



Minchinbury Public School

23 October 2025

202 McFarlane Drive
Minchinbury, 2770

Principal: Miss Webster

<https://www.facebook.com/minchinburyps>

www.minchinbur-p.schools.nsw.edu.au/

22 October: Milkshakes and Monet at Rooty Hill High School

28 October: 2026 Kindergarten Transition Program

Minchinbury Mentions

Hello!

There's lots of exciting news in this newsletter. Grab your favourite beverage. Sit in your favourite chair. Have a read about our amazing students and what is coming up for them this term.

Student Leaders for 2026

We are getting ready to hear from some Year 5 students who have put their hands up to be the student leaders for 2026. In this newsletter you will see some of their posters as they 'advertise' themselves to the Year 3 to Year 5 students who will vote for them very soon.

Take a good look at these students. We are so very proud of every one of them.

It is going to be a super tough choice for our students this year to choose the leaders for next year. I'm glad I'm only one vote and don't have to make this decision!

House Group Leaders for 2026

For 2026, the number of house group leaders per house will be adjusted from four leaders to two leaders. Each house will have two house captains.

This decision has been made to enhance the effectiveness and cohesion of our house leadership teams. By focusing our leadership roles, we aim to provide clearer guidance and stronger support to our student leaders.

The two captains chosen for each house will embody the spirit and values of their house, and work closely with students, staff, and families to maintain a positive and engaging environment.

Miss Rebecca Webster

Principal

Upcoming events for the next two weeks

See the calendar inside this newsletter.

A community member, who has always been very, very generous to us as a school, has donated \$350 to the Year 6 Farewell. This is why Minchinbury is such a great place to be.



P&C News

President: Shona Ibbotson

Vice President:

Nazli Goker

Secretary: Fiona Walker

Treasurer:

Karen Davis

Fundraising Coordinator: Laura O'Neill

P&C Email Address

If there is anything that you would like to communicate to our P&C or if there is anything you would like to ask our P&C, you can email the MPS P&C at:

mpspc2770@outlook.com

**Next Meeting: Wednesday 5 November 2025
at 5.30pm in the library.**

Minchinbury Public School Pride Moments

PSSA – Week 1

Below are the scores from 17 October's games.

Cricket:

Bye

Cricket:

Bye

Girls League Tag:

Played Dawson PS

Seniors won 6-1

Girls League Tag:

Played Dawson PS

Juniors won 9-4

Boys League Tag:

Played Doonside PS

Seniors won 6-0

Boys League Tag:

Played Doonside PS

Juniors won by forfeit

Newcombe Ball:

Bye

Newcombe Ball:

Bye

Minchinbury Public School Term 4 Calendar

We have been working hard to plan for some amazing experiences for our students. To assist you to plan ahead, here are some of the 'big ticket' items planned for this term. In the event that we need to change the date of any event, we will notify the community as soon as possible.

Community members can access the parent calendar on School Bytes for all 2025 dates.

| School Week | Date | Event |
|-------------|------------------|--|
| 2 | 21 October | 2026 Kindergarten Transition Program (Session 2) |
| 2 | 22 October | K-2 Gymnastics Program |
| 2 | 22 October | Milkshakes and Monet at Rooty Hill High School |
| 2 | 23 October | 2:15: Stage 2 Assembly |
| 2 | 24 October | 2:15: Kindergarten Stage Assembly |
| 3 | 28 October | 2026 Kindergarten Transition Program (Session 2) |
| 3 | 28 October | Early Intervention Program at Rooty Hill High School (Session 1) |
| 3 | 29 October | Gifted Gateway Session 5 at Rooty Hill High School |
| 3 | 29 October | K-2 Gymnastics Program |
| 3 | 30 October | Mt Druitt Public Speaking Competition |
| 3 | 31 October | Stage 2 and Stage 3 Dance Sport Competition |
| 4 | 4 November | 2026 Kindergarten Transition Program (Session 3) |
| 4 | 4 November | Early Intervention Program at Rooty Hill High School (Session 2) |
| 4 | 5 November | K-2 Gymnastics Program |
| 4 | 5 November | SRC mufti day – M.P.S. day |
| 4 | 5 November | 5:30: P&C Meeting |
| 4 | 6 November | 9:15: Prefect Speeches in the Hall |
| 4 | 6 November | 2:15: Stage 2 Assembly |
| 4 | 7 November | 2:15: Kindergarten Assembly |
| 5 | 10 – 14 November | Wellbeing Week |
| 5 | 11 November | Early Intervention Program at Rooty Hill High School (Session 3) |
| 5 | 11 November | Remembrance Day |
| 5 | 12 November | K-2 Gymnastics Program |
| 5 | 12 November | MPS Creative and Performing Arts Concert |
| 5 | 13 November | Grandparents Day at MPS |
| 5 | 13 November | 2:15: Stage 3 Assembly |
| 5 | 14 November | Chess on the Hill at Eastern Creek Public School |
| 5 | 14 November | 2:15: Stage 1 Assembly |
| 5 | 14 November | After school: PSSA Grand Finals |
| 6 | 18 November | Early Intervention Program at Rooty Hill High School (Session 4) |
| 6 | 19 November | K-2 Gymnastics Program |
| 7 | 24 – 28 November | Swim School |
| 7 | 24 November | Band Concert and Information Night |
| 7 | 26 November | K-2 Gymnastics Program |
| 7 | 26 November | Rooty Hill High School Orientation Day |
| 7 | 26 November | 5:30: P&C Meeting |
| 7 | 27 November | House Captain Elections |
| 7 | 27 November | Year 2 to Year 3 Transition Program |
| 7 | 27 November | 2:15: Stage 3 Honour Assembly |
| 7 | 28 November | Chess on the Hill Grand Finals at Rooty Hill High School |
| 7 | 28 November | 2:15: Stage 1 Honour Assembly |
| 8 | 2 December | Year 6 to Year 7 Gala Day at Rooty Hill High School |
| 8 | 3 December | K-2 Gymnastics Program |
| 8 | 4 December | 2:15: Stage 2 Honour Assembly |
| 8 | 5 December | 2:15: Kindergarten Honour Assembly |
| 9 | 8 December | 8:00: Breakfast for Community Helpers |
| 9 | 8 December | 9:00: P&C Christmas Raffle Drawn |
| 9 | 9 December | Principal Medallion Morning Tea |
| 9 | 10 December | K-2 Gymnastics Program |
| 9 | 10 December | Year 6 Farewell at MPS |
| 10 | 15 December | 9:15: Stage 3 Presentation Day Assembly |
| 10 | 15 December | 12:00: Stage 2 Presentation Day Assembly |
| 10 | 16 December | 9:15: Stage 1 Presentation Day Assembly |
| 10 | 16 December | 12:00: Kindergarten Presentation Day Assembly |
| 10 | 18 December | Celebration Day |
| 10 | 19 December | 1:00: Year 6 Graduation Ceremony |
| 10 | 19 December | Last day of Term 4 2025 |

Last Day of Term 4:

Friday 19 December 2025

First Day of 2026 Term 1:

Monday 2 February 2026

Notes home

| Date | Grade | Title of note |
|-----------------|-------------------|---------------------------|
| 14 October 2025 | All students | Preparations for 2026 |
| 14 October 2025 | Year 5 students | Year 6 Shirt order form |
| 14 October 2025 | Year 5 students | Prefect speeches |
| 14 October 2025 | Selected students | Zone Public Speaking |
| 21 October 2025 | 2W | 2W Mufti Day |
| 21 October 2025 | Year 6 students | Year 6 End of Year Events |

Notes sent home will have a deadline for payments and for notes to be returned to the school. No payments or notes will be accepted after the deadline has passed. If you will not be able to meet the deadline and wish your child to be involved in the 'note activity' you must contact the office **BEFORE** the deadline has passed.

Minchinbury Public School Pride Moments

Bunji Awards

The following students were presented with a Bunji Award at the Monday morning assembly.





Early Stage One – Term 4 Overview






Welcome back to Term 4!

Our Early Stage 1 team of teachers are motivated, supportive and enthusiastic educators who are eager to continue the learning journey with our Kindergarten students.

Early Stage 1 and School Information

| | | |
|---|---|--|
| Early Stage 1 teachers: Mrs Barker – KB Mrs Bartlett – KL Miss Ogorelica – KO (Assistant Principal) Miss Sanders – KS | Teachers supporting Early Stage 1: Mrs Mingare – Kindergarten RFF Mrs Pajak & Mrs Vyse – Learning Support Mrs Booth – Library Miss Thomas & Mr Allen – Creative Arts | Seesaw: Seesaw is a free digital platform that allows teachers to communicate with families and keep them in the loop on the learning that their child is doing at school. |
| Library: All Kindergarten students will participate in library lessons KL, KO & KS – Tuesdays KB – Wednesdays | Sport: This term, all Kindergarten students will need to wear their sports uniform on Wednesdays . | Homework: Literacy and numeracy activities will be sent home weekly beginning in Week 2. Students will be able to access home readers via the Wushka website. |

Literacy and Numeracy

| | |
|---|---|
| English Students are learning to: <ul style="list-style-type: none">• Make connections to a text and to write sentences that describe their understanding.• Use background knowledge to make connections between their own life and a text.• Explore how narratives can be told through different modes and media.• Experiment with narrative features to compose a narrative.• Identify how characters are described in texts.• Use their understanding of character to create written texts.• Understand how authors use language to create imagery and enhance their enjoyment of texts.• Use their understanding of imagery and context to create written texts. Students will continue to develop their phonological awareness skills which is the different ways that language can be broken down into smaller parts such as onset, blending phonemes, isolating final sounds, segmenting phonemes adding phonemes, deleting phonemes and substituting initial phonemes. Students will participate in daily phonics and spelling lessons. Students will practise their phonemes with phonics words, learn high frequency words and morphemes such as suffixes. To support the explicit teaching of reading and writing in the early years, modelled, guided and independent reading, writing handwriting, oral language and communication lessons are embedded in daily literacy sessions.  | Mathematics Students will learn in challenging, collaborative and supportive mathematical environments. Students will engage in lessons to explore the following big ideas: <ul style="list-style-type: none">• There are many different situations where addition, subtraction, multiplication and division can be used.• What needs to be measured determines the unit of measure (length and mass).• Data is collected to solve problems.• Objects can be sorted and classified in different ways. Each week, students participate and engage in Number Talk lessons. They develop and build their awareness of different mathematical concepts through open ended tasks, rich discussions and representing ideas in multiple ways.  |
| Other Key Learning Areas | |
| History Students will continue exploring families and cultures. They will build on their knowledge and understanding of how the past is different from the present. Students will learn about how the stories of families and the past can be communicated.  | |
| Science Students will be exploring the material world. Students will be investigating the observable properties of materials and how they can be used for making useful products. They will investigate how the properties of materials determine their use in design solutions.  | |
| PDHPE During Term 4, students will participate in a weekly gymnastics program with Be Skilled Be Fit. The weekly PE program involves students learning and practising movement, jumps and landings. As part of our health program, students will be focusing on keeping themselves safe. They will learning about safety and how to stay safe through the Department of Education's child protection unit.  | |


General Information

Contacting Us

Feel free to contact the school office on (02) 9832 1488 to arrange an appointment to speak with your child's classroom teacher about their learning or wellbeing.

Miss Ogorelica
Early Stage 1 Assistant Principal


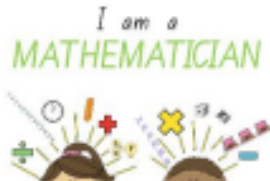

Creative Arts

There are many opportunities for students to participate in the creative arts.


Visual Arts: students will make pictures and other artworks.

Music: students will sing, play and move to a range of music.

Stage 1 – Term 4 Overview

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--------------|--|-----------------------------|--------|
| | Library – 2W | Library – 1W & 1P Sport Day <i>Purple sport shirt and sport shoes to be worn to school.</i> Scripture | Library – 1/2S, 1/2B, 2G | |
| Stage 1 teachers Miss Peisley – 1P Miss Wade – 1W Mrs Walker – 1/2B Miss Splarn – 1/2S Miss Ghobar – 2G Mrs Williams – 2W Mrs Williams – Assistant Principal | | Teachers supporting Stage 1 Mr Allen – RFF Mrs Booth – Library & Technology Mrs Cooper – Learning & Support Mrs Mingare – RFF Mrs Pajak – EAL/D Learning & Support Miss Thomas – CAPA: Dance Mrs Vasek – Learning & Support | | |
| English English includes reading, writing, vocabulary, handwriting, oral language and communication, understanding and responding to literature.  Students will also undertake daily lessons in phonological awareness, phonics and spelling. | | Mathematics Students will learn in challenging, collaborative and supportive mathematical environments. Students will engage in lessons involving: addition & subtraction, multiplication & division, place value, length, area, 3D objects, volume, mass, time, data, chance and 2D shapes.  | | |
| Other Key Learning Areas Students will undertake learning in Science on the topic of Earth and Space . In Geography , students will be studying the topic of Features of Places . In PE , students will be learning gymnastics skills involving bars and beams, circuits, jumps and landings. In PDH , students will be undertaking the unit of Safety First . Students will develop skills required to ensure the safety of themselves and others. In Visual Arts , students will be creating artworks involving perspective, shade and texture. In Dance , students will participate in a range of dance experiences, responding to music through movement. | | Seesaw Parents and carers are encouraged to download the free app called Seesaw. Your child's classroom teacher may communicate messages about upcoming events or your child's learning through this app.  | | |

Feel free to contact the school office on 9832 1488 to make an appointment to speak with your child's classroom teacher about their learning or wellbeing.

Mrs Williams
Stage 1 Assistant Principal

Stage 2 Term Overview Term 4 2025

English

Students will explore how narratives set up expectations for the reader using predictable structures and familiar characters and situations. They will investigate how authors use imagery and symbols in literature and identify how figurative language can influence meaning. Students will analyse excerpts of the mentor text 200 Minutes of Danger. Students will use their understanding of characterisation to compose a narrative. They will use the writing process of planning, writing, reviewing and editing to write quality, stage-appropriate narratives. They will focus on including action, tension, dialogue and resolutions in their narratives.

Spelling

Students using a range of strategies, including knowledge of letter-sound correspondences and common letter patterns, to spell familiar and some unfamiliar words.

Handwriting

Students are learning to compose texts using clearly formed joined letters of consistent size and slope.

Reading

During modelled, guided and independent reading sessions, students are learning to draw on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts.

Science

Students will continue their unit on **'Living Things: What Are They? Their Life Cycle and How They Survive?'** They will focus on the classification, life cycles and survival of living things. Students design and produce a product or system to support the growth of a plant and/or animal.

Physical Education

Students will learn about improving their fitness term. They will develop skills needed to skip and engage in circuits. The unit offers a variety of activities for each lesson. Teachers choose the combination of activities to suit student needs.

Personal Development & Health

Students will participate in lessons relating to **Drug Education** this term.

Mathematics

Classes will be taught Number (Whole Number, Multiplication, Decimals and Fractions) according to students needs through short, sharp and focused daily activities and monitoring of student's progress. A Number Talk will be the first lesson introduced and taught every week. Other Strands that will be taught this term are: 2D Space, Angles, 3D Objects, Time, Data and Chance.

Homework

Homework will be handed out from Week 2 of this term. Students will get homework on a Monday and it is to be returned in on the Friday.

Creative Arts

Visual Arts

Students will participate in lessons that relate to our cultural program. They will make artworks that represent a variety of subject matter.

Dance- Lessons with Miss Thomas.

Geography

This term we will be continuing our unit on

The Earth's Environment

Students examine the importance of natural vegetation and natural resources to the environment, animals and people and learn about the ways people value environments in Australia and Asia.

Term 4 - Stage 3 2025

| Monday | Tuesday | Wednesday | Thursday | Friday | Stage 3 Team |
|-------------------------------|---------|---|---|--|--|
| Library All Classes | | Scripture for all Stage 3 students. | PE All Classes Assemblies Week 1 First Nations Week 5 Stage 3 Week 7 Honour | PSSA / Sport – for all Stage 3 students | Mr Hillier – 6H Mr Coy – 6C Mrs Horton – 5L Ms Wignell – 5W Mr Pasfield (<i>Assistant Principal</i>) – 5/6P |

| Math | English |
|--|---|
| <p>Representing Numbers</p> <ul style="list-style-type: none"> Students will apply their knowledge of percentages of quantities, finding equivalent fractions and decimals for benchmark percentage values and place value and the role of zero to represent the properties of numbers to interpret data displays, including timelines and line graphs and constructs graphs using many-to-one scales <p>Multiplicative Relations</p> <ul style="list-style-type: none"> Students will apply their multiplicative knowledge to select and uses the appropriate units to estimate, measure and calculate volumes and capacities. (Year 5) Students will construct and complete number sentences involving multiplicative relations, applying the order of operations to calculations (Year 6) <p>Representing Quantity Fractions</p> <ul style="list-style-type: none"> Students will determine $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$ and $\frac{1}{10}$ of measures and quantities. (Year 5) Students will compare and order fractions with denominators of 2, 3, 4, 5, 6, 8 and 10 (Year 6) <p>Position</p> <ul style="list-style-type: none"> locates and describes points on a coordinate plane <p>Angles</p> <ul style="list-style-type: none"> measures and constructs angles, and identifies the relationships between angles on a straight line and angles at a point | <p>Theme</p> <ul style="list-style-type: none"> Identify core social, personal and moral messages within and between texts Identify and describe messages common to lived experiences that recur in literature and use these representations when creating texts Students will explore the following concepts. <p>Imagery, symbol and connotation (Year 5 Only)</p> <ul style="list-style-type: none"> Analyse how figurative language in literature can enhance meaning and affect the audience Recognise recurring and universal symbols and imagery in literature, describe their meanings and experiment with symbol and imagery when creating texts Describe how Aboriginal and Torres Strait Islander authors use symbols and imagery to share cultural perspectives and stories in texts <p>Narrative (Year 6 Only)</p> <ul style="list-style-type: none"> Describe how narrative conventions engage the reader through models of behaviour, and apply narrative conventions when creating texts Recognise that narratives reflect both personal and common lived experiences and offer models of behaviour, which may be rejected or accepted Describe how patterns in narratives set up expectations and notice when those patterns are subverted Describe the difference in purpose between Aboriginal Dreaming stories and Aboriginal Songlines |

Other Key Learning Areas

Science – Living World – Growth, survival and adaptations of living things

Stage 3 of the Living World strand focuses on the growth and survival of living things and how their adaptations over time suit their environment. Students investigate how and why food and fibre are produced in sustainable, managed environments that enable people to grow and be healthy. This strand further develops students' knowledge and understanding of the environmental and biological sciences.

Geography– A diverse and connected world

Students locate and identify a range of Asian countries. Students undertake a case study inquiry that compares and contrasts three Asian countries. Students reflect on the diversity of the world's people, including its indigenous people, and consider the importance of intercultural understanding.

PDH – Drug Education

Students will learn and explore concepts surrounding drug education. This includes, what is a drug, drug advertising and its impact on its usage, the impacts of smoking and alcohol on the body.

PE – Dance

Students will explore the benefits of dance for their health and fitness. Students will discover, how they can adapt and perform movement skills in different situations and how they can work with others to build positive relationships during physical activity.

CAPA – Dance

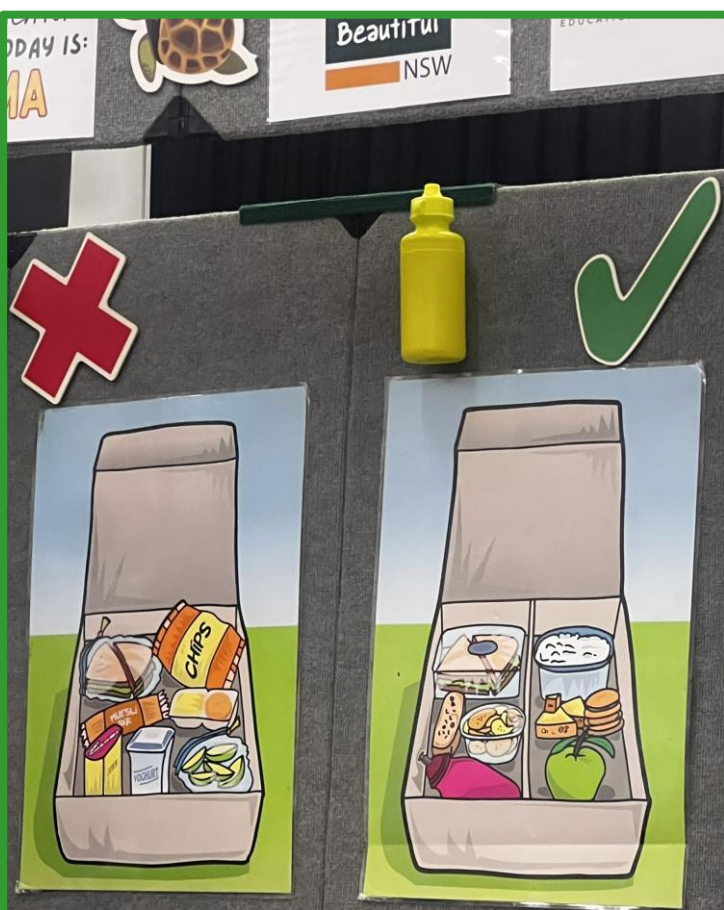
Students will create, follow and perform dance routines to music, including pre-determined and common dances.

Minchinbury Public School Pride Moments

Environmentors Visit MPS

Last term, our Kindergarten students had a fantastic time learning about how to take care of our environment! They explored the impact of lunchtime waste, discussed what we wrap our food in and how we can reduce, reuse, and recycle.

Students engaged in fun activities to better understand the importance of keeping our planet clean and making eco-friendly choices. It was a great opportunity for them to think about simple ways they can help protect the environment every day!



Minchinbury Public School Pride Moments

MPS at Sydney West Athletics

What a team!!!!!! We are so proud of the MPS athletes who competed in the Sydney West Athletics Competition.

Oh, and just as an aside, Zevana Vini is going to State for the 100m. What!!!!!!



MPS Records at Mount Druitt Zone Athletics Carnival

Two of our students have set zone records!

Chloe Davis set a new record in the 11 Year Girls Shot Put of 7.60m and in the 11 Year Girls Discus of 19.55m.

Aleksa Kesten set a new record in the 11 Year Girls High Jump of 1.20m.



Kindergarten had an amazing time at Calmsley Hill
City Farm!



Minchinbury Public School Pride Moments

Nominees for 2026 Student Leadership Team

Later this term, we will vote for our 2026 Student Leadership Team. Each nominee has the chance to provide and display a 'campaign poster'. Below, in no particular order, are the posters that are currently on display.



BE SMART, VOTE **14**
FROM THE START!



VOTE FOR
NUMBER **14**
MILLAD SARWARI

NEU NEU
VELLA
#16



Vote for me!
I'm number
16!



School Captain
Vice Captain
Prefect



Dream It ☒

Lead It ☒

Be It ☒

VOTE 17 ☒

Lachlan O'Neill



DON'T
crumble
UNDER PRESSURE

AUBREE VITALIS
for 2026 School Leader

VOTE #18

And you'll be a Slay Queen
(and King)

KEIRA FOR CAPTAIN

A TEAM UNITED WITH NUMBER 19 🧡



MY NAME IS...
KEIRA EWING

ABOUT ME

- 1) I play netball 🏐
- 2) I 🧡 camping 🏕️
- 3) I 🧡 my dog 🐕
- 4) I 🧡 music 🎵

MY SCHOOL LIFE

- 1) Playground Pal
- 2) Library Monitor
- 3) School Band
- 4) Winter PSSA
- 5) Dance Sport

NUMBER

19

ANABELLE RIGBY

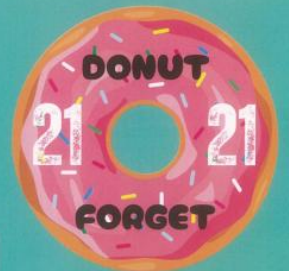


21

I will work hard to make Minchinbury Public School even better than it already is!

I promise I will:

- work hard
- never give up
- stand with pride
- speak with honesty
- help others



VOTE 21



SAMI SYED

Will take the School UP



Safe
Adventurous
Motivating
Ideal

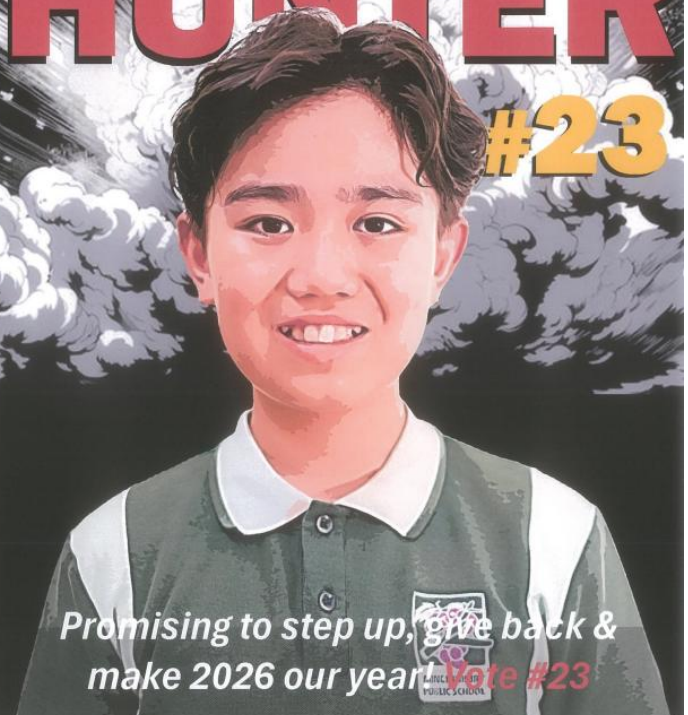
Gold award
SRC
PSSA
Zone

UP

and away 🏆

VOTE 4 22

VOTE FOR HUNTER #23



Promising to step up, give back & make 2026 our year! Vote #23

VOTE FOR 24 COOPER



If you
ever need someone
to play with
I'll be there
for whatever
you need.

BARAN GOKER # 26

Brave
Active
Respectful
Amarzing
Nice



VOTE 26
Baran
Goker

**"26 LEADS
THE WAY -
MINCHINBURY
PRIDE
EVERYDAY!"**

Vote for number 25! Vote for number 25!

Vote for number 25! Vote for number 25!

Vote for number 25! Vote for number 25!

Vote for number 25! Vote for number 25!

For a winning
drive,
vote 25!

**AEDRIEL
SUNGA
NO. 25**



Vote!

ABOUT ME

My name is Aedriel Sunga
I was born in Sep 13 2014.
My hobbies are singing and
dancing
My favourite food is fried chicken
and I love to drink ice tea. I also like
to buy figurines like simiskis and
hironos (from Popmart). I would
really love to be in the leadership
team for 2026. So this is who I am.
Vote for number 25!

LEADERSHIP TEAM 2026

*Team Liam
Alejandrino!*

NUMBER 27

And this is him!



Vote for No. 28



HARIHINI
BALAJEEVAN

VOTE

29



AMAZING
GRACE

NAME: Grace Elizabeth Matalio (GEM)

BIRTHDAY: 25th April 2014

CLASS: 5L **TEACHER:** Miss Horton **HOUSE:** Hinkler

WHY I WANT TO BE A LEADER

To be busy during class, recess and lunch. I can be relied on to help with things and I'm a good example.

MINCHINBURY P.S HISTORY

3 Gold medals. I arrived in Year 2. My old schools were Prestons and Ulladulla, but I love Minchinbury the BEST!!

WHAT I HAVE ACHIEVED SO FAR AT MINCHINBURY SCHOOL

All good reports from my teachers, making friends and winning 3 Gold Medals in a row (Year 2 to Year 4). I've been in Dance Sport Group. I got the Art on the Hill. I got an ANZAC medal for one of the best ANZAC drawings, plus I've been in choir and a Breakfast Club Helper.

INTERESTS

Art and Athletics. I was good at Art but now I like doing SPORTS, like running and all exercises I'm good at.

WHY YOU SHOULD VOTE FOR ME

I'm a kind, helpful, considerate person, who tries their best to follow all the rules. I would try and include you and help you in situations like when you're injured.

VOTE

VOTE FOR 29 GRACE!

Mira Arslan

FUN FACTS:

- I love chess
- I love drama
- I love food
- I love animals



Vote for me, I'm

30

I could make a
good prefect
because I'm safe,
respectful and
I'm a good
learner.



Edmond Atalla MP

MEMBER FOR MOUNT DRUITT

23rd September 2025

Ref: MH 2025/ 4875-4902

Miss Rebecca Webster
Principal
Minchinbury Public School
202 McFarlane Dr
MINCHINBURY NSW 2770

Dear Principal,

It's that time of year again and Christmas is almost upon us.

There is no doubt that 2025 has been a challenging year for all. In a bid to encourage some Christmas cheer, I will be running a Christmas card competition and I'd like to invite every primary school in my electorate to participate.

Students from Years 3 and 4 are encouraged to utilise their creativity and flair to design a card that depicts what '**Christmas**' looks like to them.

The winning design will be featured on the cover of my Christmas card. The winning student's name, year and school will be printed in the card.

The student with the winning design will also receive a \$50 Westfield Gift Card, while 4 other highly commended entries will be awarded a \$20 Westfield Gift Card each and feature in the Christmas card.

All designs should be completed on plain A4 paper (without lines) of landscape orientation and must be hand-drawn.

The closing date for entries will be 5pm, Monday 10th November 2025. All entries will need to be received by my office no later than this date.

Your support and assistance with this competition is much appreciated. If you have any questions, please don't hesitate to contact my office, either by phone on 9625 6770 or by emailing mountdruitt@parliament.nsw.gov.au.

Yours sincerely,

E Atalla

Edmond Atalla MP
Member for Mount Druitt

MEMBER OF NEW SOUTH WALES LEGISLATIVE ASSEMBLY

Office: Suite 201, Westfield Shoppingtown, Cnr Luxford Rd & Carlisle Ave, Mount Druitt NSW 2770

Mail: P.O. Box 57, Mount Druitt NSW 2770 **Phone:** 02 9625 6770

Email: mountdruitt@parliament.nsw.gov.au





Student access to NSWEduChat

Information for parents and carers

NSWEduChat is a generative artificial intelligence tool owned and designed by the NSW Department of Education. It is designed to be safe, educational, secure and private.

Student access to NSWEduChat

Students in Year 5 to Year 12 will gain **access** to NSWEduChat in Term 4, Week 1, 2025.

Safety of students using NSWEduChat

NSWEduChat data is secured. All data stays within the department. This means that students can input their work and personal identifying information safely into NSWEduChat.

Educational design of NSWEduChat

NSWEduChat does not simply provide the full answers to questions. It responds to students by asking open-ended questions. This encourages students to explore and share their thoughts and reasoning.

NSWEduChat only uses text. This means it cannot produce media such as pictures, video or music.

Using NSWEduChat for help with homework and assessment tasks

If schools advise that NSWEduChat can be used for homework or assessments, students should notify their teachers if they have used NSWEduChat in completing tasks. This includes using NSWEduChat for tasks such as, but not limited to, summarising study notes, definition of key terms or structuring text. Schools should communicate the ways in which students can reasonably notify their teachers.

Access to NSWEduChat at home

Students can **access** NSWEduChat at home through:

- the student portal at <https://portal.education.nsw.gov.au/>
- directly via chat.education.nsw.gov.au

Students will need to log in using their NSW Department of Education login. Only the student who logged in should use NSWEduChat.

If you wish to discuss any aspect of this tool, please contact the principal.



For more information and access to the NSWEduChat parental privacy notice, visit: [Student use of NSWEduChat](#).



Positive Behaviour for Learning (PBL) focus

This fortnight's PBL focus is:

Physical contact: keeping hands and feet to ourselves

Minchinbury Public School Vision

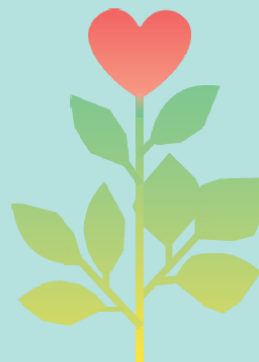
At Minchinbury Public School
we are a motivated and respectful
community of learners.



Smiling Mind @ MPS

This fortnight, students will focus on building positive relationships and learning how this supports them to develop their social and emotional capacity in a healthy way.

Students will use mindfulness foundations they have already developed, such as empathy, kindness and gratitude in a more independent way to build relationships.



Minchinbury Public School Pride Moments

Attendance - Week 1

Congratulations to the classes who have met their weekly attendance goal.

Here are some ideas of what you can do to help improve your child's/children's class attendance percentage:

1. Make sure your child/children are at school every day unless they are sick or on leave.
2. For every absence, a reason must be received. You can do this by responding to the text message or email you get when your child is away, to explain their absence.
3. Or if you know your child/children are going to be away in advance, you can email the school through the School Bytes Parent Portal.

ATTEND TODAY, ACHIEVE TOMORROW

GOOD SCHOOL ATTENDANCE MEANS...



PRESCHOOLERS
build skills and develop
good habits for showing
up on time



**ELEMENTARY
STUDENTS**
read well by the
end of third grade



HIGH SCHOOLERS
stay on track for
graduation



**COLLEGE
STUDENTS**
earn their degrees



WORKERS
succeed in
their jobs

*Too many absences can stop students from succeeding in school and in life.
If your child misses seven days of school each term (less than one day a week),
that adds up to one whole year of primary school missed by the end of Year 6!*

ATTENDANCE MATTERS!

School student travel information for parents and students

School Travel Passes

Applications are now open for 2026 School Student Transport Scheme (SSTS) travel.

Students in the Opal network applying for an Opal card (including a Term Bus Pass) for the first time will receive their School Opal card at their nominated postal address from mid-January 2026.

Students who require a School Opal card or travel pass but have not yet applied need to apply for a new card or update their existing card as soon as possible. Students who receive a notification that their School Opal card is expiring need to re-submit their details.

If a student has lost their School Opal card, they will need to apply for a replacement card. **Note:** a new card will not be issued if an existing School Opal card is updated online – you must submit a replacement application if a School Opal card is lost.

In the Opal network, students should travel with a Child/Youth Opal card until they receive their valid School Opal card. If outside Greater Sydney, parents should contact their local bus operator to discuss their travel needs.

Students living in rural and regional areas will receive their travel pass from their nominated transport operator. It may be issued via their school or be sent directly to them at home. **Note:** some rural and regional operators do not issue travel passes. Students/parents should confirm with their nominated operator if they do not receive a pass.

Terms of Use

Students using School Opal cards must tap on and tap off in line with the Opal terms of use.

This includes travel within the approved times between 6.30am and 7.00pm from Monday to Friday on school days only. Students must use their Child/Youth Opal card for any travel outside these times.

All students are required to comply with the Student code of conduct. The code of conduct aims to ensure the safety and well-being of school children and other passengers. It is important that parents ensure their child is aware of this, as failure to comply with the code of conduct can result in a suspension from travel.

bangawarra

Art Yarns: for older Mob

Art Yarns is a free creative program for Aboriginal and Torres Strait Islander older people, their families, and care networks.

Together we gather in a safe and welcoming space to make art, share stories, and connect. Through hands-on activities, we celebrate culture, creativity, and community.

The program is led by Muruwari woman Dr Virginia Keft, and offers a chance to yarn, create, and spend time together in a supportive environment.



Register Your Interest Now!

Program Details

-  Mondays, 3 November – 1 December 2025
-  Showcase 15 December 2025
-  10:30am – 12:30pm
-  Kimberwalli, 1 Mimika Avenue, Whalan
-  Runs one day a week for 6 weeks



Education



kimberwalli

M Museum of
C Contemporary
A Art Australia

Art
Yarns

Strong Tracks Job Ready Pathway

Walking strong into skills, study and work

Together with JobQuest, we're running a program for Aboriginal and Torres Strait Islander mob to yarn, learn and get job ready.

Program Overview

This program builds skills, confidence, and pathways into work or study for:

- ✓ School leavers
- ✓ Those new to the workforce
- ✓ Community members returning to work

What you'll get out of it:

- ★ Confidence to step into work or study
- ★ Stronger communication and digital skills
- ★ Knowledge of safe work practices
- ★ Connections with community and support networks
- ★ Clear pathways into jobs, training, and new opportunities

Course includes:

- ◆ Cultural Connection and Immersion
- ◆ Work Health and Safety Module
- ◆ FSKOCM003 – Participate in familiar spoken interactions
- ◆ FSKLRG007 – Use strategies to identify job opportunities
- ◆ FSKDIG002 – Use digital technology for routine and simple workplace tasks

This Training is subsidised by the NSW Government



REGISTER NOW!



Program Information

-  Starts: Tuesday 11 November 2025
-  Finishes: Thursday 11 December 2025
-  Time: 10:00am – 2:30pm (Tuesdays & Thursdays)
-  Location: Kimberwalli, 1 Mimika Ave, Whalan



Education



kimberwalli

JobQuest
Connecting People and Skills

Cerebral palsy



What is cerebral palsy?

Cerebral palsy, or CP, is an umbrella term that refers to a group of disorders affecting a person's ability to move. Cerebral means 'of the brain' and palsy refers to 'a lack of muscle control'.

Types of cerebral palsy

Cerebral palsy affects the control and coordination of muscles, so it affects a person's posture, movement and balance. Some people who have cerebral palsy also have problems with sight, hearing, speech and learning. Some have epilepsy.

People with severe cerebral palsy might also have difficulties with swallowing, breathing and eating. They might have trouble controlling their head and neck, and might have trouble with their bladders and bowels.

Some people find one side of the body is affected much more than the other. Some find their legs are much more affected than their arms.

Each person is different. One person might have weakness in one hand and find tasks like writing or tying shoelaces challenging. Another person may have little or no control over their movements or speech and need assistance day and night.

Causes

For most people with cerebral palsy, the cause is unknown and there is no single cause. It is due to an injury to the brain, usually while the mother is pregnant or in the first month of life.

Which babies are at highest risk?

Babies are at higher risk than others of having cerebral palsy if:

- they are boys
- they are born small
- they are born early
- they are one of twins or triplets
- their mother had an infection while pregnant
- there was a problem during the birth.

About 1% of people with cerebral palsy will also have a brother or sister with the condition.

Symptoms

Not all signs of cerebral palsy are visible at birth. Symptoms may become more obvious as babies and children develop.

Babies

Babies with cerebral palsy might:

- feel floppy when picked up
- not be able to hold their head up
- have muscles that feel stiff
- be slow to develop
- have feeding or swallowing difficulties
- prefer to use one side of their body
- not make many sounds
- not take much notice of you.

Children

Physical development can be delayed, with children:

- not walking by 12–18 months
- not saying words or making simple sentences by 24 months
- having speech that is hard to understand
- having trouble eating or drinking certain types of foods

If your child is not reaching the usual milestones, or if they show some of these signs of cerebral palsy, you should talk to your early childhood nurse or doctor.



At CPA we help babies, children, teenagers and adults living with neurological and physical disabilities lead the most comfortable and independent lives possible. Our therapy teams work with individuals and families in many ways. Get in touch to find out how we can support you and improve your child's development.

Diagnosis

Cerebral palsy is a complex condition. Sometimes a diagnosis can take a long time, with repeated tests and visits to specialists. This may be because the child has a mild form of cerebral palsy, but it could also be because the doctor needs to make sure it is not another condition.

Sometimes a baby will have a general movements assessment, where the baby is videoed for five minutes. A health professional assesses how the baby moves. This can be done any time from birth until five months of age. If a general movements assessment suggests a baby is 'at risk of cerebral palsy', treatment and support can start as early as possible. A child does not need a clear diagnosis to start treatment.

If you are concerned, talk to your doctor and your early childhood nurse. If your concerns aren't addressed, get another opinion.

How do doctors diagnose cerebral palsy?

They will pay special attention to the child's movements and how their muscles feel. Doctors will also look for any unusual postures or if the child favours one side over the other.

They might order scans such as MRI or CT. And they will talk to you and listen to your concerns.

Living with cerebral palsy

Getting a diagnosis of cerebral palsy can be very distressing. Some parents think they should have known, or that they somehow caused it. That's not true. Families will need time to come to terms with all that is happening. Speaking with a doctor, a psychologist, counsellor or social worker and to Cerebral Palsy Alliance can be very helpful.

Treatment and therapy

Ideally, children with cerebral palsy will be cared for by a multi-disciplinary team that could include:

- a GP
- specialists such as a paediatrician, a neurologist, a surgeon or others
- an occupational therapist who helps children with tasks such as dressing or eating independently, and who can advise on suitable play activities
- a physiotherapist who helps children with skills such as picking things up and walking, and can also deal with problems like poor balance and muscle weakness
- a speech pathologist who helps with language development and can treat speech problems
- a child psychologist, who can monitor overall development and manage behavioural or emotional problems
- an audiologist, who can assess and advise on a child's hearing
- a special education teacher, who can help deliver an early intervention program and support a child in pre-school and school.

The multidisciplinary team will talk about a child's strengths and weaknesses, and will work with the child's family to develop a plan. That is likely to include:

- working out who is your first point of contact
- setting up a plan for regular assessments to check on progress
- some early intervention services.



Interpreters are available to support you through all of your appointments. Interpreters are free of charge from the government and can be included in your NDIS plan.

Get in touch with us:



Call us on 1300 888 378



Email us at ask@cerebralpalsy.org.au



Visit cerebralpalsy.org.au



Cerebral Palsy
ALLIANCE



Do you have a health care card? You could be eligible for Saver Plus.

For every dollar you save, you'll get a dollar from ANZ to spend on educational costs, up to \$500.

To join, you need to meet all of these requirements:

- ✓ Be 18 years or older
- ✓ Have a current Health Care or Pensioner Concession Card
- ✓ Have a child in school, starting school next year, or be studying yourself
- ✓ Get a regular income (can be you or your partner)
- ✓ Agree to join in free online financial education workshops


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1300 610 355 saverplus.org.au



TSP-25



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