

### Have you provided the following documents / information?

	YES	NO
<b>Proof of Birth:</b> Provide copy of Birth Certificate (preferred document) or Passport and Visa (if not born in Australia).		
<b>School Entry Immunisation Certificate:</b> Available online through your <a href="#">myGov</a> account, through the <a href="#">Express Plus Medicare</a> mobile app, by calling the <a href="#">AIR enquires line</a> , or by asking your doctor to print a copy.		
<b>Most recent school report:</b> (when student has already started school).		
<b>Permission form:</b> (publicity, head lice, medical, photography, local excursions).		
<b>ICT Acceptable Use Agreement &amp; Google Suite Consent Form</b>		
<b>Emergency contact details:</b> (On enrolment form) please provide at least 3 other emergency contact details other than Adult A and Adult B.		
<b>Confidential Information form:</b> (Foundation only)		
<b>Medical Condition details (if applicable) - please note:</b> It is a requirement to inform the school whether your child has a medical condition such as Asthma, Anaphylaxis or any other allergic reactions, Diabetes, Epilepsy. An action plan completed by a doctor <u>must be provided</u> to the school.		
<b>Anaphylaxis Plan:</b> (if applicable)		
<b>Asthma Plan:</b> (if applicable)		
<b>Action Plan and Management Plan for Allergic Reaction/Diabetes/ Epilepsy:</b> (if applicable)		
<b>100-POINT RESIDENTIAL ADDRESS CHECK</b>		
You may be asked to provide documents to verify your child's permanent residence. Any combination of the following documents is acceptable, as long as they add up to at least 100 points.		
<b>Document showing the full name of the child's parent / carer and address</b>	<b>Points</b>	
1. <b>One</b> of the following: 1.1. Council rates notice <b>OR</b> 1.2. Lease agreement through a registered real estate agent or rental board bond receipt <b>OR</b> 1.3. Exchanged contract of sale	<b>40</b>	
2. <b>Any</b> of the following 2.1. Centrelink payment statement showing home address 2.2. Electoral roll statement	<b>20 each</b>	
3. <b>Any</b> of the following documents 3.1. Electricity or gas bill showing the service address (up to 3 months old) 3.2. Water bill showing the service address (up to 3 months old) 3.3. Telephone or internet bill showing the service address (up to 3 months old) 3.4. Driver's licence or government issued ID showing current home address (up to 3 months old) 3.5. Home building or home contents insurance showing the service address 3.6. Motor vehicle registration or compulsory third-party insurance policy showing home address	<b>15 each</b>	
<i>Two signatures required from both parents/guardians (if applicable). If the student is living between two households, we require an Alternative Family Form to be completed.</i>		

### Additional information to be provided (if applicable):

<b>PSD</b> (Program for Students with Disabilities)		
<b>ESL</b> (English as a Second Language)		
<b>School Transfer Documentation</b> (if available)		



## Introduction

Victorian government schools are not required to have local enrolment policies as they are required to follow the Department's Enrolment and Admission policy. Children of school age have the right to be admitted to their designated neighbourhood government school at the beginning of the school year (or when relevant) unless an approved alternative placement has been arranged.

## Purpose

To ensure Kensington Primary School provides enrolment access for students who reside within its designated neighbourhood as defined by the Department boundaries and to set out the conditions under which students may be enrolled.

## Guidelines

- *Boundaries:* The designated neighbourhood boundary area is determined by the Department and based on distance from other schools. All children who reside within the designated boundary area are eligible for enrolment at the school.
- *Enrolment Criteria:* To be eligible for enrolment, a child must have had their fifth birthday by April 30 in the year in which they commence school.

## Implementation

- All people making enquiries regarding enrolment will be provided a copy of this policy.
- Where there are insufficient places at a school for all students who seek entry, students are enrolled in the following priority order:
  1. Children for whom the school is the designated neighbourhood school.
  2. Children with a sibling at the same permanent address who are attending the school at the same time.
  3. Where the regional director has restricted the enrolment, children who reside nearest the school.
  4. In exceptional circumstances, compassionate grounds.
- Children who reside outside the school's designated neighbourhood boundary who enquire at the school will be referred to their closest neighbourhood government school.
- Victorian government schools must refer to the Enrolment in a Victorian Government School Guidelines (refer to Guidance tab <https://www2.education.vic.gov.au/pal/enrolment/guidance>), for details on:
  - age eligibility, including exceptions and exemptions from the maximum and minimum school age requirements and processes
  - determining designated neighbourhood school areas and zone
  - Department policy requirements relating to placement of students (Placement Policy) and enrolment management
  - enrolment appeal processes and requirements
  - determining permanent residence of students and families
  - required documentation and information when enrolling students
  - transfers between schools
  - enrolment in specialist schools
  - concurrent enrolment for students entering youth justice or secure welfare.

### Determining permanent residence

Where demand for places exceeds supply at a Victorian government school due to the number of students who seek entry, department policy on placement of students requires schools to enrol students in accordance with a priority order of placement, subject to any enrolment criteria specified by the Minister or delegate. Please refer to the Placement policy section of these guidelines for further information on the priority order of placement.

When implementing the priority order of placement, staff may be required to implement measures to verify information provided about the students' permanent residence prior to accepting enrolment applications.

### Meaning of 'permanent residence'

A student's permanent residence is the address at which they permanently reside at the time of seeking enrolment.

If a student resides at multiple addresses, their 'permanent residence' is the address at which they spend the majority of their weekdays.

If a child spends an equal amount of time at 2 addresses, both addresses will be considered their permanent address and the student will be entitled to enrol in the designated neighbourhood school for either address. The final choice of which school the student ultimately attends rests with the parents/carers or student if they are an adult or mature minor for the purpose of making enrolment decisions.

### Evidence for demonstrating permanent residence

When assessing enrolment applications, schools may request that parents/carers provide supporting documentation to assist them in verifying a student's permanent residence.

Schools may request original or certified copies of rental agreements, unconditional contracts of sale or other official documentation that demonstrates permanent residence. To support this request, schools may ask parents/carers to complete a 100-point residential address check. Refer to Residential address check (PDF) included in the Enrolment Pack.

Documents should show the same address and parent's/carer's name as recorded on the school enrolment application form.

Additionally, schools may ask parents/carers to complete a statutory declaration confirming they are living at the address and that the arrangement is genuine and intended to be permanent. **It is a criminal offence to make a false statutory declaration and, if made on purpose, the person making the statutory declaration is liable to penalties of perjury (refer to Statutory declarations).** In the event a school receives a statutory declaration and is unsure about its validity, school staff should consult with the regional office.

Requests for additional supporting documentation may occur after the parent has submitted an enrolment application, if deemed necessary by the school. Information to parents/carers should clearly explain that the documentation is required to confirm the student's eligibility to enrol at the school. The school should also clearly communicate to parents/carers that the enrolment application may not be accepted if the requested documentation is not provided.

If it comes to light that the address provided on the application form was not the student's genuine permanent residence, a school may withdraw a placement offer under certain conditions (refer to Changes to the student's address after an enrolment offer has been made). The regional office should be informed before a placement offer is withdrawn.

To assist Kensington Primary School in assessing your child's eligibility for enrolment, please complete the attached Residential address check for the enrolment of students in Victorian government schools.

Documents should show the same address and parent's/carer's name as recorded on the school enrolment application

form.

Optional: On request, you may also be required to complete a statutory declaration. A statutory declaration should confirm the student is living in the address provided in the enrolment application and that the arrangement is intended to be permanent. The declaration must contain written acknowledgment by the declarant that it is true and correct.

**Note:**

Enrolment applications may not be successful if the requested documentation is not provided or found not to be genuine.

### Duration of rental agreements

If a school has concerns about the duration of a rental agreement being provided as proof of permanent address, the school should consult with the family to ensure that reasonable consideration has been given to the family's living circumstances. For example, it is not acceptable to disregard a rental agreement that is shorter than 12 months from the time of submitting the enrolment application if this accurately reflects a family's residential circumstances.

If a rental agreement does not cover the first day of attendance, a school may seek further information closer to enrolment.

If the student's permanent residence changes after a placement offer is made, the offer may be withdrawn prior to the first day of attendance under certain conditions (refer to Changes to the student's address after an enrolment offer has been made).

### Verification of permanent residence

Schools can make reasonable enquiries to verify permanent address information provided by parents/carers, 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
- for a rental property which is a studio apartment or a one-bedroom unit, checking whether there are any regulations/codes limiting the occupancy of these apartments to one person per apartment.

Schools should remember that multiple families may live together in one residence. School staff should be understanding of these arrangements when verifying permanent residence.

To satisfy privacy law requirements, schools should ensure parents/carers applying for enrolment are aware of the enquiries the school may make to verify the information provided about a student's permanent residence.

Note: The department does not consider home inspections or surveillance to be reasonable forms of enquiry and does not support these practices.

### Non-acceptance of address provided on enrolment application form

If the principal does not accept that the address provided on the enrolment application form (and any subsequent supporting documentation) is the genuine permanent residence of the student, the school may reject the enrolment if the school is in a position where it is applying the priority order of placement due to demand for places exceeding supply.

The school should ensure reasons are provided to the parent/carer for not accepting the address and ensure the parent/carer is aware that they may appeal this decision (refer to Appealing enrolment decisions).

### Changes to the student's address after an enrolment offer has been made

If, after a placement offer is made, the student's permanent residence changes or it comes to light that the address provided on the application form was **not the genuine** permanent residence of the student, a school may withdraw a placement offer in the following circumstances:

- where, after the priority order of placement is applied to the correct address, a place is not available for the student
- the new address is not within the school zone
- the placement offer and any subsequent material provided to the student and their parent/carer expressly states that the offer may be withdrawn prior to the first day of attendance if the student's permanent place of residence changes or the school becomes aware that the address provided on the application form was not the genuine permanent residence for the student.

Prior to withdrawing an offer of enrolment, school staff must consult with the regional office. School staff should also consider any safety or wellbeing issues related to the student.

# SCHOOLS' PRIVACY POLICY

## INFORMATION FOR PARENTS

The Schools' Privacy Policy informs the school community that information about students can be shared to fulfil the schools' core functions of educating and supporting our students.

The Schools' Privacy Policy establishes a clarified 'need to know' framework, where school staff share information about students with other staff who need to know as part of their role. This is consistent with Victorian privacy law.

---

### Who does the policy apply to?

The policy applies to all central, regional and school staff including principals, teachers, visiting teachers, administration staff, social workers, wellbeing staff, youth workers, nurses, Student Support Service officers (SSSOs) and all other allied health practitioners. This means the 'need to know' framework below also applies to all school staff, whether employees, service providers (contractors) and agents (whether paid or unpaid) of the Department.

---

### Need to know

All school staff can, and must, share information about a student with other staff who 'need to know' that information to enable the school to:

- **educate** the student (including to plan for individual needs or address barriers to learning)
- **support** the student's social and emotional wellbeing and health
- fulfil legal obligations, including to:
  - take reasonable steps to reduce the risk of **reasonably foreseeable harm** to the

student, other students, staff or visitors (duty of care)

- make **reasonable adjustments** for a student's disability (anti-discrimination law)
- provide a **safe and secure workplace** (occupational health and safety law).

Please note: the Child and Family Violence Information Sharing Schemes allow prescribed organisations to share confidential information with each other to promote the wellbeing or safety of children, or to assess or manage family violence risk. Victorian schools and a range of other Victorian services fall under these schemes. For more information, refer to:

<https://www.vic.gov.au/information-sharing-schemes-and-the-maram-framework>.

---

### Who decides who 'needs to know'?

Subject to the principal's direction, each staff member decides who needs to know specific, relevant information about a student, based on the 'need to know' framework.

Sharing relevant information with other staff who 'need to know' is very different from idle conversation or gossip.

School staff are entrusted with a large amount of important information about students. Staff must treat all such personal and health information sensitively and respectfully, and not share it other than on this 'need to know' basis.

---

### What information and records can be transferred to a student's next school?

When a student has been accepted at, and is transferring to or from, another school (Victorian government, non-government and/or interstate), the current school transfers information about the student to the new school. This information may include copies of the student's school records, including any health, wellbeing or safety related information.

Parental consent is not required to transfer this information between Victorian government schools but must be obtained when the student is transferring to or from Victorian non-government schools, including Catholic schools or interstate schools.

Principals (or authorised representatives) determine what information to provide to the next school based on the 'need to know' framework:

*What information does the next school 'need to know' to properly educate or support the student, and fulfil the school's legal obligations?*

## 'NEED TO KNOW' framework

### Duty of care

A school's duty of care to students means that a principal or other member of the leadership team needs to know about any **reasonably foreseeable risk of harm to anyone** because of the student's behaviour, disability, family circumstances or any other relevant circumstances related to the student.

So, for example, if there is a reasonably foreseeable risk to anyone because the student:

- displays violent behaviours
- is a victim or perpetrator of bullying, assault or age-inappropriate sexualised behaviours
- has emotional, wellbeing or self-harm issues

then staff must **tell the principal** (or other member of the school leadership team).

The principal will then share relevant information with any other staff member that needs to know because they work with, or supervise, the student. Staff must provide the principal with enough relevant information required to adequately fulfil their own duty of care – so that the principal can fulfil their duty of care too.

Importantly, when there is a reasonably foreseeable risk of harm, staff should act on that information and share the information with other staff who 'need to know', even if the student or parent asks that information not be shared.

### Anti-discrimination law

A school's obligation to provide **reasonable adjustments** for students with disabilities (regardless of whether they are eligible under the Program for Students with Disabilities) means that relevant information about a student's disability

and their needs must be shared with all staff who work with or supervise that student.

This is required to enable the school to make properly informed decisions about what adjustments are reasonable, and then to implement those adjustments.

This may also be required to meet the duty of care to that student (for example, a student with a medical condition who may require treatment).

This means that relevant information must be shared with all staff who work with or supervise that student, to enable them to:

- understand the student's disability and how it affects their learning and social or emotional wellbeing
- implement reasonable adjustments at school, including understanding all recommendations made by the student's treating practitioners.

The relevant school policies are followed by school staff when engaging with parents, such as wellbeing and behaviour policies. Go to your school's website for relevant policies.

School staff are available to provide further information about school policies and handling of personal information or contact the DET Privacy Officer at [privacy@education.vic.gov.au](mailto:privacy@education.vic.gov.au).

## Residential address check

### For the enrolment of students in Victorian government schools

When seeking to enrol your child in a Victorian government school, you may be requested to provide supporting documentation. This documentation will assist schools in verifying your permanent residence.

### Key enrolment information

Your child is guaranteed a place at their designated neighbourhood school. You can find your designated neighbourhood school and school zone at [Findmyschool.vic.gov.au](http://Findmyschool.vic.gov.au)

You can apply for a place at a school that is not your designated neighbourhood school and should be enrolled if the school has enough space.

### Establishing a child's permanent residence

Your child's permanent residence is the address at which they permanently reside at the time of enrolment. If your child resides at multiple addresses, their permanent residence is the address at which they spend the majority of their weekdays.

Documents provided as per the 100-point residential address table should match the details recorded on the school enrolment application, including parent's/carer's name and address.

### Why does the school need to verify my address for enrolment?

Some schools in Victoria are facing enrolment pressure. To ensure every child can attend their local school, schools may request proof of address to verify that you live within their school zone.

This helps to keep our education system fair and equitable and ensures that children who live within the school zone are being prioritised for enrolment.



### 100-point residential address check

You may be asked to provide documents to verify your child's permanent residence. Any combination of the following documents is acceptable, as long as they add up to at least 100 points.

Document showing the full name of the child's parent/carer and address	Points
<b>1. One of the following</b>	40
1.1 Council rates notice <b>OR</b>	
1.2 Lease agreement through a registered real estate agent or rental board bond receipt <b>OR</b>	
1.3 Exchanged contract of sale	
<b>2. Any of the following</b>	20
2.1 Centrelink payment statement showing home address	
2.2 Electoral roll statement	
<b>2. Any of the following documents</b>	15
3.1. Electricity or gas bill showing the service address*	
3.2. Water bill showing the service address*	
3.3. Telephone or internet bill showing the service address*	
3.4. Driver's licence or government issued ID showing current home address	
3.5. Home building or home contents insurance showing the service address	
3.6. Motor vehicle registration or compulsory third-party insurance policy showing home address	

\*up to three months old

## Verification of permanent residence

When assessing your child's enrolment application, schools may make some enquiries to confirm the information provided is correct.

This can include:

- Checking the electoral roll at an Australian Electoral Commission office or the Victorian Electoral Commission head office
- Contacting your real estate agent to confirm lease or contract of sale
- Checking whether there are any regulations/codes limiting the occupancy of rented studio apartments or one-bedroom units.

Your enrolment application may be unsuccessful if the school is not able to verify your address using the documentation provided.

## Inability to provide evidence of permanent residence

If you are unable to provide proof of permanent address because of your individual circumstances, you are encouraged to seek advice from your local school or a Community Liaison Officer in the [Regional office](#).

### More information

For more information, contact your local school or visit [Starting school](#).

To find out how your information is protected, visit [Schools' privacy policy](#).

## Form to Enrol in a Victorian Government School

KENSINGTON PRIMARY SCHOOL

Student Enrolment Information – 20 27

OFFICE USE ONLY

CASES21 Student ID:

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

Intended start date:	
<input type="checkbox"/> Day 1, Term 1	<input type="checkbox"/> Other: <i>(dd-mm-yyyy)</i> ____ / ____ / ____

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?

Always                       Mostly                       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?                       Yes                       No (move to next section)

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                       Male                       Female

Self-described: \_\_\_\_\_

### Enrolling Adult 2

Title

First Given Name

Surname

Gender                       Male                       Female

Self-described: \_\_\_\_\_

Adult 1 Relationship to student:

Parent                       Step Parent

Host Family                       Relative

Self (adult student / mature minor)                       Friend

Foster Parent                       Other: \_\_\_\_\_

Student lives with Adult 1:

Always                       Mostly

Balanced (50%)                       Occasionally

Adult 2 Relationship to student:

Parent                       Relative

Host Family                       Friend

Foster Parent                       Other: \_\_\_\_\_

Step Parent

Student lives with Adult 2:

Always                       Mostly

Balanced (50%)                       Occasionally

No. & Street Address:

Suburb:

State:                      Postcode

Address is the same as Enrolling Adult 1                       Yes                       No (complete below)

No. & Street Address:

Suburb:

State:                      Postcode

Adult 1 Job Title:
Adult 1 Employer:

Adult 2 Job Title:
Adult 2 Employer:

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

In which country was Adult 2 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): _____

❖ 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 1:
---

Please indicate any additional languages spoken by Adult 2:
---

Is an interpreter required?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
-----------------------------	------------------------------	-----------------------------

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 11 or equivalent
<input type="checkbox"/> Year 10 or equivalent <input type="checkbox"/> Year 9 or equivalent or below / no schooling

❖ 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 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 1 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 level of the highest qualification that Adult 2 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 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"> <li>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.</li> <li>If the person has not been in <u>paid</u> work for the last 12 months, enter 'N'.</li> </ul>

❖ 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"> <li>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.</li> <li>If the person has not been in <u>paid</u> work for the last 12 months, enter 'N'.</li> </ul>

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? <input type="checkbox"/> Yes <input type="checkbox"/> No (e.g., School Council, excursions)

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? <input type="checkbox"/> Yes <input type="checkbox"/> No (e.g., School Council, excursions)

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:	<input type="checkbox"/> Mobile	<input type="checkbox"/> Email
(Email shall be used for communication that cannot be sent via phone)	<input type="checkbox"/> Home Phone	<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:	<input type="checkbox"/> Mobile	<input type="checkbox"/> Email
(Email shall be used for communication that cannot be sent via phone)	<input type="checkbox"/> Home Phone	<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](http://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
--	----------------------------------	----------------------------------	--------------------------------------	----------------------------------

## 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-a-passport-how-it-works/documents-you-need/citizenship](http://www.passports.gov.au/getting-a-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)
---

\* 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](mailto: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?**

Student lives with parents/carers together at the same residence
   
  Student lives with each parent/carer at different times  
 Student lives with one parent/carer only
   
  State Arranged Out of Home Care\*  
 Informal care arrangement†
   
  Student is independent  
 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?**

Walking     School Bus     Train     Driven by parent/carer     Taxi / Ride Share  
 Bicycle     Public Bus     Tram     Self-Driven     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?     Yes (*move to next section*)     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:

<i>Other school name:</i>	<i>Days / week:</i>	<i>Has enrolment been accepted?</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Other school name:</i>	<i>Days / week:</i>	<i>Has enrolment been accepted?</i>	<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?     Yes     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](http://www.education.vic.gov.au/findaservice)

## Previous Education – Other

Has the student previously been enrolled at another school?     Yes, in Victoria – Government School     Yes, in Victoria – Catholic or Independent School  
 Yes, interstate     Yes, overseas     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

## 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: <a href="http://www.allergy.org.au/hp/ascia-plans-action-and-treatment#r2a">www.allergy.org.au/hp/ascia-plans-action-and-treatment#r2a</a> )	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Is the student at risk of anaphylaxis? If yes, please provide the school with an ASCIA Action Plan for Anaphylaxis (available at: <a href="http://www.allergy.org.au/hp/anaphylaxis/ascia-action-plan-for-anaphylaxis">www.allergy.org.au/hp/anaphylaxis/ascia-action-plan-for-anaphylaxis</a> )	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does the student have asthma?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Has a current Asthma Action Plan been provided to School? If No, please provide an Asthma Action Plan to the School (available at: <a href="http://www.asthma.org.au/treatment-diagnosis/asthma-action-plan/">www.asthma.org.au/treatment-diagnosis/asthma-action-plan/</a> )	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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 any of the above, please specify:		

### Medication

Does the student take medication?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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
Name of medications taken:		

## Student Doctor

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

## ADDITIONAL LEARNING AND SUPPORT NEEDS

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
--	------------------------------	-----------------------------

Does the student have additional needs in any of the following areas?	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 (specify outcome): _____

Has the student received individualised disability funding before?	<input type="checkbox"/> No
	<input type="checkbox"/> Yes (please specify): _____

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 (provide details): _____

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?		
<b>Occupational therapy:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No Name and contact details:	<b>Exercise physiology</b> <input type="checkbox"/> Yes <input type="checkbox"/> No Name and contact details:	<b>Speech pathology</b> <input type="checkbox"/> Yes <input type="checkbox"/> No Name and contact details:
<b>Physiotherapy</b> <input type="checkbox"/> Yes <input type="checkbox"/> No Name and contact details:	<b>Behaviour support</b> <input type="checkbox"/> Yes <input type="checkbox"/> No Name and contact details:	<b>Other</b> <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?

Yes

No *(move to the next section)*

If Yes, please provide further detail: (e.g. sport, excursions)

### 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](http://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](http://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](http://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](http://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 / refuge / 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

<b>❖ What is the highest year of primary or secondary school that Adult 3 has completed?</b>	
<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
<b>❖ What is the level of the highest qualification that Adult 3 has completed?</b>	
<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
<b>❖ What is the occupation group of Adult 3?</b> Please select the appropriate current parental occupation group from the attached list at the end of the document.	
<ul style="list-style-type: none"> <li>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.</li> <li>If the person has not been in <u>paid</u> work for the last 12 months, enter 'N'.</li> </ul>	

<b>❖ What is the highest year of primary or secondary school that Adult 4 has completed?</b>	
<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
<b>❖ What is the level of the highest qualification that Adult 4 has completed?</b>	
<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
<b>❖ What is the occupation group of Adult 4?</b> Please select the appropriate current parental occupation group from the attached list at the end of the document.	
<ul style="list-style-type: none"> <li>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.</li> <li>If the person has not been in <u>paid</u> work for the last 12 months, enter 'N'.</li> </ul>	

<b>What is the main language spoken between the student and adult at home?</b>
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

<b>What is the main language spoken between the student and adult at home?</b>
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](http://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 16-17.

## 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
---

## 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](http://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](http://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](http://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:

## ATTACHMENT 4 – OFFICE USE ONLY SECTION

OFFICE USE ONLY				
Child's Name sighted:		<input type="checkbox"/> Yes	<input type="checkbox"/> No	Enrolment Date:
Year level:	Home Group:	Timetabling Group:	House:	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/carer	<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: <a href="#">Medical Advice Forms</a>				
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)				





## Photographing, Filming and Recording Students at Kensington Primary

March, 2026

### Consent Form

There are many occasions during the school year when staff photograph, film or record students participating in school activities or events. We do this for many reasons including to : e.g. celebrate student participation and achievement, showcase learning programs, document a student's learning journey/camps/excursions/sports events etc, communicate with our parents and school community in newsletters .

#### Our **Photographing, Filming and Recording Students Policy**

[https://www.kensingtonps.vic.edu.au/uploaded\\_files/media/1732665022photograph\\_filming\\_and\\_recording\\_policy\\_.pdf](https://www.kensingtonps.vic.edu.au/uploaded_files/media/1732665022photograph_filming_and_recording_policy_.pdf) describes how we will collect and use photographs, video and recordings (images) of students. The policy also explains when parent/carer consent is required and how it can be provided and withdrawn.

**Please note** there are uses of images that do not require consent. These include curriculum-based activities (i.e. class work), identity management, managing behavioural and safety incidents, to support a student's health and wellbeing, and to provide individual feedback or communication to a student, their parents/carers and/or school staff. If you have any concerns about the use of photographs in our school, for example, due to safety or cultural reasons, please contact [Kensington.ps@education.vic.gov.au](mailto:Kensington.ps@education.vic.gov.au) or 93766013.

This **Consent Form** describes:

- situations where consent is required and seeks that consent
- how personal information will be handled in regard to privacy law
- ownership and reproduction of images

If you would like to withdraw or change your consent at any time, you must notify us [Kensington.ps@education.vic.gov.au](mailto:Kensington.ps@education.vic.gov.au) or 93766013.

If consent is withdrawn verbally, we will make a written record of this. Please note, it may not be possible for the school to amend past publications or to withdraw images that are already in the public domain.

We will provide an annual reminder to parents about our **Photographing, Filming and Recording Students Policy** via the school newsletter and school website. We will also notify parents when implementing software that may include photos of students, giving parents an opportunity to discuss any concerns or preferences.

This consent form applies to images of students that are collected and used by our school. **Option 1:** We ask that any parents/carers or other members of our school community photographing, filming or recording students at school events (e.g. concerts, sports events etc) do so in a respectful and safe manner and that images of students are not publicly posted (e.g. to a social media account) without the permission of the relevant parent/carer.

If you do not understand any aspect of this consent form, or you would like to talk about any concerns you have, please contact our school on [Kensington.ps@education.vic.gov.au](mailto:Kensington.ps@education.vic.gov.au) or 93766013.

## Privacy

---

Photographs, video and recordings (**images**) in which your child is identifiable are considered 'personal information' under Victorian privacy law. This means that any images of your child taken by the school may be a collection of your child's personal information. The school is part of the Department of Education (**the department**). The department values the privacy of every person and must comply with the *Privacy and Data Protection Act 2014* (Vic) when collecting and managing all personal information. For further information refer to the [Schools' Privacy Policy](http://www.education.vic.gov.au/Pages/schoolsprivacypolicy.aspx) (<http://www.education.vic.gov.au/Pages/schoolsprivacypolicy.aspx>).

## Ownership and reproduction

---

Copyright in the images will be wholly owned by the school. This means that the school may use the images in the ways described in this form without notifying, acknowledging or compensating you or your child.

## Consent for use of images

---

Our school uses images in a number of ways. Please read the categories below, then indicate your opt-in consent by using the tick boxes at the bottom of this form.

### Use of images within the physical school environment

**If you consent**, photographs, video or recordings of your child may be used by our school within the school environment in any of the following ways:

- for display in school classrooms (e.g. in displays of student work, on noticeboards to celebrate achievements)

### Use of images within the school community

**If you consent**, photographs, video or recordings of your child may be used by our school within the school community in any of the following ways:

- in the school's online communication, learning and teaching tools (e.g. classroom blogs or apps that can only be accessed by students, parents/carers and school staff with passwords.)
- in the school's newsletter

### Use of images beyond the school community/publicly

**If you consent**, photographs, video or recordings of your child may be used in publications that are accessible to the public, including:

- on the school's website including in the school newsletter which is publicly available on the website

We will notify you individually if we are considering using images of your child for specific advertising or promotional purposes.

## Your consent

I have read this form and I consent to Kensington Primary collecting photos, video or recordings of my child during their time at the school, and using these photos, video or recordings in the following ways.

Indicate your consent for the three options by using the tick boxes.

I consent to the use of images of my child **within the physical school environment**

- I consent to the use of images of my child **within the school community**
- I consent to the use of images of my child **beyond the school community/publicly, i.e. the school's website and social media accounts**

<b>Name of student:</b>	
<b>Name of parent/carer:</b>	
<b>Signature:</b>	
<b>Date:</b>	

Further information about how Kensington Primary collects and uses photos, video and recordings of students is available in our Photographing, Filming and Recording Students Policy [https://www.kensingtonps.vic.edu.au/uploaded\\_files/media/1732665022photograph\\_filming\\_and\\_recording\\_policy\\_.pdf](https://www.kensingtonps.vic.edu.au/uploaded_files/media/1732665022photograph_filming_and_recording_policy_.pdf), including use of images that do not require consent, e.g. to fulfill legal obligations or for identification purposes.

If you do not return this form to the school, we will assume that you do not consent to the optional uses as described above.



## Parental Consent

The following are standard permissions, which will be used for the duration of your child's schooling at Kensington Primary School. If you wish to withdraw your consent at a later date, you must inform the school in writing.

### PERMISSION TO SPEAK TO KINDERGARTEN (future Foundation 2027) / PREVIOUS SCHOOL

I give permission for Kensington Primary School's Principal / Assistant Principal OR representative to contact my child's kindergarten/child care centre (future Foundation) or school (other than Foundation).

Kindergarten/School: \_\_\_\_\_ Tel No: \_\_\_\_\_

Signature of Adult A: \_\_\_\_\_

Signature of Adult B: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

### MEDICAL CONSENT

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 teacher-in-charge of my child, where the Principal or teacher-in-charge is unable to contact me, or it is otherwise impracticable to contact me to: (cross out any unacceptable statement)

Consent to my child receiving such medical or surgical attention as may be deemed necessary by a medical practitioner, administer such first aid as the Principal or staff member may judge to be reasonably necessary.

Signature of Adult A: \_\_\_\_\_

Signature of Adult B: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

### HEADLICE CHECKS

Head lice management is a complex issue for schools. While parents/guardians have primary responsibility for the detection and treatment of head lice, schools also have a role in the management of head lice infections by providing support for parents/guardians and students. In accordance with Public Health and Wellbeing Regulations 2009, students will not be allowed to attend school until head lice has been treated.

Permission is requested allowing your child to have their head inspected by trained staff authorised by the Principal. Only students who have signed consent will be inspected. However, all students will be visually checked for the presence of head lice or lice eggs.

I give permission for my child to have a head lice inspection if required by staff delegated by the principal.

Signature of Adult A: \_\_\_\_\_

Signature of Adult B: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## LOCAL SCHOOL EXCURSION PERMISSION

I hereby give permission for my child to participate in local excursions, which do not require transport but involve students leaving the school grounds to walk to a particular local venue, for the duration of their schooling at Kensington Primary School, providing a teacher is in charge and all reasonable care is taken to ensure student safety.

I agree that, in the event of an accident or illness during this excursion, if I cannot be contacted, the teacher in charge has permission to obtain such medical assistance as considered necessary for my child. I will accept responsibility for any costs involved. I note an excursion includes any teacher-supervised activity outside the school grounds. I understand that if I wish to withdraw local walking consent for my child, it will be my responsibility to inform the school in writing.

Signature of Adult A: \_\_\_\_\_

Signature of Adult B: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Dear Parents/Guardians,

In order to support the transition process from kindergarten to school we ask all parents / guardians to supply us with some background information about their child. This will allow us to take as many factors as possible into account when placing children into classes. It will give individual teachers a more detailed profile of students and their needs. The information will assist the class teachers to meet the needs of the students as they settle into school. All information will be treated in a confidential manner.

Parents/Guardians are encouraged to contact the school and speak to the Assistant Principal, Thomas Hortop, if they have information that they would prefer to pass on directly.

Thank you

Thomas Hortop  
Assistant Principal

**To be completed and presented with Student Enrolment Form.  
All information will be treated in a confidential manner.**

**Name of Child:** \_\_\_\_\_  
**Kindergarten Teacher:** \_\_\_\_\_  
**Kindergarten/Childcare Centre:** \_\_\_\_\_  
**Kindergarten Address:** \_\_\_\_\_  
**Kindergarten Telephone Number:** \_\_\_\_\_

**1. Special interests /skills**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2. Friendship Group / Grade Placement**

We will endeavor to place your child with a familiar face when starting Foundation in 2027. Please list the names of as many children your child knows who will be starting the Foundation year at Kensington Primary School. Please note that we make no guarantees about your child being placed with one or more of the children listed. Class formation is the responsibility of the school and is based on a range of factors.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**1. Referrals**

List any specialist reports and / or medical information relevant to school entry (eg medical issues eg Asthma, Anaphylaxis, speech, sight, hearing, motor skills, attention, physical disabilities, behaviour, early intervention reports such as physiotherapy, occupational therapy, speech therapy). The more information you provide, the better we are able to support your child.

---

---

---

**2. Social Development**

Degree of independence, confidence and interaction (any worries about making friends, special friends, ability to work cooperatively, etc.)

---

---

---

**3. Emotional Development**

Confidence, happiness, worries, (especially in new environments), readiness for school.

---

---

---

**4. English as an Additional Language**

Other language/s communicated at home. Does your child understand, speak and/or read this language?

---

---

---

**5. Family Background**

Anything the school should know about your family, for example, composition, relationships, custody issues. Please include any siblings at Kensington Primary School.

---

---

---

**6. Physical Development**

Any evidence of poor motor skills (both fine and gross), eyesight, hearing.

---

---

---

## School Profile Statement

Kensington Primary recognises the need for students to be safe and responsible users of digital technologies. We believe explicitly teaching students about safe and responsible online behaviours is essential, and is best taught in partnership with parents/guardians. We request that parents/guardians work with us and encourage this behaviour at home.

At Kensington Primary we:

- have a **Student Engagement Policy** that states our school's values and expected standards of student behaviour, including actions and consequences for inappropriate behaviour
- begin each year with an inquiry into cyber safety and how to be a responsible digital citizen.
- utilise age-appropriate resources, which have been viewed and sourced by KPS staff and suggested by DET
- utilise age-appropriate resources to educate our students to be safe and responsible users of digital technologies and to raise our students' awareness of issues such as online privacy, intellectual property and copyright . These may include:
  - **Office of Children's eSafety Commissioner esafety resources**  
<https://www.esafety.gov.au/educators/classroom-resources>
  - **Common Sense Media Digital Citizenship Education Resources**  
<https://www.commonsense.org/education/digital-citizenship/curriculum>
  - **Allanah & Madeline Foundation Digital Licence Resources**  
<https://www.digitallicence.com.au/>
- supervise and support students when using digital technologies within the classroom and establish clear protocols and procedures when working in online spaces including reviewing and considering the safety and appropriateness of online tools and communities:
  - [Bullystoppers Duty of Care and Supervision](#)
- provide a filtered internet service but acknowledge that full protection from inappropriate content can never be guaranteed
- respond to issues or incidents that have the potential to impact on the wellbeing of our students including those reported through online services
- know that some online activities are illegal and as such we are required to report this to the appropriate authorities
- adhere strictly to age-restrictions, those websites that require the user to be above 13 will not be used (e.g. You Tube, FaceBook, Instagram, TikToc)
- support parents/guardians to understand safe and responsible use of digital technologies, potential issues and the strategies that they can implement at home to support their child; providing this Acceptable Use Agreement and current information from both the Department of Education and Training and Cybersmart:
  - [Bullystoppers Interactive Learning Modules - parents](#)  
(<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/parentmodules.aspx>)
  - [Cybersafety guide - parents](#) (<https://www.esafety.gov.au/parents/webinars>)



# Information for parents about Google Suite for Education

## OVERVIEW:

At Kensington Primary School we believe in collaboration, timely and targeted feedback are essential to support the learning process. As part of our focus on strengthening student voice we are using G Suite for Education (GSFE) to engage authentic experiences to share across the school. GSFE allows for real-time collaboration between staff and students.









This online service is hosted by Google and is offered to schools via the Department of Education and Training (DET) under a brokered model. GSFE comprises a range of applications (see below) which allow students to collaborate simultaneously and share their work within a closed school domain that is accessible only by their peers and school staff who have DET provided identities. GSFE tools can be accessed at school and at home via a web browser.

It is intended to be used for **educational purposes only**. GSFE must be used in accordance with the school's **Acceptable Use Agreement** and not for your child's personal activities.

For further information or any enquiries, email [kensington.ps@education.vic.gov.au](mailto:kensington.ps@education.vic.gov.au)

<https://www.education.vic.gov.au/about/working/Pages/foi.aspx>

Student details will be limited to student first name, last name, year level, school email addresses, school name and student work. The Department of Education's [Schools' Privacy Policy](#) can be viewed here.

	Description	Benefits to Your Child
 Classroom	A newsfeed-style environment that allows teachers to: <ul style="list-style-type: none"> <li>• share resources,</li> <li>• manage student assignments</li> <li>• facilitate collaboration</li> <li>• Promote online conversations about learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Supports your child's access to the school portal and class sites for a range of collaborative activities</li> <li>• Provides channels to school activities</li> </ul>
 Drive	Provides unlimited online storage in the cloud. Files can be shared with staff and students as needed.	<ul style="list-style-type: none"> <li>• Unlimited storage</li> <li>• Your child's access is restricted to his/her class and school</li> </ul>
 Forms	A survey creation tool. The data collected in the form is fed directly into a spreadsheet, allowing analysis.	<ul style="list-style-type: none"> <li>• Enables teachers to easily collect and analyse student responses to check their understanding of concepts</li> <li>• Students can create their own form to collect and analyse data</li> <li>• Student and teachers can provide each other with feedback</li> </ul>
 Docs	Online word processor that lets users create and format text documents and collaborate with other users in real time.	<ul style="list-style-type: none"> <li>• Enables your child to create and edit docs with any modern browser</li> <li>• Your child can jointly write and edit documents with other students and/or staff</li> </ul>
 Sheets	Online spreadsheet app that allows users to create and format spreadsheets and simultaneously work with other users.	<ul style="list-style-type: none"> <li>• Enables your child to create and edit spreadsheets with any modern browser</li> <li>• Your child can jointly write and edit spreadsheets with other students</li> </ul>
 Slides	Online presentation app that allows users to show work in a visual way.	<ul style="list-style-type: none"> <li>• Enables your child to create and edit slide presentations with any modern browser</li> <li>• Your child can jointly write and edit slide presentations with other students</li> </ul>
 Sites	Allows the creations of internal-facing web sites	<ul style="list-style-type: none"> <li>• Enables launch of websites for class, team, or a project with easy site builder</li> </ul>
 Keep	Digital sticky notes which can include: text, lists, photos and audio.	<ul style="list-style-type: none"> <li>• Users can add and edit notes collaboratively</li> </ul>

## Safe and Responsible Student Online Behaviour (please read and discuss with your child)

### When I use digital technologies and the internet I **communicate respectfully** by:

- always thinking and checking that what I write or post is polite and respectful
- being kind to others and thinking about how the things I do or say online might make them think or feel
- working to stop bullying. I don't send mean or bullying messages or pass them on to others
- creating and presenting my own work and if I do copy something from the internet, letting others know by sharing the website link to acknowledge the creator.

### When I use digital technologies and the internet I **protect personal information** by being aware that my full name, photo, birthday, address and phone number is personal information and is not to be shared online.

#### This means I:

- protect my friends' information in the same way
- protect my passwords and don't share them with anyone except my parent
- only ever join spaces with my parents or teacher's guidance and permission
- never answer questions online that ask for my personal information
- know not to post three or more pieces of identifiable information about myself.

### When I use digital technologies and the internet I **respect myself and others** by thinking about what I share online. This means I:

- stop to think about what I post or share online
- use spaces or sites that are appropriate for my age and if I am not sure I ask a trusted adult for help
- protect my friends' full names, birthdays, school names, addresses and phone numbers because this is their personal information
- speak to a trusted adult if I see something that makes me feel upset or if I need help
- speak to a trusted adult if someone is unkind to me or if I know someone else is upset or scared
- don't deliberately search for something rude or violent
- turn off or close the screen if I see something I don't like and tell a trusted adult
- am careful with the equipment I use

#### At school I will:

- Participate actively when we are learning about responsible use of digital technologies and the internet.
- Explain ways that I can be a smart, safe and responsible user of digital technologies and the internet.

I will use this knowledge at school and everywhere I use digital technologies and the internet.



## Inappropriate Content

Young people have access to a virtually limitless world so parents should be aware of the risks.

### What is inappropriate content?

The internet offers young people amazing opportunities to connect and learn, but it can also expose them to content that is both age and developmentally unsuitable.

Content on the internet is not sorted into age or appropriate areas and without supervision and guidance, a child can either unintentionally or purposely find content that is sexually explicit, extremely violent or inappropriate. We know that exposure to this type of content can also be psychologically damaging.

Just as you would ensure that the books you read to your child are age appropriate and the TV shows they watch are suitably rated, you should monitor what your child is doing, and where they are going in the digital space.

Most internet users will at some stage come across confronting content online and in the majority of cases this will not cause long-term harm. Problems can arise when this exposure is constant and is not discussed with a parent who can provide a balanced view.

Some specific examples of potentially damaging content for children and teenagers include sites which encourage eating disorders or self-harm. For young people with mental health issues such as depression or an eating disorder, these sites can be damaging as they create an environment where users may normalise behaviour which is harmful (for example encouraging self-harm, or extreme calorie restrictions).

Be aware that young people can find these sites easily.

Most of these disturbing websites are not 'illegal' which means that they will remain online and it is up to a parent to monitor and manage. You would not feel safe allowing your child to wander aimlessly through a large city, alone and in the middle of the night so remember that the internet is like a large city, full of good and bad and a place that a child needs to be supervised.

The issues of curiosity and exploration are the same for every generation, but the internet means there is far more information which is far more easily accessible. Parents may once have looked up a 'rude' word in a dictionary—children today will Google the word instead. Rather than looking up pictures of nude bodies in a biology textbook, kids can now access pornographic content very quickly online.

### What can I do to protect my child online?

The most important thing you can do is engage in open and honest communication. Use the internet together and make it part of your family's activities. The more you explore together, the more you will learn about their online behaviours and interests.

## Acknowledgement & Consent

- 1) Please read and sign **this page**.
- 2) Detach this double-sided page (keep the other pages for your own information).
- 3) Return this double-sided page to the KPS office or your classroom teacher.

### Acknowledging a shared commitment to using digital technologies and the internet safely & responsibly

Kensington Primary School's ICT Acceptable Use Agreement applies to all digital technologies and the internet including (although not limited to):

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• school owned ICT devices (e.g. desktops, laptops, iPads printers, scanners)</li> <li>• email</li> <li>• internet, intranet</li> <li>• video and photo sharing websites (e.g. YouTube)</li> </ul> | <ul style="list-style-type: none"> <li>• blogs</li> <li>• forums, discussion boards and groups</li> <li>• wikis (e.g. Wikipedia)</li> <li>• vod and podcasts</li> <li>• video conferences and web conferences.</li> </ul> |
|---|---|

This ICT Acceptable Use Agreement applies when digital technologies and the internet are being used at school, during school excursions, camps and extracurricular activities, and at home.

### Student Acknowledgement

*I have read/talked with my parent/guardian about how I can be polite, safe and responsible when I use digital technologies and the internet, and I promise I will do this at school and at home.*

Student First Name:

Student Last Name:

Grade (e.g. 1C - please include the letter)  
(Leave blank if new student):

Date:

### Parent/Guardian Acknowledgement

*I have read the KPS ICT Acceptable Use Agreement and talked with my child about how they can be polite, safe and responsible when they use digital technologies and the internet. I will continue to support the safe and responsible use of technology at home and at school.*

Parent/Guardian First Name:

Parent/Guardian Last Name:

Signature:

Date:

Please turn over page and complete part 2

## PART 2: Providing consent for your child to use G Suite for Education

We seek your consent for your child to use G Suite for Education. We are seeking your consent because personal information may be collected about your child. Outside of Australia, Google holds user data in data centres located around the world. The information is also subject to such country's jurisdictions.

This consent is to be read in conjunction with the following additional information:

- a) Information for Parents about Google Suite for Education
- b) Google Suite for Education: Data & Privacy Information
- c) KPS ICT Acceptable Use Agreement

### Parental access

You can access personal information held by the Department of Education and Training (Department) about you and your child under the *Freedom of Information Act 1982 (Victoria)*. If a mistake in that personal information is identified, the Department is required to correct it under the *Privacy and Data Protection Act 2014 (Victoria)*.

### If you don't provide consent

If you do not provide consent, your child will not have access to the online services and alternate arrangements for allocating work will be made.

### Consent for student use of online services

By signing and returning this form you confirm that:

You have received and read .

- a) Information for Parents about Google Suite for Education
- b) Google Suite for Education: Data & Privacy Information
- c) KPS ICT Acceptable Use Agreement

- You understand how your child's personal information will be collected, used, disclosed and managed.
- You understand that this consent will continue while your child is involved in the use of the consented online services.
- You understand that this consent on behalf of your child may be withdrawn at any time in writing.
- You understand that if the school determines that the personal information is no longer required or relevant, the use of the personal information will cease.

**I have read the information about the offered online services and provide permission for my child to access the services listed at the beginning of this document.**

<b>Child's First Name</b>	
<b>Child's Last Name:</b>	
<b>Grade e.g. 1C or 5/6D (Leave blank for new students)</b>	
<b>Parent/Guardian First Name:</b>	
<b>Parent/Guardian Last Name:</b>	
<b>Signature:</b>	
<b>Date:</b>	