

Week 6, Term 3

Friday 29 August 2025

Super Success!

Warami (Hello),

I am absolutely delighted to share some exciting news with you all!

Recently, I had the incredible honour of representing our school on a Q&A panel at the NOII NSW Symposium. It was a wonderful opportunity to share the journey and successes of our school's teaching staff, and to highlight the amazing work we are doing together. Being part of such a respected event alongside educators from across the state was both inspiring and humbling—and I'm so proud to have been able to showcase the dedication and passion that defines our school community.



One of the things I spoke about was our school's commitment to ongoing professional learning for our teachers through Spirals of Inquiry. Spirals of Inquiry is a collaborative, reflective approach to professional learning and school improvement that helps educators focus on student learning and wellbeing. It involves a continuous cycle of questioning, researching, and taking action to address specific challenges or goals within a school community. By engaging in this process, teachers and school leaders identify what's working, explore new strategies, and monitor the impact of their efforts to ensure positive outcomes for all students. This approach encourages ongoing reflection and adaptation, fostering a culture of continuous improvement in schools.

Coming Soon at Werrington County PS...

Week	Monday	Tuesday	Wednesday	Thursday	Friday
7	1 Sept SASS Recognition Week K-6 Gymnastics	2 Sept Father's Day Stall	3 Sept	4 Sept	5 Sept Father's Day Afternoon Tea
8	8 Sept K-6 Gymnastics	9 Sept Debating at Surveyors Creek PS	10 Sept K-6 Assembly 2.15pm	11 Sept	12 Sept Newsletter Day Panthers Pride Day
9	15 Sept K-6 Gymnastics	16 Sept Years 3-6 Touch Football Try Day	17 Sept K-6 Recognition Assembly 2.15pm P&C Meeting 9am	18 Sept 3-6 Public Speaking Competition Finals	19 Sept Peer Support

I'm also thrilled to share that our school's work in restorative practices is being recognised at a statewide level! We have been invited to participate in an upcoming professional learning session with Adam Voigt, founder of Real Schools and a leading voice in restorative education. This is a fantastic opportunity to share our experiences and learn even more ways to support our students' wellbeing and success.

This approach is truly at the heart of how we support our students—not just in managing behaviour, but in building relationships, fostering respect, and creating a positive, inclusive environment where every child feels safe and valued. It's been incredible to see how these practices have helped our students grow academically, socially, and emotionally.

I want to thank our dedicated staff, our amazing students, and our supportive families. It is your collective efforts and belief in this approach that have made all of this possible. Together, we are creating a school environment where everyone can thrive. I look forward to continuing this important work with you all, and to celebrating many more successes as we move forward.

Swooping Magpies

We have some Magpies who have nested in the large trees at the front of the school. The Magpies have started to swoop people who are on bikes or scooters, sometimes just pushing the bike or scooter is enough for the Magpies to start swooping. Magpies are a protected species and cannot be removed. They are trying to protect their eggs.

Please be mindful when sending your child to school on their bike or scooter, there is a good chance that they will be swooped by the Magpies. Our poor postie is getting swooped on a daily basis. Here are some other tactics to avoid being swooped:

- Travel in groups, as swooping birds usually only target individuals.
- Carry an open umbrella above your head.
- Wear sunglasses and a broad-brimmed hat.
- If you ride a bike, walk it through magpie territory or have a flag on the back of the bike that is higher than your head.
- Do not act aggressively. If you wave your arms about or shout, the magpies will see you as a threat to the nest – and not just this year, but for up to five years to come.
- Walk, don't run.
- Avoid making eye contact with the birds.



Supervision – Before and After School



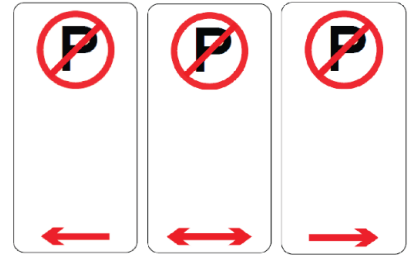
I would like to take this opportunity to remind our families that supervision of students does not commence until 8.30am. Our front gates are closed and are not opened until 8.30am, students waiting outside the gate prior to 8.30am are unsupervised.

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.

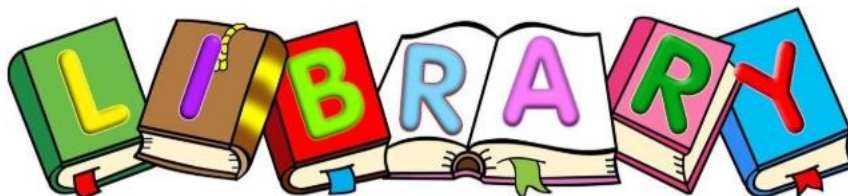
Yanu (Goodbye)

Mrs Belinda Clarke
Principal

Congratulations to our Merit Award Winners from...

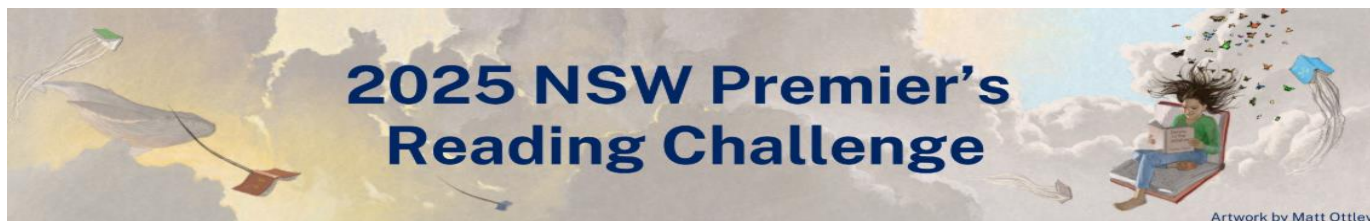
Week 6	KLD	KT	K-2K
	William Torin Scarlette Rosanna	Kobe Tejai Statham Connor	Hosanna Cole
1FD	1G	2B	2K
Jacinda-Haze Scarlett Luke Archer	William Georgia Connor Jai	Lily Riley Charlotte	Avah Hugo Charlotte Matilda
1-6R	3/4R	3/4P	3/4M
Kyson	Sofia Nate Charli Charlotte	Lucy Indiana Jack Landen	Kaiden Boyd Ashleigh Rhianna
4-6G	5/6G	5/6M	5/6ST
Elijah Liam	Riley Conor Michael Carly	Earrin Harrison Kaley	Emily Jessica Advay Randal

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 6
K - 2	2B
3 - 6	5/6G



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

10 book merit certificates (K-2)

KT - Audrey

30 book merit certificates (K-2)

1G Felix T

1FD Leo S

Your certificate will be presented at a future assembly.

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

3/4M: Brooklyn, Phoebe, Ashleigh, Norah, Joshua, Rhianna, Mia, Erfan, Jacob, Cooper, Kendrick, Annaliese, Kaiden R, Basim, Matilda, Boyd, Evan, McKenna, Genevieve & Jack

3/4P: Isabelle, Jack, Knox, Lily K, Indi, Emmrey, Lucy, William, Amity, Leah, Kai, Harry & Roman

3/4R: Quinn, Melody, Oliver, Nathaniel, Zoe, Liam, Lara, Olivia, Jaxon, Victoria & Ryan

5/6G: Ty, Brody, Kaiden & Riley M

5/6M: Koby & Hannah

5/6ST: Emily & Isla

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.

The PRC closes Thursday 25th September.

There have been some timetable changes for term three which may impact which day your child comes to the library.

Mon: K-2K & 4-6G

Tues: KLD, 1FD, 1G, 2B & 2K

Wed: 3/4P, 3/4R, 5/6G & 5/6M

Thurs: KT, 1-6R, 3/4M & 5/6ST



Issue 3 of Book Club was handed out to students last week.

Orders will close **Friday 12th September**. Please note we are no longer accepting cash orders. All orders are to be paid online via LOOP. Details are inside the back of the catalogue. Spare copies are available from the office.

Thank you, Mrs Baxter

Teacher Librarian, PRC & Book Club Co-ordinator



What's happening in Stage 2?

Learning and Engaging



- building core strength, balance and movement during gymnastics lessons
- using technology to create stop-motion animations
- working together in learning about Adam Goodes, Michael O'Loughlin and AFL in our English unit
- learning about phonemes, diphthongs and schwas in spelling
- creating beautiful works of art
- learning about chance, position and directions and improving our recall and use of multiplication facts
- and more!



diphthong /ure/ as in 'cure'

• schwa /ure/ and /ture/ as in 'closure' and 'mixture'



We Are Proud!

Our students have been faced with many educational, creative and physical challenges already this Term, and they're taking them all in their stride.

- Knowledge
- Collaboration
- Creativity
- Skills

3/4R

The students in 3/4R have been busy in the classroom, building on existing knowledge while learning new skills.

We have recently been exploring direction and position in Mathematics, looking at compass points, left and right, as well as half-, quarter- and full-turns. The students have re-created some simple maps with compass points positioned accordingly. Giving precise directions and following them accurately took some careful consideration.



We were very engaged in learning how to use specific technology to create simple stop-motion animations. This process will enable us to create more detailed animations as part of this term's integrated unit.



Creating art is a much-loved part of our learning. Recently, the students have been exploring their creativity by making their own artworks, inspired by the beautiful styles and ideas of talented First Nations artists. The results have been colourful, thoughtful and unique!



3/4P

This term, Stage 3/4P have been learning about position in Mathematics. They have explored how to read and use maps, as well as how to describe and find locations using grid coordinates. The students especially enjoyed working on geoboards to demonstrate their skills in creating maps and showing different positions. They have also had fun locating objects on maps, following directions, and plotting points on grids to discover hidden places.



3/4M

This term, 3/4M have been learning about position in Mathematics. They explored maps and grid coordinates, enjoyed using geoboards to create maps, and had fun plotting points and following directions to find hidden places. In gymnastics, the class has been focusing on balance and control, practicing different poses and movements on the floor and equipment



Class of the Week : 1-6R

This week, our student leaders spend some time with 1-6R, their teacher Mrs Rooney and SLSO Mrs Coleborn.

What's your favourite story?

- Peter Pan
- Tilly
- Ten Dinosaurs Dig

What do you like most about your teacher?

- That she's really awesome
- Shes funny
- Shes the best teacher because she helps us and keeps us safe and helps us and do everything
- Helps us to calm down and have breaks



Who's your SRC?
Will

Would you rather live under the sea or in space?
Under the sea - 2
Space- 4

What's the best thing about your students?
They're really fun and funny.

Favourite thing to do in class?

- Being with your teacher
- Working
- Social Play
- Mappen

What's your favourite thing to do in the playground here?

- Play with our friends
- Footy
- The sandpit
- The swings
- Climbing wall

Attendance from Mrs Fitz

Term 3 is well underway, and we know that there has been some sickness floating around the community. If your child is sick, please keep them home. Thank you to those families that have been on top of this during our colder months. Please contact the school to notify us if your child is not attending school. You can also enter absences online through Sentral. If you're not already set up to do this, please contact the office who are more than happy to help you.

If your child is well enough to attend school, we want them to be here. Our teachers have so many amazing lessons planned that we don't want your child to miss.

Below is some attendance information for parents outlining the importance of attendance at school every day.

If you have any questions, please speak to your child's classroom teacher or reach out to me at any time.

See you all at school!

Mrs Fitzpatrick



Compulsory school attendance

| Information for parents

Education for your child is important and regular attendance at school is essential for your child to achieve their educational best and increase their career and life options. NSW public schools work in partnership with parents to encourage and support regular attendance of children and young people. When your child attends school every day, learning becomes easier and your child will build and maintain friendships with other children.

What are my Legal responsibilities?

Education in New South Wales is compulsory for all children between the ages of six years and below the minimum school leaving age of 17 years. The Education Act 1990 requires that parents ensure their children of compulsory school age are enrolled at, and regularly attend school, or, are registered with the NSW Education and Standards Authority for home schooling.

Once enrolled, children are required to attend school each day it is open for students.

The Importance of arriving on time

Arriving at school and class on time:

- Ensures that students do not miss out on important learning activities scheduled early in the day
- Helps students learn the importance of punctuality and routine
- Give students time to greet their friends before class
- Reduces classroom disruption

Lateness is recorded as a partial absence and must be explained by parents.

What if my child has to be away from school?

On occasion, your child may need to be absent from school. Justified reasons for student absences may include:

- being sick, or having an infectious disease
- having an unavoidable medical appointment
- being required to attend a recognised religious holiday
- exceptional or urgent family circumstance (e.g. attending a funeral)

Following an absence from school you must ensure that within 7 days you provide your child's school with a verbal or written explanation for the absence. However, if the school has not received an explanation from you within 2 days, the school may contact you to discuss the absence.

Principals may decline to accept an explanation that you have provided if they do not believe the absence is in the best interest of your child. In these circumstances your child's absence would be recorded as unjustified. When this happens the principal will discuss their decision with you and the reasons why.

Principals may request medical certificates or other documentation when frequent or long term absences are explained as being due to illness. Principals may also seek parental permission to speak with medical specialists to obtain information to collaboratively develop a health care plan to support your child. If the request is denied, the principal can record the absences as unjustified.

Travel

Families are encouraged to travel during school holidays. If travel during school term is necessary, discuss this with your child's school principal. An Application for Extended Leave may need to be completed. Absences relating to travel will be marked as leave on the roll and therefore contribute to your child's total absences for the year.

In some circumstances students may be eligible to enrol in distance education for travel periods over 50 school days. This should be discussed with your child's school principal.

My child won't go to school what should I do?

You should contact the principal as soon as possible to discuss the issue and ask for help. Strategies to help improve attendance may include a referral to the school's learning and support team or linking your child with appropriate support networks. The principal may seek further support from the Home School Liaison Program to develop an Attendance Improvement Plan.

What might happen if my child continues to have unacceptable absences?

It is important to understand that the Department of Education may be required to take further action where children of compulsory school age have recurring numbers of unexplained or unjustified absences from school.

Some of the following actions may be undertaken:

- Compulsory Schooling Conferences

You may be asked, along with your child, to attend a Compulsory Schooling Conference. The conference will help to identify the supports your child may need to have in place so they attend school regularly. The school, parents and agencies will work together to develop an agreed plan (known as Undertakings) to support your child's attendance at school.

- Application to the Children's Court – Compulsory Schooling Order

If your child's attendance at school remains unsatisfactory the Department may apply to the Children's Court for a Compulsory Schooling Order. The Children's Court magistrate may order a Compulsory Schooling Conference to be convened.

- Prosecution in the Local Court

School and Department staff remain committed to working in partnership with you to address the issues which are preventing your child's full participation at school. In circumstances where a breach of compulsory schooling orders occurs further action may be taken against a parent in the Local Court. The result of court action can be the imposition of a community service order or a fine.

What age can my child leave school?

All New South Wales students must complete Year 10 or its equivalent. After Year 10, and up until they reach 17 years of age, there are a range of flexible options for students to complete their schooling.

Working in Partnership

The NSW Department of Education recognises that working collaboratively with students and their families is the best way to support the regular attendance of students at school.

We look forward to working in partnership with you to support your child to fulfil their life opportunities.

Days missed = years lost

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

When your child misses just...

they miss weeks per year

and years over their school life



More information

Further Information regarding school attendance can be obtained from the following websites:

Policy, information and brochures:

Please visit the Department of Education's Policy Library AND The Department's Attendance Matters Website

The school leaving age:

Please visit the Department of Education's Wellbeing and Learning website

Do you need an interpreter?

Interpreting services are available on request, including for the hearing impaired. The Telephone Interpreter Service is available 24 hours a day, seven days a week on **131 450**. You will not be charged for this service.



Coming Soon at Werrington County PS...

Term 3 and 4, 2025 Overview

Week	Monday	Tuesday	Wednesday	Thursday	Friday
6	25 Aug K-6 Gymnastics	26 Aug SRC Popcorn and Movie Day	27 Aug K-6 Assembly 2.15pm	28 Aug	29 Aug Newsletter Day
7	1 Sept SASS Recognition Week K-6 Gymnastics	2 Sept Father's Day Stall	3 Sept	4 Sept	5 Sept Father's Day Afternoon tea
8	8 Sept K-6 Gymnastics	9 Sept	10 Sept K-6 Assembly 2.15pm	11 Sept	12 Sept Newsletter Day
9	15 Sept K-6 Gymnastics	16 Sept	17 Sept K-6 Recognition Assembly 2.15pm P&C Meeting 9am	18 Sept 3-6 Public Speaking Competition Finals - Note <i>Date Change</i>	19 Sept
10	22 Sept K-6 Gymnastics	23 Sept Years 3-6 Touch Football Try Day	24 Sept K-6 Principals Assembly 2.15pm	25 Sept	26 Sept Last Day of Term 3 Newsletter Day
Term 4 Week 1	13 Oct Staff Development Day <i>Students do not attend school today.</i>	14 Oct	15 Oct	16 Oct	17 Oct
2	20 Oct K-2 Penrith Lakes Excursion - Group 1	21 Oct K-2 Penrith Lakes Excursion - Group 2	22 Oct K-6 Assembly 2.15pm	23 Oct 2026 Kindergarten Parent Information Session 6pm	24 Oct Newsletter Day
3	27 Oct	28 Oct Stage 2 Excursion	29 Oct	30 Oct	31 Oct
4	3 Nov 2026 Kindergarten Orientation Visit 1	4 Nov	5 Nov K-6 Assembly 2.15pm	6 Nov	7 Nov Newsletter Day
5	10 Nov	11 Nov	12 Nov 2026 Kindergarten Orientation Visit 2 Penrith Valley Public Speaking Grand Final	13 Nov	14 Nov
6	17 Nov 2026 Kindergarten Orientation Visit 3	18 Nov	19 Nov K-6 Assembly 2.15pm	20 Nov	21 Nov Newsletter Day



WERRINGTON COUNTY PUBLIC SCHOOL

BEHAVIOUR MANAGEMENT FRAMEWORK



REMEMBERS: ● Behaviour is information ● Behaviour is driven by thoughts, feelings & experiences ● All behaviours of all students are the responsibility of every teacher in the school.

BEHAVIOUR MANAGEMENT STEP CHART

VERBAL REMINDER CALM/BASELINE LEVEL point-in-time managed <ul style="list-style-type: none"> Compliance On-task Listening Following Instructions Playing Nicely Engagement Positive Language <p><i>If you're not 'capturing' and recognising POSITIVE BEHAVIOUR often, then you will never see a change in the behaviours you want to see.</i></p>	TEACHER CONFERENCE LOW LEVEL point-in-time managed <ul style="list-style-type: none"> Off-task Running on hard surfaces Speaking out of turn Work Avoidance Speaking Loudly Calling Out Talking too long Silliness <p>+ others</p>	YELLOW SLIP MINOR LEVEL point-in-time managed <ul style="list-style-type: none"> Inappropriate Language Disruption Late to Class Non-Compliance Physical Contact Cheating Property Misuse Out of Bounds Area Specific Expectations 	ORANGE SLIP MAJOR LEVEL point-in-time managed with executive guidance <ul style="list-style-type: none"> Abusive Language Purposeful Disruption Regularly Late to Class Defiance/Refusal Repeated Non-Compliance Aggressive Behaviour Repeated Cheating Property Damage/Vandalism Repeatedly Out of Bounds Theft Repeated Area Specific Expectations 	RED SLIP SIGNIFICANT LEVEL referral to school Executive <ul style="list-style-type: none"> Repeated Abusive Language Repeated Purposeful Disruption Repeatedly Late to Class Repeated Defiance/Refusal Repeated Aggressive Behaviour Repeated Destruction of Property Physical Violence Truancy Theft Criminal Behaviour 	PURPLE SLIP CRISIS LEVEL immediate escalation to Principal or delegate. <ul style="list-style-type: none"> Continuing persistent behaviour disobedience Aggressive Behaviour Physical Violence Possession/Use of weapon, firearm, or knife Possession/Use/Supply of a drug or illegal substance Serious criminal behaviour related to the school Use of implement as a weapon Serious behaviours of concern (pending expulsion)
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

RESTORATIVE FRAMEWORK

PRIMING FOR SUCCESS Everywhere, any time! RESTORATIVE CIRCLES Preventative, positive interactions POSITIVE PRIMING Positively stated expectations AFFECTIVE STATEMENTS Tells the listener how the person feels and why	REINFORCE EXPECTED BEHAVIOURS Tells the listener how the person feels and why POSITIVE PRIMING Positively restate expectations	EXPECTATION CLARITY NOTIFY: I can see that you have been ... IMPACT: "How does this behaviour impact you? Others?" GOAL: "What do you need to do to turn this around?" EXPECTATION: "Can we agree that if you don't turn it around, this will be the consequence ..." Possible restorative repair actions: <ul style="list-style-type: none"> Assisting with classroom set up or pack up or playground Complete learning task (no more than 5 min playtime) <p>THEN ... Teacher to record in <i>Sentral</i></p>	PAST - PRESENT - FUTURE PAST Get the facts. Tell me what happened. PRESENT How are we feeling right now? Why is that important? FUTURE What are we going to do to make things right? Actions speak louder than words. Possible restorative repair actions: <ul style="list-style-type: none"> Write an apology letter Community service that repairs the harm Organised play repair session <p>THEN ... Teacher to record in <i>Sentral</i> and teacher to contact parent/caregiver</p>	EXECUTIVE INTERVENTION ENQUIRE Tell me what happened. What were you thinking at the time? ENGAGE Did we hear your side of the story? Were you asked for it? EXPLAIN Are you clear on what went wrong, how it affected people and what we're doing about that together? EXPECTATION Are you super clear on whether there are consequences coming for failing to live up to the standards we've set? What are you going to do to make things right? Possible follow up actions: <ul style="list-style-type: none"> Consequences to be determined based on harm and impact Caution of suspension Suspension <p>THEN ... Record in <i>Sentral</i> & Exec to make a decision on consequences based on <i>harm and impact</i> and contact parent/caregiver.</p>	SUSPENSION Continuing persistent behaviour disobedience Aggressive Behaviour Physical Violence Possession/Use of weapon, firearm, or knife Possession/Use/Supply of a drug or illegal substance Serious criminal behaviour related to the school Use of implement as a weapon Serious behaviours of concern (pending expulsion) Possible follow up actions: <ul style="list-style-type: none"> Caution of suspension Suspension <p>THEN ... Record in <i>Sentral</i> & Principal or delegate to make a decision on consequences based on <i>harm and impact</i> and phone calls home.</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

How can I access support for managing behaviour?



Learning & Support referral



Discuss with an Executive



Ask for a Functional Behaviour Assessment



Seek Real Schools support