

# Wambana

## Parent Information Booklet 2022

Term 1





# welcome

## A Message from the Director



Dear Parents,

The introduction of the Wambana Experience as part of the Year 9 curriculum promises to be a significant experience in the life of Year 9 boys. Living away from home will provide many challenges and opportunities for your son. There will be personal challenges with which he must come to terms with. It may be the first time he has been separated from his family for an extended period. He will learn to live in harmony with his house mates and develop techniques to deal with other people's differences. This rich learning environment will help him come to a better understanding of adult life and enable him to gain an insight into his own place in this world.

An extended stay program away from your son's normal support structures will allow him to achieve a different understanding of family, friends, time, environment, team work, beauty, responsibility, accountability, resourcefulness and knowledge of his own physical limits. We hope, to a certain extent that your son will take control and therefore responsibility for what he wishes to learn.

This program will offer an integrated curriculum that will develop personal and social skills beyond what is possible in the traditional mainstream school environment. Key themes will form the framework of the curriculum. These include research, community engagement, outdoor adventure, health and well-being, leadership and independent living. The details to all these themes and other important information can be found in this booklet.

I believe the program is an exciting learning experience that will be enjoyed by all. The program is a great opportunity for your son to strengthen existing friendships and establish new friends. Cooperation, consideration and respect for others and our environment are central to the success of this program.

Please contact me personally on 0408 710 400 or email [dhobbs@pac.edu.au](mailto:dhobbs@pac.edu.au) if you require any further information.

Kind regards

Dale Hobbs

Director - Wambana







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# philosophy of Wambana

Today, as part of a boy's education at PAC, each Year 9 student undertakes a 35 day extended stay program known as 'Wambana' (meaning knowledge and wisdom in the local Narungga language). The key purpose of Wambana is to foster character development by helping adolescent boys better manage the transition to adulthood. This program, based at Point Turton on the Southern Yorke Peninsula, represents a journey quest, involves confronting challenges and provides an opportunity for service to others. Much of the Wambana philosophy has its origins in the thinking of German philosopher and educator Kurt Hahn who was the founder of residential schools such as Salem in Germany. His pedagogical philosophy and educational ideals encouraged students to establish personal goals, develop a code of responsibility, separate themselves from apathy and self-indulgence, cultivate a passion for life, work in small groups, and dedicate themselves to community service. Wambana builds on this philosophy and aims to broaden a boy's social skills, empathy, and positive engagement with those around him. Wambana focuses on the qualities of a good man and encourages each boy to think hard about the man they wish to become. Boys undertake a health and fitness program to enhance their physical and mental conditioning, as well as learn healthy life skills to set them on a path of general wellbeing. Boys are given the opportunity to learn the importance of being responsible for their behaviour and the effect it has on others. They will also discover the outdoors and the opportunity it holds for adventure and challenge to enhance their life.

## Purpose of Wambana

To foster growth by helping adolescent boys better manage the transition to adulthood through immersion in community, academic, spiritual and outdoor adventures.

## Aims of the program

- Allow students to make a connection between classroom based learning and the 'real world'
- Use experiential education to develop knowledge and attain a sense of place
- Immerse students in community service programs to develop a sense of 'others before self'
- Develop social skills and appropriate behaviours
- Improve the health and fitness levels of students to demonstrate the importance of a well-balanced lifestyle
- Provide for the self-fulfillment of individuals with all their differences
- Increase students awareness of the love and care that family, friends and others have for them
- Enable students to reflect on their experiences at Wambana and how it can bring about change.
- Allow the boys to realise their potential through leadership opportunities, physical challenges and independent living
- Use the outdoor environment to develop a sense of adventure and challenge.

## Outcomes

We are confident that when a boy completes the Wambana program he will:

- Be more confident
- Show an awareness of others and self
- Have a greater appreciation of family and community
- Be capable of a greater level of maturity
- Display empathy towards others
- Have developed a growth mindset
- Be capable of a greater level of independence
- Show initiative
- Be more physically fit.



# philosophy of Wambana cont.

The Wambana program uses experiential and interactive teaching strategies to promote learning, well-being and skill development. This practical approach to learning encourages young people to work together and communicate successfully.

During the Wambana program, students will learn how to plan their time, evaluate what they are doing, identify real and significant issues within their community, develop their ethical and moral framework, clearly articulate their learning, display leadership abilities, and develop solutions and recommendations.

This is a distinctly different approach to learning, which enhances outcomes and educational approaches otherwise difficult to achieve within a mainstream setting. The uniqueness of the Wambana program is defined by the following five characteristics:

- Place-based education

This approach to education emerges from the particular attributes of a place. The content is specific to the geography, ecology, sociology, history, politics and other dynamics of the location. Place-based education allows the Wambana program to demonstrate its distinctiveness.

- Learning structure

A characteristic of mainstream schooling is the plethora of subjects and the rigid structure of timetable. At school, students generally begin their school day at 8.30am and finish at 3.30pm. Throughout this time students move between classrooms and subject areas. The Wambana program allows for flexibility and spontaneity due to the extended nature of the program.

- Community immersion

The length of the Wambana program has the ability to build a deeper sense of community. Students are able to immerse themselves in activities that separate themselves from self-indulgence and dedicate their time and energy towards community service.

- Applied learning

Many aspects of a school curriculum will possibly be more effectively learned in an environment other than the conventional school. The process of experiential education allows a student to construct knowledge, skill and value directly from experience.

- Transition

The Wambana program requires a student to make a transition to a life situation that takes them away from the normal support structures of home and school. The length of time away means that students become familiar with their new environment allowing direct experiences to become more ingrained.





# three distinct phases

The Wambana program consists of three distinct phases linked to the pastoral and wellbeing program at Kent Town:

- Transition 'In' phase at Kent Town
- The 'Experience' phase on the Southern Yorke Peninsula and Southern Flinders Ranges
- Transition 'Out' phase at Kent Town

## 1. Transition In (Kent Town)

Student wellbeing is central to the ethos of Prince Alfred College and is fundamental to the development of the Princes Man. Given this, our Transition In program is a partnership between your son's class tutor and Wambana staff. We understand that your son is unique with individual needs, limitations, feelings, opportunities and expectations. Our focus, is to develop and prepare your son to achieve his potential, and to provide an experience that gives your son every opportunity to achieve success at Wambana. A clear, pastoral care focus, will guide your son during the lead in weeks before undertaking the Wambana journey. Tutorial classes, led by Wambana staff, focus upon:

*Exploring the benefits of Wambana:* Students from a previous Wambana program are invited to speak with your son's tutor group and share their thoughts, give advice and answer questions about their experiences at Wambana.

*Preparing your son's mind-set for Wambana:* It is important for your son to realise that his Wambana journey starts in the preparation stage. If he is well prepared and approaches Wambana in a positive way, he will experience success and get the most out of the program. Preparing a positive mind-set is directed towards the areas of physical inability, living away from home, living with others he may not know or like, coping with missing sport, One & All sail and Melrose Solo.

*Recognising and coping with:*

- Anxiety
- Homesickness
- Challenges (physical and mental)
- Transition (new attitudes and habits)

No one can give your son self-confidence, resilience or independence. These are skills he can develop by pushing towards his limits. It is when he overcomes obstacles that he will develop these character traits. Adequately arming him with coping strategies for these challenges will give him the best chance to succeed.

*The art of letter writing:* Your son will be given suggestions on how to write an interesting letter that is both descriptive and reflective. Students will develop the idea of writing with a sense of reader and use a multi-sensory approach. Letter writing is a daily requirement and one of the main ways to keep you informed about his experiences. Other requirements whilst at Wambana include, blog writing, journal writing and a variety of activities in your son's personal portfolio.

*Leadership:* At Wambana, your son is given the opportunity to lead his peers through daily activities. To initiate discussion on leadership in the Transition In program, we consider what leaders do, how to lead, what traits or qualities good leaders possess, and what effective leadership looks like.

*Characterising the 'Wambana Man':* The Wambana Man is often described as; confident in his own abilities, selfless, kind, hard working, diligent and focused, aware of others, compassionate, a listener, able to openly communicate, thoughtful and competent.

*Personal health and safety:* Discussions on topics including nutrition, personal hygiene, personal safety and keeping the Wardli clean are held to ensure your son is prepared to take more responsibility for his own health and safety at Wambana.



# three distinct phases cont.

As part of the Transition In program, on the Tuesday prior to departure, staff from Wambana facilitate a three-lesson training session with the tutor groups. The focus of these lessons is primarily on the requirements for the cycle tour and includes menu planning, and equipment lists.

As most students are taken out of their comfort zones when undertaking outdoor adventure activities they may find it a challenge to manage themselves whilst, at the same time, assisting their peers. With this in mind, students are also given support in the planning and logistics of the outdoor adventure activities. As these activities involve significant problem solving and decision making, with real and natural consequences, students need to work together as a team, and develop leadership skills.

## 2. The Experience (Wambana)

The curriculum will consist of the following elements:

- Research
- Community Engagement
- Outdoor Adventure Activities
- Health and Fitness
- Independent Living
- Leadership

## 3. Transition Out (Kent Town)

Similar to the Transition In phase, the weeks following your son's Wambana experience will have a clear pastoral care focus which will help consolidate the unique learning he attained during his time at Wambana. The pastoral care lessons focus on:

1. Where to from here? Goals beyond Wambana.
2. Invitation to undertake the Duke of Edinburgh's Award
3. Research - How has Wambana helped you define, change and/or begin to become the man you want to be?

## Student Led Conference

As part of the transition out program, the first Thursday upon return is dedicated to the Student Led Conference. As parents, you are invited to attend a review conference led by your son and a Wambana staff member. This is an important time for you to hear your son's story through the lens of his developmental portfolio. His portfolio, along with his letters, are an important record of his progress over the five weeks. The conference will also provide you with the opportunity to ask your son questions about his learning and growth and receive feedback from Wambana staff.

The sharing of your son's portfolio is a significant milestone and acts as a final report of his extended stay experience. This aims to act as a new beginning in his learning journey generating a renewed focus and energy; one we hope to sustain over his remaining secondary years.

The conference will take place during the day and follow our timetable structure. Each Wambana staff member will be assigned a family. Information regarding your son's Student Led Conference will be communicated with you in the week leading up to the end of the Wambana program. All enquiries regarding the Student Led Conference can be made through Megan McLaughlin in the Middle School on 8334 1219.





# dates for 2022

## Wambana Program Dates 2022

Program 1	Week	Day	Date	Time	Location
Student Transition In	1	Wednesday	16th February	8.30am - 9.10am	PAC - McBride Room
Student Transition In	1	Thursday	17th February	8.30am - 9.10am	PAC - McBride Room
Student Transition In	1	Friday	18th February	8.30am - 9.10am	PAC - McBride Room
Student Transition In	2	Monday	21st February	8.30am - 10.30am	PAC - McBride Room
PARENT INFORMATION NIGHT	2	Monday	21st February	6.00pm - 7.00pm	PAC - Chapel
Student Transition In	2	Tuesday	22nd February	8.30am - 10.30am	PAC - McBride Room
Program Begins	Start of week 5	Monday	28th February	7.00am	Dock 2, Port Adelaide
Collection, Presentation & Lunch	End of week 9	Saturday	2nd April	9.00am - 1.00pm	Wambana
Program Conclusion	End of week 9	Saturday	2nd April	1.00pm	Wambana
Student Transition Out	10	Wednesday	6th April	8.30am - 9.10am	PAC - McBride Room
Student Led Conference	10	Thursday	7th April	8.30am - 3.30pm	PAC - McBride Room
Student Transition Out	10	Friday	8th April	8.30am - 9.10am	PAC - McBride Room
Program 2	Week	Day	Date	Time	Location
Student Transition In	10 (Term 1)	Monday	4th April	8.30am - 9.10am	PAC - McBride Room
Student Transition In	10 (Term 1)	Tuesday	5th April	8.30am - 9.10am	PAC - McBride Room
Student Transition In	10 (Term 1)	Thursday	7th April	8.30am - 9.10am	PAC - McBride Room
Student Transition In	11 (Term 1)	Monday	11th April	8.30am - 10.30am	PAC - McBride Room
PARENT INFORMATION NIGHT	11 (Term 1)	Monday	11th April	6.00pm - 7.00pm	PAC - Chapel
Student Transition In	11 (Term 1)	Tuesday	12th April	8.30am - 10.30am	PAC - McBride Room
Program Begins	End of holidays	Sunday	1st May	7.00am	Dock 2, Port Adelaide
Collection, Presentation & Lunch	End of week 5	Saturday	4th June	9.00am - 1.00pm	Wambana
Program Conclusion	End of week 5	Saturday	4th June	1.00pm	Wambana
Student Transition Out	6	Wednesday	8th June	8.30am - 9.10am	PAC - McBride Room
Student Led Conference	6	Thursday	9th June	8.30am - 3.30pm	PAC - McBride Room
Student Transition Out	6	Friday	10th June	8.30am - 9.10am	PAC - McBride Room







# dates for 2022

## Wambana Program Dates 2022

Program 3	Week	Day	Date	Time	Location
Student Transition In	1	Monday	25th July	8.30am - 9.10am	PAC - McBride Room
Student Transition In	1	Wednesday	27th July	8.30am - 9.10am	PAC - McBride Room
Student Transition In	1	Friday	29th July	8.30am - 9.10am	PAC - McBride Room
Student Transition In	2	Monday	1st August	8.30am - 10.30am	PAC - McBride Room
PARENT INFORMATION NIGHT	2	Monday	1st August	6.00pm - 7.00pm	PAC - Chapel
Student Transition In	2	Tuesday	2nd August	8.30am - 10.30am	PAC - McBride Room
Program Begins	End of week 2	Sunday	7th August	7.00am	Dock 2, Port Adelaide
Collection, Presentation & Lunch	End of week 7	Saturday	10th September	9.00am - 1.00pm	Wambana
Program Conclusion	End of week 7	Saturday	10th September	1.00pm	Wambana
Student Transition Out	8	Wednesday	14th September	8.30am - 9.10am	PAC - McBride Room
Student Led Conference	8	Thursday	15th September	8.30am - 3.30pm	PAC - McBride Room
Student Transition Out	8	Friday	16th September	8.30am - 9.10am	PAC - McBride Room
Program 4	Week	Day	Date	Time	Location
Student Transition In	9 (Term 3)	Monday	19th September	8.30am - 9.10am	PAC - McBride Room
Student Transition In	9 (Term 3)	Wednesday	21st Septemebr	8.30am - 9.10am	PAC - McBride Room
Student Transition In	9 (Term 3)	Friday	23rd September	8.30am - 9.10am	PAC - McBride Room
Student Transition In	10 (Term 3)	Monday	26th September	8.30am - 10.30am	PAC - McBride Room
PARENT INFORMATION NIGHT	10 (Term 3)	Monday	26th September	6.00pm - 7.00pm	PAC - Chapel
Student Transition In	10 (Term 3)	Tuesday	27th September	8.30am - 10.30am	PAC - McBride Room
Program Begins	End of holidays	Sunday	16th October	7.00am	Dock 2, Port Adelaide
Collection, Presentation & Lunch	End of week 5	Saturday	19th November	9.00am - 1.00pm	Wambana
Program Conclusion	End of week 5	Saturday	19th November	1.00pm	Wambana
Student Transition Out	6	Wednesday	23rd November	8.30am - 9.10am	PAC - McBride Room
Student Led Conference	6	Thursday	24th November	8.30am - 3.30pm	PAC - McBride Room
Student Transition Out	6	Friday	25th November	8.30am - 9.10am	PAC - McBride Room





# program overview

## Wambana Program Days 1-9

\*Note: this is a guide only. Times and activities may change.

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Monday	Tuesday	
6.30am-7.00am	Arrive at Dock 2	Wake up Fitness preparation - stretching, warm ups								
7.00am-7.45am	Load gear in trailers	Breakfast				Fitness 3km run	Fitness 3.8km run	Fitness 5.0km run	Soccer	
7.45am-8.50am	8.00am Sail away	NOD BOM	NOD BOM	NOD BOM	Expo pack up	Breakfast				
8.50am-9.00am	Sailing	Fitness testing	Innes National Park ride	Minlaton to Weavers Lagoon	Wardli allocation	News of the day (NOD) - Excuse me Gentlemen (EMG) - Bureau of Meteorology (BOM)				
9.00am-9.50am		Cycle tour brief	Entrance of Dhillba Guuranda Innes National Park to Dolphin Bay		Wardli rules	Wardli checks	Surfing	Surfing	Wardli meetings	
9.50am-10.30am		Tour of Turton			Food shopping prep.	"Living in Harmony" skills in communal living			Group 1 Leisure Options Group 2 Adventure class Group 3 Farm visit	
10.30am-12.00pm										
12.00pm-1.00pm										Lunch
1.00pm-2.00pm		West Cowie ride	Dolphin Bay to Entrance of National Park	Weavers Lagoon to Edithburgh						Lunch
2.00pm-3.00pm					Bus to Wambana					
3.00pm-3.30pm					Emergency brief	Free time				
3.30pm-4.45pm		Port Vincent								
4.45pm-5.45pm	Bus to Wambana	Free time			Move into Wardli's	Chill out time - letter and journal writing				
5.45pm-6.00pm	Arrive Wambana				Dinner prep	Letters posted and Journals checked				
6.00pm-7.30pm	Dinner and set up	Dinner on Trangia			Dinner					
7.30pm-8.45pm	Lead'ship brief	Oranges and Lemons			Classroom					
8.45pm-9.00pm	Preparation for bed - brush teeth, quiet reading, journal writing									
9.00pm	Torches out				Lights out					
9.00pm-6.30am	Sleep ZZZzzz									



# program overview cont.

## Wambana Program Days 10 -19

\*Note: this is a guide only. Times and activities may change.

	Day 10	Day 11	Day 12	Day 13	Day 14	Day 15	Day 16	Day 17	Day 18	Day 19
	Wednesday	Thursday	Friday	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
6.30am-7.00am	Wake up Fitness preparation - stretching, warm ups									
7.00am-7.45am	Fitness 7km run	Golden Nuggets	Fitness 9km run	Yoga	3.8km run	Fitness 5km run	Soccer	Fitness 7km run	Capture da flag	Fitness 9km run
7.45am-8.50am	Breakfast									
8.50am-9.00am	News of the Day (NOD) - Excuse me Gentlemen (EMG) - Bureau of Meteorology (BOM)									
9.00am-9.50am	Community service learning  Point Turton Progress Association	Classroom					Wardli meetings	Minlagawi Gum Flat Community project at Minlaton	Classroom	
9.50am-10.30am		Group 1 Wood oven pizzas	Wardli meetings	Group A Warooka school gym	Surfing	Surfing	Group 1 Farm visit		Group 1 Hooded Plover research	Wardli meeting
10.30am-12.00pm			One on ones							One on ones
12.00pm-1.00pm		Group 2 Bublacowie Military Museum	Lunch							Group 2 Leisure Options
1.00pm-2.00pm	One on one meetings	Group 3 Hooded Plover research	Food shopping	Group B Snorkelling			Group 3 Adventure class	One on one meetings	Group 3 Bublacowie Military Museum	Food shopping
2.00pm-3.00pm										
3.00pm-3.30pm										
3.30pm-4.45pm	Free time									
4.45pm-5.45pm	Chill out time - letters and journal writing									
5.45pm-6.00pm	Letters posted and journals checked									
6.00pm-7.30pm	Dinner									
7.30pm-8.45pm	Classroom									
8.45pm-9.00pm	Preparation for bed - brush teeth, quiet reading, journal writing									
9.00pm	Lights out									
9.00pm-6.30am	Sleep ZZZzzz									





# program overview cont.

## Wambana Program Days 20 -29

\*Note: this is a guide only. Times and activities may change.

	Day 20	Day 21	Day 22	Day 23	Day 24	Day 25	Day 26	Day 27	Day 28	Day 29		
	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Monday		
6.30am-7.00am	Wake Up Fitness preparation - Stretching, Warm Ups									Breakfast		
7.00am-7.45am	Fitness Yoga	Fitness 3.8km run	Fitness 5km run	Fitness Soccer	Fitness 7km run	Fitness Wardli Olympics	Fitness 11km run	Fitness Yoga	Fitness testing	Wambana site clean		
7.45am-8.50am	Breakfast							Breakfast				
8.50am-9.00am	NOD & EMG & BOM						Breakfast	NOD, EMG & BOM		Expedition food shopping		
9.00am-9.50am	Classroom				Dhilba Guuranda Innes National Park Day Hike	Group 1 Hooded Plover reserach  Group 2 Wood oven pizzas  Group 3 Bublacowie Military Museum		Classroom	Wambana pack up			
9.50am-10.30am	Group A Snorkelling	Surfing	Surfing	Group 1 Adventure class			11km run debrief	Navigation training				
10.30am-12.00pm				Group 2 Farm visit			Melrose brief	Hutchie set up				
12.00pm-1.00pm	Lunch			Travel to Melrose								
1.00pm-2.00pm	Group B Warooka school gym						Group 3 Leisure Options	Melrose expedition prep	Navigation training Hutchie set up	Wambana pack up		
2.00pm-3.00pm												
3.00pm-3.30pm												
3.30pm-4.45pm	Free time									History tour of Melrose		
4.45pm-5.45pm	Chill out time - letters and journal writing											
5.45pm-6.00pm	Letters posted and journals checked											
6.00pm-7.30pm	Dinner								Communal dinner	Dinner on Trangia		
7.30pm-8.45pm	Classroom									Hike prep		
8.45pm-9.00pm	Preparation for bed - brush teeth, quiet reading, journal writing									Prep for bed		
9.00pm	Lights out									Torches out!		
9.00pm-6.30am	Sleep ZZZzzz									Sleep ZZzz		



# program overview cont.

## Wambana Program Days 30 - program conclusion

\*Note: this is a guide only. Times and activities may change.

	Day 30	Day 31	Day 32	Day 33	Day 34																							
	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday																	
6.30am-7.00am	Hike to Rankins	Paired solo campout	Solo campout	Wake up breakfast		W e e k e n d	Attend classes at Kent Town as normal																					
7.00am-7.45am				Pack up	Pack up																							
7.45am-8.50am					Flaherty's Beach hike and final debrief			Attend classes at Kent Town as normal	Transition Out Lesson 8.30am to 9.10am	Student Led Conference at Kent Town 8:00am to 3.30pm	Transition Out Lesson 8.30am to 9.10am																	
8.50am-9.00am				Solo brief					Bakery Wirrabara		10.00am Meet parents																	
9.00am-9.50am		Travel back to Wambana						Tour of Wambana	Attend classes at Kent Town as normal	Attend classes at Kent Town as normal	Attend classes at Kent Town as normal																	
9.50am-10.30am				Solo campout	11:30am Solo debrief			11.00am Presentation																				
10.30am-12.00pm		Pack away gear			Lunch																							
12.00pm-1.00pm					Hike out to Bartagunya			Home																				
1.00pm-2.00pm		Free Time																										
2.00pm-3.00pm															Bus to show grounds													
3.00pm-3.30pm		Chill Out																										
3.30pm-4.45pm															Gear pack up													
4.45pm-5.45pm		Paired solo campout			Communal dinner																							
5.45pm-6.00pm																												
6.00pm-7.30pm		Affirmations	Classroom																									
7.30pm-9.00pm	Prep for bed																											
8.45pm-9.00pm															Torches out!													
9.00pm															Sleep ZZZzzz													
9.00pm-6.30am																												

# the role of academics at wambana

## The Academic Focus

The uniqueness of our program revolves around the way in which learning occurs. The living environment, the specific social, geographical and natural context provided by the Wambana program, will dictate the curriculum with a particular focus on boy's social and emotional development. Mr Gary Jenkinson will oversee the implementation of the academic program.

At the Kent Town campus, tutorial classes participate in the transition-in program. Key elements of this preparation include, having a positive mind-set, overcoming anxiety and homesickness, goal-setting, preparing menus and lists for food shopping, packing and gathering equipment for the three phases of the program. Students must own this preparation, by being actively involved, using family as a resource only.

Whilst Wambana is far from the classrooms of Kent Town, the boys still engage in academic pursuits linked to the Australian Curriculum. Through classroom sessions and experience gained from Wambana activities, the boys focus on building personal and social capabilities to help build self-management, self-awareness, social management and social awareness. Uniquely, the program offers a context for developing these personal characteristics through the complexities of living with peers, gaining new found independence, developing work ethic, increased responsibility, and awareness of self and others.

Aside from General Capabilities, the boys also focus on elements of the curriculum learning areas, particularly English, Science, Health and Physical Education, History and Geography with academic experiences linked to activities in the Wambana program. Some examples include:

- English – letters, SAC journal, essays, poetry, verbal communications, literature, film, games, and uninterrupted silent sustained reading.
- Science – Hooded Plover research project, marine debris survey, conservation.
- Health and Physical Education – fitness program, nutrition, reflection on behaviours (self and others), First Aid and Surf Rescue, mental health and wellbeing
- History – Australia's military history brought to life at Bublacowie, Narungga history on Yorke Peninsula, and community service at local historic sites.
- Geography – Navigation and map reading at Melrose, Wool production at Orrie Cowie Farm, coast care/revegetation

## Wambana Reading Program

The Wambana Reading Program builds on the initiative at Kent Town where boys read regularly in their tutor classes.

Each morning students will be given up to 30 minutes of reading time. Boys will regulate their own reading and complete at least one text while at Wambana, which will be studied as a group. Regular sessions are given to discussion of the text, and at times there will be an opportunity for boys to listen to the text being read aloud by either a lead staff member or a student. The boys will also be encouraged to complete further reading of their own choice.





# indigenous perspectives

## Incorporating Nharangga Culture at Wambana

At Wambana we believe in the process of reconciliation, and actively work to include Indigenous perspectives in the Wambana curriculum. Wambana staff have, on several occasions, met with local Nharangga elders, and Nharangga Aboriginal Progress Association (NAPA) representatives to make connections, and have conversations about how Nharangga culture can be included into the Wambana program.

## Nharangga Language

The name of the site, Wambana (meaning knowledge and wisdom) and the houses the boys live in, Wardli's (meaning dwelling), reflect use of the Nharangga language at the site. NAPA have recently promoted their Cultural Language Resource and we use this as a teaching resource (e.g., for Nharangga names for animals and plants) prior to the Minlagawi Gum Flat project (day 17) and the hike at Dhillba Guruunda – Innes National Park (day 24).

## Connection to Country

Some of the activities we undertake at Dhillba Guruunda – Innes National Park (such as Hooded Plover Research) are, at times, with staff who are Nharangga, and these staff will discuss with students their connection to Country and new projects, such as Marna Banggara, that are happening within the National Park. The Wambana program is continuing to expand in this space as more opportunities arise.

## Minlagawi Gum Flat Project

We are active participants in a partnership with the District Council of Yorke Peninsula in the Minlagawi Gum Flat project. This project involves the regeneration of a significant Nharangga site, Minlagawi Gum Flat, located at Minlaton. Each program, students work at the site, providing community service hours to restore the area and create a community space. Staff and students work alongside NAPA representatives and community leaders, who explain to the boys the significance of the Minlagawi Gum Flat site.

## Community

In a community sense, senior Wambana staff have been active in the drafting of the Minlagawi Gum Flat Management Plan, attending meetings with representatives from Nharangga Nations Aboriginal Corporation (NNAC), NAPA and Nharangga families. This group has identified that more cultural experiences can be developed and offered for schools in the future. This discussion was generated directly because of Wambana's involvement at the Minlagawi Gum Flat site to date.

Wambana staff are conscious of incorporating indigenous perspectives into the program, and are looking forward to expanding in this area. We are privileged to be able to offer the boys the opportunity to gain knowledge and understanding of the rich Nharangga culture and history of the area, in a meaningful and relevant way.



# activity descriptions

## Wambana Activity Descriptions

**One & All:** On the first day of the Wambana Experience, the boys sail aboard the tall ship the *One&All* from Port Adelaide to Port Vincent (on the East coast of the Yorke Peninsula). On board, students learn knot-tying skills, how to set the sails, steer the ship at the helm and climb the masts or bow nets.

**Cycle Tour:** The first week at Wambana entails a four day cycle tour Monday to Thursday. Each day we ride approximately 45km to various locations around the Yorke Peninsula. Riding conditions vary from off road to gravel and sealed roads.

**Morning Fitness:** Days 6 - 29 we run a fitness program each morning before breakfast comprising of two components: distance running with strength training and fitness games. On the running days, students and staff run alternate distances, starting with a 3.4km run. Other distances are 3.8km, 5km, 7km, 9km, and then one 11km run on day 27. The morning runs are an individual activity to improve personal fitness; not a race. Students set goals for themselves and are expected to run the distance to the best of their ability. Upon returning, students get into the routine of starting their strength training of push ups and sit ups. Students set goals for themselves and work on improving their push up/sit up count each morning. For additional strength training, there are chin up and dip bars, a slack line and a climbing wall for students to challenge themselves further.

**Fitness Testing:** Once at the beginning of Wambana and again near the end of the program, students participate in a fitness test. Fitness testing gives the students a quantitative measurement of their physical abilities before starting the fitness program. Students can use this as a benchmark to set goals for themselves and can see their personal improvement. This gives them a sense of achievement at their accomplishments, and to help motivate them to keep working hard. Fitness testing includes beep test, flexed arm hang, push ups, planks, sit ups and wall sits optional.

**Gym Day:** With half of the group at a time, we visit the local Warooka Primary School gymnasium to play games for about 2 hours. Often based on student choice, this activity includes games such as dodgeball, basketball, soccer, "all sports", tag games etc. This gymnasium offers a wide range of equipment and is a beautiful facility to have fun and get creative with team games.

**Fitness Games:** Alternate mornings, students engage in fitness games, rather than running and strength training. This is a fun way for students to give their bodies a break, while still being active and maintaining a morning routine. Fitness games include soccer, capture the flag, golden nuggets (strategy and team-work), beach games, yoga, team relay races, obstacle courses and a "Wardli Olympics" (strength, balance, agility, aim, and reach competitions).

**Chill Out:** Chill-out provides students an opportunity to relax, reflect, write and have some alone time. From 4:45pm-5:45pm daily, students go out to a designated chill-out spot near a log or tree to sit back and read their letters, write home or in their journals, take a nap, read a book, day-dream, etc. Sharing a house with 7 others, this time of day is often a welcomed time of reflection and peace and quiet.





# activity descriptions cont.

## Wambana Activity Descriptions

**Wood Oven & Bike Mania:** The boys get to embrace their inner Italian and learn the art of pizza and bread making! Starting with creating hand-made dough, students work their way through prepping the toppings, and the intricacies of cooking in a wood fired oven. The day then moves to another Italian passion; bicycles, where the boys learn skills in servicing and maintaining a bike, and bike-handling.

**Wambana Projects:** During the program the boys will be involved in some hands-on projects around the Wambana campus e.g. working in the Wambana orchard, the “chook” yard, doing stone masonry work, or helping with projects for future students to benefit from. These projects may include helping on a community project at the local park, e.g.; building a bike track. Together in small groups accompanied by staff, students get the experience of working with basic gardening or hand tools, learn building skills and get to “leave their mark” as they admire a finished project at the end of the day.

**Baking:** Students are provided with a "baking goods" shopping list for their Wardli, which allows them to have ingredients on hand for making baked goods and treats throughout their time at Wambana. This is beneficial as it promotes healthier eating and budget management, and students often spend free-time baking so that they have daily snacks and dessert. During the first week at Wambana, staff assist students in the kitchen to make a baked dessert of some sort. Popular desserts include ANZAC biscuits, brownies, cakes and cookies. The boys are also encouraged to try new things or bring favourite recipes from home.

**Roast Preparations:** At Wambana, there is a large emphasis on domestic skills and the work required to successfully live in a Wardli. Part of this is learning how to cook, so one of the first skills taught in the kitchen is how to prepare a roast. On the day of the roast preparation, the boys will learn the ingredients needed, the cooking utensils and equipment needed, how to season and prepare the meat, basting techniques, and how to safely and properly cook the roast. This is an activity that promotes teamwork and creative thinking. Part of an excellent roast dinner is what has been prepared to accompany the meat, boys are encouraged to think outside the box and work with their house mates for this roast dinner.

**Adventure Class:** This day is all about being outside and finding wonder in the natural world. The activity will depend on the weather resulting in anything from a barefoot walk along the beach with a campfire, to a sea kayaking trip with a pebble skimming competition. On our barefoot walk our direction and decisions are left up to the flip of a coin, and throughout the day we work on discovering personal values, identifying the benefits of being exposed to nature and finding the positives in adventure. The sea kayaking adventure entails a basic introduction to sea kayaking and a small expedition. The session includes a brief about proper use of equipment, conditions and safety followed by some on-water learning and activities. Students will then go on a small paddle along the coast where they will find a nice spot for lunch before returning a few hours later.





# activity descriptions cont.

**Hooded Plover Research:** The aim of this project is to establish a systematic long-term monitoring program which will regularly assess Hooded Plover distribution, breeding activity and threats at priority sites on Yorke Peninsula (within Dhillba Guuranda-Innes National Park). Results will guide plans for on-ground management to increase Hooded Plover numbers by enhancing nesting success. The key objective of the project is for your son and his research team to survey beach sites of appropriate Hooded Plover habitat on the Yorke Peninsula (Dhillba Guuranda - Innes National Park).



**Marine Debris Project:** Students will also be involved in the Marine Debris Project, which is aimed to understand the sources of marine debris (litter) entering our local ocean environments and the potential impacts on marine ecosystems and wildlife. Litter is collected from a length of beach at each site then categorised, counted and weighed. Monitoring results are provided to DEWNR and entered into an online database that provides details on what is found across 38 different monitoring sites.



**Bublacowie Military Museum:** Bublacowie is the second largest military museum after Canberra. The boys will be involved in helping with some of the outdoor grounds maintenance tasks required and will then be rewarded with a barbecue lunch, followed by an informative talk and tour of this amazing museum.



**Minlagawi Gum Flat:** Minlagawi Gum Flat is an open space community project at Minlaton, where the boys will be involved in a number of tasks, from designing and marking out walking or mountain bike trails, building those trails, removal of pest plants, or building a wooden fence at one of the historical sites. Other school and community groups are also involved in this project, which includes a community BBQ lunch. Minlagawi Gum Flat is a great day for the students to learn about the history of the area (use of horse troughs and land, etc.) and do some community work where they see the direct results and impact of their work at the end of the day.



**NOD - News of the Day:** The leaders of the day walk to the local 'Mall' to buy the daily newspaper. They read through and share the news of the day with the class.

**BOM - Bureau of Meteorology:** This time focuses on the weather and how it will impact the day. The boys learn how to interpret information from the Bureau of Meteorology and apply it to their activities for the day.

**EMG - Excuse Me Gentlemen:** The leaders for the day take turns to introduce their partners to the rest of the group. This activity allows the boys to get a deeper understanding about the members of their class.



**Leisure Options:** Leisure Options is a community program based in Minlaton and Yorketown which runs a volunteer-based range of leisure opportunities for people with disabilities. Students work in small groups to assist disadvantaged people to have fun, create new friends, and assist participants to gain an increased sense of wellbeing and self-worth. Activities may include crafts, baking, woodworking, board games, beach walks, and general social interaction over a BBQ.

# activity descriptions cont.

## Wambana Activity Descriptions

**Farm Visit:** Students will get an insight to what it is like to live and work on a farm by visiting the Orrie Cowie property located about 5 minutes from the Wambana campus. The owner of the property, Heather, will give the students some hands-on experiences which may include working with the sheep in the yards, collecting sheep manure and straw, or feeding sheep and cleaning out water troughs. There may also be a shearing demonstration followed by an insightful talk about wool and its benefits and uses.

**Snorkelling:** As part of the adventure class program students may have a snorkelling session during their stay at Wambana. Students will be given an introduction to equipment, skills and safety, the boys will then dive into the underwater world and experience marine wildlife including many different species of fish, grass and coral. If they are lucky, they may even see some of the dolphins or seals that call Hardwicke Bay home.

**Surfing:** The program consists of several days of surfing around the Peninsula and some theory sessions in the classroom. There is a particular focus on individual development and progression as well as gaining greater water confidence and resilience. All equipment is provided, staff are qualified to instruct, and local instructors are also utilised to ensure students get the most out of the activity.

**Navigation & Orienteering:** Prior to the Melrose expedition, students are trained in navigation and orienteering skills both at Wambana and at Melrose the day before the hike. Students are taught map-reading, compass skills and survival skills about being lost or injured while hiking. While at the Melrose showgrounds, students participate in an orienteering course where they use grid reference coordinates to find marked flags and try to be the first group back with all the successful answers; this activity is a great way to develop and practice navigation skills with a partner.

**Melrose History Tour:** Upon arriving at Melrose, students head out in pairs to do a self-guided history tour of the “oldest town in the Flinders”. The boys follow a tourist brochure of all the local historical attractions, learning about and exploring the town. Students get the opportunity to work with a map to navigate, as well as an opportunity to carry their hiking packs to get used to its weight and feel. Staff can assist with fitting the pack and make any adjustments necessary before the hike.

**Melrose Expedition:** Wambana’s major bushwalking expedition involves an 11km hike through Bartagunyah area in the southern Flinders Ranges. Students are split into hiking groups of 6-8 boys, and then navigate their way to an area where we camp near Rankins Hut. Staff do not hike with the group, but rather follow close by to allow the students independence, a chance to focus on navigation skills and use their leadership and team work. Once at the destination, a staff member places students out together for their paired solo, where they set up camp for the night. Students will be brought in by a staff member the next morning. Following a group brief, students then head out on their solo, where they can choose to be placed in zone 1, 2 or 3 (depending on how far away from base camp they would like to be).





# student wellbeing

The primary focus of the Wambana Wellbeing Program is to develop the confidence and independence of every student, while at the same time ensuring that the boys experience happy and healthy relationships with their peers, within a nurturing and mutually supportive school community.

The Wambana Wellbeing Program is a direct continuation of the pastoral care and wellbeing program at the Kent Town Campus. Each student's first point of contact will be one of the Wambana staff members. The role of the Wambana Teacher encompasses the following:



- Being available as a source of support, encouragement and guidance to the students in his or her care
- Monitoring individual student progress across the entire program
- Monitoring group dynamics closely, and facilitating a successful and rewarding journey through the various stages of group development
- Assisting boys in understanding and managing the daily tasks essential to cooperative independent living
- Keeping boys informed of all programs and preparations required
- Close liaison with the Director of Wambana, and communicating and consulting with parents as needed.

The wellbeing of your son is central to the success of the Wambana program. Given this, a strong partnership exists between the Wambana staff and the Student Success Team based at the Kent Town Campus. The collaboration between the staff ensure that your son gets the very best care in relation to his social and emotional management.

The following qualities relating to personal development, community living and group activities are addressed and reflected upon throughout the program:

Leadership	Social Skills	Self Management (Organisational)	Self Management (Affective)
Communication	Collaboration	Time Management	Mindfulness
Interaction	Empathy	Goal Setting	Positive Mindset
Feedback	Others Before Self	Planning	Emotional Management
Integrity	Responsibility	Self-belief	Stress & Anxiety
Courage	Conflict management	Perseverance	Self-motivation
Empowerment	Decision-making	Motivation	Resilience

## Health and Wellbeing

Our 'Health and Wellbeing Program' will incorporate aspects of fitness, food and nutrition required for the program. In particular, students will plan shopping lists within their small teams. We will provide a menu guide that outlines meals that are healthy, plentiful, nutritious and enjoyable. Due to the nature of the curriculum, students will be more active throughout the day than in comparison to their normal lives. Opportunities to monitor fitness levels will take place in the pre and post phase of the program.

## Student Leave During the Program

Students will not normally be permitted to leave or go home during the program, however, special circumstances do arise from time to time. Parents and students are encouraged to discuss any special needs with the Director of Wambana.





# student wellbeing cont.

## Alternative Eating Plans

At Wambana we recognise the need for students to have access to foods that suit changes in their diet due to cultural choices, dietary requirements or food allergies. All parents will be contacted via email four weeks prior to your son's departure for Wambana. At this point, parents of a child with alternative dietary requirements are required to contact the Director of Wambana to discuss your child's needs and provide a detailed outline of your child's requirements. Wambana staff will then work with the PAC Health Centre to ensure they are fully prepared to meet your son's requirements. Parents are encouraged to meet with a staff member to discuss their son's dietary needs during the 'transition in' week. Please contact the Director to request a meeting and organise a suitable time.



Parents will be expected to provide staff with any required medication and action plans relevant to their sons needs on Day 1 at the *One & All* departure. On arrival at Wambana, students will work with Wambana staff to create an alternative eating plan which is then implemented during the 'Living in a Wardli' phase of the program. Any requirements will be incorporated into the menu plan of the Wardli in which your son resides. He and a staff member will meet with his Wardli group to discuss the implementation of this plan in a way which suits the group and is respectful and safe for your child.

## Allergy and Anaphylaxis Management

The College has established a whole school approach to the prevention and emergency management of anaphylaxis which includes identification of students at risk, allergen awareness, prevention and/or management of anaphylaxis and availability of prescribed adrenaline auto-injectors for students with anaphylaxis. Students who have an adrenaline auto-injector, e.g. Epipen, prescribed for the treatment of a severe allergic reaction are asked to send at least two adrenaline auto-injectors to camp (e.g. their Epipen from school and their Epipen from home).

## Nut Aware Policy

Prince Alfred College is a nut-aware school and restricts the provision of nuts and nut products to students. As the Wambana Campus is an extension of the main school, the Nut Aware policy also applies at Wambana. The College acknowledges that due to food processing practices, it is impossible to eliminate nuts or nut products entirely from an environment where there is food; however, the College encourages parents, students, and staff to avoid bringing foods that contain nuts on to school grounds, on excursions, and tours.

During the cycle tour, food for the first 5 days of the program is brought in by the boys. We ask that no foods containing nuts or nut products are included in the cycle tour food products. During the rest of the program, food will be supplied by PAC and thus restrictions on nuts and nut products will be in place, and will be monitored by staff during meal planning and shopping trips.

Students with severe allergies to other foods, insects or medication will be accommodated on a case-by-case basis in conjunction with the boy's parents, the PAC Health Centre and Wambana staff.





# student wellbeing cont.

## Dealing with Homesickness

For most boys, this experience is likely to be the greatest challenge of their short life so far. When your son begins the Wambana program, there will be significant adjustments that he will need to make. These adjustments are necessary ones, but may seem difficult at first. Living with friends under the same roof, having responsibilities for the day-to-day functioning of the residence and trying to cope with new routines and a new environment may bring out feelings of homesickness. We understand that homesickness is not unusual and we make this a focus of the program to assist all boys in making the transition from the 'familiar and known' to the 'new and unknown'. To manage his homesickness, the Wambana staff will support and encourage your son to:



- Make an effort to talk to someone in his Wardli group
- Get into free time activities which build up a storehouse of good new memories
- Talk to someone else about how you feel – all other students will probably feel much the same as he does
- Respond to the invitations of others to participate in games or activities
- Recognise this is a grief experience. Have a good cry; it's nothing to be ashamed of when you're feeling down
- Jot down thoughts, experiences and dreams in a journal, and try to make some sense out of the experience
- Write a letter home so he feels connected
- Be kind to himself – it is okay to miss home as it is perfectly normal. After all, he has spent most of his life there until now, so tears can be cleansing.

## Wambana Behavioural Expectations

The residential program will be a less structured experience for students than they may be used to at the Kent Town Campus. None the less, appropriate behaviour will be expected always. The program will follow the guidelines and expectations already in existence at our College. There are clear policies regarding behaviour that is detrimental to any individual and the greater community. Upon arrival, students will be informed of the consequences if breaches of rules take place. The behaviour management policy clearly outlines a process of management. Depending on the nature of behaviour that occurs, responses may include discussions with students and their Wardli group and telephone calls to parents.

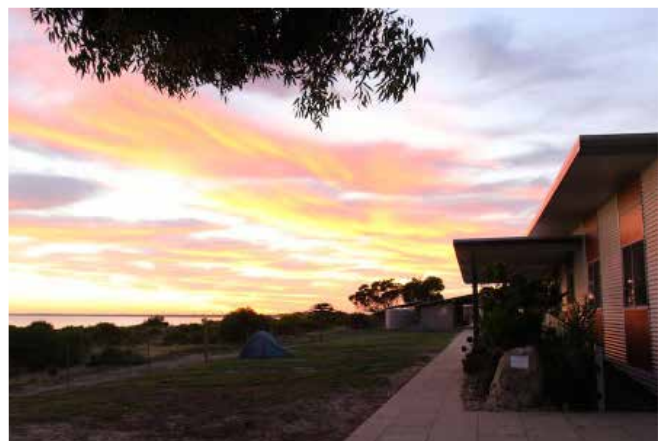
Students may be placed on a *personal improvement plan* that outlines parameters of expected behaviour. As a final procedure, or in the event of behaviour that compromises the safety and welfare of others, the student may be asked to leave the program.

## Mobile Phones

Parents should be aware that there are no facilities within the Wambana Campus whereby the boys can receive phone calls directly. Mobile phones are not permitted, and any mobile phone found in the possession of a student will be confiscated.

## Pocket Money

Students should bring no more than \$120.00 with them to the program. EFTPOS and credit cards should be left at home.





# student wellbeing cont.

## Communication Between Parent and Son

At Wambana, your son will discover the art of letter writing, and the measured and reflective level of communication it encourages. We believe that letter writing will have two significant benefits. Firstly, developing skills in the 'art of letter writing', and secondly, writing and receiving a personally written letter will become a special keepsake for you and your son.

It is an expectation that your son's letters, although informal, will be thoughtful and respectful. Staff will provide guidance in this regard. We request that letters be written to parents and extended family; parents on every other day, to encourage your son to develop or enhance communication and friendships with his peers at Wambana. Finally, a bonus to letter writing is that you can track your son's mindset as he journeys through the program. We encourage you to keep your son's letters, as collectively they will form a diary of his extended stay program.

The boys will receive their first mail at the end of the cycle tour (Day 6 of program), after that, they receive their mail as it arrives. We *strongly* encourage parents to have a letter in the mail by Day 3 (Tuesday, Week 1) of the program to allow for delivery to Wambana by Day 6 (Friday, Week 1). Receiving a letter in the first post is important to help your son deal with separation from his family and feelings of homesickness that may occur at the beginning of the program. Parents and family members are encouraged to write regularly, as receiving correspondence from home is something your son will look forward to. The boys do not have access to email. The postal address for all correspondence is:

C/- Wambana  
PO Box 187  
Warooka 5577

Once your sons have 'sailed away' on the One & All, you will receive on-going correspondence from your sons through their letter writing, as well as photos and a daily report in the *Wambana Times* blog. Friday, day 41, is the last day of mail collection. Please keep writing letters into the last week of program as your son will enjoy reading your letters upon return from the Melrose expedition. If your sent mail reaches Wambana after the conclusion of the program, we will deliver it to your son at the Student Led Conference.



We understand that many of the students, whilst at Wambana, could from time to time feel homesick, particularly when writing you letters or receiving letters from the family. This is entirely normal and brief in most cases. For the program to help your sons develop their independence and resilience, it is important that communication between you and your son is kept to letter writing. Other forms of contact may cause additional distress for your son after the event, and may prolong any homesickness your son feels. Additionally, this will allow the collection of your sons, at the end of the program, to be an enormously special time for both you and your son.

## Postage

Please ensure all letters have the appropriate postage paid prior to sending, as any extra charges will need to be paid by your son prior to receiving their letter. This usually occurs when small treats are posted with letters. *Please do not send food items including lollies, chocolates, chips etc, through the post unless it is part of a birthday package.* The College is committed to ensuring that every student on program receives optimal nutrition through a balanced daily diet, and for this reason, does not permit boys to receive food items by mail or by delivery to the site.

## Birthdays

We encourage families to send their son a gift if his birthday occurs during program. We ask that this be limited to the size of a shoebox, and contain gifts that are appropriate for the environment and program. Some food treats sent in a birthday package will be acceptable. Roommates will be encouraged to bake a cake to celebrate birthdays in their Wardli.





# student free time

## Indirect Student Supervision

At times during the Wambana program your son will have the opportunity to participate in activities that are indirectly supervised. These include:

### 1. Shopping

After each food shopping sessions, the boys are given up to 45 minutes of free time to shop at local businesses in the towns of Minlaton and Yorketown. Students are briefed in expectations and the Wambana staff are located at a central point during this time.

### 2. Life in the Wardlis

When students share a Wardli (house), staff do not reside in the Wardli. Staff are present within close proximity to the house but your son is given trust and freedom to manage his home with his house mates.

### 3. Student free time at Wambana

Students staying at Wambana have the opportunity to leave the site during 'Free Time' (3:30pm to 4:30pm) without the direct supervision of a staff member. The following destinations and activities are permitted:

- Wambana beach – Fishing (wade out to middle thigh height only). At no time are students permitted to swim
- Flaherty's beach (end of the sand track)- Jogging/ beachcombing
- Apex Park – Tennis/fitness training
- Point Turton Mall (only on selected days as agreed by all staff at the beginning of the program).



## Student Leave:

No student can leave independently. As a minimum, students must be in pairs.

## Central Record Location (Shed Whiteboard):

- All students must sign the 'Leave Book' on departure and sign the 'Leave Book' upon return. Students must indicate the time of departure and return
- At no time are students allowed to sign in or out for another student
- The Staff member on duty will check the Leave Book at 5.00pm
- Students must specify the details of their leave e.g. Wambana Beach/Mall/Apex Park/Flaherty's Beach
- If a student returns from a location e.g. Mall, and they wish to explore a new location e.g. Wambana Beach, the student must sign in from the first location and then complete new leave details for the second location.

## Limit of Leave:

Maximum one (1) hour and students cannot leave Wambana before 3.30pm.

## Visitor Policy:

Students are not permitted to invite any person or persons onto the Wambana Campus.

# accommodation

The Wambana Campus will be home for the students during their extended stay experience. Located on the foreshore at Point Turton, the Campus provides accommodation in Wardli's (meaning dwelling in the Narungga language) for up to eight boys.

In assigning students their Wardli, the College employs well-established processes that takes into account the specific needs of each boy and involves extensive consultation with the Deputy Head of Middle School, Year 9 Coordinator and Pastoral Care teacher.



## Wambana Code of Conduct

Living at Wambana will be an entirely different living experience for your son. The success of each student's period of residence will be determined by the way they respond and interact with each other. Staff and students will refer to each other by first names. We expect all students to behave the same way within this community and remind students that they are representing themselves, their family, Wambana and P.A.C. while on program and in the public eye.

Students will maintain their living space in exactly the same manner we do in our own family situations including washing clothes and linen. Students will need to look after their Wardlis for the duration of their stay.

## Safety

The natural environment brings numerous challenges. These challenges are intended to extend your son physically, mentally, emotionally and spiritually.

The program, at times, will raise feelings of uncertainty, fear, and discomfort for your son.

A key role for staff at Wambana will be to guide your son through these challenges to ensure feelings of success, exhilaration, confidence and happiness.

The program is designed to provide your son with experiences beyond those common to normal routine living. Ultimately, our philosophy is about fostering growth, and to achieve this, a program with elements of perceived risk will help your son effectively navigate the transition to adulthood.

All activities undertaken during the Wambana experience adhere to standard professional operating procedures. Qualified and experienced staff will plan and deliver a program that is appropriate for your son and tailored to the ability of the participating groups.

Student safety is of critical importance to the College and its staff. An effective communications system will be in place to enable staff in the field to quickly respond to any emergency.

In the event of an emergency, 000 is the immediate contact number. If an emergency occurs within the National Park, Warooka has a 'first responder unit' (Ambulance) that will deal with such emergencies. For activities that will take place outside of the National Park, the townships of Minlaton, Marion Bay and Yorketown all have an Ambulance response unit.



# accommodation cont.

## Dealing with Illness

The expectation is that for minor illnesses the students will take some responsibility for caring for each other under supervision and guidance from program staff. If staff feel it is advisable to take a student to seek medical attention the parents will be informed.

The Yorketown and Minlaton Medical Centre's are open from Monday to Friday 8.30am to 5.00pm and with Yorketown also open on Saturdays between 9.00am to 11.30am.

The billing procedure by the medical clinic does not involve bulk billing. The clinic will complete a Medicare claim form and forward it to Medicare.

All medical details including your son's Medicare number and Private Health details will need to be provided prior to students departing on the program.

In the event of needing medical assistance outside of the Medical Centre opening hours, the Yorketown hospital and Minlaton Accident and Emergency Department has a doctor on call 24hrs/day.

Please note that if your son is sick for an extended period of time, or medical advice recommends a return home, we will ask that you take your son home until he is well enough to return.

## Prescribed and Non Prescribed Medication

An assigned staff member on the program will coordinate all matters regarding the administering of medications. Upon arrival, we require all students to inform staff of their medication.





# important information

## Program Start

To begin the Wambana Experience, your son and his classmates will sail to the Yorke Peninsula aboard the tall ship the *One & All*. This sailing program involves departing from Port Adelaide (Dock 2) and sailing across the gulf to Port Vincent on the Yorke Peninsula. On board, students learn how to set the sails, steer the ship at the helm, climb the masts or bow nets and develop knot-tying skills.

Parents are asked to deliver their son to Dock 2 at 7.00am on the Sunday morning of the program beginning. Dock 2 is located in Port Adelaide on Honey St., via Ocean Steamers Road. Below is a detailed map to help you navigate your way to Dock 2. The ship will sail at 8.00am. When inclement weather is forecast, parents are still expected to have their son at Dock 2 by 7.00am. The decision to sail will be made by the Captain of the *One & All* whilst at the dock, prior to the 8.00am departure time. In the event that the Captain decides not to sail, the boys will be transported to Wambana via PAC buses.

The *One & All* can be tracked using the website [www.myshiptracking.com](http://www.myshiptracking.com) as the ship makes its way across the gulf.

## Participation and Medical Consent Form

A consent and medical form will be sent to you by email four weeks prior to the beginning of your sons program. When received, please complete the consent and medical forms and either post or email (scan) to:

Dale Hobbs c/- Wambana, PO Box 187, Warooka SA 5577  
or email [dhobbs@pac.edu.au](mailto:dhobbs@pac.edu.au)

## Medical Details

Staff will take a copy of the health information you provided to the school. Please inform the Health Centre if your son's medical details have changed. All medical details including your son's Medicare number and Private Health details will need to be provided prior to your son departing on the program. Please also inform the Director of Wambana of any current medication or special concerns. Medication required at Wambana must be clearly named and instructions stated specifically.

## Clothing and Equipment

Please see the attached sheets for a list of the clothing and equipment required.

## Appearance

It is important to ensure all boys present themselves appropriately during the Wambana program. It is thus expected that all boys will arrive at Wambana with appropriate personal appearance including a suitable haircut.

## Transport

Transport throughout the program will be on a 22 seat mini bus or duel cab. Companies contracted to assist with aspects of the Wambana program may be required to transport students in their mini buses and support vehicles.





# program preparation

## Planning for Wambana

As part of the 'transition in' program your son will have the opportunity to plan for his Wambana experience, guided by Wambana staff. An important part of the Wambana journey is the development of independence, which begins with his preparation for the trip. We encourage you to let your son organise as much of his food and equipment as possible, assisting your son where needed. This process may take some time so it is advised to set aside time to do this *prior to the week before the trip* to avoid time pressures. For boarding students see page 'boarding students' further along in this booklet.

## Food planning for Cycle Tour

There are 2 phases of food provision at Wambana. For the cycle tour component of the trip (Tuesday (day 2) breakfast until Friday (day 5) lunch inclusive), your son and his partner are expected to bring their own food. All food is then provided for your son from dinner Friday (day 5) until the end of the program. Please see below, grey squares indicate meals/snacks your son and his partner are to bring.

	Day 1 Monday	Day 2 Tuesday	Day 3 Wednesday	Day 4 Thursday	Day 5 Friday
Breakfast	Breakfast at home	You son to provide meals			
Lunch	Provided on The <i>One &amp; All</i>	↓			
Dinner	Provided at Wambana				Food provided from this point on...
Snacks	Pack in day pack for voyage				↓

Monday (day 1) lunch is provided on the *One&All*. Please encourage your son to pack snacks for the voyage in his day pack.

## Food storage

Your son's food will be stored in an esky or plastic tub that he will access through the week at meal times. Your son has two options in packing the food for the cycle tour:

- Your son and his partner purchase the food together and pack it all into one large water proof (plastic) tub or esky, or
- Your son and his partner purchase the food separately and pack it into separate waterproof (plastic) tubs or eskies.

There will be *no refrigeration* available for your sons food so this will need to be taken into consideration when planning and purchasing food. See Cycle Tour FAQ's for more information. Your son and partner will be cooking on a camping stove called a Trangia.

## Meals

During 'transition in' your son and his partner will have compiled a shopping list based on the meals they have chosen. Please refer to this list when shopping and consider the following:

- No 2 minute noodles to be taken on camp for any meal. They are high in salt and provide little nutrition for recovery after a day's expedition
- Meats such as steak, bacon and sausages or frying eggs are not permitted as the meat spoils quickly and can cause food poisoning, and eggs are messy and hard to cook in a Trangia
- No soft drink, energy drinks or coffee. Water is available onsite at all times
- Pancakes are not allowed as they are messy and time consuming
- Please do not pack nuts or products containing nuts



# clothing and equipment supplies

Please note that this list will be modified with your son in the Transition 'In' Program prior to his departure. Some items will be added and others removed. It is important that parents take the time to discuss with their son any changes to the list.

Please note the following items are not permitted at the extended stay program:

- ✗ Mobile phones
- ✗ iPods and iPads
- ✗ All smart watches including Garmin and Apple watches
- ✗ Electronic games
- ✗ Matches, lighters and flints
- ✗ Knives, including pocket knives
- ✗ Electric shaver/hair clippers
- ✗ Any item of an illicit or illegal nature, specifically, tobacco, alcohol and drugs.

## Bags/containers

There are four main bags that your son is allowed to bring to Wambana. The following pages detail everything he needs to bring.

1. Cycle Tour Bag (duffle bag or similar, about 50L)



2. Food Tub (needs to be around 50-80L and can be an Esky or plastic tub with a lid)



3. Day Pack (school bag size)



4. Residential Bag (suitcase size)





# clothing and equipment list

We understand that this may be a daunting list, however we want to help you and your son prepare for the upcoming adventure. Prior to going out to purchase equipment from the list, we encourage you to talk with family and friends, or previous students who have attended Wambana to see if some equipment can be borrowed.

During the 'Transition In' program the Wambana staff will discuss the equipment list with your son and highlight items that may be optional based on the time of year in which he attends Wambana.




## KEY EQUIPMENT that your son MUST BRING:

- Sleeping bag good for at least 0°C
- Head torch
- Water bottles (2x 1L)
- Rain jacket (must be a fully waterproof, breathable rain jacket)
- Running shoes
- Watch (waterproof if possible)
- Whistle with cord
- Sunscreen, wide-brim hat and sunglasses.




## OPTIONAL EQUIPMENT:

- Bike gloves
- Bike shorts
- Hiking or work boots
- Prescription goggles for those who need them (see FAQ's)






	Cycle Tour Bag 	Day Pack 	Residential Bag 	✓
Facewasher	1			
Toothbrush	1			
Toothpaste	1			
Roll on deodorant (no spray deodorant please)			1	
Beach Towel	1			
Lip Balm		1	1	
Personal medical requirements (eg ventolin, hay fever medication etc)		1	1	
Insect repellent (non-aerosol)		1		
Soap			1	
Shampoo and conditioner			1	
Brush and comb			1	
Sunscreen (30+, water-resistant or sports)		1		
Short-sleeved shirts / T-shirts	4		2	
Board Shorts for riding	1			
Board Shorts for swimming	1		1	
Shorts			2	

# clothing and equipment list cont.

	Cycle Tour Bag 	Day Pack 	Residential Bag 	✓
Jumper	2		1	
Thick wool (or fibre pile) jumper			1	
Long pants/tracksuit bottoms	1		2	
Long-sleeved shirts	2			
Running clothes			1	
Fleece jacket (optional)			1	
Underclothes (Jocks!)	4		5	
Socks (including 2 'explorer' type pairs; 2 pairs sports socks)	4		4	
Pyjamas			1	
Handkerchiefs	4		4	
Thermal underwear (optional) but recommended for Term 2 & 3 groups	1			
Beanie	2			
'Sturdy' outdoor shoes/boots			1	
Sandals or Crocs (NO THONGS)	1			
Running shoes with off-road sole (for cross-country running)			1	
Slippers/ugg boots			1	
A thin pair of woollen gloves	1			
Head torch	1			
Spare batteries	1			
Tea towels	3			
Small grater	1			
Potato peeler (plastic)	1			
Can opener	1			
Cooking oil (no spray)	1			
Fork and spoon (not disposable). Students will be provided with a pairing knife upon request.	1			
Plastic bowl (cereal size)	1			
Thermal drinking mug	1			
Small chopping board	1			
Garbage bag	1			
Trangia Wash Up kit: green scourers, Steelo, Chux cloth x 2,	1			
Dish washing liquid (200ml)	1			
Sleeping bag	1			
Inner sheet	1			
Pillow (small)	1			
Warm blanket (or doona with cover)			1	

# clothing and equipment list cont.

	Cycle Tour Bag 	Day Pack 	Residential Bag 	✓
Two complete sets of linen (including top and bottom sheet)			1	
Pillow and (2) pillow slips			1	
Digital camera/Go Pro (optional)		1		
SCROGGIN (Sultana's, Currents, Raisins, and other Goodies including Nibbles) - <i>please don't include nuts</i>		1		
Sunglasses		1		
Pens		10		
Stamps, envelopes and writing paper (for a minimum of 36 letters)		1		
Toilet paper (half roll squashed into a plastic zip lock bag)		1		
Water bottles (1 litre)		2		
Whistle		1		
Broad-brimmed hat		1		
Waterproof rain jacket		1		
Personal First Aid Kit: Antiseptic cream (small), antiseptic wipes, band-aids, elastic roller and triangular bandages, aloe vera gel etc.		1		
Laundry bag			1	
Nail clippers			1	
Bath towel			1	
Ziplock bags (medium) (1 packet)			1	
Spending money – \$120.			1	
Books and magazines			1	
Packet of playing cards			1	
Green (reusable) shopping bags			4	
Watch (to be on his wrist!)		1		
Hand Sanitizer small		1		







# program conclusion

## Program Conclusion - Wambana

The program conclusion will be held at the Wambana Campus at Point Turton on the Yorke Peninsula. Families are asked to arrive at Wambana between 9 -10.00am. Drive time from Adelaide is approximately 2 and  $\frac{3}{4}$  hours. A detailed map and directions can be found on page 31 of this booklet.

Upon arrival, your family will be welcomed with an ocean view from the front lawn of the campus and morning tea provided by the local Progress Association.

The boys will have just completed their final debrief on the shores of Hardwicke Bay, and they will hike in to meet families at the Wambana site. After your reunion, your son will lead you and your family on a personalised tour of Wambana. This will include taking you into the Wardli where he lived and pointing out his chill out spot where he read letters from home and reflected upon the day in his journal.

The boys will then do a presentation to families where they talk about a particular element of the program, share their greatest achievement at Wambana, and tell us about their greatest lesson learnt. This presentation will be followed by a half hour video showcasing the students journey throughout the entire Wambana program. The program movie and all photographs will be available after the Student Led Conference on the school 's' drive.

To finalise this celebration and reunion, your son will demonstrate his newfound culinary skills by making gourmet pizzas in the wood oven for all to enjoy. We encourage you and your family to take part in this celebration and enjoy the beautiful Wambana campus, while your son shares his stories and experiences, before making the journey home.

Because of the celebratory nature of this conclusion, we encourage all family members, grandparents, aunts, cousins etc. to join us for this significant event.

To help with the catering of this event, your son would appreciate the confirmation of your attendance (and number of family members who will also be in attendance). An email will be sent out for this booking prior to the event.

If you son is a Boarder and you are unable to attend the finish to the program, alternative arrangements will be made to transport your son back to Adelaide. Please let Dale know if you are unable to attend the final day of the program.

## Timetable

- 9.00am - Parents begin arriving at Wambana
- 9.30am - Morning tea
- 10.00am - Boys arrive at Wambana and reunite with their families
- 10.30am - Tour of Wambana
- 11.00pm - Presentation and DVD
- 12.00pm - Lunch
- 1.00pm - Day concludes, families travel home





# program conclusion

## Map and Directions to Point Turton



### Directions to Point Turton

*Distance from Adelaide to Point Turton is approximately 220 kms. Traveling time, allow 2 ½ to 2 ¾ hours.*

- Set your odometer to 0.
- From the city, head north on Main North Road (A1) and continue on the A1 until you come to Port Wakefield (approximately 96km from the Adelaide CBD, or 1:10 minutes traveling time).
- Continue on Port Wakefield Road until you come to the Adelaide/Kadina Road Intersection (B85) and bear left.
- Continue North West on the Adelaide Kadina Road for approximately 6.3 km and bear left onto the Ardrossan Curramulka Main Road (B86).
- Continue on the B86 past Price and Ardrossan, bearing right near Sandilands. (At this point you are approximately 185km, or 2 hours from Adelaide).
- Continue on the B86 on the Curramulka/Minlaton Road, you are now approximately 39km from Minlaton.
- Once you reach Minlaton (200km from Adelaide, 2:20 mins travel time), bear left onto the main street, and continue on the B86 through the township. Follow signs to Warooka. Approximately 5km before Warooka you will notice the sign to Point Turton. Turn right and follow the bitumen road into Point Turton.
- Just before you enter the township you will notice the Wambana Campus on your right. Turn right down Savio Road and travel approx 400m to the entrance gate on your right. Welcome!





# boarding students

## Preparation for Wambana

As boarding parents we realise it can be difficult for you to plan and organise your son's trip to Wambana due to the restrictions posed by distance. Because of this, we would like to provide some practical information to assist you with this process.

## Food for the Cycle Tour

There are 2 phases of food for Wambana. For the cycle tour component of the trip (day 2-5) your son will be required to bring his own food. As your son is a boarder, the boarding house can supply your son with core foods and ingredients indicated on your son's food plan which is prepared during Transition In. Your son is to provide the boarding house with this food plan as soon as it is completed. Please note Wambana is a Nut Aware site and thus no nuts are to be included in the cycle tour food. Any foods outside this list e.g. treats/snacks, will need to be sourced by your son at his own expense. Please see the 'program preparation' pages in this booklet for further information. Any enquiries regarding food for the cycle tour should be directed to Phil Noble or Tim Quinn.

From dinner on day 5 until the conclusion of the program, food will be provided by the Wambana program. On occasion, the boys will have time to visit the bakery for lunch, with food being purchased by your son if he wishes.

## Dietary Requirements

The boarding house will be aware of any dietary requirements your son has and will provide food for your son's trip that meets his dietary requirements. It will be up to you and your son to ensure snacks/extra food meet his dietary requirements.

When boys move into the Wardli, food will be provided for the remainder of the program. Please ensure you contact the Director of Wambana about any dietary requirements prior to your son's departure for Wambana. At Wambana, your son will work with a staff member, in consultation with you, to create an alternative eating plan which will be adhered to when your son moves into the Wardli.

## Where and how will my son purchase extra treats/snacks?

Coles and Foodland are located on Norwood Parade within walking distance of the boarding house. Your son will be able to visit these stores to purchase any snacks or extra food prior to departing for Wambana, signing out following the normal leave requirements. Boarding house staff are also happy to support students with transport to and from these locations to assist with carrying food.

## Who in the boarding house will oversee my son's food and equipment for their Wambana trip?

All enquiries can be directed to Tim Quinn who is responsible for Junior boarders in the boarding house in 2021.

## Who is required to provide a food tub/esky for my son if the boarding house is providing food?

You will be responsible for providing a food tub/esky for your son's use at Wambana. We recommend that you provide a labelled food tub/esky to boarding house staff when your son is dropped at the boarding house prior to his Wambana trip.

## Who is responsible for organising clothing and equipment for my son?

You and your son are responsible for organising clothing and equipment as detailed in the clothing and equipment list. We recommend this is organised well before your son's Wambana trip as it can be difficult for boarding parents to find time/opportunities to co-ordinate this.

## Can the boarding house help organise equipment for my son?

Yes. The boarding house is able to provide some equipment for your son's Wambana trip. Please contact Tim Quinn.

## How will my son get to Dock 2 to start the Wambana program?

If you are unable to attend the departure of The *One&All*, a boarding house staff member will drive your son to the dock. Please contact Tim Quinn to arrange.





# international students

## The benefits of Wambana for international students

Wambana provides a unique opportunity for all students to be immersed in a new environment and to develop skills in organisation, independence, and resilience. Along with these skills, the international students also have a particularly unique opportunity at Wambana to share their culture, and learn about Australian culture, in the most authentic way. This aspect has mutual benefits for both Australian and International students as they both learn more about each other's cultures.

While at Wambana International students also have the opportunity to develop their written English skills through letter writing and journal writing, and their speaking and listening skills through living and working with many non-international students and staff.

At Wambana the boys are exposed to conversational English, deviating from the more academic English they are likely to use at school. Due to the nature of the program your son will also have the opportunity to build skills in expressive English as they communicate their needs and wants and collaborate with others in their Wardli.

## Supplies, food and equipment

Your sons provisions for their trip and travel arrangements to and from Wambana will be collaboratively organised by your son, the International Student Co-ordinator, the Residential Assistant - International Students, and the Director of Wamabana. Any enquiries should be directed as follows:

Mani White (International Student Co-ordinator) - email [mwhite@pac.edu.au](mailto:mwhite@pac.edu.au) or phone 8334 1808

The Residential Assistant - International Students

Dale Hobbs (Director of Wambana) - email [dhobbs@pac.edu.au](mailto:dhobbs@pac.edu.au) or phone 0408 710 400

## Communication with your son during his stay at Wambana

Student electronic devices are not permitted at Wambana, therefore, all communication with your son will be through letters. We understand that direct mail will not be a suitable line of communication given the distance, therefore parents can forward their letters via email to the Director of Wambana at [dhobbs@pac.edu.au](mailto:dhobbs@pac.edu.au). The letters will then be printed off and placed in your son's pigeon hole for him to access.

Your son will write letters every day to either you, his tutor, Year Level Co-ordinator, the International Student Co-ordinator or the Residential Assistant - International Students. We encourage your son to write to you in his first language, and PAC staff in English. This will allow him to improve his written English skills in a supported way, and allow him unrestricted conversations with you in his first language.

## Physical aspects of Wambana

The Wambana program has a focus on physical fitness and outdoor activities. All boys are supported by Wambana staff to develop their physical fitness and abilities, no matter what their physical limitations are when they arrive. Students with low levels of physical fitness will be given one on one support and instruction in all physical activities. Students with limitations in cycling, swimming and surfing will have support from staff for the duration of the activity. The goal will be for Wambana staff to provide instruction and guidance so your son can develop skills in these areas. By the end of the program, your son will have developed skills in many outdoor activities and will have improved his physical fitness through daily exercise.





# faq sailing: the *One & All*

On the first day of the Wambana Experience, the boys sail aboard the tall ship the *One & All*. The program begins at Dock 2 in Port Adelaide and your son and his classmates will sail the tall ship to Port Vincent on the East coast of the Yorke Peninsula. On board, students learn how to set the sails, steer the ship at the helm, climb the masts or bow nets, and knot-tying skills. Wet weather gear will be provided on the ship if required.

**What time do we need to be at Dock 2 in Port Adelaide?**

Parents are asked to have their son at the dock by 7am.

**How long will the voyage take?**

Depending on weather conditions, the voyage could take anywhere from 6 to 10 hours.

**Does he need to bring lunch?**

Lunch is provided but we recommend extra food is packed in his backpack for the voyage.

**What equipment will he need to take with him on the boat?**

His day pack (see equipment list).

**What happens to his remaining bags?**

Wambana staff will be at Dock 2 to load bags that are not required on the boat into trailers. They will then transport them to Wambana campus.

**How will my son get to Wambana campus?**

The Colleges two school buses will collect your son and his class mates at Port Vincent and transport them to the Wambana campus.

**Do the Wambana Staff go on the *One & All*?**

Yes. There will be a number of Wambana staff on the ship with the students.

**What should we do if my son gets seasick /requires personal medication?**

If you feel it necessary, add sea sickness tablets to his First Aid Kit. Explain to him when and how to use/take this medication.

**What boat shoes should he wear?**

Sneakers or Crocs.





# faq cycle tour

## Can you give me an overview of the cycle tour?

The first week at Wambana entails a four day cycle tour Monday to Thursday. Each day we ride approximately 45km. The riding conditions will vary from day to day.

Day 1 – primarily on gravel roads out from Point Turton

Day 2 – we venture down to Dhillba Guuranda - Innes National Park where the riding is mostly on bitumen road with great views

Day 3 – all of the day is gravel roads, finishing at Edithburgh for a “swim” (cold team dip).

## What type of packs are used for each section of Wambana?

The Cycle Tour bag is usually a duffle-type bag. The Residential bag can be a suitcase. The Food tub can be an Esky or just a large plastic storage tub with a lid (as it doesn't need to keep food cold). The Day pack is a school bag size back pack they can take with them during the day.

## Who will students be paired up with for cooking?

Students will choose their partners. If there is an odd number one group will make a group of three, therefore quantities will have to be taken into consideration. Two pairs will then combine to create their tent group of four for the week.

## Is there refrigeration for food?

No. Students have to consider this during the preparation of their meals, particularly in regards to meat and dairy. Frozen mince or frozen cooked chicken is okay if used on the first or second night, depending on the weather. Canned or cured meat and fish is okay if bought off the shelf. We encourage vegetarian meals towards the end of the week. Long life or powdered milk is a good milk alternative. Staff work with students in the classroom to help them with their food planning.

## What's an appropriate size/type of food tub?

A 50-80L Esky or plastic storage tub with a lid that can hold all of the students' food (either one shared for the pair or two smaller-sized tubs).

## What is my son using to cook?

A portable lightweight stove known as a 'Trangia' is provided, which is capable of cooking anything you can cook on a cook top stove and consists of two pots and a fry pan.

## Can we bring dehydrated 'backcountry' meals or 'just add hot water' meals?

No. We encourage students to use fresh ingredients and prepare meals from scratch to diversify their cooking and organisational skills.

## How do you cater for food allergies?

Students with allergies will consult with a staff member who will work with them and their partner to plan meals which ensure all dietary requirements are met. Wambana is a Nut Aware site and thus *nuts and nut products are not permitted in the cycle tour food supplies.*

## What happens with extra food after students move into Wardli?

Extra food becomes communal and will be shared with the Wardli.







# faq cycle tour cont.

## Do students hike/cycle with their expedition pack?

No. We are back on Wambana campus each night of the cycle tour.

## Where do students camp?

The Wambana site is used as the base camp for the duration of the cycle tour. Students sleep in tents (which are provided).

## What is provided/needed for students?

Tents and sleeping mats are provided, as well as a Trangia cooker for each cooking pair. They will need a sleeping bag and pillow. A specific packing list is given in the classroom.

## Are students writing letters during the cycle tour?

Yes! Students must have all of their letter writing gear in their cycle tour bag/day pack.

## Are there toilets?

Yes. Students have access to a toilet and outdoor showers at the Wambana site.

## What do students wear when cycling?

Long sleeves, shorts, layers of clothing for warmth, rain jacket, comfortable sneakers, sunglasses and sunscreen.

## Is there a support vehicle with the group?

Yes, a bus follows the group wherever possible, with caution signs on rear.

## Will there be extra water available for students throughout the day?

Yes, there are water containers on the bus.

## What equipment is supplied to students?

A bike and a helmet.

## Do staff ride with students?

Yes, staff are on bikes with students.

## Do they ride if it's hot?

If it is excessive heat, we will adjust the program accordingly, which may mean we don't ride if deemed unsafe.

## What if my son can't ride?

We strongly encourage your son to be introduced to the skills of bike riding prior to arriving if he has had limited exposure to cycling. The Wambana staff will upskill him to the level required.

## Who administers the first aid?

Staff are trained in Wilderness First Aid and there will always be at least one of these members with your son.

## Where is the nearest medical service?

Yorke town and Minlaton.





# faq living in a wardli

## Overview

After the cycle tour, students move into houses (called Wardli's). This is an opportunity for the boys to develop their independence as they learn to be self-sufficient. For three weeks, eight boys share a home where they are required to shop for groceries, cook meals, do their laundry, and keep the house clean. Students have a cooking roster and are encouraged to make a roster for daily chores to ensure that everyone is doing their part and working as a team. During this period, students develop a daily routine of fitness, community service, adventure activities, letter writing, leadership, and reflection. Students are challenged with social interactions where they learn about patience and tolerance, as well as learning the benefits and importance of putting others before self. There are weekly Wardli meetings led by a staff member in order to ensure things are running smoothly and to discuss any issues that may arise.

## Who will my son be sharing a Wardli (house) with?

The Year 9 Coordinator, Dean of Students, Class Tutors, Director of Wambana and Wambana staff will allocate which students share a Wardli. In order to give the Wambana staff time to observe the social dynamics of the group, the final allocations will be created the night before they move in. Students will find out who they live with on that night. Students decide amongst themselves who they share a room with.

## Do you lock the Wardlis at night?

In case of an emergency situation, Wardli's are unlocked with windows open slightly.

## Does my son have access to a washing machine?

Yes. Each Wardli has a washing machine, washing powder, dryer and clothes line. At the conclusion of the cycle tour (day 6), students will begin the process of washing their expedition gear. Students will be taught how to use a washing machine and the expectation is that washing will then be done by the students as required. There will be time allocated each day for domestic tasks.

## How many boys share a Wardli?

Seven (7). There are three bedrooms with two or three beds, wardrobes and nightstands.

## Where do staff sleep?

The first and last Wardli's are Staff houses. Students are shown where they can go to wake staff in case of emergencies.

## Who supplies the boys food?

All food for the cycle tour needs to be provided by you/your son. After the cycle tour (from day 6 onwards) food will be provided by Wambana.

## How will you accommodate my sons eating requirements?

Any student with special dietary requirements is given an alternative eating plan form to complete prior to moving into their Wardli. They then meet with a staff member and their Wardli to devise a plan that suits the group and is respectful of their dietary needs.





# faq living in a wardli cont.

## How will you care for my son regarding his medical condition?

It is the expectation that parents will engage early with the Director of Wambana to share this information and come up with an appropriate action plan.

## What do staff do if students get homesick?

Staff constantly normalise homesickness and reassure students they are not the only one feeling this, as well as undertaking the following:

- Check in with and monitor anxious students
- Encourage students to talk about their feelings in letters
- Speak with the student one-on-one during chill out or other tough times for students
- Encourage the student to pair up with a boarder for peer support.

## Can I phone my son?

We strongly recommend that you do not request a telephone conversation with your son as this may increase homesickness and cause distress after the phone call. We encourage communication by letter writing and keeping informed through our daily blog (Wambana Times). Any issues or emergency messages are to be made through the Director of Wambana.

## What should I write to my son?

- Be positive!!
- Be encouraging
- Encourage family members and friends to write to him
- Share news from home
- Ask him questions
- Answer his questions
- TRY to answer him daily (as he will be writing to you daily)!

## What can I send in the mail?

Books/magazines/comics (appropriate), and/or recipes (for favourite family dinners or baked goods). Please do not send food or treats unless it is part of a birthday package (see page 22).







# faq surfing/aquatics

## Why do the students surf?

- It's FUN
- It exposes them to a sport they may not have had the opportunity to try before and encourages them to be active and have fun at the same time
- It develops resilience
- It allows the students to set goals and persist to be the best they can be.

## Do you provide equipment?

All equipment is provided including wetsuits, surfboards, leashes, and safety equipment.

## My son wears glasses, will he need prescription goggles?

In the past some boys who require prescription glasses, particularly with strong prescriptions, have experienced some difficulties during aquatic activities such as surfing and snorkelling. As the Wambana experience incorporates multiple aquatic components, these boys may feel more comfortable performing aquatic activities with a pair of prescription goggles. If you are unsure whether this is necessary for your son, please speak your optometrist or the Wambana staff for further guidance.

## Are staff qualified?

The Wambana staff have the required qualifications to teach surfing and supervise students in the water. Between them, they have many years of experience teaching surfing internationally and around the local area.

## What's the surf like?

Yorke Peninsula provides great waves for beginners to the advanced surfers with empty beaches that work on a variety of conditions. These factors combined ensure that it is a safe and ideal environment to improve water confidence and learn/progress your surfing.

## Are there sharks?

The simple answer is yes - the ocean is their home. We implement all of the reasonable risk management strategies. For example:

- Implement a venue analysis prior to the session
- Avoid beaches where sharks are more frequently spotted
- Avoid surfing at beaches if large schools of salmon or fish are present
- Stay in shallow water whilst surfing
- Avoid peak feeding times (dawn and dusk)
- Always have a staff member on the shore or close to shore to observe the area throughout the session
- All staff have a high level of first aid training with a well-documented emergency response procedure.

## What other activities are involved in aquatics?

Snorkelling, surf lifesaving, swimming, sea kayaking and beach games.





# faq fitness

## What does the fitness program involve?

There are 2 components:

- Distance running and strength training
- Fitness games

These take place every morning before breakfast and the schedule is based on building up to the 11km run.

The program is designed with each individual in mind. It is not a competition.

## What distances will my son run?

There is a progression of distances that alternate during the program. Your son will run on varying surfaces for distances of:

3.4km	7km
3.8km	9km
5.0km	11km

## Does my son need running shoes?

Yes.

## Why do we do it?

The fitness program is to improve fitness, challenge the students, promote healthy life skills and improve general wellbeing.

## What if my son is not a "runner"?

The fitness program is designed with an individual focus. Your son is encouraged to improve and develop his physical fitness within his capabilities, challenge himself and set his own fitness goals.

## What if my son has a pre-existing injury?

There are negotiated programs that can be put in place to make sure your son can still participate in some elements of the fitness program where possible. This program will evolve over time.

## What if my son gets injured?

There are alternative rehabilitation programs that the staff can introduce if your son is injured. Each student is expected to take an active role in managing their recovery.

## What happens if my son is unwell?

Staff will assess the condition of your son and determine appropriate level of participation (if any).

## My son is overwhelmed by the 11km run.

There is a lot of anxiety when it comes to the 11km run. Every student is capable. Your son will be physically and mentally prepared for the day.

## How close are staff during the 11km?

Staff run with the students and will be positioned throughout the group. There is also a support vehicle that stays at the back of the group.







# faq melrose expedition

## Overview

The major Bushwalking Expedition is an opportunity for your son to further develop leadership qualities through an expedition type-learning program. The outdoor activities that your son will participate in include Bushwalking, Navigation, Camp Craft, Paired Solo Camp Out and Solo Camp Out. The area of operation will be located in the historic, scenic town of Melrose in the Southern Flinders Ranges. Student will travel by bus from Wambana and make camp at the Melrose Showgrounds. Please see the itinerary below.



Monday Day 29	Tuesday Day 30	Wednesday Day 31	Thursday Day 32	Friday Day 33
Travel to Melrose	Camp Craft	Hike to Rankins	Return from Paired Solo Camp Out	Hike back to Showgrounds Pack Up
History Tour of Melrose "Oldest town in the Flinders"	Navigation Training	Paired Solo Camp Out	Solo Camp Out	Travel back to Wambana

As part of this expedition your son will participate in a Paired Solo where he and another student will camp out together. Your son and his partner will be approximately 100 metres from other pairs. The Wambana staff will be stationed at a central location. The following night your son will participate in a solo camp out where he will set up camp on his own and spend up to 24 hours at this location where he will write his final 1000-word reflective essay. Your son will be approximately 100 metres from other students. The Wambana staff will be stationed at a central location. The following morning, groups hike back into Melrose, clean and pack up and head back to Wambana.



# faq melrose expedition cont.

## What is the accommodation at Melrose?

The Melrose showgrounds (and facilities), and a hutchie (tarp) for the camp outs.

## Do I need to provide a hiking backpack?

Hiking backpacks are provided to your son, and they are very durable and suited to the requirements of the Melrose Expedition

## What if something happens to my son on Solo?

Each student has a whistle on Solo for emergencies. Each student is to respond to a whistle if it is nearby. There is a monitoring system, whereby the students raise a flag at sunset and take it down at sunrise. This system lets the staff know that the student is okay. Staff will monitor students from a distance at designated times. At night staff will sleep in predetermined areas in proximity to students to ensure they are first to respond if an emergency occurs.

## Will it be hot?

Melrose can be quite hot during Terms 1 and 4. We have alternative plans if needed to allow for the weather.

## Are there snakes?

We provide students with a detailed plan of action if they encounter a snake and also teach them how to treat a snake bite. After the training we feel that the students are adequately prepared to handle an encounter with a snake. It is unreasonable to say that the students will not encounter a snake, however we have additional measures in place such as gaiters (leg guards) for all students.

## Why do staff not hike with the group during the hike?

We allow the students independence during the hike. It gives the students a chance to step out of their comfort zone and become a leader. The nature of the unguided hike encourages the students to focus on their navigation techniques and adds an element of perceived risk. The staff are always in proximity to each group to ensure we know where they are at all times. We maintain radio contact with each staff member so we are all regularly updated with the happenings and whereabouts of other groups.



# feedback from parents

## What do parents think about the Wambana program?

Parents are an important part of the Wambana program, and we realise that this time can be difficult for you as well as your son. The overwhelming response from parents in regard to the program is positive, though anxieties can still be present.

During each program, Wambana parents are surveyed and asked to share their Wambana experience with us. Here are some of the responses from this survey indicating the positive aspects of the program and what impact parents have seen it have on their son.

## What noticeable changes have you observed in your son since returning from Wambana?

*"Far more engaging, talkative and helpful. Willing to do what has been asked of him at that moment. He is getting up on time for school, dealing with his dirty dishes and dirty clothing. He is a much happier boy which I think has a lot to do with the detox from gaming and intense levels of social media"*

*"He seems to have grown up. He has a greater appreciation of home life and family. He exhibits greater calmness."*

## What personal qualities did your son develop and/or improve during his time away at Wambana?

*"Greater maturity and understanding of others. Greater developments in his self expression and greater understanding of himself, his strengths and his weaknesses."*

*"Much higher levels of respect for parents, teachers and peers. Far less argumentative and wanting to do the right thing by us and the school, and to do well. His self-esteem is significantly improved and he feels worthy and valued. He is empowered. He even got his hair cut without too much of a battle."*

## Please elaborate on any hopes you had that were met BEYOND your expectations.

*"We were pleasantly surprised by the number of letters we received and their length and detail. We really looked forward to reading his letters which were witty and showed a gradual improvement in spelling and more detailed information as the weeks went on; his enjoyment in the community service aspect of the program - he was very animated telling us about these experiences both in letters and at the conclusion of Wambana; the mix of outdoor activities, community service and education provided the best opportunity for him to thrive whilst away from home."*

*"He thoroughly enjoyed himself and experienced situations and opportunities that otherwise may not have happened. The one-on-ones were particularly useful, what an amazing opportunity to unpack baggage at such a young age and not take it into adulthood. Thankyou."*

## Other comments

*We are completely in awe of PAC's holistic Wambana program and all the good it does both parents and children. Parents collecting their son from Wambana at the end, and the structured program for that day, this itself allowed three hours to talk to our son on the way home. He didn't stop talking about it. The boys don't realise at this stage in life what it has actually taught them and the men they are going to be. We can't thank all of the Wambana staff enough for their time and care and fully appreciate that for you it's 24/7 for 35 days."*





# staff profiles

## Dale Hobbs - Director

As the Director of Wambana, Dale's role is to coordinate all facets of the Wambana program and the resources that make this happen. Dale lives on site at Wambana with his wife Michelle and their three children Jack, Will, and Emma.

Dale has a Degree in Applied Science (RMIT) and a Graduate Diploma of Education (Melbourne University). In 2006, Dale completed a Master's degree in Education at Monash University. His thesis focused on establishing a conceptual model of an extended stay program for adolescent boys. This research, along with consultation with key decision makers at PAC helped establish the program and facility that is now known as Wambana.

Dale holds qualifications and experience in many outdoor pursuits including bush walking, cycle touring, surfing, rock climbing and canoeing. He holds an Advanced Wilderness First Aid qualification and Mental Health First Aid.

Dale is a passionate educator who thrives on using the outdoors as a medium for positive change in adolescents. He started at PAC in 2000 as the Director of Scotts Creek Outdoor Centre. It was during his first year at Scotts Creek that he believed that boys in Year 9 needed to be removed from their normal support structures (family and friends) to help them develop greater independence and resilience. His vision of an extended stay program for PAC program grew in momentum as more and more teachers and administrators began to support the idea and benefits of an extended stay program. After six years of research and investigation, in 2007, the first Wambana program was born. Wambana has since evolved through his leadership and he now enjoys the continual challenge of program evaluation and improvement.

Dale has presented at a number of National and International conferences on topics such as character education, boy's education and extended stay programs. In 2014 Dale presented at the International Boy's School Coalition in Nashville, Tennessee. He spoke about the Wambana program and the core elements that make it successful.

In 2015, Dale was awarded the inaugural Australasian prize for Adolescent Success. The Award - Excellence and Innovation in Education - is bestowed upon teachers who demonstrate exemplary middle schooling practice. The award supports the education, development and growth of young adolescents.

Prior to joining PAC, Dale worked in the North East of Victoria leading outdoor adventure activities at Mount Buffalo National Park including bush walking, cross country skiing, horse riding and canoeing. One of Dale's great passions is travelling. Dale spent a significant amount of time travelling through countries such as Nepal, India and Canada. He loves Australia and takes every opportunity to get outdoors and explore wild, natural places.

During his time living and working at Point Turton on the Yorke Peninsula Dale has involved himself in the local community. Dale coached the A Grade Southern Eagles Football Team from 2013 to 2015 and coached junior football during this time. He is Vice President of the Point Turton Progress Association and supports many local projects such as the Warooka Community Garden and LandCare projects.

Dale sees the goal of Wambana as fostering and encouraging Princes Men; boys who know who they are, work hard at everything they do, and value their roles and contributions. Dale has a real vision for the future of Wambana and looks forward to having a positive influence on your son as he prepares for the challenges and triumphs of Wambana.





# staff profiles cont.

## Gary Jenkinson - Deputy Director

Gary has been an educator for 39 years with qualifications including a Diploma of Teaching, a Bachelor of Education, a Graduate Diploma in Journalism, as well as being an authorised Civil Marriage Celebrant. He has a passion for sport and the outdoors as well as a strong interest in humanistic psychology, literature, and travel. Throughout his teaching career he played and coached football and cricket at a variety of levels. Over the years he also enjoyed SCUBA diving, snow skiing, sailing, swimming, volleyball, kayaking and tennis.

Gary began his time at PAC in 2002. He has taught in the Preparatory School, and has taught Health and Physical Education, Humanities, English, and Science in the Middle School. One of the highlights of his time at PAC has been working as the Director of Sport from 2009 to 2013.



Gary coached the PAC 1st XVIII and 2nd XI Cricket team for many years. Over that period, PAC won five consecutive 1st XVIII Intercollegiate matches, and were the State Champions in 2008 and 2010. He has been privileged to participate in two, 1st XI Cricket tours to the United Kingdom, and has managed a PAC tennis team in a trip to France to represent Australia.

Prior to PAC, Gary taught at Pembroke School from 1980 to 1988, and was also the Deputy Head of the Boys Boarding House. He coached school football in the winter and cricket in the summer, played A-grade old scholars cricket and football for Pembroke, and particularly enjoyed the role of playing coach of POSFC. During this time he developed a love of snow skiing and skied in Austria and Canada, as well as participating in numerous school ski trips. In 1989, the opportunity arose for him to teach at the Whitsunday Anglican School in Mackay, Central Queensland. Whilst in Mackay he played representative football and cricket for Mackay and helped establish the WAS SCUBA Diving Club.

Gary returned to Adelaide in 1990 to begin teaching at St Peter's College. For the next twelve years, he coached football and crickets and organised many ski trips. Gary lived and worked in the SPSC Junior Boarding House before becoming the Deputy Head of the School House Boarding House in the Senior School.

Gary and his wife Belinda have been married for over twenty years. They have successfully raised Kate, Thomas, TJ and James. Kate was educated at Loreto College and the boys attended PAC. As a blended family they had a set of unique challenges, but the reward has been watching their four children grow into happy, caring and successful adults.

Gary and Belinda have delighted in travel overseas including England, Italy, Spain, USA, and Asia. These holidays have been exciting and enlightening, allowing them to experience different cultures and cuisines, visit historically significant buildings, and view spectacular monuments and scenery. More recently, they have holidayed locally, and have had visits interstate when they are able to.

At their home at Netherby they enjoy gardening, reading or relaxing with family and friends, and love a stroll along the beach with their spoodle Louis.

Gary has been impressed to hear the Year 9 students confidently affirm how positive the experience at Wambana is. Many indicated that they would, 'do it all again in a heartbeat,' if the opportunity ever arose. It is Gary's wish to further facilitate the rich learning experiences at Wambana by implementing some enjoyable language experiences to aid team building and face to face communication skills. He enjoys being a part of the Wambana team and working with your son on his journey to becoming a more robust, confident Princes man.



# staff profiles cont.

## Peter O'Brien - Outdoor Educator

The staff at Wambana have many roles that they undertake during a program apart from the day to day tasks. One component of Peter's role is to run the four-day cycle tour in the first week. He also works with the boys on a variety of jobs including, concreting, stonework, community work, coastal care and building a bike track at a local nature reserve. During the Melrose Expedition Peter provides instruction to the boys on their Hutchie set up, fire lighting and general camp craft.

Peter is married to Sue and they have three children - Clare, Kieran and Declan. He can very much empathise with all parents and caregivers when it comes to teenagers and the role parents play in developing well balanced, respectful, confident and happy young men and women.

Peter has been working in the Outdoor Education field for over twenty years now. He is also a qualified Horticulturist with thirty-four years' experience in the industry and sections of the building trade. Peter studied Outdoor Education and Fitness at Regency TAFE, and set up his own cycling business catering to a wide range of schools and adult groups. After selling the business he has continued to work in outdoor education for a number of schools and outdoor companies.

Peter was inspired to work in outdoor education while undertaking a mountain bike expedition across the Roof of Norway. He later went back to Norway and lived and worked there for six months before cycling solo for seven thousand kilometres from Norway to Ireland and back via ten countries. With his wife and at the time, two little kids, they cycled New Zealand for three months, discovering kids will pretty much adapt to anything!

Having long been interested in developing his Survival and Bushcraft knowledge, Peter has studied with leading survival expert Bob Cooper and likes to share and inspire others to explore this fascinating field. The psychology of survival teaches a lot about human behaviour, coping with fear, stress, anxiety, problem-solving skills and how people cope under pressure, as well as empathy for others.

Peter and Sue have a catering business and believe it's crucial to encourage kids to eat a variety of healthy fresh foods and to understand more about where food comes from, how it's produced, what is local and seasonal, and inspire them to get growing at home. Wambana is fortunate to have an awesomely productive orchard and chooks, which the boys look after and enjoy the produce from, learning about food sustainability whilst being hands on.

Peter is passionate about the outdoors and getting people of all ages experiencing the vitality it brings to one's life, both physically and mentally. Peter's family love to get out bike riding, bushwalking, running, camping and having an adventure as well as the odd obstacle race.

It still amazes Peter how powerful the outdoor experience can be on people. Peter feels it's even more important now with the distraction of modern technology and life that our kids get a chance to have a break from it and focus on the really important things in life. Peter believes this is what Wambana allows for and why he loves working on the program, seeing boys return home confident, fit, respectful, resilient and with empathy for others on their journey to manhood.







# staff profiles cont.

## Shane Bracegirdle – Outdoor Educator

After 2 years exploring the world, Shane returned to Wambana with new skills and experiences to share with the boys. In his role at Wambana he is heavily involved in the fitness/healthy living aspect of the program, along with the aquatic activities and Melrose expedition.

Shane studied at the University of South Australia completing a Bachelor degree in Health Science and a Bachelor of Education. Through his studies he began to see the value in living a healthy lifestyle, and developed a passion for sharing these skills with others. Shane views Wambana as a great vehicle for teaching adolescents the value of having the skills to live a healthy life.



Shane is a qualified surf instructor with a certificate in surf rescue. He has a strong background in surfing, and he shows this in his passion for teaching people to surf. Surfing is one of the many ways in which Shane is able to connect with the boys as he believes it helps to develop strong and respectful relationships that generate trust, and positive learning outcomes as a result. Shane views Wambana as a great way for the boys to form strong friendship networks, as there are so many opportunities to support, encourage and get to know others. He takes the opportunity at Wambana to be a role model, teaching students how to be a positive influence on those around them and further develop respect from their peers.

The completion of many personal expeditions adds to Shane's experience and qualifications. These expeditions include a solo unsupported cycle trip around Iceland, and a solo hiking expedition along a section of the South West Coast trail in Cornwall, England. He has completed a cycle tour the length of Taiwan, and hiked the Jesus Trail in Israel. He has also cycled from the north to south of Tasmania and completed many surfing trips all over the world.

Shane has been able to combine his love for travel with a variety of employed positions. He has previously spent two winters in Eastern Canada as a dog sled guide where he looked after thirty-five Husky's and led tours. He has experience as a vertical cave guide on Vancouver Island, where he was responsible for guiding clients on a five-hour cave tour. This involved a lot of tight spaces and long abseils inside a large cave.

Shane has also spent time working as a head surf coach for a surf camp in northern Portugal and lived in China for six months working as an expedition leader for International schools. This involved travelling all over the country leading hiking expeditions, rock climbing trips, and sight-seeing tours in cities. He has worked with youth at risk groups at an extended stay program in Vancouver Island which he found very rewarding as it involved taking students outside their comfort zone on many long remote expeditions, and having a very positive influence in their lives. Shane recently returned from teaching at an International School in Japan, followed by a year on the Gold Coast mentoring and counselling youth at risk.

Shane can see a lot of value in the Wambana program, as it is a chance for students to discover a great amount about themselves. The supportive atmosphere and the focus on healthy life skills is something that is important to Shane, as well as the ability to have a positive influence on others.





# staff profiles cont.

## Michelle Hobbs - Outdoor Educator

Michelle has been alongside Dale since the inception of the idea of starting the wonderful Wambana program. Over the years she has seen it develop from idea to thesis to a base site to what it is today. With the development of the facilities she has also been part of the advancement of the program. Initially her role was small, running Reefwatch activities, but has grown to being the boy's guide in the community aspects of the program. These activities include Leisure Options, National Park research of Hooded Plovers and marine debris, dehydrating and cooking sessions, surf coaching and being a Wardli staff member.



Michelle has a Bachelor of Science in Marine Biology (Honours) and a Graduate Diploma of Teaching and Learning. Michelle has qualifications in Youth and Adult Mental Health First Aid, Level 1 Surf coaching and Wilderness First Aid.

Outside of Wambana she is the wife of Dale and mother to their three children, Jack, Will, and Emma. The family lives on site and have found their children's interaction with the students to be helpful to reduce some homesickness for those close with their siblings.

Michelle has been a teacher since 2008 in various roles and time commitment. She completed her university studies, married and had three children from 2002 – 2008. In 2009, her interest in the marine environment and successful studies led to her being commissioned by Yorke Peninsula Council to conduct a seagrass study for a local boat harbour project.

Michelle has travelled extensively around the world to locations such as Hong Kong, Rome, Nepal, London, Greece and Canada. Life for Michelle before 1995 was growing up in Streaky Bay on the West Coast of South Australia, where she was born and completed all her schooling.

Of course being a working mum, spare time can be hard to find, but she always loves to travel with Dale and the kids to visit their family, which is spread from the West Coast of South Australia to many areas of Victoria. Her family loves the outdoors and experiencing what it has to offer, so they are often out for a surf or off for an adventure in their camper bus.

Working for the Wambana program is a joy for Michelle. She especially finds it rewarding seeing the boy's confidence, and physical and mental ability grow over the duration of their stay. She believes it is a privilege to work alongside and be supported by the inspiring staff at Wambana and PAC and to be part of delivering a unique program she believes in strongly.

Michelle thinks it is wonderful to be part of introducing the boys to the Leisure Options Program. This program provides a range of leisure opportunities to people with disabilities. Working with this group provides a great learning experience for boys to integrate with a minority group and helps develop their empathy, social and communication skills.

Michelle also enjoys capturing the boys' journey at Wambana through photo's and video and is involved in compiling the end of program DVD. She also loves to share her knowledge of the marine environment with others and impart a citizenship responsibility to be aware of how our practices impact this environment we all enjoy and connect with culturally.

Michelle is looking forward to working with you and your son, and to be part of providing an environment for a rewarding experience during his stay.



# staff profiles cont.

## Jack Bain - Outdoor Educator

Jack is a former Princes man, attending from 2010 through till graduating in 2014. Having experienced the Wambana program himself in 2011, Jack found a keen interest in the outdoors and the Yorke Peninsula. From here, he was part of the first outdoor education class at Princes in 2013, and continued to follow this path, participating in the New Zealand Tour before earning the Year 12 Outdoor Education prize in 2014. In 2015 Jack worked at Prince's Scott's Creek Outdoor Centre as a gap student, developing leadership and practical skills within the Murray River environment.



Jack completed a four-year Bachelor of Outdoor Education Extended with a Physical Education major at La Trobe University, Bendigo. Throughout his study, he gained extensive experience across a range of environments including bush, river, alpine and coastal environments, before specializing in teaching bush and river environments. Jack has experience with delivering both place based and experiential learning approaches to outdoor education, both engrained teaching practices within the Wambana philosophy. Jack's leadership and teaching style within the outdoors features a focus on teaching safe and sustainable practices whilst developing outdoor living and travel skills to achieve empowering outcomes in the field.

Jack is currently studying his Masters of Applied Learning and Teaching degree at Deakin University, Geelong with the view to becoming a teacher. The background of applied learning within the degree holds a strong connection and place within the philosophy of Wambana, offering contemporary approaches to applied learning. Jack is dedicated to his studies and learning new practices to educate boys throughout their Wambana experience.

Jack has formed a close relationship with the Yorke Peninsula environment, spending in excess of 40 weeks camping and surfing across the Peninsula over the last few years to develop a well-rounded understanding of what the area has to offer. Jack has done two one-month solo camping trips at Daly Heads on the Yorke Peninsula, spending his time surfing, fishing, diving and bush walking. This experience brings a wealth of knowledge to the program with understanding of the local environment and conditions throughout all seasons.

Jack lived near Bells Beach in Torquay, Victoria, before heading back to South Australia to join the Wambana program. In Torquay, he spent a lot of his time along the Great Ocean Road, developing skills and wave knowledge in surfing and working along the Great Ocean Hiking Trail, leading groups on 10-day hiking trips. Jack also has a passion for downhill skateboarding; which has seen him compete at two IDF world cup events at Mt. Panorama Bathurst, racing up to 100kph. Downhill skateboarding has allowed him to travel extensively through Hawaii, the South Island of New Zealand and North Carolina, America.

Having personally experienced the Wambana program and its outcomes, Jack understands the emotions and development students will experience. Jack is eager to work with the Year 9 cohort to help facilitate the diverse learning outcomes Wambana has to offer and is excited to help with learning the skills and knowledge of surfing, bush walking and all other activities offered throughout the program



# staff profiles cont.

## Brooke Travis - Administration Assistant

Brooke grew up on the Yorke Peninsula, completing her schooling at Minlaton District School before heading to Adelaide to study a Bachelor of Agricultural Science (Oenology) degree at the University of Adelaide. On completion of her degree, Brooke began her career in the wine industry doing cellar and laboratory work in various wineries around South Australia and in the USA. Brooke also lived in London, where she worked various jobs in hospitality and administration and explored Europe.

After her travels Brooke moved back to Australia and commenced working in the brewing department and laboratory at West End Brewery. Brooke grew interested in the brewing process so undertook a Diploma of Brewing through the Institute of Brewing and Distilling based in London. Brooke's interest in sensory analysis grew and she extended this with judging beer in National and State Amateur brewing competitions, and published beer reviews. Brooke then took a position as a Sensory Scientist at the Australian Wine Research Institute where she ran scientific studies on taint analysis, the effects of different winemaking processes, and wine profiling, and was co-author on several published peer reviewed papers.

In 2010, Brooke and her partner Dan moved back to the Yorke Peninsula to raise a family and now have 2 young children, Jade and Eddie. Whilst being a stay at home mother, Brooke began studying a Bachelor of Education, and is now a qualified teacher. In her role as Administration Assistant, Brooke publishes the Wambana Times and creates the end of program movie, as well as compiling staff manuals and various other administrative duties. Brooke is excited to be a part of the amazing Wambana program, and enjoys learning about a different aspect of the boys' education.



## Graham Gladigau - Maintenance Caretaker

Graham (affectionately known as "Foss"), was born in Nuriootpa. During high school Foss was a member of the Barossa Valley Swimming Club and played A Grade tennis in summer and A Grade football in winter. Throughout his swimming career Foss gained certificates in coaching and lifesaving.

After finishing high school, Foss secured a fitting and turning apprenticeship with Imperial Chemical Industries (ICI), and on completion, moved to Whyalla for what was intended to be a one year experience. It ended up being nineteen years, during which he married Wendy and had 2 boys, Peter and Mark. He worked for BHP in the heavy machine shop, shipyard and pellet plant. Later he became self-employed, running a bread round, installing blinds and awnings, and erecting garages and carports and other similar buildings. Graham played football for South Whyalla, coached junior football for nine years, served on several committees and became acting President of the club as well as a life member.

In 1982 Foss and his family moved to Adelaide where he worked for Gold Star Bakery in charge of maintenance, and became Assistant Manager of Glenelg Football Club Under 17's and then Team Manager of the Glenelg Cricket Club A Grade. After seven years of working for Gold Star, the business became Buttercup Bakeries. Foss continued to work for another seven years until health reasons resulted in Wendy and Foss searching for a sea-change, settling at Point Turton. On high recommendation Foss commenced working at Wambana. Foss excels in his role of maintaining the Wambana site whilst mentoring the boys in various maintenance works and projects around the grounds.







## staff profiles cont.

### Jan Larcombe - Wambana 'Nanna'

Jan holds the position of 'Nanna' and has the responsibility of guiding, mentoring and assisting students in all aspects of living in a Wardli, in particularly cooking and cleaning.

Jan has four grown boys who all have lovely partners, and two beautiful grandchildren. Jan and her husband Dennis have had a holiday home at Point Turton for some years and decided to retire there in 2005. Both Jan and Dennis play lawn bowls and enjoy the company of many people in the bowling fraternity. During winter Jan's main focus is the footy – go Crows!

In the past Jan worked at PAC at Kent Town in the kitchen feeding boarders and tending to their needs, such as meeting dietary requirements and late meals for sports people, as well as catering for many College functions. It was a very pleasant surprise to Jan to discover the establishment of Wambana at Point Turton and that she could be part of its journey. Jan loves working with the boys and seeing them develop and grow as young men.



### Shirl Crosby - Wambana 'Nanna'

Shirl holds the position of 'Nanna' and helps students develop strategies for communal living and provides support in areas concerning human relationships. Previously Shirl has worked as a cook and with disadvantaged kids in Adelaide and Melbourne.

Shirl moved from Cleve on the Eyre Peninsula to Warooka at the age of 10. She has three children and three step-children, nine gorgeous grandchildren or 'grandies' and eight great grandies. She says "they sure make you feel alive." A road trip now and then gives Shirl her 'Nanna fix' as she travels to her family throughout South Australia, Victoria, Queensland and Western Australia.

Shirl is heavily involved within the local community, supporting the Country Women's Association, Red Cross, the Royal Flying Doctor's Service and the Country Fire Service. Shirl has also had a long involvement with the SA Cancer Council, even establishing the Relay For Life at Yorketown. She likes travelling, gardening, house-sitting, reading and AFL. It gives Shirl great pleasure to be involved in the Wambana program working with the staff, students and seeing the boys grow into lovely young men.



### Liz Potter - Wambana 'Nanna'

Liz is the 3rd 'Nanna' at Wambana and works with Jan and Shirl to help the students adjust to life in the Wardlis.

Liz and her husband Lindsay moved to Point Turton over 40 years ago. During this time Liz has been actively involved in the community, undertaking many different roles including school support officer and school bus driver for the local schools. Liz also ran her own accommodation business for 32 years and really enjoyed meeting holiday makers from all parts of South Australia and beyond. Liz volunteers for many organisations including the local football team, Pt. Turton social club and the dirt bike club. She also volunteers at fundraiser events including hosting the 'long lunch' to raise money for the Royal Flying Doctors Service.

Liz loves gardening, meeting new people, visiting family and entertaining at home. She has 3 adult sons and 7 grandchildren whom she loves to visit in Adelaide. She loves working with the staff at Wambana and helping the boys in the Wardlis.

