



**PRIMARY  
HANDBOOK  
2026**



*We acknowledge and pay our  
respects to the Dharug and  
Gundungurra people, the  
traditional custodians of the land  
on which we work and learn,  
extending our respect to elders  
past, present and emerging.*

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# 1. Welcome to Korowal

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## *Principal's Welcome*

Dear Students,

Welcome to the new school year at Korowal School. The purpose of this handbook is to guide you through your time at our school so that you can have a safe, happy and productive experience.

If you are new to Korowal, this is where you will find key information to help you understand our expectations of you and ways we can support you. If you are returning, you should also read this carefully as it is important for you to stay informed of your responsibilities and any changes in school. If you have any questions at all regarding the information in the handbook, your class teacher can advise you.

At Korowal, creativity and relationships are at the forefront of all that we do. We believe that learning should be an active and engaging process and we encourage you to take ownership of your learning and explore your passions.

We are excited to welcome you to our learning community and look forward to supporting you on your educational journey.

***Cindy Barnsley,***

***Principal***



## *Deputy Principal's Welcome*

Dear Students,

It can be hard for a Korowal student to appreciate how much of an amazing bubble our school actually is.

What makes us different and unique is the fact that, at our heart, we value the fundamental importance of relationships in your education and development. The strong emphasis on creating a supportive and inclusive community where students, teachers, and parents work collaboratively to create a nurturing learning environment, is so that you are able to come to an understanding of who you are both academically and personally.

I encourage you to spend this year seeking to form positive relationships with your peers and teachers, thereby fostering, for yourself, a stronger sense of belonging and emotional well-being.

The connections you make during your time at the school may at times seem trivial, but the foundations that you form now will come to fruition as you venture out into the world as active, engaged, and creative members of society. It's important to remember that life extends far beyond the walls of the school, and our goal for you is to succeed not just academically, but in life as a whole. If we can achieve this vision, then we have truly accomplished what we set out to do.

***Matthew Whaley***

***Deputy Principal***



## **2. Our Purpose Statement and Values**

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### *Our Mission Statement*

We empower & inspire learners to develop their unique strengths.

### *Our Vision*

Relationships are central to who we are. We connect ideas and people to actively develop learner agency and empathy.

### *Our Values*

Korowal actively promotes and demonstrates the values of care, curiosity, challenge, creativity and collaboration.

### *Our Beliefs*

Our School name, 'Korowal', is an Aboriginal word meaning 'to stand alone', or 'the strong one'. Korowal School is just that. Founded in 1978 in Leura, Korowal School was based around a human-centred philosophy. Within this, we consider that all human beings are of equal worth and capable of reason. We believe that each of us possesses a capacity to solve problems for ourselves in order to flourish. We continue to hold these as core principles today.

Korowal is not an authoritarian school. In our distributed leadership model, our staff work interdependently and collaboratively, with staff 'cluster' meetings held weekly in Primary and High School. Here we share praxis, current research, student wellbeing & class culture and engage in strategic thinking and planning. Focus groups emerge from many discussions. Staff are encouraged and supported to develop their pedagogical and leadership expertise.

Korowal is governed by the School Board, made up of committed parents/carers and staff in service as directors. The management of the school is in the hands of a devoted executive team consisting of the school Principal, Deputy Principal and Business Manager.

### **3. Korowal School Staff**

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#### *Executive Team*

Principal:	Cindy Barnsley
Deputy Principal:	Matthew Whaley
Business Manager:	Mel Williams
EA to Principal:	Anne Barac

#### *Learning Leadership Team*

The Leadership Team incorporates the Executive team and the following staff:

Primary School Coordinator	Talulah Vane
Year 7-10 Advisor	Andy O'Doherty
Year 11-12 Advisor & IT Coordinator	Jason Eddie
Inclusive Education Coordinator	Sam Corlett
Office & Enrolments Manager	Caroline Flack
Primary Years' Programme Coordinator	Louise Dungate
Regenerative Practices and Bush School Coordinator	Luke Carr
Wellbeing Coordinator	Sarah Farrell-Whelan

#### *Primary Staff*

##### **Primary Class Teachers:**

Andy Barnett, Meaghan Blattman, Luke Carr, Jodie Foster, Elise Hassanpour, Meg Hill, Sarah McGowan, Ebony Macfarlane, Katherine Man, Stuart Taylor.

##### **Primary Teachers' Aides:**

Tammy Hall, Nathanael Hunter & Robyn Spark.

##### **Primary Learning & Support Teacher:**

Cathy Dobbie

## *Specialist Primary Teachers*

Primary Japanese Teacher/s	Louise Dungate & Rachael Dykes
PDHPE Teacher	Stuart Taylor
Teacher Librarian	Maria Formica
Primary Art Teachers	Talulah Vane & Cate Dudley
Junior Band	Tina Friede

## *Wellbeing Team*

Wellbeing Coordinator	Sarah Farrell-Whelan
Wellbeing Officer	Chrys Wind

## *Administration Team*

Office & Enrolments Manager	Caroline Flack
Office Administration Assistants	Deb Robertson & Naomi Tipper

## *Finance and Property Team*

Business Manager	Mel Williams
Finance Officers	Susan Pearce & Diane Curwen
Bus Drivers	Col Robertson, Peter Hansen, Rod Winter
Gardeners	Justin Lovelock
Maintenance	Ben Clayton, Lindsay Page

## *Whole School Staff*

Teacher Librarian	Maria Formica
Library Assistant	Felicity Moeckel-Hughes
Workplace Health & Safety	Mel Williams & all staff
Digital Content Creator	Eva Barnsley

## 4. Term Dates 2026

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<b>TERM 1 - 9 Week Term</b>	
Mon, February 2	First day for Students Yrs 1-7, 11,12
Tue, February 3	First day for Student Yrs 8-10
Wed, February 4	First day for Kindy Students
Thu, April 2	End of Term 1
<b>TERM 2 - 10 Week Term</b>	
Tue, April 21	First day for Students
Fri, June 26	End of Term 2
June 29 - July 1	Senior School Workshops
<b>TERM 3 - 10 Week Term</b>	
Tues, July 21	First Day for Students
Fri, September 25	End of Term 3
<b>TERM 4 - 9 Week Term</b>	
Tues, October 13	First Day for Students
Fri, October 23	Prep for 2025 Korowal Fair - Pupil Free Day
Sat, October 24	2025 Korowal Fair
Mon, November 9	Senior School New Academic Year
Wed, December 9	Last Day of Term 4

## 5. School Hours

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Students are expected to arrive at school well prepared and on time.

### *Primary School Schedule (K-6)*

8.20 - 8.45am	Supervision in the Library Commences
8.45 - 9.25am	Supervision in the Primary Playground Commences. Teachers are on duty in the Turning Circle from 8.45am for you to drop off your child.
<b>9.25am</b>	<b>Start of School Day</b>
9.25 - 10.05am	Period 1
10.05 - 10.20am	Sip and Crunch
10.30 - 11.10am	Period 2
11.10 - 11.30am	Recess
11.30 - 12.25pm	Period 3
12.25 - 1.15pm	Lunch
1.15 - 2.05 pm	Period 4
2.05 - 2.20pm	Afternoon Break / Huff N Puff
2.20 - 3.15pm	Period 5
<b>3.15pm</b>	<b>End of School Day</b>

## 6. How we learn at Korowal

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We value a love of learning as a lifetime endeavour in pursuit of knowledge and understanding. This means

- Our learning environment is creative and harmonious
- The curriculum is integrated, challenging, nourishing and holistic
- Curiosity, critical thinking, inquiry, problem solving and endeavour are fostered
- We demonstrate our learning through a variety of means including Oracy, where children learn ‘to talk and through talk’ and where dialogue is a central feature
- Our children use quality materials
- We provide considered feedback and evaluation
- We take time to encourage concentration and reflection
- Our teachers demonstrate involvement and competence
- We recognise intention, application and effort
- Our approach includes academic, creative, physical and social-emotional learning for the development of the whole child

As a student we ask you to:

- Be prepared for class with all the provided materials
- Arrive punctually
- Wait outside the classroom until you are invited to enter
- Engage actively in learning activities
- Complete homework on time and with purpose
- Respond politely to any reasonable staff request
- Work without causing distraction to classmates
- Reflect and act on feedback provided by the teacher

As teachers we will:

- Be punctual at the start of class
- Explain the purpose of the current lesson and how it relates to earlier learning
- Deliver ideas and concepts to challenge all members of the class
- Design learning experiences that meet the learning needs of every student in the class
- Provide additional and several types of explanation to students
- Give appropriate homework (in upper primary and throughout high school)
- Use a wide variety of different methods to assess progress and learning
- Give feedback regularly and within a reasonable timeframe to support your growth and understanding.

## 7. Student Preparation

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### *School Bags*

Primary Students will need:

- Water bottle
- Wide brim hat or legionnaires hat (this can be stored at school)
- Crunch and Sip, Recess and Lunch
- Library Bag
- Sunscreen
- Wet weather gear: gumboots & raincoat (this can be stored at school)
- Closed-toe shoes suitable for exercise

Please label all items clearly.

### *Timetables*

Primary Timetables are sent out each term via the Sentral Parent Portal.

### *Toys, Games, Devices and Stationary*

In the interest of equity and educational focus, we ask that all personal toys, games, devices, stationary etc are kept at home. This includes ipods, phones, ipads, fitness trackers etc. Your child is welcome to bring a book they are reading, which is to be kept in their bag unless it is reading time.

Fidget or sensory toys recommended by a therapist need to have been discussed with the class teacher before they are brought to school, and have instructions for their optimal use provided by the therapist. We have some generalised sensory tools available in classrooms that can be used by negotiation with the teacher.

## **8. What to do if your child needs help at school**

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Our relational approach supports students to seek help from staff. We encourage students to speak with their class teacher, or another staff member if they need help with school work, social situations or managing the organisational tasks of school. The staff member will then do what they can to support the child in the moment, or seek additional help if needed. We will communicate with families when we see an issue is repeated or if it is having an impact on a child's engagement with school.

Sometimes children might raise an issue about school when they are at home with their family. If this is the case, please judge the situation, and if it is reasonable to do so, you can ask your child what they can do about the situation. Can they speak up for themselves in this situation? Can they let someone know what they need? Speaking with a staff member is often a great strategy: it lets staff know what is going on and means an issue can be dealt with at the time, and importantly it develops the child's self-advocacy, agency and voice.

For ongoing or high-impact issues we can meet in a Network meeting, often including the child in the Network alongside family and wellbeing and learning support staff. We can then develop plans to support your child at school.

## **9. Wellbeing & Mentor Support**

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### *Class Teachers*

Primary school class teachers are there to support students and their families. Our class structure cultivates and expands the children's social and learning horizons and allows us to accommodate children's needs in a supportive environment. Children remain with their Kindergarten teacher for the first year. As they move into Years 1 and 2 (Stage 1) they retain their class teacher for two years. In Year 3 they have a new teacher who sees the class through to the end of Year 4 (Stage 2), and the cycle repeats itself again for Years 5 and 6 (Stage 3). We aim to retain the class teacher for the duration of the two-year learning Stage whenever possible, however at times this needs to change.

### *Primary Coordinator*

Our Primary School Coordinator, Talulah Vane, works with students, staff and parents to ensure the short and long-term functioning of the primary school within the values, traditions, visions and organisational structures of Korowal. This might mean working with students to resolve a relationship issue using Restorative Practice, chairing the Primary School Cluster meetings, enrolling new students, or assisting families with their concerns. If you have an issue that you believe is primary school-wide, or needs a coordinator's attention, please contact Talulah on [tvane@korowal.nsw.edu](mailto:tvane@korowal.nsw.edu)

### *Network Meetings*

At Korowal, we come together in network meetings when a teacher, student or family member wishes to discuss something about the learning and wellbeing of a child. Network meetings bring together the social network around a child at any given moment in their learning journey at the school. Students are encouraged to participate in any number of ways to ensure their input in discussion and decision making processes. We are able to accommodate different levels of participation in line with a student's developmental stage and ability.

Network meetings foster the further development of relationships in the school around a range of issues and support the shared responsibility and collaboration vital in the planning process. A network meeting can be requested by a family member/carer, student or teacher. A variety of plans and supports can be developed from network meetings that support a child's engagement and participation in the school community and with their learning.

## 10. Student Life at Korowal

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*Listed in alphabetical order*

### *Afternoon Pick Up Times*

Parents/carers are able to collect students from the turning circle when classes finish. Parents/carers are asked to adhere to the following pick up times to ease congestion in our Turning Circle.

3:15pm:	Primary School ( <i>Students are supervised in the turning circle until 3.40pm</i> )
3:30pm:	High School

Parents can either pull into the kiss and drop zone and wait for your child in the car, or park your car in the allocated car spaces to disembark the car and collect your child from the turning circle. Please do not stop in the middle of the road or park and leave your car in the kiss and drop zone as this creates congestion, prevents our school buses from accessing the kiss and drop zone and is also a safety concern. Once you have collected your child, they are to stay with you rather than rejoin friends on the library lawn or turning circle grass. There is a 10 km/ph speed limit on school grounds at all times.

Kindergarten students are to be collected from their classroom at 3.15pm. Please have your child's afternoon arrangements in place before school starts. It can be unsettling for children if they are unsure about how they are getting home, and it can be difficult for staff to run messages to children throughout the day.

### *Arriving to class*

On arrival at school in the morning, students should hang their bags on their bag hooks, put on their hat and play in the playground until the morning bell rings. If it is raining, morning play is inside the classroom.

If class has started, students remove their shoes and enter the classroom quietly following the teachers instructions.

### *Attendance & Absences*

Regular attendance enhances students' chances of success at school and shows respect to their teacher.

#### **Attendance Plans**

Continuing absences will require communication with your child's class teacher. Ongoing absenteeism will require an attendance plan with the goal always being to move to full attendance.

#### **Absences**

**Students should stay home from school if:**

- They have a fever.
- They have an infectious disease.
- They have had gastro symptoms within 24hrs of attending school.
- They do not feel well enough to participate comfortably in usual class activities.

## Unplanned Absences (sick, appointments etc.)

If your child is sick or unable to attend school you will need to advise the School Office. To do this, parents/carers will need to log into the Sentral Parent Portal and follow the instructions below:

- Click on the absence icon.
- Click on the + in the top right hand corner and complete the fields.
- Click on send when you have finished. This will show as pending and when the Office Staff have recorded the absence, the status will change to Approved.

## Arriving late to school

If students arrive late to school, they must report to the Office and receive a 'late slip'. Parents/carers are asked to sign students into school so their absence is recorded as explained by the parent.

If students need to sign out of school early:

- Primary students must be collected at the school office by their parents/carers.
- Parents/carers report to the school office and sign out their children and then go and collect them from class with an early leaver's slip from the office. If you are collecting your child during recess or lunch, you will be asked to wait at the school office for a staff member to bring your child to the office.

## Planned Absences (holidays etc.)

If your child will be absent from school for personal reasons (such as a holiday) during term time, parents/carers will need to complete an 'Application for Exemption from Attendance at School' form. Leave must be granted by the Principal. **This is a legal requirement.** (You can download a copy of the application form from the Sentral Parent Portal / School Resources.)

## Recurring Absences

*(Weekly or fortnightly appointments, e.g. speech therapy session)*

If your child needs to leave school early or arrive late for an appointment on a regular basis, parents/carers are required to complete an 'Application for Exemption – Recurring Appointment' form. Leave must be granted by the Principal. **This is a legal requirement.** (Please contact the school office for a copy of the application form.)

## Bag Storage Area

Primary students will either have a bag box inside or just outside their classroom to place school bags and wet weather gear.

## Behaviour: how is behaviour managed at Korowal?

Our students' rights and responsibilities are the foundation for how we work together towards a cooperative and considerate environment in the Primary School. We directly teach and embed the following guidelines throughout our communication and social-emotional learning:

- Look After Yourself
- Look After Other People
- Look After Your Things
- Look After Other People's Things
- Look After the Environment
- Above All, Be Kind

We use these phrases in our communication with classes and individuals.

The way that we address issues that arise at our school is via an approach called Restorative Practice.

Restorative Practice at Korowal aims to address the harm caused by unkind or inconsiderate behaviour that your child or others may have engaged in. Our focus is on making things right between children involved, particularly repairing any harm, rather than punitive punishments such as detention or suspension. However, if the situation requires, relevant consequences may be considered.

A restorative approach involves finding out what led to a student's behaviour and working to prevent it from happening again. It is a way for students to learn to take responsibility for their actions, see other people's perspective and repair relationships.

A common way that we do this is through a restorative conversation or meeting, which is where the people involved can meet together with a staff facilitator and talk about what happened, how each person feels, and how to make things right. Questions commonly used in these conversations include:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?
- If the same thing happens again, how could you behave differently?
- What support do you need?

By using restorative approaches, we aim to create a positive and safe environment for everyone. It helps students to understand the impact of their own and other's actions and how to make things right, and learn how to prevent similar situations from happening in the future.

## Canteen & Food

Korowal actively promotes awareness of a healthy balanced diet. Students are not permitted to bring lollies, soft drinks, gum (except on a specialist approved Individual Plan) or chocolates to school. Such items will be taken for return at the end of the day.

We have students with allergies and therefore have a strict policy of not sharing food.

We are also committed to sustainable practices and ask that you consider this when packaging lunches by minimising waste from food wrapping and packaging.

Water is an essential addition to your child's school bag.

We have 3 meal breaks each day: crunch and sip, recess and lunch. Each morning we pause for a 'crunch and sip' break. Your child will need a separate container of crunchy vegetables and their water bottle. Crackers and other snacks can be too messy for the classroom and are to be kept for morning tea and lunch. Please ensure that 'crunch and sip' is in its own container rather than in your child's general lunchbox - this helps us keep foods that other children may be allergic to out of the classroom environment. Children place their crunch and sip container into a basket in the morning when they enter the classroom.

The Korowal Canteen hours will increase from 2026, operating from Tuesday - Friday. Students in Primary School can place orders using the Spriggy app before 9am.

## ***Chewing gum, earbuds***

Unless earbuds or chewing gum are recommended by a specialist e.g. Occupational Therapist, and/or form part of your Individual Learning Plan, students are expected not to chew gum or use earbuds at school.

## ***Clothing & Dress Code***

Korowal students do not wear a school uniform. There is, however, a dress code and students' clothing needs to be appropriate for a school setting.

- Short shorts and short skirts are not suitable for a school setting,
- Chest & midriff is to be covered, and shoulders are to be covered when outdoors.
- Clothing should provide adequate cover and sun protection and enable freedom of movement without constant adjustments or exposure of underwear
- Clothing cannot contain negative messages or images, (this includes images of skulls)
- Bring a hat which provides protection for face, ears and necks. Beanies are acceptable on very cold days – with UV under 3
- Your child must wear closed shoes throughout the year for safety (it is strongly recommended that primary children wear runners)
- Make-up and false nails are not permitted in Primary School
- Clothing should be labelled with your child's name.

Appropriate clothing for PE lessons is required. Injuries can occur when students are not wearing appropriate shoes (i.e. running shoes) and are not wearing clothing that allows students to run, stretch and move freely, or clothing that can be caught on things in the environment. A spare set of clothes can be left at school for changes in weather, mud-slips, etc...

## ***Code of Conduct for Students and Parents***

Open, respectful and collaborative relationships inform all our decisions at Korowal. It is important to treat all staff, fellow students, and parents/carers with respect. Rude or insulting behaviour, including verbal and non-verbal aggression, relational aggression, abusive, threatening, intimidating or derogatory language and physical abuse or intimidation towards any members of the School community is unacceptable. You must also be respectful and ethical in your use of information and communication technologies, such as email, mobile phones, text or instant messaging, blogs, social media sites and other websites.

The code of conduct for Students, along with the Code of Conduct for Parents and Carers, can be found on the Sentral Parent Portal / School Resources.

We acknowledge that at times there may be grievances and for this purpose we have a Complaints and Grievances Policy which can be found on the Korowal School Website. A link directly to the site is available [here](#).

# *Communication*

## **Newsletters**

Our whole school newsletter is issued on the Parent Portal to parents each Friday during term time. The newsletter will list upcoming events, important information and community events.

## **Students and Teachers**

Our School is based upon the strength of the relationships between teachers, students and parents. These relationships are fundamental to the wellbeing of the School as they contribute to the development of a sense of community. We are all here to support your child and help them learn and it is in everyone's best interest to make the experience positive and fulfilling.

We encourage students to build respectful and kind relationships with their peers, teachers and staff.

## **Teachers and Parents**

We will communicate with parents via the Sentral Parent Portal App which is an Application available for download on both android and Apple devices. The app allows parents to keep up to date with events, important information and calendar dates through their mobile phones. The app also emails the information directly to families. From Term 2, we will communicate with parents via the Sentral Parent Portal.

We believe that good communication and active participation in School events helps to maintain a successful School community. We require that the School's values are held closely by the parents in supporting the students and the staff.

## *Gifts*

At Korowal, parents and students are not expected to give gifts to teachers or staff. A note, a drawing or a simple thank you is always enough. If families choose to give a gift, it must be a small, token gesture. To comply with our obligations as a not-for-profit organisation under Section 83C of the Education Act, single or combined gifts must not exceed \$100 in total value, and staff are required to decline anything above this amount.

These guidelines ensure fairness, transparency and consistency across our community. If you are ever unsure about what is appropriate, please feel comfortable choosing something simple or reaching out to the school for clarification. Your support and appreciation are always felt, regardless of the size or nature of a gift.

## *Health*

If your child is unwell, keep them at home:

- Students who are displaying cold/flu symptoms need to remain at home until they are symptom free or cleared by a GP.
- Students who have hay fever will need to arrange a confirmation letter from their GP.
- Students who have been vomiting or had diarrhoea will need to remain away from school for 24 hours from the last symptoms.

We ask that families continue to advise the school if your child is diagnosed with COVID. We have students and families across our community who are immunosuppressed and/or have weakened immune systems. Updates allow the community to make decisions for their family regarding the risk of attending school.

COVID updates are not issued daily. We will send a COVID update when a case is reported to the school. As per 2023, we will advertise the class of the case.

## **Plans**

Students who have asthma, allergies, anaphylaxis, hay fever, diabetes or other medical conditions will require a medical plan from a GP. Plans must be updated every 12 months. The office staff make contact with families annually to follow up on the replacement of medical plans and expired medications. Please take a note of expiry dates for medications that are provided to the school and update these when applicable.

## **Sickness at School**

Students should advise their teacher if they are feeling unwell at school. Their teacher will give them a note and they will be directed to go to the front office. If required, students will be taken to sickbay and allowed to rest for up to half an hour. If they are not well enough to return to class after that time, parents or caregivers will be contacted to take them home. In some instances, when a student is obviously very unwell, the parent/caregiver will be contacted immediately.

Korowal School does not administer any medication including Panadol/Nurofen unless a supply has been left at the school office by the parent/carer with instructions for administration. Students must not carry medication in their school bag for safety reasons.

## *Library*

The Library is a welcoming, shared learning space that is positive and supportive for all its users. It caters to individual and group needs and is open all day from 8.30am to 4.15pm.

Students may borrow four books at a time (or more if especially needed) for a period of two weeks with time extensions available. Students have Library cards that are kept in the Library. Students are asked by their class teacher to see the Teacher-Librarian when new to the school for an introductory tour of its resources and facilities.

The Library is a busy and popular place offering space and opportunity for relaxed reading for fun, studying, quiet time, playing chess and other games

## *Lost Property*

Both Primary and High School have a lost property bucket. The Primary School lost property bucket is located halfway down the primary hallway near the double entry and exit doors. The High School lost property bucket is located in the locker room.

All unnamed, unclaimed clothing and other articles are taken to a charity bin during each school holiday break. Please check the lost property buckets at the end of each term.

## *Mobile Phones*

Students should only bring a phone to school if it is necessary eg. part of a safety plan for travelling home after school. Mobile phones are to be switched off on arrival at school and only turned on when

leaving. Phones will be taken from a student if they access their phone during the day and will be returned at the end of the day.

Any changes to travel plans etc should be communicated through the office, rather than with your child via their phone.

## *Oracy*

Oracy, learning “to talk and through talk”, is designed to support students to communicate through spoken language with confidence and clarity. All our subject courses include strategies to support students to express ideas clearly, confidently, and persuasively and encourage students to take an active role in their learning.

Oracy is a term created by Professor Andrew Wilkinson at Birmingham University in 1965 to describe ‘the ability to use the oral skills of speaking and listening.’ It places the importance of speaking alongside literacy and numeracy.

We are committed to helping students develop these skills so that they leave our school as a confident young person, capable of engaging in conversation and critical argument, and can express themselves in any situation.

We want students to be informed, compassionate and discerning as they emerge into the adult world so that they can contribute to the local and global community and be a voice for social justice and ethical practices.

## *Out of Bounds Areas*

Students will be shown the out of bounds areas by their class teachers at the beginning of every term. Generally, if children are in the bush, out the front of the school, past the turning circle or past the staff parking area, or in an unsupervised area, they are out of bounds.

The oval and the ball court are shared on different days by primary and high school students.

## *Policies and Procedures*

The complete suite of School policies are available upon request at the office. A selection of student and parent related policies are also available directly through our website.

All parents and students are expected to comply with the policies of the School. Our aim is to support all students to meet these requirements. Please note that our goals are to provide a safe and secure environment for all members of the School community and that restorative practices are at the heart of our wellbeing policy. Parents/guardians will be contacted when appropriate. Physical punishment is strictly forbidden.

Our manner and tone of communication may become more formal when dealing with serious complaints or issues under our Policies and Procedural guidelines. We work to ensure that all matters are dealt with according to these guidelines.

We ask that families and students familiarise themselves with these policies.

## *Student-Parent-Teacher Interviews*

Parents/carers are invited to the school at the end of Term 2 for mid-year student-parent-teacher interviews. Students in Years 3 onwards are encouraged to attend with their parents/carer to discuss their learning. We encourage students to consider what they enjoy about each subject, any area they

struggle within the subject and any area they would like to improve on. A ‘record of interview’ written report is generated for this meeting, which will be shared with you.

## *Student Reports*

Students in Primary School receive a progress report mid year and a ‘school report’ at the end of the year. Students will work in art class to create their own report cover for their ungraded school reports to be sent home. Graded reports are emailed directly to your parents/carers.

## *Sun Protection/ Wet Weather Gear*

All students in Primary School are required to wear a hat if the UV is above 2 - which is almost every day of the year. Hats must be full-brimmed or a legionnaire-style cap. Caps and beanies don’t provide adequate sun protection. Children who forget their hat may be able to source one from the lost property, otherwise they will need to sit on the verandah for break times.

Children can bring in their own tube of sunscreen to apply before going out to Morning Tea. A four hour protective cream will last until after their lunch break. This is optional.

All students K-Yr 6 are asked to bring in a raincoat and gumboots so that we can enjoy our beautiful grounds and surrounding bush in the wet weather.

## *Tidy School Spaces*

A great way to show our school value of respecting one another and the environment is to ensure that students treat our shared learning spaces with care. This includes keeping our classrooms, grounds and facilities clean, disposing of any waste, pushing in chairs and participating in the cleaning of each classroom during designated times. Our facilities and cleaning staff work hard to support us to have clean and tidy classrooms, toilets and spaces and we ask that students help by doing their part.

Our primary school bathrooms can be a difficult area to keep clean: please ensure your child knows how to use the bathroom in a tidy manner and what to do if they accidentally make a mess or spill (wipe the mess/spill up if they can, inform a teacher if they can’t).

# 11. Learning & Curriculum in Primary School

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## *Primary Years Programme (PYP)*

Korowal School is a candidate school for the International Baccalaureate (IB) Primary Years Programme (PYP). The PYP is a framework for learning that supports children to become confident, curious and compassionate learners who can think for themselves, ask meaningful questions and take purposeful action in their world.

The PYP is built around **inquiry-based learning**, where students explore real-world concepts through guided investigation, discussion and hands-on experiences. Rather than memorising isolated facts, students learn how to think critically, work collaboratively and communicate their ideas with increasing clarity and confidence.

Central to the PYP is the **Learner Profile**, which describes the attributes we aim to develop in all learners, such as being caring, open-minded, principled, reflective and balanced. These qualities support both academic growth and social-emotional wellbeing.

Learning is organised through **transdisciplinary units of inquiry**, which integrate key concepts across subject areas such as English, Mathematics, Science, Humanities and the Arts. This helps children see connections between ideas and understand how learning applies to the world around them. Throughout each unit, teachers assess student understanding in a variety of ways, including observations, conversations and demonstrations of learning.

As a PYP candidate school, Korowal is actively aligning its curriculum, teaching practices and learning environments with IB standards. Parents will be kept informed as our journey progresses, and we warmly welcome family engagement in supporting inquiry and student agency at home.

If you would like to learn more about the PYP or how it looks at Korowal, please contact the Primary team.

## *Morning Circle*

The rhythm of the day begins with a Morning Circle. Morning Circle is a distinctive feature of primary education at Korowal.

Morning Circle sets the framework for establishing strong and trusting relationships within the group and between teachers and children. It sets the tone for the classroom and is an effective and lively way of teaching a variety of skills. Each morning, the children enter the classroom and form a circle with the teachers. We share songs and poems and exchange greetings, with each class developing its own unique Morning Circle routines.

In Morning Circle, the children learn to:

- Feel secure in the class group
- Become an equally valued member of the group
- Share
- Memorise, recite and perform
- Develop musical skills

- Take turns
- Listen
- Discuss issues relevant to the group
- Accept and appreciate differences
- Show respect to one another.

From Kindergarten onwards, we maintain an emphasis on quality – our classrooms are bright, welcoming and well equipped; our teachers are professional, caring and committed.

Our transdisciplinary curriculum is organised through Units of Inquiry linking learning outcomes through an interdisciplinary overarching concept, providing meaningful and rich learning experiences.

## *Kindy, Year 1 and 2 (Early Stage 1 and Stage 1)*

Kindergarten is a time for laying strong foundations for all the essential skills required for formal learning, for creative work, for secure relationships with the teachers and other children, and for the future enjoyment of learning. We allow young children at Korowal the time and opportunity to be children, to be playful and joyful.

Creating a safe environment for our youngest students to experience positive, enriching learning outcomes is central to our educational vision at Korowal School.

These early school experiences are the first opportunity we have to instil a belief in the value of education and a joy for learning. They cultivate a student's confidence in their competence, and the capacity to interact and influence the world around them.

We believe that this environment leads to learners embracing attitudes and behaviours that will permeate their entire learning life, qualities such as motivation, discipline, patience and persistence.

Your child will grow socially and emotionally, learning to develop and extend their communication skills, build their self-confidence, learn to be creative, and develop skills that assist them with reading, writing and mathematics.

## *Year 3, 4, 5 & 6 (Stages 2 & 3)*

The primary school curriculum aims to develop the students' sense of agency in the world by strengthening their relationship with real world issues, and their ability to have an influence. Where the focus for K -2 is on the development of confidence and competence; in primary, we encourage our students to make original, creative connections; turning ideas into actions, and to take risks based on their knowledge of themselves and the world around them.

Students in Years 3-6 develop robust foundations in all basic skills through their application to projects, problems and rich tasks. Units of Inquiry in Primary integrate and link subject areas for meaningful practice and learning outcomes.

Through an emphasis on the skills of listening, concentrating, manual dexterity and visual recognition, Korowal prepares children to become effective and motivated learners. Rhythms and routines are emphasised as a means of settling children into school, learning to balance individual and group needs, establishing trusting, respectful relationships between students and teachers, and as a means of producing quality work.

## Specialist Subjects

Specialist subjects taught in Primary are:

- PE
- Library
- Art
- Japanese

### PE Lessons

Please familiarise yourself with your child's timetabled day for PE with Stuart. This will help to ensure all students come dressed appropriately for their physical education lessons. SPORTS SHOES PLEASE!

### Library Lessons

Weekly Library lessons are held in the library for each class with a focus on quality children's literature, author studies (particularly Australian) and research skills. Each year students explore the Children's Book Council of Australia (CBCA) shortlist and vote for their Korowal Book of the Year. We also participate in the K.O.A.L.A.s (Kids Own Australian Literature Awards) and the Premier's Reading Challenge.

All students can borrow four books each week. Kindergarten students may borrow one book during Term One, then on to four books for the rest of the year. A good, sturdy library bag (preferably material with drawstring to close) is required for borrowing in Primary classes. Students are encouraged to borrow during holiday breaks, except Summer holidays.

Our Teacher Librarian, Maria is in the library on Monday, Tuesday and Wednesday. Our Library Assistant, Felicity, is in the library on Thursday and Friday. As a special request, we ask that if books are damaged, that they are not repaired at home. Felicity is trained in book repair and has all the specific tools for this job, so please just let us know when the book is returned and Felicity will look after it. We have a great collection in our library and really miss books when they are lost or missing, so overdue notes are sent home regularly. It is much appreciated when lost books are paid for or replaced. Please do not hesitate to email Maria to discuss your child's reading needs [mformica@korowal.nsw.edu.au](mailto:mformica@korowal.nsw.edu.au)

### Art Lessons

Cate and Talulah will continue to share teaching Art in Primary School again this year. The Art program builds upon previously explored skills in drawing, painting, collage, sculpture, ceramics, printmaking and more. Our structured Art lessons are taught with the aim of extending students' skills and understanding of art making, appreciating and materials so that students can confidently express their own creative ideas outside of lessons. We regularly work outside and draw inspiration from our beautiful bush grounds and gardens.

### Japanese Lessons

Louise and Rachel will be teaching Japanese to our Primary students. This year in Japanese class, we will be doing lots of exciting activities, writing and reading new words, singing favourite songs and playing fun games. In Kindy, we will learn the basic greetings and words we need to speak with each other in class and about some Japanese customs. In Years 1 and 2, we will be adding higher numbers, days of the week and weather to our growing vocabulary of Japanese words. Years 3 and 4 means the Tea Ceremony begins! Years 3 and above will be starting some Zoom sessions with our friends in our Sister School in Japan. Years 5 & 6 do all of these things as well as honing their Japanese kana writing and reading skills ready for high school. All classes will cook, eat, sing, play and celebrate festivals.

We can't wait to see you in our lovely classroom.

## Technology Lessons

At Korowal, we aim for students to be masters of technology and not slaves to technology.

We consciously choose a slow and deliberate engagement with digital technologies over the duration of Primary School. This allows our students to develop traditional fine motor and planning skills using pencils, crayons and paper, as well as developing the independent skills of creating work without the predictive or directive qualities of digital technology. K,1,2 have very minimal hands-on experience using digital technologies beyond looking up books using the Library's online catalogue on the Library terminal. In Years 3 and 4, as part of a depth study, the students are introduced to computer programming concepts through the use of block coding and electronic kits called 'Makey-Makey'. Here they learn about how computers accept information through a device such as a keyboard and mouse, which is then processed by program (coded instructions) and present the results in an output device such as a monitor or a speaker.

In Years 5 and 6 technology is used in class for research in various units of inquiry, learning to touch type and an aspect of mathematics. In Technology classes, the students build on their programming experiences by programming Sphero robots to navigate mazes and respond to elements in the environment. The students learn to code using text code and see how different technologies communicate via sensors and wireless networks.

At Korowal, we aim for students to be **masters of technology, not slaves to it**. Our approach in the Primary School is intentional and developmentally informed. We introduce digital tools gradually so that children first build strong foundations in fine motor skills, creativity, planning and independent thinking - skills best developed through pencils, paper, hands-on materials and face-to-face collaboration.

In Kindergarten to Year 2, students engage only minimally with digital technologies. Their primary focus is on play-based learning, early literacy and numeracy, and developing confidence as communicators. Digital use at this stage is limited to simple tasks, such as searching for books using the Library's online catalogue.

In Years 3 and 4, students are introduced to technology through structured inquiry units. During this time, they learn how to research, locate reliable information, and understand different types of media, supported both in their classroom learning and through our specialist Library program. Students also begin experimenting with simple media-creation tools such as iMovie and Canva, allowing them to plan, design and present their ideas in creative and age-appropriate ways.

By Years 5 and 6, technology becomes a purposeful learning tool. Students use devices for research within units of inquiry, learn to touch type, and apply digital tools to aspects of mathematics. In Technology classes, they expand their programming skills by coding Sphero robots to navigate challenges and respond to environmental cues. They begin working with text-based code and experiment with sensors and wireless communication, helping them understand how different technologies connect and operate.

Our goal is to ensure that students enter high school not only capable with technology, but confident, thoughtful and discerning in how they use it.

## *Learning Support & Primary Hub*

Sam Corlett is our Inclusive Education Coordinator K-12 and works alongside our Learning Support teacher, Cathy Dobbie, and our Teacher Aides in delivering support to students and classes across the Primary School. Our Teacher Aides are Robyn, Nathaniel and Tammy. Cathy and/or Sam may attend parent meetings if needed and will oversee the development of Personalised Learning Pathways for Aboriginal and Torres Strait Islander students as well as collaborate with teachers in the development and implementation of Individual Plans. The Multi-Lit (Making Up for Lost Time in Literacy) program will continue to be delivered by our Teacher Aides.

If you have had any changes to the external services your child is accessing, updated specialist reports or any questions regarding your child's learning, please communicate with your child's teacher so we can continue to work in partnership to best support your child at school.

The Primary School Hub is used by our Learning Support team to work with children individually or in small groups.

## *Take home readers*

Take home readers begin towards the end of term 1 in Kindergarten and are a very effective and positive way to help your child's reading develop. Regular reading throughout the week, even for short periods, is a great way for children to consolidate and practise the sounds and strategies they learn at school, and for you to share in their learning. Readers are returned when your child has read them and swapped for another book targeted at your child's reading capacity.

## *Homework*

Homework in Primary School begins with a home reader and tricky words in K,1,2. In Years 3-6 students are offered an array for activities related to the current spelling, maths and transdisciplinary inquiries. The emphasis is on students having the opportunity to consolidate and further explore areas of learning in different contexts. We appreciate that each family has a unique capacity for supporting homework and ask that you use the offered homework as best fits your family. Please speak to the class teacher if you have any concerns.

## 12. Events, Excursions & Extra-curricular

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Camps, excursions and carnivals are considered an integral part of the School curriculum. As such, participation is compulsory.

Students will be given permission notes that can be signed and returned to the class teacher. Please ensure that any money being returned with your note is sealed in an envelope with the permission note.

### *Primary Bush School*

Bush School is a special day each term where we spend the whole day outdoors in mixed-age groups in our beautiful natural Korowal School grounds. Bush School days help build social-emotional skills, resilience and connections with the natural world. The Bush School activities provide diverse opportunities for students to enjoy, relax, observe, learn, explain, discuss and create. Parents/carers are often invited to join in to support the Bush School Program. Parents/carers wanting to volunteer need to make contact with our Regenerative Practices & Bush School Coordinator, Luke.

### *Camps*

Our students have cultural and science-based excursions as well as annual camps that can extend them physically and emotionally. Camps are held every year from Year 2 - 12 and fees associated with camps are incorporated into the School Fees. Camps in Primary School include an overnight adventure camp for Stage 2, and a Stage 3 camp to Sydney or Canberra (alternating each year). Camps are a compulsory part of our programme and are an opportunity to form new friendships, enhance strong bonds as a cohort of learners, and to make lasting memories.

### *Fun Run & Carnival Days*

Students are expected to attend and participate in a series of whole school sports events/carnivals throughout the year. These events form a compulsory part of the broader PDHPE program. There is a Swimming Carnival, Huff and Puff Gala Day, inter-school Gala day program and Fun Run planned for this year. All Korowal carnival days have a focus on fun, celebration, community and participation, rather than a focus on competition and finishing first. There are opportunities for injured students, or those unable to participate in these physical activities to still contribute on the day via volunteer roles helping teachers with the carnival logistics and encouraging their classmates.

### *Band*

Music is celebrated at Korowal and there are junior (years 5-8) and senior (years 9-12) school bands to support the development of musicianship and performance. Rehearsals take place once a week before school and there are many opportunities to perform at assemblies, school events and local events.

If you are interested in the high school band, talk to Tina to learn more.

### *Korowal Studios*

Korowal Studios offers the opportunity for students in our Primary and High school to learn music, singing, and drama at Korowal during and after school hours. Students from other schools are invited to attend Korowal Studios after 3:30pm. In 2026, students can attend classes in piano, guitar, strings, bass, and drums.

## 13. Safety Information

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### Concussion

Students who report that they have hit their head are assessed for concussion. If any of the following signs are reported or observed, a phone call will be made to the parent/carer to collect their child:

- Increasing headaches or severe headaches
- Nausea leading to vomiting
- Blurred vision or a noticeable change in pupil sizes
- Balance problems or dizziness
- Feeling dazed
- Sensitivity to light or noise
- Neck pain
- Tiredness directly after the injury

In the event of the following symptoms, an ambulance is called immediately:

- Unconsciousness or loss of consciousness
- Weakness or tingling/burning in the arms or legs
- Seizure or convulsions
- Vomiting

### Emergency Evacuations & Drills

In the event of School closure at short notice, as soon as practicable, a message will be sent to parents/carers via the Sentral Parent Portal to update families. This information will also be placed on the front page of the school website.

### Bushfire

In the event of a 'Catastrophic' warning forecast the School will be closed. Please check the Rural Fire Services website for up to date information regarding bushfires: [www.rfs.nsw.gov.au](http://www.rfs.nsw.gov.au)

We will make every effort to communicate with all families after we have complied with directions in the event of a fire at or near the School. Please take your instructions from the authorities when there are road closures etc. Please note that students will be directed to switch off mobile phones so that the networks do not become overloaded, impeding contact for emergency services.

### Other adverse weather conditions, including snow

As directed by emergency services. It is recommended that you check the Bureau of Meteorology website for weather information, especially snow. Please assess the current and projected risk of snow for the day as increased snowfall can close roads during the day.

### Evacuation

In the event that the School is directed by emergency services to evacuate the site for any reason, every effort will be made to contact your family after we have complied with emergency services directions. Please remember that at times of emergency means of communication may be hampered.

## *Injuries*

Students who are injured at school will be taken to sick bay where they will be cared for by our Office Staff. Based on the injury, students will either return to class or the office staff will call a parent/carer to collect them from school. Where an injury is assessed as serious, an ambulance may be called immediately. As soon as practicable, parent/carers are contacted and advised of the situation and updated once the ambulance assessment is completed.

## *Volunteering & Working With Childrens Check*

At various times throughout the year you may be invited by your child's teacher to help in the classroom, or during special events throughout the year. All volunteers must submit their Working With Children number, with their full name and DOB to the office at least a week before volunteering in order for your WWCC number to be validated through the Office of The Children's Guardian.

Please note that it is a legal requirement of all schools that a volunteer's WWCC information is VALIDATED and records kept to provide evidence that the validation occurred. You can not be onsite unsupervised in a volunteer capacity if the validation has not been completed.

## **14. Student Transport Information**

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### *Primary School Students Transport & Opal Card Applications*

Students in Primary School are able to catch our private Korowal School buses if there are places available. As our buses can have waiting lists, families should make contact with the school office to book their children on the Korowal school buses. Students do not need a bus pass to travel on the Private Korowal School Buses.

Older Primary Students may be required to catch the public school buses as they approach High School if there are no places on the Korowal School Buses.

Students travelling to school using public buses and trains (not the Korowal School Buses) will need a student opal card. To apply online for a free student opal card, parent/carers will need to go to:

[www.transportnsw.info/school-students](http://www.transportnsw.info/school-students)

Once an online application is completed, Transport for NSW will send a link to the school to confirm a students' enrolment. Once confirmed, the opal card is posted directly to the students home address.

There is a fee of \$10 per student per trip for non-permanent bus cancellations.

### **How do I know which bus or train my child needs to catch?**

For the private Korowal School buses, see the Suburb Transport Options and Bus Schedules on the following pages.

To arrange for your child to catch the public transport buses, speak to the office for more information about the public transport options available to Korowal students.

### **Before & After School Care**

Before School supervision is available from 8.20am in the School Library. Students must be signed in by their parent/carer.

After School, supervision is available until 3.40pm on the grass area outside the Library.

If you require supervision outside of these times, you may wish to book your child into Mid Mountains Out of School Care (MMOOSH). MMOOSH is operated from Hazelbrook Public School. Students enrolled in MMOOSH can catch the Korowal School Bus to and from MMOOSH to school.

The Korowal School Bus pulls into the kiss and drop zone of Hazelbrook Public School and waits while a staff member from MMOOSH will take students to the Korowal Bus. Students are then driven to school.

In the afternoon, students are supervised in the primary playground until they board the Korowal Bus. The bus then pulls into Hazelbrook Public School Kiss and Drop Zone. Students wait on the bus with the driver until a staff member from MMOOSH will meet the bus and walk with students to the supervision classroom.

Please speak to the School Office Staff to arrange this bus service.

## Suburb Transport Options

	MORNINGS	AFTERNOONS
<i>Beyond Katoomba</i>	The Korowal School Bus commences and terminates at Katoomba. Students who live beyond Katoomba will need to organise their own transport to Katoomba. Refer to: <i>Upper Mountains Service 1 for Mornings and 4 for Afternoons</i>	
<i>Katoomba</i>	<i>Upper Mountains Service 1</i>	<i>Upper Mountains Service 4</i>
<i>Leura</i>	<i>Upper Mountains Service 2</i>	<i>Upper Mountains Service 4</i>
<i>Wentworth Falls</i>	<i>Upper Mountains Service 1</i>	<i>Upper Mountains Service 4</i>
<i>Bullaburra</i>	<i>Upper Mountains Service 1</i>	<i>Upper Mountains Service 3</i>
<i>Lawson</i>	<i>Upper Mountains Service 1</i>	<i>Upper Mountains Service 3</i>
<i>Hazelbrook</i>	<i>Upper Mountains Service 1</i>	<i>Upper Mountains Service 3</i>
<i>MMOOSH</i>	<i>MMOOSH Service</i>	
<i>Woodford</i>	<i>Lower Mountains Service 1</i>	<i>Lower Mountains Service 2</i>
<i>Linden</i>	<i>Lower Mountains Service 1</i>	<i>Lower Mountains Service 2</i>
<i>Faulconbridge</i>	<i>Lower Mountains Service 1</i>	<i>Lower Mountains Service 2</i>
<i>Springwood</i>	<i>Lower Mountains Service 1</i>	<i>Lower Mountains Service 2</i>
<i>Valley Heights</i>	<i>Lower Mountains Service 1</i>	<i>Lower Mountains Service 2</i>
<i>Warrimoo</i>	<i>Lower Mountains Service 1</i>	<i>Lower Mountains Service 2</i>
<i>Blaxland</i>	<i>Lower Mountains Service 1</i>	<i>Lower Mountains Service 2</i>
<i>Glenbrook</i>	<i>Lower Mountains Service 1</i>	<i>Lower Mountains Service 2</i>
<i>Beyond Glenbrook</i>	The Korowal School Bus commences and terminates at Glenbrook. Students who live beyond Glenbrook will need to organise their own transport to Glenbrook. Refer to: <i>Lower Mountains Service 1 for Mornings 2 for the Afternoons</i>	

## Korowal Bus AM Schedules

<b>Morning: Upper Mountains Service 1</b>	
<u>Katoomba</u> : Gearin side of station <u>W' Falls</u> : bus stop just past the Traffic Lights at Station Street <u>Bullaburra</u> : bus stop on the GWH at Bullaburra trains station <u>Lawson</u> : bus stop GWH side of railway station, near traffic lights <u>Korowal School Library</u> : Students are supervised by staff until the playground opens	7:50am 8:00am 8:05am 8:10am 8:20am
<b>Morning: Upper Mountains Service 2</b>	
<u>Leura</u> : outside Leura Garage Cafe, Railway Parade <u>Korowal School Playground</u> : Students are supervised by staff in the Playground	8.40am 9.00am
<b>Morning: Lower Mountains Service 1</b>	
<u>Glenbrook</u> : Information Centre on Highway <u>Blaxland</u> : Highway Bus stop under the Dr George Munroe Bridge <u>Warrimoo</u> : Bus stop in the parallel lane on Great Western Highway, near antique shop <u>Valley Heights</u> : Highway bus stop near Train Station <u>Springwood</u> : outside of station, Station Street NOT Macquarie Street <u>Faulconbridge</u> : Highway bus stop near Train Station <u>Woodford</u> : westbound bus stop on GWH past the lights after Woodford Academy <u>Korowal School Playground</u> : Students are supervised by staff in the Playground	7:50am 8:00am 8:05am 8:10am 8:20am 8:25am 8:30am 8:40am
<b>Morning: MMOOSH Service 1</b>	
<u>Hazelbrook Public School MMOOSH</u> <u>Korowal School Playground</u> : Students are supervised by staff in the Playground	8:50am 8:55am

## Korowal Bus PM Schedules

<b>Afternoon: Upper Mountains Service 3</b>	
<u>Lawson</u> : GWH, near Honour Avenue bus stop	3:20pm
<u>Lawson</u> : GWH just past Lawson Street	3:23pm
<u>Bullaburra</u> : GWH near Boronia Road	3:25pm
<u>Bullaburra</u> : Genevieve Road Roundabout	3:28pm
<u>Bullaburra</u> : Bullaburra Train Station on GWH directly outside the station	3:30pm
<b>Afternoon: Lower Mountains Service 2</b>	
<u>Woodford</u> : Eastbound bus stop on GWH at the lights near Woodford Academy	3.40pm
<u>Faulconbridge</u> : Highway bus stop opposite the Train Station	3.50pm
<u>Springwood</u> : outside of station, Station Street NOT Macquarie Road	3.55pm
<u>Valley Heights</u> : Bus stop opposite train station on the highway	4.00pm
<u>Warrimoo</u> : Train Station off Great Western Highway	4.04pm
<u>Blaxland</u> : Bus stop just after Layton Avenue past the 7eleven	4.07pm
<u>Glenbrook</u> : Bus stop between the intersections on the oval side of the highway	4.11pm
<b>Afternoon: MMOOSH Service 2</b>	
<u>Hazelbrook Public School MMOOSH</u>	3.38pm
<b>Afternoon: Upper Mountains Service 4</b>	
<u>W' Falls</u> : bus stop past the Traffic Lights at Station Street, after Saville Motors	4.00pm
<u>Leura</u> : outside Leura Garage Cafe, Railway Parade	4.10pm
<u>Katoomba</u> : Gearins side of station	4.15pm
<u>Katoomba</u> : GWH near Katoomba Hospital	4.18pm