

## **Wadalba Community School**

### **The Foundation Years ( Lance Godwin, Principal - 2000-2005)**

#### **The Concept**

Wadalba Community School was planned as a nucleus in the proposed residential / business sector of the Warnervale-Wadalba corridor. Large secondary schools such as Wyong High, Gorokan High and Northlakes High were already serving the community and most were at capacity with their respective enrolments. The Minister for Education, John Aquilina, came under enormous pressure from the local member Paul Crittenden to establish the school on its current site. There was also pressure from Landco, the development managers for the new Wadalba subdivision. The name Wadalba is believed to be of Aboriginal origin and from early research may mean 'view of many waters'. The view from the Council water tank on the hill adjacent to the school would support this notion.

#### **Planning**

Plans were developed throughout 1998 for construction in 1999 and an opening in 2000. The school was unique in that it was labelled a community school and planned to take students from Kindergarten to Year 12 when fully grown in 2005 and with an estimated cost of \$21,000,000 was the most expensive public school built in the state to date.

Planning for the Year 7 intake included analysis of progression from each primary school to each high school in the district and a plot of the home address of every Year 6 student in the feeder schools affected. This information was analysed by a committee on the 5<sup>th</sup> August 1999. The draft Year 7 intake area of Wadalba was extended at the request of the principal of Gorokan High School to include all students south of Wallarah Road and including Wallarah Road as far as the Wallarah Point Bridge. The principal of Jilliby Public requested that his students in Hue Hue Road west of the freeway be included as well. Wadalba's feeder schools would be part of Kanwal Public School, Warnervale Public School, Tuggerawong Public School, Tacoma Public School and part of Jilliby Public School.

The development of the school site was delayed because of environmental concerns. The executive of Landco sought advice from Deryk Engel from Lesryk Environmental Consultants who undertook the flora and fauna assessment for Wadalba Village. He identified 3 families of squirrel gliders with up to 6 members in each family. Squirrel gliders were later used as icons by Landco on their advertising boards and brochures. The environmental work was also supported by a local eccentric environmentalist, Boris Branwhite, who lived in a caravan on what is now the environmental area on the hill behind the school. He supervised the removal of ground orchids (hence the street name Orchid Way) to the environmental corridor.

## **Staffing and School Organisation**

The advertisement for the position of Principal was scheduled for June 1999 but was held up because the manager of Landco insisted on being on the interview panel to ensure the successful applicant could deliver his technology plans for the subdivision. This included a direct broadband link from school to surrounding homes. This inevitably led to delays as it was referred to I.C.A.C. by the Minister and to the Teacher's Federation for approval. The advertisement finally appeared in September and after further delays interviews were held on the 19<sup>th</sup> October 1999. The panel included Bill Low (District Superintendent), Andrew Newman (Principal Representative), Sharryn Brownlee (Parent Representative), the manager of Landco and the Wyong High School Teacher's Federation Representative.

I was notified as the successful applicant late in the afternoon and given the instruction to start work on the following Monday. A temporary office was located in a spare room at Tumby High School and the initial planning operated from there. A public meeting was held on the 6<sup>th</sup> November to introduce the new principal and hear his vision for the future. I took this opportunity to survey the 130 parents present in order to develop a set of beliefs and exit outcomes and to establish a P&C Association. I also announced a competition on behalf of Landco for one of our prospective Year 7 students to name the avenue linking the school to the proposed shopping village. The winner of this competition was Naomi Hawking, who proposed Edward Stinson Avenue. (Edward Stinson had been the principal of a school in the district many years before)

A P&C Committee was elected in December 1999 and the foundation members included Lorraine Springett (President), Shirley Strathdee (Vice President), Rewa Cotton (Secretary) and Alison Fennell (Treasurer). The school's logo became the easiest of decisions as Landco gave us the artwork from their logo and we simply added Community School to the circle. Uniforms were also decided quickly after suggesting to the P&C that they could pick any material they liked provided it was primarily blue.

The foundation P&C also ratified the statement of beliefs and exit outcomes and these remained in place during the foundation years. The remainder of the academic year in 1999 was devoted to organisational matters such as staff appointments and policy/curriculum development. *(It should be noted that District Superintendent Bill Low made it quite clear to me that he proposed a College structure incorporating a Wadalba Community School K-10 and a senior campus based at Wyong High. Consequently, the appointment of executive staff reflected an emphasis in advertisements pertaining to Middle Schooling.)* Andrew Newman kindly offered teaching programs and policies from Tumby High and these provided an excellent starting point for the school as our clientele and socio-economic base was similar.

Our set of policies and procedures was known as the **Wadalba Administration Yearbook** or more affectionately as “The WAY”. I decided on an early 8.10am start for the school to ease the pressure on buses and to structure the day on 50 minute periods linked to a fortnightly timetable. The P&C also ratified this although there was some serious discussion about the early start. One major advantage of an early start for parents and supervising executive staff was the quick dispersal of students at 2.30pm to avoid long afternoon delays and misdemeanours at bus stops experienced by other local schools.

Textbooks and equipment also had to be ordered and this was handled where possible by the newly appointed head teachers, the deputy principal and principal. The Christmas 1999/2000 Vacation was a busy time, both physically and educationally, preparing for the opening of the demountable school. The school opened with 150 students on the 27<sup>th</sup> January 2000 with 73 boys and 77 girls. This included 15 students from non English-speaking backgrounds and 8 aboriginal students. The foundation teaching staff in 2000 included:

- Lance Godwin – Principal
- Anne-Marie Vine – Deputy Principal
- Alan Smith - Head Teacher Mathematics
- Diane Twomey - Head Teacher Social Sciences
- Glenn Mullaney - Head Teacher Technology/Administration
- Lidia Jeffrey – Librarian
- Phillip Burrows – Social Sciences
- Samantha Burton – Music
- Peter Furey – Creative Arts
- Stewart Vidler – Industrial Arts
- Heidi Ricardo – PDHPE
- Christine Birch – Social Sciences (casual)
- Murray Kidd – Science (casual)
- Kristie Griffiths – General (casual)
- Kylie Taylor – General (casual)

Foundation administrative staff included:

- Lynette Guise – Senior School Assistant
- Maryann Smith – School Assistant
- Dawn Smith – School assistant
- Liane Walsh - Science Assistant
- Brendon Weston – General Assistant

The main deviation from a traditional Year 7 curriculum pattern was the inclusion of 12 periods of the multidisciplinary 'Integrated Studies'. The purpose of this subject was to develop independent learning, a skill required particularly for senior years and for life-long learning. Integrated Studies was also supported by the appointment of 'General Teachers' who were multidisciplinary in their training. In the long term the program was not successful despite vast resources being allocated to the writing of excellent teaching programs as some teachers had discipline issues with some of the mixed ability classes. In addition, some of the 'General Teachers' wanted to refocus on their main teaching area.

Student Welfare was a focus area throughout the foundation years and was driven successfully by the deputy principal Anne Vine. Two periods per fortnight were allocated to 'Life Skills' in 2000 as part of the core curriculum and these classes considered such themes as self-esteem, bullying and peer relationships as well as character values such as respect. These initiatives were also supported by Anti-bullying and Peer Pressure workshops.

A School Representative Council was established in 2000 with 24 students representing their peers. The development of leadership skills was a high priority as there were no senior students to act as role models. The inaugural school captains were Tarni Hampton and Richard Jones and their cohort had the distinction of providing school leaders throughout the foundation years. Debating and public speaking were run on a class and team basis to support the development of leadership skills and the Local Member Paul Crittenden supported this venture with a trophy and cash prizes.

The school received an Establishment Grant and tied funds of approximately \$690,000 to start operations. The large bulk of this was to be spent over the 6 foundation years and included purchases such as machinery and equipment for the Technology and TAS faculties, library acquisitions and textbooks for students. The Finance Committee had a goal to have at least \$150,000 available in 2004 for the introduction of senior programs.

### **The New Facilities**

The school was moved to the new buildings in the last week of Term 2, 2000, the official handover date from contractor Richard Crookes being July 3<sup>rd</sup>. The handover was delayed 6 months because of wet weather and other unspecified reasons. Stage 1 comprised the current Administration block A, Library block B and D block. A demountable canteen was installed adjacent to D and H blocks. Ros Helman was appointed canteen manager and she ran this successfully until her retirement in 2002.

I placed a high priority on making our buildings available to the community after hours and there was regular hiring of facilities (with welcome income stream) throughout the foundation years. Stage 2 Primary classrooms and hall were completed in July 2001, general learning spaces Term 3, 2001 and the specialist rooms Term 4, 2001.

I spent considerable time with the contractors during the construction of both stages and I was fortunate in having a parent / landscape architect, Mrs Jocelyn Jones, to advise me on some of the shortcomings of the design. Originally, the quad area south of the Administration block was to be decomposed aggregate but we were successful in having this area paved at an additional cost of \$54,000. The main quad area adjacent to the specialist rooms and gymnasium was originally designed to be half the present size but was enlarged to the current area at a cost of \$25,000. In addition, all of the ground floor offices on the northern side of the Administration building had no sun shades. All requests to Properties to have them added were ignored and deciduous trees were planted as a compromise. These failed with the drought and after the O.H.& S. committee threatened to contact Work Cover they were installed at considerable cost.

All overruns were met by the Department of Education and Training. (DET)

## **2001**

The total enrolment for 2001 was 362 students comprising 175 boys and 187 girls. 35 students were identified from non-English speaking backgrounds and there were 12 Aboriginal students. This enrolment entitled the school to 30.2 teaching staff and 6.6 ancillary staff. An additional Head Teacher Teaching and Learning position was added.

A new P&C was elected with Sharryn Brownlee (president), John Higginson (Vice-President), Jenny Quiring (Secretary) and Shirley Strathdee (Treasurer). Members of the P&C provided invaluable support with merit selection panels and in ratifying our evolving programs and policies. A canteen committee was established with the aim of aligning canteen management practices with those recommended by the NSW State P&C Association.

Literacy was an ongoing priority in the foundation years. The Literacy Team developed 'text type' booklets in 2001 to be used by KLA's in their contribution to the school's literacy policy. Text type posters were also developed for display in all classrooms. Drop Everything and Read (D.E.A.R.) remained an important part of the literacy strategy in 2001. Language other than English (LOTE) was added to the Year 8 curriculum and all classes studied Indonesian.

Technology was also a focus area and the Computer Learning Space was made available to parents and students half an hour before school and on Wednesday afternoons from 2.30 – 4.30pm. A further 18 computers were added in 2001 to the 14 already in place. The school leased another 32 units making a total of 64. Other resources to support technology included laser and colour printers, digital cameras, video cameras, data projector, Lego robotics and video-conferencing equipment.

Student Welfare remained a high priority and the Welfare Committee developed a rewards system known as 'Wadalba Winners'. Students receiving no referrals throughout the year were rewarded with a celebration event and a letter of congratulations to their parents. Peer mediation was introduced in 2001 and included training for students to extend the program into the primary school in 2002. Plans were also developed for the opening of the primary school in 2002. Ms Carol Furey was appointed as an Assistant Principal in late 2001 and she worked tirelessly in her own time to ensure that the primary would be fully functional on day one 2002.

## **2002**

The school population of 141 primary students and 600 secondary students entitled us to 48.6 teachers and 9.6 administrative staff. This included 7 head teachers, a primary AP, support teachers for the hearing and visually impaired, a district guidance officer and school counsellor.

The school's curriculum continued its metamorphosis towards a large comprehensive. The language offered in Year 8 was changed from Indonesian to Japanese after consultation with parents. A broad range of elective subjects was implemented for our Year 9 cohort and preparations were also underway for our first School Certificate in 2003 to ensure Board of Studies guidelines would be met. The 2002 curriculum also included one period of assembly per week and we alternated between year, communication and formal assembly over a 3 week period. I used formal assemblies to deliver some 'values' education and during that time summarised our school beliefs into *Care, Courtesy, Co-operation and Commonsense*. The school also started to achieve outstanding results in sport, especially considering its size, and it was clear that we were on target to be a major force in Central Coast competitions.

Student welfare programs were expanded and adapted to meet the changing needs of our students and by early 2002 we were successfully catering for the needs of students from Kindergarten to Year 9.

The early planning for the primary school resulted in a smooth opening with our new students settling in quickly. Uniforms had been developed by the primary representatives of the P&C and they complemented the uniforms in the secondary.

Ms Furey had programs and policies in place from day one and this assured a successful start to the primary academic year. I had hoped that in terms of staffing we could have some integration with the secondary staff. This worked with limited success when the whole school was small but was not effective past 2003.

One of the highlights of 2002 was the official school opening held on the 15<sup>th</sup> August. The function was hosted by our school captains Richard Jones and Olivia Rawson. The official party included the Education Minister, John Watkins MP and the Member for Dobell, Ken Ticehurst MP, as the school had been a jointly funded project. In addition to a successful musical item by the school choir, the National Anthem was sung by Country singer Gina Jeffries who was accompanied by her husband and past pupil of mine, Rod McCormack. They also performed an additional song and the overwhelming response they received completely deflected attention away from the politicians.

### **2003**

The school continued its period of rapid growth and now catered for 201 primary and 822 secondary students from K to 10. Teaching staff numbers also increased to 64. The school continued to receive a large percentage of young probationary teachers and a successful special program was implemented by Mrs Jeffrey, Head Teacher Teaching and Learning, to provide mentors for these beginning teachers and assistance with their integration into school life. Teaching programs were developed for our Year 10 with the Board requirements for our first School Certificate clearly in everyone's mind.

2003 was a year of consolidation for the primary school. Ms Furey was appointed as Deputy Principal of the primary school and worked on program and policy development to complement secondary organisation. A primary choir had been established in 2002 and they continued to impress in 2003. The improvement of gross motor skills was also a priority and the primary school offered extra curricular sport skills development under the supervision of secondary PDHPE teachers. Another advantage of an integrated K-12 school was the primary use of secondary facilities such as computer laboratories, library and gymnasium.

Welfare issues became more apparent in 2003 and the Welfare Committee developed and moulded existing policies for our changing needs as cohorts moved towards Year 12. The school also had a significant number of students with severe emotional problems and these children put a huge burden on the welfare team. The school was also entitled to a second Deputy Principal and Mr Michael Hill was appointed to the position.

Mr Kevin Dumbleton was appointed Canteen Manager in April with an imprimatur of moving food sales towards 100% healthy foods. His successful management continued throughout the foundation years and the financial success of the canteen provided the school with an important income stream of over \$30,000 pa. This also meant the P&C could focus on the canteen and lessened the need for other fund-raising activities such as 'unhealthy' chocolate drives.

Retired principal, Mr Ken Smith, was appointed to organise external School Certificate and Higher School certificate examinations. He continued this meticulously during the foundation years and our first School Certificate proceeded flawlessly.

## **2004**

The school continued its rapid growth and we started the year with 239 students K-6, 812 students 7-10 and 118 Year 11 students. This made a grand total of 1169 students and entitled us to 77 teaching staff and 13 administrative staff.

Every effort was made to maintain strong links between primary and secondary in 2004. Initiatives included:

- Membership of the Student Representative Council (SRC)
- Gifted and Talented independent learning projects
- The K-10 Environment group
- Tutoring of primary students by secondary students in mathematics, debating, dance and sport.
- Swimming carnivals and excursions
- Sharing of resources

The primary choir participated in Starstruck for the first time in 2004. Other successful programs included the Kindergarten orientation and buddy program, peer tutoring and peer support and parent involvement in the reading program. The WEEDS group propagated and planted native plants and weekly recycling of paper was introduced.

The excellent preparatory work in 2003 for the introduction of Year 11 2004 ensured a smooth transition at the start of the year. A folder system was implemented for senior teachers to ensure compliance with Board of Studies rules and the implementation of Year 11 programs proceeded without any real problems. The Curriculum Committee produced many outstanding support documents during the year to assist with the development of our senior program.



Wadalba's sporting achievements continued to impress in 2004 and students had the opportunity to compete in 35 different CHS knockout competitions. The school dominated the zone sporting scene in cross-country and was placed 2<sup>nd</sup> and 3<sup>rd</sup> in swimming and athletics respectively. A sports presentation evening at the end of the academic year was initiated and became a school tradition.

The SRC met regularly in 2004 and was led by Chris Brinley and Erin Laing. Thirty two students were elected to the SRC from Years 5 to 11. A successful leadership camp was held in May at Broken Bay Sport and Recreation Centre for selected students in Years 9, 10 and 11. One of their briefs was to modify the SRC constitution to meet the changing needs of a developing school.

Data was collected during 2003 on school welfare with the intention of implementing changes in 2004. The new policy redesigned the level system and attempted to improve communication at all levels from home to school. A significant improvement across the whole school was noted during the year.

Early in the year I received phone call advising that the school owned the house and land on the northern boundary adjacent to the basketball courts. The property had succumbed to vandalism and the yard was littered with tonnes of junk. I approached 'Properties' and it was agreed to demolish the house, clean up the yard and fence the property. An existing large shed was also upgraded. I also believed the school needed a unique focus project and decided to establish an aquaculture centre. The development of this Aquaculture Research Centre (ARC) proceeded throughout the year and received strong volunteer support. It also provided some projects for our 'Building and Construction' students.

The most difficult thing I had to deal with in my 6 years as principal was coping with the death of our well respected deputy principal Michael Hill in November. Michael had not returned to school during 2004 and died after battling a long illness. The pastor from the local Community Church assisted me in reflecting on Michael's contribution both with staff and students and I am greatly indebted to him for this help.

## **2005**

The 2005 academic year commenced with 256 primary students and 955 secondary students, giving a grand total of 1211. There were 81 teachers and 13 administrative staff. The primary school offered a number of extra-curricular activities in 2005 including inter school chess, debating, public speaking, choir and dance participation in Starstruck, Newcastle Herald newspaper competition and strong representation in school sport. Years 5 and 6 enjoyed a 3 day camp in Bathurst and there were several day excursions across the stages.

Sport continued its domination throughout 2005 and Wadalba was crowned the champion sporting school within the zone. Much of this success could be attributed to the PDHPE staff and the other dedicated teacher-coaches of the various representative teams.

The school captains for 2005 were Richard Jones and Olivia Rawson. They served the school well during their representation and provided good leadership for the SRC. Once again, an effective camp was held at Broken Bay Sport and Recreation Centre for students from Years 6 to 12.

Technology remained a focus area and the school purchased their first Smartboards during the year. There were 6 computer laboratories in operation and the wireless network system was extended for students and teachers with laptops. Student welfare remained a high priority and we were dismayed with some negative press about bullying in the school by a disgruntled parent in late February. This led us to review all of our policies, including a survey of students and parents. The findings led to an even stronger anti-bullying priority within the school.

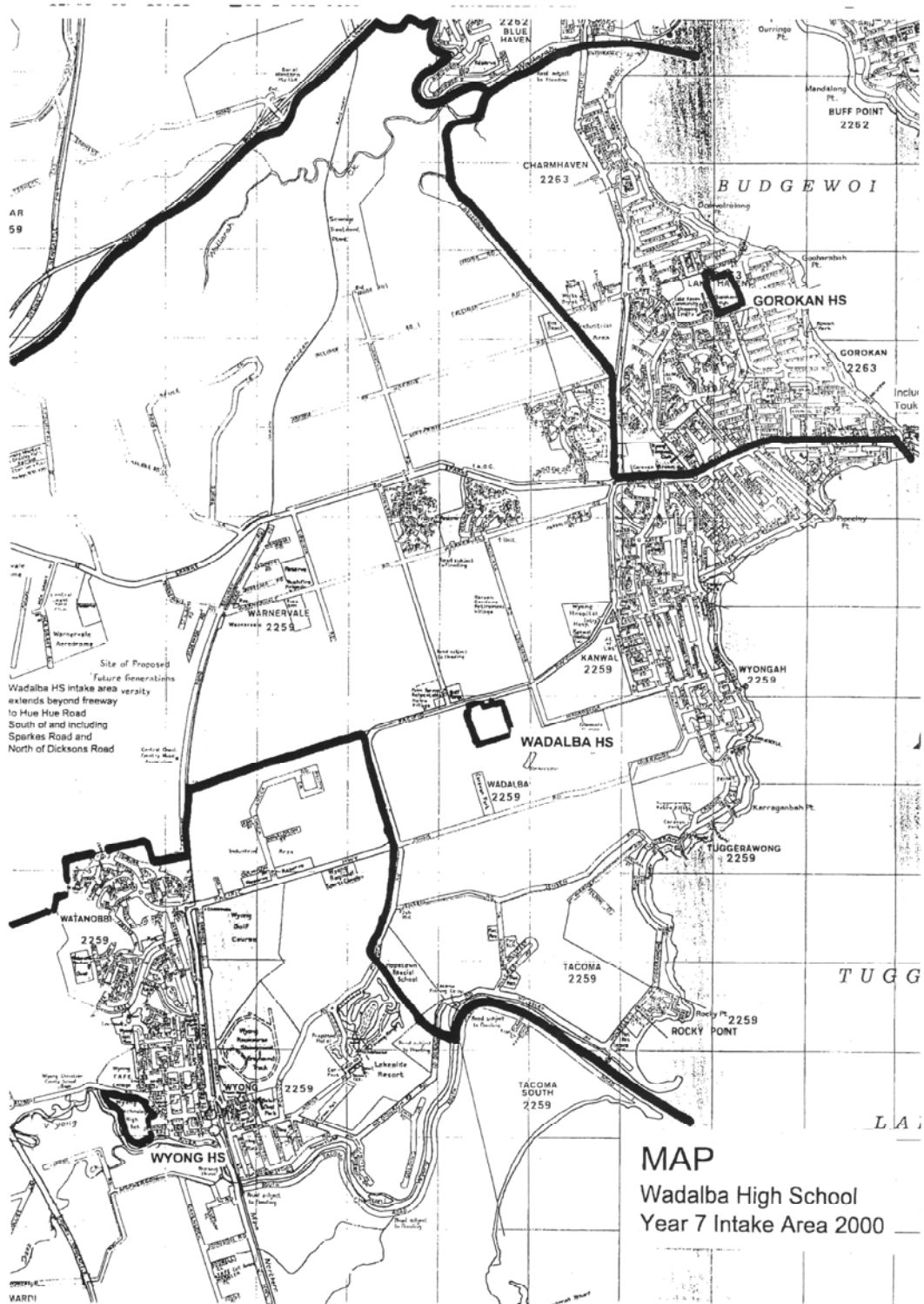
The ARC became a fully compliant commercial aquaculture setup during 2005 and was reported on favourably by a high level delegation from the Board of Vocational Education and Training. Students had the opportunity to grow 300 trout and 400 bass and the former were harvested, smoked, vacuum sealed and given to members of the school community.

Our first HSC proceeded smoothly and we presented students in Ancient History, Biology, Chemistry, Community and Family Studies, Economics, English, English Advanced, Information Technology, Legal Studies, Mathematics, General Mathematics, PDHPE, Physics and Senior Science. Students achieved Band 6's in 8 of these subjects. Olivia Rawson was our first DUX of the full school.

***Note: This history should be read in conjunction with the 2000 to 2005 Annual School Reports for specific details as to achievements, targets and focus areas. These are available for copy in the school library. There was no Annual Report in 2003 due to an industrial ban.***

# Appendices

## 1. Year 7 drawing area 2000



## 2. Back to School Guide for Parents – Mailout January 2000



**WADALBA COMMUNITY SCHOOL**  
c/- Wyong High School  
P.O. Box 294 Wyong 2259  
'phone: 0428925001

Dear Parents,

The following letter is a back-to-school guide for your son / daughter in 2000. The first day of school for our new Year 7 will be **Monday 31<sup>st</sup> January**.

**Books:** Book packs will be available from Wyong High School on the first day of school for \$20. If you want to purchase books yourself then please send your son/daughter to school with at least one work book plus a diary on the first day so they can note subject requirements.

**Buses:** Bus routes and timetables are enclosed for your perusal. Your son / daughter will **not** need a bus pass to board the bus initially as these will be made available to students by the bus companies at a later date. A high standard of behaviour will be expected on buses or students may have to find their own transport to and from school. *Please note that our starting and finishing times are different to Wyong High – 8.07am start, 2.18pm finish Monday and 2.33pm other days.*

**Canteen:** The Wyong High School canteen will be available for our students from day one. Different arrangements will need to be made when we move to the new site in May.

**Classes:** These will not be graded and will consist of approximately 24 students randomly selected from each of the feeder schools.

**Computers:** The computer component of the syllabus will be taught in Semester 2 as it is unlikely that we will have access to computers at the Wyong site. The new site will have PC's, not Macs.

**Executive and Teaching Staff:** A number of parents have been involved in selecting staff by merit and I thank them for their contribution. I will provide a full list of staff in the first newsletter for the year.

**Hats:** These can be any style but must be worn in an appropriate manner to keep the sun off the face. Hats are essential if your son/daughter is playing in the sun at lunch or recess.

**Lockers:** These will not be available at the Wyong High site.

**P&C Meetings** will be on the 4<sup>th</sup> Wednesday of the month, initially at Wyong High School. The executive has been elected for the next 12 months and my thanks go to Lorelle Springett (President), Gail Garnam (Vice President), Rewa Cotton (Secretary) and Alison Fennell (Treasurer) for taking up these positions.

**School Fees:** These have not been calculated as yet but will be similar to those levied by other schools in the District. There are 2 different fees, the Voluntary School Contribution and subject fees for consumables.

**Sport:** Year 7 sport will be integrated into the curriculum. There will be no designated sports afternoon.

**Subjects:** The Curriculum will consist of English, Mathematics, Science, Geography / History, TAS (Home Economics + Industrial Arts + Computing Studies), Creative Arts (Art + Music), PD/H/PE and 2 periods to teach the skills of learning. Languages will begin in Year 8. In addition to the above we will be starting a band and dance group as extra curricular activities.

**Swimming Carnival:** This has been booked for February 21st and will be a full day carnival at Wyong Pool.

**Uniform:** Suppliers of the uniform include: Jenny Gee (43295766), So Necessary (43923540), Gosford Tailoring (43245788) and Lowes at Lakehaven (43926161). Skirt material can be purchased for \$11/metre from Alison Fennell, the Treasurer of our P&C. (phone 43931905 for details) Details of the uniform are below and can be checked on our website at:

[www.crosswinds.net/~wadalba](http://www.crosswinds.net/~wadalba)

(Please note that shirts with logos will be available in January.)

We have endeavoured to produce a uniform that is smart yet relatively inexpensive. We do expect shirts/blouses to be tucked in and the uniform in general to be worn neatly. **Please don't buy** inappropriate clothing for the uniform (eg jeans, long baggy shorts etc) as the P&C have indicated that they want a high standard set for the school. ***Every student and parent benefits from a school that enjoys a good reputation in the community.***

**Wet weather:** Your son/daughter can use the covered area adjacent to our playground in the morning before school starts at 8.07am. Other arrangements will be made by the Executive for recess and lunch.

I hope this helps in your preparations for the new school and I look forward to your support during the year.

Yours faithfully,

Lance Godwin  
(Principal)

**Boys School Uniform**

**Summer:** \* Navy blue shorts (tailored or corduroy) *Above the knees as determined by the Principal*

\* White tailored shirt (unisex) with logo \* White socks

\* Black leather shoes (suede finish acceptable)

**Winter:** \* As above or navy blue cord or tailored trousers \* Navy blue sloppy joe or knitted V-neck navy blue jumper (with logo)

**Boys and Girls Sport Uniform**

\* Black unisex shorts, white polo T-shirt with logo. \*White socks, black joggers

**Girls School Uniform**

**Summer:** \* School pattern skirt, skort or tunic \* White tailored shirt (unisex) with logo

\* White socks \* Black leather shoes (suede finish acceptable)

**Winter:** \* As above or navy blue gabardine slacks \* Navy blue sloppy joe or knitted V-neck navy blue jumper (with logo)

### **3. Belief System and Exit Outcomes**

These were developed from a survey of the parents on the 6<sup>th</sup> November 1999 and are summarised below;

***At Wadalba Community School we have a strong commitment to public education and its role in:***

- developing a sense of community in the local area; and
- nurturing individual talents and the love of learning.

***At Wadalba Community School there exists a strong belief system that is based upon mutually accepted values and positive attitudes. We believe that:***

- this school should be happy and safe place for everyone;
- learning will be enhanced by strong discipline and a fair behaviour policy that has rules and consequences for improper behaviour;
- positive relationships are built on mutual respect, honesty, tolerance, caring, co-operation, loyalty, trust, thoughtfulness and politeness;
- creativity and quality work will be enhanced by teachers who understand the needs of their children;
- good communication between parents, students and staff enhance positive attitudes;
- students learn to behave responsibly through the development of self-discipline; and
- all students should experience success as lifelong learners in reaching their ambitions.

***At the end of their schooling at Wadalba Community School students will:***

- have confidence and self-esteem as lifelong learners;
- be self-directed as lifelong learners;
- have highly developed communication skills;
- have highly developed social skills, particularly respect, honesty, caring and responsible citizenship;
- have skills that will enhance employment prospects; and
- have the ability to solve problems and make informed decisions.