

# Winmalee Whispers



Winmalee Public School

Safe  
Respectful  
Learners



Find us at: Leslie St Winmalee 2777 Tel 02 47541574

Website: [www.winmalee-p.schools.nsw.edu.au](http://www.winmalee-p.schools.nsw.edu.au)

Email: [winmalee-p.school@det.nsw.edu.au](mailto:winmalee-p.school@det.nsw.edu.au)

Term 3 Week 9

Friday, 20<sup>th</sup> September 2019

## Relieving Principal's Message

Dear Parents and Carers,

While it has been wonderful to have some much-needed rain, unfortunately, Stage One's excursions to Longneck Lagoon had to be postponed until next term. These have been rebooked for Weeks 3 and 4 of Term 4 and more information will be provided about this shortly.

We have had a very busy term and it is not slowing down for Week 10. Kindergarten visited Calmsley Hill City Farm in Week 7 and had a fabulous time learning about the many different animals. On the same day, Ms Hutchinson and myself went with our representatives to the Zone Athletics Carnival at Blacktown. All of our athletes tried their best and were well behaved. Congratulations to Anna, Finn, Hannah, Holly Hunter, Luke, Molly and Oliver who will be representing our school at the Regional Athletics Carnival on 17th October. Thank you to Mrs Hall for organising the Public Speaking/Oral Reading competition. Congratulations and good luck to Amelia, Piper, Charlotte and Ella, who will be representing our school at the Blue Mountains Public Speaking/Oral Reading competition on Thursday 7th November.

Last week Year 6 ran the school disco which was well attended. It was a great night and we thank you for supporting our students. This week Year 6 have been selling slime, the students are loving it! Yesterday 5/6G and 5/6M visited Endeavour Nursing home and had a lovely time talking to and playing games with the residents. Next week Stage three will be going to Collaroy for camp. We hope that they have a marvellous time and that the rain holds off so they can do all of the fun activities that are planned.

Yesterday all children in Years 3 and 5 took home their NAPLAN results. Please remember that NAPLAN is just one way the school gathers information on your child's learning and is merely a 'snapshot' in time. Should you have any questions regarding your child's results or progress, please see the class teacher or myself and we will be more than happy to go through the results with you.

Congratulations to all of our Principal Awards winners! I look forward to having morning tea with you on Monday.

Lastly, don't forget to wear your Footy Colours next Tuesday 24th September. Every year our SRC organise for us to raise money in support of Kids with Cancer.

Have a safe break and we look forward to seeing you next term!

Thank you  
Kim Curran

Principal: Kate Ford

Assistant Principal K-2: Jenine Smith

Assistant Principal Stage 2: Kim Curran

Assistant Principal Stage 3: Christopher Pyne

School Administrative Manager: Kim Berry





### Kindergarten Visit to Calmsley Farm



#### At the Farm

We went to the farm on Friday.  
I saw some horses.  
I saw some sheep.  
I liked the horses.  
By Darcy KM



#### At the Farm

We went to the farm on Friday.  
I saw a whip cracking show.  
By Steven KM



On Friday we went to a farm. A goat tried to eat my uniform. I liked milking the cow. The pig was lazy. The orange fox had a green egg near it.  
By Isabel KH

On Friday we went to a farm. It was fun milking the cow. I patted a goat.  
By Krystal KH



Moo went the cow. The cow was very noisy at the farm. I saw a dog on the sheep too.  
Koby K/1S

Wow I did not know that there would be a fox there and I loved milking the cow at the farm.  
Finn K/1S





## **ORAL READING and PUBLIC SPEAKING**

Congratulations to all those students who spoke at the Winmalee Public School Oral Reading and Public Speaking Competition on Thursday. The students made the task of deciding the representative from each year to attend the Blue Mountain Competition next term for Mrs Curran and Ms Caira extremely difficult.

The winner for each grade and runners up are;

Year 3 Amelia and Rosie

Year 4 Piper and Emiliana

Year 5 Charlotte L and Chris

Year 6 Ella S and Abbey

We wish students the best of luck for the next level competition.

Mrs Hall

Public Speaking Coordinator





## Stage One Excursion – New Dates

It seems by organising our excursion this week we have helped to break the drought!

Although it was a shame to have to postpone our days, the activities at Longneck Lagoon and Environmental Centre were planned to be outdoors. It would have been far too wet and muddy for our students.

Our new excursion dates are:

### **Friday 1<sup>st</sup> November:**

K/1S (Year One)

2/3J (Year Two)

1/2M

### **Friday 8<sup>th</sup> November**

1/2W

1/2A



A new permission note will be sent home on the first day of school in Term 4. Payments have already been finalised.

Jenine Smith



**FREE fun program to help kids become fitter, healthier and happier!**

**Do you have children 7-13 years old?**

Go4Fun® is a healthy lifestyle program run by qualified health professionals to improve health, fitness, and confidence in children above their healthy weight.

Go4Fun® programs run weekly for 10 weeks during school terms, and are 2 hours long. Parents attend each session with their children to encourage a whole family approach. All sessions include:

- Weekly games and activities for kids
- Fun, interactive discussions to improve children's physical activity, confidence and eating habits
- Practical demonstrations, games and tips about healthy foods, label reading and portion sizes

**Programs across: Nepean, Blue Mountain, Hawkesbury and Lithgow areas**

To register **FREE** call 1800 780 900,  
SMS 0409 745 645 for a call back  
or visit [www.Go4Fun.com.au](http://www.Go4Fun.com.au)







## P&C Update

### Outdoor Classroom Update

A huge thanks to Grant Jackson of G+K Contracting for sourcing and getting the last log in place for the classroom.



There is more to be done to stabilise it before the kids can safely be there, but we hope to get that done by the end of next week. In the meantime, if it wasn't for Grant, 8 kids would be left standing! Thank you from the P&C, teachers and students who are already benefiting from the classroom.



Our next meeting is Tuesday 29th October at 7pm in the staff room. You are very welcome to join us.



# **DON'T FORGET**

## **FOOTY COLOURS DAY**

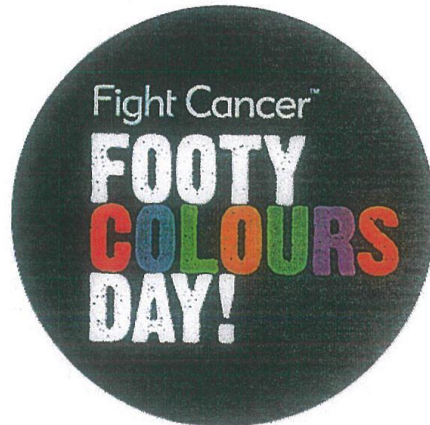
**Tuesday 24th SEPTEMBER**

**WEAR YOUR FAVOURITE FOOTY**  
**COLOURS**  
**CRAZY HAIR AND / OR MUFTI**

**GOLD COIN DONATION**



Fight Cancer Foundation™  
*Giving hope. Saving lives.*



**SHOW YOUR TRUE COLOURS!**



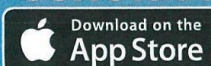
# Book Club LOOP

**LOOP** is the Scholastic Book Club  
Linked Online Ordering & Payment platform.

It's easy to order and pay online for your child's Book Club order using your credit card. If your school is not yet in the **LOOP**, speak with your school's Book Club Organiser.

Head to **scholastic.com.au/LOOP**

or



Follow these **easy** steps!

**1** Simply grab your child's Book Club catalogue and either **SIGN-IN** or **REGISTER** your account.

**2** Add your child's first name and last initial (so the school knows who the book is for), then select your **SCHOOL** and your **CHILD'S CLASS**.

*Note: You can order for multiple children at once if they attend the same school.*

Looking for **MORE** product information? Additional content such as videos and downloads are available for select titles. Select your issue and enter the item number to view information on titles and some great resources, such as videos and reviews.

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LOOKING FOR MORE PRODUCT INFORMATION?



Item No.

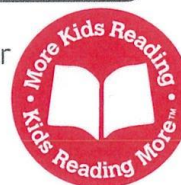
**FIND**

**3** Click on **ORDER** and enter the item number from the Book Club catalogue.

**4** All orders are linked directly to the school for submission to Scholastic. Books will still be delivered to your child's classroom if you order by the close date.

*That's it!* There's no need to return paper order forms or payment receipt details to your school.

 **SCHOLASTIC**







parenting \* ideas

# insights

## Getting the screentime balance right

by Martine Oglethorpe



I am always getting asked 'How much screentime should I allow my child?' Here's the thing. I don't believe there is a magic number of hours a child should be 'allowed' or 'not allowed' screentime. There are many other more pertinent questions we should be asking about our kids' screentime, aside from simply 'how much?'.

What are they doing on the screens? Are they safe? Are they engaging in positive interactions? Is their self-esteem intact, or are they comparing themselves to everyone else online who is (in their mind) smarter, prettier, skinnier or has more friends? Are they creating things or merely consuming? Are they in control? Are they able to put away a device without a tantrum? These are just some of the things we should be looking at when it comes to our kids' use of their screens. Which is not to say that the amount of time spent on screens is irrelevant. It is still valid to be concerned about how much time screens are consuming of your children's days.

To help alleviate some of the concerns you may have, and to put some strategies in place, here are two things you can focus on when it comes to your kids and screentime.

### 1. Look at the individual child

How is your particular child coping? Each child is different. A boundary that works for one child may not work for another. Is your child in control of their screen use? Are they coming to the dinner table without a fight? Are they sleeping, eating, keeping up with friends?

Conversely, are they showing signs of not being in control? If so then you may have to look at better ways to manage their time. Discuss the issue with your child and explain why they need better balance. Not because the technology is bad per se, but because they need to ensure there is enough time left in their day for all the other activities that are needed for their growth, development and wellbeing.

### 2. Are all of their other needs being met?

Are they getting enough:

**Sleep time:** It's super important that kids are getting a good night's sleep. Keeping devices out of the bedroom when they are young, and avoiding the screens for at least an hour before bed helps ensure their sleep needs are met.

**Bored time:** Today's kids don't tend to get as much time to be bored as kids used to. It is an important skill to be

We're a Parenting Ideas school

[parentingideas.com.au/schools](http://parentingideas.com.au/schools)





## parenting\*ideas

able to fill in their time themselves. Bored time promotes creative play and thinking as kids are forced to come up with other ways to amuse themselves.

**Connection time:** Face-to-face interaction is obviously crucial for children's social and emotional development and wellbeing. Time with friends, siblings and family members must always be a priority. Learning to engage, problem solve and read body language and facial expressions are all crucial skills that need real-life time and experience to develop.



**Active time:** A healthy body and mind requires activity and movement. Kids still love to get out and play. However, some may need a bit more encouragement to remind them.

**Downtime:** Whilst playing games may be described by many kids as their downtime (and yes, there is some validity to this argument) kids also need downtime that involves doing very little. It is in these moments of reflection, of thinking and of pondering, that our ideas come to us and our creativity for other activities flows.

**Focus time:** There are times of the day when all of us need to be focused on other tasks. These may be homework, chores, reading a book or the newspaper, building something or making something. There needs to be time in kids' days where they are able to focus solely on a task without the distractions of a screen.

**Mealttime:** Getting plenty of good food is of course very important to kids' wellbeing. But it's not just about the food. Sitting at the table with parents, siblings or others and enjoying a meal together without the need of a screen helps children to develop good habits while they are young which they can carry into the future.

Obviously there will be times when all these needs are not completely balanced. There will be periods when screens are used more often and times when one or more valuable needs is neglected. But if we can use this as a guide and aim to fit the many key experiences our kids need into each day, we are much more likely to ensure our kids grow up with a healthy respect for their screens and a healthy respect for the many areas of their life that need to be nurtured.



### Martine Oglethorpe

Martine Oglethorpe is an accredited speaker with the Office of the eSafety Commissioner and has presented to numerous parent groups, schools and teachers. She is a speaker, counsellor and educator with a passion for building resilient kids in a digital world. Contact details: [info@martineoglethorpe.com.au](mailto:info@martineoglethorpe.com.au), [themodernparent.net](http://themodernparent.net), [facebook.com/themodernparent](https://facebook.com/themodernparent)





June 2019

## Residential address check

### For the enrolment of students in NSW Government schools

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

#### Key principles

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

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

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

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

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

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

#### Establishing the child's residential address

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

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

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

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

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

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

\* up to three months old

#### More information

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







NSW Department of Education

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# Enrolment policy

## Information for parents

The Enrolment of Students in NSW Government Schools policy is in place to assist schools to meet their obligations under the *Education Act 1990* - to ensure that every student has a place at their local school. The policy also communicates to staff and the community a transparent enrolment process.

### Why was the enrolment policy revised?

Across the state, many communities are changing. Some are growing at rates never seen before. Some schools that used to be able to accept out-of-area enrolments, no longer have the room to do so.

The revised policy is designed to support schools to manage all enrolment applications, encourage greater consistency in decision-making and make sure the enrolment choices are clear for parents.

### What are the changes?

#### The enrolment cap

The enrolment cap is the number of students that can be enrolled at a school based on the school's permanent accommodation. The enrolment cap tells us whether the school may or may not have the capacity to accept non-local enrolments. It is not a target or limit on the number of local enrolments a school can take.

Each school with a local intake area will have a cap set by the department from Term 4 2019.

Within the enrolment cap, a number of enrolment places (the buffer) must be kept aside for the likely number of local students who will need to enrol during the year. For this reason, a school will not take non-local students once they reach their buffer, unless there are exceptional circumstances.

#### 100-point residential address check

Parents planning to enrol their child at a school that is near or at their buffer or cap will be asked to complete the 100-point residential address check to confirm they live within the school's designated intake area. This means you will need to provide documents to verify your child's current address.

So that schools only seek information relevant to your child's enrolment, a list of approved documents for the residential address check is available from the school or the department's website at <https://education.nsw.gov.au/policy-library/policies/enrolment-of-students-in-nsw-government-schools>.

#### Selection criteria for non-local enrolment

Sibling enrolments are now clearly prioritised (where possible) and selection criteria for non-local enrolment will not include student ability, performance or achievement.

[education.nsw.gov.au](https://education.nsw.gov.au)







### What has not changed?

Schools will continue to enrol students who live in their local intake area, regardless of the school's cap status.

There are no changes to enrolment rights of siblings of non-local students. In schools with available places, each enrolment application is considered on its merits, including if siblings currently attend the school. If the school is below capacity, out-of-area applications for siblings of current students will be given enrolment priority.

Schools will continue to provide families with support and advice during the enrolment process, including assessment of exceptional and compelling circumstances particularly for vulnerable students and their families.

Schools will also continue to apply the policy fairly and consistently using transparent and accountable processes when making decisions around enrolment applications. Parents have a right to appeal to determine whether the stated processes have been applied in a procedurally fair manner.

### But what do the changes mean for me?

#### What if my child is already enrolled but we do not live in that school's intake area?

Your child will remain enrolled at the school as the revised policy does not affect students already enrolled in NSW Government schools.

#### We were in area when my child was enrolled in the school. The department has since changed the school's boundary and our residence is now out of area. I have other children and I want them all to go to the same school.

##### What are my options?

At times it is necessary for the department to make adjustments to a school's local enrolment intake area. This could mean a family with a child/children already enrolled is then outside the local intake area. When this happens, the family will still be able to enrol siblings together at the school, regardless of whether the school is over the buffer or cap.

#### I already have a child enrolled as an out-of-area student in a NSW Government school. Can I enrol my other children at that school too?

This will depend on the capacity of the school:

- If the school is **not near its buffer**, then siblings should be able to be enrolled at the school. In fact, siblings of students currently enrolled will be prioritised, where possible, over other non-local enrolment applications.
- If the school is **nearing its buffer**, then the school will form a non-local enrolment panel. The panel considers non-local enrolment applications when the number of non-local applications received exceeds the number of places available below the buffer. Again, in this instance, siblings of students currently enrolled will be prioritised, where possible, over other non-local enrolment applications.
- If the school is **at capacity** they will not accept non-local enrolment applications unless there are exceptional circumstances.

#### I have already accepted an offer for my child to attend a school in 2020 that is not my local school. What happens now?

The enrolment will proceed. Non-local enrolments accepted before Term 4 2019 for students starting in 2020 should not be affected.

#### What are the criteria for enrolment in a school that is not my local school?

Schools that are able to accept non-local enrolment applications establish a non-local enrolment selection panel, if demand exceeds the number of places below the school's buffer.

Schools are required to make the selection criteria available to the school community.

#### My circumstances are challenging and I think this school is best for my child. We live outside the school's intake area. What should I do?

We understand that not everyone's circumstances are the same, and that there are instances where exceptional circumstances will need to be considered.

Your circumstances should be discussed with the principal of your local school who can assist you to negotiate an out-of-area enrolment if there are exceptional and compelling circumstances.

### Contact

For general enquiries contact: 1300 679 332 or email: [DoEInfo@det.nsw.edu.au](mailto:DoEInfo@det.nsw.edu.au)

For enrolment enquiries, speak to your local school. Find school contact details at: <https://education.nsw.gov.au/public-schools/going-to-a-public-school/finding-a-public-school>

education.nsw.gov.au





## The revised Enrolment of Students in NSW Government Schools policy

### Frequently Asked Questions: August 2019

**1. I was advised of my school's enrolment cap. How was the cap determined and what does it mean?**

The school's enrolment cap is the number of students that may be accommodated based on the number of permanent classrooms.

It is an indicator of whether or not a school may have the capacity to accept non-local enrolments.

It is not a target nor a limit on the number of local students that a school may enrol.

It is not intended to reflect staffing, or current or future demand for enrolment.

**2. Our local enrolments exceed the cap; what do we do?**

Every eligible child is entitled to enrol in their local school. To meet the Department's obligation under the Education Act 1990, schools that have exceeded their cap will continue to enrol local students.

Unless there are exceptional circumstances approved by the DEL, the school will use the prescribed 100-point residential address check to confirm local enrolment applications.

Schools will continue to be resourced to accommodate current enrolment, including the use of demountable classrooms if appropriate.

Where the school has increased local demand beyond permanent accommodation, the facilities will be assessed as part of the School Infrastructure NSW planning processes.

**3. Has the intent of the revised enrolment policy changed from the previous one?**

Not significantly. The revised policy includes the prioritisation of siblings and clarification for non-local enrolment processes (100-point residential address check and more specific advice on enrolment panel criteria).

The previous policy required each school to have an enrolment ceiling (the equivalent of the cap in the revised policy), that was based on permanent accommodation. The policy made clear that no additional accommodation (permanent or demountable) would be provided to cater for increased enrolments resulting from non-local placements.

In the revised policy, the enrolment cap for a school is established centrally, based on available permanent accommodation. Demountable classrooms are not usually counted towards the enrolment cap unless new or replacement accommodation planned for or under construction. The revised policy makes clear that no additional accommodation (permanent or demountable) will be provided to cater for increased enrolments resulting from non-local enrolments.



#### 4. How were the caps calculated?

The caps have been designed to take into consideration the average number of students currently in classrooms in our 2,200 schools. The cap does not define the maximum number of students that can be enrolled in a school. Caps were determined by multiplying the number of permanent classrooms with the average number of students currently in classrooms for the school type. The caps take into consideration the range of different classroom spaces in our schools. Schools use a range of strategies when converting their Full Time Equivalent (FTE) into the number of classes.

#### 5. What enrolment rights do siblings of currently enrolled students have?

The revised policy clarifies the enrolment rights for siblings of non-local students in schools with capacity constraints.

- In schools that are allowed to accept non-local students, selection criteria for any non-local enrolment panel will give priority to siblings of existing students, where possible.
- Siblings of currently enrolled students who were local when enrolled but are now non-local because of boundary changes are also entitled to enrol, even if their school is over the buffer or cap.
- Like other non-local students, siblings do not have an entitlement to be enrolled at a school that has reached its cap or local enrolment buffer level.

The revised policy retains its focus on the department's obligation to give paramount importance to the best educational and wellbeing needs of students. Supporting at-risk students will remain a consideration for principals and DELs in making decisions in relation to families seeking to enrol siblings in an at-capacity non-local school.

#### 6. We have reached our enrolment buffer. I have already made offers to siblings of current students for 2020. Do I now have to tell those parents that they cannot attend?

No, any enrolment offers already made and/or accepted prior to Term 4 2019 will be honoured.

However, future decisions about siblings of current students need to be managed through the non-local enrolment criteria and panel process at your school.

#### 7. The policy says that we can enrol students who are out of our local intake area if there are exceptional circumstances. Is there a definitive list of what circumstances might be considered 'exceptional'?

No, there is not a definitive list of the circumstances that could be considered exceptional. The policy does not (and should not) define the range and scope of exceptionality. This supports local and sensible decision making by the people who know the families best.

Exceptional circumstances should be determined on a case-by-case basis by the school's placement panel if the school is near its buffer. If the school is over its buffer level or cap, the decision is made between the principal and DEL. There are subject matter experts in state office who are able to provide advice to support decision making.





As an example, exceptional circumstances may occur when the safety and wellbeing of students could be compromised. We have an obligation to protect and ensure the wellbeing of our most vulnerable students.

Some examples of exceptional circumstances might include:

- Families in a situation characterised by domestic violence. The parent may not be able to prove their residential address at point of enrolment. The principal can waive the 100 point residential address check and enrol the child/ren with the approval of the DEL.
- Sometimes parents with limited resources and support who have a child with unique support needs and who is enrolled in a specialist support class in a mainstream school may seek to enrol their other children in the same school. The opportunity to keep siblings together might be a determining factor in the decision to access support for the child with a disability.
- Some refugee families are initially placed in temporary housing and enrol as local students. When permanent housing is provided this can be out of the school's local intake area. Consideration might be given to siblings coming into school at a later date if separating them from their siblings is likely to cause undue stress or trauma.
- Where a non-local family did not have reasonable expectation that their subsequent children may not have been able to enrol in the same school as their sibling. This expectation should be set by schools at the time of any non-local enrolment, however where that has not previously been the case, this may be considered an exceptional circumstance in consultation with the DEL.

**8. Can my school accommodate a support class/unit when we are over our cap?**

Yes, support classes/units are provisions for local and non-local students, who are identified through the placement panel process. The location of support classes is determined based on the best interests of the students.

Schools will continue to be supported to provide this important service for students and families. Additional demountable accommodation will be provided to enable the support class provision if it is required as a result of the support class establishment. The school's enrolment cap will be adjusted, if needed.

**9. We have reached our enrolment cap. Do I have to discontinue a special program for which we have had a selection process for non-local students, and that includes a partnership with an external organisation?**

No, you can continue to offer this type of program, but it would be for your local students to access. Non-local access may need to be grandfathered out, depending on the commitment already made to the program. You could continue to have a selection process for local students to be included in the specialist/extra-curricular program.

Schools will continue to be encouraged to develop and implement special programs, including those that involve partnerships with community organisations, which enhance students' learning, health, wellbeing and welfare outcomes.

Participation in these programs needs to be inclusive and non-discriminatory and should not be limited by a requirement for the student to be enrolled at the organising school.



**10. How does the cap impact specialist high schools where many of their students are non-local?**

There are currently 33 specialist high schools that have a cap. The types of specialist schools include:

- Creative Arts
- Sports
- Languages
- Performing Arts
- Visual Arts
- Technology
- Rural Technology
- Marine

If a school is identified by the Department as a specialist high school and has an evidence of enrolment based on specialist programs or provisions, then the principal and DEL should discuss the enrolment profile of the school and how the cap could be adjusted to accommodate the specialist provision.

**11. My school operates differently to others. What options do I have to adjust the centrally set cap for my school?**

The policy is being implemented in two phases to provide the opportunity for DELs and principals to discuss the centrally set cap and any adjustments that might be required to account for local factors or differing operating parameters.

The cap can be adjusted by reducing or increasing the number of designated permanent classrooms that are recorded for the school.

Any local adjustments to the cap need to be agreed with the DEL and endorsed by the Executive Director for the approval of the Deputy Secretary, School Operations and Performance.

**12. Has consideration been given to the revised policy's impact on principal classification and school staffing?**

Concerns regarding the policy's impact on individual circumstances is understandable.

Principals should be reassured that policy changes are not taken lightly and their potential effects are weighed against the need to manage resources efficiently across the whole school system.

Some schools will see a flow back of local enrolments which may offset the loss of non-local enrolment numbers.



<https://www.cdcbus.com.au/blue-mountains-school-timetables>

The School Opal card gives eligible school students free or subsidised travel on public transport between home and school on trains, buses, ferries and light rail in the Opal network.

### **Apply for a School Opal card (new applications only)**

#### **Already have a School Opal card? Keep it for next year**

Don't throw out this year's School Opal card because eligible cards will be automatically updated for the new school year.

#### **Don't forget a Child/Youth Opal card**

It's important to remember that the School Opal card is only for travel to and from school on school days and doesn't cover travel to After School Care, school excursions, sport and other activities away from school, so it's a good idea to get a [Child/Youth Opal card](#) for personal travel.

#### **Notice to Students and Parents**

You have received this notice as there is an issue with your child's Student Opal Card, the issues are listed below. It is important that those students utilising free travel under the School Student Transport Scheme (SSTS) use their Opal Card that has been issued to them for travel to and from school correctly on every trip. Data gathered from the correct use of Opal cards is used to determine how best to regulate school bus services in your area.

- ☐ - Student does not have or has lost Card.
- ☐ - Not entitled to be used on this mode or provider.
- ☐ - Not entitled. Child lives inside 1.6 km radius of school. Please purchase an OPAL school term pass
- ☐ - Card is damaged or faulty.

**For any of the above issues contact Opal on 13 67 25 (13 OPAL) or visit [opal.com.au](http://opal.com.au).**





Food & drink supplied

## Winmalee KID'S HOLIDAY PROGRAM

Winmalee Public School Hall WINMALEE (Next to Pinnaroo Vacation Care)

Bookings Essential

Concessions  
available

October 2019

Hours 9am – 3 pm

<b>WEDNESDAY 2nd October</b> <b>All Day Quiet Space</b> Books to read, cards, games, cushions and rest area. <b>Fun Craft Activities</b>	<b>WEDNESDAY 9th Oct</b> <b>All Day Quiet Space</b> Books to read, cards, games, cushions and rest area. <b>Fun Craft Activities</b>	<b>Supporters:</b> Winmalee Public School Winmalee Neighbourhood Centre Pinnaroo OOSH. Lions Club. Thrive Family Support Services Winmalee Hub  Local services and businesses and many others who are not listed.  <b>Thank you.</b>  For information and booking regarding this Program please contact: Springwood Uniting Church Office - Ph. 0247513951 Program Coordinator: Mary-Ellen Jamieson on Mob. 0415533491  <b>Cost \$10</b> <b>Per child</b> <b>INFANTS AND PRIMARY</b>
<b>MAKE A PUPPET</b>	<b>AROUND the WORLD</b> <b>In 80 Minutes</b>	
<b>Mad Science</b>	<b>Crazy Craft</b> ✓ Pipe cleaner creations. ✓ Pet rocks. ✓ Recycled necklaces. ✓ Covered containers Matchstick mania	
<b>PARACHUTE GAMES</b>	<b>Giant Jenga Game</b>	

This is an activity run & coordinated by Springwood Uniting Church with the generous support of Winmalee Neighbourhood Centre

## OCTOBER SCHOOL HOLIDAY PROGRAM 2019

### Tuesday 1 Oct @ Blaxland Library

Octopus's Garden with Naomi  
Make a jiggling jellyfish to hang in your home or garden, moving it's tentacles in the breeze.

10.30am-12 noon. 6-12 yrs  
\$6.00 per child. Bookings essential.  
All materials provided.



### Wednesday 2 Oct @ Katoomba Library

Basket Weaving with Naomi  
Weaving is great fun! Learn how to weave a small basket for storing keepsakes in.

10.30am-12 noon. 6-12 yrs  
\$6.00 per child. Bookings essential.

### Thursday 3 Oct @ Springwood Library/HUB

Boat Fun with Naomi  
Construct and decorate a toy boat that will really sail!

10.30am-12 noon. 6-12yrs  
\$6.00 per child. Booking essential.  
All materials provided.

### Tuesday 8 Oct @ Blaxland Library

Forest Magic with Naomi  
Craft a dragon fly, fairy, fairy house, toadstool, fearsome dragon or other creatures inspired by magical forests.

10.30am-12 noon. 6-12yrs  
\$6.00 per child. Bookings essential.  
All materials provided.



### Wednesday 9 Oct @ Katoomba Library

Musical Instruments with Naomi  
Create a working mini banjo, shakers and more with everyday items. Let's get musical.

10.30am-12 noon 6-12 yrs  
\$6.00 per child Bookings essential  
All materials provided.

### Thursday 10 Oct @ Springwood Library/HUB

Creepy Clay Creatures with Naomi  
Halloween is approaching, so let's make some creepy characters using wonderful air-drying clay!

10.30am-12 noon. 6-12 yrs  
\$6.00 per child. Bookings essential.  
All materials provided.







**YOU COULD PLAY WOOLWORTHS CRICKET BLAST FOR FREE!**  
Claim your voucher today

**ACTIVE KIDS**  
WITH THE AUSTRALIAN CRICKET BOARD

**Woolworths CRICKET BLAST**

# HAVE A BLAST!

**GET INTO WOOLWORTHS CRICKET BLAST. IT'S A FUN AND ACTIVE PROGRAM FOR KIDS OF ALL ABILITIES – WHETHER IT'S YOUR FIRST TIME WITH A BAT OR YOU'RE A BACKYARD CRICKET STAR!**

Springwood Cricket Club Junior Blasters  
Fri 18th Oct - Fri 6th Dec, 5:00-6:00pm  
Location: Lomatia Park, Springwood  
Contact: Adam Thomas, 0414 233 712  
\$100 including Blast Pack! FREE with Active Kids!

\*BASED ON PROGRAM RRP OF \$99. MORE INFO AT SERVICE.NSW.GOV.AU/ACTIVEKIDS



JOIN A CREW NEAR YOU TODAY

PLAY CRICKET

OFFICIAL KIDS PROGRAM



**TAKE \$100 OFF\***  
YOUR REGISTRATION FEES  
CLAIM YOUR VOUCHER TODAY

**ACTIVE KIDS**  
WITH THE AUSTRALIAN CRICKET BOARD

# #WATCHME FIND MY CREW

**MAKE NEW FRIENDS AND GET ACTIVE PLAYING ALL GIRLS JUNIOR CRICKET.**

It's a fun competition for girls aged 11 to 17 – come and join us. Your local club has teams set up for girls just like you – discover how cricket can boost your confidence, stretch your skills and grow your friendships.

Penrith Junior Cricket Association Thunder Girls Cricket League  
Friday 25th October - Friday 13th December (8 weeks), 5-7pm  
Location: Jamison Park, Penrith  
Contact: Lachlan Steuart, 0448 135 188  
Ages 9-13, \$100 or FREE with Active Kids Voucher!

\*More info at service.nsw.gov.au/activekids



Team up with the girls at your local club today

PLAY CRICKET



**YOU COULD PLAY WOOLWORTHS CRICKET BLAST FOR FREE!**  
Claim your voucher today

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WITH THE AUSTRALIAN CRICKET BOARD

**Woolworths CRICKET BLAST**

# HAVE A BLAST!

**GET INTO WOOLWORTHS CRICKET BLAST. IT'S A FUN AND ACTIVE PROGRAM FOR KIDS OF ALL ABILITIES – WHETHER IT'S YOUR FIRST TIME WITH A BAT OR YOU'RE A BACKYARD CRICKET STAR!**

Penrith Junior Cricket Association Master Blasters  
Fri 25th Oct - Fri 13th Dec (8 weeks), 5:00-7:00pm  
Location: Jamison Park  
Contact: Lachlan Steuart, 0448 135 188  
\$99 or FREE with Active Kids Voucher!

\*BASED ON PROGRAM RRP OF \$99. MORE INFO AT SERVICE.NSW.GOV.AU/ACTIVEKIDS



JOIN A CREW NEAR YOU TODAY

PLAY CRICKET

OFFICIAL KIDS PROGRAM





## Term Four 2019

TPL Excursions Meetings School Event Leave Newsletter Sport

WK	Monday	Tuesday	Wednesday	Thursday	Friday
1	14 October Staff & Students Return <i>Swim School</i>	15 <i>Swim School</i>	16 <i>Swim School</i>	17 <i>Swim School</i> <i>Regional Athletics</i>	18 <i>Swim School</i>
2	21 <i>Swim School</i>	22 <i>Swim School</i> Kindy Parent Information Evening	23 <i>Swim School</i>	24 <i>Swim School</i>	25 <i>Swim School</i> <i>Year 6 Movie Day</i>
3	28 BOOK FAIR	29 BOOK FAIR P & C Meeting Kindergarten Orientation	30 BOOK FAIR <i>School Spec</i> <i>Rehearsal</i>	31 BOOK FAIR Grand Parents Day	1 <sup>st</sup> November Newsletter BOOK FAIR <i>K/1S, 1/2M &amp; 2/3J</i> <i>Longneck Lagoon</i>
4	4	5 Kindergarten Orientation	6 <i>Film by Festival</i>	7 <i>Blue Mountains</i> Oral Reading & Speaking	8 <i>1/2A &amp; 1/2W</i> <i>Longneck Lagoon</i>
5	11 <i>School Spec</i> <i>Rehearsal</i>	12 Kindergarten Orientation	13 <i>Stage 2 Scenic</i> <i>World</i>	14 Peer Group Day	15 Colour Day
6	18	19 Kindergarten Orientation	20 <i>School Spec</i> <i>Rehearsal</i>	21 <i>School Spec Dress</i> <i>Rehearsal</i>	22 Newsletter <i>School Spec Matinee</i> <i>&amp; Evening also 23/11</i>
7	25	26 P & C Meeting	27	28	29
8	2 December	3	4	5	6
9	9	10	11 Presentation Day	12	13 Newsletter Year 6 Graduation
10	16 Year 6 Farewell	17 Talent Fest	18 <i>Students Last Day</i> <i>Movie Day</i>	19 Staff Development Day	20 Staff Development Day

