



Kellyville High School
Learning | Excellence | Integrity

The Marella Muse

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VOLUME 16 – EDITION 9

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CALENDAR CHECK

2019 | Term 4

W1A	14 Oct	ALL Staff and Students return
	15 Oct	2020 HSC Info evening 6pm HALL
	17 Oct	HSC Examinations commence
W2B	All Week	HSC Examinations continue
	22 Oct	Y7 Sports Gala Day
	25 Oct	Y11 Yearly Reports published
W3A	All Week	HSC Examinations continue
	All Week	Y8 VALID Science examinations
W4B	All Week	HSC Examinations continue
	All Week	Y10 Yearly Examinations
	05 Nov	"Think You Know" forum 6pm HALL
	05 Nov	P&C Meeting 7pm LIBRARY
	07 Nov	Y7 Vaccinations
	10 Nov	P&C Bunnings BBQ Rouse Hill
W5A	11 Nov	Year Assemblies
	13 – 17 Nov	Duke of Edinburgh SILVER
W6B	19 Nov	Recognition Assemblies
	22 Nov	Junior ART exhibition

CELEBRATING SUCCESS

Under 15's Boys Basketball | CONGRATULATIONS

Congratulations to the under 15s boys basketball team who represented Kellyville HS at the Sydney West gala day on Friday 23rd August. Through previous competitions that the boys have played, they qualified in the top 8 teams for Sydney West.

Although the Boys did not make it to the finals on the day, they played some very close matches and were outstanding representatives for Kellyville High School. As usual, we were commended by other schools for our sportsmanship and behaviour.

Our amazing school Vice-Captain, Xander P was the coach for the team and did a fantastic job and displayed brilliant leadership skills. A big thank you to George Papadopoulos for doing the bench and always being a big supporter for Kellyville HS basketball teams.

Congratulations to the following students:

Xander P (Coach)

Marko R

Oliver Chu B

Nathan T

Zhi Yong P

Michael A

Arsam N

Thomas S

Brooklyn I



Ms K. Graham

HT Teaching & Learning | LOTE

YEAR 12 GRADUATION

Excerpt of Principals Speech - Graduation

Good morning staff, parents and students.



It is such an honour to stand here today as the very proud Principal of Kellyville High School. Each time I have had the privilege to give the graduation speech – and this *is* my 13th time – I really struggle about what to say. So, I researched some metaphors:

“Year 12 are like a garden growing...” or

“Year 12 are like a photo album...” or

Year 12 are on a journey...”



I looked to famous quotes for inspiration, whether it be Frost’s “the road less travelled” or Yeats’ “learning is not filling a bucket, but lighting fires in the imagination of people,” or ask one of the teachers’ or kids who the coolest singer is at the moment, and try to quote that. Ah, no.

So, instead, I do what all good Principals do, and check their data.

I *did* check the data, and we know so much about this Year 12.

They have been surveyed, watched and counted.

They have been analysed, measured and assessed.



They have been ranked and placed in bands, and lined up and told off. They have been loved and cared for.



They have had the courage to come out, come in, and ask for help; to ask for help for others.

They have formed their political views and examined their spirituality. They have designed, created and constructed.

YEAR 12 GRADUATION



I know for a fact that they eat veggies, and care about public education, and will exercise their vote with extreme consciousness.



This year 12 belong to the largest generation in Australian history now comprising around 20% of Australia's population, and almost 30% of the world's population. Globally, there are almost 2 billion of you.

They are the first fully global generation, shaped in the 21st century; connected through digital devices and engaged through social media.

1 in 2 students are predicted to obtain a University degree, and at Kellyville, the number of students with a degree will be 86%.

About 15 of you have early entry into University, and a chosen career.

By 2025, you will make up 27% of the workforce.



You are predicted to work 17 jobs, 5 careers and live in 15 homes throughout your lifetime.

Your leadership style is collaboration and contribution.

They have really kept us on our toes.



So, what will I say today? I decided to speak from the heart. This graduation class of 2019 are *really good* kids. They are the types of kids you would want your sons and daughters to be friends with.



YEAR 12 GRADUATION

You want them in the kitchen to have a chat, and eat a pizza. They can speak to adults easily and we are not *too* stretched talking to them.



They have been participants in activities at our school that encourage reflection, discussion and dialogue on matters that concern the students; and by implication, our school, staff and this community that we serve. They have been the year most aware of social justice, and have done something about it.



This Year 12 have learned the power of great speech and great research - mostly conducted on their phone, of course. They question social media.

They practice great speech and have led our school in finding that student voice.

They are the group that sat in the centre when we began to focus on student voice. And by that, I mean, they have not been passive objects, but active players in their education.

Their perspectives on policy and practices have shaped conversations, from which students have generally been

excluded, but determine their life at school in which they have been included at Kellyville High School.



The results of their student voice has given us our Anti-Bullying Pledge. They said:



"I will be an up-stander, not a bystander."

"We respect other people for their differences."

"You can be a powerful voice in your school."

They have been leaders since Year 7 in SRC; in House Council and the Canteen Tender; the Finance Team and wellbeing initiatives; in giving feedback to teachers about the quality of their work, and have developed deep connections with their teachers that I have not seen previously.

YEAR 12 GRADUATION

They are incredibly easy to talk to, and have a bond with their teachers, and I have not seen such before. The teachers and the students in Year 12 have a deep, mutual respect for each other. They can have extremely funny banter (P.S. I now expect jokes about the grass on the oval to *cease*), and exhibit deep knowledge in their fields of expertise.



They are incredibly charitable with each other.

I have witnessed and have been part of their compassion for each other when they have struggled with mental health.

And won.



They do win these battles because they can talk about mental health easily and agree that we all suffer from this issue at times. I have had groups of this Year 12 in my office working out how we can help another student who is deeply struggling with mental health, and their insights and actions show how they can, and do, really help each other. They support each other, and rally together to care for each other.

It is a model of compassion few people have the privilege of being part of. It comes from what you, their parents, have taught and expect of them at home.



It is grown at school through what we expect, and teach, and model at school, and most importantly *from themselves*.

We know so much about this Year 12, and we have learned so *much* from this Year 12.

I know their future is strong. They are literate, articulate and compassionate.

That is what I wanted to say today from the heart.

We are all so proud of our Year 12.

Congratulations on your Graduation.

Ms J Barnier
Principal



CONGRATULATIONS YEAR 12!
WE WISH YOU WELL FOR YOUR HSC!

Under 15's Boys Basketball

The under 15's Basketball team travelled to Plumpton HS on Friday 2nd August for the third round of the Sydney West basketball competition.

The Boys played a very passionate opposition and we managed to defeat Plumpton High School with a score of 38 - 30. The Coach of Plumpton high school was highly complementary of our students and commented that they boys were highly disciplined on and off the court and displayed outstanding sportsmanship.

The boys now progress to the Gala Day to be held on Friday 23rd August at Penrith Sports Stadium. Congratulations to these outstanding young men who have qualified in the top 8 teams of the Sydney West Tournament. Good luck for the gala day!



Photo: Left to Right:

Zhi Yong P, Oliver Chu B, Thomas S, Nathan T, Xander P (Coach), Michael A, Arsam N, Marko R, Brooklyn I.

Ms K. Graham

HT Teaching & Learning | LOTE

Under 15's Girls Basketball

The under 15's Girls Knockout Basketball team played Richmond High School in the third round of the under 15's Sydney West Knockout Basketball competition on Friday 15th August.

After school we travelled to Richmond High School's new stadium and competed against a team with students

who were older and taller than our Girls. Kellyville High School played very well for a very new team and, as always, demonstrated outstanding sportsmanship and pride in their school.

We lost the match 40 - 28 and are out of the competition. Thank you to Richmond High School for a friendly and fun match.



Photo: Back row Left to Right

Annika A, Kate W, Tahliah H, Lucy M

Front Row Left to Right

Eunice W, Alina K, Kiara Z, Rochelle M (Captain)

Ms K. Graham

HT Teaching & Learning | LOTE

ATSI Leaders in the Making at KHS

In June ATSI student Natasha M in Year 10, attended the Stay Deadly Camp ran by the Sydney Region Aboriginal Corporation and based on her conduct and contribution to that camp, she was successfully selected to attend a Tag (football) camp in Bourke as a mentor. This is her reflection on her experiences there.

On the 18th and 19th of July, I was fortunate to be selected for a two-day trip showcasing and teaching skills and drills around the sport of Oz tag. The trip took place in Bourke with a team of six mentors, members from the Sydney Region Aboriginal Corporation and three other selected students from other schools. During the two days, spending time with locals, listening to their stories and visiting places like the mission, river and popular hangouts, left me with a deep feeling of knowledge and understanding of Bourke's history and its communities.

The tag footy event was ran on the Friday. Our team got down to the local park early to arrange boots, shirts, tag equipment and to set up. As all the kids arrived, we gathered to start the event by an elder saying welcome to country. After the kids were divided into two age groups, they then went station to station taking part in our drills and activities. We stopped for a lunch and drink break, then ended the event with a big tag footy match.

It was an amazing day getting to meet and teach some of the local kids of Bourke. Working with the mentors was a crazy experience, with some being Penrith panther players. Overall the trip was very eye opening and one that I will be forever grateful for.



Natasha M Year 10



Jade & I helping in the Canteen



Our Team



Our Team & Kids



Donated Boots



Darling River, Bourke

Mrs L. Frohlich

HT CAPA | Aboriginal Education Officer

Duke of Edinburgh – Cox's River

"Put all excuses aside and remember this: you are capable." - Zig Zigler

Last week, myself, and 23 other students went to Cox's River for two nights from Thursday to Saturday as part of our Duke of Edinburgh program.

On Thursday, after departing school, our team hiked from the Explorers tree to the Old Ford Campsite. This hike was around 9km. Once we reached the campsite, we were given time to set up our tents and any other equipment. Unfortunately, the water at this site was not suitable for drinking, however, Mr Thomas kindly provided clean water for all of us. Following this, a group of us played a game of touch footy, boys vs. girls before having dinner, then settling down for the night. Thursday night was very cold and got to around -3

degrees, but thankfully we had a nice warm fire to get out of bed for.

On our second day of the trip, we hiked to Cox's River Camping Ground. The hike was just under 10km, with lots of farmland and many horses. We had to cross a swing bridge over the river to get to the camp. The support of each other made us all so much more confident in doing this. The hike took 4 and a half hours, just arriving at the camp ground when the sun was setting. We spotted lots of kangaroos! We quickly set up camp and started cooking dinner before the sun went down. Unfortunately, this campsite had a fire ban, leaving us all anxious about the night ahead. We had a bit more trouble getting into bed this second night - we just couldn't stop talking!

We woke up bright and early Saturday morning at 6:30am, trying to warm up together, without a campfire. We decamped and prepared for the 10km hike ahead of us all. The hike back to the bus was a lot more difficult, but took us less time. This only proves that if you believe in yourself, you can do anything. After arriving at the buses, we were all super sad that the camp was coming to an end, but excited to be back in our own cosy, warm beds. The drive home was (unsurprisingly) loud and we all reminisced on the wonderful time we had together. The stop at McDonalds on the way back home made the trip worth it!

Of course, this camp couldn't go on without our amazing teachers: Miss Mitai, Mrs Joyner, Mrs Bavaro and especially, Mr Thomas! We admire all of you so much and are so thankful to have you!

This trip was well summed up by a few other students:

"My favourite part of duke Of Ed was the camp fires. Everyone was talking and laughing and just having a good time. Watching the stars at night was really magical and we all got really close. It was honestly the best time." - Tayla W

I loved that we got to build our friendships with people that we normally don't associate with. It was great that we were off our technology for a few days, so we could experience other great activities away from our technology" - Yomal W

"You get to know people who you don't usually talk to and get to know their personalities. It's also a very action

packed experience where you get to truly see nature.” - Tom S

“My favourite part would be actually getting to talk to different people I haven’t talked to before. It was cool to learn a bit about each other. The creek was lit too.” - Nathan T

“Duke of Ed is one of the best experiences ever to come to KHS. People of all different backgrounds, friend groups and personalities. I had so much fun not really meeting new people - rather spending time with people I’ve met, just haven’t hung out with! There’s so much to do and it doesn’t matter if you hate camping or love it, everyone has the best time at the end of the day. This camp truly brought people together and creates a family within the group. I consider everyone here a close friend because although it was only one camp, I had the best time and couldn’t have done it without you guys. Laughing around the fire at 8pm when it feels like midnight truly is the best thing ever and you make lasting memories.” - Lucy K

Miss Jasmine M
KHS Student

‘The Award supports the next generation to find their purpose, passion and place in the world.

As they set out to explore and discover their potential, today’s young people face a broad range of challenges. If they are to succeed, they need the skills, resilience and understanding to help them take on whatever life may throw their way.

The Award helps young people to do just that – to develop the character and confidence to take the future in their stride’.

Mr I. Thomas
Duke of Edinburgh Coordinator



Detective Nick Presentation – Year 9 GAT

On Monday 5th August, detective Nick Sprowles paid a visit to our year 9 GAT class in order to assist and provide information on Mashal and I’s project ‘Nature vs. Nurture’.

We looked at the correlations between psychopaths and ‘run of the mill’ criminals, and analysed graphs that predict violent crimes, helping us better understand the actions of psychopaths.

He presented a case report to the class which enlightened us with information on usual factors that help identify criminals and predators. We later got a personal interview with him where we asked questions related to psychopathic behaviour, racial factors and consistency in their daily life. These questions lead us closer to answering our driving question; are psychopaths encouraged through nature or nurture?

Mashal and I were provided with an insight from someone who genuinely works with criminals and psychopaths, allowing us to confirm our research authenticity and learned how the department handle such cases. We found that most psychopaths have very similar past lifestyle characteristics and are often either extremely smart or reckless.

Detective Sprowles' visit allowed us to determine more information about criminals and psychopaths and lead to an advancement in our research. The interview would be included in our documentary and will serve as evidence for our findings.

Miss D Barot
KHS Student



Mr F. Caprarelli
HT STEM | GAT Coordinator

Max Potential

On the 20th of August, five of our Year 11 students presented their community service projects in front of a large crowd at the Castle Hill RSL. These students were part of the Max Potential Leadership Program, in which they were mentored one-on-one by leading community and business members to help grow their leadership skills, and to assist in the development and delivery of innovative community service projects that make a difference in our local area.

Kellyville High School was one of eight local high schools who took part in Max Potential this year and our students highlighted the that we have outstanding leaders who want to make a difference in our community. Well done to our 2019 Max Potential leaders.

Mrs A. Yurkowski
HT Welfare



Abhaya A., Taylor W., Sarah L., Khushi K, Thaanya K.

Dance @ KHS

It has been a big couple of weeks for Dance at Kellyville High School!

After two long terms of hard work and dedication our Senior Dance Ensemble had their first two performances at Your Next Step Dance Challenge and The Hills Performing Arts Festival. For many of these girls, this is their first time performing at a dance competition and festival. They achieved a great score, positive feedback and should be so proud of their efforts. Well done to you all!



Our Junior Dance Ensemble also performed at both Your Next Step Dance Challenge and The Hills Performing Arts Festival. They have worked so hard to enhance their performance quality and technique and it definitely showed with the Juniors achieving their highest score yet and a second place win. Congratulations!



Both ensembles should be so proud of all of their achievements this year!



Ms T. Richards
PDHPE Faculty | Dance Coordinator

Aurecon Bridge Building Competition

For the past two months our team has spent hours in the science lab designing and constructing a bridge to participate in the Aurecon Bridge Building Competition. Being the school's first ever bridge building team to participate in this competition, we had to collaborate a lot in designing our bridge to incorporate various ideas from all team members and fulfil competition guidelines.

The competition had strict guidelines regarding the use of specific materials and tools for construction and the building of the bridge itself to a set criteria. To feel satisfied with our efforts, the team spent days on end in debate over the final design and changed our model multiple times to fit the set criteria. Initially, we had to draw our design and then build a digital design using specific software.

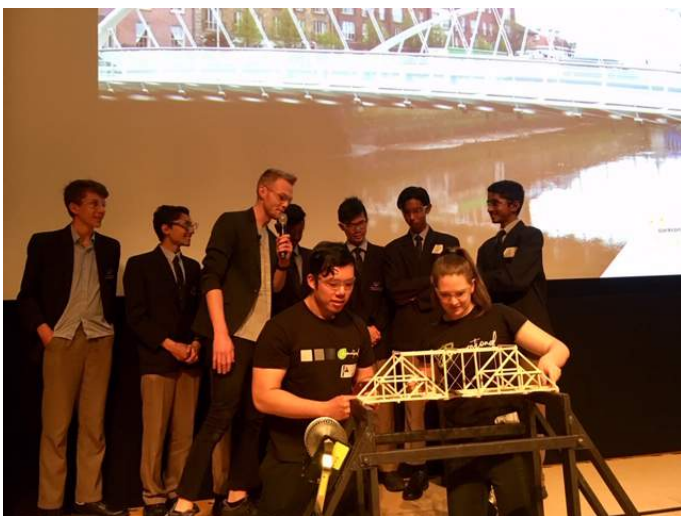
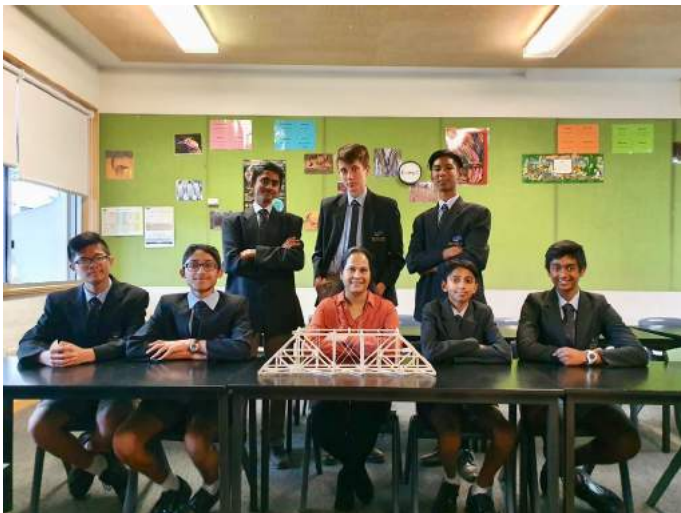
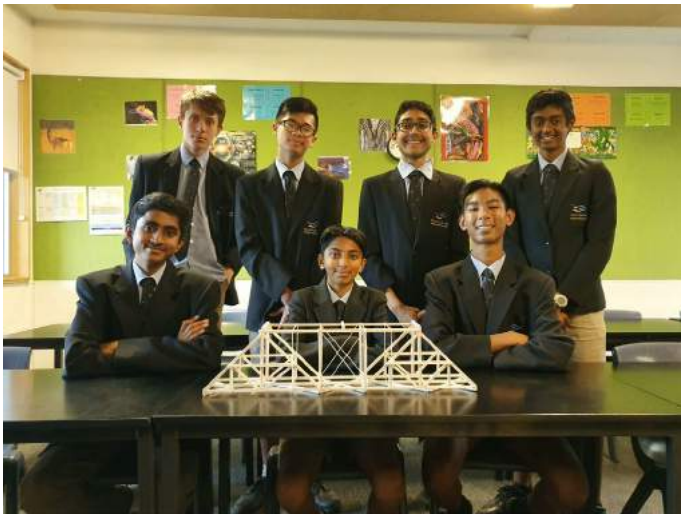
This draft design was then constructed using the materials we bought. After the drafted bridge was built, the team made some more modifications to perfect the design. This then became the final design for the competition bridge, which was assembled using the materials provided.

On the 17th of September, Jefferson K, Saaranj L, Veron M, Lucas P, Aryan P, Nathan T and I, with the supervising teacher Mrs. Thomas went to the Art Gallery of New South Wales for the Bridge Building competition. It was an amazing experience for all of us and had the added benefit of providing us with information on the many career paths we could potentially choose in the future, such as engineering, science and architecture.

Listening to the many engineers discuss their career journey, each of us were truly inspired to pursue a career in a similar field. More importantly, being around other students from 56 other schools in NSW itself was an unforgettable experience. We all couldn't help but watch in anticipation as each bridge was tested.

Our bridge took about 21.8kg! Even though we did not win the competition, the journey and the experience that we gained is unmeasurable. I hope that in the coming years our school will continue to participate in the competition, with our team promising our guidance and support to anyone participating next year. I would also take this opportunity to thank Mathew L and Yomal W for the wonderful photographs and Mrs. Thomas for granting my friends and I the chance of a lifetime.

Myuran K
Aurecon Bridge Building Participant



#KHSEURO2019 SNAPSHOTS



COMMUNITY NEWS

- Daylight Sportswear Sale
- Non-Local Enrolment Information & Policy
- Hills Hawks Softball Club
- HUT Program Registration
- KHS School Travel Advice
- Living Well Photography Competition
- ULTC Personal Leadership & Life Skills Program
- Lowes 20% Sale School Wear



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Settle a home or car loan with me before the end of the school year, and mention this ad, and I'll donate to the Parents and Citizens' fund of Kellyville High School. #GetFinancial

UNIFORM SHOP

20% OFF SALE*



MANUFACTURING CO.

**MONDAY 9th SEPTEMBER
TO
FRIDAY 27th SEPTEMBER**

DURING NORMAL SHOP HOURS

* 20% OFF STOCKED ITEMS
(EXCLUDING WOOL JUMPERS, BLAZERS & BACKPACKS)

* NO REFUNDS OR EXCHANGES
(UNLESS GARMENT IS FAULTY)

* NO RAINCHECKS



SALE ON FOR 3 WEEKS ONLY



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 its 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 parents will need to provide documents to verify the child's current address.

So that schools only seek information relevant to the 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.



What has not changed?

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

Enrolment procedures for students accessing particular education settings (for example selective schools, distance education, specialist support classes for students with disability, Intensive English Centres) are not affected by the revised policy.

In schools with available places, there are no changes to enrolment rights of siblings of non-local students. 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 about enrolment applications. Parents have a right of 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**, it 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 is 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 and compelling circumstances will need to be considered.


If this is the case, you should talk to the principal of your local school.

Contact

For general enquiries contact: 1300 679 332 or email: 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>



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.

HILLS HAWKS SOFTBALL CLUB



Play Softball

REGISTRATIONS NOW OPEN



SEASON BEGINS 12TH OCTOBER

Register on our website
www.hillshawks.softball.org.au
Email: hillshawks.softball@gmail.com
Ph: 0407 652 026

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\$100 voucher to
cover registration
as part of the
**Active Kids
Rebate.**

GET 15% OFF REGISTRATION FEES WHEN YOU REGISTER BEFORE 24TH AUGUST 2019.

All **NEW** players who register for Teeball and Modball B will receive a **starter kit with a backpack, glove, ball and hat.**

'**Bring a friend**' discount applies when a friend registers with Hills Hawks for the first time.

Get **\$50 back** with our **Family Rebate** when **3 OR MORE** immediate family members register.

Ages 4 to adult.
Learn new skills
and have fun.

Opportunity to
register for more
than one team

Same time, same
location every week -
Hayes Park, Galston

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HUT Program registration form

Name Parent/Carer 1: _____

Name Parent/Carer 2: _____

Contact Number: _____

Email address: _____

Residential Suburb: _____

Children/young people:

Age	Sex	Age	Sex	Age	Sex
_____	(F/M)	_____	(F/M)	_____	(F/M)
_____	(F/M)	_____	(F/M)	_____	(F/M)
_____	(F/M)	_____	(F/M)	_____	(F/M)
_____	(F/M)	_____	(F/M)	_____	(F/M)

Do you consent to a youth health worker contacting you in a couple of months after the HUT session to assist with the evaluation of the program?

Yes/No



Help Understand Teens



A Parent's Survival Guide

Free admission. Session time: Thursday October 31st between 9:00 am – 4:30 pm
Morning and afternoon tea included.

Western Area Adolescent Team (WAAT) Buran Close, Mt Druitt NSW 2770

RSVP to Sarah-Jane by Wednesday 23rd of October. For registration, please call
(02) 98811230 or email registration form to Sarah-Jane.Allen@health.nsw.gov.au

An information session for parents of teenagers covering important topics
such as Adolescent Development, Nutrition and Physical Activity, Drugs and
Alcohol, Sexual Health and Sexuality, LGBTIQ, Cyber Issues, Mental Wellness
and Crisis Intervention.

Facilitated by health professionals from various fields including renowned
Doctor Melissa Kang who specialises in adolescent health.

Western Area Adolescent Team

Youth Health

For trip planning visit www.transportnsw.info or call 131 500.

For current Hillsbus school and route services visit www.cdcbus.com.au or call 02 8889 7000.

Conditions of Carriage: Students must have a valid Opal card and must tap on and off every trip. Further details about the SSTs are available at: www.transportnsw.info

Key: L> Bus turns left; R> Bus turns right

KELLYVILLE HS

Bell Times

Effective 14/10/2019

Morning: 08:30

Afternoon: 14:53

MORNING BUSES

Route	Time	Bus Route
2098	07:25	EX CNR GREEN RD & WRIGHTS RD, KELLYVILLE via Green, L>Samantha Riley, R>Foxall, L>Withers, R>Hezlett, R>Samantha Riley, L>Windsor to Windsor Rd near Acres Rd (07:50). Transfer at Acres Rd to Route 3007 (due 07:55) for travel to school.
615X	07:26	EX STRINGER AFTER TIMBARRA via Stringer, L>Barry, L>Withers, R>Hezlett, R>Samantha Riley, L>Windsor, L>Acres (07:42). Transfer to Route 3007 (due 07:55) for travel to school
2067	07:30	EX CNR CONRAD RD & KEIRLE RD, KELLYVILLE RIDGE via Conrad, Merriville, R>Windsor, L>Samantha Riley, R>James Mileham, L>Marella, Cattai Creek, R>Craigmore, R>Cattai Creek, R>Rosebery, President, R>York, R>Queensbury to school
3007	07:30	EX CNR MILE END RD & WINDSOR RD, ROUSE HILL via Mile End, L>Adelphi, R>Clower, L>Mile End, R>Withers, R>Mungerie, The Parkway, R>Hotham, L>Sanctuary, R>Samantha Riley to Macquarie Ave roundabout, return Samantha Riley, R>Windsor, L>Acres (07:55), continue Acres, York, L>Queensbury to school
3006	07:35	EX MUNGERIE AFTER WITHERS, KELLYVILLE via Mungerie, L>Brampton, R>The Parkway, L>Hotham, L>Sanctuary, R>Samantha Riley, to Macquarie roundabout, return Samantha Riley, R>Windsor, L>Acres, (07:52) R>York, L>Queensbury to school
2167	07:38	EX WITHERS & MUNGERIE via Mungerie, L>Brampton, L>Samantha Riley, R>James Mileham, L>Marella, R>Green, R>President, R>York, R>Queensbury to school
2168	07:38	EX PARKWAY & HOTHAM via Hotham, L>Sanctuary, R>Samantha Riley to Macquarie, return Sam Riley, R>Windsor, L>Acres, York, L>Queensbury to school

AFTERNOON BUSES

Route	Time	Bus Route
3607	15:05	TO NORTH KELLYVILLE via EXPRESS TO ACRES RD. Transfer to Route 8691 due 15:14 (see below)
3516	15:05	TO ARNOLD AV & BALMORAL RD via R>Queensbury, L>York, R>President, R>Greenwood, L>Tremain, L>Chalet, L>Spring, R>Acres, L>Diana to OLOR, return Diana, R>Acres, L>Windsor, R>Memorial, R>Arnold East, L>Memorial, R>Hector, L>Affleck, R>Severn Vale, R>Balmoral, R>Pellizzer, R>Florence, L>Hector to Memorial
2609	15:08	TO KELLYVILLE & CASTLE HILL via Queensbury, L>President, Rosebery, L>Cattai Creek, L>Craigmore, L>Cattai Creek, Marella, R>James Mileham, R>Samantha Riley, R>Green, L>Wrights, L>Morris Gr to William Clarke College, return via Morris, L>Wrights, R>Kings, Eric Cooper, L>Green, L>Showground, L>Rowallan, R>Castle, L>Pennant, McMullen, R>Old Northern to Castle Hill Station
8691	15:14	EX ACRES RD TO NORTH KELLYVILLE via Acres, R>Windsor, R>Samantha Riley, L>Hezlett, L>Withers, R>Barry, R>Stringer, Celia to Ross, return, L>Withers, R>Foxall, L>Samantha Riley, R>Green to Wrights
2598	15:18	TO ACRES RD, BEAUMONT HILLS & ROUSE HILL via Queensbury, R>York, Acres, R>Windsor, R>Samantha Riley, L>Sanctuary, R>Hotham, L>The Parkway, Mungerie, L>Withers, L>Mile End, R>Clower, L>Adelphi to Panmure St



School Travel Advice

Route	Time	Bus Route
2601	15:18	TO DUNCRAIG ESTATE, BEAUMONT HILLS & KELLYVILLE RIDGE via Queensbury, L>President, Rosebery, Sherwood Ridge PS, Rosebery, L>Cattai Creek, L>Craigmore, L>Cattai Creek, L>Green, L>Wrights, L>Morris, William Clarke College, L>Morris, R>Wrights, R>Green, L>Marella, R>James Mileham, L>Samantha Riley, R>Brampton, R>Mungerie, L>Withers, L>Commercial, L>Windsor, R>Merriville, Conrad to Keirle Rd

LIVING WELL PHOTOGRAPHY COMPETITION 2019



1st Prize: \$300

2nd Prize: \$200

3rd Prize: \$100

THEME: MY TRIBE

We are social beings. We connect and interact with people and places that we feel close to. Environments where we feel safe, secure, strong or supported. We are seeking photographs that portray people that you feel comfortable around and/or places that you feel comfortable being. It could be your family, relatives, friends or an iconic person in your life. It could be an event that you attend, gathering that you hang out at, or a place that you visit to refresh and be inspired. Tell us about the people and places where you feel acknowledged, accepted, loved by submitting a photograph with a title and description (maximum 100 words) that captures your idea.

SLHD Staff Award \$100
Technical Award \$100

FREE ENTRY

Information & Registration

<https://www.slhd.nsw.gov.au/MentalHealth/photocompetition.html>



Health
Sydney
Local Health District

Submission By
30.09.2019



Personal Leadership & Life Skills Program for Youth

"When a youth can honestly say, "I am the leader of myself" they naturally become leaders of their peers and are less likely to be swayed by peer pressure."

ULTC is a unique personal development and life skills program designed for youth aged 10-18 years that aims to create well-balanced, all-rounded individuals who are independent and self-reliant.

Our program is differentiated by its focus on *incremental development and continual hands on practice*. This is the most effective way for students to develop, and most importantly, retain these skills from an early age so they become ingrained personal traits. We firmly believe this is integral to building a solid foundation from which they can be empowered to realise their full potential in whatever path they choose in life.

The key Benefits that have been evident are,

- Increased self-esteem and self-confidence
- increased willingness to speak up & voice opinion
- Overcome reluctance to participate in school activities
- increased ability to deal with peer pressure.

Classes take place in an interactive and fun-filled environment led by facilitators who come with extensive corporate experience and a deep passion for developing and empowering our youth to live life to their fullest potential. Your investment for your child's opportunity is \$400 per semester.

ULTC Program outline

The Program consists of four modules, delivered over two semesters of eight two-hour sessions per year;

Module 1 – Fundamentals of Effective Communication

Members learn how to create, structure and deliver with lasting impact an effective speech or presentation, and the techniques to capture and continually engage the attention of the audience.

Module 2 – Personal Development - Effective Communication & Self-Improvement

Whilst continuing to practice their skills in Effective Communication and Public Speaking, members learn number of essential life skills including effective time management techniques, and participate in problem solving and trust building team activities.

Module 3 – Introduction to Personal Leadership

Members learn about what is involved in personal development leading to personal leadership. They will learn to set SMART goals and how to use personal development plans and vision boards to succeed in achieving their life goals.

Module 4 – Advanced Personal Leadership skills and Introduction to Professional Skills.

Members learn advanced communication skills and other corporate skills, and learn about choosing a career path, identifying their 'Transferrable Skill' & creating an effective resume and the techniques to prepare for and undertake job interviews successfully.

ULTC Personal Leadership & Life Skills Program for Youth

Skills for Leaders of Today and Tomorrow

Personal Development Life Skills Personal Leadership

Proven To:

- Increase self-esteem and self-confidence
- Overcome reluctance to participate in group activities
- Develop effective communication skills
- Increase ability to deal with peer pressure

***Empower your child with skills and tools
to deal with changes and challenges of
high school and beyond***



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Styles and colours may vary from store to store.

No rain checks. Please choose carefully, exchanges and refunds only with docket. Includes existing 5% discount.

Offer ends midnight (AEST) 10/10/19. Must use Zero or Rewards card to receive discount.