



Term 2 Week 10 - 2020

## Newsletter

Thursday, 2nd July 2020

# School Days





## Message from the Relieving Principal

On behalf of Ms Nies and the Revesby Public School team we would like to thank our families for your support over the past challenging few months. It has been exciting to have our students return to school and for teachers to reconnect with students. Safety and wellbeing have been at the forefront of everything we do on a daily basis. Thank you to all our parents/carers for working with us to ensure we all remain safe as we continue to ask that adults do not enter the school grounds.



Please find attached changes to the NSW Department of Education Enrolment policy. These changes mean that we are only able to accept local students at this point in time unless there are exceptional circumstances as we are within our enrolment capacity. Please call the front office if you have any questions.

Well done to all our students for all the great learning and accomplishments this term.

A huge thank you to all our staff for all the ongoing effort and explicit teaching.

Students resume Term 3 on Tuesday the 21<sup>st</sup> July. We wish you all a safe and happy holiday.

*Mrs El-Ali*



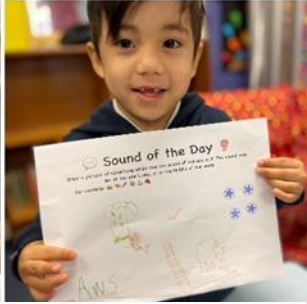
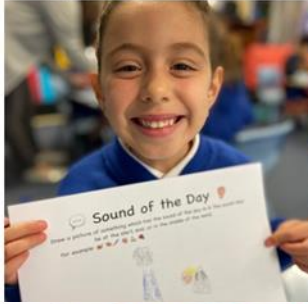
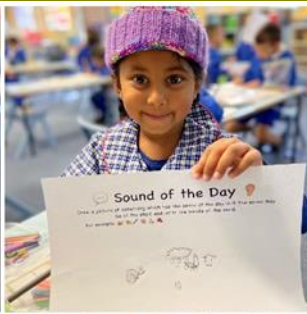


# Kindergarten

Kindergarten have enjoyed their return to school this term. There were so many happy faces each morning, ready to have a fun day of learning!

We started the term revising sounds and sight words, and were soon reading with increased confidence. Kindergarten had lots of fun learning in Mathematics through the use of concrete materials to demonstrate their understanding of addition, subtraction, multiplication and division. Students developed their gross motor skills during class sport and loved getting creative during art lessons.

This term, we reached our 50<sup>th</sup>, 60<sup>th</sup>, and 70<sup>th</sup> day at school. We are well on our way to celebrating our 100<sup>th</sup> day! Students made amazing learning progress and have developed some beautiful friendships.





## Stage One Learning

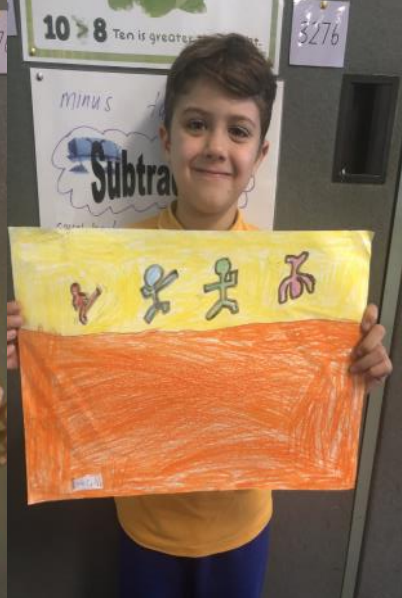
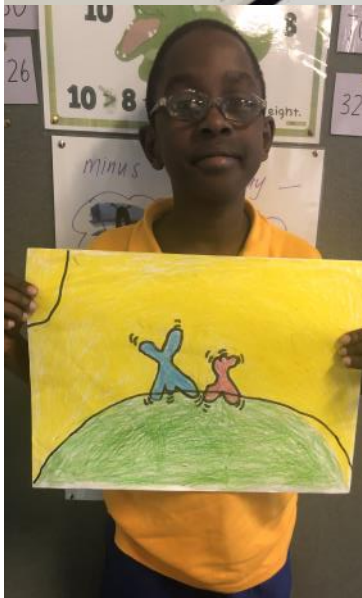
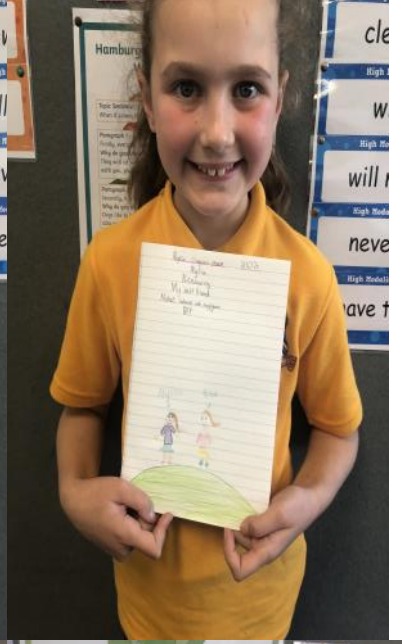
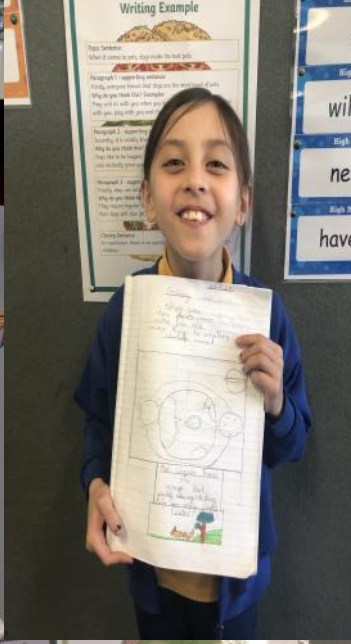
Stage One have had a great term learning to write procedures. We have made fairy bread, created exploding volcanoes, made paper chains and have had fun creating our own board games to support our procedure writing. In Geography we have been learning about beaches including their natural and human features and have created great art-works in CAPA to demonstrate this!





## Stage Two Learning

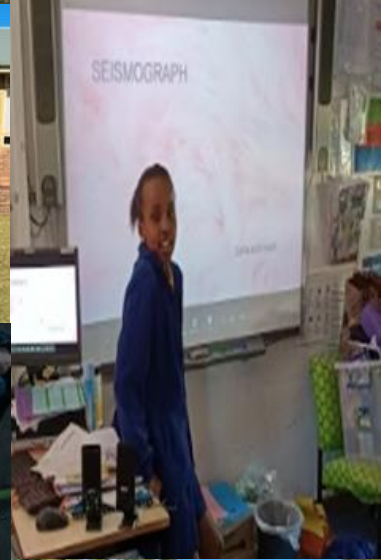
Stage Two have been learning about local and global celebrations and commemorations. We have been researching and presenting our information as a Google Slide. We have been leaning to write persuasively and create descriptive poetry. In maths we have been working together to solve problems. We have been creating art based on the work of Keith Haring.





This term, stage 3 have been working very hard preparing presentations, participating in physical activities, creating artworks, researching our closest neighbour Papua New Guinea and engaging in a variety of Mathematics and English activities.

Hope you all have a great break. Looking forward to term 3!





## Support Unit Learning

Students from the Support Unit have been continuing with their learning as they switched to online at the beginning of the term to being back in the classroom.

In Science students have been exploring water and learning about how it moves by conducting a variety of experiments.

In History and visual arts students have been exploring celebrations from around the world. Students have been learning about different celebrations and creating artwork to consolidate their learning.

In PDHPE students have been learning about how to keep healthy by exploring healthy eating practices, exercise and hygiene.







*Kindergarten 2021*

Do you have a child starting Kindergarten in 2021?

Please collect an enrolment form from the office and return as soon as possible.







# 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.

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

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/policies-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](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>





# What's happening at RPS



Date	Event
3rd July	Last Day Term 2
21st July	First Day Term 3
3rd-7th August	Education Week
18th August	Kindy Class Open Day
19th August	School Photos
25th September	Last Day Term3
12th October	First Day Term 4
16th December	Last Day Term 4

Happy  
**SCHOOL**  
Holidays!





## Term 2 Week 8 & Week 9 CLASS AWARDS

<b>Kindy Blue</b>	Isabel Porter	Working well in literacy activities	Simar Aulakh	Always trying her best
<b>Kindy Pink</b>	Jacob Tuionuku	A consistent effort to improve his pencil grip	Sajed El Achi	Being a kind and helpful class member
<b>1/2 Aqua</b>	Scarlett Lai	Wonderful use of verbs & technical language when writing a procedure	Dylan Saxelby	A fantastic effort with his procedural writing
<b>1/2 Navy</b>				
<b>1/2 Red</b>	Ranveer S	A great improvement in his writing	Thomas P	Making a great effort to improve his writing
<b>1/2 Violet</b>	Hannah J	Writing a detailed procedure on how to make a cup of tea	Isabella R	Using a range of strategies during guided reading
<b>3/4 Green</b>	Marcus G	Good independent work writing a persuasive text	Athan T	Writing good evidence when writing a persuasive text
<b>3/4 Lilac</b>				
<b>3/4 Emerald</b>	Mohamad H	Using diagrams to solve mathematical problems	Ayah S	Using structure in her persuasive text
<b>3/4 Orange</b>	Aida G	Excellent work in persuasive writing	Aymen M	Being a helpful & reliable computer monitor
<b>5/6 Lime</b>	Nour A	An excellent effort in literacy & numeracy activities	Josaia N	Demonstrating hardwork during classwork
<b>5/6 Ruby</b>	Safia A	Mature effort to all school work	Amelyah A	Great efforts in reading
<b>5/6 Teal</b>	Samuel M	Settling in well at his new school	Tahlia	Increased enthusiasm towards completing fraction problems in maths lessons
<b>K/6 Sienna</b>	Chelsea J	Working hard to complete her work in time		
<b>K/6 Gold</b>	Bailey S	Being a kind & caring friend	Jad H	Fantastic procedural writing this week
<b>K/6 Purple</b>	Mohammed H	Working hard in all aspects of his learning	Haydar M	Improved effort when communicating

<b>Kindy Blue</b>	Sara S	Working well in reading groups	Ahmed H	Working well in Literacy activities
<b>Kindy Pink</b>	Ruby H	Using a range of strategies when reading	Diop L	Always using lovely manners in the classroom
<b>1/2 Aqua</b>	Edie A	Great work in Science	Edwin H	Always putting 100% effort into all class work
<b>1/2 Navy</b>	Angel H-A	Increase in confidence&fluency when reading	Yousef B	Showing enthusiasm&improvement in both reading&writing
<b>1/2 Red</b>	Angela P	Writing a great procedure on how to play snakes&ladders	Jacob B	Showing a great improvement in writing
<b>1/2 Violet</b>	Jo-Al I	Being a good role model to her peers	Jazzveer K	Excellent participation in Maths lessons this week
<b>3/4 Emerald</b>	Tony P	Becoming more confident when reading aloud	Kylara W	Showing a good understanding of fractions & decimals
<b>3/4 Lilac</b>	Heba M	Writing excellent descriptive poetry	Emran K	Excellent technology skills
<b>3/4 Green</b>	Leo Y	Asking good questions at Healthy Harold	Ethan Y	Good work reading an
<b>3/4 Orange</b>	Antonios M	Being a reliable & responsible computer monitor	Navyug S	Working well in reading
<b>5/6 Lime</b>	Joshua P	Always being a well-behaved student in class	Sophia A	Using her positive mindset to complete Maths activities
<b>5/6 Ruby</b>	Alina V	Writing a well structured recount which showed the difference between fact & opinion	Dianna Y	Showing the difference between fact & opinion in her writing
<b>5/6 Teal</b>	Andrew B	Increased participation during class discussions	April T	Hard work & positive mindset during Maths lessons
<b>K/6 Gold</b>	Mathias F	Great effort in physical education lessons		
<b>K/6 Sienna</b>	Hamze E	Making excellent progress in reading		
<b>K/6 Sienna</b>				