



Athor gēt rot piny pën piöc Akuma NSW

Yin acuk læec wët ci yin yen nhiaar ba wïc get rot piny pën piöc Akuma NSW.

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Athor bi yin rot gät piny kenë abi thiŋg thöŋg Kawaja. Na ye kewic yin yen bi kuŋy yic yin ke thiëc aye kuŋy ku ba thiŋg athor kenë, mënhe thiëc kuŋy ten dupiöc pën piöc. Yin acuk loor ka ba get wël juëc kök waraga ci määt thiin.

Të goot yin ke yin këc poom kân thöl ke yin tŋ apëëm 15 ku 16 tŋ në poom kân ba ka lëk kôc të yenë thiŋg athör kân luŋi thŋn ku athöör ye keek wïc bi keek gäm pan abun. Luŋi wët yegö ye luŋi wël ke lëk ye keek gam aye yök të apäm 13.

Pën piöc abi læëc ke pëth ci bæen bëi athor gēt rot piny yic. Wël wën ca gaam abi keek leu alŋ pën piöc ten ten miith piöc gēt rot piny na ye ke cii athordun ca gät yot gam. Mënhe duuk yöc kawën cimëne alëeth pën abun agut kaam bi yin athor ci yi gaam.

Wël miith piöc (Student details)

A. Wël miith piöc (A. Student details)

Rin wuur Family name															
Rin kuun tueg First given name															
Rin kuun kock Second given name															
Rin tueg wïc bi yin ya cöl Preferred first name															
Kuatdu Gender	☐ Mooc Male	☐ Tik Female	Akol niin dhiët yin Date of birth					/			/				
						Niin	Pëi		Ruon						
Yen ruŋn nëg yen wïc yin yen ba mënhe kene gat piny (guët tók thok) Into which year are you seeking to enrol this student (mark only one box)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Akol wën bi yin jk thŋn Intended start date			/			/									
	Niin	Pëi							Ruon						

LÖÖN MAKTAB ROT (OFFICE USE ONLY)

School name																				
Student registration number										Date of enrolment at this school			/			/				
											day			month			year			
Roll Class (eg 3 SMITH, 9R2)																				
Current scholastic year in which the student is enrolled (K-12)			House group																	
Out of home care	☐ Yes	☐ No	Name of statutory care provider																	

Wël mïith piöc (Student details)

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

Ye menh e thukul kân nɔŋ wëtakäcken ka nyiirakäcken tɔ emëen ka e ke cï kan tɔ në thukul de Akuma në NSW wään theer?
Brothers or sisters currently or previously enrolled at a NSW Government school

☐ Etëde
Yes

☐ Acie tede
No

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

Na ye tede, menhe yiëk yok wël yäm tɛ thiök ci kek mënhe aye nyiankenë rot gät piny thin.
Details of most recently enrolled brother or sister

Kuatdu
Gender

☐ Mooc
Male

☐ Tik
Female

Akol niin dhiët yïn
Date of birth

//
Niin Pɛi Ruon

Rin wun wamenhë /nyiankenë
Brother's/sister's family name

Rin ci yiëk mënhe/nyiänkenë
Brother's/sister's given name

ABORIGINALITY (ABORIGINALITY)

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

☐ Acie tede
No

☐ Aboriginal
Aboriginal

☐ Torres Strait Islander
Torres Strait Islander

☐ Keek kedhie Aboriginal ku Torres Strait Islander
Both Aboriginal and Torres Strait Islander

THÖÖŋ DËT CIE THÖÖŋ KAWAJA YE KOC JÄÄM BAAI (LANGUAGES OTHER THAN ENGLISH SPOKEN AT HOME)

Yen menh piöc jaam thuöŋ det cie thööŋ Kawaja alɔŋ baai? (Does the student speak a language other than English at home?)

☐ Acie tede, thuöŋ Kawaja rot
No, English only

☐ Etëde
Yes

Na ye tede, ye thuöŋ/thöök det nen cie thööŋ Kawaja ye koc jam baai?

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

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

Thööŋ kɔök ye koc 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 mïith piöoc (Student details)

PĒN DHIĒETH YEN THĪN (COUNTRY OF BIRTH)

Ye pen dhiĒeth mēnh piöoc thĪn nen wĭc ku bĭ yen gāat piny?
What is the country of birth of the student seeking to be enrolled?

TĒN RĒĒL MĒNH PIÖÖC THĪN (STUDENT'S RESIDENCY STATUS)

Ye rĒĒl yĭnda rĒĒl mēnh piöc thĪn?
What is the student's residency status?

☐ Adööny Australian
Australian citizen

☐ Adööny New Zealand
New Zealand citizen

☐ Adööny Norfolk Islander
Norfolk Islander

☐ Raan bi döoc thĪn
Permanent resident

☐ Raan nĕj visa reel kam dĕt
Temporary visa holder

☐ Tĕktĕk rĒĒl thook
Residence determination

Mēnh piöc dhiĒeth tenĕ Australia ee yen ye tōk yen adööny Australian na ye kĭ ye midhiĒeth tok raan adööny Australian aye raan ci döoc tenĕ kawĕn bĭ mēnh piöc dhiĒeth.
Bĭk ģic tĕ reel mēnh piöc thĪn, ye luel ke col athor nyuoth ku lōj Reel alōj yōn wĕl akutnhom. Na ye mēnh piöc raan nĕj visa reel kam dĕt, menhe jāam kek kōc luoi
visa reel kam cekic ten 1300 300 229. Na lĕj mēnh piöc yen aye ci gĕt yōt visa cokabĕj 571, mēnhe jaam kek akut Luoi Mĭith Piöc Pinyhoom ten 1300 300 229.

Na dhiĒeth pen ayer, ke yakōl niinde yen yĒeth mēnh piöc tenĕ Australia?
If born overseas, on what date did the student arrive in Australia?

Ten Australian adöoc wĕn dhiĒeth, na ci mēnh piöc kĕj rĒĒl bĒĒi ayer tĕ cit ten ruon karou aye juĕc
kĕ, ka yakōl nĕn yen leer mēnh piöc dhuk ten Australia?
Date of return to Australia for Australian born citizens living overseas for two or more years

Na ye mēnh piöc raan bi döoc ten aye lĕj visa bi yen rĒĒl kam cekic mēnhe gam wĕl bōu kĕk
If the student is a permanent or temporary visa holder please provide the following information

Visa luui emĕnĕ cōka-bĕj
Current visa sub-class

Akōl niin bĭ visa yic thōök
Visa expiry date

Ku na ciĕ yen tuej bi mēnh piöc rot jāl gāt piny pen abun Australian, ka ye nĕn yen akōl niin
tuej cĭ yen rot gāat piny pĕn abun Australian?
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?

BĒĒI ABUN CI YEN KĀJ Lō THĪN (PREVIOUS SCHOOLS)

Mēnhe gaam wĕl alōj kuat pen abun wĕn ci mēnh piöc kĕj gāat piny thin (NSW, kaam bĒĒi aye bĒĒi ayer) jōk thook kenĕ yen thiök.

Rin pen abun cĭi yen kĕj lō thĪn?
Name of school last attended?

Rin ten cĭi yen kĕj lō thĪn (baai/ġeu/gen/pĕn)
Location of school last attended

Niin cĭi yen lō yĕt (cimenĕ: jōk 05/2009 yĕt 06/2011)
Dates of attendance

Rin bĒĒi abun kōk cĭi yen kĕj lō thin ku rĒĒl kek thin (Names of other schools and their locations)

Ka na wĭc tĕdit dĕt lāäu yic, menhe mat athor ca gat yic thĪn 'pĕn abun theer'.

MĪITH PIÖC KINDERGARTEN (KINDERGARTEN STUDENTS)

Ruon tuej kĕĕc meth gua lō pen abun, lĕj tĕ ci meth kĕj tĕu kek raandet ciĕ midhiĒeth muök wĕn looi thook
ku lō tuej/ aye cĭ kĕj lō yōn kōk loli piöc?

Non-parental care in the year before school

Na ye tĕde, nyuoth kuat kawĕn ye yĭök ke tōu ku ye nyuoth lōn ye kenĕ kam abak (liik ten thaā 15 wiik yic) aye kaam eben ben (thaā 15 aye juĕc ke wiik yic).

☐ Pĕn piöc tuej (Preschool)

☐ Kam muök akol bār yic (lĕjic piöc tuej ye looi)
Long Day Care (with a preschool program)

☐ Kam muök akol bār yic(cĭn yĭin piöc tuej ye looi)
Long Day Care (without a preschool program)

☐ Muök baai Akol (Family day care)

☐ Mordit kek wurdit (Grandparent)

☐ Muök kōk ci guir aye kĕc keek guir
Other formal or informal care
(eg muök kaam dĕt, akut thuĕc, kōc kōk ruāi, tĭjdit, määth, raan akeu nhom)

☐ Kaam abaj (Part time)

☐ Kaam abaj (Part time)

☐ Kaam abaj (Part time)

☐ Kaam abaj (Part time)

☐ Kaam abaj (Part time)

☐ Kaam abaj (Part time)

☐ Kaam eben eben (Full time)

☐ Kaam eben eben (Full time)

☐ Kaam eben eben (Full time)

☐ Kaam eben eben (Full time)

☐ Kaam eben eben (Full time)

☐ Kaam eben eben (Full time)

Postcode (Postcode)

Postcode (Postcode)

Postcode (Postcode)

Postcode (Postcode)

Postcode (Postcode)

Postcode (Postcode)

BĒĒi piöc tuej ya lui kam niin ye pen abun lui ku kam ģĕny pen abun, ku ġĕm luoi pĕth ci guir lāäc piöc ten mĭith ee ruon aye rou tuej pen abun.
Loiloi baric muök akol ġĕem muök akol thook ben kam dit ruōn yic ten mĭith lĕj ruon 0 yet 6. Kek aya aleu bĭk ġĕm 'loiloi pen abun tuej' wĕn cĭ
loi ten mĭith ruun aye rou tuej kĕc kek gua lō pen abun.

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

Rin ë kɔc ke dhiëth (Family details)

B. Midhiëët/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 löŋ baai aye kuat kāk kōk ci luk tem bi kek gaam.

Cɔ̋t (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

Riëku

Given name

Pen dhiëët 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 luï wën ye yiök ke ye ki dun ye loi kuany yic apeth

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

Tiŋ athor abej 16 ku ba wël juëc kōk ku kāk ye nyuöth.

- ☐ **Akut 8**
Group 8
Akec käŋ 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, raan kony, raan luï cin ku raan luï cit këñ.
Machine operators, hospitality staff, assistants, labourers and related workers
- ☐ **Akut 3**
Group 3
rööl döök/diäär, raan gët piny ku maktab ŋiëc luï, raan yōc ku raan loiloi
Tradesmen/women, clerks and skilled office, sales and service staff
- ☐ **Akut 2**
Group 2
Kōc kōc määc yōc, cuur/kōc lëk/kōc thuëc ku kōc kōc ci kākka
Other business managers, arts/media/sportspersons and associate professionals
- ☐ **Akut 1**
Group 1
Kōc dit mëcmëc alɔŋ yōn dīt akutnhiim yōc, määc kāk akuma ku gëlgël, ku kōc wën lëŋ ŋiëc
Senior management in large business organisation, government administration and defence, and qualified professionals

Kāk ye looi

Occupation

PIÖÖC PAN ABUN (SCHOOL EDUCATION)

Ye kuën dit yiënda alɔŋ pen piöc ci thööl?

Ten raan wën yen këc käŋ lɔ pen abun, ŋuët ‘yōn 9 aye thöön ke yen aye tɔu nhom piny’ (ŋuët tōk thook rot).

- ☐ yōn 12 aye thöön ke yen
Year 12 or equivalent
- ☐ yōn 11 aye thöön ke yen
Year 11 or equivalent
- ☐ yōn 10 aye thöön ke yen
Year 10 or equivalent
- ☐ yōn 9 aye thöön 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 käŋ gäät pen abun
No non-school qualification
- ☐ Caada I to IV (mëet thin ci Caada luï cin)
Certificate I to IV (including trade certificate)
- ☐ Diploma tɔu tuëŋ/diploma
Advanced diploma/diploma
- ☐ Bacila dikgerii aye leer tuëŋ
Bachelor degree or above

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

Ye midhiëët/amuuk këñ jaam thöön det cie Kawaja baai? (Does this parent/carers speak a language other than English at home?)

- ☐ Acie tede, thuöŋ Kawaja rot
No, English only
- ☐ Etëde
Yes

Na ye tede, ye thuöŋ/thöök det nen cie thöön Kawaja ye kōc jam baai?

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

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

Thöön kōc ye kōc jām 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 löŋ baai aye kuat kāk kōk ci luk tem bi kek gaam.

Cōt (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

Riëku

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 kōc luüi kam pëi 12, kuany akut ke ye yin luui thiin.

Tiŋ athor abej 16 ku ba wël juëc kōk ku kāk ye nyuöth.

- ☐ **Akut 8**
Group 8
Akec käŋ tɔu loon riöp yic kaam pëi 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, raan kony, raan luüi cin ku raan luüi cit këñ.
Machine operators, hospitality staff, assistants, labourers and related workers
- ☐ **Akut 3**
Group 3
rööl döök/diäär, raan gët piny ku maktab ŋiëc luüi, raan yōc ku raan loiloi
Tradesmen/women, clerks and skilled office, sales and service staff
- ☐ **Akut 2**
Group 2
Kōc kōc määc yōc, cuur/kōc lëk/kōc thuëc ku kōc kōc ci kākka
Other business managers, arts/media/sportspersons and associate professionals
- ☐ **Akut 1**
Group 1
Kōc dit mëmëc alɔŋ yōn dīt akutnhiim yōc, määc kāk akuma ku gëlgël, ku kōc wën lëŋ ŋiëc
Senior management in large business organisation, government administration and defence, and qualified professionals

Kāk ye looi

Occupation

PIÖÖC PAN ABUN (SCHOOL EDUCATION)

Ye kuën dit yiënda alɔŋ pen piöc ci thööl?

Ten raan wën yen këc käŋ lɔ pen abun, ŋuët 'yōn 9 aye thöön ke yen aye tɔu nhom piny' (ŋuët tōk thook rot).

- ☐ yōn 12 aye thöön ke yen
Year 12 or equivalent
- ☐ yōn 11 aye thöön ke yen
Year 11 or equivalent
- ☐ yōn 10 aye thöön ke yen
Year 10 or equivalent
- ☐ yōn 9 aye thöön ke yen aye tɔu nhom piny
Year 9 or equivalent or below

PIÖÖC TŌU KEK YIN (EDUCATIONAL QUALIFICATIONS)

Ye piöc dit yinda ca thööl?

- ☐ Kawën cië käŋ gäät pen abun
No non-school qualification
- ☐ Caada I to IV (mëet thin ci Caada luüi cin)
Certificate I to IV (including trade certificate)
- ☐ Diploma tɔu tuëŋ/diploma
Advanced diploma/diploma
- ☐ Bacila dikgerii aye leer tuëŋ
Bachelor degree or above

THÖÖŋ DËET CIE KAWAJA YE KŌC JAAM BAAI (LANGUAGES OTHER THAN ENGLISH SPOKEN AT HOME)

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

- ☐ Acie tede, thuöŋ Kawaja rot
No, English only
- ☐ Etëde
Yes

Na ye tede, ye thuöŋ/thöök det nen cie thöön Kawaja ye kōc jam baai?

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

Thöön det wen ye mënñ piöc jam baai cie thöön Kawaja 2 (Main language other than English spoken at home)

Thöön kōc ye kōc jām 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 mən̄h 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 mən̄h piöc bī gāāt piny thin?

Is this the residential address of the student to be enrolled?

Etɛde

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 yīn thin mən̄he gāt kek piny piiny tɛn (eg PO Box 51, Sydney, NSW, 2001).

Na wīc pen abun bi jam kek midhiëët/amuk, mən̄he tek thook, tɛwen ca guīr, yeḡa bī yuöp

Ku na lëg kawën wīc bi keek ḡic aye kawën thiök kek kuat nimira jaam, mən̄he mat kēne thin tēn kawën lëk kek thiök keek nimira (eg Mondays and Tuesdays only).

RIN MIDHIËËT /AMUUK BĪK JĀĀM KE TUE ŋ (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 alɔg 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 alɔg email (Contact email address)

Rin ë kɔc ke dhiëth (Family details)

D. Midhiëet/amuuk cii tɔu kek mɛnh piöc kenë

D. Parents/carers not living with this student

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

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

Kuatdu
Gender

☐ Mooc
Male

☐ Tik
Female

Ruäide kek mɛnh piöc (eg män/wun)

Relationship to student (eg mother/father/carer)

Riin wun
Family name

Riënkü
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)

Mënhe 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 kööc luüi kam pëi 12, kuany akut ke ye yin luui thiin.
Tij athor abej 16 ku ba wël juëc kɔk ku kæk ye nyüth.

- ☐ Akut 8
Group 8
Akec käng 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, raan kony, raan luüi cin ku raan luüi cit këñ.
Machine operators, hospitality staff, assistants, labourers and related workers
- ☐ Akut 3
Group 3
Rööi 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 määc yööc, cuur/köc lëk/köc thuëc ku kööc kök ci kækka
Other business managers, arts/media/sportspersons and associate professionals
- ☐ Akut 1
Group 1
Koc dit mëcmëc alɔj yün dit akutnhüim yööc, määc kæk akuma ku gëlgël, ku koc wën lëj njëc
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 alɔj pen piöc ci thööl?

Ten raan wën yen këc käng lo pen abun, juet 'yön 9 aye thöög ke yen aye tɔu nhom piny' (juët 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 YÏN (EDUCATIONAL QUALIFICATIONS)

Ye piöc dit yinda ca thööl?

- ☐ Kawën cië käng 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 tueng/diploma
Advanced diploma/diploma
- ☐ Bacila dikgerii aye leer tueng
Bachelor degree or above

WEL KÄK JAAM (CONTACT DETAILS)

Ku na lëj ka kæk wën loi thook wïc 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 tueɟ)

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

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

Lëɟ tɛ ye mënñ piöc kenë ba cëëɟ thïn kam dɛt yic tɛnë?
Does the student sometimes reside at this address?

☐

Etɛde
Yes

☐

Acie tɛde
No

Tɛ cëëɟ bi yïn ya gäät (Correspondence address)

Ku na lëɟ wel kɔk tɛwen bi athor jam ya tuöc thïn ci thööɟ kek wël tɛdun ciëɟ yïn thïn mënñe 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 këriliɛ 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 thiëc/yök bi ya tɔu ke ye raan ciëɟ tɛ thiäak ke pan abun. Them ba dhiil jam wenë pan abun mɛn ke yïn ci jam wenë ke kɔc kã ku cikë gam bi keek ya cɔɔl tɛ cɛnë këriliɛ tuöl.

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

Rin wur

Family name

Riënkɔ

Given name

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

Relationship to student (eg neighbour/aunt/uncle)

Ku na lëɟ kawën wïc bi keek ɟic aye kawën thiök kek kuat nimira jaam, mënñe mat këne thïn tɛn kawën lëk kek thiök keek nimira (eg Mondays and Tuesdays only).

Ke luel (Comments)

Nimira (mobile)

Phone number (mobile)

Nimira (baai)

Phone number (home)

Nimira (luöi)

Phone number (work)

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

Rin wur

Family name

Riënkɔ

Given name

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

Relationship to student (eg neighbour/aunt/uncle)

Ku na lëɟ kawën wïc bi keek ɟic aye kawën thiök kek kuat nimira jaam, mënñe mat këne thïn tɛn kawën lëk kek thiök keek nimira (eg Mondays and Tuesdays only).

Ke luel (Comments)

Nimira (mobile)

Phone number (mobile)

Nimira (baai)

Phone number (home)

Nimira (luöi)

Phone number (work)

F. Kāwën looi thook

F. Special circumstances

Lë̄g kāwën t̄u ke looi thook al̄g mën̄h piöc wïc ku bī gāāt piny leu ku bi pën abun ke ɲic tuɛɲ tɛ 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 mən ciɛ̄ɲ yen tɛ ciɛ̄ yeen bī ya tīɲ nē kɔcɔd̄it̄ke, t̄ou jam luk thîn, jöör m̄ith k̄ök, ar̄ɛ̄ɛr āyeer cī juir̄ nē akuma wilaya, liɛc, acī d̄it, mən̄h abun wïc bī gam ke abakök r̄ɛ̄ɛr tɛ cī abaköök mac thîn, cīt mən r̄ɛ̄ɛr ke mac kenē akut̄n̄hom ciɛ̄ɲ).

☐ Etɛde
Yes

☐ Acie tɛde
No

Na ye tɛde, mën̄hë l̄ɛk w̄ɛt cekic ye k̄a yīɛnda. Gāāt kek tɛ l̄äü b̄ou kënē.

G. M̄ith piöc kek lēg k̄äk k̄ök piöc ku kūɲy wic ke, m̄ɛt thîn gut āɲäāth

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

Lë̄g tɛ wïc mən̄h piöc kūɲy al̄g piöc erin āɲäāth kënē?

Does the student require support for learning because of disability?

☐ Etɛde
Yes

☐ Acie tɛde
No

Löög ku NSW Department of Education lȫg guir b̄ik ɲic l̄ɔn nada cök piny aleu bi wïc ten mën̄h piöc l̄ɛ̄g ka wick̄ë looi thook, m̄ɛt thîn gut cī m̄ith l̄ɛ̄g āɲäāth, l̄ɔn nada keek aleu b̄ik m̄ɛt thîn pen abun. K̄ɔc pen abun ku midhīɛ̄t abi lui etok b̄ik ɲic k̄awic l̄ɔn nada leu b̄ik wïc b̄ik tīɲ k̄awic m̄ith piöc ku kūɲy wick̄ë.

Lë̄g kawën tɛ ye loi aye ba waar baaleu ku bī yök kūɲy al̄g pen abun buk tīɲ kawën wïc m̄ith piöc wick̄ë yic

Is there anything that you do or modify at home that may help us at school to meet the student's educational needs?

☐ Etɛde
Yes

☐ Acie tɛde
No

Na ye tɛde, mën̄hë tek thook

If yes, please specify

Mën̄hë nyoth kuat piöc bī cök piny l̄ɔn nada aleu bi wïc bī kek puol mën̄h piöc bī luui thîn pen abun (thööl ye tok rot tɛ wïc yen)

Please indicate any learning adjustments that may be required to allow the student to participate at school

☐ Kawaar al̄g loilai piöc yic ku/ayɛ dh̄ɛl wën piöc
changes to learning programs and/or teaching strategies

☐ J̄ääm, eg jam ku/ayɛ pīɲpīɲ
communication, eg speaking and/or listening

☐ W̄ɛ̄ɛr ten k̄ɛ̄ɲ, k̄äk nyuc, tɛ l̄äü piöc ku/ayɛ k̄äk piöc
modification to equipment, furniture, learning spaces and/or learning materials

☐ Kūɲy ten muök kawic ȳɛnh raan, guir̄ rot, kam mīeth ku/ayɛ muöl pial wïc.
support for personal care needs, eg hygiene, mealtimes and/or health care needs

☐ Kūɲy cīɛ̄ɲ al̄ɛ̄ɲ bī lūi p̄ɛ̄th b̄ɛ̄i t̄ɛn m̄ith k̄ök ku dupiöc.
social support to engage safely with other children and teachers

☐ K̄ök (mën̄hë tek thook)
other (please specify)

Mën̄hë nyoth na lēg mën̄h piöc kuat k̄a bī b̄ɛn k̄a

Please indicate if the student has any of the following

☐ Āɲäāth t̄ou jamic
autism

☐ Āɲɛ̄ɲ yith
a hearing impairment

☐ Kuöc thook
a language disorder

☐ Āɲɛ̄ɛth t̄ou guop yic
a physical disability

☐ Riɛc piöc
difficulties in learning

☐ T̄ɛtök rīɲ̄ɲ nom
acquired brain injury

☐ Kuöc cīɛ̄ɲ̄ɲ
behaviour disorder

☐ B̄ɛ̄l kuöc k̄ɛ̄ɲ
intellectual disability

☐ Tūɛ̄ny muöl
mental health disorder

☐ Āɲɛ̄ɛnh ciöör
a vision impairment

☐ K̄ök (mën̄hë tek thook)
other (please specify)

Lë̄g tɛ cī akut piöc theer yen guir b̄ik athor guir looi b̄ik mën̄h piöc kony k̄a k̄ök wën thîn kawic piöc?

Has any previous education provider prepared a documented plan to support the student's additional learning needs?

☐ Etɛde
Yes

☐ Acie tɛde
No

Na ye tɛde, mën̄hë yīɛk yök wël

If yes, please provide details

H. Wël adöc kë panakïim ku pial ë guöp de mënñh ë thukul

H. Student medical details and health conditions

Apuñth ba thukul lëk kë mënñhdu këñë guo gät piny në thukul yic tē nōj yen guöp tuentyueny. Kā ye wāac kekē riem de raan alëu bii mat në yee tuentyueny kāk yiic. Yin apuñth ba thukul yuöp ëya na nōj tuaany kë ye wāac kekē mënñhdu ka kë cī rōt waar në tuentyueny ë mënñhdu yic ëtētōj puuc yen rōt looi ë. Kān abī thukul kony në lon de pial ë guöp de mënñhdu ku loikë ajuëer de dhōl puoñth lëu bii kek mīth ëbēn ya cōk apuñl gup në thukul yic. Kāk aye wël thiek yiic arēt tē de pial ë guöp de mënñh ku piirde në thukul yic.

Nyic: Tē tō wēt cōl 'mënñhdu' thïn, e mënñh de thukul gōr bii gät piny nyuñth.

Namba de Medicare mënñh piöc
Student's Medicare number

Nimira këen Medicare Menh piöc

Student's Medicare card reference number

Këen Medicare ato ke lui yet
Medicare card valid to date

Pëi

Ruon

Rin ke dīktor de mënñh ë thukul
Doctor's name/medical centre

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

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

Apuñth ba rin ke dīktor, tē ciëj yen thïn ku namba de telepun de dīktor nōj kë yee looi tēñj mënñhdu gät piny ëbēn, dīktoor ke tuentyueny kedhie nōj yic yik kā ye waac kekē riem de mënñhdu men lëu ba ke gät piny tē thioñj yin bak de H yic. Yin alëu ba awerej dō nuëet na nōj kā juëc gōt.

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

Na nōj mënñhdu ajuëer de panakïim theer cii gōt në awerek yic ku bī lon de tuaany ë mënñhdu ya kony në pial ë guöp de yic (eg cimēne yōn tuej jk pen abun, muök kamdet yic etc) ke yin gām ë ke thukul këke ca nuëet në yee awerej kån yic.

**KÄ YE WÄAC KEKË RIEM – KÄK ALËU BIK YIIC NAJ YIK KËC DE KÄM, WEL KE PANAKÏIM/BAAL, CIEK KE TIIM, MÏITH (CÏMEN DE TUOJ AJÏTH, TÖJPIINY KU KÖK)
ALLERGIES – THESE CAN INCLUDE ALLERGIES TO INSECT STINGS, DRUGS, LATEX, FOOD (EG NUTS, EGGS, PEANUTS) OR OTHER.**

Tē nōj mënñhdu kā ye wāac kekē riemde, ke yī gät ë piny në awerek yic piiny ë tēn. Tē de yee kë ye waac kekē riem de mënñhdu ë, bēer ë kã cii thiëc kë kee 11 bō piiny kë (tē lëu bēer rōt thïn). Na cī tē gōt yin thïn thōk, kë apuñth ba awerej dō nuëet kë ca gōt nhom 'bak de H'.

Tē de kōk ye wāac kekē riem de mënñhdu tō, apuñth ba kã cii thiëc kee 11 (tē tō kek) bēer në awerej dō yic. Nuëet ë awerej de wël kōk gōt ba mat thïn kë ca gōt nhom 'bak de H') në yee poom kån kōu.

Kë ye wāac kekē riem de menñdu:
Allergy to

1. Cii dīktor nyic yen ëkë ye wāac kekē mënñhdu ë?

1. Has a doctor diagnosed this allergy?

☐ Etëde
Yes

☐ Acie tede
No

2. Ye kë ye wāac kekē riem kån tuaany ril yic arēt bëi (anaphylaxis)?

2. Is this a severe allergy (anaphylaxis)?

☐ Etëde
Yes

☐ Acie tede
No

Anaphylaxis e ya tuaany ril yic arēt, men lëu bī raan nōk, e rōt gōl tēñj yen kë cī wāac kekē riem.

3. Cii mënñhdu kån tääc panakïipm në wēt ë kë cī wāac kekē riemde (Anaphylaxis) ka në wēt ë kōk cī lo në ye guöp?

3. Has your child been hospitalised with a severe allergic reaction (anaphylaxis) or any other allergy?

☐ Etëde
Yes

☐ Acie tede
No

4. Na ca gam, ye panakim yo?

4. If yes, which hospital?

5. Nōj mënñhdu ASCIA Action Plan for Anaphylaxis?

5. Does your child have an ASCIA Action Plan for Anaphylaxis?

☐ Etëde
Yes

☐ Acie tede
No

6. Na ca gam, cii ajuëer kån nuëet në yee awerej kån yic?

6. If yes, is this plan attached?

☐ Etëde
Yes

☐ Acie tede
No

7. Cii mënñhdu gät wël cōl adrenalin ye rōt tuucom (i.e. EpiPen®)?

7. Has your child been prescribed an adrenaline autoinjector (i.e. EpiPen®)?

☐ Etëde
Yes

☐ Acie tede
No

Na cii mënñhdu gät adrenalin ye rōt tuucom, kë agōr ba gām thukul (kë këñ nīn ke londe guo thōk)

Në thaa thok ëbēn cīñë meth gät adrenalin ye rōt tuucom, kë dīktor agōr bī ajuëer de ASCIA Action Plan for Anaphylaxis ya gaam. Apiath bī guññt ajuëer cī bëer looi ke yam yieñ pan abun.

Wël adöc ke mënñh ë thukul – wël juæk röt thñn (Student details - additional information)

8. Ye nin bñ nñn ke aderenalin ye röt tuuom gör ba gãm thukul thök?

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

		/				
Pei			Ruon			

Na kuc në kaam nie thöög yñ ë poom kãn yic, kë abii thukul göör në thaa gët ë ye rin piny në thukul yic.

9. Nöj mënñhu ajuer 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, cii ajuer kãn nuet etën?

10. If yes, is this plan attached?

☐ Etëde
Yes

☐ Acie tede
No

Apiath bi guööt ajuer ci beer looi ke yam yiek pan abun.

11. Apuoth ba wel kök ye mënñhu dek tede yee kë ye waac kekë riemde ë gät piny.

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

Thukul abi wël juæk kök tede yee wel kë göör në kööl gët ë rin ë meth piny në thukul yic.

Mëdhiëth ke mñh gör binë mñh ken ya yñ wel ke panakiim cii göt në thukul yic adhil bik ë kãn lueel në awerej cii göt yic. Thukul alëu bi yñ yñ poom de tẽ yee gät ë thiëc kãn. Wël ke aatõ në webthait de akutnom yic.

TUENYUENY KÖK KE PANAKIIM LOITHOOK KEKË KÄ YE WÄÄC KEKË RIEM KU ANAPHYLAXIS (CİMEN DE ADHIËMA, ADHIËMA RIL YIC ARËT, TUAANY DE DAIBİTİ, TUAANY DE MUN)

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

Apuoth ba ke nyic ku gät ë wël adöc ken piny etën tẽ nöj yen tuaany dö tẽ kekë mënñhu. (Na juæk tuenytueny në mënñhu guöp ka ci tede göt thök në awerek yic, ke yñ nuet ë awereek kök ku beer ë kã cii thiëc kee 7 ëbën.

Tuaany tuu:

Medical condition

1. Cii diktor nyic yen ë tuaany kãn?

1. Has a doctor diagnosed this condition?

☐ Etëde
Yes

☐ Acie tede
No

2. Cii mënñhu kan täac panakiim në wët ë yen ë tuaany kãn?

2. Has your child been hospitalised with this condition?

☐ Etëde
Yes

☐ Acie tede
No

3. Na ca gam, ye panakim yo?

3. If yes, which hospital?

4. Nöj mënñhu ajuer de bęc ë tuaany tñn diktor cimen de ajuer de bęc 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, cii ajuer kãn nuet etën?

5. If yes, is this plan attached?

☐ Etëde
Yes

☐ Acie tede
No

6. Cii mënñhu gät wel ë panakiim në wët 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 kãguu cii gät yen?

7. If yes, what is the prescribed medication?

Thukul abi göör në wël juæk kök tẽ tede yee wel ë panakiim cii göt ë në kööl gët ë meth rin piny në thukul yic.

Mëdhiëth ke mñh gör binë mñh ken ya yñ wel ke panakiim cii göt në thukul yic adhil bik ë kãn lueel në awerej cii göt yic. Thukul alëu bi yñ yñ poom de tẽ yee gät ë thiëc kãn. Wël kë aatõ në webthait de akutnom yic.

I. Anyiköl mënñ piöc thääny thok ke dëtic ke raac

I. Student's history relevant to risk assessment

The NSW Department of Education aleg riël ku bi them ku cök kuat karëec bi tã tok looi tën kacken luçi ku miith piöc. Athor këne ayiëk yïn nhom lââu ba pën abun yiëk wël wën bi yen kuöny bik kōk cöl apuöl yic tën mënñ piöc bi lɔ tən piöc ci tek thook. Këne aye mat thïn agut ci guir rot tãbi kuöc ciëŋ cök thïn aye dhöl kōk wën ci looi lɔ cök bi kawic miith piöc tiëŋ. Ke ye looi wët dhukdhuk nhom tən wël ca bëëi abi kony ku bi ñic lɔ nada pial guop tən mënñ këñ, miith kōk ku kɔc luçi.

Ku ba ñic, lëŋ kuat kawën tɔ anyiköl aye tã den reel yen thïn (mät thïn agut ci aniköl lɔ pën akiim ke gääť piny abeŋ cök H) yen leu bi yic naŋ kereec tɔu tən kuat mënñ piöc këñ, miith piöc kōk, aye kɔc luçi tɔu pën 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?

☐ Etëde
Yes

☐ Acie tãde
No

Na ye tãde, mënñ luel wët cekic alɔŋ pial guöp mënñ piöc aye anyiköl kã kōk wën leu bi naŋ ke rëec ee kuatden tən moc/nya, miith piöc kōk, aye kɔc luçi pën 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.

Mënñ gaam rin ku kã jaam kɔc ñiëc luçi pial guöp aye akutnhiim kōk wën thääny wën lëŋ ñiëc kãkka yiic.

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

Lëŋ tã lëŋ mënñ piöc kuat anyiköl ciëŋ ye yen thöör?
Does the student have any history of violent behaviour?

☐ Etëde
Yes

☐ Acie tãde
No

Na ye tãde, mënñ gääm wël.

If yes, please provide details.

Lëŋ tã ci mënñ piöc kãŋ pëen aye cuöp wei alɔŋ kuat pën ci yen kãŋ lɔ thïn theer?
Has the student ever been suspended or expelled from any previous school?

☐ Etëde
Yes

☐ Acie tãde
No

Na ye keya, ye këñ wët:

If yes, was this for:

Tōŋ ci looi tən kuat raan?

Actual violence to any person?

☐ Etëde
Yes

☐ Acie tãde
No

Nãŋ wënñ muuk aye kuat kawën ye luöi bik nãŋ ke rëec looi aye tã tōk?

Possession of a weapon or any item used to cause harm or injury?

☐ Etëde
Yes

☐ Acie tãde
No

Riëc ee tōŋ aye këc raan luöi nyic, miith piöc, aye kɔc kōk tɔu pën abun?

Threats of violence or intimidation of staff, students, or others at this school?

☐ Etëde
Yes

☐ Acie tãde
No

Wël rëec këc löŋ puol?

Illegal drugs?

☐ Etëde
Yes

☐ Acie tãde
No

Lëŋ tã ñic yïn kɔk wën ci rot kãŋ looi ñic kek ke thöög keek kã ci ke luel nhial ke cii mënñ piöc këñ kãŋ tɔu thiin tã cie pën 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?

☐ Etëde
Yes

☐ Acie tãde
No

Na ye yiic, mënñ luel wët cekic kãkka ci rot kãŋ looi.

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

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

Wël yënh raan rot ye keek kuöt tén athor gëët yot yic ee kï ye luöi cök ke thiök tén yin, piöc meth met thün agut ci cieth yic athor kenë.

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

Wël kök wën ye kek wïc NSW Department of Education ku bik tiëg luöiden muök ku luöi löög kök ke tou pial baai yic, piöc ku löög gëlgël mïth ku bi tiig kuut wël ku ke ye wïc ke luel yic tou cök Akumadit-gëët gëem wëu cï met wen leu ku bi yic näg cëeth ku themthem ka cïi mïth yök.

Wël aleu bi keek nyuoth tén akuma NSW ku akutnhüim akuma dit ku akutnhüim kök ee wët kawën looi tou nhial ku cït tē ci ye luel thin aye tē wïc lög yen thin.

Wël abi keek tou tē yön wël wën bik kek gëel. Yin aleu ku ba wëlke tiig aye ba kek cïk piny erin bi yin yuup ten pen abun menhdhu. Ku na näg diir yin aye ke luel alög wël cï kek kuöt aye tē bi luöi kek aye nyuoth kek yin adhil jaam kek pen abun.

Ku na ye kē kēec yin ye kuany ba wël kök ci thiëc yin gaam ke ye aleu bi näg kēreec looi tén gëët piny rot menhdhu, kāk luöi pen abun aye tiig rot kāk piöc wïc menhdhu.

Wël kök wët kuut ee wël tē ye yen kē gëët menhdhu piny pen abun Akuma NSW, ku ye yök wël menhdhu thiään gël thin, yen atou ten NSW Department of Education yön wël (website) aye alög pen abundu.

Pëäl ayer wël mēnh piöc

Pen abun/NSW Department of Education a lëu bi wël yäath ayer wet menhdhu wët luöi römrom kāk keek njic kek mïth piöc kök, ku lëk pen abun ku baai eben wët pēn abun ku kāk ye mēnh abun luöi ku gëët piny kāk yen mēnh abun looi kawën looi yic aye loon bāai.

Kenë aleu bi määät thin agut cï rin mēth, ruon, yön ku wël cï kuut alög pēn abun cimenē cura, rool ku kāk cï dōm ye tiig kōc nyin tén mēnhdhu, loon mēnhdhu ku kāk ye luël ke ye tek cimenē kāk lëk jām.

Jām wën bi wël cï yök tén mēnhdhu aleu bi kek yäath ayer ku aye määät thin agut ci ku acie keek ee rot kāk

- Yön wël njic eben ten akut NSW Department of Education mēät thin yön wël pen abun akut NSW Department of Education Intranet (kōc luöi erot), blogs ku wikis.
- NSW Department of Education wël yëeth ayer amēät thiin agut athor lëk pen abun, athor leek thook ruön ku athöör lëk lo tueg pen abun, athor wël yëät tueg ayer ke ci bēi beei ku aye yök yöön wël mēät thin agut ci yön wël akut NSW Department of Education.
- Maktab NSW Department of Education ku yöön wël tén lëk ci gany pen abun ke ye ten jām cimene YouTube, Facebook ku Twitter.

Midhiëet aleu ku bik njic lon nada tē ci wël yäath ayer yön wël tejääng ku yön wël yön alëg yic aleu bi keek määät det diäk ku yen aleu ku bi yök yön tou wël ee ruon juëc, tē ci yen ye benben. Tén wïc wïc wël aleu bi tou aye muuk kek kāk kök wël ci yäth ayer.

Pëlpël bik ke yäth ayer

yen aci wël kuën wët pëlpël yëth ayer wël mēnh piöc (tou Nhial).

Permission to publish given or denied

☐ Yen aca puol
I give permission

☐ Yen akëec puol
I do not give permission

Ten pēn abun/NSW Department of Education bik wël yëth ayer alög mēnhdhië tén jāäng bi kek ya yök kāk jam. Pëlpël kënë abi rēel thin agut kaam bi yēn yen luel ke cïi bēn lui.

Loiloi yön tou wël

NSW Department of Education e mïth mïth ke abun yïëk gāny thok Intanet (Internet) cï yān kōc cie keek wïc nyaai. Mïth ke abun ka ye keek cōl gany thog webthait piöc cie kōc kēc keek puol ye gaany. Tē cï kek dhōl webthait gaany, mïth ke abun kaye keek yïëk dhōl bi kek email ya gaany thok tē wïc kek yeen ku lon ka ke onlaany, ku bikē kaken ke lëk tōu thin ku cie raan dēt lēu bi keek yök, ku bikē keek yök tē tou kek thin, ayeer, pan abun.

Tē wïcē ka ye yök dhōl onlaany, wël ke lëk agut cï rien menhdhu ku paal cïkē tōu, ka ye keek tōu tē lon ajuieer onlaany tē tou ayeer tē cabaka NSW Department of Education. NSW Department of Education aci luui kenē ajuuier lon onlaany bikē tē ye gël wël ku ka ye kōc nyuoth gël mac. Wël lëk wët ka piiric mēnh abun tē mēdhieëth aye yök tē webthait tou <https://education.nsw.gov.au/going-to-a-public-school/privacy-information> ka tē panduön abun.

Permission to access online services given or denied

☐ Yen aca puol
I give permission

☐ Yen akëec puol
I do not give permission

Ten menhdhie bi näg yök yök wël loiloi yön wël cï gaam NSW Department of Education. Pëlpël kënë abi rēel thin ke luui peth agut tē bi yen pen abun lëk kaya.

Pëlpël du ku luëde

yen aci näg wël ca gaam wët piöc ku kuöny wïc kek, mēät thin agut kuat pial guop tou thin ku/aye kāk wën wïc kek ku/aye anyiköl thāäng kek winy käreec, thiök kek mēnh piöc ci gāät piny abēg A ee poom thiögg kenē yic.

Aca puol ten pen abun/NSW Department of Education wïc wël ten bēi abun theer, Akut nhüim Akuma NSW kök, bēi akiim baai, kōc njieëc piäl guop aye akut nhüim kök nada leu aya bik tou ke wël thiök kek athem ten mēnh abun ci luel rin athor abēg 1.

yen aca puol ten kuat kōc njieëc piäl guop gaam döc wēel ku kāk piäl guop ci yök athöör cï gaat yot kēne yic, ku bi pen abun yïëk/NSW Department of Education lëk wël kuat tueny yen ci nyuoth athöör ci thiögg kēne yic. Kenë aleu bi mēät thin agut ci kuat kāk kök ten piäl guop mēnh abun nada leu bi näg eric kāk yic aye piäl ku gëlgël ten mēnh piöc aye mïth piöc kōk tou pen abun aye ten kōc luoi pen abun.

Luël wët lëcök ku thāny

Declaration of accuracy and signature

Aluëel men ke wël ke lëk cï keek tääu nē athör kānic kaye lëcök ku ka cīn kē cï dög wei thin, cīt men ke nyiec ku ya gam.

Yen cï wël ke lëk tōu nē athör kānic kuen ku ca keek deetic agut cï biäk lööm wël ke lëk ye raan nyuoth, luël ayeer wël ke lëk ye mēnh abun nyuoth, lon ajuieer onlaany ku gām.

Tē cï yēn gēm nē wël ke lëk ye kōc nyuoth, kōc cie yēen ka cië mēnhdie ka mïthcie aca looi ke ca keek thiëëc.

Yen njic lo nada wël ca kek gam ya luëth aye bik kōc läp nhüim, kuat ke bi tak ke looi ke wët athor ca gāät yot kēne aleu bi kek waar.

Thëeny thëeny midhiëet/amuuk (Signature of parent/carer)

(raan tok kaam kōc dhiëet/amuuk mth adhil thëeny athor gëët rot kēne yic)

Gëët riin (Print name)

Niin (Date)

/ /

Niin

Pei

Ruon

Thëeny theeny raan det rou midhiëet/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.

Country of issue

Current visa sub-class (if applicable)

Previous visa sub-classes (if applicable)

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

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 KĚN ATHOR ABA Ŋ KĚNE TUĚ Ŋ TĚ KĚEC YĪN YEN GUA DHUÖK PEN ABUN DUN.

Na lĕg ke jöör yĭn kek athor kĕne?

Na lĕg ke jöör yĭn ba athor thiŋg kĕne dĕet yic aye tĕ wĭc yĭn lĕk wĕl kĕk, mĕnhĕ yuöp kĕc pen abun.

N a wiĕc yĭn kuŋy tĕn thöŋg kawaja mĕnhĕ yuöp **Telpun Loiloi Athöök** tĕn telpun **131 450** ku thiĕc raan athöök jaam thuŋgdu. Raan tĕu tĕn luŋi abā thook wĭc bi bĕĕi jĕāmic bĭ ben kuŋy jĕādun yic. Yĭn acĭn wĕu bi wĭc tĕn yĭn luŋi kĕnĕ yic.

Tĕn bĭi yĭn poom kĕne thiŋg thiĭn

- Kĕc gĕĕt yĕt eben adhĭl thiŋg abĕg A, B, C, E, H ku I
- Yĭn aleu bi yĭ wĭc ba thööl abĕg D, F ku G
- luŋi gĕĕm col aye maŋok bĭ yĭn thiŋg poom kĕnĕ
- Na cĭ yĭn thiĕc ba guĕt thok, tau guĕn thook aye tĕm kĕu ☒ ☒

- Na thiĕc yĭn ba wĕl ke lĕk tĕāu nĕ thanduuk yĭc tĕuĕ tĕk nĕ thandukic kalĕ:

1	2	3	4												
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- Mĕnhĕ ŋic gĕĕt apeth ku bi ya tĭg apeth cimĕne kĕnĕ kĕla:

Write as clearly as possible in the box

- Nuĕt kuat wĕl kĕk mĕāt thin apeth poom kĕnĕ kĕu. ŋic nyuoth apeth ya bĕg nĕg (A-I) yĕn ye wĕt kĕnĕ jaam thin yĕn ye luel tĕn.
- Ku na wĭc poom dĕt ba thiŋg, 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 Piöc Loi Thok Peei nĕ Ka ke Yath (Special Religious Education (SRE)) ku/ka Piöc Loi Thok Peei nĕ Ka ke Dhĭl ke Pĭir Lĕcök (Special Education in Ethics (SEE)) piöc thĭn. Thukuul yĕnĕ SRE ku/ka SEE piöc thĭn aa bĭ yĭn yĭĕk Athör de Gĕm (SRE and SEE Participation Letter) ba thiŋgŋic ku ba dhuök thukul.

Ke luel, wĕt peth luel ku wĕt puŋth ye tĕk

Na lĕg ke luel wĕt peth luel aye wĕt puŋth ye tĕk aye kĕk diir yĭn kuat wĕt loiloi kua ka nhiaarku ku buk piŋg tĕn yĭn.

Yĭn ye ku nhiaar ba pen abun yuöp ba jaam ke kek wĕt diir yĭn, erin kajuĕc jöör aleu bi kek cök ee jĕĕmic ba jaam kek kĕc maktab luŋi pen abun, dupiöc menhdhu aye mädiir pen abun. Kek aŋic menhdhu ku kek atĕu ke cĭ rot guir bĭk yĭn kony. Aya apeth ku ba lĕk kek bĭk ŋic wĕt kĕk diir yĭn laac luĕl tĕ cit tĕ ba lĕu.

yok abi lui thin kĕk ku jöör apĕidit ku ke ŋĭĕc luŋi ku yok aleg dhĕl pĕth lo gĕi ye yok kajöör cök.

Wĕl juĕc kĕk, mĕt thiĭn agut yĭök yĭök tĕn kĕc kuan ke luĕl muk nhĭim luŋi ku biöth 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 athör lo cöök ke yĭn:

- ☐ Ken ye nyuŋth mĕnh abun aciĕĕg tĕnĕ (eg waraga athor majalith, athor jĭir baai yic, athor tĕu piny karba, athor luel etc)
- ☐ Caada dhiĕĕt aye athöör yĭn nyuŋth
- ☐ Australian Immunisation Register (AIR) Immunisation History Statement (mĕn ye wĭc enċg mĭth gĕc thukul nĕ thukuul ke Akuma ke NSW)

Det metthin

Na ye menhdhu raan lĕg ke wĭc yĕn yĕĕth wĕt lĕg baai yĭn awĭc

- ☐ Kĕk ye nyuŋth kuat lĕg baai aye kuat kĕk thĕāny ci luk tĕĕm

Det metthin

Na lĕg menhdhu pial, aŋĕāth aye kuat kuŋy wĭc kek kawic ku ba gĕem:

- ☐ athöör döc/pialmuök aye aguier looi kĕ wĕĕr wei
- ☐ Yĭth kĕk aŋĕāth nyuŋth aye kĕk kuŋy wĭc kek, mĕet thin kuat piöc ku kuŋy ci guir

Det metthin

Kĕc ciĕ adöök Australian

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

- ☐ Juŋth (Passport) aye athöör cĕāth
- ☐ visa yemĕnĕ ku visas theer (na leu rot)

Det metthin

Kĕc lĕg visa rĕĕl kam cekic

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

- ☐ Juŋth (Passport) aye athöör cĕāth
- ☐ visa yemĕnĕ ku visas theer (na leu rot)
- ☐ Riel pĕlpel ba rot gĕāt piny ci gaam Akut Luci Kĕc Rĕĕl kam cekic. Kĕnĕ aye wĭc tĕn kĕc neem aye kĕc lĕg visa bĭk kek rĕĕl kam cekic (kĕc ciĕ abĕg cök 571P ci luel tĕn piny)
- ☐ Riel pĕlpel ba rot gĕāt piny aye yĭc yĕn nyuŋth ee pĕlpĕl bĭk kĕk kook ci gaam ee Tĕn Luci Pinyhom Mĭith Piöc (naleg akuen wĕĕu eben wĭc piny abġ visa mĕnh piöc, abĕg cök571P)
- ☐ Yĭc yĕn nyuŋth visa cĭ mĕnh piöc gĕĕt yĕt ke wĭc (na ye ke lĕg mĕnh piöc visa yĕn thiŋg yic)

Akuut luci kɔc ke dhiëth (Parent occupation groups)

Wët yen looi kenë ee kuut wël kē bik yæeth tueŋ looi giëc luci ten kuëen ku leek Geu ku Akuma dit alɔŋ kajöör wën leu bi naŋ karæec kã ka looi yiic ten pen abun mënhdhu ku pen abun jɔk tueŋ.

Yin abi wïc ku ba canduŋ këne luöi ku thiŋŋ ‘Akut kã ye looi’ abeŋ 4, 5 ku 7.

Akut yic dhiec ci gãät piny tene aye luöi ee kɔc Akut Kuën Australian bik tek thook kã ye looi. Mënhe kuëny akut (1, 2, 3, 4 aye 8) yiök ke giëc kuany yic kãdun ye looi.

Na ye kē cii yin muöl looi aye cää kɔc luöi ten pëi 12 ci jãl, kuëny akutdun ke ye yin lui thin.

Akut 8

- Yin akëec tɔu löön ye yi dɔcɔm thin yic ten pëi 12 ci jãl

Akut 4

Raan luci makãna, kɔc luci a thãät, muthët, kɔc lui ke cin ku kɔc lui kã cit keek

- Agëer, raan cãth cumcum, kãk ben beei luci guier makana ku kɔc kɔk riët makana.
- Kɔc luci thãät agöŋ [raan kɔc luci muk nhiim, kɔc lui maktãpic kɔc lor, Atuuc, ran nyin tiit bar, ran thal, ran kãŋ yãac, aguir baai yic]
- Raan kony maktãp, raan kony yɔcɔc ku kɔc kɔk kony.
- Maktãp [agɔt makãna, aguir wël/tɔu ë malumat/ atëet makãna mathgër, ran ë lur, mathãd maktãp]
- Yɔcɔc [mathãd ran yɔcɔc, thurumbil, karaban/thurumbil naŋic tënë nin, ran yɔcɔc wei wëth thurumbil, ran nyin tiit, adöm wëu, ran bãth/gãtër luöi, ran yɔcɔc tikiit, ran luci mayãta yic, ran luci riöpic thurumbil, ran yɔcɔc thël yiic, ran yɔcɔc kãŋ telepunic, ran kãŋ kiir
- Kuëny kɔc/akony kɔc [raan yɔcɔc, pen abun/raan kuony pen piöc,
- raan adupiöc kony, mathãd akim lec, mathãd akim lãl/yök, ran lui kek mathãd akim, ran nyin tiit matãp/ tene ye kãŋ nyuocth thin, Atiit, ran luci baai, mathãd thalun, ran nyin tiit lãl]
- Kɔc lui ku lui thöŋ ke keek:
- Akut tiit baai mac kuel tɔ piny tënë thëk kuel akic mat thin piny
- Puör, cuum tiim, roor, mäl, raan lui thãth [ran dom tiit, ran ë tem nhiem amëel, alɔŋ dom, ran piöc mathiãŋ jöŋköör, ran nyin tiit tiim, ran nyin tiit piöc kē cit adieer/golp, ran tiim guir, akim tiim, ran tiim yep, thöth, alɔŋ dëp rec]
- Kɔc luci kɔk [ran lui ye cin, alɔŋ mēthna, Mäkdheji, atit, aweec/alok piny ran nyin tiit, ran löc, ran trolly mãt yic, ran nyin tiit tënë ye thurumbil mac thin, cãth ran nyin tiit kɔc lui]

Akut 3

Kɔc yɔcɔc, thëkërter maktãp ku ran cë piöc luci maktãp, kɔc luci ku yɔcɔc

- Kɔc yɔcɔc keek aa cë athör ye kueen run kaŋan(4) bëbei, ee luöt ee ya dhël piöc. Miith thukul ebën/ diäär aa ye keek mat thin ee ya akut kënë yic.
- Agɔt, [agɔt wëu, agɔt beŋ, agɔt maktãp butha, ran akuën/agɔt kɔc acut, ran akuën wëu/awic kãŋ/ran lööŋ dhuök yic, agɔt kɔc döm wëu, agɔt/ran thiöŋ, agɔt gumär, agɔt dhuk ë kãŋ yic gët piny, agɔt kã yɔc keek gät piny/agɔt kã yɔc keek wïc, agɔt jöt ë kãŋ/agɔt kãk ë cãth/agɔt thëpina yic, agɔt amat (amat wëu ye gãm ran ë baŋ kua ye akuma), maktãp ajuër, agɔt luci kuony, agɔt tēec (pan akim)]
- Ran ŋic luci maktãp, ran yɔcɔc ku ran kɔc luci anaŋ yic:
- Maktãp [thëkërter, mathat madir, agɔt nyuocth kãŋ maktãpic, ran luci telepun kɔc tuöm]
- Yɔcɔc [ran yɔcɔc cirka yic, ran kãŋ yæec keek caal, maktãp acut ku apuk, ran kãŋ them, ran luci thukic yɔcɔc bë kädãŋ deetic]
- Luci [dit/baal/kök/ran muök miith, tij miith muk panden, ran miitir kueen, ran tënë ye thurumbil mac thin caath, ran luci butha, adhëth kãŋ, maktãp lakeny, athör ë kɔc nyuöth kãk lakeny, ran nyin tiit riän nhial, adupiöc riedha, ran luci kadhino/ran nyin tiit kɔc lui]

Akut 2

Mudiir mäl kɔc, tēet/cëel kãŋ/kɔc riedha ku muthëd kɔc luci

- Ran naŋ kädãŋ/ mudir dom kua ye mäl [matajiir bi kãŋ ku tooc kãk ye ke yaac, yɔcɔc kã juääc, yɔcɔc kã ye ke guir, matajiir kãk cãth, matajiir maktãp bëei]
- Madir tēet [wëu/döök/yöŋ kē cë looi/ran luci /mãth cirka/yɔcɔc/luci thukic]
- Madir luci wëu [madir aban ë beŋ, ran kɔc yɔcɔc, ran kãŋ welkocth piny, ran apuk ku cuöt, ran keredit, ran kɔc dëen]
- Raan yɔcɔc/madir luci [dukän, dukän bitrol, tēye miith yaac thin, tënë kɔc mat nhiim, punduk/yön jöc, thinma, yön diër, maktãp]
- Tēet/dhël cëel ë kãŋ/riedha, [agut thom, ran kiit, ran diër, ran kãŋ tɔc kɔc, ran kãŋ jɔt amääth, atën guan, agön athör yeke wël lueel, agön en cã athör gɔt, ran cɔc wël, ran thuur, ran kãŋ giit, ran kädãŋ guir bë
- dhëŋ, ran kuën, mony lui riadha, tij lui riadha kotc, ran kɔc piöc riadha, kɔc luci riadha]
- Mudhëd kɔc piöc luci keek aa naŋ diloma aye loloi tiknologi ku aa mudiir ku kɔc cë piöc luci
- Piäl guop, piöc, Lööŋ, kɔc luci ë kuony, tēet ë döök, ŋiny ë kãŋ, kɔc kombiöter loi aye kɔc cë piöc luci
- Matajiir aye kɔc luci mēec kɔc luci yic [ran kɔc bëi luci yic, ran kɔc luöi, ran mãth kem cirkaa, ran kɔc piöc ë luci, atën luci thukic, atëen cëel ë kãŋ, ran loloi thuk yɔcɔc cök ku deet ke yic, ran tiknologia ë yɔcɔc wei, ran yæec wei kãŋ, madir maktãp, madir kē cë guir]
- Athakëer baai tiit- randit luci cie mapetic

Akut 1

Randiit määc e kɔc luci tē diit matjiir yic aye akut akuma en tɔ akut athakëer baai gëel yic ku jala kɔc kɔc cë piöc luci

- Randiit määc tē diit luci matajiir / akut nhom luci, yɔcɔc, cëel aye akut dit kɔc
- Madir luci akuma (ran tɔ kɔc nhiim kau ye nhial) [madir ë pen ayeer, kiim/piöc/bolith/mudiir luci ë mac]
- Ran luci määc kɔc luci dã [madir thukul, madir jama, amit jama, madir maktãp athör, madir maktãp ye kãŋ theer muk thin, madir yön ye kãŋ dhëŋ nyuocth thin, madir luci yɔcɔc ë kãŋ yic]
- Athakëer baai tiit- bëny mapetic
- Kɔc cë piöc luci ebën aa neŋ cääda jama kua kã piöc luci dit tet tɔ nhial ku aa ŋic luci nē tē bi kek giëc këne luöi ku bik guir, ku bik
- kädãŋ juknyin, kua thihtim luci loi, ku bik kädãŋ ŋic, guir kã ku gem kã malumat tē ler en kēdit cë rot loi ku pioc kã kɔc kɔc
- Piäl guop, piöc, luci kuony kɔc, tēet ë döök, giëc ë kã, komputing kɔc ŋic luci
- Matajiir [ran määc luci matajiir, ran luci matjiir deet yic, ran wëu kuen, ran akuën wëu dhukic, ran wël thieth laath yic, randit tamin, ran thek]
- Kɔc cë piöc luci cãth wiir aye alir yic [kaptin tiëra, ran lui tiëra yic, ran kuëth tiëra, kaptin babur, ran lui babur yic, ran babur kuath, ran lui tiëra yic ran kɔc nyuöth tē pēr tiëra, ran moc alir yic tē ye tiëra cãth thin]