

## National Day of Action Against Bullying

The National Day of Action Against Bullying was held on Friday 19 March 2021. This year's theme was "Take Action Together". Our school also celebrated Harmony Week from Monday 15 – Friday 19 March. We felt that bringing these two activities together would help celebrate the rich cultural diversity that exists at our school. It was hoped that the activities could act as a platform to encourage inclusiveness and eliminate racism and bullying.



## Important Dates

22 March - 1 April

- Canteen closed

1 April

- End Term 1

19 April

- School development day

20 April

- Students return to school
- Compressed HSC course begins

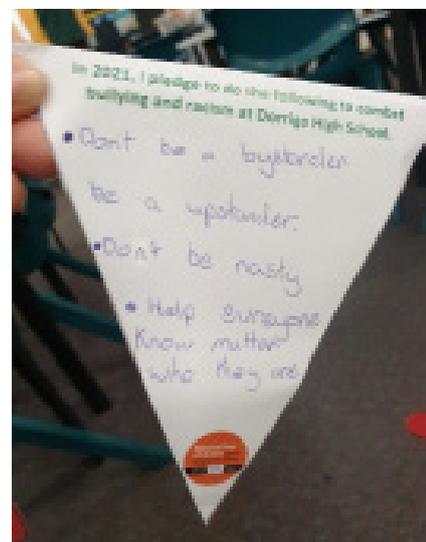
26 April

- ANZAC ceremony



On Friday 19 March, students were then asked to create their own personal pledge flags. Together with the hand cut outs, these were then used to create bunting displays which were hung around the corridors at school. It is hoped that the displays will remind students of their own personal pledges and that if we "take action together" we can help combat bullying and racism at Dorrigo High School. **Ms Dawson**

At our assembly on Thursday 18 March, students celebrated our school's cultural diversity by viewing a video compilation of student interviews exploring our students' cultural heritage. The video was created by Annie Sibanda. This was followed by a viewing of the 2021 NDA yearly themed video and titled 'Taking Action Against Racism'.



To conclude the assembly staff and students were asked to sign a pledge "I say 'no' to bullying and racism" on cut outs of hands. These hands were created with the national flags of all of the nation's our students identified as part of their cultural heritage.



## Relieving Principal's Message

What a week it's been. On Thursday we celebrated our diversity at a Harmony Day assembly led by Ms Atwal and our school captain, Annie Sibanda. Annie shared her film about the rich and diverse cultural heritage of our students. Ms Dawson built on the message of promoting tolerance and respect in our school community by engaging students in activities to support the National Day of Action Against Bullying.

By Friday we found ourselves responding to the severe weather event that forced the closure of the mountain. An assembly was held, parents and carers were contacted, advice was sought from the Director and the Council and letters were written. Staff who live down the coast scrambled to make it home, the long way. Staff at school took charge and classes were reorganised.

Before school began on Monday a plan was in place. The school would continue to operate under minimal supervision. All senior classes would be taught in person and on line. Teachers working off site would continue to prepare quality, engaging lessons for juniors that they would deliver to school ready to be taught the following day. Teachers on site delivered their own lessons and, with the support of our wonderful casual teachers, Mr Langfield and Mr Davis, the junior lessons prepared by teachers off site.

The Senior Preliminary Course exams proceeded with the support of Mrs Harris who provided organisation

and supervision. Miss Fraser took charge of the day to day organisation and ensured the smooth running of the school. Likewise, Ms Dawson rose to the challenge, collated and distributed lessons, communicated information and, like Miss Fraser and Mrs Harris, also taught her own classes. Mrs Wieser organised and supervised all the senior online learning, Ms Galletly and Ms Larson taught lessons in addition to their own, as did Mrs Hitchcock, who was determined that practical Food Tech lessons would go ahead.

Off site, Ms Atwal, Ms Salisbury and Ms McKell prepared lessons and delivered online learning from Coffs Harbour Senior College, Mr Heaney, Mrs Perry and Mrs McQueen did the same from Urunga Public School as did Mr Wadick, Mr Glyde and Mr Greentree from Bellingen High School.

This was all ably supported by our incredible SAS staff, Linley Gaddes, Cheryl Jones, Pat Atkins, Dorothy Everingham and Julie Reimer who ensured vital communication was disseminated and teachers were supported.

The professionalism, commitment and creativity of our staff ensured all timetabled lessons were delivered with a minimum of classes collapsed, despite the trying circumstances.

I want to acknowledge their hard work, collegiality and professionalism and thank them, on behalf of the whole school community, for their remarkable effort.

**Ms Marden**



Remote teaching at CHEC



Remote learning at Dorrigo High School

## To the Students, Families and Staff

I have received a transfer to Coffs Harbour PS and will finish my service at Dorrigo High School at the end of the Term. It is a bittersweet move, whereby, although my family and I will benefit from working much closer to home, I am leaving a fantastic school behind. In my position as the school counsellor, I have enjoyed knowing the Dorrigo students, the teachers and the parents. I have certainly enjoyed the staff's collegiality and professionalism. I have been extremely impressed with the multiple projects, strategies and changes that have been implemented in my time here to improve student outcomes and wellbeing. For a small high school, it offers a lot.

I am in a very privileged position to be invited into people's lives and be trusted with so much. It has been a pleasure working with Dorrigo families over the past 4 years trying help students move through some tough patches, improve themselves and foster positive mindsets and relationships. THANK YOU, it's been a pleasure.

Sincerely

Brad Poidevin  
School Counsellor

## Food Technology Requirements

	Term 1 - Week 10	
7	<b>Decorating Patty Cakes in Easter Theme</b> Individual work Students need to bring decorations eg. small eggs, sprinkles, etc	Tuesday 30 March P1 & P2
9/10	<b>No practical lesson</b> <b>Theory catch up</b>	
Senior Hosp	<b>Year 11</b> <b>Bruschetta and Chilli Chicken Wings</b> Individual work Students need to bring 2 vine ripened tomatoes and 4 chicken wings <b>Year 12</b> <b>Theory catch up /coffees</b>	Wednesday 31 March P3 & P4

## ANZAC Day 2021

ANZAC Day is on Sunday 25 April 2021, two weeks after Term 2 commences.

The Dorrigo RSL Sub Branch is currently planning that all ANZAC Day activities will go ahead this year. However, we are now subject to numerous NSW Health COVID-19 restrictions that may impact on the way we conduct the activities. These restrictions may change at any time between now and 25 April. More information concerning ANZAC Day 2021 will be published in mid April.

The Dawn Service will commence at 5.30am at the Dorrigo Monument and breakfast will be served in the Dorrigo Memorial RSL Club after the Service.

The March and Wreath Laying Service will commence at 11.00am with the March from the Dorrigo Memorial RSL Club. Assembly is at 10.40am.

The Dorrigo RSL Sub Branch wishes to invite staff and students from Dorrigo High School to march as a school group in the Dorrigo ANZAC Day March and Wreath Laying Service on Sunday 25 April, 2021. The Order of March will have the Dorrigo School contingents near the head of the march, and the schools will end up in Cudgery Street behind the Veterans Group near the bus shelter. For further information contact Bob Denner on 66571145 or 0429 406 535 or [rdenner@bigpond.net.au](mailto:rdenner@bigpond.net.au).

## Messy Church Easter Special

Dorrigo Anglican Parish - Sunday 28 March 2021, 4.00pm to 6.00pm - COVID safe practices apply.

All welcome - free tea provided.

Contact: Rev Mike Ridge 66572015 or 0427524246.

## Winter is coming!!

As the cold weather approaches we would like to remind students that the P&C has school uniform for sale through the office. The winter collection includes jackets and microfibre straight leg pants. Students are reminded of the expectation to wear school uniform every day.

The Dorrigo High School uniform consists of:



### Years 7 - 10 Girls:

- Lemon blouse or school polo shirt, which must be long enough to cover the stomach completely
- Black shorts with DHS logo, green tartan skirt, or black microfibre straight leg pants, without beads, studs or other adornment. No jeans or leggings.
- Microfibre sports jacket in bottle green and gold or bottle green wool jumper
- Closed black or leather shoes
- Black or white socks

### Senior Girls

- As above, with white shirt instead of lemon

### Years 7 - 10 Boys:

- School polo shirt
- Black cargo shorts with DHS logo or Black microfibre sports shorts with DHS logo
- Black microfibre straight leg pants. No jeans
- Microfibre sports jacket in bottle green and gold or bottle green wool jumper
- Closed black or leather shoes
- Black or white socks

### Senior Boys

- As above, with white shirt instead of polo shirt



Remote teaching at Bellingen High

### Reading Competition

The English Faculty have organised a reading competition. Prizes will be awarded to the Year Group who have read the most books by the end of this term. Texts read may include fiction, graphic novels, textbooks, poetry, newspaper and magazine articles and picture books. Tallies for books read so far are:

- Year 7 - 68, Year 8 - 64, Year 9 - 33,
- Year 10 - 61, Year 11 - 39 and Year 12 - 34.

Some close competition here, with only next week to go!

### Impetigo (School Sores) Notification

We have been made aware that there have been some diagnosed cases of Impetigo in the community. If your child displays any symptoms of small red spots which change into blisters that fill up with pus and become crusted, usually on the face, hands or scalp, please seek medical advice.

#### School or home?

Students infected with impetigo should be kept home until one day after antibiotic treatment starts. Sores and blisters should be covered with watertight dressings until all blisters have dried up.

#### How to prevent the spread?

Parents of children who may have had contact with impetigo should look for signs of infection and seek treatment if symptoms develop. Careful hand washing especially after changing dressings. Avoid sharing toilet articles, towels, clothing or bed linen. Consider using anti-bacterial soap for bathing for two to three weeks. Avoid scratching or touching the lesions to prevent spread to other parts of the body. Completing the recommended antibiotic course is very important.

## High Tea With My Device

FREE EVENT



Struggling to use your Mobile Phone/Tablet?

Learn Tips And Tricks from the Experts at our High Tea to celebrate Seniors Week

Thurs 15th April  
10:00 am - 12:00noon  
Hickory House  
RSVP 0438 743 589







An initiative of Neighbourhood Centres of the Bellingen Shire - partnering with Dorrigo Support Centre, Format C computers and Youngster.co to make sure everyone is connected



**R**egistration is now open for the 2021 season. Under 8s, 10s, 12s and Girls 15s teams. Register via the Rugby Xplorer app or <https://myaccount.rugbyexplorer.com.au>

Active Kids Vouchers accepted. For further inquiries email [dorrigorugbyclub@gmail.com](mailto:dorrigorugbyclub@gmail.com)



Remote teaching at Urunga Public School

### Not This Year for 14s

The Dorrigo Cricket Club 14s team travelled to Nana Glen on Saturday 13 March to contest the Coffs Harbour District Junior Cricket Association grand final. It was a closely contested game, however, another premiership wasn't to be for the Dorrigo juniors with Nana Glen victorious.

Dorrigo won the toss and chose to bat. Len Towells Oval was wet underfoot, the umpires commented on the state of the ball after just 5 overs in the wet conditions.

Lincoln Kellett hit one 6 into the Nana Glen camp before the Guthrie brothers teamed to take the Dorrigo openers – both caught Beau, bowled Zane leaving Dorrigo at 2 for 16. Evan Ryan and Ryan Miller each hit a 4 in their turns at the crease with Ryan topping the batting card with 17 off 24. Jamison Dawes, Callan Menzies and Alex Dyson each added to the score but every run was hard fought and singles were the order of the morning. Jack Dawson-Weatherall was the not out batsman leaving the field with Dorrigo having set a target of 63.

Dorrigo lined the big hitting Nana Glen openers up with a mix of pace, spin and accuracy. The sought after wicket was that of captain Beau Guthrie and that prize went to Marshall Kellett at the hands of a Taylor Gilbert catch with Beau just 6 off 4. Dan Craig saw out his allotted 30 balls and retired with 18 – pleasingly short of the 30 plus he's proved capable of during the season.

Callan Menzies contributed to a team run out. Evan Ryan, Jamison Dawes and Marshall Kellett took catches to help Jack Dawson-Weatherall, Lincoln Kellett and Callan Menzies record individual wickets bringing Nana Glen to 6 for 61. The home team were already into over 17 but had wickets in hand which, in the end, would prove to be the winning factor reaching 5 for 65 to record the win.

It was a close game, played well, with luck both ways. The Dorrigo juniors can be proud of their efforts giving the best they could on the day proving to be worthy grand final opponents to Nana Glen.

Contributed: Michele Kellett    Pics: Julie Miller



### Stage 5 Food Technology



### Patty Cakes

### Cheesy Gozleme



# NAPLAN Online – information for parents and carers



## 2021

### Your child will do the NAPLAN tests online

Federal, state and territory education ministers agreed that all schools will gradually transition from the current paper-based NAPLAN to NAPLAN Online in order to provide a better and more precise assessment that is more engaging for students.

State and territory education authorities will determine when their schools move online. The current plan is for all schools to transition to NAPLAN Online by 2022.

One of the main benefits of NAPLAN Online is tailored (or adaptive) testing, in which the test presents questions of higher or lower complexity depending on a student's performance.

Tailored (or adaptive) testing is designed to assess a wider range of student abilities and to measure student achievement more precisely. Your child should not be concerned if they find questions more challenging than usual; they may be taking a more complex test pathway. A student's overall NAPLAN score is based on the number and complexity of questions they answer correctly.

### Why do students do NAPLAN?

The National Assessment Program – Literacy and Numeracy (NAPLAN) assesses literacy and numeracy skills that are essential for every child to progress through school and life.

Students in Years 3, 5, 7 and 9 participate in the annual NAPLAN tests in reading, writing, conventions of language (spelling, grammar and punctuation) and numeracy.

The assessment provides parents and schools with an understanding of how individual students are performing at the time of the tests. NAPLAN is 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, 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.

### What does NAPLAN assess?

NAPLAN assesses literacy and numeracy skills that students are learning through their regular school curriculum. All government and non-government education authorities have contributed to the development of NAPLAN materials.

Students are assessed on the same literacy and numeracy curriculum content, regardless of whether they complete the tests online or on paper. Results for both formats can be reported on the same NAPLAN assessment scale.

To find out more about NAPLAN Online, visit [nap.edu.au](http://nap.edu.au)

### What can I do to support my child?

On its own, NAPLAN is not a test that can be studied for and students are not expected to do so.

You can support your child by reassuring them that NAPLAN is just one part of their school program, and by reminding them on the day to simply do their best.

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

Ensuring students are familiar with using devices, typing on them and navigating through programs is a part of student learning and a requirement of the Australian Curriculum from the first year at school.

NAPLAN Online is not a test of keyboard skills. There are variations in how fast and well a student can type – just as there are variations in how fast and well a student can write by hand. Year 3 students will complete the writing test on paper.

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 related functionalities available in the NAPLAN Online assessment at [nap.edu.au/online-assessment/public-demonstration-site](http://nap.edu.au/online-assessment/public-demonstration-site)

## Participation in NAPLAN

All students in Years 3, 5, 7 and 9 are expected to participate in the annual NAPLAN assessment. Students with disability may qualify for adjustments that reflect the support normally provided for classroom assessments. You should discuss the use of any adjustments for your child with your child's teacher.

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 special provisions 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.

## NAPLAN Online timetable

The assessment window for NAPLAN Online is nine days instead of the three days provided for the paper test. This is to give schools flexibility in scheduling and accommodate schools that may have fewer devices.

The NAPLAN Online assessment window starts on Tuesday 11 May and finishes on Friday 21 May 2021.

The online test scheduling requirements are detailed in the table below.

Test	Scheduling requirements	Duration	Test description
<b>Writing</b>	Year 3 students do a paper-based writing test (on day 1 only) Year 5 must start on day 1 (schools must prioritise completion of writing across days 1 and 2 only) Years 7 and 9 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)
<b>Reading</b>	To ensure online schools are able to complete NAPLAN tests within the nine-day testing window, Years 7 and 9 students can start with reading on day 1; however, writing must start on day 2 as the writing test takes priority over any rescheduled reading tests from day 1 To be completed <b>before</b> 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
<b>Conventions of language</b>	To be completed <b>after</b> the reading test	Year 3: 45 min. Year 5: 45 min. Year 7: 45 min. Year 9: 45 min.	This test assesses spelling, grammar and punctuation
<b>Numeracy</b>	To be completed <b>after</b> the conventions of language test	Year 3: 45 min. Year 5: 50 min. Year 7: 65 min. Year 9: 65 min.	This test assesses number and algebra, measurement and geometry, and statistics and probability

## 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 issued 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 test results used?

- Students and parents may use individual results to discuss progress with teachers.
- Teachers use results to better identify students who would benefit from greater challenges or extra support.
- Schools use results to identify strengths and areas to improve in 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 average school NAPLAN results at [myschool.edu.au](https://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](https://nap.edu.au/TAA)
- visit [nap.edu.au](https://nap.edu.au)

To learn how ACARA handles personal information for NAPLAN, visit [nap.edu.au/naplan/privacy](https://nap.edu.au/naplan/privacy)