



Week 4, Term 2

Friday 23 May 2025

Trust the Process...

Warami (Hello),

As you know, our school has been working with our Real Schools Facilitator – Marion. Earlier this term Marion spent the day working with our teachers in their classrooms focusing on the positive affective language and restorative practices being used by our teachers. Following Marion’s visit she shared the following positives in an email with me...

I wanted to thank you and your team at Werrington County for the opportunity to view your classes in action. It’s a privilege to work alongside a team so committed to walking the talk when it comes to restorative practices. What you’re doing matters, creating a school culture where connection and accountability go hand in hand.

It was so evident across your school that you have built classroom environments where the routines are clear, consistent and caring. It shows you stand together in a shared approach. This kind of consistency doesn’t happen by accident, it happens because of your intentional leadership. Please pass on my thanks to your team.



Coming Soon at Werrington County PS...

Week	Monday	Tuesday	Wednesday	Thursday	Friday
5	26 May	27 May New League Tag Try Day Date	28 May Cambridge Park HS Visit for Year 6 students	29 May	30 May
6	2 June	3 June Debating	4 June K-6 Assembly 2.15pm	5 June	6 June Year 3-6 Field Events Carnival Newsletter Day
7	9 June King’s Birthday Public Holiday Students do not attend school today.	10 June P&C Colour Run	11 June	12 June	13 June Year 3-6 Field Events Carnival – Back Up Date

Strengths Identified:

1. **Expectations Visibly Displayed:**
Expectations are consistently visible in most observations, which helps reinforce classroom norms and sets clear expectations for behaviour.
2. **Priming Language:**
Priming language is strong in several instances, which suggests that the teacher is preparing students for transitions or activities effectively.
3. **Stored Responses (Verbal and Non-Verbal):**
Stored responses are a strength. These were evident across all classes.
4. **Engagement Tools:**
Engagement tools like "think alouds" were present in almost all classes observed.

Marion was so impressed with our school's commitment to improving our restorative practices that she featured us in her weekly blog. The digital version can be found here <https://realschools.com.au/trust-the-process-empowering-kids-to-solve-their-own-problems/> Here is her blog post...

Trust the Process: Empowering Kids to Solve their Own Problems

The phrase '**Trust the Process**' was made famous by the Philadelphia 76ers NBA team. It wasn't just about basketball. It became a mantra for rebuilding through setbacks, staying committed to long-term growth, and believing in the gritty work of transformation.

Last term, standing in front of a group of Year 5 and 6 students, I realised it's exactly the mindset we need in schools. I asked what I thought was a straightforward question:

"If there's a problem on the playground, there's been a disagreement or someone's left out, whose responsibility is it to fix it?"

The replies came confidently:

"The teacher."

"The principal."

"My mum."

About 65% of the room handed the responsibility off to someone else. Only a few students identified themselves as the problem solvers.

That moment was telling. Not because they were wrong, but because somewhere along the way, they'd learnt that someone else steps in to fix things. They were not trusted with the process. Adults do the hard stuff for them. And when we consistently solve problems for young people, we unintentionally send the message – you're not capable. Not yet. Not without us.

But what if we flipped the script? **What if, like the mantra says, we chose to trust the process?**

What if we leaned into the long game of building skills, not just managing behaviour?

What if, instead of doing things to them or for them, we chose to do it with them?

That's exactly what the teachers at Werrington County did. They didn't hand out a behaviour chart or run another assembly. Instead, they tapped into their experience of managing playground politics. The dramas. The "He said/she said."

And instead of lecturing, the teachers performed.

They leaned hard into characters. They hammed it up. They made it fun because conflict doesn't always have to be heavy.

Using the **Past–Present–Future** model, they showed what healthy conflict resolution actually looks like.
And the key? They invited their students to be part of the solution.

They solved the dramas, together. They came up with simple strategies, together. They learned, together.
They trusted the process. And it worked.

During classroom walkthroughs and student interviews this week, we asked the same students how they handle conflict.

90% said they talk it out. Not in vague, hopeful terms. These kids had clarity and confidence:

“We listen to each other’s ideas and try to have an open mind.”

“If we can’t decide, we vote or do paper-scissors-rock.”

“If it’s too big, we ask a teacher to help us work through it, not fix it for us.”

That’s what happens when you trust the process. You don’t just get compliance. You get ownership.

You get leadership.

The fantastic Assistant Principal, Cath Willis, shared a story that really brought that home.

After a playground scuffle, a student told her he wanted to talk things through, but his friend had gone home. The next day, when Cath checked in, both boys shrugged and said, “Oh. We worked it out already,” then calmly explained the Past–Present–Future process like seasoned mediators.

Cath was happily stunned.

Trust the process.

Trust them.

They’ve got this.

A handwritten signature in blue ink, appearing to read "Cath Willis". The signature is stylized and written in a cursive-like font.

Supervision – Before and After School



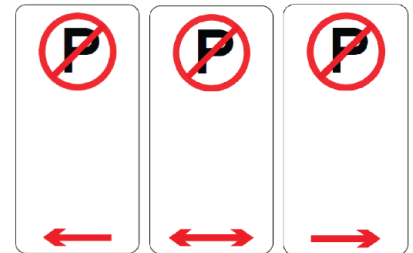
I would like to take this opportunity to remind our families that supervision of students does not commence until 8.30am. Our front gates are closed and are not opened until 8.30am, students waiting outside the gate prior to 8.30am are unsupervised.

If you are running late and are unable to collect your child at 3pm, please contact the office to let us know. Teachers attend meetings most afternoons during the week and are unable to provide supervision for students after 3pm.

We encourage families to contact our Out of School Hours Care provider in the school hall if you require care before or after school.

Parking at drop off and pick up times

I would like to remind families that we have a few no stopping zones outside the school, these areas are clearly marked by signage. We have had the rangers out a couple of times this year and they have booked parents who are parked illegally during drop off and pickup times. Please also be mindful when dropping off and picking up from OOSH, that these no stopping zones still apply at outside school hours.



Thank you to those families who are parking in the correct places, keeping our students safe.

Why does attendance matter? Let's do the maths...

Did you know that if your child misses **one day a fortnight**, that's **40 days** of school, **4 weeks** of lessons, and over **one year** lost over their school life? Missing a day here or there may not seem like much, but absences add up and can impact your child's learning more than you think.



Be it Mondays, Fridays, school carnivals or sporting days, every day matters when it comes to your child's learning. Parents should reconsider going on holidays or taking casual days off during the school term. While school is a place to learn, it's not just about maths and science. It's also about providing students structure, building confidence, developing good habits and creating healthy emotional bonds. It's about the in-jokes, confiding in friends and grabbing the best handball spot on the playground.

When your child misses school, they miss out on these key social moments.

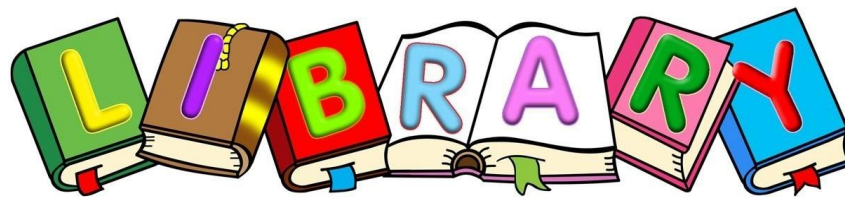
Yanu (Goodbye)

Mrs Belinda Clarke
Principal

Congratulations to our Merit Award Winners from...

Week 2	KLD	KT	K-2K
	Mehak Isla Jack Mila	Ella Tejai John Xavier	Hosanna Wendell
1FD	1G	2B	2K
Brodie Beau Archie Connor	James Darci Lachlan Ace	Neena Marley Mason Jakai	
1-6R	3/4R	3/4P	3/4M
Will	Jade Nicholas Jaxon Mason	Lily H Rylan Lily K Sebastian	Charlotte Matilda Emmi Jacob
4-6G	5/6G	5/6M	5/6ST
Samuel Cooper	Valerie Seth Zyra Dominic	Nathaniel Olivia Krishaun Koby	Isla Hannah Archie

Students' names are only included if the school has permission to publish, therefore some classes may only have one or no names.



Congratulations to our Library Award Winners from...

	Week 3
K - 2	KLD
3 - 6	1-6R



We have quite a few books that need to be returned. Reminder notes were issued this week on bright orange paper.

Please note that books that are lost or damaged need to be paid for. Thank you for your continued support.

The banner features a whimsical illustration of a child sitting on a chair, reading a book. The child is surrounded by clouds, butterflies, and a blue kite. The text '2025 NSW Premier's Reading Challenge' is prominently displayed in the center. The artwork is credited to Matt Ottley.

2025 NSW Premier's Reading Challenge

Artwork by Matt Ottley

The 2025 Premier's Reading Challenge is off and running!

Congratulations to:

10 book merit certificate

KLD: Isla, Zane

KT: Miller, Elayna

1FD: Liam, Jonah

2K: Georgia

20 book merit certificate (K-2)

KLD: Isla, Zane, Elayna

2K: Georgia

30 book merit certificate (K-2)

KLD: Isla, Elayna

KT: Violet

Your certificate will be presented at a future assembly.

IT'S NOT TOO LATE: If you would like your K-2 child to participate in the PRC at home, simply forward a handwritten permission note to Mrs Baxter.

Congratulations to the following students in Years 3-6 who have completed the Premier's Reading Challenge:

3/4P: Lily, Sophia, Howard

3/4R: Nicholas, Charli

5/6G: Valerie

5/6M: Olivia

Your official PRC certificate will arrive at the end of the year.

Please note: Students' names are only included if the school has permission to publish.

Premier's Reading Challenge FAQ's



Can I include books from home and/or the ones that I may borrow from the local library?

Of course! Simply use the search box on the PRC website to locate the ID number and record them on your child's PRC card.



I have some books at home that might be on the PRC list. How do I find out?

The official PRC booklists can be found at:

<https://online.det.nsw.edu.au/prc/booklist/home.html>

or you can use the search box that can be found on the top right-hand side of the PRC Homepage. Just type in the book title and click search.

The ID number appears before the title.



Which booklist does my child need to read from?

There are 3 booklists that apply to children at Primary School. They are K-2, 3-4 & 5-6. We encourage students to read within the booklist appropriate for their grade. Students may read books from a higher grade level, but it is strongly suggested students read from only the next level up. It is only in special circumstances that students are permitted to read books on the booklist below their grade level.

How many books does my child need to read?

Challenge level	Total number of books to be read	Minimum number of PRC books	Maximum number of Personal Choice books
K-2	30	20	10
3-4	20	10	10
5-6	20	10	10

My child is in Year 3-6 and does not bring their PRC card home. What do they do to record books read at home and/or the library?

Simply note the title and the ID number on a piece of paper so that your child can record it on their card at school. Alternatively, they may log it directly onto their reading log on the PRC website. Most students know how to do this. I will be showing students how to do this early Term 2.

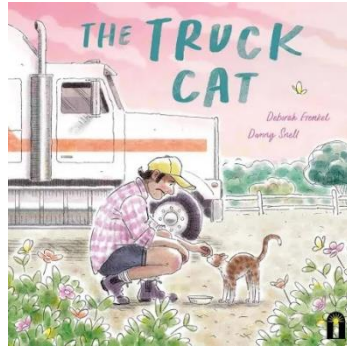
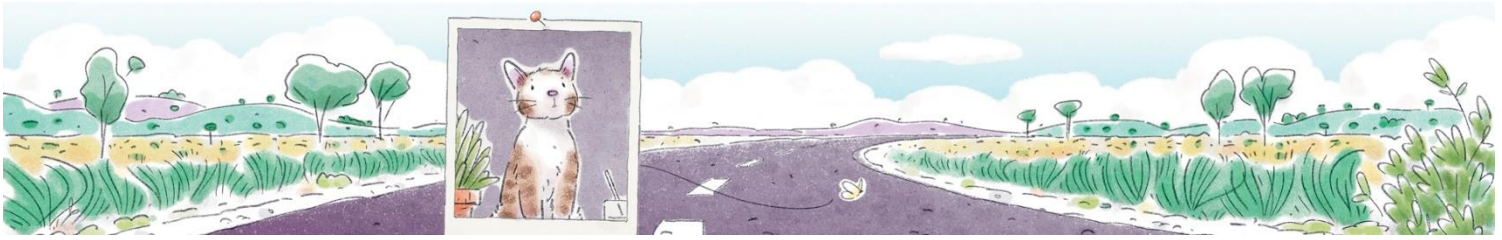
Can my child read more than 1 book from a series?

For an approved PRC series, students can read **any five titles** which will count as official PRC books in their reading records. **Other titles** read from the same series will show as Personal choice books. The limit on series books encourages students to read a variety of genres and authors.

The official PRC Rules can be found at: <https://online.det.nsw.edu.au/prc/rules.html>

If you have any further questions, please don't hesitate to come and ask. I am more than happy to help.

Thank you, Mrs Baxter
Teacher Librarian, PRC & Book Club Co-ordinator



Last Wednesday our school participated in National Simultaneous Storytime. This event is held each year by the Australian Library and Information Association Australia (ALIA) to promote the value of reading and literacy. Every year a picture book, written and illustrated by an Australian author and illustrator, is selected to be read on the same day at the same time across Australia, in libraries, schools, pre-schools, childcare centres, family homes, bookshops and many other places around the country.

This year the text was *The Truck Cat* by Deborah Frenkel and Danny Snell, which is about cats and humans, immigration and identity, and homes lost and found. 1G were fortunate enough to have this text read to them by Mrs Clarke during their library time.





CURIOUS | COLLABORATIVE | COMPASSIONATE

Procedures for the return overdue library books

Weekly

Using OLIVER (our school library system) the Teacher Librarian reminds students during library class time to return any overdue library books. **Once a student has an overdue library book, they are not permitted to take any books home until the overdue ones have been returned or the replacement costs paid. They are however able to borrow a book to read in class.**

Monthly

At the beginning of each month a computer generated (OLIVER) reminder notice is sent to all students who have not returned library books. For those students who have already been issued with an OLIVER generated reminder notice, a letter signed by the teacher librarian and the principal will be sent to the student's home via the post. Weekly class reminders continue.

At the end of the year a record is kept of all students and the titles of the resources that they have not returned. Students who have failed to return library books or pay for their replacement cost will be prevented from borrowing to take home. This will not however prevent them from using any library resources whilst they are at school, nor prevent them from accessing the library at the appropriate times.

If you wish to discuss this matter, please don't hesitate to contact the school on 9673 2711 (Mon – Thurs).

Lorraine Baxter
Teacher Librarian

Belinda Clarke
Principal

Darug Land
John Batman Avenue, Werrington County NSW 2747

T 02 9673 2100 | F 02 9673 2101 | E werringcty-p.school@det.nsw.edu.au

werringcty-p.schools.nsw.gov.au

CLASS OF THE WEEK: 4/6G

This week our student leaders got to know 4/6G with Miss Graetsch and Mrs Kandel.

WHAT DO YOU LIKE MOST ABOUT MISS GRAETSCH?

- She's a good teacher
- She helps us
- She's the best teacher ever!

WHAT ARE YOUR FAVOURITE ACTIVITIES?

- Working on laptops
- Recess and Lunch
- Cross Country

WHAT SUBJECTS DOES MISS GRAETSCH TEACH BEST?

- English
- Maths

SRC Rep:
Samuel G

WHAT ARE YOUR FAVOURITE SPORTS?

- Hockey
- Cricket
- Swimming
- Footy/NRL



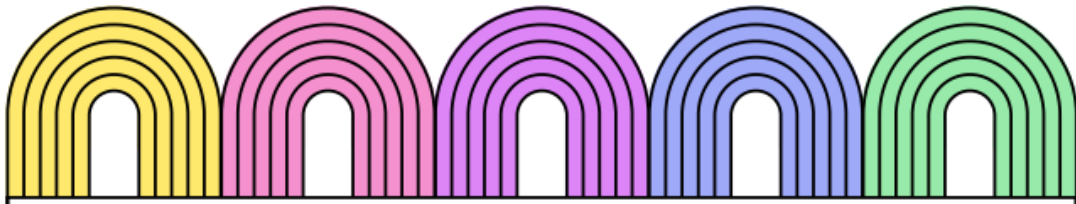
FAVOURITE BOOKS/STORIES?

- Fantastic Mr Fox
- Lotus and Feather
- Arnie the Doughnut
- Zombies don't eat Vegetables

WOULD YOU RATHER EAT CRICKETS OR COCKROACHES?

Cockroaches (2 votes)

Crickets (5 Votes)



STAGE 1 NEWSLETTER

NEWS

Stage 1 have had a great first few weeks back in Term 2. We have worked hard to pick up right where we left off at the end of last term. We are working hard in all areas!

MATHS

We are still revisiting our counting strategies and we are exploring new concepts all the time. Ask your child what they did in Maths today!

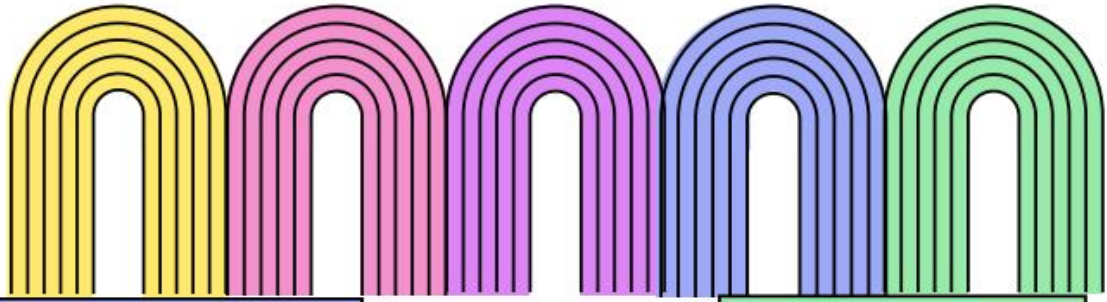
LITERACY

We are developing our fluency and expression when reading, every day. We love writing and enjoy learning about nouns, adjectives and verbs

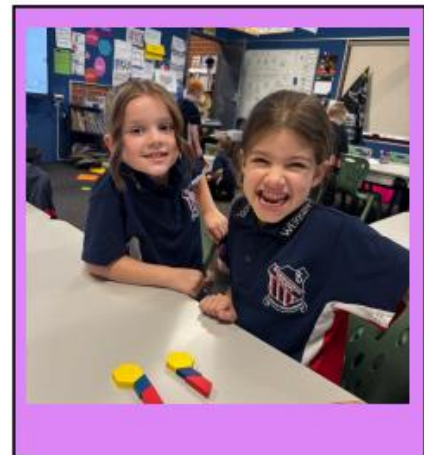


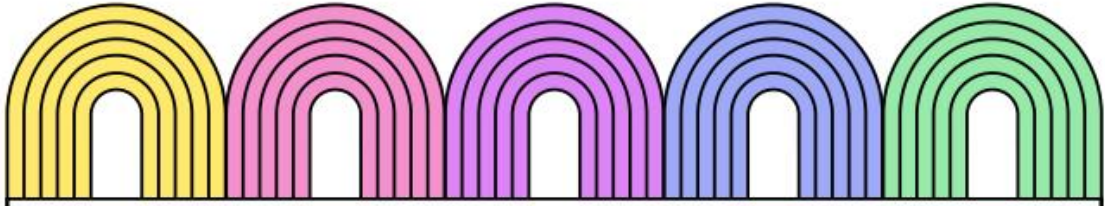
REMINDERS

Homework has been sent home. Logins for Mathletics and Decodable Readers Australia Online were attached. If you need assistance please see your child's teacher.



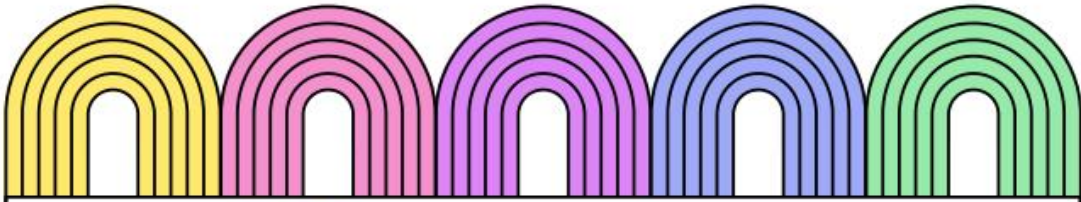
1FD





1G





2K



English:

LEARNING INTENTION:
We are learning about the features of informative texts so that we can write our own.

SUCCESS CRITERIA:
I can use noun groups.
I can write facts.



Informative Texts

- Teach us about real life topics.
- Help us learn about different topics
- Non-Fiction means 'not fake' - real life topics and information.

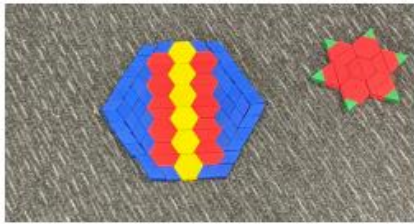
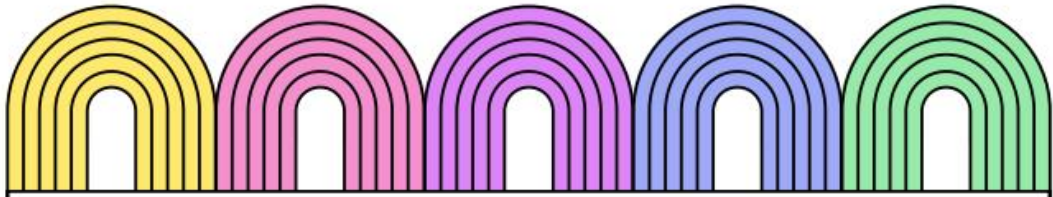
Features

- Contents page
- Facts
- Headings
- Labels
- Page numbers

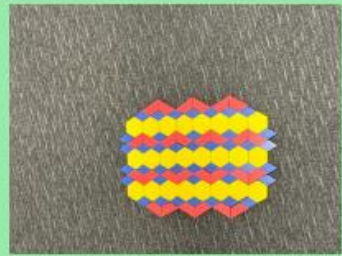
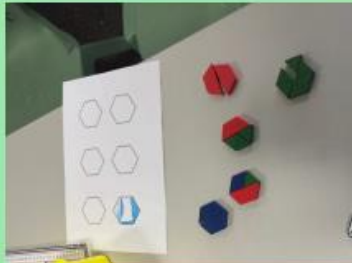
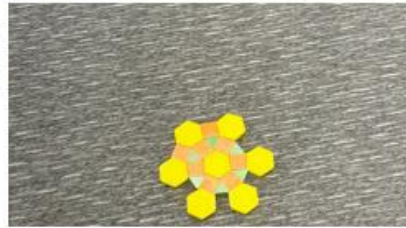


Word Wall

Fast - running	floppy	large mouth
- slithering - swim	Sharp teeth	
- gallop	Sleeps on trees	
- jumping	fluffy	little head
Long - body	sleepy	
- beak	sharp claws	tail
- trunk	slow	legs
Scaly	stripy	arms
Pointy	short	- jaw
long tail	strong	- legs
black nose	spotty	- fins
big wings	fur	- feet
big eyes	Four legs	- wings









2B





Our School Values and Expectations

We are Curious, Collaborative and Compassionate

<p>Step 5 Purple Slip</p> 	<p>Principal</p>	<ul style="list-style-type: none"> Continually doing the wrong thing Brought a weapon to school Being physically violent and attempting to harm others
<p>Step 4 Red Slip</p> 	<p>AP Reflection Time</p>	<ul style="list-style-type: none"> Drawing on school or another person's property Hitting, punching or kicking because you want to hurt someone Stealing Repeatedly being disrespectful or disruptive Repeatedly not keeping your hands to yourself Bullying Cyber bullying Racist language Repeatedly using rude words Repeatedly in the wrong place at the wrong time <p>If behaviour continues student moves to purple step.</p>
<p>Step 3 Orange Slip</p> 	<p>AP Reflection Time</p>	<ul style="list-style-type: none"> Not following instructions after being asked multiple times Not keeping your hands and feet to yourself Hurting others on purpose Using rude or inappropriate language when speaking to someone Wrong place at the wrong time multiple times, on purpose <p>If behaviour is repeated student moves to red step</p>
<p>Step 2 Yellow Slip</p> 	<p>Take 5 Completed</p>	<ul style="list-style-type: none"> Throwing objects in the classroom Back chat Not following instructions Not completing your work <p>If behaviour is repeated student moves to orange step</p>
<p>Step 1 Name on Chart</p> 	<p>Time to have a chat</p>	<ul style="list-style-type: none"> Talking when someone else is talking Using the furniture in the wrong way Using equipment in the wrong way Not sitting on the floor correctly Distracting yourself or others Leaving rubbish on the floor <p>Implementation of Berry Street/Bill Rogers Strategies to assist in turning behaviour around. If behaviour is repeated student moves to yellow step</p>
<p>Verbal reminder</p> <p>Back on track and Chill Zone</p> <p>You can turn this around 😊</p> <p>Think it through</p> <p>Take some deep breaths</p> <p>Move on from the mistake</p>		

Coming Soon at Werrington County PS... Term 2, 2025 Overview

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5	26 May	27 May Try League Tag Day - New date	28 May Cambridge Park HS Visit for Year 6 students	29 May	30 May
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7	9 June King's Birthday Public Holiday <i>Students do not attend school today.</i>	10 June P&C Colour Run	11 June	12 June	13 June Year 3-6 Field Events Carnival - Back Up Date
8	16 June	17 June K-6 Athletics Carnival	18 June P&C Meeting 9am K-6 Assembly 2.15pm	19 June Online Guardians Incursion - Years 3 to 6	20 June Last day to hand in 10 awards for this terms Principals Assembly. Newsletter Day
9	23 June	24 June Debating	25 June K-6 Recognition Assembly 2.15pm	26 June	27 June
10	30 June	1 July	2 July K-6 Principals Assembly 2.15pm Reports go Home	3 July	4 July Last day of Term 2 Newsletter Day
Term 3 Week 1	21 July Staff Development Day <i>Students do not attend school today.</i>	22 July Students return for the first day of Term 3	23 July 101 Days of Learning (Kindergarten)	24 July	25 July
2	28 July Stage 3 Camp	29 July Stage 3 Camp	30 July K-6 Assembly 2.15pm	31 July	1 Aug Newsletter Day NAIDOC Day - TBC
3	4 Aug Education Week	5 Aug	6 Aug Open Day and Book Fair	7 Aug	8 Aug
4	11 Aug	12 Aug	13 Aug K-6 Assembly 2.15pm	14 Aug	15 Aug Newsletter Day
5	18 Aug Book Week	19 Aug Book Character Parade - TBC	20 Aug Zone Athletics Carnival - TBC	21 Aug Zone Athletics Carnival - TBC	22 Aug