



Dear Parents,

Thank you for your interest in Hesket Primary School.

Timeline for Prep Tours

- Tours are held during Term One
- Enrolments forms can be accepted from the beginning of Term Two
- Enrolment forms need to be submitted by the 25th of July, which is the end of the first week of Term Three
- We will notify families of outcome shortly after this date.

Priority

1. Students living in zone. You can check your local school at Find my School website.
2. Siblings
3. Students living out of zone in closest geographical proximity (as the crow flies).

Please find attached:

- a copy of our current Enrolment Form, including privacy notice
- MARC Van Information and Permission Form
- Head Lice Permission Form
- Internet Usage Form
- Permission Form – Local Publications

Please complete the Enrolment Form and return it to our General Office, together with a copy of your child's Birth Certificate and Immunisation Record.

We are happy to photocopy your originals if necessary. The Enrolment Form can be returned without the accompanying documentation, however both the Birth Certificate and Immunisation Certificate must be provided prior to your child starting school.

We are a small school and we pride ourselves on knowing our community. Many new families will have already been viewing our newsletter on the school web page. We hope that this too provides a 'flavour' of Hesket Primary School.

Please feel free to contact me at any time with any questions you may have.

Warm regards,

Seona Aulich
Principal



PRIVACY NOTICE

Information about the Enrolment Form. Please read this notice before completing the Enrolment Form.

This confidential enrolment form asks for personal information about your child as well as family members and others that provide care for your child. The main purpose for collecting this information is so that Hesket Primary School can register your child and allocate staff and resources to provide for their educational and support needs. All staff at Hesket Primary School and the Department of Education and Training are required by law to protect the information provided by this enrolment form.

Health information is asked for so that staff at Hesket Primary School can properly care for your child. This includes information about any medical condition or disability your child may have, medication your child may rely on while at school, any known allergies and contact details of your child's doctor. Hesket Primary School depends on you to provide all relevant health information because withholding some health information may put your child's health at risk.

Hesket Primary School requires information about all parents, guardians or carers so that we can take account of family arrangements. Family Court Orders setting out any access restrictions and parenting plans should be made available to Hesket Primary School. Please tell us as soon as possible about any changes to these arrangements. Please do not hesitate to contact the Principal, Hesket Primary School if you would like to discuss, in strict confidence, any matters relating to family arrangements.

Emergency Contacts

These are people that Hesket Primary School may need to contact in an emergency. Please ensure that the people named are aware that they have been nominated as emergency contacts and agree to their details being provided to Hesket Primary School.

Student Background Information

This includes information about a person's country of birth, aboriginality, language spoken at home and parent occupation. This information is collected so that Hesket Primary School receives appropriate resource allocations for their students. It is also used by the Department to plan for future educational needs in Victoria. Some information is sent to Commonwealth government agencies for monitoring, planning and resource allocation. All of this information is kept strictly confidential and the Department will not otherwise disclose the information to others without your consent or as required by law.

Immunisation Status

This assists Hesket Primary School in managing health risks for children. This information may also be passed to the Department of Human Services to assess immunisation rates in Victoria. Information sent to the Department of Human Services is aggregate data so no individual is identified.

Visa Status

This information is required to enable Hesket Primary School to process your child's enrolment. Updating your Child's Records Please let Hesket Primary School know if any information needs to be changed by sending updated information to the school office. During your child's time with Hesket Primary School we will also send you copies of enrolment information held by us. Please use this opportunity to let us know of any changes.

Access to your Child's Record held by School

In most circumstances you can access your child's records. Please contact the Principal to arrange this. Sometimes access to certain information, such as information provided by someone else, may require a Freedom of Information request. We will advise you if this is required and tell you how you can do this.

If you have any concerns about the confidentiality of this information please contact the Principal. Hesket Primary School can also provide you with more detailed information about privacy policies that govern the collection and use of information requested on this form. This form is available on request.

Form to Enrol in a Victorian Government School

Hesket Primary School

Student Enrolment Information – 20____	OFFICE USE ONLY	CASES21 Student ID: _____
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The information requested in this form is required for enrolment purposes. This information is collected to plan for and support the educational needs of your child.

This form should be completed by parents or carers who are responsible for enrolling their child. It is the responsibility of the person completing this form to consult with all other adults that need to be involved in the enrolment process. Parents or carers can co-sign the same form or complete separate forms if personal details are unable to be shared between them.

If required information is not provided or there is a dispute between parents or carers about a child's enrolment, the enrolling principal is required to consider the student's education and wellbeing when deciding whether to defer or accept the enrolment.

Only one enrolment form should be submitted per student. By completing and submitting this enrolment form, you are accepting a place for your child at the specified school (subject to any further checks required by the school).

All schools across Australia are expected to collect the same information. Questions marked with a ❖ are asked as a requirement of the Commonwealth Government to meet data collection, funding and reporting requirements under the Australian Education Regulations 2013.

STUDENT DETAILS

Surname:			
First Given Name:			
Second Given Name: (if applicable)			
Preferred First Name: (if applicable)			
❖ Gender:	<input type="checkbox"/> Male	<input type="checkbox"/> Female	<input type="checkbox"/> Self-described: _____
Date of Birth: (dd-mm-yyyy)	____ / ____ / ____	Student Mobile Number: (if applicable)	

Intended start date:
<input type="checkbox"/> Day 1, Term 1 <input type="checkbox"/> Other: (dd-mm-yyyy) ____ / ____ / ____
Which year are you seeking to enrol this student?
<input type="checkbox"/> Foundation <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> Ungraded

Student's Permanent Residence

Your child's permanent residence is the address where they spend the majority of their days during the school week. If they spend an equal amount of time at two addresses, both are considered their permanent address and your child will be entitled to enrol in the designated neighbourhood school for either address.

The school may make enquiries to verify the information provided, such as checking the electoral roll at an Australian Electoral Commission office or the Victorian Electoral Commission head office; checking with a real estate agent; or checking whether there are any regulations/codes limiting the number of people living at one residence, for example if a rental property is a studio or one bedroom unit.

No. & Street Address:		
Suburb:		
State:		Postcode:

How often does this student live at this address?
<input type="checkbox"/> Always <input type="checkbox"/> Mostly <input type="checkbox"/> Balanced (50%)
If the student lives at another address during the school week, please provide further details including the address, who they reside with and how many days a week the student lives there:

Siblings

A sibling is defined broadly and can include step-siblings and students residing together as part of a multiple family cohabitation or out-of-home-care arrangements, including foster care, kinship care, permanent care and residential care.

Does the student have any siblings at this school?	<input type="checkbox"/> Yes <input type="checkbox"/> No (move to next section)
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Name	Current Year Level	Reside at same residential address as the student
1		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
2		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
3		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
4		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes

PARENT/CARER DETAILS

Enrolling Adult 1

Title	
First Given Name	
Surname	
Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Self-described: _____

Adult 1 Relationship to student:	
<input type="checkbox"/> Parent <input type="checkbox"/> Host Family <input type="checkbox"/> Self (adult student / mature minor) <input type="checkbox"/> Foster Parent	<input type="checkbox"/> Step Parent <input type="checkbox"/> Relative <input type="checkbox"/> Friend <input type="checkbox"/> Other: _____
Student lives with Adult 1:	
<input type="checkbox"/> Always <input type="checkbox"/> Balanced (50%)	<input type="checkbox"/> Mostly <input type="checkbox"/> Occasionally

No. & Street Address:	
Suburb:	
State:	Postcode

Enrolling Adult 2

Title	
First Given Name	
Surname	
Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Self-described: _____

Adult 2 Relationship to student:	
<input type="checkbox"/> Parent <input type="checkbox"/> Host Family <input type="checkbox"/> Foster Parent <input type="checkbox"/> Step Parent	<input type="checkbox"/> Relative <input type="checkbox"/> Friend <input type="checkbox"/> Other: _____
Student lives with Adult 2:	
<input type="checkbox"/> Always <input type="checkbox"/> Balanced (50%)	<input type="checkbox"/> Mostly <input type="checkbox"/> Occasionally

Address is the same as Enrolling Adult 1	<input type="checkbox"/> Yes <input type="checkbox"/> No (complete below)
No. & Street Address:	
Suburb:	
State:	Postcode

Adult 1 Job Title:	
Adult 1 Employer:	

In which country was Adult 1 born?
<input type="checkbox"/> Australia <input type="checkbox"/> Other (please specify): _____

❖ Does Adult 1 speak a language other than English at home?	
<input type="checkbox"/> No, English only <input type="checkbox"/> Yes (please specify): _____	
Please indicate any additional languages spoken by Adult 1:	
Is an interpreter required?	<input type="checkbox"/> Yes <input type="checkbox"/> No

❖What is the highest year of primary or secondary school that Adult 1 has completed?	
<input type="checkbox"/> Year 12 or equivalent <input type="checkbox"/> Year 10 or equivalent	<input type="checkbox"/> Year 11 or equivalent <input type="checkbox"/> Year 9 or equivalent or below / no schooling
❖What is the level of the highest qualification that Adult 1 has completed?	
<input type="checkbox"/> Bachelor degree or above <input type="checkbox"/> Certificate I to IV (including trade certificate)	<input type="checkbox"/> Advanced diploma / Diploma <input type="checkbox"/> No non-school qualification
❖What is the occupation group of Adult 1? Please select the appropriate current parental occupation group from the attached list at the end of the document.	
<ul style="list-style-type: none"> If the person is not currently in paid work but has had a job in the last 12 months, or has retired in the last 12 months, please use their last occupation to select from the attached list. If the person has not been in <u>paid</u> work for the last 12 months, enter 'N'. 	

What is the main language spoken between the student and adult at home?	
Preferred language of communications:	
Is Adult 1 interested in being involved in school group participation activities? (e.g., School Council, excursions)	<input type="checkbox"/> Yes <input type="checkbox"/> No

Adult 2 Job Title:	
Adult 2 Employer:	

In which country was Adult 2 born?
<input type="checkbox"/> Australia <input type="checkbox"/> Other (please specify): _____

❖ Does Adult 2 speak a language other than English at home?	
<input type="checkbox"/> No, English only <input type="checkbox"/> Yes (please specify): _____	
Please indicate any additional languages spoken by Adult 2:	
Is an interpreter required?	<input type="checkbox"/> Yes <input type="checkbox"/> No

❖What is the highest year of primary or secondary school that Adult 2 has completed?	
<input type="checkbox"/> Year 12 or equivalent <input type="checkbox"/> Year 10 or equivalent	<input type="checkbox"/> Year 11 or equivalent <input type="checkbox"/> Year 9 or equivalent or below / no schooling
❖What is the level of the highest qualification that Adult 2 has completed?	
<input type="checkbox"/> Bachelor degree or above <input type="checkbox"/> Certificate I to IV (including trade certificate)	<input type="checkbox"/> Advanced diploma / Diploma <input type="checkbox"/> No non-school qualification
❖What is the occupation group of Adult 2? Please select the appropriate current parental occupation group from the attached list at the end of the document.	
<ul style="list-style-type: none"> If the person is not currently in paid work but has had a job in the last 12 months, or has retired in the last 12 months, please use their last occupation to select from the attached list. If the person has not been in <u>paid</u> work for the last 12 months, enter 'N'. 	

What is the main language spoken between the student and adult at home?	
Preferred language of communications:	
Is Adult 2 interested in being involved in school group participation activities? (e.g., School Council, excursions)	<input type="checkbox"/> Yes <input type="checkbox"/> No

Can we contact Adult 1 during school hours?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Is Adult 1 usually home during school hours?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Home Phone:		
Work Phone:		
Mobile:		
SMS Notifications:	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Email Address:		
Email Notifications:	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Adult 1's preferred method of contact: (Email shall be used for communication that cannot be sent via phone)	<input type="checkbox"/> Mobile <input type="checkbox"/> Home Phone	<input type="checkbox"/> Email <input type="checkbox"/> Work Phone
Specify any other special conditions or times related to contact?		

Can we contact Adult 2 during school hours?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Is Adult 2 usually home during school hours?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Home Phone:		
Work Phone:		
Mobile:		
SMS Notifications:	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Email Address:		
Email Notifications:	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Adult 2's preferred method of contact: (Email shall be used for communication that cannot be sent via phone)	<input type="checkbox"/> Mobile <input type="checkbox"/> Home Phone	<input type="checkbox"/> Email <input type="checkbox"/> Work Phone
Specify any other special conditions or times related to contact?		

Emergency Contacts

Please provide emergency contacts in the event that the enrolling parents/carers are unavailable. Please ensure those listed as emergency contacts are aware that their information has been provided for this purpose.

Name	Relationship <i>Neighbour, Relative, Friend or Other (please specify)</i>	Telephone Contact	Language Spoken <i>Write E for English</i>
1			
2			
3			
4			

Billing Details

You are not required to make payments or voluntary financial contributions to your school. Schools may request payments for extra-curricular items and activities. For more information, please refer to www.vic.gov.au/school-costs-and-fees.

Send bills to: (select one)	<input type="checkbox"/> Adult 1	<input type="checkbox"/> Adult 2	<input type="checkbox"/> Another person / address* (complete details below)
Name to be used for all billing correspondence:			
No. & Street or PO Box			
Suburb:			
State:		Postcode:	
Billing Email:			

* Note: If you would like to send bills to another person / address, please ensure Additional Parent/Carer details are completed on pages 13-15.

Correspondence Details

Send correspondence addressed to: (select one)	<input type="checkbox"/> Adult 1	<input type="checkbox"/> Adult 2	<input type="checkbox"/> Both Adults	<input type="checkbox"/> Neither
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Additional Parents/Carers

Are there additional parents/carers in the student's life? <input type="checkbox"/> Yes (provide details below) <input type="checkbox"/> No (move to next section)	
Name of Adult 3:	
Name of Adult 4:	

If yes, please complete the Adult 3 and/or Adult 4 sections as attachments to this form on pages 13-15. If required, you may request a separate form for additional parents/carers from the school. The separate form allows for the capture of four further parents/carers.

STUDENT DEMOGRAPHICS

❖ In which country was the student born?	
<input type="checkbox"/> Australia	<input type="checkbox"/> Other (please specify): _____
If born overseas, on what date did the student arrive in Australia? (dd-mm-yyyy) _____ / _____ / _____	
What is the student's residency status? *	
<input type="checkbox"/> Australian citizen – holds Australian Passport	<input type="checkbox"/> Permanent Resident (provide visa details below)
<input type="checkbox"/> Australian citizen – eligible for Australian Passport	<input type="checkbox"/> Temporary Resident (provide visa details below)
<input type="checkbox"/> New Zealand citizen	
Visa Sub Class:	Visa Expiry Date: (dd-mm-yyyy) _____ / _____ / _____
Visa Statistical Code: (Required for some sub-classes)	

* Note: An Australian birth certificate does not guarantee Australian residency or citizenship. Further information is available at www.passports.gov.au/getting-passport-how-it-works/documents-you-need/citizenship

Does the student hold a Bridging Visa?	<input type="checkbox"/> Yes (provide further detail below) <input type="checkbox"/> No
If Yes, what was the student's previous visa?	
If Yes, what visa has the student applied for?	

International Student ID*: (Not required for exchange students)	
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* Note: If you are unsure of your International Student ID, please contact the International Education Division via phone (03 9084 8497) or email (international@education.vic.gov.au).

Does the student speak English?	<input type="checkbox"/> Yes <input type="checkbox"/> No
❖ Does the student speak a language other than English at home?	
<input type="checkbox"/> No, English only	
<input type="checkbox"/> Yes (please specify the main language spoken at home): _____	
❖ Is the student of Aboriginal or Torres Strait Islander origin?	
<input type="checkbox"/> No	<input type="checkbox"/> Yes, Aboriginal
<input type="checkbox"/> Yes, Torres Strait Islander	<input type="checkbox"/> Yes, Both Aboriginal & Torres Strait Islander
Is the student a young carer (providing support/care for other family member/s)? *	<input type="checkbox"/> Yes <input type="checkbox"/> No

* A young carer is a young person under 25 years of age who provides, or intends to provide care, assistance, or support to a family member with a mental illness, physical illness, disability, chronic illness, or who is aged or has an addiction.

What are the student's living arrangements?	
<input type="checkbox"/> Student lives with parents/carers together at the same residence	<input type="checkbox"/> Student lives with each parent/carer at different times
<input type="checkbox"/> Student lives with one parent/carer only	<input type="checkbox"/> State Arranged Out of Home Care*
<input type="checkbox"/> Informal care arrangement [#]	<input type="checkbox"/> Student is independent
<input type="checkbox"/> Homeless	
If the student has a Case Manager, please provide their contact details below:	

* Students who live in court ordered alternative care arrangements away from their parents. These court ordered care arrangements include living with relatives or friends (kinship care), living with non-relative families (foster care or adolescent community placements) and living in residential care units.

[#] If the student is living in an informal care arrangement, please contact the school for an Informal Carer's Statutory Declaration, which must be completed.

If there are any **court orders** about the child, please provide copies of those orders to the school with this form.

How will the student primarily travel to and from school?				
<input type="checkbox"/> Walking	<input type="checkbox"/> School Bus	<input type="checkbox"/> Train	<input type="checkbox"/> Driven by parent/carer	<input type="checkbox"/> Taxi / Ride Share
<input type="checkbox"/> Bicycle	<input type="checkbox"/> Public Bus	<input type="checkbox"/> Tram	<input type="checkbox"/> Self-Driven	<input type="checkbox"/> Other: _____
If the student catches public transport to school, what station/stop does their journey commence:				
If the student drives themselves to school, what is their Car Registration Number:				

Students residing in rural and regional Victoria or attending special schools may be entitled to receive travel assistance. Travel assistance may be in the form of access to a school bus service or financial support through a conveyance allowance to assist with the cost of travel. Information on eligibility and the application process can be obtained from the school.

SCHOOL DETAILS

Are you seeking to enrol the student at this school full-time?					<input type="checkbox"/> Yes (move to next section)	<input type="checkbox"/> No
If No, how many days a week would the student be attending this school?						
If No, provide reason you are seeking part-time enrolment:						
If No, provide details for other schools:						
Other school name:		Days / week:		Has enrolment been accepted?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Other school name:		Days / week:		Has enrolment been accepted?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Previous Education – Students Enrolling in Foundation for the First Time

Is the student attending a funded kindergarten program* in the year before Foundation?		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Name of kindergarten or early childhood service:			

* Note: A kindergarten program that is funded and approved by the Victorian Government, has a play-based learning program, and is delivered by a qualified teacher. Funded kindergarten programs can be found at www.education.vic.gov.au/findaservice

Previous Education – Other

Has the student previously been enrolled at another school?	<input type="checkbox"/> Yes, in Victoria – Government School			<input type="checkbox"/> Yes, in Victoria – Catholic or Independent School	
	<input type="checkbox"/> Yes, interstate		<input type="checkbox"/> Yes, overseas		<input type="checkbox"/> No (move to next section)

If Yes, name of last school attended:	
If Yes, location of last school attended: (suburb/town/state/country)	
If Yes, date of attendance: (dd-mm-yyyy)	_____ / _____ / _____ to _____ / _____ / _____
If Yes, year levels of previous education:	

If the student studied overseas, what age did the student first start school?	
What was the language of the student's previous education?	

Period of interruption to education: (months/years)		Is the student repeating a year level?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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STUDENT MEDICAL DETAILS

Schools require the health information requested in this section to plan for and support the health and wellbeing needs of students.

Please note: If there is a situation or incident which requires first aid to be administered to your child, school staff will administer first aid that is reasonably necessary and appropriate to their level of training. School staff will also seek emergency medical attention for your child if it is considered reasonably necessary. Any costs associated with student injury rest with parents/carers unless the Department of Education is liable in negligence (liability is not automatic). In the event that your child needs medical attention, school staff will contact you as soon as practically possible.

Medical Conditions

Does the student have an allergy? If yes, please provide the school with an ASCIA Action Plan for Allergies (available at: www.allergy.org.au/hp/ascia-plans-action-and-treatment#r2a)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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Is the student at risk of anaphylaxis? If yes, please provide the school with an ASCIA Action Plan for Anaphylaxis (available at: www.allergy.org.au/hp/anaphylaxis/ascia-action-plan-for-anaphylaxis)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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Does the student have asthma?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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Has a current Asthma Action Plan been provided to School? If No, please provide an Asthma Action Plan to the School (available at: www.asthma.org.au/treatment-diagnosis/asthma-action-plan/)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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Does the student have any other medical condition or other relevant medical assessment that the school needs to know about? If Yes, please ask the school for the appropriate <u>medical advice form</u> , to be completed by the treating medical practitioner and returned to school.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If Yes to <u>any of the above</u>, please specify:		

Medication

Does the student take medication?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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Is the medication required during school hours? If Yes, please ask the school for a <u>Medication Authority Form</u> , to be completed by the treating medical practitioner and returned to school	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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Name of medications taken:

Doctor's Name:			
Medical Centre:			
Street Address:			
Suburb:		Postcode:	
State:		Telephone Number:	

The Department of Education recognises that adjustments may be required for students with additional needs, including students with disability, so that they can participate at school. School personnel and parents or carers work together to identify the adjustments that may be needed to meet the student's learning and support needs.

Does the student have additional needs and require support for learning?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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<p>Does the student have additional needs in any of the following areas?</p>	Hearing:	<input type="checkbox"/> Yes (please specify): _____
	Vision:	<input type="checkbox"/> Yes (please specify): _____
	Speech/Language:	<input type="checkbox"/> Yes (please specify): _____
	Physical:	<input type="checkbox"/> Yes (please specify): _____
	Cognitive/Learning:	<input type="checkbox"/> Yes (please specify): _____
	Social/Emotional:	<input type="checkbox"/> Yes (please specify): _____

Has the student had a disability assessment before?	<input type="checkbox"/> No <input type="checkbox"/> Yes (<i>specify outcome</i>): _____
Has the student received individualised disability funding before?	<input type="checkbox"/> No <input type="checkbox"/> Yes (<i>please specify</i>): _____
Has any previous education provider prepared a documented plan to support the student's additional learning needs?	<input type="checkbox"/> No <input type="checkbox"/> Yes (<i>provide details</i>): _____

Please indicate any adjustments that may assist the student to participate at school:

Allied Health Support

Has the student previously accessed support from an allied health professional?		
Occupational therapy: <input type="checkbox"/> Yes <input type="checkbox"/> No Name and contact details: 	Exercise physiology <input type="checkbox"/> Yes <input type="checkbox"/> No Name and contact details: 	Speech pathology <input type="checkbox"/> Yes <input type="checkbox"/> No Name and contact details:
Physiotherapy <input type="checkbox"/> Yes <input type="checkbox"/> No Name and contact details: 	Behaviour support <input type="checkbox"/> Yes <input type="checkbox"/> No Name and contact details: 	Other <input type="checkbox"/> Yes <input type="checkbox"/> No Name and contact details:

STUDENT SAFETY, ACCESS AND SPECIAL CIRCUMSTANCES

Student Risk

The Department of Education has a responsibility to assess and manage risk of harm to its staff and students. By providing information about your child, you will help facilitate their transition to school and ensure their safety. This may involve preparing a behaviour management plan or other appropriate strategies to meet the particular needs of the student.

To your knowledge, is there anything in the student's history or circumstances (including medical history not already provided) which might pose a risk of any type to this student, other students, or staff at this school?
<input type="checkbox"/> Yes <input type="checkbox"/> No (move to the next section)
If Yes, please provide further detail:

Court Orders and Other Care Arrangements (previously referred to as an Access Alert)

Is there an intervention order, parenting order or any other court order impacting the student?
<input type="checkbox"/> Yes <input type="checkbox"/> No (move to the next section)

If Yes, then complete the following questions and **present a current copy of the document to the school.**

Court Order or other access document type:	<input type="checkbox"/> Family Law Order / Parenting Order	<input type="checkbox"/> Parenting Plan / Agreement	<input type="checkbox"/> Intervention Order
	<input type="checkbox"/> Child Protection Order	<input type="checkbox"/> DFFH Authorisation	<input type="checkbox"/> Other: _____
Please provide further details of the Court Order or other access documents, and any other safety concerns: 			
End Date (if applicable): (dd-mm-yyyy)			

Activity Restrictions and Considerations

Are there any activities (organised by the school and/or third parties) that the student cannot participate in?	
<input type="checkbox"/> Yes	<input type="checkbox"/> No <i>(move to the next section)</i>
If Yes, please provide further detail: (e.g. sport, excursions)	
<div></div>	

Privacy Statement

The personal and health information collected in this form, and any attachments, is required for enrolment at all Victorian Government Schools. The information is collected to ensure accurate enrolment, and to plan for and support the educational needs of students. The information will be managed securely and accessed only by staff, on a need-to-know basis, and in accordance with the Department of Education Schools' Privacy Policy which applies to all government schools (available at: www.education.vic.gov.au/Pages/schoolsprivacypolicy.aspx) or where mandated or allowed by law.

Please also refer to the Victorian Government School Privacy Collection Notice for details on handling of personal and health information in schools: www.education.vic.gov.au/Pages/Schools'-Privacy-Collection-Notice.aspx

DECLARATION

Thank you for completing this Student Enrolment form. The information provided is required to enable staff to properly enrol your child at our school as such it is important that it is accurate and up to date.

I/We confirm that:

- I am/We are the person/people named as completing this form.
- The information in this form is true and correct.
- I/We agree to authorise this form by electronic means with an electronic signature.

Signature of Enrolling Adult: _____ Date: ____ / ____ / ____

Signature of Enrolling Adult (if applicable): _____ Date: ____ / ____ / ____

Please select the category that best describes who has signed and completed this form. This will assist the school with the enrolment process.

- ☐ Both parents/carers have completed and signed this form.
- ☐ Parents/carers are completing separate forms (schools can provide additional forms on request).
- ☐ One parent has completed and signed this form on behalf of both parents. Contact details for the other parent have been provided in the form for the school's use as required.
- ☐ One parent has completed and signed this form and the contact details for the other parent are unknown to the enrolling parent/carer and not provided.
- ☐ There is only one parent/carer with legal responsibility for the child and that person has completed and signed this form.
- ☐ Other, please specify: (for instance, where the contact details for the other parent are known but it is not appropriate or safe to contact them) _____

If there are any court orders about the child, please provide copies of those orders to the school with this form.

WHO CAN SIGN THIS FORM?

- **A person with parental responsibility:** a parent of a child under 18 years of age, subject to relevant court orders (including parenting orders made under the *Family Law Act 1975* and protection orders made under the *Children, Youth and Families Act 2005* by the Children's Court, or other person granted parental responsibility under a relevant court order).
- **A carer formally authorised by Child Protection to enrol the student:** the Department of Families, Fairness and Housing (DFFH) can issue a written authorisation to the carer of a child in out of home care to make decisions about the child. In some circumstances this will include specific authorisation to enrol the child at school.
- **Informal carer:** an Informal Carer is a relative or other responsible adult with whom the child lives, and who has day to day care of the child. The informal carer should provide an Informal Carer Statutory Declaration to confirm their status as an informal carer. A copy of this statutory declaration can be obtained from www.education.vic.gov.au/PAL/informal-carer-statutory-declaration-template.pdf
- **Students living independently:** If the student is an adult or a mature minor for the purpose of enrolment and they live independently. These students will need to be considered in accordance with the www.education.vic.gov.au/pal/decision-making-responsibilities-students/policy policy.
- **Adult Students:** a student 18 years of age or older is considered an adult and can sign their own consent form.

ATTACHMENT 1 – PARENTAL OCCUPATION GROUP CODES

The codes outlined below are to be used when providing family occupation details for enrolled students. Please indicate your current occupation – not your qualification. This information is used for determining funding allocations to schools.

Group A: Senior management in large business organisation, government administration and defence, and qualified professionals

Senior Executive / Manager / Department Head in industry, commerce, media or other large organisation

Public Service Manager (Section head or above), regional director, health / education / police / fire services administrator

Other administrator (school principal, faculty head / dean, library / museum / gallery director, research facility director)

Defence Forces Commissioned Officer

Professionals - generally have degree or higher qualifications and experience in applying this knowledge to design, develop or operate complex systems; identify, treat, and advise on problems; and teach others:

- Health, Education, Law, Social Welfare, Engineering, Science, Computing professional
- Business (management consultant, business analyst, accountant, auditor, policy analyst, actuary, valuer)
- Air/sea transport (aircraft / ship's captain / officer / pilot, flight officer, flying instructor, air traffic controller)

Group B: Other business managers, arts/media/sportspersons and associate professionals

Owner / Manager of farm, construction, import/export, wholesale, manufacturing, transport, real estate business

Specialist Manager (finance / engineering / production / personnel / industrial relations / sales / marketing)

Financial Services Manager (bank branch manager, finance / investment / insurance broker, credit / loans officer)

Retail sales / Services manager (shop, petrol station, restaurant, club, hotel/motel, cinema, theatre, agency)

Arts / Media / Sports (musician, actor, dancer, painter, potter, sculptor, journalist, author, media presenter, photographer, designer, illustrator, proofreader, sportsman/woman, coach, trainer, sports official)

Associate Professionals - generally have diploma / technical qualifications and support managers and professionals:

- Health, Education, Law, Social Welfare, Engineering, Science, Computing technician / associate professional
- Business / administration (recruitment / employment / industrial relations / training officer, marketing / advertising specialist, market research analyst, technical sales representative, retail buyer, office / project manager)
- Defence Forces senior Non-Commissioned Officer

Group C: Tradespeople, clerks and skilled office, sales and service staff

Tradespeople generally have completed a 4-year Trade Certificate, usually by apprenticeship. All tradespeople are included in this group

Clerks (bookkeeper, bank / PO clerk, statistical / actuarial clerk, accounting / claims / audit clerk, payroll clerk, recording / registry / filing clerk, betting clerk, stores / inventory clerk, purchasing / order clerk, freight / transport / shipping clerk, bond clerk, customs agent, customer services clerk, admissions clerk)

Skilled office, sales, and service staff:

- Office (secretary, personal assistant, desktop publishing operator, switchboard operator)
- Sales (company sales representative, auctioneer, insurance agent/assessor/loss adjuster, market researcher)
- Service (aged / disabled / refugee / childcare worker, nanny, meter reader, parking inspector, postal worker, courier, travel agent, tour guide, flight attendant, fitness instructor, casino dealer/supervisor)

Group D: Machine operators, hospitality staff, assistants, labourers and related workers

Drivers, mobile plant, production / processing machinery and other machinery operators

Hospitality staff (hotel service supervisor, receptionist, waiter, bar attendant, kitchen hand, porter, housekeeper)

Office assistants, sales assistants, and other assistants:

- Office (typist, word processing / data entry / business machine operator, receptionist, office assistant)
- Sales (sales assistant, motor vehicle / caravan / parts salesperson, checkout operator, cashier, bus / train conductor, ticket seller, service station attendant, car rental desk staff, street vendor, telemarketer, shelf stacker)
- Assistant / aide (trades' assistant, school / teacher's aide, dental assistant, veterinary nurse, nursing assistant, museum / gallery attendant, usher, home helper, salon assistant, animal attendant)

Labourers and related workers

- Defence Forces - ranks below senior NCO not included above
- Agriculture, horticulture, forestry, fishing, mining worker (farm overseer, shearer, wool / hide classer, farm hand, horse trainer, nurseryman, greenkeeper, gardener, tree surgeon, forestry/ logging worker, miner, seafarer / fishing hand)
- Other worker (labourer, factory hand, storeman, guard, cleaner, caretaker, laundry worker, trolley collector, car park attendant, crossing supervisor)

ATTACHMENT 2 – ADDITIONAL PARENT/CARER DETAILS

Enrolling Adult 3

Title	
First Given Name	
Surname	
Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Self-described: _____

Adult 3 Relationship to student:	
<input type="checkbox"/> Parent	<input type="checkbox"/> Relative
<input type="checkbox"/> Host Family	<input type="checkbox"/> Friend
<input type="checkbox"/> Foster Parent	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Step Parent	
Student lives with Adult 3:	
<input type="checkbox"/> Always	<input type="checkbox"/> Mostly
<input type="checkbox"/> Balanced (50%)	<input type="checkbox"/> Occasionally

No. & Street Address:		
Suburb:		
State:		Postcode

Adult 3 Job Title:	
Adult 3 Employer:	

In which country was Adult 3 born?	
<input type="checkbox"/> Australia	<input type="checkbox"/> Other (please specify): _____

❖ Does Adult 3 speak a language other than English at home?	
<input type="checkbox"/> No, English only	
<input type="checkbox"/> Yes (please specify): _____	
Please indicate any additional languages spoken by Adult 3:	
Is an interpreter required?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Enrolling Adult 4

Title	
First Given Name	
Surname	
Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Self-described: _____

Adult 4 Relationship to student:	
<input type="checkbox"/> Parent	<input type="checkbox"/> Relative
<input type="checkbox"/> Host Family	<input type="checkbox"/> Friend
<input type="checkbox"/> Foster Parent	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Step Parent	
Student lives with Adult 4:	
<input type="checkbox"/> Always	<input type="checkbox"/> Mostly
<input type="checkbox"/> Balanced (50%)	<input type="checkbox"/> Occasionally

Address is the same as Enrolling Adult 3	<input type="checkbox"/> Yes <input type="checkbox"/> No (complete below)
No. & Street Address:	
Suburb:	
State:	Postcode

Adult 4 Job Title:	
Adult 4 Employer:	

In which country was Adult 4 born?	
<input type="checkbox"/> Australia	<input type="checkbox"/> Other (please specify): _____

❖ Does Adult 4 speak a language other than English at home?	
<input type="checkbox"/> No, English only	
<input type="checkbox"/> Yes (please specify): _____	
Please indicate any additional languages spoken by Adult 4:	
Is an interpreter required?	<input type="checkbox"/> Yes <input type="checkbox"/> No

❖ What is the highest year of primary or secondary school that Adult 3 has completed?	
<input type="checkbox"/> Year 12 or equivalent	<input type="checkbox"/> Year 11 or equivalent
<input type="checkbox"/> Year 10 or equivalent	<input type="checkbox"/> Year 9 or equivalent or below / no schooling
❖ What is the level of the highest qualification that Adult 3 has completed?	
<input type="checkbox"/> Bachelor degree or above	<input type="checkbox"/> Advanced diploma / Diploma
<input type="checkbox"/> Certificate I to IV (including trade certificate)	<input type="checkbox"/> No non-school qualification
❖ What is the occupation group of Adult 3? Please select the appropriate current parental occupation group from the attached list at the end of the document.	
<ul style="list-style-type: none"> If the person is not currently in paid work but has had a job in the last 12 months, or has retired in the last 12 months, please use their last occupation to select from the attached list. If the person has not been in <u>paid</u> work for the last 12 months, enter 'N'. 	

❖ What is the highest year of primary or secondary school that Adult 4 has completed?	
<input type="checkbox"/> Year 12 or equivalent	<input type="checkbox"/> Year 11 or equivalent
<input type="checkbox"/> Year 10 or equivalent	<input type="checkbox"/> Year 9 or equivalent or below / no schooling
❖ What is the level of the highest qualification that Adult 4 has completed?	
<input type="checkbox"/> Bachelor degree or above	<input type="checkbox"/> Advanced diploma / Diploma
<input type="checkbox"/> Certificate I to IV (including trade certificate)	<input type="checkbox"/> No non-school qualification
❖ What is the occupation group of Adult 4? Please select the appropriate current parental occupation group from the attached list at the end of the document.	
<ul style="list-style-type: none"> If the person is not currently in paid work but has had a job in the last 12 months, or has retired in the last 12 months, please use their last occupation to select from the attached list. If the person has not been in <u>paid</u> work for the last 12 months, enter 'N'. 	

What is the main language spoken between the student and adult at home?	
Preferred language of communications:	
Is Adult 3 interested in being involved in school group participation activities? (e.g., School Council, excursions)	<input type="checkbox"/> Yes <input type="checkbox"/> No

What is the main language spoken between the student and adult at home?	
Preferred language of communications:	
Is Adult 4 interested in being involved in school group participation activities? (e.g., School Council, excursions)	<input type="checkbox"/> Yes <input type="checkbox"/> No

Can we contact Adult 3 during school hours?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is Adult 3 usually home during school hours?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Home Phone:	
Work Phone:	
Mobile:	
SMS Notifications:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Email Address:	
Email Notifications:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Adult 3's preferred method of contact: (Email shall be used for communication that cannot be sent via phone)	<input type="checkbox"/> Mobile <input type="checkbox"/> Email <input type="checkbox"/> Home Phone <input type="checkbox"/> Work Phone
Specify any other special conditions or times related to contact?	

Can we contact Adult 4 during school hours?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is Adult 4 usually home during school hours?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Home Phone:	
Work Phone:	
Mobile:	
SMS Notifications:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Email Address:	
Email Notifications:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Adult 4's preferred method of contact: (Email shall be used for communication that cannot be sent via phone)	<input type="checkbox"/> Mobile <input type="checkbox"/> Email <input type="checkbox"/> Home Phone <input type="checkbox"/> Work Phone
Specify any other special conditions or times related to contact?	

Billing Details

You are not required to make payments or voluntary financial contributions to your school. Schools may request payments for extra-curricular items and activities. For more information, please refer to www.vic.gov.au/school-costs-and-fees.

Send bills to: <i>(select one)</i>	<input type="checkbox"/> Adult 3	<input type="checkbox"/> Adult 4	<input type="checkbox"/> Another person / address* (complete details below)
Name to be used for all billing correspondence:			
No. & Street or PO Box			
Suburb:			
State:		Postcode:	
Billing Email:			

* Note: If you would like to send bills to another person / address, please ensure Additional Parent/Carer details are completed on pages 13-14.

Correspondence Details

Send correspondence addressed to: <i>(select one)</i>	<input type="checkbox"/> Adult 3	<input type="checkbox"/> Adult 4	<input type="checkbox"/> Both Adults	<input type="checkbox"/> Neither
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ATTACHMENT 3 - TRAVEL ASSISTANCE AND PROGRAMS

Conveyance Allowance Program

The Conveyance Allowance Program supports eligible families attending mainstream schools in rural and regional Victoria, and special schools (state-wide) with financial assistance towards the cost of transporting students to and from school.

Is the student applying for the Conveyance Allowance Program?

☐ Yes

☐ No (*proceed to next question*)

Your school can provide the applicable application form and advice on the different types of conveyance available. For further information, including the conveyance allowance policy and application forms, refer to the Department's Policy and Advisory Library (PAL) here: www.education.vic.gov.au/pal/conveyance-allowance/policy

School Bus Program

The School Bus Program assists families in rural and regional Victoria by transporting students to school where they do not have access to public transport. The program supports travel to students nearest government and non-government school. Travel by bus to special schools is provided through the Students with Disabilities Transport Program (see below). Travel to a school that is not the nearest will pay a fare to travel. Your school can provide the relevant application form.

Is the student applying for the School Bus Program?

☐ Yes (see text below)

☐ No (*proceed to next question*)

Your school can provide the relevant application form and advice on travel type (free travel, pre-school, fare payer etc.) For further information, including the School Bus Program policy refer to the Department's PAL here: www.education.vic.gov.au/pal/school-bus-program/policy

Students with Disabilities Transport Program

The Students with Disabilities Transport Program assists families throughout Victoria by transporting students to their nearest appropriate government special school. The program supports travel for students within Designated Transport Areas. Families should also consider the conveyance allowances that may provide increased or alternative travel options to support school travel.

Is the student applying to travel on a school bus or other travel assistance?

☐ Yes (read below text)

☐ No

Your school can provide the relevant application form and advice on travel suitability. For further information, including the Students with Disabilities Transport Program policy, refer to the Department's PAL here: www.education.vic.gov.au/pal/transport-students-disabilities/policy

First date of travel?

☐ Next school year

☐ Alternate date: (dd-mm-yyyy) ____ / ____ / ____

Type of travel assistance requested?

☐ Access to School Bus

☐ Conveyance Allowance

If applicable, specify the student's mode of assisted mobility.

☐ Wheelchair

☐ Walker

Comments relevant to travel:

OFFICE USE ONLY				
Child's Name sighted:		<input type="checkbox"/> Yes <input type="checkbox"/> No		Enrolment Date:
Year level:		Home Group:		Campus:
Student Email Address: 				
Australian residency confirmed:		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sighted / provided		
Date of birth confirmed:		<input type="checkbox"/> Yes – Birth certificate <input type="checkbox"/> Yes – Doctor certificate <input type="checkbox"/> Yes - Other <input type="checkbox"/> Not sighted / provided		
Does the student have a Disability ID number?		<input type="checkbox"/> Yes (please specify): <input type="checkbox"/> No		
Does the student have a Victorian Student Number (VSN)?				
<input type="checkbox"/> Yes, please specify: <input type="checkbox"/> Yes, but the VSN is unknown <input type="checkbox"/> No, the student has never been issued a VSN				
For Foundation students, has a Transition Learning and Development Statement been provided?		<input type="checkbox"/> Yes, via Insight Assessment Platform <input type="checkbox"/> Yes, direct from teacher/parent/carers <input type="checkbox"/> No <input type="checkbox"/> Pending		
Immunisation Certificate received: <input type="checkbox"/> Yes – Up to date <input type="checkbox"/> Yes – Not up to date <input type="checkbox"/> Not sighted / provided				
Are there any Notice/s on the Immunisation History Statement:		<input type="checkbox"/> Yes <input type="checkbox"/> No		
Does the student have asthma, allergies or anaphylaxis?		<input type="checkbox"/> Yes <input type="checkbox"/> No		
Does the student need to take medication during school hours?		<input type="checkbox"/> Yes <input type="checkbox"/> No		
*Have the required medical forms been provided to the school?		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A – no medical conditions		
*Note: Additional forms including student medical advice and condition forms can be found here: Medical Advice Forms				
Can the student Individual Education Plan include travel training?		<input type="checkbox"/> Yes <input type="checkbox"/> No		
Is the student attending their nearest school?		<input type="checkbox"/> Yes <input type="checkbox"/> No		
Does the student reside in Designated Transport Area (if attending special school)?		<input type="checkbox"/> Yes <input type="checkbox"/> No		
Can the student be accommodated on an existing route (if applicable)?		<input type="checkbox"/> Yes <input type="checkbox"/> No		
Pick-up Point: 		Map Ref:		Time AM:
Set Down Point: 		Map Ref:		Time PM:
Current Court Order or other access document placed on student file? <input type="checkbox"/> Yes <input type="checkbox"/> No				
Additional notes regarding the student's enrolment: (e.g., note if student information or documentation is missing and yet to be provided to the school)				

Library Van - The Great Southern MARC

The Great Southern MARC service is available to schools in our area if they have enrolments of 100 or less. Generally such schools are unable to establish a self-sufficient library large enough to cater for all the units of work, themes and the other interests of the children.

The Department of Education and Training and the schools who are part of our MARC scheme, The Great Southern MARC, contributed funds to establish the service many years ago. A committee made up of representatives from each school now runs the scheme. The schools contribute to annual maintenance of the van, the stock of books, CD's etc and to the purchasing of new materials.

To ensure that the program operates well and that books are consistently available to all users, it is very important that all students develop a sound habit of regularly borrowing and returning books. We request that parents encourage and supervise the return of all borrowed materials. Books and other materials are borrowed for a two-week period, after that they must be returned to school or re-borrowed for another two weeks. All borrowing is done as part of the normal lesson and it is recorded on the librarian's computer.

Books and other materials should never be taken from, or returned to the van, by students or parents without the knowledge and permission of the librarian.

The van services eight schools all of whom contribute to its ongoing costs, the largest of which is maintaining and improving the stock of books. If only 10 books are lost from each school each year, the van will have to spend at least \$1,800 to replace them, which reduces the amount of money that can be spent on purchasing new books. This is not sustainable and will result in a rundown of both the quantity and quality of the materials carried by the van.

Parents/Guardians are asked to read this note with their children and to discuss borrowing rights and responsibilities. Once a book is two weeks overdue, i.e. it has been borrowed for four weeks the student will have their borrowing rights suspended until the missing book/s is/are returned or paid for by the parent at the replacement cost of the book.

MARC VAN BORROWER'S RIGHTS AND RESPONSIBILITIES

For the duration of enrolment at Hesket Primary School

I have read the above information and agree to encourage my child in the borrowing, and returning of materials from The Great Southern MARC scheme. I also agree to pay for the loss or damage of MARC materials. I understand that I will pay the current replacement cost of the missing book. Other materials such as CD's or magazines will be charged differently.

Parent/Guardian signature: _____ **Date:** __/__/__

I agree to borrow materials in the correct manner and return all of them to the librarian within the two week allowed

Child's Name: _____ **Date:** __/__/__.



Permission Form – Local Publications

Dear Parents/Carers,

In any school year, photographs and video filming of students may be taken to record special events or celebrate achievements. Examples include whole school dress up days, classroom lessons, sporting events, musical performances etc.

The school may choose to display such student photographs around the school, place photographs on the school website or include photographs in the fortnightly newsletter. There are also media occasions that arise where students may be photographed as part of newspaper articles, such as The Romsey Rag and The Woodend Star. If names of students in photographs were used then only the first name of the student would be printed.

Please complete the authority section below to allow photographs of your child to be selected for use by the school or included with any media release.

Please note this permission is for the duration of your child's schooling at Hesket Primary School and it is your responsibility to advise the school office should you wish to alter your consent.

PERMISSION TO USE STUDENT PHOTOGRAPHS For the duration of enrolment at Hesket Primary School

I give permission for my child's photograph to be used as part of approved reports relating to school-based activities.

- ☐ Within the physical school (Photos around school)
- ☐ Within the school community (Seesaw)
- ☐ Beyond the school community (local media)

Signature of Parent/Guardian: _____ Date: _____

Child's name: _____ Grade: _____



Permission Form - Head Lice

Dear Parents/Carers,

Throughout your child's schooling, the school may be required to conduct head lice inspections.

The school is aware that this can be a sensitive issue and is committed to maintaining student confidentiality and avoiding stigmatisation.

Before any inspections are conducted the person conducting the inspections will explain to the student/s what is being done and why. It will be emphasised to students that the presence of head lice in their hair does not mean that their hair is less clean than anyone else's. It will also be pointed out that head lice can be itchy and annoying and if you know you have got them, you can do something about it.

The person conducting the inspections will check through each student's hair to see if any lice or eggs are present. Persons authorised by the Principal may also visually check your child's hair for the presence of head lice, when it is suspected that head lice may be present. They do not physically touch the child's head during a visual check.

In cases where head lice are found, the person inspecting the student will inform the student's teacher and the Principal. The school will make appropriate contact with the parents/guardians/carers.

Please note that health regulations require that where a child has head lice, that child should not return to school until appropriate treatment has commenced. The school may request the completion of an 'action taken form', which requires parents/guardians/carers to nominate if and when the treatment has started.

Please note this permission is for the duration of your child's schooling at Hesket Primary School and it is your responsibility to advise the school office should you wish to alter your consent.

CONSENT TO CONDUCT HEAD LICE INSPECTIONS For the duration of enrolment at Hesket Primary School

Name of Parent/Guardian: _____

Address: _____ Post code: _____

Name of child attending the school: _____ Class: _____

I hereby give my consent for the above named child to participate in the school's head lice inspection program for the duration of their schooling at this school.

Signature of Parent/Guardian: _____ Date: _____



Permission Form – Local Excursions

Dear Parents,

We are required by the Department of Education regulations to request an 'Accident Declaration' and 'Permission to Attend' for all excursions outside of the school boundaries.

On occasions, as part of topics being studied or discussed, teachers like to take children for short walks to study appropriate aspects of our immediate environment (eg. road safety lessons, house building, road works, posting letters etc.)

To enable these types of activities to take place on short notice I ask that you authorise your child's participation on excursions within walking distance but outside the school grounds.

You will be advised of other class and whole school excursions as each one arises, and your consent will be sought for your child to take part.

Please note this permission is for the duration of your child's schooling at Hesket Primary School and it is your responsibility to advise the school office should you wish to alter your consent.

LOCAL EXCURSION PERMISSION AND MEDICAL CONSENT For the duration of enrolment at Hesket Primary School

I understand that this Local Excursion Permission form, unless withdrawn in writing, will remain in effect for the duration of my child's enrolment at Hesket Primary School. In the event of illness or injury to my child whilst at school, on an excursion, or travelling to or from school, I authorise the Principal or the staff member in charge of my child, where it is impracticable to communicate with me, to consent to emergency medical arrangements on my behalf as are deemed necessary by a qualified medical practitioner. Such consent includes anaesthetics, blood transfusions and surgical operations. I also give permission for my child to take part in short excursions within walking distance of our school.

Name of Parent/Guardian: _____

Signature of Parent/Guardian: _____

Name of child attending the school: _____ Class: _____

Date: _____

Emergency contact number of Parent/Guardian

Name: _____ Telephone: _____



ICT Use – Student Agreement

When I use the internet, I have responsibilities and rules to follow. I agree to:

- keep myself and others safe by not giving out personal details including full names, phone numbers and addresses
- not share images or the personal information of others without their permission
- not give out my passwords to anyone
- understand that any image or comment put on the internet is public (anyone can see, change or use it)
- respect others when I talk to and work with them online and never take part in online bullying, including forwarding harmful messages and supporting others in inappropriate or hurtful online behaviour, witnessing or hearing about harmful behaviour and not reporting it
- use the technology at school for learning, use the equipment properly and not interfere with the work or data of another student
- not bring or download unauthorised programs, including games, to the school or run them on school computers
- not go looking for inappropriate sites
- if I see a site that I think should be blocked, I will turn off my screen and let a teacher know straight away.
- use an 'online name' when sharing my work online
- remember the content on the internet is someone else's property
- think carefully about what I read on the internet, question if it is from a reliable source and use the information to help me answer any questions (I should not copy and paste the information as my answer)
- talk to my teacher or another adult if:
 - I need help online
 - I am not sure what I should be doing on the internet
 - I come across sites which are not suitable for our school
 - someone writes something I don't like, or makes me or others feel uncomfortable or asks me to provide information that I know is private
 - I feel that the welfare of students at the school is being threatened by online activities.

When I use my computer or iPad I agree to:

- use it for learning purposes as directed by my teacher
- act responsibly and not use the device to find, create or send information that might be harmful, inappropriate or hurtful to me or anyone else.

When using any mobile device (laptop, iPad) as a camera I will:

- only take photos and record sound or video when it is part of a class or lesson
- seek permission from individuals involved before taking photos, recording sound or videoing them (including teachers)
- seek written permission from individuals involved before publishing or sending photos, recorded sound or video to anyone else or to any online space

- respect others when I talk to and work with them online and never write or participate in online bullying
- seek teacher permission before uploading any content to websites (e.g. blogs).

ICT USER AGREEMENT

For the duration of enrolment at Heskett Primary School

I acknowledge and agree to follow these rules. I understand that there may be sanctions imposed if I do not act responsibly.

- restriction of network access privileges
- restriction of email privileges
- restriction of internet access privileges
- restriction of printing privileges
- paying to replace damaged equipment
- other consequences as outlined in the school's Student Engagement and Wellbeing Policy

Student Name: _____

Student Signature: _____

Parent Permission

I agree to allow my child to use the internet at school. I have discussed the acceptable use policy with my child.

I will contact the school if there is anything here that I do not understand. If there is a situation which concerns me, I will contact either the school or ACMA (Australian Communications, Media and Authority) Australia's Internet Safety Advisory Board on 1800 880 176 or visit <http://www.acma.gov.au/>

Parent/Guardian Signature: _____ **Date:** _____



Hesket Primary School - Internet Use Policy

Hesket Primary School uses the internet as a teaching and learning tool. We see the internet as a valuable resource but acknowledge it must be used responsibly.

Your child has been asked to agree to use the internet responsibly at school. Parents should be aware that the nature of the internet means that full protection from inappropriate content can never be guaranteed.

At Hesket Primary School we:

- provide supervision and direction in Internet activities
- provide education around Internet safety and ethics
- work towards setting tasks that ask your child open questions, so they can't copy and paste all answers from the Internet
- reinforce the importance of safe and respectful use of the Internet in all curriculum areas
- provide support to parents to understand this agreement

What has your child agreed to and why?

Not giving out personal details or details of other students including full names, telephone numbers, addresses and images and protecting password details.

Students can be approached, groomed, and bullied online. They also love to publish information about themselves and their friends in spaces like Myspace, MSN messenger, blogs etc.

We recommend they:

- don't use their own name, but develop an online name.
- don't share personal details including images of themselves or their friends online
- password protect any spaces or accounts they have and protect that password.
- don't allow anyone they don't know to join their chat or collaborative space.
- are reminded that any image or comment they put on the Internet is now public (anyone can see, change or use it)

Being respectful online and not participating in online bullying.

- The online environment sometimes feels different. The language is different. Sometimes students say things online that they would never say to someone's face.
- being online can make students feel that they are anonymous
- the space or chat they use in leisure time might have explicit language and they will feel they have to be part of it
- often the online environment has very few adults.

Using the technology at school for learning, using the equipment properly and not interfering with the work or data of another student.

By just taking care with the equipment, printing and downloading from the Internet students can save time, money and the environment. Students often see the Internet as "free". Just looking at a page on the Internet is a download and is charged somewhere.

Not bringing or downloading unauthorised programs, including games, to the school or run them on school computers.

The school connects all of the computers through a network. The introduction of unknown games or files could introduce viruses etc and these put all of the schools equipment and student work at risk.

Not go looking for rude or offensive sites.

Filters block a lot of inappropriate content but it is not foolproof. For students who deliberately seek out inappropriate content or use technology that bypasses filters, parents will be immediately informed and the student's Internet access will be reviewed.

Using the Internet at school to learn.

It is important to realise that there is a time for fun and a time for work (even on the Internet). Staying on task on the internet will reduce risk of inappropriate access and teach students strategies to use the Internet for their learning.

Remembering the content on the web as someone else's property and asking a teacher to help get permission before using information or pictures.

All music, information, images and games on the Internet are owned by someone. A term called copyright is a legal one and has laws to enforce it.

By downloading a "freebee" you can risk bringing a virus or spyware to the computer or system. These can destroy a computer system or provide hackers with details such as passwords and bank accounts. Remember if an offer is too good to be true, the chances are it is!

Thinking carefully about what is on the Internet, questioning if it is from a reliable source and using the information to help answer questions.

Not everything on the Internet is true, accurate or unbiased.

The school is teaching information literacy skills, which enables students to locate, evaluate, and use information effectively on the Internet.

Copying and pasting information can help organise arguments, ideas, and information but it is important that your child uses their own thoughts and language to express what they have learnt. If helping with homework ask open-ended questions. For example, saying to a student "Tell me about wombats," might encourage him/her to copy and paste facts about the wombat, but asking the question "What would a day in the life of a wombat be like?" encourages the student to think about different aspects of the animals life and draw together the different pieces of information they might have discovered.

Talk to my teacher or another adult if:

- I need help online
- I am not sure what I should be doing on the Internet
- I come across sites which are not suitable for our school
- someone writes something I don't like, or makes me and my friends feel uncomfortable or
- asks me to provide information that I know is private.
- I feel that the welfare of other students at the school is being threatened by online activities

The Internet has some really flashy and tricky ways to lead people into websites they never meant to visit. It is easy for us all to get distracted. We want students to ask for help in locating the information they need, and clarifying the task they have been set. Unfocused clicking through websites can lead to inappropriate content.

We also want the whole school community to keep their Internet environment as safe as possible so we ask that if your child sees a site they think should be blocked, to turn off their screen and let a teacher know.

Open communication between parents, teachers and students is the best way to keep students safe. Students will often share concerns with each other online. It is important that they tell a teacher and or parent when they are feeling uncomfortable or threatened online.

If you have any concerns about this agreement or Internet Safety in general contact either the school or the contact below

ACMA (Australian Communications, Media and Authority Board) is Australia's Internet safety advisory body for internet safety issues/ concerns contact them on 1800 880 176 or visit <http://www.acma.gov.au/>

Rules that students should apply to all areas of the internet:

1. Never write anything that is rude or insulting. Never threaten, bully or intimidate others. If you can't think of anything nice to say about someone, then don't say anything at all
2. Don't send any silly messages in emails, or Forums - that is called Spamming. This includes sending chain mail, asking people to 'pass it on'
3. Never give or ask for any contact details - like your surname, home address, phone number, home email
4. Keep your password a secret. NEVER give it to anyone else or ask them for theirs. Never let ANYONE ELSE use your account
5. Don't give a lot of personal details about you or your family. If you do write about your family or friends, ask for their permission before you send it in. Also, don't upload personal pictures to the Library - or anything that can identify you, your family or where you live
6. Respect the copyright code, only upload things that you have created yourself or you have permission to use. Don't copy people's ideas without their permission.