

Wël miith piöc (Student details)

WAMËTHKENË KU NYIËRKENË YI MENH PIÖC (STUDENT'S BROTHERS AND SISTERS)

Ye menh e thukul kån nõj wëtakäcken ka nyiirakäcken tō emeen ka e ke cī kan tō nē thukul de Akuma nē NSW wään theer?
Brothers or sisters currently or previously enrolled at a NSW Government school

Etède Yes Acie tède No

Na ye tède, rin pën abun thiök puöc jal thīn?
If yes, name of most recent school?

Na ye tède, menhe yiök yok wël yām tē thiök ci kek mēnhe aye nyiankenē rot gāt piny thin.
Details of most recently enrolled brother or sister

Kuatdu
Gender

Mooc Male Tik Female

Akol niin dhiēt yīn
Date of birth

//
Niin Pei Ruon

Rin wun wamenhē /nyiankenē
Brother's/sister's family name

Rin ci yiök menhe/nyiankenē
Brother's/sister's given name

ABORIGINALITY (ABORIGINALITY)

Yen menh piöc kenē Aboriginal aye Torres Strait Islander ee kuatden
Aboriginal or Torres Strait Islander origin

Acie tède No Aboriginal Aboriginal Torres Strait Islander Torres Strait Islander Keek kedhie Aboriginal ku Torres Strait Islander Both Aboriginal and Torres Strait Islander

THÖÖJ DËT CIE THÖÖJ KAWAJA YE KÖC JÄÄM BAAI (LANGUAGES OTHER THAN ENGLISH SPOKEN AT HOME)

Yen menh piöc jaam thuöj det cie thöøj Kawaja alõj baai? (Does the student speak a language other than English at home?)

Acie tède, thuöj Kawaja rot No, English only Etède Yes

Na ye tède, ye thuöj/thöök det nen cie thöøj Kawaja ye kōc jam baai?

Menha gāt thook wën yith ye kōc jam piny, cimēne, Swahili (acie African), Punjabi (acie Indian), Auslan, thöøj Kawja Aboriginal, Torres Strait Creole.

Thöøj det wen ye menh piöc jam baai cie thöøj Kawaja (Main language other than English spoken at home)

Thöøj kōök ye kōc jääm baai
Other language(s) spoken at home

MOBILE PHONE MËËNHE PIÖC (STUDENT'S MOBILE PHONE)

Nimira mobile phone menh piöc (na leu rot)
Student's mobile phone number (if applicable)

Wël miith piöc (Student details)

PËN DHIËETH YEN THÏN (COUNTRY OF BIRTH)

Ye pen dhiëet menh piöc thin nen wïc ku bi yen gäät piny?
What is the country of birth of the student seeking to be enrolled?

TËN RËËL MËNH PIÖC THÏN (STUDENT'S RESIDENCY STATUS)

Ye rëel yinda rëel mën h piöc thiin?
What is the student's residency status?

- | | | |
|---|---|---|
| <input type="checkbox"/> Adöony Australian
Australian citizen | <input type="checkbox"/> Adöony New Zealand
New Zealand citizen | <input type="checkbox"/> Adöony Norfolk Islander
Norfolk Islander |
| <input type="checkbox"/> Raan bi döoc thiin
Permanent resident | <input type="checkbox"/> Raan nëj visa reel kam dæet
Temporary visa holder | <input type="checkbox"/> Tëktëk rëel thook
Residence determination |

Mën h piöc dhiëet tenë Australia ee yen ye tök yen adöony Australian na ye kï ye midhiëet tok raan adöony Australian aye raan ci döoc tenë kawën bi mën h piöc dhiëet. Bïk njc te reel mën h piöc thiin, ye luel ke col athor nyuoth ku löj Reel alnj yön wël akutnom. Na ye menh piöc raan nëj visa reel kam det, menhe jääm kek koc lusi visa reel kam cekic ten 1300 300 229. Na lëj menh piöc yen aye ci gët yöt visa cokabëj 571, mënhe jaam kek akut Lüi Miith Piöc Pinyhoom ten 1300 300 229.

Na dhiëet pen ayer, ke yaköl niinde yen yëet menh piöc tenë Australia?
If born overseas, on what date did the student arrive in Australia?

/ /

Niin Pei Ruon

Ten Australian adöoc wën dhiëet, na ci mën h piöc käj rëel bëei ayër te cit ten ruon karou aye juëc kä, ka yaköl nën yen leer mën h piöc dhuk ten Australia?

/ /

Niin Pei Ruon

Date of return to Australia for Australian born citizens living overseas for two or more years

Na ye mën h piöc raan bi döoc ten aye lëj visa bi yen rëel kam cekic mënhe gam wël bou käk
If the student is a permanent or temporary visa holder please provide the following information

Visa luui emënë cöka-bëj
Current visa sub-class

Aköl niin bi visa yic thöök
Visa expiry date

/ /

Niin Pei Ruon

Ku na cië yen tuej bi mën h piöc rot jäl gät piny pen abun Australian, ka ye nën yen aköl niin tuej ci yen rot gäät piny pën abun Australian?

/ /

Niin Pei Ruon

If this is not the student's first enrolment at an Australian school, what was the student's first date of enrolment at an Australian school?

BËËI ABUN CI YEN KÄJ LÖ THÏN (PREVIOUS SCHOOLS)

Mënhe gaam wël alnj kuat pen abun wën ci mën h piöc käj gäät piny thin (NSW, kaam bëei aye bëei ayër) jök thook kenë yen thiök.

Rin pen abun cii yen käj lö thiin?
Name of school last attended?

Rin ten cii yen käj lö thiin (baai/gen/gen/gen)
Location of school last attended

Niin cii yen lö yët (cimenë: jök 05/2009 yët 06/2011)
Dates of attendance

/ yet /

Pei Ruon Pei Ruon

Rin bëei abun kök cii yen käj lö thin ku rëel kek thin (Names of other schools and their locations)

Ka na wïc tedit det lääu yic, menhe mat athor ca gat yic thin 'pën abun thëer'.

MÏTH PIÖC KINDERGARTEN (KINDERGARTEN STUDENTS)

Ruon tuej këec meth gua lö pen abun, lej te ci meth käj teu kek raandet cië midhiëet muök wën looi thook ku lö tuej/ aye ci käj lö yön kök loli piöc?

Etëde Yes Acie tede No

Non-parental care in the year before school

Na ye tede, nyuoth kuat kawën ye yök ke tou ku ye nyuoth lön ye kenë kam abak (liik ten thaa 15 wiik yic) aye kaam eben ben (thaa 15 aye juëc ke wiik yic).

- | | | | |
|---|---|---|--|
| <input type="checkbox"/> Pën piöc tuej (Preschool) | <input type="checkbox"/> Kaam abanj (Part time) | <input type="checkbox"/> Kaam eben eben (Full time) | Postcode (Postcode) <input type="text"/> |
| <input type="checkbox"/> Kam muök akol bär yic (lejic piöc tuej ye looi)
Long Day Care (with a preschool program) | <input type="checkbox"/> Kaam abanj (Part time) | <input type="checkbox"/> Kaam eben eben (Full time) | Postcode (Postcode) <input type="text"/> |
| <input type="checkbox"/> Kam muök akol bär yic (cin yin piöc tuej ye looi)
Long Day Care (without a preschool program) | <input type="checkbox"/> Kaam abanj (Part time) | <input type="checkbox"/> Kaam eben eben (Full time) | Postcode (Postcode) <input type="text"/> |
| <input type="checkbox"/> Muök baai Akol (Family day care) | <input type="checkbox"/> Kaam abanj (Part time) | <input type="checkbox"/> Kaam eben eben (Full time) | |
| <input type="checkbox"/> Mordit kek wurdit (Grandparent) | <input type="checkbox"/> Kaam abanj (Part time) | <input type="checkbox"/> Kaam eben eben (Full time) | |
| <input type="checkbox"/> Muök kök ci guir aye këc keek guir
Other formal or informal care | <input type="checkbox"/> Kaam abanj (Part time) | <input type="checkbox"/> Kaam eben eben (Full time) | |

(eg muök kaam det, akut thüec, koc kök ruäi, tñdit, mäath, raan akeu nhom)

Bëei piöc tuej ya lui kam niin ye pen abun lui ku kam njeny pen abun, ku gëm lusi pëth ci guir läac piöc ten mith ee ruon aye rou tuej pen abun. Loiloi baric muök akol gëem muök akol thook ben kam dit ruön yic ten mith lej ruon 0 yet 6. Kek aya aleu bik gëm 'loiloi pen abun tuej' wën ci loi ten mith ruun aye rou tuej këc kek gua lö pen abun.

Rin pen abun guir tuej/loiloi muök kam baric aköl
Name of preschool/long day care service

Rin ë kɔc ke dhiëth (Family details)

B. Midhiëet/amuk 1 wën yen reel mënñ piöc kek yen bak B. Parent/Carer 1 with whom this student normally lives

Na lëu rot, cura kuat kawën thääny këk löj baai aye kuat käk kɔc ci luk tem bi kek gaam.

Cöö't (eg Mr/Ms/Mrs/Dr)
Title (eg Mr/Ms/Mrs/Dr)

Kuatdu
Gender

Mooc
Male

Tik
Female

Ruäide kek mënñ piöc (eg män/wun)

Relationship to student (eg mother/father/carers)

Riin wun

Family name

Riënkü

Given name

Pen dhiëet yi thin

Country of birth

Aboriginality

Aboriginality

Acie tede
No

Aboriginal
Aboriginal

Torres Strait Islander
Torres Strait Islander

Kek kedhie Aboriginal ku Torres Strait Islander
Both Aboriginal and Torres Strait Islander

AKUT KÄ YE LOOI (OCCUPATION GROUP)

Mënñe akut luüi wën ye ylöc ke ye ki dun ye loi kuany yic apeth

Ŋuët tok thook rot. Ku na ye ki ci yin nyuc luüi yic aye ca kööc luüi kam pëi 12, kuany akut ke ye yin luüi thiin.

Tij athon abej 16 ku ba wël juëc kɔc ku käk ye nyuöth.

Akut 8
Group 8
Akec käj tɔu loon riöp yic kaam pëëi 12 ci jäl
Have not been in paid work in the last 12 months

Akut 4
Group 4
Raan makana riit, raan luüi ten thää't, raan kony, raan luüi cin ku raan luüi cit këñe.
Machine operators, hospitality staff, assistants, labourers and related workers

Akut 3
Group 3
röö'l döök/diäär, raan gët piny ku maktab ŋjëc luüi, raan yööc ku raan loiloi
Tradesmen/women, clerks and skilled office, sales and service staff

Akut 2
Group 2
Kööc käk mäac yööc, cuur/kɔc lëk/köc thuëc ku kööc kök ci käkka
Other business managers, arts/media/sportspersons and associate professionals

Akut 1
Group 1
Kɔc dit mëcmëc abj yin dit akutnhim yööc, mäac käk akuma ku gëlgël, ku kɔc wën lëj ŋjëc
Senior management in large business organisation, government administration and defence, and qualified professionals

Käk ye looi

Occupation

PIÖÖC PAN ABUN (SCHOOL EDUCATION)

Ye kuën dit yiënda abj pen piöc ci thööl?

Ten raan wën yen këc käj lɔ pen abun, ŋuët 'yön 9 aye thöög ke yen aye tɔu nhom piny' (ŋuët tok thook rot).

yön 12 aye thöög ke yen
Year 12 or equivalent

yön 11 aye thöög ke yen
Year 11 or equivalent

yön 10 aye thöög ke yen
Year 10 or equivalent

yön 9 aye thöög ke yen aye tɔu nhom piny
Year 9 or equivalent or below

PIÖÖC TɔU KEK YIN (EDUCATIONAL QUALIFICATIONS)

Ye piöc dit yinda ca thööl?

Kawën cië käj gäät pen abun
No non-school qualification

Caada I to IV (meet thin ci Caada luüi cin)
Certificate I to IV (including trade certificate)

Diploma tɔu tuëj/diploma
Advanced diploma/diploma

Bacila dikgerii aye leer tuëj
Bachelor degree or above

THÖÖJ DËET CIE KAWAJA YE KɔC JAAM BAAI (LANGUAGES OTHER THAN ENGLISH SPOKEN AT HOME)

Ye midhiëet/amuuk këñe jaam thöög det cie Kawaja baai? (Does this parent/carers speak a language other than English at home?)

Acie tede, thuög Kawaja rot
No, English only

Etëde
Yes

Na ye tede, ye thuög/thöök det nen cie thöög Kawaja ye kɔc jam baai?

Menha gät thook wën yith ye kɔc jam piny, cimëne, Swahili (acie African), Punjabi (acie Indian), Auslan, thöög Kawja Aboriginal, Torres Strait Creole.

Thöög det wen ye mënñ piöc jam baai cie thöög Kawaja 1 (Main language other than English spoken at home)

Thöög kök ye kɔc jääm baai

Other language(s) spoken at home

Raan athöök aleu ku bi tɔu kaam getget thöök pen abun. Bi raan weer thook wic?
Interpreter required

Etëde
Yes

Acie tede
No

Rin ë kɔc ke dhiëth (Family details)

Midhiëet/amuk 2 wën yen reel mënñ piöc kek yen bak Parent/Carer 2 with whom this student normally lives

Na lëu rot, cura kuat kawën thääny këk löj baai aye kuat käk kɔc ci luk tem bi kek gaam.

Cöö't (eg Mr/Ms/Mrs/Dr)
Title (eg Mr/Ms/Mrs/Dr)

Kuatdu
Gender

Mooc
Male

Tik
Female

Ruäide kek mënñ piöc (eg män/wun)

Relationship to student (eg mother/father/carers)

Riin wun

Family name

Riëнку

Given name

Pen dhiëet yi thin

Country of birth

Aboriginality

Aboriginality

Acie tede
No

Aboriginal
Aboriginal

Torres Strait Islander
Torres Strait Islander

Kek kedhie Aboriginal ku Torres Strait Islander
Both Aboriginal and Torres Strait Islander

AKUT KÄ YE LOOI (OCCUPATION GROUP)

Mënñe akut luöi wën ye ylöc ke ye ki dun ye loi kuany yic apeth

Ŋuët tok thook rot. Ku na ye ki ci yin nyuc luöi yic aye ca kööc luöi kam pëi 12, kuany akut ke ye yin luui thiin.

Tij athor abej 16 ku ba wël juëc kɔc ku käk ye nyuöth.

Akut 8
Group 8
Akec käj tɔu loon riöp yic kaam pëëi 12 ci jäl
Have not been in paid work in the last 12 months

Akut 4
Group 4
Raan makana riit, raan luui ten thää't, raan kony, raan luöi cin ku raan luöi cit këne.
Machine operators, hospitality staff, assistants, labourers and related workers

Akut 3
Group 3
röö'l döök/diäär, raan gët piny ku maktab ŋjëc luöi, raan yööc ku raan loiloi
Tradesmen/women, clerks and skilled office, sales and service staff

Akut 2
Group 2
Köc kök mäac yööc, cuur/köc lëk/köc thuëc ku kööc kök ci käkka
Other business managers, arts/media/sportspersons and associate professionals

Akut 1
Group 1
Köc dit mëcmëc abej yin dit akutnhim yööc, mäac käk akuma ku gëlgël, ku köc wën lëj ŋjëc
Senior management in large business organisation, government administration and defence, and qualified professionals

Käk ye looi

Occupation

PIÖÖC PAN ABUN (SCHOOL EDUCATION)

Ye kuën dit yiënda abej pen piöc ci thööl?

Ten raan wën yen këc käj lɔ pen abun, ŋuët 'yön 9 aye thöög ke yen aye tɔu nhom piny' (ŋuët tök thook rot).

yön 12 aye thöög ke yen
Year 12 or equivalent

yön 11 aye thöög ke yen
Year 11 or equivalent

yön 10 aye thöög ke yen
Year 10 or equivalent

yön 9 aye thöög ke yen aye tɔu nhom piny
Year 9 or equivalent or below

PIÖÖC TɔU KEK YIN (EDUCATIONAL QUALIFICATIONS)

Ye piöc dit yinda ca thööl?

Kawën cië käj gäät pen abun
No non-school qualification

Caada I to IV (meet thin ci Caada luöi cin)
Certificate I to IV (including trade certificate)

Diploma tɔu tuëj/diploma
Advanced diploma/diploma

Bacila dikgerii aye leer tuëj
Bachelor degree or above

THÖÖJ DËET CIE KAWAJA YE KÖC JAAM BAAI (LANGUAGES OTHER THAN ENGLISH SPOKEN AT HOME)

Ye midhiëet/amuuk këne jaam thöög det cie Kawaja baai? (Does this parent/carers speak a language other than English at home?)

Acie tede, thuög Kawaja rot
No, English only

Etëde
Yes

Na ye tede, ye thuög/thöök det nen cie thöög Kawaja ye köc jam baai?

Menha gät thook wën yith ye köc jam piny, cimëne, Swahili (acie African), Punjabi (acie Indian), Auslan, thöög Kawja Aboriginal, Torres Strait Creole.

Thöög det wen ye menñ piöc jam baai cie thöög Kawaja 2 (Main language other than English spoken at home)

Thöög kök ye köc jääm baai

Other language(s) spoken at home

Raan athöök aleu ku bi tɔu kaam getget thöök pen abun. Bi raan weer thook wic?
Interpreter required

Etëde
Yes

Acie tede
No

Rin ë kɔc ke dhiëth (Family details)

C. Midhiëët/amuuk wen yen ye mën̄h piöc ciëëg thin bak

C. Parents/carers with whom this student normally lives

Riin wën bi kek ya luöi kāk jaamic eben (eg Mr and Mrs A Black, Ms B Green) (Name to be used for all correspondence)

Wël ten ye ciëëg (eg 1 High Street, Sydney, NSW, 2000) (Residential address)

Ye kenë kek ye wël tɛ ciëëg mën̄h piöc bī gāät piny thin?
Is this the residential address of the student to be enrolled?

Etede
Yes

Acie tɛde
No

Tɛ ye athor jāām tuöc thin (Correspondence address)

Ku na lëg wel kōk tɛwen bi athor jam ya tuöc thin ci thiög kek wël tɛdun ciëg yin thin mën̄he gāt kek piny piiny ten (eg PO Box 51, Sydney, NSW, 2001).

Na wïc pen abun bi jam kek midhiëët/amuk, mën̄he tek thook, tɛwen ca guir, yeḡa bī yuöp

Ku na lëg kawën wïc bi keek ḡic aye kawën thiök kek kuat nimira jaam, mën̄he mat këne thin tën kawën lëk kek thiök keek nimira (eg Mondays and Tuesdays only).

RIN MIDHIËËT /AMUUK BĪK JĀĀM KE TUE ǀ (NAME OF PARENT/CARER TO CONTACT FIRST)

Nimira (mobile)

Phone number (mobile)

Nimira (baai)

Phone number (home)

Nimira (luöi)

Phone number (work)

Ke luel (Comments)

Kāk jāām alḡ email (Contact email address)

RIN MIDHIËËT /AMUUK BĪK JĀĀM KEN ROU (NAME OF PARENT/CARER TO CONTACT SECOND)

Nimira (mobile)

Phone number (mobile)

Nimira (baai)

Phone number (home)

Nimira (luöi)

Phone number (work)

Ke luel (Comments)

Kāk jāām alḡ email (Contact email address)

Rin ë kɔc ke dhiëth (Family details)

D. Midhiëet/amuuk cii tɔu kek mənɪh piöc kenë

D. Parents/carers not living with this student

Thiööj rot na wic. cura kuat kawën thääny këk löj baai aye kuat kæk kɔk ci luk tem bi kek gaam. Mənɪh bii beei (print)ku nuët thiin det athor abak na wic ke juëc ten midhiëet/amuuk wën ci rëel kek mənɪh piöc kenë.

Cööt (eg Mr/Ms/Mrs/Dr)
Title (eg Mr/Ms/Mrs/Dr)

Kuatdu
Gender

Mooc
Male

Tik
Female

Ruäide kek mənɪh piöc (eg män/wun)

Relationship to student (eg mother/father/carer)

Riin wun
Family name

Riëнку
Given name

Aboriginality
Aboriginality

Acie tede
No

Aboriginal
Aboriginal

Torres Strait Islander
Torres Strait Islander

Kek kedhie Aboriginal ku Torres Strait Islander
Both Aboriginal and Torres Strait Islander

AKUT KÄ YE LOOI (OCCUPATION GROUP)

Mənɪhe akut luüi wën ye yiök ke ye ki dun ye loi kuany yic apeth

Juët tok thook rot. Ku na ye ki ci yin nyuc luüi yic aye ca köcc luüi kam pëi 12, kuany akut ke ye yin luui thiin.

Tij athor abej 16 ku ba wël juëc kɔk ku kæk ye nyuöth.

Akut 8
Group 8
Akec käj tɔu loon riöp yic kaam pëëi 12 ci jäl
Have not been in paid work in the last 12 months

Akut 4
Group 4
Raan makana riit, raan luui ten thäät, raan kony, raan luüi cin ku raan luüi cit këne.
Machine operators, hospitality staff, assistants, labourers and related workers

Akut 3
Group 3
Rööł döök/diäär, raan gët piny ku maktab njëc luüi, raan yööc ku raan loiloi
Tradesmen/women, clerks and skilled office, sales and service staff

Akut 2
Group 2
Köc kæk mäac yööc, cuur/köc lëk/köc thuëc ku köcc köck ci kækka
Other business managers, arts/media/sportspersons and associate professionals

Akut 1
Group 1
Koc dit mëcmëc alɔj yon dit akutnhüim yööc, mäac kæk akuma ku gëlgël, ku koc wën lëj njëc
Senior management in large business organisation, government administration and defence, and qualified professionals

Kæk ye looi
Occupation

PIÖÖC PAN ABUN (SCHOOL EDUCATION)

Ye kuën dit yiënda alɔj pen piöc ci thööl?

Ten raan wën yen këc käj lɔ pen abun, juët 'yön 9 aye thöönj ke yen aye tɔu nom piny' (juët tök thook rot).

yön 12 aye thöönj ke yen
Year 12 or equivalent

yön 11 aye thöönj ke yen
Year 11 or equivalent

yön 10 aye thöönj ke yen
Year 10 or equivalent

yön 9 aye thöönj ke yen aye tɔu nom piny
Year 9 or equivalent or below

PIÖÖC TɔU KEK YIN (EDUCATIONAL QUALIFICATIONS)

Ye piöc dit yinda ca thööl?

Kawën cië käj gäät pen abun
No non-school qualification

Caada I to IV (meet thin ci Caada luüi cin)
Certificate I to IV (including trade certificate)

Diploma tɔu tuëj/diploma
Advanced diploma/diploma

Bacila dikgerii aye leer tuëj
Bachelor degree or above

WEL KÄK JAAM (CONTACT DETAILS)

Ku na lëj ka kæk wën loi thook wic aye kam wën bi thiööc kuat nimira jaam, menhe mat kenë thiin ten lëj yen ke luel ke thiööc kek nimira (eg Mondays ku Tuesdays rot).

Nimira (mobile)

Phone number (mobile)

Nimira (baai)

Phone number (home)

Nimira (luüi)

Phone number (work)

Ke luel (Comments)

Email wën ca guir bi yin ya gäät thin (Preferred email address for correspondence)

Rin ë kɔc ke dhiëth (Family details)

D. Midhëët/amuuk aci ræɛl kek mënñ piöc kenë (lɔr tuej)

D. Parents/carers not living with this student (continued)

Tɛ ye cëëj (eg 1 High Street, Sydney, NSW, 2000) (Residential address)

Lëj tɛ ye mënñ piöc kenë ba cëëj thïn kam det yic tenë?
Does the student sometimes reside at this address?

Etede
Yes

Acie tede
No

Tɛ cëëj bi yïn ya gäät (Correspondence address)

Ku na lëj wel kɔk tɛwen bi athor jam ya tuöc thïn ci thöög kek wël tɛdun ciëj yïn thïn mënñhe gät kek piny piiny tɛn (eg PO Box 51, Sydney, NSW, 2001).

Mët thïn jaam ke wëër wëi (Additional emergency contacts)

E. Mët thïn jaam kã wëër wëi

E. Additional emergency contacts

Cäkë kɔc kerou ci runken 18 waan lëu bi keek ya cɔɔl tɛ tul kërillac tɛ cie pan abun ye lëu bi mëdhïëëth/kɔc muöök meth ci rinken gät piny në Biak C ye yök. Apiath bi raan bi ya thiëëc/yök bi ya tɔu ke ye raan ciëj tɛ thiäak ke pan abun. Them ba dhiil jam wenë pan abun men ke yïn ci jam wenë ke kɔc kã ku cikë gam bi keek ya cɔɔl tɛ cenë kërillac tuöl.

KÄK JÄÄM (ke tuej ci guir) (CONTACT DETAILS (first preference))

Rin wur

Family name

Riëнку

Given name

Ruäiden kek menñ piöc (eg raan akeeu nhom/wäac/ullën)

Relationship to student (eg neighbour/aunt/uncle)

Ku na lëj kawën wïc bi keek ñic aye kawën thiök kek kuat nimira jaam, mënñhe mat këne thïn tën kawën lëk kek thiök keek nimira (eg Mondays and Tuesdays only).

Nimira (mobile)

Phone number (mobile)

Ke luel (Comments)

Nimira (baai)

Phone number (home)

Nimira (luöi)

Phone number (work)

KÄK JÄÄM (këne rou ca guir) (CONTACT DETAILS (second preference))

Rin wur

Family name

Riëнку

Given name

Ruäiden kek menñ piöc (eg raan akeeu nhom/wäac/ullën)

Relationship to student (eg neighbour/aunt/uncle)

Ku na lëj kawën wïc bi keek ñic aye kawën thiök kek kuat nimira jaam, mënñhe mat këne thïn tën kawën lëk kek thiök keek nimira (eg Mondays and Tuesdays only).

Nimira (mobile)

Phone number (mobile)

Ke luel (Comments)

Nimira (baai)

Phone number (home)

Nimira (luöi)

Phone number (work)

F. Kāwēn looi thook

F. Special circumstances

Lēj kāwēn tōu ke looi thook alɔɔ mēnh piöc wīc ku bī gāāt piny leu ku bi pēn abun ke ɔic tueɔ te kēec yen gua gāāt piny?
 Are there any special circumstances about the student seeking to be enrolled that the school should know prior to enrolment?

(cīt mēn ciēɔ yen tē cie yeen bī ya tiɔ nē kɔcɔdītke, tōu jam luk thīn, jōör mīth kōk, arēer ayeer cī juuir nē akuma wilaya, liēc, aci dīt, mēnh abun wīc bī gam ke abakök rēer tē cī abakök mac thīn, cīt mēn rēer ke mac kenē akutnhom ciēɔ).

Etēde Acie tēde
 Yes No

Na ye tēde, mēnhē lēk wēt cekic ye kā yiēnda. Gāāt kek te lāäu bōu kēnē.

G. Mīth piöc kek leɔ kāk kōk piöc ku kuōny wic ke, mēt thīn gut aɔääh

G. Students with additional learning and support needs, including disability

Lēj te wīc mēnh piöc kuōny alɔɔ piöc erin aɔääh kēnē?
 Does the student require support for learning because of disability? Etēde Acie tēde
 Yes No

Lōöɔ ku NSW Department of Education lōɔ guir bīk ɔic lɔn nada cök piny aleu bi wīc ten mēnh piöc lēɔ ka wickē looi thook, mēt thīn gut cī mīth lēɔ aɔääh, lɔn nada keek aleu bīk mēt thīn pen abun. Kɔc pen abun ku midhiēt abi lui etok bīk ɔic kāwic lɔn nada leu bīk wic bīk tiēɔ kawic mīth piöc ku kuōny wickē.

Lēj kawēn te ye loi aye ba waar baaleu ku bī ɔok kuōny alɔɔ pen abun buk tiɔ kawēn wīc mīth piöc wickē ɔic
 Is there anything that you do or modify at home that may help us at school to meet the student's educational needs? Etēde Acie tēde
 Yes No

Na ye tēde, mēnhē tek thook
 If yes, please specify

Mēnhē nyoth kuat piöc bī cök piny lɔn nada aleu bi wīc bī kek puol mēnh piöc bī luui thīn pen abun (thōöl ye tok rot te wic yen)
 Please indicate any learning adjustments that may be required to allow the student to participate at school

- Kawaar alɔɔ loioi piöc ɔic ku/aye dhēl wēn piöc
changes to learning programs and/or teaching strategies
- Jääm, eg jam ku/aye piŕpiŕ
communication, eg speaking and/or listening
- Wēer ten kēēɔ, kāk nyuc, te lāäu piöc ku/aye kāk piöc
modification to equipment, furniture, learning spaces and/or learning materials
- Kuōny ten muök kawic yēnh raan, guier rot, kam miēth ku/aye muöl pial wīc.
support for personal care needs, eg hygiene, mealtimes and/or health care needs
- Kuōny ciēɔ alēēɔ bī luōi pēeth bēei tēn mīth kōk ku dupiöc.
social support to engage safely with other children and teachers
- Kōk (mēnhē tek thook)
other (please specify)

Mēnhē nyoth na leɔ mēnh piöc kuat kā bī bēn kā
 Please indicate if the student has any of the following

- | | | |
|---|--|---|
| <input type="checkbox"/> Aɔääh tōu jamic
autism | <input type="checkbox"/> Aɔēēɔ yith
a hearing impairment | <input type="checkbox"/> Kuöc thook
a language disorder |
| <input type="checkbox"/> Aɔēēth tōu guop ɔic
a physical disability | <input type="checkbox"/> Rielic piöc
difficulties in learning | <input type="checkbox"/> Tētök riēɔ nhom
acquired brain injury |
| <input type="checkbox"/> Kuöc ciēēɔ
behaviour disorder | <input type="checkbox"/> Bēēl kuöc kēɔ
intellectual disability | <input type="checkbox"/> Tuēny muöl
mental health disorder |
| <input type="checkbox"/> Aɔēēnh ciöör
a vision impairment | <input type="checkbox"/> Kōk (mēnhē tek thook)
other (please specify) | |

Lēj te cī akut piöc theer yen guir bīk athor guir looi bīk mēnh piöc kony kā kōk wēn thīn kawic piöc?
 Has any previous education provider prepared a documented plan to support the student's additional learning needs? Etēde Acie tēde
 Yes No

Na ye tēde, mēnhē yiək ɔok wēl
 If yes, please provide details

H. Wël adöc kē panakīim ku pial ē guöp de mēnh ē thukul

H. Student medical details and health conditions

Aputh ba thukul lék kē mēnhdu kēnē guo gāt piny nē thukul yic tē nōj yen guöp tuentyueny. Kā ye wāac kekē riem de raan alēu bīi mat nē yee tuentyueny kāk yiic. Yin aputh ba thukul yuöp ēya na nōj tuaany kē ye wāac kekē mēnhdu ka kē cī rōt waar nē tuentyueny ē mēnhdu yic ētētōj puoc yen rōt looi ē. Kān abī thukul kony nē lon de pial ē guöp de mēnhdu ku loikē ajueer de dhōl puoc th lēu bīi kek mīth ēbēn ya cōk apuol gup nē thukul yic. Kāk aye wël thiek yiic arēt tē de pial ē guöp de mēnh ku pīirde nē thukul yic.

Nyic: Tē tōō wēt cōl 'mēnhdu' thīn, e mēnh de thukul gōr bīi gāt piny nyuoc th.

Namba de Medicare mēnh piöc
Student's Medicare number

Nimira kēen Medicare Menh piöc
Student's Medicare card reference number

Kēen Medicare ato ke lui yet
Medicare card valid to date

 /

Pei Ruon

Rin ke dīktor de mēnh ē thukul
Doctor's name/medical centre

Tē ciēj dīktor thīn (eg 1 High Street Sydney, NSW, 2000) (Doctor's address)

Namba de telepun de dīktor (kē de luoi)
Doctor's phone number (work)

Aputh ba rin ke dīktor, tē ciēj yen thīn ku namba de telepun de dīktor nōj kē yee looi tēnōj mēnhdu gāt piny ēbēn, dīktor ke tuentyueny kedhie nōj yic yik kā ye waac kekē riem de mēnhdu men lēu ba ke gāt piny tē thīcōj yin bak de H yic. Yin alēu ba awerej dō nuet na nōj kā juēc gōt.

Kā ye wāac kekē riem/tuentyueny Allergy / Medical Condition	Rin ke dīktor Doctor's Name	Tē ciēj Address	Telepun Telephone

Na nōj mēnhdu ajueer de panakīim theer cīi gōt nē awerek yic ku bī lon de tuaany ē mēnhdu ya kony nē pial ē guöp de yic (eg cimēne yōn tuej jōk pen abun, muök kamdet yic etc) ke yin gām ē ke thukul kēke ca nuet nē yee awerej kān yic.

KĀ YE WĀAC KEKĒ RIEM – KĀK ALĒU BĪK YĪC NAJ YĪK KĒC DE KĀM, WEL KE PANAKĪIM/BAAL, CĪEK KE TIIM, MĪITH (CĪMEN DE TUOJ AJĪTH, TOJPIINY KU KOK) ALLERGIES – THESE CAN INCLUDE ALLERGIES TO INSECT STINGS, DRUGS, LATEX, FOOD (EG NUTS, EGGS, PEANUTS) OR OTHER.

Tē nōj mēnhdu kā ye wāac kekē riemde, ke yī gāt ē piny nē awerek yic piiny ē tēn. Tē de yee kē ye waac kekē riem de mēnhdu ē, bēer ē kā cīi thiēc kē kee 11 bō piiny kē (tē lēu bēer rōt thīn). Na cī tē gōt yin thīn thōk, kē aputh ba awerej dō nuet kē ca gōt nhom 'bak de H'.

Tē de kōk ye wāac kekē riem de mēnhdu tō, aputh ba kā cīi thiēc kee 11 (tē tō kek) bēer nē awerej dō yic. Nuēt ē awerej de wël kōk gōt ba mat thīn kē ca gōt nhom 'bak de H') nē yee poom kān kōu.

Kē ye wāac kekē riem de menhdu:
Allergy to

- 1. Cīi dīktor nyic yen ekē ye wāac kekē mēnhdu ē?
1. Has a doctor diagnosed this allergy? Etēde Yes Acie tēde No
- 2. Ye kē ye wāac kekē riem kān tuaany ril yic arēt bēi (anaphylaxis)?
2. Is this a severe allergy (anaphylaxis)? Etēde Yes Acie tēde No

Anaphylaxis e ya tuaany ril yic arēt, men lēu bī raan nōk, e rōt gōl tēnōj yen kē cī wāac kekē riem.

- 3. Cīi mēnhdu kān tāac panakīim nē wēt ē kē cī wāac kekē riemde (Anaphylaxis) ka nē wēt ē kōk cī lo nē ye guöp?
3. Has your child been hospitalised with a severe allergic reaction (anaphylaxis) or any other allergy? Etēde Yes Acie tēde No

4. Na ca gam, ye panakīm yo?
4. If yes, which hospital?

- 5. Nōj mēnhdu ASCIA Action Plan for Anaphylaxis?
5. Does your child have an ASCIA Action Plan for Anaphylaxis? Etēde Yes Acie tēde No
- 6. Na ca gam, cīi ajueer kān nuet nē yee awerej kān yic?
6. If yes, is this plan attached? Etēde Yes Acie tēde No
- 7. Cīi mēnhdu gāt wël cōl aderenalin ye rōt tuocm (i.e. EpiPen®)?
7. Has your child been prescribed an adrenaline autoinjector (i.e. EpiPen®)? Etēde Yes Acie tēde No

Na cīi mēnhdu gāt aderenalin ye rōt tuocm, kē agōr ba gām thukul (kē kēn niin ke londe guo thōk)

Nē thaa thok ēbēn cīnē meth gāt aderenalin ye rōt tuocm, kē dīktor agōr bī ajueer de ASCIA Action Plan for Anaphylaxis ya gaam. Apiath bī guōōt ajueer cī beer looi ke yam yīek pan abun.

Wël adöc ke mën̄h ë thukul – wël juëk röt thïn̄ (Student details - additional information)

8. Ye nin biī n̄in ke aderenalin ye röt tuuom̄ gôr ba gãm thukul thök?

8. What is the expiry date of the adrenaline autoinjector that will be provided to the school?

<input type="text"/>	<input type="text"/>	/	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Pei			Ruon			

Na kuc nê kaam niē thööḡ yin̄ ë poom̄ kãn̄ yic, kê abiī thukul gôör nê thaa gêt̄ ë ye rin piny nê thukul yic.

9. Nöj mën̄hdu ajuëer de ASCIA Action Plan for Allergic Reactions?

9. Does your child have an ASCIA Action Plan for Allergic Reactions?

Etëde
Yes

Acie tede
No

10. Na ca gam, ciī ajuëer kãn̄ nuëet ëtën?

10. If yes, is this plan attached?

Etëde
Yes

Acie tede
No

Apiath biī guööt̄ ajuëer ciī bëer looi ke yam yiēk pan abun.

11. Apuoth̄ ba wel kök̄ ye mën̄hdu dek tede yee kê ye waac kekê riemde ë gät̄ piny.

11. Please list any other medication prescribed for this allergy.

Thukul abiī wël juëc kök̄ tede yee wel kê gôör nê kööl gêt̄ ë rin ë meth piny nê thukul yic.

Mëdhiëeth ke mith̄ gôr binê̄ mith̄ ken ya yiēn wel ke panakiim̄ ciī gôt̄ nê thukul yic adhil bik̄ ë kãn̄ lueel nê awerej̄ ciī gôt̄ yic. Thukul alëu biī yin̄ yiēn poom̄ de tẽ yee gät̄ ë thiëc kãn̄. Wël ke aatȫ nê webthait de akutn̄hom yic.

TUENYUENY KÖK KE PANAKIIM̄ LOITHOOK KEKË KÄ YE WÄÄC KEKË RIEM KU ANAPHYLAXIS (CÏMEN DE ADHIËMA, ADHIËMA RIL YIC ARËT, TUAANY DE DAIBÏTÏ, TUAANY DE MUN)

MEDICAL CONDITIONS OTHER THAN ALLERGIES AND ANAPHYLAXIS (EG ASTHMA, SEVERE ASTHMA, DIABETES, EPILEPSY)

Apuoth̄ ba ke nyic ku gät̄ ë wël adöc ken piny ëtën tẽ nõj yen tuaany dȫ tẽ kekê mën̄hdu. (Na juëc tuenyueny nê mën̄hdu guöp̄ ka ciī tede gôt̄ thök nê awerek̄ yic, ke yin̄ nuëet ë awereek̄ kök̄ ku bëer ë kã ciī thiëc kee 7 ëbën.

Tuaany tuu:

Medical condition

1. Ciī dïktor nyic yen ë tuaany kãn?

1. Has a doctor diagnosed this condition?

Etëde
Yes

Acie tede
No

2. Ciī mën̄hdu kan tääc panakiim̄ nê wët̄ ë yen ë tuaany kãn?

2. Has your child been hospitalised with this condition?

Etëde
Yes

Acie tede
No

3. Na ca gam, ye panakim̄ yoo?

3. If yes, which hospital?

4. Nöj mën̄hdu ajuëer de bëc̄ ë tuaany tẽnõj dïktor cïmen de ajuëer de bëc̄ adhiëma?

4. Does your child have a documented action plan from a doctor eg asthma action plan?

Etëde
Yes

Acie tede
No

5. Na ca gam, ciī ajuëer kãn̄ nuëet ëtën?

5. If yes, is this plan attached?

Etëde
Yes

Acie tede
No

6. Ciī mën̄hdu gät̄ wel ë panakiim̄ nê wët̄ ë yen ë tuaany kãn?

6. Is your child taking prescribed medication for this condition?

Etëde
Yes

Acie tede
No

7. Na ca gam, ye wel kãjuu ciī gät̄ yen?

7. If yes, what is the prescribed medication?

Thukul abiī gôör nê wël juëc kök̄ tẽ tede yee wel ë panakiim̄ ciī gôt̄ ë nê kööl gêt̄ ë meth rin piny nê thukul yic.

Mëdhiëeth ke mith̄ gôr binê̄ mith̄ ken ya yiēn wel ke panakiim̄ ciī gôt̄ nê thukul yic adhil bik̄ ë kãn̄ lueel nê awerej̄ ciī gôt̄ yic. Thukul alëu biī yin̄ yiēn poom̄ de tẽ yee gät̄ ë thiëc kãn̄. Wël kê aatȫ nê webthait de akutn̄hom yic.

I. Anyiköl menh piöc thääny thok ke dētīc ke raac I. Student's history relevant to risk assessment

The NSW Department of Education aley riēl ku bi them ku cök kuat karēec bi tē tok looi tēn kocken luḷi ku miith piöc. Athor këne ayiēk yīn nhom lääu ba pēn abun yiēk wël wēn bi yen kuōny bik kōk cōl apuḷ yic ten mēnh piöc bi lō ten piöc ci tek thook. Kēne aye mat thīn agut cī guir rot tēbi kuöc ciēḡ cök thīn aye dhöl kōk wēn cī looi lō cök bi kawic miith piöc tiēḡ. Ke ye looi wēt dhukdhuk nhom ten wël ca bēēi abi kony ku bi ḡic lō nada pial guop ten mēnh këne, miith kōk ku kōc luḷi.

Ku ba ḡic, lēḡ kuat kawēn tō anyiköl aye tē den reel yen thīn (met thīn agut cī aniköl lō pen akiim ke gāät piny abeḡ cök H) yen leu bi yic naḡ kerēec tōu ten kuat mēnh piöc këne, miith piöc kōk, aye kōc luḷi tōu pen abun?

To your knowledge, is there anything in the student's history or circumstances (including medical history not listed in Section H) which might pose a risk of any type to this student, other students, or staff at this school?

Etēde Acie tēde
Yes No

Na ye tēde, menhē luel wēt cekic abḡ pial guöp menh piöc aye anyiköl kã kōk wēn leu bi nãḡ ke rēec ee kuatden ten moc/nya, miith piöc kōk, aye kōc luḷi pen piöc.

Brief description of the student's medical or other history which might pose a risk of any type to him or her, other students, or staff at this school.

Menhē gaam rin ku kãḡ jaam kōc ḡiēc luḷi pial guop aye akutnhiim kōk wēn thääny wēn lēḡ ḡiēc kãkka yīc.

Names and contact details of health professionals or other relevant bodies that have knowledge of these issues.

Lēḡ tē lej menh piöc kuat anyiköl ciēḡ ye yen thōör?

Does the student have any history of violent behaviour?

Etēde Acie tēde
Yes No

Na ye tēde, menhää gääm wël.

If yes, please provide details.

Lēḡ tē cī mēnh piöc kãḡ pēen aye cuḡp wei abḡ kuat pen cī yen kãḡ lō thīn theer?
Has the student ever been suspended or expelled from any previous school?

Etēde Acie tēde
Yes No

Na ye keya, ye këne wēt:

If yes, was this for:

Tōḡ cī looi ten kuat raan?
Actual violence to any person?

Etēde Acie tēde
Yes No

Nãḡ wēnh muuk aye kuat kawēn ye luḷi bik nãḡ ke rēec looi aye tē tōk?
Possession of a weapon or any item used to cause harm or injury?

Etēde Acie tēde
Yes No

Riēec ee tōḡ aye këec raan luḷi nyic, miith piöc, aye kōc kōk tōu pen abun?
Threats of violence or intimidation of staff, students, or others at this school?

Etēde Acie tēde
Yes No

Wël rēec këc lōḡ puol?
Illegal drugs?

Etēde Acie tēde
Yes No

Lēḡ tē ḡic yīn kōk wēn cī rot kãḡ looi ḡic kek ke thōöḡ keek kãḡ cī ke luel nhial ke cīi menh piöc këne kãḡ tōu thiin tē cie pen abun?

Are you aware of any other incidents of the kind listed above in which the student has been involved outside of the school setting?

Etēde Acie tēde
Yes No

Na ye yīc, mēnhe luel wēt cekic kãkka cī rot kãḡ looi.

If yes, please provide a brief outline of these incidents.

Wël ke lëk ye raan nyuoth, gäm, ku luël men ke wël cï luël ka lëcök (Personal information, consent and declaration of accuracy)

Wël yënh raan rot ye keek kuöt tën athor gëët yot yic ee kï ye luöi cök ke thiök ten yin, piöc meth met thin agut ci ciëth yic athor kenë.

Kuat wël wën cï gaam ten NSW Department of Education abï luöi, nyuoth ku tzu keek ke thiök kek löög thiëen NSW.

Wël kök wën ye kek wïc NSW Department of Education ku bik tiëj luöiden muök ku luöi löög kök ke tzu pial baai yic, piöc ku löög gëlgël mïth ku bi tiij kuut wël ku ke ye wïc ke luël yic tzu cök Akumadit-gëëth gëem wëu cï mët wen leu ku bi yic näj cëëth ku themthem ka cïi mïth yök.

Wël aleu bi keek nyuoth ten akuma NSW ku akutnhïim akuma dit ku akutnhïim kök ee wët kawën looi tzu nhiäl ku cït të ci ye luël thin aye të wïc löj yen thin.

Wël abi keek tzu të yon wël wën bik kek gëel. Yin aleu ku ba wëlke tiij aye ba kek cïk piny erin bi yin yuup ten pen abun menhdu. Ku na näj diir yin aye ke luël abj wël cï kek kuöt aye të bi luöi kek aye nyuoth kek yin adhil jaam kek pen abun.

Ku na ye kë këec yin ye kuany ba wël kök ci thiëc yin gaam ke ye aleu bi näj kërec looi tën gëët piny rot menhdu, käk luöi pen abun aye tiij rot käk piöc wïc menhdu.

Wël kök wët kuut ee wël të ye yen kë gëët menhdu piny pen abun Akuma NSW, ku të ye yök wël menhdu thiään gël thin, yen atzu ten NSW Department of Education yon wël (website) aye abj pen abundu.

Pëäl ayer wël mënh piöc

Pen abun/NSW Department of Education a lëu bi wël yäath ayer wet mënhdu wët luöi römrom kã keek njic kek mïth piöc kök, ku lëk pen abun ku baai eben wët pën abun ku käk ye mënh abun luöi ku gëët piny kã yen mënh abun looi kawën looi yic aye loon bäai.

Kenë aleu bi määt thin agut ci rin mëth, ruon, yon ku wël cï kuut abj pën abun cimënë cura, rool ku kã cï döm ye tiij koc nyin ten mënhdu, loon mënhdu ku kã ye luël ke ye tek cimënë käk lëk jãam.

Jãam wën bi wël cï yök ten mënhdu aleu bi kek yäath ayer ku aye määt thin agut ci ku acie keek ee rot käk

- Yon wël njic eben ten akut NSW Department of Education mëët thin yon wël pen abun akut NSW Department of Education Intranet (koc luöi erot), blogs ku wikis.
- NSW Department of Education wël yëëth ayer amëët thiin agut athor lëk pen abun, athor leek thook ruön ku athöör lëk lo tuej pen abun, athor wël yëët tuej ayer ke ci bëëi bëe ku aye yök yöön wël mëët thin agut ci yon wël akut NSW Department of Education.
- Maktab NSW Department of Education ku yöön wël tën lëk ci gany pen abun ke ye ten jãam cimene YouTube, Facebook ku Twitter.

Midhiëët aleu ku bik njic lon nada të ci wël yäath ayer yon wël tejäaj ku yon wël yon alëjg yic aleu bi keek määt det diäk ku yen aleu ku bi yök yon tzu wël ee ruun juëc, të ci yen ye benben. Tën wïc wïc wël aleu bi tzu aye muuk kek käk kök wël cï yäth ayer.

Pëlpël bik ke yäth ayer

Yen aci wël kuën wët pëlpël yëth ayer wël menh piöc (tzu Nhiäl).

Permission to publish given or denied

- Yen aca puol**
I give permission
- Yen akëëc puol**
I do not give permission

Ten pën abun/NSW Department of Education bik wël yëth ayer abj mënhdhië ten jãaj bi kek ya yök käk jam. Pëlpël këne abi rëel thin agut kaam bi yën yen luel ke cïi bën lui.

Loioli yon tzu wël

NSW Department of Education e mïth mïth ke abun yïk gany thok Intanet (Internet) cï yän kök cie keek wïc nyaai. Mïth ke abun ka ye keek cöl gany thog webthait piöc cie koc këc keek puol ye gany. Të cï kek dhöl webthait gany, mïth ke abun kaye keek yïk dhöl bi kek email ya gany thok të wïc kek yeen ku lon ka ke onlaany, ku bikë kaken ke lëk tzu thin ku cie raan det lëu bi keek yök, ku bikë keek yök të tzu kek thin, ayeer, pan abun.

Të wïcë ka ye yök dhöl onlaany, wël ke lëk agut ci rien menhdu ku paal cïkë tzu, ka ye keek tzu të lon ajuiëer onlaany të tzu ayeer të cabaka NSW Department of Education. NSW Department of Education aci luui kenë ajuiir lon onlaany bikë të ye gël wël ku ka ye koc nyuoth gël mac. Wël lëk wët ka piiric mënh abun të mëdhieëth aye yök të webthait tzu <https://education.nsw.gov.au/going-to-a-public-school/privacy-information> ka të panduön abun.

Permission to access online services given or denied

- Yen aca puol**
I give permission
- Yen akëëc puol**
I do not give permission

Ten mënhdhië bi näj yök yök wël loioli yon wël cï gaam NSW Department of Education. Pëlpël këne abi rëel thin ke luui peth agut të bi yën pen abun lëk kaya.

Pëlpël du ku luëlde

Yen aci näj wël ca gaam wet piöc ku kuöny wïc kek, mëët thin agut kuat pial guop tzu thin ku/aye kawën wickek ku/aye anyiköl thääny kek winy kërec, thiök kek mënh piöc ci gäät piny abëj A ee poom thiöjg kenë yic.

Aca puol ten pen abun/NSW Department of Education wïc wël ten bëëi abun theer, Akut nhïim Akuma NSW kök, bëëi akiim baai, koc njieëc piäl guop aye akut nhïim kök nada leu aya bik tzu ke wël thiök kek athem ten mënh abun ci luël rin athor abëj 1.

Yen aca puol ten kuat koc njieëc piäl guop gaam döoc wëel ku käk piäl guop ci yök athöör cï gaat yot këne yic, ku bi pen abun yïk/NSW Department of Education lëk wël kuat tuëny yen ci nyuoth athöör ci thiöjg këne yic. Kenë aleu bi mëët thin agut ci kuat kã kök ten piäl guop mënh abun nada leu bi näj erëc käk yic aye piäl ku gëlgël ten mënh piöc aye mïth piöc kök tzu pen abun aye ten koc luöi pen abun.

Luël wët lëcök ku thäny

Declaration of accuracy and signature

Aluëel men ke wël ke lëk cï keek tääu në athör kënic kaye lëcök ku ka cïn kë cï döj wei thin, cït men ke nyiec ku ya gam.

Yen cï wël ke lëk tzu në athör kënic kuen ku ca keek deetic agut cï biäk lööm wël ke lëk ye raan nyuoth, luël ayeer wël ke lëk ye mënh abun nyuoth, lon ajuiëer onlaany ku gäm.

Të cï yën gëm në wël ke lëk ye koc nyuoth, koc cie yëen ka cie mënhdie ka mïthcie aca looi ke ca keek thiëëc.

Yen njic lo nada wël ca kek gam ya luëth aye bik koc läp nhïim, kuat ke bi tak ke looi ke wët athor ca gäät yot këne aleu bi kek waar.

Thëëny thëëny midhiëët/amuuk (Signature of parent/carer)

(raan tok kaam koc dhiëët/amuuk mth adhil thëëny athor gëët rot këne yic)

Gëët riin (Print name)

Niin (Date)

Niin Pei Ruon

Thëëny theeny raan det rou midhiëët/amuk (Signature of second parent/carer)

Gëët riin (Print name)

Niin (Date)

Niin Pei Ruon

Record of evidence - all students

Original documents must be sighted.

Photocopies of evidence related to student identity and their residential address may also be required.

Student Identity (name and age eg birth certificate, passport etc)

Yes No

Residential address

(eg rates notice, rental agreements, electricity accounts etc)

Evidence supplied Yes No

In area? Yes No

In addition, for students who are not Australian citizens, more information is required.

Passport or travel documentation no.

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Country of issue

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Current visa sub-class (if applicable)

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Previous visa sub-classes (if applicable)

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In addition (for temporary visa holders) Authority to Enrol code

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Medical/emergency plans sighted and copied

(eg ASCIA Plan)

Yes Not applicable

Disability or other support needs, including any personal learning and support plan sighted and copied

Yes Not applicable

AIR Immunisation History sighted, and a copy retained, for students enrolling in a NSW Government school for the first time

Yes No

If yes, AIR Immunisation History statement indicates immunisation status

Up to date Not up to date

Any family law, AVOs or other relevant court order sighted and copied

Yes Not applicable

For parent not living with student (Section D p7)

Shared parental responsibility

Receive academic report

SRE and SEE participation letter returned

Yes Not applicable

Principal's checklist

1. Enrolment interview conducted? Yes No

2. Special circumstances, additional support needs and student history assessed? Yes Not required

3. Risk assessment required? Yes No

If yes, risk assessment conducted?

Yes

4. Is personalised learning and support required for this student? Yes No

If yes:

Consultation with parents/carers conducted?

Yes

Planning to personalise learning and support completed?

Yes Not required

Behaviour Management Plan (violence) developed?*

Yes Not required

Behaviour Management Plan (other) developed?*

Yes Not required

Individual Health Care Plan developed?*

Yes Not required

Emergency response plan developed?***

Yes Not required

5. Communication of documented provision/s and plan/s to relevant staff? Yes Not required

* It may be necessary to defer the finalisation of enrolment until this action has been taken. This may require development of an interim plan until all relevant medical or other information has been obtained. Consideration must be given to all special needs when developing behaviour management or health care plans. Any deferral should be no more than reasonably necessary to collect the required information.

An emergency response plan must be included in the student's individual health care plan where the student is diagnosed at risk of a medical emergency.

** Where a student has been diagnosed at risk of anaphylaxis the emergency response plan will be the ASCIA Action Plan for Anaphylaxis, which will be provided by the parent, completed and signed by the treating doctor.

Principal's certification

On the basis of the information provided on this form and gained from the required assessments,

I accept, or

I decline this application to enrol

Signature of principal

--

Print name

--

Date

day			month			year													

MĚNHĚ RĚĚT BEEI KĔN ATHOR ABA Ņ KĔNE TUĚ Ņ TĔ KĔEC YĪN YEN GUA DHUĔK PEN ABUN DUN.

Na lĕj ke jĕor yĭn kek athor kĕne?

Na lĕj ke jĕor yĭn ba athor thiĕj kĕne dĕet yic aye tĕ wĭc yĭn lĕk wĕl kĔk, mĕnhĕ yuĕp kĔc pen abun.

N a wiĕc yĭn kuĕny tĕn thĕoĕj kawaja mĕnhĕ yuĕp **Telpun Loiloi Athĕok** tĕn telpun **131 450** ku thiĕc raan athĕok jaam thuĕjdu. Raan tĕu tĕn luĕi abā thook wĭc bi bĕĕi jĕamic bĭ ben kuĕny jĕadun yic. Yĭn acĭn wĕu bi wĭc tĕn yĭn luĕi kĕnĕ yic.

Tĕn bĭi yĭn poom kĕne thiĕj thiĭn

- KĔc gĕĕt yĕt eben adhil thiĕj abĕj A, B, C, E, H ku I
- Yĭn aleu bi yĭ wĭc ba thĕol abĕj D, F ku G
- luĕi gĕĕm col aye maĕok bĭ yĭn thiĕj poom kĕnĕ
- Na cĭ yĭn thiĕc ba űuĕt thok, tau űuĕn thook aye tĕm kĕu
- Na thiĕc yĭn ba wĕl ke lĕk tĕau nĕ thanduuk yĭc tĕuĕ tĕk nĕ thandukic kalĕ:

1	2	3	4																
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- Mĕnhĕ űic gĕĕt apeth ku bi ya tĭj apeth cimĕne kĕnĕ kela:

Write as clearly as possible in the box
- Nuĕt kuat wĕl kĔk mĕat thin apeth poom kĕnĕ kĕu. űic nyuoth apeth ya bĕj nĕj (A-I) yen ye wĕt kĕnĕ jaam thin yen ye luel tĕn.
- Ku na wĭc poom det ba thiĕj, ka leu ba bĕĕi bĕĕi dĕet kĔk mĕet thin tĕn:
<https://education.nsw.gov.au/going-to-a-public-school/translated-documents/enrolment-application>

Dĕt: Nĕ thukuul ke Akuma yĭc kedhia, kaam aye gam bĭ Piĕc Loi Thok Peei nĕ Ka ke Yath (Special Religious Education (SRE)) ku/ka Piĕc Loi Thok Peei nĕ Ka ke Dhĕl ke Pĭir Lĕcĕk (Special Education in Ethics (SEE)) piĕcĕ thĭn. Thukuul yenĕ SRE ku/ka SEE piĕcĕ thĭn aa bĭ yĭn yĭĕk Athĕr de Gĕm (SRE and SEE Participation Letter) ba thiĕjĕic ku ba dhuĕk thukul.

Ke luel, wĕt peth luel ku wet puĕth ye tek

Na lĕj ke luel wĕt peth luel aye wet puĕth ye tek aye kĕk diir yĭn kuat wet loiloi kua ka nhiaarku ku buk piĕj tĕn yĭn.

Yĭn ye ku nhiaar ba pen abun yuĕp ba jaam ke kek wet diir yĭn, erin kajuec jĕor aleu bi kek cĕk ee jĕemic ba jaam kek kĔc maktab luĕi pen abun, dupiĕc menhdhu aye mĕdiir pen abun. Kek aĕjic menhdhu ku kek atĕu ke cĭ rot guir bĭk yĭn kony. Aya apeth ku ba lĕk kek bĭk űic wet kĕk diir yĭn laac luĕl tĕ cit tĕ ba lĕu.

yok abi lui thin kĕk ku jĕor apeidit ku ke űiĕc luĕi ku yok alej dhĕl pĕth lo gĕi ye yok kajĕor cĕk.

Wĕl juĕc kĔk, mĕt thiĭn agut yĭok yĭok tĕn kĔc kuan ke luĕl muk nhĭim luĕi ku biĕth yic, kek atĕu tĕn:

<https://education.nsw.gov.au/going-to-a-public-school/enrolment>

Ciĕĕth kawĭc

Na ye ke bĭi yĭn pen abun ba rot ben gĕt piny, mĕnhĕ ke yĭ bĭi athĕr lo cĕok ke yĭn:

- Ken ye nyuĕth menh abun aciĕĕj tĕnĕ (eg waraga athor majalith, athor jĭir baai yic, athor tĕu piny karba, athor luel etc)
- Caada dhiĕĕt aye athĕor yĭn nyuĕth
- Australian Immunisation Register (AIR) Immunisation History Statement (men ye wĭc enĕj mith gĕc thukul nĕ thukuul ke Akuma ke NSW)

Det metthin

Na ye menhdhu raan lĕj ke wĭc yen yĕĕth wĕt lĕj baai yĭn awĭc

- Kĕk ye nyuĕth kuat lĕj baai aye kuat kĔk thĕany ci luk tĕĕm

Det metthin

Na lĕj menhdhu pial, aĕjĕth aye kuat kuĕny wĭc kek kawĭc ku ba gĕem:

- athĕor dĕoc/pialmuĕk aye aguier looi kĕ wĕĕr wei
- Yĭth kĕk aĕjĕth nyuĕth aye kĔk kuĕny wĭc kek, mĕet thin kuat piĕc ku kuĕny ci guir

Det metthin

KĔc ciĕ adĕoc Australian

Na ye menhdhu raan bi dĕoc tĕn ku akec gua ya adĕony Australian ka yĭn awĭc ku ba gĕem:

- Juĕth (Passport) aye athĕor cĕĕth
- visa yemĕnĕ ku visas theer (na leu rot)

Det metthin

KĔc lĕj visa rĕĕl kam cekic

Na ye menhdhu raan lĕj visa kam rĕĕl cekic ka yĭn abi wĭc ku ba gĕem:

- Juĕth (Passport) aye athĕor cĕĕth
- visa yemĕnĕ ku visas theer (na leu rot)
- Riel pĕpel ba rot gĕĕt piny ci gaam Akut Luci KĔc Rĕĕl kam cekic. Kĕnĕ aye wĭc tĕn kĔc neem aye kĔc lĕj visa bĭk kek rĕĕl kam cekic (kĔc ciĕ abĕj cĕk 571P ci luel tĕn piny)
- Riel pĕpel ba rot gĕĕt piny aye yĭc yen nyuĕth ee pĕlpĕl bĭk kĕk kook ci gaam ee Ten Luci Pinyhom Mĭith Piĕc (nalej akuen wĕĕu eben wĭc piny abĕj visa mĕnh piĕc, abĕj cĕk571P)
- Yĭc yen nyuĕth visa cĭ menh piĕc gĕĕt yot ke wĭc (na ye ke lĕj menh piĕc visa yen thiĕj yic)

Akutu luji kɔc ke dhieth (Parent occupation groups)

Wēt yen looi kenē ee kuut wēl kē bik ʒeeth tuej looi njēc luji ten kuēen ku leek Geu ku Akuma dit alɔj kajōōr wēn leu bi naʒ karɛc kã ka looi yiic ten pen abun mēnhdhu ku pen abun jɔk tuej.

Yin abi wic ku ba canduʒ kēne luōi ku thiōj ‘Akut kã ye looi’ abeʒ 4, 5 ku 7.

Akut yic dhiec ci gãat piny tene aye luōi ee kɔc Akut Kuēn Australian bik tek thook kã ye looi. Mēnhē kuēny akut (1, 2, 3, 4 aye 8) yiōk ke njēc kuany yic kãdun ye looi.

Na ye kē cii yin muōl looi aye cãã kɔc luōi ten pãi 12 ci jãl, kuēny akutdun ke ye yin lui thin.

Akut 8

- Yin akēec tɔu lōon ye yi dɔɔm thin yic ten pãl 12 ci jãl

Akut 4

Raan luji makãna, kɔc luji a thããt, muthēt, kɔc lui ke cin ku kɔc lui kã cit keek

- Agēer, raan cãth cumcum, kãk ben beei luji guier makana ku kɔc kɔk riēt makana.
- Kɔc luji thããt agōj [raan kɔc luji muk nhiim, kɔc lui maktãpic kɔc lor, Atuuc, ran nyin tiit bar, ran thal, ran kãj yãac, aguir baai yic]
- Raan kony maktãp, raan kony ʒɔc ku kɔc kɔk kony.
- Maktãp [agɔt makãna, aguir wēl/tɔu ē malumat/ atēet makãna mathgīr, ran ē lur, mathãd maktãp]
- ʒɔc [mathãd ran ʒɔc, thurumbil, karaban/thurumbil naʒic tēnē nīn, ran ʒɔc wei wēth thurumbil, ran nyin tiit, adōm wēu, ran bãth/gãtēr luōi, ran ʒɔc tikiit, ran luji mayãta yic, ran luji riōpic thurumbil, ran ʒɔc thēl yiic, ran ʒɔc kãj telepunic, ran kãj kiir
- Kuōny kɔc/akony kɔc [raan ʒɔc, pen abun/raan kuony pen piōc,
- raan adupiōc kony, mathãd akim lec, mathãd akim lãl/yōk, ran lui kek mathãd akim, ran nyin tiit matãp/ tēne ye kãj nyuocth thin, Atiit, ran luji baai, mathãd thalun, ran nyin tiit lãl]
- Kɔc lui ku lui thōj ke keek:
- Akut tiit baai mac kuel tō piny tēnē thēk kuel akic mat thin piny
- Puōr, cuum tiim, roor, mãl, raan lui thãth [ran dom tiit, ran ē tem nhiēm amēēl, alɔj dom, ran piōc mathiãj jōgkōōr, ran nyin tiit tiim, ran nyin tiit piōc kē cit adieer/golp, ran tiim guir, akim tiim, ran tiim yep, thōth, alɔj dēp rec]
- Kɔc luji kɔc [ran lui ye cin, alɔj mēthna, Mãkdheji, atit, aweec/alok piny ran nyin tiit, ran lɔc, ran troyl mãt yic, ran nyin tiit tēnē ye thurumbil mac thin, cãth ran nyin tiit kɔc luji]

Akut 3

Kɔc ʒɔc, thēkēter maktãp ku ran cē piōc luji maktãp, kɔc luji ku ʒɔc

- Kɔc ʒɔc keek aa cē athōr ye kueen run kaʒuan(4) bãbei, ee luōt ee ya dhēl piōc. Miith thukul ebēn/ diãar aa ye keek mat thin ee ya akut kēnē yic.
- Agɔt, [agɔt wēu, agɔt bej, agɔt maktãp butha, ran akuēn/agɔt kɔc acut, ran akuēn wēu/awic kãj/ran lōōj dhuōk yic, agɔt kɔc dōm wēu, agɔt/ran thiōj, agɔt gumãr, agɔt dhuk ē kãj yic gēt piny, agɔt kã ʒɔc keek gãt piny/agɔt kã ʒɔc keek wic, agɔt jōt ē kãj/agɔt kãk ē cãth/agɔt thēpina yic, agɔt amat (amat wēu ye gãm ran ē baʒ kua ye akuma), maktãp ajuēr, agɔt luji kuony, agɔt tēc (pan akim)]
- Ran njic luji maktãp, ran ʒɔc ku ran kɔc luji anaʒ yic:
- Maktãp [thēkēter, mathat madir, agɔt nyooth kãj maktãpic, ran luji telepun kɔc tuōm]
- ʒɔc [ran ʒɔc cirka yic, ran kãj ʒeec keek caal, maktãp acut ku apuk, ran kãj them, ran luji thukic ʒɔc bē kēdãj deetic]
- Luji [dit/bãal/kok/ran muōk miith, tij miith muk panden, ran miitir kueen, ran tēnē ye thurumbil mac thin caath, ran luji butha, adhēth kãj, maktãp lakeny, athōr ē kɔc nyuōth kãk lakeny, ran nyin tiit riãn nhial, adupiōc riedha, ran luji kadhino/ran nyin tiit kɔc luji]

Akut 2

Mudiir mãl kɔc, tēet/cēel kãj/kɔc riedha ku muthēd kɔc luji

- Ran naʒ kēdãj/ mudir dom kua ye mãl [matajir bi kãj ku tooc kãk ye ke ʒaac, ʒɔc kã juãc, ʒɔc kã ye ke guir, matajir kãk cãth, matajir maktãp bēēl]
- Madir tēet [wēu/dōōk/yōj kē cē looi/ran lui /mãth cirka/ʒɔc/luji thukic]
- Madir luji wēu [madir aban ē bej, ran kɔc ʒɔc, ran kãj welcōth piny, ran apuk ku cuōt, ran kēredit, ran kɔc dēēn]
- Raan ʒɔc/madir luji [dukãn, dukãn bitrol, tēye miith ʒaac thin, tēnē kɔc mat nhiim, punduk/yōn jɔl, thinma, yōn diēr, maktãp]
- Tēet/dhēl cēel ē kãj/riedha, [agut thom, ran kiit, ran diēr, ran kãj tɔc kɔc, ran kãj jɔt amããth, atēn guan, agɔn athōr yeke wēl lueel, agɔn en cã athōr gɔt, ran cɔl wēl, ran thuur, ran kãj giit, ran kēdãj guir bē
- dhēj, ran kuēn, mony lui riadha, tij lui riadha kotc, ran kɔc piōc riadha, kɔc luji riadha]
- Mudhēd kɔc piōc luji keek aa naʒ diloma aye loloi tiknologi ku aa mudiir ku kɔc cē piōc luji
- Piãl guop, piōc, Lōōj, kɔc luji ē kuony, tēet ē dōōk, njiny ē kãj, kɔc kɔmbiōter loi aye kɔc cē piōc luji
- Matajir aye kɔc luji mēec kɔc luji yic [ran kɔc bēi luji yic, ran kɔc luōi, ran mããth kem cirkaa, ran kɔc piōc ē luji, atēn luji thukic, atēn cēel ē kãj, ran loloi thuk ʒɔc cōk ku deet ke yiic, ran tiknologia ē ʒɔc wei, ran ʒeec wei kãj, madir maktãp, madir kē cē guir]
- Athakēer baai tiit- randit luji cie mapētic

Akut 1

Randiit mãc e kɔc luji tē diit matjir yic aye akut akuma en tō akut athakēer baai gēel yic ku jala kɔc kɔc cē piōc luji

- Randiit mãc tē diit luji matajir / akut nhom luji, ʒɔc, cēel aye akut dit kɔc
- Madir luji akuma (ran tō kɔc nhiim kau ye nhial) [madir ē pen ayeer, kiim/piōc/bolith/mudiir luji ē mac]
- Ran luji mãc kɔc luji dã [madir thukul, madir jama, amit jama, madir maktãp athōr, madir maktãp ye kãj theer muk thin, madir yōn ye kãj dhēēj nyuocth thin, madir luji ʒɔc ē kãj yic]
- Athakēer baai tiit- bēny mapētic
- Kɔc cē piōc luji ebēn aa neʒ cããda jama kua kã piōc luji dit tet tō nhial ku aa njic luji nē tē bi kek njēec kēnē luōi ku bik guir, ku bik
- kēdēj juknyin, kua thithtim luji loi, ku bik kēdēj njic, guir kã ku gem kã malumat tē ler en kēdit cē rot loi ku pioc kã kɔc kɔc
- Piãl guop, piōc, luji kuony kɔc, tēet ē dōōk, njēec ē kã, komputij kɔc njic luji
- Matajir [ran mãc luji matajir, ran luji matjir deet yic, ran wēu kuen, ran akuēn wēu dhukic, ran wēl thieth laath yic, randit tamin, ran thek]
- Kɔc cē piōc luji cãth wiir aye aliir yic [kaptin tiēra, ran lui tiēra yic, ran kuēeth tiēra, kaptin babur, ran lui babur yic, ran babur kuath, ran lui tiēra yic ran kɔc nyuōth tē pēr tiēra, ran moc aliir yic tē ye tiēra cãth thin]