



WADALBA NEWS

Term 3, 2025 | Week 5

UNLOCKING THE BRILLIANCE IN EACH OF US

From Our Principal | Carlie Wells

Dear Wadalba Community,

As we move into the last half of Term 3, it's a perfect time to pause and reflect not only on our progress but also on the lessons we can take from recent experiences.

Our Year 12 students have now completed their HSC Trial Exams. This is a significant milestone and while there may be moments of pride and relief, it's also normal to feel uncertain about how things went. Whether the trials went smoothly or presented challenges, each response, right or wrong, is an opportunity to learn. I encourage all students to take the time to reflect honestly on their results, ask questions, and seek feedback. Understanding why something went wrong is often the key to moving forward with clarity and confidence. Importantly, taking ownership of your next steps is crucial and this includes attending any extra workshops offered during the upcoming holidays by your awesome teachers and making the most of Homework Circle every Thursday afternoon in the library.

Across the school, it's been fantastic to see students demonstrating our expected behaviors and taking pride in their personal presentation. Our focus on Positive Behaviour for Learning (PBL) remains strong and we're seeing real improvement in how students are engaging in class, supporting one another and making positive choices.

A reminder that school starts at 8:15am. Arriving on time helps students start the day with purpose but more importantly, it builds a habit that will serve them for life. Whether it's school, TAFE, university, or employment, being on time is a key expectation in the real world. We are a training ground for those future responsibilities and developing punctuality now will only strengthen students' readiness for life beyond school.

Thank you to our staff, students and families for everything you do to make our school such a positive place. Wadalba Community School is proudly public. We believe in the strength of public education and the opportunities it provides for every student, no matter their background. Our school is full of great kids, dedicated staff and a community that wants the best for young people. There's so much to be proud of here at Wadalba and I'm incredibly grateful to lead a school like ours.

Warm regards,
Carlie Wells | Principal

A MESSAGE FROM OUR DEPUTIES



Deputy Principal's Newsletter Report Term 3 2025

It's been fantastic to see and hear about how much our students have gained from a recent series of exciting and educational extracurricular activities already this term. These events have offered invaluable learning experiences outside the classroom, allowing students to develop practical skills and expand their knowledge across various subjects. The enthusiastic feedback from both students and teachers has been overwhelming, and we're proud of how actively our students have engaged with these enriching opportunities.

Year 12

Well done to our Year 12 students on completing their Trial HSC exams! Sitting these exams is a major milestone, and your efforts and resilience throughout this period are to be commended.

As you now shift focus toward your final HSC exams, feedback from your Trials is very important. Take the time to go through each paper carefully, reflect on where marks were gained and lost, and seek clarification from your teachers. Use this insight to guide your study priorities.

Here are a few tips to make the most of the time between now and the HSC:

- Create a study timetable that balances all your subjects, builds in time for breaks, and adjusts as needed.
- Prioritise practice papers — complete them under timed conditions and get them marked where possible.
- Focus on your weaker areas but continue to revise key content across all topics.
- Stay connected with teachers and peers — study groups can be powerful.
- Look after yourself — healthy sleep, food, exercise, and downtime are just as important as revision.

In addition to academic commitments, the Formal Committee is diligently preparing for the Year 12 School Formal, set to take place after the HSC Examinations at the Entertainment Grounds at the Gosford Race Club on Friday 14th November 2025. Tickets are on sale, and we encourage students to secure their spot as soon as they become available. This event promises to be a memorable celebration of your hard work and achievements. A reminder to all our students about the explicit expectations regarding student attendance to the Year 12 School Formal Wadalba Community [Wadalba Community School Year 12 School Formal Expectations](#) .

Another significant event on the horizon is the Year 12 Graduation, which will be held on Thursday, 25th September, in the school gym from 9 am. Further information and invitations will be sent out soon. This ceremony is a special moment to recognise your journey and accomplishments throughout your school years.

HSC Written Examinations commence from Thursday 16th of October to Friday 7th November. Students can access this timetable and other supportive information through the following link; [HSC written exam timetable](#) | [NSW Government](#)

A MESSAGE FROM OUR DEPUTIES

Year 11

Year 11 Yearly Examinations:

For our Year 11 students, the Yearly Examinations are scheduled to take place during weeks 9 and 10 of this term. This will be a significant milestone for them as they approach their final year of high school. We wish them all the best and encourage them to stay focused during their preparation.

Flexible attendance privileges

To support students with their learning, flexible attendance will be revoked for a minimum of 2 weeks for any Year 11 student with three or more unexplained absences, three or more unexplained late arrivals to school over a fortnight, and two or more unresolved N-Award Warning letters.

Life Ready

A huge congratulations to those students for their outstanding behaviour at the BStreetSmart road safety event in Homebush last week. This event was aimed at shifting the attitudes and behaviours of our young drivers to spark conversations among the school and community and ultimately, save lives on our roads. This event was followed by guest speakers from "Become a Hero Organ Donation" presenting a very powerful message to the Yr 11 cohort around the benefits of becoming an organ donor. Yr 11 will continue their Life Ready journey in Week 10 following their exams with a range of exciting and engaging activities in the planning.

Year 10

Subject Selection Afternoon and Interviews

We extend our gratitude to all the families who attended our Subject Selection afternoon on Wednesday in Week 1 and Subject Selection Interviews. It was so wonderful to see so many engaged parents and students exploring the diverse range of subjects and career pathways. We sincerely hope that you found the session and interviews valuable in making informed decisions about your child's future studies.

Year 10 Work Experience

A reminder that all Year 10 have compulsory work experience again held in week 8 next term (Term 4), with the option to extend this into week 9. Further information will be shared shortly.

A MESSAGE FROM OUR DEPUTIES

Year 9

One of the highlights of Term 3 is the Year 9 Speed Career Day, scheduled for Wednesday, 3rd September, in Week 7. This event is designed to give students an opportunity to explore various career paths and gain insights from professionals in different fields. Speed Career Day will feature short, engaging sessions where students can interact with a range of experts, ask questions, and learn about the diverse career options available. Further information will be provided to Year 9 closer to the date.

Year 7 and 8

Our Year Advisors, Mrs Walker (Year 7) and Mr Foster (Year 8), are working hard to support a number of students through tailored Check-In and Connect programs. These initiatives are designed to strengthen wellbeing, build academic confidence, and ensure every student feels supported in their school journey.

We would like to thank all Year 8 parents and carers who took the time to attend the recent Subject Selection afternoon. Your engagement plays a vital role in helping students make informed decisions about their learning pathway.

If your child has not yet submitted their elective choices for Year 9 (2026), they must see Mr Sawyer immediately to ensure their preferences are recorded and considered.

New Social Media Laws - What is Changing?

From 10 December 2025, it will be against the law for children under the age of 16 to hold a social media account. This applies to both new and existing accounts, regardless of parental consent.

This change is part of the Online Safety Amendment (Social Media Minimum Age) Act 2024, passed by the Australian Government to increase protections for children online.

Who Does This Affect?

The legislation applies to all children under 16 and includes popular platforms such as:

- Instagram
- TikTok
- Facebook
- Snapchat
- X (formerly Twitter)
- Reddit
- YouTube (now included)

Messaging apps (e.g., WhatsApp), education tools (e.g., Google Classroom), and other platforms used for learning or health purposes are not affected by the ban.

Why Is This Happening?

The aim of this law is to:

- Reduce the risk of exposure to harmful content
- Protect children from cyberbullying
- Limit the impact of addictive algorithms and social media pressures
- Promote digital safety and wellbeing

A MESSAGE FROM OUR DEPUTIES

What Do Parents Need to Know?

- Social media platforms will be required to verify users' ages and remove accounts of those under 16.
- Some platforms may begin asking for proof of age before December to meet compliance requirements.

Supporting Your Child

We understand that this change may prompt important conversations at home. We encourage families to:

- Discuss healthy online habits
- Explore age-appropriate platforms for communication or creativity
- Reach out to the school wellbeing team for support, if needed

If you have any questions or would like further information, please feel free to contact us or visit the eSafety Commission website.

Positive Behaviour for Learning (PBL)

We have been working closely with our students to support positive behaviour in and around the school community including classrooms, playground and the broader school setting. Our PBL team present a weekly focus aligned with our school core values Respect, Responsibility and Excellence for students to earn Wadalbucks for trading and the opportunity to attend our end of term reward excursion. This term we will be working towards and end of term excursion to Erina Ice World for 70 Wadalbucks.

Finally, we would like to take this opportunity to wish our esteemed colleague, Mrs Rebecca Mace, all the very best as she begins her new chapter at Maclean High School. Mrs Mace has been a valued member of the Wadalba Community School team, making a significant contribution through her dedication, professionalism, and unwavering commitment to student learning and wellbeing. Her leadership and support have been instrumental in shaping a positive school culture, and she will be deeply missed by staff, students, and the wider school community.

As we farewell Mrs Mace, we are pleased to announce that Mrs Shannon Cameron will be stepping into the role of Deputy Principal for Years 9 and 12. We warmly welcome Mrs Cameron into this position and look forward to the passion she brings to our Deputy Principal team.

Thank you for your continued support, it is important to our collective success. If you have any questions on the above information, please do not hesitate to reach out.

Deanna Beecroft, Shannon Cameron, Matthew Sawyer, Samantha Martin
Secondary Deputy Principals

WELLBEING



This term, I am thrilled to celebrate the incredible ways our students have shown up for themselves and one another. Our newly launched Wellbeing Hub has been warmly embraced, with students actively engaging in wellbeing journals and exploring the choice board to deepen their understanding of mindfulness and self-empowerment.

It's inspiring to see our students committed to discovering what strategies work best for them. From creating beautiful zen gardens and sensory explorations to participating in explicit lessons on resilience and recognising their responses to challenges, their enthusiasm is truly uplifting.

Our lunch clubs have been a fantastic success, too! Craft Club has been busy making candles, Lego Masters has showcased exceptional designs, and our art, movie, and boardriders clubs continue to foster connection and creativity. A huge thank you to the wonderful staff who generously give their time to support these spaces of belonging.

Our Wellbeing Team continues to offer a wide range of supports and initiatives that help our students flourish. As we celebrate these achievements, we also say a heartfelt farewell to Mr. Hutchinson who leaves a lasting legacy with his Year 9 cohort as an exceptional Year Advisor and wellbeing leader. His compassion, care, and guidance have made a profound difference in our students' journeys.

We also bid farewell to Miss Mace, our Year 9 and 11 Deputy Principal. Her incredible leadership and ability to meet students with unconditional positive regard have been invaluable. Though we will miss them both deeply, we wish them all the best in their next chapters, confident their impact will continue to shine. We warmly welcome Mrs. Burns as our new Year 9 Advisor and Mrs. Cameron as the Deputy Principal for Years 9 and 11. Their energy, compassion, and dedication promise to continue guiding our students and wellbeing initiatives with heart.

I am immensely proud of our students this term, who have embraced new opportunities with energy, grit, vision, creativity, and maturity. Keep shining and growing every day!

Leah Pappin | Head Teacher

WELLBEING



Year 7 - Term 3 update

WHATS HAPPENED SO FAR



Year 7 students have made a strong and enthusiastic start to their high school journey. Over the past few weeks, they have been working hard to adjust to new expectations, routines, and responsibilities. From learning how to read their timetables and navigate the school grounds, to meeting a wide range of new teachers and classmates, they've shown great resilience, adaptability, and a willingness to grow.

What stands out most is the positive attitude they've brought with them each day. Even when faced with challenges, Year 7 students have remained open-minded and eager to learn. Solid friendships are beginning to develop, and many students are starting to feel a genuine sense of belonging within the Wadalba Community School environment.

They are becoming more confident in managing their workload, organising themselves for class, and speaking up when they need help or support. They're also demonstrating kindness, patience, and a willingness to look out for one another.

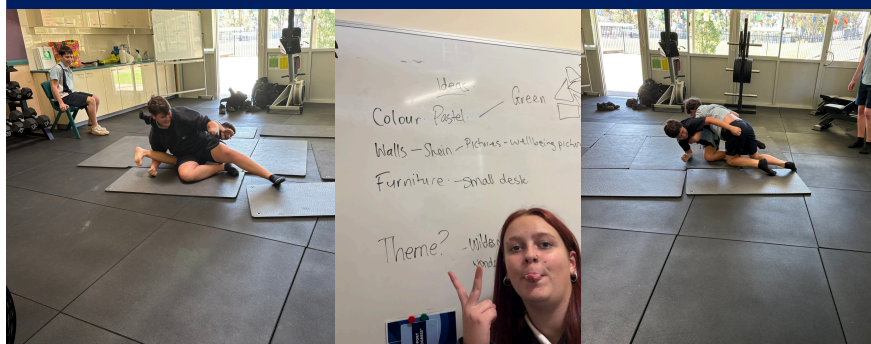
With continued support from staff, families, and peer leaders, Year 7 students are settling in beautifully and laying the foundations for a successful high school experience. It's been a wonderful start to the year, and I'm incredibly proud of their efforts so far. Keep it up, Year 7!

WELLBEING PROGRAMS

This term, exciting year 7 wellbeing programs have launched! A new girls group is focusing on connection and building a strong sense of culture, while a boys group offers a fun, safe space for self-expression. Both programs aim to support student wellbeing, confidence, and positive relationships within our school community.



Check and Connect supports students in becoming their best selves. Selected for their high number of negatives, students engage in the program to develop self-regulation, build positive habits, and improve classroom behaviour. It's all about growth, reflection, and making better choices for a successful and more positive school journey.





Year 7 - Term 3 update

SHRED SISTERS



Our Shred Sisters participants had an awesome time learning new skills and building their confidence through this exciting and empowering program. Each student who took part received a free scooter or skateboard, along with a helmet and shirt, making sure they were fully equipped to jump in and give it their best shot.

Throughout the program, the girls were encouraged to be active, take risks in a safe and supportive environment, and challenge themselves with something new. It was inspiring to see them step out of their comfort zones, support each other, and celebrate every win - big or small. The Shred Sisters experience was about more than just scootering or skateboarding - it was about resilience, courage, and fun. It created an inclusive space where girls could build confidence, make new friends, and discover the joy of physical activity.

We're so proud of everyone who gave it a go - well done, Shred Sisters!

Jodie Walker | Year 7 Advisor





Year 8 - Term 3 Update

We have reached the midway point of Term 3 and what a great start to the term it has been for our spectacular Year 8 cohort.

In terms of celebrating outstanding achievements there is a great deal to talk about. There have been successes across the board covering academics, sporting achievements, creative and performing arts triumphs and a largely success junior debating team.

Our amazing year group were recently rewarded at the Wadalba Community School PBL Awards ceremony, where the achievements and positive behaviour of many Year 8 students was acknowledged in front of friends, family and peers. A very special congratulations to Jesse Rawson and Jorga Kent-Duggan on being named 'Student of the Semester' for Year 8.

It has been a tremendous start to the term for Year 8 and I look forward to working with this amazing young group of students for the remainder of the year and into the future.



The Year 8 Check and Connect Program is running once again in Term 3 after a number of success stories during Terms 1 and 2. The program is designed to help students in becoming their best selves. Students selected for the program meet with their Year Advisor to set goals they wish to achieve consistently over a two-week period. These goals are designed to help students develop self-regulation skills, build positive habits, and improve classroom behaviour. At the conclusion of the two-week period, students who have successfully achieved their goals are rewarded for their efforts.

Chris Forster | Year 8 Advisor

TERM 3 POSTIVES

Top Positives

Congratulations to the following students who have been the top positive earners for Term 3 thus far:

Ivy Van Der Zwaag

Natalie Bond

Maycee Sherring

Niki Zeng

Jesse Rawson



Year 10 Update, Term 3

It's hard to believe we're already halfway through Term 3, and what a big few weeks it's been for our incredible Year 10 students!

We've recently seen our students complete their Work Experience placements, and the feedback has been overwhelmingly positive. From classrooms to construction sites, retail to real estate, our students represented the school with pride, professionalism, and maturity. It's been so rewarding to hear stories of students discovering new passions, growing in confidence, and even securing part-time/ casual work offers!

Alongside this, Year 10 have been stepping up and seriously considering their futures, with subject selection panels now underway to help them make informed decisions for Years 11 and 12. Many students have also taken the initiative to enroll in TAFE courses as part of their senior pathways – a fantastic step toward building skills and setting up for success beyond school.

We also had the pleasure of recognising student achievement at our recent PBL rewards ceremony, and it was wonderful to see so many Year 10 faces up on stage – a reflection of the hard work and positive attitudes being shown in class.

It's clear that our students are starting to see the value of their learning and are taking more ownership of their studies. Across the board, teachers have noted a more focused and determined approach, and I've been especially proud of the way students are supporting each other through what can be a challenging time.

Lastly, it's great to note that our attendance rates have improved this term. Thank you to all the families and carers supporting students to be at school, on time, and ready to learn – it really does make a difference.

As their Year Advisor, I couldn't be prouder of the way Year 10 are growing into thoughtful, responsible young adults. I'm excited to see what the rest of the year holds!

Eliza Jackson | Year 10 Advisor



Year 10 Update Term 3





Year 11 Term 3 Update

Term 3 marks the final chapter of Year 11, and our students have been working hard to consolidate their learning in preparation for the important transition to Year 12. This term has been a busy and rewarding one, with students engaging in a range of academic and personal development opportunities.

A key focus has been the Life Ready Program, where students have participated in interactive workshops and activities designed to develop essential life skills, promote wellbeing, and prepare them for life beyond school.

In addition to this, students have been diligently revising and completing final assessment tasks as they prepare for their Yearly Examinations in Week 9. These exams are an important milestone, providing students with the opportunity to demonstrate the knowledge and skills they have developed throughout the year, while also helping them refine their study and exam techniques ahead of the HSC year.

We are proud of the dedication and maturity shown by Year 11 during this important term, and we look forward to supporting them as they take the next big step into Year 12.

Erin Kelly - Year 11 Advisor



Year 12 – Term 3 Update

As we enter the final term of Year 12, it's a time of reflection, preparation, and celebration. Our students are in the final stages of their schooling journey, with Term 4 dedicated to HSC exam preparation and the milestones that mark the end of an important chapter.

HSC exams commence early next term, and we encourage all students to maintain a steady study routine, attend revision sessions, and seek support from their teachers where needed. This is a crucial time, and we are proud of the effort and resilience our students continue to show.

In Week 10, we look forward to our Year 12 Graduation Ceremony, where we will celebrate the achievements and contributions of the Class of 2025. Families are warmly invited to join us for this memorable event.

Following the HSC, our students can enjoy a well-earned celebration at the Year 12 Formal on Tuesday, 14th November 2025 at the Entertainment Grounds, Gosford. It promises to be a special evening filled with style, fun, and lasting memories. Invitations have been sent home via email and handed to students - if you have any questions please see Mr Newman.

Thank you to our Year 12 families for your continued support throughout this journey. Let's finish the year strong and celebrate everything this remarkable cohort has achieved.

Zeke Newman | Year 12 Advisor



MEET FRIDA COWLO!



- Picasso Cows Project –

This term, we are thrilled to share that our school has been selected to take part in a very exciting initiative – the Picasso Cows Project. We are one of only 100 schools across Australia chosen to participate, making this a unique opportunity for our students to get creative and learn in new and engaging ways.

Miss Norris and a group of enthusiastic Year 7 art students, together with Mr McLachlan and his Year 5/6 class, have been working hard in the planning stages. We have been chatting all things dairy as we explore our theme - Health & Nutrition, students have brainstormed design ideas, and begin to imagine how our cow will take shape.

We are excited to introduce our cow's name – Frida Cowlo!

Drawing inspiration from our Stage 4 Visual Arts unit on the famous Mexican artist: Frida Kahlo. Her bold use of colour, symbolism, and self-expression will guide the design and decoration of our cow.

This collaboration between classes will not only encourage creativity, but also build teamwork and cross-stage learning. We can't wait to see Frida Cowlo come to life and look forward to sharing the finished masterpiece with our school community later in the year!

Janelle Johnson | Head Teacher





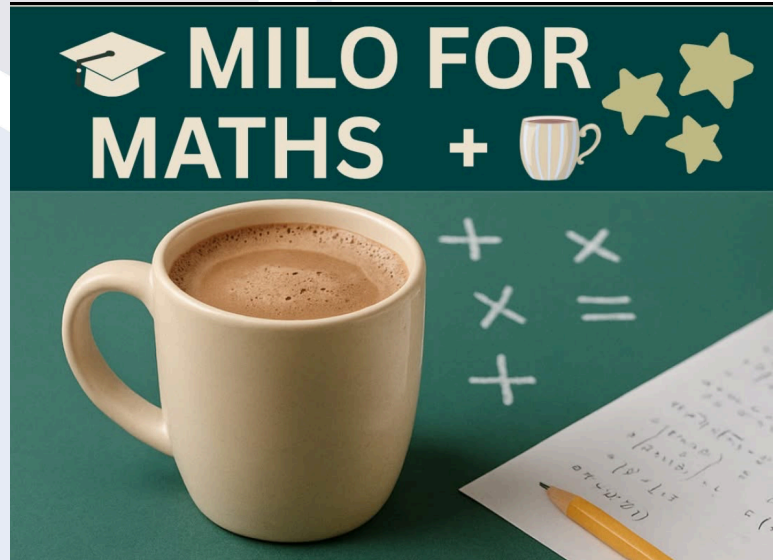
Exciting Updates from the Maths Department!

We are thrilled to share some fantastic developments from the Maths Department this term!

Our Milo Maths program for Year 10, 11, and 12 is off to a strong start, with a great turnout each week. This initiative provides students with valuable maths support in a relaxed and encouraging environment. We're already seeing a positive impact, as students gain confidence and strengthen their understanding of key concepts.

In Stage 4, explicit teaching remains a central focus. The use of whiteboards in lessons continues to be highly effective, allowing for real-time feedback and greater student engagement. This hands-on approach helps students actively participate in their learning and immediately apply new skills.

Year 12 students have recently completed their Trial HSC exams and are now turning their focus toward final preparation for the HSC. Teachers are currently reviewing exam performance and will be providing detailed feedback, along with targeted areas for improvement to help students refine their study strategies.



Join us every **FRIDAY at 7:30am** at the **bottom of J Block** for a warm Milo and a great start to the day with maths problem-solving fun:

- 📚 Prepping for exams
- ? Trackling tough questions with friends
- 🧠 Milo and a positive mindset

Years 10, 11 and 12 can use the past papers supplied and bring questions that they find difficult.

"Mathematics is not a spectator sport." - Dr. George Pólya

Let's dive in and actively engage with numbers together!



MATHS

Earlier this year, our senior students had the valuable opportunity to attend a Meet the Markers session, which provided first hand insights into what HSC markers are looking for. Our guest speaker interviewed by the Sydney Morning Herald—offered some key advice that continues to guide our preparation:

- Be 100% familiar with the formulae on the NESA HSC reference sheet. Know when and how to apply each formula, and practise regularly using them—always showing your substitutions.
- Read each question carefully. All necessary information is in the question itself, and the number of marks gives a strong clue about the depth of the required solution.
- Show all your working in clear, logical steps, and ensure all important points on graphs are clearly labelled.
- Avoid using the final answer in a “show that” question. Instead, use the information provided and demonstrate the method used to arrive at that result.
- Don't rush. Take your time and be accurate with all mathematical operations—small errors can be costly.

This practical advice is invaluable as students move into the final stage of preparation, and we encourage all Year 12s to incorporate these tips into their study and revision.

Year 11 students are also building momentum as they prepare for their upcoming Yearly exams. We encourage them to engage with a range of past exam papers and practice regularly. This will not only strengthen their understanding of content but also develop essential exam techniques and confidence. We're incredibly proud of our students' efforts so far and look forward to supporting them every step of the way as they continue their maths journey this year!

Trent Willis | Head Teacher

 The Sydney Morning Herald



How to get your best mark in HSC Mathematics

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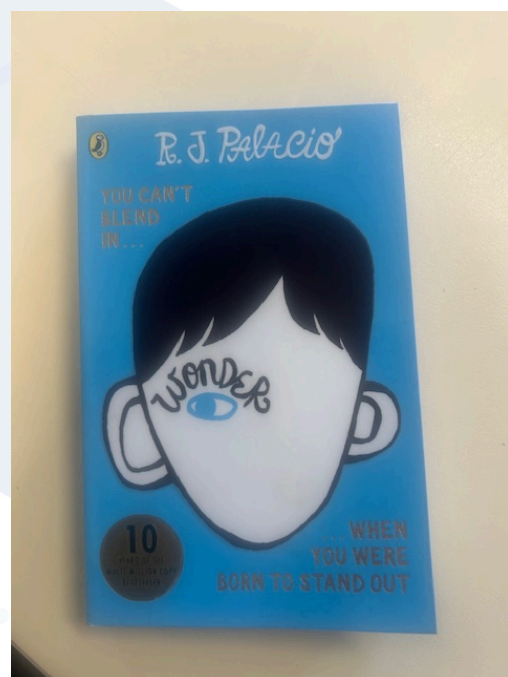
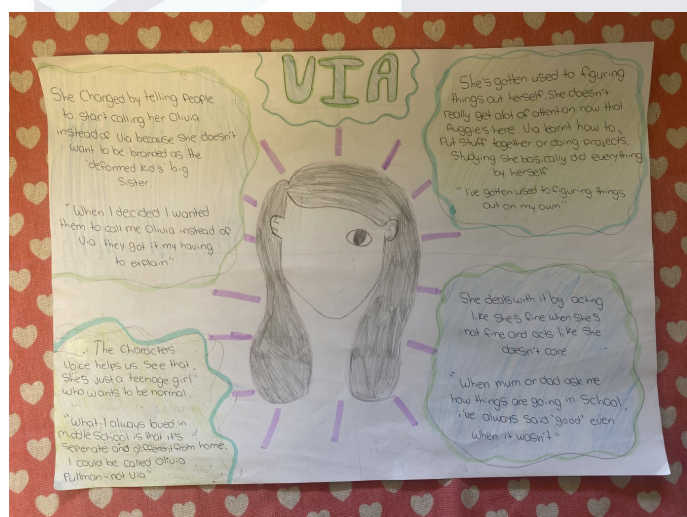


ENGLISH



YEAR 7 - This term Year 7 have been studying the unit 'Overcoming Adversity'. Using 'Wonder' as their core text, students explored the many themes of the novel and developed their literacy ability using reading, language and effective communication skills. Students were able to get creative and show off their artistic side by creating posters outlining the challenges that characters face throughout the text.

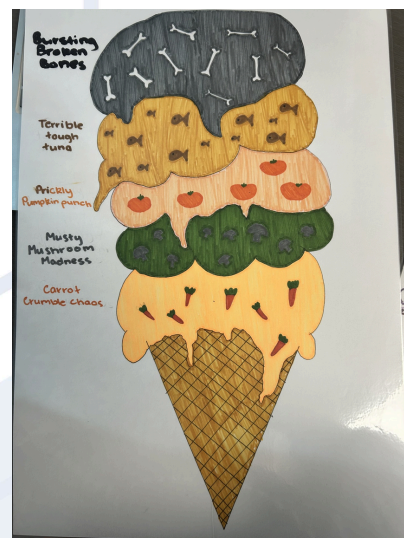
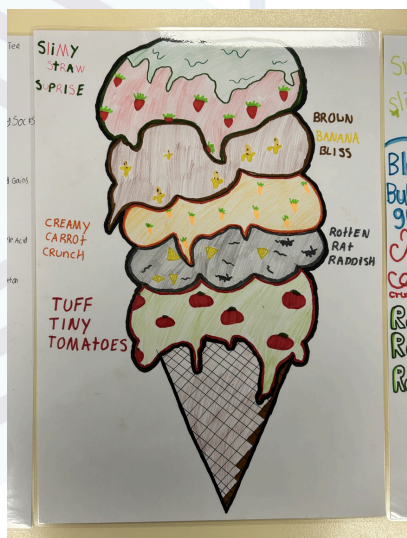
YEAR 8 - In Term 3 Year 8 have been completing the unit 'Distinctively Visual'. Students studied the text 'Coraline' - looking at both the graphic novel and feature film - to gain an understanding of how visual texts can be adapted into feature films. This has seen students analysing narrative patterns, identifying various types of authorial language and explaining how themes are portrayed in different formats. Displayed below is a picture of Neil Gaiman's graphic novel 'Coraline'.



YEAR 9 - This Term, Year 9 have been studying the unit 'Poetry and Perspectives' and analysing how different poets utilise poetic techniques to display themes of chaos and change. Students have been working through a range of well-known poems such as 'Dulce Et Decorum Est' by former WW1 soldier Wilfred Owen. In studying these poems, students have expanded upon their knowledge of different poetic techniques such as Alliteration. Displayed are some Alliterative Ice cream cones created by Year 9 students to demonstrate their understanding of the technique whilst allowing them to explore their creative side.

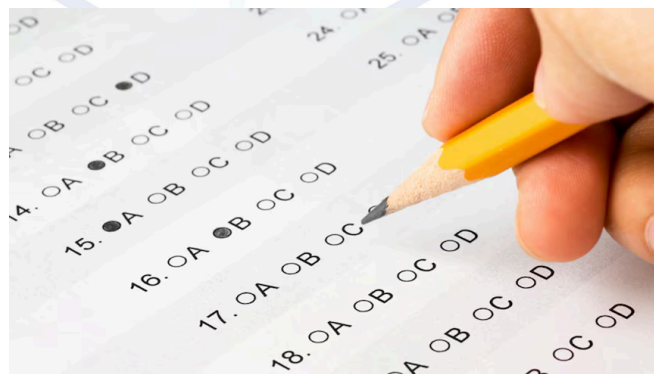
ENGLISH

YEAR 10: Year 10 students have been studying the unit 'Representations of Shakespeare' in Term 3. Students have been able to dive into the Elizabethan context and follow it through to our modern day era. Students explore themes and representations of either 'Macbeth' or 'Romeo and Juliet' and how they have been adapted alongside society. Students get to explore the original play scripts as well as the modern film adaptations of these plays and gain an understanding of how William Shakespeare remains relevant to this day.



YEAR 11 - This Term, Year 11 are enjoying their final term before heading into Year 12. We are exploring a range of different topics across the English courses, for example, Studies are completing a film unit, analysing different films and how they use film techniques to create meaning and display different genres. One such film being studied is the thrilling sequel to a classic film, Top Gun: Maverick.

YEAR 12 - Our Year 12 students have started their trial English exams, an important step in preparing for the HSC. We're proud of the focus and determination they've shown and wish them well as they continue through their trials. All of us in the English Faculty are wishing them the best!





Stage 5 Outdoor Education Term 3 Update

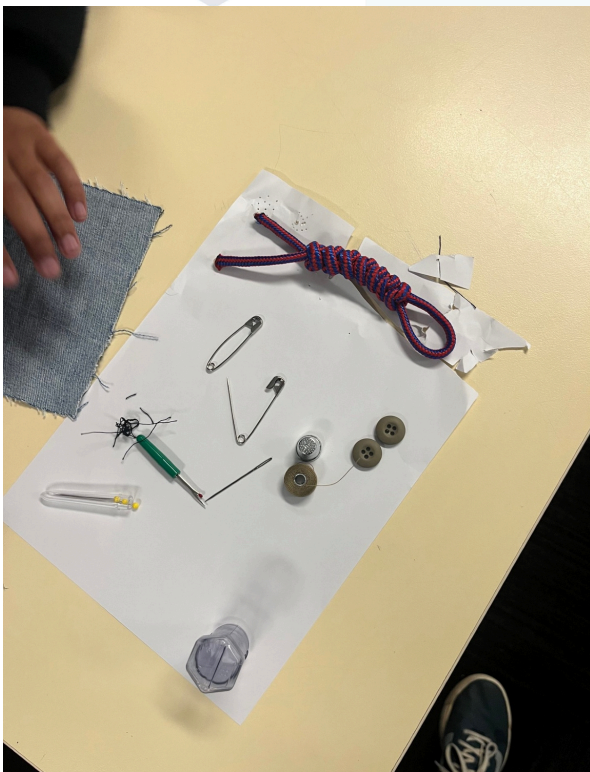
This term in Outdoor Education, our Stage 5 students have been diving deep into the Bushcraft and Navigation unit, where hands-on skills meet real-world application. Through a series of practical challenges, students have explored the essential knowledge and techniques that underpin safe, sustainable, and self-reliant adventures in the outdoors.

Forget matches and lighters—students learned to harness sparks from ferro rods, developing techniques to ignite natural tinders like dry grass, stringy bark, and paperbark. This activity builds resilience, patience, and problem-solving skills, while developing an understanding of safe fire practices, risk management, and environmental responsibility. Students discussed Leave No Trace principles and the importance of situational awareness when building fires in natural environments.

Bushcraft isn't all about flames and shelters—it's also about the practical skills that keep gear and clothing functional in remote areas. Students practised sewing on buttons and patching small rips in fabric, reinforcing the idea that preparedness and self-sufficiency are key in the outdoors. These repair skills can be vital on expeditions where replacements aren't available, and they also support a sustainability mindset—fixing rather than discarding gear.

Using their knowledge of practical knots, students created paracord keyrings designed not just for aesthetics but for emergency use. With skills in knots they constructed compact keyrings that can be unravelled and repurposed as cordage for gear repair, shelter building, or even first aid. This activity reinforced knot selection, adaptability, and practical creativity, all while building personal items they can carry with pride.

Each of these activities was designed to promote problem-solving, hands-on learning, and real-world application of outdoor education principles. The Bushcraft and Navigation unit empowers students with the skills, mindset, and confidence to act independently and responsibly in natural environments.



Open Boys Football

The Open Boys Football team at Wadalba Community School has enjoyed an incredible year, showcasing talent, resilience, and determination at every stage of their journey. Their campaign began back in Term 1 at Brisbane Water Secondary College, where a tense opening match was decided on penalties, with Wadalba holding their nerve to progress.

From there, the boys went from strength to strength, stringing together three more victories on their way to being crowned Central Coast Champions after an impressive win over Lisarow High School. This achievement alone was a huge milestone, but the team wasn't done yet.

The next challenge was a long, overnight trip to Dubbo, where the squad battled hard and came away with a deserved win. Their momentum carried into the quarter-finals, where they overcame a strong Crestwood High School in another dramatic penalty shootout, earning a spot in the NSWCHSSA State Semi-Finals—the furthest an Open Boys Football team from Wadalba has ever progressed.

Although the semi-final ended in defeat, with several key players absent, the boys displayed tremendous effort and hard work. Mr Burke and the entire school community are extremely proud of their achievements, cementing this group as the most successful Open Boys Football team in Wadalba Community School history.

Zeke Newman | Head Teacher







Ski Trip 2025

Our recent ski trip was a truly memorable experience that gave students the opportunity to learn new skills, challenge themselves, and build lasting friendships. For many of the students, this was their very first time seeing snow, which made the trip even more special. The excitement and amazement on their faces as they stepped onto the slopes for the first time will be remembered for years to come.

Throughout the trip, students participated in both skiing and snowboarding lessons. They were eager to learn, listened carefully to their instructors, and applied the skills they were taught with determination. By the end of the program, many had progressed from complete beginners to confidently making their way down the slopes. Their persistence and willingness to step outside their comfort zones was inspiring to see. Some even discovered a natural talent for skiing or snowboarding, which gave them a great sense of achievement.

The weather was another highlight of the trip. We were fortunate to experience a variety of conditions, which made the experience unique. On some days, the sun shone brightly, bringing warmth and stunning views of the mountains. At other times, fog and falling snow created a true alpine atmosphere, giving students the chance to see the landscape in all its beauty. These contrasting conditions added to the adventure and ensured the group experienced the very best of what the snowfields had to offer.

Equally important was the way students supported one another throughout the trip. Encouragement, laughter, and teamwork were constant, whether it was helping a friend on the slopes, sharing meals, or simply enjoying downtime together. Strong bonds were formed, and many students returned home with new friendships that will continue well beyond the trip.

Behaviour was another standout aspect. Students were respectful, followed instructions carefully, and represented the school in an excellent manner. Their cooperation ensured that everyone was safe, and the trip could run smoothly and enjoyably for all. Staff and instructors alike commented on how polite and well-behaved our students were, which made us very proud.

Overall, the ski trip was a huge success. Students not only developed new sporting skills but also gained confidence, resilience, and stronger connections with their peers. It was a rewarding experience that blended fun, learning, and personal growth, and one that students and staff will treasure as a highlight of the year.





PDHPE



Term 4 School Sport

Sport selections for Term 4 will open next week. The first step will be for students to select their chosen sport. Once selections close, I will allocate students into sports, and permission notes and payment details will be sent home via School Bytes.

Please take some time to talk with your child about which sport they would like to participate in. Keep in mind that if a sport does not receive enough student interest, it will not go ahead.

This term, I am hoping to introduce CrossFit for Years 9 and 10, and, with warmer weather on the way, we also look forward to running beach activities.

I always welcome new ideas! If you have any sporting suggestions, please don't hesitate to come and see me in the PDHPE staffroom.

Mrs Burns



Tuggerah Lakes Zone Athletics



The following students were successful at the Tuggerah Lake Zone Athletics Championships in July and qualified for their respective events to compete at the Sydney North Athletics Championships. It was an amazing achievement to have 25 students from Wadalba Community School qualify for this event.

Braeden Ansell - 100m, 200m, Relay
Ashton Burges - Multi Class, 800m, Javelin, Shot Put, Long Jump, Discus
Layla Healey - 100m, 200m, Relay
Mia Hodges - Relay, Shot Put
Imogen Hyslop - 100m, 200m, Long Jump
Conner Ireland - 800m, 400m, Relay
Noah Moir - Relay, Long Jump
Finn Moore - Relay, Javelin
Charlie Pescud - 100m, 200m
Levi Pryde - 100m, 200m, Relay
Tamsyn Thomsen - Relay, 400m
Alexander Wilcocks - Triple Jump, 400m
Taylah Carroll - Javelin
Kyanna Crutcher - Javelin
Zane Fraser - Relay
Ellie Harris - Relay
Mitchell Robinson - Relay
Cooper Sinclair-Wadham - Relay
Josh Stilo - 800m
Sophie Symes - 100m
Ethan Thomas - Relay
Jaxson Vickers- Relay
Phillip Weatherall - Relay
Fonokalafi Fa'anunu - Discus & Shot Put
Emily Stevens - Triple Jump



Sydney North Athletics



We would like to congratulate Ashton and Fonokalafi on their athletic achievements this year. Both boys were successful at the Sydney North Athletics Championships and have qualified for the NSWCHS State Athletics Championships at Olympic Park in September. Ashton has qualified for 3 multiclass events - 800m, 100m and Long Jump and Fonokalafi has qualified for 14boys Shot Put. Wishing you every success in your athletic journeys.





Science Report Term 3

As we continue through Term 3, I'd like to acknowledge the ongoing efforts of our students in the Science faculty. It's been encouraging to see so many of you demonstrating our school's core values of *Respect, Responsibility, and Excellence* in your learning.

In Science, we show Respect by listening actively, working collaboratively, and caring for our classroom environments. We show Responsibility by arriving to lessons prepared with all necessary equipment, including pens, pencils, ruler, calculator, and your Science book.

Keeping your book work neat, organised, and up to date is essential, as it supports revision and reinforces key learning. Excellence is achieved when students consistently complete classwork, participate thoughtfully, and submit assessment tasks on time.

A reminder to all students: assessment tasks are an important opportunity to showcase your learning. Failing to complete and submit tasks may result in an Academic Letter of Concern (Years 7–9) or an N-Warning Letter (Years 10–12). These notifications are designed to support students in getting back on track and meeting course requirements.

Let's keep striving for excellence by being prepared, engaged, and proactive in our learning. Every small step contributes to big achievements!

Emma Downey | Head Teacher

Term 3 Stage 4 and 5 Science Courses Assessment Tasks

Below is a table outlining the assessment tasks for the courses offered in the Science Faculty for Term 3. Notifications and tasks are located on your child's Google Classrooms AND a physical copy has been given to each child in class.

Subject	Year 7 Science	Year 7 Science	Year 8 Science	Year 9 Science	Year 10 Science	Stage 5 Agriculture	Stage 5 Psychology	Stage 5 Marine Studies
Topic	Earth and Space	Earth and Space	Chemistry	Chemistry	Working Scientifically	Animal Production 1	Core 1, 2 and Optional Module	Food From the Sea
Task	Research and Model	Earth and Space Topic Test	Chemistry Practical Assessment	Practical First-Hand Investigation	Student Research Project	Poultry Booklet	Online Examination	Seafood Recipe and Meal Prep.
Due Date	Week 10	Week 10	Week 8	Week 9	Week 10	Week 8	Week 9	Week 8

SCIENCE



Congratulations to our Primary and Secondary school students who submitted entries to win our Short Story Writing competition.

Primary Winner: Lilliana
Secondary Winners : Jesse and Helen



CONGRATULATIONS YEAR 12

Congratulations to all the Year 12 Industrial Technology HSC Students in Timber, Graphics and Multimedia who submitted their Major Projects in Week 4. Design and Technology Students are up next with their Major Projects due in Week 6.

We are proud of the efforts and perseverance by all students throughout the year working on their Major Projects. There have been many hours after school and school holidays working on their projects.

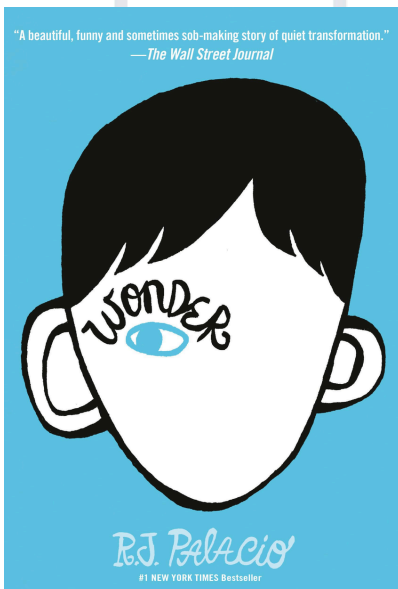
We can't wait to share pictures after they are marked by NESA.

Jesse Sant | Relieving Head Teacher

MIDDLE SCHOOL



In MPS this term, Year 7 students have been having a great time in the Rustic Rhythms PDHPE unit, learning about dance through fun and lively Aussie bush and barn dances. Students started off with mastering the Heel Toe Polka and are now creating their own unique dance moves, building confidence and creativity along the way. Later in the term, students will have the exciting opportunity to explore Aboriginal dance with our Aboriginal Leadership Team and Polynesian dance with our school Pasifika group. It's been wonderful to see them working together, trying new things, and bringing their own style to every step!



In Humanities this term, students are exploring the Changing Characters unit. Through R.J. Palacio's *Wonder*, students are discovering how people respond to challenges, show kindness, and build resilience. The unit helps students understand how values, attitudes, and personal growth are reflected in dynamic characters and how these lessons connect to their own lives. Students are seeing these ideas come to life in their interactions on the playground, in group work, and everyday situations, learning empathy, respect, and the importance of supporting others. It's been inspiring to see them reflect on how courage and understanding can make a real difference in their own communities.

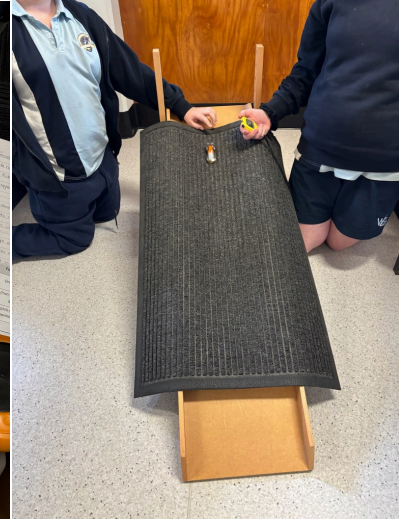


LEARNING CHOICES



Stage 4 – Raging Waters Project

This term our Stage 4 students have dived into an exciting new integrated learning program: Raging Waters. Working collaboratively across KLAs, students are developing the skills to design their own theme park. Each week, they explore a new focus area such as water usage, finance, construction science, and community impact. Already, students have tested materials for sustainability, investigated the benefits of theme parks for local communities, and moved from 2D plans to building 3D models of their very own water park designs. It has been fantastic to see students working together while adding their own personal twist to their creations, and we can't wait to see their water parks come to life.



Stage 5 - Learning Across the KLAs

Stage 5 students have been tackling a wide variety of exciting learning experiences this term. In English, they have brought Macbeth to life through roleplay and film analysis, exploring the timeless themes of power and ambition. Science lessons have focused on atomic theory, with students building their own models in practical lessons and even beginning to memorise the periodic table through song. In HSIE, they have been uncovering the causes and consequences of World War I, while in Mathematics they have been powering through data skills on Maths Online. It has been wonderful to see their creativity, curiosity, and determination shine across all subjects.



ENRICHMENT



This semester in Year 7 Enrichment, students at Wadalba Community School have had a fantastic start as they begin an exciting journey into the world of small business and social enterprise. Working in class groups, students will design and run their own small businesses with the goal of raising money to support a local charity. Already, students have shown creativity and enthusiasm—discovering that even a simple idea like a gumboot throwing competition can become a fun and effective fundraiser. Throughout the semester, they will develop a business plan, manage a budget, and explore the basics of advertising and marketing. Their projects will come to life in Term 4, when they'll promote and run their events for the school community. Wadalba Community School is proud of the positive and settled start to Enrichment, and we're excited to see the innovative ideas our students bring to life for a great cause.

Samantha Burton | Head Teacher



SUPPORT



We've had a fantastic beginning to Term 3, with our first community access excursion already a big success. Students enjoyed visiting Crackneck Lookout, where they searched for whales and spent some time in the great outdoors. Luckily, we managed to escape the rain and everyone had a wonderful time!



This term, we've also had both a primary and high school team represent our school in a state-wide bowling tournament. Our students showed excellent sportsmanship and represented us with pride. Well done to all involved!

SUPPORT



Our high school classes have begun visiting the TAS rooms for woodwork. It has been wonderful to see students learning new skills and embracing the opportunity to try something different. High school students are also looking forward to exploring the TAS cooking rooms later this term.



With plenty more exciting things to come, Term 3 is shaping up to be a great one!

Edyn Maybury | Relieving Head Teacher

LEARNING AND SUPPORT

HELP!



Volunteers needed

2025 HSC EXAMS | Calling for volunteers- We are seeking volunteers to be readers for the HSC exams held on various dates between the 16 October and 6 November. If you or someone you know could help out our students finishing their school journey, please contact Sarah.Elrick1@det.nsw.edu.au or call Learning and Support for more information.

This is on a voluntary basis and a WWCC is required.

A reader or writer should have these qualities:

- the ability to communicate clearly in English with a sufficient literacy level (highly proficient reading ~ accuracy, reading rate, spelling accuracy and writing fluency)
- understanding of the subject(s) being examined (helpful but not necessary)
- clear, legible handwriting (if writing for the student) willingness to spend time practicing with the student (as needed and training will be provided) patience and sensitivity
- understanding of the need to maintain confidentiality and an ability to do so.

Further information can be found here:

www.nsw.gov.au/education-and-training/nesa/hsc/disability-provisions/support-types/rules-for-readers-and-writers

HELP WANTED

VOLUNTEER HSC READERS

WADALBA

We are calling for volunteer readers and writers for the HSC to support during exams between the period of Thursday 16 October to Thursday 6 November.

It is on a voluntary basis and a WWCC is required.

Please see post below for further details, requirements and contacts.

Respect | Responsibility | Excellence

ENERGY DRINKS & CAFFEINE: THE FACTS

Energy drinks and energy “shots” have become increasingly popular in recent years. Many people consume them with the belief that they will assist in endurance, concentration and stamina.

People might not know that energy drinks, and particularly energy “shots”, can contain high levels of caffeine or ingredients containing caffeine such as guarana plant extract.

MIXING ALCOHOL AND ENERGY DRINKS

Alcohol is a depressant drug that slows down the brain and nervous system. Mixing alcohol with any other drug can be risky. Mixing energy drinks with alcohol can place your body under stress.

As you drink more alcohol and become intoxicated, you may lose track of the number of energy drinks (and caffeine) you consume. This can increase the risk of caffeine toxicity.

HOW CAN I GET HELP?

Contact your medical practitioner if you are worried about your caffeine intake or that of a friend or family member.

In the case of an emergency you should call **Triple Zero (000)**.

WHAT IS CAFFEINE

Caffeine is a drug which comes from the leaves, beans or nuts of different plants. It is a stimulant drug which means that it speeds up the brain and nervous system.

In addition to being present in energy drinks, caffeine is also found in coffee, chocolate, tea and some soft drinks. The caffeine content of drinks where it is found naturally (tea, coffee, chocolate) can also vary widely depending on how they are prepared.

Some prescription and over the counter medications may also contain caffeine, such as cough medicine, headache tablets and slimming products.

EFFECTS OF CAFFEINE

Caffeine can affect people in different ways and how it does depends on:

- how much you consume
- your height and weight
- your age
- your general health
- if you are pregnant or breastfeeding
- your mood
- whether you have caffeine often
- whether you have caffeine on its own, with food or with other drugs (including alcohol).

Small amounts of caffeine may have the following effects:

- you feel more awake
- your heart beats faster
- you urinate more
- your body temperature rises

- your digestive system produces more acid.

Excessive consumption can lead to **caffeine toxicity** which can cause:

- heart palpitations
- nausea
- vomiting
- headaches
- becoming confused, have hallucinations or be very excited
- insomnia
- nervousness
- pregnancy loss
- dependence (and later withdrawal).

Large amounts of caffeine may make the problem worse for people who already have heart problems or anxiety disorders.

KEEPING TRACK OF YOUR CAFFEINE INTAKE

It is important to be aware of how many energy drinks or energy “shots” you have consumed, so that you can keep track of your overall caffeine intake.

How much caffeine is safe?

Your body’s response to caffeine will depend on a number of factors including your weight and health. Although a safe level has not been determined yet, as a guide:

- Healthy adults of around 70kg weight should aim for no more than 400mg per day (about 4 cups of coffee)
- Pregnant and breast feeding women should have less than 200mg per day (about 2 cups of coffee)
- Children and young people should limit their intake of caffeinated drinks.

Energy drinks are required by law to indicate their caffeine content on the label, however the level can vary.

77mg¹



250ml
Energy drink

158mg¹



500ml
Energy drink

48.75mg¹



375ml
Typical
Cola drink

60mg¹



250ml
Instant coffee

80mg¹



250ml
Brewed coffee

107mg¹



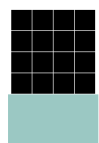
1
Short black/
espresso coffee

27mg¹



250ml
Cup of tea

10mg¹



60gm
Milk chocolate

¹ Average caffeine level, NSW Food Authority 2010