



# THE WADALBA news

UNLOCKING THE BRILLIANCE IN EACH OF US

TERM 1, FEBRUARY 2024 :: ISSUE 2

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## DATES TO REMEMBER

### FEBRUARY

- 26 Assembly 1R & 6K
- 27 Parent Information Night
- 28 Zone Swimming Carnival

### MARCH

- 1 Clean up Australia Day
- 8 International Women's Day





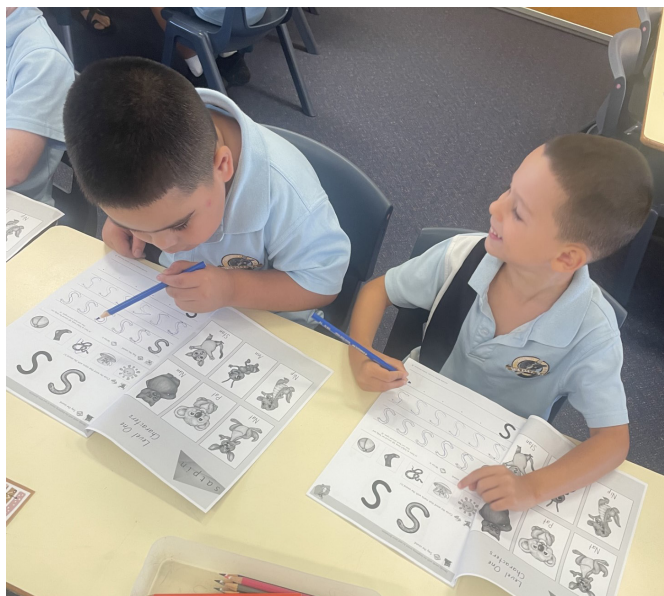
## In the Classroom with KS

KS have had a fun and settled start to the year. We have already been busy with our learning in the classroom. The children have done a wonderful job adjusting to our daily routine. We have been focusing on school and classroom expectations. The students are doing a fantastic job mastering the 5L's of listening (listening ears, looking eyes, lips closed, hands in laps and legs crossed). KS had an amazing time visiting the school farm where they were lucky enough to feed some animals. In Mathematics, we have been doing lots of exploring within our school and discovering that maths is everywhere. We have been learning about sorting objects and understanding how they can be sorted into various groups. This week we have been focusing on pattern recognition, observing things that repeat over again. In Literacy we have been making connections between texts and personal experiences. The students are enjoying drawing images of their school, family and new friends. Last week KS started student news, and we are gaining confidence talking in front of the class and asking each other questions relating to a chosen news topic. We are learning to hear sounds at the beginning, in the middle and at the end of words. We have been busy getting to know each other, have enjoyed making lots of new friends with other Kindergarten students. This week we are starting our Peer Support groups where we will learn some especially important skills including how to be a great friend and how to care for and respect others in our great school.





## In the Classroom with KS cont.





# In the Classroom with KS cont.





# Swimming Carnival

	1st	2nd	3rd
<b>Junior 1M</b>	Lara Clarke		
<b>11 - 13 1M</b>	Owen Stephens Indi Poi	Logan Clarke	Flynn Dunn
<b>8 Years 50m Free</b>	Flynn Johnson Imahli Poi	Kaichi Fuste Torres Mia Orr	Lincoln Middleton Josie Bassett
<b>9 Years 50m Free</b>	Archie Breedon Abbey Theuerzeit	Jaxson McCall Mia Hough	Emry Murray
<b>10 Years 50m Free</b>	Tyson White Lara Clarke	Kade Jackson Aurora Sultana	Phillip Sivanandan Chelsea Diggelman
<b>11 Years 50m Free</b>	Owen Stephens Indi Poi	Logan Clarke Felicity Samuel	Flynn Dunn Ellyse Munday
<b>12 Years 50m Free</b>	Damien Diggelman Keira Breen	Curtis Honeyman Zoe Skillin	Liam Levander Ellie Porter
<b>Junior 50m Breast</b>	Archie Breedon Lara Clarke	Phillip Sinanandan Aurora Sultana	Kayley Hopman
<b>11 Years 50m Breast</b>	Flynn Dunn Indi Poi	Owen Stephens Felicity Samuel	Logan Clarke Megan Wallace
<b>12 Years 50m Breast</b>	Keira Breen	Zoe Skillin	Kya Schmidt
<b>Junior 50m Back</b>	Chayce Wilson Lara Clarke	Archie Breedon Imahli Poi	Tyson White Aniwaniwa Rickus
<b>11 Years 50m Back</b>	Logan Clarke Indi Poi	Owen Stephens Felicity Samuel	Flynn Dunn Matilda Hartley
<b>12 Years 50m Back</b>	Damien Diggelman Keira Breen	Curtis Honeyman Delaney Burgess	Peyton Murray
<b>Junior 50m Fly</b>	Flynn Johnson Lara Clarke		
<b>11 Years 50m Fly</b>	Owen Stephens Indi Poi	Flynn Dunn	Logan Clarke
<b>12 Years 50m Fly</b>	Keira Breen		
<b>All Age 100m Free</b>	Owen Stephens Indi Poi	Logan Clarke Keira Breen	



## Swimming Carnival cont.

### Age Champions

Junior Boy - Archie Breedon

Junior Girl - Lara Clarke

11 Years - Owen Stephens

11 Years - Indi Poi

12 Years - Damien Diggelman

12 Years - Keira Breen

### New School Record

11 Years 50m Freestyle - Owen Stephens 38.52s

11 Years 50m Butterfly - Indi Poi 41.99s





## Swimming Carnival cont.





## Swimming Carnival cont.





## Swimming Carnival cont.





## Yarn Up

The K-12 Aboriginal and Torres Strait Islander Term 1 Yarn Up kicked off with a powerful and meaningful smoking ceremony by Matt Syron, a proud Darkinjung man, and Daniel Jackson from Darkinjung Local Aboriginal Land Council. We then shared a delicious BBQ dinner, organised by Mrs McCallum and Ms Greentree, which created a welcoming environment and fostered a lovely sense of community.

Mr. McNeill followed with an overview of the exciting cultural programs planned for 2024. The community's feedback was sought and valued, ensuring that the events and initiatives are tailored to meet the needs and interests of our students.

The Term 1 Yarn Up not only served as a platform for cultural exchange and learning but also as a reminder of the importance of respect and collaboration within the WCS community. With such a promising start, the rest of the year looks bright with possibilities for growth, understanding and mutual support.

Thank you to everyone who was able to attend on the day. We look forward to meeting more of our Aboriginal and Torres Strait Islander families at our upcoming PLP meetings!





## Yarn Up cont.





## Peer Support

Peer Support lessons in primary schools play a crucial role in fostering a positive and supportive learning environment. These lessons aim to cultivate empathy, kindness, and understanding among students. By engaging in activities and discussions, children learn to appreciate each other's differences, celebrate diversity, and build strong connections within their school community. Peer Support lessons also empower students to become effective communicators and active listeners, essential skills that contribute to their social and emotional development. Through collaborative activities, children not only enhance their interpersonal skills but also develop a sense of responsibility towards one another, creating a foundation for a harmonious and inclusive school atmosphere.

Furthermore, Peer Support lessons contribute to the development of essential life skills. Students learn problem-solving strategies, conflict resolution techniques, and how to navigate challenging social situations. These lessons provide a safe space for children to express their thoughts and feelings, fostering a sense of belonging and emotional well-being. Throughout this term, on Fridays, our Stage 3 (Year 5 and 6) students will lead these lessons for groups of 8-9 students from K-6. Here are some photos from our recent Peer Support leader training day.

We will endeavour to post an update about the program later in the term.





## Peer Support cont.





## Rooster's Visit

The NRL Game Development Team and the Roosters delivered a powerful message to our students last week about being your best self. NRLW players Isabelle Kelly and Annabel spoke to students about doing your best and the positive impact this can have on you and the teams you are part of including your class, school, family, activity group or sporting team. Students were very excited to hear from the players and ask questions about their playing career. Some students were lucky enough to score some prizes!





## In The Spotlight - Mrs Malu

**Name:** Jessica Malu

**My job is:** Assistant Principal / Relieving Deputy Principal

**What I like best about my job:** Absolutely everything it brings! I love my job and wouldn't choose to be in any other profession.

**My favourite colour is:** Green

**My favourite subject when I was at school was:** English

**My favourite subject to teach is:** English. Writing lessons are my favourite!

**My favourite food is:** A South-American BBQ called 'Asado'

**My favourite book is:** The Bronze Horseman Trilogy by Paullina Simons

**My favourite movie is:** Moana

**If I could travel anywhere in the world it would be:** Argentina

**In my free time I love:** Travelling or spending time at the beach with family

**I'm looking forward to:** I am looking forward to a year of growth and achievement for our students. I am excited to see them excel academically, socially and emotionally. I am also looking forward to collaborating with our dedicated teachers and working closely with parents/carers to enhance teaching and learning and build a strong school community.





## In The Spotlight - Ms Vassel

**Name:** Ms Vassel

**My job is:** RFF teacher Mon-Tues

**What I like best about my job:** I can learn something new every day.

**My favourite colour is:** Pink, orange, yellow and green

**My favourite subject when I was at school was:** Writing poetry and Art

**My favourite subject to teach is:** Reading and Dance

**My favourite food is:** Laksa, poke bowls and gluten free chocolate brownies

**My favourite book is:** The dictionary of lost words

**My favourite movie is:** Forest Gump

**If I could travel anywhere in the world it would be:** A deserted tropical island

**In my free time I love:** spending time with my family and friends, bushwalking, swimming in the ocean, going to concerts, markets and op shops.

**I'm looking forward to:** getting to know everyone at WCS and working with all the wonderful staff, students and families.





# NAPLAN

NSW Education Standards Authority

## Disability adjustment information for parents and carers - NAPLAN 2024



Disability adjustments are available for NAPLAN to enable students with disability to participate on the same basis as other students.

The adjustments provided for NAPLAN should reflect the type of support and assistance your child is already receiving for classroom assessments. However, some adjustments are not available for NAPLAN tests where they may compromise the skills being tested. For example, a support person cannot read questions or stimulus material to your child in the reading or conventions of language tests.

If you have a child with disability, the first step is to talk to your child's teacher about disability adjustment options. You will need to provide a signed parent/carers consent form for any adjustments. Many of the adjustments are at the discretion of the school but some adjustments require your child's school to make an application to NESA.

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### Available disability adjustments

**Rest breaks** may be provided to students with disability who may experience fatigue during assessments. Your child's test time will be paused for the duration of the rest break.

**Extra test time** may be provided for students with disability who are usually provided with additional time to complete classroom assessments.

A **NAPLAN support person** may assist a student with disability to access the reading, conventions of language and numeracy tests if they usually work with a support person for assessments.

A **Scribe** may assist a student with disability to complete the writing test only. The scribe and student must be familiar with the NAPLAN scribe rules. The student must regularly work with a scribe in the classroom. A student with a temporary injury, such as a broken arm, may **not** have a scribe assist in completing the test.

An **Oral/sign support person** may assist a student with a hearing impairment by reading or signing some sections of the tests.

**Alternative items – audio** may also be appropriate for students with a hearing impairment as spelling questions that rely on audio will be replaced with proofreading spelling questions.

**Alternative items – visual** may be appropriate for students with a vision impairment as simplified or enlarged images can be provided. A zoom function is available for all students to magnify the screen.

**Assistive technology** may be approved for students who need to use their own assistive technology. Only technology that does not interfere with the validity of the test can be approved.

**Colour themes** are available for students who normally access classroom assessments with colour contrast themes. Please see our five colour themes available on the [public demonstration site](http://www.nap.edu.au/naplan/public-demonstration-site)\* to assess whether they meet your child's needs. Alternatively, if the available colour themes do not meet your child's needs, please contact your child's school to apply for **Colour contrast modification** to use their own device's settings or software to change the screen colour.

\*[www.nap.edu.au/naplan/public-demonstration-site](http://www.nap.edu.au/naplan/public-demonstration-site)

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### Next steps / questions

Please contact your child's teacher as soon as possible if you are unsure whether the online NAPLAN tests are accessible for your child or if you have any questions.



# NAPLAN

NSW Education Standards Authority



## NAPLAN 2024

### Parent/carer consent for disability adjustments

Every year the **National Assessment Program – Literacy and Numeracy (NAPLAN)** assesses the literacy and numeracy skills of students in Australia.

Adjustments permitted in NAPLAN are intended to enable access to the tests for students with disability on the same basis as students without disability.

Adjustments should reflect the kind of support and assistance identified in the student's personalised learning and support plan, and normally required for assessment in the classroom, noting that some adjustments that are appropriate in a learning environment may not be appropriate in an assessment environment.

Disability adjustments must be discussed with the student's parent/carers. This form should be signed and filed at the school for audit purposes by 23 February 2024.

A school must apply to NESA for a student to use an alternative format (disability adjustment) test, assistive technology, colour contrast modification, double extra time or a scribe. Applications must be made through Schools Online.

All other disability adjustments are to be approved at the discretion of the school. School approved disability adjustments must be allocated to a student's test profile in the online assessment platform prior to the tests by the NAPLAN coordinator.

Name of student

Year

Select

<input type="checkbox"/> Extra time (ETA; ETB; ETC)	<input type="checkbox"/> Alternative items – audio	<input type="checkbox"/> * Scribe (writing test only)
<input type="checkbox"/> * Double extra time (ETD)	<input type="checkbox"/> Alternative items – visual	<input type="checkbox"/> * Braille test material
<input type="checkbox"/> Rest break	<input type="checkbox"/> Colour theme	<input type="checkbox"/> * Large print test material
<input type="checkbox"/> NAPLAN support person	<input type="checkbox"/> * Colour contrast modification	<input type="checkbox"/> * Electronic test material
<input type="checkbox"/> Oral/sign support	<input type="checkbox"/> * Assistive technology	<input type="checkbox"/> * Black and white test material

\* Requires an application to NESA.

I have discussed my child's participation in the **National Assessment Program – Literacy and Numeracy (NAPLAN) 2024** with the school principal or their delegate, and I understand that the school will allocate or apply for the above adjustments, as appropriate.

Name of parent/carers

Signature of parent/carers

Name of principal/principal's delegate

Signature of principal/principal's delegate

Date



# NAPLAN

NSW Education Standards Authority



## NAPLAN 2024

### Parent/carers consent for exemption or withdrawal

Every year the **National Assessment Program – Literacy and Numeracy (NAPLAN)** assesses the literacy and numeracy skills of students in Australia.

All students in **Years 3, 5, 7 and 9** who are enrolled at a NSW school are expected to participate in NAPLAN unless they are withdrawn or exempt.

#### Criteria for withdrawal

Students may be withdrawn from NAPLAN tests at the request of their parent/carers. Withdrawals are intended to address issues such as religious beliefs and philosophical objections to testing.

#### Criteria for exemption

- Students with a language background other than English, who arrived from overseas and have been attending school in Australia for less than a year before the test, should be given the opportunity to participate but may be exempt.
- Students with significant intellectual disability and/or significant comorbidity that severely limit their capacity to participate in the test, even with adjustments, may be exempt.

Exemption and withdrawal both require parent/carers consent. This consent form should be completed and filed at the school for auditing purposes by 23 February 2024.

Name of student

Year

Select

	Writing	Reading	Conventions of Language	Numeracy
Parent withdrawal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exempt (Language)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exempt (Disability)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If Exempt (Disability) please record the NCCD level of adjustment:

- ☐ support provided within quality differentiated teaching
- ☐ practice supplementary adjustments
- ☐ substantial adjustments
- ☐ extensive adjustments.

I have discussed my child's participation in the **National Assessment Program – Literacy and Numeracy (NAPLAN) 2024** with the school principal or their delegate and I have requested for my child to be exempt/withdrawn (underline as appropriate) from the test(s) indicated above.

Name of parent/carers

Signature of parent/carers

Name of principal/principal's delegate

Signature of principal/principal's delegate

Date



# Healthy Lunchbox

## Nutrition Snippet

### 5 TIPS TO TAKE THE PRESSURE OFF PACKING LUNCH BOXES



- 1) Base it on the 5 food groups
- 2) Add colour with fruit and vegetables
- 3) Let your child to help choose some foods
- 4) Save time by packing leftovers
- 5) Save money by stocking up on specials

Read out [blog](#) to find out more.

[healthylunchbox.com.au](http://healthylunchbox.com.au)



**Cancer Council**  
Healthy Lunch Box

## Nutrition Snippet

### APPLE AND CINNAMON SLICE

**Serves: 16** **Prep time: 15 mins** **Cooking time: 25 mins**



#### Ingredients

½ cup apple purée  
½ cup caster sugar  
2 eggs  
½ cup reduced-fat natural Greek yoghurt  
1 tsp ground cinnamon  
1 cup wholemeal self-raising flour  
200g tinned apple slices

#### Method

**Step 1:** Preheat the oven to 180°C. Grease and line a 20cm x 20cm square baking tin.

**Step 2:** Add the apple purée and sugar to a large bowl and whisk until combined.

**Step 3:** Whisk in the eggs, one at a time until combined.

**Step 4:** Add the yoghurt and cinnamon and whisk to combine. Add the flour and gently fold through until combined.

**Step 5:** Spoon the mixture into the prepared tin. Arrange the apple slices on top. Bake for 20-25 minutes, until a skewer inserted in the center comes out clean.

**Step 6:** Stand in tin for 10 minutes before turning out onto a wire rack to cool. Slice and serve.

For this recipe and more visit:  
[healthylunchbox.com.au](http://healthylunchbox.com.au)



**Cancer Council**  
Healthy Lunch Box

## Nutrition Snippet

### HOW TO PACK A HEALTHY LUNCH BOX



A good lunch gives children energy and nutrients to learn, play and grow.

But what does a healthy lunch box look like? Find out in our [short video](#).

[healthylunchbox.com.au](http://healthylunchbox.com.au)



**Cancer Council**  
Healthy Lunch Box

## Nutrition Snippet

### SNACK SOLUTIONS

Do you always hear 'I'm hungry - I need a snack!' but are stuck for healthy snack ideas?



We've got you covered - download your **FREE** copy of our [healthy snack guide](#) today!

[healthylunchbox.com.au](http://healthylunchbox.com.au)



**Cancer Council**  
Healthy Lunch Box