

Welcome to.....

Wamberal Public School



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Principal's Welcome

Welcome to Wamberal Public School, a proud and active member of the TLLC (Tuggerah Lakes Learning Community). We look forward to partnering together with you in the education of your children.

Our school is well known for academic achievement, positive welfare practices and opportunities for students to excel through sport, the creative and performing arts in a nurturing and caring environment where each student is known, valued and cared for.

Wamberal Public School is strongly supported by an active Parents' and Citizens' Association who work tirelessly to increase parental involvement, support school programs and raise additional funding to support the school. Our school maintains an effective partnership with the local Kuriwa Aboriginal Education Consultative Group, (AECG)

On behalf of the staff and students, I welcome you to our great school.

Yours Sincerely,



Paul Miller
Principal



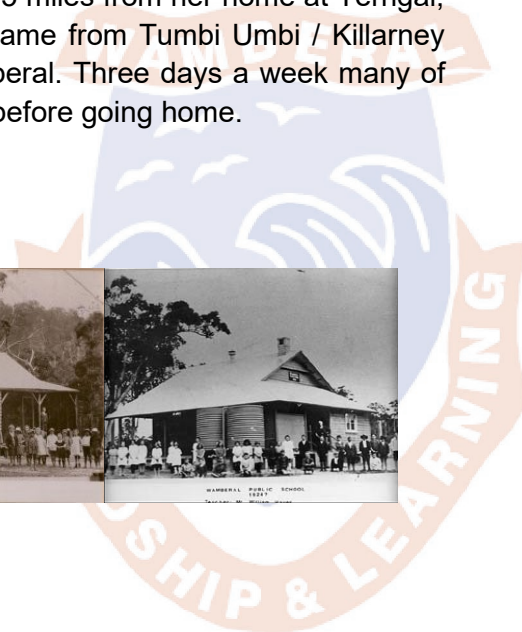
History of Wamberal Public School

The first school at Wamberal opened on 11 June, 1877 in a schoolhouse built by William Long on his property and leased by the Council of Education for 13 pounds per year. Miss Theresa Anna Gleeson was the first teacher. She was a girl from a well-known local family. Her descendants still live in Wamberal today. In 1891 a new schoolhouse was built by Alma Charles Watkins for a total cost of 70 pounds, 12 shillings, 3 pence. The site of this school is still designated as Wamberal Public and is on The Entrance Road, Forrester's Beach. This school closed in 1895. During the next five years many efforts were made to have the school re-opened.

In 1900 the re-opening of Wamberal School was approved on a new site. A Crown land site in Bellevue Road near the present intersection with Tumbi Umbi Road was set aside, and in 1901 a building was erected by Alfred Ernest Watkins (one of the original pupils). The school opened on 17 May 1901 with Miss Ethel Dent as teacher. In 1915 a school residence was provided and was occupied by the teacher at the time, Mr Paul Nolan.

The attendance at the school slowly increased and in 1924 a new building was erected. The teacher at this time was Mr William Hayes. Unfortunately, attendance again gradually declined and in 1947 instructions were issued to close the school at the end of the year. The buildings were moved to Toukley Public School, where they still stand. The present school, located in Lea Avenue, Wamberal opened in 1981.

It is particularly interesting to note how far the pupils had to walk to school. The Taylor family came 5 miles from their home at the Entrance and Maggie Davis also came 5 miles from her home at Terrigal, where her father, Tom Davis, was a boat builder. Other children came from Tumbi Umbi / Killarney Vale area which at the time was known as Tuggerah Lakes, Wamberal. Three days a week many of the children had to walk to Wamberal Post Office to collect the mail before going home.



School Directory 2022

School Executive:

Principal	Mr Paul Miller
Deputy Principal	Mrs Jane Rees
Assistant Principals	Mrs Glenys Jenkin - Curriculum
	Mrs Suzanne Rorich – Curriculum and Instruction
	Mrs Kristy Herring - (Early Stage 1)
	Mrs Kylie Johnson / Mr Dennis Raft - (Stage 1)
	Mrs Carly du Moulin – (Stage 2)
	Mr Brett Smith – (Stage 3)
	Mrs Lisa McBride – (K-6 Special Education)

Class Teachers:

Early Stage 1	Mrs Kristy Herring (K Blue) (Stage Leader) Mrs Jacalyn Arnold (K Green) Mrs Fiona Sinclair (K Orange) Mrs Buffy Mortlock (K Purple)
Stage 1	Mr Dennis Raft (1 Orange) (Stage Leader – Thurs/Fri) Mr Tom Cooper (1 Green) Mrs Karen Gibb (1 Purple) Mrs Kylie Johnson (2 Blue)/Mrs Sonya Diebert (Stage Leader – Mon/Tues/Wed) Mrs Genevieve Millhouse / Mrs Joni Taylor (2 Orange) Mrs Suzanne Crawley (2 Purple) Mr Jack Grimmond-Lee (2 Green) Mrs Annaliese Rayner / Miss Sasha Worsnop (2 Purple)
Stage 2	Mr Chris Bennett (3 Green) Miss Madelaine Heckenberg (3 Orange) Mrs Suzie Crawley (3 Purple) Mrs Carly du Moulin (4 Blue) (Stage Leader) Miss Joanna Heys (4 Green) Mr James Foyel (4 Orange) Mrs Kelly Stevenson (4 Purple)
Stage: 3	Mrs Rebecca Claridge (5/6 Aqua) Mr Richard Mathews (5 Green) Mrs Sherri Burgess (5 Orange) Mrs Ann Dawkins (5 Purple) Mr Brett Smith (6 Blue) (Stage Leader) Mrs Ali Tadman (6 Orange) Mr Mitch Stone (6 Green) Mrs Suzie Tyson (6 Purple)
Special Education	Mrs Lisa McBride (K-6 Blue) (Stage Leader) Mrs Kathleen Negus / Mrs Taylor White (K-6 Green) Mrs Amanda Steff (K-6 Purple)



Support Staff:

- . Teacher-Librarian Mrs Narelle Knight
- . Learning and Support (LaST) Mrs Jessica Rowland
- . Release from Face to Face (RFF) Mrs Rachel Corliss, Mrs Suzanne Doust, Mrs Bianca Tyrrell, Mrs Taylor White, Mrs Leah Pappin, Miss Emma Pearson, Miss Madison Goddard, Mrs Nicola Grant

- . School Counsellor Mr Andrew Stephen
- . School Learning Support Officer: Mrs Karen Hayes, Mrs Karen Stace, Mrs Carrie Turner, Mr Daniel Heuston, Miss Alicia Alexander, Miss Ailah Heenan, Miss Bella Crawley

- . School Learning Support Officers - Special Education Classes: Mrs Jenny Roach, Miss Nicole Lyndon, Mrs Jane O'Donnell

Administration Staff: (Administration Office Hours: 8.45am - 4.00pm)

- School Administrative Manager Mrs Joanne Ackerley
- School Administrative Officers Mrs Jan Kilmurray, Mrs Cathy Gillies, Mrs Raelene Radford, Mrs Carmela Deckker

- General Assistant Mr John Brown

Cleaning Staff:

Bernadette Butler

Parent Organisations – Office Bearers:

- P & C President Mr Damien Meyer
- Canteen Supervisor Mrs Debbie Hodgson
- Fundraising Mrs Stacey Boland
- Performing Arts Mrs Amy Weatherhead



School Map 2022

4522 - Wamberal Public School
Site Plan (10847)



1:1,078

Printed: 03-Sep-21



School Song

(sung to the tune: It's a small world)

It's a school of friendship and a school of fun
It's a school of learning and work well done
There's so much that we share and we all are aware
It's a great school Wamberal.

It's a great school Wamberal
It's the best school Wamberal
We are all proud of our school
Wamberal's our school.



Parents as Partners

P & C Association

WPS Parents and Citizens Association is a school-based organisation with membership open to parents, teachers, students and interested citizens. Our school is strongly supported by a hard working and caring community whose objective is to support the high expectations of Wamberal Public School. The P & C meets at 7:00pm on the third Monday of each month.

What does the P & C do?

- Promote the interest of the school by bringing parents, citizens, students and teaching staff into close co-operation;
- Assist in providing facilities and equipment for the school and promoting the welfare of the students at the school; and
- Encourage parent participation in curriculum and other educational issues in schools.

School Canteen

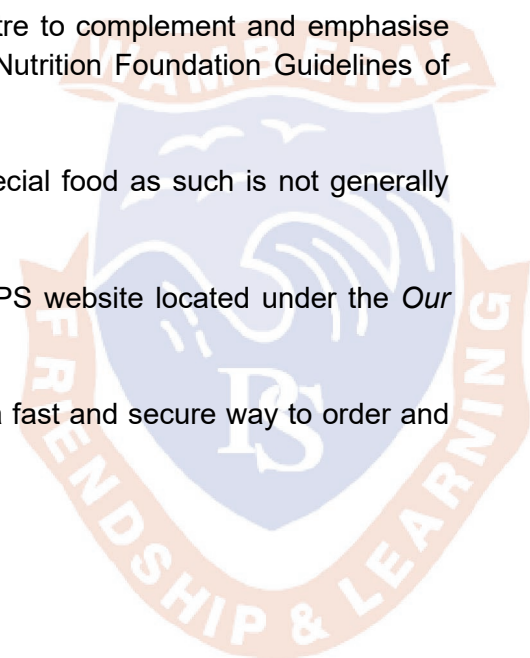
A P&C School Canteen operates each week day under the supervision of Debbie Hodgson. Volunteers are always needed to help staff the canteen. Please contact the Canteen Supervisor on 4384 1111 if you can spare a few hours of support.

Wamberal School P&C Canteen operates as a Healthy Food Centre to complement and emphasise the school curriculum. Food is assessed according to Australian Nutrition Foundation Guidelines of low fat, low sugar and low salt.

Every effort is made to accommodate student needs, however special food as such is not generally available due to economics of scale and profitability.

A current canteen menu can be downloaded from the Wamberal PS website located under the *Our School* tab.

Our school canteen is now supported by 'Flexischools', which is a fast and secure way to order and pay for canteen items. <https://www.flexischools.com.au/>



SCHOOL UNIFORM REQUIREMENTS

Uniform Items (Unisex)

WPS polo top

Designed for sport and general use.



Navy shorts with logo



All weather Jacket with logo



Track pants with logo



Optional Skort



Shoes

All black leather or jogger style shoes



Existing Items for ALL students	
<i>(unchanged and currently available)</i>	Black (hard or soft) Shoes
	White socks
	Hat
	School bag with logo
Optional Existing Items	
<i>(unchanged and currently available)</i>	Summer dress (existing)
	Navy tights to accompany existing dress



Sports Uniform – Boys and Girls

- WPS polo top
- navy microfibre sports shorts with white WPS embroidery
- navy microfibre track pants
- microfibre jacket with school crest embroidery
- white sports socks
- all black shoes (jogger style)

Required for all students

- All students are to wear a navy bucket hat with school crest in accordance with our sun safe practices.

Representative Uniforms

- Year 6 students have an option to purchase a Year 6 representative long sleeve top available by pre-order through the Year 6 coordinator.
- Student leaders and students representing the school on special occasions may be required to wear a dress uniform provided by the school and as determined by the Principal.
- School Sporting Representative uniforms may be provided by the school's team manager.

Purchasing of School Uniform Requirements

Hats

- Hats can be purchased from the school canteen, www.flexischools.com.au or via www.lowes.com.au/schools-online

New Items

- Most uniform items are available to be purchased via Lowes Erina Fair or Lowes online.

Second Hand Uniform Sales

- The WPS P&C Uniform Shop sells second hand uniform items. Second hand items are \$5.00 each to be made by cash only. There is no refund or exchange of second-hand items.
- Donations of quality second hand uniforms can be left at the school office.
- If you have any questions, please email uniformshop@wamberalpandc.org.au.

If financial assistance is required, please contact the Principal.



Enrolment Policy and Procedures

Wamberal Public School is situated in Wamberal and shares boundaries with Forresters Beach, Bateau Bay, Terrigal and Tumbi Umbi.

The following policy has been developed in accordance with the Department of Education policy *Enrolment of students in Government Schools: A Summary and Consolidation of Policy 1997*. The entire policy can be viewed under the *Our Policies* tab at www.det.nsw.edu.au

General Guidelines and Procedures for Enrolment

Students may enrol in Kindergarten at the beginning of the school year if they turn **five on or before July 31** in that year. Students must have commenced school by the time they turn six.

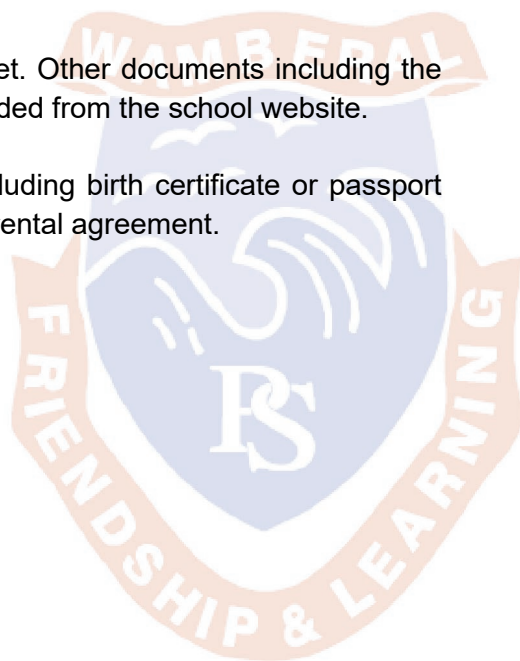
Parents enrolling students for Kindergarten are encouraged to complete an online enrolment form as soon as possible in the year prior to commencement of school.

The Public Health (Amendment) Act 1992 requires parents to provide documented evidence of a child's immunisation status on enrolment at school. Parents have the right of not having their children immunised but in the event of an outbreak of a vaccine preventable disease, non-immunised children will be required to remain at home for the duration of the outbreak.

All students that live within the school boundary as outlined by the Department of Education and Communities are guaranteed a placement at Wamberal PS. Refer to the map on the school website for catchment details www.wamberal-p.schools.nsw.edu.au. Parents are advised to contact the school office if they need more detail regarding their residence.

Upon enrolment, parents will be given the school information booklet. Other documents including the Annual Report, latest newsletter and school policies can be downloaded from the school website.

Documentation providing proof of age is required for enrolment including birth certificate or passport as well as current address on a recent electricity bill, rates notice or rental agreement.



Non-local Enrolments

Non-local enrolments are considered by a School Placement Panel which consists of a school executive and a representative from the Wamberal P&C.

The Department of Education establishes an enrolment 'ceiling' which encompasses all permanent classrooms. If this enrolment ceiling is reached, Wamberal will not be able to accept any non-local enrolments.

Applications for non-local enrolments may be considered using a range of factors including:

- proximity and access to the school
- siblings already enrolled at the school
- medical reasons,
- safety and supervision of the student before and after school
- compassionate circumstances
- enrolment numbers in specific grades - special needs of child
- other extenuating circumstances

Parents will be notified of the outcome of the panel's decision.

Having a sibling who had previously been granted a non-local placement or where families have relocated outside of the school intake zone does not automatically guarantee a placement for additional family members. All such applications will all be assessed in accordance with the processes outlined in this section.

Waiting Lists for Applications for Non-Local Enrolment

Where non-local enrolment applicants exceed available places, prospective students may be placed on a waiting list in order as determined by the selection panel.

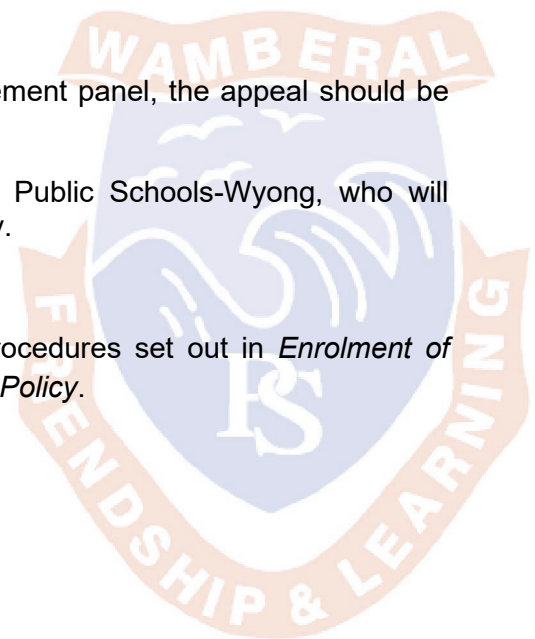
Appeals

Where a parent wishes to appeal against the decision of the placement panel, the appeal should be made in writing to the principal who will seek to resolve the matter.

If the matter is not resolved, it may be referred to the Director Public Schools-Wyong, who will determine whether the criteria for enrolment have been applied fairly.

Enrolment of Non-Australian Citizens

Non-Australian citizens will be enrolled in accordance with the procedures set out in *Enrolment of Students in Government Schools: A Summary and Consolidation of Policy*.



Enrolment of Students with Additional Needs

Enrolment arrangements for students with disability and additional learning and support needs are the same as for all students.

Students with a confirmed disability may be enrolled in any one of the following:

- Mainstream classes (subject to standard enrolment procedures)
- Support classes in mainstream school (subject to placement panel procedures)
- Special schools (subject to placement panel procedures).

The school principal, in consultation with the school's Learning and Support Team, will assist you to find the right schooling option for your child, taking into account your choice, your child's specific additional learning and support needs and proximity to local specialist services.

Where a child is enrolled in a support class or a special school this is done through a process known as a placement panel. Parents are encouraged to contact the Local School Services teams on 131 536 who can provide advice about the transition to school with disability and additional learning and support needs.

For a child with disability and additional learning and support needs, parents or carers are encouraged to contact our Deputy Principal well ahead of time, and by Term 2 of the year before starting school. Relevant information such as medical reports or reports provided by therapists or other agencies should be provided to the school at this time to support the school in planning for your child's needs.

100 Points Residential Check



June 2019

Residential address check For the enrolment of students in NSW Government schools

Persons seeking to enrol a child in a NSW Government school may be required to show documents to establish the child's address

Key principles

The *Education Act 1990* provides the key principles that govern the enrolment of students in NSW Government schools. Some of them are summarised below.

The parent of a child may enrol the child at any government school if the child is eligible to attend the school and the school can accommodate the child (section 34.1).

A child is entitled to be enrolled at the government school that is designated for the intake area within which the child's home is situated and that the child is eligible to attend (section 34.2).

The principal may, for the purpose of establishing a child's eligibility to attend or entitlement to be enrolled at the school, require a person seeking to enrol the child at the school to provide proof, to the satisfaction of the principal, of the child's identity, date of birth and home address (section 34A.1).

In determining whether a child could be accommodated, the number of classrooms and other facilities may be considered (section 34.6).

The enrolment of a child who is not entitled to be enrolled at the school may be terminated if the child was enrolled as a result of false information or a false document provided (section 34A.4).

Establishing the child's residential address

To determine a child's eligibility to attend or entitlement to enrol in the school, the principal may require documents to establish the child's address.

Generally, acceptable documents show the full name of the parent and address of the parent or carer with whom the child lives. However, any requests for proof of address must be reasonable in the circumstances.

Staff in schools abide by the Privacy and Personal Information Protection Act 1998 (NSW). Residential address information provided will be used to process applications for enrolment and associated purposes and the

100-point residential address check in some schools with a designated intake area

Schools that are above or near (i.e. the number of non-local enrolment applications received exceeds the number of enrolment places available outside the local enrolment buffer) their buffer level use the following 100-point residential address check to verify that the student being presented for enrolment lives within the intake area.

Document showing the full name of the child's parent	Points
1. Only one of (i.e. no additional points for additional documents) 1.1. Council rates notice 1.2. Lease agreement through a registered real estate agent for a period of at least 6 months or rental bond/rent receipt 1.3. Exchanged contract of sale with settlement to occur within the applicable school year	40
2. Any of the following 2.1. Private rental agreement for a period of at least 6 months 2.2. Centrelink payment statement showing home address 2.3. Electoral roll statement	20 each
3. Any of the following documents 3.1. Electricity or gas bill showing the service address* 3.2. Water bill showing the service address* 3.3. Telephone or internet bill showing the service address* 3.4. Drivers licence or government issued ID showing home address* 3.5. Home building or home contents insurance showing the service address 3.6. Motor vehicle registration or compulsory third party insurance policy showing home address 3.7. Statutory declaration stating the child's residential address, how long they have lived there, and any supporting information or documentation of this.	15 each

* up to three months old

More information

Contact your local school or visit <https://education.nsw.gov.au/public-schools/going-to-a-public-school/enrolment>



Transition to School Program

Wamberal Public School plays a key role in the local community having links with numerous preschools. This relationship forms a strong interconnectedness to ensure our youngest students begin school happy and ready to learn.

Our school has developed a successful model for students and parents to quickly become familiar with their new surroundings:

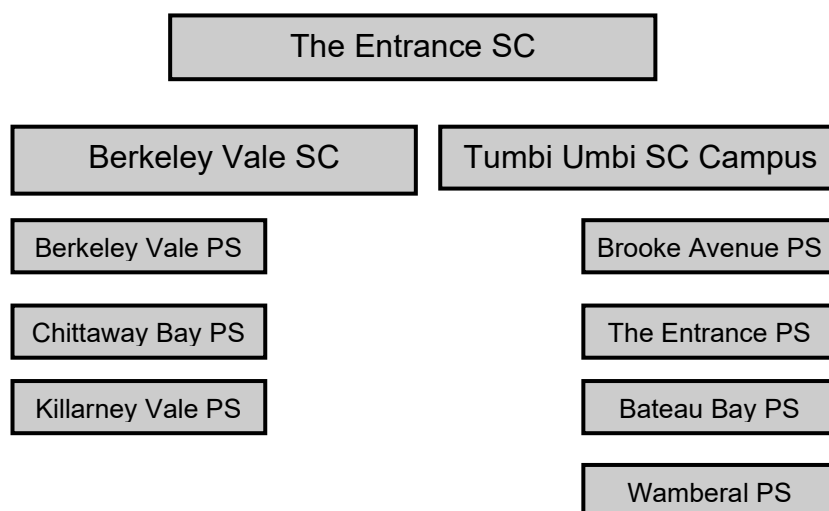
- An information night is held in Term 3 to welcome new families to the school as well as provide valuable information regarding the transitioning of students into Kindergarten.
- A school experience program called 'Wambles' is conducted for all students. During this program students come to school and are involved in typical classroom activities including reading, writing, fine motor practice, puzzles and games.
- During the program all children are involved in classroom-based activities while parents are presented with a variety of information regarding school life: uniform, class requirements, helping their child at school, class routines etc.
- This program also provides a unique way for parents as well as students to become acquainted with one another. Over the summer holiday break one volunteer parent will organise informal play dates in the local area to assist with the creation of friendships.

Students start Wamberal P.S comfortable, relaxed and ready to begin their educational journey.



Transition to High School Program

Tuggerah Lakes Learning Community (TLLC)



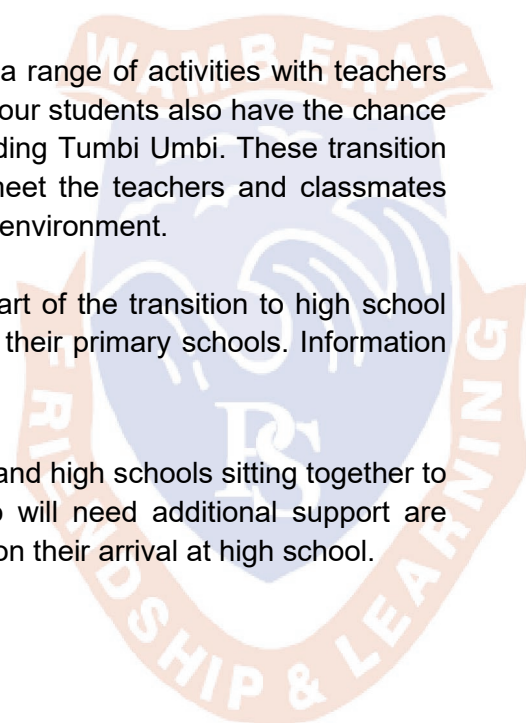
Wamberal Public School is a proud member of the Tuggerah Lakes Learning Community (TLLC). Students feed into Tuggerah Lakes Secondary College, Tumbi Umbi Campus. An enrolment map is available through the front office.

WPS enjoys close links with its partner primary schools and high schools. Staff members from these schools meet regularly to discuss the implementation of common programs including transition from primary to high school.

As part of the transition program, students in Year 6 participate in a range of activities with teachers and students from the Tumbi Umbi Campus. During these activities our students also have the chance to meet Year 6 students from other local schools who will be attending Tumbi Umbi. These transition activities are designed to provide students with opportunities to meet the teachers and classmates they will have in Year 7 and to familiarise themselves with their new environment.

Orientation visits to high school by Year 6 students are just one part of the transition to high school program. Students are also visited by staff from the high school in their primary schools. Information sessions are held at both high schools prior to commencing Year 7.

This effective transition process includes teachers from the primary and high schools sitting together to discuss the transition needs of individual students. Students who will need additional support are identified and catered for, both during the transition program and upon their arrival at high school.



Syllabus Implementation & Curriculum

The NSW Education Standards Authority (NESA) is responsible for setting and monitoring quality teaching, learning, assessment and school standards across NSW schools. NESA also develops syllabuses that identify:

- the knowledge, understanding, skills, values and attitudes students are expected to develop at each stage;
- what students are expected to know and do; and
- learning across the curriculum areas: cross-curriculum priorities, general capabilities and other important learning for all students.

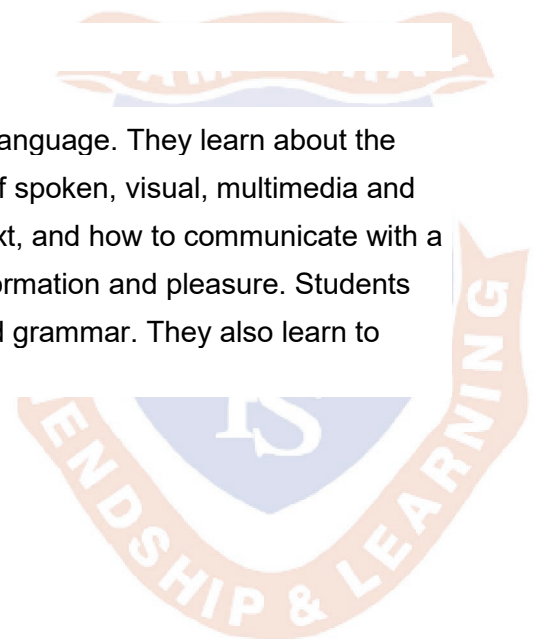
A child in K–6 typically spends 80 per cent of their time at school each week learning from the syllabus. The remaining 20 per cent of school time is spent on activities such as assemblies, school sport, rehearsals, scripture and special projects.

English and mathematics makes up about 50 per cent of the school week – this is equivalent to at least 12 hours each week. Other subjects are spread across the remaining time.

In primary school, students learn in six key learning areas:

English

In English, students learn to read, write, speak, view and represent language. They learn about the English language and literature through working with a wide range of spoken, visual, multimedia and digital texts. Students learn how language varies according to context, and how to communicate with a range of audiences for different purposes. They learn to read for information and pleasure. Students gain a sound grasp of language structures, punctuation, spelling and grammar. They also learn to think in ways that are imaginative, creative and critical.



Mathematics

Mathematics in K–6 focuses on developing students' mathematical understanding, fluency, communication, reasoning and problem-solving through their study of Number and Algebra, Measurement and Geometry, and Statistics and Probability. These capabilities enable students to respond to familiar and unfamiliar situations, using strategies to make decisions and solve problems relevant to their further education and everyday lives.

Science and Technology

Science and Technology fosters in students a sense of wonder and curiosity about the world around them. Students are encouraged to embrace new concepts and to learn through trialling, testing and refining ideas. They are supported to participate responsibly in developing innovative ideas and solutions in response to questions and opportunities relevant to them and the world around them.

Human Society and Its Environment (HSIE)

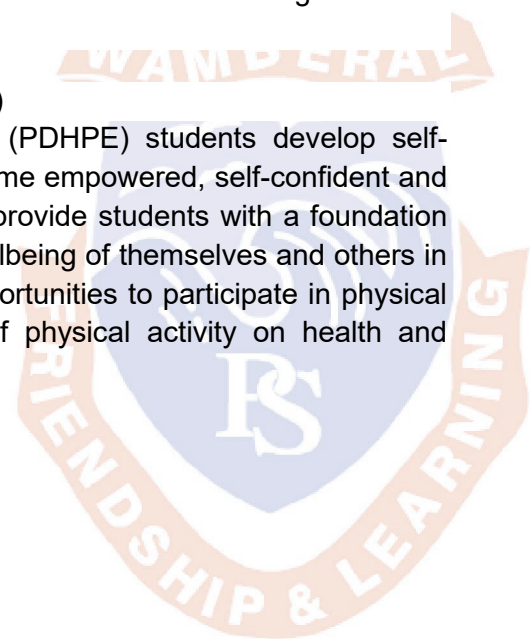
Human Society and Its Environment (HSIE) provides opportunities for students to explore the past and present to develop an understanding of their personal and community identity. They investigate the interactions between people, places and environments that shape their nation and world. They learn to participate in society as informed, responsible and active citizens.

Creative Arts

Creative Arts gives students experiences in the visual arts, music, drama and dance. They have opportunities to explore their creativity in each of these areas. Students learn to appreciate the meanings and values that each artform offers. They perform and express themselves through the visual arts, music, drama and dance.

Personal Development, Health and Physical Education (PDHPE)

Through Personal Development, Health and Physical Education (PDHPE) students develop self-management, interpersonal and movement skills to help them become empowered, self-confident and socially responsible citizens. The learning experiences in PDHPE provide students with a foundation to actively contribute to, and advocate for the health, safety and wellbeing of themselves and others in the community and beyond school. Students are provided with opportunities to participate in physical activity to develop movement skills and recognise the impact of physical activity on health and wellbeing.



Special Programs

School Band - The school is fortunate to have a school band. A music tutor is involved in the program and provides the opportunity for students to learn how to play musical instruments.

Extra-Curricular – Staff members and parents generously dedicate time to training and mentoring students in a variety of extra-curricular activities. These activities cater for students who demonstrate strong potential and allow all students to gain an all-round education.

PSSA Sport – Students have the opportunity to represent their school in a range of sports including netball, softball, soccer, touch, rugby league and tennis.

Dance Group – The school regularly performs in the Central Coast Dance Festival as well as other creative opportunities throughout the year.

School Choir – Our specialised music teacher leads the school choir and they have a variety of opportunities to perform in front of audience including the Central Coast Choral Festival.

Koori Choir – Aboriginal students are invited to join the TLLC Koori choir, which performs at local events held by the Aboriginal community.

Chess Club – Throughout the year teams are selected to compete in competitions between other schools.

Debating – Opportunities are available to be a member of the debating team that compete against other schools.

Please visit the 'Student Participation and Leadership' page on our school website for further details.



Homework

Homework should be seen as a purposeful activity which takes up a few minutes of your child's time each week day.

Homework will range from 10 minutes in K-2 to no more than 30 minutes in Years 3-6.

Homework does not always mean written exercises - it may consist of collecting pictures, finding information, reading to a parent or carer or being read to, practising some spelling words, talking to family about school, surveys, projects, etc. The most important thing is to establish a regular homework period so that a pattern is established, particularly in readiness for secondary education.

- A detailed outline of homework requirements will be issued at the beginning of each year by the class teacher and is consistent across each class in a stage.
- A homework sheet may be issued by a class teacher which details or makes provision for work to be completed.
- If your child is having problems with homework please discuss this with the class teacher.
- A variety of extra homework options are made available to parents via the school website however parents are able to access this only if they wish to and it is not part of the regular programmed homework at the school.



Student Wellbeing Policy & Practice

Recognition and Reinforcement of Positive Student Behaviour

Practices that recognise and reinforce student achievement are an essential part of good discipline and effective learning. Encouraging expected behaviour practices can be formal and informal and adapted by the teacher according to the situation and to what is appropriate for the individual student.

Positive encouragement of expected behaviours:

- produces immediate and quick results;
- provides a visual concrete reason for students to work toward behavioural and academic goals;
- acknowledges students respond best to positive reinforcement;
- helps reinforce positive behaviours and expectations;
- provides incentive;
- increases motivation, buy-in, and effort;
- produces a challenge with a pay-off;
- improves behaviour and academics; and
- increases on task and attending behaviours.

Students are encouraged positively through:

Verbal Praise and SRL (Safe, Respectful Learner) Tokens

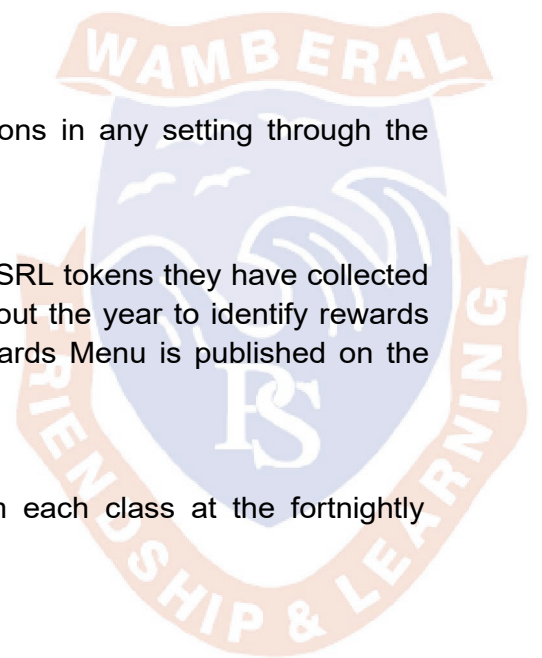
Students are acknowledged for following behaviour expectations in any setting through the awarding of verbal praise and SRL tokens.

PBL Rewards Days

At the end of each term, students purchase rewards using the SRL tokens they have collected throughout the term. Students are regularly consulted throughout the year to identify rewards for inclusion on the PBL Rewards Menu. The term PBL Rewards Menu is published on the school website and in the school newsletter.

Merit Awards

Certificates of recognition are awarded to two students from each class at the fortnightly assemblies.



Expected Standards of Behaviour

Our school rules, or expectations, are **SAFE, RESPECTFUL LEARNERS**.

The school expectations were developed in consultation with students, parents and staff members and reflect the values of our community.

The school rules apply to all school settings and may at times apply outside of school hours and off school premises where there is a clear and close connection between the school and the conduct of students.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for safe, respectful and engaged behaviour.

Consistent with the NSW DoE Behaviour Code for Students, our students are taught to be:

Safe by

- modelling and following departmental, school and class codes of behaviour and conduct
- negotiating and resolving conflict with empathy
- taking personal responsibility for behaviour and actions
- caring for self and others
- avoiding dangerous behaviour and encouraging others to avoid dangerous behaviour

Respectful by

- treating one another with dignity
- speaking and behaving courteously
- cooperating with others
- developing positive and respectful relationships and thinking about the effect on relationships before acting
- valuing the interests, ability and culture of others
- dressing appropriately by complying with the school uniform or dress code
- taking care with property

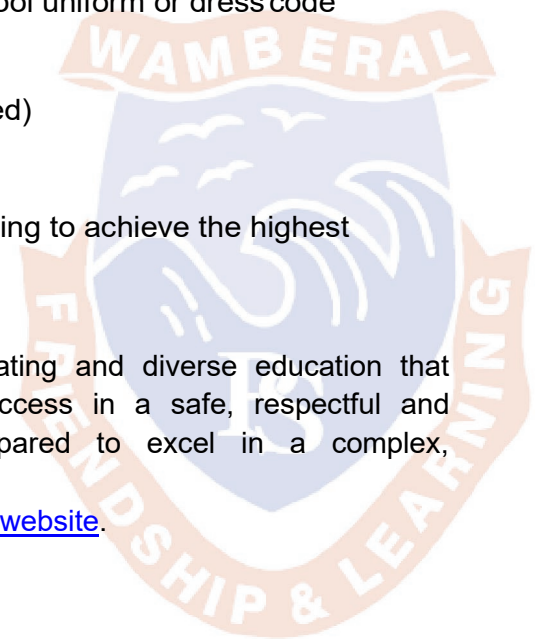
Learners by

- attending school every day (unless legally excused)
- arriving at school and class on time
- being prepared for every lesson
- actively participating in learning aspiring and striving to achieve the highest standards of learning

SCHOOL VISION

Wamberal Public School aims to engage students in a stimulating and diverse education that challenges all students to achieve academic and personal success in a safe, respectful and responsible learning environment, whose graduates are prepared to excel in a complex, interconnected and changing world.

A full copy of our School Discipline Policy is available on our [school website](#).



Quality Learning & Friendships at Wamberal P.S

The school is a learning community. The interpersonal relationships, achievements and discipline procedures that operate within this community are underpinned by the following beliefs:

The Wamberal Public School community established that the school's core purpose (mission) is:

- to develop children who value **friendship, learning, fairness, truth, harmony, respect, citizenship and their surroundings (our core values)**,
- to develop children who strive for their best achievements in academic, sporting, cultural, social and environmental pursuits, and
- to provide a positive, supportive partnership for the benefit of all.

This is supported by a **Code of Conduct**, which promotes personal choice and responsibility. It encourages and challenges the individual to:

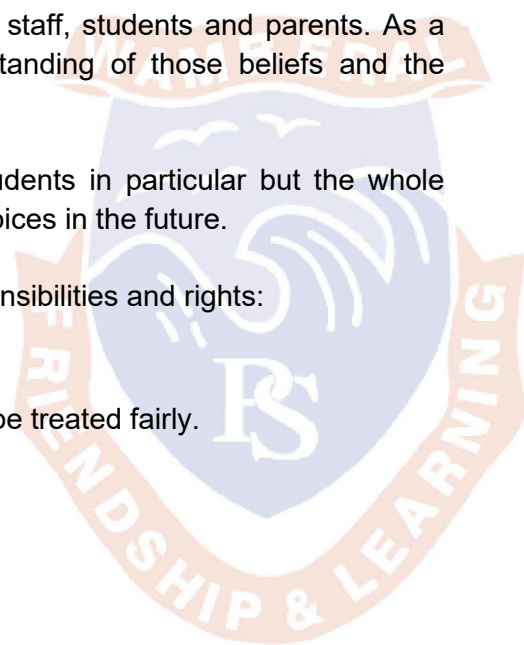
1. Take **responsibility** for myself and my actions.
 2. Give my **best effort** in all I do.
 3. **Respect** myself, others and property.
 4. **Care** for the environment.
- Accept **RESPONSIBILITY** for our **learning** and behaviour.
 - Take **PRIDE** in our school and ourselves.
 - **RESPECT** ourselves, **friends**, others and our environment

These beliefs were arrived at following extensive consultation with staff, students and parents. As a result, all stakeholders share a common commitment to, understanding of those beliefs and the language and values associated with them.

These beliefs are aimed at the long-term goal of empowering students in particular but the whole learning community in general, to make effective life determining choices in the future.

These beliefs stem from the following understandings of roles, responsibilities and rights:

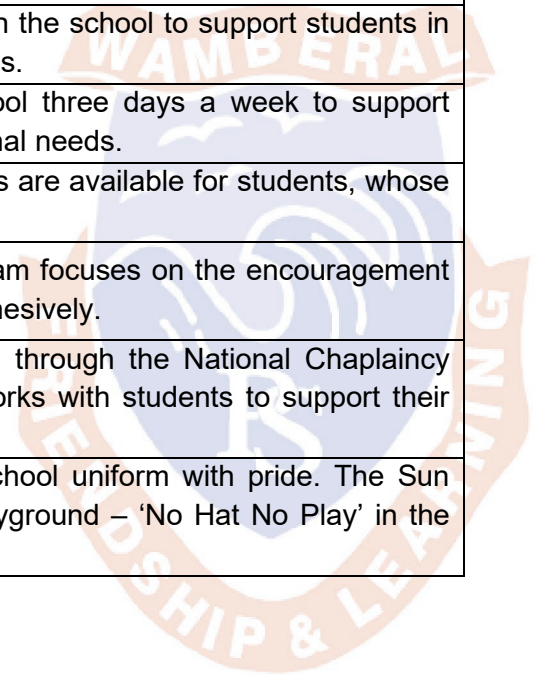
- The teacher's job is to teach.
- The student's job is to learn.
- Everyone has the right to feel safe and happy at school and be treated fairly.



Strategies to promote effective teaching & learning

At Wamberal Public School the following strategies promote effective teaching and learning at school:

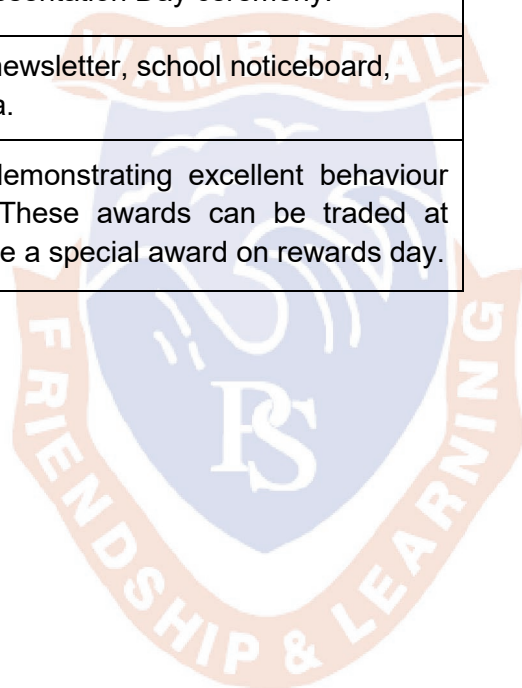
Quality Education	A quality curriculum is provided to meet the needs of all students.
Quality Classroom	Developed with each class: "What does a Quality Classroom look like?" and qualities are displayed in each room as a teaching aid.
Resilience Program	Implementation to develop successful learners to "bounce back"
Staff Development	Staff attend relevant training and development as well as model strong pastoral care in their management of student behaviour
Educational Theory	Staff development of the principles of Glasser's Choice Theory, Bill Roger's Whole School Behaviour Management, "REAL Justice".
Aboriginal, Multicultural & Anti Racism Education	Programs that promote acceptance and understanding are integrated into our K-6 Curriculum.
Kindergarten Buddies	Year 4 students build strong interpersonal relationships with Kindergarten students to assist transition to school.
Student Leadership & SRC	Student Leaders and the Student Representative Council are actively supported at Wamberal, promoting opportunities for students to have a say in the governance of their school.
Child Protection	Child Protection is taught to every child through stage development.
LaST	The Learning Support Team co-ordinates planning and decision-making to address students' learning needs. The Learning And Support program provides direct support for students in their learning.
SLSO	School Learning Support Officers work in the school to support students in the classroom and deliver STLA programs.
School Counsellor	A School Counsellor works in the school three days a week to support students' educational, social and emotional needs.
ESL	English as a Second Language programs are available for students, whose first language is not English.
Anti Bullying	An Anti Bullying plan and specific program focuses on the encouragement of students to work and play together cohesively.
Pastoral Care	A School Wellbeing Chaplain is funded through the National Chaplaincy Program where the qualified teacher works with students to support their social and emotional needs.
Sun Protection Uniform	All students are encouraged to wear school uniform with pride. The Sun Protection Policy is enforced on the playground – 'No Hat No Play' in the shade.



Strategies to recognise positive student achievement

At Wamberal Public School students are encouraged to become responsible members of the learning community and they are rewarded by:

K-2 & 3-6 Assemblies	Merit certificates are awarded each fortnight to students for personal achievements.
Presentation Day	Students have the opportunity to receive awards, certificates, trophies and sporting ribbons at the annual Presentation Day ceremonies.
TLLC Academic Awards	The top 5 students in Yr 5 & 6 who achieve top academic results from all partner primary schools will be recognised at an Academic Excellence Assembly at Tuggerah Lakes Secondary College, Tumbi Umbi Campus.
Kindergarten Achievement Awards	All students in Kindergarten receive a Certificate of Achievement at the annual Presentation Day ceremony.
Home Reading Awards	Children receive recognition awards as they read an increasing number of home readers.
Graduation Certificate	All Year 6 students receive a Graduation Certificate at the annual Presentation Day ceremony.
Citizenship	Citizenship Awards are presented at the Presentation Day ceremony.
Community Acknowledgment	Student achievement is celebrated via the newsletter, school noticeboard, school website, stage blogs and local media.
SRLs	Students may receive a SRL token for demonstrating excellent behaviour both inside and outside the classroom. These awards can be traded at specific times throughout the term to achieve a special award on rewards day.

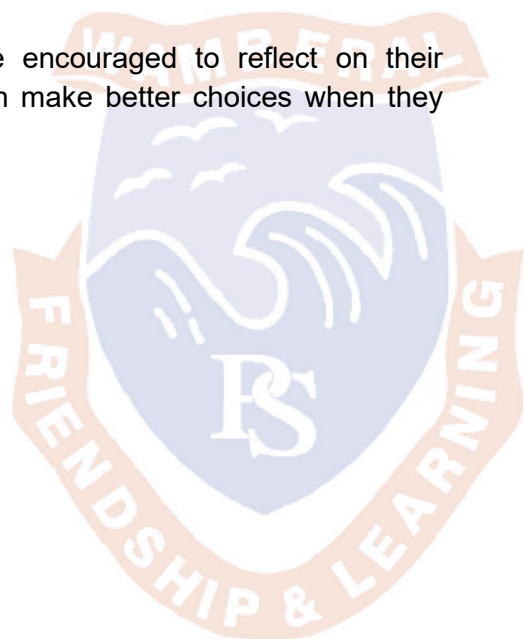


Strategies to deal with unacceptable behaviour

At Wamberal Public School students learn to respect each other and follow clearly defined core values. If students fail to comply with expectations they will have consequences to their actions.

Rationale:

- Aligning beliefs with actions. Beliefs should be reflected in daily practice by the way parents, staff and students speak, act and present themselves.
This is the way we do things around here.
- Developing self-directed learners. Students are encouraged and provided with the opportunities to be responsible for their own learning and behaviour.
The only person who can control a student is himself or herself.
- Intrinsically motivated students. The philosophy is for students to understand and appreciate their own achievements without the need for external and/or material recognition.
They learn and behave appropriately because they want to.
- Independent and responsible students. The practice is aimed at setting individual goals, meeting their own expectations and those of the learning community, and taking ownership of their behaviour and learning.
Students make the choice and accept ownership of the consequences.
- Self-assessment of behaviour and learning. Students are encouraged to reflect on their behaviours and learning as well as ways in which they can make better choices when they meet similar circumstances.
Did you make a good choice?



Culture and Diversity

NSW Public Schools reflect Australian communities. Students and staff of Wamberal Public School come from a diverse range of cultural, linguistic and religious backgrounds.

Wamberal Public School is committed to building a diverse and inclusive learning environment that benefits all students including those from language backgrounds other than English, and those from other cultures, including our Aboriginal and Torres Strait Islander communities. We provide programs promoting anti-racism and community harmony, intercultural understanding, and positive relationships between students from all cultural backgrounds.

Our students identify with multiple cultural identities and ancestries. Culture can impact our perspectives, behaviour, how we interact in the world and our personal identities.

The Aboriginal Education Policy confirms the NSW Department of Education's commitment to improvement in educational outcomes and wellbeing for Aboriginal and Torres Strait Islander students. It demonstrates our commitment to the National Aboriginal and Torres Strait Islander Education Strategy 2015 and is working towards increasing knowledge and understanding of Aboriginal culture, ensuring every Aboriginal child and young person is achieving at their maximum potential.

The NSW Department of Education values our ongoing partnership with the NSW Aboriginal Education Consultative Group Incorporated (NSW AECG) and is committed to continuing to strengthen this relationship. We recognise the NSW AECG as the peak community advisory body to the department on Aboriginal education at all levels and in all stages of planning and decision making. By Walking Together, Working Together, the Department and AECG look to a future; a future that builds a nation founded on tolerance, respect, and understandings of the unique place of its First Nations People. A future laid by the foundation of an education system that celebrates and recognises that our Aboriginal culture is the oldest living culture of humanity.

Intercultural understanding is a key capability in NSW syllabuses learning across the curriculum content. It encourages a pluralist, just and inclusive society. Teachers understand the complexities of culture and its relationship with individual identities, views and perspectives. Teachers help students critically engage in intercultural understanding activities and facilitate positive interactions and relationships within school communities and broader Australian society.



Student Support

In any one school there will be students who may experience difficulties with learning. These difficulties may vary in cause, nature, intensity, and duration.

Learning difficulties may arise at any time throughout a student's school life. Students may experience difficulties in learning because of the ways in which they learn or the rates at which they learn.

Prime responsibility for meeting the specific learning needs of students with difficulties in basic areas of learning lies with the school and the classroom teacher.

The school learning and support team plays a key role in ensuring that the specific learning needs of students experiencing difficulties in learning are met.

Students with additional learning needs are supported through learning and support resources that include the Learning and Support Team (LST) and Learning and Support Teacher (LAST). Students do not need a formal disability diagnosis to access support through these resources.

Learning and Support Team (LST)

The LST is a whole school planning and support mechanism. The team plays a key role in ensuring that the specific needs of students with disability and additional learning and support needs are met.

Every teacher at Wamberal Public School is a member of the Learning and Support Team.

A core group includes the Deputy Principal/Learning Support Coordinator, the Learning and Support Teacher (LaST), the School Counsellor, and other relevant staff, both school based and non-school based. School executive are members to ensure that the team has the necessary information it needs to make decisions required to support identified programs. Advisors to the LST may include Learning and Wellbeing Advisors, School Learning Support Officers, specialists (e.g., external provider, paediatrician) and others.

Teachers and parents can make a referral for the team to review.

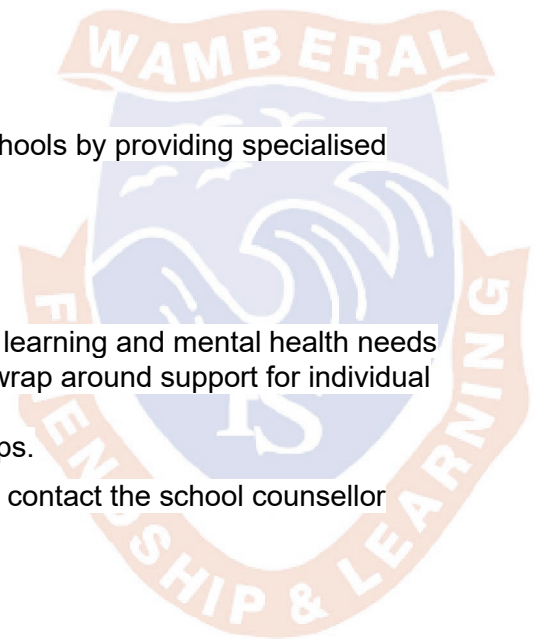
School Counsellor

School counsellors contribute to student wellbeing in NSW public schools by providing specialised psychological assessment, counselling and intervention services.

School counsellors:

- assess students with specific needs
- work collaboratively with teachers and specialist staff
- help families understand and manage their children's learning and mental health needs
- liaise with external agencies to provide coordinated, wrap around support for individual students; and
- provide counselling to students individually or in groups.




Our school counsellor is available three days per week. Parents can contact the school counsellor directly through the school office.



Communication

Home to School Communication

We value our relationships with parents, carers and families, and we want all students to be happy and thrive at school. But we know that sometimes things may not go as you thought they would. So if you want to ask us a question, provide feedback, raise a concern, or tell us if we have done something well, we'd like to know as soon as possible.

	43841111
	wamberal-p.school@det.nsw.edu.au
	write a note

How to Contact Our School

All matters can be directed to our school office by telephone, written note or email.

How to Notify of Your Child's Absence or Change of Address

In addition to the above methods of contacting our school, absence or change of address details can be notified by our Wamberal Public School Skoolbag App.

How We Will Respond to Your Matter

Most matters will be responded to by return telephone call.

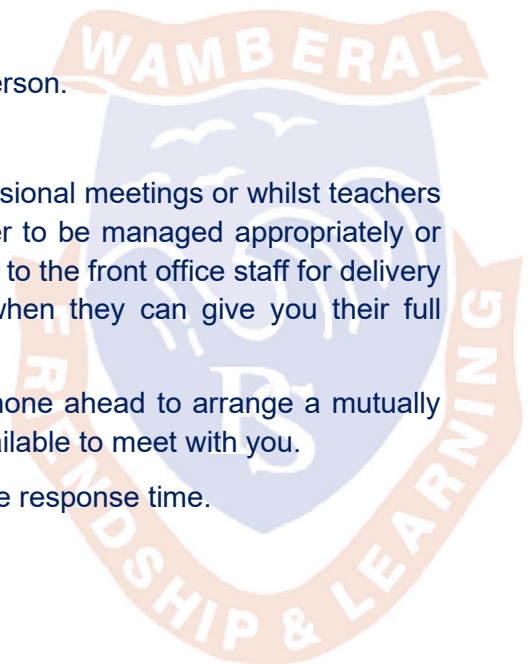
You may also seek or be offered an interview with the appropriate person.

Some matters will require a written response.

Approaching teachers whilst they are preparing for lessons or professional meetings or whilst teachers are supervising students in their care does not allow for your matter to be managed appropriately or effectively. Notes or messages for the class teacher can be provided to the front office staff for delivery to the class teacher. Our staff will find a time to talk with you when they can give you their full attention.

If you require an appointment with any staff member, please telephone ahead to arrange a mutually convenient time. This will ensure the appropriate staff member is available to meet with you.

In all communications with the school, please allow for an appropriate response time.



Who to Contact in Our School

The first point of contact for any communication is your child's classroom teacher.

If there are further concerns, please contact the Assistant Principal who is the team leader for the year group your child is in.

If your concerns are not satisfied after contacting the relevant Assistant Principal, please contact the appropriate Deputy Principal.

Our school Principal will then be the point of contact for issues that are unresolved beyond the Deputy Principal.

All matters will be referred back to the most appropriate person, starting with the classroom teacher.



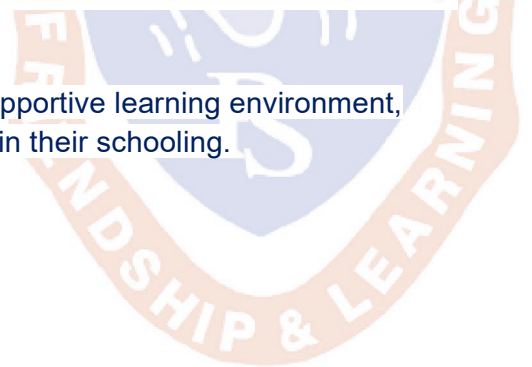
Your child's Classroom Teacher

Assistant Principal Early Stage 1 (Year K): Mrs Kristy Herring
Assistant Principal Stage 1 (Years 1 & 2): Mrs Kylie Johnson / Mr Dennis Raft
Assistant Principal Stage 2 (Years 3 & 4): Mrs Carly du Moulin
Assistant Principal Stage 3 (Years 5 & 6): Mr Brett Smith
Assistant Principal Special Education (Years K-6): Mrs Lisa McBride
Assistant Principals Curriculum: Mrs Glenys Jenkin & Mrs Suzanne Rorich

Deputy Principal: Mrs Jane Rees

Principal: Mr Paul Miller

Our school looks forward to working with you to create a safe, supportive learning environment, helping our children to connect, succeed and thrive in their schooling.



School to Home Communication

Our school provides various opportunities for effective communication between families and the school through use of a wide range of strategies which seek and share information about students' achievements and learning needs, school policies, practices and community initiatives.

School Website

Our Wamberal Public School website, www.wamberal-p.schools.nsw.edu.au, contains a wide range of information about opportunities provided by our school. It is the main source of school information. Copies of notes and newsletters are available for download from the school website. The website also contains a calendar of school events as well as current information in the 'news' section of the website.

School Newsletter

Our school newsletter, 'Wavebreaker', is published weekly on a Wednesday. It provides information for our community about general school matters, school events, school and student achievements, P&C and canteen information as well as relevant community services and activities.

Parents can [sign up to receive the newsletter](#) by direct email to their email account as soon as the newsletter is published. Please visit our school website for details on how to sign up for this service. The school newsletter can also be downloaded from our school website.

WPS Facebook Site

Our Wamberal Public School Facebook site provides information about our school's events and achievements.

Skoolbag App

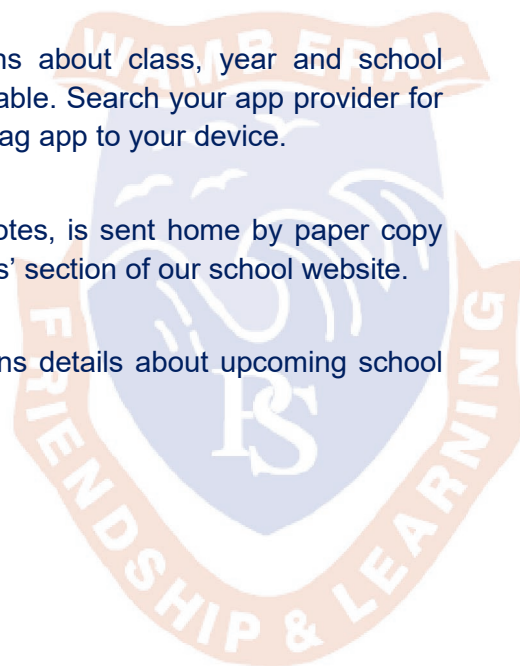
Our school uses the Skoolbag App to provide 'push' notifications about class, year and school information. Both 'Apple' and 'Android' versions of the app are available. Search your app provider for the 'Wamberal Public School Skoolbag App' to download our Skoolbag app to your device.

School Notes

Information about class and school events, including permission notes, is sent home by paper copy with students. Copies are also available for download from the 'Notes' section of our school website.

School Sign

Our school sign is located at our Lea Avenue entrance and contains details about upcoming school events.



School Assemblies

School assemblies provide opportunities to celebrate student and school achievements as well as information about current matters. School assemblies are held on Fridays each week at 12:10pm. The Years K-2 assembly is held during the odd weeks of the term and the Years 3-6 assembly is during the even weeks of the term.

Special and whole school assemblies are held at times throughout the year. Details of all school assemblies are available in the calendar section of our school website.

P&C Meetings

A report on the school's directions and achievements is provided to the community by way of the Principal's report at the monthly P&C meetings. Meeting dates are published on our school website. All school matters raised at P&C will be referred back to the school for management.

Parent Interviews

Staff are available for face to face or phone interviews by prior mutual arrangement at any time throughout the year. Please contact our school office to make an appointment with a staff member.

Information Evenings

Stage information evenings are held at the beginning of each year and provide information for parents and families about class and stage programs.

Other information evenings are held throughout the year. Details are published on our school website and in our school newsletter.

Student Reports

A written report about each child's progress and achievements in learning, social and behavioural outcomes is provided twice per year.

Community Consultation

The school seeks parent and community feedback and provides information about a wide range of matters through various informal and formal means including meetings, surveys and forums. Details of opportunities are published in our school newsletter.

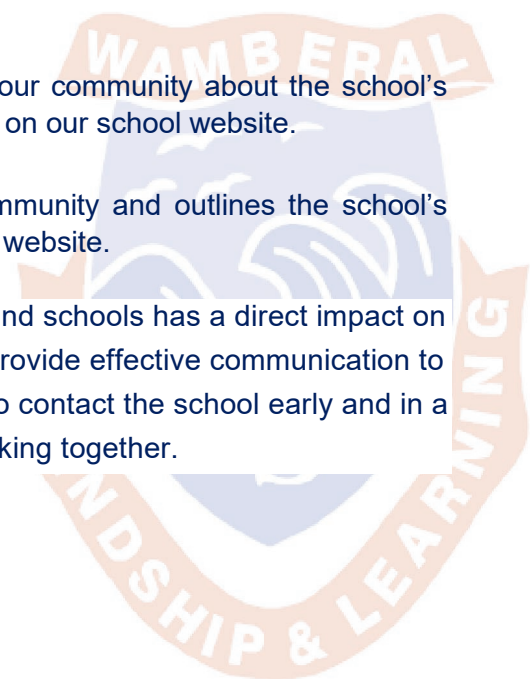
Annual Report

The school provides a written Annual Report each year to inform our community about the school's achievements and future directions. The Annual Report is published on our school website.

School Plan

The School Plan is developed in consultation with the school community and outlines the school's priorities and directions. Our School Plan is published on our school website.

Our school knows the quality of the relationship between families and schools has a direct impact on student wellbeing and educational outcomes. Our school aims to provide effective communication to support our students, families and staff. Families are encouraged to contact the school early and in a positive way to help resolve any issues by working together.



Community Access Procedures

At Wamberal Public School we actively encourage our parents, caregivers and community members to participate in school life. Schools are places where students, staff, parents and visitors need to feel safe and secure. Ensuring that our school remains a pleasant and safe place for all is the responsibility of all who enter the school grounds. Students' behaviour is dictated by our Student Welfare Policy and the Fair Discipline Code and teachers follow a Code of Conduct mandated by the Department of Education.

There is a [school and community charter](#) which outlines the expectations for parents and visitors whilst on the school site

It is with this in mind that we have developed Community Access Procedures. These procedures make clear the process that needs to be followed so that issues can be resolved with minimum disruption to student learning.

These procedures promote mutual respect for all stakeholders and a harmonious, nurturing and caring environment in which we can all grow and learn in partnership.

HOW TO APPROACH YOUR SCHOOL

CONCERN	APPROPRIATE ACTION
The academic progress of own child	<ul style="list-style-type: none"> Directly contact the child's teacher either by note, by phone or in person to arrange a suitable time to discuss any issues.
The welfare of own child	<ul style="list-style-type: none"> For minor issues directly contact your child's teacher to clarify information. For more serious concerns, contact the office. State nature of concern and arrange a suitable time to talk with class teacher or appropriate staff member. To convey information about change of address, telephone number, emergency contact, custody details, health issues etc. Please contact the office.
Actions of other students	<ul style="list-style-type: none"> Contact the class teacher for a classroom problem. Contact the assistant principals or principal for playground problems.
School policy or practice	<ul style="list-style-type: none"> Contact the office. State nature of concern and make an appointment to see the principal and/or appropriate member of staff.
Actions of a staff member	<ul style="list-style-type: none"> Contact the office and state concerns to the principal. Arrange to meet directly with the Principal

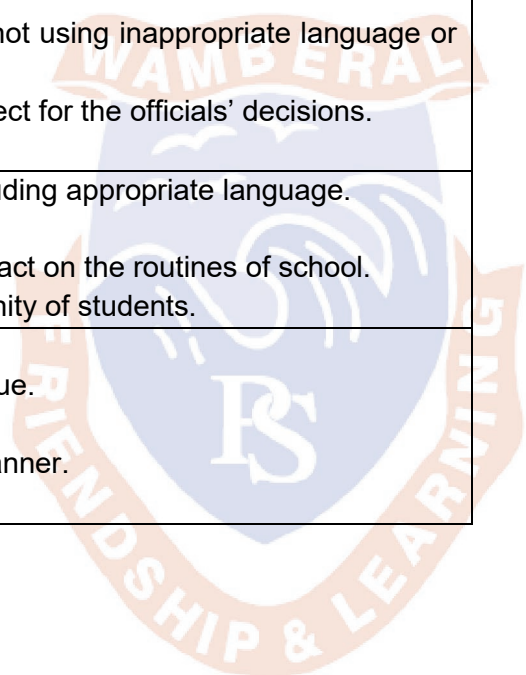
NB. No parent is to directly approach another person's child. The school will deal with issues between students as part of the school discipline procedure.

If all avenues have been exhausted and a satisfactory outcome has not been reached then you may consider lodging your suggestion, complaint or allegation in writing. In such cases please refer to the Department of Education's Complaints Handling Policy.



EXPECTATIONS AND RESPONSIBILITIES

PARENTS' EXPECTATIONS	PARENTS' RESPONSIBILITIES
Have my child experience the best education possible	Accept and support my child's educational abilities. Present my child at school every day and on time except in circumstances of illness and family issues. Organise holidays including overseas trips in school holidays. Keep my child at home if he or she is medically unfit to attend school.
Have accurate information about my child's progress	Read all reports and keep in a safe place for future reference. Attend parent teacher night to learn about class programs and routines. Attend teacher and parent interviews. Contact teachers to discuss any concerns about progress.
Have effective home and school partnerships	Read all notes and bulletins. Return all correspondence promptly Inform the school promptly of relevant facts which may effect my child's education. Ensure that students complete all homework tasks.
Expect my child to be safe at school	Teach my child the safety measures necessary for participation in everyday activities. Road safety, stranger danger, hygiene procedures, personal information.
Be informed of all disciplinary concerns regarding my child	Instruct my child as to acceptable standards of behaviour. Support the school in its insistence on adherence to the school rules.
Be involved with my child's sporting pursuits	Remember children compete for enjoyment. Demonstrate appropriate social behaviour by not using inappropriate language or harassing players, coaches or officials. Encourage your child to accept and show respect for the officials' decisions. Show respect for your team's opponents.
Enter school grounds and attend school functions	Demonstrate appropriate social behaviour including appropriate language. Not to interrupt class during learning time. Not to allow domestic or personal disputes impact on the routines of school. Not smoking on school grounds and/or the vicinity of students.
Have suggestions, complaints and allegations dealt with in a fair and expedient manner	Follow the school procedure to address the issue. Behave in an appropriate social manner. Discuss the issue in a calm and reasonable manner.



THE INCLOSED LANDS PROTECTION ACT (1901)

Failure to act in an acceptable manner may lead to exclusion from the school grounds under the *Inclosed Lands Protection Act (1901) and its Amendments* following procedures established by the Department of Education for:

- Actual physical assaults or intimidating behaviour on students, staff, parents or community members at the school or during the course of school activities;
- Behaviour in a manner in the presence of students, staff, parents or other visitors to the school that causes alarm or concern to the students, staff, parents or other visitors;
- Use of offensive language (i.e. swearing) in the presence of students and staff;
- Persistent interruptions to the learning environment of the school such as entering classrooms without permission;
- Persistent entry to the school site without permission or legitimate reason.



General Information A-Z

ABSENCES

Regular attendance at school is essential for your child to achieve their educational best and increase their career and life options. When your child attends school every day, learning becomes easier and your child will build and maintain friendships with other children.

Lateness is recorded as a partial absence and must be explained by parents. All absences are to be explained by parents within 7 days of the occurrence. Unexplained absences after this time will be recorded as unjustified and cannot be changed.

Students who achieve 100% attendance for each term are acknowledged with SRL tokens to purchase rewards at the end of the following term.

The Home School Liaison Officer can be asked to assist families where habitual absence is of concern.

ASSEMBLIES

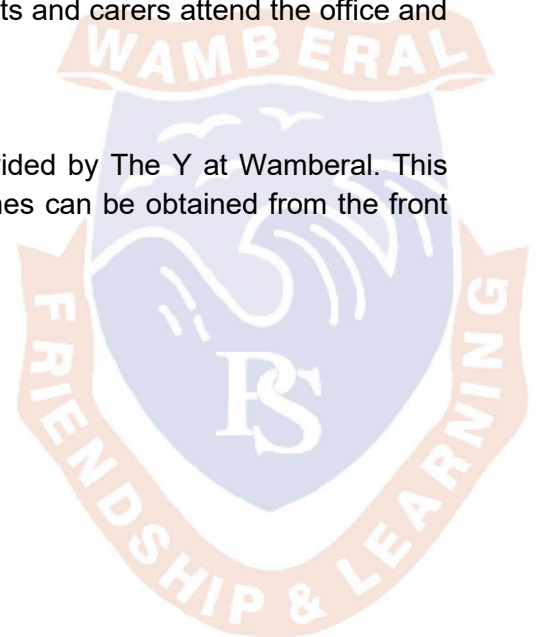
Assemblies occur regularly throughout the week and parents are most welcome to attend. Years K-2 assemblies are held on Monday during odd numbered weeks from 12:15 p.m. – 12:45 p.m., and on Monday in even numbered weeks for Years 3-6 from 12:15 p.m. – 12:45 p.m. Throughout the year there may be variations to this plan due to special events or nationally celebrated occasions.

ATTENDANCE

Students are required by law to attend school unless ill or for another valid reason. If your child arrives after the bell at 9:30 a.m. or leaves prior to the 3:30 p.m. bell, parents and carers attend the office and officially sign them in or out.

BEFORE AND AFTER SCHOOL CARE

Wamberal has the provision of Before and After School Care provided by The Y at Wamberal. This service is organised on site and information regarding fees and times can be obtained from the front office, or via ymcansw.org.au (search Wamberal OSHC).



BELL AND SESSION TIMES

9:00 a.m.	Teacher on Duty – Bell to ring
9:30 a.m.	School Commences – Roll Marking
9:30 a.m. – 11:30 a.m.	Morning Session
11:30 a.m. – 11:45 a.m.	Lunch Eating Time
11:45 a.m. – 12:15 p.m.	Lunch Play Time
12:15 p.m. – 1:45 p.m.	Middle Session
1:45 p.m. – 2:00 p.m.	Recess Eating Time
2:00 p.m. – 2:30 p.m.	Recess Play Time
2:30 p.m. – 3:30 p.m.	Afternoon Session
3:30 p.m.	School Finishes

BUS SERVICES

All children from K-2 are permitted to travel on the school bus free of charge while children in 3-6 must live outside a 1.6km radius from the school or 2.3km in walking distance to be eligible for free travel.

All children are required to have an Opal Card to be able to travel on the bus. For all information, to apply and for replacement cards, visit the School Student Transport Scheme (SSTS) website. Lost or damaged cards can be replaced on application at a cost to parents.

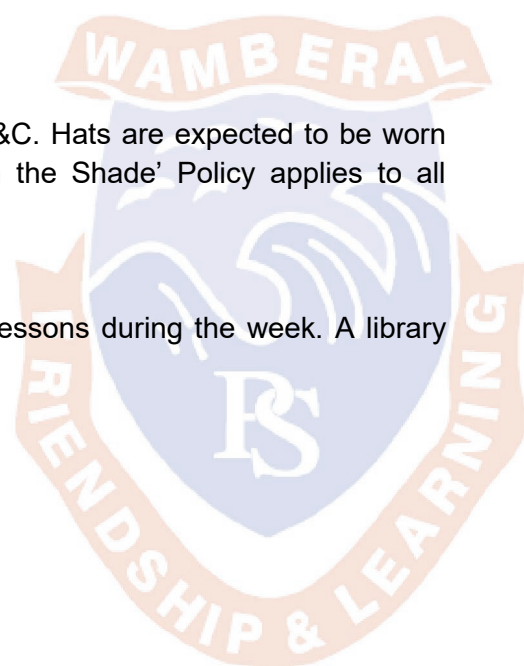
All students are under the direct supervision of the bus driver and must obey all instructions given by the bus driver. It is a requirement of travel that students behave in a responsible manner following transport safety guidelines. The bus company has the right to refuse travel to any student who acts irresponsibly, dangerously or participates in acts of violence.

HATS AT SCHOOL

The uniform, more particularly hats, have been endorsed by the P&C. Hats are expected to be worn every day when playing on the school ovals. A 'No Hat, Play in the Shade' Policy applies to all students K-6.

LIBRARY

The Teacher Librarian manages the Library and provides explicit lessons during the week. A library bag must be used to safeguard borrowed books.



LOST PROPERTY

All articles of clothing, books, pencil cases, school and library bags must be clearly labelled with your child's first name and surname. All students are to learn responsibility for their own belongings. Parents are encouraged to regularly check their child's uniform for visibility of their child's name. Any found property will be placed in the lost property area, located near the front office. Labelled lost property is regularly returned to students' classrooms. The school cannot be held responsible for theft, damage or lost toys, valuable personal belongings or jewellery. Students are encouraged to leave these items at home.

MOBILE PHONES

Students who need to bring or use a mobile phone or other digital devices, such as 'smart watches', must apply for an exemption from the principal. An exemption can be requested by parents, carers, school counsellors and other student support staff, and, if required, students themselves. Please see the 'Student Use of Digital Devices and Online Services at Wamberal Public School' procedure which can be found on the Wamberal Public School website.

MONEY COLLECTION

Payments can be made on any day of the week. Money must be sent to school in a sealed, labelled envelope & given to your child's class teacher or via our school website '\$make a payment'. Students will be given receipts from the finance department once money has been provided. A closing date is always provided for a variety of activities and this date is strictly adhered to. If parents are experiencing difficulty meeting financial deadlines, please contact your child's class teacher where special arrangements can be made. School canteen & uniforms can be paid by Flexischools.

NAPLAN (NATIONAL ASSESSMENT PROGRAM LITERACY AND NUMERACY)

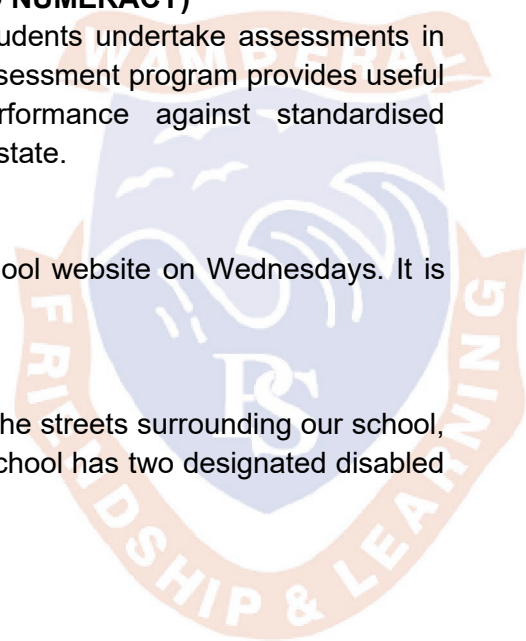
NAPLAN occurs each year for students in Year 3, 5, 7 and 9. Students undertake assessments in Reading, Writing, Language Conventions and Mathematics. This assessment program provides useful information for schools and parents regarding student's performance against standardised achievement levels and other students in the school and across the state.

NEWSLETTER

The school newsletter, the Wavebreaker, can be found on our school website on Wednesdays. It is also uploaded onto the Skool Bag App.

PARKING

Parents are advised to observe all parking restrictions that apply in the streets surrounding our school, particularly bus and drop off zones and pedestrian crossings. The school has two designated disabled car spaces.



SCRIPTURE

Religious Instruction is held each Wednesday and lessons are taught by approved members of different religious denominations who volunteer their time.

SKOOLBAG APP

The Wamberal Public School Skoolbag App enables parents to be regularly updated with information and alerts about our school.

Features enable you to:

- receive push notifications of up-to-date information including current events, excursions, meetings, carnivals, reminders and newsletters
- sign up to receive our school newsletter each week direct to your email
- submit absence explanations and update your contact details direct from your smartphone using the 'e-form' function of the App.

To install the Wamberal Public School App, please download the app from your app store.

SICKNESS

Parents are requested not to send sick children to school to be supervised as some sickness is easily spread. Our First Aid officer is only equipped to handle minor injuries.

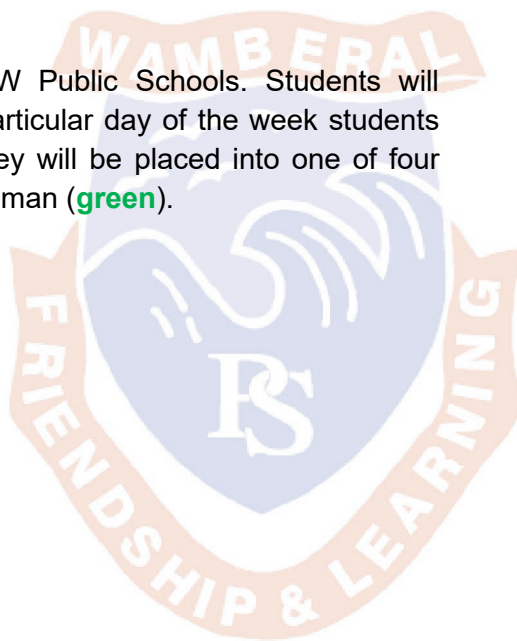
In an emergency, parents will be notified by telephone. It is therefore imperative that the school has current contact details including up-to-date phone numbers.

Prescribed medication will be administered from the front office, only on written authority of parents. Students are not allowed to keep medication on their person or in their bags.

It is important that the school is notified of any special medical concerns so an appropriate Health Care Plan can be created to support your child.

SPORT

Physical Education is a critical aspect of the curriculum of NSW Public Schools. Students will participate in a range of physical activities during the year. On a particular day of the week students are required to wear their sports uniform. When students enrol, they will be placed into one of four sporting houses: Ford (**blue**), Cawley (**red**), Chappell (**yellow**), Bradman (**green**).



SUPERVISION BEFORE SCHOOL

Teachers commence duties from 9:00 a.m. and this is the time it is safe for children to arrive at school ready to start the school day at 9:30 a.m. There is no supervision of students before 9:00 a.m.

At the end of the school day, all students are to leave the school promptly after the 3:30 p.m. bell.

Teachers are on duty only to supervise the departure of students via the school buses or walking via the Aldinga Drive exit.

YMCA Before and After School Care on site is a separate enterprise to the school and can provide supervision for students before 9:00 a.m. or after 3:30 p.m. Parents and carers should contact them directly to assist with supervision arrangements.

STUDENT DEPARTURES

School finishes at 3:30 p.m. each day. Staff supervise student departures via Aldinga Drive and Lea Avenue exits. Students may depart by one of the following:

parent collection – parents meet their child in the signposted areas on the lower oval. Students and parents exit the school via Lea Avenue or Tumbi Road exits

parent collection by car – the school provides a 'kiss and collect' service via Lea Avenue

walkers – teacher supervised student departures via Aldinga Drive

Lea Avenue – teacher supervised departures via Lea Avenue.

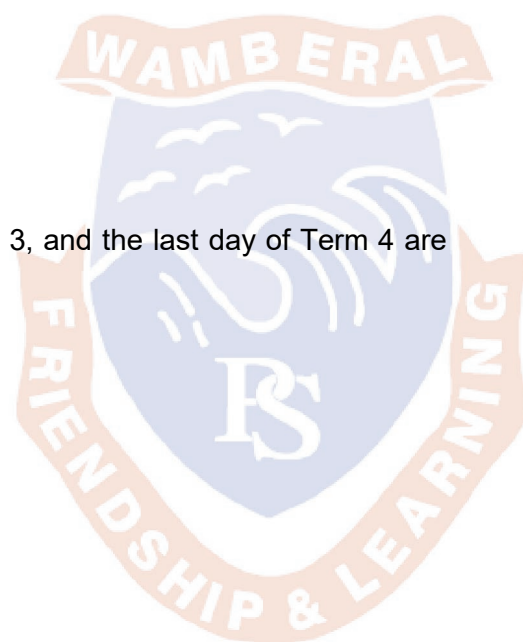
TERM DATES FOR 2022

Term 1	Friday 28 January – Friday 8 April
Term 2	Monday 11 April – Friday 1 July
Term 3	Monday 18 July – Friday 23 September
Term 4	Monday 10 October – Tuesday 20 December

TERM DATES FOR 2023

Term 1	Friday 27 January – Thursday 6 April
Term 2	Monday 24 April – Friday 30 June
Term 3	Monday 17 July – Friday 22 September
Term 4	Monday 9 October – Tuesday 19 December

Note: The first two days of Term 1, the first day of Term 2 and Term 3, and the last day of Term 4 are gazetted as Staff Development Days.



VOLUNTEERS

Parent, carers and grandparent helpers are an important way in which the school and families can build the partnership between home and school. Volunteers possess valuable and varied skills and can help our school and teachers in many ways to make our school a more successful learning environment for our children. We strongly encourage you to consider how you can contribute to our school. There are many ways you can become involved at school: talking positively about school, talking to your child's teacher about anything that concerns you, helping in the classroom, assisting with the management of school resources, helping in student learning support programs, helping with sport, excursions and events, supporting fund raisers, attending special days, functions and school assemblies, volunteering in our canteen, joining our WPS P&C.

Parents, carers and volunteers interested in volunteering in any capacity are required to annually complete an online induction, Code of Conduct, Prohibited Employment Declaration and provide government issued ID before working with students. Please contact the school office for more details.

WEBSITE

Our school website is a useful resource for news stories, upcoming events and general organisation of the school. Parents can access it at: www.wamberal-p.schools.nsw.edu.au. In addition, the Skoolbag app can be downloaded at no cost for either Apple or Android devices.

WET WEATHER PROCEDURES

The school has a detailed duty roster to cater for wet weather play. During periods of rain teachers will partner up with each other and share recess and lunchtime duties to ensure adequate supervision of students.

After heavy rain, when the ovals are muddy and wet, students are restricted to hard surfaces areas including the basketball court, COLA and Library.



Wamberal Public School

Achieving excellence through learning in a safe and caring environment

