



# 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 3 — 2021/05

9<sup>th</sup> August 2021

### FROM THE PRINCIPAL

#### **Basketball courts**

Work has now commenced on our new outdoor basketball courts. The project is a full double court with a large roof covering that provides shade and allows play in most wet weather. Construction will take until close to the end of this year. There will be some disruption to student access to the oval; however, this will be a fantastic facility when completed, so any inconvenience will be well worth it. I need to acknowledge the work of Mr Field in putting this project forward.

#### **Paul Dillon webinar**

I emailed parents recently with information regarding a free webinar on Vaping presented by drug educator Paul Dillon. NSW Health has organised this seminar to provide parents with up-to-date information regarding vaping. Vaping has recently become an issue with school-age children across much of Australia. While it has been a concern in countries like the USA for some time now, vaping has only become widespread amongst school students more recently in Australia. Unfortunately, children see vaping as harmless, and the marketing of different “flavours” appears quite appealing to younger people. Vaping is not allowed at school, and students caught vaping will be dealt with in the same manner as smoking. It is illegal to sell or otherwise provide a child with vapes, and it appears that students are mainly accessing them through older siblings, both with and without their knowledge. I would encourage all parents to view the Livestream this Wednesday, 11 August, at 7 pm via Zoom. The link to register is: [Paul Dillon - Parent registration Survey \(surveymonkey.com\)](#)

#### **Mobile phone policy webinar**

Given that we are unable to hold parent-teacher evenings or meetings, I have organised a Zoom webinar to provide parents with further details regarding proposed changes to mobile phone policy. I thought I would time this just before Paul Dillon’s Vaping webinar so that it might be more convenient for parents to catch both on one evening. The webinar is an opportunity to have any questions you might have answered via Zoom meeting chat. A parent feedback survey will follow the zoom over the following weeks to gauge parent response to these proposed changes. We expect these changes will come into effect in Term 4 of this year. The webinar is this Wednesday 11 August at 6 pm. You will need a Zoom account (which is free) to join. You can create a Zoom account using the following link: [Sign Up - Zoom](#). The link for the webinar is: <https://nsweducation.zoom.us/j/65202904567?pwd=L0JrTDZWZGRCcFBGajJMdUdqWUpmZz09>

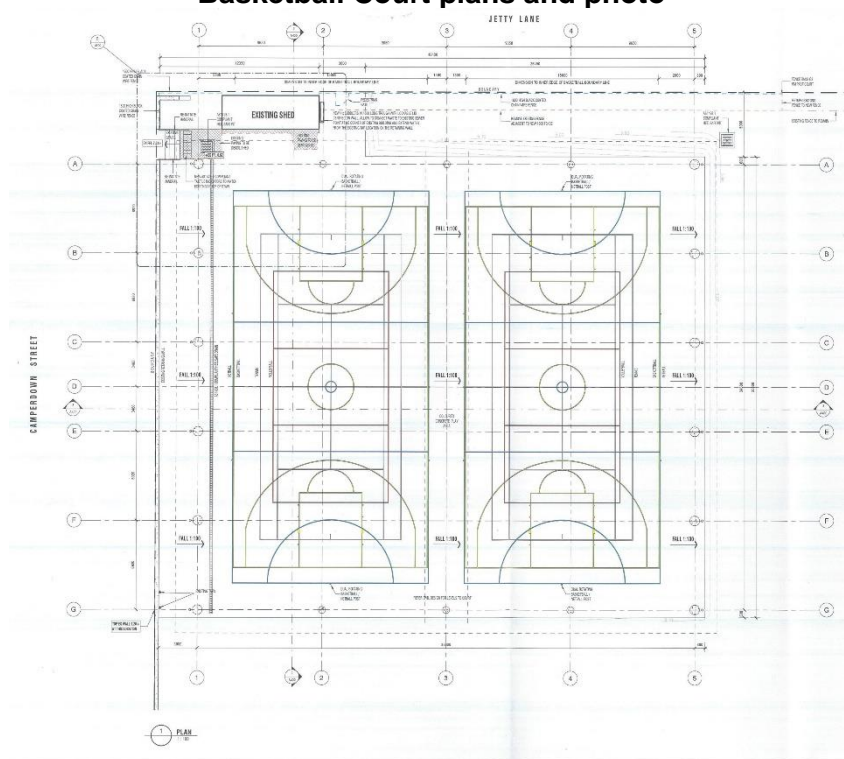
# FROM THE PRINCIPAL

## COVID

I want to thank parents, staff and students for their cooperation with the restrictions and disruption caused by the COVID pandemic. While we are currently at least free of the greater restrictions imposed on Sydney and surrounding areas, there has still been some impact on the school's operation. We have had to cancel several excursions, and I appreciate how much some of our students look forward to these opportunities. I am also aware of the extra concern felt by our HSC students during this difficult time. With HSC practical and performance tasks having due dates extended and the HSC exams delayed by a week, I want to assure parents and students that we are well-placed to support students during this time. Our trial HSC exams will run as normal. We will endeavour to hold some form of graduation and formal for Year 12, as close to "normal" as possible. We are also planning on running revision/exam preparation sessions for students in the first two weeks back of Term 4, just before the exams starting in Week 3. Year 12 final reports will be issued just before the HSC exam next term. We will communicate further information to students and parents via email once we have finalised the organisation for these activities.

**Peter South**  
Principal

**Basketball Court plans and photo**



# FROM THE DEPUTY PRINCIPAL

## Deputy Principal report

Our school continues to be a busy and active place with learning in classrooms and in the local area surrounding the school continuing as normal. We are of course missing excursions and many sporting competitions however we generally feel grateful that so far, our school community remains safe from COVID. Parents and students have been very co-operative with safety measures and we thank everyone for following guidelines.

### Senior students

Year 12 students are busy preparing for their trial exams next week and finalising major works in practical subjects. There have been some changes to final exam dates and due dates in some areas and these have been communicated to students. Year 11 students are completing their final term of courses and need to be ensuring that they have completed all requirements to ensure eligibility to commence Year 12 in Term 4.

Our message to our senior students continues to be to advise them to keep working steadily, attending all classes, meeting deadlines, look after their wellbeing and seeking support if needed. Our teachers and administrative staff are here to provide support and assist students to meet their goals.

Year 10 into 11 subject selection processes are underway and students have been supported by staff in making selections. Our large cohort in Year 10 is expected to lead to a large Year 11 group in 2022 which will expand the number of classes we run and enhance subject choices. Students and parents are encouraged to consider choices that are aligned with strengths, interests and aspirations and staff are more than willing to assist with advice and assistance. Our Careers Adviser Ms Dionne Court recently provided this film for staff to raise awareness of the changing employment market and the emphasis on technical skills and employment. It is worth watching to help shape ideas and possibilities of careers and is just short of 40mins long.

<https://www.skillsone.com.au/category/digital-students-showcase/>

**Community relations** There have been concerns raised by shop owners in the Jetty strip and Jetty Village about anti-social behaviour from some students (mostly year 7 and 8) including gathering near doorways which blocks access, riding scooters and skateboards, swearing and generally creating a negative presence, before and after school. This is of great concern to us as we value being a part of the Jetty community and expect our students to behave respectfully and safely at school and in the community. Our rules are very clear. The only students with permission to access the Jetty shops area during school hours are seniors in Years 11 and 12. Junior students are not permitted to leave the site during school hours without a teacher or parent or permission from a Deputy Principal. Playground duty starts at 8.40am and once students arrive at school in the morning, they are not permitted to leave. Some students walk to school or get dropped by parents at the shops in the mornings and we ask that they get what they need from the shop, do not hang around in groups and proceed to school. If students leave the school during the day without permission they are putting their safety at risk and potentially causing concern in the community and will be regarded as truanting. We ask parents to assist with reinforcing this expectation.

## FROM THE DEPUTY PRINCIPAL

### New track pants

The navy track pants are selling well and have been welcomed by students as a warm addition to the uniform. We ask for the support of parents to ensure that students come to school in uniform each day and we are always grateful for donations of second hand uniforms for our uniform pool.

**Kathy Steward**  
**DEPUTY PRINCIPAL**

## IMPORTANT DATES

DATE	EVENT
12 <sup>th</sup> – 20 <sup>th</sup> Aug	Year 12 Trial Exams
14 <sup>th</sup> Aug – 18 <sup>th</sup> Sept	HSC Oral Exams
6 <sup>th</sup> – 10 <sup>th</sup> Sept	HSC Oral Music Exams
6 <sup>th</sup> – 17 <sup>th</sup> Sept	Year 11 Exams
17 <sup>th</sup> September	Last day of Term 3
19 <sup>th</sup> Oct – 11 <sup>th</sup> Nov	HSC
18 <sup>th</sup> October	Year 7 Vaccinations
8 <sup>th</sup> – 12 <sup>th</sup> Nov	Year 11 Heron Island Excursion
11 <sup>th</sup> November	Year 12 Formal
23 <sup>rd</sup> November	Year 7 2022 Orientation Day

## P & C REPORT

Hi Parents

The P&C wants to express our appreciation to Nicole Martin for stepping into the role of Treasurer after reading the last newsletter. It's a big role to fill but means so much to be able to ensure the financial strength of the P&C and our ability to support projects within the school and offer our Canteen service.

We would like to encourage parents to join the upcoming online meetings about the introduction of phone pouches in the school and the discussion around vaping. The issue of controlling excessive and inappropriate phone use and also the harm vaping is doing is causing concern within our school families. Details are in this newsletter.

Parents may be interested in the findings of the Gallop Inquiry. There are strong concerns for the future of teacher longevity as they deal with unsustainable workloads, increasing student numbers and teacher shortages. More details about all the findings are at [nswtf.org.au/inquiry](http://nswtf.org.au/inquiry).

A quote from one of our parents at our last meeting- " It's hard to know what is happening when your child goes to High school so it was good to come to P&C and find out ".

Come along and find out what's happening in your child's school- Monday 6<sup>th</sup> September at 7pm in our school library. Access via Front entrance.

**Warm Regards**

**Caitlin Mackie- P&C President**



# CONGRATULATIONS

## C.ex Group Tertiary Education Scholarship for 2020

Annelies Bleechmore, formally from Coffs Harbour High School has been awarded the C.ex Group Tertiary Education Scholarship for 2020. This scholarship recognizes a Coffs Coast student who has demonstrated outstanding achievements in artistic/community involvement or sporting pursuits throughout High School. Annelies is now studying her Bachelor of Nursing at Griffith University, Gold Coast with the financial assistance of the C.ex Group Tertiary Education Scholarship.

In addition, Annelies's incredible Year 12 HSC Visual Art Major Work "Till Death Do Us Part?" was selected for ARTEXPRESS which is an annual series of exhibitions of exemplary artworks created by New South Wales Visual arts students for the Higher School Certificate examination and will be on exhibition at the Grafton Regional Gallery from early August 2021.

Her artwork has also been recognized by the University of the Arts London and following a lengthy interview process Annelies has also been offered a position to study Art in London, which she intends to pursue in future years when she has completed her Nursing Degree and international travel becomes a possibility.

After being awarded the 2020 Coffs Harbour High School, Reuban F Scarf Memorial Foundation Award for Commitment and Achieving a Band 6 in the 2020 HSC for Visual Art, Annelies is a worthy recipient of the 2020 C.ex Group Tertiary Education Scholarship.



Photo: Annelies Bleechmore 2020 C.ex Group Tertiary Education Scholarship Recipient with the C.ex Group Scholarship Committee

# CAREERS

## Careers Newsletter for August

### Year 10 Work Experience

Congratulations to all Year 10 students who participated in work experience. The feedback has been extremely positive and overall, students had a wonderful time. Some students travelled as far as Armidale and the breadth of placements extended from Automotive to Digital Media to Fisheries and Graphic Design and everything in between.

We would like to say a big thankyou to our many employers (over 140) who offered positive and value added opportunities for our students. As a result a number of students were offered casual employment, whilst others have been offered School based traineeships.

Any student wishing to consider a second work experience placement this year should see Mrs Court or Mrs Neville to have a discussion and collect paperwork.

Here are some responses from students:

“It was a week off school to participate in an activity that you wanted to do. I met new, friendly people that I enjoyed working with. It was fun and I definitely recommend doing it for the younger students that are thinking of doing it”

“I got to meet lots of new people and I got shown lots of different things that happen behind the scenes that people don’t normally see”

“I enjoyed my week at work experience which I undertook at Giant Media because my “employer” was my uncle and he coached me throughout my week. I’ve learnt so much and I now have a much more broader idea in the media & logo designing career path. I was able to attend multiple meetings through the week and design a bunch of logos for client companies. It was so much fun and wish I was able to take a second week also. They loved having me there as much as I loved being there. Next year as I go into senior school I wish to undertake digital design and business studies. I am very grateful for my week of work experience and recommend for future years to come.”

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### **School Based Traineeships**

Congratulations to Charley Buckler of Year 10 who recently secured a school-based apprenticeship in Certificate III Hairdressing with Nuovo Hair in the Plaza. Charley will complete one day per week minimum in the workplace in a paid capacity and attend TAFE another day per week learning the theory aspect of the course.



# CAPA FACULTY

## CAPA Exhibition

At the end of Term 2 the CAPA faculty held an Exhibition to showcase the fantastic work created during Semester 1. The exhibition featured works from students from Year 7 through to Year 12 from Visual Arts, Visual Design and Photographic and Digital Media. It was a huge success and attended by a large portion of the school, both teacher and students. The exhibition was a fantastic way to celebrate the success of students and the incredible work that is generated in classrooms everyday. Congratulations to all students who had work exhibited and the CAPA staff look forward to the next show!

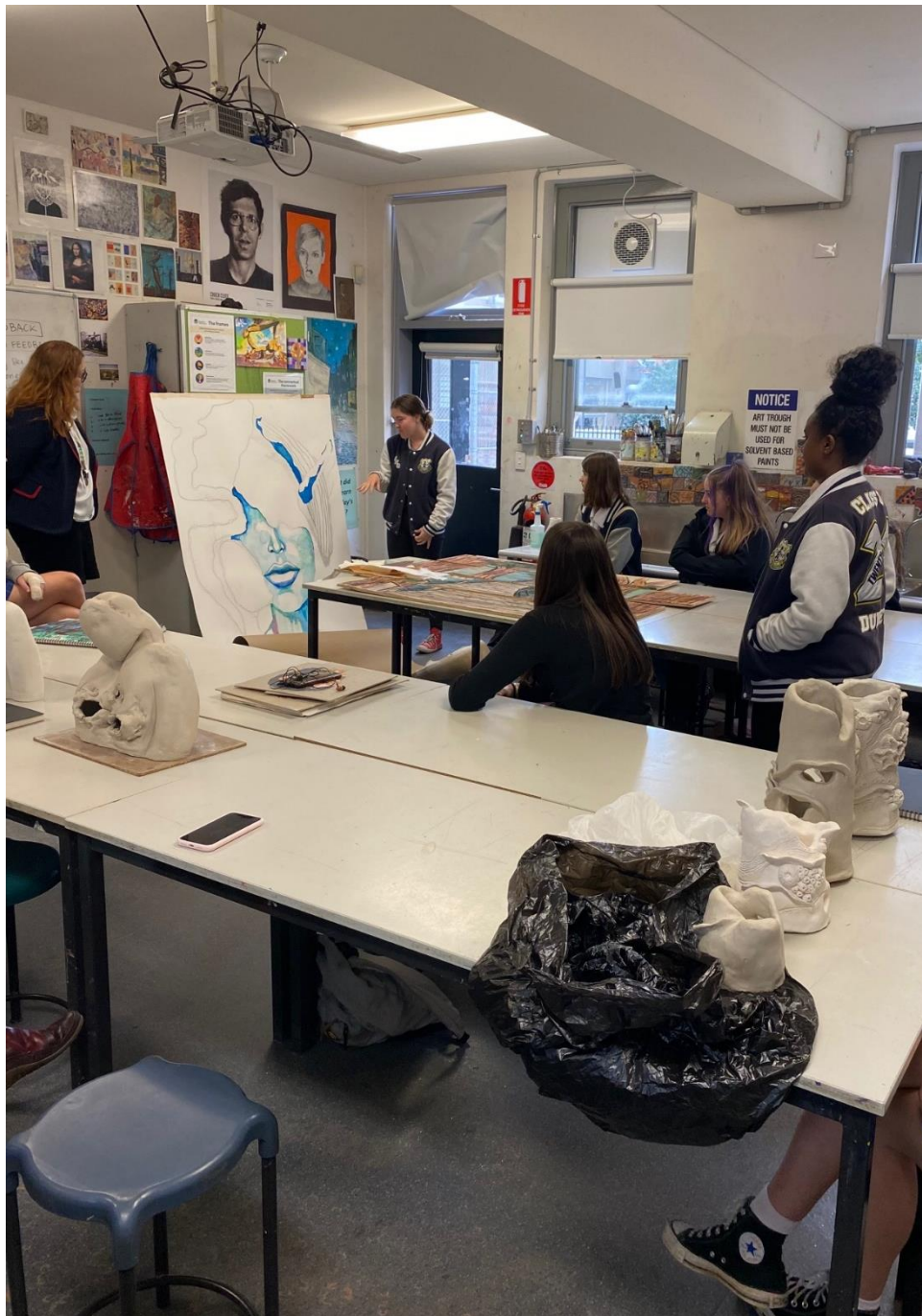




# CAPA FACULTY

## Year 12 Body of Work Review

The year 12 Visual Arts class presented their Major artworks to staff and Year 11 Visual Arts students. The Yr 12 students presented their ideas, progress and artmaking thus far receiving feedback from both teachers and peers. The process highlighted the creativity, sophistication, and maturity of the Year 12 Visual Arts cohort and was an impressive display. The Year 12 class passed on insightful advice and gave a wonderful explanation of best practice to the Year 11 group. Congratulations to all Year 12 Visual Arts students on your incredible major work progress and the dedication you have shown throughout the year. We look forward to sharing the completed works with the school community at the end of the term.



## CAPA FACULTY

### 2021 Nagoya Art Exchange

Congratulations to the following students who have had artworks nominated for the 2021 Nagoya Art Exchange.

Student works will be presented to a panel who will select artworks to participate in an art exchange with Japan. Coffs Harbour High School was able to nominate 4 artworks, these students are to be commended on their outstanding works this year. Goodluck and congratulations on your nomination.



Mia Chou, Year 8



Bao Nguyen, Year 10



## CAPA FACULTY



Chloe Badman, Year 11



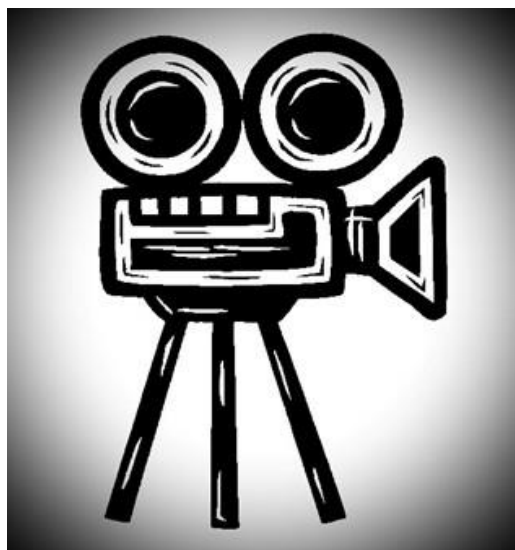
Fletcher Knight, Year 11



## Movie Reviews

Did you know **Year 10 student Max Grant** has had over 1 million online views of his film and TV reviews since he started reviewing this year? He has a considered opinion and great advice, so if you're looking for something to watch this month, make sure you read his reviews.

'What to Watch this week'



## LOKI

Directed by Micheal Waldron

Rating: ★ ★ ★ ★ ½

The newest tv show released by Marvel studios, Loki reaches high above previously made limits that viewers thought existed. With each jaw dropping, mind blowing and thought provoking episode new elements are brought into this amazing cinematic universe. Loki's character is continued to be played to absolute perfection by Tom Hiddleston. Tom manages to continue to weave and craft Loki's character with ease. Some other fantastic actors in this show include Owen Wilson, Richard E. Grant and Jonathan Majors. With multiple twists and turns, highs and lows, Loki is an emotionally powerful roller coaster. By the end of each episode Loki viewers are starved to seek more, to know how this show has created a strong structure for future films to come. But with many positives still come negatives. As mentioned in previous reviews, recent marvel tv productions have left new audience members feeling confused or out of touch and Loki is bar far the greatest example of this, even some big marvel fans may not understand or know what's going on without having previous knowledge of the show's original source, comic books. While these negatives may bring the show down in enjoyment a tad, Loki fulfills its glorious purpose!

**Max Grant**  
**Year 10 Student**

Year 12 English Extension 1 and 2 student Kalindi Izzard was highly commended in the Secondary School's category for her touching historical fiction story 'Living Twice', featured below.

### Living Twice

The boy traced the charred patterns of a single tree with the tips of his fingers. His nails were chewed down and the skin of his bony hands blistered. As he looked up he saw the trees splintered arms, reaching for help in a broken sky. For a moment he was seven again, sitting below a tree, looking up at his brother in the branches and humming songs barely knew. Then the collar of his shirt rubbed against his neck, and he looked back down; the earth below him made his dirty feet feel clean.

Disorientated, the boy, now an orphan, began to walk.

When he was smaller, he'd stay up late to hear his fathers footsteps. He rehearsed the sounds of the boots until he became the very floor beneath them, as if in some way he knew they wouldn't be around forever. In another world he'd still be in his bed, waiting up with a flickering torch counting the bricks on the wall. Not in this one. As he held his stomach tightly and stopped to vomit over a broken mirror that had already forgotten the faces it had once seen, his eyes caught on a small bird laying in a deafening whimper of silence. He crouched beside it and wondered what would happen if the bird had survived instead of him. Would it be sitting confused beside the boy's dead body, with its feathers slightly burned and its mouth crying for water, wishing they would swap places as well? He only lifted his head from the bird when he noticed the shadow of a man etched into the side of an unscathed concrete wall. The charred outline stared blankly back at him; the boy began to scream.

In a messy garden of destruction the boy sat holding his knees to his chest, there were buildings still standing watch, listening to his painful scream, devoid of the life that pulsed through their veins only days ago. Behind him, an old woman stood, and just as he had to the little dead bird, she crouched beside him. She smelt of dirt. Her face was blotched with age and her eyes were densely sunken into her thin face. Mud dried into her wrinkled forehead, blood leaked from deep cuts on her face. Grey hair only grew in clumps on her head. She spoke to him once, and never again. Don't be afraid. For everything there is a season, a time to be born, a time to die, a time for war, and a time for peace. She stood up, slowly as if a bag of bones, and looked out over the city. The boy stood up beside her. With the old woman dragging her broken shoes closely behind the boy, they began to walk. Stumbling over the fractured ground, the old woman started coughing. The boy reached out his hand. Her fingers, old and fragile, touched softly like fallen petals from a delicate flower. Her nails were impossibly black and her knuckles drew prominent from her fingers. They walked in silence. The boy held the hands of a thousand strangers by the palm of the old woman. The strangers that only lived through her, and now by the touch of a hand, the boy as well. She was loved; he was forgotten. They walked together, their hands so gently in each others' almost as if they were meant to be there, as if this were meant to happen.

Hiroshima Railway. The boy and the old woman looked up at the sign, and then at the train. A man with a burn that stretched down the majority of his left leg wailed for his daughter. Two siblings held each other tight, dust sticking to their small bodies. A wife blindly searched for her husband through the cracks in her fingers covering her eyes. A young girl vomiting blood and mucus, as another girl comforted her unconvincingly. A grandmother howling over her son's body who she had carried for miles through the shattered city. An old man with one arm blown away, painting pictures on the ground with droplets of blood. A group of kids waiting patiently. Pain. Chaos.

## ENGLISH FACULTY

The trains weren't taking everyone. The boy held the old woman's hand tighter as he pushed through, reaching for a spot that wasn't there. Carriages were full, people spilled out of the doors as a man dressed in blue ripped crying people off the sides and ushered them back into the rubble. Slipping through the legs of survivors, the boy found himself lying on the floor of the train, a mess of mud and blood. The boy turned to the old woman, who was no longer by his side. She stood off the train in the midst of madness, giving her spot away to a mother and a small child. Even though her hands were burned as well, she'd still sell her memories to let others make their own. The train began to roll across the tracks with gentle thuds, like a father's footsteps through a lonely hall. The boy watched as the old woman faded into the blur of people who didn't make the train. In that blur of screams and tears, the boy found her eyes, and she smiled.

As Nagasaki came into view, the boy heard people cry in relief. A stranger wrapped his arms around the boy, and his fingers held their knotted hair. When he pushed out of the train a guilty glow from the morning sun rained down on his defeated body. Three Sakura trees stood in front of him, guarding a peaceful city. Their pink flowers drifted like clouds in the night sky. He caught a falling petal, and felt the old woman's hands one last time, before walking off into the city of Nagasaki. He was safe.

The boy arrived on the last train to Nagasaki on the 8th of August. 1945.



Kalindi Izzard

**Kristin Vlasto**  
**RELIEVING HEAD TEACHER ENGLISH**



## Interview with Kristin Vlasto- Bellinghen Writing Competition Winner

By Max Grant and Chloe O'Neill

Whilst many stories have been skipped, ignored and forgotten over the years, the recent winning story of the Bellinghen writers competition will not be forgotten any time soon. The fantastic story entitled "Bloom " dives deep into a fascinating and unique political satire of a world developed and created by CHHS's very own Kristin Vlasto, an highly appreciated english teacher with not only a passion for teaching and reading, but also writing. After previous 2nd and equal 3rd placements in the same competition she finally struck gold when given the theme of "seasons", allowing her to snatch the victory from her fellow participants. After six years of writing short stories and flash fictions for competitions Kristin had built up a collection of over 25 stories, including genres such as twisted folklore and Sci-Fi. In these years she has managed not only to place first at local competitions, Kristin has also achieved high rankings, including a top ten placement out of over 4500, in the NYC Midnight Flash Fiction and short story international writing competition.

In the short story *Bloom*, a main theme throughout the story is on how politics in general can become increasingly ridiculous and can also have a lot of bias. "I really wanted to capture this difficulty for women in politics" said Kristin, a goal that is clearly achieved and done well in the story. Even with years of experience in all things English Ms Vlasto is nowhere near being tired of English and often writes stories with the same guidelines as her students, and has even once sat the HSC with one of her Year 12 classes. Her encouragement toward her students' passions and goals is truly immeasurable and she is the teacher that all students should want to be taught by. When asked if she has any advice for writers, she responded " It is important to read and write as much as you can and to try to read things of the same style you would like to write". We all look forward to what amazing pieces of literature Ms Vlasto will construct next.

A link to the winning story can be found here

<https://www.bellinghenwritersfestival.com.au/updates/2021-writing-competition-winners/>

## HSIE FACULTY

Congratulations to all the students who participated in the Australian Geography Competition this year. The results are in and it supports what we already knew - that there are some really talented geographers at our school! The competition asked questions that tested participants on their knowledge about human and physical geography alongside their skills in map reading, interpreting graphs and statistics as well as using images.

**High Distinction:** Koby Clarke, Barton Fletcher, Jesse Smith, Felix Sutherland, Oscar Henry,  
Jamie Woolford

**Distinction:** Marley Wightman, Jake Shaw,

**Credit:** Kai Mukawa, Ian Dun Mosquera, Charlie Dent, Joel Twiddle

For a few of our students this is the second year in a row that they have done so well. Barton was only one mark off being in the top 1% of the state for his grade!

Geography is all about applying knowledge to improve the world around us in a sustainable way and with students as capable as this Coffs Harbour will be in safe hands. Look out for next years' performance!



*Caption: Mr Simon Donald (Rel.HT HSIE) presenting our year 8 and 9 students with their certificates.*

**Ray Pobjoy**  
**HSIE TEACHER**

# MATHS

## NESA approved calculators 2021

With the trial HSC exams and Year 11 Yearly exam quickly approaching please check that your calculator is on the list below. NESA have updated the list of approved calculators for the HSC this year.

If you need a calculator the school canteen sells the ABACUS SX-II MATRIX n for \$25.

If there are any queries please talk to your Mathematics teacher or Ms Kellahan in the Mathematics Staffroom.

Ms Kellahan  
Head Teacher Mathematics

### NESA-approved calculator list (2020/2021 HSC)

Brand	Model
ABACUS	SX-II MATRIX a
ABACUS	SX-II MATRIX n
CANON	F717SGA
CASIO	fx-82AU
CASIO	fx-82AU PLUS
CASIO	fx-82AU PLUS II 1 <sup>st</sup> or 2 <sup>nd</sup> edition
CASIO	fx-85MS
CASIO	fx-100AU
CASIO	fx-100AU PLUS 1 <sup>st</sup> or 2 <sup>nd</sup> edition
CASIO	fx-350MS
Brand	Model
HEWLETT-PACKARD	HP10S
HEWLETT-PACKARD	HP10S+
HEWLETT-PACKARD	HP300S+
JASTEK	JasCS1
JASTEK	JasCS EVO
JASTEK	JasCS2 EVO
RSB	FB 350MS
SHARP	EL-531TH
SHARP	EL-531VH
Brand	Model
SHARP	EL-531WH
SHARP	EL-531X
SHARP	EL-531XH
SHARP	EL-W531HA
SHARP	EL-W532TH
SHARP	EL-W532XH
Texas Instruments	TI-30XB MultiView



# MATHS

## Mathematics 2021 Competitions.

For the students who have entered the Australian Mathematics Competition it will be held on Monday 9<sup>th</sup> August period 1 and 2 in R02. No calculators allowed for this one.

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The ICAS Mathematics Competition will be held on Thursday 2<sup>nd</sup> September Periods 3 and 4 in R02. Students who have entered the competitions will receive a reminder note from Ms Kellahan.



**AUSTRALIAN MATHS TRUST**



**Angela Kellahan**  
**HEAD TEACHER MATHS**

# SCIENCE

## Agriculture

Spring has come early at the school Ag Farm with the arrival of 4 baby lambs, new chicks and baby rabbits. Also featured are students harvesting produce.





# SPORTS

## North Coast Cross Country

Congratulations to the following runners who competed at the North Coast Cross Country Championships in Lismore on the 7<sup>th</sup> June. The top 10 Runners will progress through to All Schools being held in the Eastern Creek which has been postponed until further notice.

Girls 13 - 3km Lani Cooper 7<sup>th</sup>, Lara Thompson 27<sup>th</sup>

Girls 15 – 4km Johanna Kuchel 1<sup>st</sup>

Girls 16 – 4km Enas Qasim DNF

Girls 17 – 4km Olissa Onley 2<sup>nd</sup>, Cloe Nolan 3<sup>rd</sup>, Georgia Kuchel 4<sup>th</sup>, Nahla Nayif 17<sup>th</sup>

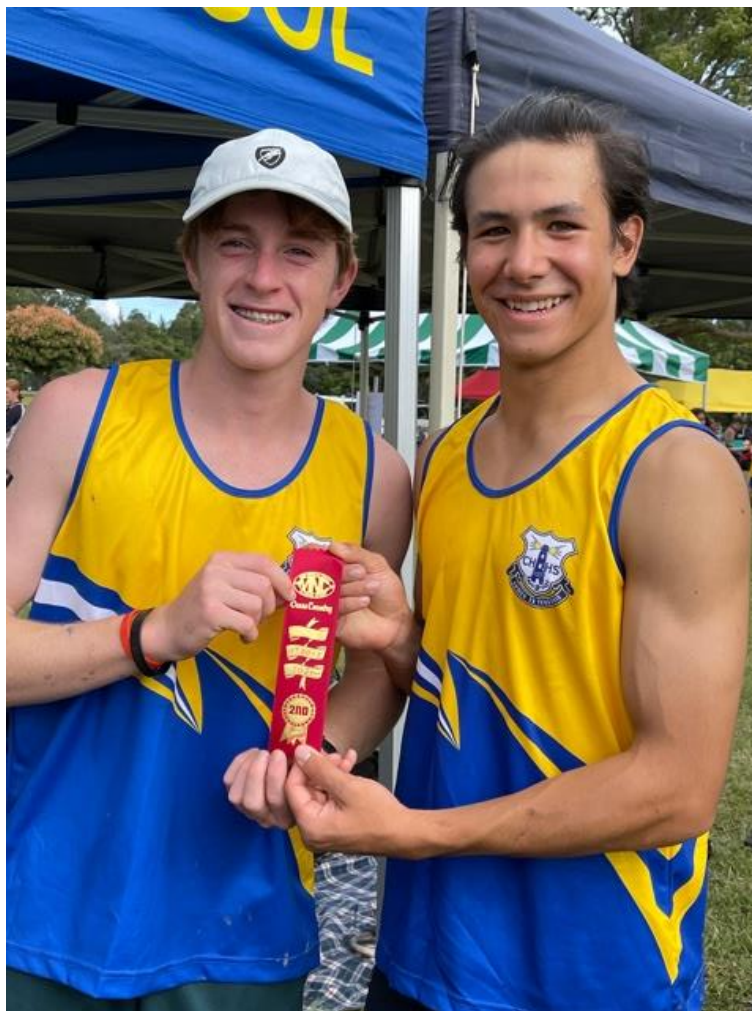
Girls 18 - 6km Stephanie Howe 4<sup>th</sup>

Boys 13 – 3km Lincoln Chambers 1<sup>st</sup>, Daniel Craig 2<sup>nd</sup>, Stanley Morrison 5<sup>th</sup>, Charlie Morrison 15<sup>th</sup>  
Oliver Kinghorn 24<sup>th</sup>, Andrew Martin 31<sup>st</sup>

Boys 14 – 4km Titan Barry 5<sup>th</sup>

Boys 16 – 4km Hudson Barry 2<sup>nd</sup>, Malachai Bailey 9<sup>th</sup>, Aiden Wilson 16<sup>th</sup>

Boys 17 – 6km Luke Panozzo 5<sup>th</sup>, Levi Bannerman 6<sup>th</sup>





# SPORTS

## MNC Athletics Report 2021

Congratulations to Coffs Harbour High athletes for their efforts at the MNC Athletics carnival last Wednesday 28th July. The female team ranked 6th in the overall point score and males ranked 2nd place. Two of our top performers were awarded MNC Age Champions; Nam Kha Nguyen and Johanna Kuchel who competed in a large number of events on the day. Congratulations to all students who were in the top 5 achievers in the point score and those who competed in single events. Good luck at North Coast Athletics on the Friday, 20<sup>th</sup> August at Walter Peate Oval, Kingscliff, Covid permitting.

<b>MNC Age Champions</b>	
Nam Kha Nguyen 13 Years Boys	
Johanna Kuchel 15 Years Girls	

<b>Top 5 students in Age Point Score</b>	
Nam kha Nguyen 1st place 13 Years Mens	Lani Cooper 2nd place 13 Yrs Womens
Linc Chambers 2 <sup>nd</sup> place 13 Years Mens	Johanna Kuchel 1st place 15 Years Womens
Oliver Kinghorn 3rd place 13 Years Mens	Alyssa Jenkins 4th place 17-19 Years Womens
Stanley Morrison Eq 5 <sup>th</sup> place 13 Years Mens	Olissa Onley 5th place 15 Years Womens
Dan Craig Eq 5 <sup>th</sup> place 13 Years Mens	
Riley Morrissey 4 <sup>th</sup> place 14 Years Mens	

<b>MENS RELAY TEAMS</b>	<b>WOMENS RELAY TEAMS</b>
13 Years – 1st place	13 Years – 4th place
14 Years – 3rd place	14 Years – 5th place
16 Years – 2nd place	



Photo: Bella Teale, Zahli Donovan, Ruby Pade, Lexi Weiley

## SPORTS



*Photo: Lani Cooper, Sheelan Knjo, Asia Clifford, Molly O'Connell*



*Photo: Malachi Bailey, Oscar Croak, Hudson Barry, Samuel Scully*



# SPORTS



*Photo: Koby Clarke, Angus Webster, Mark McCarthy, Riley Morrissey*



*Photo: Linc Chambers, Daniel Craig,  
Stanley Morrison*

*Photo: Jaymie Atkinson, Media Khalaf*

# SPORTS





# SPORTS

## School Athletics Carnival

Regardless of the bleak, cold weather, Coffs Harbour High students still ventured out to compete in their chosen events.

With year 10 out at work experience, competition was fierce on both the track and field events. The track saw many competitors striving for a place and attempting to break records. Hudson Barry broke the 2015 record in the 16 years 800m run with a new time of 4.38.14 seconds.

Olissa Onley broke two of K Newnham's long-standing records from back in 1986! Olissa's new time of 2.23.85 seconds smashed the 800m record by 10 seconds! She also broke the 1500m run record with a new time of 4.57.29.

Congratulations to the Age Champions listed below and the School House Champions.

Thank you to all staff for your assistance with the events and braving the weather.

The Mid North Coast and North Coast Championships have unfortunately been postponed until further notice.

## AGE CHAMPIONS 2021

12 years Girls	Colleen Sines
13 Years Girls	Lani Cooper
14 Years Girls	Madeleine Healy
15 Years Girls	Johanna Kuchel
16 Years Girls	Hadiya Aldakhi
17 Years Girls	Alyssa Jenkins

12 years Boys	Winner Degle
13 years Boys	Nam Kha Nguyen
14 years Boys	Riley Morrissey
15 years Boys	Melad Khalaf
16 years Boys	Hudson Barry
17 years Boys	Nicholas Clifford



# SPORTS





# TAS FACULTY

## Subject Selection Dilemmas



Technology & Applied Studies (TAS) can be a little confusing to understand; who are we, and what do we do? This is particularly important as we enter Term 3 and students (many for the first time) have the ability to choose their own elective subjects. Often, students want to select multiple TAS subjects and sometimes this can create conflict amongst subjects, timetables, or plans.

To make things a little clearer, here is a brief overview of what TAS is and what we offer.

TAS is broadly made up of three subject areas; Industrial Technology subjects such as Woodwork, Metalwork, and Multimedia. We have Design & Technology subjects which include STEM, Engineering, and some digital subjects. Then we also have what was once known as 'Home Economics' subjects which include Food Technologies, Hospitality, Textiles, etc. One thing all three areas have in common is a largely hands-on, practical approach to building skills and knowledge.

In a modern world, there is increasing demand for people with practical skills to design, create, develop and test a massive variety of products from rockets to cakes and everything in between. The reasons for choosing a TAS subject are just as varied but some key points may help with subject selection;

1. Choose a TAS subject you enjoy, you don't have to have completed earlier classes or attended earlier versions of a subject. Sometimes Year 11 is a perfect place to learn entirely new skills!
2. Choose subjects based on what you enjoy, not what your friends are choosing, or because of the teacher normally associated with a subject. Both things can change a lot and often without much notice.
3. If you have a passion or drive to work in practical industries from hairdressing to chefs, building to architecture, or child care to mechanical engineering, we have a subject to help you learn more about the industry and more about the skills associated with the area of interest.
4. Talk to your TAS teachers, your parents, and your friends about what you want to do at school and what you want to do beyond the classroom
5. Lastly, but most importantly, have some fun with elective choices. Choose classes that you want to go to because they are fun and interesting and suit what you want

TAS is not for everyone but it is often the starting point for a massive variety of interests and careers. If you need more information please feel free to contact me or anyone else in the TAS faculty. We will be running many events to show you more about what we offer so stay tuned!



**Shaun Hardy**  
**RELIEVING HEAD TEACHER TAS**



# TAS FACULTY

## Engineering

Our engineering students have been working hard designing, planning and building interesting projects in an effort to succeed in various competitions. Students have built bridges to span gaps, towers to support loads achieving the greatest gravitational potential energy and built remote control cars to win races. Well done to all involved and thank you for your effort this semester.

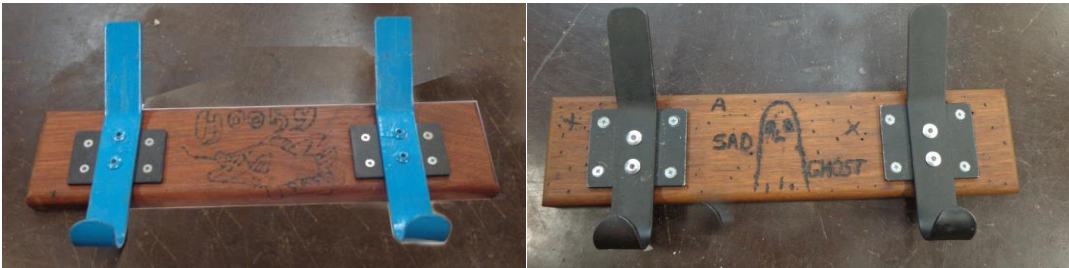


**Nathan Canney**  
**TAS TEACHER**

## TAS FACULTY

### What's been happening in the Metal Work room with Stage 4 Mandatory Technology Metals.

This year, as part of our Mandatory Technology rotations, Year 7 and Year 8 have been working hard in our metal work room making a timber backed coat hook. They are enjoying the classes and learning many metalwork techniques, including cutting, shaping, bending, and riveting to product a quality project. For many of the students this is their first time working with steel, some have it a little difficult, but with persistence and regular teacher check-ins, providing feedback as they go, they find they are enjoying the class and are successful.



### Year 10 Timber

Year 10 Timber are coming up with some great designs for their carcass/box assessment. The idea behind the assessment was to make a carcass or box that suited a need they had for themselves. That could be anything in size from a ring/trinket box to an Xbox/PlayStation console storage box. All they need to incorporate in their design is 2 different carcass joints and a purpose for the project.



**Conrad Ackerman**  
**TAS TEACHER**

# WELLBEING

## Wellbeing

At the end of last term, we had the pleasure of having the team from Tomorrow Man and Tomorrow Women run their workshops with Year 11 Students. It was an opportunity for students to have honest conversations about big topics.

The Tomorrow Man workshop provides a space and opportunity for young males to have an open conversation about male stereotypes and redefine a more positive version of masculinity to live by. Through experiential facilitation they create a safe space for young men to share what's going on for them and build tighter relationships within their own cohort. The team are all relatable, charismatic examples of what men can be when they choose not to be defined by old school man rules and are able to build rapport with teenagers fast, leaving lots of time for real and honest conversation amongst participants.

The Tomorrow Woman workshops aspires to reignite girls and women with their innate voice, empowering them to confidently express their needs and opinions in the moments that matter. In a time where the definition of 'woman' is expanding and evolving, Tomorrow Woman creates spaces free from judgment for women to rise above the noise and see their true selves. They explore tricky topics in a relatable way and get to the heart of issues that women are facing every day - unpacking things like gender stereotypes, internal and external pressures and pop culture topics like, social media, beauty expectations, relationships and self-talk.

We received a lot of positive feedback from the students who participated and are looking forward to having the team back next year.

## Resources for Parents:

ReachOut Parents provides information, tools and resources to help parents and carers support the 12-18 year-olds in their family environment.

On ReachOut Parents you will find:

- fact sheets, stories, practical tips and tools covering a range of topics, issues and experiences that are relevant to teenagers aged 12-18 years
- an online community forum where you can talk to other parents about your experiences and work through your concerns in a safe, anonymous environment.

The aim of ReachOut Parents is to help you:

- develop and maintain secure and stable relationships with your teenager by learning more about what they might be experiencing or issues they might be going through
- support your teenager and teach them how to seek help and work through issues independently
- learn about mental health issues that often have their onset during adolescence, including what to be aware of, and how to get help for your teenager if and when they need it
- improve the wellbeing and resilience of your whole family.

<https://parents.au.reachout.com/>





### Vaping workshops for families

# Vaping. What do parents need to know?

Northern NSW and Mid North Coast local health districts are hosting a free parent webinar on up-to-date information about vaping, facilitated by drug educator Paul Dillon. Vaping is the use of electronic cigarettes, e-cigarettes or 'vapes' and is a growing concern for parents.

All Northern NSW and Mid North Coast parents and caregivers of students from NSW Education Department schools, Catholic and Independent schools are invited to attend the free online session.



Paul Dillon is the Director and founder of Drug and Alcohol Research and Training Australia (DARTA) and he is passionate about ensuring that the community has access to accurate and up-to-date alcohol and other drug information.

For more information visit [www.darta.net.au](http://www.darta.net.au).

**WHEN:**

Wednesday 11 August 2021  
7-8pm via ZOOM

**RSVP BY 6 AUGUST:**

Scan QR code or via [link](#)



# COMMUNITY INFORMATION

**\$500 towards you  
or your children's  
education**



**Join Saver Plus.  
Free financial education and your savings  
matched dollar for dollar, up to \$500.**







**saverplus.org.au**

**1300 610 355**



Saver Plus is a free financial education program that matches your savings, dollar for dollar, up to \$500.

## What can the \$500 be used for?

- |  |  |
|--|--|
|  laptops & tablets    |  lessons & activities |
|  uniforms & shoes     |  books & supplies     |
|  vocational education |  camps & excursions   |

## Can I join?

To join Saver Plus, you must meet all of the below criteria:

- Be 18 years or over
- Have a child at school or starting next year, or attend vocational education yourself
- Have regular income from paid employment (you or your partner)
- Have a current Health Care or Pensioner Concession Card
- Be in receipt of an eligible Commonwealth social security benefit, allowance or payment\*

## To find out more:

Enquire online at [saverplus.org.au](http://saverplus.org.au)

Email [saverplus@bsl.org.au](mailto:saverplus@bsl.org.au)

Call 1300 610 355

Like us on Facebook 



Or contact the nearest office for your area:

\* many Centrelink payments are eligible, please contact your local Coordinator for more information.

Saver Plus is an initiative of the Brotherhood of St Laurence and ANZ, delivered in partnership with Berry Street, The Benevolent Society and The Smith Family and other local community agencies. The program is funded by ANZ and the Australian Government Department of Social Services. Go to [www.dss.gov.au](http://www.dss.gov.au) for more information.

## What is Saver Plus?

-  A free ten-month savings program providing financial education, budgeting and savings tips.
-  Participants receive up to \$500 from ANZ in matched savings for education costs for themselves or their children.
-  Delivered by Brotherhood of St Laurence, Berry Street, The Benevolent Society and The Smith Family and other local community organisations.
-  Offered in communities across Australia in every state and territory.

### A Saver Plus Participant's Journey



### Who can join?

Participants must meet all of the below criteria:

- Be 18 years or over
- Have a child at school or starting next year, or attend vocational education themselves
- Have regular income from paid employment (themselves or their partner)
- Have a current Health Care or Pensioner Concession Card
- Be in receipt of an eligible Commonwealth social security benefit, allowance or payment\*

### Benefits for participants<sup>1</sup>

-  **87%** continue to save the same amount or more 3 to 7 years after completing the program
-  **78%** were better equipped for unexpected expenses
-  **88%** reported increased self-esteem
-  **80%** had more control over their finances

### How did it start?

Saver Plus began in 2003 as a Brotherhood of St Laurence and ANZ pilot program with 268 participants in three sites across Victoria and New South Wales.

Since then, the program has expanded to all Australian states and territories, reaching more than 40,000 people, making it the largest and longest-running program of its kind in the world.

### Since 2003<sup>1</sup>:

-  **40,000+** participants
-  **\$23m+** total amount saved by participants
-  **\$18m+** matched funds paid by ANZ

### Find out more

-  1300 610 355
-  [saverplus@bsl.org.au](mailto:saverplus@bsl.org.au)
-  [saverplus.org.au](http://saverplus.org.au)
-  @SaverPlusAU

\* many Centrelink payments are eligible, please contact your local Coordinator for more information.

<sup>1</sup> RMIT University, 2018. A number of Saver Plus program evaluations have been carried out since 2003. For more information see [anz.com/saverplus](http://anz.com/saverplus)

Saver Plus is an initiative of the Brotherhood of St Laurence and ANZ, delivered in partnership with Berry Street, The Benevolent Society and The Smith Family and other local community agencies. The program is funded by ANZ and the Australian Government Department of Social Services. Go to [www.dss.gov.au](http://www.dss.gov.au) for more information.







# Savings for **EDUCATION**

Join us to learn how you can receive up to  
\$500 for school costs by growing your savings.



Learn more at [saverplus.org.au](https://saverplus.org.au)

## WHERE

Coffs Harbour Digital Saver Plus Information Session  
(Via ZOOM)  
RSVP for Calendar Invite

## WHEN

Wednesday 23rd June 2021  
3:30PM



Laura Wilson



[Laura.Wilson@thesmithfamily.com.au](mailto:Laura.Wilson@thesmithfamily.com.au)



0427 439 234

DELIVERED BY



*everyone's family*

# COMMUNITY INFORMATION



## FACT SHEET FOR PARENTS, GUARDIANS AND CARERS

### WHAT IS THE NCCD?

The Nationally Consistent Collection of Data on School Students with Disability (NCCD) takes place every year.

The NCCD is a collection that counts:

- the number of school students receiving an adjustment or 'help' due to disability
- the level of adjustment they are receiving to access education on the same basis as other students.

Students are counted in the NCCD if they receive ongoing adjustments at school due to disability. This 'help' allows them to access education on the same basis as a child without disability. The NCCD uses the definition of disability in the [Disability Discrimination Act 1992](#).

Schools provide this information to education authorities.

Go to *What is a reasonable adjustment?* below to learn about adjustments.

### WHY IS THIS DATA BEING COLLECTED?

All schools in Australia must collect information about students with disability.

The NCCD:

- ensures that the information collected is transparent, consistent and reliable
- provides better information that improves understanding of students with disability
- allows parents, guardians, carers, teachers, principals, education authorities and government to better support students with disability.

### Student with disability loading

Funding from the Australian Government for students with disability is based on the NCCD through the student with disability loading.

Students with disability who are counted in the top three levels of the NCCD (extensive, substantial and supplementary) attract the loading. Funding is based on a per-student amount at each of the three levels of additional support. The amount of the loading reflects the level of support students with disability need to participate fully in school, with higher funding for those who need higher levels of support.

Australian Government recurrent school funding is provided as a lump sum to school authorities including state and territory governments, which can then distribute the funding to their member schools according to their own needs-based arrangements.

The Government expects schools and school systems to consider their funding from all sources (ie Australian Government, state and territory and private) and prioritise their spending to meet the educational needs of all of their students, including students with disability.

### WHAT ARE THE BENEFITS OF THE NCCD FOR STUDENTS?

The information collected by the NCCD helps teachers, principals, education authorities and governments to better support students with disability at school.

The NCCD encourages schools to review their learning and support systems and processes. This helps schools to continually improve education outcomes for all students.

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# COMMUNITY INFORMATION



## WHAT MUST SCHOOLS DO FOR STUDENTS WITH DISABILITY?

All students have the right to a quality learning experience at school.

Students with disability must be able to take part in education without discrimination and on the same basis as other students. To ensure this, schools must make reasonable adjustments if needed for students with disability. Educators, students, parents, guardians, carers and others (eg health professionals) must work together to ensure that students with disability can take part in education.

The [Disability Discrimination Act 1992](#) and the [Disability Standards for Education 2005](#) describe schools' responsibilities.

## WHAT IS A REASONABLE ADJUSTMENT?

An adjustment is an action to help a student with disability take part in education on the same basis as other students.

Adjustments can be made across the whole school (eg ramps into school buildings). They can be in the classroom (eg adapting teaching methods). They can also be for individual student need (eg providing personal care support).

The school assesses the needs of each student with disability. The school provides adjustments in consultation with the student and/or their parents, guardians and carers.

Schools must make reasonable adjustments if needed. The Disability Standards for Education 2005 define 'reasonable adjustment' as an adjustment that balances the interests of all parties affected.

## WHO IS INCLUDED IN THE NCCD?

The definition of disability for the NCCD is based on the broad definition under the [Disability Discrimination Act 1992](#).

The following students are examples of those who may be included in the NCCD if they need monitoring and adjustments:

- students with learning difficulties (such as dyslexia)
- students with chronic health conditions (such as epilepsy or diabetes).

## WHO COLLECTS INFORMATION FOR THE NCCD?

Schools identify which students will be counted in the NCCD. They base their decisions on the following:

- adjustments provided for the student (after consultation with the student and/or their parents, guardians and carers)
- the school team's observations and professional judgements
- any medical or other professional diagnoses
- other relevant information.

School principals must ensure that information for the NCCD is accurate.

## WHAT INFORMATION IS COLLECTED?

A student is counted in the NCCD if they receive reasonable adjustments at school due to disability.

Each year, schools collect the following information about the student, including:

- their year of schooling
- the level of adjustment received
- the broad type of disability.

For students who have more than one disability, the school uses professional judgement to choose one category of disability. They choose the category that most affects the student's access to education and for which adjustments are being provided.

A high level summary of the NCCD data is available to all Australian state and territory governments to improve policies and programs for students with disability.



# COMMUNITY INFORMATION



## HOW IS THIS DATA USED?

The NCCD data informs funding and work by schools and sectors. It ensures that support for students with disability becomes routine in the day-to-day practice of schools. The NCCD also supports students in the following ways.

- The NCCD helps schools better understand their legislative obligations and the Disability Standards for Education 2005.
- Schools focus on the individual adjustments that support students with disability. This encourages them to reflect on students' needs and to better support students.
- The NCCD facilitates a collaborative and coordinated approach to supporting students with disability. It also encourages improvements in school documentation.
- The NCCD improves communication about students' needs between schools, parents, guardians, carers and the community.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) annually publishes high-level, non-identifying NCCD data.

## WHEN DOES THE NCCD TAKE PLACE?

The NCCD takes place in August each year.

## IS THE NCCD COMPULSORY?

Yes. All schools must collect and submit information each year for the NCCD. This is detailed in the *Australian Education Regulation 2013*. For more information, ask your school principal or the relevant education authority.

## HOW IS STUDENTS' PRIVACY PROTECTED?

Protecting the privacy and confidentiality of all students is an essential part of the NCCD.

Data is collected within each school. Personal details, such as student names or student identifiers, are not provided to federal education authorities. Learn more about privacy in the [Public information notice](#).

## FURTHER INFORMATION

Contact your school if you have questions about the NCCD. You can also visit the [NCCD Portal](#).

There is also a free [e-learning resource](#) about the *Disability Discrimination Act 1992* and Disability Standards for Education 2005.

This document must be attributed as *Fact sheet for parents, guardians and carers*.

# COMMUNITY INFORMATION

## What is NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) assesses the literacy and numeracy skills of students in Years 3, 5, 7 and 9.

Students participate in NAPLAN tests in reading, writing, conventions of language (spelling, grammar and punctuation) and numeracy.

NAPLAN provides an understanding of how individual students are performing at the time of the tests. The tests are just one aspect of a school's assessment and reporting process – it does not replace ongoing assessments made by teachers about student performance.

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

## Moving to NAPLAN Online

Schools in all states and territories are moving from paper tests to online tests. It is expected that all NSW schools will transition to NAPLAN Online by 2022.

The move to NAPLAN Online brings new benefits for teachers and students.

## What are the benefits of NAPLAN Online?

**More precise results with an adaptive design:** Tailored tests adapt to a student's performance and ask questions that match the student's achievement levels.

**Better engagement:** Research into online assessment indicates that students engage well with online tests as the questions are tailored to their achievement levels.

## Tailored testing

Tailored testing provides a more precise assessment of students' performance. Students at each year level start with a similar set of questions. Depending on the number of questions they answered correctly, the next set of questions may be more, or less, difficult.

A student's NAPLAN result is based on both the number and difficulty of questions the student answers correctly. A student who completes a more difficult set of questions is more likely to achieve a higher score.

*Note: Tailored testing is not included in the school readiness test.*

Watch a video (3:06 length) to learn more about tailored testing – <https://youtu.be/oGFseJAM3Ew>

# COMMUNITY INFORMATION

## What is the school readiness test (SRT)?

SRT is an opportunity for schools to set up and run simulated tests in preparation for NAPLAN Online.

Participation in SRT will allow schools to engage and become familiar with the online assessment platform and reflect on any areas that may need to be addressed ahead of moving online in 2022.

## SRT test structure

SRT consists of two tests:

- an omnibus test (combination of numeracy, reading and conventions of language questions) – 45 minutes
- a writing test – 42 minutes.

All students in Years 5, 7 and 9 participate in both tests. Students in Year 3 participate in the omnibus test only.

## Will student results be available for SRT?

The school readiness test is not an assessment of student ability. Student test attempts will not be marked and results will not be available.

## Students' digital skills

The digital skills required to complete NAPLAN Online are skills that students use in everyday classroom activities.

Students do not need to be able to touch type to complete the test. The online test is not about keyboard skills (just as the paper test is not about handwriting skills).

## COVID-19 advice

Parents should keep students at home if they are experiencing flu-like symptoms and monitor NSW Health advice on COVID-19 case locations across the state. For more information, visit <https://www.health.nsw.gov.au/Infectious/covid-19>.

Your child's school will be required to conduct testing in accordance with the latest NSW Government COVID-19 advice.

## Privacy

NESA is responsible for the collection of personal information from NSW schools to be used during NAPLAN testing and reporting.

All data collection for NAPLAN is managed in accordance with NSW and Federal privacy legislation described in NESA's privacy management plan, which can be found on the NESA website: <https://educationstandards.nsw.edu.au/wps/portal/nesa/about/who-we-are/privacy/naplan-privacy>

## Questions?

If you have any questions, please contact your child's teacher in the



# COMMUNITY INFORMATION

## “ SWIFF’s Nextwave Youth Short Film Competition is open for entries!

The Coffs Coast’s Screenwave International Film Festival is looking for the next wave of young filmmakers! Enter a short film into the Nextwave Youth Film Competition for your chance to win awesome awards and prizes, including Best School, and have your film premiere at SWIFF 2022 on the Coffs Coast! If you like being creative, and want to have a go at filmmaking, SWIFF wants to see what you can do!

The rules are simple:

- Make a film under five minutes
- Include a pineapple
- Enter before October 12<sup>th</sup> to win!

For full terms and conditions, visit [www.nextwavefilm.com.au](http://www.nextwavefilm.com.au) “