WERRINGTON COUNTY news

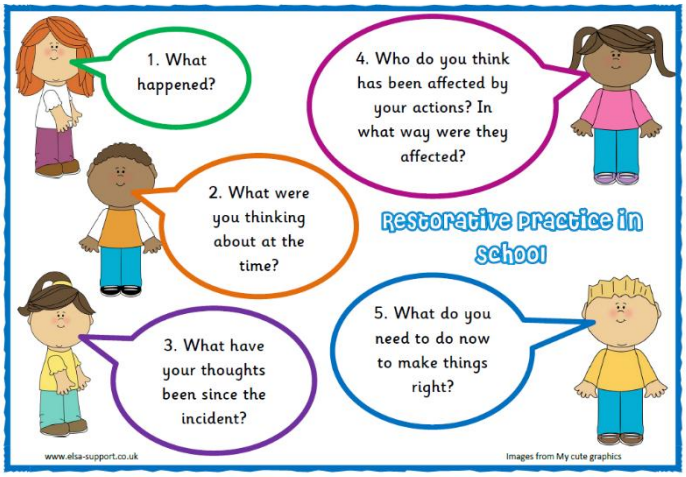
Week 10, Term 3 Friday 26 September 2025

Own it…Fix it…Move on!

Warami (Hello),

At our school, we believe that every student has the potential to grow not only academically but also as a responsible and empathetic member of our community. One of the most powerful ways we support this growth is through the use of restorative practices. This approach helps our students develop the essential skills to understand the impact of their actions, take responsibility, and make positive choices moving forward.

Restorative practices provide a framework that complements, rather than replaces, appropriate consequences. While consequences remain an important part of maintaining clear boundaries and accountability, restorative practices focus on meaningful conversations that help students reflect on their behaviour, understand the impact of their actions on others, and actively participate in repairing harm. This balanced approach ensures that students not only face the necessary consequences but also develop a deeper sense of responsibility and empathy, promoting healing and positive growth within our school community.



Through restorative conversations, circles, and conferences, students learn to articulate their feelings, listen to others with empathy, and collaboratively solve problems. These interactions build critical social and emotional skills, such as self-regulation, conflict resolution, and empathy, which are essential for success both within the school environment and in life beyond the classroom.

Coming Soon at Werrington County PS…

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	13 Oct **Staff Development Day** *Students do not attend school today.*	14 Oct	15 Oct	16 Oct P&C Disco – After School	17 Oct Peer Support
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 Peer Support Newsletter Day
3	27 Oct	28 Oct Stage 2 Excursion	29 Oct	30 Oct	31 Oct Peer Support

Our commitment to restorative practices aligns with our vision of creating a safe, supportive, and inclusive school community. When students feel heard and valued, they are more likely to engage positively with their learning and with one another. They develop a stronger sense of belonging and responsibility, which reduces incidents of conflict and contributes to a more harmonious school culture.

Restorative practices empower students to become active agents in their own learning and behaviour management. They are encouraged to take ownership of their decisions and outcomes, which builds resilience and confidence. We see this reflected daily as our students demonstrate maturity in managing challenges and repairing relationships.

I want to acknowledge and thank our dedicated staff, students, and families for embracing this approach with open hearts and minds. Your support is crucial in reinforcing the restorative values at home and in our wider community.

Together, we are creating a school environment where every student can thrive, learn from mistakes, and develop the skills necessary to contribute positively to society. I look forward to continuing this important journey with you all.

Sunscreen

Our school promotes sun-smart behaviour by encouraging students to Slip, Slop, Slap, Seek and Slide. Sun-safe uniform items – including hats that protect the head, neck and ears – are included in our school uniform. School staff encourage students to play in the natural and built shade environments around the school. Our school also has a no hat, no play policy so your child will need their hat to play outdoors with their friends at recess and lunch.

You can protect your child from the damaging effects of UV radiation by applying sunscreen each morning before they leave for school and ensuring they are wearing a sun-safe hat. Children can also wear sunglasses at school to protect their eyes from sun damage.

This year we are encouraging parents to send a roll-on sunscreen to school labelled with your child's name, Sunscreen will be kept in students' bags. After applying sunscreen at home before school, teachers will give students an opportunity to re-apply their sunscreen after the recess break, ready for lunch. Due to the increasing nature of allergies and reactions to sunscreen products, students will not be allowed to share sunscreen.

If you have any questions about the re-application of sunscreen, please speak to your child's teacher.

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.

Uniforms

We would like to thank the school community for their support in the change to our new school uniform. We have been overwhelmed by the number of parents eager to purchase the new uniform this year and last year.

This year is the final year of our two-year phase in period. This means that students can still wear our old white shirts or the new navy shirts. From the beginning of 2026, only the new navy shirts and dresses will be able to be worn.

Please reach out to the office if you have questions or concerns.

Supervision – Before and After School

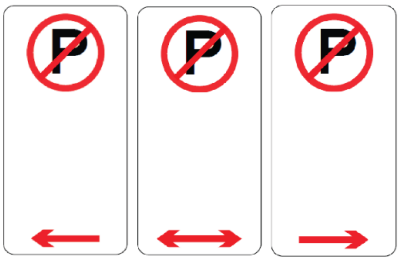
I would like to take this opportunity to remind our families that supervision of students does not commence until 8.30am. Our front gates are closed and are not opened until 8.30am, students waiting outside the gate prior to 8.30am are unsupervised.

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.

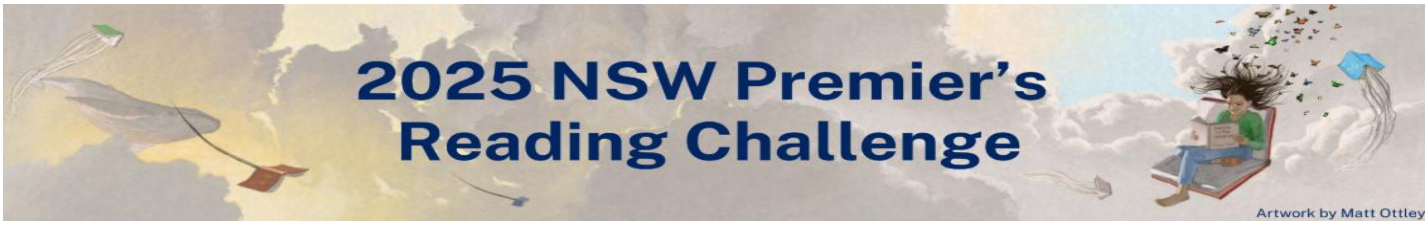


Thank you to those families who are parking in the correct places, keeping our students safe.

Yanu (Goodbye)

Mrs Belinda Clarke
Principal

This week, reminder notes were handed out to all students with overdue library books **@01.09.25**
They are on bright orange paper.
Please take time to look for the books over the holidays and return them when school commences next term.



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

The 2025 Premier's Reading Challenge has now finished. Congratulations to the 315 students who finished the PRC this year. Your official certificates will arrive at the end of the year.

<u>10 book merit certificates (K-2)</u>
K-2K: Eleanor
<u>20 book merit certificates (K-2)</u>
K-2K: Eleanor
<u>30 book merit certificates (K-2)</u>
2B: Mila

All K-2 students still wishing to receive recognition in the newsletter & assembly need to hand in their green PRC card to Mrs Baxter no later than Thursday 16th October.

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: Tarnah, Mason
3/4P: Scarlett, Callum, Landen, Kaleb & Lachlan
3/4R: Violet & Jade
5/6G: Ella, Noah, Jackson & Natalie
5/6M: Dylan, Krishaun, Nathaniel, Havana, Helen & Kaylee
5/6ST: Archie, Elisha, Loki, Jessica, Hannah, Mia, Maddie, Randal, Temani, Tannan, Mason & Gryphin

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.

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

Congratulations to our Award Winners from our Principals Assembly...

Blue Ribbons	Blue Banners	Blue Pins
Connor G Mekhi Smit Madhav James K Liam G Audrey T Ziggy – Mai Kobe Charlotte F Audrey F Tamia Breanna Mehak	Connor G Emmrey Ella Statham Miller Zac Koa Ace Kobe Archie Sophia	Liam Darci Lucas Kevin Kai Earvin Randal Scarlett S Noah Molly Koa Samuel Ace Georgia Ariana Riley H Hannah Eleanor Beau Connor Zac Lachlan Jonah
Red Ribbons	**Red Banners**	**Red Pins**
Landen Sebastian Nicholas Jack E Evan T Chenoa Charlotte Kaley John A	Charli Liam R Addison Paige Kendrick Nicholas Hunter Zayn Zora	Isaac Georgia Riley U Isaac J
White Ribbons	**White Banners**	**White Pins**
Quinn Harrison Kairon William S Phoebe Violet Bentley	Cooper Joshua Olivia S Melody Olivia H Emmi	McKenna
Principal's Medallions		
McKenna		

K/2K

This term K/2K have enjoyed being scientists, studying the world we live in and conducting experiments.

In Mathematics we have been learning about addition and subtraction through fun games and activities.

We love being creative and making art. We worked collaboratively to produce a class artwork.

1-6R SCIENCE

In MAPPEN we have been using our Science skills to hypothesise what will occur during experiments, and observing what happens!! Some of our experiments have included making a volcano, making our own bubble mixture and wand, observing what happens when sultanas are put into soda water, creating a paper helicopter and creating fireworks in a cup! We have LOVED being scientists in our class!

TERM 3 IN 4-6G

What We Learned

Buddy Reading in K2K

This Term 4-6G have continued their buddy reading with K2K. This has allowed them to develop their leadership and reading skills while supporting younger students with their reading and listening abilities. It gives all students a love of reading.

Gymnastics

4-6G had an amazing time challenging themselves learning new skills in Gymnastics this term. They worked on balancing and movement techniques.

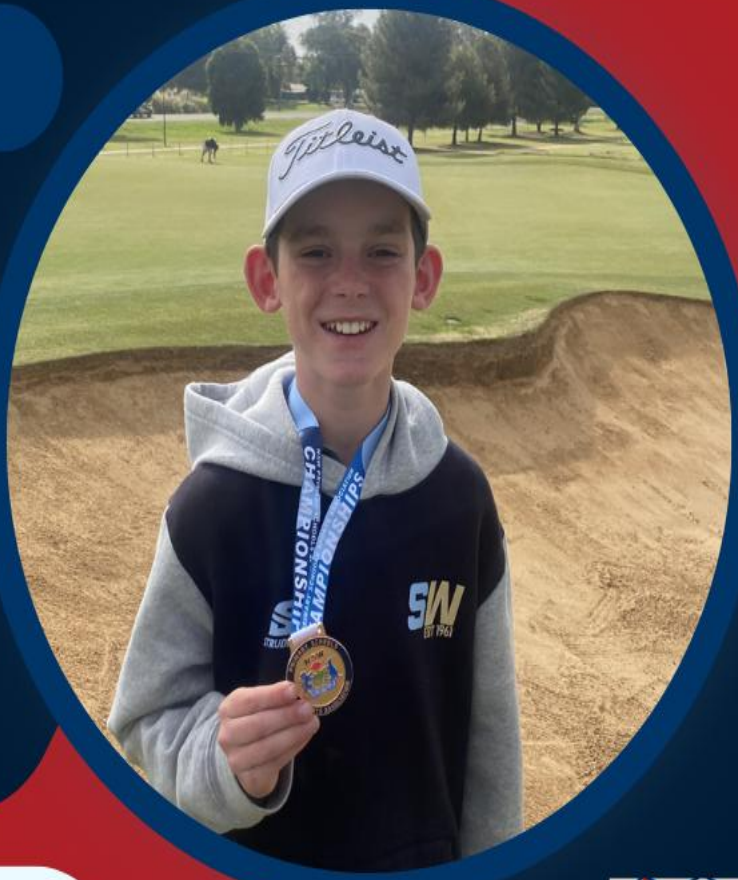
Project Based Learning

This Term, Stage 3 students in 4-6G and 1-6R have begun their project-based learning that will continue next term. They will be combining their knowledge and learning how to design and make gardens in and around the Special Education Unit. This week they learned about weeds and started weeding a garden ready for next term.

Congratulations James!

NSW PSSA
Golf Championships

Sydney West
Boys Golf
Representative



James placed 24th in the individual competition and he placed 3rd in the team event!
We are so proud of you!

WERRINGTON COUNTY
THROUGH PERSEVERANCE

SRC
MOVIE AND PYJAMA DAY

Thank you to everyone who participated in the SRC movie and popcorn day. We raised over $1400 and were able to purchase two new backboards for our basketball court. The remaining money will go towards new sports equipment.

share my ability

ALL AGES SENSORY ACTIVITY CENTRE

FUN FOR EVERYONE

SCHOOL HOLIDAY PROGRAM

SEPT/OCT

SUPER SLIME FACTORY

SEPT
TUE 30
10 AM - 12 PM

Unleash your inner slime artist these school holidays with our Slime Factory Workshop and craft your perfect batch of ooey gooey slime!

CRAFTED KEEPSAKES

Choose from our wide range of special keepsakes like photo frames, painting kits (& more!) that your child can craft and keep forever!

OCT
THU 02
10 AM - 12 PM

TEDDY TEE CREATIONS

OCT
TUE 07
10 AM - 12 PM

We'll provide the teddy, you create their fashion style! Design a cool tee just for them and take home a one-of-a-kind buddy.

RAINBOW SLIME LAB

What's your favourite colour? Create your very own custom-colored slime - mix and stretch until your creation is as unique as you.

OCT
THU 09
10 AM - 12 PM

SCAN TO BOOK

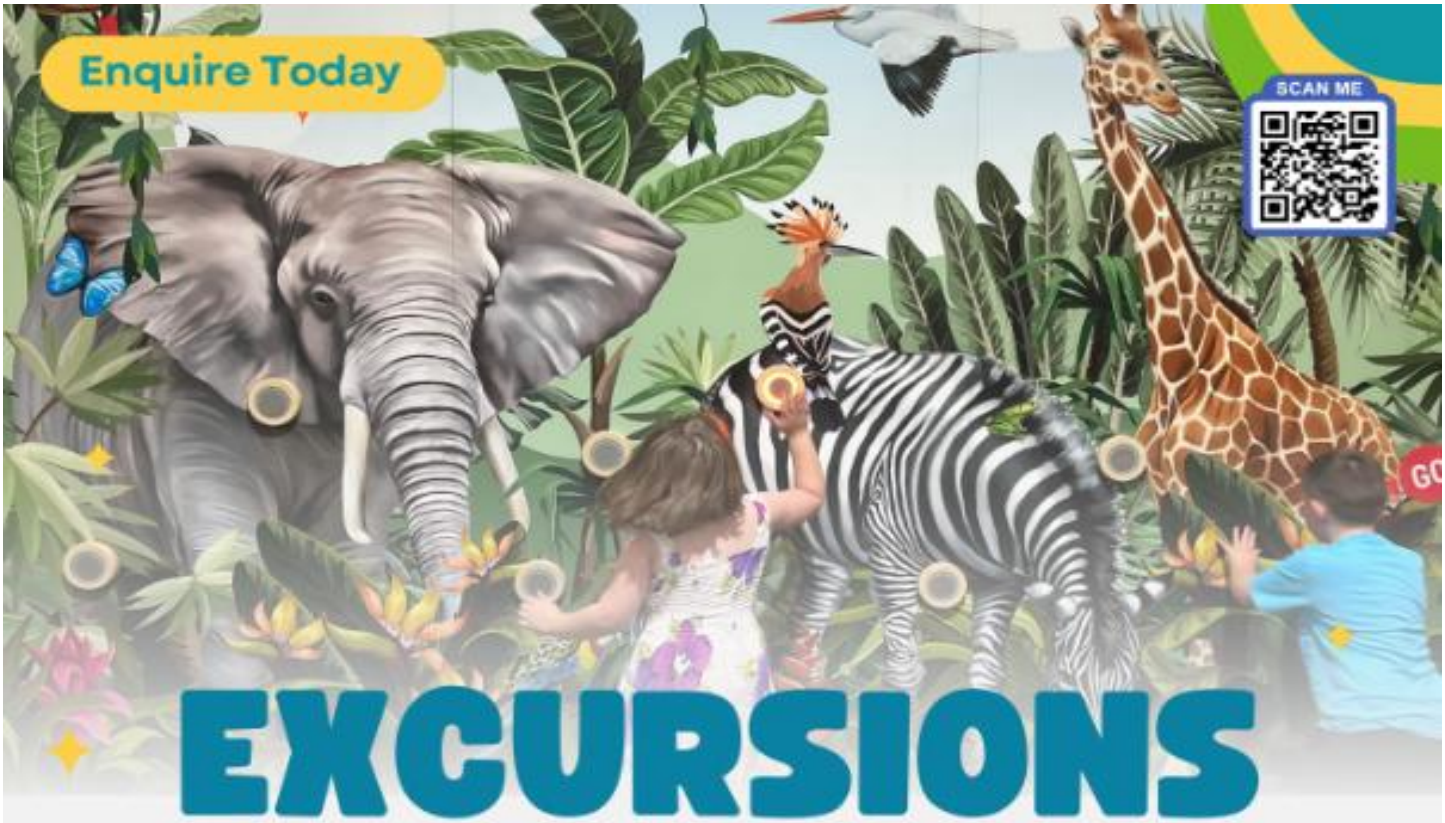
Sessions are **only $35** each and have a duration of **2 hours** which includes the **activity**, access to the play centre plus **morning tea**!

NOW WITH afterpay

Pay in 4 interest free payments!

Active and Creative Kids NSW

1300 195 578
57 Regentville Rd, Jamisontown
www.sharemyability.org.au



EXCURSIONS FOR ALL ABILITIES

Our fully accessible and inclusive Sensory Activity Centre is the perfect destination for your next school excursion! Featuring an interactive projector, liberty wheelchair swing, sensory room, climbing equipment, inflatable jump bag and onsite cafe, we offer a range of hands-on experiences for all students. Sensory products are also available for purchase. Contact us today for more information.

- Discounted Rate For Students
- 2 Hour Duration
- Transport Available*
  *conditions apply
- Indoor & Air Conditioned
- Accessible Amenities
- VR session available for kids over 12

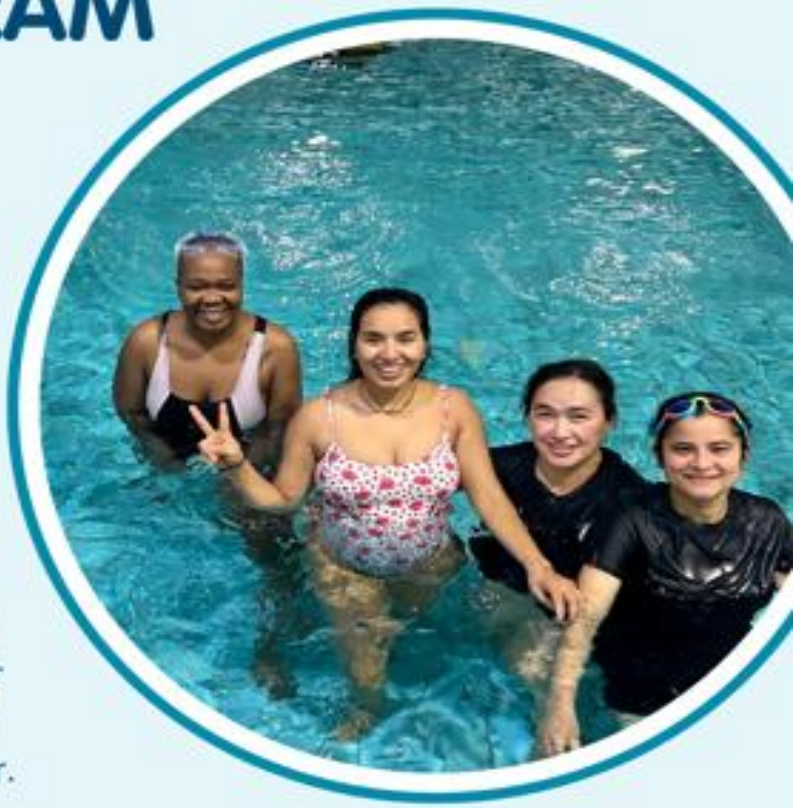
share MY ability
ALL AGES SENSORY ACTIVITY CENTRE

1300 195 578 sharemyability.org.au
57 Regentville Rd, Jamisontown (Penrith)

ROYAL LIFE SAVING
NEW SOUTH WALES

Swim and SURVIVE

FREE ADULT LEARN TO SWIM PROGRAM



- Open to adults with limited or no swimming experience
- Safe, welcoming, and culturally inclusive
- Completely free for eligible participants

This program helps adults develop essential swimming skills and water safety knowledge, so that they feel safe, confident, and enjoy the water.

Join this program at:

Shaw Swim Werrington County

October 5th to December 9th

Various Times: Sun, Mon & Tue

Scan the QR to book!

Limited spots available

(02) 9634 3700

swimandsurvive@royalnsw.com.au

drowningprevention.org.au

NSW GOVERNMENT

You're invited to our

CHRISTMAS

in the Courtyard

FRIDAY 6.30 TO 8PM | 5TH | DECEMBER 2025

Gates open at 6:00pm

Bring your family, friends and sit back and enjoy the show!

All students will need to wear a Christmas T-Shirt

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Term 4, 2025 Overview

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	13 Oct **Staff Development Day** *Students do not attend school today.*	14 Oct	15 Oct	16 Oct P&C Disco – After School	17 Oct Peer Support
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 Peer Support Newsletter Day
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4	3 Nov 2026 Kindergarten Orientation Visit 1	4 Nov	5 Nov K-6 Assembly 2.15pm	6 Nov	7 Nov Peer Support Newsletter Day
5	10 Nov	11 Nov	12 Nov 2026 Kindergarten Orientation Visit 2 Penrith Valley Public Speaking Grand Final	13 Nov	14 Nov Peer Support
6	17 Nov 2026 Kindergarten Orientation Visit 3	18 Nov	19 Nov K-6 Assembly 2.15pm	20 Nov	21 Nov Peer Support Newsletter Day
7	24 Nov	25 Nov	26 Nov 2026 Kindergarten Orientation Visit 4	27 Nov	28 Nov
8	1 Dec	2 Dec High School Orientation Day – Public Schools	3 Dec Presentation Day	4 Dec	5 Dec Christmas in the Courtyard Newsletter Day
9	8 Dec	9 Dec	10 Dec Recognition Assembly	11 Dec Cambridge Park HS Challenge Day for Year 6 students	12 Dec
10	15 Dec Year 6 Graduation Assembly Reports go home Year 6 Farewell	16 Dec	17 Dec K-6 Principals Assembly 2.15pm	18 Dec	19 Dec Newsletter Day Last day of Term 4 and 2025

WERRINGTON COUNTY PUBLIC SCHOOL

BEHAVIOUR MANAGEMENT FRAMEWORK

REMINDERS: ● 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

- Compliance
- On-task
- Listening
- Following Instructions
- Playing Nicely
- Engagement
- Positive Language

*If you're not 'capturing' and recognising **POSITIVE BEHAVIOUR** often, then you will never see a change in the behaviours you want to see.*

TEACHER CONFERENCE LOW LEVEL
point-in-time managed

- Off-task
- Running on hard surfaces
- Speaking out of turn
- Work Avoidance
- Speaking Loudly
- Calling Out
- Taking too long
- Silliness

+ others

YELLOW SLIP MINOR LEVEL
point-in-time managed

- 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

- 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

- 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.

- 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

AFFECTIVE STATEMENTS
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:
- Assisting with classroom set up or pack up or playground
- Complete learning task (no more than 5 min playtime)

THEN ...
Teacher to record in **Sentral**

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:
- Write an apology letter
- Community service that repairs the harm
- Organised play repair session

THEN ...
Teacher to record in **Sentral and teacher to contact parent/caregiver**

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:
- Consequences to be determined based on harm and impact
- Caution of suspension
- Suspension

THEN ...
Record in **Sentral** & Exec to make a decision on consequences based on ***harm and impact*** and contact parent/caregiver.

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:
- Caution of suspension
- Suspension

THEN ...
Record in **Sentral** & Principal or delegate to make a decision on consequences based on ***harm and impact*** and phone calls home.

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

Reviewed Term 2, 2025