contact home from Year Advisor (Postcard / letter / Phonecall) Reward Excursion hosted at End of Term/Semester
Bronze	<ul style="list-style-type: none"> Has achieved an overall balance of 5 -11 positive Sentral entries Consistently demonstrates engagement, respect and safe behaviour Has achieved Yellow Level Merit Certificates across any category Has 85% or higher attendance rate 	↑↓	<ul style="list-style-type: none"> Recognition of Achievement at Year School Assembly Positive contact home from Year Advisor (Postcard / letter / Phonecall / Text message) Reward Excursion hosted at End of Term/Semester
Yellow (Universal Level)	<ul style="list-style-type: none"> Is working towards an overall balance of 5 positive Sentral Entries Has 85% or higher attendance rate 	↑↓	<ul style="list-style-type: none"> Teaching/Modeling of how to be engaged, respectful and safe within classrooms Positive phone call from Teacher/Wellbeing Team for positive Sentral entries Explicit Faculty consequences for negative Sentral Entries
Amber	<ul style="list-style-type: none"> Has between 3 - 9 negative Sentral Entries May have between 85% - 80% attendance rate May have up to 5 unjustified partial absences 	↑↓	<ul style="list-style-type: none"> Teaching/Modeling of how to be engaged, respectful and safe within classrooms Explicit Faculty consequences for negative Sentral Entries including contact home, causing concern letters, faculty monitoring card If necessary, Year Advisor to place on monitoring card and/or contact home re: student's wellbeing
Orange	<ul style="list-style-type: none"> Has an overall balance of between 10 - 20 negative Sentral Entries May have 80%- 70% or less attendance rate May have up to 15 unjustified partial absences At risk of suspension 	↑↓	<ul style="list-style-type: none"> Teaching/Modeling of how to be engaged, respectful and safe within classrooms Explicit faculty consequences for negative Sentral Entries DP monitoring attendance/consistent negative entries If necessary, Deputy Principal contact home re: behaviour/wellbeing Possible Counsellor Intervention &/or case management Year and Merit excursion ban/sporting representation ban/school social ban Formal Caution may be issued

COMMUNITY INFORMATION

Red	<ul style="list-style-type: none"> • Has an overall balance of 21+ negative Sentral Entries • May have 50% or less attendance rate • May have 20 or more unjustified partial absences • At risk of suspension 	↑	<ul style="list-style-type: none"> • Teaching/Modeling of how to be engaged, respectful and safe within classrooms • Counsellor Intervention &/or case management • Risk management plan may be implemented • Transition team support • Deputy monitoring card implemented • Explicit consequences for negative Sentral Entries • Year and Merit excursion ban/sporting representation ban/school social ban
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FREE parenting course run by Mid Coast Communities

The 'in it Together' program, run through the Groundworks Youth Centre, provides free support to young people (12 to 17 years old) and their families/parents/carers who live in the Coffs Harbour area. In April, Megan Bliss, the Youth and Families Program Officer at 'in it Together', is running a parenting course for parents and carers of young people aged 12-17. The six-session course focusses on teaching parents how to coach their young people to develop their emotional intelligence.

Tuning into Teens™ has been developed by a team at Melbourne University. As part of the course, you will learn how to:

- be better at understanding and talking with your child through this important developmental phase
- help your teen learn to manage their emotions
- help to prevent behaviour problems in your teen
- teach your teen how to deal with conflict

Tuning into Teens™ shows you how to help your teen develop *emotional intelligence*. Adolescents with higher emotional intelligence:

- are more aware, assertive and strong in situations of peer pressure
- have greater success with making friends and are more able to manage conflict with peers
- are more able to cope when upset or angry
- have fewer mental health and substance abuse difficulties
- have more stable and satisfying relationships as adults
- have greater career success - emotional Intelligence may be a better predictor of academic and career success than IQ.

This event is brought to you free of charge by Mid Coast Communities. Please call (02) 5632 4021 to reserve your place.

The course is held at 2/222 Harbour Drive, Coffs Harbour over 6 consecutive Wednesday evenings 5.30pm-7.30pm starting Wednesday 1st April 2020

OR

6 consecutive Thursday mornings 9.30am -11.30am starting Thursday 2nd April 2020

COMMUNITY INFORMATION

TUNING INTO TEENS

A six-session course for parents or carers of young people aged 12-17

Learn the skills to manage emotions and conflict,
to better understand, communicate
and connect with your teenager(s)

"This has given me skills to relate to my teen emotionally & navigate good communication."

"Megan is a very good listener & excellent teacher...she made the content relatable."

Thursdays 2nd April to 7th May
9.30am - 11.30am

Mornings

Groundworks Youth Centre
(enter via the side gate)
2/222 Harbour Drive
Coffs Harbour

Please register with Megan on
(02) 5632 4021 or iit@midcc.org.au



MID COAST
COMMUNITIES
Where everyone belongs!



in it together

Whooping Cough (Pertussis) Update

We have now had three confirmed cases of whooping cough (pertussis) at the school. All of the cases have been amongst Year 7 students.

Symptoms to watch for

- Whooping cough usually begins like a cold with a blocked or runny nose, tiredness, mild fever and a cough.
- The cough gets worse and severe bouts of uncontrollable coughing can develop. Coughing bouts can be followed by vomiting, choking or taking a big gasping breath which causes a "whooping" sound. The cough can last for many weeks and can be worse at night.
- Some newborns may not cough at all but they can stop breathing and turn blue. Some babies have difficulties feeding and can choke or gag.
- Older children and adults may just have a cough that lasts for many weeks. They may not have the whoop.

Should your child show any symptoms of whooping cough, they should remain at home until they have been reviewed by their GP. Please note that those infected may have been immunised, but the effectiveness of immunisations fades over time.

More information on whooping cough can be found on the NSW Health website at:

<https://www.health.nsw.gov.au/Infectious/factsheets/Pages/Pertussis.aspx>

Kate Pullinger
HEAD TEACHER WELLBEING